Santa Clarita Community College District
College Of The Canyons

2017-2022 FACILITIES MASTER PLAN

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The Bonelli Hall Promenade @ Valencia Campus.

1.1 PURPOSE

The purpose of the 2017-2022 Facilities Master Plan for College of the Canyons is to provide a guide for future development of the College of the Canyons Valencia Campus and the Canyon Country Campus.

This Facilities Master Plan addresses the needs outlined in the Education Master Plan's long-range strategies, as well as College of the Canyons' specific goals and short-term objectives as described in each of the college's five-year construction plans.

Through diagrams, graphics, architectural sketches and written descriptions, this Facilities Master Plan seeks to identify opportunities for development at each of the campuses, including site development and improvement projects, and site location for future facilities.

Underlying each of these diverse recommendations, however, is one unifying goal: This master plan strives to serve as a blueprint for the development and maintenance of the highest-quality physical environment at each of the campuses; environments specifically designed to reflect and support the College's extraordinary commitment to creating enduring, learner-centered experiences and active learning environments.

The participants in the planning process for the 2017-2022 Facilities Master Plan include the College of the Canyons planning team, the College's Facilities Committee, and KBZ's Architectural team.

This planning process included a series of meetings to review analyses of existing conditions at the College of the Canyons' Valencia and Canyon Country campuses, and then to review projected enrollment and to cultivate and evaluate development options for each of the campuses.

This interactive process resulted in the development of the recommendations described in this Facilities Master Plan.

1.3 DOCUMENTS ORGANIZATION

The 2017-2022 Santa Clarita Community College District - College of the Canyons Facilities Master Plan is organized into three sections:

- Planning Principles
- Campus Analysis
- Recommendations

The Planning Principles were established more than 15 years ago, when Santa Clarita Community College District and KBZ Architecture planning teams prepared the 2002 College of the Canyons and the Canyon Country Campus master plans. Since that time, the planning principles have served as the primary guideposts for the planning, design and construction of infrastructure and development projects, renovations and new building construction at both campuses. These planning principles are just as valid and useful today as they were over the past 15 years -- they are restated and reapplied in this master plan.

The Campus Analysis section focuses on the campuses' vehicular and pedestrian circulation resources and patterns and available parking resources for under-construction, planned, and future facilities.

The Recommendations section outlines specific recommendations on site development projects, proposed new facilities, and renovations of existing facilities. Each is designed to conform with the Educational Master Plan and to address the primary objectives identified during the planning process. This section contains graphics, written descriptions and architectural sketches to present a comprehensive picture of the 2022 campuses.

The Upper Plaza @ Canyon Country Campus

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The Valencia Campus

2.1 VALENCIA CAMPUS - PLANNING PRINCIPLES

As early as 2002, the College of the Canyons Facilities Master Plan (FMP) identified the factors influencing the axial plan development, and outlined an axial design concept that has been implemented at the campus. The master plan concluded that, when possible and appropriate, this axial design concept should be included in future design planning.

Two major axes were identified with the Plan:

- The Main Axis

The Main Axis supports the campus' Main Entry, the roundabout and the existing "Mall" (the main artery between the Student Center and the current Administration/Admissions Building). The construction of Aliso Hall (2006) completed this development axis.

- The Central Green Axis

The Central Green Axis is the second of the identified planning principles for College of the Canyons - Valencia Campus. Its completion will support the development of the South Commons through the existing Bonelli Center and improve pedestrian circulation to the Dr. Dianne G. Van Hook University Center from the campus.

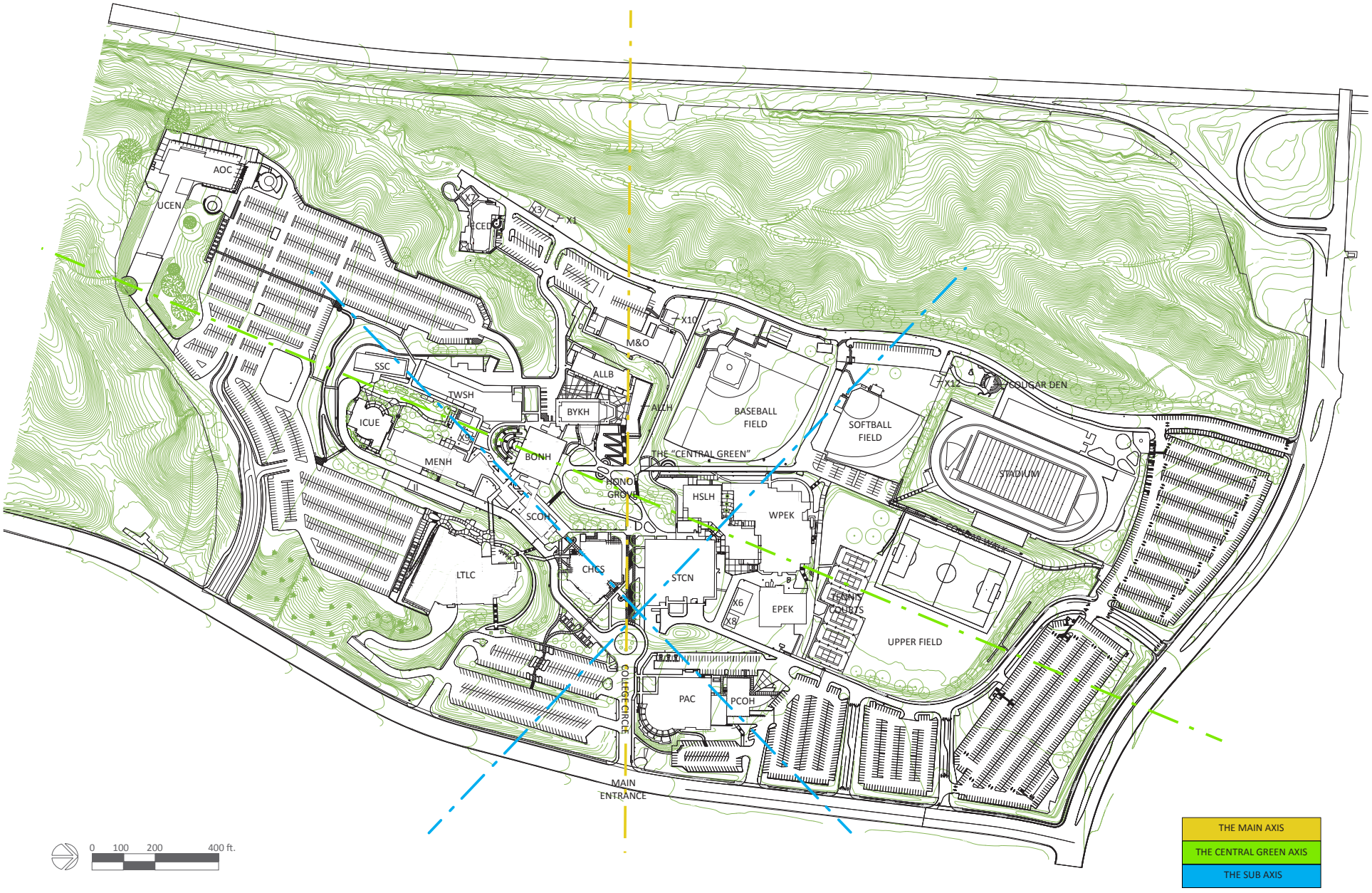
Two new development axes, the Sub Axes, are created with the 2017-2022 FMP.

- The Sub Axes

With the construction of Canyons Hall (2015), a new circulation linkage was established which begins at the drop-off circle from the main campus entrance on Rockwell Canyon Road. From the drop-off towards the center of campus a left diagonal branch leads to the Canyons Hall main entrance and a right diagonal branch directly serves the Student Center. This master plan recommends a replacement of the Student Center. The design of the new Student Center should reinforce the Sub Axes by extending a circulation route through the building, on a diagonal directed at the tower entry of Hasley Hall.

These fundamental design principles have been, and should continue to be followed. Consistent adherence to the axial design concept and completion of these development axes will assure the harmony and consistency of College of the Canyons - Valencia Campus.

2.1 VALENCIA CAMPUS - PLANNING PRINCIPLES



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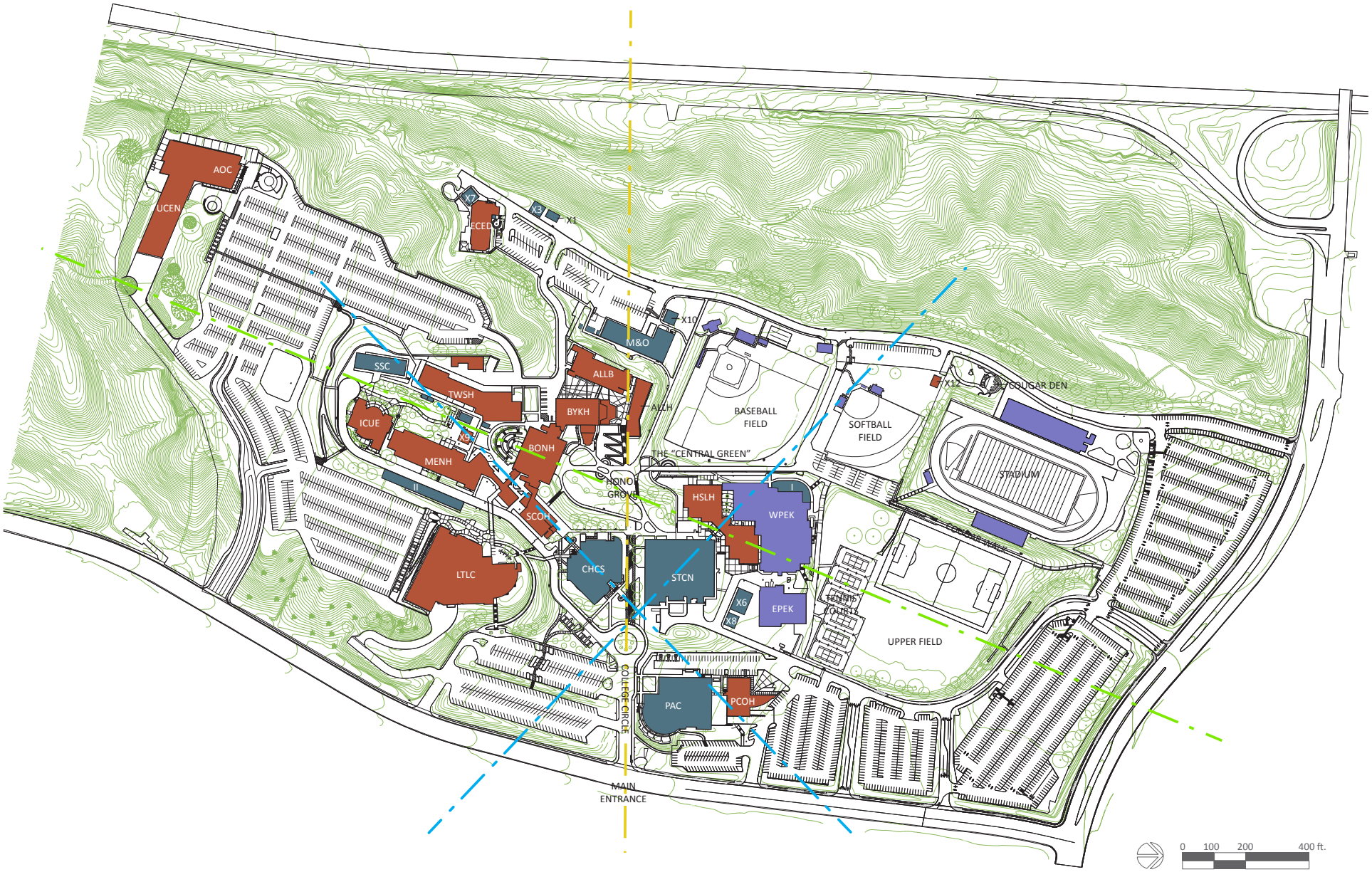
The Institute for Culinary Education @ Valencia Campus

2.2 EXISTING CAMPUS



COLLEGE OF THE CANYONS

ALLB	ALISO LAB
ALLH	ALISO HALL
AOC	ACADEMY OF THE CANYONS
BONH	BONELLI HALL
BYKH	BOYKIN HALL
CHCS	CANYONS HALL
ECED	EARLY CHILDHOOD EDUCATION
EPEK	EAST PE
HSLH	HASLEY HALL
ICUE	INSTITUTE FOR CULINARY EDUCATION
LTLC	THE LEARNING CENTER/ LIBRARY
MENH	MENTRY HALL, ART GALLERY
M&O	MAINTENANCE & OPERATIONS
PAC	PERFORMING ARTS CENTER
PCOH	PICO CANYON HALL
SCOH	SECO HALL
STCN	STUDENT CENTER
SSC	STUDENT SUPPORT CENTER
TWSH	TOWSLEY HALL
UCEN	DR. DIANNE G. VAN HOOK UNIVERSITY CENTER
WPEK	WEST PE
X1	FS & ECE ANNEX
X3	FS & ECE ANNEX
X6	COLLEGE OFFICES
X7	FS & ECE ANNEX
X8	CAMPUS SAFETY
X9	VETERANS AFFAIR
X10	FACILITIES OFFICE
X12	PUBLIC SAFETY ACADEMY
I	NORTH CENTRAL PLANT
II	SOUTH CENTRAL PLANT

INSTRUCTIONAL

NON-INSTRUCTIONAL

ATHLETICS

KBZ

The College of the Canyons Valencia Campus comprises a total area of 153.4 acres, and the site's topography has been a major determining factor in the physical development of the Campus. The undulating terrain consisting of two distinct arroyos or small canyons that vary in elevation from a high point of 1,353 feet to a low point of 1,180 feet (above mean sea level). The ridges and valleys generally run north to south, with the northeast portion of the property being relatively flat.

The Campus has been developed along the natural corridors that coincide with the valley floors. Parking lots are located just inside of the campus boundaries, leaving a large central green space in the middle. Building density is similar to an urban campus, exemplified by the Bonelli Center. Bonelli, the original Instructional Resource Center opened in 1974, was intended to serve as the "heart of the College Campus." It was later connected to Boykin Hall to its west and Seco Hall to its east, forming together a complex megastructure overlooking the central green space.

The Main Campus Entrance is located off Rockwell Canyon Road, which was improved with the construction of the Performing Arts Center and an adjacent traffic turning circle. The new Library addition and the new Canyons Hall administration and student services building have added to the visual presence and importance of the Main Campus Entrance.

