

GAVILAN COLLEGE DISTRICT GUIDELINES

DESIGN GUIDELINES
SEPTEMBER 2020





TABLE OF CONTENTS

A Background

01

Gavilan District

- A.1 Project Description
- A.2 Project Location
- A.4 Regional Considerations
- A.6 Local Considerations
- A.8 Planning Process
- A.10 Relation to Other Documents
- A.12 Overall Approach
- A.14 Foundational Design Objectives
- A.16 Design Guideline Example Page - How to Use

B San Benito Campus Standards

Overview

- B.2 Planning Process
- B.4 Planning Principles
- B.6 Existing Character
- B.8 Engagement

SBCC Campus Guidelines

- B.10 Organization
- B.12 Campus Growth
- B.14 Site Excavation & Infrastructure Development
- B.16 Multi-Modal Access & Parking
- B.18 Circulation
- B.20 Wayfinding & Signage
- B.22 Lighting
- B.24 Security

TABLE OF CONTENTS

B

San Benito Campus Standards ctd.

SBCC Building Guidelines

- B.26 Design Approach
- B.28 Building Form and Orientation
- B.30 Building Entry
- B.32 Exterior Materials/Color/
Patterns
- B.34 Courtyard and Canopy Spaces
- B.36 Interior Materials/Colors/
Patterns
- B.38 Interior Rooms
- B.40 Renewable Energy And
Building Systems

SBCC Landscape Guidelines

- B.42 Landscape Approach
- B.44 Conceptual Framework
- B.46 Gateways & Street Edges
- B.48 Entry & Event Plaza
- B.50 Paths & Promenades
- B.52 Courtyards & Gardens
- B.54 Planting Palette

C

Gilroy Campus Standards

Overview

- C.2 Planning Principles
- C.4 Existing Character
- C.6 Engagement

GC Campus Guidelines

- C.8 Organization & Growth
- C.10 Site Excavation & Infrastructure
Development
- C.12 Multi-Modal Access & Parking
- C.14 Circulation
- C.16 Wayfinding & Signage
- C.18 Lighting
- C.20 Security

GC Building Guidelines

- C.24 Building Form and Orientation
- C.26 Building Entry
- C.28 Exterior Materials/Color/
Patterns
- C.30 Interior Materials/Colors/
Patterns

D

Appendices

- C.32 Interior Rooms
- C.34 Renewable Energy and Building Systems

GC Landscape Guidelines

- C.36 Landscape Approach
- C.38 Conceptual Framework
- C.40 Gateways & Street Edges
- C.42 Entry Grove
- C.44 Central Green
- C.46 Path & Lane
- C.48 Courtyards & Gardens
- C.50 Planting Palette

Design Standards

- 5.2 Intent
- 5.6 Architecture Survey
- 5.10 Landscape Survey

A

BACKGROUND

A

BACKGROUND

PROJECT DESCRIPTION

The intent of this document is to provide Design Guidelines for the development of two campuses within the Gavilan Joint Community College District (GJCCD). These guidelines will govern the physical development of all individual built projects, and how they relate to one another.

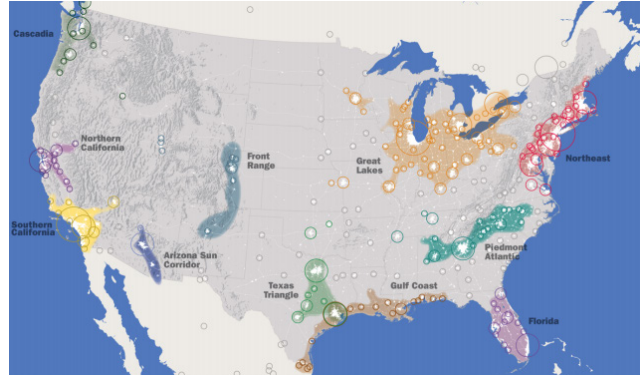
This document begins with a summary of the project scope, planning process, and analysis of existing conditions, which informed the specific Design Guidelines included within. This document is written and organized for an audience across all interested parties, from the general public interested in how these colleges will impact their community, and how they can inform other, future projects to update communities for the needs of the 21st Century; to the students, staff, and faculty; as well as the planners, architects, engineers, and other professions involved with the technical development of GJCCD campuses and buildings through future projects.

NOTE: In 2020, as we navigate the current world health crisis, the GJCCD is exploring the implications to learning and working environments. As the District plans for post-COVID there is a need to make careful choices for employees and students safety.

Renewed attention is also given to issues and disadvantages existing within our societal systems. Namely, issues of environmental sustainability and racial justice, which must be addressed more specifically in the development of the built environment through environmental justice. It is time to address all the deficiencies of the built environment and societal systems at every level of our physical and economic investments, to meet our responsibilities to the planet and each other.

PROJECT LOCATION

U.S. MEGA REGIONS



GJCCD BOUNDARIES

The existing physical conditions surrounding each campus is a primary consideration for development of Design Guidelines for each campus.

While both campuses share common objectives to draw upon the existing conditions to inform future development, achieving that objective varies between the two campuses.

The campuses for the Gavilan Joint Community College District (GJCCD) are located at the extreme southern boundary of the Northern California Mega Region (above), one of eleven mega regions in the United States defined by connected population clusters and economic activities.

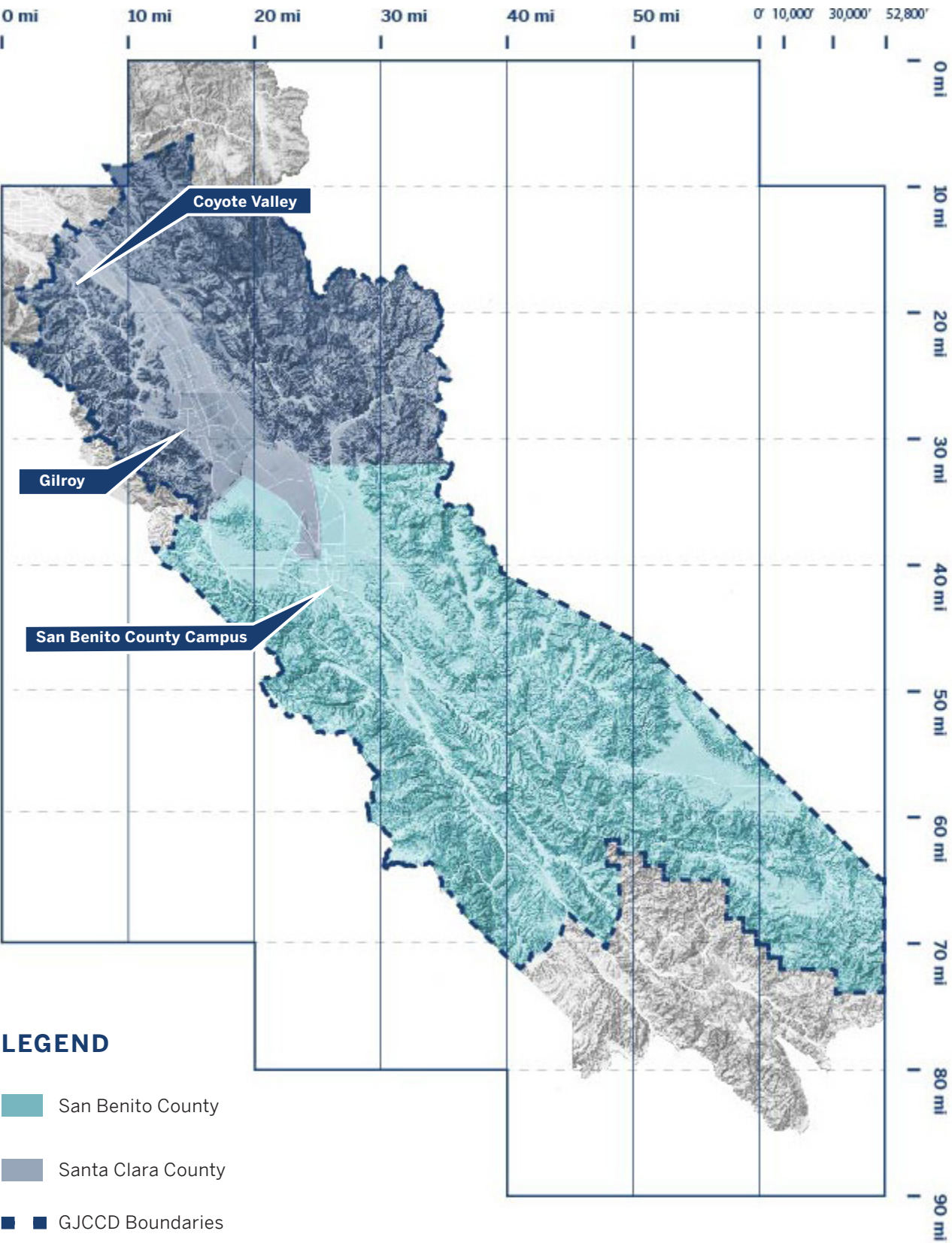
The GJCCD is comprised of 2,700 square miles encompassing most of San Benito County and southern Santa Clara County.

The future San Benito County Campus (SBCC) is located in unincorporated San Benito County, outside the City of Hollister and the census-designated place, Ridgemark. It is located Southeast of San Jose and Silicon Valley, Hollister is the largest rural community in Central California.

The Gilroy Campus (GC) is just south- west of downtown Gilroy and rests along the foot hills of Mount Madonna. The uses surrounding the Gilroy Campus are single family neighborhoods to the north, mix of multi-family, commercial, and light industrial developments to the east and north-east. The Campus is sited at the bottom of the hills with great views towards the valley.

GJCCD BOUNDARIES

FIGURE 2.3



LEGEND

-  San Benito County
-  Santa Clara County
-  GJCCD Boundaries
-  Site Land Owned by the District



REGIONAL CONSIDERATIONS

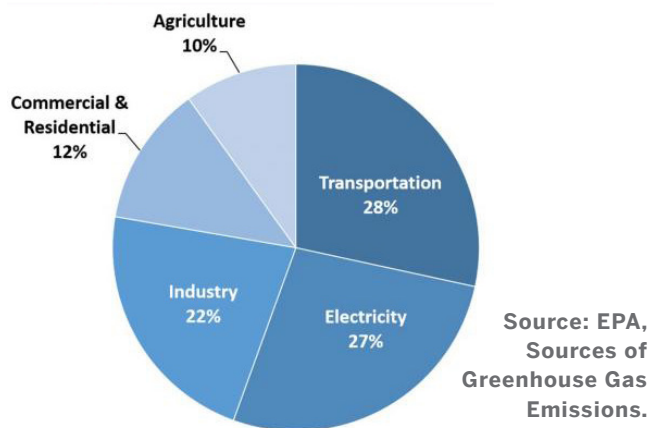
The development of higher education, and particularly community colleges, is intimately tied to the current issues facing individual communities and larger society. They educate students who will work within society to address these modern issues, but they also can be hubs for community life and contribute to metrics of existing issues (e.g. driving to campus creates Ghg emissions). The Northern California Mega Region is the dominant force impacting the existing and future physical and economic conditions for GJCCD and its students.

Since 2017, transportation has become the largest source of greenhouse gas (Ghg) emissions in the U.S. However, as California has been transitioning to clean energy production for years, CO₂ emissions from transportation make up a significantly larger share of statewide Ghg emissions. A leading contributing factor to this is the sprawling development patterns regionally (particularly greenfields). This is shown by the two figures on the opposite page, from 2004-2014 there has been a net migration of over 140,000 people outside the bay area to other parts of the region. It is worth noting how this has slowed since 2004 as public policy catches up to research documenting the negative consequence of urban sprawl. Yet as these migrations have occurred, jobs are still concentrated in the bay area as shown by daily commuting patterns across regional boundaries.

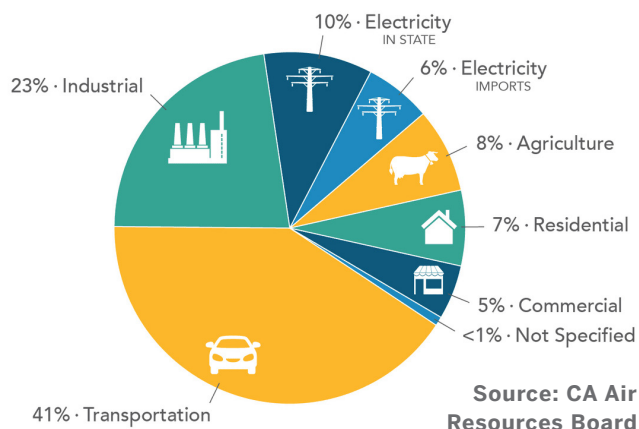
Particular to this region is the development of the tech industry in Silicon Valley. Currently, the largest share of tech and complementary industries within the region are concentrated in the Bay Area. This occurs both from development legacy and access to desired amenities - urban, mixed-use, transit, walkable neighborhoods.

GJCCD projects will need to be designed to reduce Ghg emissions (i.e. transportation) while improving access to the newest and best economic opportunities of the region.

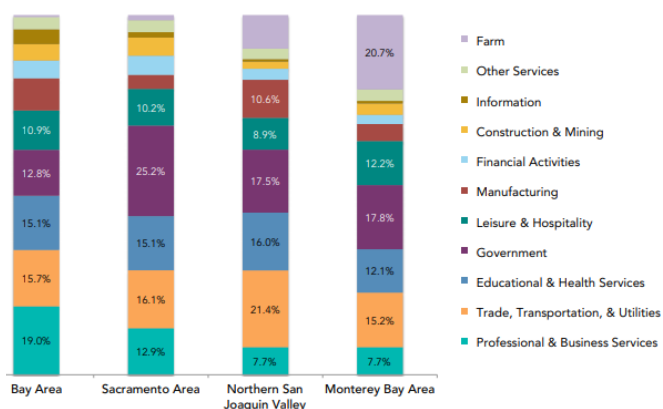
U.S. GREENHOUSE GAS EMISSIONS BY ECONOMIC SECTOR (2018)



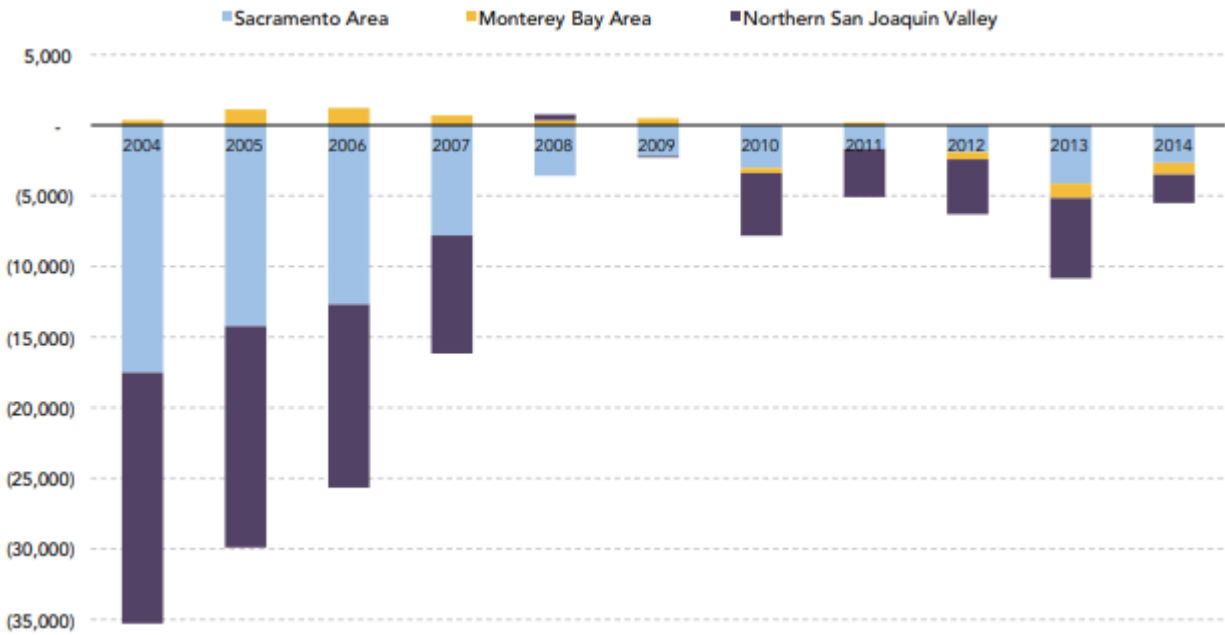
CA GREENHOUSE GAS EMISSIONS BY ECONOMIC SECTOR (2017)



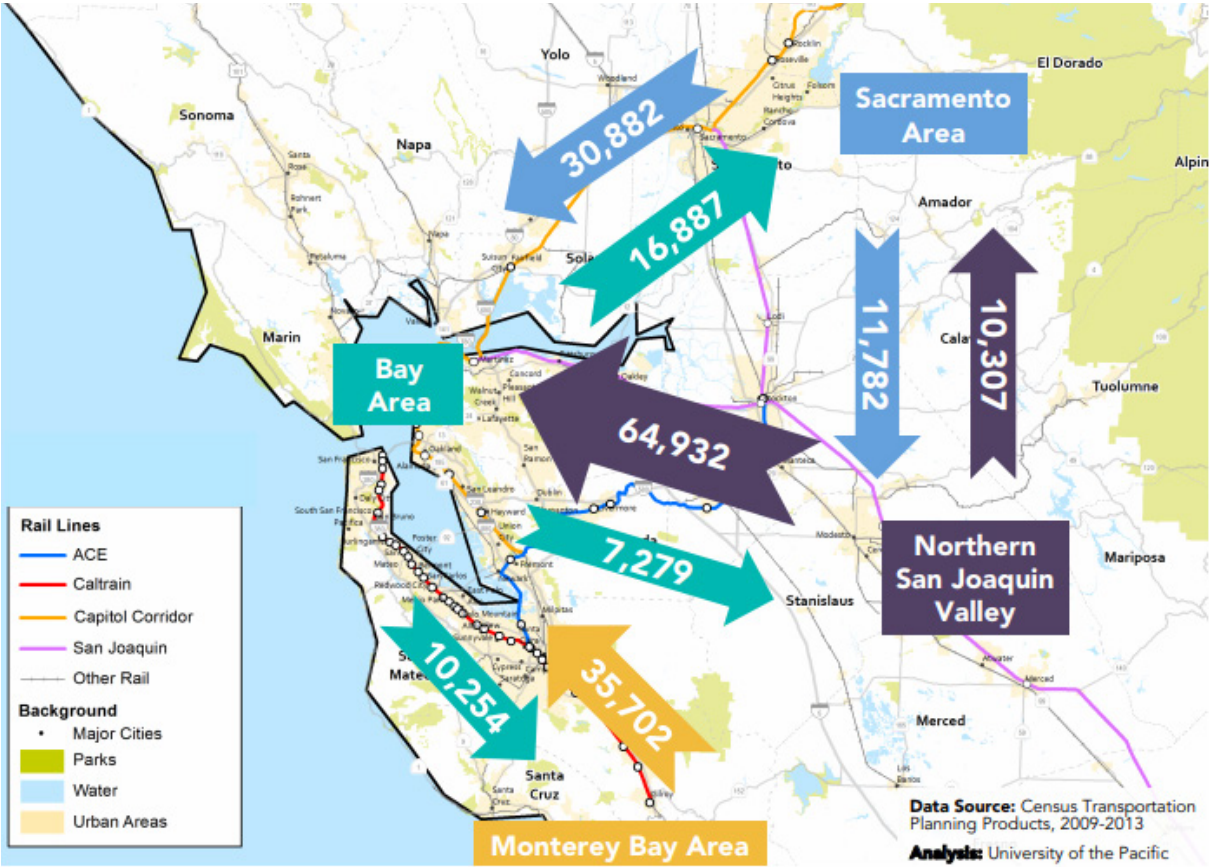
EMPLOYMENT BY INDUSTRY, 2014



BAY AREA NET MIGRATION PATTERNS (2004-2014): WITHIN NORTH CA MEGA REGION



DAILY COMMUTERS CROSSING REGIONAL BOUNDARIES, 2013



LOCAL CONSIDERATIONS

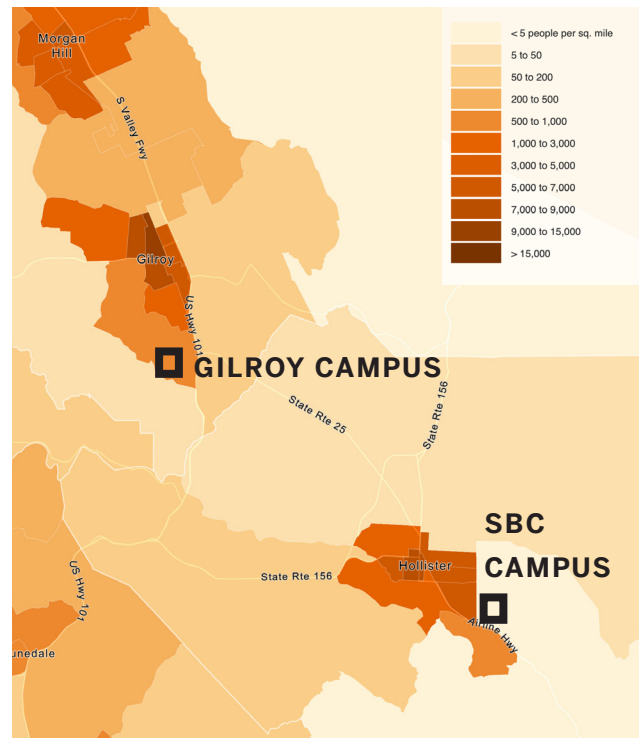
The design of the Gilroy campus, and the proposed San Benito County Campus (SBCC), need to consider how regional issues of equal access and opportunity and sustainability relate to local conditions.

Shown in the maps on the opposite page, both the existing Gilroy Campus and the proposed San Benito campus outside Hollister, are located at the extreme edge of the urbanized areas of each town. As shown in the population density by census tract, these campuses are located at the edge of population center. However, both campuses are still within three miles of the Gilroy and Hollister town centers, which is the distance commonly cited as bikable (< 3 miles).

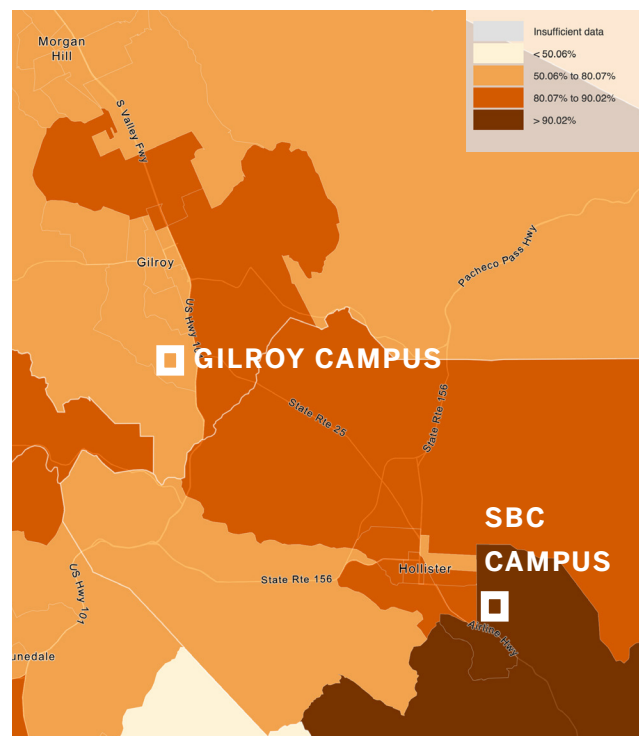
In addition to distance from town centers, it is necessary to consider each campus' location relative to communities of particular race and ethnicity, in order to remedy past inequities to equal access to jobs and education. While the Gilroy campus is located in the most racially diverse area of the region, the future SBCC is located in an area that is predominately white, increasing the opportunity to engage and attract continued diversity.

Significant efforts can be made in the design of SBCC, and evolution of Gilroy, in order to satisfy global climate change goals, as well as provide equitable access to all populations. Particular efforts should be made to minimize negative effects in transportation due to their remote locations locally, as well as build net-positive green buildings.

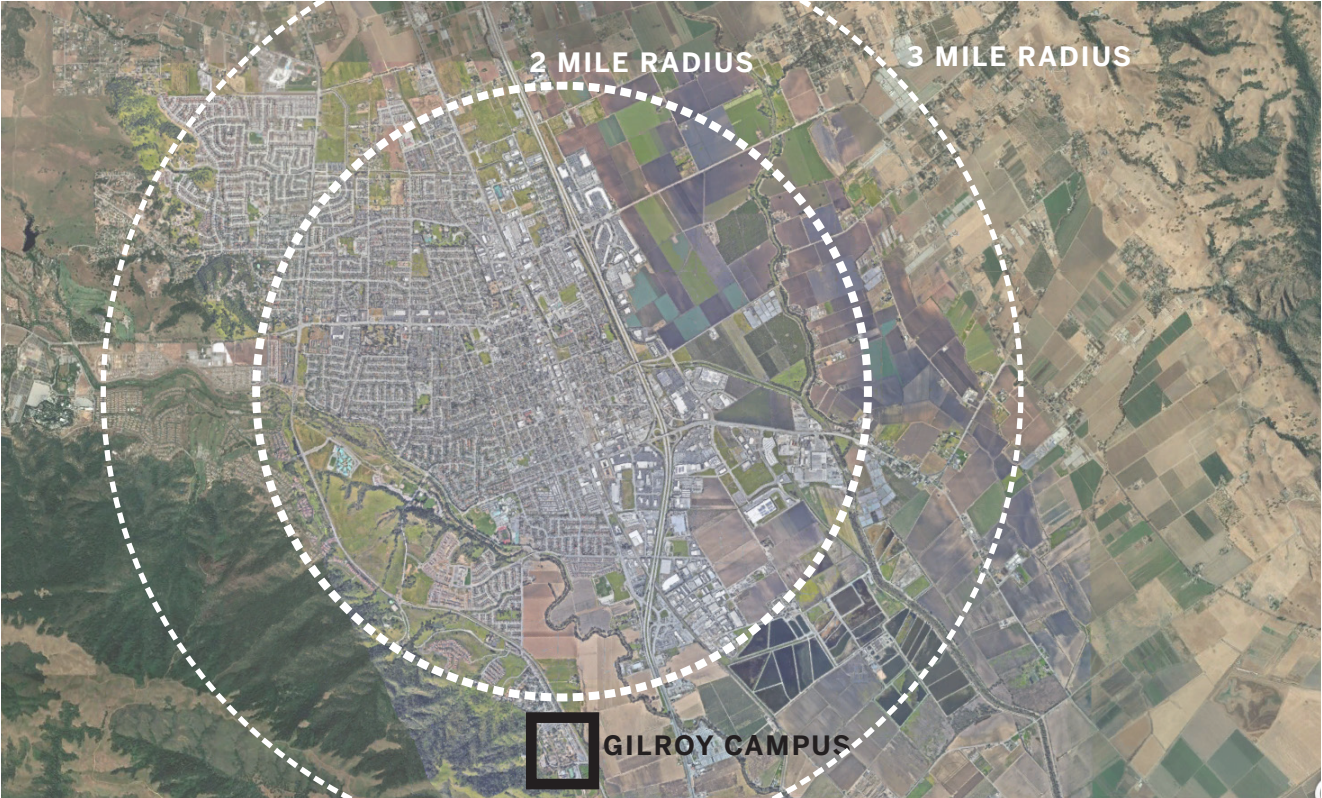
POPULATION DENSITY, 2018



PERCENT WHITE ALONE, 2018



URBANIZED AREA - GILROY, CA



URBANIZED AREA - HOLLISTER, CA



PLANNING PROCESS

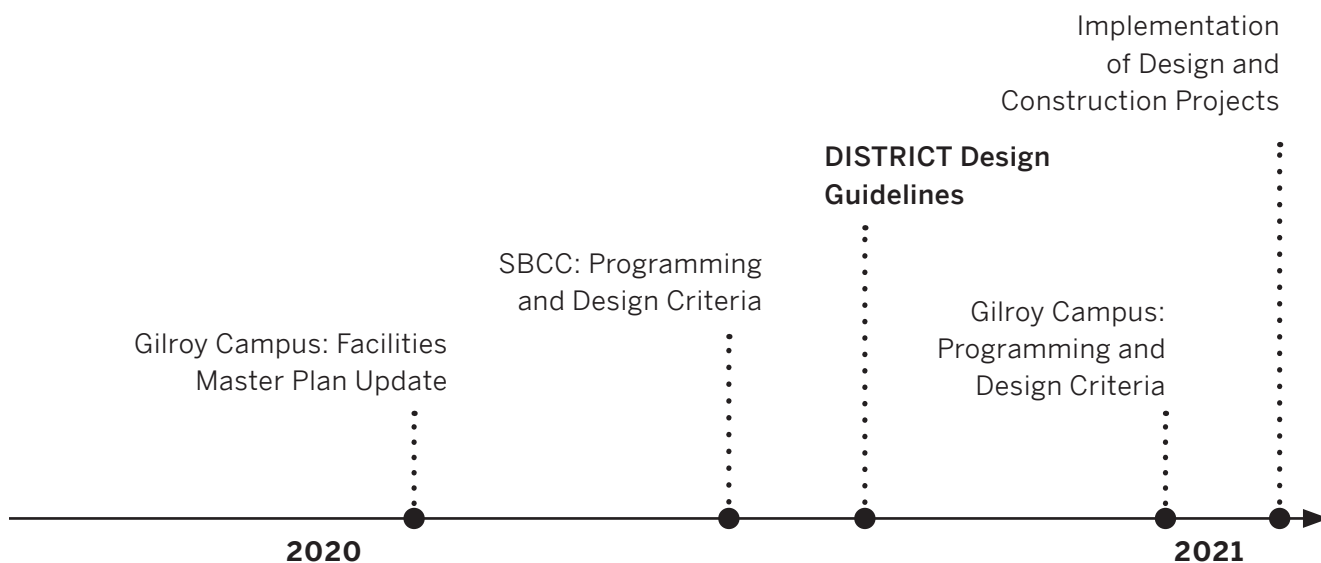


The impetus for the GJCCD projects and these Design Guidelines comes from Measure X, approved by voters in San Benito County and parts of Santa Clara County in 2018. As a result, GJCCD embarked upon multiple planning and development processes to improve higher education experience and opportunities in San Benito County CA. This effort includes a new community college campus outside Hollister, CA and update an existing community college campus outside Gilroy, CA. Specific projects range from campus Master Plans, meant to guide the overall development of a campus, as well as specific implementation documents.

