



# CERRO COSO COMMUNITY COLLEGE **FACILITIES MASTER PLAN**

**JANUARY 2019**





**Cerro Coso Community College will be the first choice in higher education for the Eastern Sierra region, a source of programs and services for tomorrow's workforce, a model for student learning, and a valued partner with education and business in its communities.**

Cerro Coso Community College Vision Statement



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# LETTER FROM THE PRESIDENT



*Jill Board*  
*Cerro Coso Community College President*

I am very pleased to share with you Cerro Coso Community College's new Facilities Master Plan. This plan details how Cerro Coso will address both the most pressing and the longer-range facilities and physical plant priorities that were identified in the College's Educational Master Plan completed last year.

Cerro Coso Community College has seen remarkable growth over the last 45 years and with that has come great opportunities and challenges. Established in 1973 as one of three colleges within the Kern Community College District, educational programs and services have been provided in Ridgecrest since 1951. Cerro Coso has expanded its services and now includes seven instructional sites: Ridgecrest, Lake Isabella, Edwards AFB, Tehachapi, Bishop, Mammoth Lakes, and CC Online. The College also offers high school students the ability to complete college faster through its dual and concurrent enrollment programs at all high schools in its service area. Most recently, Cerro Coso has extended its educational programs to inmates in two correctional facilities located in California City and Tehachapi. Together these sites form the largest geographical service area of any community college in California and serves a rural population of more than 85,000 over a three county region of eastern California. A leader in online education, the College has been offering online classes since 1997.

Cerro Coso's mission is to support and foster the development of the whole student by providing safe learning environments, positive campus experiences, and creating conditions that motivate and inspire students to succeed. With thoughtful planning, unwavering commitment to our long-standing institutional mission, and continued strong support from the communities we serve, Cerro Coso Community College continues to offer programs of study that are relevant and innovative and increase student access, success, and completion.

This Facilities Master Plan supports the Educational Master Plan by specifically focusing on the land and facilities that will be needed to facilitate future growth and change.

School facilities can have a profound impact on both employee and student outcomes. For employees, the quality of their working environment can affect recruitment, retention, commitment, and effort. For students, school facilities affect health, behavior, engagement, learning, and growth in achievement.

The 2019 Facilities Master Plan identifies improving and upgrading existing infrastructure for greater efficiency and utilization, focusing on resource conservation and accessibility. The greatest need would be for renovation/remodel/expansion, with emphasis on achieving flexibility of use and the capacity for change of function. Facilitating the conversion of existing spaces to other uses, as the College's needs change.

Creating flexible learning spaces will provide students and educators the freedom to adapt to their needs at any given moment. These types of spaces allow users to modify their environment to fit a variety of learning styles and activities, from individual to small group to large group exercises. Adjustable spaces can increase engagement, and foster active teaching and learning to elevate the educational experience.

Today's colleges also need greater access to technology that can also result in a more valuable college experience. Technology trends have a myriad of options to bring digital learning to students and plays an essential role in keeping them informed and engaged. Making sure that network infrastructure is not only up-to-date and sufficient enough to properly support end users now, but also have the capacity to support future expansion is vital.

The buildings on our campuses — not just the architecture, but the design and storytelling inside — influence how incoming students rate the faculty, the education, and overall campus life.

Year after year, students say they base their college choice on factors like quality of the faculty, value of the education, and safety of the campus. Environments influence how students spend their time, their satisfaction with the College, and what they can gain from attending the college.

When it comes to student achievement facilities matter. First impressions matter. Emotional connection matters. Differentiation matters.

*Jill Board*







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# 01 INTRODUCTION

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About the 2018-2019 Facilities Master Plan

Planning Alignment

Planning Process and Schedule

Facilities Master Plan Goals and Principles

### About the 2018-2019 Facilities Master Plan

The 2018-2019 Facilities Master Plan determines and guides the physical development of Cerro Coso Community College to support strategic direction, priorities, and recommendations outlined in the 2017 Cerro Coso Community College Educational Master Plan and Measure J Bond.

The purpose of the Plan is to:

- Advance the academic mission by striving to create a ‘complete campus’ experience at each campus and center
- Identify the College’s needs to advances the current and future pedagogies
- Identify projects and renovations on a ten-year horizon
- Prioritize projects and informs capital budget requests
- Develop a framework for decision making for unknown projects that arise throughout the next ten years

### Planning Alignment

#### Measure J Bond

A bond issue was on the ballot for Kern Community College District voters in Kern, Tulare, and San Bernardino counties, California, on November 8, 2016. The approved bond issued \$500M in bonds to repair, construct and acquire school facilities. After being allocated \$44M dollars from Kern Community College District’s Measure J bond, Cerro Coso Community College hired DLR Group to develop a Facilities Master Plan to inform the College’s prioritization of projects and use of bond funds.

The bond is intended to focus on:

- Upgrading classrooms to prepare students/veterans for good-paying jobs/ university transfer
- Updating labs/classrooms for nursing, welding, construction/high-tech job training
- Repairing deteriorating gas, electrical/sewer lines, leaky roofs
- Improving water conservation
- Ensuring access for the disabled, including veterans
- Repairing, constructing/ acquiring facilities, sites/ equipment

### Educational Master Plan

The primary purpose of Cerro Coso Community College Educational Master Plan is to provide the philosophical foundation and necessary data upon which to base the instructional, student services, and facility needs of the College for the next five academic years. The Educational Master Plan provides guidelines not only for decision-making but also a plan of action. Additionally, it provides a context for the formulation of other critical plans for the College, including those of facilities and capital expenditures, technology, and strategic goals.

The twelve recommendations are:

1. Improve WSCH / FTE Production
2. Encourage / Incentivize Students to Take Greater Course Loads
3. Create “Complete Campuses”
4. Distinguish between “Space Qualifications” and “Space Adequacy”
5. Evaluate the Instructional Delivery Modality
6. Develop Curricular Efficiency
7. Assess Basic Skills Support
8. Improve CTE Relevance
9. Develop Future Enrollment Growth from within
10. Expand Partners in Education
11. Create New Pathways for Education
12. Recruit Students Selectively

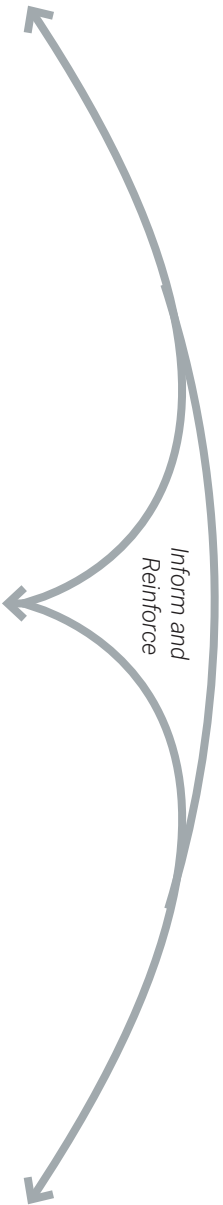
The three directives are:

- Build Capacity in Tehachapi and Greater East Kern
- Promote Future Enrollment Growth from Within
- Expand Equitable Services and Maximize Unique Opportunities at all Campuses

## Strategic Plan

## Educational Plan

## Facilities Master Plan





**Strategic Plan**

A Strategic Planning Task Force took on the charge of reviewing and revising the College’s Strategic Plan in the fall of 2017. The group was directed to evaluate every aspect of the current Strategic Plan, which resulted in a revised mission, vision, and values statement that reflects the transformation of our College over the past three years. The overarching strategic goals represent our College-wide commitment to student success and completion, providing workforce training to meet the needs of our various communities, and being a conduit for students to transfer to four-year universities. It also strengthens our commitment to ensure safe learning environments and to be entrepreneurial in our efforts to secure external resources in support of our mission.

**MISSION**

*The mission of Cerro Coso Community College is to improve the life of every student it serves. Through traditional and distance delivery, Cerro Coso Community College brings transfer preparation, workforce education, remedial instruction, and learning opportunities that develop ethical and effective citizenry to the rural communities and unincorporated areas of the Eastern Sierra. In doing so, we promise clarity of educational pathways, comprehensive and equitable support services, and a commitment to equity.*

**VISION**

*Cerro Coso Community College will be the first choice in higher education for the Eastern Sierra region, a source of programs and services for tomorrow’s workforce, a model for student learning, and a valued partner with education and business in its communities.*

**VALUES**

*The values at Cerro Coso Community College provide the foundation for all academic, student support, and administrative services:*

**Educate**

- We are committed to student learning and achievement
- We pledge to safeguard equal educational opportunities and promote student success for all students
- We provide students with a clear set of course-taking patterns and provide integrated and equitable support services to help students choose a path and stay on the path

**Innovate**

- We encourage individual and collective creativity in a rapidly changing world
- We implement best practices that facilitate and encourage innovation and success

**Inspire**

- We celebrate the diversity of each student, staff, and faculty
- We foster community partnerships and the relationships we build with them

**Serve**

- We model a culture of lifelong learning
- We support local economic and workforce development in our communities



Planning Process and Schedule

A Steering Committee established at the start of the planning process guided and directed the planning and decision-making process. The Steering Committee, comprised of College leaders established the vision for the campuses and centers, confirmed planning goals and principles, reviewed and evaluated proposed concepts and solutions, and made strategic decisions throughout the process to achieve the final implementation plan.

The planning team and Steering Committee established a process that placed participation and inclusivity at its center. This highly inclusive engagement process aided in building consensus around the final plan. On-campus workshops were the primary vehicle for planning work. The planning team held workshops with campus departments, groups, and committees.

The process began in June 2018 with Workshop 01 - a kick-off meeting and site visits to all of the campuses and centers. During the site visits, planners visited with representatives from each of the campuses and centers and discussed and observed issues, challenges, and opportunities. The kick-off workshop with the Steering Committee included activities that focused on the assets and areas for change of each site, as well as setting a vision for the future of the College. Visions included:

- Increasing partnerships and outreach
- Increasing connection with the community
- Increasing student graduation and transfer rates
- Increasing opportunity for grant funding

During Workshop 02, the planning team met with multiple faculty groups and participated in Flex Days breakout sessions to gathering input about current conditions. These workshops encouraged participants to identify strengths, weaknesses, opportunities, and points of interest for each site. (See Appendix for Maps) In addition to this activity, Faculty members were asked to discuss ways they teach today, and the ways they envision themselves teaching in the future.

During Workshop 03, the planning team met with multiple campus committees and organizations. Stakeholders were asked to react to Campus Analysis diagrams (see Chapter 02) and envision areas of change, and what those changes could be.

During Workshop 04, the planning team met with the Steering Committee to review three concepts (see Chapter 06). The goal of the meeting was to synthesize these concepts into the preliminary draft plan for the campus community to provide feedback.

During Workshop 05, the planning team presented the draft master plan to the campus community during an open house. Campus users commented on the plans.

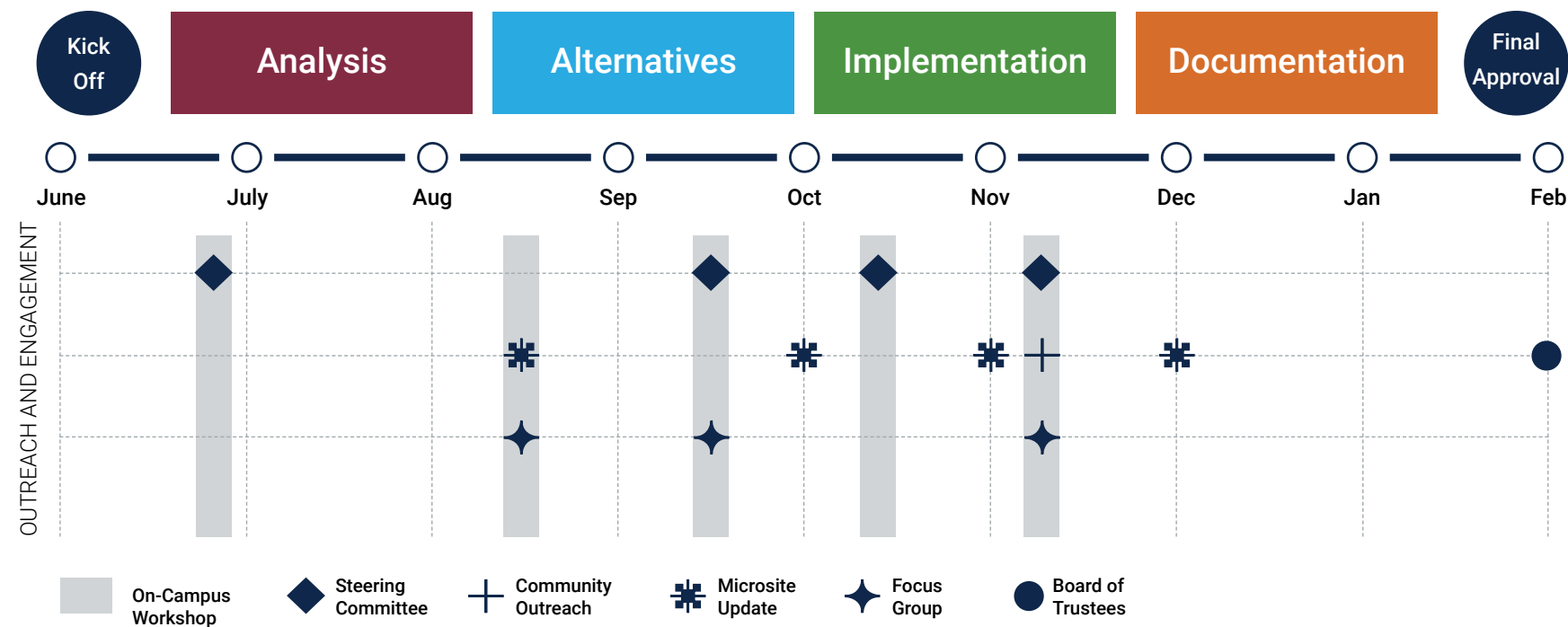
2018-2019 Facilities Master Plan Steering Committee

- Jill Board, President
- Michael Campbell, Director of Information Technology
- Lisa Couch, VP for Finance and Administrative Services
- John Daly, Director of Maintenance and Operations
- Natalie Dorrell, Director of Public Relations and Institutional Advancement
- Corey Marvin, VP for Instruction
- Heather Ostash, VP for Student Services

Participating Stakeholder Groups

Faculty Flex Day Participants	College Council
Faculty Chairs	Classified Senate
Career Exploration Day Participants	Student Center Information Table
Student Services	Student Government
Athletics	Administration Cabinet
Maintenance and Operations	College Administration
Child Development Center	ESCC + East Kern Directors and Staff





Facilities Master Plan Schedule

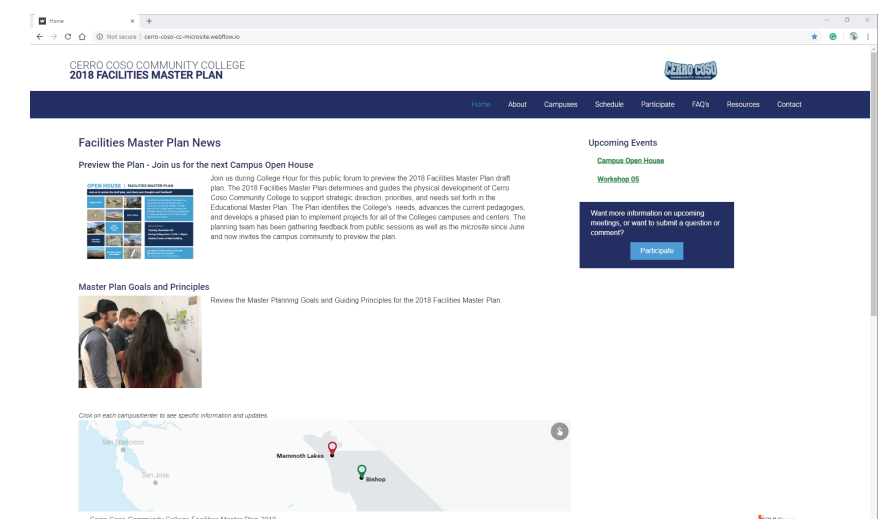


A series of on-campus workshops with students, faculty, staff and administration were the primary vehicle for the planning work

## Microsite

This microsite developed for the Facilities Master Plan serves as a living document that tracks the lifespan of the project. During the planning phase, the microsite serves as a working site that charts the schedule and progress while providing a platform for information for both the campus and community. Upon completion of the planning process, the site became the singular home to planning documents and progress updates.

<http://cerro-coso-cc-microsite.webflow.io/>



# 200+

Participants contributed ideas and comments to shape the development of the Facilities Master Plan.





## 1 Provide ample space for course offerings and student support.

- Support students to achieve their educational goals
- Equitable educational facilities at each campus/center
- Create buildings that are flexible to change with curriculum overtime



## 2 Encourage active teaching and learning.

- Classrooms and Class Labs that support all teaching methods (individual, group, hands-on, and lecture-style)
- Furniture that is flexible, movable and adaptable in classrooms and labs
- Classroom technology that supports up-to-date teaching, learning, and training



## 3 Embrace unique campus settings.

- Architecture and landscape that is appropriate for each of the campus/centers' regional climates
- Outdoor spaces that are usable, comfortable, and protected from sun, wind, and other elements



## 4 Focus on attractive multipurpose gathering student space.

- Spaces on campus for students to spend time on campus in the evenings and in between classes
- Student spaces that tie to amenities such as food, recreation, and student services



## 5 Invite the community onto our campuses.

- Venues and spaces on campus that gather the community
- Spaces that accommodate existing and future partnerships

### Master Planning Goals

In alignment with the recommendations of the Educational Master Plan, the College is striving to create 'complete campuses' at each location. **A 'Complete Campus' is a set of critical ingredients that enhance and/or establish student life, support learning and teaching, and celebrate the College's identity.** The focus moving forward will be to make each campus a place where students want to be.

Observations and analysis of the existing campus along with stakeholder engagement identified a set of goals that will provide a "Complete Campus" or holistic and equitable experience at each of the six campuses. The following goals set the framework for exploration of planning concepts and alternatives and finalizing the development of the master plan.



**Planning Principles**

In support of the goals, the four guiding principles were developed to guide the development of each of the campuses into the future. These principles were born from stakeholder engagement and shaped discussion within the campus community. For each campus, the master plan strives to:

**Create Active Indoor Spaces**



**Create Comfortable Outdoor Experiences**



**Provide Safe, Secure & Accessible Movement Zones**



**Increase Funding and Programmatic Partnerships**



**“We’re rebuilding a culture – Cerro Coso is a place to belong, not just attend classes.”**





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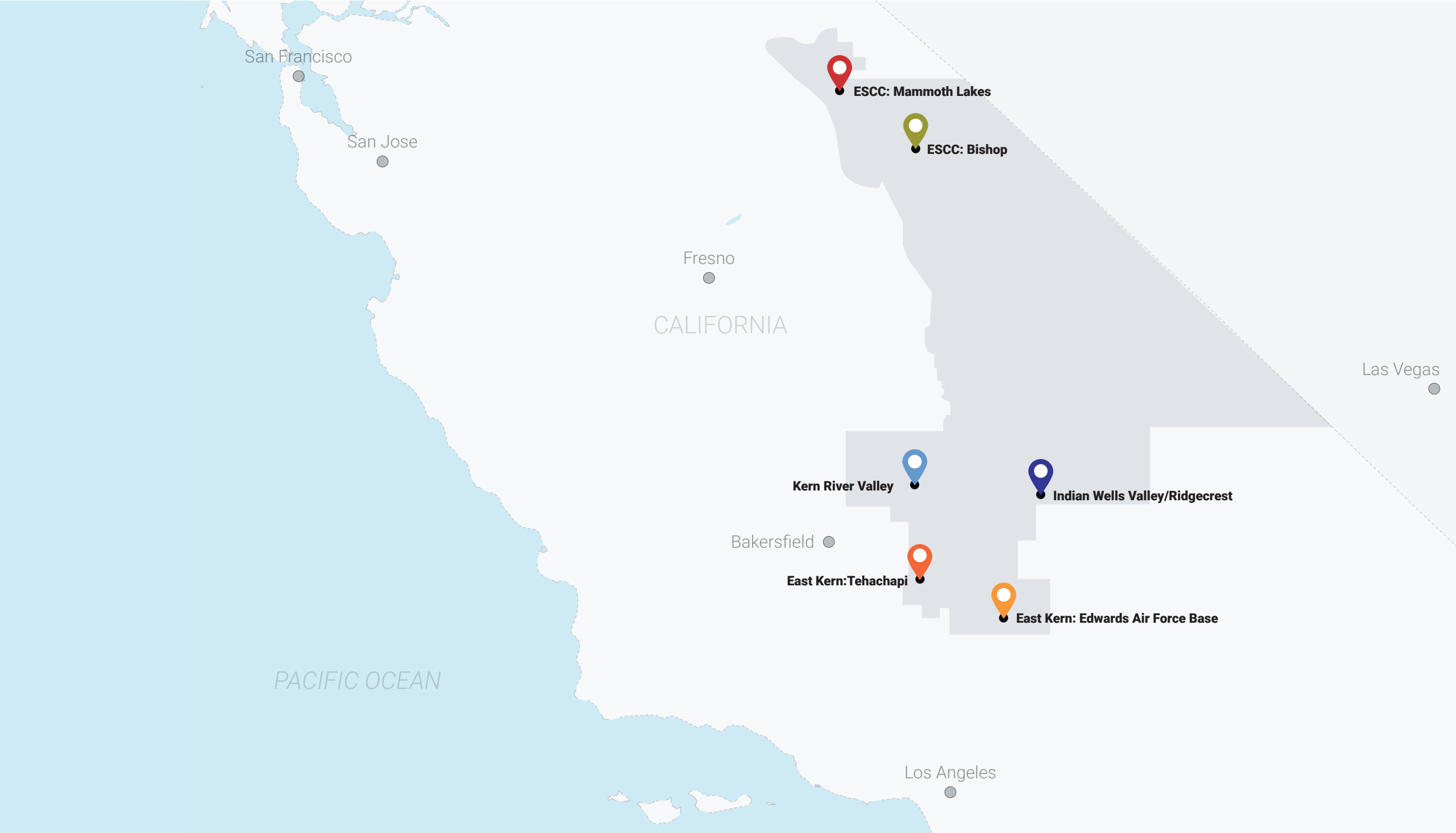
# 02 CERRO COSO TODAY

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College-Wide Context

Campus/Center Existing Conditions and Observations:

- Indian Wells Valley/Ridgecrest
- ESCC: Bishop
- ESCC: Mammoth Lakes
- East Kern: Tehachapi
- Kern River Valley
- East Kern: Edwards Air Force Base





College-Wide Context

Cerro Coso Community College provides educational services to a population of about 85,000 distributed over a service area of over 18,000 square miles in four counties with communities located in the desert, mountain, and valley region of eastern California – the largest community college service area in California. Such a large area requires multiple physical sites to provide quality learning. Cerro Coso Community College has met this requirement by offering instruction and services to approximately 2,850 full time equivalent students (FTES) at six campus locations and through distance education. No other single college within a multi-college district is responsible for the number of educational centers and facilities at Cerro Coso Community College and the diverse circumstances associated with each site.

**Indian Wells Valley (IWV)/Ridgecrest:** The 320-acre Indian Wells Valley Campus (IWV), at Ridgecrest, California is located in the upper Mojave Desert, 160 miles northeast of Los Angeles and 120 east of the Kern County Community College District office in Bakersfield, CA, and serves a population of about 28,000. This campus serves nearly half of the student population of the College while housing most of the College administration.

**Eastern Sierra College Center (ESCC):** Located north of the IWV campus, the Eastern Sierra College Center (ESCC) is an instructional site of Cerro Coso Community College serving areas of California including Mammoth Lakes, Bishop, Big Pine, Death Valley and surroundings located in Inyo and Mono Counties. The center operates two campuses.

**Bishop** is located about 120 miles north of Ridgecrest. The ESCC Bishop campus is a full-service campus offering the opportunity to advance education by taking classes for transfer, fulfillment of career, technical education and community education.

**Mammoth Lakes** is an additional 40 miles north of Bishop. The Mammoth Lakes campus is a full-service campus offering the opportunity to advance education by taking classes for transfer, fulfillment of career, technical education and community education.

**Kern River Valley:** This center is located about 45 miles west of the IWV campus, the Kern River Valley campus serves communities near Lake Isabella. The space at this site is leased. The Kern River Valley campus serves the communities of Lake Isabella, Kernville, Wofford Heights, and Weldon from facilities located in Lake Isabella, CA. Cerro Coso has provided classes within Kern River Valley since 1986.

**East Kern:** This center is 70 miles south of the IWV campus. The center operates two locations.

The first is housed on **Edwards Air Force Base**; this location provides educational services to military and civilian personnel on the base and the residents of nearby communities. The Edwards Campus serves Edwards AFB as well as the surrounding communities of Boron, California City, and Mojave. Cerro Coso offers general education classes that can be used towards earning an AA, transfer, or personal/professional growth in addition to services such as proctoring, assessment testing, and academic counseling.

The College's most recent campus location, **Tehachapi**, was established in 2014 and received official status in 2016. This campus is currently housed within leased space in the Tehachapi Education Center (former Tehachapi High School). The Tehachapi Campus serves the community of Tehachapi as well as the surrounding communities. Cerro Coso offers general education classes that can be used towards earning an AA, transfer, or personal/professional growth in addition to services such as proctoring, assessment testing, and academic counseling. This location also serves are large population of incarcerated students, as well as dual enrollment high school students.

The College contends with challenges both in distances between Centers, economically and socially with the unique circumstances presented within each geographic area. The Centers diverse locations include a large military complex surrounded by desert to a popular recreational area tied to tourism in the mountains.

**Owning/Leasing:** At IWV, Bishop, and Mammoth Lakes, the College owns and operates the facilities and land. At these locations, the College can utilize bond funds for facilities upgrades. At Kern River Valley and East Kern, the College leases space. Because of this, there are challenges that arise with modifying or updating spaces to align with the needs of the College.

**Climates:** Because the physical area of the service area is so large, the campuses/centers are located in many different regions and climates. From desert to alpine, the architecture and open space is treated differently at each location.

**Partnerships:** Each campus/center has unique partnerships with K-12 educational institutions and local businesses and industry. Each campus/center leverages their relationships in the community.

**Enrollment Changes:** Overall, enrollment has been declining in the recent years at all the campuses/centers except Tehachapi campus, which is in a high population growth area.



6

Campuses/Centers



172

Faculty and Staff



5,738

On-Campus Enrollment



280K

Total Gross Square Feet



5,939

CC Online Enrollment



82%

Part-time Enrollment

The Cerro Coso Community College service area (shown in grey) is over 18,000 square miles - which is the largest community college service area in California







Indian Wells Valley (I WV) / Ridgecrest



**Campus Enrollment:** 3,509 Headcount; 605 FTE  
**Number of Buildings:** 13  
**Total Gross SF:** 211,611  
**Total Assignable SF:** 128,305  
**Employees:** 84 Staff FTE; 50 Faculty FTE  
**Parking Spaces:** 775 stalls

Buildings			
NO	Name	Year Constructed	GSF
01	Main Building	1973/2018*	71,697
02	East Wing Building	1989	7,860
03	West Wing Building	1984	27,214
04	Learning Resource Center	2004	45,122
05	Gymnasium	1990	35,000
06	Child Development Center	1990	8,655
07	Maintenance and Operations	1969-1988	12,278
08	Solar Field/Electrical Bldg.	2005	2,500
09	Astronomical Observatory		
Open Space			
10	Sculpture Garden		
11	Natural Spring		
12	Baseball Stadium		
13	Softball Field		
14	Soccer/Track		
15	Tennis Courts		

The city of Ridgecrest is robust with a population base of 27,000 and a thriving economy. Ridgecrest is located in the southern portion of the Indian Wells Valley. The Indian Wells Valley is surrounded on the west by Scottie, on the south by the Rand and El Paso Mountains, on the east by Searles Valley, and on the north by the Coso Range. Ridgecrest is the largest city in the Indian Wells Valley. Some of the City’s points of interest are Leroy Jackson Park a 56-acre sports complex, The Maturango Museum and the Coso Range Wilderness trails. Ridgecrest is the business and shopping destination in northwestern Kern County. In support of this fact, Ridgecrest’s focus on business expansion, has streamlined licensing/ permit procedures and has constructed a brand new 63-acre business park. These elements, combined with a highly-trained workforce and technologically-advanced naval base make Ridgecrest a great place to locate a business.

