



# VENTURA COLLEGE

2022 FACILITIES MASTER PLAN





# TABLE OF CONTENTS

## 01

### EXECUTIVE SUMMARY

Introduction	1.1
College Philosophy	1.3
Planning Principles	1.6
Letter from the President	1.11
Process & Participants	1.13

## 02

### PROJECT OVERVIEW

Scope & Purpose	2.1
Methodology	2.3
Campus Engagement	2.4
Glossary of Terms	2.10

## 03

### EXISTING CONDITIONS

Campus Context	3.1
History and College Development	3.5
Land & Building Use	3.9
Mobility & Access	3.17
Space Utilization	3.23
Growth	3.29
Sustainability	3.33
Challenges & Opportunities	3.37

## 04

### FUTURE VISION

Facilities Master Plan Goals	4.1
Concept Development	4.2
2022 Facilities Master Plan	4.7
Project Descriptions	4.12
Open Space & Landscape	4.16
Mobility & Access	4.40
Sustainability Goals	4.45
Implementation Strategy	4.54

## 05

### EAST CAMPUS

Overview	5.1
Campus Survey	5.2
Campus Context	5.4
Program Development	5.8
Future Space Needs	5.10

## 06

### APPENDIX

Infrastructure	6.1
Traffic Considerations	6.12
Context Data	6.15
Survey Results	6.22
Concept Alternatives	6.25
Meeting Dates & Notes	6.29



VENTURA COLLEGE

VC



# 01

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## EXECUTIVE SUMMARY

Introduction

College Philosophy

Planning Principles

Letter from the President

Process & Participants

## INTRODUCTION

In September 2020, Ventura College launched a planning process to develop a Facilities Master Plan (FMP) for its Ventura and East Campuses.

Reflecting the participation of a wide range of stakeholders, this FMP is shaped by the strategic and educational goals, all of which shall guide the physical development of the Campus.

The Campus Plan looks ahead 30 years to the year 2052, and includes recommendations for open space, circulation, transportation, and physical development. Uses for the new construction are identified, however because of the dynamic

nature of education, changes in technologies, and uncertainty of future, specific categories of academic uses are omitted from this report.

The Ventura College 2022 Facilities Master Plan proposes a written and illustrated narrative describing how Ventura College may address future student enrollment, student services, academic programs, athletics, and overall campus experience, as they relate to the physical environment of the college campus.

The FMP is intended not as a literal framework but as a point of reference to assist the college community

in future decisions regarding the physical development of our campus. As future campus-wide needs change the FMP will adapt to meet these evolving needs of the college community. All phases of the FMP will be subject to Ventura College's participatory governance process for the implementation of any proposed projects, no matter the scale.

Community outreach has been a major part of the FMP planning process. The College believes the FMP should reflect the large and diverse community it serves. To achieve this Ventura College facilitated and encouraged meaningful community involvement throughout the planning

process (see the Appendix for more details).

Lastly, a comprehensive Facilities Master Plan is required to complete the annual submission of a Five-Year Capital Outlay Plan to the State. The FMP assists the District in identifying funding needs for capital improvements and is a major component of meeting the integrated planning requirement for accreditation.

## COLLEGE PHILOSOPHY

### MISSION & VISION

#### Mission

The Ventura College 2017 - 2020 Strategic Implementation Plan defines the mission of Ventura College, describing the student experience as they attend school and how that will influence their future.

*“Ventura College places students at the center of their learning experience, supporting them in achieving their personal, academic, and career goals in an anti-racist, liberating, and inclusive environment. The College is an open access educational institution that supports our diverse community helping them transform their own lives by offering degrees, certificates, transfer, and workforce preparation opportunities.”*

#### Vision

In addition to the mission of the college, the Strategic Implementation Plan also defines the vision of the college:

*“Ventura College will be a beacon of learning - a source of inspiration and guidance - for our students and community.”*

## **LAND ACKNOWLEDGMENT STATEMENT**

We acknowledge that Ventura College is located on the unceded land of the Chumash peoples. We also acknowledge that the land where this educational institution resides was founded upon exclusions and erasures of Chumash peoples. Ventura College honors their connection to this region and pay our respects to the Chumash community, their elders, both past and present, as well as future generations.

In the footsteps of the Chumash people, we carry forward their tradition of coming together to grow as an inclusive and equitable community.

This acknowledgment demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism and is written in the spirit of educational collaboration and community.”

## **GUIDING PRINCIPLES**

In order to effectively demonstrate one of the foundational components of Ventura College to put the students before all else, the college has established six guiding principles that they are committed to exhibiting in all that they do.

These include the following:

- Embrace the strength of diversity.
- Listen with intensity and compassion.
- Communicate with integrity and passion.
- Design student-centered solutions.
- Spark self-confidence and a sense of discovery.
- Pursue our vision and goals with passion.

## **STRATEGIC GOALS**

In addition to the mission, vision, and guiding principles, Ventura College has instituted a set of five goals, listed in the Strategic Implementation Plan. These goals include:

- Increase the success of our students while closing equity gaps.
- Increase our community's access to transfer, workforce preparation, and basic skills education.
- Strengthen local/regional partnerships and community engagement.

- Enhance institutional effectiveness and accountability to improve innovation and student outcomes.
- Effectively manage campus resources to meet student and community needs.

In order to achieve these goals, a set of objectives have been formulated for each individual goal in order to identify a strategy to achieve each goal. See the 2017 - 2020 Strategic Implementation Plan for more information regarding these strategies.

## PLANNING PRINCIPLES

### MASTER PLAN GOALS

The Facilities Master Plan intends to address the principles that were developed over the course of several planning workshops, open forums, and focus group meetings with the key stakeholders of Ventura College. These principles are based wholly on the campus and community feedback that was received over the course of these workshops, open forums, and meetings. The five principles of the Facilities Master Plan include Identity, Pride and Equity, Campus Life, Flexibility, and Inclusivity and guided the process of this campus vision. These principles are described in more detail on the subsequent pages.





## EQUITY



© Ventura County Community College District

Foster an inclusive campus environment that welcomes diverse communities as we instill a sense of belonging that ensures equitable access to resources and opportunities.



## IDENTITY



© Clepsy Hernandez

Embrace and reflect the unique culture of our Ventura Community. Nurture community partnerships and reinforce a cohesive and sustainable campus environment for our students and community for years to come.

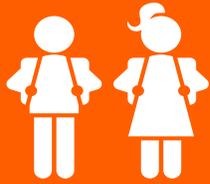


## PRIDE



© Ventura County Community College District

Maintain a sense of #VCPiratePride, while celebrating the successes that make our campus distinctive.



## CAMPUS LIFE



© Ventura County Community College District

Create a vibrant campus life experience to support student success that meets students where they are.



## FLEXIBILITY



© Ventura County Community College District

Support flexible spaces as part of a dynamic campus.





## MASTER PLAN DRIVERS

Once the Master Plan Goals had been developed, the Drivers began to take form. These drivers establish key components that provide a means by which the Goals set forth in this Plan shall be achieved, and apply physical, spatial, and architectural solutions to support the Goals. The Drivers of the Plan include:

- Enhance the student experience and sense of arrival
- Consolidate Student Services
- Celebrate the symbolic entrance
- Enhance the east-west connection
- Promote students gathering
- Improve access to resources
- Improve campus edges

### Enhance the student experience

The students of Ventura College shall be prioritized, and providing an experience which advances their future is a foundation of the college.

### Consolidate Student Services

Student Services currently exist in multiple buildings on campus. Consolidating the majority of them into a single location will help to alleviate confusion and provide a single location.

### Celebrate the Symbolic Entrance

A symbolic campus entrance shall allow visitors to know they have arrived, and help to promote a strong campus identity.

### Strengthen the east-west connection

A strong north-south connection currently exists within the campus and introducing an east-west connection aims to enhance circulation.

### Promote student gathering

Providing spaces for students to enjoy and desire to spend time on campus is an essential component of this Plan. Ventura College shall be a campus that instills a home away from home where students want to linger.

### Improve access to resources

An equitable access to the resources Ventura College offers a balanced education to all students. This Plan aims to address the access to resources and is described more thoroughly in the following chapters.

### Improve campus edges

Ventura College shall be a campus where the community feels welcome and invited. This Plan intends to help create an inviting campus edge that draws visitors in, while also promotes the culture of Ventura College and the activities within.



## LETTER FROM THE PRESIDENT

Ventura College has successfully and strategically developed its 2022-2032 Facilities Master Plan (FMP), with a comprehensive and inclusive process over the past year during the middle of a worldwide pandemic. The purpose of the plan is to strengthen support for the college mission and serve as a guide for campus development over the next ten years to improve our institution. The project aligns with our Educational Master Plan, Mission, Vision, and Guiding Principles, emphasizing equity, identity, pride, campus life, and flexibility.

We kicked off the project by introducing consulting firm Steinberg Hart at a Captain's Chat in April 2021, followed by a series of focus groups and conversations with various departments and constituency groups. Steinberg Hart received feedback from faculty, classified professionals, management, and students through participatory governance meetings, an all-campus town hall, and an electronic survey. Community outreach efforts consisted of presentations at the East Campus Advisory Council, the College Area Community Council, and community surveys. The outreach efforts expanded to Superintendents, members of the local K-12 school districts, local officials, and the VCCCD Board of Trustees to participate in the process. The final plan was approved by management, the Academic Senate, Classified Senate, Associated Students of Ventura College, and ultimately the Board of Trustees.



In 1925, Ventura College was established as the first institution of higher education in our county and is fondly referred to by employees as a Flagship. Our FMP retains the treasures of our nearly 100-year history with exceptional possibilities for our future. Key features of the plan include a welcoming entrance onto campus with a prominent building consolidating student services and activities, enhanced and inclusive gathering spaces for students, 250,000 GSF of new constructions, and a phase-in plan for increased East Campus facilities.

We are delighted with the outcome of the Facilities Master Plan. Ventura College now has a roadmap focused on quality and flexibility while meeting campus educational and community needs for years.

Thank you to all the participants for devoting the time and energy to this critical project that helps shape our future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kim Hoffmans'.

Kim Hoffmans, R.N., Ed.D.  
President

## PROCESS & PARTICIPANTS

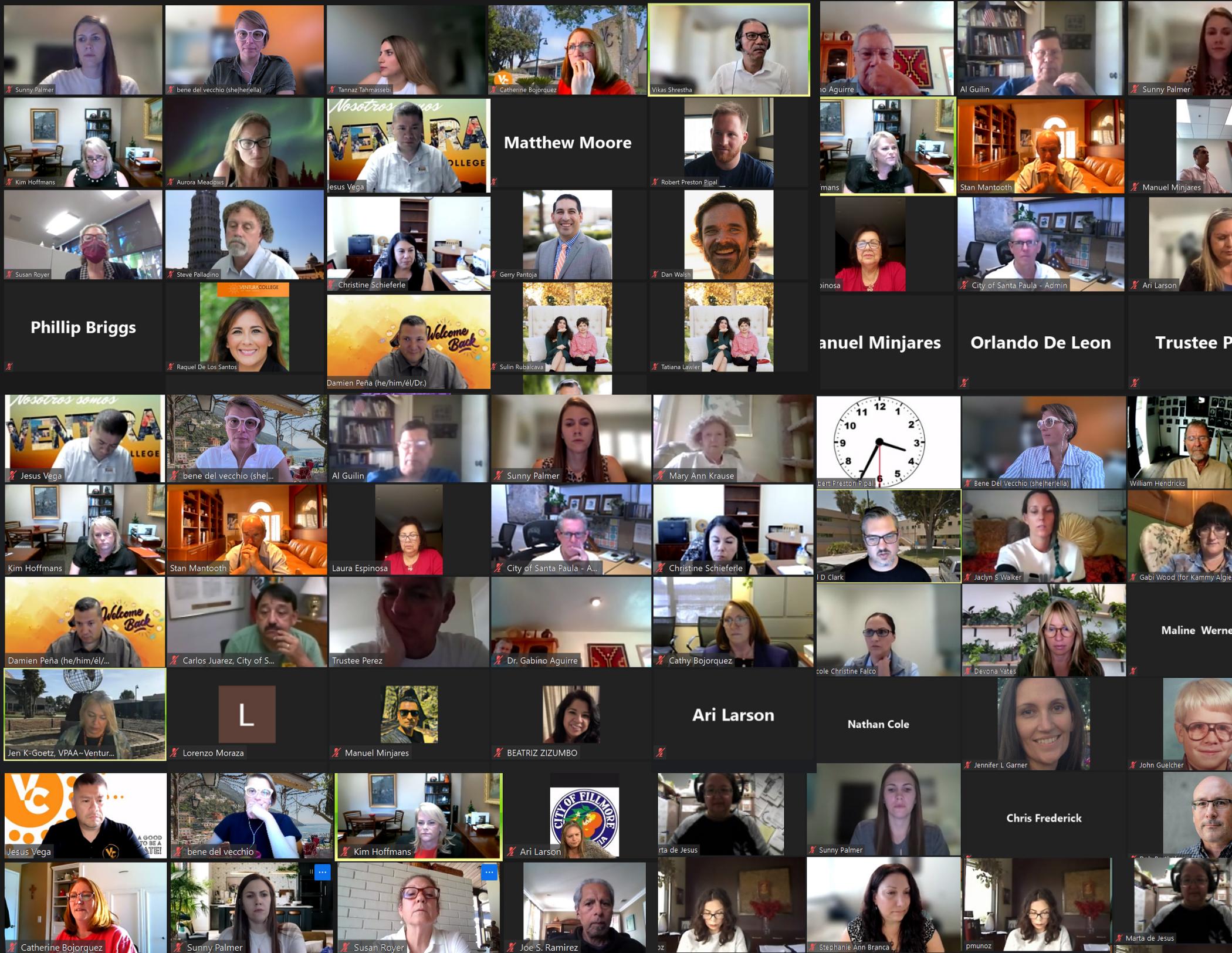
### PROCESS

This document records the aspirations, vision, goals, and needs brought forth by the Ventura College Facilities Master Plan as gathered through an inclusive process over the course of a nine-month period from March 2021 - November 2021.

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

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

Together with Ventura College, Steinberg Hart developed a work plan and interactive process to create the vision, goals, and needs defined in this Facilities Master Plan Document.



Sunny Palmer

bene del vecchio (she/her/ella)

Tannaz Tahmassebi

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*Executive Assistant to the President*

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*VP of Academic Affairs*

Jesús Vega, Ed. D.  
*Dean, East Campus*

### **Management Group**

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*Director of Facilities, Maintenance, & Operations*

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*College Services Supervisor*

### **Campus Committees/Groups**

Academic Senate

Administrative Council

Associated Students of Ventura College

Classified Senate

College Planning Committee

East Campus Advisory Group

Facilities Oversight Advisory Group

ITS / Maintenance & Operations

## **CONSULTANTS**

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## Certification

This document serves as the framework for current and future facilities needs of Ventura College. It represents facilities renovation and expansion requirements to support the College's educational and programmatic goals, and has been agreed upon by the undersigned Academic Senate, Classified Senate, Associated Student Government, and the administrative representative of Ventura College.

*Kimberly Hoffmans*

May 9, 2022

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College President – Kimberly Hoffmans

Date

*Daniel Clark*

May 6, 2022

---

Academic Senate President – Daniel Clark

Date

*Jordana Ybarra-Telias*

May 13, 2022

---

Classified Senate President – Jordana Ybarra-Telias

Date

*Tony Magana*

Tony Magana (May 6, 2022 08:23 PDT)

May 6, 2022

---

Associated Students of Ventura College President - Tony Magana

Date



APPLIED SCIENCE CENTER

E.A.C.  
Educational Assistant



# 02

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## PROJECT OVERVIEW

Scope & Purpose

Methodology

Campus Engagement

Glossary of Terms



## SCOPE & PURPOSE

The Ventura College Facilities Master Plan was developed in order to guide short- and long-term solutions that shall enhance the experience and success of the future students, faculty, staff, and the Ventura community as a whole.

The planning process began with evaluating existing campus conditions through physical observation, data reported in the Facilities Utilization Space Inventory Option Net (FUSION) and other data collection resources, surveys, and working/focus group meetings.

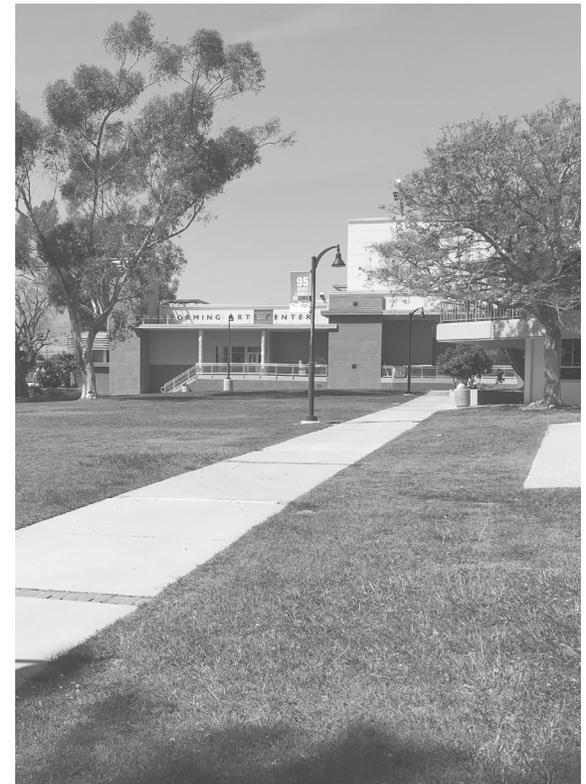
Although the campus was looked at holistically, below are specific buildings that were significantly impacted due to the development of the Plan.

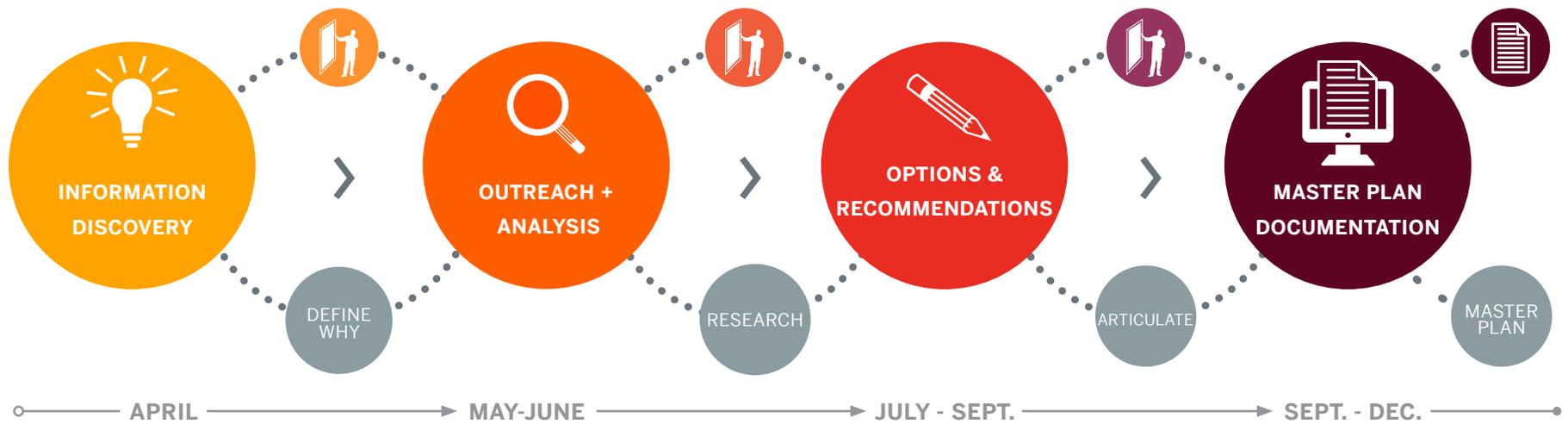
These building include:

- Campus Student Center (CSC)
- Environment/Construction Technology (ECT)
- Extended Opportunity Programs & Services (EOP)
- Guthrie Hall (GH)
- Library & Learning Resource Center (LRC)
- Sciences & Mathematics (SCI)
- Student Success Center (SSC)
- Trailers (TR)

Along with the analysis of the existing conditions, this Plan includes recommendations to address pedestrian and vehicular circulation, as well as hierarchy and organization of the open space network.

The following chapters and sections document the investigation and discussions of existing conditions and the solutions that were refined over the course of the planning process.





## METHODOLOGY

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

This process was guided by a four-phase process which included Information Discovery, Outreach and Analysis, Options and

Recommendations, and Master Plan Documentation.

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

During the second phase, Outreach and Analysis, the campus/site was thoroughly studied, utilization and space needs were analyzed, and the incorporation of a sustainability

framework was established. Additionally, during this phase, the goals of the Plan began to take shape.

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

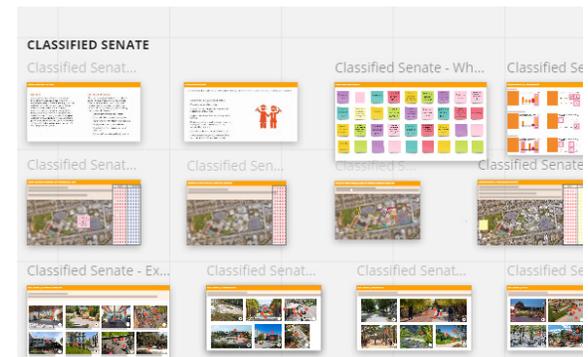
The following diagrams show the responses and feedback shared by students, faculty, and staff over the course of several meetings and workshops.

## CAMPUS ENGAGEMENT

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

A detailed record of community outreach and engagement is available in Chapter 06, Appendix.

September 08, 2021. Zoom Meeting  
Reviewing Alternatives



**FOCUS GROUPS**

- Academic Senate
- Classified Senate
- Associated Students of Ventura College (ASVC)
- Information Technology
- Maintenance & Operations (M&O)
- Administrative Council
- College Planning Committee (CPC)
- Town Hall
- Executive Team
- East Campus Committee
- College Area Community Council



## CAMPUS SURVEY

The purpose of this survey is to identify places that are valued by the College community for specific significance and to establish a baseline guide for initial understanding of the resource in the context of the Master Plan and for future work.

### Where do you study/eat/meet friends on campus?

In order to gather insight into where students participate in various activities throughout the day, they were asked to place colored dots in locations on campus where they study (red), eat (green), and meet friends on campus (yellow).



### Where do you feel safe/unsafe/welcome/unwelcome on campus?

Students were also asked to place colored dots signifying where they feel safe, unsafe, welcome, and unwelcome on campus.



## EXPERIENCE MAP

Students, Faculty, and Staff were asked to identify their 'favorite' and 'least favorite' areas of campus.

The key takeaways from this survey showed that the Applied Sciences Center (ASC) is highly desired by both faculty/staff and students. This was due to the technology capabilities, facility resources, and the multi-function spaces it provides.

The Sciences and Mathematics (SCI) building proved to be one of the least desirable spaces on campus, mostly due to poor HVAC performance, lack of daylight, and poor circulation amongst the building users.



## FAVORITE

### ASC

- “Beautiful, updated, technology is amazing”
- “Well-used across many uses”
- “Nice resources, nice chairs, modern”

### ADM

- “Great location, center of campus for all student activities, student lounge”
- “Admin has trees around it...real trees, not phone pole palm trees”

### ECT

- “Nice exterior spaces”
- “Nice space for the community to come together”
- “Nice place for community, inviting”

## MIXED REVIEW

### CSC

- “This area faces the sun, and it is very hot. Cafeteria area needs help”
- “Cafeteria area faces the sun and it gets very hot”

### MCE/MCW

- “Too much concrete”
- “Hate cement”
- “Best conference room on campus; great views from upper floors”
- “Nice outdoor space between buildings”

## LEAST FAVORITE

### SCI

- “Dark, depressing, stains, no fresh air, bad labyrinth circulation”
- “2nd floor lecture halls have no windows; no fresh air”
- “Bad experience; lab techs not supported in building”
- “Bad wayfinding; faculty and student experience”

## GLOSSARY OF TERMS

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

**Assignable Square Footage (ASF)**

The usable area required to accommodate a function/ assigned square footage of a space. ASF is typically described as “wall-to-wall” space or “usable area.”

**Gross Square Footage (GSF)**

The total area of an enclosed building, measured to the exterior walls. This includes everything in a building, even those spaces which are not used (i.e. elevator shafts, mechanical rooms, etc).

**HVAC**

Heating, ventilation, and air conditioning; this term refers to the systems used to move air and heat/cool buildings.

**Potential/Future Building**

A new project for construction that may or may not occur in the future. These buildings are planned for in the Facilities Master Plan, but are so far in the distant future that campus needs may change by the time they are intended to be built.

**Proposed Building**

A new project for construction that is anticipated to occur in the near future (0 - 10 years).

**Proposed Renovation**

Renovation and/or addition to an existing building. This may include (but is not limited to) interior remodeling, finish upgrades, building system upgrades, space additions, etc.



# VENTURA COLLEGE

SET YOUR COURSE





## 03

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### EXISTING CONDITIONS

Campus Context

History & College Development

Open Space & Landscape

Land & Building Use

Mobility & Access

Space Utilization

Growth

Sustainability

Challenges & Opportunities

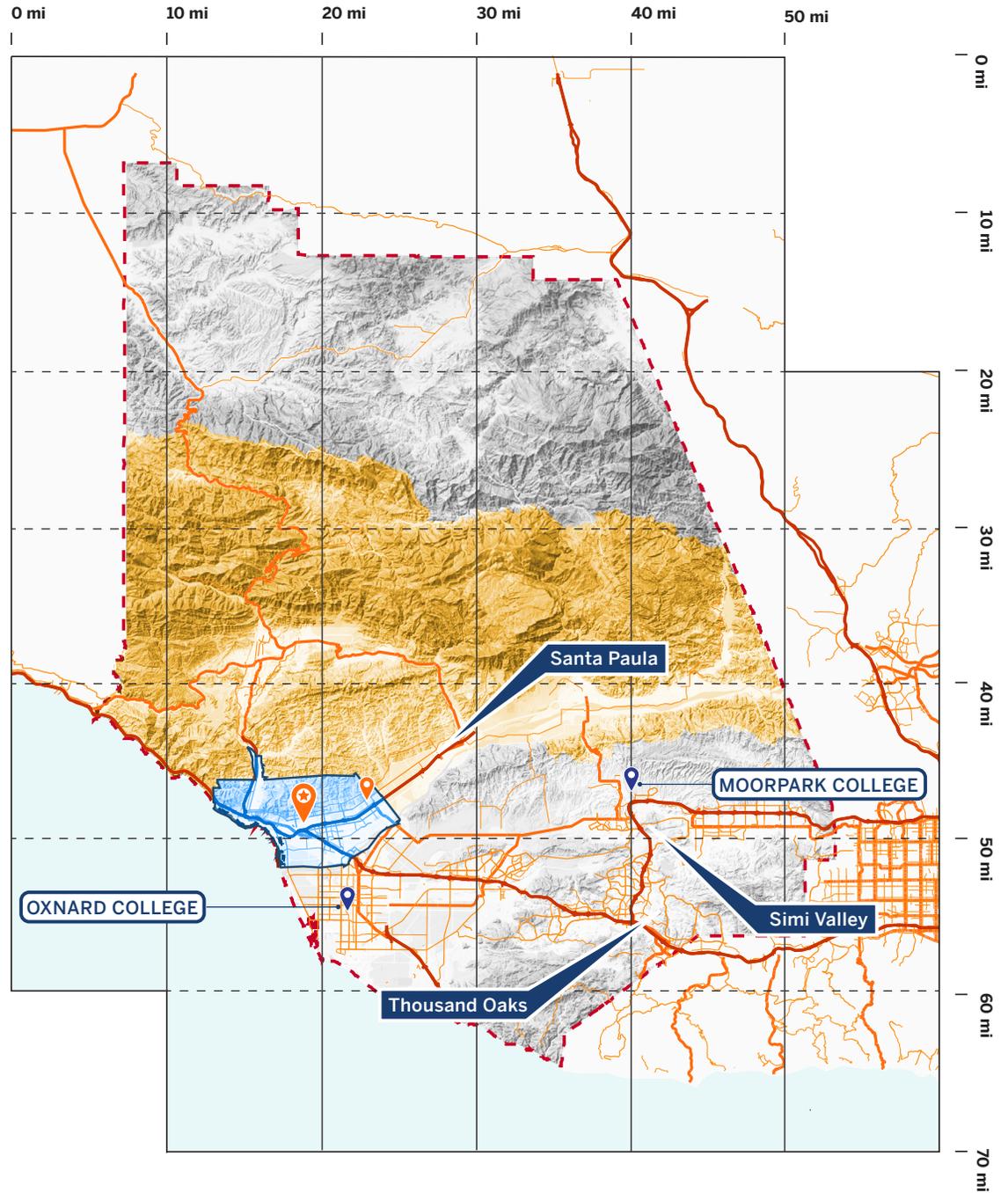


## CAMPUS CONTEXT

Occupying more than 112 acres in the city of Ventura. Ventura College is located approximately 2.8 miles from the Pacific Ocean and four miles south-east of downtown Ventura. Just over 65 miles south of Ventura is Downtown Los Angeles, and Santa Barbara is located about 30 miles to the north. The city, located along Highway 101, is also situated between two free-flowing rivers and has adjacencies to Ventura's rolling hills. Ventura is a part of the Oxnard - Thousand Oaks - Ventura metropolitan area.

Ventura County is home to not only Ventura College, but two other community colleges as well. These colleges include Moorpark College to the east and Oxnard College, just south of

Ventura College. During the 2020 - 2021 school year, Moorpark College accounted for 43.31% of students, Oxnard College accounted for 21.12% of students, and Ventura College accounted for 35.57%. In addition to these three colleges, Ventura College East Campus also exists within the county limits in the city of Santa Paula. See Chapter 05 for more information on East Campus.



**LEGEND**

-  Ventura County Community College District
-  Ventura College Service Area (including the city of Ventura)
-  Ventura City Limits
-  Ventura College
-  East Campus
-  VCCCD Colleges



## LAND USE

Residential areas envelop Ventura College on each campus edge. A few small pockets of commercial zones are scattered along the perimeter as well, most notably along the southeast corner of the campus. Just south of Highway 101 lies an industrial zone.

Farmland/agriculture occupies over 25% of the county land in Ventura, supporting the income of local communities. Two large agricultural fields are located within a five-mile radius of the campus; one to the south and one to the east.

0 mi

1 mi

2 mi

3 mi

4 mi

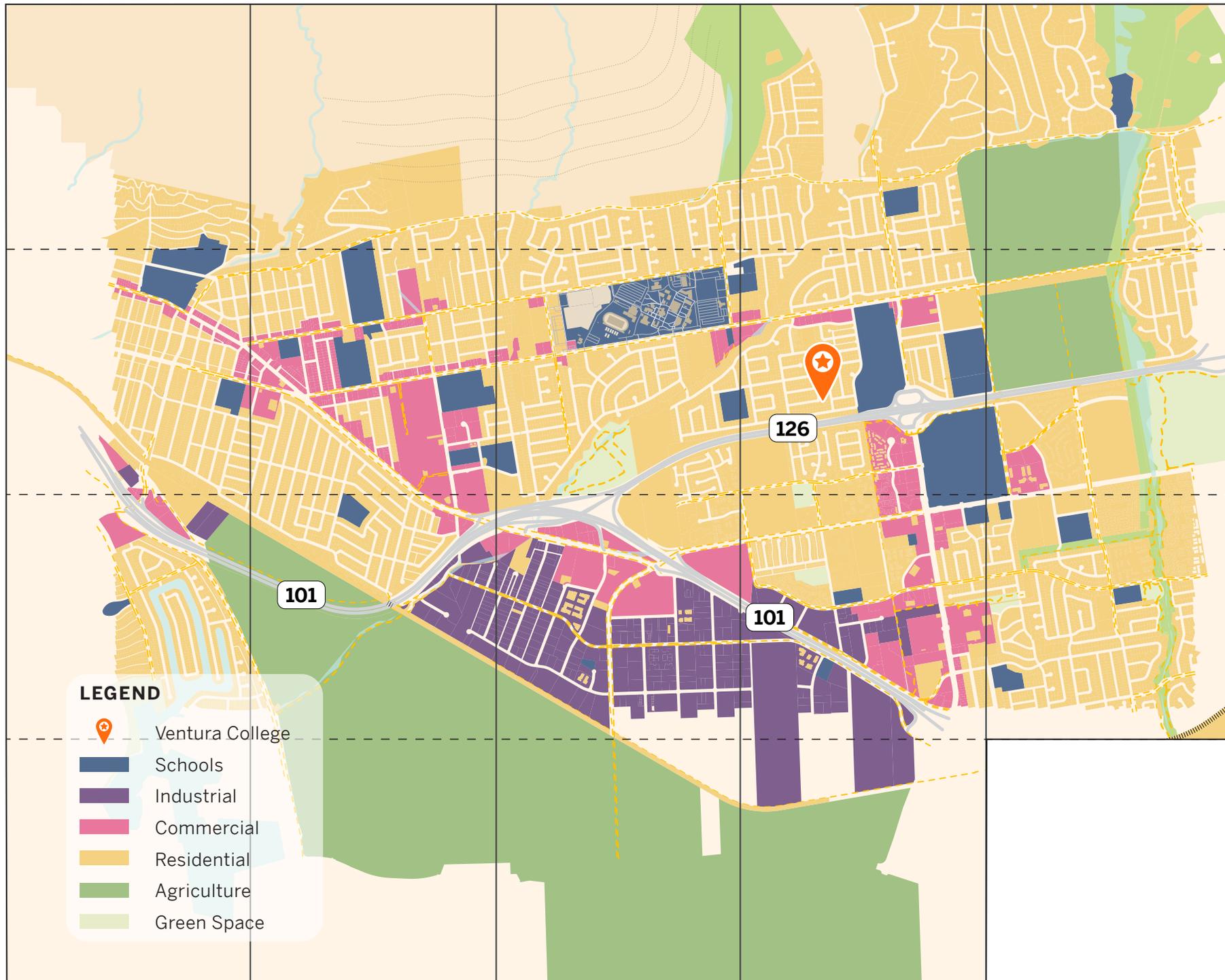
Land Use Map

0 mi

1 mi

2 mi

3 mi



**LEGEND**



Ventura College



Schools



Industrial



Commercial



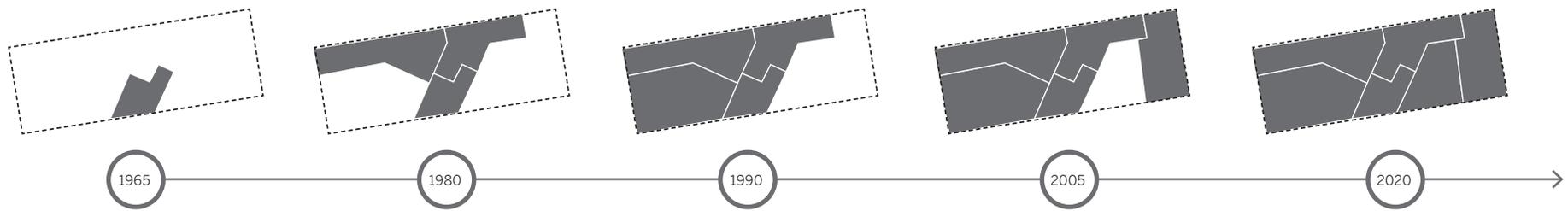
Residential



Agriculture



Green Space



## HISTORY & COLLEGE DEVELOPMENT

The City of Ventura, officially named San Buenaventura, was founded in 1782 and has been influenced by the Chumash as well as Europeans and Chinese cultures.

Ventura College, the first college in Ventura County, was founded in 1925 as part of a junior college department that was added to Ventura Union High School. The college was originally part of the Ventura High School District's four-four plan of secondary education, which included four years of junior high school and four years of high school/junior college. However, in 1930, the college (known then as Ventura Junior College) moved to a new location at Main Street and Catalina Street in Ventura.

This location is now the current home of Ventura High School.

Eventually, in 1952, the Ventura High School District went from the four-four plan to the three-three-two plan due to the population growth and building needs of the city. This plan included three years of junior high school, three years of high school, and two years of higher education. Thus, Ventura Junior College became Ventura College to accommodate the freshman and sophomore years of college.

Shortly thereafter in 1955, Ventura College moved to its current location on Telegraph Road. Beginning in 1974, the college began offering classes at another location in Fillmore to serve



the primarily Hispanic population of the Santa Clara River Valley, and in 1980 the East Campus was established in Santa Paula.

33 majors are available at Ventura College, in addition to an associate of arts degree in general studies. Additionally, the college offers certificates in 35 career and technical education fields, as well as proficiency awards in 26 fields. A Community Education program is also available through the college offering hundreds of various classes.

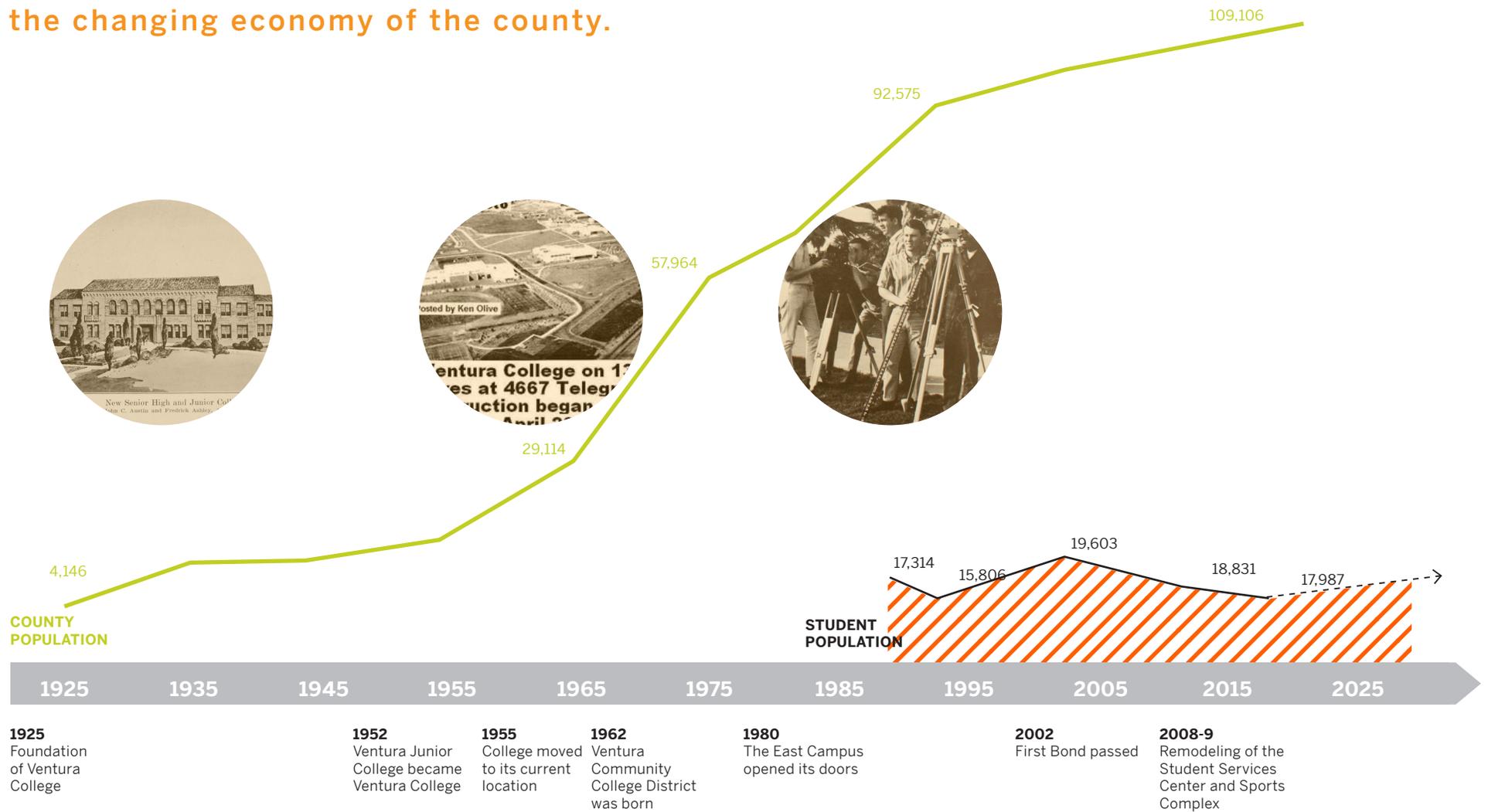
Currently, there are three colleges within the Ventura County Community College District which include Ventura College, Moorpark College, and

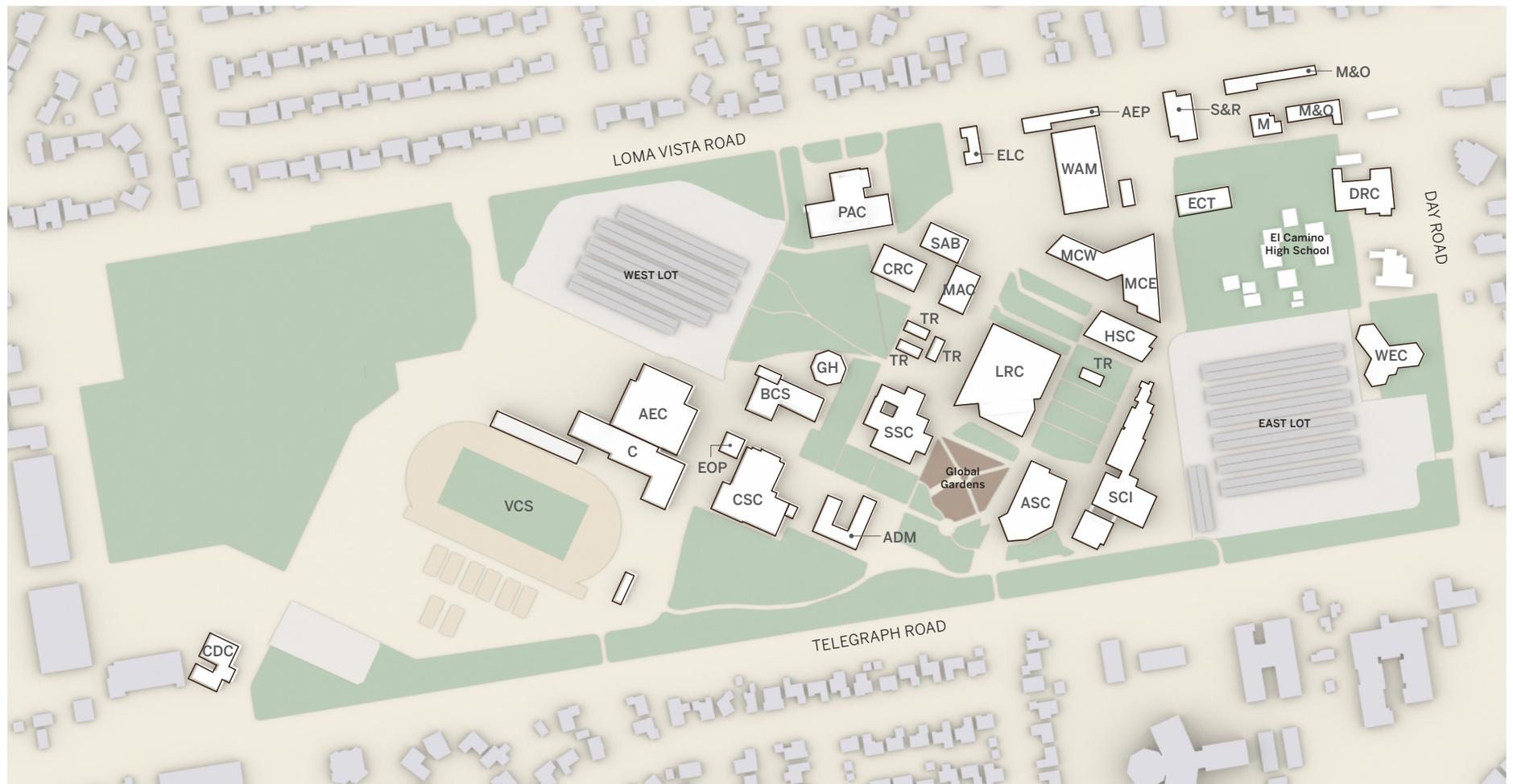


Oxnard College. In total, the district accommodated more than 50,000 students in the 2020-2021 school year according to the California Community Colleges Chancellor's Office. 16,200 (35%) of those students attended Ventura College.



