

The background of the entire page is a detailed architectural rendering of the Gilroy Campus. It shows various building footprints, some with multiple windows, interspersed with green spaces, trees, and winding paths. The rendering is in a light, muted color palette, allowing the dark blue text to stand out prominently in the center.

2020 GILROY CAMPUS **SPECIFIC MASTER PLAN**

FOR MEASURE X PROJECTS

February 2020



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01

PROJECT OVERVIEW



Sycamore Lane

PROJECT OVERVIEW

INTRODUCTION

The Gavilan College Specific Master Plan (the Plan) is designed to inform the reader of the planning work that was done throughout 2019 and 2020. The document is prefaced with Scope of Work and Project Goals.

The following chapters document respectively the investigation of and discussions about existing conditions, and the solutions that were refined through discussions during the working group meetings and committee meeting.

The recommendations are preceded by a description of the guiding facilities planning principles and illustration of the development concepts and their application to the campus.

Amended April 06, 2021

LETTER FROM THE PRESIDENT

As Gavilan College comes out of the pandemic, and continues the implementation of Measure X facilities bond funds, we remain dedicated to meeting the needs of our students, now and in the future. We remain guided by our mission, as a college that “actively engages, empowers, and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.”

Our facilities are integral to the fulfillment of this mission, and this Master Plan Update is the blueprint for the continuing work to provide the physical space and technology infrastructure for students, staff, and faculty to thrive. These facilities will embody the goals of our Principles of Community, aspiring to be diverse, purposeful, inclusive, and equitable in all we do.

This Master Plan Update builds upon the Facilities Master Plan to update the Gilroy campus and create a new center of learning in San Benito County, as well as optimizing use of the Coyote Valley Center. The communities we serve need and deserve high-quality educational opportunities close to home, and the facilities to support these dreams. The Master Plan Update ensures that we use our limited resources wisely, and plan carefully as we continue to grow and improve the college facilities that will become the springboard for future generations to achieve their dreams.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kathleen A. Rose".

Dr. Kathleen A. Rose
Superintendent / President
Gavilan College

PARTICIPANTS

Gavilan College has established a robust planning and decision-making process that incorporates not only faculty, classified staff, and administration, but also allows for input from students and members of the community. The development of the Plan represents the collaboration of all those entities.

Dr. Kathleen Rose, Superintendent/
President

Michael Renzi*, VP, Admin Services

Denee Pescarmona, VP of Academic Affairs

Jeff Gopp, Director of Facilities Services

John Lawton-Haehl, Faculty

Doug Achterman*, Faculty

Marla Dresch, Faculty

Candice Whitney, Director of A&R

Randy Brown, Continuing Education

Carina Cisneros, EOP&S

Shawn Mulcare, CSEA

Brent Boyd, CSEA

Debbie Santos, CSEA

SCOPE OF WORK

Developed in response to the voter-approved Measure X in 2018, the purpose of this Plan is to guide short- and long-term solutions that will enhance the student experience and success.

The planning process begun with evaluating existing Campus conditions through physical observation and data reported on the Facilities Utilization Space Inventory Option Net (FUSION).

Below are highlighted the facilities included in this assessment:

- Health Occupations
- Student Center/Administration
- Library
- Theater
- Community Development & Careers

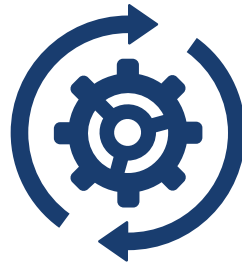
Along with the analysis of the existing conditions, this Plan includes recommendations to address pedestrian and vehicular circulation, as well as hierarchy and organization of the open space network.

PROJECT GOALS

This Plan aims to address goals established during the planning workshops and is based on campus and community feedback.



**PROVIDE PRELIMINARY
COST DATA FOR SELECTED
DESIGN PROPOSALS, WITHIN
MEASURE X FUNDS.**



**SUPPORT STRATEGIC
DECISIONS
ESTABLISHED BY THE
EDUCATIONAL MASTER
PLAN**



**RECOMMEND PROJECTS
BASED ON JUSTIFIABLE
NEEDS**

OUTREACH

The planning process was a participatory one involving many individuals from Gavilan College. The planning team worked closely with the Facilities Planning Committee to define planning goals, review the analysis of existing conditions, evaluate different options, and make decisions that led to the development of these recommendations.

Students were also involved in many discussions during the planning process.

The following diagrams show the responses from students during the Associated Students of Gavilan College (ASGC) event in November 2019.

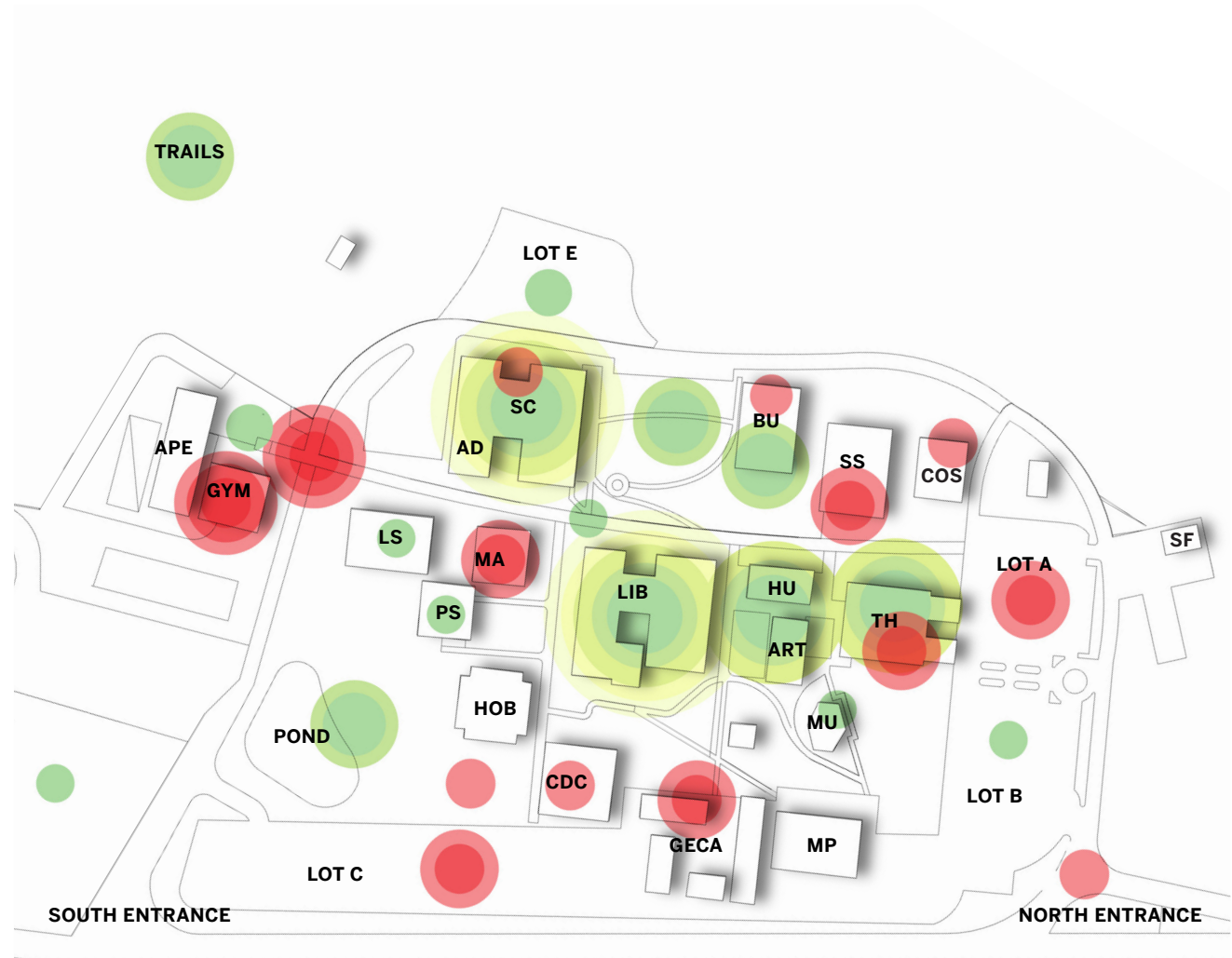


EXPERIENCE MAP

Students were asked to identify their 'favorite' and 'least favorite' areas of campus. The results are described in the graphic on this page.

The Library, Student Center and Art and Humanities buildings are favored by many - all of these spaces are highly utilized. Open spaces like the pond, the trails and the knoll are also favorite by students.

The parking lot C and the Gymnasium were identified by many as the least favorite. Limited parking was a big issue for students and the location of the Gym building, and the lack of connection to it, was a concern.



LEGEND

- Favorite
- Least Favorite

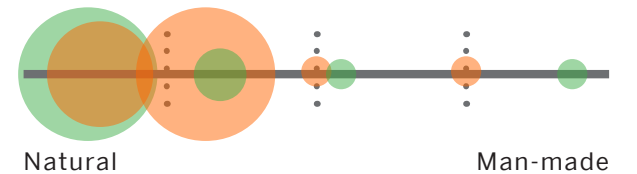
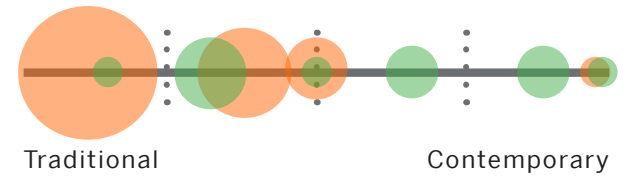
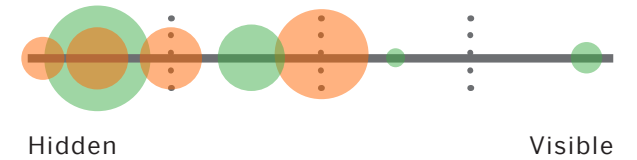
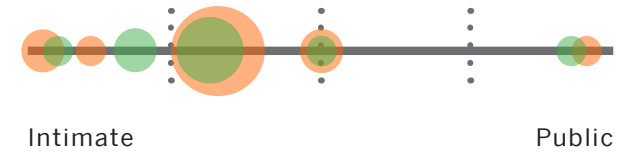


CAMPUS CULTURE



Participants were asked to rate their campus today and tomorrow, based on 4 different scales. The responses were recorded and shown on this page graphic.

Most students emphasized the natural charm of the Campus and surrounding site and context, the value of being hidden and having intimate spaces for students gathering.

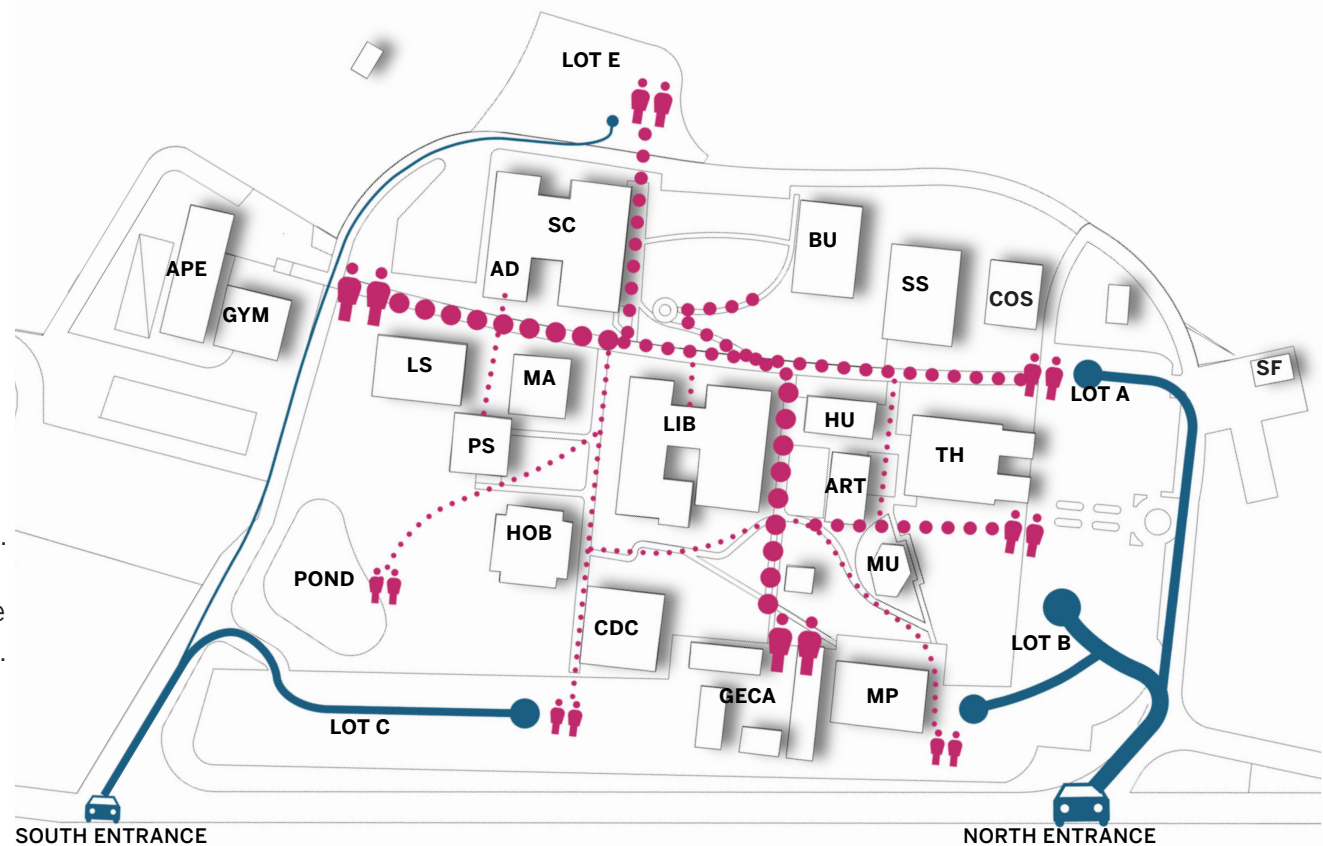


PATH OF TRAVEL



FIGURE 1.7

The participants were asked to draw their way when traveling to campus, and the paths they use regularly while on Campus. The graphic on this page shows their path through campus, the most used entrances and parking sites.

Most people come from north entrance and take the first left turn into campus. The most used pedestrian pathway is the iconic Sycamore Lane.



