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# COLUMBIA COLLEGE

CAMPUS MASTER PLAN

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## Campus Master Plan

March 14, 2007

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### **Acknowledgements**

The Columbia College Master Plan is the result of the combined effort of college administrators, faculty, staff, students, community members and the consultant planning team. The master plan committee was instrumental in providing direction, guidance and decision making to the consultant team during the planning process.

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# COLUMBIA COLLEGE

CAMPUS MASTER PLAN

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## Section 1

### Campus Master Plan

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# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### INTRODUCTION

The 269.3 acres of forested land that comprises the Columbia College Campus is situated in California's Sierra Nevada Foothills. The campus is often described as California's most beautiful college campus. The vision of the campus, as a "dynamic institution of learners and creative thinkers dedicated to high standards of student success achieved through a balanced program of academic, vocational and community education, and committed to cultural enrichment and economic development", is further reinforced by the commitment and implementation of this Master Plan.

The Master Plan for Columbia College results from a collaboration of representatives from the College's administrators, leadership team, faculty, classified staff, students, Kitchell project managers and LPA Sacramento, Inc. It is a "living" document intended to provide the campus with a flexible framework to help inform, guide and plan for future capital improvement projects. While this document looks at the campus for the next 20 years, occasional updates will likely be required based upon funding available for improvements and the degree to which the built-in flexibility of this document can accommodate future conditions. Some concepts in this document will have a significant impact on both the function of the campus as well as the visual quality. Other concepts will develop more slowly over time as the campus and these changes evolve.



College seal engraved on boulder



Manzanita

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### GOALS AND OBJECTIVES OF THE MASTER PLAN

The aim of the Master Plan is to preserve and enhance the unique environment of Columbia College with minimal impact, provide a Master Plan that locates preferred sites for future capital improvement projects and ensure the Master Plan strengthens student's relationships, enriching learning and community through campus design. Specifically, the master plan facilitates the college's ability to:

- Provide guidelines for establishing hierarchies and themes throughout the campus
- Provided design guidelines which inform and plan for future growth
- Enhance the student's experience on campus
  - Provide student's access to learning and services
  - Improve the college's image within the community
  - Promote a pedestrian oriented environment
- Promote sustainable practices



San Diego Reservoir

Following are exhibits illustrating the campus' existing conditions and the proposed Campus Master Plan. The existing conditions image identifies the current uses of buildings and sites on campus as a point of reference. The Master Plan identifies locations for growth accommodation, functional modifications and aesthetic enhancements to the campus as outlined below.

### Growth Accommodation

The Master Plan identifies locations for future/potential building sites. Future/potential academic buildings are kept within the "Academic Precinct" which basically encircles the San Diego Reservoir. Within the "Academic Precinct" the Manzanita building is proposed to become the Student Center. The administrative functions currently housed in Manzanita are proposed to be moved to the location of the Alder Building. Other student support functions are proposed for Pinyon and Ponderosa.

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# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

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The Child Development Center was in the planning stage at the time this Master Plan was developed. The most current building layout is used for this Master Plan image.

The Science and Natural Resource Center was also in the planning stage at the time this Master Plan was developed. The most current building location is shown on the Master plan.

The future Public Safety Center building is shown as an expansion of the current Fire Department building.

The current location of the tennis courts is shown as a potential building site while the tennis courts are proposed to be moved to the future/potential athletic/recreation site to the east of Symons Field.

### **Functional Modifications**

With the determination of areas to be preserved as open space, these sites will never have buildings or other permanent structures built upon them.

The addition of bike lanes on Columbia College Drive to improve circulation.

Applying names to roads for improved wayfinding, namely North Campus Drive and South Campus Drive.

The creation of “enhanced gathering areas” to provide much needed gathering areas as well as aid in wayfinding.

### **Aesthetic Enhancements**

Create areas on campus to be preserved as open space.

Promote sustainability in all aspects of campus development and continuing operation of facilities.

Provide guidelines that inform the development and rehabilitation of facilities on campus.



# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN



### LEGEND

- Fitness Jogging Trail (No Build Feature)
- San Diego Ditch (No Build Feature)
- Student Housing
- Academic Buildings
- Athletic / Recreation
- Campus Support
- Future Child Development Center
- Fire Department
- Future Public Safety Center
- Future Science & Natural Resources Center
- Future Student Support
- Future / Potential Student Center
- Future/Potential Academic Buildings
- Future/Potential Administration Building
- Future/Potential Athletic / Recreation
- Open Space Preservation No Build Zone
- Potential Building Sites

Campus Master Plan

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN



### LEGEND

- Fitness Jogging Trail (No Build Feature)
- San Diego Ditch (No Build Feature)
- Student Housing
- Academic Buildings
- Administration Building
- Athletic / Recreation
- Child Development
- Campus Support
- Fire Department

Campus Existing Conditions

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### THE PLANNING PROCESS

The preparation of this Master Plan began in March of 2006 when LPA Sacramento, Inc was contracted to prepare this document for the campus. At that time, LPA Sacramento, Inc. began examining data compiled by the Yosemite Community College District including: the Facilities Master Plan dated January 8, 2004, which focused on facilities needs for the next 20 years that included new facilities, major renovations and upgrades to current facilities and infrastructure improvements. The facilities identified in the facilities Master Plan were then given priorities and input into an overall project timeline. With the passing of the YCCD Measure E Bond in 2005, funding became available to implement some of the projects, of which this Campus Master Plan is one.

The Columbia College Master Plan team began bi-monthly meetings with the campus master plan committee to gather direction and input from the campus stakeholders. A site analysis was conducted to identify the following existing conditions:

- Physical constraints: topography, existing trees and vegetation
- Pedestrian and vehicular entry and circulation routes
- Parking utilization
- Public open space and plazas (gathering areas)

Once the campus site analysis was complete, the opportunities and constraints were evaluated and the possibilities to site future buildings and develop new adjacencies were revealed. A synthesis of the information in conjunction with direction from the planning committee has created this master plan document to guide future growth of the campus in concert with the college's vision.



Master Plan Committee



Preliminary planning concept sketch

### THE LANDSCAPE MASTER PLAN

Columbia College enjoys a mature natural landscape that has evolved slowly over many decades. This native landscape with its mature large trees and native plants, contribute greatly to the general ambiance of the physical campus. Any modification to the campus landscape should be in harmony with the natural landscape and not detract from this.

The existing landscape is predominantly naturally occurring with very little supplemental or ornamental planting installed since the campus started. There are two specific areas on campus that would benefit greatly from the addition of supplemental planting. These areas are around the Oak Pavilion and the area to the north of Tamarack Hall.

Oak Pavilion with its shiny aluminum dome, stands out in the natural environment that surrounds it. Large scale coniferous trees should be installed around the entire building to buffer all views to it. The pedestrian walkways from the parking lot should also be lined with smaller accent trees similar to Western Redbud, to highlight the entry walk to the building.

Tamarack Hall is also in need of supplemental planting around the north side of the building. A number of large trees were removed during the construction of this building, leaving it void of plant material. Large scale coniferous trees should be installed along the pathway to the north of the building to be consistent with the surrounding landscape.

The following exhibit is the landscape master plan which is unique to the Columbia Campus in that minimal planting is proposed and only at areas where new landscaping is greatly needed. As stated previously, all landscaping efforts should be focused on preserving the natural beauty that the campus is known for. This landscape master plan also identifies areas and spaces on campus that will be preserved as open space for perpetuity.

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### Landscape Improvement Areas



Improved Landscape Area at Oak Pavilion



Improved Landscape Area at Tamarack

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### CIRCULATION

Due to the location of Columbia College in the Sierra Nevada foothills, most students, faculty and staff drive a vehicle to campus. However, in keeping with the Master Plan goals, this document seeks to “promote a pedestrian oriented environment”.

#### Main Campus Entry

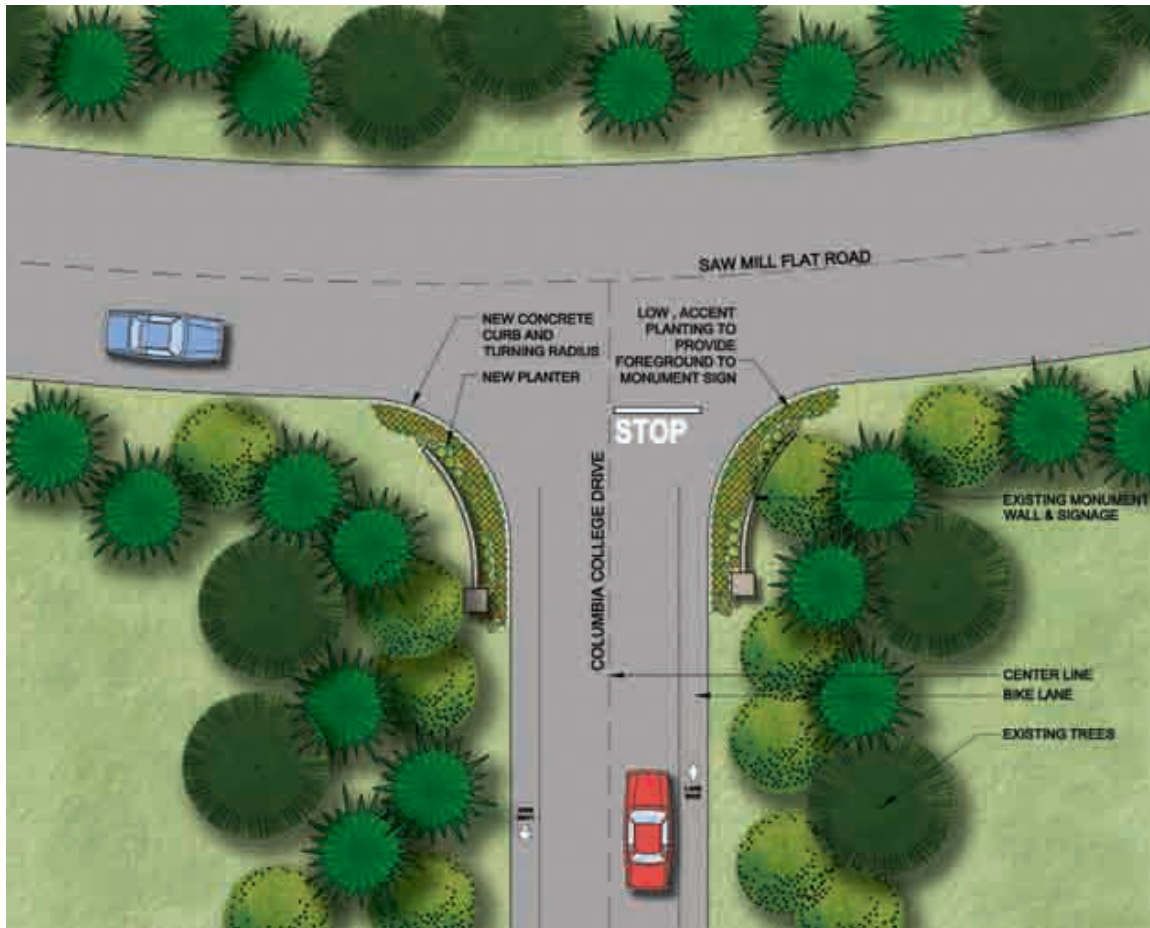
Currently the only road onto campus is Columbia College Drive. Changes proposed in the Master Plan start at the main entry off Sawmill Flat Road. The existing sign is built of indigenous stone and is a simple elegant statement representing a strong foundation for the college. Currently the roadway asphalt pavement goes all the way to the face of the sign wall. The edge of the AC paving should be pulled away from the sign wall and contained with a 6” high concrete curb. This will create a planter area in front of the sign to soften it, provide foundation planting and enhance the initial image of the physical campus.



