

DESERT COMMUNITY COLLEGE DISTRICT

Facilities Master Plan

VISION 2030



OCTOBER 2019



MESSAGE FROM THE PRESIDENT



A lot has changed in the Coachella Valley since College of the Desert sprung to life more than 60 years ago. Back in 1958, the rural desert valley was transforming, with neighborhoods popping up, families moving in and a need developing for higher education. Just four years after the vision for a community college was approved by local vote, the first 524 students walked onto a nine-building, 160-acre campus that had recently been home to grape vines and date trees, the latter of which are still thriving on campus today.

Over the last six decades, the Coachella Valley has watched as their community college has evolved to take a place among the fastest growing community colleges in California. With population increasing and demand for education rising, the college has grown to serve more than 18,000 students. During the same time, facilities and course offerings have also blossomed.

The valley is home to internationally recognized events and festivals, high-end hospitality and entertainment, alongside agriculture and healthcare, creative arts and energy, natural resource management and entry-level career-technical occupations.

College of the Desert is uniquely positioned to serve and connect the extremes and bridge the disparate and diverse communities across the valley.

A \$346.5 million-dollar bond measure in 2004, allowed the College to respond to growth and increasing demands for modern academic and learning environments, renovating and expanding what was then an aging 40-year-old Palm Desert campus and adding much needed facilities in the east and west valley communities.

In 2016, the voters once again stepped up with more than 70% in favor of the \$577.9 million-dollar Measure CC bond plan to invest in further expansion to address the increasing needs of an evolving and thriving Coachella Valley.

Facility expansions are already underway in the east valley, adding classrooms, labs and public spaces and strengthening community connections. Partnerships and collaborations in the west valley will soon breathe new life into an abandoned mall site, creating exciting career learning environments, and increasing academic capacity, strengthening infrastructure, and expanding work/life opportunities for students.

I appreciate the participation of all faculty, staff, students, and community members who provided input and feedback during the planning and development process. The result is a plan consistent with and supportive of our college mission, vision, values, and educational master plan while flexible enough to accommodate the inevitable in a dynamic and changing environment.

The next five years are sure to be some of the most exciting in our history. Engaging stakeholders and businesses in the work of the college will continue to help inform the future expansion of facilities and programs throughout the valley. This Facilities Master Plan is a roadmap to help guide the way.

- Joel L. Kinnamon, Ed.D.
Superintendent/President

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**DESERT COMMUNITY
COLLEGE DISTRICT**

01



DISTRICT OVERVIEW

The Desert Community College District comprises over 4,000 square miles. College of the Desert is based in Palm Desert, California with additional locations in Indio, Mecca/Thermal, Palm Springs, and Desert Hot Springs. The original Palm Desert campus is located approximately 120 miles east of Los Angeles, 120 miles northeast of San Diego, 110 miles north of the border with Mexico, and 110 miles west of the Arizona border. The College was established in 1958 and the voters subsequently approved a \$3.5 million-dollar bond, allowing the College to open its door to students in 1962 with nine buildings. The College was first accredited in 1966.

The campus was built out over the following decades. In 2004 a \$346.5 million-dollar bond led to the renovation and expansion of the original campus. In 2009 the Mecca/Thermal location began offering classes and services. In 2014 with additional needs in the Indio community, the college opened a permanent downtown 40,000 square foot facility to accommodate classes that had been held in temporary locations since 1988. With growing enrollment demands, a campus in Desert Hot Springs (Edward L. Wenzlaff Education Center), was opened in 2016, and a temporary Palm Springs campus opened in 2018.

The College has completed several building renovations on the Palm Desert Campus such as the nursing building, the business building, and the dining hall. New structures that have been completed include the Alumni Centre, Barker Foundation Nursing Complex, Burn Tower training facility, the Central Plant, the Public Safety Academy, Cravens Student Services Center, Math Science and Technology Center building, Visual Arts, Early Childhood Education, Applied Sciences, the Communication building, the Athletics Facilities, and Stagecraft. Projects close to completion, or in the design phase, include the Indio Campus Expansion, Indio Childcare Development Center, and the Central Campus Redevelopment project. In addition, classes are offered at several local high schools and other sites across the Coachella Valley.

In November 2016, the voters in the District overwhelmingly approved, a \$577.9 million-dollar bond measure to invest in the future of the college, its students, and the Coachella Valley community. Funds will be dedicated to the modernization and expansion of facilities which will prepare the College for the future by building new classrooms and class laboratories, expanding educational opportunities, meeting technology needs, providing access to meet the expanding needs of the local community and economy, and to improve safety, and accessibility.



MISSION

College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond.

VISION

College of the Desert will be a center of collaborations and innovations for educational enrichment, economic development and quality of life in the Coachella Valley and surrounding communities.

VALUES

COLLEGE OF THE DESERT IS A LEARNING-CENTERED INSTITUTION THAT VALUES:

Student Success

- Student learning and growth are central to all we do.

Diversity & Inclusion

- We embrace the diversity of our community and uphold the dignity and worth of the individual.

Integrity

- We are open, honest, and reliable.

Respect

- We value the thoughts, words, and actions of our students, colleagues, and community.

Dedication

- Our faculty, staff and administrators are responsible leaders who effectively implement programs in support of student learning and efficient college operations.

Professionalism

- We are current in our areas of expertise and embody high standards of conduct.

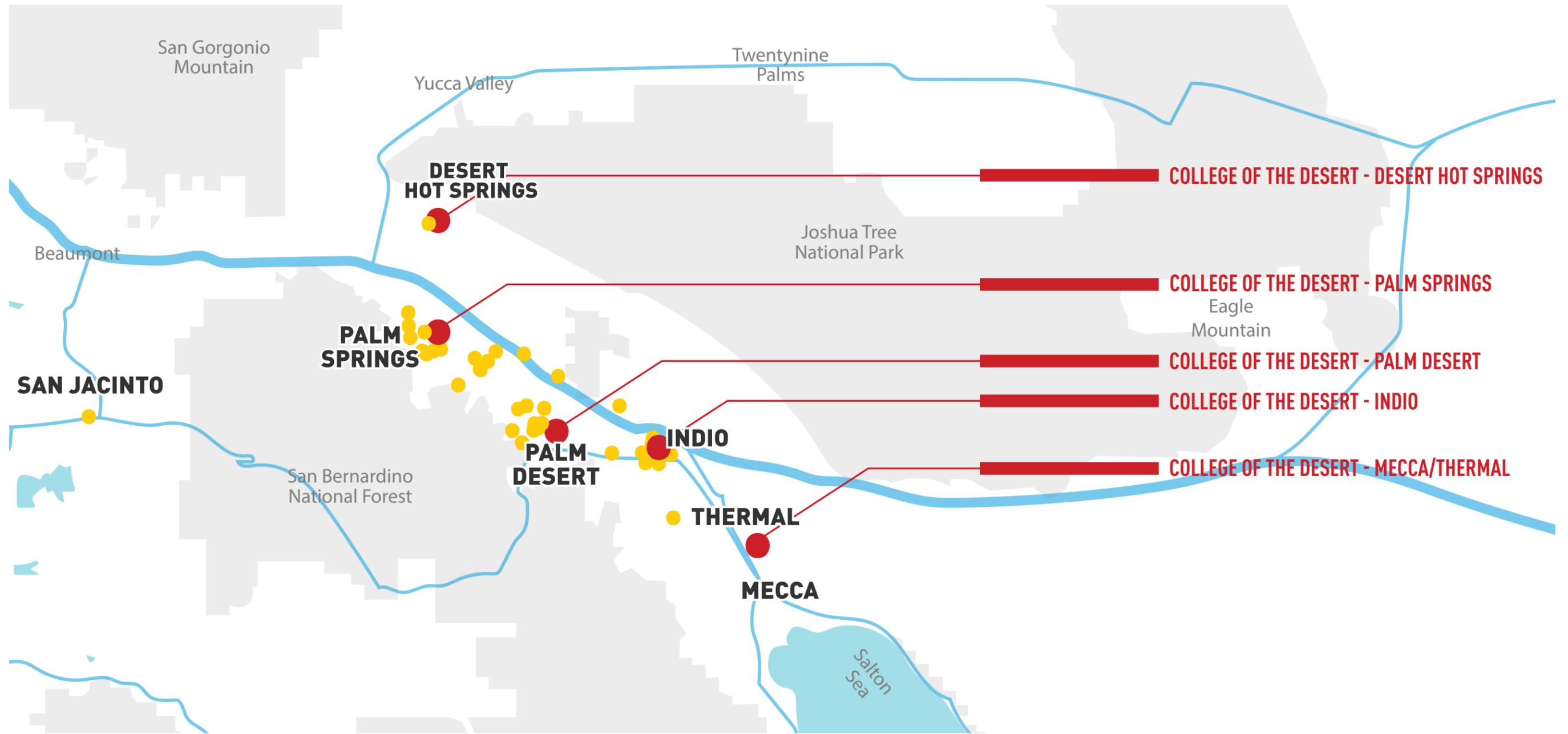
Communication

- We communicate with authenticity in pursuit of broad understanding, effective dialogue, and inclusive decision-making.

Lifelong Learning

- Learning is essential to living, for our students, faculty, and staff.





DISTRICT POPULATION

Coachella Valley is famous for its year-round sunshine with the main economic stimulus from tourism and agriculture. The region is proving itself as an area ripe for innovation in clean energy, technology, health and wellness, arts, media, and entertainment.

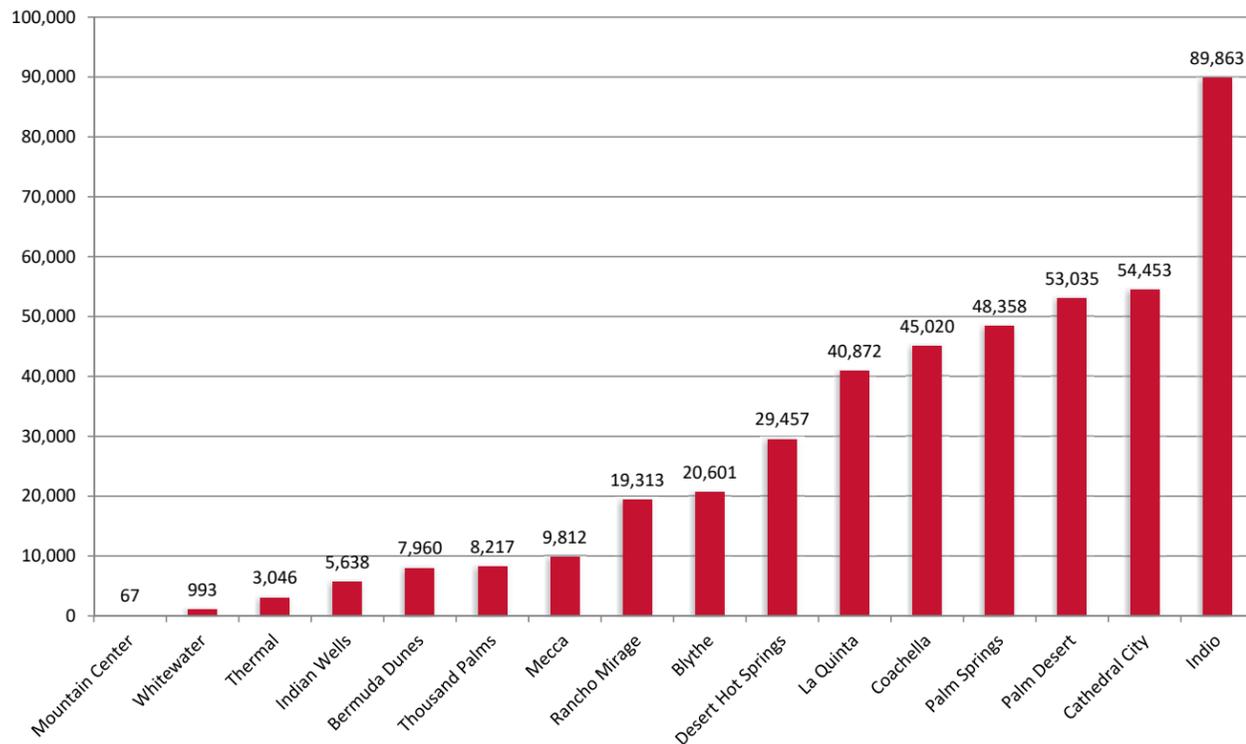
Coachella Valley is located two hours from Los Angeles, Orange County, and San Diego and within only a few hours of Las Vegas and Phoenix by car. Palm Springs International Airport offers direct flights to cities throughout the United States and Canada. In addition, Amtrak provides passenger rail service through its Palm Springs depot and Greyhound provides bus service to and from the greater Palm Springs area. Sunline Transit offers intra-valley bus service at a low cost for residents and visitors.

The population is on a steady upward trend. Families average three people per household, with a median household income of more than \$50,000. Affordable housing (in comparison to coastal and other areas of California) attracts young families and fuels an expanding workforce of skilled workers and educated managers.

There is a strong need for the expansion of higher education in the region. Below is some data from the 2017 surveys.

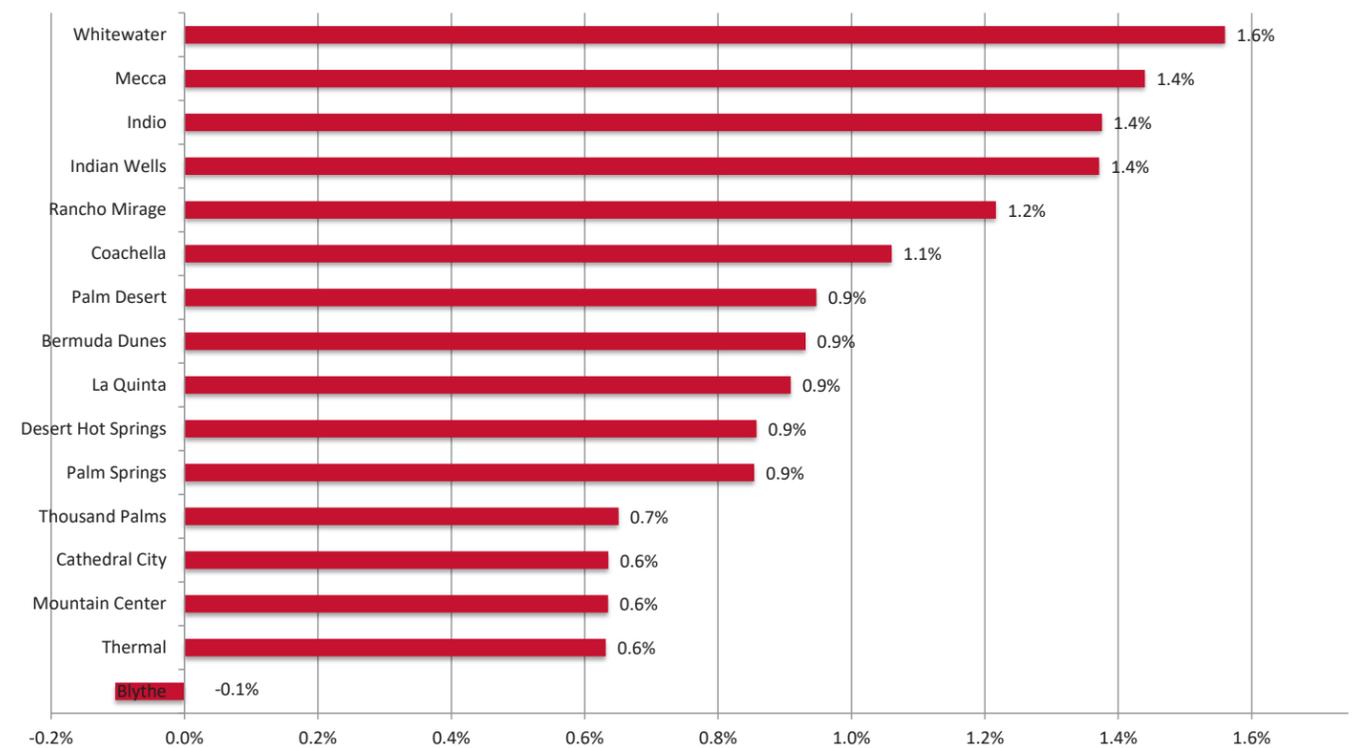
- Of the sixteen Coachella Valley cities identified, ten had higher unemployment rates than the statewide average.
- The state reports 17% of households live below the poverty level. Of the sixteen Coachella Valley cities identified, eleven cities reported a higher percentage living below the poverty level.
- Of the sixteen Coachella Valley cities identified, five exceeded the Riverside County median home price of \$438,000 while six were below.
- The statewide median household income is \$67,169. Of the sixteen Coachella Valley cities identified, thirteen cities reported incomes below this average.
- The statewide median salary with an associate degree is \$37,169. Of the sixteen Coachella Valley cities identified, twelve cities reported incomes below this average.

**2019 Population Projection
Coachella Valley Cities**



Source: Environmental Systems Research Institute (ESRI); analysis by Cambridge West Partnership, LLC

**Annual Population Growth
Coachella Valley Cities 2010-2019 (Projection)**



Source: Environmental Systems Research Institute (ESRI); analysis by Cambridge West Partnership, LLC

INTRODUCTION TO THE FACILITIES MASTER PLAN

02





PURPOSE

The Facilities Master Plan provides a vision for the future state of academic and support services space, buildings, and overall campus improvements. As a companion document to the Educational Master Plan, completed in 2017, the Facilities Master Plan anticipates the needs for the development of the institution through the year 2030. The recommendations developed in this plan anticipate additional consideration and adjustment for future planning. The Facilities Master Plan provides a framework for campus development and addresses the following objectives.

- Create a functional and usable space/facilities plan based on the Educational Master Plan that updates the previous assessment for space identified in College of the Desert's Educational and Facilities Master Plans.
- Create modern teaching facilities and learning environments to support instruction and provide facilities for modern support services sufficient to serve students' needs.
- Provide an overview for infrastructure planning, the development of campus standards and design guidelines, address deferred maintenance and general campus improvements.
- Evaluate traffic circulation and pedestrian wayfinding with a goal of enhancing student access and safety.
- Assess the current conditions of the college facilities through a quantitative review and validation of data related to academic and support service programs to support future space needs for the District.
- Obtain qualitative input from the campus community in support of the Facilities Master Plan.
- Be a resource for the future with decision making in support of the distribution of resources for current capital projects, as well as providing additional opportunities for state funding.
- Produce a well-conceived and well-justified plan for capital asset strategies (including real estate) that are an outcome of a sound master planning process.

APPROACH, ORGANIZATION & STRUCTURE

During the 2017-2018 academic year, the Facility Master Plan Committee was established as a sub-committee of the Facilities Advisory Committee. Monthly meetings were held to discuss various aspects of the planning process and to measure progress. The committee was also charged with disseminating information district-wide and to provide feedback to the planners. In addition to the monthly meetings, the planners also met with all internal stakeholder groups including staff, students, faculty, and the administration. The information gathered from the stakeholder meetings was compared to the findings identified in the enrollment and space inventory data.

PLANNING PROCESS

Planning as an integrated process should be both operational and strategic. The process must incorporate existing planning as well as offering new recommendations based on recent District/College analysis. The following planning model was generated to address the District's capacity for generating future Weekly Student Contact Hours (WSCH) and achieving enrollment growth. The model is based on the demographics of the effective service area and the ability of the District to attract new students.

THE FOLLOWING ASSESSMENTS WERE CONDUCTED:

- Determine space tolerance thresholds for current buildings on campus and at the centers and to evaluate the types of spaces offered, their capacity for modification (including expansion), and their ability to accommodate future growth of the programs served.
- Determine the future space needs of the academic and support services programs and establish a curriculum baseline composed of Weekly Student Contact Hours (WSCH), the number of sections offered, the number of enrolled students per class section, and the distribution of lecture versus laboratory hours. When viewed by discipline, a calculated need was established. Using this analysis, plus the historic trends of previous District growth, provide a growth factor to be applied to future development of each program of instruction and support services of the institution.
- Assess the ability to repurpose existing buildings noting historic core.
- Provide data for proposed Palm Springs Campus.
- Determine the impact on the user-constituency groups.

The assessment process focuses on the impacts and possible displacement of personnel and functions, the requirements for any swing space during construction/renovation phases, additional financial implications to the District due to possible secondary effects, and the ultimate impact on students and staff.

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

Focus group interviews and questionnaires involved capturing the information necessary to evaluate a facilities condition plus the possible growth needs anticipated over the next 10-12 years. These assumptions became the building blocks of the final action plan for facilities development.

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

**IN SUPPORT OF THE
EDUCATIONAL MASTER PLAN**

03



PLANNING PRINCIPLES

Linking the Educational Master Plan and Strategic Master Plan's goals, strategies, and the current Weekly Student Contact Hours (WSCH) to current space available drives the facility master planning process. The plan also reviews current and future curriculum, instructional delivery modes, effective learning environment, and necessary student support structures.

As noted in the Educational Master Plan, a great variation exists in demographics among Coachella Valley communities, in terms of income, ethnicity, education, and age. Large numbers of people live in poverty and incomes have fallen in all Valley communities since 2011. Facing the challenge that the Valley has lower educational attainment than the rest of the county and state and has a lower percentage of people enrolled in college, it is the college's goal to improve the economic and social status of the citizens of the District. With the investment of the \$577.9 million-dollar bond program, projected increases in student enrollment, and the new student-centered funding formula, the outlook is positive for the future.

TRENDS IN HIGHER EDUCATION

The new student-centered funding formula will play a significant role in facility planning. The need for comprehensive student support spaces will be crucial to a student's ability to succeed. The Facilities Master Plan relied upon and was guided by the findings in the Educational Master Plan.

PRIMARY AMONG THOSE FINDINGS WERE THE FOLLOWING:

Trends in higher education public policy

- The implementation of Guided Pathways and a new statewide funding formula creates the need for enhanced student support and learning spaces. Consolidation of learning support services is crucial to student success. Every space on campus should serve a learning purpose.

Trends in revenue streams

- The new student-centered funding formula requires colleges to link master planning to student success data. A focus on developing clear matriculation paths, educational programs of study, and comprehensive student support services are vital to student success.

The potential for population growth in the effective service area*

- The forecasted population growth for the Coachella Valley is 1.6%, the projected student enrollment growth is 3.2% through 2021, and 2.4% for years after. In addition, the Chancellor's Office has projected a 3.2% growth in Full-Time Equivalent Students (FTES) through 2021 and 2.4% in the year after.

Labor market projections of job openings

- The Educational Master Plan has identified that the economic drivers for the region include arts and entertainment, hospitality, healthcare, business and retail, construction and manufacturing, agriculture, transportation and logistics; information technology, small business, and entrepreneurship are on the rise; employment opportunities are greatest in these areas, as well as the service occupations and education/teaching.

The application of State standards

- The baseline enrollment analysis in the Educational Master Plan confirmed several concerns identified by college staff. Most notably, additional student support services to increase retention and persistence for certificate/degree completion and additional student study and learning space. In addition, more "gathering places" in each building and outside with plug-ins and shade to enhance campus life was indicated.

Additional trends in higher education public policy

- A broad array of governmental and private organizations are promoting the production of more graduates with degrees to meet the documented future needs of the economy in California and the nation. The newly proposed funding formula is one example.
- Federal and state incentives are available to promote collaboration and innovation that will increase student success and align curriculum for efficient transfer, or provide skills needed for immediate employment.
- Far greater attention and funding is being given to career and technical education with an emphasis upon collaboration with K-12 and regional workforce planning stakeholders to provide education relevant to the regional needs of employers.
- Recommendations from the Student Success Task Force are being funded to redesign matriculation services, focus on closing achievement gaps among student groups, and use more technology to facilitate student success.
- Adult Basic Education has been revisited with an emphasis upon collaboration between adult schools and community colleges that could bring new students to the college.

* Information derived from the College of the Desert Educational Master Plan 2017-22

SERVICE AREA CHARACTERISTICS

Based on an analysis of residential zip codes reported by enrolled students, 30% of the student population is from the western portion of Coachella Valley; 32% are from the eastern portion; 26% from the main campus area; 6% from Mecca/Thermal area, and 6% elsewhere.

THE KEY CHARACTERISTICS OF THE EFFECTIVE SERVICE AREA ARE NOTED BELOW: *

- The college serves an official district area that covers 4,000 square miles. The District serves seventeen communities, the most populated is Indio. 69% of the students indicate that their commute is less than 30 minutes. 89% indicate they drive alone and park on campus.
- The Coachella Valley population in general, and the majority representation - Latino/Hispanic - continue to grow throughout both the East and West Valley areas.
- The projected population growth for the Coachella Valley is 1.6%.
- High school aged residents was 26% of Coachella Valley's population while citizens aged 55 plus were 31% of population.
- Twelve of the fifteen cities (two cities without data) were below the statewide income level of \$61,816. Only three cities were above this average. Most Coachella Valley communities have experienced declining median income levels, below that of the county and state, with many families below poverty level.
- Eleven of the seventeen cities indicated homeownership exceeded the statewide numbers.
- Coachella Valley's ethnic population indicated 52% Hispanic and 40% white. The college student population is 71% Hispanic.
- High school graduation rates are on the rise. All three of the high school districts reported graduation rates above the statewide average of 83.6% in 2015.
- The percentage of Valley residents with a college education is below that of the county and state. Only five of the seventeen cities had a higher percentage of bachelor's degree or higher than the statewide average.
- There are five occupations identified as high growth in the College of the Desert service area. The five areas include 1) service occupations, 2) management, business, science, and arts occupations, 3) sales and office occupations, 4) natural resources, construction, and maintenance occupations, and 5) production, transportation, and material moving occupations.
- Fall term head-counts at the college have steadily increased over the past few years. FTES have increased 2.7% from 2011-15 while headcount has increased 3.9%.
- Mecca/Thermal site, located amid nearly 100 acres of farmland, is focused on agriculture and supporting science opportunities with sufficient general educational offerings and adult basic education to support goal attainment.

- Indio site, located in the downtown center, provides programming focused on business development, public service, and education.
- Desert Hot Springs site has worked to offer courses to support college readiness, education degrees, and the basis for the liberal arts transfer degree.
- Palm Desert site is a comprehensive college, which offers over seventy-two associate degrees and transfer degrees and sixty certificate programs.
- The coming campus site in Palm Springs will provide programming in hospitality and culinary arts, film and media arts, healthcare and services, and sustainable technologies.
- In addition, classes are offered in local high schools throughout the district.
- The programs awarding the greatest number of degrees were: Humanities and Communication; Nursing; Business Administration; Social and Behavioral Science. The greatest number of certificates were awarded in Accounting and Air Conditioning and Refrigeration.
- 43% of the students are day only; 21% night only; 33% both; and 3% unknown.
- The college offers an impressive variety of support services to promote student success. The Educational Master Plan surveys revealed that students viewed the college's top strengths as: financial services, tutoring, the college website, and the support staff.
- The retention rates have decreased slightly from 2013 to 2017, 86.8% to 84.9% and the success rates have decreased from 70.7% to 70.2%. This closely mirrors the statewide averages.
- Several interventions have been initiated to close the achievement gaps. The college has been particularly aggressive in seeking external grant funding to support intervention efforts.

* Information derived from the College of the Desert Educational Master Plan 2017-22

EDUCATION AND INSTRUCTIONAL FRAMEWORK

At College of the Desert, students are provided with the opportunity to engage in meaningful learning experiences that challenge and encourage them to become lifelong learners. The promise of general education is that it provides an integrative and comprehensive program that is broad and deep, introducing students to skills, knowledge, and patterns of learning that foster better understanding of themselves and the world around them.

The need for skills, the quest for knowledge, and the curiosity of the human spirit is interdisciplinary in nature, as reflected by the areas of study that comprise general education at College of the Desert. Natural Sciences lay the foundation for understanding living and non-living systems, introducing students to the power of Science, Technology, Engineering, and Math (STEM) questioning. Social and Behavioral Sciences heighten students' awareness of social, political, and economic institutions and human behavior in contemporary, historical, and geographical contexts. Arts, Humanities, and Culture allow students to appreciate and develop philosophical, cultural, and literary perspective, encouraging independence and aesthetic sensibility. Language and Rationality emphasize active participation in clear communication, logical thought, and quantitative reasoning. Ultimately, as students are exposed to Personal Growth and Development, they are asked to adapt, respond, and grow in the diverse, global, and rapidly changing environment of the 21st century as well-rounded global citizens.

General education at College of the Desert prepares students to live productive lives with self-understanding, respect for others, and skills critical to lifelong learning.

THE GOALS SET BY THE COLLEGE

The strategic priorities and goals set by the college are reflected in the Facility Master Plan.

- Provide innovative and alternative methods of instructional design, delivery, and scheduling, in collaboration with external partners, that broaden and diversify students' opportunities for access, success, and completion.
- Innovate relevant academic programs through effective program development, design, and review, embracing the unique opportunities of the college's campus sites.
- Align planning and resources in student and support services to meet the needs and interests of students.
- Create partnerships and industry related advisory committees and work groups that use the expertise of the desert community to support innovative, contemporary, responsive, and relevant educational programming and services to serve the community.
- Innovate communication and data platforms to allow internal and external users to communicate and to access, manage, and use information with ease.

- Integrate the Educational Master Plan with other planning efforts; support professional development; and provide comprehensive input for the development of long-range staffing, facilities, and technology plans that support the Educational Master Plan 2017-2022.

THE VISION OF FACULTY FOR FUTURE CURRICULUM AND SERVICE INITIATIVES

The Educational Master Plan identified the visions from every department on campus. The overarching concerns among faculty and staff was the lack of appropriate space, design of classrooms, lack of adequate laboratory space, the want to redesign office space into "pods", improved technology to implement new programs of study, and have usable student support space.

The lack of appropriate space to create learning synergies is a major concern. New initiatives from the state level are driving much of the needed change. Pressure to compress the pace of remedial instruction, adopt statewide assessment and placement procedures, expand online and hybrid education, embed basic skills and align workforce development efforts region-wide are some of the forces driving the need for change. It was noted that the Facilities Master Plan should align with the individual site's flagship programs.