The scope of specific projects across both the Gilroy and San Benito campuses took place over a year-long process from Fall 2019 to Fall 2020. The sequence of developing particular projects and documents were organized to build upon each other, and overlap.

The planning process bridges the specific projects for GJCCD with the macro considerations of the regional and local built and natural environments (summarized briefly on previous pages). The diagram on the opposite page is a snapshot of the dynamic process merging development of Gavilan College with the communities and region.

This Design Guidelines document is the summary and result of that process. It consolidates the recommendations of each particular project into a set of general guidelines across the district.

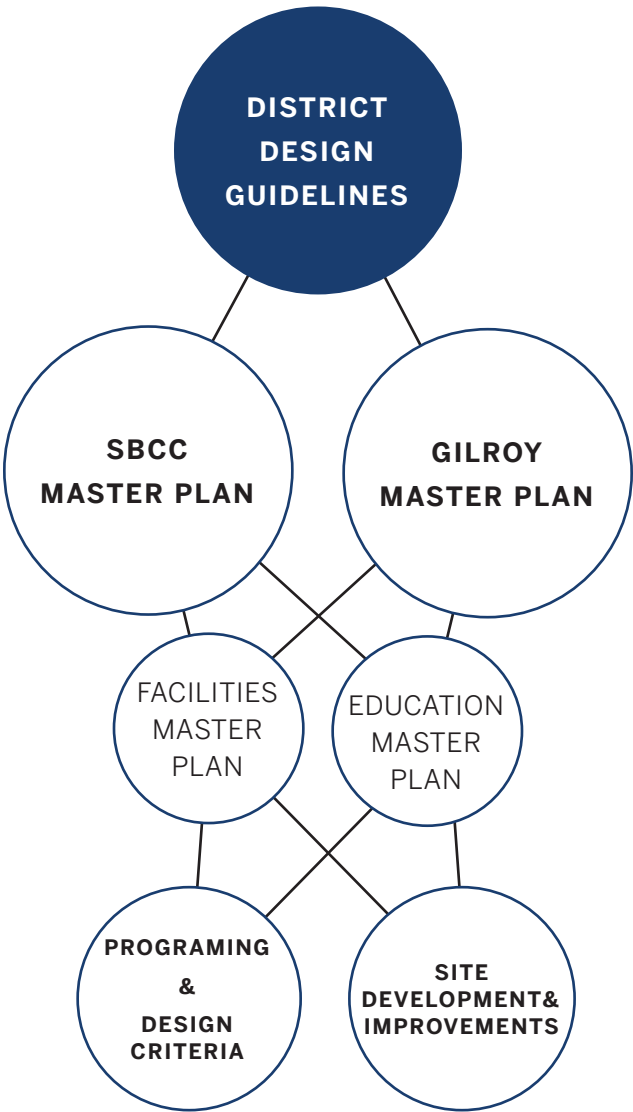


RELATION TO OTHER DOCUMENTS

This Design Guidelines document is meant to act as a general guiding document for both campus master planning projects, as well as subsequent development of individual buildings. It balances consistency across the district, with flexibility to enable each campus to develop in a way that is most applicable for each location and project(s).

While other documents will be updated over time based on current industry practices, as conditions change, and as other consultants are included in the development process, the District Design Guidelines are meant to remain more permanent and lasting.

Specific documents are described in the adjacent diagram.





FACILITIES MASTER PLAN UPDATE GILROY & SBCC CAMPUS - APRIL 2020

The Gavilan College Facilities Master Plan Update is designed to provide information on the planning work that was done throughout 2019 and 2020.

The purpose of this Plan is to guide short- and long-term physical solutions that will enhance the student experience and success.

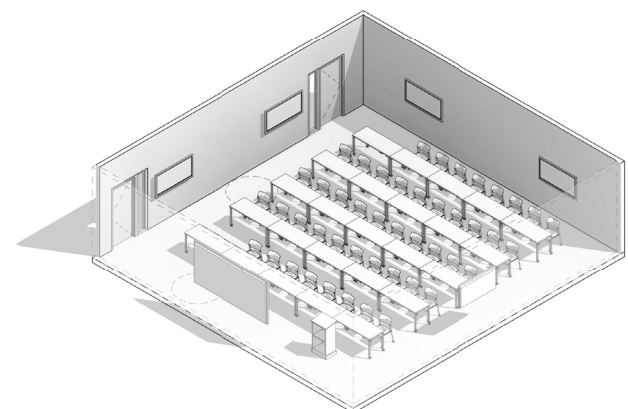


PROGRAMMING AND DESIGN CRITERIA

SAN BENITO CAMPUS

NEW CAMPUS CENTER - JULY 2020

The Design Criteria document is meant to provide the Design-Build Entity (DBE) with an overview of the general requirements for the first building on the San Benito County Campus (SBCC) as well as an illustration of the Campus vision.



OVERALL DESIGN APPROACH

A primary task for the this Project was to develop the balance between the needs and desires for an individual project versus consistency across the entire district. The Design Guidelines utilizes a single overall design approach to govern that balance, born out of the planning process.

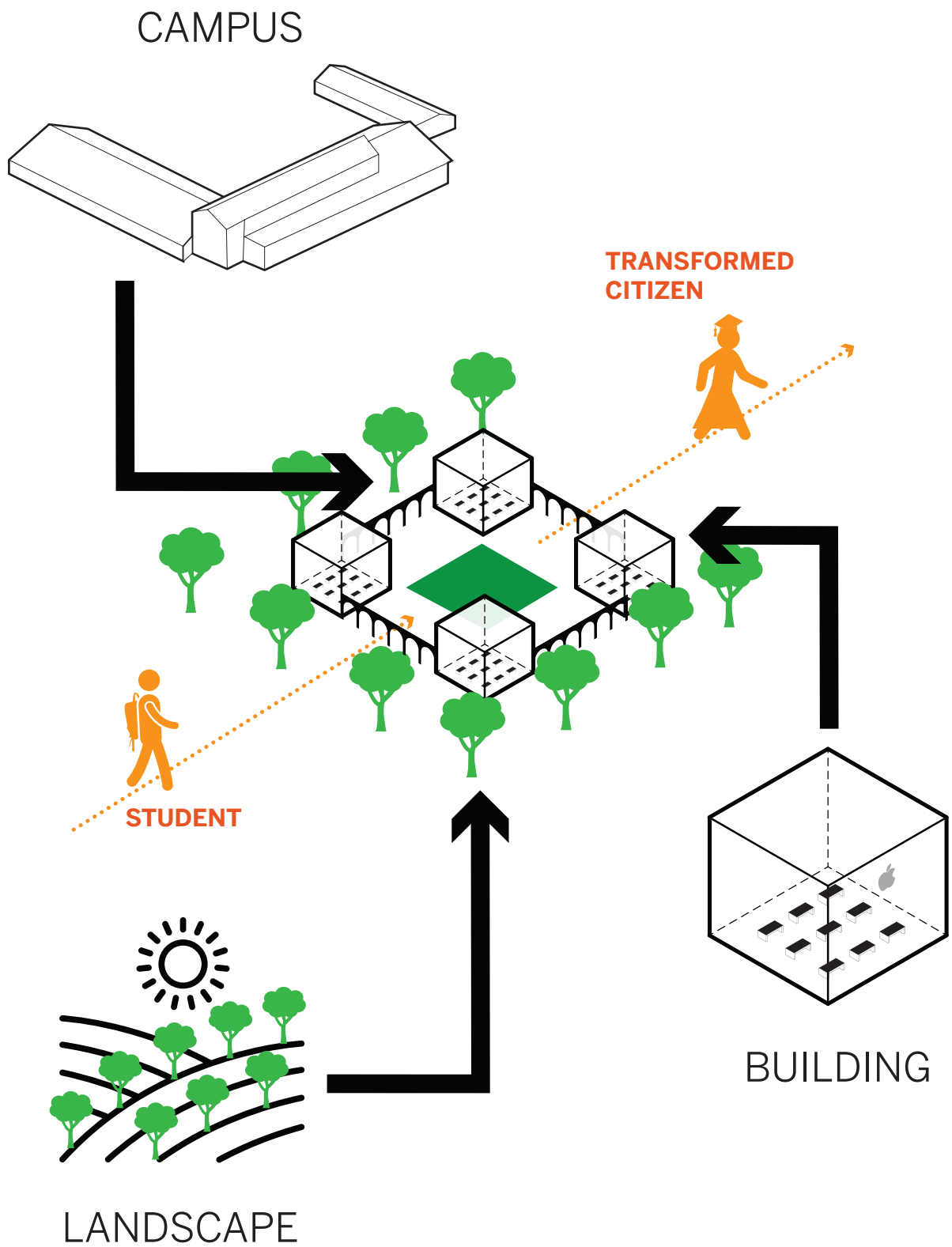
The consensus developed during the conversations between the community, stakeholders, college, and consultant team was to develop a balance between the existing conditions (e.g. traditional architecture) and progress for the future. In one way, this is expressed through the qualitative observations of college faculty of their students: there is a split between students who want to stay in their communities and those that desire to move to global city centers for new opportunities.

The illustration on the opposite page provides a graphic interpretation of that consensus, overlaid on the balance between individual projects versus district consistency.

The overall strategy for development will be to balance the physical elements that support continued consistency of established visual character while incorporating contemporary technologies, physical elements, natural ecosystems, and building techniques that support progress in student performance, sustainability, and community evolution.

This approach provides the basis for developing standards for campus planning, architecture, and landscape.

In practice, this design approach is meant to achieve two fundamental design objectives: sustainability and equity, which are described on the following pages. Every scale of development, from the layout and location of parking to the selection of specific building materials, can be measured against whether they advance the fundamental goals of sustainability and equity.



FOUNDATIONAL DESIGN OBJECTIVES

SUSTAINABILITY

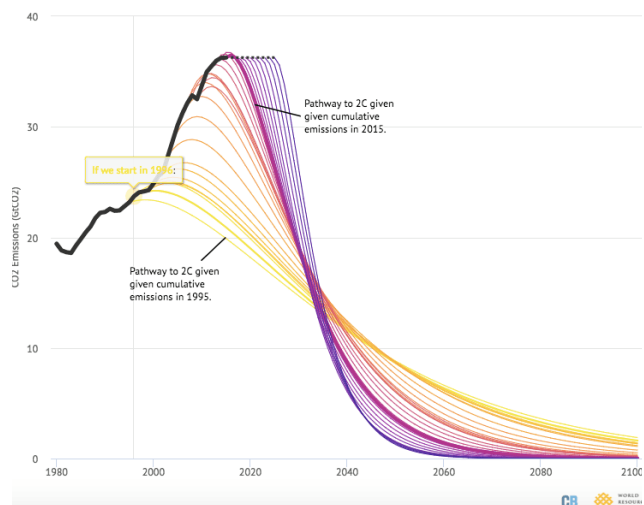


Sustainability is one of two issues that shall be measured in every project, spanning global climate change and the health of local ecosystems. Without addressing the human impacts from individual sources contributing to climate change (i.e. a building or campus), we threaten the viability of life on Earth. Likewise, built details can repair local ecosystems disrupted by expanding development, or continue environmental degradation. It makes up part of the foundation for design of any project.

California remains committed to the Paris Climate Agreement, as well as additionally sustainability targets. The Paris Agreement requires reduction of Greenhouse Gas (Ghg) emissions to 50% of 2018 levels by 2030, and net-zero carbon emissions by mid-century. In California, SB 100 mandates achieving net-zero emissions from energy sources by 2045, while Executive Order B-55-18 signed by Governor Jerry Brown commits California to economy-wide carbon neutrality by 2045.

GUIDELINES:

- All individual projects must support the efforts to address global climate change by meeting the targets of the Paris Climate Agreement and SB 100.
- Sustainability performance should be the primary aesthetic consideration.
- Sustainability covers all embodied energy throughout design, construction and supply chains - the total life cycle.
- Be creative in incorporating positive sustainable design into all elements of design.
- Development of any built project before 2030 must produce 50% less Ghg emissions than typical in 2018.
- Every ongoing operation of any built project must reduce Ghg emissions by 50% by 2030, and must be net-zero Ghg emissions by 2045.
- Plans for development of any project must demonstrate how these targets will be met in a graphically accessible, publicly-published document.
- A life-cycle assessment should be completed for all designs.
- Designers and builders must facilitate design and sustainability sessions within their process.



EQUITY



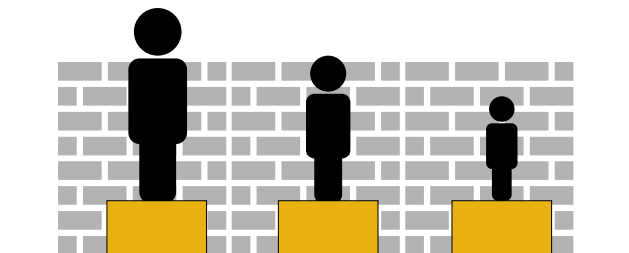
GUIDELINES:

- Projects shall strive for equity in economic benefit, environmental justice, representation, public policy
- Projects shall maximize keeping the economic benefits from construction and ongoing operation within the local community
- All economic policies of the District or individual elements should be progressive, in that they provide the most support to those with the least economic power
- All campuses should be known for respect for all cultures, beliefs, and personal characteristics, which can be made known by incorporating into signage and wayfinding, or other strategies

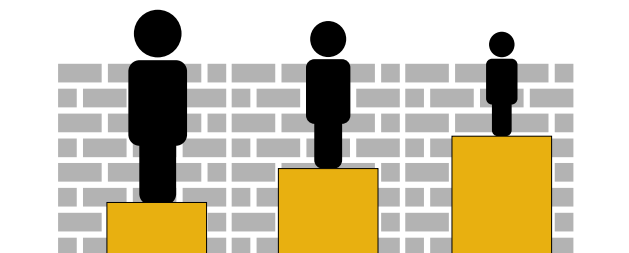
Systemic inequality is another issue that can be found across all elements of society, from economic, social, political, and environmental policies and physical structures. For the GJCCD, various forms of equity can be measured in how projects are designed/constructed, as well as how they perform during their lifetime.

Designing for environmental justice can improve the health outcomes for local communities that can own the economic benefits of the project built for them. Design that is inclusive to everyone's perspective expands the range of people who feel a shared ownership.

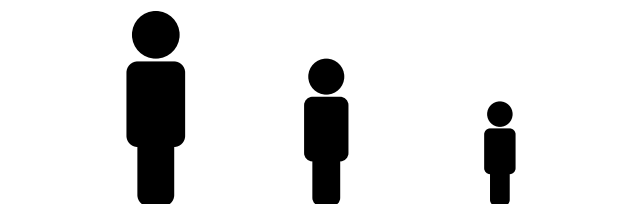
Sustainability and equality should be addressed together, to improve quality of life for individuals today, and preserve the possibility for a shared future.



EQUAL TREATMENT



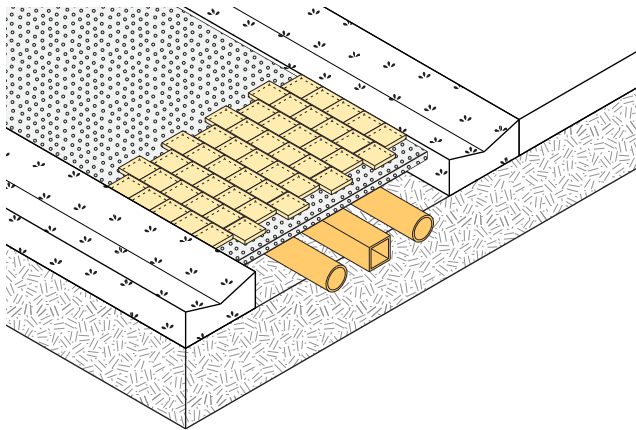
EQUITABLE TREATMENT



REMOVING SYSTEMIC BARRIERS

DESIGN GUIDELINE EXAMPLE PAGE - HOW TO USE

[Here you will find a summary of the design guideline topic. This includes definition of the topic and terminology, the scope of consideration, and any other useful and necessary introductory information.]



[Here you will find an Image/diagram accompanying the introduction summary to provide clarity, precedent imagery, or a general design approach.]



CULTURAL AWARENESS DESIGN

[GROUP OR TOPIC PERSPECTIVE
TO BE HIGHLIGHTED]

[Here you will find high-level summary of some considerations for a particular underrepresented group identified. This summary typically provides a group's perspective that is conventionally overlooked, ignored, or misunderstood and/or may run counter to typical design practice.]

Representation from this group should contribute to the design through outside engagement or internal design staff assignments.]

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: How the design guidelines support the planning principles for student success and equity



Sustainability: How the design guidelines practice and achieve sustainability



Campus Identity: How the design guidelines contribute to the envisioned campus identity and connection to community



Maintenance & Security: How the design guidelines support budget, maintenance, and security priorities and concerns



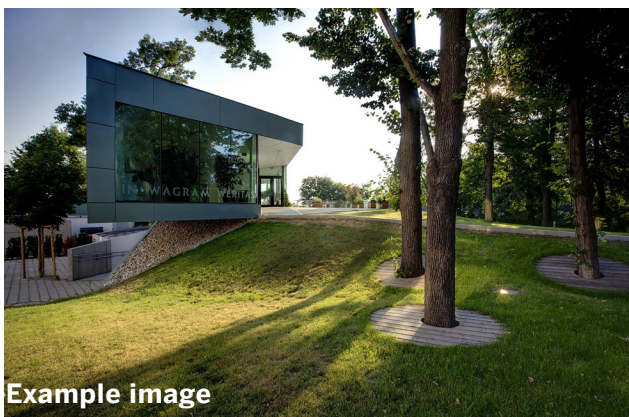
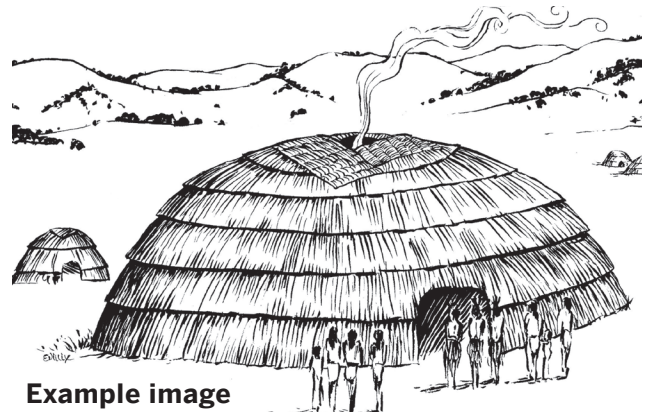
DESIGN GUIDELINES

[Here you will find :

- *Specific guidelines informing the design of physical features or policies*
- *Guidelines that use “shall” are mandatory*
- *Guidelines that use “should” are highly recommended]*

PRECEDENT IMAGERY

[Here you will find precedent imagery and diagrams that embody intent of the design guidelines, as well as preferences established during engagement sessions with stakeholders.]



B

**SAN BENITO COUNTY
CAMPUS**



B

SAN BENITO COUNTY CAMPUS

The Gavilan Joint Community College District (GJCCD) is developing a new campus southeast of the City of Hollister, CA. This offers a rare opportunity to develop a new college campus, which can have a lasting influence for centuries to come. Development of this campus - its organization, aesthetic, and character - should adhere to the enduring characteristics of the community and region while leading the vanguard of addressing the immediate issues of the 21st Century - access, equality, and sustainability.

This chapter begins with the planning specific to the San Benito County Campus (SBCC), which includes the process, principles, existing conditions, and engagement completed. Specific design guidelines for the development of SBCC follow (outline shown to the right). These guidelines build upon the foundational objectives for access, sustainability, and equity described in Part A. The guidelines are sequentially organized from general to specific elements and are meant to be complementary and cumulative.

1. CAMPUS GUIDELINES

- Site Excavation and Infrastructure
- Multi-modal Access and Parking
- Circulation
- Signage / Wayfinding
- Lighting
- Security

2. BUILDING GUIDELINES

- Building Form and Orientation
- Building Entrance
- Exterior Material / Color / Pattern
- Covered and Courtyard Spaces
- Interior Material / Color / Pattern
- Interior Rooms
- Renewable Energy and Building Systems

3. LANDSCAPE GUIDELINES

- Gateway and Street Edges
- Entry and Event Plaza
- Central Green
- Paths and Promenades
- Courtyards and Gardens
- Plant Palette

PLANNING PROCESS

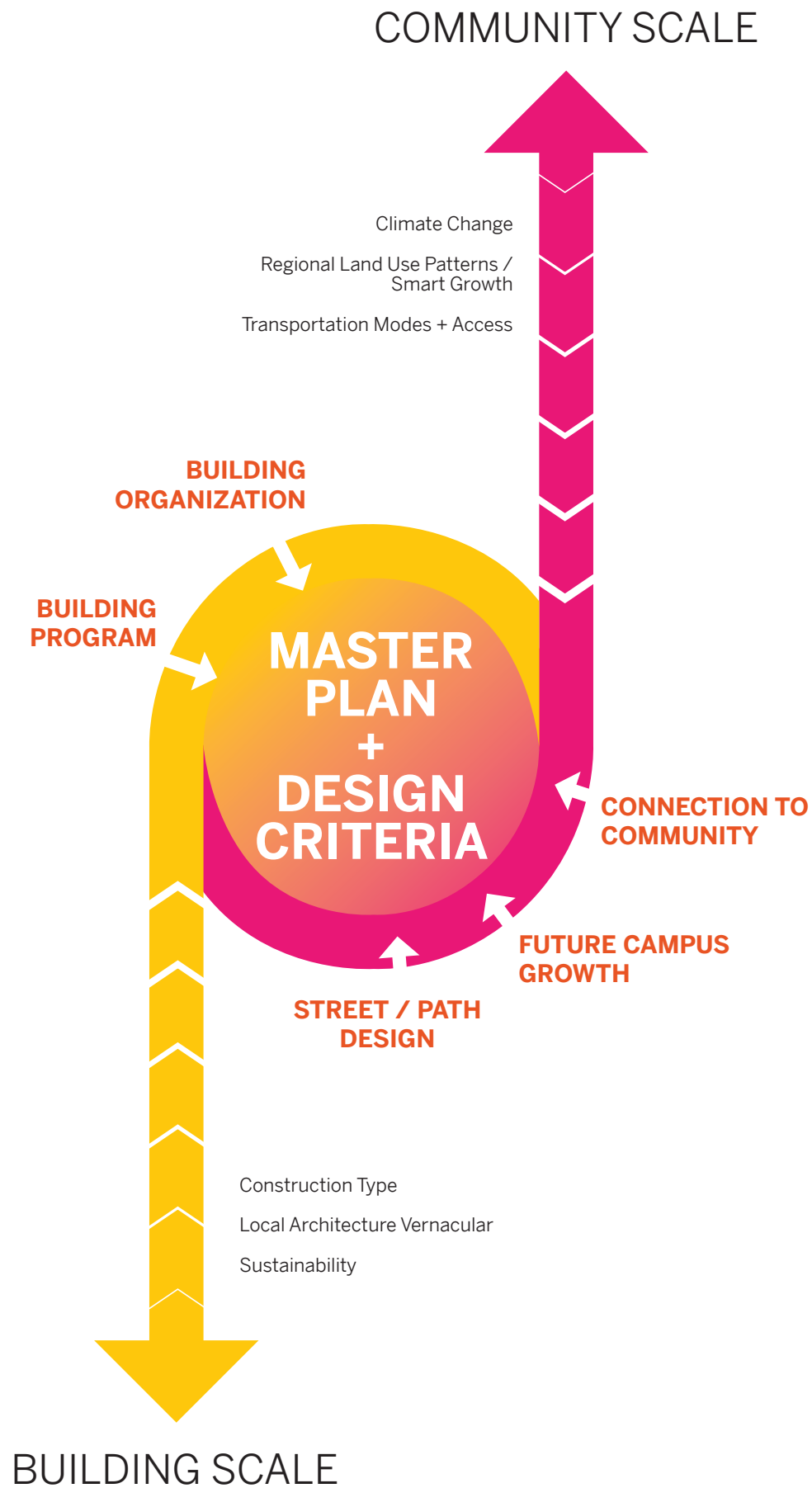
The approval of Measure X in 2018 to update and expand the educational opportunities provided by GJCCD community will lead the development of the San Benito County Campus (SBCC). While planning for the new SBCC occurred concurrently with updates for the Gilroy campus, the following describes the process completed specifically for SBCC.

The development of a new campus requires development of multiple efforts and documents to move from the planning stage through construction. Some specific items accomplished across these phases include: the assessment of the existing physical conditions of the site, the exploration of the needs and desires of the community and stakeholders whom the project will serve, and the creation of guidelines and rules to inform the final design and construction. The scope of these efforts produced two documents - the SBCC Campus Master Plan and the Programming and Design Criteria for the SBCC Center, the first building to be built. These projects took place over a year-long process from Fall 2019 to Fall 2020.

The diagram on the opposite page illustrates how the SBCC specific design guidelines were developed out of those two individual documents.

The two documents represent development scales at opposing ends of a spectrum. The Campus Master Plan begins from considering the overall organization and impact of the new campus as related to the surrounding context and region - the community scale. The Design Criteria is focused on technical elements that make up construction of a building or other individual infrastructures.

These design guidelines represent the merger of community and building scales, to ensure consideration of all scales in a consistent campus through all its individual elements.



PLANNING PRINCIPLES

The following principles were developed through conversations with multiple engagement groups during development of the SBCC Master Plan and Design Criteria. They provide the basis for the more specific Design Guidelines and conceptual designs described in further detail through the remainder of this document.

ESTABLISH AND MAINTAIN AN ICONIC IDENTITY



- Establish a collegiate identity.
- Create visibility from the surrounding community.
- Hierarchy of campus landmarks and visual nodes.

COST EFFECTIVE



- Design efficient buildings, in line with state guidelines.
- Maximize durable and timeless building materials.
- Design buildings for flexibility and adaptability, without significant renovation.
- Maximize return on bond dollar investment.

CREATE STRONG COMMUNITY CONNECTIONS



- Promote consistency with physical and programmatic connections.
- Emphasize active transportation.
- Develop programmable indoor/outdoor spaces for the College community.
- Develop flexible, multi-purpose spaces to respond to the community needs.

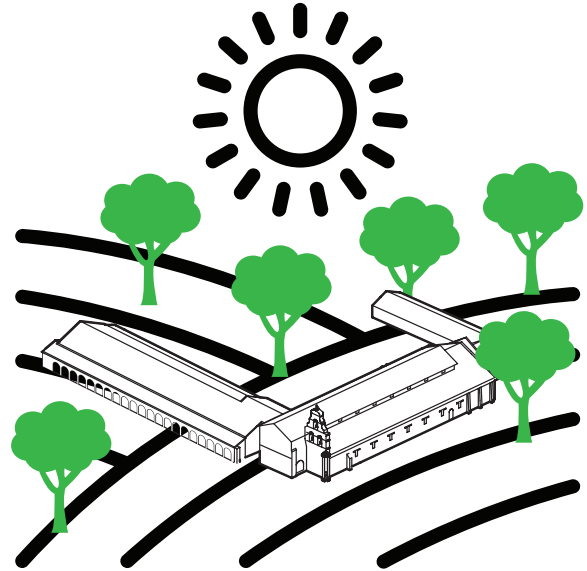
BE SUSTAINABLE THROUGH FORWARD THINKING



- Fully account for global carbon footprint.
- Design with nature to increase natural ecosystem health.
- Align building and infrastructure design with environmental design strategies.
- Create awareness and a culture of sustainability.
- Optimize local natural resources.
- Encourage the site characteristics and natural systems to organically inspire the Campus and the Building aesthetics.