The IWV campus is located on a breathtaking site overlooking the Argus, Panamint, and Sierra Nevada mountain ranges. The Campus sits at an elevation of 2,800 feet. The rugged beauty of the campus is the home to one of America’s famous deserts, the upper Mojave Desert. Two features that make the Campus unique amongst the other California Community College campuses are its Solar Photovoltaic Field and its Astronomical Observatory.

***The IWV campus accounts for the single largest concentration of on-campus students and is considered the main campus for centralized functions.***



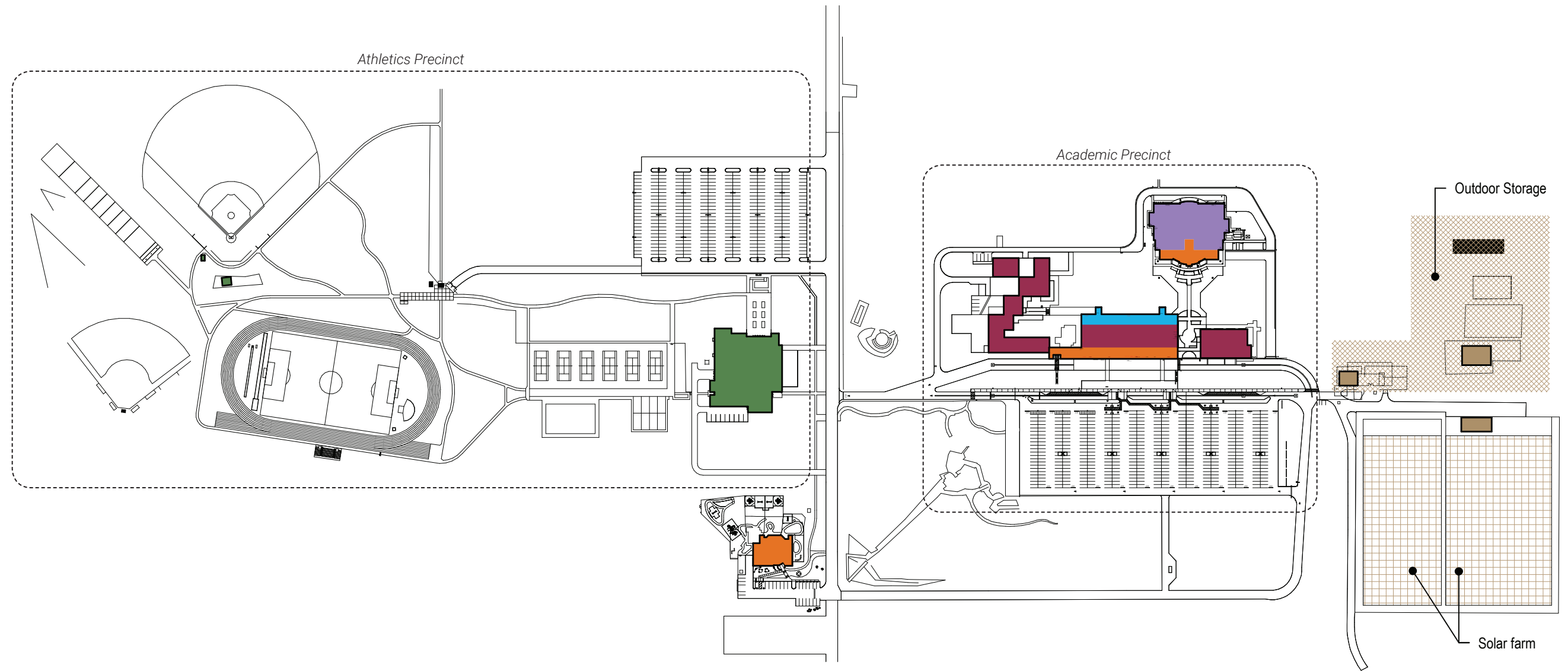
Campus views overlooks the Argus, Panamint, and Sierra Nevada mountain ranges



Solar Photovoltaic Field



Astronomical Observatory



- Classrooms/Labs
- Office
- Library
- Physical Education/Recreation/Athletics
- Housing
- Facilities Support/Storage
- Student Life/General Use



**Buildings and Facilities**

Building use is divided into two precincts on the campus. Instructional space, offices, and student services are clustered within an **Academic Precinct** on the east side of the campus. Sports-focused functions (facilities and fields) are centralized on the west side of the campus within the **Athletics Precinct**.

**Academic Buildings:** After three years of renovation, the **Main Building** is now reopened to students, faculty, and staff. The newly renovated building holds large lecture classrooms, a nursing skills lab, student services functions, College administration, on-campus dining, and student gathering spaces. The **East Wing Building** holds most of the campus’ classrooms. The first floor of the building is currently shell space, with a long-term plan for future academic space. The **West Wing Building** holds a majority of the CTE program spaces on the campus. Campus users reported that the instructional buildings function well as educational spaces, however, there is a lack of student spaces within the buildings.

**Library/Study:** The **Learning Resource Center (LRC)** was indicated as a strong campus asset by stakeholders. The Learning Resource Center holds the library, and many of the academic services offered on the campus. Currently, the LRC is also the main hub for studying, collaboration, and socializing on campus. With the reopening of the Main Building, the hub of activity will likely shift back to the Main Building.

**Athletics:** The existing **Gymnasium** does not accommodate all the support and service spaces needed to serve Cerro Coso’s athletes and coaches. Coaches and administration share office spaces; locker rooms are shared between all sports, and between students, faculty, and staff; training rooms and film/instructional spaces are shared between athletics and kinesiology. The Gymnasium has the highest space deficit of Ridgecrest campus. Stakeholders noted that the recently renovated court within the Gymnasium is a campus asset.

**General Use:** A frequent comment from stakeholders was in regards to the ‘missing spaces’ for students on campus to spend time in between classes and in the evening for studying, socializing, collaborating. These collaboration and support spaces encourage students to take classes on site and remain on campus in between classes, and support a complete campus experience.

**Facilities Support:** The **Maintenance and Operations Complex** needs additional space for workshops and storage. Outdoor space is utilized for storage of old equipment and furniture.



*Main Building reopened in 2018 and holds many student-focused functions*



*The court was recently renovated within the Gymnasium*



*East Wing Building first floor is shell space for future academic space*



*Child Development Center*

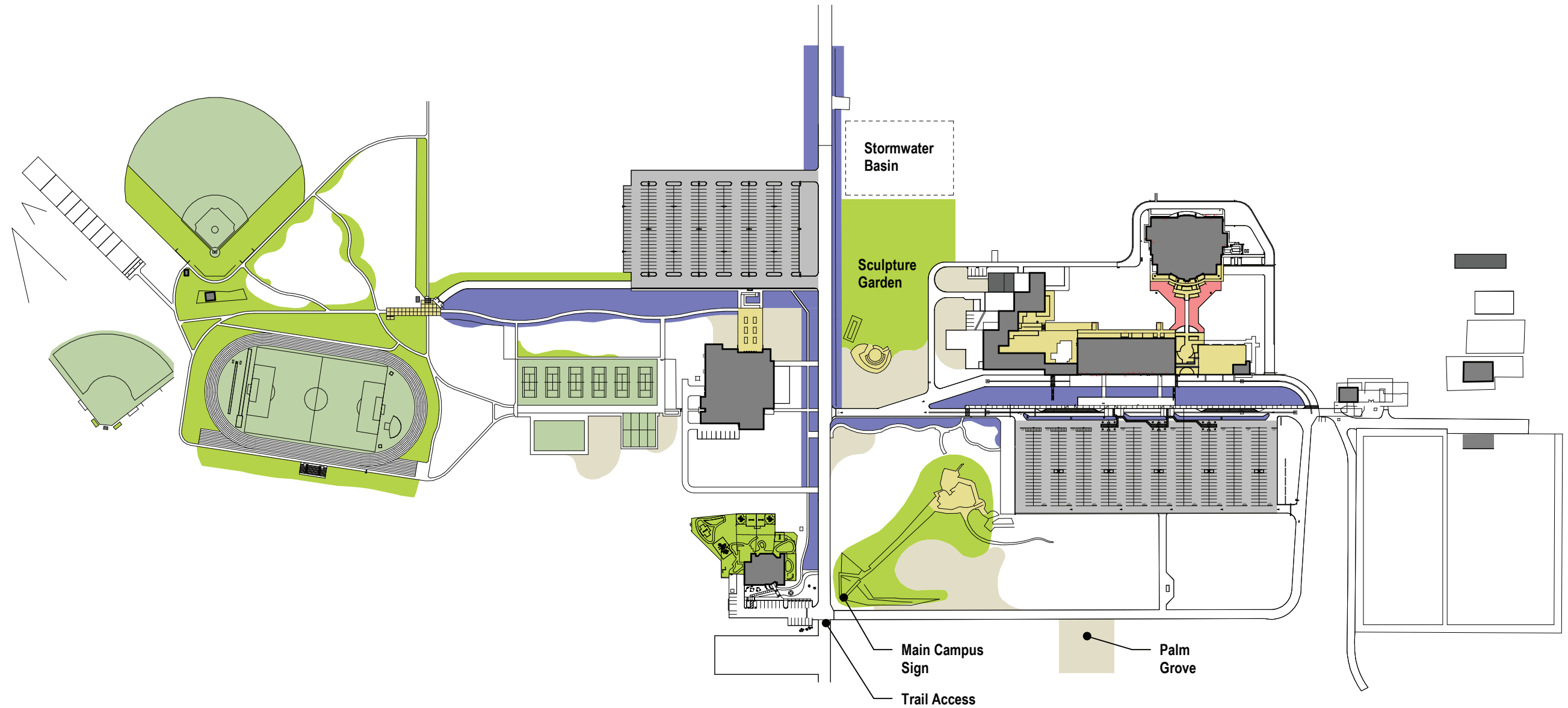


*Learning Resource Center*



*Maintenance and Operations Outdoor Storage*





- Existing Buildings
- Athletic Fields/Courts
- Xeriscape/Non-Irrigated Desert
- Courtyards/Hardscape
- Grove - Irrigated Vegetation
- Common Space/Lawn
- Campus Streetscape/Signature Landscape



### Open Space and Landscape

Today, much of the landscape consists of a non-irrigated desert, which works well for the climate in Ridgecrest. The resources needed to maintain lush landscapes in a desert climate are unrealistic for the campus, therefore turf grass should be placed strategically in efforts to conserve water. There are landscape improvements needed throughout the campus that create usable spaces that are also resource appropriate for a desert climate. For example, the College has enhanced designed landscapes along College Heights Boulevard and along the pathway to the athletics fields and the south parking lot.

The sports fields (baseball, softball, and soccer) are fairly new and all are seen as a campus asset. Stakeholders reported that the Cerro Coso fields are among the best in their athletics conference. Maintaining such lush landscapes in a desert climate requires a large amount of resources, including both water and grounds maintenance. Campus users stated that the tennis courts, handball courts, and track are well utilized by the campus and community, but all need to be resurfaced to address safety and performance concerns.

The largest open space on the campus is the **Sculpture Garden**. The Sculpture Garden is used by both campus and community and was reported to be a strong campus asset. Perceived as an oasis in the desert, the turf space has large mature trees which offer plenty of shade. The adjacent amphitheater is currently underutilized, but is an area of opportunity. With the addition of shade and wind protection, the amphitheater could be a well utilized space for learning and entertainment. Stakeholders reported that the Sculpture Garden is in need of some improvements including additional site lighting and accessible pathways.

The open area south of the Learning Resource Center is a well utilized courtyard and adjacent turf areas that is shaded with many mature trees. This open space is often used for campus events and gathering.

The open space adjacent to the Main Building has been closed in recent years due to construction. Now that the building is open, these spaces have been identified as areas of opportunity for improved landscape and open space. The fountain/plaza adjacent to the West Wing Building is currently underutilized, but with the reopening of the Main Building is an area for future improvement as well.

WIFI has been added to many outdoor spaces to ensure that students, faculty, and staff are connected while utilizing spaces such as the Sculpture Garden and the West Wing Building’s courtyard.



Enhanced Landscape along pathway to athletics fields



The sports fields (baseball, softball, and softball) are fairly new and seen as a campus asset



The Sculpture Garden is used by both campus and community and reported as a campus strength



The open area adjacent to the Learning Resource Center is a well utilized courtyard

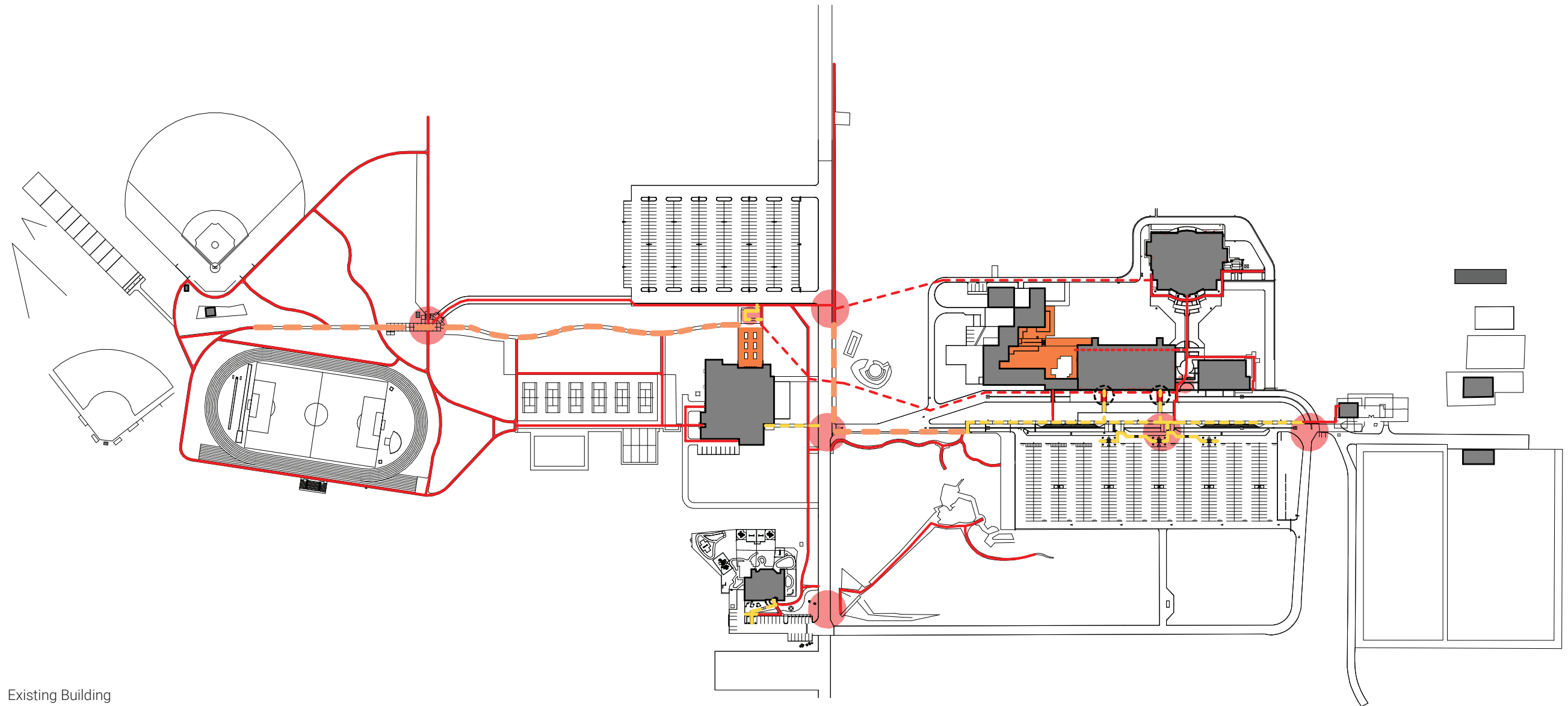


The open space adjacent to the Main Building is an area of opportunity for improved open space



The fountain/courtyard adjacent to the West Wing building is currently underutilized





- Existing Building
- Primary Circulation/Pedestrian Spine
- Open Plaza
- Secondary Circulation
- Campus Shortcuts/Desire Lines
- Accessible Circulation Route
- Covered Outdoor Circulation
- Conflict
- Main Campus Entry



# Pedestrian Circulation

The main pedestrian circulation of the campus is fragmented and inconsistent. Stakeholders reported that the main pathway to the athletics fields is problematic. Visitor parking for baseball and softball events is located in the North Parking Lot which is located 1/4 mile away. Although initially complaint, there are concerns about the accessibility of the pathway given today's standards. Along College Heights Boulevard, there are sidewalks along the west side of the roadway, however, along the east side of the roadway, no sidewalks are present.

The east-west circulation of the campus is fragmented by College Heights Boulevard. This roadway lacks marked crosswalks at major pedestrian points that would encourage vehicles to slow down and/or stop to ensure safety for pedestrians. As indicated in the diagram, a majority of the pedestrian-vehicle conflict areas are along College Heights Boulevard: 1) adjacent to the Child Development Center/transit stop, 2) adjacent to the accessible entrance to the gymnasium, and 3) at the north parking lot. Campus stakeholders desired a more pedestrian oriented College Heights Boulevard.

Pedestrian plazas are sparsely located throughout the campus and for the most part are not tied into the main pedestrian network of the campus. For example, the main plaza at the Gymnasium is not accessible and has no intuitive pedestrian link moving east toward the Sculpture Garden. The covered walkway at the Main Building connects the plazas at the East and West Wing Buildings, but lacks site furnishings.

From conversations with stakeholders, there are many 'shortcuts', which are not approved paths of travel, that campus users take throughout their day.

- From the North Parking Lot, through the north edge of the Sculpture Garden along the northside of the West Wing Building to the Learning Resource Center is a popular shortcut for campus users. The path follows along a service drive and has no pedestrian sidewalk or pathway. Because it is located on the north side of the buildings, it is protected from sun and wind.
- Across College Heights Boulevard, through the south edge of the Sculpture Garden along the service drive south of the Main Building to the open space adjacent to the East Wing Building. The path follows along a service drive and is not designed for pedestrians.



The main pathway to the athletics fields is long, and not accessible for all visitors



Covered walkway at Main Building connects the plazas at the East Wing and West Wing



College Heights Boulevard lacks marked cross walks at major pedestrian points



A popular pedestrian route is the path follows along a service drive south of the Main building

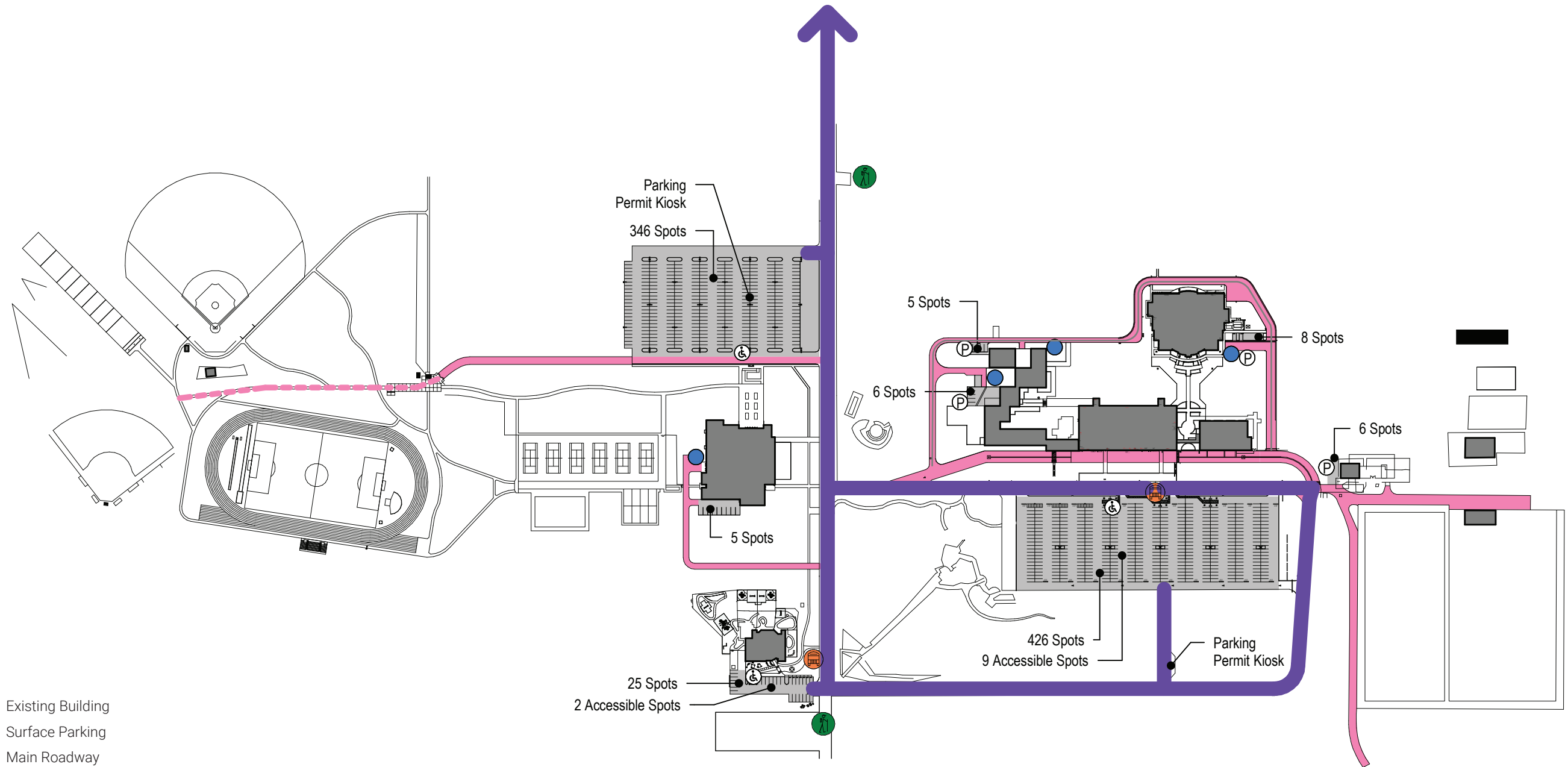


The main plaza to the Gymnasium is not accessible, and needs improved landscaping



A popular shortcut for campus users is the path that follows the service drive north of the West Wing building





- Existing Building
- Surface Parking
- Main Roadway
- Service Access
- Service Access/Limited Access
- Emergency Access
- Parking Stalls
- Service Entry
- Accessible Parking
- Transit Stop
- Trail Head



## Vehicular Circulation

College Heights Boulevard is the main access roadway into and out of the campus and the two major parking lots are accessed from this roadway. As discussed in the previous section, the east-west circulation of the campus is fragmented by College Heights Boulevard. The roadway lacks marked cross walks at major pedestrian points that would normally encourage vehicles to slow down or stop to ensure safety for pedestrians. Campus stakeholders desired a more pedestrian oriented College Heights Boulevard. The College will have to work with the City of Ridgecrest and the Bureau of Land Management to coordinate future improvements to College Heights Boulevard.

The campus has nearly 800 parking spaces. Currently, there are no parking strains during average weekdays. However, during large campus events such as graduation, there are additional parking needs. The College has recently begun charging for parking permits. Parking fees are necessary to build, operate, and maintain parking lots and provide adequate parking and safe movement of pedestrians and vehicles. To accommodate the diverse parking needs of the campus community, the College offers various types of parking permits. Campus stakeholders cited the North Parking Lot for safety concerns due to the layout. Drivers avoids the large speed bumps by driving through the parking spaces.

Service and emergency vehicles can access every building on campus through the roadways/sidewalks. However, many of these routes are also shared by pedestrians. Many campus stakeholders reported needing additional loading space adjacent to the Learning Resource Center.

The campus is accessible by City of Ridgecrest Ridgerunner transit system. The route (Coyote L1) stops hourly at the Child Development Center. Many parents of children who attend the Child Development Center use the transit system. Stakeholders also reported that the parking lot at the Child Development Center is in need of repair.

Additional signage is needed throughout the campus. There is no directional or informational signage present on the campus. Currently, there is large gateway sign located at the entrance to the South parking lot. This location is not ideal since vehicles are well into the campus at the point they reach the sign.



College Heights Boulevard lacks marked cross walks at major pedestrian points



Need for additional loading spaces west of the Learning Resource Center



Drivers avoids the large speed bumps by driving through the parking spaces



The campus is accessible by City of Ridgecrest Ridgerunner transit system

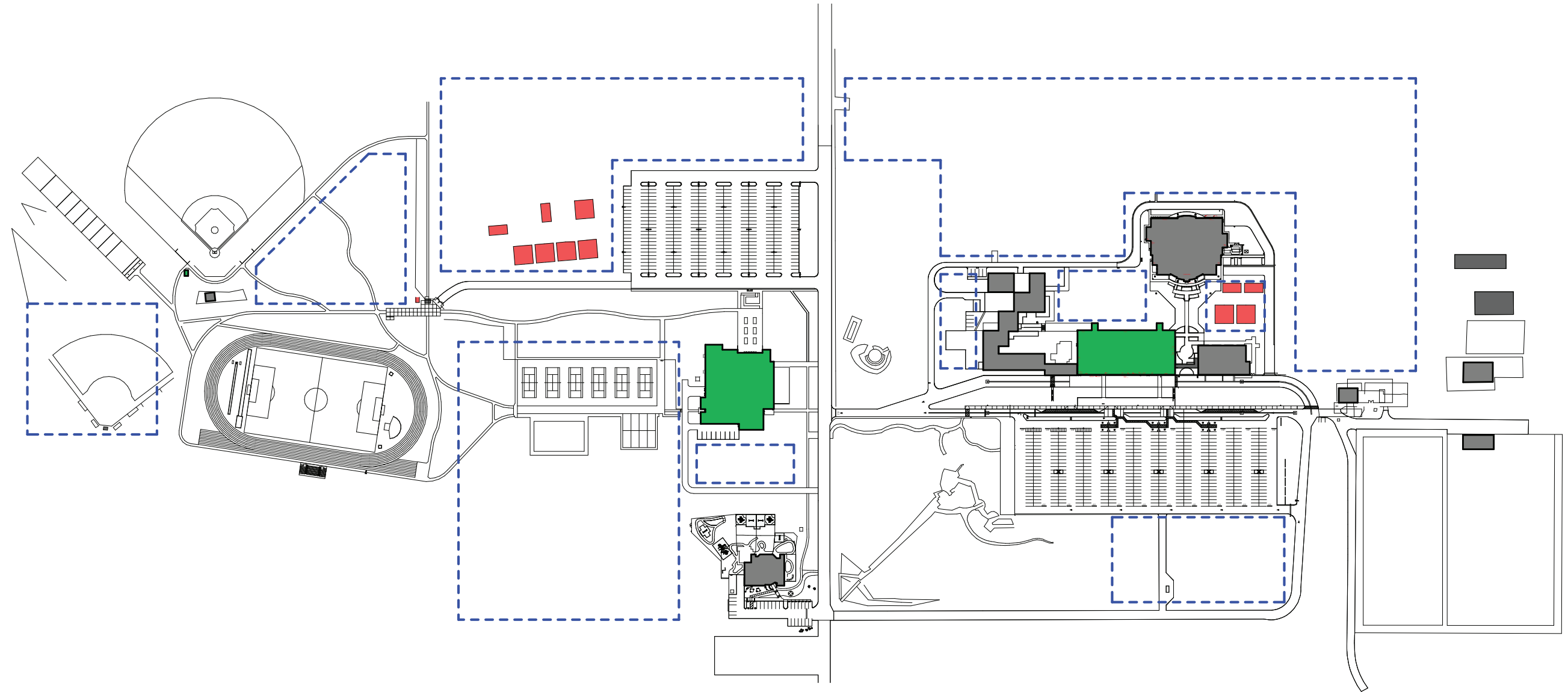


A popular shortcut is the path that follows along a service drive north of the West Wing building



Large gateway sign located at the entrance to the South parking lot





- Existing Buildings
- Major Renovation
- Demolition
- Possible Areas of Intervention

Areas of Opportunity

There are many large areas of land that offer opportunities for change on the campus. Stakeholders envisioned many uses for these areas such as student apartments, additional academic facilities, additional parking, and athletics/ recreation uses (fieldhouse, additional practice areas, centralized services and amenities for field sports, permanent restrooms, storage), and enhanced landscapes.