LEGEND

-  Vehicular Traffic
-  Pedestrian Traffic





“Clear ADA Pathways”



“Students Murals”



“Walking paths”
“Hiking trails”



“Gathering space for students interaction”



“More parking in lot C”



“Independent small group spaces”



“Well lit pathways”

02

SITE AND BUILDING ASSESSMENT

GJCCD BOUNDARIES

LAND USE

EXISTING CAMPUS PLAN

CAMPUS ZONING

SLOPE ANALYSIS

VEHICULAR CIRCULATION

**PEDESTRIAN MOVEMENT + OPEN
SPACE**

FACILITIES CONDITION INDEX

HEALTH OCCUPATION

**STUDENT CENTER/
ADMINISTRATION**

LIBRARY

THEATER

**COMMUNITY DEVELOPMENT &
CAREERS**



SITE AND BUILDING ASSESSMENT

INTRODUCTION

This Chapter provides information on the existing condition of buildings, infrastructure, and utilities. This assessment documents information related to campus-wide and buildings specific conditions.

This Chapter is divided in two sections:

- Campus Analysis
- Building Inventory

CAMPUS ANALYSIS

GAVILAN COMMUNITY COLLEGE DISTRICT (GJCCD) BOUNDARIES



San Martin Campus

The Gavilan College we know today was formed in 1963 when the district boundaries were redrawn to include both San Benito and Santa Clara Counties.

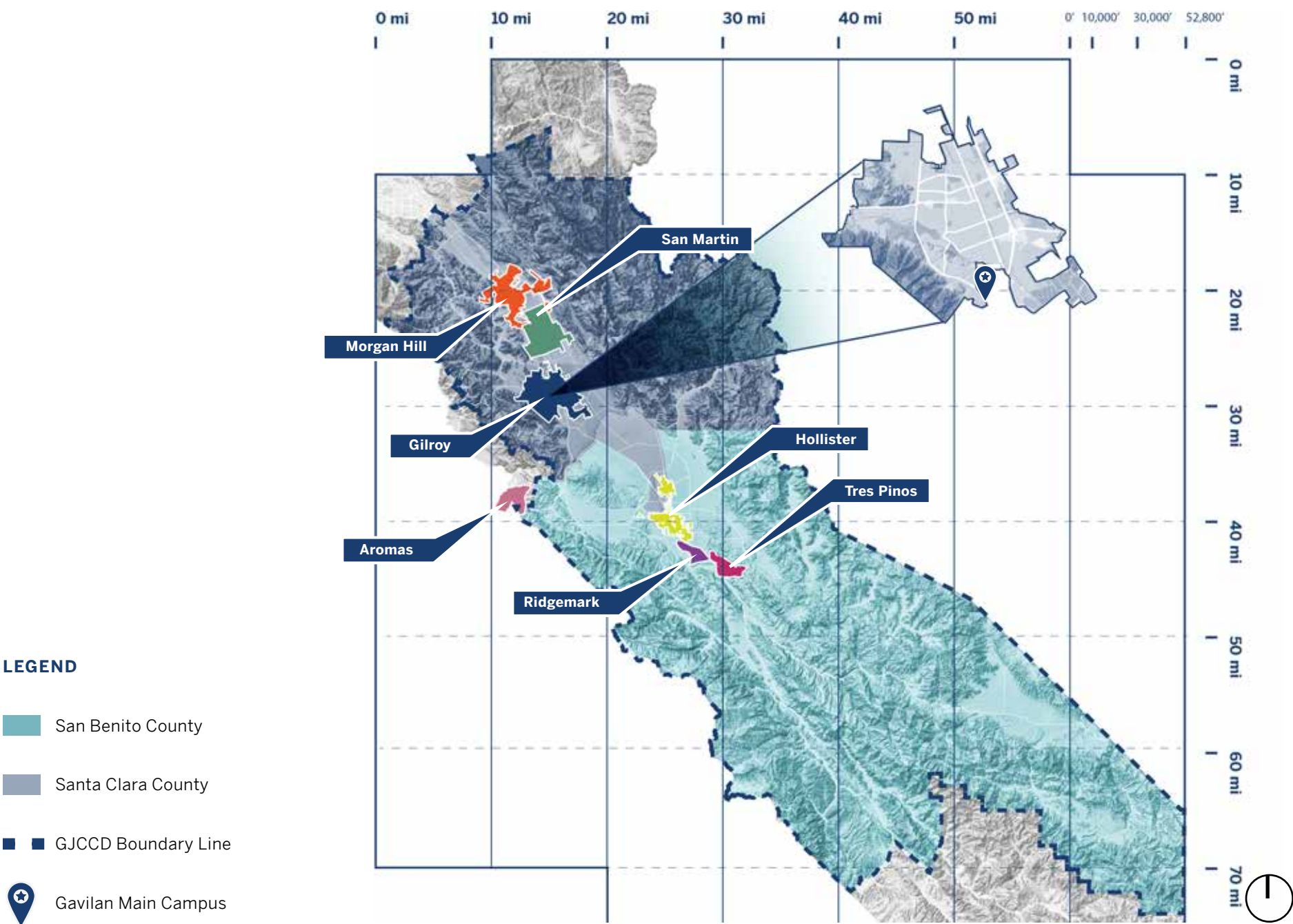
“The Gavilan Joint Community College District comprises 2,700 square miles encompassing southern Santa Clara County and most of San Benito County. It includes the communities of Coyote, Morgan Hill, San Martin, Gilroy, Hollister, San Juan Bautista, and Tres Pinos/Pacines. The College was established in 1919 as San Benito Junior College with instruction offered at Hollister High School. A new community college district was formed in 1963 to include both San Benito and southern Santa Clara Counties. Three

high school districts- San Benito, Gilroy Unified, and Morgan Hill Unified districts came together to create the new college district” (excerpt from Vision 2030)

Figure 2.5 shown on the right illustrates the GJCCD Boundary lines between both Santa Clara County and San Benito County.

GJCCD BOUNDARIES

FIGURE 2.3



LAND USE

The City of Gilroy is situated in the southern Bay Area, known for its rolling hills and peaceful residential environment as well as its bountiful agriculture.

The Gilroy Main Campus is just south-west of all of downtown Gilroy and rests along the foot hills of Mount

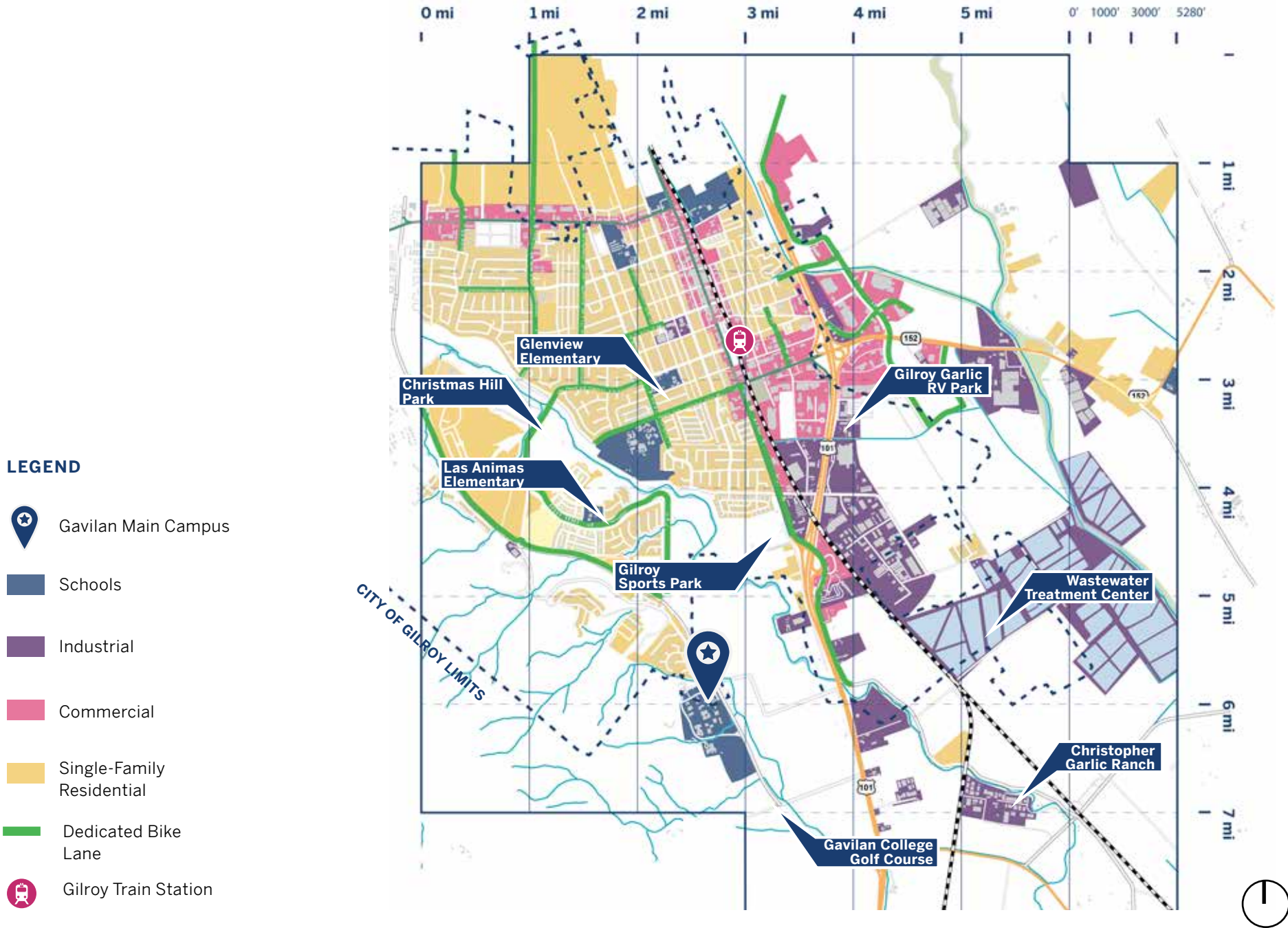
Madonna. The uses surrounding the Gilroy Campus are single family neighborhoods to the north, downtown to the north and north-west, and a mix of multi-family, commercial, and light industrial developments to the north-east. It is sited at the bottom of the hills with great views towards the valley.



City of Gilroy Museum

LAND USE

FIGURE 2.5



EXISTING CAMPUS PLAN



Music Hall

The existing campus plan shown on the following page illustrates the baseline conditions for the Gilroy Campus.

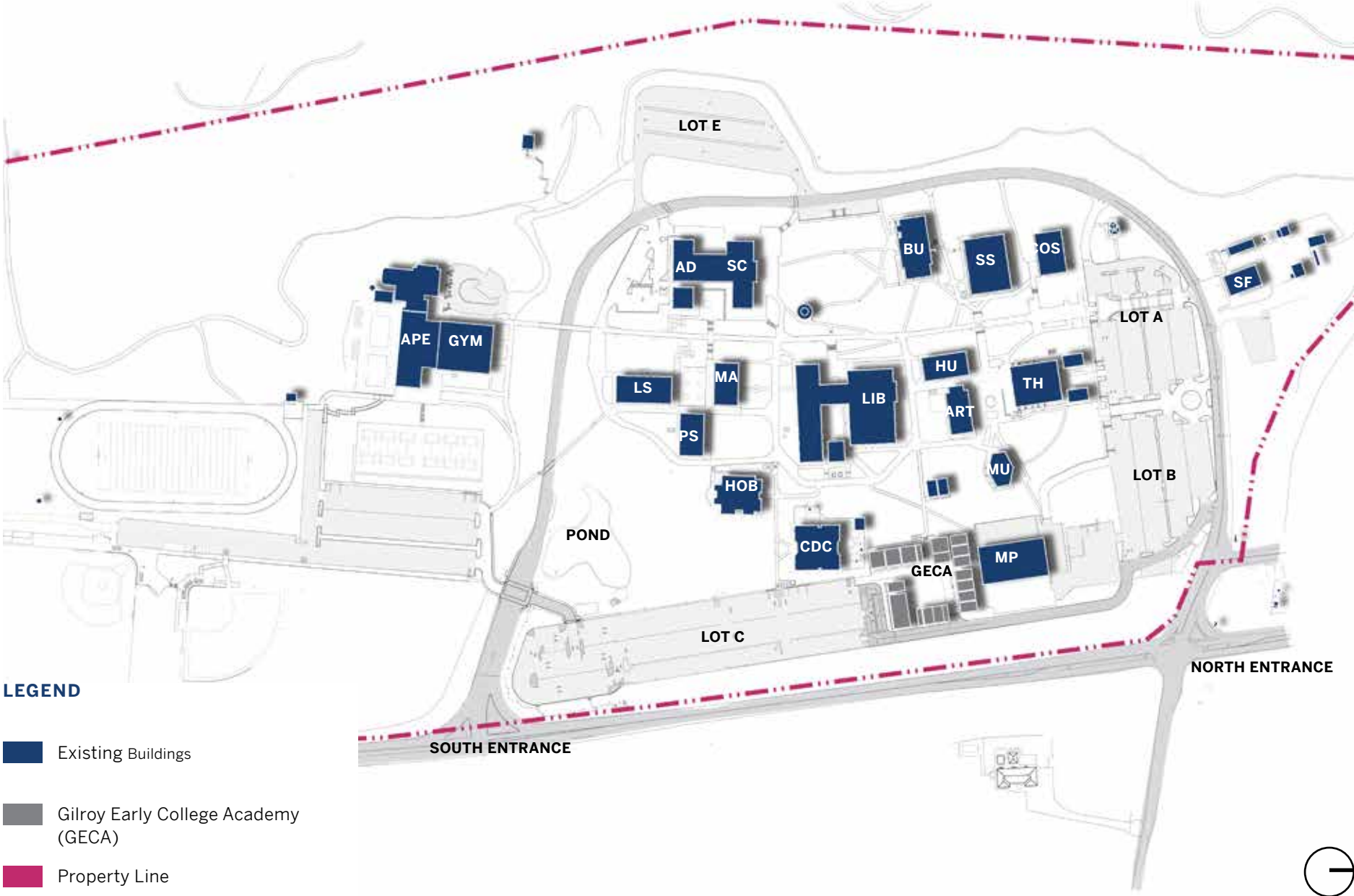
Gavilan College's campus houses 18 buildings. The first series of buildings were built in the late 60's with a tilt-up construction. the last development of the Campus happened in the early 2000 with the Career and Development and Health Occupations Buildings.

BUILDING KEY

AD	Administration
APE	Adapted Physical Education
ART	Art Department
BU	Business
CDC	Career Development Center
CHP	Chapel
GECA	Gilroy Early College Academy
COS	Cosmetology
GY	Gymnasium
HOB	Health Occupations Building
HU	Humanities
LIB	Library
LS	Life Science
MA	Mathematics
MAY	Mayock House
MP	Multipurpose Building
MU	Music Hall
PS	Physical Science
SC	Student Center
SF	Security and Facilities
SS	Social Science
TH	Theater

EXISTING CAMPUS PLAN

FIGURE 2.7



CAMPUS ZONING



Zoning Exercise

Student Support services are located in the south-western portion of the campus. This location makes the services hard to find for first time students.