The main entrance connects only with two small parking lots (Lots 1 & 2) and is non-contiguous with vehicular circulation to the north, which connects Lots 3, 4, 5, 6, 7 and 8. Six secondary vehicle entrance points along Rockwell Canyon Road and Valencia Boulevard serve the campus' six parking lots. While these multiple entry points to campus somewhat diminish the importance of the main entrance, they greatly improve the flow of vehicular traffic during rush hours.

The Dr. Dianne G. Van Hook University Center is located high on the hill on the southwest corner of the campus. Its prominence is evident as it is clearly seen from southbound Interstate 5. Although it houses separate academic programs, the center's 110,000 square feet is also home to a number of four-year universities, which provides for seamless matriculation for COC students.

2.2 EXISTING CAMPUS

A permanent home for the culinary program on campus was envisioned in the Santa Clarita Community Districts's 2007-2012 Master Plan, and today the College of the Canyons Institute for Culinary Education (ICUE) is an integral part of the South Commons and of the campus as a whole. Its 12,000 square feet are organized around a main dining room, and includes 10,000 square feet of teaching space, including a wine study lab, a savory/garde-manger kitchen, a savory kitchen, a demonstration kitchen, a culinary lab and sweets kitchen. In addition to its academic functions, the ICUE is also providing student gathering opportunities, as well as study and academic interaction. The simplicity and transparency of the ICUE's "main volume" underline an elegant sophistication that mirror and enhance the College's culinary goals and expectations for the program.

In 2012 37,000 assignable square feet (ASF) (approx.) of Learning Center space was constructed as an addition to the Library. The addition was built on the south side of the Library with a separate entrance to the Learning Center (TLC) on the west side. Portions of the Library were remodeled in the project.

Completed in 2015, the new Canyons Hall houses administrative and student services functions. Students can now find in one location advisement, counseling, financial aid and admissions. The building includes district data processing, duplicating, mail distribution, conference rooms and administration offices.

Soon to be built will be a three-level parking structure that replaces Parking Lot 7 located at the campus corner of Rockwell Canyon Road and Valencia Boulevard. The structure contains 1,659 student parking spaces.

The Learning Center @ Valencia Campus

Canyons Hall @ Valencia Campus

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2.3.1 PROJECT GOALS

The primary goal of the 2017-2022 Facilities Master plan for the College of the Canyons Valencia Campus is to provide a blueprint for the development and maintenance of the highest quality physical environment at the campus. It has been specifically designed to reflect and support the College's extraordinary commitment to creating an exciting and nurturing learning environment.

The following recommendations are the key components to creating just such an environment on the 2022 campus, as envisioned in the Educational Master Plan, and as identified as primary objectives in the planning process. These recommendations include site development projects and proposed new facilities as follows:

Site Projects:

The South Commons will provide area for various types of activities, for larger outdoor group activities, as well as small and quiet niches for individual study. The center of the commons will feature a raised podium as a venue for guest speakers and small performances.

The ICUE combined with the newly proposed snack-bar and coffee shop built within the south-end vertical link, will provide perspective and a visual anchor at the end of the South Commons, just as Bonelli, with it subterranean passage, lends a gateway to the Honor Grove beyond.

The vertical link will include an elevator, which will provide access between the South Commons and the upper parking lot.

The Bonelli passage, with its newly envisioned plan as an updated art exhibition show-place, will truly live up to its role as the "heart" of campus. With technological upgrades it will greatly improve the functional attributes for the events served at the North Commons, such as graduation ceremonies and Honor Grove presentations. In the winter the South Commons will be a more popular place for outdoor events where sunshine is desired. The Bonelli passage will be designed so that it can serve and enhance activities, which will take place either on the north side or the south side commons.

Facilities and Modernization Projects:

The newly reconstructed Towsley Hall and the adjacent construction of the new Lecture/ Lab Building will provide the physical boundaries to the east and west as a protected plaza at the end of the South Commons.

The South Commons Development @ Valencia Campus

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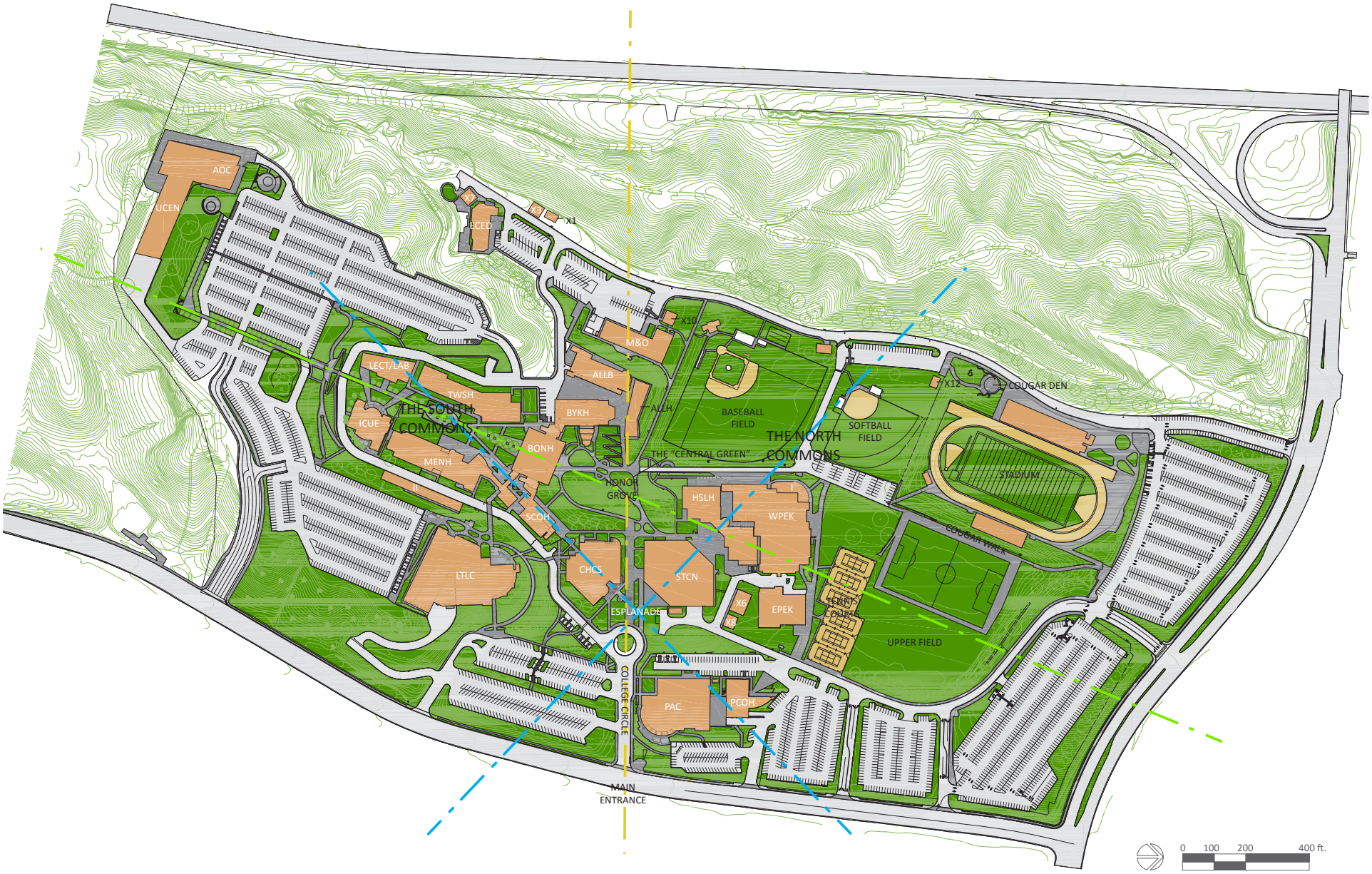
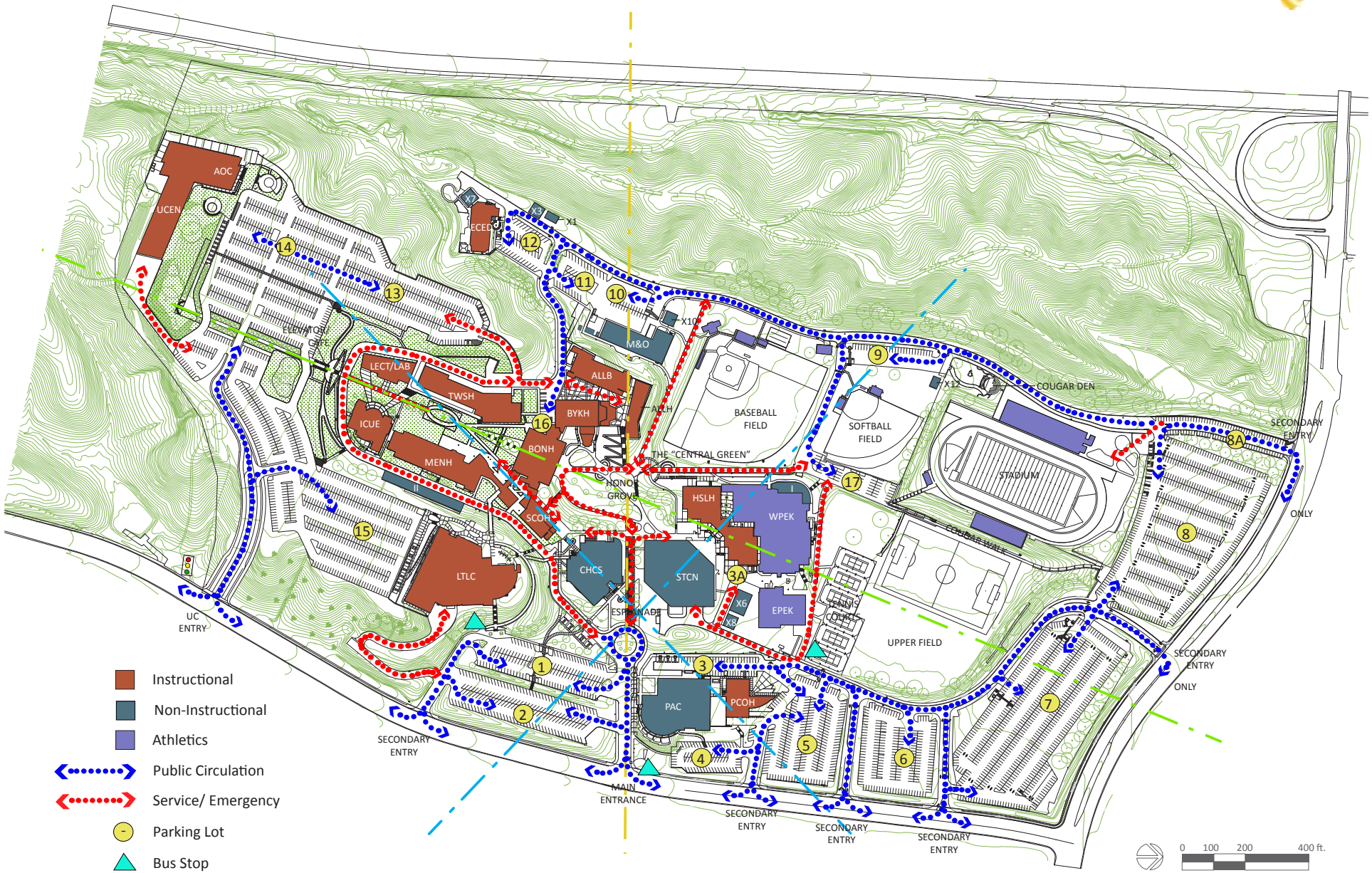
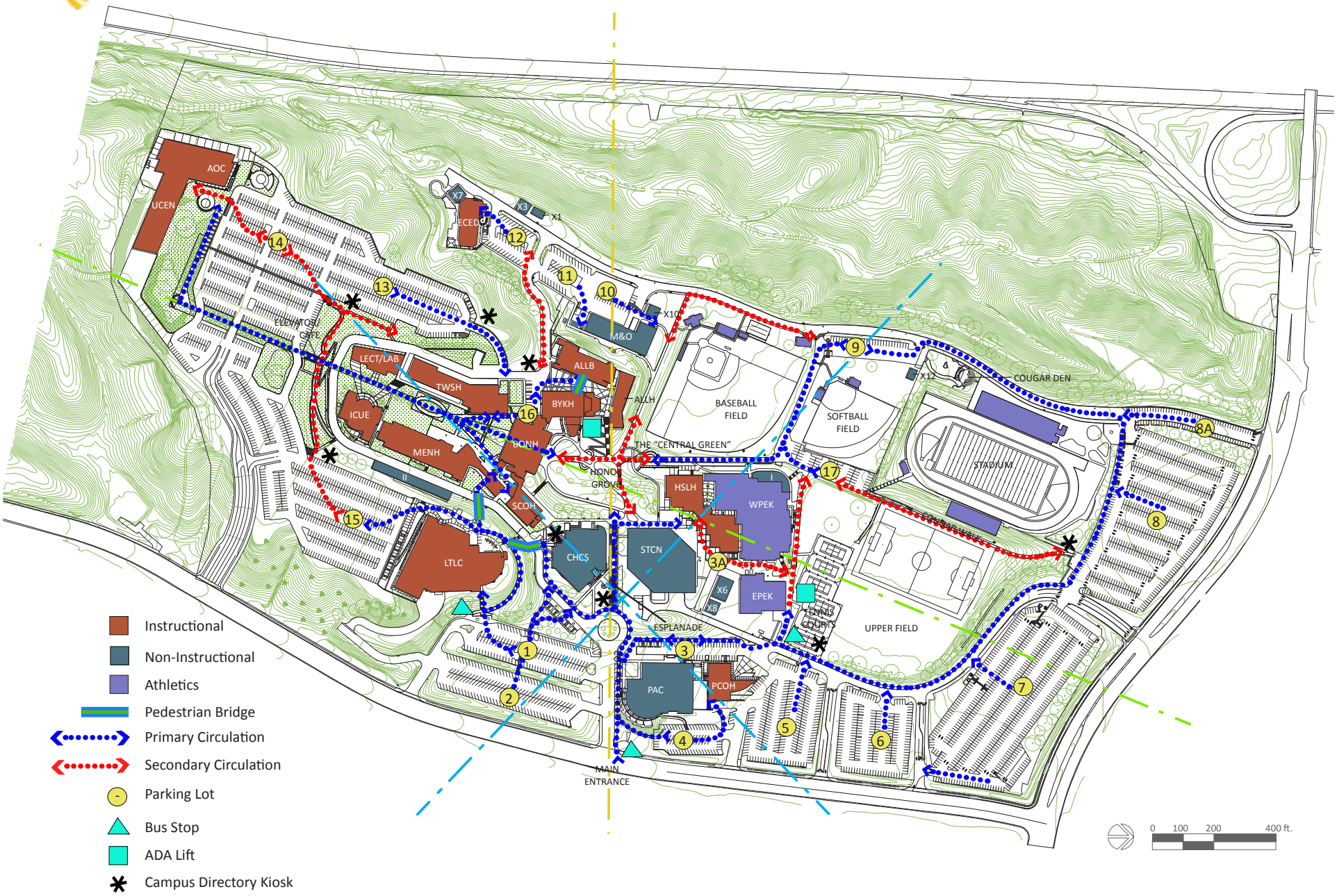

AOC
UCEN
ECED
X3
X2
X1
M&O
X10
LECT/LAB
TWSH
ICUE
THE SOUTH COMMONS
ALLB
BYKH
ALLH
BONH
MENH
SCOH
THE "CENTRAL GREEN"
BASEBALL FIELD
THE NORTH COMMONS
SOFTBALL FIELD
X12
COUGAR DEN
STADIUM
HONOR GROVE
HSLH
WPEK
COUGAR WALK
LTLC
CHCS
STCN
ESPLANADE
X4
EPEK
TENNIS COURTS
UPPER FIELD
COLLEGE CIRCLE
PAC
PCOH
MAIN ENTRANCE
0 100 200 400 ft.