In Chapter 04, the proposed site plan imagines a new vision for these areas based on stakeholder comments and leadership direction.



Opportunity Space: North of the West Wing Building and Learning Resource Center



Opportunity Space: Open Space north of the Main Building

Cerro Coso Community College Athletics

Recruiting and Retaining Athletes

Currently, there are approx. 80 student-athletes, and with the current sports provided, there is a potential of up to 100. Student-athletes must take a full-time course load, making this population a majority of the traditional full-time students present on the campus.

Recruiting is about creating a ‘wow’ factor for potential student-athletes and their parents. Recruiting is a major opportunity for Cerro Coso Athletics to improve their athletics standings within their conference and provide additional full-time FTES for the College. In many cases team rosters are not full – which ties directly to the importance of recruiting and retaining student-athletes. The College anticipates future growth in athletics, including the sports that are offered. These new sports could bring growth in FTES in the coming years.

Keeping student-athletes on campus is one of the biggest challenges that Cerro Coso Community College athletics faces today. There are “missing spaces” that need to be created to support students remaining on campus, such as study space, collaboration space, lounge space, and additional dining space. It is not only critical to the success of the student-athletes, but also activates the campus and encourage more students to attend classes physically on the campus.

Student-Athlete Housing

Currently, student-athletes live in off-campus properties. These properties are difficult to find as the community has a shortage of rental housing available. Because the College recruits from up to 100-mile radius (and beyond in many cases), it is an important part of the recruiting process and the overall experience of the student-athlete to be able to remain near the campus during the semester. With available housing, there is more incentive for students to attend Cerro Coso.

Athletics Departments Needs/Issues/Opportunities

- Support spaces for athletes, coaches, and staff
- Wifi in Press Box
- Lights on Softball Field
- Locker rooms adjacent to soccer field
- Resurface Track
- Resurface Tennis Courts



The Track is currently used by both campus and local community members



Athletics coaches and administration currently share office spaces







## Eastern Sierra College Center: Bishop



**Campus Enrollment:** 435 Headcount; 143 FTE  
**Number of Buildings:** 1  
**Total Gross SF:** 32,037  
**Total Assignable SF:** 20,684  
**Employees:** 5 Staff FTE; 5 Faculty FTE  
**Parking Spaces:** 136

The City of Bishop is in a small community that covers slightly less than two square miles in the Eastern Sierras region and the only incorporated city in Inyo County. It is the primary commercial and population hub in the region with its primary industries being tourism, recreation, and related support services. Mining, agriculture, and Native American heritage are also important attributes of the local area. The campus is located approximately 5-miles west of the center of the City of Bishop. The campus site is beautiful and scenic - offering panoramic views of the mountains of the southern part of the Inyo National Forest. The campus is comprised of a single building constructed in 2003. The facility is comprised of a library with adjacent assembly space, faculty and staff offices, instructional spaces including both classrooms and class labs, and a fitness room. A large central lobby is used for events and student study and collaboration space.

Through on-campus engagement\*, campus users stated:

- The remote location of the campus offer challenges. There is also a lack of public transportation options to and from the campus.
- There is a need for additional landscape and outdoor gathering areas that are shaded and protected from wind. New landscape was recently planted, and will begin to define outdoor space, and enhance the exterior environment.
- The layout and orientation of the Community Room has odd sight-lines that obscure the views from the audience to the stage. This space is located directly adjacent to the library, with no physical way to fully separate the two spaces (physically or acoustically).
- Several spaces at the campus are being used in a different capacity than originally intended. For example, the child development center at Bishop was retrofitted into the art classroom.
- There are some amenities that are missing from the campus including community spaces such as a cafe/kitchen area.
- The campus is currently experiencing potable water issues due to low volume usage. Currently, the campus purchases bottled water for campus users.



The Bishop campus is comprised of a single building (32,037 GSF) constructed in 2003.



The campus site is beautiful and scenic - offering panoramic views of the mountains of the southern part of the Inyo National Forest.



A large central lobby is used for events and student study and collaboration space.



The layout and orientation of the multiuse room has odd sightlines that obscure the views from the audience to the stage



The art classroom was originally built as a child development center







## Eastern Sierra College Center: Mammoth Lakes



**Campus Enrollment:** 458 Headcount; 102 FTE  
**Number of Buildings:** 1  
**Total Gross SF:** 20,128  
**Total Assignable SF:** 11,119  
**Employees:** 5 Staff FTE; 5 Faculty FTE  
**Parking Spaces:** 212

The community of Mammoth Lakes consists of four square miles located within the Inyo National Forest in the southwestern region of Mono County. The local economy is focused primarily on tourism. The lodging industry generates two-thirds of the Town of Mammoth Lakes gross revenue from over 4,500 rental units that include condominiums, hotels, motels, lodges, Bed & Breakfast, and cabins. These activities support year-round recreational facilities that also include one of the largest ski areas in the country.

The location of the campus is close to much of the dining and retail options within the town of Mammoth Lakes. The campus site is beautiful and scenic - offering panoramic views of the mountains of the northern part of the Inyo National Forest. The landscape and climate at Mammoth Lakes is vastly different from the other campus locations. At an elevation of 7,880 feet, the climate in which the campus resides is much colder - snow is commonplace and alpenes cover the landscape.

The campus is comprised of a single building constructed in 2003. The facility includes classrooms and class labs, and faculty and staff offices. Housing for students is available adjacent to the Mammoth Lakes campus. The apartments are managed by the Mammoth Lakes Foundation and support both Cerro Coso students, and healthcare professionals.

Through on-campus engagement\*, campus users stated:

- There is a lack of student study and collaboration space within the building. Currently there are tables set up in the lobby for students to use, however the lobby is used for community events as well.
- There is a need for outdoor gathering areas that are shaded and protected from wind.
- Much of the classroom furniture is rigid and immovable. Faculty members mentioned that they would like to teach in more flexible ways, but the furniture does not support that.



The Mammoth Lakes campus is comprised of a single building (20,182 GSF) constructed in 2003.



The landscape and climate at Mammoth Lakes is vastly different from the other campus locations.



Student Apartments are managed by the Mammoth Lakes Foundation



Currently the lobby is used by students and community events



Much of the classroom furniture at Mammoth Lakes is rigid and immovable



## East Kern: Tehachapi



**Campus Enrollment:** 187 Headcount; 66 FTE  
**Number of Buildings:** 1  
**Total Gross SF:** n/a (leased facility)  
**Total Assignable SF:** 7,090  
**Employees:** 4 Staff FTE; 5 Faculty FTE  
**Parking Spaces:** n/a (leased facility)

The City of Tehachapi is located at an elevation of 3,970 in the Tehachapi Mountains between the San Joaquin Valley and the Mojave Desert and 35-miles southeast from Bakersfield. It is 10 square miles with a population of over 14,000 people. The largest employer in the area is the California Correctional Institution, a maximum-security prison also known as Tehachapi State Prison. The area has a long history with farming, ranching, and agriculture. The Tehachapi Mountain Range is home to one of the world's largest producers of wind-generated electricity. Several energy companies have projects located in the region. Tehachapi is among the fastest growing retail market in the state.

The location of the campus is on the eastern edge of the City of Tehachapi within the Tehachapi Educational Center, the former Tehachapi High School. The College leases the space, and thus not responsible for any physical improvements within or around the facility. The College is located in approximately 7,090 assignable sf. The facility is comprised of a library, instructional spaces including both classrooms and class labs, and faculty and staff offices. Until recently, the building was shared with an Adult Education program. which has relocated out of the facility. Cerro Coso has taken the opportunity to expand into this newly opened space within the building to increase office space, and instructional space. This campus also provides administrative support for the classes offered at the Tehachapi State Prison and California City Correctional Facility.

Through on-campus engagement\*, campus users stated:

- The existing interior courtyard is an asset and a great place to hold classes.
- Wayfinding is difficult at the site. There is a lack of Cerro Coso Community College signage on Tehachapi Boulevard. The signage solely indicates Tehachapi Education Center. The main entrance to the College is located off S. Snyder Avenue, which is a side street off of the main route Tehachapi Boulevard. To further exasperate the wayfinding challenges, parking areas are remote from the entrance, and there is a lack of pedestrian directional signage.
- There is a lack of student space (private or collaborative) within the building.
- Parking areas are remote to the building entrance.



The College leases the space within the Tehachapi Educational Center, the former Tehachapi High School



Tehachapi is among the fastest growing retail market in the state

## East Kern: Edwards Air Force Base



Edwards Air Force Base plays a significant role in the region with respect to military aviation and the U.S. Air Force and is one of the major economic employers for the region. The base directly and indirectly provides a high level of jobs and opportunities for the region.

Cerro Coso Community College runs their program out of two small office spaces within the Education Center located on the base. Through the Education Center, Cerro Coso Community College, Embry Riddle Aeronautical University, and Webster University offer classes in a traditional environment, as well as online.

Through on-campus engagement\*, campus users stated:

- Wayfinding is difficult at the site. There are no signs directing visitors to the College site.
- Because the campus is located on an active Air Force Base, there are extensive security measures to gain access to the site. It can be difficult for community members to gain access to the base.



The EAFB campus is located directly on the base



## Kern River Valley



**Campus Enrollment:** 387 Headcount; 129 FTE  
**Number of Buildings:** 1  
**Total Gross SF:** n/a (leased facility)  
**Total Assignable SF:** 10,705  
**Employees:** 7 Staff FTE; 2 Faculty FTE  
**Parking Spaces:** n/a (leased facility)

Lake Isabella is one of Southern California's Largest Reservoirs. Lake Isabella is 35-miles northeast of Bakersfield and sits at an elevation of 2,500 feet. Tourism plays a major role in the community's economy, robust with activities such as camping, picnicking, windsurfing, boating, skiing, and fishing. In June of 2016, the Lake Isabella community experienced a catastrophic fire which has led to the drastic decline in population.

The location of the campus is within the City of Lake Isabella in the Kern Valley Plaza retail strip. The College leases the space, and thus not responsible for any physical improvements within or around the facility. The College is located on the second floor, and is approximately 10,705 assignable sf. The facility is comprised of a library, instructional spaces including both classroom and class labs, faculty and staff offices.

The Campus is also actively involved in the community. Room G is used for a variety of community education classes and community events. Even with the declining population and the declining enrollment, the College is committed to remaining in this area to serve a population that would have no other access to higher education. The College is committed to providing the community with educational opportunities, workforce development, and transfer programs and is dedicated to improving the services for the under-prepared student and increase their success rate.

Through on-campus engagement\*, campus users stated:

- Wayfinding is difficult at the site. The entrance to the Cerro Coso space is on the backside of the building, making it difficult to locate from the main parking lot. With the location on second floor, it is not intuitive on how to navigate to the space. There is a lack of directional signage to the building entrance.
- There is not enough parking stalls on the backside of the building for Cerro Coso. Campus users must park on the front side of the building and walk around to the back side.



The campus is located in the Kern Valley Plaza on the second floor of the retail strip



Lake Isabella is one of Southern California's Largest Reservoirs





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# 03

## SPACE NEEDS ANALYSIS

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Introduction

Instructional Space Utilization

Teaching and Learning at Cerro Coso

- Student Focused Spaces
- Career and Technical Education
- Letters and Sciences
- CC Online/Distance Learning
- Correctional Facilities

Analysis by Category and Campus:

- Indian Wells Valley/Ridgecrest
- ESCC: Bishop
- ESCC: Mammoth Lakes
- East Kern: Tehachapi
- Kern River Valley



Introduction

The following section details the comprehensive space analysis performed as part of the Cerro Coso Facilities Master Plan. The space analysis includes an examination of the distribution of existing space on Cerro Coso’s campuses, utilization of instructional spaces, and the quantity of space needs. The study for the Facilities Master Plan classified each space type on each campus into a set of categories, informed by CEFPI (Council for Educational Facilities Planners International) guidelines, and the master planning team’s experience. Each space category was analyzed using current, classification-specific metrics informed by CEFPI standards, peer institutions, and national trends in higher education as defined by organizations such as SCUP (Society for College and University Planning), NIRSA (National Intramural and Recreational Sports Association), APPA (Leadership in Educational Facilities), and others. These metrics then help to determine whether a surplus or deficit of space exists. Space categories are typically considered in relative balance when an identified need or surplus is within +/- 10% of the total existing assignable square feet (asf).

To complete a space needs analysis, two space needs scenarios were prepared. The first is a baseline scenario for the size and scope of the institution in Fall 2018. The second scenario established the space required to meet the growth targets for 2030 as identified in the 2017 Educational Master Plan.

Quantitatively, the space needs analysis shows that Cerro Coso has a deficit of space for Fall 2018 on its Ridgecrest Campus, which grows significantly in scale for the College to meet its 2030 growth target. Mammoth Lakes and Tehachapi also show deficits for Fall 2018 which increase moving towards 2030. Kern River Valley (KRV) is in relative balance in Fall 2018 with a need for additional space to meet 2030 growth targets. Bishop is the only campus/site that shows a surplus of space, both in Fall 2018 and for the 2030 growth targets.

Instructional Space Utilization

Definitions

Instructional Space Utilization refers to the use of classrooms and class laboratories for academic coursework. Several key metrics impact instructional space utilization, including:

- Weekly Room Hours/Room Utilization – the number of hours per week that an instructional space is in use for academic coursework on average. Room Utilization represents this is a percentage.
- Seat Utilization – the percentage of seats occupied when an instructional space is in use.
- Weekly Seat Hours – the average number of hours per week that a seat is in use in a given instructional space. This metric combines Weekly Room Hours and Seat Utilization.
- Weekly Student Contact Hours – the number of class contact hours a class is scheduled to meet per week multiplied by the number of students in the class.
- asf per Station – the amount of assignable square footage per student seat on average in the room.

Classrooms

The Classroom Utilization Analysis looked at the following key metrics, with the expectations for each set as follows:

- Weekly Room Hours – 35 (Ridgecrest) and 30 (all other sites), or a Room Utilization rate of 87.5% and 75% respectively for a 40 hour week
- Seat Utilization – 75%
- asf per Station – 25-30 asf
- Weekly Seat Hours – 26.25 (Ridgecrest) and 24 (all other sites)

The metrics listed above are based upon national standards and those used at similar institutions in previous studies. These metrics are combined to project the amount of classroom space needed for each campus/site, drawing on data provided by the institution as well as data presented in the Educational Master Plan. These data show that only Ridgecrest is meeting or exceeding these metrics in terms of classroom use, as such there is an identified need on that campus for additional classroom space in Fall 2018. All other campuses and sites are not meeting these metrics, as they show surpluses of classroom space in each case.

Class Laboratories

As with classrooms, the Class Laboratory Utilization Analysis examined four key metrics, with the expectations for each set as follows:

- Weekly Room Hours – 20, or a Room Utilization rate of 50% for a 40 hour week.
- Seat Utilization – 80%
- asf per Station – 80 asf
- Weekly Seat Hours – 16

The use expectations for Class Laboratories are different from Classrooms in several ways. First, the expectation for weekly room hours is significantly lower, which allows for student access outside of scheduled course hours. The unscheduled periods enable students to access specialized lab equipment to complete assigned project work. Also, instructional labs often require additional prep and tear-down time as compared to typical classrooms. To balance this lower weekly use, and to acknowledge the considerable cost of building and maintaining this space, the seat utilization expectation is higher. Finally, asf per Station is higher to account for equipment in the room, expanded workspaces per student, and additional support space. It is essential to bear in mind that these lab metrics are intended to serve as averages—especially in the case of asf per Station: A computer lab for the Business Administration program may require +35 asf per student station vs. a Welding lab that would need +120 asf per student station.

For Fall 2018, the metrics above when applied show a need for additional class laboratory space at two of Cerro Coso’s sites – Tehachapi and Mammoth Lakes. Ridgecrest is in relative balance, while KRV and Bishop show surpluses of class laboratory space in the current year.

# INSTRUCTIONAL SPACE METRICS



## Classrooms

**Weekly Room Hours:** 35 hours (IWV/ Ridgecrest) and 30 hours (all other sites), or a Room Utilization rate of 87.5% (IWV/ Ridgecrest) and 75% (all other sites) for a 40 hour week.

**Seat Utilization:** 75%

**asf per Station:** 25 - 30 asf

**Weekly Seat Hours:** 26.25 hours (IWV/ Ridgecrest) and 24 hours (all other sites)



## Class Labs

**Weekly Room Hours:** 20 hours, or a Room Utilization rate of 50% for a 40 hour week.

**Seat Utilization:** 80%

**asf per Station:** 80 asf

**Weekly Seat Hours:** 16 hours



Teaching and Learning at Cerro Coso Community College

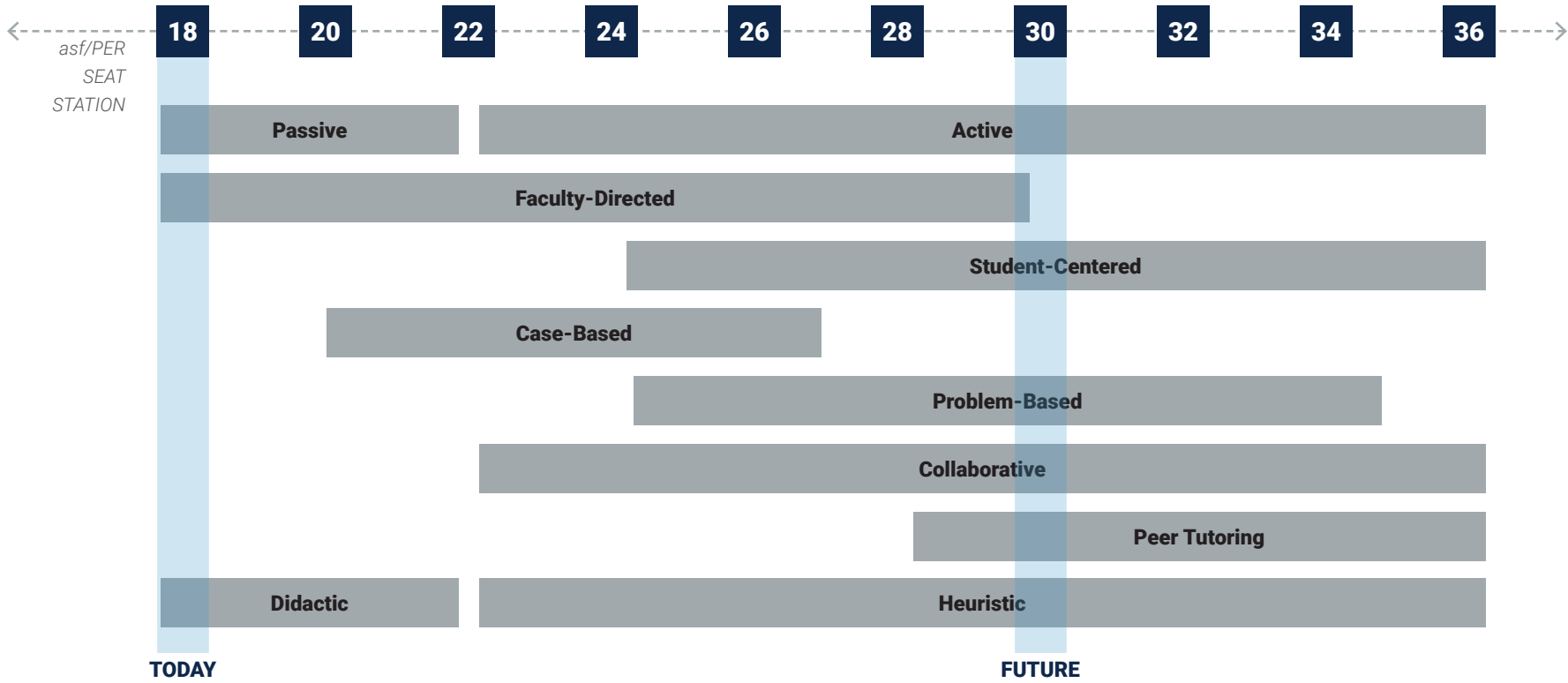
Instructional Modalities and Metrics

As part of the stakeholder engagement process and to inform the space needs analysis, faculty, students, and academic leadership commented on the existing conditions and future opportunities for teaching and learning at Cerro Coso. Consistent themes occurred from each group and across all campuses which can be summarized as:

- **Active Learning:** Many existing classrooms are too small or not the correct shape to support active learning. There is a need for additional large instructional spaces with flexible furniture that will support active learning and accommodate changes in curriculum as they occur over time.
- **Multi-use Space:** Most academic programs need spaces that can be used as lecture space/group-learning and with adjacent breakout spaces. This space type supports both Letters and Sciences and Career and Technical Education programs.
- **Collaboration Space:** All campuses need additional space for students to study, socialize, and collaborate on-campus with available food options.
- **Technology:** Technology is important to teaching and learning, and must be updated often to allow students access to the latest technology and equipment they will experience in their field.
- **Outdoor Learning:** Faculty stated that they would teach outside more if the conditions were better. Additional spaces that are protected from wind and sun could be utilized in fair weather months.

These themes inform the space needs analysis revealing a need for additional space within classrooms. A key factor when reviewing the needs for classrooms at Cerro Coso is to take into consideration that the existing average asf per Station is currently 18 asf. As shown in the diagram, at this factor, the teaching and learning is passive and lecture-based. As the College desires more active, student-centered, collaborative teaching and learning, the asf per Station will have to grow within existing and new classrooms. By increasing the average asf per seat to 25-30 asf, these modern pedagogies will be easier to implement.

Planning for Active Learning: Instructional Modalities and Metrics



Most of the classrooms are arranged for faculty directed, lecture based teaching and learning



The amphitheater if covered or protected could be a potential outdoor learning space

***Student Focused Spaces***

A frequent comment from stakeholders was regarding the ‘missing spaces’ for students on campus to spend time in between classes and in the evening. There is a need at each of the campuses for students to study, socialize, and collaborate on-campus. In addition, stakeholders commented on the lack of food options on the campus, especially in the evenings. The space analysis confirms this, with student space in either in deficit or in balance in three of the five sites in Fall 2018, and in deficit in four of the five sites in 2030.

This is a specifically important piece for student athletes on the Ridgecrest/IWV campus. Student-athletes are obligated to take a full course load to be eligible to play in their respective sports. Student athletes, coaches, and athletics administration suggested that additional support spaces adjacent to or within the athletic precinct would enhance the focus on academic progress and encourage student athletes to remain engaged and on campus in between classes and practices. This will also provide student support spaces on the west side of campus for all students.

The Learning Resource Center and Learning Assistance Center were indicated as a campus asset. With new funding models in place from the State for student completion, it is anticipated that additional resources will have to be geared toward student support services and learning support services.

***Career and Technical Education (CTE)***

Career and Technical Education (CTE) programs at Cerro Coso Community College programs are currently experiencing a moment of transition. The College is working to understand how they can support the workforce of the future. Part of the College’s requirements to create or maintain a CTE program is to prove to Chancellor’s office that there is a pathway to employment into the service area.

Industries such as allied health, information technology, cyber security, are growing within the College’s service area and are likely to hold the labor market for the next decade. Opportunities for new programs such as manufacturing, logistics, agriculture, xeriscaping, and construction are also being explored. At the same time, there are some programs that are seeing a declining workforce need because there is a lack of jobs within the service area or the field for two-year graduates. The school is positioning itself to be ready for these future shifts and to provide the community with the trained workforce it needs for the future.

Most students who are enrolled in CTE programs are part-time and work full-time jobs. Many are attending classes (in-person and online) to gain additional skills for their current job or preparing to switch careers. Many students will take a combination of in-person and online classes over the course of their program, based on schedule availability and program location.

Currently Bishop, Mammoth Lakes and KRV do not offer the full range of CTE programs based on community needs.

***Letters and Sciences***

Compared to the dynamic nature of CTE, Letters and Sciences program enrollment is likely to remain stable over time. Because many of the programs are designed as transfer programs, enrollment in the core classes (math, english, and social sciences) has remained stable over time. Apart from PE/Kinesiology, there are no programs that are declining in enrollment. Kinesiology is unique because it is no longer required to transfer to a CSU school, and there are limits on repeatability of the classes.

Beginning in the Fall, a State mandate will force the College to place first time students directly into transfer level english or math, which will significantly restrict the amount of remedial education the College can offer. Because of this, there will be a need for more educational support services. This includes tutoring space both inside and outside of the classroom, providing both formal and informal collaborative spaces, within and around the LAC.

***CC Online / Distance Learning***

To respond to the needs of individuals who cannot attend classes at one of the College’s physical locations, the College established CC Online. Students now have the opportunity to take courses from a distance. Through the Internet and Canvas, students can interact with faculty in a virtual classroom setting, allowing for flexibility and convenience in the student’s schedule. CC Online offers 18 accredited online associate degrees, 17 online certificates, and more than 160 courses per year. For online education, there are no hybrid classes. Many students chose to take online classes because of the availability of scheduling or geographical distance. Over 80% of students attend school part-time and work in addition to attending courses. Limited availability aligned with a limited course schedule forces many students to choose online education. Because of the rural locations of many of the campuses, geographical distance

is another factor in choosing online education. The program location may be many miles away from their home. Also, students with limited transportation options are not able to travel to the campuses easily by public transit, and thus choose to take online classes.

***Correctional Facilities***

The College currently serves incarcerated students in two correctional facilities within its service area: California City Correctional Facility (CAC) and the California Correctional Institution (CCI) in Tehachapi.

Currently, the demand for educational services provided by Cerro Coso to incarcerated students exceeds the ability of the college to provide them. This remains an area of planned future enrollment growth for the college that will depend on the systematic and intentional building of capacity in faculty resources, student services, and learning support services.

*While the CC Online and Incarcerated student populations do not use the facilities on the campuses, there are space implications for the enrollment growth. An allotment of 4 asf per online/incarcerated student was added to account for faculty and staff positions that exist on the campuses to support the remote student population.*



Analysis by Category and Campus

Indian Wells Valley / Ridgecrest

Open Laboratories

Open laboratory space accounts for academic laboratory support spaces not scheduled for coursework. Examples of open laboratories include music practice rooms, maker spaces, and open-access computer labs. Regarding quantitative need, open laboratories are in relative balance for Fall 2018. This becomes a need for additional space in the growth scenario, although this need is relatively modest. As pedagogies continue to move towards hands-on and activity-based models, open laboratory space will continue to be a critical support space for students.

