



2006 Facilities Master Plan

San Mateo County Community College District

STEINBERGARCHITECTS

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1. Introduction
2006 Facilities Master Plan

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Building for 21st Century Learning

The San Mateo County Community College District has a proud history of service to its students and community. For more than 84 years, we have provided a first-class postsecondary education for the thousands of students who attend our Colleges each year. Each student comes to us with a different educational goal and, over time, our students' educational goals have changed as the world around them changed. It has been our task to respond to these changing needs by continually updating our curriculum and by providing modern, state-of-the-art facilities in which our students can learn.

In the last 40+ years, our College facilities have served the needs of more than 1.3 million students. In the late 1990s, the Board of Trustees determined that some of our buildings had reached the end of their useful life and most others needed major renovations. The Board turned to the residents of San Mateo County to assist in this major effort and voters enthusiastically responded, passing two bond measures (2001 and 2005) for facilities improvements at our Colleges. These funds are supplemented by State funds, private donations and grants, which our District staff has aggressively pursued.

In the first decade of the 21st century, the San Mateo County Community College District will invest nearly \$1 billion in new construction and facilities renovations at our three Colleges. This investment rivals in scope and complexity the original construction of the Colleges, which took place over a ten year period in the 1960s.

Our Colleges, our faculty and our community of learners have always exerted a powerful and positive impact on the economic and social well being of our San Mateo County communities. Our mission of educating all who can benefit from postsecondary instruction can only be enhanced by the implementation of the Master Plan described in this document. When this construction is completed toward the end of this decade, the Colleges will once again take their place as the "Jewels of the Peninsula" with first-class facilities and grounds that welcome, stimulate and inspire students for decades to come.

*Ron Galatolo, Chancellor
San Mateo County Community College District
August 2006*



Executive Summary

The 2006 Facilities Master Plans set a broad vision for campuses of the San Mateo County Community College District (District) for the next thirty years. The 2006 Facilities Master Plan (The Plan) documents an overall development concept for each of the three District campuses: Cañada College, College of San Mateo and Skyline College. While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plans provide a foundation document for the District and each College to use in configuring projects, supporting capital fund requests, applying for State funding and successfully obtaining funds from other sources.

Through the shared governance approach, the planning process was highly participatory. Administration, College Council, Management Council, Task Force, Faculty, Staff and Students attended presentations on analysis and concepts prior to All-College Forums. Participants reviewed analysis of Existing Conditions and evaluated Options and Solutions. Meetings to meet the Goals led to broad concurrence for the campus-specific plans. Figure 1.01 highlights the steps and milestones of the four-phase process. Documentation of the presentations and discussions was placed on the District web page.

Although each college has a unique perspective of its role in the San Mateo County Community College District system, there is a consistency within the five goal categories. Goals for **Students** center around the educational and social experience on campus. For **Faculty & Staff**, the goals associate

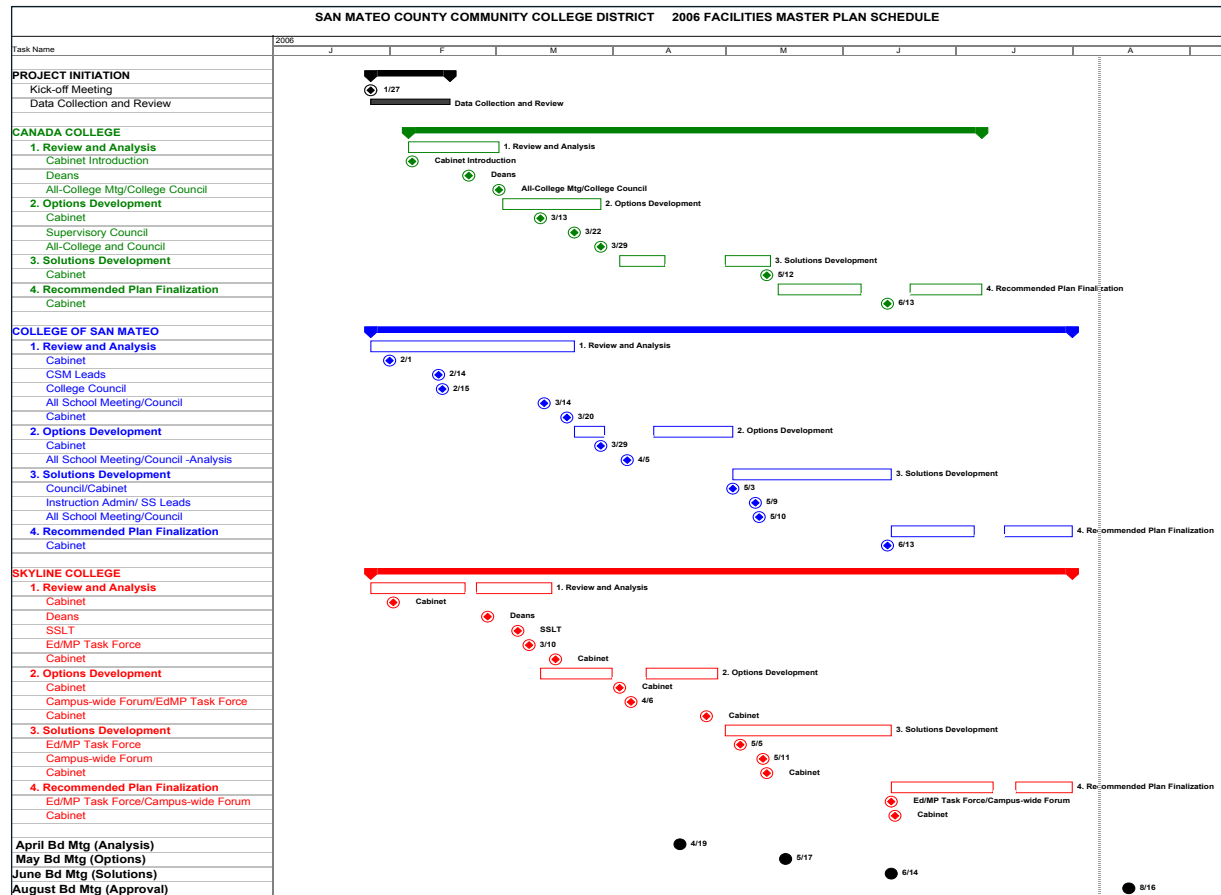


Figure 1.01 2006 Facilities Master Planning Time Table

with a quality educational environment and equipment. **Community** related goals emphasize the image of the campus and the range of services provided. **Pedestrian/Vehicular Circulation** goals address way-finding, traffic and parking. **Campus Environment** goals stress human interaction and cohesive physical environment. The 2006 Facilities Master Plans recommend the following.

Cañada College

New building projects have been completed at Cañada College. The 2006 Facilities Master Plan (Figure 1.02) recommendations include renovation and modernization of instruction buildings, improving the image of the campus and enhancing the social interaction opportunities on campus, particularly exterior gathering spaces, and reconfiguring parking lots.

College of San Mateo

At the College of San Mateo, the new Science Center and Planetarium and other projects will be complete shortly. Deficient older structures, classrooms not suited for taking the students forward into the 21st Century and an underutilized campus core remain. The 2006 Facilities Master Plan for the College of San Mateo (Figure 1.03) recommends a new Workforce/Wellness/Aquatic Building, a new Student Services/Administration/Student Activities Building, a new Instruction Building, a new main pedestrian artery on a diagonal with an upgraded north/south spine, adding a new path from east to west parking lots, celebrating the new athletic facilities, modernization of classroom buildings and reconstruction of parking lots and roadways.

Skyline College

As with the sister college, significant projects, such as the new Student Support and Community Services Center, the Science Annex, and renovation of B8 and B3, are nearing completion. For Skyline College, the 2006 Facilities Master Plan (Figure 1.04) recommendations are a new Administration/Instructional Building, a new Cosmetology/Wellness/Athletic Center, modernization of B1, a new Facilities Maintenance Center, improvements to the loop road, new Landmark Entries from Sharp Park and Skyline Boulevards, and landscaped campus entries, and establishing a unifying framework of meandering pedestrian paths and gathering spaces.

Subsequent to approval of the 2006 Facilities Master Plans, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plans remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.



Figure 1.02 Cañada College 2006 Facilities Master Plan



Figure 1.03 College of San Mateo 2006 Facilities Master Plan



Figure 1.04 Skyline College 2006 Facilities Master Plan

Overview

Background

The San Mateo County Community College District has provided quality, affordable and accessible higher education for San Mateo County residents for more than 80 years. Together, Cañada College, the College of San Mateo and Skyline College serve more than 40,000 students per year taking a variety of transfer, occupational and professional development courses. Students attend to prepare for four-year degrees at universities, continue their education, or receive training in specialized fields such as public safety and fire service, healthcare, computers or bioscience. Currently, the classrooms preparing students for tomorrow's jobs are 35 to 40 years old and the buildings are not suited for taking the students forward into the 21st Century.

In November 2001, voters in San Mateo County approved Measure C, which provided \$207 million to update, modernize, and retrofit the three community colleges serving County residents. Following recommendations from the 2001 Facilities Master Plan, the District has successfully completed many projects on each of the three campuses. These achievements are the foundation for the 2006 update. At Cañada College, the flagship project is the Library and Student Resource Center (B9). For the College of San Mateo, the flagship project is the Science Center (B36). The flagship project for Skyline College is the Student Support & Community Services Center (B6). All three colleges have completed athletic facilities upgrades, utility infrastructure projects with upgrades to electrical service, fire alarm service, water system, and exterior lighting. Parking lot improvements and energy efficiency projects were completed. The District has pursued all external funding opportunities, which have produced more than \$100 million in state, local and private grants and donations. The District is completing the Bond C renovation and construction in a successful manner, which was praised by the San Mateo County Grand Jury.

In November 2005, the County's voters passed a \$468 million general obligation bond (Measure A) to complete the facility improvements that will serve San Mateo County students in the 21st century. Because of this additional funding and physical changes since 2001, the campus physical development was re-evaluated.

Based on a public process, the firm of Steinberg Architects was selected in January 2006 as the master planner for the update of 2006 Facilities Master Plans. The team worked collaboratively with Cañada College, the College of San Mateo, Skyline College and the San Mateo County Community College District, to update and document the 2006 Facilities Master Plans. Figure 1.01 reflects the key milestones of the process at each college. SWA Group provided landscape architecture concepts and components. Because of on-going projects at Cañada College, Steinberg Architects worked in collaboration with Noll and Tam Architects. DES Architects and Engineers provided vignettes for a range of implementation scenarios at each campus.

2006 Facilities Master Planning Process

A Facilities Master Plan describes, in narrative and with illustrative maps, an overall development concept, including present uses as well as future development. Through a shared governance process, Steinberg Architects facilitated a process that consisted of four phases and resulted in a unique approach for each campus:

- Phase 1: Physical and Academic Review and Analysis
- Phase 2: Options Development
- Phase 3: Solution Development
- Phase 4: Facilities Master Plan Approval

2006 Facilities Master Planning Tools

A 2006 Facilities Master Plan (The Plan) requires parameters to determine content and completeness. The factors guiding The Plan are a **Vision Statement** and defined **Goals**. For consistency and comprehensiveness, development of goals is structured by five categories: Students, Faculty & Staff, Community, Pedestrian/Vehicular Circulation, and Campus Environment. District-wide considerations are defined as **Guiding Principles**. **Master Planning Guidelines** structure analysis of Existing Conditions. Specific actions taken to achieve stated goals are **Strategies**. They are represented as elements in The Plan. Vision Statements, Goals and Strategies were developed for each college.

Guiding Principles

During the meetings to develop Goals, it became apparent concurrently at each campus that there are District-wide considerations applicable to any project at any college. These discussions, confirmed with District Administration and the Board, are documented as Guiding Principles. In alphabetical order, they are defined in Figure 1.05.

Guidelines

The 2006 Facilities Master Plan will create connections that link and unify the campus and the community to foster a positive memorable experience and campus identity through planning guidelines. These Guidelines are planning tools to analyze the existing campus organization, understanding of constraints and opportunities, and development of a cohesive campus concept. They are defined as follows:

Exterior Spaces: Exterior spaces contribute to the campus planning structure. Their quality, character and prominence results from a concentration of external elements including people, landscape and enclosure.

2006 Facilities Master Plan Guiding Principles

ACCESSIBILITY	Provide exterior and interior disabled access throughout campus.
ASSET PRESERVATION	Evaluate benefit of repair or replacement of the buildings and building elements.
ASSOCIATED LANDSCAPE	The associated topography, planting, walkways and relationship to surrounding buildings is integral to each project.
ASSOCIATED WEATHER PROTECTION	Consider weather protection, such as canopies, for pathways that link buildings.
EASE OF MAINTENANCE	Manage future operations and maintenance through the selection of materials and finishes.
FISCAL RESPONSIBILITY	Refer to data such as the Facility Condition Index (FCI) when considering the scope, schedule and budget of a project.
FLEXIBILITY	Design classrooms to be flexible by providing power, lighting and information technology capacity and controls, and a range of sizes, particularly 40 and 60-person.
HUMAN INTERACTION	Expand and diversify interior and exterior gathering spaces of different size and configuration.
SAFETY	Support safe pedestrian circulation with lighting and emergency call kiosks.
SECURITY	Provide Campus-wide security system for buildings and throughout campus.
SENSE OF COMMUNITY	Expand the general public use of campus facilities.
STATE-OF-THE-ART	To support teaching methods and changing curriculum, evaluate the best use of technology and infrastructure such as information technology and equipment, audio/visual equipment, and power distribution, recognizing the potential for change over time.
STUDENT FOCUSED	Respond to the student's educational goals and interpersonal experience in establishing priorities and implementing each project.
SUSTAINABILITY	Stewardship of the built-environment can be an intrinsic component of the campus experience. Sustainable strategies include Site and Transportation, Construction Materials, use of Renewables, Water Conservation, Energy Management, and Building Orientation and Design.

Figure 1.05



The range of sizes is typically defined as:

- Small spaces, such as the courtyards that act as rooms, are intimate in scale and their “walls” are created by the surrounding architecture and supported by landscape.
- Medium sized spaces contain small seating areas that concentrate occupied space along the edges.
- Large spaces are typified by little occupiable space. Circulation occurs primarily at the edges.
- The Central Quad is an extra large space. Primary circulation occurs in a cruciform pattern. Secondary circulation occurs around the edges of the space. Casual Frisbee games or campus-wide events are typical activities in the Quad. These very large spaces are often adjacent to the cafeteria or special functions such as the library or campus gallery.

A facilities master plan encourages the creation of gathering spaces along the campus paths supported by individual building and site designs.

Gathering Spaces: Areas on campus that act as gathering spaces are centers of concentrated activity and energy. There are four elements illustrated that serve as “attractors,” bringing people to a given space: Large classrooms or lecture halls, Building entries, Food service or vending machines, and Trees and seating. College campuses need a variety of gathering spaces where students, faculty, administration, and staff can interact, enjoy time between classes, take a food break, have a study group, etc. These spaces can be large or small, formal or informal and benches, low walls, or outdoor furniture can provide seating.

Circulation: The circulation system is a primary framework concept of a campus. Pedestrian and vehicular linkages and separations, successfully understood and navigated, create wayfinding into and through the campus. Landscape elements such as planting type and size, lighting, paving, water, art and seating amenities define the hierarchy of primary and secondary circulation for vehicles and pedestrians.

Framework: The organizing principle of a campus is the framework which ties together the buildings, the circulation and the campus experience from the main entry into the campus to the front door of the buildings to the gathering spaces.

Transitions: Pedestrian pathways through grade changes (transitions) afford opportunities for gathering spaces. Stairs and ramps are combined into a common path of travel. Placements of these transition elements often become focal points for the campus where vistas, water features, seating, and art come together.

Visual Cues: Landscape elements might be hard or soft, vertical or horizontal, formal or informal, natural or constructed, and big or small. Together with color, texture, pattern, furniture, signage, lighting and topography, landscaping elements can be combined into a range of hierarchies that provide visual cues to

enhance the perception and functions around the campus. The vehicular hierarchy begins with the main entrance. Dominant in the surrounding setting, this large area has icon landscape treatment with paving material, color and texture change, specimen trees and monumental signage. The planting and material in this area typically sets the vocabulary for the campus. The secondary vehicular circulation is typically a decision point along the access road where some element repeat and new elements are introduced. The threshold of campus, the transition from vehicle to pedestrian, has an overlay of both the vehicular landscape vocabulary and pedestrian elements such as seating, gathering spaces and directories. Primary pedestrian circulation from the parking lot into the campus is strengthened with the consistent use of planting and paving. Differing flowering trees can be incorporated to set a unique character for primary and secondary paths. The path width hierarchy continues with widths such as 20-25 feet wide for primary entrances, 15 feet wide for primary interior paths, and a minimum of 10 feet wide for secondary paths.

Education Master Plan

The Educational Master Plan is the roadmap for institutional planning to improve student learning outcomes. Using a comprehensive environmental scan (demographics, business and educational trends), the Educational Master Plan assists the College in fulfilling its role as a leading academic and cultural center for the community.