- By 2018, nearly two-thirds of all-American jobs will require a post-secondary certificate or degree. Yet the Coachella Valley remains well below national averages. As more occupations require bachelors' degrees, increased emphasis on four-year university articulation is required.
- Economic drivers for the region include arts and entertainment, hospitality, healthcare, business and retail, construction and manufacturing, agriculture, transportation and logistics; information technology, small business, and entrepreneurship are on the rise; employment opportunities are greatest in these areas, as well as the service occupations and education/teaching.
- Innovation, stronger use of employer-based advisory committees, and interdisciplinary approaches to educational programming will serve the Coachella Valley region well.
- Many of the higher paying occupations with projected openings require a Science, Technology, Engineering, and Math (STEM) education.
- The faculty members have articulated a variety of future curricular visions that the college will need to evaluate against labor market and community needs.
- The Program Review and Assessment Cycle is a planning priority.
- Many of the college's degree programs follow the current transfer models to the CSU and UC systems. The college also offers vibrant career and technical education (CTE) programs with several new areas being developed and an active CTE regional consortium.

- The college has a robust program of noncredit instruction serving the community with classes in English as a Second Language, GED preparation, and basic skill obtainment. Many of these classes are offered at off-site community locations.
- College of the Desert's Partnership and Community Education (PaCE) provides outstanding professional development, workforce training, and personal enrichment opportunities that contribute to the success and vitality of our partners, clients, and learners.
- The college's focus on first year students participating in the EDGE and pLEDGE programs give recent high school graduates a clear path towards success.

ADDITIONAL OPPORTUNITIES TO EXPAND SERVICES ARE AVAILABLE TO THE COLLEGE THROUGH THE WORK OF:

- A vibrant community education unit.
- Active support for the California Online Education Initiative (OEI) to revitalize online education.
- First Year Experience program designed to assist first-time students transition to the college.
- The application of multiple measures for placement.
- The future opening of the Palm Springs campus.
- Guided Pathways, which is an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers.
- Increased workforce development and career education options.
- Work Experience Program designed to familiarize students to "real world of work".
- Federally recognized Hispanic Serving Institution.
- Adult Basic Education which provides the ability to obtain a high school diploma, prepare for a GED Test, and/or improve basic skills.
- Participation in the regional adult education consortia.



FUTURE PROGRAM OF INSTRUCTION

044



DESIGN, DELIVERY AND CONTENT OVERVIEW

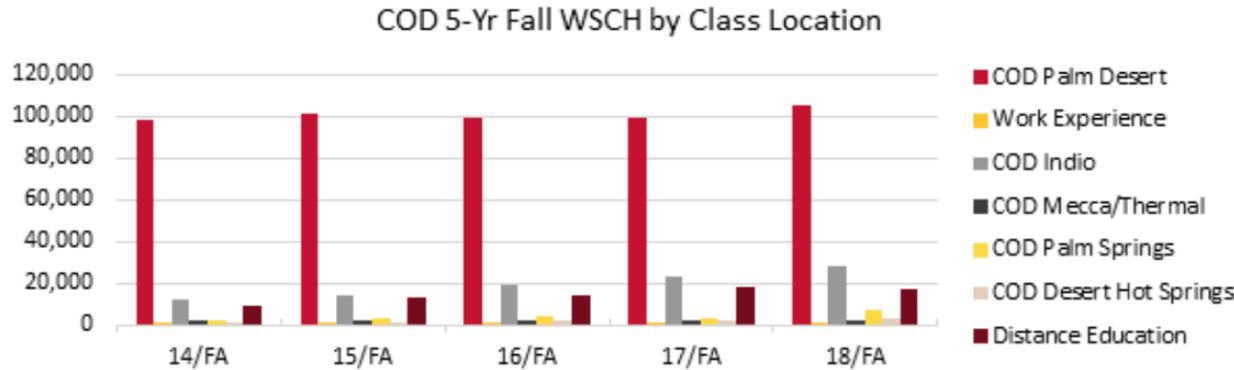
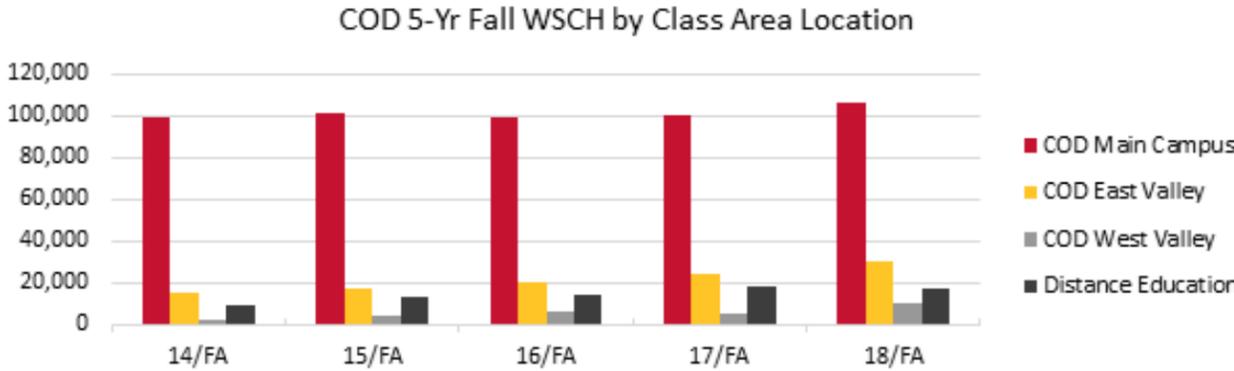
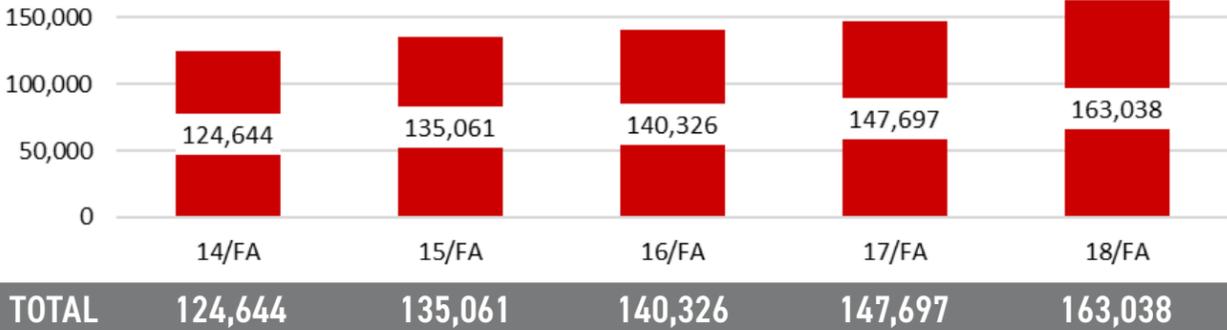
Linking the Educational Master Plan’s internal and external analysis to Weekly Student Contact Hours (WSCH) and space quantification completes the process of planning for future instructional capacity. It balances the current curriculum, instructional delivery modes, learning environment, and necessary support structures with a comprehensive program of campus development. The extent and direction of future curriculum development is uncertain, but the visions of future curriculum in the Opportunities for the Future chapter of the Educational Master Plan will be balanced against the needs of the labor market, interests of prospective students, opportunities provided by the four-year transfer institutions, the college’s mission, and priorities and financial resources of the college and District.

The current and immediate future economic indicators are improving, so it is anticipated that resources will be available for the college to accomplish its goals. Therefore, acknowledging the projected growth demands in the District, requires planning to develop a long-term vision as well as meeting short-term goals.

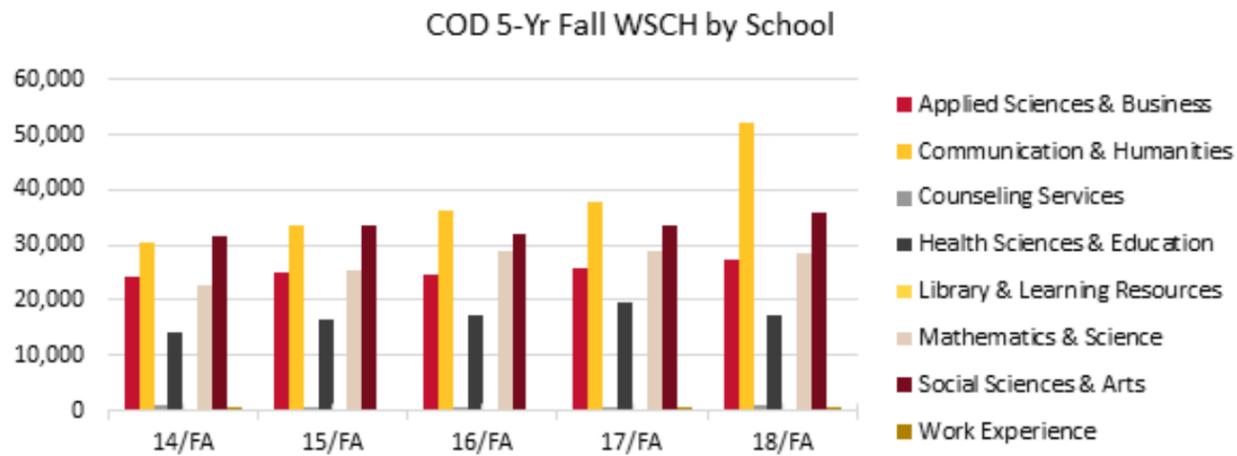
As a dynamic process, educational planning involves a mixture of methods and a variety of assessments. Looking to the future, the Facilities Master Plan must provide for sufficient facilities to accommodate higher enrollment numbers, improve the teaching/learning environment, address new program development, integrate the latest technological innovations, and provide adequate space configuration permitting flexible teaching methods.

In any planning cycle, the projected WSCH is time specific and addresses future needs for increased capacity that may or may not materialize exactly at the times projected. The strategy is to plan for sufficient facilities that are flexible enough to accommodate additional enrollments when they do materialize. The following charts illustrate the projected WSCH for the Desert Community College District.

COLLEGE OF THE DESERT 5-YR FALL WSCH : 2014 TO 2018 FALL TERMS :
(DATA SOURCE: DATATEL)



CLASS LOCATION	WSCH BY CLASS LOCATION				
	14/FA	15/FA	16/FA	17/FA	18/FA
College of the Desert Palm Desert Campus	98,979	101,053	99,146	100,238	106,000
College of the Desert Palm Desert	98,458	100,719	98,828	99,516	105,246
Work Experience	521	334	318	722	754
College of the Desert East Valley	14,649	16,850	20,377	24,480	29,762
College of the Desert Indio	12,259	14,570	18,762	22,657	28,190
College of the Desert Mecca/Thermal	2,390	2,279	1,615	1,824	1,573
College of the Desert West Valley	2,241	3,725	6,269	5,164	9,747
College of the Desert Palm Springs	2,015	2,784	3,711	2,817	6,824
College of the Desert: Desert Hot Springs	226	941	2,558	2,347	2,923
Distant Education	8,775	13,434	14,533	17,815	17,528
Distant Education	8,775	13,434	14,533	17,815	17,528
TOTAL	124,644	135,061	140,326	147,697	163,038

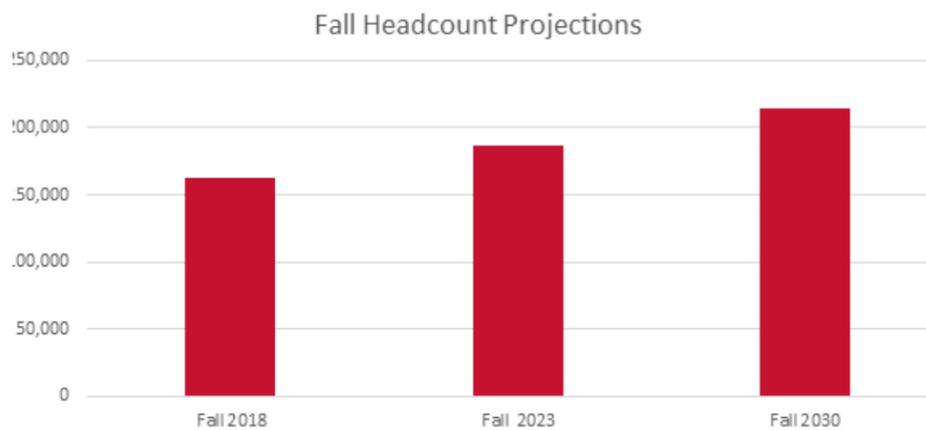


WORKLOAD AND SPACE PROJECTIONS

Student fall term headcount projections were developed based upon the experience at each location from fall 2014 to fall 2018. In some cases, a student may have attended classes at more than one location and is therefore double counted.

SCHOOL	WSCH BY SCHOOL				
	14/FA	15/FA	16/FA	17/FA	18/FA
Applied Sciences and Business	24,300	24,912	24,614	25,959	27,328
Communication & Humanities	30,266	33,659	36,437	37,961	52,255
Counseling Services	949	741	691	775	1,038
Health Services and Education	14,336	16,412	17,212	19,774	17,413
Library and Learning Resources	0	0	0	45	58
Mathematics and Science	22,706	25,317	28,984	28,753	28,471
Social Sciences and Arts	31,567	33,686	32,069	33,709	35,721
Work Experience	521	334	318	722	754
TOTAL	124,644	135,061	140,326	147,697	163,038

Source: College of the Desert, Office of Institutional Research



Source: College of the Desert, Office of Institutional Research. *Information Warehouse*; analysis by Cambridge West Partnership, LLC

The fall 2018 program of instruction provided a snapshot in time used as a baseline for this Educational Master Plan. A planning model was created to address the capacities for the future and provided the foundation from which a future program of instruction could be projected.

A planning model was created by the consultant team to address the college's capacity for generating future WSCH and achieving enrollment growth. The model was based on demographics of the service area and the ability of the college to attract new students. The model utilized WSCH to project capacity as the primary determination method. Growth was projected out to 2030.

A baseline assessment was conducted using the fall 2018 data prepared by the college and includes a detailed analysis of the program of study by division and discipline. The baseline assessment provides a snapshot in time.

Projections for the future were not intended to dictate curricular content but rather provide a general perspective of what future space facilities would be needed.

CAPACITY BUILDING

The goal is to provide new and renovated facilities that meet the projected growth demands for the academic program of instruction and student support services. The capacity to generate WSCH was used as the key element for identifying the amount of future space required.

The table to the right provides a summary of projected space needs (once current space is at capacity), based on the growth rate identified in the Educational Master Plan. This information merges the current class schedule with the assignable square feet identified in the District's space inventory. The information is then projected out to 2030 to begin to inform instructional space needs in the future.

FINDINGS

GROWTH NEEDS TO 2030

PROGRAM	LAB	LECTURE
Computer and Information Systems	2	
Communication		1
Foreign Language		1
English		6
English Second Language (Non Credit)		3
Health Sciences	1	
Mathematics		7
Biology	2	
Chemistry	1	
Music	1	
History		1
Psychology		2
	7	21

BALANCE

Determining future space needs goes well beyond the need for classrooms and laboratories. Colleges need many other spaces to provide and service the needs of today's students. These formal and non-formal spaces need to be efficient, effective and flexible. As the college begins the planning process for each building or new space, balancing these three characteristics is critical. Every space on campus needs to enhance student success.

- Space with multi-use capabilities are more flexible and will serve the college for a longer period of time.
- Creating space that is sized correctly in both overall square feet as well as shape can be fitted with appropriate furniture to maximize the room's efficiency.
- Centralized corridors and few exterior doors enhance security and improve communication and collaboration.
- Non-formal student gathering spaces have become more important in recent years.
- A focus on establishing building and space naming standards reduces confusion for students, creates more flexibility and maximizes naming and fundraising opportunities.

COLLEGE OF THE DESERT (2016-2031 ROOM AND SPACE ALLOCATION)

	2016				2021				2026				2031			
	#SECTIONS	LEC. ASF	LAB ASF	TOTAL ASF	#SECTIONS	LEC. ASF	LAB ASF	TOTAL ASF	#SECTIONS	LEC. ASF	LAB ASF	TOTAL ASF	#SECTIONS	LEC. ASF	LAB ASF	TOTAL ASF
Applied Sciences and Business	203	6,641	29,838	36,479	200	7,575	34,155	41,730	228	8,656	39,030	47,686	262	9,883	44,564	54,447
Communication and Humanities	237	11,012	1,617	12,628	255	12,575	1,846	14,422	293	14,370	2,110	16,480	338	16,407	2,409	18,816
Health Sciences and Education	129	2,925	21,703	24,629	140	3,347	24,750	28,097	159	3,825	28,282	32,107	183	4,367	32,292	36,659
Mathematics and Science	114	5,262	19,575	24,837	147	6,013	22,328	28,341	170	6,870	25,514	32,384	193	7,844	29,131	36,975
Social Sciences and Art	212	9,081	13,325	21,406	239	10,362	13,501	23,862	275	11,841	15,427	27,268	323	13,520	17,615	31,134

Source: Cambridge West Partnership, LLC



**PALM DESERT
CAMPUS**

05



A PICTORIAL HISTORY



THE CAMPUS TODAY



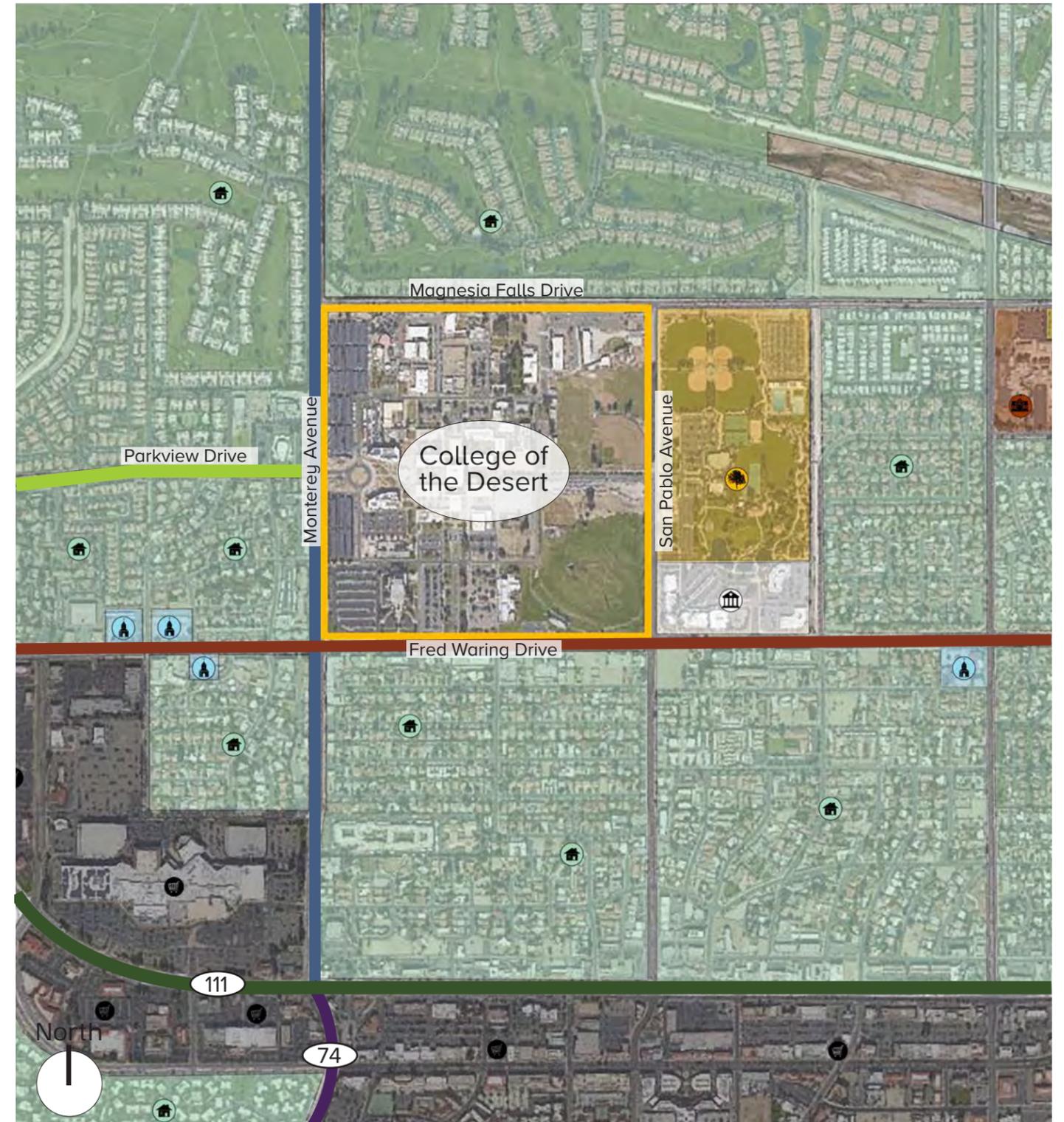


COMMUNITY CONTEXT

The College of the Desert Palm Desert Campus occupies approximately 148 acres at the northeast corner of Fred Waring Drive and Monterey Avenue in the city of Palm Desert. The east edge of campus is bounded by San Pablo Avenue. Magnesia Falls Drive forms the northern edge.

The campus is generally surrounded by single family residential neighborhoods, with the exception of the eastern edge, which fronts the Palm Desert City Hall and Civic Center Park directly across San Pablo Avenue.

Monterey Avenue and San Pablo Avenue extend one mile south to Highway 111 and the city's primary retail / commercial district.

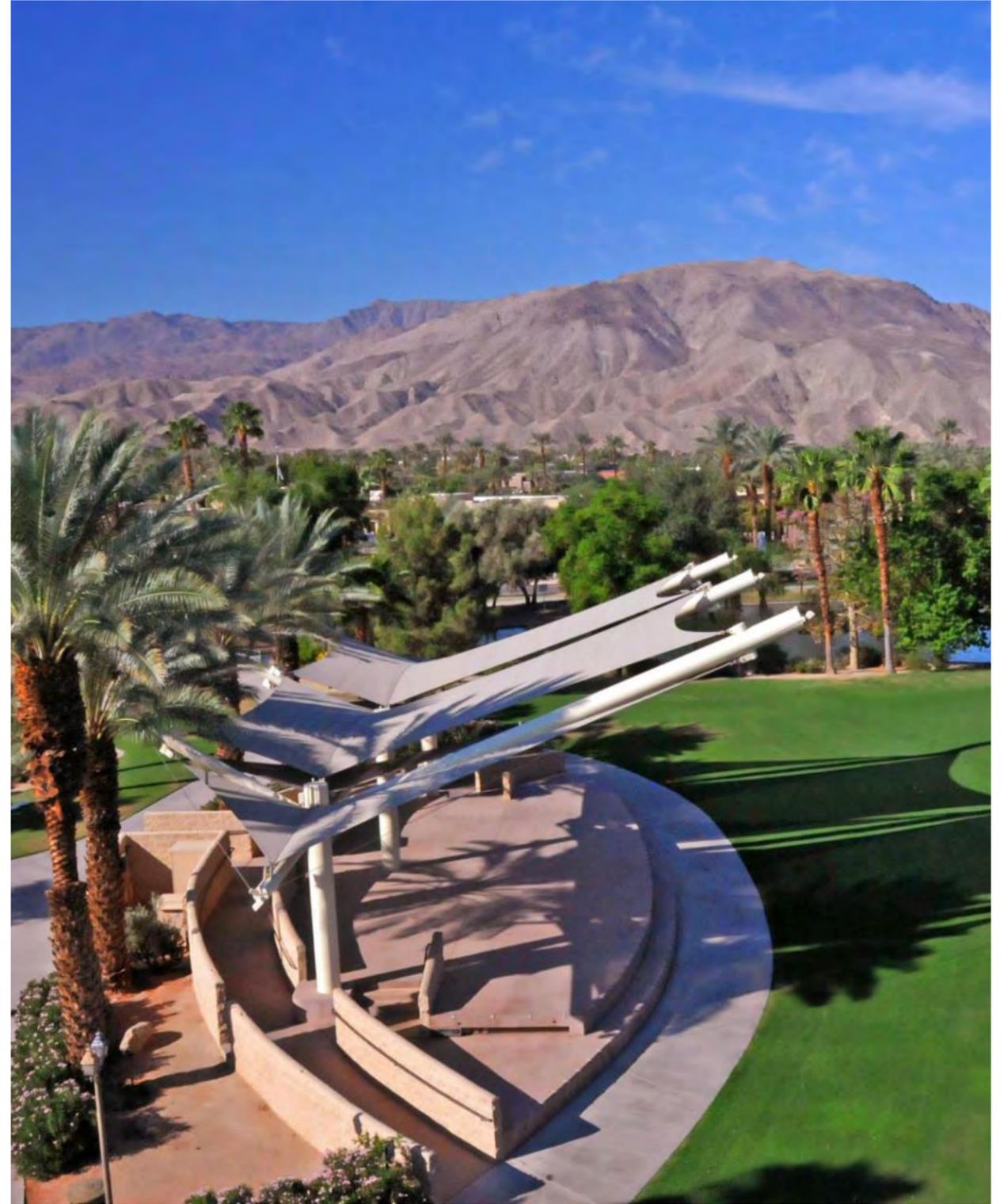


KEY:

-  Residential
-  Religious
-  Palm Desert City Hall
-  Educational
-  Civic Center Park
-  Commercial/Retail



Downtown Palm Desert



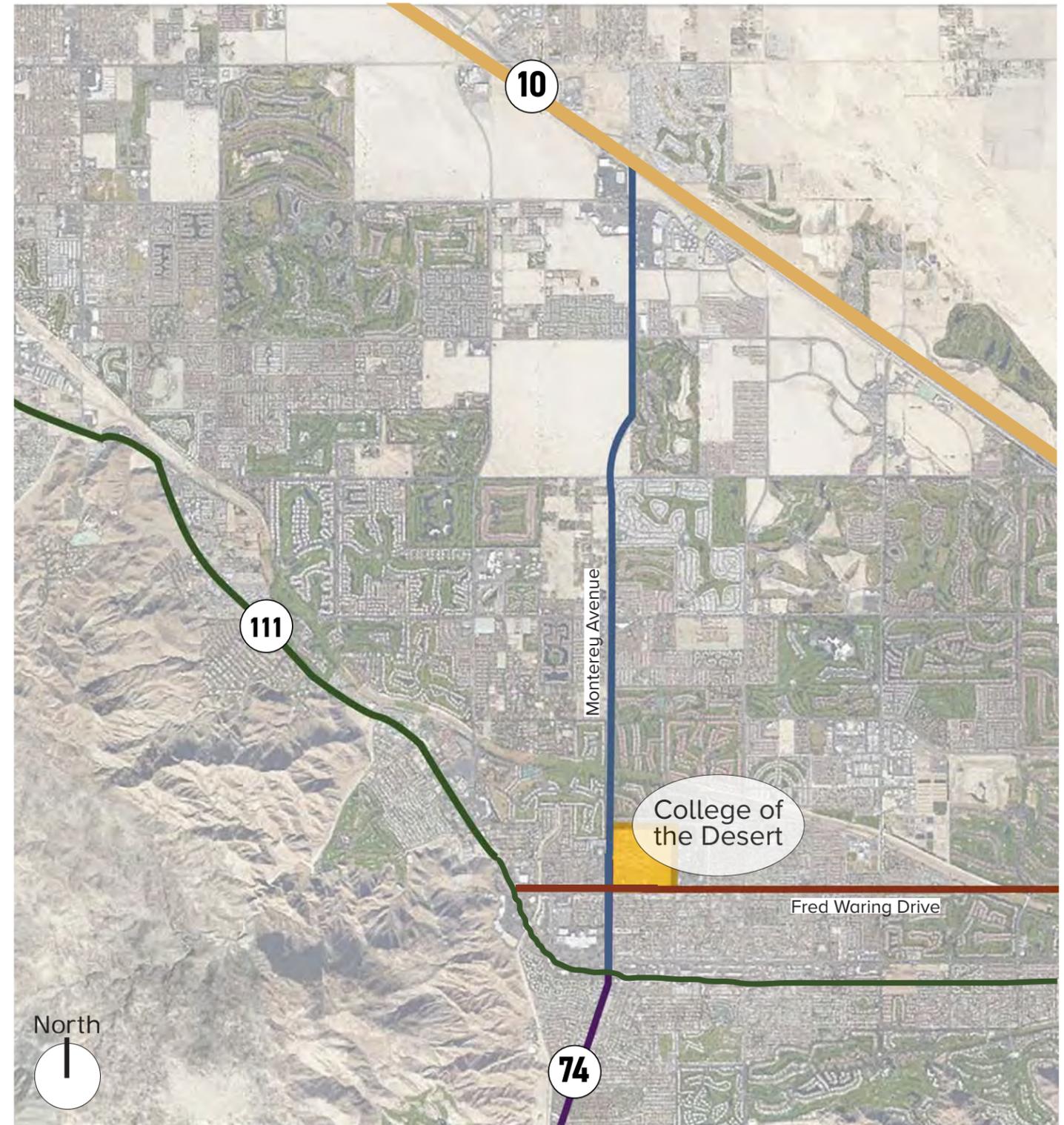
Civic Center Park

ACCESS TO THE CAMPUS

The Palm Desert Campus is served and bounded by two major arterials:

- Monterey Avenue, which extends one mile south to the intersection of Hwys 111 and 74, and six miles north to Interstate 10.
- Fred Waring Drive, which extends east to Indio and west to connect with Hwy 111 as it swings north toward Palm Springs.

