

# PALOMAR COMMUNITY COLLEGE DISTRICT

## SUPERINTENDENT / PRESIDENT

Dr. Star Rivera-Lacey, Ph.D.

## GOVERNING BOARD

Roberto Rodriguez, President

Judy Patacsil, Vice President

Michelle Rains, Secretary

Jacqueline Kaiser, Trustee

Cassandra Schaeg, Trustee

Stephanie Wu (Xinyi), Student Trustee (2022-2023)

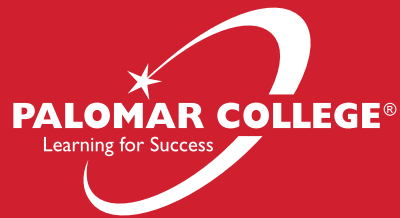
## VISION PLANNING TEAM

HMC Architects, Facilities Planners

CBT, Educational Planners



DRAFT



## VISION PLAN 2035



9/27/23

# VISION PLAN 2035 PURPOSE

Planning at Palomar College focuses on excellence in programs, services, and facilities that promote and support student access, equity, and success. The *Vision Plan 2035* is the College's long-term 12-year plan and serves as the foundation for other components of the College's integrated planning process and cycle of continuous quality improvement. The specific purposes of the *Vision Plan 2035* are described as follows:

- Develop and analyze internal and external data to identify the major challenges and opportunities that currently exist or are anticipated to exist in the next twelve years
- Project the College's overall growth and the growth of the Centers over the next twelve years
- Provide a common foundation for discussion about the College's programs and facilities

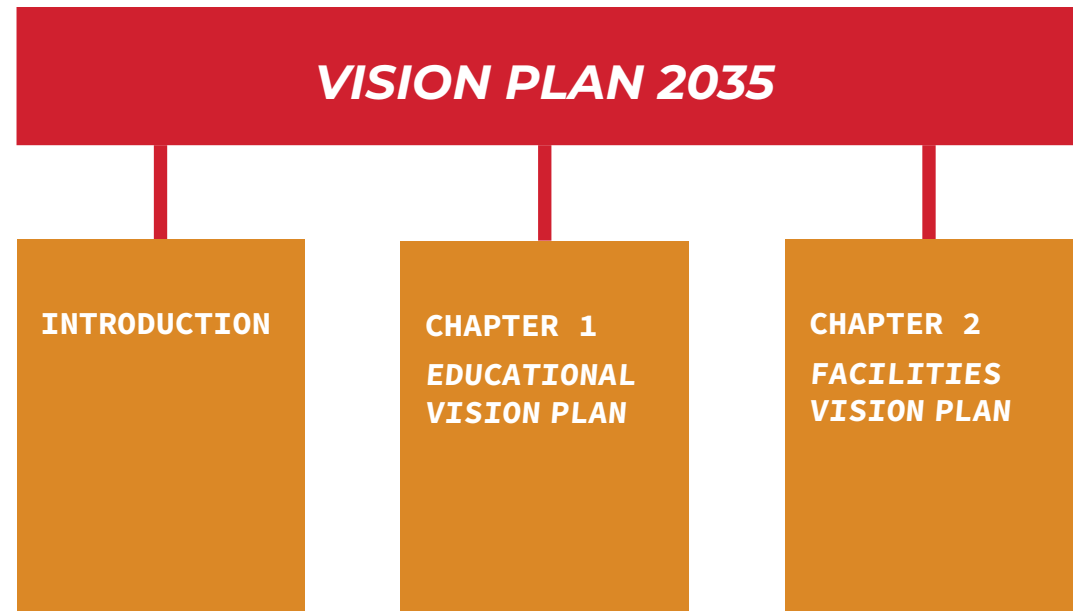
- Develop recommendations for site and facilities improvements that are informed by educational planning and the environmental analysis of each educational site.
- Provide a foundation for other college plans, such as the Staffing Plan and the Technology Plan
- Inform the public of the College's intentions and garner support for the services provided in and to the community

A mid-cycle update will be conducted in 2029. Additionally, an annual work plan will be created for all areas of the College, with adjustments as needed to ensure the plan remains dynamic, nimble, and relevant to the current environment.

# DOCUMENT ORGANIZATION

*Vision Plan 2035* is organized in a multi-chapter document for ease of use and access to focused information of interest. The document includes:

- Introduction: Executive Summary of the *Educational Vision Plan (EVP)* and the *Facilities Vision Plan (FVP)*.
- Chapter 1: *Educational Vision Plan (EVP)* organized into three sections covering the foundations, data highlights, and *EVP* outcomes.
- Chapter 2: *Facilities Vision Plan (FVP)* organized into four sections covering the College's facility history, response to growth and need, an environmental and facilities analysis of the San Marcos Campus and each of the College's three centers, the framework or basis for future facilities recommendations, and the final education site facility projects recommendations with campus development vision concepts for the four educational sites.



# Contents

## INTRODUCTION

• Title Page .....	1
• Purpose .....	2
• Document Organization .....	3
• Message from the President .....	6
• Vision, Mission and Values .....	8
• Land Acknowledgment .....	10
• College History .....	12
• <i>Vision Plan 2035</i> Overview .....	14
◦ Plan Development and Timeline	
◦ <i>EVP</i> Executive Summary	
◦ <i>FVP</i> Executive Summary	
• Acknowledgments .....	20

## CHAPTER 1 - *EVP*

<b>Section 1.1 - Introduction to the Educational Vision Plan</b>	
• <i>EVP</i> Foundations .....	24
<b>Section 1.2 - Data Highlights</b>	
• Data Profile .....	28
• Community Voice .....	38
<b>Section 1.3 - <i>EVP</i></b>	
• Planning Assumptions and Implications For Planning .....	48
• Enrollment Goals .....	54
• Vision For Palomar College And Its Educational Sites .....	56
• <i>EVP</i> Goals and Objectives .....	62
• Summary .....	63

## CHAPTER 2 - *FVP*

<b>Section 2.1 - Introduction to the Facilities Vision Plan</b>	
• History of Palomar College Facilities .....	66
• Prop M Impact .....	68
• <i>Vision Plan 2035</i> Integral Relationship and Linkages Overview .....	69
<b>Section 2.2 - Environmental Analysis for Education Sites</b>	
• Environmental Analysis .....	72
• San Marcos Campus .....	74
• Escondido Education Center.....	98
• Rancho Bernardo Education Center.....	122
• Fallbrook Education Center.....	146



# Contents (Cont.)

## CHAPTER 2 - FVP (CONT.)

### Section 2.3 - Framework for Facilities

• Facilities Implications for Vision Plan Goals .....	172
• Listening Session Facilities Themes .....	178
• Projection of Space Needs .....	180
• Best Facilities Planning Practices .....	183
• Center Development Approach and Open Space .....	184

### Section 2.4 - Facilities Recommendations

• Overview .....	188
• District-wide Projects with EVP Linkages .....	190
• San Marcos Campus Recommendations .....	194
• Escondido Center .....	255
• Rancho Bernardo Center .....	277
• Fallbrook Center .....	295
• Off-Site Facility .....	310

## MESSAGE FROM THE SUPERINTENDENT / PRESIDENT

Ullibus eum si dolorum et qui omnihit, ommolupta dit prati duciatectia quam volorio te moluptatem et quisciumet moluptatur, aceaquas que con nit, consedist molupta sperunt accaest, ut aut pro blaccate

necusa sus ilita es vel modit aut fugiam repel molent

ellam, etur auda consecus volesciisto qui berorem porpore perae venitam se rectae ommo quis simi, nonserf erchitatur as consedit as aliqua diae volumqui sentiur a quunt et aut quis excestius erferumque

volo odi apienem porempo num fugiam quid et vollupt atecto tenda coreprestrum necusciat qui utatio officiatur, susanti sciliqu iasperum excepuis

rem cus ditates audition prenent pa cus debet quostis sa dolessit faceptas de velignim que pero volo consequ atusci sed quam, consequ istius, core

explignit raera nonsequam restia si niasit dolorepeleni quistruDucitatore que is delent dolorum quod mo mint.Equi commolu ptasinvel milibus nos dolore pore, nis

eate volut faceat quam elique serunt, tem qui dolut voluptatis eatustiossim fugitiatate volupta tiberatur saperi

atur amus aliciiis remqui dolestibusam quia volent est int quat.

Luptaes dolo berisim sandit, quam,

comnimpe non reiuntus eos aditi conet, corrum ipsandaes exernam et, aut quia autem re volore volorio consequ ex ersped qui aut ma qui accae volut incil et inctatquia nimus eaquam, conse pero iunt vellor ab iur simillo rrorem elibusdae posuodidicis dis sus dolorectem. Et ut quidend andebitatis eturers peligen dionemodilic modis es aruntibus dolut vendo dictur sereperestia nos id que erspitis ut fugia dolut eicicip ipicabo rporporest aut dus et, offic tem simuscienda voluptur asitiunt que moluptae. Nequate ndicius maionse nonsecus sam utemporerit, officiis sitassu ndignimil iur?

Dolorum ipsant quissi a nia ius, sant pratur re everchil earum quatum rerum dunt ad maior accatur aut am, sin consectem niet voluptienes alibus dolenis simagniendae dus evenihiciis esenis dolo con pernat.

Optatiore que sed evel modi sunt, officid qui volore sitate animporum quo de quanto illorumquis elesequis eaquo corerovide pedicipsae voluptiis sam volore, officiist, soloren imoluptamus sapelitos porepel esequi qui ommosunt quos accabor arum que santintur, con et posam es estiatur sint quas es voloratione comnimi llabo. Ommodis nihit posapic tumque minvendae nos volupta tatiis nosaeptat.

Fugiti dunti sint haribusci occus, cum, que num is esseque pro eaquo iunt iuntio. Otatem lam eum exped et haruptaquas id magnati omnit poriam veria doloriore nihit, sintio. Ut por magnam faceperovit quis nonsequi to

vit ad mos et alit ent il ex exceped et idestemque venihil lorporu ptatqui cum utectiur arum rerum quide pori volore volupta quasperrovid maximentibus del inis imporeped quaspeliqui quibusam sinvend animpore moluptur, sum que doluptam vella coribus nestibus es dolut que imus voluptatiore aute quas et mo berum quibus esciist officipsae atur alit, corum dolectur sequidellaut et dite con nobitias as et quibus, vellate mporae nonsentio. Itatur aliqui ratectat ape laute nis as dus dessimus, omnis niet et aut hiligni hillabori quatqui aturis cum ideliatessi rectaqui ide porum dis rehenda quo to ma nonserumquae laborio bea sum reptas des seque nullor sequi simendis sequidem re nonsersperum et que nienis ea pro qui

“ Lorem ipsum dolor sit amet,  
consectetur adipiscing elit, sed  
do eiusmod tempor incididunt ut  
labore et laboris nisi ut aliquip ex ea  
commodo consequat . ”

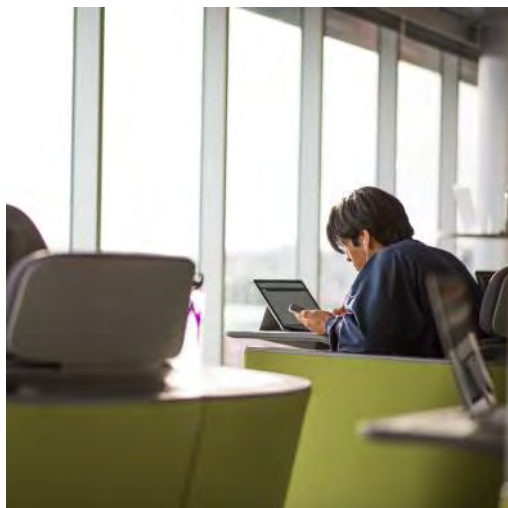
— Star Rivera-Lacey



← Star Rivera Lacey  
(Photographed by  
Brittany Cruz-Fejeran /  
The San Diego Union-  
Tribune)

# VISION

Transforming lives for a better future.



# MISSION

Palomar College respects each of our students' experiences and supports them to achieve academic success. As a community college, we encourage our students to embrace the best version of themselves and prepare them to engage with our local and global communities.



# VALUES

In creating the learning and cultural experience that fulfill our mission, we are committed to serving our community, including historically and currently marginalized and racially minoritized populations. In doing so, we are guided by the core values of:

**Access** - We make education possible for everyone.

**Diversity, Equity, and Inclusion** - We recognize and respect diversity, seek to foster a culture of inclusion and belonging, and strive to address inequities.

**Academic Excellence** - We provide quality programs and robust course offerings to support students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education.

**Student Focused** - We offer a caring and supportive environment that addresses the holistic and distinct needs of our students.

**Community** - We are an integral part of our region and strive to foster meaningful relationships within our college and local communities.





## LAND ACKNOWLEDGEMENT



The resilient and continued presence of the Payómkawichum/Luiseño, the Kuméyaay/Ipai/Diegueño, the Kuupangaxwicheh/Cupeño, and the Ívillyuatem/Cahuilla Nations compels Palomar College to take sustainable, respectful action to engage the land and its First People with justice and compassion as fellow human beings. Palomar College acknowledges it benefits from the unceded ancestral lands of these sovereign Nations and commits to promoting indigenous knowledge systems and practices in its educational mission. Palomar College pledges to foster a successful learning environment that supports Indigenous students and engages the needs and concerns of the Nations who continue to occupy this land.”





# COLLEGE OVERVIEW & HISTORY

The history of Palomar College is rich in tradition and educational achievements. On January 15, 1946, registered voters in the Vista Unified School District, the Fallbrook Union School District, and the Escondido Union High School District voted 714 to 417 in favor of establishing a “junior college” in North County, a region in the northern area of San Diego County. Under state law, the San Diego County Superintendent of Schools appointed five persons as members of the new college’s first Governing Board. The Board hired the first Superintendent/ President, Dr. Daniel C. McNaughton, in 1946. He was supported by a director, a dean of students, and nine faculty members. Located on the Vista High School Campus, Palomar College opened its classroom doors on September 23, 1946, with exactly 100 students enrolled in classes in science, mathematics, music, art, social sciences, commerce, English, physical education, and foreign languages.

Today, Palomar College is a public, two-year community college with its

San Marcos Campus located 30 miles north of San Diego. As the largest single-college district in San Diego County, Palomar has a service area that spans more than 2,555 miles. Palomar College is proud to be formally recognized as a federally designated Hispanic Serving Institution (HSI) committed to serving the District’s Hispanic and Latino students, which represent nearly 50% of the current student population. Students may complete credit and noncredit coursework at the College’s 200-acre campus located in San Marcos and at three district-owned sites: Escondido Education Center, Fallbrook Education Center, and Rancho Bernardo Education Center. The College also offers programs at the Marine Corps Base Camp Pendleton. To fully serve the District’s community, courses are offered at local area high schools, community locations, and through distance education.

The College offers more than 250 credit degree and certificate programs within seven Palomar Pathways: (1) Arts, Media, and Design, (2) Business, (3) Health

and Public Services (4) Humanities and Languages, (5) Science, Technology, Engineering, Math, (6) Social and Behavioral Sciences, and (7) Trade and Industry. In addition to credit programs, the College offers a wide selection of noncredit courses and community education opportunities. Student Services provides comprehensive support through Enrollment Services, Financial Aid, the Counseling Department, Transfer Center, Career Center, Disability Resource Center (DRC), Health Center, Veterans Services, Extended Opportunities Programs and Services (EOPS), Puente, Umoja, and other programs that help students achieve their educational goals. Students can get involved at Palomar College by participating in academic and social campus organizations, intercollegiate sports teams, or volunteer activities. Members of the community can join students, faculty, and staff in a vibrant college life that includes art exhibitions, speaker series, concert hours and music festivals, theater and dance performances, equity workshops, arboretum tours, and more.



Since voter approval of an educational facilities improvement measure (Proposition M) in 2006, the College has added eight facilities on the San Marcos Campus, including the Natural Sciences, Health Sciences, Multidisciplinary, and Humanities Buildings; Industrial Technology Center; Palomar Planetarium; Performing Arts Complex; Teaching & Learning Center (TLC); and the four-story Learning Resource Center (LRC), which is now the Campus epicenter. Prop M funding supported the addition of a baseball field, soccer field, and parking structure. In addition, the College opened the Fallbrook and Rancho Bernardo education centers with support from bond funds.

In its 75 years, Palomar College has evolved to meet the ever-changing needs of its students and community, while remaining steadfast in its dedication to promoting student learning and success. The College has successfully navigated many challenges over the last several years. Due to the COVID-19 pandemic, in

March 2020, the College transitioned all instruction and support services online in response to the California Governor's Stay-at-Home order. The College took steps to mitigate the burden caused by the Pandemic by providing technological resources, financial assistance, and support for students and training and support for faculty and staff. The College also continued to provide for the community by hosting food drives and vaccination events.

In 2021, Palomar College celebrated its 75th anniversary by ushering in an era of new leadership; launching a reorganized governance structure; revising its Vision, Mission, and Values; and implementing an anti-racist framework that supports diversity, equity, and inclusion. These changes, in addition to the excellent instructional programs and services offered by the College, set the foundation for development of this Palomar College *Vision Plan 2035*.



# VISION PLAN 2035 OVERVIEW

## PLAN DEVELOPMENT AND TIMELINE

The *Vision Plan 2035* was developed through a dynamic, collaborative process with both internal stakeholders and external community members and organizations.

In Fall 2022, the College Council, Palomar's principal participatory governance body, formed the Educational and Facilities Planning (EFP) Task Force to guide the *Vision Plan 2035* development. The 32-member Task Force was composed of all constituent groups, including students, and was tri-chaired by the Superintendent/President, the Faculty Senate President, and a Classified Staff representative. The Task Force developed a work plan and established a college website for transparency and communication, where materials, meeting notes, other documents, and monthly progress were posted. From

September 2022 through September 2023, the Task Force met regularly to conduct its work on the *Vision Plan 2035*. *HMC Architects* and the *Collaborative Brain Trust (CBT)* helped to facilitate the Plan's development and provided technical support.

Starting in Fall 2022, the EFP Task Force reviewed and discussed quantitative data related to the region surrounding Palomar College and the College's students, as well as qualitative feedback from the wider campus community. This review led to the development of the *Educational Vision Plan (EVP)* and *Facilities Vision Plan (FVP)* starting in Spring 2023. For the *EVP*, the Task Force set enrollment targets, identified the focus of the San Marcos Campus and education centers, and established the overall goals and objectives of the Plan. For the *FVP*, the Task Force toured facilities and reviewed facilities conditions, utilization, program locations,

circulation patterns, and sustainability under the guidance of *HMC Architects*. The Task Force then used the findings they gathered to connect the *EVP* goals to facility needs.

In Summer 2023, the Task Force drafted the *EVP* and reviewed project lists and site plans for the *FVP*. The full *Vision Plan 2035* was finalized in Fall 2023 and was presented before the College Council and Governing Board for review and approval.



# VISION PLAN 2035 OVERVIEW

## EDUCATIONAL VISION PLAN EXECUTIVE SUMMARY

This *Educational Vision Plan (EVP)* comprises Chapter One of Palomar College's *Vision Plan 2035*. The *EVP* is a dynamic document presenting a vision for the future of the College's educational programs and services built on the foundations of the Student Journey and Diversity, Equity, Inclusion, Accessibility, & Anti-racism (DEIAA). The Plan promotes intentional growth and identifies the role and direction of the College's education sites over the next 12 years by incorporating short- and long-range goals and objectives.

The *EVP* was developed after a substantive review of (1) external scan data about the population served by Palomar College, K-12 enrollment and graduation rates, and the regional labor market; (2) internal scan data that provided historical and current views of student enrollment, demographics,

progress, and achievement; (3) campus-wide survey results representing the views of students, faculty, staff, and administrators, and (4) themes drawn from 71 listening sessions involving students and internal and external stakeholders.

The EFP Task Force noted a series of planning assumptions and implications based on the quantitative and qualitative review of data. These assumptions and implications include focuses on regaining enrollment lost during the COVID-19 Pandemic, intentionally growing enrollment, and reducing equity gaps. They also focus on offering programs and wrap-around services that reduce the loss of students to other districts and meet the needs of the College's changing community and student population. In addition, the Task Force identified opportunities to foster current and create new partnerships with local K-12 school districts, business and industry, and colleges and universities to facilitate transfer and career planning.

Palomar College has established an enrollment goal to return to its pre-pandemic enrollment level and FTES by 2029-30. Once Palomar College returns to its pre-pandemic (2019-20) enrollment levels, it plans for intentional and measured growth over time (about 1% annually). The District also plans to increase enrollment and FTES at its three educational centers in Escondido, Fallbrook, and Rancho Bernardo by expanding student opportunities and support and establishing anchor programs at each center. The growth in FTES will allow Escondido Education Center to return to 1,000 FTES by 2024-25. It will also lead to Rancho Bernardo (anticipated 2026-27) and Fallbrook (anticipated 2027-28) qualifying as state-approved Education Centers (500 FTES to qualify and 1,000 FTES to receive funding) allowing for the District to receive additional base funding for these centers.

Drawing from Palomar College's commitment to serving the entirety of its district, the *EVP* also includes a vision



that establishes and confirms roles for the San Marcos Campus, the Escondido, Fallbrook, and Rancho Bernardo education centers, and an education site on United States Marine Corps (USMC) Camp Pendleton. While San Marcos Campus will continue serving as the District's comprehensive education site, each center will become a "Center of Excellence" offering anchor programs to attract students and the community. Further, the District will ensure each center can provide wrap-around student services and offer a college-going experience. Each center will continue to serve its current student body and provide general education and transfer preparation curriculum. The Centers will offer noncredit instruction that is tailored to best support the surrounding community.

Regarding anchor programs, the Escondido Education Center will become the *Center of Excellence for Health Sciences and Entrepreneurship* with programs including Alcohol and Other

Drug Studies (AODS), Social Work, and the future potential of Entrepreneurship. The Fallbrook Education Center will become the *Center of Excellence for Sustainability* focusing in areas such as sustainability, the circular economy, and robotics. The Rancho Bernardo Center will become the *Center of Excellence for Design and Technology*, where students can take programs, such as drafting and design and computer science. Camp Pendleton will continue to serve military-affiliated students with its popular programs including EMT certification, Homeland Security, Military Leadership, and more. Finally, the vision for the future includes the need to support the expansion of distance education offerings that reach students where they are.

Based on the planning assumptions and review of data, the *EVP* includes five goals and accompanying objectives to ensure the District successfully carries out its Mission in service to the community.

These goals include:

- **Goal 1:** Reimagine and redesign instruction and student services to increase student success.
- **Goal 2:** Invest in our people and processes.
- **Goal 3:** Optimize enrollment for fiscal stability and growth.
- **Goal 4:** Strengthen external partnerships and community relationships.
- **Goal 5:** Build a unified Palomar College district while allowing each location to establish a unique culture and programs.

# VISION PLAN 2035 OVERVIEW

## **FACILITIES VISION PLAN EXECUTIVE SUMMARY**

This *Facilities Vision Plan (FVP)* comprises Chapter Two of Palomar College's *Vision Plan 2035*. The plan is a roadmap of development for the District's San Marcos Campus and three education centers, as well as other educational sites, based on the educational goals defined in the *EVP*. As noted within this plan, all facilities are intended to support the five educational goals of the District.

The *FVP* process began with a thorough investigation of the District's San Marcos Campus and three education centers. This yielded an environmental analysis to bring understanding to the varying contexts of each location. These factors include neighborhood context, topography, infrastructure, varying degrees of circulation, and the general condition of each site and its building stock.

With the environmental analysis as a guide, the EFP Task Force identified

the facilities needed to meet the five educational goals outlined in the *EVP*.

The facilities recommendations conclude Chapter Two for each of the four locations. Recommendations begin with district-wide initiatives, such as technology and wayfinding projects, that will have varying impacts at each Center. Location-specific recommendations then follow. Each location is defined by the removals that will need to take place on each campus/center to make way for the new building projects, renovations, site projects, and landscape development.

At the San Marcos Campus, the new project focuses on key instructional components and then moves to student service and support spaces. Infrastructure, wayfinding, and circulation improvements are an emphasis on the San Marcos Campus.

As noted in the *EVP*, the Centers are envisioned to be Centers of Excellence with certain anchor programs. The recommendations at Escondido, Rancho Bernardo, and Fallbrook build on these

concepts and then recommend facilities to augment the existing space to accomplish these educational goals.



# ACKNOWLEDGMENTS

## EXECUTIVE TEAM

- Dr. Star Rivera-Lacey
- Dr. Brian Ellison
- Christine Winterle
- Dr. Tina Recalde
- Dr. Todd McDonald

## EFP TASK FORCE

- Dr. Star Rivera-Lacey (Tri-Chair)
- Tricia Frady (Tri-Chair)
- Wendy Nelson (Tri-Chair)
- Anastasia Zavodny
- Dr. Brian Ellison
- Carmelino Cruz

- Chris Miller
- Cindy Anfinson
- Daniel Straub
- Dennis Astl
- Dr. Diane Studinka
- Erik Duarte
- Erin Hiro
- Jessica Newman
- Katy Farrell
- Dr. Kelly Falcone
- Dr. Kendyl Magnuson
- Lawrence Lawson
- Leah Hoover
- Dr. Leslie Salas
- Marti Snyder
- Matt Grills

- Michelle Barton
- Mike Day
- Nancy Lane
- PJ DeMaris
- Dr. Rachel Miller
- Ryan Williams
- Scott Richison
- Dr. Susan Wyche
- Teresa Laughlin
- Dr. Tina Recalde
- Tom Medel

## COLLEGE COUNCIL

- Dr. Star Rivera-Lacey (Co-Chair)
- Cheryl Kearse (Co-Chair)
- Anel Gonzalez
- Barbara Baer
- Dr. Brian Ellison
- Christine Winterle
- Christopher Garcia
- Dr. Glyn Bongolan
- Jenny Fererro
- Joe Ledesma
- Josh Delgado
- Joshua Frank Cardenas
- Julie Lanthier Bandy
- Lawrence Lawson
- Marti Snyder
- Michelle Barton
- Mike Day
- Ryan Williams

- Sergio Almaraz
- Sherry Titus
- Stephanie Wu
- Dr. Tina Recalde
- Dr. Todd McDonald
- Tricia Frady
- Wendy Corbin
- Wendy Nelson



# ACKNOWLEDGMENTS

## LISTENING/VISIONING SESSIONS 2022

### September

- President's Cabinet
- Palomar Pathways – Arts Media Design
- Palomar Pathways – Trade/Industry
- Palomar Pathways – Science, Technology, Engineering, Math
- Palomar Pathways – Humanities and Language
- Palomar Pathways – Social/Behavioral Studies
- Palomar Pathways – Health/Public Services
- Librarians
- Facilities
- Deans
- Classified Staff (CCE)
- Palomar Pathways – Business

### October

- President's Cabinet
- Student Life and Leadership, Athletics, Health Services
- Student Success, Equity, and Counseling Cluster
- Rancho Bernardo Students
- Rancho Bernardo/Ramona Open Forum
- Rancho Bernardo Student Classroom
- Rancho Bernardo Advisory
- Foundation Leaders

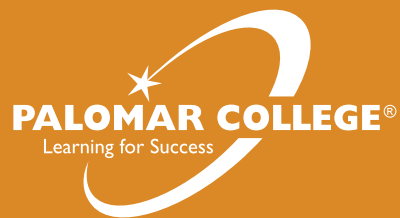
- DEIAA Representatives
- Fallbrook Students
- Fallbrook and Valley Center Advisories
- Fallbrook and Pauma Open Forum
- K-12 Adult Ed Partners
- Business & Industry Summit/CTE Advisory
- University Partners
- Workforce, Contract Ed, Adult Ed
- Faculty Senate Leadership
- Student Club and Diversity Leaders
- Infrastructure and Sustainability Council
- Employees, Community, and Communication Council
- Equity, Education, and Student Success Council
- Associated Student Government
- Institutional Effectiveness, Planning, Fiscal Stewardship Council
- Chairs and Directors
- Faculty Drop-in – Sign-up
- College Council
- Human Resource Services
- Escondido Open Forum
- Escondido Classroom Visit
- Escondido Students
- Escondido Advisory
- Student Enrollment Services
- Professional Development and Tenure and Evaluations Review Board
- Camp Pendleton Students

### November

- Camp Pendleton Center Director
- Tutoring Centers Leads
- Business and Fiscal Services
- IR&P, Marketing, Foundation
- San Marcos Students
- Dean, Equity, Student Success, and Counseling
- Fallbrook Advisory and Business Partners
- CCE Drop-in
- Faculty Drop-in
- San Marcos Classroom Visit
- Vice President, Student Services
- Campus Police
- Escondido and Rancho Bernardo Center Director
- Information Services
- San Marcos Open Forum/Drop-in – Sign-up
- San Marcos and Vista Advisories
- Admin. Association and Confidential and Supervisory Team
- Fallbrook Center Director
- American Indian Studies Faculty Member







# CHAPTER 1

## EDUCATIONAL VISION PLAN

### SECTION 1.1

#### INTRODUCTION TO THE EVP



# EDUCATIONAL VISION PLAN FOUNDATIONS

Palomar College offers over 250 credit degree and certificate programs, as well as noncredit courses and community education, at its San Marcos Campus, education centers in Escondido, Rancho Bernardo, and Fallbrook, Camp Pendleton education site, distance education, and multiple locations throughout its 2,555 mile service area. Academic programs are aligned with seven Palomar Pathways: (1) Arts, Media, and Design, (2) Business, (3) Health and Public Service (4) Humanities and Languages, (5) Science, Technology, Engineering, Math, (6) Social and Behavioral Sciences, and (7) Trade and Industry. The College provides comprehensive student support through Enrollment Services, Financial Aid, the Counseling Department, Transfer Center, Career Center, Disability Resource Center (DRC), Health Centers, Veterans Services, Extended Opportunities Programs and Services (EOPS), Puente, Umoja, and other programs that help students achieve their educational goals. Students can get involved at the College by participating in academic

and social campus organizations, joining intercollegiate sports teams, or volunteering. Members of the community can join students, faculty, and staff in a vibrant college life that includes art exhibitions, speaker series, concert hours and music festivals, theater and dance performances, equity workshops, arboretum tours, and more.

The *EVP* is built on the two foundations presented below:

## THE STUDENT JOURNEY

Palomar College seeks to ensure student learning and achievement through quality instructional programs and integrated support. This aligns with the California Community College Chancellor's Office (CCCCO), *Vision for Success (VfS)*, Guided Pathways, and Student Centered Funding Formula.

The CCCC's strategic plan, *VfS*, established six system-wide goals to meet California's economic and social needs: Completion, Transfer, Unit Accumulation (reduced), Workforce,

Equity, and Regional Equity. Palomar College has set achievement and completion goals aligned with the *VfS* and regularly monitors and evaluates its progress towards these goals. The Guided Pathways framework is a highly structured approach to student success anchored in four pillars of the student experience: (1) Clarify the Path, (2) Enter the Path, (3) Stay on the Path, and (4) Ensure Learning. The overarching objective is to help students successfully progress toward their educational goals while reducing the time it takes to reach them. Under this framework, Palomar College has implemented Palomar Pathways. Faculty adopted seven meta majors (e.g., Business, Health and Public Service) with a focus on career clusters. In alignment with the Guided Pathways framework and the College's *Student Equity Plan*, Palomar is reimagining wrap-around student support to ensure success along the student journey from access through completion.



Currently, the State's Student Centered Funding Formula (SCFF) provides apportionment based on three calculations: (1) a base allocation for enrollment, (2) a supplemental allocation based on receipt of identified financial aid, and (3) a student success allocation based on specified outcomes. The District reviews enrollment, efficiency, and completion goals in alignment with the SCFF to make recommendations on the scheduling of classes and the use of resources, to design and implement support services, to develop multi-year projections, and to maximize revenue. These activities are aimed at closing achievement gaps and increasing student success.

Included in the 2022-23 California State Budget, the Governor's Office and the California Community College system mutually agreed to prioritize advancing shared goals over the next five-year term. This is described in the *Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges*. Aligned with the *VfS*, the *Roadmap* details the role of California community colleges in meeting and supporting the Governor's goal of 70% of California working-age adults earning postsecondary degrees or certificates by 2030.

Palomar College will support the *Roadmap's* efforts to advance student access and success. The *EVP's* goals and objectives provide for even greater intent to strengthen programs and services, leading to increased student completions.

## DIVERSITY, EQUITY, INCLUSION, ACCESSIBILITY, ANTIRACISM (DEIAA)

Palomar College's strong commitment to DEIAA is represented throughout the *EVP*. This commitment is expressed in the District's Vision, Mission, and Values. In 2020, the College collaboratively developed *Calls to Action* to support DEIAA. In 2022, a Chief Diversity Officer position was established. Palomar College is a federally designated Hispanic Serving Institution (HSI) with nearly 50% of students identifying as Hispanic or Latino. As an HSI, Palomar faculty and staff strive to better serve our students by engaging in opportunities (e.g., *Becoming Hispanic-Serving Institutions* Book Club) to improve the learning environment and surround these students with resources that reflect their cultures, values, and lived experiences. In Fall 2022, the Student Services and the Associated Student Government partnered to complete a Student Equity Walk. Through a "Student Equity Walk" project the District has placed banners throughout its locations depicting its diverse student body. The banners are designed to promote a sense of belonging and include affirming messages presented in multiple languages.

The *Palomar College Equity Plan 2025* outlines the District's intentional focus on ensuring equitable student outcomes by incorporating an evaluation of disproportionate impact and articulating strategies to eliminate equity gaps.

Specifically, the Equity Plan includes strategies to facilitate access, progress, and completion for Black or African American and Hispanic or Latino students.

As expressed in the District's Vision, Mission, and Values and these two planning foundations, Palomar's focus on its students' lived experience and educational goals underpins the *EVP*.









# EDUCATIONAL VISION PLAN

## SECTION 1.2

### DATA HIGHLIGHTS



9/01/23

# DATA PROFILE

## EXTERNAL SCAN DATA SUMMARY

The External Environmental Scan provides institutional stakeholders information about historical trends in the population served by Palomar College, K-12 enrollment and graduation rates, and the labor market allowing them to plan programs and support services that best meet the current and future needs of Palomar College students and the surrounding community.

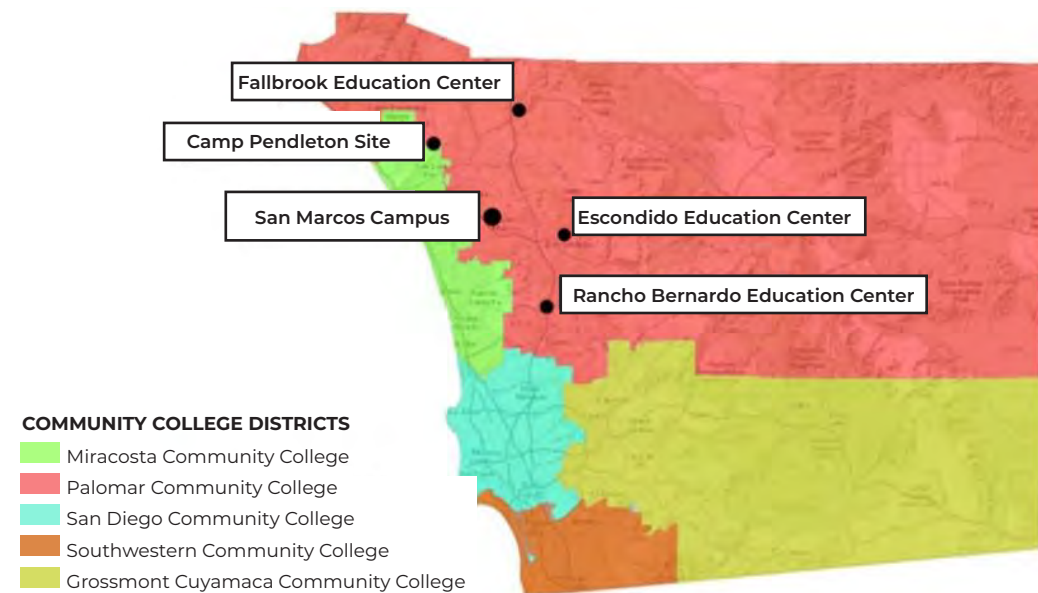
Figure 1 shows the community college districts within San Diego County. Palomar College is represented by the area shaded in red. The map highlights the locations of the District's education sites.

Synthesis and analysis of data for the external environmental scan resulted in the following highlights to inform EVP goal setting:

### Adult Population (18 to 64) Estimates and Demographics

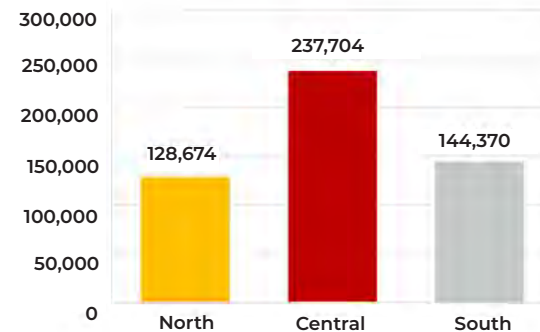
- Adult Population Estimates
  - Approximately 500,000 adults reside in the Palomar Community College District service area. The North planning area serves just over 128,000, the Central planning area serves over 237,000, and the South serves just over 144,000 (see Figure 2). Since 2011, the population in Palomar College's service area has grown by 5.3%, while the adult population has declined about 2.0%.

**Figure 1.** Palomar College Service Area by Site



Source: Palomar College, Office of Institutional Research

**Figure 2.** 2021 Adult Population Estimates x Planning Area (N~510,748)



Source: SANDAG 2021 Estimates



- Adult Population Demographics

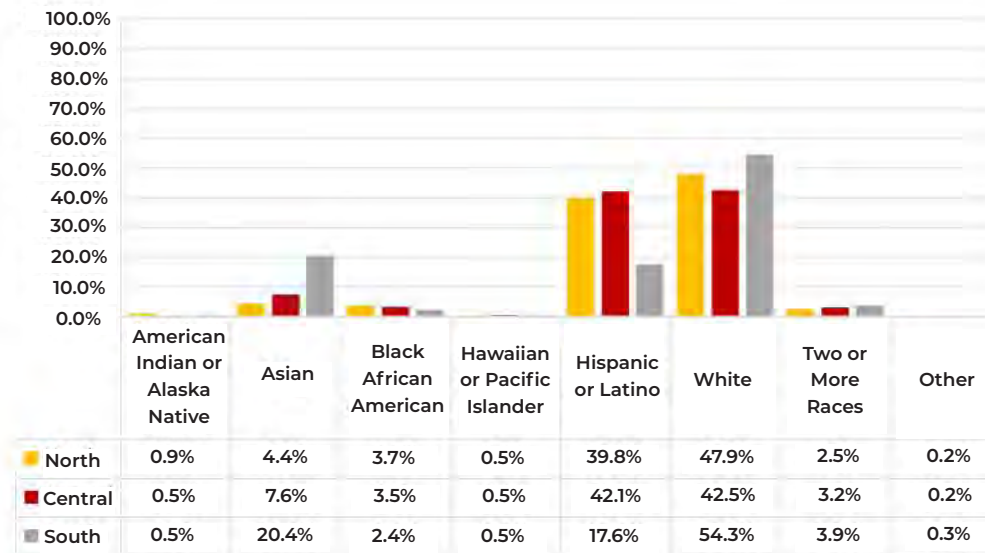
- Within the service area, just over half of adults identify as male (51.5%). A more significant proportion of males (55.7%) reside in the North planning area.
- Adults in the service area are predominantly White (47.2%), Hispanic or Latino (34.6%), and Asian (10.4%). A larger proportion of Hispanic or Latino adults reside in the North and Central planning areas compared to the South. In

comparison, a larger proportion of Asian adults reside in the South (see Figure 3).

- Household incomes throughout the District's service area vary, with the median household income just under \$78,000 (adjusted for inflation in 2010). Household income within each planning area also varies with close to 70% of households in the North and Central planning areas earning less than \$100,000, and 52% of households in the South earning less than \$100,000.

- One-third of households in the North and Central planning area earn less than \$45,000, whereas one-fifth of households in the South planning area earn less than \$45,000.
- Educational attainment is highest in the South area, with over half of adults aged 25+ holding bachelor's degrees or higher. Significant percentages of the 25+ population have attained less than an associate degree in the North (61.3%) and Central (59.3%) planning areas.

**Figure 3.** 2021 Adult Population x Race/Ethnicity and Planning Area (N~510,748)



Source: SANDAG 2021 Estimates

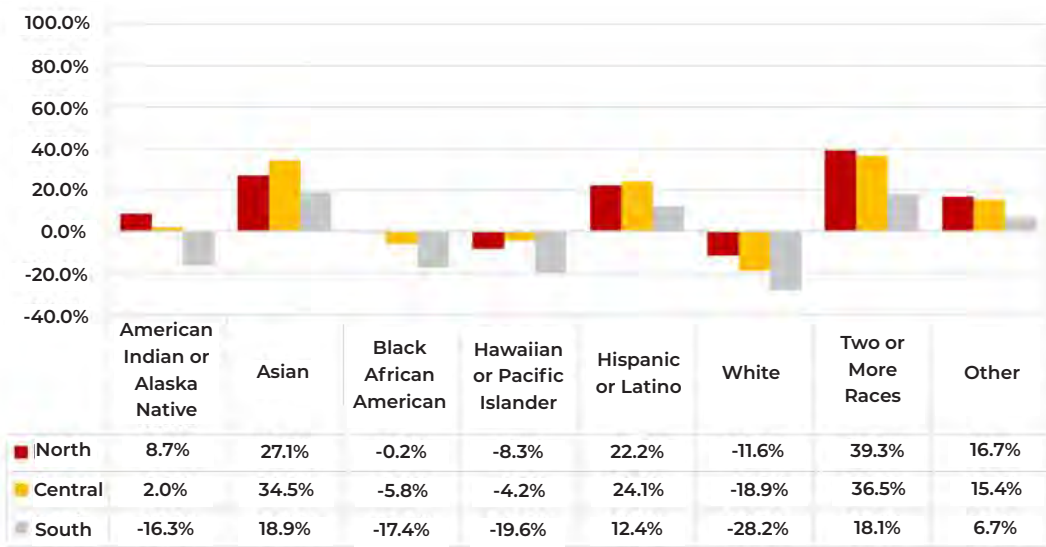
Adult Population (18 to 64) Projections and Demographics

- Adult Population Projections
  - Between 2020 and 2035, the District service area adult (18 to 64) population is projected to grow by 2.0%.
  - During these 15 years, modest growth in the adult population will occur in the North (5.2%) and Central (5.9%)
- Adult Population Projected Demographics
  - Population growth is expected for adults ages 25 to 29 (11.8%), 40 to 49 (11.6%), and 18 to 24 (9.7%). A decrease of 21.3% in the adult population is expected for those aged 60 to 64.

planning areas, while the South planning area will show an adult population decline of 7.5%.

- Increases are expected in the populations of Hispanic or Latino adults (21.9%), Asian adults (25.4%), and adults identifying Two or More Races (30.9%). The White adult population is expected to decrease by 30.7% (see Figure 4).
- Median household income is expected to grow the most in the North and Central planning areas.

Figure 4. Forecasted Adult (18 to 64) Population Growth by Race/Ethnicity and Planning Area (2020-2035)



Source: SANDAG Series 14 Forecasts

### Public K-12 Enrollments and High School Graduation Projections

- Public K-12 enrollments in San Diego County are projected to decline by about 10% over the next ten years between 2021-22 and 2030-31.
- Graduation from San Diego County high schools is projected to increase slightly between 2020-21 and 2023-24, then decrease by about 11% between 2023-24

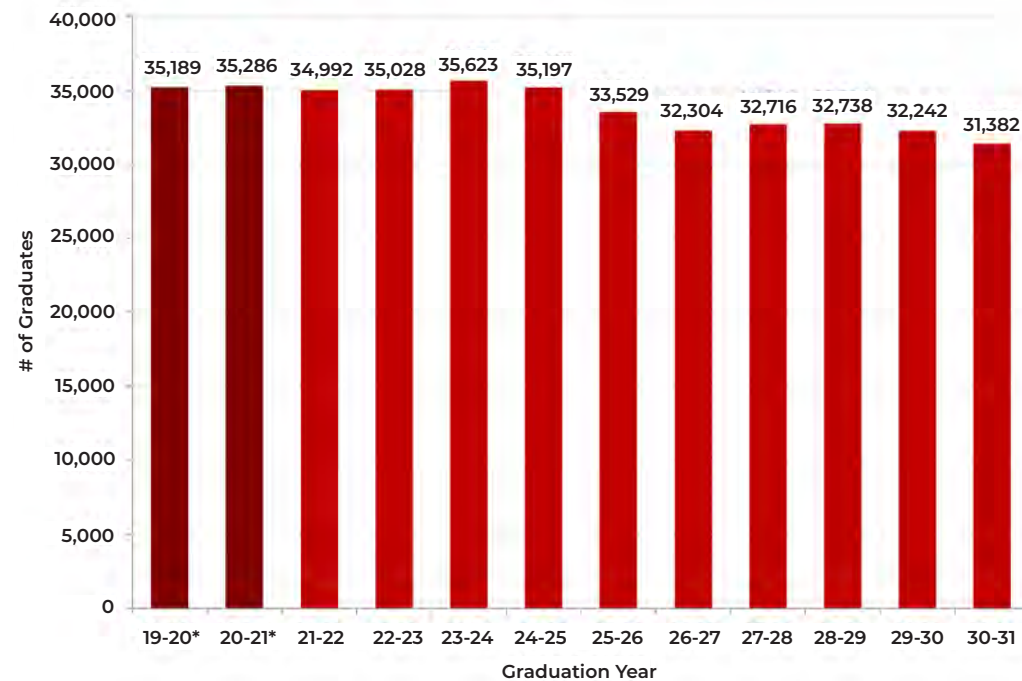
and 2030-31. However, high schools in San Diego County will still graduate over 30,000 students in 2030-31 (see Figure 5).

- High schools within Palomar College's service area graduate approximately 9,000 students annually.
- In 2018-19, about 26% of recent high school graduates from the District's service area enrolled at Palomar College directly after graduation. However, in 2021-22, this enrollment rate decreased to about 21%.

### Intersection of Community and Students

- About 62% of Palomar College's students reside in the District's service area. About 11% reside in MiraCosta College's service area, 15% come from Mt. San Jacinto College's service area, and 4% live within the San Diego Community College District's (SDCCD) service area. The remaining 8% come from other regions in California and out of state.
- An enrollment flow analysis showed that Palomar College experiences a net loss of its service area residents to other regional community colleges. In other words, more residents in Palomar's service area attend another regional community college than residents from other regional community college service areas attend Palomar. For example, many residents who reside in the Palomar Community College District service area attend SDCCD, while some, but fewer, from SDCCD's service area attend Palomar College.

**Figure 5.** Actual and Projected High School Graduates in San Diego County



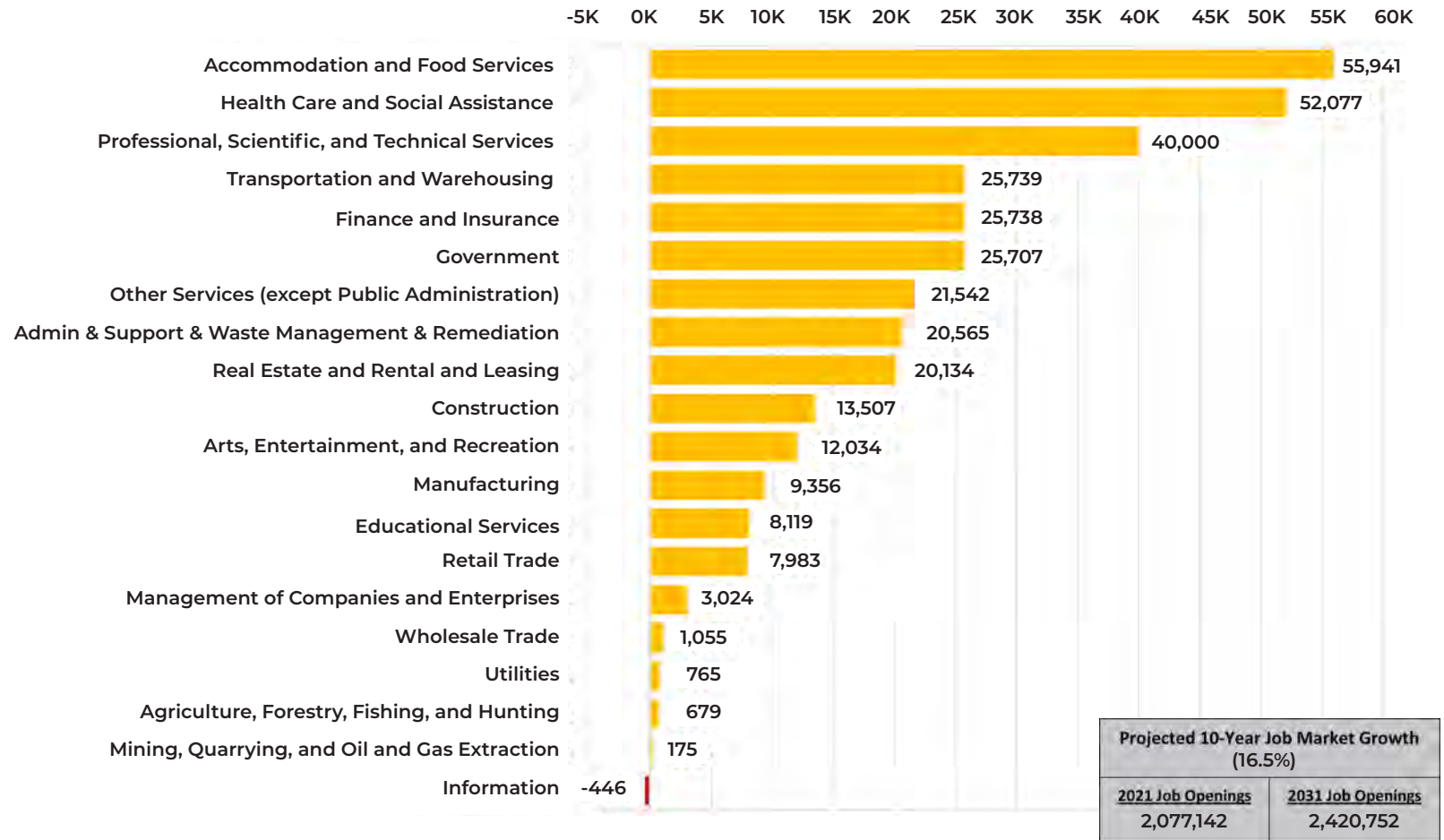
Source: California Department of Finance, <https://dof.ca.gov/forecasting/Demographics/public-k-12-graded-enrollment> | NOTE: \*The years with asterisks are actual enrollments.

*Economic and Workforce Outlook*

- Between 2021 and 2031, San Diego County’s job market is expected to grow 16.5% from 2,077,142 job openings to 2,420,752 (see Figure 6).
- As the region recovers from the COVID-19 Pandemic, accommodation and food services represents the largest area of job growth with the most openings compared to other industries. Additional industries anticipated to have a large number of openings are health care and social services, professional, scientific, and technical services, and transportation and warehousing.
- A gap analysis was performed on the regional labor market to identify high-wage, high-skill jobs and determine gaps (i.e., unmet need for trained workers) between these occupations and regional program completions.
  - The gap is most significant for occupations requiring some college or a certificate where the top ten target occupations all show unmet needs regarding completions. The top three occupations with the largest gaps included heavy and tractor-trailer truck drivers; bookkeeping, accounting, and auditing clerks; and licensed practical and licensed vocational nurses.
  - Many occupations requiring associate degrees, including electrical and electronic engineering technologists and technicians; physical therapist assistants; and paralegals and legal assistants, show a gap.
  - Smaller gaps existed for occupations requiring bachelor’s degrees. However, the top three occupations with gaps are industrial engineers, civil engineers, and logisticians.
- Palomar College is researching how job industries are evolving to meet the needs of a changing environment with a focus on sustainability. College programming needs to be adapted to account for this new focus.



**Figure 6.** San Diego County Projected 10-Year Market Job Growth by Industry



Source: Lightcast, Inc (Formerly EMS)™: 2023.1

# INTERNAL SCAN DATA SUMMARY

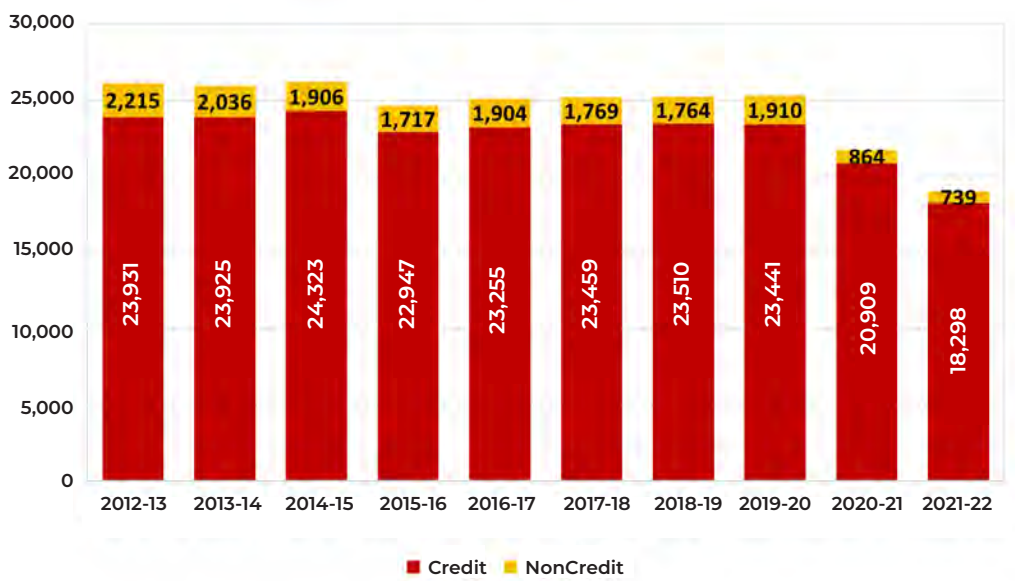
The Internal Environmental Scan analyzes Palomar College’s students providing historical and current views of student enrollment, demographics, progress, and achievement.

## Student Enrollment

- Between Fall 2012 and Fall 2019, student headcount and FTES were stable for credit students but declined for noncredit students (see Figure 7).

- At the onset of the COVID-19 Pandemic, headcount, and FTES declined dramatically (24.9% & 29.3%, respectively). Decreases in noncredit student headcount (-61.3%) and FTES (-35.0%) were responsible for a large part of this decline.
- Post-pandemic, initial registration counts for Fall 2023 show enrollments may be returning to the College.
- Across fall terms, most students were part-time, and about one-third were full-time. These ratios remained stable during the Pandemic.

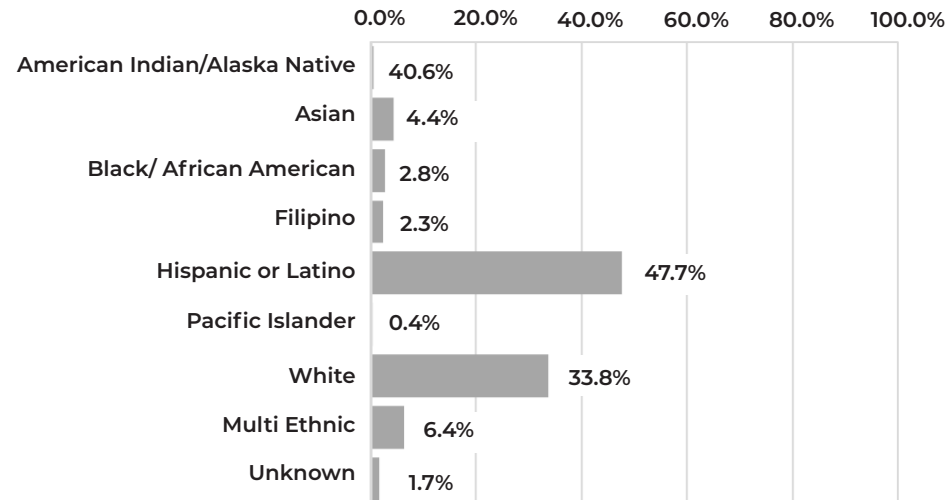
Figure 7. Fall Credit and Noncredit Headcount



Source: Pal PeopleSoft  
NOTE: Data EXCLUDES students in AP Classes.

- Between Fall 2016 and Fall 2019, a little over half of students identified as male. After Fall 2020, more students identified as female compared to male reflecting course offering changes during the Pandemic.
- Across fall terms, Hispanic or Latino students represented nearly half the student population, and White students accounted for around one-third (see Figure 8). Pre-pandemic and pandemic ratios appear stable.
- Over the past six years, the number of students aged 17 and Under increased by 58.3%. This is likely due to the College's focus on increasing K-12 special admit enrollments.
- Around 50% of the College's students are continuing students in any given fall term, and approximately 25% are first-time students. The headcount of K-12 special admit students increased by 56.0% between Fall 2016 and Fall 2021.

