

OXNARD COLLEGE

FACILITIES MASTER PLAN, AUGUST 2022

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SERWAY
JEWETT

**PHYSICS FOR SCIENTISTS
AND ENGINEERS** *with Modern Physics*

EIGHTH
EDITION

SERWAY
JEWETT

**PHYSICS FOR SCIENTISTS
AND ENGINEERS** *with Modern Physics*

ISBN
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STUDENT CENTER

ADMISSIONS & RECORDS

UNIVERSITY OF CALIFORNIA
STUDENT CENTER

UNIVERSITY OF CALIFORNIA
STUDENT CENTER



1

INTRODUCTION TO
OXNARD COLLEGE



STUDENT CENTER

ADMISSIONS & RECORDS

STUDENT CENTER

- 1. Student Center
- 2. Admissions & Records
- 3. Registrar's Office
- 4. Financial Aid
- 5. Career Center
- 6. Counseling Center
- 7. Health Services
- 8. Student Activities
- 9. Student Government
- 10. Student Union
- 11. Student Store
- 12. Student Housing
- 13. Student Transportation
- 14. Student Safety
- 15. Student Support Services
- 16. Student Leadership
- 17. Student Organizations
- 18. Student Clubs
- 19. Student Groups
- 20. Student Societies
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- 24. Student Halls
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STUDENT CENTER

STUDENT CENTER

MESSAGE FROM THE PRESIDENT

Oxnard College's campus is continuously adapting to better serve our community's needs. Our Facilities Master Plan reflects the college's strategic thinking behind those efforts through the year 2030. It takes into account projected enrollment trends, program development, and emerging economic opportunities. This plan is the culmination of in-depth research, community input, and the college's participatory governance process. Throughout our planning, we have been fortunate to hear from a wide range of stakeholders whose contributions have helped shape this ten-year plan.

We are deeply proud of our beautiful campus and all it has to offer. Located right off California's Pacific Coast Highway and settled along Ventura County's famous coastline, Oxnard College boasts state-of-the-art facilities and a picturesque campus for students with auxiliary sites in Camarillo and the Channel Islands Harbor. Among our priorities for the decade ahead are providing excellent learning spaces, aligning our facilities planning with emerging programs, and offering a welcoming, safe, and accessible campus for our students and neighbors. Of course, these goals must also live within the balance between aspiration and financial sustainability.

The natural beauty throughout our region and the growing man-made threat to our environment oblige us to be good stewards of the earth and the resources we are fortunate to manage. And so, it is especially worth highlighting that we have incorporated environmentally-conscious thinking into our plans. We are resolved to augment those efforts steadily over time.

Also of note in our planning are new and exciting ways to better utilize large swaths of unused land owned by the college. These plans range from offering on-campus student housing to working with external partners to enhance the economic viability of South Oxnard and enrich our neighborhood for local residents.

Our Facilities Master Plan represents an important step toward better serving the community's growing needs. It allows us to tell our story and chart our vision for the decade ahead. Granted, each plan is merely a starting place and so we look forward to re-imagining our thinking along the road ahead.



DR. OSCAR COBIAN
ACTING PRESIDENT



OVERVIEW

Oxnard College is ideally situated on California's central coast and within two miles of Ventura County beaches. The college was founded on 118 acres in south Oxnard and is experiencing major reconstruction as part of the Measure S Bond, which is a funded expansion of the **Ventura County Community College District**. Oxnard College is a fully accredited public community college providing quality academic and career programs since 1975.

Oxnard College offers 18 certificate programs, 17 Associate degrees for transfer, and 37 Associate degrees with classes in over 60 disciplines. Admission to the college is open to any adult who is able to profit from instruction and opportunities for enrichment. High school juniors and seniors may also attend Oxnard College concurrently, tuition free.

MISSION

Oxnard College transforms lives by offering equitable access to multiple educational and career pathways. Our academic programs and student services prepare students to enrich their communities and to succeed socioeconomically, professionally, and personally.

VISION

Oxnard College will be a model of state-of-the-art education and training in the diverse communities we serve. We will foster the highest level of student success, advocate for a just and inclusive society, and be a valued community partner.

GUIDING APPROACH

A STUDENTS-FIRST APPROACH

Our decisions will be primarily guided by what is best for the students we serve. Our efforts will support students' achievement of their academic goals, and enhance their interpersonal skills and professional competencies.

SOCIAL JUSTICE AND EQUITY

Acknowledging the historical context of exclusion in higher education, we accept the responsibility to make our college a model of access and inclusivity. We will:

- Cultivate a welcoming culture that recognizes the advantages diversity brings to our classrooms and offices
- Harness our experiences as a Hispanic Serving Institution to equitably deliver resources and support to all under-served and marginalized students
- Empower all under-served populations to achieve their full potential

CIVIC ENGAGEMENT

We recognize the responsibility to prepare students to become active and constructive participants in their communities and in our democratic republic. So, we will encourage and model civic engagement.

ENVIRONMENTAL STEWARDSHIP

In our planning, operations, and programs we will be thoughtful stewards of our environment.

SAFETY AND WELLNESS

We will continue to foster a safe, secure, and healthy environment.

FISCAL STEWARDSHIP

We will be prudent in our management of the college's fiscal resources in order to maximize their service to students.

EXCELLENCE

We will build data-informed self-reflection, evaluation, and improvement into everything we do on a continuing cycle. We will promote innovation by:

- Encouraging experimentation and creativity in our instruction, services, and operations
- Promoting professional development for faculty and staff
- Aligning our curriculum with new and emerging knowledge and technologies to ensure students are prepared to participate in the rapidly changing world.

COLLABORATIVE AND TRANSPARENT LEADERSHIP

To improve our services and build a more prosperous community, we will engage a diverse range of voices from both within the college and around the community. We will consult with stakeholders before making significant decisions and we will be transparent about the decisions we make.



OXNARD COLLEGE

DR. LOPEZ TOWER

OXNARD COLLEGE





2

INTRODUCTION TO THE FACILITIES MASTER PLAN (FMP)

PURPOSE

The Facilities Master Plan (FMP) provides a current vision for the future state of academic and support services space, buildings, and overall college and campus improvements. As a companion document to the Educational Master Plan (EMP), the FMP supports the development of the institution through the year 2030. The recommendations developed in this plan may require additional planning depending on future development.

The FMP is a framework for campus development and addresses the following objectives:

- Create a functional and usable space and facilities plan based on the EMP that updates the previous assessment for space identified in Oxnard College's Education and Facilities Master Plans.
- Review and assess the current conditions of the college facilities through a quantitative review and validation of data related to academic and support service programs to support future space needs for the District.
- Obtain qualitative input from the campus community in support of the FMP.
- Match space needs with the curriculum, create modern teaching facilities and learning environments, and provide modern support services sufficient to serve the student's needs.
- Evaluate traffic circulation and pedestrian way-finding with a goal of enhancing student access and safety.
- Provide an overview for infrastructure planning, the development of campus standards and design guidelines, address deferred maintenance and general campus improvements.
- Be a resource for decision-making in support of the distribution of resources for current capital projects, as well as providing additional opportunities for state funding.
- Produce a well-conceived and well-justified plan for capital outlay projects that are an outcome of a sound master planning process.

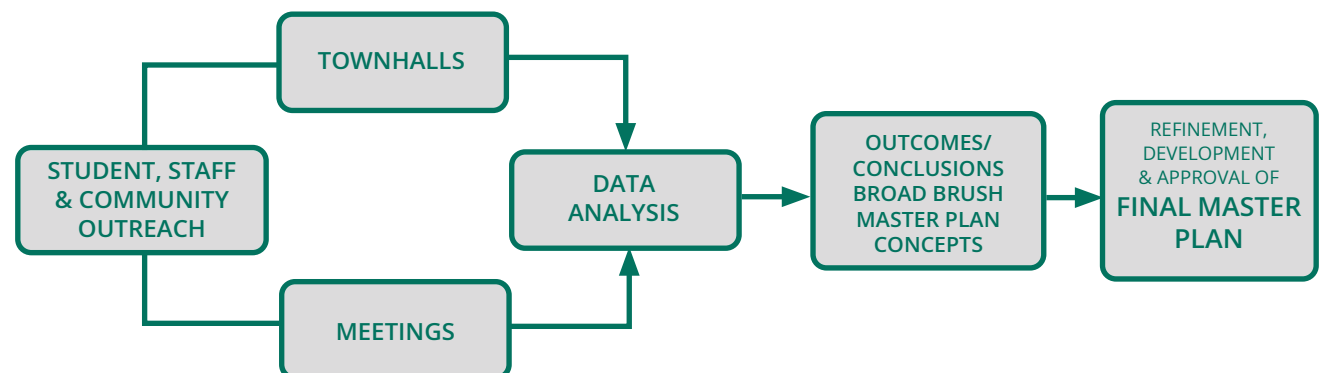


APPROACH, ORGANIZATION & STRUCTURE

During the 2020-2021 academic year, the Facilities Master Plan Workgroup was established to facilitate the development of the plan. Monthly meetings were held to discuss various aspects of the planning process and to measure progress.

The FMP Work Group was also charged with disseminating information college-wide and providing feedback to the planners. In addition to the monthly meetings, the planners also met with internal stakeholder groups including staff, students, faculty, community members and the administration.

The information gathered from the stakeholder meetings was compared to the findings identified in the enrollment and space inventory data.



FMP WORK GROUP MEMBERS

- Christopher Renbarger** Vice-President, Business Services
Co-chair, Campus Use, Development and Safety Commission
- Amanda Burwick** Placement Project Specialist, Career Services
2nd Vice-President, Classified Senate Co-chair,
Campus Use, Development and Safety Commission
- Rainer Mack** Faculty Member, Art Department
- Leo Orange** Coordinator, Educational Assistance Center
- Dr. Luis Gonzalez** Dean, Library and Liberal Studies
- Gilbert Downs** Supervisor, College Services
- Bob Sube** Director, Maintenance and Operations
- Marcia Fulkerson** CUDS Co-Chair, Academic Senate Secretary,
Faculty in Communications Studies

EXECUTIVE COUNCIL MEMBERS

- Luis Sanchez, JD,LLM** President, Oxnard College
- Dr. Oscar Cobian** Vice President of Student Development
- Dr. Art Sandford** Vice President of Academic Affairs and Student Learning
- Dr. Amy Edwards** Academic Senate President, Professor of Communication Studies
- Amparo Medina** President, Classified Senate Student Activities Specialist
- Keller Magenau, PhD** Dean of Institutional Effectiveness
- James Schuelke** Director of Outreach and Marketing

ADMINISTRATIVE SUPPORT

- Karla Banks** Executive Assistant to the President
- Allie Frazier** Senior Administrative Assistant to the Vice President of Business Services

TOWNHALL MEETINGS

- Student Townhall
- Staff Townhall
- Community Townhall
- President’s Advisory

DIVISIONS INVOLVED

- Public Safety
- Library Liberal Studies
- Math, Science, Health, PE, Athletics
- Student Services
- Career Education
- Marine Education Center & Aquarium
- Associated Student Government



PLANNING PROCESS

Planning as an integrated process should be both operational and strategic. The process must incorporate existing planning as well as offer new recommendations based on recent College analysis.

The following planning model was generated to address the College's capacity for generating future Weekly Student Contact Hours (WSCH) and achieving enrollment growth.

The model is based on the demographics of the effective service area and the ability of the College to attract new students.

ASSESSMENTS

The following assessments were conducted:

- Determine space tolerance thresholds for current buildings on campus and at the centers and to evaluate the types of spaces offered, their capacity for modification (including expansion), and their ability to accommodate future growth of the programs served.
- Determine the future space needs of the academic and support services programs and establish a curriculum baseline composed of Weekly Student Contact

Hours (WSCH), the number of sections offered, the number of enrolled students per class section, and the distribution of lecture versus laboratory hours. When viewed by discipline, a calculated need was established. Using this analysis, plus the historic trends of previous College growth, provide a growth factor to be applied to future development of each program of instruction and support services of the institution.

- Access the ability to re-purpose existing buildings.
- Determine the impact on the user-constituency groups. The assessment process focuses on the impacts and possible displacement of personnel and functions, the requirements for any swing space during construction/renovation phases, additional financial implications to the College due to possible secondary effects, and the ultimate impact on students and staff.

Planning was conducted through a collaborative process to prepare the Facilities Master Plan. During this process, it was determined this Facilities Master Plan would focus on creating and outlining a high-level vision for the College. This vision utilized the most up-to-date information available. Over the next several years, the College's capital planning team, staff, and faculty will develop detailed programming plans and cost estimates for each of the projects.

OUTCOMES

Focus group interviews and questionnaires involved capturing the information necessary to evaluate a facilities condition plus the possible growth needs anticipated over the next 10 years. These assumptions became the building blocks of the final action plan for facilities development.

- The capacities of the programs of instruction and the evaluation of space needs were viewed from both a quantitative and qualitative perspective.
- The facilities program identifies the need for new construction, renovation, modernization, and possible secondary effects.
- Student access and way-finding improvements were identified.
- The expansion and consolidation of student support services were identified.
- New construction projects were proposed to provide opportunities to improve space efficiencies.
- Projects were proposed with attention to versatility, flexibility, and a welcoming feel for students, including maker-space areas and combined application space.
- Phased sequencing patterns are recommended to minimize the need for on-campus swing space for interim use.
- The scope involved a review of previous projects completed and those projects remaining in the queue.
- The establishment of a direction for additional construction and/or remodeling projects was proposed.
- Key elements in each project were identified and associated with the relevant discipline/department needs.
- In addition to facilities, a series of site improvement projects were identified to enhance the campus environment and integrate campus access, egress, and student movement on-campus.





3

SUPPORTING THE
EDUCATIONAL
MASTER PLAN
(EMP)



OVERVIEW

Linking the Educational Master Plan's goals, strategies, and insights to space quantification completes the planning process and balances the current and future curriculum, instructional delivery modes, effective learning environment, and necessary support structures.

Although the current and immediate future, colored by the COVID pandemic, is somewhat uncertain, the College will need to continue

adapting and addressing the new means of Student Center Funding Formula (SCFF) financial support. It is anticipated the College will return to positive growth in the foreseeable future. Within the next three years, as finances are better settled and hopefully the COVID pandemic is history, new student enrollments should begin to increase again. Planning must address both short-term and long-term goals.

PLANNING PROCESS

The Facilities Master Plan relied on and was guided by the findings in the Educational Master Plan. Primary among those findings were the following considerations:



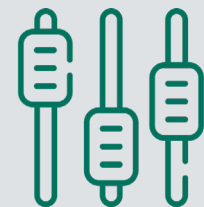
College's course and program review as well as institutional effectiveness evaluations



Characteristics of the College's effective service area



Potential for growth in the area



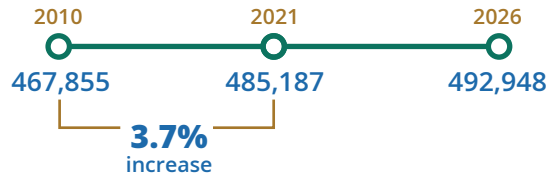
Additional and/or better configurations of space into the future

CHARACTERISTICS OF THE EFFECTIVE SERVICE AREA

Based on an analysis of residential zip codes reported by enrolled students, the vast majority of students live within a drive time of 20-minutes from the Oxnard campus. This area comprises the effective service area of the College. The key

characteristics of this effective service area are noted on this page and the next. For more detailed information, please visit: <https://www.oxnardcollege.edu/departments/administrative/institutional-research/env-scan>

POPULATION GROWTH



ANNUAL RATE OF POPULATION CHANGE

0.32%
This is slightly above
Ventura County projection

MEDIAN AGE PROJECTION IN 2026



TRADITIONAL COLLEGE AGE RANGE (19-24)



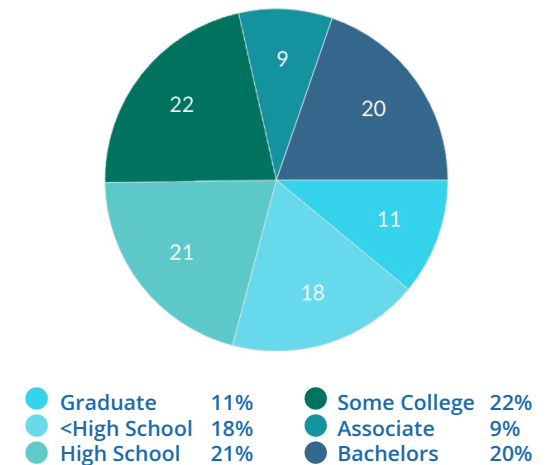
AREA FOR FASTEST GROWTH



DEMOGRAPHIC

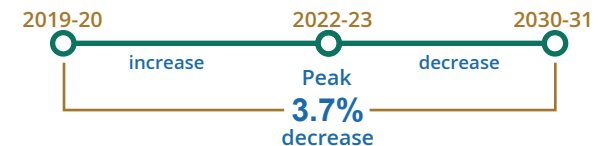


EDUCATIONAL BACKGROUND



AGE GROUP WITH FASTEST GROWTH 35 - 44 yrs

NUMBER OF HIGH SCHOOL GRADUATES IN VENTURA COUNTY





PROJECTIONS FOR FUTURE GROWTH

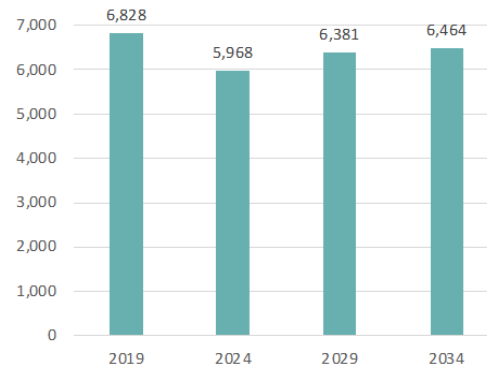
The Educational Master Plan notes that growth determinants for Oxnard College largely relied on the demographic characteristics of the effective service area, opportunities to meet educational need and demand, and the region's high school graduation history. Additionally evaluated in the forecast for growth were the following:

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

Non-quantifiable/intangible factors included:

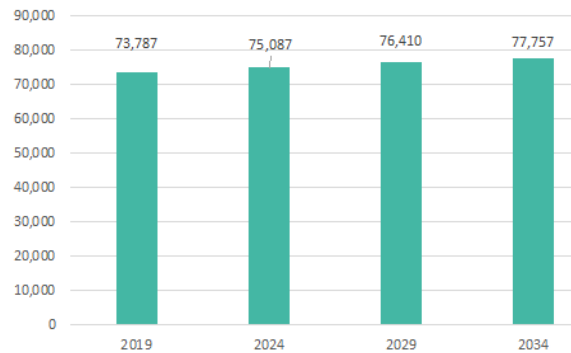
- Past reputation of the College
- Strength of the educational mission
- Ability to achieve the educational mission
- Capacity to compete in the educational marketplace

Given these factors, Oxnard College was determined to have the capacity to grow at a sustained annual average rate of 2.6% for



Source: Oxnard College, Office of Institutional Effectiveness, Student Housing Study, June 23, 2022; Analysis by Cambridge West Partnership LLC/ HPI Architecture

PROJECTED FALL TERM HEADCOUNT

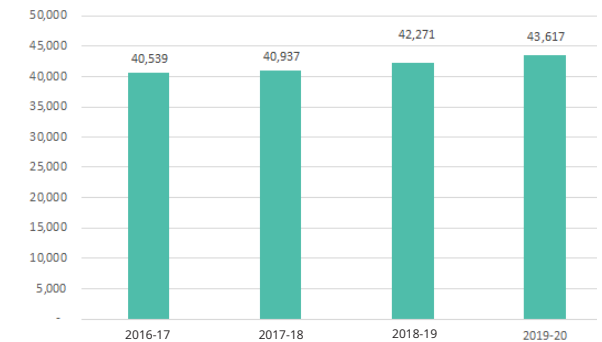


Source: Ventura Community College District, Institutional Effectiveness Division and Chancellor's Office, Management Information Data Files; Analysis by Cambridge West Partnership LLC/ HPI Architecture

PROJECTED FALL TERM WSCH

unduplicated headcount and 0.35% for WSCH through 2034. The translation of this projected growth, in terms of absolute values, is noted in the accompanying charts. Although the projections are not guaranteed, the College will need facilities to match the headcount and WSCH estimates at whatever time in the future those projections are achieved.

Annual enrollments (seat counts) at Oxnard College have been on the upswing in recent years as illustrated in the following graphic. As was the case at almost all California community colleges, the COVID pandemic adversely impacted enrollments in 2020-21 at Oxnard College.



Source: Oxnard College, Office of Institutional Effectiveness, Analysis by Cambridge West Partnership LLC/ HPI Architecture

ANNUAL ENROLLMENT TRENDS

DISCIPLINE-SPECIFIC ENROLLMENT TRENDS

Enrollment growth from 2016-2017 to 2019-2020 has varied among the 60 disciplines taught at the institution. Overall, the College gained just over 3,000 enrollments between academic year 2016-17 and 2019-20 or an average of 770 enrollments per year.

25 disciplines changed at a slower pace than the median, and among those 17 annually lost enrollments.

11 disciplines increased enrollments at about the same rate as the college median and mean scores.

Another 41 disciplines annually gained enrollments between 2016-17 and 2019-20. Among those disciplines that gained enrollments, 24 changed at a faster pace than the median. While the individual disciplines of *Biology, Anatomy, and Physiology* grew either slower than or about the same as the college median, *the combined group, which uses similarly configured laboratory spaces, grew faster than the median.*

OC DISCIPLINES THAT GREW **SLOWER** THAN THE MEDIAN 2016-17 TO 2019-20

DISCIPLINE	SUBJECT	DISCIPLINE	SUBJECT	DISCIPLINE	SUBJECT
ACCOUNTING	ACCT	COMPUTER INFO SYSTEMS	CIS	ASTRONOMY	AST
MATHEMATICS	MATH	MARINE STUDIES	MST	EMERG MED TECH	EMT
COMPUTER APPLICATIONS	CAOT	AUTO BODY	AB	BIOLOGY	BIOL
ENVIRON. SCI & RESOURCE MGMT	ENVT	DANCE	DANC	ETHNIC STUDIES	ESRM
ADDICTIVE DISORDER STUDIES	ADS	INTERCOLLEGIATE ATHLETICS	ICA	INTERDISCIPLINARY STUDIES	IDS
EARLY CHILDHOOD ED	ECE	ASSISTIVE COMPUTER TECH	ACT	HOSPITALITY MANAGEMENT	HM
SPANISH	SPAN	PERSONAL GROWTH	PG	PHYSIOLOGY	PHSO
BUSINESS	BUS	DIGITAL MEDIA STUDIES	DMS	PHYSICS	PHYS
				FILM, TV, ELECTRONIC MEDIA	FTVE

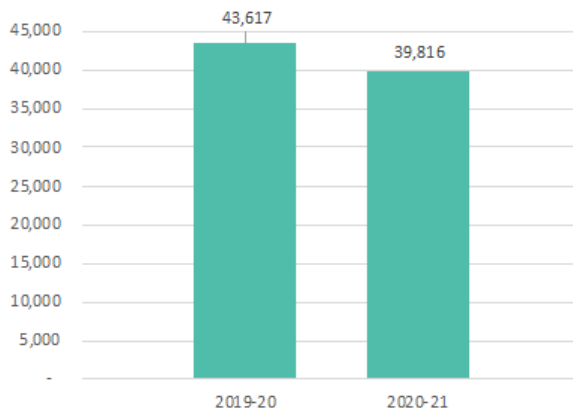
Source: Oxnard College, Office of Institutional Effectiveness. Analysis by Cambridge West Partnership LLC/HPI Architecture

OC DISCIPLINES THAT GREW **ABOUT THE SAME** AS THE MEDIAN 2016-17 TO 2019-20

DISCIPLINE	SUBJECT	DISCIPLINE	SUBJECT	DISCIPLINE	SUBJECT
THEATRE	THTR	ENVIRONMENTAL CONTROLS	AC	AUTO TECHNOLOGY	AT
ANATOMY	ANAT	DENTAL ASSISTING	DA	KINESIOLOGY	PE
MICROBIOLOGY	MICR	GEOGRAPHY	GEOG	SLARNING SKILLS	LS
CULINARY ARTS	CRM	PHYSICAL SCIENCE	PHSC		

Source: Oxnard College, Office of Institutional Effectiveness. Analysis by Cambridge West Partnership LLC/HPI Architecture

The **2019-20 academic year was a high point** for enrollments and **2020-21 was a low point** as the College lost some 3,800 enrollments between 2019-20 and 2020-21.