EXISTING CHARACTER

OPEN SPACE + TRADITIONAL ARCHITECTURE



The SBCC campus will extend the footprint of development into the rural landscape of San Benito County when it is built upon an existing greenfield site. The current natural landscape and rural character of the region will be the main precedent for SBCC. This includes architecture and landscape individually across the region, as well as examples of their integration.

The landscape is primarily characterized by the farms and grasslands backdropped by mountains between Gilroy and Pinnacles National Park, within the valley along Highway 25. Preserving the character of the currently undeveloped land is among the factors contributing to the new campus aesthetic, and practical design.

Without any structures on site the architecture aesthetic for the campus will come from the architecture vernacular of the surrounding region mixed with 21st century technology. This consists of California Mission architecture, rural farm houses and barns, as well as small town Main Street.



View of proposed campus from Airline and Fairview intersection



View of proposed campus from Airline Hwy

REGIONAL CHARACTER



Mission San Juan Bautista



Wilcox House



Apricot Farm



TRES PINOS

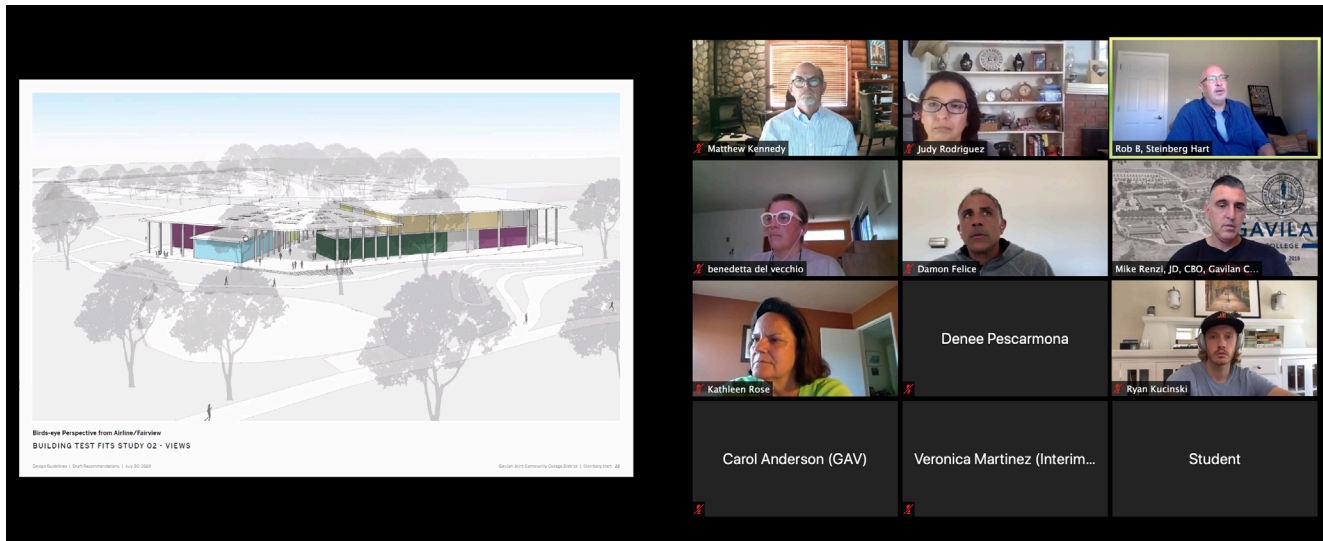


Pinnacles National Park



Hollister, CA

ENGAGEMENT



The San Benito County students, staff, and community participated at multiple engagement sessions. Due to the COVID-19 extended emergency, all engagement for the Design Guidelines was conducted through online, virtual meetings.

The primary method for soliciting input for the design guidelines was through visual surveys of architectural and landscape precedents where respondents were asked to share their opinion on individual images. Two rounds of visual surveys were completed for the SBCC guidelines. Images of precedents that received the most positive and negative responses are shown on the opposite page (a complete documentation of results for each image can be found in the *Appendix*).

The following summarizes some high-level take-a-ways of specific architecture elements gathered from comments on individual images, and commonalities between favorites/least favorites:

Clear entryways, intuitive wayfinding, connection to nature, and the use of warm material were well received concepts and should be considered when designing new facilities on Campus.

FAVORITE PRECEDENTS



Warm materials



Clear entry



Indoor courtyard



Natural light

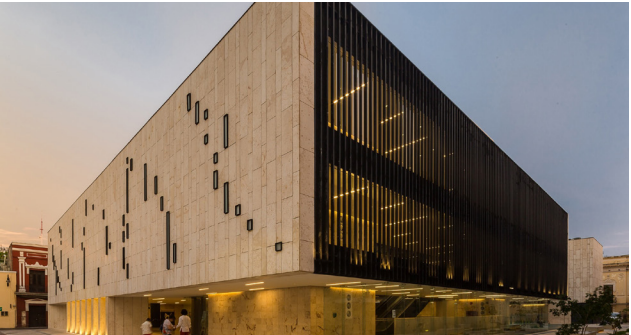
LEAST FAVORITE PRECEDENTS



Green roofs



Curvilinear form



Building massing



Materials choice

1. SBCC CAMPUS GUIDELINES

ORGANIZATION

Planning and development of an overall campus should be inspired by the principles and designs of the most enduring collegiate atmospheres.

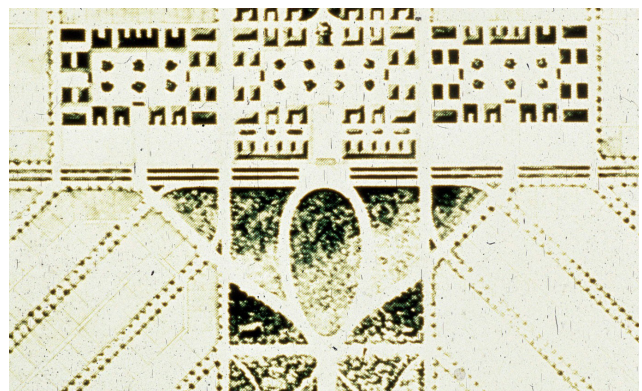
Whether developed based on the college quadrangle or central mall, campuses from the University of Virginia (UVA) to Stanford University share common qualities. They provide an immersive pedestrian experience for those on campus by merging landscape and buildings that encourage participation in personal and shared progress. The development of individual campuses within the GJCCD should establish the same level of collegiate atmosphere through the integrated design of public realm, infrastructure, landscape, transportation, and buildings.

Similar to UVA and Stanford, San Benito campus will be a new campus on an existing greenfield. The initial campus facilities should follow the model of those campuses by providing a simple, yet inspiring setting, which prioritizes creating campus open spaces and setting the basis for growth.

UVA MAVERICK PLAN



STANFORD OLMSTED PLAN

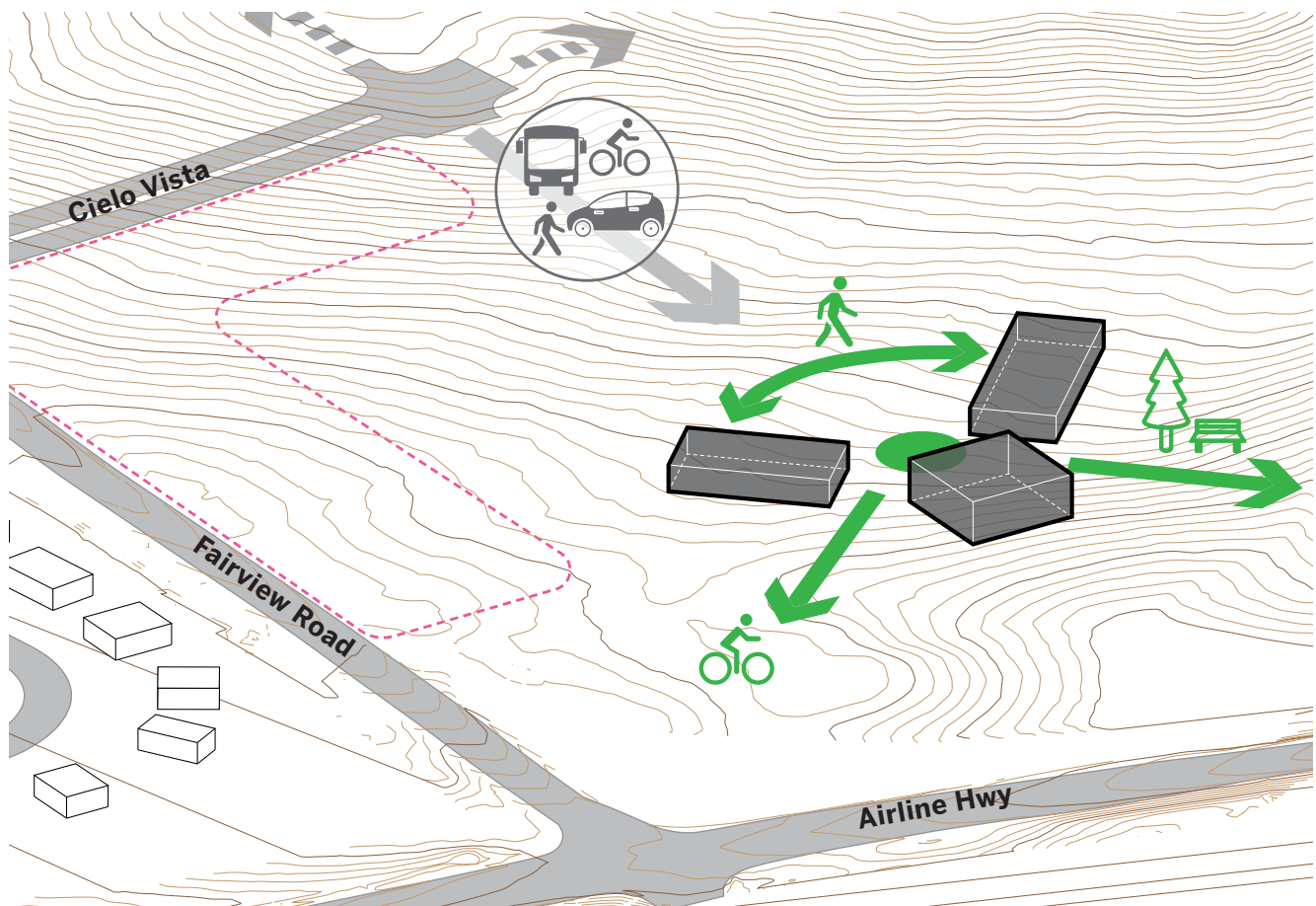
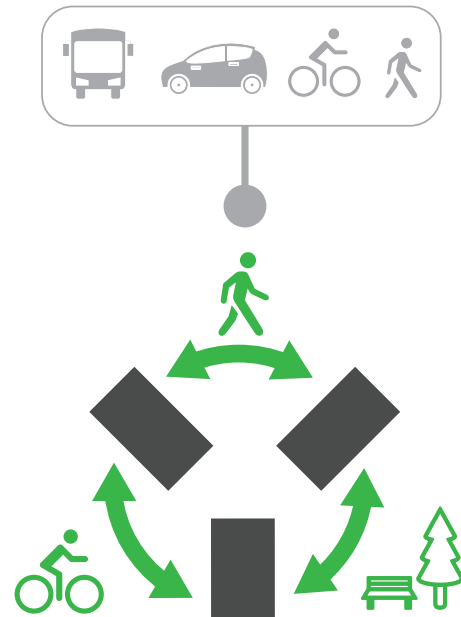




Out of design explorations to organize an initial cluster of buildings, a radial organization for the SBCC Center was considered as the preferred concept. A diagram of that concept is shown to the right; how it is conceptually applied to the proposed campus site is shown below.

The primary entrance for all transportation modes is from Cielo Vista Court to the north and will terminate at the radial building cluster. The building cluster was placed relative to existing topography conditions (knoll to the northeast of Fairview/Airline and depression along Airline). The buildings revolve around a central green space. Buildings can be separated or connected by various canopy strategies. Various types of pedestrian and open spaces shall be planned in between buildings.

RADIAL CONCEPT



CAMPUS GROWTH

Plans for the development of the SBCC shall produce a beautiful campus, while also building a model to enable future growth that preserve, and expand the collegiate atmosphere.

The radial organizing scheme is meant to allow for flexibility for potential campus growth, which can respond to a variety of environmental and policy factors in the future.

The type of buildings and programs needed will govern their location and design within these guidelines. The progress made towards addressing climate change, specifically related to the evolving regional and local land use patterns and transportation modes, will provide another set of factors that influence any potential growth. The future growth of SBCC is unknown. Yet, there are preferred concepts for campus growth based on the proposed conceptual design for the SBCC Center, which can continue the character of a model college (shown opposite).

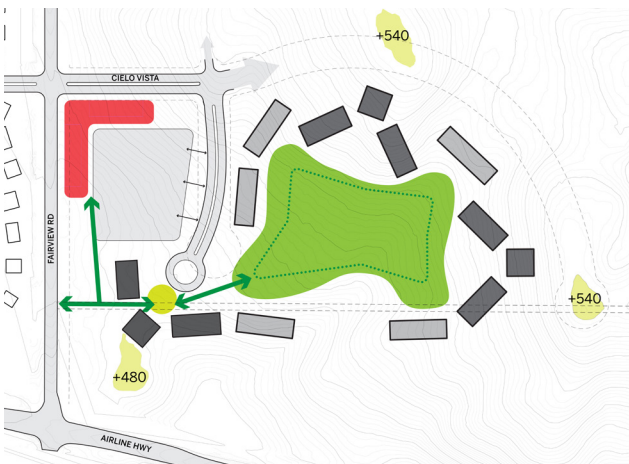
The first concept is growth around an organic commons lawn. On the property there are three existing knolls, a small hilltop; one is located to the southwest of the proposed SBCC Center. The concept replicates the placement of a similarly oriented radial cluster of academic program at each knoll, which will command the best views of the surrounding valley. Between each academic cluster, other buildings can be developed, which will create a large, natural grassland drawing upon the character of the village commons and will be the center of all campus life.

The second concept also draws its organization from the existing topography, but employs a formal, if not entirely symmetrical, arrangement of buildings framing a traditional campus mall. Again, a similar radial cluster of academic is used and faces another potential cul-de-sac. A formal campus mall oriented east-west then connects the two radial clusters and other academic and other buildings frame the mall. This design can then remain open to the intersection of Fairview/Airline to allow views and direct pedestrian connection between the community and campus.

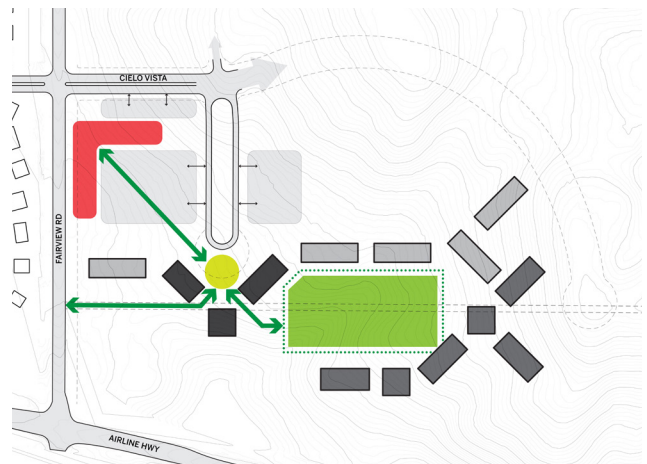
SAN BENITO CAMPUS CONCEPT DESIGN



ORGANIC COMMONS CONCEPT - POTENTIAL GROWTH



FORMAL MALL CONCEPT - POTENTIAL GROWTH



SITE EXCAVATION & INFRASTRUCTURE DEVELOPMENT

Development of the new SBCC will occur on a virgin greenfield site with existing topography consisting of gently rolling hills and grassland. Site development will need to occur to set up infrastructure (phone/internet, electric, sewer, stormwater, transportation, etc.) and building footprints. All development should occur by designing with nature - all design should enhance the existing natural conditions of the site.

Infrastructure should be developed with long-term lifecycle and internal closed-loop system approaches, rather than satisfying short-term criteria. Goals include minimizing environmental intrusiveness, maximizing synergies with other infrastructure and nature, and increasing flexibility and adaptability.



CULTURAL AWARENESS DESIGN

SOCIETIES

AND

ENVIRONMENTAL HARMONY

To provide adequate respect, and build and live in harmony with nature, despite developing on a greenfield site. Individual elements making up the entirety of the SBCC shall have a net positive impact upon local and global environmental ecosystems.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: A progressive campus design to respect nature is a living laboratory - an example of how to think different and critically, which can be translated to their own studies and careers.



Campus Identity: Will promote a respectful and light-handed approach to developing a natural setting; it will be a campus that fits into nature, rather than erasing.



Sustainability: Local building materials, minimal site excavation reduces GHG emissions from external extraction and transportation, and best supports healthy natural ecosystems.



Maintenance & Security: Green infrastructure cost less to maintain long-term than gray infrastructure; designing to facilitate updates can reduce future costs



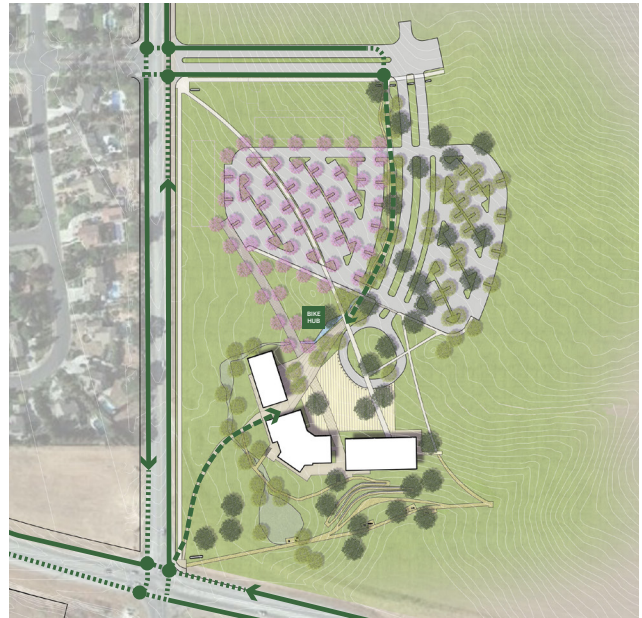
DESIGN GUIDELINES

- Building and site design shall prioritize preserving existing topographic conditions in order to avoid excavation and regrading; regrading shall enhance natural ecosystems, plant, and animal habitats.
- Green infrastructure strategies shall be prioritized over grey infrastructure.
- Infrastructure should provide multiple functional uses.
- On-site, closed, cradle-to-cradle infrastructure systems (e.g. use organic waste to produce compost on campus, rainwater, etc.) shall be prioritized over expanding existing infrastructure systems.
- Co-locate site infrastructure (i.e. phone/data to sewer) along one corridor; multiple corridors should be used only when required for functional operations or connecting to existing infrastructure.
- Design infrastructure installation to maximize accessibility and reduce cost for repairs and upgrades.
- Where excavation or fill is needed to create flat areas, all earth excavated shall remain on the property, and all earth used for fill shall come from the property (excluding highly contaminated soil).
- The building and campus shall seek to be net-positive energy through on-site generation; development should use environmental design and strategic sustainable mechanical strategies to first reduce overall energy use.



MULTI-MODAL ACCESS & PARKING

These guidelines relate to the design of the transportation infrastructure to allow the public to access the campus, as well as the long-term and short-term storage of personal and shared transportation (i.e. parking). The guidelines support the safe and convenient access for all modes, but there will be a clear priority towards active transportation modes - walking, bicycling, skateboarding, scooters, and public transit - as they provide more equitable access to everyone, are more environmentally friendly, and have a smaller infrastructure footprint that better preserves the natural character of the site.



Bicycle Circulation Diagram



CULTURAL AWARENESS DESIGN

EQUAL ACCESS

The region is dominated by the personal vehicle network; yet owning and operating a car is expensive and not available universally. Minority communities are disproportionately lower-income, so owning and operating a car takes up a higher percentage of personal/household income. To begin repairing the imbalance, and provide equal access to impacted groups, the maximum priority can encourage to active transportation modes.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Everyone should have equal access regardless of transportation mode. While speeds vary between modes, design of physical space can increase opportunity for active modes.



Campus Identity: Reducing the high space and infrastructure needs to support a private vehicle dominated system, can support the rural and natural character of the existing site.



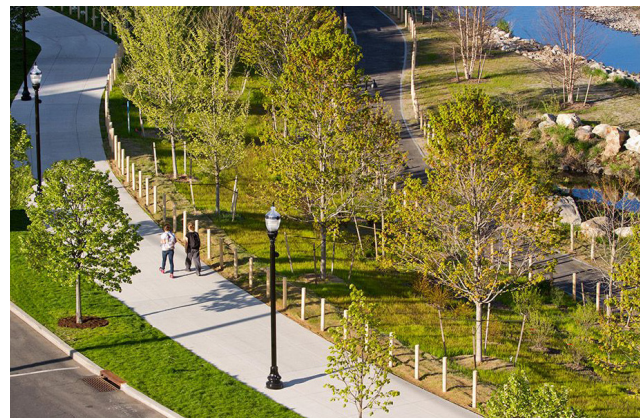
Sustainability: Transportation accounts for the largest share of GHG emissions in California. Maximizing the use of active modes on campus can contribute to reduction of GHG emissions.



Maintenance & Security: Alternative and sustainable methods for street and parking lot construction can reduce ongoing maintenance costs and negative environmental impacts.

DESIGN GUIDELINES

- Active transportation modes (walking, bicycling, and transit) shall receive priority over vehicles: consider development of physical infrastructure and convenience of access to the campus, amongst others.
- Emphasize campus entries that are most appropriate for each transportation mode.
- Wherever access for vehicles is provided, there shall be protected spaces for active transportation modes.
- Bicycle parking should be located in most convenient location for accessing campus buildings, as well as bicycle and pedestrian circulation routes.
- A variety of long-term and short-term bicycle parking types should be considered, including repair stations protected from weather.
- Streets and parking lots shall maximize recycled construction materials, such as reclaimed asphalt pavement (RAP) for street and parking lot substructure, unless it contaminates natural systems.
- Parking lots shall consider of permeable design and natural materials.
- A variety of landscape strategies shall be used in parking areas: landscaped bioswales and walking paths, as an example.



CIRCULATION

Circulation refers to how people move about the campus after they arrive. It considers a range of users from those attending a single event or class to those who may spend the whole day on campus. It also considers how the campus will be initially designed with one educational/ community building, but has the potential to expand over time.

Guidelines for circulation are intended to create the collegiate atmosphere embracing the natural landscape.



Pedestrian Circulation Diagram



CULTURAL AWARENESS DESIGN

STRESS AND MENTAL HEALTH

An example of prevailing culture is the preference towards personal automobile use and the choice for the shortest distance between parking and final destination. While it may feel necessary given the stresses of modern life to maximize time and efficiency, it contributes to the growing public mental health crisis. Being able to comfortably walk from the car to the destination will enhance the students experience and contribute to the Campus environmental beauty.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Everyone regardless of physical ability can move freely throughout the campus and experience the total wellness benefits of the natural environment.



Sustainability: Circulation as pedestrians on campus will reduce GHG emissions, integration with natural features support local natural ecosystems and habitats.



Campus Identity: Hierarchy in circulation systems helps navigate the campus and establishes a sense of place.

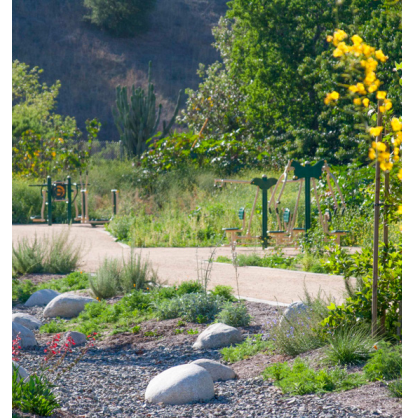


Maintenance & Security: Using durable and natural materials can reduce ongoing maintenance costs. Less new physical infrastructure equals less maintenance obligations.



DESIGN GUIDELINES

- Campus shall be universally accessible and integrated with landscape.
- After arriving on campus, all circulation should be done by walking or biking.
- Define clear and separated pedestrian and vehicular circulation.
- Where vehicle and active transportation networks overlap, or are shared, they shall be designed for pedestrian use that accommodates vehicles - not designed for vehicles that accommodates people.
- All areas accessed by vehicles shall consider permeable, sustainable materials and shall employ NACTO traffic calming standards - to limit comfortable driving speeds to be 20 mph or below.
- Pick-up/drop-off locations shall be accessible, yet secondary, to major pedestrian circulation.
- Where there is no passenger vehicle access, emergency and service access shall be combined with pedestrian pathways, rather than separated infrastructure.
- Emergency and service access shall be combined with other utilities and site infrastructure corridors.
- Emergency and service access shall consider permeable materials, and promote easy access to underground utilities to reduce ongoing maintenance and improvement costs.



WAYFINDING / SIGNAGE

Wayfinding and signage refers to all of the physical and digital elements that allow people to navigate the campus. It includes specific signage elements such as directional signage or campus maps, as well as how the organization and design of buildings and the circulation system relate to how people understand and move about the campus.

Additionally, the wayfinding and signage system should relate to the system for the Gilroy campus. This would create a consistent understanding for how to navigate all campuses within the District, as well as common identity and branding. These district standards are currently under development, and will be available upon completion.



Campus identity and wayfinding strategy



CULTURAL AWARENESS DESIGN

PHYSICAL AND MENTAL CHALLENGES

The built environment is challenging to navigate for those who are physically or mentally impaired. Physical disabilities can range from mobility (e.g. age), to deaf and blind, and others; mental disabilities range from traditional considerations of cognitive ability, but should also consider language fluency. Signage and wayfinding should allow for uninhibited movement for everyone of every ability.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Signage and wayfinding shall be accessible to everyone, by designing inclusively to support independence for individuals of any physical and mental abilities. Everyone shall feel welcome.



Campus Identity: Wayfinding and signage system will have an out-sized impact on campus identity as it is among the first elements seen when entering campus and are distributed throughout campus.



Sustainability: Wayfinding and signage system provides an opportunity for increased renewable energy production distributed throughout the campus.



Maintenance & Security: Adaptable and changing signage is cost effective, simple to update and maintain, and aesthetically pleasing.

DESIGN GUIDELINES

- All signage and wayfinding shall be usable for all physical and mental abilities.
- Make wayfinding intuitive by creating clear hierarchy of paths and designing entries to clearly define primary and secondary entrances.
- Signage should be incorporated into, or incorporate, other infrastructure.
- Monumental signage should consider incorporating solar panel infrastructure, security strategies, and landscape.
- Monumental signage increases visibility and should be placed at perimeter streets.
- Tall walls and building facade signage create arrival experience and should be placed on special building locations.
- Directional and directory signage can be paired with lighting, wi-fi mesh system hubs, and energy production and/or storage.
- Directories should be placed at pedestrian entrances and major hubs to orient visitor on arrival.
- Directional signage should be placed at decision points to reinforce the path of travel.
- Signage shall withstand UV rays and not fade prematurely.

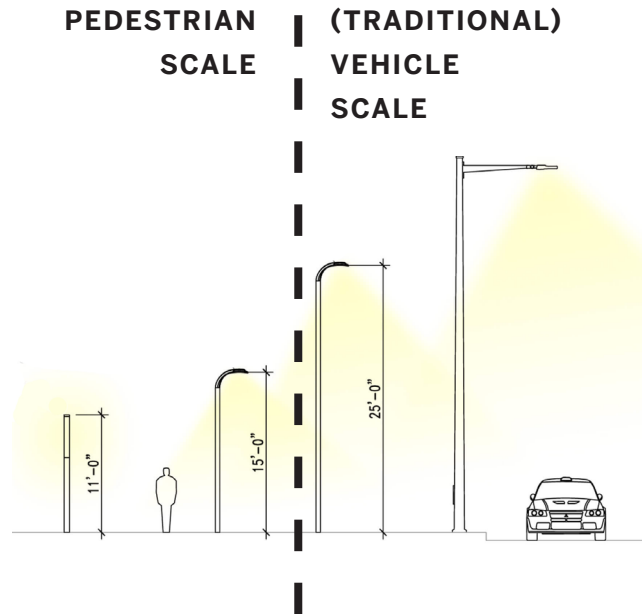


LIGHTING

Lighting refers to the fixtures and other infrastructure for lighting throughout campus, and on the exterior of buildings.

Lighting has many functional qualities for ensuring people can safely navigate pathways. Additionally, creating unified zones of hierarchy throughout the site can better assist in wayfinding through the campus and creates visual interest.