Classroom Utilization

Classroom schedule data was sorted into different categories: department, daytime, evening, quantity of students, room capacity, classroom type, etc. An understanding of facility capacity and use guides planning the number, size and type of instructional facilities appropriate for college education and workplace certification. This information is included in Appendix 1.

Document Organization

This document is organized into four parts. The Introduction provides background on the District and the shared governance process used to prepare this update. Terms and definitions related to the process are provided. Each subsequent section of the 2006 Facilities Master Plan Report is a stand-alone document describing the history, baseline, process, recommendations and strategies of each campus.

The 2006 Facilities Master Plan Report describes, in narrative and with illustrative maps, an overall development concept for each campus as well as future development. While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs.



2. Cañada College
2006 Facilities Master Plan

STEINBERGARCHITECTS

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Letter from the President

Cañada College has served the citizens of southern San Mateo County for almost fifty years and has earned its status as a premier institution of higher learning. It ranks among the most productive Community Colleges within the State of California, preparing a high proportion of students for transfer to the most respected universities in the country and simultaneously occupying a lynchpin role in developing the highly skilled and resourceful work force which is so critical to the success of our county in the demanding knowledge based economy. The College has become renowned for quality of teaching, interpersonal support, small classes and genuine access to post secondary education from every component of the population being served. It is not hyperbole nor idealistic to say that Cañada fulfills in truly extraordinary manner the hopes and dreams of every student who wishes to participate in the magnificent opportunity the higher education system of California provides. Quality, access, and personal support are Cañada hallmarks and given the commitment the faculty and staff display daily the community must confidently know that Cañada is unrelenting in the pursuit of these over arching traditions and the programs that manifest them.

These foundational matters are enhanced by distinctive creativity in special programs. The University Center, created in conjunction with San Francisco State University, presents all courses on campus in Liberal Arts and Business necessary to receive the Baccalaureate and MBA degrees. Only two Community Colleges in California provide such a splendid opportunity.

The physical setting of Cañada College is majestic.

The natural beauty of the campus overlooking the Crystal Springs wilderness evokes serenity, a sense of well being and contemplation, and is the perfect environment for intellectual pursuit and whole person development. As the new 71,000 square foot library is constructed and the buildings throughout the campus remodeled it is easily noted that the Community College District and the College itself are carefully preserving open space, vistas, and aesthetically pleasing gateways and paths of travel as elements possessing the highest priority.

The Cañada College faculty, staff, students, and administration have all participated quite actively, in close company with Steinberg Architects, in the development of a College Master Plan. The new plan keeps pace with rapidly changing educational and financial environment and provides direction and flexibility in responding to the opportunities and challenges ahead.

Some of the questions the master planning process examined were:

- What is the vision for the physical features of the college for the next 10, 20, 30 years?
- How will the open spaces of the college be preserved and expanded?
- How can views and vistas be maintained and developed?

- Where will new development occur on campus when deemed necessary?
- What will the circulation patterns be? What paths of travel and trails for walking are appropriate to the environment?
- Where will parking be located and vehicle traffic managed around the perimeter of the campus?
- What landscape architecture best supports and enhances the beauty of the Cañada environment?

Members of the campus community were asked about their favorite places on campus, what inspired them, and how important the physical environment was to their work and scholarship. Their thoughtful responses to the questions posed demonstrated a tremendous pride and appreciation for the beauty of the campus and the importance of the physical surroundings in nurturing the academic life that go on at Cañada College.

*Thomas C. Mabr, President
Cañada College
August 2006*

Summary

Cañada College positions itself as a serene, welcoming environment that promotes learning through self-discovery and the acquisition and application of knowledge and skills. The 2006 Facilities Master Plan documents the strategies developed to meet the College and District goals to modernize the facilities and enhance the environment of the Cañada College campus to provide the ability to meet the pedagogical and social needs of the community and students over the next 30 years.

The Cañada College 2006 Facilities Master Plan (The Plan) provides an illustration of the potential campus development that might be implemented over time to support the 2006 Facilities Master Plan **Vision** and meet the **Goals** established by Cañada College through the shared governance process. These specific Strategies respond to ideas and issues raised during the master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular, state funding for B1 and B5/6 projects.

The 2006 Facilities Master Plan recommended concept shown in Figure 2.01 proposes:

- Modernization of buildings to meet the program and pedagogical methods of the course offerings as well as foster community outreach
- Landmark Entries at Farm Hill Boulevard and Cañada Road
- Identifiable campus 'Front Doors'
- Utilization of landscape hierarchies to define vehicular and pedestrian paths and manage pedestrian/vehicular interface
- Activated campus core through preservation, expansion and enhancement of the exterior campus amenities to exploit the natural environment

Subsequent to approval of the 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.



Figure 2.01 Cañada College 2006 Facilities Master Plan

Overview

Background

Cañada College opened in 1968 as part of the San Mateo County Community College District. The college is located on 131 acres in the western part of Redwood City. Cañada College is one of the smallest community colleges in the Bay Area enabling it to meet its mission of ensuring that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education classes, professional/technical programs, and basic skills. In 2001, Cañada College opened its University Center where students can earn bachelor's degrees in nursing, early childhood development, business administration and liberal studies. The University Center also offers teaching credentials for elementary and secondary schools and an executive master's degree in business administration. San Francisco State University and Sequoia Hospital have joined to provide a Nursing Certificate Program. Cañada College has the largest University Center in the California community college system. The College has historically been rated as one of the best community colleges in Northern California in transferring students to four-year colleges and universities.

In November 2001, the voters of San Mateo County passed Measure C, authorizing the District to issue \$207 million in general obligation bonds to fund facilities capital improvements. An additional \$100 million in other funding was secured from various sources, including redevelopment funds, State Chancellor's Office program funds, grants, donations, fees, and other miscellaneous sources, resulting in a construction program valued at \$307 million. In November 2005, the voters of San Mateo County passed Measure A, authorizing the District to issue an additional \$468 million in general obligation bonds to continue to execute facilities capital improvements.

Based on a public process, the firm of Steinberg Architects was selected in January 2006, as the master planners for the 2006 Facilities Master Plan Update. The consulting firm of Noll & Tam Architects has assisted Cañada College for the past four years and is currently providing design services for Building 9, Student and Learning Resource Center. Noll & Tam has provided a wealth of knowledge to the development of the recommendations for Cañada's Facilities Master Plan, and has worked collaboratively with Steinberg Architects. DES Architects and Engineers provided vignettes for a range of implementation scenarios.

Cañada College Campus sits back and atop a hill above the surrounding valleys. The campus loop road also serves as a connector street between Farm Hill Boulevard and Cañada Road. The Cañada campus is a well-organized distribution of classroom buildings. As noted in the discussion above, the loop road is similar to the figure '8' with the convergence separating into the upper and lower campus. The upper campus is comprised of the majority of instructional classrooms while the athletic facilities are located across the loop road in the lower campus. Bounded by buildings, there is a series of terraces beginning with the high point at parking Lot #7 to the outdoor terrace at B5/6, some 90 feet down the hill. The campus is strongly connected to its environment and vistas to the south and west.

As illustrated in Figure 2.02, the starting point of the 2006 Facilities Master Plan incorporates a combination of the 2001 Master Plan and projects that will be completed in the near future. Typical with a master plan document, as projects are developed, changes in program and location are common. At Cañada College, the Student Support Service Center and the Library Learning Resource Center were combined into the new Library and Student Resource Center (B9). The spaces vacated through the relocations to B9 provide large classrooms and new Student Activities Center. The large classrooms created in the vacated spaces, particularly the lower levels of B5/6, will provide concurrent capacity for the University Center. Therefore, a new building for the University Center is not required. In addition to B9, other completed projects include conversion of two modular buildings to large general lecture classroom facilities, infrastructure upgrades and repairs, a new chiller with adequate capacity to provide air conditioning to the majority of the buildings on campus, piping to various other buildings around campus, allowing economical connection to the chiller as the interior systems of these buildings are modernized, installation of ADA accessible pathways and ramps through the center of campus, faculty and administrative offices upgrades, and replacement of the aged campus fire alarm system. Although significant renovation is planned for several buildings, all the existing facilities will remain.

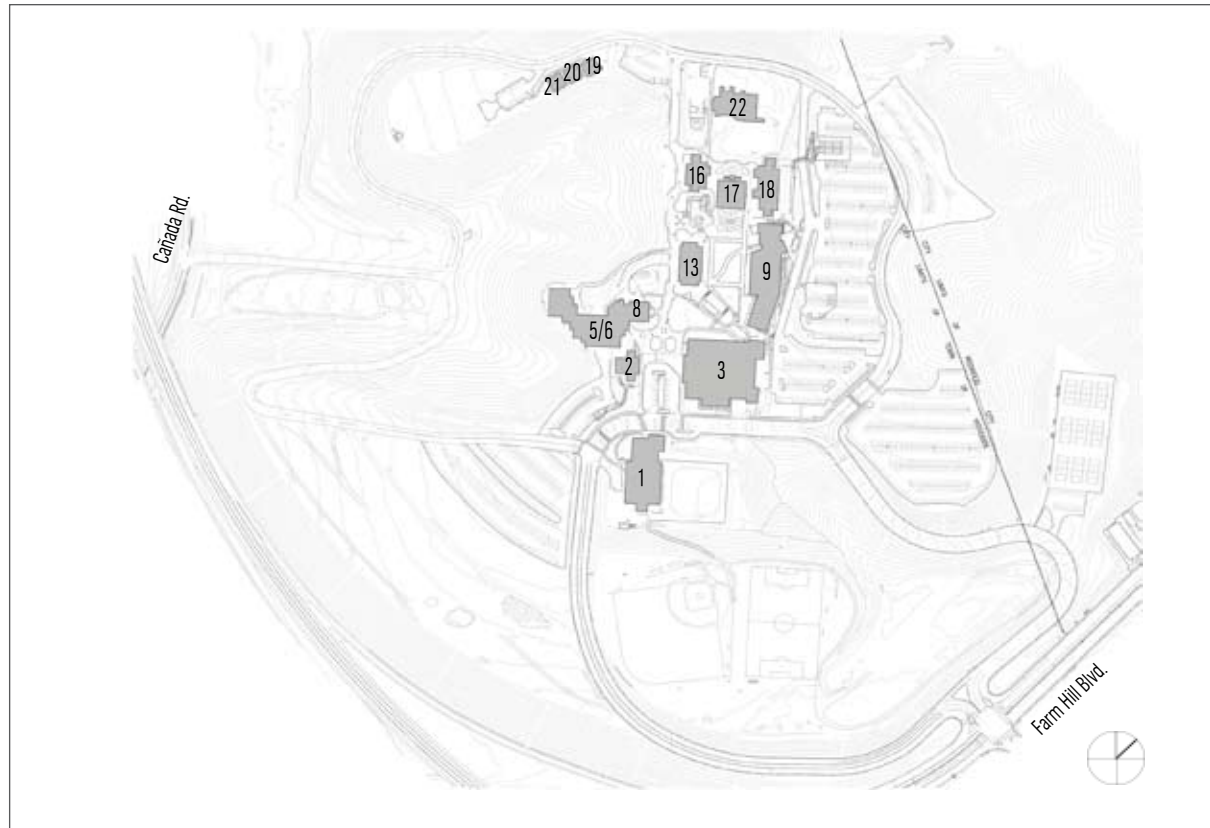


Figure 2.02 Cañada College Campus in 2006

Facilities Master Plan Process

The purpose of the Cañada College 2006 Facilities Master Plan is to provide an overall development plan for the District to consider when addressing specific problems, issues and opportunities so that the solution relate to the campus as a whole.

Through a shared governance process, with representatives from all constituencies, Steinberg Architects facilitated a development of the 2006 Facilities Master Plan through a four-phased process:

- Phase 1: Physical and Academic Review and Analysis
- Phase 2: Options Development
- Phase 3: Solution Development
- Phase 4: Facilities Master Plan approval

Meetings held with Cañada Cabinet, Student Services Supervisory Group and Instructional/Student Service Council (ISSC) and All-College generated discussion and feedback on the Vision and Goals. The meetings were well attended by the full range of college constituents: Academic Senate, Classified Senate, Student Senate, Administration, and President in addition to representatives from Faculty, Staff and Students.

Phase 1: Physical and Academic Review and Analysis

For the first phase of the facilities master plan process, information supplied by the various constituents was reviewed. The existing site and facilities were photographed, researched, and analyzed. The college administration and Noll & Tam Architects provided program requirements. An Information Log, a compilation of the comments and issues heard at the various constituent meetings, was prepared. These discussions led to the development of a **Vision Statement** and **Goals** for the Facilities Master Plan.

Facilities Master Plan Vision Statement: In conjunction with the College, a specific 2006 Facilities Master Plan Vision Statement is based on an excerpt from the existing Cañada College Vision statement, but tailored to the facilities master plan.

- Cañada College ensures success through personalized, flexible, and innovative instruction and services.
- Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

Facilities Master Plan Goals: For consistency and comprehensiveness, development of goals is structured by five categories: Students, Faculty & Staff, Community, Pedestrian/Vehicular Circulation, and Campus Environment. Figure 2.03 lists the 2006 Facilities Master Plan Goals for Cañada College. Within these five

Facilities Master Plan Goals

STUDENTS	Provide spaces that accommodate a diversity of academic, social and community uses both indoors and outdoors.
FACULTY & STAFF	Provide an atmosphere that fosters and supports interaction among faculty, staff and students.
COMMUNITY	Promote a stimulating environment that enhances community participation.
PEDESTRIAN/VEHICULAR CIRCULATION	Manage the interface between pedestrians and vehicles.
CAMPUS ENVIRONMENT	Provide buildings that accommodate college enrollment and operational needs.

Figure 2.03

organizing categories, Cañada College defined its priorities and character. Pedestrian/Vehicular Circulation was the most actively discussed goal because of the impact of the loop road traffic on student activity between the upper and lower campus. The desire to increase the community awareness of the opportunities at the campus followed in importance. The character of the campus was best expressed through the request for outdoor as well as indoor spaces.

The Phase 1 analysis confirmed that subsequent to renovation and modernization, the existing buildings provided sufficient instructional space. However, there are other challenges within the campus to be addressed such as pedestrian/vehicular interface, a clearly defined main pedestrian artery, lack of exterior gathering spaces, and physical features to recognize and support the campus 'Front Doors.'

Phase 2: Options Development

Phase 2 began to establish connections that link and unify the campus and the community, and foster a positive memorable experience and identity. The Master Planning Guidelines, the organizational tools for facilities master planning, provided specific analytical information about existing conditions such as exterior spaces, gathering spaces, framework, circulation, transitions, and planting zones. The resulting analytical diagrams focused dialogue at shared governance meetings. Appendix 2 provides a collection of this material. At Cañada College, the options phase focused on image, methods of traffic calming, exterior amenities, large classrooms, and pedestrian circulation. Figure 2.04 illustrates the resulting options analysis plan. Specific points of discussion were the addition of exterior paths to complete a natural pedestrian walk around the campus, parking lot reconfiguration, traffic control, and the programs for B5/6 and B1.

Comments from the Board of Trustees, the District, members of the Cabinet, Student Service Leads, Instructional Administrators and the All-College meetings emphasized the importance of the new entrance at B9 as well as the current entry between B2 and B3.

Phase 3: Solutions Development

Phase 3 of the Facilities Master Plan process is collaborative development of the strategies that meet the goals. The illustrative drawings begin to show the overall campus development, not only what might change. The approach shown in this illustrative plan incorporates landscape hierarchy as visual cues for people and cars, traffic control and calming measures, recognizing and supporting the changes resulting from the introduction of B9, a pedestrian linkage system for way-finding within the campus, and landmark campus identity at the boundary with the community. Peripheral topics included the possibility of restoring the two-way loop road, additional athletic facilities, and alternative bus stop and recovery locations. A preliminary list of strategies was developed and measured against the goals. An annotated collection of this material is provided in the Appendix 2.



Figure 2.04 Options Development



Figure 2.05 Solution Development

The resulting compilation and associated illustrative plan comprise a Proposed Facilities Master Plan Solution as shown in Figure 2.05. For Cañada College, Pedestrian/Vehicular Circulation and Campus Environment are the drivers.

Phase 4: Facilities Master Plan Approval

The fourth phase of this process is preparation of a comprehensive document with narrative and illustrative plan. The Board of Trustees takes the action to approve the 2006 Facilities Master Plan (Figure 2.07) as the guide to future site development and facilities projects at Cañada College.

Recommended 2006 Facilities Master Plan

The range of Strategies reflected in the 2006 Facilities Master Plan (The Plan) in Figure 2.07 provides the facilities and character that supports the continued success of Cañada College. The strategies are guided and measured by the Campus Goals. The following is a description of the plan organized in five categories: Concept, Framework, Campus Core, Buildings, and Campus Image.

