



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

FACILITIES MASTER PLAN
UPDATE 2022

JUNE 27, 2022

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EXECUTIVE SUMMARY

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DISTRICT OVERVIEW

Rancho Santiago Community College District (RSCCD) is one of the largest community college districts in California, comprising one of the oldest colleges: Santa Ana College (SAC) founded in 1915, a relatively newer campus founded in 1980: Santiago Canyon College (SCC), and two centers: Centennial Education Center (CEC), and Orange Education Center (OEC).

The District is located in Orange County, and it serves over 35,000 local students per semester.

RSCCD is also one of the largest providers of continuing education in California, and it provides these programs across all four District sites: SAC, SCC, CEC and OEC (temporarily housed at SCC and leased facilities on Chapman Ave), as well as other locations in cooperation with its education and community partners.

Other District sites include: the Digital Media Center (DMC), an off-campus location in Santa Ana that houses the SAC based Digital Media program; the jointly operated Orange County Sheriff's Regional Training Academy (OCSRTA) in Tustin; the District Operations Center (DOC) located at another site in Santa Ana; and ownership of an unbuilt property across from the SAC campus, at the corner of Bristol and 17th Street.

Across all of these locations, the District manages 1.2 million gross square feet of building space, not including landscaped areas, paved areas and parking lots. The majority of this space has aged beyond its useful life: at SAC 22 Buildings out of 29 are over 50 years old; at SCC 2 Buildings out of 11 are 42 years old; and the majority of the 72 Temporary Portables across all sites (25 at SAC, 30 at SCC and 17 at CEC) are beyond their useful lifespan.

DISTRICT OWNED SITE NAME	YEAR BUILT	SITE ACREAGE	BUILDING GROSS SQUARE FOOTAGE
SANTA ANA COLLEGE	1945, EST. 1915	74.03 ACRES	742,000 GSF
SANTIAGO CANYON COLLEGE	1985	82.8 ACRES	421,770 GSF
BRISTOL / 17TH STREET LOT	ACQUIRED 2013	1.79 ACRES	NOT APPLICABLE
CENTENNIAL EDUCATION CENTER	1980	CITY OWNS LAND, RSCCD OWNS BLDGS NEW LEASE FROM 2020 TO 2101	47,514 GSF
DIGITAL MEDIA CENTER	2006	1.2 ACRES	28,200 GSF
ORANGE COUNTY SHERIFF'S REGIONAL TRAINING ACADEMY	2007	15 ACRES	52,631 GSF
DISTRICT OPERATIONS CENTER	1969	3.9 ACRES	54,784 GSF

PURPOSE OF THE UPDATE

In the Spring of 2021, the Facility Planning, District Construction, and Support Services Department at the District Operations Center (DOC) hired Steinberg Hart, along with Suniya 360 Architects, to undertake a planning effort to update the seven to ten year old College Facility Master Plans (FMPs). Additionally, all District owned sites would be addressed in the update.

This update was necessary to understand current and future facilities needs based on the following:

- Alignment with the latest Campus Educational Master Plans;
- Alignment with State Initiatives including Vision for Success, Guided Pathways, Strong Workforce Program, and Basic Needs; and
- Alignment with pandemic and expected post-pandemic effects.

In light of the numerous facilities needs across the District, this update also had to identify each campus's priority projects. The priority projects are captured in the "Tier One" project list, with the balance of projects located in the "Tier Two" project list.

Solutions for a few of the Tier Two projects are yet to be determined, and some of the District sites are undergoing separate planning/feasibility studies in various stages of development at this time. As such this FMP Update is considered an interim document, providing a bridge between the latest College Facility Master Plans, and a future more comprehensive Districtwide Facility Master Planning effort to be undertaken at a later time.

DOCUMENT ORGANIZATION

The Rancho Santiago Community College District Facilities Master Plan Update 2022 (referred to as FMP Update or Update within the document) is organized into ten chapters.

This introductory chapter provides an overview of the District, the purpose of the FMP Update, the District mission and vision, a summary of the key drivers behind the facilities needs, a summary of the Districtwide Tier One and Tier Two projects, and a summary of the facilities and site recommendations proposed in this update.

Chapter Two provides a description of the extensive participatory governance planning process used for the majority of the district sites. Variations to the process are outlined in the relevant chapters, where applicable.

Each of the subsequent eight chapters is dedicated to a particular campus, center or site, and each of these provide (as applicable): campus philosophy; the master plan goals & principles; a summary of projects recently completed and projects currently underway; the drivers behind the projects; the Tier One/Tier Two project lists; site and facilities recommendations to support these goals, principles, and drivers; a synopsis for each identified project, and *sample* sequencing scenarios for SAC and SCC.

This document is designed so that each site specific chapter can be disseminated by itself, in addition to disseminating the entire ten chapter document. As such, there is some minor repetition of information from the first two chapters in the site specific chapters.

DISTRICT MISSION AND VISION

MISSION

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

VISION

The colleges and centers of the Rancho Santiago Community College District (RSCCD) are learning communities. The RSCCD Board of Trustees is committed to ensuring access, equity, and success for students by providing comprehensive educational opportunities throughout our communities. The RSCCD will be a global leader in many fields, delivering cost-effective, innovative and sustainable programs and services that are responsive to the diverse needs and interests of all students. The RSCCD will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment of the RSCCD will be collegial and supportive for students, staff, and the communities we serve.

The RSCCD will promote and extensively participate in partnerships with other educational providers, including business, industry, and community groups, to further the goal of enhancing our communities' cultural, educational, and economic well-being.

The RSCCD will be a leader in the state in student learning. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.



Constituents enrolled in college credit programs at SAC & SCC:

58,351



Constituents earned 4,560 associate degrees and 11,446 certificates last year.

3,526

Constituents transferred to four-year institutions; local universities CSUF, CSULB and UCI were among the most popular destinations in 2017-18.



448

Constituents with verified disabilities attend SAC/SCC and have equal access to educational opportunities.

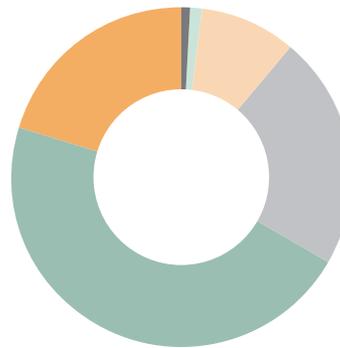
462

Veteran constituents attend SAC/SCC and receive help to transition from soldiers to scholars.

4,483

High school graduates attended SAC/SCC in their first semester after graduation.

Diverse Constituents Attending SAC & SCC



African American	1%
American-Indian	0%
Asian	7%
Latino	47%
White	13%
Multi-Ethnicity	8%
Other/ Not Reported	27%



33%

Constituents enrolled at SAC/SCC receive federal aid to pay for their education.

75%

Constituents attend SAC/SCC on a part-time basis.



30

Average age of constituents at SAC/SCC.

RSCCD Snapshot of 2018 data

KEY DRIVERS BEHIND FACILITIES NEEDS

The key drivers behind the current facilities needs are:

The Educational Programmatic Needs as identified in the colleges' latest Educational Master Plans (EMPs) and their Departmental Program Reviews. Providing the appropriate facilities to support these programmatic needs, and the relevant goals and actions outlined in the College's EMPs, is the foundation of every Facilities Master Plan, including this one.

The Market Demand for College graduates in California. According to an October 2019 "Meeting California's Workforce Needs" report from the Public Policy Institute of California (PPIC) - an independent, objective, and non-partisan research institution - there are several trends and factors in California that continue to bolster the need for more college graduates despite the disruption of the pandemic over these past two years. These include:

- *"One out of every three jobs in California requires some college but less than a bachelor's degree; this share is expected to hold steady in the future. Career education programs at the community colleges prepare many Californians for these "middle skill" occupations."*
- *"If current trends continue, about 40 percent of jobs in California will require at least a bachelor's degree by 2030."*
- *"Large numbers of well-educated Californians are retiring: every year, the number of new retirees with bachelor's degrees is higher than the number of degrees awarded by the University of California. Meanwhile, a growing number of young Californians are part of groups that have long been underrepresented in higher education."*
- *"Improving college access and completion among underrepresented groups is key" to increasing the number of college graduates in California.*

KEY EMP GOALS



- While CSUs and UCs have been graduating more students than ever before, *“Community colleges play a key role in increasing the number of bachelor’s degrees awarded.”*

California is experiencing a decline in the population growth rate, and a decrease in the 0 - 18 age group, which means that part of the increase in college graduates required will have to come from Adult Education and Continuing Education programs.

The Numerous California Community College Chancellor’s Office (CCCCO) Initiatives that support this goal of increasing California College graduates, including:

- **California Community Colleges Vision for Success** is a strategic plan with goals and commitments calling for sizable increases in the number of California Community College students

transferring to a University of California or California State University campus, and substantial improvements in preparing students for in-demand jobs and eliminating the achievement gap altogether.

- **Guided Pathways** framework assists colleges in improving student achievement outcomes by focusing efforts throughout the system on effective, evidence-based, practices and interventions, and integrating planning across all divisions. It also calls for a thoughtful redesign of support services programs that are effectively integrated with instructional programs to help students succeed.
- **California Community Colleges Strong Workforce Program (SWP)** which calls for *more and better* career technical education in an effort to increase social mobility and fuel regional economies with skilled workers.

- **California Adult Education Program (CAEP)** providing pathways for *more* adults to attain degrees, credentials, certificates and skill sets to prepare them for an in-demand job.
- **California Community Colleges Basic Needs Initiative** to address basic needs insecurity (that impact student wellness and success), by providing basic needs awareness, resources and systems.

All of these initiatives have some repercussions for facilities. Here are the significant ones:

The need to develop and offer innovative, high quality, workforce-ready, industry-driven career, technical and transfer programs by creating laboratories that replicate or mimic what students will encounter in the real world, and by collocating departments with strong synergies and cross-disciplinary degrees/certification opportunities;

Meeting the State Determined Capacity/ Load Ratios for lecture, laboratories, offices, library and av/tv spaces, which indicate that while both campuses could afford to reduce *some* of their lecture space, both are woefully under-built in laboratory space, and SAC is also under-built in library space for the number of students they *currently* serve;

Modernize Classrooms for changes in technology, teaching pedagogies and pandemic related lessons;

The need for accessible, collocated and expanded academic support services like tutoring and library services, and consolidated student services for ease of way-finding, accessibility, retention and completion;

The Completion of the Santiago Canyon College Campus to draw students from a wide area and retain them to goal

completion, which will necessitate more visible and improved facilities for food service options, bookstore, student government, student clubs, and student study spaces.

Meanwhile **Existing Conditions and The Total Cost of Ownership (TCO)** also need to be considered when addressing the myriad drivers outlined above. To that effect, here are some of the key factors:

- **State Facility Condition Index, Barrier Removal, and Division of the State Architect (DSA) Structural Guidelines** indicating that **ten** buildings at the SAC campus and **two** buildings at the SCC campus are more cost effective to be replaced than modernized to comply with current building code, barrier removal deficiencies, DSA compliance, as well as the age and condition of the facilities;
- **Facilities evaluation criteria** based on the suitability and functionality of the existing building for the current use, as well as the proposed project's ability to: address life safety concerns, remove barriers to accessibility, remove hazardous materials, improve infrastructure, improve safety and security, meet sustainability objectives, enhance student experience, balanced with implementation impacts;
- **The need to replace non-permanent facilities** such as the U Portables on the SCC campus, all of CEC Portables, and the Middle College, B Bungalows, and Temporary Portable Village on the SAC campus, with permanent facilities to improve total cost of ownership;
- **Global Sustainability goals and State codes** and the need to reduce maintenance and operations costs.

The last driver concerns the **Pandemic Related** factors/lessons. Many experts believe that the increase in remote learning brought on by the pandemic is likely to grow in the future. However, remote instruction these last two years has also exacerbated the inequities in access to higher education, disproportionately affecting Community College students versus four-year institutions.

This is because a vast number of community college students face challenges that make remote instruction unsuitable (be it access to stable Internet, technology devices, a quiet space to learn at home, peer and tutoring support etc.). An extensive survey conducted by the California Community Colleges Research Planning Group (the RP Group) indicated that there are six factors that make student success more likely (see image). Four of these factors require a presence on campus.

When you couple this with the large number of disciplines that require laboratory/hands-on experience, it becomes clear that remote instruction is not likely to grow as much for community colleges. However, it is possible that some lecture focused classes could be hybrid, with some students online and some in person, as such the District may want to consider modernizing some classrooms to be “Hyflex” - accommodating both modalities of instruction. Many educational institutions are creating hyflex classrooms across their facilities.

Other pandemic lessons include adding natural ventilation where possible, and upgrading mechanical ventilation.



Six Success Factors SM theRPgroup

- ▶ **Directed** — students have a goal and know how to achieve it
- ▶ **Focused** — students stay on track, keeping their eyes on the prize
- ▶ **Nurtured** — students feel somebody wants and helps them to succeed
- ▶ **Engaged** — students actively participate in class and extracurriculars
- ▶ **Connected** — students feel like they are part of the college community
- ▶ **Valued** — students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus, and feel their contributions are appreciated

TIER ONE PROJECTS

Chapter two of the Districtwide FMP Update provides further detail on the process that culminated into these project lists. As discussed in that chapter, the Colleges prioritized major projects into two “buckets” - Tier One being the top priority projects and Tier Two being all the other projects.

The projects within each Tier were not prioritized into any particular order, recognizing that the order is often determined by implementation scenarios and available funding.

SAC (NO PARTICULAR ORDER)

- New Replacement Applied Technology Center and Parking Structure
- New Replacement Arts & Workforce
- New Replacement Learning Commons
- Building A Modernization
- New Student Services & Welcome Center

CEC

- New Replacement Centennial Education Center

SCC (NO PARTICULAR ORDER)

- New Replacement Career and Technical Education (CTE) Building
- New Replacement Center for Academic and Student Achievement Services (CASAS)
- Science Center Modernization
- L Building Modernization
- D Building Modernization
- E Building Modernization
- C Building Modernization (Option 1) or New Replacement (Option 2)

OEC

- New Orange Education Center Replacement Facility

TIER TWO PROJECTS

SAC (NO PARTICULAR ORDER)

- Stadium Modernization
- Building S Modernization
- Field Improvements (All)
- Outdoor Amphitheater Upgrades
- New Exterior Campus Shade Structures
- New Replacement Athletic Facilities
- New Replacement Enlarged Pool
- New Sand Volleyball Courts
- Campus Entrance Improvements
- Future Replacement Middle College

OCSRTA

- New Exercise Pit and Training Tower
- New Public Safety Facility

SCC (NO PARTICULAR ORDER)

- New Upper Athletic Fields
- Exterior Campus Improvements
- Complete Loop Road

OTHER (NO PARTICULAR ORDER)

- SAC Drone Program Exterior Lab - pending identification of location
- SAC Student Housing - pending feasibility study to be undertaken upon receipt of State Grant funds approved April 2022
- SCC Student Housing - pending feasibility study to be undertaken upon receipt of State Grant funds approved April 2022
- SCC Central Plant - pending an updated feasibility study given recent State Sustainability legislation/codes
- Bristol/17th Street - pending further feasibility study (currently in progress)
- DMC - solution to be determined
- DOC - solution to be determined

SUMMARY OF MAJOR RECOMMENDATIONS

This Update proposes recommendations for the majority of the project needs identified by the college stakeholders during the 2021-2022 FMP Update process.

While the graphics and written descriptions within this document may appear specific/detailed, the shapes and information provided are actually conceptual: indicating potential location and purpose of the improvements. The final design of each site/project will occur when projects are funded, and detailed programming takes place with the appropriate user groups.

Graphic on the right illustrates the proposed solutions for the Santa Ana College campus, details of which can be found in the SAC chapter (Chapter 3).

This FMP Update process re-validated the majority of the SAC projects shown in the previous 2014 Facilities Master Plan Update, with consideration given to implementation logistics for the location of the Arts+Workforce facility. This update also added consideration for other facilities that are aging and/or have significant code challenges that will need to be addressed in the future.

SAC FACILITIES MASTER PLAN UPDATE 2022 - CAMPUS PLAN



SEE BRISTOL & 17TH CHAPTER

LEGEND

- New Construction
- Modernization
- Site Improvements
- Future Building

SCC FMP UPDATE 2022 - OPTION ONE CAMPUS PLAN

There are two options for the campus development that offer flexibility in how the facilities needs are met for the Santiago Canyon College campus, details of which can be found in the SCC chapter (Chapter 6).

This FMP Update process re-validated most of the SCC projects shown in the previous 2011 Facilities Master Plan, with some adjustments to programs housed in certain buildings/locations.



SCC FMP UPDATE 2022 - OPTION TWO CAMPUS PLAN



LEGEND

- New Construction
- Modernization
- Site Improvements
- Future Building



DIGITAL MEDIA CENTER (DMC)

With the proposed relocation of the existing occupants within the DMC to the main SAC Campus, the District should explore repurposing opportunities for this facility, as part of a future more comprehensive FMP Update, or a separate feasibility study.



ORANGE COUNTY SHERIFF'S REGIONAL TRAINING ACADEMY

The graphic above depicts the proposed solutions for adding an Exercise Pit, a Training Tower and a New Public Safety Facility at the Orange County Sheriff's Regional Training Academy site.



CENTENNIAL EDUCATION CENTER

The graphic above depicts a proposed solution for the Centennial Education Center, based of recommendations from the CEC Workgroups. Seventeen (17) aged portable buildings are proposed to be replaced with a permanent 2-story instructional building and two 1-story buildings to house the Administration and Child Development functions, respectively.



ORANGE EDUCATION CENTER

In 2019, the Board of Trustees approved the demolition of the existing OEC building in order to facilitate effective soils remediation of the property. In 2020 the building was demolished and the OCHCA approved the District's Remediation Action Plan which includes installation of a vapor extraction system. Construction of the system started in September 2021 and is expected to be complete Summer 2022, at which point the system will be turned on.

The environmental consultant is projecting the vapor extraction system will need to be in operation for *at least* five (5) years before there is sufficient data to demonstrate the installed remediation system's effectiveness and rate of reduction of subsurface soil vapors. An update on this site is expected to be part of a future more comprehensive FMP Update.



DISTRICT OPERATIONS CENTER

Given the age of the building (50+ years old) and the amount of repairs that the District is undertaking on a regular basis, it is recommended that the District conduct a Total Cost of Ownership (TCO) analysis comparing the cost of different options, such as: maintaining this existing building, purchasing a new building, and/or leasing another building. The District has initiated this study to assist in future planning and guide decision-making.



HOUSING

A planning grant under the Higher Education Student Housing Grant Program (created under Senate Bill/Assembly Bill 169) has recently been approved for RSCCD. This grant will be used to study the viability of offering affordable student housing Districtwide, including on or near the SAC and SCC campuses. The Department of Finance has yet to release the grant funding.



SUSTAINABILITY

An update to the District's 2015 Sustainability Plan is recommended as part of a future more comprehensive FMP Update. That Update will want to look at further ways to improve sustainability across all District sites (outside of replacing aged inefficient facilities with more efficient ones), energy generation opportunities, and further water conservation measures. As part of its sustainability approach, the District also utilizes existing Design Guidelines, District Standards, and Total Cost of Ownership analysis in making decisions related to facilities, and in the execution of funded projects.

The District's Sustainable RSCCD Committee (SRC) is currently evaluating an update to its 2015 Sustainability Plan.



ACCESSIBILITY

The District regularly updates its ADA Transition Plan, removing barriers to accessibility on an ongoing basis when feasible, and as part of future larger projects where appropriate.

**PROPERTY CONSOLIDATION AND/
OR ACQUISITION**

In its mission to continue delivering the most convenient, and most beneficial educational and community services, the District will evaluate the benefits of property consolidation and/or acquisition, whenever these are appropriate.

CURRENT DISTRICTWIDE TOP PRIORITIES

As these lists indicate, there are numerous facility needs across the District, and the majority of these projects would either replace or modernize outdated aged facilities, and/or relocate programs from aged temporary facilities into permanent ones.

With no funding currently available, the District is exploring a future local bond. While some of the projects may qualify for State funds (when available), the State only funds a maximum of 75% of the cost (in other words a minimum of 25% of local matching funds is required per each project). Hence, in order to leverage State funds (when available), the District also has to raise local funds.

The District is responsible for balancing the needs across all of its sites in determining the top 4 - 5 projects that should be pursued

should funding become available. To do so, each college's leadership was asked to identify its top programmatic priorities for the next 5 years. These priorities are based on current conditions, and these conditions can change over time, which is why District-wide priorities are reviewed periodically.

Santa Ana College top priorities are:

Priority One: Continuing Education and Non Credit Programs to meet critical community needs and Career Training. Critical community needs include English as a Second Language, High School Programs, Active Adult Programs, American Citizenship and College Prep. Career training includes training students for jobs in health fields, construction, culinary arts, hospitality, business, and customer service. It also includes career exploration in manufacturing, welding, automotive, biotechnology,

pharmacy technology, and transitions into certificate programs at Santa Ana College.

Priority Two: Training students for well-paying jobs in building, automotive, and logistics supply chain industries, and provide face to face opportunities for on site training and application of skills.

The **New Replacement facility at Centennial Education Center (CEC)** addresses the first priority.

The second priority is addressed by the **New Replacement ATC - Applied Technology Center and Parking Structure** which includes automotive, diesel mechanics, welding, construction technology, manufacturing, logistics supply chain, robotics and parking.

Santiago Canyon College top priorities are:

Priority One: Increase Career Technical Education Capacity for Credit and Non Credit programs by offering shorter noncredit programs with immediate job opportunities in Business Skills, Digital Media, Office Occupations; augmenting Allied health noncredit programs including Certified Nursing Assistant to initiate practitioners into health careers; offering stackable certificates that lead to degrees with “on ramps” over the course of early careers, for example: Code Enforcement Officer, Public Works, Survey/Mapping Sciences and Water Utility Science and Waste Water Management; and certificate and degree opportunities in well paid fields, such as biotechnology, business, education, child development, cosmetology, criminal justice, digital media, public administration and policy, and more.

Priority Two: bring vital services together to support students and integrate services.

Currently academic support and student achievement programs are housed in five buildings in various parts of campus. There is a high need to centralize services to create convenient access for students, and to provide “wrap-around” support for persistence and completion. The services include tutoring, supplemental instruction, student support programs (EOP&S, CalWORKs, SSS, Veterans Resource Center, Guardian Scholars, Basic Needs, Community Services and Continuing Education, and more), student government, student health, and college food service area.

The **New Replacement Career and Technical Education Building (CTE)** addresses the first priority, while the **Center for Academic and Student Achievement Services Building (CASAS)** addresses the second.





02

PROCESS

Background

Decision Making Process

Phases of Work

Participants

BACKGROUND

The Facility Planning, District Construction, and Support Services Department at the District Operations Center (DOC) hired Steinberg Hart along with Suniya 360 Architects to undertake a planning effort to update the current College Facility Master Plans.

Given that the existing FMPs were over 7 to 10 years old, the updates were necessary to understand facilities needs based on the following:

- Alignment with recently completed Campus Educational Master Plans;
- Alignment with State Initiatives including Vision for Success, Guided Pathways, Strong Workforce Program, and Basic Needs;
- Alignment with pandemic and expected post-pandemic effects; and
- Determination of Priority Projects.

The resulting FMP Update is considered an interim document, providing a bridge between the latest College Facility Master Plans, and a future more comprehensive Districtwide Facility Master Planning effort to be undertaken at a later time.

The kick-off for this planning effort started in the Spring of 2021 with the Working Groups completing their tasks by the end of the calendar year December 2021.

Each Working Group's Tier One projects were conceptually estimated in early Spring 2022, and various implementation scenarios were explored with College and District Leadership during this period. These recommendations and scenarios were then reviewed and discussed over several meetings with the Board of Trustees in the Spring of 2022. Final Board approval of the FMP Update is anticipated in June 2022.