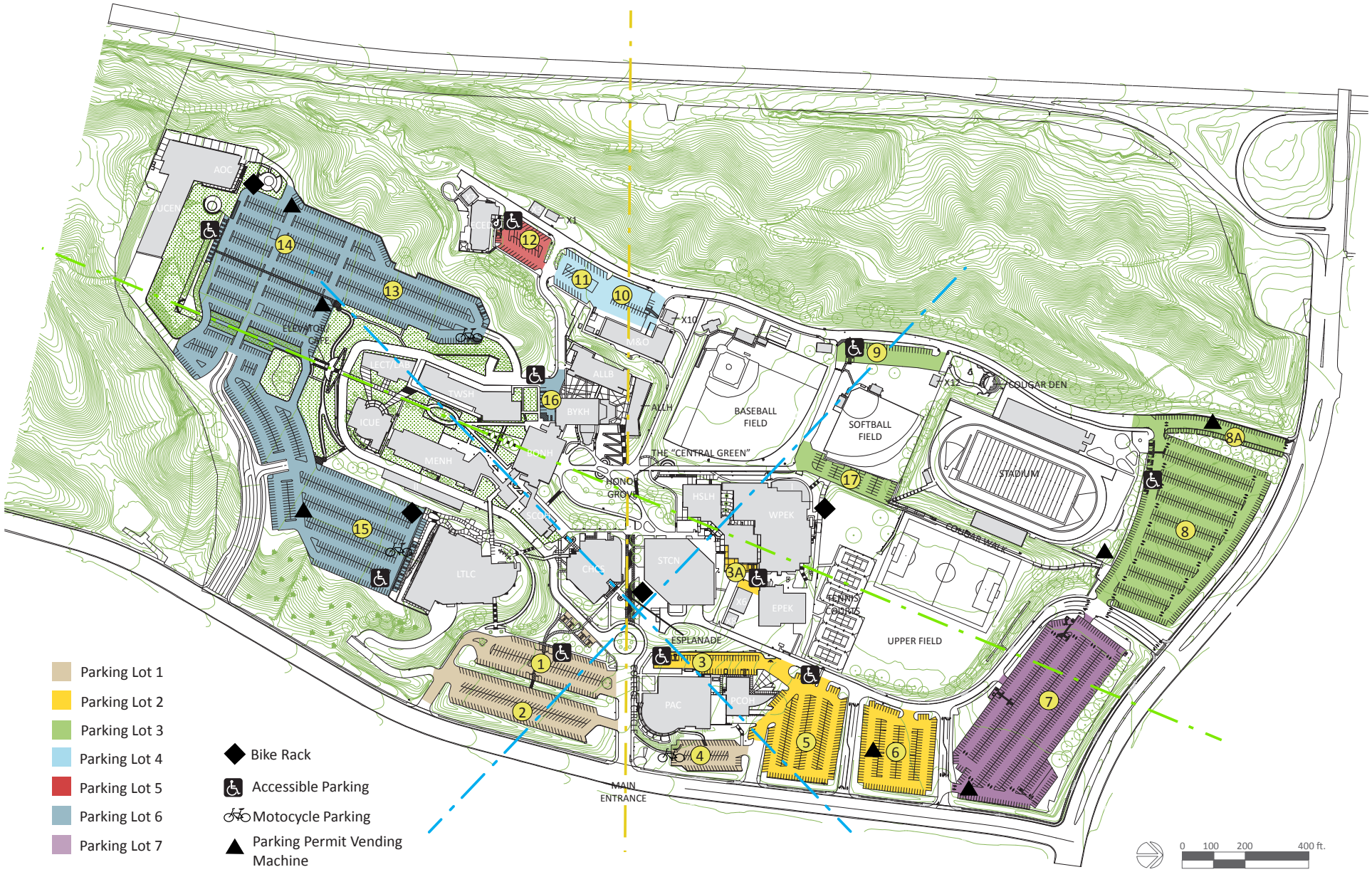
2.3.2.1 VEHICULAR CIRCULATION



2.3.2.2 PEDESTRIAN CIRCULATION



2.3.2.3 PARKING LOTS



USAGE	LOT #	USER	CAPACITY	# OF ACC PROVIDED	# OF VAN ACC PROVIDED
PERFORMING ARTS PARKING LOT # 1	1 2 4	STAFF ONLY STAFF + VISITORS STUDENTS	369	16	0
GENERAL CAMPUS PARKING LOT # 2	3 3A 5 6	STAFF ONLY ACC STUDENTS + VISITORS STUDENTS	493	10	0
STADIUM/ EVENT PARKING LOT # 3	8 8A 9 17	STUDENTS STUDENTS STUDENTS STAFF ONLY	784	13	4
FACILITY / MAINTENANCE PARKING LOT # 4	10 11	STAFF + VISITOR STAFF ONLY	56	1	0
ECED PARKING LOT # 5	12	ECED ONLY	52	0	2
GENERAL CAMPUS PARKING LOT # 6	13 14 15 16	STUDENTS + STAFF STUDENTS + STAFF STUDENTS + STAFF + VISITORS ACC	1411	42	0
3-STORY PARKING STRUCTURE LOT # 7	7	STUDENTS	1659	21	3
TOTAL			4824	103	9

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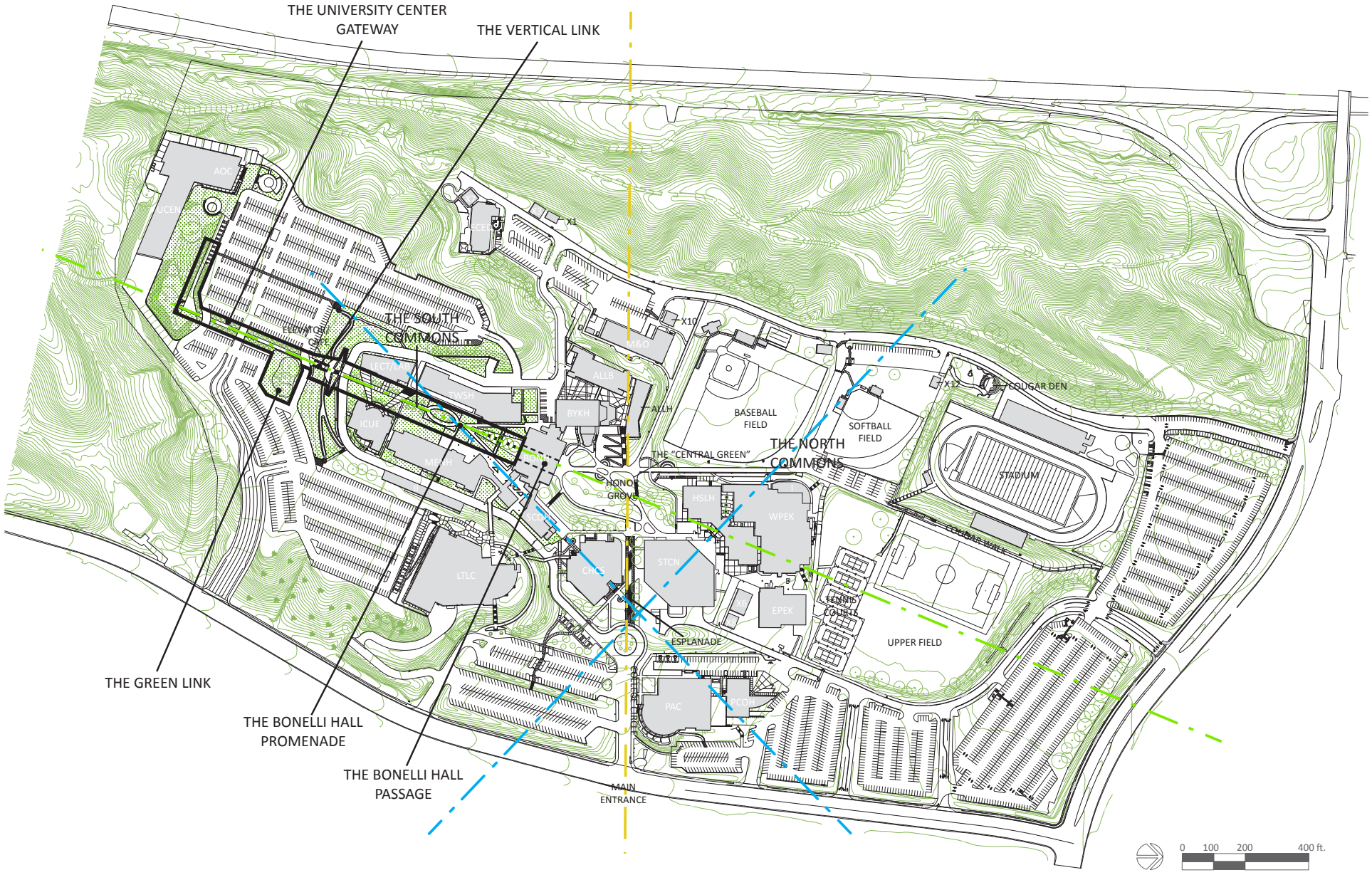
2.3.3 NEW SITE PROJECTS -THE SOUTH COMMONS



2.3.3 NEW SITE PROJECTS - THE SOUTH COMMONS

The South and North Commons are currently separated by a change in grade elevation; there is not a smooth transition between the two. The device that serves the break in elevation, though, disproportionately, is the amphitheater on the south side of Bonelli. The depth proportion is too small relative to the height of the building. If the amphitheater, was removed, then a gently sloping promenade could be installed at the lower breezeway that passes under and through Bonelli at grade level. The Bonelli space gives a great opportunity as space for exhibits, special activities, etc. It is the true “heart” of campus. Most importantly, from a circulation perspective, the North Commons would strengthen its relationship with the South Commons, feeling more as one. Currently, the abrupt amphitheater forms a kind of road block. The cross circulation would be handled by a pedestrian bridge and reinforces the pedestrian thoroughfare.

View of Bonelli Hall passage (Looking North).

2.3.3.2 THE BONELLI HALL PROMENADE

The Bonelli Promenade and the Bonelli Passage give great opportunities as space for exhibits, special activities, etc. It is the true “heart” of campus. Most importantly, from a circulation perspective, the North Commons would strengthen its relationship with the South Commons, feeling more as one. Currently, the abrupt amphitheater forms a kind of road block. The cross circulation would be handled by a pedestrian bridge and reinforces the pedestrian thoroughfare.

View of Bonelli Hall promenade (Looking South).

View of the South Commons looking at the vertical link.

The Vertical Link is one of the most significant architectural site features in the 2017-2022 Master Plan. It terminates the perspective of the South Commons as viewed from Bonelli Hall, which calls attention to it as a very relevant campus feature. It will greatly facilitate access to the upper campus parking lot and to the University Center from the main campus. The vertical slope at the south end of the South Commons has always impeded the flow of students and goods between the campus commons and the upper campus.

With a new elevator, it is anticipated that a coffee and snack bar, located in the tower, would become a destination in itself while providing a safe, easy, and interesting walk along a landscaped pathway through the parking lot.

Adjacent to the elevator will be a service vehicle and pedestrian road that will replace the existing turn-around circle. Circulation will be vastly improved as the road loops around to access the “service side” of the proposed Lecture/ Lab Building and Towsley Hall reconstruction projects. The road also provides access to the service side of ICUE.

2.3.3.4 THE GREEN LINK

The largest island of landscaping within the parking lot, which remains naturally wooded with the oaks and sage, will add to the variety of experiences one encounters along the green link. The walkway will be edged with landscaping and pedestrian lighting, and will provide a safer and more comfortable path for pedestrian circulation between the University Center and the Campus Core.

View of the green link looking south.

View of University Center Gateway

Midway along the green link path, the walk crosses a gateway and graduated sized sculptural lamp posts. These symbolically announce for vehicle traffic the entrance to the University Center. Junctures in the green link along the way will offer rest stops, with benches double serving as meeting points for students. As one arrives at the University Center, the viewing experience continues beyond the glass-walled lobby to the patio to a decorative fountain in the patio.

This new University Center gateway will strengthen this visual guide, providing directional orientation to the students and visitors, while reinforcing the Dr. Diane G. Van Hook University Center's identity.