Concept

Cañada College positions itself as a serene, welcoming environment that promotes learning through self-discovery and the acquisition and application of knowledge and skills. The Organization Concept, shown in Figure 2.06, proposes a campus with pedestrian spaces framed by buildings and interconnecting the campus through walkways and outdoor spaces. Matched with a strong pedestrian path between B22, across the loop road to B1 and the athletic instructional areas, the placement of B9 reinforces the enclosure of the interior campus activity areas, quad and amphitheater. The result supports the Facilities Master Plan goals: **Students** receive amenities that encourage and support on-campus interaction with peers as well as faculty and staff. **Faculty & Staff** stimulate academic excellence in themselves and the students with facilities that provide modern and flexible classrooms, equipment technology and pedagogical methods. **Community** pride is enhanced and participation options increased through the range of facilities, particularly the addition of the Wellness Center in B1. **Pedestrian/Vehicular Circulation** distinctions enhance the campus identity and way-finding system for campus visitors allowing for a better experience. Separation of vehicular and pedestrian areas brings more safety into play. The **Campus Environment** meets educational and fiduciary responsibilities through infrastructure such as Heating, Ventilation and Air Conditioning, furniture, classroom equipment, and technology in the context of materials appropriate for asset preservation, utilization flexibility, safety and security and sustainable.



Figure 2.06 Cañada College Organization Concept

Framework

The organizing principle of a campus is its Framework. It ties together the buildings, the circulation and the campus experience from the main entry to the campus to the Front Door to the instructional facilities. Framework consists of: Landmark Entries, the primary vehicular entries to the campus; Vehicular Circulation, components such as loop roads and parking; Thresholds, the welcome areas of the campus and the point of transition from vehicular to pedestrian; Campus Core, a collection of nodes and gathering spaces along a pedestrian spine that provides the dynamics for human interaction; Buildings, supporting the instructional programs of the college; and Campus Image, overall continuity and quality binding the physical structure to the Campus Vision. Using a hierarchy of landscape components, trees, furniture, lighting, signage, and surface treatments as visual cues, the campus experience is more welcoming to visitors and students alike.

Cañada College 2006 Facilities Master Plan



Figure 2.07

Landmark Entry

There are two Landmark Entries into the Cañada College campus, which sits back and atop a hill above the surrounding valleys. The primary entrance is located on Farm Hill Boulevard, Figure 2.08, while the secondary entrance is off a residential segment of Cañada Road. To address recognition of these primary campus entries, landmark elements such as walls or flags reinforced by lighting and distinctive plants, including the existing campus topiary, are recommended. Due to the adjacency of the residences, a similar, but reduced Landmark Entry is proposed for the Cañada Road entry. Figure 2.09 illustrates how the Farm Hill Boulevard entrance might be developed.

Vehicular Circulation

The circulation system is a primary framework concept of a campus. Pedestrian and vehicular linkages and separations, successfully understood and navigated, create way-finding into and through the campus. Landscape elements such as planting type and size, lighting, paving, water, art and seating amenities define the hierarchy of primary and secondary circulation and decision-making. At Cañada College, the Strategies address way-finding, managing the interface between pedestrian and vehicular circulation and most importantly, a safe pedestrian experience. The Plan shows modifications of the loop road and major intersections (decision points) leading to either B3 or B9. The Plan characterizes the vehicular roadway and decision points by consistent features, most significantly a designated family of signage, pavement treatment, planting and lighting. The loop road from Farm Hill Boulevard becomes more prominent with flanking trees. The site plan in Figure 2.10 shows the key vehicular decision-making points, including the new main entrance to B9. Scaled repetition of paving, lighting and signage provides a memorable visual cue for both way-finding and campus image. Figure 2.11 is a vignette option for the secondary vehicular intersections. Due to proximity to residential areas, the design of the campus intersection near Cañada Road is downplayed.

The section of the loop road between B3 and B1 has become a barrier for pedestrians. This was at one time a two-way road. Its excessive width encourages speeding cars. The objective of traffic calming improvements on this section of the road is to activate B1 with the athletic areas on the campus through safe pedestrian connections. As illustrated in Figure 2.12, some of the strategies to accomplish these improvements are narrowing of the road width, park strips (sidewalks and trees) and sidewalks, and 90 degree intersections. Extending the sidewalk width into the parking lane (bulb-out) reduces the road width and shortens the pedestrian crossing distance making the experience safer. Figure 2.13 is a vignette of an alternate approach by re-establishing the two-way circulation and incorporating a landscape median strip.

At Cañada College, the Fire Department Access Lanes (Fire Lanes) are not secured from general use. The vehicular access on all Fire Lanes will be controlled by means of moveable bollards, in order to avoid having cars penetrate the pedestrian areas of the campus. Thus, the pedestrian walk areas of the campus, particularly adjacent to B13 and B9, function as pedestrian areas rather than as a ‘no man’s land.’

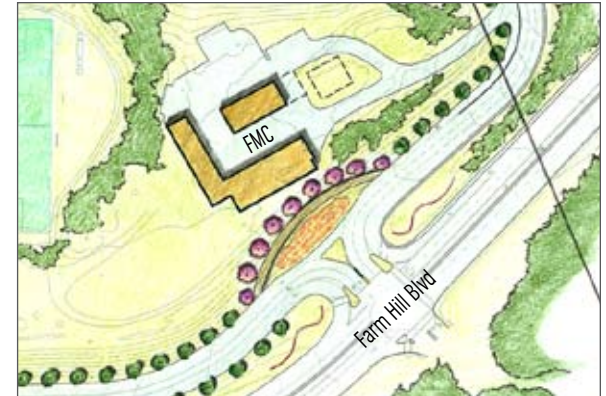


Figure 2.08 Farm Hill Blvd Landmark Entry



Figure 2.09 Farm Hill Blvd Landmark Entry

DES



Figure 2.10 Vehicular Decision-making Intersections

As the campus walkway network supports the accessible path from a bus stop near B3, the recommendation is to shift the bus stop to the campus side of the loop road. A recovery parking area away from the main campus entry needs to be negotiated with SamTrans.

Parking Lots

With the objectives of way-finding, managing the interface between pedestrian and vehicular circulation and most importantly, providing a safe pedestrian experience, this master plan recommends improvements for all parking lots and the loop road.

Trees and low landscaping are recommended at the perimeter of all parking lots to visually buffer parked cars. Tree islands are recommended to mitigate the heat island effect of parking lots, to provide opportunities for bio-swales, to reduce impermeable material and surface run-off, and to control erosion. Key modifications for the parking lot areas follow.

With the objective to create a visual connection to the new ‘Front Door’ of the campus, Parking Lot 1 is reconfigured to establish a new entry drive leading directly to the new Library and Student Resource Center. The designated landscape vocabulary at intersections reinforces an easily identifiable entrance, pedestrian crossing safety and walkways. The revised parking configuration eliminates the circuitous interior lanes and reduces access points to the loop road. Modification of Lot 7 is connected to the redesign of Lot 1. The access to the lots is aligned, providing a unique opportunity to create a pedestrian connection to a new outlook to Redwood City, the Bay and Mount Diablo beyond. Figure 2.14 depicts an option for relocating the loop road to the perimeter of Lot 7.

A delineated pedestrian crossing of the loop road provides safe access from Lot 3 through Lot 2 to B9 and the campus quad. The tiered Parking Lot 6 is improved with stairs and a pedestrian path. Sidewalks along the loop road perimeter of Lot 6 reinforce safe connections between B1 and the fields served by this lot. An alternate location of the loop road, shown in Figure 2.15, may be considered as it incorporates the Lot 6 parking inside the loop road and provides direct access to the lower parcel.

Special planting orients pedestrian circulation from the parking lots into and through the campus. The addition of sidewalks further addresses pedestrian safety. In addition to parking lot walks and crosswalks, perimeter sidewalks along the loop road are added between Lot 1 past B22, to B19-21. Together with internal circulation paths, the natural path around and through the campus is completed.

Each college will set the location of faculty/staff parking and visitor parking as these lots are re-configured.



Figure 2.11 Vehicular Decision-making Intersections DES



Figure 2.12 Pedestrian Safety Improvement



Figure 2.13 Alternate two-way Traffic Circulation DES

Thresholds

The campus activity dynamic will change with the opening of B9, Library and Student Resource Center. The placement of these functions in a single building, this new ‘Front Door’, provides a physical juncture where visitors not only pass through one distinct exterior space into another, but they also move vertically between levels from the north parking lots to the newly developed main campus Quad. The pathways leading to the upper level of B9 receive planting, seating, lighting and unique paving. The current ‘Front Door’, between the bookstore (B2) and Performing Arts Center (B3) has received significant upgrades. The 2006 Facilities Master Plan continues to build on these improvements through the enhanced pedestrian connection between the athletics fields and B1 and the reinforcement of the major pedestrian spine to B22. These unique ‘Front Doors’ act as architectural gateways between gathering spaces of different scales and invite visitors into the campus through expansive views of the architecture, the campus landscape, and the surrounding vistas.

Campus Core

Consistent with fostering a memorable experience and identity, the use of pavement color, pattern and texture are combined with existing landscape vocabulary, such as the ‘eyebrow’ seating. These features combine with clusters (basque) of trees to create outdoor rooms. In keeping with safety and security considerations, all natural walk paths are formalized and enhanced with planting and furniture as well as lighting. Consistent with the hierarchy for context elements such as vehicles circulation, a hierarchy of landscape elements is proposed to support pedestrian circulation.

Gathering spaces are centers of concentrated activity and energy. There are four elements illustrated that serve as ‘attractors’, bringing people to a given space: Large classrooms or lecture halls; Building entries; Food service or vending machines; Trees and seating. The Plan increases the number and variety of gathering spaces of diverse character:

- Small spaces, such as the lower terrace at B5/6, are intimate in scale and “walls” are created by the surrounding architecture and natural vista.
- Medium-sized spaces such as the courtyard between B16/B17/B18 shown in Figure 2.16 contain seating areas.
- Larger spaces have special functions such as the amphitheater where circulation occurs primarily at the edges.
- The Quad is an extra large space, such that primary circulation occurs around the perimeter and on the diagonal.



Figure 2.14 Parking and Loop Road Layout Option

DES



Figure 2.15 Alternate Loop Road Option



Figure 2.16 Campus Core Gathering Spaces

Building locations and orientations define the edges of formal malls, quads, garden spaces, outdoor rooms, and pedestrian paths. The Cañada campus has a well-organized distribution of classroom buildings. As noted in the discussion above, the loop road is similar to the figure ‘8’ with the convergence separating into the upper and lower campus. The upper campus is comprised of the majority of instructional classrooms while the athletic facilities are located across the loop road in the lower campus. Bounded by buildings, there is a series of terraces beginning with the high point with parking Lot 7 to the outdoor terrace at B5/6, some 90 feet down the hill. Multi-story buildings assist with the transition between terraces. The major terrace, the Quad at the base of B9, transitions to the adjoining amphitheater (Figure 2.17) and the B16/B17/B18 complex then, to the main pedestrian spine behind B13. The scope of all projects includes accessibility compliance.

The recent facilities improvements to the plaza contained by Buildings 2, 3 and 8, as well as the completion of the Quad and amphitheater, will connect with B22. Figure 2.18 shows strategic seating opportunities in identified locations along the fire lane from B13 to B22 that will define the edge of the campus and provide opportunities for nodes or gathering spaces inviting interpersonal exchanges. The Strategies include complementing the large indoor space for community and college meeting space on the ground level of B5/6 through expanded and enhanced plaza areas with seating, landscaping elements and pruning, to take full advantage of the views.

Buildings

In both new construction and renovation work, the design objective is to provide buildings that accommodate the functional requirements of users while contributing to the campus environment as a whole. The program adjustments for the remaining buildings at Cañada are anticipated as follows.

B5/B6 and B8 receive extensive renovation, large classrooms, student activities area, a large public/college activities room at the lowest level, plus environmental and technology modernization. New uses include the Health Center, student clubs and meeting rooms. Renovations of the gymnasium and associated locker facilities and the modernization of B13 will be completed. With the relocation of the Facilities Maintenance Center to a new complex on site, the lower level will be converted to a Wellness Center. The area around B1 will be compatible with the new adjoining activities.

Science facilities in B16, B17 and B18 are reconfigured for compatibility with current pedagogical methods. Throughout the campus buildings, spaces vacated as services move to B9 will be realigned, many providing additional classrooms for 60 or more students. As each renovation and modernization project is programmed, opportunities for faculty offices and support areas will be evaluated. Facility services will be improved as well. The new Facilities Maintenance Center not only makes way for the Wellness Center, the proximity of equipment and vehicles are removed from the central campus area. Future development, should it be deemed necessary, could be accommodated between B22 and B17.



Figure 2.17 Campus Quad and Amphitheater



Figure 2.18 Seating along edge of the campus

Campus Image

Campus Image is the overall continuity and quality that binds the physical development with the Campus Vision and Goals. Strategies achieve implementation of the 2006 Facilities Master Plan Vision and Goals.

The Plan includes development and upgrade of vehicular and pedestrian circulation networks to meet functional requirements of access and way-finding. The Plan maintains and strengthens pedestrian link-ages and creation of well-defined open spaces. The hierarchy of circulation pathways and nodes through the campus is a product of relationships between major and minor entry points in addition to movement between destinations on campus.

The campus core (Figure 2.19) comprised of the B3 plaza, the amphitheater and the Quad, is augmented by formalizing the major pathway running between B1 and B22. Isolation of areas behind B13 and B16, 17 and 18 is removed. The heart of campus will now be occupied by arteries and pathways composed of gathering spaces linked by physical construction, stairs, ramps, seating and planting, with visual cues such as signature trees, art on campus and water features.



Figure 2.19 The Campus Core

Next Steps

A Facilities Master Plan describes, in narrative and with illustrative maps, an overall development concept including present uses as well as future development. The Cañada College 2006 Facilities Master Plan provides an illustration of the potential campus development. The illustration is constructed from the list of Strategies in Figure 2.20 that might be implemented over time to meet the Goals and support the Facilities Master Plan Vision established for Cañada College through the shared governance process. These specific Strategies respond to ideas and issues raised during the master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular, state funding for B1 and B5/6 projects.

Subsequent to approval of 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

Facilities Master Plan Strategies

STRATEGIES TO ACCOMPLISH GOALS		S	F/S	C	P/V	CCE*
STUDENTS	<ul style="list-style-type: none"> Renovate B5 and B6: large classrooms; student activities; Health Center; HVAC. Complete Modernization of B13. Renovate B1 lower level for Fitness and Wellness Center. Complete Campus Quad and Amphitheater. Provide a variety of exterior spaces that support and reinforce the range of campus activities. 					
	<ul style="list-style-type: none"> Complete renovation of spaces vacated with relocation to B9. Complete Modernization of Instructional Buildings. Reconfigure classrooms for compatibility with current pedagogical methods. Complete modernization of Science facilities in B16, B17, and B18. Provide Strategic student/faculty/staff interface opportunities campus-wide. 					
FACULTY & STAFF	<ul style="list-style-type: none"> Create Landmark entries at Farm Hill Blvd and at Cañada Rd. Create memorable image of campus: Hierarchy; theme landscape; materials; patterns; wayfinding; art on campus. Incorporate landmark elements at decision-making points within campus; Vehicular and Pedestrian. Reconfigure Parking Lot 1. Relocate Bus drop-off adjacent to B3. 					
	<ul style="list-style-type: none"> Establish a hierarchy of vehicular entries. Create 90 degree intersections and reduce the crossing distance. Establish and control safe pedestrian and vehicular interface. Incorporate park lanes and park strips. 					
COMMUNITY	<ul style="list-style-type: none"> Build new Facilities Maintenance Center. Incorporate Landscape elements such as trees in all parking lots. Control vehicular access on all Fire Lanes. Complete internal campus nature and walking loop. Trim and selective removal of vegetation. Complete campus-wide infrastructure and upgrade projects: security, lighting, accessibility. 					
	<ul style="list-style-type: none"> Build new Facilities Maintenance Center. Incorporate Landscape elements such as trees in all parking lots. Control vehicular access on all Fire Lanes. Complete internal campus nature and walking loop. Trim and selective removal of vegetation. Complete campus-wide infrastructure and upgrade projects: security, lighting, accessibility. 					
PEDESTRIAN / VEHICULAR CIRCULATION	<ul style="list-style-type: none"> Build new Facilities Maintenance Center. Incorporate Landscape elements such as trees in all parking lots. Control vehicular access on all Fire Lanes. Complete internal campus nature and walking loop. Trim and selective removal of vegetation. Complete campus-wide infrastructure and upgrade projects: security, lighting, accessibility. 					
	<ul style="list-style-type: none"> Build new Facilities Maintenance Center. Incorporate Landscape elements such as trees in all parking lots. Control vehicular access on all Fire Lanes. Complete internal campus nature and walking loop. Trim and selective removal of vegetation. Complete campus-wide infrastructure and upgrade projects: security, lighting, accessibility. 					
CAMPUS ENVIRONMENT	<ul style="list-style-type: none"> Build new Facilities Maintenance Center. Incorporate Landscape elements such as trees in all parking lots. Control vehicular access on all Fire Lanes. Complete internal campus nature and walking loop. Trim and selective removal of vegetation. Complete campus-wide infrastructure and upgrade projects: security, lighting, accessibility. 					
	<ul style="list-style-type: none"> Build new Facilities Maintenance Center. Incorporate Landscape elements such as trees in all parking lots. Control vehicular access on all Fire Lanes. Complete internal campus nature and walking loop. Trim and selective removal of vegetation. Complete campus-wide infrastructure and upgrade projects: security, lighting, accessibility. 					