Main Entry Monument with planter in front of signage

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN



Main Entry Monument with planter in front of signage

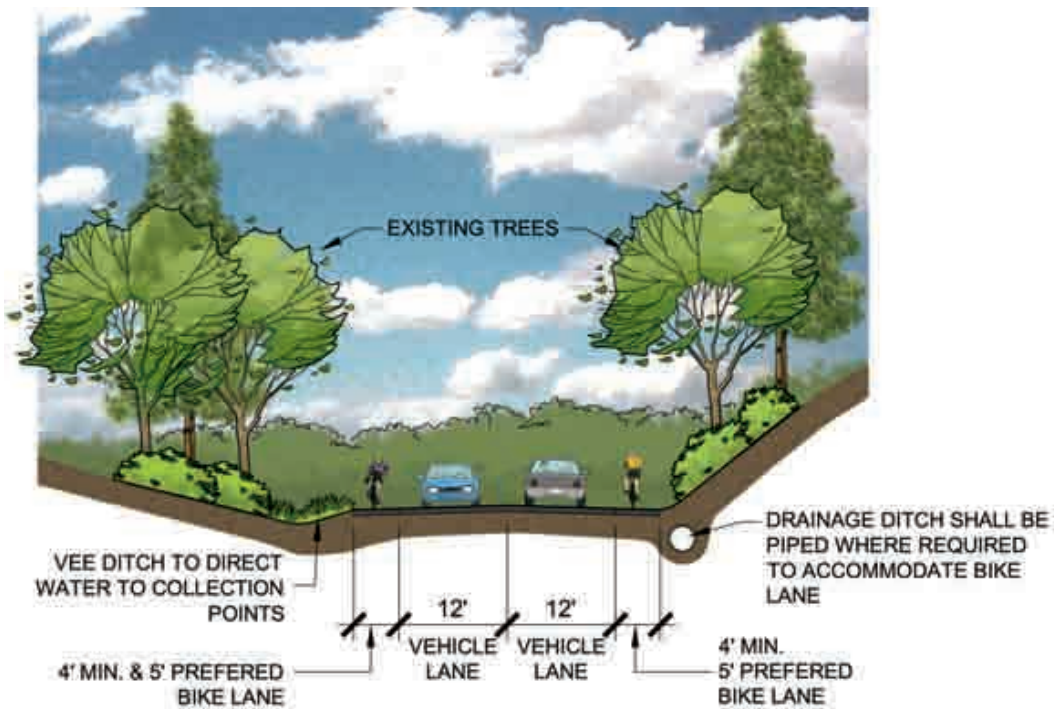
### Columbia College Drive

Columbia College Drive, the main road through campus, currently only accommodates vehicular traffic. This road should be re-engineered to accommodate bike lanes on both sides of the road. These bike lanes should be designed to the standards of a CalTrans Class II bike lane and be a minimum of 4' wide, or preferably 5' wide. Drainage swales should be piped at required locations to allow room for the bike trail. As stated herein, Columbia College drive has a 100' buffer on both sides which are "No-Build Zones". The addition of these bike lanes does not present a conflict with the preservation of the 100' buffer, but instead, reinforces the need to keep this buffer land in a natural state.

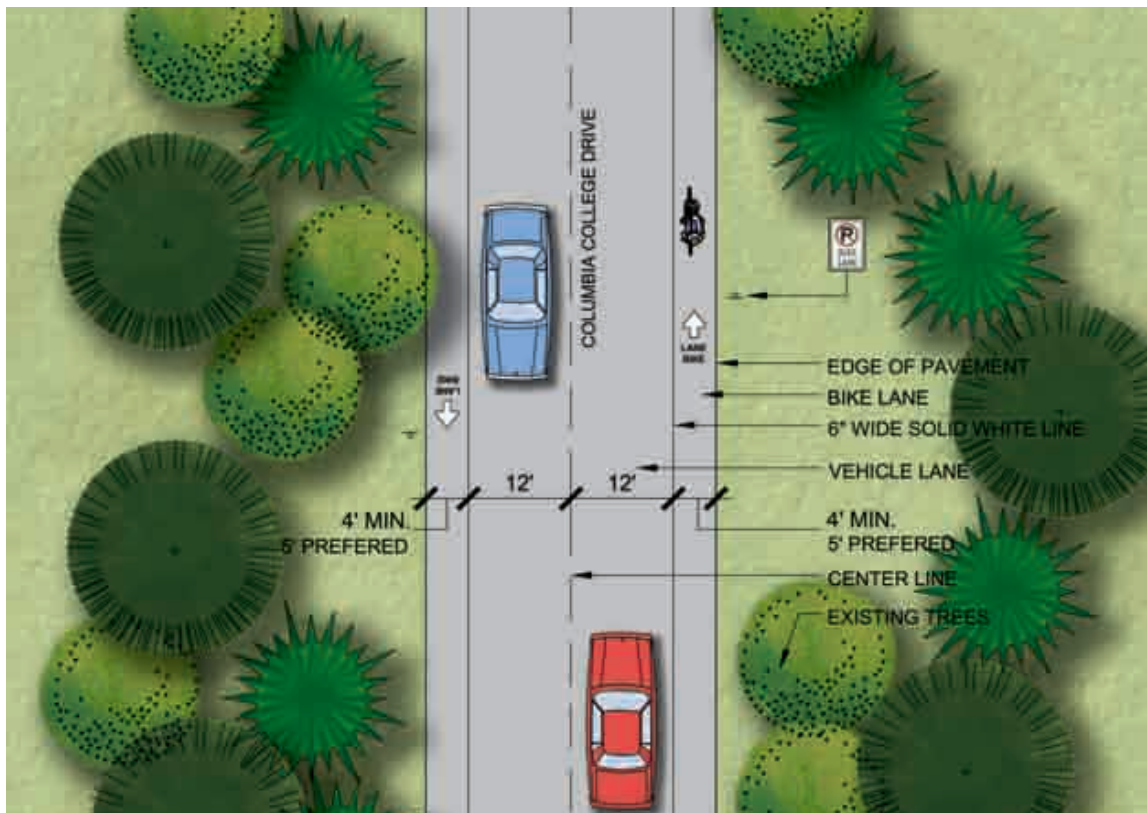
A portion of Columbia College Drive, near Sawmill Flat Road, has privately owned parcels which abut Columbia College Drive. The College should pursue having the County dedicate a 100' easement along Columbia college Drive to ensure the preservation of this "No Build " land.

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN



Columbia College Drive with proposed bike lanes- Section



Columbia College Drive with proposed bike lanes- Plan View



# COLUMBIA COLLEGE

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### Pedestrian Parking Lot Gateway

In an effort to provide obvious direction and wayfinding for pedestrians, the pedestrian parking lot gateway should be implemented at all parking lot levels (A through D) to highlight and announce the direction to the main buildings and the core of campus.



Pedestrian Parking Lot Gateway



Way Finding Signage

### **Enhanced Gathering Areas**

It is important for a college campus to provide different ways for people to interact as they circulate from building to building or other destinations on campus. Currently, the opportunity to do this on campus is very limited. The planning process of this document revealed the need to create Enhanced Gathering Areas throughout campus to provide this gathering opportunity.

Locations for the Enhanced Gathering Areas are shown on the Circulation Master Plan and further information regarding the design of these is located in the Design Guideline Section. These locations of Enhanced Gathering Areas are conceptual only. As the Enhanced Gathering Areas are developed, the actual location and design should be studied in-depth. The locations on the Circulation Master Plan are the result of the planning process and provide a starting point for the design and development of each Enhanced Gathering Area. Following are examples of what enhanced gathering areas could look like near Aspen, Manzanita, and Willow buildings.

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### Proposed Enhanced Gathering Area at Manzanita Building



# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### Proposed Enhanced Gathering Area at Willow



# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### Proposed Enhanced Gathering Area at Aspen



# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN



### LEGEND

- Fitness Jogging Trail  
[No Build Feature]
- San Diego Ditch  
[No Build Feature]
- Wayfinding Nodes
- Enhanced Gathering Locations
- Vehicular Gateways
- Primary Vehicular Access
- Major Pathway
- Standard Pathway