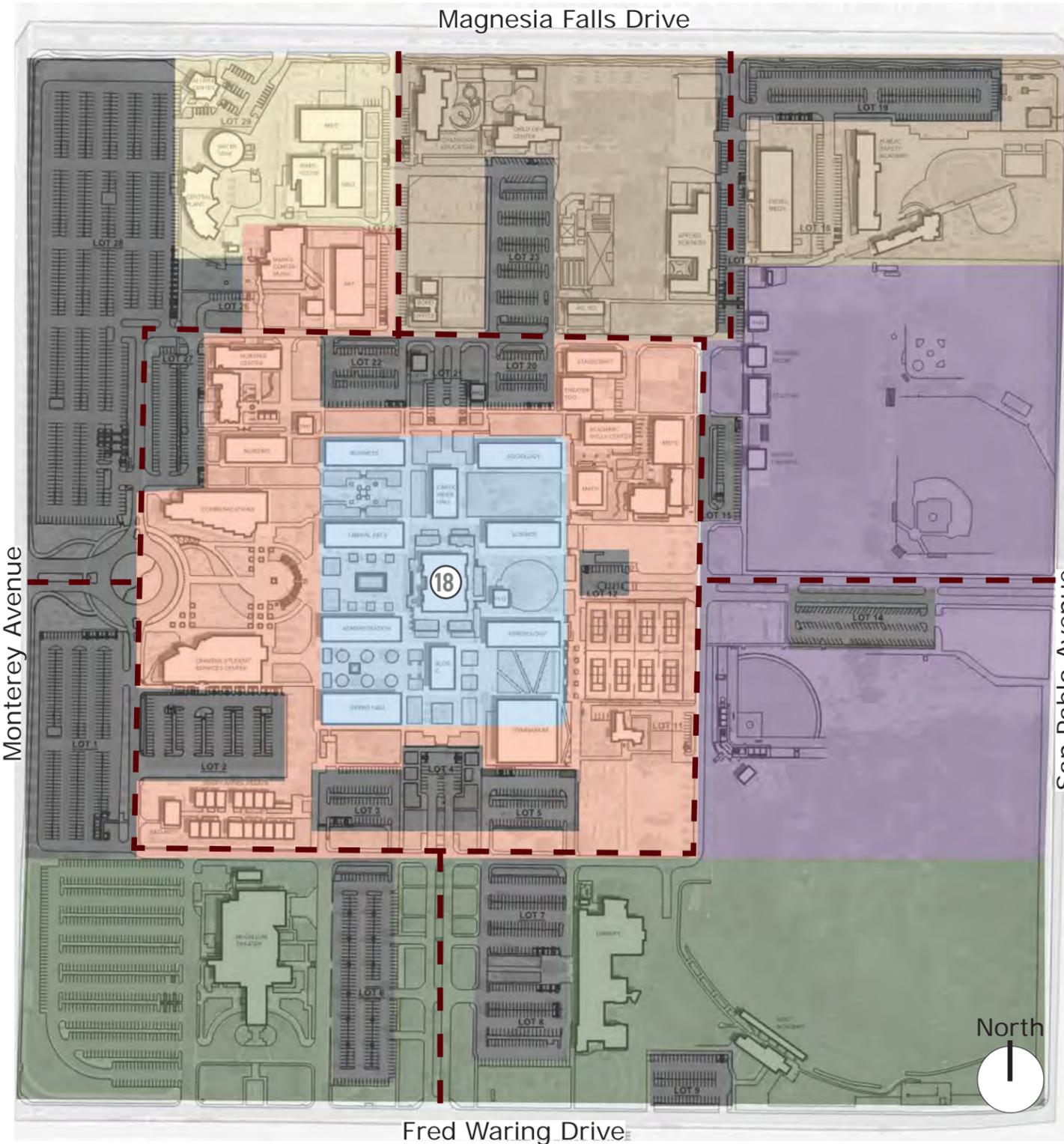
These arterials provide convenient access to and from the growing population in the East Valley (Indio, Mecca/Thermal, etc.), convenient connection to and from Palm Springs and Cathedral City to the west, support regional transportation, and provide direct and convenient access to the primary vehicular campus entries or gateways.



CAMPUS ORGANIZATION

The adjacent diagram graphically depicts (in a simplified way) the general organization of the Palm Desert Campus:

- The Academic Core at the center of the campus consists of two sub areas:
 - The Historic Core with the rejuvenated Hilb Library at its center.
 - Newer instructional and support facilities which complete the Campus Core.
- In combination, the Academic Core facilities support multiple instructional uses, administrative spaces and offices, student services, and student life facilities.
- Career and Technical Education (CTE) and Maintenance and Operations (M&O) facilities occupy the northern edge of campus.
- Athletic fields define the eastern edge of Campus.
- Public Use Facilities (McCallum Theatre, Multi-Agency Library / Palm Desert Branch Library, and the Golf Center) and supporting parking occupy the southern edge of campus.
- The Campus Loop Road rings the Academic Core and provides access to distributed on-campus parking.



KEY:

- Career and Technical Education
- Athletic Fields
- Public Use Facilities
- Campus Core
- Historic Core
- Campus Loop Road/ Primary Vehicular Circulation
- Parking
- 18 Hilb Library

VEHICULAR ACCESS AND CIRCULATION

ENTRIES:

The **Monterey Avenue (west)** entrance serves as the Campus address and “ceremonial entry.” This entry, recently improved, terminates at a large round-a-bout which provides pedestrian drop-off and access to the center of campus, and links to the Campus Loop Road, providing access to parking lots (1 and 28) on the west edge of campus. This entrance is characterized by formalized landscaping, campus signage and the visual connection it provides to the amphitheater and Hilb Library beyond. From this drop-off and adjacent parking, one has a direct visual connection and physical access to Cravens Student Services Center (including the Bookstore), the Hilb Library, Administration, and the Communication Building.

The entrance at **Fred Waring Drive (south)** provides a formalized entrance to campus with improved signage, landscaping, a pedestrian drop-off at the east edge of the campus core, and access to Parking Lots 8, 5 and 3. The drop-off and parking support access to Building C (President’s Office and Boardroom), the Hilb Library, Gymnasium, and the Dining Hall / Student Life building. This entry also provides access to public use buildings on the southern edge of campus: the McCallum Theatre and the Public Library (currently a joint-use facility with College of the Desert).

The entrance at **San Pablo Avenue (east)**, which terminates at the Campus Loop Road, is significantly less developed than the Monterey Avenue and Fred Waring Drive entries. The entry road bifurcates the athletic fields, signage and landscape improvements are limited, a pedestrian drop-off zone is not provided, and pedestrian access to the campus from the parking south of the entry road share the roadway.

Three secondary entries are provided to the north edge of campus from **Magnesia Falls Drive (north)**. These entries are restricted to right-in, right-out eastbound traffic. The western most entry provides access the Alumni Centre; the middle entry provides direct access to the Early Childhood Education (ECE) and Child Development Center (CDC), the Warehouse, Maintenance and Operations facilities and Central Plant, and extends south to link with the Campus Loop Road and Parking Lots 20-23 and 25; the eastern most entry provides access to the Public Safety Academy, Applied Sciences and the Diesel Mechanics buildings and extends south to join the Campus Loop Road. Both the middle and eastern most entries are lined with parking, creating vehicular congestion.

ON CAMPUS CIRCULATION:

All vehicular gateways to the campus terminate at the Campus Loop Road which circumnavigates the Campus Core. Student parking generally occurs to the outer edge of the Campus Loop Road with limited visitor and staff parking interior to the Loop. The Campus Loop Road is shared by both public and service traffic. This organization can result in pedestrian-vehicular conflicts throughout campus as students tend to cross wherever they deem convenient.



Monterey Avenue Entry Looking East

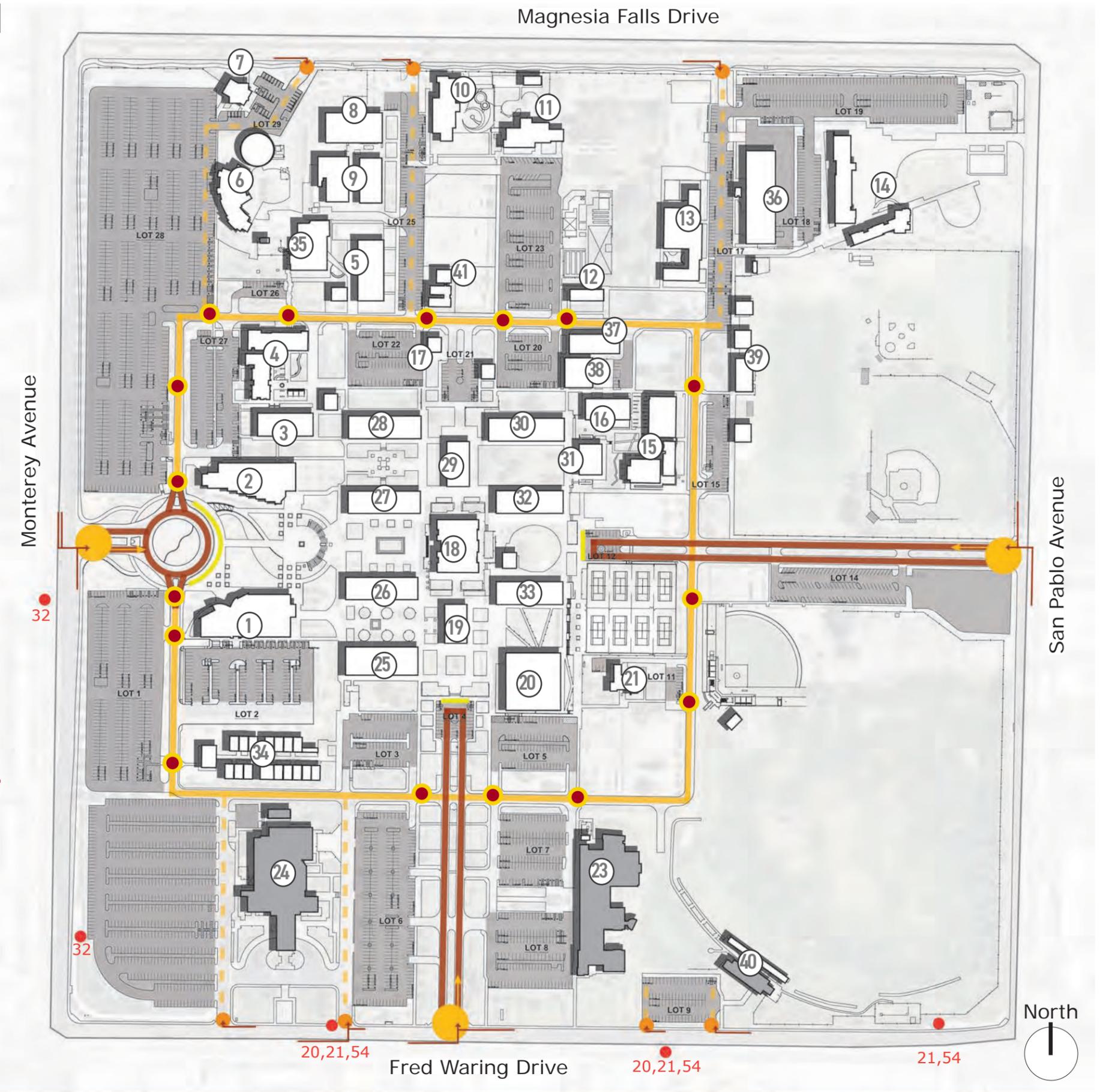


Monterey Avenue Entry Looking South

#	BUILDING NAME	#	BUILDING NAME
1	Cravens Student Services Center	21	Foundation Building
2	Communication	23	Public Library
3	Nursing	24	McCallum Theatre
4	Barker Nursing Center	25	Dining Hall/ Student Life
5	Art	26	Administration
6	Central Plant	27	Liberal Arts
7	Alumni Centre	28	Business Building
8	Warehouse	29	Carol Meier Lecture Hall
9	Maintenance and Operations	30	Social Sciences
10	Early Childhood Education	31	Math
11	Child Development Center	32	Science
12	Agricultural Sciences	33	Kinesiology
13	Applied Sciences	34	South Annex
14	Public Safety Academy	35	Marks Center for the Arts
15	Math Science Tech. Center	36	Diesel Mechanics
16	Tutoring Academic Skills Center	37	Stagecraft
17	North Annex	38	Theatre Too
18	Hilb Library	39	Stadium
19	Building C	40	College Golf Center
20	Gymnasium	41	Bond Office

KEY:

- Primary Campus Entry
- Secondary Campus Entry
- Main Ingress / Egress
- Primary Circulation / Campus Loop Road
- - - Secondary Circulation
- Drop Off
- Transit Stop/Route
- Potential Vehicular/Pedestrian Conflicts



PARKING

The adjacent diagram depicts parking distribution and capacity at the College of the Desert, Palm Desert Campus.

Capacity:

At the time of this study, 2017, there were approximately 2,712 stalls on site. According to the enrollment data (Fall 2015) there were 9,822 unduplicated credit students attending classes on the College of the Desert, Palm Desert Campus. These numbers equate to a parking ratio of approximately 3.6 students for every 1 parking stall (3.6:1). For community college planning purposes, a student ratio of 4:1 student and 2:1 faculty/staff, with additional spaces reserved for visitor parking is generally considered adequate. Many campuses across California have parking ratios closer to 5:1. With a ratio of 3.6:1 parking should be generally available; however, at peak times students may find themselves parking in the further corners of campus.

Distribution and Convenience:

Student parking is not evenly distributed across campus. However, as the adjacent diagram depicts, the walking distance from the majority of student parking space to the center of campus (Hilb Library) is less than a quarter mile, which, for planning purposes, is considered a convenient 5-minute walk. As indicated graphically, only the far northwest portions of Lot 28 and northeast portions of Lot 10 exceed this distance.

However, it should also be noted that the preponderance of student parking is located on the west edge of campus in lots 1 and 28, while the most heavily used academic zone on campus is the northeastern quadrant of the academic core, followed by the balance of the northern half of the campus core. Parking directly adjacent to / in proximity of these areas, Lots 23 and 25, is limited in comparison to the campus parking totals.

Anecdotally, students and faculty consistently noted that parking is not convenient to their destinations and expressed concern that the number of stalls on campus may not accommodate a growing campus.

Of the total on campus parking, 2,142 stalls are provided outside of the Campus Loop Road.

Lots 1 and 28 account for 1,041 stalls or approximately 40% of the total on-site parking. These lots are easily accessible from the Monterey Avenue entrance, are shaded by photovoltaic panels and support the Alumni Association Street Fair on weekends.

Lots 26, 25, 23, 17, 15, 14, and 6 provide 664 stalls, accounting for approximately 25% of the on-campus parking along the northern, eastern, and southern edges. Except for Lots 14 and 15 these lots are most easily accessed from Magnesia Falls Drive.

Lots 18 and 19 provide 265 stalls designated for student use; however, they are generally underutilized due to their distance from the campus core and ease of pedestrian access. 570 stalls are located interior to the Campus Loop Road. The majority of these stalls are dedicated to faculty, staff, and visitor parking.

Lots 27, 22, 21, 20 and 16 provide 255 stalls along the northern edge of the campus core. Lots 12, 10, and 11 provide 29 faculty/staff stalls along the eastern edge of the campus core, supporting the adjacent Kinesiology facilities.

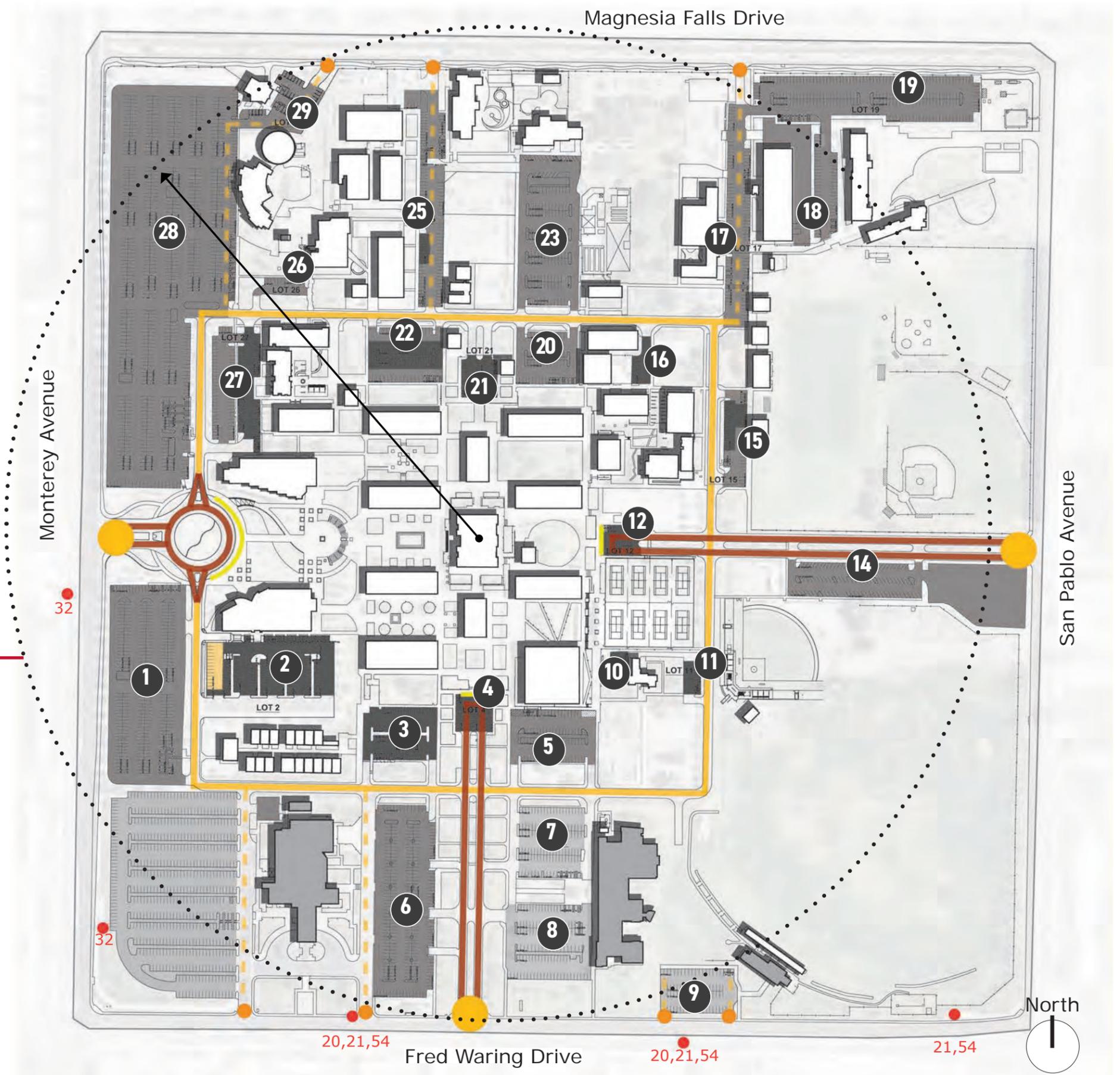
Lots 2, 3, 4 and 5 provide 286 stalls along the southern edge of the campus core.

Lots 7, 8, 9, and the parking at the northeast corner of Fred Waring Drive and Monterey Avenue, while technically within the limits of the campus boundary, are primarily dedicated to public use supporting the McCallum Theatre, Multi-Agency Public Library and Golf Center. 20 spaces in Lot 7 are designated for use by the College of the Desert students.

#	PARKING QUANTITY	PARKING QUANTITY	PARKING QUANTITY
1	292	16	6
2	121	17	92
3	67	18	51
4	24	19	214
5	74	20	52
6	244	21	23
7	12	22	63
8	6	23	139
9	72	25	101
10	5	26	11
11	10	27	111
12	14	28	749
14	88	29	28
15	43		
		2,712	

KEY:

- Primary Campus Entry
- Secondary Campus Entry
- Main Ingress / Egress
- Primary Circulation / Campus Loop Road
- - - Secondary Circulation
- Drop Off
- Transit Stop/Route
- 1/4 Mile Radius (5-Minute Walk)
- Staff Parking
- Student Parking
- Short-Term Parking
- Public Parking



SERVICE VEHICLES ACCESS AND DELIVERY PATTERNS

Service vehicle / delivery access to on-campus facilities is generally clear and relatively direct. Facilities such as Maintenance and Operations, the Central Plant, and Diesel Mechanics, which require significant service/delivery access, are located at the north edge of campus and are readily accessed from Magnesia Falls Drive with limited impact on general vehicular traffic or on-campus pedestrian movement.

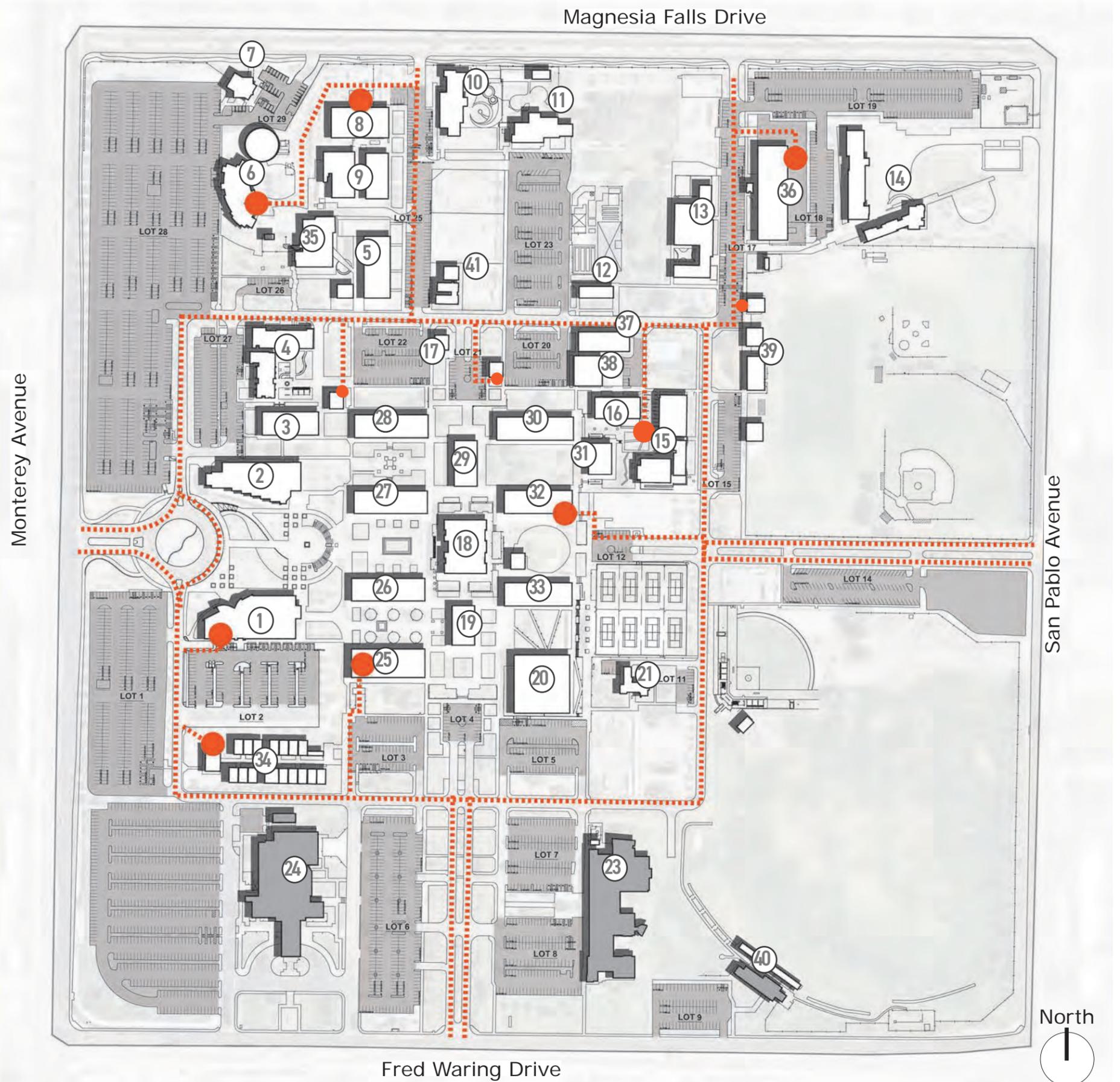
Facilities interior to the campus core that typically require delivery access, such as science facilities, student dining facilities, and the bookstore located in Cravens Student Services Center, are easily serviced from the Campus Loop Road and adjacent parking areas, minimizing the need for service traffic through the center of campus.



#	BUILDING NAME	#	BUILDING NAME
1	Cravens Student Services Center	21	Foundation Building
2	Communication	23	Public Library
3	Nursing	24	McCallum Theatre
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5	Art	26	Administration
6	Central Plant	27	Liberal Arts
7	Alumni Centre	28	Business Building
8	Warehouse	29	Carol Meier Lecture Hall
9	Maintenance and Operations	30	Social Sciences
10	Early Childhood Education	31	Math
11	Child Development Center	32	Science
12	Agricultural Sciences	33	Kinesiology
13	Applied Sciences	34	South Annex
14	Public Safety Academy	35	Marks Center for the Arts
15	Math Science Tech. Center	36	Diesel Mechanics
16	Tutoring Academic Skills Center	37	Stagecraft
17	North Annex	38	Theatre Too
18	Hilb Library	39	Stadium
19	Building C	40	College Golf Center
20	Gymnasium	41	Bond Office

KEY:

-  Primary Service Vehicle Circulation
-  Primary Service Location
-  Secondary Service Location



PEDESTRIAN ACCESS AND CIRCULATION

PEDESTRIAN ACCESS

Pedestrian access from the public way / surrounding streets to the core of campus generally aligns with the primary vehicular access drives at Monterey Avenue, San Pablo Avenue, and Fred Waring Drive. While the need for pedestrian access from Magnesia Falls Drive is not significant, it should be noted that these entries do not support pedestrian access.

Public transit lines serve the southern and western edges of campus at Fred Waring Drive (SunLine 20, 21, 54) and Monterey Avenue (SunLine 32) respectively. While sidewalks provide pedestrian access to campus from the transit stop adjacent to the Monterey entrance, the stops nearest the Monterey Avenue and Fred Waring Drive intersection are not directly linked to campus.

ON CAMPUS CIRCULATION

Within the campus, pedestrian wayfinding (the ability to easily and conveniently find your way to your destination, or from one destination to the next) and the overall pedestrian experience could be improved.

From a pedestrian perspective the most clearly defined, organizing element/promenade on campus runs north and south just west of the "Historic Core". Unofficially named the "Arts Walk", this evolving pathway is intended to eventually link the arts buildings north of the Campus Loop Road, to the McCallum Theatre south of the Campus Loop Road. Envisioned as a public promenade, the "Arts Walk" provides direct connection to the facilities which flank it – the Dining Hall / Student Life building, Cravens Student Services Center, Administration, Nursing, the Communication building, and Business Building and Liberal Arts facilities.

The buildings within the "Historic Core" of campus were built with covered walkways, connecting building to building, and providing shaded pathways for pedestrians, critical in a climate such as Palm Desert. As the campus grew and additional buildings were added, pedestrian shading has not been consistently or adequately addressed.

Enhanced, shaded, and clearly delineated pedestrian connections to and from the campus core to buildings and facilities outside of the Campus Loop Road are lacking. This is especially true of access to buildings north of the Campus Loop Road such as Art, Early Child Education (ECE)/Child Development Center(CDC), Agricultural Sciences, and Applied Sciences.

Clearly defined safe pedestrian paths and cross walks from perimeter parking lots to the core of campus are also lacking.



Kinesiology Building

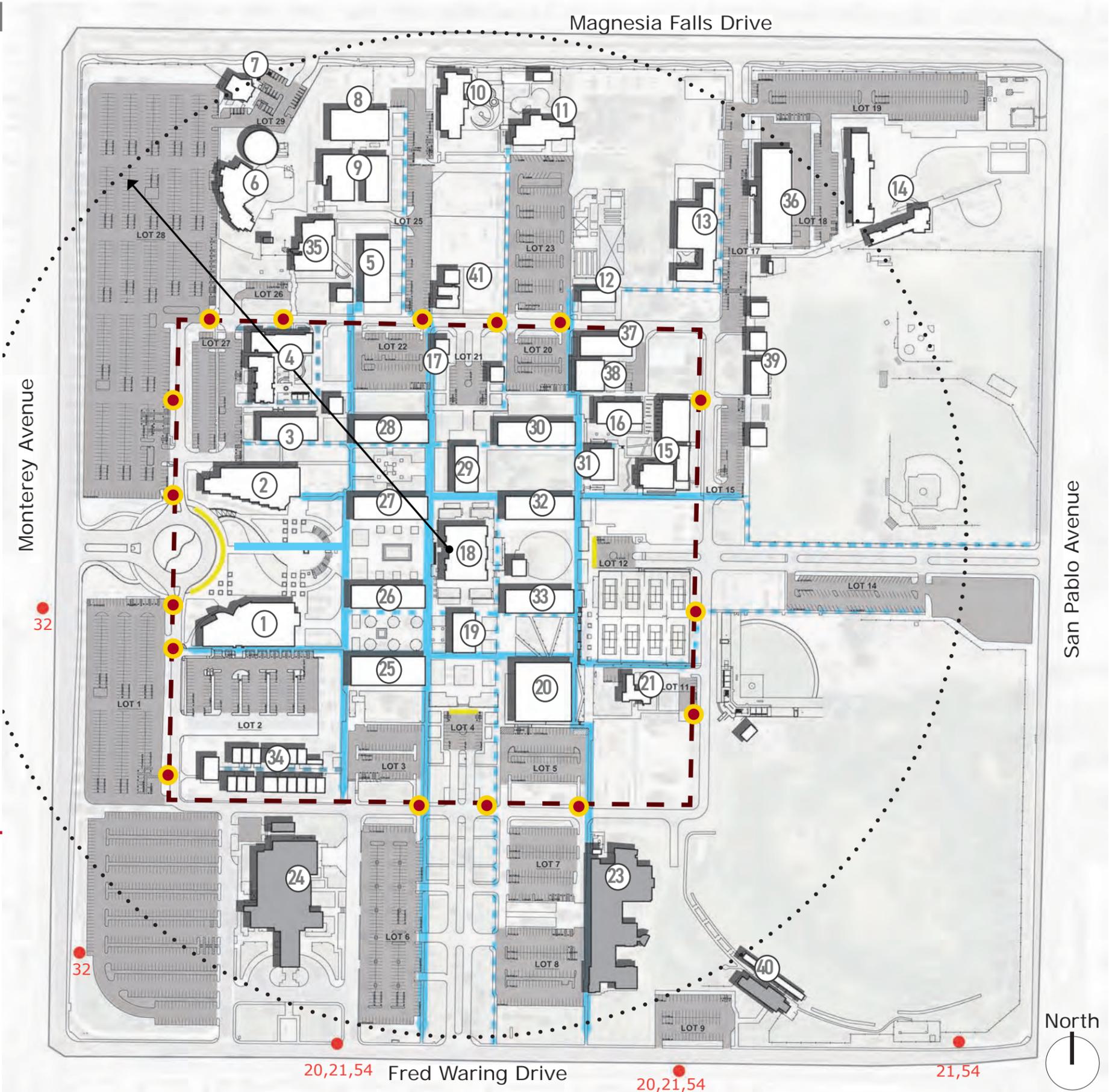


Courtyard between Gymnasium and Kinesiology

#	BUILDING NAME	#	BUILDING NAME
1	Cravens Student Services Center	21	Foundation Building
2	Communication	23	Public Library
3	Nursing	24	McCallum Theatre
4	Barker Nursing Center	25	Dining Hall/ Student Life
5	Art	26	Administration
6	Central Plant	27	Liberal Arts
7	Alumni Centre	28	Business Building
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11	Child Development Center	32	Science
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13	Applied Sciences	34	South Annex
14	Public Safety Academy	35	Marks Center for the Arts
15	Math Science Tech. Center	36	Diesel Mechanics
16	Tutoring Academic Skills Center	37	Stagecraft
17	North Annex	38	Theatre Too
18	Hilb Library	39	Stadium
19	Building C	40	College Golf Center
20	Gymnasium	41	Bond Office

KEY:

-  Main Pedestrian Circulation
-  Secondary Pedestrian Circulation
-  Campus Loop Road
-  Potential Vehicular/ Pedestrian Conflicts
-  Drop-Offs
-  Transit Stop/Route
-  1/4 Mile Radius (5-Minute Walk)



OPEN SPACE

The Palm Desert campus includes a significant number and amount of open spaces; however, many of these spaces have not been purposefully planned and/or have not been maintained in a manner that promotes student congregation, socialization, and collaboration. The Palm Desert climate adds to these challenges.

