



SADDLEBACK
COLLEGE

Letter from the President

The Saddleback College Facilities Master Plan offers a practical vision and direction in how our facilities support and enhance instruction, support services, and student success. This document was produced with the valuable insight of our faculty, staff, administrators, and students, and serves as a bridge from the Education Master Plan. It is intended to be a living document.

As we continue to modernize our existing campus facilities and even construct new buildings, Saddleback College – like many community colleges in California – must address the limitations that come with a 51-year-old campus. With our Facilities Master Plan, we wanted to ensure that our facilities are not only conducive to learning and innovation, but invite connection on campus.

Indeed, connection has been a bit different in 2020. While we adroitly moved from on-ground to online instruction, we have remained connected. We've also acknowledged that when we do physically return to campus, change is inevitable. Although the Facilities Master Plan was started before the Covid-19 pandemic, the finished product addresses its impact on our facilities, and the flexibility we'll need to allow for in-person connection while effectively maintaining public health guidelines.

I am grateful to those who contributed to this plan and see the promise of Saddleback College's future. Our connection to our community will continue, with a campus that is more able to nimbly respond to the needs of our employees and students.

DR. ELLIOT STERN,
PRESIDENT



Mission

Saddleback College empowers its diverse student body to achieve personal, academic, and economic advancement through equitable and innovative educational experiences.

Vision

Inspired by a passion for teaching, learning and belief in human potential, Saddleback College transforms the lives of its students by offering high quality, career-building, and life-enriching education.



Values

Empowerment

We empower students through challenging, collaborative, and engaging educational experiences.

Excellence

We dedicate ourselves to excellence in academics, student support and service to the community.

Inclusivity

We create a welcoming environment in which all members of our college community have equitable opportunities and feel capable, nurtured and respected.

Integrity

We promote honesty, transparency and accountability.

Partnership

We strive to develop strong and lasting partnerships across the college and with the surrounding community.

Success

We place our highest priority on helping students achieve their academic and career goals.

Sustainability

We promote environmental sustainability and use our resources responsibly.

Participation

The FMP Task Force, consisting of faculty, staff, students and administrative representatives, were the lead group collaborating closely with the Planning Team throughout the planning process. The group met on a regular basis to review information, explore ideas, evaluate options and support recommendations for site and facilities improvements.

In addition to the Task Force discussions, the Saddleback College community was invited to participate in campus forums and surveys. Information collected was used to inform the planning discussions throughout the process.

SADDLEBACK COLLEGE

Elliot Stern, President

Cory Wathen, Vice-President for Administrative Services

Juan Avalos, Vice President for Student Services

Tram Vo-Kumamoto, Vice President for Instruction

Darren England, Classified Senate President

Anthony Maciel, Director, Technology Serv/Broadcast Syst

James Rogers, Senior Director of Facilities

Morgan Barrows, Faculty Representative, Department Chair Environmental Studies

Blake Stephens, Academic Senate President

Ryan Brook, Manager, Office of the President

Jennie McCue, Director of Marketing and Communications

Robert Farnsworth, Faculty Representative, Dept. Co-Chair Horticulture and Landscape Design

Jake Rybczyk, Associated Student Government President

Jared Lessard, Senior Research and Planning Analyst

DISTRICT SERVICES

Ann-Marie Gabel, Vice Chancellor of Business Services

Medhanie Ephrem, Executive Director of Facilities Planning

Mary Opel, Director Facilities Planning

Denice Inciong, District Director of Research, Planning and Data Management

Judy Perez, Program Research Analyst



EXISTING CONDITIONS



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EXISTING CONDITIONS

Overview

The planning process included the analysis of existing conditions in order to identify the key planning issues to address in the Facilities Master Plan (FMP). The information was based on meetings with college staff, campus forums, and discussions with the Saddleback College Facilities Master Plan Task Force.

The findings are summarized in a series of graphic plates that illustrate patterns and characteristics to guide future development.

This chapter includes the following sections:

- Existing Campus
- Development History
- Facilities Condition Index
- Favorite/Least Favorite Places
- Places to Socialize
- Places to Recharge
- Pedestrian Movement + Open Space
- Vehicular Circulation + Parking



Existing Campus

Saddleback College is located in the community of Mission Viejo, California, approximately 55 miles southeast of Los Angeles. The existing Saddleback College Campus is approximately 200 acres, bounded by both residential and commercial development and a dedicated natural open space area. The College is perched on a mesa in the south Orange County city of Mission Viejo.

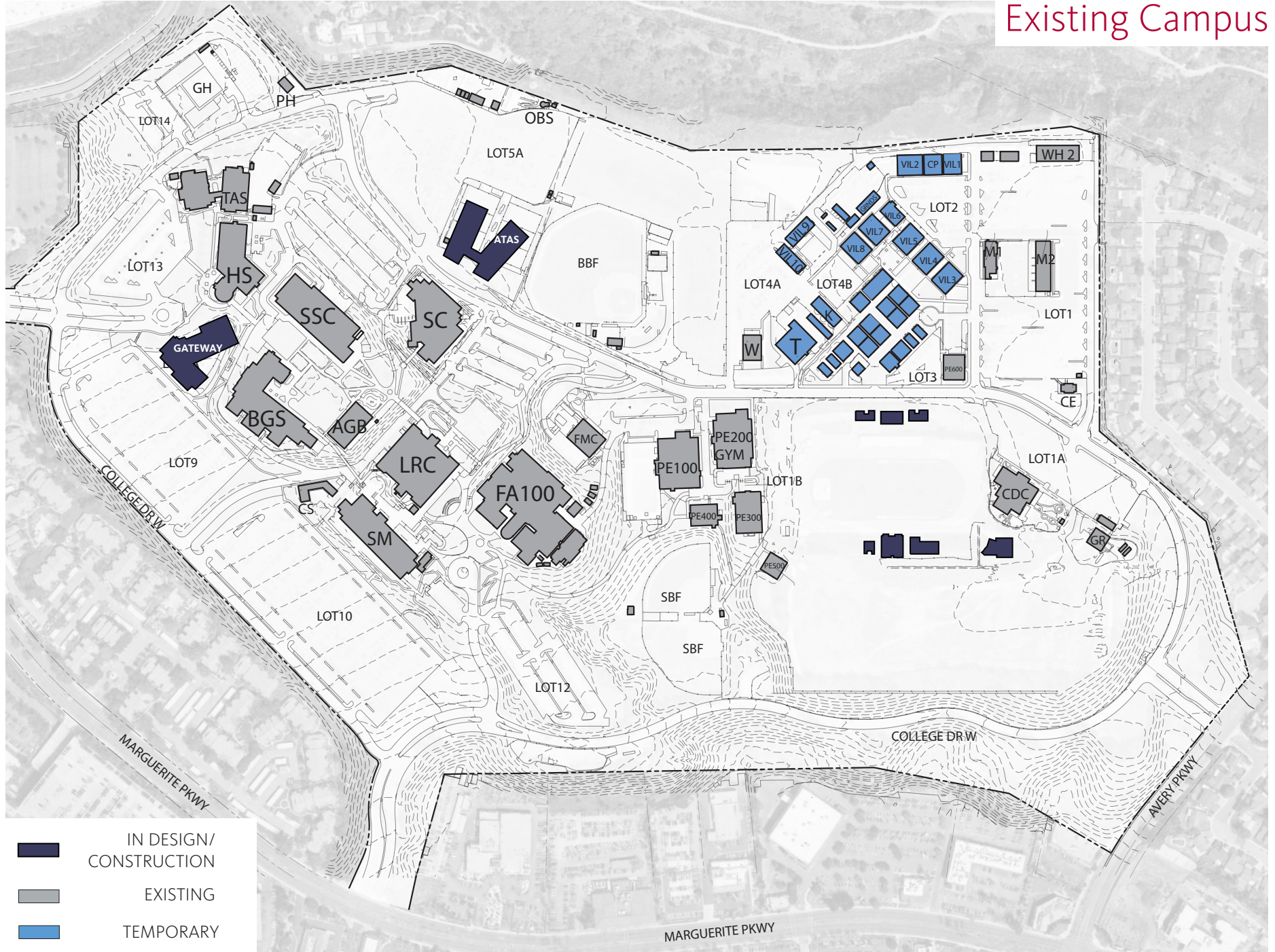
Saddleback College is one of the largest of California's 115 community colleges and has a student population of approximately 25,000. The campus contains roughly 803,000 square feet of academic, student service and support building space.

The campus has 30 permanent structures for academic, administrative and facilities functions and 37 portable buildings identified as "The Village".

The existing Saddleback Campus Plan, shown in the graphic on the facing page, illustrates the baseline conditions for this Facilities Master Plan.



Existing Campus



Development History

The college was dedicated by then Governor Ronald Reagan in 1968. In 1971, Saddleback College received accreditation by the Western Association of Schools and Colleges. Its name derived from the unique “saddleback” features of the nearby Cleveland National Forest, the campus occupies a 200 acre site that incorporates a series of mesas and canyons, providing Saddleback College a distinctive character. Growth of the college has paralleled robust development of the south Orange County area from the 1970’s through the 1990’s.

Saddleback College has established strong partnerships with many southern California four-year institutions, and provides baccalaureate quality transfer education, career and technical education, and lifelong learning opportunities.

The graphic on the following page illustrates the development of the campus with buildings color-coded based on the decade of original construction.



Development History



1960s 



1970s 



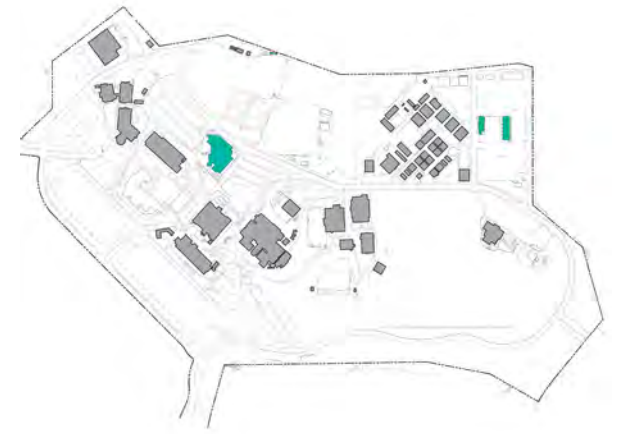
1980s 



1990s 



2000s 



2010s 

Facilities Condition

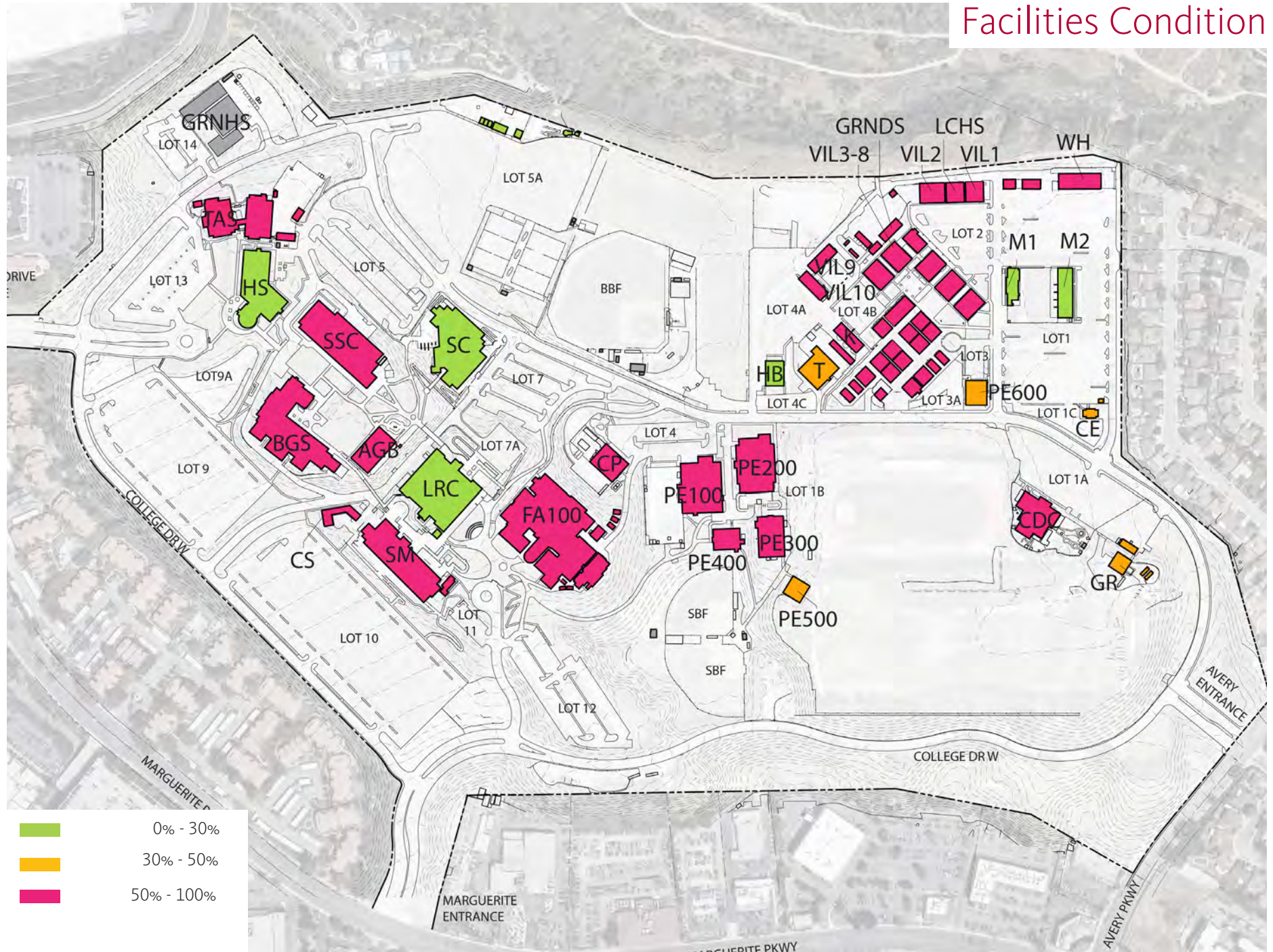
A comprehensive Facility Condition Assessment was conducted in 2013 to assess the status of each building in the District. A Facility Condition Index (FCI) was calculated for each facility assessed and was referenced during the planning process. The FCI is used to quantify a facility's physical condition at a specific point in time, and is calculated using the estimated cost of maintenance/repair requirements, and the Current Replacement Value (CRV) of the building.

For example, if a building's replacement value is \$10,000,000 and the cost of correcting its existing deficiencies is \$3,000,000, the building's FCI is $\$3,000,000 \div \$10,000,000 = 0.30$ or 30%. The larger the FCI, means a poorer condition of the facility.

The majority of original buildings on campus have FCI scores >50%, indicating that cost to renovate would be very high and replacement should be considered. This information was used to inform the planning discussions related to renovating versus replacing.