DECISION MAKING PROCESS

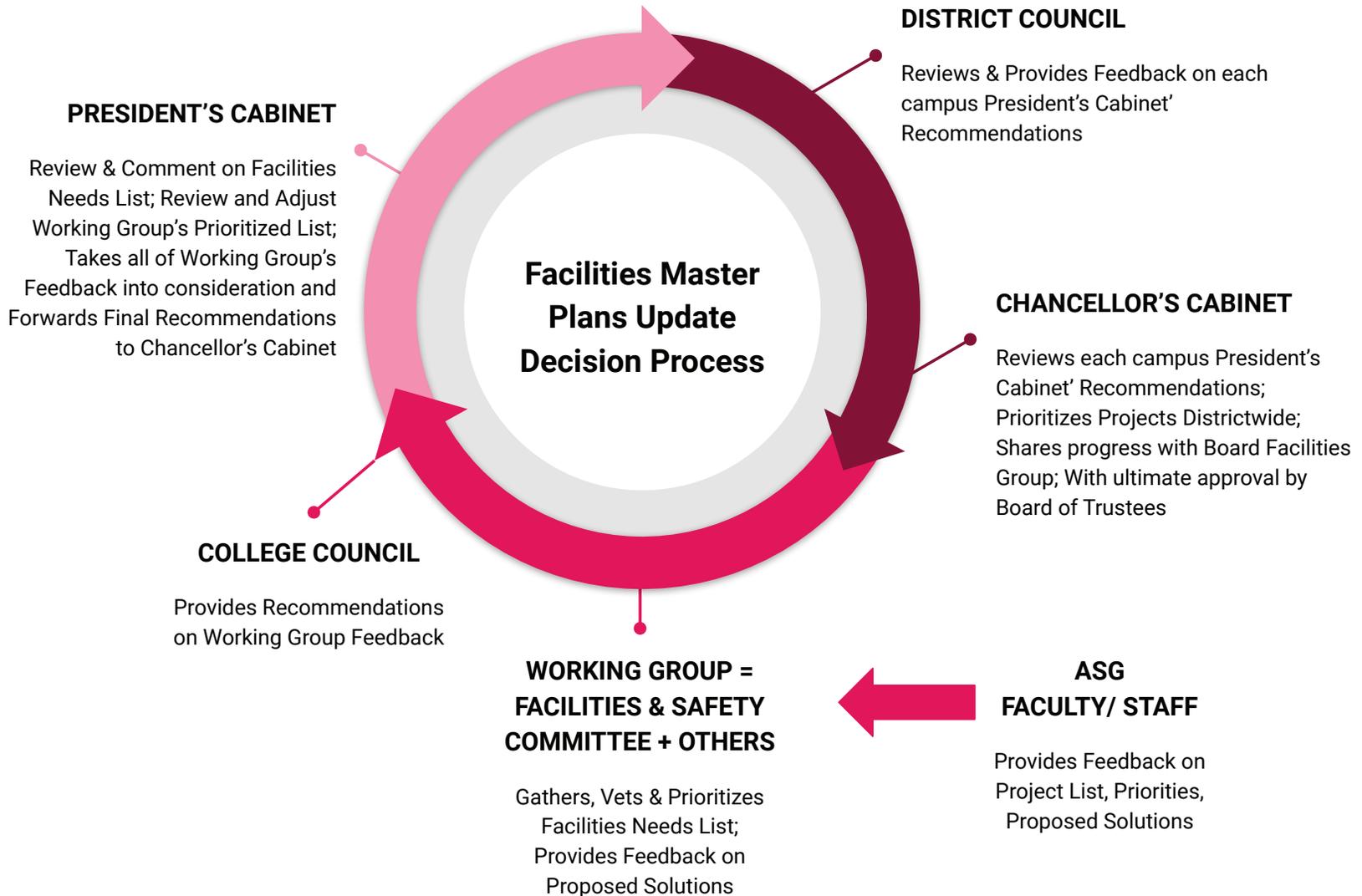
This update was developed using a participatory governance process entailing more than 60 meetings across various constituent groups including students, faculty and staff.

The Colleges utilized their participatory governance committee for Facilities & Safety as their main Working Group for the update. The District also formed a Facilities Professional Working Group.

The Associated Student Government, faculty & staff provided key input to the Working Group during the process.

The decision-making process was an iterative process of reviewing and refining the Working Groups' recommendations via College Council, President's Cabinet, District Council, Chancellor's Cabinet, and ultimately the Board of Trustees.

DECISION MAKING PROCESS



PHASES OF WORK

KICK OFF & FORMATION

The SAC Facilities & Safety Committee was identified as the Working Group for the SAC campus, the Digital Media Center (DMC), the Orange County Sheriff's Regional Training Academy (OCSRTA), the Bristol/17th site, and the Centennial Education Center (CEC).

The SCC Facilities & Safety Committee was identified as the Working Group for the SCC campus and the Orange Education Center (OEC).

The planning effort was kicked-off in Spring 2021 by confirming the campus decision making process, the phases of work & timeline, and by tasking the Working Groups with gathering as much data as possible/available to create a preliminary working list of facilities needs, which would be the starting point for broader stakeholder input.

GATHER DATA

The preliminary working list of facilities needs was compiled by listing outstanding projects from each campus' previous FMP, and by adding *major* facilities needs/requests identified in each college's Resource Allocation Requests (RARs) from the past three years. "Major" facilities needs in the RARs were defined as those that the District *estimated* would cost more than \$600,000.

The preliminary list was then reviewed, refined and augmented by the balance of participatory governance committees and the Associated Student Government. Furthermore, all faculty and staff were given an opportunity to review and comment on the FMP process and the preliminary list. The District hosted a month long web-link & email commenting process, as well as a campus forum at each campus in Fall 2021, to solicit input from campus constituents.

PHASES OF WORK

KICK-OFF & FORMATION OF WORKING GROUPS	GATHER DATA & DEVELOP DRAFT EVALUATION FRAMEWORK	REVIEW, DISCUSS & PRIORITIZE	DEVELOP RECOMMENDATIONS	REFINE RECOMMENDATIONS, COMMUNITY ENGAGEMENT, FINALIZED FMP UPDATE
APRIL 2021	MAY - AUGUST 2021	SEPTEMBER - OCTOBER 2021	NOVEMBER - DECEMBER 2021	JANUARY - JUNE 2022

DEVELOP EVALUATION CRITERIA

Both campus working groups developed qualitative frameworks to discuss and review program needs resulting in facilities projects (be it modernizations or new facilities). The frameworks were developed through a rigorous and collaborative discussion arriving at a mutually agreed upon criteria. The selected criteria was focused on each college's educational and student-centered needs.

The SAC Working Group criteria was the eight goals from their 2021-2024 Educational Master Plan (which directly tie into the CCCC's Vision for Success goals) plus a consideration for projects that were in the previous FMP.

Similarly, the SCC Working Group utilized their 2016 - 2022 Educational Master Plan (EMP) to extract twelve goals from the most

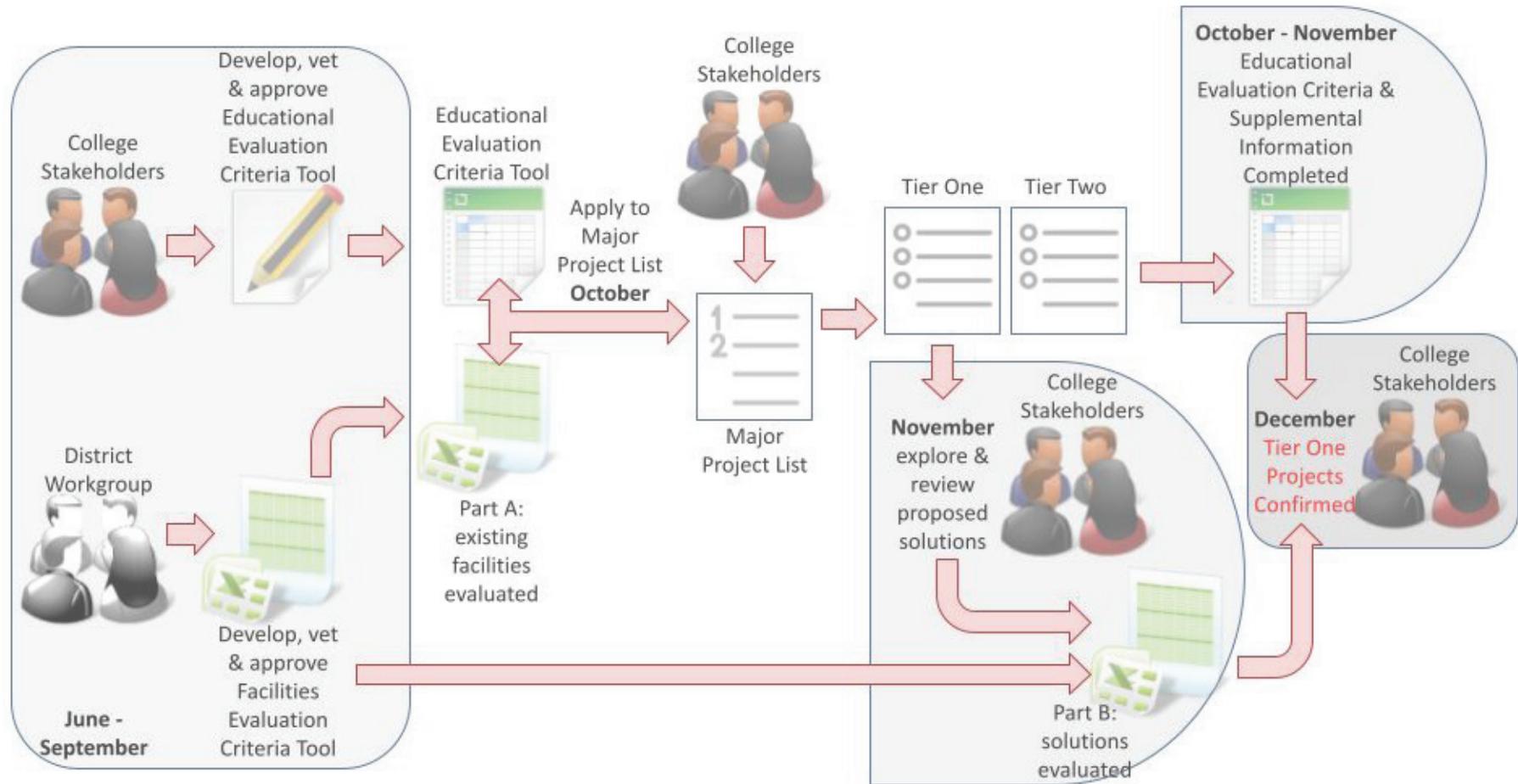
relevant EMP goals/action items, plus a consideration for projects that were in the previous FMP.

Concurrent to this effort, the District's Facilities Professional Working Group developed their facilities evaluation framework and scoring metrics, through a similar rigorous and collaborative discussion, with input taken from all eight members of the Working Group. Their discussions were supplemented by supporting documentation from the Foundation for California Community Colleges and California Community Colleges Chancellor's Office FUSION Building Conditions Assessment, Santa Ana College 2014 Facilities Master Plan Update, Santiago Canyon College 2011 Facilities Master Plan Update, Santiago Canyon College Athletic Master Plan study 2017, Campus Resource Allocation

Requests (RARs), 2018 ADA Transition Plan Report, 2015 Sustainability Plan, Five Year Construction Plan, and Initial Project Proposals (IPPs), Measure L Bond Project list, approved plans and drawings and other documentation.

The facilities criteria evaluated both existing facilities and proposed recommendations (as modernizations or new construction) based on the following categories: improvements to life safety, removal of accessibility barriers, removal of hazardous materials, improvements to infrastructure, improvements to safety and security, improvements towards RSCCD's sustainability objectives, enhancements to the student experience, and space efficiency. Each of these categories had its own scoring metrics that together established the overall facilities conditions / recommendations scoring.

PRIORITIZATION PROCESS



REVIEW, DISCUSS & PRIORITIZE

Both colleges finalized their Project List (of program needs), and in October 2021 the Working Groups applied and scored their Project List using their finalized Educational Evaluation Criteria, through a collaborative discussion. These scores were then combined with the Facilities Evaluation of Existing Facilities (Part A), generated by the Facilities Professional Working Group. The Facilities scoring was weighted based on the share of existing facilities impacted.

The top scoring projects were then categorized as “Tier One” projects, with the balance categorized as “Tier Two.” These “Tier One” and “Tier Two” projects were then reviewed, discussed, and refined with the Working Groups and other participatory governance committees.

DEVELOP RECOMMENDATIONS

Concurrent to the Tiered Projects review, recommendations for the majority of the program needs identified in the Project List were explored. Those not addressed are those pending further studies (see each Campus Chapter for more detail).

These recommendations were then re-scored using the Facilities Evaluation Criteria for Solutions (Part B) given that a program need satisfied by a modernization scores differently than a program need satisfied by a new building.

Campus Working Groups provided feedback in November on the proposed recommendations, and reviewed the impact of the adjusted combined score on the Tier One Tier Two projects. The adjusted scores did not revise Tier level for the projects, but it did revise the order within each Tier.

By illustrating conceptual implementation scenarios and facilitating a collaborative discussion, the Working Groups agreed that the execution order of projects is most often dependent on site availability, swing logistics, and funding opportunities, and as such there would be no point in ranking the projects within each Tier.

Unranked Tier One projects were confirmed and forwarded to participatory governance committees in December 2021, for review, comment and refinement of project names.

REFINEMENT, COMMUNITY ENGAGEMENT & DOCUMENTATION

In Spring 2022 each Working Group's Tier One projects were conceptually estimated by a third party estimator (HL Construction Management), and various implementation scenarios were explored with College and District Leadership. These recommendations and scenarios were then reviewed, discussed and further refined over several meetings with the Board of Trustees.

Concurrently, the District and Colleges initiated their engagement and outreach with the community, neighborhoods and the City. These were done via neighborhood Town Hall meetings for both SAC and SCC.

A Draft FMP Update was prepared, refined and finalized through a participatory governance review process in April - May 2022, and final Board approval of the FMP Update is anticipated in June 2022.

LIST OF PARTICIPANTS

The District would like to thank all the participants who contributed by providing comments, input, time, and effort into the 2022 FMP Update, including the individuals noted below:

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03

SANTA ANA COLLEGE

Introduction

Campus History & Data

College Philosophy, Goals & Principles

Projects Recently Completed & Underway

Drivers Behind Project Needs

The Project Lists

Recommendations

The Projects

Possible Scenarios

INTRODUCTION

Santa Ana College has been serving Orange County for over 107 years. Serving over 20,000 diverse students per semester, Santa Ana College is ranked as one of the nation's top two-year colleges awarding associate degrees to Latino and Asian students, and is also recognized throughout the state for its comprehensive workforce training programs for nurses, firefighters, law enforcement and other medical personnel.

However, as the fourth oldest community college in California, a substantial portion of the College's facilities have aged beyond their useful life (21 out of 29 buildings are over 50 years old). Many are also poorly configured for modern teaching and learning pedagogies that help better prepare students for the workforce and transfer pathways. In addition, some facilities do not meet current health, safety and accessibility codes, and the evolving educational and support needs of its students.

Reflecting the participation of a wide range of stakeholders, the 2022 Santa Ana College Facilities Master Plan (FMP) Update has been developed to provide direction on the development of campus facilities to meet the needs of students within this context, and to better utilize campus resources in doing so. It provides graphic and narrative descriptions of recommendations for modernizations, replacement of facilities, associated site improvements, and further studies as required.

The recommendations within herein the previous 2014 FMP Update. These refinements are based on the College's 2021-2024 Educational Master Plan, address the goals and principles, address the shortage of laboratory and library/tutoring space, and strive to make the best use of possible future funding resources by considering implementation logistics and State matching funding opportunities.

CAMPUS HISTORY & DATA

Santa Ana College, established in 1915, was a Junior College located on the campus of Santa Ana High School. The 1933 earthquake forced the college to relocate to a site on North Main Street, and in 1945 SAC passed a bond measure that allowed the college to move to a permanent campus in 1947, to its current location.

In 2002, voters approved Measure E, a \$337 million Districtwide renovation and new construction bond to alleviate overcrowding, expand educational and training programs.

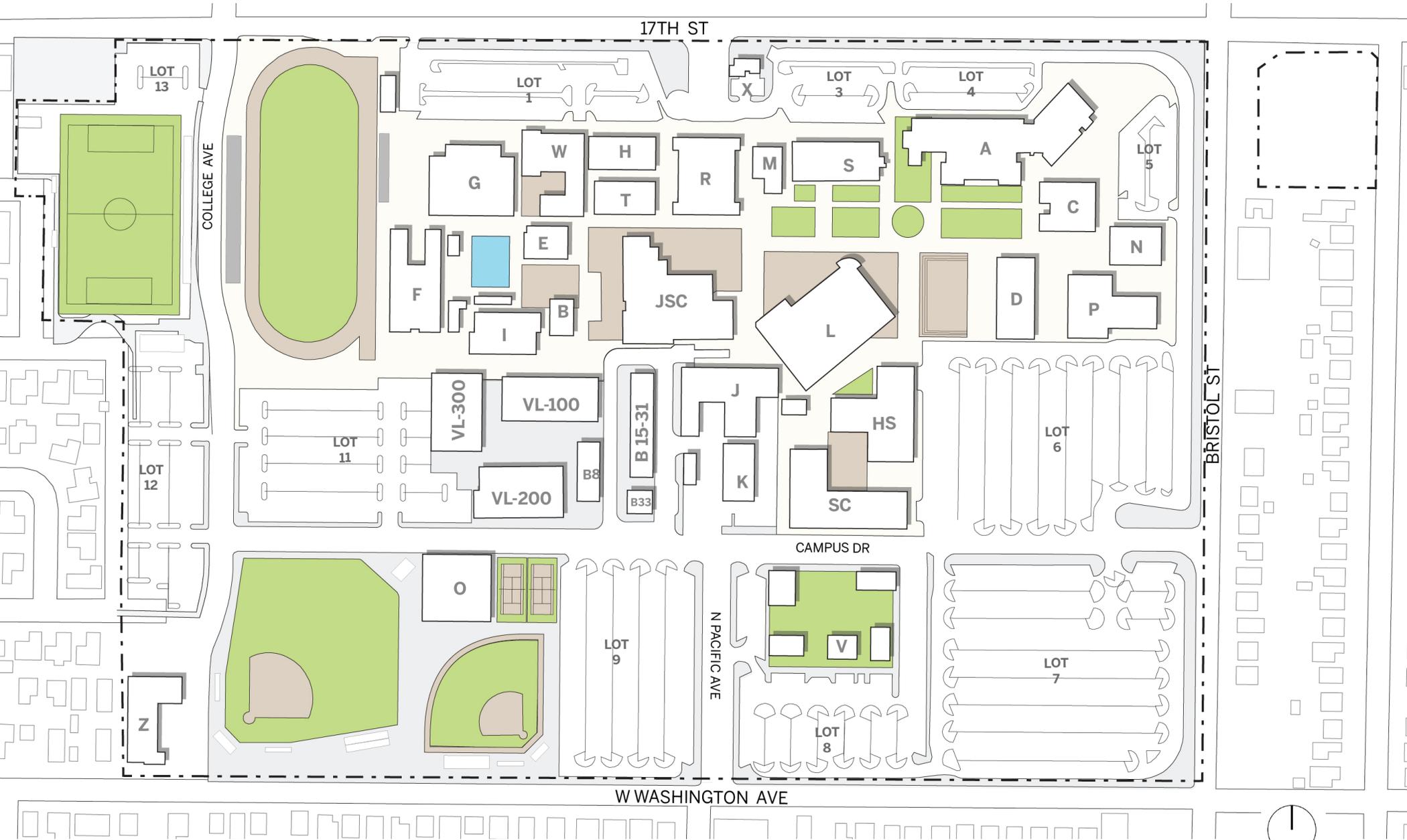
In 2012, voters approved Measure Q, a \$198 million bond specifically for renovations, repairs and new construction at SAC.

Other Santa Ana College service sites include the Digital Media Center, the Centennial Education Center, and the Orange County Sheriff's Regional Training Academy.

CAMPUS DATA

- Main campus is 65 acres.
- There are 29 buildings, 25 portable classrooms, ancillary storage/utility facilities, comprising approximately 742,000 gross square feet.
- Buildings on campus were built in phases and several are over 50 and 60 years old (1950s, 60s and 70s such as auto/diesel, welding, technical arts and engineering, music, fine and performing arts, including, the theater).
- 7 of the main buildings on campus are over 64 years old, and 15 of the 29 main buildings are over 50 years old. Over half of the main buildings are considered beyond their useful life span according to state standards.

SANTA ANA COLLEGE (SAC) EXISTING CAMPUS PLAN



COLLEGE PHILOSOPHY, GOALS & PRINCIPLES

MISSION

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

VISION

Santa Ana College is the college of choice that empowers individuals and is committed to creating and strengthening a student-centered, diverse, and welcoming community. The innovative academic pathways and services that the college provides inspire and motivate students to achieve educational excellence and economic advancement in a supportive environment.

Vision Goals

Santa Ana College established and adopted the California Community Colleges' Vision for Success goals. See the 2021-2024 Educational Master Plan for further detail.

GOALS & PRINCIPLES

The Master Plan Goals and Guiding Principles from the previous 2014 FMP Update were reaffirmed through this FMP Update process.

In addition, based on input from Students, the Working Group and Leadership Committees augmented the "Establish Principles to Guide the Design of Facilities" by adding the last four considerations in that list: parking/drop-off, outdoor shade, flexible/diverse study spaces and technology.

MASTER PLAN GOALS

- Create a plan with order and flexibility
- Develop a complete plan with long-term solutions
- Develop a plan that is based on college-wide priorities
- Develop the image of the campus to the surrounding community
- Focus on students
- Consolidate related programs
- Encourage collaboration and connections
- Right-size functions and spaces to align with state standards
- Identify facilities to be replaced versus renovated (modernized)
- Incorporate universal access design principles
- Incorporate sustainable design principles

GUIDING PRINCIPLES

Maximize Functional Space

- Renovate facilities
- Address program needs

Eliminate Non-Functional Space

- Remove temporary buildings
- Replace aging facilities

Improve Efficiency/Utilization of Facilities

- Plan facilities to consolidate related programs
- Create flexible, interdisciplinary spaces
- Plan for efficient use of space

Right-size the Campus to Address Program Needs

- Align the projected space inventory with state guidelines

- Position the College to maximize funding (federal, state & local)

Develop the Campus Environment

- Define clear, inviting campus entry points
- Develop clear pedestrian connections
- Create gathering spaces to support collaboration

Establish Principles to Guide the Design of Facilities

- Design for safety & security
- Design for sustainability
- Design to foster connections
- Design to consider parking & drop-off
- Design to consider outdoor shade
- Design to consider flexible and diverse student study spaces
- Design for technology (current and future)

PROJECTS RECENTLY COMPLETED & UNDERWAY

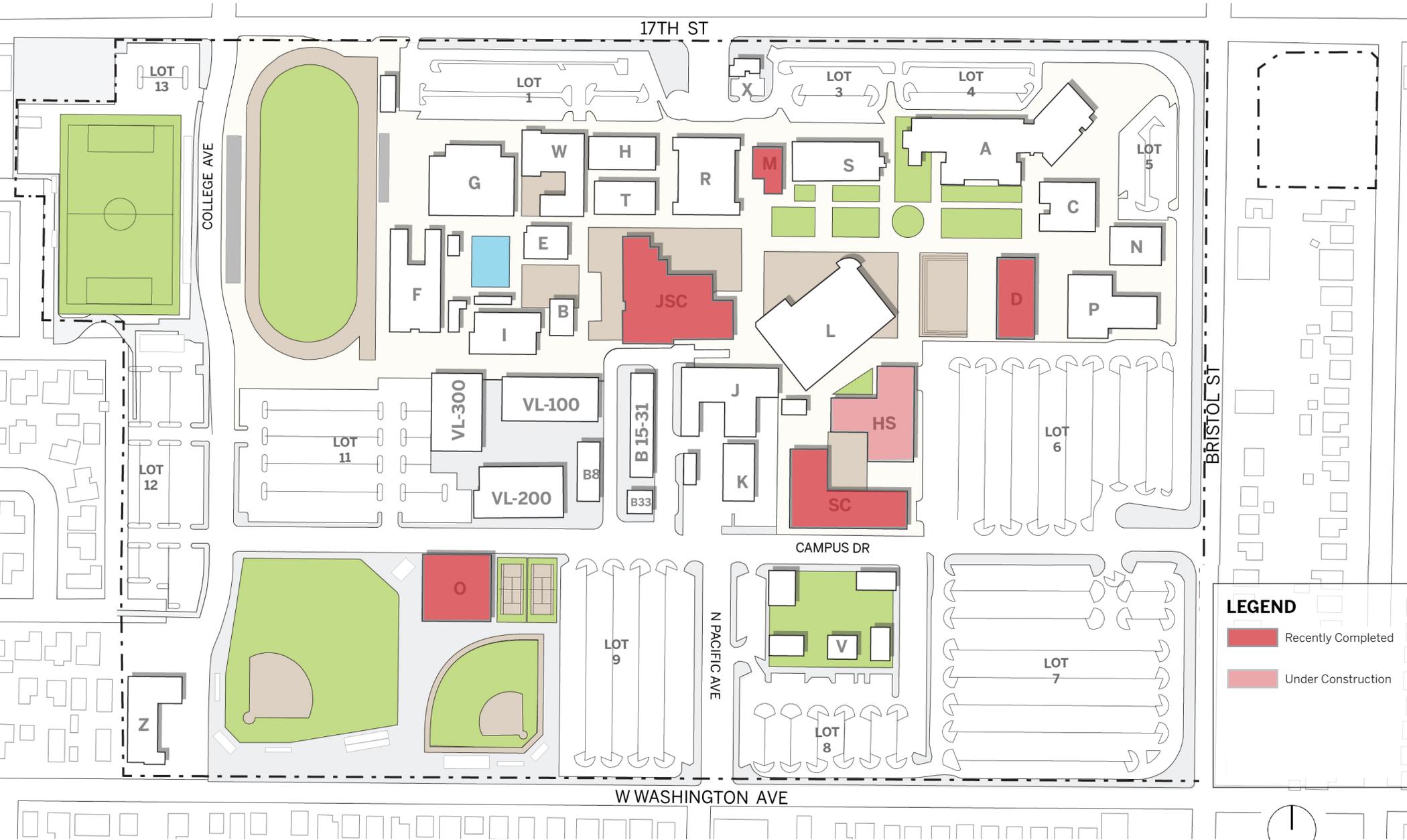
PROJECTS RECENTLY COMPLETED

- Dunlap Hall Renovation (D)
- Central Plant Construction (O)
- Planetarium Modernization (M)
- Demolition and Reconstruction of Johnson Student Center (JSC)
- Science Center Construction (SC)
- Temporary Village Portables for swing needs to support construction/renovation projects (VL)
- Campus-wide Underground Infrastructure Replacement & Campus Quad
- Replacement of landscaping with drought tolerant and other site improvements