The influences and impacts of lighting also increase in scale and contribute to the character of the overall campus to its interaction with local and regional development patterns.



CULTURAL AWARENESS DESIGN

GENDER

PERCEPTIONS & REALITIES

Safety and security are primary considerations in campus planning and building projects. Light can affect situations of harassment, intimidation, and assaults anywhere in the built environment, particularly at night when there may be less activity and visibility. Lighting should be designed to make the most vulnerable populations feel safe at all times.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Individuals have personal needs and perceptions for lighting towards safety and functionality; adequate lighting should be provided to allow everyone to navigate campus and feel safe.



Campus Identity: Located in a rural context intended to be maintained, well designed lighting can reinforce the natural character and beauty of the campus.



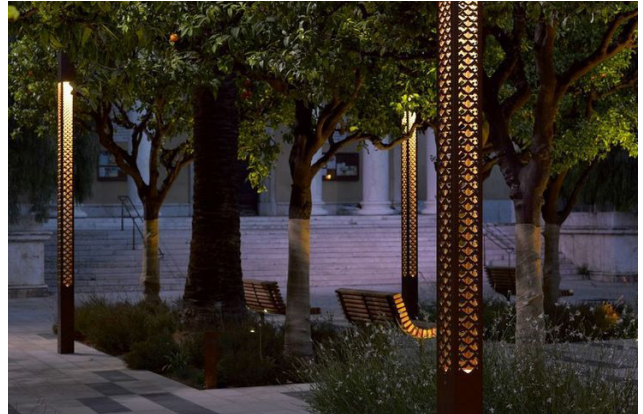
Sustainability: Regional light pollution has increased exponentially and preserving dark night skies will protect the natural ecosystem.



Maintenance & Security: LED provides energy efficiency and can reduce maintenance costs over time, especially when paired with policies to turn lights off after hours.

DESIGN GUIDELINES

- All lighting shall be appropriately scaled to create a pedestrian-oriented campus.
- Lighting design (physical fixtures, motion detection, off-hours, etc.) shall minimize night light pollution and promote dark night skies, balanced with consideration for safety.
- Integrate lighting with other infrastructure to provide clear views along path of travel, such as bollards and seating areas.
- Create hierarchy of lighting (through color, light candles, fixtures, etc.) to complement circulation and wayfinding hierarchy systems and promote placemaking.
- Utilize energy efficient lamp sources.
- Utilize cut-off lighting fixtures.
- Add more visual interest to the site including accentuating key landscape and architectural features.
- Through district standards, campuses will improve consistency of lighting fixture approach, including creation of a campus fixture family.



SECURITY

Security encompasses physical, technology, and policy strategies to ensure a safe environment for everyone. It is these things that impact the experience or perception of safety by individuals. In every sense, security strategies need to be inclusive to the experiences and perceptions of all groups across age, gender, and race/ethnicity.

Security and students safety is one of the District's primary concerns and should be addressed as such during the design and construction phases of each building and site improvement project. Security standards are being developed and will be available within future additions in the appendix.



CULTURAL AWARENESS DESIGN

RACIAL

PERCEPTIONS & REALITIES

Crime prevention through environmental design (CPTED) has been the industry standard approach to security. Unfortunately, many of its strategies can create environments that are harmful and discriminatory. CPTED encourages surveillance, yet minority racial groups suffer from significantly disproportionately higher rates of policing from surveillance. Promoting a comfortable, safe environment for all groups shall be a primary goal in design of the campus and its facilities.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Students, faculty and staff can be successful when they feel safe; different races have different perceptions and experiences towards security that must be accounted for.



Campus Identity: Minimizing fencing and other infrastructure will provide a greater level of support to the intended, natural character and openness to the community.



Sustainability: Maintain a campus that lives in synergy with nature, avoiding disrupting security strategies.



Maintenance & Security: Keeping the amount of security infrastructure low (no perimeter fence) will ensure lower, on-going maintenance and operations costs.

DESIGN GUIDELINES

- Overall approach to security should embody community and placemaking centered strategies.
- Promote safety through select CPTED strategies with technologies that are appropriate and equitable, avoiding negative consequences.
- Shall ensure personal privacy for all electronic data.
- Promote a common ownership to surveillance by everyone in the GC community by designing for diverse pedestrian activity while the campus is open.
- Prioritize planting and landscape strategies rather than built structures or surveillance technology.
- Ensuring landscaping strategies to provide clear sight lines.
- Use landscaping and clear entries to provide natural access control, indicate public routes, and prohibit unauthorized vehicles.
- When fencing is needed, it should be of aesthetic quality by using local, unique patterns and materials.
- Fencing and other security elements shall not disrupt or create any hardship for natural wildlife behavior and habitat.



2. SBCC BUILDING GUIDELINES

DESIGN APPROACH

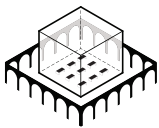
The design of buildings on the SBCC shall merge traditional and modern approaches to building design. Traditional approaches draw upon the traditions of indigenous, regional architectural vernacular and regional environmental design strategies. The modern approach utilizes advances in sustainable building approaches and materials, architectural style and the incorporation of technology.

The result of merging the traditional and modern will be a unique architecture that is appropriate to the history of its place while promoting the evolution of familiar architecture forms. This approach should guide the design of all elements of building design, from the overall form to architectural details and interior design.

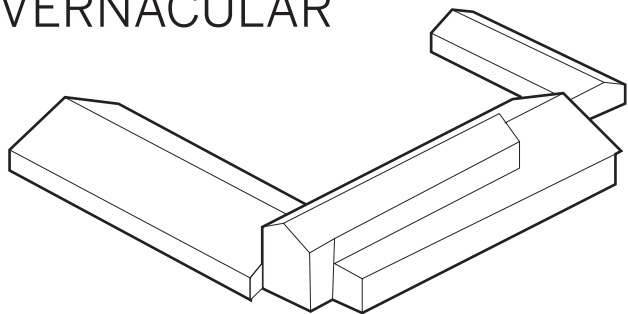
Beyond the current position on campus alone, the SBCC Center design should be mindful of the potential future growth of the campus and begin creating an architectural language that can be applied to other buildings and structures. Even when intended to be a signature or central building, all facilities shall still be considered part of a complete campus and context.

All buildings will follow the same foundational approach for their design, shown on the opposite page. The architectural expressions and overall design of future individual buildings will need to fit within the existing physical environment and continue to promote good growth.

In addition to the local vernacular, designers should consider examples and buildings techniques not only from the imported Spanish style architecture, but inspirations from Native American societies that have been present in the region for thousands of years.



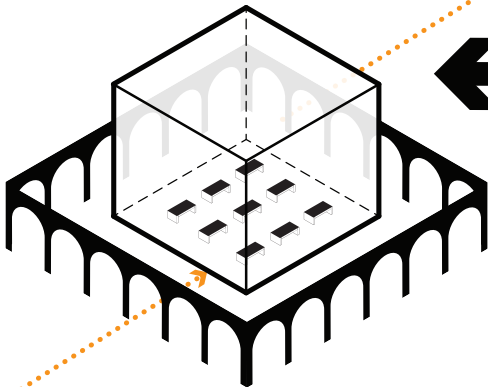
LOCAL
VERNACULAR



TRANSFORMED
CITIZEN



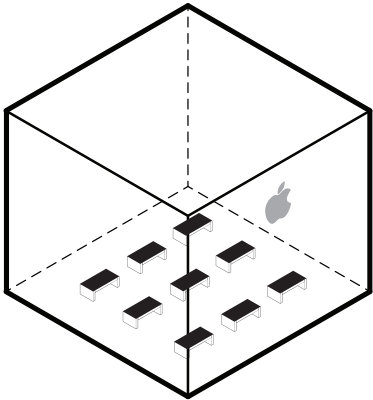
MODERN
INTERIOR



FAMILIAR
SHELL



STUDENT



MODERN PROGRAM

BUILDING FORM AND ORIENTATION

The overall form, combining shape and scale, of a building is typically the primary visual element observed. There can be a variety of building forms within an existing context when the basic components of scale and shape are analyzed.

Orientation refers to how the shape and scale of a building, as well as primary and secondary axes are positioned in relation to the existing context. For the SBCC Center, the context is an existing greenfield, so the orientation can be defined by a single building, as well as potential growth through the addition of future individual buildings.



SBCC Center test fit study 1 concept massing



CULTURAL AWARENESS DESIGN

FORGOTTEN HISTORIES

California architecture mostly derives from the original Mission style of the mid 18th and 19th century Spanish missions and settlements. These influences erased much of the history and populations of Native Americans while continuing to dominate influence in the built environment today. Architecture drawn from imported influences can carry harmful memories in the minds of historically repressed and disadvantaged peoples.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Through their form, buildings can provide inspiration to those who walk through its doors, setting the stage for growth and success.



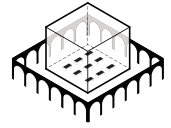
Sustainability: A successful building form and orientation can significantly reduce the baseline energy consumption.



Campus Identity: High visibility from the community and a clear identity is desired for the first facility on campus.



Maintenance & Security: Honest expression of materials and building structure will result in interesting exterior detailing as well as low maintenance cost.



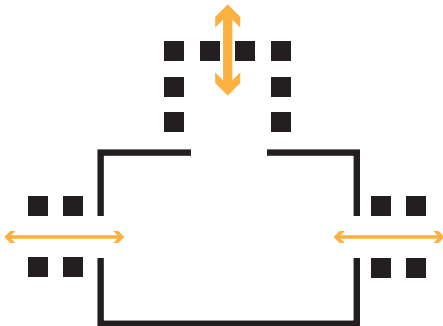
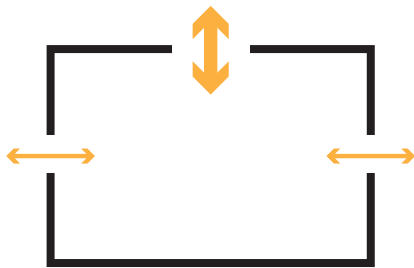
DESIGN GUIDELINES

- The primary identity of the building will come from its overall form, or the form of the dominant architectural element.
- All architectural forms and elements shall draw inspiration from the San Benito regional vernacular architecture.
- The application of architectural form and character shall maximize environmental building design.
- The long axis of buildings should be oriented east-west to maximize passive energy design, unless equivalent passive energy design metrics can be achieved through a different form and orientation.
- Consider expressions of various massing, height, and forms.



BUILDING ENTRY

The entrance refers to the primary and secondary entry and exit points into spaces that define a particular building. This can refer to the threshold moving from exterior to interior space through doors, or it can refer to a set of architectural elements that define a threshold between spaces, even outdoors.



CULTURAL AWARENESS DESIGN

Building entrance is among the most prominent expressions of the architecture style. As such, the building entrance should be a welcoming and inclusive for everyone.

FORGOTTEN HISTORIES

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Building entrances that have a sense of awe can energize the attitude of students to perform each day.



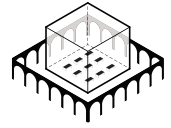
Sustainability: In addition to adhering to green building strategies, the entrance provides a location for displaying the sustainable performance of a building.



Campus Identity: The most used and recognizable part of a building should promote the indoor-outdoor nature of the campus.



Maintenance & Security: The balance of solid and transparent materials needs to ensure safety for building inhabitants in extraordinary events.



DESIGN GUIDELINES

- The primary building entrance shall be co-located, or have a direct connection, with the primary architectural element of the building.
- Building entrances can be defined in color and/or materials and patterns that complement or create a subtle contrast to the primary building facade.
- All building entrances should have some cover/overhang element to protect against weather and establish clear hierarchy; treatment for secondary entrances can be different from the primary entrance.
- The primary building entrance shall face, and have direct access to, the primary pedestrian open space (e.g. quad or mall) bordering the building.
- Primary entrances should not be raised from primary paths, rather the passage from exterior to interior should be flawless and clear.



EXTERIOR MATERIALS / COLOR / PATTERNS

Buildings on the SBC campus should embrace its unique context and reflect the regional vibrancy and complexity of flora and fauna, especially their historic relationship to built structures.

Developing a consistent material and color palette for the campus will promote a strong sense of place and help reinforce SBCC's institutional identity within the community.

Consideration of long term maintenance costs versus initial construction costs must be critically evaluated during the building design process.



CULTURAL AWARENESS DESIGN

FORGOTTEN HISTORIES

Similar to the overall building form and orientation, architectural details of materials, colors, and patterns largely draw from historic Spanish and modern European influences. Drawing from these influences for architectural details can have equal effect of misrepresentation for native and minority communities. Materials, colors, and patterns should be inclusive for all.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: The project can advocate for the creation and adoption of third-party certified standards for sustainable resource extraction and fair labor practices.



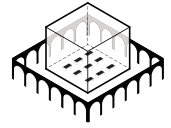
Sustainability: Use of materials coming from the Region will not only reduce the campus carbon footprint but also create a strong sense of identity.



Campus Identity: The selection of building materials should be sensitive to the overall context of the SBC campus as well as the surrounding region.

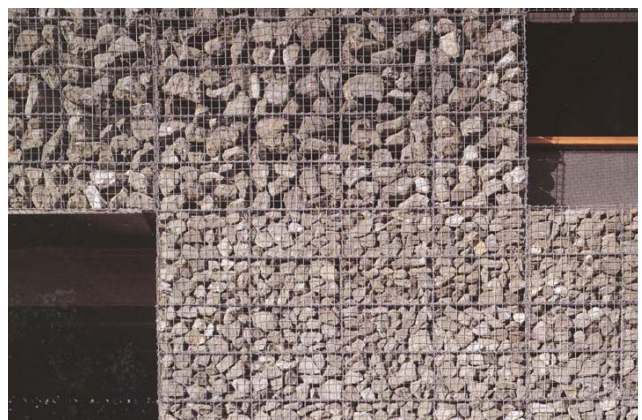


Maintenance & Security: Materials should be carefully chosen to meet critical durability and maintainability standards, as well as connect to the local region.



DESIGN GUIDELINES

- Use materials, colors and patterns that maximize environmental building design in regards to sustainability, longevity, and minimizing required maintenance.
- Prioritize materials with lowest embodied carbon footprint (total life-cycle).
- Use color palette that directly ties the campus to the region - natural materials are preferred as their color tones are more consistent and easier to maintain.
- Projects shall endeavor to use sustainable and locally sourced materials (ideally less than 50 miles).
- Use north facing glazing to maximize natural day light and reduce undesired solar heat gain.
- Use a variety of materials, transparency, and patterns to provide balance between security, expression of building construction, and sustainability.
- Patterns should reflect construction material and locally/historically significant patterns.
- The use of material, color, and pattern should complement architectural hierarchy and should draw attention to unique spaces and points of entry.
- As a campus preference, use of metal wall paneling shall be avoided.

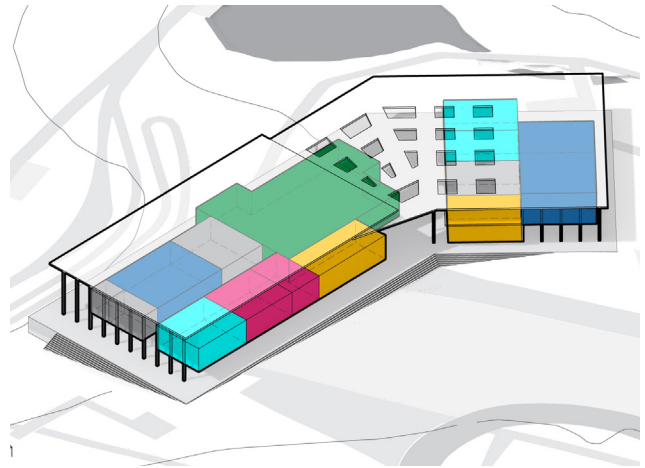


COURTYARD AND CANOPY SPACES

Courtyard spaces refer to fully or partially enclosed spaces with access to nature. These can be located within the interior of a building, along the perimeter of a building, or in spaces between buildings.

Courtyards are open to the sky and walls or columns are their edges. Canopies are more closed to the sky but more open at (most of) their edges. Both can be used as walkways, to connect buildings, or as an element of a building.

In promoting an indoor-outdoor relationship throughout the campus, canopies and courtyards can have a spatial and/or design relationship to complement one another.



SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Access to nature has measurable positive effects including mental health and attentiveness.



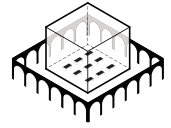
Sustainability: Courtyards and canopies can aid in natural ventilation, increased daylighting, reducing solar heat gain, and many other performance metrics to reduce the building's carbon footprint.



Campus Identity: The vision is to have an intimate relationship with the landscape; interior courtyards and canopies promote an indoor-outdoor relationship of buildings.



Maintenance & Security: Courtyards and canopies can be designed to reduce building maintenance requirements.



DESIGN GUIDELINES

- Courtyard and canopy spaces shall utilize appropriate materials, colors, and patterns.
- Encourage use of a building form and/or canopy structures to connect the building to entrance plaza(s).
- Overhangs shall be used to strengthen definition of space and accomplish these goals: enhance architectural aesthetic, expand learning and social environments beyond the building, and promote green building design.
- Utilize arcades and colonnades, patterns, and massing that draw from local vernacular examples.
- Consider access points to green and usable roofs located over looking courtyards and covered corridors.
- Courtyards shall be programmed spaces in relation to the adjacent building program.
- Courtyards should create a variety of settings throughout the building and campus.



INTERIOR MATERIALS / COLORS / PATTERNS

Similar to their exterior, the interior of buildings on the SBC campus should embrace its unique context and reflect the regional vibrancy and complexity of flora and fauna, especially their historic relationship to built structures. This supports the envisioned indoor-outdoor relationship for the campus and individual buildings. When not directly bringing the regional landscape into the building, the interior materials, colors, and patterns should mirror the exterior qualities of the region.

Developing a consistent material and color palette for the campus will promote a strong sense of place and help reinforce SBCC's institutional identity within the community.



CULTURAL AWARENESS DESIGN

FORGOTTEN HISTORIES

For some groups, there are architectural styles that can create negative and harmful reminders, including a building's interior design. The interior architectural details, materials, colors, and patterns should have the same consideration for inappropriate or harmful effects, similar to the overall form and exterior architecture.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Architectural designs that make everyone feel welcomed and inspired, especially those most disadvantaged, improve student participation and effort.



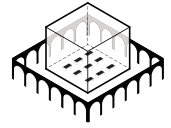
Campus Identity: Interior architectural details that embody the region can make the campus and buildings unique to its location more than any other approach.



Sustainability: Original materials should minimize the embodied carbon footprint and promote sustainable total supply chains; durable designs can last for decades without requiring updates.

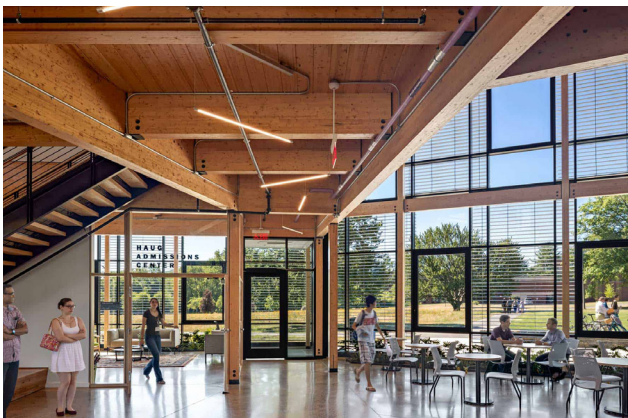


Maintenance & Security: Durable designs not only have positive sustainability impacts, but also reduced long-term maintenance obligations.



DESIGN GUIDELINES

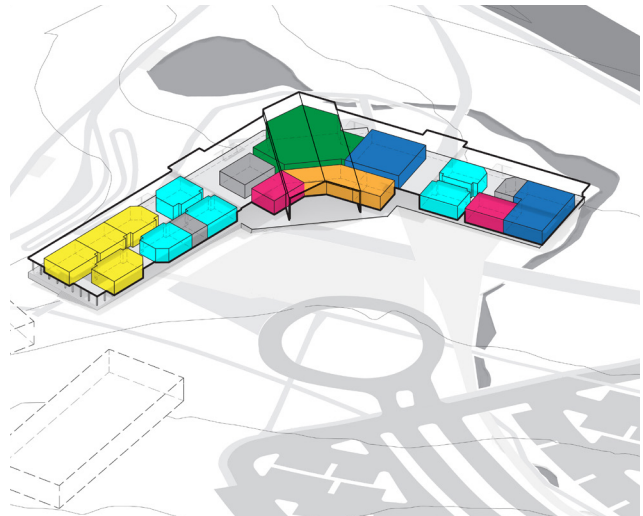
- Projects shall prioritize materials that are local and natural, rather than not disposable, global, or synthetic.
- Use materials, colors and patterns that maximize environmental building design in regards to sustainability, longevity, and minimize required maintenance.
- Durability, replacement availability, and maintenance shall be primary considerations in building exterior and interior design.
- Design shall prioritize materials with lowest embodied carbon footprint (total life-cycle).
- Use color palette that relate to exterior materials, further tying a building to the region and promoting an indoor-outdoor relationship to adjacent landscape.
- Use sustainable and locally sourced (less than 100 miles) materials.
- Prioritize natural materials that do not off-gas hazardous materials.
- Prioritize durable materials that can be repurposed and salvaged if renovations and updates are required in the future.
- Minimize the use of additional interior finishes; embrace exposed structural materials and infrastructure systems.



INTERIOR ROOMS

Interior rooms have a range of requirements to satisfy their intended program as initially designed (these are described in the *Design Criteria*). The intent of these design guidelines is to provide common strategies to design these specific types of rooms. This will not only create consistency for construction and ongoing use, but will allow for rooms to be easily adaptable to other, future uses.

The strategies for interior rooms relies heavily on the guidelines established for materials, colors, and patterns.



CULTURAL AWARENESS DESIGN

LEARNING APPROACHES

There is a wide-range of physical spaces and educational approaches in which individuals can best learn. These can range from visual to tactile learners, to those with particular sensitivities to sound and other elements, or how the temperature and presence of natural ventilation contributes to attentiveness. Rooms should explore non-conventional design strategies to provide the most positive impacts for the full range of learning influences.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Good daylight penetration into the building, combined with shading and reflected light options will facilitate user well-being.



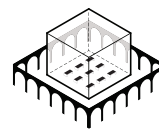
Sustainability: Natural daylight throughout the Center will help establish welcoming spaces that produce desirable characteristics for health, wellbeing, and student success.



Campus Identity: All rooms contribute to the distinct character of the Campus, with material, colors, patterns and technology.



Maintenance & Security: Consider flexible spaces with movable furniture that can adapt over time as technology and learning pedagogies change.



DESIGN GUIDELINES

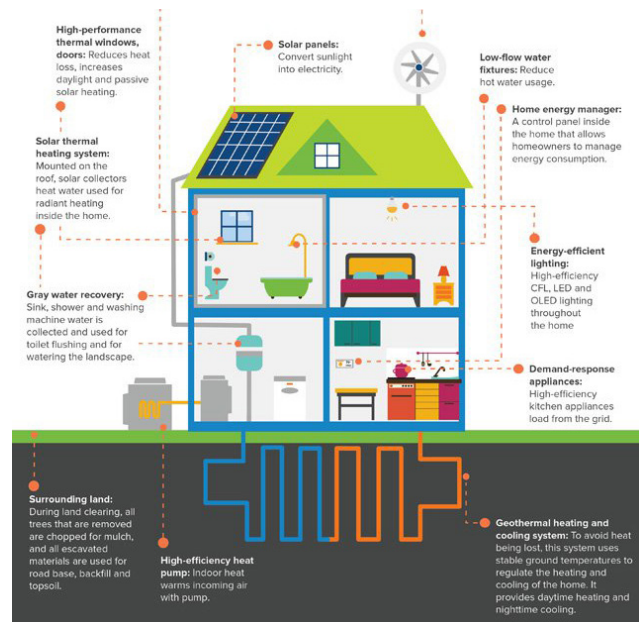
- Where feasible, daylighting should provide the primary lighting source for interior rooms.
- The longest wall should receive the most favorable light.
- Natural light shall be controlled with UV blocking glazing.
- Room layouts should enable flexible furniture arrangements for a range of learning programs.
- Leverage adaptable technology to maximize the student learning environment.
- Learning spaces should have at least two entrance/exit points.
- Room design: overall proportions, shape, base materials, and application of details should maximize acoustic performance.
- Consider north facing glazing to maximize natural light.



RENEWABLE ENERGY AND BUILDING SYSTEMS

This topic refers to harnessing on-site renewable energy production from solar, wind, geothermal, and other sources and sustainable closed-loop building mechanical systems to create a living building. Net-zero or net-positive buildings are preferred and should be proposed.

Renewable energy infrastructure and mechanical systems (e.g. rainwater harvesting) can be seamlessly integrated into the building architecture, or used as a the foundation for architectural design. Oppositely, these systems can stand out from the architecture entirely, or in part, as a way to showcase the sustainability and performance of the building.



CULTURAL AWARENESS DESIGN

GLOBAL

ENVIRONMENTAL

JUSTICE

Drastic changes are needed across the entire built environment to meet the goals of the Paris Climate Agreement. Low-income and racial minorities have disproportionately suffered the worst consequences from climate change (e.g. heat-related deaths) and its contributing forces (e.g. asthma rates along highways). Every positive advance towards climate action reduces the burden upon the most suffering communities; every building, infrastructure, and site must maximize its sustainable impact.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Designing buildings and the campus as a living laboratory can be another way to raise awareness and be a tool for some educational programs.



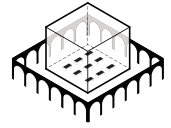
Campus Identity: The vision of the campus is to preserve its rural and natural setting, which means designing the building(s) to perform in harmony with its site and context.



Sustainability: A living building created from renewable energy and sustainable systems will move from just being less harmful for the environment, to being truly regenerative.



Maintenance & Security: Sustainable strategies improve living condition, reducing your energy costs while providing year-round comfort and a healthier quality of life



DESIGN GUIDELINES

- All buildings, and the campus, should endeavor to rely entirely on renewable, non-polluting energy sources on-site.
- All buildings should seek to be net positive energy.
- All buildings should consider strategies to recapture and store rainwater, while working in harmony with natural water flows.
- Projects should prioritize the use of passive energy strategies that supersede or supplement the use of conventional mechanical systems.
- Renewable energy production and resource recycling strategies (e.g. rainwater capture) should be incorporated into a building's architectural design.
- Solar panels shall not be an afterthought, rather be integrated with the building and landscaping to create unique environments, for learning or other activities, or integrated into the architectural design.



Solar panels integrated into roof and canopy.



Solar panels and landscape creating outdoor space.



Solar panels integrated into building facade.



Form designed to capture and direct rainwater.

3. SBCC LANDSCAPE GUIDELINES



**LOCAL
LANDSCAPE**

LANDSCAPE FRAMEWORK

The Landscape design for SBCC should be a regenerative force for the natural ecosystems of the site and region while guiding development of unique spaces that tie together the overall campus and individual buildings.

As the glue bonding together the campus and buildings, landscape design is essential throughout the design process. It should have an equal role in developing the base organization and concept design for buildings and the overall campus, as well as continued collaboration through design development and construction. In this way, it ensures design details will support the intended general vision and principles. Specific landscape typologies for the SBCC campus are based on local landscape of rolling topography, oak savannah plants, and agriculture. These typologies work with building courtyard spaces, campus active and passive spaces, as well as circulation and site infrastructure.