Facilities Condition



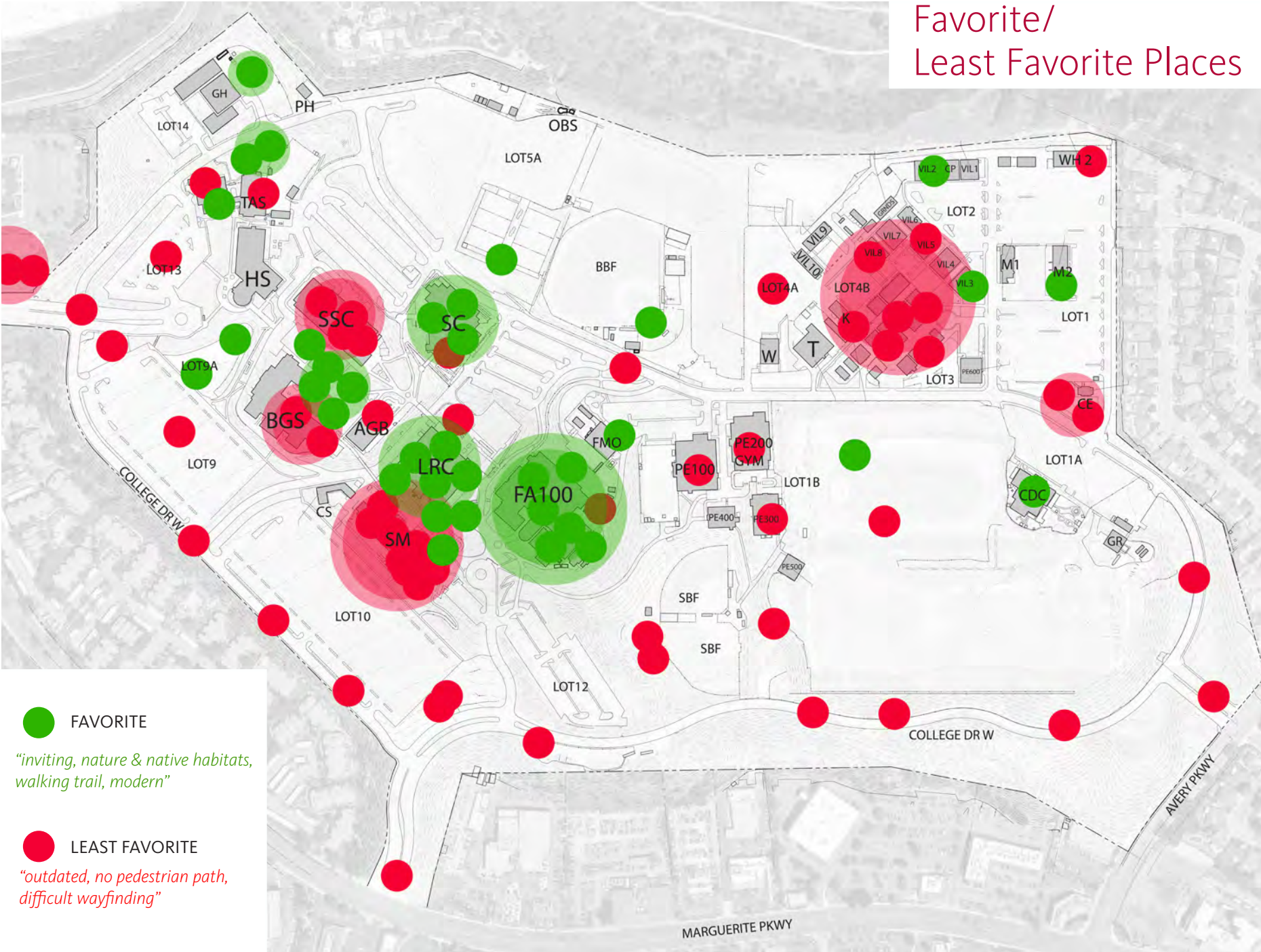
Favorite/Least Favorite Places

At the start of the planning process, the Saddleback College community was invited to participate in a Campus Forum. Students, faculty, staff, and administrators engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

This chapter includes some of these results alongside our existing campus data to correlate the relationship between objective existing conditions and subjective community perceptions. The following pages illustrate the portion of the findings most relatable to existing spaces on campus and typical travel pathways.



Favorite/ Least Favorite Places



-  FAVORITE
"inviting, nature & native habitats, walking trail, modern"
-  LEAST FAVORITE
"outdated, no pedestrian path, difficult wayfinding"

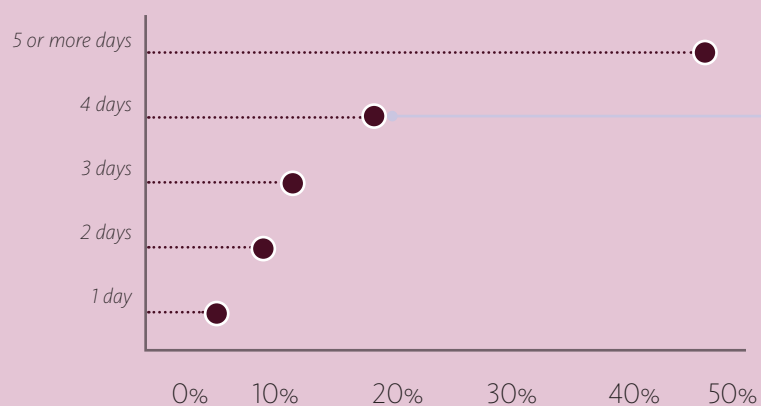
Places to Socialize

Respondents were asked to identify their favorite place on campus to socialize and connect. The results are described in the graphic and illustrate the most preferred places on campus according to the number of responses.

Additionally, respondents were asked about how many days they spend on campus in a typical week. The results are summarized in the graphics below.

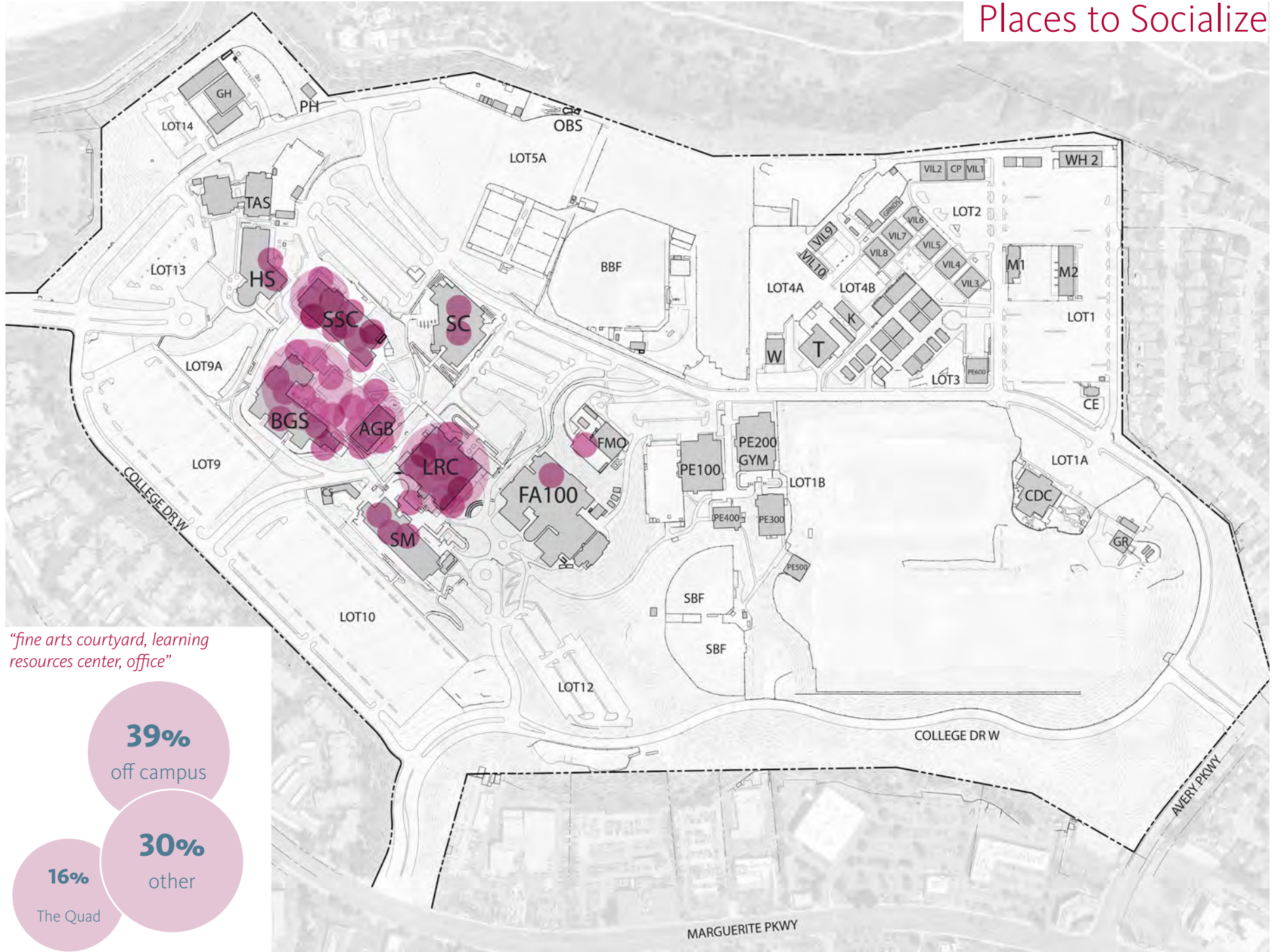


During a typical week, how many days do you spend on campus?



72%
of respondents spend
at least 4 days on
campus per week

Places to Socialize



"fine arts courtyard, learning resources center, office"

39%
off campus

30%
other

16%
The Quad

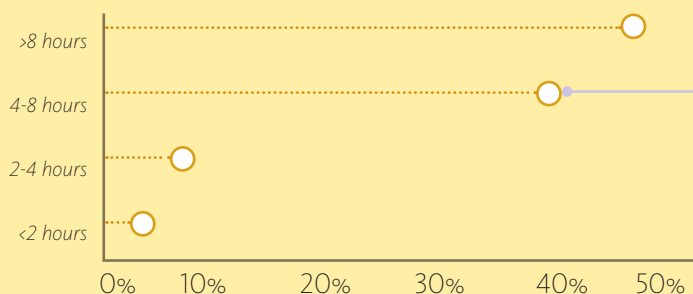
Places to Recharge

Respondents were asked to identify their favorite place on campus to recharge and relax. The results are described in the graphic and illustrate the most preferred places on campus according to the number of responses.

Additionally, respondents were asked about how much time they spend on campus each visit. The results are summarized in the graphics below.

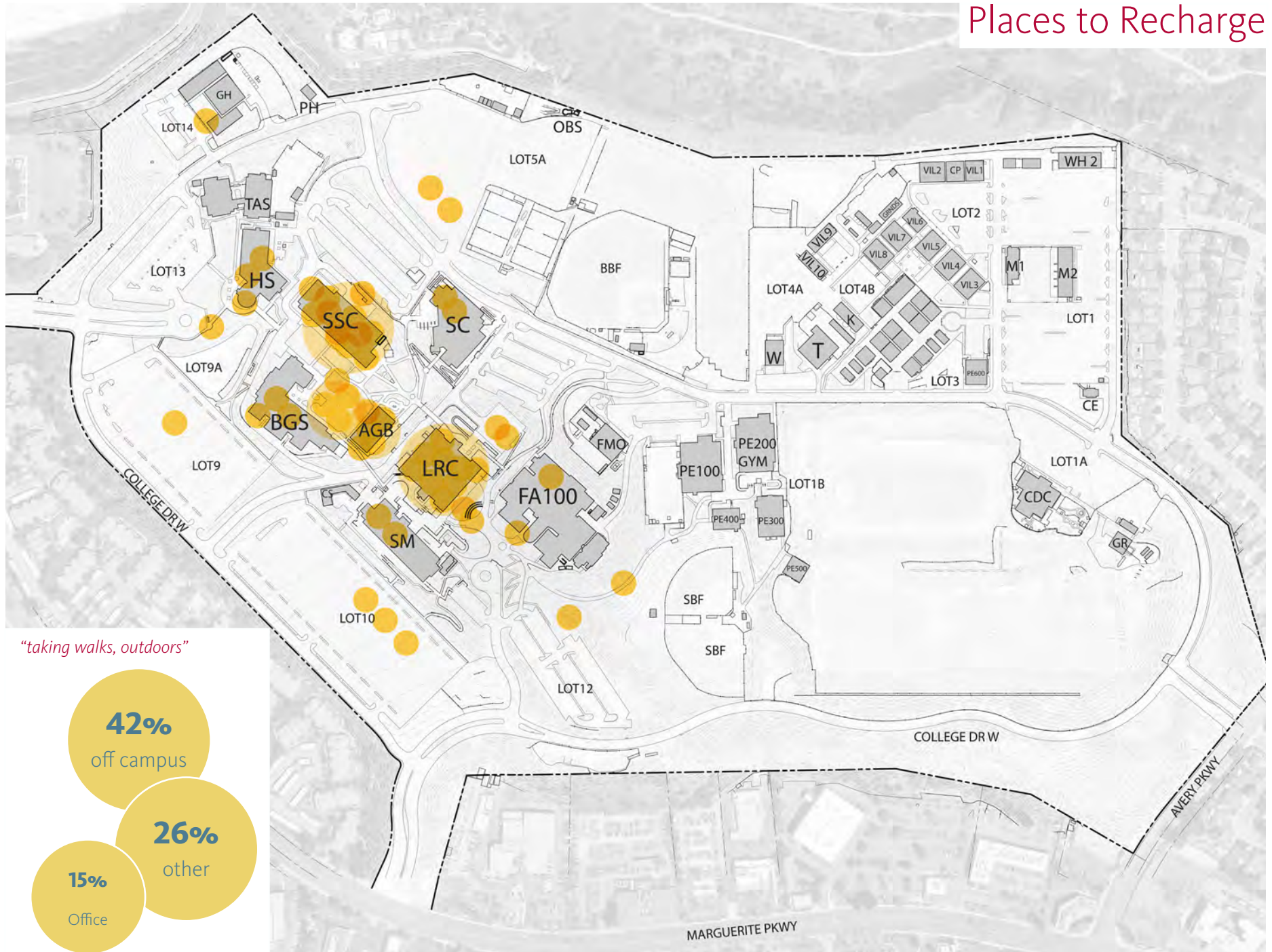


On average, how much time do you spend on campus each visit?