PROJECTS CURRENTLY UNDERWAY

- Health Sciences under construction (HS)
- Russell Hall (R) demolition (will be underway once Health Sciences facility is complete)
- Campus Entrance Improvements Phase One (after Russell Hall is demolished)

SAC BUILDING RELATED PROJECTS RECENTLY COMPLETED/UNDER CONSTRUCTION



LEGEND

- Recently Completed
- Under Construction

SAC EDUCATIONAL CRITERIA (2021 - 2024 SAC EMP ALIGNMENT)								
1: SAC will provide support services that remove barriers for timely completion of educational goals of students.	2: SAC will provide Career and Academic Pathways (CAPs) to all students together with academic and student support services they need to complete their educational goals in a timely manner.	3: SAC will increase the number of students transferring annually to 4-year institutions.	4: SAC will provide services that support student integration into college life, student retention and persistence. <i>(abbreviated from original goal)</i>	5: SAC will prepare students for successful, livable-wage employment closely related to their field of study.	6: SAC will develop a comprehensive career education marketing, outreach and recruitment plan.	7: SAC will develop and offer innovative, high quality, workforce-ready, industry-driven career and technical programs.	8: In order to reduce achievement gaps SAC will systematically equitize its practices leading to culturally responsive programs and services. <i>(abbreviated from original goal)</i>	Was identified in previous FMP
✓	✓	✓	✓	✓	✓	✓	✓	2
✓	✓	✓	✓	✓	✓	☐	✓	2
✓	✓	✓	✓	✓	☐	✓	✓	0

DRIVERS BEHIND PROJECT NEEDS

Chapter One of the Districtwide FMP Update provides a comprehensive review of the key drivers for facilities needs. The following are the specifics of SAC's key drivers:

- **Educational evaluation criteria** (see above) is based on the eight goals identified in the Santa Ana College 2021-2024 Educational Master Plan. These goals are focused on increasing student success, reducing achievement gaps and increasing completion of degrees/certificates by providing students with academic/support services and facilities that better prepare them for the Workforce and Transfer pathways;
- **The California Community Colleges Strong Workforce Program** (SWP) to build *more and better* career technical education in an effort to increase social mobility and fuel regional economies with skilled workers;

- **The California Adult Education Program** (CAEP) providing pathways for *more* adults to attain degrees, credentials, certificates and skill sets to prepare them for an in-demand job;
- **Departmental program reviews** and supplemental information regarding enrollment trends, students served etc.;
- **State determined capacity/load ratios** for lecture, laboratories, offices, library and AV/TV spaces indicating that while the campus could afford to reduce *some* of its lecture space, it is *woefully under-built* in laboratory and library space for the number of students it serves, and *moderately under-built* in office and AV/TV space;
- **State Facility Condition Index & Division of the State Architect (DSA) Structural Guidelines** indicating that buildings E, H, J, K, L, N, P, S, T and W are more cost effective to be replaced

RSCCD 2022 SAC FMP UPDATE FACILITIES CONDITIONS PRIORITIZATION CRITERIA								
EVALUATION								
Addresses Life Safety Concerns 0 - No 1 - Minimal 2 - Moderate 3 - Major	Removes Barriers to Accessibility 0 - No 1 - Minimal 2 - Moderate 3 - Major	Removes Hazardous Materials 0 - No 1 - Minimal 2 - Moderate 3 - Major	Improves Infrastructure 0 - No 1 - Minimal 2 - Moderate 3 - Major	Improves Safety and Security 0 - No 1 - Minimal 2 - Moderate 3 - Major	Meets Sustainability Objectives 0 - No 1 - Minimal 2 - Moderate 3 - Major	Enhances the Student Experience 0 - No 1 - Minimal 2 - Moderate 3 - Major	Existing Building Use and Facility Adequacy 0 - Yes 1 - Minimal 2 - Moderate to Major	Other 0 - No 1 - Minimal 2 - Moderate 3 - Major
3	3	3	3	2	3	3	2	2

- than modernized to comply with current building code & DSA compliance, as well as the age and condition of the facilities;
- **Facilities evaluation criteria** (see above) is based on the suitability and functionality of the existing building for the current use, as well as the proposed project's ability to: address life safety concerns, remove barriers to accessibility, remove hazardous materials, improve infrastructure, improve safety and security, meet sustainability objectives, enhance student experience, balanced with implementation impacts;
- **The need to replace non-permanent facilities** like the Middle College High School (B Bungalows), and the Temporary Portable Village (VL100, and 200) with permanent facilities (as needed) to improve total cost of ownership;

- **The need to develop and offer innovative, high quality, workforce-ready, industry-driven career, technical and transfer programs** by creating laboratories that replicate or mimic what students will encounter in the real world, and by collocating departments with strong synergies and cross-disciplinary degrees/certification opportunities;
- **Modernize Classrooms** for changes in technology, teaching pedagogies and pandemic related lessons;
- **The need for accessible, collocated and expanded academic support services** like tutoring and library services, and consolidated student services for ease of way-finding, accessibility, retention and completion;
- **The California Community Colleges Basic Needs Initiative** to address

- basic needs insecurity (that impact student wellness and success), by providing basic needs awareness, resources and systems;
- **Global Sustainability goals and State codes** and the need to reduce maintenance and operations costs.

THE PROJECT LISTS

Chapter two of the Districtwide FMP Update provides further detail on the process that culminated in these project lists. As discussed in that chapter, the College prioritized projects into two “buckets” - Tier One being the top priority projects and Tier Two being all the other projects.

The projects within each Tier were not prioritized into any particular order, recognizing that these are determined by implementation scenarios and available funding.

SAC Campus Tier One (first priority) projects, in no particular order:

- New Replacement Applied Technology Center and Parking Structure
- New Replacement Arts & Workforce
- New Replacement Learning Commons
- Building A Modernization
- New Student Services & Welcome Center

SAC Campus Tier Two projects, in no particular order:

- Stadium Modernization
- Building S Modernization
- Field Improvements (All)
- Outdoor Amphitheater Upgrades
- New Exterior Campus Shade Structures
- New Replacement Athletic Facilities
- New Replacement Enlarged Pool
- New Sand Volleyball Courts
- Campus Entrance Improvements
- Future Replacement Middle College High School
- New Drone Program Exterior Lab
- New Student Housing

SAC FMP UPDATE TIER ONE AND TIER TWO PROJECTS

TIER ONE PROJECTS SAC 2022 FMP UPDATE PROPOSED SOLUTIONS		
PROPOSED SOLUTION (THE PROJECT)	ABBREVIATED LABEL	PROGRAM NEEDS
NEW REPLACEMENT APPLIED TECHNOLOGY CENTER AND PARKING STRUCTURE	ATC AND PARKING STRUCTURE	"HEAVY DUTY" APPLIED TECHNOLOGY PROGRAMS: AUTO, DIESEL, WELDING, MANUFACTURING TECHNOLOGY PARKING/TRAFFIC CIRCULATION IMPROVEMENTS
NEW REPLACEMENT ARTS AND WORKFORCE BUILDING	ARTS + WORKFORCE	PERFORMING ARTS, VISUAL ARTS, DIGITAL MEDIA, JOURNALISM, COMMUNICATIONS "NON HEAVY DUTY" APPLIED TECHNOLOGY PROGRAMS: FASHION, NUTRITION/CULINARY, FIRE TECHNOLOGY
NEW REPLACEMENT LEARNING COMMONS	LEARNING COMMONS	LEARNING COMMONS (LIBRARY, TUTORING & INSTRUCTIONAL SUPPORT CENTER) THRIVE CENTER / CULTURAL & EQUITY CENTER
NEW REPLACEMENT CENTENNIAL EDUCATION CENTER	NEW CEC	CEC
BUILDING A MODERNIZATION	BUILDING A MODERNIZATION	MATHS CONSOLIDATION (HAMMOND HALL REPLACEMENT) OPTIMIZE BUILDING A
NEW STUDENT SERVICES & WELCOME CENTER	WELCOME CENTER	OPTIMIZE S BUILDING

TIER TWO PROJECTS SAC 2022 FMP UPDATE PROPOSED SOLUTIONS		
PROPOSED SOLUTION (THE PROJECT)	ABBREVIATED LABEL	PROGRAM NEEDS
NEW REPLACEMENT ATHLETIC GYM FACILITIES		BUILDING G, G PAVILION, W AND E DEFICIENCIES
BUILDING S MODERNIZATION (FOR ADMINISTRATION, CEWD AND CAMPUS SECURITY)		OPTIMIZE S BUILDING CAMPUS SAFETY/SECURITY FACILITY
NEW REPLACEMENT MIDDLE COLLEGE HIGH SCHOOL		MIDDLE COLLEGE HIGH SCHOOL
STADIUM MODERNIZATION		COMPLETE STADIUM FOR COLLEGE USE (INCOMPLETE)
OCSRTA NEW EXERCISE PIT AND TOWER		OCSRTA FIRE TECHNOLOGY & CRIMINAL JUSTICE
CAMPUS IMPROVEMENTS PROJECT PHASE 2 AND 3		POST RUSSELL HALL DEMOLITION SECONDARY EFFECTS
OCSRTA NEW PUBLIC SAFETY FACILITY		OCSRTA FIRE TECHNOLOGY & CRIMINAL JUSTICE
NEW DRONE EXTERIOR FACILITY		DRONE PROGRAM
BASEBALL AND SOFTBALL FIELDS IMPROVEMENTS		BASEBALL AND SOFTBALL FIELD IMPROVEMENTS
OUTDOOR AMPHITHEATER UPGRADES		SHADE AMPHITHEATER AND OTHER CAMPUS SPACES
NEW SHADE STRUCTURES AND PLAZA DE ARTES		SHADE AMPHITHEATER AND OTHER CAMPUS SPACES
NEW SAND VOLLEYBALL COURTS		SAND VOLLEYBALL
SOCCER FIELD IMPROVEMENTS		SOCCER FIELD IMPROVEMENTS
NEW REPLACEMENT ENLARGED POOL		POOL
STUDENT HOUSING SEPARATE STUDY - SEE BELOW		STUDENT HOUSING
NEW BRISTOL/17TH PROJECT		OPTIMIZE USE OF 17TH/BRISTOL SITE
REPURPOSE DMC		OPTIMIZE DMC SITE
IN PROJECTS ABOVE		VILLAGE REPLACEMENT

These tables identify the proposed solutions, known as “the Tier One and Tier Two Projects.” Each project identifies the program needs (from the Working Group’s finalized list) that are proposed to be addressed by the project. In addition, each Tier One project has an abbreviated label which is used on graphic materials and narratives for simplified identification.

RECOMMENDATIONS

This Update proposes recommendations for the majority of the project needs identified by the college stakeholders during the 2021-2022 FMP Update process. These solutions were developed based on the master plan goals and principles, to create a cohesive campus that enhances the student, staff, faculty and community experience alike.

The graphic on the right highlights the major projects, with written descriptions describing intent on the following pages. While the drawing and written descriptions may appear specific/detailed, the shapes and information provided are actually conceptual: indicating potential location and purpose of the improvements. The final design of each site/project will take place once projects are funded, and detailed programming takes place with the appropriate user groups.

Tier One (first priority) projects, in no particular order:

- New Replacement Applied Technology Center and Parking Structure
- New Replacement Arts & Workforce
- New Replacement Learning Commons
- Building A Modernization
- New Student Services & Welcome Center

The Tier One projects would include the demolition of Buildings J, K, T, H, L, C, N and P, and the removal or relocation of the Temporary Portable Village as needed.

The graphic plan shows all but two of the Tier Two project solutions, and identifies a couple of future building footprints. The missing project solutions for the Drone Program Exterior Facility and Student Housing require further study, as summarized in the project descriptions that follow. The future building footprints are placeholders for future needs.

SAC FACILITIES MASTER PLAN UPDATE 2022 CAMPUS PLAN



SEE BRISTOL & 17TH CHAPTER

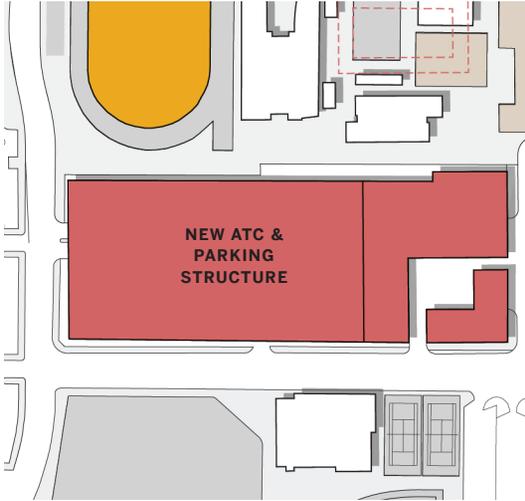
- LEGEND**
- New Construction
 - Modernization
 - Site Improvements
 - Future Building

THE PROJECTS

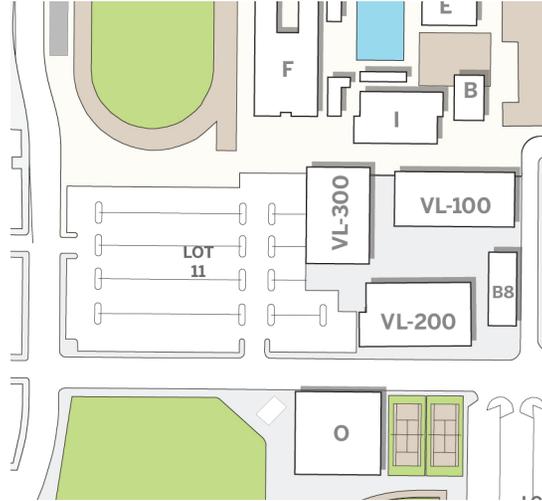
Given the uncertainty of the future (post pandemic), the fast pace of technological changes, and the dynamic nature of education, this FMP Update is not intended as a literal depiction/description of projects to be developed. Rather, the descriptions document the program needs that the college *hopes* will be addressed by the proposed project. Evolving program needs and availability of funding resources, coupled with anticipated enrollment, may further refine the project descriptions in the future.

Note: the majority of the proposed projects align with the previously approved EIR/CEQA and additional environmental impact studies will be conducted on a project by project basis, as may be required.

FMP UPDATE CAMPUS PLAN



EXISTING CAMPUS PLAN



APPLIED TECHNOLOGY CENTER (ATC) & PARKING STRUCTURE

The Applied Technology Center and Parking Structure is a new replacement facility for Automotive & Diesel Technology & Manufacturing Technology (Robotics and 3D modeling), Welding Technology and other applied technology programs under development, along with general parking.

Depending on funding and project sequencing of other proposed projects, this facility may also house Fashion Design & Merchandising, Nutrition Foods & Culinary Arts, Fire Technology and Criminal Justice. Currently these programs are planned for the Arts & Workforce facility.

The Parking Structure will not only restore lost parking, it will also increase the amount of parking on the campus to the desired number of spaces.

These programs are currently located in Buildings J (built 1958), K (built 1958) and T (built 1970), and partial Buildings A, B, E, H, and the Temporary Portable Village (VL).

Approximate sizing

The ATC is proposed as a new 71,100 GSF¹, 2-story facility, and the new Parking Structure is around 500,000 GSF, 4-story, yielding approximately 1,400 spaces. Minor site improvements are associated with this project, and if feasible this project should look at incorporating the Drone Program Exterior Lab (see page 3.26).

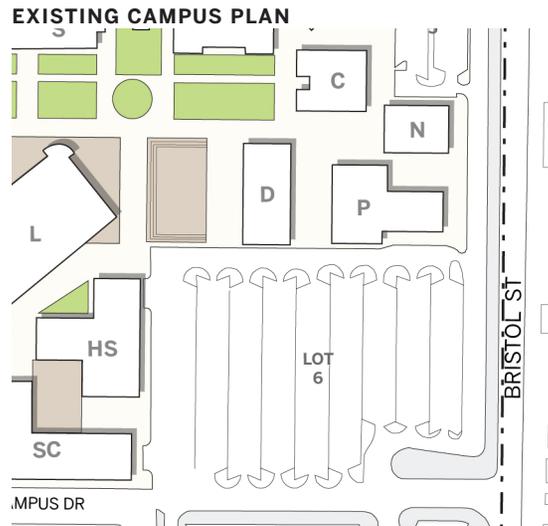
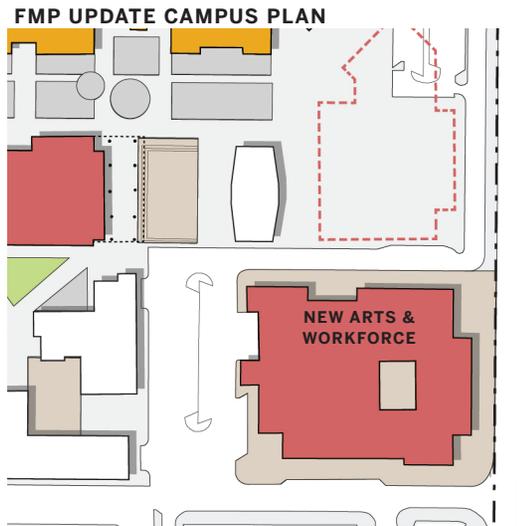
This project will demolish approximately 50,500 existing GSF (Buildings J, K and T²) and vacate another 6,400 existing ASF in partially occupied buildings (A, B, E, H & VL).

1 Add 21,000 GSF if Fashion, Culinary, Fire Tech & Criminal Justice are also included in this facility.
2 May have to wait until Fashion and Culinary are moved to new Arts+Workforce if not part of this project.

Implementation Considerations

The ATC and Parking Structure are proposed to be located on the site of Parking Lot 11 and the Temporary Portable Village. The following are implementation considerations:

- Relocation of programs housed in the Temporary Village into either existing spaces on SAC campus (where available) and/or relocation of some portables;
- Accommodations to replace Lot 11 parking while the Parking Structure is being built;
- Demolition of Buildings J & K upon occupancy of the ATC;
- If Fashion Design & Merchandising and Nutrition Foods & Culinary Arts move into the ATC then Building T may also be demolished;
- Construct minor site improvements at demolished building sites.



ARTS & WORKFORCE (A&W)

The Arts and Workforce building is a new replacement facility that will colocate Performing Arts (dramatic arts, dance, music), Visual Arts (2d and 3d arts, graphic design, photography), Media Arts (broadcast, digital media), Journalism, Media Communications, Fashion Design & Merchandising, Nutrition Foods & Culinary Arts, Fire Technology and Criminal Justice¹, to create a hub for these workforce programs and the community.

These programs are currently located in Buildings P (built 1955), N (built 1970), C (built 1972), T (built 1970), the Digital Media Center (built 2006), and partial Buildings A, B, E, G & R.

¹ Fire Technology and the Criminal Justice programs might relocate to a new Public Safety Institute at OCSRTA in the future.

Approximate sizing

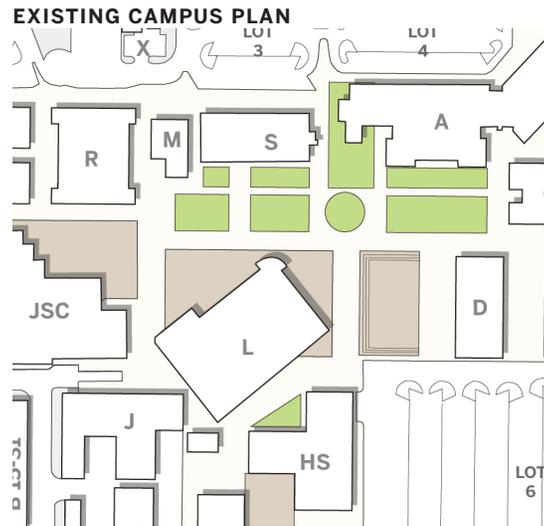
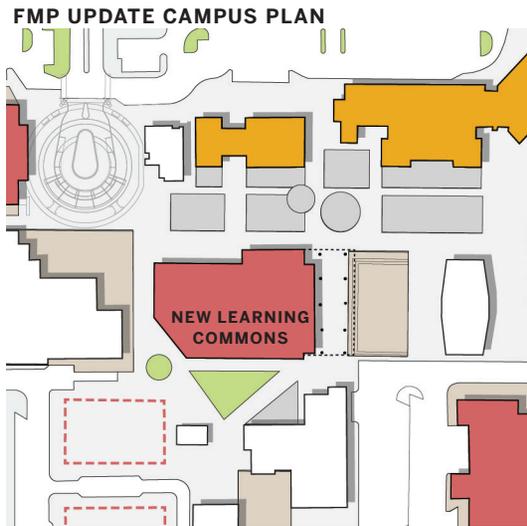
The Arts & Workforce building is proposed as a new 99,000 GSF, 2-story building. An interior courtyard for the Arts, and site improvements all the way around the facility are expected. Site Improvements would include passenger drop off zone, entry plaza and Bristol Street frontage welcoming the community; service vehicle access, loading & receiving; potentially some surface parking; and a campus entry plaza connecting this facility to the campus and the existing outdoor amphitheater.

This project will demolish approximately 77,600 existing GSF (Buildings C, N and P) with another 7,600 existing ASF vacated in partially occupied buildings (DMC, A, B, E, G & R).

Implementation Considerations

The Arts and Workforce building is proposed to be located on the site of Parking Lot 6. The following are implementation considerations:

- Accommodations to replace Lot 6 parking unless the ATC and Parking Structure is built first, in which case this accommodation will be satisfied by the Parking Structure;
- Demolition of Buildings C, N and P upon occupancy of the A&W, or when the campus no longer needs these buildings to accommodate swing for other projects;
- Construct minor site improvements at demolished building sites;
- Conversion of the vacated Digital Media Center for whatever use is determined (see Chapter 4).



LEARNING COMMONS

The Learning Commons is a new replacement facility that will house an expanded Library, an expanded and consolidated Tutoring Center, the Honors & MESA Programs, the Distance Education/Faculty Media Learning Center, the Thrive (Basic Needs) Center and the Multicultural/Equity Resource Centers comprising Asian American Resource Center, SEAP, Undocu-scholar Center, and the U2 Scholars Center.

This project is being submitted to the State (to see if it can qualify for future state matching funds) as a Final Project Proposal (FPP) in 2022.

These programs are currently located in Buildings L (built 1956), A (built 1996), D (Renovated 2016) and the Temporary Portable Village (2014).

Approximate sizing

The Learning Center is proposed as a new 94,000 GSF, 2-story facility. Significant site improvements all the way around the facility are expected to provide continuity to the Central Quad and the Johnson Student Center (JSC), while also stitching and connecting the Health Sciences (HS) and Science Center (SC) with the rest of campus.

If feasible this project will be designed to integrate some shade providing elements to the adjacent Outdoor Amphitheater (see page 3.23).