**Figure 8.** Student Headcount by Race/ Ethnicity (Fall 2021)



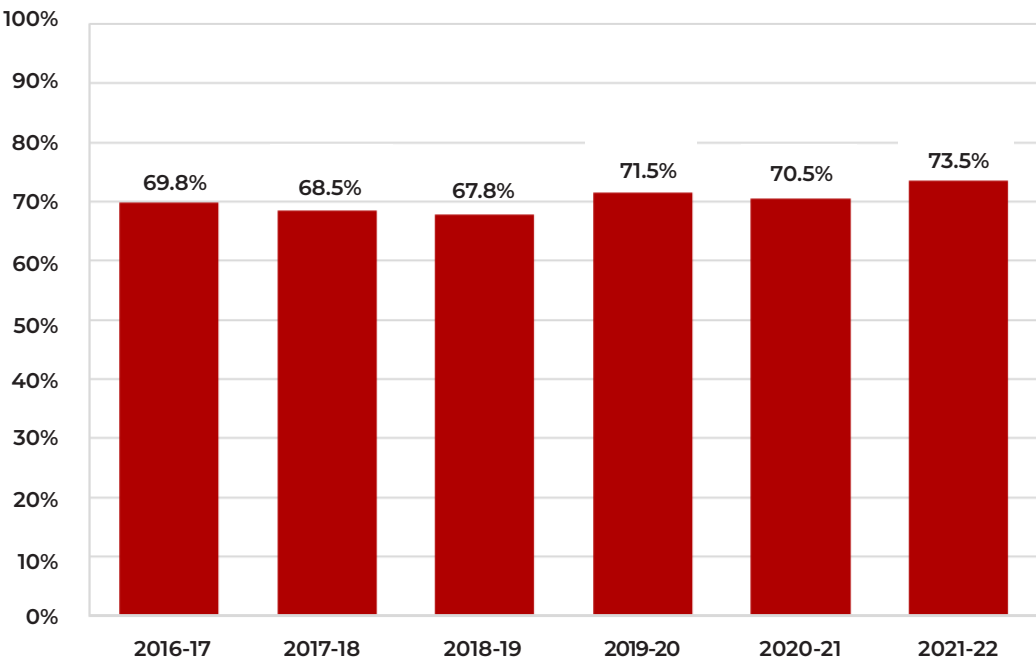
Source: Pal PeopleSoft

NOTE: Data EXCLUDES students in AP Classes.

Student Progress

- The institution-set standard (i.e., minimum level of performance set by the College) for course success rates is 70%. Over time, annual course success rates met the standard.
- While the standard has been met overall, there is variation in course success rates across certain demographic categories.
  - Over time, success rates for Black or African American, Hispanic or Latino, and Pacific Islander students were lower than the institution-set standard. In contrast, course success rates for Asian, Filipino, and White students were higher than the standard.
  - Students 17 and Under and those Over 35 had success rates substantially higher than the institution-set standard.
- Figures 9A and 9B show that approximately 70% of first-time students persist from their first semester to their second semester (e.g., fall-to-spring persistence). A little over half of first-time students persist to their second year (fall-to-fall persistence).
- Between 2016-17 and 2021-22, student completion of English in their first year increased from 23% to 41%.
- Between 2016-17 and 2021-22, student completion of math in their first year increased from 12% to 21%.
- First-year completion of English and math vary by demographic categories. American Indian/Alaska Native, Asian, and Black/African American students had increased English completion by over 20 percentage points. In comparison, Pacific Islander students had gains in math completion of over 24 percentage points.

Figure 9A. Fall-to-Spring Persistence First-Time Students



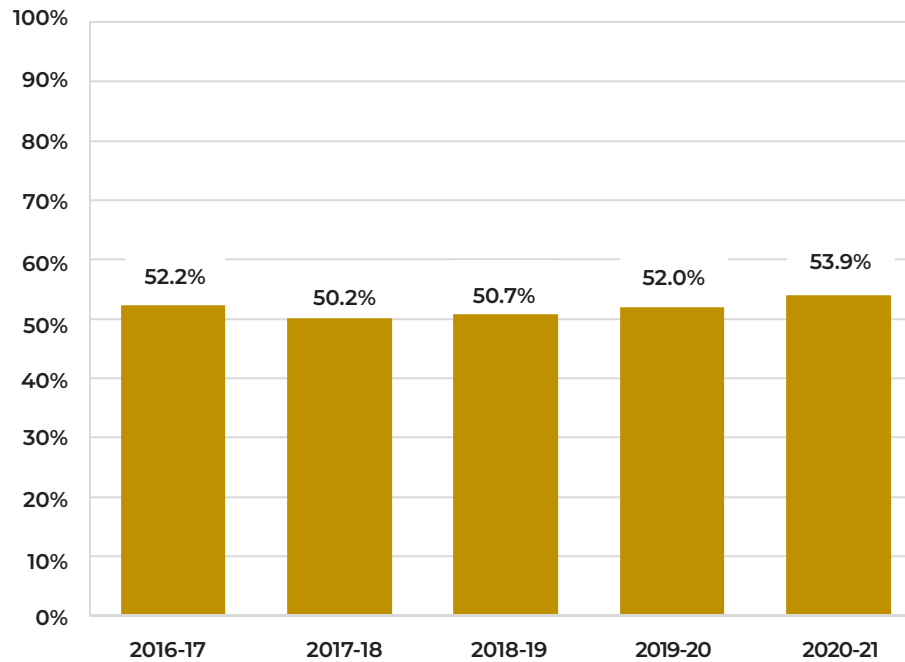
Source: Pal PeopleSoft



### Student Achievement

- Between 2016-17 and 2021-22, there was a 25.1% increase in the number of degrees and certificates (16+ units) awarded to students. This was driven by substantial increases in the number of ADTs (191.3%). The Pandemic had little impact on the number of awards earned.
- Between 2016-17 and 2021-22, most transfers were to CSU, and the number of transfers was relatively stable pre-pandemic. From 2019-20 to 2021-22, the number of transfers to CSU decreased by 14.7%, while the number to UC increased by 43.1%. The volume of transfers to out-of-state and in-state private universities has decreased steadily across academic years.

Figure 9B. Fall to-Fall Persistence First-Time Students



Source: Pal PeopleSoft

# COMMUNITY VOICE

## COLLEGE-WIDE SURVEY

*Collaborative Brain Trust (CBT)*, the District's education planning consultant, conducted an online survey of students, faculty, staff, and administrators at Palomar College in Fall 2022. The survey was administered in English and Spanish. This second option provided Palomar's Spanish-speaking students, faculty, and staff the opportunity to interact with the survey in a more meaningful way. There were 872 respondents, of whom the majority (56%) were students. Survey results are compiled in a separate report

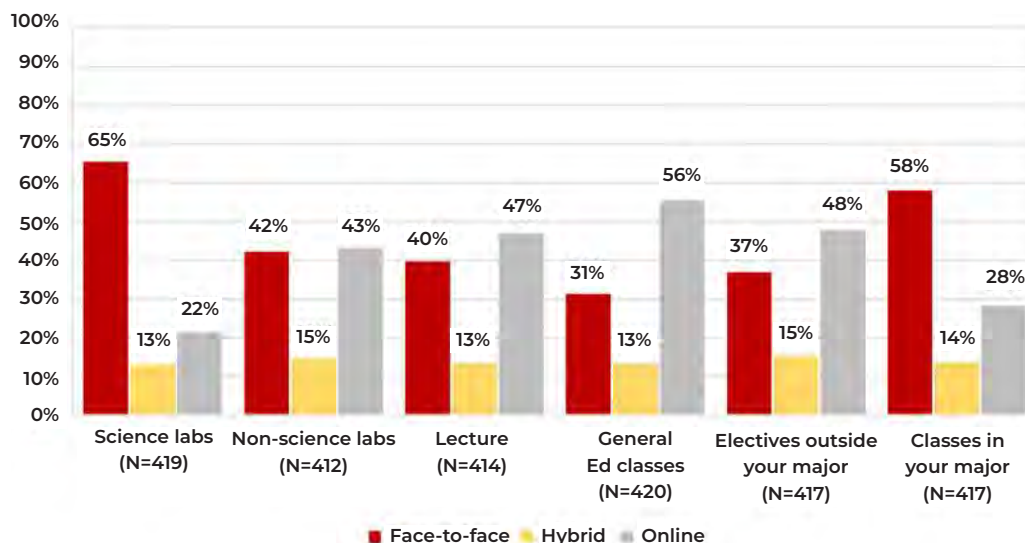
with highlights of the survey presented here.

Student respondents (N=482) were asked about course delivery mode (e.g., face-to-face, hybrid, online) and instructional quality, familiarity with support services, Palomar location preference, and enrollment at other local institutions. Faculty (N=152) and staff (including administrators) (N=155) were asked about their experience, how well Palomar College provides information and communication, and feedback on how to help students succeed.

### *Course Format (Mode of Delivery) and Instructional Quality*

- Students expressed interest in taking face-to-face, online, and hybrid courses, with more interested in taking face-to-face (80%) and online asynchronous (77%) than other formats. Like students' format preferences, faculty preferred to teach face-to-face (91%) or online asynchronous (56%).
- More students expressed interest in taking science labs and classes in their majors in a face-to-face format than in other formats (see Figure 10).
- More students were interested in taking general education courses in an online format (see Figure 10).
- Most students indicated that the quality of delivery was *Excellent* across different formats, with the highest rating (69%) for face-to-face classes.
- Most faculty rated the support Palomar College provided for online instruction as *Excellent* or *Good*

**Figure 10.** Student Course Format Preference by Court Type



Source: Palomar EVP Campus Survey

### Support Services

- Students' use of support services varied. Most students used Academic Counseling or Planning, Registration and Enrollment Services, and Library Services. Student Organizations, Job Placement Assistance, and Child Care were the least used (see Table 1).
- Of those having used services, all students expressed some level of satisfaction with them. The highest percentages of satisfaction were for Library Services and Computer Labs.

- Students identified the following types of support that would be most beneficial to them:
  - connection to classmates,
  - better internet access from home,
  - tutoring or academic support in various formats,
  - more time with instructor, and
  - organized or facilitated study groups.

### Staying the Course

- In the past year, one-quarter of students considered stopping their studies at Palomar College (i.e., stopping out). The top reasons for this consideration were mental health issues, course schedule conflicts, and financial aid.
- Most faculty and staff (57%) knew at least one student who stopped their studies before completing their educational goal. The top reasons faculty and staff noted that students had stopped their studies were the class schedule (conflicts of schedule with other responsibilities or classes not offered), challenging registration process, mental health issues, and family care issues.

**Table 1.** Have you taken at least one course in the past two years from another college or university?

Services Offered at Palomar College		
Services	Have you used the following services?	For the services you have used, how satisfied were you with the service you received?
	% used services	% Satisfied or Very Satisfied
Academic Counseling or Planning	70%	76.5%
Registration and Enrollment Services	64%	77.7%
Library Services	60%	84.2%
Financial Aid Advising	35.4%	70.8%
Computer Labs	29.7%	81.5%
Tutoring	29.6%	77.9%
Career Counseling	26.4%	75.0%
Transfer Assistance	20.8%	65.8%
Skill Labs (Writing, Math, etc.)	17.7%	73.4%
Services to Students with Disabilities (DRC)	16.3%	77.3%
Student Organizations	12.5%	*
Job Placement Assistance	4.9%	*
Child Care	2.1%	*
<b>Total respondents</b>	<b>398</b>	<b>393</b>

Source: Palomar EVP Campus Survey

NOTE: \* = Too few respondents

Attendance at Other Colleges

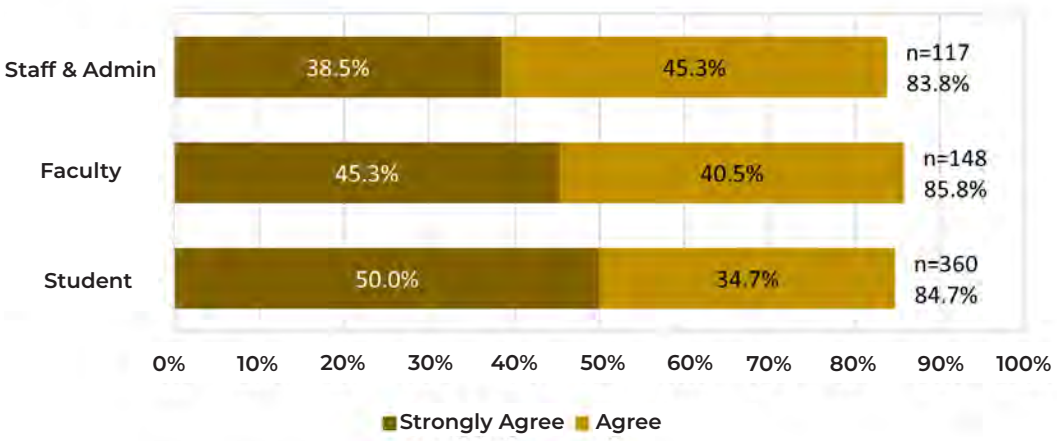
- Fifty-two students (13.7%) had taken one or more classes from another college or university in the past two years. MiraCosta College was the most common “other” college (42.3%).
- The most common reason for attending another college or university was the class schedule of offerings (availability of courses, format, and times) and convenience of location.

Overall Strengths and Opportunities

- More than 80% of student respondents, 72.3% of faculty, and 57.5% of staff agreed or strongly agreed that people at Palomar College are valued in all spaces on campus regardless of their cultural background or identity.
- For students, the top five selected areas of improvement for Palomar College were the availability of classes, counseling, a convenient schedule, food services, and the registration process.

- For faculty and staff, the top five selected areas of improvement for Palomar College were the registration process, availability of classes, food services, counseling, and information access (website, etc.).
- For students, the top five selected strengths of Palomar College were the library, availability of classes, campus appearance, assistance with the financial aid process, and convenient schedule.
- For faculty and staff, the top five selected strengths of Palomar College were affordability, quality of educational programs; faculty expertise, library, and commitment to diversity, equity, and inclusion.
- Across respondent types, over 80% of respondents agreed or strongly agreed that they would recommend Palomar College to a friend or family member who was considering college (see Figure 11).

Figure 11. If a friend or family member was considering college, I would recommend they attend Palomar College.



Source: Palomar EVP Campus Survey



## LISTENING SESSIONS

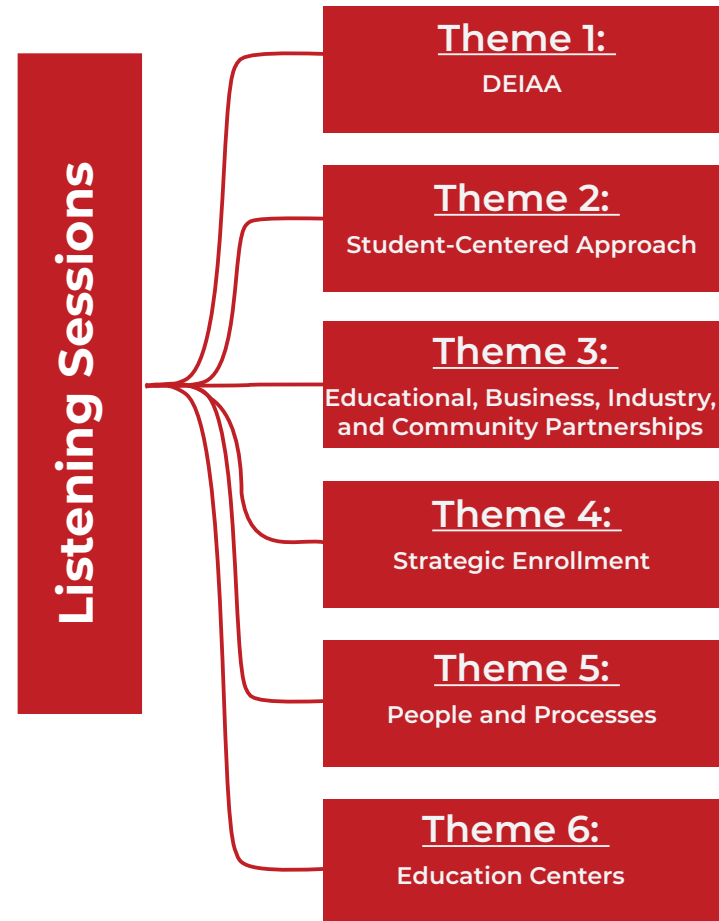
From September through November 2022, the CBT and HMC Teams held 71 listening sessions in individual and group formats with Palomar College students, internal stakeholders, and external stakeholders. These sessions were held on the San Marcos Campus; at the education centers in Escondido, Fallbrook, and Rancho Bernardo; and at the Camp Pendleton education site. The CBT Team reviewed notes from the hundreds of voices in these groups, organized them into themes or topics, and shared the results with the EFP Task Force in December 2022.

### Themes

Many important themes were addressed in the 71 listening sessions. The infographic depicts five thematic clusters and an additional theme about Palomar College's education centers and sites (see Figure 12).

- The following section includes highlights of the listening sessions organized by theme. Planning opportunities are identified throughout the highlights. Many of the opportunities overlap across themes.

Figure 12. Emergent Themes From Listening Sessions



## LISTENING SESSIONS (CONT.)

### Theme 1: Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA)

- Palomar College is strongly committed to its DEIAA efforts and will continue to expand these efforts to celebrate the diversity and intersectionality of all Palomar students. This theme includes ensuring accessibility and mobility in all areas of the District, including available resources, course offerings, meetings, and technology.
- The District can further enhance its DEIAA efforts by creating more welcoming and safe campus spaces and locations; enhancing DEIAA employee training; revising college policies and procedures with equity in mind; and enhancing the student journey through programs, resources, and spaces that reflect their cultures and lived experiences.

### Theme 2: Student-Centered Approach

- Palomar College prides itself on providing student-centered academic resources and support services. The District can strengthen its student-centered approach by reaching out to students where they are, streamlining the enrollment and registration process, providing access to classes and programs that meet their academic goals, and giving students the support needed to find their path. The District should also consider flexible course schedules, dynamic pedagogies, and learning resources that will help students stay on their path. The opportunities for consideration are organized by the following subcategories.
- ***Opportunities to streamline and improve Student Access and Engagement:***
  - Streamline and support the enrollment and registration process.
  - Create concierge-style support where students can get a variety of questions addressed.
  - Ensure academic and student support services are offered when and where students need them (e.g., day, evening, weekend, and online).

- Increase awareness of supports and services designed to engage students, faculty, staff, and community members (e.g., Palomar-sponsored events, student organizations and affinity groups, tutoring, computer labs, and resources)
- ***Opportunities to Increase Student Retention and Completion:***
  - Coordinate and align student services and instruction programs.
  - Consider how programs are organized to support students engaged in Palomar's Pathways.
  - Develop wrap-around and intrusive supports to increase student retention and completion.
  - Ensure students receive timely advising and counseling support.
  - Integrate career assessment and Credit for Prior Learning (CPL) into onboarding.

## LISTENING SESSIONS (CONT.)

- *Opportunities to Enhance Student Learning and Success:*

- Implement student-centered scheduling to facilitate program completion regardless of location and method of delivery.
- Streamline program development to ensure timely offerings aligned with growing and changing industry and education needs.
- Integrate work-based learning, reimagine learning communities, and expand learning opportunities for global responsibility.
- Develop technology-supported spaces where faculty collaborate to support teaching excellence and further learning outcomes.
- Ensure students are aware of and can easily access academic support services.
- Expand professional development across the institution in alignment with the needs of lived experiences of Palomar College's diverse student population.
- Regularly review disaggregated data to inform decisions regarding program and support services improvements.
- Collaborate with local high schools to align curricula and facilitate transition into Palomar's Pathways.

*Theme 3: Educational, Business, Industry, & Community Partnerships*

Palomar College maintains relationships with educational, business, industry, and community partners to ensure the District's programs and services are aligned with their needs. Many partners attending the listening sessions expressed interest in developing and enhancing their relationships with Palomar College.

- *Opportunities to Strengthen Business, Industry, and Community Partnerships:*

- Partner with businesses and industry to support job training needs, including soft skills.
- Increase the number of student internships and develop structures for connecting students to them.
- Consider creating a single point of contact (i.e., person or office) to liaise between Palomar College's academic programs and business, industry, and the community.

- *Opportunities to Strengthen Educational Partnerships:*

- Strengthen transfer pathways.
- Continue to strengthen partnerships and implement programs that support the education pipeline from the military to Palomar College.
- Strengthen partnerships with K-12 districts to support dual enrollment and transition of students from high school to college.

## LISTENING SESSIONS (CONT.)

### Theme 4: Strategic Enrollment

Palomar College strives to meet its service area's and students' educational needs. The District can optimize enrollment by focusing on building programs to support expected population growth (e.g., working adults 25-49, the increased adult population in the North and Central planning areas); leveraging and strengthening the high school to community college pipeline; developing college-wide marketing strategies to reach underserved student populations; and strategically implementing technology to support student outreach, enrollment, onboarding, progress, and completion.

#### • *Opportunities to Grow Enrollments:*

- Focus enrollment efforts in areas of the District with expected population growth.
- Increase the number of programs that offer CPL to attract re-entry and working students.
- Leverage the existing support of area high schools to expand dual enrollment.
- Develop college-wide marketing strategies to reach underserved student populations.
- Draw upon technology to simplify the registration process.
- Adopt a customer relations management (CRM) system to track and analyze achievement throughout the student journey.

### Theme 5: People and Processes

Palomar College seeks to provide employees with the staffing, resources, and support they need to fulfill Palomar's Vision, Mission, and Values. To this end, the District can streamline and refine fiscal, technology, and human resources processes. Also, the District can expand and support opportunities for professional development and employee growth.

#### • *Opportunities in Finance and Administrative Services:*

- Create a student-centered budget in alignment with the *Vision Plan 2035*.
- Automate and streamline financial processes and provide administrators and staff with comprehensive training in fiscal procedures and approvals.
- Create a technology-rich environment that supports Hyflex, hybrid, and online instruction.
- Update the District's Technology Plan in alignment with the *Vision Plan 2035*.
- Continuously evaluate the safety, emergency planning, and communication procedures and ensure they are consistent yet specific to all education sites.



## LISTENING SESSIONS (CONT.)

- *Opportunities in Leadership and Human Resources:*

- Streamline hiring processes to be nimble and efficient and develop onboarding processes for all new employees.
- Optimize and automate processes to increase the efficiency of operations.
- Evaluate the organizational structure of administrative and staff leaders compared to similar institutions to right size and retain talent.
- Assess and update the District's Staffing Plan in alignment with the *Vision Plan 2035*.
- Strengthen succession planning and expand opportunities for upward mobility and positions of leadership.

- *Opportunities in Professional Development:*

- Expand professional development offerings that support DEIAA, fiscal processes, learning management systems, and leadership opportunities for all employees.
- Develop technology-supported professional development spaces available to staff at all locations.
- Establish a leadership institute for managers and staff interested in career advancement.
- Ensure adequate time and opportunity for staff participation in professional development.

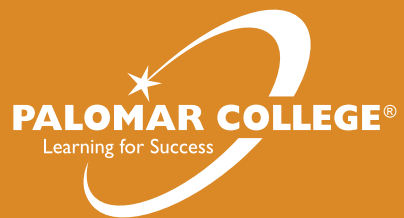
### Theme 6: Education Centers

Through its previous long-range planning, Palomar College established a district configuration designed to serve its community, including the San Marcos Campus, three education centers in Escondido, Fallbrook, and Rancho Bernardo, and an education site on Camp Pendleton. As the District continues to plan for all its sites, its education centers should each have specific anchor programs where a student can earn a degree or certificate and access the full range of services. To enhance the student experience at the Centers and sites, Palomar College should develop meaningful ways to connect them with the San Marcos Campus through campus events, intercollegiate sports, and art, for example.

The student listening sessions elicited three consistent topics: 1) appreciation for the responsiveness of faculty and staff in providing support services at the Centers and sites; 2) a need for additional student gathering spaces; and 3) food services offered during all hours of operation. Also common to the Escondido, Fallbrook, and Rancho Bernardo education centers is the opportunity for Palomar College to strengthen relationships with area high schools and expand dual enrollment.







## EDUCATIONAL VISION PLAN SECTION 1.3 EVP



9/01/23

# PLANNING ASSUMPTIONS AND IMPLICATIONS FOR PLANNING

As described earlier, the EFP Task Force reviewed quantitative and qualitative data about Palomar College's service area and its students. The District's service area spans more than 2,555 square miles. Palomar's first Educational and Facilities Long-range Plan (*Master Plan 2022*), crafted in 2002 and then updated in 2010 and 2018, established a new district configuration to meet the needs of the adult population residing within its service area. The structure organized the San Marcos Campus and Escondido Education Center into a Central Planning Area. North and South Planning Areas were also established. The Camp Pendleton education site and a new education center were slated to serve the North Planning Area. An additional education center was established to support the South Planning Area. In 2018, through the support of Proposition M funds, the District opened the Fallbrook Education Center serving the North Planning Area and the Rancho Bernardo Education Center serving the South Planning Area.

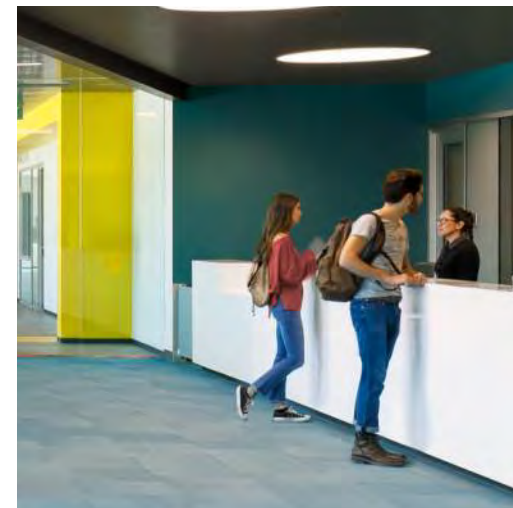
Considering the size and configuration of the District's service area, the Task Force examined district-wide data and data disaggregated by planning areas (North, Central, and South). The Task Force noted the following assumptions and implications for planning.





## EXTERNAL SCAN

- The adult (18 to 64) population served by Palomar College is large (approximately 500,000 adults), but expected to grow slowly over time. An opportunity exists for the District to grow beyond pre-pandemic enrollments by implementing strategic enrollment management strategies that increase participation rates throughout the service area.
- Palomar College's service area demographics are evolving. Of note, growth in Hispanic or Latino and Asian adults are expected over time. The District will continue to ensure that its programs and services are designed to meet the needs of its changing population.
- Dual enrollment and strengthened partnerships with high school districts are needed to increase the number of recent graduates transitioning to Palomar College and successfully navigating their postsecondary education goals.
- Palomar College must market and ensure students have easy access to its programs and services at the San Marcos Campus, education centers and sites, and online to minimize the loss of service area residents to other community colleges.
- As Palomar College evaluates its current program offerings and establishes future programs, the regional labor market, forecasted job growth, and changes in industry and technology will continue to be considered.
- Strengthening partnerships with regional businesses and industries will help keep Palomar College's programs current and responsive to community needs.



# INTERNAL SCAN

- Post-pandemic, enrollments at Palomar College are starting to increase, although they have yet to reach pre-pandemic levels. Palomar College must implement strategies to regain enrollment and facilitate retention and completion to ensure fiscal stability and meet the District’s educational needs.
- The Pandemic noticeably impacted Palomar College’s noncredit and CTE offerings and students. An opportunity exists to recover noncredit and CTE students and further grow these programs.
- The majority of Palomar College students are enrolled part-time. As the District continues to plan for its future, it is essential to consider how to provide services and supports that meet the needs of part-time students.
- Most students identify as Hispanic or Latino or White and are between the ages of 18 to 24. Further, Palomar

serves a similar ratio of students who identify as male or female. Palomar will continue to ensure its programs meet the needs of its student body. An opportunity exists to consider ways to support the educational and career needs of working adults (ages 25 to 49) who reside in the District.

- Over time, dual and concurrent enrollment programs have increased the number of special admit students attending Palomar College. Further expansion of this practice will support the District’s interest in strengthening its relationships with local area high schools and increasing the number of recent graduates transitioning to Palomar.
- Strengthening wrap-around services for students and professional development for faculty and staff will improve student outcomes by increasing fall-to-fall persistence and completion of math and English.

- Variation exists in progress and completion rates across student demographic categories. The *Palomar College’s Student Equity Plan 2025* seeks to eliminate gaps for disproportionately impacted student groups. This work is critical to ensuring all students complete their educational goals.
- As a Hispanic Serving Institution, an opportunity exists for Palomar to enhance and support its students through equity minded practices that recognize its diverse student body, their cultures, and lived experiences.
- Over time, Palomar College has experienced an increase in award completions (in particular, Associate Degrees for Transfer). Continuing to create clear pathways and strengthen partnerships with universities will further support student completion of educational goals.

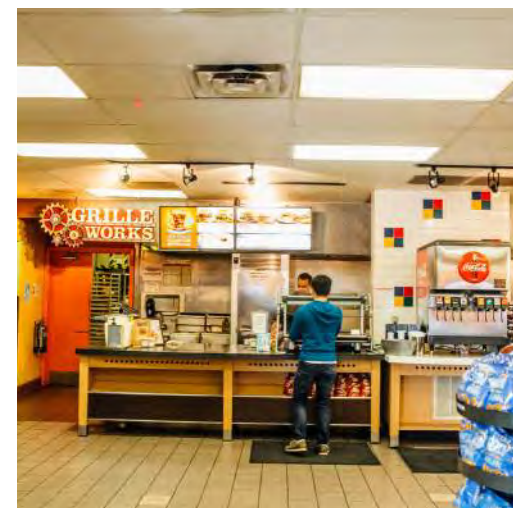




## COLLEGE-WIDE SURVEY

Students, faculty, and staff completed a college-wide survey to inform the *EVP*. Planning implications drawn from the survey appear below.

- Students rate the instruction they receive at Palomar College highly and express an interest in taking courses across all instructional modalities (e.g., on-campus, online, hybrid). Student interest in different modalities varies across course types (e.g., science labs, general education classes, major-specific classes). An opportunity exists for the District to intentionally build its online programs and offerings while supporting on-campus programs and offerings.
- To help students stay on the path to meet their educational goals, Palomar College can ensure students are aware of and have ready access to behavioral health, counseling and advising, financial aid, basic needs, academic tutoring support, and flexible class scheduling and offerings.
- Palomar College can improve its registration processes and food services.
- Most students, faculty, and staff felt that people at Palomar College are valued in all spaces on campus regardless of their cultural background or identity. The District should continue to strengthen and carry out its commitment to DEI/AA. Part of this commitment and Palomar's work as an HSI includes ensuring that every student feels a sense of belonging, validation, connectedness, and safety on campus.
- The Learning Resource Center was identified across all respondent groups as a strength. Supportive spaces for students to gather, engage, or study are needed across district locations.



# LISTENING SESSIONS

Seventy-one listening sessions were held in individual and group formats with Palomar College students, internal stakeholders, and external stakeholders. Listening sessions occurred at multiple district locations to ensure representation across the District. To facilitate understanding, outcomes, and implications from the sessions were organized by thematic clusters.

## Theme 1: Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA)

Palomar College is strongly committed to its DEIAA efforts and will continue to expand these efforts to celebrate the diversity and intersectionality of all Palomar students. This theme includes ensuring accessibility and mobility in all areas of the District, including available resources, course offerings, meetings, and technology.

The District can further enhance its DEIAA efforts by creating more welcoming and safe campus spaces and locations enhancing DEIAA training for employees revising college policies and procedures with equity in mind and enhancing the student journey through programs, resources, and spaces that reflect students' cultures and lived experiences.

## Theme 2: Student-Centered Approach

Palomar College prides itself on providing student-centered academic resources and support services. The District can strengthen its student-centered approach by reaching out to students where they are, streamlining the enrollment and registration process, providing access to classes and programs that meet their academic goals, and giving students the support needed to find their path. The District should also consider flexible course schedules, dynamic pedagogies, and learning resources that will help students stay on their path.

## Theme 3: Educational, Business, Industry, & Community Partnerships

Palomar College maintains relationships with educational, business, industry, and community partners to ensure the District's programs and services are aligned with their needs. Many partners attending the listening sessions expressed interest in developing and/or enhancing their relationships with Palomar College.





## LISTENING SESSIONS (CONT.)

### Theme 4: Strategic Enrollment

Palomar College strives to meet its service area's and students' educational needs. The District can optimize enrollment by focusing on building programs to support expected population growth (e.g., adults 25 to 49, the increased adult population in the North and Central planning areas), leveraging and strengthening the high school to community college pipeline, developing college-wide marketing strategies to reach underserved student populations, and strategically implementing technology to support student outreach, enrollment, onboarding, progress, and completion.

### Theme 5: People and Processes

Palomar College seeks to provide employees with the staffing, resources, and support they need to fulfill Palomar's Vision, Mission, and Values. To this end, the District can streamline and refine fiscal, technology, and human resources processes. Also, the District can expand and support opportunities for professional development and employee growth.

### Theme 6: Education Centers

Through its previous long-range planning, Palomar College established a district configuration designed to serve its community, including the San Marcos Campus, three education centers in Escondido, Fallbrook, and Rancho Bernardo, and an education site on Camp Pendleton. As the District continues to plan for all its locations, its education centers should each have specific anchor programs where a student can earn a degree or certificate and access the full range of services. To enhance the student experience at the Centers and sites, Palomar College should develop meaningful ways to connect them with the San Marcos Campus through campus events, intercollegiate sports, and art, for example.

The student listening sessions elicited three consistent topics: 1) appreciation for the responsiveness of faculty and staff in providing support services at the centers and sites; 2) a need for additional student gathering spaces; and 3) food services offered during all hours of operation. Also common to the Escondido, Fallbrook, and Rancho Bernardo education Centers is the opportunity for Palomar College to strengthen relationships with area high schools and expand dual enrollment.



# ENROLLMENT GOALS

While the District's service area demographics are evolving, the number of adults has not changed significantly.

Palomar College has established a goal to return to its pre-pandemic enrollment levels and FTES, eventually returning to the FTES and participation rates observed in 2019-20, by 2029-30, if not sooner (see Figure 13). While the District's service area demographics are evolving, the number of adults has not changed significantly. The service area is expected to grow slowly, with more growth coming from the North and Central planning areas.

There has also been little change in educational attainment for adults 25+ in the District's service area. Although San Diego County high school graduates are expected to decrease slightly over the next ten years, opportunities exist for the District to strengthen its educational partnerships to increase the number of students who attend Palomar College immediately after graduation. In addition, the District can optimize adult learner enrollments through programs and services aligned with business and regional needs. Finally, the District's free flow analysis showed that many service area residents attend other regional community colleges. Palomar College can regain some of these enrollments by offering future-focused programs and services in convenient locations and

through distance (online) education.

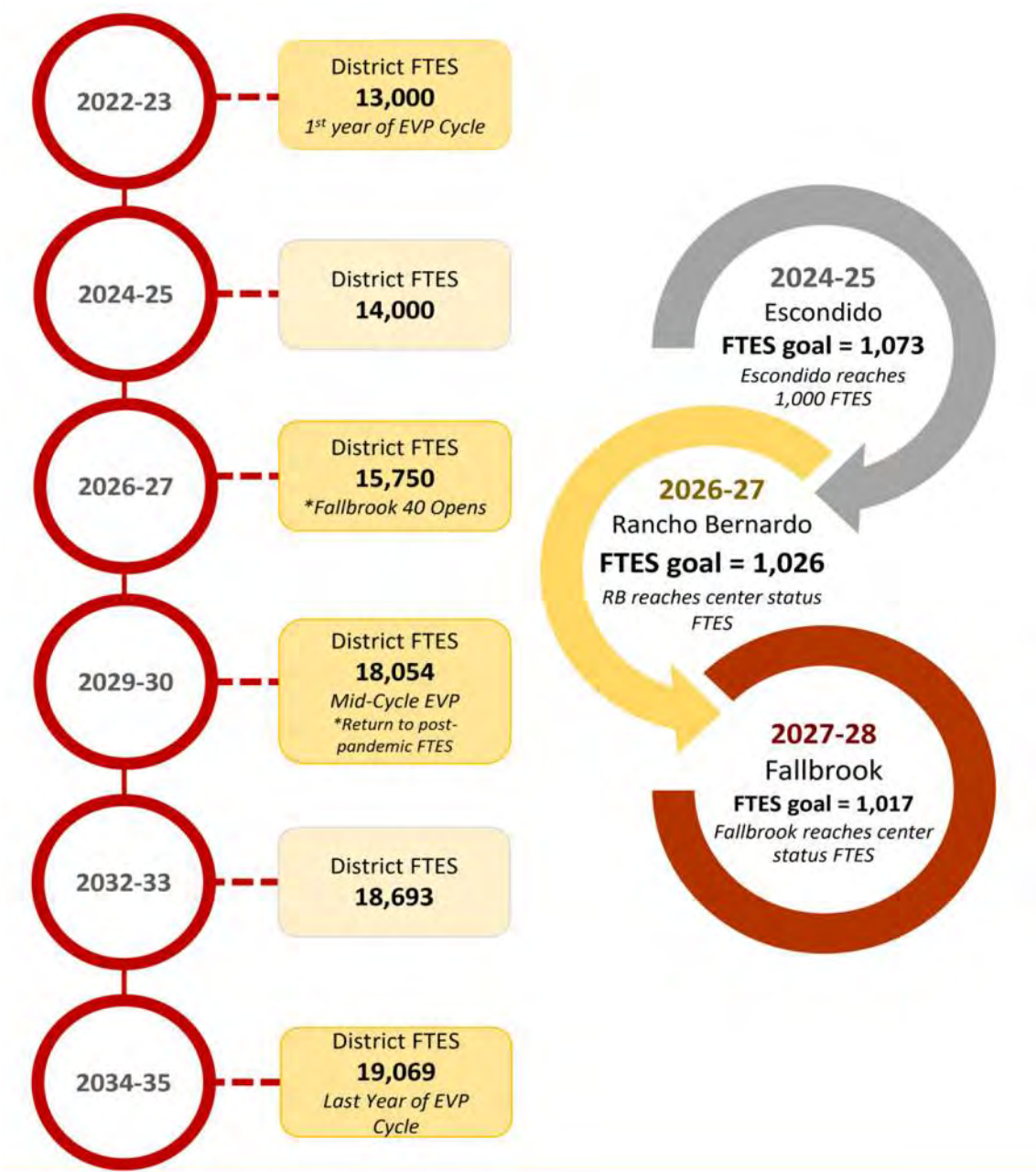
Once Palomar College returns to its pre-pandemic enrollment levels, it plans for intentional and measured growth over time (about 1% annually). To meet the needs of its service area, the District will increase enrollment at the San Marcos Campus through the expansion of online and hybrid course availability, opportunities that support skills development in the workforce, increases in Middle College and dual enrollment options, and partnerships with business, industry, and public and private universities.

The District also plans to grow enrollment at its three education centers in Escondido, Fallbrook, and Rancho Bernardo by expanding student opportunities and supports and establishing anchor programs at each center. Escondido Education Center is an approved Center through California Community Colleges Chancellor's Office (CCCCO). By generating 1,000 FTES annually, the Center receives additional base funding. As the Fallbrook and Rancho Bernardo Education Centers reach the required FTES threshold to qualify as a state-approved Education Center (500 FTES to qualify and 1,000 FTES to receive funding) under the State's Funding Formula, they will become

eligible to receive additional base funding as well.

Figure 13 provides a growth scenario for the District. Actual enrollment may follow differently than laid out, and enrollment may shift over time. Therefore, the growth projections serve as a guide for planning purposes. The enrollment scenario strategies will be reviewed and adjusted annually. The figure highlights when each center is expected to achieve 1,000 FTES. It also highlights when Palomar College's new permanent building on the Fallbrook site (i.e., *Fallbrook 40*) will open. Note, FTES generated at other sites is attributed to their assigned district campus or education center. Distance Education FTES is included in San Marcos estimates.

Figure 13. Enrollment Goals Over Time



# VISION FOR PALOMAR COLLEGE AND ITS EDUCATIONAL SITES

When considering programs and support for the future, the EFP Task Force acknowledged that the District should embrace innovation and change, remain nimble and flexible, and build upon its student-centered focus to ensure student access and success.

Possible new and expanding curricular initiatives discussed during Task Force sessions included, but were not limited to, programs that support fields of study and careers in sustainability, green technology, cybersecurity, homeland security, biotechnology and genetics, robotics, agribusiness, enhanced mental health care and public safety training, military leadership, logistics, and global issues. It was also noted that, as the District supports its current programs and develops new programs, awarding Credit for Prior Learning (CPL) will facilitate timely student completion, and integrating Work-Based Learning opportunities into the curriculum will prepare students for success in their chosen careers.

In addition, the District is holistically evaluating its education sites and intentionally planning for each center to ensure its success. Each center will offer “anchor” programs to attract students and the community. Based upon the environmental scans, college-wide survey, and listening sessions, the

District has identified an organizing theme for each site that accounts for center locations, other physical factors, surrounding communities, and county labor market information. The Task Force acknowledged the following planning assumptions across the Escondido, Fallbrook, and Rancho Bernardo Education Centers.

- Each center should have anchor programs and office space for faculty.
- As feasible, each center should have its own designated administrator to design and implement a proactive development plan.
- Funding must be provided for marketing and outreach activities specific to each center.
- The District should develop a staffing plan template for a “Palomar College Center,” then add/expand staff as programs, services, and enrollments grow.
- Students at each center should have access to one-stop academic and one-stop student support services, as well as food services.
- Facilities at each center should be designed to ensure student engagement space and support a “college experience.”

- Each center should have mapped, multi-year educational pathways to ensure a student can complete a degree or certificate within a given timeframe without attending class at another location.
- Palomar College should develop meaningful ways to connect the Centers with the San Marcos Campus to ensure continued collaboration and integration throughout the District.

Additionally, the Task Force noted that the District will continue to offer select courses and programs at other sites to meet community needs, including but not limited to dual enrollment at high schools, select career education programs, and English as a Second Language (ESL). An overview of the District’s sites organized by planning area appears in the next two spreads. Importantly, each site below has been established and approved as a campus or education center by the Accrediting Commission for Community and Junior Colleges (ACCJC).





## CENTRAL PLANNING AREA

Students can attend any district location. However, as described above, for planning purposes, the District reviews population estimates, forecasts, demographics, and high school enrollments, within three planning areas to ensure that educational sites throughout the region are responsive to their surrounding communities. The Central Planning Area includes San Marcos, Vista, and Escondido. Residents from Ramona and other communities located in the eastern most areas of the District can also access education sites in the Central Planning Area through State Route 78.

### *San Marcos Campus and Distance Education*

The San Marcos Campus is situated on over 200 acres and pulls its enrollments from throughout the District. The Campus offers over 250 credit degree and certificate programs focused on Career-Technical Education (CTE) and transfer and has a significant credit and noncredit English as a Second Language (ESL) program.

Within the framework of *EVP*, the San Marcos Campus will continue to serve the entirety of the District with its diverse programs and academic and student support services. The availability of short-term certificates for workforce preparation, up-skilling for existing workers, and stackable credentials and awards for increasingly complex occupations will continue to expand. The District also plans to increase dual

enrollment and Middle/Early College options in collaboration with local K-12 school districts. And the District will foster partnerships with public and private universities, businesses, and industry, opening the possibility of bachelor's degree programs in targeted instructional areas at the San Marcos Campus. The District plans to expand and refine Palomar Pathways and Student Equity and Success initiatives. Finally, the District looks to incorporate new curricula and teaching pedagogies and diversify delivery modes.

Before the COVID-19 Pandemic, the District had grown its distance education offerings. During the Pandemic, the District moved entirely to online offerings. Post-pandemic, in 2023, distance education represents approximately one-third of course offerings. After analyzing enrollment and community voice data, the Task Force noted that students desire online courses and hybrid and HyFlex options. The *EVP* goals call for intentionally planning for online programs and maintaining online academic and support services.

The District is a California Virtual Campus Online Education Initiative (CVC-OEI) consortium member as a Home College. This allows Palomar College students to enroll in distance education courses offered at other community colleges without completing another registration process. Further, the District has joined a cohort to become a Teaching College. Once established, non-Palomar community college students from across the state will be able to enroll in

a Palomar College distance education course without completing another registration process.



## CENTRAL PLANNING AREA (CONT.)

### *Escondido Education Center*

Located on eight acres of land in the heart of Escondido, the Escondido Education Center is home to one of the District's noncredit English as a Second Language (ESL) programs, and its Emergency Medical Education (EME); Fire Technology; and Air Conditioning, Heating, and Refrigeration (ACR) programs. The Center offers comprehensive academic and student support services and maintains an Early Childhood Education Lab School (ECELS). Further, the Center serves growing dual enrollment and Middle/Early college programs through its partnerships with Escondido high schools. Students can pursue an associate degree, complete general education requirements for transfer, develop occupational skills, or take courses for personal development.

Initially, the *EVP* calls for Escondido to become the *Center of Excellence for Health Sciences and Entrepreneurship*. Programs that would align with this focus include but are not limited to, Alcohol and Other Drug Studies (AODS), Social Work, Psychology, Sociology, and other health science programs. Further, the Center could house a vibrant Entrepreneurship program to serve the needs of local small business owners. An opportunity also exists to expand the Center's noncredit programs to provide CTE certificates and other offerings to support the community. While the accompanying Facilities Plan offers a vision for the Center, the listening

sessions for this center highlighted the need for intentionally designed space to better support all programs, academic and support services, and student engagement. Finally, while the EME program operates out of the Escondido Center, there is interest in bringing EME, Fire Technology, Administration of Justice, and the Fire and Police Academies into a regional Public Safety Center. The District would need to locate an appropriate site for such a center. Therefore, this represents a long-range goal.





## SOUTH PLANNING AREA

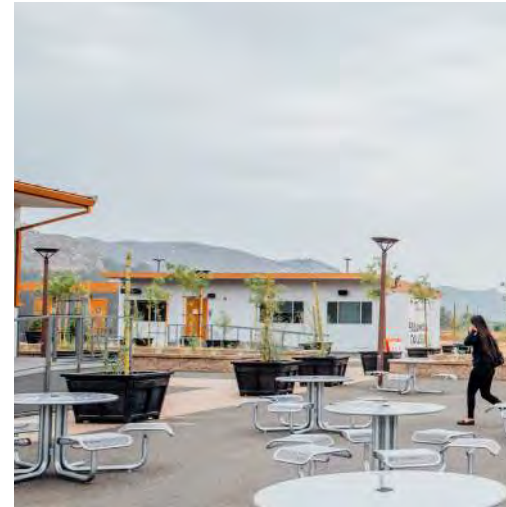
The South Planning Area serves Poway, Rancho Bernardo, and other parts of south San Diego County in the District's service area. Residents from Ramona and other communities located in the eastern most areas of the district also feed into the area from Scripps Poway Parkway and Poway Road. The South Planning area is home to growing technology and biotechnology industries.

### *Rancho Bernardo Education Center*

Opened in 2018 and funded through the Proposition M bond, the Rancho Bernardo Education Center sits on 27 acres of land with one sizable instructional building. The District submitted the required materials for center status approval through the California Community Colleges State Chancellor's Office just before the COVID-19 Pandemic. In 2019-20, the Center had met the required 500 FTES for center approval and was well on its way to meeting the 1,000 FTES threshold for center funding. However, movement on the Center's status was halted as the Pandemic impacted enrollments. The Center is now in recovery and experiencing enrollment growth. The Rancho Bernardo Education Center is home to Palomar College's Architecture and Interior Design programs. Students can complete cybersecurity programs, as well as general education requirements for transfer. The Center also offers a Middle College Program in partnership with Poway Unified School District. National University maintains an on-site office and partners with the District to

provide pathways to bachelor's degrees in nursing and cybersecurity.

The *EVP* calls for Rancho Bernardo to become the *Center of Excellence for Design and Technology*. Programs such as drafting and design, fashion design, and computer science, as well as programs that support the biotechnology industry, would fit well as part of this focus. As the Center grows, partnerships with nearby industries, CTE programs, and lifelong learning noncredit coursework can be expanded to meet the community's needs. While the accompanying Facilities Plan provides a vision for the Center, the listening sessions for this center highlighted a possible redesign to accommodate the growth of current and future programs.





## NORTH PLANNING AREA

The North Planning Area includes North Escondido, Fallbrook, Valley Center, Bonsall, Camp Pendleton, and the San Marcos and Vista communities along Highway 76. In addition to the San Marcos Campus and Escondido Education Center, the Fallbrook Education Center and the education site on Marine Corps Base Camp Pendleton (Camp Pendleton) are conveniently located to serve these communities. The North Planning Area is also home to the lands of nine federally recognized Tribal Nations.

### *Camp Pendleton*

Palomar has a long-standing relationship with Camp Pendleton, where the District provides educational services to enlisted military and their families. The District uses military space for its classes and is subject to military restrictions and priorities for the space. Several other colleges also occupy offices on the base.

All Palomar College classes at Camp Pendleton are scheduled in collaboration with the military on an eight-week, fast-track schedule. The most popular programs offered are EMT certification, Homeland Security, Administration of Justice, Military Leadership, and Business. Large truck driving and transportation logistics are possible new programs that could be offered at Camp Pendleton in partnership with the Fallbrook Education Center. Recognizing that Palomar College plays an important role for military members and their families, the College will continue offering coursework leading to a degree, certificate, and transfer

while optimizing the award of Credit for Prior Learning. In addition, the site may develop new programs that meet the training needs of military personnel on the base.

### *Fallbrook Center*

Located on 80 acres of land, the Fallbrook Education Center lies in a growing region of the District. Opened in 2018 and funded through the Proposition M bond, the Fallbrook Education Center has “provisional approval” for center status through the California Community Colleges Chancellor’s Office. As the Center approaches the 1,000 FTES funding level for appropriation, the District will seek final approval for this location to become an approved center through the Chancellor’s Office. The Fallbrook Education Center is home to another of Palomar College’s ESL programs. It offers Middle/Early College programs to support the area’s high schools (e.g., Bonsall Unified and Fallbrook Union High School Districts). The Center offers a comprehensive set of courses, including general education classes. Students can earn an Associate Degree for Transfer (ADT) in Sociology and complete the preparation courses for the District’s Nursing, Biology, and Psychology degree programs. A permanent facility (*Fallbrook 40*) has been designed to accommodate current and new programs and will soon be under construction. This new facility, scheduled to open in 2025, will provide additional space to support student services and other functions of a comprehensive education center.

The *EVP* calls for Fallbrook Education Center to become the *Center of Excellence for Sustainability*. The Center is unique in that it is situated on enough land to build state-of-the-art facilities that support programs focused on sustainability, the circular economy, advanced technology, new materials, and renewable energy. Other programs for consideration include engineering, sustainable science management, and robotics. Recognizing that some of these programs require specialized facilities and may be expensive, the District will research their feasibility. The Center’s offerings can be rounded out by a strong arts program to support the community’s interest in arts and child development programs to support the growing population.

## OTHER OFF-SITE LOCATIONS

Palomar College provides educational services at off-site locations throughout the District to meet community needs. These locations may include high schools, community centers, and businesses. Instruction includes dual enrollment, select career education courses, and English as a Second Language (ESL). The District will continue to work with its communities, including those in remote or rural areas, to offer educational services where needed.

# EVP GOALS AND OBJECTIVES

The Task Force reviewed planning assumptions and themes from the environmental scans, the college-wide survey, and stakeholder listening sessions to establish the *EVP* Goals and Objectives. Further, the Task Force considered current planning efforts such as the District's new *Student Equity 2025 plan*, enrollment management plans, and sustainability efforts. Considering this information, the Task Force crafted, reviewed, refined, and finalized the *EVP* Goals and Objectives. They will be reviewed, adjusted annually, and incorporated into the District's strategic planning process.

## Goal 1. Reimagine and redesign instruction and student services to increase student success.

### Objectives:

1. Ensure academic support services, such as tutoring and career support, are easy to find, easy to access, and available in multiple modalities to meet student needs.
2. Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways.
3. Ensure student service spaces are warm, welcoming, and organized to facilitate student ease of access and use.

4. Ensure classrooms and learning spaces support active, inclusive, and engaging teaching and learning environments.

5. Provide faculty and staff with focused professional development and resources to support innovative student-centered services.

6. Provide faculty with professional development and instruction design support to create and facilitate excellent student learning opportunities.

7. Establish a technology-enhanced space where faculty engage in learning communities that facilitate ongoing and sustained dialogue and training to support excellence in teaching.

8. Develop schedules that facilitate completion and are data-informed, offering classes when, where, and how students need them.

9. Implement and support a comprehensive and equitable distance education program.

10. Offer programs that are continually reviewed to meet student transfer, workforce, and community needs.

11. Develop new certificates, associates, and bachelor's degrees aligned with emerging career opportunities.

## Goal 2. Invest in our people and processes

### Objectives:

1. Implement Diversity, Equity, Inclusion, Accessibility, and Anti-racist (DEIAA)-informed strategies and effective processes to recruit and hire the best individuals to serve our diverse student body.

2. Using a DEIAA lens, retain and support the excellence of faculty, staff, and administration through effective onboarding, relevant training, ongoing professional development, regular performance reviews, and career and succession planning.

3. Establish a sense of belonging and wellness across the Palomar community.

4. Reimagine, improve, and implement uniform, streamlined, well-documented systems, and processes.

5. Embrace a culture of improvement through innovation and creative problem-solving to support an inclusive, student-centered culture.

6. Ensure all physical and digital environments are accessible and usable for everyone.

7. Meet or exceed the sustainability goals and objectives set by the California Community Colleges Chancellor's Office (CCCCO).

## Goal 3. Optimize enrollment for fiscal stability and growth.

### Objectives:

1. Meet enrollment goals by attracting new students and increasing the persistence of our current students.
2. Ensure Palomar's marketing and public relations are innovative, engaging, and developed with intentionality to reach the College's diverse student populations with varying educational goals.
3. Implement a tailored student outreach/in-reach system for Palomar's diverse student body.
4. Ensure Palomar's enrollment processes

are accessible and easy to use.

5. Provide educational opportunities for skill-building and life-long learning to meet community needs.
6. Invest in the infrastructure needed to grow enrollment through online educational programs.
7. Invest in resources and infrastructure to optimize enrollment.
8. Maintain fiscal stability and increase external funding to support student enrollment, success, and the district's fiscal health.

#### **Goal 4. Strengthen external partnerships and community relationships.**

##### *Objectives:*

1. Create an organizational structure to coordinate, develop, and strengthen external partnerships.
2. Strengthen and expand educational partnerships with regional high schools, colleges, and universities.
3. Strengthen and expand educational partnerships with businesses by creating industry-specific program pathways.
4. Optimize outreach to community organizations to maximize opportunities for students and programs.
5. Create a comprehensive infrastructure that connects students to careers.
6. Structure strategic opportunities to bring communities to campus.
7. Develop partnerships that intentionally focus on the College's diverse student body.

#### **Goal 5. Build a unified Palomar**

#### **College district while allowing each location to establish a unique culture and programs to serve its student population and create community connections.**

##### *Objectives:*

1. Grow and maintain enrollment at the education centers to meet Full-Time Equivalent Student (FTES) goals and establish center status.
2. Invest in staffing and infrastructure to ensure students at all Palomar educational sites experience comprehensive and equitable support and services.
3. Develop anchor programs at each education center to meet community needs and establish the site's unique identity.
4. Link all Palomar sites through technology and transportation to increase access for everyone.
5. Ensure all educational sites engage students and the community through events, clubs, activities, and performances.

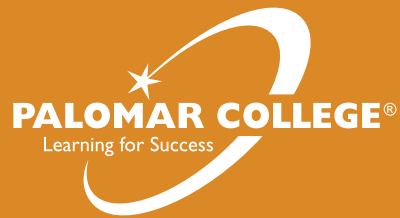


## SUMMARY

This *Educational Vision Plan* comprises Chapter One of the *Vision Plan 2035* document. The document will be used for educational and facilities planning and as a foundation for other college planning efforts (e.g., fiscal, staffing, technology, and marketing plans). A mid-cycle update will be conducted in 2029, with three-year strategic plans developed throughout the twelve-year cycle. Additionally, an annual work plan will be created for all areas of the District, with adjustments as needed to ensure the plan remains dynamic, nimble, and relevant to the current environment.