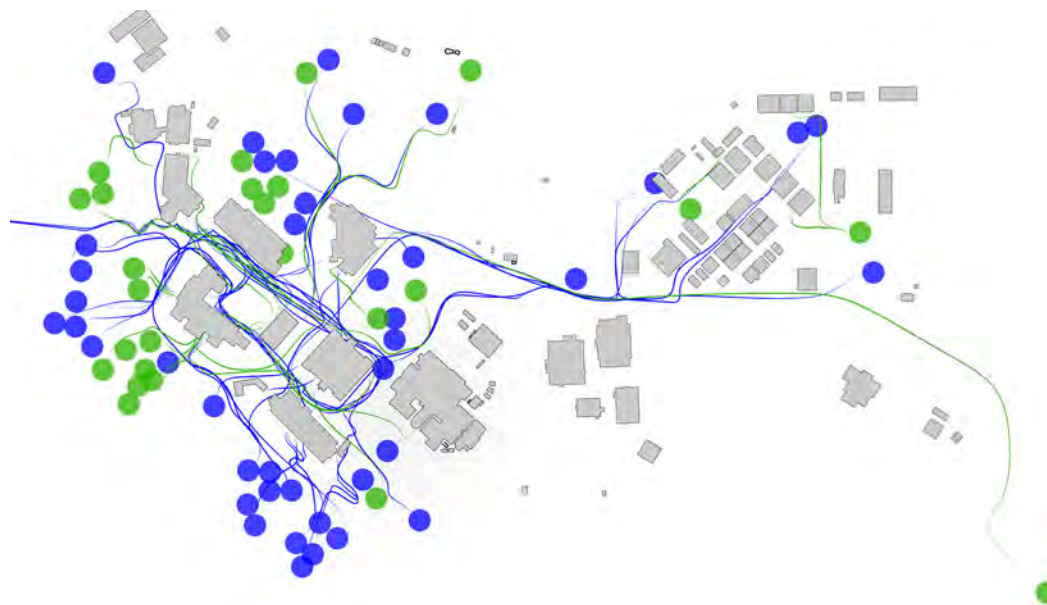
87%
of respondents spend
at least 4 hours on
campus during each
visit

Places to Recharge



Pedestrian Movement + Open Space

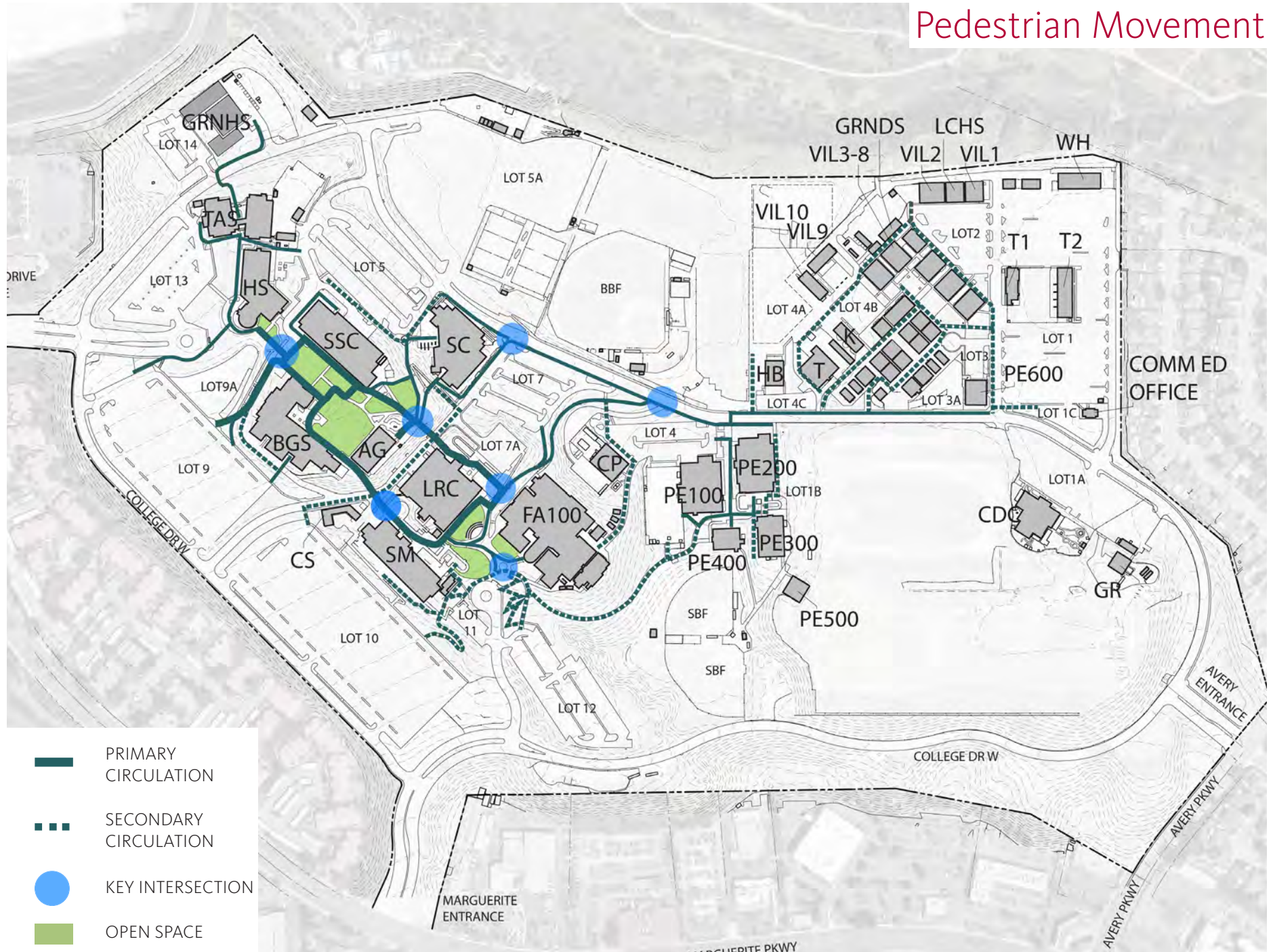
A variety of open spaces contribute to the campus identity and creates a distinct campus character. Students, faculty, and staff, were asked to map out their typical starting and ending points on campus, illustrated in the graphic below. The results informed the graphic plan on the facing page which illustrates campus open spaces, along with pedestrian spines and promenades.



- Faculty, staff, managers
- Students



Pedestrian Movement



- PRIMARY CIRCULATION
- SECONDARY CIRCULATION
- KEY INTERSECTION
- OPEN SPACE

Vehicular Circulation + Parking

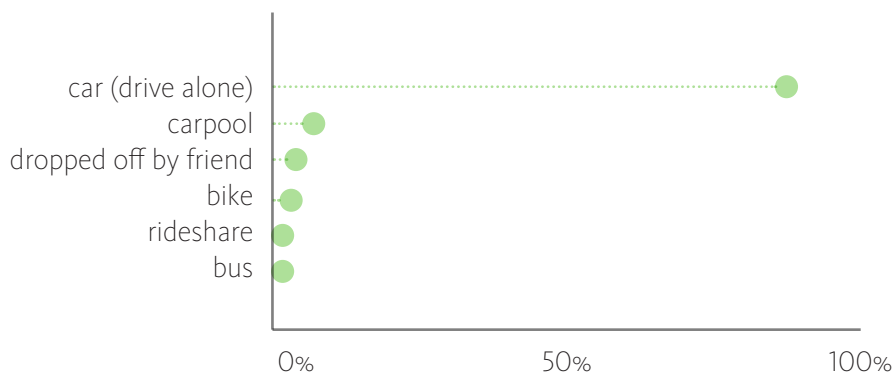
The graphic plan on the facing page illustrates campus vehicular circulation patterns. Campus entry points and major vehicular circulation routes are shown along with areas allocated for parking, passenger loading, public transit stops, and emergency vehicular circulation.

OBSERVATIONS

- Three entrance/exit drives connected to existing signalized city intersections; College Drive, Marguerite Parkway and Avery Parkway.

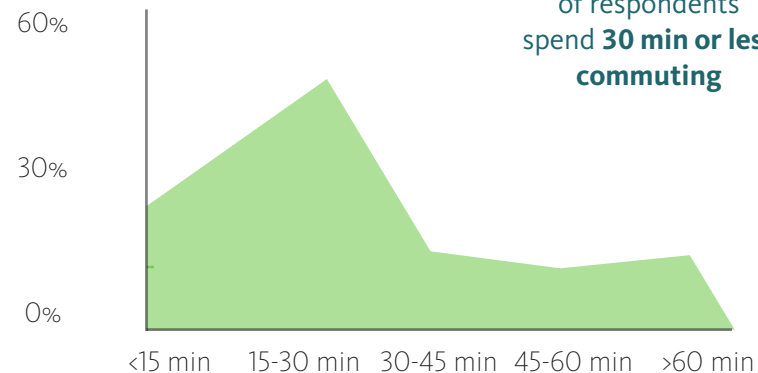
93%
of respondents **drive to campus alone**

What is your main means of commuting to and from campus?



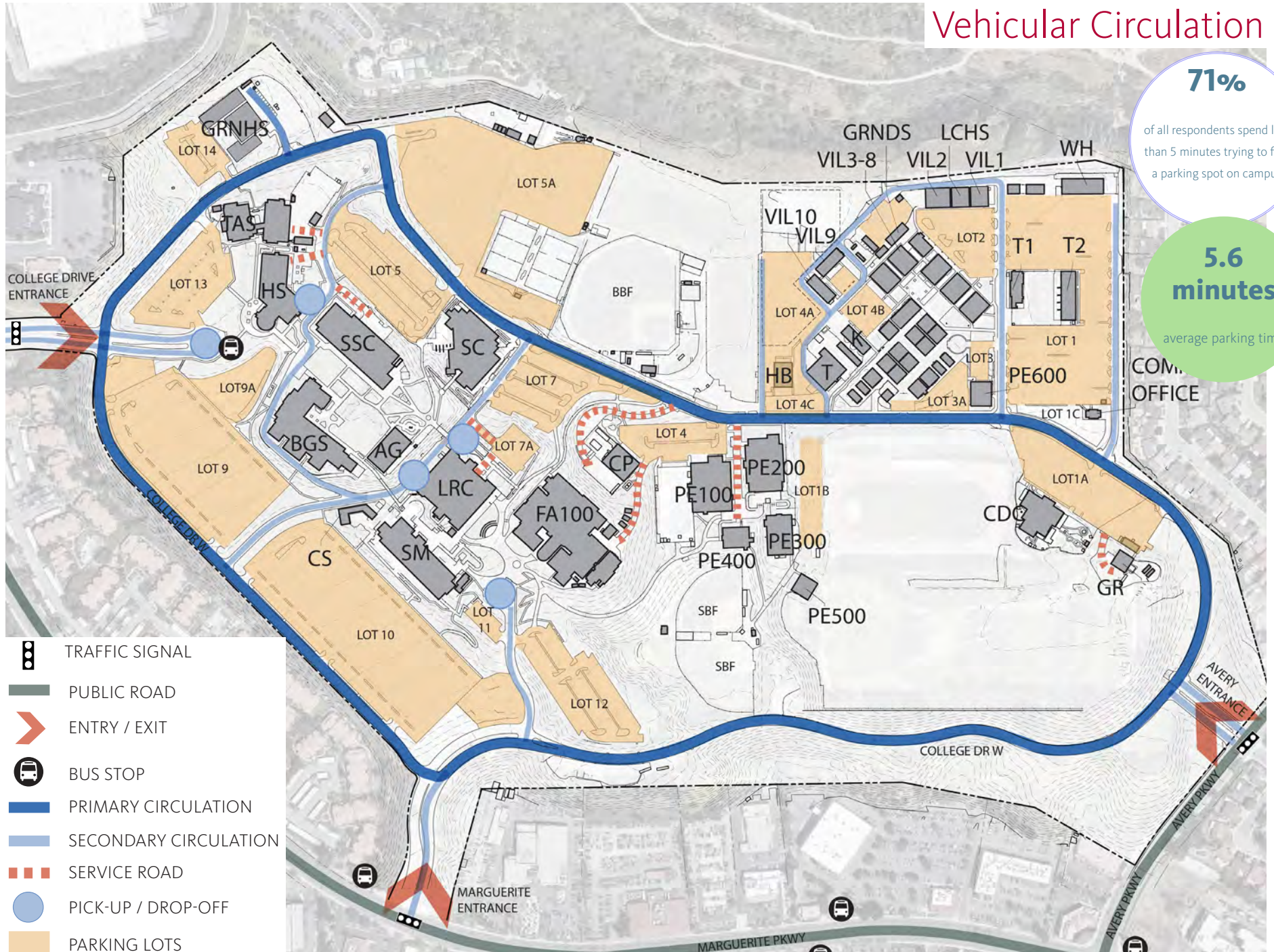
29.6 min
average commute time

On average, how long is your commute to and from campus?












67%
of respondents spend **30 min or less** commuting

Vehicular Circulation



71%
of all respondents spend less than 5 minutes trying to find a parking spot on campus

5.6 minutes
average parking time

-  TRAFFIC SIGNAL
-  PUBLIC ROAD
-  ENTRY / EXIT
-  BUS STOP
-  PRIMARY CIRCULATION
-  SECONDARY CIRCULATION
-  SERVICE ROAD
-  PICK-UP / DROP-OFF
-  PARKING LOTS



FRAMEWORK



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FRAMEWORK

Overview

The SOCCCD Education Master and Strategic Plan (EMSP) serves as the foundation for this 2020 Facilities Master Plan. It defines overarching goals and objectives the district and colleges will pursue to carry out their mission and achieve their envisioned future.

Drawing upon quantitative and qualitative data collected for the District-wide Strategic Plan and the Saddleback College Education Master Plan, coupled with the collection and analysis of information that took place during the facilities planning process, this chapter outlines a framework for planning the future development of Saddleback College.

This chapter includes the following sections:

- EMP Highlights
- Campus Engagement
- Enrollment Forecast
- Space Inventory
- Space Utilization
- FMP Space Program
- Facilities Planning Principles

‘Integrated planning is a sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change.’

SCUP (Society for College and University Planning)

EMP Highlights

Equity
1 All students have been provided equal access to a quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.

Learning
2 The lives of our students are transformed by the learning opportunities they experience, the skills they acquire, and the achievements they attain.

Community
3 Strategic partnerships enable us to serve the civic, cultural, and economic needs of our communities.

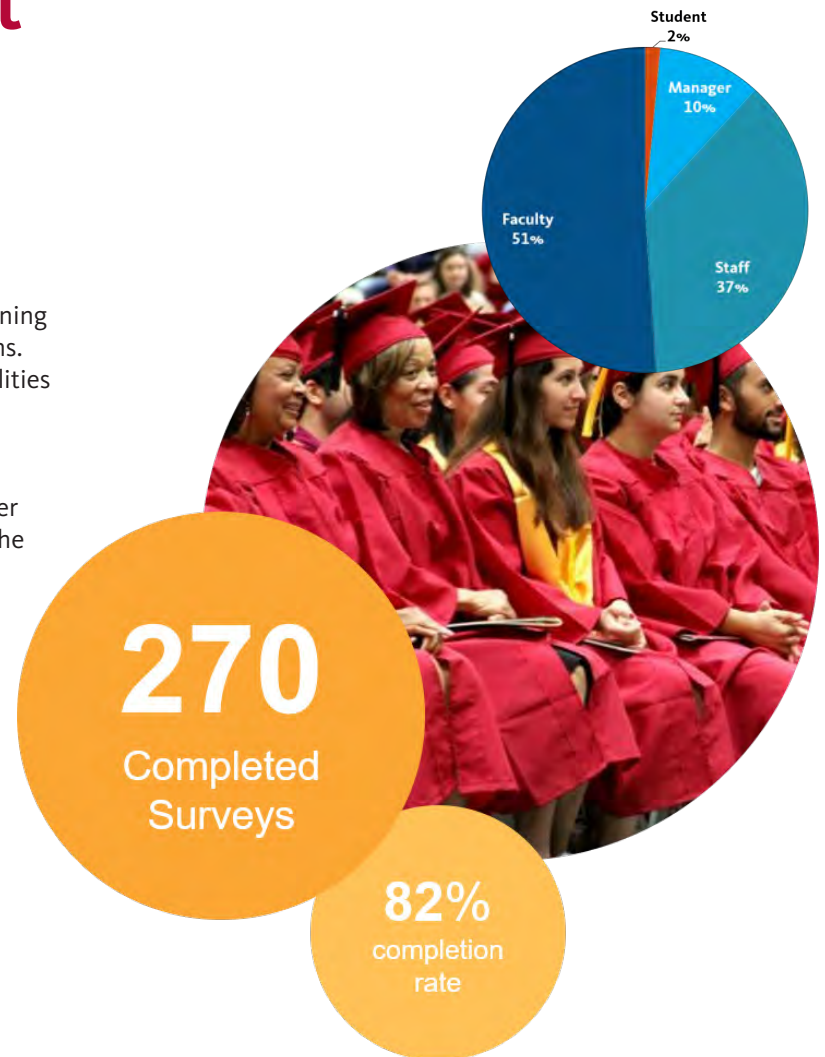
Student-Centered Design
4 Our institutional systems, facilities, and infrastructure are optimized, accessible, and sustainable to achieve our goals.



Campus Engagement

At the start of the planning process, the Saddleback College community was invited to participate in a Campus Forum. Students, faculty, staff, and managers engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

The following pages document the results of our campus engagement survey, where respondents were asked to answer questions regarding demographics, word associations with the campus, as well as ideas for future development.



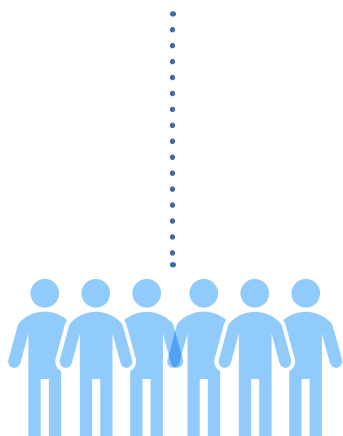


Campus Engagement

100 ideas to make Saddleback a better place?