Offices

The fourth largest space category on the Ridgecrest campus is office space, which is not an uncommon finding, as most institutions of a similar size and scope have 15-25% of their total area in offices – Ridgecrest currently sits at 14%. Space needs analysis approaches offices by evaluating the office, conference, and service needs for each employee based on their job function and title. Each employee is then assigned a square footage allotment, and these are summed to provide a full picture of the office need for the campus. Assignable square feet allotments range from 60 asf per student employee to 240 asf for the president (200 asf for an office, 20 asf for service space, and 20 asf for conference space). An allotment of 4 asf per online student was added to account for faculty and staff positions that exist on the Ridgecrest campus to support the online student population. The outcomes of the space need analysis for offices shows a deficit of space in the baseline year, which roughly doubles in the future growth scenario.

Library and Study

For the baseline scenario, the analysis indicates a surplus of library and study space. This surplus is balanced by the projected growth in the 2030 scenario. Due to the multi-functional purpose of the Library, especially during the stretch of time that the Main Building has been out of commission due to renovation, users likely do not perceive a surplus of space here. That experience may change as the Main Building reopens, shifting some of the student-focused space uses out of the Library. This could potentially open up opportunities to think about strategic use of the Library space moving forward.

Athletics and Recreation

The assessment of athletics and recreation differs for each as athletics space is directly supporting intercollegiate, competitive sports, while recreation space, often of similar types, is a support function for general student use. Quantitatively, this type of space shows a deficit at the baseline year, which grows significantly in the future growth scenario. The gap is primarily in recreation space, but there is a need for additional Athletic support space, such as locker rooms and restrooms, adjacent to the athletic fields. Growth in the 2030 scenario is primarily in recreation space related to the enrollment growth, but the need in Intercollegiate Athletics could grow as well as new sports are considered.

Other Special Use

This category includes several specialized uses, such as media production spaces, demonstration space, and additional all-purpose space. This type of space shows a modest surplus for the baseline year. This surplus becomes a need for space in the future growth scenario. The deficit is due to the growth in students and the resulting demand for more space to support expanded programs.

Exhibit and Assembly

Space for exhibition and assembly is in relative balance in both the baseline year and the future growth scenario. The exhibit and assembly space guidelines set a baseline amount of exhibit and assembly space needed for this type of space to support the programs that draw on this space. Due to Cerro Coso’s relatively small student population, the baseline amount of square footage does not change in the future growth scenario.

Student Space

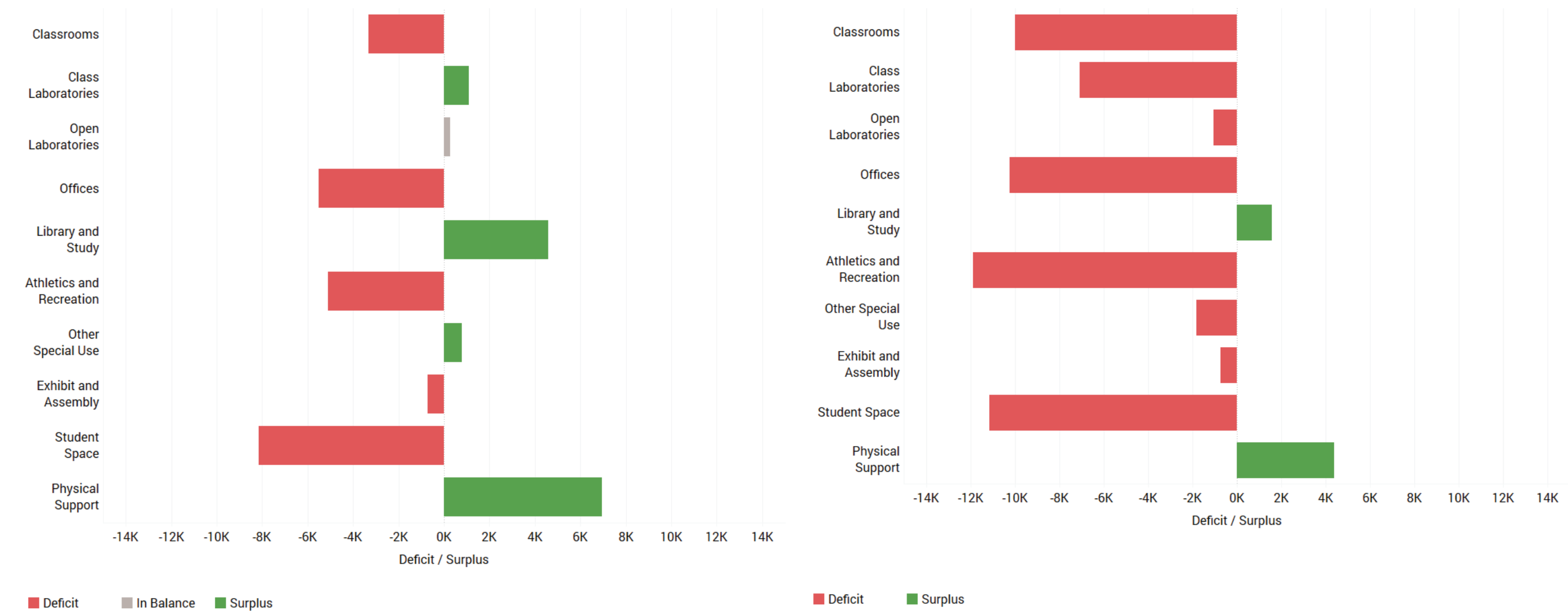
This category accounts for space primarily used by students for socializing, dining, and holding meetings, and events. This space type shows the largest amount of space need at the baseline year of any category – which grows by roughly 3,000 asf in the future growth scenario. Student support is a space type where economy of scale is applied – smaller student populations require more space per student, but as enrollment grows that per student metric is gradually reduced.

Physical Support

Physical Support space includes the centralized areas that service the University’s grounds and facilities, which provides for shop spaces, equipment storage space, and central services such as mailrooms. Physical support space shows a surplus of space both in the baseline year and the future growth scenario. This surplus could be due to a combination of factors – some spaces may be coded as physical support when in fact they support more specific departmental functions. In addition, specialized spaces such as the solar field and its support space are unique and difficult to capture in a metric. This infrastructure should be helpful in providing the groundwork for growth as the College aims to meet its 2030 targets.

Space Needs Analysis - Fall 2018

Space Needs Analysis - 2030 Growth Scenario





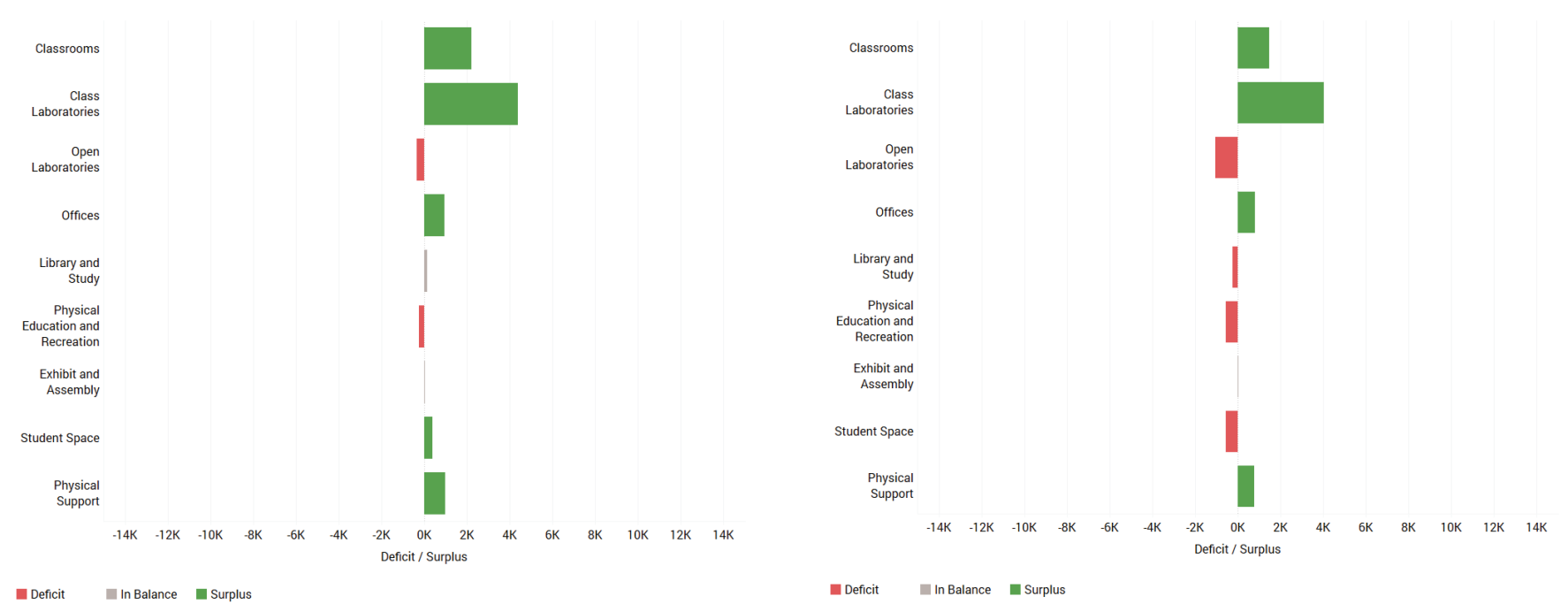
Eastern Sierra College Center: Bishop

Space Needs Analysis - Fall 2018

Space Needs Analysis - 2030 Growth Scenario

The Bishop campus shows a surplus of space overall, both in the baseline year and in the 2030 growth scenario. This surplus of space is driven almost entirely by instructional space – both classrooms and class laboratories – as mentioned in the Instructional Space Utilization section. Smaller scale surpluses exist in both office space and physical support space, and in both cases these surpluses are reduced but not balanced entirely in the 2030 growth scenario.

The largest area of need for Bishop is in open laboratories, which is a space type that does not currently exist at this site. Some of the excess class laboratory space may be currently used to supplement the need here, which could explain some of the surplus in that category. Physical Education and Recreation as well as Student Space show small needs in the baseline year that grow modestly looking forward to the growth scenario. Exhibit and Assembly space is in relative balance in both scenarios.



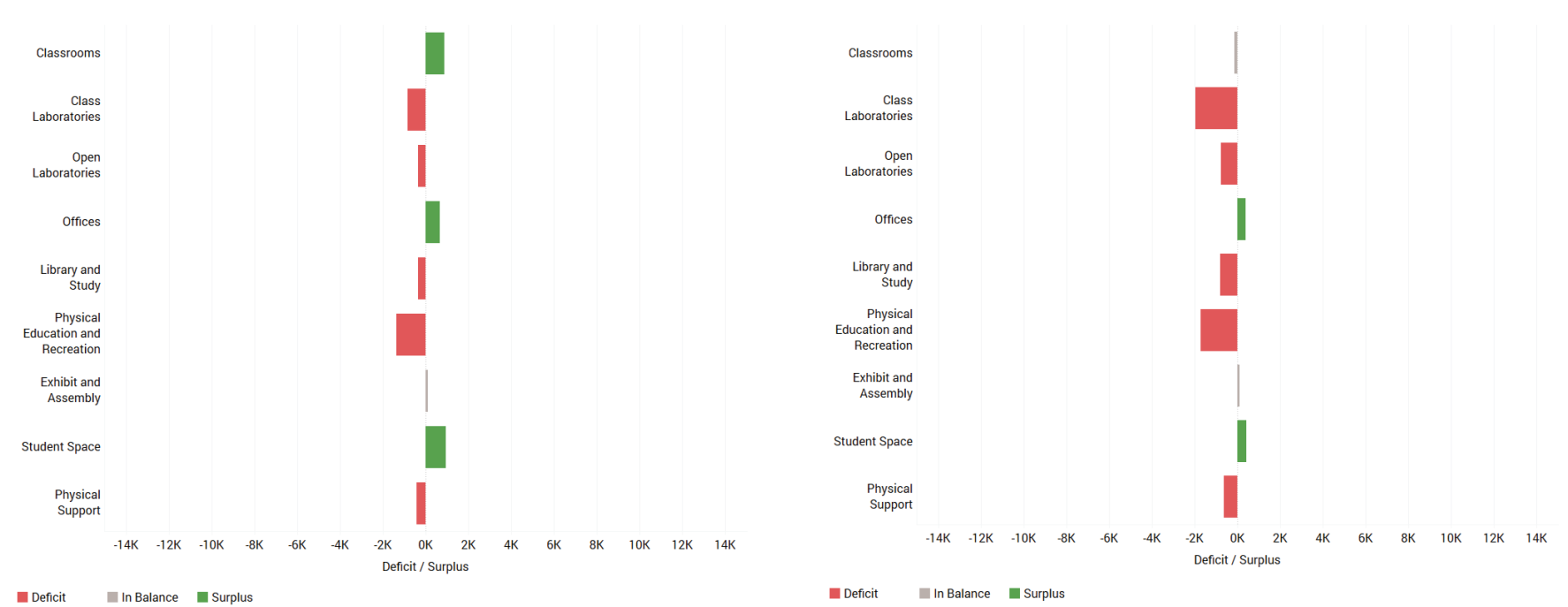
Eastern Sierra College Center: Mammoth Lakes

Space Needs Analysis - Fall 2018

Space Needs Analysis - 2030 Growth Scenario

Overall, the space at the Mammoth Lakes site is in relative balance at the baseline year, showing a relatively small deficit which is within 10% of the total amount of space. As we move towards to 2030 growth scenario, that deficit grows significantly. In the baseline year, by order of magnitude, needs exist in Physical Education and Recreation, Class Laboratories, Open Laboratories, Physical Support, and Library and Study Space. These needs are being balanced overall by surpluses in Classrooms, Offices, and Student Space. Exhibit and Assembly Space is in relative balance.

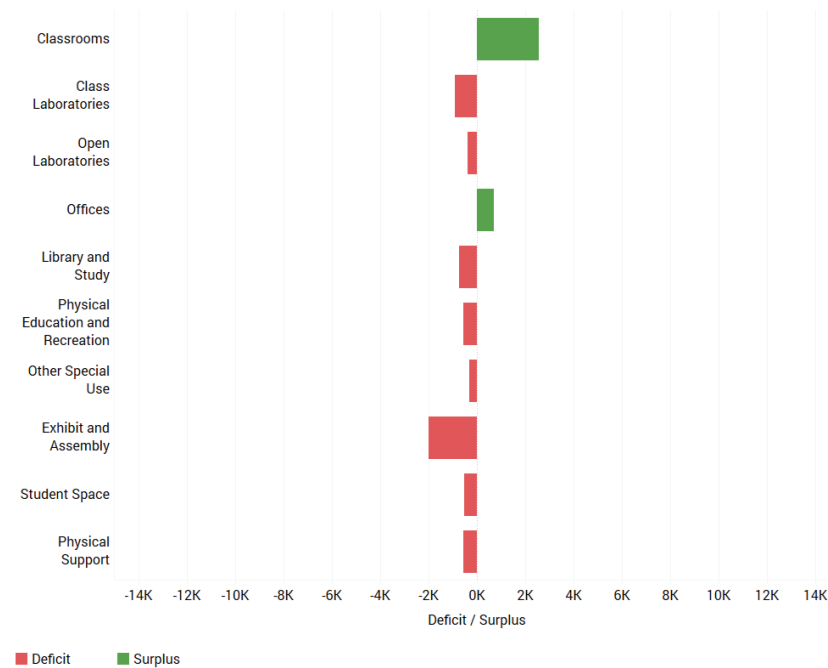
In the future growth scenario, only surpluses in Offices and Student Space remain, and in both cases these surpluses have been reduced. Classrooms are now in balance, along with Exhibit and Assembly Space which remained in balance. Needs exist in all other categories, and in all cases the quantity of need grew. Needs in Class Laboratories are now the largest, followed closely by Physical Education and Recreation. These deficits reflect directly on the impact of projected enrollment growth.



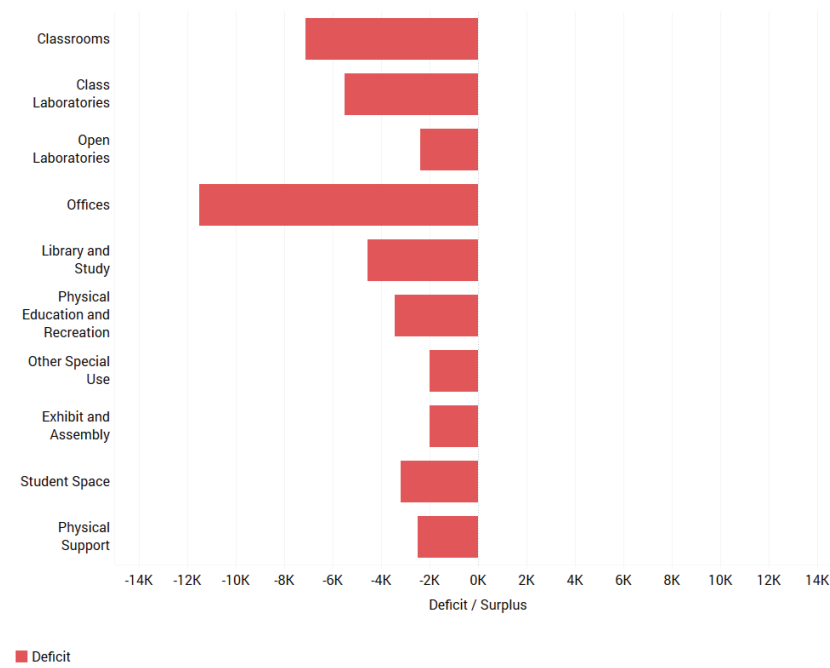
## East Kern: Tehachapi

Due to the nature of the Tehachapi campus, nearly all space types show a deficit of space in the baseline year. Tehachapi currently leases space in a facility, and as a result the only space types they currently have access to are Classrooms and Offices. These two space types show a significant surplus of space. However, they supplement significant needs across the board for other space types. This is simply due to the nature of the situation for this campus. In the 2030 growth scenario, all space types show a need for space because the intent is to no longer lease space for this site, but rather to own a space that could provide the various types of space needed for a functional Cerro Coso site in Tehachapi.

## Space Needs Analysis - Fall 2018



## Space Needs Analysis - 2030 Growth Scenario

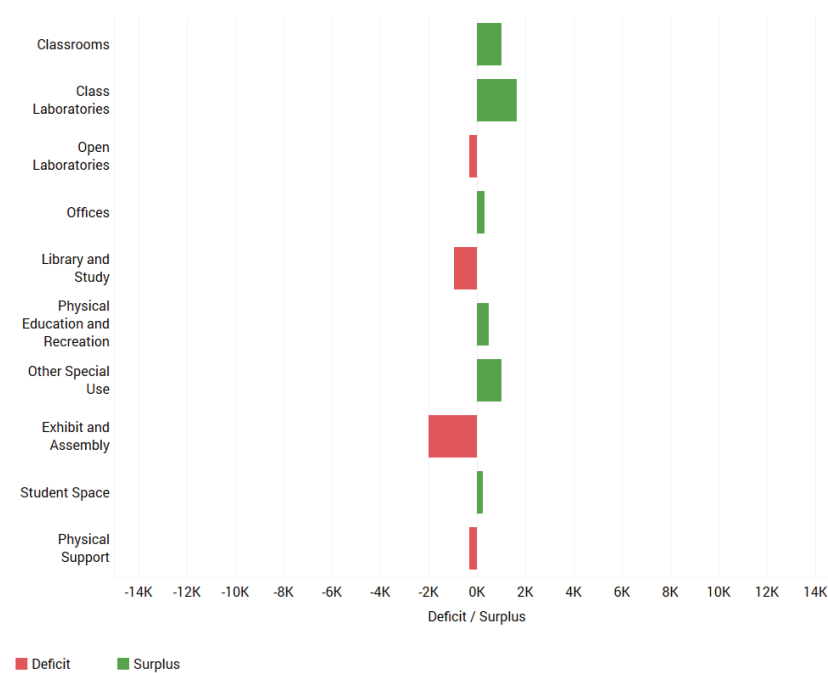


## Kern River Valley

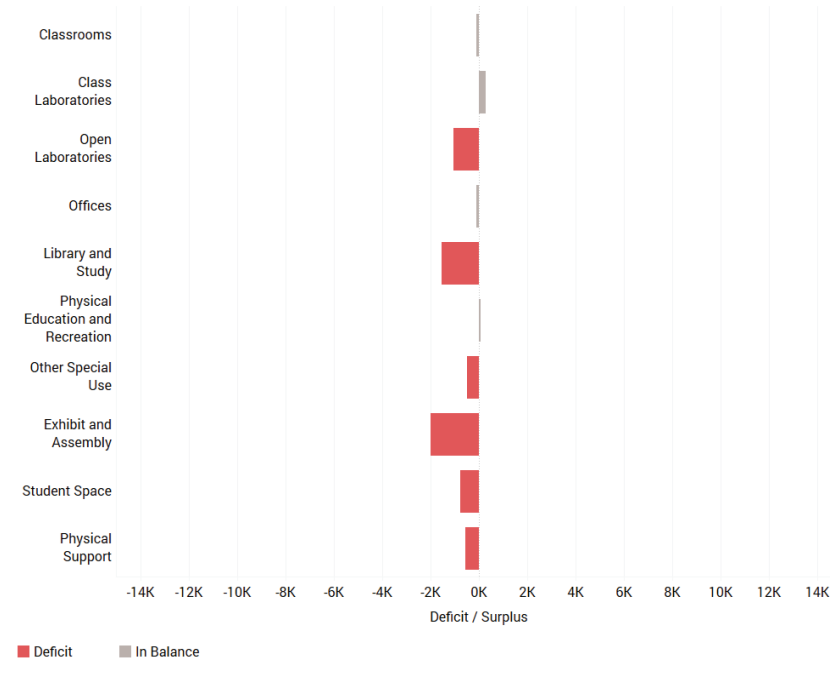
The Kern River Valley campus is in relative balance overall at the baseline year. Surpluses in instructional space (both Classrooms and Class Laboratories) and Other Special Use space are being balanced by needs in Exhibit and Assembly, Library and Study, and Open Laboratories respectively. Smaller scale needs exist in Physical Support and Student Space, while small surpluses appear in both Offices and Physical Education and Recreation space.

The projected growth at Kern River Valley as we look towards 2030 pushes that balance of space to a deficit of space. The deficit in Exhibit and Assembly space remains the largest of all needs, as this space does not currently exist at this site. Needs grew in Library and Study, Open Laboratories, Student Space, and Physical Support space. Similar to Bishop, there is also no existing space in Open Laboratories, however surpluses in both scenarios for Class Laboratory space may be supplementing this need. While the surplus of Other Special Use space remains, all remaining space categories show a relative balance of space in the 2030 scenario.

## Space Needs Analysis - Fall 2018



## Space Needs Analysis - 2030 Growth Scenario





## Conclusion

Overall, the Space Analysis shows that the Ridgecrest campus has a modest need for space at Fall 2018, which is just below the +/- 10% threshold considered in balance (the total identified need is roughly 7% of the total existing space on campus). Several space categories show significant needs in Fall 2018, including Student Space, Offices, Athletics and Recreation, and Classrooms in order of magnitude. In the future growth scenario, this overall amount of need grows considerably. Nearly every category shows a deficit of space – the only exceptions being Physical Support and Library & Study space. With the exception of Bishop, the other sites follow the same trend. Mammoth and Tehachapi show needs both in the current year and in 2030, while Kern River Valley is in relative balance for 2018 but shows a need for additional space in the future growth scenario.

The findings of the Space Needs Analysis reveal several challenges, as well as some potential opportunities and solutions. Each campus and site faces unique constraints, but they also share some common themes. For each of the five campuses/sites at issue here, the growth targets for 2030 will come with space challenges. While Bishop theoretically has the quantity of space it needs, it is not distributed properly with a large surplus of class laboratories balancing needs in several other categories. Space for Recreation, Physical Education, and Athletics is lacking for most of Cerro Coso's sites. This is especially true for Ridgecrest – but also applies to Mammoth Lakes and Tehachapi. A lack of student-focused spaces on the Ridgecrest campus is a major concern, and needs in this area also exist at Tehachapi, Bishop, and Kern River Valley. As the College rises to meet the needs of its growing and changing student body, these identified gap areas will help to define the road map towards positive change for every campus and site that make up Cerro Coso.



*Indian Wells Valley/Ridgecrest Campus*



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# 04 FACILITIES MASTER PLAN

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Facilities Master Plan Projects:

- Indian Wells Valley/Ridgecrest
- ESCC: Bishop
- ESCC: Mammoth Lakes
- Kern River Valley
- East Kern: Tehachapi







*Note: The order of projects within this section of the report is not based on priority. The letters align to the project location on the proposed site plans. For more information on priority, see Chapter 05.*

Instructional Facilities

- A

***Infill First Floor of East Wing Building***

As originally intended, the first floor shell space of the East Wing building will be converted to academic space as enrollment increases. This facility will have a transparent ground floor plane to maintain views into the building, and out onto the newly created Academic Quad. Classrooms and class labs will be large, flexible spaces that support active and technology-rich teaching and learning.
- B

***Academic Building***

A new two-story academic facility will be built to hold instructional, lab, and student-focused space, such as student lounges, collaboration areas, and centralized space for student organizations. Classrooms and class labs will be large, flexible spaces that support active and technology-rich teaching and learning. In the longer-term, this building will be attached to the new performing arts center, but can be built in tangent or independently. The grade change in this area will allow the academic bar building to sit above the performing arts center, protecting the views to the north for both facilities. The building fronts a new main east-west pedestrian spine and a large plaza space.
- C

***Future Academic Building***

Enclosing the east end of the Academic Quad and anchoring the academic precinct, a new two-story academic facility will be built to hold instructional and lab space. Classrooms and class labs will be large, flexible spaces that support active and technology-rich teaching and learning.

Community and Student Life

- D

***Performing Arts Center***

A new performing arts center will be a resource for both the campus and the community. The center will hold a 500-seat community theater/event space, as well as music, theater, and art education spaces. Large community and campus event can be held in the space such as graduations, public meetings, and performances. The center will be built to connect to the new academic bar building, and can be built in tangent with that building, or independently. The grade change in this area will allow the preforming arts center to sit below the academic building, protecting the views to the north for both facilities. The building fronts a large drop-off and pedestrian plaza and a new surface parking lot.
- E

***Student Apartments***

There is a potential for a private-public-partnership to provide future student apartments for students and student-athletes. This new amenity will help with recruiting and retaining student-athletes. Similar to the facility that is present on the Mammoth Lakes campus, the housing is envisioned as apartment-style suites with single bedrooms and a shared bathroom, kitchen, and living space. The facility will also include shared amenities within the building such as a large common area and lounge, game room, and an outdoor space on the north side of the building that will have seating areas and a barbecue. The grade change in this area will allow the student apartments to sit below the Learning Resource Center, protecting the views to the north for both facilities.