The Administration functions are dispersed throughout campus and need to be colocated.

There are many concerns about the size, functionality, and configuration of the Library.

The Gymnasium and Athletic zone feels disconnected from the rest of the campus.

Visual and Performing Art functions are located on the north side of Campus.

The Theater's service functions are currently located at the very entrance of Campus.

The graphic plan on the opposite page illustrates the functional zoning of the existing site and facilities. Colors indicate the current functions and general zoning of uses.



LEGEND

■ Administration	■ Library
■ Athletics	■ Performing & Visual Arts
■ Business & Humanities	■ STEM
■ Career and Technical Education (CTE)	

SLOPE ANALYSIS



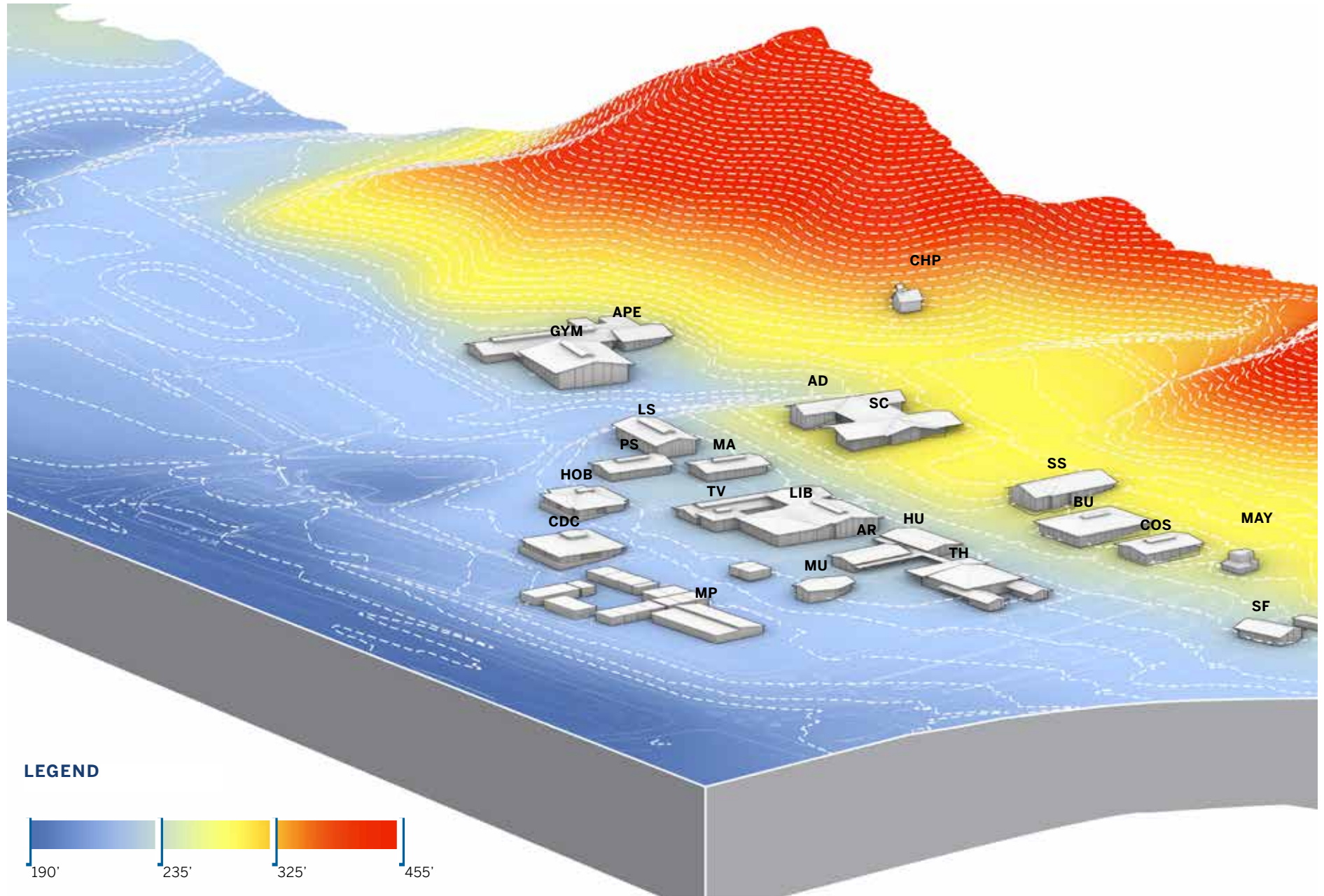
Mount Madonna

Set in the foothills of the Central Coast Range on an east-facing sloped site, the Gavilan College campus possesses a distinct sense of place.

The campus topography includes a series of ravines, knolls and meadows, with over 50 feet of elevation change from west to east, providing great views across the Santa Clara Valley. The campus is loosely organized into three terraced elevations, each roughly 15-20 feet higher than the next. A series of stairs and serpentine paths traverse the slope from east to west, often passing through picturesque wooded groves, connecting building clusters.

SLOPE ANALYSIS

FIGURE 2.11



VEHICULAR CIRCULATION



North Entrance

The Gilroy Campus has two main vehicular entrances along Santa Teresa Blvd. The south entrance is located at the base of the loop road, ascending the campus hillside, and is marked by the pond on the north side and an oak-lined ravine on the south side. The north entrance is a comparatively open intersection with views into the northeast corner of the campus.

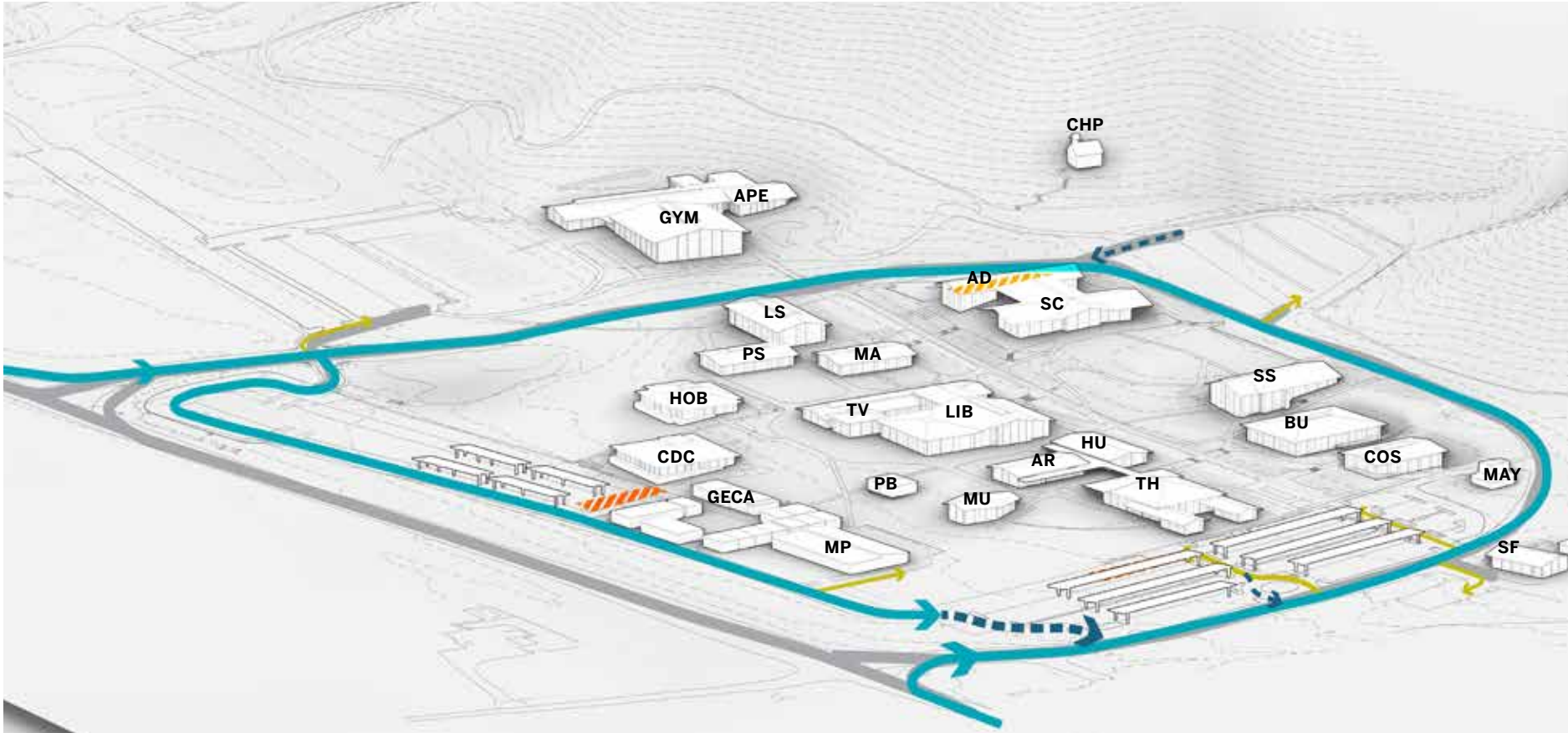
Once on campus, vehicles are directed along the campus ring road, towards pedestrian drop-offs and parking. The north parking lot entry is designated by the iconic Oak tree in the circular median and the south parking lot entry which skirts the south edge of the iconic pond.

Both north and south parking lots include well-located, accessible pedestrian drop-offs close to major pedestrian circulation.

Parking lot C is the most used by student and faculty and can be reached from the south entrance or the road behind the Multipurpose (MP) building and the Gilroy Early College Academy (GECA).

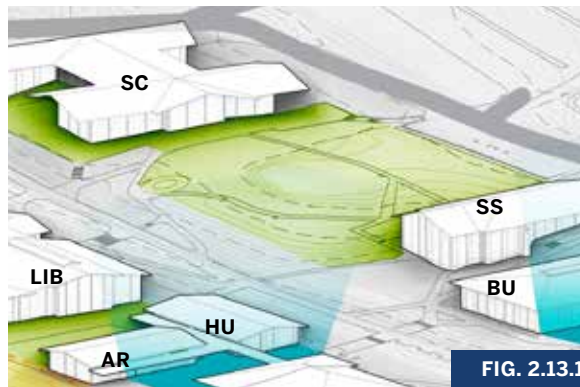


Parking Lot C

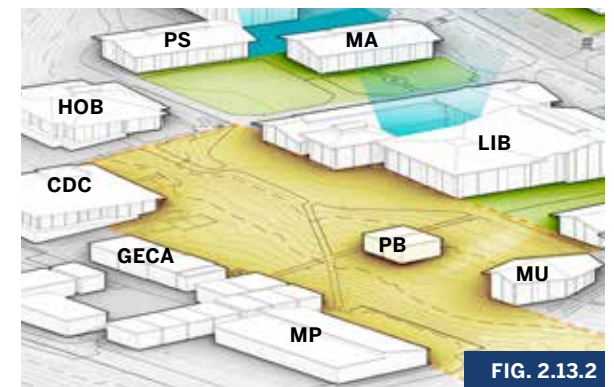


LEGEND

- Two-way Traffic
- Secondary Route
- Parking Entry
- Drop Offs



Organic Knoll off of Sycamore Lane



Undeveloped Areas to the East

PEDESTRIAN MOVEMENT AND OPEN SPACE



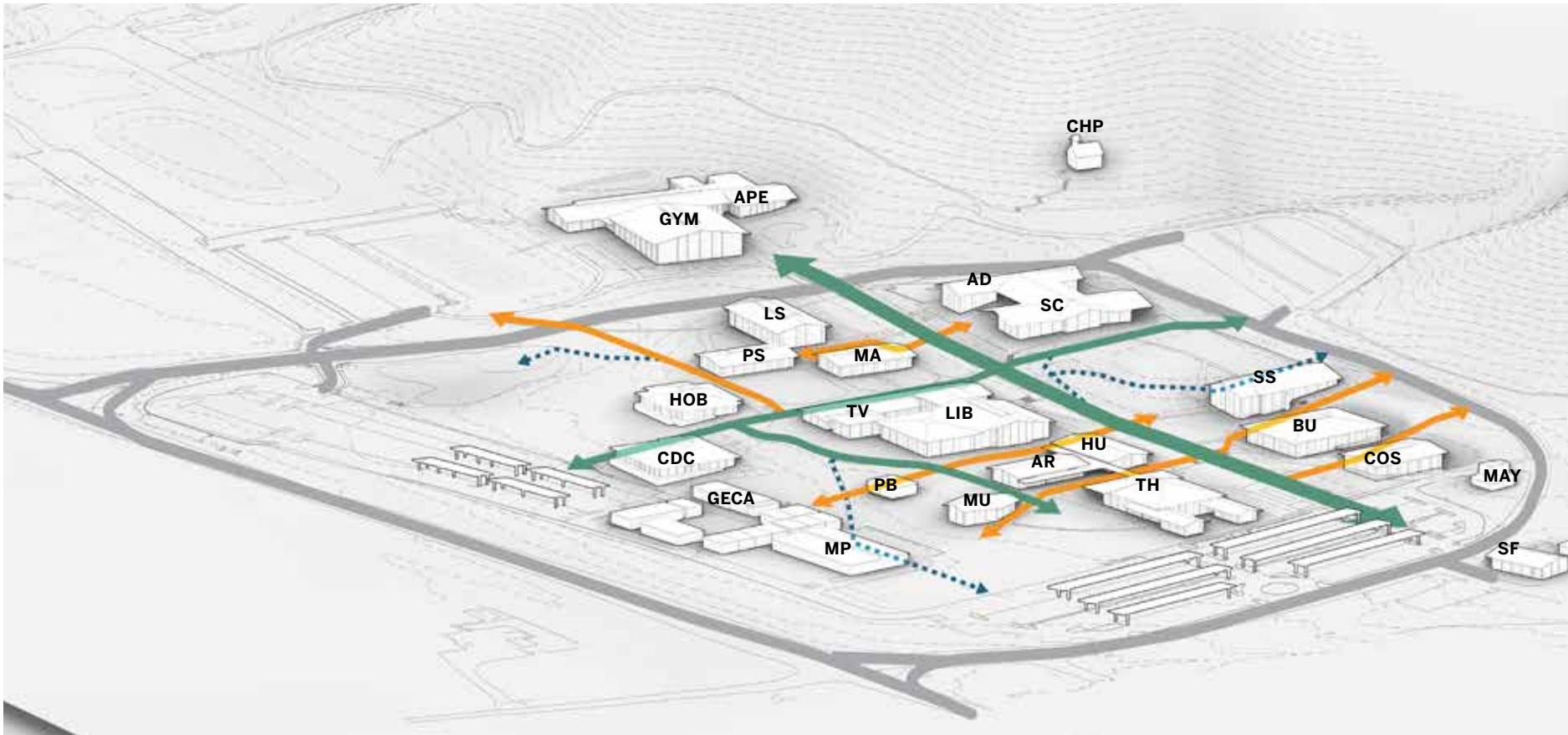
STEM Courtyard

The Gilroy Campus has a clear organizational system for pedestrian circulation. Sycamore Lane forms the main north-south central spine where students and visitors navigate down a comfortably shaded tree-lined promenade. East-west connections are comprised of a series of paths that combine stairs, sloped walks and ramps to traverse the sloped site.