Source: Oxnard College, Office of Institutional Effectiveness. Analysis by Cambridge West Partnership LLC/ HPI Architecture

OXNARD COLLEGE ANNUAL ENROLLMENTS 2019-20 VS. 2020-21

In comparing the enrollments in academic year 2019-20 to those in academic year 2020-21, **23 disciplines gained enrollment while 39 lost enrollment.** Against the adverse impact from the COVID pandemic these disciplines were the ones that gained enrollment between those two academic years.

OC DISCIPLINES THAT GREW FASTER THAN THE MEDIAN 2016-17 TO 2019-20

DISCIPLINE	SUBJECT	DISCIPLINE	SUBJECT	DISCIPLINE	SUBJECT
WORK EXPERIENCE	COT	GEOLOGY	GEOL	HEALTH	HED
COMMUNICATIONS	COMM	AMERICAN SIGN LANGUAGE	ASL	ART	ART
CHICANA/O STUDIES	CHST	ECONOMICS	ECON	SOCIOLOGY	SOC
DENTAL HYGIENE	DH	CHEMISTRY	CHEM	ANTHROPOLOGY	ANTH
ENGINEERING	ENGR	PARALEGAL	PLS	TRANSITIONAL ENGLISH	ESL
COMPUTER NETWORKING	CNIT	PHILOSOPHY	PHIL	MUSIC	MUS
POLITICAL SCIENCE	POLS	EDUCATION	EDU	ENGLISH	ENGL
PSYCHOLOGY	PSY	FIRE	FT	HISTORY	HIST
COMBINED BIOL, ANAT, PHSO					

Source: Oxnard College, Office of Institutional Effectiveness. Analysis by Cambridge West Partnership LLC/ HPI Architecture

OC DISCIPLINES THAT GAINED ENROLLMENT BETWEEN 2019-20 VS. 2020-21

DISCIPLINE	SUBJECT	DISCIPLINE	SUBJECT	DISCIPLINE	SUBJECT
FIRE	FT	HISTORY	HIST	READING	READ
PERSONAL GROWTH	PG	ETHNIC STUDIES	ESRM	CHEMISTRY	CHEM
GEOLOGY	GEOL	ENGINEERING	ENGR	ACCOUNTING	ACCT
COMPUTER NETWORKING	CNIT	SOCIAL JUSTICE	SJS	DANCE	DANC
MICROBIOLOGY	MICR	MARINE STUDIES	MST	TRANSITIONAL ENGLISH	ESL
FILM, TV, ELECTRONIC MEDIA	FTVE	CHICANA/O STUDIES	CHST	INTERDISCIPLINARY STUDIES	IDS
SPANISH	SPAN	PHYSIOLOGY	PHSO	HOSPITALITY MGT	HM
PHYSICS	PHYS	PSYCHOLOGY	PSY		

Source: Oxnard College, Office of Institutional Effectiveness. Analysis by Cambridge West Partnership LLC/ HPI Architecture





LETTERS AND

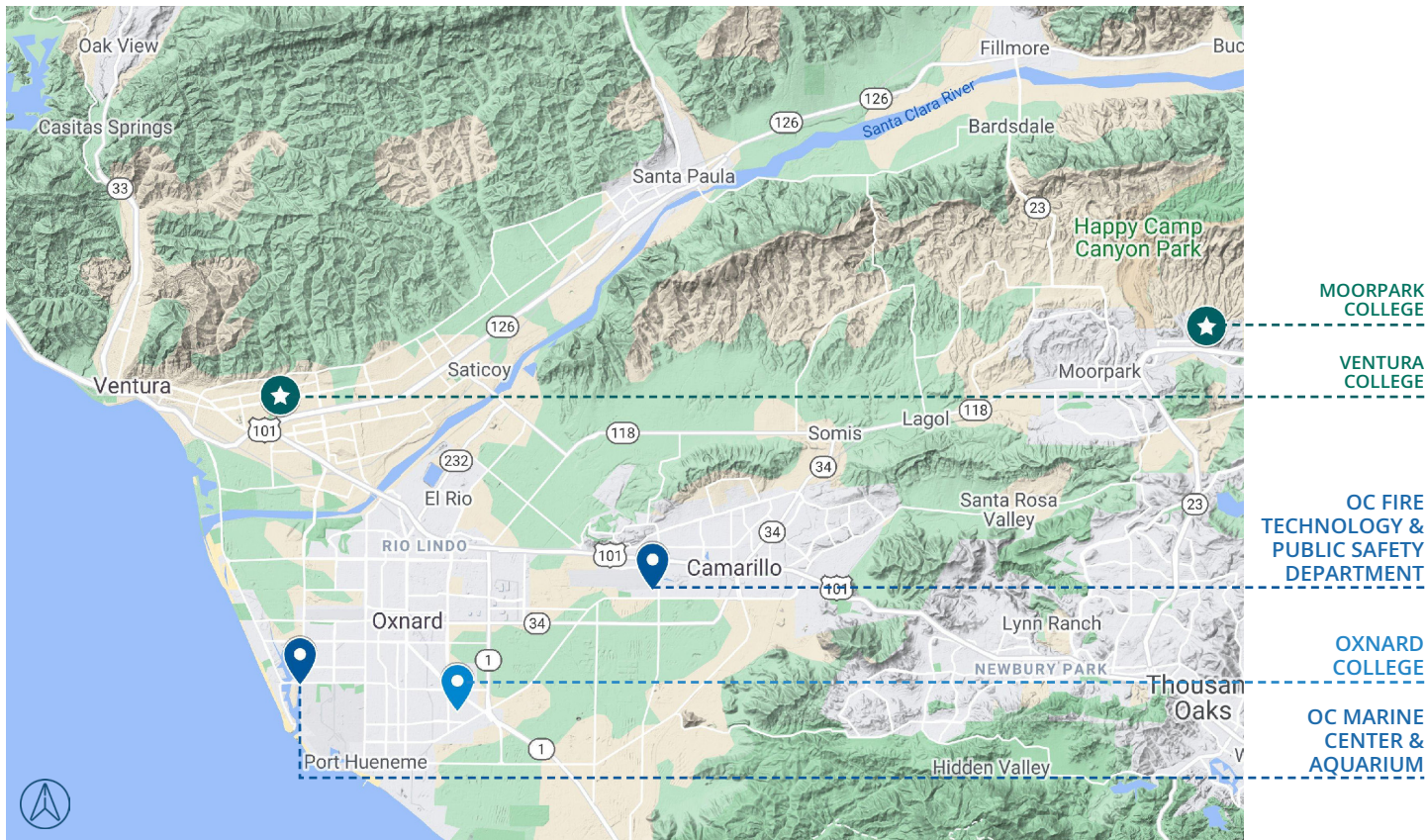


4

OXNARD COLLEGE
TODAY



LETTERS AND



OVERVIEW & CONTEXT

Oxnard College (OC) is a fully accredited public community college located in the seaside city of Oxnard, California. The College is part of the **Ventura County Community College District**, which includes two sister colleges:

- **Ventura College** 🌟 to the North
- **Moorpark College** 🌟 to the North-East

Oxnard College currently serves approximately **6,000 students**.

Oxnard College first opened its doors in 1969 as Oxnard Center offering classes at Ramona School in Oxnard to begin providing higher education within the Oxnard Plain. Today, the Campus is located within the city of Oxnard and is supported by 2 additional sites: the **Fire Technology & Public Safety Department** in Camarillo, and the **Marine Center and Aquarium** near Channel Islands Harbor.



OXNARD COLLEGE CAMPUS

The Campus is located on the Oxnard plain, at 4000 Rose Ave., Oxnard, CA, and encompasses 118 acres including approximately 11 acres of undeveloped land in the northeast corner of the site. The Campus is comprised of multiple 1 and 2 story administrative, student services, instructional, and support facilities including athletic fields, surface parking and significant open space.

The Campus is the primary focus of this Facilities Master Plan and is further addressed in this document.



OC MARINE CENTER & AQUARIUM

The OC Marine Center and Aquarium is located at 2741 S. Victoria Ave, Channel Islands Harbor, Oxnard, CA, approximately 5 miles northwest of the OC Campus, and accessed via Bard Rd. or E Pleasant Valley Rd., N Ventura Rd. and W Channel Islands Blvd.

The Center offers courses in Marine Biology, Oceanography, and Aquaculture. Entrepreneurial apprenticeship programs combining science, business and technology are also offered through the Marine Studies programs at the OC Marine Center. Facilities include classrooms, laboratories, and an aquarium, including touch tanks, a shark tank and display tanks holding local animals and plants.



OC FIRE TECHNOLOGY & PUBLIC SAFETY DEPARTMENT

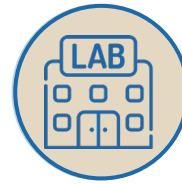
The Oxnard College Fire Technology & Public Safety Department is located at 104 Durley Ave. adjacent to the Camarillo Airport, approximately 6.4 miles northeast of Oxnard College and is accessed via E. Pleasant Valley Rd.

"The mission of Oxnard College Fire Technology Program is to assist the career, volunteer, and industrial fire protection and emergency services throughout our state communities to deal effectively with the social, economic, and technical aspects of fire and emergency response and to enhance their professionalism, and capabilities to protect California from the devastation of fire, environmental, natural, and man-made emergencies by providing state of the art education, training, resources, certification and leadership."

The program supports working partnerships with county and city fire departments forming a regional training center.

TRANSLATING DATA TO VISION

Facility related opportunities common to all three sites are the following:



BALANCING FACILITIES

Continue to **right-size facilities** - evaluating the size, distribution, and function of instructional spaces such as the **ratio of Laboratory to Lecture space** that further supports an evolving pedagogy.



OUTDOOR AMENITIES & LEARNING AREAS

Outdoor classrooms and laboratories at each site will benefit from **improved amenities** including shade, technology, power, lighting, seating, and security.



WAY-FINDING

Physical and visual access to and across OC sites support ease of use by students. This includes **consistent signage and branding**. New signage programs have been established and should be continued and implemented at all sites.



ADA IMPROVEMENTS & INTEGRATION

Parallel to working through a Facilities Master Plan, OC should adopt an **ADA Transition Plan** and begin implementation of accessibility improvements through campus at all sites.



EXPAND / IMPROVED TECHNOLOGY

Improved technology is currently in conceptualization and implementation at OC, this should expand to include the following at all sites:

- Improved **Wi-Fi Coverage**
- **Device charging stations** convenient for students
- Straightforward and **consistent classroom/lab technology** - making new technologies easier for faculty to utilize
- Improved and **consistent cellular service** coverage.

HISTORY OF OXNARD COLLEGE

A BRIEF TIMELINE

- 1962 ● Ventura County Community College District is formed
- 1968 ● A need for community college serving Oxnard plains is recognized
- 1968 ● 118-acre site purchased
- 1969 ● First classes are offered under an Oxnard Center concept, at Ramona School in Oxnard
- 1973 ● Oxnard Center program expanded
Opening of the Oxnard Educational Center at 9th and B streets in Oxnard
- Feb 1974 ● Camarillo Center opens under the auspices of Moorpark College
- 1974 ● VCCCD Trustees vote to build Oxnard College on March 26, 1974
- June 1975 ● The college officially opens its doors, utilizing the Oxnard and Camarillo centers and adding classes at a variety of sites throughout the Oxnard Plain
- Mid-Fall 1975 ● Oxnard College has more than 4,400 students enrolled and during the spring semester that number is even higher
- Fall 1979 ● The first permanent buildings open at Oxnard College: Liberal Arts Complex and the Library/ Learning Resources Center, now known as Condor Hall)



ARCHITECT'S RENDERINGS OF OC'S FIRST PERMANENT BUILDINGS, 1976-77



CONDOR HALL, 1980



OXNARD COLLEGE SPORTS CENTER
2010-11 OC CATALOGUE



DENTAL HYGIENE BUILDING

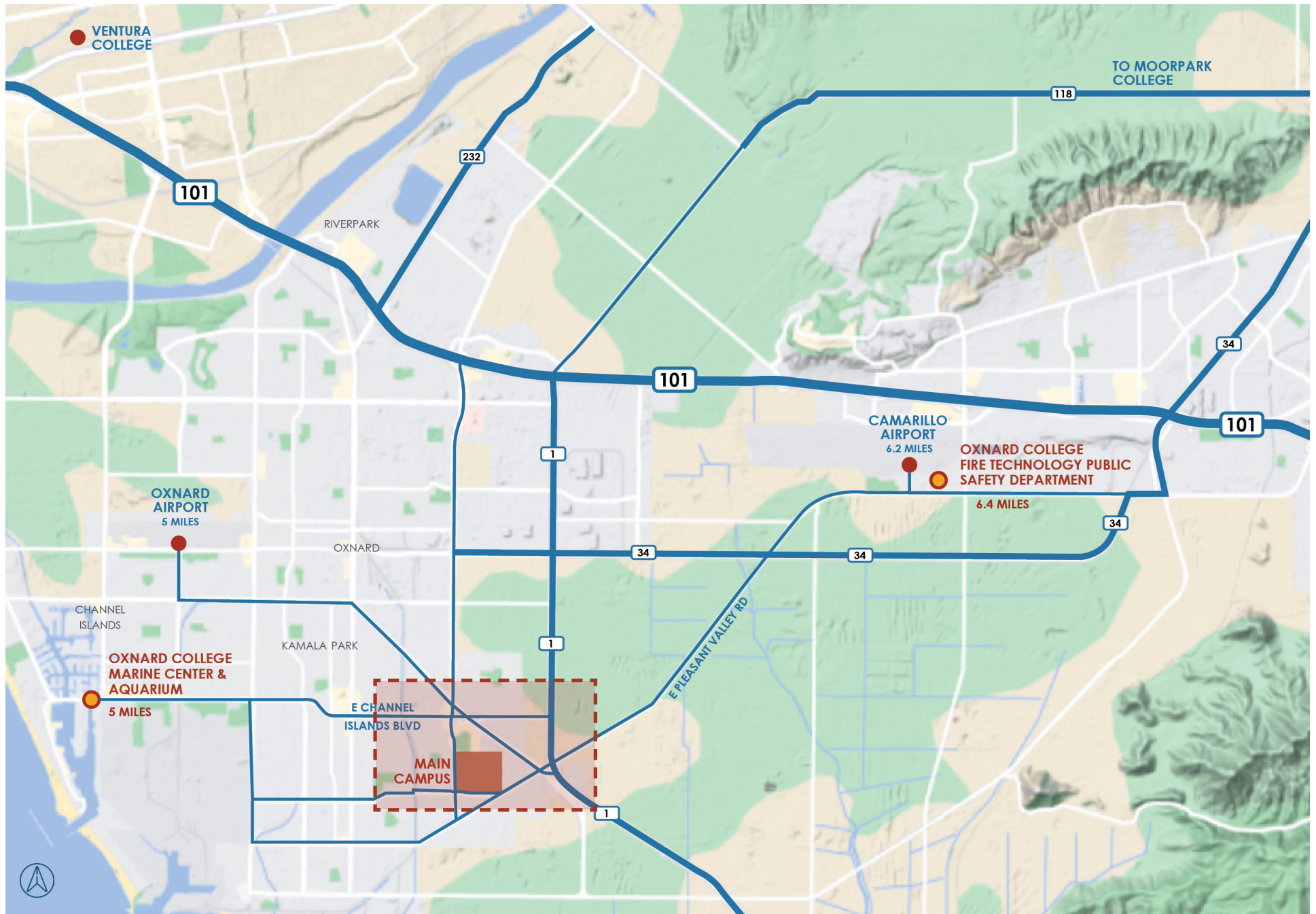


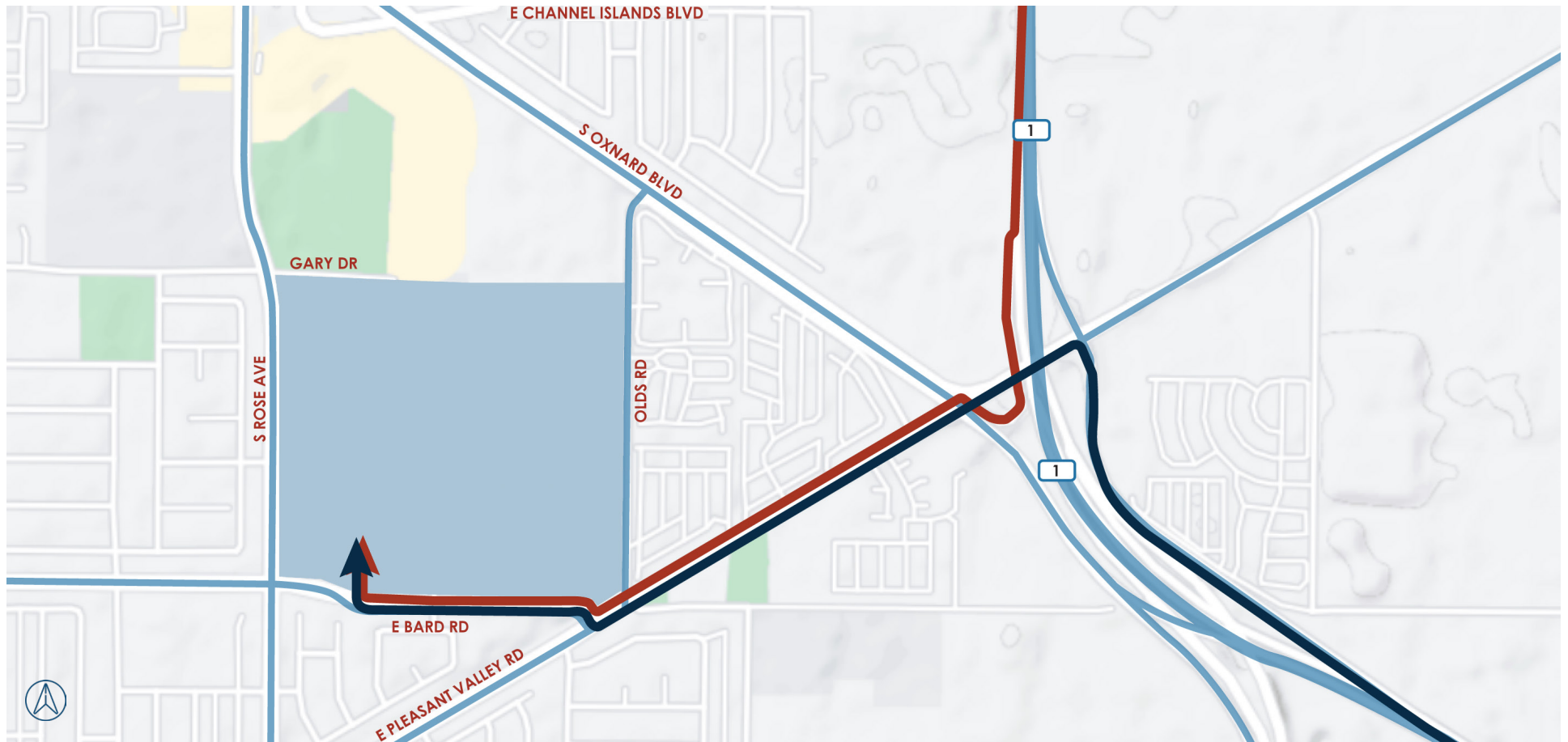
LIBRARY/LEARNING RESOURCE CENTER



OC SIGNAGE ALONG ROSE AVE

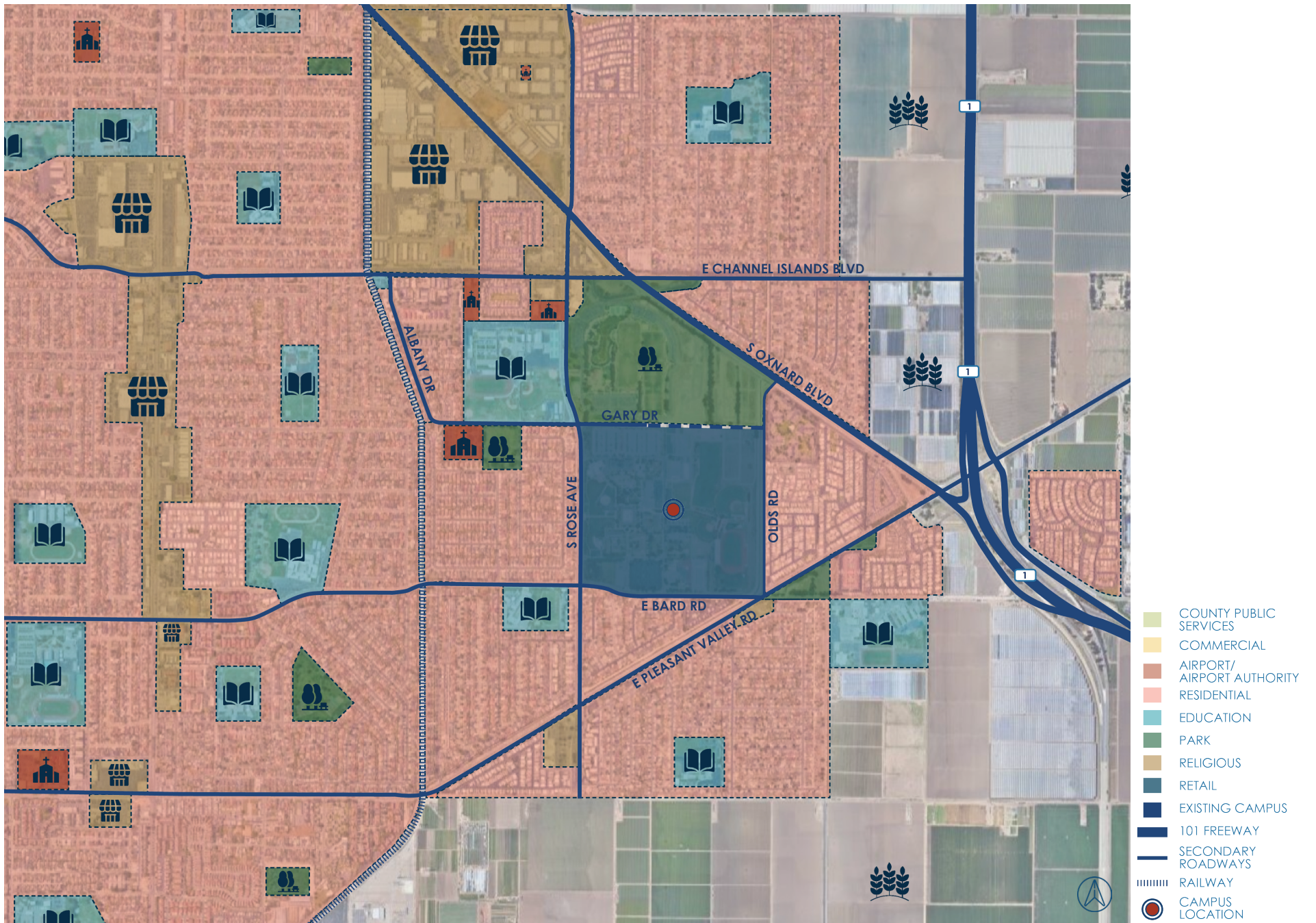
- 1981 ● Physical Ed. Building is completed
- 1987 ● Occupational Ed. Building is completed
- 1991 ● Child Development Building is completed
- 1997 ● Letters & Sciences Building is completed
- 2000 ● IT Building, Auto Paint Booth is completed
- 2002 ● Bond Measure S Passed
- 2003 ● Administration Building and Administration Annex is completed
- 2006 ● Baseball Press Box, Snack Bar, Modular Restroom Building, Baseball Storage is completed
- 2007 ● Maintenance Warehouse is completed
- 2009 ● Student Service Center & Condor Cafe is completed
- 2011 ● Performing Arts Building, Fire Technology academy, Fire Technology Warehouse is completed
- 2012 ● Library, Learning Resource Center is completed
- 2016 ● Dental Hygiene is completed





ACCESS TO THE COLLEGE

The primary arterial roadways, **US Highway 101**, **State Route 1**, and **State Route 34** serve the Campus from the north and east. A robust grid of collector and local roads offer **direct access** to the college and off-campus sites. **The Marine Center and Aquarium** is located 5 miles due west from the OC Campus off E Channel Island Blvd. **The Fire Technology & Public Safety Department** is located 6.4 Miles northeast, along E Pleasant Valley Rd.