In almost 100 years VC  
 academic programs have both  
 influenced and been influenced by  
 the changing economy of the county.





## BUILDING KEY

<b>ADM</b>	Administration	<b>CSC</b>	Campus Student Center	<b>M</b>	Ceramics & Sculpture	<b>SCI</b>	Sciences & Mathematics
<b>AEC</b>	Athletic Event Center	<b>DRC</b>	Day Road Center	<b>MAC</b>	Media Arts Center	<b>SSC</b>	Student Services Center
<b>AEP</b>	Auto Education Program	<b>ECT</b>	Environmental/Construction Tech.	<b>M&amp;O</b>	Maintenance & Operations	<b>S&amp;R</b>	Shipping & Receiving
<b>ASC</b>	Applied Science Center	<b>ELC</b>	English Learning Center	<b>MCE</b>	Multidisciplinary Center East	<b>TR</b>	Trailer Classrooms/Labs
<b>BCS</b>	Bookstore & Campus Services	<b>EOP</b>	EOPS	<b>MCW</b>	Multidisciplinary Center West	<b>WAM</b>	Welding/Auto/ Manufacturing
<b>C</b>	Kinesiology (Small Gym)	<b>GH</b>	Guthrie Hall	<b>NMG</b>	New Media Gallery	<b>WEC</b>	Wright Event Center
<b>CDC</b>	Child Development Center	<b>HSC</b>	Health Sciences Center	<b>PAC</b>	Performing Arts Center		
<b>CRC</b>	Creative Resources Center	<b>LRC</b>	Library & Learning Resource Center	<b>SAB</b>	Studio Arts Building		



## LAND & BUILDING USE

### FACILITIES CONDITION INDEX (FCI)

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

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

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

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

Nearly half of the buildings on campus have a poor or critical FCI score. These facilities should be considered for demolition, which will provide opportunities to reconsider the spatial organization of the entire campus.



**LEGEND**

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



## BUILDING AGE

The first buildings at Ventura College were built in 1954 and included the Environmental/Construction Technology building (ECT), the Campus Student Center (CSC), Student Services Center (SSC), and the Studio Arts Building (SAB), among various others. The campus was born on the western side and eventually migrated across to the east. A majority of these older buildings on campus have been renovated in some way or another throughout their lifetime. However, multiple buildings have not had any renovations, contributing to lower FCI scores as shown previously. In many cases, the building age can be linked to the FCI score received.



The center of campus contains the newest buildings such as the Applied Sciences Center (ASC), the Multidisciplinary Center East, Multidisciplinary Center West, and the Health Science Complex. These buildings were all built within the last 10 years.

As stated in Chapter 04, the Sciences and Mathematics (SCI) building is being proposed as a candidate for demolition. While this building is being shown as renovated in 2021, these renovations are needed for the building to function adequately if/when the building is demolished in the future. The renovations include HVAC upgrades and have the potential to be utilized and recycled in other buildings on campus.



The extent of the renovations done on the other buildings on campus vary from light to more extensive work.

**LEGEND**

- 2010 - 2019
- 2000 - 2009
- 1990 - 1999
- 1980 - 1989
- 1970 - 1979
- 1960 - 1969
- 1950 - 1959
- Renovated



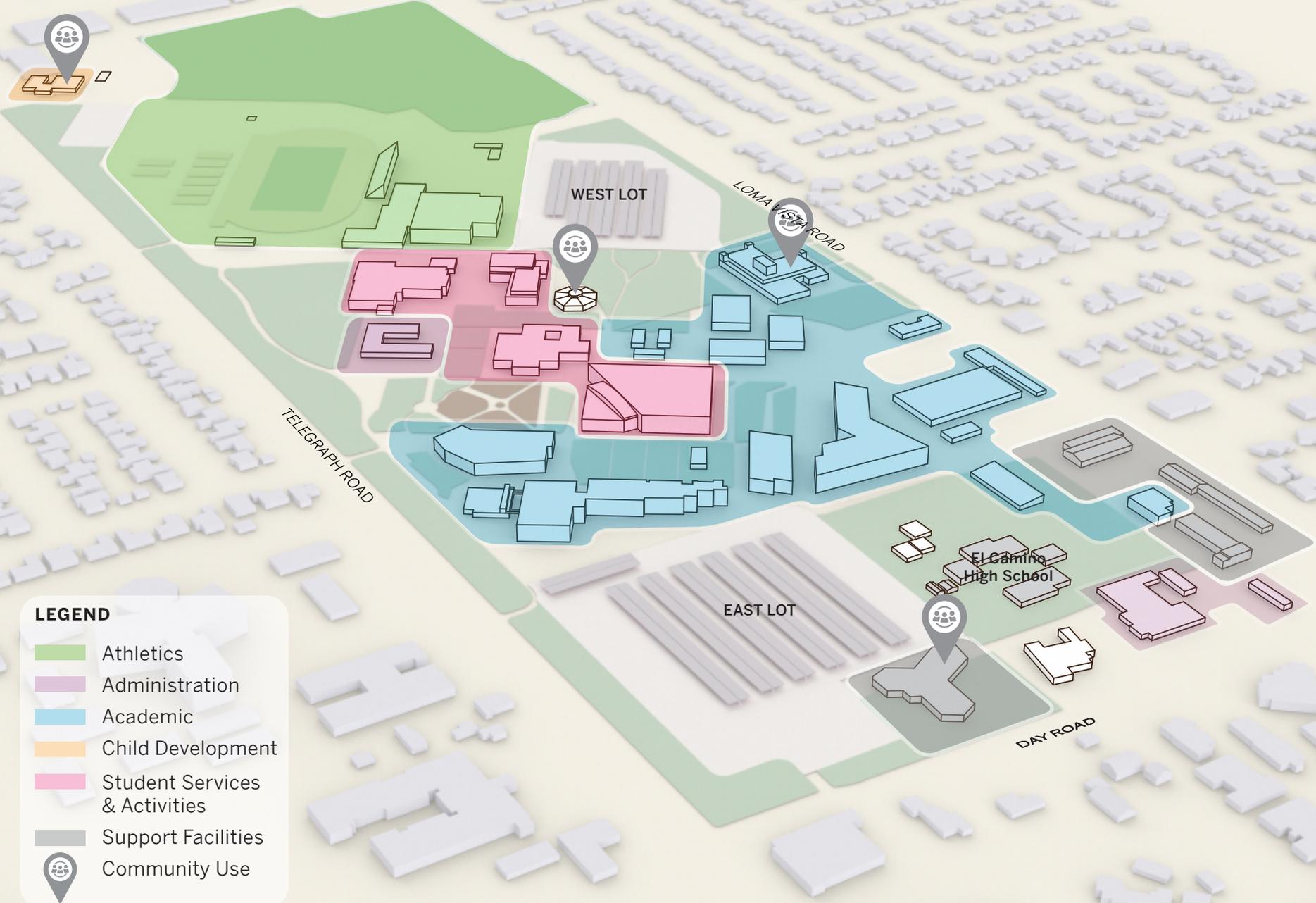
### **CAMPUS ZONING**

The Ventura College campus can be categorized into six main zones:

- Athletics
- Administration
- Academic
- Student Services & Activities
- Support Facilities
- Child Development

There is a clear central zone of the campus which is focused on Student Services and Activities. This area lies between the Athletics fields on the west and the Academic zone on the east. The campus Support Facilities are located on the northern perimeter of campus, facing Loma Vista Road.

The Child Development Center, Administration building, and Day Road Center (campus police) are respectively located on the western, southern, and eastern edges of campus.



**LEGEND**

- Athletics
- Administration
- Academic
- Child Development
- Student Services & Activities
- Support Facilities
- Community Use



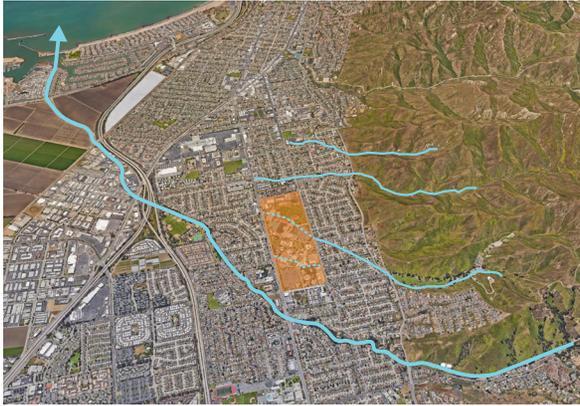
### **CAMPUS ORGANIZATION & COMMUNITY CONNECTION**

Ventura College's campus is an approximately 112 acre rectangular site with long street frontages on the north and south sides, a shared property line with existing commercial and institutional uses on the west side and street frontage with numerous driveways and entries on the east side. The campus is roughly divided into thirds. The western third is devoted to athletic fields and the Child Development Center. The central third serves as the academic core of the campus with most classroom and administrative buildings located there. The eastern third includes maintenance facilities and several community-serving complexes including Continuing

Education, El Camino High School and the Wright Event Center. Large parking reservoirs bracket the central campus core with the main vehicular entries occurring the southeast corner and central north and south edges. Transit for commuting students is mainly along Telegraph Avenue and pedestrian entries are located along the southern edge of the campus.

Ventura College has the potential to play an important role in the larger community, both as an institutional presence as well as a location for a variety of community activities and events. Currently the east parking lot hosts a weekly swap meet on the weekends. The athletic fields and shaded walkways provide a park-like

recreation space for nearby residential neighborhoods. The Performing Arts Center and the Wright Event Center are both located on the campus edge, with great public visibility and access. Clarifying and celebrating these accessible facilities and opportunities for public gatherings will help to further integrate the campus and community and reinforce the inherent synergies between the two.



### COASTAL SETTING

Ventura College sits on a marine terrace at the base of the Ventura Foothills, surrounded by a mix of residential, institutional and light commercial development. The campus site is relatively level, gently sloping to the southwest. The generally diagonal orientation of campus development, including the internal drive separating athletics from the academic core, reflects historic drainage patterns and barracudas, extensions of the foothills' canyons and draws that direct water to the Pacific Ocean beyond. Ocean breezes and fog moderate the temperature and provide atmospheric moisture, making an inviting climate for outdoor gathering and activities as well as one in which a variety of plants and trees can thrive.



### EXISTING TREES

The campus is graced with a diverse collection of mature canopy trees. Many are located along the campus perimeter, conveying a park-like character particularly along the north and southeast community frontages. At the campus interior, larger mature trees are loosely arranged in groves and located within older courtyards and greenswards, providing areas of shade and respite, and serving as stately focal elements. The broad canopies of the trees also serve an important function in mitigating climate change, diverting stormwater run-off, sequestering carbon and mitigating the urban heat island effect on hardscape surfaces. Future development projects should be designed to support existing trees and minimize disturbance in root zones.



### OPEN SPACES

The existing campus buildings are largely organized around courtyards, gardens and open spaces of varying scales and character. Where the right balance of softscape and hardscape is achieved-- including shaded seating areas and appropriately scaled pathways and gathering spaces-- these courtyards become an inviting and highly functional places to stay on campus and study, collaborate, rest and relax. Future development should carefully consider pedestrian circulation to and between courtyards; ground floor interior and exterior program relationships; building, sun and shade orientation, to create a well-connected series of outdoor amenities to support the college community.



## MOBILITY & ACCESS

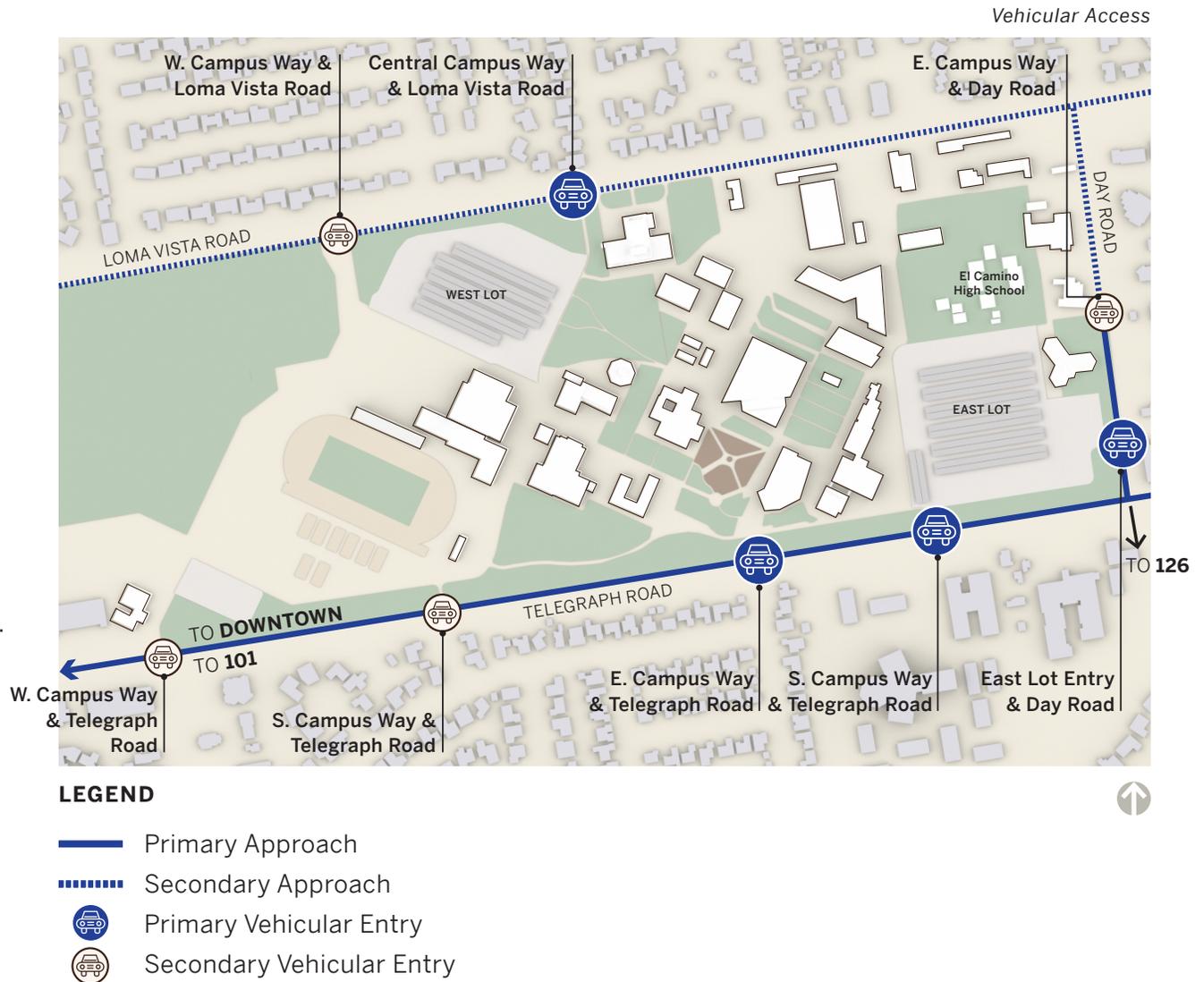
Over the course of workshops/ meetings with the campus users and through campus visits, clear mobility and access patterns were discovered and analyzed. Vehicle and pedestrian gateways were established, along with the vehicle and pedestrian circulation paths that occur on campus once users arrive. How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

See the Challenges and Opportunities section at the end of this chapter for more information regarding the planning concept.

## VEHICULAR ACCESS

Ventura College is bordered by Loma Vista Road, Day Road, and Telegraph Road. While Loma Vista Road provides access to the residential neighborhood just north of the campus, Telegraph Road is a major thoroughfare moving in the northeast/southwest direction and connects Ventura to the neighboring community of Santa Paula. Day Road provides the north/south connection between Loma Vista Road and Telegraph Road but does generate traffic due to El Camino High School.

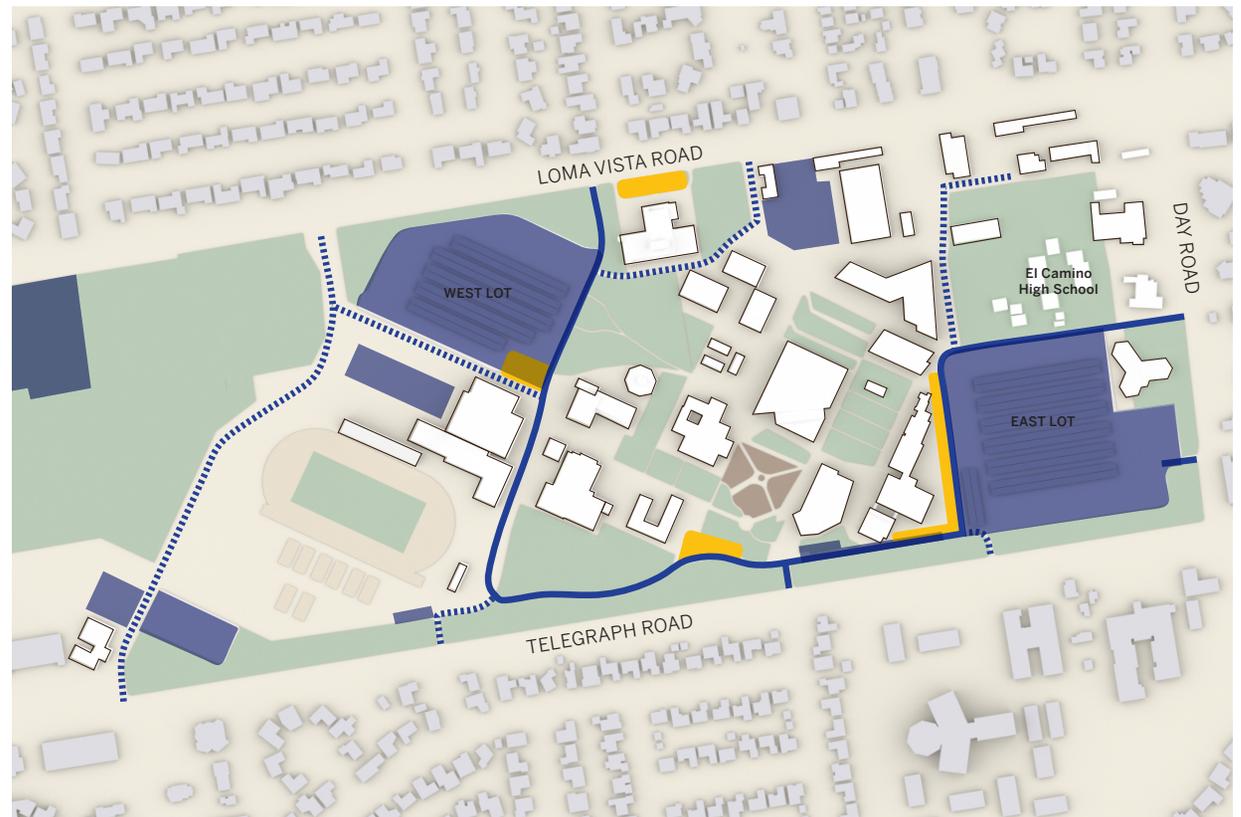
The three bordering roads provide multiple access points into the campus. The most heavily used points of entry include two along Telegraph Road near the East Lot, one along Day Road, and one along Loma Vista Road.



## VEHICULAR CIRCULATION

Vehicles entering campus from Loma Vista Road typically either park in the West Lot, while vehicles entering campus from Telegraph Road typically park in the East Lot. While the East Lot and the West Lot are the two primary parking lots, various smaller lots are located throughout the campus.

Drop-off areas are located along S. Campus Way and Central Campus Way, near the East Lot, Administration, and the West Lot. Traffic jams are known to occur at the drop-off location bordering the East Lot. A fourth drop-off area is located in front of the Performing Arts Center.



### LEGEND

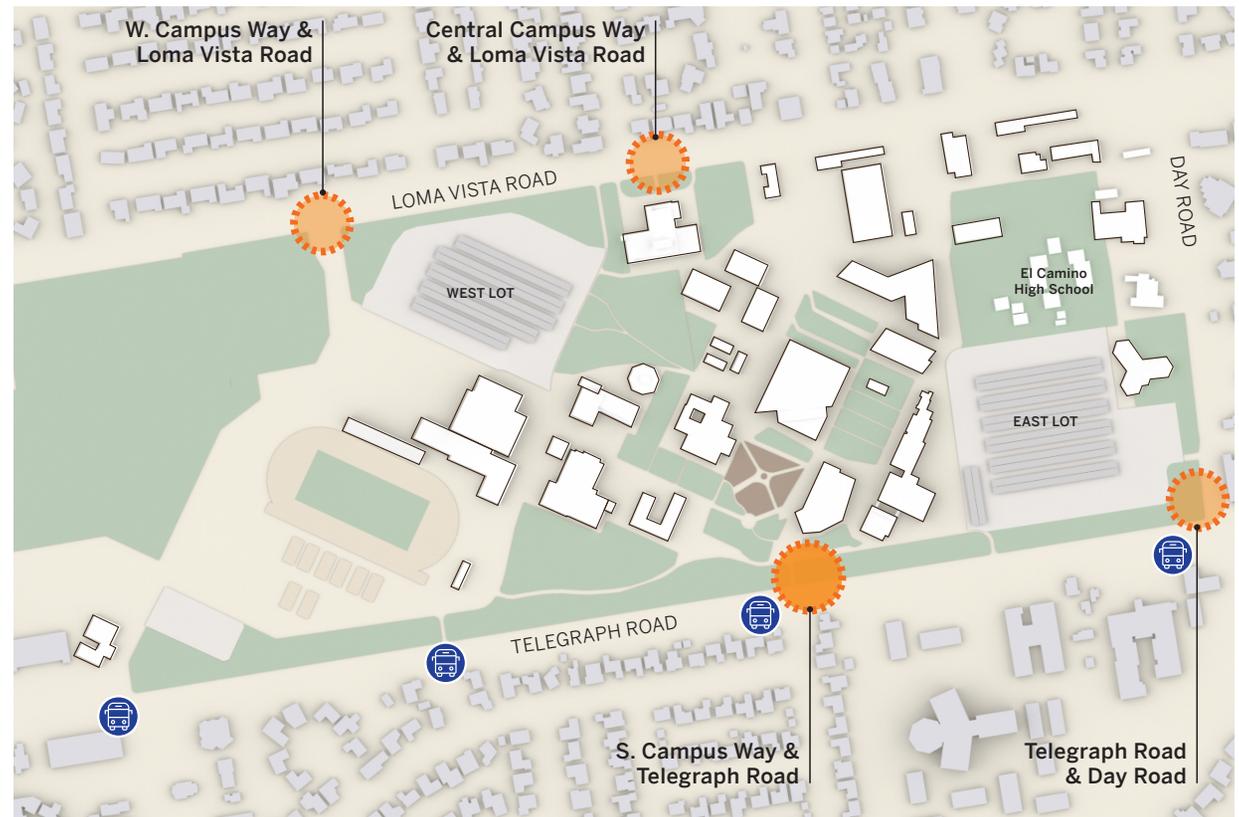
- Primary Route
- Secondary Route
- Drop-off
- Parking



## PEDESTRIAN ACCESS

Pedestrian access points are similar to the vehicular access locations, with the primary entrance located along Telegraph Road and S. Campus Way. This gateway is correlated with the public transit stop location used most frequently by students and campus visitors. Three other public transit stops are located along the edge of campus and Telegraph Road.

While no public transit stops are located along Loma Vista Road, two pedestrian gateways have nonetheless been established. These gateways are used by those who are dropped off, bike /walk to campus, or park off-campus in the residential neighborhood.



### LEGEND

-  Pedestrian Gateway
-  Public Transit Stop

## PEDESTRIAN CIRCULATION

Participants were asked to draw their way when traveling to Ventura College, and the paths they use regularly while circulating throughout the campus. The Pedestrian Circulation diagram illustrates the identified primary and secondary paths of circulation that are most commonly used by students, faculty, and staff.

The campus was found to predominantly circulate in the north and south directions, with few paths moving in the east and west directions.

Through this exercise, outdoor gathering spaces were also located. These areas consisted of various lawns, the Global Gardens, the space around MCE/MCW, and the ECT gardens, just south of the ECT building.



### LEGEND

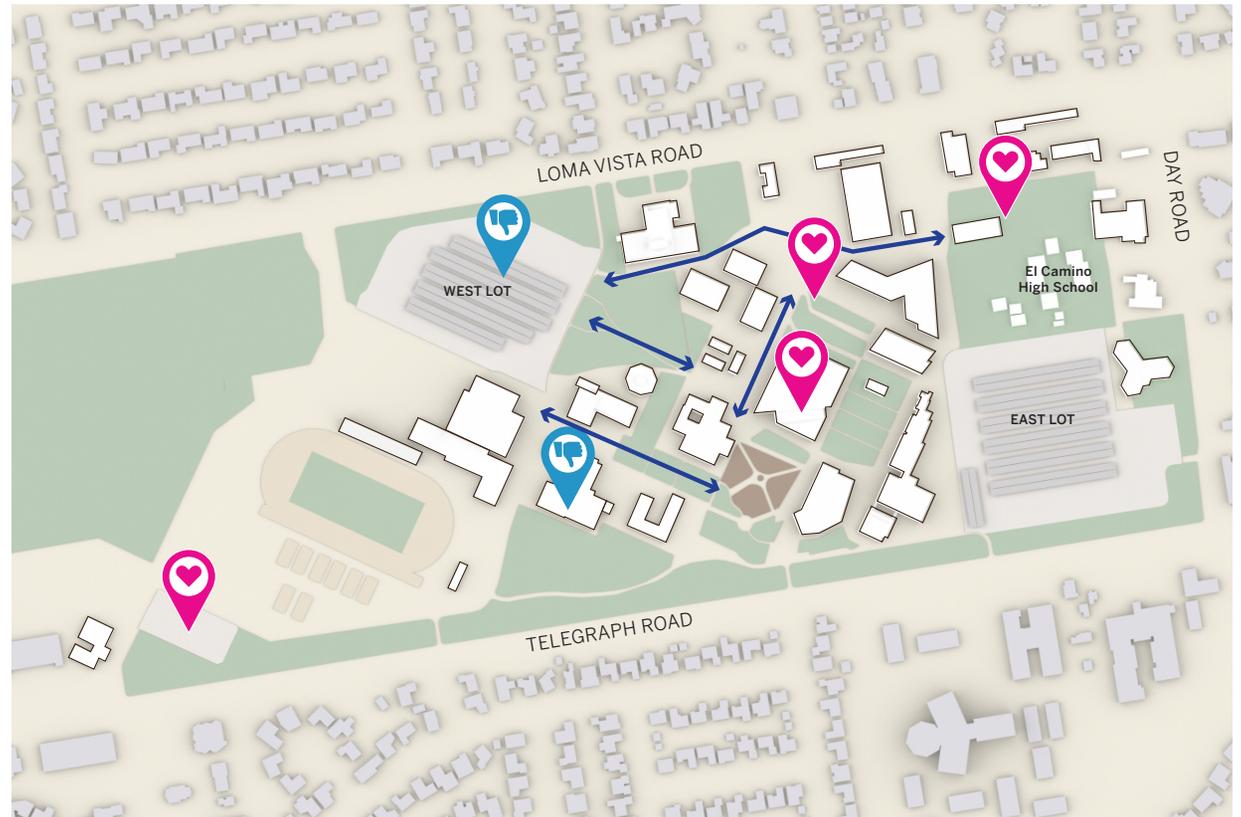
- Primary Route
- Secondary Route
- Gathering Space



## ANALYSIS TAKEAWAYS

Following the workshops conducted with campus users, key takeaways were compiled. These takeaways included:

- The ECT garden is a sacred place, but difficult to find/get to.
- The LRC is frequented by students.
- Outdoor seating area by MCE/ MCW is a popular hang-out space.
- The East Lot fills up quickly.
- The CSC building is not a favorite building among students.
- The majority of campus users use open spaces as shortcuts and do not linger on campus.



### LEGEND

-  Like
-  Dislike
-  Alternate Circulation Routes



## SPACE UTILIZATION

The following graphics represent the data of Fall 2019 classroom and lab utilization rates. This data was used to evaluate the current and future needs of classroom and lab spaces of the Ventura College campus. New classroom and lab buildings will have the opportunity to bridge the gap between classroom sizes and enrollment numbers, as there is currently a discrepancy between the course enrollment numbers and classroom sizes available. For example, 17% of classrooms have a 21 - 30-person capacity, but 31% of courses have 21 - 30 students enrolled. This leads to 21 - 30 student classes being held in rooms that are intended to serve a larger capacity, contributing to a lower utilization rate.

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

The following terms are used when calculating utilization rates:

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



### CLASSROOM UTILIZATION

The calculation for classrooms is defined as:

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

### STATE STANDARDS

WRH: 75% scheduled = 53 hours

% station occupancy: 66%

WSCH: 35 hours

These state standards are based on a classroom availability of 70 WRH (Mondays - Fridays, 8:00am - 10:00pm).



### LAB UTILIZATION

The calculation for labs is also defined as:

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

### STATE STANDARDS

WRH: 34% scheduled = 27.5 hours

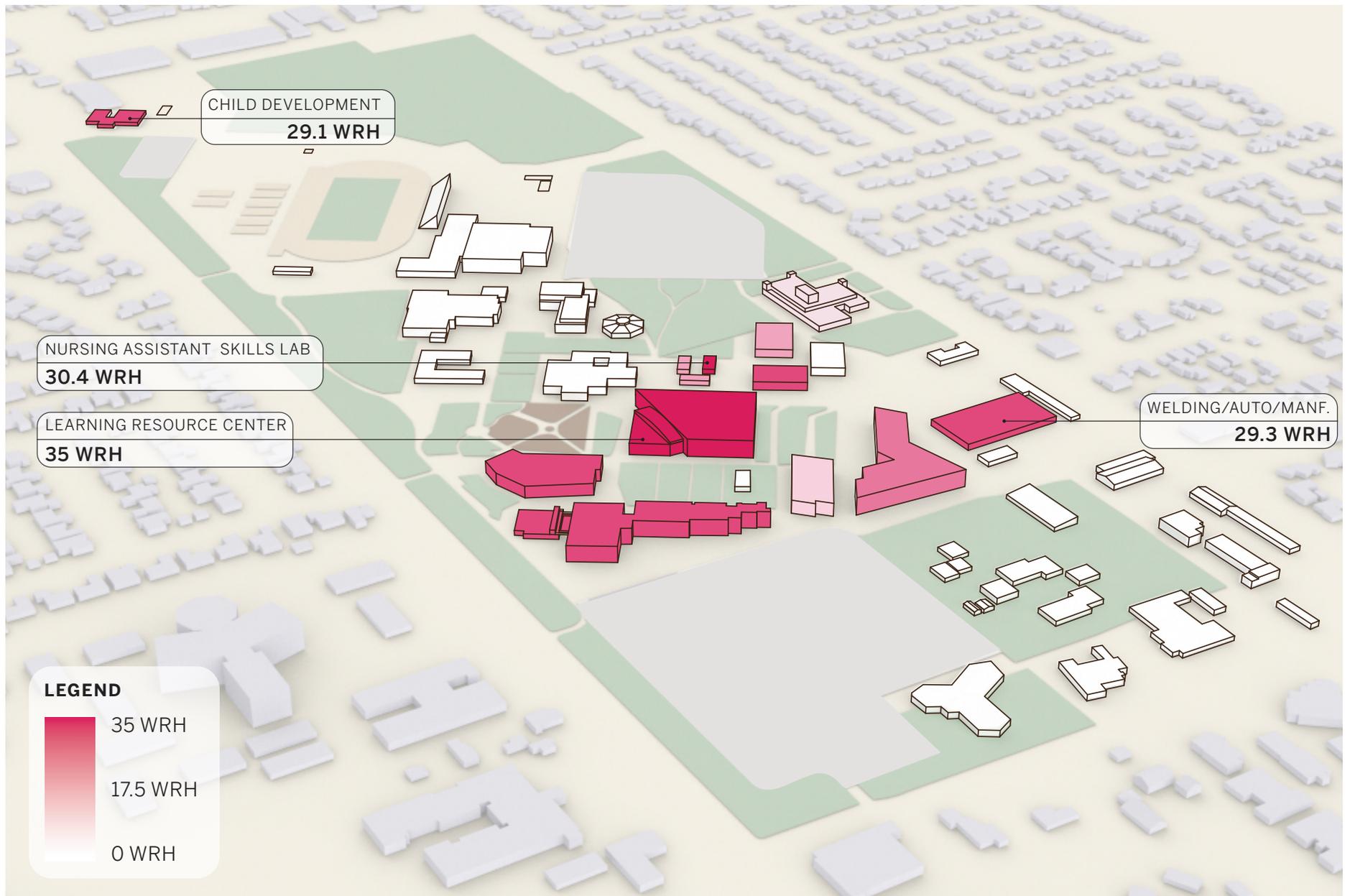
% station occupancy: 85%

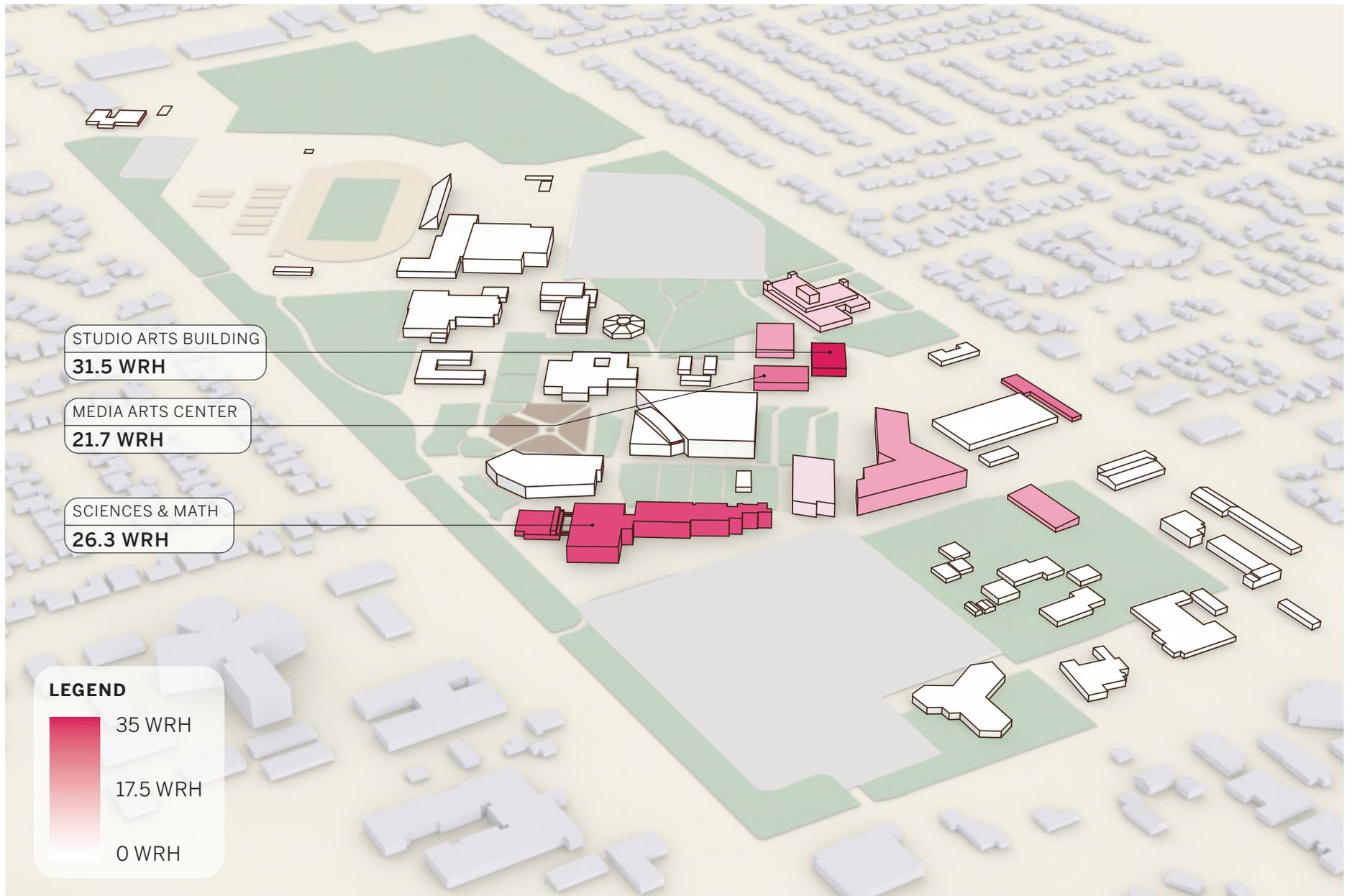
WSCH: 23 hours

These state standards are based on a classroom availability of 70 WRH (Mondays - Fridays, 8:00am - 10:00pm).

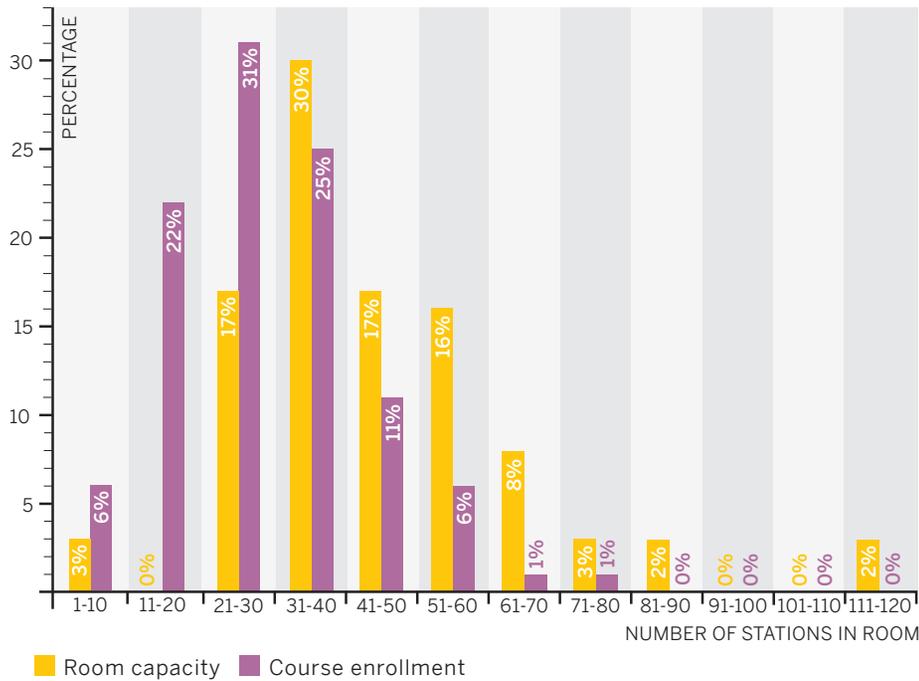


In addition to these calculations, the scheduling patterns of the classrooms and labs were also reviewed. These studies can be found on the following pages.