Academic and administration buildings feature arcades, often organized around shared courtyards, creating a comfortable mix of warm sunny spaces and cool, shaded respites.

This character of clustered buildings and groves, set in a gentle foothill slope, connected along terraces and ridges and traversed by serpentine trails and ravines is quintessential to coastal California and gives Gavilan College its unique identity.

Although there are many opportunities for student small gathering, the Campus lacks large open spaces for events (see Figure 2.15).



LEGEND

- | | |
|-----------------------|-----------------------|
| Primary Circulation | Buildings Courtyard |
| Secondary Circulation | Open Gathering Spaces |
| Tertiary Circulation | Underdeveloped Areas |



BUILDING INVENTORY

INTRODUCTION

The planning team was asked to evaluate physical conditions of a number of existing facilities on Campus. To understand and determine the future of these facilities, and ultimately of the entire Campus, the planning team conducted interviews with staff, faculty and users, as well as physical observations. The following pages summarize these findings.

FACILITIES CONDITION INDEX (FCI)

The CCCCCO conducts a survey at regular intervals to asses building conditions and to assign a Facilities Condition Index (FCI) score. The FCI is a formula measuring the ratio of the cost to correct existing facility deficiencies against the current replacement value of the

Building Replacement Value

\$1,000,000

÷

Cost of Correcting Building Deficiencies

\$100,000

Facilities Condition Index

0.10

(10%)

facility, as illustrated below:

The larger the FCI score, the poorer the condition of a facility. The purpose of the FCI is to compare buildings by condition as well as inform decision makers on building renewal funding versus new construction.

The FCI of buildings shown in the opposite page is divided in the following categories:

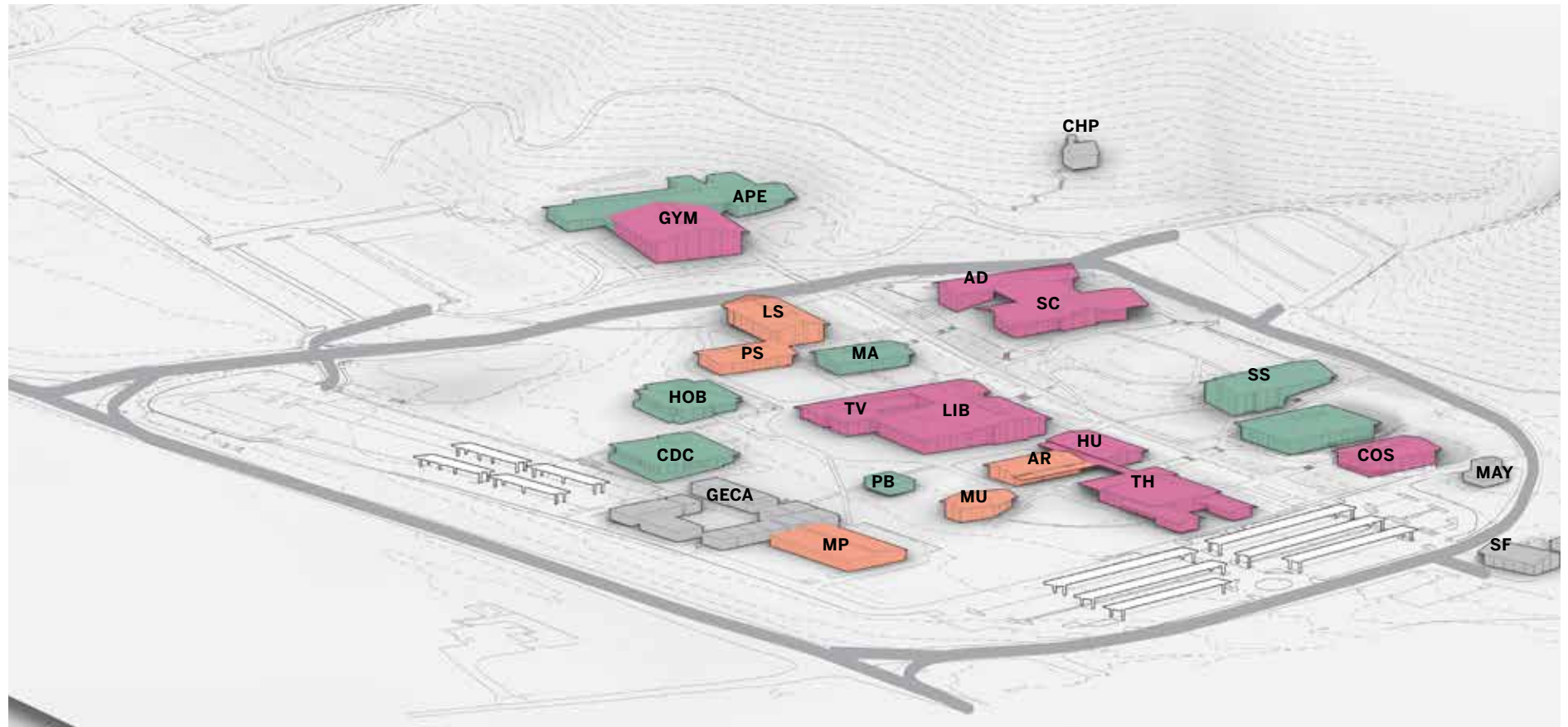
- FCI <10% - GOOD
- FCI >10% to 50% - FAIR
- FCI > 50% - POOR

The majority of buildings on campus have an FCI score over 50%, all of which were all constructed in the 1960’s. These facilities should be considered for demolition, which will provide opportunities to reconsider the spatial organization of the entire campus.

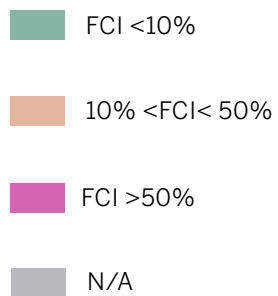
There are five buildings with an FCI between 10% and 50%, which indicates the cost to renovate would still be higher than state standards and replacement should be considered. These buildings were constructed between the 1960’s and 1970’s.

FACILITIES CONDITION INDEX (FCI)

FIGURE 2.19



LEGEND





BUILDING CHARACTERISTICS

- 8,800 sqft
- Single-story building - Built 1967
- Exterior: Exposed Aggregate tilt-up construction with a hip roof.

PHYSICAL BUILDING PERFORMANCE CONSENSUS

- Replacement and refurbishment required for most building components.
- Potential salvage opportunities of the major structural systems.
- Structural Systems are not code compliant

MAJOR BUILDING SYSTEMS	FUSION ASSESSMENT (LIFE LEFT)
A1030 Slab on Grade	86%
B1010 Floor Construction	86%
B1020 Roof Construction	86%
B2020 Exterior Windows	60%
B2010 Exterior Walls	53%
B2030 Exterior Doors	86%
B3010 Roof Coverings	53%
B3020 Roof Openings	30%
C1010 Partitions	53%
C1020 Interior Doors	53%
C3030 Ceiling Finishes	44%
C3010 Wall Finishes	07%
C3020 Floor Finishes	30%
D2010 Plumbing Fixtures	60%
D3020 Heat Generating Systems	60%
D3030 Cooling Generating Systems	53%
D4030 Fire Protection Specialties	60%
D5010 Electrical Service/ Distribution	60%
D5030 Communications and Security	30%
F1030 Special Construction Systems	44%

STUDENT CENTER / ADMINISTRATION

FIGURE 2.23



BUILDING CHARACTERISTICS

- 20,652 sqft
- Single-story building - 1967
- Exposed aggregate tilt-up construction with wood-framed gable roof.

PHYSICAL BUILDING PERFORMANCE CONSENSUS

- Replacement and refurbishment required for most building finishes.
- Potential salvage opportunities in Slab, Floor and Roof components.
- Structural Systems are not code compliant.

MAJOR BUILDING SYSTEMS	FUSION ASSESSMENT (LIFE LEFT)
A1030 Slab on Grade	52%
B1010 Floor Construction	52%
B1020 Roof Construction	52%
B2020 Exterior Windows	0%
B2030 Exterior Doors	0%
B3010 Roof Coverings	0%
C1010 Partitions	0%
C1020 Interior Doors	0%
C3010 Wall Finishes	0%
C3020 Floor Finishes	0%
C3030 Ceiling Finishes	0%
D2010 Plumbing Fixtures	0%
D3020 Heat Generating Systems	0%
D3030 Cooling Generating Systems	0%
D4030 Fire Protection Specialties	0%
D5010 Electrical Service/ Distribution	0%
D5030 Communications and Security	0%
F1030 Special Construction Systems	0%



BUILDING CHARACTERISTICS

- 38,803 sqft
- Multi-story building - Built 1967
- Exposed aggregate tilt-up construction with wood-framed gable roof.

PHYSICAL BUILDING PERFORMANCE CONSENSUS

- Replacement and refurbishment required for most building components.
- Potential salvage opportunities or the major structural systems.
- Structural Systems are not code compliant.

MAJOR BUILDING SYSTEMS	FUSION ASSESSMENT (LIFE LEFT)
A1030 Slab on Grade	52%
A2020 Basement Walls	52%
B1010 Floor Construction	52%
B1020 Roof Construction	52%
B2010 Exterior Walls	52%
B2020 Exterior Windows	0%
B2030 Exterior Doors	0%
B3010 Roof Coverings	0%
B3020 Roof Openings	0%
C1010 Partitions	0%
C1020 Interior Doors	0%
C2010 Stair Construction	52%
C3010 Wall Finishes	0%
C3020 Floor Finishes	0%
C3030 Ceiling Finishes	0%
D1010 Elevators & Lifts	0%
D2010 Plumbing Fixtures	0%
D3020 Heat Generating Systems	0%
D3030 Cooling Generating Systems	0%
D4030 Fire Protection Specialties	0%
D5010 Electrical Service/ Distribution	0%
D5030 Communications and Security	0%
F1030 Special Construction Systems	0%

THEATER

FIGURE 2.27



BUILDING CHARACTERISTICS

- 14,271 sqft - Built 1967
- Single-story building, 421 seat theatre.
- Exposed Aggregate tilt-up and CMU construction.

PHYSICAL BUILDING PERFORMANCE CONSENSUS

- Replacement and refurbishment required for most building components.
- Potential salvage opportunities of the Slab, Floor and Roof components.
- Structural Systems are not code compliant.

MAJOR BUILDING SYSTEMS	FUSION ASSESSMENT (LIFE LEFT)
A1030 Slab on Grade	52%
B1010 Floor Construction	52%
B1020 Roof Construction	52%
B2020 Exterior Windows	0%
B2010 Exterior Walls	52%
B2030 Exterior Doors	0%
B3010 Roof Coverings	0%
B3020 Roof Openings	0%
C1010 Partitions	0%
C1020 Interior Doors	0%
C2010 Stair Construction	52%
C3010 Wall Finishes	0%
C3030 Ceiling Finishes	0%
C3020 Floor Finishes	0%
D1010 Elevators & Lifts	0%
D2010 Plumbing Fixtures	0%
D3020 Heat Generating Systems	0%
D3030 Cooling Generating Systems	0%
D4030 Fire Protection Specialties	0%
D5010 Electrical Service/ Distribution	0%
D5030 Communications and Security	0%



BUILDING CHARACTERISTICS

- 11,425 sqft
- Single-story building - Built 2001.
- Exposed aggregate tilt-up building.

**PHYSICAL BUILDING PERFORMANCE
CONSENSUS**

- Replacement and refurbishment required for most building components.
- Potential salvage opportunities on the major structural systems.
- Structural Systems are not code compliant.

MAJOR BUILDING SYSTEMS	FUSION ASSESSMENT (LIFE LEFT)
A1030 Slab on Grade	86%
B1010 Floor Construction	86%
B1020 Roof Construction	86%
B2010 Exterior Walls	86%
B2020 Exterior Windows	60%
B3010 Roof Coverings	30%
B3020 Roof Openings	53%
C1020 Interior Doors	53%
C1010 Partitions	53%
C3010 Wall Finishes	07%
C3020 Floor Finishes	30%
C3030 Ceiling Finishes	44%
D2010 Plumbing Fixtures	60%
D3020 Heat Generating Systems	60%
D3030 Cooling Generating Systems	53%
D4030 Fire Protection Specialties	60%
D5010 Electrical Service/ Distribution	60%
D5030 Communications and Security	30%
F1030 Special Construction Systems	44%

03

RECOMMENDATIONS



PLANNING PRINCIPLES
DEVELOPMENT CONCEPTS
SPECIFIC MASTER PLAN
PROJECT DESCRIPTIONS
PHASED DEVELOPMENT
SITE IMPROVEMENTS
SITE IMPROVEMENT PROJECTS

RECOMMENDATIONS

INTRODUCTION

The recommendations included in this Chapter present an overall picture of the future campus, which includes proposed sites for new facilities, renovations of existing facilities, and site development projects.

PLANNING PRINCIPLES

The Facilities Planning Principles provide the framework for the recommendations for the Gilroy Campus. These principles were developed early in the planning process and were used as a guide for the development and evaluation of early concepts and ideas. The principles represent a set of overarching goals for future development and have been translated into a series of projects described in this chapter.