*goals are listed in Figure 2.03

Figure 2.20

3. College of San Mateo
2006 Facilities Master Plan

STEINBERGARCHITECTS

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Letter from the President

Since its founding in 1922, College of San Mateo has occupied several sites, moving to its current location in the hills above San Mateo in 1963. Virtually all its campus buildings were completed at that time. Since then the college has undergone major changes in its programs and services, the methods employed by faculty to foster learning, and the tools and technologies needed to support effective education. Students' needs and expectations continue to evolve, reflecting our increasingly diverse local community.

During the last year, the college has undergone a major master planning effort. Detailed in this document, the new plan is the result of countless hours of work by the CSM community. It describes the implications for facilities – reflecting our need to ensure that our programs are accessible, current, and responsive to emerging community needs.

Recommendations of the 2006 Facilities Master Plan include the renovation or replacement of the oldest facilities to accommodate new programs and methods of instruction. In particular, services for students must be consolidated to create a “One Stop Shop,” improving accessibility to our multiple

support services. In addition, CSM must update its general lecture facilities and the facilities that support a diversity of programs including fine arts and music, media studies, and allied health and wellness. The entrance to the campus needs to become more welcoming and sharply defined so that first-time visitors can easily locate their destinations. Parking areas, too, need to become more accessible. Several outdoor areas must be transformed into flexible, multi-use assembly spaces while many of our athletic facilities, for example, the aquatic areas and softball field, must be renovated to support more comprehensive use by both students and the community at large.

The projects detailed in the following pages will enable us to meet our education goals – providing the best possible learning environments for our current students and generations to come.

*Dr. Shirley J. Kelly, President
College of San Mateo
August 2006*

Summary

By offering comprehensive, quality programs and services and by measuring student learning, the College of San Mateo educates students to participate successfully in a changing world. The 2006 Facilities Master Plan documents the strategies developed to meet the College and District goals to modernize the facilities and enhance the environment of the College of San Mateo campus to provide the ability to meet the pedagogical and social needs of the community and students over the next 30 years.

The College of San Mateo 2006 Facilities Master Plan (The Plan) provides an illustration of the potential campus development that might be implemented over time to support the 2006 Facilities Master Plan **Vision** and meet the **Goals** established by the College through the shared governance process. These specific Strategies respond to ideas and issues raised during the master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing projects, supporting capital fund requests, in particular State funding opportunities such as B19 and the demolition of B21-B29.

The 2006 Facilities Master Plan recommended concept shown in Figure 3.01 proposes:

- New facilities and modernization of buildings to meet the workforce training and postsecondary instruction in a collaborative environment
- Landmark Entry at the Hillsdale Boulevard and CSM Drive intersection
- Celebration of 'Front Doors' and Athletic facilities
- Responding to pedestrian flow with new main streets and a diversity of gathering spaces
- Utilize a range of hierarchies of landscape elements as visual cues for understanding and navigating the campus

Subsequent to approval of 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.



Figure 3.01 2006 Recommended Campus Plan

Overview

Background

The College of San Mateo was founded in 1922. The campus made its final move in 1963 to its present location in San Mateo. Most of the campus was built at one time, based on the design of John Carl Warnecke. The 153-acre site provides panoramic views of the North Bay Area. The campus was carved from the top of a hill and is visually separated from its neighbors by a dense buffer of trees and topography. The original design intent was to create grandeur, in both the buildings and the mall. Few intimate spaces were provided. Over the years, the College has continued to experience an evolution and growth. This next phase of the change is consistent with the rich history and builds upon the steady progress of the College of San Mateo.

In November 2001, the voters of San Mateo County passed Measure C, authorizing the District to issue \$207 million in general obligation bonds to fund facilities capital improvements. An additional \$100 million in other funding was secured from various sources, including redevelopment funds, State Chancellor's Office program funds, grants, donations, fees and other miscellaneous sources, resulting in a construction program valued at \$307 million. In November 2005, the voters of San Mateo County passed Measure A, authorizing the District to issue an additional \$468 million in general obligation bonds to continue to execute facilities capital improvements. Based on a public process, the firm of Steinberg Architects was selected in January 2006, as the master planners for the 2006 Facilities Master Plan Update. SWA Group provided landscape architecture concepts and components. DES Architects and Engineers provided vignettes for a range of implementation scenarios.

The College of San Mateo currently supports a population of 12,000 day and evening students, with its primary service area from central San Mateo County. The campus consists of a major loop road which winds its way around the site. There is a main north-south pedestrian spine that links the new Science Center B36 to the north with the Gymnasium B8 to the south. A pedestrian mall and large exterior spaces are positioned along this axis, forming the primary campus experience. This axis is traversed by a secondary east-west plaza that connects the Fine Arts/Theater complex B2, B3, B4 with the Library B9. Each grand space creates an architectural view corridor terminated by buildings. The loop road encircles the parking which is located in various quadrants of the site.

As illustrated in Figure 3.02, the starting point of the 2006 Facilities Master Plan incorporates a combination of the 2001 Master Plan and projects that will be completed in the near future. Typical with a master plan document, as projects are developed, changes in program and location are common. Significant work was completed as part of the first bond. The flagship project consists of the new Science Center and Planetarium (B36), which is a technologically sophisticated building for the Physical and Life Sciences program. The other new campus building is the Regional Public Safety Center (B35). In addition, projects included

renovation/modernization of classrooms in B16, B18, B19 and B9. Hazardous materials abatement and accessibility improvements, various individual classroom upgrades including installation of technology infrastructure and audio-visual equipment to support modern pedagogical methods, and installation of a new, state-of-the-art fire alarm system were completed. As part of the District-wide energy efficiency projects, light fixtures throughout the campus were retrofitted, a co-generation facility was installed, plus extensive mechanical infrastructure upgrades and repairs were also performed.

The 2001 Master Plan also identified renovation to the Student Support, Administration and Student Union B1/B5/B6. As project planning evolved, it became clear that a renovation project would not fully satisfy the programmatic needs of a ‘One-Stop-Shop’ center, Bookstore and Cafeteria. The passage of Measure A provides an opportunity for the District and the College to re-evaluate the 2001 Facilities Master Plan and examine outstanding campus requirements including Workforce Training facilities and classroom size and design that support collaborative teaching and learning.

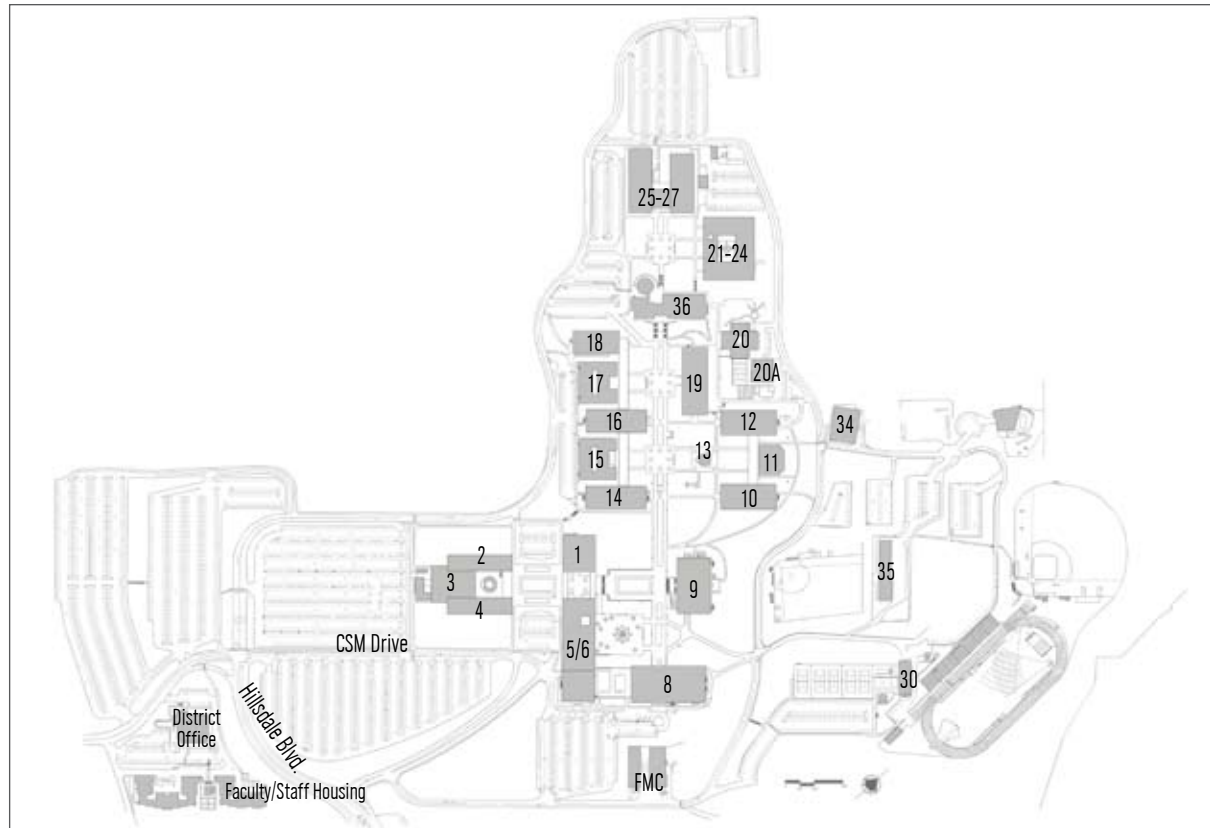


Figure 3.02 CSM Campus in 2006

Facilities Master Plan Process

The purpose of the College of San Mateo 2006 Facilities Master Plan is to provide an overall development plan for the District to consider when addressing specific problems, issues and opportunities so that the solution relates to the campus as a whole.

Through a shared governance process, with representatives from all constituencies, Steinberg Architects facilitated a process that consisted of four phases:

- Phase 1: Physical and Academic Review and Analysis
- Phase 2: Options Development
- Phase 3: Solution Development
- Phase 4: Facilities Master Plan Approval

As part of each phase, meetings were held with the District, President's Cabinet, Instructional Administrators, Student Services Leads and College Council. In open forums, three All-College meetings were held representing Academic Senate, Faculty, Classified Staff, Certified Staff, Administration and Students. A presentation was made at the conclusion of each phase to the Board of Trustees.

Phase 1: Physical and Academic Review and Analysis

For the first phase of the master plan process, information supplied by the various constituents was reviewed. Existing sites and facilities were photographed, researched, and analyzed. Programming was examined at master planning level by looking at enrollment, classroom utilization and program growth. The purpose was to gather data sufficient to identify potential program square footage. Specific projects that evolve from the Strategies will include a detailed programming exercise with the architects, the faculty and the building users to determine the program of each building. An Information Log, a compilation of the comments and issues heard at the various constituent meetings, was prepared. These discussions led to the development of a **Vision Statement** and **Goals**.

Facilities Master Plan Vision: In conjunction with the College, a specific 2006 Facilities Master Plan Vision Statement was identified collaboratively, based on an excerpt from the existing College of San Mateo Vision, but tailored to the facilities master plan:

- College of San Mateo will continue its commitment to robust programs in transfer, occupational education, basic skills and lifelong learning.
- College of San Mateo will endorse, support and actively pursue a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve, the professionals with whom we serve and the subject matter we impart.

2006 Facilities Master Plan Goals

STUDENTS	Provide a supportive, collaborative and integrative learning environment that maximizes the synergy across disciplines, and between instruction and student support services.
FACULTY & STAFF	Provide a supportive working environment that fosters a climate in which all faculty and staff can thrive and excel.
COMMUNITY	<ul style="list-style-type: none">a. Strengthen partnerships with businesses, industry, and other educational institutions.b. Support community use of facilities.
PEDESTRIAN/VEHICULAR CIRCULATION	Enhance the campus image, manage the vehicular traffic, augment the pedestrian areas, address the evening campus experience and improve access to buildings.
CAMPUS ENVIRONMENT	Support institutional needs, identified through college strategic planning, for updating facilities to enhance learning environments.

Figure 3.03

Facilities Master Plan Goals: For consistency and comprehensiveness, development of goals is structured by five categories: Students, Faculty & Staff, Community, Pedestrian/Vehicular Circulation, and Campus Environment. Figure 3.03 lists the 2006 Facilities Master Plan Goals for College of San Mateo. Within these five organizing categories, College of San Mateo defined its priorities and character. Students and Campus Environment were the most actively discussed because of the need for appropriate workforce training facilities, a “One-Stop Shop” for Student Services and the low level of campus synergy. The desire to increase the community participation, such as through athletic facilities, followed in importance. The character of the campus was best expressed through the request for a collaborative campus community.

The Phase 1 analysis confirmed that the campus dynamic will change with the opening of B36, some existing buildings are unsuitable for education in the 21st Century, the physical center of the campus is the appropriate location for Student Services, Cafeteria and Bookstore and preferable location for Administration. Other challenges to be addressed are Campus Image, particularly the entrance at Hillsdale Boulevard and Campus Drive and recognition of the Campus Front Doors.

Phase 2: Options Development

Phase 2 began to establish connections that link and unify the campus and the community and foster a positive memorable experience and identity. The Master Planning Guidelines, the organizational tools for facilities master planning, provided specific analytical information about existing conditions such as exterior spaces, gathering spaces, framework, circulation, transitions and planting zones. The resulting analytical diagrams focused dialogue at shared governance meetings. Appendix 3 provides a collection of this material.

At the College of San Mateo, the options focused on image, services in support of students, the low-key campus center and changes in workforce training. Four organizing concepts challenged what new facilities and where to locate them. Complemented by guideline diagrams, more detailed discussions with the constituents followed. The options analysis focused on an overlay of the central campus circulation as it related to the North and South main entries (Front Doors). Both Options met the current educational and programmatic needs of the College, although each arranges the campus and new buildings in a different way. The realignment of the pedestrian path from the respective east and west parking lots to a major create a major junction with the north-south spine.

Option A – Grid: Following the current campus spine pattern, this option places new buildings along a linear grid, maintaining the north-south mall and respecting the east-west view corridor between the Theater and the Library. Refer to Figure 3.04A.

Option B – Diagonal: A new diagonal path enters the center of the campus from the South entrance. This



Figure 3.04A CSM Option A - Grid Plan



Figure 3.04B CSM Option B - Diagonal Plan

option builds upon the existing axis with the diagonal reorganizing the east-west plaza into a series of different spaces. Significantly, the diagonal focuses the visitor deep into the center of the campus. Refer to Figure 3.04B.

Comments from the Board of Trustees, the District, members of the Cabinet, Student Service Leads, Instructional Administrators and the All-College meetings emphasized the importance of a Landmark entrance, the Front Doors, locating Student Services/Cafeteria/Bookstore/Administration in the physical center of the campus, exploiting the views from the campus, visually terminating large malls with buildings and expanding the Athletic facilities for the college and the Community.

Phase 3: Solutions Development

The third phase of the Facilities Master Plan process is collaborative development of the strategies that meet the goals. Based on comments from the Board of Trustees, the District, members of the Cabinet, Student Service Leads, Instructional Administrators, College Council, and the All-College meetings, input was incorporated and the best ideas from Option A and Option B were incorporated into one Solution, Figure 3.05. The illustrative drawings begins to show the overall campus development, not only what might change. The approach shown in this illustrative plan incorporates: landscape hierarchy as visual cues for people and cars; traffic control measures; recognizing and supporting the changes resulting from the introduction of B36; a pedestrian linkage system for way-finding within the campus; and landmark campus identity at the boundary with the community.

Significantly, the Solution captured a new diagonal axis; new buildings in the core; a hierarchy of campus entry; grand boulevard towards a south Entrance and drop-off; an acknowledgement of a new traffic and drop-off pattern at the north entry to campus; a pedestrian east-west link that brings students to the core; landscape features and a landmark campus identity within the community.

A preliminary list of strategies was developed and measured against the goals. An annotated collection of this material is provided in Appendix 3.

Phase 4

The fourth phase of this process is preparation of a comprehensive document with narrative and illustrative plan. The Board of Trustees takes the action to approve the 2006 Facilities Master Plan (Figure 3.07) as the guide to future site development and facilities projects at College of San Mateo.



Figure 3.05 CSM Solution Development

Recommended 2006 Facilities Master Plan

The range of Strategies reflected in the 2006 Facilities Master Plan (The Plan) in Figure 3.07 provides the facilities and character that support the continued success of College of San Mateo. The strategies are guided and measured by the Campus Goals. The following is a description of the plan organized in five classifications: Concept, Framework, Campus Core, Buildings, and Campus Image.