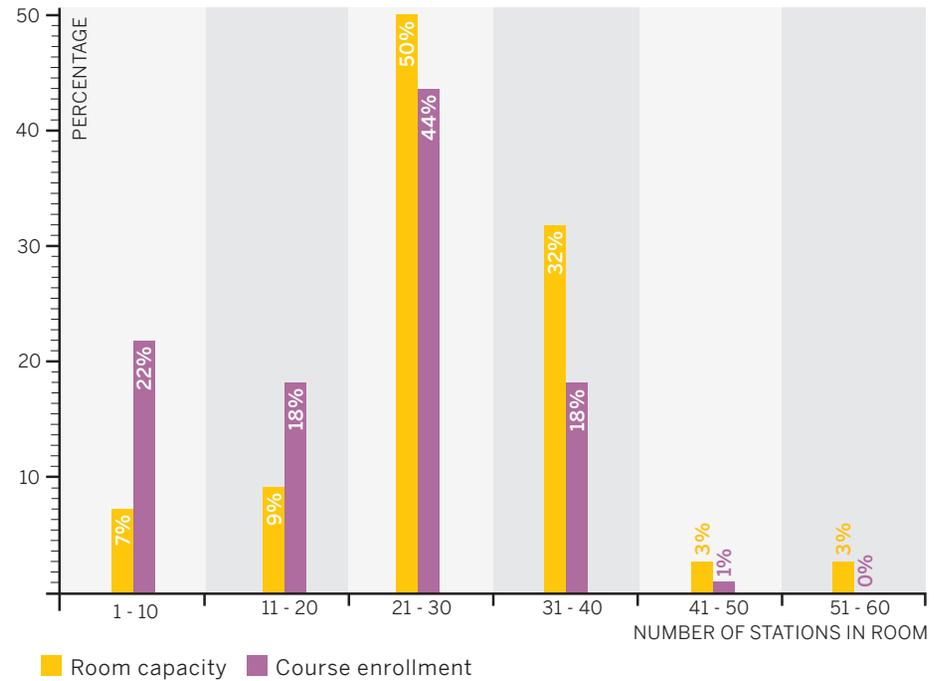




Classroom Seat Count & Enrollment



Lab Seat Count & Enrollment



17% of rooms have 21 - 30 stations  
31% of courses have 21 - 30 students

30% of rooms have 31 - 40 stations  
25% of courses have 31 - 40 students

17% of rooms have 41 - 50 stations  
11% of courses have 41 - 50 students

7% of labs have 1 - 10 stations  
22% of courses have 1 - 10 students

50% of labs have 21 - 30 stations  
44% of courses have 21 - 30 students

32% of labs have 31 - 40 stations  
18% of courses have 31 - 40 students

Classroom Summary

Building	Classroom Quantity	Total Stations	Average WRH	WRH Utilization (60% target)
Sciences & Mathematics (SCI)	15	637	26.9	39%
Welding/Auto/Manufacturing (WAM)	60	60	29.3	42%
Performing Arts Center (PAC)	3	99	6.1	9%
Media Arts Center (MAC)	3	158	25.8	37%
Creative Resources Center (CRC)	3	118	15.2	22%
Child Development Center (CDC)	1	38	29.1	42%
Learning Resource Center (LRC)	1	42	35	50%
TR 14-15	2	60	15.5	22%
TR 16	1	40	30.4	43%
Health Sciences Complex (HSC)	4	252	12.5	18%
Multidisciplinary Center (MCE/MCW)	33	1,481	22.4	32%
Applied Science Center (ASC)	2	165	25.6	37%

Average WSCH	WSCH Utilization (35 hr = 100%)
26 WSCH	74%
21 WSCH	28%
2 WSCH	6%
33 WSCH	94%
13 WSCH	37%
30 WSCH	86%
22 WSCH	63%
15 WSCH	43%
15 WSCH	43%
24 WSCH	69%
17 WSCH	49%
16 WSCH	46%

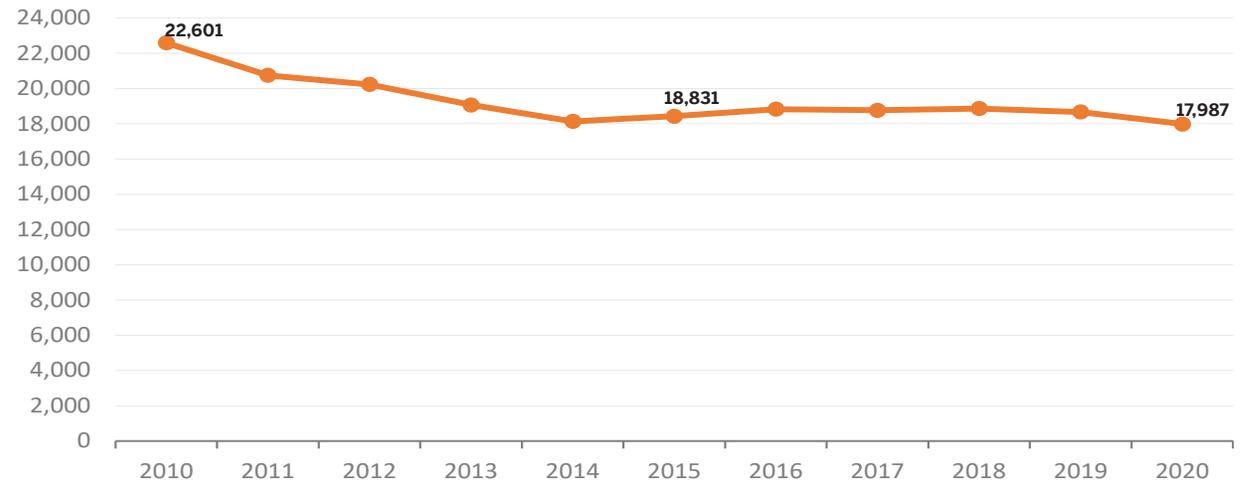
Lab Summary

Building	Lab Quantity	Total Stations	Average WRH	WRH Utilization (34% target)
Studio Arts Building (SAB)	4	119	31.5	45%
Sciences & Mathematics (SCI)	14	390	26.3	38%
Media Arts Center (MAC)	3	40	21.7	46%
Auto Ed Program (AEP)	4	98	21.4	22%
Environmental & Const. Tech. (ECT)	3	105	18.7	27%
Creative Resources Center (CRC)	2	50	15.8	23%
Multidisciplinary Center (MCE/MCW)	8	248	14.4	21%
Performing Arts Center (PAC)	2	39	9.5	14%
Health Sciences Complex (HSC)	5	86	4.6	7%

Average WSCH	WSCH Utilization
41	117%
22	63%
17	49%
34	97%
17	49%
19	54%
11	31%
16	46%
-	-

■ Above target   
 ■ At target   
 ■ Below target   
 ■ Unused

Historical Enrollment



## GROWTH

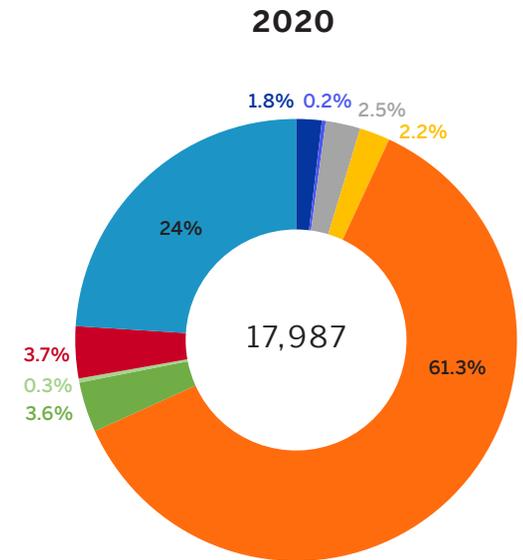
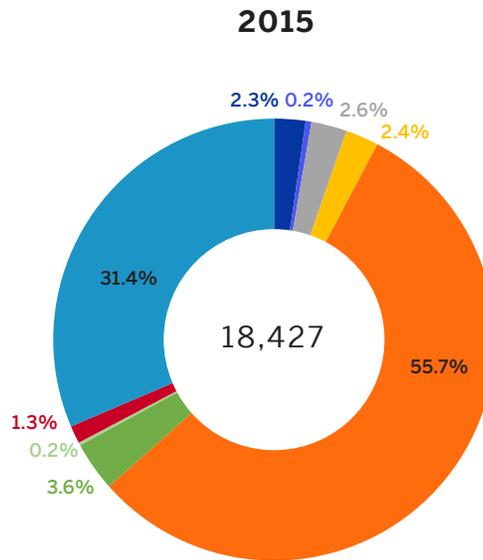
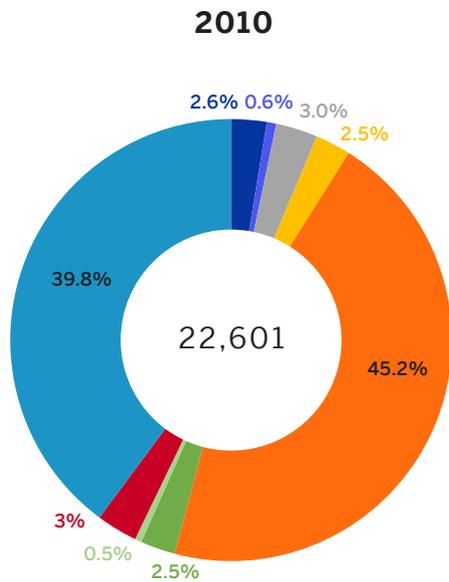
### ENROLLMENT TRENDS

The VC Facilities Master Plan focuses on accommodating academic space needs in coordination with other college-wide planning efforts.

In the past eleven years, overall enrollment has decreased from 22,601 to 17,987 students (Compound Annual Growth Rate CAGR -8%).

Looking forward, total student enrollment is projected to grow to 20,675 students in 2035 (1% CAGR). Future enrollment was projected using a straight line trend analysis of historic enrollment data, and California Community College Chancellor's Office (CCCCO) forecast.

\*Source: California Community Colleges Chancellor's Office, Management Information System Data Mart



**LEGEND**

- African-American
- Asian
- Hispanic

- Pacific Islander
- White Non-Hispanic
- American Indian/Alaskan

- Native
- Filipino
- Multi-Ethnicity

\*Source: California Community Colleges Chancellor's Office, Management Information System Data Mart

## SPACE NEEDS MODEL

The space needs model compares the college's existing space against projected need for a variety of capacity load space categories:

- Classroom
- Laboratories
- Office
- Library
- Instructional Technology

This model is based on space requirements identified by the Title 5 Code of Regulations, assumptions around enrollment levels, current and projected weekly student contact hours (WSCH), growth by Taxonomy of Programs (TOP) code, and current space inventory.

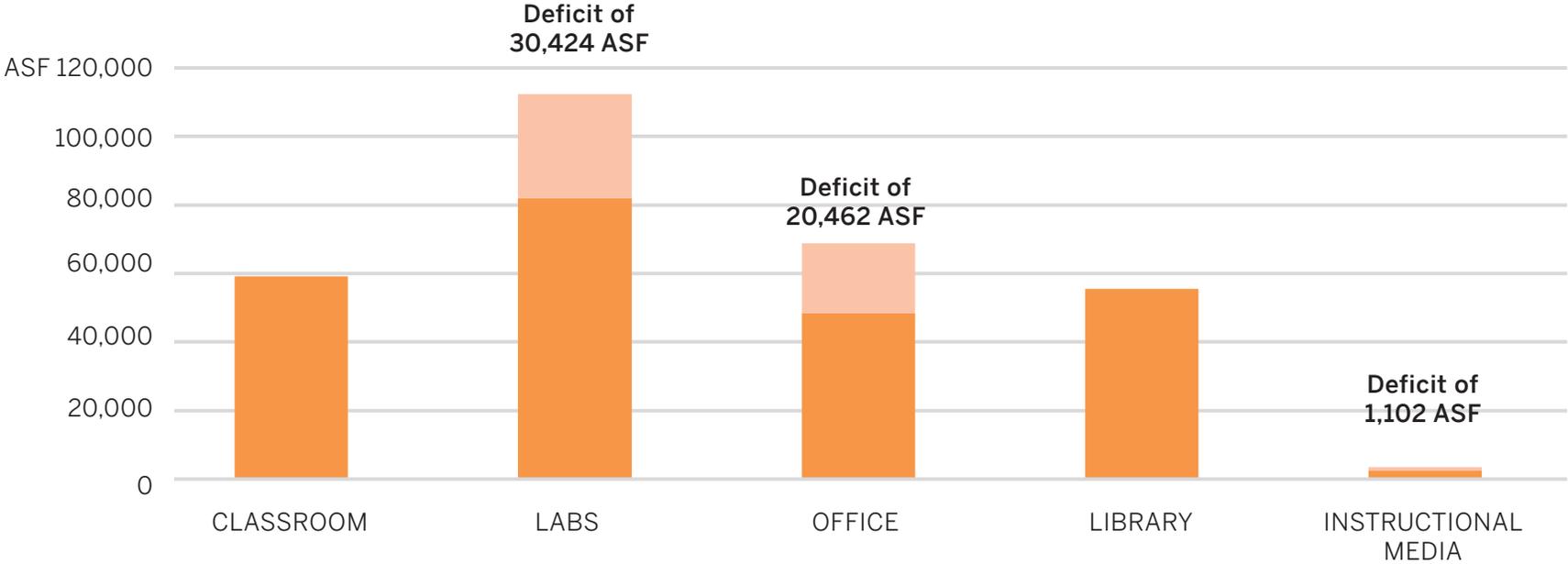
## Methodology

- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in assignable square feet (ASF) by type and space.
- The model compares existing space against projected needs to support the 2035 population. The difference between the two reveals the space deficit.
  - Existing space includes proposed demolition.
  - Deficits provide an indication of amount of space needed to fulfill the 2035 forecasted needs.
  - All other categories (non cap-load) are not accounted here

## Key Findings

- The collective space deficit approaches 52,000 ASF, or 80,000 GSF (gross square feet), assuming a 65% efficiency.
- The need for additional space served as the basis for developing recommendations for future facilities.

2035 Space Needs by Capacity Load Categories



- Existing Space (after proposed demolition)
- Future Space Need

## SUSTAINABILITY

The strategic vision for the Ventura College's Sustainability and Resilience Master Plan is to serve as an aspirational framework for change.

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

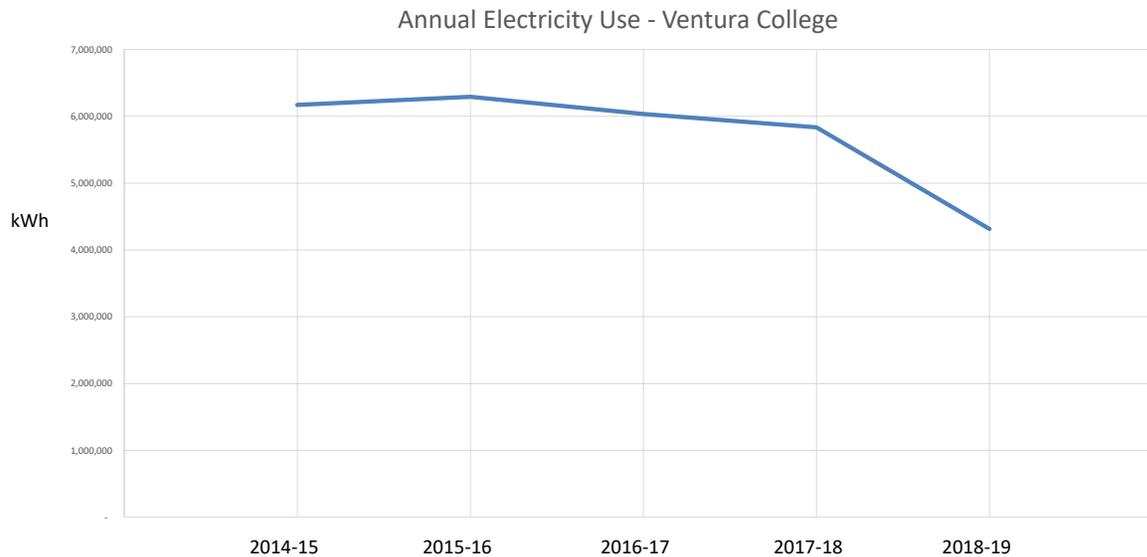
Steinberg Hart has conducted a sustainability workshop on September 8, 2021. Participants included faculty, staff, and facility management personnel from Ventura College

The goals of the workshop were:

1. Envisioning Carbon Neutral Future that can inform the facilities Master Plan
2. Building upon the Sustainability Plan from 2016
3. Setting priorities for Climate Action Initiatives

Steinberg Hart had collected energy consumption data received from the college, and had done an analysis on the Campus Energy Consumptions over the years and Carbon Footprint of the college. Here are our findings:

## ANNUAL ELECTRICITY USE



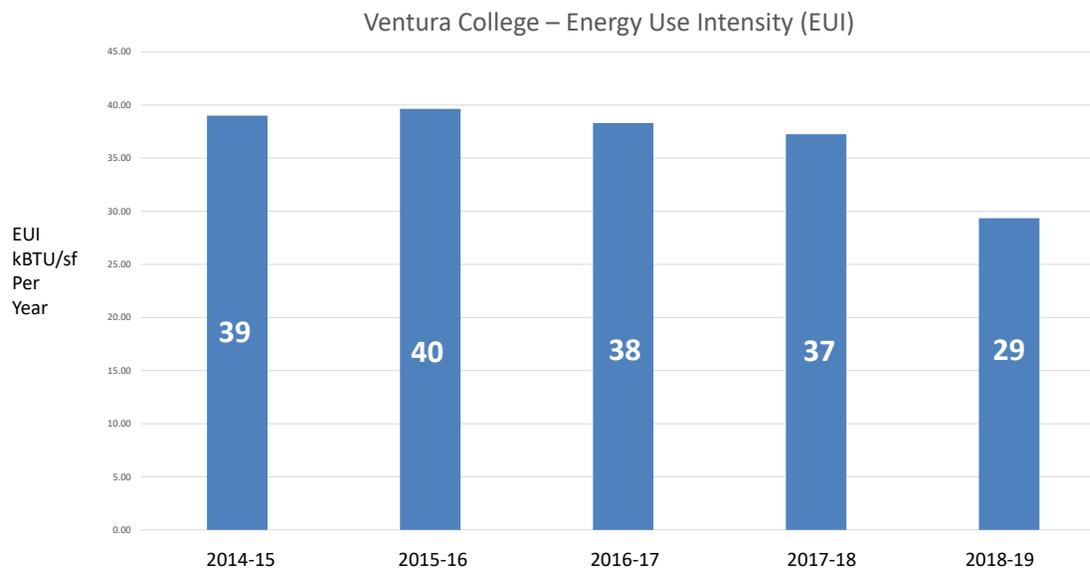
## ANALYSIS AND FINDINGS

The electric energy consumption of the college has been gradually reducing over the years. During the workshop, it was discussed that the College has been retrofitting the buildings with LED lights and that is reflected in this reduction of annual electricity use.

Based on the electric and gas\* energy consumption data that we received from the college, we calculated the Energy Use Intensity (EUI) of the campus. EUI measured as kBtu/sf is the key metric used to compare building energy performance.

The chart on the bottom left shows average EUI of buildings on campus.

## ENERGY USE INTENSITY (EUI)

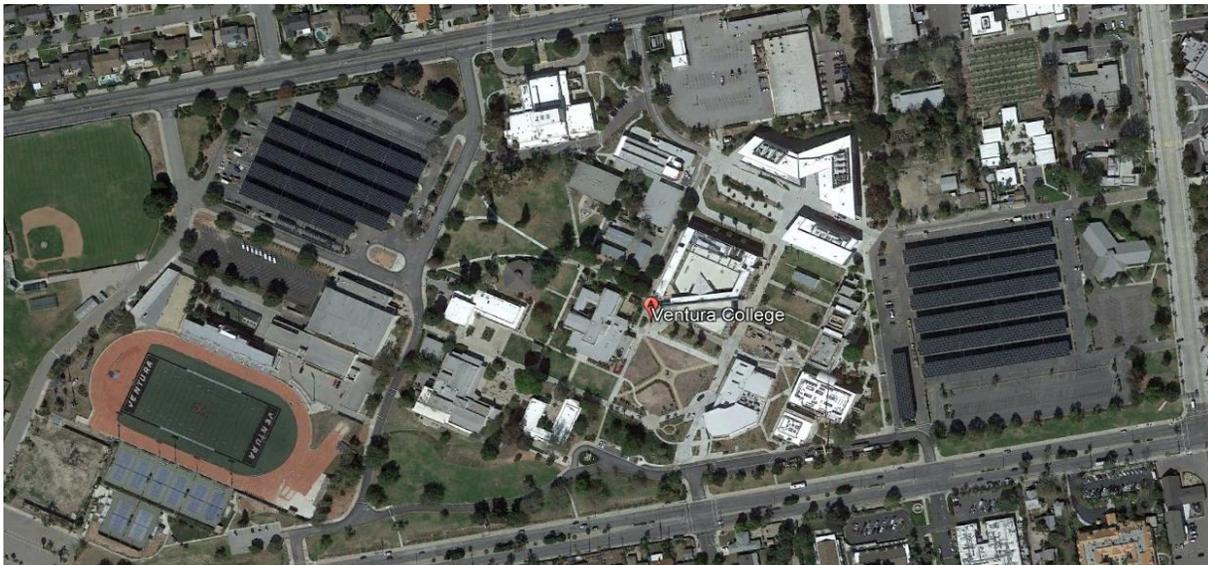


*VCCD Board of Trustees Resolution on Climate Change, April 8, 2019:*

- *Encourage environmental education and climate science*
- *Investing in renewable energy sources*
- *District wide paperless initiative*
- *Climate friendly food service initiatives and eliminate single-use plastics*
- *Upgrade exterior and interior lighting to LEDs*
- *Timely repairs and implement efficiencies*
- *Participate in countywide efforts to improve public transportation*
- *Support college-based sustainability initiatives*

\*We assumed gas consumption to be about the same for all years and used the gas consumption data from 2016. Therefore, the improvement in EUI is due to reduction in electricity consumption over the years.

## ONSITE RENEWABLES - 2.9 MW SOLAR PV SYSTEM

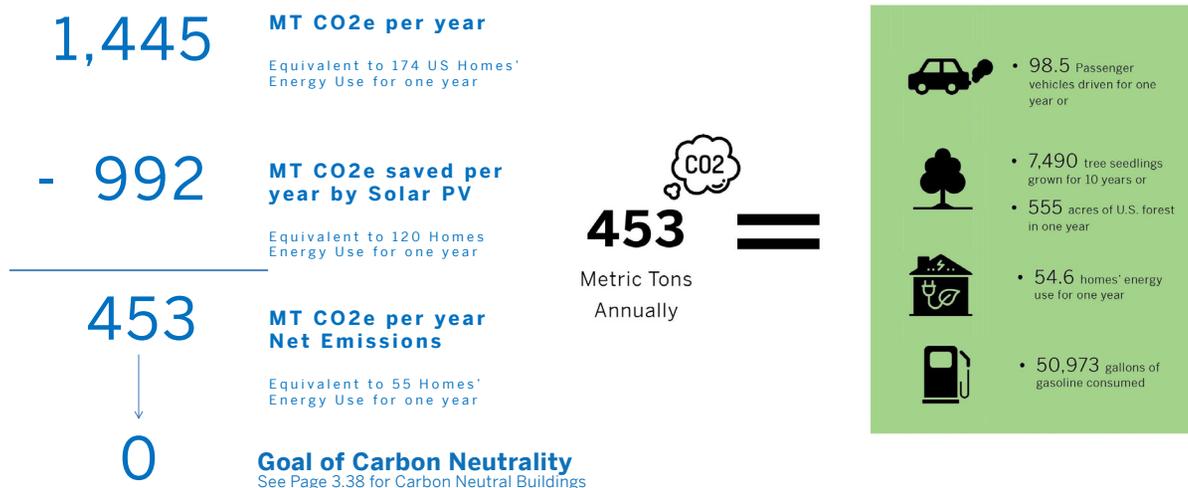


## ANALYSIS AND FINDINGS

One of the key items from Ventura Community College District's Climate Resolution in 2019 was to install Solar PV systems in parking lots of its three campuses. Under this plan, Ventura College has completed in 2021 the installation of approximately 2.9 MW Solar PV system as parking lot canopies. This has been a huge step in reducing carbon footprint of the college.

The existing 2.9 MW Solar PV system in the campus will have 4,872,262 kWh of estimated energy generation capacity annually. We estimate that approximately, 68% of the energy consumption of the college will be met by the on-site renewable energy on an annual basis.

## VENTURA COLLEGE'S CARBON FOOTPRINT (Scope 1 and 2\*)



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

- Energy Consumption 2018: 7,159,206 kWh
- Energy Generation per PVWatts: 4,872,262 kWh
- GHG Emission Factors for the Natural Gas in the U.S: 53.11 kg/MBtu
- GHG Emission Factors for Grid Electricity in California: 60.52 kg/MBtu

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

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

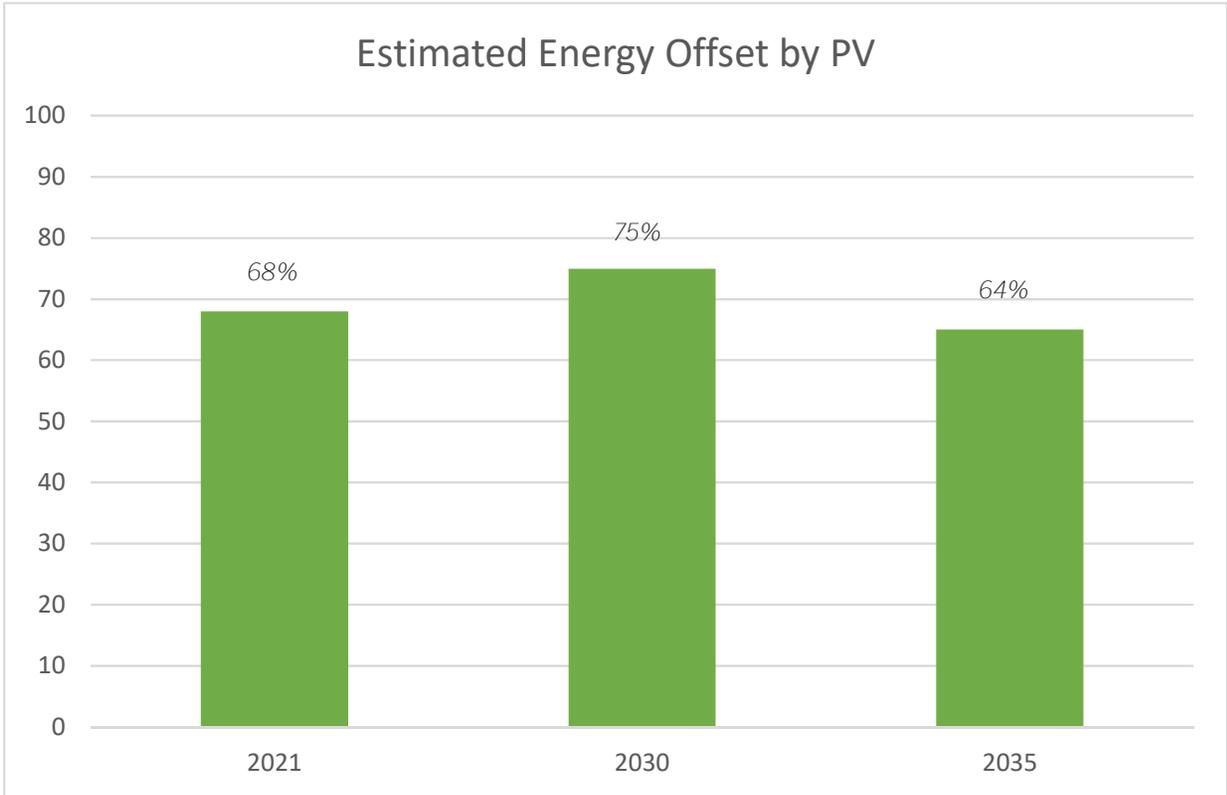


**ANALYSIS AND FINDINGS**

Based on our analysis, currently approximately 68% of the energy consumption of the college will be met by the on-site Solar PV system on an annual basis.

The chart on the bottom left shows the estimated energy offset by the current PV system over the next 15 years based on this Master Plan.

This also shows a rough order of magnitude for additional on-site or off-site renewable energy needed to achieve carbon neutrality.



*Assumption that we made to calculate the energy offset by 2.9 MW PV system:*

- EUI used for Existing Buildings: 37.25 kBTU/sf/yr*
- EUI used for New Construction Buildings: 28 kBTU/sf/yr*
- EUI used for Renovated Buildings: 30 kBTU/sf/yr*

*Master Plan Data*

TOTAL FLOOR AREA	GSF
EXISTING	655,752
TO BE DEMOLISHED	125,751
TO BE RENOVATED	107,398
NEW CONSTRUCTION by 2030	120,000
NEW CONSTRUCTION by 2035	250,000

## CHALLENGES & OPPORTUNITIES

### CHALLENGES

After analyzing campus vehicular and pedestrian circulation, campus access, zoning, utilization, and the overall campus context, challenges and opportunities of the site were discovered.

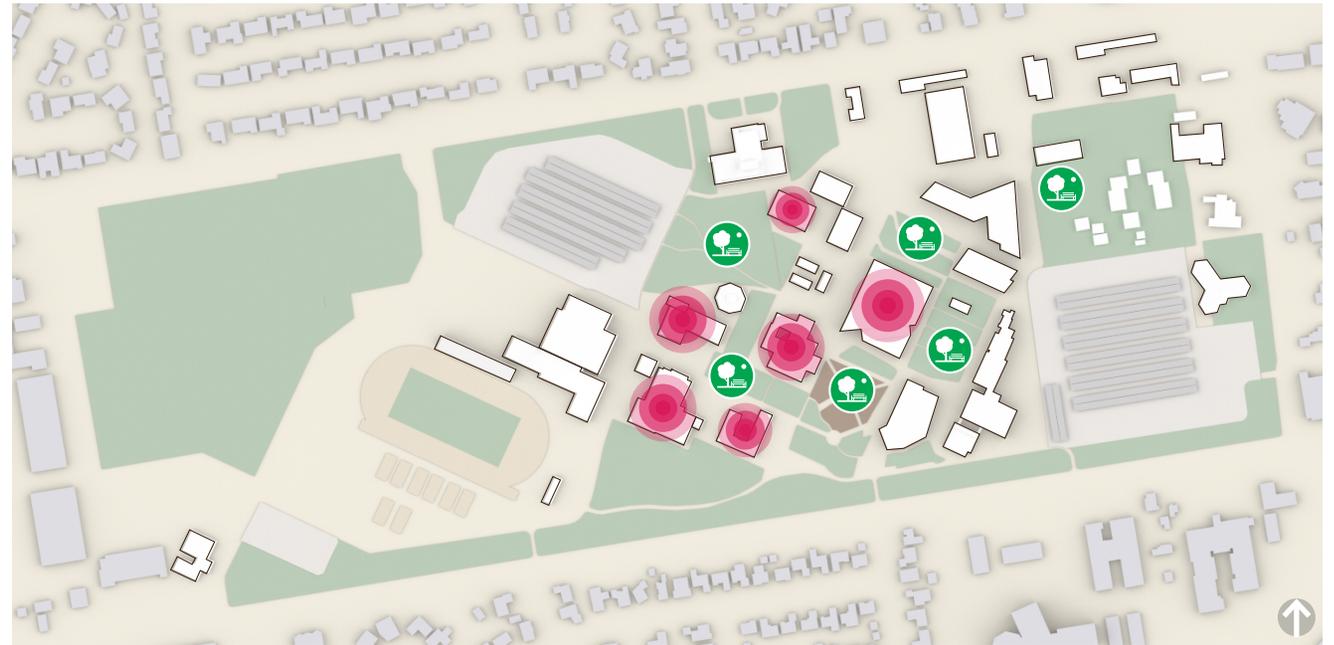
One challenge which presented itself repeatedly throughout meetings with campus users was the confusion of Student Services locations. Currently, these services are spread out across six buildings on campus (CSC, BCS, ADM, SSC, LRC, and CRC). First-time students are often lost when they enter a building for one service and ultimately end up getting redirected to another building for additional student services.

There is no “one-stop shop” where all student services are contained.

A second challenge that was discovered involves open gathering spaces on campus. A beloved open space was found to be the gardens near ECT; however it is difficult to get to and not many know it exists. Other open spaces on campus either lack shade, seating, or a combination of the two and end up being primarily used as shortcuts across campus.

Finally, the arrival experience and lack of wayfinding proved to be a challenge of the campus. While there are multiple entries to Ventura College, there lacks a hierarchy between them; there is no main entry. Once on campus, it is unclear how to circulate throughout.

Challenge: Student Services & Open Gathering Space



**LEGEND**

-  Student Services Location
-  Open Gathering Space

Challenge: Circulation & Entries



**LEGEND**

-  Primary Route
-  Secondary Route
-  Campus Entry

## OPPORTUNITIES

Ventura College offers exciting potential for improvements utilizing the framework of the campus as it currently exists. The opportunities studied for the campus were looked at as three big ideas: Ceremonial Promenade, Defining the Heart, and Entry Plaza. Each big idea offered alternative methods of circulation, new building locations, axis, campus entry locations, and nodes, while varying in scale in terms of level of intervention.

### Ceremonial Promenade

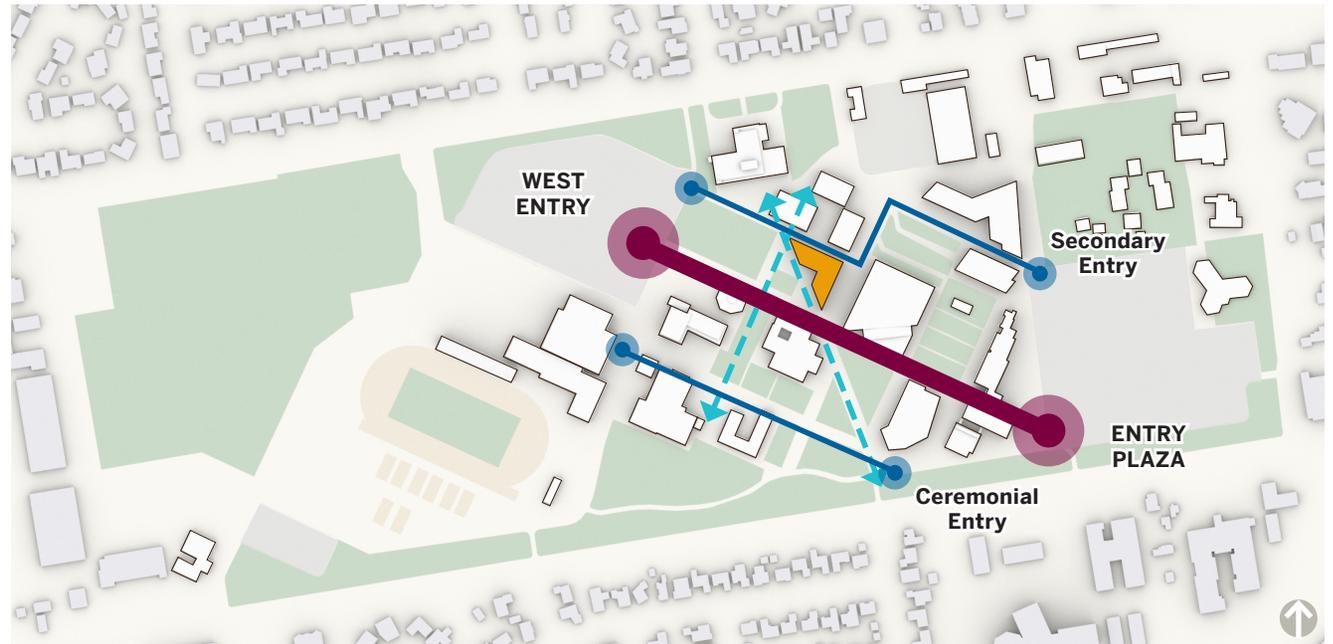
Bringing faculty, students, staff, and visitors through a clear east/west connection through campus is something that is currently missing.

The Ceremonial Promenade studies this connection and introduces entry plazas, serving as anchors to both ends of the promenade. While the promenade is the primary circulation, secondary circulation also enhances the east/west connection, utilizing the existing Pirate's Walk on the southern edge of campus and creating a connection between the west entry and a northern secondary entry on the east. The axis builds upon the existing plan and bring users in the north/south direction and diagonally across campus. See the Ceremonial Promenade diagram on the following page for more detail.

### Defining the Heart

Aiming to create a central gathering space, Defining the Heart studies the opportunities that emerge when providing a central heart to campus. This central space serves as a meeting point of the primary circulation paths, from the West Entry to the East Entry to the Ceremonial Entry. A clear circulation is formed by directing paths to this central gathering space that serves as an Academic Hub for the campus. Axis and secondary circulation accentuate the north/south connections, and a new building enhances the diagonal axis that bisects the LRC. This also provides a connection from the East Entry to the athletics fields.

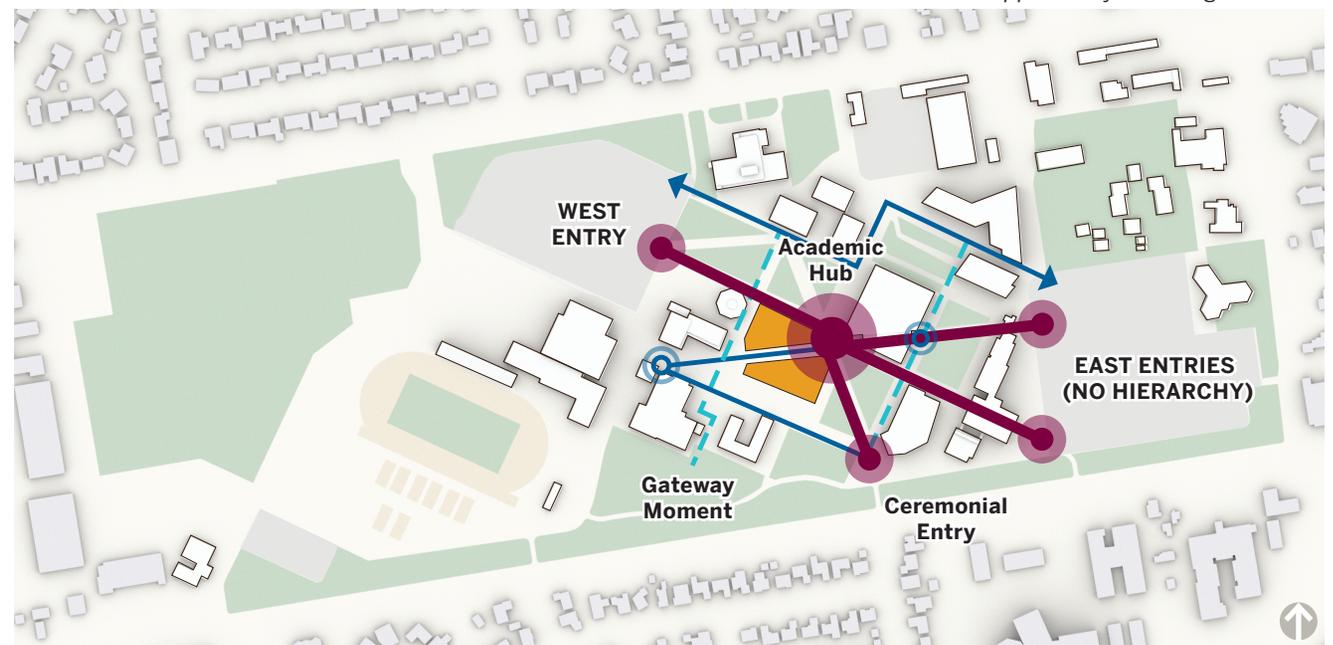
Opportunity: Ceremonial Promenade



Opportunity: Defining the Heart

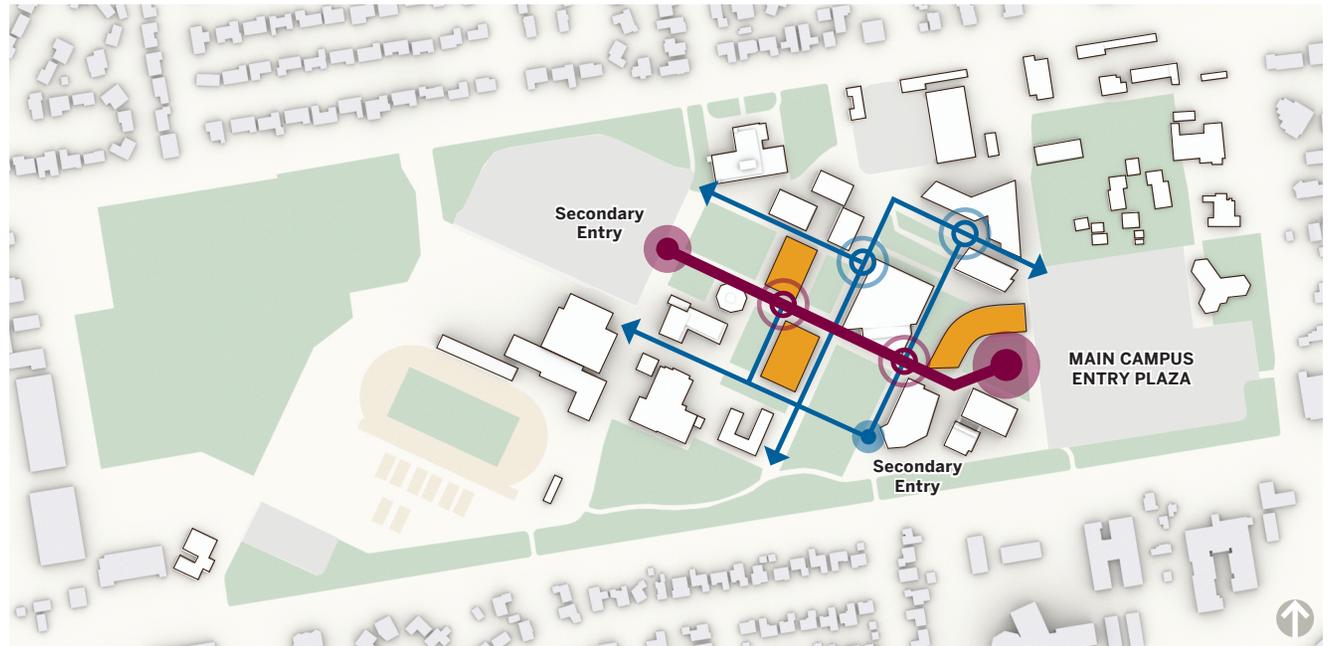
**LEGEND**

-  Primary Circulation
-  Secondary Circulation
-  Axis / Circulation
-  New Building
-  Primary Entry
-  Secondary Entry
-  Node
-  Node



**LEGEND**

- Primary Circulation
- Secondary Circulation
- Axis / Circulation
- New Building
- Primary Entry
- Secondary Entry
- Node
- Node



**Entry Plaza**

Introducing a prominent and visible Main Campus Entry Plaza gives users a sense of arrival to Ventura College. The Entry Plaza, coupled with a comprehensive Welcome Center/ Student Services Center, creates a reception for visitors and first-time students. Similar to the opportunities found in the Ceremonial Promenade and Defining the Heart, a primary circulation path draws users into campus in an east/west direction.