CAMPUS ENGAGEMENT

- more places to connect
- gathering areas
- activity/event spaces
- shade



people

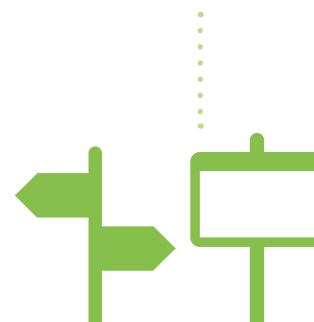
STUDY & TUTORIAL

- more tutoring
- study/lounge areas
- more computers
- increased library hours



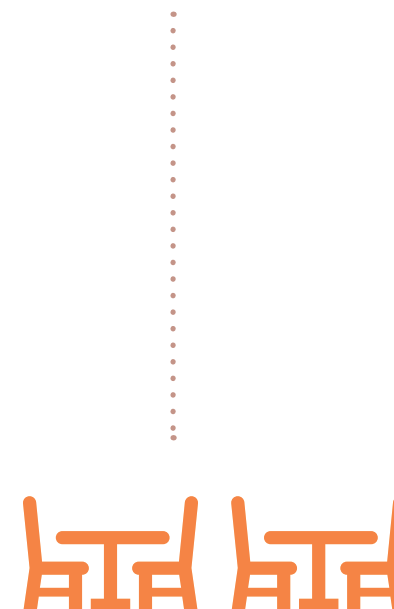
ACCESS & WAYFINDING

- improved connections
- clear pathways
- better directional signage
- clear building identification



FOOD

- better food
- more options
- cheaper



facilities

Campus Engagement



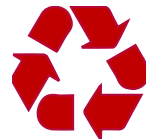
Most important topics to address in FMP:



housing



parking &
transportation



sustainability



buildings



study &
tutorial



access &
wayfinding



campus
engagement



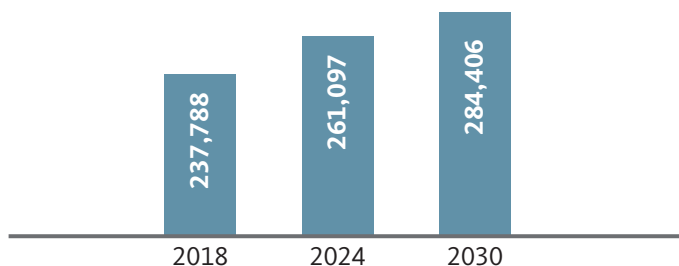
food

Campus Engagement

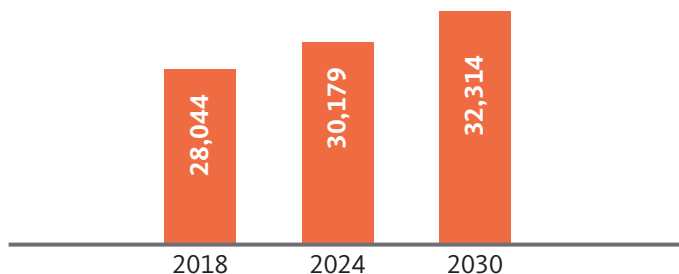
What is the greatest opportunity to improve your experience on campus?



SADDLEBACK LONG RANGE ENROLLMENT FORECAST



SADDLEBACK LONG RANGE WSCH FORECAST



Enrollment Forecast

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year and projects enrollment growth for the next 10 years. It includes historical data from the previous years and projects total enrollment and WSCH for the District using an average anticipated growth factor.







The base year used for this analysis is the fall semester of 2019 (the most recent complete year of data available at the start of this planning process), and the long range forecast is for fall semester of 2030.

Space Inventory

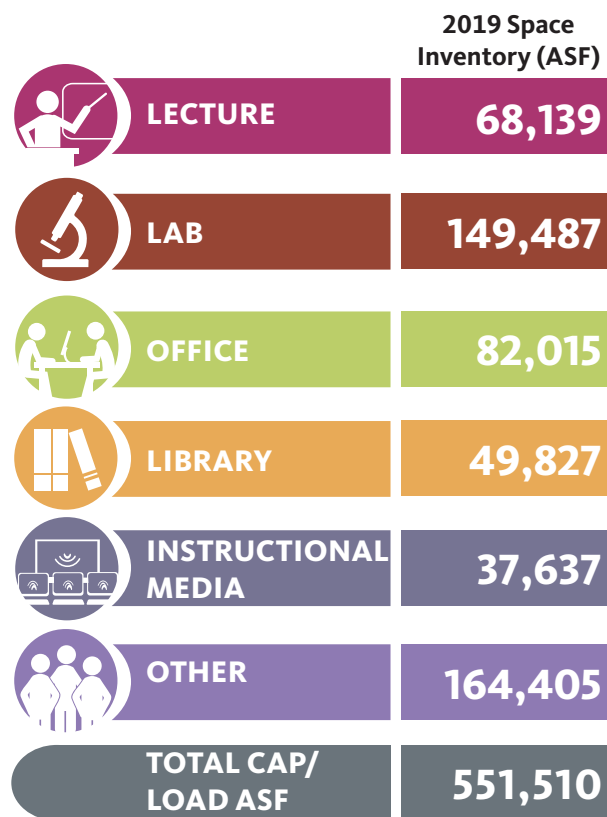
The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor's Office (CCCCO), and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs and capital outlay planning.

Saddleback College maintains a detailed Space Inventory of all buildings on the campus according to the requirements of the State Chancellor's Office Space Inventory Handbook. As required by the state standards, it is updated and submitted to the State Chancellor's office annually. The Space Inventory contains data about every building and room per the State guidelines for space code, space type name, and assignable square feet (ASF).

ROOM USE CATEGORIES

	LECTURE 100'S	Classroom Support
	LAB 200'S	Lab Support
	OFFICE 300'S	Office Support
	LIBRARY 400'S	Library, Study, Tutorial Support
	INSTR.MEDIA 530'S	AV/TV, Technology Support
	OTHER 520-540-800'S	PE, Assembly, Food Service, Lounge, Bookstore, Meeting, Data Process, Physical Plant, Health

CURRENT SPACE INVENTORY



Space Inventory

The 2019 Space Inventory Report was used as the basis for the analysis of space. This report is updated annually and reported to the Chancellor's Office to reflect the current usage of facilities and space on campus. The table on the left includes a summary of the categories of space on Saddleback Campus and their respective totals.

It is important to note that the Space Inventory report includes all facilities on campus that are in use, including temporary facilities.

Space Utilization

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations, prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants).

The assignable square feet (ASF) of a building is the total square footage of the building that is, or could be, assigned to an occupant. The gross square footage (GSF) of a building includes all areas within the inside faces of exterior walls, including circulation, stairs, elevators, restrooms, and building systems.

The Title 5 space standards used to determine future capacity requirements are listed in the table to the right. Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the College.

PRESCRIBED SPACE STANDARDS

CATEGORY	FORMULA	RATES
Classrooms	ASF / Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference	ASF per FTEF	140
Library / LRC	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE	3.83
	ASF / 3,001-9,000 DGE	3.39
	ASF / > 9,000 DGE	2.94
Instructional Media	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE	1.50
	ASF / 3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25

* Varies per discipline

Note: Day Graded Enrollment (DGE) is a unit used to calculate library and AV/TV space

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

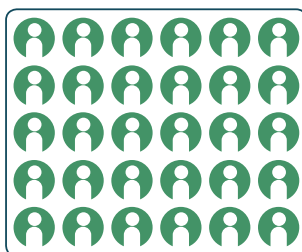
Space Utilization

Capacity Load Ratios

Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type “other” includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCCO in relation to utilization and efficiency, but are important as part of the college’s inventory related to maintenance and operations.

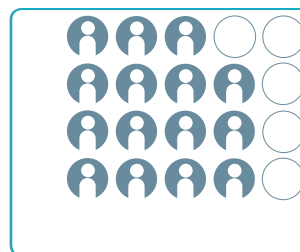
- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards.
- Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline.
- Capacity/load ratios are rolled up and measured as an aggregate by room use category for each campus.

RIGHT-SIZED



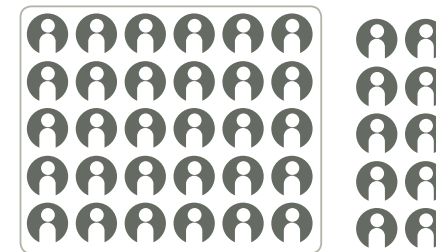
of seats = # of students
100% capacity / load

OVER CAPACITY



of seats > # of students
over 100% capacity / load

UNDER CAPACITY



of seats < # of students
under 100% capacity / load

FMP Space Program

The Facilities Master Plan Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:







- The 2019 Space Inventory was adjusted to reflect the removal of temporary buildings. The space from these facilities were subtracted from the 2019 Space Inventory column (A) and reflected in the 'Adjusted Inventory' column (B).
- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF listed as the FMP Program (C).
- The Adjusted Inventory (B) was subtracted from the FMP Program (C) to result in the Difference (D) that indicates the ASF need by types of space.

The FMP Space Program provides the basis for developing recommendations for future facilities. In order to accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed, the FMP Space Program outlines the quantity of space needed in each of the capacity load categories.

The space needs are indicated as Assignable Square Feet (ASF) and divided by a grossing factor to arrive at gross square footage (GSF). The State Chancellor's Office recommends grossing factors for community college facilities which average approximately 65% for instructional facilities.

The FMP Space Program indicates that following the removal of temporary facilities, there is a need for additional lab space to support the 2030 program forecasts. In addition, there is a need for additional space in non-capacity-load categories shown as other.

FMP Space Program

	A	B	C	D(C-B)
	CURRENT INVENTORY 2019	ADJUSTED INVENTORY	MASTER PLAN SPACE PROGRAM	DIFFERENCE
 LECTURE	68,139	76,670	49,098	-27,572
 LAB	149,487	173,309	231,160	+57,851
 OFFICE	82,015	80,202	75,842	-4,360
 LIBRARY	49,827	54,026	48,185	-5,841
 INSTR.MEDIA	37,637	39,717	13,568	-26,149
 OTHER	164,405	167,361	196,415	+29,054

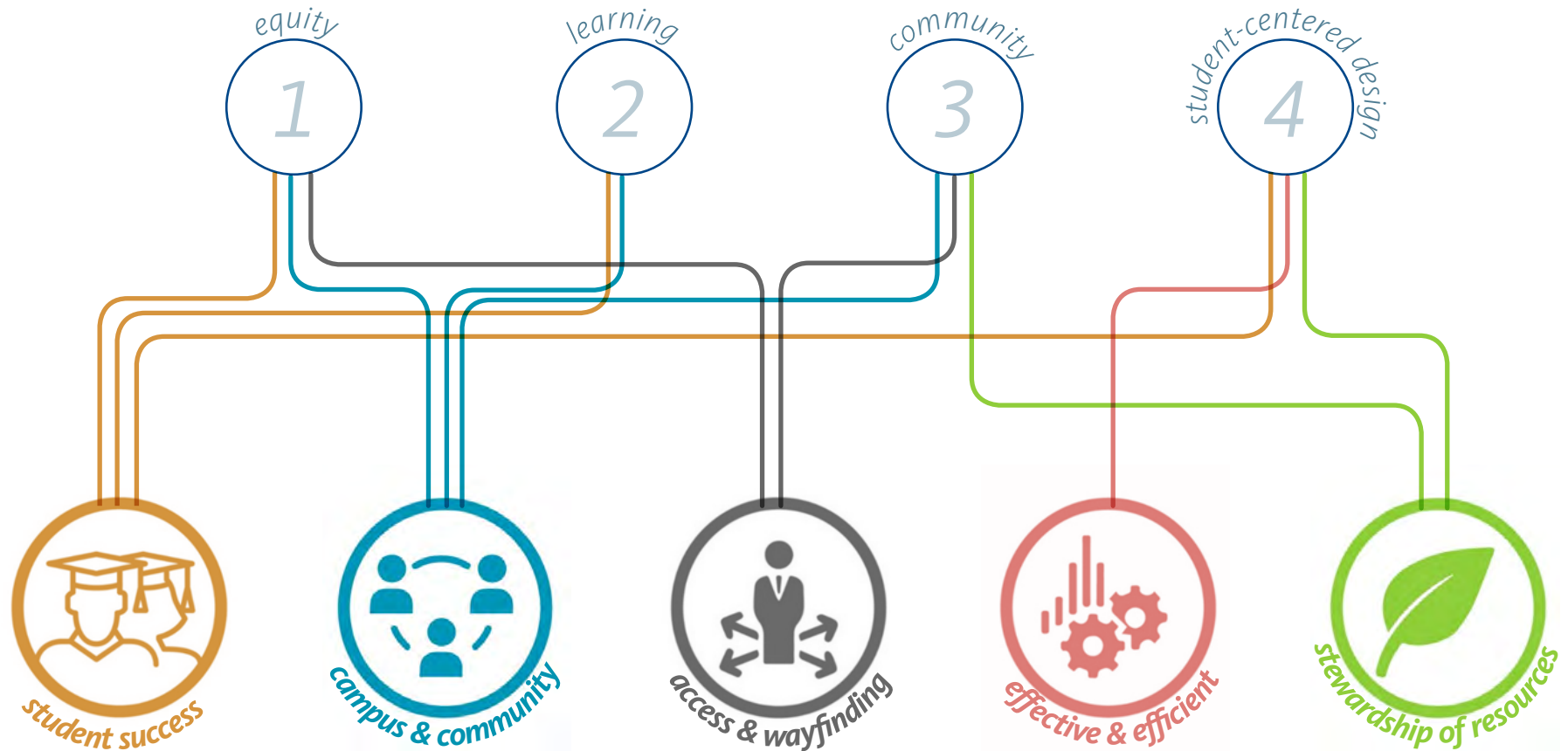
Facilities Planning Principles

Following the extensive analysis of qualitative and quantitative information, a set of Facilities Planning Principles were developed to guide discussions related to site and facilities improvements. These principles were developed collaboratively with the FMP Task Force and align with Saddleback College's commitment to strategic goals towards equity, transformation, engagement, and optimization.

The five principles are the key drivers that led to the Saddleback College FMP recommendations and serve as a touchstone for the future development of the campus. They provide the framework for identifying the required improvements to the campus environment, facilities and infrastructure that are articulated throughout this chapter.



Facilities Planning Principles



- Improve access to student support services
- Integrate and consolidate functions and services
- Increase access to tutoring and learning centers
- Develop spaces to encourage students to spend more time on campus

- Develop indoor + outdoor spaces to enhance collaboration
- Develop outdoor areas to support events + activities
- Increase availability and choices for food
- Improve community access
- Enhance a sense of belonging and pride

- Improve campus organization to enhance intuitive wayfinding
- Create logical groupings of functions
- Improve physical connections across all areas of the campus

- Replace temporary, inefficient and underperforming facilities
- Replace seismically vulnerable buildings
- Renovate + repurpose where appropriate
- Right-size facilities to support program needs
- Design for well-being

- Increase awareness and create a culture of sustainability
- Increase partnerships and collaborations
- Position to maximize state funding opportunities



RECOMMENDATIONS



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RECOMMENDATIONS

Overview

The 2020 Facilities Master Plan recommendations present an overall picture of the proposed development that is designed to support Saddleback College's vision and goals. The recommendations meet the needs of the projected enrollment and program forecasts and are a translation of the Educational Master Plan into the future developed campus.

The recommendations for the future development of the campus are described in this chapter and grouped into a series of sections.