COMMUNITY CONTEXT

CAMPUS

The OC Campus, located on the Oxnard plain, encompasses approximately 118 acres. At a macro level, the campus is situated within a residential community containing a mix of **neighborhood commercial, educational, religious and recreational uses**. The area east of the College is primarily **agrarian** in nature. **College Park**, a public park owned and maintained by City of Oxnard's Recreation & Community services abuts the north edge of the Campus. The park includes multiple sports fields and courts, a skate park, playgrounds and related recreational facilities and public parking. **Channel Islands High School** is catty-cornered across Rose Ave. to the northeast.

The campus is **bound by major arterials** on the west and south - Rose Ave. on the west and Bard Rd. on the south. Olds Rd. abuts the campus on the east.

OC FIRE TECHNOLOGY & PUBLIC SAFETY DEPARTMENT

Located in Camarillo, the Fire Technology & Public Safety Department sits **south of Oxnard Airport** at the corner of **Pleasant Valley Rd. and Las Posas Rd.** Occupying approximately

22 Acres, of which approximately 13 acres is owned by Ventura County Community College District (VCCCD), the College leases a portion of its facility to Ventura College's Criminal Justice Department. The department shares facilities with Ventura County Fire Training Center, located directly North, specifically the fire tower. At a macro level, this Vocational Education / Commercial zone south of the airport hosts multiple educational facilities, public agencies, and commercial uses.

OC MARINE CENTER AND AQUARIUM

Located along the east edge of Oxnard Marina, the Marine Center & Aquarium rents a facility within an **active commercial and recreational zone**. The site is surrounded by small businesses including: retail, maritime related services, and food services within the harbor. The adjacent two peninsulas also host multiple yacht clubs, sailing/boating centers, as well as the CSU Channel Islands Boating Center.



OC FIRE TECHNOLOGY & PUBLIC DEPARTMENT



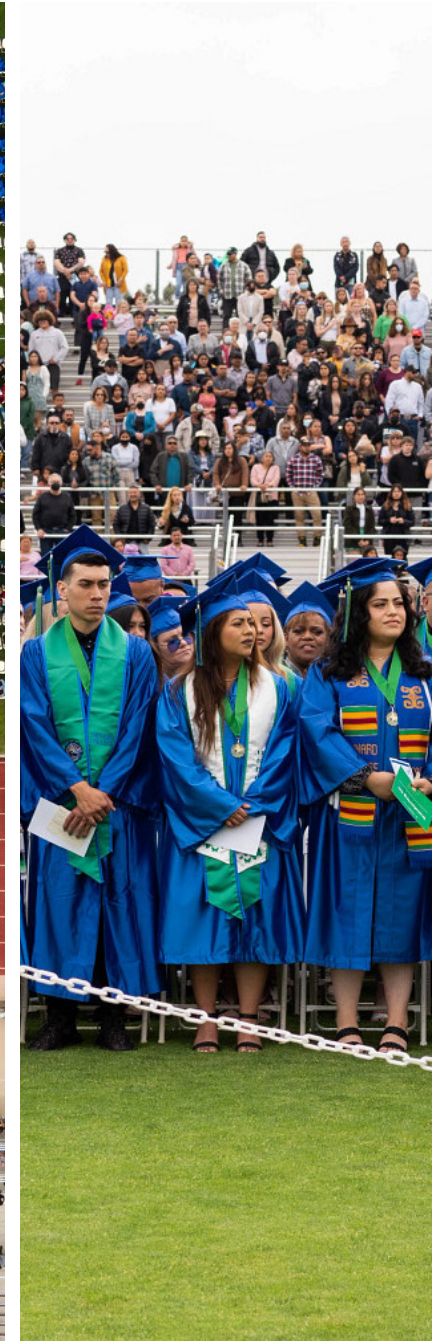
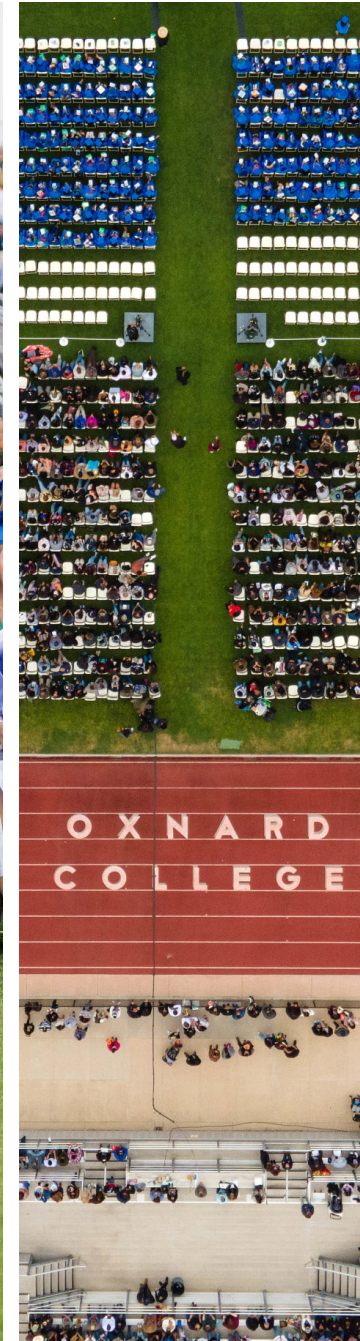
OC MARINE CENTER AND AQUARIUM



OXNARD COLLEGE CAMPUS TODAY

To understand the College as a physical “place” intended to support the Oxnard community, and the education and training of the students it serves, the systems which make up the campus – **buildings and utility infrastructure, vehicular circulation and parking, the open space and pedestrian circulation patterns** – were assessed.

Strengths, Weakness, Opportunities and Threats (SWOT) are outlined in the following pages.

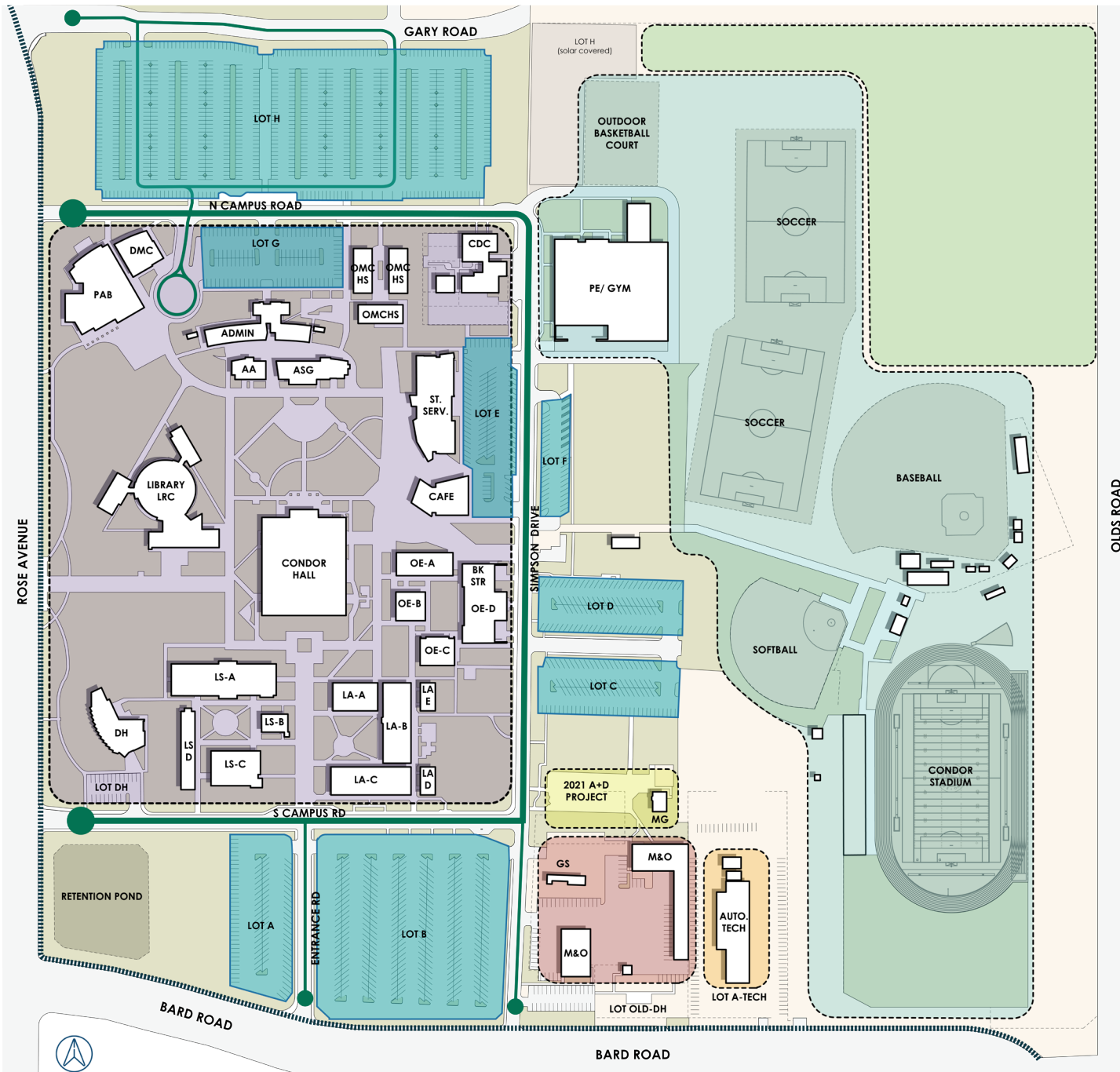






BUILDING NAME ABBREVIATIONS

AA	Administration Annexure	DH	Dental Health	M&O	Maintenance & Operations
ADMIN	Administration	DMC	Digital Media Center	OE	Occupational Education
ASG	Associated Student Government	GS	Ground Storage	OMCHS	Oxnard Middle College High School
AUTO TECH	Automotive Technology	GYM	Gymnasium	PAB	Performing Arts Building
A+D	Art + Design	LA	Liberal Arts	PE	Physical Education
BK STR	Book Store	LOT	Parking Lot	ST. SERV.	Student Services
CAFE	Condor Cafe	LRC	Learning Resource Center	W&O	Warehouse & Operations
CDC	Child Development Center	LS	Letters & Science		
CH	Condor Hall	MG	McNish Gallery		



LEGEND

- CAMPUS CORE
- ACADEMIC & INSTRUCTIONAL FACILITIES
- ARTS ZONE
- ATHLETIC ZONE
- MAINTENANCE & OPERATIONS ZONE
- UNDEVELOPED LAND
- PARKING LOTS
- VEHICULAR ROUTE
- CAMPUS PERIMETER

CAMPUS CORE

The Campus Core, consisting of the majority of administrative, student services, and instructional programs exclusive of athletics, occupies approximately 30 acres **central to site** with a **strong visual presence and connection to Rose Ave.**

Primary points of vehicular access to the core occur along **Rose Ave. and Bard Rd.** Parking is directly accessible from these points of access with the majority of the parking occurring north and south of the core, and a few smaller lots located on the eastern edge of the core.

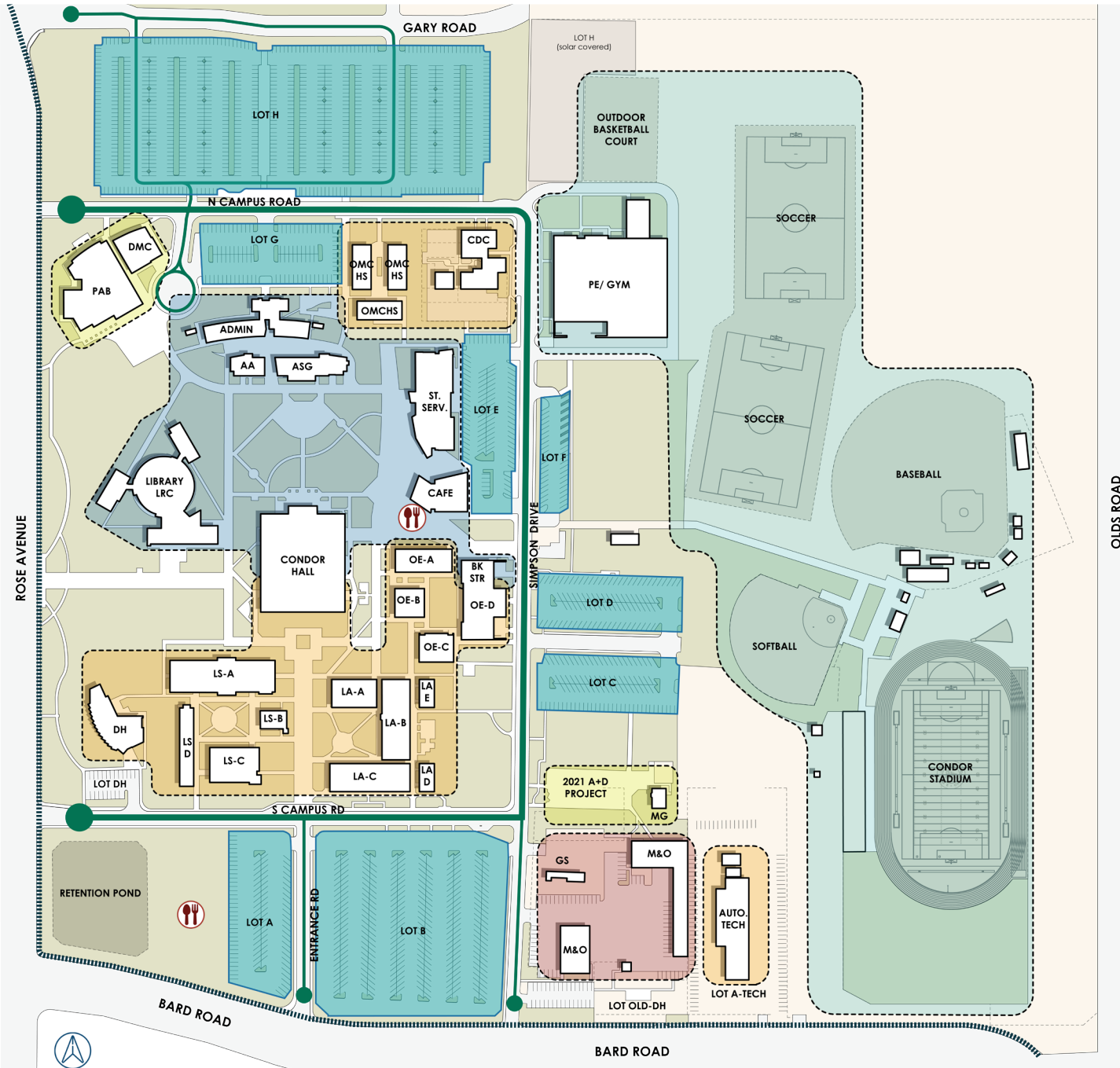
An **on-campus loop road** (comprised of S Campus Rd, N Campus Rd, and Simpson Dr.) circles the core and is easily accessed from the primary points of vehicular access. The loop road supports on-campus vehicular movement - connecting all parking lots -and service access to the majority of campus facilities.

Athletic facilities and sports fields occupy the eastern edge of campus. These facilities and fields are bifurcated from the academic core by the loop road and internalized parking.

A mix of **CTE and M&O facilities and yards** occupy the southeast quadrant of the site.

Approximately 11 acres in the northeast quadrant of the campus are **undeveloped.**

The Campus Core includes a significant amount of both **programmed and unprogrammed open space** including the Quad, a student oriented open space linking all Administrative and Student Support Facilities.



- LEGEND**
- ADMINISTRATION & STUDENT SERVICE ZONE
 - ACADEMIC & INSTRUCTIONAL FACILITIES
 - ARTS ZONE
 - ATHLETIC ZONE
 - MAINTENANCE & OPERATIONS ZONE
 - FOOD SERVICES
 - PARKING LOTS
 - PARKING LOTS - UNMARKED ON CAMPUS MAP
 - VEHICULAR ROUTE
 - CAMPUS PERIMETER

CAMPUS ZONING

Administration and Student Service facilities, including the Administration building, Student Services, Library and Learning Resource Center, Condor Hall, Condor Café and the Bookstore (housed in Occupational Education building) are consolidated within the central core.

- The Administration and Annex building are located along the northern perimeter of the campus core with shared use of the northern drop off area adjacent to the Performing Arts Building (PAB) and Parking Lot G.
- The Student Services Center, completed in 2009, is located on the east edge of the core along Simpson Dr., adjacent to Parking Lots E & F.
- Condor Café is the main point of food service on campus and is conveniently located at the eastern edge of the Academic Core with service from Simpson Dr. Food trucks often gather in the overflow parking west of Lot A.

Academic and Instructional Facilities are generally concentrated in the southern/lower half of the Campus Core and includes Condor Hall, the Letters & Sciences (LS) complex, Liberal Arts (LA) complex, Dental Health, Occupational

Education. The Automotive Technology complex, and Arts and Design (A+D) facilities are located on the Southeast corner of Campus, and are the only non-athletic academic facilities not directly connected to, or conveniently accessed from, the Campus Core.

It should be noted, while academic and instructional uses are clustered, similar academic uses are not necessarily concentrated in single buildings or distinct precincts, nor do the building names necessarily reflect the predominate use of the individual facilities. The lack of a clear naming convention, the mix of uses / disciplines housed within a single building or complex, and the physical nature of these older buildings (single story, exterior-accessed buildings with internalized courtyards) results in confusion and way-finding difficulties, especially for first time students.

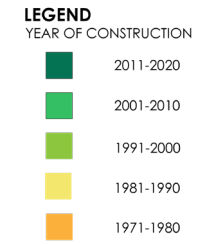
Condor Hall, in the center of campus, houses a wide variety of uses supports including classrooms, faculty office, success centers, and open study areas.

The Arts occupy the northeast and southwest corners of the campus core and include:

- The Performing Arts Building & Digital Media Center, both of which require public access, are located off the northern campus entry with a pedestrian drop-off at Lot G. The facilities are highly visible from Rose Ave., contributing to the northern campus “Front Door”.
- The Arts and Design (A+D) project, currently under construction southeast of Core, supports art labs and the McNish Gallery.

The Athletic Precinct comprised of the Physical Education building (which includes Racquetball indoor courts), Softball field, Baseball Field, Condor Stadium, Soccer fields, Tennis and Volleyball courts occupies the east portion of campus. These facilities and fields are bifurcated from the campus by Simpson Dr. (the loop road) and Parking Lots C, D, E and F. There is no strong pedestrian connection between the Athletic Precinct and the Campus Core.

Maintenance & Operations offices and warehouses are located in the SE corner of campus, with service access provided via Simpson Dr.



AGE & CONDITION OF BUILDINGS & INFRASTRUCTURE

EXISTING BUILDING STOCK

The age of campus buildings varies widely. As indicated in the adjacent Table, many of the original buildings will be approaching 50 years of age (45 to 55 years) by the end of the of the 2030 planning horizon addressed in this Master Plan.

AGE OF BUILDINGS

The majority of the original buildings, if they are to remain in service, are in need of **significant renovation and/or replacement of building systems** to correct deficiencies resulting from deferred maintenance, building systems reaching or exceeding their useful life, a lack of accessibility upgrades, and the need to meet current instructional requirements and support evolving technology.

OLDER/AGING BUILDING FACILITIES

ABBREV.	BUILDING NAME	YEAR OF CONSTR.	AGE
MG	MCNISH GALLERY	1970	52
PWR2	M&O POWER HOUSE	1970	52
AUTO-TECH	AUTO-TECHNOLOGY BUILDING	1976	46
CH	CONDOR HALL	1979	43
LA	LIBERAL ARTS BLDG	1979	43
PE/ GYM	PHYSICAL ED BLDG	1981	41
OE	OCCUPATIONAL EDUCATION	1987	35
CDC	CHILD DEVELOPMENT	1991	31
LS	LETTERS AND SCIENCES	1997	25
OMCHS	OXNARD MIDDLE COLLEGE HIGH SCHOOL	1999	23
	AUTO PAINT BOOTH	2000	22

NEWER BUILDINGS

ABBREV.	BUILDING NAME	YEAR OF CONSTR.	AGE
ADMIN	ADMINISTRATION BUILDING	2003	19
AA	ADMINISTRATION BLG ANNEX	2003	19
	BASEBALL PRESS BOX, STORAGE, SNACK BOX	2006	16
M&O	MAINTENANCE WAREHOUSE	2007	15
STUDENT SERV.	STUDENT SERVICE CENTER	2009	13
CAFÉ	CONDOR CAFE	2009	13
PAB	PERFORMING ARTS BUILDING	2011	11
LLRC	LIBRARY & LEARNING RESOURCE CENTER	2012	10
DH	DENTAL HYGIENE	2016	6



LEGEND

- 1 - LIKE NEW
- 2 - COSMETIC DEFICIENCIES
- 3 - SYSTEM REPAIR
- 4 - SYSTEM REPLACEMENT
- 5 - BUILDING FAILURE

CONDITION ASSESSMENT

To assess the current operating condition of all campus buildings, **discussions** were held with the **campus' maintenance and operations team**.

Buildings were evaluated by component systems, including the building envelope (roof condition, windows, exterior cladding, painting), plumbing systems, the age and condition of mechanical systems, the age and capacity of electrical systems, and the general need for day-to-day maintenance of any particular building. These discussions resulted in the **ranking of buildings on a scale of 1 to 5** as indicated in the adjacent table and diagram.

SITE AND INFRASTRUCTURE CONSIDERATIONS

Conversations with the facilities staff did not reveal major needs for utility system upgrades or replacement (storm drainage, sewer, water, electrical) which cannot be addressed within the scope of individual building projects.

A summary of conversations is included below:

- From an **HVAC perspective**, individual buildings are served via **package units or individual, localized boiler/chiller systems**. There is no central plant or campus wide hydronic piping. While the localized systems have a life expectancy and perhaps greater operating cost when compared to centralized campus systems, they can be **easily maintained** by campus facilities and replaced on an as needed basis without potentially significant campus wide impacts and downtime. It should be noted that several campuses with centralized systems are currently undergoing significant repair and or replacement of failed hydronic systems, or abandonment of these systems and replacement with localized systems.

- Municipal non-potable (recycled/reclaimed water for irrigation) is not currently available to the site. It should be noted, the **State of California has recently issued a 30% water reduction mandate**, additionally the **State Water Resources Control Board has mandated a statewide ban on watering of "non-functional" turf** of which OC has a significant amount.
- The campus is currently **implementing water saving strategies** and has been transitioning non-functional turf into **drought resistant gardens** over the last 5+ years. Recognizing that water is a significant resource, it is recommended that the College **develop a set of landscape standards** that complement the Master Plan. This effort will allow Oxnard College to comprehensively transition outdoor spaces with **purpose and consistency**.
- **No challenges** were identified to the capacity of other campus wide systems – electrical, storm drainage, sewer, or potable water.