This is flanked by three new buildings, creating nodes along the main promenade. Secondary circulation occurs in the north/south direction and leads users to cross paths with the central promenade.





Ventura  
College



# 04

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## FUTURE VISION

Facilities Master Plan Goals

Concept Development

2022 Facilities Master Plan

Project Descriptions

Open Space & Landscape

Mobility & Access

Sustainability Goals

Implementation Strategy





**EQUITY**



**IDENTITY**



**PRIDE**



**CAMPUS LIFE**



**FLEXIBILITY**

## **FACILITIES MASTER PLAN GOALS**

The recommendations included in the Facilities Master Plan present a holistic picture of the future campus which includes proposed sites for new facilities, renovations of existing facilities, and site development projects. These recommendations are closely tied to the master plan goals set forth in Chapter 01 and listed again below for reference.

### **EQUITY**

Foster an inclusive campus environment that welcomes diverse communities as we instill a sense of belonging that ensures equitable access to resources and opportunities.

### **IDENTITY**

Embrace and reflect the unique culture of our Ventura community. Nurture community partnerships and reinforce a cohesive and sustainable campus environment for our students and community for years to come.

### **PRIDE**

Maintain a sense of #VCPiratePride, while celebrating the successes that make our campus distinctive.

### **CAMPUS LIFE**

Create a vibrant campus life experience to support student success that meets students where they are.

### **FLEXIBILITY**

Support flexible spaces as part of a dynamic campus.

## CONCEPT DEVELOPMENT

### OVERVIEW

The generation of the Facilities Master Plan goals helped shape the development of the concepts exemplified throughout the Plan. Seven key concepts were implemented and include Enhance the Student Experience and Sense of Arrival, Celebrate the Symbolic Entrance, Enhance the East-West Connection, Promote Student Gathering, Consolidate Student Services, Improve Access to Resources, and Improve Campus Edges. These seven ideas are described in further detail below.

### Enhance the Student Experience & Sense of Arrival

Numerous points of access to the Ventura College campus has contributed to the absence to a sense of arrival. Providing this sense of arrival once students approach and enter campus aims to enhance the student experience by creating a welcoming interaction between the campus and its users.

### Celebrate the Symbolic Entrance

Working in tandem with the concept to Enhance the Student Experience and Sense of Arrival is the concept to Celebrate the Symbolic Entrance. These two ideas work together to create a ceremonial gateway to the campus off of Telegraph Road.

This symbolic entrance gives first-time visitors a main point of access onto campus and a point of orientation during their visit.

### Enhance the East-West Connection

Strong north-south connections have been long-standing, linking the campus buildings along Telegraph Road to those along Loma Vista Road. Through the development of this Plan, the importance of an east-west connection was also established. This connection links the Athletics Fields to the rest of the campus with a direct link from the East Lot to the Fields.

### Promote Student Gathering

Encouraging students to stay on campus and utilize indoor and outdoor gathering spaces is another concept that was used to develop the Plan. Rather than coming to campus to simply attend class, students shall be given the opportunity to access space on campus for recreational, study, and gathering purposes.

### Consolidate Student Services

As discussed in Chapter 03, Student Services has the potential to be consolidated into one or two buildings. This consolidation shall support first-time students and existing students alike to benefit from a singular location to receive all their student-related services.

### Improve Access to Resources

Providing sufficient access to resources for all students, faculty, and staff is a substantial part of the Equity goal mentioned in the Facilities Master Plan Goals. This access to resources helps to offer an equitable student experience to all.

### Improve Campus Edges

Create a welcoming threshold to campus by defining the edge with a continuous rhythm of street trees, sidewalks, and amenities.

## CAMPUS VISION

The Campus Vision includes three fundamental components that were used in developing the Facilities Master Plan for Ventura College, including “Enhance the Student Experience,” “Promote Student Gathering,” and “Welcome the Community.” These components work together in conjunction with the Facilities Master Plan goals to create a cohesive campus Plan and are outlined in more detail with the following diagrams and descriptions.

### *Enhance the Student Experience*



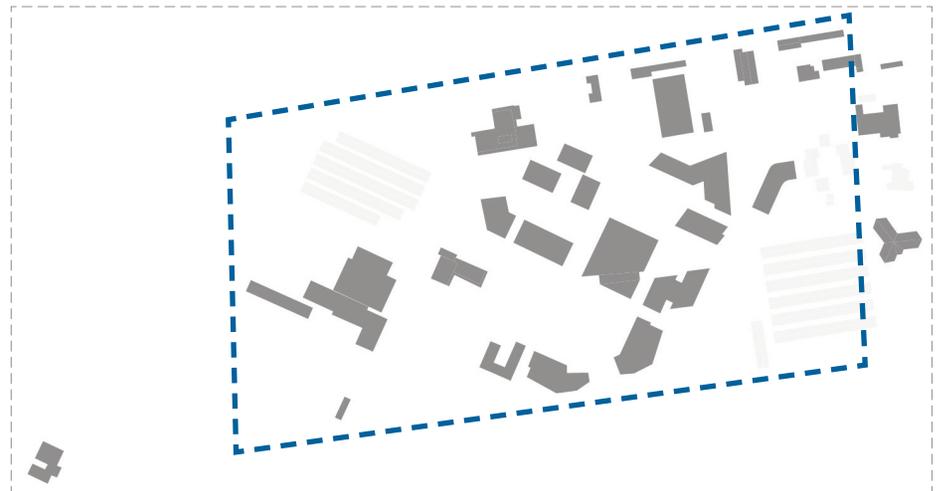
### Enhance the Student Experience

A reinvigorated South Entrance off of Telegraph Road will create a more welcoming arrival experience and the consolidation of student services and activities will contribute to a better campus front door.

*Promote Student Gathering*



*Welcome the Community*



### Promote Student Gathering

Further development of the campus' open spaces helps connect the campus to create a better on-campus student experience and increase connectivity.

### Welcome the Community

Improving the Campus edges will create a strong identity to the community, while also contributing to the health and wellbeing of the students and community.



## 2022 FACILITIES MASTER PLAN

### OVERVIEW

The Master Plan Update presents an overall scenario for the future recommended developments on campus. The drawings represent a conceptual layout of the buildings and their site surroundings.

Based on the analysis of existing conditions, previous planning documents, physical observations, and multiple meetings with Ventura College, this proposes two new buildings, three renovation projects, and two potential/future buildings. Additionally, landscape and hardscape improvements have been proposed, designed to work in tandem with the four building project types. These four building project types include New

Buildings, Proposed Renovations, Potential/Future Buildings, and Opportunity Sites. A diagram illustrating the project types, in addition to projects included can be found on the following page.

While drawings appear specific, the forms are conceptual sketches that highlight the location and purpose for the proposed improvements.



Athletics Facilities



Interdisciplinary Classroom/  
Computer Lab



The BEACH



CTE Lab Building

Housing/  
Parking

Athletics Support

Housing/  
Parking

**LEGEND**

-  New Building
-  Potential/Future Building
-  Proposed Renovation/Change of Use
-  Existing Building
-  Housing/Parking
-  Athletic Field Improvements
-  Opportunity Site



Administration



Student Services



Science & Math



Wright  
Event Center



## PROJECT TYPES

A summary of the project types previously mentioned, along with the buildings that are proposed to be constructed within each type is indicated to the right. Each project and project type is identified in the diagram on the preceding page.

Renderings are a point of reference, not a literal framework.

### New Buildings

- Student Services
- Science & Mathematics

### Proposed Renovations

- Administration
- The BEACH (LRC Level 01)
- Wright Event Center
- Athletics Facilities

### Potential/Future Buildings

- CTE Lab Building
- Interdisciplinary Classroom / Computer Lab Building

### Opportunity Sites

- Housing/Parking
- Athletics Support

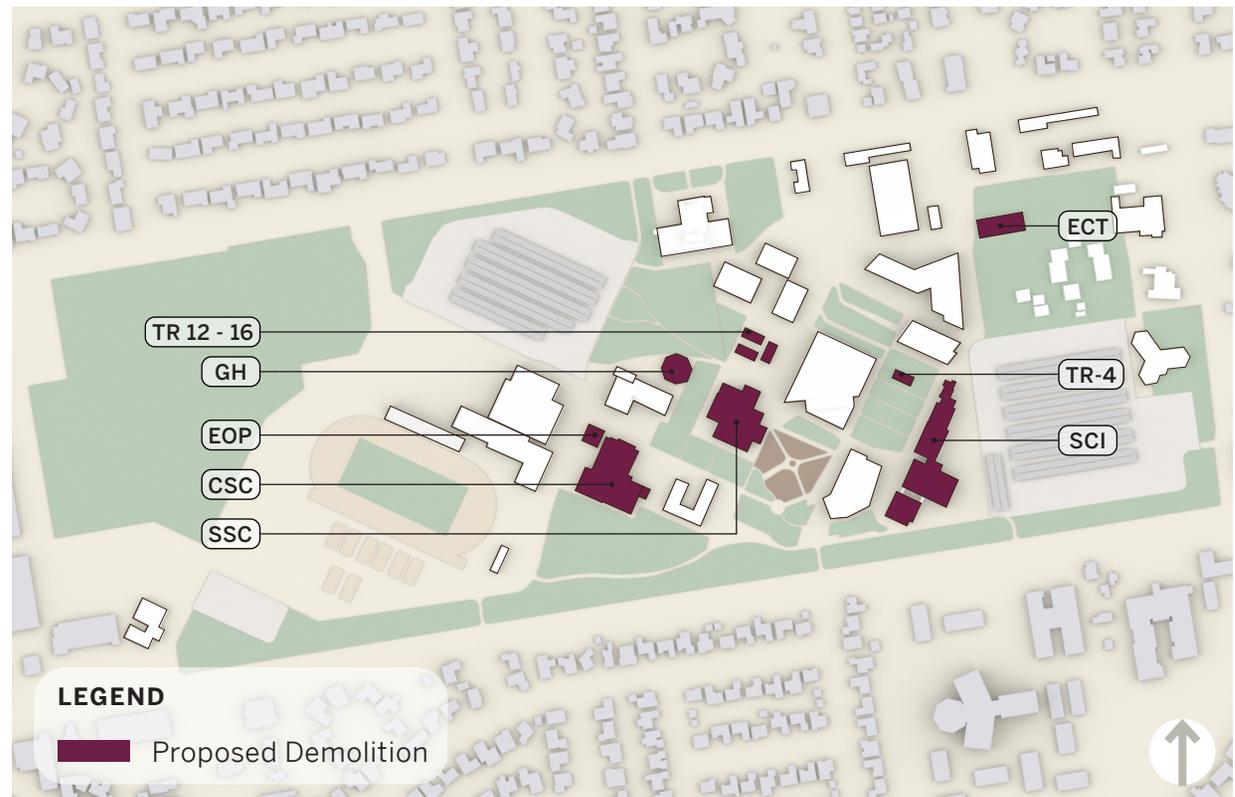
## PROPOSED DEMOLITION

This Plan also recommends demolition and replacement of older and outdated buildings on campus which include

- CSC (23,200 SF)
- ECT (6,700 SF)
- EOP (2,200 SF)
- GH (4,800 SF)
- SCI (68,100 SF)
- SSC (20,800 SF)
- TR-4, TR-12 - TR-16 (4,300 SF)

Functions currently housed in these facilities will be relocated to permanent facilities, supporting the new campus zoning diagram, and addressing program needs.

*Proposed Demolition*



*Campus Student Center (CSC)*



© Ventura College

*Environmental/Construction Technology (ECT)*



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*Extended Opportunity Programs & Services (EOPS)*



© Ventura College

*Guthrie Hall (GH)*



© Ventura College

*Sciences & Mathematics (SCI)*

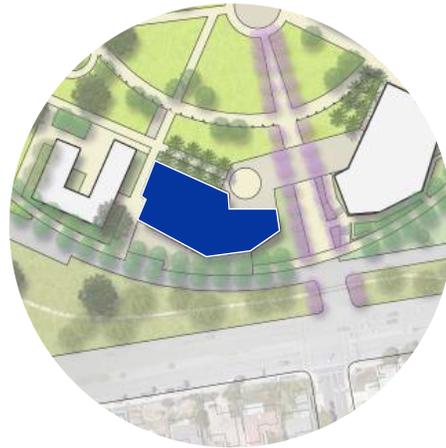


© Ventura College

*Student Services Center (SSC)*



© Ventura College



## PROJECT DESCRIPTIONS



### STUDENT SERVICES

Positioned as the front door to campus, a new Student Services building will welcome students and visitors to the campus and provide immediate access to essential student support services. This new gateway building shall establish a positive entry experience and will engender greater access to programs and services in a comfortable setting that offers intuitively legible pathways for students to begin their journey at Ventura College. Providing a facility that encompasses all essential student services in one location for students to begin their journey at the College is a critical component to this Plan.

In addition to offering students a “one-stop shop” for student services, the new Student Services building will also promote the Equity and Identity goals laid forth in the Facilities Master Plan Goals.



## SCIENCE & MATH

This new instructional building will house both the expansion of existing programs and new programs to address emerging needs the Sciences and Math courses offered by the college. Ventura College necessitates planning for new facilities that shall house instruction space for the innovative technologies and their specific equipment and pedagogical needs.

Instructional spaces shall be flexible and adaptable and fully outfitted with the technology, utilities, and support spaces required to provide a state-of-the-art classroom and laboratory building.

Faculty offices, meeting rooms, and staff areas shall be clustered to facilitate collaboration within and across disciplines and to provide places for students to interact with faculty in order to effectively promote student success.



## ADMINISTRATION

The last time the Administration building (ADM) had any work done on its facility was nearly 60 years ago in 1965. Providing this building with the updates required to function efficiently is something this Plan seeks to address. This renovation is intended to include finish updates, building systems updates (mechanical, electrical, structural, etc.), as well as minor space organization improvements such as partition additions and removals.



### THE BEACH

The first level of the Library and Learning Resource Center (LRC) contains an expansive ground-floor computer lab made up of nearly 14,000 square feet. This area is currently made up of numerous pods with twelve computer stations and is currently not utilized well. This is due to the changing needs of students and evolving pedagogies. Therefore, the space is planned for renovation to be more in line with the future needs of Ventura College, whatever those may be at the time of renovation.



### WRIGHT EVENT CENTER

The Wright Event Center (WEC) is another candidate for renovation as proposed by this Plan. This building is not currently used to its full potential and is serving primarily as a storage space. Renovating this building to begin to be able to successfully hold campus and community functions will help to mitigate the loss of Guthrie Hall, which is also used as a space to hold various campus and community functions.



### CTE LAB BUILDING

In addition to the recommended Student Services and Science and Math buildings, two potential/future buildings are also recommended in the long-range vision. A new Career and Technical Education (CTE) Lab building would provide the needed classrooms, laboratories, and equipment for the CTE program to continue to grow. Providing Ventura College exceptional facilities will help to equip students with the necessary tools to succeed in Career and Technical Education.

Wherever possible existing trees will be preserved, including the Avocado Orchard to the north.



**INTERDISCIPLINARY  
CLASSROOM/COMPUTER  
LAB BUILDING**

Another recommended potential/future building to be constructed at a much later date is an Interdisciplinary Classroom and Computer Lab building. This building is intended to provide a space for general education courses to use and allows for the future and continued growth of Ventura College in the years to come.



**ATHLETIC FACILITIES &  
OPPORTUNITY SITES**

The athletics facilities of Ventura College include the sports fields, bleachers, the AEC (Athletics Event Center) building, and the C (Kinesiology) building. The renovations to these structures and buildings are not intended to be a full renovation of the complex but rather HVAC work, bleacher replacement, and a general update of the facilities. The renovations of the sports fields include turf upgrades and field reconfiguration, with the potential to add other fields required by the college.

A support building housing restrooms and locker rooms shall also be included under the athletics facilities renovation during a later phase.

Two sites, shown in gray, have been identified as opportunities for housing, parking, or other potential future projects. *Site 1* is located on the footprint of the pool and *Site 2* is located to the north, partially on top of the existing overflow parking lot.

## OPEN SPACE & LANDSCAPE

### LANDSCAPE MASTER PLAN

The Facilities Master Plan proposes a series of new buildings to supplement and/or replace existing facilities in order to meet future educational needs. Proposed buildings have been strategically located to improve and clarify campus wayfinding and circulation and to create a variety of inviting exterior spaces for the college community to study, relax and gather. Important framework elements include: multi-modal promenades that encircle the central campus core and connect existing and proposed plazas, commons and open spaces; clear gateways and entries for visitors and first time students; a linear public fitness trail along the southern edge providing open space for community

events and access to community-serving campus facilities; additional tree planting to reinforce existing groves and allees and create comfortable, shaded exterior spaces.

Renderings are a point of reference, not a literal framework.

**LEGEND**

- 1 Entry Plaza
- 2 Campus Commons
- 3 Event Space
- 4 Academic Courtyard
- 5 Public Park
- 6 Athletic Fields
- 7 ECT Garden
- 8 Parking
- 9 Drop-off



## **MULTI-MODAL PROMENADE**

The two concentric promenades encircling the campus core serve as the primary connecting pedestrian paths. They are sized to accommodate bikes and pedestrians and where necessary, service, fire and emergency vehicles. The primary wayfinding role of the promenades is further articulated by the use of enhanced paving materials and finishes such as pavers or integrally colored concrete with select aggregate finish. The promenades are lined with a combination of trees, lighting, banners, and seating. They thread their way through the campus, linking entries, plazas, greenswards, and courtyards, making circulation comfortable and wayfinding easy.



18' Multi-Modal Promenade with Bike Lane



18' Multi-Modal Promenade with Bike Lane



Art in the Campus



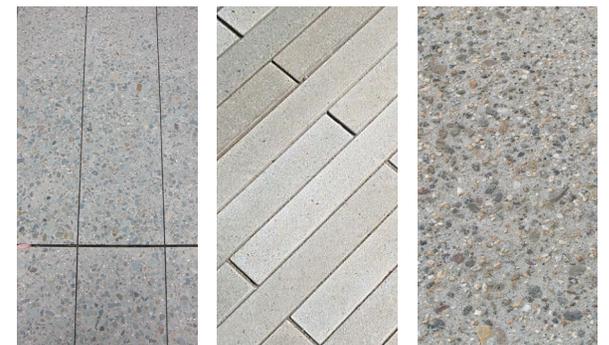
26' Multi-Modal Promenade / Fire Lane



26' Multi-Modal Promenade / Fire Lane

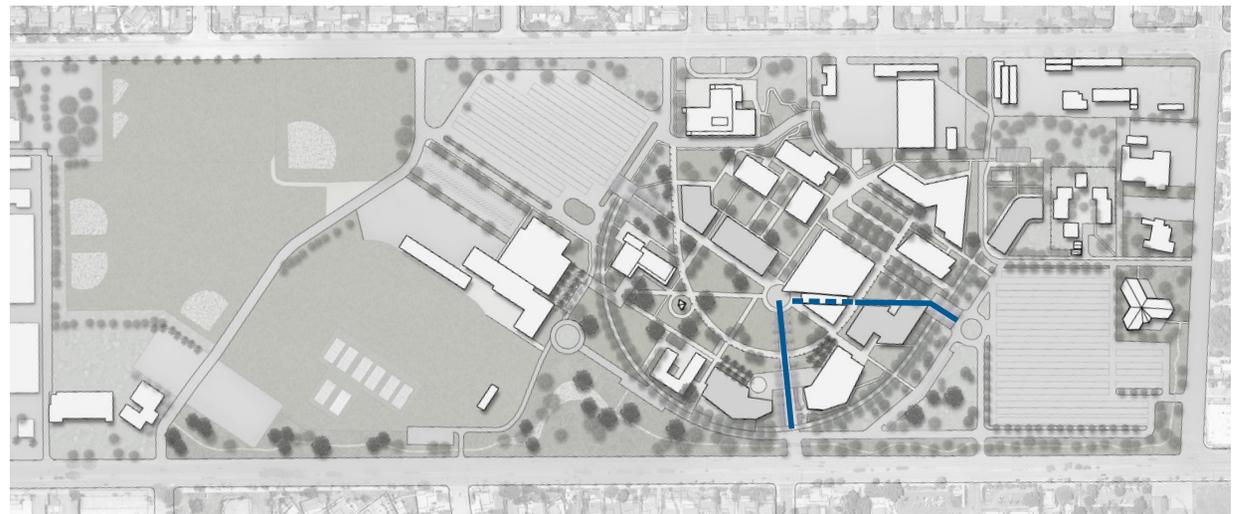


CIP Concrete Paving and Precast Concrete Paver



## ENTRY WALKS

The entry walks slice through the campus, linking arrival points to major campus nodes. They are welcoming and celebratory with enhanced paving that differs from other paths on campus and include lighting and banners that provide the opportunity to feature campus initiatives, events, and milestones. Paving should be enhanced, using materials that coordinate with the promenades but have their own distinct designs such as donor bricks, commemorative medallions or the existing compass rose. The entry walks are also a great opportunity for formal allees of trees with an emphasis on their focal qualities--for example seasonal flowering trees or vertical palms.



*12' connector walk with pedestrian lights and banners at Pirates Walk*



*12' connector walk with pedestrian lights and banners at Pirates Walk*



*Group Seating*



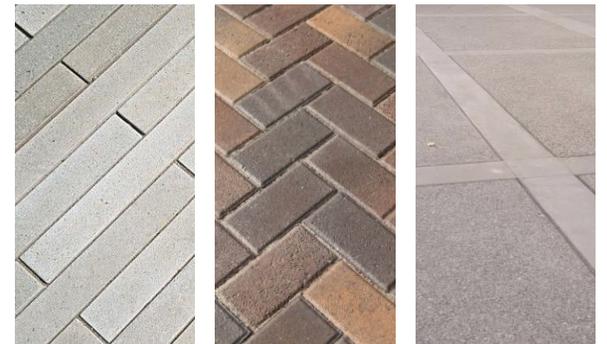
*12' entry walk with pedestrian lights and banners*



*12' entry walk with pedestrian lights and banners*



*Concrete Pavers, Brick Pavers, and Colored Concrete*



## CONNECTORS & COMMUNITY TRAILS

Campus connectors are significant, secondary campus circulation routes, linking promenades and entry paths and major buildings and courtyards. Wayfinding is supported by the use of enhanced paving material such as pavers or enhanced concrete finishes. These finishes should relate to, but be distinct from the materials used at the promenades. For example, they might be integral colored concrete with a decorative paver band that matches pavers used at the promenade. Community connectors include pedestrian lighting and banners. Tree species vary, relating to the adjacent buildings and courtyards.



Community trails are continuous, tertiary pedestrian paths connecting disparate parts of the campus. Paving should be cast in place concrete in a uniform color and finish. Trees help to reinforce the continuity of the path. Provide accessible tree grates where necessary to maintain a minimum 6 foot clear width for pedestrians.

*8' Community Trail*



*8' Community Trail*



*Tree in Accessible Grate*



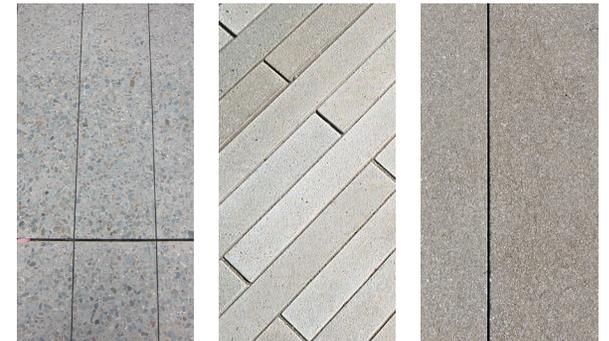
*12' connector path with pedestrian lights, banners, & bike lane*



*12' connector path with pedestrian lights, banners, & bike lane*



*CIP Concrete Paving/Pavers with Sand Finish*



## **EXTERIOR PROGRAM FRAMEWORK**

Core campus buildings and circulation systems are organized around a series of open spaces with varying scales and functions. Entry plazas, located at key nodes around the perimeter, announce arrival at the campus. Event spaces are large greenswards and adjacent plazas with room for community ceremonies, festivals, and performances. Campus Commons are centrally located spaces large enough to accommodate a lively cross-section of the community.

Academic Courtyards are smaller scaled and geared to support individual building program and curriculum with outdoor study, classrooms, and workspaces. The core is surrounded on the east by a buffer of park-like space and to the west by the expanse of the athletic fields.

While drawings appear specific, the forms are conceptual sketches that highlight the location and purpose for the proposed improvements.

**LEGEND**

— Campus Pedestrian Loop  
1 Mile

— Art on Campus  
1 Mile

● Entry Plaza

■ Event Space

■ Campus Commons

■ Academic Courtyards

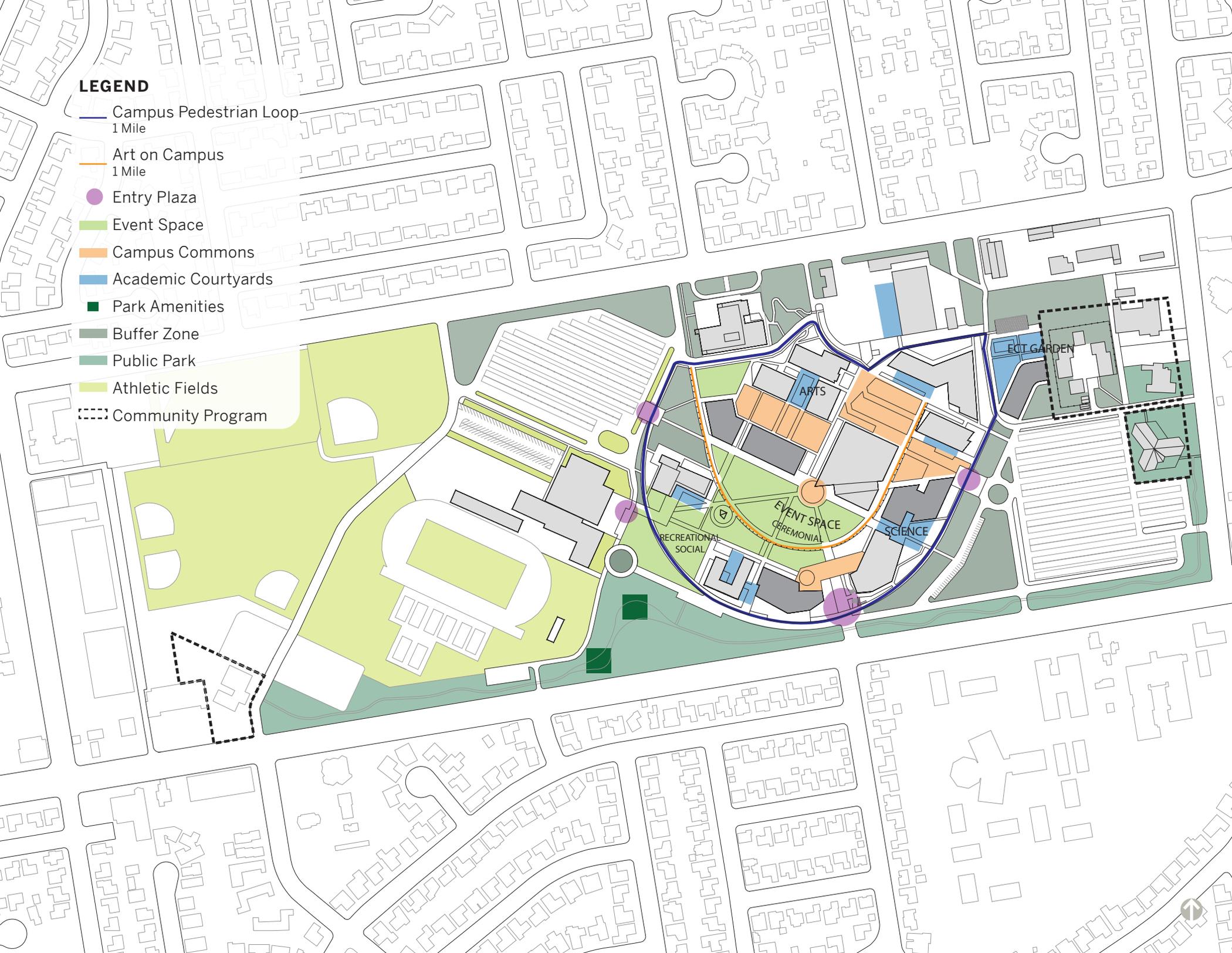
■ Park Amenities

■ Buffer Zone

■ Public Park

■ Athletic Fields

--- Community Program



## ENTRY PLAZA

The entry plazas clearly communicate a sense of place and arrival. The Ventura College campus has three main points of entry-- the west and east parking lots for those arriving by vehicle and the south entry along Telegraph for those arriving by transit or by foot. As the campus core is more or less circular, paths from each of these entry plazas converge on the central plaza at the library. To reinforce the sense of arrival, each entry plaza should share a common material palette for hardscape, planting, site furnishings and signage graphics. Entry plazas should include shaded seating, focal planting, pedestrian and accent lighting, ample signage opportunities including maps, identification and

*Entry Plaza*



announcements of campus events and activities. Where buildings are adjacent to entry plazas, such as the proposed Student Services Building, architectural features such as porches, overhanging roofs, screens, and walls should be oriented towards the entry plazas to reinforce the celebratory sense of arrival.

*Inspiration Images*



## EVENT SPACE

Event spaces are located at the heart of the campus and include a portion of the existing greensward and its mature shade and canopy trees. These are spaces scaled to accommodate campus community events and celebrations such as graduation ceremonies, performances, and career fairs. The mature trees provide inviting shaded spots for informal gatherings and relaxation. The event spaces should include a combination of accessible hardscape and softscape areas that are large enough for temporary stages and tents. Because of their high water demands, lawn areas should be carefully sized and located to support event programs and not be used as visual buffer areas.



*Inspiration Images*



## CAMPUS COMMONS

Campus Commons are large plaza and hardscape areas that provide shaded seating and gathering spaces for the entire campus community. These spaces are located close to pedestrian circulation paths, community serving buildings and clusters of general classroom buildings. These are spaces for quick breaks between classes, people watching, meals and gathering with friends and colleagues. Seating clusters within the Commons should be at a variety of scales and can be a combination of fixed and loose site furnishings, integrated seat walls, steps, and platforms. The character of the Campus Commons should reflect the larger campus context with hardscape materials coordination with pedestrian circulation and site walls harmoniously supporting the architecture.



*Inspiration Images*

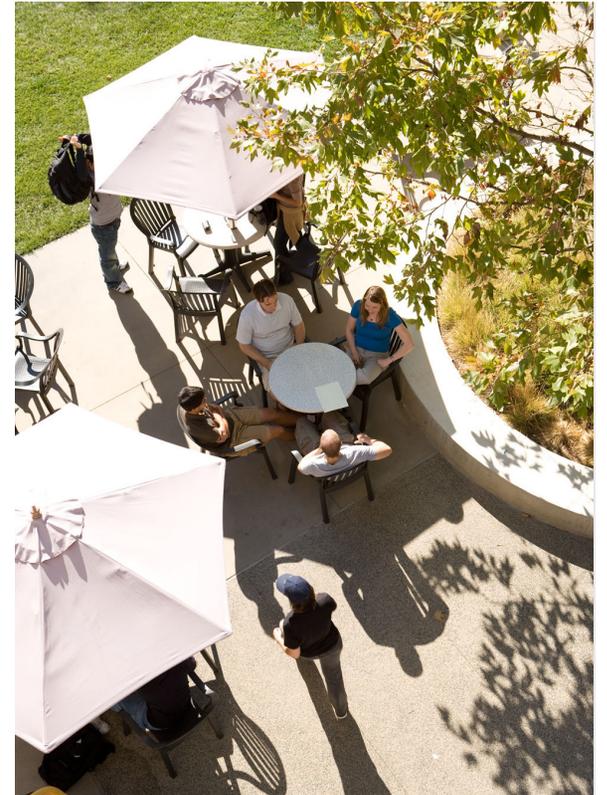
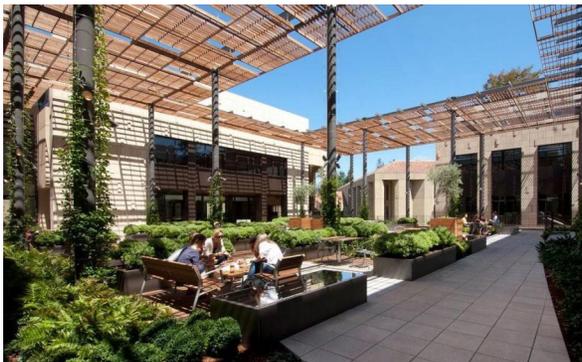


## ACADEMIC COURTYARDS

Academic Courtyards are smaller scaled outdoor spaces located immediately adjacent to buildings-- both academic and administrative. The design of the courtyards and reflect and support the building uses. They may include outdoor classrooms that are literal extensions of ground floor uses, teaching gardens that support curriculum, spaces for individual or group study. Seating can be a combination of fixed and loose site furnishings or site walls and platforms that integrate with or are an extension of the adjacent buildings. The character of planting and hardscape at these courtyards may be a distinct contrast to the larger campus spaces.



*Inspiration Images*



Public Park

**PUBLIC PARK**

The Public Park captures landscape areas around the campus perimeter that can accommodate public fitness trails and spaces for public gatherings such as farmer’s markets or seasonal festivals. The intent is to provide a simple, functional, and inviting public amenity that also improves pedestrian access to and around the campus. The Public Park might include shaded seating areas, stormwater treatment features with interpretive signage, small scale gathering spaces such as event for picnic areas or shade pavilions, enriched fitness trail with stations for circuit training. Planting in these areas should be low maintenance, high visibility with an emphasis on shade trees to serve as an inviting park-like face to the community.

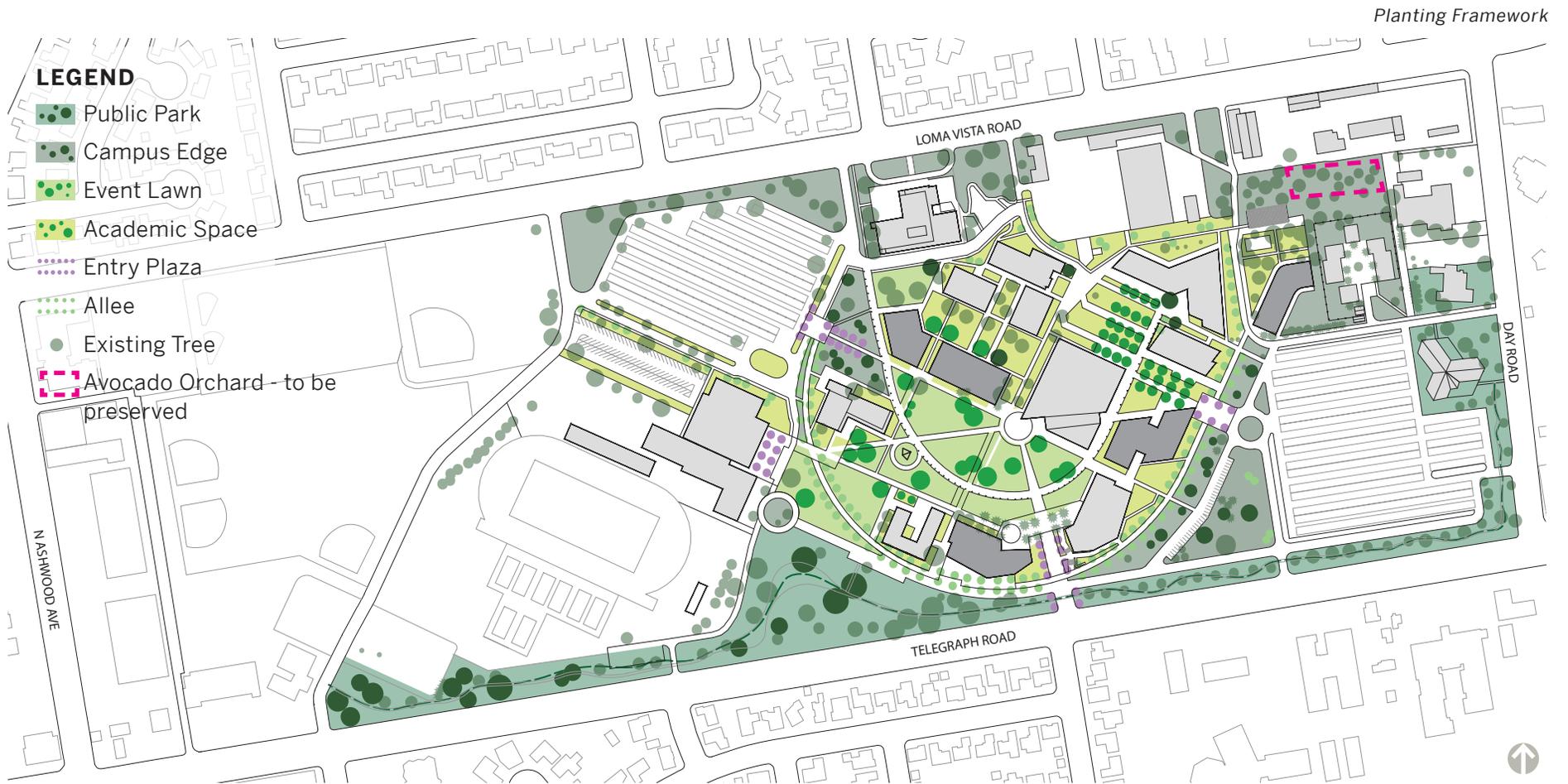


*Inspiration Images*



## PLANTING FRAMEWORK

The Ventura College campus planting framework defines five distinct zones, each with a distinct but related scale and character that in combination create a cohesive and coherent sense of place. Wherever possible, the planting framework incorporates existing assets including mature canopy trees and other established understory planting, taking this as a strong foundation for future landscape spaces.



# EXISTING TREES

The campus has a wide collection of mature ornamental and native trees, mostly clustered within the campus core and along the eastern perimeter. The breadth of trees species variety lends the campus the character of an arboretum. In considering future building and infrastructure projects, consideration should be given to preservation of existing, healthy trees. The above diagram is a preliminary inventory of the existing trees. A campus tree inventory and assessment should be performed and/or updates by a licensed arborist in concert with project planning to develop a priority list and action plan for tree preservation.





### Public Park

Public Park includes transitional spaces where the campus adjoins public streets and community use facilities. These spaces should include a variety of low-maintenance massing shrubs and perennials and a variety of evergreen flowering trees to provide shade and seasonal interest.

Trees and understory might include:

- *Quercus* spp.
- *Cercis canadensis*
- *Olea europaea*
- *Pittosporum* spp
- *Ceanothus* spp.
- *Rhamnus californica*
- *Salvia* spp.
- *Aloe* spp.
- *Agave* spp.
- *Muhlenbergia rigens*



### Campus Edges

Campus edges are planted buffer spaces that screen and frame views into and out of the campus, creating a pleasant, park-like transitional space. Plant material should be a combination of shade canopy trees, large evergreen screening shrubs and medium and low shrubs, some of which can provide seasonal color.

Trees and understory might include:

- *Quercus* spp.
- *Pittosporum* spp.
- *Heteromeles arbutifolia*
- *Myrica californica*
- *Rhamnus californica*
- *Prunus ilicifolia*
- *Malosma laurina*
- *Ceanothus* spp.



### Event Lawn

The event lawn includes a greensward of high-performance, low maintenance and drought tolerant turf set with existing and new large canopy trees. The intent is to create a space that can accommodate large events and gatherings and also serve as a pleasant, shady respite during non-event days.