PROGRAMMATIC NEEDS

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



COMMUNITY PRESENCE

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



ACCESS + WAYFINDING

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



CONNECTIONS

- **Organize campus functions to support the guided pathway model**
- **Develop new east/west connections, while strengthening existing primary pedestrian routes**



SENSE OF PLACE

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



HEART OF CAMPUS

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

DEVELOPMENT CONCEPTS

CREATE A CAMPUS CORE

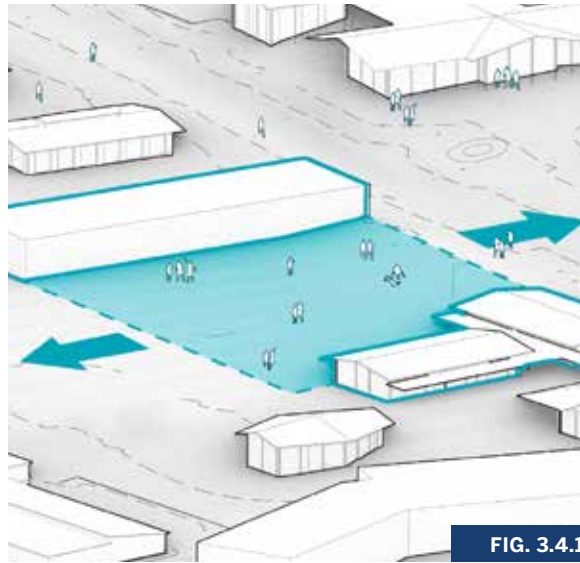


FIG. 3.4.1

- **Activate Campus center with multi-purpose programming for students, faculty and the community**
- **Create relationships with adjacent buildings**
- **Strengthen and establish a new East - West connection to Sycamore Lane**

IMPROVE ACCESS AND CAMPUS CEREMONIAL ENTRANCE

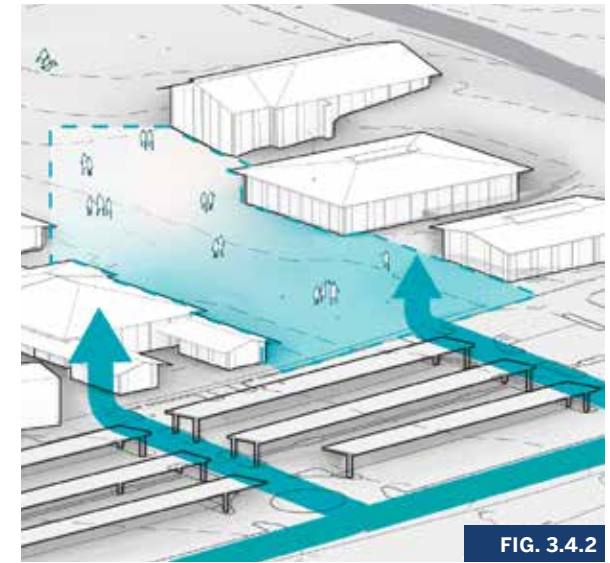
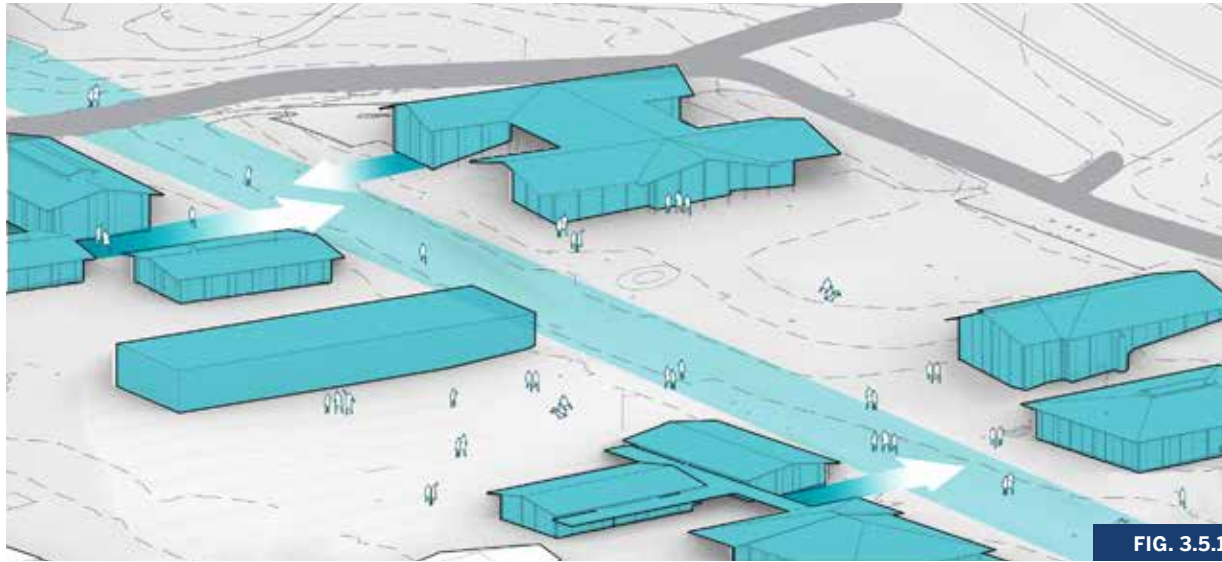


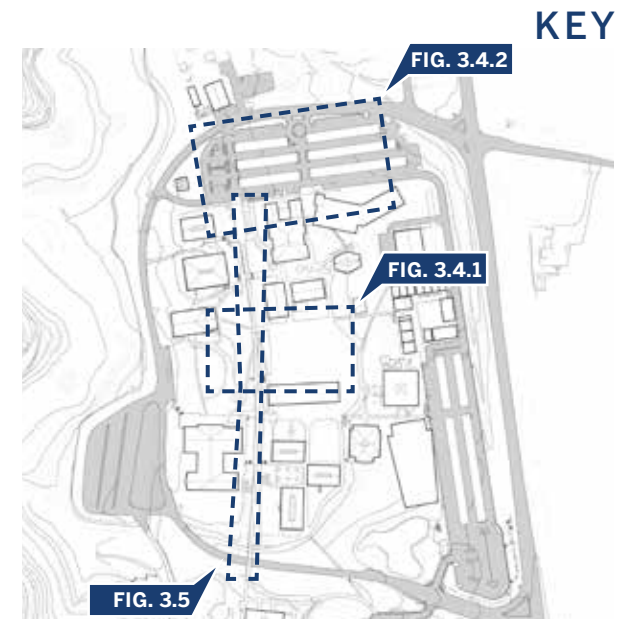
FIG. 3.4.2

- **Strengthen vehicular circulation by creating a hierarchy of flow through parking lot A**
- **Establish a ceremonial pedestrian entryway at Sycamore Lane**
- **Improve wayfinding for ease of access**

STRENGTHEN SYCAMORE LANE



- **Extend Sycamore Lane in each direction and connect it to existing and proposed building courtyards and gardens**
- **Use the North - South connection for student and community events**
- **Opportunity to strengthen campus aesthetic on main boulevard**



SPECIFIC MASTER PLAN

The Master Plan Update shown on Figure 3.6 presents an overall scenario for the future recommended developments on campus. The drawings represent a conceptual layout of the buildings and their site surroundings.

Based on analysis of existing conditions, previous planning documents, physical observations, and multiple meetings with the College, this update proposes three new buildings. The Library + Student Services (LSS) is recommended as a short-term construction project.

In addition to new facilities, this Plan also proposes to renovate three existing buildings, based on their condition and physical observation.

This Plan recommends demolition and replacement of older and outdated buildings on campus. Functions currently housed in these facilities will be relocated to permanent facilities and will support the new campus zoning diagram and address program needs.

The project list to the right summarizes the proposed projects that are illustrated on the campus plan and described on the following pages.

NEW CONSTRUCTION

Library + Student Services (LSS)

STEM

Performing Arts Center (PAC)

RENOVATION/CHANGE OF USE

Administration + Cafeteria

Lecture Hall (LH)

Multipurpose Building (MP)

SITE IMPROVEMENTS

Vehicular Circulation

Pedestrian Circulation

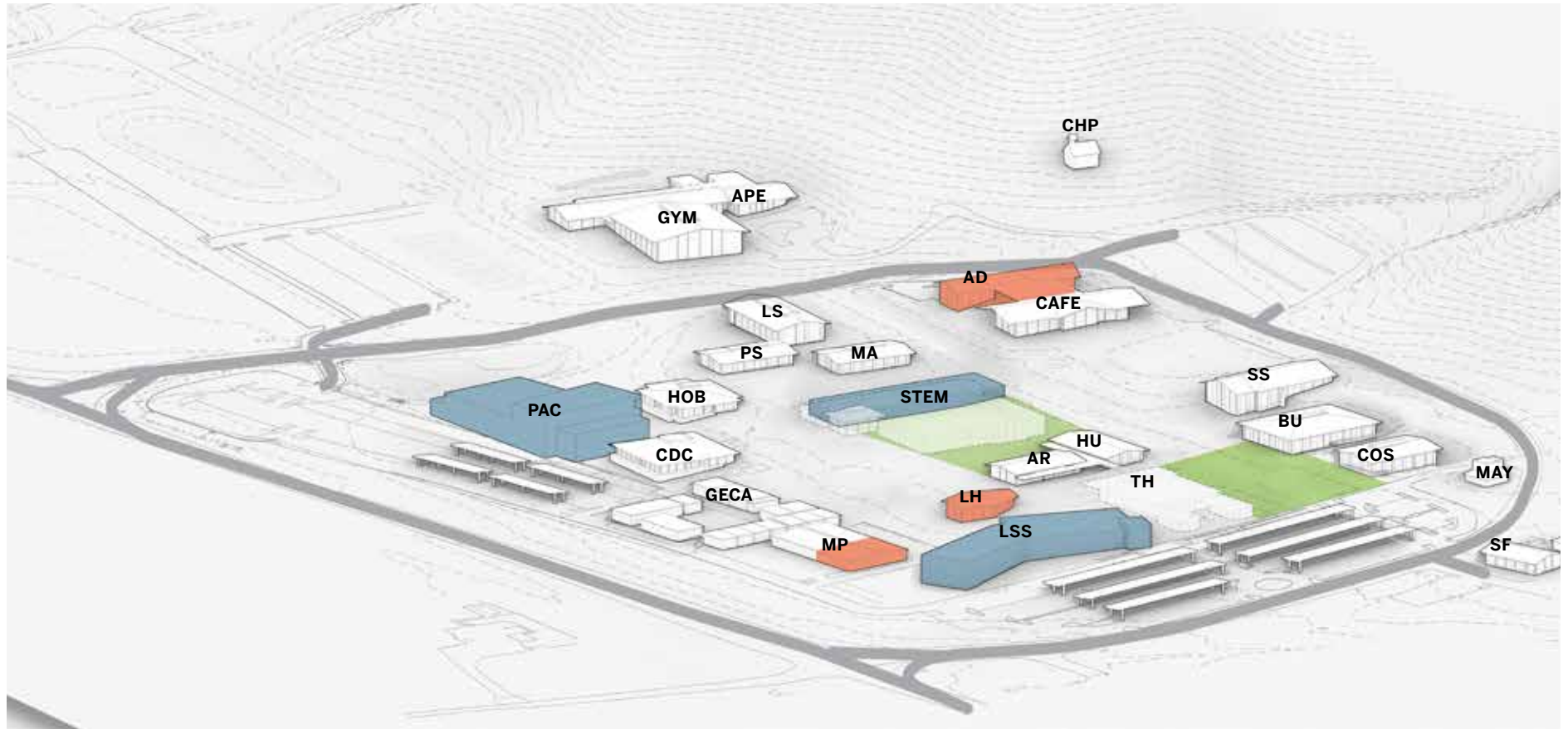
Landscape Plan

DEMOLITION






Library

Theater Building

TV Studio

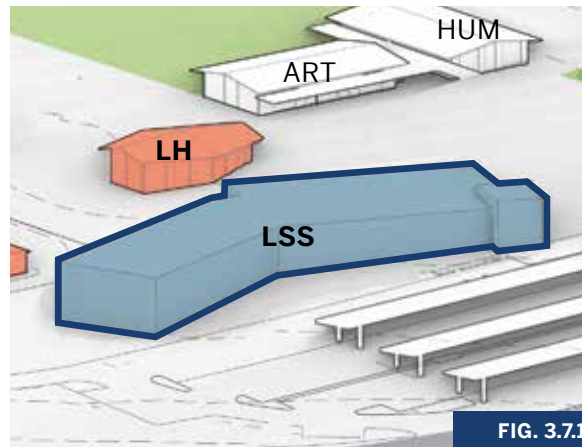


LEGEND

- | | | | |
|-------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------|------------|
|  | Existing Facilities |  | Demolition |
|  | New Construction | | |
|  | Renovation/Change of Use | | |
|  | Site Improvements | | |

PROJECT DESCRIPTIONS

NEW CONSTRUCTION



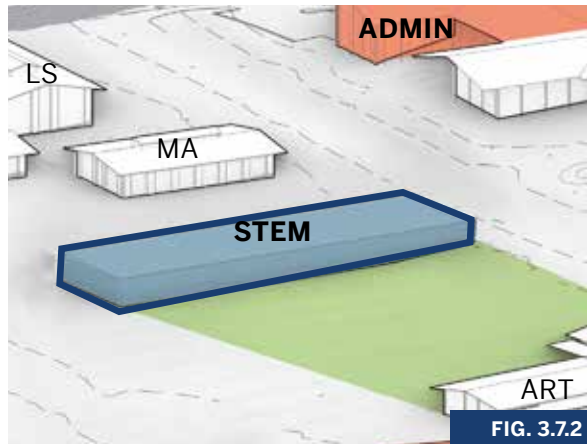
Descriptions for each of the new construction projects identified in this Plan are described here.

LIBRARY + STUDENT SERVICES (LSS)

Positioned as the front door to campus, a new Library + Student Services facility will welcome students and visitors to the campus and provide immediate access to essential student support services. The Library will be co-located in this facility to enhance student success and support the guided pathway model.

This facility is envisioned to include a bookstore and a cafe setting, with outdoor space to encourage students to stay on Campus.

This new gateway building will establish a positive entry experience and will engender greater access to programs and services in a comfortable setting that offers intuitively legible pathways for students to begin their journey at Gavilan College.

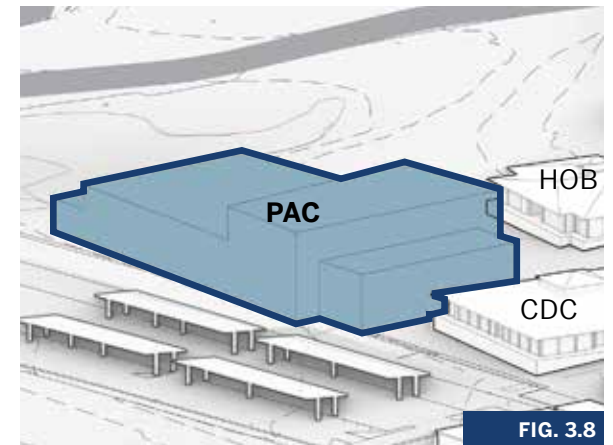


STEM EXPANSION

This new instructional building will house both expansion of existing programs and new programs to address emerging needs for STEM (Science Technology Engineering + Mathematics). The College necessitates planning for new facilities that will house instruction for the innovative technologies and their specific equipment and pedagogical needs.

Instructional spaces will be flexible and adaptable; located indoors and outdoors; and fully outfitted with technology, utilities, and support spaces.

Faculty offices, meeting rooms, and staff areas will be clustered to facilitate collaboration within and across disciplines and to provide places for students to interact with faculty.