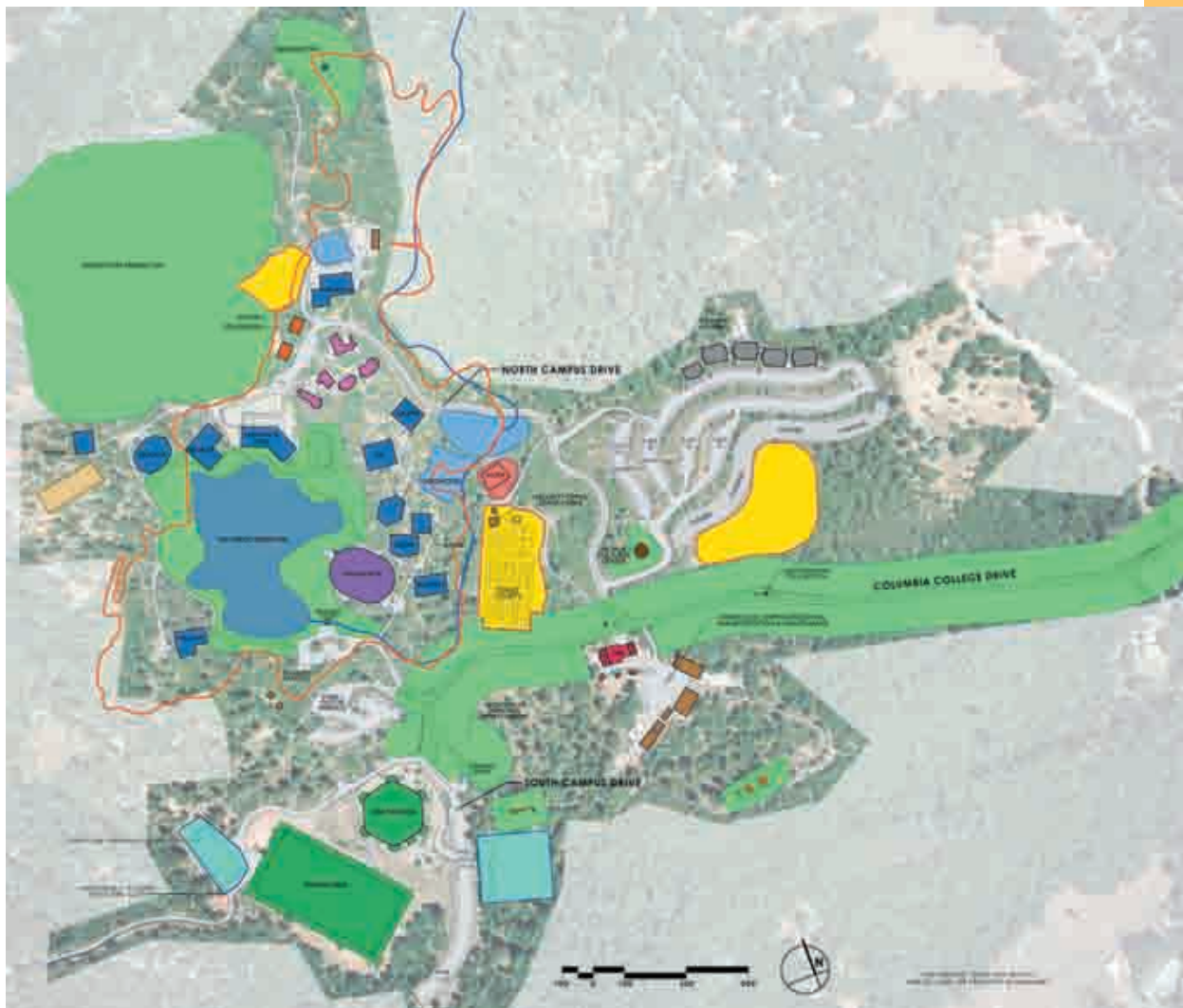
Campus Circulation Plan

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### THE CAMPUS IN DETAIL

This section of the Master Plan document lists buildings and sites on campus and discusses their current programmed use and potential future improvements and programming. The discussion is based on current available information and will require further study as funding is identified, programming becomes clearer and uses are revealed. These recommendations are not final and should be used as a guide for future campus expansion.



# COLUMBIA COLLEGE

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### Alder

The Alder building is located approximately half-way between the main student parking lot and San Diego Reservoir. This building was the original home of the college gym on the second floor of the building, and is currently used for Health and Human Performance classes. The second floor is not accessible and would require the addition of an elevator to make it accessible.

This is the first building you encounter when walking from the student parking lot, and as such would serve well being the location for College Administration and its associated functions. The current building, at 6,000 sq. ft, is too small to accommodate all the College's administrative facilities and would need to be demolished if this change occurs. In addition, the current building requires sizable improvements to make it accessible for persons with disabilities, further suggesting the need to eventually tear the building down.

Upon completion of a new administrative building at this location, the administrative services currently located in Manzanita such as admissions, financial aid, the College Administration, etc. would be relocated to this new facility, opening up Manzanita to become the student center.



Alder



# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### Aspen

The Aspen building currently has faculty offices, is used for general instruction and by the Music Department for music instruction in the building's large spacious classroom. The location of the building is important relative to the Campus Master Plan for two reasons. The first is its location at the terminus of the main pedestrian path from the student parking lot. The building serves as a backdrop to the enhanced gathering area at this terminus that is proposed directly to the east of the building. Secondly, the Aspen building is directly adjacent to the primary pedestrian circulation loop around the San Diego Reservoir. Due to the building's close proximity to both of these features, it is important that as the circulation system is improved or the enhanced gathering area is developed, the building, along with adjacent circulation is closely studied.

Since the building is only accessible via stairs from the east side, any improvements could potentially accommodate a new ramp and a more gracious stair system with a larger landing at the top and the bottom of the stairs.



Aspen

### Buckeye

Buckeye currently houses general instruction, faculty offices, Business Administration and Office Technology computer lab for business and occupational skills. The building is located directly to the east of Manzanita along the primary pedestrian circulation loop around the San Diego Reservoir. This section of the pedestrian path is affectionately known as “cardiac hill” due to the extreme slope in this area. The current signage around Buckeye needs to be improved for easier wayfinding. Refer to the signage and wayfinding design guidelines for suggestions to improve building identification and signage.

### Cedar

The Cedar building serves as general studies classrooms and faculty offices. The building is located in a congested area to the northeast of Manzanita. The pedestrian circulation around Cedar is very confusing and consists of a convoluted series of ramps with imposing concrete side walls creating the feeling of a cattle-chute. Unless the walls are used for retaining, all handicap ramp walls should consist only of tubular hand railings with airplane cable for the rest of the rails, similar to what is used at Tamarack. The circulation around Cedar should be closely studied in conjunction with the ADA access plan to provide improved circulation and wayfinding around Cedar. In addition, Cedar 10 is a small classroom that is only accessible via a series of stairs. Any modification or improvement to Cedar should include the removal of this barrier.

The signage around Cedar also needs to be improved for easier wayfinding and locating the building. Due to the tree canopy around the building creating dark areas, building identification directly on the building would greatly improve the wayfinding.



Convoluted Stairs and Ramps

### Dogwood

Dogwood, also known as the Forum Building, provides classrooms as well as a little theater that seats 182 people. The pedestrian circulation around Dogwood is very confusing. Dogwood is very close to both the Cedar Building and The Aspen Building. Standing in the middle of these three buildings, a person isn't sure what building is what. Building signage, mounted directly on the building in this case, would greatly help in wayfinding.

The area to the north of Dogwood (between Dogwood and Fir) contains a proposed enhanced gathering area. This is an ideal area for an enhanced gathering area since it is currently used for bake sales and other fund-raising events. This is currently a "designated smoking area" so the smoking area will need to be relocated to accommodate the enhanced gathering area.



Confusing circulation



Dogwood

### **Fir**

The Fir Building contains general studies, faculty offices, a video conference classroom, the Computer Information System's lab, plus Earth Science and the Geographical Information Systems (GIS) Department.

### **Juniper**

The Juniper building contains general studies classrooms, the mathematics lab and the Health Services. This building would benefit greatly from improved wayfinding to this building.

### **Tamarack**

Tamarack is the newest building on campus and contains the College Library, Technology/Media Services, Instructional Technology Center (ITC) and faculty offices. The building is situated on the north side of San Diego Reservoir between the lower pedestrian loop walkway and the upper loop walkway. A roof terrace located on the north side of the building has outdoor areas between ten vertical peak box shaped skylights. This area currently does not function well as an outdoor area due to the lack of shade and comfortable seating areas. Large scale trees should be installed to the north of the Tamarack building and additional seating areas installed on the roof terrace to create an inviting place to study or converse with friends.

With its central location, seating areas and opportunities for group study, Tamarack has become, by default, the campus Student Center. While this wasn't the intent of this building, it serves that purpose well until an actual student center is developed.



**Tamarack Before**



**Tamarack After**

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### Madrone

Madrone is located on the far north side of campus and houses Automotive and Welding Technology classes..



Madrone

### Manzanita

Manzanita building currently serves as the college's main administration facility, and also houses the campus bookstore, counseling center, the student center, food services, and The Cellar Restaurant. This building, in addition to being the largest building besides the sports arena, also serves as the heart of the campus. The building contains the Rotunda, located on the second floor, which is the heart of this building and serves as a gallery, student gathering area, and provides space for community/ public events. The space allocation of offices in the building is not very efficient due to the oval shape of the building.

When the administration functions are relocated to the new administration building (Alder) this will free up the building to become a Student Center. This is a natural reinforcement of Manzanita as the heart of the campus

### Oak Pavilion

Oak Pavilion is an aluminum geodesic dome that functions as the College's sports arena. It houses a gym, classrooms and faculty offices. While the aesthetics of this building will always be questioned, it functions well at what it does. Perhaps the biggest issue with this building is its inability to fit gracefully into the surrounding natural environment. For this reason, this landscape master plan recommends additional planting material be installed around the entire building to help screen the building and provide a buffer for its natural surroundings.



Oak Pavilion Before



Oak Pavilion After

### **Ponderosa**

The Ponderosa building is a portable building that currently houses the Child Care Center's preschool classroom.

### **Pinyon**

The Pinyon building is a portable building that currently houses the Child Care Center's toddler classroom. As part of construction of the new Child Development Center, Pinyon will be relocated to the north of the current Ponderosa location (the site of the current play yard.)

### **Redbud**

The Redbud building is located on the northeast corner of San Diego Reservoir and provides classrooms for general studies courses, chemistry, computer studies networking lab, the fire academy, and faculty offices.

### **Sequoia**

The Sequoia building is located on the northeast corner of San Diego Reservoir and provides classrooms for the sciences, and general studies courses, and faculty offices.

### **Student Housing**

Privately owned and managed by CSH, Pogacar Properties, the student housing units are located adjacent to parking lot B and is made up of 48 apartment style units. There is currently a BBQ area, a deteriorating outdoor volleyball court and limited outdoor recreation opportunities that would benefit greatly from some improvement. This area behind the apartments is identified as a location for an enhanced gathering area. This gathering area would be different from those on the main campus as it wouldn't require wayfinding signage and would include more recreational types of improvements for use by the student residents.

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### Toyon

The Toyon Building is the western most building on campus and houses Forestry and Natural Resources, faculty offices and classrooms. In addition to classrooms, the building contains an interesting diorama representing the surrounding environment and a collection of taxidermy of native California animals.

A new Science and Natural Resource building is currently in the design phase and will be located adjacent to the Toyon building.