# CHAPTER 2

## FACILITIES VISION PLAN

### SECTION 2.1

#### INTRODUCTION TO THE FVP



9/27/23

# HISTORY OF PALOMAR COLLEGE FACILITIES

## HISTORY OF PALOMAR COLLEGE SAN MARCOS CAMPUS

Planning for Palomar College began in 1945 when Escondido Union High School, Fallbrook Union High School, and Vista Unified School District requested that the County Superintendent of Schools conduct a survey to determine the feasibility of establishing a junior college district in northern San Diego County. The 1945 survey conducted by the State Assistant Superintendent of Instruction did show positive potential for a junior college in this area, and Palomar College opened in September 1946 with 198 full-time students on the Vista High School Campus. The first three years it operated with classes only in the evening. In the College's fourth year, it moved to a leased space in the Vista Recreation Center, the Vista American Legion Hall, the Vista Carpenter's Union Hall, the Vista Theater, and the National Guard Amory and offered full-time day and evening classes.

After a long search for the appropriate site, Palomar College opened on the San Marcos Campus in 1950. At the end of World War II, military barracks and support buildings were relocated to the San Marcos Campus, becoming the initial instructional facilities on the Campus.

For the first few years, the facilities' focus was on installing utilities and getting the military modular structures up to State Education Code to meet minimum requirements for school housing construction. The first plants on the barren site were planted around the buildings in the spring of 1951.

College enrollment grew, and, in the mid-1950s, the Palomar College Governing Board voted to go out for a general obligation bond. The bond passed in late 1954, providing funds for the first permanent buildings on campus and a new sewer. The Board made the decision that construction of the new buildings' exterior walls would be reinforced double wall brick instead of wood construction with stucco. The brick building style and color set the aesthetic appearance of the Campus for many years. The brick color is still a major influence for new buildings.

During the late 1950s and early 1960s, Palomar College experienced rapid growth and student success. Many of the existing buildings including the Administration, Student Services Center, Gym, Student Union, Humanities, Music and Arts, Foreign Language, Electronics, Men's PE, Women's PE, were built during this period. One of the more iconic of these buildings was the gym,

usually referred to as the "Dome." This building was designed by local architect C.J. Paderewski. The design utilizes the established Palomar brick pallet and features a metal Buckminster Fuller geodesic dome roof. It is considered a historic architectural building. The geodesic dome was the sixth to be built in the United States, and the first to be used for education.

Another recognizable landmark at Palomar's San Marcos Campus is the clock-tower on the south side of campus. The tower was designed by former art instructor Harry Bliss and built in 1975.

During the 1970's and 1980's, the College continued to grow with the addition of more programs, and more facility space was needed quickly. In the 1970's, a modular village was developed towards the north of the Campus to provide needed space quickly. This area, commonly known as "Redwood City," continues to house many programs and services. Other buildings were added where space was available. The need for parking also increased with more students driving to the Campus. Additional parking lots were added with limited focus on pedestrian and vehicular circulation and ease of navigation.

Entrances were added on the north side of the Campus along with additional parking.

In the early 2000s, a North County Transit District Breeze bus transit center was created on the San Marcos Campus across the street from the Sprinter light rail line on Mission Road. Funded by the North County Transit District, the public transportation still provides alternative options for students, faculty, and staff.

In 2006, a critical event occurred that spawned a renewed growth and revitalization of the San Marcos Campus along with the entire District. The citizens of the Palomar Community College District passed Prop M, which would not only fund district-wide projects, but also have a huge impact on the development of the San Marcos Campus.

With Prop M, the San Marcos Campus saw development occur in many different directions. Instructional projects to provide modern learning environments commenced with the design and construction of the Natural Sciences, ITC, Health Sciences, Humanities, Planetarium, and the Multi-Disciplinary buildings. Student support spaces included development of a new Student Union, Learning Resource Center, and

Tutoring Center in order to provide those facilities to boost student engagement and success.

In addition to these critical student-centric facilities, other projects followed to further enhance life on the San Marcos Campus. The development of the first campus parking structure greatly relieved the parking crisis that was building on Campus. Students, faculty, and staff now have additional places to park providing peace of mind as they move from classes and activities. The campus has also seen the growth of other facilities, including a new ECELS facility and a number of athletic venues such as baseball, football and softball stadia.

## EDUCATION CENTERS

With one of the largest geographical service areas in California, Palomar Community College District has understood since its formation that a single campus in San Marcos would not be adequate to serve all the communities in its service area. In 1989, the College developed the Escondido Education Center, located in a former shopping center on Valley Parkway close to the Escondido Union High School District office. The facility was renovated in 2013.

The site for the Rancho Bernardo Education Center was purchased in 2010 with the intention of serving communities in the south of the District. The site included a new building and parking structure designed for office use. The structure was modified to be compliant for educational use and opened for instruction in 2018. The Fallbrook Education Center site was purchased in 2007 and opened for instruction in 2018 with a village of 18 modular structures. The intent has always been to construct permanent buildings for instruction and student support and eventually eliminate the modular structures.





# PROP M IMPACT

On August 8, 2006, the Palomar College Governing Board adopted a resolution to request that the voters pass a \$694 million proposition to maintain and modernize the 60-year-old college's San Marcos Campus and to create new educational opportunities to serve all areas of the District. The foundation for Proposition M was the *Educational and Facilities Master Plan 2022*, which was published in August 2003. The plan outlined future development of the San Marcos Campus, as well as the development of other educational opportunities in the District based on educational needs and goals. Proposition M was approved by the voters on November 7, 2006. The total proposition was funded through the sale of several series of bonds, starting in May 2007. An Independent Citizens' Oversight Committee (ICOC) was established and verified bond funds were spent as intended and in a prudent manner.

The *Facilities Master Plan 2022* created a road map for campus redevelopment with potential projects to be completed as part of a long-range vision. These projects were prioritized, and an implementation plan using Proposition M funds was developed based on logistical predecessor and successor project sequencing and other construction orchestration. In 2010, an update to both the *Educational and Facilities Master Plans* was completed.

Many things had changed since the 2003 development of the original *Educational and Facilities Master Plan 2022*. These changes included enrollment, educational approaches, state funding availability, student needs, leaps in technology, and swings in economic conditions in California. The *Facilities Master Plan 2010 Update* provided continued direction on how best to develop and meet the needs of students, faculty, and staff across the District and how to best utilize the remaining Proposition M funds to maximize taxpayer dollars. Twenty-five successful projects have been completed, and two more projects are in construction or design and will be completed in the near future. Two new centers: Rancho Bernardo Education Center and Fallbrook Education Center opened in Summer 2018, expanding service and support for students further south and north in the District. The Escondido Education Center was modernized in 2010 with funds from the bond.

Work completed at the San Marcos Campus dramatically changed its nature by moving the instructional heart of the Campus further north. Parking challenges were solved with the addition of a parking structure and additional parking lots in the north part of campus. Landscaping was taken to a new level, with the entire campus being recognized as a level II

arboretum. Sustainable strategies for buildings and the site were employed in the redevelopment of the San Marcos site and the creation of the new education centers.

The intention of this *Facilities Vision Plan (FVP)* is to lay the foundation for the next phase of campus development for all the District's educational sites. This includes campus-specific building and site projects, as well as district-wide projects that will be implemented on all district owned sites. Many of the building projects identified in the original *Educational and Facilities Master Plan 2022* and the *Facilities Master Plan 2010 Update* are still relevant, with minor modifications to the exact location and concept. Projects identified for the Centers continue to be important and align with the College's *EVP* goals.

All project concepts allow for flexibility to accommodate the constant change in educational needs of the community as well as fluctuations in district resources. This *FVP* continues to bring forth the *Facilities Master Plan 2010 Update* goal of establishing a sustainable approach to planning and developing facilities that will serve the District's students, faculty, and staff and provide communities with safe, accessible, and stimulating learning environments well into the future.



# VISION PLAN 2035 INTEGRAL RELATIONSHIP AND LINKAGES OVERVIEW

The *Vision Plan 2035* was developed through an integrated process that considered input from students, faculty, staff, administrators, and the community. These internal and external stakeholders provided ideas, aspirations, and needs that described a remarkably consistent vision of the qualities desired for the future Palomar College.

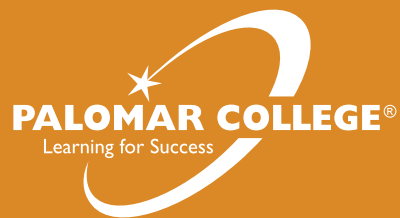
This input, along with the environmental analysis and projections for growth, was used in facilities planning to understand needs, identify facilities that will support educational goals described in the *EVP*, and apply best practices. Section 2.3 will describe the five goals that guided the recommended facilities plan presented in Section 2.4: Facilities Recommendations.





DRAFT





## FACILITIES VISION PLAN

# SECTION 2.2

## ENVIRONMENTAL ANALYSIS FOR EDUCATION SITES



9/27/23

# Environmental Analysis

The planning process of any site should begin with an understanding of a collection of existing facility and site information. The existing facilities and environmental analysis are an important foundational tool for informed, collaborative, facilities planning. This analysis equips the College and its stakeholders with essential contextual knowledge required for informed decision making regarding the allocation of Palomar's physical resources. The facilities and environmental analysis looks at existing site and building conditions in the fall of 2022 and spring of 2023. It identifies current utility and highlights potential challenges and opportunities that should be taken into consideration in future planning.

The analysis is based on observations and information gathered during the initial vision planning process including review of data, physical site investigations, discussions with facilities staff, and input gathered in listening sessions with stakeholders. Understanding aspects of each education site (e.g., climate conditions, natural habitat, neighborhood context, and views) assists in developing a more sustainable and ecologically responsible approach to site planning.

Analysis and findings are presented on graphic plates and narrative summaries for each site in the following areas:

- Site Overview
- Existing Site Plan
- Neighborhood Context
- Topography
- Infrastructure
- Facilities Conditions
- Pedestrian Circulation
- Vehicular Circulation and Parking
- Emergency Circulation
- Views
- Climate
- Vegetation + Species







# San Marcos Campus

## OVERVIEW

As noted in Section 2.1, Palomar College opened in 1946 in Vista, California after voters in Escondido Union High School, Fallbrook Union High School, and Vista Unified School District voted in favor of establishing a junior college in the North County area. In 1950, the College was relocated to Mission Road in San Marcos, where the San Marcos Campus is now located on over 200 acres. Today, Palomar College is a public, two-year community college serving a large student body of diverse ages, ethnicities, and lifestyles.

With the passage of Prop M in 2006, Palomar College entered into a major capital improvement project that had a deep impact on the San Marcos Campus. A major emphasis of this improvement was to build multi-level buildings to create a greater site density and generate more open space around the Campus. A number of significant building projects

in this program that is now reaching its end are as follows:

- Baseball Facility
- ECELS
- Football and Softball Stadia (under construction)
- H Building
- HS Building
- ITC
- LRC
- M and O Facility
- MD Building
- NS Building
- Parking Structure and Police
- Planetarium
- Student Union
- T Building Remodel
- TLC







# SAN MARCOS CAMPUS - EXISTING PLAN 2023

Proposition M provided Palomar College with \$694 million of the estimated \$1.2 billion of construction and redevelopment funds needed to fully implement the *Facilities Master Plan 2022* and *Facilities Master Plan 2010 Update*. Proposition M provided the College with the opportunity to update and redevelop the San Marcos Campus with a higher density use to maximize land utilization, increase potential for capacity, and create a welcoming student and community-focused campus with open areas for outdoor gathering, activity spaces, and vehicle-free pedestrian circulation.

Twenty-five of the original new buildings identified in the *Facilities Master Plan 2022* and *Facilities Master Plan 2010 Update* have been completed on the Campus, and several more are under construction and will be completed in the near future. The District has started on the development of the “loop road,” which provides a continuous vehicular circulation route around the Campus; parking has been improved with the opening of the new parking structure; and athletic fields and facilities are under construction.

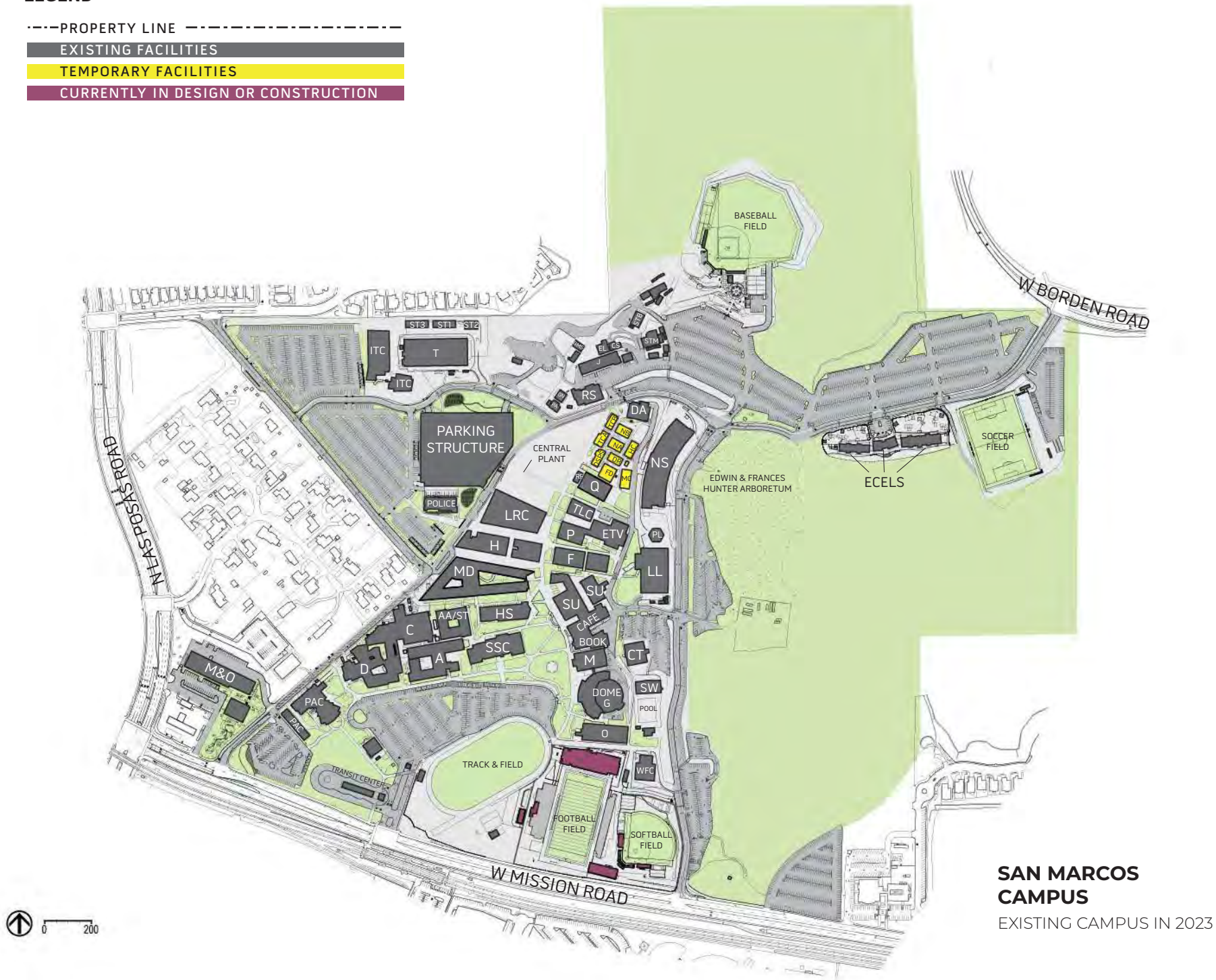
The core of the Campus has started to shift to the north, closer to the parking structure and key services and facilities. The Campus has become a model of sustainability with the opportunity to continue along this path and achieve its Zero Net Energy goal by 2030, while increasing operational efficiencies and maximizing tax payer dollars.

## BUILDING KEY

A	Administration	M&O	Maintenance and Operations
AA/ST	Administration Annex	NS	Natural Sciences
C	Music and Fine Arts	O	Women’s Physical Education
CT	Court Building	P	General Instruction
D	Music and Fine Arts	PAC	Performing Arts Complex
DA	Design and Architecture	PAO	Rising Scholars
DR	Disability Resources	Police	Police
DSPS	Disability Support Programs and Services	PL	Planetarium
ECELS	Early Childhood Education Lab School	Q	Electronics
ETV	Educational Television	RF	Reading/Food
FD	Fashion Design	RS	Former Receiving and Storage
G	Gymnasium	SSC	Student Services Center
H	Humanities	SU	Student Union
HC	Health Center	SW	Swimming Facility
HS	Health Sciences	T	Industrial Technology 2
ITC	Industrial Technology Center	TCB	Tutorial Center B
LL	Former Library	TLC	Teaching and Learning Center
LRC	Learning Resource Center	WFC	Wellness and Fitness Center
M	Men’s Physical Education		
MC	Math Tutoring Center		
MD	Multidisciplinary Instruction		



- - - - - PROPERTY LINE - - - - -  
 EXISTING FACILITIES  
 TEMPORARY FACILITIES  
 CURRENTLY IN DESIGN OR CONSTRUCTION



## SAN MARCOS CAMPUS - NEIGHBORHOOD CONTEXT

The Palomar College campus is located in the City of San Marcos; a city of about 95,000 inhabitants in the north of San Diego County and home to California State University San Marcos. Primary access is located on West Mission Road, a busy four-lane thoroughfare that runs through San Marcos connecting to the cities of Escondido and Vista. The Sprinter train runs along West Mission Road and has a station across the street from the Campus. The College can also be accessed by several NCTD Breeze bus routes, which stop at the Transit Center on campus. The College is situated just to the north of the CA-78 freeway, near the connection to Interstate 15.

The Campus is bordered on the east side by the College's Arboretum, which is open to the public. The surrounding neighborhood to the south is comprised of businesses, shopping centers, and restaurants. The area directly to the north and west is residential. There are also several apartment complexes across Mission Road.

The San Marcos Campus is located just a mile from the San Marcos Unified School District (SMUSD) office and in close proximity to many of the District's schools. Several parks are located close by, including Mission Sports Park on West Mission Road across from the College and Cactus Garden and Cerro de Las Posas Park to the north. Palomar Mountain, with open space and trails, is northeast.

## OBSERVATIONS






- The Campus has easy access to several public transportation lines, including buses and the Sprinter light rail line
- There is a residential and commercial development happening in the neighborhood surrounding the Campus
- The Campus' proximity to several K-12 schools in the surrounding area position it to be the prominent choice for future students
- The Campus is surrounded by bike routes throughout the city of San Marcos providing bike transportation options
- Most surrounding roads have sidewalks, providing walking access from adjacent neighborhoods





## LEGEND

---PROPERTY LINE---

-  BUS STATION
-  GAS STATION
-  SCHOOL
-  PARK
-  DRUGSTORE





## SAN MARCOS CAMPUS - TOPOGRAPHY

The San Marcos Campus is situated within a small valley among the foothills of the San Marcos Mountains. The Campus has been developed on the gently sloping bottomlands of the valley. It is bounded by undeveloped hillsides that are blanketed with coastal sage scrub. The developed portion of campus slopes up from Mission Road, which defines its southern edge, to Borden Road at its northeastern point.

Topography is an important consideration for planning the location and massing orientation of facilities due to its impact on development costs. The most level land area lies near Mission Road, at the lowest elevation of the Campus. Here, facilities and parking could be developed with the least movement of earth and the most flexibility regarding massing, orientation, and site development.

The topography of the Campus and the surrounding hillsides highlight the importance of stormwater management and habitat preservation to minimize the Campus' vulnerability to erosion and runoff from the surrounding hillsides and impervious surfaces within the Campus.

Although the varied topography makes careful planning more critical, it also imbues the Campus with its unique character and sense of place. The slopes and hillsides provide opportunities to highlight unique views, as exemplified by the Palomar College "P" on the hillside above the Campus.

## OBSERVATIONS

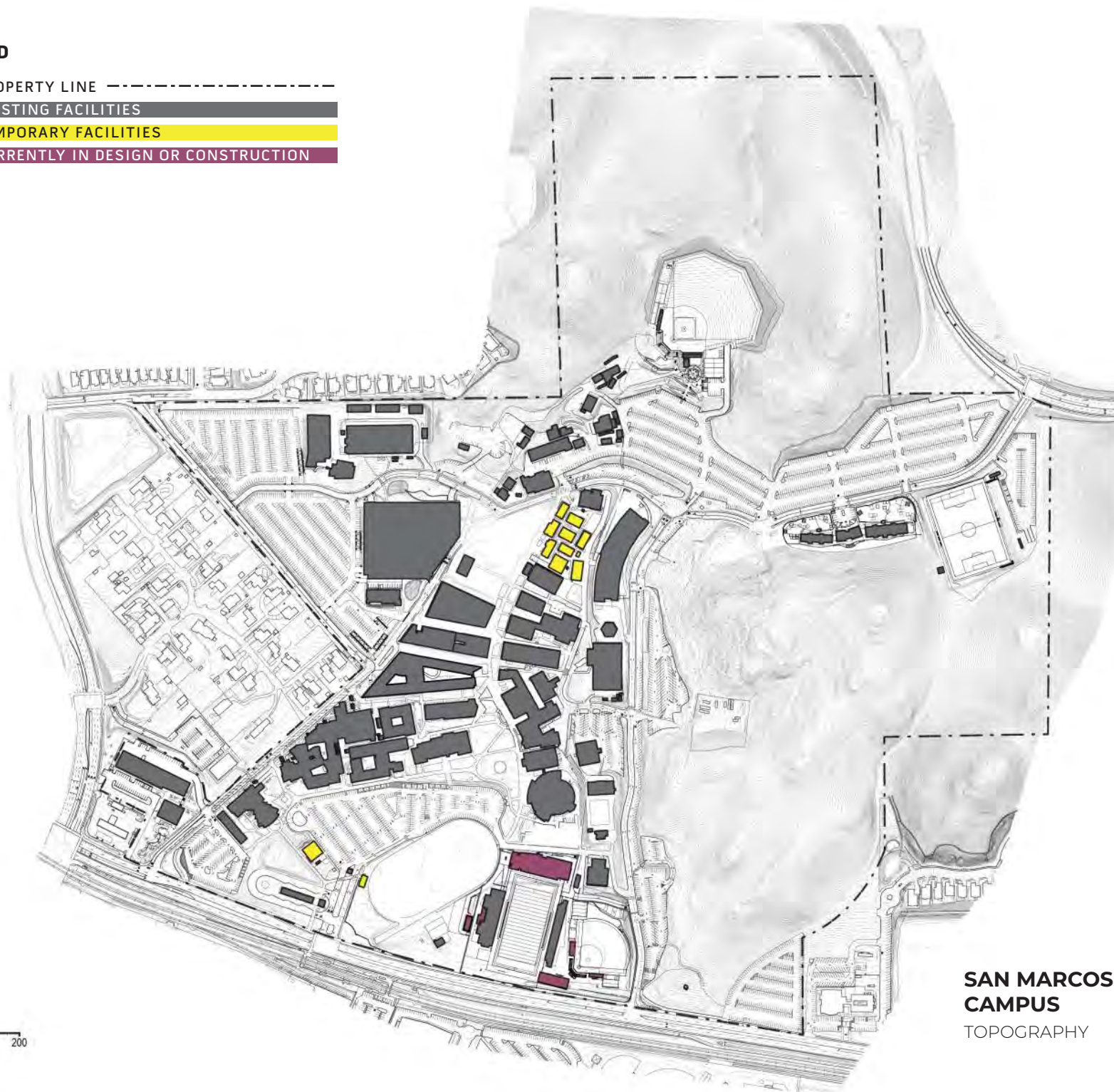
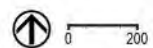
- Development of northern campus areas at higher elevations must address rocky soil conditions
- Topography is an important consideration for planning circulation routes, especially in the direction that is perpendicular to the overall slope of the Campus
- Buildings can be designed to improve access between topographic levels by using elevators that connect entrances at multiple ground levels
- It is important to manage stormwater to minimize the impact of the high-volume storm events that bring most of the rainfall to this region
- The topography offers opportunities to emphasize the unique character of the Campus





## LEGEND

- PROPERTY LINE
- EXISTING FACILITIES
- TEMPORARY FACILITIES
- CURRENTLY IN DESIGN OR CONSTRUCTION



**SAN MARCOS  
CAMPUS**  
TOPOGRAPHY

## SAN MARCOS CAMPUS - INFRASTRUCTURE

The Campus infrastructure systems connect to and support every facility and outdoor space. Therefore, it is vitally important to upgrade these systems to support the planned enrollment and planned facilities. When evaluating options for developing new facilities or altering existing ones, the need to extend, augment, or reroute infrastructure must be considered.

The location of key equipment and routes of underground main lines are illustrated by the graphic on the opposing page. Separate systems supply energy in the form of electricity and natural gas, link the College to its communication networks and the internet, and provide water used for domestic consumption, fire protection, and landscape irrigation. The stormwater system manages rain water that falls on the Campus, and the sanitary sewer system conveys waste water away to be treated.

Many existing underground utility lines have been grouped together and routed under permanent paths and driveways, which maintains their accessibility for maintenance and improvement. Natural gas, electricity, communications, water, sanitary sewer, and stormwater connect to public utilities and infrastructure at Mission Road. A 12" Vallecitos Water District main line passes through the Campus and provides additional connections for domestic, fire, and irrigation water. There are three active wells that supply part of the Campus'

irrigation water needs—one adjacent to Mission Road, one adjacent to Campus Police, and one near the Arboretum.

### OBSERVATIONS

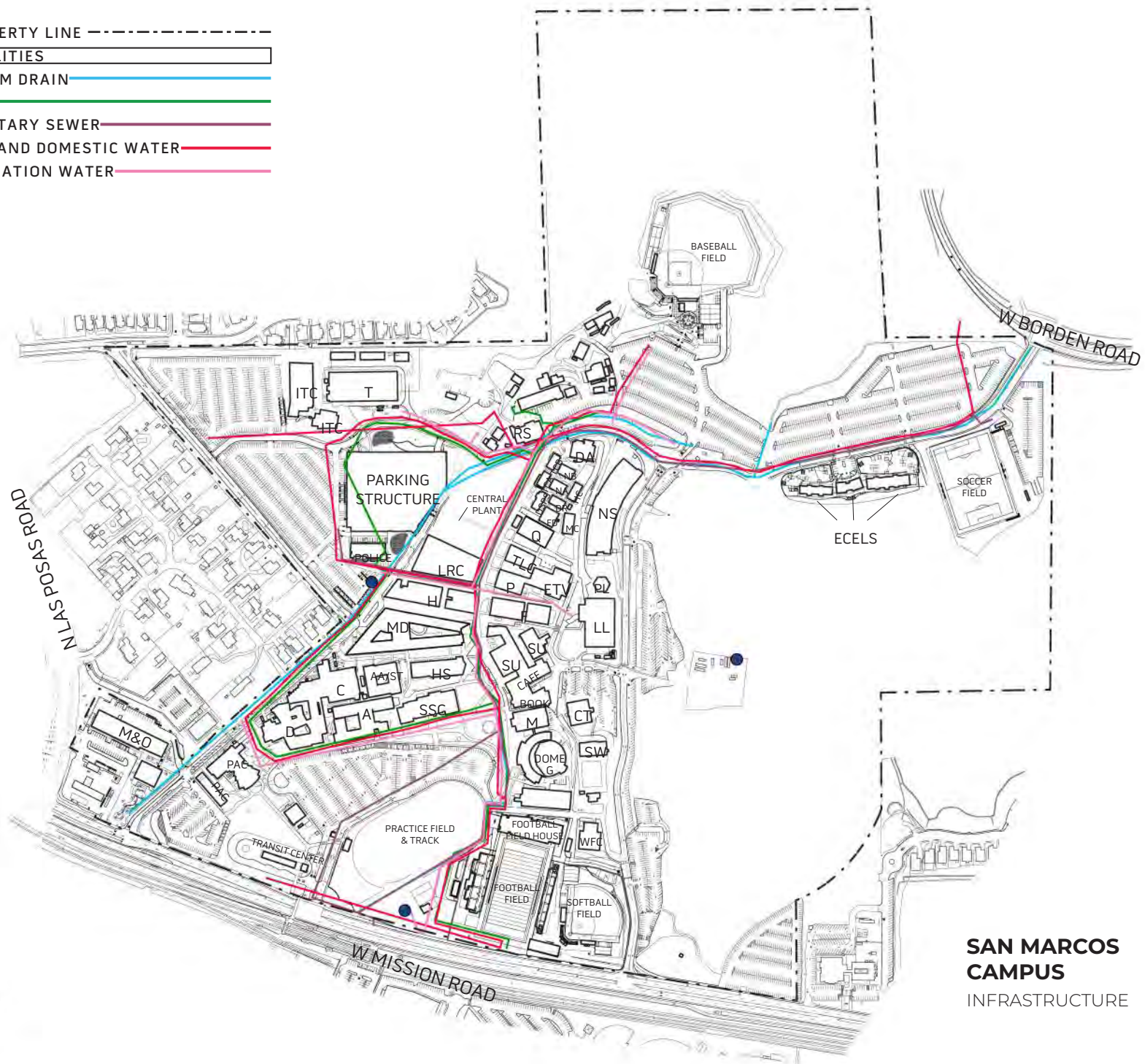
- The main utility pathways align with the topography and work with gravity to convey waste water and stormwater
- More robust and complete Wi-Fi coverage is needed
- The College's telecommunication link to the internet and among its campuses and widely distributed teaching sites should be improved
- There are many opportunities for infrastructure to be more environmentally sustainable, especially regarding energy, water use, and stormwater management
- Although the natural gas main lines are adequate, the main campus gas regulator and point of connection at Mission Road are undersized and must be replaced before new buildings open
- Certain underground low-voltage communications pathways are vulnerable to flooding



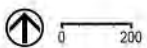


## LEGEND

- PROPERTY LINE---
- FACILITIES
- STORM DRAIN
- GAS
- SANITARY SEWER
- FIRE AND DOMESTIC WATER
- IRRIGATION WATER
- WELL



**SAN MARCOS  
CAMPUS**  
INFRASTRUCTURE





# SAN MARCOS CAMPUS - FACILITIES CONDITIONS

Palomar College participates in the California Community Colleges Facility Condition Assessment Program, which periodically assesses its existing buildings. Such assessments help the District plan for maintenance and repairs to extend the useful life-span of facilities, as well as identify and prioritize projects for renovation, demolition, and replacement.

An assessment report identifies the Facilities Condition Index (FCI) as a key measurement of the condition of each building. The FCI is the estimated cost of all necessary repairs as a percentage of the cost to replace the facility.

Based on the results of the last assessment, which was conducted in 2014, facilities on the San Marcos Campus were placed in one of the three following categories.

- Good Condition: less than 10%
- Fair Condition: 10% – 30%
- Poor Condition: 30% or greater

## OBSERVATIONS

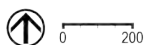
- The Campus facilities were determined to be in fair condition with an aggregated FCI of 17.77%
- The age of facilities range widely, from newly constructed to over six decades old
- Many of the Campus buildings are new or recently renovated; these facilities are in good condition

- Facilities constructed before 2000, and not recently renovated, are generally in fair or poor condition
- Temporary facilities are not intended for long-term use, therefore, most of the modular buildings are in poor condition, regardless of age



RENDERING OF  
NEW ATHLETICS COMPLEX  
UNDER CONSTRUCTION

## LEGEND



## SAN MARCOS CAMPUS FACILITIES CONDITIONS



## SAN MARCOS CAMPUS - PEDESTRIAN CIRCULATION

Primary and secondary pedestrian circulation patterns are mapped on the adjacent page showing the network of existing pedestrian circulation paths providing routes into the Campus and among its facilities, site areas, and parking. The ease of traversing this large, spread out campus is significantly affected by its topography and slope from south to north. Paths that follow the gentler slope in the northwest/southeast direction tend to be easier to use than paths that follow the steeper slope in the northeast/southwest direction, such as the Campus' primary pedestrian circulation path connecting south and north campus. The adjacent diagram also illustrates where there currently is conflict with pedestrian routes and vehicular traffic which can cause potential safety issues.

Overall, there are a variety of conditions pedestrians encounter on circulation routes on the Campus. Pedestrian routes through parking lots remain largely undefined. Defined routes through and around academic buildings have varying widths and materials which are not always designed for the volume and easy traversing of users. Parts of the pedestrian circulation need to be upgraded to comply with universal design standards. Since many parking lots are located outside of Comet Circle, pedestrians who park in these lots must cross a busy road creating a vehicular/pedestrian conflict and major safety hazard.

Because the Campus is over 200 acres, travel distances across campus can be extensive and requires planned time. It is almost a half mile from the south entry to the north side of the Campus, and the lack of direct main pathways connecting north and south campus make pedestrian traversing even more challenging. There is a lack of clear and direct connections among important pedestrian destinations and entry points. This includes the Light Rail Station, the transit station (at Mission Road and Palomar south entry driveway), the parking structure, large parking lots, buildings, and athletic facilities. Except for the primary pedestrian circulation spine, which is not direct or well defined, the Campus lacks a clear circulation hierarchy and wayfinding system.

### OBSERVATIONS

- Pedestrian circulation needs to be better coordinated with vehicular circulation for safety
- The majority of parking should be located inside Comet Circle loop road to avoid pedestrian/vehicular conflict on this busy road and reduce walking distances from vehicles into campus
- Better nighttime lighting is needed along pedestrian routes and gathering spaces
- Full accessibility is needed for all pedestrian routes and gathering spaces, in accordance with the Americans with Disabilities Act and, where critical and feasible, with the tenets of Universal Design

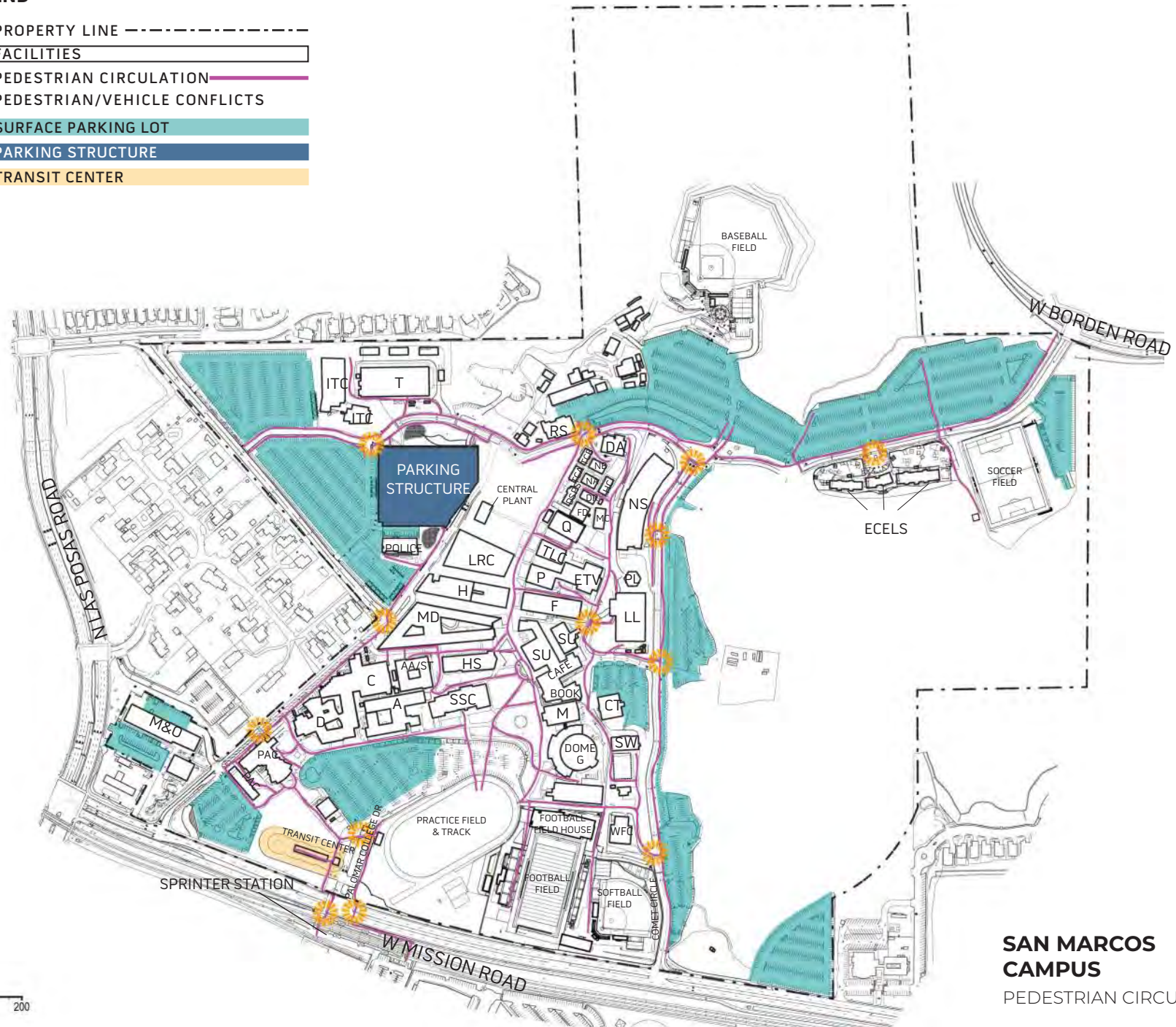
- Well-located passenger loading zones with seating and shade are needed
- The primary pedestrian circulation spine needs to extend southward to Mission Road, athletics, and the bus station and Light Rail Station, as well as north to the upper parking lots
- A strong secondary set of circulation paths are needed to link the primary pedestrian circulation spine east and west to all facilities and parking
- Campus-wide multilingual signage, wayfinding, and building numbering system is needed on this campus
- The Campus does not have an arrival plaza or an academic quad as major open spaces that can promote wayfinding
- Bicycles and skateboards are not permitted on the Campus. There is minimal bike and skateboard storage on campus





## LEGEND

- PROPERTY LINE---
- FACILITIES
- PEDESTRIAN CIRCULATION
- PEDESTRIAN/VEHICLE CONFLICTS
- SURFACE PARKING LOT
- PARKING STRUCTURE
- TRANSIT CENTER



**SAN MARCOS  
CAMPUS**  
PEDESTRIAN CIRCULATION

## SAN MARCOS CAMPUS - VEHICULAR CIRCULATION

As illustrated by the graphic on the opposing page, vehicular circulation into the Campus is routed among entry points on the surrounding public roadways of Mission Road, Borden Road, and Avenida Azul. The original main entry to the College is off Mission Road, at the traffic signal at Palomar South entry driveway. As the Campus has developed in the north part of the site, and with the addition of the parking structure, a large portion of the college community enters the Campus off of Avenida Azul. Others are likely to take the loop road, Comet Circle from Mission Road around to a convenient parking lot, depending on where they need to go on campus. First time visitors to the College will usually come to the Campus via Palomar south entry driveway and park in the front lot since it is closest to the current location of the Administration and Student Services buildings. However there is no vehicular access from this parking lot to other areas of the Campus, if they discover they need to be in a different location.

While there is an old Palomar College Marquee at the entrance on Mission Road at Palomar south entry driveway, all other entry points into the Campus lack major marquees or directional signage. All entry points to the Campus lack a formal entry gateway into the College. The northwest entrance from Avenida Azul brings vehicular traffic into a campus road that runs along the edge of the Campus providing access to adjacent

parking lots on the northwest side and eventually intersecting with Comet Circle. The entrance off Borden Road, which is only identified with a temporary Palomar College sign, also brings vehicular traffic to campus parking lots, the soccer field, and the Early Child Development Center eventually intersecting with Comet Circle. Comet Circle connects these two entrance points, bisecting the northern portion of the Campus.

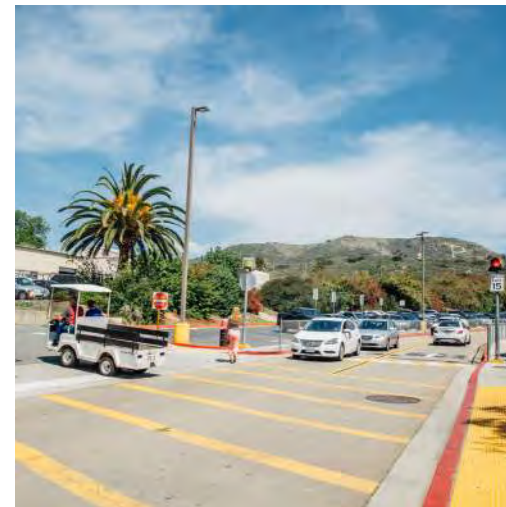
Public vehicular circulation routes are not provided through the academic core of campus; however service vehicles need to access many of the buildings and use pedestrian walkways for servicing the Campus. This sometimes can create a conflict with pedestrian circulation on narrower pathways. There are 5,430 parking spaces in multiple lots and a parking structure. The Campus' parking is fairly well located, and capacity is sufficient for current needs, but may need to be evaluated as enrollment increases. Most parking is provided around the perimeter of campus, at different elevation levels, however, some parking lots are located far from the center core of the Campus. Some lots are located outside of the Campus loop road requiring pedestrians to cross over Comet Circle to arrive on campus. During peak times, this road can be very busy, and although speed bumps and marked, pedestrian crossings have been added, pedestrian/vehicular conflicts can occur.

Bicycle riding is not permitted on the Campus, however there are biking routes in the community on all surrounding roads to arrive at the Campus. There are

a few bike racks, but additional bike racks and safe storage might encourage more students to ride their bicycle to campus.

### OBSERVATIONS

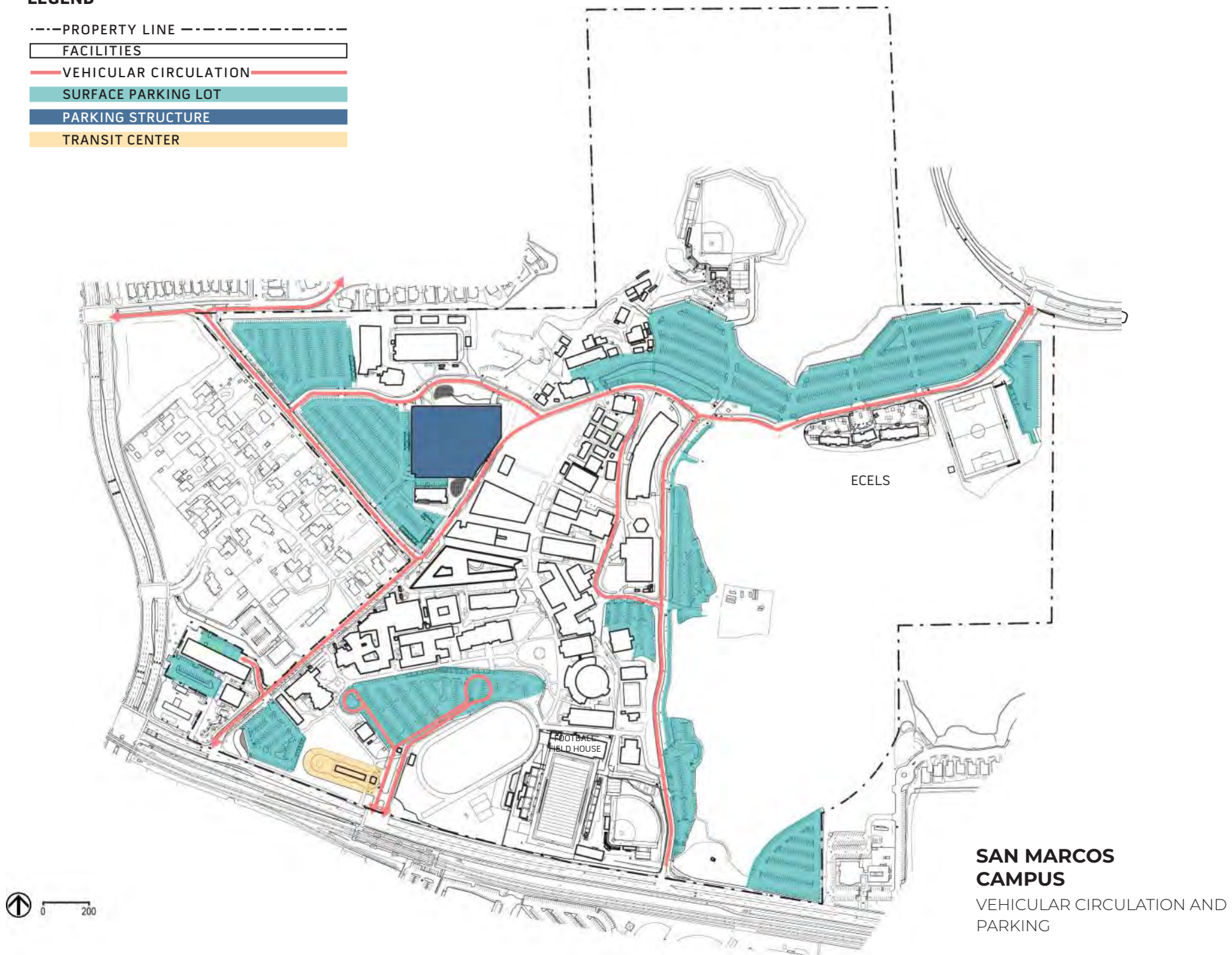
- Existing campus roads are aging and need repair
- One-way routes on campus hinder navigation around the Campus
- Main entry gateways are needed at both the south entries and the north entries of campus
- Vehicular directional signage is needed throughout campus and at Las Posas Road
- Vehicular links are needed for vehicular circulation among parking areas without having to exit and re-enter the Campus at a different location
- Parking areas outside the vehicular perimeter loop create pedestrian/vehicular conflicts





**LEGEND**

---	PROPERTY LINE
	FACILITIES
—	VEHICULAR CIRCULATION
	SURFACE PARKING LOT
	PARKING STRUCTURE
	TRANSIT CENTER



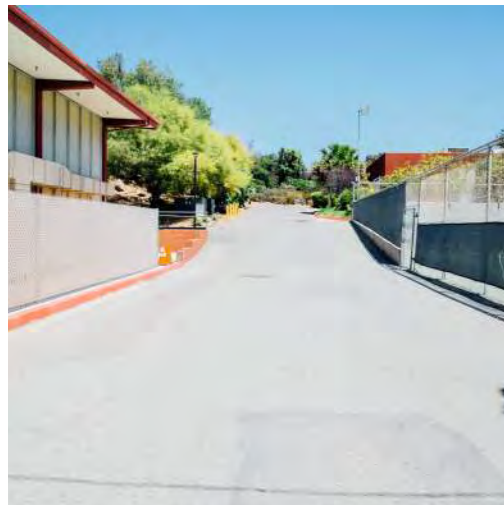


# SAN MARCOS CAMPUS - EMERGENCY CIRCULATION

Emergency vehicle access for all facilities and site areas must comply with requirements set forth by the San Marcos Fire Department, which is the local fire authority for the Campus. As illustrated by the graphic on the opposing page, emergency access is provided via the existing vehicular circulation routes, as well as pedestrian circulation routes within the Campus core that are constructed to accommodate emergency vehicles.

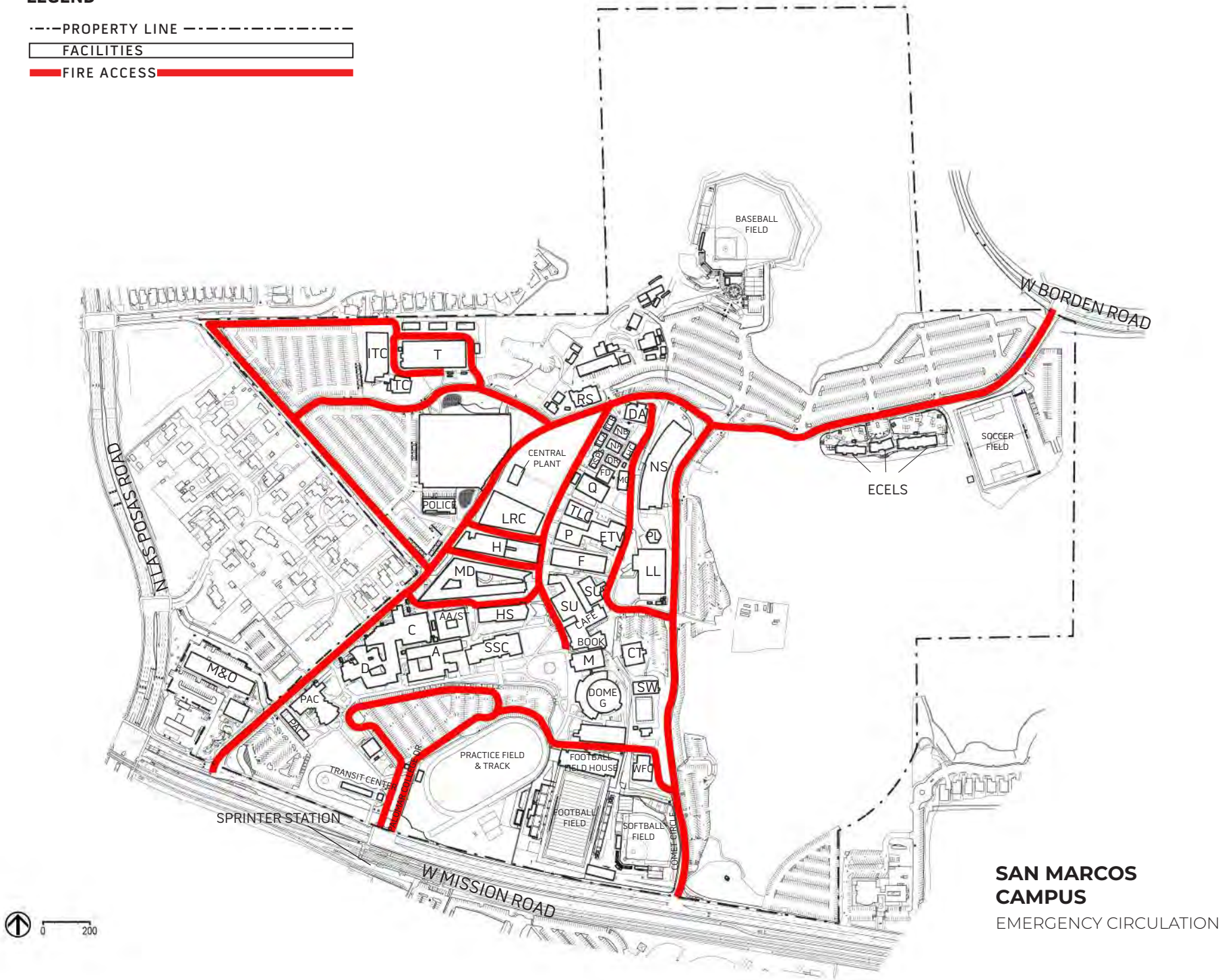
## OBSERVATIONS

- The following recommended emergency vehicle circulation improvements are planned, but have yet to be completed:
  - Incorporate fire access within planned new and improved vehicular circulation routes
  - Incorporate fire access within the Campus core through the building of new site and facilities projects
  - Provide emergency vehicle turnarounds where through-circulation is not feasible



## LEGEND

- PROPERTY LINE---
- FACILITIES
- FIRE ACCESS



**SAN MARCOS  
CAMPUS**  
EMERGENCY CIRCULATION



## SAN MARCOS CAMPUS - VIEWS

Views both into a site and out towards the community and surrounding landscape provide important insight for opportunities to develop or redevelop a site. Views can enhance the experience on a site or present a positive vista or impression for others experiencing the site from outside the Campus, but conversely, views can also create a negative experience if they are not considered in planning site development.

### VEWS IN:

Views into the San Marcos Campus are important because they influence the community's perception of the institution. For many members of the community, including potential future students, the most frequent views of the College are seen from their cars while traveling on West Mission Road. People may have come to recognize the historic dome building, the clock tower, or the cactus garden, and possibly drivers see a glimpse of new buildings farther up on the hill. Much of the initial view of the Campus is the bus transit center, a sea of asphalt parking lots, and an old vacant entrance gate house at the Campus entrance. Many of the newer buildings are located behind the College's low-rise buildings deeper into the center of the Campus and are not seen. The addition of the new athletic project, currently being constructed along West Mission Road will provide a more positive view of college life at Palomar College to those passing by.

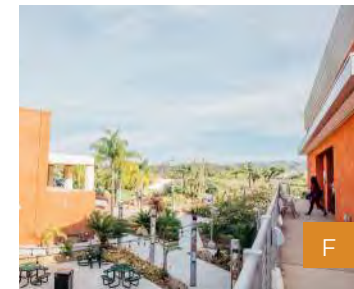
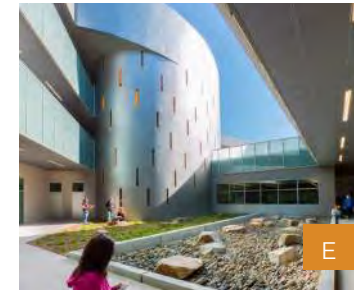
Other important views of the Campus are seen by the College's residential neighbors, either from the homes directly above the College, or from driving in the residential neighborhood on Avenida Azul. The view into the Campus along this road and at the College's northwest entrance is also a sea of asphalt parking lots with minimal signage to create a positive college identity. Since most of the residential neighbors are above the Campus on the hills, their most important view is seen from above, so consideration should be given to building heights, roofs, and landscaping to provide a positive vista for these neighbors.

### VEWS OUT:

Views out of the buildings on the Campus can help support the function of the spaces and provide quiet zones and privacy or expansive vistas of the beautiful surrounding San Marcos mountains. Views from higher buildings on campus, such as the library, take advantage of these vistas. The Campus is beautifully landscaped with a rich and diversified landscape pallet, which means views from any level of a building or walkway anywhere on the site have opportunities for wonderful views of the surrounding landscape and buildings. Because parking surface lots occupy a large portion of the site and impact views from buildings and walkways and surrounding streets, consideration should be given to landscaping of these lots and other ways of addressing transportation to the Campus.

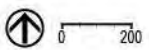
## OBSERVATIONS

- Views into the Campus from surrounding streets are of parking lots and the transportation center
- There are great opportunities for long range vistas to the mountains
- There are great opportunities for short range vistas to landscaped areas and gardens on the Campus
- Neighbors to the north will have their views impacted by the development of the Campus





**SAN MARCOS  
CAMPUS**  
VIEWS



## SAN MARCOS CAMPUS - CLIMATE

Understanding the climate parameters of a place is essential to designing an efficient, effective, and healthy building with comfortable outdoor spaces. Knowing where the sun will be throughout the day during, different times of the year, helps designers plan for good daylight in space while avoiding heat gain and glare. Knowing the high and low temperatures will inform how much heating and cooling a space will need. Knowing where the winds are coming from and how strong they are can help designers determine if natural ventilation is a good option for the building design and the best locations for outdoor social spaces. Knowing how much snow and precipitation might affect the site will not only impact the structural and landscape designs, but will also indicate if rainwater collection could be an effective strategy to help reduce the amount of potable water used.

The climate of San Marcos is characterized by mild winters with light winds out of the east and warm dry summers with light winds from the west. While the high average temperatures throughout the summer range in the low to mid-80s degrees Fahrenheit (°F), it isn't uncommon for the warmest summer days to be in the 90s. It is rare for San Marcos to reach temperatures over 100°F. Lows during the summer average in the low 60s. During the winter months, the average highs are in the mid 60s with low temperatures in the low 40s. Record low temperatures get into the 20s. San

Marcos gets an average of 14 inches of rainfall per year and no snow.

The maturity of the San Marcos Campus and a focus on landscape will help minimize the heat island effect felt in so many urban areas. With the parking focused on the exterior of campus and many mature trees within the Campus boundary, students and staff will be able to find respite from unfavorable elements on the harshest of days.









## SAN MARCOS CAMPUS - VEGETATION + SPECIES

The San Marcos Campus has an extensive and diverse vegetation palette which includes the Edwin & Frances Hunter Arboretum and the Cactus Garden. Most native plant species in the San Marcos area are coastal sage scrub plants which are filled with herbaceous wildflowers that appear in profusion in the spring after an extensive rainy season. Coastal sage scrub is characterized by low-growing aromatic and drought-deciduous shrubs adapted to the semi-arid Mediterranean climate of the coastal lowlands. In addition to the Edwin & Frances Hunter Arboretum and Cactus Garden on the east side of the Campus, the College Grounds Department has created a lush landscape around buildings that include over 3,000 species and many cultivars. Planted along building foundations, as screens, backgrounds, accents, and as special focus gardens, the diversity of the plant kingdom is everywhere. The landscaping on campus is collectively part of an “active” botanical garden which the College refers to as the “Gardens at Palomar.” Many of the specimens on campus are endangered or threatened with extinction in their natural habitat. The collection includes California natives as well as specimens native to regions all over the world.

The entire Palomar College San Marcos Campus was planted as an arboretum, starting 67 years ago, creating an atmosphere that cannot be recreated without the passage of time. There are

many trees that are extremely rare in cultivation in Southern California or are the only ones of their species located on campus and are “Historical Trees.” The Gardens of Palomar College house a vast and diverse collection of plants from across the globe. The intent of the gardens is to create an aesthetically pleasing environment that educates the community about the importance of biodiversity on the planet as it relates to habitat and species conservation.