- Development Concepts
- Facilities Master Plan
- Vehicular Circulation
- Parking and Solar Canopies
- Pedestrian Circulation
- FMP Project Matrix
- Project Descriptions
- Implementation Schedule



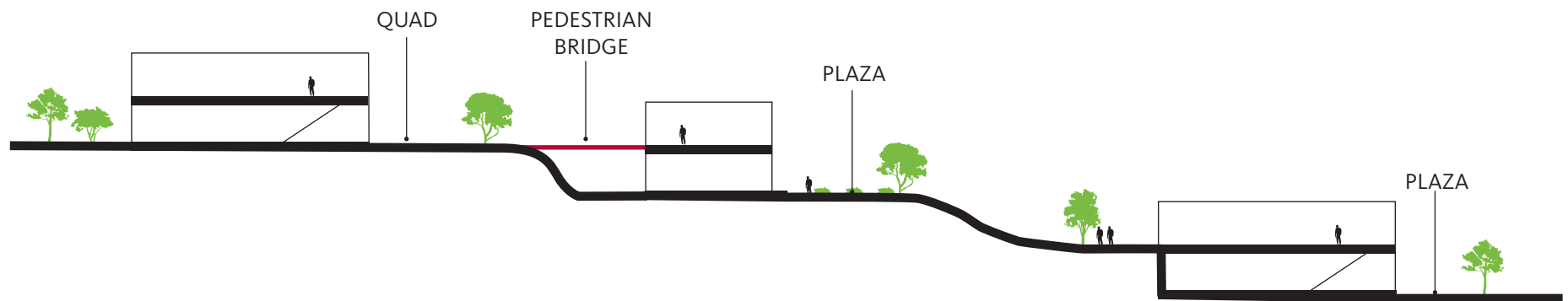
Development Concepts



NETWORKS A collection of pedestrian paths connect all areas of the campus. Wide pedestrian bridges span across Library Road and multi-level buildings connect lower parking lots to campus plateaus. An Arboretum Trail meanders along the perimeter and invites the community into campus.



OPEN SPACES A collection of open spaces are developed at the multiple levels of the campus and planned to support studying and collaboration and enhance student engagement. Spaces are framed by buildings and designed to provide a sense of place and connection and promote a variety of formal and informal activities.



CONNECTIONS A section through campus illustrates the unique character of the site. Developing plateaus at open spaces and plazas reflects the natural mesas of the area and allows for key moments as students move through campus, providing a distinct sense of place while creating vistas to the adjacent

dedicated natural open space area. Open spaces are connected through pedestrian bridges and meandering paths that increase visibility and access to programs.

Facilities Master Plan

The 2020 Facilities Master Plan for Saddleback College presents an overall picture of the future developed campus. It includes recommendations for a series of site and facilities projects that are described in the pages that follow.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design take place with a designated user group.

The FMP projects identified as part of the planning process include the list to the right. They are grouped into three categories, listed in alphabetical order and do not represent a priority order.

FMP PROJECTS (in alphabetical order)

NEW CONSTRUCTION

- ATEP Culinary / Auto Tech
- PE Complex Replacement
- Science and Math Replacement
- Student Housing
- Student Union + Parking
- Wellness Center + Volleyball

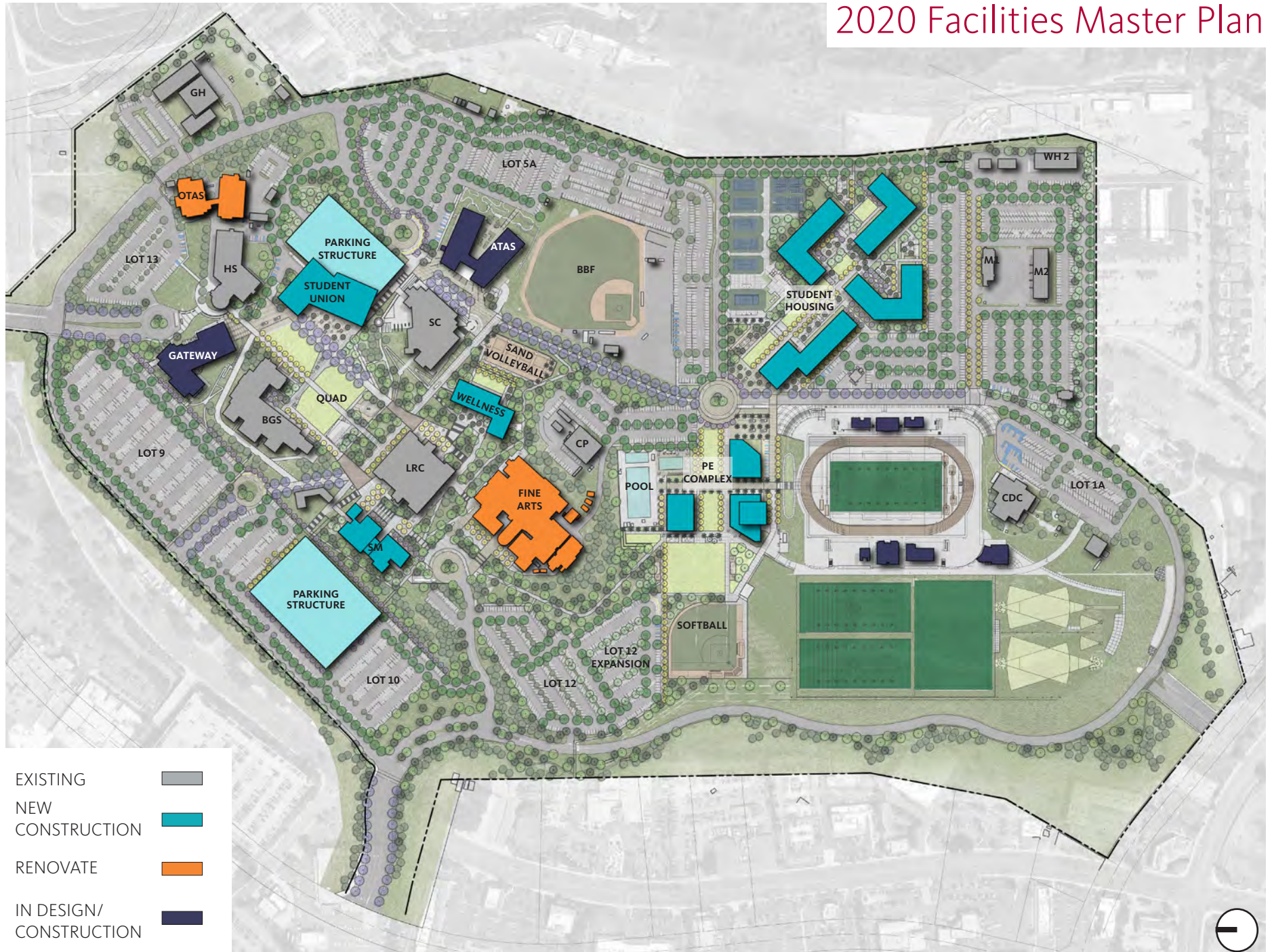
RENOVATION

- Fine Arts Renovation
- M&O Grounds + Transportation
- TAS Renovation / Campus Support Center

SITE PROJECTS

- Arboretum Trail
- Parking Structure (Lot 10)
- Quad Extension + Pedestrian Bridges
- Softball + Lot 12 Expansion

2020 Facilities Master Plan



Vehicular Circulation

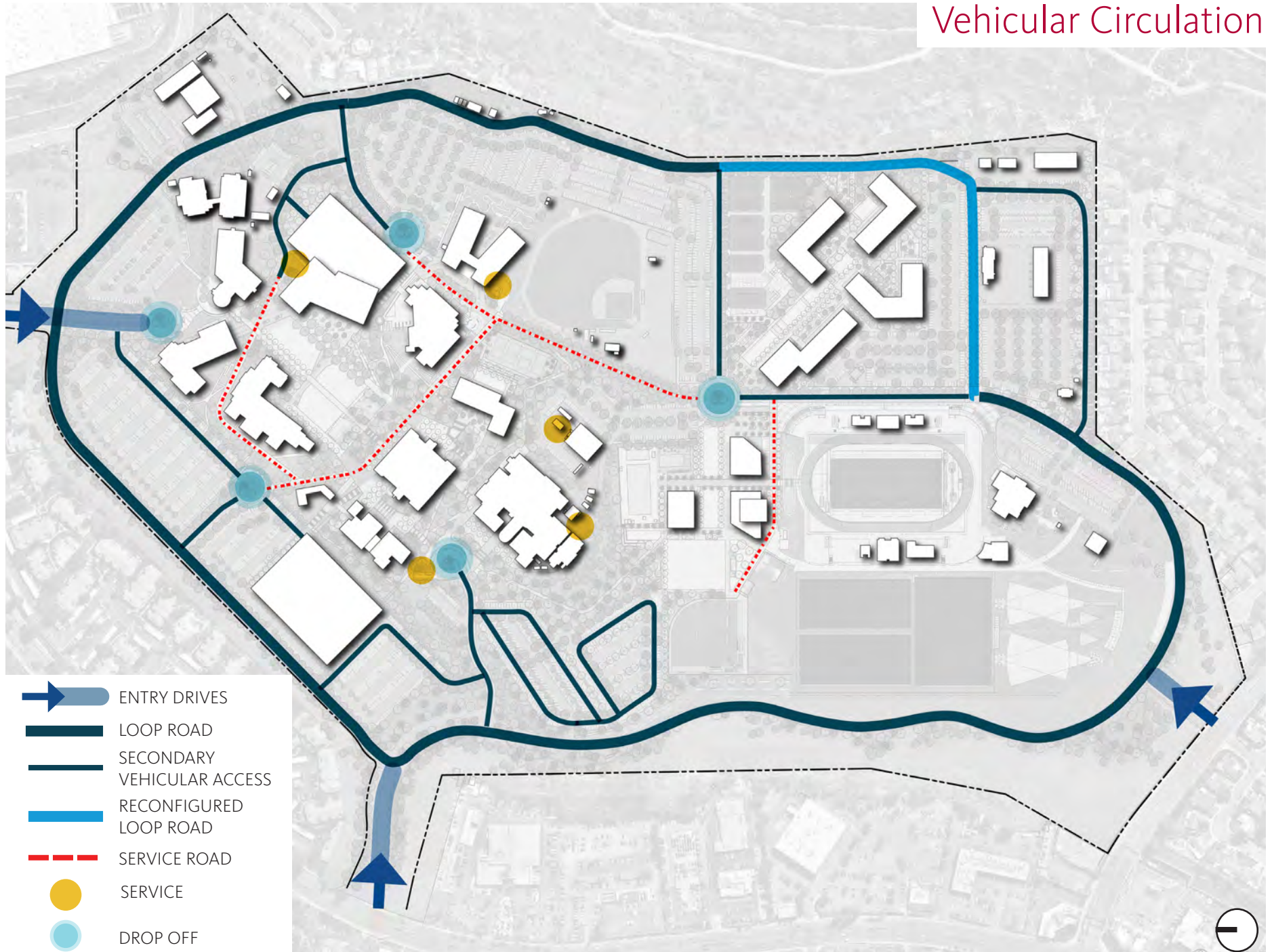
A series of vehicular recommendations are developed to improve clarity, connectivity and identity. A summary of these recommendations are described below and in the graphic that follows.

The campus loop road connects to all parking areas and is extended around the future student housing development to reduce vehicular traffic on the interior of the campus and provide safe zones for pedestrian circulation.

Additionally, portions of the loop road are closed on the interior of campus to eliminate vehicular/pedestrian conflicts and to promote a car-free campus core. Wide pedestrian pathways and promenades will be designed to support emergency vehicle access and deliveries as needed.



Vehicular Circulation



Parking + Solar Canopies

Two new parking structures and several surface parking lots are proposed to improve access and increase capacity around the campus.

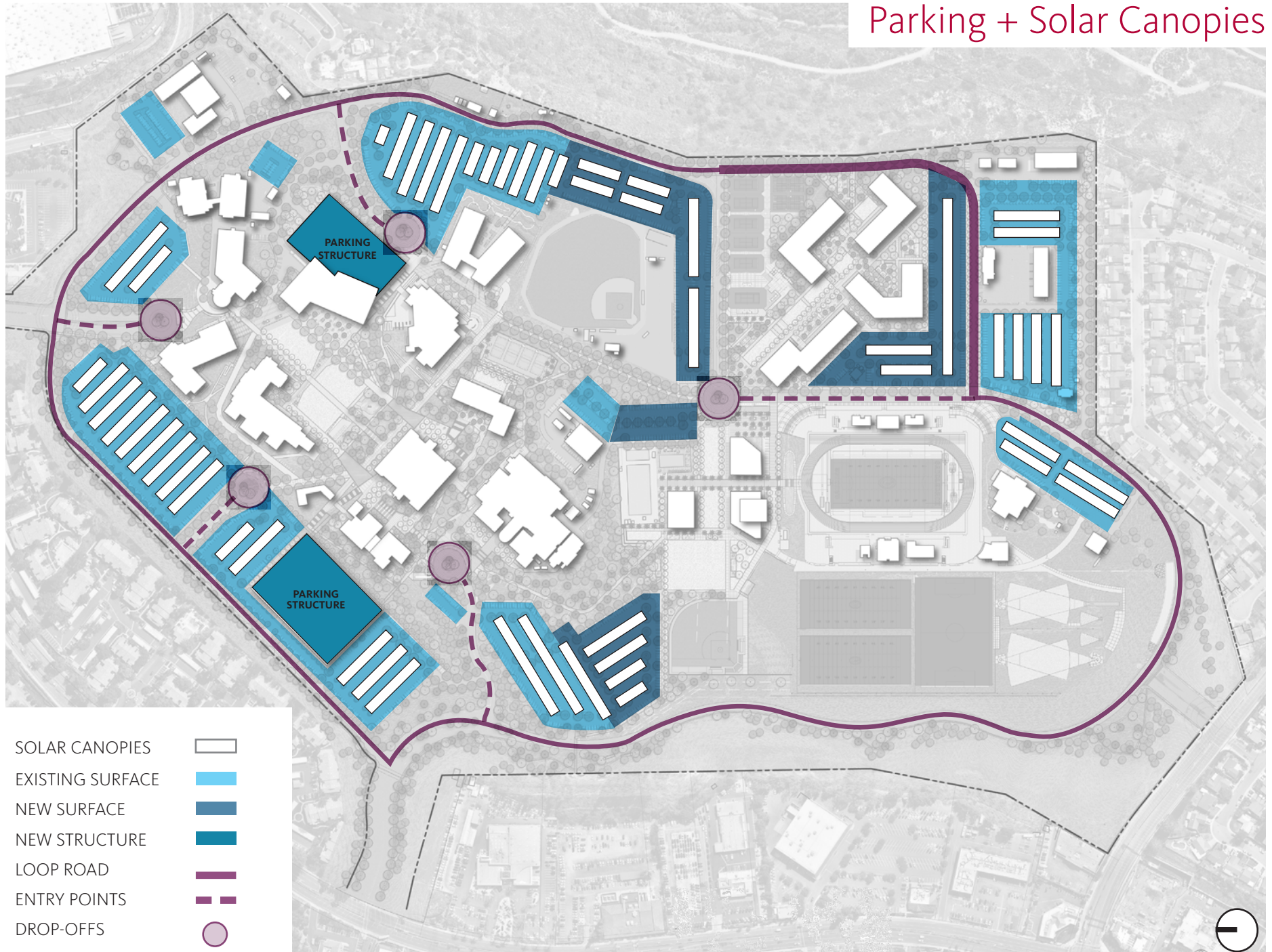
Adjacent to the new Student Union, a terraced parking structure is proposed to improve access to the Student Union and Main Quad. The adjacency provides the opportunity to expand activity onto the upper deck and take full advantage of the expansive views.

The central location of Parking Lot 10 is the proposed site for a multi-story parking structure. Vehicles will enter and exit the structure on the lower level connecting to the loop road between the two main campus access points. Accessible vertical connections will circulate through the structure and connect at the upper level to campus and building entry points.

Solar Canopies are proposed to be constructed in all existing and proposed large surface parking lots as shown on the facing page. The new photo voltaic shade structures will generate solar power, support the District's commitment to environmental stewardship and will lead the path towards net zero.