### Willow

The Willow building is located at the southwest corner of San Diego reservoir and houses the creative arts program.



Toyon



Willow



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## Section 2

### Design Guidelines

## INTRODUCTION

### Design Guidelines

The purpose of the Columbia College Campus Design Guidelines is to establish tangible and interpretive parameters that support the Master Plan Goals and Objectives for a unified, sustainable and high quality design character at Columbia College. For ease of use, these design guidelines are described in four complimentary, reinforcing parts:

- Site and Landscape Design Guidelines
- Architectural Design Guidelines
- Signage, Gateways and Way-finding Design Guidelines
- Road & Walkways (Circulation) Design Guidelines

These guidelines were developed to present Columbia College's preference and criteria for the design and construction of campus facilities. These standards are not intended to limit the creative input from designers or prohibit the use of alternate systems, methods or devices not specifically prescribed. Alternate solutions shall demonstrate at least the equivalent to or superior to the guidelines contained herein with regards to quality, sustainability, durability and safety.



### SUSTAINABILITY

Sustainable practices in design as well as the use of materials and methods for the construction of buildings and continuing operation of facilities is an overriding principle of this Master Plan and these design guidelines. Sustainability is also present in the College's Mission Statement as well as one of the core values in Columbia College's Facilities Master Plan. When developing buildings, or maintaining them, all involved should strive to achieve design and construction practices that significantly reduce the consumption of resources wherever feasible. Ways to incorporate sustainable practices at Columbia College include:

- Plan campus improvements on the most appropriate sites possible, avoiding unnecessary environmental impacts to existing campus open space and natural resources.
- Utilize materials that will maximize durability and minimize life cycle costs.
- Design buildings that minimize energy and water consumption and maximize use of natural daylight.
- Use "green" or environmentally friendly products that contain recycled content and non-toxic ingredients.
- Design, to the extent practicable, buildings that incorporate the U.S. Green Building Council's LEED rating system.
- Reduce the impact of automobiles and roadways by encouraging alternative transportation methods and alternative energy vehicles.
- Develop site features to minimize adverse impacts to the site's microclimate.
- Provide site lighting that is sensitive to light pollution of the night sky but adequately provides safe lighting levels.
- Maintain and expand campus-wide areas for recycling paper, glass, plastics and metals.
- Reduce waste generated from campus construction projects.



## SITE AND LANDSCAPE DESIGN GUIDELINES

### Introduction

The purpose of a campus is to bring together diverse people and their ideas in an environment that creates potential for intellectual and social exchange. While the physical character and quality of a campus is defined by both its buildings and its open space, it is the open space which has the greatest potential for unifying the campus. It can promote the sense of communal shared space, and provide for the enriching experiences of both planned and chance encounter. Comprised of roads, walkways, courtyards, gathering areas, gardens and playfields, open space has the potential to knit together the diverse elements of the campus in a coherent way. Gathering areas should be generous, provide places for conversation and be visible to those using buildings and passing by them. Each building should have both indoor and outdoor spaces suitable for gatherings and social occasions.

The following goals and objectives form the foundation of Columbia College's Site and Landscape Design Guidelines. These goals and objectives were established in a collaborative manner that included input from the Planning Committee, students, college faculty and staff, and other interested individuals.

### Site and Landscape Design Guideline Goals and Objectives

- Make all site selections based on preserving the integrity of the existing campus
- Improve wayfinding for better pedestrian and vehicular circulation
- Provide guidelines that allow for the creation and enhancement of outdoor areas and special spaces
- Provide a plant palette based on native plants indigenous to the area
- Provide sustainable standards for campus lighting, site furnishings and site amenities
- Promote a pedestrian oriented environment
- Choose building sites that preserve views



### Enhanced Gathering Areas

Enhanced gathering areas, in addition to creating spaces for people to congregate, create arrival spaces and transitional spaces that shorten perceived distances. Typically these are located at intersections of major pedestrian corridors and areas of heavy and frequent use. Preferred locations for enhanced gathering areas are shown on the campus master plan. Enhanced gathering areas are an essential element to provide focus to the pedestrian experience.

The design of enhanced gathering areas should be appropriate for the desired activity. Open paved areas with movable seating (benches or half-sawn logs) can also function as impromptu outdoor classrooms. Buffering trees and shrubs located close together, create areas to slow down traffic and create quiet, more intimate scale spaces.

Following are items that should be considered when enhanced gathering areas are designed and developed. These provide a guide to the creation of gathering areas that are in concert with the aim of the Campus Master Plan.



Existing Gathering Area



Existing Gathering Area



Proposed Enhanced Gathering Area

### **Enhanced Gathering Areas, Continued**

- The ability to move through enhanced gathering areas is an important design consideration and should be based on the desired primary activity.
- Clear definition of space can be accomplished through the use of plant material, seating, elevation changes, low garden walls and other landscape elements.
- Stairs should be minimized in gathering areas.
- Elevation change can be accommodated with the use of retaining walls.
- Slopes of surfacing should be a minimum of 1% for drainage, but never exceeding 2%.
- Texture of the ground surface should be different than adjacent path to distinguish gathering area. This can be as simple as a grid pattern of score joints in the concrete paving.
- Art elements, such as sculpture, should be incorporated into enhanced gathering areas.
- Sculpture or other art elements should be interactive and stimulating.
- Seating arrangements should consider a variety of activities –intimate discussions, people-watching, quiet studying, and group gatherings.
- Existing trees should be accommodated and incorporated into the design as is feasible.
- Plant material can be an effective means to bring human scale and intimacy to a gathering area as well as defining the space and providing shade.
- The design should consider the microclimate of the area, including sunny areas and shady areas.
- Gathering areas should be well lit and attractive in the evenings as well as the daytime.
- Electrical convenience outlets should be provided in gathering areas for ease of lap-top plug-in and occasional outdoor events.
- Trash and recycling containers should be strategically located at all gathering areas.

### Campus Art

Art should have a stronger presence on campus in order to broaden the cultural perspective of the Columbia community. Art contributes to placemaking as well as promoting social gathering and discourse. A well placed piece of art can become an identifiable image or landmark that also serves as an orientation feature in the campus landscape.

In conjunction with the College's Art Department, art installations should be considered at proposed enhanced gathering areas as well as other prominent locations on campus. Art installations should be broad-based and represent different mediums such as sculpture, tile murals, etc.

Care should be taken when placing a piece of art. Art pieces should not block pedestrian movements and should relate to its adjacent context.

### Building Approaches and Entrances

Entrances to buildings should be obvious and easily identifiable as well as being welcoming.

Signage with building names should be located near the main entrance along major paths of travel.

Small areas of accent landscaping should be located near building entries to highlight the entry.

Buildings should have at least one handicap accessible entry preferably at the main entry. If the main entry is not accessible, obvious signage shall be installed to direct people to the accessible entry.



### General Landscaping

The landscaping at Columbia College is predominantly comprised of plant material native to the Mother Lode. All landscape projects should enhance the native landscape and create cohesion with the strategic addition of new plantings.

- The plant palette contained herein is comprised of natives as well as non-native plants which are conducive to the area and capable of withstanding environmental factors present at Columbia College with little maintenance and minimal to no supplemental water.
- Accent trees having distinctive features (color, shape, etc.) should only be planted as focal points to maintain their impact in the landscape.
- All trees and shrubs shall be non-invasive species.
- To reduce maintenance needs, Columbia College encourages the use of plants that do not require heavy ongoing pruning and that are not likely to snag unsightly trash.
- Trees should not be planted closer than 6' to any hardscape element.
- Trees should not be planted closer than 10 feet to any water, sewer, electrical, drainage or other utility lines.
- Trees or shrubs that produce fruit, seeds, pine cones, etc, should be located far enough away from pedestrian sidewalks so that they do not fall on sidewalks.
- Plantings should not be located in a way that creates hazardous conditions, and should not create dark pockets near entrances or along sidewalks at night.

Following is a list of recommended plant material appropriate for Columbia College. The list should not be construed as a final list, but instead recommendations for successful plant growth at Columbia College with minimal to no supplemental summer water once established. New plant installations should receive temporary irrigation until established.





### Plant Palette

Large Trees				
Botanical Name	Common Name	Native to the area	Sun or Shade	Average Size Height x Width
<i>Acer macrophyllum</i>	Big Leaf Maple	yes	full/partial	60' x 40'
<i>Alnus Rhombifolia</i> **	White Alder	yes	full/partial	80' x 40'
<i>Calocedrus decurrens</i>	Incense Cedar	yes	full/partial	75' x 15'
<i>Pinus coulteri</i>	Coulteri Pine	yes	full	80' x 30'
<i>Pinus jeffreyi</i>	Jeffery Pine	yes	full	100' x 25'
<i>Pinus ponderosa</i>	Ponderosa Pine	yes	full	80' x 25'
<i>Pinus sabiniana</i>	Gray Pine	yes	full	75' x 40'
<i>Populus fremontii</i> **	Western Cottonwood	yes	full/partial	50' x 30'
<i>Populus tremuloides</i> **	Quacking Aspen	yes	full/partial	50' x 20'

Large Shrubs/ Small Trees				
<i>Arbutus menziesii</i>	Madrone	yes	full/ partial	30' x 30'
<i>Cornus nuttallii</i> **	Pacific Dogwood	no	partial/ shade	30' x 40'
<i>Cornus stolonifera</i> **	Redtwig Dogwood	no	partial/ shade	12' x 16'
<i>Cercis occidentalis</i>	Western Redbud	yes	sun/partial	12' x 12'
<i>Myrica californica</i>	Pacific Wax Mrtyle	no	full/ partial	12' x 8'
<i>Fremontodendron californicum</i>	California Flannel Bush	yes	full/ partial	20' x 30'
<i>Heteromeles arbutifolia</i>	Toyon	yes	full/partial	20' x 20'
<i>Salix spp</i> **	Willow	some	full/partial	varies
<i>Sambucus mexicana</i>	Elderberry	no	full/ partial	15' x 15'
<i>Quercus Lobata</i>	Valley Oak	yes	full	70' x 70'
<i>Quercus wislizenii</i>	Interior Live Oak	yes	full	65' x 75'

Notes:

- \* Plants will need supplemental irrigation
- \*\* Plants best used in a riparian area