Palomar College recognizes that the plants are not just landscaping, they are part of a classroom. The College Grounds Department abides by the importance of landscaping responsibly with non-invasive plants, natives, and plants adapted to the Campus’s climate and soil. Palomar College recognizes and is committed to treating their botanical gems as ambassadors for conservation.

The Campus wildlife habitat includes a variety of common songbird species (e.g., Black Phoebe, Northern Mocking Bird, House Finch, Song Sparrow), Morning Dove, and American crow, common small mammals (e.g., Ground Squirrel & Desert Cottontail), and small reptiles such as the Side-blotched Lizard. There can be snakes on the Campus as well, mostly in the arboretum and cactus garden area.





## San Marcos Campus

Aerial image taken from southeast perspective.





# Escondido Education Center

## OVERVIEW

The Escondido Education Center is a state-recognized Education Center that opened for classes in 1989. Located east of downtown Escondido on Valley Parkway, the Escondido Education Center is eight miles east of and nearest center to the San Marcos Campus. The Center was originally developed to serve students from the surrounding communities, many of whom also attend classes.

Current programming focuses on general education and core transfer coursework, Career Technical Education, Emergency Medical Education, English as a Second Language (ESL), and Noncredit Instruction. Students are served by a Teaching and Learning Center (TLC) with student support and tutoring services in one convenient location. The Center offers a variety of student services, including Admissions, Counseling, Financial Aid, Health Services, Library Services, student activities, and Campus Police. The Center also has an Early Childhood Education Lab School (ECELS) on the site to serve students with children and the local community.







# ESCONDIDO EDUCATION CENTER - EXISTING PLAN 2023

The Escondido Education Center eight-acre site was previously developed as a commercial shopping center. The College adapted the site and facilities into a Division of State Architect certified community college center. The Center houses 59,563 assignable square feet of space that includes classrooms, laboratories, the Library, the Teaching and Learning Center, comprehensive student support services, student activities, Campus Police, the Bookstore and food services.

The Escondido Education Center was renovated in 2013, when the College expanded the library, built more indoor and outdoor student gathering spaces, and improved wayfinding and signage. It removed a vacant grocery store and improved circulation in the parking lots, and upgraded the landscaping throughout the site to be sustainable, climate-appropriate, and attractive.

## BUILDING KEY

ECELS	Early Childhood Education Lab School
1A	100-300 Wing and 400-500 Wing
1B	600-700 Wing
2	800 Wing





## LEGEND

- PROPERTY LINE -----
- EXISTING FACILITIES
- FENCING BOUNDARY -----
- PEDESTRIAN GATE

VALLEY PARKWAY

ECELS

N. MIDWAY DRIVE

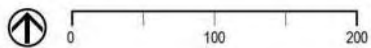
2

1A

1B

SOLAR CARPORTS

HVAC  
OUTDOOR LAB



## ESCONDIDO EDUCATION CENTER

EXISTING CENTER IN 2023



## ESCONDIDO EDUCATION CENTER - NEIGHBORHOOD CONTEXT

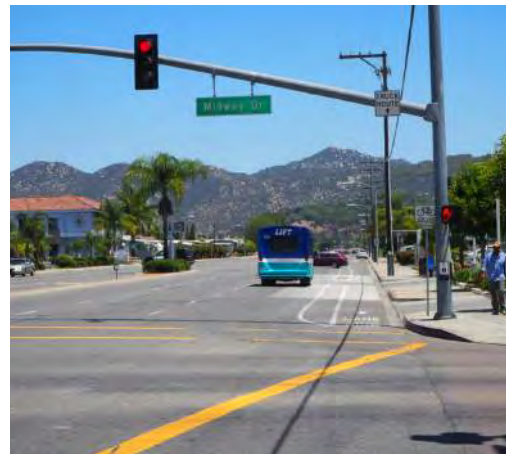
The Escondido Education Center is located in the City of Escondido at the intersection of Valley Parkway and North Midway Drive, a busy intersection of two major thoroughfares. The site is situated east of Interstate 15 and south of CA-78 freeways and has views to the east and north of the mountains of Cleveland National Forest. The 351/352, 354, and 388 Breeze bus routes run adjacent to the Center.

The Center is located across North Midway Drive from the Escondido Union High School District (EUHSD) office. The surrounding area is densely comprised of several small businesses, service centers, shopping centers, and restaurants. In addition to the many businesses in close proximity to the Center, the adjacent neighborhood is composed of residential apartment complexes and mobile home parks with single family homes farther out in the neighborhood. Escondido Fire Department Station #2 is located just down the street on Midway Drive.

The Escondido Education Center is located in the EUHSD service area, adjacent to both the district office and Escondido Charter High School. Orange Glen High School and Orange Glen Elementary School are also within a mile and a half of the Center.

## OBSERVATIONS

- The Center is well-located to serve students who live in the local communities, as well as high school students in its dual and concurrent enrollment programs
- The Center benefits from being within walking distance of neighborhood services, such as eating and retail establishments
- There is good visibility, and access from well-traveled roads provided via Valley Parkway and North Midway Drive
- The Center is about a 10 – 15 minute drive to Interstate 15, the major north/south freeway in San Diego County
- The Center is about a 20 – 25 minute drive to the San Marcos Campus







**LEGEND**

- PROPERTY LINE -----
- BUS STATION
- GAS STATION
- SCHOOL
- FOOD

ESCONDIDO  
CHARTER  
HIGH SCHOOL

HERITAGE  
ELEMENTARY  
SCHOOL

ECELS

2

1A

1B

SOLAR CARPORTS

VALLEY PARKWAY

N. MIDWAY DRIVE

**ESCONDIDO EDUCATION  
CENTER**  
NEIGHBORHOOD CONTEXT



# ESCONDIDO EDUCATION CENTER - TOPOGRAPHY

The Escondido Education Center is located in a former shopping center on a relatively flat site. The topography on the site has very little elevation change across the parking lots and surrounding areas. This does make crossing the site easy but can impact areas for water ponding and drainage after heavy rains, which sometimes occur in Escondido. The bordering streets of Valley Parkway and Midway Drive also do not have much elevation change along the site, making access easy and safe. While the eight-acre site is relatively flat, the Center is surrounded farther out by low hills and mountains, which provide nice vistas from within the site.

## OBSERVATIONS

- The eight-acre site has little elevation change
- Adjacent roads also have little elevation change





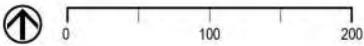
LEGEND

- PROPERTY LINE
- EXISTING FACILITIES

VALLEY PARKWAY

N. MIDWAY DRIVE

ESCONDIDO EDUCATION  
CENTER  
TOPOGRAPHY



# ESCONDIDO EDUCATION CENTER - INFRASTRUCTURE

The Escondido Education Center infrastructure and utility systems are important to understand in planning any future development at this site. Currently, the capacity of the electric, gas, water, and sewer lines support the Center needs but would need to be evaluated for future development, depending on additional programs and structures that are modified or added.

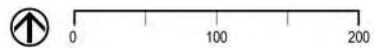
As shown on the adjacent diagram, the utility lines including gas, water and fire water, sewer, and storm drainage feed the site from Midway Drive. Electric and gas are provided by SDG&E. Power is brought in from overhead. Each of the four buildings have separate water and sewer connections. Only building 1A has a gas connection. Storm drains are located throughout the parking lots. Since most of the site is covered with impervious hard surface for parking and drives, storm drainage for any future projects will need to consider current storm water management requirements.





## LEGEND

---	PROPERTY LINE	---
FACILITIES		
---	STORM DRAIN	---
---	GAS	---
---	SANITARY SEWER	---
---	FIRE AND DOMESTIC WATER	---
---	IRRIGATION WATER	---



**ESCONDIDO EDUCATION CENTER**  
INFRASTRUCTURE



# ESCONDIDO EDUCATION CENTER - FACILITIES CONDITIONS

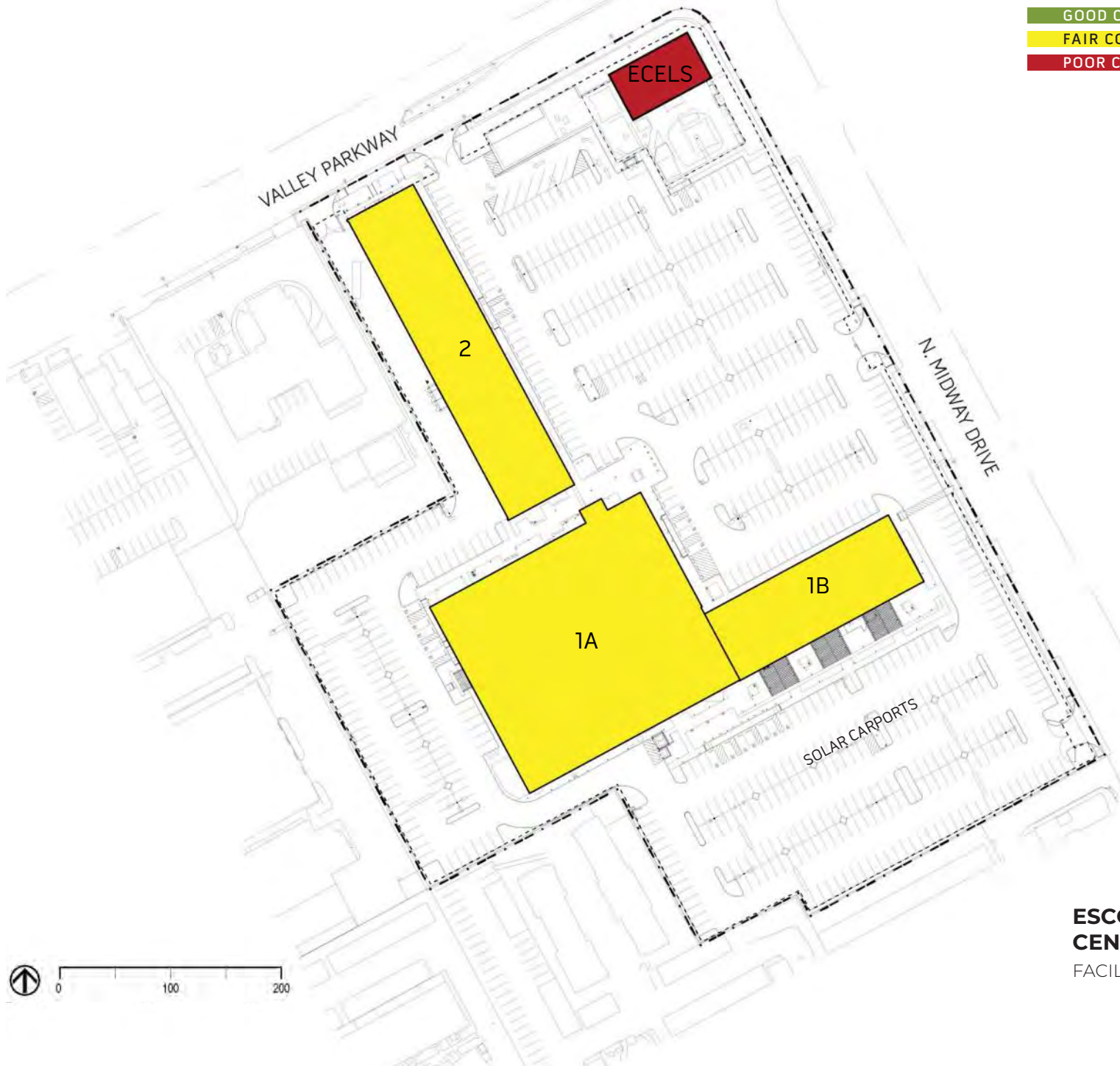
An assessment report identifies the Facilities Condition Index (FCI) as a key measurement of the condition of each building. The FCI is the estimated cost of all necessary repairs as a percentage of the cost to replace the facility. Based on the results of the last assessment, which was conducted in 2014, facilities were placed in one of the three following categories.

- Good Condition: less than 10%
- Fair Condition: 10% – 30%
- Poor Condition: 30% or greater

## OBSERVATIONS

- The Center facilities were determined to be in fair condition with an aggregated FCI of 17.12%
- The buildings were constructed in 1979 for use as a shopping center
- The Early Childhood Education Lab School (FCI 78.97%) has not undergone a major renovation and is in the poorest condition
- The Escondido Center Building (FCI 11.17%) underwent a major renovation in 1990 when adapted for college use and a remodel in 2013
- The North Wing (30.40%) underwent a major renovation in 2005
- Updating the insulation, glazing, lighting, and mechanical/plumbing systems have the potential to significantly improve efficiency and sustainability





**LEGEND**

- PROPERTY LINE -----
- GOOD CONDITION
- FAIR CONDITION
- POOR CONDITION

**ESCONDIDO EDUCATION CENTER**  
FACILITIES CONDITIONS



## ESCONDIDO EDUCATION CENTER - PEDESTRIAN CIRCULATION

Pedestrian circulation patterns are mapped on the adjacent diagram showing the network of existing pedestrian circulation paths providing routes to the educational buildings at the Center. The Center is on a relatively small site and travel distances from a parked car are short, relatively 2 minutes to instructional buildings. Pedestrian circulation is primarily accommodated by exterior covered arcades along the length of the North Wing and Escondido Education Center buildings. These arcades connect to sidewalks along Valley Parkway and N. Midway Drive. There are some sidewalks that are not covered that are adjacent to parking along the south side of building 1B.

A significant number of pedestrians also circulate through parking lots between vehicles to enter the buildings. These pedestrian routes through the parking lots remain primarily undefined and can present a conflict with vehicular circulation as cars come into and leave the site. There is a new fence around the entire site which may decrease non-student pedestrian traffic cutting through the parking lot for a short cut around the Midway Drive and Valley Parkway intersection.

## OBSERVATIONS

- Pedestrian safety has been addressed, to some extent, in the front parking lot by simplifying and calming vehicular circulation with speed bumps in all north-south rows
- Pedestrian safety could be further improved with additional raised sidewalks in between rows, clearly marked pedestrian paths to the buildings, and adding additional landscaping for a pathway barrier from cars
- The Center was significantly enhanced by converting the rear driveway into a large plaza gathering space along the south side of the Escondido Education Center building which can also be used for circulation among the buildings
- Additional signage and articulated entries could improve ease of circulation, especially for first time students or visitors
- There are no drop-off or pick-up zone for ride share vehicles
- Pedestrian gates in the new fencing along Valley Parkway and Midway Dr. should be placed to allow for easy connections to public transportation and access to eateries for food options







**LEGEND**

- PROPERTY LINE---
- - - FENCE LINE - - -
- FACILITIES
- PEDESTRIAN CIRCULATION
- BUS STOP

**ESCONDIDO EDUCATION CENTER**  
PEDESTRIAN CIRCULATION

# ESCONDIDO EDUCATION CENTER - VEHICULAR CIRCULATION

Vehicular access to the Escondido Education Center is provided via Valley Parkway, a major six-lane artery running through Escondido and via South Midway Drive. Additional new fencing is being installed to control vehicular access when the Center is not open. Both streets provide convenient access to public transit stops that are served by the North County Transit District (NCTD). Due to the small size of the Center, vehicular circulation on the site is primarily a loop around the site connecting the three main parking areas which provide 685 parking spaces.

## OBSERVATIONS

- Vehicular flow is guided by organized layout of parking and driving lanes with appropriate spacing
- Solar carports provide shaded area to park in Lot #3
- Parking is adequate at this time





## LEGEND

- PROPERTY LINE---
- FACILITIES
- VEHICULAR CIRCULATION
- SURFACE PARKING LOT
- BUS STOP



## ESCONDIDO EDUCATION CENTER

VEHICULAR CIRCULATION AND PARKING

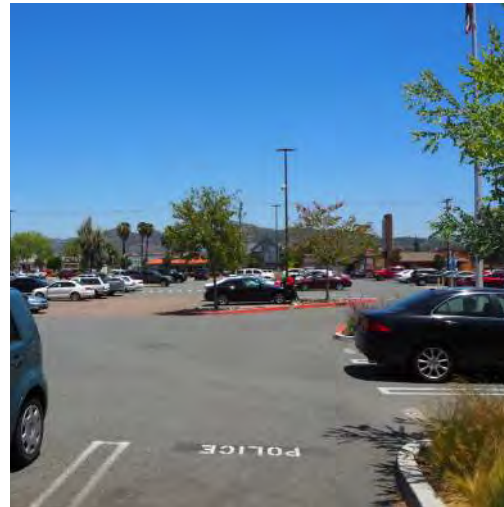


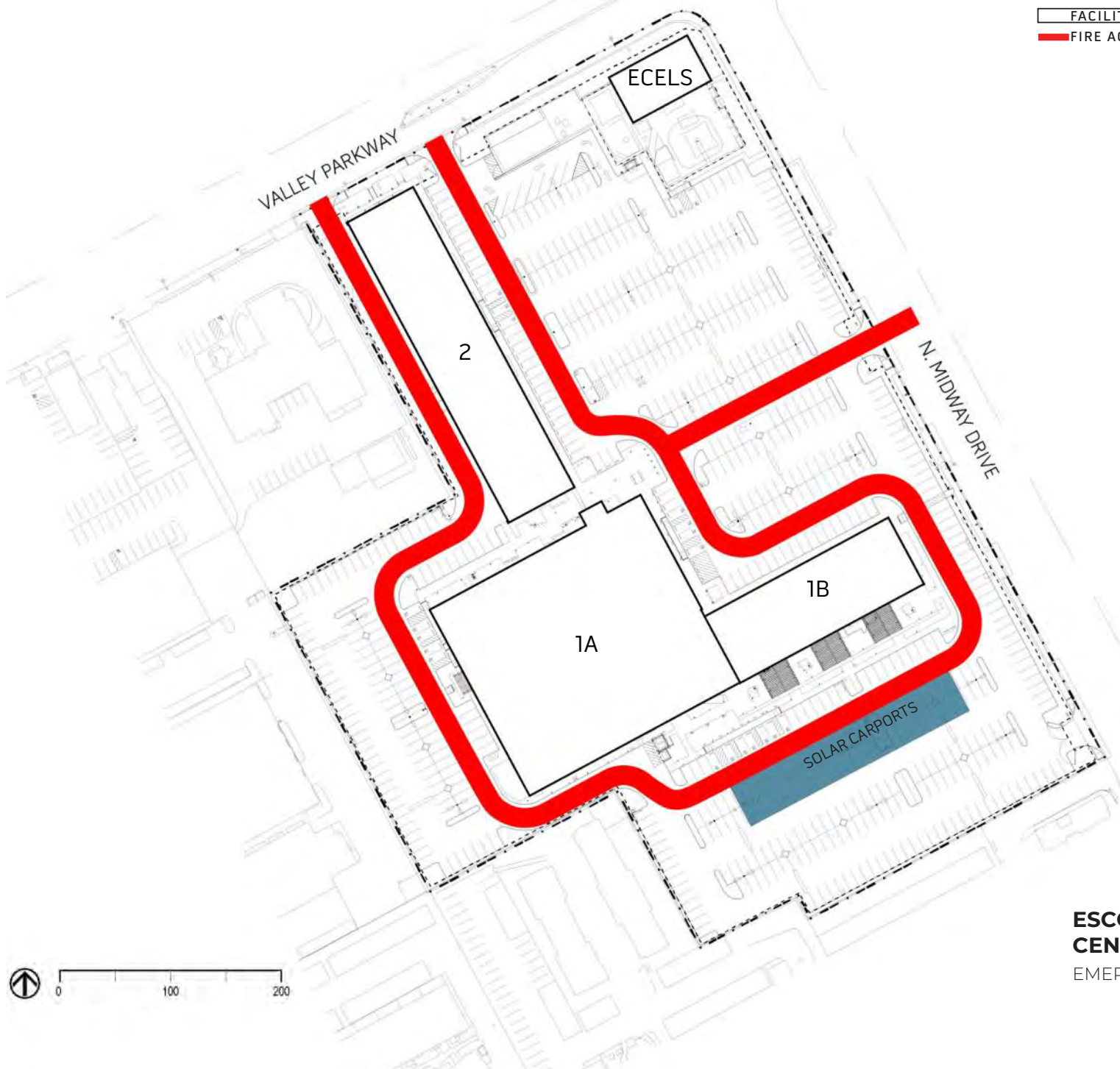
# ESCONDIDO EDUCATION CENTER - EMERGENCY CIRCULATION

Emergency vehicles are able to access the Escondido Education Center via entrance points on Valley Parkway and South Midway Drive. Circulation around center buildings is provided by internal driveways. The fire access routes have been approved by the Escondido Fire Department—the local fire authority.

## OBSERVATIONS

- The approved fire access routes provide good access to Center buildings from multiple directions





**LEGEND**

- PROPERTY LINE---
- FACILITIES
- FIRE ACCESS

**ESCONDIDO EDUCATION CENTER**  
EMERGENCY CIRCULATION

# ESCONDIDO EDUCATION CENTER - VIEWS

Views both into a site and out towards the community and surrounding landscape provide important insight for opportunities to develop or redevelop a site. Views can enhance the experience on a site or present a positive vista or impression for others experiencing the site from outside the Center but conversely, views can also create a negative experience if views are not considered in planning site development.

## Views In:

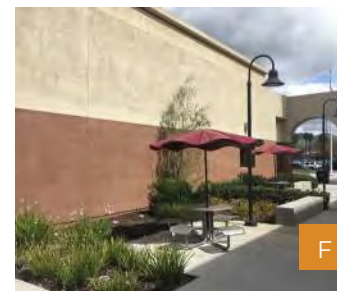
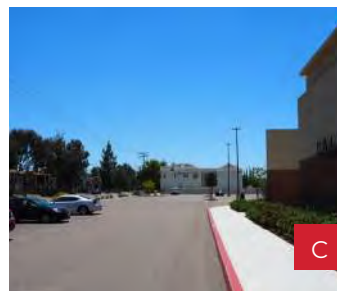
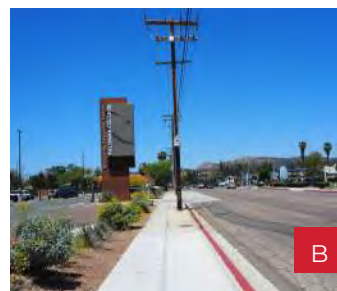
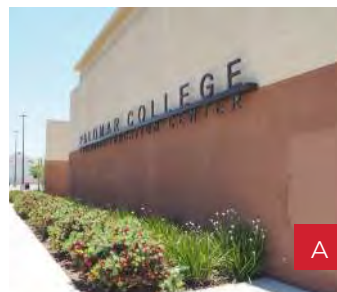
Since the immediate area around the Escondido Education Center is flat terrain, most views into the Center by the community are seen from driving or walking by on Valley Parkway or Midway Drive. Those passing by will see the sign with the outdated Palomar College logo at the entrance and the Early Child Education Center on the corner. The low rise buildings can be seen beyond the large parking lot. The Center looks clean and well maintained.

## Views Out:

The immediate short-range views from the buildings on the site are primarily of the parking lots and then of the surrounding commercial buildings along the street. However, there are nice long-range views of the mountains to the north and west. These vistas could be maximized if buildings on the site were more than one story. Views around the Center could also be enhanced by additional landscaping in and around the parking lots.

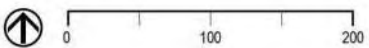
# OBSERVATIONS

- The Center has long-range views out to the mountains
- Views into the Center from Valley Parkway are largely blocked by the screening behind the fence around the ECELS building
- Signage on the building and the entrance sign are the old Palomar colors and do not convey the new Palomar Identity
- The view into the site from Midway Drive is primarily of a big parking lot with low-rise buildings behind





**ESCONDIDO EDUCATION  
CENTER**  
VIEWS



## ESCONDIDO EDUCATION CENTER - CLIMATE

Understanding the climate parameters of a place is essential to designing an efficient, effective, and healthy building with comfortable outdoor spaces. Knowing where the sun will be throughout the day during, different times of the year, helps designers plan for good daylight in space while avoiding heat gain and glare. Knowing the high and low temperatures will inform how much heating and cooling a space will need. Knowing where the winds are coming from and how strong they are can help designers determine if natural ventilation is a good option for the building design and the best locations for outdoor social spaces. Knowing how much snow and precipitation might affect the site will not only impact the structural and landscape designs, but will also indicate if rainwater collection could be an effective strategy to help reduce the amount of potable water used.

The climate in Escondido is characterized by winters that are long, cool, and partly cloudy and summers that are short, warm, and arid. Average temperatures range from the mid 40's to the mid 80's, with temperature rarely dipping into the 30s or up to the 90s. Most of the rain falls October to April with February typically being the wettest month. The average rainfall is less than 12 inches per year and no snowfall is expected. Mild winds come from the west most of the year, but during the winter months, stronger winds will come from the east.

The Escondido Education Center is unique in its surroundings in that it may feel more of a heat island effect due to the extent of the asphalt parking area and the concrete walkways surrounding the buildings. This Center would benefit from additional trees to create more of a shade canopy to combat this effect.









## ESCONDIDO EDUCATION CENTER - VEGETATION + SPECIES

The Escondido Education Center is built in a densely populated suburban area on a former shopping center site with most of the site's eight acres having been covered by impervious asphalt and concrete for more than 30 years. There is no native plant or wildlife habitat. There are some plantings of ornamental trees in the parking lots and drought tolerant shrubs and grasses along the site edge and in planters within the parking lots. Due to the lack of vegetation, wildlife in the area is limited. While bird life is minimal due to limited trees, there are occasionally common songbirds (e.g., common goldfinch, black phoebe), morning dove, and American crow in the area.





## Escondido Education Center

Aerial image taken from southeast perspective.





# Rancho Bernardo Education Center

## OVERVIEW

The Rancho Bernardo Education Center opened for classes June 2018 after extensive interior adaptive rehabilitation of its existing four-story facility from commercial office use to educational use. The property was purchased in June 2010 with funds from Proposition M. The Education Center provides a permanent higher education facility in the southern region of the District's service area.

the types of industry and technology in this area of the District. It also currently houses the architecture and interior design programs.

The Rancho Bernardo Center has a partnership with Poway Unified School District with the launch of a Middle College in 2022. This allows Poway students to gain college credit and experience while still in high school. The program launched with approximately 80 students in 11th grade, and there are plans to expand to 12th grade in the future.

When the 27-acre property was purchased, it consisted of an empty office building and an adjacent three-story parking garage. The facility was developed into a Division of the State Architect-Certified Community College Site.

There are 37 instructional spaces in the Center, including laboratories, academic division offices, a library with study areas, student support services, a health center, a bookstore, food services, and a 2,500 square foot community room that can be rented for community use. The Center offers a full array of general education courses that students can take on their way to earning a degree or transferring and has a Science, Technology, Engineering, Arts, and Mathematics (STEAM) innovation focus that supports







# RANCHO BERNARDO EDUCATION CENTER - EXISTING PLAN 2023

The Rancho Bernardo Education Center currently consists of a single, 124,099 gross square foot, four-story instructional and student support building, a parking structure with surrounding surface parking lots, and adjacent outdoor plazas and gardens.

The facility includes ample covered parking with photovoltaic panels, an outdoor trail around the property, and outdoor study and seating space in a parklike setting landscaped with over 195 different drought tolerant species, including many California natives. The Center is on its way to becoming another recognized Palomar College arboretum.

## BUILDING KEY

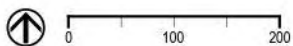
- PS          Parking Structure
- 1          Building 1







**RANCHO BERNARDO  
EDUCATION CENTER**  
EXISTING CENTER IN 2023





# RANCHO BERNARDO EDUCATION CENTER - NEIGHBORHOOD CONTEXT

The Rancho Bernardo Education Center is located in the City of San Diego, situated on a hill overlooking Rancho Bernardo Road and the surrounding community. The Center boasts sweeping views to the northeast of the mountains of Cleveland National Forest.

The Center is located just west of the Interstate 15 freeway, with restaurants, coffee shops, hotels, and office parks in proximity along Rancho Bernardo Road and in the surrounding area. The hills to the north of the Center, across Rancho Bernardo Road, are composed of residential neighborhoods. The Center is surrounded by science and technology companies including Teradata, Northrop Grumman, Apple, and Crown Bioscience in close proximity.

The Rancho Bernardo Center is located in Poway Unified School District (PUSD) and within easy 10- to 15-minute drive times to several of six high schools.

## OBSERVATIONS

- The Center faces a hillside with many residential houses that can see directly onto the site
- Above the Center, to the west, is an office building that overlooks the site
- Rancho Bernardo Road is a busy major thoroughfare serving car and truck traffic, thus biking on the road is minimal

- The Center is conveniently accessible to central San Diego County residents with less than a five minute drive from I-15
- The Center is near several eateries and services further down Rancho Bernardo Road that are conveniently accessible from the Center







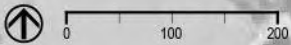
RANCHO BERNARDO ROAD

**LEGEND**

-----PROPERTY LINE -----



FOOD



**RANCHO BERNARDO  
EDUCATION CENTER**  
NEIGHBORHOOD CONTEXT



# RANCHO BERNARDO EDUCATION CENTER - TOPOGRAPHY

The Rancho Bernardo Education Center sits on a plateau approximately 35-40 feet above Rancho Bernardo Road with the entry drive climbing to a relatively flat parking lot and building entry. A retaining wall along the entry drive provides retention for the hill rising above the entry road between the site and the commercial property sites to the south. This slope continues to rise slightly on the west and south sides of the site. The slope rises upward around the parking structure where another retaining wall allows the site's loop road to continue around the rear of the property. The site rises slightly behind the instructional building and rear entry plaza, where the topographical grade change is used to create a small outdoor amphitheater seating area for instructional or performance use. Beyond the amphitheater and seating area, the site has been landscaped with low, plant covered mounds of earth between bioswales for natural drainage. Accessible trails run through this area. There is a slight grade change throughout this landscaping, but it is minimal, allowing for gentle, sloping paths.

## OBSERVATIONS

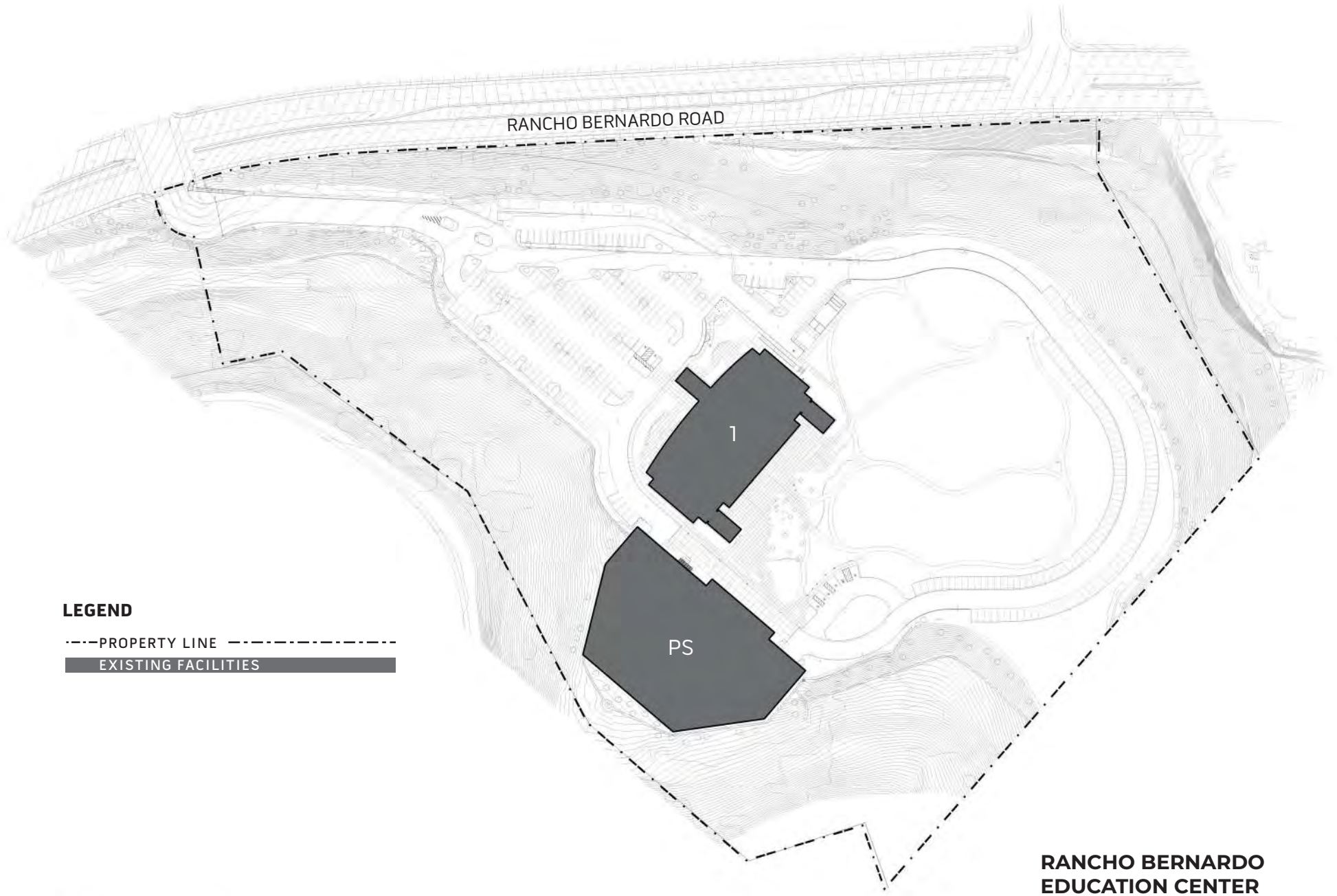
- The site is surrounded by the hilly terrain of Rancho Bernardo
- There is a steep entry road into the site which provides a significant climb for pedestrian access on the sidewalk
- The parking lot in the front of the

building is relatively flat at about the same topographic grade as the building

- The loop road and adjacent perimeter parking does have a slight grade change as it runs around the site
- Most areas of the site are accessible and easily traversed
- The high elevation of the Center provides sweeping views out to the rolling hills of Rancho Bernardo

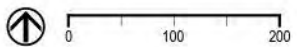






**LEGEND**

- PROPERTY LINE
- EXISTING FACILITIES



**RANCHO BERNARDO  
EDUCATION CENTER**  
TOPOGRAPHY

# RANCHO BERNARDO EDUCATION CENTER - INFRASTRUCTURE

The location of key equipment and routes of underground main lines are illustrated by the graphic on the opposing page. These lines connect to utility mains within the Rancho Bernardo Road right-of-way. Separate systems supply energy in the form of electricity and natural gas, link the Center to its communication networks and the internet, and provide water used for domestic consumption, fire protection, and landscape irrigation. The stormwater system manages rain water that falls on the Center, and the sanitary sewer system conveys waste water away to be treated. The main pathways align with the topography and work with gravity to convey waste water and stormwater.

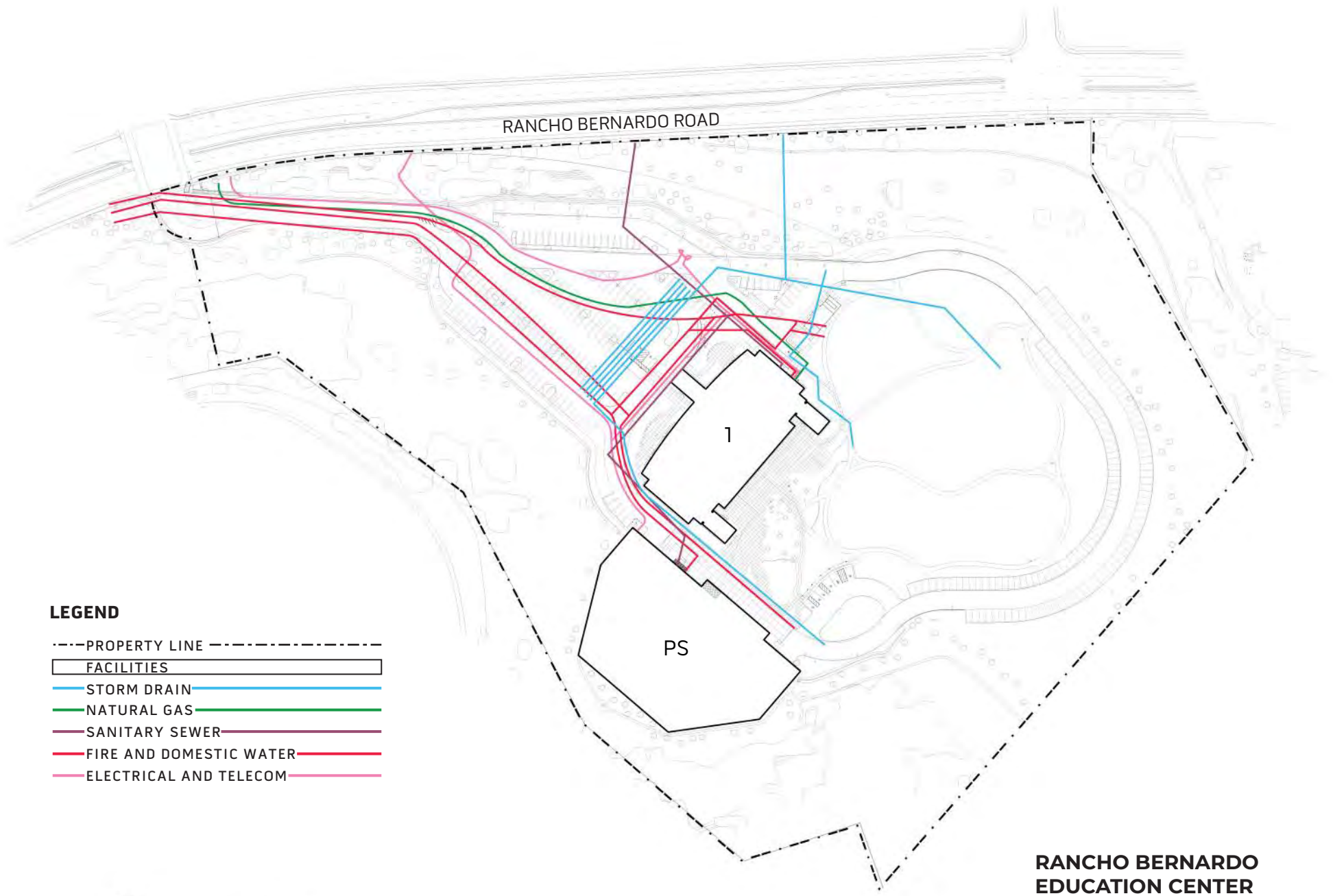
Many existing underground utility lines have been grouped together and routed under permanent driveways and parking, which provides accessibility for maintenance and improvement.

## OBSERVATIONS

- The existing network of utility pathways align with circulation routes and work with the topography
- Due to the Center topography, there is less flexibility to alter gravity-fed utility lines—specifically stormwater and sewer
- A portion of the parking lot is used to retain and percolate stormwater in underground structures

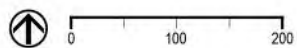






**LEGEND**

- PROPERTY LINE---
- FACILITIES**
- STORM DRAIN
- NATURAL GAS
- SANITARY SEWER
- FIRE AND DOMESTIC WATER
- ELECTRICAL AND TELECOM



**RANCHO BERNARDO  
EDUCATION CENTER**  
INFRASTRUCTURE



# RANCHO BERNARDO EDUCATION CENTER - FACILITIES CONDITIONS

The Rancho Bernardo Education Center was completed and opened for classes in June 2018, so the facilities, including the four-story building and the parking garage, are relatively new and are in good condition. The building had all new furnishings when it opened. Because the Center was closed for much of 2020 and 2021, the facility has had very little wear.

## OBSERVATIONS

- The building and the furnishings are in very good condition
- The entire facility provides code-compliant access to all spaces from the building including travel from parking areas





# RANCHO BERNARDO EDUCATION CENTER - PEDESTRIAN CIRCULATION

Pedestrian circulation patterns are mapped on the adjacent diagram showing routes to the main educational building at the Center as well as a network of decomposed granite pathways that allow students, faculty, and staff to explore the site's open landscaped space south and east of the building. There is a main sidewalk on the north side entry drive providing a connection to the sidewalk along Rancho Bernardo Rd which runs along this main artery to the Bus stop on West Bernardo Drive. However, the sidewalk has a steep incline to arrive at the parking area. The sidewalk connects to a paved circulation route around the north edge of the site and creates a loop around to the four-story educational building. A paved plaza connects the site's parking structure to the south entry of the building.

Pedestrian circulation primarily consists of traversing from the parking lot or the parking garage to the building. The parking areas do not have defined pedestrian pathways. Pedestrian pathways are found around the entry plazas in the front and rear of the building. Since the Center is currently not consistently busy with vehicular traffic, passage through the parking area is relatively easy with minimal safety concern with pedestrian/vehicular conflict. As the Center grows, additional pedestrian crossings and signage might need to be added for safer navigation.

Accessible trails through the landscaped open space are intended to provide facility users an opportunity for a break to walk through the landscaped gardens and observe the many species of plants on the site. These trails connect to the building plazas and back to paved routes to the building and the parking structure.

## OBSERVATIONS

- The Center site is relatively small with one building so pedestrian travel from parking lots to the building is easy
- Additional signage is needed for clear wayfinding from the front parking lot and the garage
- Pathways to the building are in good condition and accessible







# RANCHO BERNARDO EDUCATION CENTER - VEHICULAR CIRCULATION

Vehicular access to the Rancho Bernardo Education Center is provided via the entrance on Rancho Bernardo Road about three-quarters of a mile from Interstate 15. Rancho Bernardo Road is a four-lane major route with a fair amount of traffic. There is a stop light at the entrance to the Center. Once vehicles enter, they are directed to follow a loop through the Center, either turning into the surface parking area or continuing on to the parking structure. Vehicles are prevented from following the loop past the parking structure by movable barricades that cordon off the access road which is only opened for emergency/ fire vehicles. This prevents cars from crossing into the pedestrian path of travel from the main building to the parking structure.

Between the parking lot and the four-level parking structure there is currently more than adequate parking available. There are two entry/exit points into the parking structure, which helps with traffic flow and circulation. Most of the surface parking is covered by photovoltaics providing shade protection for vehicles.

## OBSERVATIONS

- Circulation and navigation to parking is clear and straightforward
- The Center is served by only one vehicular access route
- There is adequate parking close to the instructional building







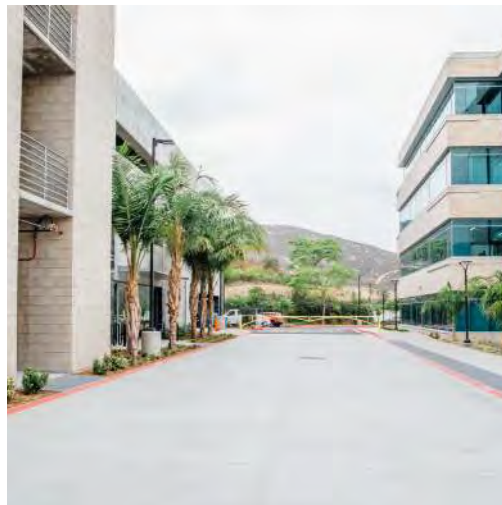
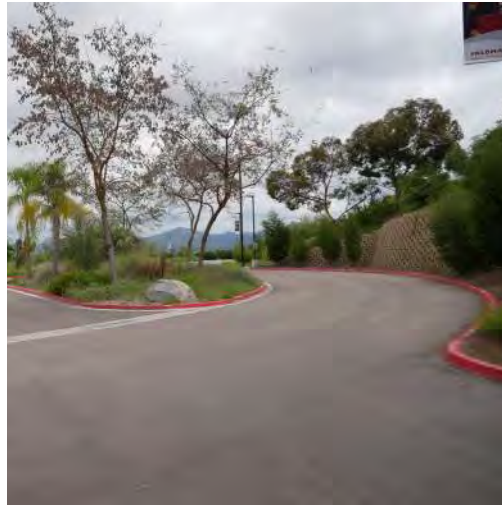
# RANCHO BERNARDO EDUCATION CENTER - EMERGENCY CIRCULATION

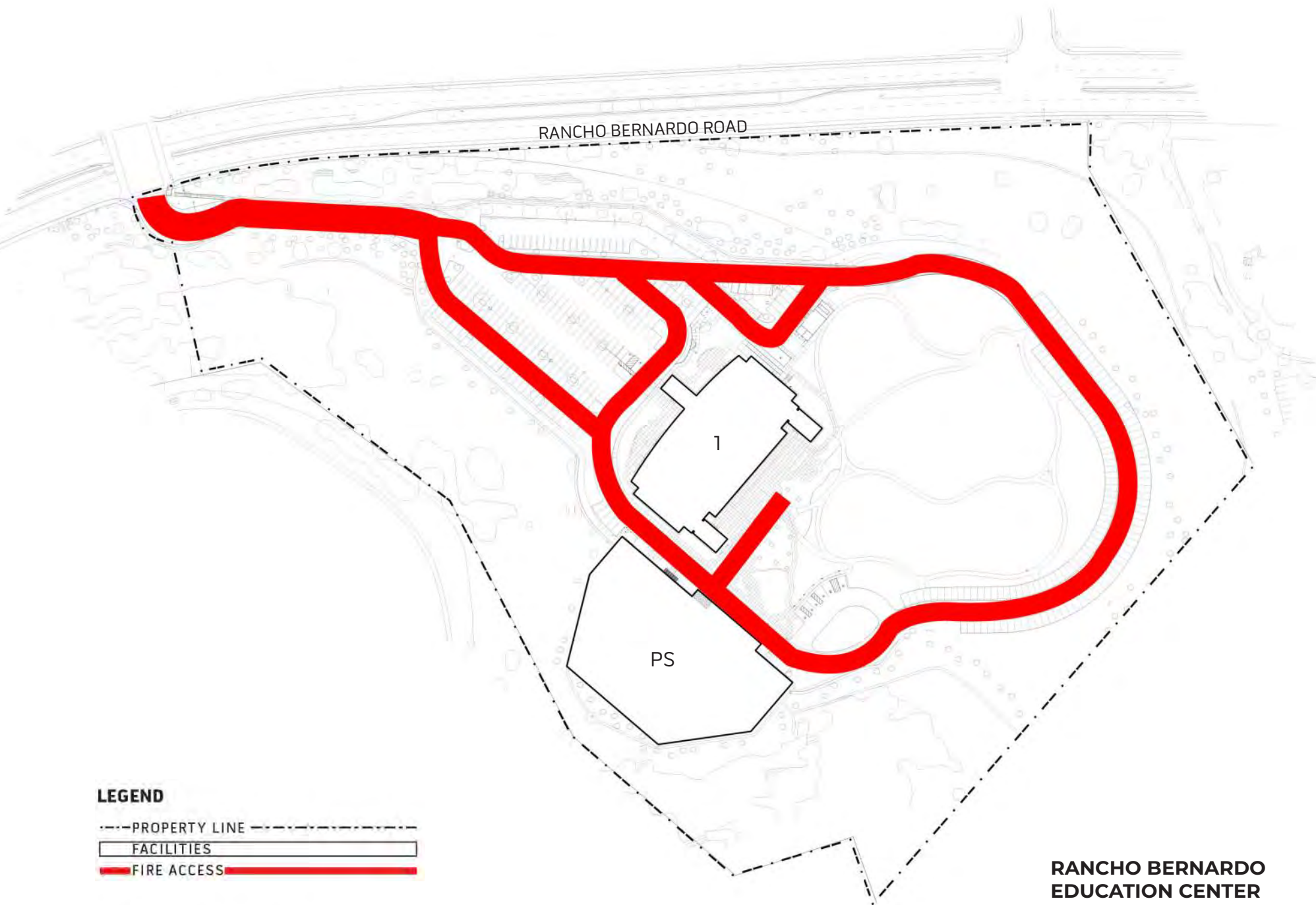
Emergency vehicles are able to access the Rancho Bernardo Education Center via the main entrance on Rancho Bernardo Road. Circulation around the Center buildings is provided by internal driveways. The fire access routes have been approved by the local fire authority. The fire access lane between the parking structure and the main center building has barricades that can be opened for emergency access, but remain closed to through traffic to avoid vehicular traffic crossing over pedestrian walkways.

The Center is situated in a region that has experienced fast-moving wildfires.

## OBSERVATIONS

- The approved fire access routes provide good access to center buildings
- Currently, only one emergency access and evacuation route serves the Center
- Wildfire suppression could be complicated by the rugged and sloping terrain that surrounds the Center





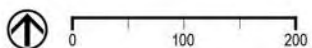
RANCHO BERNARDO ROAD

1

PS

**LEGEND**

- PROPERTY LINE ---
- FACILITIES
- FIRE ACCESS —**



**RANCHO BERNARDO  
EDUCATION CENTER**  
EMERGENCY CIRCULATION

# RANCHO BERNARDO EDUCATION CENTER - VIEWS

Views both into a site and out towards the community and surrounding landscape provide important insight for opportunities to develop or redevelop a site. Views can enhance the experience on a site or present a positive vista or impression for others experiencing the site from outside the Center, but conversely, views can also create a negative experience if views are not considered in planning site development.

## VIEWS IN:

The Rancho Bernardo Center sits high on a hill above Rancho Bernardo Road with extensive landscaping on the slope. Those driving along Rancho Bernardo Center do not really see into the Center site. Signage regarding the location of the Center is limited to a temporary Palomar College sign at the entrance traffic light on Rancho Bernardo Road. The sign is difficult to see in advance of the light. There are commercial businesses located adjacent and above the Center, but the views into the site are mostly blocked by natural landscaping.

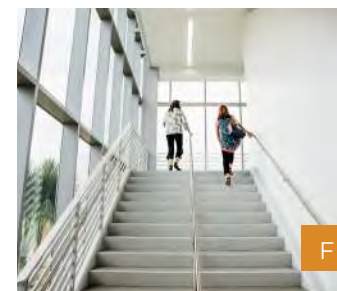
## VIEWS OUT:

The immediate short-range views from the building at the Center are of the surrounding landscaped areas and plazas. Because the Center sits on a hill and the building is four stories, the views out across Rancho Bernardo to the surrounding hills and mountains have been maximized from most of the main

spaces in the building including the glass stairway. Views on the lower floor focus on the surrounding landscaping and outdoor gathering spaces.

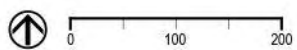
## OBSERVATIONS

- It would be difficult to know the Center existed here if someone was not looking for it
- The lack of views into the site creates a private and quiet setting
- Views from the building are maximized by taking advantage of the landscaping and surrounding mountains
- Views into the Center are blocked from vehicular and pedestrian traffic along Rancho Bernardo Road
- Views into the Center from surrounding business are blocked by landscaping





**RANCHO BERNARDO  
EDUCATION CENTER**  
VIEWS



## RANCHO BERNARDO EDUCATION CENTER - CLIMATE

Understanding the climate parameters of a place is essential to designing an efficient, effective, and healthy building with comfortable outdoor spaces. Knowing where the sun will be throughout the day during, different times of the year, helps designers plan for good daylight in space while avoiding heat gain and glare. Knowing the high and low temperatures will inform how much heating and cooling a space will need. Knowing where the winds are coming from and how strong they are can help designers determine if natural ventilation is a good option for the building design and the best locations for outdoor social spaces. Knowing how much snow and precipitation might affect the site will not only impact the structural and landscape designs, but also indicate if rainwater collection could be an effective strategy to help reduce the amount of potable water used.

The Rancho Bernardo area tends to enjoy short, warm, arid, and mostly clear summers, while winter can be long, cool and partly cloudy. Average temperature range from the mid 40s to the mid 80s with temperature extremes occasionally dipping down into the 30s and up into the 90s. The average rainfall is less than nine inches per year, and snowfall is not expected. Mild winds come from the west most of the year, but during the winter months, stronger winds will come from the east.

The Rancho Bernardo Education Center is a newer development. Photovoltaic arrays at the parking lots help reduce the heat island effect, but the trees are still young. Over time, the Center will benefit more from the trees planted in the parking area and around the site.







**RANCHO BERNARDO  
EDUCATION CENTER**  
CLIMATE



## RANCHO BERNARDO EDUCATION CENTER - VEGETATION + SPECIES

The Rancho Bernardo Center was originally created as a commercial office building and has several surface lots to serve the original intent of the site. There is both natural vegetation habitat and landscaped areas with plants and synthetic turf. There is a total of 11 vegetation communities or habitat types including coastal sage scrub, coastal sage scrub-disturbed, disturbed wetland, eucalyptus woodland, mixed chaparral, native grassland, non-native grassland, ornamental plantings, and scrub oak chaparral.

The grassland within the site is dominated with non-native grasses. Dominant species include bromes and other non-native vegetation, such as artichoke thistle. This area is in an early coastal sage scrub successional stage. There are also small coyote brush and California buckwheat shrubs scattered throughout the area and a few small California sagebrush. A narrow linear area, along the edge next to the developed area, is dominated by black willows, salt cedar, and toad rush.

Disturbed wetland occurs within the northern and southern portions of the site. This habitat is found in association with an existing concrete-lined ditch and in areas that channel seasonal flows supported by ambient runoff. Dominant plant species observed include toad rush, curly dock, and Italian ryegrass. Overall, the disturbed wetland within the survey

area provides low quality habitat and limited biological function and value.

Eucalyptus woodland occurs in small patches along the eastern, western, and southern boundaries of the site. The woodland stand is relatively dense and comprised of similar-age blue gum trees that have evidently occurred in the area for decades. Understory growth is limited to nonnative grasses, namely ripgut. Due to disturbance factors, the eucalyptus woodland within the site provides limited biological function and value.

Coastal sage scrub is a native scrub-type community that is widespread throughout the lower elevations of southern California. The Coastal sage scrub and disturbed coastal sage scrub on this site occur in patches around the boundary of the Center. Stands in the eastern, western, and southern portions of the site are considered to be relatively low in habitat quality due to very low species richness, predominance of non-native plant species, and proximity to existing development. The stand in the northeastern portion of the survey area, next to the access road is highly disturbed by ornamental plantings. In terms of composition, these patches are homogenous and support a low diversity of plant species. In general, dominant shrub species in the area include California sagebrush, coyote brush, and buckwheat. Mixed chaparral occurs in two distinct patches in the western portion of the site. Similar to coastal sage scrub, the mixed chaparral is considered to be relatively low in habitat quality, primarily due to very low species richness.

Approximately 4.31 acres of ornamental plantings are encircling the non-native grassland and developed portions of the Center. This habitat is characterized by several non-native sub-tree and shrub species defining an open canopy, with scattered non-native annual herbaceous species adjacent. A few isolated native shrub species also occur in the area. Similar to what is created at the San Marcos Campus, the College Grounds Department has taken the opportunity to create a special garden space behind the instruction building of both Southern California natives and other plant species from regions around the world for the Center community to enjoy.

Because the Education Center facility was previously created as commercial development, the site does not have extensive undisturbed native habitats and does not provide extensive high-quality habitat for wildlife species. Overall, wildlife activity on the site is minimal. Common species include small reptiles such as the side-blotched lizard and common songbirds (e.g., black phoebe, northern mockingbird, house finch, lesser goldfinch, song sparrow, oriole), hummingbirds, and American crow. Small mammals on the site and in the area include the desert cottontail and ground squirrels. There are occasional sightings of coyote and bobcats in the area but no report of these mammals seen on the Center site.

## Rancho Bernardo Education Center

Aerial image taken from northwest perspective.





# Fallbrook Education Center

## OVERVIEW

The north/northeast area of the Palomar District, where the Fallbrook Education Center is located, is a growing area of the District creating a need for educational services in the region. The Fallbrook Education Center opened for classes June 11, 2018. The Education Center sits on an 80-acre site that was purchased in 2007 with funds from Proposition M. This Center will help the District provide services in the northernmost sector of its service area.

The Center opened with the mass-grading of the Fallbrook Center, and the construction of the Interim Village that consists of a 20,640-square-foot complex of state-of-the-art modular buildings and more than 700 parking spaces. Included in this Interim Village are two science labs, a computer lab, seven new classrooms, a learning resource center/library, a student lounge, administration space, and more. Located two miles north of Highway 76, on the east side of I-15, the Interim Village represents the first phase of a center designed to serve students from Fallbrook, Bonsall, Vista, and other surrounding communities for years to come.

The design of permanent facilities is in process and will be augmenting the Interim Village. Construction of a 40,000 square-foot, two-story building will begin in 2024. This building will provide substantial amenities to support the current center community as well as the planned expansion of enrollment at the Center. It will house classrooms, a new science lab, computer lab, library, administrative and faculty offices, Student Services, and additional general student support spaces.

Permanent facility construction and development of the Center is planned to incorporate elements of the rich Native American heritage of the region as well as the agricultural roots of the surrounding communities.