SUMMARY

The *Age and Condition* analysis indicates the following:

- Many of the early campus buildings – those built prior to 2000 - are approaching or will be exceeding 50 years of age by 2030, the planning horizon selected for the Facilities Master Plan.
 - The majority of these **early buildings are currently in need of significant renovation and or replacement of building systems.**
 - In some cases, **replacement and consolidation of these facilities should be considered.** While age of a building may not be a significant factor in the continued use of a specific building, the efficiency of the building envelope, the ability to efficiently support growth in a consolidated fashion, and the need to support current technology and modes of instruction often contribute to renewal or re-purposing costs approaching or exceeding the cost of replacement, as well as operating costs which will likely exceed those resulting from replacement and right sizing of facilities. Examples include
 - the **OE and LA Complexes.**
- **Facilities built since 2003** are in **generally good condition.** They should continue to be maintained through regularly scheduled maintenance. Other specific conditions related to these buildings are outlined below:
 - The **PE/Gymnasium**, built in 1981, was identified by the campus maintenance and operations team as **consistently requiring repair of building systems.** Further studies should be completed by independent engineers to assess the condition and upgrade or possible replacement of building systems to allow this significant facility to better serve the campus.
 - **The Performing Arts Building**, built in **2011**, was identified by the campus maintenance and operations team as a facility experiencing **significant heat gain from the southern façade**, in addition to experiencing **repeated roof leaks.** Again, engineering assessment and studies should be completed by independent consultants to **assess repairs and possible HVAC and envelope improvements.**
- As a result of constructing multiple buildings over a 50-year period, and the lack of clear architectural guidelines, the existing campus buildings are an **eclectic mix of architectural character, materials and massing.** As new facilities are contemplated and designed, the Campus would benefit from a **documented set of campus standards** addressing building massing, materials, colors.
- **Development of Building Standards, identifying preferred systems (MEP) and materials, could significantly contribute to reduced life cycle and on-going maintenance costs.**

VEHICULAR ACCESS & CIRCULATION

VEHICULAR ACCESS

As previously noted, the Campus is bounded by Bard Rd. to the south, Rose Ave. to the west, Gary Dr. to the north, and Olds Rd. to the east. Vehicular access to the Campus is primarily from Rose Ave. and Bard Rd. The Intersection of Bard Rd. and Rose Ave. is signalized.

The Rose Ave. Entries are described below:

- **Gary Rd.** is the north most entry and provides direct access to Parking Lot H as well as public access to the municipal park directly north of the campus.
- **North Campus Rd.** serves as the ceremonial public entry to campus, providing access to the PAC, Administration Building, Parking Lots H and G, the Child Development Center, and Athletic Complex to the east. A pedestrian drop-off occurs in Lot G. This entry is landscaped, well signed and anecdotally, is considered the Public Entry or “Gateway” to Oxnard College. Visitors are currently directed here when searching digital apps (iPhone or Google Maps). It should be noted that access to Lot H is at best, confusing – the access is a rolled curb across an improved pedestrian walkway.

- **South Campus Rd.** defines the south edge of the Campus Core, providing access to Lots A&B, and buildings on the southernmost edge of the Campus Core.

Bard Rd. provides multiple points of campus access:

- **Entrance Rd.** serves as the primary student entry. Terminating at the south edges of the Campus Core, Entrance Rd. provides access to a vehicular / pedestrian drop-off on the south edge of the Core, access to Lots A and B, and supports north and south bound transit drop-off locations.
- **Simpson Dr.** connects with Bard Rd. on south and extends north to connect with North Campus Rd., forming part of an on-campus loop road. Simpson Dr. provides direct access to several smaller, internalized lots – C, D, E and F - as well vehicular and service access to the M&O facilities.
- Two **secondary entries** at the east edge of campus provide access to the former DH lot and service access to the Automotive Technology Complex.

ON-CAMPUS VEHICULAR CIRCULATION

South Campus Rd., North Campus Rd. and Simpson Dr. form an **on-campus loop** allowing on-campus traffic to move seamlessly around campus, and safely and conveniently from parking lot to parking lot without exiting to the public way. This loop road also supports emergency vehicle access and service access to the majority of campus facilities.

The downside to the current loop road is that, together with the internalized parking lots, it **bifurcates** the Athletic Facilities and Sports Fields as well as the Automotive Technology complex from the campus core, impeding ease of pedestrian movement and impacting pedestrian safety.



- LEGEND**
- PARKING LOTS
 - PARKING LOTS - UNMARKED ON CAMPUS MAP
 - 1/4 MI RADIUS (5 MIN WALK)

PARKING

CAPACITY

One measure of parking adequacy is the **ratio of unduplicated student enrollment to the number of on-campus spaces**.

At the time of this study, 2021, there were approximately **1,987** stalls on site. According to the Fall 2019 enrollment data there were **7,197** unduplicated credit students attending classes at Oxnard College. This equates to a **parking ratio of approximately 3.6 students for every 1 parking stall or 3.6:1**.

For community college planning purposes, a student ratio of 4:1, a 2:1 faculty/staff ratio, and an allowance for additional spaces reserved for visitor parking, is generally considered “adequate”. Many campuses across California have student parking ratios closer to 5:1. Oxnard College’s 3.6:1 ratio tends to indicate that **parking is sufficient and should be generally available; however, as with most colleges, at peak times students may find themselves parking in the furthest corners of campus**.

DISTRIBUTION AND CONVENIENCE

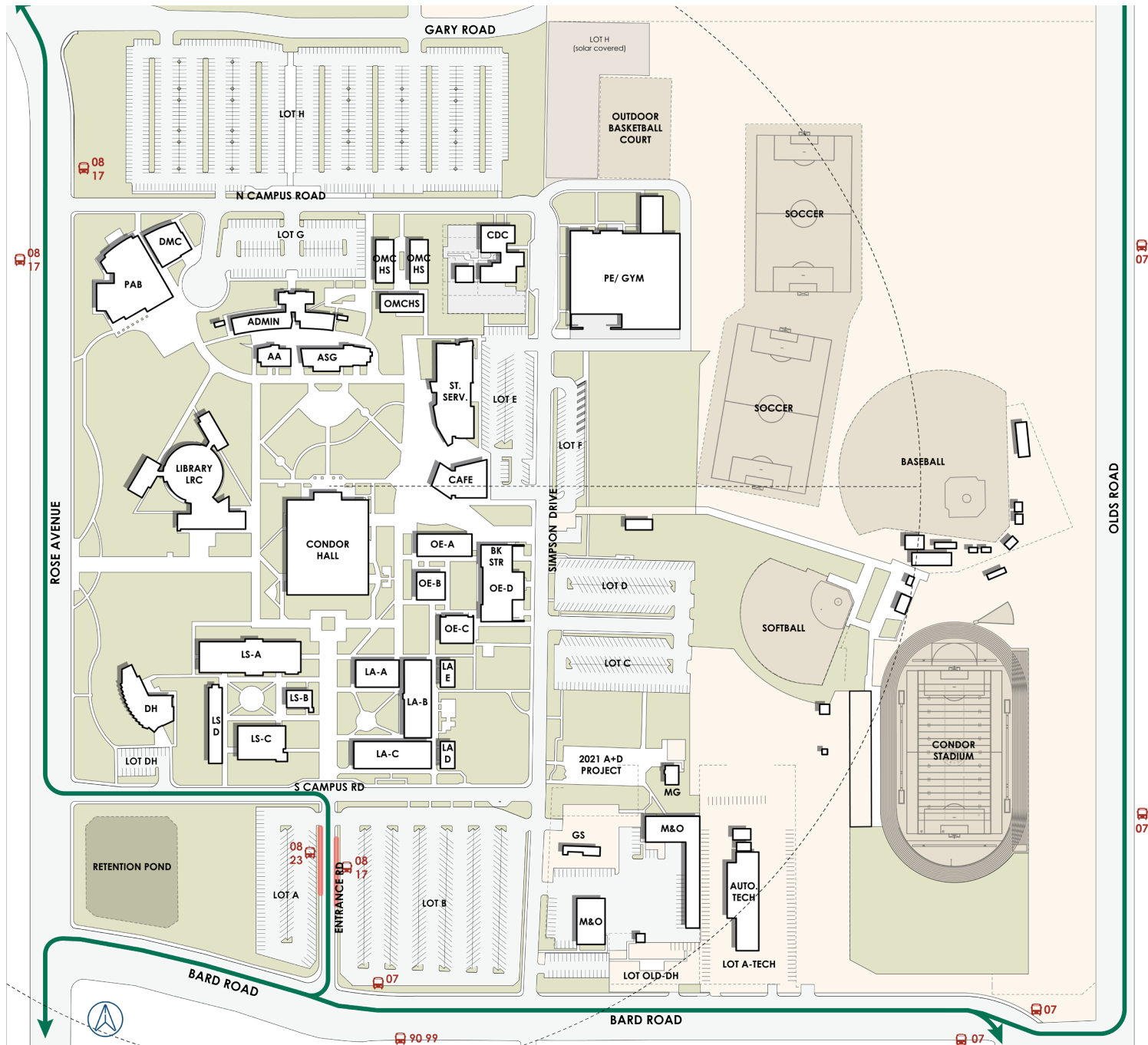
Another measure of parking adequacy is the **convenience of parking stalls to student destinations**. As indicated in the adjacent diagram, the walking distance from the majority of student parking space to the center of campus (the north side of Condor Hall) is less than a quarter mile, which, for planning purposes, is considered a convenient 5-minute walk. As indicated graphically, only the far northeast portions of Lot A-Tech and Lot DH exceed this

distance. On-site parking is concentrated along the north and south edges of the Campus Core, with smaller lots located east of the Core, between the academic and athletic precincts. Parking distribution is summarized below:

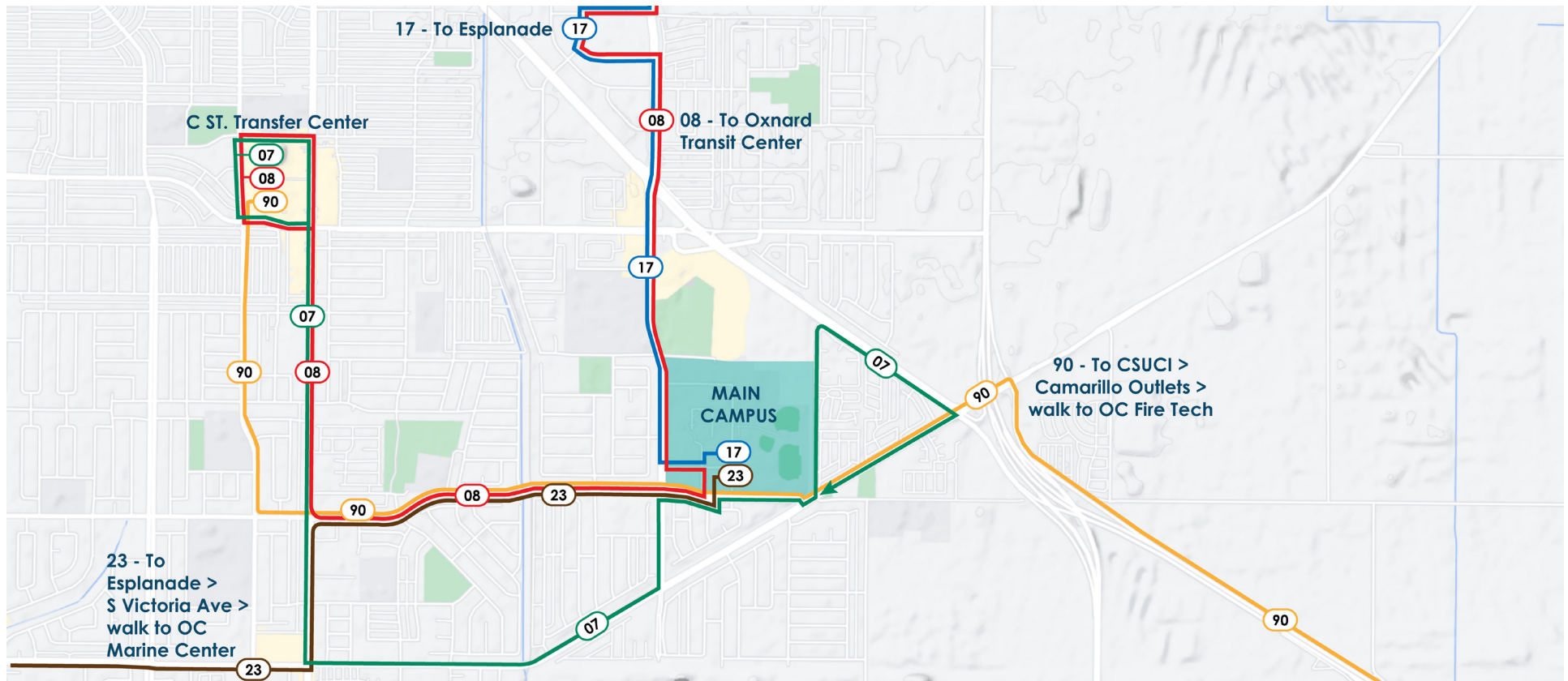
- **Parking Lot A (115 stalls) and B (350 stalls)** account for approximately **25%** of the total on-site parking. Accessible from both Rose Ave. and Bard Rd., these lots at the south edge of campus serve Dental Hygiene, the LS complex & LA complex. By virtue of being located closer to the academic/instructional facilities (vs. the administrative and student services area to the north) there is a high rate of utilization among both instructors and students on a daily basis.
- **Parking Lots G (103 stalls) and H (955 stalls)** account for approximately **53%** of the total on-site parking. Accessible via North Campus Rd. & Gary Rd., these northern lots serve the Performing Arts Building, Administration, CDC and the PE complex. A portion of Lot H was recently upgraded to include solar panel shading.
- **Parking Lots C (100 stalls) and D (97 stalls)** account for approximately **10%** of the total on-site parking. Located between the Occupational Education complex and Athletic Facilities and fields, and easily accessed from Bard Rd., they are generally favored by the athletic field users.

- **Parking Lots E (74 stalls) and F (40 stalls)** account for approximately **6%** of the total on-site parking and are located in proximity of Student Services, Condor Café and the Bookstore.
- The Automotive technology complex has dedicated parking at **Lot A-Tech (88 stalls)** which accounts for **5%** of the total on-site parking.
- **Lot DH** located near the new Dental Hygiene building holds **25 stalls** and accounts for approximately **1%** of the total on-site parking.

While parking appears to be **adequate** in numbers and relatively **well-distributed**, **additional parking east and south of the core would improve the balance / distribution**. As another note, campus Faculty and Staff have stated anecdotally that many students will park along Rose Ave. to **avoid paying for an on-campus parking permit**. While easily accommodated on the east side of Rose Ave., parking on the west side creates an unsafe condition (jaywalkers). This is not an unusual situation and **has been mitigated at some institutions by offering free on-campus parking in the remote areas of underutilized lots**.



- LEGEND**
- 1/4 MI RADIUS (5 MIN WALK)
 - PUBLIC TRANSIT ROUTE
 - DROP-OFF ZONE
 - BUS STOP & ROUTE NUMBERS



PUBLIC TRANSIT

Public transit in the effective service area is operated by **Gold Coast Transit** and **Ventura County Transportation Commission**. There are 5 bus routes servicing the main campus:

- **Route 07** connects C St. Transfer center to the main campus
- **Route 08** connects C St. Transfer center and Oxnard Transit center to the north of Oxnard college.
- **Route 17** connects Esplanade to the Main campus via a north-bound route

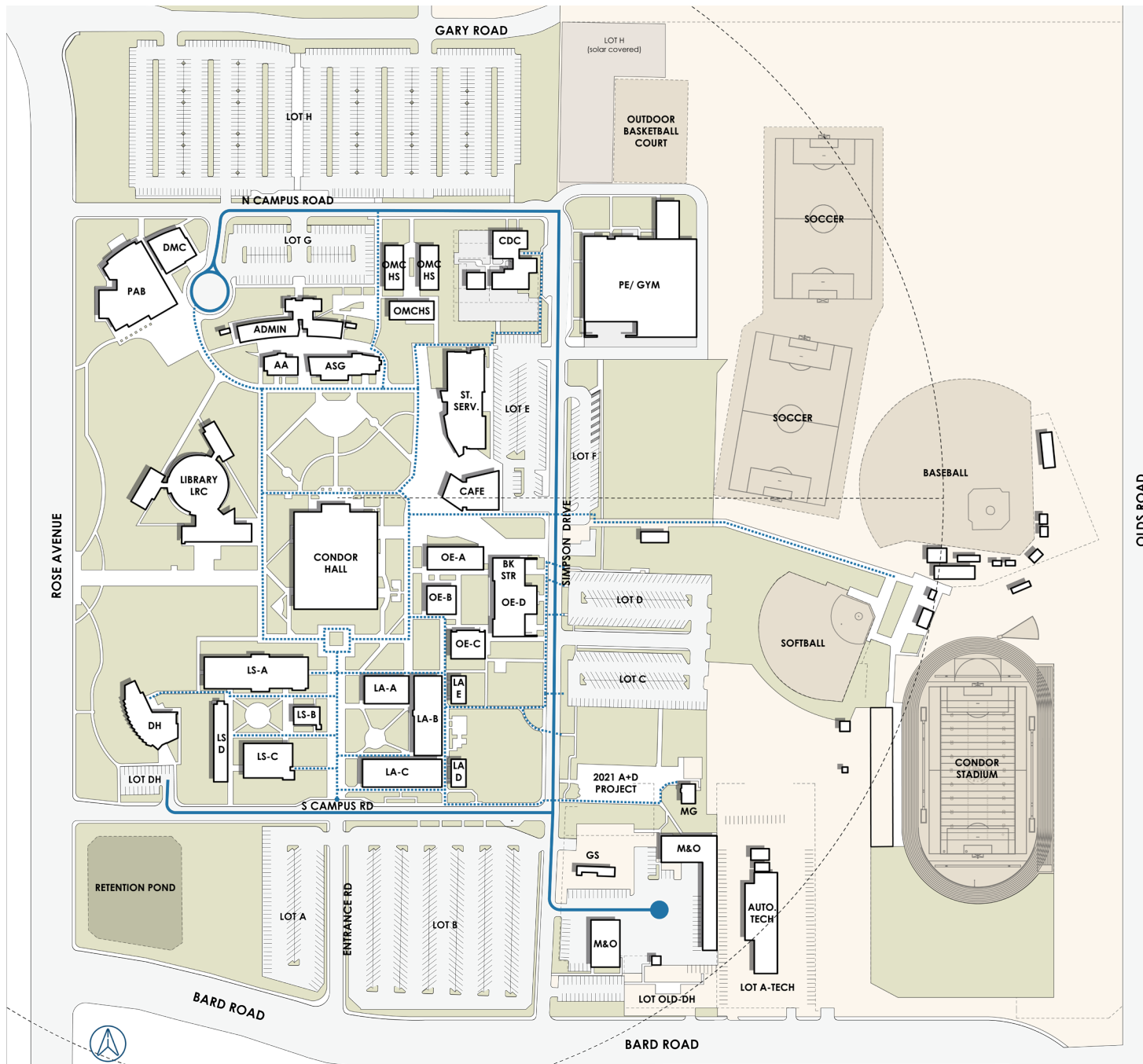
- **Route 23** connects Esplanade to the Main campus via a west-bound route
- **Route 90** connects C St. transfer center to California State University Channel Islands

Transit routes 08, 17 and 23 provide **on-campus service** located on Entrance Rd. These transit stops appear to be well-used and facilitate easy and direct access to the core of campus.

Routes 08 and 17 also provide **service to the northern portion** of campus via additional Rose Ave. stops.

Routes 07 and 90 provide **additional stops on the south side** of campus along Bard Rd.

While the campus appears to be well-served, there is a strong desire among students and staff to **further expand the number of direct routes, reducing travel time between the college and its effective service area**. This will require the College to work directly with the transit systems as they plan their futures.

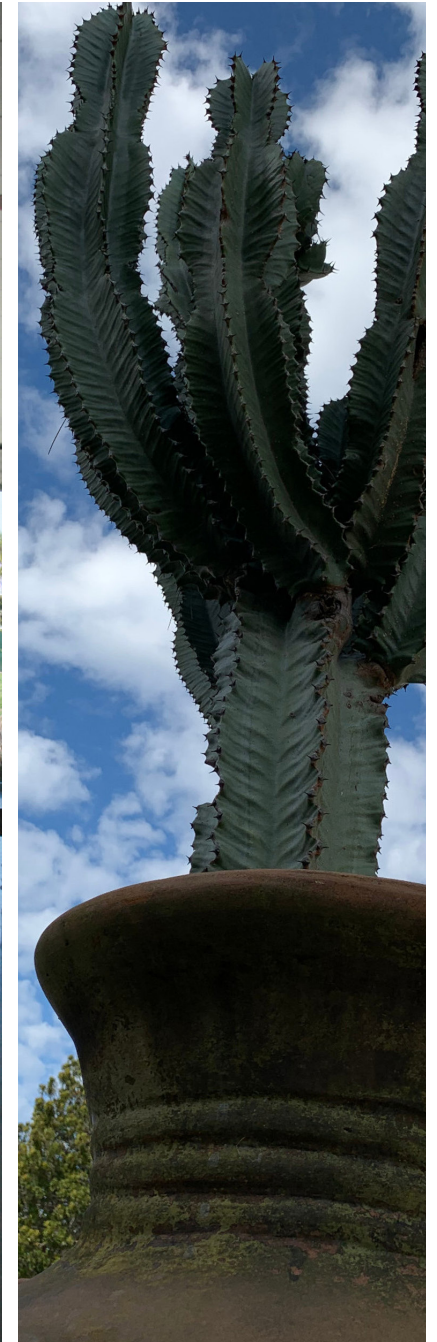


LEGEND
 ——— PRIMARY SERVICE ROUTES
 - - - - SECONDARY SERVICE ROUTES

SERVICE CIRCULATION





Service vehicle access to the M&O Facilities and Warehouse is provided from Bard Rd. This access is shared with public traffic. Service to the majority of Campus Core facilities requiring significant access – Culinary Arts, Printshop, Bookstore (housed in the OE complex), Condor Café and PAC – can be serviced directly from the loop road.

While not ideal, as with many campuses, other academic and service buildings **requiring less intensive service are accessed from internal pedestrian pathways.** Proper design of these shared paths – width, turning radii (no blind corners), clear visibility, lighting, and materiality – together with administrative directives – limiting the time of access and types of vehicles – can mitigate these safety concerns. Service to the Auto Technology complex is direct from Bard Rd.





LEGEND

-  NODES
-  PRIMARY PEDESTRIAN
-  SECONDARY PEDESTRIAN
-  1/4 MI RADIUS (5 MIN WALK)

PEDESTRIAN CIRCULATION

OVERVIEW

The Campus, from an open space and pedestrian circulation perspective, is **organized around a central quad with Condor Hall** occupying the south half – essentially a town square with City Hall (Condor Hall) occupying a prominent position in the square - and the primary pedestrian paths ringing the outer edges of the square.

SOUTH

Leading to the square or quad from the south is a wide pedestrian path extending from Lots A&B, the on-campus transit stops and the vehicular/pedestrian drop-off on the south edge of Campus Rd., to the Clock Tower and Condor Hall. This is a relatively strong visual gateway to the campus and, anecdotally, is considered by most students to be the “Front Door”.

NORTH

From the north, the sense of arrival, or gateway experience, is less clear:

- The vehicular/pedestrian drop-off on the west end of Lot G provides only a circuitous path to the core

- Access from Lot G is through the Admin Building and between the AA and ASG buildings
- Access from Lot H, the largest on-campus parking lot, is poorly defined and circuitous at best

WEST

The pedestrian path leading from Rose Ave. on the west edge of Campus to the Quad/Condor Hall is significant in scale and, due to the landscape character of this gateway and new Campus signage, it is visually strong. However, it provides little real benefit as a pedestrian gateway, serving only those students who choose to park off-campus along Rose Ave., leading many students to jaywalk across Rose Ave.

EAST

Eastern Gateways to the campus core from Lots C, D, E and F are not strongly defined.





WAY-FINDING

All pedestrian Gateways would benefit from a **consistent hardscape/landscape character** including lighting, signage, street furnishing, and strong, purposeful, visual terminuses.

While most buildings (LRC, Condor Hall, Student Service, the Café) and complexes of buildings (Admin, LS, OE, LA) take access from the primary pedestrian paths on the previous page, **way-finding to destinations within these complexes can be difficult.**

Organized around internal courtyards these complexes can be disorienting. Adding to this physical challenge is the **lack of clarity in the building naming convention** which is often not consistent with the actual programs or spaces supported by these buildings. For example, Liberal Arts Complex houses chemistry labs.