Concept

By emphasizing the hierarchy of the campus, the 2006 Facilities Master Plan aims to re-organize the campus experience. The Organization Concept, shown in Figure 3.06, proposes a campus with defined Front Doors and a diagonal axis combined with a formalized east-west pedestrian path that leads to an activated core, where students, faculty and staff can mingle in various gathering spaces around the revitalized center of campus. The unique focus of College of San Mateo is collaboration. The result supports the Facilities Master Plan goals. For the **Students** goal, student support areas are combined and placed in the heart of the campus. New instructional buildings, appropriate for education in the 21st Century, are complemented by amenities that support synergy of on-campus dialogue with peers, faculty and staff. **Faculty & Staff** are nurtured and teach in intellectually stimulating environments (classrooms and campus). Relocation of the Workforce Training programs and a new Wellness and Aquatic Center to the South Entrance extend the campus outreach to the **Community**. The **Pedestrian/Vehicular Circulation** network is understood and navigated through the use of landscape treatment and passive traffic control measures. The initial impression of the campus is a welcoming image. The **Campus Environment** meets educational and fiduciary responsibilities through a range of classroom type, size, equipment, and technology in the context of materials appropriate for asset preservation, utilization flexibility, safety and security and sustainability.

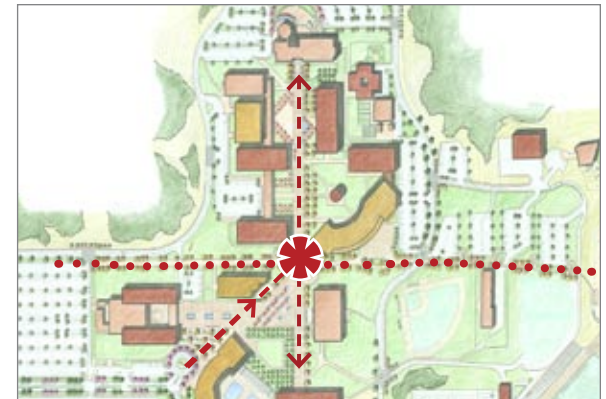


Figure 3.06 CSM Organization Concept

Framework

The organizing principle of a campus is its Framework. It ties together the buildings, the circulation and the campus experience from the main entry to the campus to the Front Door to the instructional facilities. Framework consists of: Landmark Entries, the primary vehicular entries to the campus; Vehicular Circulation, components such as loop roads and parking; Thresholds, the welcome areas of the campus and the point of transition from vehicular to pedestrian; Campus Core, a collection of nodes and gathering spaces along a pedestrian spine that provides the dynamics for human interaction; Buildings, supporting the instructional programs of the college; and Campus Image, overall continuity and quality binding the physical structure to the Campus Vision. Using a hierarchy of landscape components, trees, furniture, lighting, signage, and surface treatments as visual cues, the campus experience is more welcoming to visitors and students alike.

College of San Mateo 2006 Facilities Master Plan



Figure 3.07

Landmark Entry

The circulation system is a primary organizing and way-finding concept. A delineated concept allows understanding and navigation into and through a campus. Landscape elements as visual cues, express and articulate a hierarchy of the campus entry and primary and secondary circulation. The Landmark Entry to College of San Mateo (Figure 3.08) occurs at Hillsdale Boulevard and CSM Drive. Figure 3.09 is a vignette of the Entry. A Landmark Entry is achieved through its design and scale. A monumental campus sign is proposed at the crest of the hill above Hillsdale Boulevard. Special trees, terracing, lighting, and perhaps a water feature are envisioned. The monument sign will direct traffic up Hillsdale Boulevard to the Landmark Entry. A roundabout with special paving, planting, signage walls, and lighting define the entrance to the College of San Mateo as a place rather than an intersection. The roundabout also improves the traffic movements and volumes. Entry into the campus is further celebrated by a realigned CSM Drive as a vehicular boulevard flanked by trees and wide walkways. The current main entry road will be de-emphasized through a reconfiguration of its juncture with Hillsdale Boulevard.

Vehicular Circulation

With the objectives of way-finding, managing the interface between pedestrian and vehicular circulation and most importantly, providing a safe pedestrian experience, The Plan recommends improvements for all parking lots and the Loop Road. The loop road at the College of San Mateo is self-contained in that no public traffic uses the loop road as a



Figure 3.08 Landmark Entry

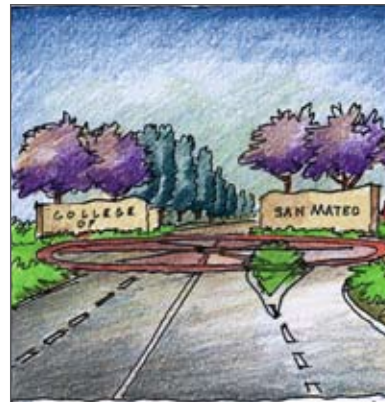


Figure 3.09 Hillsdale Blvd Entrance

DES



Figure 3.10 Oval Drop-off Area

DES

shortcut to other areas. Vehicular crossings throughout the loop road are modified with new pavement, landscape treatment and pedestrian safety measures. The loop road is reconfigured at Lot 10 corresponding to the new North Front Door. The parking lot entry points are differentiated by special trees, paving patterns, lighting, and signage. Shown in Figure 3.11, two areas along the loop road celebrate the athletic zone. Views overlooking the athletic fields and the bay are inspiring from this vantage point. Figure 3.12 is a vignette of the Athletic Gateway.

Bus service is a significant means of access to the campus, particularly for patrons of some Workforce Program clients. Buses no longer stop at the South Front Door of the campus. Still convenient, the relocated bus zone is suitable only as a bus stop. A recovery parking area away from the main campus entry needs to be negotiated with SamTrans.

At the College of San Mateo, the Fire Department Access Lanes (Fire Lanes) are not secured from general use. In order to avoid cars penetrating the pedestrian areas of the campus, the vehicular access to all Fire Lanes will be controlled by means of moveable bollards. Thus, the pedestrian walk areas of the campus, particularly the north-south spine, will function as pedestrian areas rather than as a 'no man's land'.

Parking Lots

The designated landscape vocabulary reinforces an easily identifiable entrance into the numerous parking lots at the College of San Mateo. Trees and low landscaping are recommended at the perimeter of all parking lots to visually buffer parked cars. Tree islands are recommended to mitigate the heat island effect of parking lots, to provide opportunities for bio-swales, to reduce impermeable material and surface run-off, and to control erosion. Accessible parking spaces are dispersed throughout the campus parking lots. Key modifications for the parking lot areas follow.

Parking Lot 1 is modified for the installation of the boulevard entrance to the campus South Entrance. The revised roadway eliminates the parking lot circulation into CSM Drive. The access road from the South Entrance into Parking Lot 3 is reconfigured to accommodate the new building and Aquatic Center. Parking Lot 4 no longer conflicts with the South Entrance. Parking and the bus stop have been shifted to the west. Adjacent to the Theater, Parking Lot 5 provides Visitor and Accessible parking. The new Student Services/Administration/Cafeteria/Student Activities Building (Student Center) is visible from the Campus Loop Road across Lot 6. This lot is expanded to provide additional parking, particularly for Visitor and Accessibility compliance.

Lot 9 is reconfigured to serve the new North Entrance. The parking access road also provides a drop-off area. Lot 10 is modified to complement the realigned loop road and North Entrance. Additional drop-off parking is available. Due to the demolition of B21-B29, Lot 11 can be significantly expanded. The new layout in this lot provides a pedestrian corridor that frames a view to the Bay and San Francisco. The walkway



Figure 3.11 Secondary Entrances / Decision Points

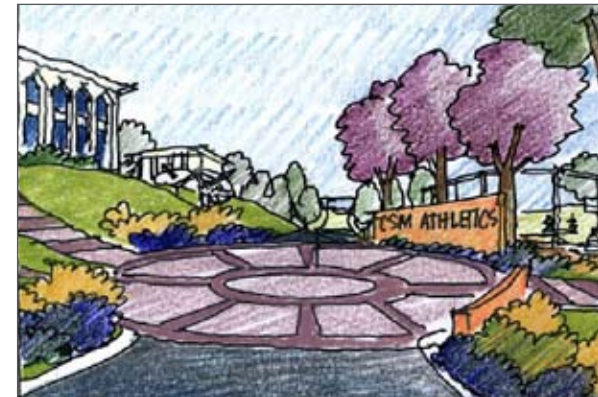


Figure 3.12 Athletic Gateway

DES

leads to a new outlook plaza. Together, Lots 9, 10 and 11 define the new North Entrance at the Science Building and Planetarium (Figure 3.13).

Parking Lots 18, 19, 21, and 22 are complete. The east-west pedestrian spine extends from Lot 18 to the center of the campus. KCSM in the lower level of B9 receives numerous deliveries. Although a pull-off is provided, additional parking may be appropriate. Parking Lots 23 and 12 combine when B34 is removed. Parking Lot 27 provides easy access to the center of campus and the Student Services Building. Service truck (delivery and waste disposal) access for the bookstore and cafeteria is also accommodated. The building program might also include a place for storage of ‘golf-carts’ used by facility, security, health, and athletics. All lots are identified on the 2006 Facilities Master Plan (Figure 3.07).

Thresholds

The campus activity dynamic will change with the opening of B36 at the North Entrance (North Front Door) and the rerouting of the main vehicular entry to the South Entrance (South Front Door). These pedestrian/vehicular interface areas (Front Doors) provide a physical juncture; visitors not only pass through one distinct exterior space into another, but they also move between levels into the redeveloped main campus spine. Consistency of landscape treatment at the north and south thresholds sets the college image. These unique areas act as architectural thresholds framing expansive views of the campus architecture, campus landscape, and surrounding vistas. Defining the campus Front Door creates identifiable and welcoming pedestrian entry points to the campus core.

South Front Door: The visitor is welcomed and engaged in an inviting experience at the new South Entrance. The view from the Landmark Entry into the campus faces the new Wellness/Workforce/Aquatic Building. The visitor is introduced to the campus from a landscape circular drive (Figure 3.10). Pedestrian conflicts with buses and parking (see Figure 3.08) are eliminated. The transition space from vehicle to pedestrian is an outdoor room of trees, paving, benches, and the traditional College of San Mateo water features. The visitor is immediately oriented by the features of the diagonal to the new Student Center at the heart of campus. Together, the buildings and landscape configuration define the Front Door concept. Visitor parking and drop-off areas remain conveniently nearby.

North Front Door: The campus dynamic will change with the opening of the New Science Center (B36). More cars and people will migrate to the North Entrance. Due to the grade change, the plaza around the Planetarium is a series of terraces. An edgeless water feature blends with the vista to the Bay. Figure 3.13 shows pedestrian walkways separated from vehicles and identified with special landscape planting and paving. A series of integrated ramps and stairs lead up the terraces into B36 (Figure 3.14). From the Science Plaza and Planetarium, a vista offers spectacular views of the North Bay. Benches are placed among the trees to provide quiet, reflective places. A boulevard of trees between Lot 9 and Lot 11 leads pedestrians to the New Science Center and Planetarium.

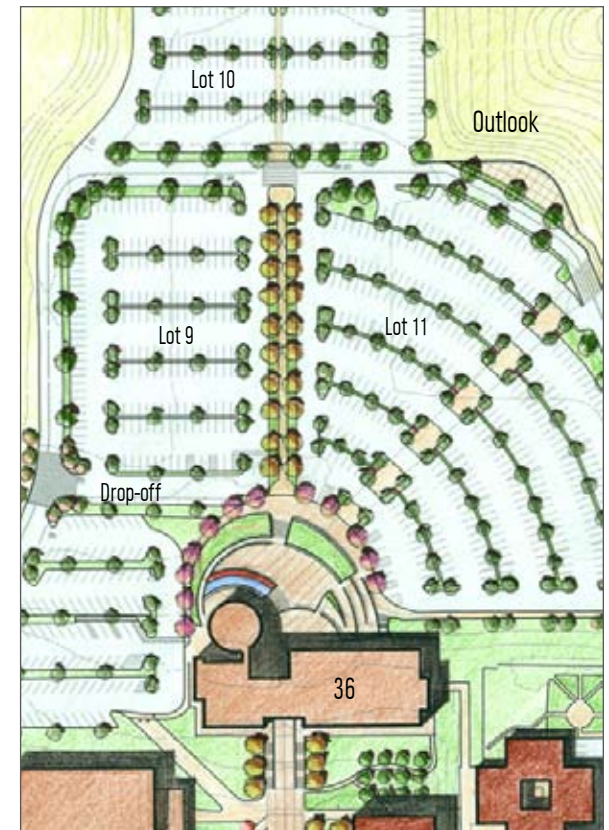


Figure 3.13 New North Front Door



Figure 3.14 New North Front Door

DES

Campus Core

The organizing structure of the campus core is changed. A new extensive east-west link and diagonal axis from the south intersect the original north-south spine. New buildings frame these natural paths into and across the campus while maintaining open vistas terminated by buildings. Along these paths, visitors not only pass through one distinct exterior space into another, but they also move between levels. This overlay blends the upper Quad and lower plaza areas of the original design at a new centralized hub. Everyone is drawn into the center of the campus (Figure 3.15).

The east-west axis leads from the western parking lots through the campus, past a new classroom building and South Hall (B14), intersects with the north-south mall, continues east past the new Student Center down to the athletic fields. This natural pedestrian link connects two regions of the campus by a series of integrated ramps, stairs and walkways. The pathway will become a campus hub (hot spot) due to its adjacency to the Academic Core, the new Student Center and its intersection with the existing north-south pedestrian spine (Figure 3.16). This hub obtains its character and prominence from a concentration of external elements including people, landscape, and enclosure. It is a place for meeting, viewing, seating, and mingling. A new clock tower in the corner of the New Student Center will act as a campus icon. The clock tower is strategically located in the heart of the campus, acknowledging the intersection of the three axes.

Common to many education campuses, the Quad is an important unifying spatial element that has an



Figure 3.15 New North-South / East-West Campus Core

interrelationship with its defining edges; the edges define the quad area and conversely, the quad space brings importance to the edge conditions (Figure 3.17). The Quad is still maintained at the academic core, as a framed outdoor area, but can be enhanced with the conversion of the old Planetarium (B13) to an Art Gallery.

A hierarchy of landscape elements is proposed to support pedestrian circulation. Consistent with fostering a memorable experience and identity, the use of pavement color, pattern and texture is combined with landscape vocabulary such as a cluster (basque) of trees and water features, creating outdoor rooms. Residual spaces carved by building edges, paths and topography provide a range of opportunity (Figure 3.18). Gathering spaces are centers of concentrated activity and energy. Small spaces such as the teaching courtyard between the new Faculty Office and B19, or between B16 and B14, or the cloister of trees between B9 and the Workforce/Wellness Center, are more intimate in scale and their “walls” are created by the surrounding architecture and trees. Medium sized spaces such as the sculpture quad created by the new Student Services, B12, B13 and B19 or the student activity plaza at the base of the new Student Service Building contain areas that provide quiet and loud venues. Larger spaces create ambiance and accommodate special functions.

Buildings

In both new construction and renovation work, the objective of the master plan is to propose buildings that accommodate the functional requirements while contributing to the campus environment as a whole. Building locations and orientations define the edges of formal malls, quads, and outdoor spaces.

New Student Center

In mid-campus, a new ‘One-Stop-Shop’ Student Service/Administration/Cafeteria/Bookstore Building (Student Center) is proposed (Figure 3.17). From the Quad, it is a two-story building; from the parking lot, it is a three-story building set into the hill. Student Services, Cafeteria and Bookstore have direct access to the Quad. The uppermost level provides new space for Administration, Information Technology (IT) and the potential for large event or meeting space. Sharing the lower level are Student Clubs, Storage and Service Dock.

The building may include a ‘Main Street’ concept (open counter area in the middle and offices on either side of the ‘street’) for Student Services, a Cafeteria with both large, high-ceiling space, and small intimate areas. The Cafeteria deck takes advantage of views over the athletic fields towards the East Bay. At the lower level, an outdoor activity plaza for students also overlooks the athletic fields and accommodates noisy events. Information Technology would be relocated from B34 into this new building. Buildings B10 and B11 will be demolished to accommodate this new building.