The Center is currently providing dual enrollment with local high schools and classes at Camp Pendleton. Current core transfer course offerings include sociology and selected behavioral sciences, business, accounting, biology, chemistry, and health and public safety. Introductory course offerings include the areas of nursing, kinesiology, criminal justice, and emergency medical education.







# FALLBROOK EDUCATION CENTER - EXISTING PLAN 2023

The Fallbrook Education Center is a newly established Center located on a valley floor surrounded by the peaks of the local Monserate Mountain Range within a region known for agriculture. The San Luis Rey River is nearby to the south, running from east to west as it connects to the Pacific Ocean. The Center currently hosts 18 modular buildings of over 20,000 SF, and it will soon welcome its first permanent building, which includes the necessary components of a college education center. The project is a 40,000 square foot, two-story facility that includes classrooms, laboratories, a library, health center, administrative offices, and a student lounge. The new building uses simple forms and clear wayfinding elements to define the edges of the site and provides a new experience at the Center's main entry. Palomar College's Fallbrook Education Center sets a precedent for all future center development.

The central design concept for the new facility focuses on the idea of connecting to place. The design promotes collegiality, active student life, and adaptability as new needs, uses, and technologies evolve over time. Incorporating sustainable systems that support healthy, progressive spaces, and ensure resiliency for the future is a guiding principle in the project's development.



LEGEND

- PROPERTY LINE
- EXISTING FACILITIES
- TEMPORARY FACILITIES
- CURRENTLY IN DESIGN

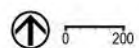
I-15

HORSE RANCH CREEK ROAD

BUILDABLE AREA

RETENTION BASIN

ENVIRONMENTAL PRESERVE



**FALLBROOK EDUCATION CENTER**  
EXISTING CENTER IN 2023



## FALLBROOK EDUCATION CENTER - NEIGHBORHOOD CONTEXT

The Fallbrook Education Center is located in Fallbrook, about 8 miles from the center of town just east of Interstate 15. The Center is accessed from Horse Ranch Creek Road, which serves the adjacent newly developed residential neighborhoods east of the site. A public residential park with sports fields and playground equipment is located directly opposite the Center's main entrance. Rock and shrub covered hilly undeveloped terrain lies immediately south of the Center with the Palomar RC Flyers Flying Fields farther south on Horse Ranch Creek Road. Pala Mesa Resort and Golf Course is on the opposite side of Interstate 15, and Pala Casino Spa Resort is about 6 miles away to the east on route 76.

The surrounding residential area began development about six years ago, so much of the Center's surrounding vicinity is just being developed. Currently, there are no restaurants, convenience stores, or commercial establishments adjacent to the site, and there is no public transportation to the site. The Center is located in proximity to three K-12 school districts including Bonsall USD, Vista USD, and Fallbrook Union High School District.

The history of the region is deeply rooted in Native American culture. The history of these cultures provides the contextual influences for the planning and design of the new education center.

A deep connection to nature, a reverent appreciation for history and culture, and the interplay of natural features inform the organization of the site. The interweaving of mountains and rivers and the awe-inspiring vistas surrounding the Fallbrook area provide context from which the facilities development draws its inspiration.

The long, narrow site is broken into a series of phased developments - or villages - that can adopt a unique identity based on programmatic foci. The villages are connected along a common spine. They offer respite for an individual person and provide opportunities for community engagement. This approach allows the Center to grow over time as population, demand, and economic resources expand. Based on these values, the Center strives to create a unique community environment that is a beautiful place for learning.




## OBSERVATIONS

- The Center is conveniently accessible to other community residents being immediately adjacent to I-15
- There are significant natural features easily visible that add to the beauty and tranquility of the Center
- There is substantial residential development continuing to progress in the region
- Above the Center to the east, is a residential neighborhood that overlooks the site
- Diverse cultures in Fallbrook and the surrounding communities provide an opportunity for the Center to be a node of community interaction

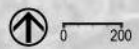


**LEGEND**

- PROPERTY LINE ---
-  PARK



HORSE CREEK RIDGE  
COUNTY PARK



**FALLBROOK EDUCATION  
CENTER**  
NEIGHBORHOOD CONTEXT

# FALLBROOK EDUCATION CENTER - TOPOGRAPHY

The Fallbrook Education Center lies in a valley surrounded by the foothills of northern San Diego County with the Palomar Mountain Range to the northeast. The 80-acre site has been graded to be a relatively flat pad on which permanent educational facilities will be developed in future years. Roads and parking have been built to accommodate the interim village and support future permanent educational facilities.

The Center site currently includes a native planting area of approximately 25 acres in the southern portion of the property. The Native Area consists of a mixture of non-native and wetland habitats. To avoid wetland impacts, no development is proposed in this area. The limits of the development footprint are set back a distance of 50 feet from wetland habitat areas that are located within the native planted area.

## OBSERVATIONS

- The eighty-acre site has gradual elevation change
- Adjacent roads also have little elevation change
- The valley setting allows for vistas of the surrounding hills





**FALLBROOK EDUCATION  
CENTER**  
TOPOGRAPHY



**LEGEND**

- PROPERTY LINE
- EXISTING FACILITIES
- TEMPORARY FACILITIES
- CURRENTLY IN DESIGN

## FALLBROOK EDUCATION CENTER - INFRASTRUCTURE

The location of key equipment and routes of underground main lines on the Fallbrook Education Center are illustrated by the graphic on the opposing page. Storm water will be collected throughout the site. A combination of pervious and impervious surfaces are being considered. Drainage shall be designed to drain to landscaped areas, collect, treat, and retain per regulations. Bio-filtration basins are being considered as a method to provide water quality treatment. Drainage patterns in the existing configuration generally drain north-west to south-east to an existing storm drain system that ultimately connects at the southern part of the Center. This same pattern will be maintained.

The current site contains existing infrastructure to serve the proposed site development. Separate domestic and fire water mains surround the project site. Domestic water and fire services will serve the project from these existing mains. It is likely that at least one on-site fire hydrant will be required. An irrigation system will be fully re-designed to serve the site. Existing sewer lines should be able to serve the proposed education center building. Existing electrical and gas are located near the project site. Electrical service to the site will be supplied by San Diego Gas and Electric (SDG&E). Natural gas will be supplied from existing gas lines near the project site.

## OBSERVATIONS

- The existing network of utility pathways align with circulation routes and work with the topography
- Storm water from the project site will be collected within a storm drain that traverses the site and a vegetated swale located along the western boundary of the site

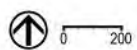


# FALLBROOK EDUCATION CENTER

## INFRASTRUCTURE

### LEGEND

- PROPERTY LINE
- FACILITIES
- STORM DRAIN
- GAS
- SANITARY SEWER
- FIRE AND DOMESTIC WATER
- IRRIGATION WATER
- WELL





# FALLBROOK EDUCATION CENTER - FACILITIES CONDITIONS

The Fallbrook Education Center was opened for classes in June 2018 with a village of modular-constructed classrooms, lab, library, administration, and student support spaces. The modular structures include state-of-the-art equipment, technology, and furnishings that support a variety of up-to-date instructional modalities including hybrid classes. These modular buildings are still in very good condition. Because the Center was closed for much of 2020 and 2021, the facility has had very little wear since its opening. The new building on the site will augment the Interim Village with well-fitted, high-quality space for additional programs, classes, and student support.

## OBSERVATIONS

- The modular structures and the furnishings are in very good condition
- The design of the new building will further develop both indoor and outdoor spaces expanding future opportunities for the Center
- The entire facility provides code-compliant access to all spaces from the building including travel from parking areas

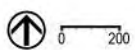


**FALLBROOK EDUCATION  
CENTER**  
FACILITIES CONDITIONS



**LEGEND**

- PROPERTY LINE
- GOOD CONDITION
- FAIR CONDITION
- POOR CONDITION



## FALLBROOK EDUCATION CENTER - PEDESTRIAN CIRCULATION

The Fallbrook Education Center is in the preliminary stages of development with the first permanent building being constructed in the next few years. Currently there is a 20,640 square foot modular village with state-of-the-art instructional and support spaces at the Center, and therefore pedestrian circulation is primarily focused from the center parking lot to these buildings. Pedestrian pathways are well marked from the parking lots, with accessible hardscape between all buildings and services on site.

There is a walking path along the west side of Horse Ranch Creek Road which connects to the sidewalks that occur along the entrance roads. The walking paths continue along the access road throughout the site. There are also sidewalks along the east side of the parking lots.

Ease of pedestrian circulation between the existing modular village and the new instructional building was a major consideration in planning out the next phase of the site and landscaping. A revised visible entry point and gathering plaza is proposed where the existing Interim Village axis walk and parking lot currently intersect. Once a guest has entered the gathering plaza, clear axial routes to major pedestrian hubs of the Campus become evident. The primary pedestrian walkway guides visitors to the library. The east-west axis provides

connection between key instructional spaces and the heart of the modular village to the central core of student support which includes nutrition center, health center, bookstore, and student services. The large, linear bioretention basin at the entry provides stormwater retention and becomes a focal sculptural feature along the pedestrian entrance to the phase 2 core. After passing over the bioretention basin entry bridge, the pedestrians move into a courtyard space created at the junction of the basin bridge, existing center walkway, new building entry, and linear walkway between the new building and existing modular structures. A major landscaped walkway, partially covered by the new structure, provides easy wayfinding and circulation between the new building and classes in the existing modular classrooms.

### OBSERVATIONS

- The relatively small footprint allows for easy pedestrian access to site
- The primary pathway spans from the parking lot to the west
- The community access to the site is enhanced by walking path along Horse Ranch Creek Rd
- The major vehicular entrance through the middle of the site creates a potential pedestrian barrier
- Wayfinding is supported by proximity and visibility of site amenities



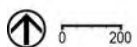


**FALLBROOK EDUCATION  
CENTER**  
PEDESTRIAN CIRCULATION



**LEGEND**

- PROPERTY LINE---
- FACILITIES
- PEDESTRIAN CIRCULATION
- PEDESTRIAN/VEHICLE CONFLICTS
- SURFACE PARKING LOT



## FALLBROOK EDUCATION CENTER - VEHICULAR CIRCULATION

Access to the Fallbrook Education Center is off Horse Ranch Creek Road, about four miles from the Interstate 15 exit at route 76. The site is entered on Gold Palomino Way which brings vehicular traffic to a roundabout with road options to turn either north or south. The Center is in the early stages of development with the first permanent building being constructed in the next few years. Enrollment growth at this site has slowed after the COVID-19 Pandemic caused the closure of the Center, so there is currently a low volume of vehicular traffic.

The main vehicular road runs north and south along the usable portion of the site with adjacent parking accessed from several points along this road. There is a second access point to Horse Ranch Creek Road, which currently serves for emergency vehicle access, but will eventually provide a connection out of the Center as traffic increases. There is also a divided road running along the south end of the site parallel to Gold Palomino Way that is not yet connected to Horse Ranch Creek Road. It is anticipated that in the future as the facilities and use of the site develop, this connection will be completed to Horse Ranch Creek Road for emergency access and daily use traffic. This circulation path will support additional traffic flow that comes with future development or special programs that take place in the southern portion of the site.

Currently, there are 679 parking spaces with photovoltaics installed over the spaces closest to the existing Interim Village in the center of the site. Parking is planned and constructed for the future growth and buildout of the Center. There is no on-site public transportation at this time.

### OBSERVATIONS

- Close proximity to I-15 freeway
- Low volume of vehicular traffic
- Volume of vehicular traffic likely to increase substantially over time as more facilities and more students are added to the site
- No public transportation currently available

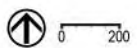


**FALLBROOK EDUCATION  
CENTER**  
VEHICULAR CIRCULATION AND  
PARKING



**LEGEND**

- PROPERTY LINE-----
- FACILITIES
- VEHICULAR CIRCULATION
- SURFACE PARKING LOT





# FALLBROOK EDUCATION CENTER - EMERGENCY CIRCULATION

The Fallbrook Education Center has a loop road around the site which provides access for emergency vehicles with three access points to Horse Ranch Creel Road. There are two emergency access drives, one on each side of the Interim Village and the new building complex that meet local fire safety requirements. As the Center grows, access will be provided as necessary to accommodate future development.

## OBSERVATIONS

- Primary emergency circulation via loop road
- Villages will be developed with dedicated access as required

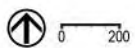


**FALLBROOK EDUCATION  
CENTER**  
EMERGENCY CIRCULATION



**LEGEND**

- PROPERTY LINE---
- FACILITIES
- FIRE ACCESS



## FALLBROOK EDUCATION CENTER - VIEWS

Views both into a site and out towards the community and surrounding landscape provide important insight for opportunities to develop or redevelop a site. Views can enhance the experience on a site or present a positive vista or impression for others experiencing the site from outside the Center but conversely, views can also create a negative experience if views are not considered in planning site development.

### VEWS IN:

The Fallbrook Education Center is about 4 miles off the interstate 15 at Route 76. Those driving can currently see the photovoltaic panels and modulators beyond from the freeway, if intentionally searching for the Center. The Center parking lot can be accessed from Horse Ranch Creek Road. There are multiple housing developments across from the site.

### VEWS OUT:

The immediate short-range views from the buildings at the Center are of the surrounding planter areas and pathways. With the construction of the new permanent facility there will be landscaped outdoor classroom space and additional plaza spaces for students. Because the Center sits on the valley floor, the views out to the hills and mountains on the east have been maximized from most of the main spaces in the buildings.

## OBSERVATIONS

- Views from the building are maximized by taking advantage of the landscaping and surrounding mountains.
- While currently there is minimal development on the site, the proximity to interstate 15 with views directly to the education center from traffic on the freeway provides a great opportunity to create a positive impression and advertising for the Center.



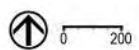


FALLBROOK EDUCATION  
CENTER  
VIEWS



LEGEND

- PROPERTY LINE
- EXISTING FACILITIES
- TEMPORARY FACILITIES
- CURRENTLY IN DESIGN



## FALLBROOK EDUCATION CENTER - CLIMATE

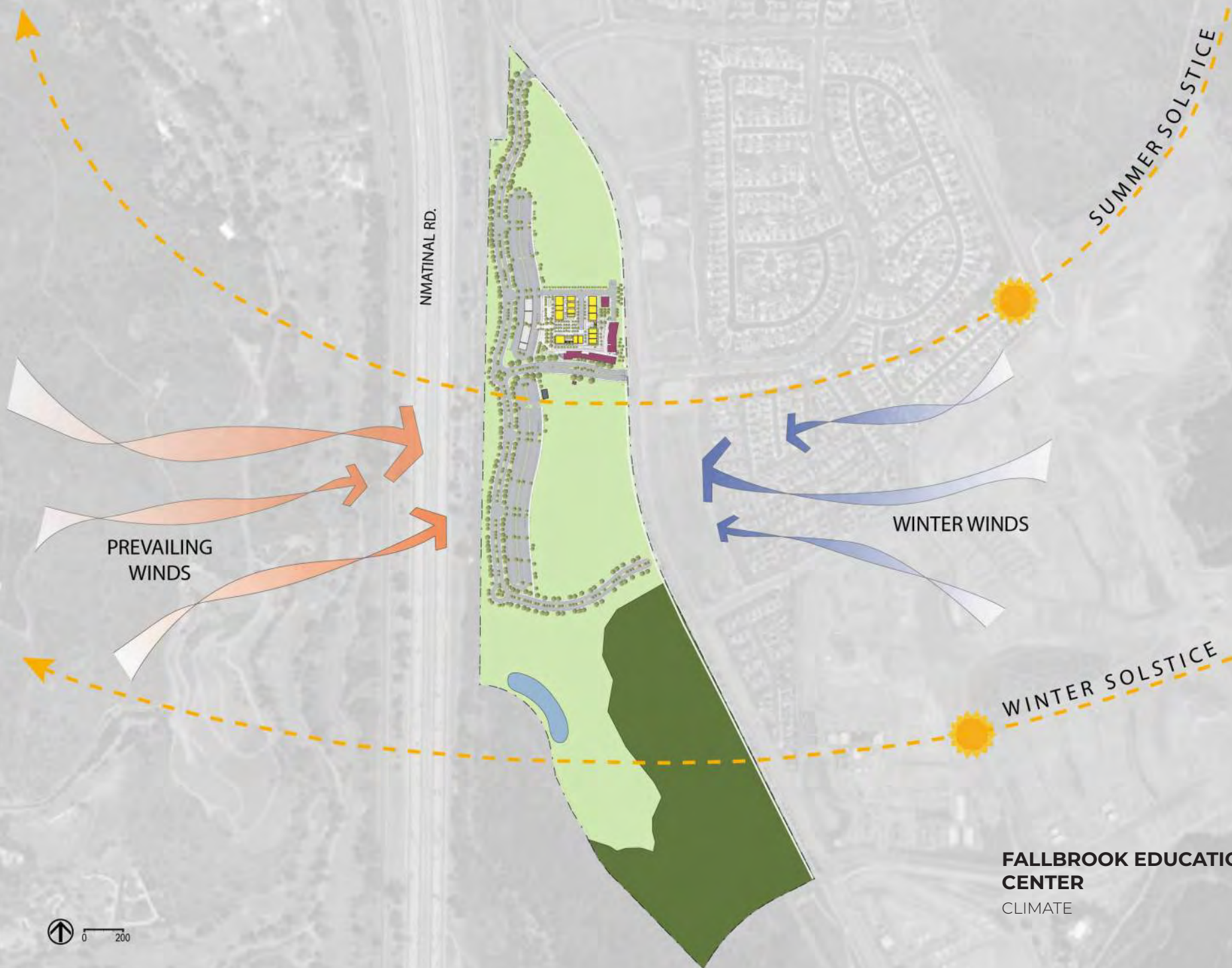
Understanding the climate parameters of a place is essential to designing an efficient, effective, and healthy building with comfortable outdoor spaces. Knowing where the sun will be throughout the day during, different times of the year, helps designers plan for good daylight in space while avoiding heat gain and glare. Knowing the high and low temperatures will inform how much heating and cooling a space will need. Knowing where the winds are coming from and how strong they are can help designers determine if natural ventilation is a good option for the building design and the best locations for outdoor social spaces. Knowing how much snow and precipitation might affect the site will not only impact the structural and landscape designs, but also indicate if rainwater collection could be an effective strategy to help reduce the amount of potable water used.

The climate in Fallbrook is characterized by winters that are long, cool, and partly cloudy and summers that are short, warm, arid, and mostly sunny. Average temperatures range from the low 40s to the mid 80s with low temperature dipping into the 30s and high temperature occasionally into the 90s. Most of the rain falls October to April with February typically being the wettest month. The average rainfall is less than 12 inches per year, and no snowfall is expected. Although mild winds come from the west most of the year, and

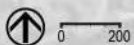
slightly stronger winds come from the east during the winter, at the site, the wind is typically strong flowing from the south to north up through the valley.

The Fallbrook Education Center is in a newly developed area with more than average asphalt contributing to a heat island effect that will make the temperatures on the Center feel warmer than surrounding areas. This Center will benefit from more trees and the maturity of trees over time.





**FALLBROOK EDUCATION  
CENTER**  
CLIMATE





## FALLBROOK EDUCATION CENTER - VEGETATION + SPECIES

The *Fallbrook 40* project is comprised of a revised site entry, a student services entry plaza, linear walkways, and courtyards created between newly constructed buildings and existing Interim Village buildings, agricultural and community garden areas, perimeter street and parking lot planting, and peripheral areas of planting.

The overall design approach for the Fallbrook Education Center's new permanent building is to develop building landscape elements to become an integrated extension of the existing Interim Village and future Palomar Fallbrook Center development. The new landscaping intends to define and enhance the visible entry to the site, develop accessible pathways to foster center connectivity, and connect to the existing site and surrounding community.

A revised visible site entry point and gathering plaza is proposed where the existing Interim Village axis walk and parking lot intersect. Once a visitor has entered the gathering plaza, they are led to the Interim Village or new building entry, allowing for ease of navigation. Furnished outdoor spaces are provided to serve as waiting and gathering areas along the north edge of linear walkway. Concrete seat steps are incorporated at the southeast end, providing students and visitors with an opportunity to connect with the landscape and reflect on their surroundings.

A series of outdoor spaces will be created along the walkways between the proposed buildings and existing temporary structures. Multiple sized seating areas, tree rows, and plantings create an inviting space to move through or stop and linger. Smaller seating areas will be incorporated to accommodate 1-2 people for a quiet or focused place, while other spaces will be created for more social, larger groups of 4-6. A fountain is proposed at one of the building nodes as a sculptural and calming, cooling element. The different levels of outdoor spaces will provide comfortable and inviting areas that encourage students to stay on the education site at all times of the day.

Agricultural gardens are proposed at site storage and receiving. At the north end of pedestrian flow, a garden of low plantings and trees in decomposed granite will begin to reference the transition to an agricultural zone. Continuing north, raised garden beds and groves of fruit trees are proposed in decomposed granite. A grove of citrus or avocado trees and grape vine trellises will extend beyond the garden area toward the street and along the service drive. These serve to provide visual interest from the street and large window in the second story library building, while tying the project site back to the Center and Fallbrook's agricultural history.





## Fallbrook Education Center

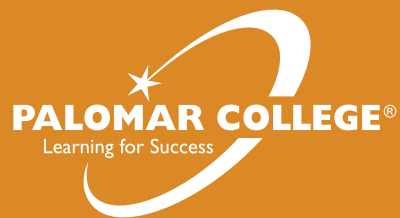
Aerial image taken from southeast perspective.











## FACILITIES VISION PLAN

# SECTION 2.3

## FRAMEWORK FOR FACILITIES RECOMMENDATIONS



# FACILITIES IMPLICATIONS FOR VISION PLAN GOALS

## FACILITY IMPLICATIONS FOR *EDUCATIONAL* VISION PLAN GOALS

The EFP Task Force identified the facilities, as well as the descriptive facility attributes and campus environments, that are needed to meet the five *Educational Vision Plan (EVP)* goals. These facility implications align the *Facilities Vision Plan (FVP)* with the *EVP* and have provided guidance for the development of the *FVP* projects and site concept plan development. The facilities project list identifies the specific *EVP* goal or goals that are addressed with each recommended project.

The vision planning process also included 71 listening sessions with both internal and external stakeholders. Input from these listening sessions mirrored the needs and vision for Palomar's educational sites. Themes from the sessions are included in this section and were used as a guide in developing the facility project and site development recommendations.

The results of the implications for facilities supporting the *EVP* goals and linkages between the *FVP* and *EVP* based on Listening Session themes are presented in the following section.



## FACILITY IMPLICATIONS FOR *EDUCATIONAL* VISION PLAN GOALS (CONT.)

**Goal 1: Reimagine and redesign instruction and student services to increase student success.**

### *Implications for Facilities:*

- Create common lounge areas and collaboration space for students.
- Create large, indoor and outdoor technology-rich meeting and event spaces such as an amphitheater, quad, and large meeting rooms for both college and community use.
- Create a University Center to host external partners.
- Develop instructional neighborhoods that are aligned with academic pathways.
- Provide technology-enhanced space to support students, faculty, and learning (e.g., charging stations).
- Create production studios for instructional content creation by faculty and students.
- Remove old, outdated buildings in poor condition such as the Art and Music buildings that are no longer viable for instruction and replace with sustainable structures that support current instructional approaches and collaboration and access.
- Provide facilities to accommodate centralized services for students such as a One-Stop Student Services Complex with well-designed circulation and minimal travel between key waypoints.
- Design facilities that inspire students, faculty, staff, and visitors.
- Incorporate large-scale artwork in indoor and outdoor environments.
- Design “sticky spaces” including food venues, recreational facilities, and relaxing retreat areas that support students and invite them to stay on campus or at the Centers.
- Develop quiet, meditative spaces.
- Develop a intuitive, multilingual wayfinding system on each educational site starting with a well-defined, welcoming site entry, designated drop-off, and pick-up areas, and easy to find information area with concierge-type services.
- Create collaborative spaces for employees and students.
- Provide facilities to support the Education Centers’ focus and programs.



# FACILITY IMPLICATIONS FOR EDUCATIONAL VISION PLAN GOALS (CONT.)

## Goal 2: Invest in our people and processes.

### Implications for Facilities:

- Create large indoor and outdoor gathering spaces such a campus pub, outdoor quad, and large collaboration lounge that can be used for both informal gatherings and organized events.
- Create facilities that foster a community such as drop-in daycare, playground areas, coffee shop, and eating venue.
- Create educational sites that reflect the diversity of the Campus community with art from different cultures, cultural murals, mediation/prayer/reflection areas, and cultural exhibition space.
- Provide a wayfinding system on every education site that supports equity and universal design.
- Improve facilities for student health services.
- Retrofit older facilities to provide a more equitable quality throughout the District.
- Design for accessibility in all facilities to provide equitable access to education and services.
- Design amenities including gender-neutral restrooms, free parking, pick-up, drop-off zones, and areas for rest.
- Provide better equipped interview rooms.
- Provide Google-style workspace.
- Create spaces to support employee success such as a teaching excellence center, employee housing, and employee study and work areas.
- Design unique, innovative educational sites that encourage creativity with elements such as think-tank rooms, walls that are writing surfaces, and hammocks.
- Display visuals around the education sites that students can relate to and that foster vision, inspiration, and identity.
- Design spaces that provide better connectivity both physically and virtually to foster collaboration, intellectual exchange, and communal interaction.
- Provide spaces that are equipped with state-of-the-art technology.

## FACILITY IMPLICATIONS FOR *EDUCATIONAL* VISION PLAN GOALS (CONT.)

### Goal 3. Optimize enrollment for fiscal stability and growth.

#### *Implications for Facilities:*

- Create options for food service with concepts such as a food court and communal food trucks for campus and community use.
- Create facilities to support members of the College community with children including childcare and playground areas.
- Create facilities for entertainment that draw students and community onto the sites with venues such as movie screens, bowling alley, entertainment center, selfie-spots, makerspace, and skater-friendly space.
- Create space for community use.
- Design wayfinding elements that accommodate a diverse population with prominent entrances, multilingual signage, shaded and universally designed circulation, and art, mural, and landscaping cues.
- Provide robust amenities that reinforce a welcoming atmosphere and address student needs including effective Wi-Fi everywhere, an enrollment/onboarding center, comfortable resting and napping spaces, and a cozy Welcome Center.
- Design environments that incorporate student culture.
- Provide space for student production of promotional materials and social media campaigns.

## FACILITY IMPLICATIONS FOR *EDUCATIONAL* *VISION PLAN* GOALS (CONT.)

### **Goal 4. Strengthen external partnerships and community relationship.**

#### *Implications for Facilities:*

- Create spaces that invite guests to Palomar College such as welcome centers, conference centers, athletic spaces, and university centers.
- Provide solutions for easier access to campus and education sites such as improvements to wayfinding, public transportation, and enhanced universal design.
- Design spaces to expand partnership-based services such as expansion of the CSUSM transfer center and makerspaces for high school and middle school students.
- Design spaces that integrate external partners with Palomar services such as an integrated career center.
- Design flexible, innovative instructional facilities that are aligned with industry standards.
- Provide facilities that are inviting to high school and middle school students.



## FACILITY IMPLICATIONS FOR *EDUCATIONAL* VISION PLAN GOALS (CONT.)

**Goal 5: Build a unified Palomar College district while allowing each location to establish a unique culture and programs to serve its student population and create community connections.**

### *Implications for Facilities:*

- Create common lounge areas and collaboration space for students.
  - Provide space for community use.
  - Provide spaces to address student health.
  - Provide equitable support spaces for all students including daytime and evening students.
  - Provide flexibility in facilities that meet the diverse ergonomic needs of students such as mobile furnishings.
  - Ensure equity in facility quality across the entire district, including infrastructure and instructional support capabilities.
  - Provide spaces of belonging.
  - Design spaces considering the land acknowledgment of Native people.
  - Design spaces that are unique to and address the specific needs of anchor programs of the Centers.
  - Co-locate student support.
  - Design spaces that are light, open, flexible, adaptable, and inviting.
  - Design innovative spaces that are attractive to potential students who are ambitious and eager to learn.
- Create spaces that clearly indicate arrival and communicate welcome and hospitality

# LISTENING SESSIONS FACILITY THEMES

The following common facility themes are from 71 listening sessions that took place during Fall 2022.

## Educational Campus + Center Sites

- Create welcoming, safe, and student-centered educational sites
- Create an environment that recognizes and addresses equity
- Create recognized, prominent entry points into educational sites
- Address wayfinding, Palomar branding, and circulation issues on all sites
- Create attractive views and maximize vistas from the sites
- Create ways to activate the San Marcos Campus in evening hours
- Organize the Campus into appropriate activity zones and adjacencies, and connect with clear and universally accessible pathways
- Address alternative modes of transportation to some educational sites
- Address all accessibility issues
- Plan open spaces that balance greenery/landscaping with hardscape
- Provide more shaded outdoor spaces for instruction, collaboration, and well-being
- Create a cohesive aesthetic and feel to sites with structures, signage, and landscaping

- Integrate art, cultural expression, and performance opportunities in outdoor spaces
- Improve site lighting and address campus safety at all sites
- Create spaces that can feature and reflect the diversity of the District
- Create an exciting educational environment where students want to come

## Indoor Space

- Keep equity and access at the forefront of every space and environment created
- Provide spaces that support a sense of well-being and address ergonomic comfort for all
- Continue support services for food insecurity, Comet Closet, and safe areas for rest
- Additional food service facilities at all sites and in evenings
- Create shared innovative learning environments, such as makerspaces and virtual reality labs
- Provide sufficient student access to open computer labs and printers
- Provide accessible, easy to find student support services
- Provide storage and support space for instructional areas

- Provide sufficient and appropriate space for all programs for future growth
- Create instructional space to be flexible, technology rich, accessible, and comfortable for all
- Provide office space for adjunct faculty
- Provide faculty, staff, and student collaboration and interaction space
- Provide innovative faculty and staff professional development space
- Provide large event/assembly space for both college and community use

## Outdoor Space

- Create outdoor destinations, both large and small for interaction as well as personal quiet time
- Recognize the wonderful opportunity the College has in Southern California and maximize the use of outdoor space by creating outdoor labs, outdoor event space, art display, dining areas, and study space

## Sustainability

- Minimize negative impacts to the environment, including, but not limited to, water pollution, air pollution, waste, energy use, water use, and the heat island effect
- Promote sustainability awareness and education through interpretive design, programming, and research on all college sites

# PROJECTION OF SPACE NEEDS

The *EVP* describes the planned growth rate and the projected enrollment in 2035 for Palomar College. These projections are aligned with the *EVP*'s strategic directions and goals and take into consideration the results of research into the educational planning environment and economic conditions and opportunities.

## *Calculating Space Needs:*

The inventory of facilities is an important tool in planning and managing college campuses. FUSION (Facilities Utilization, Space Inventory Options Net) is a database of all the California Community College facilities that includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for developing the annual five-year construction plans, planning for capital outlay construction projects, projecting future facility needs, and analyzing space utilization.

The California Community Colleges Chancellor's Office (CCCCO) mandates annual updates of the inventory of all facilities in a district. By combining existing and future enrollment and program forecasts with appropriate space standards, space requirements for future needs are developed. Space capacity/load is 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 college programs.

Space capacity/load analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. The analysis of space forms a key planning tool in the facilities planning process.

Space capacity/load analysis typically includes the categories of space in classroom/lecture, laboratory, office, library, AV, radio, TV, and other. The "other" category includes spaces that are not analyzed by the CCCCCO in relation to utilization and efficiency. Some examples of such spaces are physical education, assembly, exhibit, lounge, bookstore, locker rooms, data/technology support, health services, etc.

Generally, the standard for the quantity of space is proportional to student enrollment. While the state provides standards for utilization for more than 60% of space types on a campus, the capacity estimates for non-state standard spaces are based on a combination of factors, the most important being the specific needs of individual institutions identified through educational planning discussions.





# PROJECTION OF SPACE NEEDS (CONT.)

## Space Utilization and Planning:

To determine the amount of space required to support the programmatic needs of a campus, the enrollment and program forecasts are applied to a set of standards for each type of space.

Utilization and space standards for classroom, laboratory, office, library, and audio-visual spaces are governed by California Code of Regulations (CCR), Title 5, Chapter 8, Section 57020–57032, and the Board of Governors of the California Community Colleges Policy on Utilization and Space Standards (September 2010). These standards, when applied to Weekly Student Contact Hours (WSCH), help establish capacity requirements for each student or faculty member. This, in turn, contributes to the overall assignable square footage (ASF) capacity requirement for each space category and the entire building area of the educational site.

The 2022 Space Inventory chart shows the difference between the Adjusted Inventory and 2035 projections, indicating potential space needs or surpluses. The Adjusted Inventory accounts for the demolition of facilities proposed in the *Facilities Vision Plan (FVP) in Vision Plan 2035*. Projected 2035 Space Needs are calculated based on California Department of Education recommendations and enrollment projections from the *Educational Vision Plan (EVP)*. These figures should be considered alongside educational goals, student success metrics, and program

evolution in facilities planning decisions. Variance from prescriptive values may be justified due to program changes or population shifts.

This quantitative analysis aids in facilities planning but doesn't replace consideration of evolving program needs. It estimates future space needs based on projected WSCH, not predicting specific years. The growth forecast anticipates 281,751 WSCH in Fall 2034/35, but this milestone might be reached earlier or later. When achieved, the corresponding may be required.

The space standards are based on the following descriptions and assumptions:

- Utilization standards refer to the amount of time rooms and “stations” (e.g., a desk, laboratory bench, or computer terminal) should be in use. “Utilization” is the amount of time rooms and stations are actually in use. Utilization standards used address utilization on an “hours-per-week” basis.
- Classrooms are available 48 hours per 70-hour week for a campus with less than 140,000 WSCH and 53 hours per 70-hour week for a college size such as Palomar College, with 140,000, or more WSCH and should be occupied, on average, two-thirds of the time. (That occupancy percentage might be achieved by having full classrooms two-thirds of the time and empty classrooms

the remaining time.) Thus, the classroom utilization standard for Palomar College is 35 weekly hours of station use since it generates more than 140,000 WSCH. The utilization standards for laboratories are lower than the classroom utilization standards and varies depending on the type of program the laboratory is serving. While there are multiple ASF standards for different types of laboratory space, for general purposes of space need projections, a median ASF standard is used because exact lab types are not finalized at this point.

- Office space includes academic offices, administrative offices, clerical offices, office service rooms, and conference rooms. The total need for office space is based on FTEF.
- Library space includes stack, staff, and reader station space.
- AV/TV/Instructional Media includes AV, Radio, TV, and technology storage and support spaces.
- Areas such as the main lobby (excluding card catalog area), elevators, stairs, walled corridors, restrooms, and areas accommodating building maintenance services are not deemed usable/assignable.

The tables on the following pages show an estimated amount of space in surplus or needed by 2035.

## PROJECTION OF SPACE NEEDS (CONT.)

**Table 2.** Projection of Space Needs on Palomar College's San Marcos Campus

San Marcos Campus				
Space Type	2022 Space Inventory (ASF)	Adjusted Inventory (ASF)*	Projected 2035 Space Needs (ASF)	Difference Need or (surplus)
Lecture	82,275	67,763	93,748	25,985
Lab	167,667	133,708	112,062	(21,645)
Office	94,606	51,892	112,464	60,572
Library	52,722	46,536	77,888	31,352
AV, Radio, TV	8,693	1,128	19,473	18,345
Other	171,691	149,107	-	-
<b>Total</b>	<b>577,654</b>	<b>425,134</b>	<b>415,635</b>	<b>-</b>

\*After building removals recommended in the FVP development concept, Section 2.4

**Table 3.** Projection of Space Needs on Palomar College's Escondido Education Center

Escondido Education Center				
Space Type	2022 Space Inventory (ASF)	Adjusted Inventory (ASF)*	2035 Space Needs (ASF)	Difference Need or (surplus)
Lecture	23,874	14,774	8,768	(6,006)
Lab	11,863	6,363	12,168	5,805
Office	6,687	5,457	10,875	5,418
Library	4,810	4,810	6,699	1,889
AV, Radio, TV	0	0	2,065	2,065
Other	9,009	4,000	-	-
<b>Total</b>	<b>56,243</b>	<b>35,404</b>	<b>40,575</b>	<b>-</b>

\*After building removals recommended in the FVP development concept, Section 2.4

# PROJECTION OF SPACE NEEDS (CONT.)

**Table 4.** Projection of Space Needs on Palomar College's Rancho Bernardo Education Center

Rancho Bernardo Education Center				
<i>Space Type</i>	<i>2022 Space Inventory (ASF)</i>	<i>Adjusted Inventory (ASF)*</i>	<i>2035 Space Needs (ASF)</i>	<i>Difference Need or (surplus)</i>
Lecture	20,917	20,917	5,990	(14,927)
Lab	14,991	14,991	21,359	6,368
Office	8,181	8,181	10,875	2,694
Library	12,725	12,725	3,990	(8,735)
AV, Radio, TV	0	0	1,233	1,233
Other	7,200	7,200	-	-
<b>Total</b>	<b>64,014</b>	<b>64,014</b>	<b>43,447</b>	<b>-</b>

\*No building removals

**Table 5.** Projection of Space Needs on Palomar College's Fallbrook Education Center

Fallbrook Education Center				
<i>Space Type</i>	<i>2022 Space Inventory (ASF)</i>	<i>Adjusted Inventory (ASF)*</i>	<i>2035 Space Needs (ASF)</i>	<i>Difference Need or (surplus)</i>
Lecture	15,223	8,533	6,449	(2,084)
Lab	4,065	2,243	13,040	10,797
Office	7,223	4,865	15,681	10,816
Library	4,434	3,171	3,990	819
AV, Radio, TV	0	0	1,233	1,233
Other	8,643	4,902	-	-
<b>Total</b>	<b>39,588</b>	<b>23,714</b>	<b>40,393</b>	<b>-</b>

\*After building removals recommended in the FVP development concept, Section 2.4



# BEST FACILITIES PLANNING PRACTICES

The list of best practices for planning the development or redevelopment of a college campus or center site are used to guide the process for creating a college environment that will serve the current and long-term needs of the institution. The best planning practices serve as a lens to evaluate need. To be effective, they must be applied with the awareness of the unique challenges and opportunities that each site brings, as outlined in the environmental analysis.

- Design facilities/sites for the institution's needs
- Create facilities to support the *EVP*
- Improve efficiency and utilization of space + land
- Eliminate non-functional space
- Right-size the centers/sites to address enrollment projections
- Consider flexibility and best use for the future
- Provide universal access and circulation
- Enhance the Campus/Center environment for student success
- Be prudent with resources



# CAMPUS DEVELOPMENT APPROACH AND OPEN SPACE

The Campus development concept approach is the organizational framework that underlies the development of the College's educational sites and creating a college environment that supports the College's goals. The approach to each educational site has emerged from close examination of the unique physical context, characteristics, and existing development of the San Marcos Campus and each of the Centers, considering land use planning, circulation, and open space to organize the site and enhance the college experience.

## SAN MARCOS CAMPUS

The San Marcos Campus redevelopment concept focuses outward to strengthen the relationship of the Campus with its surrounding community, as well as inward to strengthen the Campus' internal organization and connections. A major component of the concept is developing strong primary north-south and east-west pedestrian circulation arteries that will unify the Campus, allow for easy traversing of the existing topography, and provide an intuitive wayfinding system along the major S curves (i.e., splines) that connect all areas of the Campus. The wide north-south tree-lined "main street" will provide a universally-designed connection from the north campus drop-off loop all the way

to the athletics complex on Mission Road with opportunities for student gathering spaces and display along the sides of the walkway. It opens up to a large open space quad for student and community activities and gatherings.

The east-west landscaped pedestrian artery provides clear open circulation along a spline that leads from a new student services building through to a new west parking structure ultimately connecting, via a bridge, to the Arboretum Visitor Center. This walkway will pick up on the Campus's Arboretum designation providing plant-themed gardens along the circulation pathway. Building destinations will be organized along these major splines to assist in campus navigation.

Parking should be located in a holistic manner, not just serving any one building or area of the Campus. In this redevelopment concept, parking would be strategically distributed throughout the Campus, well-connected to vehicular circulation entrances, and well-connected by primary internal circulation pathways. A major campus organizational modification in the plan is to move the Campus parking inside of Comet Circle to avoid pedestrian circulation crossing of the busy campus loop road. The addition of a second parking structure on the east

side of the Campus will not only provide additional parking for the east and south areas of campus but will also provide vertical circulation in an area of the Campus where the topographical grade change is steepest.

Vehicular entrances into the Campus will be redeveloped with more prominence and clear signage along with drop-off loops both in the north and south to allow for easier access for ride share and special needs support. Comet Circle will become a two-way road to allow for better flow of traffic around the Campus. Bike path circulation will be developed in coordination with the city of San Marcos. A major comprehensive site and building signage system and directories will help with wayfinding on the Campus.

Older buildings, most of which are over 60 years old, costly to maintain, and no longer functional for current needs, are recommended for removal to open up more space and improve campus zoning and circulation. Future program space can be provided in multi-story structures allowing for more outdoor open space on the Campus. Community-centered programs such as athletics and the welcome center are located with high community visibility and access close to Mission Road.

## ESCONDIDO EDUCATION CENTER

The Escondido Education Center was originally a strip shopping center on a busy vehicular artery of Escondido. While upgrades to the facade were completed in 2010, the Center still retains an outdated shopping mall experience with minimal student collaboration space. The redevelopment vision concept for this Center focuses on using a multistory building structure, and instructional building on the north side of the site to provide a positive collegiate impression along busy Valley Parkway. Landscaped student gathering areas are planned for a protected courtyard space on the internal south side of the structure. The ECELS would be moved to a safe protected location to the rear of the site with access off Midway Drive.

This redevelopment of the site will allow for instructional space to be tailored to new and existing anchor programs and include student support spaces, both indoors and outside, that are in alignment with other district sites and the *EVP* educational goals..

## RANCHO BERNARDO EDUCATION CENTER

The Rancho Bernardo Center site concept was clearly developed when it opened in 2018 with the instructional and student support building and a parking structure adjacent to it. The concept of a landscaped outdoor courtyard and garden behind the building continues the College's arboretum approach to creative drought-tolerant landscaping with gathering spaces and nature trails to be enjoyed between classes. It is a relatively small site with a single building, and the circulation to the building is straightforward and works well.

Most of the 2035 vision concept for this site will be focused on redevelopment of internal spaces to support the new instructional anchor programs identified in the *EVP* and additional student support spaces such as a dining venue. The Center does present the opportunity to create a more collegiate atmosphere with additional interior design displays and art. The development concept also includes both interior and exterior signage. An amphitheater could be added to the site to create options for outdoor instruction, support the design and technology center focus, and provide a location for performances and entertainment for student life.

## FALLBROOK EDUCATION CENTER

The Fallbrook Education Center is a geographically open site with lots of opportunity for unique programs. The three entrances establish a circulation loop around the site. Working with those entry locations, parking was established along the west side of the site to allow for the east side towards residential neighbors to remain free from vehicular traffic. This also allowed for several instructional and student focused villages with courtyards linked by a pedestrian circulation pathway. Sustainable programs with specialized instructional space can be placed on the north & south ends of the site with student services and support and general classrooms and labs located in the Center. Entry point monument signs and signage throughout will assist in easy wayfinding.









FACILITIES VISION PLAN  
**SECTION 2.4**  
FACILITIES RECOMMENDATIONS



# Overview

The *Facilities Vision Plan (FVP)* is intended to lay the foundation for the next phase of development for all the District's educational sites. It is the most recent in the District's history of comprehensive planning efforts that link its facilities plans to its educational plans to ensure that facilities and sites are supporting the needs of students and the community.

## BACKGROUND

188

On August 8, 2006, the Palomar College Governing Board adopted a resolution to request that the voters pass Proposition M, a \$694 million proposition to maintain and modernize the then 60-year-old San Marcos Campus and to create new educational opportunities to serve all areas of the Palomar Community College District. The foundation for Proposition M was *Educational Master Plan 2022* and its complementary *Facilities Master Plan 2022* that was published in August 2003. The *FMP* outlined the future development of the San Marcos Campus, as well as the development of other educational opportunities in the District based on educational goals identified in the *EMP*. Proposition M was approved by the voters on November 7,

2006 and subsequently funded through the sale of several series of bonds, with the first series being sold in May 2007. An Independent Citizens' Oversight Committee (ICOC) was established and verified that bond funds were spent as intended and in a prudent manner. *Facilities Master Plan 2022* identified projects to be completed, and an implementation plan was developed to prioritize and start to develop these projects.

## FACILITIES MASTER PLAN 2010 UPDATE

In 2010, updates to both the *Educational Master Plan* and the *Facilities Master Plan* were completed. Many things had changed since the previous plans were developed in 2003, including enrollment trends, educational approaches, state funding availability, student needs, leaps in technology, and swings in economic conditions in California. The *Facilities Master Plan 2010 Update* provided continued direction to develop facilities and meet the needs of students across the District, as well as how to best utilize the remaining Proposition M funds and maximize taxpayer dollars.

## PROGRESS

To date, twenty-two successful projects have been completed, and three more projects are in design and will be completed soon. Two new centers: the Rancho Bernardo Education Center and the Fallbrook Education Center, opened in Summer 2018. They expanded services and support for students farther south and higher north in the District. The Escondido Education Center was redeveloped into a contemporary, student-friendly center.

## EDUCATIONAL AND FACILITIES UPDATE 2018-2019

In 2018, Palomar College recognized that continued changes in the District, the realm of community college education, and the economy made it prudent once again to update both the *Educational and Facilities Master Plans*. *Facilities Master Plan 2019 Update* allowed facility planning to be updated and prioritized based on current educational needs, as well as other critical factors that influenced community colleges then, as outlined in the *Educational Master Plan 2018 Update*.



## ADDRESSING CONTINUING CHANGE

In 2022, as part of its 12-year planning cycle, Palomar College recognized that the landscape of the community college environment was drastically different from previous plans. The COVID-19 Pandemic had an immense impact on college enrollment. Changes in emergent technology, the economy, remote work and teaching, the job market, and society made it necessary to re-envision the educational and facilities planning processes. This led to the development of the Palomar College *Vision Plan 2035*, which incorporates both the *Educational Vision Plan (EVP)* and *Facilities Vision Plan (FVP)*. The *FVP* will allow facility planning to be updated and prioritized based on current educational needs, as well as other critical factors that influence community colleges today, as outlined in the *EVP*. It will ensure that the College best serves its communities and the 11 unified school districts in its service area. It provides direction for site-based facilities development for the various district locations.

Considerations for this *FVP* include:

- Enrollment growth projections and targets
- Analysis of existing facilities and conditions
- Access to sites and educational needs
- Focus on the educational center sites
- Safety and security of sites
- Sustainable and operational efficiencies and the ability to meet the State Net Zero Mandate

The *FVP* continues to bring forth the goal of the *Facilities Master Plan 2010* and *2019 Updates* to establish a sustainable approach to planning and developing facilities that will serve the District's students and communities with safe, accessible, and stimulating learning environments. It provides direction for the development of all the District's sites, including both site-specific building and site projects, as well as district-wide projects that would be implemented on all sites.

The *FVP* continues the implementation of building projects that were first identified in the original *Facilities Master Plan* and the *Facilities Master Plan 2010* and *2019 Updates*, which are still relevant, with modifications to the exact location and concept. It identifies new projects that are needed for the District's education centers. All projects are described at a conceptual level to allow for flexibility to accommodate the constant changes in the educational needs of the community, as well as fluctuations in district resources.

# District-Wide Projects with *Educational Vision Plan* Linkages

The district-wide projects respond to broad initiatives with strategies that would be implemented throughout all of Palomar College's sites. District-wide projects have been identified through broad internal and external stakeholder input gathered during multiple listening sessions during the *Vision Plan 2035* process as well as through the facilities analysis of each campus. The *FVP* recommends a flexible approach to implementation of these projects, which could occur in several phases or together with other projects. Each project includes an initial study and discussions to identify detailed needs, set objectives, and define implementation strategies.

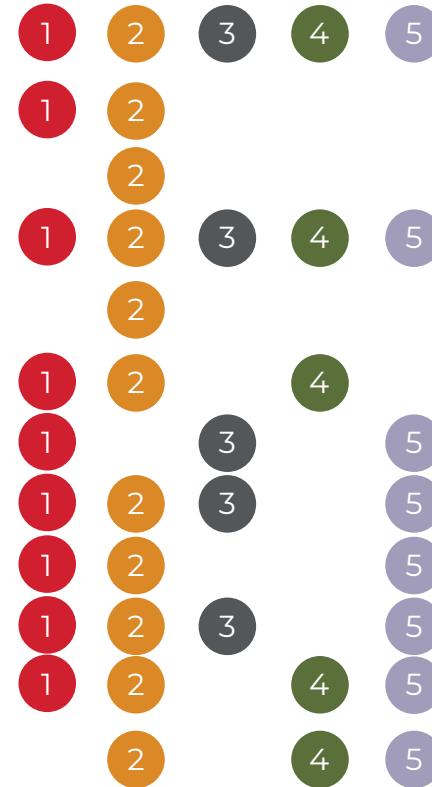
Education Goals are as follows:

- **GOAL 1:** Reimagine and redesign instruction and student services to increase student success.
- **GOAL 2:** Invest in our people and processes.
- **GOAL 3:** Optimize enrollment for fiscal stability and growth.
- **GOAL 4:** Strengthen external partnerships and community relationships.
- **GOAL 5:** Build a unified Palomar College district while allowing each location to establish a unique culture and programs.

## DISTRICT-WIDE PROJECTS:

- Site Signage and Wayfinding (Bilingual or Multilingual)
- Instructional Program Alignment
- Safety and Security Upgrades
- Universal Design Upgrades
- Zero Net Energy Compliance/ Sustainability Upgrades
- Learning Environment Upgrades
- Informal Student Spaces
- Technology Upgrades
- Infrastructure and HVAC Upgrades
- Integration of Art
- Transportation Upgrades
- Acknowledgment of Native land, spaces, and history

## EDUCATIONAL GOALS SUPPORTED:



**SITE SIGNAGE AND WAYFINDING**

- All sites will be studied for improvements to main entrance marquees and other entry features. Basic standards have been developed for parking lot signage, directional signage, building identifiers and electronic kiosks to assist in circulation and movement around all education sites. Site signage and wayfinding will be bilingual or multilingual.

**INSTRUCTIONAL PROGRAM ALIGNMENT**

- With the utilization study completed, space and program needs will be analyzed. This will give the District the ability to adjust and upgrade classrooms to be tailored to instructional needs. Heavy impact at the San Marcos Campus, Escondido Education Center, and Rancho Bernardo Education Center is expected.

**SAFETY AND SECURITY UPGRADES**

- All education sites will be studied for compliance with basic security systems, such as access control, video surveillance and safe lighting levels throughout the District. Projects that will flow from this will be upgrades to door hardware, additional lighting and installation/upgrades to camera locations. Integration will also be addressed.

**UNIVERSAL DESIGN UPGRADES**

- District sites will be studied for compliance with the standards of Universal Design. This will trigger site upgrades to provide a unified circulation pattern across all areas. It will also have an impact on building entrances and the potential addition of automatic door systems.

**ZERO NET ENERGY COMPLIANCE**

- The San Marcos Campus and all educational sites have renewables on site which is the first step in looking at

Zero Net Energy strategies. Analysis will be completed to understand the overall energy usage throughout the District. Energy saving standards will be developed and can be implemented through capital improvement projects or within separate smaller projects. These projects could range from the reduction of natural gas utilities, the addition of electrical heating components, and other measures to reduce energy use so that the District can balance energy needs.

**LEARNING ENVIRONMENT UPGRADES**

- This project will provide instructional infrastructure and equipment in classroom space that does not meet current District standards. This will include power upgrades along with both AV and IT support for new equipment in identified instructional spaces.

**INFORMAL STUDENT SPACES**

- All sites are to house a variety of spaces that support student life and activity. This will include spaces for collaboration, quiet study, and meeting areas for student life activities. These elements will be integrated into outdoor site improvement projects but will also extend into buildings to create informal gathering spaces for student interactions.

**TECHNOLOGY UPGRADES**

- With technology as a backbone to instruction, the education sites infrastructure will need to be maintained and will be in a constant state of upgrade to stay current with wear and tear along with changes in technology. This will range from improvements at all data centers, components within the various IDF rooms along with HVAC infrastructure to support these spaces. Along with this, site infrastructure in vaults, manholes, and the conduit runs will need to be improved.

**INFRASTRUCTURE / HVAC UPGRADES**

- Site infrastructure for new projects will need to be addressed through upgrades. This will include all systems from gas, water, electric service, storm drain, bioretention, and sewer. HVAC equipment on buildings that will remain on education sites will be reaching full life cycle and will need to be prioritized and replaced.

**INTEGRATION OF ART**

- An important theme of listening sessions was to integrate art across the District. The ability to display student art, faculty art and art from the local community will be integrated into all site and building projects within the Vision Plan 2035. These spaces will be linked to student gathering areas and key nodes on education sites for circulation and gathering.

**TRANSPORTATION UPGRADES**

- The goal for transportation upgrades is to create a safer environment for all by minimizing pedestrian crossings of the vehicular traffic. It includes upgrades to bike lanes/paths, vehicular, bus, shuttle, skateboards, and other modes of transportation. The educational sites will focus on this clear delineation of pedestrian and vehicular traffic and integrate bus traffic.

**NATIVE AMERICAN INFLUENCES**

- The Palomar Community College District area encompasses a large area of land that is filled with Native sites and history. All projects within the Vision Plan 2035 will acknowledge this history by including the Palomar College Tribal Liaison in early project development to comprise appropriate means and methods to share and celebrate this history within the sites and projects.





# San Marcos Campus Recommendations

The *FVP* recommendations translate Palomar College's educational vision planning strategies, themes, and needs into a series of building and site recommendations for the future. These recommendations carry forward many of the projects previously identified in the *Facilities Master Plan 2010* and *2019 Updates*. They also add projects to the list that address current needs that have arisen or evolved since the previous planning cycle. These recommendations also address issues and needs identified in the updated site analysis, listening sessions, and challenges that currently face all community colleges, such as changes in pedagogy, post pandemic enrollment, security and safety, climate change, and the need for economic operational efficiencies.



## SAN MARCOS CAMPUS - REMOVALS

Temporary facilities, as well as aged permanent facilities, that are no longer feasible or cost effective to renovate, are recommended for removal and replacement. The decision to renovate or replace an existing facility is often influenced by the limitations that an existing structure or site places on the success of a potential renovation. These factors have been considered by Palomar College in the course of seeking the most effective solutions.

Removal of facilities will be phased to take place as new and renovated space becomes available. In certain circumstances, programs may be temporarily housed in swing space prior to being relocated to long-term facilities. The removal of the following facilities clears the way to improve the utilization of campus land area.

### REMOVALS

- Administration (A)
- Administration Annex (AA/ST)
- Bookstore
- Building F
- Cafe
- Court Building (CT)
- Design and Architecture (DA)
- Disability Resources (DR)
- Disability Support Programs and Services (DSPS)
- Electronics (Q)
- Educational Television (ETV)
- Fashion Design (FD)
- General Instruction (P)
- Health Center (HC)
- Humanities (old P)
- Maintenance and Operations (north M&O)
- Math Tutoring Center (MC)
- Men's Physical Education (M)
- Music and Fine Arts (C)
- Music and Fine Arts (D)
- Police (old)
- Public Affair Office (old PAO)
- Receiving and Storage (RS)
- Student Union (old SU)
- Student Services Center (SSC)
- Swimming Facility and old Pool (SW)
- Temporary Building NA
- Temporary Building NB
- Tutorial Center A (TCA)
- Tutorial Center B (TCB)





## PROJECT LIST W/ CAMPUS CONCEPT PLAN

The project recommendations for the San Marcos Campus are intended to create a campus that supports the success of students and the community. While recommendations are listed individually, the intention is to develop a campus that works holistically and seamlessly to achieve this goal.

Locations for future projects have been identified to determine long-range land use and campus development, but the exact architectural programming and design of each project will be developed during the implementation of the project. Locations of recommended future projects consider student flow and support, zoning of similar activities and uses, and logistics of implementation, including available space and infrastructure. It is essential to note, that the diagrams presented in the FVP are informational and not meant to propose a design change at the current time. Stakeholders will be involved in the programming and design of each project. The photographs shown in this section

are intended to illustrate concepts and ideas to inspire the design based on original input at the time of planning.