Physical Education, Recreation, and Athletics

- F

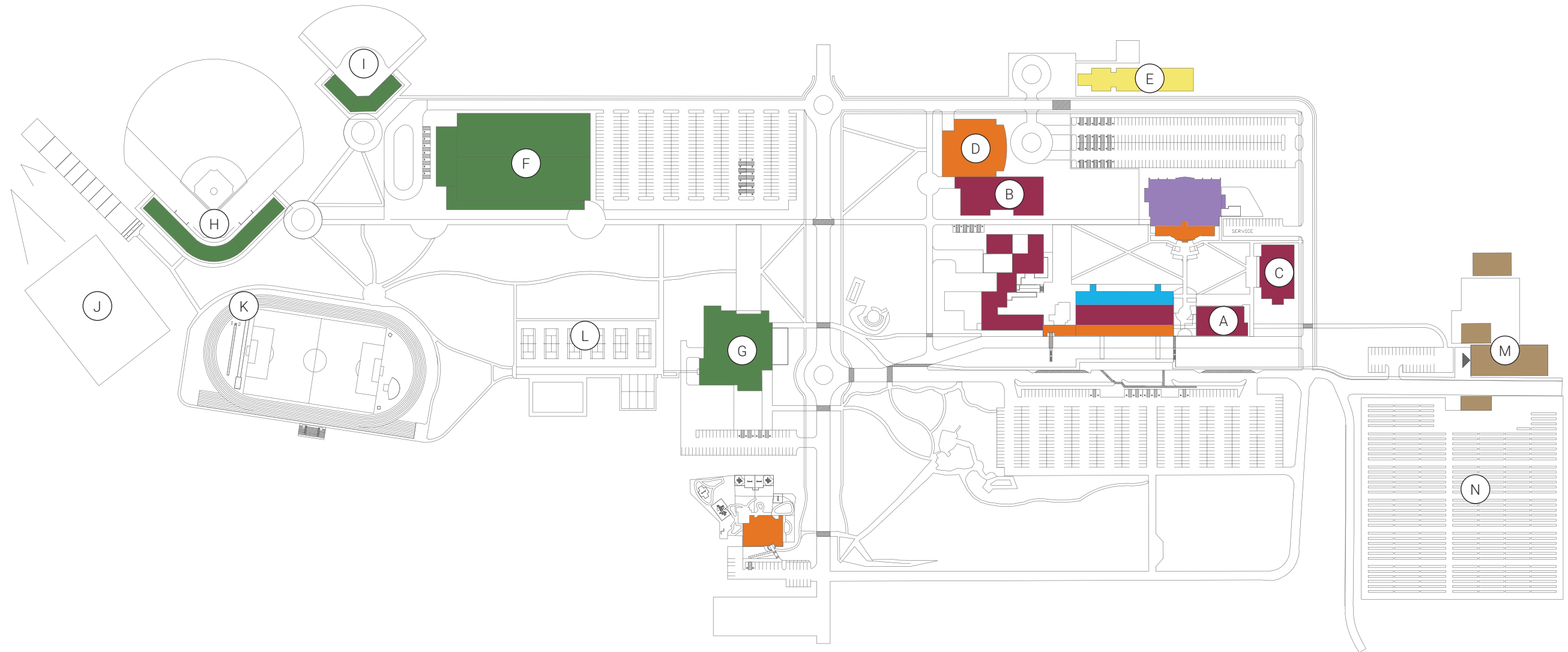
***Fieldhouse***

A new 100,000 square foot fieldhouse will house much needed support space for athletics, recreation, and physical education. The large structure will house indoor practice fields for campus and community use. The building will also hold additional support spaces for athletes, such as training rooms, locker rooms, therapy rooms. Because of its proximity to the field sports (baseball, softball, and soccer), the fieldhouse will also house amenity and support spaces for athletics spectators such as concessions and indoor restrooms. The building fronts the main east-west pedestrian spine and a open plaza with vehicular drop-off area, accessible parking, and a large pedestrian plaza. Entry points into the building are located at the southwest and southeast corners of the building and are marked with plaza spaces. An indoor breezeway connects the entrances parallel the east-west pedestrian spine.
- G

***Renovate Gymnasium***

With the addition of the fieldhouse, the gymnasium will be re-imagined. Basketball and volleyball practice and competition will remain the gymnasium. Programming for both the fieldhouse and gymnasium will be completed together in order to ensure that space use locations are logical. For example, it is still to be determined if all offices will be located within the same building, or split between the fieldhouse and gymnasium based upon sport. If the fieldhouse becomes the home to supporting student-athletes, the gymnasium could become the recreation site for the campus, allowing students, faculty, and staff to utilize the fitness rooms and locker rooms.





- Classrooms/Labs
- Office
- Library
- Physical Education/Recreation/Athletics
- Housing
- Facilities Support/Storage
- Student Life/General Use

**Physical Education, Recreation, and Athletics  
(continued)**

H

***Baseball Stadium***

A renovated baseball stadium will create an accessible and enhanced spectator experience for games. Located directly adjacent to the new Athletics Quad/Plaza, the stadium will be fully accessible, with ADA parking nearby and paved pathways leading directly to the stadium from parking. The stadium will have permanent, covered seating along the baselines, enclosed dugouts, indoor restrooms, concessions, and an integrated pressbox.

I

***Relocate Softball Field/New Softball Stadium***

Relocating the softball field to the north end of the athletics precinct centralizes baseball and softball around the Athletics Quad, plaza, and fieldhouse. The new softball stadium will have permanent, covered seating along the baselines, enclosed dugouts, indoor restrooms, concessions, an integrated pressbox, an outfield fence, and stadium lights to create complete stadium experience for athletes and spectators.

J

***Convert Existing Softball field to Multipurpose Field***

In the long-term the existing softball field will be replaced with a multipurpose field that can be used by both campus and community.

K

***Resurface Track, Tennis Courts***

L

Utilized by both campus and community partners, the track and tennis courts are in need of repair, and will be resurfaced as part of the improvements to the athletic precinct.

**Campus Support**

M

***Maintenance and Operations Building***

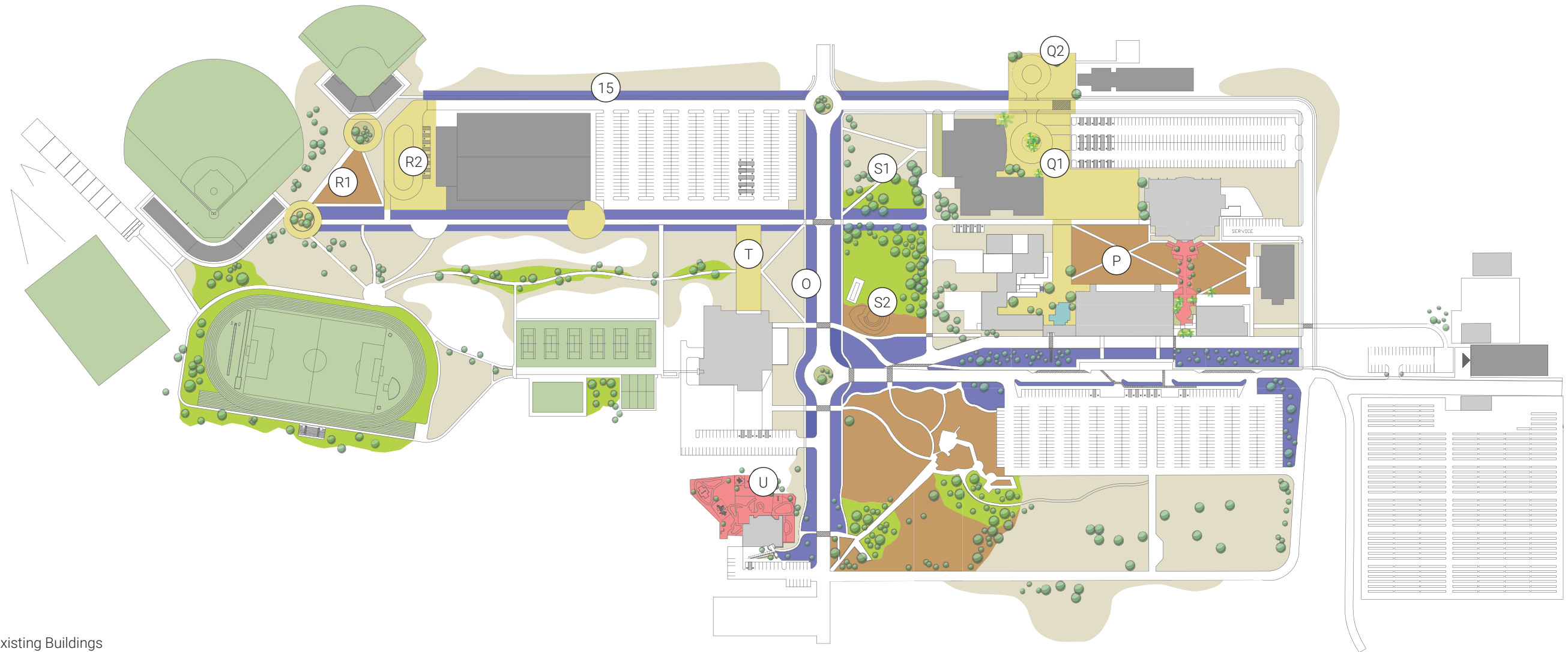
A new Maintenance & Operations (M&O) building will centralize more storage and work space. The building will be built to the west of the current M&O building to avoid the need for swing space. Once the new building is completed, the current M&O building will be demolished, and a parking lot (vehicular and golf carts) will be constructed in its place.

N

***Solar Photovoltaic Field Renovation***

The one megawatt Solar Photovoltaic Field is one of the largest such system for a community college in the nation. The eight-acre field of solar panels reduces the campus electrical consumption. Since its construction, the solar field is in need of repair and maintenance to bring the system back up to its full functionality.





- Existing Buildings
- New Buildings
- Athletic Fields/Courts
- Xeriscape Quad
- Courtyards/Plaza
- Grove - Irrigated Vegetation
- Existing Common Space/Lawn
- Campus Streetscape
- Non-Irrigated Desert

Open Space

- O

**Campus Edge Xeriscape Improvements**

Campus edge improvements will define the street edge and to help control and discourage pedestrians from crossing at unsafe, undesignated areas. As shown in the diagram at left, landscape will be added along major roadways and pedestrian routes.
- P

**Academic Quad**

The Academic Quad offers amazing views to the north and is a great “front yard” to the academic buildings. The Academic Quad will include drought tolerant landscaping and natural built elements to divide up the vast space. Shade structures will be included to ensure comfort for users. Additional pedestrian links will connect the new performing arts complex to the East Wing building.

The fountain/plaza adjacent to the West Wing building is underutilized. Additional benches, tables, and chairs will be added to accommodate small group gatherings. The addition of low-maintenance plantings will balance out the large amount hardscape that is currently present. Additional lighting will be included to ensure the safety and security of students who gather in these spaces after dark. The fountain will serve as a landmark to the Academic Quad.
- Q1

Q2

**Performing Arts Drop-off Plaza/ Student Apartment Drop-off Plaza**

The entrances for the new performing arts complex and student apartments will be marked by new plazas that provide drop off access. These plazas will feature special paving and other traffic calming devices to allow these spaces to safely serve pedestrians, transit, service/emergency, and vehicles. A marked crosswalk between the two plazas on the new roadway will create a safe and convenient flow for pedestrians between the two open spaces.

- R1

**Athletics Quad and Field House Drop-off Plaza**

A new, central open space/plaza area provides access to the baseball stadium, softball stadium, and fieldhouse. The Athletics Quad will include drought tolerant landscaping and pedestrian links/plazas connecting the stadiums and fieldhouse. Temporary shade structures will be included to ensure comfort for users, as well as planting new shade trees that in the long-term will provide shade.

The entrances for the new field house will be marked by new plazas that provide drop off access, and service and accessible parking (approx. 11 spaces). These plazas are accessed by the main east-west pedestrian spine. The main plaza will feature special paving and other traffic calming devices to allow these spaces to safely serve pedestrians, service/emergency, and vehicles. A pedestrian gathering area directly adjacent to the fieldhouse will be large enough to accommodate crowds that attend athletic events.
- S1

S2

**Sculpture Garden Extension and Amphitheater Improvements**

Building upon the popularity and high utilization of the existing Sculpture Garden, the space will be preserved, expanded, and enhanced. This large central green space is the heart of the campus and with some improvements will be able to host campus and community events such as outdoor instruction, performances, and movie nights.

Drought tolerant landscaping will be expanded to the south. Additional pedestrian linkages will create intuitive and accessible pathways throughout the space. Additional site lighting will be added for safety and security of campus users and visitors. The artwork that has been moved to storage will be relocated back to the Sculpture Garden, and additional artwork will be placed within the expanded area over time. The amphitheater will be renovated to add seating and shade.

- T

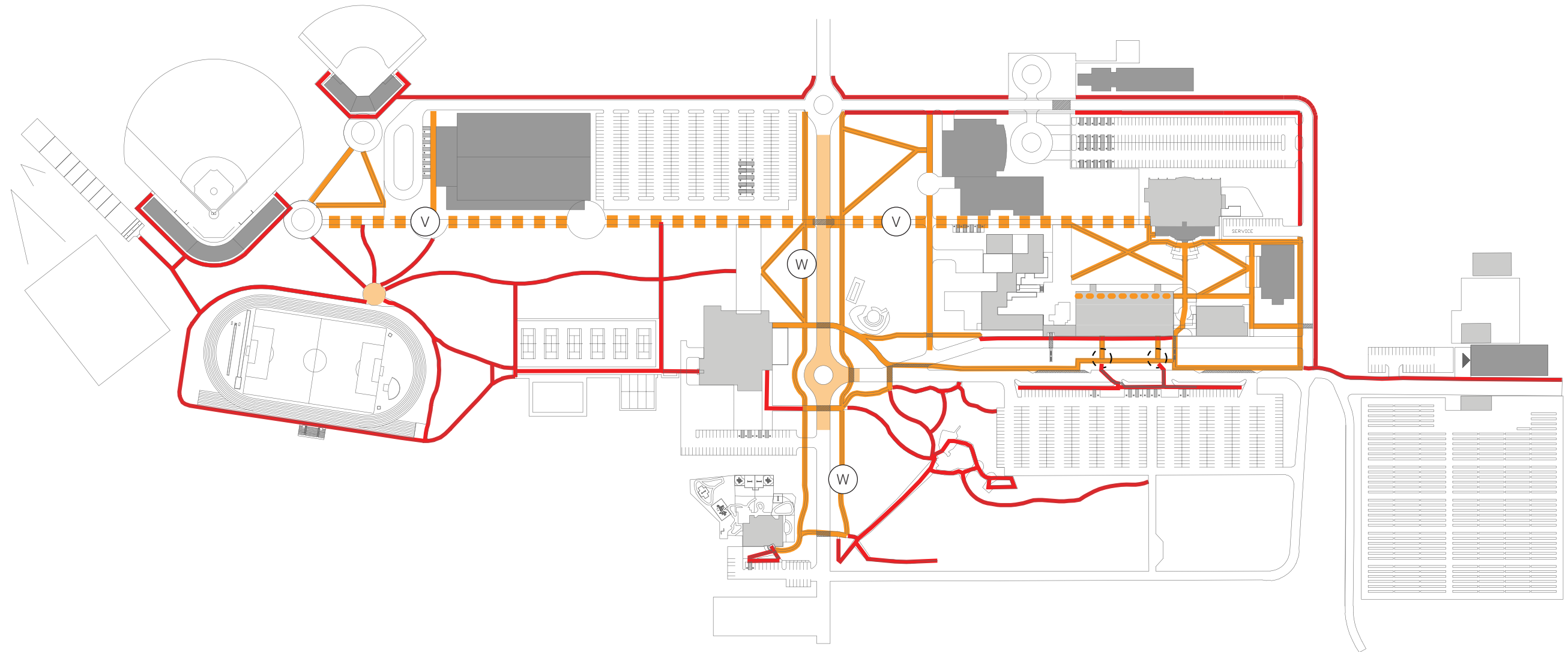
**Gymnasium Plaza**

The main gymnasium plaza will be renovated to become an accessible entrance to the Gymnasium as well as a large gathering area. This space will include new benches, tables, and chairs to accommodate small group gatherings. The addition of low-maintenance plantings will balance out the large amount hardscape that is currently present. Additional lighting will be included to ensure the safety and security.
- U

**Child Development Center Playground Improvements**

The Childcare Development Center playground area is in need of minor repairs, specifically the fencing that encloses the space. The playground also needs additional shade. Temporary shade structures will be included to ensure comfort for children and staff, as well as planting new shade trees that in the long-term will provide shade.





- Existing Building
- New Building
- Main Pedestrian Spine
- Primary Circulation
- Secondary Circulation
- Hardscape/Plaza
- Covered Outdoor Circulation
- Main Campus Entry

## Pedestrian Circulation

V

### ***Campus Connector Walkway***

Connecting the athletics precinct to the academic precinct, a new east-west pedestrian spine becomes the main pedestrian circulation for the campus. The spine connects the Academic Quad and Plaza to the Athletics Quad and Plaza. The pathway will be sized to handle service and emergency vehicles. Landscape will be added along the pathway including drought tolerant plantings and canopy trees to provide shade to pedestrians. Seating areas along the pathway create small gathering areas. For safety and security, path and pole site lighting will be installed throughout.

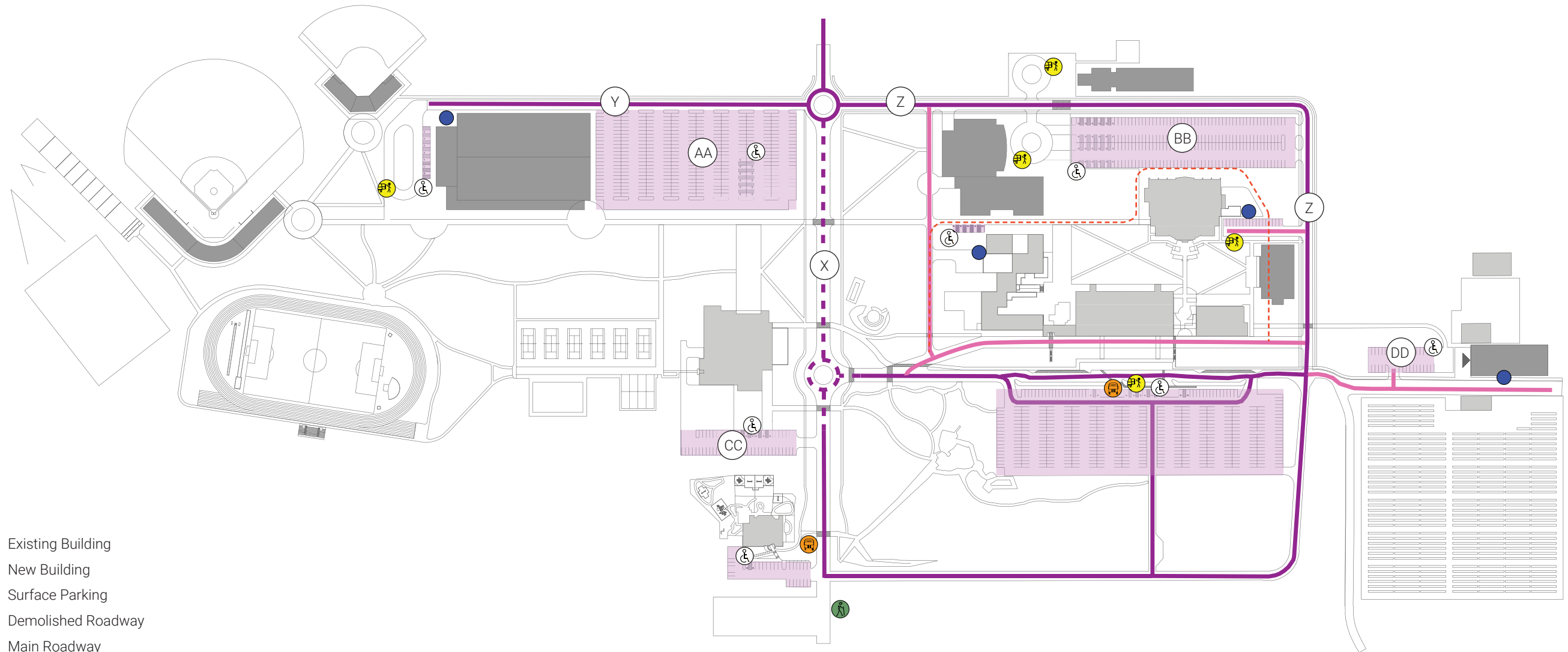
W

### ***College Heights Boulevard Sidewalks and Signage***

Along with streetscape landscape, new sidewalks will be constructed on either side of College Heights Boulevard to create a safer pedestrian environment. For safety and security, path and pole site lighting will be installed along the new sidewalks.

To enhance the arrival experience and improve the wayfinding, informational and directional signage will be added along College Heights Boulevard. New gateway signage will be placed at the north roundabout, marking the new entrance to the campus.





- Existing Building
- New Building
- Surface Parking
- Demolished Roadway
- Main Roadway
- Limited Access
- Service Access
- P Parking Stalls
- Service Entry
- ♿ Accessible Parking
- Transit Stop
- Trail Head
- Drop-off

**Vehicular Circulation**

X

***College Heights Boulevard Traffic Calming***

To pedestrianize the center of the campus, the roadway network will direct traffic around College Heights Boulevard, which will become limited access from the new roundabout to the gymnasium. Limited access roadways can be closed off from vehicles during certain times of the day or during events to allow campus users to flow freely between the two precincts. The roadway will be transformed with special paving and traffic calming devices to allow this space to safely serve pedestrians. In addition to the addition of pavement, marked crosswalks along College Heights Boulevards will create a safe and convenient flow for pedestrians between the sides of the campus.

Y

***West Loop Road and Roundabout***

To accommodate traffic to the Athletics Quad , a new two-lane roadway will be constructed that is accessible from a new roundabout at College Heights Boulevard. The North parking lot and the Athletics plaza drop-off is accessible from this new roadway.

Z

***East Roadway***

To accommodate traffic to the new Performing Arts Center and Student Apartments, a new two-lane roadway will be constructed that is accessible from the new roundabout at College Heights Boulevard. This roadway will wrap around the east edge of the academic precinct at connect into the existing roadway that is east of the south parking lot. The existing service roadway that is to the east of the East Wing building and wraps around the north of the Learning Resource Center will be demolished/converted to accommodate the new Academic Building and Quad.

AA

***Relocated North Parking Lot***

Adjacent to the new fieldhouse, and accessible from the new west roadway, a new surface parking lot will be constructed. This lot will hold 392 spaces, and will be for accessible parking, permitted vehicles and visitors (via pay machine). Site lighting will be present to ensure safety and security for campus users.

BB

***Performing Arts/Student Apartments Parking Lot***

Adjacent to the new Performing Arts Center, and accessible from the new east roadway and drop-off plaza, a new surface parking lot will be constructed. The grade change in this area will allow the parking lot to sit below the Learning Resource Center, protecting the views to the north. This lot will hold 194 spaces, and will be for accessible parking, permitted vehicles, on-campus residents, and visitors (via pay machine). Site lighting will be present to ensure safety and security for campus users.

CC

***Gymnasium Parking Lot***

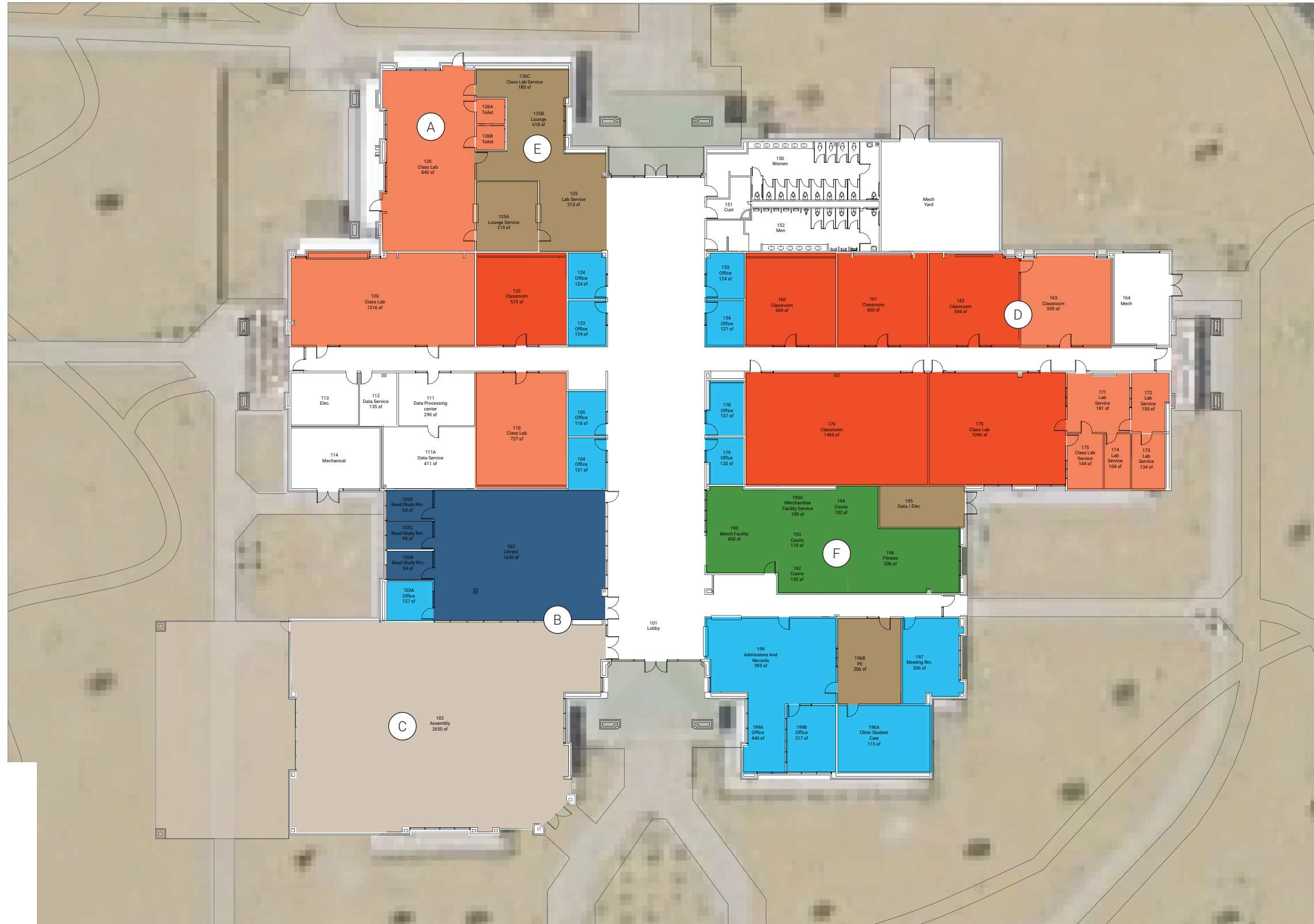
To the south of the gymnasium, the existing parking lot will be expanded. This lot will hold 52 spaces, and will be for accessible parking and employees. The service entry into the gymnasium will be accessed through this lot. Site lighting will be present to ensure safety and security for campus users.

DD

***Maintenance & Operations Parking Lot***

Once the new Maintenance & Operations building is completed, the current M&O building will be demolished, and a parking lot (vehicular and golf carts) will be constructed in its place. This lot will hold 33 spaces, and will be for accessible parking and employees. Site lighting will be present to ensure safety and security for campus users.





- Classrooms
- Class Labs
- Library/Study
- Student Support
- Assembly
- Offices
- Physical Education/Recreation

Eastern Sierra College Center: Bishop

*Note: The order of projects within this section of the report is not based on priority. The letters align to the project location on the proposed site plans. For more information on priority, see Chapter 05.*

Instructional Space

- A

**Arts Classroom Upgrade**

To complete the conversion of the Arts Studio from its beginnings as a Child Development Center, the small restrooms will be removed and converted into usable work spaces. In addition, mechanical upgrades will be completed to improve ventilation within the space.
- B

**Construct wall to separate LRC from Community Room**

To fully enclose both the Learning Resource Center and the Community Room a full height wall will be constructed where the gate is presently located. This will allow for both visual and audio separation between the two spaces, ensuring both spaces perform to their fullest potential.
- C

**Community Room Expansion**

A renovation of the Community room will expand and square off the space for larger campus and community events. For added convenience and security, there will be a entrance to the space directly from the main entrance plaza, allowing users to access the space without entering the building. The expansion will occur on the south side of the building, adjacent to a new exterior overflow space that will create an indoor/outdoor space for large events.
- D

**Room 162: Create connection between Skills Lab and Lecture Space**

To create a more dynamic academic environment for students and faculty, the addition of an interior door between the skills lab and the lecture space will allow users to flow seamlessly from one space to another. This supports the goal to provide instructional spaces that support both active learning and lecture based learning within one space.