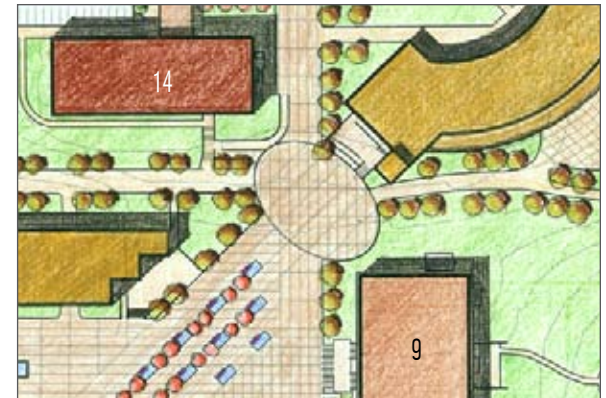


Figure 3.16 Outdoor Interaction Area

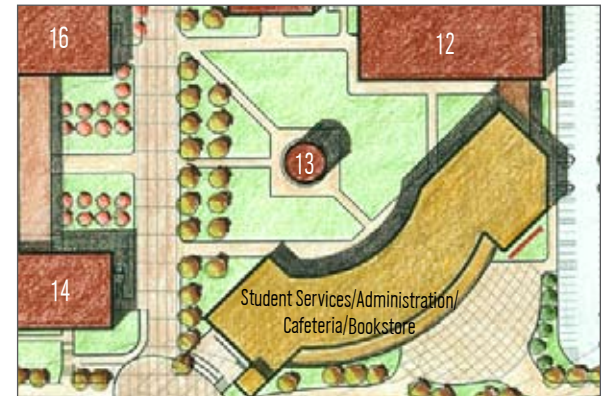


Figure 3.17 Student Services/Administration/Cafeteria/Bookstore



Figure 3.18 Outdoor Room

New Wellness/Workforce/Aquatic Center

Relocating the Workforce Training programs and establishing the new Wellness and Aquatic Centers at the South Entrance extends the campus outreach to the community and responds to the demanding skill-based economy of the early 21st century (Figure 3.19). The Cosmetology, Dental and Nursing Buildings (B21-24) have reached the end of their useful life and will be demolished. The Workforce Training Programs will be relocated into a new facility at the South Entrance to the Campus. Projections indicate that the Cosmetology program may expand to include an Esthetician program. In this new location, the Cosmetology program will have a strong public presence that may facilitate transition to ‘spa-like’ to attract more clientele.

The new building includes facilities for a community-oriented Fitness and Wellness Center. The Wellness Center would house work-out space, locker rooms, and a lobby, in a model similar to athletic clubs. A county-wide Aquatic Training Facility with Olympic-size pool and warm-up/Adaptive PE pool is proposed (Figures 3.19 and 3.20). The pool is on the same level as B8 and the new Wellness Center. The pool orientation is suggested on a north-south axis. Bleacher seating is provided along with stepped seating at the grade change adjacent to the south plaza.

New Instruction Building

Placement of the Student Center in the center of the campus requires demolition of B10 and B11. These science classrooms are replaced by the new B36. The condition and layout of these buildings make them less suitable for renovation. Figure 3.21 shows, a new instruction building with a range of general lecture space addressing the campus need for large, technologically appropriate classrooms, the initiation of the Center for Integrative Learning and faculty offices. These large rooms may accommodate 45 – 60 students.

Demolition of B1 is anticipated. The MPOE (Main Point of Entry) for the campus data lines is in the basement of B1. Careful planning and staging is required to ensure the MPOE continues to be operational during demolition and construction. Retaining B1 can be considered if classrooms are provided elsewhere.

New Faculty Center

B15 and B17 have exceeded their useful life. Offices and support services for full and part-time faculty are required (Figure 3.22). Detailed programming will determine the program and hence the size of the building. As projects are planned, some faculty offices may be located near the classrooms, particularly for the Center for Integrative Learning.



Figure 3.19 New Wellness/Workforce/Aquatic Center Building

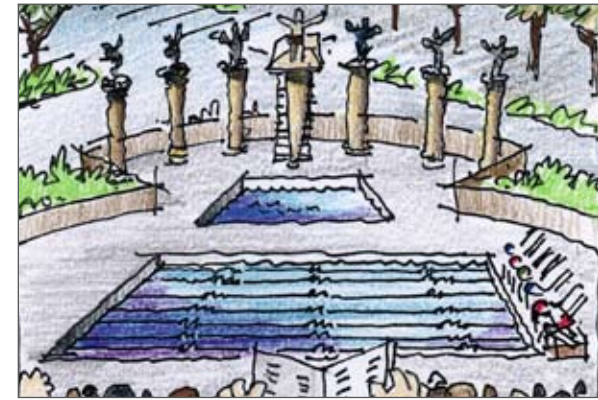


Figure 3.20 New Aquatic Center

DES



Figure 3.21 New Instruction Building

Modernization/Remodel Projects

To become suitable for learning in the 21st century and to protect the assets, various buildings on campus require a range of modernization, remodel or renovation. Buildings requiring some level of modernization or remodel are B2, B4, B8, B12, B14, B16, B19, B20 and B30. The Theater (B3) requires restroom upgrade and handicap access. The old Planetarium (B13) is slated for renovation into a Campus Gallery. The Butler Building (B34) is relocated for a supplemental Corporation Yard facility. It may also serve as the storage barn for the fire trucks. Potentially, a covered area for the Theater courtyard can allow for flexibility of use and also act as a memorable icon.

To complete compliance with Title IX, the Team House (B30) will be renovated and the Softball Field will be installed with synthetic turf. Athletic upgrades include building the softball field, remodel or replacement of the Team House (B30), renovation of the Gym (B8), and addressing accessibility in the Athletics Building.

Campus Image

Campus Image is the overall continuity and quality that binds the physical development with the Campus Vision Statement and Goals. Strategies achieve implementation of the 2006 Facilities Master Plan Vision and Goals.

The existing campus has a strong grid characterized by broad undefined open spaces (Figure 3.02). The Plan proposes an overlay grid with a tilted axis (Figure 3.06). A diagonal axis from the south combines with an extensive east-west link to intersect with the original north-south spine. The placement and orientation of the two major new buildings, the Student Center and the Wellness/Workforce/Aquatic Center, serve as bookends for the new diagonal grid. The new Instruction Building blends into both the existing and diagonal grids. Pathways linked by physical construction, stairs, ramps, seating, and planting, provide memorable visual cues such as signature trees, incorporation of art or art works and icon features. This organizing structure makes the campus a unified whole with many opportunities.

The Landmark Entry at Hillsdale Boulevard and CSM Drive frames the image of the campus. The South and North Entrances serve as special places, thresholds that invite intellectual curiosity and academic engagement (Figure 3.23). The 21st century classroom facilities and student support services provide a supportive, collaborative and integrative learning environment that maximizes the synergy across disciplines. The result is a cohesive college campus.



Figure 3.22 New Faculty Offices Building



Figure 3.23 South Entrance Plaza

Next Steps

The 2006 Facilities Master Plan (The Plan) describes, in narrative and with illustrative maps, an overall development concept including present uses as well as future development. The College of San Mateo 2006 Facilities Master Plan provides an illustration of the potential campus development. The illustration is constructed from the list of Strategies in Figure 3.24 that might be implemented over time to meet the Goals and support the Vision established for the College of San Mateo through the shared governance process. These specific Strategies respond to ideas and issues raised during the facilities master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular, State funding for B19 and demolition of B21-29.

Subsequent to approval of the 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

Facilities Master Plan Strategies

	STRATEGIES TO ACCOMPLISH GOALS	S	F/S	C		P/V	CE*
				a	b		
STUDENTS	• In mid-campus, construct new “One-Stop-Shop” Student Service/Admin facility.		•			•	
	• At core, build new Student Activities Center: Food Service, Bookstore, Clubs, etc.						•
	• Construct new classroom building to replace B10/B11; include large classrooms.		•				•
	• Configure new and remodeled instructional classrooms for cross-disciplinary use.		•				•
	• Provide areas for student/faculty interaction, meetings and studying.		•				
FACULTY & STAFF	• Provide updated facilities for faculty with classrooms & new Faculty Center.						•
	• Complete Modernization and provide accessibility.	•		•	•	•	•
	• Relocate Cosmetology, Dental, Nursing instructional space to new facility.	•		•	•	•	•
	• Provide exterior spaces adjacent to instructional space for outdoor teaching.	•					•
	• Upgrade Athletic: Title IX; Build softball field; Replace team house; Renovate gyms.	•		•	•	•	•
	• Relocate B34 to Corp Yard for use as FMC; Relocate IT into Administration Building; and Reconfigure Parking Lot 23/12.						•
COMMUNITY	• Establish a zone on campus that unites community-use buildings.						•
	• Construct a county-wide Aquatic Training Facility.	•	•				
	• Provide facilities for a community-oriented Fitness and Wellness Center.	•	•				•
	• Convert existing planetarium to gallery.	•	•			•	•
	• Provide meeting spaces to accommodate large group events.	•	•				•

*goals are listed in Figure 3.03

Figure 3.24

	STRATEGIES TO ACCOMPLISH GOALS				S	F/S	C		P/VCE*
			a	b					
PEDESTRIAN/VEHICULAR CIRCULATION	• Provide gateways/landmarks to create a hierarchy of campus entry points.	•	•	•	•				
	• Incorporate visual and memorable cues.	•	•	•	•				•
	• Reconfigure CSM Drive and Lot 1 for “boulevard” grand entrance.	•	•	•	•				
	• Reconfigure both campus entry intersections with Hillsdale Boulevard.	•	•	•	•				•
	• Provide parking near Student Service / Student Activities & KCSM.	•	•						•
	• Reconfigure new drop-off and separate bus area near the Theater.	•		•	•				•
	• Reconstruct loop road around Lot 10.	•	•	•	•				•
	• Provide pedestrian access to center of campus.	•	•	•	•				
	• Reconfigure pedestrian and vehicular crossings throughout loop road.	•	•						•
	• Integrate accessible pathways with plazas, pathways and stairs.	•	•						
	• Control vehicular access on all Fire Lanes.	•	•						•
	• Provide opportunities throughout for Art-on-Campus.	•	•	•	•				
	CAMPUS ENVIRONMENT	• Use planting to reinforce pedestrian and vehicular separation.	•	•					
• Complete campus-wide infrastructure and upgrade projects.		•	•						•
• Provide vista opportunities throughout campus.		•	•	•	•				•
• Provide water features throughout campus.		•	•	•	•				

Figure 3.24 Continue

*goals are listed in Figure 3.03

4. Skyline College
2006 Facilities Master Plan

STEINBERGARCHITECTS

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Letter from the President

Skyline College's beautiful location at the Pacific coast offers a unique learning environment for college students of all ages. The college opened in 1969 and since then has provided a well-designed academic atmosphere including excellent programs preparing students both for transfer to four-year institutions and for the workforce. During the intervening years, the college has expanded its offerings in both areas and now provides state of the art instruction in dozens of programs. Over the past couple of years, in order to support those programs and the associated student services, the college's buildings and grounds have been undergoing extensive renovation, modernization and new construction.

This new Facilities Master Plan provides a map for the next phase of enhancement of this outstanding learning environment. The Plan describes improved access to the college by means of clearly defined entrances, excellent disabled access and greatly improved parking. The Plan includes a new facility for our acclaimed Cosmetology program along with other wellness and Physical Education offerings. It also includes a new administration building, to house an on-campus Center for International Trade Development, the Workforce and Economic Development Center, and support services for full-time and part-time faculty. Renovation of key buildings will provide additional space for student services to allow the college to respond to growing student needs and to provide for consolidation of services for students with disabilities. Renovation will also augment facilities for important transfer and workforce development programs, and add a new Child

Development Center. Finally, there will be dramatic improvement to the Theater and the Gallery, in service of the college's goal of being a cultural center for the community.

This plan was built collaboratively by a large group of college faculty, staff, administrators, and students. Many additional people from across the college joined us to provide ideas and comment on various drafts of the Master Plan. The Plan was shaped by the rich experience of these people who use the college's facilities every day and who help direct others to services at the college. Their experience was invaluable in identifying excellent opportunities for strengthening the college's facilities. We met in numerous task force meetings, and hosted as well several college-wide Town Halls.

In addition, the college has completed an Educational Master Plan to guide our facilities planning. The Educational Master Plan was based upon extensive data concerning the demographics of the communities the college seeks to serve, the work force needs in our region, the college's program reviews, program/discipline planning questionnaires, extensive interviews and additional Town Hall forums.

Upon completion of the implementation of this Facilities Master Plan, the entire scope of the college's buildings and grounds will have been touched, and the learning environment will serve our communities with distinction.

*Dr. Victoria P. Morrow, President
Skyline College
August 2006*

Summary

Skyline College takes pride in its unique coastal location and is committed to providing a culturally rich and socially responsible environment for academic excellence. The 2006 Facilities Master Plan documents the strategies developed to meet College and District Goals to modernize facilities and enhance the environment of Skyline campus to provide the ability to meet the pedagogical, cultural, and social needs of the community and students over the next 30 years.

The Skyline College 2006 Facilities Master Plan (The Plan) provides an illustration of the potential campus development that might be implemented over time to support the 2006 Facilities Master Plan **Vision** and meet the **Goals** established by Skyline College through the shared governance process. These specific Strategies respond to ideas and issues raised during the master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular, state funding for the new Instruction Buildings, the Child Development Center, and the Facilities Maintenance Center.

The 2006 Facilities Master Plan recommended concept in Figure 4.01 proposes:

- Modernization of buildings to support and stimulate intellectual curiosity and academic engagement
- Landmark entries from Skyline Boulevard and Sharp Park Boulevard
- Utilization of landscape hierarchies to define vehicular and pedestrian paths and manage pedestrian/vehicular interface
- Identifiable campus 'Front Doors'
- Activated campus core linking indoor and outdoor spaces with plazas and pathways that relate to the natural setting that surrounds the campus

Subsequent to approval of the 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.



Figure 4.01 Skyline 2006 Facilities Master Plan

Overview

Background

Skyline College opened in 1969. Located in San Bruno, Skyline College is the northern most campus of the three community colleges in the San Mateo County Community College District. The campus is conveniently available to residents of South San Francisco, Daly City, Colma, Brisbane, San Bruno, and Pacifica. Although Skyline's chief service area is northern San Mateo County, the college enrolls students from the entire district. The Skyline Campus is located on a 111-acre site, just west of Skyline Boulevard in San Bruno. The campus occupies a hillside site characterized by topography that climbs from east to west ending at a dramatic view of the Pacific Ocean from a ridge top vista point. The Southern perimeter of campus is bordered by steep grades and natural landscape while residential neighborhoods edge the north side of the campus.

In November, 2001, voters in San Mateo County approved a bond measure which provided funding to update, modernize, and retrofit the three community colleges serving County residents: Cañada College, College of San Mateo and Skyline College. At Skyline College, a new Student Support & Community Services Center (B6) and the New Science Annex (B7A) are under construction. Renovation of the Pacific Heights campus buildings and various other areas on the main campus to accommodate departments and classrooms displaced by new construction projects was completed. Academic Classroom Buildings (B7, B8) and Gymnasium (B3) received seismic upgrades and modernizations. Academic Building (B1) received finishes and a new roof along with technology upgrades. Academic/Student Services (B2) received partial modernization and is slated for additional renovation. The Library (B5) received new mechanical units. Automotive Technology (B9, B10) received new roofs. Infrastructure improvements were implemented campus-wide.

In November 2005, the voters of San Mateo County passed Measure A, authorizing the District to issue an additional \$468 million in general obligation bonds to continue to execute facilities capital improvements. Based on a public process, the firm of Steinberg Architects was selected as the master planner for the 2006 Facilities Master Plan Update. SWA Group provided landscape architecture concepts and components. DES Architects and Engineers provided vignettes for a range of implementation options scenarios.

The 2001 Facilities Master Plan served as a baseline for re-evaluation in the development of the 2006 Facilities Master Plan. As illustrated in Figure 4.02, the starting point of the 2006 Facilities Master Plan incorporates a combination of the 2001 Master Plan and the completion of current projects. Typical with a master plan document, as projects are developed, changes in program and location are common. For example, the 2001 Master Plan called for renovation of Pacific Heights Campus to include a Childhood Development Center.

The 2006 master planning process concluded that Pacific Heights and Loma Chica buildings will be demolished and a new Child Development Center will be constructed closer to the college campus leaving the Pacific Heights site on the north edge of campus available for future campus expansion and development opportunities.