- *New Building Projects*

- Student Services Building/Welcome Center
- Student Life/Student Affairs (SL/SA)
- Student Commons/Basic Needs (BN)
- Advanced Manufacturing Center (AMC) and ITC/I Remodel
- Center for Arts and Music (CAM)
- Instructional Buildings
- Professional Development Center (PDC)
- Arboretum Visitor Center and Nursery
- Second Parking Structure/Tennis
- Gym and Kinesiology Center
- Aquatics Center
- Baseball Support
- Soccer Support
- Housing

- *Renovation Projects*

- Library (LL) Repurposing and Renovation
- Dome (G) Renovation

- Wellness/Fitness Center (WFC) Renovation
- Practice Field & Track
- Recycling and Waste Center Upgrades

- *Circulation Projects*

- New North-South Main Pedestrian Walkway
- Main Campus Entrances
- North Drop-off Loop
- South Drop-off by Mission Rd Entry
- Vehicular Loop Road Relocation
- Circulation Upgrades
- Signage and Wayfinding Campus Plan

- *Landscape Projects*

- New North-South Main Pedestrian Walkway
- North Entry Plaza and Amphitheater Seating
- Exhibition Art and Sculpture Garden
- Dome Outdoor Gathering Plaza
- Completion of Arboretum Trail System







# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## STUDENT SERVICES BUILDING / WELCOME CENTER

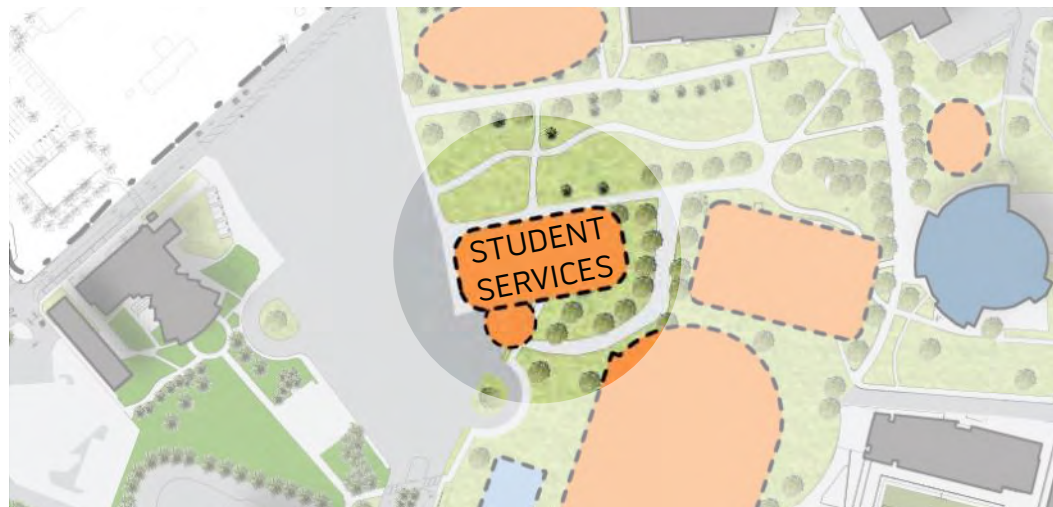
A new Student Services building is recommended to increase students' access to information and enhance the delivery of comprehensive student support services. The new building would provide improved, functional space to address the needs of current and growing student populations and is aligned with improving on-boarding of students and providing easy access to student support. To support furthering student education, a University Center will aid in connecting students to resources and assisting them in their transfer process. The new facilities would be designed as a one-stop facility with innovative service delivery models that are student-centered, seamless, efficient, and augment the guided pathways strategy being implemented by the District.

The Facilities Master Plan 2019 Update had planned for the new Student

Services facility to be a renovation project, located in the existing LL Building, after the new Library and Learning Resource Center was constructed. After further consideration and investigation it became clear that the LL Building would not be the ideal solution for this critical component of the Campus.

Student Services needs to be in a prominent, public-facing location. The

building should be transparent and welcoming to visitors which includes pedestrian accessibility and adjacencies for vehicular drop-off. The LL Building is an interior campus building with poor accommodations for site accessibility and has a very opaque facade. It is not ideally suited to accommodate the needs of Student Services now or in the future. The new proposed location at the south of campus provides an immediate



connection for first-time visitors and will signal a warm Palomar welcome to all who arrive at this entrance which is a primary public arrival point. It's location will provide ample parking and good pedestrian access along major routes of campus circulation. This location is planned to be adjacent to the Arboretum Extension which will provide wayfinding and outdoor gathering spaces to support the goals and objectives of Student Services in engaging students in campus life.

The Student Services building would be designed and built to standards for sustainability, developed to meet the goals of Palomar's Zero Net Energy initiative. Sustainable strategies, such as Zero Net Energy Compliance and Sustainability Upgrades, would optimize comfort while lessening the use of energy in this new building.

The programming and design of this approximately 65-70,000 square foot facility will be updated with stakeholder input closer to the implementation of the project.





# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## STUDENT LIFE & LEADERSHIP (SL)

The new Student Life and Leadership Center would be the Campus hub for students and their activities outside the classroom. It would provide places for students to socialize and forge connections that keep them engaged with academic life, through involvement in student government, clubs, and activities, while having close access to the many basic needs support services offered by the College and community. The Student Life and Leadership Center would be supported by outdoor spaces, including the new campus quad, that are designed for informal gathering, events, and performances. To equitably accommodate students throughout the day, indoor and outdoor spaces would be designed for both daytime and evening use.

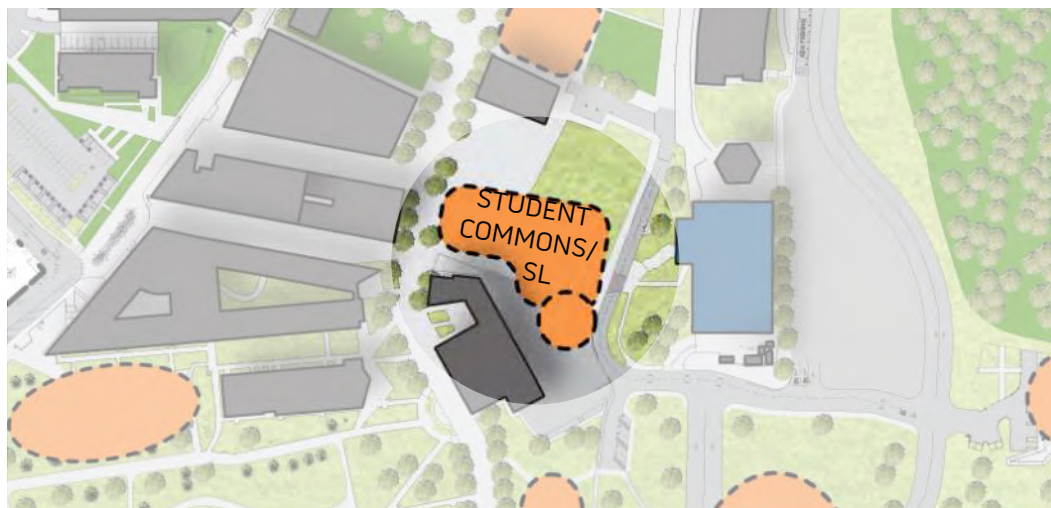
The Student Life/Student Affairs Center would be adjacent to the new Student Commons/Bookstore building. The new

Student Life/Student Affairs Center would include a variety of spaces and staff offices to serve students and accommodate individual student groups and organizations, including but not limited to the following:

- Associated Student Government Office
- Basic Needs Hub
- Synergy Center and Inter-Club Council

- Office of Student Affairs
- Indoor and outdoor gathering, activity, and meeting spaces

The programming and design of this approximately 30,000 square foot facility will be updated with stakeholder input closer to the implementation of the project.





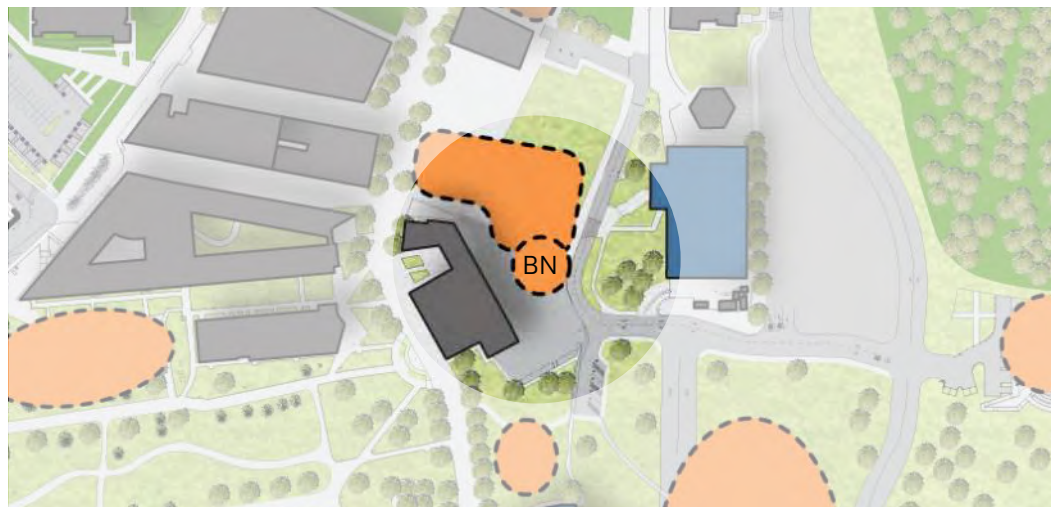


# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## STUDENT COMMONS / BASIC NEEDS (BN)

Formally referred to as the Student Union Phase 2 in the *Facilities Master Plan 2010 Update*, this project would replace inadequate old space on campus, renovate existing space, and construct vibrant new, student-centered space to meet the needs of the growing student population and respond to student input requesting more services that are open during the evening hours. The existing food services area would be remodeled or replaced to be a larger modern food court. The bookstore would be renovated, enabling it to be a full-service facility to students. Additional club rooms, collaboration space, and a multipurpose meeting space/gathering space could be added to the Student Union, providing facilities for student and community services and events. These additional spaces would be determined in collaboration with the user groups at the time of project design and implementation.

The programming and design of this approximately 11,500 square foot facility will be updated with stakeholder input closer to the implementation of the project.









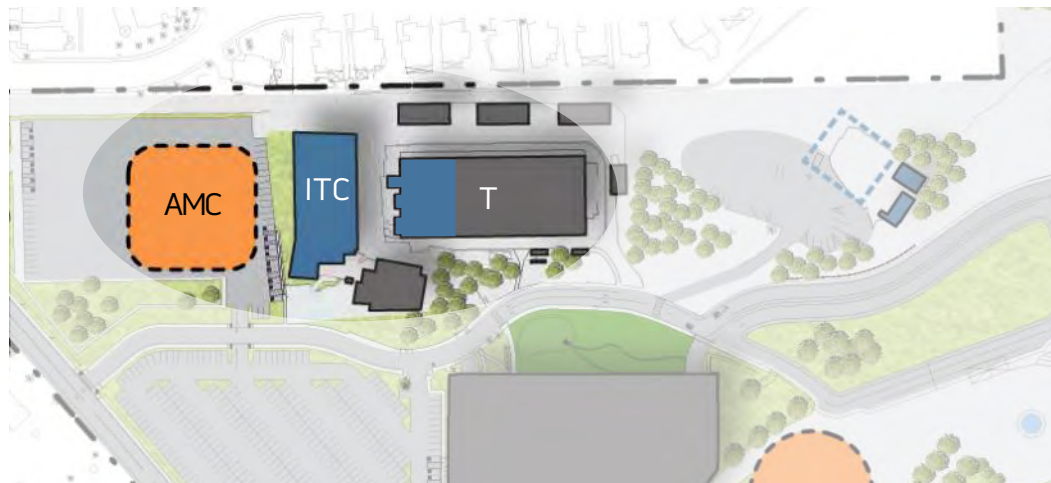
## CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

### ADVANCED MANUFACTURING CENTER (AMC) AND REMODEL OF BLDGS ITC/T

The new Advanced Manufacturing Center (AMC) would expand and modernize the instructional space of the Industrial Technology programs. This is needed to teach skills related to current and emerging technologies in these rapidly changing disciplines, employ up-to-date instructional and workshop safety technologies, and meet the demand for enrollment in these programs. In addition to building the new AMC, this project would renovate and repurpose existing space in the Industrial Technology Center (ITC) and T Building. The new AMC would house space for the Welding, Diesel Technology, and Advanced Machining Programs. Space in the existing ITC would be renovated and repurposed for the Automotive Technology and Water Technology Programs. The additional laboratory space in both facilities would support the expansion of these disciplines into growing fields,

including technologies for alternative fuel, autonomous vehicles, robotics for manufacturing, and computer numerical control (CNC) machining. The new AMC facility would be constructed next to the existing ITC, with the potential to be directly connected to the ITC on several levels. On the ground level, outdoor laboratory and support space would be located with direct access to indoor laboratories. Likewise, storage for tools, consumable materials, and student projects would be located

for quick access from the laboratories. Classrooms, computer laboratories, and offices would be located above the ground level of this multi-story facility. The programs would share classrooms and labs, such as a fabrication laboratory, providing students with a cross-discipline learning environment and opportunities to expand their skills and career options. The programming and design of this approximately 60,000 square foot complex will be updated with stakeholder input closer to the implementation of the project.





# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## CENTER FOR ARTS AND MUSIC (CAM)

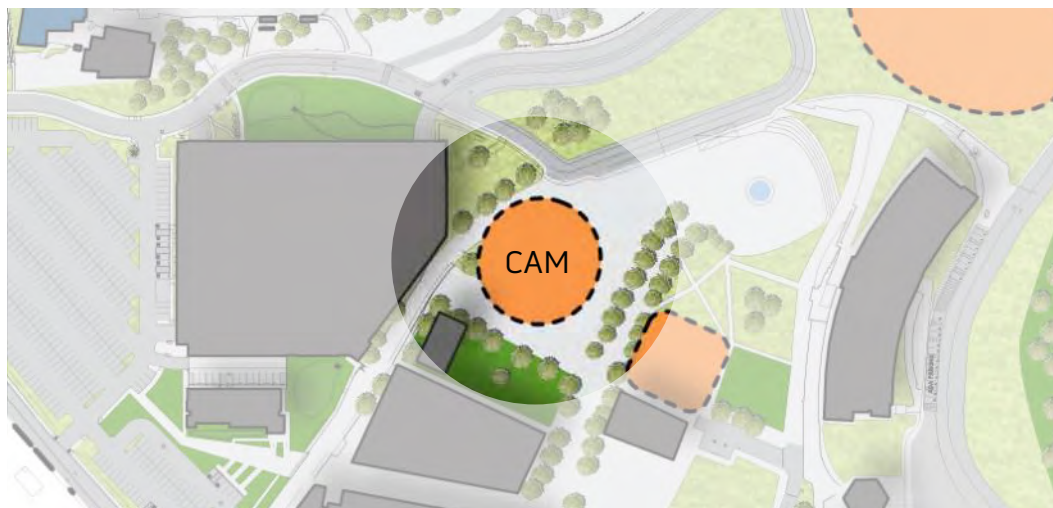
The new Center for Arts & Music would house Visual, Digital Media, and Music Arts programs. The project would provide instructional space, offices, and exhibit facilities for a variety of art-related programs such as Fine Arts, Graphic Arts and Design, Multimedia, Commercial/Digital Music, Photography, Communications, Cinema, and Radio/TV.

The project would also include support facilities such as kilns, foundry, wood shop, storage, etc. Exhibit space in the new building could include gallery space and sculpture gardens that integrate and support theater and music events. Other spaces would be designed to provide integration and cross-pollination between diverse artistic influences.

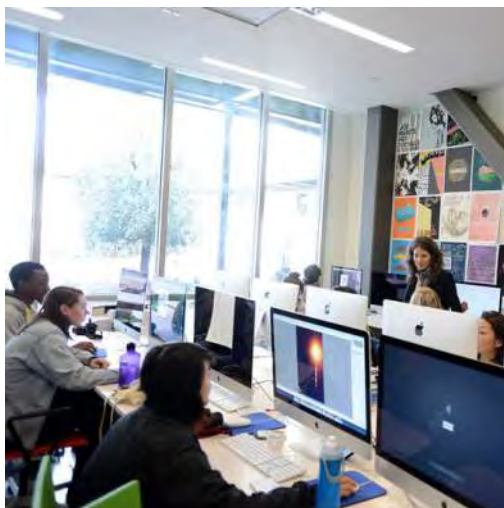
This new facility would replace and expand upon the current buildings in the southwest quadrant of campus. By moving these facilities to the north close to the new parking structure, these

instructional spaces would move into the instructional zone in the northern part of the Campus and better integrate these students and faculty into campus life. The liveliness and creativity of these programs will also enrich the experience of all students in this northern instructional zone of the Campus.

The programming and design of this new multi-story, approximately 90,000 sf building or building complex will be developed in more detail with the input of relevant stakeholders.







# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## INSTRUCTIONAL BUILDINGS

When Building F and Building P are demolished to make room for outdoor gathering space and connections between Student Life and the instructional programs on campus, some additional instructional space will be required in this zone. Some of the programs being taught in the F and P buildings will be relocated in the Center for Arts & Music or to other existing buildings as Palomar optimizes its use of existing facilities.

For those programs for which an appropriate location elsewhere on campus is not identified, it is proposed that a small instructional building be added. It may also serve as a fulcrum in the northern instructional zone of the Campus for interdisciplinary needs and programs. Specifics of the requirements for this building will need to be developed with relevant stakeholders as the implementation of the vision plan progresses.







INSPIRATIONAL  
IMAGERY

9/27/23



# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

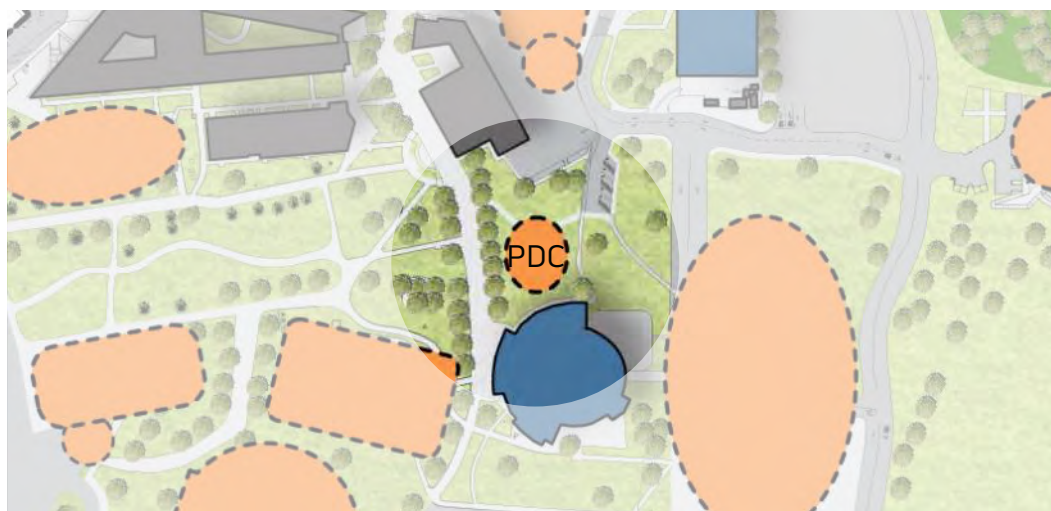
## PROFESSIONAL DEVELOPMENT CENTER (PDC)

The Professional Development Center would provide quality programs, services, training, and resources to faculty and staff, promoting best instructional practices, innovation, interdisciplinary collaboration, and equity of access. The facility would include flexible meeting and workshop venues, a hands-on training center with the latest instructional technology tools and equipment used in today's classrooms, an open technology lab, an audio/visual recording studio for lecture capture for online courses, a research library, and a permanent large meeting space for Faculty Senate.

The facility would also include experimental instructional mock-up classrooms where faculty and staff can examine, research, and test new instructional technology, furniture,

physical features, and pedagogies for advancement in teaching and learning.

The programming and design of the approximately 15,000 square foot facility will be developed with stakeholder input closer to the implementation of the project.





# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## ARBORETUM VISITOR CENTER AND NURSERY

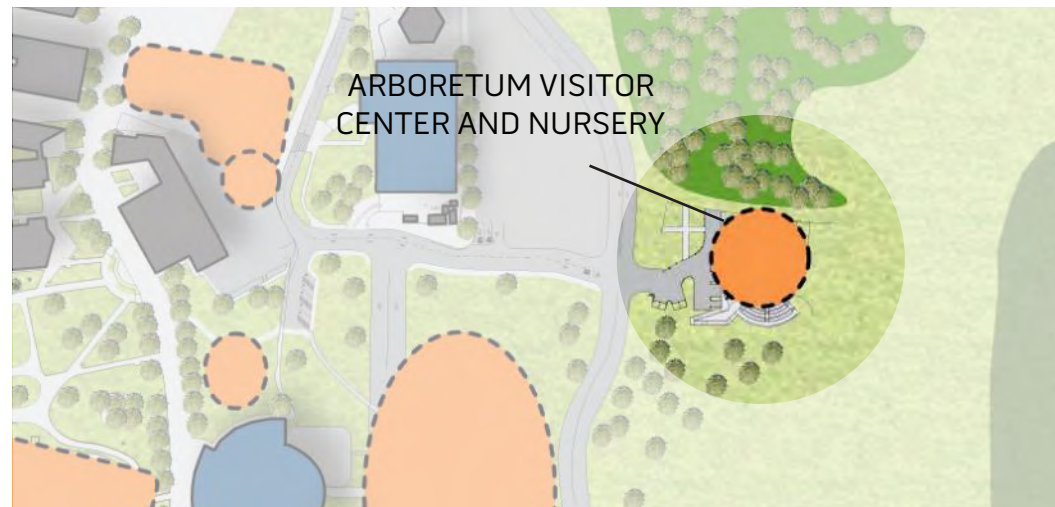
The visitor center and nursery will be located at the start of the accessible Arboretum Trail System. The visitor center will provide information and serve as an education center to students, faculty, and staff, as well as the community and visitors. Here people can get information on the extensive plant species collection and conservation approach of the Palomar Community College District.

The facility will include displays, special plant examples, and an outdoor classroom. It will provide an opportunity to showcase and share specific botanical, and often endangered, plants and demonstrate the importance of responsible landscaping with non-invasive and climate-appropriate plant specimens.

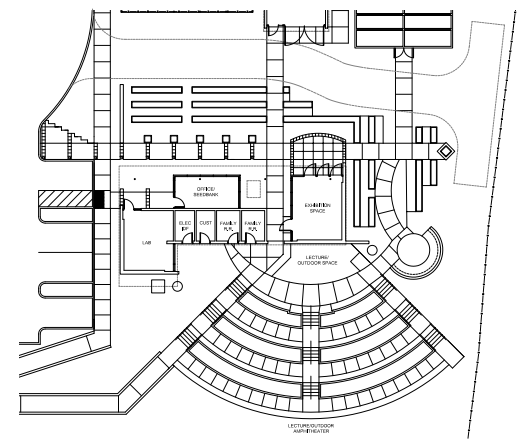
The nursery will include a greenhouse, hot house, shade house, and a seed bank, which will allow the College to collect and cultivate plants for use district-wide. It

will also expand the District's Arboretum and Botanical Garden's heritage. Visitor parking, including space for school buses, will be part of the facility.

Final details of the approximately 9,500 square foot facility will be updated at the start of project implementation.







Floor Plan

# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## SECOND PARKING STRUCTURE/TENNIS

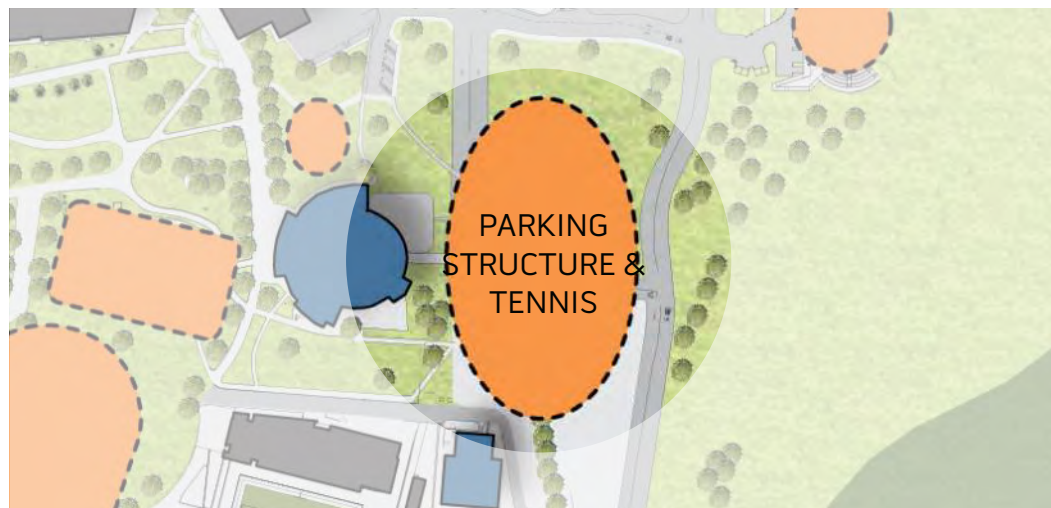
The existing parking structure provided much needed parking on the Campus in a convenient location. Providing adequate and safe parking is a high priority for the College, as parking and access impact the life of students, employees, and the community. As the Campus continues to grow, the College will likely need another parking structure to ensure ease of parking access on campus. Using parking structures instead of surface parking allows better use of campus land to increase college capacity, control vehicular traffic, and improve pedestrian circulation on the Campus.

Several potential locations for parking were studied. The proposed location, adjacent to the Dome, works well with the topography and could provide plenty of parking for events in the Dome Conference Center, athletic events, and easy access to the Campus center core. Due to the topographic elevation

grade change in this area of campus, vehicles would enter the structure off the relocated loop road, high in the structure, and would park on lower levels, allowing pedestrians to exit onto campus on grade, adjacent to the Dome. An event plaza and garden could be created between the parking structure and the Dome to support functions. This location could also provide program space, such as a maker space or innovation center on the first level of the structure. The tennis

courts would be on the roof, near the Athletics Center. Internal elevators would provide an accessible path of travel for the extreme topographic grade change in this area of campus.

The programming, design, and quantity of parking spaces for this facility will be updated with stakeholder input closer to the implementation of the project.









# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## GYM AND KINESIOLOGY CENTER

With the construction of the football and softball stadiums along with the Fieldhouse, Palomar College athletics facilities are not complete. The gym and kinesiology center will provide a home for the remainder of programs that are housed in aging facilities. This facility is located in the southern part of campus and will be a major hub for large scale activities. It will anchor the athletics precinct, yet connect the athletics components to the north side of campus, as it will house a large gym, which will be the largest indoor gathering space on campus. It will lie at the intersection of the north pedestrian spine and the east west arboretum extension, making it a critical building in the planning and wayfinding.

The gym and kinesiology center will house a large competition gym, classrooms specific to kinesiology programming such as first responders

curriculum, Student Athlete Resource Center, division and faculty offices and meeting space, group exercise rooms, wrestling room, team rooms, and general locker rooms for students, faculty, and staff.

The programming and design of this 55,000 square feet facility will be developed with stakeholder input closer to the implementation of the project.







# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## AQUATICS CENTER

The existing swim facility on campus is aged and has lasted well past its functional building life. In recent years the existing pool had a re-plastering with repair of some of the mechanical and chemical equipment to temporarily keep it functional and safe. The new aquatics center will be located at the south end of campus with the other athletic facilities. This will place the new aquatics facility in a much more accessible location to student athletes and the general community around Palomar College. It will be located at a common drop off area at the front of campus in order to facilitate the dropping off of swimmers for campus and community events.

The aquatics center will have a single 50M long course pool which will accommodate competitive swimming and water polo. The pool will also serve the kinesiology needs for teaching along with community functions such as outside meets and swimming programs. The pool will be equipped with

a timing system and scoreboard and be supported with a 500 seat bleacher and ample deck space. An aquatic building of approximately 10,000 square feet will house check-in facilities, life guard room, offices, swim meet support areas, team rooms, general locker rooms, and all of the mechanical/chemical rooms required for a 50M pool.

The programming and design of this facility will be developed with stakeholder input closer to the implementation of the project.







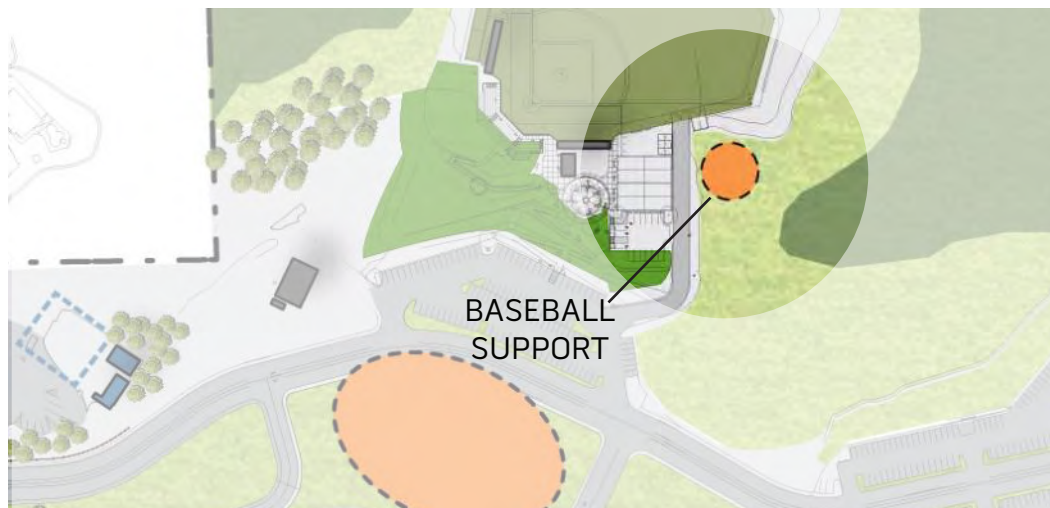
# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## BASEBALL SUPPORT BUILDING

The Palomar baseball facility sits at the north end of campus in a beautiful venue framed by the foothills of San Marcos. It is regarded around the state as one of the best baseball facilities at the community college level. Although the fields were completed just years ago, the facility as a whole was still incomplete. The initial project focused on the playing field, pressbox, spectator seating, dugouts, batting cages, bullpens and small support buildings for storage and toilet facilities.

The baseball support building will complete the needs for the baseball program by housing a permanent team room, athletic wet core, coaches' offices, meeting room, training support, and additional storage.

The programming and design of these facilities will be developed with stakeholder input closer to the implementation of the project.









# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## SOCCER SUPPORT BUILDING

Minkoff Field hosts all of the various practices and matches for the Palomar soccer program. In addition, it is a center point for the community as the City of San Marcos utilizes the field in the evening and on the weekends for youth and adult soccer. The turf field has just been replaced for the second time, and there are some plans underway to provide more landscaping and bleacher areas to improve the use of the field. Plans are also in place to include covered player benches with photovoltaics in support of making the facility net-zero. The single restroom modular is becoming a maintenance issue and does not adequately serve the numbers of people using the field. The area also has no protected storage which is a major need.

The soccer support building will remedy these issues. The building will be comprised of public toilet rooms, storage, team rooms and athletic wet cores. The programming and design of these facilities will be

developed with stakeholder input closer to the implementation of the project.





# CAMPUS CONCEPT PLANS- NEW BUILDING PROJECTS

## HOUSING

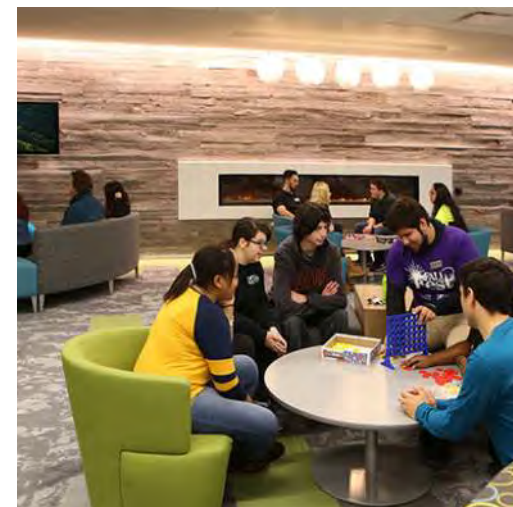
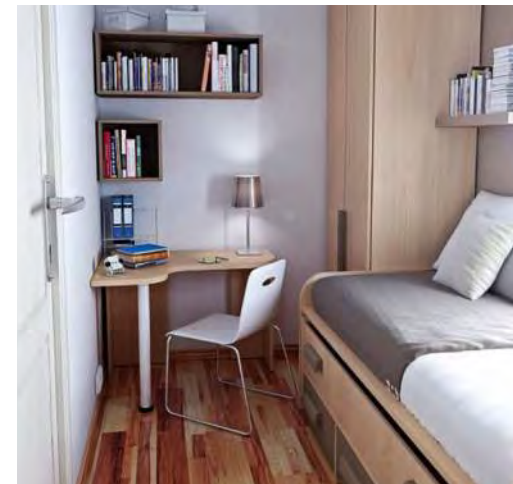
The College is researching the feasibility for student housing. This future project would provide on-campus affordable housing opportunities for students and employees. Multiple locations are being explored for how to best address housing needs to support the Campus. The introduction of a housing project at Palomar College has the opportunity to provide an enriching on-site living experience for its residents with easy campus connectivity and accessibility.

The housing concept on the Campus is a future consideration being explored and would require extensive investigation and discussion with developers and college stakeholders. A feasibility study still needs to be completed. At this time, the vision plan is only considering potential locations as possible placeholders to understand how housing might fit in the holistic approach to campus development.

The programming and design of the facility will be updated with stakeholder input closer to the implementation of the project.







# CAMPUS CONCEPT PLANS- RENOVATION PROJECTS

## LIBRARY (LL) REPURPOSING AND RENOVATION

Building LL, built in 1983, was originally planned to be renovated and repurposed to become a one-stop Student Services facility in the *Facilities Master Plan 2010 Update*. After the Student Services programming phase was completed, it was concluded that all of the Student Services departments could not fit into the existing Building LL to make it a true one-stop shop. It was also noted at the time that from a planning perspective, the LL building was not at the correct location on campus to be an accessible Student Services hub. Through the planning process of this vision plan, it was determined that the Student Services one-stop shop will be located in the south part of campus and serve as a gateway and first point of contact for students and community members coming to the Campus from Mission Road.

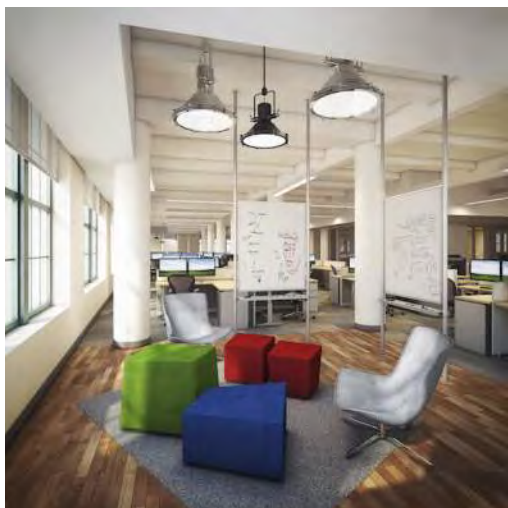
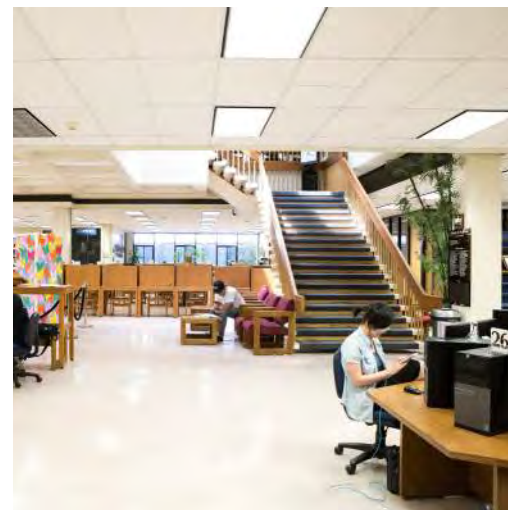
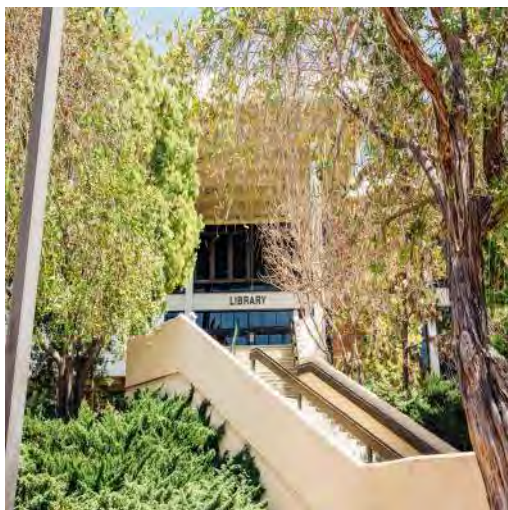
This renovation project would primarily convert the library space to hold all the administrative offices on the Campus

from Financial Services to Human Resources. The programming of all administrative offices and support spaces will not likely fill up the floor plate of this 3-story building. The remaining space could be utilized for faculty and staff offices and general teaching and meeting areas. Specialty student instructional support spaces could also be housed here. With the renovation, it will be a complete systems replacement for all building systems. The project will also perform a seismic upgrade on the building structure

to provide an environment compliant with all current codes. It is more than likely that a new utility core will be constructed to manage ADA compliant toilet rooms and vertical circulation rather than trying to upgrade the undersized facilities that exist in the building. The programming and design of the remodel of the approximately 52,000 square foot LL building, with a roughly 15,000 square foot addition, will be updated with stakeholder input closer to the implementation of the project.









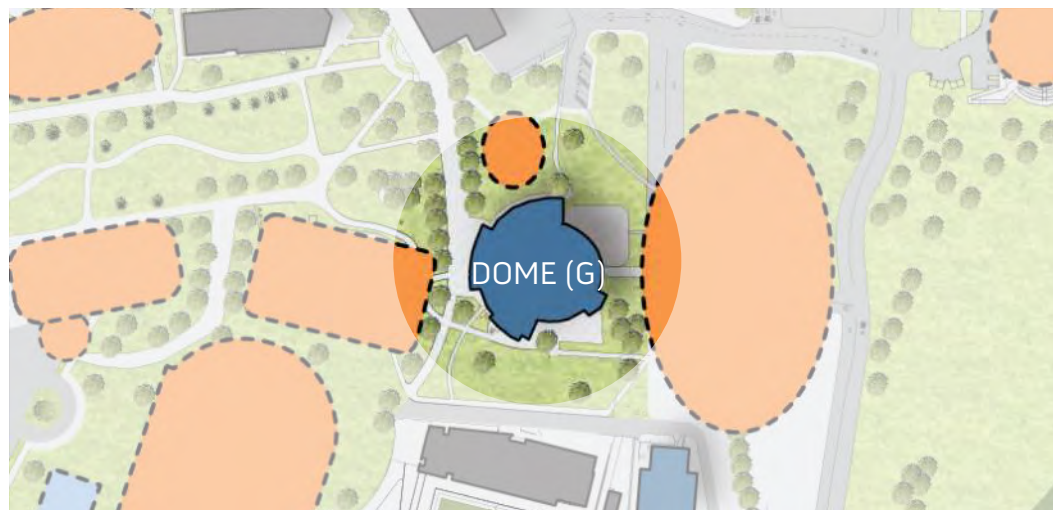
# CAMPUS CONCEPT PLANS- RENOVATION PROJECTS

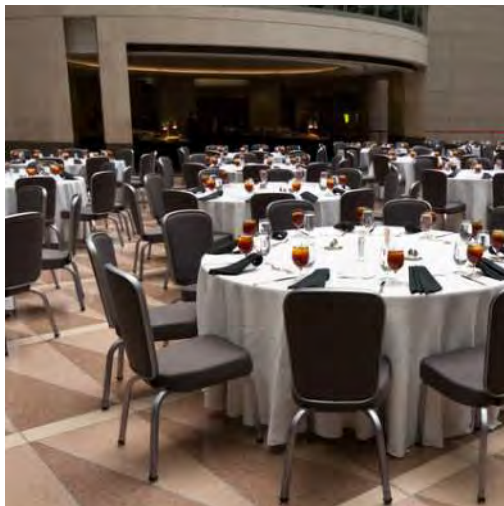
## DOME (G) RENOVATION

This project would remodel the Dome Building, built in 1958, into an event center and a multipurpose auditorium, and would add adjacent event support space. The project would address the heating, ventilation, and air conditioning deficiencies that currently exist, as well as upgrades to the structural system.

One of the goals of this project is to retain the integrity of the Dome structure, its landmark status, and historical relevance. The conversion of this space into an auditorium/assembly hall would serve the needs of a variety of college and district programs, including large district events, plenary, performing arts, and athletics, and would provide additional space for community use and events.

The programming and design of the facility will be updated with stakeholder input closer to the implementation of the project.





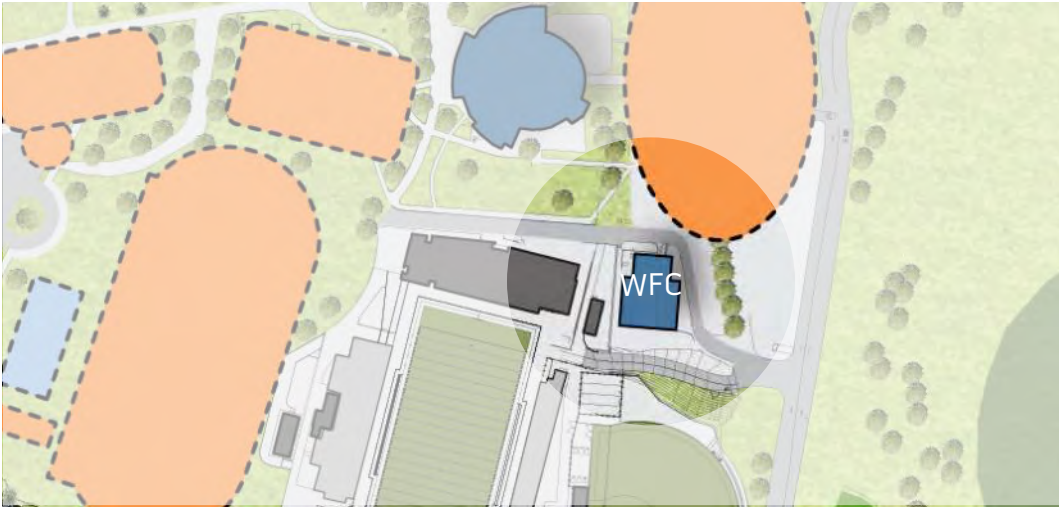


# CAMPUS CONCEPT PLANS- RENOVATION PROJECTS

## WELLNESS/FITNESS CENTER (WFC) RENOVATION

This project would include upgrades and renovation to the existing building, built in 1994, including state-of-the-art fitness equipment, improved universal accessibility, and sustainable design improvements. This project may include an addition to accommodate the expanded Wellness Program, with enough space to serve all students, faculty, and staff.

The programming and design of the facility will be updated with stakeholder input closer to the implementation of the project.







INSPIRATIONAL  
IMAGERY

9/27/23



# CAMPUS CONCEPT PLANS- RENOVATION PROJECTS

## PRACTICE FIELD AND TRACK

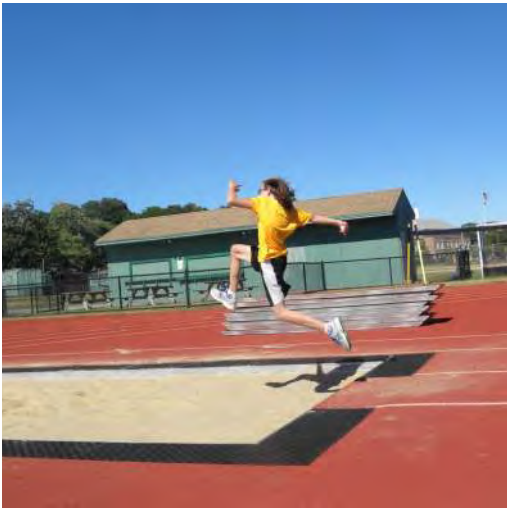
Rounding out the athletics precinct in the south would be a track facility. This facility is critical for kinesiology and athletic programs as a good running surface is critical for all sports and programs for training and rehabilitation. The current track with all its shortcomings is in constant use for walking and running by community members and the Campus alike. A new track facility will enhance this use. The track will also function as the practice facility for the Palomar women's track team, but it is not seen to be a competitive venue for hosting meets.

The track and practice field will include an 8 lane NCAA 400M compliant track. The surfacing will be synthetic rubber with field events located in the center of the track area which will be a mix of synthetic rubber D zones and a synthetic turf infield. Event venues will be pole vault, high jump, long/triple jump along with discus and shot put areas.

There will be no field storage building in this project as the College is currently constructing a large storage facility in the stadium adjacent to this track location. Additional storage and amenities can serve the field from the north out of the gym and kinesiology center.

The detailed programming and design of this facility will be developed with stakeholder input closer to the implementation of the project.





INSPIRATIONAL  
IMAGERY



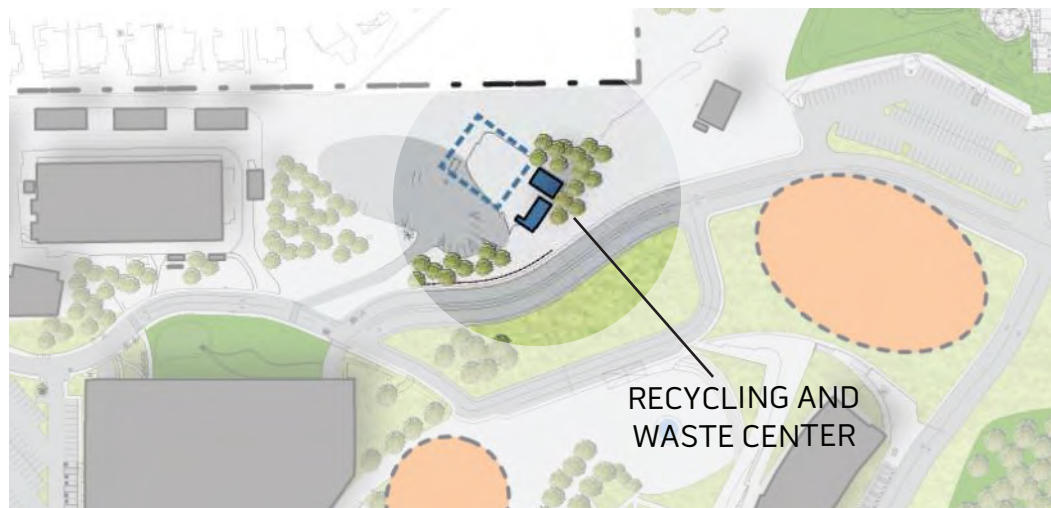
# CAMPUS CONCEPT PLANS- RENOVATION PROJECTS

## RECYCLING AND WASTE CENTER UPGRADES

The Recycling and Waste Center Upgrades are projects that proactively support the College's commitment to sustainable and ecological best practices.

The current recycling and waste area would be relocated and expanded. The location and expansion provides a potential opportunity to become a community recycling center. In addition, a composting facility could be added to support the College's landscaping efforts at the San Marcos Campus, as well as at the other centers.

The programming and design of the facility will be updated with stakeholder input closer to the implementation of the project.





INSPIRATIONAL  
IMAGERY

# CAMPUS CONCEPT PLANS

## - SITE PROJECTS

### CIRCULATION PROJECTS

Efficient and safe access to buildings, and adequate parking are the threads that tie all campus destinations together, improving the everyday lives of students, faculty, and staff and removing barriers to a successful college experience. Work to improve circulation and parking began during Proposition M implementation, with the addition of the first parking structure on the north side of campus and the beginning of the loop road. Completion of the improved circulation and adequate parking remains a priority for function and safety on campus.

#### NORTH-SOUTH MAIN PEDESTRIAN WALKWAY

The redevelopment of the Campus would include a wide “Main Street” style pedestrian circulation pathway from a new north entry and drop-off plaza to the new athletic complex on the south end of campus. This main pedestrian corridor would be universally designed with an emphasis on easy access for all, traversing the topographic elevation grade change up the hill as the pathway moves from south to north. Shade trees would be provided to expand on the Campus’s themed gardens as features along the route. This pedestrian campus link would provide a linear campus landmark to assist in intuitive wayfinding and would include gathering spaces adjacent to the walkway and themed gardens for resting, study, and collaboration space.

### MAIN CAMPUS ENTRANCES

This project proposes marking each main entry point into the Campus with a gateway marquee and informational signage to direct people to parking locations and key destinations. Secure bike and skateboard storage could be provided at key entrance points for those students, faculty, and staff that bike or skateboard to campus.

#### NORTH & SOUTH DROP-OFF LOOPS

As the use of ride-share opportunities has increased, the need for designated drop-off zones has become more critical for providing safe and efficient access to campus. A new drop-off and pick-up loop on the south side of the Campus would be incorporated into the circulation as part of the student services project. A second drop-off and pick-up loop is proposed on the north side of campus, tying into the north campus entry plaza and main circulation pathway. This drop-off loop would be near the CAM Building. Drop-off areas would include a shade structure or shade trees to protect people from the sun, while they wait for their rides.

#### MISSION ROAD ENTRY

A historic problem in the development of the San Marcos Campus is that the “front” part of campus is hidden off of Mission Road and is non-descriptive as a major entry. The development of this area and the solution is multi-faceted. First, the south parking lot in the vision

plan will now connect to the two way loop road so that this entry and parking area are not isolated from the rest of the Campus. Second, the now prominent location of the new Student Services building will greet everyone coming to the San Marcos Campus and be a proper front door. With this, the Mission Road Entry will be upgraded with large marquee digital signage. This area will also act as the bridge from the Sprinter station on Mission Road and will bring pedestrian traffic into the Campus. The walks will have enhanced lighting, kiosks, and signage to guide both vehicular and pedestrian traffic safely up the entry to the front door of the Student Services building.

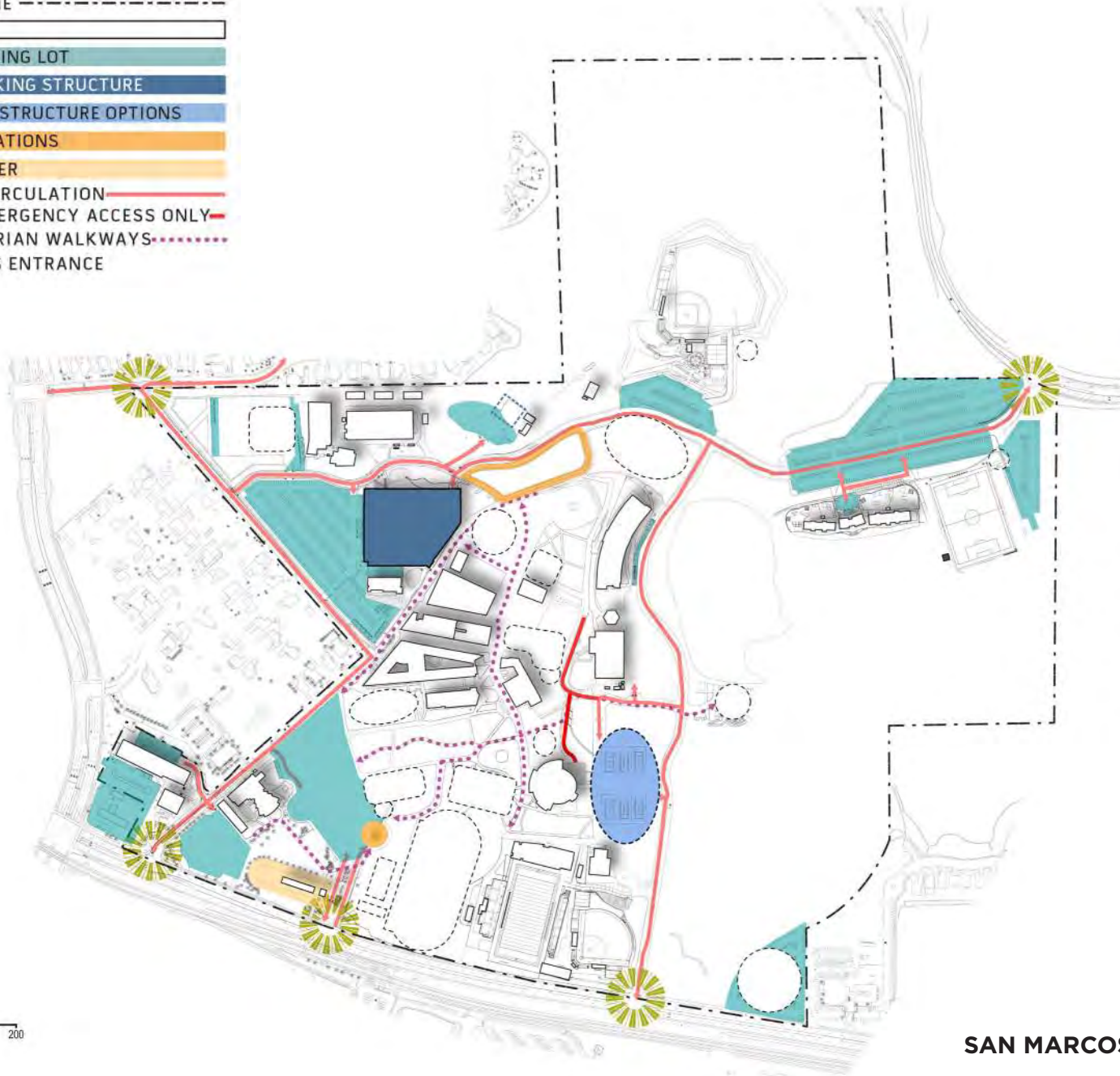
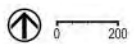
#### VEHICULAR LOOP ROAD RELOCATION

The relocation of the loop road would move Comet Circle East slightly further to the east, keeping the entrance into the Campus at the same signalized intersection off Mission Road where it is currently located. The road would be converted to a two-way vehicular road. The road, including bike lanes, coming into the Campus from West Borden Road would move slightly further north at the Early Childhood Education Lab School (ECELS) and then realign with Comet Circle West and connect to the Campus entrance road at Avenida Azul. The purpose of the relocation would be to provide the majority of campus parking inside the loop road to avoid pedestrian crossing of the main vehicular access road. The new road location would provide efficient access via three main city access roads: Mission Road, West Borden Road, and North Las Posas Road, with key entry gateway signs at each entry point.



## LEGEND

- PROPERTY LINE ---
- FACILITIES
- SURFACE PARKING LOT
- EXISTING PARKING STRUCTURE
- NEW PARKING STRUCTURE OPTIONS
- DROP-OFF LOCATIONS
- TRANSIT CENTER
- VEHICULAR CIRCULATION
- SERVICE + EMERGENCY ACCESS ONLY
- MAIN PEDESTRIAN WALKWAYS
- MAIN CAMPUS ENTRANCE



## SAN MARCOS CAMPUS

SIGNAGE AND WAYFINDING PLAN

# CAMPUS CONCEPT PLANS - SITE PROJECTS

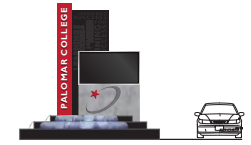
## SIGNAGE AND WAYFINDING CAMPUS PLAN

Being able to navigate a campus is critical for students, faculty, and staff, and visitors alike. A successful signage system greets, guides, informs, and enhances the user experience, just like a good concierge in a hospitality setting. Implementation of a comprehensive signage and wayfinding system would not only improve access on each site but would also emphasize the brand of the College. The comprehensive new signage and wayfinding system would include visual displays, banners, and art. This project group should be coordinated and implemented with campus circulation upgrades and would support improved circulation throughout the site. A coordinated college branding and holistic Graphic Identity Plan has been developed and is waiting for implementation. Campus signage and wayfinding would be implemented that is intuitive and easy to understand. The upgrades should be coordinated with the recommendations in an Accessibility Compliance Study to ensure signage code compliance throughout the sites. In addition to signage and wayfinding, opportunities for a variety of display media should be included throughout the sites to showcase student work, college partnerships, and special programs. Displays could include digital media such as animations, videos, and performances on monitors, as well as

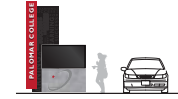
gallery space for professionally displayed photography and art, interactive displays for information, outdoor sculpture, interactive musical instruments, and performance spaces.

A plan for campus signage and wayfinding upgrades could include the following.

- College marquee signs at all main entrances
- Vehicular directional signage upon entering the site
- Parking signage
- Easy-to-read campus directories and directional signage located at key points throughout the Campus and in buildings (optional interactive systems)
- Consistent exterior building identification for all buildings
- Interior building directories, directional signage, and room signs
- A campus plan identifying opportunities for creative display and showcasing of a variety of art throughout the Campus (this would coordinate digital display with power and data requirements).