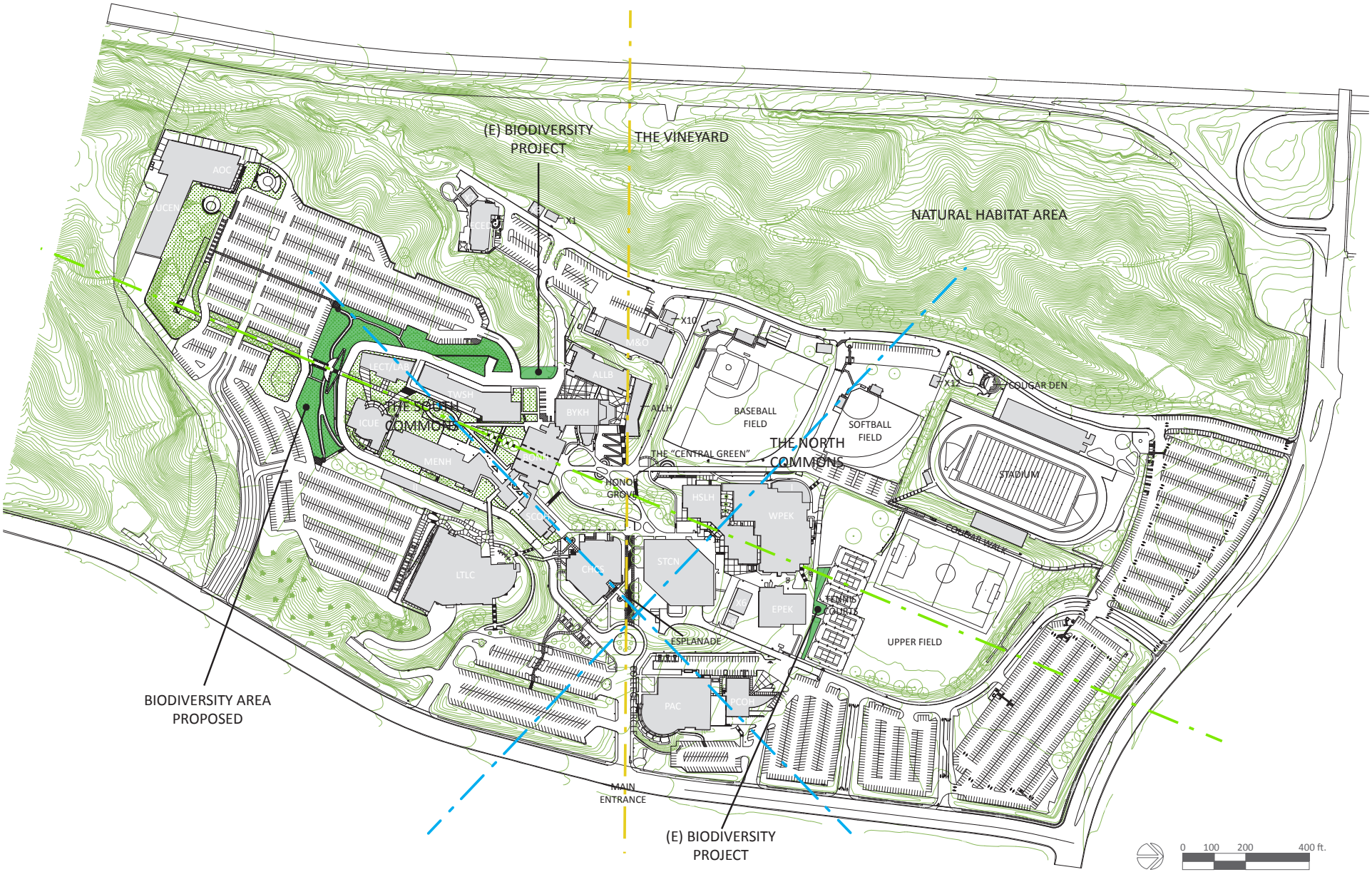
2.3.3.6 BIODIVERSITY INITIATIVES

The designation of the buffer zone, separating campus from the Interstate 5 highway as a natural habitat, will facilitate its role as a chaparral environmental study area. The trail system and the vineyard will remain, but aside from those, no future development of this area should be planned. Enhancement of this area with some native chaparral plant species should be encouraged. This could eventually replace the non-native grasses in the area with plants that are found in the mixed chaparral environment. In addition to the continuing role the natural buffer zone serves, i.e. traffic noise attenuation and visual boundary, the chaparral natural area provides protection against erosion and a habitat for an interesting assortment of animals. As technology and city-centered lifestyles continue to create greater distance between us and the natural world, chaparral provides a way for Californians to remember the value of wildness.

At the base of the proposed vertical link's tower will stand a sloped crescent-shaped landscaped area. It is this master plan's recommendation to convert this into a research and native garden. This new use will help support the College of the Canyon's goal for biodiversity. The slope could be conceived as a test garden for native plants, which if successful, can become part of the "palette of plants" for other functioning landscape areas on campus.

The Natural Buffer Zone @ Valencia Campus

2.3.3.6 BIODIVERSITY INITIATIVES



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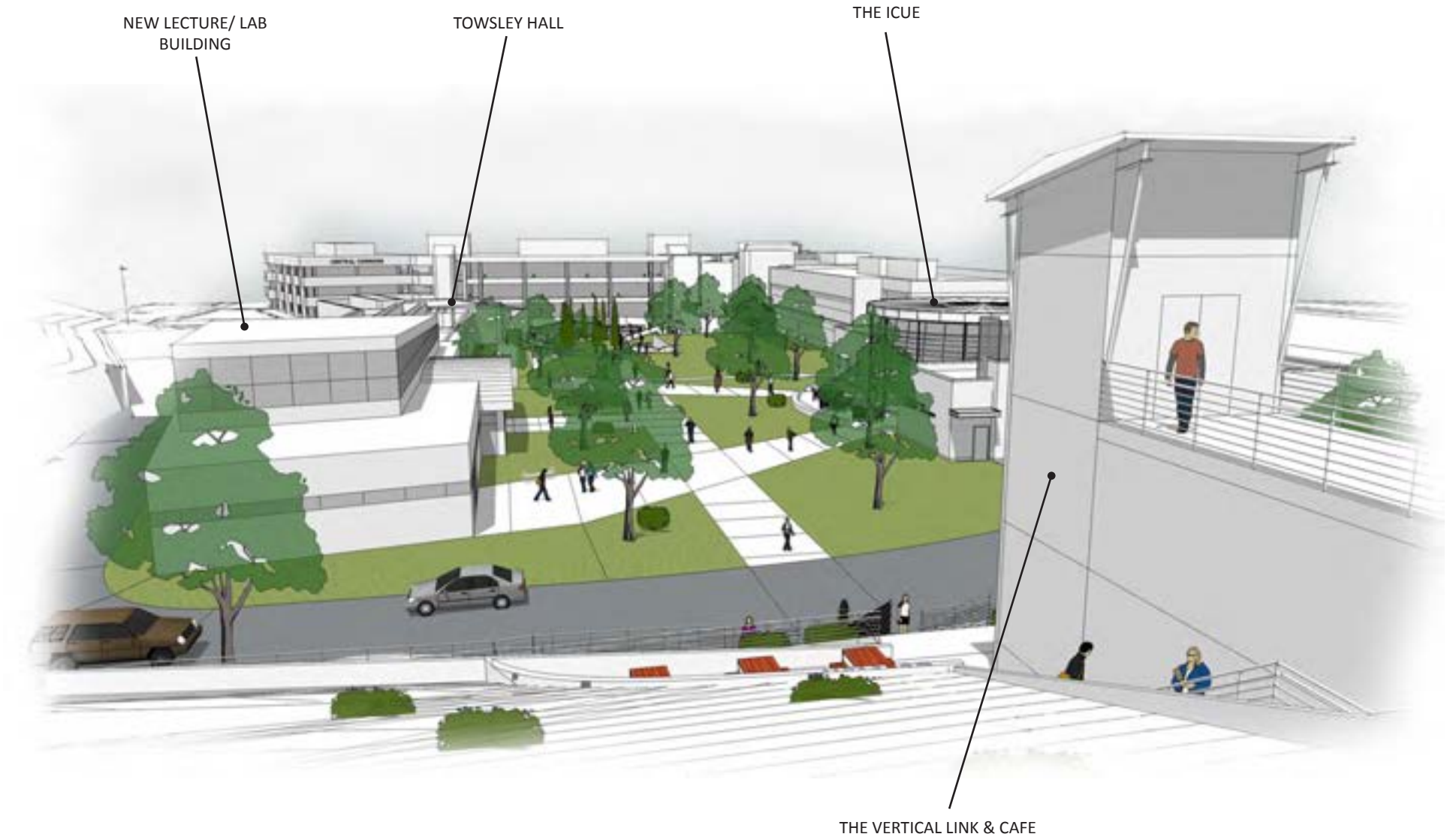
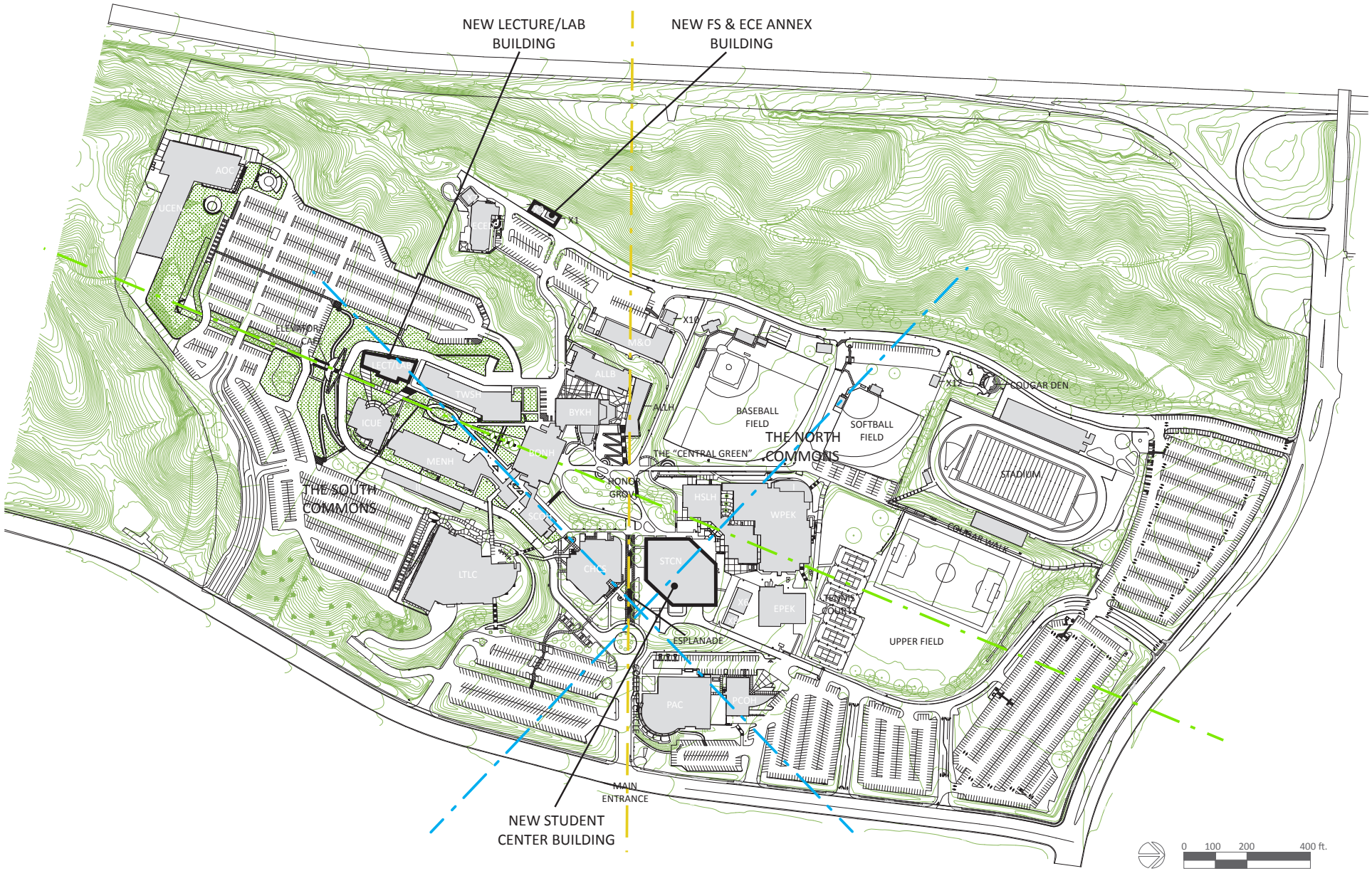