### Plant Palette (cont.)

Shrubs				
Botanical Name	Common Name	Native to the area	Sun or Shade	Average Size Height x Width
Arctostaphylos spp	Manzanita	some	full/partial	varies
Arbutus unedo 'Elfin King'	Dwarf Strawberry Tree	no	full	5' x 4'
Calycanthus occidentalis *	Spice Bush	yes	partial	8' x 8'
Carpenteria California *	Bush Anemone	yes	full/partial	5' x 5'
Ceanothus cuneatus	Buck Brush	yes	full	4' x 4'
Ceanothus spp	California Lilac	some	full/partial	varies
Cistus hybrids *	Rock Rose	no	full	3' x 5'
Diplacus aurantiacus	Sierra Monkey Flower	yes	full/partial	3' x 3'
Eriogonum umbellatum	Sulfur Flower	no	full	6" x 3'
Iris douglasiana **	Douglas Iris	yes	full	24" x 12"
Muhlenbergia rigens	Deer Grass	yes	full	5' x 5'
Penstemon spp *	Penstemon	some	full/ partial	2' x 3'
Rhamnus californica 'Mound San Bruno'	Coffeeberry	no	full/ partial	4' x 4'
Rhamnus ilicifolia	Hollyleaf Redberry	yes	full/partial	8' x 8'
Rhododendron occidental *	California Rhododendron	yes	shade	8' x 8'
Rhododendron spp. *	Rhododendron	some	shade	varies
Ribes spp	Gooseberry	some	full/partial	varies
Ribes viburnifolium	Evergreen Currant	no	partial	3' x 6'

Notes:

\* Plants will need supplemental irrigation

\*\* Plants best used in a riparian area

### Plant Palette (cont.)

<b>Herbaceous Perennials/ Ground Cover</b>				
Botanical Name	Common Name	Native to the area	Sun or Shade	Average Size Height x Width
<i>Achillea millefolium lanulosa</i>	Mountain Yarrow	yes	full	18" x 36"
<i>Arctostaphylos 'Emerald Carpet'</i>	Manzanita	no	full	24" x 6'
<i>Baccharis p. pilularis 'Pigeon Point'</i>	Dwarf Coyote Bush	no	full	24" x 8'
<i>Calylophus hartwegii</i>	Sundrops	no	full/partial	12" x 24"
<i>Carex praeegracilis *</i>	Clustered Field Sedge	yes	full	18" x 18"
<i>Ceanothus 'Centennial'</i>	Wild Lilac	no	sun/ partial	24" x 10'
<i>Ceanothus 'Joyce Coulteri'</i>	Creeping Mountain Lilac	yes	sun/partial	3' x 10'
<i>Festuca californica</i>	California Fescue	yes	sun/partial	24" x 12"
<i>Festuca idahoensis</i>	Idaho Fescue	yes	sun/partial	18" x 12"
<i>Lonicera japonica 'Halliana'</i>	Hall's Honeysuckle	no	partial	30" x 8'
<i>Mahonia aquifolium 'Compacta' *</i>	Dwarf Oregon Grape	no	partial	30" x 5'
<i>Nassella lepida</i>	Foothill Needle Grass	yes	full	24" x 18"
<i>Nassella pulchra</i>	Purple Needle Grass	yes	full	24" x 18"
<i>Rosa Californica *</i>	California Wild Rose	yes	partial/shade	3' x 4'
<i>Salvia somomensis</i>	Creeping Sage	yes	full	6' x 8'
<i>Zauschneria latifolia viscosa</i>	Mountain California Fuchsia	yes	full/partial	18" x 30"

Notes:

\* Plants will need supplemental irrigation

\*\* Plants best used in a riparian area

### Plant Palette (cont.)

Vines				
Botanical Name	Common Name	Native to the area	Sun or Shade	Average Size Height x Width
<i>Gelsemium sempervirens</i> *	Carolina Jasmine	no	full/ partial	20'
<i>Rosa banksiae</i> *	Lady Bank's Rose	no	full	25'
<i>Vitis californica</i>	California Grape	yes	partial	30'
<i>Wisteria floribunda</i>	Japanese Wisteria	no	full/ partial	30'

Notes:

- \* Plants will need supplemental irrigation
- \*\* Plants best used in a riparian area

### SITE AMENITIES

The overriding objectives for these guidelines is to allow for the creation and enhancement of outdoor areas and special spaces. Site amenities are a major component of these guidelines and include the following:

- Benches
- Trash and Recycling Receptacles
- Picnic tables
- Bicycle racks
- Removable bollards and permanent bollards
- Lighting
  - Parking lot lighting (with cut-off)
  - Pedestrian level lighting
  - Bollard lighting
- Emergency telephones





## Bench

**Model-** Gretchen

**Manufacturer-** Landscapeforms

**Description-** 72" or 96" length, with back or backless

**Materials-** PolySite recycled plastic (Bark color); powder coated arms and legs in black

**Note-** LEED certified

**Web page-** [www.landscapeforms.com](http://www.landscapeforms.com)

**Design Intent-** Recycled slats are elegant and blend into the natural landscaping of the campus. The backed recycled slat benches are to be installed in areas near buildings and gathering areas. The backed bench will provide a formal and comfortable seating element. The backless recycle slat bench complements the backed bench and provides seating in both directions.



## Table

**Model-** Gretchen

**Manufacturer-** Landscapeforms

**Description-** 54" long ADA accessible picnic table

**Materials-** PolySite recycled plastic (Bark color); powder coated arms and legs in black powdercoat

**Note-** LEED certified

**Webpage-** [www.landscapeforms.com](http://www.landscapeforms.com)

**Design Intent-** Picnic tables will provide an outdoor dining and group study element in the landscape. Picnic tables are ADA accessible from both ends of the table. The picnic table is constructed of durable material that will resist weather and hold up to use.



## Half Sawn Log Bench

**Description-** Minimum 24" diameter and minimum length 48" log sawn in half and placed on a concrete block base

**Finish-** Native wood sawn in half with the seating surface sanded smooth

**Note-** Existing half sawn log benches to be saved and relocated to more natural landscape areas and replaced with manufactured benches

**Design Intent-** Retain a traditional seating element of the campus in the more natural landscape areas.





## Recycling Center

**Model-** 132-1038

**Manufacturer-** Highland Products

**Description-** 3 barrel recycling center

**Materials-** recycled plastic slats (color cedar)

**Note-** Sign post labeling options (trash, plastic, aluminum can, & paper)

**Webpage-** [www.theparkcatalog.com](http://www.theparkcatalog.com)

**Design Intent-** Provide a recycling center that complements the site furniture. Provide recycling signage that is easily understood. Smaller opening in lid to help prevent wildlife foraging.



## Trash Receptacle & Ash Urn

**Model-** Gretchen

**Manufacturer-** Landscapeforms

**Description-** 30 gallon litter receptacle and 21" high ash urn

**Materials-** PolySite recycled plastic (Bark color); powder coated lid in black

**Note-** LEED certified

**Web page-** [www.landscapeforms.com](http://www.landscapeforms.com)

**Design Intent-** Provide trash receptacle and ash urn center that complements the site furniture.



## Drinking Fountain

**Model-** M43-2-AVAF & M43-CSA-AVAF

**Manufacturer-** Murdock Drinking Fountains

**Description-** ADA accessible drinking fountain w/ side spigot

**Finish-** Powder Coated steel pedestal in brown; polished -brass bowl and bubbler

**Web page-** [www.murdockfountains.com](http://www.murdockfountains.com)

**Design Intent-** To provide drinking fountains that are durable and weather resistant.



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## Bike Rack

**Model-** Genesis

**Manufacturer-** Mad Rax

**Description-** 4 hoop- 8 bike rack (8'-6" long)

**Materials-** Black powder-coated 2 3/8" steel tubing

**Note-** available different sizes

**Web page-** [www.madrax.com](http://www.madrax.com)

**Design Intent-** Bike rack to provide functional and attractive way of securing bikes. Bike storage should be placed to preserve views and not interfere with pedestrian circulation.

# COLUMBIA COLLEGE

## DESIGN GUIDELINES



## Bollard Lighting

**Model-** Bysted

**Manufacturer-** Louis Poulsen

**Description-** Light bollard

**Materials-** 12" diameter cor-ten steel

**Note-** not for use on paving, cor-ten will stain paving surfaces

**Web page-** [www.louis-poulsen.com](http://www.louis-poulsen.com)

**Design Intent-** Constructed of durable and weather resistant materials. Bollard light blends into landscape and produces warm downward light on pathway.



## Pole Mounted Light

**Model-** Spectra

**Manufacturer-** Architecture Area Lighting

**Description-** Pole mounted light

**Finish-** Angular hood, post and head color cor-ten

**Note-** size of fixture and post height to vary for application

**Web page-** [www.aal.net](http://www.aal.net)

**Design Intent-** Provide street lighting and security lighting in parking lots.



## Emergency Call Box

**Model-** S-Series

**Manufacturer-** Call24 Wireless Call Box Systems

**Description-** Radio frequency wireless voice communication & call box signal sequence

**Notes-** Weather proof and vandal resistant enclosure. Enclosure contains all electrical, battery, and options that pertain to the call box. Enclosure to be mounted on 12' high 5" dia. pole. Tamper resistant antenna mounted on top of pole.

**Contact:** Tom Davenport @ 800-441-9191 ext.141

## FENCES

Fences serve as barriers for pedestrians where other barriers such as hedges would be out of character. The family of fences and their appropriate uses are outlined below.

### Two-Rail

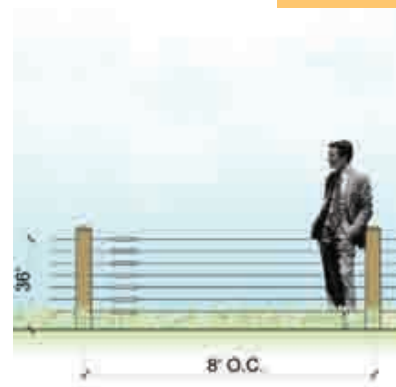
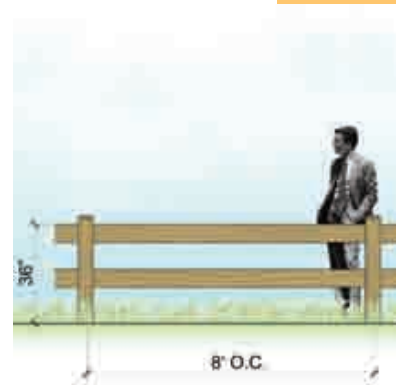
The low, two-rail precast concrete fence is intended for use along pedestrian walks and paths to serve as a barrier as well as frame areas. The two-rail fence can serve as a permanent barrier to prohibit pedestrian traffic on steep slopes, banks or sensitive areas. The simple elegance of the two-rail fence blends naturally into the landscape on campus.