A01 Campus ID, Primary



A05 Campus ID, Secondary



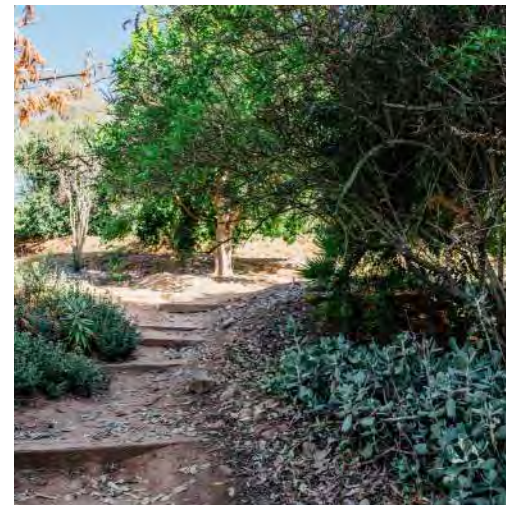
A20 Campus ID, Tertiary



P40 Campus ID, Secondary



C50 Directory





## SAN MARCOS CAMPUS

SIGNAGE AND WAYFINDING



# CAMPUS CONCEPT PLANS- LANDSCAPE PROJECTS

## LANDSCAPE VISION PLAN

The existing landscaping on the Palomar College San Marcos Campus is unusually diverse. In addition to the dedicated arboretum, the plantings around the classrooms and other buildings encompass over 3,000 species and many cultivars. Planted along building foundations, as screens, backgrounds, accents, and as special focus gardens, the diversity of the plant kingdom is everywhere. With the recent addition of several large buildings of similar detailing, colors, and materials, the architecture of the Campus shows visual unity. The landscape of the Campus also needs its unifying elements.

The landscape vision plan proposes to create this unity, while also humanizing the scale of the buildings. It will also provide natural shade through the addition of regularly spaced, single species lines of large trees along the main north-south campus walkways and loop roads. The east-west corridors between buildings would receive a line of smaller trees along one side, lining ornamentally-planted storm-water basins and rain gardens. These closely-spaced unbroken lines, the rhythm of the tree trunks, and canopied shade tunnels would provide a framework for the diverse botanical collection and specialty gardens to live within the Campus. Wayfinding would





be enhanced as main pedestrian paths would be more easily recognized with the organizing landscaping elements.

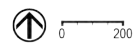
The primary tree-lined corridor would be the wide campus central spine walkway anchored at the north by an open, multi-use quadrangle and landscaped amphitheater, and at the south by a plaza for gathering near the Dome, Wellness Center, and Athletics complex. Other smaller seating and gathering plazas, each with a different specialty garden focus, would be located along the spine at crosswalks. The north-south service roads, which double as walkways, would be single-species tree lined on one side only due to space constraints.

The concept of using regularly spaced shade trees as unifiers extends to the new campus loop road where the trees would perceptually calm traffic and bring down the scale of nearby buildings. Primary intersections would include wayfinding and entry enhancements. The visually diverse Mission Road frontage, the “front yard” of the Campus, does not always have the space for street trees. Monument signage with a palm-lined backdrop would accentuate openings at the three major campus entries. Large flowering shade trees would back the fence where space allows.

Underlying all these landscape upgrades would be a focus on food source plants and the continued showcasing of the diversity of plants that can grow in the San Marcos area. It is anticipated that each of the seating nodes along the central spine walkway would have a different botanical focus, some of which could be foods for direct harvest to the Food and Nutrition Center. Out-of-the-ordinary plant species that expand the College’s collection would continue to be included in all landscape plantings.

## LEGEND

-  EXISTING GARDENS
-  CAMPUS DRIVE & ENTRY ENHANCEMENTS
-  CONNECTIVE GATHERING SPACES/GARDENS
-  TRAILHEAD



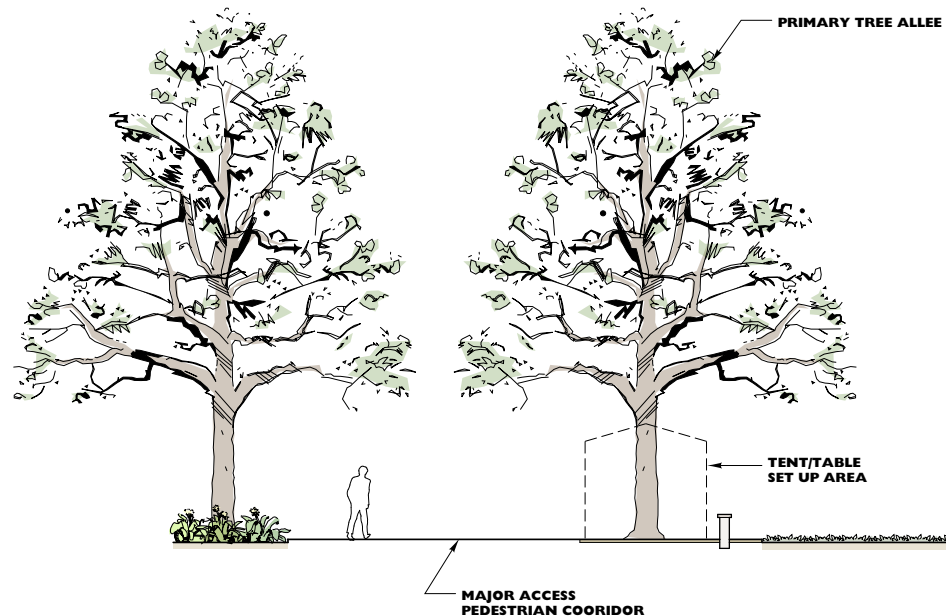
**SAN MARCOS CAMPUS**

LANDSCAPE VISION PLAN

# CAMPUS CONCEPT PLANS- LANDSCAPE PROJECTS

## A. NORTH-SOUTH MAIN PEDESTRIAN WALKWAY

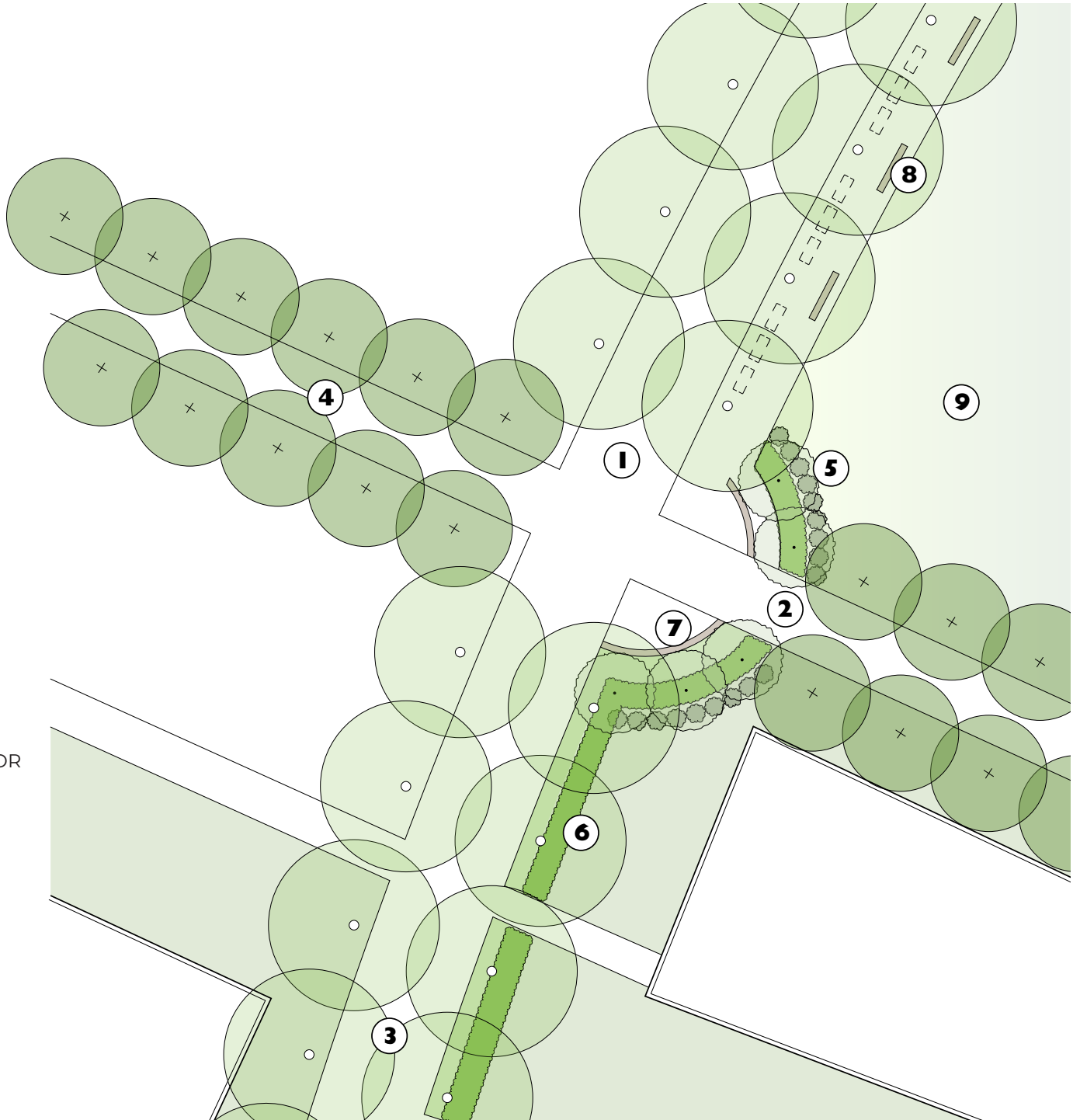
The north-south main pedestrian walkway would unify the Campus by providing a shaded, easy-to-navigate, accessible connection across the Campus, and would provide space for student activities and fairs along this main circulation artery. The 30-35' wide pedestrian corridor would be lined with a tall tree canopy that emphasizes the hierarchy of this main campus artery and would provide cooling for walkers and the interspersed built-in seating and gathering spaces. The walkway would be bookended with key student destinations, starting with the north arrival plaza and the creative amphitheater-style gathering space that would function both as a large group instructional space and a small group hangout space, and would end at Athletics. Student-focused buildings and activities would be located along this pathway, while cross-circulation pathways would intersect the walkway, with landscaped gardens, and educational areas like campus-themed gardens.





## A. SITE LEGEND

1. MAJOR ACCESS PEDESTRIAN CORRIDOR
2. SECONDARY PEDESTRIAN CORRIDOR
3. PRIMARY TREE ALLÉE
4. SECONDARY TREE ALLÉE
5. PRODUCTION TREES
6. BORDER SHRUB
7. TRANSITION MODE
8. SEATING AREA
9. QUAD



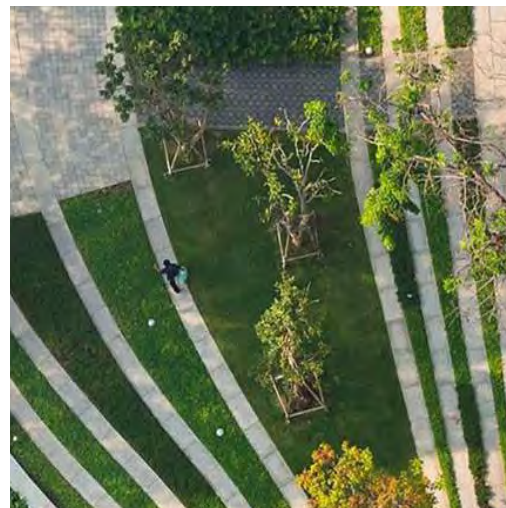
# CAMPUS CONCEPT PLANS- LANDSCAPE PROJECTS

## B. NORTH ENTRY PLAZA AND AMPHITHEATER SEATING

The north entry plaza would welcome students and provide a sense of arrival as they enter campus from the north.

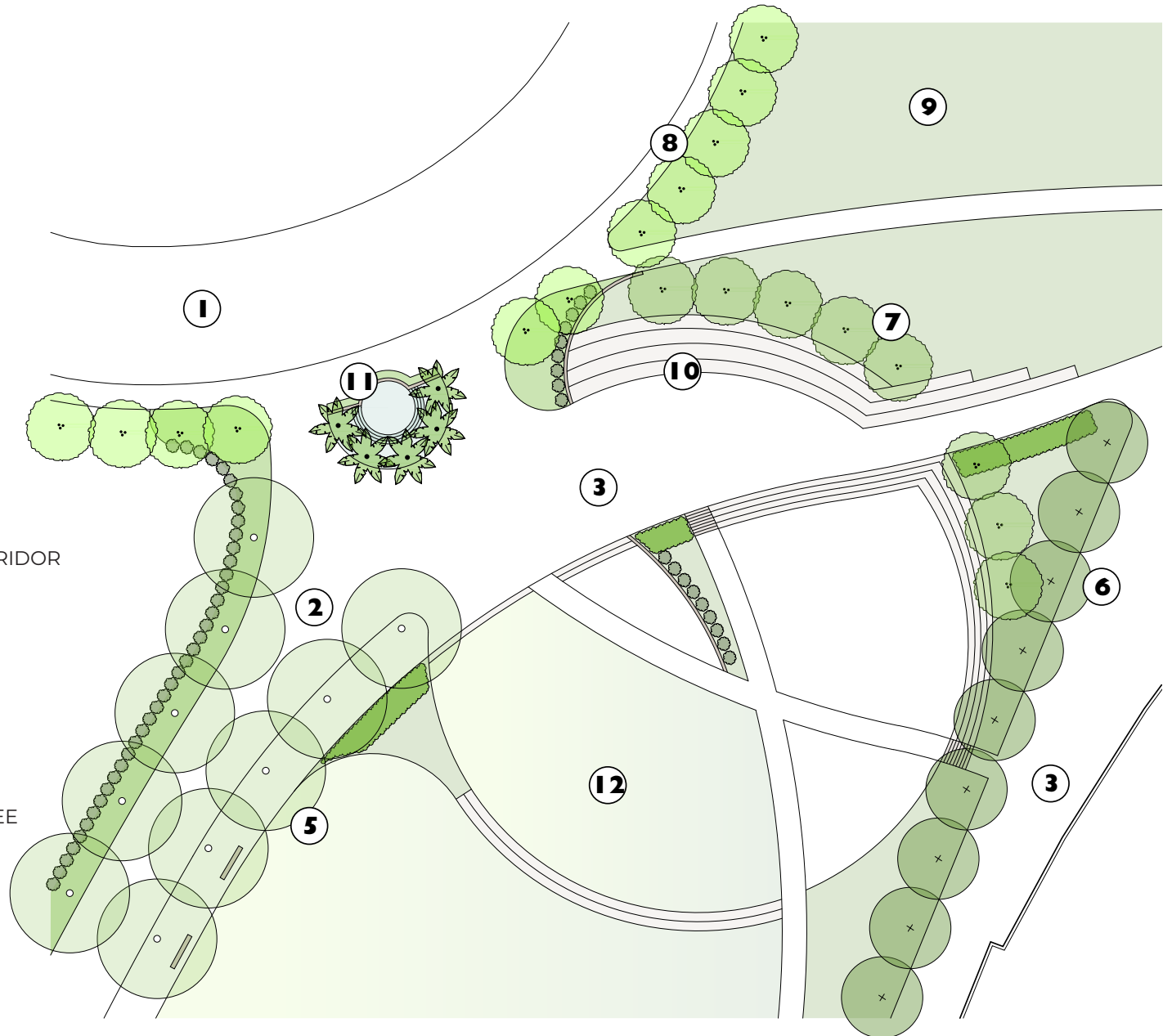
The plaza would be located off the north drop-off loop and would introduce the start of the new North-South Main Pedestrian Walkway.

The Plaza would integrate amphitheater-style seating into the area, taking advantage of the topographic grade change, with ramps flowing in and around the seating for universal accessibility. The plaza would be shaded with trees and provide a strong statement at the arrival point as people enter this arboretum campus.



## B. SITE LEGEND

1. CAMPUS DROP OFF
2. MAJOR ACCESS PEDESTRIAN CORRIDOR
3. PLAZA
4. LANDSCAPE GARDEN
5. PRIMARY TREE ALLÉE
6. SECONDARY TREE
7. PRODUCTION TREES
8. STREETScape ENHANCEMENT TREE
9. SLOPE PLANTING
10. AMPHITHEATER SEATING
11. ENTRY FOUNTAIN
12. QUAD





# CAMPUS CONCEPT PLANS- LANDSCAPE PROJECTS

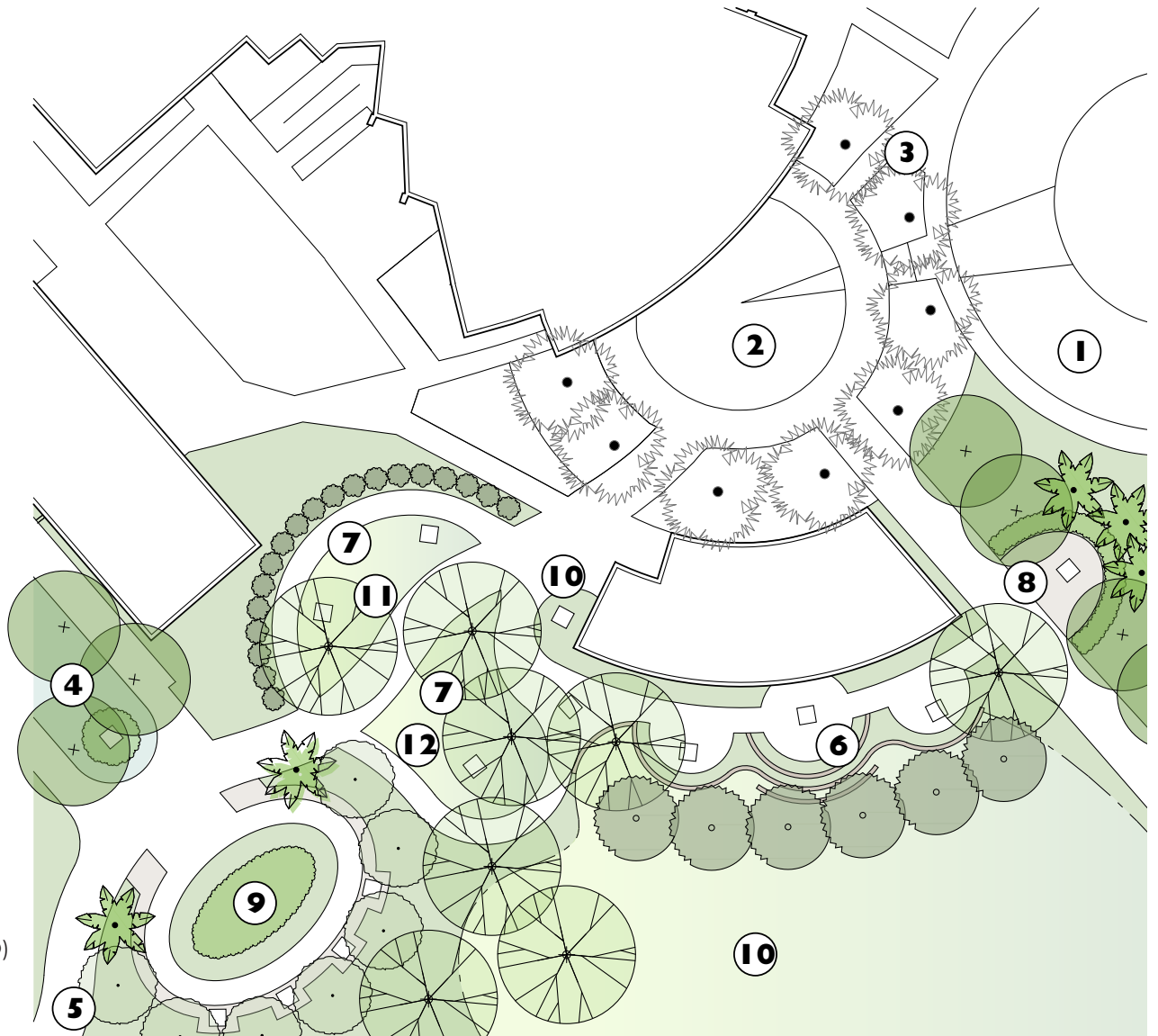
## C. EXHIBITION ART AND SCULPTURE GARDEN

This special garden and gathering space, located adjacent to the Performing Arts Center would provide outdoor space to feature permanent sculptural art created by students and faculty as well as outdoor temporary exhibition and reception space. This space would allow exhibits and events to flow outside into this special garden space. The garden provides opportunities to include a venue for intimate music performances, which could also take place at gallery openings and performances in the adjacent Howard Brubeck Theatre. When events are not taking place, the garden would provide a tree-shaded setting for study, having lunch, or just quiet reflection and inspiration. The space could include a covered piano to encourage opportunities for spontaneous music.



## C. SITE LEGEND

1. EXISTING DRIVE
2. EXISTING PLAZA
3. EXISTING TREE
4. SECONDARY TREE ALLÉE
5. PRODUCTION TREES
6. TEACHING NODE
7. MAJOR SCULPTURE DISPLAY AREA
8. MINOR SCULPTURE DISPLAY AREA
9. SCULPTURAL PLANTING
10. EXISTING SLOPE PLANTING
11. SMALL PLAZA (OPTIONAL SPACE FOR A PIANO)
12. TABLES



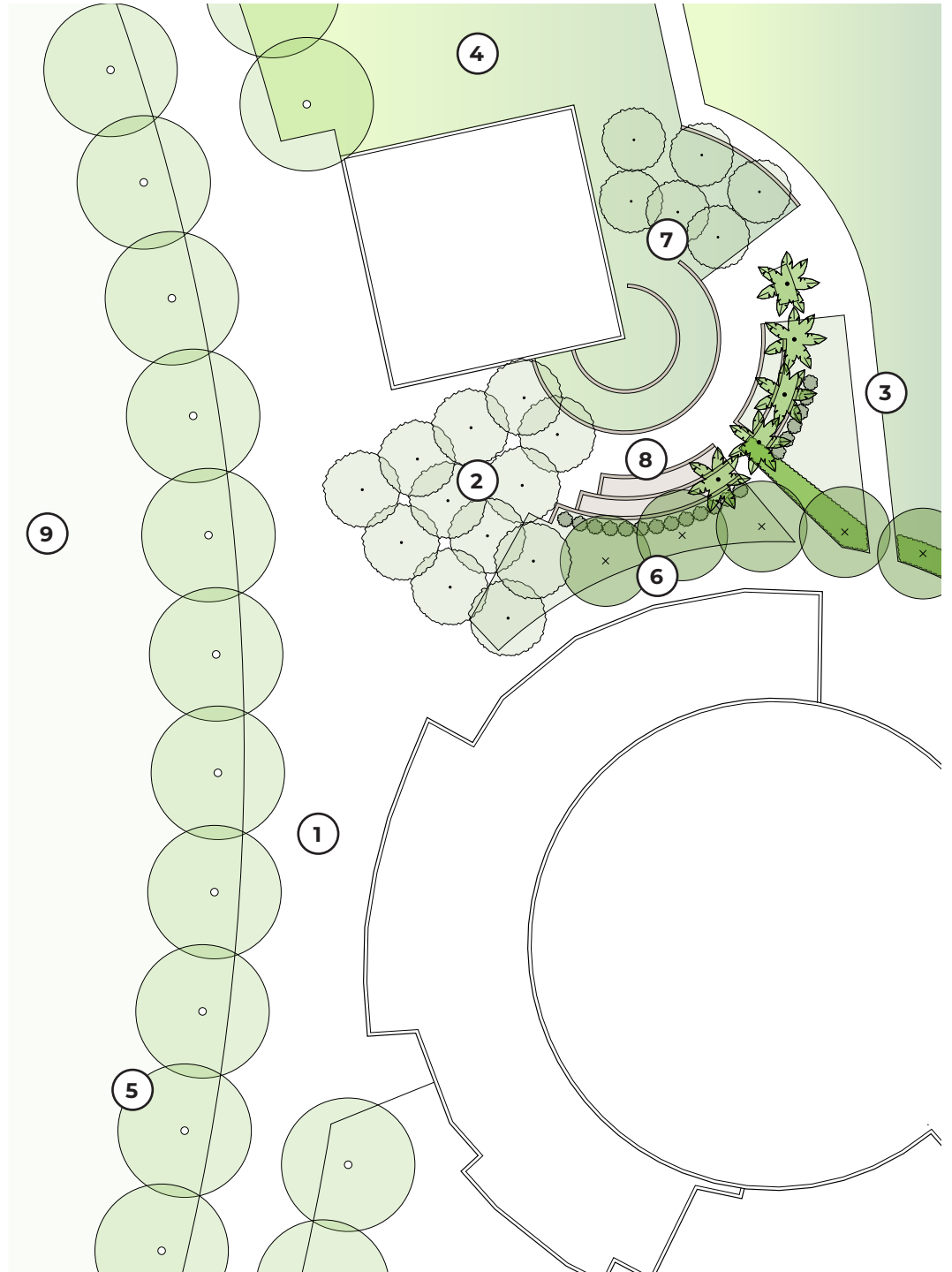
# CAMPUS CONCEPT PLANS- LANDSCAPE PROJECTS

## D. DOME OUTDOOR GATHERING PLAZA

This Dome Outdoor Gathering Plaza would be located between the new parking structure and the renovated Dome Conference Center. The plaza would provide outdoor support space for events taking place in the Dome, as well as a gathering and dining space for the adjacent Professional Development Center. The Plaza would be bordered by trees and gardens, with open space to allow for an outdoor canopy for cover if needed for an event. Themed garden borders around the plaza would allow visitors attending to appreciate the beautiful plant specimens the College has to share and provide an educational opportunity for the community.







## D. SITE LEGEND

1. EXISTING MAJOR ACCESS PEDESTRIAN CORRIDOR
2. PLAZA
3. PEDESTRIAN PATH
4. SHRUB PLANTING
5. PRIMARY TREE ALLEY
6. SECONDARY TREE
7. PRODUCTION TREES
8. SEATING AREA
9. QUAD

# CAMPUS CONCEPT PLANS- LANDSCAPE PROJECTS

## E. COMPLETION OF ARBORETUM TRAIL SYSTEM

The San Marcos Campus possesses a true gem in the community college system, and that is the Arboretum on the east edge of campus. It is a beautiful portion of campus that features trails and a plethora of flora and fauna. It houses rare plant species along with examples of regional plants. Another unique characteristic of the San Marcos Campus is that the entire site is a certified arboretum, housing a wide gamut of beautiful bio-diverse plants. Throughout the Campus there are other small nodes of plantings such as in the Hawaiian garden which showcases the Pacific Islands planting species.

The Campus is currently lacking a clear east-west connector. In order to resolve the lack of connection, the vision at San Marcos includes stretching the arboretum aesthetic from the eastern edge of campus at the Arboretum Visitor Center to the western edge past the

proposed Student Services building. This solution comes with several objectives. First, the extension of the Arboretum into the heart of campus will bring a beautiful and regional landscape palette into the center of campus. It will showcase the wonderful botanical heritage of San Marcos rather than leaving it at the edge of campus. Second, this is a major planning move to clarify wayfinding and circulation.

This development will intersect the north-south spine right at the gym and student union area, two of the larger public venue areas with the stadium just south of this.

The arboretum extension will feature various landscape materials and themes along its paths. The planting areas laced with native San Marcos granite will playfully engage with circulation paths of varying types for maintenance vehicles and pedestrian traffic.





## E. SITE LEGEND

1. MAJOR ACCESS PEDESTRIAN CORRIDOR
2. PRIMARY TREE ALLEY
3. SECONDARY TREE ALLEY
4. ENTRY GARDEN
5. OBSTACLE COURSE SEATING AREA
6. SHRUB PLANTING



## CAMPUS CONCEPT PLANS- LANDSCAPE PROJECTS CONT.

### F & G. COMPLETION OF ARBORETUM TRAIL SYSTEM CONT.

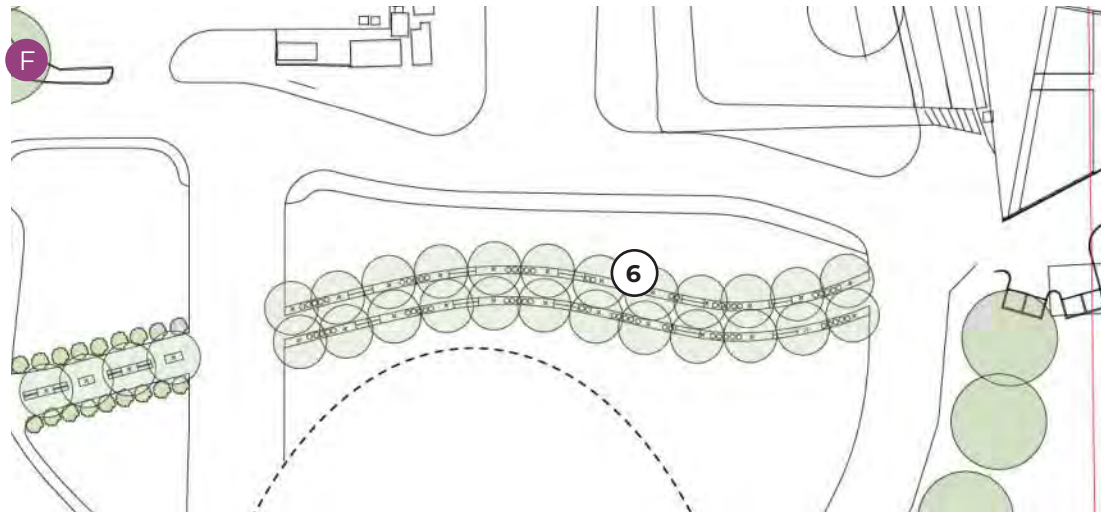
The surfacing will include concrete, pavers and decomposed granite paths. Within this area, shade structures and seating will create various spaces to support all types of student activities. Nodes will be created for outdoor learning and quiet study and reflection. One of the nodes will be a veterans memorial, and a second node will be a healing or relection garden that uses "survivor trees" that come from Hiroshima, Japan. The area will also include site power and technology upgrades to provide WiFi connectivity throughout this venue. A potential bridge over Comet Circle East will be studied to create a connection to vertical circulation at the proposed 2nd parking structure to create a safe pedestrian path from east to west that will not be disrupted by vehicular traffic.

The detailed programming and design of this area will be developed with stakeholder input closer to the implementation of the project.



## F-G. SITE LEGEND

1. MAJOR ACCESS PEDESTRIAN CORRIDOR
2. CANOPY SEATING AREA
3. ENTRY FLOWER GARDEN
4. ARBORETUM TRAILS
5. PRIMARY TREE ALLEY
6. SECONDARY TREE ALLEY
7. DINING AREA
8. EXISTING QUAD WITH BELL TOWER
9. OBSTACLE COURSE SEATING AREA









# Escondido Center Recommendations

The *FVP* recommendations translate Palomar College's educational vision planning strategies, themes, and needs into a series of building and site recommendations for the future. These recommendations carry forward many of the projects previously identified in the *Facilities Master Plan 2010* and *2019 Updates*. They also add projects to the list that address current needs that have arisen or evolved since the previous planning cycle. These recommendations also address issues and needs identified in the updated site analysis, listening sessions, and challenges that currently face all community colleges, such as changes in pedagogy, post-pandemic enrollment, security and safety, climate change, and the need for economic operational efficiencies.

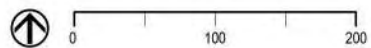
## ESCONDIDO EDUCATION CENTER - REMOVALS

Temporary facilities, as well as aged permanent facilities, that are no longer feasible or cost-effective to renovate, are recommended for removal and replacement. The decision to renovate or replace an existing facility is often influenced by the limitations that an existing structure or site places on the success of a potential renovation. These factors have been considered by Palomar College in the course of seeking the most effective solutions.

Removal of facilities will be phased to take place as new and renovated space becomes available. In certain circumstances, programs may be temporarily housed in swing space prior to being relocated to long-term facilities. The removal of the following facilities clears the way to improve the utilization of the site land area.

### REMOVALS

- ECELS
- Building 2



**ESCONDIDO  
EDUCATION CENTER**  
RECOMMENDED REMOVALS



## PROJECT LIST W/ CENTER CONCEPT PLAN

The project recommendations for the Escondido Education Center are intended to create a site that supports the success of students and the community. While recommendations are listed individually, the intention is to develop a site that works holistically and seamlessly to achieve this goal.

While site plan drawings might appear specific, the forms are intended to be conceptual sketches of the location and purpose of the facilities and site improvements. The photographs shown in this section are intended to illustrate concepts and ideas to inspire the design based on original input at the time of planning. The final design of the site and facilities projects will take place as the projects are funded and detailed programming and design occurs.

### NEW BUILDING PROJECTS

- New Multi-Story Classroom Building and Parking Structure
- ECELS

### RENOVATION PROJECTS

- Existing Building Upgrades

### CIRCULATION PROJECTS

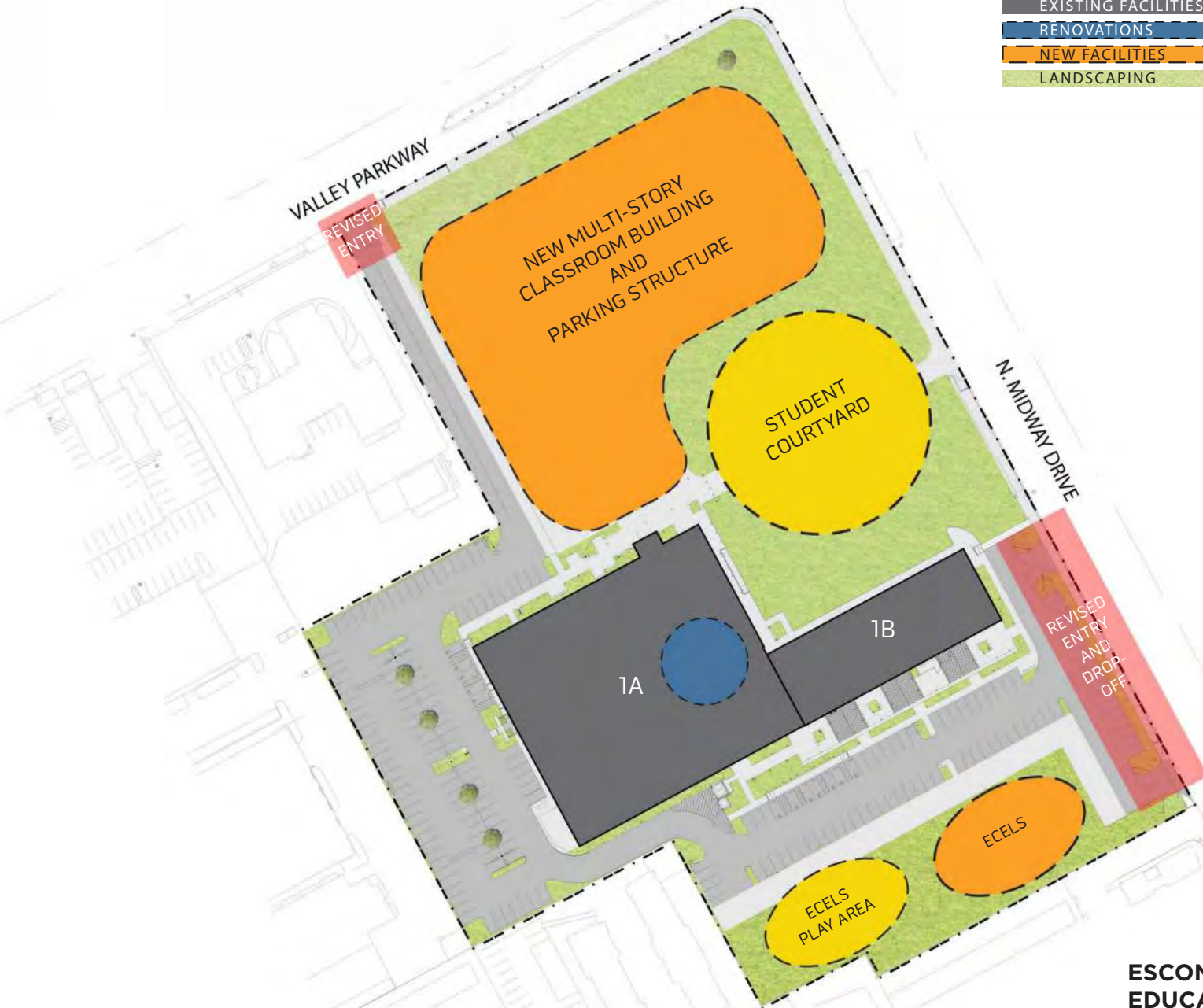
- Main Entrances
- Southeast Drop-Off

### LANDSCAPE PROJECTS

- Main Entrances
- Southeast Drop-Off
- Student Courtyard
- ECELS Play Area

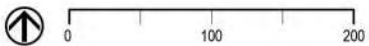
## LEGEND

---	PROPERTY LINE	---
■	EXISTING FACILITIES	■
■	RENOVATIONS	■
■	NEW FACILITIES	■
■	LANDSCAPING	■



## ESCONDIDO EDUCATION CENTER

RECOMMENDED CAMPUS  
RENOVATION CONCEPT



# CENTER CONCEPT PLANS- NEW BUILDING PROJECTS

## NEW MULTI-STORY CLASSROOM BUILDING AND PARKING STRUCTURE

To address the goal of equitable facilities at all district sites, a new multi-story classroom building and parking structure will replace the North Wing Building 2 and a portion of the existing parking lot. This new structure can be designed to be contextually appropriate and architecturally consistent with other district facilities.

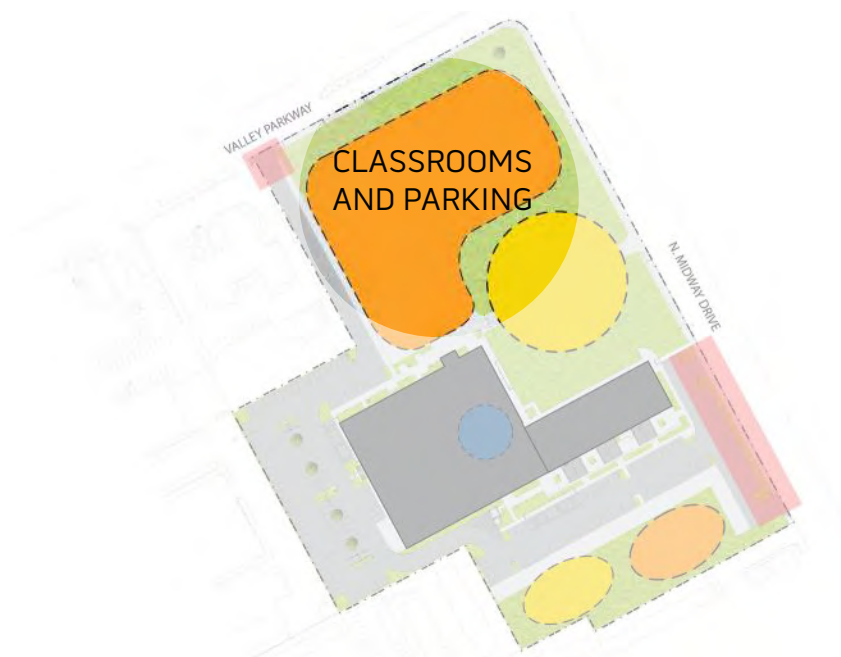
Utilizing the building as a barrier to public access relieves the requirement for some perimeter fencing, while creating an inviting hospitable environment that beckons to the surrounding community and communicates Palomar's commitment to providing the same level of service and access to education that are available throughout the District.

A parking structure will provide the needed accommodations and allow for the site to be redeveloped. This will create an opportunity to provide the

accompanying landscape and outdoor venues that signify a true center environment.

The multi-story classroom building may house some of the more public-facing services such as Student Services and

Library functions and provide new instructional spaces that are rightly proportioned to replace the North Wing Building 2 facilities that were adapted to fit within the existing building footprint.







INSPIRATIONAL  
IMAGERY

# CENTER CONCEPT PLANS- NEW BUILDING PROJECTS

## EARLY CHILDHOOD EDUCATION LAB SCHOOL (ECELS)

The existing Early Childhood Education Lab School (ECELS) is in close proximity to the intersection which poses some hazards for its occupants. To alleviate this concern, a new ECELS with outdoor learning and play areas will be constructed along the southeast edge of the site. Related vehicular and pedestrian circulation would be revised to provide a safe and secure drop-off area and an appropriate buffer to the neighborhood and education center activities.

A new ECELS could be constructed without the need for swing space and serves as another opportunity to beautify the site and provide a look and feel consistent with other district facilities.









# CENTER CONCEPT PLANS- RENOVATION PROJECTS

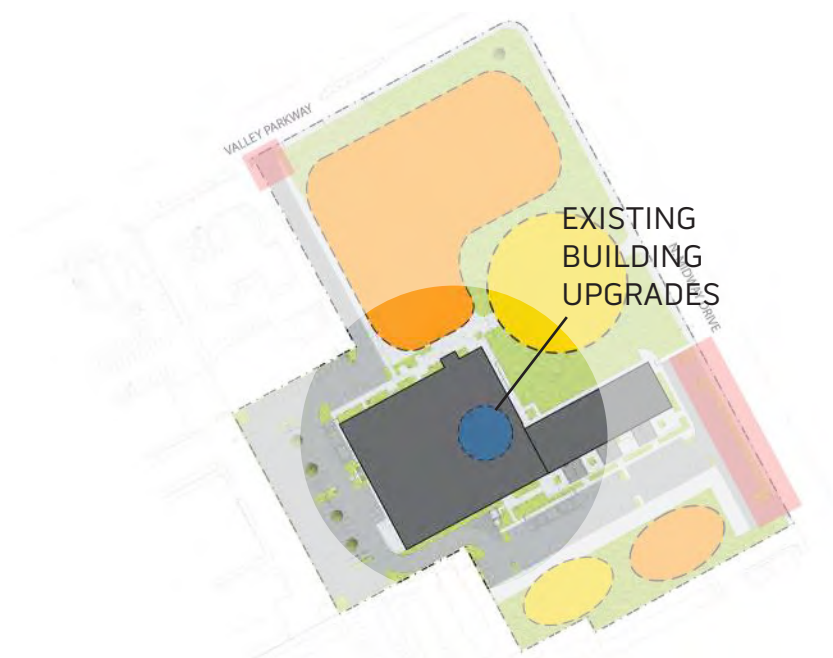
## EXISTING BUILDING UPGRADES

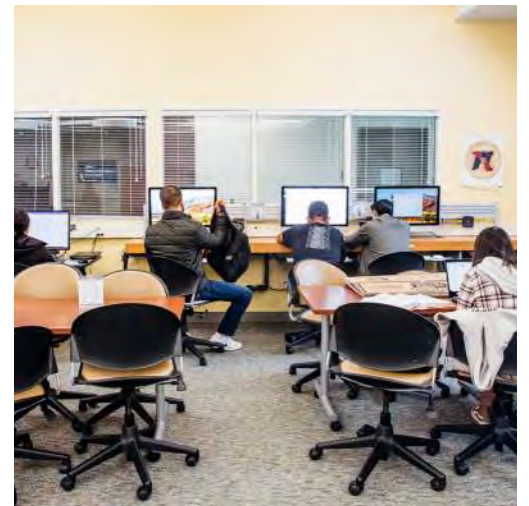
In conjunction with other projects being proposed at the Escondido Education Center, an evaluation will need to be completed to determine the best use of existing facilities. As plans for new facilities are developed, additional modifications and improvements to existing facilities will be required to provide appropriate physical support for educational programs and center needs.

Adapting existing spaces to future uses will include physical reconfiguration of spaces, upgrades and replacement of finishes, technology upgrades, and replacement of furniture, fixtures, and equipment. Renovations will need to respond to specific program needs and coordinated with the potential relocation of some center programs and services into proposed new construction.

Other upgrades could center around food services and integration of supplemental support to students, faculty, and staff that

would provide them an opportunity to remain at the site for greater interaction and engagement.





# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## LANDSCAPE VISION PLAN

Strip shopping centers, which was the former use of the Escondido Education Center, naturally turn toward the adjacent streets so that potential shoppers can clearly see each store. A college center does not need this level of street visibility, and should create a safe, focused, and protected experience for learning.

The landscape vision plan for this Center proposes some simple additions to the current desert-themed plantings that, in the short run, can help to separate center life from the bustle of Valley Parkway and Midway Drive, beginning with the addition of street trees. Following that, a realignment of the planters and walkways along and between the buildings, and the addition of shade trees, could create comfortable seating and gathering areas that are protected from the adjacent parking. Plantings along the perimeter walls and under the south solar panels would soften views and make the parking areas more inviting.

As the Center expands and adds buildings, the landscape vision plan suggests turning the classrooms inwards towards a quadrangle. Student gathering and outdoor classroom spaces could potentially be used to mitigate environmental site challenges.

The Early Childhood Education Lab School (ECELS) play areas have been regimagined and relocated to the south end of the site

### STREET FRONTAGE PLANTING

The Center frontages along Valley Parkway and Midway Drive are beautifully planted with a desert plant palette that does not include trees. Overhead power lines and signage visibility limit the use of large trees. The landscape vision plan calls for the addition of closely-spaced small desert trees, such as Palo Verde, that would stay under the power lines. Planted so that their canopies touch, the rhythm of the trunks and mass of the branches would drastically change the view out from the classrooms, enclosing the Center and separating it from the street. The addition of small columnar Podocarpus trees will also aid in enhancing security. The tree plantings would break at the extension of an east-west axis through the Center where a new ceremonial pedestrian entry would be created.

### SEPARATING BUILDINGS FROM PARKING

As with most strip malls, the Center's parking lot extends right up to the curbs at the arcade along the classroom faces. The landscape vision plan proposes to replace parking with a student courtyard. Where planters are provided, they shield the walks and create spaces for seating,

gathering and outdoor study. Planters would include mass palm or shade tree plantings to shade the seating. Along the south side of the classroom building, closely spaced trees would be planted to separate the current seating areas from parking, with their shade pre-cooling the breezes.



LEGEND

- CAMPUS DRIVE & ENTRY ENHANCEMENTS
- CONNECTIVE GATHERING SPACES/GARDENS



ESCONDIDO  
EDUCATION CENTER  
RECOMMENDED REMOVALS

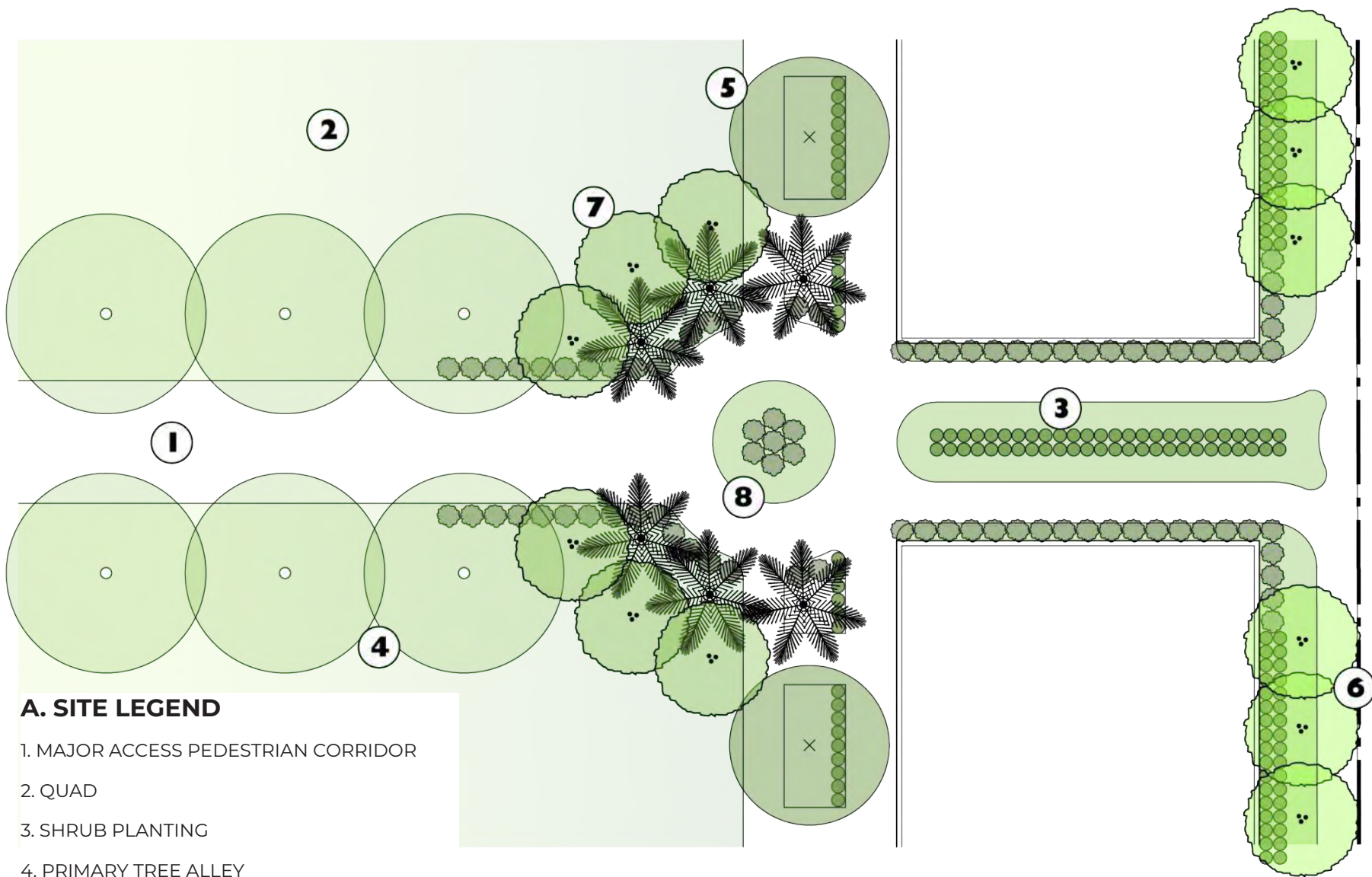
# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## A. MAIN ENTRANCES

The small pedestrian passageway between the existing north and south will receive additional tree plantings to soften, shade, and give the corridor a human scale. Pavement enhancements and seating additions would be the first phase of this outdoor hallway, becoming the central spine of the future site.

The replacement of a few parking spaces with plantings on the axis along the west property line, as well as the break in the street trees on the east, would visually extend the axis from edge to edge.





## A. SITE LEGEND

1. MAJOR ACCESS PEDESTRIAN CORRIDOR
2. QUAD
3. SHRUB PLANTING
4. PRIMARY TREE ALLEY
5. SECONDARY TREE
6. STREETSCAPE ENHANCEMENT TREE
7. ORNAMENTAL TREE
8. GATEWAY NODE



# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

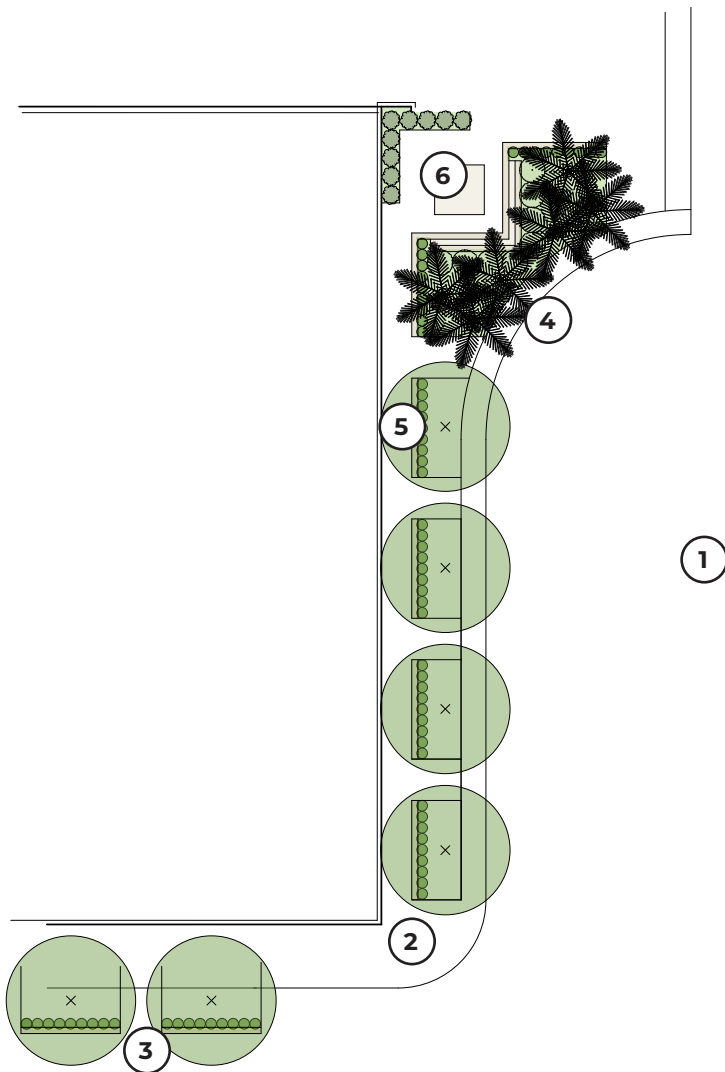
## B. DROP-OFF EDGE

The landscape vision plan calls for the addition of linear planters in the car overhang spaces under the south lot's solar panels. Other plantings that would help to soften the appearance of the lots include planting vines in the narrow spaces along perimeter walls, and the addition of trees along the south side of the building.



## B. SITE LEGEND

1. DROP OFF AREA
2. PEDESTRIAN PATH
3. SECONDARY TREE
4. PRODUCTION TREES
5. BORDER HEDGE
6. SMALL GATHERING SPACE



# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## C. STUDENT COURTYARD

The walkway which separates the building complexes acts as a vessel that funnels pedestrians towards archipelagos that provide human scale and moments of privacy and collaboration.

The “spotted islands” concept of planters and seating areas break the expanse of pavement and offer much needed greenery to the space.

A built up landscaping feature enhances safety and the feeling of security.

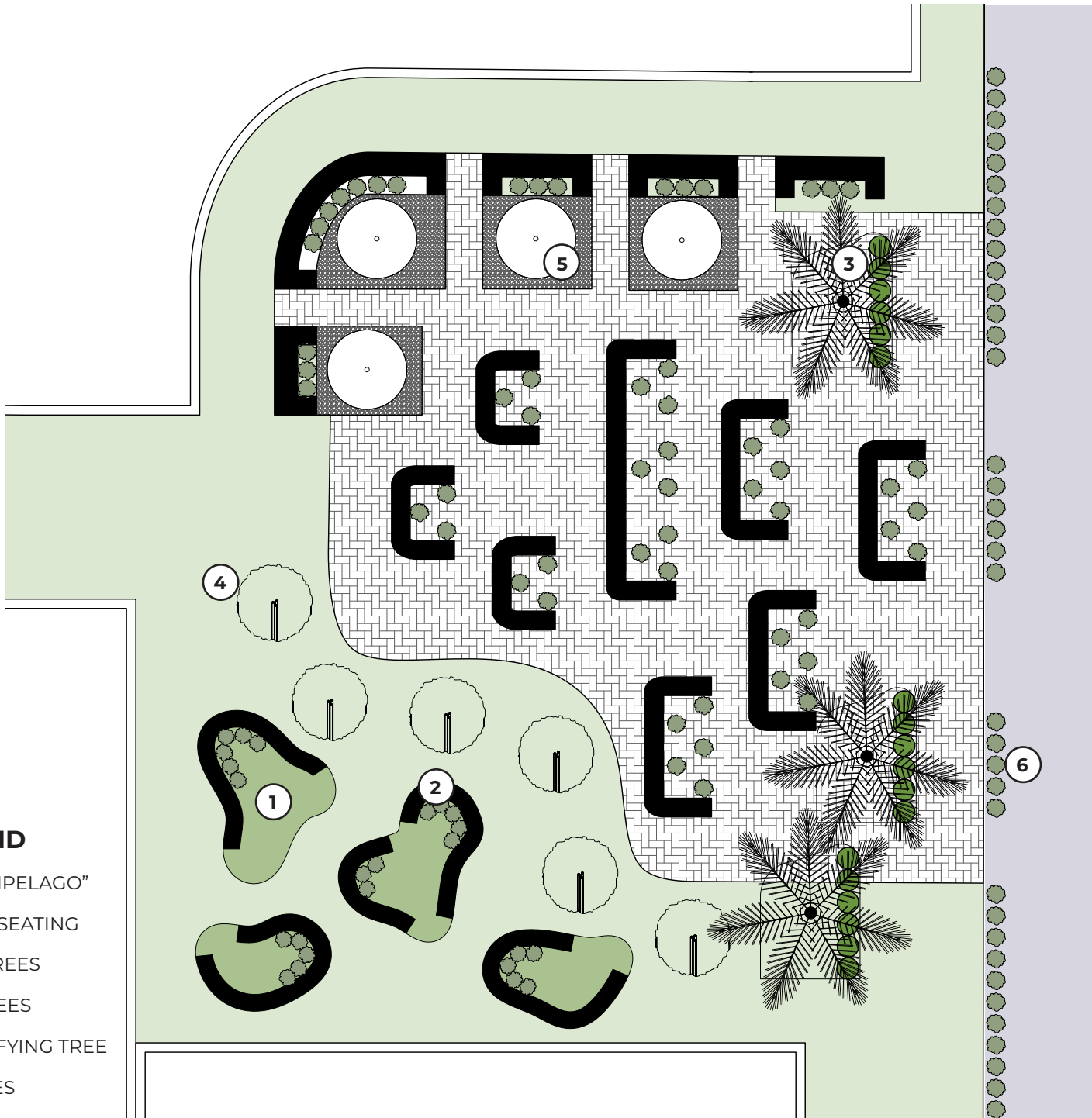
The urban context remains, but landscape enhancements increase site liveliness while avoiding desolation. Greenery is especially valuable on this site, so these landscaping enhancements retain and respect existing trees.