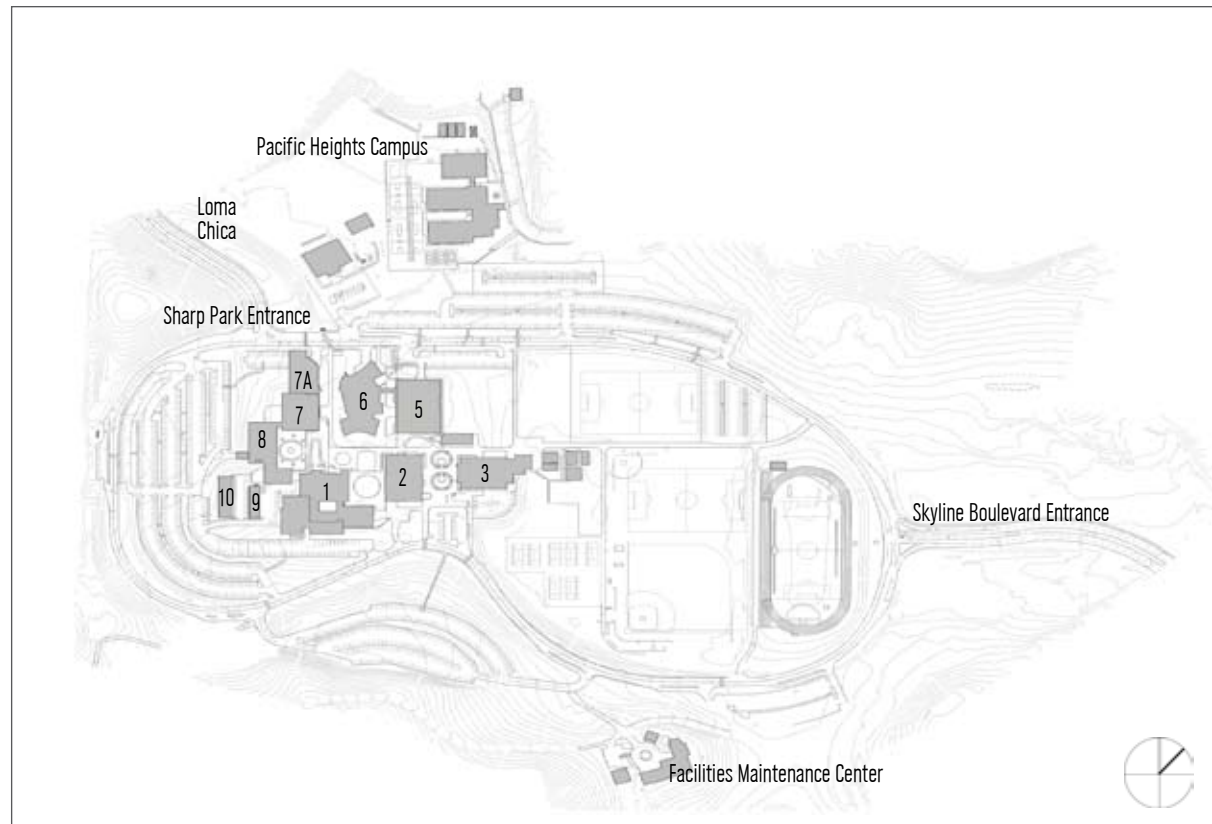


Figure 4.02 Skyline Campus in 2006

Campus Planning Process

The purpose of the Skyline College 2006 Facilities Master Plan is to provide an overall development plan for the District to consider when addressing specific problems, issues and opportunities so that the solution relate to the campus as a whole.

Through a shared governance process, with representatives from all constituencies, Steinberg Architects facilitated a process that consisted of four phases:

- Phase 1: Physical and Academic Review and Analysis
- Phase 2: Options Development
- Phase 3: Solution Development
- Phase 4: Facilities Master Plan Approval

The development of the 2006 Facilities Master Plan was achieved through a collaborative process that included participation of the college President and Cabinet, Education and Facilities Master Plan Task Force, and a full range of college constituents through campus-wide forums. Individual interviews were conducted with the college President, VPI, VPSS, and department heads to document campus objectives, and program needs in terms of space and functionality. Input was documented and summarized into the goal categories resulting in a set of Facilities Master Plan Goals that support the College Mission Statement.

Phase 1: Physical and Academic Review and Analysis

During the first phase of the 2006 Facilities Master Plan process, information supplied by the various constituents was reviewed. Existing sites and facilities were photographed, researched and analyzed. Coordination with the concurrently developing 2006 Education Master Plan provided insight to expanding and declining programs as well as future educational program possibilities. An Information Log, a compilation of the comments and issues heard at the various constituent meetings, was prepared. These discussions led to the development of a **Vision Statement** and **Goals** for the Facilities Master Plan.

Facilities Master Plan Vision Statement: In conjunction with the College, specific 2006 Facilities Master Plan Goals were identified collaboratively, based on an excerpt from the Skyline College Mission Statement, but tailored for the facilities master plan.

- Skyline College is a comprehensive community college that provides learner-centered education in a culturally rich and socially responsible environment.
- Technology, community partnerships and economic development are hallmarks of the College.
- Skyline offers an array of services and instruction programs to support students in achieving their educational goals and to prepare them for a rapidly changing world.

Facilities Master Plan Goals

STUDENTS	<ul style="list-style-type: none">a. Provide a setting that supports and exemplifies academic excellence, pride and achievement.b. Provide instructional and student support spaces that accommodate the needs of a diverse student population and community.
FACULTY & STAFF	Support recruitment and retention of diverse and excellent faculty and staff.
COMMUNITY	Facilitate opportunities for multi-cultural expression, exchange and enrichment.
PEDESTRIAN/VEHICULAR CIRCULATION	<ul style="list-style-type: none">a. Enhance access and way finding through welcoming and clearly articulated campus entry points.b. Provide sufficient and distributed parking.
CAMPUS ENVIRONMENT	<ul style="list-style-type: none">a. Provide a campus setting that supports and stimulates intellectual curiosity and academic engagementb. Provide indoor and outdoor gathering spaces that promote human interaction.c. Ensure a cohesive college campus.

Figure 4.03

Facilities Master Plan Goals: For consistency and comprehensiveness, development of goals is structured by five categories: Students, Faculty & Staff, Community, Pedestrian/Vehicular Circulation, and Campus Environment. Figure 4.03 lists the 2006 Facilities Master Plan Goals for Skyline College. Within the five organizing categories, Skyline College defined its priorities and character. The character of the campus was best expressed through the desire to become a cultural center for the community.

The Phase 1 analysis and Education Master Plan Process ultimately revealed that additional space was needed to meet program objectives and integrate an off-site program, the Center for International Trade Development, onto the campus. Specific projects that evolve from the Strategies will include a detailed programming exercise with the architects, the faculty and the building users to determine the program of each building. There are other challenges within the campus to be addressed such as pedestrian/vehicular interface, a clearly defined main pedestrian artery, lack of useable exterior gathering spaces, and physical features to recognize and support the campus 'Front Doors.'

Phase 2: Options Development

Phase 2 began to establish connections that link and unify the campus and the community, and to foster a positive memorable experience and identity. The Master Planning Guidelines, the organizational tools for planning, provided specific analytical information about existing conditions such as exterior spaces, gathering spaces, framework, circulation, transitions, and planting zones. The resulting analytical diagrams focused the dialogue at shared governance meetings. Appendix 4 provides a collection of this material. At Skyline College, the options phase focused on image, campus expansion and parking. Specific points of discussion were the physical characteristics of the exterior spaces, landscape, distribution of accessible parking, and the loop road. Supported by guideline diagrams, more detailed discussions with the constituents followed. Based on input from the Board of Trustees, the District, President's Cabinet, Education and Facilities Master Plan Task Force, and the All-College forums, ideas were incorporated into two concept options.

The campus analysis identified the need for additional instruction space such as Classrooms, Cosmetology, a Wellness Center, indoor Athletic facilities, Child Development Center, on-site Center for International Trade Development (CITD), and an Automotive Technology Transmission facility. There were two approaches for locating the additional instruction buildings and facilities. One option proposes two new buildings that includes housing for Administration and CITD; the other proposes one very large building with Administration in B2. A new Facilities Maintenance Center was common to both options.

Next, two options for the campus Framework were considered: Organic and Formal. The Organic framework proposed an informal organizational framework characterized by meandering pathways and circular plazas creating a sequence of arrival points through the campus core. The second framework took a more traditional grid approach to the outdoor plazas and pathways. The Formal plan used large open plazas and linear walkways that reveal the next destination. Figure 4.04A shows a combination of the Organic



Figure 4.04A Skyline Option A - Organic Plan



Figure 4.04B Skyline Option B - Formal Plan

framework and two buildings. Figure 4.04B shows a combination of the Formal framework and one large building. Significantly, both frameworks could accommodate either one or two buildings.

During discussion on the Options, several new needs were identified: the CITD requires a location on the edge of the campus proximate to parking; subject to the Educational Master Plan findings, additional lab and classroom space may be required; there is significant demand for the current and new Cosmetology programs; and the Wellness Center could attract a significant segment of the community to the Skyline Campus. In addition, it was determined that the Student Services function required all the available space on the 3rd floor of B2, leaving no room for Administration.

Each shared governance component concluded that two buildings were appropriate for the Educational Programs at Skyline College. There was equal consensus that the Organic framework best expressed the image and facilitated the interpersonal contacts sought in the campus Goals. The two-building option also had the benefit of reinforcing the Front Door and a future connection to the Pacific Heights property. The new building near B3 and B5 also provided a new face for the campus from the Skyline Boulevard entrance.

The review process with constituents ultimately resulted in one preferred Solution. An annotated collection of this material is provided in Appendix 4.

Phase 3: Solutions Development

Phase 3 of the Facilities Master Plan process was collaborative development of Strategies that meet the 2006 Facilities Master Plan Goals. The illustrative drawings begin to show the overall campus development, not only what might change. The approach shown in this illustrative plan incorporates: landscape hierarchy as visual cues for people and cars, recognizing and supporting the changes resulting from the introduction of B6, a pedestrian linkage system for way-finding within the campus, and landmark campus identity at the boundary with the community. Peripheral topics included the possibility of relocating the loop road to enclose Parking Lot 2, the location for the Child Development Center, and bus stop and recovery locations. A preliminary list of strategies was developed and measured against the Goals. An annotated collection of this material is provided in Appendix 4.

The resulting compilation and associated illustrative plan comprise a Proposed Solution as shown in Figure 4.05. For Skyline College, Students and Campus Environment were the drivers of Goals.

Phase 4: Facilities Master Plan Approval

The fourth and final phase of this process involved preparing a comprehensive document with narrative and map (illustrative plan). This cycle culls Strategies and options. The Board of Trustees takes the action to approve the 2006 Facilities Master Plan as the guide to future site development and facilities at Skyline College.



Figure 4.05 Skyline Solution Development

Recommended 2006 Facilities Master Plan

The range of Strategies reflected in the 2006 Facilities Master Plan (The Plan) in Figure 4.07 provides the facilities and character that support the continued success of Skyline College. The strategies are guided and measured by the Campus' Goals. The following is a description of The Plan organized in five categories: Concept, Framework, Campus Core, Buildings, and Campus Image.

Concept

The recommended concept is a thoughtful organization of campus elements intended to create a hierarchy of spaces that link and unify the campus and community. The Organization Concept, shown in Figure 4.06, proposed a campus with strategic placement of new buildings and pedestrian entrance points to establish a campus setting that supports and stimulates intellectual curiosity and academic engagement. The overall site concept is characterized by meandering paths, informal landscaped areas, and curvilinear plazas that interconnect buildings and outdoor spaces as well as providing visual connection to the surrounding natural environment. The concept is described as an Organic, informal approach to the arrangement of site elements. The result supports the 2006 Facilities Master Plan Goals. For **Students**, the Campus supports and exemplifies academic excellence, pride and achievement. **Faculty & Staff** stimulate academic excellence in themselves and the students with facilities that provide modern and flexible classrooms, equipment technology and pedagogical methods. **Community** pride is enhanced and participation options increased through a range of facilities, particularly the addition of the new Cosmetology/Wellness/Athletic facility. **Pedestrian/Vehicular Circulation** distinctions enhance the campus identity and way-finding system for campus visitors allowing for a better experience. Separation of vehicular and pedestrian zones increases campus safety. The **Campus Environment** meets educational and fiduciary responsibilities through infrastructure, instruction facilities, classroom amenities, and technology in the context of materials appropriate for asset preservation, utilization flexibility, safety and security, and sustainability. By providing updated facilities and landscaping features throughout campus, the physical site and facilities are improved for the benefit of all.

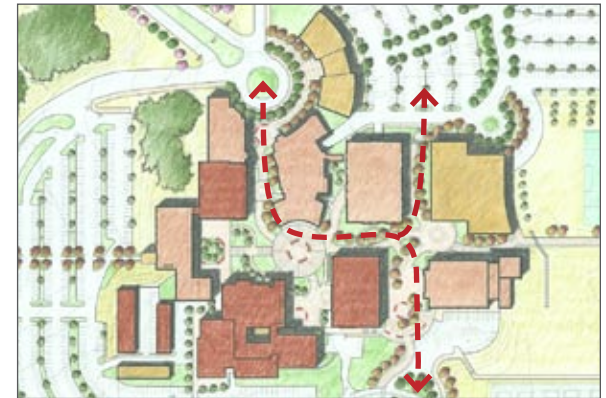


Figure 4.06 Skyline Organization Concept

Framework

The organizing principle of a campus is its Framework. It ties together the buildings, the circulation and the campus experience from the main entry to the campus to the Front Door to the instruction facilities. Framework consists of: Landmark Entries, the primary vehicular entries to the campus, Vehicular Circulation components such as loop roads, decision points and parking lots, and Thresholds, the Front Door areas of the campus that function as the points of transition from vehicular to pedestrian. Using a hierarchy of landscape components, trees, furniture, lighting, signage, and surface treatments as visual cues, the campus experience is more welcoming to visitors and students alike.

Skyline College 2006 Facilities Master Plan



Figure 4.07

Landmark Entries

There are two primary entry points to the Skyline College Campus, Skyline Boulevard (Figure 4.08) and Sharp Park Boulevard (Figure 4.09). These entrances into Skyline College change from a public street to a boulevard. The demarcation is established by landmark elements such as walls or flags. The boulevard is defined by a median to divide the roadway, a combination of tree rows and distinctive planting, and light standards flanking the roadway. Landmark signage will be incorporated in this sequence. To strengthen the Front Door concept, College Drive at the Sharp Park entry is re-aligned with the new North Plaza. Figures 4.10 and 4.11 are vignettes of how these entries might be developed.

Vehicular Circulation & Parking Lots

The circulation system is a primary framework concept of a campus. Pedestrian and vehicular linkages and separations, successfully understood and navigated, create way-finding into and through the campus. Landscape elements such as planting type and size, lighting, paving, water, art, and seating amenities define the hierarchy of primary and secondary circulation and decision-making.

College Loop Drive vehicular decision points are characterized by consistent features, most significantly a unique family of signage, surface treatment, planting and lighting. The site plan in Figure 4.07 shows four key vehicular decision-making points, including left and right turns from the major entry roads (Figure 4.12) and circular drop off points at North and South thresholds. With scaled repetition, the paving, lighting and signage provide a memorable cue for way-finding and image.



Figure 4.08 Skyline Blvd Entrance



Figure 4.09 Sharp Park Blvd Entrance



Figure 4.10 Skyline Blvd Vignette

DES



Figure 4.11 Sharp Park Vignette

DES

With the objective of preserving a continuous vehicular loop around campus, College Loop Drive is re-routed around the new north parking lots. Also under consideration, Figure 4.13 is a vignette of re-routing the loop road around Lot 2. In addition to parking lot walks and crosswalks, a perimeter sidewalk along College Loop Drive from the North Plaza to Lot 9 is added. A new pedestrian path from Lot 3 to sport fields is incorporated. A new sidewalk between Lot 5 and the Soccer Fields connects with the new Cosmetology/Wellness/Athletic Building. Together with internal circulation paths, the natural path around and through the campus is complete.

Trees and low landscaping are recommended at the perimeter of all parking lots to visually buffer parked cars. Tree islands are recommended to mitigate the heat island effect of parking lots, to provide opportunities for bio-swales, to reduce impermeable material and surface run-off, and to control erosion. Key modifications for the parking lot areas follow.

The location and topography of Lot 2 requires specific modification to pedestrian access and circulation. The stairway between Lot 2 and Lot 3 is reconstructed with intermittent wide landings that also provide a view over the campus. Another pedestrian connection is provided at the west entry. As an enhancement of the South Plaza (Front Door), Lot 3 is redesigned for Visitor and Accessible parking. Lot 5 and Lot 6 (Figure 4.12) are expanded into the area created by the new loop road. Combined, these provide a net gain of approximately 400 parking spaces. Adjacent to the new Cosmetology/Wellness/Athletic Building, additional Visitor and Accessible parking is provided. Lot 8 is modified to provide a physical connection in the form of a pedestrian path to the enhanced entrance of B8 and the Outlook (Figure 4.14). The pedestrian path at the east edge of Lot 9 becomes part of the pedestrian link from Lot 2 to Building 1 and into the upper campus at B8.

The east-west path to Lot 11 is a primary pedestrian circulation walkway available to emergency vehicles but not private vehicles. Each college will set the location of faculty/staff parking and visitor parking as these lots are pre-configured. Access compliance is provided to and in each lot.

At Skyline College, a Fire Department Access Lane (Fire Lanes) is from the North Plaza into the interior campus Quad between B6 and B7. Thus the pedestrian walk leading from the North threshold to and including the circular plaza adjacent to B6 must meet Fire Lane requirements. All other Fire Lanes are maintained.

The primary bus stop and recovery zone is adjacent to Lot 6 near North Plaza. Turning radius at North and South Plazas will also accommodate bus circulation.