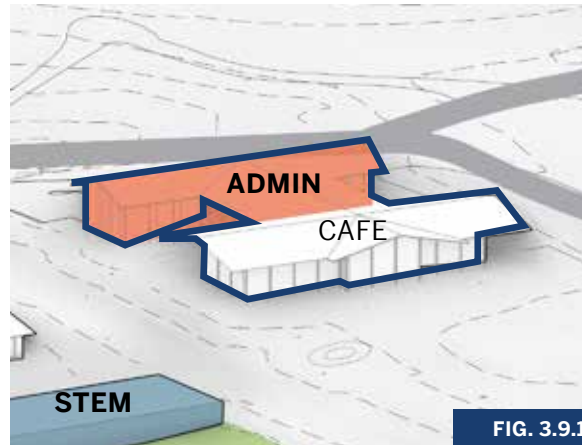


PERFORMING ARTS CENTER

In line with the previous Master Plan, a new Performing Arts Center is recommended to replace multiple functions that are currently housed in underperforming facilities and to create an 'Arts Precinct' that supports collaboration and the celebration of the Arts at GC. The proposed location along the east edge of Campus will improve access to arts programs, enhance community engagement and create an opportunity to redevelop the pond area currently underutilized for outdoor events and new learning environments.

PROJECT DESCRIPTIONS

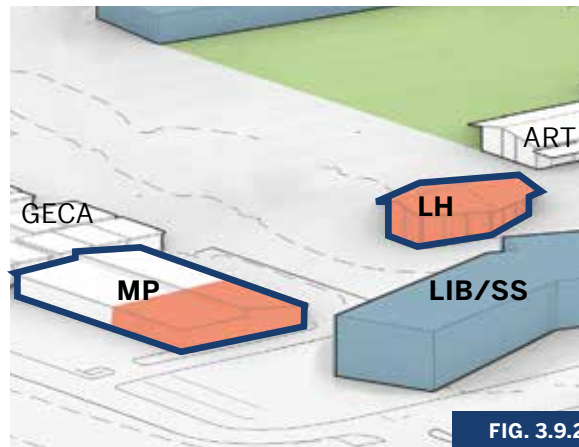
CHANGE OF USE



Renovation/Change of Use is recommended for four buildings on the GC campus. This is a cost effective and a sustainable strategy to adapt a structure for a new use and seismic upgrade, to extend the lifespan of facilities and to address program needs.

ADMINISTRATION + CAFETERIA

A portion of Administration Student Center will be vacated following the relocation of Student Services programs to the new Library Student Services Building. This will free up space to co-locate all Administration offices,



STUDENT SERVICES ANNEX (FORMERLY MUSIC BUILDING)

Following the relocation of the Music Program to the new Performing Arts Center, space will be freed up in the existing Music Building. Recommendations include change of use in the existing building to expand tutorial services and improve visibility and access to the essential instructional support services housed in the new Student Services Library building.

MULTIPURPOSE

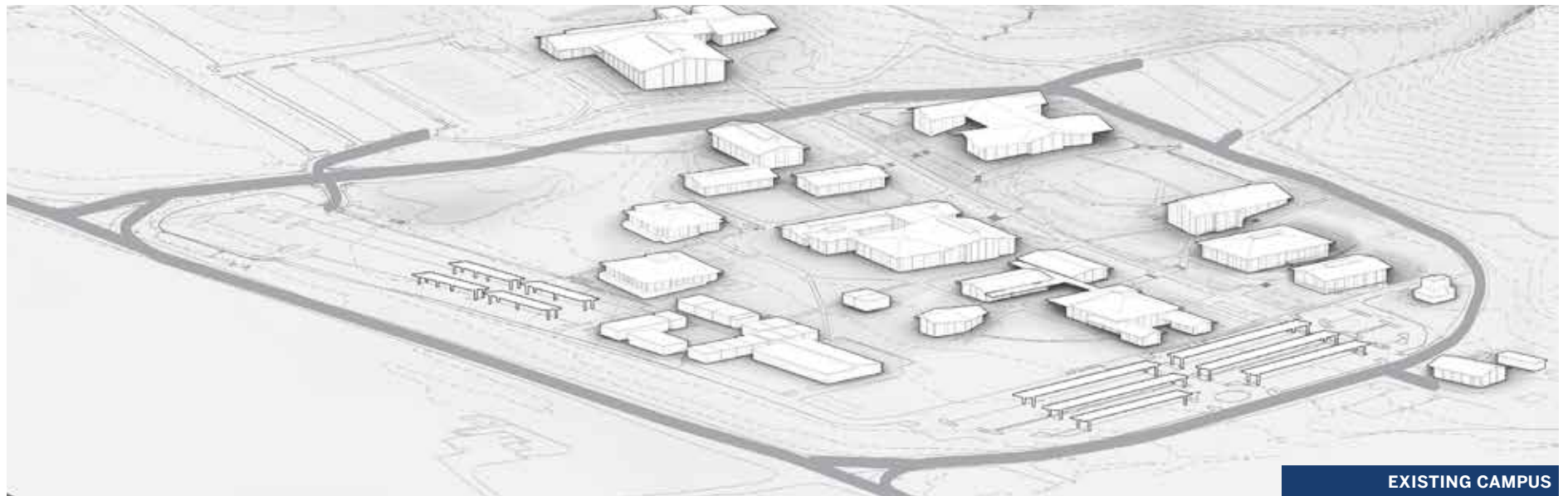
Following the relocation of the Business Center to the Administration building, space will be freed up in the existing MP Building. This space will be used to expand CTE programs already housed in the building.

PHASED DEVELOPMENT

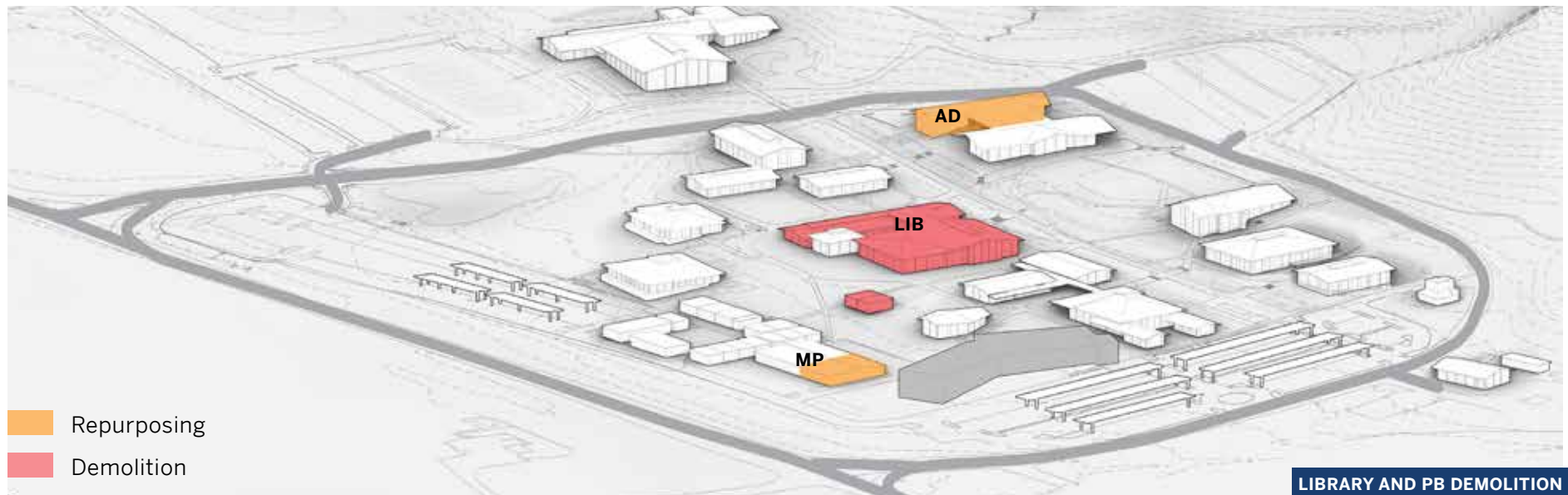
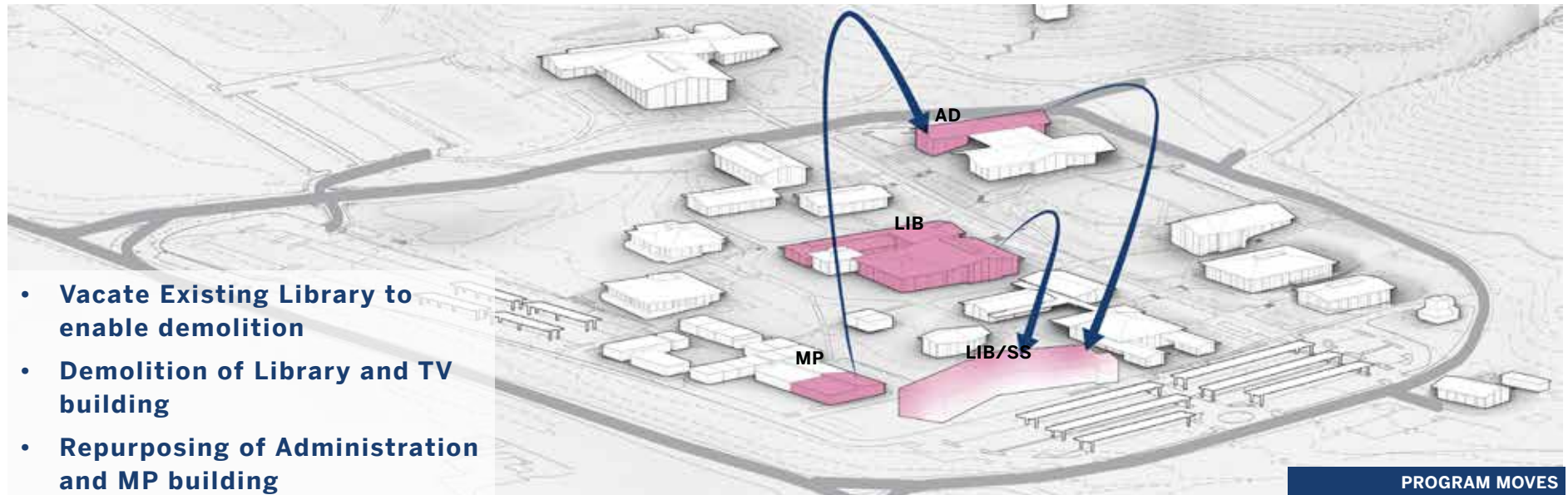
The Master Plan recommendations will be implemented in a series of phases. The phasing will be based on the logical sequencing of projects in order to address the priority needs of the college, limit disruption and minimize the need for swing space.

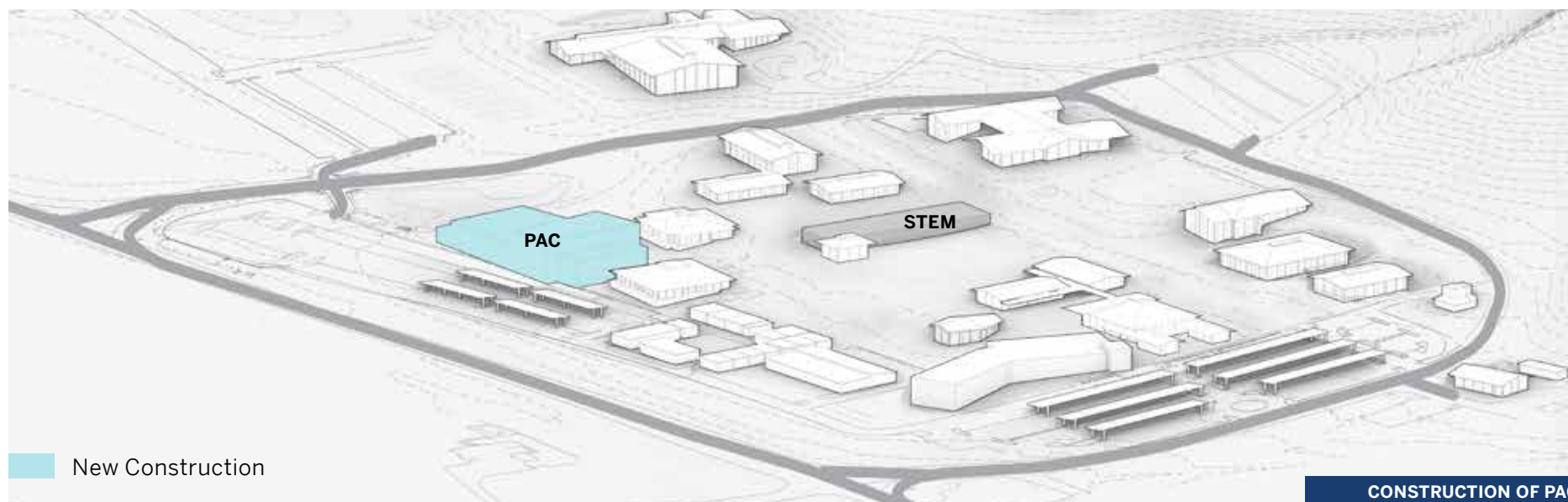
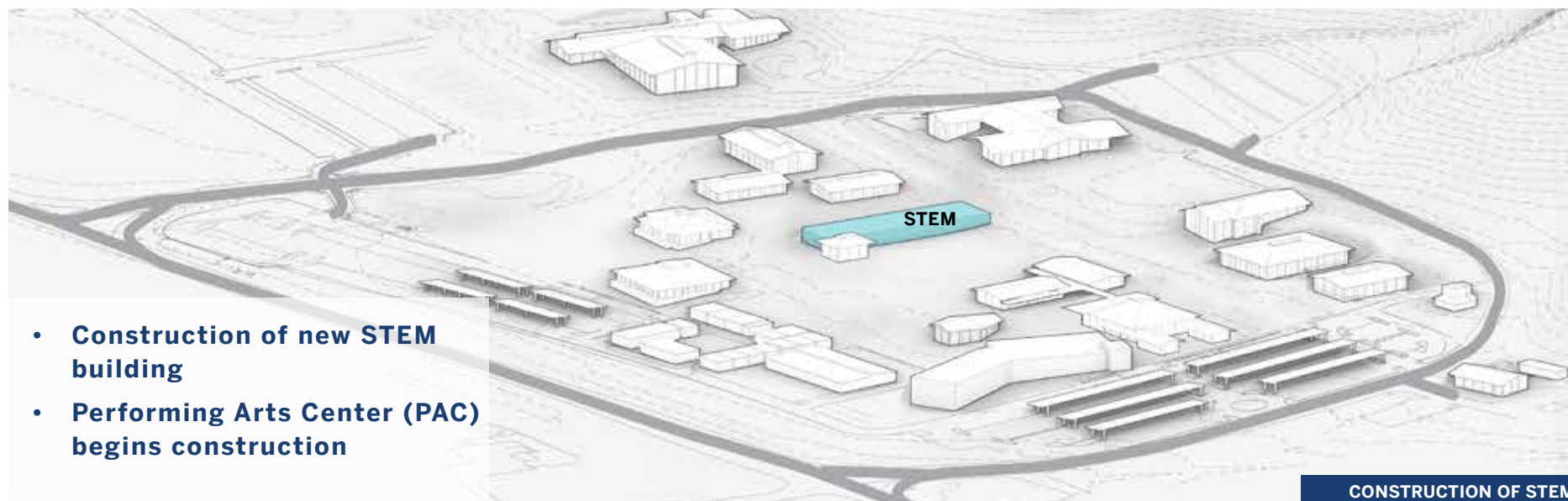
The phasing plans on the following pages represent the general sequencing of campus development.