- Two rails fences shall be constructed of pre-cast concrete
- Posts shall be a minimum of 4" x 4" with a chamfered top and installed in a concrete footing
- Rails shall be a minimum of 2" x 6"
- All components shall be stained a brown color
- Two rail fence shall be 36" high

### Cable-Rail

The cable-rail fence is intended for use around San Diego Reservoir with the intention of controlling the resident Goose population. This would replace the green "snow fence". The cable rail is a better solution mostly in terms of aesthetics around San Diego Reservoir as the wood posts would blend into the environment and the cable rail would be less visually obtrusive. This "Goose Control" system will require testing in a small area prior to installation around the entire San Diego Reservoir.

- Posts for the cable rail fence shall be a minimum of 4" x 4" redwood or pressure treated Douglas fir with a chamfered top and installed in a concrete footing
- Rails shall be aircraft cables, equally spaced at approximately 4" and pulled taut
- Cable rail fence shall be 36" high





### ARCHITECTURAL DESIGN GUIDELINE GOALS AND OBJECTIVES

The following architectural design guidelines set forth criteria by which new buildings, building expansion and building renovation projects will be guided to achieve the goals and objectives outlined below.

- Establish guiding principles for the character and vocabulary of campus architecture
- Provide allowances for individual architectural style while maintaining campus identity
- Provide guidelines and recommendations for building colors, materials, forms and climatic responses
- Provide sustainable standards for furnishings, fixtures and equipment that's complimentary to the building style.

The guidelines are not intended to be so prescriptive that they restrict creativity. Their purpose is to guide design by setting conceptual parameters and allow “new” design as long as it is in the context of the existing buildings and environment at Columbia College.



# COLUMBIA COLLEGE

## DESIGN GUIDELINES

### Context

The majority of the physical campus was developed over a relatively short period of time around 1968. The “academic core” of the campus is focused on San Diego Reservoir and gently respects the majestic Sierra Nevada foothills. The architectural style of these buildings reflects that of early California during the Gold Rush. The nearby historic town of Columbia, from where the college gets its name, was a huge draw to gold prospectors in the 1850’s, and developed into one of California’s larger towns in 1853 with an estimated population of 25,000 to 30,000. This architectural style enhances the campus’ aesthetic experience.

The designs of more recent buildings have not necessarily considered traditional planning concepts in their development. Oak Pavilion, for example, was built in 1991 serving as the college’s sports arena and is an aluminum geodesic dome. While geodesic domes are efficient in terms of construction and maintenance, the aesthetic value of this “spaceship” is most certainly debatable.

### Character

Developing clear connections between new and existing buildings is crucial to maintaining a unified design at Columbia College. These connections involve building characteristics such as scale, massing, materials, color, etc. New buildings that have similar characteristics to existing buildings are perceived as unified. The more characteristics that are similar results in greater unity. The challenge then becomes for new buildings to express their own identity while contributing visually to the campus’ unity.



Historic town of Columbia



Out of character for Columbia’s natural environment

### Building Siting

When a new building is being located, attention should be paid to the creation of new outdoor spaces, reinforcement and enhancement of existing spaces and pathways, and the preservation of existing trees. Also consider the proximity and relationship to other buildings and the spaces created between new and existing buildings. Setbacks and separation from roadways, paths and other land uses should also be considered.

When building sites are selected and developed, they should contribute to the enhancement of the campus without detracting from the fundamental natural qualities of the campus. Potential building sites should:

- Be in harmony with the natural surrounding
- Improve the campus environment with high quality architecture and open space integrated with the buildings and its immediate surrounding
- Support sustainability techniques through building orientation, utilization of the natural topography, incorporation of the existing landscape and conserving natural resources and systems



Tamarack's siting has a negative drainage effect on San Diego reservoir



Tamarack's negative drainage effect on San Diego Reservoir



Manzanita's siting has minimal impact on the environment

### Height

The height of any new building on campus should be kept to a maximum of two stories, but in no case be higher than the adjacent trees. In addition, the scale of a building should be considered when it is adjacent to a pedestrian walkway. Set-backs should be considered to lower portions of the building and provide more of a human scale adjacent to pedestrian areas.

### Materials

The predominant building materials used on campus are wood and natural stone. The colors that are used are mostly in tones of warm brown. While there are no hard and fast rules, it is anticipated that this pattern should continue. To maintain a coherent (not monotonous) campus fabric, colors that are of a similar hue or a complimentary color should be used. Designers are encouraged to explore and expand on the existing vocabulary to bring forth other materials, colors and textures that will blend and compliment the existing structures and environment.

All material selections should be reviewed with facilities maintenance staff so as not to introduce materials that require special maintenance, cleaning procedures, etc.

Glass should be double or triple insulated Low-E type.

Highly reflective or deeply tinted glass is discouraged.



## SIGNAGE, GATEWAYS, & WAY-FINDING

The purpose of these guidelines is to ensure that campus signage creates an effective, consistent, and orderly system of signage and wayfinding. Signs have an impact on students, faculty, staff, the community and visitors as well as having an impact on the aesthetic value of campus.



### Signage, Gateways and Way-finding Design Guideline Goals and Objectives

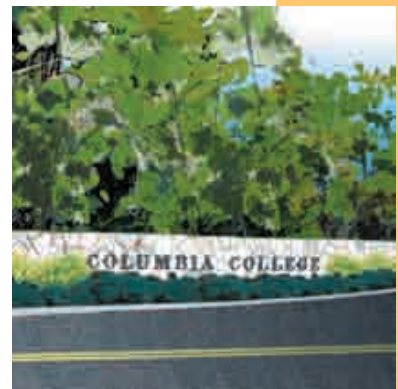
- Signage and wayfinding plan shall be established to aid vehicles and pedestrians to locate campus destinations
- Improve visual clues with the use of color, typology and/or symbols rather than just arrows and text
- Signage should relate proportionally to buildings

### External Identification

The wayfinding experience begins well before you enter the campus on Columbia College Drive. Signage currently exists and is fairly visible on Highway 49, Parrotts Ferry Road and Sawmill Flat Road. As you approach the campus edge, you encounter the campus' main entry sign, or vehicular gateway, at the intersection of Sawmill Flat Road and Columbia College Drive. This existing sign is built of indigenous stone and is a simple elegant statement representing a strong foundation for the College. The stone wall and pilasters appear to be in very good shape. The lettering style could be considered a bit outdated, but the style itself is reminiscent of the historic neighboring gold rush community. Currently the roadway asphalt pavement goes all the way to the front face of the sign. The sign would benefit greatly from having this asphalt pavement pulled away from the sign with a 6" high concrete curb creating the new edge for the asphalt paving. This would then allow for a small planter area in front of the sign to soften the sign and provide a foundation planting. The pilasters located at the ends of the sign wall, are also in very good condition and should be retained. However, the carriage style lights on these pilasters should be removed and replaced with the light fixture shown within the site furnishings section of these guidelines.



Main Entry Before



Main Entry After with addition of planter in front of sign

### Vehicular Gateways

The first vehicular gateway you encounter is located along Columbia College Drive at the Fire Station. This intersection is very confusing, especially for campus visitors. Contributing to this confusion is the intersection design as well as the minimal signage. This intersection would do well to be re-engineered to provide a better flow of vehicular traffic. The addition of a simple roundabout here would provide a more logical response to locating the visitor parking lots on campus. The center of the round-about would contain directional signage. This signage should be kept low to not interfere with a driver's vision.

Motorists cannot process large amounts of information while driving. Therefore, information must flow from the general to the specific on a "need to know" basis as visitors transition from the roadways to parking lots, to pedestrian walkways and ultimately to their building destination.

The vehicular identification sign identifies the entrance to parking lots and specifies the use of the lot to visitors, providing the motorist with a sense of arrival to their transitional destination. The content of these signs should be limited to three items, with each item limited to 2 or 3 word maximum description. Because these signs are intended essentially for motorists unfamiliar with campus, it is recommended that content be limited to the major public venues, including the main visitor parking lot, Oak Pavilion and Symons Field. Visitors to buildings in the academic core (Manzanita for example) and other less public facilities will receive more detailed information through interaction with pedestrian directional signs after parking.

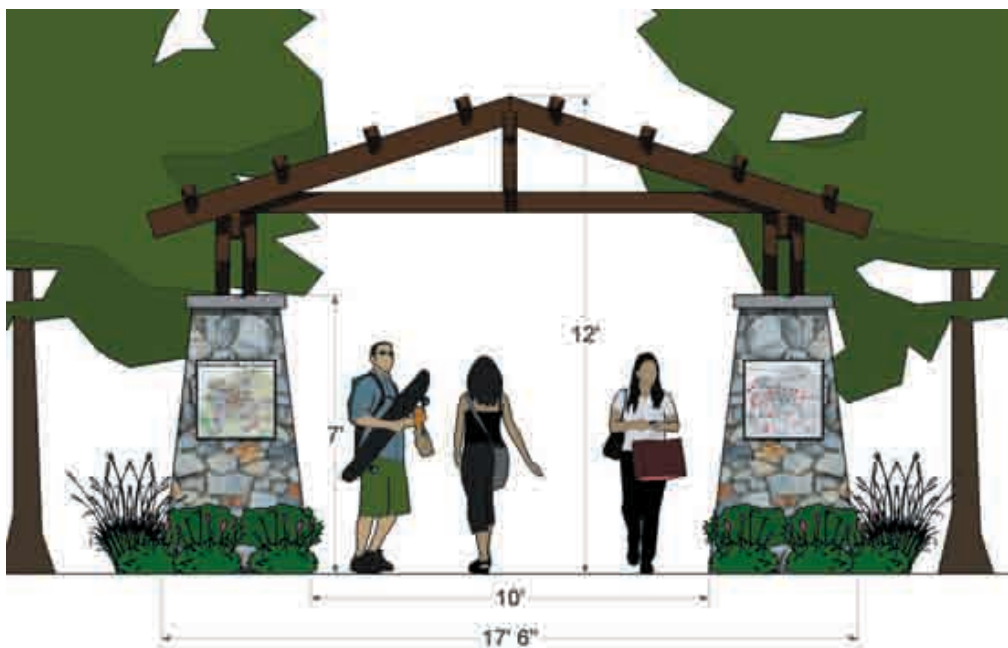


Proposed roundabout at Fire Station

### Pedestrian Parking Lot Gateway

Pedestrian parking lot gateways are located in parking lots and visually announce the pedestrian paths from the parking lot to the core of campus and other destinations. These pedestrian scaled gateways are important wayfinding elements since views to the core of campus don't exist from the parking lot due to the existing trees.