Trees might include:

- *Quercus agrifolia*
- *Quercus engelmannii*
- *Olea europaea*
- *Magnolia soulangiana*
- *Tipuana tipu*
- *Ulmus parvifolia*
- *Fraxinus uhdei*



### Academic Space

Academic Courtyards and Campus Commons are outdoor spaces scaled to invite small group seating and gathering. Generally framed by buildings, these spaces can vary in character from formal bisques of small-scale trees to simple groupings of mature specimens. Planting should support these gathering spaces, providing shade and visual interest. Understory can be more ornamental, exhibiting a variety of textures, color, and seasonal interest.

Trees and understory might include:

- Quercus spp.
- Parkinsonia 'Desert Museum'
- Lagerstroemia indica
- Cercis canadensis
- Aloe spp.
- Salvia spp.
- Ceanothus spp.
- Muhlenbergia rigens
- Cercis canadensis



### Entry Plazas

Entry Plazas should incorporate graphically storm plant arrangements to distinguish them from the surrounding more park-like campus spaces. Principally comprised of hardscape gathering, drop off and seating areas, the tree species should be selected to perform well in hardscape settings and incorporate strong forms and seasonal color.

Trees and understory might include:

- Parkinsonia 'Desert Museum'
- Lagerstroemia indica
- Phoenix dactylifera
- Olea europaea
- Pistache chinense
- Quercus ilex



### Campus Loop Road

The road is the major multi-modal circulation spine, an important wayfinding element connecting perimeter nodes and entry points to one another and the campus core. A double colonnade of canopy trees creates a comfortable, shaded place to walk and bike as well as sit and connect. Trees should be evergreen with a compact, upright or vase-shaped form. To create a resilient canopy, more than one species of tree may be used. Understory planting should include groundcovers or low grasses.

Trees and Understory might include:

- Arbutus 'Marina'
- Magnolia grandiflora
- Metrosideros excelsa
- Quercus ilex
- Ulmus parvifolia
- Baccharis pilularis 'Pigeon Point'
- Carex spp.
- Carissa macrocarpa
- Festuca spp.

## MOBILITY & ACCESS

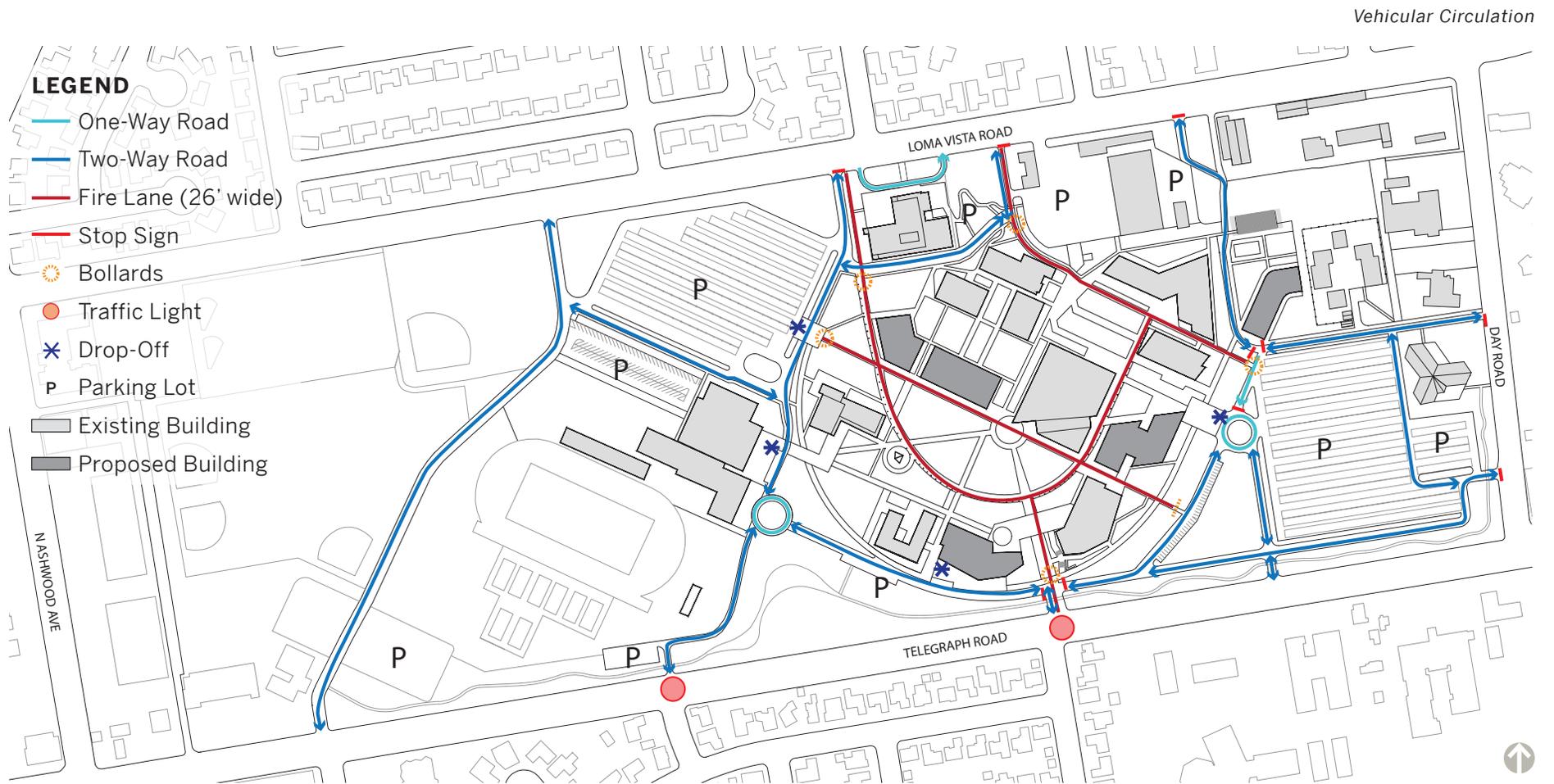
### OVERVIEW

The ways in which vehicles, pedestrians, and bicyclists enter and circulate throughout campus was studied in detail prior to beginning the recommendations of the Ventura College Facilities Master Plan and had an influence on the final recommendations. While the vehicular circulation and access did not have too many significant changes with the exception of the symbolic entry into campus, the pedestrian and bicycle circulation are recommended to have considerable modifications.

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

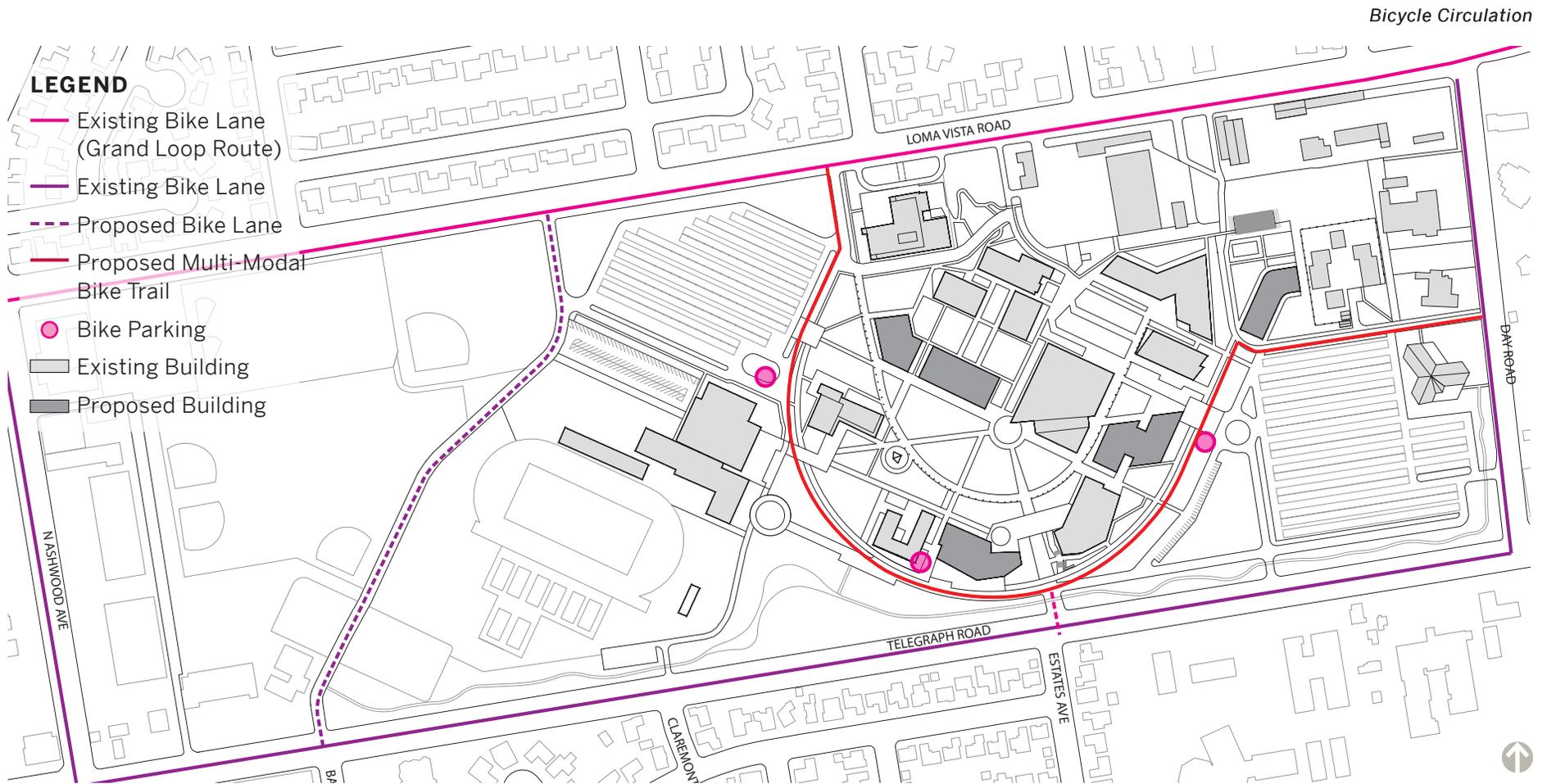
## VEHICULAR CIRCULATION

Vehicular circulation on campus is organized around the campus core perimeter. The existing east and north entries continue as main points of access to the campus when arriving by car. The signalized intersection on Telegraph Road is reinforced as a main entry for visitors, leading to short term parking at the administration and student services buildings. Internal circulation within the east parking lot is simplified and reorganized to make wayfinding easier. One-way travel lanes and a traffic circle at the expanded drop off area improve traffic flow and pedestrian safety. A second traffic circle at the athletics building smoothly directs traffic to the north and west parking lot or to the campus exit further to the west. The introduction of a vehicular gate at the north internal road limits access to the campus core to visitors, making it accessible to fire trucks and service vehicles only.



## BICYCLE CIRCULATION

The Ventura College community arrives on campus by a variety of means. To safely accommodate bicycles, the outer-most proposed promenade is a multi-modal trail that connects campus buildings and spaces to existing and proposed public on-street bicycle lanes. An additional on-street bike lane is proposed to facilitate access to athletic fields and facilities and the southwest corner of the campus. Additionally, bicycle parking facilities are proposed at convenient high traffic locations along the multi-modal promenade. From these points it is a quick walk to the campus core.



Promote bike traffic to campus by providing convenient and secure bicycle storage facilities. These can include a combination of the following: bicycle racks for short-term parking, shaded corrals and lockers for longer-term parking, other facilities such as bike repair stations at convenient locations close to building entries and circulation nodes. Additionally, clear and concise signage is critical to ensuring bicycle and pedestrian safety including directional signs, tactile warnings at transition areas and signage indicating ‘walk your bike’ zones.

*Multi-Modal Path*



*Multi-Modal Path*



*Bike Lockers*



*Bike Repair Station*



*Bike Shelter*



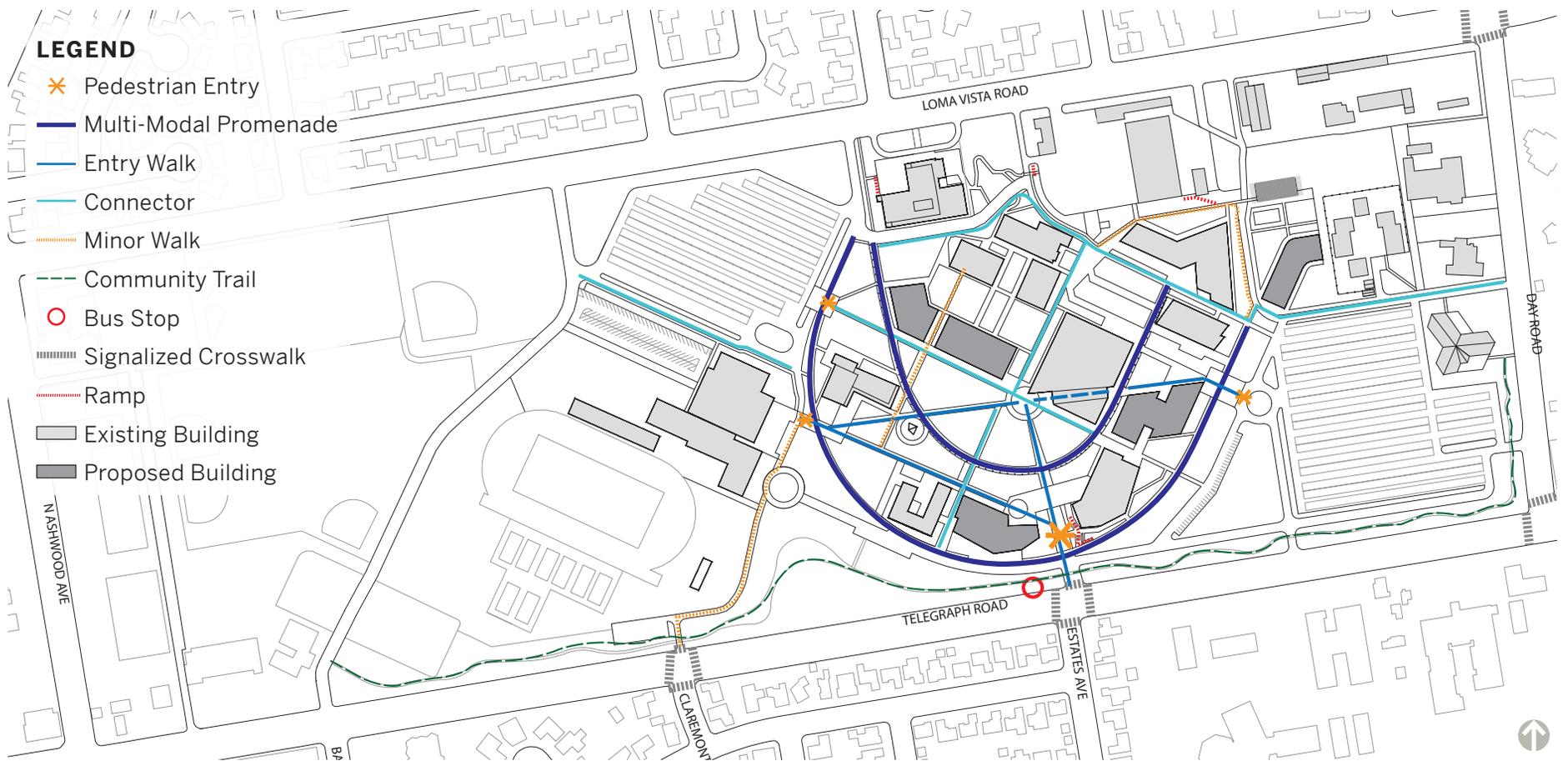
*Bike Racks*



## PEDESTRIAN CIRCULATION

With twin goals of improving wayfinding and creating a well-connected, walkable, healthy campus, circulation systems are designed to prioritize pedestrian movement. This includes limiting non-pedestrian access to the campus core; providing shaded, fully accessible pedestrian paths with seating at frequent intervals for resting and gathering; establishing a hierarchy of path types to help intuitive wayfinding; creating clear, direct and accessible entries from transit stops and vehicular drop-off areas. Other best practices to prioritize pedestrian safety include traffic calming devices such as raised tables at crosswalks and drop-off areas, speed bumps and minimum required street sections; signs and striping on multi-use trails to indicate bicycle use areas.

Landscape Master Plan



## SUSTAINABILITY GOALS

Based on the discussion during sustainability workshop that took place in September 8, 2021, Steinberg Hart compiled a list of Sustainability goals.

The Sustainability section is organized into five different categories:

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

Each section identifies the long and short terms goals, and provide potential strategies and action items.

The successful implementation of the plan will result in a significant reduction in our carbon footprint and will create a resilient, sustainable, and healthy future for Ventura College.



## CARBON NEUTRAL BUILDINGS

### Aspirational Goals

Establish a path for Carbon Neutral Buildings to help mitigate the serious threat of climate change. The following objectives and strategies are recommendations for achieving that goal.

### Objectives

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

### Strategies

- Long-term Strategies
  - Building envelope upgrades
  - Energy-efficiency partnerships with utility companies
  - High efficiency heating and cooling systems
  - Retro-commissioning
- Short-term Strategies
  - Explore external funding opportunities related to implementation of renewable technologies, energy efficiency
  - No new gas equipment in buildings.
  - Upgrade lightings to be all LED
  - Participate in Demand Response Program
  - Install daylight and occupancy sensors
  - On-site battery storage to replace fossil fuel generators.



## CARBON NEUTRAL TRANSPORTATION

### Aspirational Goals

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

### Objectives

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

### Strategies

- Long-term Strategies
  - Develop an integrated transportation system with city of Ventura and Gold Coast Transit that support sustainable and multi-modal transportation
  - Establish routes that allow scooters and bikes to be safely ridden on campus
- Short-term Strategies
  - Educate staff and students transportation is the largest contributor of greenhouse gas emissions
  - Create incentives for sustainable modes of transit
  - Expand bike parking capacity
  - Expand Electric Vehicle charging stations
  - Dedicate parking areas for ride sharing program



## ZERO WASTE

### Aspirational Goals

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

### Objectives

- Long-term Objectives (by 2040)
  - Become a zero waste campus
  - Become a paperless campus for all administrative processes
  - Eliminating landfill waste
  - Reduce the use of plastic packaging
  - Composting food and landscape waste
- Short-term Objectives (by 2025)
  - Increase the total waste diversion by 15%
  - Default all printers to double-side printing
  - Installing hydration stations to reduce the use of plastic bottles
  - Increase the number of zero-waste events in campus
  - Reduce waste per capita by 50%.

### Strategies

- Long-term Strategies
  - Develop a policy to phase out single-use plastics
  - Increase recycling
  - Increase material reuse
  - Eliminating landfill waste
- Short-term Strategies
  - Reduce the use of plastic packaging
  - Composting food and landscape waste
  - Installing hydration stations to reduce the use of plastic bottles
  - Reducing the carbon footprint of food service
  - Educate employees about sustainable purchasing guidelines
  - Implement sustainable purchasing best practices
  - Develop campus-wide guidelines for targeted environmentally preferred products



## WATER CONSERVATION

### Aspirational Goals

Develop a sustainable water management system through water resource conservation efforts. The following objectives and strategies are recommendations for achieving that goal.

### Objectives

- Long-term Objectives (by 2040)
  - 25% reduction in potable water use per capita from campus baseline by 2040.
  - Establish a guideline to promote water efficient practices and fixtures for new and renovated buildings
- Short-term Objectives (by 2025)
  - Develop Water Action Plan that identifies strategies for sustainable water systems
  - Install water meters to measure water use across the campus
  - Reduce the landscape water requirement by at least 50% from the EPA baseline
  - Reduce indoor water consumption by at least 35% from the EPA baseline

### Strategies

- Long-term Strategies
  - Upgrade 100% of fixtures to meet EPA water sense
- Short-term Strategies
  - Conduct a water audit to calculate water consumption baseline.
  - Educate community on sustainable water management practices.
  - Update water fixture standards
  - Incorporate more native, adaptive, and drought tolerant landscaping
  - Install Drip Irrigation



## SOCIAL JUSTICE & EQUITY

### Aspirational Goals

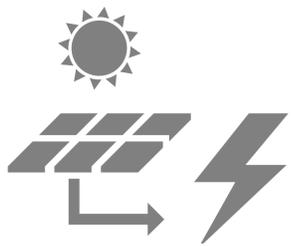
Establish a framework to promote a culture of Social Justice and Equity at the Ventura College and in the larger community it belongs to. The following objectives and strategies are recommendations for achieving that goal.

### Objectives

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

### Strategies

- Long-term Strategies
  - Develop policy and guidance for procurement of sustainable materials
- Short-term Strategies
  - Promote sustainability through educational component on campus to highlight the advantages of Sustainability such as energy saving, cost saving, etc.
  - Install sustainable feature signage in the campus for a learning and teaching opportunity
  - Integrate sustainability into the Accreditation report



Native Planting and Boardwalk



Local Plants



Point Irrigation



### Stormwater Treatment

Stormwater treatment measures including treatment and storage facilities should be well integrated into each step of implementation for the campus master plan. Stormwater run-off should be directed to planting areas wherever possible to allow recharge of the water table. Design of treatment and storage facilities should consider aesthetics as well as function. Plant materials should be low maintenance, native and locally adapted drought-tolerant species that also tolerate periodic inundation. Swales and basins should be designed to create opportunities for adjacent seating and demonstration of LID principles.

### Water Conservation: Selective Planting

Planting is central to reinforcing the Ventura College campus' sense of place and is an essential component of creating inviting and functional outdoor spaces that both mitigate the climate and highlight what makes Ventura College unique. Plant materials should reinforce local vernacular character with consideration of the unique environmental conditions of the marine terrace setting. All plant materials shall be low water and low maintenance native or non-invasive, locally adapted species with no known pests or diseases. Plant palette should provide year-round interest including a combination of evergreens and plants with seasonal accents. Use of turf grass shall be limited to event and recreational areas; due to heat gain and long-term maintenance issues, artificial turf is not recommended.

### Water Conservation: Smart Irrigation

All irrigation shall be AB1881 compliant including drip irrigation, low-flow heads, high efficiency rotors at turf areas. Irrigation Water supply shall be reclaimed if available, or else piped for future connection to reclaimed water supply. Irrigation controllers shall include a weather based master irrigation controller that utilizes current weather data, rain shut-off device, and Ethernet connections for remote access, ensuring that the irrigation schedule is based upon actual "real time" plant needs allowing for greater system control and minimizes potential over-watering. Design of the irrigation system should be based upon solar exposure and plant groupings. Multiple valve boxes shall be provided for each of these variances. All trees shall have an additional support irrigation system providing water to each individual tree utilizing a bubbler system on a separate valve.

Shared Bike Lane



### Pedestrians & a Bike Friendly Campus

To create a healthy campus, circulation systems should be designed to prioritize pedestrian movement including traffic calming devices such as raised tables at crosswalks and drop-off areas, speed bumps and minimum required street sections. Pedestrian paths should be shaded with benches provided at frequent intervals for resting and gathering. Promote bike traffic to campus by providing safe, well-marked bicycle-only or multi-modal trails along with convenient and secure bicycle storage facilities. Additionally, clear and concise signage and striping is critical to ensuring bicycle and pedestrian safety including directional signs, tactile warnings at transition areas and signage indicating 'walk your bike' zones.

Seating Area under Tree Canopy



### Heat Island Effect

Hardscape areas should be scaled appropriately to accommodate program, avoiding excessive expanses of unshaded paving materials. Hardscape should be in colors that are high-albedo to reduce the Urban Heat Island effect. In addition, a combination of architectural shade structures and canopy trees should be used to provide shade and cooling at exterior circulation and gathering areas. In addition to providing shade, trees also divert stormwater and capture and sequester carbon, reducing the production of greenhouse gases.

Flower with Butterfly



### Use of Pesticide & Herbicide

Many community colleges strive to maintain pesticide and herbicide-free campuses. To help reach this goal, planting should be designed to facilitate hand-weeding and other non-chemical weed treatments. It is strongly recommended that all planting areas have a minimum of (2) grow-kill cycles after clearing and grubbing to ensure their grow-kill cycles maintenance and prior to planting to minimize weeds. Additionally, all planting areas shall have 3" of organic or mineral mulch. Weed barrier should be used at all decomposed granite and cobble or mineral mulch areas. Plant species should be selected that have no known pests or diseases that require regular treatment. Principles of Integrated Pest Management should be applied when considering planting design.

## IMPLEMENTATION STRATEGY

### OVERVIEW

The Plan recommendations are intended to be implemented in a series of phases. This phasing is based on the logical sequencing of projects in order to address the priority needs of the college, limit campus disruption, minimize the need for swing space, and position the college to receive state funding.

All phases of the FMP will be subject to Ventura College's participatory governance process.

### PHASING

The phasing strategy for the Facilities Master Plan includes eight phases and offers the flexibility to reorganize phases as needed to account for changes in funding, campus ambitions, and shifts in priorities. While the majority of projects are planned to occur in the next 5 - 10 years, a couple of the later phases are planned as a part of the long-range vision.

The following series of diagrams and descriptions represent the general sequencing strategy of the campus development.

## Phase 01

The first phase of the sequencing strategy focuses on the construction of the new Student Services building in conjunction with the ceremonial entry leading visitors into campus off of Telegraph Road. Additionally, the main promenade is proposed to be constructed during Phase 01. This main promenade draws users into the center of campus, terminating at a junction of multiple pedestrian circulation paths, in addition to a central open space at the heart of campus. These three preliminary projects shall work together in order to create a welcoming gateway into Ventura College while enhancing the student experience.

*Implementation Strategy: Phase 01*



## Phase 02

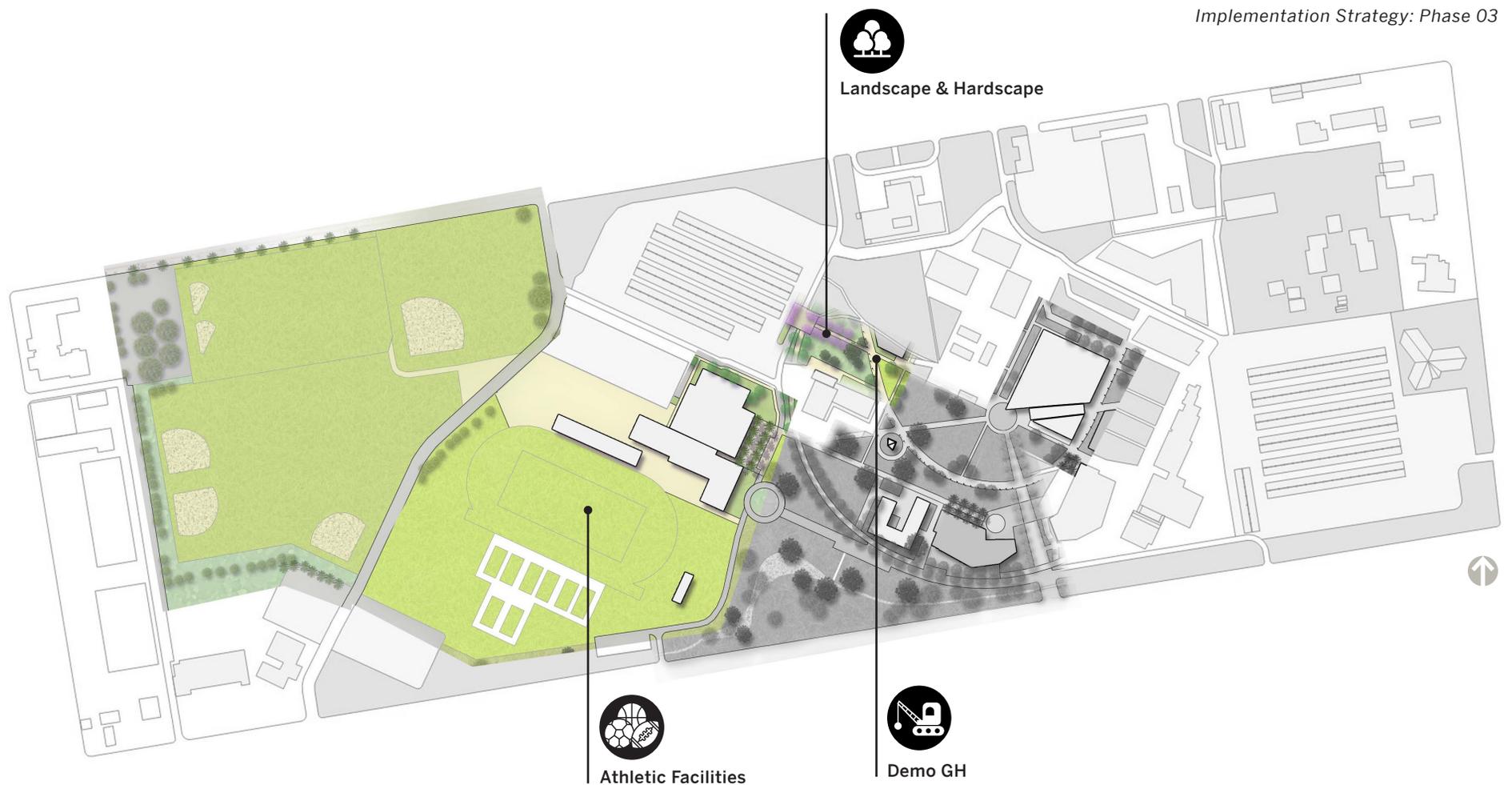
The second phase of the implementation strategy does not include any new buildings, but instead concentrates on renovations and landscape/hardscape improvements. Both the Administration (ADM) and The Beach (located in the first level of the LRC) are planned to be renovated. The majority of work to occur in ADM is focused primarily on building systems (mechanical, electrical, etc.), as well as other renovations that are deemed necessary when planning for this project. The BEACH shall also be renovated to serve future programs in that space.

CSC and SSC are planned to be demolished during this phase in order to open up space for the landscape and hardscape improvements planned for the area.



### Phase 03

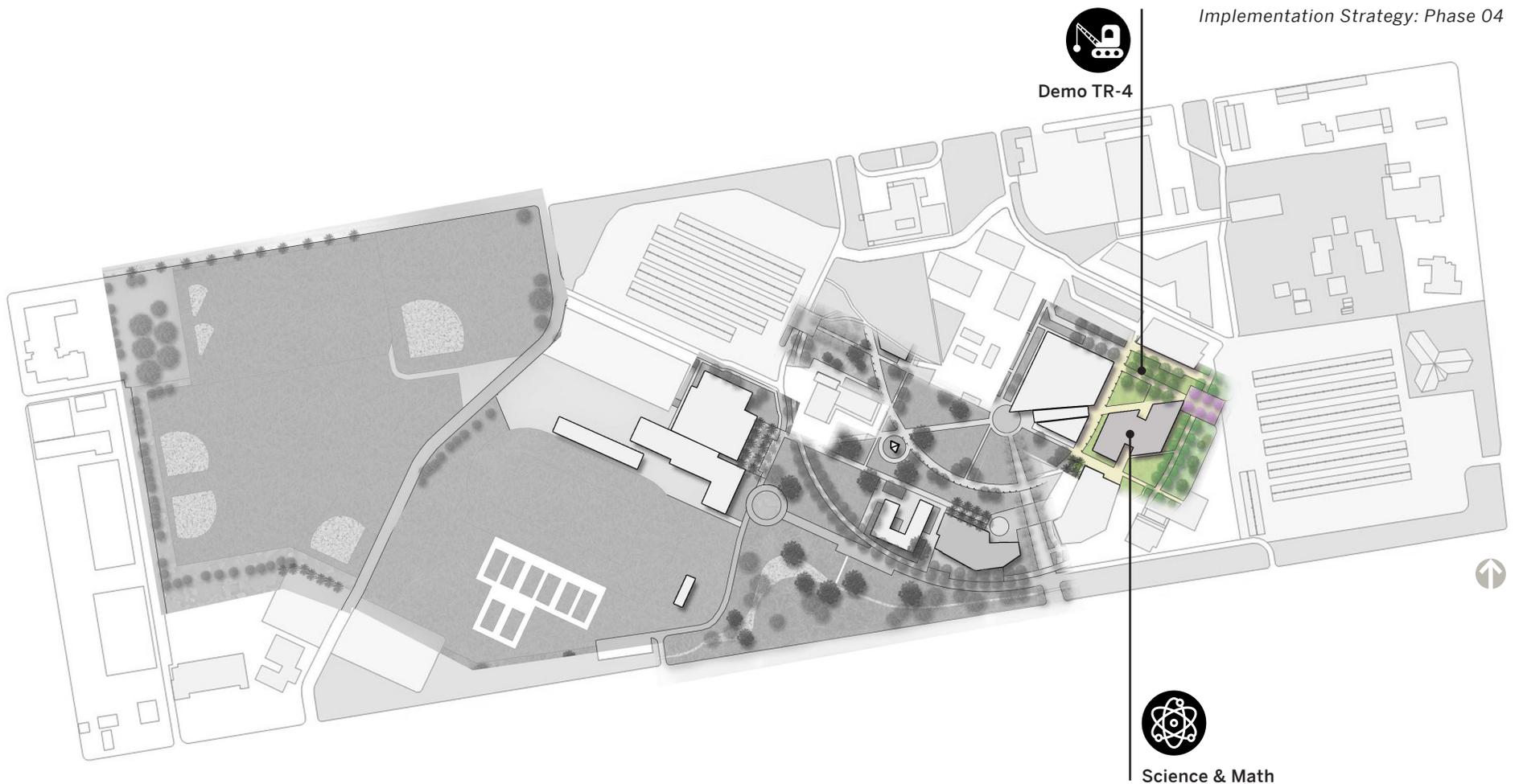
This phase completes the landscape and hardscape improvements on the west side of campus. This includes the continuation of the main promenade which rounds the core and a portion of the east-west connection leading users into campus from the West Lot. Also to occur during this phase are the Athletic Fields and Facilities improvements which consists of enhancements to the turf/fields, mechanical renovations to the AEC and C buildings, bleacher upgrades, and the addition of both men's and women's bathrooms/locker rooms.



## Phase 04

The fourth phase of the Plan introduces a new Science and Math building to serve as the replacement facility for the future demolition of SCI. Upon its completion, the program located in SCI will move over to the new building, opening up SCI to be demolished. An Initial Project Proposal for a 13,500 GSF science building annex has already been approved by the state. If these funds are available prior to the completion of other phases, this phase may want to be shifted to occur earlier in the implementation strategy.

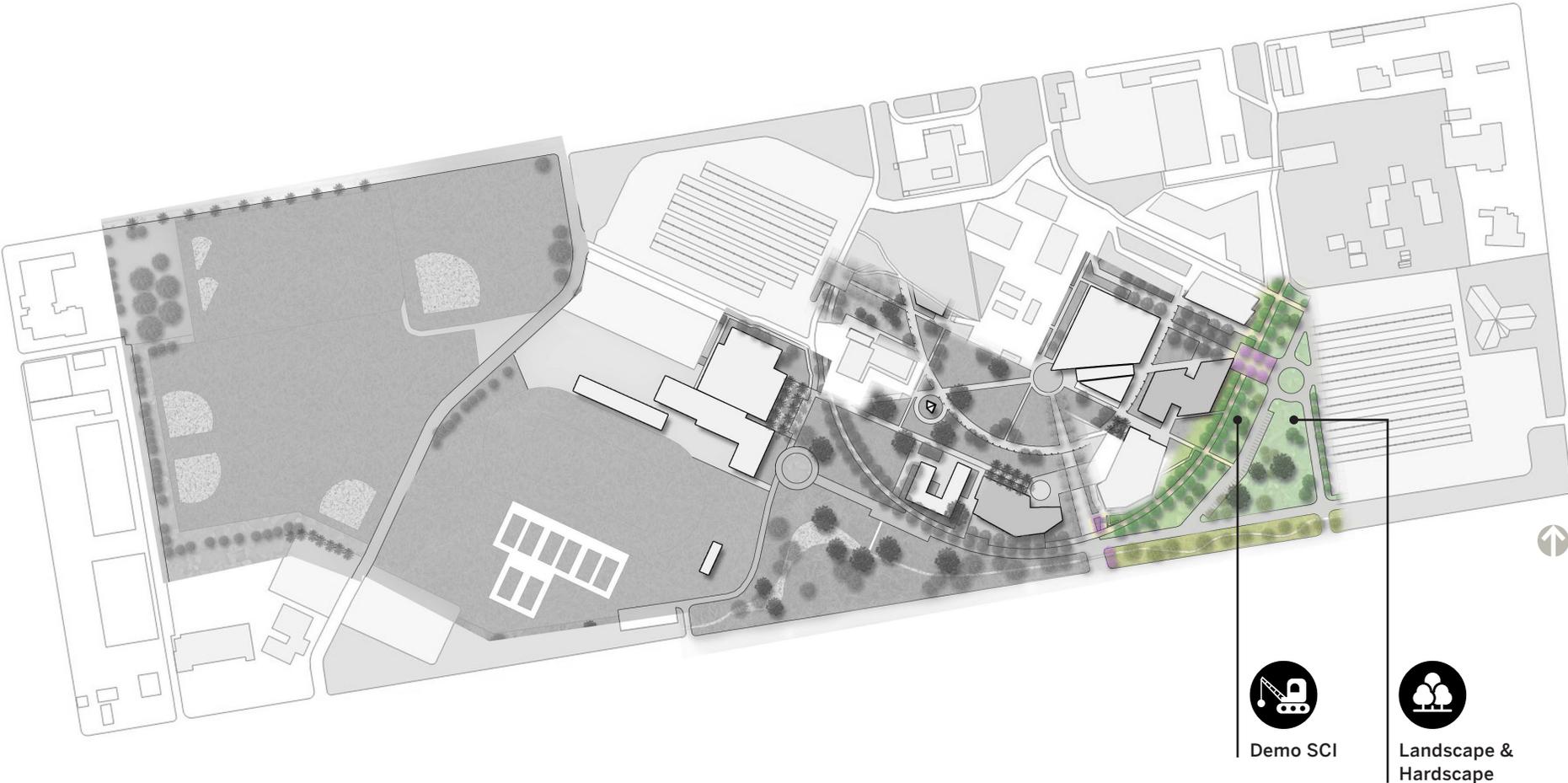
The landscape and hardscape around the new building shall also take place during this time, including the entry walk from the drop-off location in the East Lot.



### Phase 05

This phase re-imagines the southeast corner of Ventura College and how the existing difficult parking intersection could be improved. Completing the main promenade on the perimeter of campus provides a main circulation path to enter campus from the East Lot or from the drop-off location that lies between the East Lot and the main promenade. This entry point leads users into campus either to the north of the new Science and Math building or to the south, utilizing the east/west connections that have been established in other phases of the implementation strategy.

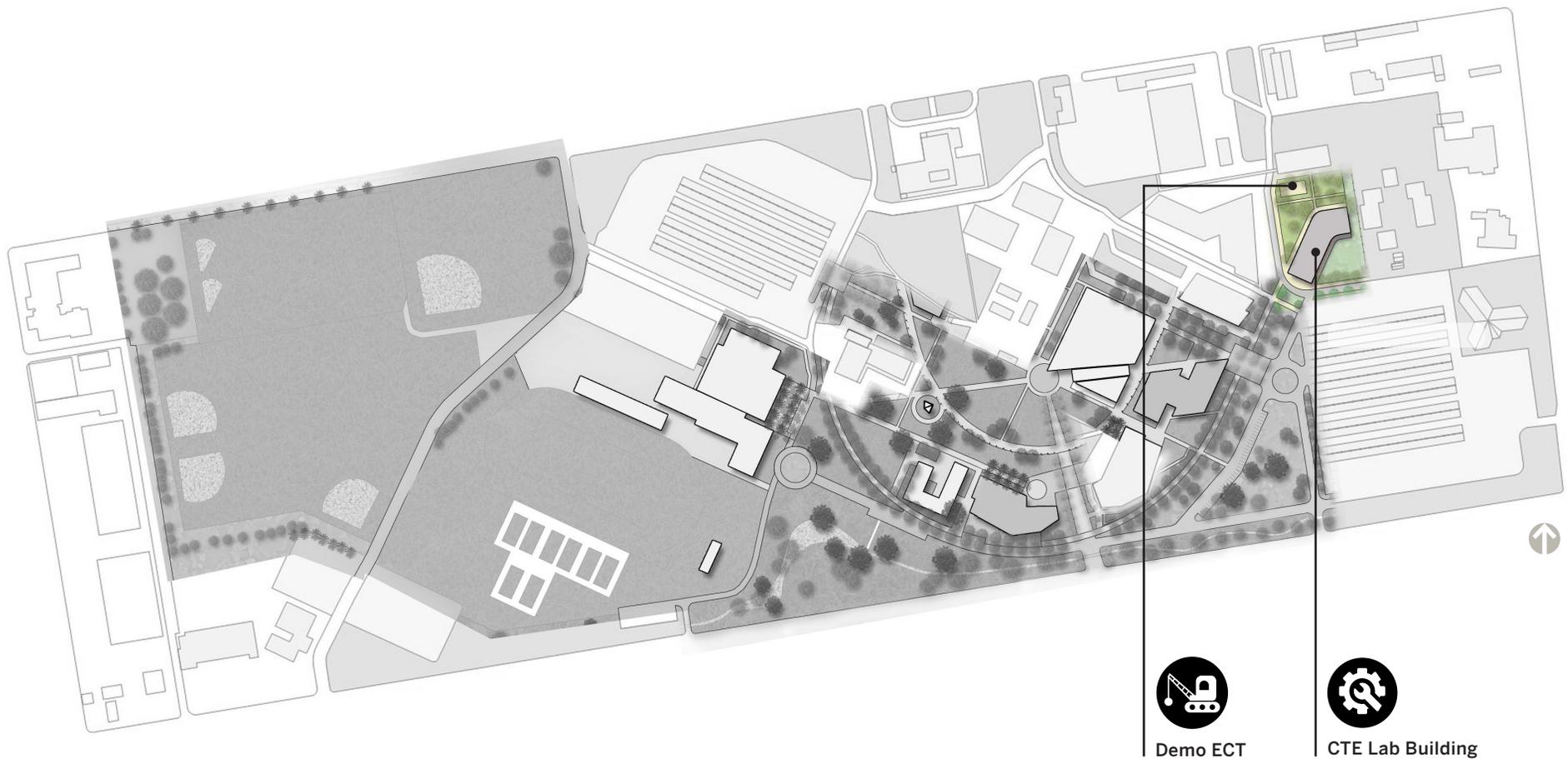
Implementation Strategy: Phase 05



## Phase 06

In the sixth phase, a new CTE Lab building is envisioned to be constructed and the existing ECT building would be demolished. The new CTE Lab building would provide a terminus to the semi-circular main promenade around the campus, acting as a final stop. The existing ECT gardens are planned to remain (which may require improvements) to the north of the new CTE building, as they are a favored outdoor area on campus. In addition to the landscape improvements to the north of the new CTE building, further improvements are visualized to the south of the new building as well.