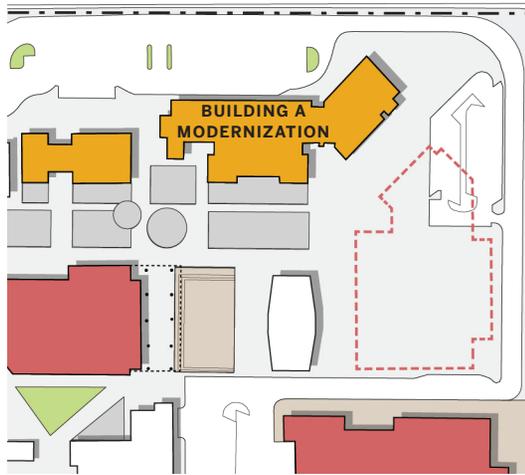
This project will demolish approximately 50,500 existing GSF (Building L) with another 10,400 existing ASF vacated in partially occupied buildings (A, D and VL).

Implementation Considerations

The Learning Commons is proposed to be located at the heart of the campus on the existing Building L site. The following are implementation considerations:

- Relocation of existing L Building occupants into swing space (to be determined, but if this project followed the Arts and Workforce project, L Building occupants could possibly swing into C, N and P);
- Demolition of Building L prior to construction.

FMP UPDATE CAMPUS PLAN



BUILDING A MODERNIZATION

The modernization of Building A will facilitate the collocation of the Mathematics department, and provide department hubs for Accounting, Business Applications & Technology, Business, Computer Information Systems, Entrepreneurship, International Business, Law, Management, Marketing & Paralegal, and Speech Language Pathology Assisting (SLPA).

It will also modernize instructional spaces (classrooms and multidisciplinary computer labs) to be used by these programs and other transfer / CTE / Continuing Education programs.

In addition, the building will continue to house Information Technology Services (ITS) and the Educational Media Services that support the overall campus.

EXISTING CAMPUS PLAN



Mathematics is currently located in Buildings H (built 1954), and L (built 1956). SPLA is also located in H, and most of the other departments already have offices in Building A.

Approximate sizing

Existing Building A is approximately 68,500 GSF, all of which will be modernized with ITS remaining in-situ. Site improvements adjacent to the building and the Central Quad area, potentially integrating shade structures (see page 3.23), are recommended.

This project will demolish approximately 15,720 existing GSF (Building H).

Implementation Considerations

Building A is currently occupied, as such the following are implementation considerations:

- Swing Building A occupants except ITS which will have to remain in place while the building is under construction;
- Note, if this project occurs after the ATC and/or the A&W and/or the Learning Commons there will be fewer occupants to swing, and buildings C, N, P and T could be used for swing (before they are demolished);
- Demolition of Building H is dependent upon the occupancy of Modernized Building A.

FMP UPDATE CAMPUS PLAN

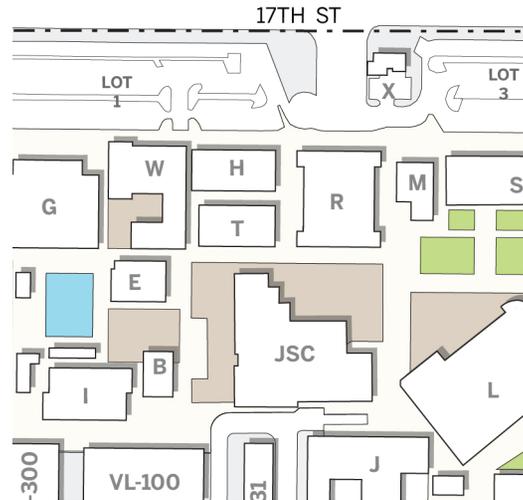


STUDENT SERVICES & WELCOME CENTER

The Student Services & Welcome Center is a new replacement facility that will house Admissions & Records, Career Center, Career Education and Workforce Development (CEWD), Continuing Education Welcome Center, Counseling Division, Orientation/Assessment Center, Outreach and the University Transfer Center. If feasible, the building may also house a few multi-purpose modern classrooms.

These programs are currently located on the second floor of Building L (built 1956), first floor of Building S (built 1972) and some in the Temporary Portable Village (2014).

EXISTING CAMPUS PLAN



Approximate sizing

The Student Services & Welcome Center is proposed as a new 31,000 GSF, 2-story building. Site improvements adjacent to the building, Central Mall, and repair/patching of the Campus Entrance Plaza are recommended.

Lot 1 may also need to be reconfigured to provide more visitor/short-term parking adjacent to the new building. See Campus Improvements Project (page 3.25) as well.

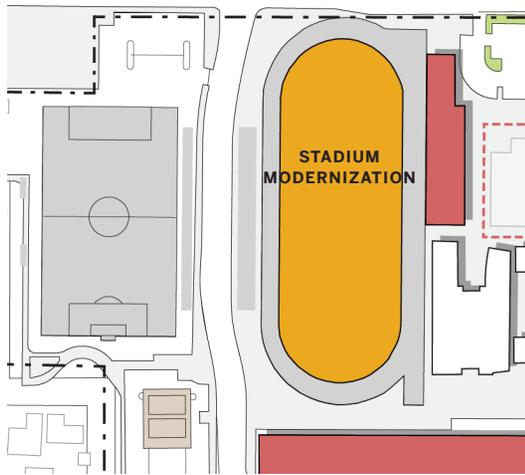
This project will vacate approximately 18,000 ASF in partially occupied buildings (L, S and VL).

Implementation Considerations

The Student Services & Welcome Center is proposed to be located at the front of the campus on the existing Buildings H & T site. The following are implementation considerations:

- The construction and occupancy of the ATC and Building A Modernization are required prior to demolition of Building H and T. If Nutrition and Fashion are moving to the new Arts & Workforce building, then that project will also need to occur before this one;
- Demolition of Building H and T prior to construction if they have not already been demolished with previous project vacancies;
- Re-striping/re-configuration of Parking Lot 1 to accommodate visitor parking in the vicinity of the Welcome Center.

FMP UPDATE CAMPUS PLAN

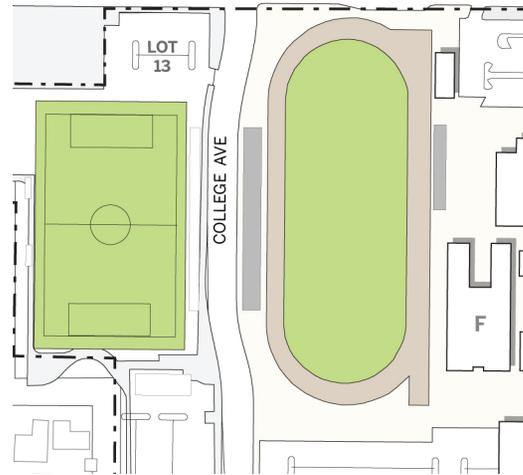


STADIUM MODERNIZATION

The Stadium will be modernized to accommodate athletic competitions (football, track & field, etc.) and large gatherings like graduation ceremonies. To facilitate this, the existing Eastern Bleachers and smaller buildings housing the Weight Pavilion and Football Storage will need to be demolished to create a new larger Grandstand to house increased Bleacher Seating, a Press Box above, Concessions, Restrooms and replacement Weight Pavilion/Football Storage beneath.

Additional improvements may include the removal of the barrier between the track and field, replacement of the field with turf, and reconfiguration/reorientation/relocation of the field events (high jump, hammer throw etc) as required to make the football field correctly sized for games & competitions.

EXISTING CAMPUS PLAN



Approximate sizing

Proposed Bleacher Seating with program space below is shown at approximately 15,000 GSF, plus an assumed 5,000 GSF Press Box one level above the Bleachers, accessible by elevator and stairs. However, the sizing is subject to field and track requirements.

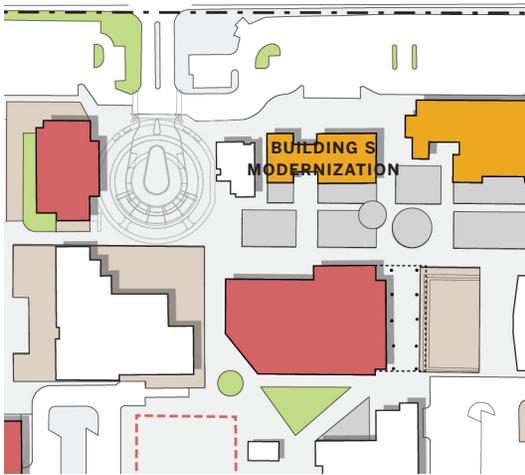
The site area includes the entire Stadium.

Implementation Considerations

The Stadium is currently occupied, as such the following are implementation considerations:

- Swing/relocate the Weight Pavilion and Football Storage before construction;
- Utilize an off campus Field during the duration of construction;
- May need to repair portion of Lot 1 upon completion of construction.

FMP UPDATE CAMPUS PLAN



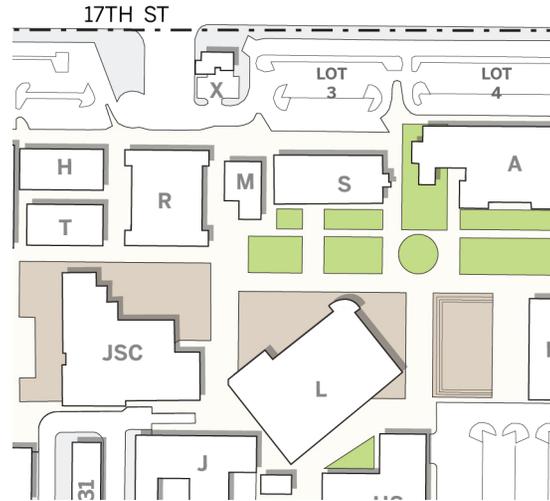
BUILDING S MODERNIZATION

Building S Modernization will facilitate the collocation of Administrative units for better efficiencies and adjacencies, the enlargement and better accessibility of the Board Room, the addition of other meeting rooms, the collocation of card access/key services, and possibly Public Safety & Security Services¹.

These programs are currently located on the second floor of Building S (built 1972), the Security-X (built 1996) and some personnel are located in Building A.

¹ Public Safety and Security Services are currently located in Building X, which is undersized for their current needs. An alternate plan to expand Building X has been studied but lacks funding at this time.

EXISTING CAMPUS PLAN



Approximate sizing

Existing Building S is approximately 24,300 GSF, all of which will be modernized. Site improvements adjacent to the building and the Central Quad area, potentially integrating shade structures (see page 3.23), are expected.

Lot 3 & 4 may also need to be reconfigured to provide the appropriate parking adjacent to the building. See Campus Improvements Project (page 3.25) as well.

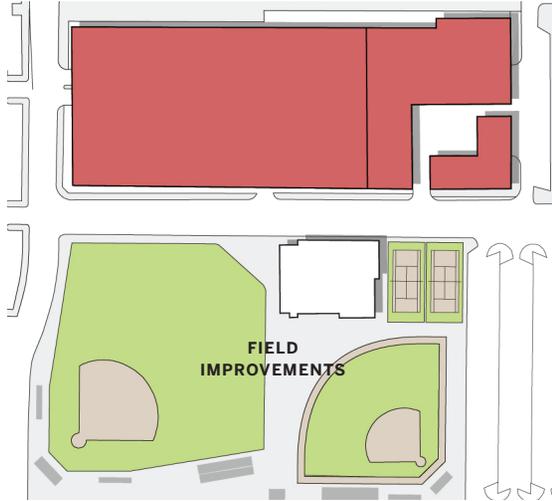
This project may potentially demolish approximately 1,630 existing GSF (Building X and see footnote 1).

Implementation Considerations

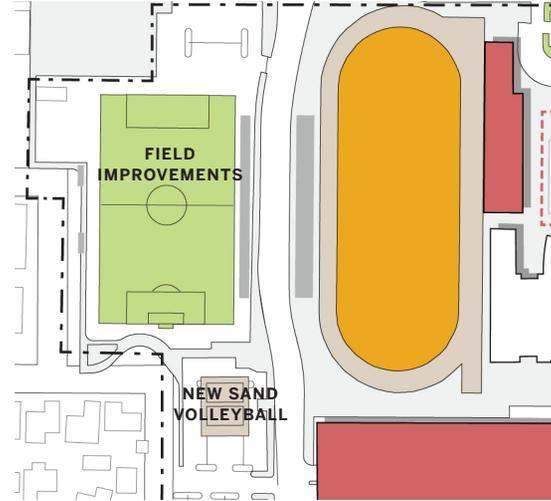
Building S is currently occupied, as such the following are implementation considerations:

- Swing Building S occupants (if this project is done after the Welcome Center then only half the building will need to swing);
- Demolish Security X Building after S Building occupancy;
- Re-stripe/re-configure Parking Lot 3 & 4 as needed by the demolition of Building X (see footnote 1) and Building S Modernization.

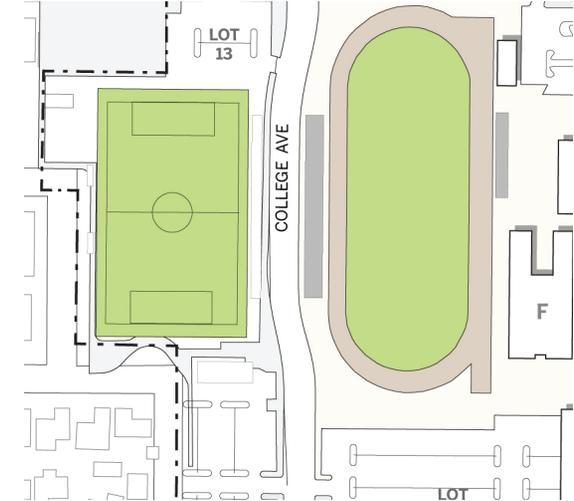
FMP UPDATE CAMPUS PLAN



FMP UPDATE CAMPUS PLAN



EXISTING CAMPUS PLAN

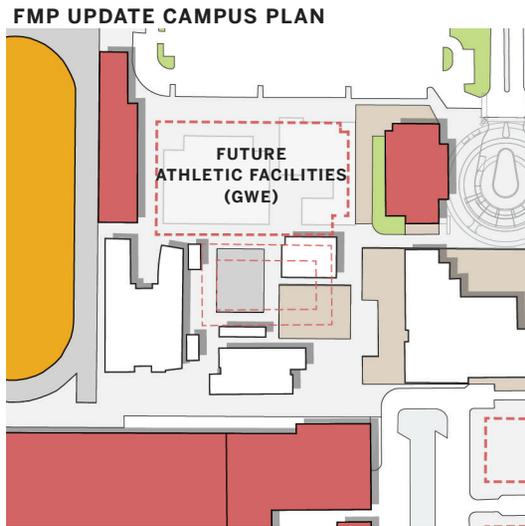


FIELD IMPROVEMENTS

All fields (Softball, Baseball, Soccer and Football fields) need to be replaced, with a possibility of changing existing grass fields to turf for longterm maintenance and operation costs. In addition each field has a few other facilities repair items that need to be addressed. Baseball and Softball fields: both need fences and windscreens replaced. Soccer field: fence needs to be repaired, lighting needs to be installed, and spectator shading is desired.

SAND VOLLEYBALL

Two new Sand Volleyball courts and associated space for spectators are proposed to be located in Lot 12 to accommodate the existing College teams that currently use leased space to practice and compete. Athletes would use existing Locker Rooms in Building F, similar to other Field usage.

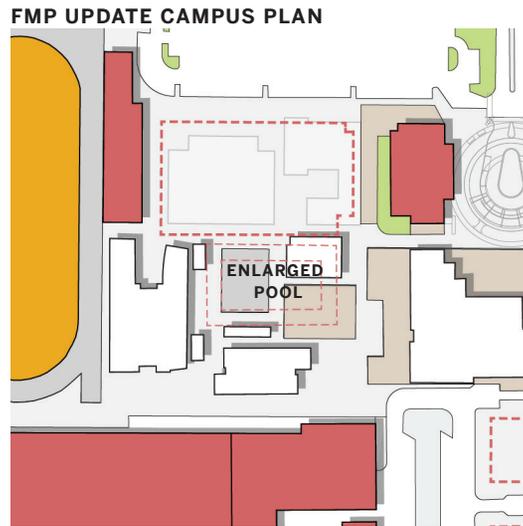


REPLACEMENT ATHLETIC FACILITIES

The project is a new replacement facility that will house the Gym, the Fitness Center, the Multi-Purpose Athletic Facilities, the Kinesiology, Health & Athletics Division and faculty Offices, along with the associated support spaces in one facility. This facility will support Kinesiology, Health & Athletics academic programs, Team Sports, and Recreational Use by students.

This project may want to be planned/ designed in conjunction with the Enlarged Pool to create one seamless facility, if funding is available.

These programs are currently located in Building E (built 1947), Building G (built 1954) and Building W (built 1972). In addition to being aged facilities, these buildings also present code challenges that are not feasible to address within the existing buildings.



Approximate sizing

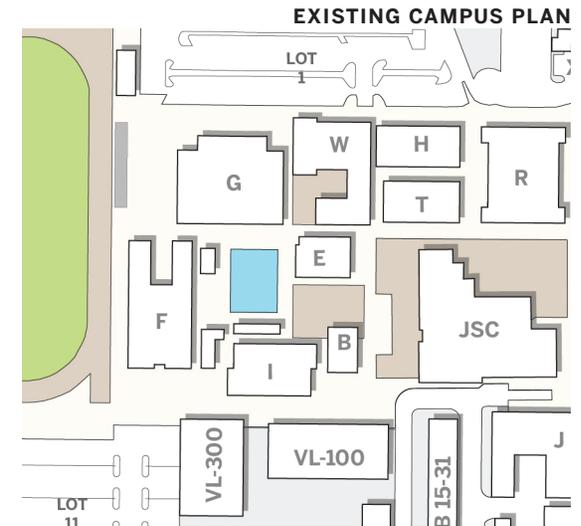
This facility will range between 65,000 - 70,000 GSF.

This project will demolish approximately 61,500 existing GSF (Buildings E, G, and W).

Implementation Considerations

The Replacement Athletic Gym is proposed on the site of existing Buildings G and W. The following are implementation considerations:

- Gym and Multi-Purpose Athletic Facilities will need to utilize off campus locations during the duration of construction;
- Division & Faculty Offices from W will need temporary housing on campus;
- Demolition of G and W before Construction;
- Demolition of E after new facility occupancy.



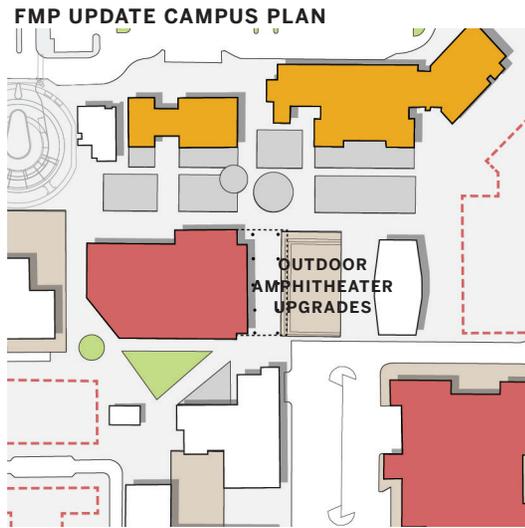
ENLARGED POOL

Pending future programming validation, the Enlarged Pool is desired to be a 50 meter (Olympic size) pool, located on the site of Building E and the existing Pool. Building E is slated for demolition after the Replacement Athletic Gym is built. The new Enlarged Pool is expected to include bleachers, concessions storage and pool equipment, but the existing shower/locker rooms in Building F will continue to support the new Enlarged Pool.

Implementation Considerations

The following are implementation considerations:

- Building E will need to swing if this project is done before or concurrent with the Replacement Athletic Gym;
- Utilize an off campus Pool during the duration of construction.

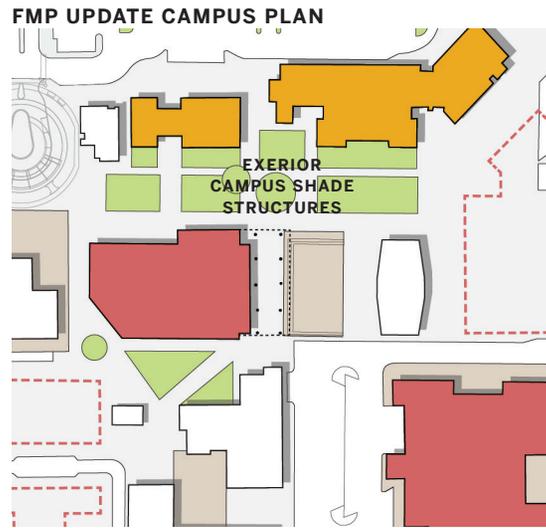


OUTDOOR AMPHITHEATER UPGRADES

This project would provide new shade over the audience and stage areas, and new performance enhancements at the existing stage area. The shade could be provided by adjacent buildings if feasible (see Learning Commons Project on page 3.17), or by shade structures. Placement of support posts has to be mindful of the utilities located under the adjacent campus pedestrian pathways.

The performance enhancements would include a new control center for theatrical lighting and sound, and a new custom bandshell structure over the stage area.

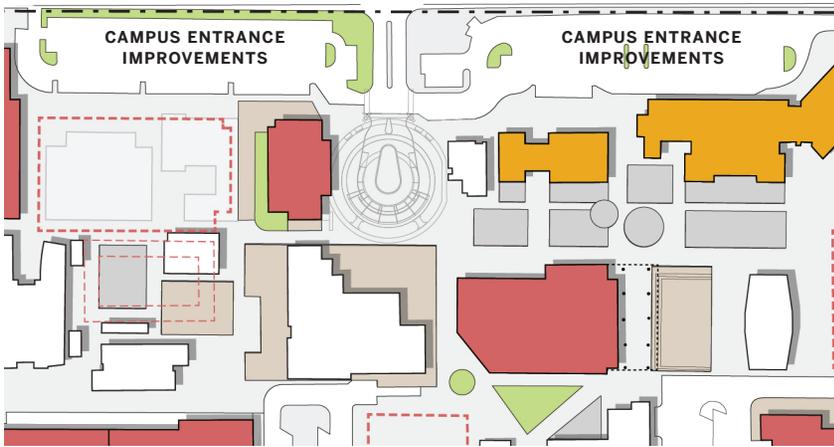
If feasible some storage space would be integrated with the new Lighting Control area or the stage bandshell structure.



EXTERIOR CAMPUS SHADE STRUCTURES

This project would provide either DSA pre-approved freestanding shade structures or custom cantilever shade canopies at some of the existing seating areas around the Campus Quad and Central Mall. Location of these structures will need to be coordinated with the location of utilities that run under these pedestrian walkways.

A more optimal solution for long-term maintenance/replacement is to utilize proposed buildings to create shade around the Campus Quad /Central Mall area. See Learning Commons Project on page 3.17 as an example. If feasible, this project proposes an overhang that would create a shaded arcade for the campus in addition to providing shade to the audience seating of the Outdoor Amphitheater.

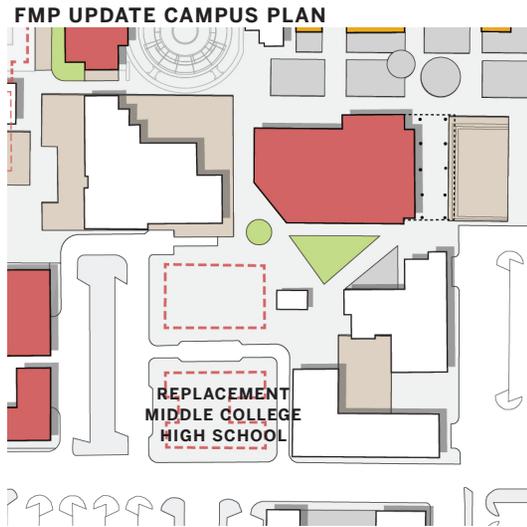


CAMPUS ENTRANCE IMPROVEMENTS PHASE 2 & 3

With the forthcoming demolition of Russell Hall, the College commissioned a campus entrance improvements planning study. The identified improvements were categorized into three phases: a new entry/drop off on the location of the existing Russell Hall; vehicular circulation and parking improvements to Lot 3 & 4; and similar improvements to Lot 1 respectively. Phase One will be underway as soon as Russell Hall is demolished, but the other two phases are currently unfunded.

Phase Two and Three improvements might require further refinements associated with the FMP Update proposed projects like the Welcome Center, the Modernization of Buildings A and S, and the future Athletic Gym Facilities.