A few buildings are “off the beaten path”. As the campus evolves, connecting these buildings with stronger, clearer, visual and physical paths will benefit both the programs themselves (now they have to be “discovered” which often occurs only by chance) and the student collegiate experience – including ease of way-finding! These buildings/ programs include Dental Health (DH), Auto Tech and the CDC.

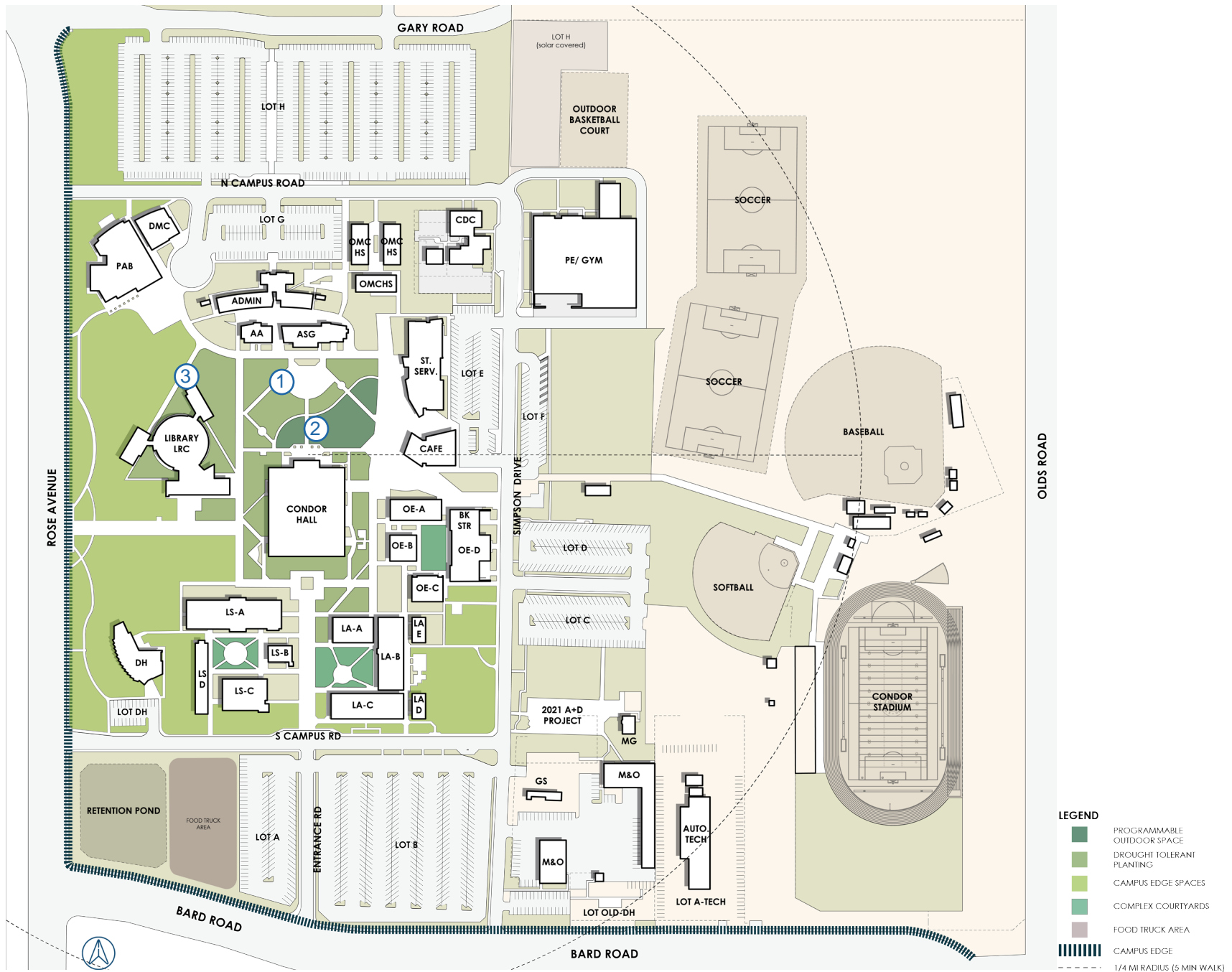
Most significantly there is **no safe, direct pedestrian connection from the Campus Core to the Gym and Sports Fields complex on the edge of campus. As previously noted,** these programs are bifurcated from the core by parking and vehicular traffic on Simpson Dr. **Clear, safe paths connecting the Athletic Precinct to the Campus core should be a goal as future campus improvements evolve.**

SIGNAGE

All existing entries would benefit from enhanced signage and a unified, identifiable landscape and entrance character.

Through 2020 and 2021, the College **implemented a signage plan at parking lots and through the interior of campus. The College should continue this program** - removing old signage, improving directories and way-finding signage, enhancing corners and Collegiate branding through parking lots and gateways.

Additionally, Oxnard College should improve building way-finding with **consistent signage, and improved naming and numbering strategies.**



OPEN SPACES

Oxnard College does not suffer from a lack of open space. The large **green areas** fronting Rose Ave. are in fact **impressive as are the size and number of open spaces and courtyards in the core**. However, the **purposeful definition and development of exterior space** in the campus core (both within the quad and adjacent to buildings) is a tremendous **opportunity** to improve the collegiate/student experience. Today, many of these spaces are designed to walk through as opposed to being destinations – a hierarchy of places to sit, study, relax, converse, see and be seen, and gather at a variety of scales. There are three types of landscaped areas on campus, based on function and maintenance:

1. PROGRAMMABLE OUTDOOR SPACES

Today, programmable outdoor spaces include:

① AMPHITHEATER

Located between the ASG building and Condor Hall, this space is **shaded by trees and utilized by the staff and student community**. Through the COVID-19 Pandemic, **the amphitheater was used as an outdoor classroom**. Renovations are underway to further support this use.

② THE QUAD

The student-oriented lawn just north of Condor Hall is used as a **collegiate quad supporting campus community events** - Student Government, Student Services, and Student Clubs

③ ASG LAWN

ASG has recently held **programmed activities on the grassy turf between the LLRC and PAB**. These events have included Yoga, wellness activities, and co-programming with the arts. Oxnard College has identified a small area of this lawn to be a value for student programming and activities.

2. DROUGHT-TOLERANT PLANTING

Over the last 5 years, OC has made efforts to **transition non-functional grass into drought tolerant landscape**. This effort has transitioned a significant percentage of the campus core, reducing OC's water usage. This effort began piecemeal, renovating one garden at a time.

Moving forward, OC is **beginning a larger effort to bring standards, consistency, and longevity to the gardens with a goal to conserve water and energy, while reducing water consumption and easing maintenance demands**.

3. CAMPUS EDGE

The edges of campus, along Rose Ave. and Bard Rd., are **inconsistent in their presence to the community**. Rose Ave. consists of long stretches of unused, ceremonial lawn fronting the full western edge of campus. The edge hosts a significant OC monument and walkway that leads to Condor Hall. Lawn continues around the corner of Rose Ave. and Bard Rd. Set back from the corner is a **water retention area** that is shielded through trees and tall shrubs. From the

corner moving eastward, there is an inconsistent edge of grass, trees, fencing, and unmaintained landscaping.

There is **significant opportunity in strengthening these edges, adding both curb appeal and a consistent brand of Oxnard College to the public**. This could be done through purposeful and drought-tolerant landscaping, consistent signage and way-finding elements, and celebrated entries.

STATE AND LOCAL WATER MANDATES

While landscape is a critical aspect of an enriched student experience, **sensitivity to maintenance cost and State and Local water mandates must be considered**. These include a **State mandate to reduce water use by 30% and the State Water Resources Control Board's ban on watering of "non-functional turf"**. Recognizing these constraints, the Campus has been **transitioning non-functional turf areas into drought-resistant gardens** over the past 6 years and is pursuing a variety of **water saving strategies**. Moving forward it is recommended the College develop a Landscape Master Plan, complementing this Facilities Plan, and allowing the College to **purposefully develop and transition its outdoor spaces** consistent with the referenced mandates while simultaneously creating a purposeful, student oriented collegiate experience.





5

OXNARD COLLEGE:
FUTURE VISION



TRANSLATING THE FINDINGS INTO PHYSICAL FORM

Translation of the projections for growth in academic and support services into facilities needs as discussed in *Chapter 3: Supporting the Educational Master Plan (EMP)*, together with analysis of the qualitative and quantitative data regarding buildings and campus system highlighted in *Chapter 4: Oxnard College Today*, led to an integrated Program of Work.

In developing the Program of Work, the campus was viewed as an entity with strengths and weakness, with goals to be pursued, and with specific outcomes to be achieved. The needs of the “total campus” were considered – both buildings and critical campus systems including such elements as pedestrian circulation, vehicular circulation and parking, open space, and other campus amenities/improvements. These components - buildings and systems - coalesce to make the campus a living and working community, collectively supporting and serving students by providing the physical resources and setting that support learning and a true academic experience. The Program of Work envisioned in the Facilities Master Plan (FMP), and further described in the following pages, is intended as a planning framework for the long-term growth and enhancement of the Oxnard campus.

THE OBJECTIVES OF THE FACILITIES MASTER PLAN (FMP)

- Providing the optimal physical setting to support the academic mission of the college.
- Supporting growth projections while simultaneously addressing aging buildings and needed systems improvements.
- Supporting Student Success and enriching the student experience by creating a Campus environment that provides a comprehensive collegiate experience for students.
- Serving as a blueprint for campus development and a resource for decision making

SECONDARY PLANNING CONSIDERATIONS

- Developing a program of work that is capable of leveraging state funding and supporting a future local bond
- Sequencing facility and infrastructure projects to minimize the disruption on campus and the need for costly swing space

THE PLANNING OUTCOMES

- A Program of Work addressing:
 - Future space (facility) requirements quantitatively and qualitatively including the Identification of re-purposed / renovated / replaced / and new facilities.
 - Identification of infrastructure and campus systems improvements needed to support the collegiate experience.
- Identification of enterprise / joint use opportunities to maximize the College’s land assets.
- Development of a budget and suggested timeline for Master Plan implementation.



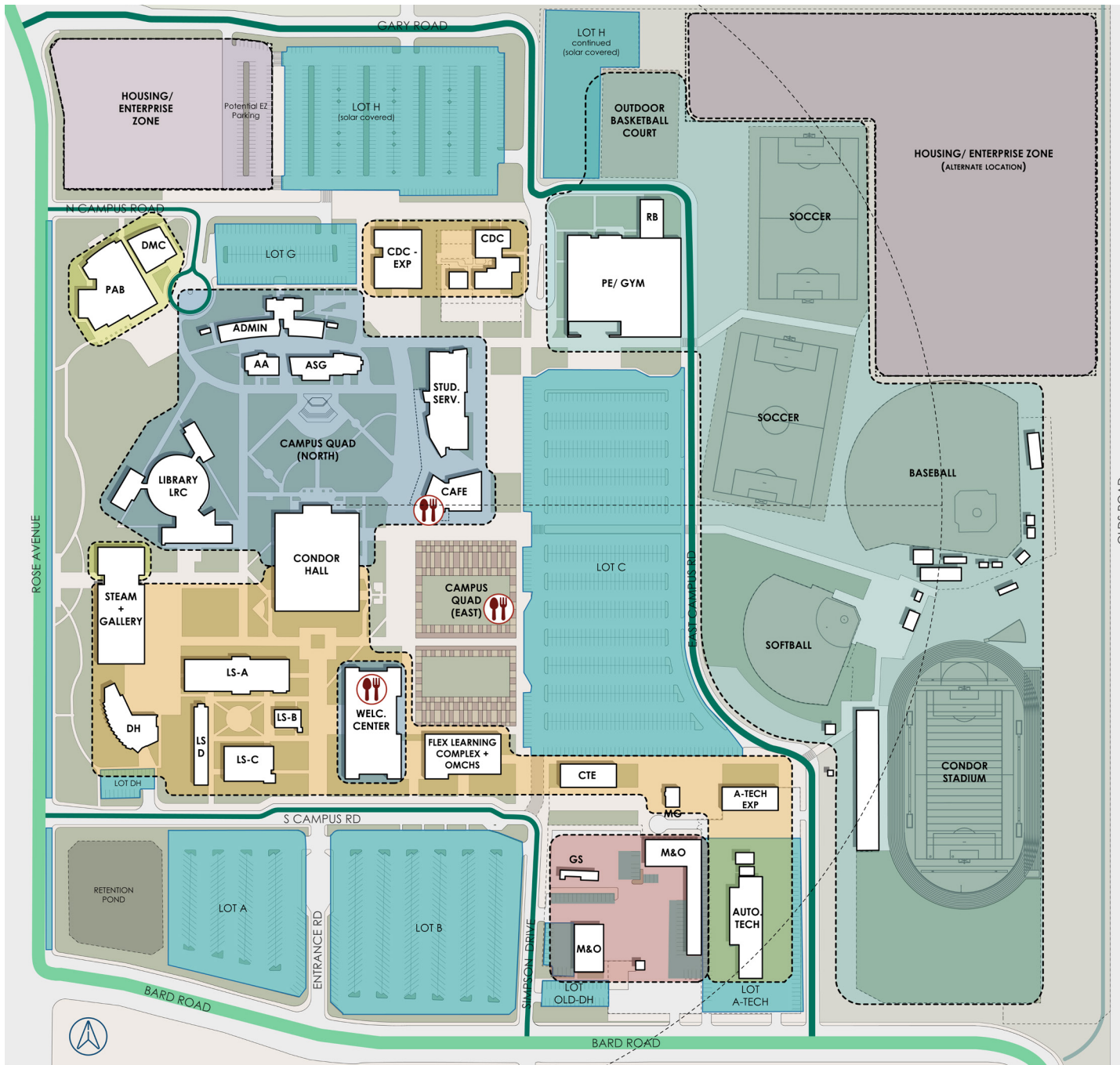
FUTURE VISION: THE FACILITIES MASTER PLAN

The adjacent diagram graphically defines Oxnard College's Vision 2030. The Facilities Master Plan builds upon the existing framework of the campus, as described in *Chapter 4 – Oxnard College Today*, while improving the planning systems and addressing new and renovated facility needs.

The recommendations relative to each campus system are further described below. An expanded description of each building / facility project begins on page 96.

BUILDING NAME ABBREVIATIONS

AA	Administration Annexure	DH	Dental Health	OE	Occupational Education
ADMIN	Administration	DMC	Digital Media Center	OMCHS	Oxnard Middle College High School
ASG	Associated Student Government	GS	Ground Storage	PAB	Performing Arts Building
AUTO TECH	Automotive Technology	GYM	Gymnasium	PE	Physical Education
A-TECH EXP	Automotive Technology Expansion	LA	Liberal Arts	RB	Racquet Ball Courts
CAFE	Condor Cafe	LOT	Parking Lot	STEAM	Science Technology Engineering Arts Mathematics Building
CDC	Child Development Center	LRC	Learning Resource Center	ST. SERV.	Student Services
CDC-EXP	Child Development Center Expansion	LS	Letters & Science	WELC. CENTER	Welcome Center
CTE	Continuing Education	MG	McNish Gallery	W&O	Warehouse & Operations
CH	Condor Hall	M&O	Maintenance & Operations		



- LEGEND**
- ADMINISTRATION & STUDENT SERVICE ZONE
 - ACADEMIC & INSTRUCTIONAL FACILITIES
 - ARTS ZONE
 - ATHLETIC ZONE
 - MAINTENANCE & OPERATIONS ZONE
 - ENTERPRISE ZONE/ HOUSING
 - ☪ FOOD SERVICES
 - PARKING LOTS
 - VEHICULAR ROUTE

CAMPUS SYSTEMS

Respected Landscape Architect, Kevin Lynch, developed a series of words like paths, edges, districts, and landmarks to describe the organization of a city, how these elements enable its inhabitants to understand the city as a “place,” and how these elements facilitate their navigation of that “place” in a way that allows them to enjoy its various components and benefits.

These words have become the concepts which planners use to organize small- and large-scale places, such as a campus, in a way that allows the users and inhabitants of that place to find their way around and enjoy the experience.

For Oxnard College, we have used this nomenclature and similar concepts to shape and define the campus as a series of systems

intended to support new and continuing students, the public, faculty, administration and staff. We believe these planning concepts will aid in creating a unique place for students. A place which supports access, learning, teaching, and socialization in a visually pleasant and socially stimulating environment which is welcoming and easily understood.

CAMPUS ZONING

The Facility Master Plan is intended to build upon and strengthen the current campus zoning.

EXPANDING THE CAMPUS CORE

The FMP suggests extending the Core, via integration of open space and extended pedestrian circulation, to include the existing Gym, Proposed Welcome Center, Flexible Learning Complex + OMCHS, and CTE buildings, and expanded Automotive Technology Complex, sites which are currently separated from the Core by parking and vehicular circulation.

While the general zoning remains largely unchanged the FMP does suggest that buildings potentially be renamed to allow for inclusion of

multiple disciplines within an individual building or collection of buildings to minimize confusion and support student way-finding.

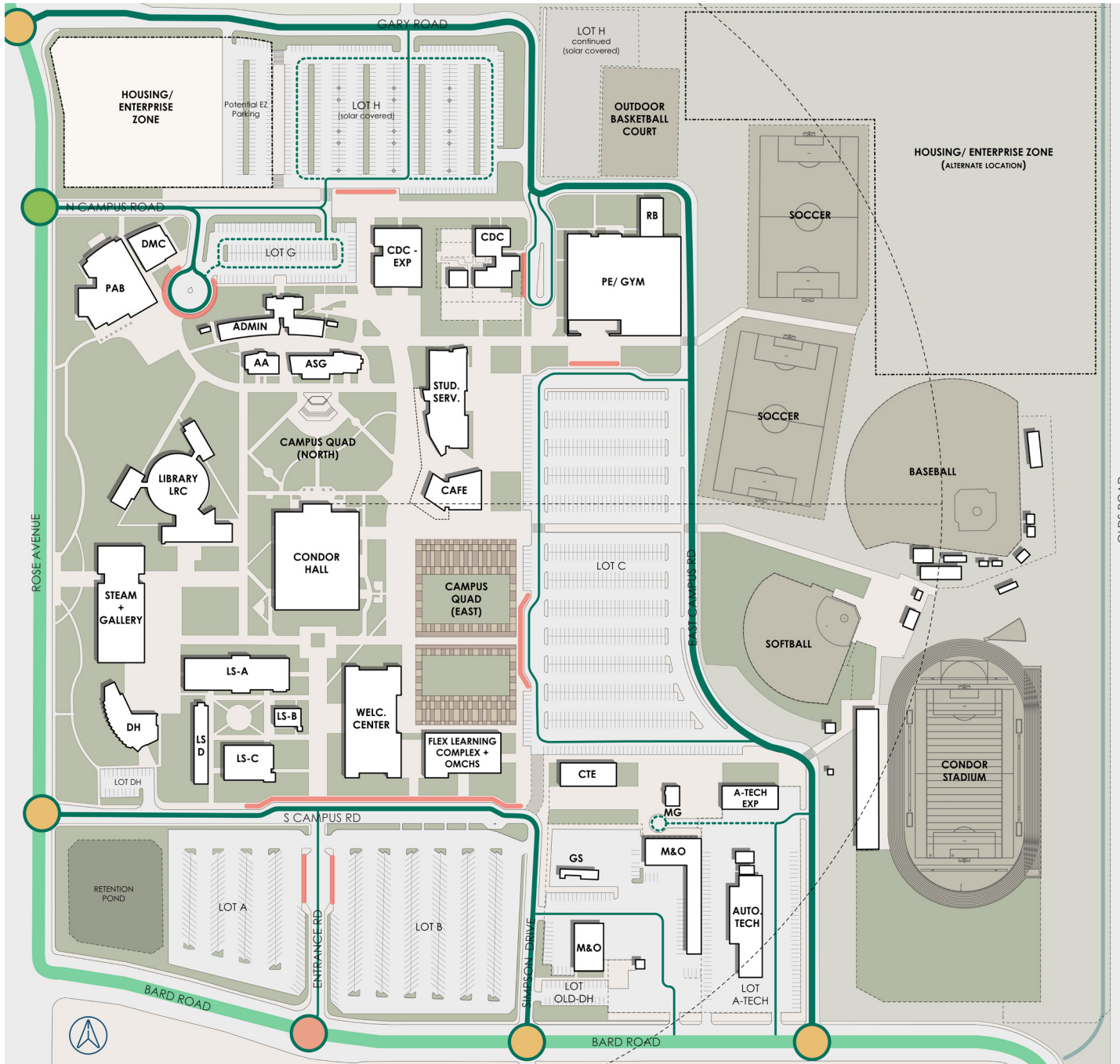
ENTREPRENEURIAL ZONES

Two areas have been identified as potential entrepreneurial zones.

- **Western portion of Lot H** – approximately 4 acres of land on the northwest corner of campus fronting Rose Ave. This site abuts the Community Park to the North and the PAB to the South. The site is accessed from Gary Rd. and is close to existing public transit stops along Rose Ave.

- **Northeast Corner of Campus**– this site north of the Athletic Fields consists of approximately 11 acres of undeveloped land.

These locations would potentially include public/private partnerships supporting community, education, and additional like-minded missions. Current considerations are Student Housing, Faculty Housing, Recreational and Youth support, University Extension programs, etc.



- LEGEND**
- PUBLIC ROADWAY
 - PRIMARY VEHICULAR ROUTE
 - SECONDARY VEHICULAR ROUTE
 - TERTIARY VEHICULAR ROUTE
 - DROP-OFF ZONE
 - STUDENT/ STAFF VEHICULAR GATEWAY
 - PUBLIC VEHICULAR GATEWAY
 - TRANSIT VEHICULAR GATEWAY

VEHICULAR ACCESS & CIRCULATION

ENHANCING VEHICULAR GATEWAYS

As noted in *Chapter 4: Oxnard College Today*, there are multiple vehicular gateways along both Rose Ave. and Bard Rd. Improving these gateways with a hierarchy of consistent signage, lighting, and landscaping would enhance Campus branding and facilitate way-finding, especially for first time students and the non-student community. The FMP suggests that North Campus Dr. become the primary Public / Community Entry, while Gary Rd, South Campus Rd, Simpson Dr. and the newly-proposed East Campus Rd serve as primary Student Entries, providing direct access to student parking. All entries should support, as necessary, public transit, bike paths, and pedestrian access from the campus perimeter.

RECONFIGURATION OF THE ON-CAMPUS VEHICULAR LOOP

As noted in *Chapter 4: Oxnard College Today*, the easterly leg of Simpson Dr. bifurcates the campus, impacting the ease and safety of on-campus pedestrian movement from the Campus Core to the Physical Education/Gym facilities, and the existing Automotive Technology complex. Reconfiguring the loop road by moving Simpson Dr. east of the proposed Lot C and extending it north along the east side of the Gym, would significantly reduce vehicular and pedestrian conflicts by integrating these facilities within a redefined Campus Core. While pedestrian conflicts will remain, they would be minimized. The introduction of broad, raised crosswalks with lighting and signage supporting student and public movement from the campus core and parking Lot C to the sports fields would help

to slow vehicular traffic and further enhance pedestrian safety.

RECONFIGURATION OF NORTH CAMPUS RD

Together with the reconfiguration of the On-Campus Loop Road, the FMP suggests terminating North Campus Rd - the primary Public Entry serving the PAB, DMC, Lot G and the Administration Building - at the east edge of Lot G to allow the creation of a new Pedestrian Gateway and support safe pedestrian movement to and from Lot H to the Campus Core and Athletic Facilities/Gym. Limiting or controlling vehicular access from North Campus Rd. to Lot G would also support ease of pedestrian movement from the proposed Enterprise Zone at the northwest edge of campus (a possible student housing site) to the core of campus resulting in a safe, walkable setting.