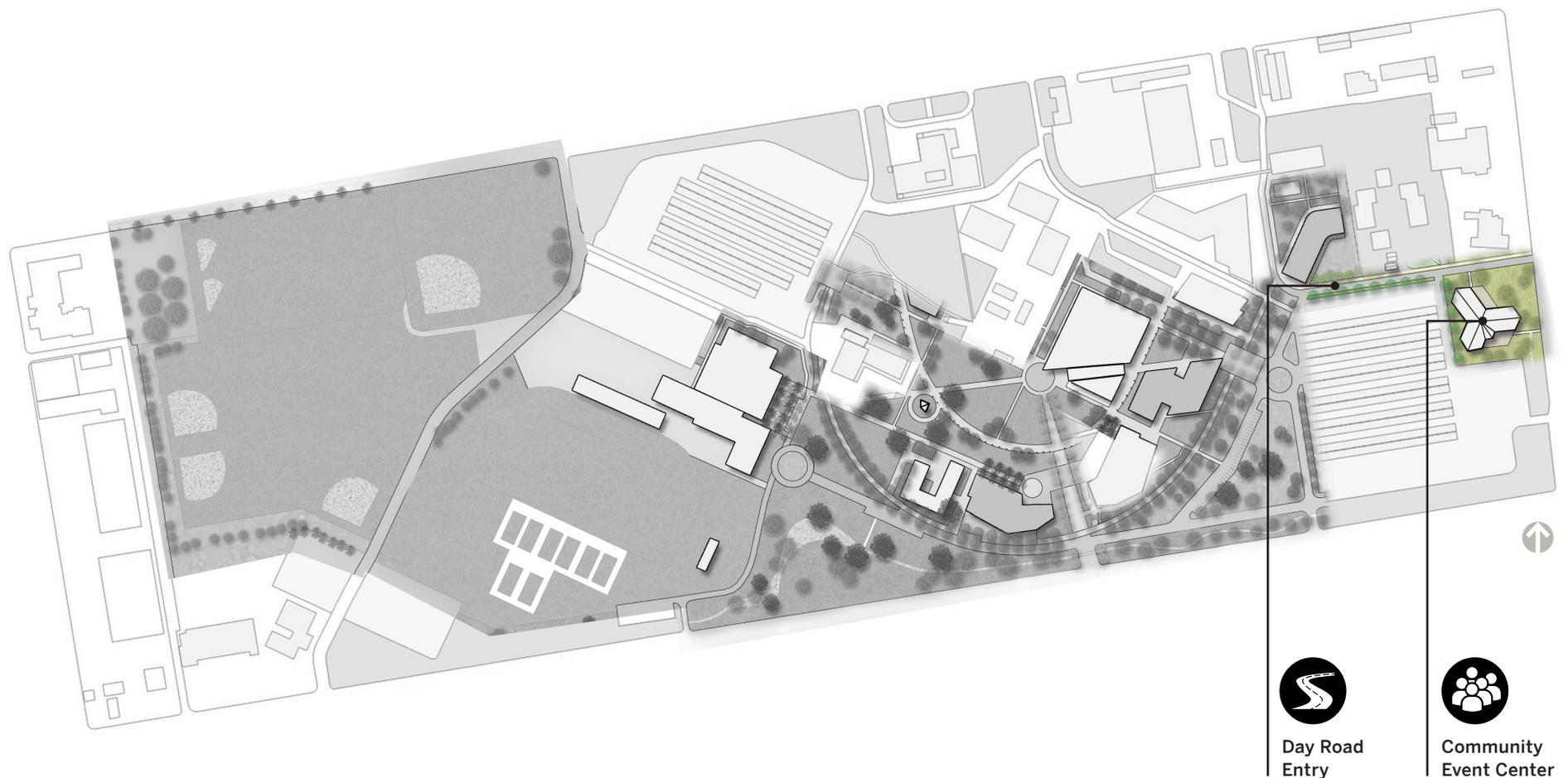
*Implementation Strategy: Phase 06*



## Phase 07

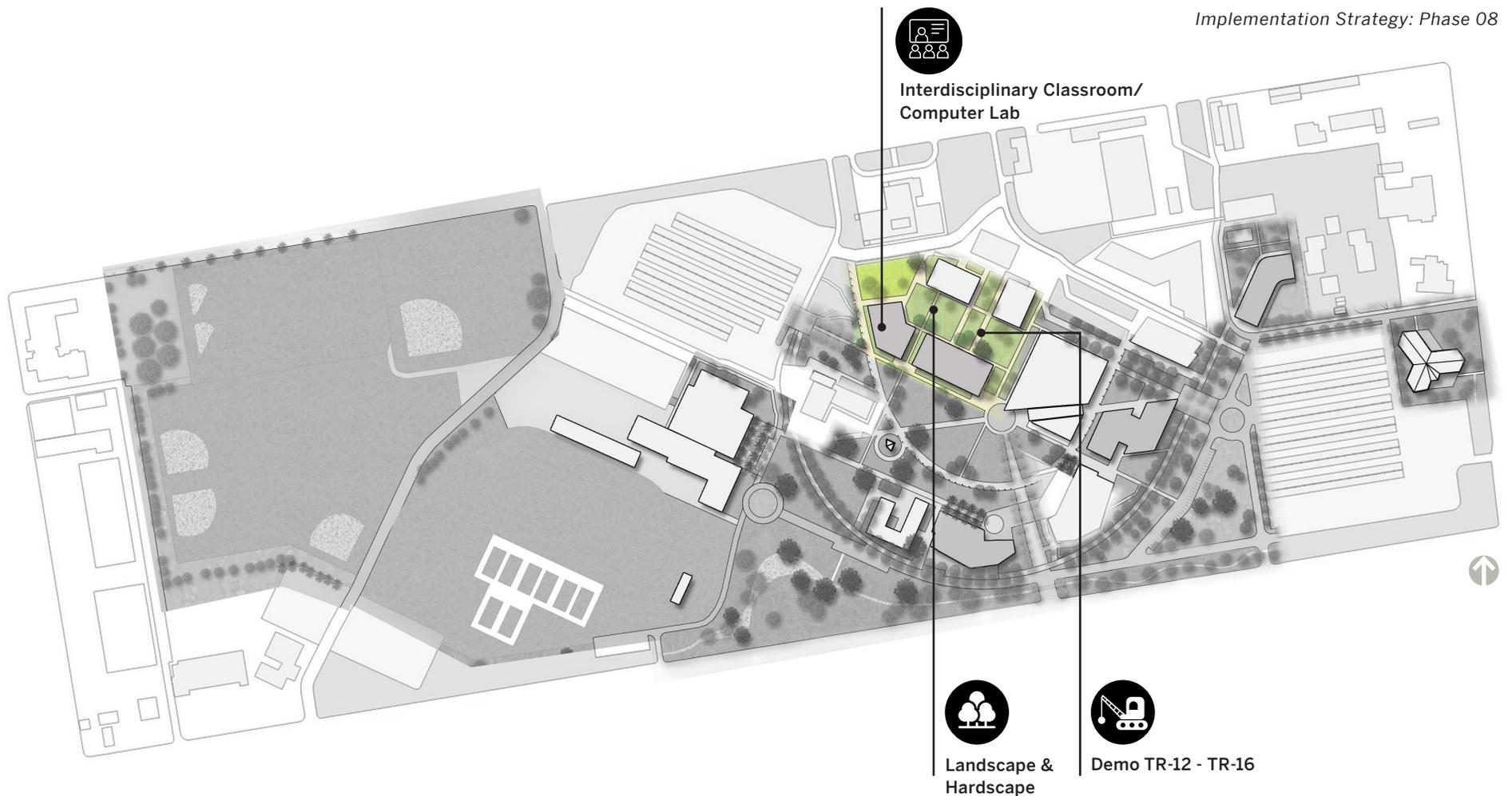
The seventh phase of the Plan reinvigorates the Wright Event Center (WEC) and provides landscape improvements to the vehicular entry road that brings users into campus from Day Road. The Day Road entry is used often by vehicles to get into campus, so enhancing this oftentimes first impression is an important component of the Plan. This road will also likely be used often for those visiting the renovated WEC building and the two can work together to improve this eastern edge of Ventura College.

Implementation Strategy: Phase 07



## Phase 08

Finally, culminating the longer-range vision of the plan is the construction of an Interdisciplinary Classroom/Computer Lab building with landscape and hardscape improvements to occur around the site. This phase will also include the demolition and/or relocation of the trailers located south of MAC to allow for the creation of a courtyard space between the new Interdisciplinary Classroom/Computer Lab building, the existing Studio Arts Building (SAB), the existing Media Arts Center (MAC), and the Creative Resources Center (CRC). Lastly, the final portion of the western promenade shall be completed, leading users to and from an outdoor space located south of the Performing Arts Center (PAC).







EAST

VENTU



## 05

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### EAST CAMPUS

Overview

Campus Survey

Campus Context

Program Development

Future Space Needs



## OVERVIEW

The planning process included analysis and recommendations for Ventura College East Campus (VCEC). To align the campus facilities with the District priority of supporting the growth of VCEC, the planning team conducted several workshop and listened to insights of multiple stakeholders regarding condition and functionality of existing facilities and opportunities for future growth. The VCEC Building today occupies about 10,000 square feet of space, the VCEC project is planned to accommodate the programmatic and functional needs of the growing Santa Clara River community.

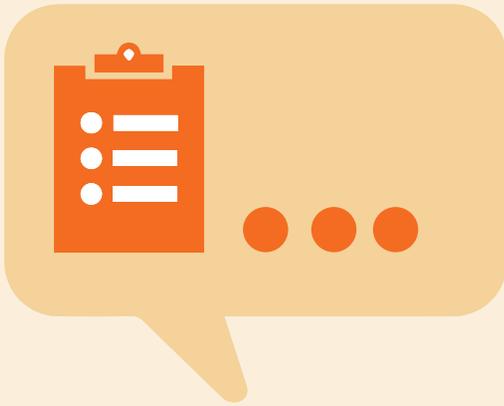
## VCEC MISSION

For nearly 50 years, the Ventura College East Campus, as an extension of Ventura College, has been an educational leader providing a positive and accessible learning environment that is responsive to the needs of students. VCEC promotes success, develops students to their full potential, creates lifelong learners, and fosters positive human values for successful living and membership in a global environment for the Santa Clara River Valley Communities of Fillmore, Piru, and Santa Paula. This extension campus is a model on how institutions of higher learning can combine innovative programs, student support, and instructional technologies to provide outstanding learning opportunities and community services. Ventura College East Campus also serves as the center of operations for Ventura College Off-Campus Programs, including Dual Enrollment.

## GUIDING PRINCIPLES

At Ventura College and Ventura College East Campus we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

- Embrace the strength of diversity
- Listen with intensity and compassion
- Communicate with integrity and patience
- Design student-centered solutions
- Spark self-confidence and a sense of discovery
- Pursue our vision and goals with passion



## CAMPUS SURVEY

Released to the VC East Campus community in August, the experience Survey provided an opportunity for college to offer feedback of the physical VCEC campus, about day-to-day use, needs and desires for the future.

### EXISTING CAMPUS STRENGTHS

- 1 Location serving multiple communities - Fillmore, Piru and Santa Paula
- 2 Full-time dean on site

### MAJOR CHALLENGES FOR STUDENTS

- 1 Lack of promotion/campaigning/ awareness of east campus to students and community
- 2 Limited course availability

### EXISTING CAMPUS WEAKNESSES

- 1 Limited course/career pathway offering on site
- 2 Lack of community presence
- 3 No flexible hours (i.e. evenings/ weekend classes)

### RESOURCES NEEDED FOR IMPROVED STUDENT SUCCESS

- 1 Increased class space, course offerings and transfer credits
- 2 On-campus tutoring and increased student services
- 3 Enhanced tech access
- 4 Creating resource partnerships with local libraries etc.

**DESCRIBE THE EAST CAMPUS NOW AS:**

- 1 Forgotten and overlooked, a work in progress
- 2 Accessible but under the radar
- 3 Not big enough to support student population/needs

**WHAT 3 THINGS SHOULD THE MASTER PLAN FOCUS ON**

- 1 Course offerings and classrooms
- 2 Improved innovative campus design that offers future growth
- 3 Partnerships with other higher education institutions

**COMMUNITY IMPROVEMENT ON AND OFF CAMPUS**

- 1 Outreach to community stakeholders/leaders
- 2 Improved presence in community through information nights/open house
- 3 Create relationships with employers for future recruitment



*Summary of Key Findings*



## CAMPUS CONTEXT

In 1980, the East Campus (then known as the Santa Paula Vocational Center), opened on Dean Drive in Santa Paula. In 2011, the satellite campus moved to its current location on Faulkner Road. In addition to the East Campus, Ventura College schedules college classes at six local high schools, and occasionally uses facilities at other community locations.

Off-Campus programs serves over 800 students per semester through enrollment in off-campus classes, and assisting students through the East Campus Student Services Office and Library and Learning Resource Center.

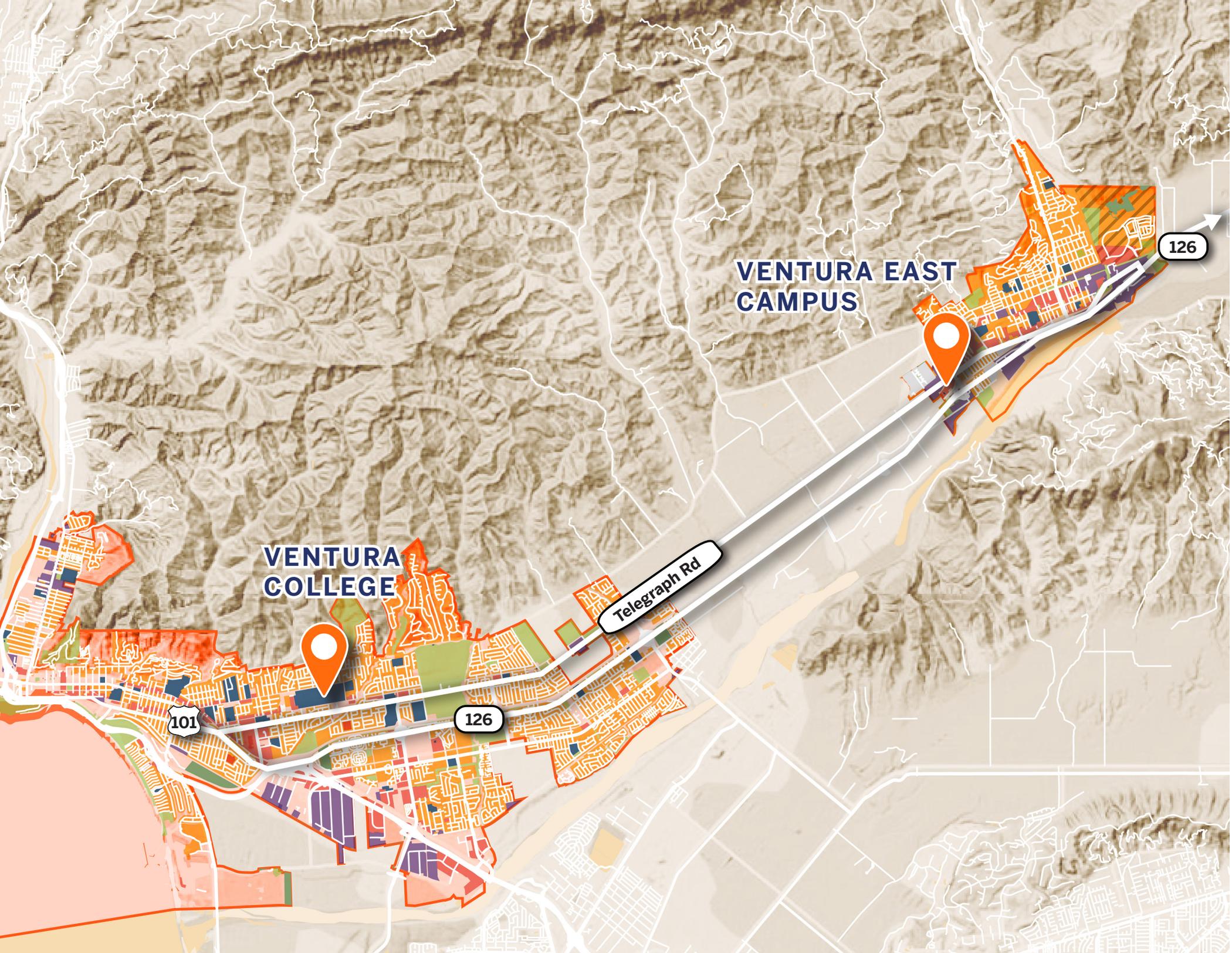
Ventura College Off-Campus Programs bridges access to higher education for the underrepresented areas of the Santa Clara River Communities. Over 75 percent of students enrolled in off-campus classes are from Fillmore, Piru, and Santa Paula.

Committed to diversity, Ventura College has been designated a Hispanic Serving Institution by the U.S. Department of Education. Ventura College's campus ethnicity is 55% Hispanic/Latino, and students enrolled in Ventura College off-campus classes are over 60%.

In 2016, the East Campus partnered with the Ventura College Foundation to create an Annual Scholarship for

Ventura College students who are residents of Fillmore, Piru, and Santa Paula. An annual \$1,000 award will be given to a local student with a 3.5 GPA or higher.

In 2019, Ventura College began offering two Associate Degrees at Ventura College East Campus. Students may earn an Associate Degree in Arts and Humanities and/or in Social and Behavioral Sciences, with the addition of a Veterinary Tech Program which started in February of 2021. Off-Campus Programs bridge access to higher education for the underrepresented areas of the Santa Clara River Communities. Over 75% of students enrolled in off-campus classes are from Fillmore, Piru, and Santa Paula.



**VENTURA COLLEGE**

**VENTURA EAST CAMPUS**

Telegraph Rd

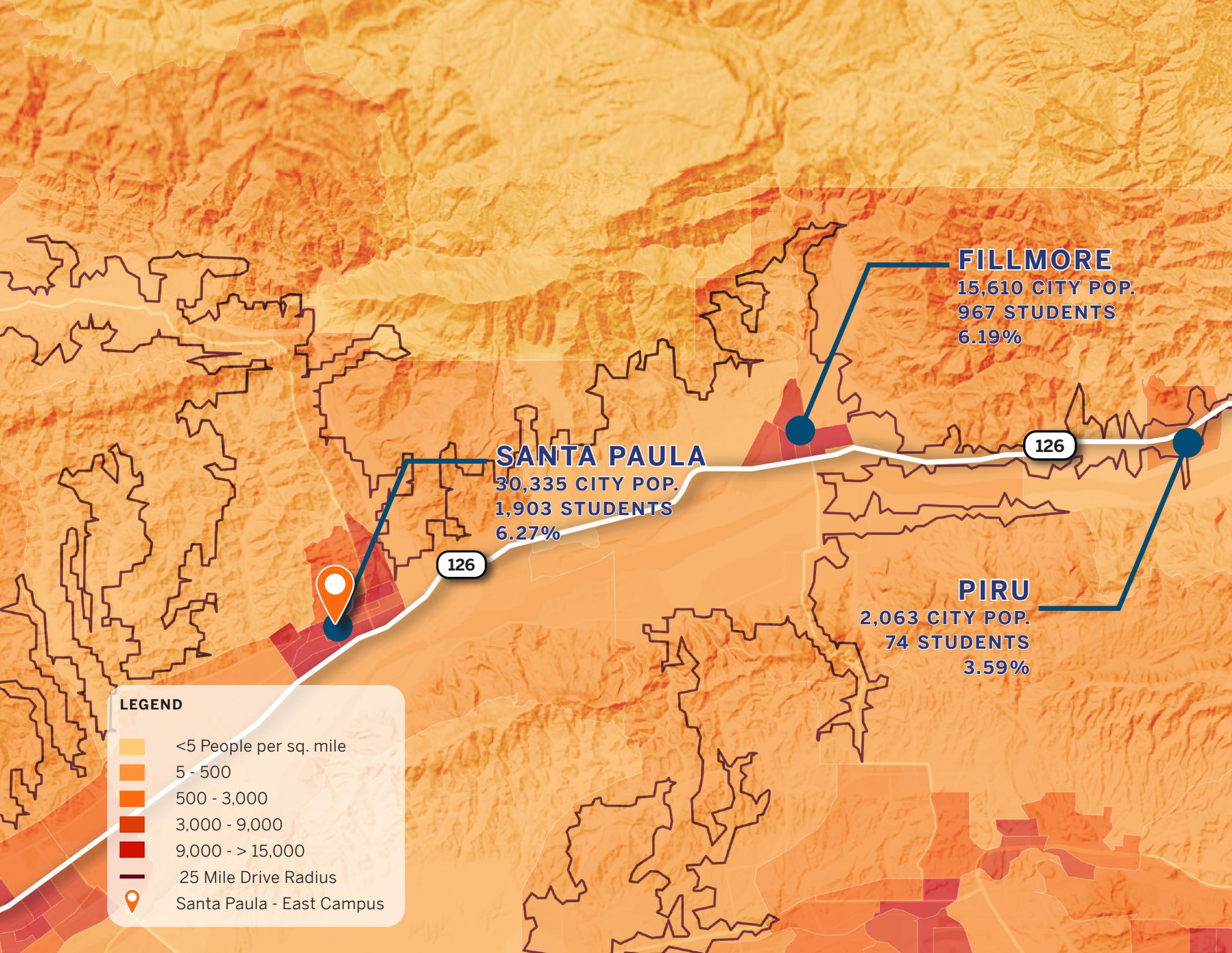
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## CAMPUS CONTEXT (cont'd)

The Santa Clara River Valley Cities (Santa Paula, Fillmore, Piru) have proportionally more students attending a Ventura College Campus than the average city in the county. There is great opportunity for growth in the area.



**FILLMORE**  
15,610 CITY POP.  
967 STUDENTS  
6.19%

**SANTA PAULA**  
30,335 CITY POP.  
1,903 STUDENTS  
6.27%

**PIRU**  
2,063 CITY POP.  
74 STUDENTS  
3.59%

126

126

**LEGEND**

- <5 People per sq. mile
- 5 - 500
- 500 - 3,000
- 3,000 - 9,000
- 9,000 - > 15,000
- 25 Mile Drive Radius
- Santa Paula - East Campus

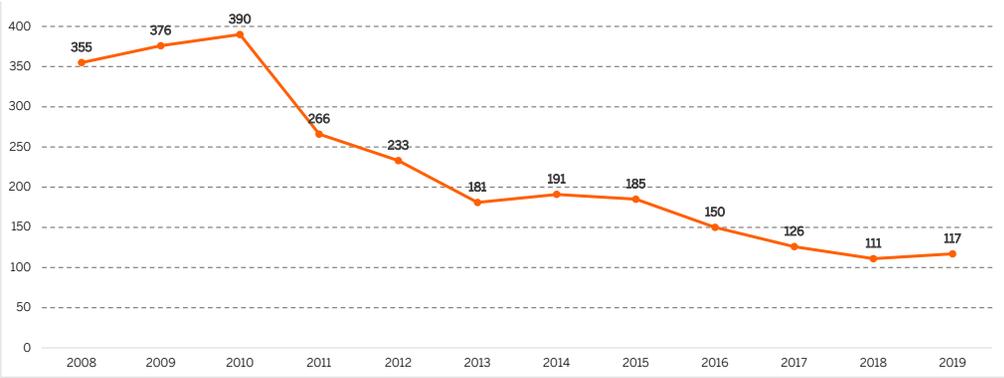
## PROGRAM DEVELOPMENT

### **METHODOLOGY**

A space needs analysis was prepared as part of the master plan process to establish current allocation of space and future space needs. The space types assessed within the analysis include classroom, teaching laboratories, office space, library, study space, and support spaces.

Space needs were determined for the College current and projected enrollment of 500 FTES in phase one and 1,000 in phase two. These needs were translated into individual building spaces.

Space planning guidelines were applied to quantify overall space needs. These were supplemented with stakeholder interviews and campus surveys that captured the qualitative aspects of space. A benchmarking analysis was also conducted to compare the VCEC's space needs against peer educational institutions. Common themes from the surveys are captured in the above graphic.



**Historical FTES Data** | Ventura College Division Dashboard

## FUTURE SPACE NEEDS

### SPACE NEEDS MODEL

The space needs model compares the Ventura College East Campus's (VCEC) existing space against projected needs for a variety of higher education categories:

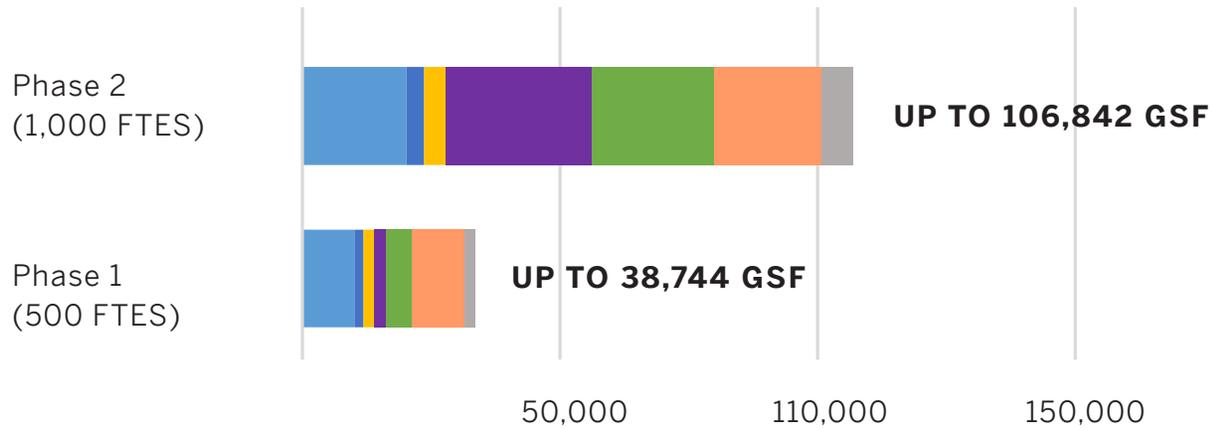
- Classrooms and labs
- Offices
- Library/Study
- Athletics
- Student Life
- Support

The model is based on space standards prescribed by the Title 5 of the California Code of Regulations.

These standards were applied to assumptions around VCEC enrollment levels and weekly student contact hours (WSCH).

The model uses 2035 student, faculty, and staff population levels determined during enrollment trends analysis.

2035 Space Needs by Category



	Phase 1 GSF	Quantity	Phase 2 GSF	Quantity
Classroom/Lab	10,109	10*	20,218	20*
Open Lab	1,709	2	3,419	3
Office	2,083	13	4,167	27
Library /Study	7,265		28,375	
Athletics/Rec	5,000		23,846	
Student Life	10,385		20,769	
Support	1,896		6,048	
Parking Spaces	217		300	

\* Classroom spaces are approximately 900 asf, Labs spaces are approximately 1,250





# 06

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## APPENDIX

Infrastructure

Traffic Considerations

Context Data

Survey Results

Concept Alternatives

Meeting Dates & Notes



## INFRASTRUCTURE

### OVERVIEW

The Ventura College Master plan will serve as a guide for development for the main campus. The master plan, as provided by the architect, includes 5 proposed buildings along with other site development updates such as circulation improvements, landscaped areas, and parking lot improvements. New building construction totals 250,000 square feet, renovation totals 34,890 square feet and demolition totals 130,152 square feet approximately. The campus is approximately 112 acres and generally consists of athletic facilities (fields, etc.) on the west half with the core of buildings on the east half. The campus topography generally slopes from northeast to southwest.

In July 2021 Psomas was provided a master folder containing files and information for Ventura College made available by the District. After reviewing the information within the master folder, Psomas found the following relevant documentation:

- Site Survey, topo files in CAD format from 2006 and 2010 as well as topo from other small projects
- On-site utility layout, file in CAD format from 2010, as well as hand drawn utility sketch

Utilizing the above data Psomas reviewed the existing on-site wet utility systems and prepared overlays of the proposed master plan to analyze impacts to the systems.

## **WET UTILITIES MASTER PLANNING CONSIDERATIONS**

Site utilities analyzed within the civil scope include sanitary sewer, potable water, and storm drain. The utility maps provided are high level exhibits which contain limited detail beyond approximate horizontal location of the pipe networks. The data provided clearly contains some inaccuracies, but is assumed to be generally complete, and the analysis presented here is based on what can be discerned from the available data. Given the scope and scale of the master plan build-out it is recommended that full utility master plan be completed for the campus, which would include a full audit of all record plans, assessment of the existing systems including sub-surface

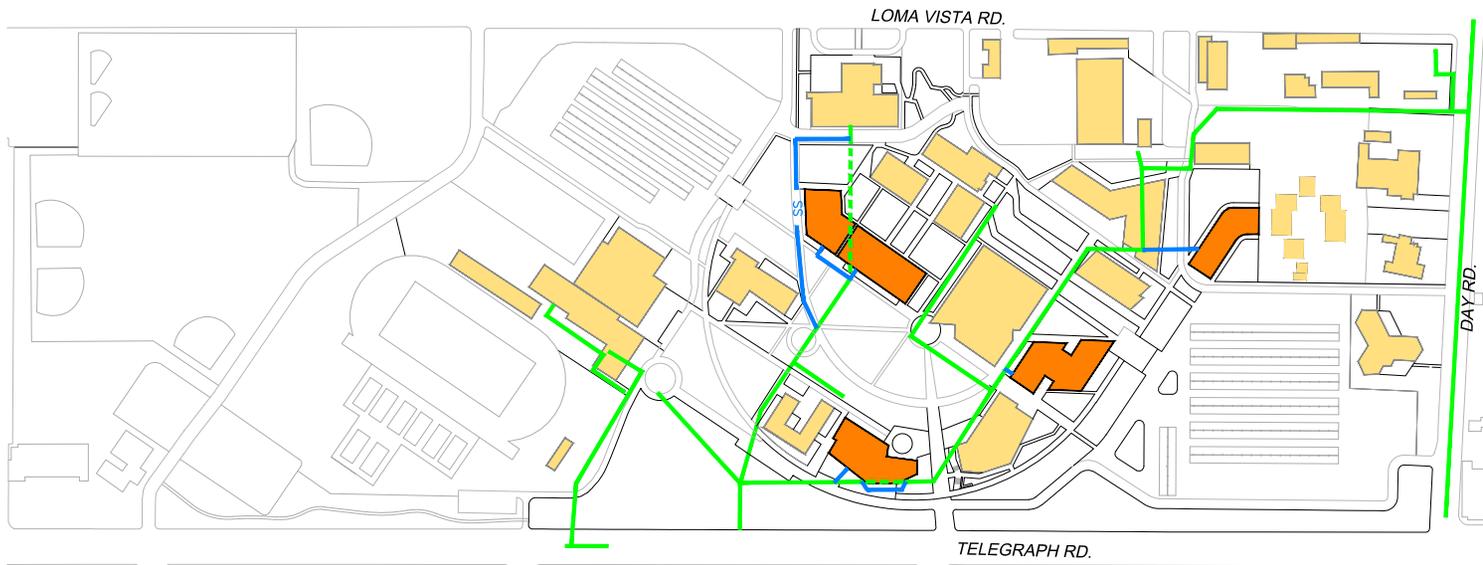
investigation, utility survey

## **UTILITIES**

### **Sanitary Sewer Infrastructure**

The existing campus sanitary sewer system is comprised of three mains. Two of the mains discharge to Telegraph Road and one discharges to Day Road. The easterly main that discharges to Telegraph is the main campus backbone. Two of the five proposed buildings conflict with the existing on-site sewer network. These areas create the need for portions of the existing sewer network to be re-routed around the proposed buildings, as seen on the Sanitary Sewer Infrastructure Exhibit on the following page. The proposed routes of sanitary

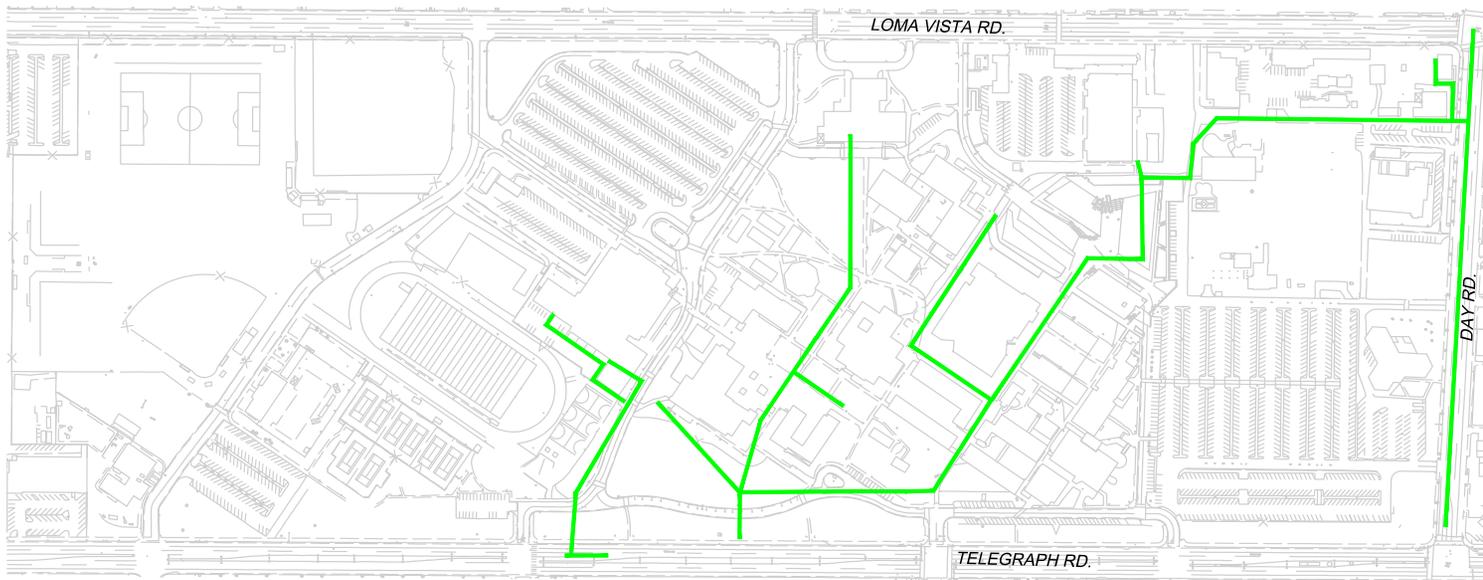
sewer do not drastically change the existing configuration, and therefore the existing system and off-site sewer mains should not be adversely impacted. A utility assessment will reveal any condition or capacity issues that may warrant replacement of other lines in the system.



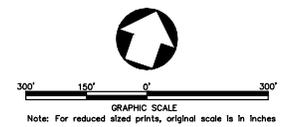
**PROPOSED SANITARY SEWER NETWORK**

**LEGEND:**

- EXISTING SEWER MAIN
- - - SEWER MAIN TO BE DEMOLISHED (CONFLICTS WITH PROPOSED)
- PROPOSED SEWER MAIN
- PROPOSED BUILDING
- EXISTING BUILDING



**EXISTING SANITARY SEWER NETWORK**



**VCMP  
Sanitary Sewer Infrastructure  
Exhibit**

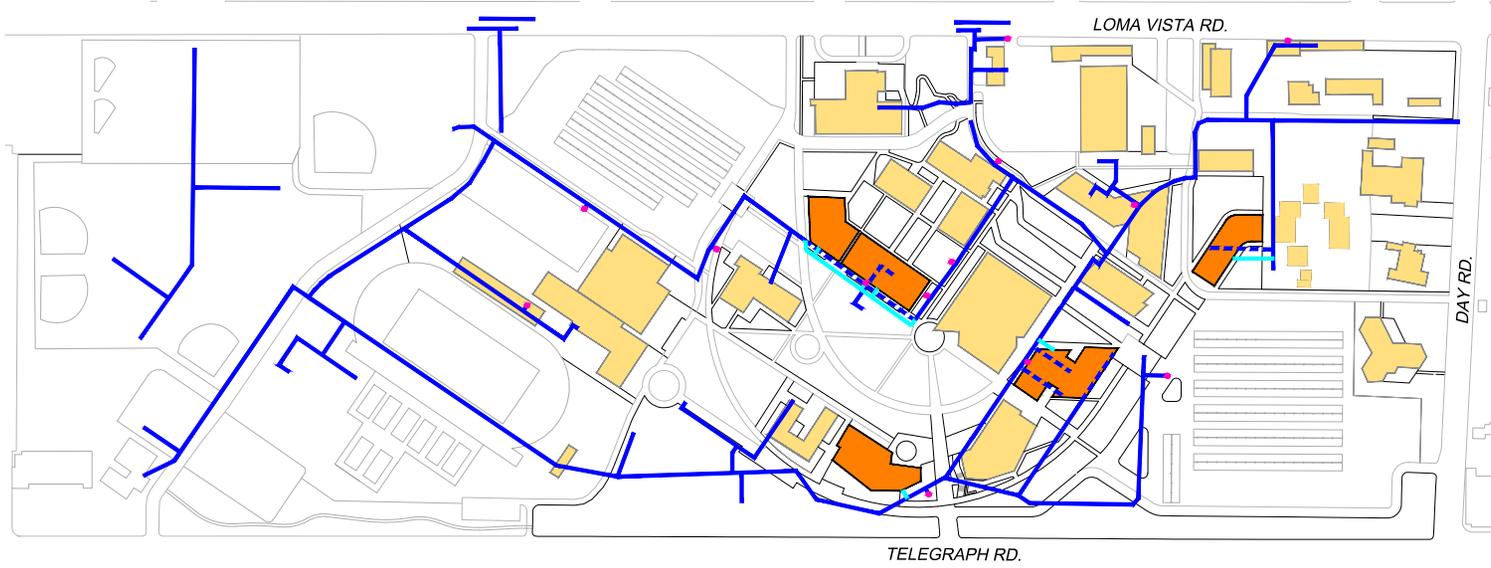
**PSOMAS**

DATE: 10-26-21    REVISED ON:  
JOB No: 1STE201600    SHEET 1 OF 1

### Water Infrastructure

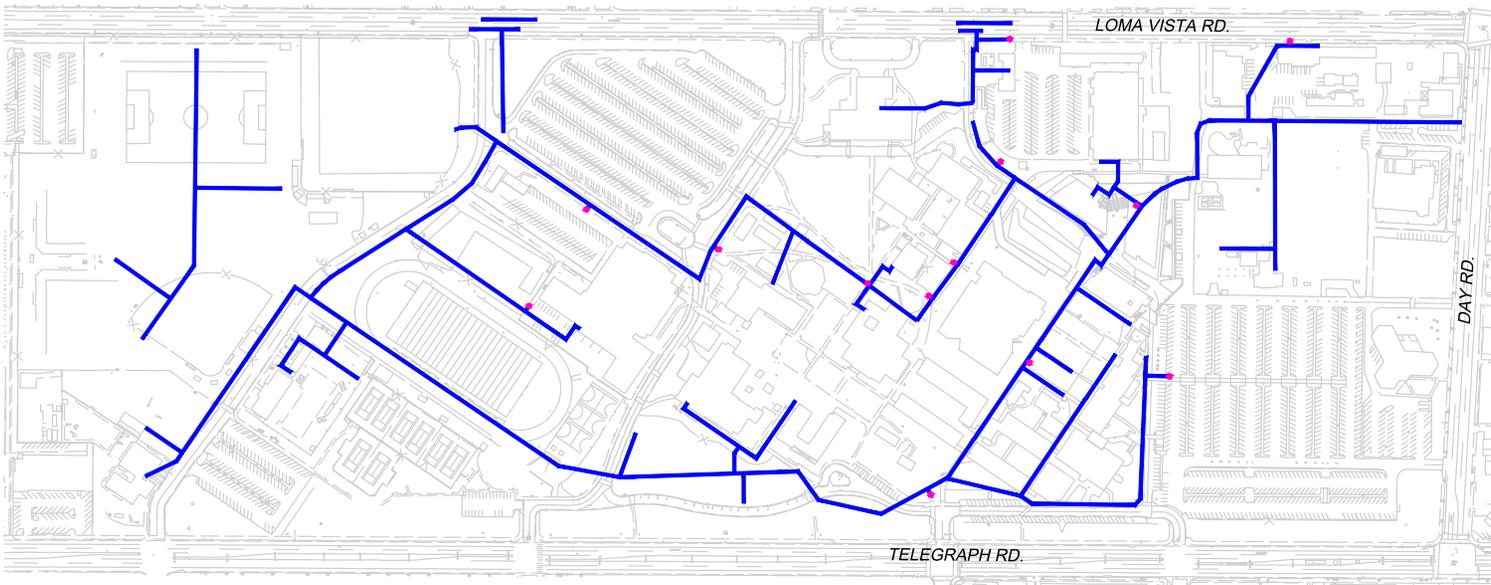
Ventura Water provides potable water service to this site. The campus is supplied from two connections on Loma Vista Road and one connection on Day Road. These connections feed a water loop that extends to all areas of the campus supplying potable water for domestic, fire, and irrigation use. Four of the five proposed buildings conflict with the existing on-site water network. Portions of the existing water network will need to be demolished where they conflict with the proposed buildings. New connections from the existing network will be made to the proposed buildings. No adverse impacts are anticipated from these changes to the existing network. Refer to the Water Infrastructure Exhibit on the following

page for proposed connections. Based on the age of the campus it is likely that many of the water lines on campus are asbestos concrete pipe (ACP) which are subject to a high incidence of breakage. ACP lines should be replaced as funding permits. A utility assessment will reveal any condition or capacity issues that may warrant replacement of other lines in the system.