### C. SITE LEGEND

1. PLANTED "ARCHIPELAGO"
2. SURROUNDING SEATING
3. PRODUCTION TREES
4. SECONDARY TREES
5. PATHWAY SIGNIFYING TREE
6. BUSHES/ HEDGES

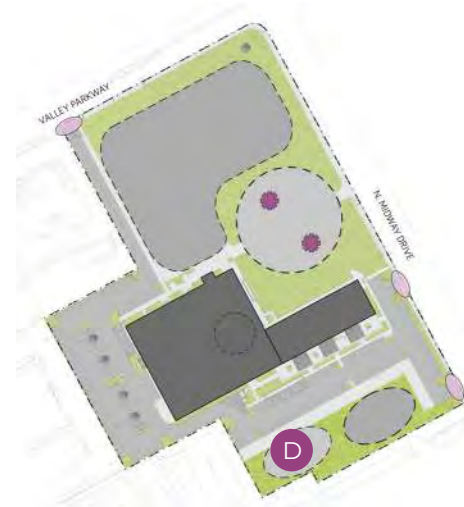


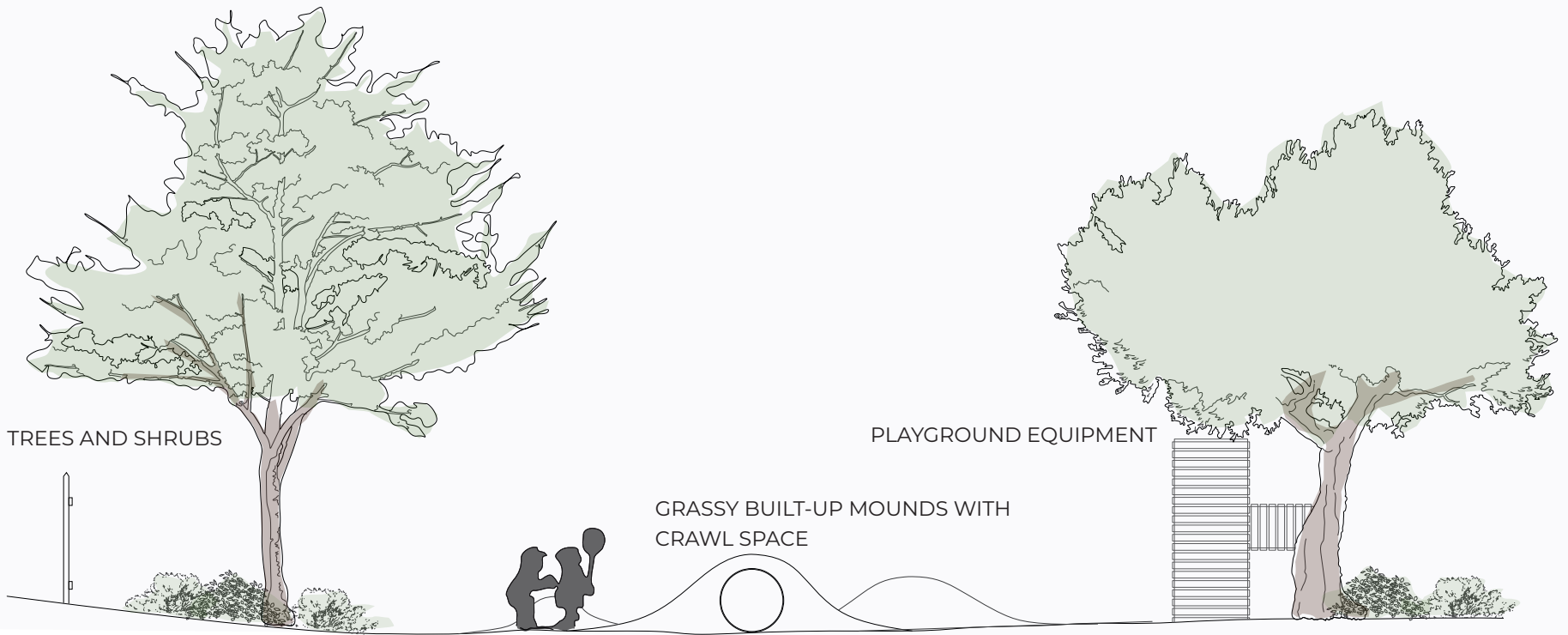
# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## D. ECELS PLAY AREA

On the opposing page, an illustrated section depicts mounded relief landscaping with crawl spaces that encourage exploration and pique curiosity for children. The archipelago is reinterpreted from the courtyard, but the visual style remains consistent.

Nature is known to provide numerous psychological benefits, including improvement in mental health which is imperative for younger populations.











# Rancho Bernardo Center Recommendations

The *FVP* recommendations translate Palomar College's educational vision planning strategies, themes, and needs into a series of building and site recommendations for the future. These recommendations carry forward many of the projects previously identified in the *Facilities Master Plan 2010* and *2019 Updates*. They also add projects to the list that address current needs that have arisen or evolved since the previous planning cycle. These recommendations also address issues and needs identified in the updated site analysis, listening sessions, and challenges that currently face all community colleges, such as changes in pedagogy, post pandemic enrollment, security and safety, climate change, and the need for economic operational efficiencies.

# PROJECT LIST W/ CENTER CONCEPT PLAN

The project recommendations for the Rancho Bernardo Education Center are intended to create a center that supports the success of students and the community. While recommendations are listed individually, the intention is to develop a center that works holistically and seamlessly to achieve this goal. Other future minor projects may be implemented as needed, including projects like café upgrades.

While site plan drawings might appear specific, the forms are intended to be conceptual sketches of the location and purpose of the facilities and site improvements. The photographs shown in this section are intended to illustrate concepts and ideas to inspire the design based on original input at the time of planning. The final design of the site and facilities projects will take place as the projects are funded and detailed programming and design occurs.

## NEW BUILDING PROJECTS

- Science and Tech Center
- Conference Room

## RENOVATION PROJECTS

- Existing Building Upgrades

## LANDSCAPE PROJECTS

- Overlook
- Gathering Node
- Outdoor Amphitheater





**LEGEND**

- PROPERTY LINE---
- EXISTING FACILITIES
- RENOVATIONS
- NEW FACILITIES



**RANCHO BERNARDO  
EDUCATION CENTER**

RECOMMENDED SITE CONCEPT

# CENTER CONCEPT PLANS- NEW BUILDING PROJECTS

## SCIENCE AND TECH CENTER

The physical constraints of the existing Rancho Bernardo Educational Center building make renovation infeasible or cost prohibitive for some equipment-heavy science curriculum. The space between floors is insufficient for the infrastructure needed to support these types of instructional spaces.

A new multi-story facility could accommodate the requirements for sciences and technology that cannot be reasonably achieved within the existing building. A new building would provide additional laboratory and support spaces as needed for specialized STEM programs.









# CENTER CONCEPT PLANS- NEW BUILDING PROJECTS

## CONFERENCE ROOM

The main conference room at the Rancho Bernardo Education Center is an amenity that is frequently serving the Rancho Bernardo community. It is commonly utilized by the Center as well as external partners. The current space is limited by its size and proportions, and could be improved upon with a larger, more intentionally proportioned space originally designed for that purpose rather than adapted to fit the structural bays of an existing building.

The conference room should accommodate approximately 300 people and contain support services appropriate for hosting community events. It could be a part of, or adjacent to, a new Science and Tech Center, or it could be implemented as part of an indoor-outdoor event venue in conjunction with an amphitheater. This venue would provide an exhibit space and an opportunity for community engagement

with the design and technology focused program offerings at the Center.

Architecture, interior architecture, fashion design, and other related programs could utilize this space to make connections with industry partners and garner community support.





INSPIRATIONAL  
IMAGERY ➤

# CENTER CONCEPT PLANS- RENOVATION PROJECTS

## EXISTING BUILDING UPGRADES

In conjunction with other projects being proposed at the Rancho Bernardo Educational Center, an evaluation will need to be completed to determine the best use of existing facilities. As plans for new facilities are developed, additional modifications and improvements to existing facilities will be required to provide appropriate physical support for educational programs and center needs.

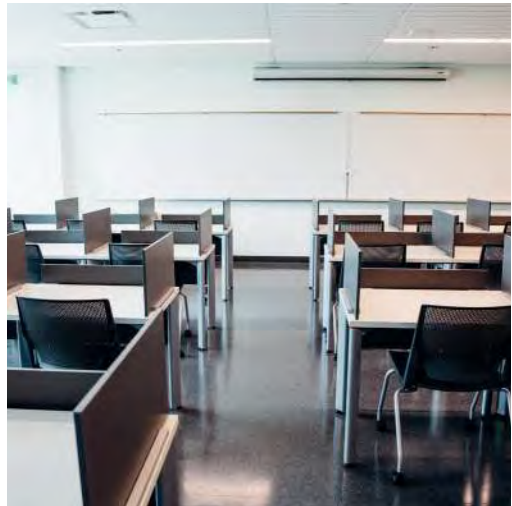
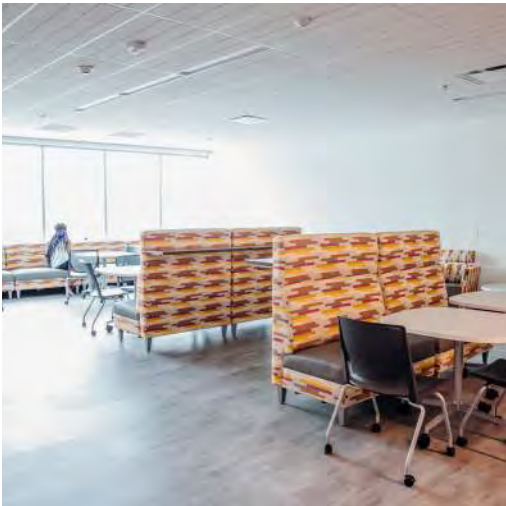
Adapting existing spaces to future uses will include physical reconfiguration of spaces, upgrades and replacement of finishes, technology upgrades, and replacement of furniture, fixtures, and equipment. Renovations will need to respond to specific program needs and be coordinated with the potential relocation of some center programs and services into proposed new construction.

Upgrades should be considered to distinguish the Center as a distinctly academic environment that welcomes students, faculty, and staff. Finishes and furnishings should reflect Palomar's student focus and convey a sense of belonging and hospitality. For example, murals or accent wallcoverings with Palomar College slogans create a sense of collegiate atmosphere.

Other upgrades could center around food services and integration of supplemental support to students, faculty, and staff that would provide them an opportunity to remain at the site for greater interaction and engagement.







# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## LANDSCAPE VISION PLAN

The Rancho Bernardo Education Center has laid the foundation for a diverse botanical garden landscape that also responds to the modernist building, the need for outdoor student gathering areas, and the stunning views of the Rancho Bernardo valley. The landscape vision plan for this center focuses on completing the original vision, beginning with the streetscape along Rancho Bernardo Road and the center entry. Upgraded plantings along the street would present a better appearance to the passing public, while added trees, shrubs, and vines on and above the curving retaining wall at the entry would provide a better backdrop for the Center monument sign and would help direct traffic onto the site.

Once visitors, students, faculty, and staff have crested the entry drive they arrive in a large parking lot where solar panels have replaced most of the trees that were previously interspersed. The landscape vision plan proposes to soften the appearance of this lot by adding plantings in islands under the panels. On the other side of the building, the student entry plaza with its grid of palms, rolling turf, and outdoor classroom spaces leads to a landscape with a variety of young trees. This foundation of the Center's botanical collection would be augmented with several special focus

or themed garden spaces between the mounds. Gathering spaces with seating for small groups would be set within the gardens. Pathways would lead to a space on the eastern edge of the mesa where an overlook garden with built-in seating would allow for study while enjoying the spectacular valley and foothills view.

Finally, the landscape vision plan outlines locations for center building expansion, with the landscape completing a palm-lined quadrangle with the multi-use rolling turf area in the middle.

### STREETSCAPE AND ENTRY

The large sloped area along Rancho Bernardo Road features many large trees from the original development of the property and a more recent line of small olives close to the road and sidewalk. But recent drought-based water concerns have turned off the irrigation to this slope and the under plantings have disappeared. In order to improve the appearance of the slope without a total replanting, the landscape vision plan proposes an undulating line of 4' to 6' shrubs that form an informal hedge just above the olive trees with a band of ground cover below. The combination of the hedge with the existing tree canopies would screen views of much of the slope, giving the appearance of a totally planted slope.

With large overhead solar panels now dominating the north parking area, the vision plan adds planters below to soften views of the building and screen cars.

Spaces at the base of the panel supports and in the overhang between spaces can support ground covers, ornamental grasses, and narrow shrubs. Larger end-of-row planters could even be planted with food source plants to add to the harvest that can come from the special focus gardens on the south side of the building.

### CENTER EXPANSION

As this center grows and needs to add classroom space, it will create the opportunity to enclose a quadrangle with views across the botanical collections to the valley and foothills. A building that mirrors the current building's location would also call for mirroring the grid of palm trees, expanding the mounded artificial turf area, including more informal seating in the green, and providing additional outdoor classroom space. This balanced landscape could support an amphitheater or other landmark piece centered on the east end of the new quad.

LEGEND

- CAMPUS DRIVE & ENTRY ENHANCEMENTS
- CONNECTIVE GATHERING SPACES/GARDENS
- TRAILHEAD



RANCHO BERNARDO  
EDUCATION CENTER  
LANDSCAPE VISION PLAN

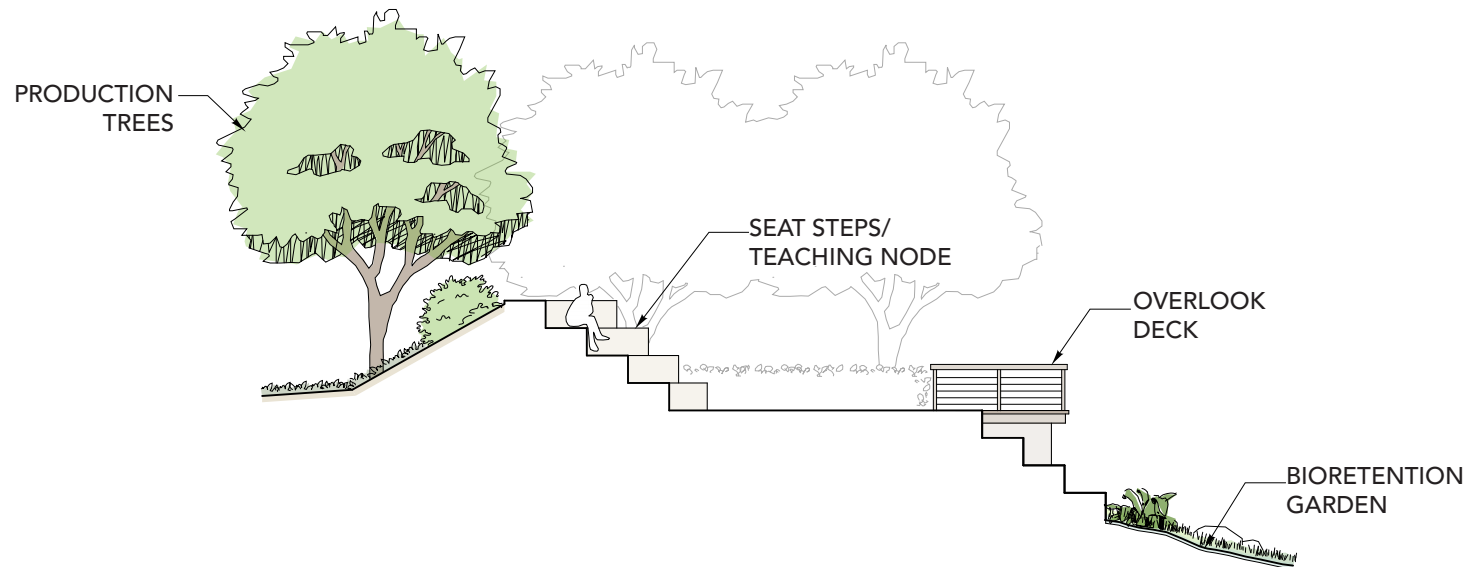


# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## A. OVERLOOK

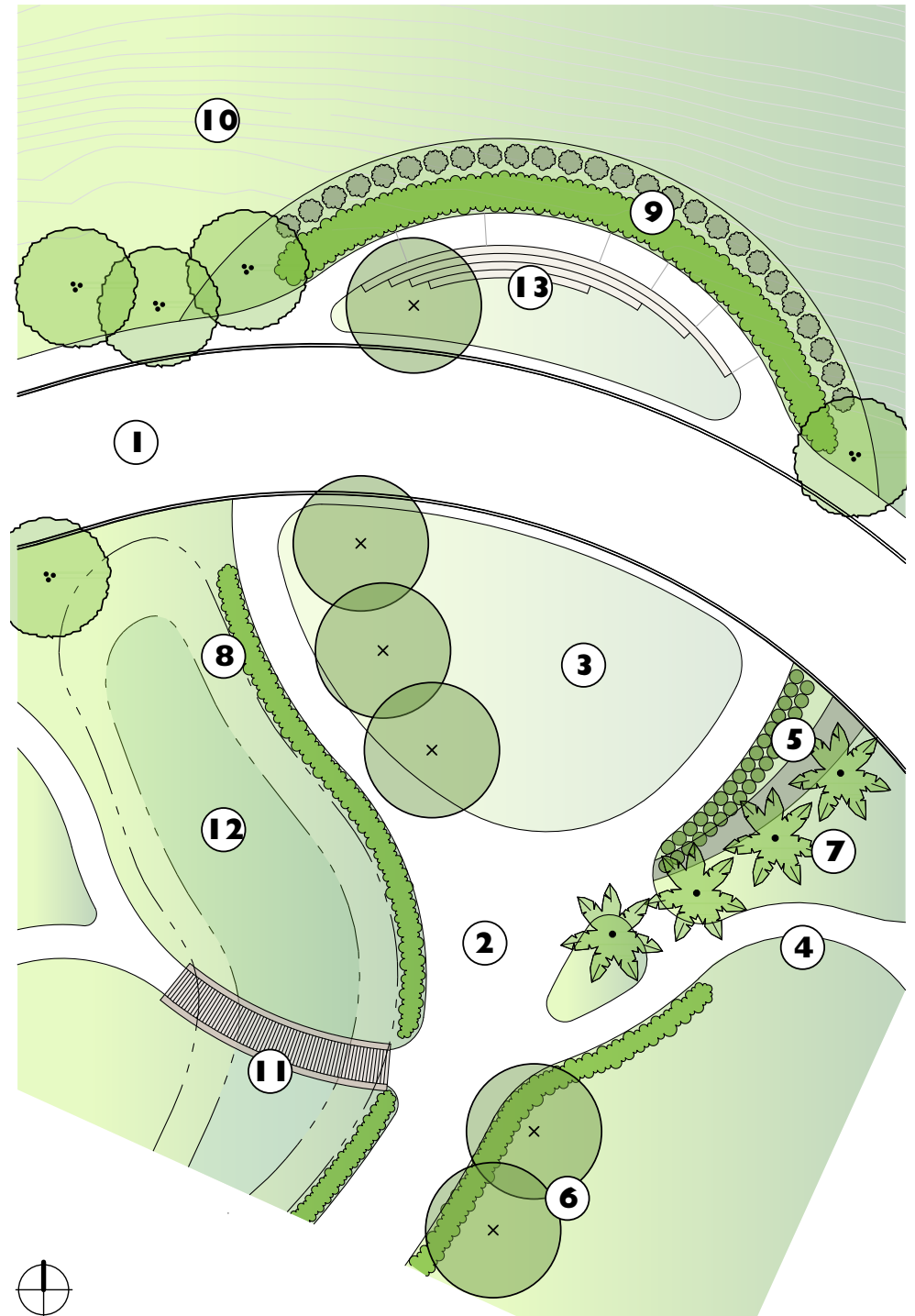
At the far eastern side of the site, bisected by the Center's loop drive, would be an overlook garden. A landscaped plaza would span the drive, making cars feel like the interloper in a pedestrian experience.

Trees planted asymmetrically on either side of the plaza would frame the long-range view as students approach from the botanical collections area. An arc of permanent amphitheater-style seating would face the view with a line of bordering shrubs screening views of the offices below.



## A. SITE LEGEND

1. PRIMARY VEHICULAR DRIVE
2. MAJOR ACCESS PEDESTRIAN CORRIDOR
3. PLAZA
4. PEDESTRIAN PATH
5. SHRUB PLANTING
6. PRIMARY TREE
7. PRODUCTION TREES
8. BORDER HEDGE
9. BORDER SHRUB
10. EXISTING SLOPE PLANTING
11. BOARDWALK
12. BIORETENTION GARDEN
13. OVERLOOK



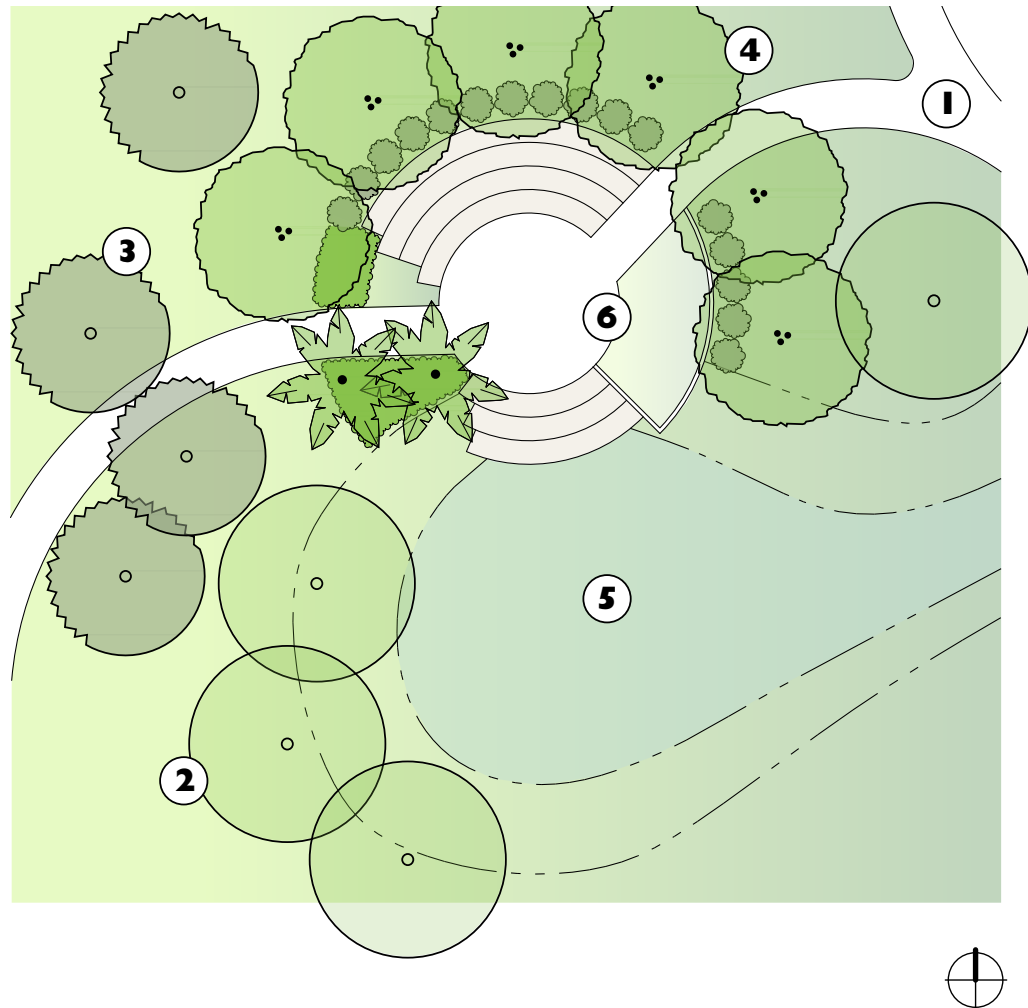
# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## B. GATHERING NODES

The east side of the Center mesa is a landscape of rolling mounds with a variety of young unusual trees. The “bones” of a future botanical collection, these trees would also provide shade for the looping pathways and a variety of different-sized gathering and outdoor study areas. Enclosed by additional trees, but with views into the bioretention gardens and other focused collections, each area would include permanent seating - some with teaching supports such as lecterns, whiteboard walls, charging stations, and Wi-Fi.







## B. SITE LEGEND

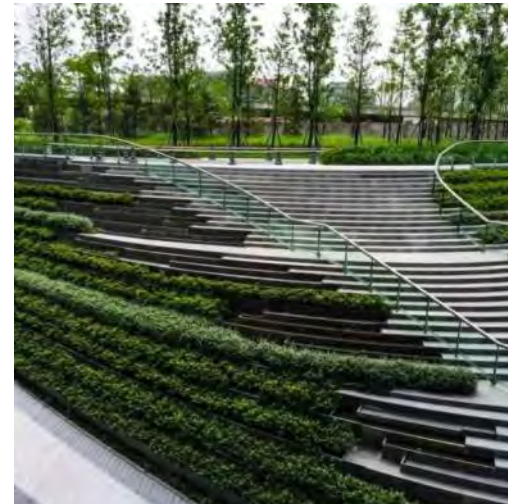
1. PEDESTRIAN PATH
2. ORNAMENTAL TREE
3. MEDIUM TREES
4. PRODUCTION TREES
5. BIORETENTION GARDEN
6. TEACHING NODE

# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## C & D. OUTDOOR AMPHITHEATER

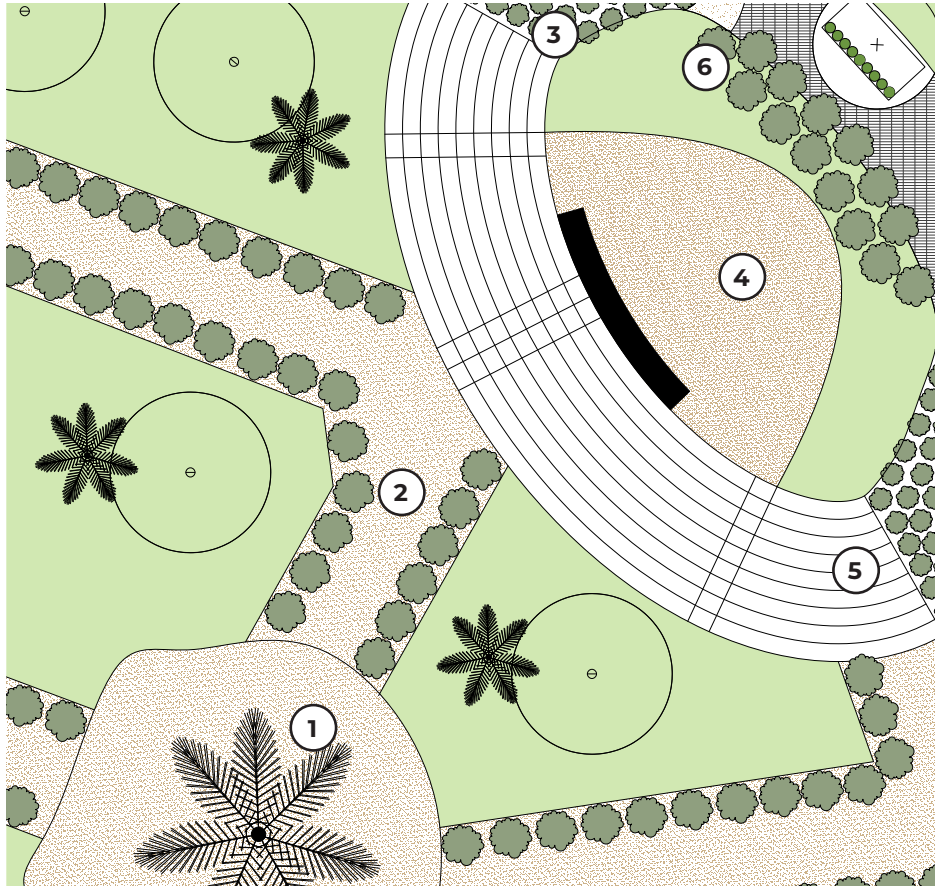
A generous site allows for the effective branching out of foliage that demarcate pathways to more focused nodes. These areas are unique opportunities to carry learning from inside the classroom. Ultimately, these also branch out from the amphitheater and connect to built facilities as well.

The decision of how the paths branch out are dependent on topography as well as the expanse of valuable mountain views.



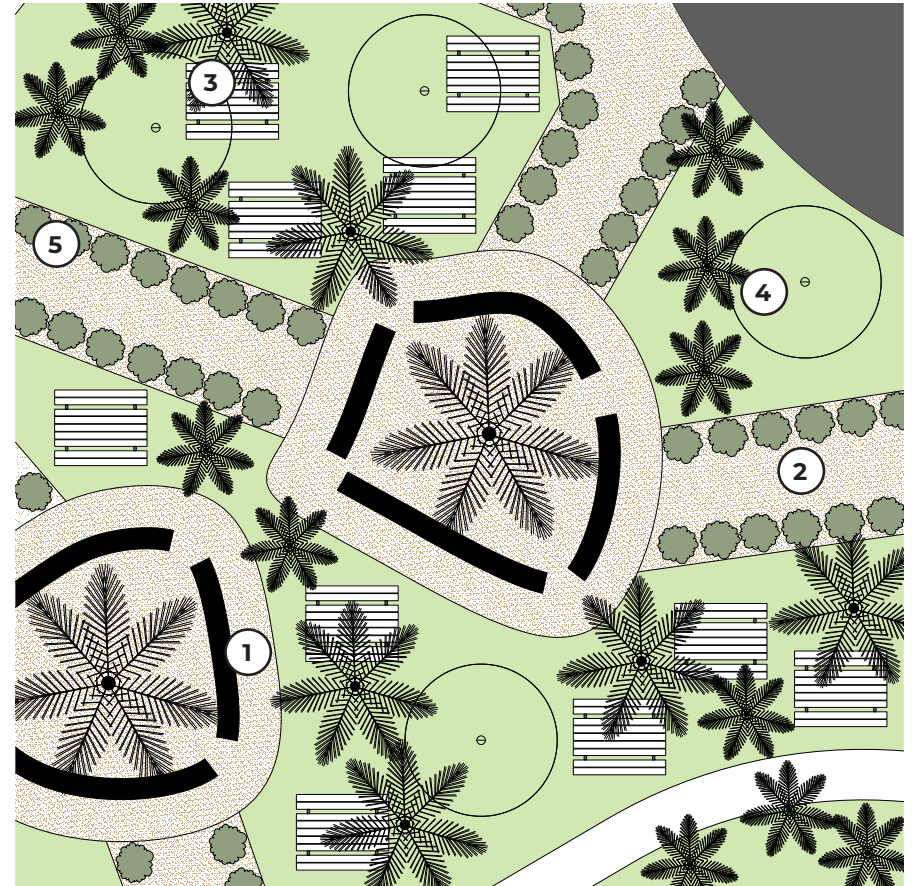
## C. SITE LEGEND

1. MONUMENTAL TREE/GATHERING AREA
2. HEDGE-LINED PATHWAYS
3. SECONDARY TREES
4. STAGE
5. STADIUM-STYLE SEATING
6. BUSHES/ HEDGES



## D. SITE LEGEND

1. MONUMENTAL TREE/GATHERING AREA
2. HEDGE-LINED PATHWAYS
3. BENCH SEATING/GATHERING AREA
4. SECONDARY TREES
5. BUSHES/ HEDGES







# Fallbrook Center Recommendations

The *FVP* recommendations translate Palomar College's educational vision planning strategies, themes, and needs into a series of building and site recommendations for the future. These recommendations carry forward many of the projects previously identified in the *Facilities Master Plan 2010* and *2019 Updates*. They also add projects to the list that address current needs that have arisen or evolved since the previous planning cycle. These recommendations also address issues and needs identified in the updated site analysis, listening sessions, and challenges that currently face all community colleges, such as changes in pedagogy, post pandemic enrollment, security and safety, climate change, and the need for economic operational efficiencies.

## FALLBROOK EDUCATION CENTER - REMOVALS

Temporary facilities, as well as aged permanent facilities, that are no longer feasible or cost effective to renovate, are recommended for removal and replacement. The decision to renovate or replace an existing facility is often influenced by the limitations that an existing structure or site places on the success of a potential renovation. These factors have been considered by Palomar College in the course of seeking the most effective solutions.

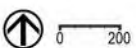
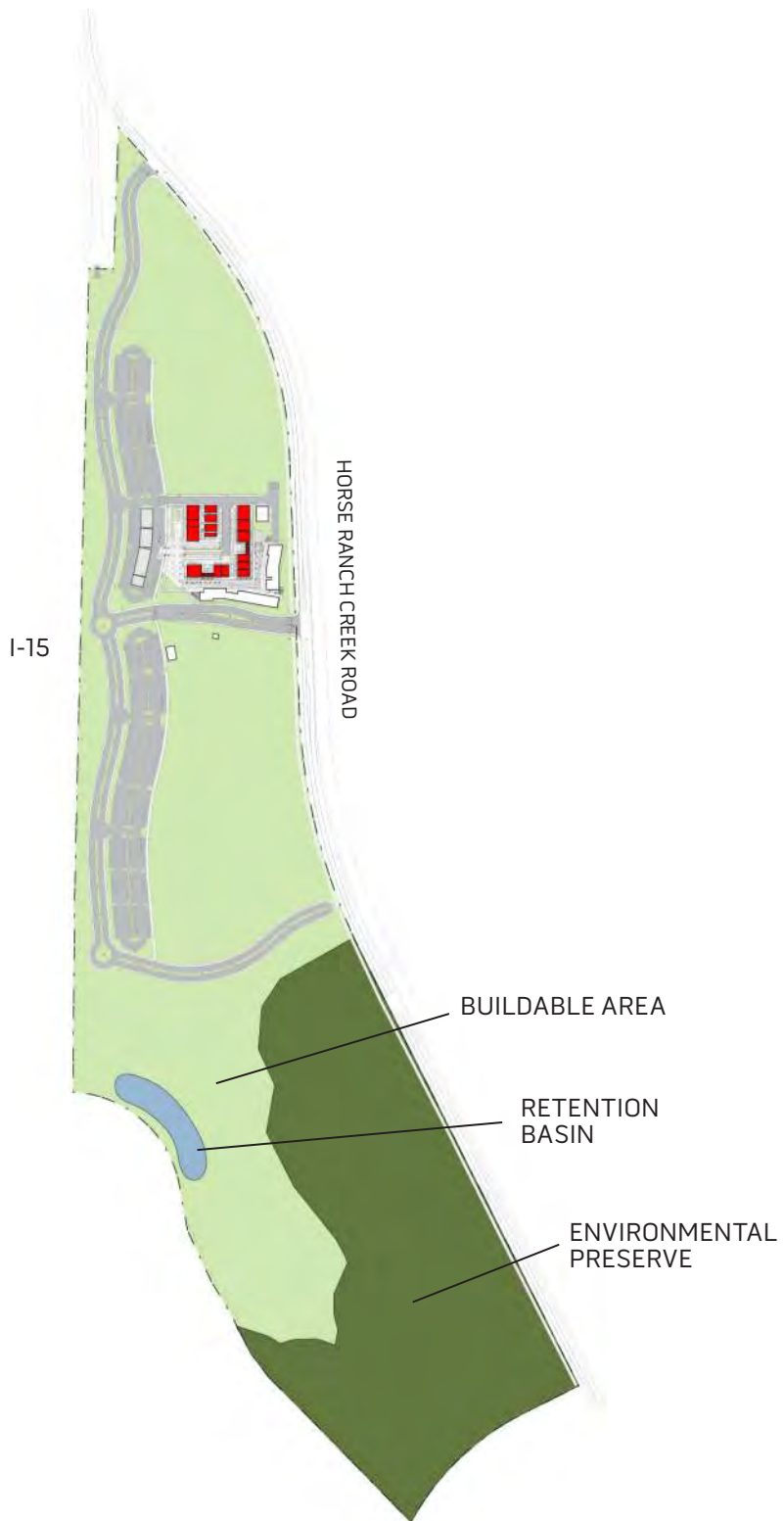
Removal of facilities will be phased to take place as new and renovated space becomes available. In certain circumstances, programs may be temporarily housed in swing space prior to being relocated to long-term facilities. The removal of the following facilities clears the way to improve the utilization of the site land area.

### REMOVALS

- Modular Village



**FALLBROOK  
EDUCATION CENTER**  
RECOMMENDED REMOVALS



## PROJECT LIST W/ CENTER CONCEPT PLAN

The projects recommended for the Fallbrook Education Center are intended to create a Center that supports the success of students and the community.

While recommendations are listed individually, the intention is to develop a center that works holistically and seamlessly to achieve this goal. While site plan drawings might appear specific, the forms are intended to be conceptual sketches of the location and purpose of the facilities and site improvements. The photographs shown in this section are intended to illustrate concepts and ideas to inspire the design based on original input at the time of planning. The final design of the site and facilities projects will take place as the projects are funded and detailed programming and design occurs.

### NEW BUILDING PROJECTS

- Fallbrook 80
- ECELS & Play Area
- Sustainability Programs

### INFRASTRUCTURE UPGRADES

- High Voltage Infrastructure

### CIRCULATION PROJECTS

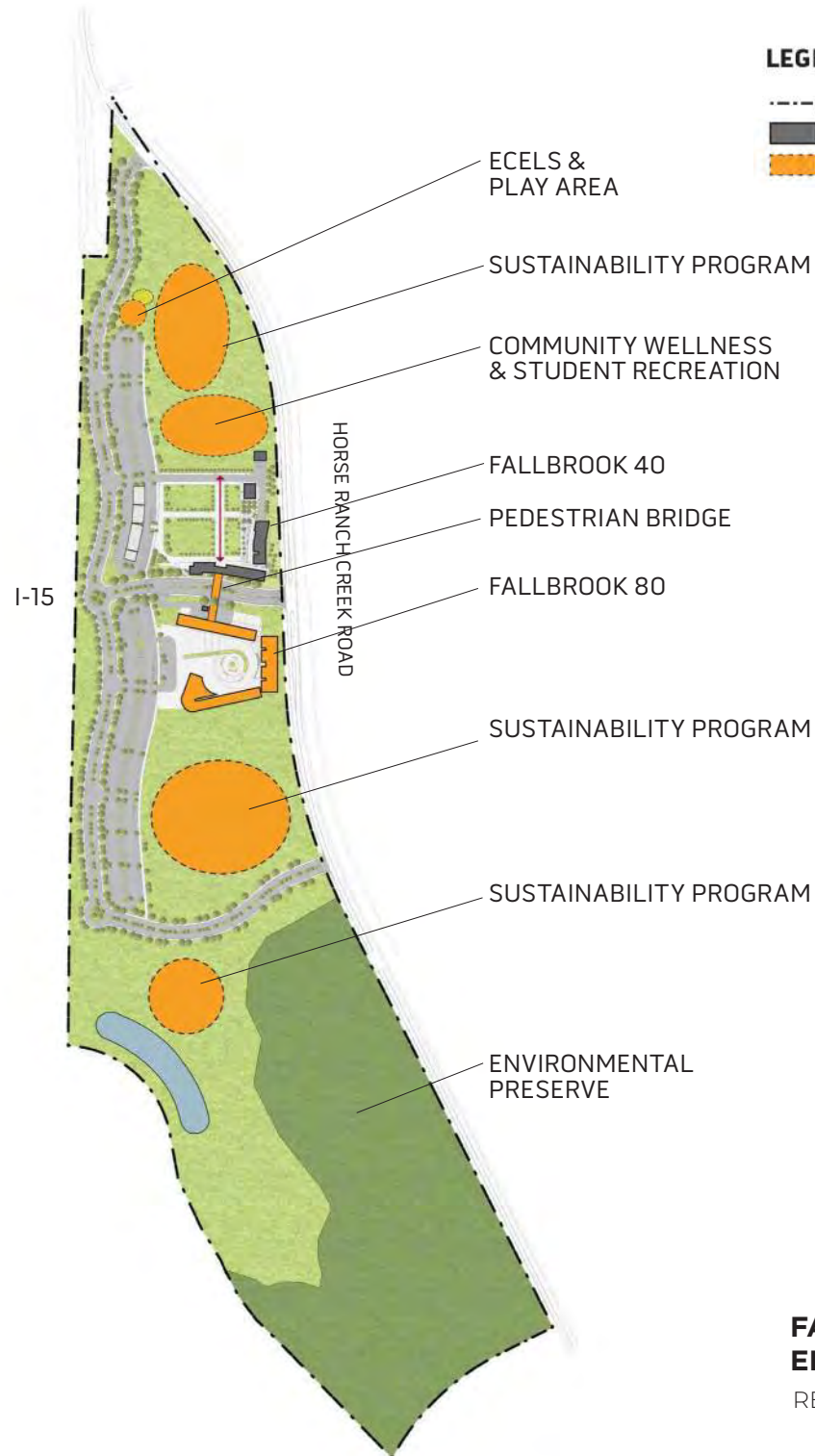
- Site Enhancements

### LANDSCAPE PROJECTS

- Teaching Node
- Student Quadrangle

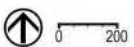
## LEGEND

- PROPERTY LINE---
- PLANNED PERMANENT FACILITIES
- FUTURE FACILITIES



## FALLBROOK EDUCATION CENTER

RECOMMENDED SITE CONCEPT





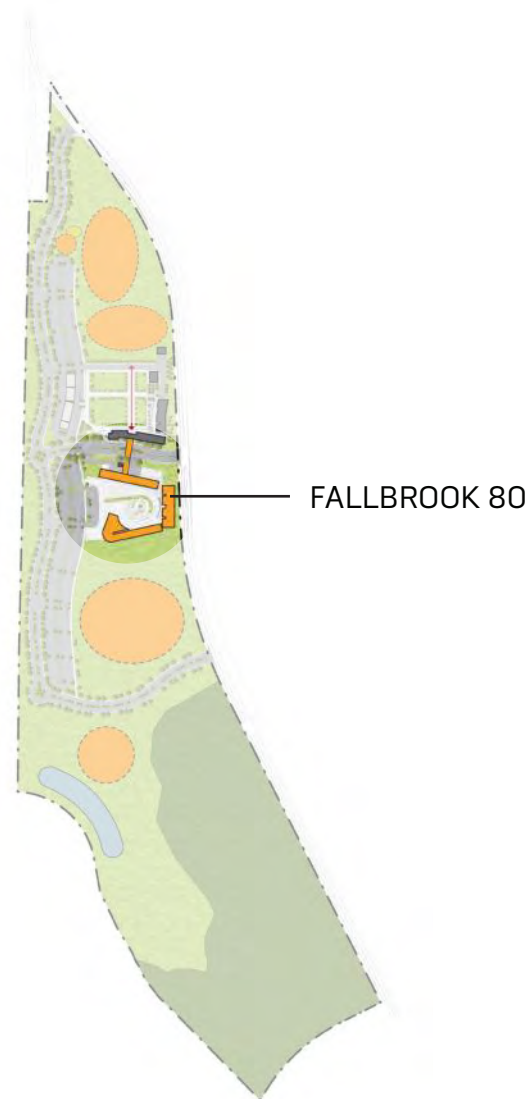
# CENTER CONCEPT PLANS- NEW BUILDING PROJECTS

## **FALLBROOK 80**

*Fallbrook 80's* design provides a strong formal presence within its greenfield site and is highly visible from the adjacent Interstate 15 Freeway. Set against a lush, natural backdrop, the building mass emerges from the ground and spirals into a monumental circulating form. The relationship between the built form and the natural landscape is fully integrated, honoring the land and the history that it represents. The building's affinity for its organic locale is further revealed within its building materials, native landscape palette, and high-performance passive design features.

The design promotes collegiality, active student life, and adaptability as new needs, uses, and technologies evolve over time. Incorporating sustainable systems that support healthy, progressive spaces, and ensures resiliency for the future is a guiding principle in the project's development.

The Center seeks to be a welcoming neighbor to the local community and provide an open, park-like environment with amenities for everyone. Based on these values, the design strives to create a unique community environment that is a beautiful place for learning.





# CENTER CONCEPT PLANS- NEW BUILDING PROJECTS

## ECELS & PLAY AREA

An Early Childhood Education Lab School (ECELS) with outdoor learning and play areas is recommended to be built at the north end of the Fallbrook Education Center.

ECELS is in alignment with the needs of both the resident student body and the surrounding Fallbrook community. This facility is a part of providing equitable facilities and services at all district sites. ECELS and an adjacent outdoor yard would be located in the north to avoid congestion of vehicular traffic and provide an appropriate proximity to other instructional programs and services.







INSPIRATIONAL  
IMAGERY ➤

# CENTER CONCEPT PLANS- NEW BUILDING PROJECTS

## SUSTAINABILITY PROGRAMS

Facilities for future educational programs centered around sustainability can be developed both to the north and south of the existing and proposed villages.

Given its regional context and availability of space, the Fallbrook site is well suited to house future potentially facilities-intensive programs.

The College has identified sustainability as a thematic focus for the Fallbrook Education Center, but has not yet identified the viability of specific instructional programs. As specific programs are selected, additional studies will need to be undertaken to determine the associated facilities requirements. In addition to facilities, site adaptation may also be required to accommodate alternative vehicle access, possible agricultural activities, and other site-related support components.





INSPIRATIONAL  
IMAGERY



# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## LANDSCAPE VISION PLAN

The blank palette of the Palomar College Fallbrook Education Center presents an opportunity to showcase the agricultural richness of the surrounding countryside, while increasing the diversity of the Palomar College plant collections and providing for a beautifully landscaped center. With much of the property currently a graded relatively flat pad, the immediate emphasis is to green the area and present a more finished appearance to neighbors and the public along I-15, while not impinging on the usability of future center village building sites. Early plantings of fruit tree groves, especially in areas between proposed villages could result in future buildings being placed in an already mature agricultural landscape.

As the Center matures and develops, pathway systems would be developed, connecting villages both along the current parking lots and through the interior. Spaces between villages along these paths would include gathering places, activity zones, and outdoor classrooms, integrated into a rolling topography of storm-water treatment areas and mounding.

The landscape vision plan pays careful attention to filling in the landscape along the main road entering the Center. Citrus groves on either side of the entry

set an agricultural tone at a scale that complements the proposed architecture. Groves at the intersection of the drive with the pedestrian path along the parking lots would also enclose a multi-use plaza with edible gardens. The west end of the drive, an area that is highly visible from I-15, would feature tall palms and sculptural elements.




## CENTER GREENING

Except for the street frontage, parking lots, and boxed plantings at the temporary village, the Center site is bare dirt. In addition to presenting an unfinished look to the community, the bare soil erodes easily and supports patches of unsightly weeds. But it also presents opportunities. Groves of fruit trees could be planted in the spaces between planned future center villages. Citrus or avocados, both prominent landscape features in the hills around the Center, could be planted in single cultivar stands as a food crop, or could display the variety of cultivars and types, and still add to food stores.

The large visible slope at the northeast side of the Center is proposed as an agricultural display version of the Carlsbad flower fields. It could feature food source plants, eucalyptus, tea tree, bird of paradise, and other plants used in the floral trade as accents, or a

combination of the two. There could be potential to lease the future building pad areas to local farmers to become a community-supported agricultural food plot or a nursery area for raising trees and shrubs, or a planting area. The important concept would be to green these areas in a productive manner until such time as the Center's building footprint expands.

## LEGEND

-  CAMPUS DRIVE & ENTRY ENHANCEMENTS
-  CONNECTIVE GATHERING SPACES/GARDENS
-  TRAILHEAD

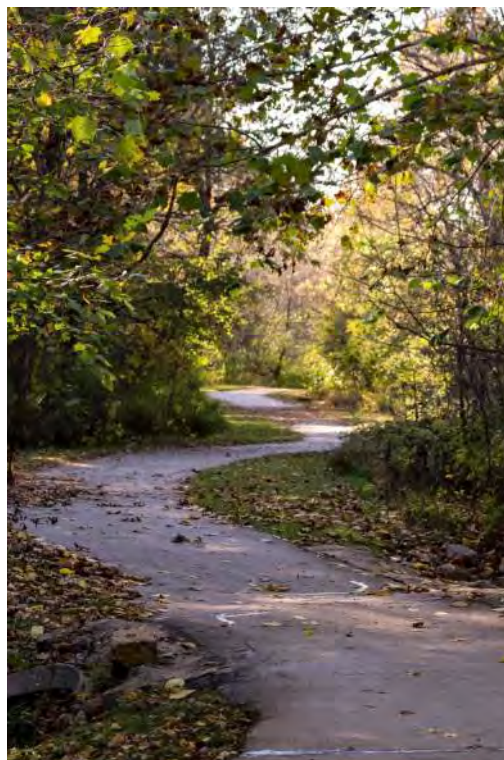


**FALLBROOK  
EDUCATION CENTER**  
LANDSCAPE VISION PLAN

# CENTER CONCEPT PLANS- LANDSCAPE PROJECTS

## A. TEACHING NODE

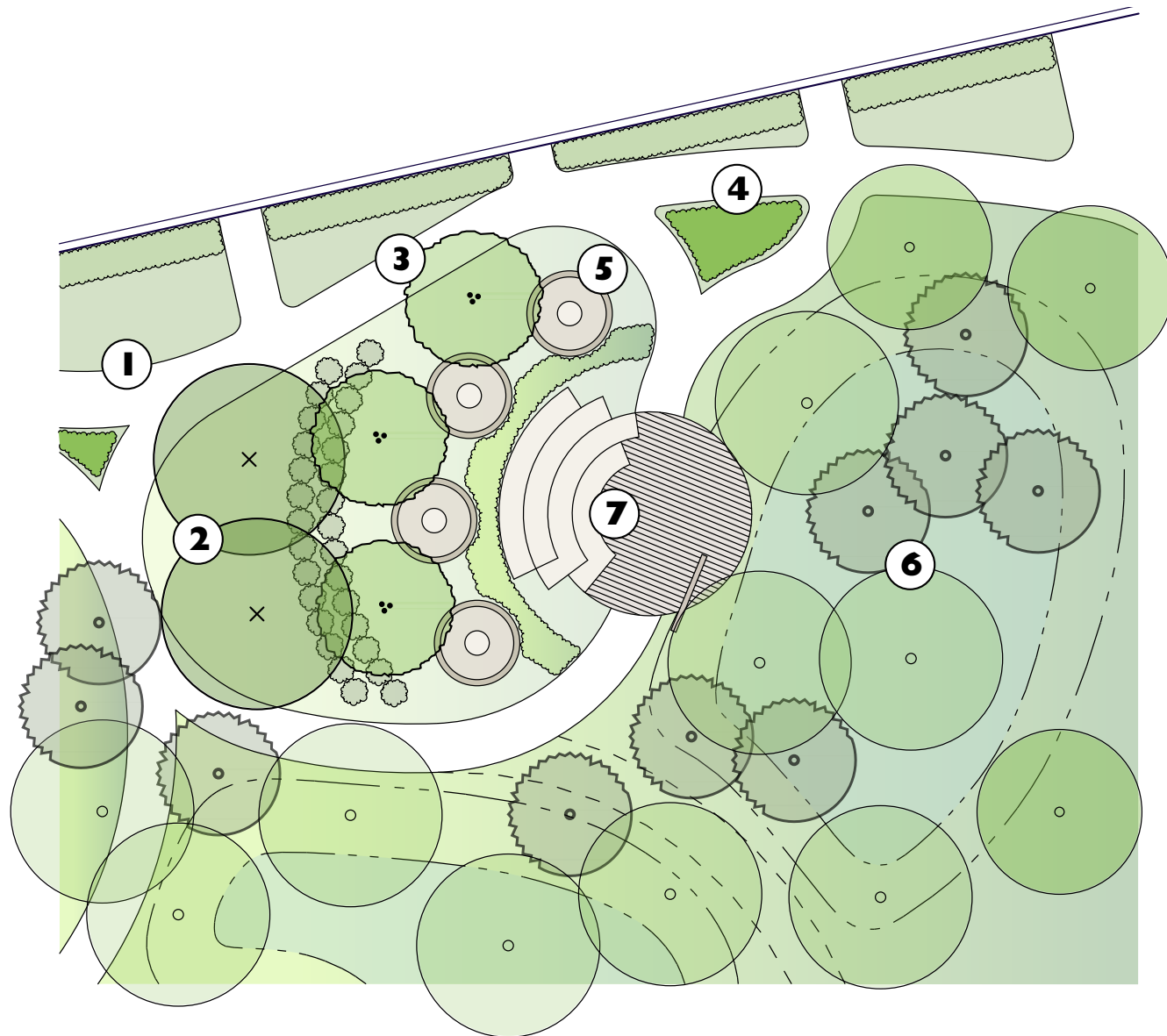
Pathway systems connecting villages would be provided, both along the current parking lots and through the interior of each village. The curving paths along the parking would diverge at the gateway to each village through a bosque of tall trees with special focus gardens below to lead to the classrooms and other student use areas. The interior paths would meander through a rolling topography of aesthetically planted stormwater treatment areas or rain gardens, with adjacent mounding that creates an eye-pleasing landscape nestled in trees. Outdoor classrooms, informal study, and gathering areas would cantilever over the treatment basins.





## A. SITE LEGEND

1. PEDESTRIAN PATH
2. PRIMARY TREE
3. PRODUCTION TREES
4. SHRUB PLANTING
5. RAINWATER COLLECTION TANKS
6. BIORETENTION GARDEN
7. TEACHING NODE



# OFF-SITE FACILITY

## PUBLIC SAFETY FACILITY

The District currently houses their public safety programs across multiple locations. Escondido is the hub for the EME program, while the Public Safety Training Center is a rented facility in the city of San Marcos located on Santar Place. The facility houses the Police Academy and Fire Technology programs. The Escondido Center programs have been retrofitted into spaces not intended for EME education. In order to reduce the inefficiency of having separated and retrofitted space, the District would benefit greatly from a new facility to house this program. A goal of the District is to combine all of these Public Safety programs into a single facility that will function as a unified Public Safety Center. This would build a greater synergy and elevate these programs to even higher levels.

The District does not currently have a site where this can happen. Expansion at Escondido is not feasible due to other facility needs, and the site itself is not large enough to support all the programs and the required outdoor space. The Santar facility is also limited, and being a rented facility, it does not offer Palomar the long term benefits of a dedicated Palomar College location. The intent of the District is to locate a piece of property within district boundaries to develop a

new state of the art Public Safety Center. While being able to serve the needs of the District, a properly designed Public Safety Center could also function as a training ground for outside agencies. This would increase collaboration and participation from the surrounding jurisdictions along with being a revenue stream for Palomar College.

The site for the Public Safety Center would need to be a minimum of 12 acres of usable flat area to accommodate the programs and required parking. The site would then house multiple buildings needed for the support of the Police Academy, Fire Academy, and the EME program along with the outdoor support space for all of the programs. The facility would consist of buildings to house Fire Academy classrooms, labs, and office space. These would be supported by meeting rooms, a lounge, locker rooms, general storage and apparatus storage bays. The Police Academy would contain classrooms, an arrest training methods lab, indoor shooting range, and a simulation lab. Office and meeting spaces to support the staff would also be included. These spaces would be supported with storage, a secure armory, and separate locker rooms for faculty and students. The EME program would contain classrooms, computer labs, ambulance simulation space, general simulation labs, and storage. Office and

meeting space would also support the EME program. The programs will also have a joint fitness center for training and conditioning.

The site will contain a number of training venues. These will include a general grinder space for programs. Site structures will include a Police Academy commercial building simulation structure, an emergency operations center training space, a four-story burn facility, and a two-story residence simulation structure. Outdoor training areas will include a fitness area, obstacle course, vehicle extraction training area, and a trench/confined rescue training area.

The programming and design of this 12-acre minimum site and 80,000 square feet facility will be developed with stakeholder input closer to the implementation of the project.







DRAFT





9/27/23