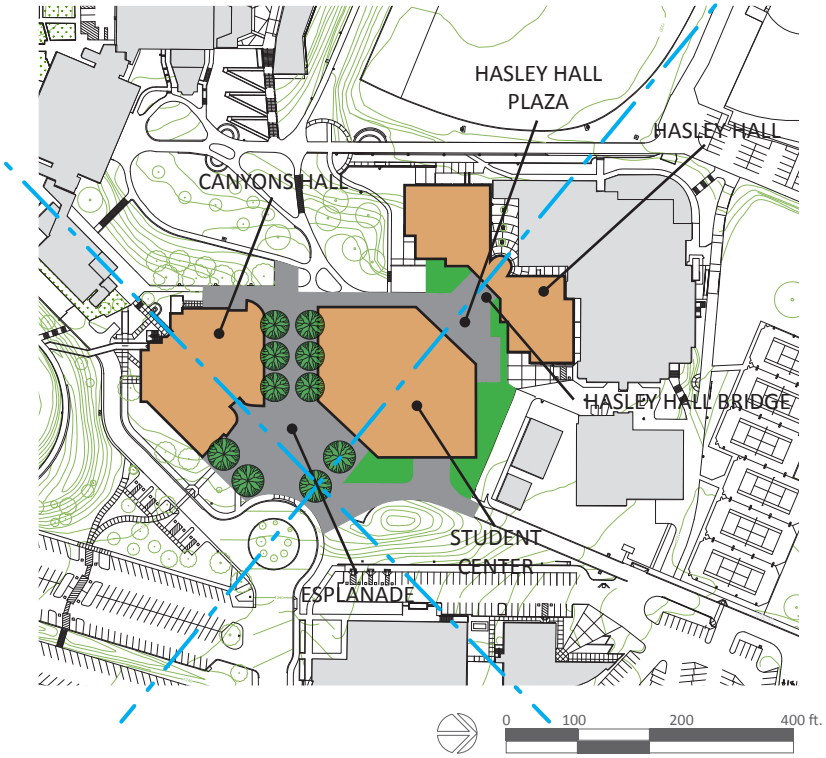
View of the South Commons from Lot 14

2.3.4 NEW FACILITY PROJECTS



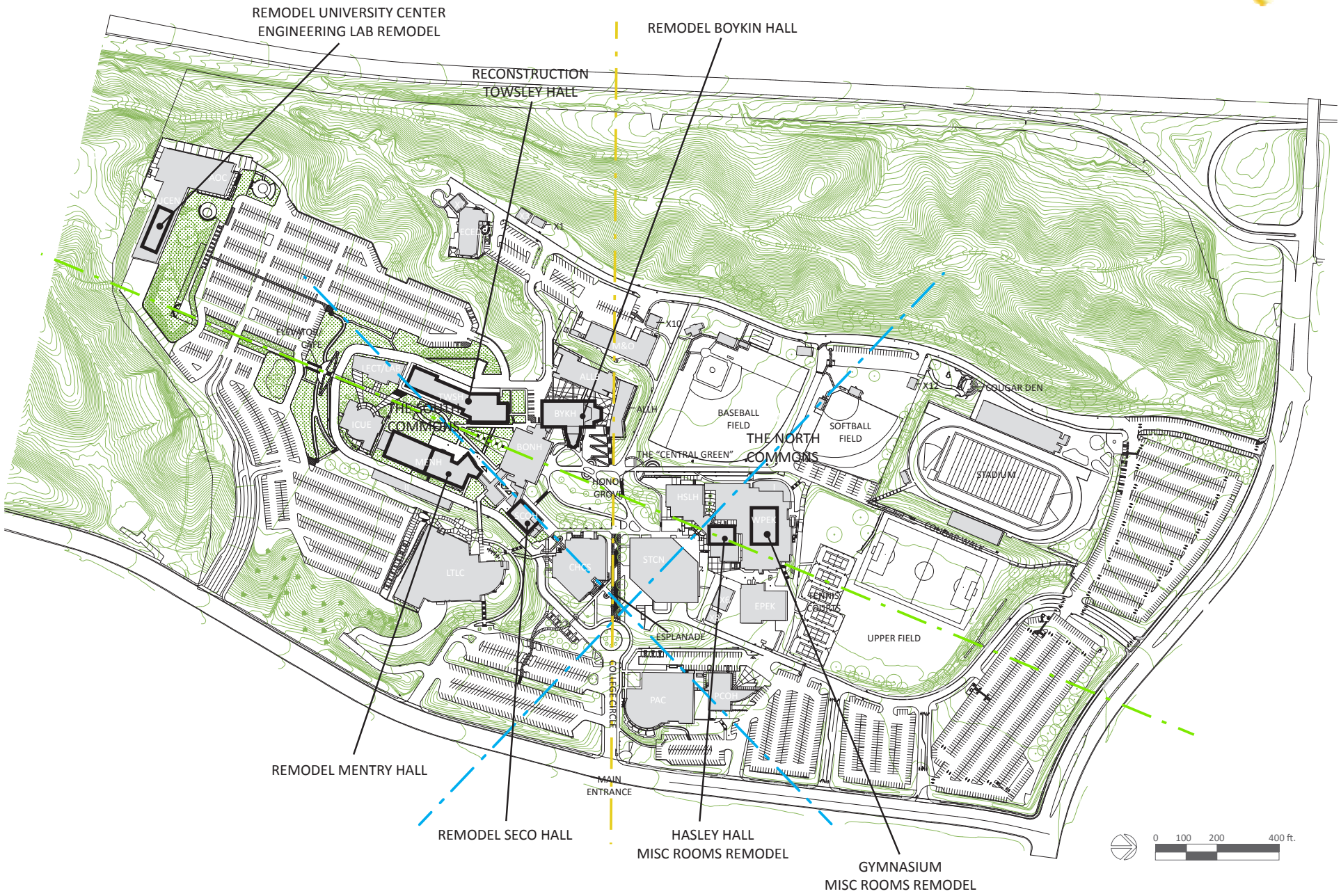
The completion of the South Commons will be realized in the 2017-2022 Master Plan. The Towsley Hall building, which is on the South Common's western edge, will undergo a comprehensive reconstruction. At the south end of Towsley Hall a three-story building will be constructed to provide adequate space for projections in the Public Safety and Career Technical Education (CTE) programs. Along the eastern edge of the commons, with the recent completion of Mentry Hall and the round-shaped ICUE building, the eastern edge of the building assemblage will be complete.

The existing Student Center building will be replaced. The new Student Center will include a strong visual and circulation corridor linking the new Esplanade with Hasley Hall. The southeast entrance facade of the new Student Center will balance the entrance facade of Canyons Hall, creating the Esplanade plaza directly adjacent to the main campus drop-off circle. Thus, the two buildings will have equivalent focus to the service of public access. The diagonal orientation of the circulation corridor through the Student Center reinforces the campus planning principle of the Sub-Axes.



Enlarged Site Plan of New Student Center

2.3.5 MODERNIZATION PROJECTS



The following facilities will undergo modernizations, remodels, or reconstruction in this Master Plan:

1. Remodel Boykin Hall

2. Remodel University Center: Engineering Lab

3. Remodel Mentry Hall

4. Remodel Seco Hall

5. Remodel Hasley Hall: various rooms

6. Remodel West Physical Education (WPEK): various rooms

7. Towsley Hall : The major reconstruction of Towsley Hall will consist of:
    - The demolition of the existing building to, and, including its foundation.
    - The rebuilding of the entire facility on its existing site.

2.3.6 STUDENT LEARNING OPPORTUNITIES

College of the Canyons strives to create a total campus environment that is conductive to learning. Outside of the formal classroom and instructional laboratories, it is important to provide facilities that offer additional student learning opportunities. Learning can happen in intervening spaces, such as lobbies and niches in corridors, that provide connections to the technology network with comfortable seating, designed to accommodate both individual and group study. Student mobility is enabled by personal computers and internet-connected hand-held devices will continue to grow at a rapid rate. Therefore, physical space design needs to support student mobility by providing a seamless learning experience in and out of the classroom.

The exterior space design also influences the success of mobile learning. The integrated South Commons will provide a sunny outdoor space for both active and passive student activities. Its scale will compliment the existing North Commons, which is a shady outdoor space. The lowest area, identified as the Bonelli Promenade, is a link to the Bonelli Passage. It will serve as an outdoor reception area for events and exhibits. The bridge provides a direct path for pedestrians transversing the commons. It also demarcates the newly created raised Podium. The Podium centers activities involving talks and presentations. At the southern end of the South Commons, a coffee stand/cafe with built-in connectivity will further support student learning opportunities.

ALLB	ALISO LAB
ALLH	ALISO HALL
AOC	ACADEMY OF THE CANYONS
BONH	BONELLI HALL
BYKH	BOYKIN HALL
CHCS	CANYONS HALL
ECED	EARLY CHILDHOOD EDUCATION
EPEK	EAST PE
HSLH	HASLEY HALL
ICUE	INSTITUTE FOR CULINARY EDUCATION
LTLC	THE LEARNING CENTER/ LIBRARY
MENH	MENTRY HALL, ART GALLERY
M&O	MAINTENANCE & OPERATIONS
PAC	PERFORMING ARTS CENTER
PCOH	PICO CANYON HALL
SCOH	SECO HALL
STCN	STUDENT CENTER
TWSH	TOWSLEY HALL
UCEN	DR. DIANNE G. VAN HOOK UNIVERSITY CENTER
WPEK	WEST PE
X6	COLLEGE OFFICES
X8	CAMPUS SAFETY
X10	FACILITIES OFFICE
I	NORTH CENTRAL PLANT
II	SOUTH CENTRAL PLANT
LECT/LAB	LECTURE/LAB BUILDING
ECE	FS & ECE ANNEX

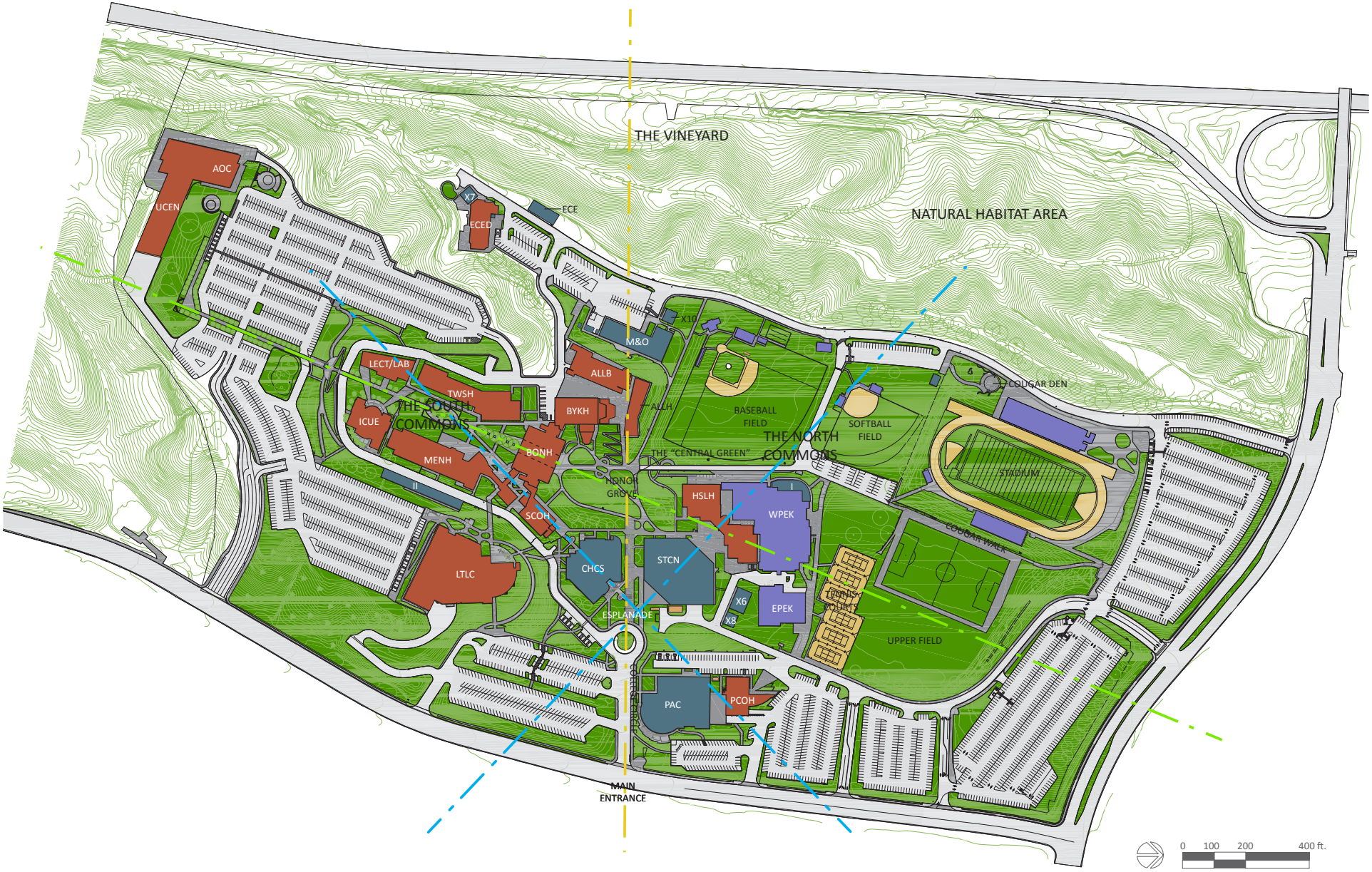
INSTRUCTIONAL

NON-INSTRUCTIONAL

ATHLETICS

COLLEGE OF THE CANYONS

KBZ



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The Entry sign @ Canyon Country Campus

3.1 CANYON COUNTRY CAMPUS - PLANNING PRINCIPLES

The Canyon Country Campus site has provided a number of exciting design and development opportunities by virtue of its existing natural features and topography. These opportunities have shaped the Canyon Country Campus Master Plan.

Access roads both in and out of the campus were designed along naturally low lying recesses of the site. The ridges at the perimeter and along Sierra Highway have been preserved and form a natural buffer from traffic and noise.

The Campus layout is organized along a compositional axis that runs through the center of the site. Naturally occurring crescent site features running perpendicular to the slopes are integral to the plan. These crescent land features have been widened by grading the slopes and making flat building pads between them. The crescents, bisected by the central axis, have created a rational symmetrical arrangement for campus facilities.

The placement of permanent buildings organized along this axis lends a visible order with single-story structures at the ends rising to multi-story structures in the center.