The open spaces of the original campus, “Historic Core”, consisted of relatively small quads defined by adjoining buildings, and linked by shaded / covered walkways. It appears these outdoor spaces were planned to support a hierarchy and variety of program uses from active to passive. The condition of many of these spaces due to age, sustainability, and deferred maintenance have deteriorated. With the addition of significant building outside of the “Historic Core” many of the students which would populate these spaces no longer occupy the center of campus. A rejuvenated Hilb Library is intended to assist in re-energizing the center of campus.

The campus’s most iconic open space begins at the vehicular drop-off at Monterey Avenue and extends eastward into the heart of campus providing a dynamic vista terminating at the Fountain of Knowledge and plaza fronting the Hilb Library. This space is linked to the “Arts Walk” and includes an outdoor amphitheater. While today this space is not actively used by students, as activity returns to the campus core as a result of the strategic use of neighboring buildings, and as the “Arts Walk” is formalized, improved, and extended to link the performing and fine arts facilities anchoring its north and south terminus, it is expected that this space will be an important and active campus amenity.

Currently the most active outdoor student spaces occur north of the Dining Hall/Student Life Building; in the courtyard formed by Buildings 29, 30, 31 and 32; and in the discipline specific courtyard in the Math, Science, and Technology Center and Tutoring/Academic Skills Center area.

Considering the harsh desert climate, providing interior open space across campus is important. Cravens Student Services Center is a living example of this need and evidence that conditioned spaces with interior seating, internet access, and power will consistently be heavily utilized.



Monterey Avenue Entry Courtyard

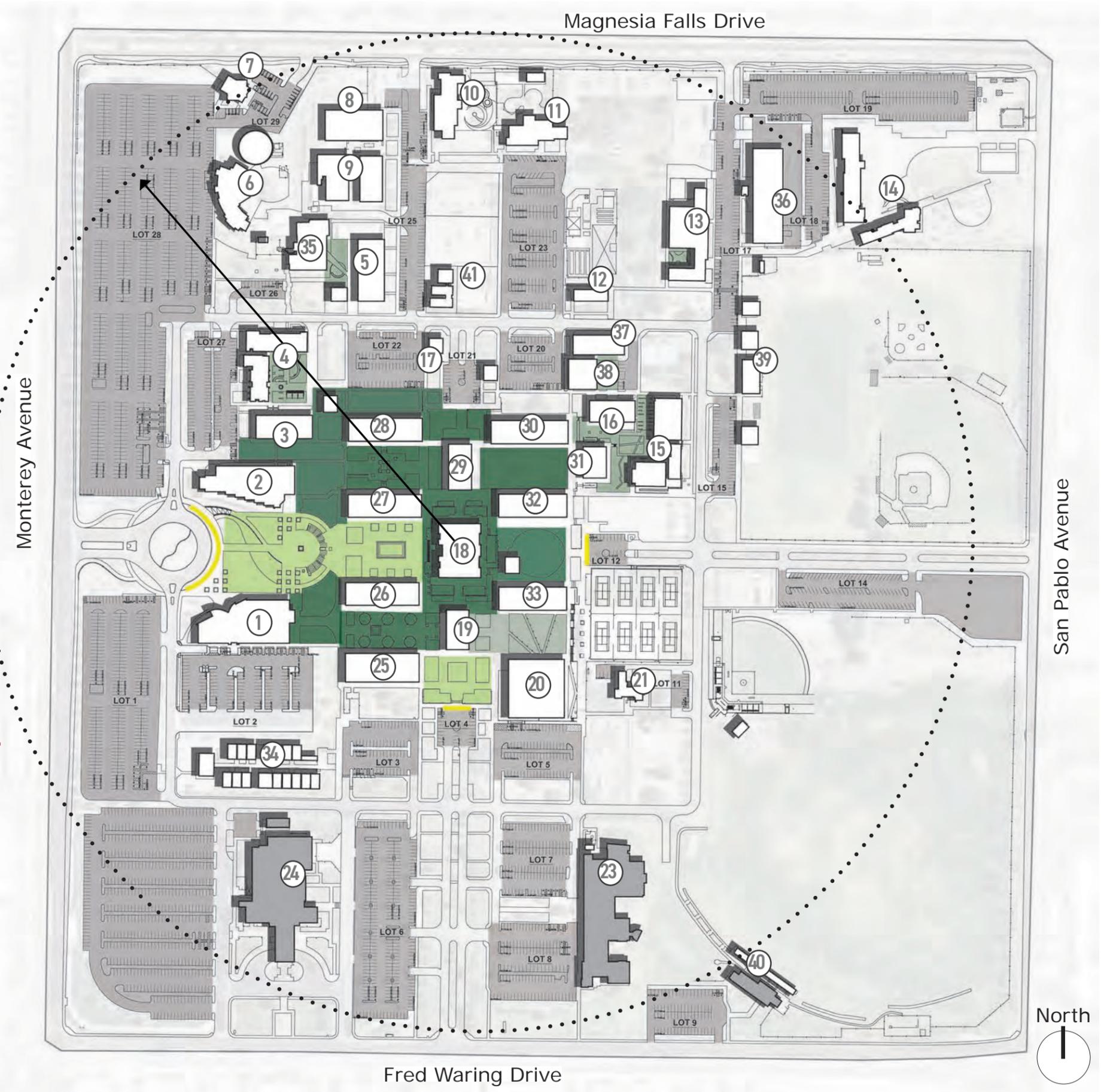


Courtyard East of Building C

#	BUILDING NAME	#	BUILDING NAME
1	Cravens Student Services Center	21	Foundation Building
2	Communication	23	Public Library
3	Nursing	24	McCallum Theatre
4	Barker Nursing Center	25	Dining Hall/ Student Life
5	Art	26	Administration
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18	Hilb Library	39	Stadium
19	Building C	40	College Golf Center
20	Gymnasium	41	Bond Office

KEY:

- Campus Core
- Improved Arrival Outdoor Space
- Discipline Specific Outdoor Space
- Drop-Offs
- 1/4 Mile Radius (5-Minute Walk)



CAMPUS ZONES AND NEIGHBORHOODS

With respect to facilities, the campus is relatively well/clearly zoned. However, as programs have grown or evolved over time, some related uses and instructional programs have begun to scatter.

CURRENT ZONING INCLUDES:

- Maintenance and Operations** facilities are clustered and consolidated along the north edge of campus with direct access from Magnesia Fall Drive.
- Career and Technical Education** facilities, with the exception of Nursing, are clustered in the northeast quadrant of the campus. These include Early Childhood Education, Applied Sciences, and the Public Safety Academy. Separated from the campus core by parking lots and the Campus Loop Road, together with limited improved sidewalks extending south to the "Campus Core", pedestrian connection to the center of campus is challenging. Nursing is located in the northwest quadrant of the "Campus Core."
- Athletics and Kinesiology** programs occupy the southeast quadrant of the "Campus Core" with athletic fields and related support facilities forming the eastern boundary of campus.
- Science, Technology, Engineering, and Math (STEM)** Facilities are generally grouped in the northeast quadrant of the "Campus Core."
- Student Services and Student Life** facilities, including the Student Dining Hall generally occupy the southwest quadrant of the "Academic Core."
- The balance of the **"Campus Core"** includes a variety of arts, social sciences, communication, and other instructional programs, the rejuvenated Hilb Library at the center of campus, as well as administrative facilities and functions.
- Public Use** facilities occupy the southern edge of the campus.



Nursing Courtyard



Cravens Student Services Center

#	BUILDING NAME	#	BUILDING NAME
1	Cravens Student Services Center	21	Foundation Building
2	Communication	23	Public Library
3	Nursing	24	McCallum Theatre
4	Barker Nursing Center	25	Dining Hall/ Student Life
5	Art	26	Administration
6	Central Plant	27	Liberal Arts
7	Alumni Centre	28	Business Building
8	Warehouse	29	Carol Meier Lecture Hall
9	Maintenance and Operations	30	Social Sciences
10	Early Childhood Education	31	Math
11	Child Development Center	32	Science
12	Agricultural Sciences	33	Kinesiology
13	Applied Sciences	34	South Annex
14	Public Safety Academy	35	Marks Center for the Arts
15	Math Science Tech. Center	36	Diesel Mechanics
16	Tutoring Academic Skills Center	37	Stagecraft
17	North Annex	38	Theatre Too
18	Hilb Library	39	Stadium
19	Building C	40	College Golf Center
20	Gymnasium	41	Bond Office

KEY:

- Athletics
- Science, Technology, Engineering, Math (STEM)
- Career and Technical Education (CTE)
- Student Services
- Business, Communication, Social Sciences & Liberal Arts
- Art & Fine Arts
- Administrative Services
- Maintenance & Operations
- Food Service / Student Life
- College Support
- Public Use
- Campus Loop Road



BUILDING ASSESSMENT AND INFRASTRUCTURE

BUILDING ASSESSMENT

The age, condition, and adaptability of a building to support current and future needs varies widely across the campus.

As indicated in the adjacent table, campus construction occurred primarily in three time periods.

The original campus buildings, which form what is often referred to as the “Historic Core,” were built between 1962 and 1967. These buildings include the current Dining Hall / Student Life Building (25), the current Administration Building (26), Liberal Arts (27), Carol Meier Lecture Hall (29), the Science Building (32), the current Kinesiology Building (33), Building C (19) and the recently renovated Hilb Library (18). These cast-in place, single story concrete buildings, while not registered as a historic neighborhood, are widely recognized throughout the city and Coachella Valley as prime example of mid-century modern design and are in fact included in regional architectural tours.

These buildings are generally exterior loaded with relatively small footprints organized around centralized open spaces, or quads, and linked by distinct, gracious arcades, which provide shade and weather protection to pedestrians. Due to the historic nature of these buildings and their construction (cast-in place concrete, limited footprints, limited interior height, and aging systems), adapting or renovating these buildings to support current instruction needs is problematic. As a result, defining future uses and integration of these facilities within the Master Plan will require thoughtful planning.

The second round of buildings were completed between 1969 and the mid 1970's. These buildings include the Business Building (28) and the current Social Sciences Building (30), which are located on the north edge of the “Historic Core” and continue in large part with the basic scheme of the original buildings. Several outlying buildings including Diesel Mechanics (36), the Stadium (39), and the McCallum Theatre (24) were also completed during this period.

The most recent surge of construction occurred between 2004 and 2014 and includes many of the larger facilities built on the edge of the “Campus Core” including Cravens Student Services Center (1), Communication (2), the Barker Nursing Center (4), Art (5), Applied Sciences (13), Math Science and Technology (15), and the Stagecraft Building (37), as well as the Gymnasium (20) at the southeastern edge of the “Campus Core.” Additionally, the Central Plant (6) was completed in 2010 and the Public Safety Academy (14) was completed in 2014 on the northeast corner of the campus.

Age should not be the only element factored into a building's continued use. Other elements such as a building's historic value, the efficiency of space, construction type, capacity of systems, operating costs, and capability of the building / space to support new technologies, and instruction styles should all be considered when deciding on renewal, expansion, or renovation versus the cost of replacement.

To assess the current physical condition of each building on campus, discussions were held with the campus maintenance and operations team in 2017, at the initiation of the planning study. Buildings were evaluated by component systems including: the building envelope (roof condition, canopy conditions, painting), plumbing, mechanical, and electrical systems age and capacity as well as the need for day-to-day maintenance. These discussions resulted in the ranking of buildings as characterized in the adjacent table and diagram.

INFRASTRUCTURE

A new Central Plant Facility, together with an infrastructure loop running within the Campus Loop Road, serves most the campus apart from the Maintenance and Operations, Diesel Mechanics, Athletics facilities, North Annex, Bond Office, and Foundation Building.

The College currently operates on well water, with the well located in the Maintenance and Operations zone of campus. Due to the age and condition of the existing well, current plans call for it to be relocated north of its current location.

SOLAR PANELS

The College of the Desert solar carport project, built in 2014, consists of 8,844 SunPower 435 watt modules. The modules are located on 27 elevated photovoltaic array carports in the parking lots along Monterey Ave. The system produces 3.8 megawatts of energy.

#	BLDG. NAME	YEAR	#	BLDG. NAME	YEAR
1	Cravens Student Services Center	2010	21	Foundation Building	1949
2	Communication	2013	23	Public Library	1995
3	Nursing	1969	24	McCallum Theatre	1970
4	Barker Nursing Center	2009	25	Dining Hall/ Student Life	1962
5	Art	2014	26	Administration	1963
6	Central Plant	2010	27	Liberal Arts	1962
7	Alumni Centre	2009	28	Business Building	1970
8	Warehouse	1967	29	Carol Meier Lecture Hall	1962
9	Maintenance and Operations	1976	30	Social Sciences	2001
10	Early Childhood Education	2014	31	Math	2001
11	Child Development Center	1990	32	Science	1962
12	Agricultural Sciences	1967	33	Kinesiology	1962
13	Applied Sciences	2014	34	South Annex	2009
14	Public Safety Academy	2009	35	Marks Center for the Arts	1962
15	Math Science Tech. Center	2012	36	Diesel Mechanics	1975
16	Tutoring Academic Skills Center	1968	37	Stagecraft	2014
17	North Annex	-	38	Theatre Too	1962
18	Hilb Library	1966	39	Stadium	1971
19	Building C	1962	40	College Golf Center	1990
20	Gymnasium	2014	41	Bond Office	-

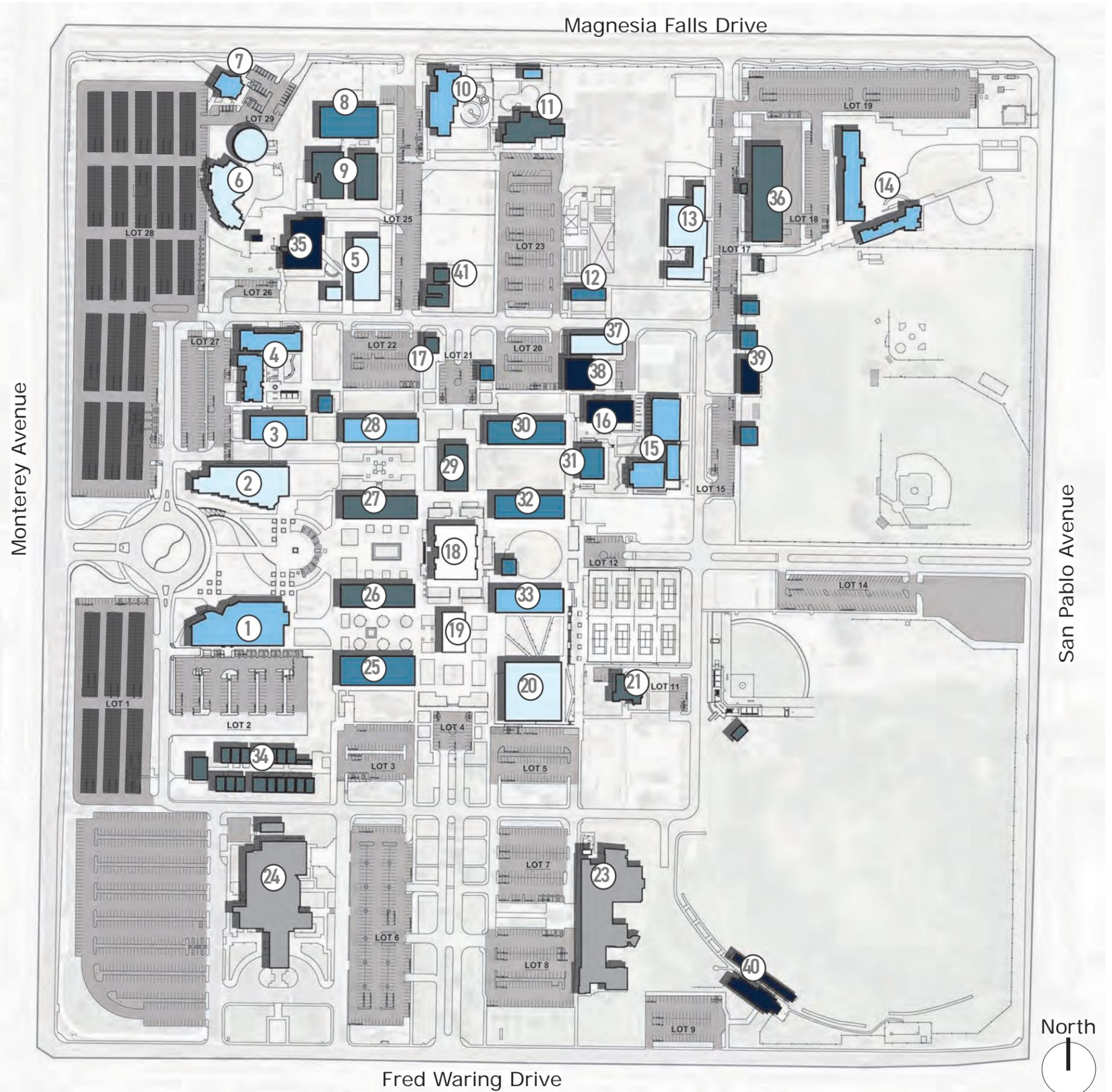
KEY:

Building Condition

- 1. Good
- 2. Fair
- 3. Medium
- 4. Poor
- 5. Very Poor
- R. Currently Under Renovation

Solar Panels

* Refer to Appendice B for more detail



FUTURE VISION





IMPROVED VEHICULAR ACCESS/ CIRCULATION AND PARKING

ENHANCING EXISTING VEHICULAR GATEWAYS

The Facilities Master Plan recommends enhancement of the existing vehicular access points at Fred Waring Drive and San Pablo Avenue to provide “vehicular gateways” similar to, or borrowing queues from, the Monterey Avenue entrance including a formalized hierarchy of appropriate signage and a unified, identifiable landscape entrance character to “brand” the College. While at a different scale, the entries along Magnesia Falls Drive also warrant improvement as suggested below.

Monterey Avenue

The western entry at Monterey Avenue provides convenient access to a large portion of the on-campus student parking (Lots 1 and 28) and will likely remain the primary access point for students and first-time visitors. Serving as the campus “Front Door”, this entry was recently improved and is visually strong. It provides a generous vehicular/pedestrian drop-off zone, direct visual and physical (pedestrian) access into the core of campus, and ease of access for first time students.

Fred Waring Drive

The southern entry at Fred Waring Drive provides access to both the campus and the adjoining public-use facilities, the McCallum Theatre, and Public Library. This access is currently being improved, including provision of a drop-off at the north terminus that will direct visitors to the newly renovated Building C (housing the Boardroom and President’s office) and Hilb Library. The entry also provides a direct connection to Lots 3, 5, and 6, the Gymnasium and South Annex.

San Pablo Avenue

The Facilities Master Plan, in response to the City’s anticipated improvements along San Pablo Avenue, recommends that the eastern entry be a developed entry and a celebrated point of access to improved athletic facilities on the eastern edge of campus. The entry should be branded similar to the Monterey Avenue entrance to bring students, spectators, and visitors into campus and should provide improved pedestrian access from and to the Civic Center Park on the eastern edge of San Pablo Avenue.

Magnesia Falls Drive

As the concentration of instructional facilities increases along the northern edge of the “Campus Core”, and additional student parking is provided in Lots 23 and 17, the importance and use of entrances from Magnesia Falls Drive will likely increase. The Master Plan therefore recommends these entrances borrow queues with respect to signage, lighting, hardscape, and landscape character to enhance the northern edge of campus, provide appropriate branding and improve access.

The middle entry should become a prominent entry serving Lot 23 and supporting public and student access to the visual and performing arts facilities (Buildings D, E, and 5) anchoring the northwest quadrant of the campus. Parking along the edge of this access road should be eliminated to improve vehicular flow.

The eastern most entry will provide student access to expanded parking in Lot 17. This entrance and parking directly support Science, Technology, Engineering, and Math (STEM), Athletics, and other facilities within the northern part of campus. As with the western most entry, parking along the edge of this improved access road should be eliminated.

VEHICULAR ACCESS

The current Campus Loop Road provides clear and direct vehicular and services access around the campus and provides opportunity to access all on-campus parking without the need of returning to the public way. While convenient, this organization (a large portion of the parking external to the Campus Loop Road) does result in numerous pedestrian crossing and potential vehicular / pedestrian conflicts. The Master Plan recommends predominate paths of pedestrian movement from parking and outlying facilities to the core of campus be studied and improved pedestrian crossings be developed along the loop to increase safety and provide clearer wayfinding to and from the “Campus Core.”

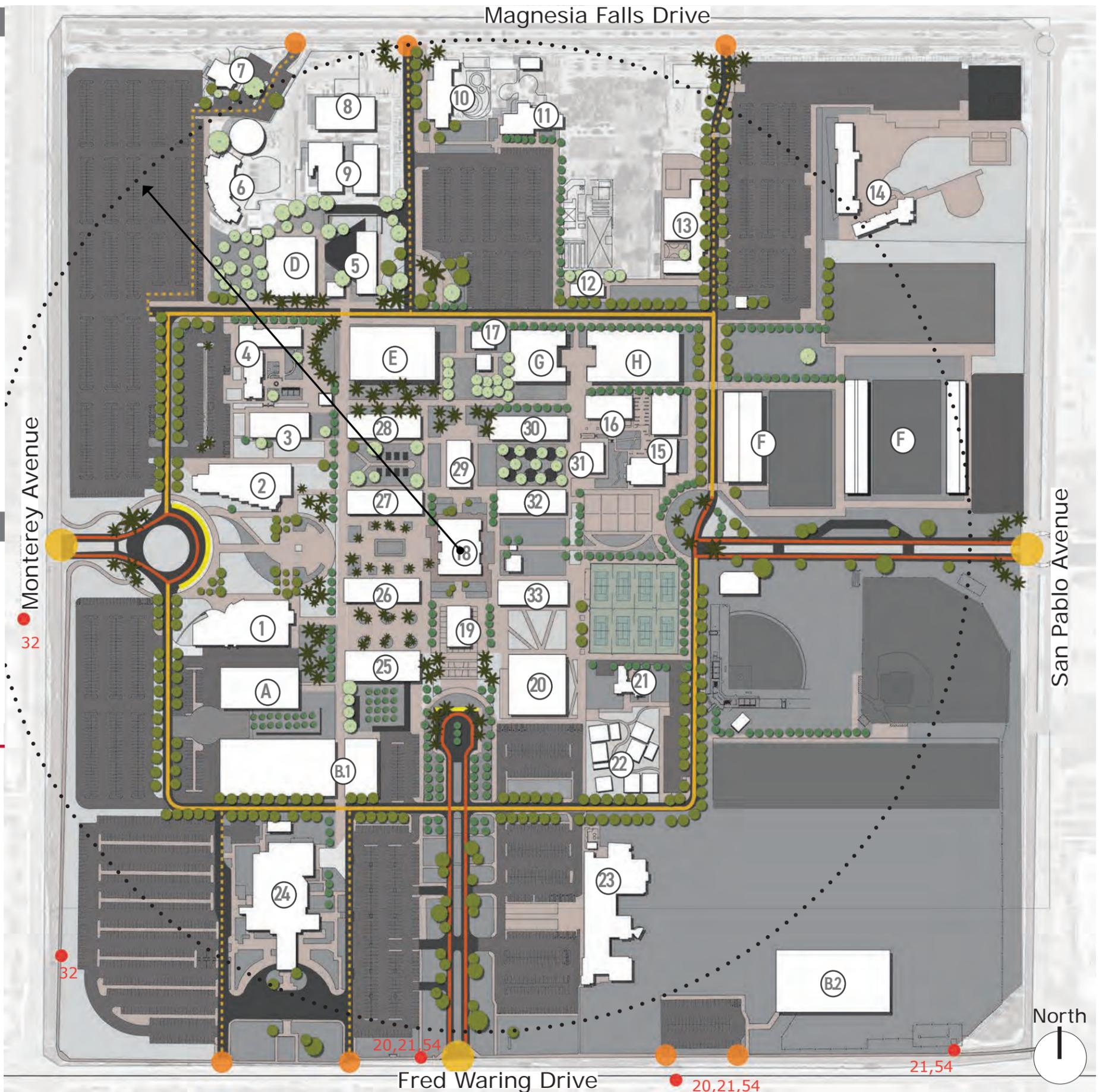
While the Campus Loop Road will remain in service most of the time, it is possible to close sections of the Campus Loop Road to enhance pedestrian safety and convenience for major events with minimal impact on overall campus access. For example, closing the northeast quadrant of the Campus Loop Road for significant sporting events or major campus-wide events would support ease of pedestrian movement from the “Campus Core” to the Athletic Fields with minimal impact on vehicular access and movement.

#	EXISTING BLDG. NAME	#	EXISTING BLDG. NAME
1	Cravens Student Services Center	17	North Annex
2	Communication	18	Hilb Library
3	Nursing	19	Building C
4	Barker Nursing Center	20	Gymnasium
5	Art	21	Foundation Building
6	Central Plant	22	Southeast Annex
7	Alumni Centre	23	Public Library
8	Warehouse	24	McCallum Theatre
9	Maintenance and Operations	25	Dining Hall/ Student Life
10	Early Childhood Education	26	Administration
11	Child Development Center	27	Liberal Arts
12	Agricultural Sciences	28	Business Building
13	Applied Sciences	29	Carol Meier Lecture Hall
14	Public Safety Academy	30	Social Sciences
15	Math Science Tech. Center	31	Math
16	Tutoring Academic Skills Center	32	Science
		33	Kinesiology

LET.	NEW BLDG. NAME	LET.	NEW BLDG. NAME
A	Student Union	E	Performing Arts
B.1	University Center Opt. 1	F	Field House & Ath. Support
B.2	University Center Opt. 2	G	General Academic Building
D	Visual Arts	H	General Academic Building

KEY:

- Primary Campus Entry
- Secondary Campus Entry
- Main Ingress/Egress
- Primary Circulation / Campus Loop Road
- Secondary Circulation
- Drop Off
- Transit Stop/Route
- 1/4 Mile Radius (5-Minute Walk)



PARKING

At the time of the initial assessment, on-campus parking supports the current student population- 2,712 stalls supporting 9,822 students, which translates to 3.6 students per stall or a ratio of 3.6:1.

The Master Plan reflects a minimal increase in parking to 2,740 spaces serving a projected unduplicated headcount of 12,047 students. This represents a 1.01% increase in on-campus parking (28 stalls). Therefore, the ratio of students per stall will increase from the current 3.6:1 to 4.4:1. While parking will at times become tight, the parking ratio remains reasonable in comparison to many California community colleges which operate at parking ratios between 4:1 and 5:1.

The actual number of spaces required to support enrollment will depend on several factors, including the College's ability to manage enrollment distribution (peak enrollments), the enhanced use/capacity of public transit, carpooling, and other alternatives. All these alternatives should be supported and pro-actively pursued. Should it be determined that additional parking is needed or desired, the planning team suggested that Lots 23 and 17 be considered for structured parking.

The Master Plan seeks to improve and better balance the distribution of parking throughout campus by locating parking in close proximity to major academic functions and areas of highest use. The Master Plan specifically makes the following recommendations:

Lots 23 and 17

The student population and need for convenient parking will continue to grow in the northern half of campus as projected growth in the student population and facilities supporting the Arts, Career and Technical Education, and Science, Technology, Engineering, and Math (STEM) increases. The Master Plan suggests providing 439 stalls in Lots 23 and 17, with direct access from Magnesia Falls Drive, proximate to the northern edge of the "Campus Core" and the above referenced facilities. From a long-term perspective, should additional parking be needed, these lots are ideal for consideration of structured parking.

Lot 30

84 new parking stalls to support visitor and public access to the fields and Athletics Complex on the eastern edge of campus. This parking should be developed with separate access directly from San Pablo Avenue to minimize impacts on traffic movement to and from campus.

Lot 2, 3 and 11

These lots will provide 121 stalls and will be re-configured with the ongoing campus improvements (Hilb / Building C project as well as the construction of the new Southeast Annex). Lot D will primarily serve as faculty and staff parking for the Annex. Ideally, lots 2 and 3 should be repurposed in support of short-term convenience parking for Building C (President's Office and Boardroom) and the new Student Union and University Center.

Lot 6,7,8 and 9

This zone designates 262 stalls for College of the Desert Students (with the balance being dedicated to the public). The Facilities Master Plan anticipates the current available student parking will remain.