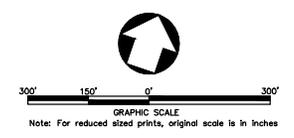


- LEGEND:**
- EXISTING WATER MAIN
  - - - WATER MAIN TO BE DEMOLISHED (CONFLICTS WITH PROPOSED)
  - PROPOSED WATER MAIN
  - EXISTING FIRE HYDRANT
  - PROPOSED BUILDING
  - EXISTING BUILDING

PROPOSED WATER NETWORK



EXISTING WATER NETWORK



VCMP  
Water Infrastructure  
Exhibit

**PSOMAS**

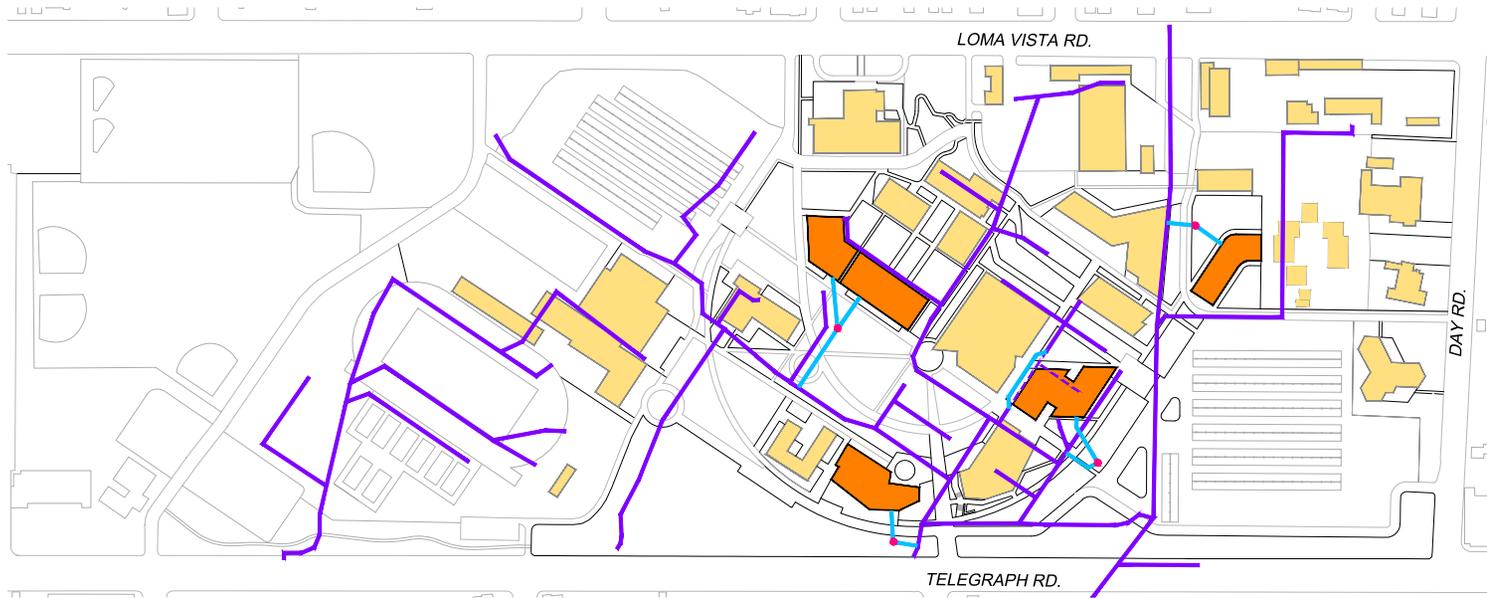
DATE: 10-26-21 REVISED ON:  
JOB No:1STE201600

### Storm Drain Infrastructure

The existing site topography flows to the southwest. Flows on campus are captured via existing drainage inlets. The on-site storm drain network has outlets to the storm drain main in Telegraph Road. It appears that there is public main going through the campus from Loma Vista Road to Telegraph Road. One of the five proposed buildings conflict with the existing on-site storm drain network. The portions of the existing storm drain network will need to be demolished where it conflicts with the proposed building. Incorporating Low Impact Design Best Management Practices (LID BMP) as required (see storm water quality discussion below) by the current MS4 permit will decrease impacts to the off-

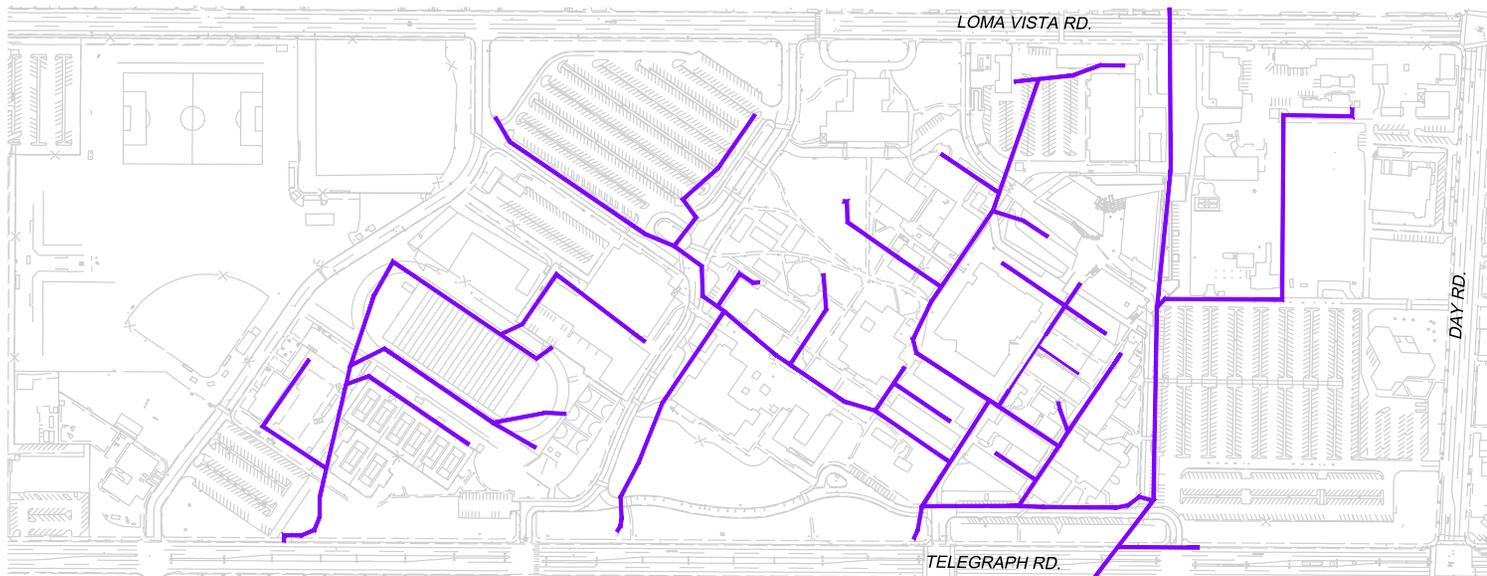
site storm drain system.

A utility assessment will reveal any condition or capacity issues that may warrant replacement of other lines in the system.

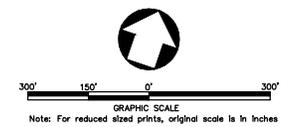


**PROPOSED STORM DRAIN NETWORK**

- LEGEND:**
- EXISTING SEWER MAIN
  - - - SEWER MAIN TO BE DEMOLISHED (CONFLICTS WITH PROP. BUILDING)
  - PROPOSED SEWER MAIN
  - PROPOSED BUILDING
  - EXISTING BUILDING
  - INFILTRATION DRYWELL BMP



**EXISTING STORM DRAIN NETWORK**



VCMP  
Storm Drain Infrastructure  
Exhibit

**PSOMAS**

DATE: 10-26-21 REVISED ON:  
JOB No: 1STE201600

## **STORM WATER QUALITY**

Storm water management is required for compliance with the Federal Clean Water Act National Pollutant Discharge Elimination System (NPDES) program. Plans are required for the construction phase and post construction storm water management.

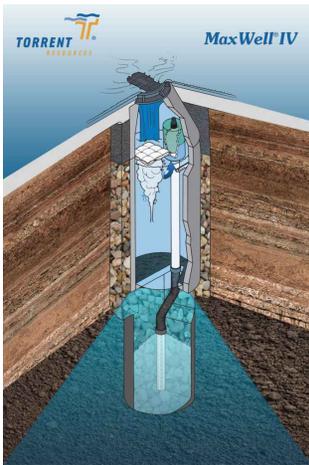
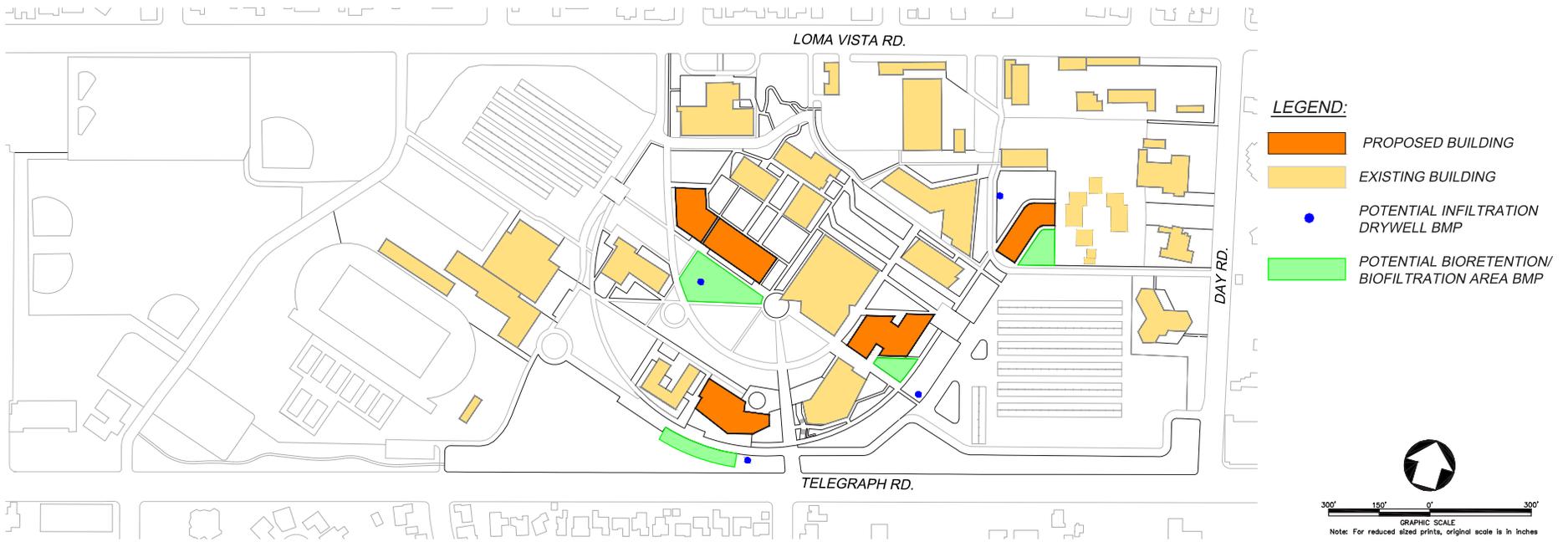
The post construction storm water management design will be per the County of Ventura MS4 permit. The MS4 permit requires the on-site retention or reuse of the 50-year storm event. The permit requires that roof and hardscape areas must be treated, and landscape areas are exempt. The goal of the permit is to reduce the effective impervious area and reduce site runoff. The following runoff

control measures are listed in order of County preference: infiltration, capture and use, biofiltration/bioretenion. Infiltration systems capture surface runoff, retain water on-site and allow stormwater to infiltrate deep below ground. Capture and use systems, or commonly referred to as rainwater harvesting, collect and store water on-site for later use. Biofiltration/bioretenion systems capture and treat stormwater runoff through physical and biological treatment processes.

Infiltration feasibility is typically determined by a geotechnical engineer. Infiltration drywells with detention basins installed at surface or below ground provide the best infiltration system to capture and infiltrate surface

water and are sized based on the 50-year storm event. It is recommended to explore opportunities to detain and infiltrate as feasible for each individual building project. Based on experience many parts Ventura County are subject to high ground water which would bring the feasibility of infiltration into question. It may be necessary to employ other methods to satisfy the treatment requirements. Refer to the LID Exhibit showing infiltration and retention opportunities.

It should be noted that a Storm Water Pollution Prevention Plan (SWPPP) is required for all construction projects that disturb more than one acre. The purpose of the SWPPP is prevent pollutant discharges to the storm drain during construction activities.



INFILTRATION DRYWELL EXAMPLE



BIOFILTRATION PLANTER EXAMPLE



BIORETENTION PLANTER (RAIN GARDEN) EXAMPLE

VCMP  
LID Exhibit

**PSOMAS**

DATE: 10-26-21 REVISED ON:  
JOB No:15TE201600

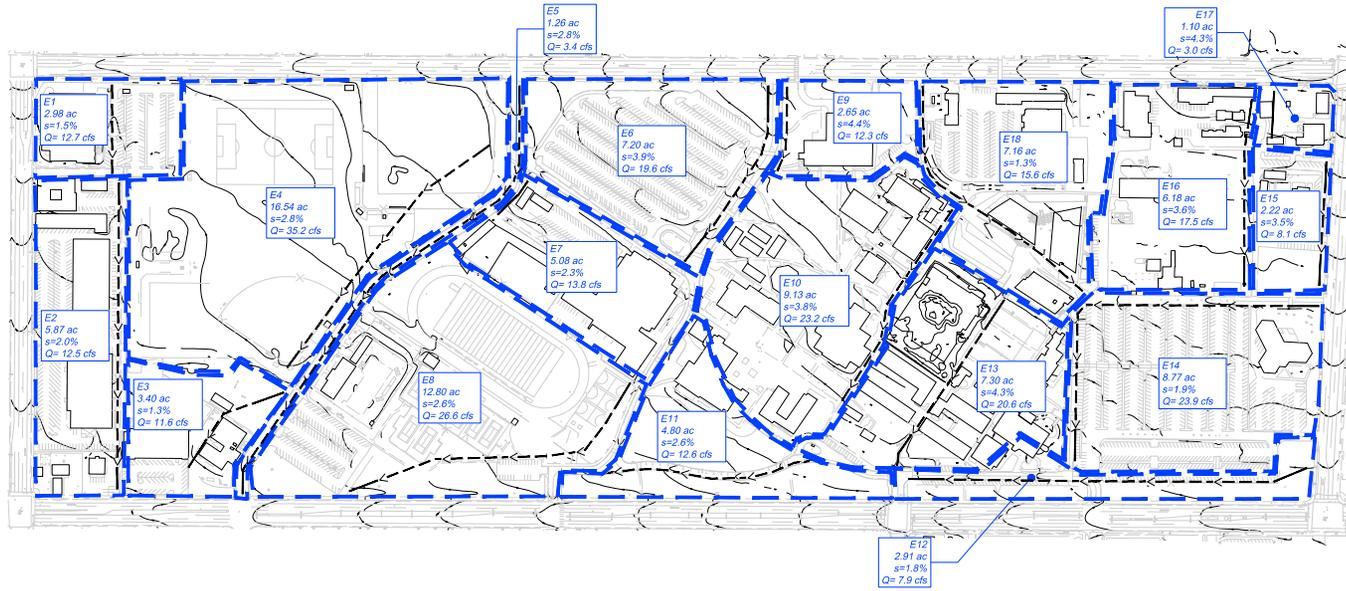
SHEET 1 OF 4

## **HYDROLOGY**

The Ventura County Public Works Agency Hydrology Manual details means and methods for determining proposed development impacts to the existing storm drain system. For the purposes of this Master Plan Analysis, the Tc Method was utilized to determine potential system impacts. Hydrologic sub-areas with drainage boundaries for the existing and proposed conditions were determined using existing topography information and the proposed site plan. The resulting peak flows for each sub-area are documented for the existing and proposed condition. Post development peak flows are compared to existing peak flows and are used to determine impacts to the

existing storm drain system. It should be noted that the calculation does not consider differences in the permeable area of the pre and post construction. The runoff flow rate is only changed (if at all) by the size characteristics of the sub-area. The analysis would reveal changes in flow rate from one discharge location to a different one. In this case, results are negligible.

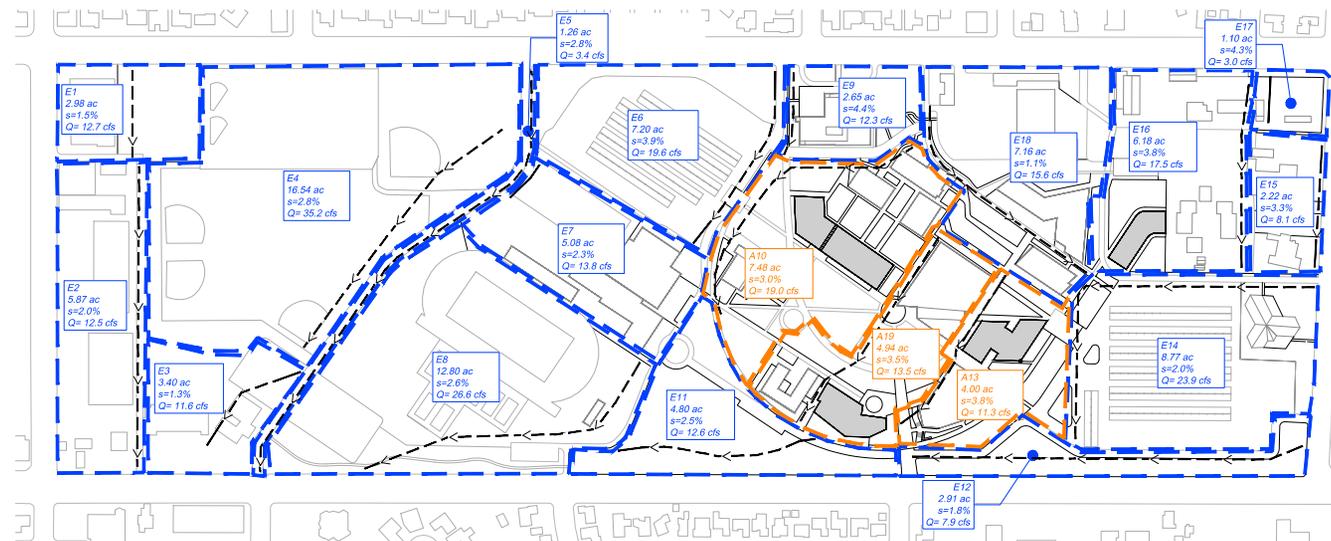
The proposed build-out will trigger measures that will attenuate flows, which will decrease peak flow, and therefore lessen existing system impacts. Implementing LID BMP measures as required by the MS4 permit will also decrease the impacts to the existing off-site system.



**LEGEND:**

- EXISTING TRIBUTARY BOUNDARY
- TRIBUTARY AREA DESIGNATION
- AREA (AC)
- FLOW PATH
- EXISTING CONTOUR ELEVATION

Proposed Hydrology



**LEGEND:**

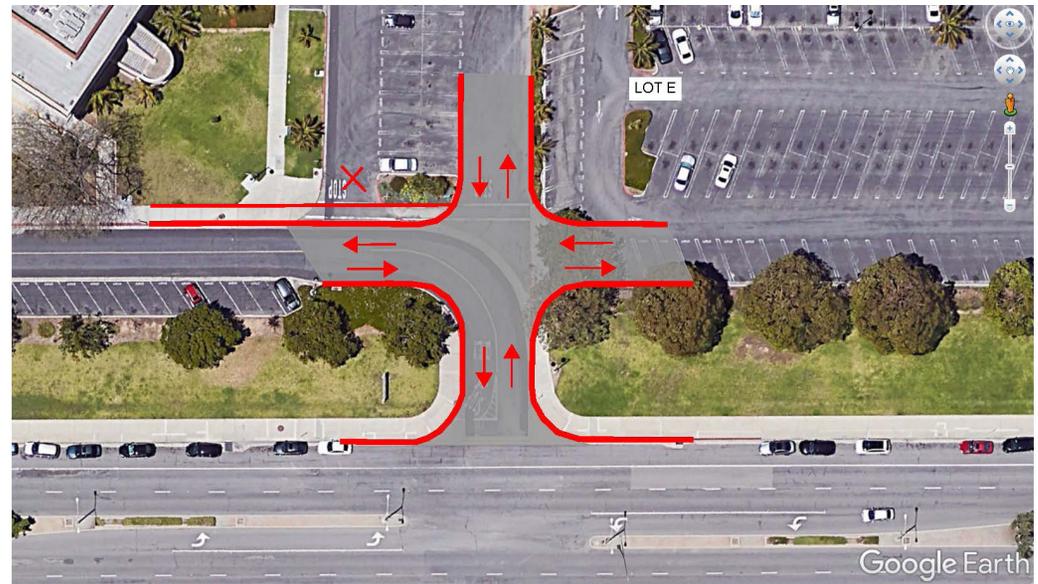
- EXISTING TRIBUTARY BOUNDARY
- PROPOSED TRIBUTARY BOUNDARY
- EXISTING TRIBUTARY AREA DESIGNATION
- PROPOSED TRIBUTARY AREA DESIGNATION
- EXISTING TRIBUTARY AREA (AC)
- PROPOSED TRIBUTARY AREA (AC)
- FLOW PATH
- PROPOSED BUILDING

## TRAFFIC CONSIDERATIONS

### EAST PARKING LOT ENTRANCE AT SOUTH CAMPUS WAY

The intersection of eastern Telegraph Road entrance can be reconfigured (see Exhibit 1) to allow for better traffic circulation to the parking lot and drop off area. The option shown would create a more coherent and safer traffic pattern. This option will impact some of the parking stalls near the entrance, as well as require the southbound outgoing exit lane to be closed off. This option is highly conceptual and would need to be studied in terms of traffic load and geometry to determine the actual footprint and all impacts.

Exhibit 1



## INTERSECTION OF SOUTH CAMPUS WAY AND CENTRAL CAMPUS WAY

The master plan proposes a realignment of south campus way, relocating the intersection near the Campus Student Center. Various conceptual options for this are depicted on exhibits 2, 3, and 4 which include the following respectively:

### Exhibit 2

This option places a “round-a-bout” configuration at the entrance to Lot C. This location will allow flow in and out of Lot C to occur freely where the Lot C entrance is one leg of the intersection.

### Exhibit 3

This option places a “round-a-bout” configuration north of the entrance to Lot C. This configuration is a complex and creates two intersections in very close proximity, which is less safe than exhibit 2 and may not permit left turns in or out of Lot C. There limited space in between the Campus Student Center and the Small Gym may not permit this configuration.



Exhibit 4

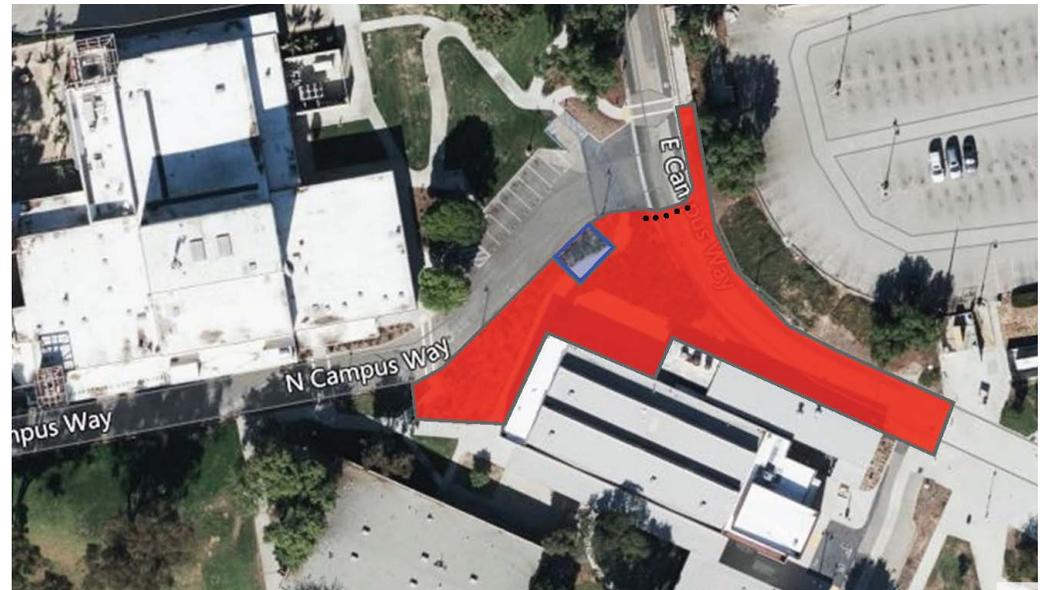
This option shows a 4-way intersection at the entrance of Lot C. This is the simplest configuration and would have less impact on-site than the other options. This option should be analyzed for 2-way and 4-way stopping.

These options are highly conceptual and would need to be studied in terms of traffic load and geometry to determine the actual footprint and all impacts.



**NORTH CAMPUS WAY NORTH OF THE STUDIO ARTS BUILDING**

This option depicts creation of a pedestrian plaza north of Studio Arts Building (see Exhibit 5). With the objective of strengthening pedestrian pathway connectivity in this zone of the campus, this configuration controls vehicle access to East Campus Way with use of retractable bollards and/or rolled curb. This route is only necessary for maintenance and emergency vehicles. Currently, the route allows access to two accessible parking spaces south of the Studio Arts Building which could be relocated to the north side of the building, thus obviating the need for any vehicles to travel through the proposed plaza area.



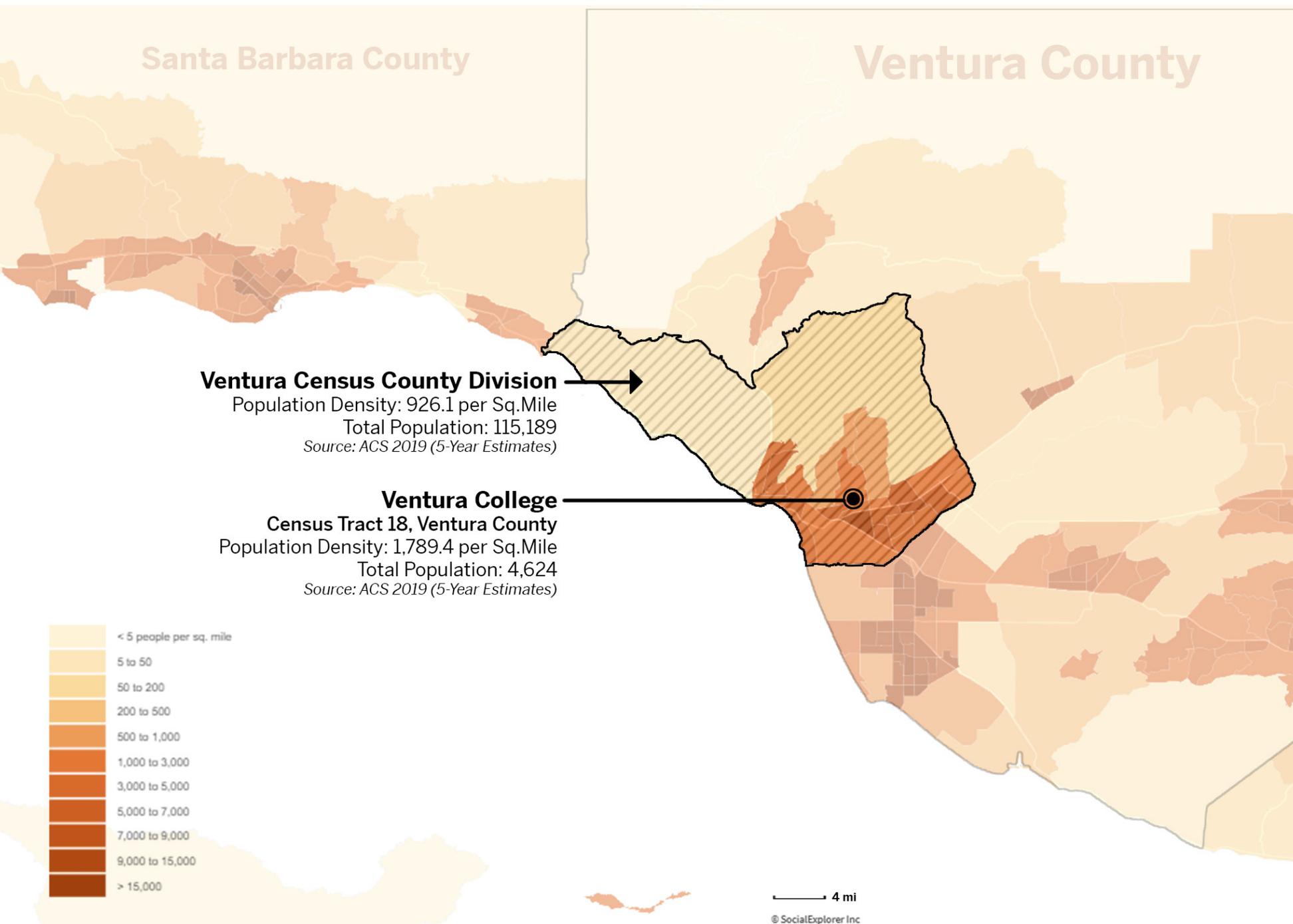
*NOTE: This option is highly conceptual and would need to be studied in terms of traffic load and geometry to determine the actual footprint and all impacts.*

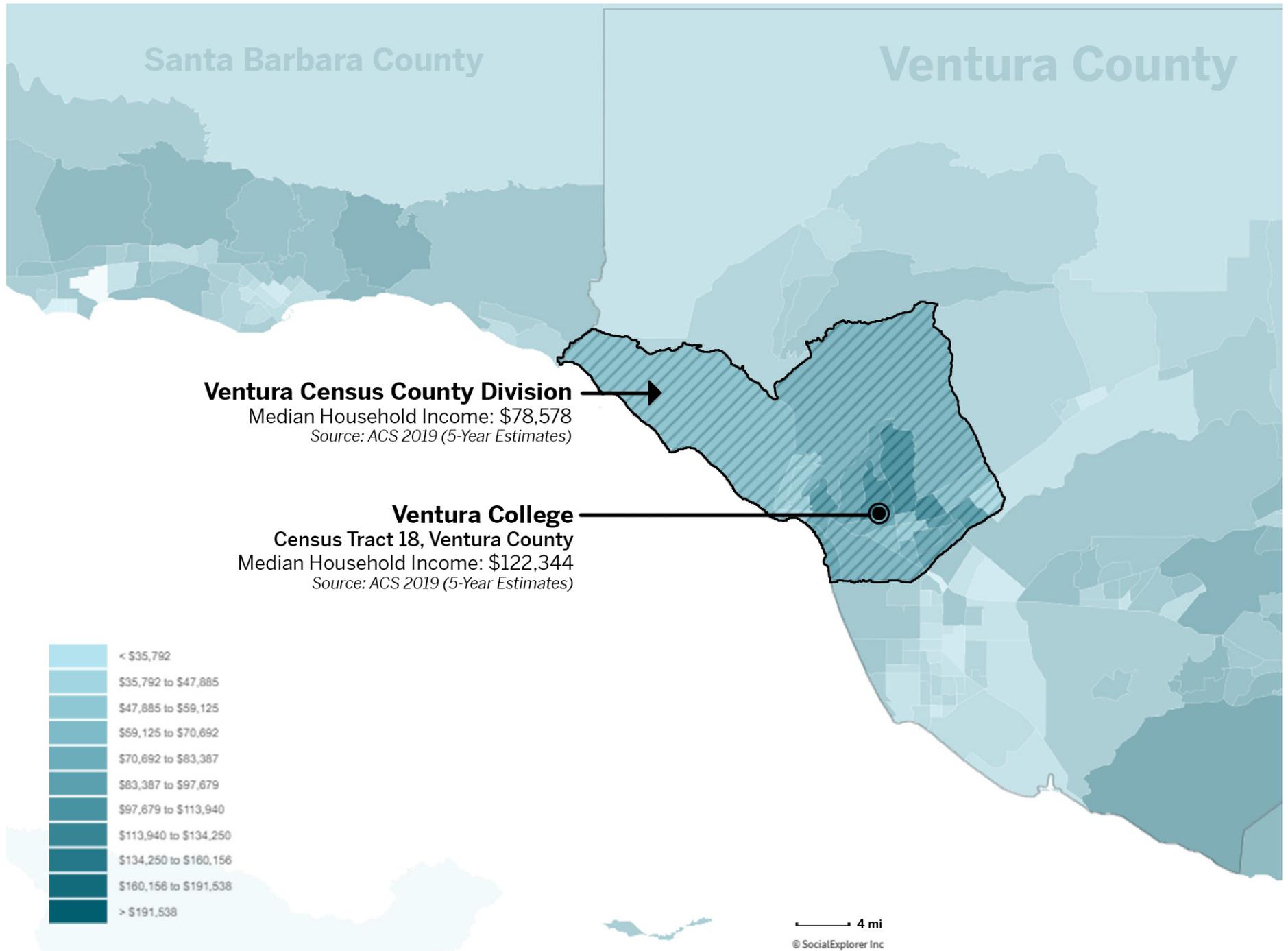
## CONTEXT DATA

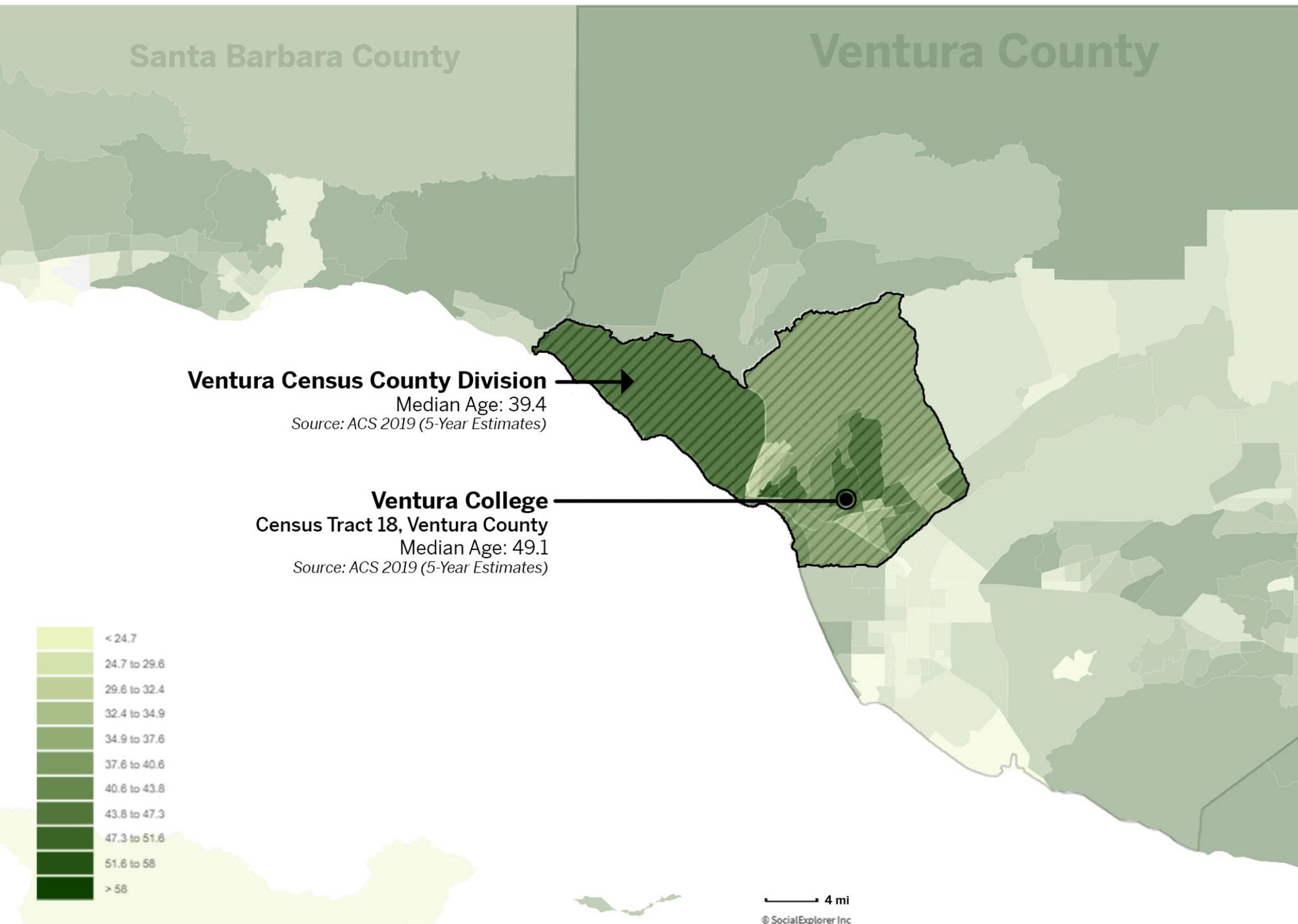
As part of the analysis and research phase of the Plan, surrounding context was studied in detail to provide additional data utilized for the Ventura College Campus Planning. This context analysis focuses on demographics including to those related to:

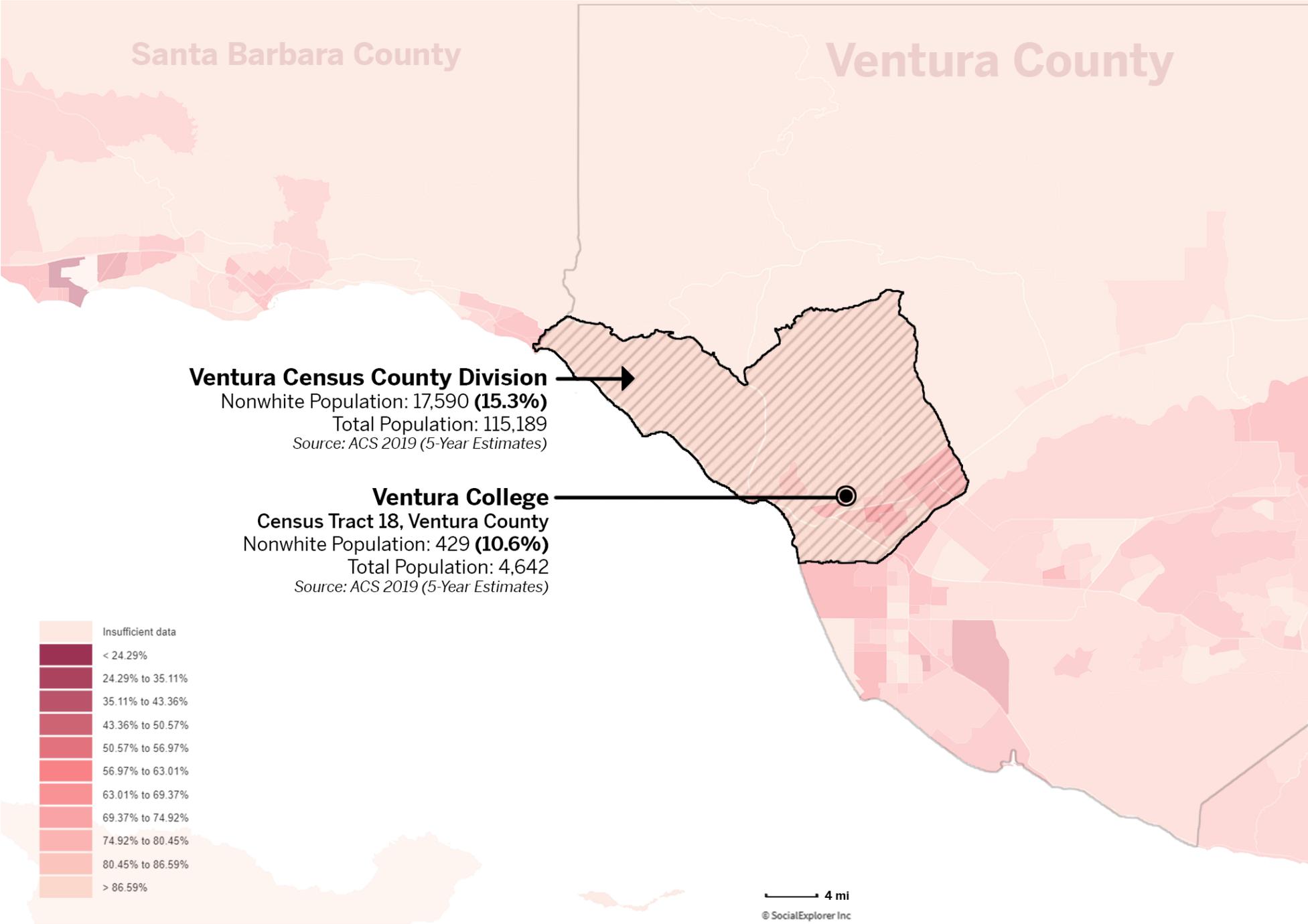
- Population Density
- Median Household Income
- Median Age
- Nonwhite Population
- Drive to Work
- Educational Attainment

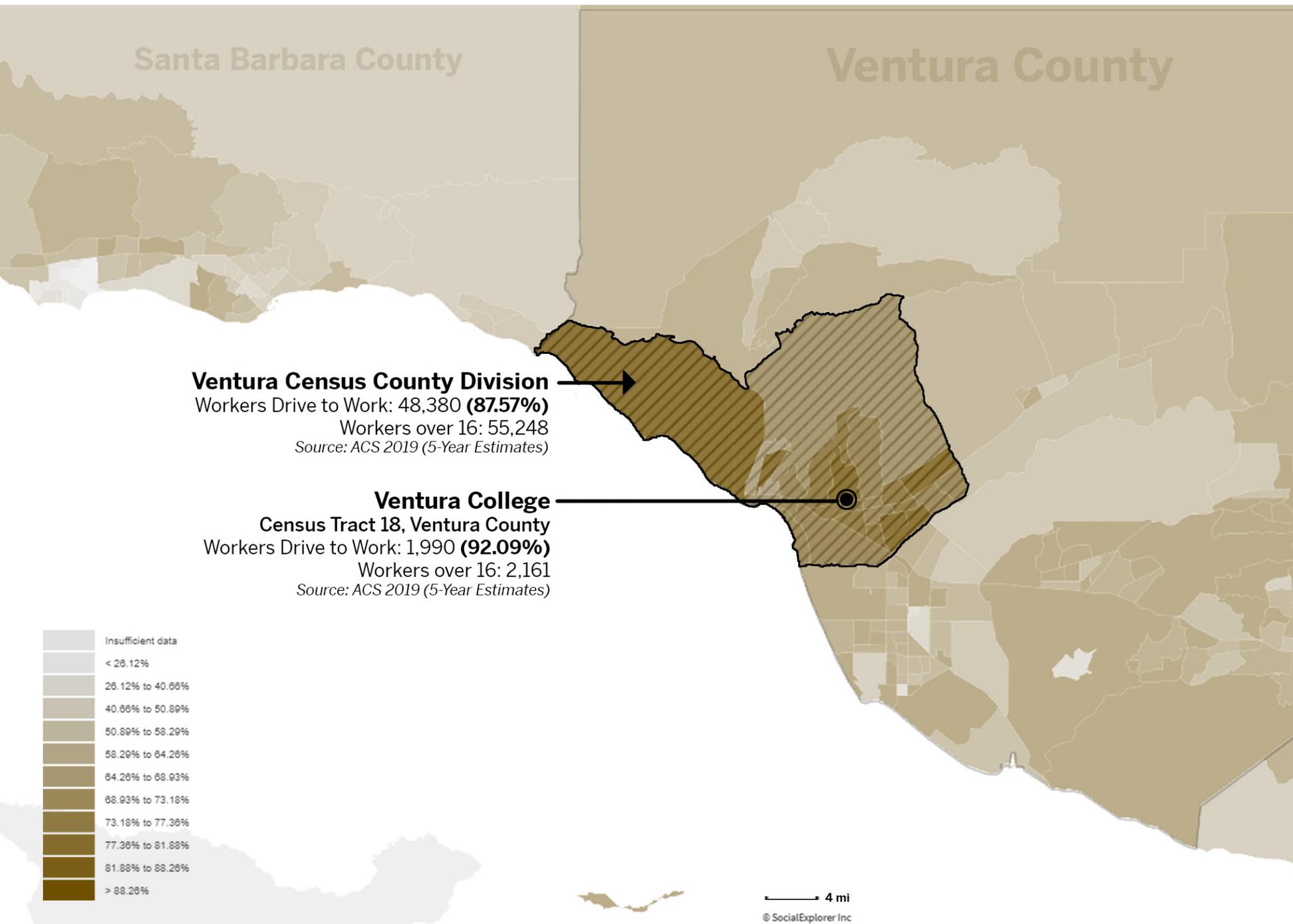
The diagrams on the following pages illustrate these demographics.