RECONFIGURATION OF SOUTH CAMPUS RD

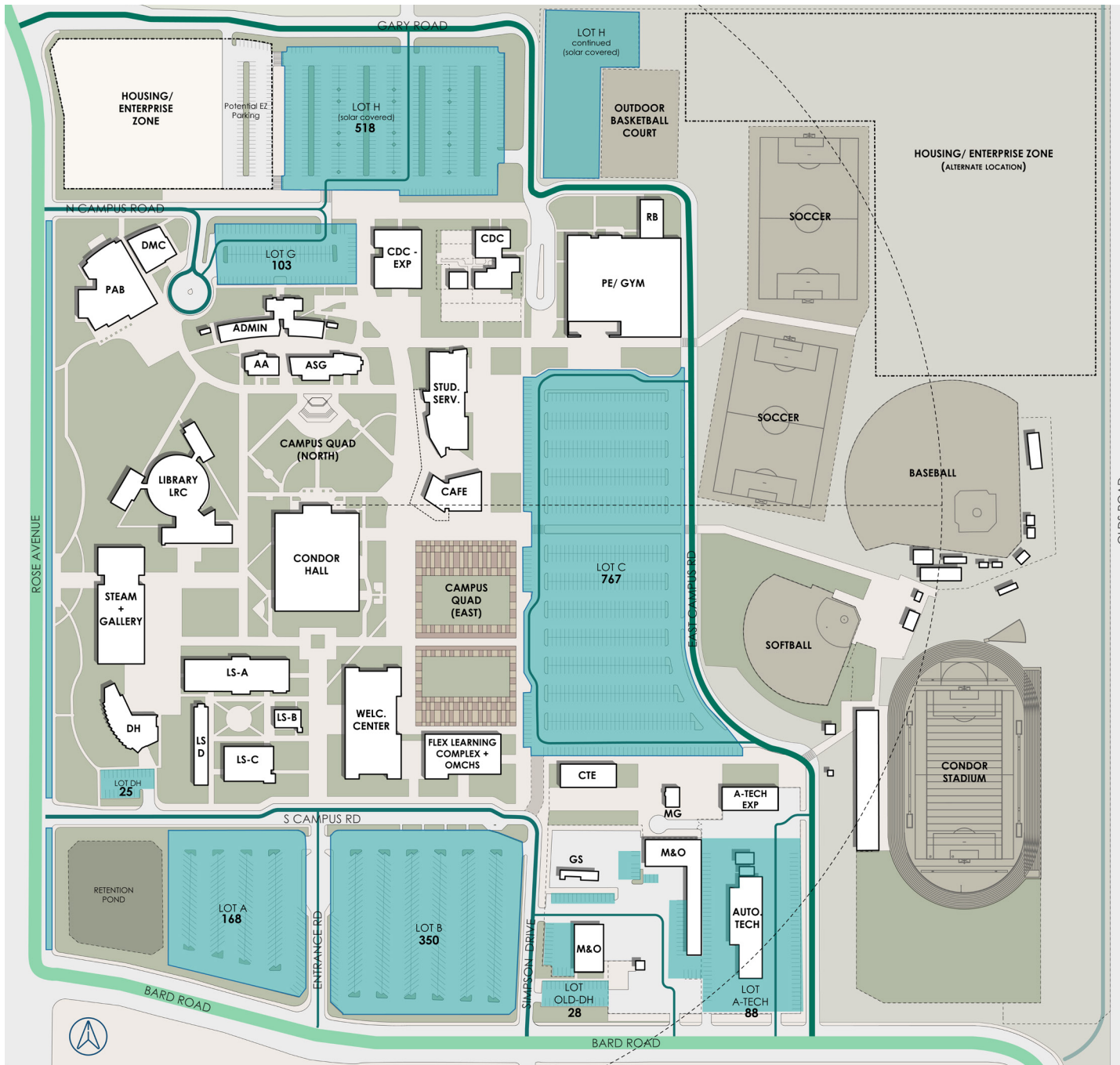
The FMP suggests the termination of South Campus Rd. serves as a primary student entry from both Bard Rd. and Rose Ave., providing direct access to Lots A and B south of the Campus Core, and connects with the newly created E Campus Dr. to complete the On-Campus Loop. The FMP suggests, together with the reconfiguration of the loop road, terminating Simpson Dr., west of the current M&O facilities. This will allow the expanded Automotive Technology facilities and proposed CTE to be integrated, from a student pedestrian perspective, with the Campus Core. Service and emergency vehicle access would be

continued / allowed on the terminated portion of South Campus Rd. to facilitate movement of goods and campus service vehicles from the M&O Facilities to the core of campus.

ENHANCEMENT OF STUDENT DROP-OFFS

Concurrent with the reconfiguration of on-campus roadways and parking, the FMP suggests the provision of new, and/or enhancement of existing, drop-offs in Lot A & B – and along the north side of South Campus Rd.

A new drop-off area would be added to accommodate efficient pick up/drop-off of children at the expanded CDC.



LEGEND

- PUBLIC ROADWAY
- PRIMARY VEHICULAR ROUTE
- SECONDARY VEHICULAR ROUTE
- PARKING LOTS
- 1/4 MI RADIUS (5 MIN WALK)

PARKING

RECONFIGURATION, EXPANSION, AND REDISTRIBUTION OF PARKING

As noted in *Chapter 4: Oxnard College Today*, on-campus parking is sufficient to meet the needs of the current student population; however, the ease / convenience of student access to the majority of new and existing facilities would be enhanced by increasing the number of stalls on the east and south edges of the campus core. As the campus grows, additional parking will be required and the distribution of parking relative to the location and density of classrooms, labs, and services (student concentration) in any given quadrant of the campus should be considered. Specifically, the plan proposes the following:

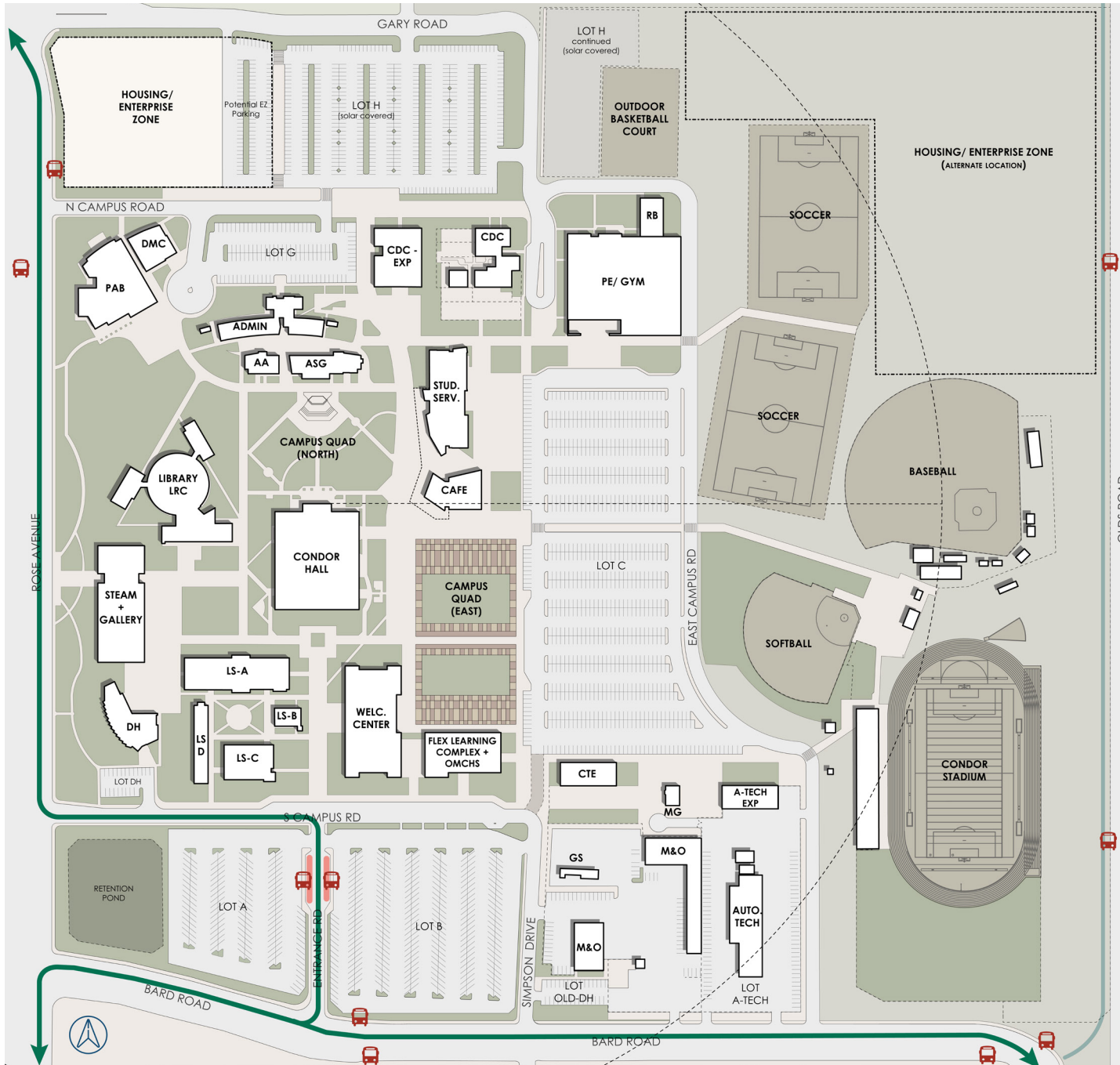
- Consolidate Lots C, D, E and F into a single, centrally located parking zone on the east edge of the core, providing for future high-capacity events within the Athletic zone and expanded student quad, as well as convenient access to Student Services, Condor Café, Condor Hall, the proposed Flex Learning Complex and OMCHS, new CTE facility, and expanded Auto Technology Complex

- Expand Lot A to increase parking on the south edge of the core serving Condor Hall, STEAM, LS, Welcome Center, and Flex Learning Complex and OMCHS

For the purposes of the parking analysis, the planning team has assumed that the Enterprise Zone will remove up to 437 stalls, these stalls (the west portion of Lot H) are not included in the projected numbers. The suggested reconfigurations will increase on campus parking from **1,987 stalls to 2,047 stalls**. The projected enrollment for 2034 (beyond the planning horizon) is **6,464 students, a decrease of 364 students** from 2019 enrollments, therefore the projected **parking ratio is 3.2:1**, far better than the 1:4 ratio typically used for planning purposes.

FUTURE PARKING NEEDS

While parking demand is often tied to enrollment, it is not the only factor. Other considerations which potentially reduce on-campus parking demand include increased use of public transit (see Public Transit Enhancements below), as well as changes in delivery modes – increasing on-line or hybrid instruction to support student growth with limited impact on parking. These considerations, together with the current parking ratio, tend to indicate that addition parking, beyond that reflected in the FMP, will not be needed within the current planning horizon (2030).



- LEGEND**
- 1/4 MI RADIUS (5 MIN WALK)
 - PUBLIC TRANSIT ROUTE
 - DROP-OFF ZONE
 - 🚌 BUS STOP & ROUTE NUMBERS



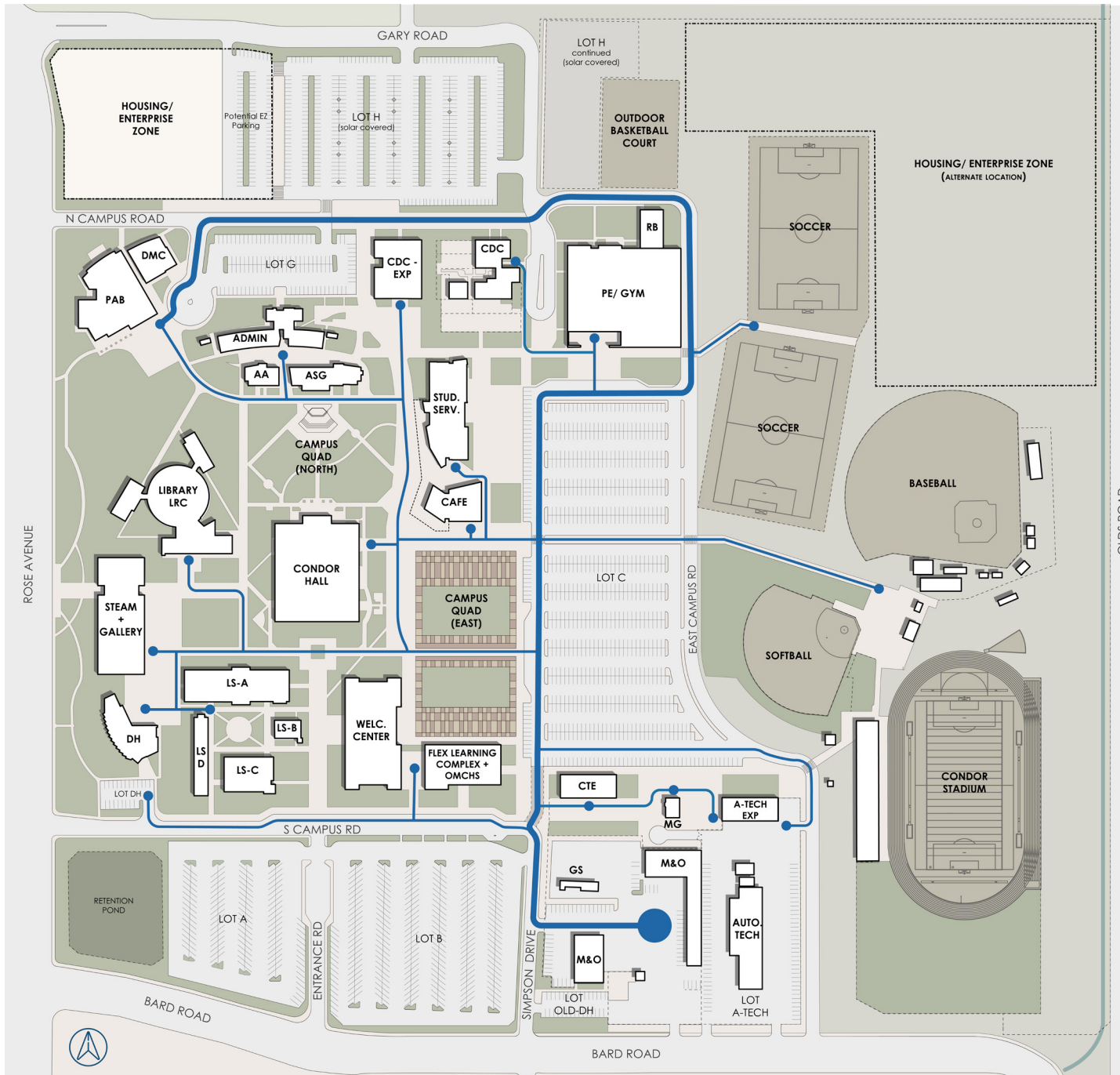
TRANSIT

PUBLIC TRANSIT ENHANCEMENTS

To minimize future parking demand and the College's carbon footprint, the use of public transportation, carpooling and other alternatives (zip cars, ride share apps, etc.) should be rigorously supported and proactively pursued. This includes working with local transit agencies to increase the number and frequency of routes between the College, the neighboring

community, sister campuses, and other College sites – Fire Academy and Marine Center.

On-campus transit stops should be further enhanced as established Bus drop offs (drop off lane), seating, shade, and Wi-Fi.



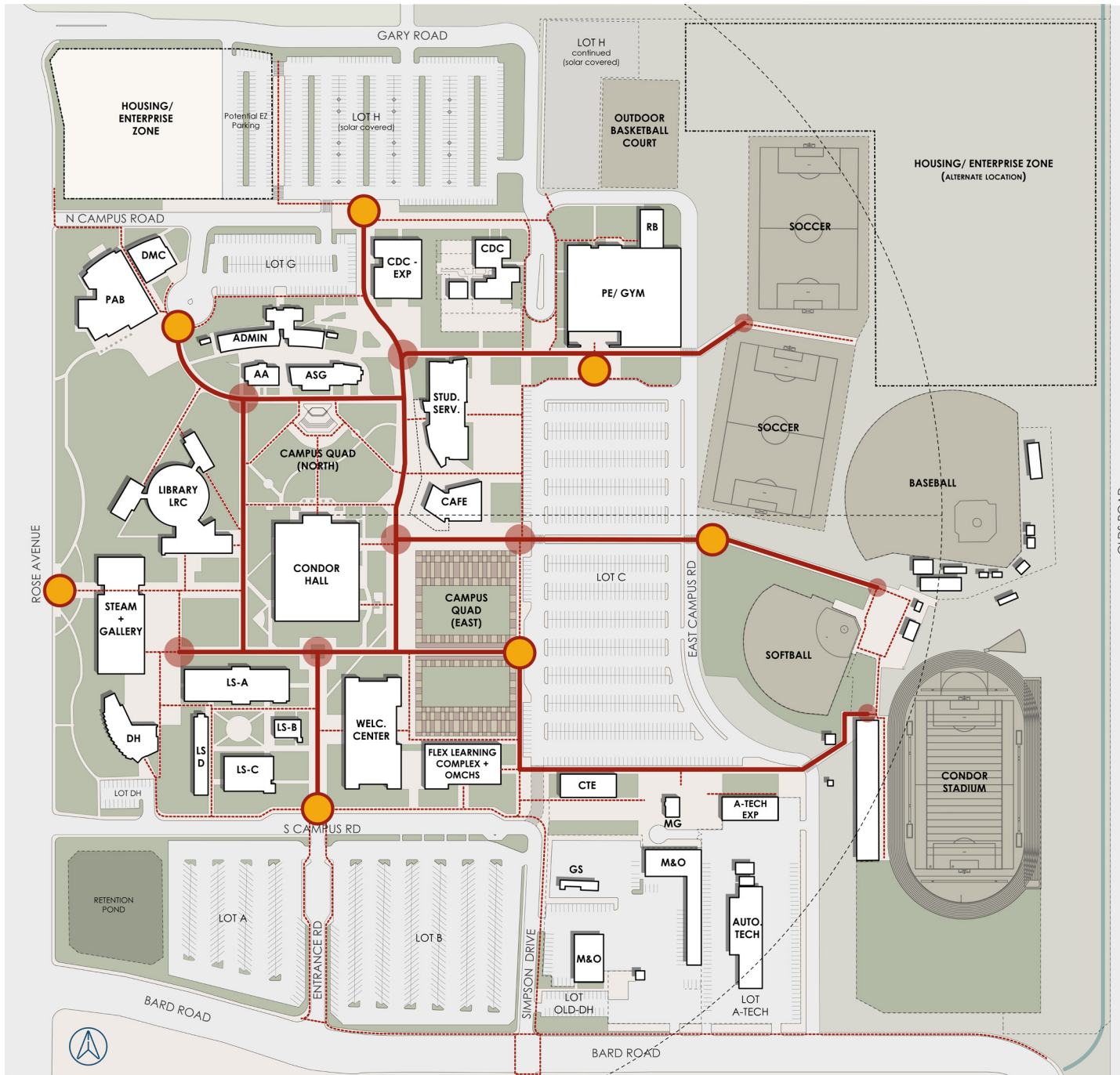
SERVICE CIRCULATION

Facilities requiring service vehicle access are, and will continue to be, distributed in multiple locations. As referenced in Chapter 4: Oxnard College Today, these primarily include the existing PAB/DMC Buildings, Student Services (bookstore), Condor Café, the future Welcome Center (including culinary arts and the relocated bookstore), the new CTE facilities, the expanded Automotive Technology Complex, and the existing M&O Facilities.

As depicted in the adjacent diagram, minimal changes to service access patterns will occur:

- The creation of East Campus Rd. will continue to allow perimeter access to the majority of the referenced facilities above.
- Access to the M&O Facilities and Automotive Technology Complex will remain unchanged.
- The new STEAM + Gallery building will be serviced via the existing service area adjacent to Dental Hygiene.
- The Welcome Center and Flexible Learning Complex + OMCHS will be serviced via a common service yard between the two buildings. Access to these service destinations is relatively direct and should not create significant service-pedestrian conflicts.





LEGEND

- PRIMARY PEDESTRIAN
- SECONDARY PEDESTRIAN
- 1/4 MI RADIUS (5 MIN WALK)
- GATEWAY
- NODE

PEDESTRIAN CIRCULATION

CREATING A FRAMEWORK OF PEDESTRIAN CIRCULATION

The FMP suggests refining, enhancing, and extending the current pedestrian framework to create a hierarchy of pedestrian spines and walkways linking buildings and open space in a direct, clear, visually and physically consistent manner that supports ease of way-finding and student movement. Suggested improvements include:

- **Enhancing existing and creating new “Pedestrian Gateways”** to the campus where pedestrian spines terminate at parking and drop-off zones. These gateways should reflect a consistent landscape/hardscape character and signage program to assist in way finding and to signify pedestrian entry to the campus.
- **Extending, improving, and visually defining a series of east-west and north-south “Pedestrian Spines”** which provide visual access and support physical movement to and through the campus. These spines are intended to support high volumes of pedestrian traffic and most importantly visually and physically integrate and enhance the collegiate

character of the Campus as a cohesive whole – including the athletic precinct, CTE and Auto Tech facilities which are currently disconnected from the campus core.

These spines should be designed to support emergency vehicle and, where necessary, service access to facilities interior to the campus. Where spines cross vehicular circulation, “tabletop” crosswalks should be provided to slow traffic and enhance pedestrian safety.

- Providing smaller scale walks or pathways which support movement of lesser volumes of pedestrians from open space to open space and / or building to building. To assist in pedestrian way finding and visual understanding of the campus, these paths and walkways should be differentiated by their width, hardscape character and landscape treatment.
- Creating pedestrian nodes or plazas at the naturally occurring and significant intersections along spines, walkways and paths. These spaces should allow for the placement of campus maps to assist in way finding and together with seating and lighting would provide opportunities for meeting friends and informal interaction.





LEGEND

- DROUGHT TOLERANT PLANNING
- CAMPUS EDGE SPACES
- DISCIPLINE SPECIFIC COURTYARDS
- CONTINUING EDUCATION COURTYARD
- PERFORMING ARTS COURTYARD
- INTERDISCIPLINARY COURTYARD
- STEAM COURTYARD
- CAMPUS QUAD SPACES
- CAMPUS PERIMETER
- 1/4 MI RADIUS (5 MIN WALK)

OPEN SPACES

OPEN SPACE ENHANCEMENTS

As noted in **Chapter 4 - Oxnard College Today**, the College does not suffer from a lack of open space; however, development of the open space in a purposeful way while limiting maintenance costs is both a challenge and an opportunity. Therefore, the FMP envisions refinement and continued development (via a separate Landscape Master Plan) of a hierarchy of purposeful open spaces, ranging from large, active spaces supporting student activities; to informal, passive, landscaped areas where students can simply sit, study, and relax; to smaller, intimate, purpose-built spaces including discipline specific outdoor classrooms, and enhanced spaces adjacent to buildings providing for small numbers of students to gather or simply sit, wait, or connect with friends before and after classes. Holistically, the purpose of these spaces is to support student engagement and the collegiate experience at a variety of scales. Major open space features include the following:

OUTDOOR CLASSROOMS & STUDY SPACES

Since the beginning of the pandemic, COVID has highlighted the need for outdoor classrooms.

Where provided, there has been a positive response among faculty, staff, and students alike, to outdoor study/ learning opportunities integrated with traditional indoor classroom sessions. This recent experience has further highlighted the need for more exterior individual and group study spaces. To support this aspiration, the FMP proposes functional/flexible outdoor classrooms designed to include:

- **Shading elements** - tree canopies, umbrellas, or tensile structures to protect against summer heat
- **Wind-breaking elements** - planting, walls or building edges protecting spaces against seasonal Santa Ana winds
- **Technology** - including enhanced wi-fi connection across campus, charging station for laptops and cellular devices, and in some cases, outdoor presentation capabilities
- **Lighting** promoting safety and evening use
- **Flexible furniture** - furniture which can be easily reconfigured or, based on theft and vandalism concerns, at a minimum supports a mix of individual, small, mid-size and large study groups

CAMPUS QUAD EAST - ACTIVE SPACE

Situated east of Condor Café and extending south to engage with the proposed Welcome Center (housing ASG, the bookstore and culinary arts) and Flexible Learning Complex/ OMCHS, this quad is envisioned as the “town square”. An active student-oriented space that supports a multitude of functions: Outdoor dining - an extension of the Condor Café and a hardscape/ landscape area supporting food trucks which have been purposely relocated from Lot A to a reconfigured Lot C; recreation such as bocce ball, corn-hole, or outdoor table tennis; and student career and campus fairs with space for pop-up tents. It is intended as a vital and energetic space where informal gathering along with performance, lectures, movies, and music events can be integrated into college life. A place where students want to “see and be seen” - the energy center of the campus.