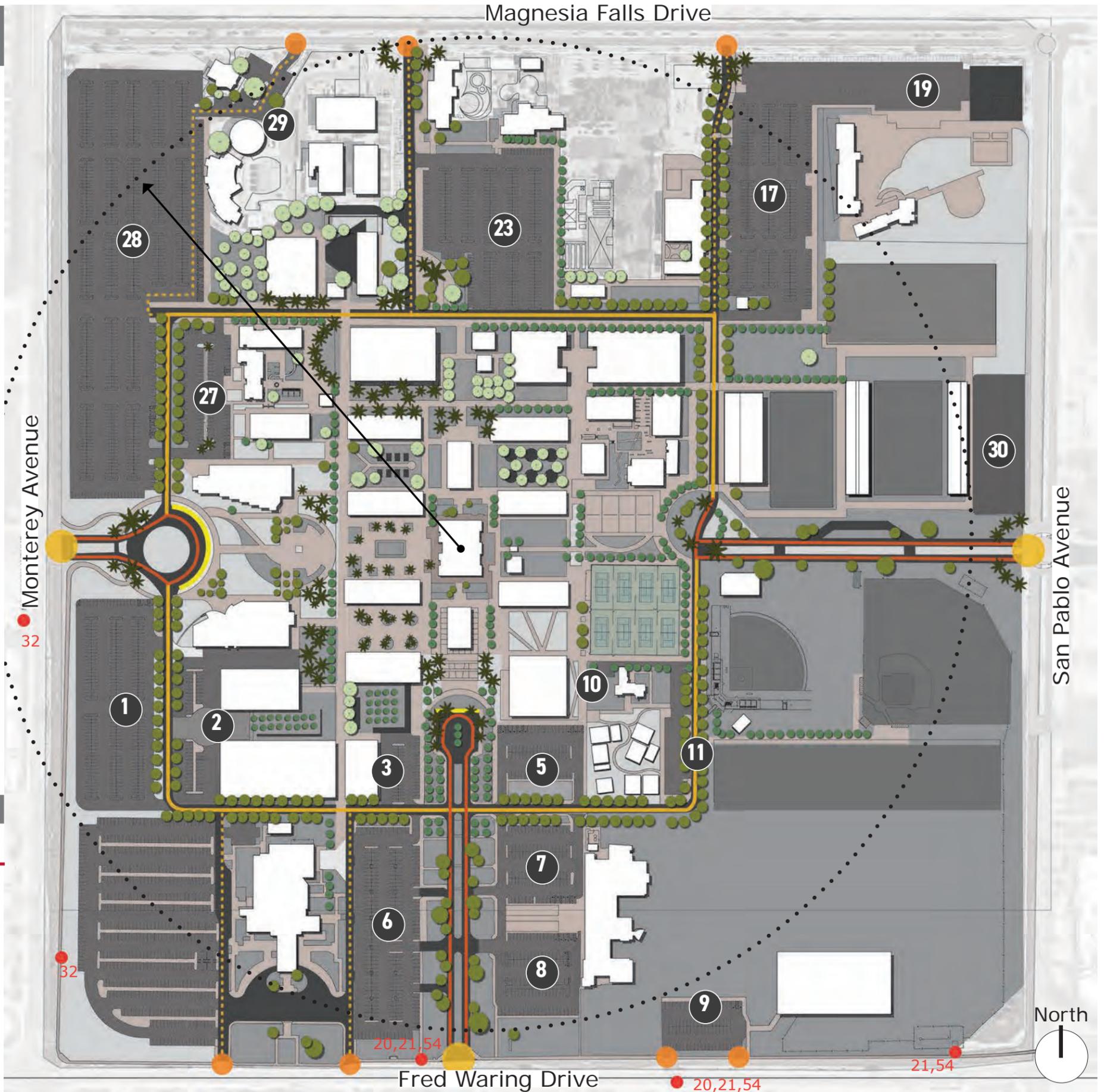


Parking Lot 28

TODAY		FUTURE (2030)	
#	PARKING QUANTITY	#	PARKING QUANTITY
1	292	1	292
2	121	2	46
3	67	3	30
4	24	-	-
5	74	5	74
6	244	6	244
7	12	7	12
8	6	8	6
9	72	9	72
10	5	10	5
11	10	11	45
12	14	-	-
14	88	-	-
15	43	-	-
16	6	-	-
17	92	17	359
18	51	-	-
19	214	19	214
20	52	-	-
21	23	-	-
22	63	-	-
23	139	23	369
25	101	-	-
26	11	-	-
27	111	27	111
28	749	28	749
29	28	29	28
		30	84
2,712		2,740	

KEY:

- Primary Campus Entry
- Secondary Campus Entry
- Main Ingress/Egress
- Primary Circulation / Campus Loop Road
- - - Secondary Circulation
- Drop Off
- Transit Stop/Route
- Parking



SERVICE VEHICLES DELIVERY AND ACCESS

The Master Plan anticipates that delivery and service vehicles will continue to share the Campus Loop Road. Several planned/new facilities anticipated by the Master Plan, such as the Visual and Performing Arts facilities and the new Student Union will have service/delivery needs. These facilities have been sited to allow direct service access from the Campus Loop Road to minimize internal service needs/traffic.



#	EXISTING BLDG. NAME	#	EXISTING BLDG. NAME
1	Cravens Student Services Center	17	North Annex
2	Communication	18	Hilb Library
3	Nursing	19	Building C
4	Barker Nursing Center	20	Gymnasium
5	Art	21	Foundation Building
6	Central Plant	22	Southeast Annex
7	Alumni Centre	23	Public Library
8	Warehouse	24	McCallum Theatre
9	Maintenance and Operations	25	Dining Hall/ Student Life
10	Early Childhood Education	26	Administration
11	Child Development Center	27	Liberal Arts
12	Agricultural Sciences	28	Business Building
13	Applied Sciences	29	Carol Meier Lecture Hall
14	Public Safety Academy	30	Social Sciences
15	Math Science Tech. Center	31	Math
16	Tutoring Academic Skills Center	32	Science
		33	Kinesiology

LET.	NEW BLDG. NAME	LET.	NEW BLDG. NAME
A	Student Union	E	Performing Arts
B.1	University Center Opt. 1	F	Field House & Ath. Support
B.2	University Center Opt. 2	G	General Academic Building
D	Visual Arts	H	General Academic Building

KEY:

-  Primary Service Vehicle Circulation
-  Primary Service Location
-  Secondary Service Location



IMPROVED PEDESTRIAN ACCESS

CREATING AN ENHANCED FRAMEWORK OF PEDESTRIAN CIRCULATION

The Master Plan suggests further development of a hierarchy of pedestrian spines and walkways linking buildings and open space in a direct, clear, visually, and physically consistent manner that supports ease of wayfinding and student movement. In addition to ease of pedestrian movement, the weather in Palm Desert is extreme at times, requiring the consideration of shade and protection as well as the direct/convenient physical connection between destinations on campus. Suggested improvements include:

- Limiting and defining safe and convenient points of pedestrian access from parking and buildings outside of the Campus Loop Road to the core of campus should be addressed in conjunction with ongoing improvements to, and development of, the Palm Desert Campus.
- Extending, improving, and visually defining a series of east-west and north-south “Pedestrian Spines,” which provide visual access into campus and support physical movement through the campus from edge to edge. These spines are intended to support a high volume of pedestrian traffic and enhance wayfinding by visually and physically integrating all campus facilities and activities.

NORTH-SOUTH CIRCULATION

- A The Art Walk:** Located along the western edge of the “Historic Core”, this promenade will extend from and connect to an evolving Visual Arts and Performing Arts Complex anchoring the northwest quadrant of the campus, south to the existing McCallum Theatre and connecting all facilities and open spaces along the way, including the existing amphitheater at the terminus of the Monterey Avenue drop-off, the Hilb Library Courtyard, as well as the new Student Union and University Center plazas. The Master Plan recommends that each major intersection along this walk be celebrated and enhanced, allowing pedestrians to socialize, relax in the shade, or study.
- B Central Walk:** Connecting pedestrian traffic from Fred Waring Drive into the core of campus, through the Hilb Library Courtyard and north to the new facilities on the north edge of the “Campus Core” and Parking Lot 23, this walkway functionally moves pedestrians through the center of campus. Utilizing existing covered walkways and sidewalks, this walk ties the center of campus together.

EAST - WEST CIRCULATION

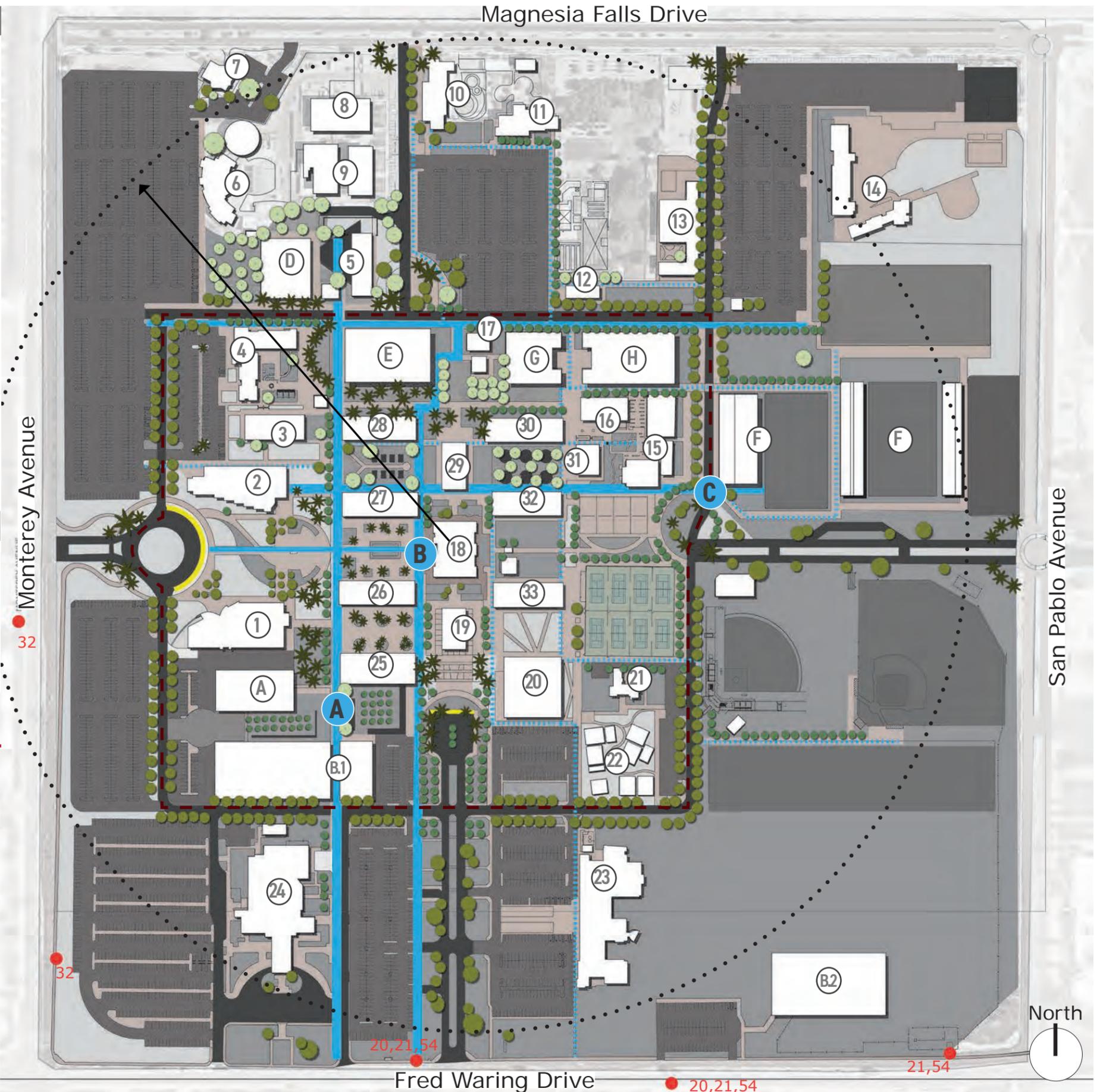
- C Roadrunner Walk:** Connecting the new Field House to the core of campus, the Roadrunner Walk should celebrate and support connection to Athletics as well as the College of the Desert Spirit. This walkway runs from the Communication Building (west) across the Art Walk, through the “Historic Core”, adjacent to the north side of Roadrunner Court, across the Campus Loop Road and terminates at the new Field House and Stadium entry.
- To assist in pedestrian wayfinding and visual understanding of the campus all new extended and existing primary pedestrian spines should be defined by their width, hardscape patterning, landscape character, lighting, and street furnishings.
- Develop a framework of secondary walkways and paths to connect individual buildings, pedestrian nodes and other points of interest on the campus.

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		33	Kinesiology

LET.	NEW BLDG. NAME	LET.	NEW BLDG. NAME
A	Student Union	E	Performing Arts
B.1	University Center Opt. 1	F	Field House & Ath. Support
B.2	University Center Opt. 2	G	General Academic Building
D	Visual Arts	H	General Academic Building

KEY:

-  Main Pedestrian Circulation
-  Secondary Pedestrian Circulation
-  Campus Loop Road
-  Drop Off
-  Transit Stop/Route
-  1/4 Mile Radius (5-Minute Walk)



OPEN SPACE

The Master Plan envisions development of a hierarchy of open spaces, ranging from large, active, formal and informal gathering spaces to smaller, intimate, and purpose-built spaces. Due to the weather in the Coachella Valley, the recommendation is to choose crucial intersections of pedestrian traffic and areas adjacent to active zones or buildings to develop and create places to gather, collaborate, study, or simply sit and relax. Major open space features include the following:

COURTYARDS / PROGRAMMED OUTDOOR SPACE:

- A Student Union Plaza:** Anchoring the southwest quadrant of the “Campus Core”, this space is envisioned as a programmed open space that supports student socialization - sit/study/dine/relax – opening to and spilling from the new Student Union, connecting the building to the University Center and the “Historic Core”. This space is envisioned as being connected and integrated with the evolving Arts Walk.
- B Central Campus Quad:** The amphitheater and Hilb Library Courtyard directly connecting the Monterey Avenue entry into the heart of campus is already one of the most established and iconic outdoor areas. Further developing it, as it intersects with the Arts Walk, will expand the student experience, enhance the front door of the campus and increase the opportunity for student and community engagement at the center of campus. See appedices for details.
- C Roadrunner Court:** Beginning at the terminus the San Pablo Avenue campus entry, connecting the athletics zone facilities, and supporting the Kinesiology and Athletics Department, this courtyard is proposed to support pre and post event congregation, and to serve as a gateway from a new and improved San Pablo Avenue entry.

PEDESTRIAN NODES AND PLAZAS

The Master Plan suggests creation of pedestrian nodes or plazas at the naturally occurring and significant intersections along spines, walkways, and paths. These spaces should allow for the placement of campus maps to assist in wayfinding and, together with seating, opportunities for meeting friends and informal interaction.

ENHANCING THE COLLEGIAL CHARACTER OF THE CAMPUS

In addition to the open space and pedestrian improvements outlined above, the Master Plan vision includes weaving a collegial design character/framework into the “Campus Core” to encourage and support opportunities for students, instructors, administrators, and staff and the community to meet, mingle, and socialize. It is suggested the College establish a limited and consistent palette of hardscape, landscape, lighting, signage, and open space furnishings to beautify space, increase comfort, and support wayfinding.



Inspirational Imagery



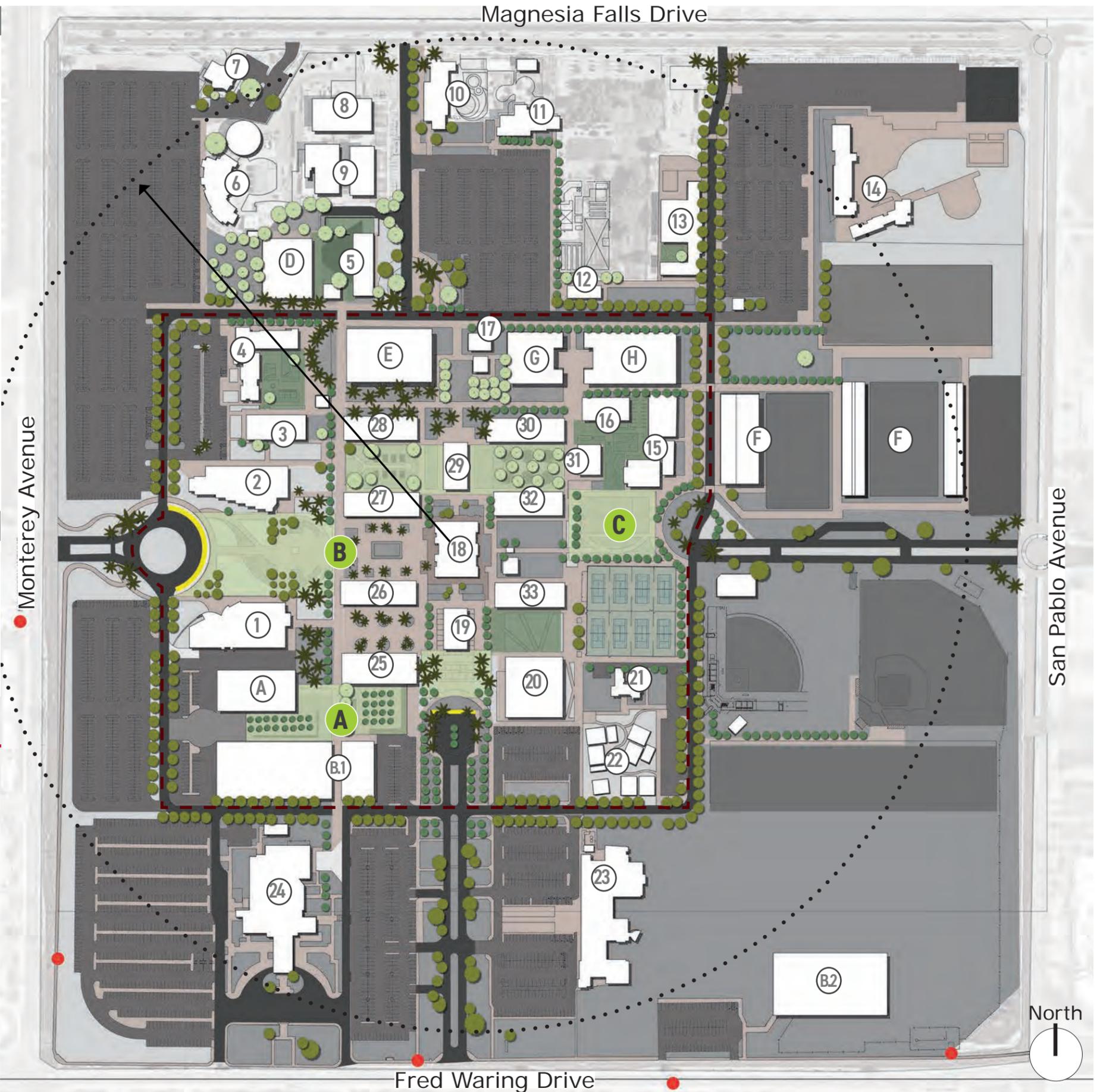
Inspirational Imagery

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LET.	NEW BLDG. NAME	LET.	NEW BLDG. NAME
A	Student Union	E	Performing Arts
B.1	University Center Opt. 1	F	Field House & Ath. Support
B.2	University Center Opt. 2	G	General Academic Building
D	Visual Arts	H	General Academic Building

KEY:

-  Main Pedestrian Circulation
-  Secondary Pedestrian Circulation
-  Campus Loop Road
-  Improved Outdoor Space
-  Discipline Specific Outdoor Space
-  1/4 Mile Radius (5-Minute Walk)



PROGRAM OF WORK

NEW

- A Student Union
- B.1 University Center Option 1
- B.2 University Center Option 2
- D Visual Arts
- E Performing Arts
- F Field House & Athletic Support
- G General Academic
- H General Academic

OTHER CAPITAL PROJECTS

During the inquiry process, several small capital needs were identified. The list outlined below could be addressed during program review or as an element of secondary effects as the program of work progresses.

Allied Health

- 2 Nursing labs
- Simulation center
- Centralized storage
- Debriefing rooms
- Old Nursing building is not functional
- Centralize Allied Health

Public Safety

- Many adjunct faculty members – office space required
- Storage

Early Childhood Education

- Need additional classroom for infants
- Overall renovation
- Improve parking/drop-off
- Conference room & offices

Agriculture

- Storage (indoor & secure)
- Maintenance shop with lift

Repurposing of Historic Core

Due to the constraints of the structural system (cast-in-place concrete), age of building systems, and the geometry of the buildings within the “Historic Core”, the planning team suggests these buildings be modernized (building system replacement and interior finished) to improve performance, and to the extent reasonable, be repurposed to support non-instructional (classroom/lab) uses such as student support and activity spaces, maker space, offices, events storage, etc.

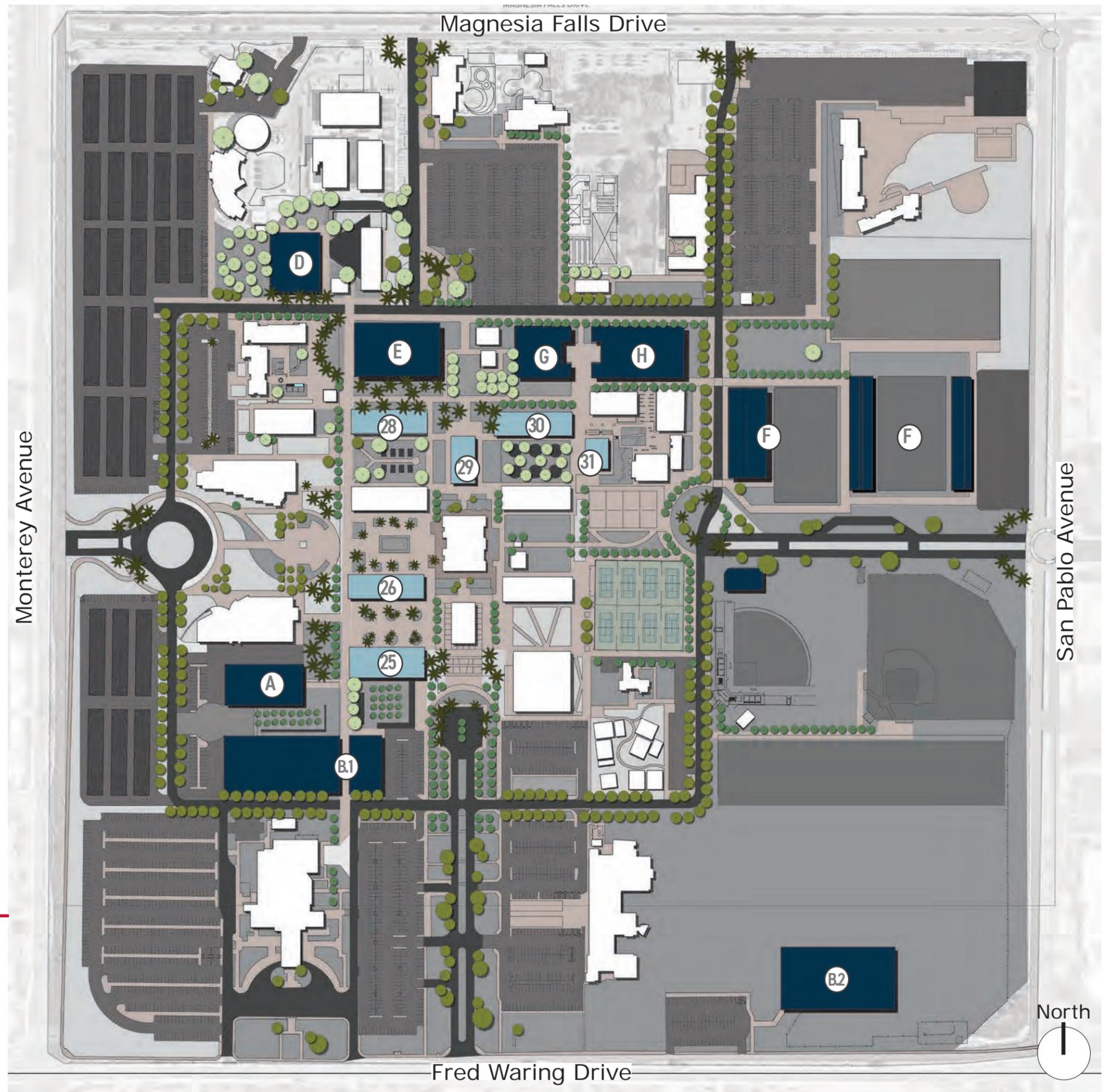
- 25 Dining Hall
- 26 Administration
- 28 Business
- 29 Carol Meier Lecture Hall
- 30 Social Sciences
- 31 Math

INFRASTRUCTURE

It is anticipated that all new and renovated facilities will be served by the Central Plant and the current utility loop. The capacity of these facilities will need to be considered holistically and specifically addressed with each project.

KEY:

-  New project
-  Potential Repurposed Historic Core
-  Existing Building



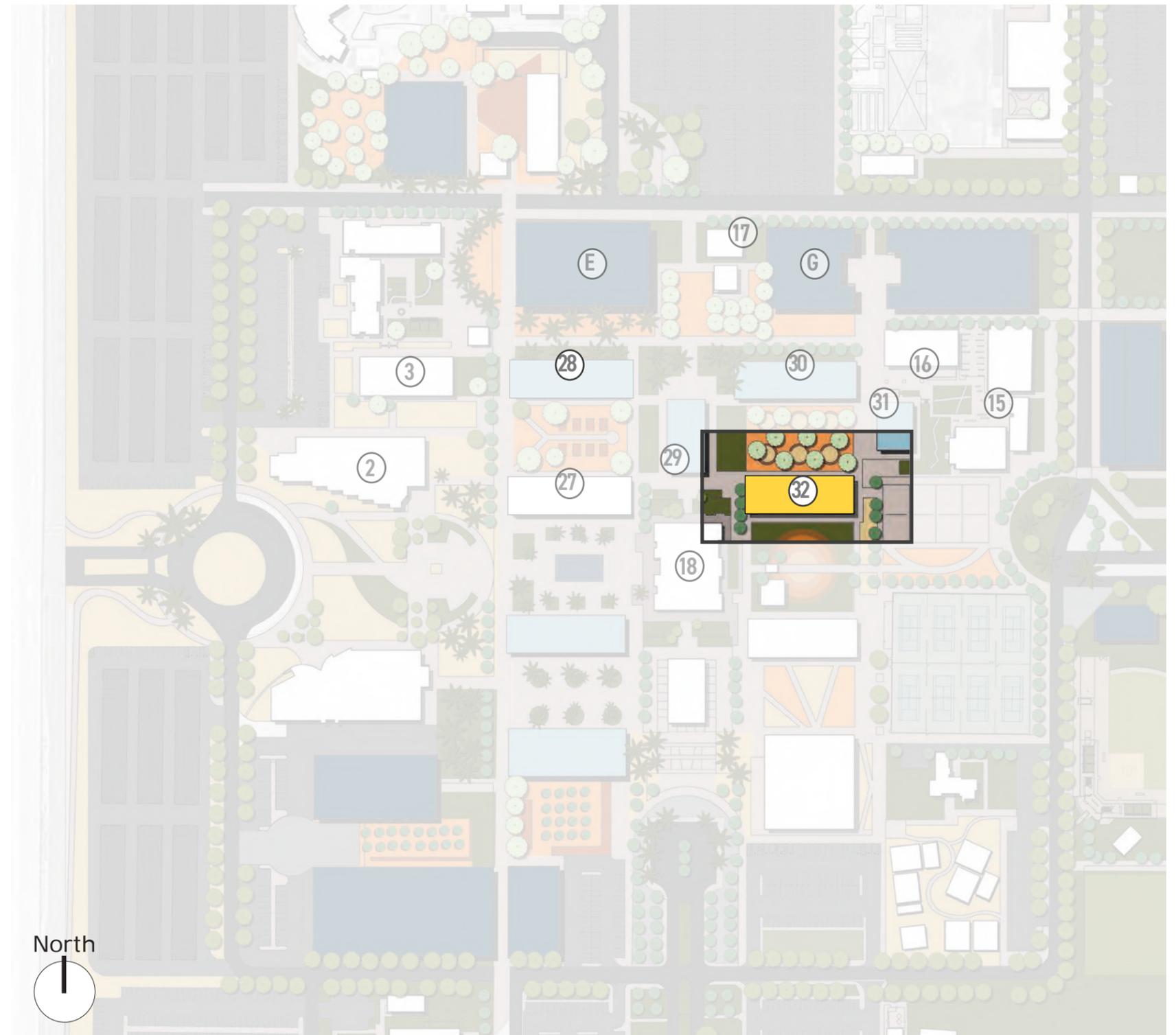
SCIENCE BUILDING MODERNIZATION

This project will renovate the 15,025 gross square feet Science Building which was constructed in 1952 and had a minor remodel in 2002. The Facilities Condition Assessment Index is 52% which indicates that the major systems have exceeded their life cycles and the general condition of the building is substandard. The renovation will bring the building up to current code standards and provide state-of-the-art instructional technology. Once renovated, the building will provide 1,060 assignable square feet of lecture space, 8,187 assignable square feet of laboratory space, and 900 assignable square feet of faculty office space.

* The detailed scope of the building will be planned in the future.