Pedestrian parking lot gateways take their design cues from the natural stone used throughout campus. Stone clad columns, a minimum of 8' feet high shall be located on both sides of the pedestrian path. A steel trellis, painted brown, designed using a minimum 2" square tubular steel, shall span the columns overhead. Simple signage shall be installed on one of the columns. The content of these signs should be kept to five items, with each limited to a 2 or 3 word maximum description. Pedestrian level lighting or lighted bollards shall be located in close proximity to the pedestrian parking lot gateway to help highlight this important wayfinding node.





### Pedestrian Directional Wayfinding

A uniform family of signs installed at regular intervals and decision making nodes, is a critical element of a new sign and wayfinding system. Pedestrian wayfinding is a supplement to the vehicular signage and guides pedestrians to their ultimate destination. Since pedestrians are traveling at much slower speeds than vehicles, the opportunity to provide more detailed information about specific destinations can be accommodated. In terms of hierarchy of pedestrian signage, information maps take precedence, followed by directional signs and then building identification.

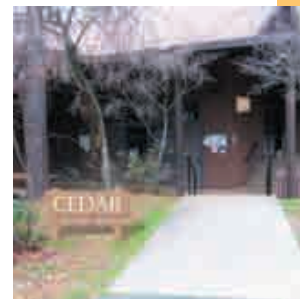
Pedestrian directional signage is designed to direct pedestrian traffic to major destinations on campus. It is intended to provide critical destination wayfinding information at strategic decision points along pedestrian pathways. In the majority of locations, these signs will have information on both sides to maximize their effectiveness. The pedestrian directional signs should be located at enhanced gathering areas and at primary walkway intersections. The signs should typically be placed 4 feet back from the edge of the walkway to avoid obstructing pedestrian traffic.



### Building Identification

There are two types of building identification available for use on campus. The first type is a free standing building identification sign, which is the most common currently in place on campus. Another alternative is lettering mounted on the buildings themselves. Lettering mounted on buildings may serve as an affirmation and supplement to the freestanding sign. Building mounted signage, in some instances, may be less visible from pathways due to the roof overhangs of buildings and the deep shadows they create on the face of the buildings. Wall mounted building identification signs provide a subtle confirmation of a building location.

Freestanding building identification signs should be the primary signage used to identify buildings on campus. Freestanding building identification signs are designed to be visible and useful to pedestrians from the main pedestrian routes of travel. Free standing signs should also have building identification on both sides of the sign. The existing signs are a light brown color with recessed white lettering. The lighter color of brown is easily seen from a distance with the darker brown buildings as a background. However the recessed white lettering tends to disappear when the dappled sunlight is filtered through the trees, creating lots of bright white spots with darker shadows. A solution would be to replace the recessed lettering with metal letters attached a small distance away from the actual surface of the sign, creating a shadow associated with each individual letter. The freestanding building identification sign should be placed within 50 feet of any primary building entrance, and adjacent to the nearest major pedestrian walkway. The sign should be placed perpendicular to the primary route of travel.



# COLUMBIA COLLEGE

## DESIGN GUIDELINES

### CIRCULATION DESIGN GUIDELINES

Circulation for both vehicles and pedestrians, is a challenging issue at Columbia College. With the obvious ADA access issues resulting from the natural topography and terrain, circulation is important not only in terms of providing solutions for access, but in creating an opportunity to experience the natural beauty of Columbia College.

These guidelines, when applied in conjunction with the Signage Guidelines, will contribute to the overall goals of Columbia College and speak most directly to enhancing the students' experience on campus.



### Roads and Walkways (Circulation) Design Guideline Goals and Objectives

- Provide a clear separation between pedestrian and vehicular circulation
- Provide clear delineation of services/emergency access roads
- Strengthen the hierarchy of campus walkways
- Establish guidelines that make walkways more than just functional, creating opportunities for learning and for experiences that are safe, beautiful and uplifting



### Columbia College Drive

Columbia College Drive serves as the main entrance road to campus and the main road through campus. The natural landscaping and gentle curves set the tone for visitors to campus.

- Maintain the natural landscaping and gentle meandering roadway from Sawmill Flat Road to the entry kiosk
- Provide accommodations for bike lanes traveling both directions on Columbia College Drive
- Low impact traffic calming methods should be utilized at important intersections and near pedestrian traffic areas to slow down vehicular traffic. These methods include varying paving surfaces, round-abouts or neck downs.



### Minor Roads

Minor roads are those that provide access from Columbia College Drive to the parking lots and other facilities on campus

- Provide naming and signage to existing roads resulting in the creation of “North Campus Drive” and “South Campus Drive” per the Campus Master Plan
- Widths of minor roads should be minimized to slow traffic speeds while not sacrificing vehicular or pedestrian safety.
- Provide accommodations for bike lanes traveling both directions



Staff Parking Lot

### Parking Lots

The current parking situation adequately supports the parking demand for almost the entire school year. Occasionally during the first days of a school session or during graduation ceremonies, parking demand exceeds the capacity. For this reason an overflow parking lot has been developed by Symons Field. In addition, an expansion of the student parking lot has been planned if needed to accommodate future growth. With a potential for an increase in the number of full time equivalent students on campus in the future, any parking expansion should consider the following.



- Whenever possible given the limitations of the existing terrain, lots should be double loaded for the most efficient parking layout.
- Parking lots should have sidewalks, separated and elevated from the parking lot with a raised curb, on at least one side of the parking lot with direct access to pedestrian pathways.
- Entrances and vehicular circulation should be easily accessed with safe viewing angles for oncoming traffic.
- Natural drainage systems should be considered to reduce run-off and increase groundwater.
- Parking lots should be appropriately lit to increase safety. Lights shall include cut-off lenses to reduce light pollution.

### **Service Routes and Access**

While many of the elements in the plan are intended to serve vehicular and more predominantly pedestrians, service routes and access to buildings remains a vital part of the day-to-day operations at Columbia College. These guidelines are intended to provide pedestrian safety and maintain the campus image while still accommodating this important function. The core of campus is considered a “pedestrian only zone” with limited access to vehicles as described below.

College and emergency vehicles are allowed full access to all roads and pathways on campus.

Private delivery vehicles such as vending delivery vehicles, are restricted to the Shipping and Receiving building.

College delivery vehicles from Shipping and Receiving, are allowed full access to all roads and pathways on campus to carry out their duties. These vehicles should be parked away from major pedestrian traffic areas to maintain safe access to buildings.

College grounds and maintenance crews are allowed full access to all roads and pathways on campus to carry out their duties. These vehicles should be parked away from major pedestrian traffic areas to maintain safe access to buildings.

A review of all dumpster and recycling bin locations should be done to ensure their locations are valid. It is intended that each building have no more than one point for trash and recycling containers. When buildings are in close proximity to each other, a central area for both buildings would be more feasible.

### **Pedestrian Circulation**

One of the main goals of this document is to promote a pedestrian oriented environment at Columbia College. Currently the sidewalks criss-cross the campus with little sense of purpose or hierarchy. Campus lore tells us when the buildings were first finished, none of the pathways were paved. The students were allowed to walk wherever they wanted and that determined the path locations. While this could be considered a reasonable planning technique, in the case of Columbia College, it only adds to the confusion in locating building destinations or wayfinding, and increases the issues with ADA access.

Path locations should generally follow the most direct line between destinations, but this may not always be the case given the challenging terrain. Landscape elements such as the two rail fence can be used to encourage a certain pedestrian movement.

The pedestrian circulation system is composed of major pathways, standard pathways, enhanced gathering areas (see the site guideline section) and building entrances and approaches (see the site guideline section)



### Major Pathways

A major pathway is the primary path of travel between major destinations (for example the pathway between Toyon and Willow). The upper loop road around San Diego Reservoir is considered a major pathway as is the path from the main student parking lot (near student housing) to the core of campus. Major paths act as the spine of the pedestrian circulation system and should be treated as such.

The width of a particular major pathway is based on the amount and type of traffic they typically accommodate. The upper loop road is designed to accommodate limited vehicles as well as providing emergency access to a number of buildings on campus. Most major pathways should be 10 to 12 feet wide to accommodate larger groups of people. Major pathways should never be less than 8 feet wide.

When a major pathway is also designated an emergency access, it should be widened to accommodate those types of vehicles.

The intersections of major pathways should include an enhanced gathering area or other expanded paved area to highlight the decision making node.

Intersections of major pathways should include wayfinding elements.

Currently all major paths are asphalt. Ultimately these should all be concrete to reinforce the paths as pedestrian circulation. When asphalt paths need to be repaired or replaced, consideration should be given to changing the material to concrete.

An elevated boardwalk constructed of recycled plastic, should be considered at ravine crossings or when topography doesn't allow for an accessible at-grade path.

All major paths should be ADA accessible.

Trash and recycling containers should be located at regular intervals between enhanced gathering areas.

Emergency call boxes should be located at regular intervals along major pathways.

Major pathways should be well lit utilizing appropriate scaled light fixtures or bollards to coordinate with the pedestrian level scale of the pathway.



An elevated boardwalk is a possible solution for crossing ravines or dealing with topographic challenges



### Standard Pathways

Standard pathways accommodate fewer pedestrians than major pathways and serve as a secondary pedestrian circulation system. They might lead to major pathways or lead to the entrance of a building. These are very common on campus and any future improvements should look at reducing their number and making them more efficient, resulting in improved circulation. However, reduction of these standard pathways should be carefully studied with a focus on the overall circulation goals.

The preferred width for standard pathways is 8 feet wide. However, in some instances a 6 foot width might be more appropriate. The use of 4 foot wide walks should be discouraged since these really don't accommodate even two people walking side-by-side.

If stairs are required to accommodate grade changes, the stairs should be incorporated into Standard Pathways and, if needed, an ADA accessible ramp associated with the stairs.

Currently all standard paths are asphalt. Ultimately these should all be concrete to reinforce the paths as pedestrian circulation. When asphalt paths need to be repaired or replaced, consideration should be given to changing the material to concrete.

An elevated boardwalk constructed of recycled plastic should be considered at ravine crossings or when topography doesn't allow for an accessible at-grade path.

Standard pathways should be well lit utilizing appropriate scaled light fixtures or bollards to coordinate with the pedestrian level scale of the pathway.