CAMPUS QUAD NORTH - PASSIVE SPACE

The existing quad, situated north of Condor Hall and South of the Administrative complex, is envisioned as a passive landscaped space that supports quieter student activities - outdoor classroom uses, spaces to study, or to sit quietly and contemplate life. A park-like setting that is



an extension of the surrounding buildings with a combination of lawn or turf area for lounging and classroom use together with smaller, shaded plazas or nodes along pedestrian pathways, interspersed between drought-tolerant landscaping.

DISCIPLINE SPECIFIC COURTYARDS AND PLAZAS

The smaller open spaces between existing and proposed facilities are intended to be developed in a manner which provide for discipline-specific or themed learning opportunities – Examples include spaces adjacent to the STEAM + Gallery Building, west of the Welcome Center, adjacent to the Flexible Learning Complex/ OMCHS, east and west of Student Services, the courtyard in Letters & Sciences complex, etc. These spaces are opportunities for both structured use (outdoor classrooms as an extension of the adjacent buildings) or informal gathering spaces allowing students to gather, study, or simply sit and wait between classes.

The development of these plazas and courtyards should be carefully considered with the development of new facilities and in conjunction with a Landscape Master Plan to ensure these spaces are programed, purposeful places supporting the academic mission of the college and the social/collegiate needs of the students, while being limited and maintenance friendly.

LANDSCAPE / HARDSCAPE REFINEMENT AND ENHANCEMENTS

The Facilities Master Plan team suggests a Landscape Master Plan be developed to refine and expand upon the pedestrian circulation and open space concepts and narrative included above. The Landscape Master Plan should not only be a technical document addressing planting and irrigation standards, but also a vision document refined in collaboration with the FMP intentions, and developed in consultation with the College stakeholders – College Leadership, Faculty, and most importantly students and the College's facilities team. It should address:

- The on-campus collegiate character and student experience of the campus, building upon the concepts presented above, and the creation of spaces which provide opportunities in support of student life.

- The Campus edge conditions with the intent of creating a consistent, recognizable brand or sense of place along Rose Ave. to the west, Bard Rd. to the south. It is suggested this build upon the recognizable character of the Rose Ave. frontage while reflecting water conservation concerns. Proposed concepts should be integrated with the College's current and evolving signage and branding program.
- Development and consistent application of a landscape/planting palette and irrigation standards addressing and responding to water conservation mandates and concerns. Discussions with the College include:
 - **Mandates** – the campus is currently exempt from recent water use restrictions mandated by the State Architect (DSA); however, a statewide mandate to reduce water use by 30% and the State Water Resources Control Board's ban on watering of "non-functional turf" must be addressed. Recognizing these constraints, the Campus has been transitioning non-functional turf areas into drought resistant gardens over the past 6 years and is pursuing a variety of water

saving strategies.

- **Planting** - there is an opportunity to simplify the campus plant palette, and in doing so, benefit significantly from a reduction in water use, reduced maintenance, and enhanced campus way-finding. A significant amount of turf is not utilized for campus/student activities - lounging and open free play. Therefore, the Landscape Master Plan, in conjunction with previous landscape planning studies completed by the College, should develop guidelines for reduction of turf areas, and refine the campus plant palette.
- **Irrigation** – Further to our discussions with campus staff, we recommend irrigation standards be refined concurrent with the campus landscape plan.

OTHER OPEN SPACE CONSIDERATIONS AND RECOMMENDATIONS

Building upon the pedestrian circulation and open space concepts presented in the FMP, and in conjunction with development of a Landscape Master Plan, the FMP team recommends the College retain professional consultants to further address and refine:

- Campus Lighting Standards and lighting concepts to ensure safety and reduce energy/ operating costs.
- Signage/Branding concepts and standards building upon or extending the recent signage improvements
- Public Space furnishing standards including trash receptacles, seating, tables, umbrellas, charging stations and other site furnishings.





PROGRAM OF WORK

Findings from the Educational Master Plan, the translation of WSCH into assignable square footage as defined below, our current campus assessment as defined in Chapter 4, and interviews and forums conducted with faculty / staff / students, all contributed to shape the Program of Work identified in the adjacent diagram.

The capacity to generate WSCH was used as the key element for calculating appropriate classroom (lecture and laboratory) space requirements. Added to these numbers was forecasted growth in total headcount enrollments. Projected growth in enrollments and the associated space needs to provide instructional services were augmented through the interview process, and assessment of the current facilities.



- LEGEND**
- PEDESTRIAN SPINES
 - PERIMETER LOOP, VEHICULAR IMPROVEMENTS AND PARKING EXPANSION
 - STADIUM LIGHTING
 - QUAD AND COURTYARDS
 - NEW BUILDINGS
 - RENOVATED/ REPURPOSED BUILDINGS

DETAILED PROGRAM OF WORK

The Facilities Master Plan includes multiple projects within the 2030 planning horizon. These projects include:

BUILDING PROJECTS

- Five major new building projects proposed in the Master Plan
- Four major projects focused on repurposing existing buildings
- Seven projects identified for deferred maintenance

SITE IMPROVEMENT PROJECTS

- Condor Stadium lighting
- East Campus Rd. Creation
- Parking Expansion and Reconfiguration
 - Expansion of Lot A
 - Consolidation of Parking lots C, D, E and F
- Landscape/Hardscape Improvements
 - N-S Pedestrian spine
 - E-W pedestrian spines (academic and athletic)
 - Campus Quad
 - Discipline-specific courts

INFRASTRUCTURE UPGRADES

- Outdoor Lighting improvements
- Wi-Fi improvement
- Cell service improvement





LEGEND

- NEW BUILDINGS
- RENOVATED/ REPURPOSED BUILDINGS
- DEFERRED MAINTENANCE
- EXISTING BUILDINGS TO REMAIN (NEW/ GOOD CONDITION)

NEW BUILDINGS

- **STEAM + Gallery Building**
- **Welcome Center**
- **Flexible Learning Complex + OMCHS**
- **Automotive Technology Expansion**
- **CDC Expansion**

RENOVATED / REPURPOSED FACILITIES

- **Associated Student Government**
(repurpose as required)
- **Racquet Ball courts @ PE/ Gym building**
(repurposed into PE Classrooms)
- **Art+Design (modular)**
(repurposed into CTE)
- **Condor Hall**
(mezzanine renovation/ repurpose)

EXISTING BUILDINGS TO REMAIN / DEFERRED MAINTENANCE:

- **Performing Arts Building**
(improvements to (e) Conference Ctr)
- **Auto-tech building (1976)**
- **PE building (1981)**
- **CDC (1991)**
- **Letters & Sciences (LS) complex (1997)**
- **Maintenance WH (2007)**
- **Administration Annexure**

EXISTING BUILDINGS TO REMAIN (RELATIVELY NEW, GOOD CONDITION, RECENTLY RENOVATED)

- **Admin (2003)**
- **Baseball press box, storage, snack box (2006)**
- **Student service center (2009)**
- **Condor Café (2009)**
- **PAB + DMC (2011)**
- **Fire Technology & WH (2011)**
- **LLRC (2012)**
- **Dental Health (2016)**
- **McNish Gallery (recently renovated)**



LEGEND

EXISTING BUILDINGS TO BE DEMOLISHED



BUILDINGS TO BE DEMOLISHED

(NOT SHOWN)

- OMCHS Portables
- Occupational Education (OE) complex
- Liberal Arts (LA) complex



LEGEND
 NEAR-TERM IMPROVEMENT PROJECTS

NEAR-TERM IMPROVEMENTS

The following were identified during the planning process as ongoing or currently planned improvements that Oxnard College is committed to completing in the near term.

① ATHLETIC STADIUM LIGHTING

- Alleviate Safety concerns
- Encourage increased student and community use of facilities

LIGHTING & TECHNOLOGICAL CONNECTIVITY

- Outdoor Lighting improvements to enhance safety and reduce energy / operating costs
- Wi-Fi improvement to improve access and support outdoor classrooms
- Cell service improvement to improve access and safety

② RECONFIGURE INDOOR RACQUET BALL COURTS TO CLASSROOMS

③ IMPROVEMENTS TO (E) CONFERENCE CENTER @ PAB

ADDITIONAL STUDIES

The following were identified as additional studies and planning efforts currently underway or to be completed in the near-term.

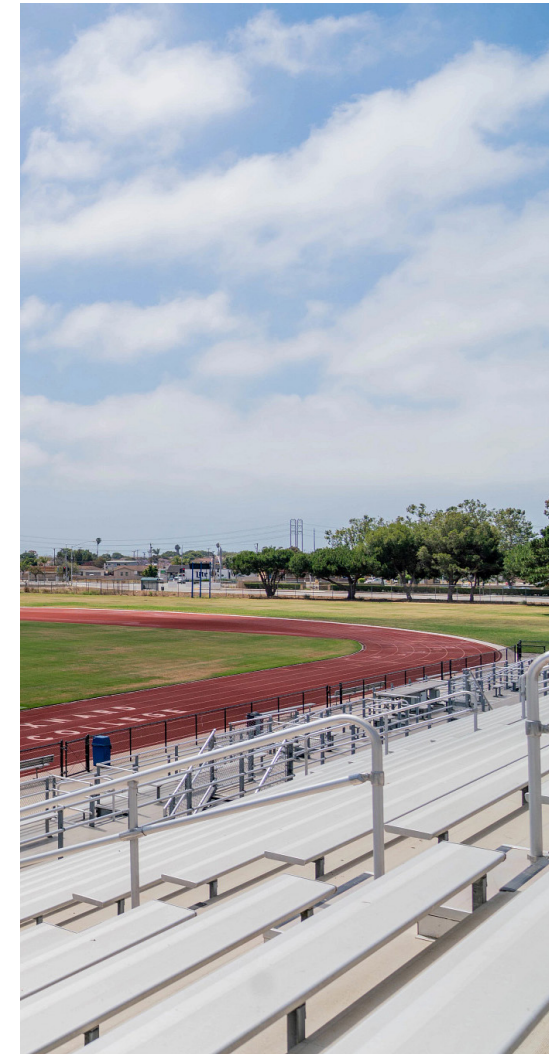
ESTABLISH AMERICAN DISABILITIES ACT TRANSITION PLAN

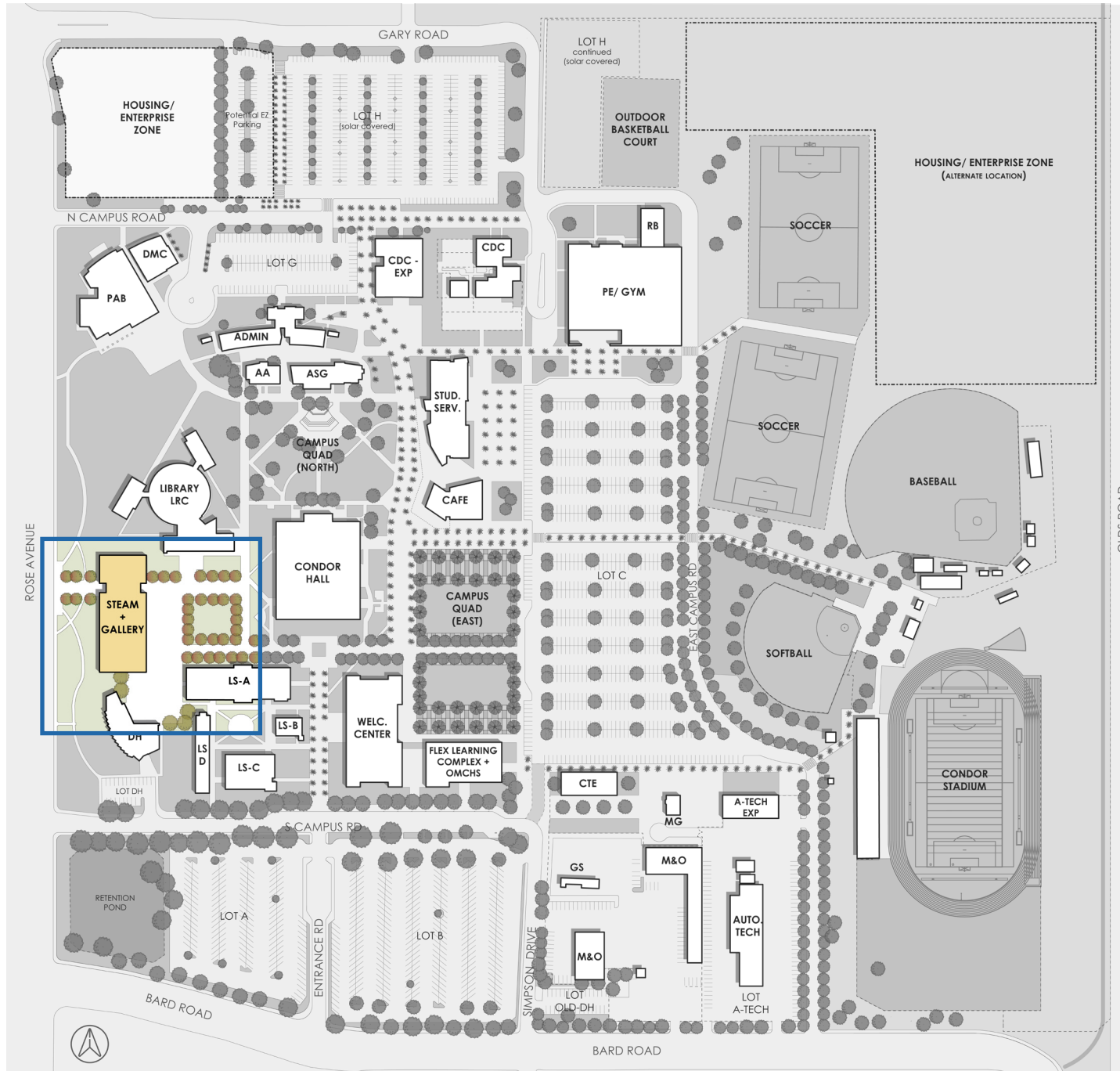
ESTABLISH CAMPUS STANDARDS

LANDSCAPE MASTER PLAN

④ ENTERPRISE ZONE

- Study PPP opportunities (Housing)
- Study Community, institutional synergies (YMCA, University Extension, community outreach)





STEAM BUILDING + GALLERY

A new 2 story multi-disciplinary Science, Technology, Engineering, Art, & Math (STEAM) building is proposed on the western edge of the Academic Core parallel to Rose Ave, between the existing LLRC and Dental Health buildings. As a replacement building, the project will right size and redesign STEAM labs and support classrooms, including growth for Dental Hygiene, providing an exceptional learning environment while creating efficiencies in the delivery of instruction. Additionally, the building incorporates the Campus' Art Gallery, integrating the classrooms with the gallery on the prominent public edge of campus, bringing an opportunity to demonstrate both student and professional work.

Space vacated in LA will be repurposed into flexible classrooms, while LS is recommended for demolition. The new building will provide for growth of laboratory spaces and will replace space vacated in the proposed demolition of LA and repurposing of LS laboratories into classrooms. Additionally, it provides space for the Art program to take a more public/ interactive position on the campus by integrating art classrooms and an Art Gallery.

The existing McNish Gallery and A&D Building uses would be incorporated into this project. The existing facilities could subsequently be repurposed as a part of the CTE Zone.

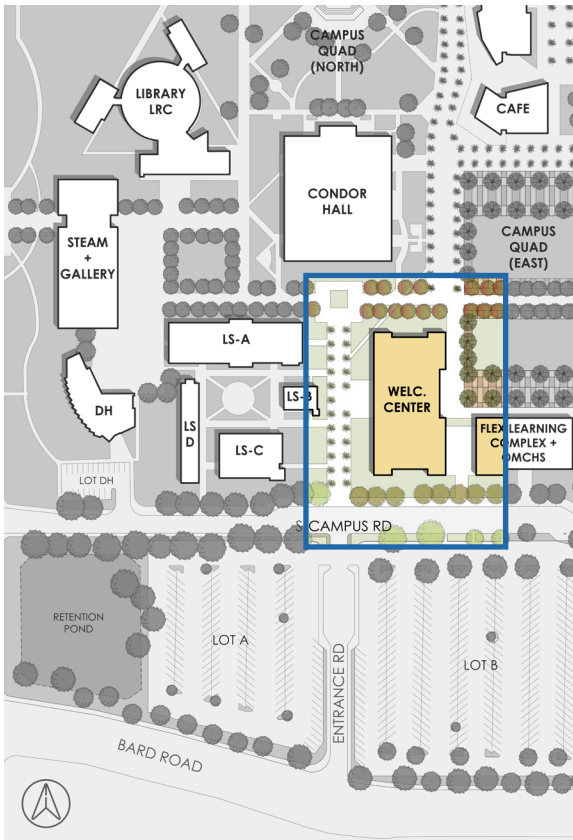
PROGRAMS	Science Labs Art+Design Labs, Art Gallery, Classroomart+Design Labs, Art Gallery, Classrooms+Associated Offices
SITE WORK	Art Walk From Rose Ave. West Plaza/ Quad Space Near Sciences
ASF	35,508 Sf (2 Stories)
GSF	54,628.31 Sf (65% Efficiency)
VACATES	LS Labs LA Complex McNish Gallery Art+Design Labs/ Classrooms
PROJECT SEQUENCE	Cornerstone Project Funding Source: Eligible For State Funding

SPACE TYPE	EXISTING SPACES (SF)	MULTIPLIER	PROPOSED (SF)	NOTES
CLASSROOM	13,435		8,019	From Liberal Arts, Art+Design (A+D)
LABS	6,597		23,397	From Liberal Arts, Letters & Science, A+D
OFFICES	2,352	1.2	2,822	From Liberal Arts
GALLERY	1,270		1,270	From McNish Gallery
TOTAL ASF			35,508	
TOTAL GSF		0.65	54,628	65% Efficiency

WELCOME CENTER

A new single-story building is proposed on the southern edge of the Academic Core parallel to the N/S pedestrian spine leading from the southern drop-off into the core. In addition to strengthening the front door, the new Welcome Center will be the new home for Associated Student Government (ASG), the campus Bookstore, Printshop, and a coffee shop/food service. The building will serve as a place for students to engage, study, and relax – a place to be before and after classes.

It is recommended that the project improves the entry promenade into campus with consistent way-finding elements such as trees and planting, lighting, and signage. Additionally, the building will open to and integrate with the proposed Campus Quad East.



PROGRAMS	Culinary CRS/Labs Bookstore & Print Shop ASG Student Lounge Food Pantry
SITE WORK	New Drop-Off & Service Access New Quad Space
ASF	17,793 SF (1-story)
GSF	25,418 SF (70% efficiency)
VACATES	OE-A, OE-D, ASG
PROJECT SEQUENCE	Before OE is demolished After LA is demolished

SPACE TYPE	EXISTING SPACES (SF)	MULTIPLIER	PROPOSED (SF)	NOTES
CLASSROOM	0		0	-
LABS	4,430		4,430	From OE-A
OFFICES	2,236	1.2	2,683	From ASG, OE-A
BOOKSTORE	7,347		7,347	From OE-D
PRINT SHOP	988		988	From OE-D
STUDENT LOUNGE	2,345		2,345	-
TOTAL ASF			17,793	
TOTAL GSF		0.7	25,419	70% Efficiency

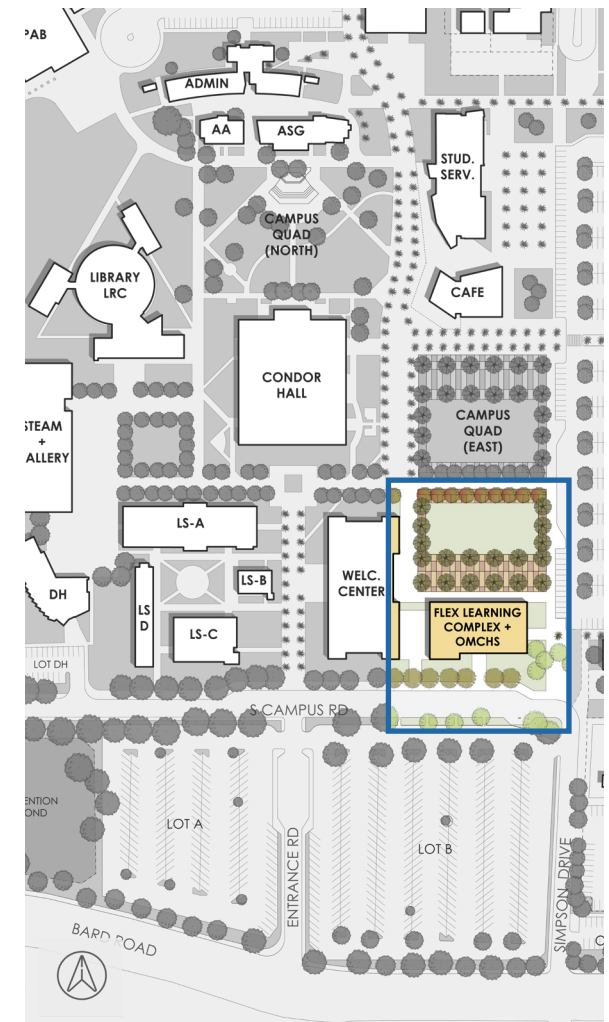
FLEXIBLE LEARNING COMPLEX + OMCHS

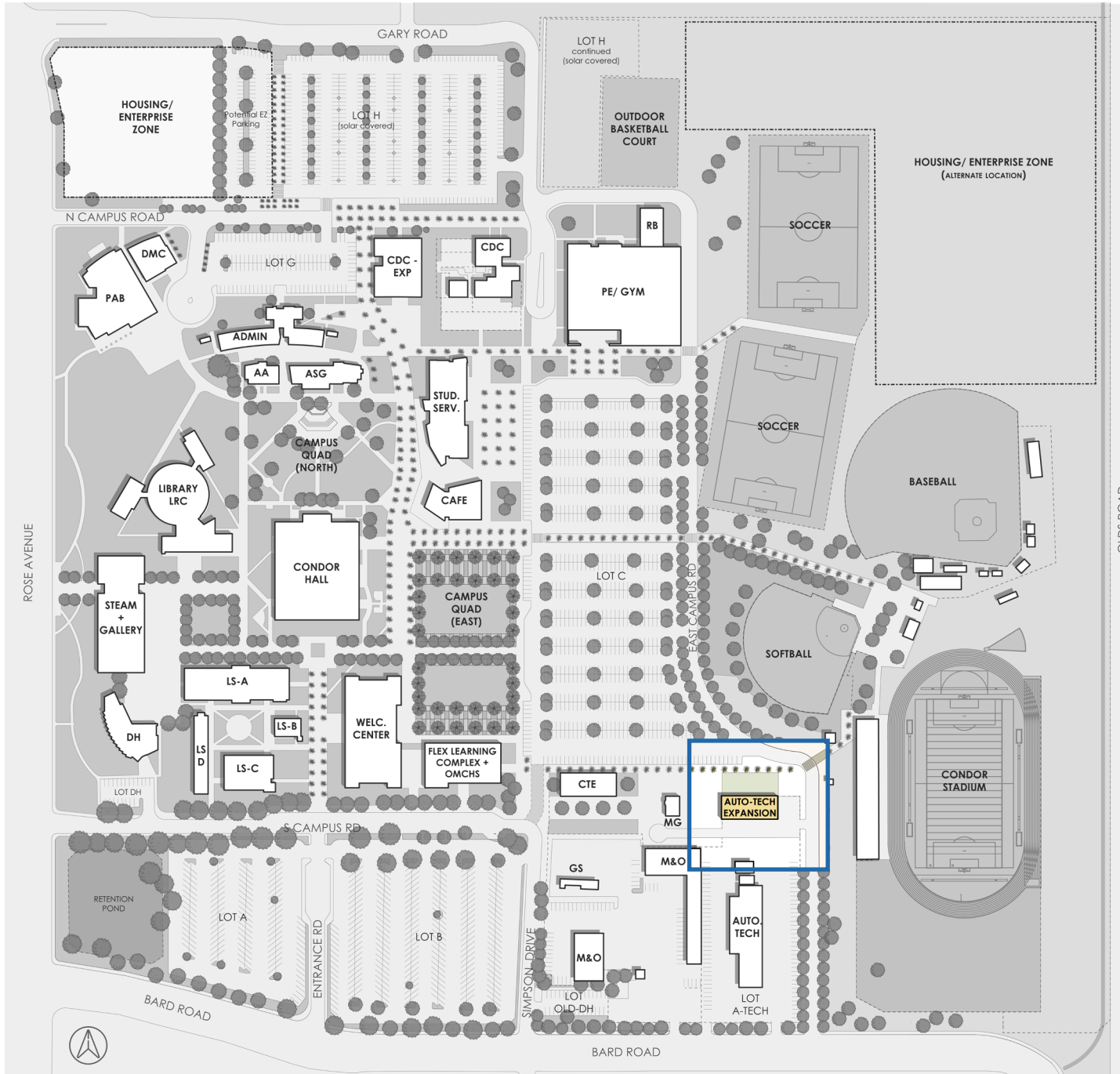
This project relocates Oxnard Middle College High School (OMCHS) from a modular complex on the northern edge of the campus core to a permanent home adjacent to the future Welcome Center. This placement brings the students of OMCHS closer to the instructional core of campus, while providing a permanent home with improved classrooms. The project

will incorporate a vehicular drop-off along South Campus Rd. to provide safe and easy access for parents and transportation services. It is proposed that the flexible classrooms provided in this building will also support the adult education evening program, creating efficiencies in space utilization.