Parking + Solar Canopies



Pedestrian Circulation

Vehicular circulation is minimized on the interior of the campus to create a pedestrian friendly campus core and enhance the overall campus experience. From the parking areas and the designated drop-offs, the accessible framework of pedestrian pathways extend to all areas of the campus and connect the multiple levels.

Portions of the loop road are transformed into a pedestrian friendly promenade that connects ATAS and the Baseball Field to the campus core. Multi-level parking structures provide accessibility pathways into the campus core.

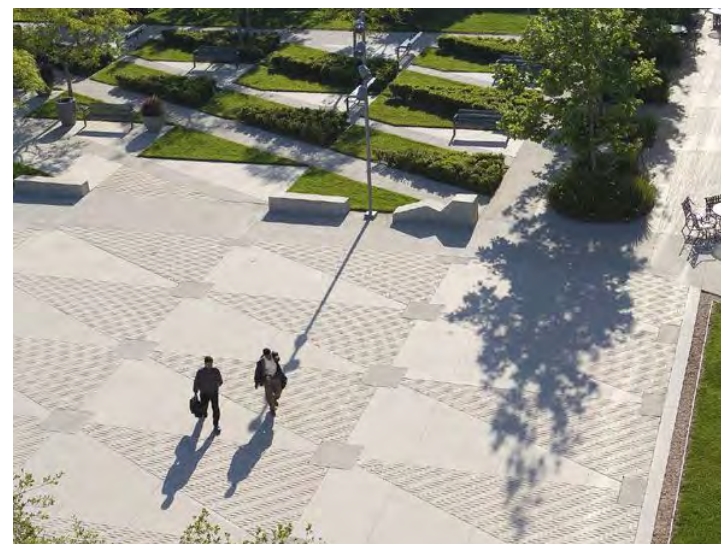
Arboretum Trail

The trail, varying in width, connects the community to the campus experience. It moves through the landscape as an experiential trail of southern California plant communities such as Oak Grasslands, Native Riparian and Pollinator Gardens. The trail allows for rest spots along the path to site and ponder the native landscape.

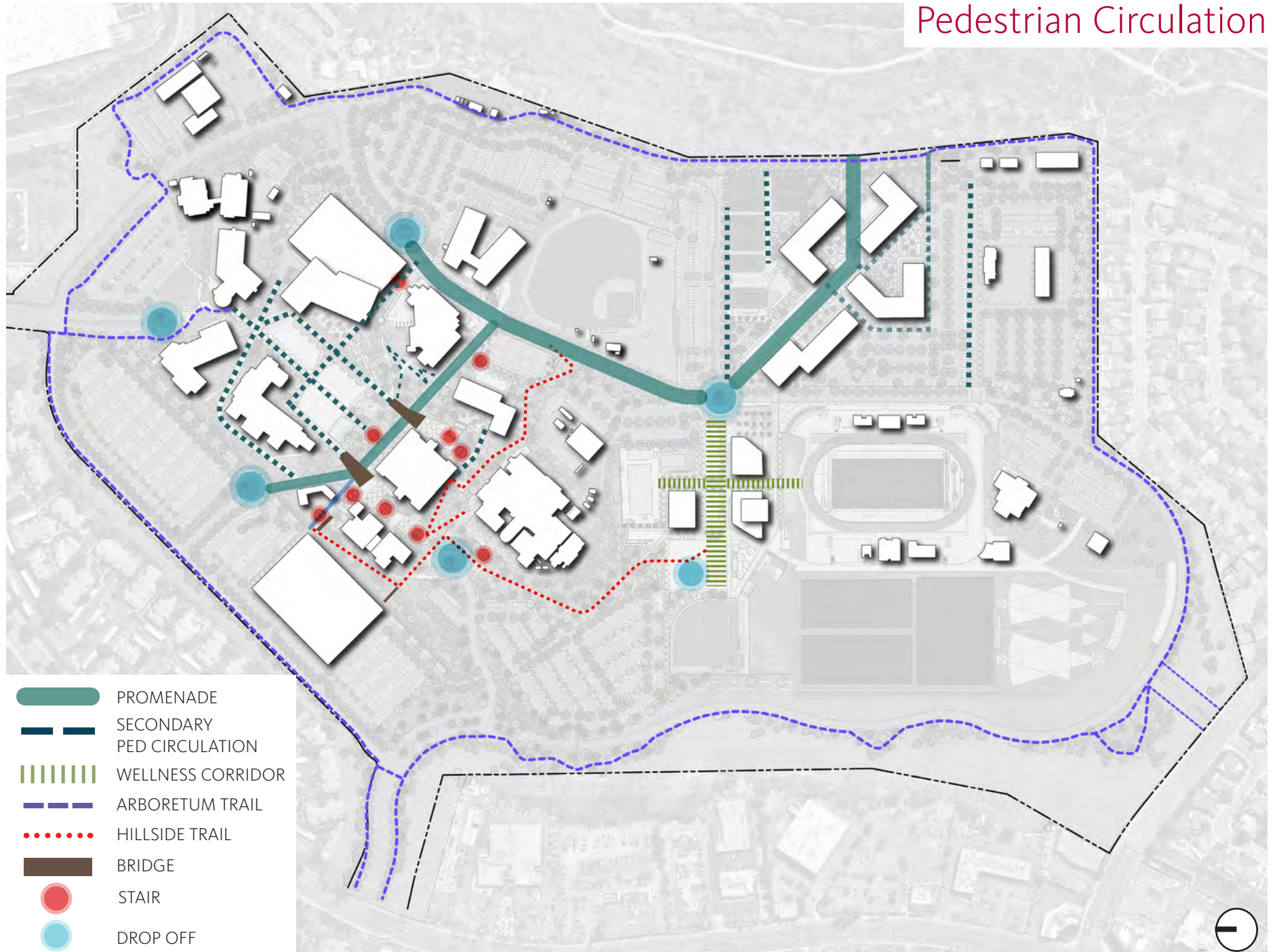
Where new projects occur adjacent to the loop road, widening should occur. Locations that fall under the road widening should be: Student Union Parking Structure and Arboretum Trail. Adjacent to Student Housing the Arboretum Trail and Loop Road improvements will be added as well as a new Loop Road.

Narrowing of the Loop Road will happen at Lot 10 Parking Structure to accommodate the integration of the Arboretum Trail.

The hillside trail connects into the system and provides an ADA accessible connection from the wellness corridor to Arts Plaza.








Pedestrian Circulation

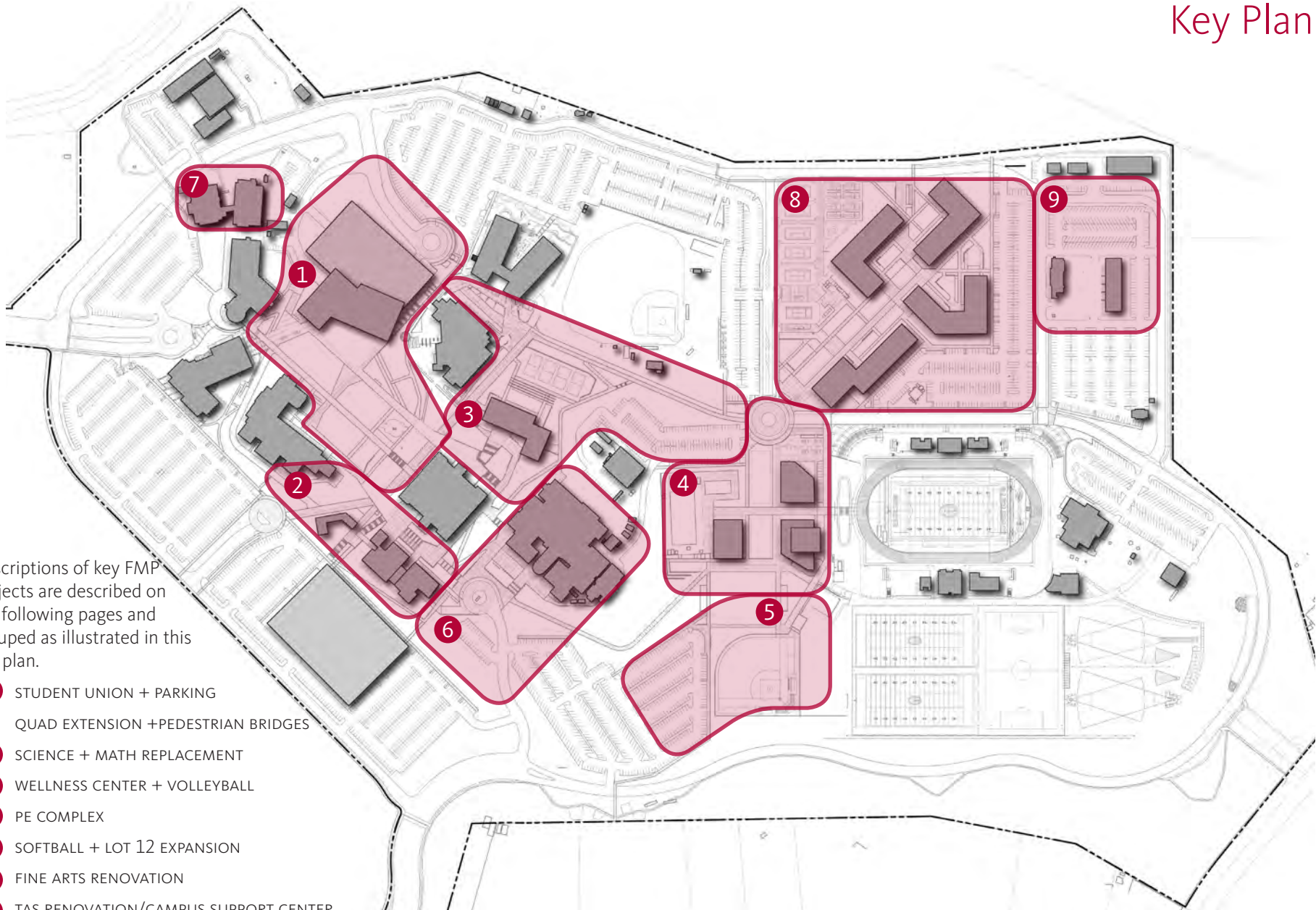


Project Descriptions

This section of the document includes descriptions of the recommended projects. All FMP projects are developed to support the Facilities Planning Principles created during the planning process. The chart below highlights how each of the major projects reflect the principles.

FMP PROJECTS					
	STUDENT SUCCESS	COMMUNITY	ACCESS	EFFICIENCY	STEWARDSHIP
NEW CONSTRUCTION					
ATEP Culinary / Auto Tech	●	●	●	●	●
PE Complex Replacement	●	●	●	●	●
Science and Math Replacement	●		●	●	●
Student Housing	●	●	●		
Student Union + Parking	●	●	●	●	●
Wellness Center + Volleyball	●	●			●
RENOVATION					
Fine Arts	●	●	●	●	●
M&O Grounds + Transportation				●	●
TAS Renovation / Campus Support Center	●	●	●	●	●
SITE PROJECTS					
Arboretum Trail		●	●		●
Parking Structure (Lot 10)			●	●	
Quad Extension + Pedestrian Bridges	●	●	●		●
Softball + Lot 12 Expansion		●	●	●	

Key Plan



Descriptions of key FMP projects are described on the following pages and grouped as illustrated in this key plan.

- 1 STUDENT UNION + PARKING
QUAD EXTENSION + PEDESTRIAN BRIDGES
- 2 SCIENCE + MATH REPLACEMENT
- 3 WELLNESS CENTER + VOLLEYBALL
- 4 PE COMPLEX
- 5 SOFTBALL + LOT 12 EXPANSION
- 6 FINE ARTS RENOVATION
- 7 TAS RENOVATION/CAMPUS SUPPORT CENTER
- 8 STUDENT HOUSING DEVELOPMENT
- 9 M&O COMPLEX
- 10 ATEP CULINARY/AUTO TECH *SEE PAGE 153



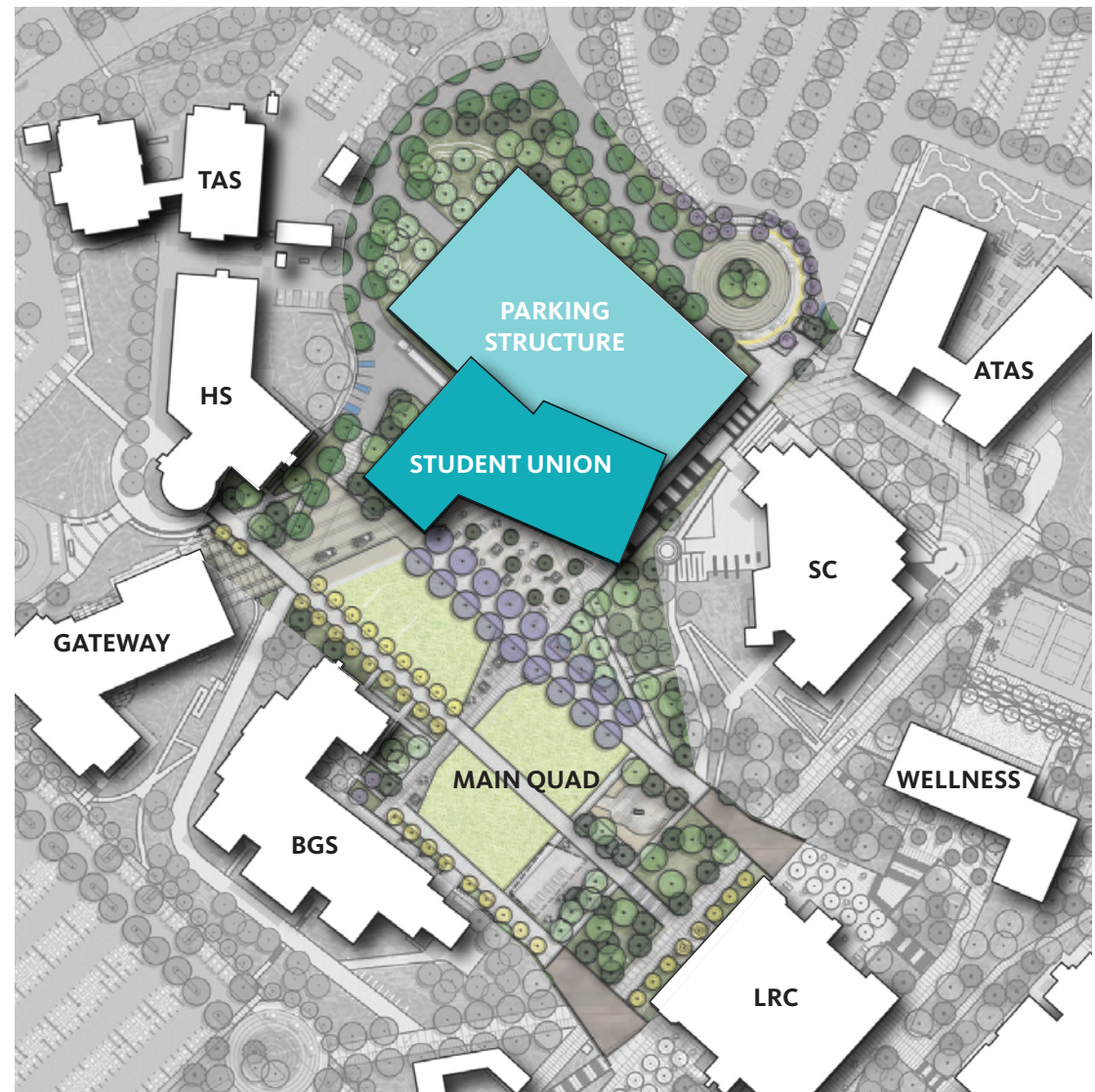
1 STUDENT UNION + PARKING

As functions relocate from the existing SSC building into the new Gateway Building, the 2020 FMP recommends the removal and replacement of the SSC with a welcoming and active Student Union. The new multi-story building will improve access to support services, enhance engagement and create a sense of belonging for the entire Saddleback College community.