- **Construct new Library Learning Center/ Student Services (LLRC/SS) at main campus entry**
- **Re-locate Library and Student Services Programs from Admin and Library Building to new LSS**

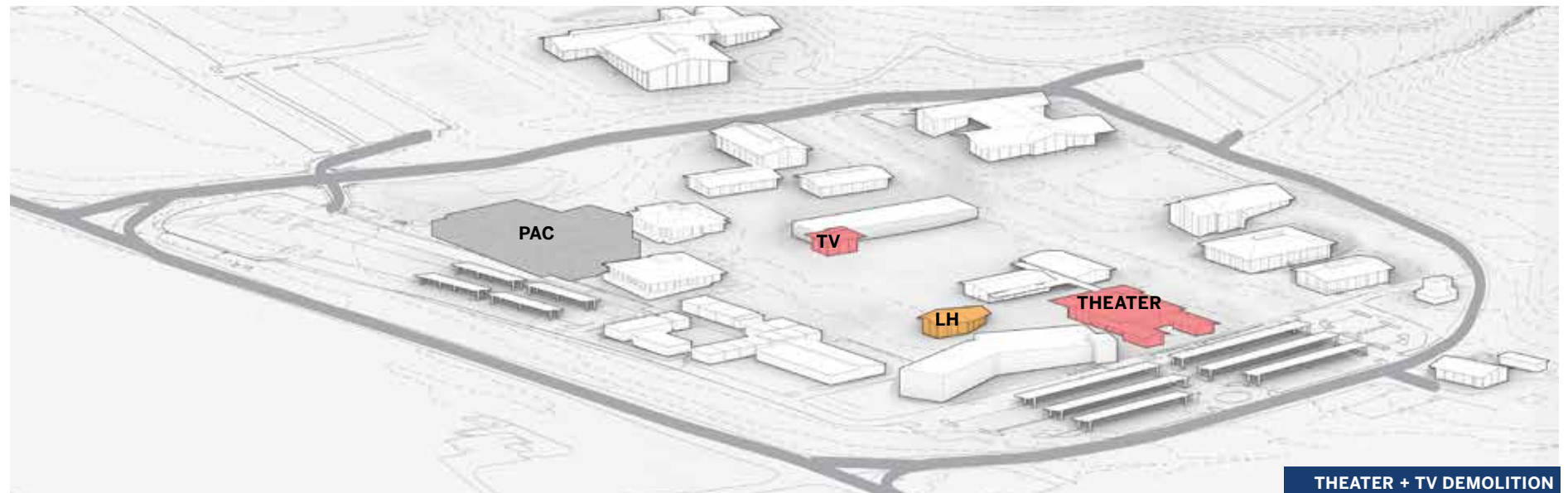
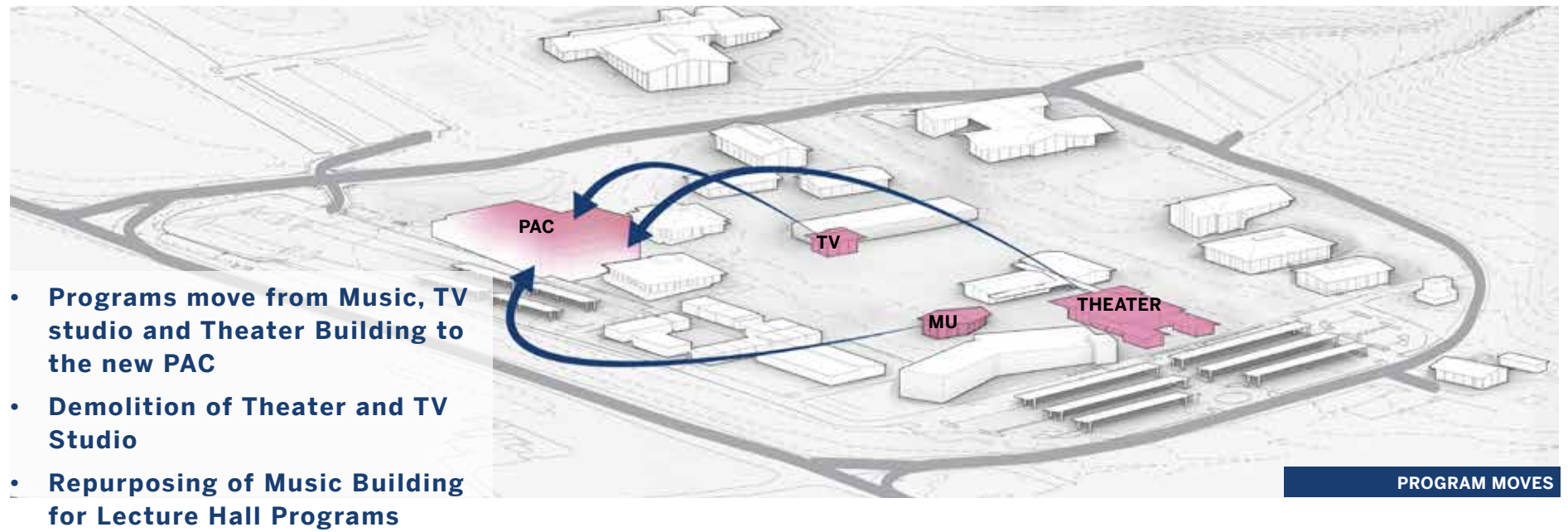


PHASED DEVELOPMENT cont'd





PHASED DEVELOPMENT cont'd





SITE IMPROVEMENTS

VEHICULAR CIRCULATION

The graphic plan on the opposite page illustrates the recommended vehicular circulation.

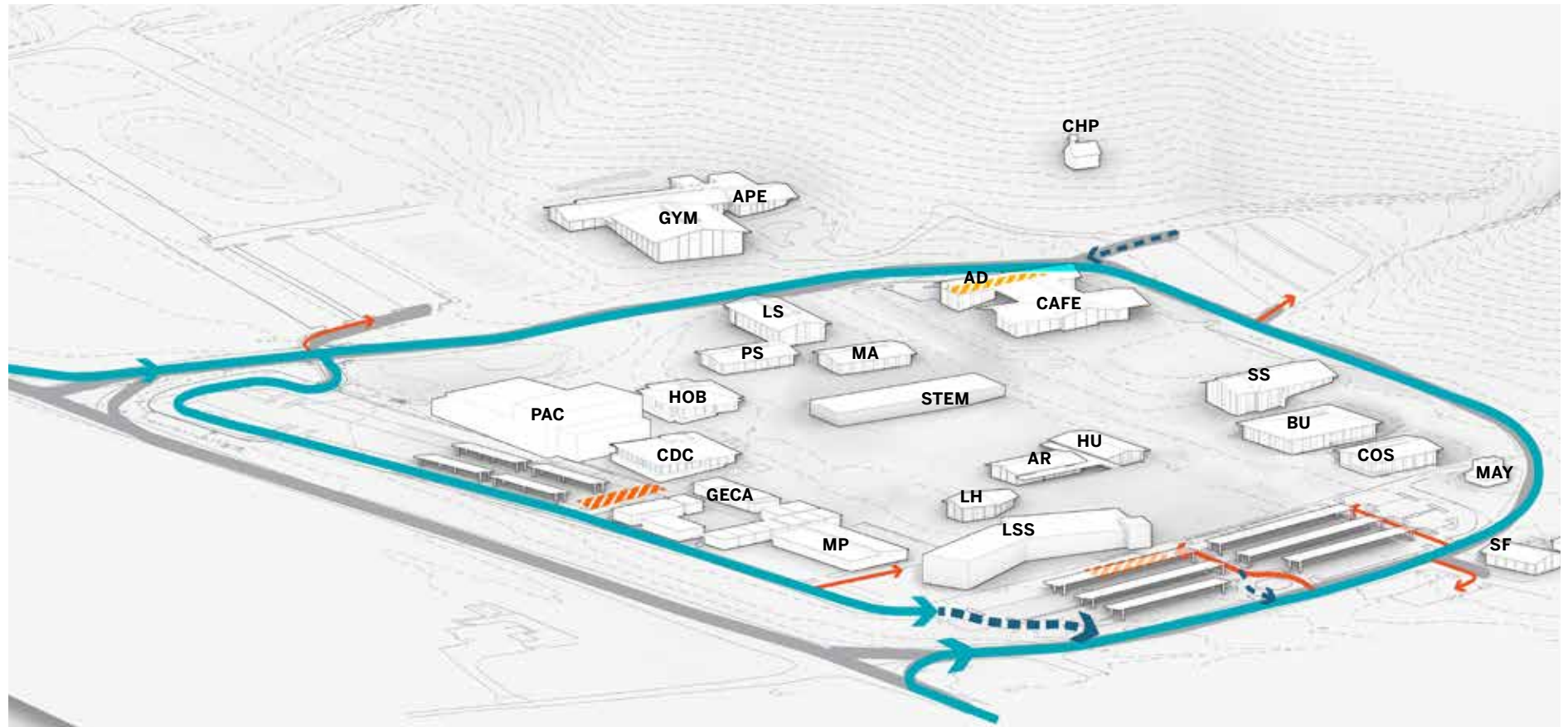
To improve traffic and clearly define pedestrian and vehicular circulation, provide passenger loading zones at key locations throughout the core of the campus, incorporate sustainable principles this master plan recommends emphasizing two main vehicular parking entries off the ring road: the north parking lot entry, designated by the iconic Oak tree in the circular median, and the south parking lot entry which skirts the south edge of the iconic pond.

Both north and south parking lots include well-located, accessible pedestrian drop-offs close to major pedestrian circulation.

This master plan also recommends that the entry and exit sequence for the north parking lot be reconfigured to emphasize a central point of entry. This would be accomplished by making the easternmost road one-way only and removing the planted median to the north of the existing circular median with iconic oak.

Additionally, the easternmost end of the parking lot would be reconfigured to improve traffic calming, introducing a stop sign and routing cars through the lot a short distance to the eastern exit.

Service access to the campus core is accommodated on the central north-south pedestrian path extending from the small parking lot at the southwest corner of the campus to the proposed entry plaza at the north parking lot.



LEGEND

- Two-way Traffic
- Secondary Route
- Parking Entry
- Drop Offs

SITE IMPROVEMENTS cont'd

PEDESTRIAN MOVEMENT



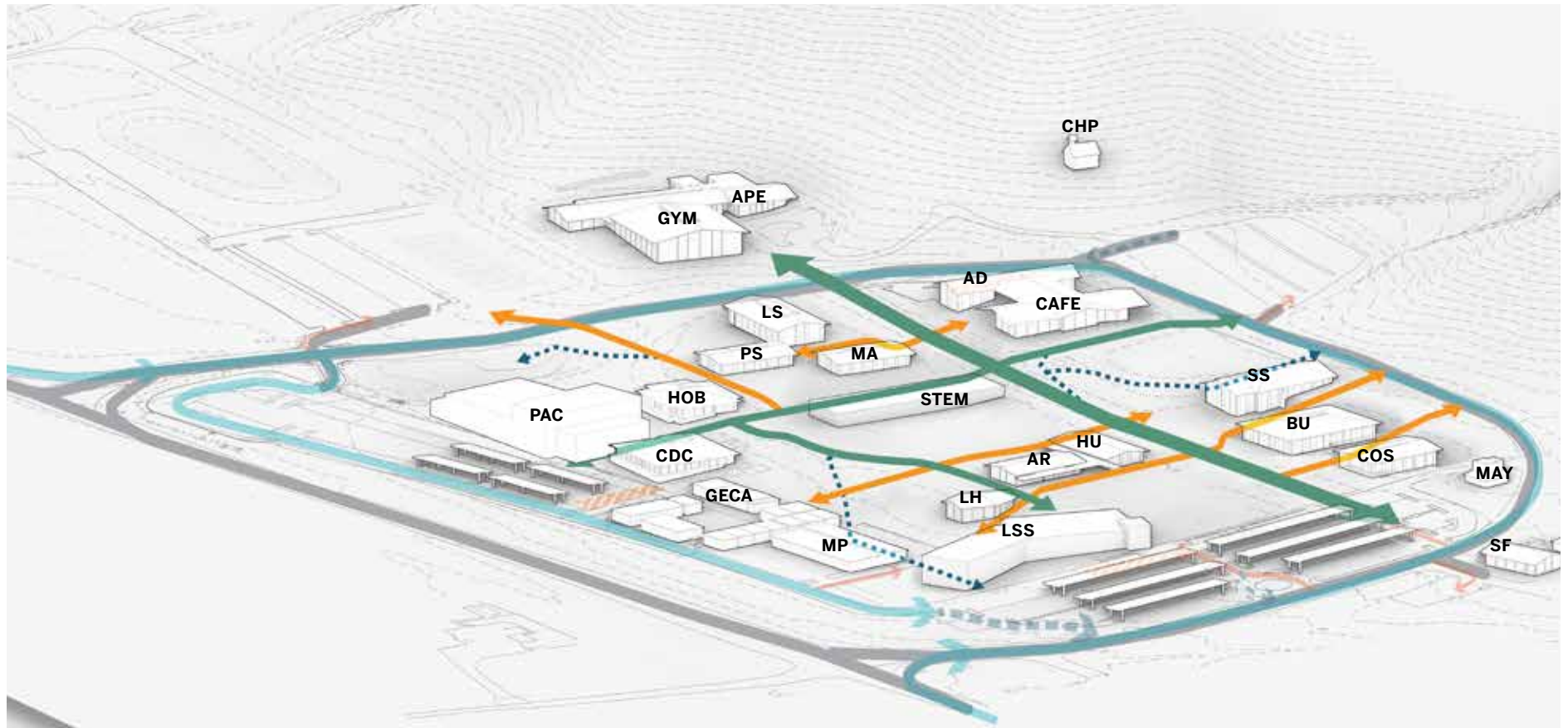
The Gilroy campus has a well-established north-south Sycamore Lane where students visitors can navigate down tree-lined thoroughfares.