Figure 4.12 New North Campus Expansion



Figure 4.13 Alternate Loop Road through Parking Lot 2



Figure 4.14 South West Campus Enhancement

Thresholds

The campus activity dynamic will change with the opening of B6, Student Support & Community Services Building, the restructuring the South Plaza and the introduction of the pedestrian entrance at the Cosmetology/Wellness/Athletic Building. The circulation hierarchy continues into the campus core through two primary and one secondary entrance plazas. These Thresholds provide a physical juncture where visitors transition from vehicles and pass through one distinct exterior space into another. A new North Plaza strengthens the sense of a 'Front Door' to the Skyline campus (Figure 4.15). Enhancements to the existing South Plaza (Figure 4.16) support the Organic site concept and provide a threshold to the campus from south parking areas. The redefined plaza between B2 and B3 is sheltered and provides a place away from the instruction core for boisterous campus activities. The third campus threshold is the plaza at the new Cosmetology/Wellness/Athletic facility (Figure 4.17). All three threshold plazas are connected by primary pedestrian walkways that lead to the heart of campus through a network of Organic paths and gathering spaces. Secondary pedestrian entry points are B8 (Figure 4.18 and 4.20), from Lot 8 and the west side of B1 (Figure 4.19) from Lots 1, 2, and 9. These secondary pedestrian entries to the campus are characterized and made welcoming by distinctive elements such as special paving, landscape elements, flags, or architectural features. Figure 4.19 is a vignette of the potential change for the 'back door' of B1.

Campus Core

Consistent with fostering a memorable experience and identity, the use of pavement color, pattern and texture are melded with heritage trees and icon amenities such as seating in a 'Skyline Red' accent, water features, sculpture, murals, and inscriptions. Consistent with the hierarchy for context elements such as vehicular circulation, a hierarchy of landscape elements is proposed to support pedestrian circulation.

The placement of the new Cosmetology/Wellness/Athletic facility reinforces the enclosure of the interior campus core. The placement of the new Administration/Instruction Building completes the Front Door to the campus continuing the radial facade of the new Student Support Community Services Building. The result is a cohesive campus that emphasizes the importance of being in a place of learning.

Building locations and orientations define the edges of formal malls, quads, garden spaces, outdoor rooms, and pedestrian paths. The hierarchy of circulation pathways and nodes through the campus is a product of building relationships, defined outdoor spaces (quads), character zones, and overall spatial qualities in addition to movement between destinations on campus. Developing North and South entrance plazas (Front Doors) and connecting the thresholds through major circulation paths and plazas is key to a comprehensive hierarchy and the Organic framework that takes its cue from the surrounding natural environment context.

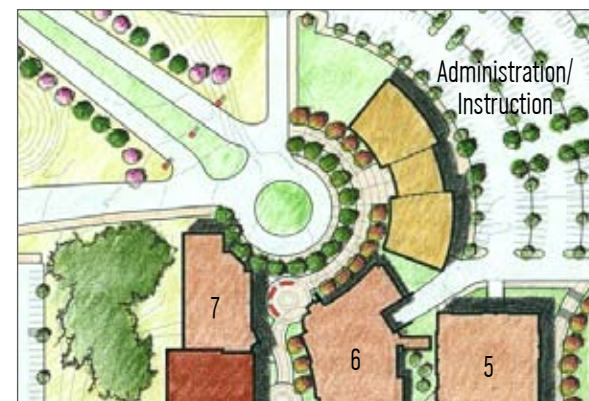


Figure 4.15 New North Plaza



Figure 4.16 South Plaza



Figure 4.17 New Facility Plaza

Gathering spaces are centers of concentrated activity and energy. There are four elements illustrated that serve as “attractors,” bringing people to a given space: Large classrooms or lecture halls, Building entries, Food service or vending machines, and Trees and seating. The Plan utilized the existing open areas for a variety of gathering spaces of diverse character such as the courtyard between the Theater and B2, Student Plaza at B6, the upper plaza at B8, the community quad between B2 and B3, and the zones at the interior entrance to B7A and the new Cosmetology/Wellness/Athletic building.

Buildings

In both new construction and renovation work, the design objective is to provide buildings that accommodate the functional requirements of users while contributing to the campus environment as a whole. The program adjustments for Skyline College are anticipated as follows.

The Master Plan proposes a new Administration/Instruction Building (Figure 4.15) that completes the ‘Front Door’ concept established by the new Student Support and Community Services Center (B6). A broad passageway through the building connects the parking to the North Plaza. The new Administration/Instruction Building is anticipated to accommodate the following programs:

- Center for International Trade Development (currently off site)
- International and/or multicultural programs, both academic and co-curricular, including learning communities, such as Puente and Kababayan Programs
- Workforce Development
- Distance Learning
- Faculty Offices and Faculty Resource Center
- Large classrooms (60 person)
- Administration suite of offices and conference rooms to relocate Administration from B1

The Master Plan proposes a New Cosmetology/Wellness/Athletic (Figure 4.17) facility providing space for expanded Workforce Training Programs and offering Wellness and Fitness Programs to the community. The new facility is conceptually programmed to include the following:

- An expanded Cosmetology Program relocated from Pacific Heights
- Wellness and Fitness Center
- Indoor soccer field, warm up area, and support spaces

A New Automotive Technology Transmission (Figure 4.14) facility is proposed as completion of recommendations in the 2001 Master Plan.



Figure 4.18 New Walkway to Vista Point

DES



Figure 4.19 Building 1 “Back Door” Entry

DES



Figure 4.20 New Art Wall

DES

A New Child Development Center (CDC) is proposed. Plans have been developed and submitted for State funding. To maintain flexibility for the balance of the Pacific Heights Campus, The Plan suggests another location for the CDC. A New Facilities Maintenance Center is planned and has been submitted for State funding.

Various buildings on campus require a range of modernization, remodel, renovation, or facelift effort. The least amount of work is in a facelift: painting, new lighting, new flooring, and repair. Remodel and renovations have incrementally more work involved. Modernization of a building is the most intense: bringing it up to current building codes, meeting ADA standards, moving internal walls, adding elevators, restroom upgrades, some seismic upgrade, electrical/mechanical upgrades, in addition to facelift type work.

Building 1 (Figure 4.14) renovation may include:

- Modernize Theater
- Enclose level 1 of the Atrium and incorporate new elevator to all floors. Develop the roof of the Atrium build out as inhabitable outdoor courtyard flush/accessible to the campus quad
- Extend main entrance/lobby to be more visible and identifiable from campus quad
- Modernize the Gallery
- New entry plaza for the Gallery including a new pedestrian path to campus quad along west side of B1
- Reconfigure instruction spaces for compatibility with current pedagogical methods

Building 2 renovation may include:

- Student Services into the 3rd floor space vacated by Food Service relocation to B6.
- Centralize Disabled Students Programs and Services
- Instruction spaces reconfigured for compatibility with current and emerging pedagogical methods

The classrooms and labs in B7 will be renovated for consistency with B7A. B9 and B10 will also be renovated.

To implement The Plan, The Pacific Heights Campus buildings, Loma Chica Building and temporary buildings, and all temporary buildings on the campus will be removed.

Campus Image

Campus Image is the overall continuity and quality that binds the physical development with the Campus Vision and Goals. Strategies achieve implementation of the Facilities Master Plan Vision and Goals.

Consistent with the hierarchy for framework elements such as roads, parking lots, and thresholds to campus core, a hierarchy of landscape elements is proposed to support and enhance vehicular and pedestrian circulation and overall campus experience. Distinctive trees define entry points, major pedestrian pathways, and plazas. Low level and accent planting along with a theme of benches in an accent color (Skyline Red) enhance and enliven entry plazas as well as outdoor transition and gathering spaces.

The Plan includes development and upgrade of circulation systems to meet functional requirements. It provides a pedestrian linkage system for way-finding within the campus as well as into the surrounding community. Attention should be paid to maintaining and strengthening pedestrian linkages and also to the creation of well-defined open spaces. Sheltered areas for smoking will be located away from building doorways and prominent paths of travel. The hierarchy of circulation pathways and nodes through the campus is a product of relationships between major and minor entry points in addition to movement between destinations on campus. Future buildings should be oriented in a way that allows for a fairly dense development of the campus that creates functional connections with both surrounding facilities and the wider infrastructure. At Skyline College, the placement of the new Cosmetology/Wellness/Athletic Building and new Administration/Instruction Building are key to creating boundaries that define a campus core. Figure 4.21 shows the major components of the Campus Imagery. The major plaza defining the heart of campus is located at the Student Support and Community Services Center (B6). Diverse in size and character, Plazas, at B8, B1 and B3, spin off the meandering Organic spine through the Campus. A reconfigured stair and accessible path provide transition from B6 plaza up the grade to the plaza at B8.

Thoughtful arrangement of all campus elements described above will result in a unified, cohesive campus that provides an environment for academic excellence.



Figure 4.21 Campus Image

Next Steps

A 2006 Facilities Master Plan (The Plan) describes, in narrative and with illustrative maps, an overall development concept including present uses as well as future development. The Skyline College 2006 Facilities Master Plan provides an illustration of the potential campus development. The illustration is constructed from the list of Strategies in Figure 4.22 that might be implemented over time to meet the Goals and support the Vision established for Skyline College through the shared governance process. These specific Strategies respond to ideas and issues raised during the facilities master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular State funding for the Instruction Buildings, Child Development Center and the Facilities Maintenance Center.

Subsequent to approval of the 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

These strategies along with the District-wide Guiding Principles will guide the “common vision” to be followed in making future development decisions in a dynamic educational community that encourages intellectual curiosity and fosters openness to a wide range of people and ideas.

Facilities Master Plan Strategies

STRATEGIES TO ACCOMPLISH GOALS		S		F/S	C	P/V		CE*		
		a	b			a	b	a	b	c
STUDENTS	• Construct a new Cosmetology/Wellness/Athletic Facility.			•	•			•	•	
	• Construct a new Child Development Center.			•	•			•	•	
	• Construct a new Automotive Technology Transmission facility.			•				•	•	
	• Modernize Theater lighting, data, audio, and interior finishes as part of Building 1 renovation.			•	•			•	•	
	• Enclose ground level of Atrium for additional Program space as part of Building 1 renovation.			•	•			•	•	
	• Modernize Gallery and incorporate entry plaza for the Gallery as part of Building 1 renovation.			•	•			•	•	
	• Reconfigure Building 2 for Student Services expansion, and reuse consolidated DSP&S space in other buildings.			•				•	•	
FACULTY & STAFF	• Construct a new Administration Building to include; Admin Suite, Faculty Service Center, Distance Learning, International Trade Development, Workforce Development, International Student Services Center, and Classrooms.	•	•		•			•	•	
	• Complete Modernization of all buildings.	•	•		•	•		•	•	
	• Reconfigure classrooms for compatibility with current pedagogical methods.	•	•		•			•	•	
	• Provide strategic student/faculty/staff interface campus wide.	•	•			•		•	•	
	• Provide offices and support facilities for day & night faculty.	•			•				•	
COMMUNITY	• Create identifiable and welcoming campus entrances.	•	•	•		•			•	
	• Create memorable campus image; incorporate a hierarchy of environments and landscape elements.	•	•	•				•	•	
	• Program fitness and wellness center for the community-at-large.	•	•	•					•	
	• Integrate art on campus.	•	•	•				•	•	

Figure 4.22

*goals are listed in Figure 4.03

PEDESTRIAN/VEHICULAR CIRCULATION

STRATEGIES TO ACCOMPLISH GOALS

- Establish a hierarchy of vehicular and pedestrian entries through paving, landscaping, monuments and signage.
- Incorporate landmark elements (visual cues) at decision-making points within campus: vehicular and pedestrian.
- Reinforce Main Campus Entrance (Front Door) at Building 6 through an articulated plaza incorporating adjacent pedestrian drop-off and separate bus stop.
- Utilizing paving patterns, color and material to establish and control safe pedestrian and vehicular interface.
- Reconfigure loop road to maximize parking and contain expanded parking inside loop road.
- Incorporate bus drop and recovery zone off the loop road, North of the Main Entrance at Building 6.
- Reconfigure and expand the North Parking Lot into Pacific Heights area.
- Reconfigure the pedestrian access from Parking Lot #2 by selective removal of vegetation, and provide wide stairs with periodic landings that takes advantage of views.
- Provide a new elevator for B1 and extend the lobby entrance into the Theater Plaza.
- Construct a new entrance element for Building 8 from Parking Lot #8.

CAMPUS ENVIRONMENT

- Provide a variety of exterior spaces that support and reinforce campus activities.
- Complete campus security access control installation, accessibility projects, and site lighting upgrades.
- Incorporate landscape elements such as trees in all parking lots.
- Execute selective removal and trimming of existing vegetation.
- Build new Facilities Maintenance Center.
- Provide sheltered outdoor areas for smoking.

S		F/S	C	P/V		CE*		
a	b			a	b	a	b	c
	•	•	•				•	
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*goals are listed in Figure 4.03

Figure 4.22 Continue

Acknowledgements

San Mateo County Community College District

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Cañada College All College Meeting (3/2 & 3/29)

Attended by Faculty/Staff/Students

Acknowledgements

Participants

College of San Mateo

College of San Mateo College Council (2005-2006)

Linda Avelar
Jeremy Ball
Diana Bennett
Lilly Cappelli
Mike Claire
Tom Diskin
Patricia Griffin
Fauzi Hamadeh
Shirley Kelly
Skeet McGinnis
Mario Medina
Sylvia Hie
Annette Perot
Jan Roecks
Valerie Anderson

College of San Mateo Instructional and Student Services Administrators (2005-2006)

Instructional Administrators:

Michael Claire	Vice President, Instruction
Albert Acena	Dean, Social Science
Linda Avelar	Dean, Business/Creative Arts
Gary Dille	Dean, PE/Athletics
Susan Estes	Dean, Language Arts
Lorrita Ford	Director, Library & Learning Services
Vic Krimsley	Interim Dean, Math/Science
Jane McAteer	Director, Nursing
Martha Tilmann	Dean, Technology

Student Services Administrators:

Patricia Griffin	Vice President, Student Services
Marsha Ramezane	Dean, Counseling/ Advising & Matriculation
Danita Scott-Taylor	Director, Student Support Services
Henry Villareal	Dean, Enrollment Services
John Sewart	Dean, Articulation & Research

College of San Mateo Student Services Leads

Sylvia Aguirre-Alberto
Sharon Bartels
Elaine Burns
Arlene Fajardo
Gerald Frassetto
Patricia L. Griffin
Phyllis Hechim
Beverly Madden
Mario Medina
Claudia Menjivar
Mike Mitchell
Steve Morehouse
Eileen O'Brien
Nancy Pendergast
Louise Piper
Marsha Ramezane
Chris Rico
Steve Robison
Danita Scott-Taylor
John Sewart
Laura Skaff
Tim Stringari
Ruth Turner
Henry Villareal
Arlene Wiltberger

Participants

Skyline College

Skyline College Council

Adrian, Lori
Allen, Linda
Carla Campillo
Elliott, Donna
Hernandez, Raymond
Morrow, Vicki
Monrroy, Peter
Stroud, Regina
Taylor, Angel

Skyline College Institutional Planning Committee Members:

Adrian, Lori
Archer, Anyta
Briones, Eloisa M.
Cariadus, Amory
Campillo, Carla
Escobar, Maria
Hancock, Sherri
Hewitt, Thomas B.
Irigoyen, Fermin
Jackson, Tony
Kapp, Nick
Lariviere, Judith
Morrow, Victoria
Monrroy, Peter
Piergrossi, Justin
Soyombo, Richard
Stroud, Regina
Van Sciver, Linda
Watson, William
Zbikowski-Taylor, Kathy A.

Skyline College Educational & Facilities Master Planning Task Force Task Force

Adrian, Lori
Allen, Linda
Andrien, Susan
Angel, Taylor
Archer, Anyta
Beringer, Connie
Bestock, Donna
Bookstaff, Shari R.
Briones, Eloisa M.
Campillo, Carla
Cariadus, Amory
Chak, Kevin
Chandler, Chip
Chu, Shann
Deamer, Patricia
Demicheva, Valerie
Douglas, Lynne
Eadus, Dennis
Elliott, Donna
Escobar, Jacqueline
Escobar, Maria
Ghio, Linda
Gonzalez, Pablo
Hancock, Sherri
Hasson, Cathy
Hernandez, Raymond
Hughes, Jennifer
Inokuchi, Richard
Irber, Sandy
Irigoyen, Fermin
Kapp, Nick

Leach, Chuck
Lee, Charles
Meadows, Margery L.
Monrroy, Peter
Morrow, Victoria
Nicol, Garrett
Nomicos, Dino
Sorkina, Victoria
Soyombo, Richard
Stroud, Regina
Takayama, Arthur
Tentes, Theresa
Van Sciver, Linda
Watson, William
Williamson, Michael
Wolf, Andreas
Wong, James

Skyline College Educational & Facilities Master Planning Task Force Subgroup

Andrien, Susan
Angel, Taylor
Beringer, Connie
Bestock, Donna
Bookstaff, Shari R.
Chak, Kevin
Chandler, Chip
Chu, Shann
Deamer, Patricia
Demicheva, Valerie
Douglas, Lynne
Eadus, Dennis
Elliott, Donna
Escobar, Jacqueline
Escobar, Maria
Ghio, Linda
Gonzalez, Pablo
Hughes, Jennifer
Inokuchi, Richard
Irber, Sandy
Leach, Chuck
Lee, Charles
Meadows, Margery L.
Nicol, Garrett
Nomicos, Dino

Sorkina, Victoria
Takayama, Arthur
Tentes, Theresa
Williamson, Michael
Wolf, Andreas
Wong, James