IMAGE KEY:

2	Communication	29	Carol Meier Lecture Hall
3	Nursing	30	Social Sciences
15	Math Science Technology Center	31	Math
16	Tutoring Academic Skills Center	32	Science
17	North Annex		
18	Hilb Library	E	Performing Arts
27	Liberal Arts	G	General Academic
28	Business Building		



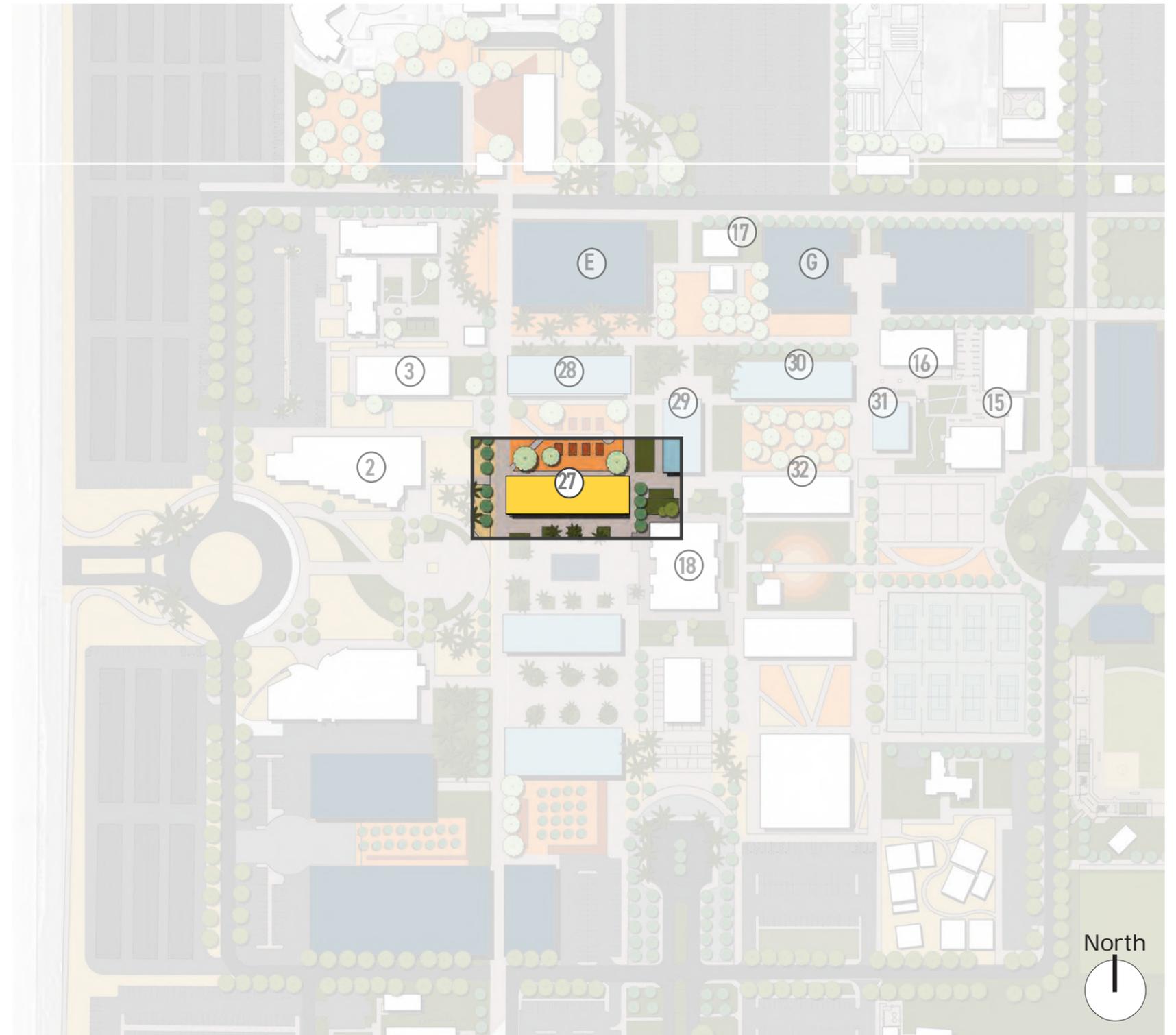
LIBERAL ARTS BUILDING MODERNIZATION

This proposal will renovate the 14,601 gross square feet Liberal Arts Building which was constructed in 1962 and had a minor remodel in 2014. The Facilities Condition Assessment Index is 54%, which indicates that the major systems have exceeded their life cycles and the general condition of the building is substandard. The renovation will bring the building up to current code standards and provide state-of-the-art instructional technology. Once renovated, the building will provide 1,400 assignable square feet of lecture space, 3,100 assignable square feet of laboratory space, 600 assignable square feet of faculty office space, 1,850 assignable square feet of administrative office space, 700 assignable square feet of library study space, 1,100 assignable square feet of audio visual/television space and 1,200 assignable square feet of other instructional support space.

* The detailed scope of the building will be planned in the future.

IMAGE KEY:

2	Communication	29	Carol Meier Lecture Hall
3	Nursing	30	Social Sciences
15	Math Science Technology Center	31	Math
16	Tutoring Academic Skills Center	32	Science
17	North Annex	E	Performing Arts
18	Hilb Library	G	General Academic
27	Liberal Arts		
28	Business Building		



STUDENT UNION

A new Student Union building is recommended to centralize student governance and club spaces in a single location. The new building will also include expanded opportunities for food service and areas to promote student collaboration.

*The detailed scope of the building will be planned in the future.

UNIVERSITY CENTER OPTIONS

A new University Center will provide opportunities for students to earn a bachelor's and graduate degree on the Palm Desert campus. The building will give the District the ability to partner with universities. The building will consist of classrooms, laboratories, and office space.

*Two alternative site options, B.1 and B.2, are depicted in the adjacent diagram. The final location of the building and detailed scope will be planned and determined in the future.

IMAGE KEY:

1	Cravens Student Services Center	24	McCallum Theatre
18	Hilb Library	25	Dining Hall
19	Building C	26	Administration
20	Gymnasium	33	Kinesiology
21	Foundation Building	A	Student Union
22	Southeast Annex	B.1	University Center Option 1
23	Public Library	B.2	University Center Option 2



VISUAL AND PERFORMING ARTS

A new Visual and Performing Arts center is proposed to include a state-of-the-art theatre, replace current space in other buildings, and to centralize the arts in a single complex to promote student collaboration. The Palm Desert Campus does not currently have a large performing arts theatre. The complex will include classrooms, laboratories, dance studio, theatre, and music rehearsal rooms.

*The detailed scope of the building will be planned in the future.

IMAGE KEY:

5	Art	29	Carol Meier Lecture Hall
6	Central Plant	30	Social Sciences
8	Warehouse	31	Math
9	Maintenance and Operations	32	Science
12	Agricultural Sciences	D	Visual Arts
15	Math Science Technology Center	E	Performing Arts
16	Academic Skills Center	G	General Academic
17	North Annex		
18	Hilb Library		
27	Liberal Arts		
28	Business Building		



FIELD HOUSE & ATHLETIC SUPPORT

A new Athletic Complex is proposed to replace the current facilities. The current stadium no longer meets the needs of the College. The current complex lacks appropriate support spaces and does not serve student athletes well. The new complex includes a new football stadium, sand volleyball courts, golf skills laboratory (outdoor), soccer, baseball, and softball fields. A centralized weight room and concessions are also recommended.

*The detailed scope of the building will be planned in the future.

IMAGE KEY:

15	Math Science Technology Center	F	Field House & Athletic Support
16	Tutoring Academic Skills Center	G	General Academic Building
20	Gymnasium	H	General Academic Building
21	Foundation Building		
22	Southeast Annex		
30	Social Sciences		
31	Math		
32	Science		
33	Kinesiology		



SECONDARY EFFECTS

The list shows program needs for the Campus, that can be implemented as part of secondary effects.

- Administrative Services
- Business Office
- Human Resources
- Bookstore
- Multi Purpose Space
- Storage (programmatic)
- Career Center
- Makerspace
- Conference Rooms
- Offices
- Adult Education
- English as a Second Language
- Lecture Hall
- Kinesiology
- Athletics Offices
- Faculty Offices
- Event Storage
- Allied Health
- Public Safety Offices
- Early Childhood Education
- Agriculture Storage
- Foundation

IMAGE KEY:

- | | |
|------------------------------------|----------------------------------|
| 1 Cravens Student Center | 22 Southeast Annex |
| 2 Communication | 23 Public Library |
| 3 Nursing | 24 McCallum Theatre |
| 4 Barker Nursing Center | 25 Dining Hall/ Student Life |
| 5 Art | 26 Administration |
| 6 Central Plant | 27 Liberal Arts |
| 7 Alumni Centre | 28 Business Building |
| 8 Warehouse | 29 Carol Meier Lecture Hall |
| 9 Maintenance and Operations | 30 Social Sciences |
| 10 Early Childhood Education | 31 Math |
| 11 Child Development Center | 32 Science |
| 12 Agricultural Sciences | 33 Kinesiology |
| 13 Applied Sciences | A Student Union |
| 14 Public Safety Academy | B.1 University Center - Option 1 |
| 15 Math Science Tech. Center | B.2 University Center - Option 2 |
| 16 Tutoring Academic Skills Center | D Visual Arts |
| 17 North Annex | E Performing Arts |
| 18 Hilb Library | F Field House and Ath. Support |
| 19 Building C | G General Academic Building |
| 20 Gymnasium | H General Academic Building |
| 21 Foundation Building | |



GENERAL ACADEMIC BUILDINGS

Two new general academic buildings are recommended once enrollment needs exceed current space available. The space identified allows for up to two 40,000 square foot buildings to be built. As an example, one building could focus on centralizing all Science classes in a single location. The second building could house all Liberal Arts.

*The detailed scope of the building will be planned in the future.

IMAGE KEY:

15	Math Science Technology Center	E	Performing Arts
16	Tutoring Academic Skills Center	F	Field House & Athletic Support
20	Gymnasium	G	General Academic Building
21	Foundation Building	H	General Academic Building
22	Southeast Annex		
30	Social Sciences		
31	Math		
32	Science		
33	Kinesiology		



MIXED USE (ENTERPRISE ZONE)

Mixed-use developments on college campuses have a number of benefits, including new ways to connect the campus with the public while also creating amenities that appeal to existing and prospective new students and faculty members. Throughout the country, college campuses are being transformed into communities and it is typical to see restaurants, retail shops, green spaces, and other amenities. Fusing together desirable mixed-use facilities can add vibrancy and convenience. Mixed use will be explored as one option for the development/redevelopment of the campus edges nearest to San Pablo Avenue and Fred Waring Drive compatible with other College of the Desert programs and activities.

IMAGE KEY:

20	Gymnasium	27	Liberal Arts
21	Foundation Building	28	Business Building
22	Southeast Annex	29	Carol Meier Lecture Hall
23	Public Library	30	Social Sciences
24	McCallum Theatre	31	Math
25	Dining Hall	32	Science
		33	Kinesiology
A	Student Union		
B.1	University Center - Option 1		
B.2	University Center - Option 1		





INDIO CENTER

06



A PICTORIAL HISTORY



THE CENTER TODAY

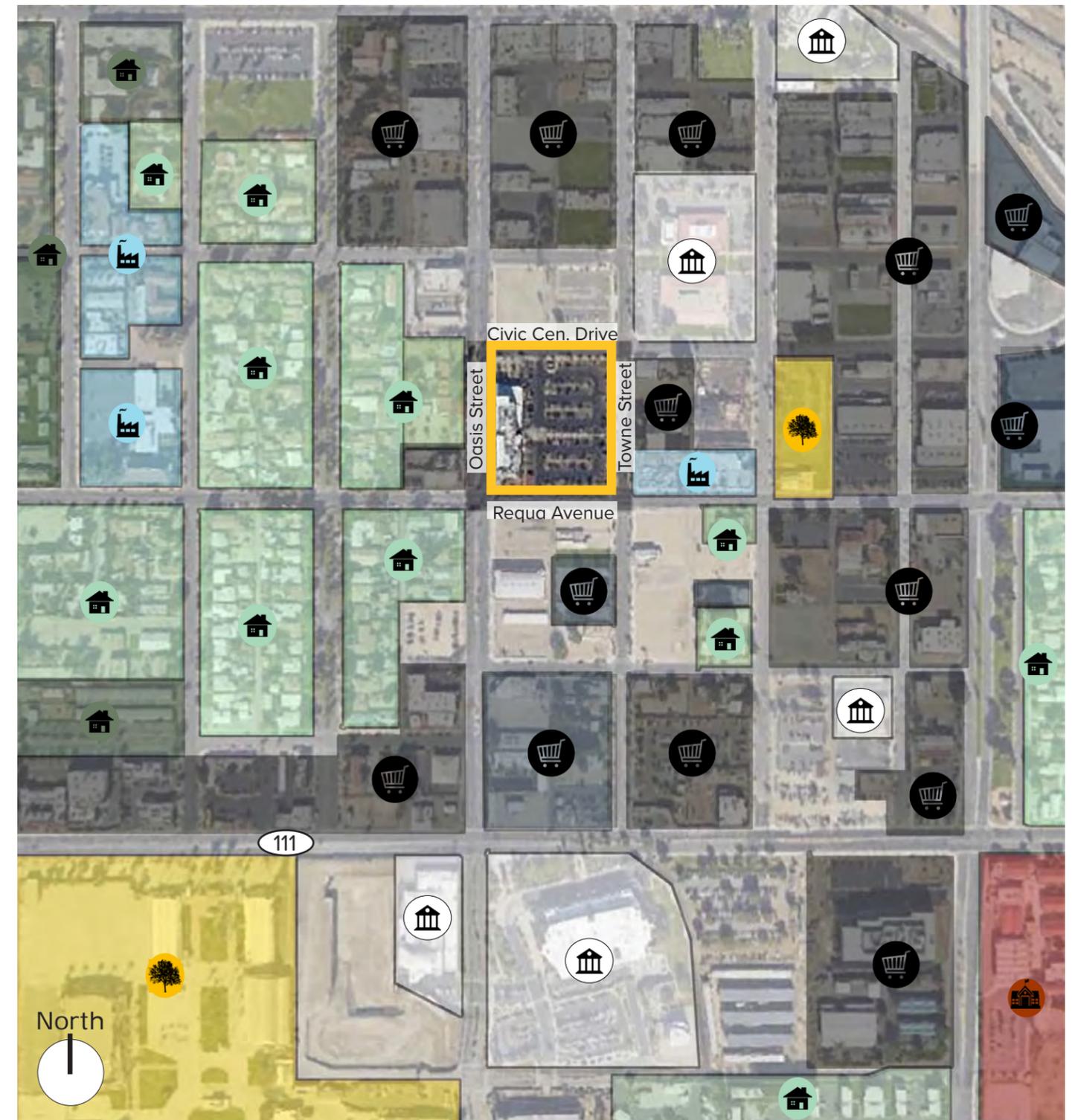




COMMUNITY CONTEXT

The College of the Desert, Indio Campus serves the rapidly growing population of the East Valley.

Located in the heart of Indio, the Campus is bounded by Oasis Street to the west, Requa Avenue to the south, Towne Street to the east, and Civic Center Drive to the north. The Campus abuts Civic facilities to the north - the Indio Public Library on the northwest corner of Oasis Street and Civic Center Drive and the Indio Civic Center at the northeast corner of Civic Center Drive and Towne Street. A single-family residential neighborhood adjoins the west edge of Campus across Oasis Street. A variety of commercial and retail uses surround the east and southern edges of the Campus, many of these parcels and buildings are utilized today.



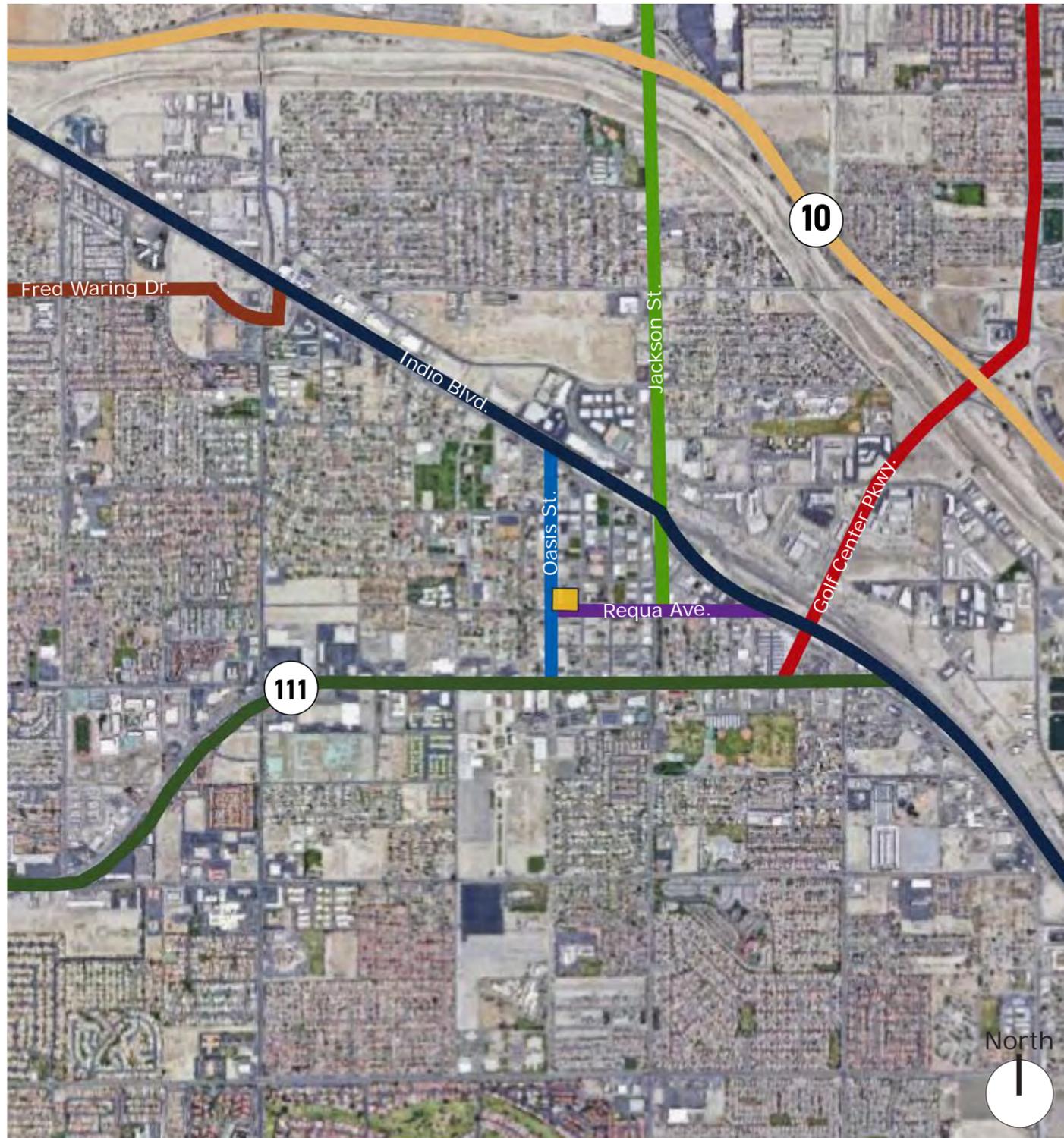
KEY:

-  Campus Location
-  Single-Family Residential
-  Multi-Family Residential
-  Park
-  Commercial/Retail
-  Educational
-  Civic
-  Religious

ACCESS TO THE CAMPUS

The Indio Campus is easily accessible from Interstate 10 via Jackson Street as it extends south to Requa Avenue and Golf Center Parkway, which extends south and then west to intersect with Highway 111 and Oasis Street.

Access from the west (the Palms Springs and Palm Desert communities) is provided via Hwy 111, which intersects with Oasis Street south of the Campus, and directly from the Palm Desert Campus (approximately 10 miles east) via Fred Waring Drive, which intersects with Indio Boulevard and ultimately Oasis Street north of the Campus.



College of the Desert : Indio Center Location

CAMPUS ORGANIZATION

The Campus is currently comprised of a single, three story, 40,000 square feet, multi-disciplinary structure located at the southwest corner of the site which provides a mix of instructional, administrative, and student support services and spaces, as well as eight relocatable buildings at the northeast corner of the site providing additional classrooms and Library space.

Surface parking occupies the balance of the site with vehicular access from Civic Center Drive and Requa Avenue to the north and south respectively.

PEDESTRIAN CIRCULATION AND OPEN SPACE

Pedestrian circulation is provided along the west, Oasis Street frontage, and east edge of the building adjacent to the on-site parking. An open breezeway runs east and west through the building, providing access to the primary campus entry at the ground floor of the facility and connects on-street parking at Oasis Street with the on-site parking east of the building. This shaded pedestrian spine extends east through the parking to the west edge of Towne Street.

The ground floor northwest corner of the multi-disciplinary building consists of retail space. Together with the Campus Bookstore located at the northeast corner of the ground floor, this space fronts a pedestrian oriented, student-focused open space at the southeast corner of Requa Street and Civic Center Drive.

PARKING

Parking at the Indio Campus is severely impacted with on-campus parking limited to less than 150 stalls.

To mitigate these concerns the campus partnered with the City to provide additional parking north of the site across Civic Center Drive. On-street parking is provided on both sides of Towne and Requa Street, and the south side of Civic Center Drive. Additional off-campus parking areas in close proximity of the Campus are identified in the diagram to the right. Often, parking lots are full by noon.

PUBLIC TRANSIT

Improved transit stops serving students from across the Valley are provided along the west edge of Towne Street (SunLine Route 81 serving Bermuda and La Quinta) and the north side of Requa Avenue (SunLine Route 54 serving Palm Desert and SunLine Route 81).



KEY:

-  Multidisciplinary Building
-  Relocatable Building (Classroom/Library)
-  On-Site Parking
-  On-Street Parking
-  Off-Site Parking
-  Vehicular Entries
-  Transit Stop/Route
-  Pedestrian Entries
-  Pedestrian Circulation
-  Open Space



FUTURE VISION





PLANNED EXPANSION

To serve the rapidly growing East Valley population, the District acquired the adjoining parcel, directly north across Civic Center Drive, to support expanded facilities and programs. Working collaboratively with the city, the completed design and planning efforts include the relinquishment of Civic Center Drive between Oasis Street to the west and Towne Street to the east to create an expanded, integrated, pedestrian oriented campus. The proposed project consists of three elements, shown on the diagram on the adjacent page:

- A** Construction of a new building to expand the program of the Indio Campus.
- B** Renovations of the existing Indio Campus building.
- C** Site improvements including a shaded central plaza, linking the existing and proposed facilities.

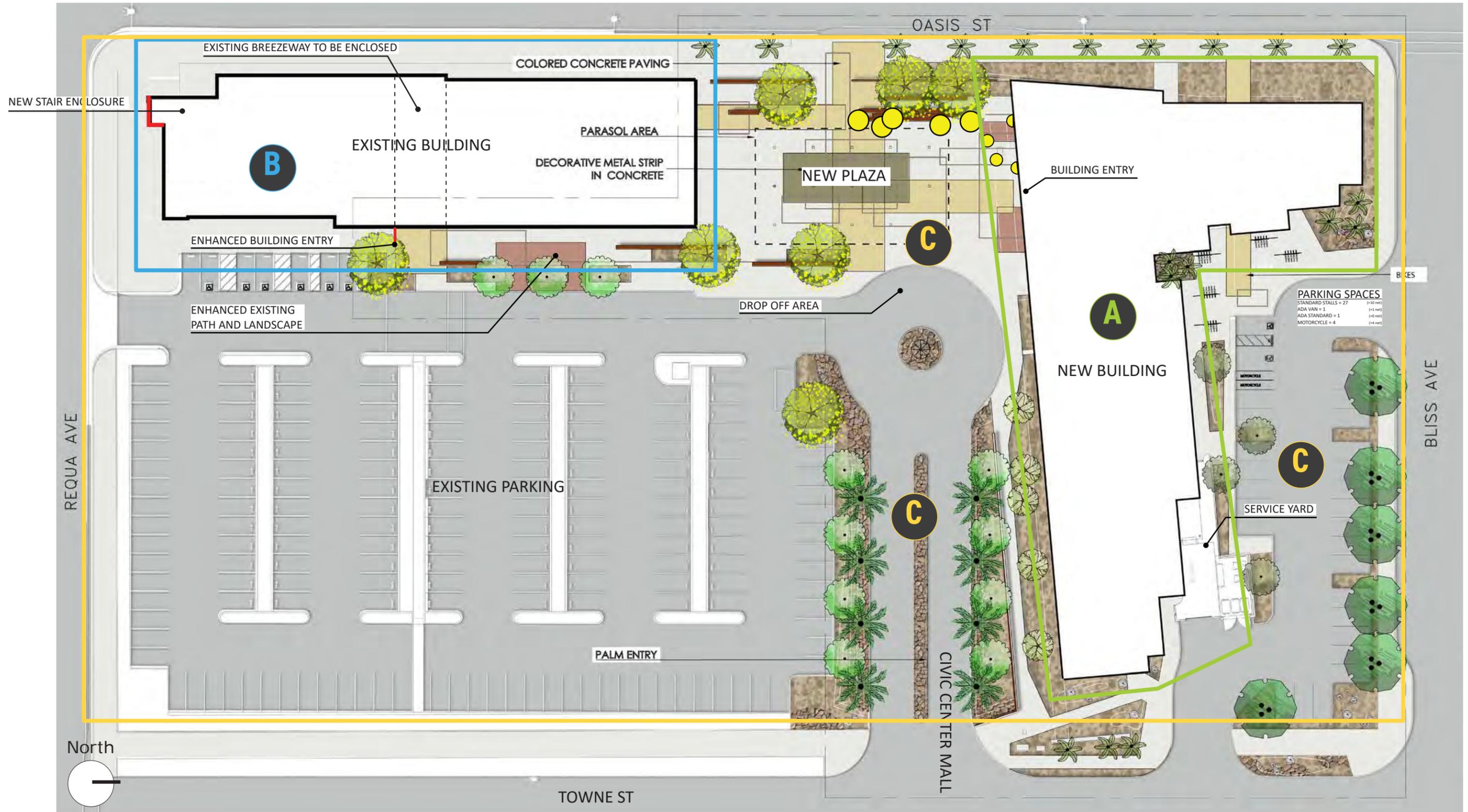
The new building is approximately 65,000 gross square feet and occupies the north end of the expanded campus. The principle program elements consist of the following:

- Student Success Center
- Campus Security
- Student Health Clinic
- Campus Maintenance and Operations
- Lecture Halls
- Instructional Classrooms
- Laboratory Classrooms
- Faculty Offices
- Makerspace
- Tutoring Academic Skills Center
- Student Study Spaces
- Campus Dining Commons
- Support spaces for operation and maintenance of the Indio Campus

Planned renovations to the existing building include:

- Removal of Student Success and other campus level functions that are to be rehoused in the new facility.
- Enclosure of the breezeway to provide additional interior space.
- onversion of these newly available spaces into additional instructional and student study spaces.

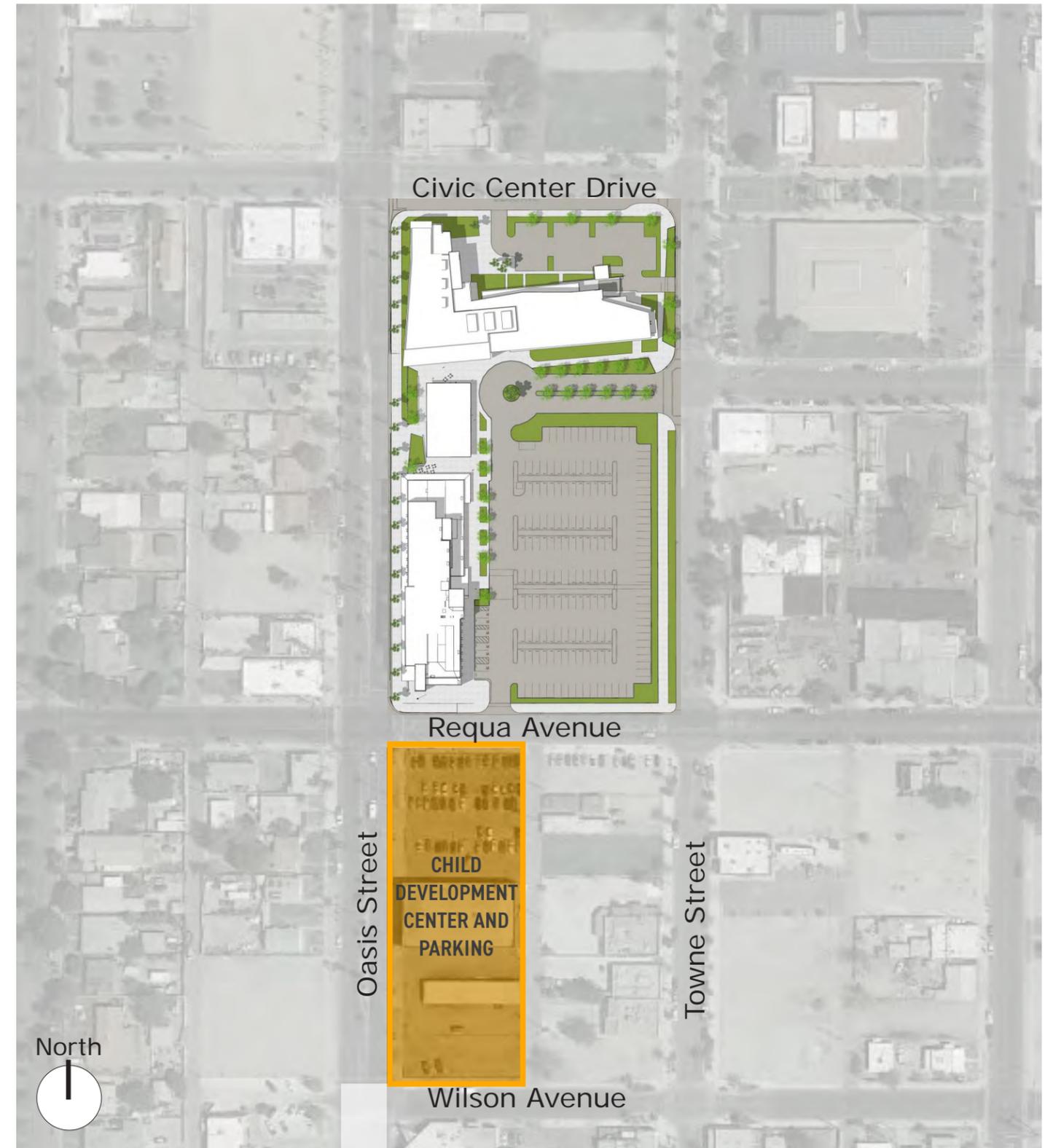




FUTURE DOWNTOWN DEVELOPMENT

To address additional and evolving needs of the growing East Valley population the District leadership is committed to intelligent partnerships and working collaboratively with the City of Indio. Current considerations include:

- Acquiring the approximately 1.38 acre parcel directly south of the campus (across Requa Avenue) to support a Child Development Center as well as additional parking.
- As campus programs grow and facilities expand, parking will continue as a pressing need. Working with the city and other partners, including the local transit authority, to provide additional joint-use parking sites and encouraging the use of public transportation will continue to be a priority.