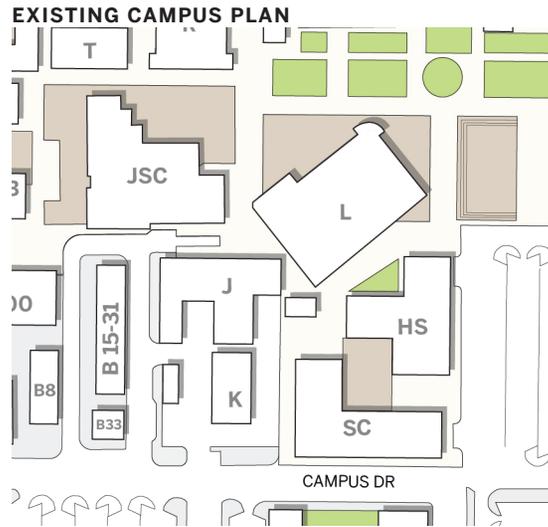


REPLACEMENT MIDDLE COLLEGE HIGH SCHOOL

This project is a new replacement facility that will house the Middle College High School (MCHS). This program is a partnership between Santa Ana College and Santa Ana Unified School District (SAUSD). The program allows high school students to be dually enrolled in high school and college. The program is located in the 2-story portion of the B Portables, and B-33 (Administrative offices). As the name implies, this facility is not a permanent facility, and it has a limited life span, typically 20-30 years. The original B Portables are from 1995 with an addition in 2002.

Approximate sizing

MCHS occupies approximately 70% of the B Portables (16,600 ASF), which is an equivalent of approximately 23,500 GSF.



This project will demolish approximately 32,640 existing GSF (B portables - programs in the other 30% have been identified to move elsewhere in previous projects).

Implementation Considerations

This FMP Update has identified a *tentative* location for a MCHS replacement facility on the site of Building K (to be demolished after the ATC is built). The next Facilities Master Plan should study this further, bearing in mind student safety and student pick-up/drop-off needs.

If this remains the preferred location there are no implementation considerations other than the ATC has to be built before it, and Buildings J and K have to be demolished before this facility is built.



DRONE PROGRAM EXTERIOR LAB

The college currently offers Drone courses for the Business and Business Apps & Technology, and Digital Media programs, and it is developing courses and programs for GIS Mapping, Criminal Justice, Digital Media, Fire Technology and Manufacturing.

This program needs a permanent netted outdoor lab for safety protocols, however, the location of this lab is impacted by the Santa Ana Airport restricted height and Disney no-fly zones. Given these limitations, the Drone exterior lab would need to be located in the "Fly No More than 400 Feet" zone depicted above. However, this zone houses the majority of the campus buildings, and given these constraints, it may not be feasible to house this program on the SAC campus.

If the program can limit the flying height to 200 feet, then there are more options on the

SAC campus, including the existing Tennis Courts, which was recommended by the College's Drone Consultant.

Further study is needed to validate feasibility and options.

STUDENT HOUSING

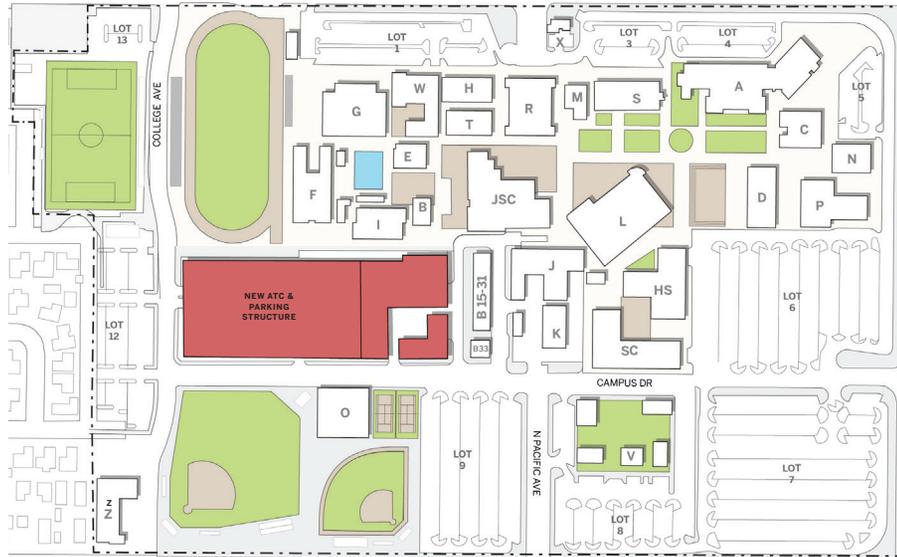
The District applied to the Department of Finance for a planning grant under the Higher Education Student Housing Grant Program (created under Senate Bill/ Assembly Bill 169) to study the viability of offering affordable student housing Districtwide, including on or near the SAC and SCC campuses.

Once the Department of Finance releases the grant funds, these will be utilized to develop programming, schematic studies, and conceptual drawings to test the feasibility of existing and potential sites in ways that align with the goals and missions of the colleges.

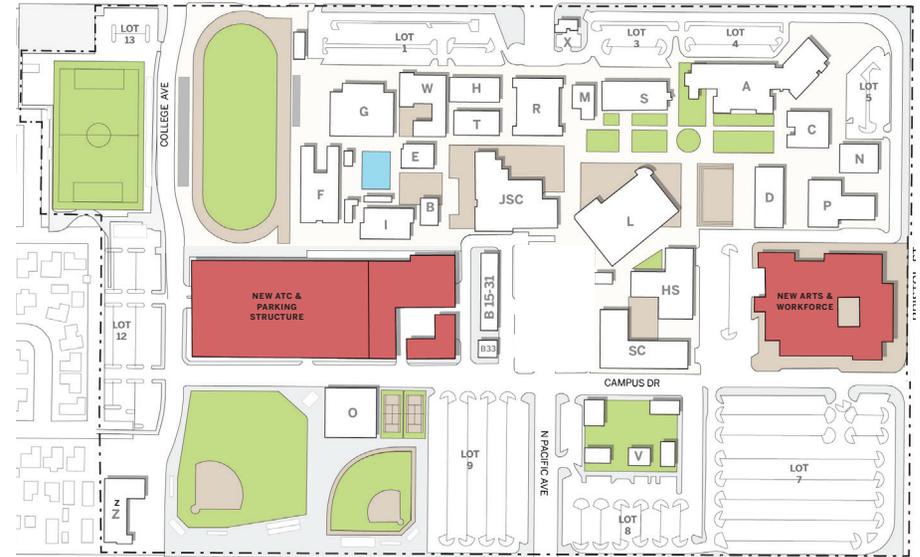
THE SCENARIOS

The following are *some* scenarios the College is exploring for Tier One projects only. Each Scenario lists the projects in the order they would be constructed, and relevant considerations for each of the scenarios are discussed. Note: not all the steps are illustrated with graphics.

STEP THREE



STEP SEVEN



SCENARIO A

The project sequencing is as follows:

- New Applied Technology Center and Parking Structure
- New Arts and Workforce

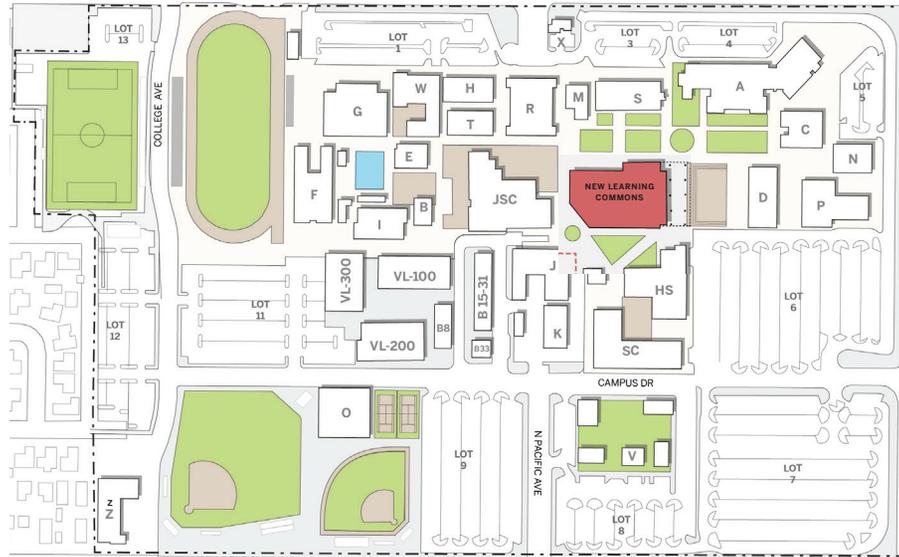
The following are the proposed steps associated with this sequencing:

- Step One: relocate programs housed in the Temporary Village (VL) into either existing spaces on SAC campus (where available), and/or relocate some of the VL portables.
- Step Two: coordinate temporary accommodations to replace Lot 11 parking.

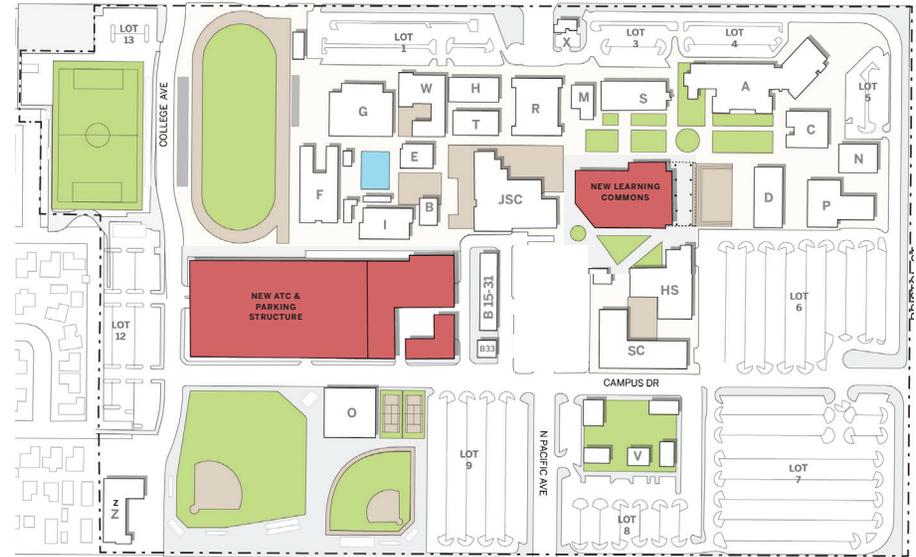
- Step Three: build New ATC and Parking Structure with minor site improvements around the new facility.
- Step Four: move J, K and appropriate T occupants into New ATC. Move other New ATC occupants from Buildings A, B, E and VL swing space into ATC.
- Step Five: demolish Buildings J & K.
- Step Six: construct minor site improvements at demolished building sites.
- Step Seven: build New Arts and Workforce and associated site improvements.
- Step Eight: move Arts and Workforce occupants from P, N, C, T, and Digital Media Center into A&W. Move other Arts and Workforce occupants from

- Buildings A, B, E, G & R into New A&W.
- Step Nine: demolish Buildings P, N, C and T *unless* they are needed for future swing space for other FMP Update projects, in which case deactivate these buildings until the time they are needed for swing.
- Step Ten: construct minor site improvements at demolished building sites (if and when buildings are demolished).
- Step Eleven: re-purpose Digital Media Center as appropriate (per District/future FMP Update guidance).

STEP FOUR



STEP EIGHT



SCENARIO B

The project sequencing is as follows:

- New Learning Commons
- New Applied Technology Center and Parking Structure

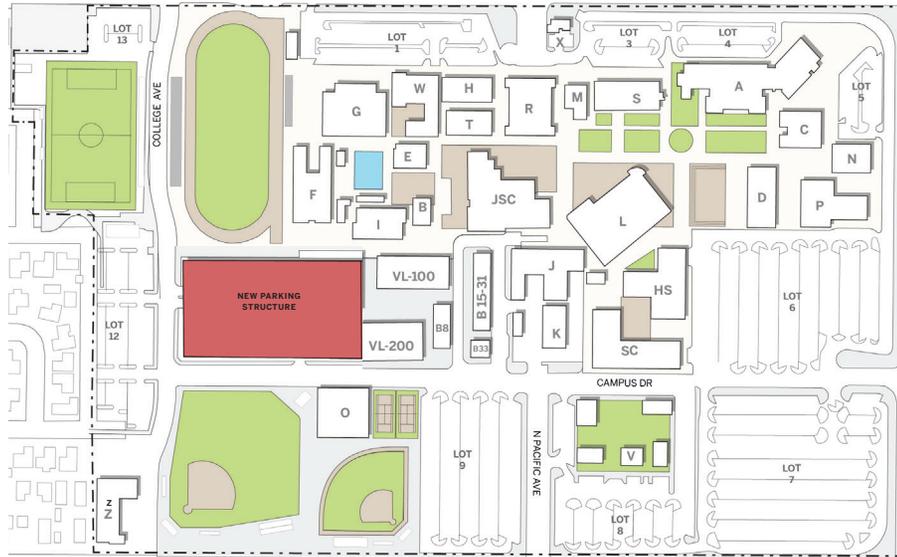
The following are the proposed steps associated with this sequencing:

- Step One: identify and prepare swing space for Building L occupants.
- Step Two: move Building L occupants into swing space.
- Step Three: demolish L Building.
- Step Four: build New Learning Commons and associated site improvements.
- Step Five: move New Learning Commons

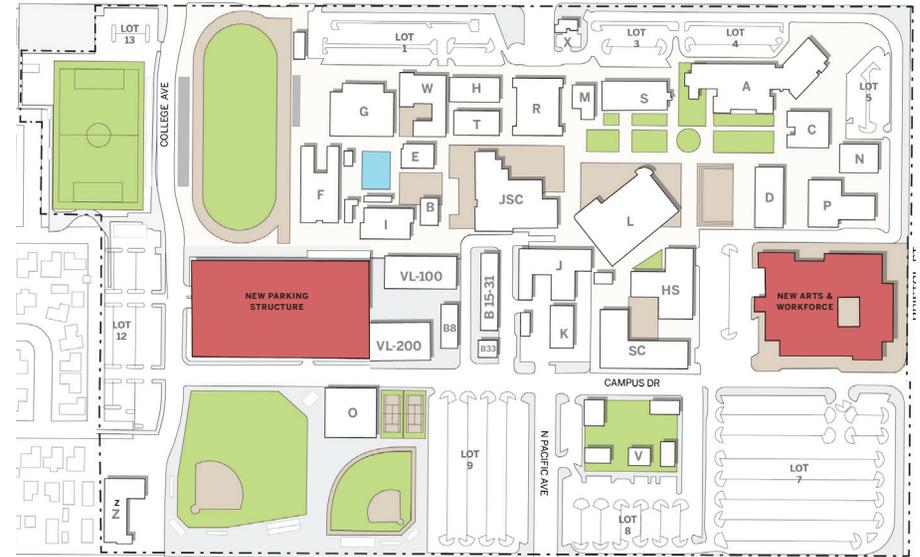
- occupants from Building L swing space, Buildings A and D, and VL into New Learning Commons.
- Step Six: relocate programs housed in the Temporary Village (VL) into either existing spaces on SAC campus (where available), and/or relocate some of the VL portables.
- Step Seven: coordinate temporary accommodations to replace Lot 11 parking.
- Step Eight: build New ATC and Parking Structure with minor site improvements around the new facility.
- Step Nine: move J, K and appropriate T occupants into New ATC. Move other New ATC occupants from Buildings A, B, E and VL swing space into ATC.

- Step Ten: demolish Buildings J & K.
- Step Eleven: construct minor site improvements at demolished building sites.

STEP TWO



STEP THREE



SCENARIO C

The project sequencing is as follows:

- New Parking Structure
- New Arts and Workforce

The following are the proposed steps associated with this sequencing:

- Step One: coordinate temporary accommodations to replace Lot 11 parking.
- Step Two: build New Parking Structure with minor site improvements around the new facility.
- Step Three: build New Arts and Workforce and associated site improvements.
- Step Four: move Arts and Workforce occupants from P, N, C, T, and Digital Media Center into A&W. Move other Arts and Workforce occupants from Buildings A, B, E, G & R into New A&W.
- Step Five: demolish Buildings P, N and C *unless* they are needed for future swing space for other FMP Update projects, in which case deactivate these buildings until the time they are needed for swing.
- Step Six: construct minor site improvements at demolished building sites (if and when buildings are demolished).
- Step Seven: re-purpose Digital Media Center as appropriate (per District/ future FMP Update guidance).





4.0

DIGITAL MEDIA CENTER

Background and Project Needs

Recommendations

BACKGROUND AND PROJECT NEEDS

The Digital Media Center (DMC) is a 28,200-square-foot facility built in 2006, located at 1300 S. Bristol in Santa Ana.

The building houses instructional space for SAC's Digital Media Arts and TV/Video Production on the first floor, and SAC's Digital Music programs on a portion of the second floor.

The balance of the second floor used to house business incubator space for start-up companies, but the incubator agreement with the City of Santa Ana has sunsetted, and the College has been exploring ways to re-purpose this space for other uses, some of which have been impacted by the recent pandemic.

The facility also houses a Small Business Development Center focused on internships and jobs in the Digital Media fields.

There are a number of noteworthy items to consider for this facility:

- The second floor loading is limited to 50 lbs per square foot, any loading beyond causes deflection and rectifying this cannot be done without vacating the first floor occupants;
- Given the rapid change in technology, the TV/Video Production studios on the first floor are already outdated;
- Students would prefer these instructional spaces to be located on the main Santa Ana campus for it would save travel time (currently causes some challenges for getting to classes on time on either campus);
- These programs would benefit from sharing resources and increasing enrollment by being colocated with other SAC visual and performing art programs.

RECOMMENDATIONS

The College Stakeholders recommended that the Digital Media Arts, TV/Video Production and Digital Music programs from the DMC site be relocated to the main SAC Campus, within the new Arts and Workforce Facility (see Chapter 3), once that is built.

A suitable location for the Small Business Development Center (focused on Digital Media fields currently located within the DMC) should be explored as part of a future more comprehensive FMP Update.

With the proposed relocation of the existing occupants within the DMC to the main SAC Campus, the District should explore repurposing opportunities for this facility, as part of a future more comprehensive FMP Update, or undertaken as a separate feasibility study/site master planning exercise.

DMC EXISTING SITE PLAN







5.0

ORANGE COUNTY SHERIFF'S REGIONAL TRAINING ACADEMY

Background

Project Needs

Recommendations

BACKGROUND

The Orange County Sheriff's Regional Training Academy (OCSRTA) is owned by the District and used by to the Orange County Sheriff's Department through a partnership agreement between the District and the Orange County Sheriff's Department.

Santa Ana College and the Sheriff's Department have served and graduated more than 2,500 Academy cadets since it opened in 2007. The facility provides services to 62 agencies ranging from other college and university police forces, to city and county law enforcement.

The 52,600 square foot Academy is situated on 15 acres of land donated by the city of Tustin, and was the first educational facility to open at Tustin Legacy – the former Tustin Airbase. The facility includes: classrooms, lecture halls, training yards, an auditorium / gymnasium, a physical fitness obstacle

course, and administrative offices.

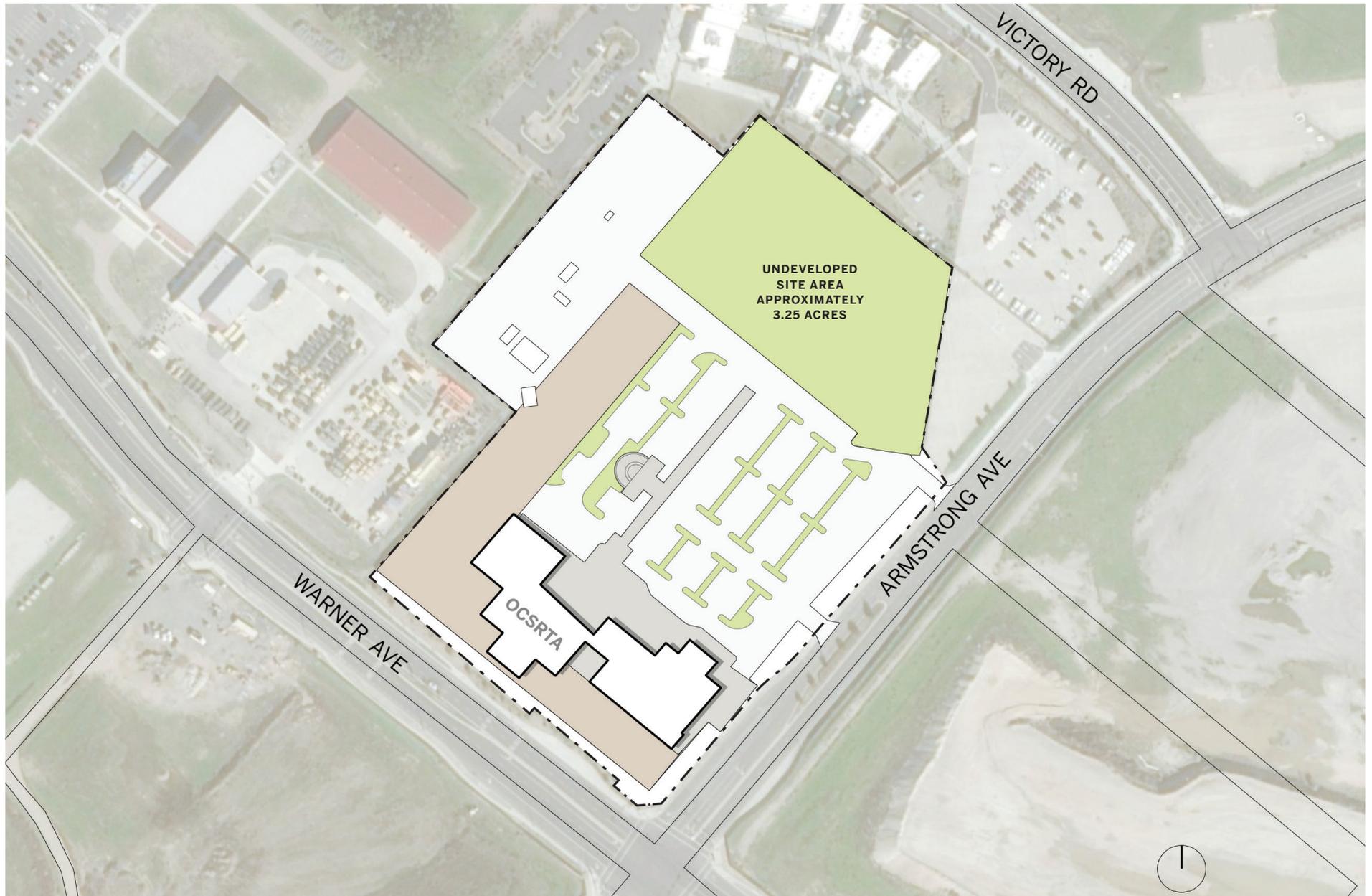
About 3.25 acres of the existing site is undeveloped, and the previous 2003 Site Development Plan proposed a future Public Safety Facility (approximately 20,000 GSF) and expanded parking in the undeveloped area of the site.

PROJECT NEEDS

Given the new challenges facing law enforcement and first responders, the OCSRTA campus has several needs:

- The existing facility requires upgrades to address a few accessibility deficiencies;
- An on-site training tower is needed to train cadets;
- An exterior exercise pit is needed to augment the physical fitness training;
- The existing facility is not able to accommodate *all* of Santa Ana's instruction for Fire Technology and Criminal Justice, therefore students are inconvenienced by having to go back and forth between the OCSRTA site and the main SAC campus;
- The existing facility is not able to accommodate *all* of the Homeland Security (Cybersecurity/Disaster Preparedness) training.

OCSRTA EXISTING SITE PLAN



RECOMMENDATIONS

This Update proposes the following solutions to the project needs identified:

- Explore the feasibility of adding a **New Training Tower** to the site. This feasibility study is currently underway and based on initial analysis it looks like the Training Tower would need to be located within the zone at the north side of the property;
- Integrate a **New Exercise Pit** at the west corner of the site;
- A **New Public Safety Facility**, sized at approximately 20,000 GSF to house instructional spaces and offices for the SAC Fire Technology program, the SAC Criminal Justice Program, the Cybersecurity and Disaster Preparedness program, potentially the SAC Drone Program, and potentially the SAC Emergency Medical Technician

program. This facility could also be used by Public Safety Agencies, similar to the existing facility at OCSRTA. SAC instructional programs would have priority in the scheduling of instructional spaces. Note, the sizing of this facility needs to be balanced with the additional parking that may be required. SAC instructional programs would like to keep as much open space available for special drills associated with their programs.

- A reconfigured/demarcated **Running Track** around the entire site (not shown on the graphic) with diverse running surfaces throughout the track to simulate real-life conditions for students.