3.1 CANYON COUNTRY CAMPUS - PLANNING PRINCIPLES

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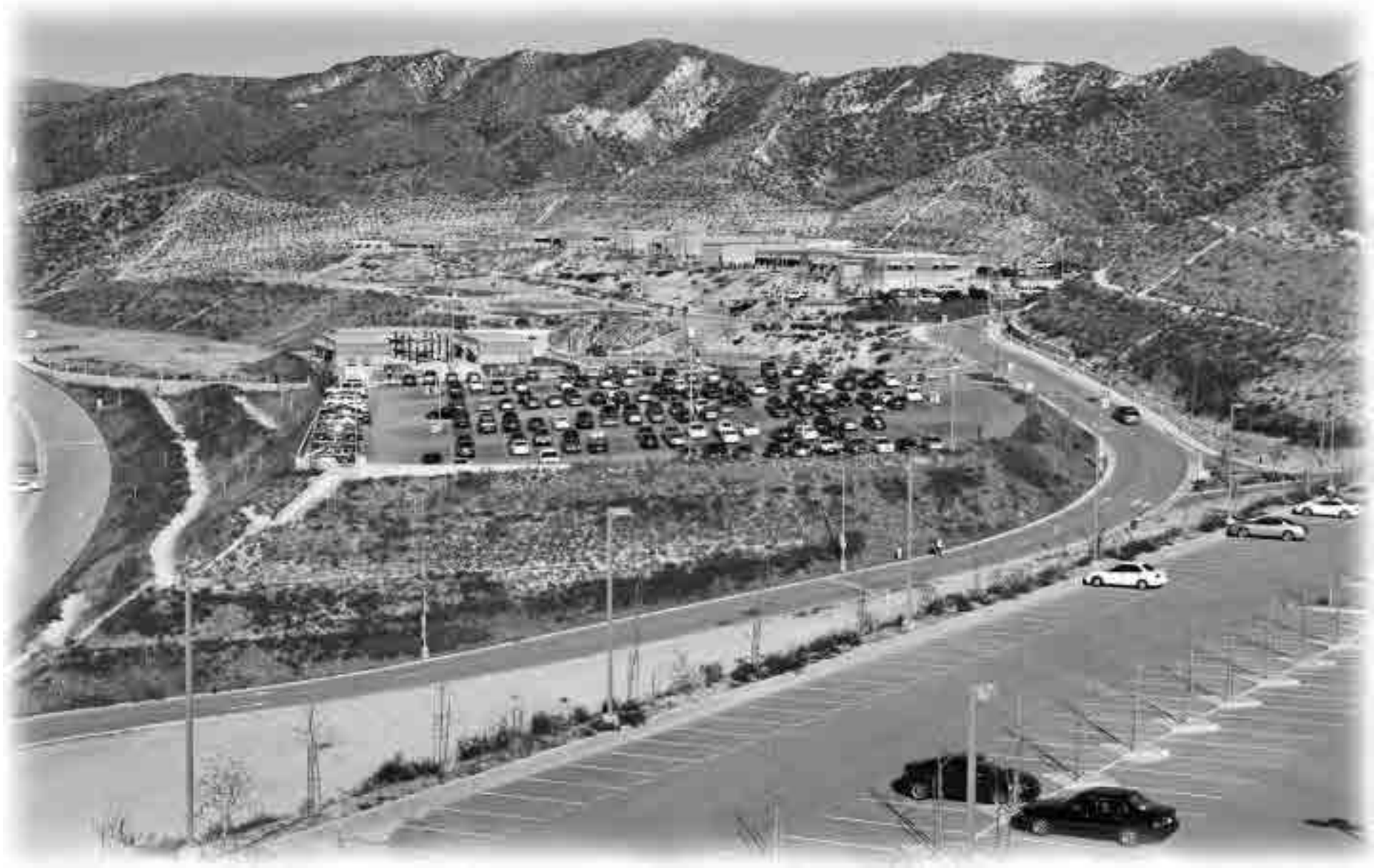
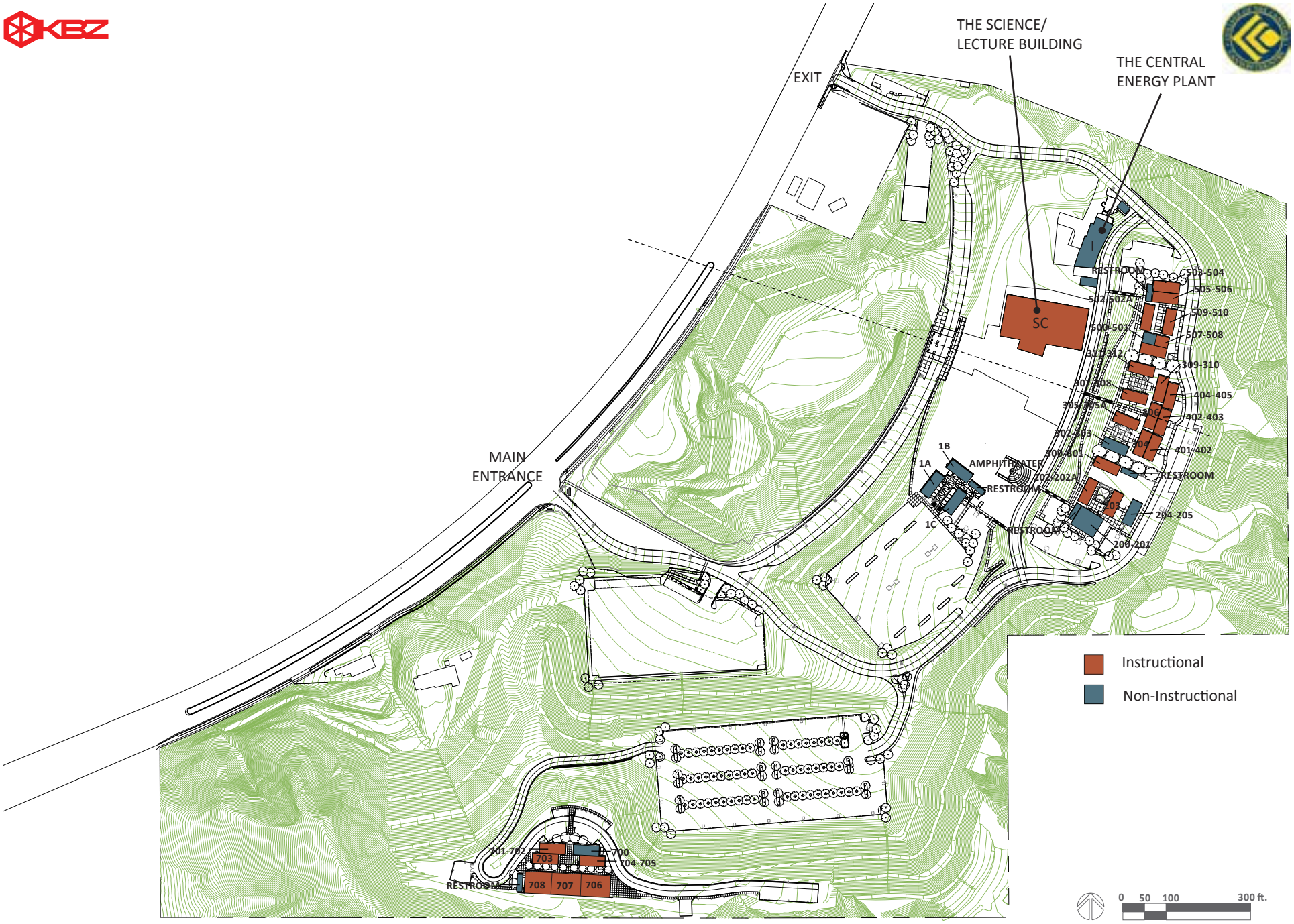


View of the Canyon Country Campus from Quad 7

3.2 EXISTING CAMPUS



QUAD 1:

1-A	ADMINISTRATIVE OFFICE, COUNSELING & FINANCIAL AID
1-B	STUDENT HEALTH CENTER, STUDENT SERVICES (CAREER, DSPS, VETERANS) ASSESSMENT CENTER & COMPUTER LAB
1-C	ADMISSIONS & RECORDS & STUDENT BUSINESS OFFICE

QUAD 2:

200-201	EARLY CHILDHOOD EDUCATION (ECE)
202	LARGE CLASSROOM
202A	SMALL CLASSROOM/ CONFERENCE RM.
203	ACTIVITY ROOM
204	ASG STUDENT LOUNGE/ STUDENT DEVELOPMENT
205	FACULTY OFFICES/ TECH SUPPORT

QUAD 3:

300-301	CLASSROOMS
302	STUDENT STUDY LOUNGE
303	VENDING CAFÉ
304-305	COMPUTER LAB
305A	TLC TESTING
306	TLC LAB
307	LIBRARY
308	SKILLS 4 SUCCESS LAB
309-310	SCIENCE LABS
311-312	SCIENCE LABS

QUAD 4:

400-405	CLASSROOMS

QUAD 5:

500-502	CLASSROOMS
502A	SWITCHBOARD/ REPROGRAPHICS
503-506	CLASSROOMS
507	FACULTY OFFICES
508-510	CLASSROOMS
SC	SCIENCE/ LECTURE BUILDING
I	CENTRAL ENERGY PLANT

QUAD 7:

700	CAMPUS SAFETY & FACULTY OFFICES
701-702	CLASSROOMS
703	COMPUTER LAB
704-705	CLASSROOMS
706	AUTO WORKSHOP
707	PLUMBING WORKSHOP
708	SOLAR/ ELECTRICAL/ ELECTRONICS WORKSHOP

The College of the Canyons – Canyon Country Campus opened in the fall of 2007. At that time, modular buildings were organized into six quads, which served as the foundation for the Canyon Country Campus academic and administrative functions. The Applied Technology Education Center (ATEC) was added in summer 2011.

The Canyon Country site began as undisturbed rugged terrain. Its natural setting and steep topography have strongly influenced the design and the physical plan of the campus. The campus facilities core was positioned relatively high upon the site, both to capture expansive views to the north, west and southwest, and to provide separation distance from the busy Sierra Highway. The hill running parallel and adjacent to the highway was preserved in its natural, pre-development condition to help buffer noise and visual activity generated by highway traffic. At one end of the base of this hill lies the campus entrance, and at the other, the exit connection to Sierra Highway.

The core was designed as a pedestrian campus, and the one-way, traffic-only road encircles it. The compact nature of the core building arrangement provides efficient pedestrian circulation. The one-way only road minimizes pedestrian/vehicle crossings. Smaller parking areas are situated close to buildings to accommodate access for disabled persons, as well as short-term parking and service vehicle parking needs.

Parking Lot 3 (adjacent to the Administration-Student Services Quad) was constructed at the same time as the initial Canyon Country Campus. Parking Lot 2 was constructed with the Applied Technology Education Center project, and it added 387 spaces to the campus. Lot 2 is on a natural plateau south of the facilities core, and is within a seven-and-one-half minute walk from the future Main Plaza.

Generally, Campus facilities have been sited on stepped levels to adapt to the property's steep terrain. The pedestrian circulation

system, consisting of nearly flat to gently sloping walkways, serve all facilities. It has been planned to meet ADA accessibility requirements while avoiding the need for handicap/disabled ramps or motorized lifts.

The campus vehicular circulation plan adheres to a single direction traffic flow pattern. The adjacent Sierra Highway's turning lane at the campus serves entering traffic from both the eastward and westward directions. At the one-way campus exit, a traffic signal allows either left or right turns onto Sierra Highway.

The campus interior is restricted to service and emergency vehicles only. "Cougar Way" is used primarily by campus maintenance and operations and after-hour deliveries. Its traffic is controlled by removable bollards at both ends, allowing the drive to safely serve as a means of pedestrian circulation between the upper and lower tiers of campus.

Public buses stop at the upper level of campus. An additional bus stop at the Main Plaza on the lower tier will be available when the permanent buildings there are constructed.

In fall 2016, the college added more than 200 new parking spaces with the completion of Parking Lot 1.

The Carl A. Rasmussen Amphitheater @ Canyon Country Campus

View of Applied Technologies building @ Canyon Country Campus

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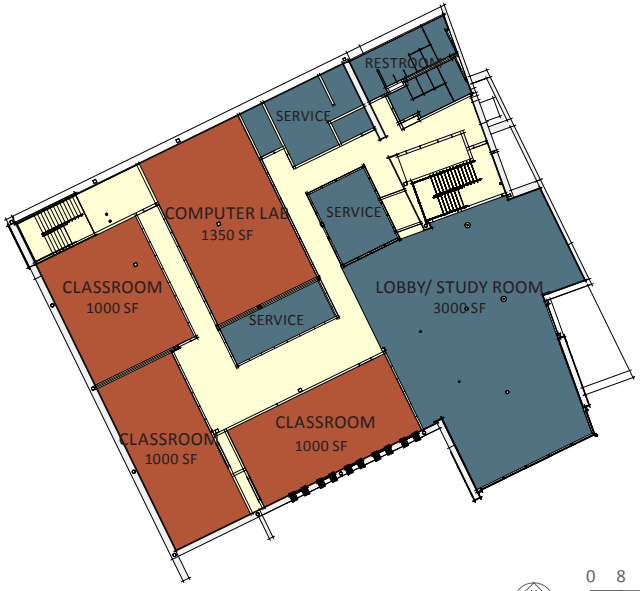
THE SCIENCE/LECTURE BUILDING

LEVEL 2

The Science/Lecture Building is the first permanent building to be constructed in the campus Master Plan. It sets the standard of quality and a foundation for the permanent buildings. Located at the center of campus, it will include construction of one-half of the campus core site development - consisting of Main Plaza, Outdoor Amphitheater and Upper Plaza. Establishing the Main Plaza initially is important for visual orientation because it provides a platform from which the major campus buildings can be viewed. The design creates a visual balance to the site, giving first-time users a clear sense of order and the hierarchy of the campus structures. The campus massing of buildings has been composed as a whole, similar to a city skyline where the largest mass is at the center and decreases in size as it radiates outward.



LEVEL 1

0 8 16 32 ft.

3.2.1 THE SCIENCE/LECTURE BUILDING

LEVEL 3

The Science/Lecture Building will be primarily devoted to physical and biological sciences, which is a high priority in the education plan. It provides approximately 34,000 assignable square feet with eight labs and prep/services rooms and one lecture room.

0 8 16 32 ft.

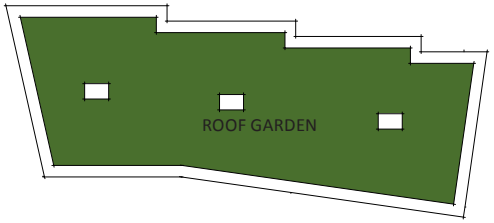
The lower floor levels contain physical science labs, computer labs for math and physics, and their related classroom spaces. One of the classrooms is double the size of a standard lecture space.
On the building's highest level are the chemistry and biology rooms. These are on the high side of the site's slopes with on-grade access. The consideration for this placement was having the capability and ease for loading and unloading materials to vehicles on the access road. Also, placing chemistry labs on the highest level makes the dispersion of exhausts from chemical fume hoods most efficient.

LEVEL 4

0 8 16 32 ft.