OTHER DISTRICT SITES

07





MECCA/THERMAL SITE

A PICTORIAL HISTORY



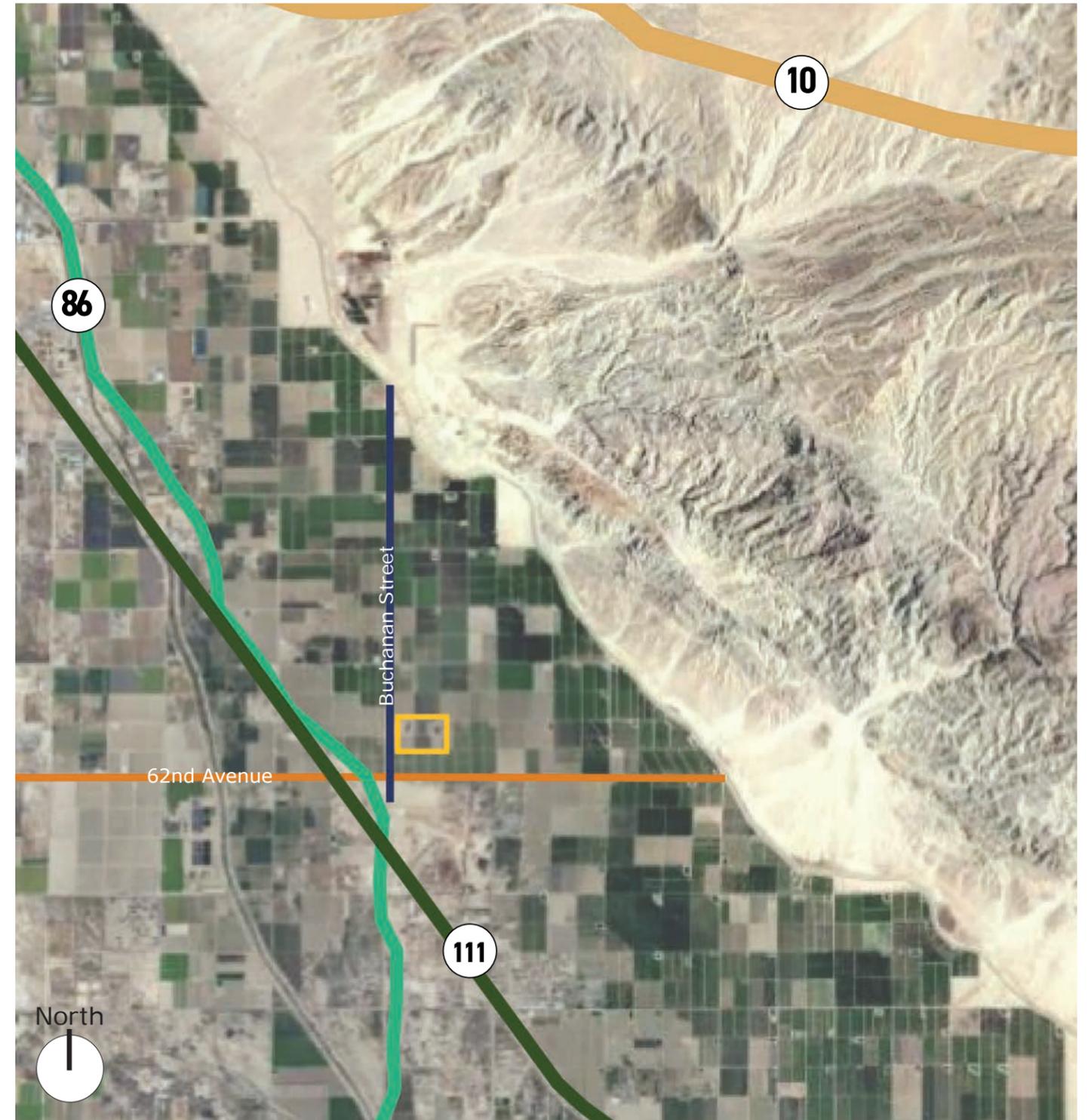
CAMPUS ACCESS/ORGANIZATION

Located centrally between the towns of Mecca (south) and Thermal (north), the College of the Desert's Mecca/Thermal site serves the rural, sparsely populated, southern portion of the District. Accessed from either Hwy 111 or 86 via 62nd Ave (east) and Buchanan Street (north), the site is removed from any significant population base and is adjoined by unimproved open-space and agricultural uses. With respect to access, the campus and surrounding population benefit from an on-campus transit stop served by SunLine Routes 91 (Mecca and Oasis - Coachella) and 95 (North Shore - Coachella)

The site currently supports the following improvements:

- A** Multiple single story instructional (classroom, lab space), offices, and support facilities linked by a covered pedestrian arcade and surrounding a central, landscaped courtyard.
- B** A 408 stall surface parking lot with two points of ingress and egress from Buchanan, the southern most serving as the address of, and ceremonial vehicular entry to, the campus.
- C** The Mary Reagan observatory facility, housing a 1-meter (40-inch) telescope and related site improvement located directly east of the southeast corner of the parking lot.

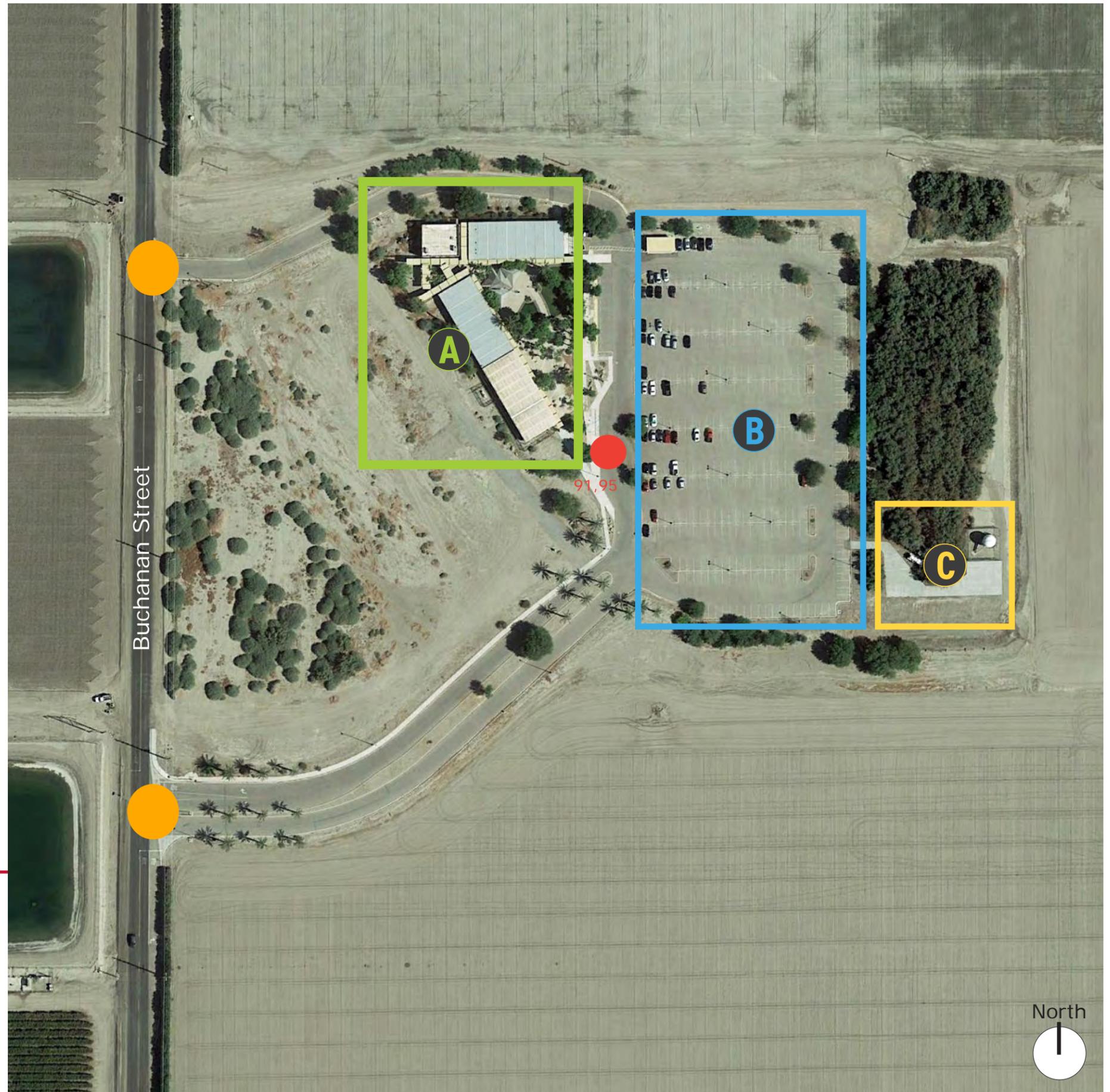
The balance of the site is currently dedicated to agricultural uses.



College of the Desert : Mecca/Thermal Location

KEY:

- Vehicular Entries
- Transit Stop/Route



FACILITIES RESPONSE TO GROWTH

While growth per se will not require the development of additional permanent instructional (classroom and/or lab) facilities in the near future, further development of the site to support community-based needs and programs is important. This might include the following:

- Site development to support mobile instructional labs and training facilities providing the District with a means to offer specialized classes and training on an as needed and changing basis. Conceptually, these mobile instructional facilities, would provide the District the opportunity to offer specialized training at not only the Mecca/Thermal site, but other sparsely populated and underserved areas of the District. The site development needs would include space and infrastructure (power, data, water, sewer). If pursued, it is the Planning Team's recommendation that these mobile labs be located directly east of the central courtyard, in proximity of the existing permanent facilities, to further a sense of "campus" and allow use of existing support facilities (infrastructure, restrooms, etc.) and adjoining permanent/existing classrooms and labs to support non-specialized instructional needs. In essence, a place for "docking" of the mobile labs.
- Addition of a "community planetarium" to support expansion of the astronomy program/offerings, including additional solar and lunar scopes. While light pollution relative to the location of the lunar scopes is an issue, and may suggest that any additional scopes be located in proximity of the current scope, it is the Planning Team's recommendation that the "community planetarium" be located on the east edge of the current central courtyard for reasons similar to those outlined for the "mobile labs" – proximity to infrastructure and utilities, synergies with other programs and spaces, and to foster a collegial environment.
- In an effort to expand educational opportunities and training to the farming community surrounding the College of the Desert's Mecca/Thermal site, the introduction of greenhouses as living/learning labs has been suggested. The proposed greenhouses would be sited to support the mobile labs, the current science labs, and provide an opportunity to engage the community in sustainable agricultural practices such as hydroponics.

KEY:

-  Parking Stalls (Approx. 400)
-  Permanent Structures
-  Covered Walkways
-  Mobile Lab Stations
-  Outdoor Lab Space
-  Greenhouses/ Outdoor Agriculture/ Horticulture Labs
-  Possible Community Planetarium Location





Mobile Lab Stations



Outdoor Agriculture/ Hydroponics



Mobile Lab Station Cover/
Outdoor Lab Space



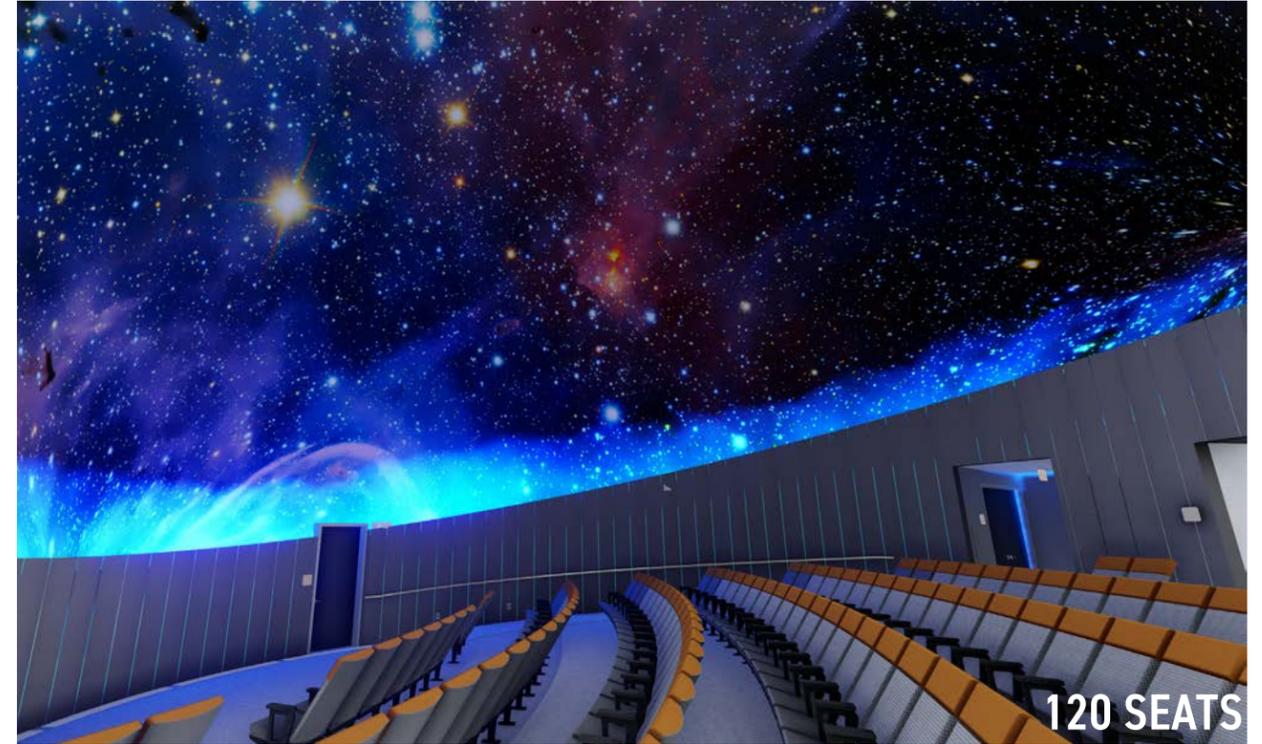
Greenhouses



Mobile Lab Station Cover/
Outdoor Lab Space



Outdoor Lab Space



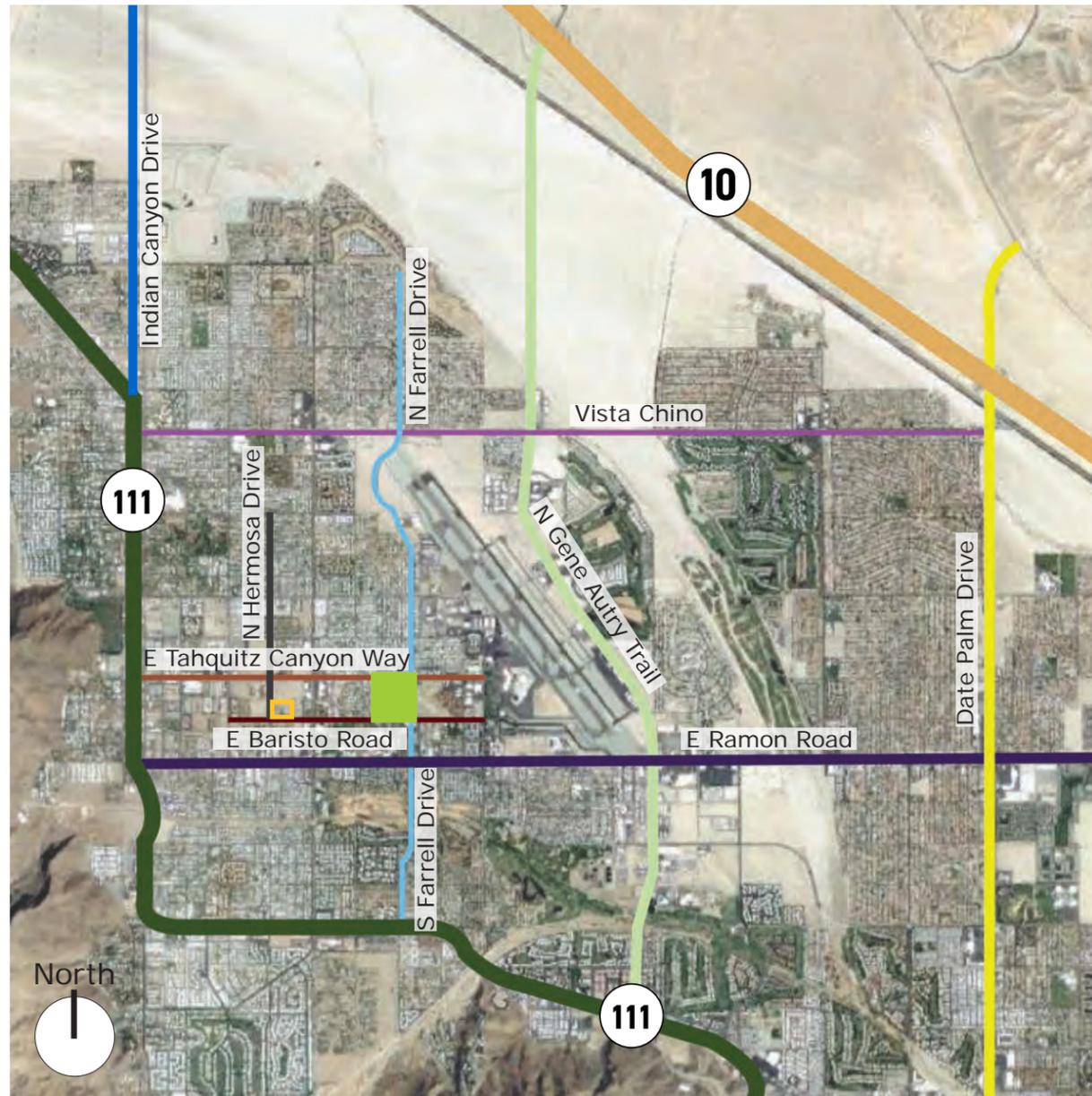
Inspirational Imagery : Orange Coast College - Community Planetarium



Inspirational Imagery : Orange Coast College - Community Planetarium

PALM SPRINGS - TEMPORARY SITE

Located at 1300 E. Baristo Road, the 4.15 acre site, leased from the Palm Springs Unified School District, houses 11 classrooms and computer labs along with administrative and student support services. The site serves as a "temporary" Palm Springs Campus while the College of the Desert finalizes its planning, design, and construction of a future permanent campus on the site of the former Palm Springs Mall, less than a half mile away, at the corner of E. Baristo Road and S. Farrell Drive.



- College of the Desert : Palm Springs Temporary Location
- College of the Desert : Palm Springs Future Location

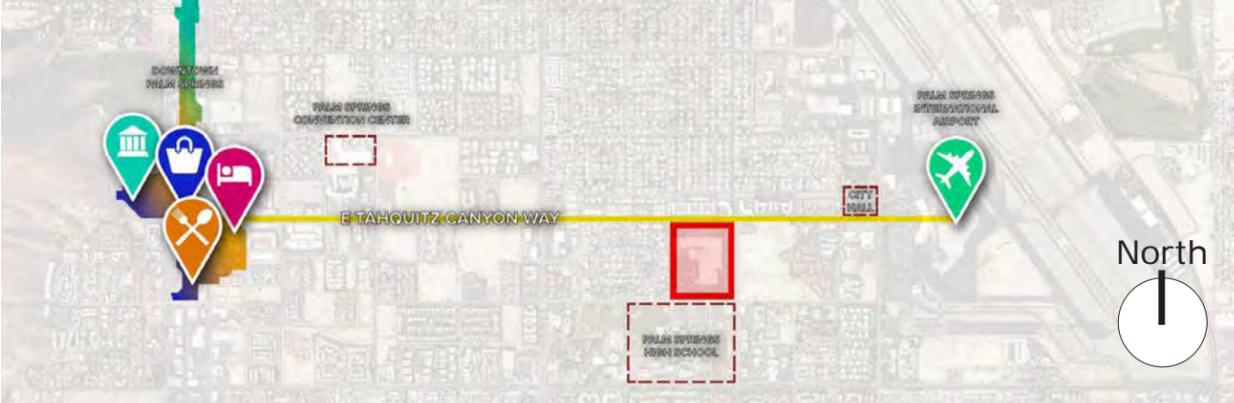
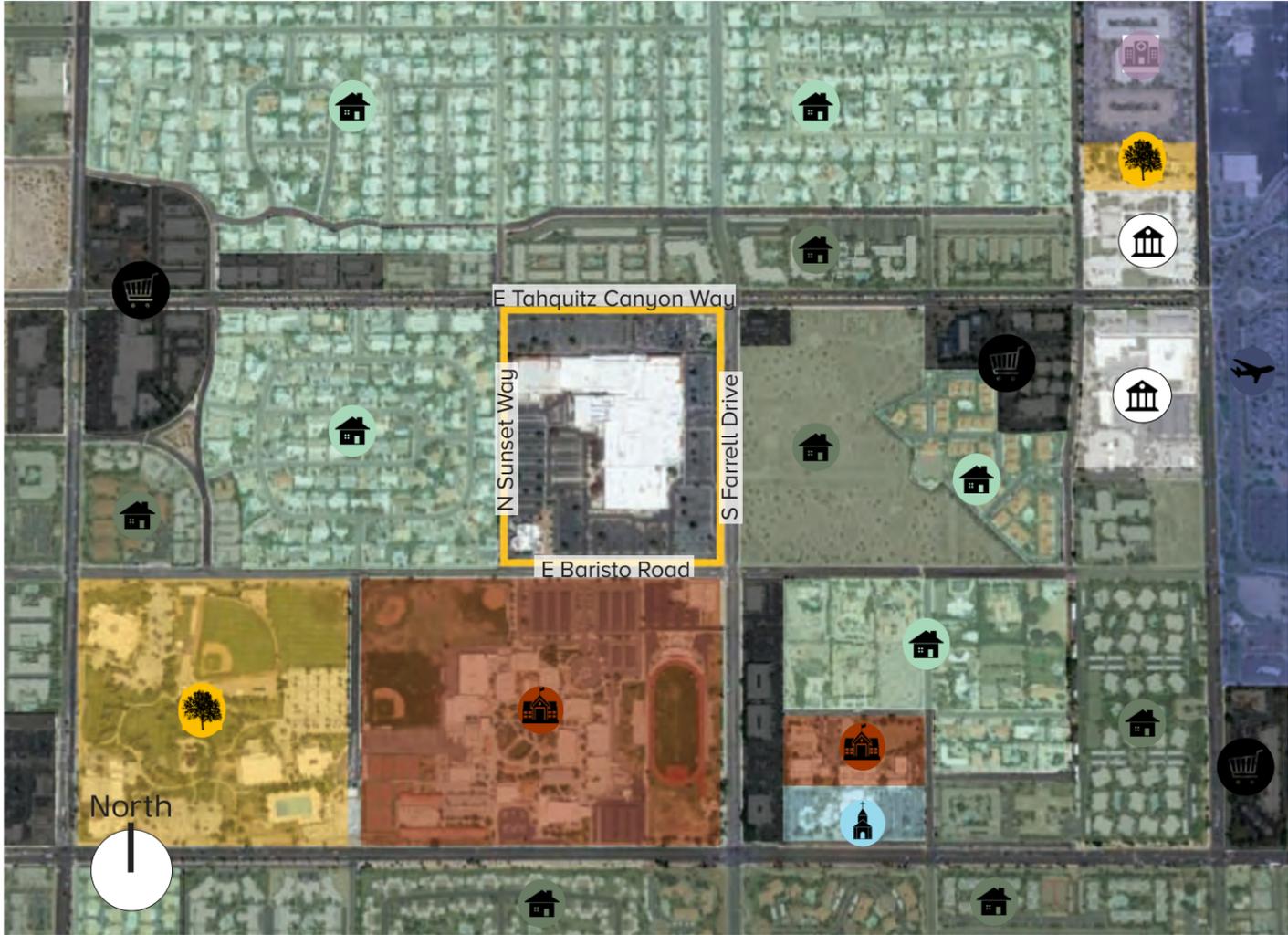


PALM SPRINGS - FUTURE SITE

In 2018, College of the Desert completed the acquisition of the former, largely vacant, and now demolished Palm Springs Mall for its future Palm Springs Campus.

COMMUNITY CONTEXT

Located within the City of Palm Springs, the subject site is bounded to the north by Tahquitz Canyon Way, a major arterial which extends west to “downtown” Palm Springs and east to the City Hall and Palms Springs International Airport. Farrell Drive serves as the eastern boundary of the site and extends south to Highway 111 which connects downtown Palm Springs with Palm Desert and the main campus. The west edge of the site abuts a single-family residential neighborhood. Palms Springs High School is directly south of the site, across Baristo Road.



KEY:

- Campus Location
- 🏠 Single-Family Residential
- 🏠 Multi-Family Residential
- 🌳 Park
- 🛒 Commercial/Retail
- 🎓 Educational
- 🏛️ Civic
- 🕌 Religious
- ✈️ Airport
- 🏥 Hospital

KEY:

- Campus Location
- Important Surrounding Buildings
- Main Road
- 🛍️ Shopping
- 🏛️ Civic
- 🏠 Accommodations
- 🍴 Food
- ✈️ Airport

ACCESS TO THE CAMPUS

Regionally, the future campus is easily accessed from the Interstate 10, north of Palm Springs, via Indian Canyon Drive, N. Gene Autry Trail, or Date Palm Drive. These three streets all intersect with Ramon Road and Vista Chino, which then intersect Farrell Drive, ultimately bringing students to the campus.

From the south and west, students will gain access to the campus via Highway 111, ultimately turning off onto either S. Farrell Drive or E. Tahquitz Canyon Way. Highway 111 connects all of the Desert communities in the Coachella Valley, and is the most convenient way to transfer through the desert community.

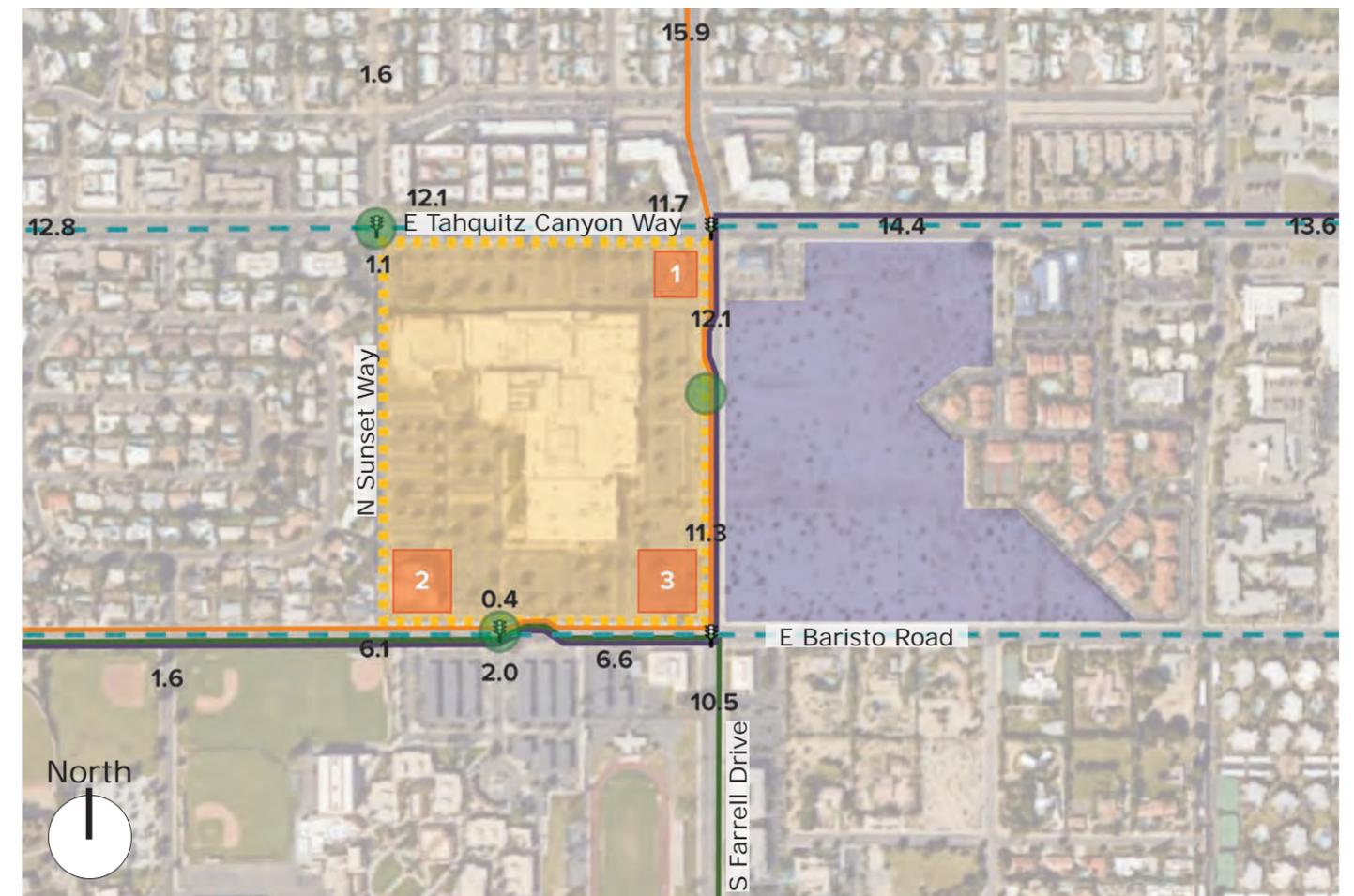


College of the Desert : Future Campus Location

Signalized access to the site is provided to the northwest corner of the site from Tahquitz Canyon Way, and from Baristo Road directly north of the primary entrance to Palm Springs High. Multiple non-controlled points of driveway access to the site are provided from all surrounding streets. Numerous public transit lines currently serve the site: SunLine Routes 24 and 30, which both connect to Cathedral City; and SunLine Route 14, which serves Desert Hot Springs. The two transit stops that serve the site have full bus turnoffs, along with sunshades and benching for people waiting.

PHYSICAL & ENVIRONMENTAL INFORMATION

The approximately 29-acre site includes the Camelot Theaters, located at the southwest corner of the site. Under private ownership, the theatres are an important venue for the Palm Springs Film Festival and are anticipated to remain in place. A land exchange between the District and the owners of the Camelot Theaters is anticipated to facilitate acquisition of the southeast portion of the site at the corner of Baristo Road and Farrell Drive for college use, in exchange for convenient and contiguous parking for the theatres. The site also includes a Jack-in-the-Box fast-food restaurant, located on leased parcel at the northwest corner of the future campus.



* Diagram of information from Environmental Impact Report (see key to right)



FUTURE CAMPUS PLAN

Planning for the campus began in 2014. Consistent with the requirements of the California Environmental Quality Act, an Environmental Impact Report for the West Valley Campus was certified in 2016. Acquisition of the site was completed in 2018, with demolition of the former mall completed in 2019.