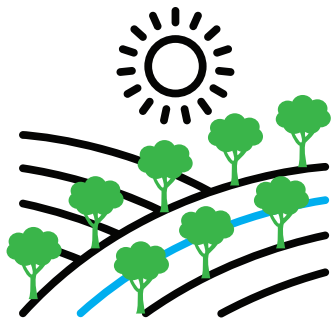
**OAK
SAVANNAH**



**AGRICULTURAL
PLANTING**



LOCAL
VERNACULAR



CAMPUS
LIFE

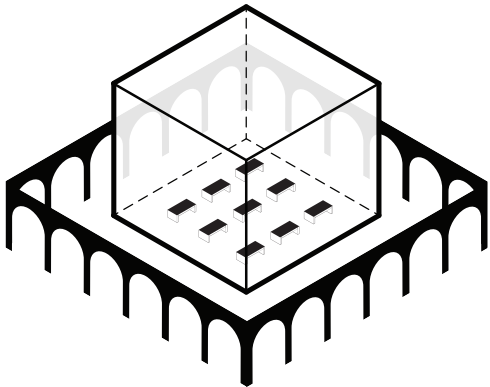
TRANSFORMED
CITIZEN



NATURAL
EMBRACE



STUDENT



SBCC
BUILDING

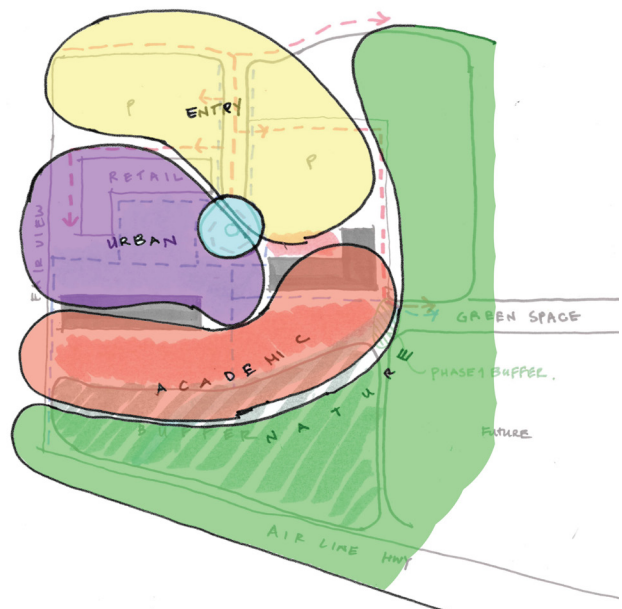
CONCEPTUAL FRAMEWORK

OVERVIEW

The conceptual plan (shown on the opposite page) translates a wide variety of general approaches across campus, building, and landscape design with the principles developed during engagement, and can be a tool for the conceptual design of designers and builders. For landscape, the framework is guided by some general design principles:

- Create a strong sense of identity
- Leverage simple materials to achieve big effect
- Develop strong community connections
- Build in flexibility for future growth
- Design healthy and sustainable landscapes

These are embodied within seven unique types of spaces, as highlighted on the conceptual site plan. These spaces were identified and refined during engagement and conceptual design phases with the college. While landscape design specifics, such as plant palette, are addressed in the Design Criteria, the following guidelines describe its intent and purpose.



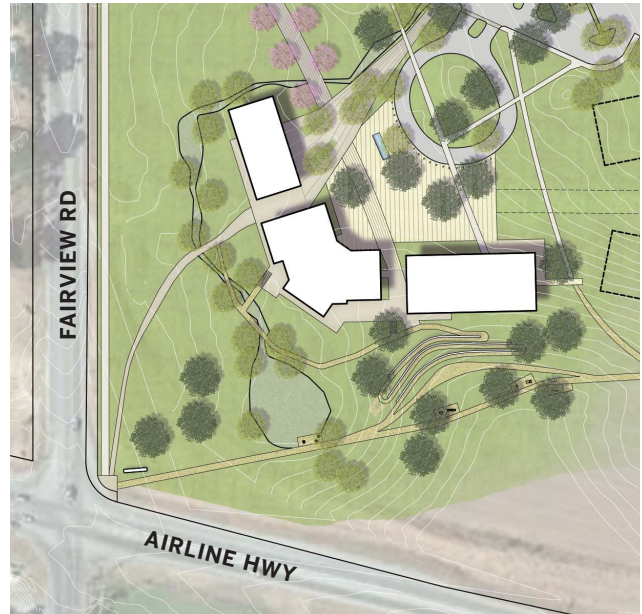


- | | | | |
|---|-----------------|---|-----------------------|
| 1 | Entry Drive | 4 | Promenades |
| 2 | Parking Orchard | 5 | Entry/Event Plaza |
| 3 | Parking Grove | 6 | Courtyards |
| | | 7 | Trails and Open Space |

GATEWAYS & STREET EDGES

The SBCC campus is bounded by two existing public roads to the south and west. These edges provide the most visual interaction between the college and general public, as well as the first impression for visitors. These areas can promote natural ecosystems and the rural and natural character of the campus. The areas are dedicated to open space, recreation, and demonstrations of sustainable stormwater treatment measures.

From the edges are the gateways into campus. These include the primary entrance point for transportation modes, secondary pathways leading into campus, as well as other campus markers that indicate arrival. They are meant to balance a strong sense of arrival and nature.



CULTURAL AWARENESS DESIGN

ACTIVE

TRANSPORTATION

USERS

The regional built environment is designed for vehicles. Active transportation modes must contend with the barriers and dangers created by cars, as well as the lack of design understanding and consideration for their own needs. Active transportation modes need continuous networks of protection (including intersections), shading, and convenient routes. These, and other factors, must be prioritized in design and made clear at campus gateways and edges to signal the commitment to encouraging their use.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Seen as a primary pedestrian gateway into the campus, the edges are intended to be a community resource and available for events and activities that the entire community would be invited to.



Campus Identity: The edges are the most viewed part of campus from the community. These areas should embody all the natural characteristics envisioned.



Sustainability: A natural environment left alone will evolve on its own to become a healthy local ecosystem. These features can also help with carbon sequestration and improving regional systems (e.g. water).



Maintenance & Security: A natural environment will not require human action to maintain. A natural environment is also less attractive to traverse, except for designated paths.



DESIGN GUIDELINES

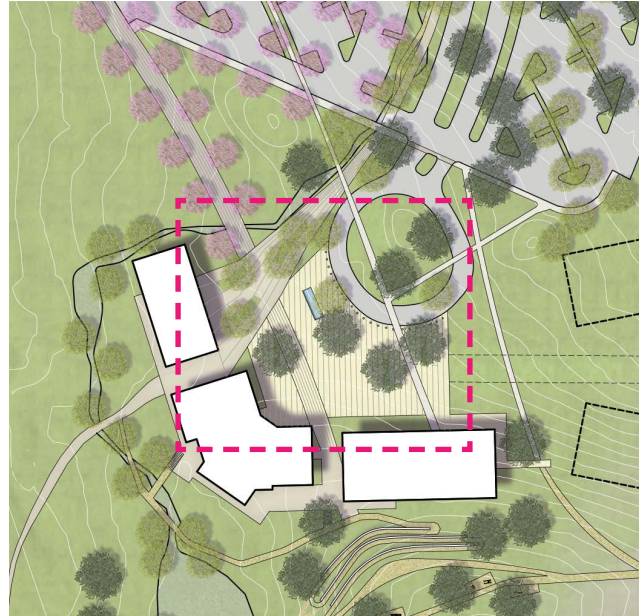
- Landscape design shall preserve the natural site character along Airline Hwy. and Fairview Rd.; usable spaces such as trails, amphitheater and the stormwater treatment basin should be set variously in, on, and along the knolls, ridge lines, and valleys.
- The primary gateway into campus shall be to the north from Cielo Vista, and shall have dedicated circulation for pedestrians, bikes, and cars.
- Gateways and entry drives should be punctuated by a mix of large canopy trees to provide a continuous canopy (near maturity) for active transportation pathways and framing views within campus.
- Gateways should provide educational and place making opportunities.
- Protected active transportation improvements should be made beyond the campus boundaries (especially Airline/Fairview) to enable growth of these modes to access the college.



ENTRY & EVENT PLAZA

The entry and event plaza is envisioned to be a flexible, multi-purpose space. Designed for pedestrian use, first and foremost, it accommodates multiple uses: vehicle pick-up/drop-off; service and emergency access; landscaped lawns and hardscaped plaza(s) for events and gatherings; open space and tree canopy; seating; bicycle entry and parking; information and art installations.

The programs and activities to be accommodated in the space will make it the heart of the campus, even considering the future growth.



CULTURAL AWARENESS DESIGN

EQUAL ACCESS TO ART AND CULTURE

Equity is crucial to the long-term viability of the arts, culture, and our communities-at-large. Ensuring that everyone has equal access to a full, vibrant, creative life, which is essential to a healthy and democratic society, is a primary goal of educational institutions.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: The entry and event plaza is a precursor and complement to the SBCC Center entrance; it should promote the qualities of enabling success.



Sustainability: Utilize natural materials to reduce supply chain carbon footprint and allow natural systems to perform.



Campus Identity: This space will welcome visitors and will be passed through by students and faculty daily. It is a daily reminder of the integrated built and natural approach of the campus.

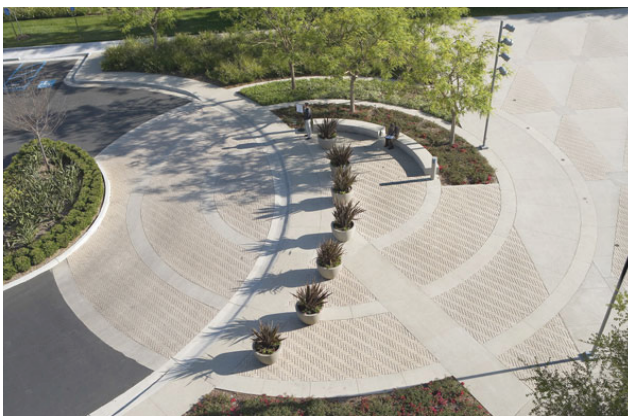
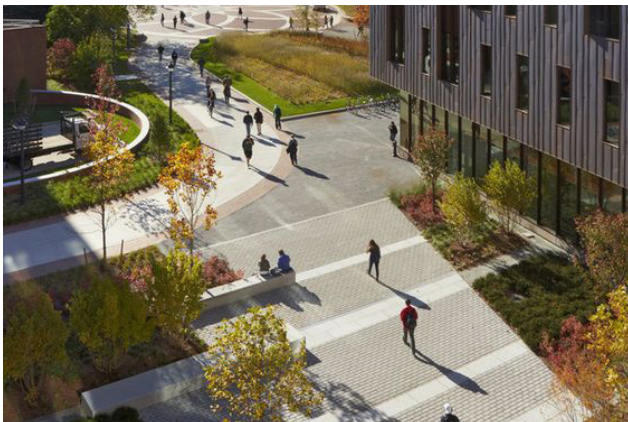


Maintenance & Security: Durable materials and building techniques will require less maintenance over time. Fallen leaves, flowers, and fruits can remain in place on natural lawn areas.



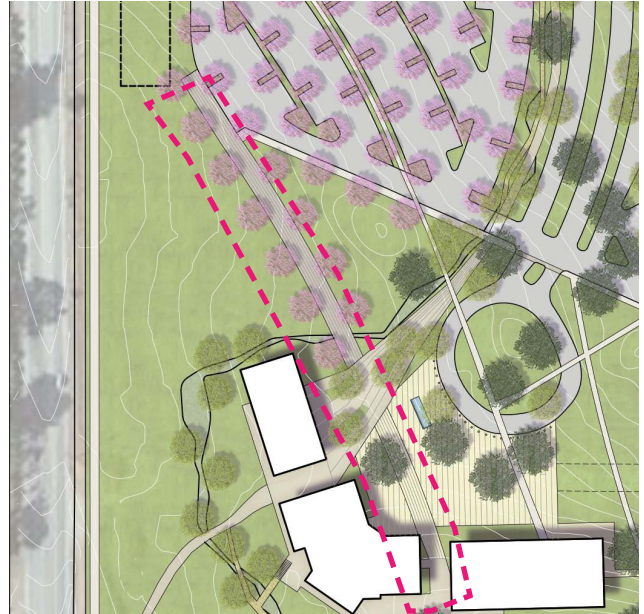
DESIGN GUIDELINES

- The entry plaza and pick-up/drop-off shall have a welcoming character that is pedestrian-oriented and should retain the natural and rural character of the campus while having a strong identity.
- The entry and event plaza shall utilize sustainable materials and design that provides a mix of landscape and permeable areas to support natural ecosystems.
- The design of space and materials shall be flexible to accommodate a variety of planned programs.
- The mix of hardscape and landscape should be designed to encourage fallen leaves, flowers, and fruits to be allowed to remain, replenishing nutrients and reducing maintenance needs.
- A covered structure should be provided within or adjacent to the entry plaza to accommodate bicycle parking, at a minimum.
- A mix of landscaped berms and raised planters with seat walls shall be used to provide informal seating, delineate spaces, and provide protection from unauthorized vehicles.
- Large canopy trees set in raised planters with seat walls provide shade and informal gathering and waiting areas.
- A shade structure should be considered for a comfortable user experience.
- Consider opportunities to showcase public art.



PATHS & PROMENADES

The campus pedestrian circulation network is comprised of a hierarchy of paths and promenades to support a variety of circulation needs and destinations. Promenades are meant to be the largest and most formal pathways; they typically connect popular and/or important destinations. Paths are meant to be the more intimate, informal, and natural routes around campus that can allow someone to casually walk through the landscape.



CULTURAL AWARENESS DESIGN

UNIVERSAL ACCESSIBILITY

All spaces on Campus shall be accessible and usable by all people, to the greatest extent possible without the need for adaptation or specialized design. The outdoor Campus environment (as well as indoor) shall promote interaction and communication among students and the community-at-large.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Everyone regardless of physical ability can move freely throughout the campus and experience the total wellness benefits of the natural environment.



Campus Identity: Small exterior spaces shall be programmed in direct relationship with the adjacent building programs and maximize opportunities for outdoor gathering, education, and socialization.



Sustainability: Plant materials shall be native and locally adapted, drought-tolerant species, selected with consideration of appropriate sun exposure and arranged in groups with similar water requirements.

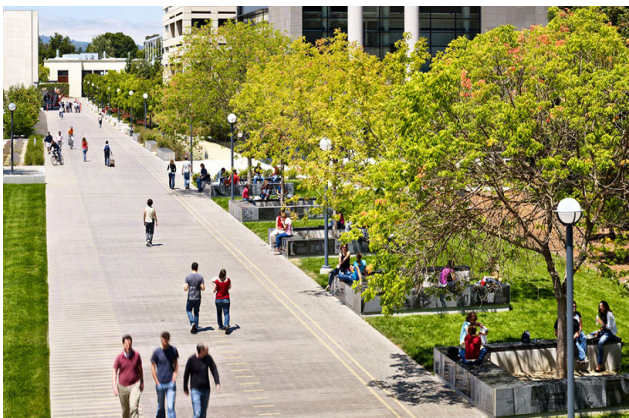


Maintenance & Security: Design of treatment and storage facilities shall consider aesthetics as well as function. Plant materials shall be low maintenance, native, and locally adapted, drought-tolerant.



DESIGN GUIDELINES

- All paths and promenades shall be ADA accessible using Universal Design approaches.
- Pathways and promenades should be activated and interesting by using landscape, continuous tree canopy, and shaded benches and/or small breakout seating areas.
- Consider trees that have deep rooted systems, to prevent concrete from lifting.
- The primary promenade should connect, as much as possible, the SBCC Center, entry plaza, central green, parking lot, and potential retail area identified at Cielo Vista/Fairview.
- Site improvement projects shall use tree species to differentiate primary and secondary pathways.
- Provide a variety of seating areas and configurations for a variety of group functions.
- Establish a hierarchy of lighting design for promenades and paths; for both, power outlets, Wi-Fi, solar panels, and other infrastructure shall be incorporated into lighting.
- Use evergreen trees and/or shade structures to provide year-round shade.
- Consider opportunities to showcase public art.



COURTYARDS AND GARDENS

SBCC will have a variety of gardens and courtyards spread throughout the campus, which can serve a variety of functions. The character and features of these gardens and courtyards can vary based on their location on campus, location relative to buildings, and uses including extensions of classrooms, outdoor classrooms, community food gardens, flower gardens, quiet study and gathering areas, rock gardens, and many others.

Shaded learning courtyards are located between and around the buildings. These can function both as extensions of classroom space or as places for informal gathering and study sessions.



CULTURAL AWARENESS DESIGN

CULTURAL GARDEN / COURTYARD TYPES

Individual cultures have particular types of gardens (e.g. a rock garden in Japanese culture) and/or specific characteristics (e.g. specific plants, materials, etc.). SBCC should be culturally rich of gardens and courtyards can represent the diversity of cultures present in the region, and be connected together, not segregated.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: All Students, faculty, and staff need places for respite and to recharge.



Sustainability: Gardens with plants to support pollinator species can improve local and regional ecosystems; gardens provide locations for water management.



Campus Identity: A variety of gardens will encourage exploration around campus, promoting the vision of a campus with an intimate relationship with nature.



Maintenance & Security: Appropriate plant palettes and durable materials can essentially eliminate maintenance needs; gardens should not be visually isolated from campus.



DESIGN GUIDELINES

- Courtyards and gardens shall be spread throughout the campus strengthening pedestrian circulation.
- Courtyards and gardens for gathering, studying, and waiting can be located near building entrances.
- Courtyards and gardens should be located adjacent to classrooms to extend those environments.
- Incorporate gardens on campus to act as an outdoor classrooms and working laboratories.
- Provide comfortable seating options for gardens.
- Prioritize using trees to shade gardens and courtyards, or use solar panel sculptures. The amount of area to be shaded can be varied throughout campus.
- Gardens and courtyards can be a combination of flowering and edible (fruits, vegetables, and herbs) gardens that promote pollinators and may be utilized by the college.
- The character and features of courtyards can vary based on adjacent building uses.



PLANTING PALETTE

ORCHARD



Grid Pattern of Tree Planting

For orchard trees the inherent gridded geometry of a parking lot provides a unique opportunity to emphasize the agricultural character of the region. Tree palette shall consist of medium size canopy trees with orchard arrangement. The deciduous flowering trees will provide color, annual interest, and shade in summer months, and sunlight in winter months.

The understory planting will create a harmonious mix of native and ornamental, easy to maintain planting.



Example of Seasonal Trees at Orchard Zone



Example of Trees at Orchard Zone



Table 5.8 Orchard Plant Palette

ORCHARD

SPECIES	COMMON NAME	CONTAINER SIZE	MATURE SIZE (ht. x spr.)	NOTES	WUCOLS RATING
Canopy Trees					
Prunus persica	Flowering Peach	36" box, 48" box	25' x 25'	Deciduous; Fruit - Spring	L
Malus 'Profusion'	Profusion Crabapple	36" box, 48" box	25' x 30'	Deciduous; Fragrant; Fruit; Pink Flower - Spring	M
Amelanchier laevis 'Allegheny'	Allegheny Serviceberry	36" box, 48" box	35'x35'	Deciduous; Fragrant; Fruit; White Flower - Spring/Summer	M
Cercis canadensis	Eastern redbud	36" box, 48" box	20' x 25'	Deciduous; Rose Pink Flower - Spring	M
Pistacia chinensis	Chinese Pistache	36" box, 48" box	30' x 30'	Deciduous; Fruit - Spring	L
Understory					
Carex sp.	Sedges	1gal	2'x2'	Grass	M, L
Carrissa 'Green Carpet'	Green Carpet Natal Plum	5 gal		Groundcover shrub	L
Callistemon 'Little John'	Dwarf Callistemon	5 gal	4'x6'	Shrub; Red Flower - Year-round	L
Dianella tasmanica	Tasman Flax Lily	1gal	1-2' Tall	Grass; Blue Flower - Spring	M
Dianella caerulea Cassa Blue	Blue Flax Lily	1gal	2-3' Tall	Grass; Dark Blue Flower - Spring	M
Festuca mairei	Atlas Fescue	1gal	3' x 3'	Grass	L
Muhlenbergia lindheimeri	Lindheimer's Muhly	5 gal	5' x 4'	Grass	L
Rosmarinus officinalis 'Tuscan Blue'	Upright Rosemary	15 gal	6' x 4'	Shrub; Blue Flower - Spring/Summer	L
Rhaphiolepis umbellata 'Minor'	Dwarf Yeddo Hawthorn	15 gal	6' x 3'	Shrub; White Flower - Spring	L
Salvia gregii	Magenta Red Texas Sage	5 gal	4' x 3'	Shrub; Magenta Flower - Spring/Fall	L
Westringia fruticose 'Morning Light'	Coast Rosemary	15 gal	4' x 4'	Shrub; White Flower - Year-round	L

PLANTING PALETTE CONT'D

GROVE



Framing the Entry View Corridor

Grove tree recommendations are based on form, framing the entry view corridor to the campus. Tree planting should allow open views to the sky as well as the campus core. Trees should be evergreen, shade trees with a strong trunk and branching structure, native or adopted.

The understory/shrub layer planting shall be predominantly evergreen but include flowering plants that offer contrasting color and texture.



Seating Area under Tree Canopy



Trees and Planting at Parking Grove



Tree Example at Grove Zone



Seating Area under Tree Canopy



Table 5.9 Grove Plant Palette

GROVE

SPECIES	COMMON NAME	CONTAINER SIZE	MATURE SIZE (ht. x spr.)	NOTES	WUCOLS RATING
Large Specimen Trees					
Quercus agrifolia	Coast Live Oak	48" box, 60" box	50' x 70'	Evergreen	VL
Quercus lobata	Valley Oak	48" box, 60" box	60' x 40'	Deciduous	L
Juglans nigra	Eastern Black Walnut	48" box, 60" box	70' x 60'	Deciduous	M
Aesculus x carnea	Red Horse Chestnut	48" box, 60" box	40' x 40'	Deciduous; Red Flower - Spring	M
Medium Canopy Trees					
Cinnamomum camphora	Camphor Tree	48" box	60' x 60'	Evergreen	M
Tipuana tipu	Tipu Tree	48" box	30' x 50'	Deciduous; Yellow flower - Summer	M
Ulmus parviflora 'Drake'	Chinese Elm	48" box	50' x 60'	Evergreen	L
Schinus molle	California Pepper	48" box	40' x 35'	Evergreen	VL
Arbutus 'Marina'	Strawberry Tree	48" box	35' x 35'	Evergreen, Pink Flower - Summer	L
Geijera parviflora	Australian Willow	48" box	35' x 25'	Evergreen	M
Understory					
Agave americana	Century Plant	15 gal	5' x 10'	Succulent	VL
Carissa grandiflora 'Green Carpet'	Green Carpet Natal Plum	5 gal		Shrub	L
Dianella tasmanica	Tasman Flax Lily	5 gal	1-2' Tall	Grass; Blue Flower - Spring	M
Dianella caerulea Cassa Blue	Blue Flax Lily	5 gal	2-3' Tall	Grass; Dark Blue Flower - Spring	M
Dietes bicolor	Yellow Wild Iris	5 gal	3' x 3'	Grass; Yellow Flower - Spring/Fall	L
Pittosporum crassifolium 'Nana'	Compact Pittosporum	15 gal	3' x 3'	Shrub;	M
Rhaphiolepis umbellata 'Minor'	Dwarf Yeddo Hawthorn	15 gal	6' x 3'	Shrub;	L
Rosmarinus officinalis 'Tuscan Blue'	Upright Rosemary	15 gal	6' x 4'	Shrub; Blue Flower - Spring/Summer	L
Scaevola albida 'Mauve Clusters'	Fairy Fan Flower	5 gal	1' x 4'	Groundcover; Lavender Blue Flower - Spring Summer	L
Verbena lilacina 'De La Mina'	Cedros Island Verbena	5 gal	2' x 4'	Perennial; Purple Flower - Spring/Summer	L
Salvia leucantha 'Santa Barbara'	Santa Barbara Sage	5 gal	3' x 4'	Shrub; Violet Flower	L
Salvia clevelandii 'Winnifred Gilman'	Blue Sage	5 gal	5' x 5'	Shrub; Violet Flower - Spring/Summer	L

PLANTING PALETTE CONT'D

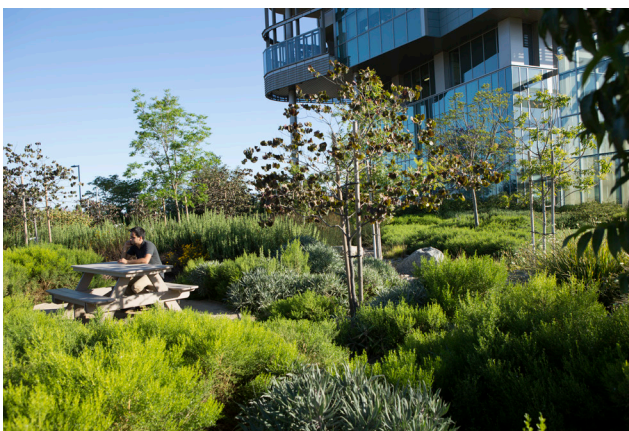
TERRACE



Building Entry and Plaza



Seating Area with Shade



Planting Example at Terrace Zone

The terrace tree palette includes evergreen canopy trees for shading, and mid-story trees for diversity and scale to define a pedestrian-scaled and distinctive environment. Trees should have deep rooted systems, to prevent concrete from lifting.

The Terrace is the campus core and includes the front door to the Campus academic buildings as well as a variety of smaller outdoor learning courtyards. In this zone, planting and hardscape work, in concert with one another, provide shade, screening, and framing views.

Terrace planting consists of a mix of native and water-wise adapted plant converge with a garden of ornamental blooms and textures. The mid-story planting shall provide a sense of airy enclosure and intimacy for the outdoor courtyard spaces. Screening plants shall be strategically placed to provide spatial backdrops and definition.



Ornamental Trees



Table 5.10 Terrace Plant Palette

TERRACE

SPECIES	COMMON NAME	CONTAINER SIZE	MATURE SIZE (ht. x spr.)	NOTES	WUCOLS RATING
Large Specimen Trees					
Quercus agrifolia	Coast Live Oak	48"box, 60"box	50' x 70'	Evergreen	VL
Quercus kelloggii	Black Oak	48"box, 60"box	60' x 40'	Deciduous	L
Quercus lobata	Valley Oak	48"box, 60"box	60' x 40'	Deciduous	L
Juglans nigra	Eastern Black Walnut	48"box, 60"box	70' x 60'	Deciduous	M
Aesculus x carnea	Red Horse Chestnut	48"box, 60"box	40' x 40'	Deciduous; Red Flower - Spring	M
Medium Canopy Trees					
Tipuana tipu	Tipu Tree	48" box	30' x 50'	Deciduous; Yellow flower - Summer	M
Ulmus parviflora 'Drake'	Chinese Elm	48" box	50' x 60'	Evergreen	L
Schinus molle	California Pepper	48" box	40' x 35'	Evergreen	VL
Arbutus 'Marina'	Strawberry Tree	48" box	35' x 35'	Evergreen, Pink Flower - Summer	L
Geijera parviflora	Australian Willow	48" box	35' x 25'	Evergreen	M
Cercis occidentalis	Western Redbud	48" box	20' x 25'	Deciduous; Purple Flower - Spring	VL
Myrica californica	Pacific Wax Myrtle	15 gal	25' x 20'	Evergreen Shrub	M
Understory					
Agave attenuate	Fox Tail Agave	15 gal	5' x 8'	Succulent	L
Aloe striata	Coral Aloe	5 gal	3' x 2'	Succulent	L
Baccharis pilularis 'Pigeon Point'	Dwarf Coyote Brush	5 gal	7' x 12'	Shrub; Yellow Flower	L
Ceanothus sp.	California Lilac	5 gal	8'x8'	Shrub; Blue or Purple Flower	M, L, VL
Carex sp.	Sedges	1 gal	2'x2'	Grass	M, L
Festuca mairei	Atlas Fescue	1 gal	3' x 3'	Grass	L
Gaura lindheimeri	Gaura	5 gal	4' x 2'	Perennial; White Flower	M
Lavatera maritima	Tree Mallow	15 gal	8' x 12'	Shrub; Lavender Flower	L
Muhlenbergia lindheimeri	Lindheimer's Muhly	5 gal	5' x 4'	Grass	L
Rhamnus californica 'Eve Case'	Coffeeberry	15 gal	8' x 8'	Evergreen Shrub	L
Rosmarinus officinalis 'Tuscan Blue'	Upright Rosemary	15 gal	6' x 4'	Evergreen Shrub; Blue Flower - Spring/Summer	L
Salvia gregii	Magenta Red Texas Sage	5 gal	4'x 3'	Shrub; Magenta Flower - Spring/Fall	L
Salvia clevelandii 'Winnifred Gilman'	Blue Sage	5 gal	5' x 5'	Shrub; Blue Violet Flower - Summer	L
Salvia leucantha 'Santa Barbara'	Santa Barbara Sage	5 gal	3' x 4'	Shrub; Violet Flower - Year-round	L

PLANTING PALETTE CONT'D

SWALE



Planting at Swale Zone

The Swale is a linking landscape element, pulling through the campus starting at the north along the entry walk and drive, across the terrace, and following the natural slope of the site, terminating in stormwater retention at the south end.

Organized around functioning vegetated bio filtration swales and basins, its plant palette includes a mix of grasses, perennials, shrubs and trees that offer shade, seasonal variation and additional resources for wildlife.