A rotated footprint allows for the expansion of the Main Quad and opens up the building to be accessed from multiple directions, enhances indoor-outdoor connections and takes advantage of the wonderful views. A pedestrian connection is proposed to connect to the Science Center and ATAS with a grand stair.

Functions to be housed in the new Student Union will include food service, bookstore, student activities, large meeting rooms and administrative offices relocated from the AGB building. At the completion of this project, the AGB building will be removed and the Main Quad will be expanded.

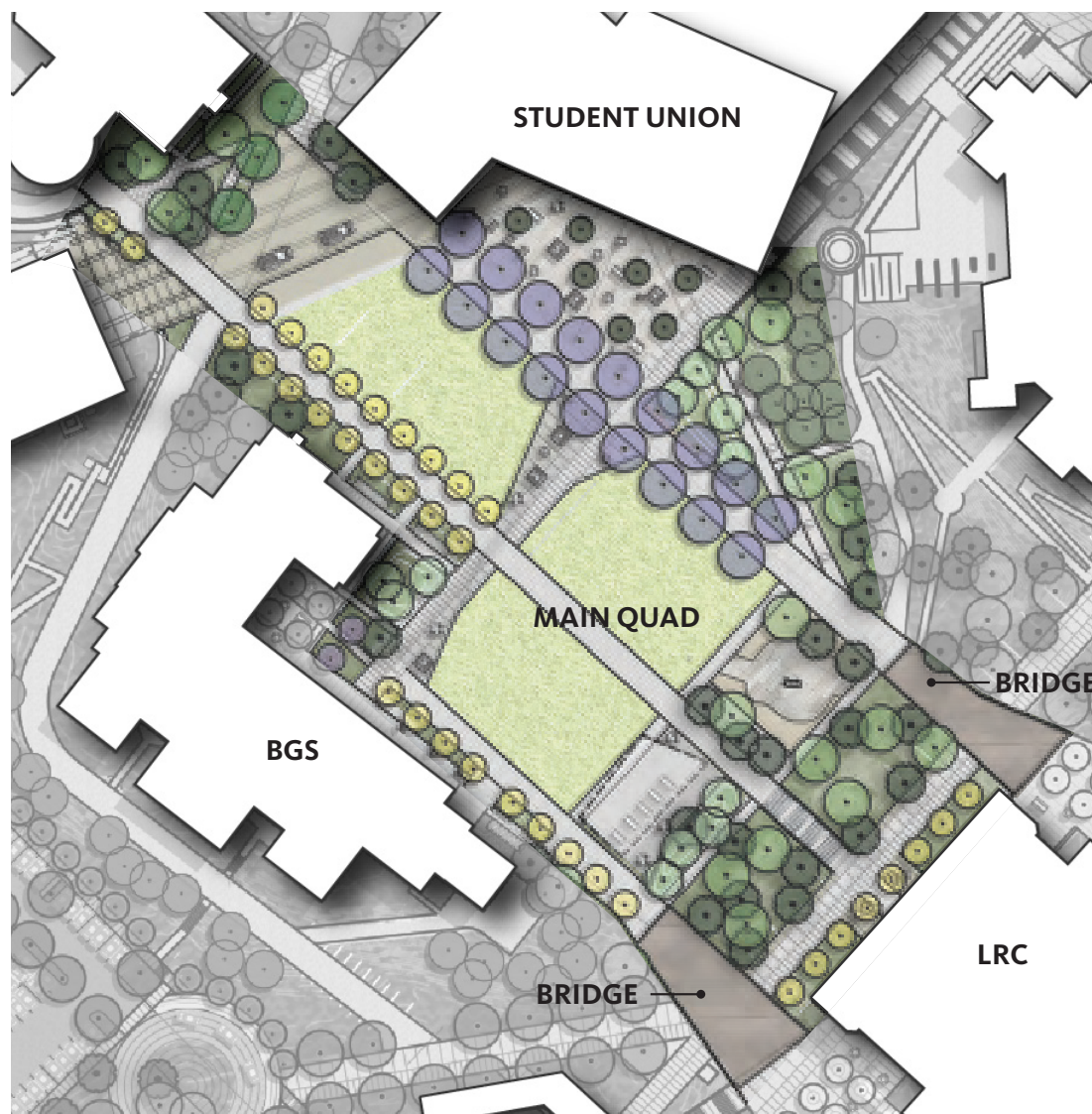
The Student Union will be flanked by a parking structure that sits within the natural topography of the site. The garage allows for two entry points with the lower southern entry exiting a natural round-about drop-off point for rideshare etc. The round-about drop-off allows for the more formal entry lined with trees and a connection to the Grand Stair hugging the south side of the parking structure and Student Union.



Quad Extension + Pedestrian Bridges

The new Student Union will open to the expanded Main Quad that will be developed to support a variety of formal and informal activities. Open areas are framed with active pathways that support pedestrian movement and connections to other areas of the campus.

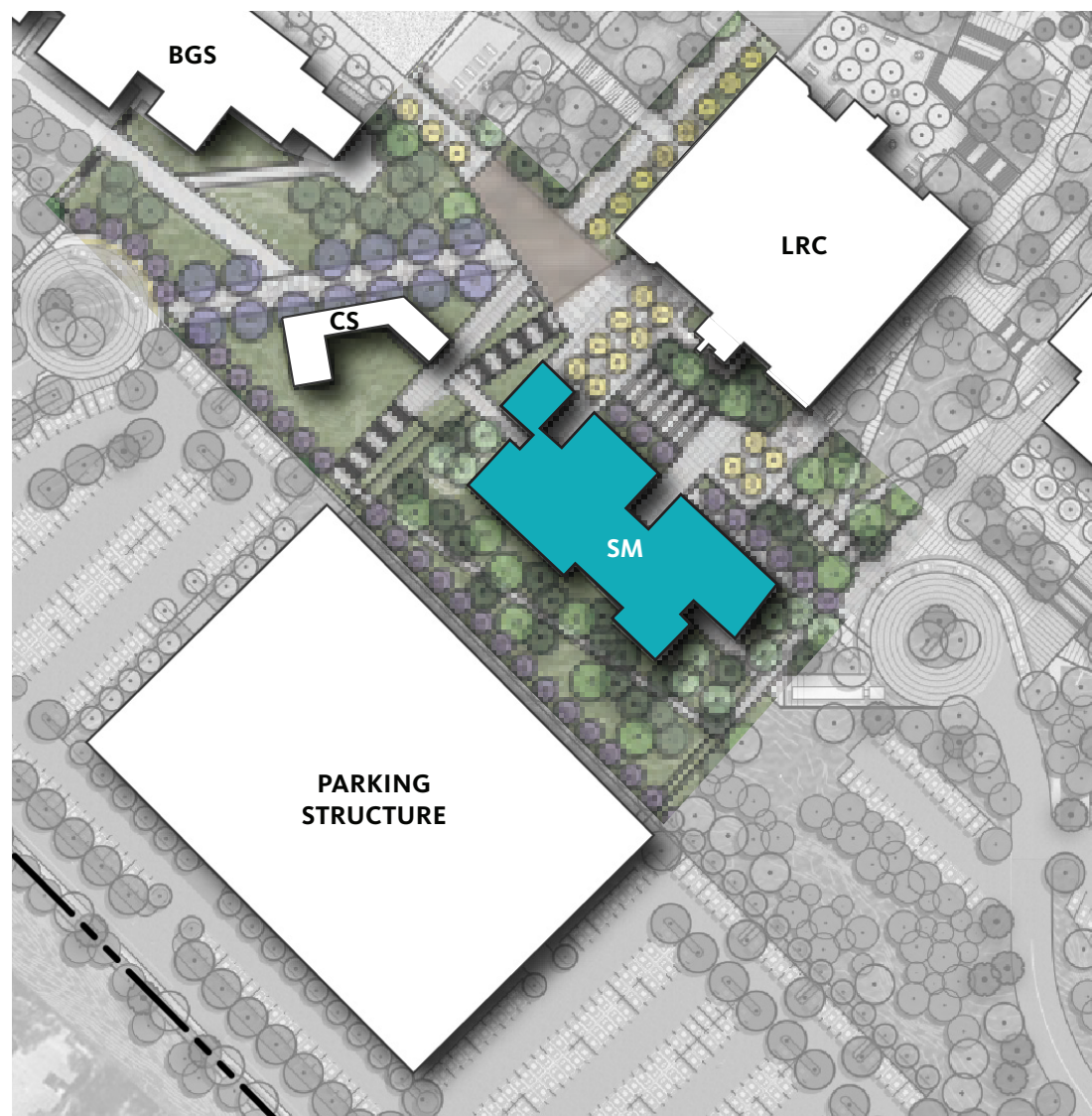
On the north end of the quad, a new plaza will provide a bookend and focal point for campus events and will link to the expanded pedestrian bridges that extend over the Library Road and connect to the LRC. The expanded bridges will enhance circulation and provide space for casual seating, study and collaboration.



2 SCIENCE & MATH REPLACEMENT

A new instructional building will replace the existing aged and under performing Science and Math Building and be sized to support projected instructional program needs. The proposed multi-story building will include interdisciplinary classrooms, labs, study space and offices to support a variety of instructional programs and improve the efficiency and utilization of space.

The new multi-story building will improve access and connect the lower parking areas to the upper level of the LRC. Multiple access points will create welcoming gateways into campus and connect to accessible indoor and outdoor courtyards and pathways. The upper plaza will be developed as an active spine supporting pedestrian movement and creating spaces for collaboration.

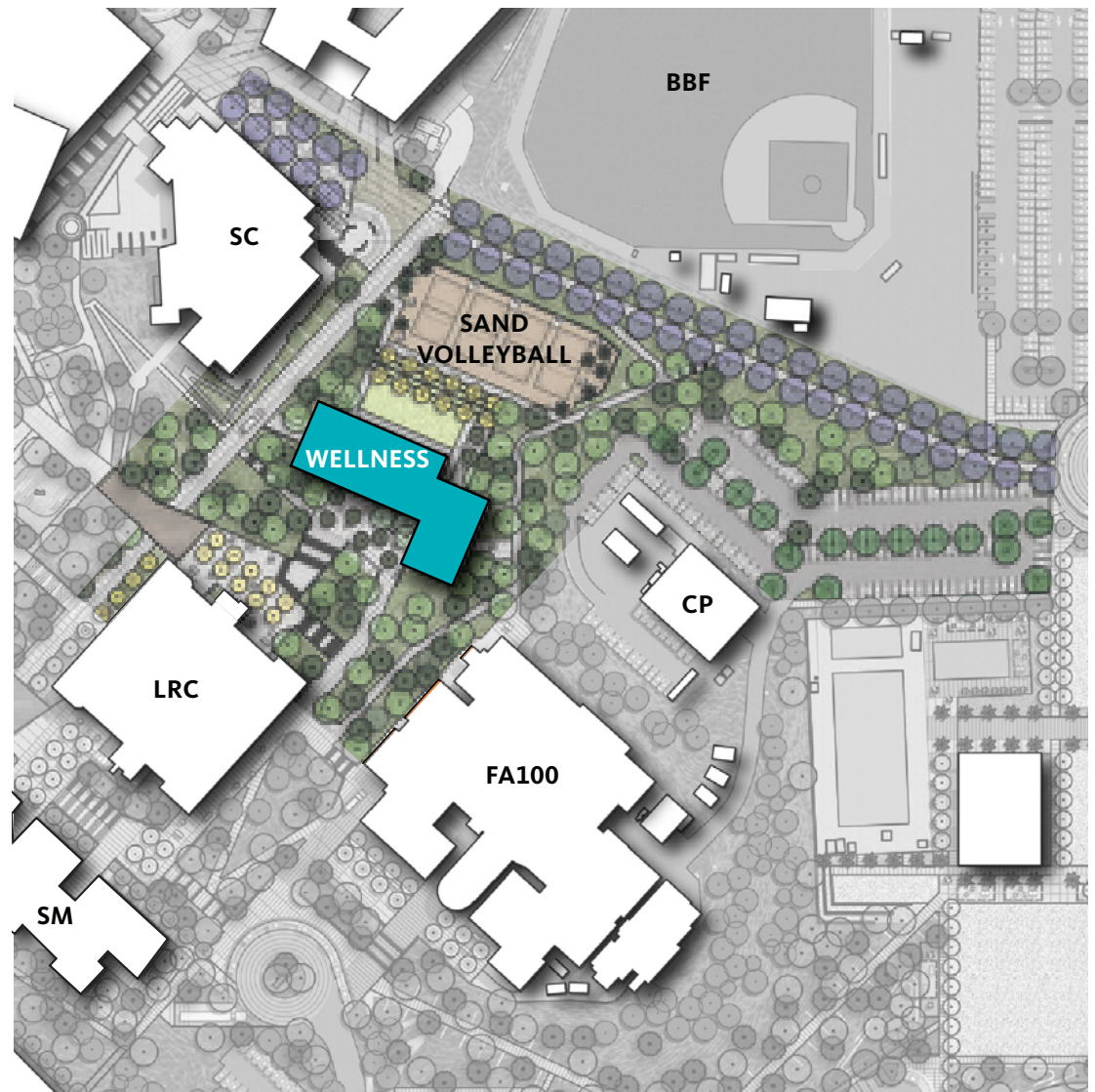


3 WELLNESS CENTER + VOLLEYBALL

A new Wellness Center will replace PE600 into an expanded facility to integrate wellness programs close to the campus core and improve connections between upper and lower campus. The new building will integrate with the sloped site and tie into outdoor areas developed at the upper and lower levels.

The upper level of the building opens to a new Wellness Court that will activate space around the LRC, support active and passive wellness activities and facilitate pedestrian movement. The lower level opens to a terrace that overlooks the new sand volleyball courts that are flanked with outdoor spaces for spectators.

The development ties into tree-lined pedestrian connections including a grand stair and an accessible path that connects the upper Wellness Court to the Pedestrian Promenade.