Student Life

- E

**Arts Cafe**

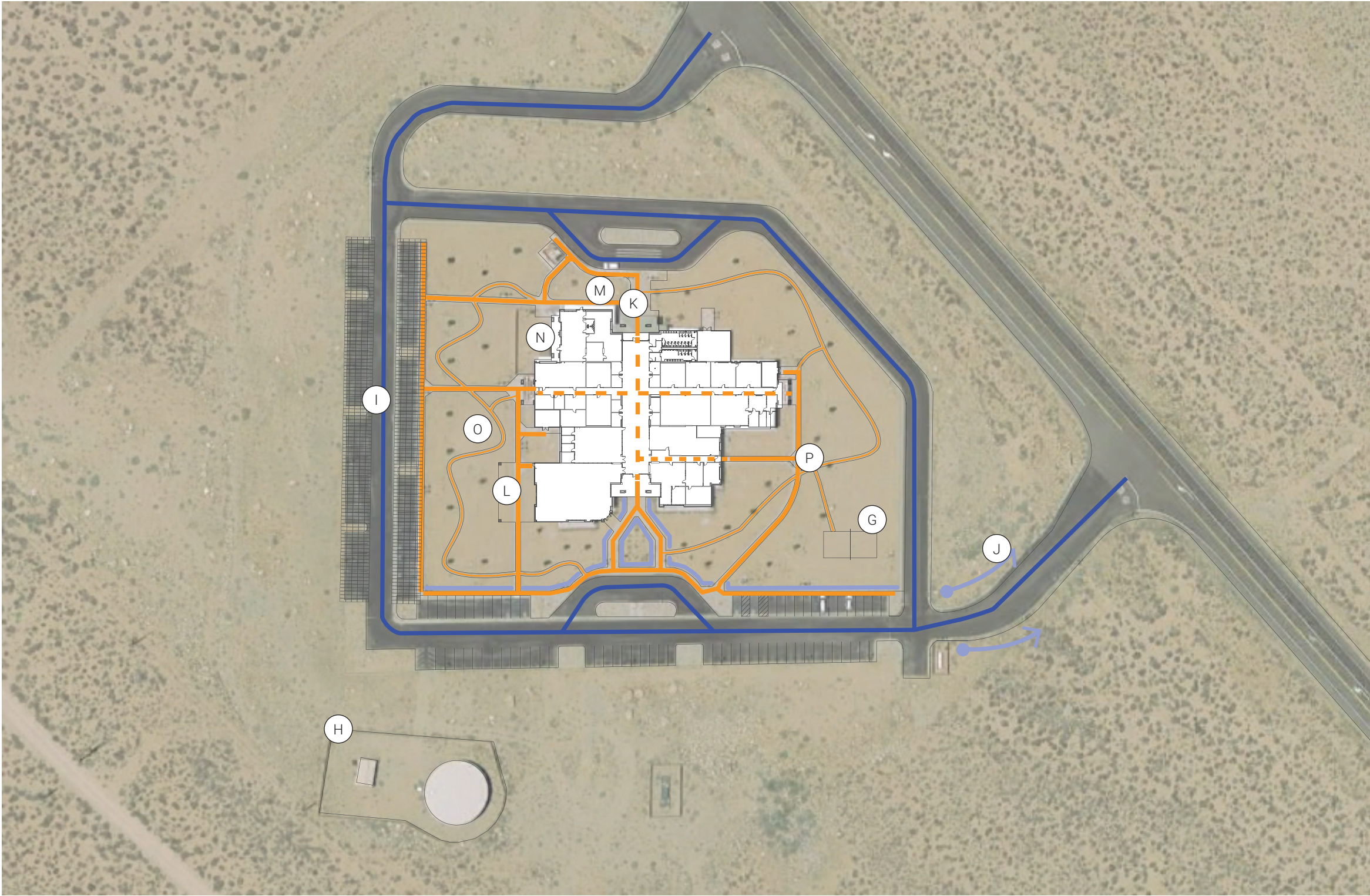
By removing interior walls in the 125, 125a, 125b, and 126a space, we will open up the space to become a large open multi-functional space that includes a cafe, kitchen, lounge, and gallery. This space will open directly onto the ceramics plaza.
- F

**Physical Education and Recreation**

**Room 190: Remove offices to expand Fitness Center**

By removing interior walls in the 190, 190a, 192, 193, 194, and 196, we will expand the existing fitness space. This space will house all of the fitness equipment and storage that supports both physical education and recreation on the campus.





- Vehicular Circulation
- Primary Circulation
- - Interior Circulation

Physical Education and Recreation (cont.)

- G

**Outdoor Volleyball/Sport Court**

Utilizing a portion of the large exterior open space, a volleyball court will be placed at the northeast corner of the building. A pathway leading from the interior fitness space to the outdoor court area creates an indoor/outdoor learning and teaching environment for students and faculty.

Other

- H

**Water Purification**

The campus is currently experiencing potable water issues due to low volume usage. Currently, the campus purchases bottled water for campus users. The College will continue to explore opportunities to restore safe potable water back to the campus.
- I

**Solar Covered Parking**

Taking advantage of the climate and conditions in Bishop, solar covered parking will be added to the on the south parking lot as an initiative to bring additional green energy to the campus. In the long-term, the campus may chose to add solar covered parking for the entire surface lot area.

Circulation and Parking

- J

**Landmark Branding/Banners**

Along the entry roadway from Route 168 to the main entry plaza on the east side of the building, Cerro Coso branded banners will be added to both mark the arrival to the campus and lead campus visitors to the main entrance.

Open Space

- K

**Mountain Overlook/Lobby Extension Plaza**

On the west side of the building, an extension to the lobby and existing plaza will improve and expand the plaza and connect the open space with the Arts Cafe Plaza. The new plaza will have new pavers and new outdoor furnishings for studying and collaborating.

- L

**Community Room overflow outdoor space**

Directly adjacent to the Community room, a new exterior overflow space will create an indoor/outdoor space for large events. The space will have shade structures and overhangs to protect users from the sun. Landscaping will surround the open space with drought tolerant plantings.

- M

**Arts Cafe outdoor patio**

With the improvements occurring inside the building by creating an Arts Cafe area, the adjacent outdoor space will be converted into a proper outdoor plaza space that connects to the lobby plaza. The new plaza will have new pavers and new outdoor furnishings for studying and collaborating.

- N

**Ceramics Plaza**

Improvements to the existing Ceramics Plaza will expanded the hardscape areas and add a new shade structure.

- O

**Arts Walk**

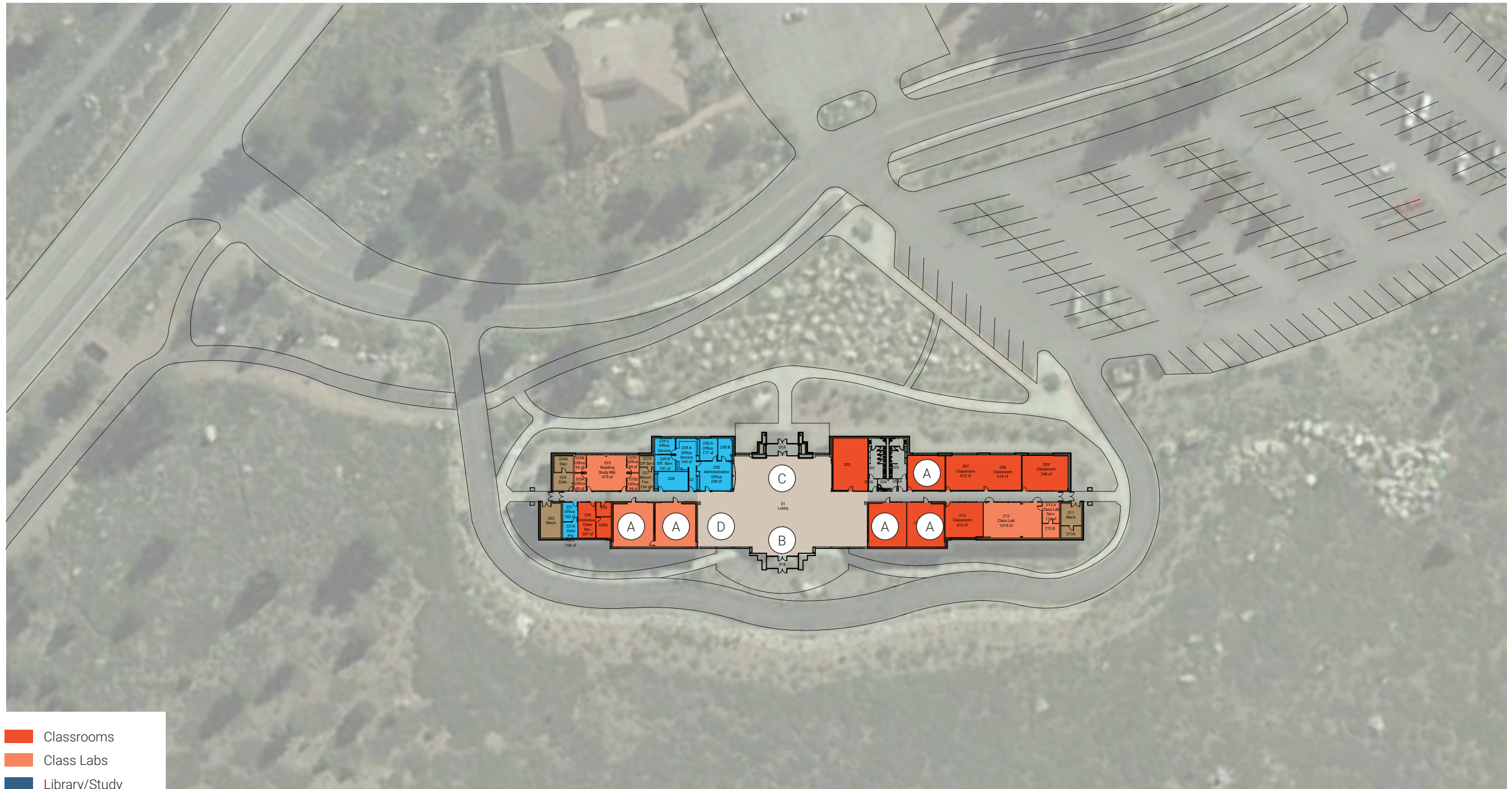
To define the existing outdoor space and enhance the exterior environment, an Arts Walk will be positioned on the south side of the building. This space will display and celebrate artwork created by students, faculty, and community. In addition, the space will include drought tolerant landscaping and natural built elements to divide up the vast space. Temporary shade structures will be included to ensure comfort for users, as well as planting new shade trees that in the long-term will provide shade. Additional pedestrian links will connect the Main entry plaza to the Ceramics Plaza and Mountain Overlook.

- P

**Geology Walk**

To define the existing outdoor space and enhance the exterior environment, a Geology Walk will be positioned on the north side of the building. This space will display and celebrate natural elements and support learning initiatives. The space will include drought tolerant landscaping and natural built elements to divide up the vast space. Temporary shade structures will be included to ensure comfort for users, as well as planting new shade trees that in the long-term will provide shade. Additional pedestrian links will connect the Main entry plaza to the Mountain Overlook.





- Classrooms
- Class Labs
- Library/Study
- Student Support
- Assembly
- Offices

## Eastern Sierra College Center: Mammoth Lakes

*Note: The order of projects within this section of the report is not based on priority. The letters align to the project location on the proposed site plans. For more information on priority, see Chapter 05.*

### Instructional Space

**A** *Flexible Furnishings/Active Learning Set-up*

In classrooms/class labs, 206, 216, 216.1, 217, and 218, furniture will be replaced with flexible furniture to encourage and support active and technology-rich teaching and learning.

### Student Life

**B** *Atrium Addition (enclose patio)*

To create additional student collaboration space, the existing plaza will be enclosed and connected to the existing lobby space. This new atrium space will be furnished with flexible meeting and lounge furniture.

**C** *Lobby improvements*

In addition to the atrium addition, the existing lobby will be renovated to match the addition space. This project can be done independently prior to the atrium addition. The lobby will be furnished with flexible meeting and lounge furniture.

### Physical Education and Recreation

**D** *Wellness Room*

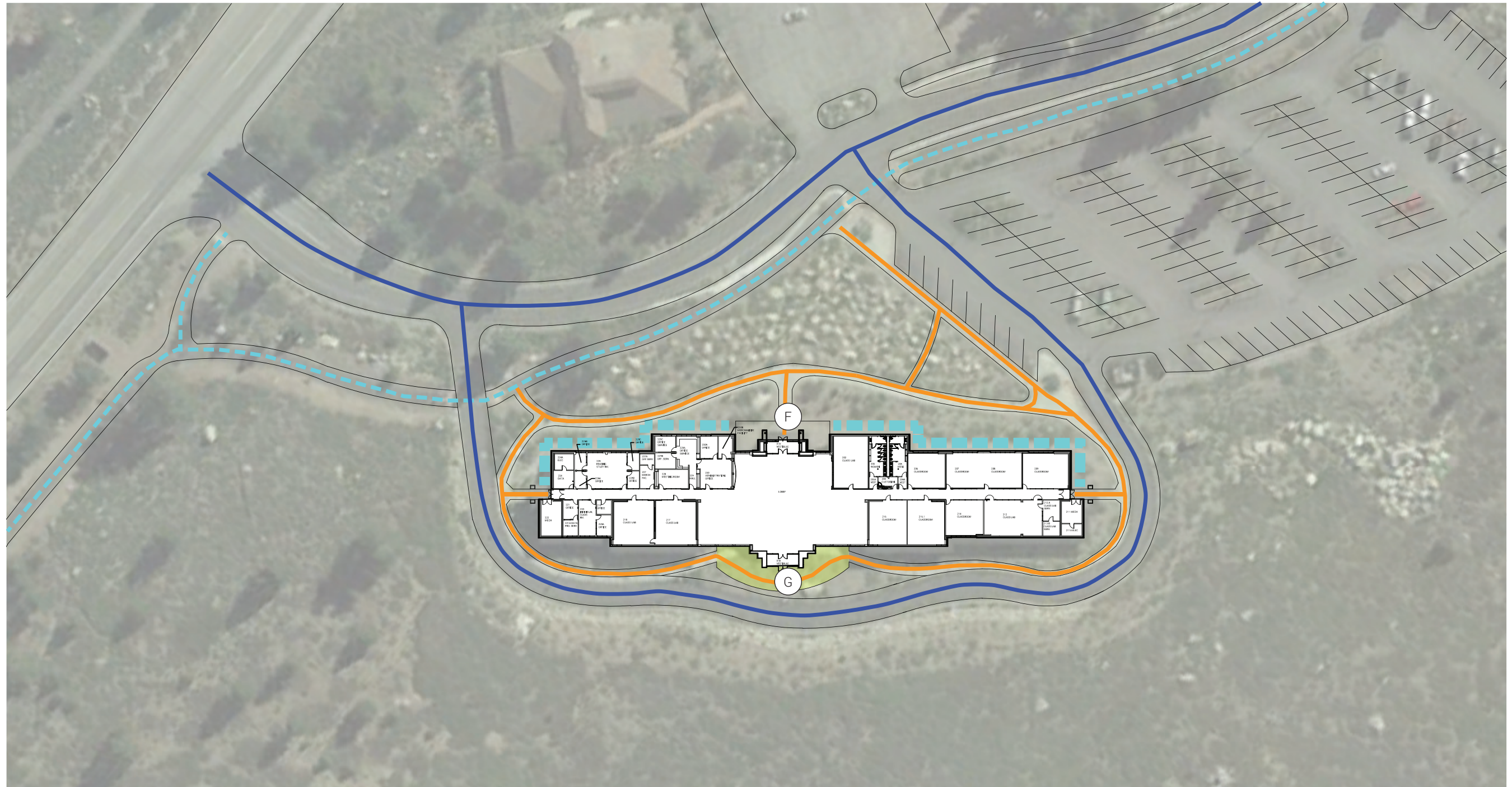
To support health and wellness on each campus, a wellness room will be constructed as part of the new atrium addition. This space is intended for relaxation and meditation.

### Other

**E** *Solar on Southside of Building*

Taking advantage of the climate and conditions in Mammoth Lakes, solar panels will be added as an initiative to bring additional green energy to the campus.





- Vehicular Circulation
- Primary Circulation
- - - Bicycle Route

**Eastern Sierra College Center: Mammoth Lakes**

**Open Space**

F

***Northside Plaza***

Within the existing plaza space, new furnishings will be added to create a gathering and study space for students, faculty, and staff.

G

***Mountainview/Southside Pedestrian Plaza***

Directly adjacent to the atrium addition, the building entry will be marked by a new plaza. The new plaza will have specialized pavers and new outdoor furnishings for studying and collaborating. The space will have shade structures and overhangs to protect users from the sun. Landscaping will surround the open space with drought tolerant plantings.

**Kern River Valley**

A modernization project at the Kern River Valley campus is currently underway. This redesign of the College's leased space will include upgrades to existing classroom furniture, and renovations to student services and faculty office space. This project will provide the Lake Isabella campus with elements that are currently missing from the 'Complete Campus' experience. A longer-term initiative for the campus is to update the signage and wayfinding systems.



East Kern: Tehachapi

Tehachapi is among the fastest growing retail market and populations in the state. Currently, the College leases space in the Tehachapi Education Center, the former Tehachapi High School. Tehachapi is likely to experience significant enrollment growth. A new campus facility will be planned at Tehachapi to create a complete campus experience similar to the College-owned sites, Ridgecrest, Bishop, and Mammoth Lakes.

Enrollment Growth

In addition to the expected enrollment growth as a result of the region’s growing population, the Tehachapi campus will experience enrollment growth from specialized programs and circumstances as well.

A large portion of students attributed to the Tehachapi campus are incarcerated, and take classes within either the Tehachapi State Prison, a California Correctional Institution maximum security prison or the California Clty Correctional Facility. As more faculty become willing to teach in the prisons, this population will grow significantly.

A new dual enrollment program has and will continue to grow enrollment. This partnership with the local high schools allows students to start their college degree while still completing their high school education. Students split their time to physically take classes both at their high school and Cerro Coso Community College. With a new facility and additional instructional space, more dual enrollment classes can be offered.

Cerro Coso Community College provides transfer level general education classes and is expanding their CTE offerings (based on business and industry needs) to the Tehachapi community.

Siting

Using “lessons learned” from the ESCC campuses at Bishop and Mammoth Lakes, the following should be considered while siting the new facility:

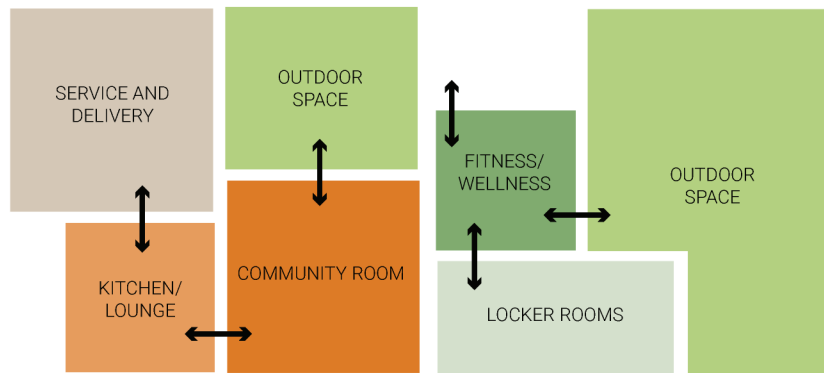
- Views from outside and inside
- Orientation to capture solar power from the parking lot or rooftop
- Close to dining options
- Adjacent to potential or existing community partnerships (library, high school, adult education)
- Close to transit
- Ample outdoor space for gathering and learning
- Prominent location or signage
- Parking should be adjacent to the building

Program

The College is planning for an enrollment hike of over 200%, increasing the need for a comprehensive campus in Tehachapi. The following space needs and adjacencies will be the foundation of a building program once funding for a new facility is granted. The following pages outline each of the following space types:

Space Type	2030 asf
Classrooms	7,111
Class Laboratories	5,500
Open Laboratories	2,400
Offices	11,480
Library and Study	4,560
Fitness and Recreation	3,426
Exhibit and Assembly	2,000
Other Special Use	2,000
Student Space	3,200
Physical Support	2,501
Total	44,178

Public/Active Spaces



Sample Adjacency Diagram

Fitness and Wellness

As part of the shared Community and College space a fitness Center will be accessed by students, faculty, staff, and community. Community and open use of the space should only occur when classes are not scheduled. This is dependent on whether Physical Education is offered at the Tehachapi campus. The fitness center should be adjacent to outdoor turf space.

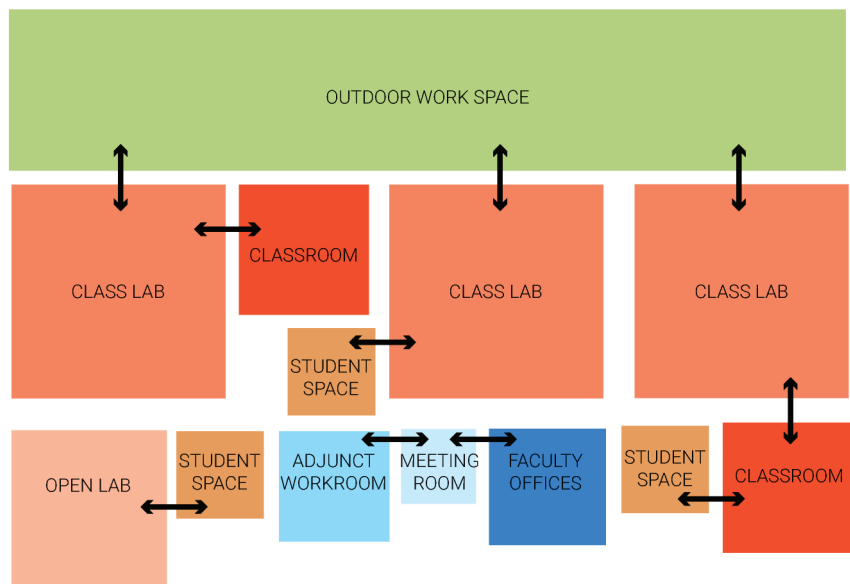
Community Meeting Room

Also part of the shared Community and College space, a large meeting room that accommodates up to 100 people will be used for both campus and community events. Directly adjacent to this space is a large catering kitchen and a multi-functional lounge space that includes a cafe, kitchen, and gallery space for students, faculty, and staff to use during the day. This large room should be adjacent to outdoor gathering space.





Class Labs and Studios



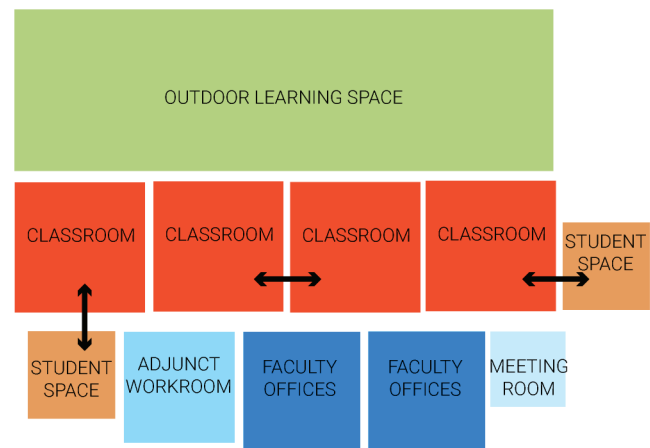
Sample Adjacency Diagram

Class labs will be large, flexible spaces that support active and technology-rich teaching and learning. Clustered together, spaces should have direct flow from skills labs and the lecture spaces that can be scheduled concurrently. This layout creates a dynamic academic environment for students and faculty to support the goal to provide instructional spaces that support both active learning and lecture-based learning within one space. Student spaces will be located throughout the building, within learning spaces and small nooks off public corridors.





Classrooms



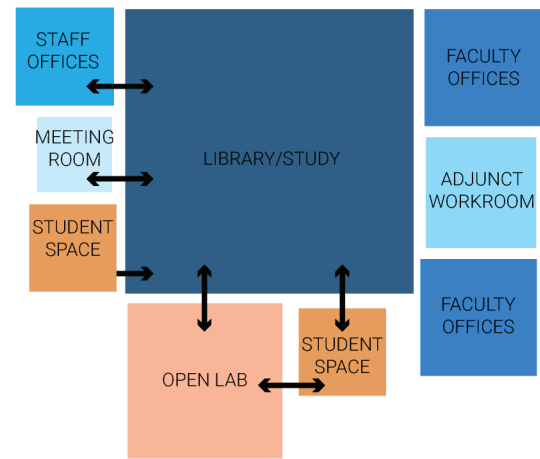
Sample Adjacency Diagram

To support active, student-centered, collaborative teaching and learning, classrooms will be large, flexible, technology-rich spaces. Furniture should be movable so that faculty and students can rearrange the space to suit the desired teaching style. Adjacent to classrooms, student spaces will double as tutoring space and informal collaborative spaces. Faculty offices should be located within the learning and student support spaces to encourage interaction between faculty and students.





Learning Resource Center

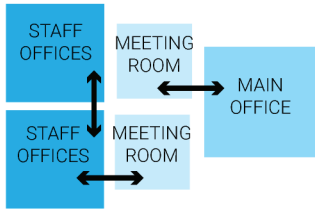


Sample Adjacency Diagram

The Learning Resource Center, will be a large open space and hold the library collection space, individual and group study space, and an adjacent open/scheduled computer lab. There will also be rooms for tutoring, testing, and offices for support staff. Faculty offices should be located near or within the Learning Resource Center to encourage interaction between faculty and students.



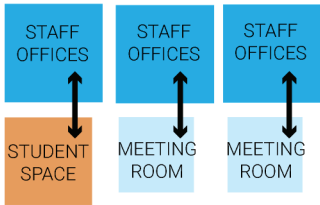
Campus Administration and Staff



Sample Adjacency Diagram

The Campus administration and staff area will include both workstations and private offices. Meeting rooms and a main office and work room will provide centralized services for these employees.

Counseling and Student Services



Sample Adjacency Diagram

Counseling and Student Services should be located adjacent to the Learning Resource Center, and Student Space. This area will include both workstations, private offices and private meeting rooms. Several of the offices will be private spaces where counselors can meet privately with students. A central student space with computers and other resources will encourage students to utilize the space and services.