Swale Adjacent to Walkway



Planting at Swale Zone



Planting at Swale Zone



Planting at Swale Zone



Table 5.11 Swale Palette

SWALE

SPECIES	COMMON NAME	CONTAINER SIZE	MATURE SIZE (ht. x spr.)	NOTES	WUCOLS RATING
Trees					
<i>Quercus agrifolia</i>	Coast Live Oak	36" box	50' x 70'	Evergreen	VL
<i>Quercus dumosa</i>	Scrub Oak	36" box	12' x 8'	Evergreen	VL
<i>Sambucus nigra</i>	Blue Elderberry	24" box	15' x 20'	Deciduous; Fragrant; White Flower - Spring/Summer	L
<i>Salix lasiolepis</i>	Arroyo Willow	24" box	30' x 15'	Deciduous	H
<i>Cercis occidentalis</i>	Western Redbud	36" box	20' x 25'	Deciduous; Purple Flower - Spring	VL
Understory					
<i>Baccharis pilularis</i> 'Pigeon Point'	Dwarf Coyote Brush	5 gal	7' x 12'	Shrub	L
<i>Epilobium canum</i>	California Fuchsia	1 gal	4' x 5'	Shrub; Red Flower - Summer/Fall	L
<i>Festuca idahoensis</i>	Idaho Fescue	1 gal	3' Tall	Grass; Yellow and Cream Flower	VL
<i>Iris douglasiana</i>	Douglas Iris	1 gal	2' x 3'	Perennial; Lavender Flower - Spring	L
<i>Juncus patens</i>	California Gray Rush	1 gal	2' x 2'	Grass	L
<i>Leymus condensatus</i> 'Canyon Prince'	Canyon Prince Wild Rye	1 gal	3' Tall	Grass	L
<i>Muhlenbergia rigens</i>	Deer Grass	1 gal	5' x 5'	Grass	L
<i>Salvia mellifera</i>	Black Sage	1 gal	5' x 5'	Shrub; Fragrant; Var. Color Flower - Winter/Spring	L
<i>Sisyrinchium bellum</i>	Blue-eyed Grass	1 gal	1' x 1'	Grass, Purple Flower - Spring	L
<i>Verbena lilacina</i> 'De La Mina'	Cedros Island Verbena	5 gal	2' x 4'	Perennial; Purple Flower - Spring/Summer	L
<i>Carex</i> sp.	Sedges	1 gal	2'x2'	Grass	M, L

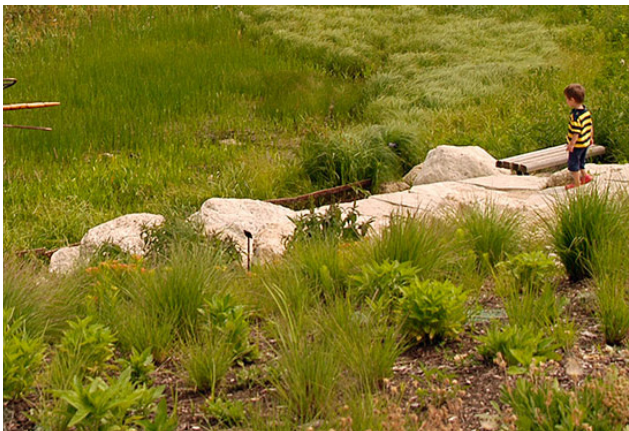
PLANTING PALETTE CONT'D

MEADOW

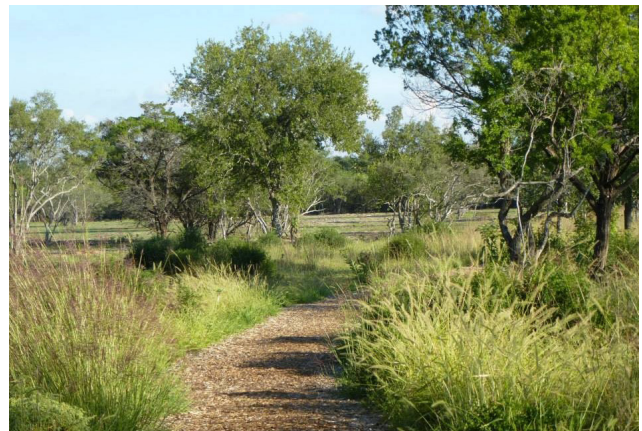


Native Trees and Grass

The Meadow includes Planting within the Natural South Edge and shall consist of trees and shrubs that are native to the area and planted in a similar naturalized design. Plant species shall provide shelter, nesting, food, and nectar for local wildlife.



Naturalized Design



Native Planting and Walking Trail



Native Planting



Native Shrubs



Table 5.12 Meadow Plant Palette

MEADOW

SPECIES	COMMON NAME	CONTAINER SIZE	MATURE SIZE (ht. x spr.)	NOTES	WUCOLS RATING
Trees					
Quercus agrifolia	Coast Live Oak	36" box	50' x 70'	Evergreen	VL
Quercus dumosa	Scrub Oak	36" box	12' x 8'	Evergreen; Fruit - Spring	VL
Sambucus nigra	Blue Elderberry	24" box	15' x 20'	Deciduous; Fragrant; White Flower - Spring/Summer	L
Understory					
Artemisia californica	California Sagebrush	1 gal	4' x 4'	Shrub	L
Arctostaphylos glauca	Big Berry Manzanita	15 gal	15' x 15'	Shrub	VL
Baccharis pilularis	Coyote Brush	5 gal	10' x 12'	Shrub	L
Baccharis pilularis 'Pigeon Point'	Dwarf Coyote Brush	5 gal	7' x 12'	Shrub	L
Eriogonum fasciculatum	California Buckwheat	1 gal	5' x 3'	Perennia; Yellow and Pink Flower - Spring/Summer	VL
Epilobium canum	California Fuchsia	1 gal	4' x 5'	Perennia; Red Flower - Summer/Fall	L
Festuca idahoensis	Idaho Fescue	1 gal	3' Tall	Grass	VL
Isocoma menziesii	Menzies' Goldenbush	1 gal	3' x 5'	Shrub; Yellow Flower - Spring/Summer	?
Malosma laurina	Laurel Sumac	15 gal	15' x 15'	Shrub; Fragrant; White Flower - Winter/Spring	VL
Muhlenbergia rigens	Deer Grass	1 gal	5' x 5'	Grass	L
Rhus integrifolia	Lemonade berry	15 gal	15' x 10'	Shrub; Light Pink Flower - Spring	L
Ribes sanguineum	Red Flowering Currant	5 gal	10' x 8'	Shrub; Fragrant; Var. Color Flower - Winter/Spring	L
Rosa californica	California Wild Rose	5 gal	3' x 3'	Shrub; Fragrant; Var. Color Flower - Spring/Summer	L
Salvia mellifera	Black Sage	5 gal	5' x 5'	Shrub; Fragrant; Var. Color Flower - Winter/Spring	L



C

GILROY CAMPUS



Photo Caption - Project Name & Location Here

C

GILROY CAMPUS

The Gilroy Campus (GC) builds upon the College existing building and fabric, leveraging its history that started in 1968. The GC Guidelines presented in this section provide a framework for the future design of the site, campus, and facilities.

This chapter begins with the planning specific to the Gilroy Campus (GC), which includes the process, principles, existing conditions, and engagement completed. Specific design guidelines for the development of SBCC follow (outline shown to the right). These guidelines build upon the foundational objectives for access, sustainability, and equity described in Part A. The guidelines are sequentially organized from general to specific elements and are meant to be complementary and cumulative.

1. CAMPUS GUIDELINES

- Site Excavation and Infrastructure
- Multi-modal Access and Parking
- Circulation
- Signage / Wayfinding
- Lighting
- Security

2. BUILDING GUIDELINES

- Building Form and Orientation
- Building Entrance
- Exterior Material / Color / Pattern
- Interior Material / Color / Pattern
- Interior Rooms
- Renewable Energy and Building Systems

3. LANDSCAPE GUIDELINES

- Street and Edges
- Entry Grove
- Central Green
- Paths and Lanes
- Courtyards and Gardens
- Plant Palette

PLANNING PRINCIPLES

The following principles were developed through conversations with multiple engagement groups during development of the GC Master Plan and Design Criteria. They provide the basis for the more specific Design Guidelines and conceptual designs described in further detail through the remainder of this document.

FULFILL PROGRAMMATIC NEEDS



- Replace inefficient and underperforming facilities.
- Integrate instructional and student support services.
- Position GC to maximize funding (state and local).

UPDATE INTERNAL CONNECTIONS FOR NEEDS OF TOMORROW



- Organize campus functions to support the guided pathway model.
- Develop new east/west connections, while strengthening existing primary pedestrian routes.
- Have design of updated pathways support updated access and wayfinding system with improved sustainable and placemaking design for the campus.

INCREASE AND IMPROVE COMMUNITY PRESENCE



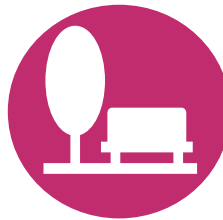
- Increase visibility,
- Strengthen connections with surrounding communities,
- Improve community access to College events and performances,

ENHANCE ACCESS AND WAYFINDING



- Develop welcoming + inviting campus entries,
- Develop and clarify circulation patterns,
- Enhance wayfinding and campus organization,

SOLIDIFY A SENSE OF PLACE



- Create a sense of belonging and pride,
- Create a collegiate campus identity,

ESTABLISH A HEART OF CAMPUS LIFE

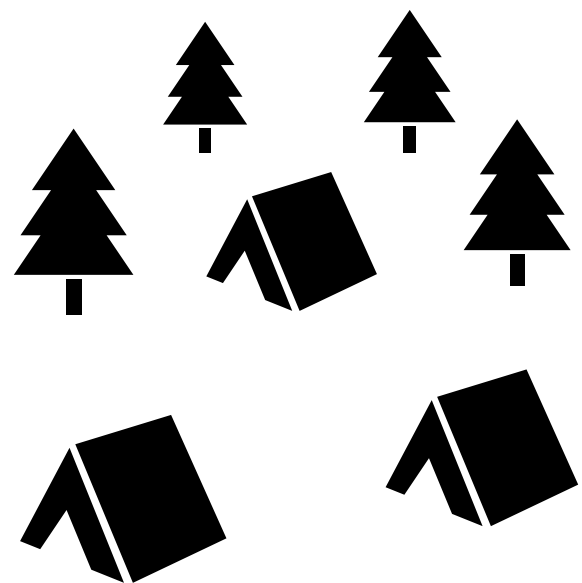


- Develop indoor and outdoor spaces to support collaboration,
- Reinvigorate the campus nucleus,

EXISTING CHARACTER

The Gilroy Campus (GC) is an existing campus with an established aesthetic identity.

The current location of GC was established in 1968, many of the existing buildings were built during this initial development, which make up the primary aesthetic. The identity of the existing GC, drawing upon these buildings and the open spaces between them, has warmly been described as a “rustic campsite.” The intention is to build upon and leverage this character defined through the specifics of the building architecture and how they are connected together through landscape and open space.



“RUSTIC CAMPSITE”



Math and Physical Science Courtyard



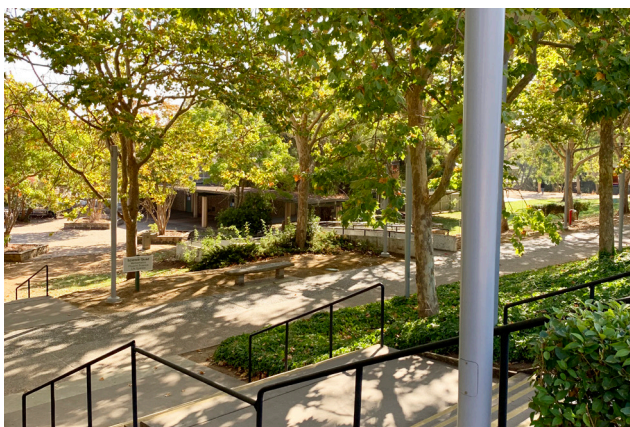
Math and Physical Science Courtyard



Library Building



Humanities Building

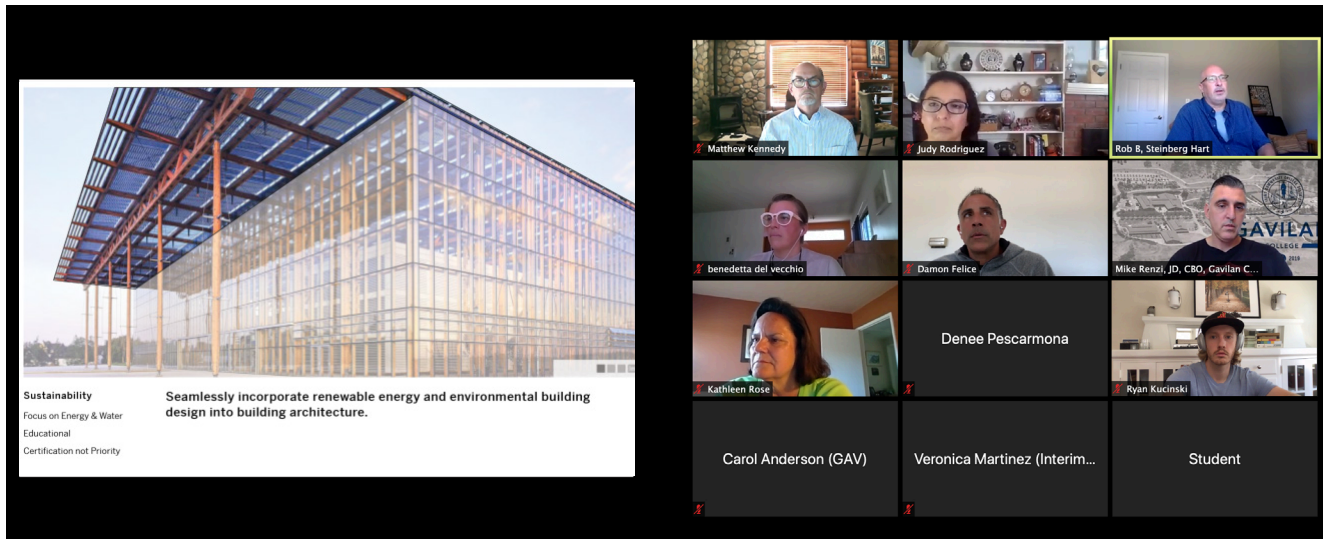


Small quad off of main promenade



Health Occupations Building

ENGAGEMENT



As part of the Design Guidelines, the planning team conducted Task force meetings, surveys, and a community workshop, on April 30, 2020. Workshop participants included a cross representation of faculty, staff, students, and community members engaged in a dialogue focused on design at Gilroy Campus (GC).

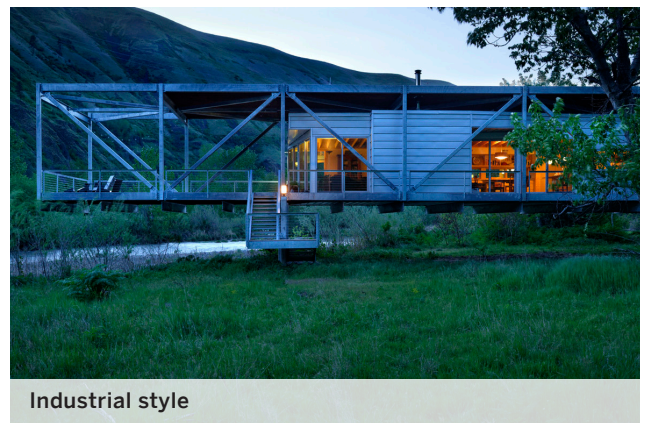
The following summarizes some high-level take-a-ways of specific architectural elements gathered from comments on individual images and commonalities between favorites/least favorite images:

- Leverage the GC legacy, respect its history and its special location within the Region, while proposing innovative design solutions.
- Make wayfinding intuitive by creating clear paths and entries that establish a hierarchy for primary and secondary access points.
- Use overhangs to create sense of place and accomplish multiple goals of sustainability.
- Use a variety of materials, transparency, and patterns to provide balance between security, expression of building construction, and increase Sustainability.
- Utilize design elements to encourage a sense of safety.

FAVORITES



LEAST FAVORITES



1. GC CAMPUS GUIDELINES

ORGANIZATION AND GROWTH

Planning and development of an overall campus should embody the principles and designs of the most enduring collegiate atmospheres. Future development of Gilroy Campus (GC) will create an enduring campus that balances the established character while updating the overall organization and specific spaces.

The purpose of the current Gilroy Master Plan Update is to build upon previously developed Facilities Master Plans while planning for future improvements.

Three new buildings are shown in the top diagram on the opposite page (in white), with existing buildings shown in gray. The lower diagram shows how programs may move to new buildings as the current library is demolished. Recognizable from this illustrative plan is an attempt to form both large central open spaces, smaller courtyards near buildings, and moving future buildings towards the eastern campus edge, visible to the community along Santa Teresa Boulevard.

These strategies are meant to better define the campus edge, improve visibility and the arrival experience, and opening up the center of campus to pedestrian travel.

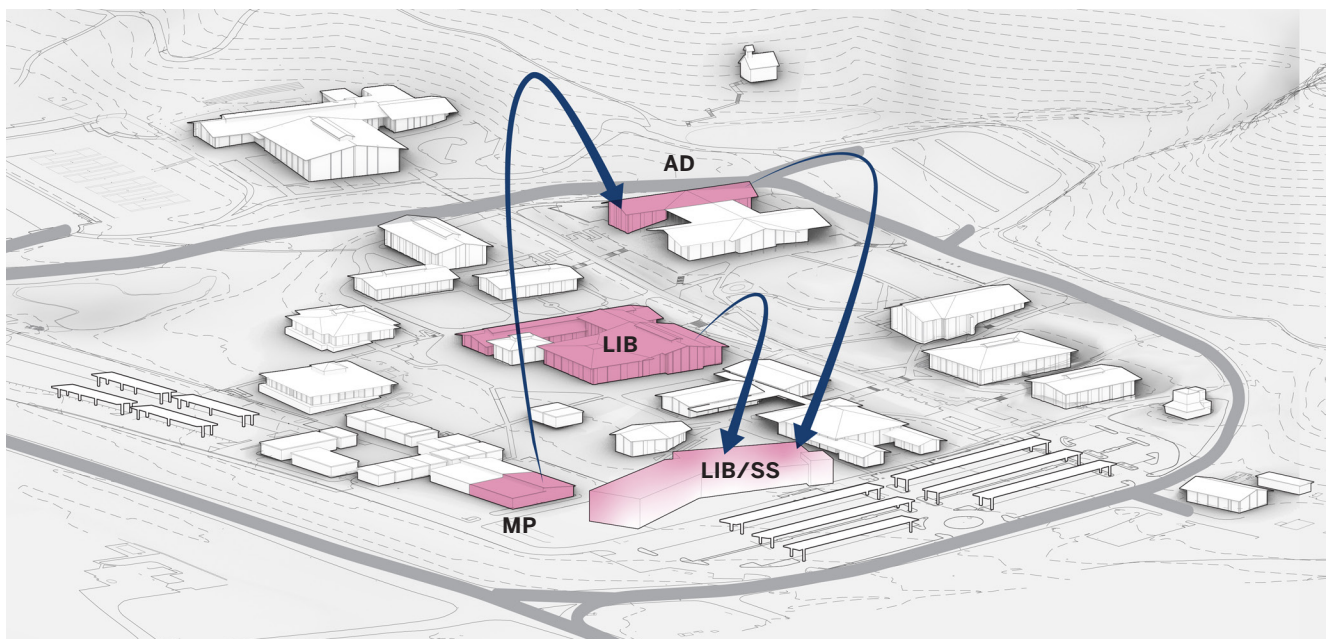
The campus design guidelines will provide guidance for development of all future buildings, planned open space and infrastructure projects, as well supporting future ongoing improvements.



GILROY CAMPUS MASTER PLAN UPDATE



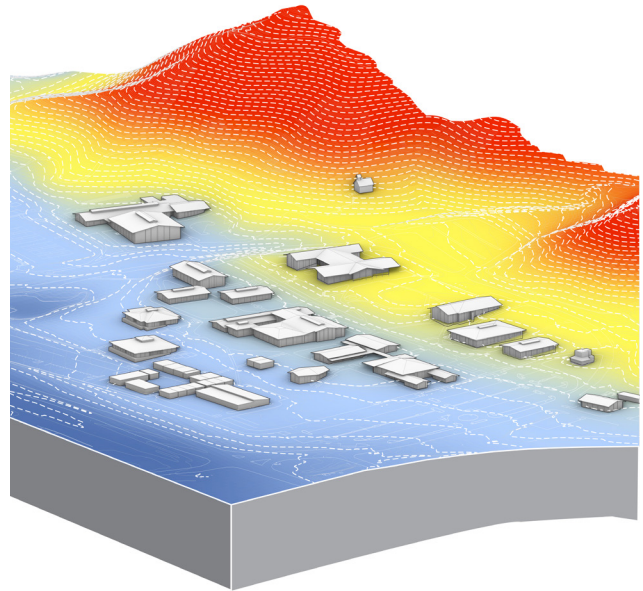
GILROY CAMPUS MASTER PLAN UPDATE - PHASE 1, RELOCATION STRATEGY



SITE EXCAVATION & INFRASTRUCTURE DEVELOPMENT

The future development of Gilroy Campus (GC) will strengthen the established character and infrastructure. New buildings will be developed on sites that range from natural, green field and landscaped open spaces, to previously developed footprints. New and updated infrastructure will similarly range in these development settings, as well as the connecting systems.

New infrastructure and buildings should occur by designing with nature - developing a design that fits into, and enhances, the existing natural conditions of the site. This begins at a project's foundation: leverage existing topography and developed area to enhance its design, as well as rethink the purpose, impact, and synergies of the site infrastructure.



CULTURAL AWARENESS DESIGN

SOCIETIES

AND

ENVIRONMENTAL HARMONY

Provide adequate respect and in harmony with nature, in spite of developing on a greenfield site. Individual elements making up the entirety of the GC shall have a net positive impact upon local and global environmental ecosystems.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: A progressive campus design to respect nature as a living laboratory - an example of how to think different and critically, which can be translated to their own studies and careers.



Campus Identity: Will promote a respectful and light-handed approach to developing a natural setting; it will be a campus that fits into nature, rather than erasing.



Sustainability: Local building materials and minimal site excavation will assist in reducing GHG emissions from external extraction and transportation, and best support healthy natural ecosystems.



Maintenance & Security: Green infrastructure costs less to maintain (long-term) than gray infrastructure; designing to facilitate updates can reduce future costs



DESIGN GUIDELINES

- Where feasible siting of new buildings and routing of infrastructure shall prioritize previously developed sites
- Building and site design shall prioritize preserving existing topographic conditions in order to avoid excavation and regrading; regrading shall enhance natural ecosystems, plant, and animal habitats.
- As afforded green infrastructure strategies shall be prioritized over gray infrastructure.
- Infrastructure should provide multiple functional uses.
- On-site, closed, cradle-to-cradle infrastructure systems (e.g. use of organic waste to produce compost on campus, rainwater, etc.) shall be prioritized over expanding existing infrastructure systems.
- Where excavation or fill is needed to create buildable areas, all earth excavated shall remain on the property, and all earth used for fill shall come from the property (excluding highly contaminated soil).
- The building and campus shall seek to be net-positive energy through on-site generation; development should use environmental design and strategic sustainable mechanical strategies to first reduce overall energy use.

GILROY

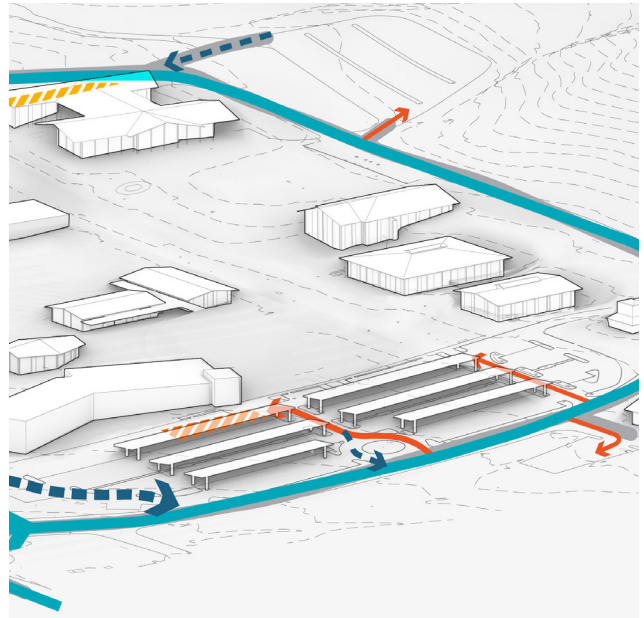


PRECEDENTS



MULTI-MODAL ACCESS & PARKING

These guidelines relate to the design of the transportation infrastructure to allow the public to access the campus, as well as the long-term and short-term storage of personal and shared transportation (i.e. parking). The guidelines support the safe and convenient access for all modes, but there will be a clear priority towards active transportation modes - walking, bicycling, skateboarding, scooters, and public transit - as they provide more equitable access to everyone, are more environmentally friendly, and have a smaller infrastructure footprint that better preserves the natural character of the site.



CULTURAL AWARENESS DESIGN

EQUAL ACCESS

The region is dominated by the personal vehicle network, yet owning and operating a car is expensive and not universally available. Lower-income earners owning and operating a car takes up a higher percentage of personal/household income. To begin repairing the imbalance, and provide equal access to impacted groups, this priority can encourage a shift to active transportation modes.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Everyone should have equal access regardless of transportation mode. While speeds vary between modes, design of physical space can increase opportunity for active modes.



Campus Identity: Reducing the high space and infrastructure needs to support a private vehicle dominated system, can support the rural and natural character of the existing site.



Sustainability: Transportation accounts for the largest share of GHG emissions in California. Maximizing the use of active modes on campus can contribute to GHG reduction.



Maintenance & Security: Alternative and sustainable methods for street and parking lot construction can reduce ongoing maintenance costs and negative environmental impacts.



DESIGN GUIDELINES

- Active transportation modes (walking, bicycling, and transit) shall receive priority over vehicles: consider development of physical infrastructure and convenience of access to the campus, amongst others.
- A continuous, protected bicycle pathway is recommended between the Gilroy campus and downtown Gilroy.
- Wherever access for vehicles is provided, there shall be protected spaces for active transportation modes.
- Bicycle parking should be located in the most convenient location for accessing campus buildings, as well as bicycle and pedestrian circulation routes.
- A variety of landscape strategies should be considered in parking areas: landscaped bioswales and walking paths, as an example.
- A new drop-off at the northern entrance is recommended, supporting access to the new Library Student Resource Center.

ACTIVE TRANSPORTATION



PARKING

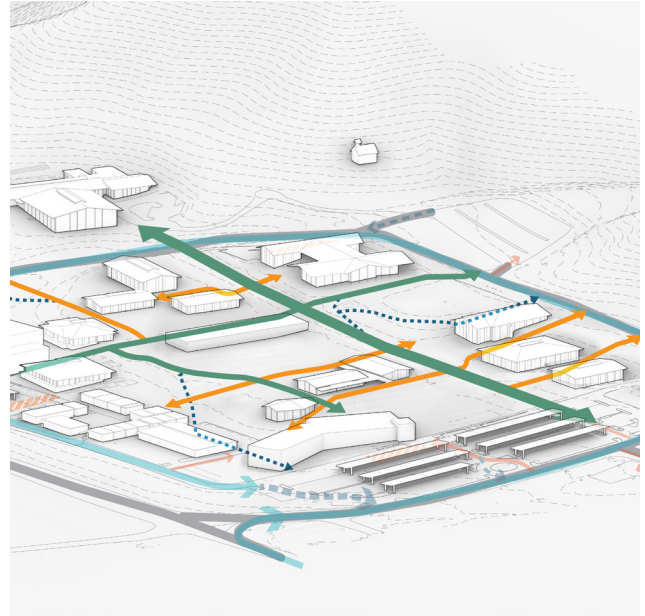


CIRCULATION

Circulation refers to how people move about the campus. It considers a range of users from those attending a single event or class to those who may spend the whole day on campus.

The proposed circulation plan establishes a framework for improved access, circulation, and safety throughout the campus.

As student services and library services shift to the northern edge of campus, the new entry will tie into the updated vehicular circulation system and improve campus navigation, including an enhanced drop-off area, planned to improve safety and traffic flow within the campus core.



CULTURAL AWARENESS DESIGN

STRESS AND MENTAL HEALTH

An example of prevailing culture is the preference towards personal automobile use and the choice for the shortest distance between parking and final destination. While it may feel necessary given the stresses of modern life to maximize time and efficiency, it contributes to the growing public mental health crisis. Being able to comfortably walk from the car to the destination will enhance student experiences and contribute to the campus environmental beauty.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Everyone regardless of physical ability can move freely throughout the campus and experience the total wellness benefits of the natural environment.



Campus Identity: Hierarchy in circulation systems helps navigate the campus and establishes a sense of place.



Sustainability: Pedestrian circulation on campus will reduce GHG emissions. Integration with natural features supports local, natural ecosystems, and habitats.



Maintenance & Security: Using durable and natural materials can reduce ongoing maintenance costs. Less new physical infrastructure equals less maintenance obligations.