3.2.2 THE CENTRAL ENERGY PLANT

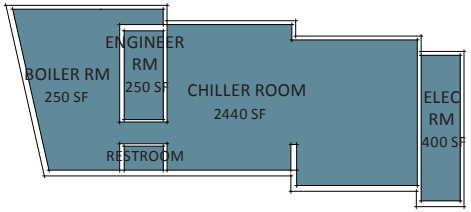
THE CENTRAL ENERGY PLANT



ROOF

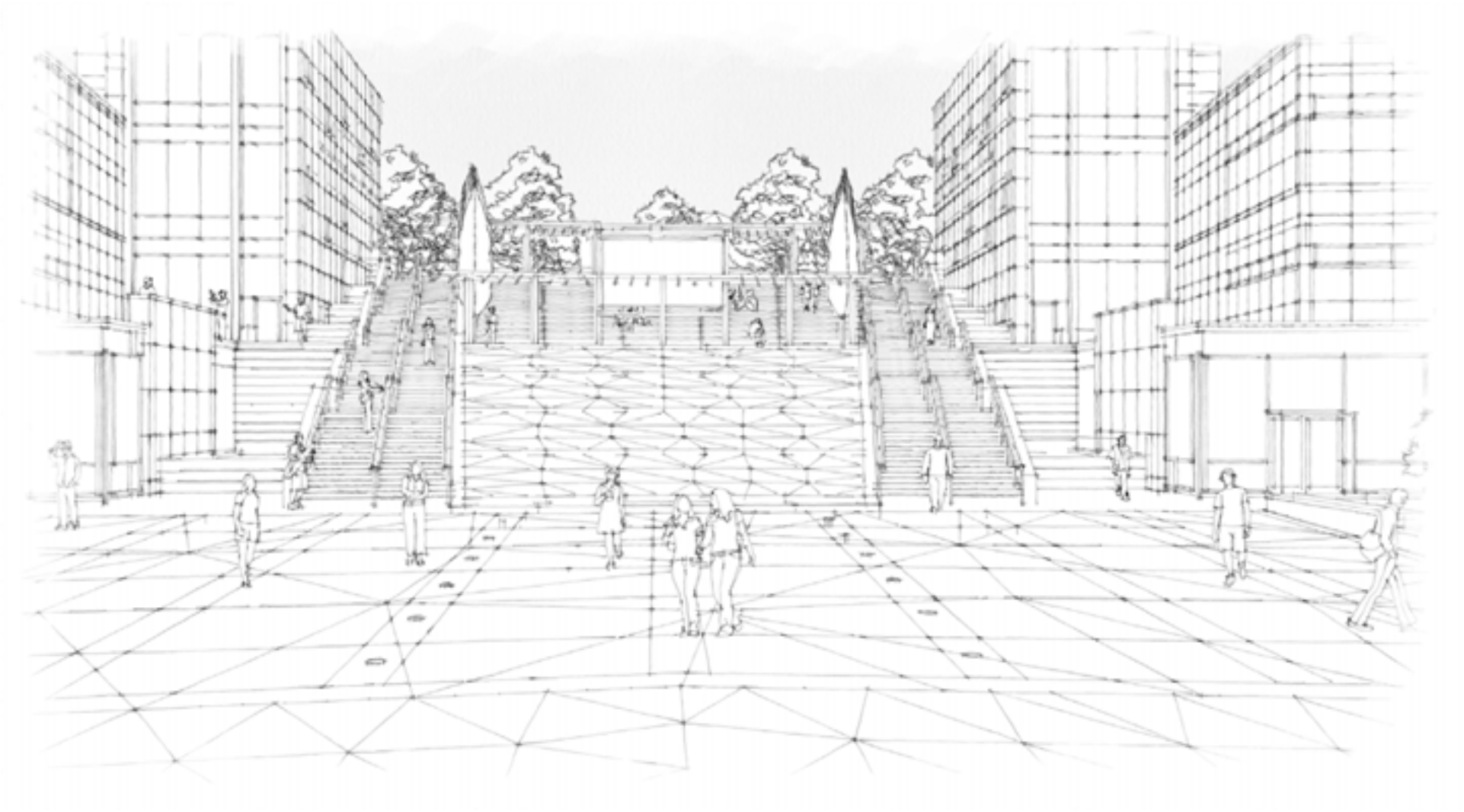
Concurrent with the construction of the Science/Lecture Building, will be the construction of the Central Plant. The Central Plant will provide chilled and hot water to the roof-mounted air handling units and VAV boxes that heat and cool the permanent campus buildings. The primary utilities are already in place, as are the campus roadways. The building will be connected to the pre-existing infrastructure, which was done as part of the campus initial site development project.

The Central Plant is 4,168 square feet in area. It is tucked into the earth slope on the high side, thereby making the roof a green extension of the land. The usable roof area is 5,864 square feet and nearly flat. It provides a secure area for the “living wall” and plantings for use by instructional programs. These elements will help support the COC’s initiative for biodiversity.



LEVEL 1

0 8 16 32 ft.



The Main Plaza @ Canyon Country Campus

3.3.1 PROJECT GOALS

There are three main goals of the 2017-2022 Facilities Master Plan for College of the Canyons - Canyon Country Campus including:

1. To plan and construct permanent buildings with surrounding open spaces to provide the highest quality physical environment for learning.

2. To satisfy the program needs of the Educational Master Plan by providing facilities for each department/program and administrative unit.

3. To provide transitional renovations and remodels of the existing interim campus modular buildings. This will be done to meet the current on-going program needs until the successive cycle of the master plan is realized. That future plan will replace the remaining modular buildings with permanent construction.

PROGRESSION OF CAMPUS DEVELOPMENT

The Master Plan initially conceived the campus design with buildings placed on stepped tiers of graded land. This was due to the steep topography of the site. Each tier level is relatively flat. Two major phases of the permanent development were planned. Buildings that followed along the lower tier would be in the first phase and buildings on the upper tier in the second phase. The modular buildings, which have served the campus up until the present, were placed on the upper tier, which would allow permanent buildings on the lower tier to be built without disturbance to the upper tier. The modular buildings could thus remain occupied until the build-out of the first tier permanent buildings.

In the 2017-2022 Master Plan some of the modular buildings will be replaced by permanent construction of the Science/Lecture Building.

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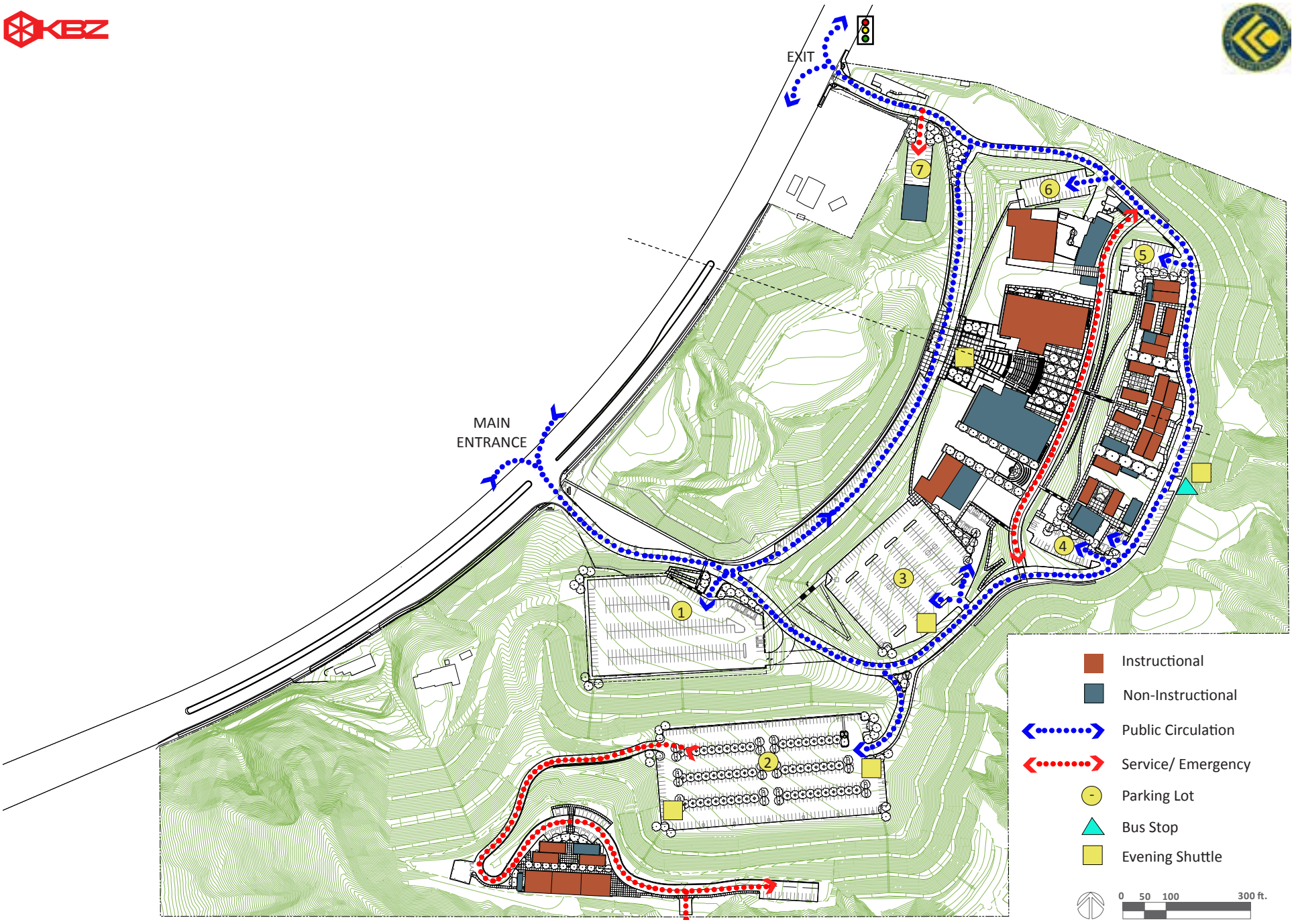
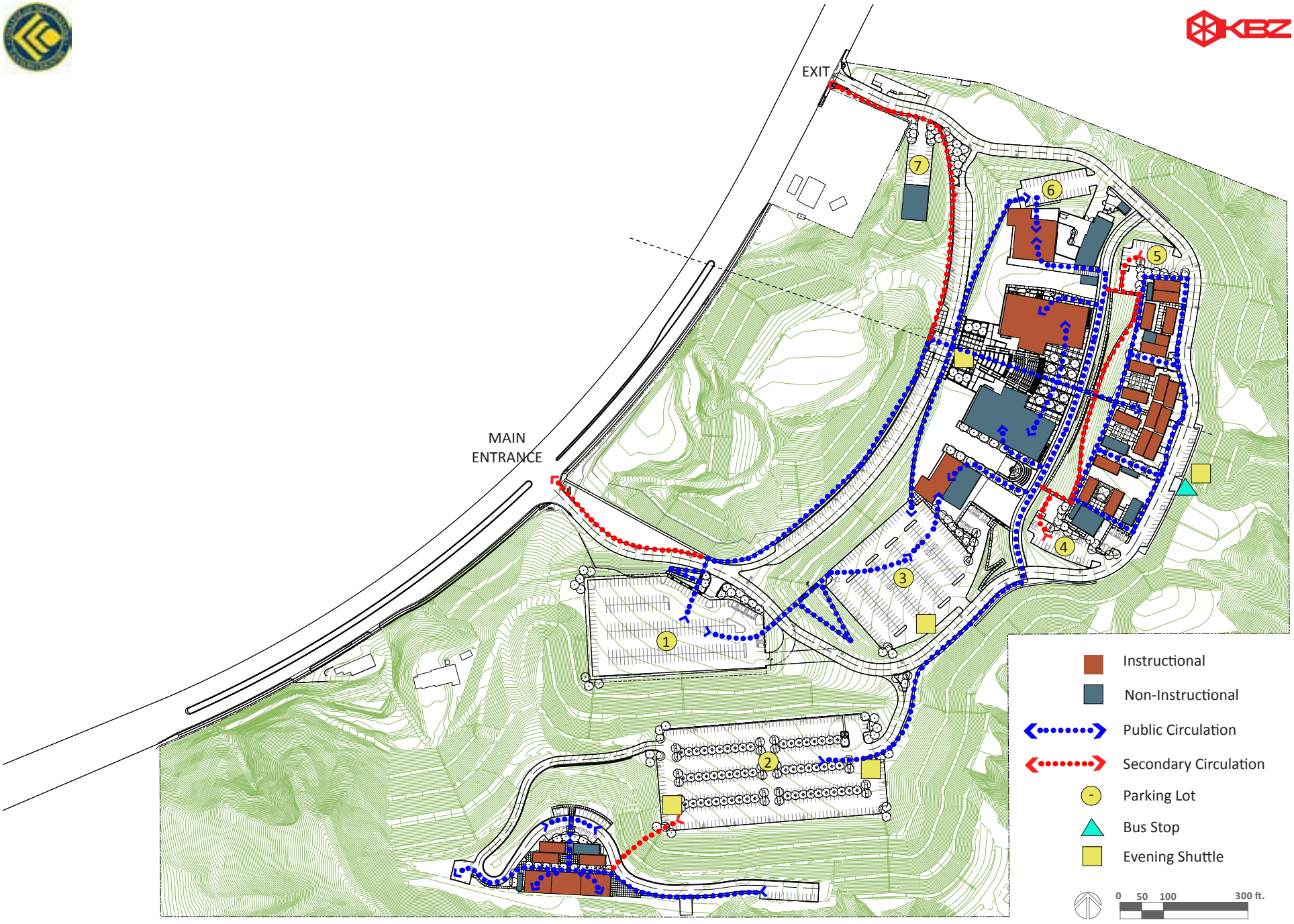
EXIT
MAIN
ENTRANCE
0 50 100 300 ft.