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## Section 3

# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### Master Plan Priorities

The process of identifying projects and priorities was initialized by the Master Plan Committee and is presented below. Each capital improvement project should be reviewed for academic need, feasibility, timing, and cost within the context of this Master Plan. The projects identified are given either a first, second or third priority. However, the listing within each priority is in no specific order.

#### 1st Priority

- The turn-about on Columbia College Drive at the Fire House
- The pedestrian path improvements from the student parking lot to the campus core
- The enhanced gathering area at Aspen. This should be studied further as this enhanced gathering area could possibly be combined with the one proposed near Dogwood.
- Planting of supplemental trees and shrubs at Tamarack and Oak Pavilion. It was discussed this project could be implemented by the Forestry classes.
- Improved pedestrian path from Manzanita to Tamarack. Concrete walkways should be used at both ends of this and a boardwalk used to resolve grading issues.
- Improved pedestrian path from Juniper/Fir to Tamarack
- Improved building signage between Aspen, Cedar and Dogwood
- Installation of street signage denoting North Campus Drive and South Campus Drive

#### 2nd Priority

- The enhanced gathering area between Willow and Sequoia
- Modifications to the main entry at Columbia College Drive and Sawmill Flat Road
- Modifications to Columbia College Drive, including the installation of bike lanes

#### 3rd Priority

- Improved circulation from the staff parking lot to Manzanita
- The enhanced gathering area at Manzanita
- The enhanced gathering area at Sequoia

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# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

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# COLUMBIA COLLEGE

## CAMPUS MASTER PLAN

### Open House for Master Plan

An Open House was held in the Manzanita Rotunda on October 11, 2006 to receive input on Columbia College's Campus Master Plan. College faculty, staff, students and community members were invited to provide input on the master planning efforts to date. A number of stations were set up in the Rotunda and members of the planning consultant team, as well as the campus master planning committee, were on hand to answer question and record feedback. A questionnaire was also handed out that contained 7 questions as follows:

1. Are you a: (Faculty/Staff member; Community Member; Student or Other)
2. What is your favorite part about the Columbia College campus?
3. Where would you snap a photo for a postcard to send to friends, prospective students or campus visitors?
4. What is the first thing you would change to improve the campus?
5. What would you add to the campus that currently isn't provided?
6. What does a "Student Center" contain?
7. What is the best location for a "Student Center"?

In addition to the questionnaire, boards were displayed to receive comments on the initial planning concepts of circulation, open space and proposed sites for development. An image board was also displayed that demonstrated possible ideas for the enhanced gathering areas described in the master plan. Open house participants were then invited to vote for their favorite image of what they would like to see in an enhanced gathering area. The total number of votes received for each image were totaled and are included in this document.

Following are the answers and comments received at the open house.



# COLUMBIA COLLEGE CAMPUS MASTER PLAN

Below are possible images of what Columbia College could be. These images were shown at the Campus Master Plan open house and people were allowed to vote for their favorite. The following page shows the number of votes each image received.





### Open House Comments Received from Open House held October 11, 2006 in the Rotunda of Manzanita

Comments received on the “We Want Your Input!” hand-out.

#### Question 1: Are you a:

<u>Category</u>	<u>Number of responses</u>
Faculty/ Staff Member	4
Community Member	3
Student	7
Other	1

(The other identified themselves as a representative from the Columbia Area Planning Commission)

#### Question 2: What is your favorite part about the Columbia College Campus?

- Tennis Courts
- The Library is a wonderful place for studying and resources. The campus itself is a beauty.
- The natural setting, environment.
- General “Woodsy” atmosphere of buildings and vegetation.
- The nature
- It’s natural environment
- San Diego Reservoir and the Par Course along the ditch.
- The trees, nature, the central pond (deer,fox,bats,etc) QUIET- peace and quiet to study or not. Nature paths with trees & plants labeled... exercise trails...walking trails.
- Lake
- The natural campus
- The other students
- The community spirit



### **Question 3: Where would you snap a photo for a postcard to send to friends, prospective students or campus visitors?**

- At the Lake, the labyrinth, inside the library
- Lake
- Labyrinth
- The lake
- Inside the Library
- North to North East side of pond
- Reservoir
- The labyrinth or the backside of the lake.
- Between Willow and Sequoia looking toward Manzanita across the lake in the fall or with snow
- MANY The Lake with the ducks and geese...The old ROPES trail...Trails at the end of the Oak parking lot...Buildings blending with the trees in the sunlight or rain...students studying by the Lake, smiling...student field trips around the area (Yosemite, Sonora Pass, White Mountains, Mono Lake, Mammoth, art history museums, gold rush history etc)
- From of the library
- From the road over the dam
- In front of Fir with the rail car
- At them main entrance and at the front of the lake looking to the library

### **Question 4: What is the first thing you would change to improve the campus?**

- Not much, I love this campus.
- More benches
- Deeper staff commitment to student morale and spirit.
- Increase Parking
- Increase on campus shuttle service
- Have it be a non-smoking campus
- Walk ways – Disabled Drive
- Improve Asphalt
- Improve the walking paths - make them more even, graded, wider. Encourage bikes, improve the par course
- PARKING!!!! Much too long of a walk for people with disabilities. I agree with the idea of a 'walking campus' but some allowances need to be made for those that want to attend classes but have difficulty doing the 'upstairs/downstairs' routine of this campus-more walkways that have gentle slopes/rises vs steep stairways.
- add parking
- Nothing
- More parking and public transit. It is hard to get to campus
- Better tennis courts that are truly flat

### Question 5: What would you add to the campus that currently isn't provided?

- Swimming Pool
- PowerPoint for each classroom
- Student computer accounts
- A bike lane all the way from Sonora
- Cell phone coverage (specifically Cingular)
- Performing Arts Theater
- Student rec center
- More art around campus inside and out
- Healthy food snacks for night time people; fresh baked food from Culinary Arts on a daily basis; a clean art building (Toyon? it has a great daylight room) for the painting and drawing students so they don't get ceramic clay & dust on their work; a centrally located (so more people can see it) 'Natural History' museum to include the stuffed animals in Toyon and Geology Dept rock collections that used to be in Fir(that seem to have disappeared); easier access and more use of the Observatory. An Native American Indian history section (Mi Wuk Mono Basin etc) with art work, history, displays (ie Yosemite Valley Indian village) classes, reference material, book and magazines.
- Fast food restaurant
- More classrooms
- A shuttle service around campus
- Better signs to find my way, maybe an occasional map that says "you are here"

### Question 6: What does a “Student Center” contain?

- Food Court, meeting rooms, computers-study areas
- Place to relax and gather for student meetings
- Information on activities that students can become involved in.
- Counseling
- Place to study
- Student Senate
- Student Lounge
- Supply Store
- Computers, and study areas
- A couch
- Food court, cafeteria style dining
- Meeting Rooms
- Local area info / resources (medical, social, political, etc.)
- Phones
- Internet Access
- Music
- Activities, Games
- Meeting rooms, open space to lounge, food service, student govt., technology, art
- Computers for student use w/printers & copiers; student tutor center; art & information displays; student aid offices; study tables; conference rooms.
- Everything a student needs
- Admissions, financial aid, counseling, special services, food service and bookstore
- Food, books, financial aid, registration and health services
- All the things that a student needs except the teachers and classrooms

### Question 7: What is the best location for a “Student Center”?

- Alder
- Library or Manzanita
- Library
- The Manzanita building or very close to it.
- A short distance (~200 yards) from the main entrance/parking area with little or no elevation change.
- Across from Dogwood.
- The current center of the campus is Tamarak and should be near there.
- It's good in Manzanita as a central location and quite roomy (Redbud was too small).
- Near student parking so I don't have to walk so far
- Manzanita; remove deans office and let the students have that building. Make the deans work with the faculty around campus instead of in isolation.
- Where everyone can get to it with any problem
- in the center of campus, but don't build a new building

### **Open House Comments Received from Open House held October 11, 2006 in the Rotunda of Manzanita**

#### **Comments received on the “Goals & Objectives” boards**

- Retain native plants when possible.
- Provide students with a rustic exterior (architecture and classroom).
- Climate response to be based on Columbia climate instead of Modesto climate. (Comment was based on the perception that the heating and cooling controls of Columbia College were being controlled at Modesto Junior College.)
- The overall spatial relationship of buildings and parking is so sparse that us old farts hurt from walking. Perhaps, bicycles and some buildings closer together...
- Consider the demographics in Tuolumne County when planning the curriculum. Tuolumne County is #1 in the state for people 55+ (baby boomers). Population of those 25 and under is decreasing in Tuolumne County. Boomers are relocating or retiring in Tuolumne County.

#### **Comments received on the Circulation Exhibit**

- Love the way finding idea, consider additional way finding nodes at Tamarack and Willow side of reservoir.
- Need access to tamarack for community users (parking).
- Include bicycles with safety considerations for separation between bikes and pedestrians.
- Perhaps bicycles could be available for the long treks across campus. (Free bike loaners or shared bike program for use at Columbia College)
- The original campus plan called for a fine arts classroom separate from the ceramic studio. That has never happened.
- Add enhanced gathering area at student housing.
- Add wayfinding node at library on North side.
- Gathering areas west of San Diego Reservoir should include wayfinding.

### Comments received on the Open Space Exhibit

- Generally speaking: Wonderful exhibit, very comprehensive and a great visual. I do wish par course and ditch were apart of maps. Two important features at Columbia.
- Would like to see plan with ditch and par course detail.
- Currently doing a great job of using topography for separation.
- Art students could make murals and sculpture for the open spaces. (gathering areas)
- I have a very reasonable solution. When the new science building is built, Sequoia will lend a viable option for 2-D (painting and drawing) classes. Two of the current rooms in Sequoia were designed with a false all that can be removed to create one big classroom that would be wonderful for painting and drawing. This is a relatively inexpensive adaptation of existing facilities; plumbing is in place, great windows, and sinks. This facility (classroom space) would allow for expansion of art offerings as we are currently limited to T-Th for 2D and MWF for 3-D. It may also allow for a wider variety of offerings.

### Comments received on the Sites for Development Exhibit

- Move tennis courts closer to Oak.
- Get a performance bond from the contractor.
- Additional parking is a great idea.
- Shuttle service expansion would be a good idea.
- Hope that tennis facilities will be kept if new building is constructed.
- The school has promised Dale Bunse (Retired) and Joel Barber (RIP) another art building for 35 years. So the clay and oil paint does not mix. Design One!
- Do not destroy TOYON!! As a taxpayer I would resent the Measure E money that I support used to tear down an asset!!