DESIGN GUIDELINES

- Campus shall be universally accessible and integrated with landscape.
- After arriving on campus, all circulation should be done by walking or biking.
- Define clear and separated pedestrian and vehicular circulation.
- Where vehicle and active transportation networks overlap, or are shared, they will be designed for pedestrian use that accommodates vehicles - not designed for vehicles that accommodates people.
- All areas accessed by vehicles shall consider permeable, sustainable materials and shall employ NACTO traffic calming standards - to limit comfortable driving speeds to be 20 mph or below.
- Pick-up/Drop-off locations should be accessible, yet secondary, to major pedestrian circulation.
- Where there is not passenger vehicle access, emergency and service access, made with permeable materials, shall be combined with pedestrian pathways, rather than separate infrastructure.
- Emphasize Sycamore lane as a main pedestrian circulation path, and consider design for shaded areas for seating, studying and relaxation.
- Enhance the pedestrian connections to PE areas at the south end of campus.

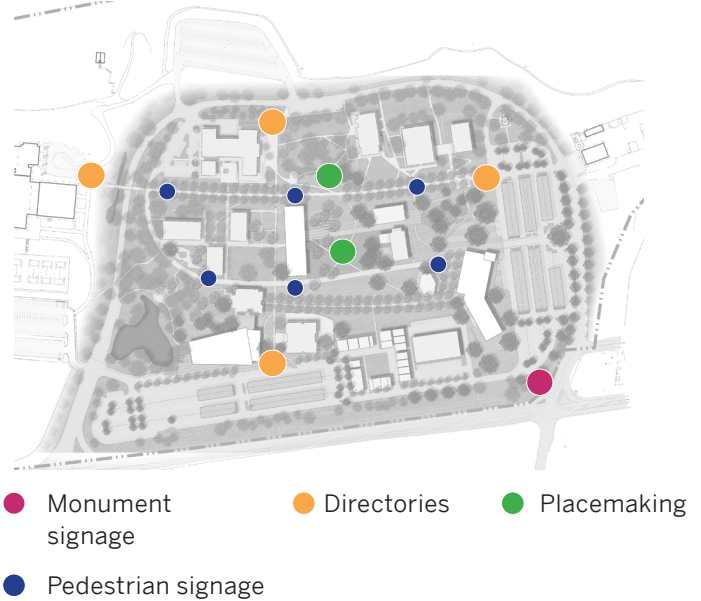


WAYFINDING / SIGNAGE

Wayfinding and signage refers to all of the physical and digital elements that allow people to navigate the campus. It includes specific signage elements such as directional signage or campus maps, as well as how the organization and design of buildings and the circulation system relate to how people understand and move about the campus.

Additionally, the wayfinding and signage system should relate to the system for the Gilroy campus. This would create a consistent understanding for how to navigate all campuses within the District, as well as common identity and branding. These district standards are currently under development, and will be available upon completion.

Campus identity and wayfinding strategy



CULTURAL AWARENESS DESIGN

PHYSICAL AND MENTAL CHALLENGES

The built environment is challenging to navigate for those who are physically or mentally impaired. Physical disabilities can range from mobility (e.g. age), to deaf and blind, and others; mental disabilities range from traditional considerations of cognitive ability, but should also consider language fluency. Signage and wayfinding should allow for uninhibited movement for everyone of every ability.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Signage and wayfinding will be accessible to everyone, by designing inclusively to support independence for individuals of any physical and mental abilities. Everyone will feel welcome.



Campus Identity: Wayfinding and signage system will have an out-sized impact on campus identity as it is among the first elements seen when entering campus and are distributed throughout campus.



Sustainability: Wayfinding and signage system provides an opportunity for increased renewable energy production distributed throughout the campus.



Maintenance & Security: Adaptable and changing signage is cost effective, simple to update and maintain, and aesthetically pleasing.



DESIGN GUIDELINES

- All signage and wayfinding shall be usable for all physical and mental abilities.
- Make wayfinding intuitive by creating clear hierarchy of paths and designing entries to clearly define primary and secondary entrances.
- Signage should be incorporated into, or incorporate, other infrastructure.
- Monumental signage should consider incorporating solar panel infrastructure, security strategies, and landscape.
- Monumental signage increases visibility and should be placed at perimeter streets.
- Tall walls and building facade signage create arrival experience and should be placed on special building locations.
- Directional and directory signage can be paired with lighting, wi-fi mesh system hubs, and energy production and/or storage.
- Directories should be placed at pedestrian entrances and major hubs to orient visitor on arrival.
- Directional signage should be placed at decision points to reinforce the path of travel.
- Signage shall withstand UV rays and not fade prematurely.

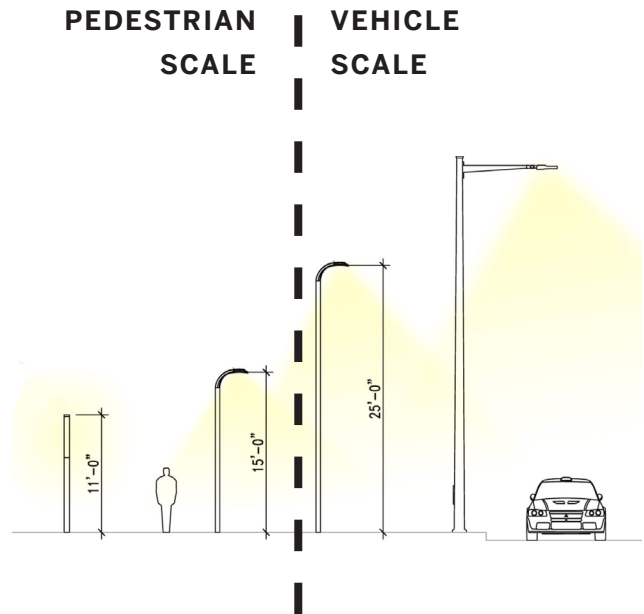


LIGHTING

Lighting refers to the fixtures and other infrastructure for lighting throughout campus, and on the exterior of buildings.

Lighting has many functional qualities for ensuring people can safely navigate pathways at night without tripping, as well as being able to navigate the campus at night safely from negative human actions. Additionally, variety of lighting contributes to wayfinding by providing hierarchy to paths and parts of buildings.

The influences and impacts of lighting also increase in scale and contribute to the character of the overall campus to its interaction with local and regional development patterns.



CULTURAL AWARENESS DESIGN

GENDER

PERCEPTIONS & REALITIES

Safety and security are primary considerations in campus planning and building projects. Light can affect situations of harassment, intimidation, and assaults anywhere in the built environment, particularly at night when there may be less activity and visibility. Lighting should be designed to make the most vulnerable populations feel safe at all times.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Individuals have personal needs and perceptions for lighting towards safety and functionality; adequate lighting should be provided to allow everyone to navigate campus and feel safe.



Campus Identity: Located in a rural context intended to be maintained, well designed lighting can reinforce the natural character and beauty of the campus.



Sustainability: Regional light pollution has increased exponentially and preserving dark night skies will protect the natural ecosystem.



Maintenance & Security: LED provides energy efficiency and can reduce maintenance costs over time, especially when paired with policies to turn lights off after hours.



DESIGN GUIDELINES

- All lighting shall be appropriately scaled.
- Lighting design (physical fixtures, motion detection, off-hours, etc.) shall minimize night light pollution and promote dark night skies, balanced with consideration for safety.
- Integrate lighting with other infrastructure to provide clear views along path of travel, such as bollards and seating areas.
- Create hierarchy of lighting (through color, light candles, fixtures, etc.) to complement circulation and wayfinding hierarchy systems and promote placemaking.
- Utilize energy efficient lamp sources.
- Utilize cut-off lighting fixtures.
- Add more visual interest to the site including accentuating key landscape and architectural features.
- Through district standards, campuses will improve consistency of lighting fixture approach, including creation of a campus fixture family.



SECURITY

Security encompasses physical, technology, and policy strategies to ensure a safe environment for everyone. It is these things that impact the experience or perception of safety by individuals. In every sense, security strategies need to be inclusive to the experiences and perceptions of all groups across age, gender, and race/ethnicity.

Security and students safety is one of the District's primary concerns and should be addressed as such during the design and construction phases of each building and site improvement project. Security standards are being developed and will be available within future additions in the appendix.



CULTURAL AWARENESS DESIGN

RACIAL

PERCEPTIONS & REALITIES

Crime prevention through environmental design (CPTED) has been the industry standard approach to security. Unfortunately, many of its strategies can create environments that are harmful and discriminatory. CPTED encourages surveillance, yet minority racial groups suffer from significantly disproportionately higher rates of policing from surveillance. Promoting a comfortable, safe environment for all groups shall be a primary goal in design of the campus and its facilities.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Students, faculty and staff can be successful when they feel safe; different races have different perceptions and experiences towards security that must be accounted for.



Campus Identity: Minimizing fencing and other infrastructure will provide a greater level of support to the intended, natural character and openness to the community.



Sustainability: Maintain a campus that lives in synergy with nature, avoiding disrupting security strategies.



Maintenance & Security: Keeping the amount of security infrastructure low (no perimeter fence) will ensure lower, on-going maintenance and operations costs.



DESIGN GUIDELINES

- Overall approach to security should embody community and placemaking centered strategies, not “broken windows” theory approaches.
- Promote safety through select CPTED strategies with technologies that are appropriate and equitable, avoiding negative consequences.
- Shall ensure personal privacy for all electronic data.
- Promote a common ownership to surveillance by everyone in the GC community by designing for diverse pedestrian activity while the campus is open.
- Prioritize planting and landscape strategies rather than built structures or surveillance technology.
- Ensuring landscaping strategies to provide clear sight lines.
- Use landscaping and clear entries to provide natural access control, indicate public routes, and prohibit unauthorized vehicles.
- When fencing is needed, it should be of aesthetic quality by using local, unique patterns and materials.
- Fencing and other security elements shall not disrupt or create any hardship for natural wildlife behavior and habitat.



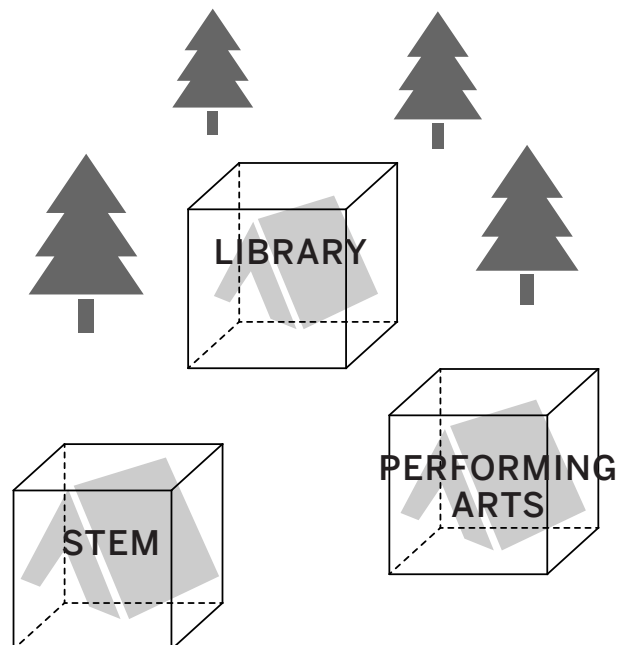
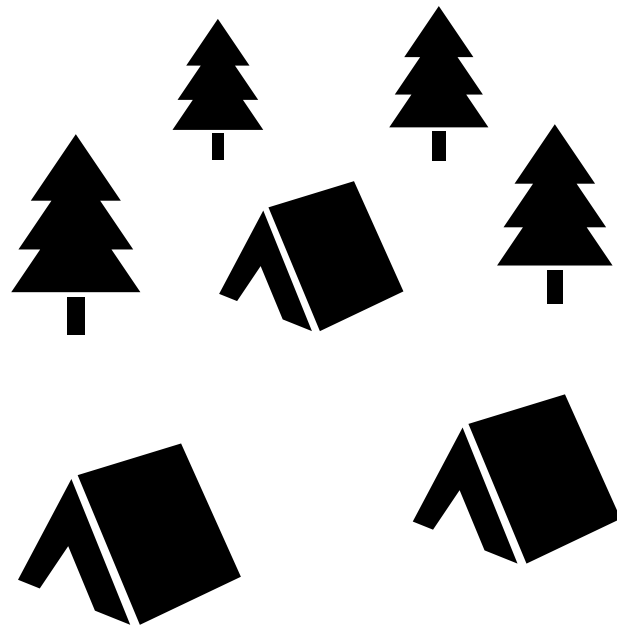
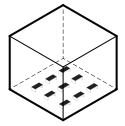
2. GC BUILDING GUIDELINES

AESTHETICS OF INDIVIDUAL OR MULTIPLE BUILDINGS

Buildings on the Gilroy Campus (GC) shall utilize the overall building design approach (described in Parts A and B) to bring together traditional and modern design aesthetics. The traditional vernacular is intended to be drawn from the existing campus. Additionally, the approach for each new building (at this time and in the future) should consider their individual design, as well as how they are part of other buildings of developed at the same time.

The diagrams on the opposite page describe the approach described above: a process for distilling the existing architectural conditions into forms that can be applied to a new building. The intent is to create a balance between consistency with existing character and new architectural expressions. New architectural expressions can draw upon indigenous traditions and other historic passive building strategies.

The balance between variation and consistency of different design toolkit elements allows for variety in building techniques, technologies, and architectural progress that is both representative of its time, and remains harmonious with the history of its place.



BUILDING FORM & ORIENTATION

The architectural guidelines are non-prescriptive by design. Instead, they identify particular forms of architectural expression that are prevalent throughout the campus and establish a more specific direction for those that are encouraged in future developments.

The images, on the opposing page, describe the process for distilling the existing architectural conditions into forms that can be applied to a new building - creating a balance between consistency with existing character and new architectural expressions.

Gilroy Campus (GC) has a very strong vernacular: most buildings have been designed during the 60s and are characterized by the expression of volumes, the clean simplicity of facades, surface articulation, and the integration with nature.



CULTURAL AWARENESS DESIGN

Architecture drawn from imported influences can often carry harmful memories in the minds of historically repressed and disadvantaged peoples.

FORGOTTEN HISTORIES

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Through their form, buildings can provide inspiration to those who walk through its doors, setting the stage for growth and success.



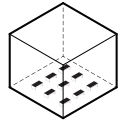
Sustainability: A successful building form and orientation can significantly reduce the baseline energy consumption.



Campus Identity: High visibility from the community and clear identity is desired for the new buildings and enhanced entrance to campus.

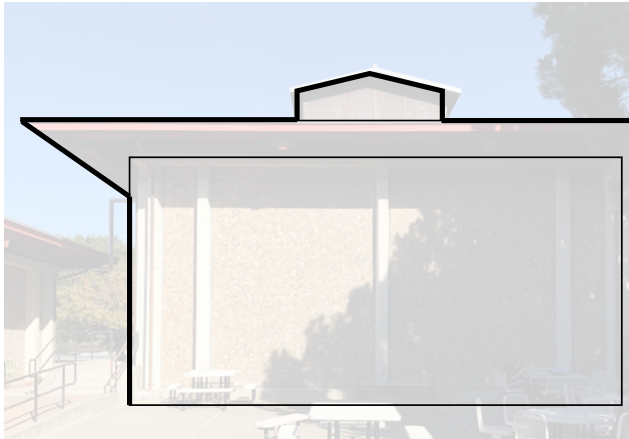


Maintenance & Security: Honest expression of materials and building structure will result in interesting exterior detailing as well as low maintenance cost.



DESIGN GUIDELINES

- The primary identity of the building will come from its overall form, or the form of the dominant architectural element(s).
- Primary architectural forms and elements shall draw inspiration from the existing building vernacular.
- The application of architectural form and character should maximize environmental building design.
- There should be no formal building front and back, but primary and secondary sides, instead.
- Sophisticated detailing can be achieved through simple use of material, without distracting from the overall simplicity of the building.
- Careful attention should be given to how the mass of the building relates to adjacent buildings.

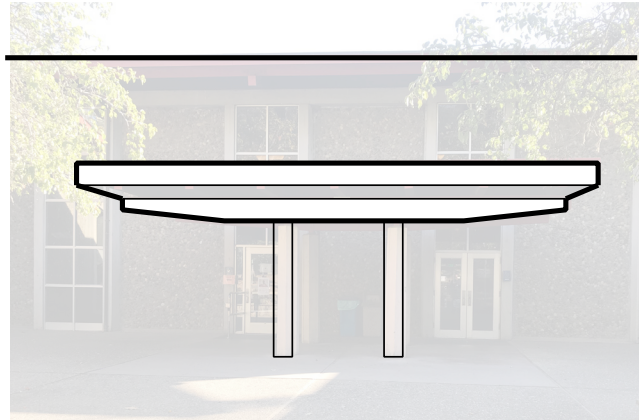


BUILDING ENTRY

The entrance refers to the primary and secondary entry and exit points into spaces that define a particular building. This can refer to the threshold moving from exterior to interior space through doors, or it can refer to a set of architectural elements that define a threshold between spaces, even outdoors.

It is important that building design supports intuitive wayfinding and improves campus flow and circulation.

This is done with appropriate building massing, clear articulation, and design of entries that establishes a hierarchy for primary and secondary access points.



CULTURAL AWARENESS DESIGN

Building entrance is among the most prominent expressions of an architecture style. As such, the building entrance should be a welcoming expression of inclusivity for everyone.

FORGOTTEN HISTORIES

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Building entrances that have a sense of awe can energize the attitude of students to perform each day.



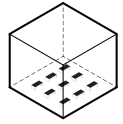
Sustainability: In addition to adhering to green building strategies, the entrance provides a location for prominent display of the sustainable performance of a building.



Campus Identity: The most used and recognizable part of a building should promote the indoor-outdoor nature of the campus.



Maintenance & Security: The balance of solid and transparent materials needs to ensure safety for building inhabitants in extraordinary events.



DESIGN GUIDELINES

- Co-locate primary building entrance with primary architectural element.
- Building entrances can be defined in color and/or materials and patterns that complement or create a subtle contrast to the primary building facade.
- All building entrances should have some cover/overhang element to protect against weather; treatment for secondary entrances can be different from the primary entrance.
- The primary building entrance should face and have direct access to the primary pedestrian open space (e.g. quad or mall) bordering the building.
- Entries should be defined through careful siting, orientation, and architectural expression.
- Though signage and lighting can help wayfinding, it is preferred that building entries are expressed through architectural elements.
- Oversized glazing and overhangs at main building entry points and will provide visual cues to the campus community.
- Canopy structure provides shading while establishing clear hierarchy.



EXTERIOR MATERIALS / COLOR / PATTERNS

The Gilroy Campus should embrace its unique context and reflect the regional vibrancy and complexity of flora and fauna.

Developing a consistent material and color palette for the campus will promote a strong sense of place and help reinforce Gilroy's institutional identity within the community.

Consideration of long term maintenance costs versus initial construction costs must be critically evaluated during the building design process.



CULTURAL AWARENESS DESIGN

FORGOTTEN HISTORIES

Similar to the overall building form and orientation, architectural details of materials, colors, and patterns largely draw from historic Spanish and modern European influences. Drawing from these influences for architectural details can have equal effect of misrepresentation for native and minority communities. Materials, colors, and patterns should be inclusive for all.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: The project can advocate for the creation and adoption of third-party certified standards for sustainable resource extraction and fair labor practices.



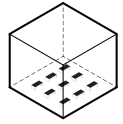
Sustainability: Use of materials coming from the Region will not only reduce the campus carbon footprint but also create a strong sense of identity.



Campus Identity: The selection of building materials should be sensitive to the overall context of the SBC campus as well as the surrounding region.



Maintenance & Security: Materials should be carefully chosen to meet critical durability and maintainability standards, as well as connect to the local region.



DESIGN GUIDELINES

- Use materials, colors and patterns that maximize environmental building design in regards to sustainability, longevity, and minimize required maintenance.
- Use color palette that directly ties the campus to the region - natural materials are preferred as their color tones are more consistent and easier to maintain.
- Use sustainable and locally sourced (less than 100 miles) materials.
- Use a variety of materials, transparency, and patterns to provide balance between security, expression of building construction, and sustainability.
- The use of material, color, and pattern should complement architectural hierarchy and should draw attention to unique spaces and points of entry.
- Using material in their pure form will highlight special characteristics and clarify their purpose.
- Applied ornament is absent from the building exteriors, allowing the structure and materiality to become the main aesthetic.



INTERIOR MATERIALS / COLORS / PATTERNS

Similar to their exterior, the interior of buildings on the GC campus should embrace its unique context and the existing built environment.

Developing a consistent material and color palette for the campus will promote a strong sense of place and help reinforce GC's institutional identity within the community.



CULTURAL AWARENESS DESIGN

FORGOTTEN HISTORIES

For some groups, there are architectural styles that can create negative and harmful reminders, including a building's interior design. The interior architectural details, materials, colors, and patterns should have the same consideration for inappropriate or harmful effects, similar to the overall form and exterior architecture.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Architectural designs that make everyone feel welcomed and inspired, especially those most disadvantaged, improve student participation and effort.



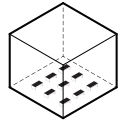
Sustainability: Original materials should minimize the embodied carbon footprint and promote sustainable total supply chains; durable designs can last for decades without requiring updates.



Campus Identity: Interior architectural details that embody the region can make the campus and buildings unique to its location more than any other approach.



Maintenance & Security: Durable designs not only have positive sustainability impacts, but also reduced long-term maintenance obligations.



DESIGN GUIDELINES

- Use materials, colors and patterns that maximize environmental building design in regards to sustainability, longevity, and minimize required maintenance.
- Use color palette that relate to exterior materials, further tying a building to the region and promoting an indoor-outdoor relationship to adjacent landscape.
- Use sustainable and locally sourced (less than 100 miles) materials.
- Prioritize natural materials that do not off-gas hazardous materials.
- Prioritize durable materials that can be repurposed and salvaged if renovations and updates are required in the future.
- Minimize the use of additional interior finishes; embrace exposed structural materials and infrastructure systems.
- Bright accent colors should be avoided.



INTERIOR ROOMS

Interior rooms have a range of requirements to satisfy their intended program as initially designed. The intent of these design guidelines is to provide common strategies to design these specific types of rooms. This will not only create consistency for construction and ongoing use, but will allow for rooms to be easily adaptable to other, future uses.

The strategies for interior rooms relies heavily on the guidelines established for materials, colors, and patterns.



CULTURAL AWARENESS DESIGN

MENTAL HEALTH AND LEARNING APPROACHES

There is a wide-range of physical spaces and educational approaches in which individuals can best learn. These can range from visual to tactile learners, to those with particular sensitivities to sound and other elements, or how the temperature and presence of natural ventilation contributes to attentiveness. Rooms should explore non-conventional design strategies to provide the most positive impacts for the full range of learning influences.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Good daylight penetration into the building, combined with shading and reflected light options will facilitate user well-being.



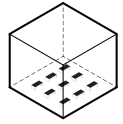
Sustainability: Natural daylight throughout the Center will help establish welcoming spaces that produce desirable characteristics for health, wellbeing, and student success.



Campus Identity: All rooms contribute to the distinct character of the Campus, with material, colors, patterns and technology.



Maintenance & Security: Consider flexible spaces with movable furniture that can adapt over time as technology and learning pedagogies change.



DESIGN GUIDELINES

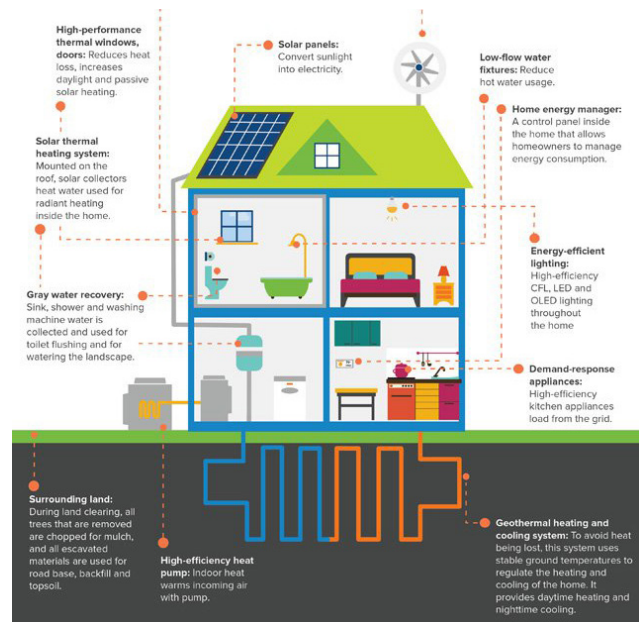
- Where feasible, daylighting should provide the primary lighting source for interior rooms.
- The longest wall should receive the most favorable light.
- Natural light shall be controlled with UV blocking glazing.
- Room layouts should enable flexible furniture arrangements for a range of learning programs.
- Leverage adaptable technology to maximize the student learning environment.
- Learning spaces should have at least two entrance/exit points.
- Room design: overall proportions, shape, base materials, and application of details should maximize acoustic performance.
- Consider north facing glazing to maximize natural light.



RENEWABLE ENERGY AND BUILDING SYSTEMS

This topic refers to harnessing on-site renewable energy production from solar, wind, geothermal, and other sources and sustainable closed-loop building mechanical systems to create a living building. Net-zero or net-positive buildings are preferred and should be proposed.

Renewable energy infrastructure and mechanical systems (e.g. rainwater harvesting) can be seamlessly integrated into the building architecture, or used as a the foundation for architectural design. Oppositely, these systems can stand out from the architecture entirely, or in part, as a way to showcase the sustainability and performance of the building.



CULTURAL AWARENESS DESIGN

GLOBAL

ENVIRONMENTAL

JUSTICE

Drastic changes are needed across the entire built environment to meet the goals of the Paris Climate Agreement. Low-income and racial minorities have disproportionately suffered the worst consequences from climate change (e.g. heat-related deaths) and its contributing forces (e.g. asthma rates along highways). Every positive advance towards climate action reduces the burden upon the most suffering communities; every building, infrastructure, and site must maximize its sustainable impact.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Designing buildings and the campus as a living laboratory can be another way to raise awareness and be a tool for some educational programs.



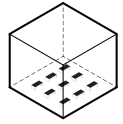
Campus Identity: The vision of the campus is to preserve its rural and natural setting, which means designing the building(s) to perform in harmony with its site and context.



Sustainability: A living building created from renewable energy and sustainable systems will move from just being less harmful for the environment, to being truly regenerative.



Maintenance & Security: Sustainable strategies improve living condition, reducing your energy costs while providing year-round comfort and a healthier quality of life



DESIGN GUIDELINES

- All buildings, and the campus, should endeavor to rely entirely on renewable, non-polluting energy sources on-site.
- All buildings should seek to be net positive energy.
- All buildings should consider strategies to recapture and store rainwater, while working in harmony with natural water flows.
- Projects should prioritize the use of passive energy strategies that supersede or supplement the use of conventional mechanical systems.
- Renewable energy production and resource recycling strategies (e.g. rainwater capture) should be incorporated into a building's architectural design.
- Solar panels shall not be an afterthought, rather be integrated with the building and landscaping to create unique environments, for learning or other activities, or integrated into the architectural design.



Solar panels integrated into roof and canopy.



Solar panels and landscape creating outdoor space.



Solar panels integrated into building facade.



Form designed to capture and direct rainwater.

3. GC LANDSCAPE GUIDELINES

LANDSCAPE FRAMEWORK

The spaces within built structures are meant to be the spaces used by people from studying, event gathering, or active recreation.

The interaction between building placement, natural landscape, and designed landscape should be arranged to enable connections, physically or visually, of natural areas.

The landscape strategy for the Gilroy campus consists of further clarifying and connecting the topographic organization of campus academic and administrative building clusters and districts. Using Sycamore Lane as a successful precedent, the master plan creates two additional north-south tree-lined pedestrian lanes at descending elevations, connecting upper campus to lower campus and south end to north. East-west connections consist of stairs, ramps and sloped walks, strategically located near building entries and nodes such as plazas and courtyards.



**CALIFORNIA
LANDSCAPE**



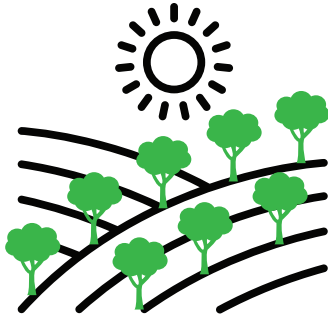
**LOCAL
LANDSCAPE**



**CAMPUS
CHARACTER**



LOCAL
VERNACULAR



CENTAL
GREEN

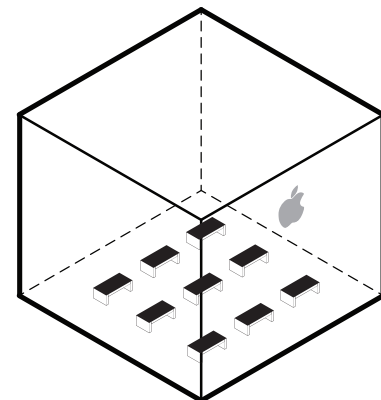
TRANSFORMED
CITIZEN



NATURAL
EMBRACE



STUDENT



MODERN PROGRAM

CONCEPTUAL FRAMEWORK

OVERVIEW

The conceptual plan (shown on the opposite page) translates a wide variety of general approaches across campus, building, and landscape design with the principles developed during engagement, and can be a tool for the conceptual design of the designers and builders. For landscape, the framework is guided by some general design principles:

- Create a strong sense of identity
- Leverage simple materials to achieve big effect
- Develop strong community connections
- Build in flexibility for future growth
- Design healthy and sustainable landscapes

These are embodied within five unique type of spaces, as highlighted on the conceptual site plan. These spaces were identified and refined during engagement and conceptual design phases with the college. While landscape design specifics, such as plant palette, are addressed in specific projects Criteria, the following guidelines describe its intent and purpose.