OCSRTA FACILITIES MASTER PLAN UPDATE 2022 CAMPUS PLAN





2019

Santiago Canyon College

Santiago Canyon College



06

SANTIAGO CANYON COLLEGE

Introduction

Campus History & Data

College Philosophy & Goals

Projects Recently Completed & Underway

Drivers Behind Project Needs

The Project Lists

Recommendations

The Projects

Possible Scenarios

INTRODUCTION

Santiago Canyon College (SCC) has been serving Orange County since 1985. Serving over 15,000 diverse students per semester, SCC College is ranked 13th among the “50 Best Community Colleges” in the U.S. by *College Choice*. Known for its transfer, workforce and apprenticeship programs in biotechnology, business skills, health occupations, public works, surveying, water utility science and more.

Two out of 10 buildings are over 42 years old and have failing building systems, expensive accessibility code challenges, and outdated classrooms for today’s teaching pedagogies. All the temporary portables are at the end of their useful life.

Furthermore, the existing student life amenities which help students stay on campus, leading to a higher completion rate, are inadequate for the size of the campus.

Reflecting the participation of a wide range of stakeholders, the 2022 Santiago Canyon College Facilities Master Plan (FMP) Update has been developed to provide direction on the development of campus facilities to meet the needs of students within this context, and to better utilize campus resources in doing so. It provides graphic and narrative descriptions of recommendations for modernizations, replacement of facilities, associated site improvements, and further studies as required.

The recommendations herein refine the previous 2011 FMP Update. These refinements are based on the College’s 2016-2022 Educational Master Plan, address the facilities master plan goals, address the need for some replacement, and aim to make the best use of possible future funding resources by considering implementation logistics and State matching funding opportunities.

CAMPUS HISTORY & DATA

Santiago Canyon College (then called the Rancho Santiago Orange Campus) was established in 1985, and became independently accredited by the ACCJC in January of 2000.

In 2002, voters approved Measure E, a \$337 million Districtwide renovation and new construction bond to alleviate overcrowding, expand educational and training programs.

Other Santiago Canyon College service sites include the Orange Education Center.

CAMPUS DATA

- Main campus is 82 acres.
- There are 10 buildings, 30 portable classrooms comprising approximately 421,770 gross square feet.
- 2 of the main buildings on campus are over 42 years old, and the 30 portable classrooms are considered beyond their useful life span according to state standards.

SANTIAGO CANYON COLLEGE (SCC) EXISTING CAMPUS PLAN



COLLEGE PHILOSOPHY & GOALS

MISSION

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate, and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

VISION

Santiago Canyon College is in the process of revising its Educational Master Plan.

GOALS & PRINCIPLES

The Master Plan Goals were developed based on input from Students, the Working Group and Leadership Committees.

MASTER PLAN GOALS

Improves and Supports Access, Equity and Inclusion

- Inclusive for multiple needs: spiritual spaces, lactation rooms, study spaces, student lounge/community spaces (not quiet spaces)

Student Focused

- Improves online and physical provisions for Instruction and Supplemental Instruction

Innovative, Pragmatic and Sustainable

- Hi-Tech not but not easily outdated
- Flexible and adaptable spaces
- Sustainable renovations, facilities and landscaping
- Optimize land use

Integrates Community & Fosters Collaboration

- Community feels more welcomed, campus is more open, accessible and inviting
- Integrate collaborative spaces inside and outside.

PROJECTS RECENTLY COMPLETED & UNDERWAY

PROJECTS RECENTLY COMPLETED

- Underground Infrastructure
- New Library & Resource Center (L)
- Student Services & Classroom Building (E)
- Humanities Building (H)
- Science Center Building (SC)
- Athletics & Aquatics Center (G)
- Maintenance & Operations Building (MO)
- Safety & Security Building (S)
- Barrier Removal Phase 1 - exterior
- Barrier Removal Phase 2 - exterior
- Barrier Removal Phase 2 - interior (miscellaneous)
- Barrier Removal Phase 3 - Emergency Blue Phone and ADA Path of Travel
- Barrier Removal Miscellaneous from Phases 4A, 4B & 4C

PROJECTS CURRENTLY UNDERWAY

- Barrier Removal & Campus Entrance Site Improvements Phase One
- Barrier Removal & Campus Entrance Site Improvements Phase Two
- Barrier Removal - Phase 4A (Lot 2 and Lot 7)
- Barrier Removal Phase 4A Building D

SCC BUILDING RELATED PROJECTS RECENTLY COMPLETED



SCC EDUCATIONAL MASTER PLAN					
Supports student success by enhancing student services	Expands and enhances student spaces inside and outside of classroom	Provides students with innovative and relevant workforce training aligned with local and regional needs	Optimizes college's use of technology in learning environments	Prioritizes safety and maintenance needs	Sustainability
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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DRIVERS BEHIND PROJECT NEEDS

Chapter One of the Districtwide FMP Update provides a comprehensive review of the key drivers for facilities needs. The following are the specifics of SCC's key drivers:

- Educational evaluation criteria** (see above) is based on the most relevant SCC 2016 - 2022 Educational Master Plan (EMP) goals and associated action items. These goals are focused on increasing student success, reducing achievement gaps, increasing completion of degrees/certificates by providing students with academic/support services and facilities that better prepare them for the Workforce and Transfer pathways, strengthens partnerships with industry, business, community and 4-year institutions, strengthens access to continuing education, and expands sustainable green practices;
- The California Community Colleges Strong Workforce Program (SWP)** to build *more and better* career technical education in an effort to increase social mobility and fuel regional economies with skilled workers;
- The California Adult Education Program (CAEP)** providing pathways for *more* adults to attain degrees, credentials, certificates and skill sets to prepare them for an in-demand job;
- Departmental program reviews** and supplemental information regarding enrollment trends, students served etc.;
- State determined capacity/load ratios** for lecture, laboratories, offices, library and AV/TV spaces indicating that while the campus could afford to reduce *some* of its lecture space, it is *woefully under-built* in laboratory space for the number of students it serves, and *moderately under-built* in office and AV/TV space;

EVALUATION CRITERIA (2016 - 2022 SCC EMP ALIGNMENT)							
Expands sustainable green practices	Leverages existing resources to produce alternative, unrestricted revenues	Enhances and expands college's community presence	Strengthens regional partnerships with industries & businesses	Strengthens partnerships with four-year universities	Strengthens partnerships with community based organizations	Strengthens access to continuing education	Was identified in previous FMP
✓	✓	✓	✓	☐	✓	✓	2
✓	✓	✓	✓	✓	✓	✓	2
✓	✓	✓	✓	☐	✓	✓	2
✓	☐	✓	✓	✓	✓	✓	2

- **State Facility Condition Index, Barrier Removal & Division of the State Architect (DSA) Structural Guidelines** indicating that Buildings A and B are more cost effective to be replaced than modernized to comply with current building code, barrier removal deficiencies, DSA compliance, as well as the age and condition of the facilities;
- **Facilities evaluation criteria** (see above) is based on the suitability and functionality of the existing building for the current use, as well as the proposed project's ability to: address life safety concerns, remove barriers to accessibility, remove hazardous materials, improve infrastructure, improve safety and security, meet sustainability objectives, enhance student experience, balanced with implementation impacts;
- **The need to replace non-permanent facilities** like the T and U Portables with permanent facilities (as needed) to improve total cost of ownership;
- **The need to develop and offer innovative, high quality, workforce-ready, industry-driven career, technical and transfer programs** by creating laboratories that replicate or mimic what students will encounter in the real world, and by collocating departments with strong synergies and cross-disciplinary degrees/certification opportunities;
- **Modernize Classrooms** for changes in technology, teaching pedagogies and pandemic related lessons;
- **The need for accessible, collocated and expanded academic support services** like tutoring services, and consolidated student services for ease of way-finding, accessibility, retention and completion;
- **The California Community Colleges Basic Needs Initiative** to address basic needs insecurity (that impact student wellness and success), by providing basic needs awareness, resources and systems;
- **Complete the Campus** to draw students from a wide area and retain them to goal completion, which will necessitate more visible and improved facilities for food service options, bookstore, student government, student clubs, and student study spaces;
- **Global Sustainability goals and State codes** and the need to reduce maintenance and operations costs.

THE PROJECT LISTS

Chapter two of the Districtwide FMP Update provides further detail on the process that culminated in these project lists. As discussed in that chapter, the College prioritized projects into two “buckets” - Tier One being the top priority projects and Tier Two being all the other projects.

The projects within each Tier were not prioritized into any order in acknowledgment that these are determined by implementation scenarios and available funding.

SCC Campus Tier One (first priority) projects, in no particular order:

- New Replacement Career and Technical Education (CTE) Building
- New Replacement Center for Academic and Student Achievement Services (CASAS)
- Science Center Modernization
- L Building Modernization

- D Building Modernization
- E Building Modernization
- C Building Modernization (Option 1) or New Replacement (Option 2)

SCC Campus Tier Two projects, in no particular order:

- New Upper Athletic Fields
- Exterior Campus Improvements
- Complete Loop Road
- Potentially New Student Housing
- Potentially New Central Plant

SCC FMP UPDATE TIER ONE AND TIER TWO PROJECTS

TIER ONE PROJECTS SCC 2022 FMP UPDATE PROPOSED SOLUTIONS		
PROPOSED SOLUTION (THE PROJECT)	ABBREVIATED LABEL	PROJECT NEEDS
NEW REPLACEMENT CENTER FOR ACADEMIC AND STUDENT ACHIEVEMENT SERVICES BUILDING HOUSING ACADEMIC SUPPORT, COMMUNITY SERVICES & CONTINUING EDUCATION, SPECIAL PERSISTENCE PROGRAMS, AND STUDENT LIFE (STUDENT LIFE INCLUDES STUDENT HEALTH, STUDENT GOVERNMENT, CLUBS AND STUDENT ACTIVITIES ACADEMIC SUPPORT WOULD INCLUDE TUTORING, SUPPLEMENTAL INSTRUCTION, BASIC NEEDS CENTER)	NEW CASAS	STUDENT LIFE (HEALTH CENTER, STUDENT GOVERNMENT AND ENGAGEMENT)
		TUTORING
		ACADEMIC COMPUTING
		INSTRUCTIONAL SUPPORT PROGRAMS (LIKE MESA CENTER, UMOJA ETC.)
		CONTINUING ED AT SCC
		BASIC NEEDS CENTER
NEW REPLACEMENT CAREER & TECHNICAL EDUCATION BUILDING WILL COMBINE BUSINESS, CAREER & TECHNICAL EDUCATION, PERFORMING ARTS, MUSIC, DANCE, AND POTENTIALLY OBSERVATORY ON ROOF CTE PROGRAMS MAY INCLUDE: American Sign Language, Apprenticeship, Biotechnology, Business and Computer-Related, Careers in Education, Cinema Studies, Child Development, Code Enforcement Officer, Cosmetology & Barbering, Criminal Justice, Digital Media Arts, Gemology, Graphic Design, Public Works, Real Estate, Survey/Mapping Sciences, Water Utility Science, Women in Non-Traditional Careers and Horticulture	NEW CTE	PERFORMING ARTS, MUSIC, DANCE
		BUSINESS, CAREER & TECHNICAL EDUCATION PROGRAMS
		COSMETOLOGY
		ASTRONOMY (OBSERVATORY)
NEW OEC REPLACEMENT FACILITY	NEW OEC	OEC REPLACEMENT
D BUILDING MODERNIZATION FOR INSTRUCTIONAL NEEDS	D BLDG MODERNIZATION	OPTIMIZE BUILDING D
E BUILDING MODERNIZATION TO INCREASE AND INTEGRATE STUDENT SERVICES	E BLDG MODERNIZATION	STUDENT SERVICES
		OPTIMIZE BUILDING E
SCIENCE CENTER MODERNIZATION FOR INCLUSION OF WATER AND WASTEWATER TECHNOLOGIES (RETROFIT EXISTING CLASSROOMS IN SC BUILDING FOR BIOLOGY, CHEMISTRY AND WATER UTILITY SCIENCE LABS COMING FROM B AND U BUILDINGS)	SCIENCE CENTER MODERNIZATION	WASTEWATER LABS
		SCIENCE LABS (REPLACE BIU AND AUGMENT SC)
L BUILDING MODERNIZATION TO ACCOMMODATE STUDENT LIFE AND ACADEMIC SUPPORT	L BLDG MODERNIZATION	STUDENT LIFE (FOOD, STUDENT LOUNGE, BOOKSTORE)
NEW REPLACEMENT OR C BUILDING MODERNIZATION FOR CHILD DEVELOPMENT CENTER AND EARLY CHILDHOOD EDUCATION (ECE) A CTE PROGRAM (ONE OPTION IS BUILD NEW REPLACEMENT, SECOND OPTION IS MODERNIZE EXISTING C BUILDING AND BUILD AN ADDITION TO COLLOCATE ECE)	NEW CDC OR C BLDG MODERNIZATION	CHILD DEVELOPMENT CENTER (C BUILDING)
		CHILD DEVELOPMENT LABS

TIER TWO PROJECTS SCC 2022 FMP UPDATE PROPOSED SOLUTIONS		
PROPOSED SOLUTION (THE PROJECT)	ABBREVIATED LABEL	PROJECT NEEDS
NEW UPPER ATHLETIC FIELDS COMPLEX ADD BASEBALL FIELD, TRACK ETC.		UPPER ATHLETIC FIELDS
EXTERIOR CAMPUS IMPROVEMENTS ENTRY COURT / ROUND ABOUT / CAMPUS QUAD / OUTDOOR CLASSROOM / OUTDOOR GATHERING AREAS MAY NEED TO BE SPLIT INTO SEPARATE PROJECTS OR COMBINED WITH OTHERS BASED ON CURRENT SITING		CAMPUS QUAD, ENTRY COURT, SUSTAINABLE LANDSCAPING, OUTDOOR CLASSROOM & GATHERING AREAS
COMPLETE LOOP ROAD MIGHT BE SEPARATE PROJECT OR FOLDED INTO ANOTHER PROJECT		COMPLETE LOOP CIRCLE
DISCUSSED BUT NOT RESOLVED: REQUIRES FEASIBILITY STUDY		STUDENT HOUSING
HORTICULTURE / URBAN AGRICULTURE MOST LOGICAL LOCATION IS CLOSE TO NEW CTE BUILDING - COULD BE SEPARATE PROJECT		HORTICULTURE
DISCUSSED BUT NOT RESOLVED: REQUIRES STUDY		TECHNOLOGY INFRASTRUCTURE IMPROVEMENTS / UPGRADES
DISCUSSED BUT NOT RESOLVED: REQUIRES FEASIBILITY STUDY		CENTRAL PLANT & INFRASTRUCTURE
NOT REALLY REQUIRED AT THIS TIME BASED ON FEEDBACK, BUT MAY BE IMPACTED BY STUDENT HOUSING		PARKING

These tables identify the proposed solutions, known as “the Tier One and Tier Two Projects.” Each project identifies the program needs (from the Working Group’s finalized list) that are proposed to be addressed by the project. In addition, each Tier One project has an abbreviated label which is used on graphic materials and narratives for simplified

RECOMMENDATIONS

This Update proposes recommendations for the majority of the project needs identified by the college stakeholders during the 2021-2022 FMP Update process, in two Campus Plan Options. These solutions and Campus Plan Options were developed based on the master plan goals to create a cohesive campus that enhances the student, staff, faculty and community experience alike.

The graphic on the right highlights the major projects, with written descriptions describing intent on the following pages. While the drawing and written descriptions may appear specific/detailed, the shapes and information provided are actually conceptual: indicating potential location and purpose of the improvements. The final design of each site/project will take place once projects are funded, and detailed programming takes place with the appropriate user groups.

Tier One (first priority) projects, in no particular order:

- New Replacement CTE Building
- New Replacement Center for Academic and Student Achievement Services (CASAS)
- Science Center Modernization
- L Building Modernization
- D Building Modernization
- E Building Modernization
- C Building Modernization (Option 1) or New Replacement (Option 2)

The Tier One projects would include the demolition of Buildings A, B, T and U, and potentially C (for Option Two).

The graphic plan shows three of the Tier Two project solutions. The missing solutions for the Central Plant, and Student Housing require further study, as summarized in the project descriptions that follow.

SCC FMP UPDATE 2022 CAMPUS PLAN - OPTION ONE



LEGEND

- New Construction
- Modernization
- Site Improvements
- Future Building

The graphic on the next page shows a second option for the Santiago Canyon College 2022 FMP Update.

In this option the existing Child Development Center (C Building) is proposed to be built as a New Replacement facility, located in Parking Lot 4, in lieu of a modernization. Doing so will allow the following to be accomplished from a campus perspective:

- New Replacement can be sized to colocate the Early Childhood Education CTE program within it, which is desired for effective program instruction;
- The Child Development exterior playground will no longer be a noise issue to adjacent instructional buildings;
- The Child Development drop-off/pick-up traffic can be diverted from regular campus drop-off/pick-up to relieve congestion;

- The New Replacement C Building facilitates the construction of the New Replacement CASAS facility without having to demolish and swing Buildings A and B occupants first;
- The New Replacement CTE building can be located on the footprint of Buildings A and T, thereby eliminating the need to swing the U Portables occupants first.

This option might be more cost effective because the cost to build a new replacement C Building might be cheaper than swinging A, B, T and U occupants for the other Replacement projects, but that also depends on project sequencing.

The other difference between the two options is related to the Observatory. Option One proposes to locate the Observatory on the roof of the New CTE Replacement Building. However, this may not be feasible (can only be determined once a project is funded and it is investigated in design), and therefore an alternative is to create a free-standing Observatory, potentially located in Parking Lot 1, which is reflected in Option Two.

Since the College is about to initiate a student housing study for the SCC campus, and since the future of the Coast Keeper's Garden is currently undetermined, it is possible that an alternate freestanding location for the Observatory may be explored once the student housing study is completed. As such, the location shown in Option Two is a placeholder.

SCC FMP UPDATE 2022 CAMPUS PLAN - OPTION TWO



LEGEND

- New Construction
- Modernization
- Site Improvements
- Future Building

THE PROJECTS

Given the uncertainty of the future (post pandemic), the fast pace of technological changes, and the dynamic nature of education, this FMP Update is not intended as a *literal* depiction/description of projects to be developed. Rather, the descriptions document the program needs that the college *hopes* will be addressed by the proposed project. Evolving program needs and availability of funding resources, coupled with anticipated enrollment, may further refine the project descriptions in the future.

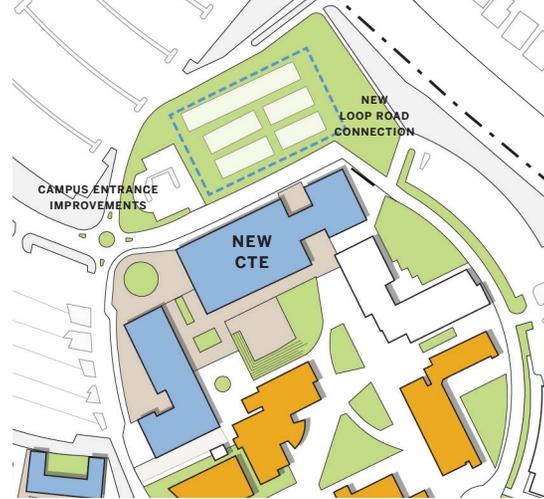
Campus Entrance Improvements and the Loop Road Connection are proposed as possible site improvements associated with multiple projects to provide flexible options. They could also be done as standalone projects. Ultimately these will be dictated by available funding, project sequencing and most appropriate/cost-effective approach.

Note: the majority of the proposed projects are in line with the previously approved EIR/CEQA and additional environmental impact studies will be conducted on a project by project basis, as may be required.

FMP UPDATE CAMPUS PLAN - OPTION ONE



FMP UPDATE CAMPUS PLAN - OPTION TWO



EXISTING CAMPUS PLAN



CAREER TECHNOLOGY EDUCATION BUILDING

The Career Technology Education (CTE) Building is a new replacement facility for CTE programs that may include: American Sign Language, Apprenticeship, Biotechnology, Business, Computer Science, Cinema Studies, Code Enforcement, Construction Management, Criminal Justice, Dance, Digital Media Arts, Education, Gemology, Graphic Design, Music, Performing Arts, Public Works, Real Estate, Survey/Mapping Sciences, Urban Horticulture, Water Utility Science¹ and potentially an Observatory² on the roof.

In addition, this multi-functional building will support non-credit career educational pathways, and allow for the bridging between

1 Water Utility Science depends on project sequencing (might be located in the Science Center Modernization if that occurs before this project).
2 See Page 6.14 for Observatory options discussion.

non-credit certificates to credit programs.

These programs are currently located in the U Portables (1994), and partially in D Building (built 1991), G (2013) and H(2014).

Approximate sizing

The CTE is proposed as a new 67,700 GSF, 2-story facility. Site improvements may include exterior learning courtyards around the facility for both options, and in Option Two it may also include a Northwest Entry Plaza with a roundabout³, and a new Loop Road connection, if feasible.

This project will demolish⁴ approximately 22,100 existing GSF (U Portables) and vacate another 4,000 existing ASF in partially occupied buildings (D and H).

3 Unless this is done with the CASAS project.
4 The Demolition of A and T Buildings shown in Option 2 is associated with another project to avoid duplication of GSF removed.

Implementation Considerations (Option 1)

- Relocation of existing U Portables occupants into swing space (to be determined);
- Demolition of U Portables prior to Construction.

Implementation Considerations (Option 2)

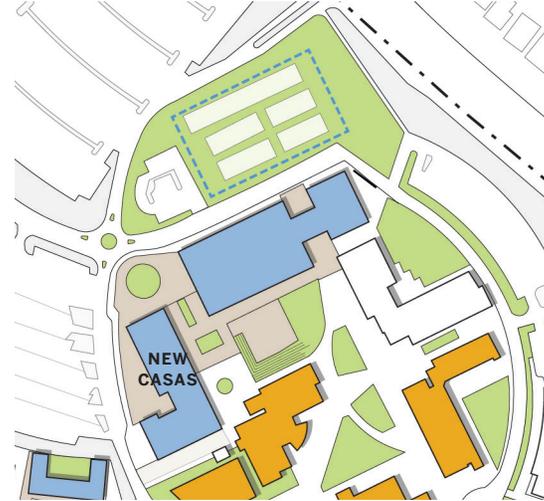
- Relocation of existing A and T Building occupants into swing or permanent space⁵ (depending on other project sequencing);
- Demolition of A and T Buildings prior to Construction;
- Relocation of U Portables Occupants into New CTE Building;
- Demolition of U Portables post New CTE occupancy;
- Complete site improvements.

5 See other Projects for permanent location of A and T Occupants.

FMP UPDATE CAMPUS PLAN - OPTION ONE



FMP UPDATE CAMPUS PLAN - OPTION TWO



EXISTING CAMPUS PLAN



CENTER FOR ACADEMIC AND STUDENT ACHIEVEMENT SERVICES

The Center for Academic and Student Achievement Services (CASAS) is a new replacement facility that will colocate Student Life (Student Health, Student Government, Clubs, Student Activities, Café and Campus Store¹), Academic Support (Tutoring, Supplemental Instruction, Basic Needs Center), Community Services & Continuing Education, Persistence Programs like Veterans Center, BLACK/Umoja Resource Center, and federal programs such as TRiO.

These programs are currently located in Buildings A (built 1980), B (built 1980), T (built 1980), and partially in U Portables (1994).

¹ See Page 6.20 for alternate location of Café and Campus Store depending on Project Sequencing.

Approximate sizing

CASAS is proposed as a new 57,000 GSF, 2-story building. Site improvements would include a building plaza and a ride-share drop off zone on the west side in both options. Other site improvements² may potentially include a North Entry Plaza (Option 1) or Northwest Entry Plaza (Option 2), a western roundabout, and Central Quad enhancements consisting of pedestrian plazas/connections, an outdoor amphitheater that utilizes existing topography (only once Building B is demolished), and shaded outdoor learning spaces.

This project will demolish approximately 48,800 existing GSF (Buildings A, B & T) with another 1,300 existing ASF vacated in partially occupied buildings (U Portables).

² Unless these listed site improvements are done with the CTE project.

Implementation Considerations (Option 1)

- Relocation of existing A Building³ occupants into swing space (to be determined);
- Demolition of A Building prior to Construction;
- Move appropriate A, B and T Building occupants into CASAS;
- Demolition of Buildings B and T upon occupancy of new CASAS;
- Completion of Site Improvements.