PROGRAMS	Existing OMCHS program Adult Education, Community Education Flexible Classrooms
SITE WORK	New Drop-Off New Quad Space
ASF	8,690 SF (1-story)
GSF	13,369 SF (65% Efficiency)
VACATES	OMCHS Portables
PROJECT SEQUENCE	Before OMCHS is demolished After LA is demolished

SPACE TYPE	EXISTING SPACES (SF)	MULTIPLIER	PROPOSED (SF)	NOTES
CLASSROOM	3,572		3,572	OMCHS
LABS	2,300		2,300	OMCHS
OFFICES	2,818		2,818	OMCHS
TOTAL ASF			8,690	
TOTAL GSF		0.65	13,369	65% Efficiency



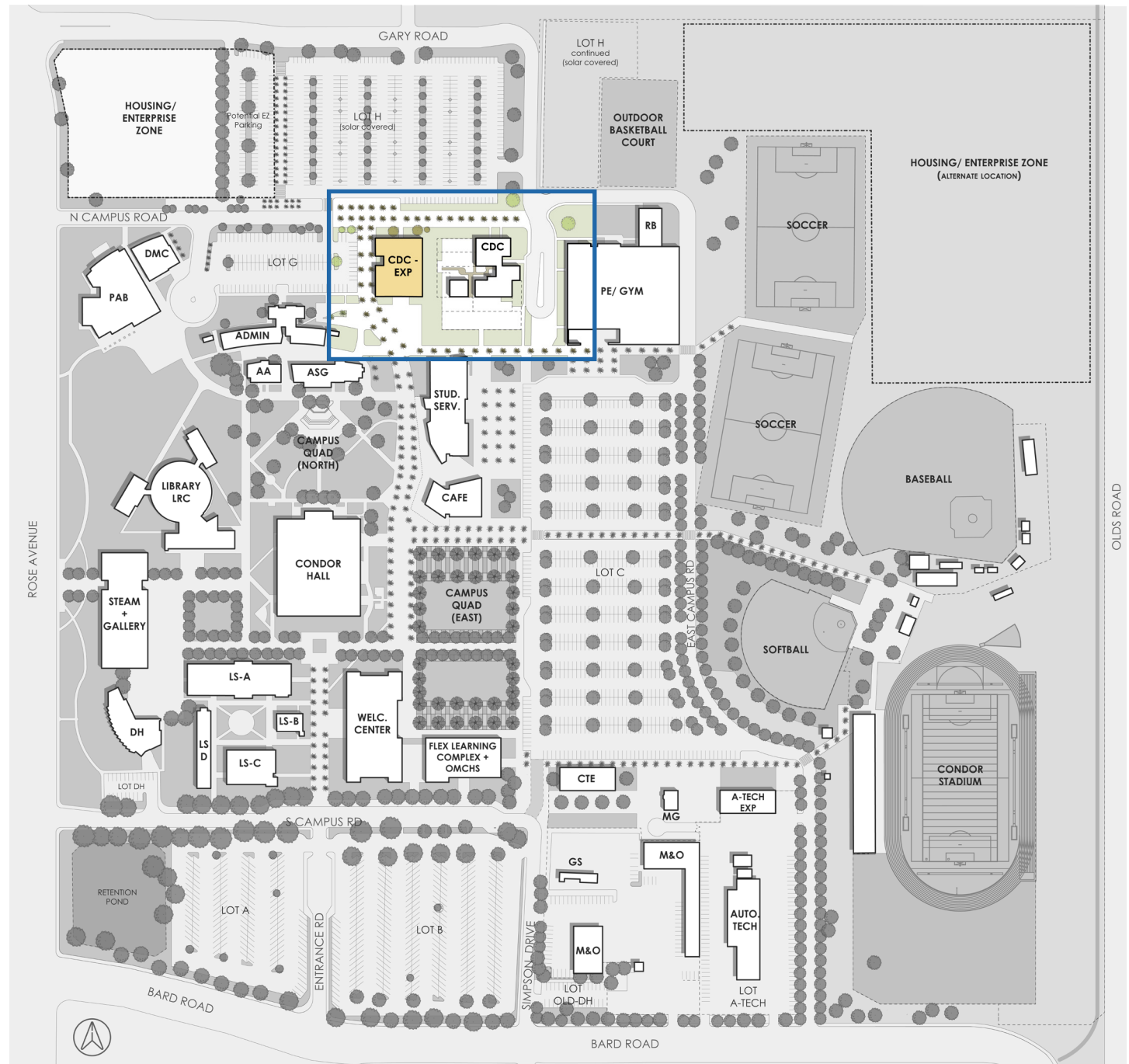


AUTOMOTIVE TECHNOLOGY EXPANSION

Recognizing the Program's intent to grow, a footprint has been identified within the FMP for an additional Auto Technology Lab Building, expanding the current facilities. Currently, it is envisioned to be a modest single-story high bay building providing additional lab and shop support for the program. The project and concept will be further defined through additional program evolution within the planning horizon.

EXPANSION OPPORTUNITIES FOR CDC

The relocation of the OMCHS vacates space directly west of the current CDC and Early Child Development programs. The proposed project provides for expansion of the CDC classrooms and maintains the existing building and playground areas. As a part of this project, the FMP recommends reconfiguration of the vehicular circulation to provide improved parent drop-off and parking east of the current CDC.





LEGEND

- RENOVATED/ REPURPOSED BUILDINGS
- ENTERPRISE ZONE



RENOVATED/REPURPOSED FACILITIES

LETTERS & SCIENCES COMPLEX

The LS buildings will continue to serve students through its existing multipurpose lab and lecture spaces. Multiple labs will be vacated with the creation of the new STEAM Building, creating an opportunity to reprogram vacated space into larger flexible classrooms and office space. The balance of the complex is proposed to undergo a minor renovation.

REPURPOSING THE HANDBALL COURTS

This project converts the existing handball courts located in the Physical Ed Building into much needed lecture classrooms. These classrooms will support all Kinesiology, Athletic and Physical Education lecture components including General Education.

CONDOR HALL

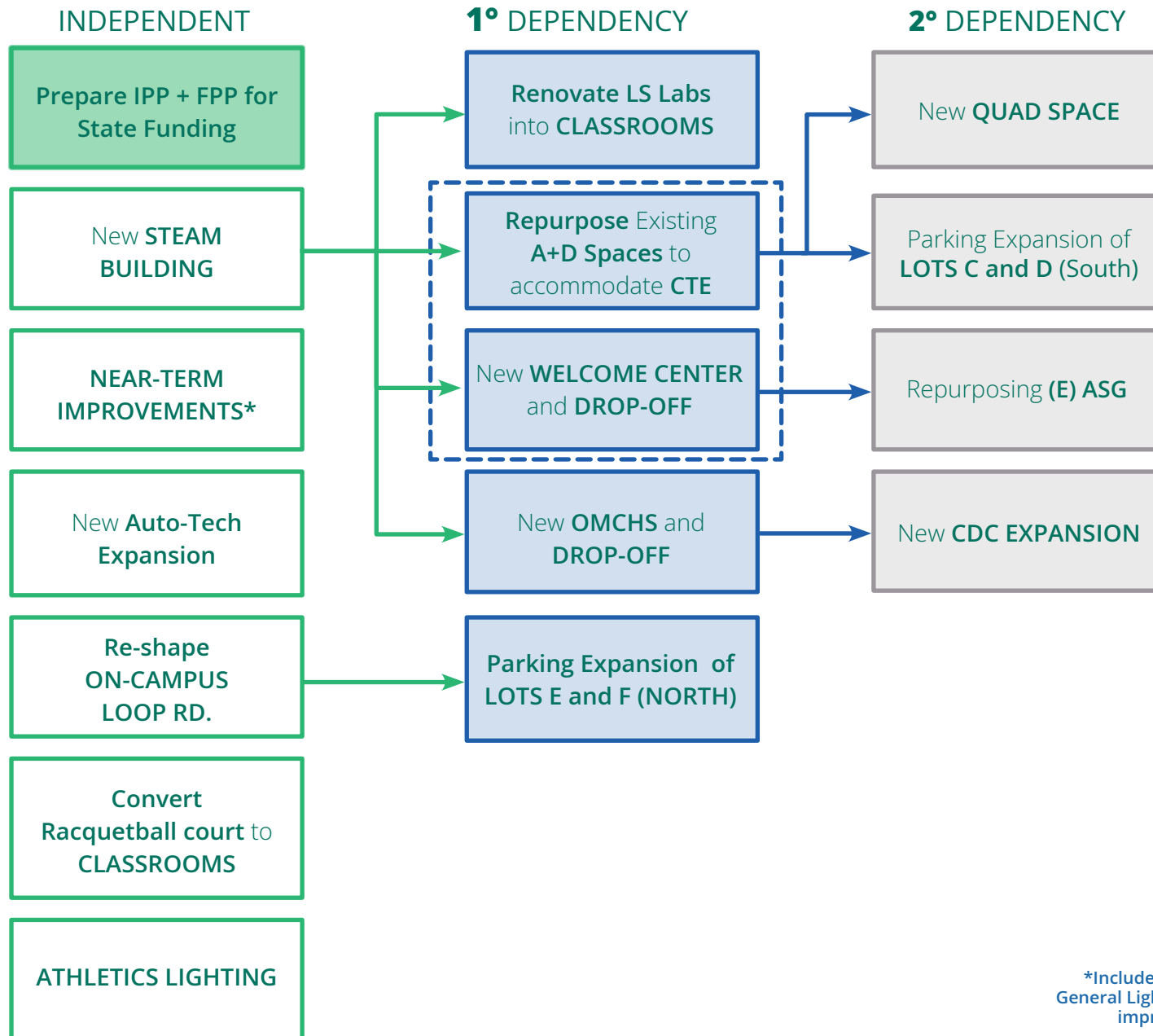
Condor Hall was renovated in 2016 and is in good condition today. However, the mezzanine is unassigned/unused noise concerns. A renovation should consider improving acoustics within the mezzanine, to provide additional student lounge or tutoring space.

IMPLEMENTATION BUDGET

PROJECT	SCOPE	TOTAL PROJECT COST	PROJECT THAT IS:	
			State Funded	Local Bond Dollars
Building Projects				
1 STEAM + Art Gallery	New Construction	\$62,916,876	\$25,166,750.51	\$37,750,125.76
2 Welcome Center	New Construction	\$32,320,866	0	\$32,320,865.82
3 Flexible Learning + OMCHS	New Construction	\$14,873,847	0	\$14,873,846.86
4 CTE Building Repurpose	New Construction	\$2,825,474	0	\$2,825,473.60
5 Auto Tech Expansion	New Construction	\$7,067,220	0	\$7,067,220.44
6 CDC Expansion	Repurpose/Renovation	\$12,337,880	0	\$12,337,880.31
7 ASG Repurpose	Repurpose/Renovation	\$3,067,117	0	\$3,067,116.98
8 Gym/PE Classroom Repurpose	Repurpose/Renovation	\$2,242,349	0	\$2,242,349.40
9 LS Secondary Effects	Repurpose/Renovation	\$15,017,048	0	\$15,017,048.00
<i>sub-total</i>		\$152,668,678		\$127,501,927
Site Improvement Projects				
Quad / EW Promenade		\$9,316,380	0	\$9,316,380.03
Parking Expansion / Perimeter Road		\$24,237,660	0	\$24,237,659.71
Landscape Improvements (Allowance)		\$7,472,010	0	\$7,472,010.00
Fire Technology EVOG Course		\$11,955,216	0	\$11,955,216.00
<i>sub-total</i>		\$52,981,266		\$52,981,266
Infrastructure & Site Amenities				
Infrastructure (Allowance)		\$7,283,640	0	\$7,283,640.00
Interim Use Renovations (Allowance)		\$7,472,010	0	\$7,472,010.00
Misc. Building Improvements (Allowance)	Repurpose/Renovation	\$20,853,811	0	\$20,853,810.61
<i>sub total</i>		\$35,609,461		\$35,609,461
Total Oxnard Campus		\$241,259,404		\$216,092,654

*The total project cost is provided in 2022 Q2 cost dollars. This includes state supportable cost, soft cost, program management cost, and geographic adjustment.

PROJECT SEQUENCING



*Includes Cell service, Wi-fi, Amphitheater improvements, General Lighting, outdoor learning spaces, general landscape improvements, Enterprise zone study as described on Pg 100: Near-term improvements



NORTH LEARNING SITE



OXNARD COLLEGE FIRE TECHNOLOGY AND PUBLIC SAFETY DEPARTMENT

OTHER SITES

OXNARD COLLEGE FIRE TECHNOLOGY ACADEMY

With the completion of the apparatus lab scheduled for occupancy in 2022, the Public Safety programs will have the additional space needed to house instructional equipment and complete indoor training in support of the Fire and EMT programs. Further development of the two additional exterior lab spaces will further enhance the programs' ability to offer much needed skills training and drills in an outdoor environment.

The District owns adequate property (approximately 13 acres) to the South of the existing facilities fronting Pleasant Valley Rd. and Las Posas. This area, when paved by VCCCD, will serve as an Emergency Vehicle Operator Course driving course enabling Fire, EMT, and Law enforcement to train and develop defensive driving skills that will prepare them for real life situations in their future careers as first responders. The ability to offer specialized training such as the EVOC driving courses will enhance the programs offerings and continue to grow the much-needed programs. It is also recommended that the College further strengthen way-finding and signage programs to enhance both visibility of and access to the programs.

OXNARD COLLEGE MARINE CENTER AND AQUARIUM

The Marine Education Center, in its current location, is facing many challenges. The inability to secure a permanent location and comply with the Department of State Architects Office standards for housing Students and Faculty should lead to continuing conversations regarding possible private/public partnerships and consider opportunities to grow the program.

NORTH LEARNING SITE

This project would begin conversations and gather data for the support of a future North Campus Learning Site. The Center might be located just off the 101 freeway North of the Oxnard main campus, West of the Public Safety Training Center, and Northeast of the Marine Education center. This potential location would be more accessible to students using transit to access campus as well as create a presence in an under-served portion of the District's service area.





6

APPENDICES



GLOSSARY OF TERMS

The Glossary that follows includes the definitions of the key words or terms used in the Facilities Master Plan.

ADA

Americans with Disabilities Act

AFS

Automatic Fire Sprinkler

AS BUILT

As built drawings record the locations, sizes and nature-concealed items such as structural elements, accessories, equipment, devices, plumbing lines, mechanical equipment and the like as constructed in the project. These records, with dimensions, are permanent for future reference.

ASF (ASSIGNABLE SQUARE FEET)

The sum of the floor area within the outside walls of a room or space, usable for student or staff stations.

BUILDING RECONSTRUCTION

The process of renovating buildings that have reached the end of their lifespan.

CAMPUS

An institution that is like a college in most respects but may not offer a full complement of programs or services. A campus is combined with other campuses or a college into a single institution for accreditation purposes.

CAP LOAD(S) (CAPACITY TO LOAD RATIO)

The relationship between the space available for utilization (square footage that is usable) and the efficiency level at which the space is currently being utilized.

The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library, and AV/TV.

The Space Inventory - records the usable square footage by type.

CAPACITY

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of assignable square feet per 100 Weekly Student Contact Hours (WSCH).

CAPITAL IMPROVEMENTS OR CAPITAL IMPROVEMENT PROJECTS

Activities concerned with planning, defining capital projects (demolition, alterations, additions or new facilities), securing funding and developing each project: programming, design, bid and construction. Activities are expanding to encompass the development or modification of new forms of educational delivery systems beyond those currently identified (classroom, laboratory, office, library and audio visual/television).

CAPITAL PROJECTS

Specific construction projects such as land, utilities, roads, buildings and equipment projects. May also be thought of in terms of "systems".

COLLABORATIVE LEARNING

Instruction method in which students move about, working in small groups, sometimes with specially designed workstations.

COLLEGE

A degree-granting institution intended to provide instruction through the second year of college.

DISTANCE EDUCATION

Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

DISTRICT OFFICE

An administrative facility, generally non-instructional, at a location separate from a college or campus. They are most common in multi-campus districts where more than one college and/or campus is served by a single administrative staff.

DSA (DIVISION OF THE STATE ARCHITECT)

Regulatory agency for the approval of building design and oversight of construction inspection.

EDUCATIONAL MASTER PLAN (EMP)

The portion of the Master Plan that defines the educational goals of the college and the existing and projected curricular offerings intended to achieve those outcomes.

EDUCATIONAL CENTER

A postsecondary operation established and administered by an existing college or district at a location away from the campus of the parent institution. An educational center is an operation planned to continue for three or more years and expected to enroll over 500 FTES by the third year of operation. The center typically has an on-site administrator and may offer programs leading to certificates and/or degree conferred by the parent institution.

EDUCATIONAL PROGRAMS

Sets of courses required to complete specified degrees and certificates.

ENROLLMENT

The level of student participation at a college. For the purposes of determining capital outlay funding, total enrollment is converted to FTES and WSCH.

FMP

Facilities Master Plan

FACILITIES

All of the capital assets of the college. May be divided into their physical components: Site, Buildings, Equipment and Systems.

FACILITIES SYSTEMS

Used to be thought of as land, utilities, roads, buildings and equipment is now thought of in terms of 'facilities systems' where all physical components are educationally defined, interrelated and interdependent.

FINAL PROJECT PROPOSAL (FPP)

Establishes the project justification, final scope and estimated costs for all acquisition, infrastructure, facility and systems projects. An FPP is a contractual grant application from a district.

FIVE-YEAR CONSTRUCTION PLANS (5-YCP)

The portion of the Facilities Master Plan that defines the capital improvements the college will need if it is to achieve the learning outcomes specified in its College Master Plan.

FTES

Full-Time Equivalent Students

FUTURE SITE

A parcel of land acquired for future development and subsequently approved by the Board of Governors as eligible to receive State capital outlay funds to develop into a college or educational center.

GSF (GROSS SQUARE FEET)

The sum of the floor areas of the building within the outside of the exterior walls, including all vertical penetration areas for circulation and shaft areas that connect one floor to another (ASF plus non-usable space).

GROUP 1 - FIXED EQUIPMENT

Building fixtures and service systems with the following characteristics:

- Securely attached to the facility
- Functions as part of the building
- Removal results in visible damage to the building or impairs the designed use of the facility
- Generally interpreted to be real property rather than personal property
- Once installed, it loses its identity as a separate unit

GROUP 2 - MOVABLE EQUIPMENT

Equipment that cannot be identified as 'Group 1 - Fixed Equipment'. Usually can be moved from one location to another without significantly changing the effective functioning of facilities at either location.

INFORMATION TECHNOLOGY

All electronic and optic educational delivery systems including multi-media, computer, telecommunications, networks and broadcast.

INITIAL PROJECT PROPOSAL (IPP)

Introduces the concept and impacts on space intended by each IPP so that efforts can be made to determine which projects should continue into more detailed planning and development.

INTERACTIVE DISTANCE EDUCATION

Distance education in which the technology employed provides an immediate opportunity for exchange between participants.

LEED

Leadership in Energy and Environmental Design

MAINTAINABILITY

The ability to preserve a facility in a serviceable, usable condition, free from failure or defect.

MODERNIZATION

Facility modification to update functional features to meet contemporary standards.

NOTICE OF COMPLETION

A notice filed by the owner of a construction project in which the project has been marked as completed by the county records office and all creditors have been paid.

NOTICE-TO-PROCEED

Establishes the start date of construction and gives the contractor permission to work.

OPERATIONS AND MAINTENANCE

Operations, maintenance, equipment upgrades and replacement, and minor remodeling because of change of occupant or program. Funded by the State Operations Budget.

PATH OF TRAVEL

The route a person would normally take to get from one point to another. It's relevance to facility planning is most commonly used to address accessibility issues.

PROGRAM

Educational course of instruction.

PROGRAM DOCUMENT

A published document that establishes the purpose, goals, objectives and baseline criteria in the design process.

PROJECT MANAGEMENT

The management of a capital project from planning through construction.

PROJECT SUMMARY

A standard state form used to transmit any capital outlay budget change proposal.

RELOCATABLE MODULAR BUILDING

DSA pre-approved structures, which are intended to be temporary in nature. These structures are 24' x 40' modules that can be constructed as stand-alone or joined to provide a more spacious facility.

RENOVATION

Facility modification to refurbish the fit and furnish of the space.

ROOM TYPE

Identifies the room by use or function (i.e. Lecture, Lab, Office, meeting room, etc.)

SPACE INVENTORY (OR "REPORT 17")

A statistical legal record of the gross square footage and the assignable (i.e. usable) square footage of a college center.

SUBSTANTIAL COMPLETION

The stage of a construction or building project or a designated portion of the project that is sufficiently complete, in accordance with the construction contract documents, so that the owner may use or occupy the building project or designated portion thereof for the intended purpose.

SUSTAINABILITY

- Utilization of products and materials that are considered to be renewable energy
- Utilization of an energy source that is generated by means of renewable resources, such as solar power, wind or hydroelectricity

SWING SPACE

Space that is utilized for the temporary relocation of classrooms, labs and offices that have been displaced due to construction activities.

SPACE INVENTORY

Annual facility survey to establish an inventory of Assignable Square Feet for the campus.

TELECOMMUNICATIONS

All communication via telephone, wired and non-wired networks.

TOP CODE

Rooms/spaces are assigned a particular use and function, a specific discipline or service. This 4-digit numeric code identifies the “type” of use that supports that particular room. Typically used to identify laboratory uses and functions.

VALUE ENGINEERING

A review of engineering systems in a project to verify that the best system has been chosen given the budget and the functional criteria.

WAY FINDING

The act of providing a cohesive and comprehensive signage program that directs a person from any given point to a desired destination. The critical feature of this program is to clearly describe the accessible path of travel for disabled persons.

WSCH (WEEKLY STUDENT CONTACT HOURS)

The average amount of hours of student instruction conducted in a week in a primary term of an academic year.





DATA COLLECTION

DIVISION MEETINGS

Public Safety	11-05-2021
Library Liberal Studies	11-19-2021
Math, Science, Health, PE, Athletics	11-19-2021
Student Services	12-06-2021
Career Education	12-15-2021
Marine Education Center & Aquarium	01-24-2022
Associated Student Government	11-19-2021

TOWNHALL MEETINGS

Student Townhall	11-17-2021
Staff Townhall	11-16-2021
Community Townhall	01-13-2022
President’s Advisory	12-01-2022

PHOTO CREDITS

<https://vccd.widencollective.com/portals/rlzyteq4/OxnardCollegePhotosandEvent>