- | | | | |
|---|------------------|---|------------------------|
| 1 | Street and Edges | 4 | Courtyards and Gardens |
| 2 | Entry Grove | 5 | Paths and Lanes |
| 3 | Central Green | | |

STREET & EDGES

The master plan recommends more clearly delineate the campus perimeter by amplifying these two existing strategies. Where the loop road passes along building frontages and formal entries, such as at the east and north edges, street trees should be planted using uniform species and spacing to reinforce the sense of arrival. Where the loop road passes along and between natural features with buildings setback or located at an angle to the road, street trees should be planted in loose groves using native species to reinforce the foothill setting.



CULTURAL AWARENESS DESIGN

ACTIVE

TRANSPORTATION

USERS

The regional built environment is designed for vehicles. Active transportation modes must contend with the barriers and dangers created by cars, as well as the lack of design understanding and consideration for their own needs. Active transportation modes need continuous networks of protection (including intersections), shading, and convenient routes. These, and other factors, must be prioritized in design and made clear at campus gateways and edges to signal the commitment to encouraging their use.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Seen as a primary pedestrian gateway into the campus, the edges are intended to be a community resource and available for events and activities that the entire community would be invited to.



Campus Identity: The edges are the most viewed part of campus from the community. These areas should embody all the natural characteristics envisioned.



Sustainability: A natural environment left alone will evolve on its own to become a healthy local ecosystem. These features can also help with carbon sequestration and improving regional systems (e.g. water).



Maintenance & Security: A natural environment will not require human action to maintain. A natural environment is also less attractive to traverse, except for designated paths.



DESIGN GUIDELINES

- Preserve natural site character
- Highlight existing topography
- Provides educational and place making opportunity
- Edges and gateways shall highlight existing topography with roads and protected bicycle pathways gently curving with the terrain
- Gateways should provide educational and place making opportunities
- Protected active transportation improvements should be made beyond the campus boundaries
- Implement cohesive street tree palette along the Loop Road to announce entry points



ENTRY GROVE

Located on a gently sloping knoll on the west side of the North Entry Plaza, the Entry Grove places the iconic foothill landscape of oaks and grasses at main the campus point of arrival. The Grove and knoll serve as a transitional space to the campus's upper elevation on the west side, including the Arts and Humanities quad and Sycamore Lane with curving stairs and sloped path providing pedestrian connections. The Grove extends into the Entry Plaza with generously-sized seat-wall height raised planters providing shaded casual seating. Informal amphitheater seating set on the slope provide opportunities for group gatherings including performances, tours, orientation and other events.



CULTURAL AWARENESS DESIGN

EQUAL ACCESS TO ART AND CULTURE

Equity is crucial to the long-term viability of the arts, culture, and or communities-at-large. Ensuring that everyone has equal access to a full, vibrant, creative life, which is essential to a healthy and democratic society, is a primary goal of educational institutions.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: The entry grove is the first approach to campus and as such it is proposed to invite students to campus and enhance their experience.



Sustainability: Utilize natural materials and to reduce supply chain carbon footprint and allow natural systems to perform.



Campus Identity: This space will welcome visitors and will be passed through by students and faculty daily. It is a daily reminder of the integrated built and natural approach of the campus.



Maintenance & Security: Durable materials and building techniques will require less maintenance over time. Fallen leaves, flowers, and fruits can remain in place on natural lawn areas.

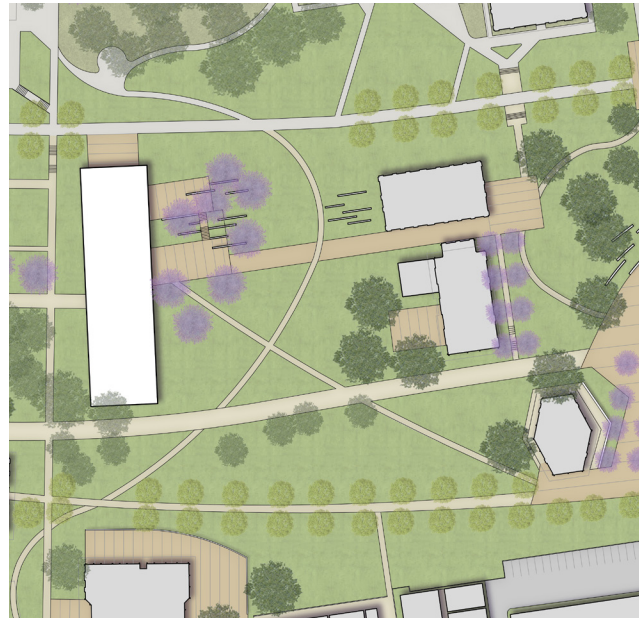
DESIGN GUIDELINES

- The entry plaza and pick-up/drop-off shall have a welcoming character that is pedestrian-oriented and should retain the natural character of the campus while having a strong identity.
- Consider trees that have deep rooted systems, to prevent concrete from lifting.
- Create welcoming entrances with comfortable and shaded seating options, visual connections to other campus programs, and a hierarchy of intuitive pathways.
- Create spaces for flexible programs and group gathering.
- Integrate the entry grove with the campus spine - Sycamore Lane.
- Consider opportunities to showcase public art.



CENTRAL GREEN

Set in the heart of the campus on the level footprint of the former Library site, the Central Green serves a verdant flexible use area for lawn games, relaxation as well as large scale events such as festivals, fairs and graduation. The crossroads of major north-south and east-west pedestrian circulation, the Green is bordered on its gently sloping western edge by tiered plazas and seating overlooking the lawn. The south edge is contained by the proposed classroom building and the north edge by a loose grove of Oaks that screen and define the Art and Humanities building cluster. Open views across the green from east to west visually connect the space to the iconic existing Oak Knoll located due west and at the high point of the campus.



CULTURAL AWARENESS DESIGN

FORGOTTEN HISTORIES

Development of a central green at GC should avoid being paired with harmful architectural styles, and avoid any characteristics that would be reminders of spaces used for oppression or exclusion.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Educational success of everyone can increase over time as diversity and talent increases; beautiful campuses with strong campus life attract talent and diversity.



Campus Identity: The most revered college campuses create their lasting identity from their awesome and thriving central green (e.g. mall), which campus life revolves around.



Sustainability: Manicured lawns require extensive maintenance, watering, and fertilizing; the central green will be a natural grassland. Grass trimmings should be composted.



Maintenance & Security: A natural grassland, with multiple plants varieties, will not require extensive maintenance.

DESIGN GUIDELINES

- Integrate central open space on the campus with sustainable features.
- Incorporate low water use on lawn.
- Shape and connect campus connection from upper campus to lower campus open spaces and promenades.
- Ingrate staircase and ramps, less than 2% slope, to mitigate the change in topography.
- Create a tiered plazas and seating overlooking the lawn.
- Contain the south edge by a loose grove of Oaks.
- Visually connect the space to the iconic existing Oak Knoll.
- Open lawn area is envisioned to be used for play and school events, and should be equipped with wi-fi and appropriate lighting.
- A mix of landscaped berms and raised planters with seat walls shall be used to provide informal seating, delineate spaces, and provide protection from unauthorized vehicles.
- The central green shall be the heart of campus, framed by buildings and landscape features from topography, berms, trees, and natural water features.



PATHS & LANES

East-west paths ascend the sloped site with combinations of stairs, accessible ramps and sloped walks and so are inherently more circuitous. Their scale is comparatively intimate, less formal and provide opportunity for discoveries along the way such as groves, focal and accents trees, views and prospects.

North-south lanes are linear promenades, running along the graded terraces and ridges. They are primary circulation routes providing clear views of destinations. Their character is more formal and ceremonial, lined with trees on the west and east sides of the campus and threading through new and existing drifts of trees and the open vistas of the Central Green in the middle of the campus.



CULTURAL AWARENESS DESIGN

UNIVERSAL ACCESSIBILITY

All spaces on Campus shall be accessible and usable by all people, to the greatest extent possible without the need for adaptation or specialized design. The outdoor Campus environment (as well as indoor) shall promote interaction and communication among students and the community-at-large.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: Everyone regardless of physical ability can move freely throughout the campus and experience the total wellness benefits of the natural environment.



Campus Identity: Small exterior spaces shall be programmed in direct relationship with the adjacent building programs and maximize opportunities for outdoor gathering, education, and socialization.



Sustainability: Plant materials shall be native and locally adapted, drought-tolerant species, selected with consideration of appropriate sun exposure and arranged in groups with similar water requirements.



Maintenance & Security: Design of treatment and storage facilities shall consider aesthetics as well as function. Plant materials shall be low maintenance, native, and locally adapted, drought-tolerant.

DESIGN GUIDELINES

- East-west paths should be durable and erosion resistant materials such as cast in place concrete; stabilized decomposed granite paving may be used on minor paths if grade to shed water and avoid ponding or erosion.
- North-south lanes shall be made of durable and more decorative materials than paths such as cast in place concrete with accent bands of integral color, enhanced finishes and/or unit pavers.
- Create active pathways with landscape and benches.
- Use tree species to differentiate primary and secondary pathways.
- Consider trees that have deep rooted systems, to prevent concrete from lifting.
- Incorporate stormwater infiltration strategies throughout campus.
- Minimize the visual and pedestrian distance from main campus to the athletic zone.



COURTYARDS & GARDENS

The existing campus organization of buildings into clusters and courtyards creates a series of smaller scaled outdoor rooms. With their varying scales and solar orientations, each has its own innate qualities and character. These distinctions help intuitive way-finding and create a sense of richness and discovery. The character, plant palette and program for these courtyards could be further refined to reflect the academic function of the adjacent buildings. For example, the STEM Quad could incorporate teaching spaces such as geology, medicinal or native gardens, site furnishings and elements that illustrate principals of physics, etc.



CULTURAL AWARENESS DESIGN

CULTURAL GARDEN / COURTYARD TYPES

Individual cultures have particular types of gardens (e.g. a rock garden in Japanese culture) and/or specific characteristics (e.g. specific plants, materials, etc.). GC should be culturally rich of gardens and courtyards can represent the diversity of cultures present in the region, and be connected together, not segregated.

SUPPORTING PERFORMANCE OBJECTIVES



Equity and Success: All students, faculty, and staff need places for respite and to recharge.



Sustainability: Gardens with plants to support pollinator species can improve local and regional ecosystems; gardens provide locations for water management.



Campus Identity: A variety of gardens will encourage exploration around campus, promoting the vision of a campus with an intimate relationship with nature.



Maintenance & Security: Appropriate plant palettes and durable materials can essentially eliminate maintenance needs; gardens should not be visually isolated from campus.

DESIGN GUIDELINES

- Courtyards and gardens for gathering, study, and waiting should be located near building entrances.
- Courtyards should provide semi-private spaces to eat, study, meet, and play.
- The openness and flexibility of plaza spaces support a variety of campus activities.
- Provide courtyards and gathering spaces at academic program points to connect interior programs with outdoor instruction spaces.
- Courtyards and gardens should be located adjacent to classrooms to extend those environments.
- Incorporate gardens on campus to act as an outdoor classrooms and working laboratories.
- Provide comfortable seating options for gardens.
- Prioritize using trees to shade gardens and courtyards, or use solar panel sculptures. The amount of area to be shaded can be varied throughout campus.
- Gardens and courtyards can be a combination of flowering and edible (fruits, vegetables, and herbs) gardens that promote pollinators and may be utilized by the college.
- The character and features of courtyards can vary based on adjacent building uses.



PLANT PALETTE

Planting establishes a sense of place within the site. Large scale and legacy trees should be used at campus gateways and primary nodes. Large, oval or vase shaped trees such as Sycamores should line lanes. Canopy and seasonal accent trees should be used in plazas, courtyards and gardens to provide shade, visual interest and where appropriate, reinforce the academic activities within the quad. To increase native biodiversity, native plants characteristic of the foothills should be prioritized in the naturalized, buffer and informal areas.



CATEGORY	BOTANICAL NAME	COMMON NAME	NATIVE	WUCOLS
ACCENT + FOCAL	Acer saccharinum	Silver maple	NO	M
	Quercus lobata	Valley Oak	YES	L
	Quercus kelloggii	California black oak	YES	L
	Magnolia grandiflora	Southern Magnolia	NO	M
PRIMARY PEDESTRIAN CORRIDORS				
	Platanus racemosa	California Sycamore	YES	M
PLAZAS + QUADS	Triadica sebifera	Chinese tallow	NO	M
	Rhus lancea	African sumac	NO	L
	Arbutus unedo 'Marina'	Pacific Madrone	NO	L
	Ulmus parvifolia 'Drake'	Drake Chinese Elm	NO	M
	Jacaranda mimosifolia	Jacaranda	NO	M
	Fraxinus velutina 'Modesto'	Modesto ash	NO	M
	Ginkgo biloba	Maidenhair Tree	NO	M
COURTYARDS + GARDENS	Aesculus californica	California Buckeye	YES	L
	Prunus cerasifera	Cherry Plum	NO	M
	Olea eurpaea	Swan Hill Olive	NO	VL
	Cercis canadensis	Eastern Redbud	NO	M
	Lagerstroemia indica	Crape Myrtle	NO	L
GROVES	Quercus agrifolia	Coast Live Oak	YES	VL
	Quercus lobata	Valley Oak	YES	L
	Juglans nigra	Eastern Black Walnut	NO	M
	Schinus molle	California or Peruvian Pepper	NO	VL
STREETS + EDGES	Prunus ilicifolia	Holly Leaf Cherry	YES	L
	Heteromeles arbutifolia	Toyon	YES	L
	Quercus agrifolia	Coast Live Oak	YES	VL
	Quercus durata	Leather Oak	YES	L
	Pinus radiata	Monterey pine	YES	L



Sycamore Lane

D

APPENDIX

D

APPENDIX

The Appendix provides supporting and/or detailed materials for topics described in the first three chapters of the Gavilan Design Guidelines. Additionally, reports, studies, and other standards not complete at the time of publication will be added to the Appendix as they are completed.

1. GAVILAN STANDARDS

- Intent
- District Standards Matrix

2. ENGAGEMENT SURVEYS

- San Benito County Campus Architecture Preference Survey
- San Benito County Campus Landscape Preference Survey
- Gilroy Campus Architecture Preference Survey

DESIGN STANDARDS

INTENT

The following pages are intended to establish a set of Design and Construction Standards for new and renovation projects for the Gavilan Joint Community College District.

Every project on campus will address the guidelines and standards presented in this handbook and other documents referred here. In addition, the guidelines set forth in this document should be checked periodically to ensure they remain relevant.

These standards are not exhaustive, but intended to work in conjunction with applicable building codes and regulations. It is expected that standards of care and best practices be applied to each particular project and discipline.

Therefore, all design and construction professionals are assumed responsible for their designs and specifications.

DESIGN STANDARDS MATRIX

	SPECIFICATION DIVISION	Standard [District Preference]	Additional Notes
00 00 00	Division 00: Procurement and Contracting Requirements		
01 00 00	Division 01: General Requirements		
02 00 00	Division 02: Existing Conditions		
03 00 00	Division 03: Concrete		
03 30 00	Cast-in-place Concrete		Test floors for moisture vapor when moisture sensitive flooring installed
03 33 00	Architectural Concrete		Consult with District and refer to District Design Guidelines.
04 00 00	Division 04: Masonry		
05 00 00	Division 05: Metals		
05 51 13	Metal Pan Stairs		Steel stairs with either metal pan or pre-cast concrete treads.
05 52 13	Pipe and Tube Railings	Stainless steel or anodized aluminum handrails	
06 00 00	Division 06: Wood, Plastics, Composites		
06 41 16	Plastic Laminate Clad Architectural Casework	Particle board core with HPP Laminate	WIC certified
06 60 00	Plastic Fabrications		
06 83 16	Fiberglass Reinforced Panels	Not desired as a wall finish for toilet room/restroom walls.	
07 00 00	Division 07: Thermal and Moisture Protection		
07 50 00	Membrane Roofing	All roofing materials should have a for 40 year warranty or better.	Refer to Gilroy and SBCC Design Guidelines

DESIGN STANDARDS - ctd.

	SPECIFICATION DIVISION	Standard [District Preference]	Additional Notes
08 00 00	Division 08: Openings		
04 14 00	Wood and Plastic Doors	Wood and plastic doors are prohibited at the exterior.	
08 30 00	Specialty Doors	s.	
08 40 00	Entrances and Storefronts	Prefinished aluminum, dual pane; thermally broken.	CALGREEN and CA Title 24 as min. performance.
08 50 00	Windows	Prefinished aluminum, dual pane, thermally broken. Operable windows are prohibited. Due to maintenance concerns the District is not favorable to skylight. Solartubes and similar products can be presented to the District as alternate.	CALGREEN and CA Title 24 as min. performance.
08 60 00	Skylights		CALGREEN and CA Title 24 as min. performance
08 70 00	Hardware	Single source when possible.	continuous hinge preferred, Schlage locks, von dupren panic hardware, LCN closers
08 80 00	Glazing	Dual pane is required for exterior glazing.	CALGREEN and CA Title 24 as min. performance
08 91 00	Exterior Louvers	.	
08 44 00	Glazed Curtain Wall	Dual pane is required for exterior glazing.	CALGREEN and CA Title 24 as min. performance
09 00 00	Division 09: Finishes		
09 60 00 Series	Flooring	Resilient - Vinyl tile / plank (LVT) or VCT??? Athletic Flooring - Mondo Carpet - Tile is preferred over broadloom Epoxy resin (Decorative) - Acceptable in toilet/restrooms	
09 90 00	Paints and Coatings	Kelly- Moore Paints.	The Design team to provide color schemes to the District for approval. District wishes to minimize color count across each campus.
10 00 00	Division 10: Specialties		
10 11 00	Visual Display Boards	Magnetic whiteboards are preferred.	The Design team to present recommendations on electronic markerboards
10 82 13	Grilles and Screens		Present options to college for consideration during project-specific design
10 81 00	Pest Control	Construction materials selection to consider that District has had issues with rodents and termites.	
10 83 00	Flagpoles	Only as one single pole, not an assembly.	
10 51 00	Lockers	Metal lockers.	
10 44 00	Fire Protection Specialties	Fire extinguisher cabinets keyed with release latch in emergency.	Keep consistent with what is currently in use (verify what is currently in use)
10 55 00	Postal Specialties	District requires cubbies to have easily changeable names. Cubbies do not need to be secured.	
10 22 00	Partitions	Kwik-wall 3030 or Modernfold Acousti-clear	
10 56 00	Storage Shelving	Heavy Gauge, durable metal shelves.	Accommodate required design loading Laundry would be at gym (future).
10 28 00	Toilet, Bath and Laundry Specialties	Bobrick for general restroom accessories.	Some toilet accessories are owner supplied, bought though the product suppliers.
11 00 00	Division 11: Equipment		
	Maintenance Equipment	By Owner There is a vault in admissions and records at Gavilan. Should also be in SBCC new building.	Floor and wall cleaning equipment, housekeeping carts, vacuum cleaning systems, window washing systems
11 15 00	Security and Vault Equipment	Security Safe maintains the Gavilan vault	
11 51 23	Library Stack Systems	Audible alarms on all doors, book theft alarm	
11 21 23	Vending Equipment	snacks	Purple pipe not available at Gilroy yet. Present options to college for consideration during project-specific design
	Water Supply and Treatment Equipment		
	Fluid Waste Treatment and Disposal Equipment	District does not recommend use of recycling water	
11 30 00	Residential Equipment	UL energy efficient and UL approved for any appliances in staff break rooms	Ceramic type stovetops preferred.

	SPECIFICATION DIVISION	Standard [District Preference]	Additional Notes
12 00 00	Division 12: Furnishings		
13 00 00	Division 13: Special Construction		
14 00 00	Division 14: Conveying Equipment		
14 20 00	Elevators	Consider freight elevators. Kone services existing elevators.	Present options to college for consideration during project-specific design
22 00 00	Division 22: Plumbing		
22 40 00	Plumbing Fixtures	Self flushing Sloane toilets and urinals.	
	<i>Division 23: Heating, Ventilating and Air Conditioning</i>		
	<i>Division 25: Integrated Automation</i>		
26 00 00	Division 26: Electrical		
26 50 00	Lighting	Refer to Gilroy and SBCC Design Guidelines. LED recommended	Present options to college for consideration during project-specific design
	<i>Division 27: Communications</i>		
	<i>Division 28: Electronic Safety and Security</i>		
31 00 00	Division 31: Earthwork		
31 31 16	Termite Control	Mandated	
	<i>Division 32: Exterior Improvements</i>		
	<i>Division 33: Utilities</i>		
	<i>Division 34: Transportation</i>		
	<i>Division 35: Waterway and Marine Construction</i>		
	<i>Division 40: Process Integration</i>		
	<i>Division 41: Material Process and Handling Equipment</i>		
	<i>Division 42: Process Heating, Cooling and Drying Equipment</i>		
	<i>Division 43: Process Gas and Liquid Handling, Purification and Storage Equipment</i>		
	<i>Division 44: Pollution and Waste Control Equipment</i>		
	<i>Division 45: Industry-Specific Manufacturing Equipment</i>		
	<i>Division 46: Water and Wastewater Equipment</i>		
	<i>Division 48: Process Control Equipment</i>		

ARCHITECTURE SURVEY

SAN BENITO CAMPUS

Visual preference survey for the following precedents was completed during the SBCC Task Force and Community Zoom Meeting on April 30, 2020.



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♥ 00 👍 02 💬 09



♥ 03 👍 09 💬 01



♥ 00 👍 12 💬 01



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ARCHITECTURE SURVEY (CTD.)



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❤️ 02 👍 09 💬 04



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LANDSCAPE SURVEY

SAN BENITO CAMPUS

The landscape visual preference survey for SBCC was completed during the same Task Force and Community Zoom Meeting on April 30, 2020.



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Like / Dislike:



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LANDSCAPE SURVEY - ctd.



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Like / Dislike:



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Like / Dislike:



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Like / Dislike:



♥ 03 👍 11 🗨️ 01

Like / Dislike:

ARCHITECTURE SURVEY

GILROY CAMPUS

Visual preference survey for the following precedents was completed during the SBCC Task Force Zoom Meeting on April 21, 2020.



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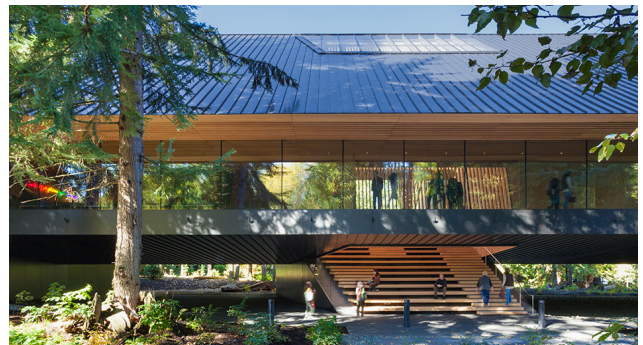
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ARCHITECTURE SURVEY - ctd.



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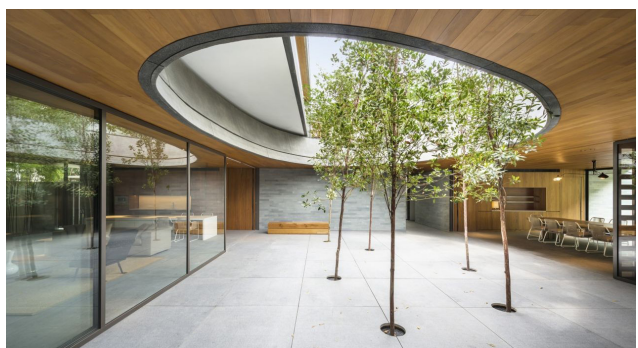
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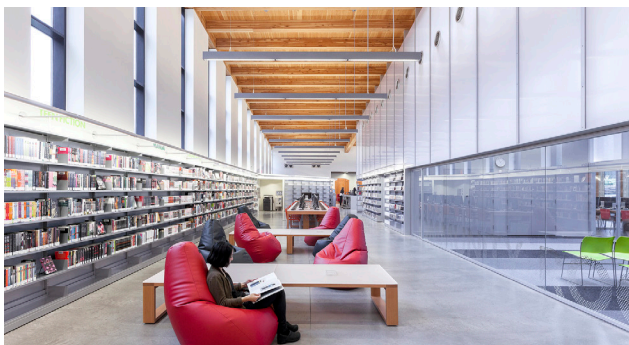
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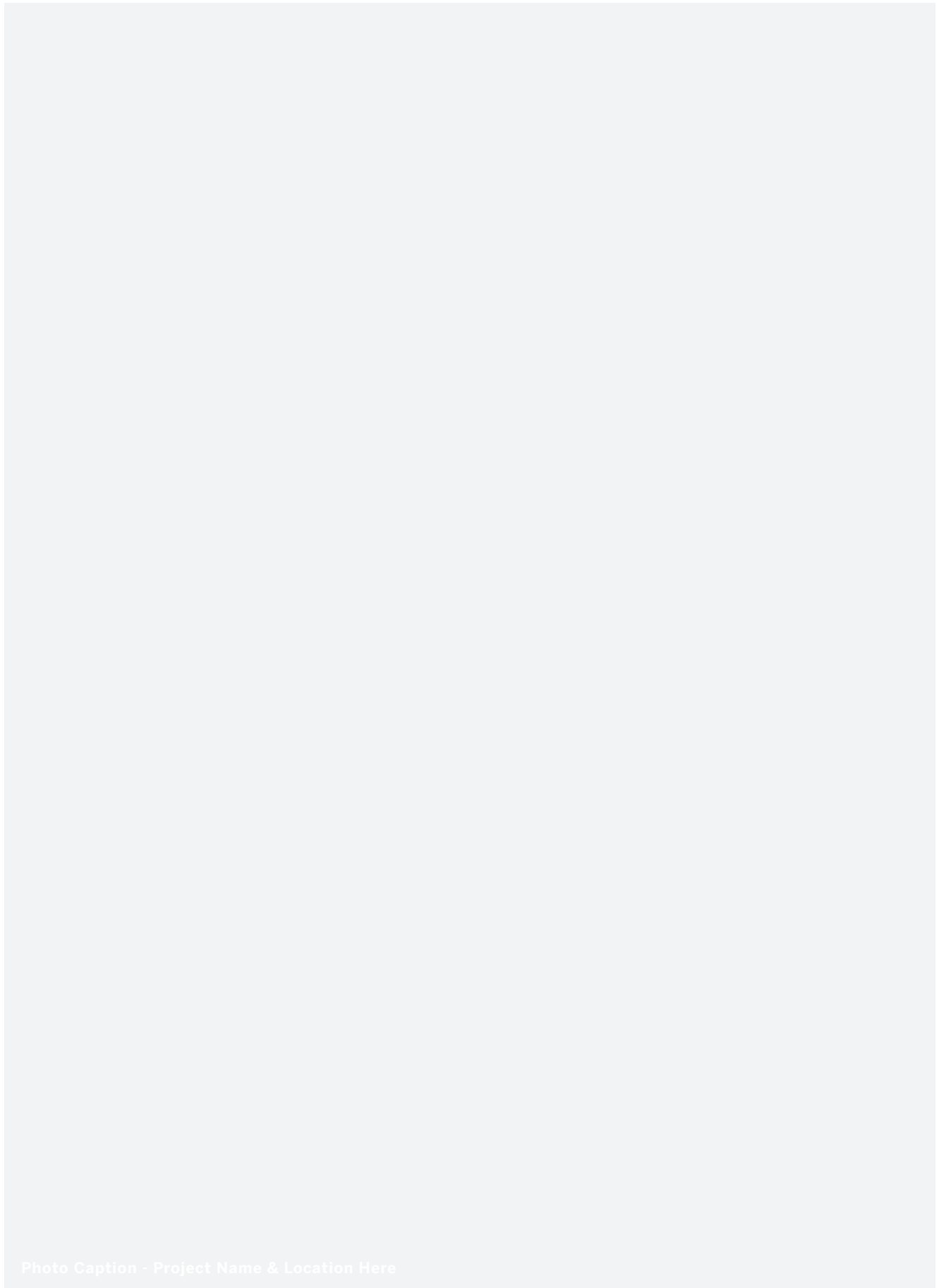


Photo Caption - Project Name & Location Here