Implementation Considerations (Option 2)

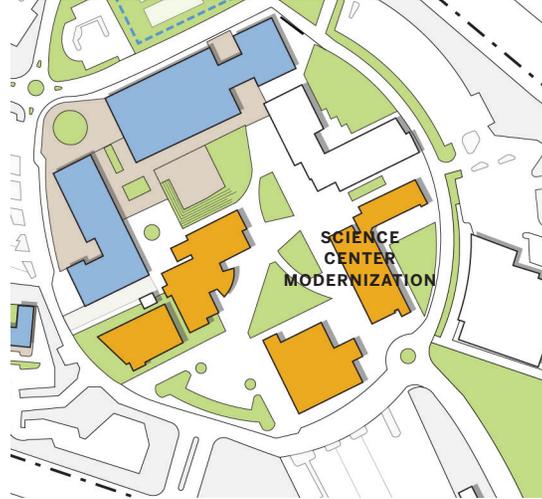
- New Child Development Center built and occupied;
- Demolition of Existing C Building;
- Construction of CASAS and site improvements.

³ Depending on project logistics, and other project sequencing, it may not be feasible to demolish Building B after CASAS is occupied, in which case B and T occupants would also need to swing.

FMP UPDATE CAMPUS PLAN - OPTION ONE



FMP UPDATE CAMPUS PLAN - OPTION TWO



EXISTING CAMPUS PLAN



SCIENCE CENTER MODERNIZATION

The Science Center (SC) Modernization would retrofit existing classrooms in the SC Building for the Biology, Chemistry, and Water Utility Science Labs coming from B Building and U Portables. It would also include the retrofit of two H Building classrooms to accommodate science demonstration benches at the teaching wall.

These programs are currently located partially in B Building (built 1980), and partially U Portables (1994).

Approximate sizing

Partial modernization of SC and H Buildings totaling approximately 15,000 ASF.

Room specifics: retrofitted SC226 would replace B201/202 Chemistry Lab; retrofitted SC133 would replace U85A Biology Lab; and retrofitted SC110 and SC111 would replace Wastewater Lab U95/B103.

Site improvements includes a new outdoor Water Utility Science Lab constructed in close proximity to rooms SC110 and SC111, on the east side of the Science Center.

This project would partially vacate 5,700 ASF (B Building and U Portables).

Implementation Considerations

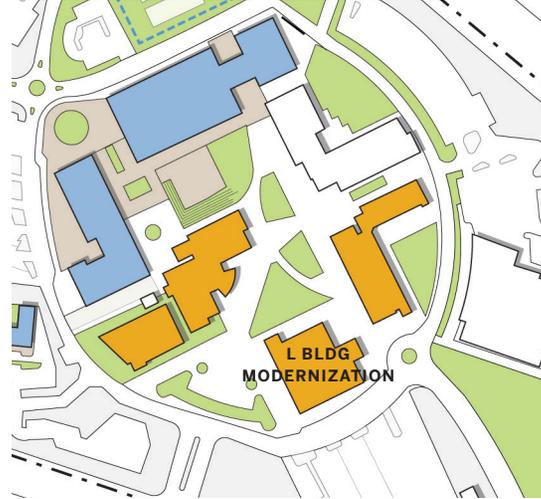
The following are implementation considerations:

- Retrofit H classrooms first;
- Retrofit SC spaces for Labs (interior and exterior);
- Relocate Biology, Chemistry, and Water Utility Science Labs to completed Science Center Modernization;
- Construct other projects that require A Building, B Building, and/or U Portables to be demolished.

FMP UPDATE CAMPUS PLAN - OPTION ONE



FMP UPDATE CAMPUS PLAN - OPTION TWO



EXISTING CAMPUS PLAN



L BUILDING MODERNIZATION

The L Building (Learning Resource Center) modernization would create a place for the Campus Café, Campus Store, and a Student Lounge¹ on the first floor of the Library Building. This may require a potential reconfiguration of the second floor to consolidate impacted first floor operations.

These programs are currently located partially in Buildings A and T (both built 1980).

¹ Potentially this project may become swing space for these functions until the new CASAS project is built, at which point these functions would move into the new facility.

Approximate sizing

The assumption is that about 20,000 ASF of the L Building will be modernized. Some site improvements are expected on the Quad side for the creation of an entrance to the Campus Café, and some outdoor seating areas.

Implementation Considerations

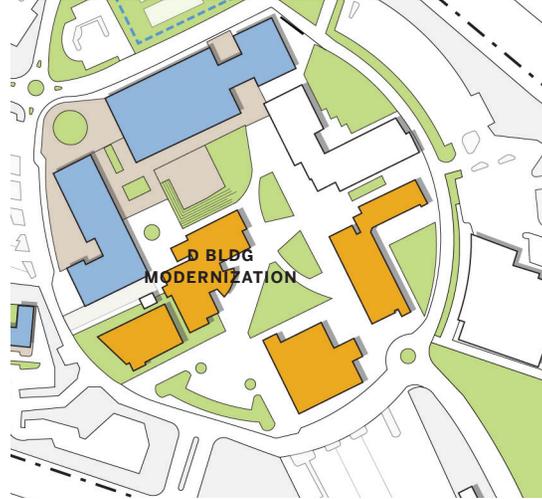
The L Building is currently occupied, as such the following are implementation considerations:

- Explore phasing of project to avoid swinging learning resource center occupants by constructing second floor improvements first during summer session;
- Modernize first floor and build site improvements;
- Relocate Campus Café and Campus Store to completed L Building Modernization;
- Construct other projects that require A Building and/or T Building to be demolished.

FMP UPDATE CAMPUS PLAN - OPTION ONE



FMP UPDATE CAMPUS PLAN - OPTION TWO



EXISTING CAMPUS PLAN



D BUILDING MODERNIZATION

The D Building modernization would occur *after* Counseling and Performing Arts relocated to other facilities (assuming they move as currently planned to other FMP Update projects). The vacated spaces provides an opportunity to reconfigure and modernize instructional spaces (classrooms and multidisciplinary computer labs) to be used by transfer, workforce and continuing education programs.

The modernization would also include a building-wide accessibility, life safety code upgrades, and potentially a seismic upgrade if required.

Approximate sizing

The existing D Building is 42,500 GSF. No site improvements are associated with this project.

Implementation Considerations

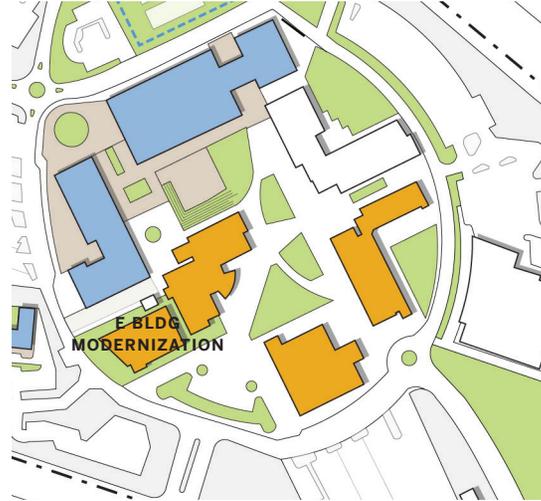
The D Building is currently occupied, as such the following are implementation considerations:

- Relocation of the balance of D building occupants into swing space (to be determined);
- Modernize D Building.

FMP UPDATE CAMPUS PLAN - OPTION ONE



FMP UPDATE CAMPUS PLAN - OPTION TWO



EXISTING CAMPUS PLAN



E BUILDING MODERNIZATION

The E Building modernization would reconfigure and optimize all three floors for the colocation of Student Services and Administration, which include office suites and read/study spaces. Modernization could potentially net an increase in 2,400 ASF that is currently underutilized as circulation space.

The modernization would also include a building-wide accessibility, life safety code upgrades, and potentially a seismic upgrade if required.

Approximate sizing

The existing E Building is 37,300 GSF. No site improvements are associated with this project.

Implementation Considerations

The E Building is currently occupied, as such the following are implementation considerations:

- Relocation of the existing E building occupants into swing space (to be determined);
- Modernize E Building.

FMP UPDATE CAMPUS PLAN - OPTION ONE



FMP UPDATE CAMPUS PLAN - OPTION TWO



EXISTING CAMPUS PLAN



C BUILDING OPTIONS

There are two options for the C Building (Child Development Center).

In Option One, the C Building would be modernized and a small addition built to collocate the Early Childhood Education (ECE) instructional program.

In Option Two, a New C Building would be built in Parking Lot 4 to house both the Child Development Center and the ECE program.

The decision on which option to pursue will depend on funding availability and campus project sequencing.

These programs are currently located in the C Building (built 1991), and partially in U Portables (1994).

Approximate sizing

Option One: the main existing C Building is approximately 4,600 GSF, all of which will be modernized. A new 4,600 addition would be built adjacent to it to replace 1,500 of existing modular space, and to add space to collocate the ECE program. Minor site improvements adjacent to the building and the playground are expected.

Option Two: the New C Building would be a single story 9,200 GSF building. Site improvements would include a new exterior playground, and a reconfiguration of Parking Lot 4 to allow for a drop-off/pick-up zone in front of the facility, and associated re-striping of parking stalls.

Option Two will demolish approximately 6,100 existing GSF (C Building and related portables).

Implementation Considerations (Option 1)

- Relocation of existing C Building occupants into swing space (to be determined);
- Demolition of C Portables prior to Construction.

Implementation Considerations (Option 2)

- Currently the loss of parking spaces associated with this option are considered manageable, but if that were to change before this project was funded then as alternate location for the lost parking stalls would need to be studied.

FMP UPDATE CAMPUS PLAN - OPTION ONE



OBSERVATORY OPTIONS

There are multiple options for the Observatory. In Option One, the Observatory would be placed on top of the roof of the New CTE facility. Once the CTE Building is funded this option will be evaluated during the design with respect to the vibration of the building affecting the performance of the observatory equipment, and the impacts, if any, of adjacent campus lighting.

In Option Two, the Observatory would be freestanding on the campus and the location in Lot 1 is one such option. Another option might be the Coast Keeper's Garden. However, if the student housing feasibility study that the College is about to embark on identifies either of these areas as good candidates for student housing, then the freestanding Observatory location would need to be evaluated in light of that study.

FMP UPDATE CAMPUS PLAN - OPTION TWO



COMPLETE LOOP ROAD

The existing Campus Loop Road does not currently connect all the way around the campus. It stops and double backs near existing T Building, at Parking Lot 7. Connecting and completing the Loop Road is desired by College stakeholders for safety and security reasons, as well as ease of deliveries/maintenance etc.

While there is a significant topographic grade change at this location, the future demolition of the T Building and the U Portables opens up the possibility of completing the Loop Road, subject to feasibility and reasonable cost.

This could be a standalone project once T and U are demolished, or it can be associated with the most adjacent new project (CTE or CASAS depending on which option is pursued).

EXISTING CAMPUS PLAN

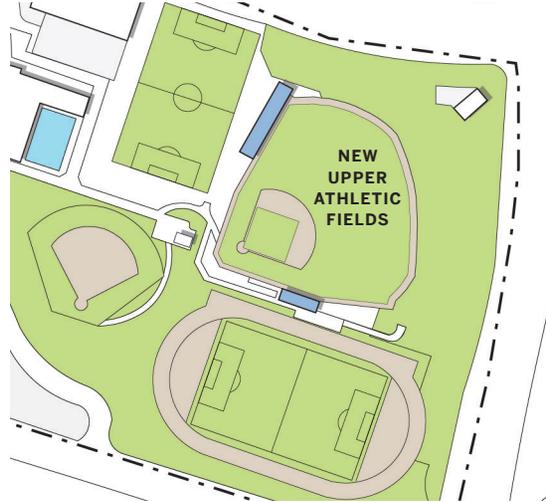


EXTERIOR CAMPUS IMPROVEMENTS

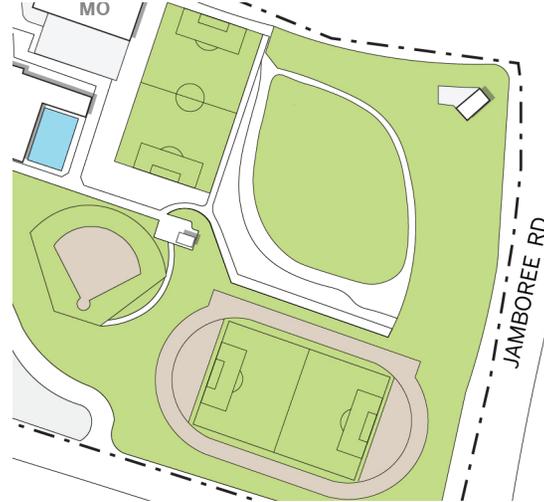
The Exterior Campus Improvements include:

- Creation of a ride-share drop off zone (shown on the west side of the campus core in both options);
- Creation of a western roundabout to facilitate traffic flow around the campus;
- Creation of an Entry Court (on north side in Option 1 and northwest side in Option 2) as an arrival plaza to welcome students, visitors and the community onto the campus. The Entry Court and ride-share drop off will integrate accessible paths of travel to address topographic differences at these locations;
- Central Quad enhancements including pedestrian connections/plazas, an outdoor amphitheater (if feasible), and shaded outdoor learning spaces, once Buildings A and B have been demolished.

FMP UPDATE CAMPUS PLAN - BOTH OPTIONS



EXISTING CAMPUS PLAN



UPPER ATHLETIC FIELDS

Per the selected option from a 2017 Athletic Fields Study, the College would like to add a NCAA baseball field (with associated dugouts, batting cage and fencing), a 400-meter track and some field events around the existing soccer field (NCAA regulation size with some upgrades), bleachers at both baseball and track/soccer fields, and improvements to the northern soccer field to improve sizing for practices and community use.

STUDENT HOUSING

The District applied to the Department of Finance for a planning grant under the Higher Education Student Housing Grant Program (created under Senate Bill/ Assembly Bill 169) to study the viability of offering affordable student housing Districtwide, including on or near the SAC and SCC campuses.

Once the Department of Finance releases the grant funds, these will be utilized to develop programming, schematic studies, and conceptual drawings to test the feasibility of existing and potential sites in ways that align with the goals and missions of the colleges.

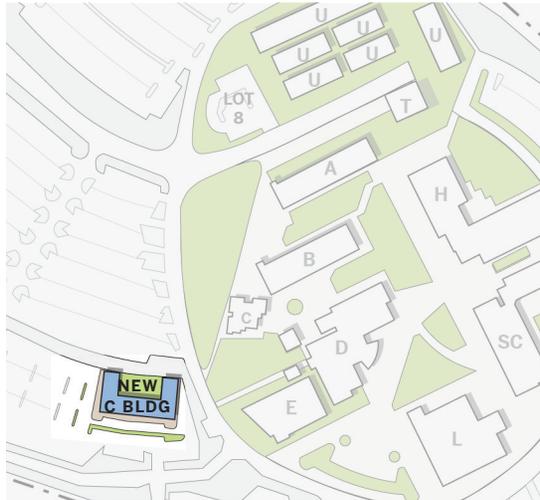
CENTRAL PLANT

Once funding has been identified for any of the substantial FMP Update projects, it is recommended that the District and College undertake a revised Central Plant study to see whether centrally distributing chilled water to cool all the campus buildings is energy efficient and cost effective. Recent California Building Code changes and State policy directives may affect the previous analysis that showed this would be a more energy efficient and cost effective approach.

THE SCENARIOS

The following are *some* scenarios the College is exploring for Tier One projects only. Each Scenario lists the projects in the order they would be constructed, and relevant considerations for each of the scenarios is discussed. Note: not all the steps are illustrated with graphics.

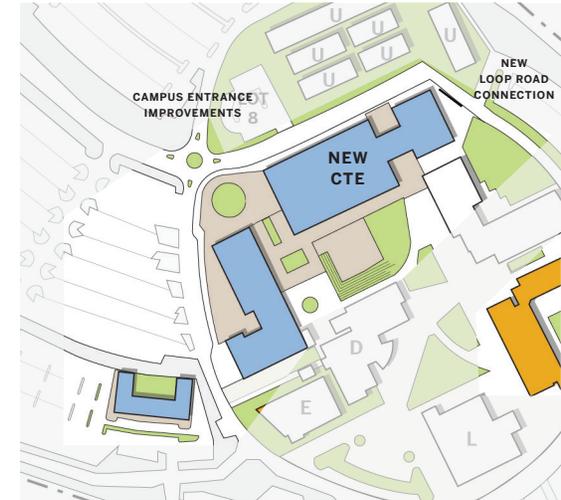
STEP ONE



STEP FOUR AND EIGHT



STEP ELEVEN AND TWELVE



SCENARIO A

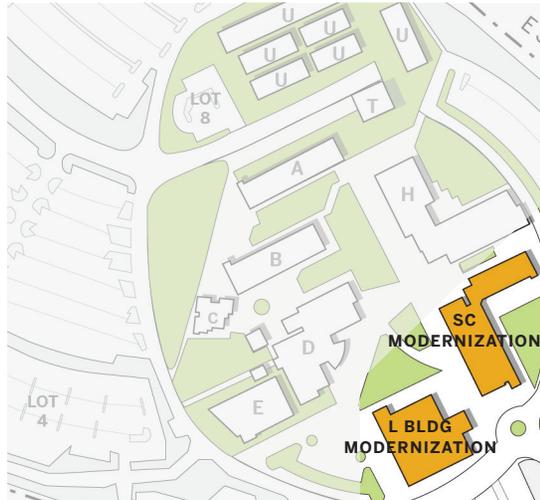
The project sequencing is based on Option Two FMP Update Campus Plan and would be as follows:

- New C Building
- New CASAS Building
- Science Center Modernization
- New CTE

The following are the proposed steps associated with this sequencing:

- Step One: build New C Building in Lot 4.
- Step Two: move existing CDC occupants from existing C Building, and Early Childhood Education occupants from U Portables into New C Building.
- Step Three: demolish Existing C Building and associated portables.
- Step Four: build New CASAS, avoiding the demolition of Building B.
- Step Five: build site improvements: ride-share drop off zone and CASAS building plaza.
- Step Six: move A, B, T and U occupants (except Biology, Chemistry & Water Utility Science) into New CASAS. Move other CASAS occupants from other existing buildings into New CASAS.
- Step Seven: modernize two classrooms in H Building with demo benches.
- Step Eight: modernize identified classrooms and outdoor area in Science Center.
- Step Nine: move Biology, Chemistry and Water Utility Labs from B Building and U Portables into Modernized Science Center.
- Step Ten: demolish A, B and T Buildings.
- Step Eleven: build New CTE.
- Step Twelve: build site improvements: Northwest Entry Plaza, western roundabout, and Central Quad enhancements, and Loop Road connection.
- Step Thirteen: move balance of U Portables occupants into New CTE. Move other New CTE occupants from other existing buildings into New CTE.
- Step Fourteen: demolish U Portables, and minor site improvements to leave site ready for future development.

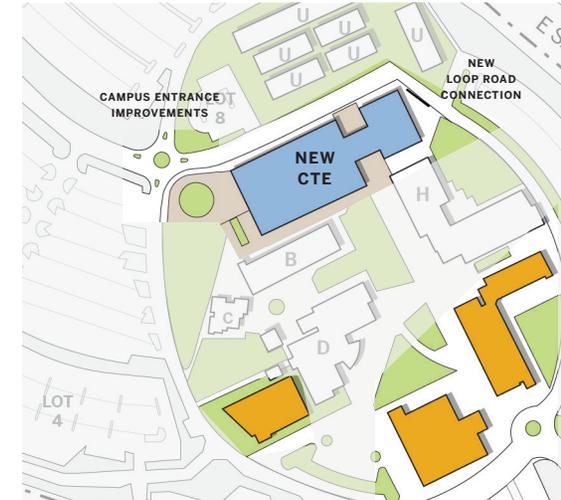
STEPS TWO & FOUR



STEPS SEVEN



STEP TEN AND ELEVEN



SCENARIO B

The project sequencing is based on Option Two FMP Update Campus Plan and would be as follows:

- Science Center Modernization
- L Building Modernization
- E Building Modernization
- New CTE

The following are the proposed steps associated with this sequencing:

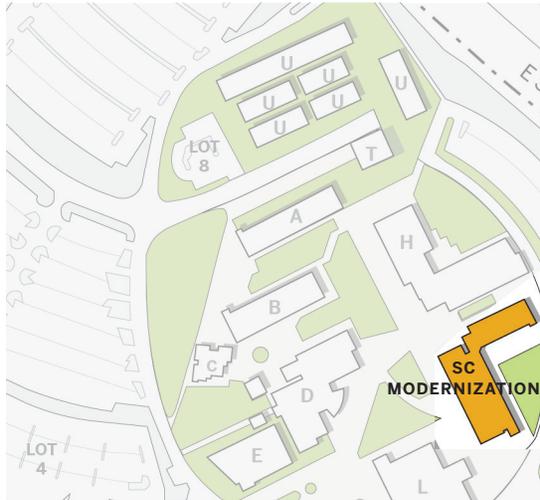
- Step One: modernize two classrooms in H Building with demo benches.
- Step Two: modernize identified classrooms and outdoor area in Science Center.

- Step Three: move Biology, Chemistry and Water Utility Labs from B Building and U Portables into Modernized Science Center.
- Step Four: modernize (partial) L Building in phased manner to avoid having to swing L occupants..
- Step Five: move Food Service from T Building and Campus Store from A Building into Modernized L Building.
- Step Six: swing E Building occupants (location to be determined).
- Step Seven: modernize all of E Building.
- Step Eight: move E Building swing and balance of A and B Building occupants into Modernized E Building. Move other Modernized E Building occupants from

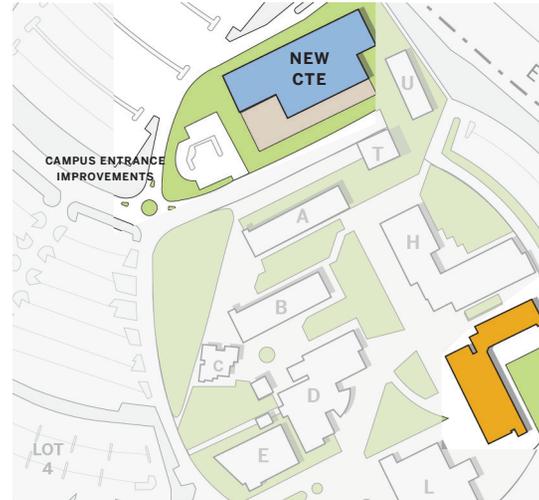
other existing buildings into Modernized E Building.

- Step Nine: demolish A, B and T Buildings.
- Step Ten: build New CTE.
- Step Eleven: build site improvements: Northwest Entry Plaza, western roundabout, and Central Quad enhancements, and Loop Road connection.
- Step Twelve: move balance of U Portables occupants into New CTE. Move other New CTE occupants from other existing buildings into New CTE.
- Step Thirteen: demolish U Portables, and minor site improvements to leave site ready for future development.

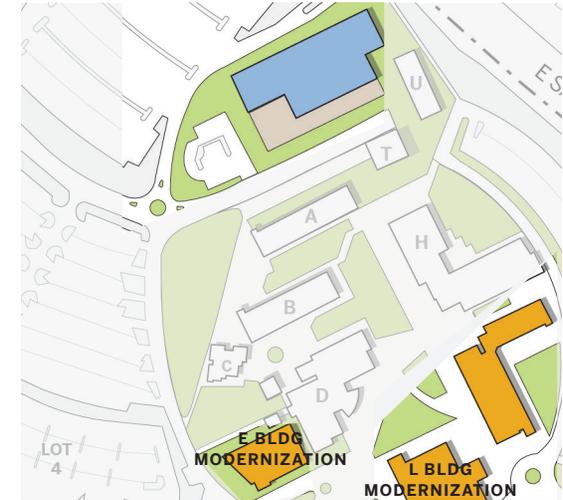
STEPS TWO



STEPS SIX AND SEVEN



STEP NINE AND TWELVE



SCENARIO C

The project sequencing is based on Option One FMP Update Campus Plan and would be as follows:

- Science Center Modernization
- New CTE
- L Building Modernization
- E Building Modernization

The following are the proposed steps associated with this sequencing:

- Step One: modernize two classrooms in H Building with demo benches.
- Step Two: modernize identified classrooms and outdoor area in Science Center.

- Step Three: move Biology, Chemistry and Water Utility Labs from B Building and U Portables into Modernized Science Center.
- Step Four: swing balance of U Portables occupants (location to be determined).
- Step Five: demolish U Portables.
- Step Six: build New CTE.
- Step Seven: build site improvements around New CTE and western roundabout.
- Step Eight: move balance of U Portables occupants into New CTE. Move other New CTE occupants from other existing buildings into New CTE.
- Step Nine: modernize (partial) L Building in phased manner to avoid having to swing L occupants.
- Step Ten: move Food Service from T Building and Campus Store from A Building into Modernized L Building.
- Step Eleven: swing E Building occupants (location to be determined).
- Step Twelve: modernize all of E Building.
- Step Thirteen: move E Building swing and balance of A and B Building occupants into Modernized E Building. Move other Modernized E Building occupants from other existing buildings into Modernized E Building.
- Step Fourteen: Buildings A, B and T vacated and ready for demolition. If demolished, construct site improvements as appropriate.