This Master Plan recommends building upon this existing framework of lanes and paths and strengthening the campus grid to extend across campus from multiple points of student activity such as the student center, library, academic courts and Central Green.







This well-connected grid is supported by clear signage and a hierarchy of monuments along the walkways to improve way-finding.

It is also recommended to carve out seating areas in the open space, destination points for collaboration and study can be established to maintain the same function as many of the existing courtyards.

Currently, there are only a few areas on campus for large events. Once the Library will be demolished, the central open space can be equipped for student functions. Buildings can become the backdrop for public events such as the new PAC.



LEGEND

	Primary Circulation		Buildings Courtyard
	Secondary Circulation		Open Gathering Spaces
	Tertiary Circulation		Underdeveloped Areas

SITE IMPROVEMENT cont'd

LANDSCAPE PLAN

The landscape strategy for Gavilan College 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.

In addition to academic and administration centers, the Plan recommends creating a series of accessible exterior destination points at a variety of scales. These include academic courtyards, shaded casual seating and outdoor study areas, places for group gatherings and people-watching. The master plan proposes two large event spaces.

The softscape Central Green creates a generous multi-purpose greensward at the heart of the campus, with amphitheater-style seating on the west edge and a variety of shaded hardscape plazas and perches around the perimeter that function as transitional indoor outdoor spaces for adjacent academic buildings.

A grand entry at the new Student Services Library building invites students to campus with sweeping bosques of trees and informal seating among the wooded entry Oak grove. Each is large enough to host career fairs, community events and graduation ceremonies.

The landscape strategy reinforces the campus core as a place for people, not cars, keeping parking at the edges and carefully weaving together pedestrian circulation and destinations. Integrated sustainable features will be present throughout the campus including stormwater treatment and diversion swales, located to work with existing grades and trees and to minimize erosion and disturbance. Pedestrian circulation and gathering spaces will be located to take advantage of shade provided by existing and new buildings and trees. Materials will be locally sourced to the greatest extent possible and reflect the distinctive character and color of the Central Coast.

LANDSCAPE PLAN



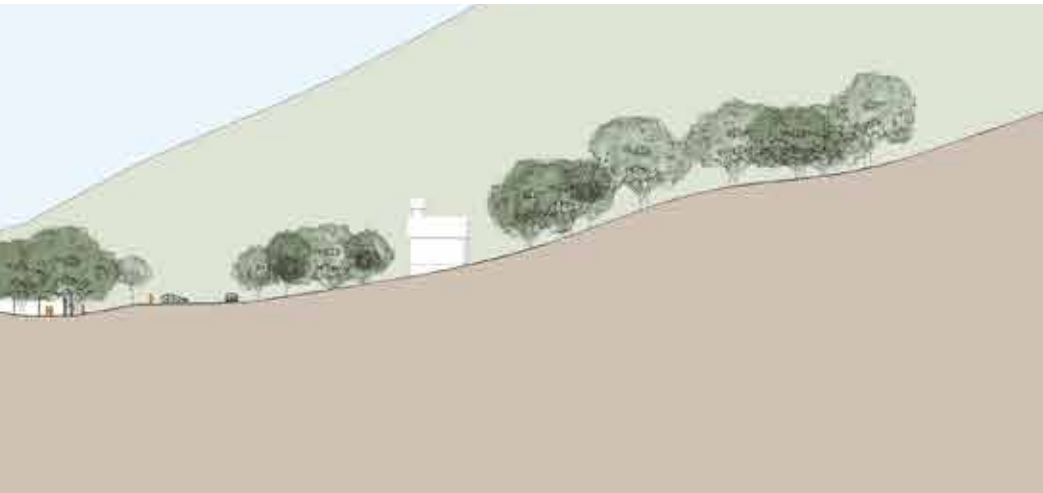
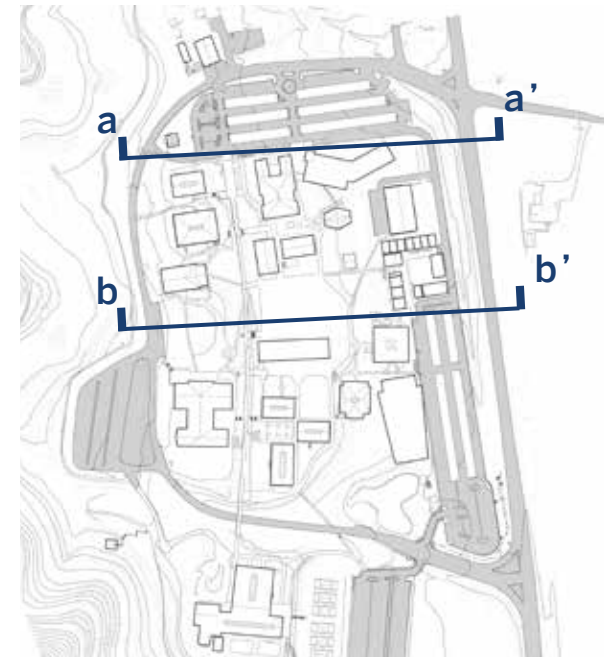
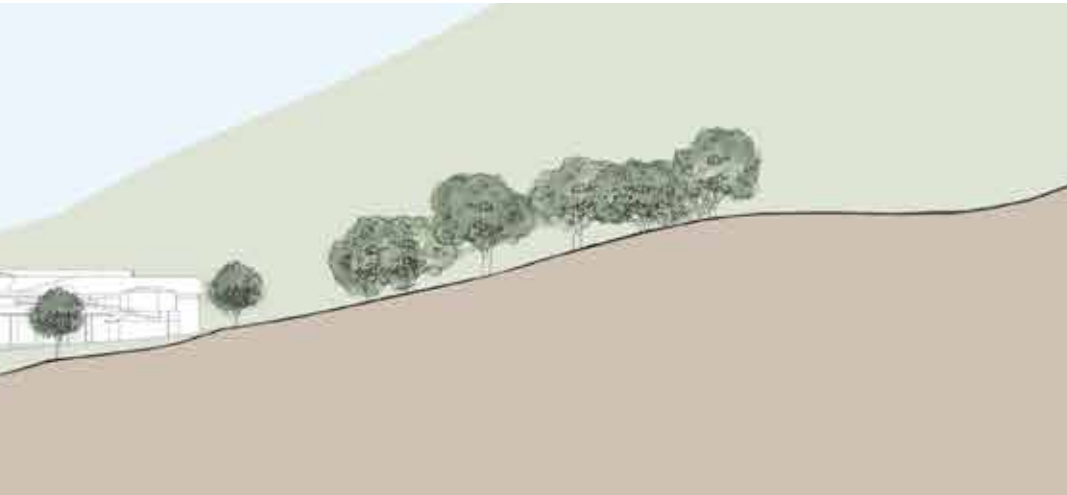
CONCEPTUAL SITE SECTIONS



a-a' - section at arrival plaza



b-b' - section at central green



SITE IMPROVEMENT PROJECTS

Descriptions of recommended site improvement project are included in the following pages

ARRIVAL EXPERIENCE

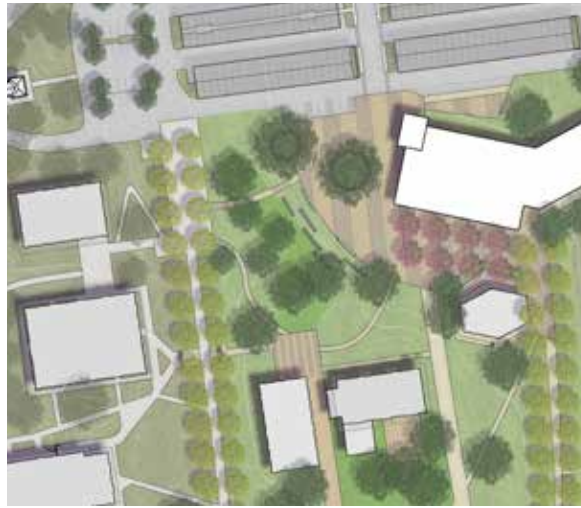
Immediately visible upon entering the north parking lot from the campus loop road, the expanse of the North Entry Plaza invites students and visitors to Gavilan College with orientation information, easy access to the Student Services lobby and clear views to the major pedestrian paths and campus beyond. Primary functions of the arrival plazas is to provide orientation and wayfinding information and comfortable seating options for students, faculty and visitors. Canopy trees can be used, along with architectural structures, to provide shaded gathering and more private study areas here and at plazas throughout the campus.

Framed by the new Library Student Services building to the east and the sloped oak Entry Grove to the west, the Entry Plaza includes space for campus maps and informational kiosks, bicycle parking, a coffee cart or other grab and go food amenity, casual movable seating, fixed amphitheater-style seating for tour groups and special events.

South and east facing terraces adjacent to the Library Student Services building provide indoor-outdoor spaces with views to the south campus and across the valley.

Paving and planting design should be thoughtful composed to provide visual interest and define human-scaled nodes, thresholds and outdoor rooms. These outdoor rooms and gathering spots are intended to encourage students to linger on campus before and after classes. Plazas throughout the campus should have the appropriate technology in place to easily connect personal computers and phones to power and data outlets.





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.

SITE IMPROVEMENT PROJECTS cont'd

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.





COURTYARD AND GARDENS

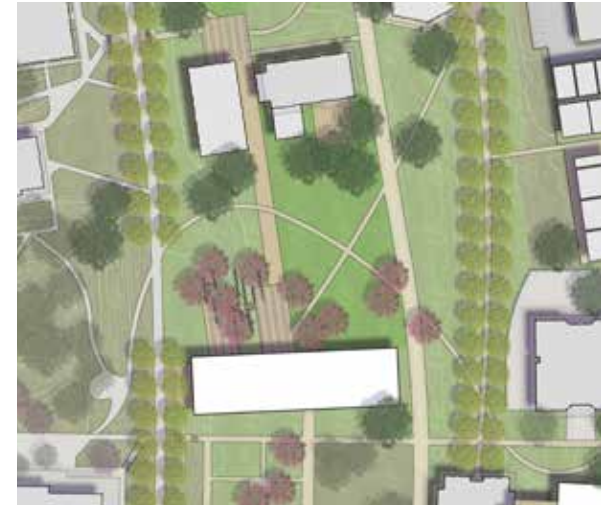
The existing campus organization of buildings into clusters and courtyards creates a series of smaller scaled outdoor rooms. With their varying scales and solar orientations, each has its own innate qualities and character. These distinctions help intuitive way-finding and create a sense of richness 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.

SITE IMPROVEMENT PROJECTS cont'd

PATHS AND 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. Materials should be durable and erosion resistant 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 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. Materials should be durable and more decorative such as cast in place concrete with accent bands of integral color, enhanced finishes and/or unit pavers.





STREETS AND EDGES

This 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.

SITE IMPROVEMENT PROJECTS cont'd

CAMPUS IDENTITY

Wayfinding is essential in a modern campus environment as it impacts all users of the college. Functionally, wayfinding means reaching a destination within an acceptable amount of time and by expending an acceptable amount of energy. A comprehensive wayfinding program improves traffic patterns by providing essential information that people need, to find the college and navigate the campus while improving accessibility and public safety. Experientially, it establishes a relationship with architectural and

urban or natural landscapes. Wayfinding is more than a navigational aid, rather it is a way to market the college's resources, evoke a sense of history and character, create pride of place, and improve the streetscape.

To meet these goals this master plan recommends to develop a comprehensive wayfinding program that brings consistency, clarity and brand identity to the campus.

A series of projects are recommended to enhance the identity of GC within the surrounding community. The opposite page shows general location for large scale monuments as well as directional signs.

CAMPUS IDENTITY



LEGEND

- Monument signage
- Directories
- Placemaking

LANDSCAPE GUIDELINES

In concert with the master plan design narrative, the Landscape Guidelines provide an overarching framework for the campus that successfully knits new open space development into existing. The intent of the guidelines is to provide a design approach that is flexible and informative rather than prescriptive with the goal of a consistent and cohesive landscape character that reinforces the campus' inherent sense of place while accommodating new development.

HARDSCAPE

Hardscape materials including paving, curbs and site walls must be durable, attractive and reinforce the character and materiality of the campus as a whole. Additionally consistent and cohesive use of select paving materials and treatments helps with intuitive wayfinding by clearly indicating differences between major and minor campus circulation routes, plazas and courtyards. Cast in place concrete in a light sand finish should comprise the majority of circulation and use areas. Integral color and enhanced finishes such as exposed or hand-seeded aggregate should be used to add detail and complexity to plazas, courtyards and major, north-south circulation routes.

Colors should be warm-neutral to reflect the surrounding natural context; exposed or hand-seeded aggregates should be locally sourced to further tie the hardscape palette to site.





SITE FURNISHING

Well placed, carefully selected site furnishings will greatly enhance the campus experience and contribute to the development of the campus as an inviting and stimulating place for students, faculty and visitors. Site furnishings should include a combination of fixed and movable seating in a variety of sizes and configurations to appeal to a wide range of users. Benches should line promenades to encourage people watching and spontaneous interactions. Tables, chairs, trash and recycle receptacles and built-in seating areas should be concentrated in plazas and courtyards to provide a variety of options for outdoor eating, studying or gathering.

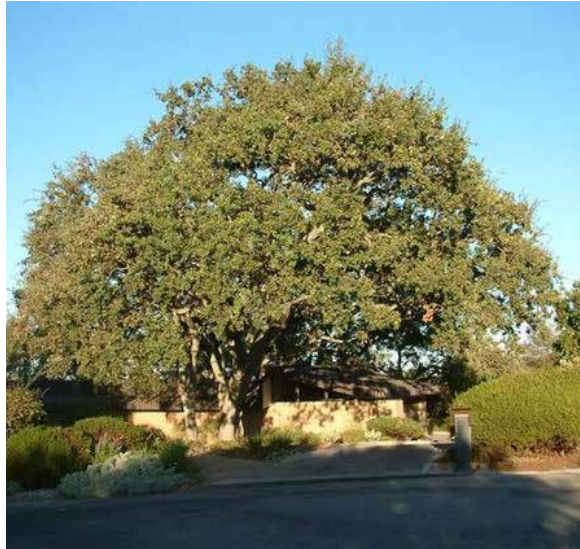
Natural materials, colors and textures should be the dominate feature of site furnishing selected for GC as they reflect the natural campus context. Color accents on elements such as movable tables and chairs should be used to enhance the identity of specific campus spaces, such as courtyards identified with buildings. Campus light fixtures, benches, shelters, trash receptacles and bicycle racks should be uniform in nature with a complimentary palette of form and color to reinforce the overall campus identity.



LANDSCAPE GUIDELINES cont'd

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



3.38 Steinberg Hart