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# 05

## PROJECT PRIORITIZATION

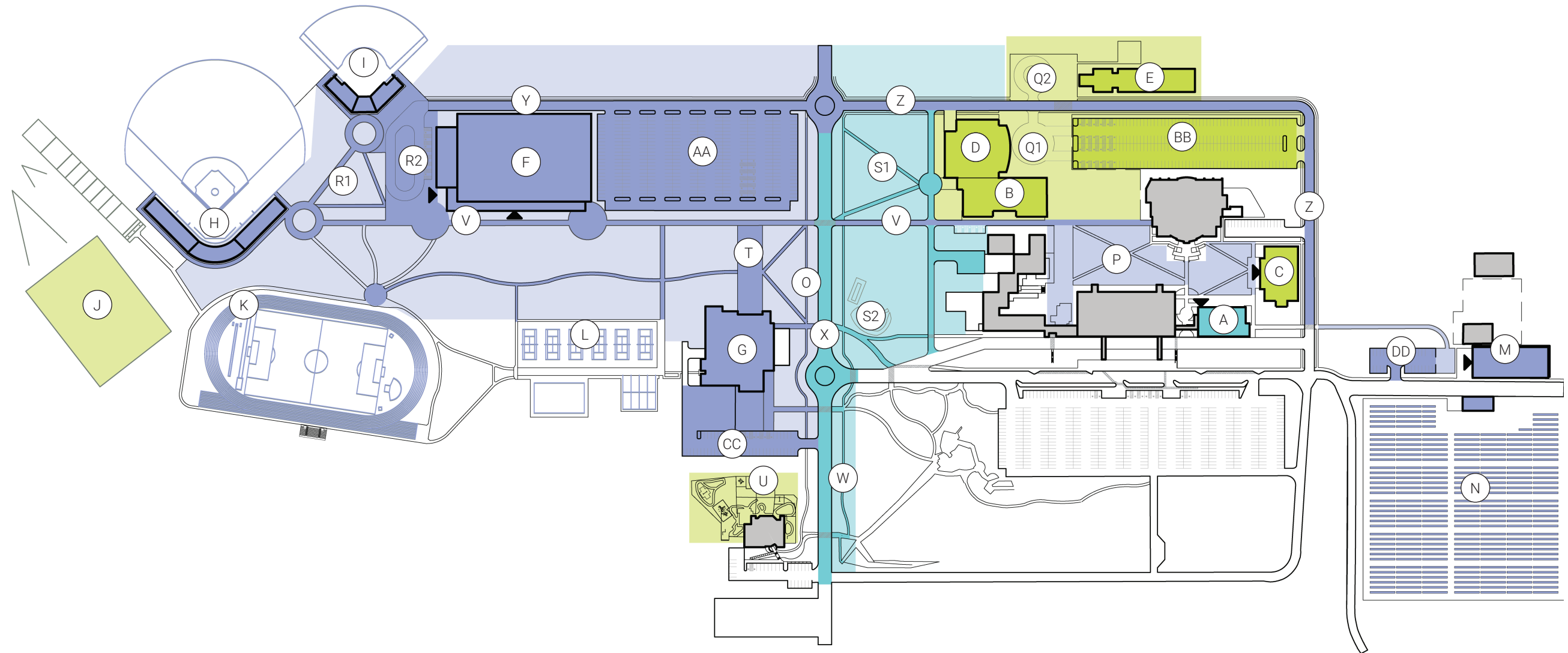
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Indian Wells Valley/Ridgecrest

ESCC: Bishop

ESCC: Mammoth Lakes





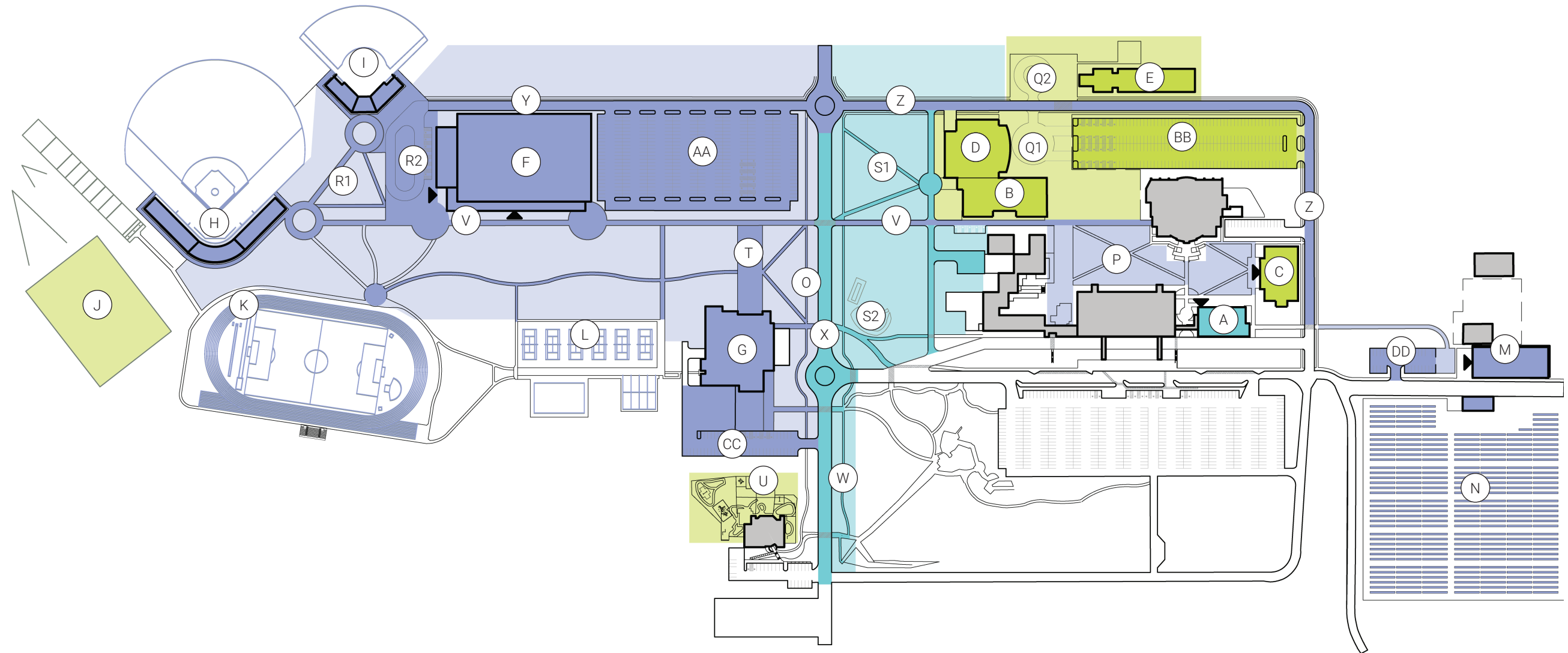
- Short-Term (0-5 years)
- Mid-Term (5-10 years)
- Long-Term (Future)

# Indian Wells Valley / Ridgecrest

Project Information				Project Priority			Project Type			Cost			Notes
Key	Name	Size	Unit	Short-Term	Mid-Term	Long-Term	Construct	Renovate/Re-purpose	Remove (Demolish)	Potential Funding	Cost/Unit	Estimated Cost	
<b>Facilities</b>													
Instruction													
A	Infill First Floor of East Building	7,860	Gross SF		x			x		Future	\$546.00	\$4,291,560	Academic spaces
B	Academic Building	42,000	Gross SF			x	x			Future	\$546.00	\$22,932,000	Two-story building
C	Future Academic Expansion Building	26,700	Gross SF			x	x			Future	\$546.00	\$14,578,200	Future expansion
Student Life													
D	Performing Arts Building	28,000	Gross SF			x	x			Partnership	\$653.00	\$18,284,000	500-seat community theater
E	Student Apartments	33,200	Gross SF			x	x			Partnership	\$450.00	\$14,940,000	similar to Mammoth Lakes
Physical Education, Athletics, and Recreation													
F	Construct Fieldhouse	96,000	Gross SF	x			x			Bond J	\$363.00	\$34,848,000	
G	Renovate Gymnasium	35,000	Gross SF	x				x		Bond J	\$430.00	\$15,050,000	
	Outdoor Fields and Courts												
H	Baseball Stadium	30,000	Gross SF	x				x		Bond J	\$430.00	\$12,900,000	
I	Relocate Softball Field	48,000	Square Feet	x			x			Bond J	\$11.00	\$528,000	natural or turf infill
I	New Softball Stadium	30,000	Gross SF	x			x			Bond J	\$430.00	\$12,900,000	Look at AVC as precedent
J	Convert Existing Softball Field to Multipurpose	74,000	Square Feet			x		x		Future	\$11.00	\$814,000	Long-term project; natural or turf infill
K	Resurface Track	185,000	Square Feet	x				x		Bond J	\$5.00	\$925,000	
L	Resurface Tennis	44,000	Square Feet	x				x		Bond J	\$5.00	\$180,000	
Other													
M	M&O Building	16,000	Gross SF	x			x		x	Bond J	\$223.00	\$3,568,000	
N	Solar Field Renovation	275,000	Square Feet	x				x		Bond J			more detailed cost estimated needed

**Notes:**  
 (a) The cost/unit numbers were based upon Kern County District project planning and consultant benchmarking;  
 (b) The totals above are Total Construction Cost only and DO NOT include Soft Costs (furniture, finishes, or equipment);  
 (c) The totals above are in 2019 dollars - Escalation rates should be applied at 3%-4% per year





- Short-Term (0-5 years)
- Mid-Term (5-10 years)
- Long-Term (Future)

## Indian Wells Valley / Ridgecrest (continued)

Project Information				Project Priority			Project Type			Cost			Notes
Key	Name	Size	Unit	Short-Term	Mid-Term	Long-Term	Construct	Renovate/Repurpose	Remove (Demolish)	Potential Funding	Cost/Unit	Estimated Cost	
<b>Open Space</b>													
Public Gathering Spaces													
O	Campus Edge Xeriscape Improvements	4,500	Linear Feet	x			x			Bond J	\$10.00	\$45,000	
P	Academic Quad	85,000	Square Feet	x			x	x		Bond J	\$10.00	\$920,000	
Q1	Performing Arts Drop-off Plaza	60,000	Square Feet			x	x			Partnership	\$6.00	\$360,000	
Q2	Housing Drop-off Plaza	9,800	Square Feet			x	x			Partnership	\$6.00	\$58,800	
R1	Athletics Quad	43,000	Square Feet	x				x		Bond J	\$10.00	\$600,000	
R2	Field House Drop-off Plaza	35,000	Square Feet	x			x			Bond J	\$6.00	\$210,000	
S1	Sculpture Garden Extension	90,000	Square Feet		x			x		Partnership/Capital Campaign	\$10.00	\$900,000	
S2	Amphitheatre Improvements	10,000	Square Feet		x			x		Partnership/Capital Campaign	\$20.00	\$200,000	majority site work and shade structure
T	Gymnasium Plaza	15,000	Square Feet	x						Bond J	\$6.00	\$90,000	
U	Daycare Playground Improvements	40,000	Square Feet			x		x		Partnership	\$6.00	\$240,000	
Pedestrian Circulation/ADA													
V	Campus Connector Walkway (Stadium - LRC)	4,000	Linear Feet	x			x	x		Bond J	\$10.00	\$40,000	
W	College Heights Blvd Branding	1,500	Linear Feet		x			x		Bond J	\$10.00	\$15,000	Banners, signage, landscape
<b>Circulation and Parking</b>													
Roadways													
X	College Heights Blvd Traffic Calming	1,500	Linear Feet		x			x		Bond J	\$150.00	\$225,000	road base to remain; add special paving
Y	West Loop Road and Roundabout	1,000	Linear Feet	x			x			Bond J	\$200.00	\$200,000	new roadway (base, two lanes, curb, gutter)
Z	East Roadway	2,000	Linear Feet	x			x			Bond J	\$200.00	\$400,000	new roadway (base, two lanes, curb, gutter)
Parking Lots													
AA	Relocated North Parking Lot	392	Stalls	x			x			Bond J	\$5.00 *	\$668,000	*cost per sf
BB	Art / Housing Parking Lot	194	Stalls			x	x			Future	\$5.00	\$377,500	*cost per sf
CC	Gymnasium Parking/Service Parking Lot	52	Stalls			x	x			Bond J	\$5.00	\$180,000	*cost per sf
DD	M&O Parking Lot	33	Stalls	x			x			Bond J	\$5.00	\$75,000	*cost per sf
R2	Fieldhouse ADA/Service Parking	11	Stalls	x			x			Bond J			cost included in project R2

**Notes:**

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Eastern Sierra College Center: Bishop

Project Information				Project Priority			Project Type			Cost			Notes
Key	Name	Size	Unit	Short-Term	Mid-Term	Long-Term	Construct	Renovate/Re-purpose	Remove (Demolish)	Potential Funding	Cost/Unit	Estimated Cost	
Facilities													
Instruction													
A	Arts classroom upgrade	840	Square Feet		x			x		Future Bond	\$561.00	\$471,240	
B	Construct wall: LRC and Community Room	300	Square Feet	x				x		Future Bond	\$424.00	\$127,200	
C	Community Room Expansion	4,500	Square Feet			x	x			Future Bond	\$543.00	\$2,443,500	
D	Room 162: Create connection	300	Square Feet		x			x		Future Bond	\$543.00	\$162,900	
Student Life													
E	Community Kitchen Area	1,400	Square Feet		x			x		Future Bond	\$543.00	\$760,200	
Physical Education, Athletics, and Recreation													
F	Outdoor Volleyball / Sport Court		Square Feet			x	x			Future Bond			
G	Room 190: Expand fitness center		Square Feet			x		x		Future Bond	\$640.00	\$896,000	
Other													
H	Water purification		n/a	x				x		Partnership			more detailed cost estimated needed
I	Solar Covered Parking		n/a		x		x			Future Bond			more detailed cost estimated needed
Circulation and Parking													
Parking Lots													
	None												
Roadways													
J	Landmark Branding / Banners		Linear Feet		x		x			Future Bond/Partnership			
Open Space													
Pedestrian Circulation/ADA													
	None												
Public Gathering Spaces													
K	Mountain Overlook / Lobby Extension Plaza	1,300	Square Feet			x		x		Future Bond	\$10.00	\$13,000	
L	Community Room Outdoor gathering area	2,000	Square Feet			x	x			Future Bond	\$10.00	\$20,000	
M	Arts Café/Adjacent outdoor patio	500	Square Feet		x			x		Future Bond	\$10.00	\$5,000	
N	Ceramics Plaza	1,250	Square Feet		x			x		Future Bond	\$10.00	\$12,500	
O	Art Walk	35,000	Square Feet		x		x			Future Bond/Partnership	\$10.00	\$350,000	
P	Geology Walk	35,000	Square Feet			x	x			Future Bond/Partnership	\$10.00	\$350,000	

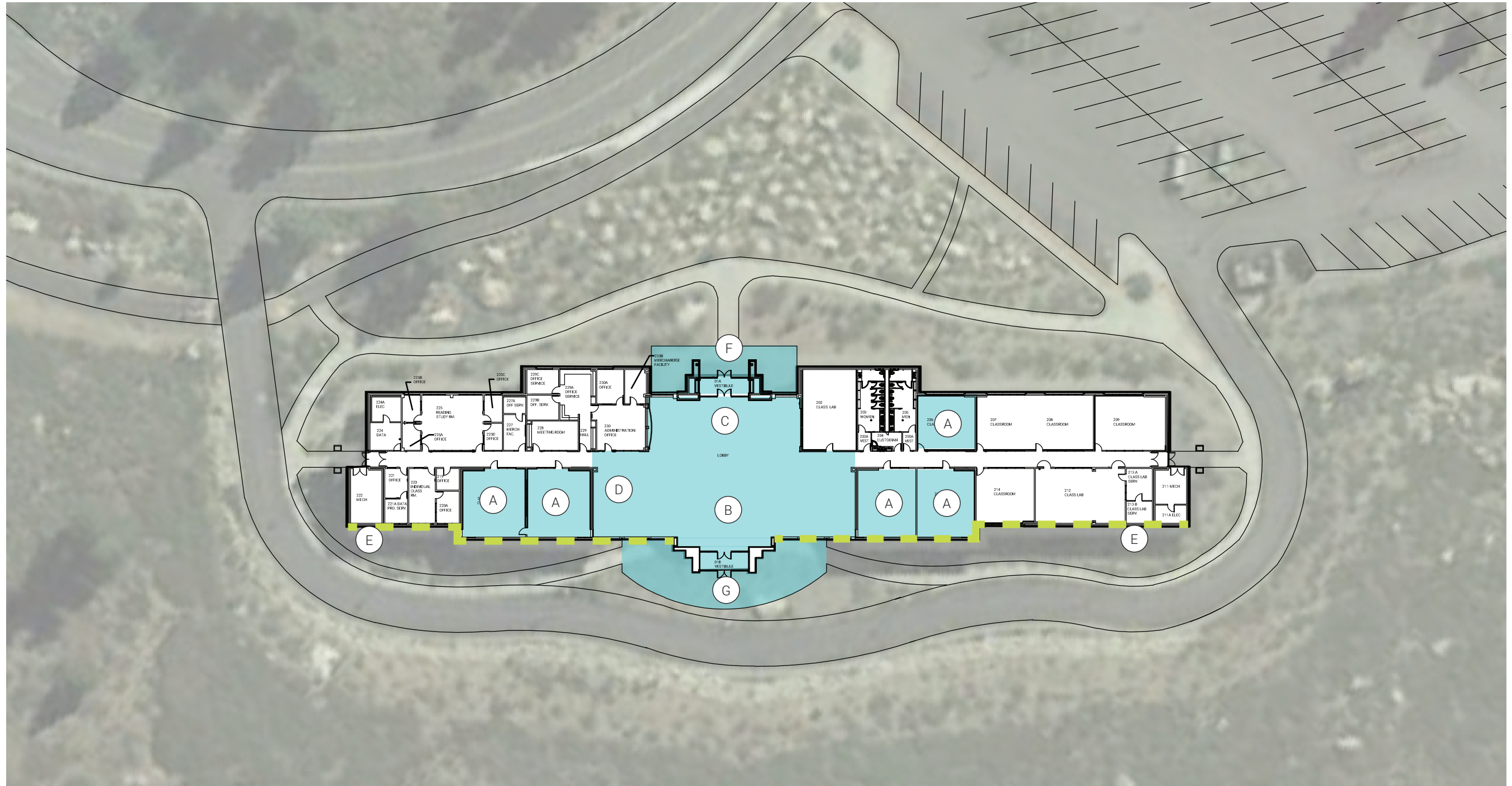
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- Short-Term (0-5 years)
- Mid-Term (5-10 years)
- Long-Term (Future)

Eastern Sierra College Center: Mammoth Lakes

Project Information				Project Priority			Project Type			Cost			Notes
Key	Name	Size	Unit	Short-Term	Mid-Term	Long-Term	Construct	Renovate/Re-purpose	Remove (Demolish)	Potential Funding	Cost/Unit	Estimated Cost	
Facilities													
Instruction													
A	Flexible Furnishings / Active Learning Set-up	3,840	Square Feet		x					Future Bond	\$30.00	\$115,200	
Student Life													
B	Atrium addition (enclose patio)	2,000	Square Feet		x					Future Bond	\$543.00	\$1,086,000	
C	Lobby improvements	4,000	Square Feet		x					Future Bond	\$543.00	\$2,172,000	
Physical Education, Athletics, and Recreation													
D	Wellness Room	500	Square Feet		x					Future Bond	\$543.00	\$271,500	
Other													
E	Solar Panels		n/a			x				Partnership			more detailed cost estimated needed
Circulation and Parking													
Parking Lots													
	None												
Roadways													
	None												
Open Space													
Pedestrian Circulation/ADA													
	None												
Public Gathering Spaces													
F	Northside Plaza	1,300	Square Feet		x					Future Bond	\$10.00	\$13,000	
G	Mountainview/Southside Pedestrian Plaza	3,000	Square Feet		x					Future Bond	\$10.00	\$30,000	

Notes:  
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# 06

## APPENDIX

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SWOT Maps

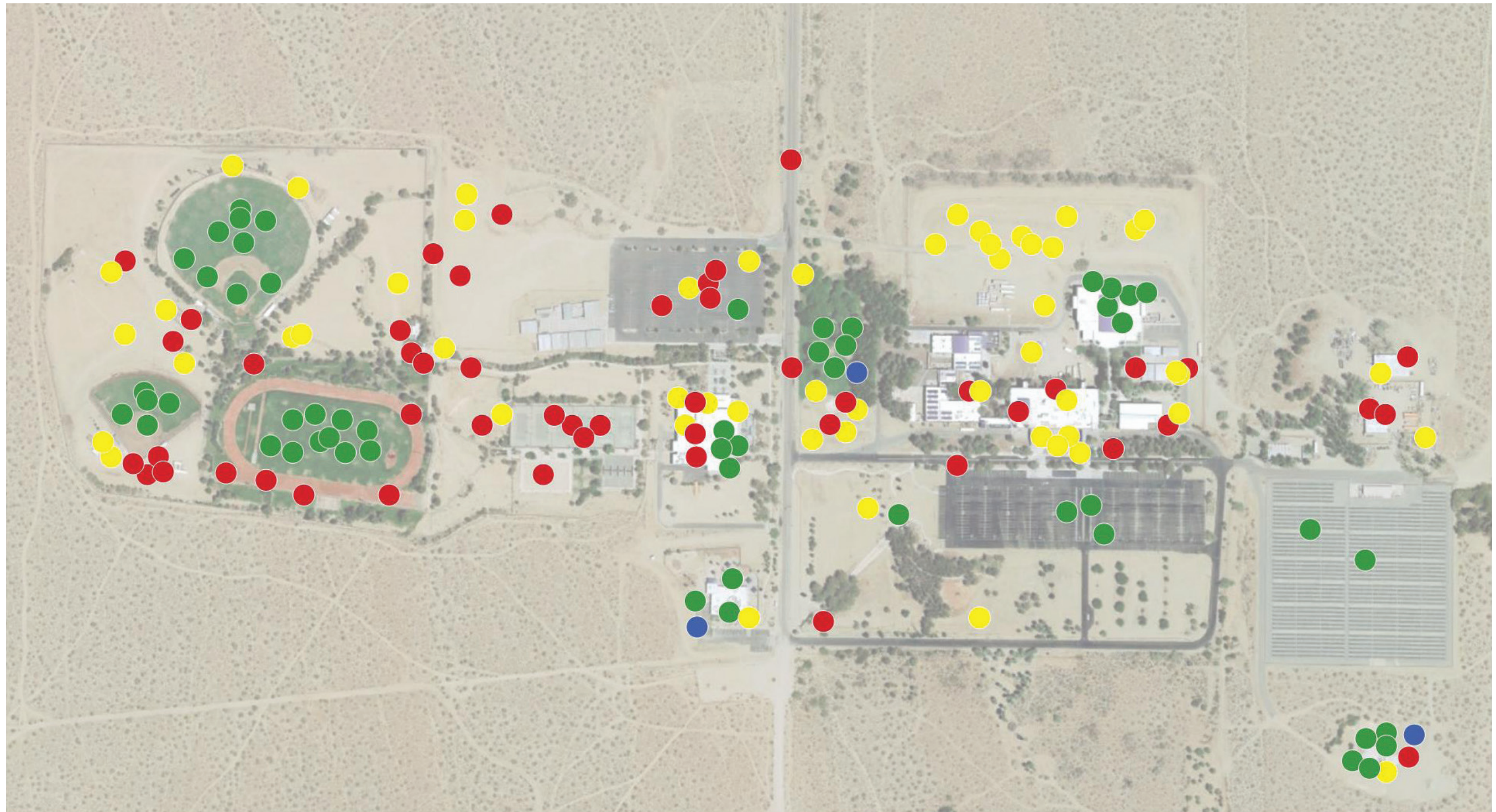
Concepts

Acknowledgments



## **SWOT Maps**

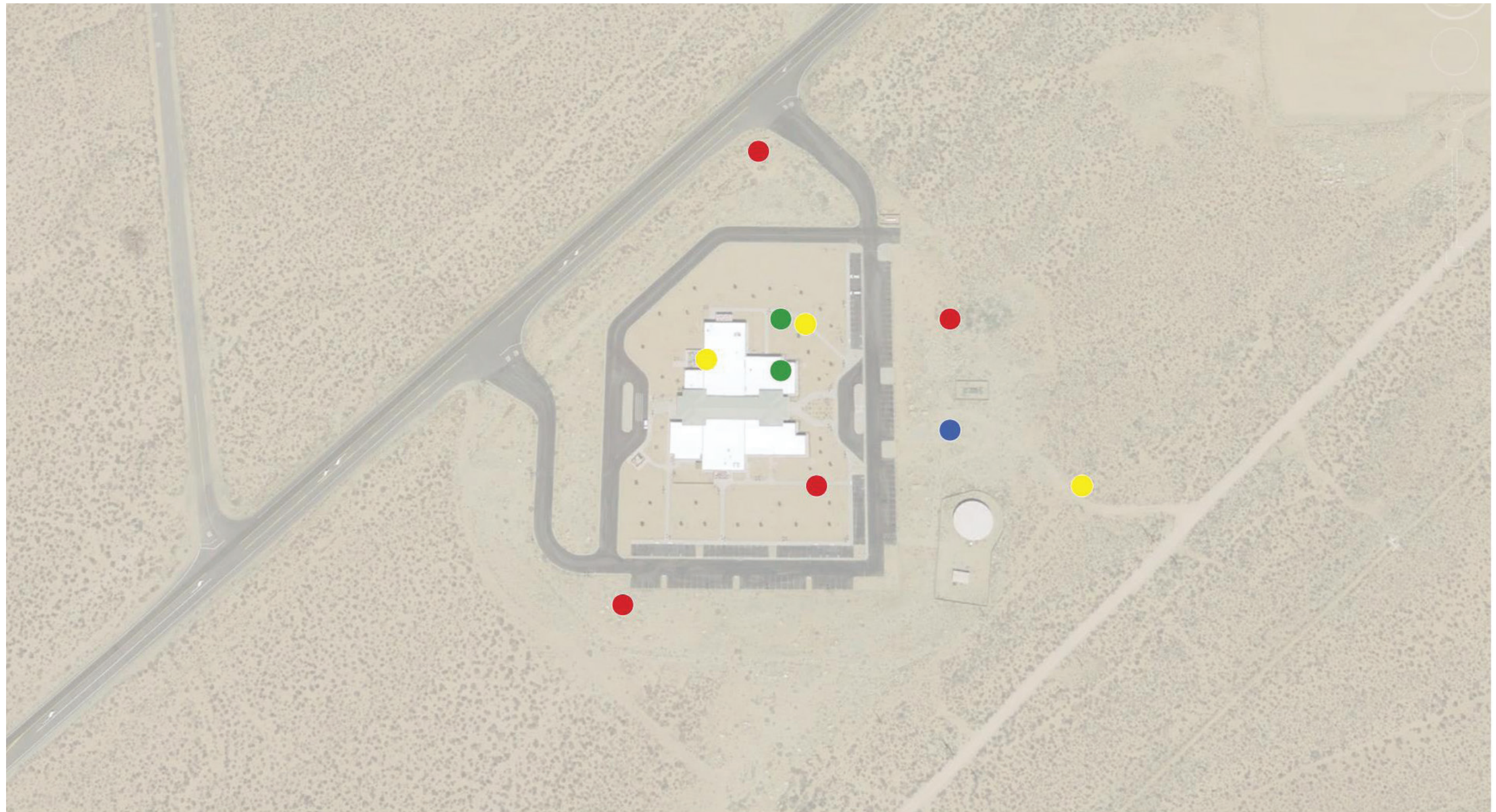
During the planning process, the planning team met with multiple faculty, staff, and student groups to gather input about current conditions. These workshops encouraged participants to identify strengths, weaknesses, opportunities, and points of interest for each site. The following maps are a compilation of responses:



- Strength
- Weakness
- Opportunity
- Threat



# Eastern Sierra College Center: Bishop | SWOT Map



Strength

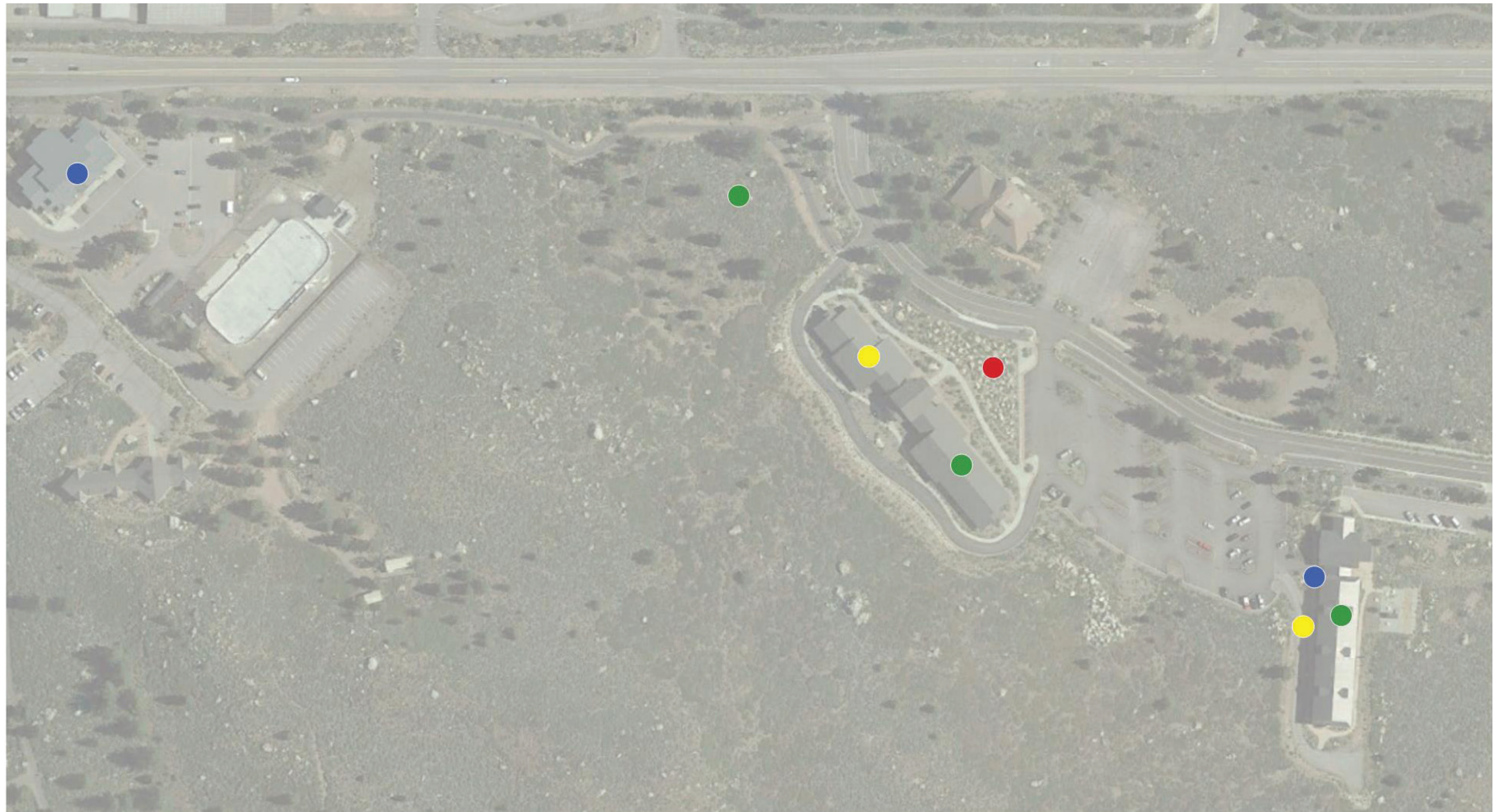
Weakness

Opportunity

Point of Interest

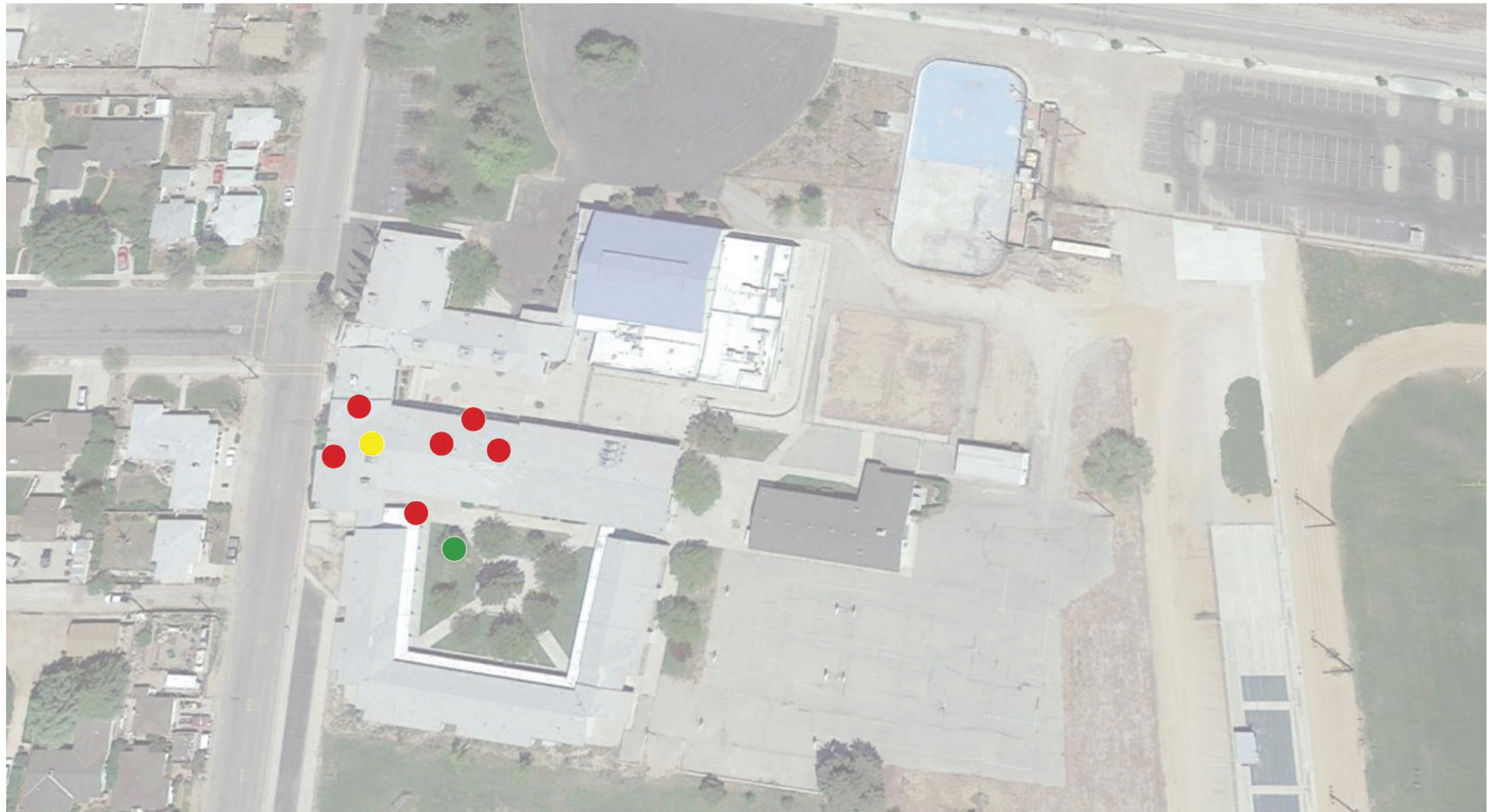


Eastern Sierra College Center: Mammoth Lakes | SWOT Map



- Strength
- Weakness
- Opportunity
- Threat





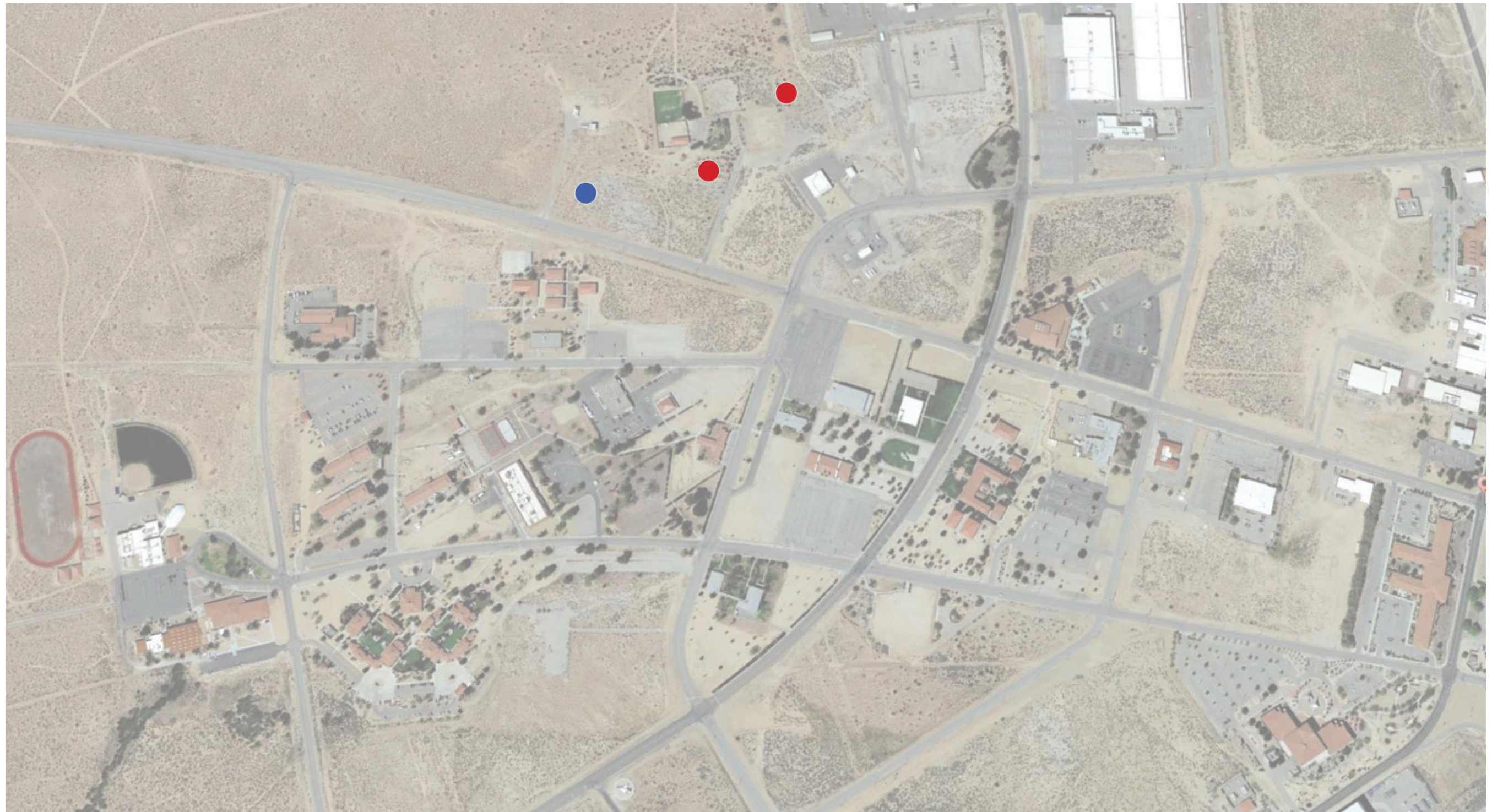
Strength

Weakness

Opportunity

Point of Interest





- Strength
- Weakness
- Opportunity





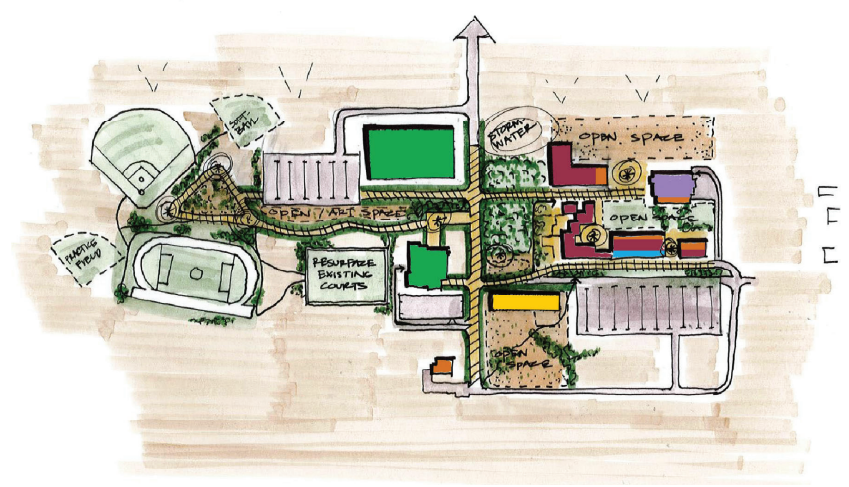
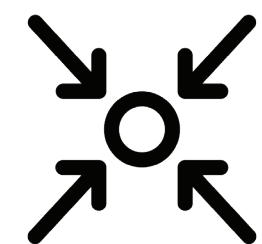
- Strength
- Weakness
- Opportunity



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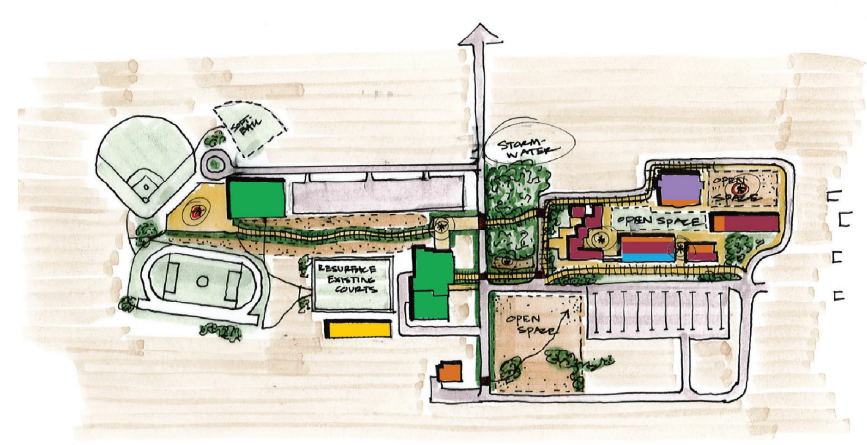
Concept A:  
**Create a Compact Center**

*Create density in the center of campus*



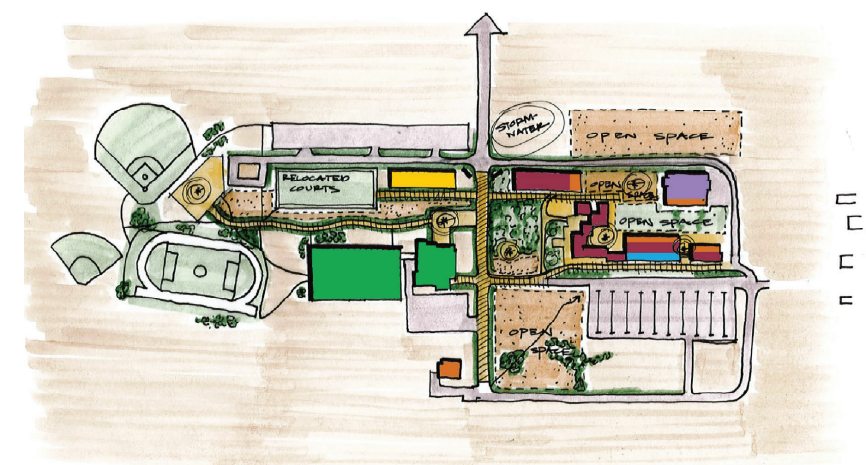
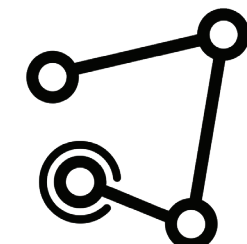
Concept B:  
**Anchoring Each End**

*Develop existing districts to bookend the east-west axis*

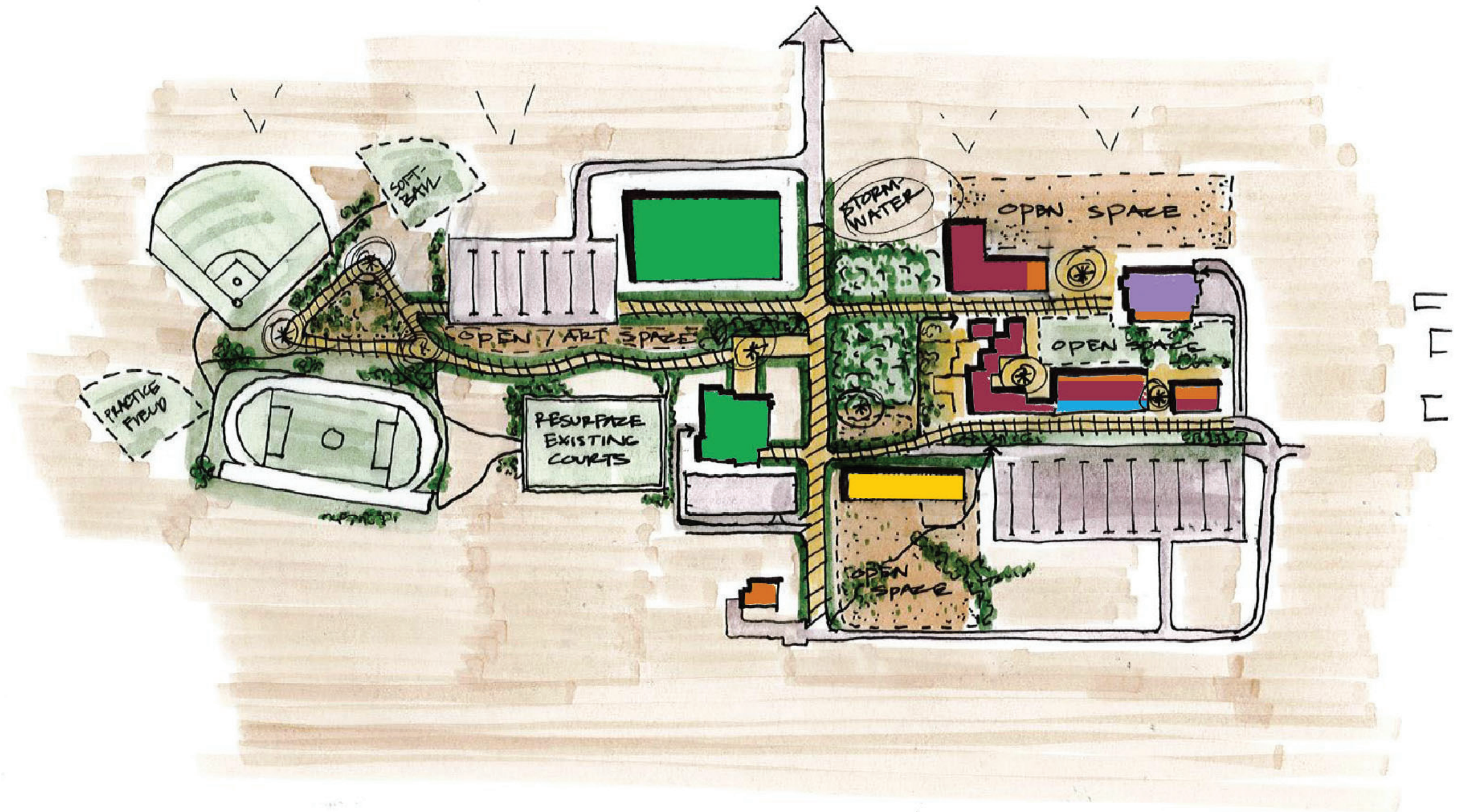


Concept C:  
**Optimize Connectivity**

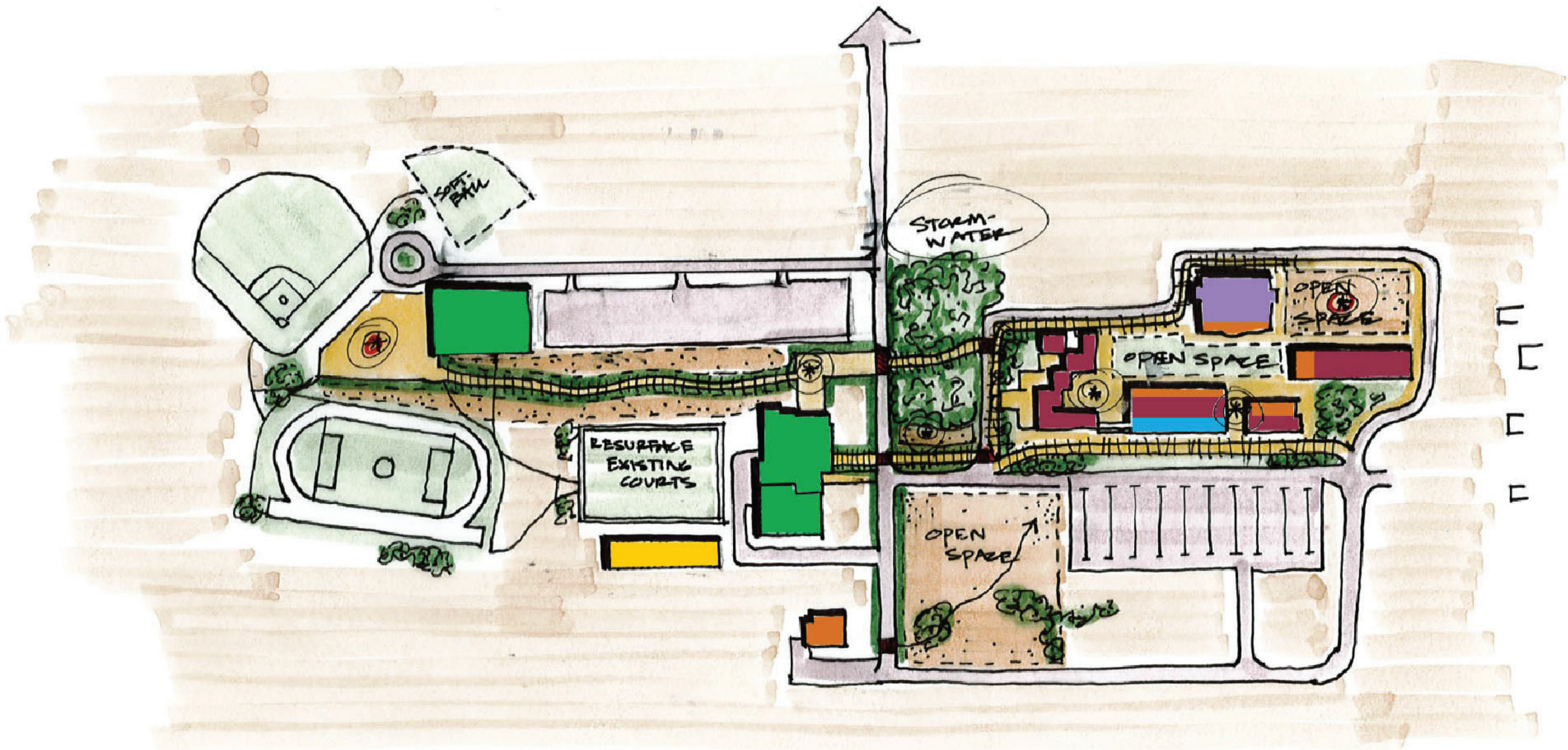
*Create intuitive connections through buildings and open space*



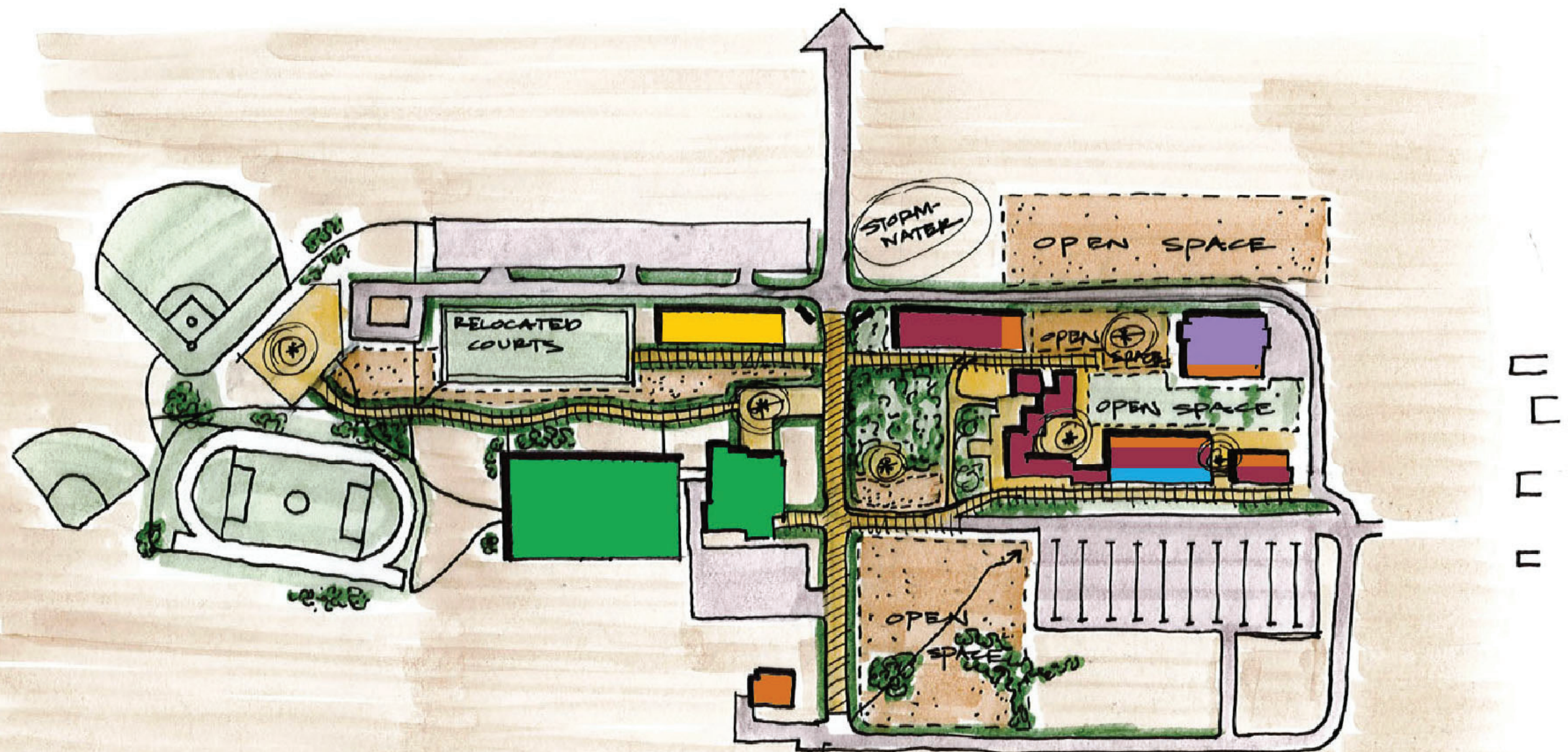












Acknowledgments

The 2018-2019 Cerro Coso Community College Facilities Master Plan would not have been possible with the contributions of countless student, faculty, and staff.

Developing the Facilities Master Plan required the support and commitment of a broad cross section of the campus community. The planning team and steering committee wishes to thank all the faculty, staff, and student participants in the process for their active contribution and involvement.

2018-2019 Facilities Master Plan Steering Committee

- Jill Board, President
- Michael Campbell, Director of Information Technology
- Lisa Couch, VP for Finance and Administrative Services
- John Daly, Director of Maintenance and Operations
- Natalie Dorrell, Director of Public Relations and Institutional Advancement
- Corey Marvin, VP for Instruction
- Heather Ostash, VP for Student Services

Participating Groups

Faculty Flex Day Participants	College Council
Faculty Chairs	Classified Senate
Career Exploration Day Participants	Student Center Information Table
Student Services	Student Government
Athletics	Administration Cabinet
Maintenance and Operations	College Administration
Child Development Center	ESCC + East Kern Directors and Staff









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