07

CENTENNIAL EDUCATION CENTER

Background

Process, Key Goals & Objectives

Recommendations

BACKGROUND

The Centennial Education Center (CEC) provides a wide variety of continuing education courses such as adult basic education, citizenship, English as a Second Language, high school completion subjects, parent education, and career training. The existing center is located in Centennial Regional Park, on West Edinger Ave in Santa Ana.

The campus consists of temporary buildings which are over 40 years old. While the City owns the land, it leases this portion of the park to RSCCD on a longterm lease basis. The new lease term commenced May 8, 2020 and expires June 3, 2101.

In August 2021, the District contracted with Brailsford & Dunlavey (B&D) and Moore Ruble Yudell Architects (MRY) to develop a preliminary planning study for the CEC site. The objective was to look at redevelopment

options to replace portable buildings with a new permanent center on the same site. While permanent facilities are preferred, a modular option was also explored.

The graphics and narratives on the following pages describe intent. While the drawing and written descriptions may appear specific/detailed, the shapes and information provided are actually conceptual: indicating potential location and purpose of the improvements. The final design of this site will take place once the project is funded, and detailed programming takes place with the appropriate user groups.



Aerial View of Existing CEC from West
Source: Presentation materials by B&D/MRY

PROCESS, KEY GOALS & OBJECTIVES

The City-CEC-District Working Group was established to share visions for both the Center and the Park. A CEC Working Group was formed to outline the programmatic needs for the Center, and feedback from student focus groups (both day and evening students) was obtained during the process.

There were three stages to the preliminary planning process that was initiated in August 2021 and concluded in March 2022:

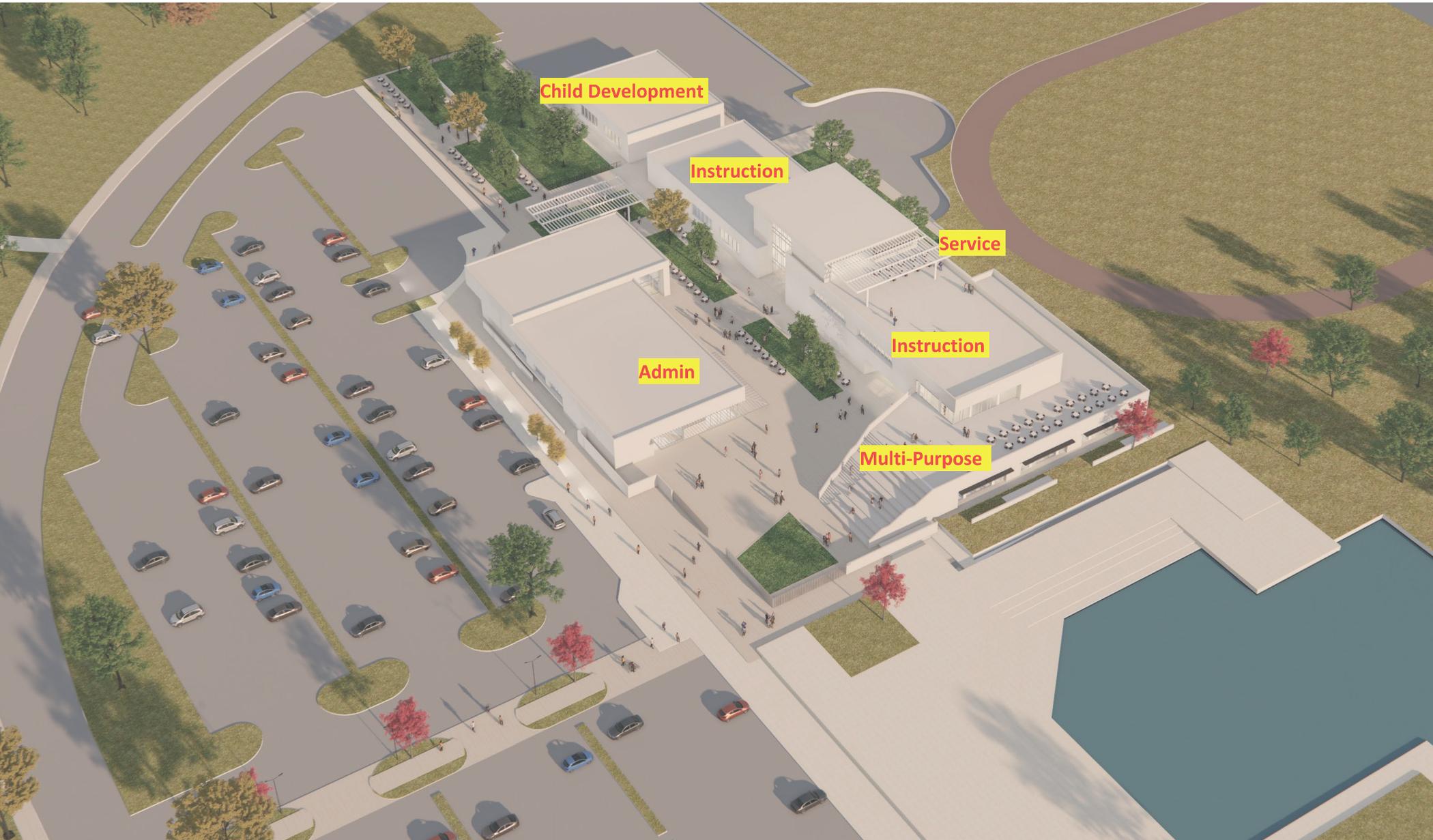
- Objectives: project kick-off, framework and vision establishment, stakeholder interviews, and regional demographic analysis.
- Plan Definition and Priority Alignment: site analysis, user/community focus groups, web-based survey, and city stakeholder engagement.
- Project Strategy: concept development options, some preliminary financial analysis, leading to a preferred solution.

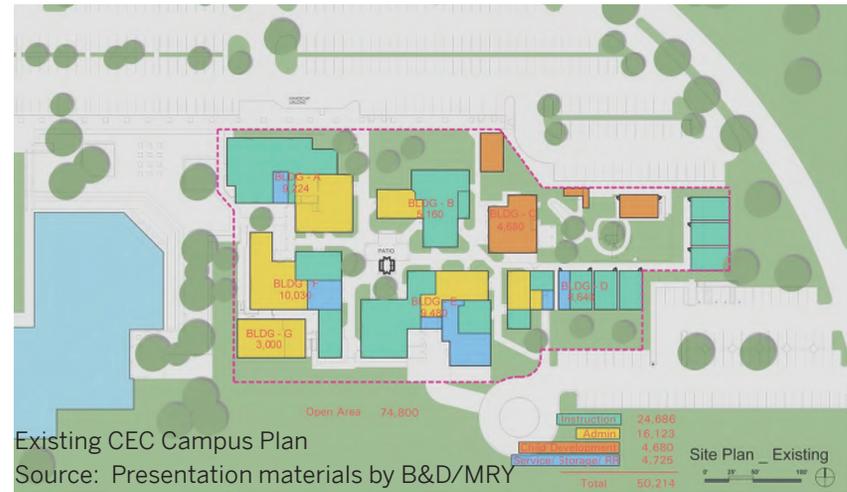
KEY GOALS & OBJECTIVES

- Create new modernized facilities that are student and community focused
- Identify revenue generating programs, facilities, and opportunities for CEC and the City
- Modest growth to accommodate community Multi-Purpose Room
- Maximize access to the lake and adjacent Centennial Park amenities
- Strengthen campus identify
- Leverage outdoor programming opportunities
- Increase mobility and accessibility, including enhanced access from bus stops
- Demolish all buildings and build new to benefit students and the community
- Replace program GSF in-kind
- Consider options for future growth
- Service Campus from southeast (similar location to existing).

CENTENNIAL EDUCATION CENTER FACILITIES MASTER PLAN UPDATE 2022 PROPOSED MASSING

Source: Presentation materials by B&D/MRY





RECOMMENDATIONS

Graphic above is the existing CEC campus plan, and the campus plan on the next page is the preferred option.

The preferred option was selected out of six different options. This option has a hybrid of both single and two story buildings, and the following are the pros and cons:

PROS

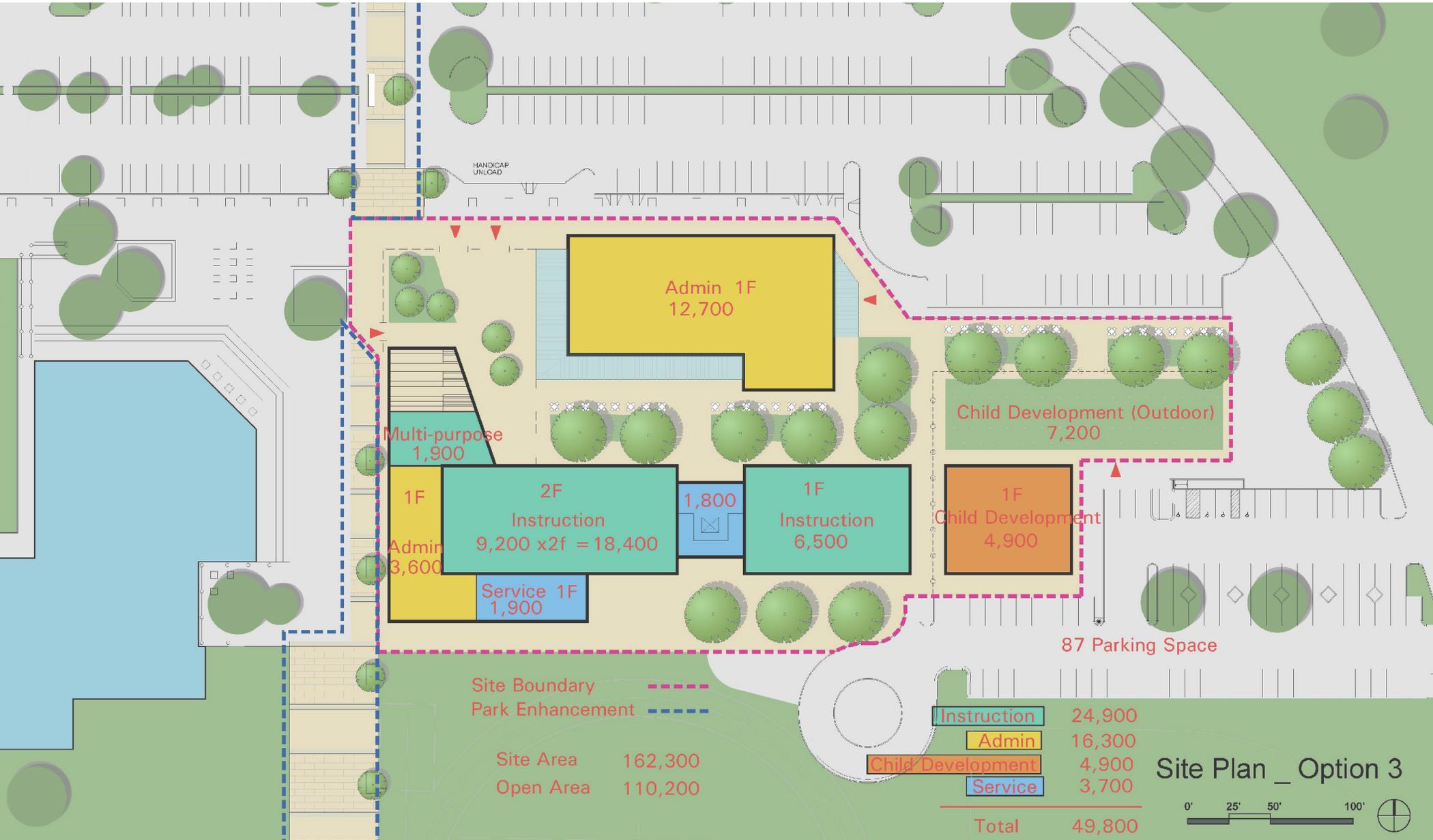
- New northwest welcoming campus entry
- Central shared atrium/breezeway
- Enhanced view-sheds from upper story
- Increased visibility from the park perimeter for better community connectivity
- Provides future opportunity for growth
- New Center meets sustainability objectives (improves energy efficiency, promotes use of public transportation, green design, possibly solar panels, etc.)

CONS

- 2-story construction can be more expensive due to vertical circulation.

CENTENNIAL EDUCATION CENTER FACILITIES MASTER PLAN UPDATE 2022 CAMPUS PLAN

Source: Presentation materials by B&D/MRY





8.0

ORANGE EDUCATION CENTER

Background

Recommendations

BACKGROUND

The Orange Education Center (OEC), located at 1465 North Batavia Street in Orange served as a satellite continuing education facility for Santiago Canyon College.

RSCCD purchased the land and existing warehouse building in December 2003. At the time and prior to construction, the District had soil investigations performed and obtained Orange County Health Care Agency's (OCHCA) approval for the new use.

The District then converted the existing building, through five (5) different construction phases, into the OEC: a one-story, 85,139 square foot building.

In 2015, the OEC, which consisted of classrooms, offices, and a Child Development Center, required rehabilitation to meet the Department of State Architect's (DSA) building code standards and all other

applicable governmental agency approvals. The District's intent was to renovate the facility including relocating the existing Child Development Center (CDC) from the east end of the campus to the west end.

The OCHCA requested information regarding the renovation project, noting codes had changed since their previous approval. Additional soils testing was required due to the proposed renovation project and more stringent cleanup standards since the previous approval in 2004. The additional requirements from the OCHCA were triggered by the prior industrial use of the site, the extent of the proposed renovation, and the extent of the construction work anticipated to be undertaken.

The District contracted with a qualified environmental consultant experienced in the area of soils investigations to perform the



On March 11, 2019, the Board of Trustees approved the demolition of the existing OEC building in order to facilitate effective remediation efforts of the property. The building was demolished in January 2020.

On July 8, 2020 the OCHCA approved the District's Remediation Action Plan which includes installation of a vapor extraction system with perforated piping and extraction wells. A treatment plant includes new process piping, treatment tanks, mechanical blowers, high performance filtration equipment, electrical panels, disconnects, and remote monitoring equipment. The treatment plant will remove underground vapors and clean the contaminated vapors through a carbon vessel system and exhaust clean vapors in the atmosphere in accordance with the agency's approved Remediation Action Plan.

In August of 2021, the Board approved the agreement with the environmental remediation construction firm. Since the Notice to Proceed date of September 10, 2021, the construction and installation of the remediation systems is underway. There have been delays due to current supply chain disruptions for the equipment. The anticipated completion is Summer of 2022 at which time the system will be started.

BACKGROUND CONTINUED

necessary testing and verification of existing soil conditions, under the oversight of the OCHCA. The oversight by the OCHCA for the phases of environmental investigations conducted in June 2016, April 2017, February 2018 and June 2018 were provided under a voluntary agreement between the District and the OCHCA.

In late 2018, the District completed the site investigation, characterization and delineation of soil and soil gas conditions across the site. The OCHCA requested that the District proceed with further steps to remediate the existing environmental conditions on the site, and develop a plan to address the subsurface soils and soil gas conditions as a result of historical uses. The District contracted with a qualified environmental consultant with experience in the area of soil and soil gas remediation as part of the next phase of environmental work.

RECOMMENDATIONS

Once construction of the remediation treatment plant is complete, it is unknown how long the remediation system will need to be in operation. The environmental consultant is projecting the system will need to be in operation for *at least* five (5) years before there is sufficient data to demonstrate the installed remediation system's effectiveness and rate of reduction of subsurface soil vapors.

A maintenance and operations service agreement with a qualified environmental contractor will be required to service the equipment during this operational period, and will be presented to the Board of Trustees at a future date.

An update on this site is expected to be part of a future more comprehensive FMP Update. In the meantime, the campus is currently operating in temporary facilities at

both Santiago Canyon College and in leased facilities. Concurrently, there are discussions underway with Orange Unified School District for use of facilities.





09

BRISTOL / 17TH

Overview

Phase One Findings & Phase Two

Next Steps

OVERVIEW

The site is a corner property located east of the SAC campus bordered by N. Bristol St. to the west, W. 17th Street to the north, and Louise St. to the east. The site comprises 1.5 acres and is currently zoned as C-2/C1-5 Commercial/Office.

In September 2021 SVA Architects, Inc. (SVA), in concert with The Concord Group, (TCG), was retained by RSCCD to prepare a Phase One analysis of the opportunities available for the development of this property. Over the course of six months, the team developed and analyzed multiple planning scenarios, including developing the site for commercial retail use, student housing combined with educational programs, student housing in an affordable housing scenario, and market-rate developer driven housing.

The study also investigated the purchase of the adjoining parcel to the south (another

0.45 acres of C-2 Commercial property) and analyzed the impact such a purchase would have on some of the scenarios.

During the meetings with the District and SAC representatives, the pros and cons of each scenario were discussed, including the requirements for future campus growth in line with the campus master plan, the growing needs of the student population, public and private partnership developments, and the economic impacts that each scenario would present.

A separate report “*Bristol & 17th Street Site Evaluation Studies*” details each scenario and includes all the data-driven reports and plans that were provided to the District to assist in their evaluation of the opportunities available. This FMP Update document provides only an overview and a brief summary of the Phase One findings, along with an overview of Phase Two & next steps.

PHASE ONE FINDINGS & PHASE TWO

PHASE ONE FINDINGS

The study concluded that although affordable student housing has a strong demand, it is not feasible due to high construction costs. In other words the funding gap is too large to make the development possible.

However, market-rate student housing with 232 beds (Scenario 1D) *is potentially* viable for either ground lease or land sale.

The development of retail and/or market-rate apartments is also not feasible because construction costs are too high. In addition, these require a significant amount of parking on-site which is unfeasible.

PHASE TWO

An additional option of exploration for the site is in the planning stages. It includes an external scan that focuses on the labor market, local demographics including population growth projections, age ranges, socio-economic status, etc. The study will also look at possible self-sustaining programs and if viable programs are determined, programming would follow with the appropriate user groups.

BRISTOL & 17TH EXISTING SITE MAP

Source: "Bristol & 17th Street Site Evaluation Studies" by SVA/TCG



NEXT STEPS

The Senate Bill/Assembly Bill 169 (SB/AB 169), appropriates \$500 million in Fiscal Year (FY) 2021-22, and states intent to provide \$750 million in FY 2022-23 and FY 2023-24, for the Higher Education Student Housing Grant Program. The program's purpose is to provide affordable, low-cost housing options for public postsecondary students in California, and it includes one-time grants for the construction of student housing at California Community Colleges, CSUs and UC campuses.

If RSCCD were to receive supplemental funds to assist in the construction of campus student housing, that might make some of the other housing options in the Bristol and 17th Study more feasible.

On March 1, 2022 the State approved a planning grant for RSCCD to further study the feasibility of adding affordable housing not only at the Bristol and 17th Street site, but also at or near the SAC and SCC main campus locations.

As such the next steps for this site will be identified in a future planning effort, once Phase Two analysis is complete.

BRISTOL & 17TH SAMPLE PROPOSED HOUSING SCENARIO

Source: "Bristol & 17th Street Site Evaluation Studies" by SVA/TCG

Scenario 1B, 1C & 1D

Scenario 1B, 1C & 1D



EXHIBIT 1.6 GROUND LEVEL FLOOR PLAN (scale: 1"=50')



EXHIBIT 1.7 TYPICAL UPPER LEVEL FLOOR PLAN (scale: 1"=50')

RANCHO SANTIAGO

2323





10

DISTRICT OPERATIONS CENTER

Background & Recommendations

BACKGROUND & RECOMMENDATIONS

The District Operations Center (DOC) houses the District Executive Management, the Divisions of Business Services, Educational Services and People & Culture.

The DOC, located at 2323 N. Broadway in Santa Ana, is a 4-story building owned by the District and built in 1969.

Given the age of the building (50+ years old) and the amount of repairs that the District is undertaking on a regular basis, it is recommended that the District conduct a Total Cost of Ownership (TCO) analysis comparing the cost of different options, such as: maintaining this existing building, purchasing a new building, and/or leasing another building. The District has initiated this study to assist in future planning and guide decision-making.

SOURCE DOCUMENTS*

FACILITY DESIGN STANDARDS

- Current Issue of RSCCD Facility Design Standards

CAPITAL CONSTRUCTION PLANS

- 2024-2028 Five-Year Annual State Capital Construction Plan
- 2020 Board of Governors Revision, California Community Colleges Capital Outlay Program Priorities and Grant Application Process
- 2020 Revision, Board of Governors of the California Community Colleges Policy on Utilization and Space Standards
- 2017 Facilities Planning Manual, California Community Colleges Chancellor's Office; College Finance & Facilities Planning Division

CENTENNIAL EDUCATION CENTER

- May 2020 New Lease Agreement with City of Santa Ana and Terms
- November 1979 Lease Agreement and 2013-2014 Extensions
- April 2022 Centennial Education Center Planning Working Group Presentation

- April 2022 Santa Ana Park Master Plan

DISTRICTWIDE

- December 2018 Americans with Disabilities Act and Section 504 Self-Evaluation and Transition Plan Report
- February 2015 Rancho Santiago Community College District Sustainability Plan
- 220129 HL Construction Management RSCCD Master Plan Project Cost Estimate
- 2020 Draft Measure L Ballot
- Measure L Project List
- 210604 RSCCD FUSION Capital Outlay Plan District Projects Priority Order (2021-2027)
- 190408 Summary RSCCD Project Phasing
- 191108 Santa Ana College Bond Projects Priority
- 200518 Final RSCCD Five Year Capital Construction Plan 2022-2026, Summary Projects List

ENROLLMENT

- 211213 RSCCD Enrollment Update
- 220110 FTES Actuals 2018-2022

- 220128 RSCCD 2020 Long Range Enrollment and WSCH Projection

FUSION/SPACE INVENTORY

- 2019-RSCCD FUSION Executive Summary Report of Building Conditions
- RSCCD Space Inventory 2020-2021

ORANGE COUNTY SHERIFF'S REGIONAL TRAINING ACADEMY

- 020228 Settlement Agreement City of Tustin
- 050613 Board docket Resolution No 2005-04 Negative Declaration for development of Sheriff's Training Academy and Public Safety Institute
- 050627 Executed Board Approval of Resolution No. 2005-04 Negative Resolution for development of Sheriff's Training Academy and Public Safety Institute
- 050627 LSA Traffic Study Analysis regarding Negative Declaration for the Public Safety Institute, Notice of Determination, City of Tustin Comments and Responses
- 210208 OCSRTA City Council Presentation

- 210802 FMR 21-610 OCSRТА “non-burn” four story Fire Tower and concrete pad Form 2, Attachment Sheet A: Observations
- 210802 FMR 21-629 OCSRТА Sand Pit Attachment Sheet A: Observations

PARKING

- 160517 SAC FAC Committee-Parking Study Update
- 141029 SAC Fall 2014 Parking Demand
- 190731 Santiago Canyon College Traffic and Circulation Analysis

SANTA ANA COLLEGE

- 2014 Facilities Master Plan Update
- 2021-2024 Educational Master Plan
- 2018 Measure Q Updates
- 2005 Environmental Impact Report (EIR)
- 2006 Environmental Impact Report (EIR) Addendum
- 2021 Learning Commons Initial Project Proposal (IPP)
- 2022 Learning Commons Final Project Proposal (FPP)
- 2018 Building K Report & Appendices

- 2012 Building X Approved Program
- 2011 FMR-18-406.3 Shade Structures
- College Drone Assessment
- Garland Roofing Report
- SAC Lead Reports
- SAC Asbestos Reports

TOTAL COST OF OWNERSHIP

- June 2022 Draft RSCCD Facility Master Planning: TCO Plan Update-Spring 2022
- 210629 IP-21-02-TCO New Major Projects TCO Procedure

SANTIAGO CANYON COLLEGE

- 2011 SCC Facilities Master Plan
- 2016-2022 SCC Educational Master Plan
- 2005 SCC Draft Environmental Impact Report (EIR)
- 2008 SCC Fine & Performing Arts Final Project Proposal (FPP)
- 220422 SCC Entry & Main Plaza Select
- 2019 SCC Student Services
- 170815 SCC Fields Option D Select
- SCC Hazmat Reports

SCHEDULED MAINTENANCE

- Current Five-Year Annual State Scheduled Maintenance Plans

FACILITY EVALUATIONS

- District Facilities Professional Working Group Criteria & Evaluations