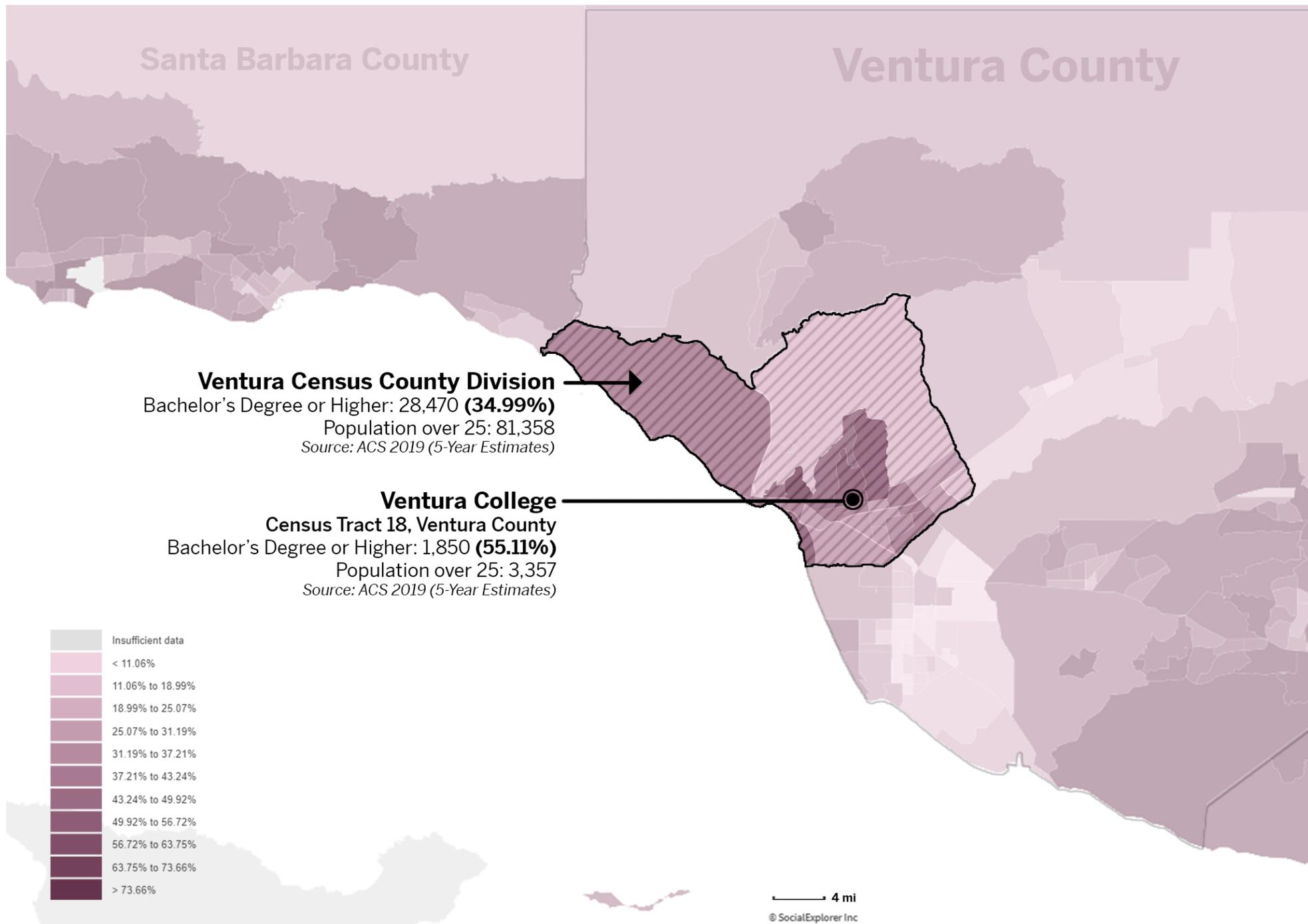












# SURVEY RESULTS STUDENTS



DO YOU SEE THE CAMPUS AS AN ACADEMIC SPACE ONLY, AS A COMMUNITY/SOCIAL SPACE, OR A MIX OF BOTH?



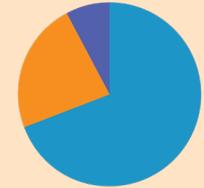
WHAT WOULD YOU LIKE TO SEE INCLUDED AS PART OF YOUR VENTURA COLLEGE EXPERIENCE?

- |              |                   |
|--------------|-------------------|
| Diversity    | Community         |
| Education    | Mental health     |
| Inclusivity  | Distance learning |
| Flexibility  | Good instruction  |
| Connectivity | Approachable      |
| Hands on     | Student events    |

FAVORITE BUILDING/ AREA ON CAMPUS?

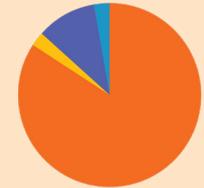
- Library/LRC
- The Quad
- Garden
- ASC
- Tennis Court
- Mesa

HOW FAR FROM CAMPUS DO YOU LIVE DURING THE SCHOOL YEAR?

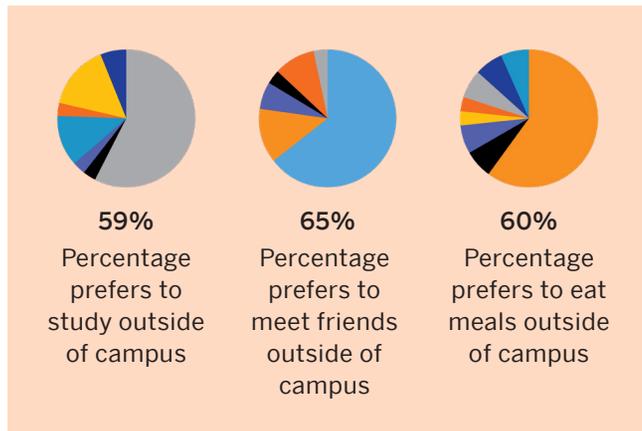


69% live more than two miles from campus, but less than ten miles

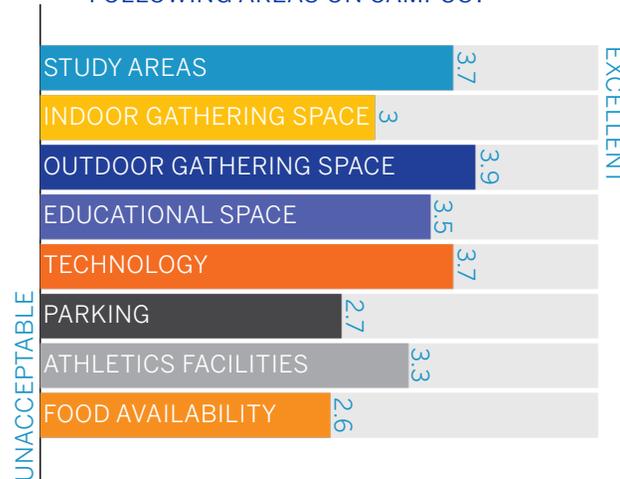
HOW DO YOU TRAVEL TO CAMPUS MOST OFTEN?



84% drive to campus



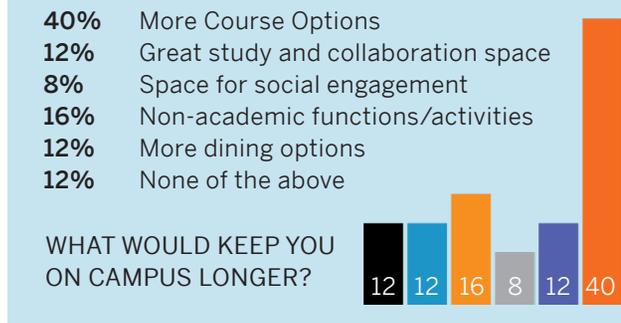
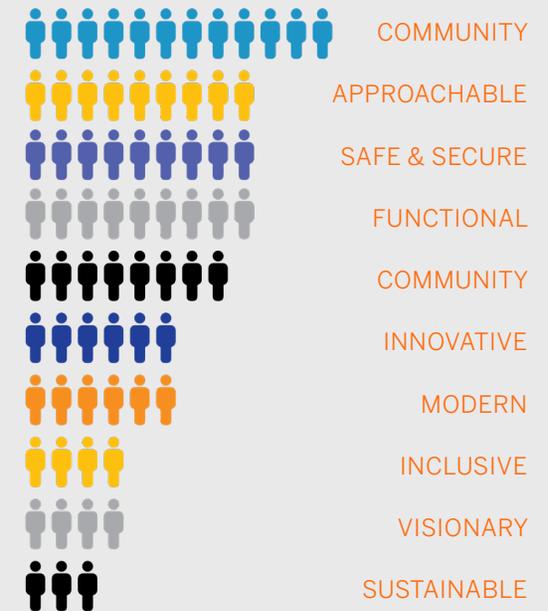
HOW WELL DO YOU FEEL ABOUT THE FOLLOWING AREAS ON CAMPUS?



PRIORITIZED WANTS/NEEDS OF THE CAMPUS

- 1 Remote learning capabilities
- 2 Classrooms
- 3 Outdoor space
- 4 Individual/group study space
- 5 Indoor space

DESCRIBE THE VENTURA COLLEGE OF THE FUTURE IN ONE WORD



# SURVEY RESULTS STAFF & TEACHERS



DO YOU SEE THE CAMPUS AS AN ACADEMIC SPACE ONLY, AS A COMMUNITY/SOCIAL SPACE, OR A MIX OF BOTH?



WHAT WOULD YOU LIKE TO SEE INCLUDED AS PART OF YOUR VENTURA COLLEGE EXPERIENCE?

- Community
- Accessibility
- Transparency
- Simplicity
- Inviting
- Technology
- Multicultural Center

FAVORITE BUILDING/ AREA ON CAMPUS?

- Library/LRC
- Garden
- PAC
- ASC
- ECT
- Science
- Gutherie
- WAM
- MCW plaza
- Parking

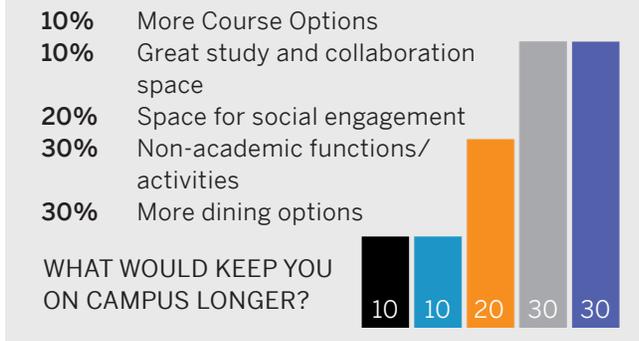
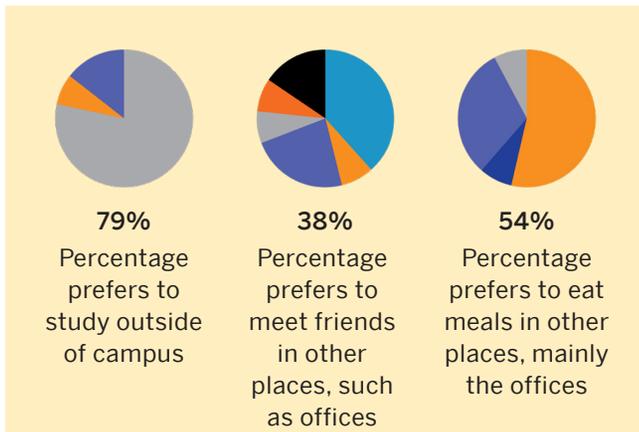
HOW FAR FROM CAMPUS DO YOU LIVE DURING THE SCHOOL YEAR?

50% live more than ten miles from campus

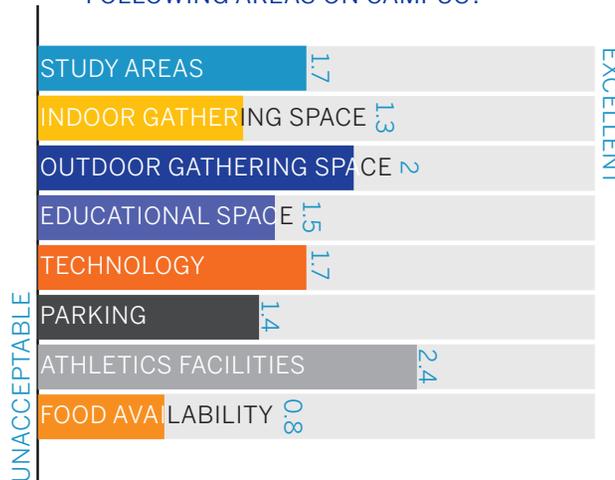


HOW DO YOU TRAVEL TO CAMPUS MOST OFTEN?

100% drive to campus



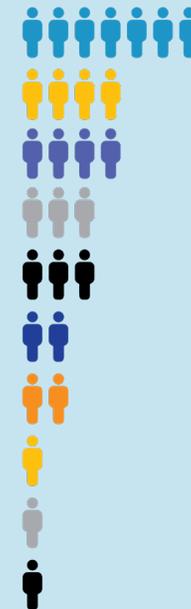
HOW WELL DO YOU FEEL ABOUT THE FOLLOWING AREAS ON CAMPUS?



PRIORITIZED WANTS/NEEDS OF THE CAMPUS

- 1 Classrooms
- 2 Individual/group study space
- 3 Social/Recreational space
- 4 Outdoor space
- 5 Collaboration/Meeting space

DESCRIBE THE VENTURA COLLEGE OF THE FUTURE IN ONE WORD



- COMMUNITY
- APPROACHABLE
- ENGAGING
- INNOVATIVE
- COLLABORATIVE
- INCLUSIVE
- FUNCTIONAL
- IDENTIFIABLE
- VISIONARY
- SUSTAINABLE

## Ventura College Enrollment History by Zip Code

VENTURA COUNTY	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Camarillo	1809	1,593	1,529	1,518	1,584	1,553	1,590	1,483	1,326	1,349
Fillmore	730	666	652	728	711	790	820	819	815	657
Moorpark	171	188	167	184	175	206	190	166	185	230
Newbury Park	240	232	236	242	263	224	227	230	218	246
Oak Park	37	45	46	28	49	45	44	31	33	82
Oak View	276	230	204	203	217	217	210	213	201	172
Ojai	711	602	586	551	576	560	510	566	496	446
Oxnard	5,965	5,830	5,722	5,801	6,018	5,835	5,996	6,191	6,038	5,728
Piru	49	54	46	54	63	65	59	58	60	44
Port Hueneme	591	553	503	520	549	544	547	550	538	453
Santa Paula	1,729	1,635	1,552	1,678	1,694	1,718	1,753	1,744	1,667	1,338
Simi Valley	310	377	362	395	435	435	449	452	427	590
Somis	64	59	55	67	53	49	61	53	52	45
Thousand Oaks	303	307	277	279	313	356	360	355	295	449
Ventura	6,554	5,728	5,412	5,411	5,436	5,447	5,183	5,245	5,085	4,402
Westlake Village	65	69	54	71	61	57	64	66	65	106
OTHER COUNTY	1,309	1,254	1,137	1,181	1,399	1,365	1,367	1,207	1,193	1,709
UNREPORTED	67	39	24	17	11	13	13		13	12
<b>TOTAL STUDENTS</b>	<b>20,980</b>	<b>19,461</b>	<b>18,564</b>	<b>18,928</b>	<b>19,607</b>	<b>19,479</b>	<b>19,443</b>	<b>19,436</b>	<b>18,707</b>	<b>18,060</b>

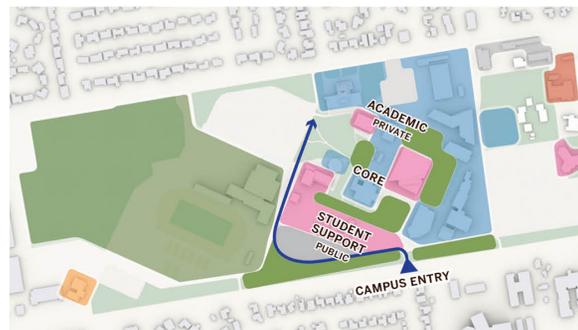
Source: Ventura College, Office of Institutional Effectiveness

## CONCEPT ALTERNATIVES

As part of the Options Development phase, the planning team developed multiple concept alternatives. Each alternative embodied a unique vision for the future of the campus and served as a provocative set of ideas.

Merits and challenges of each concept informed the development of the preferred plan and resulted in an amalgamation of the various options. The planning team synthesized the feedback into a single preferred direction (please refer to *Chapter 4* for more information).

*Symbolic Entry Concept*



*Academic Ring Concept*



- Future Building
- Existing Building

*Option 1*



**New construction:**

- Student Services
- Interdisciplinary Building

**Proposed Demolition:**

- CSC

*Option 2*



**New construction:**

- Student Services
- Interdisciplinary Building
- New Science Lab Building

**Proposed Demolition:**

- CSC

*Option 3*



**New construction:**

- Student Services
- Interdisciplinary Building

**Proposed Demolition:**

- CSC
- Math & Science partially

**Option 1** may be taken into consideration if funding is not available for the completion of the full facilities master plan.

## MEETING DATES & NOTES

### OVERVIEW

Included here is a list of the presentations and meetings that were held over the course of the analysis and recommendations phases. Also included here are notes from Facilities Oversight Advisory Group (FOG) meetings. Outcomes from all meetings have been summarized in the recommendations section.

### MEETINGS & PRESENTATIONS

Meeting/Presentation	Date
Captain's Chat	April 07, 2021
FOG Meeting #1	April 22, 2021
Academic Senate	April 29, 2021
ASVC	May 03, 2021
Administrative Council	May 04, 2021
College Planning Committee	May 04, 2021
Town Hall	May 11, 2021
Classified Senate	May 12, 2021
Working Group Meeting #1	May 13, 2021
Executive Committee Mtg. #1	May 17, 2021
Community Meeting	May 26, 2021

Meeting/Presentation

Date

East Campus Meeting #1

May 26, 2021

FOG Meeting #2

May 27, 2021

Working Group Meeting #2

June 10, 2021

Executive Committee Mtg. #2

June 21, 2021

East Campus Meeting #2

July 26, 2021

Sustainability Workshop

Sept. 8, 2021

Working Group Meeting #3

Sept. 9, 2021

ASVC

Oct. 5, 2021

Administrative Council

Oct. 6, 2021

Academic Senate

Oct. 7, 2021

Classified Senate

Oct. 7, 2021



MEETING NOTES

<b>MEETING SUBJECT</b>	<b>OBJECTIVE</b>
Ventura College FMP Facilities Oversight Group (FOG) Meeting #1	An overall project introduction of the Facilities Master Plan including scope, process, vision, and campus observations.
<b>LOCATION</b>	<b>DATE   TIME</b>
Zoom Meeting	4/22/2021   2:30pm – 4:00pm
<b>MEETING ORGANIZER</b>	<b>NOTE TAKER</b>
Maureen Jacobs, Ventura College	Sunny Palmer, Steinberg Hart

**ATTENDEES**

Cari Lange (CL), VC Carol Smith (CS), VC Catherine Bojorquez (CB), VC Christopher Frederick (CF), VC Colin Braza (CB), VC Dan Walsh (DW), VC Enrique Rodriguez (ER), VC Grant Jones (GJ), VC Jeanine Day (JD), VC Jenchi Wu (JW), VC	Jesus Vega (JV), VC Kaela Casey (KC), VC Kristin Clark (KRC), VC Maria Fiumerodo (MF), VC Martin Navarro (MN), VC Maureen Jacobs (MJ), VC Natawni Pringle (NP), VC Nelson Emery (NE), VC Orlando DeLeon (OD), VC Rhona Lillie (RL), VC	Sandra Melton (SM), VC Sarah Martinson (SM), VC Steve Palladino (SP), VC Sue Royer (SR), VC Tim Harrison (TH), VC Veronica Allen (VA), VC Rob Barthelman (RB), Steinberg Hart Benedetta Del Vecchio (BD), Steinberg Hart Michael Miller (MM), Steinberg Hart Sunny Palmer (SP), Steinberg Hart
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I. INTRODUCTIONS

- A. Steinberg Hart team
  1. Rob Barthelman, Principal/Planner
  2. Bene Del Vecchio, Planning Director
  3. Michael Miller, Principal / Design Director
  4. Sunny Palmer, Project Designer

II. CONTEXT

- A. District map overview and regional land use, showing the campus as being in a concentrated area of residential zoning.
- B. Demographics
  1. 64% of the student population at Ventura College identifies as Hispanic/Latinx.
  2. 69% of the student population is younger than 24 years old.
- C. The project scope for Steinberg Hart includes understanding the *why*, not just the *what*; translating the Strategic and Educational Plan into a physical plan; supporting the campus’s everchanging needs; establishing a framework for implementation; and maximizing state funding.

III. PROCESS AND TIMELINE

- A. Review of the engagement strategy including the roles of the Board of Trustees, Facilities Oversight Advisory Group (FOG), Focused Groups, and Working Group.
- B. Proposed Process
  1. Information discovery (define why)
    - i. Currently in this phase of the project.
  2. Outreach & analysis (research)
  3. Options & recommendations (articulate)
  4. Master Plan documentation (master plan)

IV. CAPTAIN'S CHAT FINDINGS

- A. The ASC is highly desired by faculty, staff, and students. The ADM and LRC are also enjoyed by a mix of people.
  1. Nice outdoor spaces are desired.
- B. The SCI building has major issues that make it the least favorable place on campus.
  1. There are mixed reviews on the MCE/MCW buildings. Some enjoy the newer building type but others do not like the “concrete jungle” feel outside the buildings.

V. PLANNING FOUNDATION

- A. Recap of the Mission and Guiding Principles of Ventura College.
- B. Strategic Plan Goals
  1. Increase the success of our students while closing equity gaps.
  2. Increase our community’s access to transfer, workforce preparation, and basic skills education.
  3. Strengthen local/regional partnerships and community engagement.
  4. Enhance institutional effectiveness and accountability to improve innovation and student outcomes.
  5. Effectively manage campus resources to meet student and community needs.
- C. Developing the Vision
  1. See attached appendix for notes from the FOG members and the major goals they believe the vision should address.
    - a. Visual cues to entry
    - b.

VI. CAMPUS OBSERVATIONS

- A. Review of campus vehicular access points and vehicular circulation paths, in addition to pedestrian access points and circulation paths on campus.
  1. Most of campus can be accessed within a 5-minute walk.
- B. The campus zoning contains Athletics, Administration, Academics, Student Services, Support Facilities, and Child Development.

1. Student Services seems to be scattered throughout multiple buildings within the campus core.

## VII. WHAT'S NEXT?

- A. Outreach and analysis
  1. Site analysis
  2. Space needs assessment
  3. Goals and visioning
  4. Sustainability framework
  5. Outreach and engagement

**MEETING NOTES**

<b>MEETING SUBJECT</b>	<b>OBJECTIVE</b>
Ventura College FMP Facilities Oversight Group (FOG) Meeting #2	An overall project introduction of the Facilities Master Plan including scope, process, vision, and campus observations.
<b>LOCATION</b>	<b>DATE   TIME</b>
Zoom Meeting	5/27/2021   2:30pm – 4:00pm
<b>MEETING ORGANIZER</b>	<b>NOTE TAKER</b>
Maureen Jacobs, Ventura College	Sunny Palmer, Steinberg Hart

**ATTENDEES**

Cari Lange (CL), VC	Jesus Vega (JV), VC	Sandra Melton (SM), VC
Carol Smith (CS), VC	Kaela Casey (KC), VC	Sarah Martinson (SM), VC
Catherine Bojorquez (CB), VC	Kristin Clark (KRC), VC	Steve Palladino (SP), VC
Christopher Frederick (CF), VC	Maria Fiumerodo (MF), VC	Sue Royer (SR), VC
Colin Braza (CB), VC	Martin Navarro (MN), VC	Tim Harrison (TH), VC
Dan Walsh (DW), VC	Maureen Jacobs (MJ), VC	Veronica Allen (VA), VC
Enrique Rodriguez (ER), VC	Natawni Pringle (NP), VC	Rob Barthelman (RB), Steinberg Hart
Grant Jones (GJ), VC	Nelson Emery (NE), VC	Benedetta Del Vecchio (BD), Steinberg Hart
Jeanine Day (JD), VC	Orlando DeLeon (OD), VC	Michael Miller (MM), Steinberg Hart
Jenchi Wu (JW), VC	Rhona Lillie (RL), VC	Sunny Palmer (SP), Steinberg Hart

**I. PROCESS & TIMELINE**

- A. Review of the engagement strategy including the roles of the Board of Trustees, Facilities Oversight Advisory Group (FOG), Focused Groups, and Working Group.
- B. Participants of past surveys include the College Planning Committee, Academic Senate, Administrative Council, Classified Senate, FOG, & Associated Students of Ventura College.
- C. Development of campus Guiding Principles
  - 1. Celebrate Ventura culture and identity
  - 2. Promote a sense of belonging
  - 3. Create a vibrant campus life experience to support student success
  - 4. Support flexible spaces as part of a dynamic campus
  - 5. Reinforce a cohesive and welcoming campus through improved connections and an enhanced public realm
  - 6. Leverage existing community partnerships
  - 7. Create an inclusive campus that welcomes communities from Ventura and beyond.
  - 8. Support the growth of East Campus

**II. CAMPUS FINDINGS**

- A. Analysis of enrollment history, enrollment projections, and development history.

- 1. From the historical core, built in the 1950s, the campus expanded towards the east in the 1990s.
- 2. Facilities condition index (FCI): a formula measuring the ratio of the cost to correct existing facility deficiencies against the current replacement value of the facility. The higher the FCI score, the poorer the condition of a facility. All facilities with a FCI score over 30% were constructed in the 1950s and 1960s.
- B. Review of coding space/room use category and measure of capacity loads (measure of space utilization).
  - 1. There is a total growth opportunity of 34,601 ASF in labs and offices.
    - a. ASF (Assignable Square Footage): the sum of all areas that are used for programmatic purposes in a building.
    - b. ~50,000 GSF (Gross Square Footage) building, depending on building efficiency.

**III. LANDSCAPE ANALYSIS**

- A. Review of campus framework, campus edges, and the natural structure of the campus.
- B. Landscape constraints
  - 1. Disconnected core from edges and community
  - 2. No hierarchy to entry and circulation – no critical mass
  - 3. Nodes and quads are often not where people are – more articulation
  - 4. Mature landscape is not framed or located where people can enjoy the shade.
- C. Landscape opportunities
  - 1. Celebrate the public face
  - 2. Simplify circulation
  - 3. Clarify main nodes and entries
  - 4. Activate quads with circulation, seating, shade, indoor/outdoor program
  - 5. Preserve and frame existing mature planting and open space.

**IV. CAMPUS PLANNING TAKEAWAYS**

- A. Student Services are spread throughout multiple buildings on campus and a one-stop-shop is lacking and needed.
- B. Review of liked and disliked areas on campus.
  - 1. The ECT garden is a sacred place, but hard to get to.
  - 2. The LRC is well-used by students, as well as the tables and chairs by MCE/MCW.
  - 3. The East Lot fills up quickly.
  - 4. The majority of users pass through the open spaces on campus rather than use them.
- C. There is potential to create a new entry/student experience and enhance the east-west direction.

**V. INITIAL PLANNING IDEAS**

- A. Four planning ideas were presented and included the following.
  - 1. Program Intervention: Programmatic moves based on the utilization analysis to utilize and improve the existing facilities. No new buildings would be added.

2. Ceremonial Promenade: Demolition of trailers TR-12 – TR-16 to build a new 50,000 SF lab building that reinforces a courtyard and diagonal circulation through campus.
3. Defining the Heart: Demolition of trailers and the SSC to build two structures that define a circulation spine from the east to athletics.
  - i. Replace the SSC building with one building to house all student services.
4. Entry Plaza: Demolish a portion of the SCI building to create a welcoming gateway with a new building consolidating all of the student services.
  - i. Create an active front to the Global Gardens, enhancing existing open space.

#### VI. ZOOM CHAT

- A. 15:09:48 From Kristin Clark to Everyone: a ton of students ride the buses
  1. 15:10:22 From Kristin Clark to Everyone: the flow of traffic near the stop at the front of ASC might be useful to incorporate
  2. 15:12:46 From Jenchi Wu to Everyone: As well as the stunners who parked on Loma Vista rd entry.
- B. 15:36:14 From Kristin Clark to Everyone: Agreed! I just wanted to support Carol and say not to fracture the science. The noodle needs to be a STEM building.
- C. 15:37:47 From Carol W Smith to Everyone: The global garden area needs a lot more planning, but that should be open space
- D. 15:39:14 From Kristin Clark to Everyone: The high school traffic on Day Road and when you go to the Market it is bad!
- E. 15:41:53 From Kristin Clark to Everyone: Science deliveries and Praxair go through there and use the loading bay
- F. 15:43:27 From Kristin Clark to Everyone: The parking would be a fight
  1. 15:44:46 From Kristin Clark to Everyone: The roundabout needs to be spruced up
- G. 15:45:39 From Kristin Clark to Everyone: I carry so much Dan and teach all over at East Campus and ETC
  1. 15:49:54 From Jenchi Wu to Everyone: For the ceramics lab, we provide lockers for students. Also, I know welding has lockers too.
- H. 15:50:33 From Dan Walsh to Everyone: Do agree, need more student input beyond ASVC.
- I. 15:51:13 From spalladino to Everyone: In the best of times, many, many students pour out of both the City Busses (Gold Coast) and the regional transport (Vista) at Estates Dr.
  1. 15:53:00 From spalladino to Everyone: While Estates may be our most visible entry, in the end as students settle into the class schedules, they'll find the parking they need and will enter from alternate areas.
  2. 15:53:16 From spalladino to Everyone: Good signage at ESTATES



MEETING NOTES

<b>MEETING SUBJECT</b> Ventura College FMP Executive Committee Meeting #2	<b>OBJECTIVE</b> Confirm the key issues the master plan will help to solve; review and discuss two development concepts
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<b>LOCATION</b> Zoom Meeting	<b>DATE   TIME</b> 6/22/2021   2:00pm – 2:45pm
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<b>MEETING ORGANIZER</b> Andrea Rambo, Ventura College	<b>NOTE TAKER</b> Sunny Palmer, Steinberg Hart
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ATTENDEES

Andrea Rambo (AR), VC Cathy Bojorquez (CB), VC Damien Peña (DP), VC	Jen Goetz (JG), VC Kim Hoffmans (KH), VC	Benedetta Del Vecchio (BD), Steinberg Hart Sunny Palmer (SP), Steinberg Hart
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I. AGENDA

- A. Process & timeline
- B. Key issues
- C. Development concepts
- D. Working Group feedback
- E. East Campus

II. PROCESS & TIMELINE

- A. The existing analysis of campus and the issues that need to be addressed have been clearly identified and have influenced the current options.
- B. The two options are meant to be general concepts. Building sizes, demolition, etc. will be more closely studied in the subsequent steps.
  - 1. Once a concept is established, more detail will go into the master plan.

III. KEY ISSUES

- A. There is currently a lack of clarity and wayfinding on the campus and no clear arrival experience.
- B. The difficulty to direct people to student services and the distribution of them throughout the campus is challenging. There is a need to consolidate all student services into one building / main location.
- C. Student gathering
  - 1. It is important to bring students on campus and entice them to want to stay on campus. Students are not currently staying on campus to hang out.

IV. DEVELOPMENT CONCEPTS

- A. The current zoning of the campus was reviewed.
- B. Two options for the master plan are being studied:
  - 1. Symbolic Entry: Celebrate the entrance off of Telegraph Road and consolidate student services at the face of campus.
  - 2. Academic Ring: An outer academic ring supports the public core of campus, with a main entry off of Day Road.
- C. Symbolic Entry
  - 1. The southern zone of the student services face Telegraph Road. There are two opportunity sites shown on the west edge of campus which can be either for housing or parking.
  - 2. Four new buildings are proposed in this concept, but some will be built far into the future.
    - i. Student services building
    - ii. Science labs building as an expansion of SCI
    - iii. Classroom building to anchor the west side of campus
    - iv. Building/s south of ECT to house the CTE labs. The existing ECT building would be demolished.
  - 3. This would occur by the following moves:
    - i. Reinvigorate a symbolic entry
    - ii. Construction of a new student services center
    - iii. Construction of a new parking and drop-off area
    - iv. Demolition of SSC followed by the construction of a new lab building
    - v. Demolition of the trailers and construction of a new classroom building
    - vi. Reinforce the existing grid
    - vii. Demolition of ECT and construction of new CTE labs.
    - viii. Overlay of meandering trails
  - 4. This is a long-range vision, and more like a 2050 vision of the campus. This would be carried out over the course of a long series of steps, but a vision is needed to make sure all the steps make sense in supporting the final plan.
  - 5. Landscape framework
    - i. An aerial view of the master plan was presented showing an entry plaza on the axis of the vehicular drive and north/south primary circulation spines on the campus. Organic east/west pedestrian circulation goes through the campus with softer edges showing the natural habitat of the campus.
    - ii. Review of imagery on how landscape relates to and influences entries, promenades, secondary pathways, nodes, and campus edges.
  - 6. Discussion
    - i. [KH] The proposed new science building seems to be far away from the current science area on campus. The student services building looks smaller than our current spaces, unless you're going to make it multi-story.
    - ii. [BDV] Once we all agree on a scheme, we'll develop the square footages more.
    - iii. [JG] Two pods that each have four rooms with a prep area in between the two may be added below ECT where the two new CTE lab buildings are proposed. The pods are temporary.

- iv. [KH] Maybe replace the ECT building and make that area a CTE hub. The pods could be a swing space for when a new ECT building is built, or when the science building is moved. They could be a temporary space.
- v. [BDV] We've placed those two buildings there because we've heard that area of campus has been a bit isolated. A new building would help connect to campus. The other reason is that it's hard to build a new building in the place of the current building because there's nowhere to go when the building is demolished/renovated and has to be vacant.
- vi. [KH] This presentation should be taken to the executive retreat to be presented for more feedback.

#### D. Academic Ring

1. This concept looks at the campus entry from Day Road, which brings the student services building onto the east side of campus as a welcome gateway.
  - i. Creates a more east/west connection than the Symbolic Entry and also creates different nodes.
2. This scheme proposes to retain and renovate one portion of SCI to create an arrival plaza.
3. A new science lab and classroom building would activate the west side of campus, and the two new buildings south of the existing ECT buildings would be in this scheme as well.
4. There is opportunity to have a new science building to the east of the LRC and demolish the existing SCI building to create a larger entry plaza.
5. A corner / large triangular outdoor space is meant to grab students on the southeast and pull them along the east/west promenade. The plaza would be used to funnel people into campus.
6. This would occur by the following moves:
  - i. Construction of a new lab building
  - ii. Partial demolition of science and new arrival plaza
  - iii. Demolition of trailers and construction of a new classroom building
  - iv. Overlay of meandering trails
  - v. Reinforce the existing east/west grid
  - vi. Demolition of ECT and construction of new CTE labs

#### V. WORKING GROUP FEEDBACK

- A. All participants in the meeting were in favor of the option that has Telegraph Road as the primary entrance (Symbolic Entry).
  1. [KH] I agree with Telegraph as the main entrance.
- B. Following the meeting with the Working Group, another study was done to incorporate some of the comments into the Symbolic Entry scheme. This has student services off Telegraph and student activities where CSC currently is.
  1. This would include demolishing the trailers, CSC and SCI buildings.
  2. New construction would include a student services building, student activities building, lab building, CTE labs, and a future classroom building.
- C. [KH] Is part of this updating the Admin. Building?
  1. [BDV] Not in this scenario. We came up with another scheme where a long linear bar of student services and admin. replaces the whole edge of CSC and admin area of campus.
    - i. [KH] I like that option.

2. [CB] CTE needs the opportunity to grow.
  - i. [KH] CTE will probably be one of the last developments because we'll need to be done with the swing space when we do that.
  - ii. [CB] Once the sciences move out of the swing space, they could become the CTE labs, then SCI could go into the building on the grassy area next to the LRC. I like this option better.
3. [KH] We'd also need a space for EMT classes that take place in the trailer that will be demolished.

#### VI. EAST CAMPUS

- A. A Google Form will be set up for a questionnaire to go out to East Campus community members, staff, students, K-12 partners, etc. A word limit will be applied to each response.
  1. Steinberg Hart to send a draft of the survey to the Executive Committee.
- B. More information to come regarding the Limoneira site; it may be shared with Santa Paula Unified School District.
  1. Andrea to send the site plan document to Steinberg Hart.
- C. [CB] We'll be up to 12,000 usable SF by January.
- D. The plan for East Campus will likely be shown in three phases (500 FTES, 1,000 FTES, and then 1,500+ FTES).

#### VII. MISCELLANEOUS

- A. Ventura College is in the process of exploring adding e-sports to the curriculum and will require its own specialized space (not part of East Campus).
- B. Identify opportunity sites that could be housing or parking.