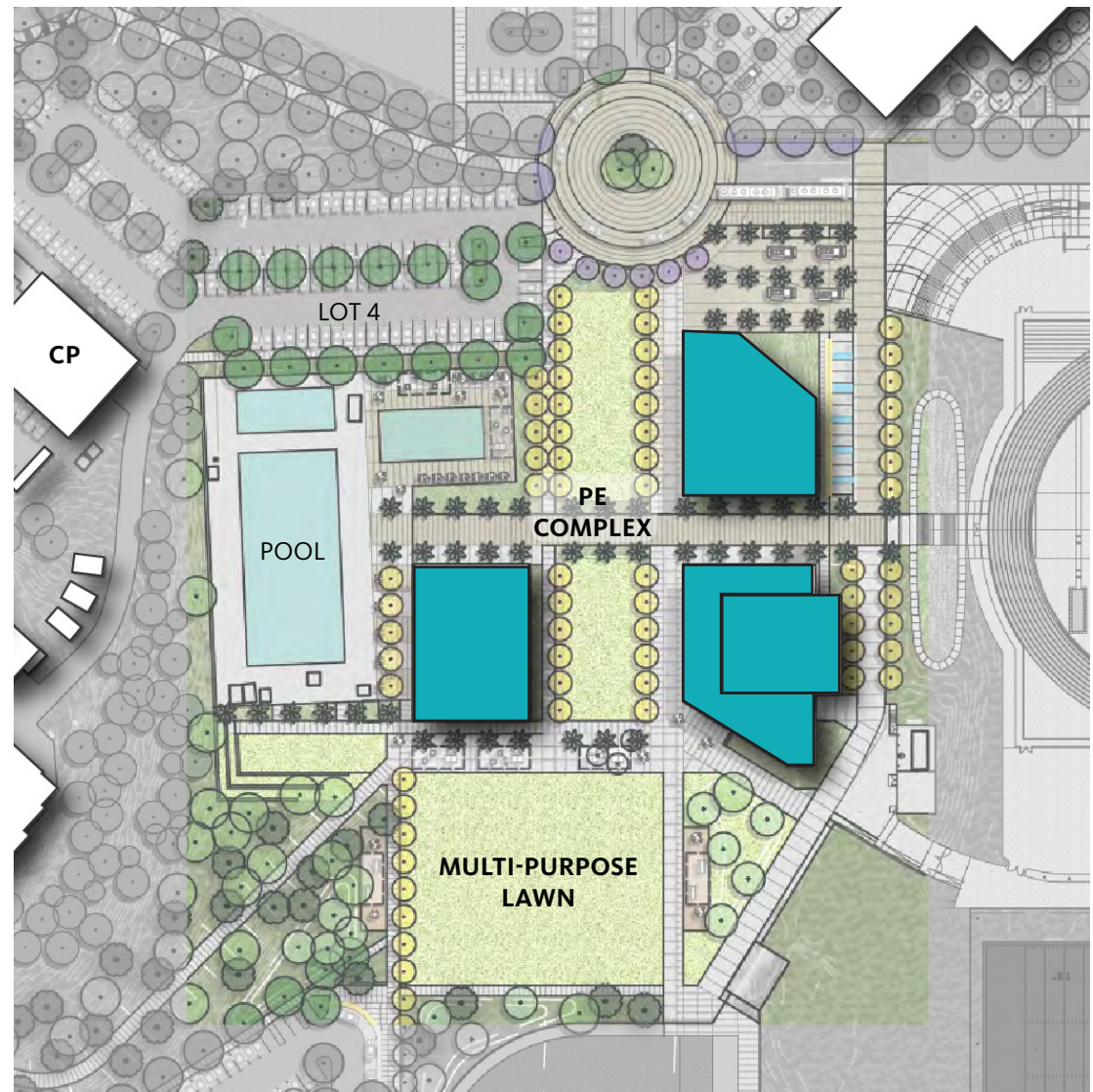


4 PE COMPLEX REPLACEMENT

A new Physical Education Complex will be constructed to replace existing facilities that are aged, in need of extensive repair and do not support the instructional program need. Buildings to be removed include PE100, PE200, PE300, PE400 and PE500. The new complex will consolidate space into new state-of-the-art facilities to support physical education programs.

The layout and placement of the new buildings create outdoor activity areas that connect to the new stadium, the existing pool and the potential future student housing development.

A new drop-off and round-about provides access to the expanded parking lot 4 and to the large central plaza. Easy truck and tent access allows the plaza to support a variety of activities and events throughout the year and on crowded game days.



5 SOFTBALL + LOT 12 EXPANSION

Access from the east will connect to the football practice area, multi-purpose lawn, the new softball field and the expanded parking Lot 12. The new softball field will address Title IX and accessibility issues and improve the facilities to match the recently developed fields on campus.

The expansion of Lot 12 will provide additional parking to support the physical education zone of the campus. It will be designed to integrate into the campus topography and create an accessible pedestrian connection to the new PE Complex and Stadium.



6 FINE ARTS RENOVATION

A renovation of the Fine Arts Building is recommended to correct building deficiencies, and support current and projected program needs. The renovation will address all areas of the complex, including all instructional space, both theaters, faculty offices and all support spaces.

A new drop-off is proposed to improve access and welcome visitors to the Fine Arts zone of the campus and connect to the new instructional building that will replace the Science/Math Building. An outdoor Arts Plaza provides opportunities to showcase art and host gatherings and receptions.

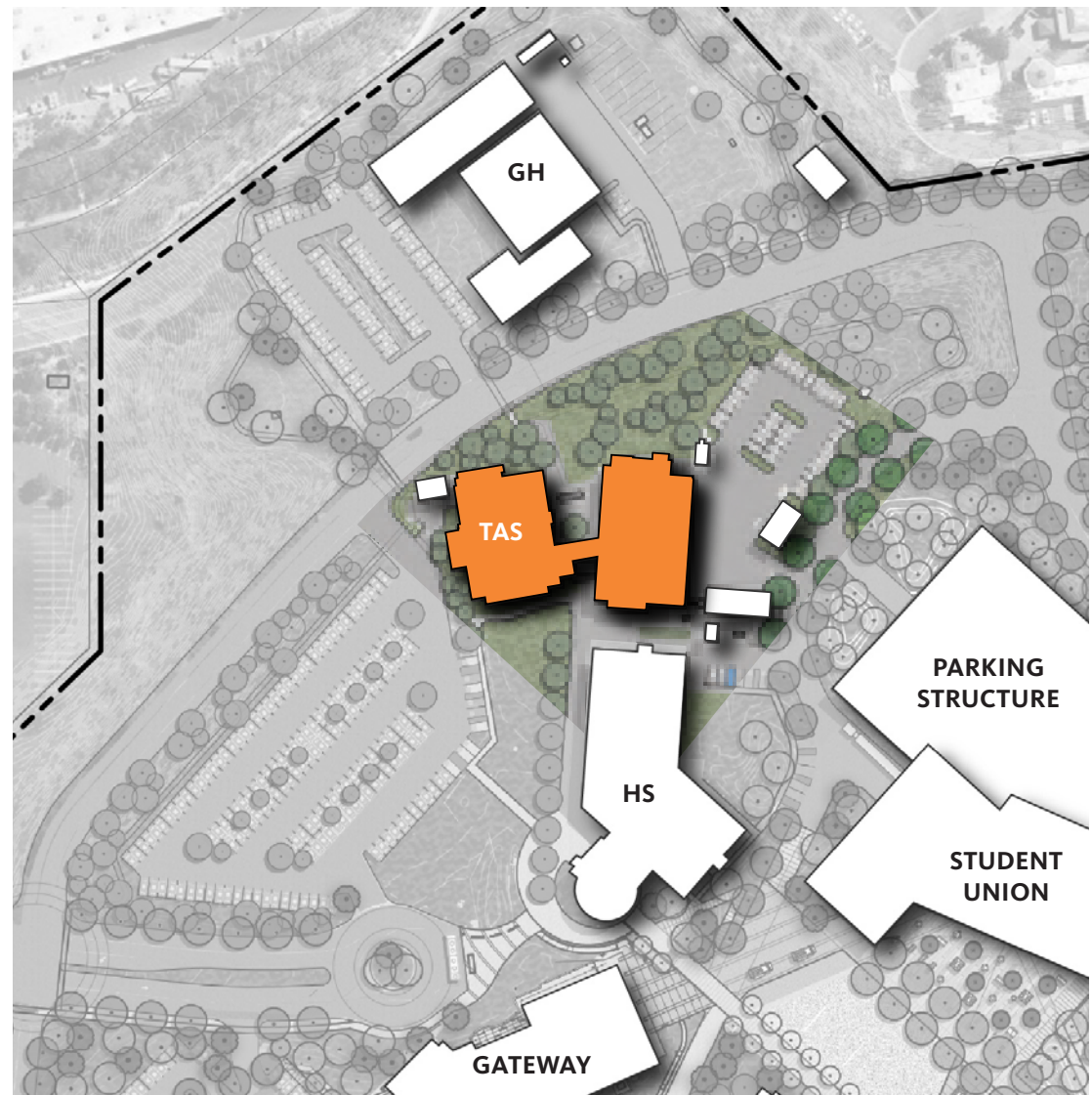


7 TAS RENOVATION/ CAMPUS SUPPORT CENTER

The Technology/Applied Science (TAS) Building will be renovated to support several programs currently housed in temporary facilities. Functions to be relocated into the renovated facility include adult and community education programs, campus police, information technology and print shop.

Relocating these programs will activate existing space in a prime location at the front of the campus and will increase visibility and access to these programs and services. The renovation will address building deficiencies, extend the lifespan and support program needs.

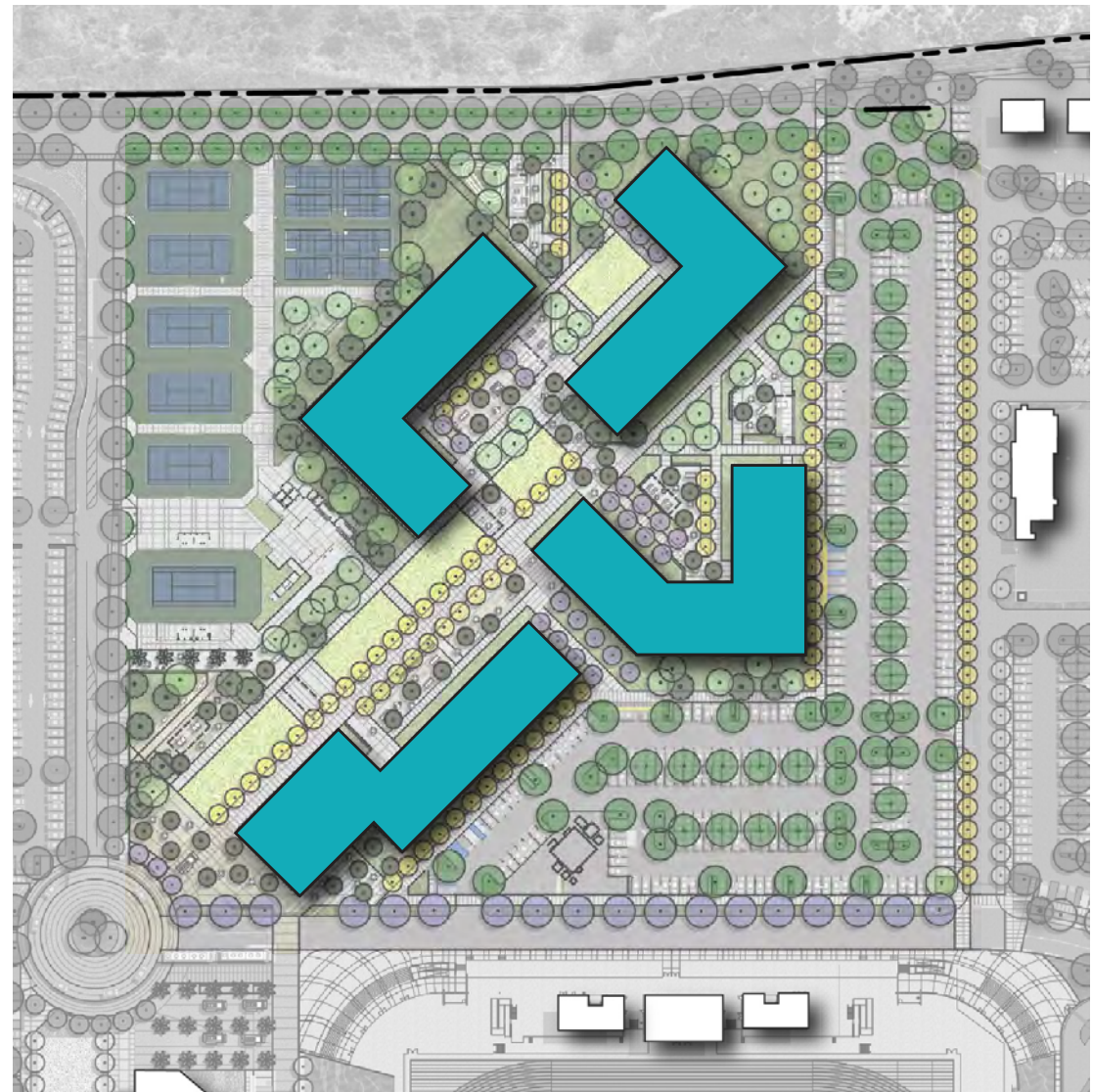
The adjacent parking lot will be used to support the building occupants and will include a secure area for campus police vehicles. The existing loading zone will support the delivery of distribution of materials and equipment.



8 STUDENT HOUSING DEVELOPMENT

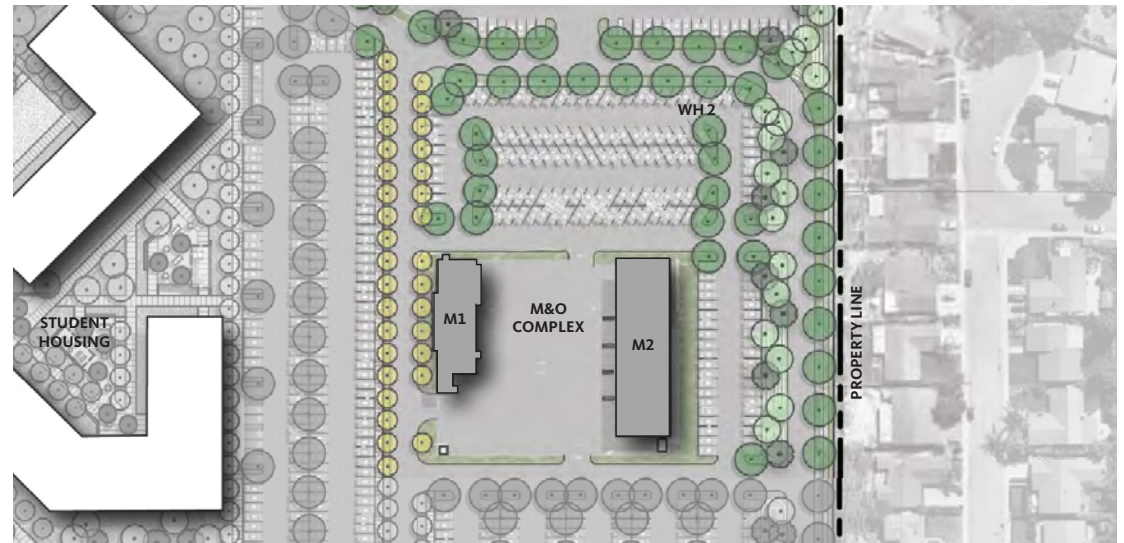
Following the removal of the temporary village buildings, a large area of land will be freed up to support future development opportunities. The 2020 FMP includes a recommendation to develop Student Housing in this area of campus if the feasibility study supports the need for student housing. The prime location on the lower campus is adjacent to multiple outdoor activity areas and opens up to expansive views.

The number of units and buildings will be determined following a feasibility study. The FMP drawing outlines a potential layout that includes the development of a variety of outdoor spaces to support multiple activities and enhance the student experience. Expanded surface parking lots are proposed to support the development along with large events taking place in the stadium.



9 M&O GROUNDS + TRANSPORTATION

Following the relocation of programs to the new ATEP facility, M1 and M2 will be vacated and repurposed to support Grounds and Transportation. The proposed location will create a consolidated service area of the campus to support deliveries and storage of materials, equipment and vehicles. A designated space will be included for green waste.



10 ATEP CULINARY / AUTO TECH

The first Saddleback College building to be constructed at the ATEP site is planned to support the Culinary/Hospitality and the Advanced Transportation and Logistics programs. These programs are currently housed on the Saddleback College campus and will be relocated to the ATEP site. The new building will be designed to link to the existing IDEA building and integrate into the overall ATEP Development Framework.

The Culinary Arts/Hospitality Program space will include instructional kitchens, demonstration kitchens, and a functioning restaurant that will be open to the public and serve the students at ATEP. The Advanced Transportation and Logistics Program space will include state-of-the-art automotive education space for instruction and repair of electric, hybrid, fuel, gas-powered and autonomous vehicles.



Master Plan Schedule

This section of the 2020 Facilities Master Plan includes a combined schedule for all of the projects identified above. For each project, there are six phases: Planning, Design, DSA Review & Approval, Bid & Award, Construction, and Project Closeout.

The Project Schedule was generated to graphically display the time frames in which the six phases of each project are expected to occur for the entire duration of the Master Plan through fiscal year 2039/40.

Knowing the duration of each activity for every project enabled the team to then calculate the amount of funds that will be needed during each increment of time throughout the entire duration of the Master Plan through fiscal year 2039/40. The amount and timing of funds needed are displayed in the Estimated Cash Flow that is included in the Implementation Plan chapter of this document.

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