Consistent with the “Campus Master Plan” included within the Environmental Impact Report, the District will proceed with capital development of its Palm Springs site (Palm Springs Development Project) in phases so as to offer new and expanding programs aligned with the District’s Educational Master Plan and strategic priorities.

- It is anticipated that the first phase will focus on site development and infrastructure, providing makerspace and supporting two signature programs:
 - Hospitality and Tourism - including Hotel, Restaurant, and Event Space
 - Digital Media and Broadcasting
- The second phase will focus on:
 - Healthcare - including Wellness, Fitness, and Nutrition
 - Sustainability

The Palm Springs Development is envisioned as a collaborative, living, learning environment featuring a variety of teaching and learning opportunities. The new facilities will provide a regional workforce innovation center that will educate and train students for 21st century jobs and careers. Innovative spaces are planned to include open and flexible environments such as experiential labs, student commons, special event space, and a high-tech digital accelerator space that will enhance student success. The Development will embody a sustainable campus philosophy that can feature best practice technologies, energy production, energy management and monitoring, and stewardship of scarce resources.

It is further anticipated that sustainability will also inform the curriculum, practical learning and work experience, and be a demonstrable feature of the new Palm Springs site. Concepts include an integrated mobility hub to accommodate a range of pedestrian, bike, bus, electric, and shared vehicles integrated with local and regional transportation networks.

A center of innovation and collaboration, the Palm Springs development will offer continuing and custom education responsive to all ages. Collaborations with local, regional, and national partners will expand offerings and opportunities for students as well as expand and extend the reach and impact of District programs and services.

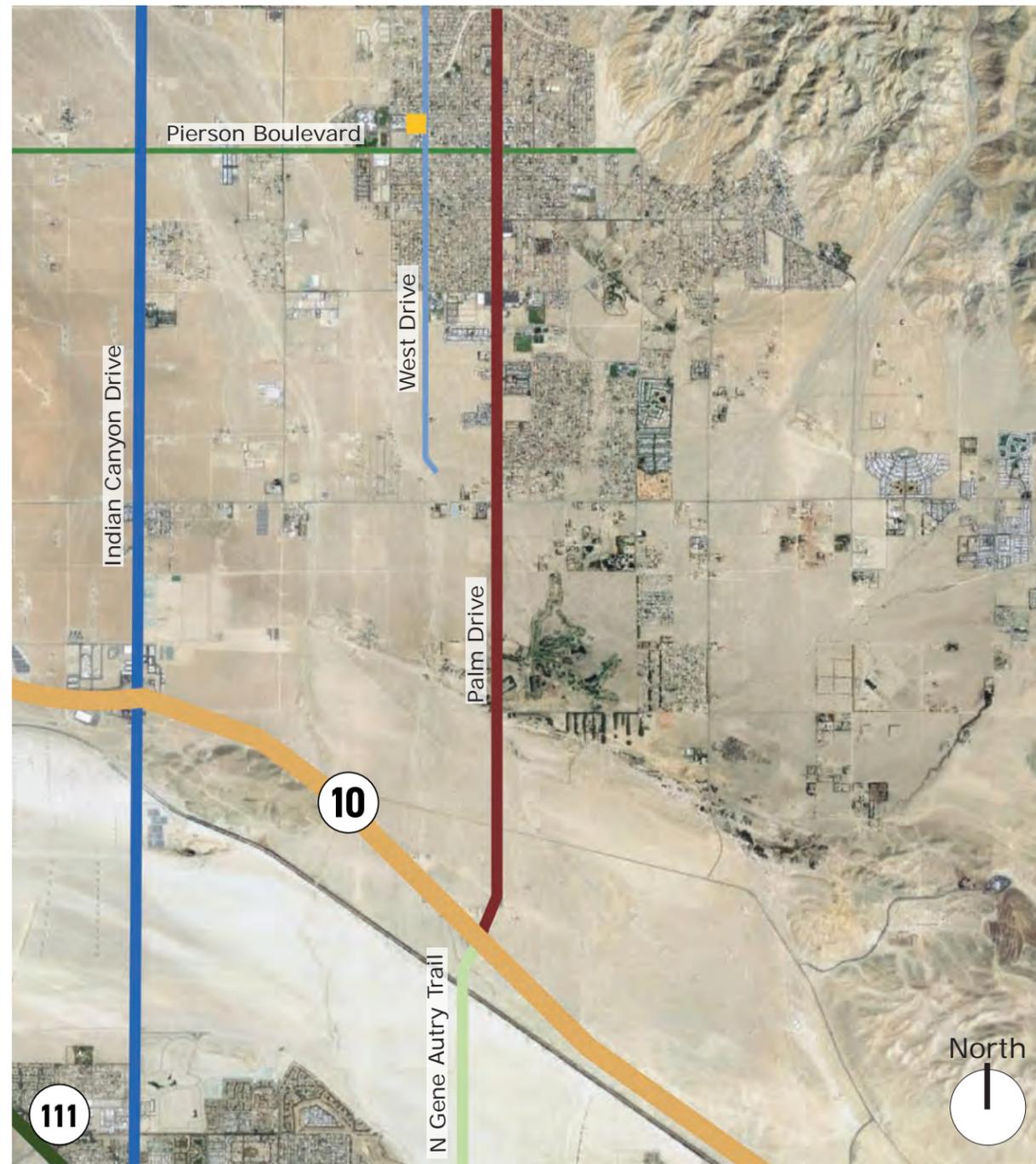
KEY:

-  Site Boundaries
-  Main Entries
-  Signalized Intersections
- 6.6** Traffic Volumes/ 2-way (in thousands)
-  Future Residential Development
-  Bicycle Paths
-  Bus Routes
-  14
-  24
-  30

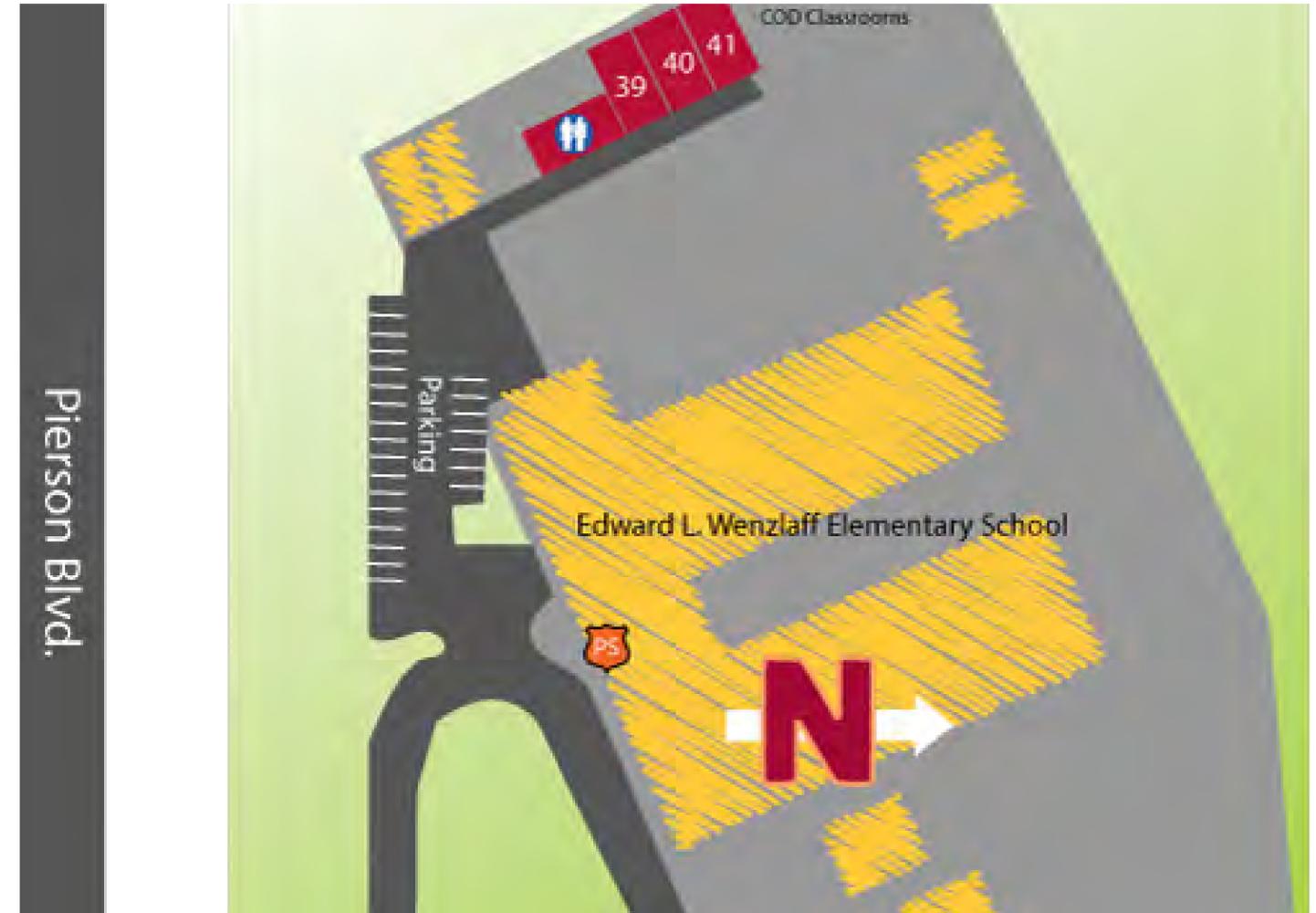
-  1 Jack in the Box
-  2 Camelot Theater
-  3 Parking Land-Swap

DESERT HOT SPRINGS

The Desert Hot Springs learning site is an outreach facility located on the Edward L. Wenzlaff Education Center. The site provides an assortment of learning opportunities and focuses on Adult Basic Education classes as well as English as a Second Language and college level general education requirements.



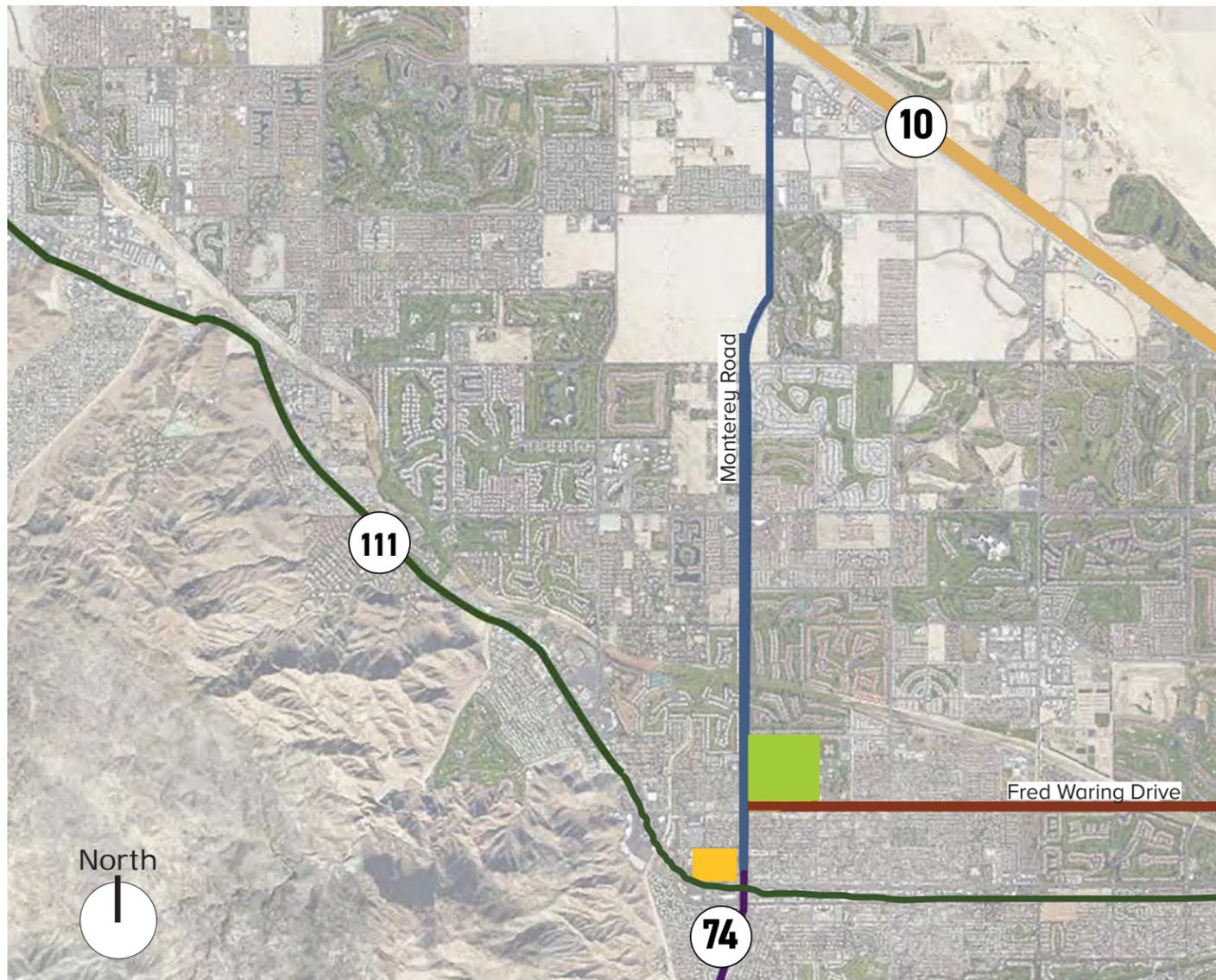
College of the Desert : Desert Hot Springs Location



PARTNERSHIP AND COMMUNITY EDUCATION (PaCE) LOCATION

College of the Desert's Partnership and Community Education provides outstanding professional development, workforce training, and personal enrichment opportunities that contribute to the success and vitality of our partners, clients, and learners.

The current learning site is located in the Westfield Palm Desert Mall (with classes held in Indio and Desert Hot Springs). The goal of the learning site is to partner and collaborate with the business community to equip employees and incumbent workers with skills to meet the needs of Coachella Valley businesses and to provide lifelong learning and personal enrichment opportunities to Coachella Valley residents.



- College of the Desert : PaCE Location
- College of the Desert : Palm Desert Campus Location





SELECTED TEACHING/ LEARNING LOCATIONS

08

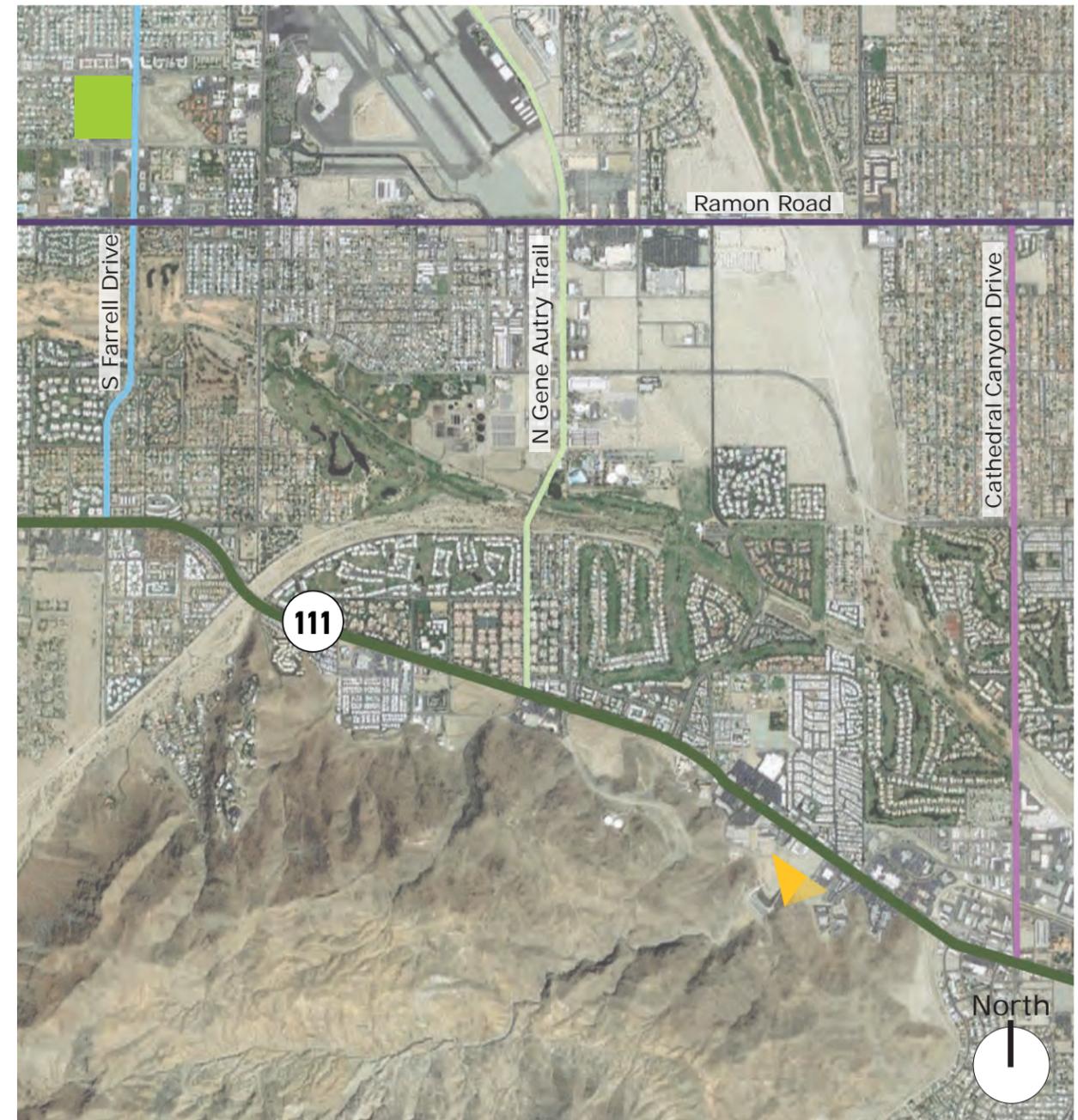




CATHEDRAL CITY (ROADRUNNER MOTORS) AUTOMOTIVE AND ADVANCED TRANSPORTATION SITE

In 2019 College of the Desert acquired land in Cathedral City to build a replacement facility for the Automotive and Advanced Transportation Program. The program includes course offerings that provide a general overview of the discipline as well as specific courses in steering, suspension, braking systems, automatic and manual transmission, air conditioning, electrical systems, engine performance, and emission control systems.

The replacement facility will provide up to a 50-seat lecture hall, general and specialized classrooms (up to nine), and teaching laboratory spaces (up to five). One main laboratory with up to twelve lifts is programmed. Active storage, an electric charging station, and CNG filling station are planned. A small amount of office space (four private offices) are planned, along with an industry partner conference room (about 20 seats), parking for class vehicles (instructional program), and parking for students and faculty. The site will be near the largest concentration of automobile repair shops, parts stores, body shops, rent-a-car, and auto dealers (twelve dealerships) in the Coachella Valley.

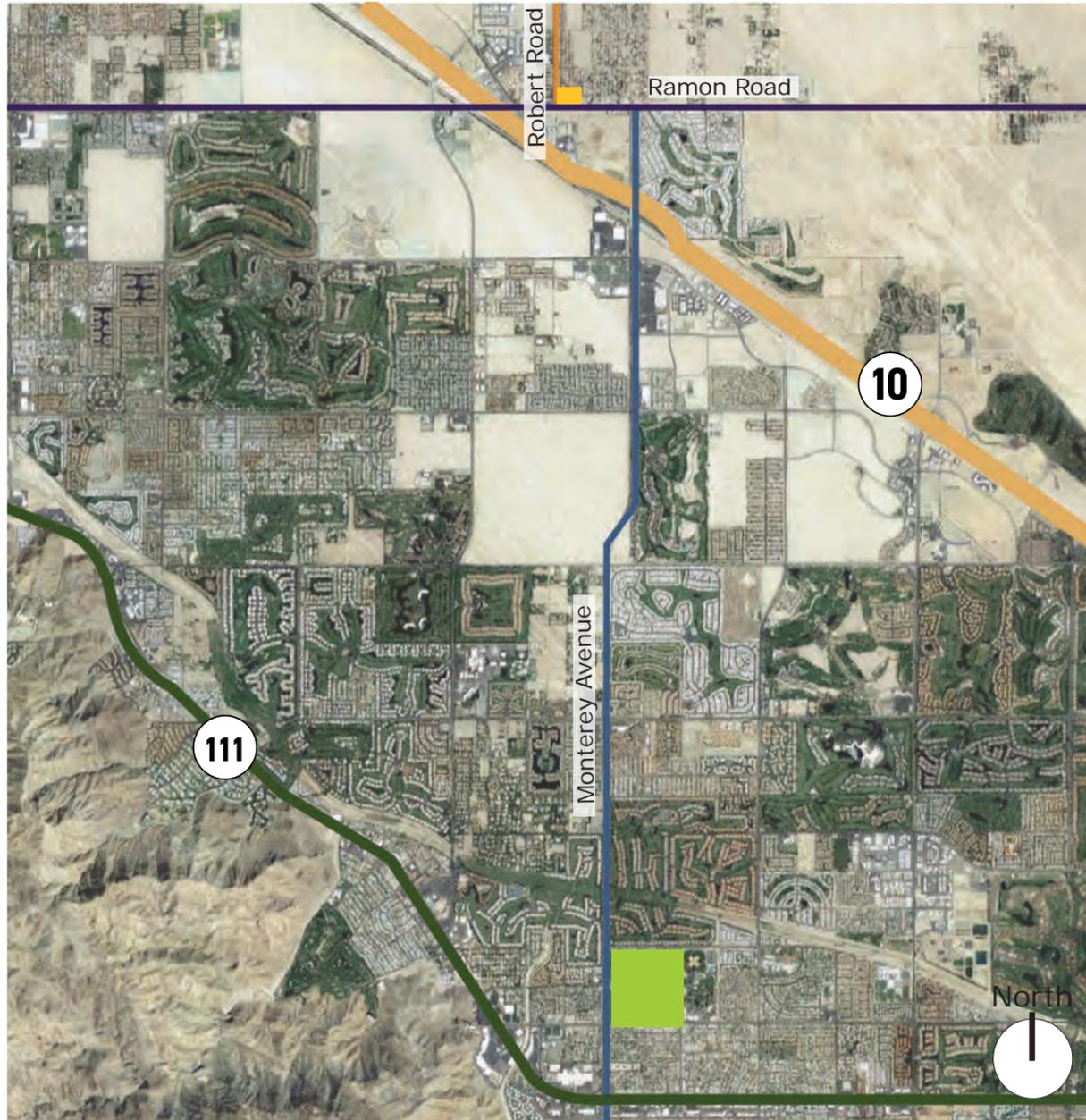


- ▶ College of the Desert : Cathedral City Location
- College of the Desert : Future Palm Springs Location

THOUSAND PALMS ROY WILSON FIRE TECHNOLOGY TRAINING CENTER LOCATION

In 2012 College of the Desert began offering a fully accredited Basic Firefighter Academy at the Roy Wilson Fire Training Center on Ramon Road in Thousand Palms.

The learning site features classrooms, labs, and a fire training tower. In addition, the site features many training amenities to simulate a variety of realistic crises, such as, urban rescues, automobile fires, structure fires, etc.



College of the Desert : Thousand Palms Location

College of the Desert : Palm Desert Campus Location



OTHER CONSIDERATIONS

09



SUSTAINABILITY AND STEWARDSHIP

Sustainability and stewardship interests and efforts at College of the Desert are informed by:

- Desert Community Board Policy No. 3001 on Sustainability Stewardship
- College of the Desert, Green Council
- California Community Colleges Board of Governors, Energy and Sustainability Policy
- State of California – Department of General Services, Office of Sustainability
- California Community Colleges, Office of the Chancellor program and initiatives
- California Proposition 39 and Prop 39 Implementation Guidelines (2014)

CONSIDERATIONS FOR THE FUTURE AND EMERGING PLANNING PRINCIPLES

GREEN BUILDING DESIGN

A “green” building is a building that, in its design, construction or operation, reduces or eliminates negative impacts, and can create positive impacts on our climate and natural environment. Green buildings preserve precious natural resources and improve our quality of life.

HEALTHY BUILDING DESIGN

Healthy building refers to an emerging area of interest that supports the physical, psychological, and social health and well-being of people in buildings and the built environment. Buildings can be key promoters of health and well-being since most people spend a majority of their time indoors. Healthy building can be seen as the next generation of “green” building that not only includes environmentally responsible and resource-efficient building concepts, but also integrates health, wellness, and human experience in buildings. Healthy building encompasses a wide range of concepts and applications that promote human health, which include, but are not limited to, site selection and construction, occupant engagement, personal control, indoor environmental quality, daylighting, biophilic design, access to potable water, healthy dining options, exercise in the workplace, and smoking restrictions.

SUSTAINABILITY

Sustainable design is a big-picture view of how our choices affect more than the present. Part of the planning process is to factor in sustainable design, while also considering trade-offs, such as cost versus benefits, and consideration of feasibility, including availability of resources.

Sustainable design is about building the future, not just building an individual building or structure. Seeing sustainable design as a process empowers “green” designers to better evaluate and anticipate environmental, economic, and social impacts, as well as the costs of building components and systems. Bigger-picture evaluations at the start of a project lead to better long-term decisions, which then results in greater overall success.

Sustainable architecture seeks to minimize the negative environmental impact of buildings through efficiency and moderation in the use of materials, energy, and development space, including the ecosystem at large.

Whether designing completely new buildings or renovating existing spaces, there are various ways to achieve sustainability at the locations. Sustainability is an important consideration for College of the Desert buildings and systems. College campus “green” building architecture will continue to evolve. So, the college will continuously improve our understanding of building technology by engaging with campus stakeholders, subject matter experts, and stay informed by best practices.

PRIORITIZATION AND ALIGNMENT

Capital development, which includes facilities planning, design and construction, and capital asset management are all part of the support system serving the academic and instructional mission of the college as demonstrated in its Educational Master Plan and Strategic Plan. As a public institution, all efforts are for the benefit of the students and community with responsibilities that include:

PLANNING AND AWARENESS

College of the Desert utilizes a variety of committees and work groups who help shepherd campus-wide planning interests and efforts, including the College Planning Council, the College of the Desert Facilities Advisory Committee, and the College of the Desert Citizens’ Bond Oversight Committee that are advisory to the Superintendent/President. In this way the communication of ideas and plans is an essential element of integrated planning at College of the Desert. Through the use of best practices, the college is responsive and able to anticipate and respond to challenges and opportunities as they arise, which may require the development of new programs, techniques, and strategies for the long-range development of its facilities and assets.

COST EFFECTIVENESS

The College is responsible for integrating and coordinating all programs and services used that respond to program users and broad operational needs of the college within a fiscally responsive environment.

RESOURCE MANAGEMENT

The College is responsible for efficient and effective management of its capital assets and technological resources in support of institutional priorities.



APPENDICES

10



APPENDIX A: GLOSSARY OF TERMS

ACCESSIBILITY

The ability to provide barrier-free access to persons with disabilities.

ADA

Americans with Disabilities Act

AFS

Automatic Fire Sprinkler

AS BUILT

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

ASF (ASSIGNABLE SQUARE FEET)

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

BUILDING RECONSTRUCTION

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

CAMPUS

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

CAP LOAD(S) (CAPACITY TO LOAD RATIO)

- The relationship between the space available for utilization (square footage that is usable) and the efficiency level at which the space is currently being utilized.
- The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library, and Audio Visual/Television.
- The Space Inventory - records the usable square footage by type.

CAPACITY

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of assignable square feet per 100 weekly student contact hours.

CAPITAL IMPROVEMENTS OR CAPITAL IMPROVEMENTS PROJECTS

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

CAPITAL PROJECTS

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

COLLABORATIVE LEARNING

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

COLLEGE

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

DISTANCE EDUCATION

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

DISTRICT OFFICE

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

DSA (DIVISION OF THE STATE ARCHITECT)

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

EDUCATIONAL MASTER PLAN (EMP)

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

EDUCATIONAL CENTER

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

EDUCATIONAL PROGRAMS

Sets of courses required to complete specified degrees and certificates.

ENROLLMENT

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

FMP

Facilities Master Plan

FACILITIES

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

FACILITIES SYSTEMS

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

FINAL PROJECT PROPOSAL (FPP)

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

FIVE-YEAR CONSTRUCTION PLANS (5-YCP)

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

FTES

Full-time equivalent students

FUTURE SITE

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

GSF (GROSS SQUARE FEET)

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

GROUP 1 - FIXED EQUIPMENT

Building fixtures and service systems with the following characteristics:

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

GROUP 2 - MOVABLE EQUIPMENT

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

INFORMATION TECHNOLOGY

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

INITIAL PROJECT PROPOSAL (IPP)

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

INTERACTIVE DISTANCE EDUCATION

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

LEED

Leadership in Energy and Environmental Design

MAINTAINABILITY

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

MODERNIZATION

Facility modification to update functional features to meet contemporary standards.

NOTICE OF COMPLETION

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

NOTICE-TO-PROCEED

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

OPERATIONS AND MAINTENANCE

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

PATH OF TRAVEL

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

PROGRAM

Educational course of instruction.

PROGRAM DOCUMENT

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

PROJECT MANAGEMENT

The management of a capital project from planning through construction.

PROJECT SUMMARY

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

RELOCATABLE MODULAR BUILDING

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

RENOVATION

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

ROOM TYPE

Identifies the room by use or function (i.e. lecture, lab, office, meeting room, etc.).

SPACE INVENTORY (OR "REPORT 17")

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

SUBSTANTIAL COMPLETION

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

SUSTAINABILITY

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

SWING SPACE

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

SPACE INVENTORY

Annual facility survey to establish an inventory of assignable square feet for the campus.

TELECOMMUNICATIONS

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

TOP CODE

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

VALUE ENGINEERING

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

WAY FINDING

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

WSCH (WEEKLY STUDENT CONTACT HOURS)

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

APPENDIX B: BUILDING CONDITION DEFINITIONS

GOOD

- 1. The building is in good working condition (no issues)

FAIR

- 2. The building requires MINIMUM improvements (cosmetic repair)

MEDIUM

- 3. The building requires MODERATE improvements (system repair)

POOR

- 4. The building requires HEAVY improvements (replacement of systems)

VERY POOR

- 5. The building has major deficiencies

OTHER DOCUMENTS REFERENCED

- Central Campus Quad Renovations Project
- Indio Expansion Latest Images