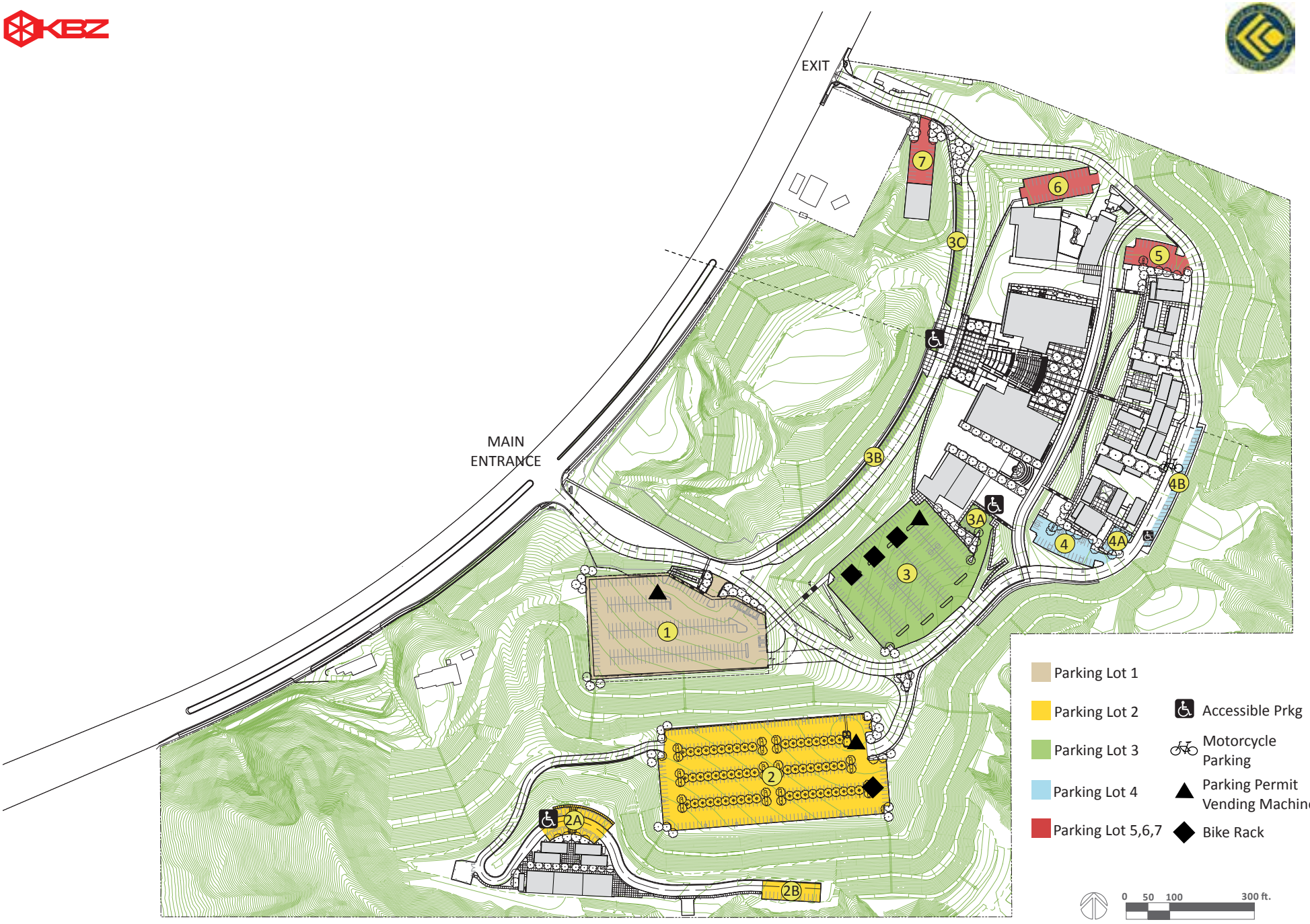
3.3.2.1 VEHICULAR CIRCULATION



3.3.2.2 PEDESTRIAN CIRCULATION



3.3.2.3 PARKING LOTS



USAGE	LOT #	USER	CAPACITY	# OF ACC PROVIDED	# OF VAN ACC PROVIDED
PARKING LOT # 1	1	STUDENTS	231	7	2
PARKING STRUCTURE			250	7	2
UPPER PARKING LOT # 2	2 2A 2B	STUDENTS STAFF ONLY 15 MIN. LOAD/UNLOAD	417	7	2
PARKING LOT # 3	3 3A 3B 3C	STUDENTS/ STAFF ACCESSIBLE STUDENTS/ VISITORS STUDENTS/ VISITORS	335	8	1
PARKING LOT # 4	4 4A 4B	STAFF ONLY ACCESSIBLE/ECE ACCESSIBLE/ STAFF	66	5	1
PARKING LOT # 5	5	STAFF	27	1	1
PARKING LOT # 6	6	STUDENTS	34	1	1
PARKING LOT # 7	7	FACILITIES	22	-	1
TOTAL			1382	36	11

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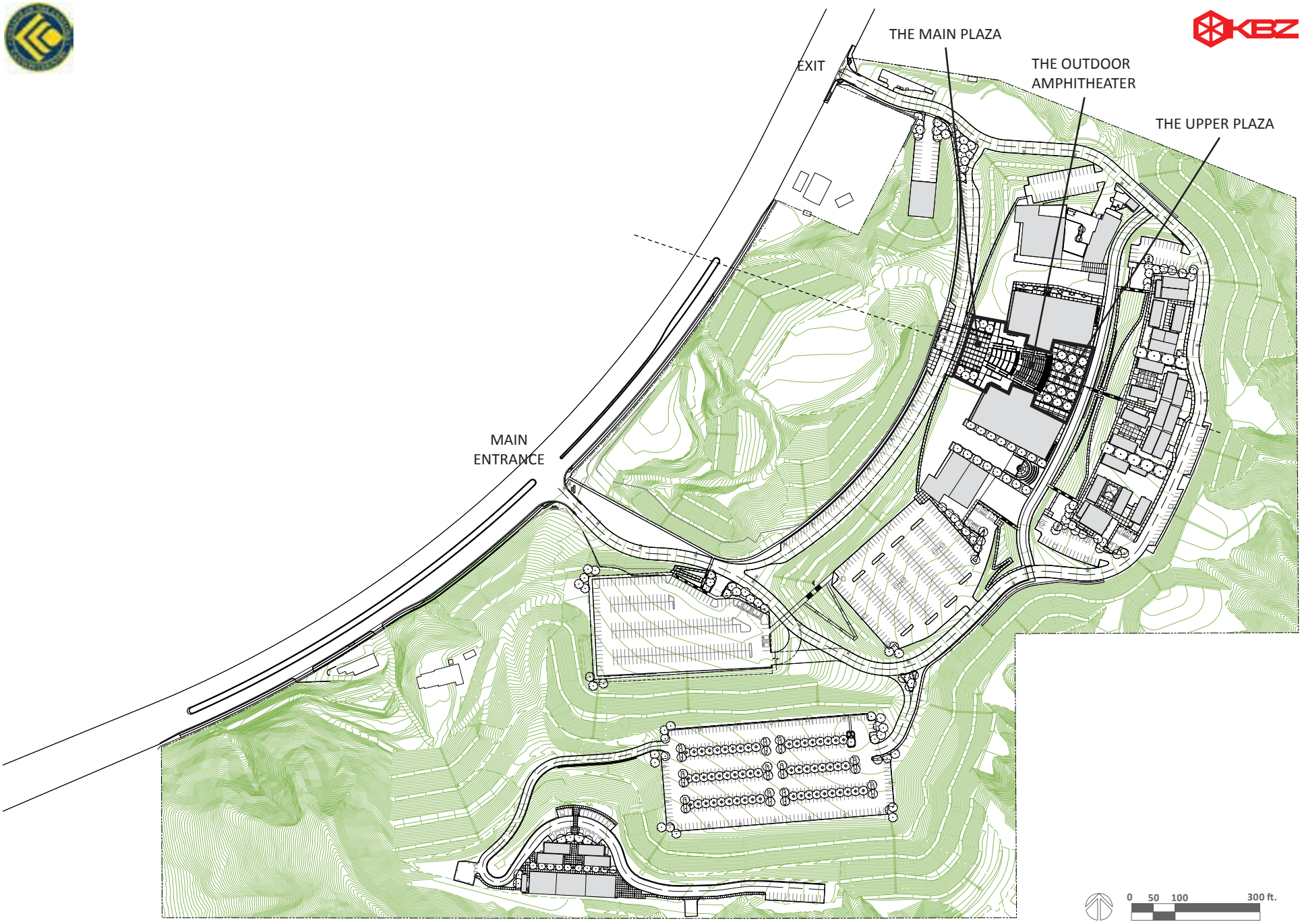

THE MAIN PLAZA
EXIT
THE OUTDOOR AMPHITHEATER
THE UPPER PLAZA
MAIN ENTRANCE
0 50 100 300 ft.

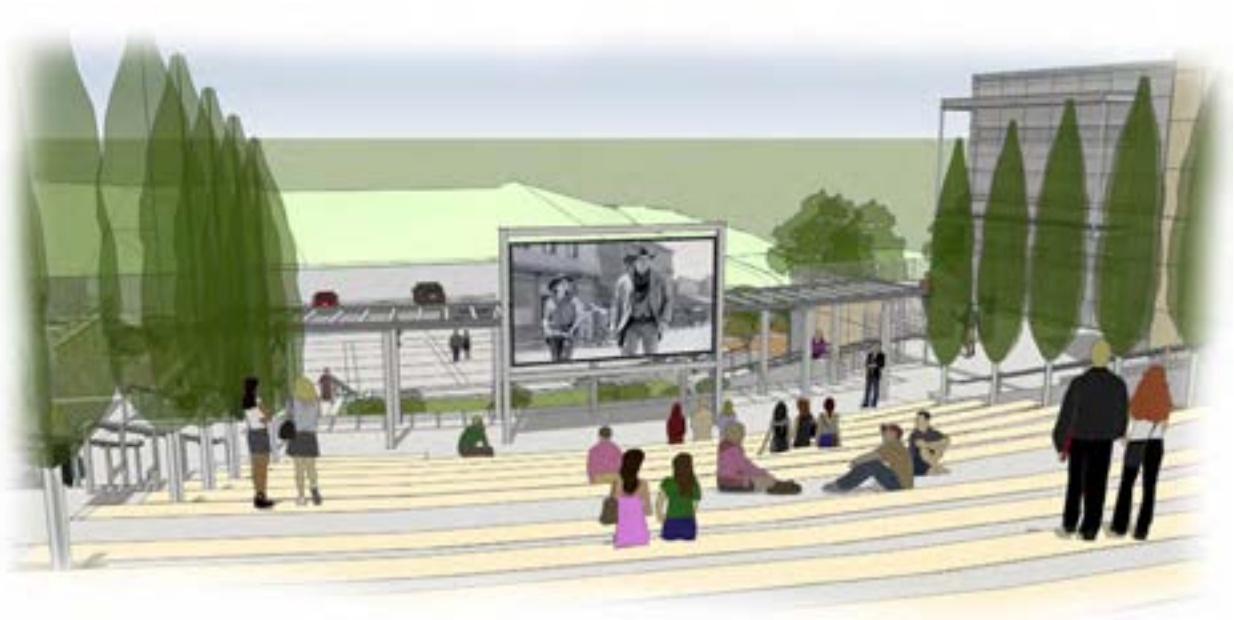
3.3.3.1 THE MAIN PLAZA

View of The Main Plaza (Looking East).

The Campus Core is a central focal point of outdoor space, formed between the mirrored building structures of the Science/Lecture Building and The Student Services/Learning Resources Building. The pedestrian spatial sequence from drop-off will be through the Main Plaza, alongside the Outdoor Amphitheater and onto the Upper Plaza.

The Main Plaza is the campus' main arrival and drop-off point. It is fundamental to campus identity. It will be an active space used for orientation and social gatherings. An information kiosk located there will function as wayfinding signage and the noticing of campus activities/events. The main level of the Student Services Building will contain admissions, which is located directly off of the Main Plaza. Pedestrian pathways to all permanent buildings start from the Main Plaza.

The Outdoor Amphitheater will be framed by two sets of symmetrically placed stairs, which lead to all on-grade entrances to Science/ Lecture and to Student Services/Learning Resources. The Outdoor Amphitheater located between the symmetrical stairways is terraced with a mix of hardscape and landscape. It can be used for informal amphitheater-like gatherings. The midway center landing at the stairway features a podium for the amphitheater. A gently curved pergola here creates a visual link between the two adjacent buildings and lends pedestrian scale to the outdoor space. It serves as a transitional element between the Main and Upper Plazas.



View of The Outdoor Amphitheater during Movie Night Event

3.3.3.3 THE UPPER PLAZA

View of the Upper Plaza (Looking North-East)

While the Main Plaza serves as an active outdoor space, the Upper Plaza, in contrast, serves a passive one. Twelve large shade trees and ample built-in seating will make this area conducive for quiet group arrangements and individual study. The buildings are situated as a wind break from prevailing winds in the winter months. The green space connects the outdoor pedestrian context to the surrounding academic structures in a cohesive and functional manner.

The elevation profiles of the two buildings step up the hill, following in-step with the plazas and landings. Grade entrances to both buildings are served by upper, middle and lower stair landings. The size of the Main Plaza at the foot of the stairs is 160 feet by 53 feet (8,000 square feet, approximately). Two stairways surround a tiered central amphitheater, which together occupies an area of 8,400 square feet, approximately. The size of the upper plaza is 91 feet by 144 feet (12,660 square feet, approximately). The vertical elevation change between the plazas is 30 feet.

The top edge of the Upper Plaza is formed by a pedestrian pathway and an emergency vehicle access road that bisects campus. From this pathway all main building entrances are served. From the east side of the path, secondary pedestrian steps and sloped sidewalks access the existing “quads” of interim modular buildings above.

The continued degradation of life-sustaining resources, such as atmosphere and water, is in full-play, demands immediate action on everyone's part. COC is fast becoming a leader in fostering awareness and initiating solutions to save the earth's ecosystem.

Specific aspects of the COC Biodiversity Initiative include:

1. Develop a Network of Native Gardens on Campus. Background: At the Canyon Country Campus, native plants have been utilized throughout the campus's landscape design of the Facilities Master Plan. The initial plantings underwent an intensive maintenance period. This accelerated plant growth and established root systems to prevent erosion damage of the newly graded slopes. The plants stabilized slopes threatened by winds and storm water run-off.

Previous parking lot paving was designed to allowing run-off water to be stored in the subsoil before gradually dispersing it to the underground drainage system. There is, thus, a campus precedent of sustainable native planting, which will now be taken to

View of the outdoor research garden on top of the Central Plant

3.3.3.4 BIODIVERSITY INITIATIVES

the next level by having students participate and learn by garden modelling chaparral, riparian and oak woodland ecosystems. These will be implemented by a series of native gardens. The garden propagation area will be established on the "green" roof of the Central Plant building. The earth thickness will be approximately 12 inches over the roof. The addition of earth acts as insulation and will have added benefits of providing a more even temperature inside the building and better sound attenuation for noise generated by mechanical equipment located within the building.

The native gardens will be established at areas having various micro-climates around campus. They are available as a natural result of the site topography. The gardens can be sunny or shaded and at higher elevations (for example, the hill overlooking the Sierra Highway). Some sites will be located for higher wind exposure, and others at low-lying, more protected areas.

2. The Natural Habitat Area
The designation of the buffer zone, located on the hill that separates the campus from Sierra Highway, as a natural habitat, will facilitate its new purpose as a mixed oak woodland and chaparral ecology study area. The enhancement with additional chaparral plants and the planting of native oak trees should be encouraged. The plantings could eventually replace the grasses, which are non-native. The Natural Habitat Area will nurture local species of birds, reptiles and arthropods. A demarcated boundary indicates a potential future building site. This area should have restoration planting of a lesser density.

3. Field Studies Biodiversity Research Students will have the opportunity to collect and analyze field data on biodiversity in their natural states in both on-campus gardens and undeveloped areas off campus.

4. Field Research Station (Greenhouse)
A campus-operated location will be available for student research on impacts of biodiversity on crop production and impacts of species richness on ecosystem stability. This is located adjacent to the "green" roof on the Central Plant.

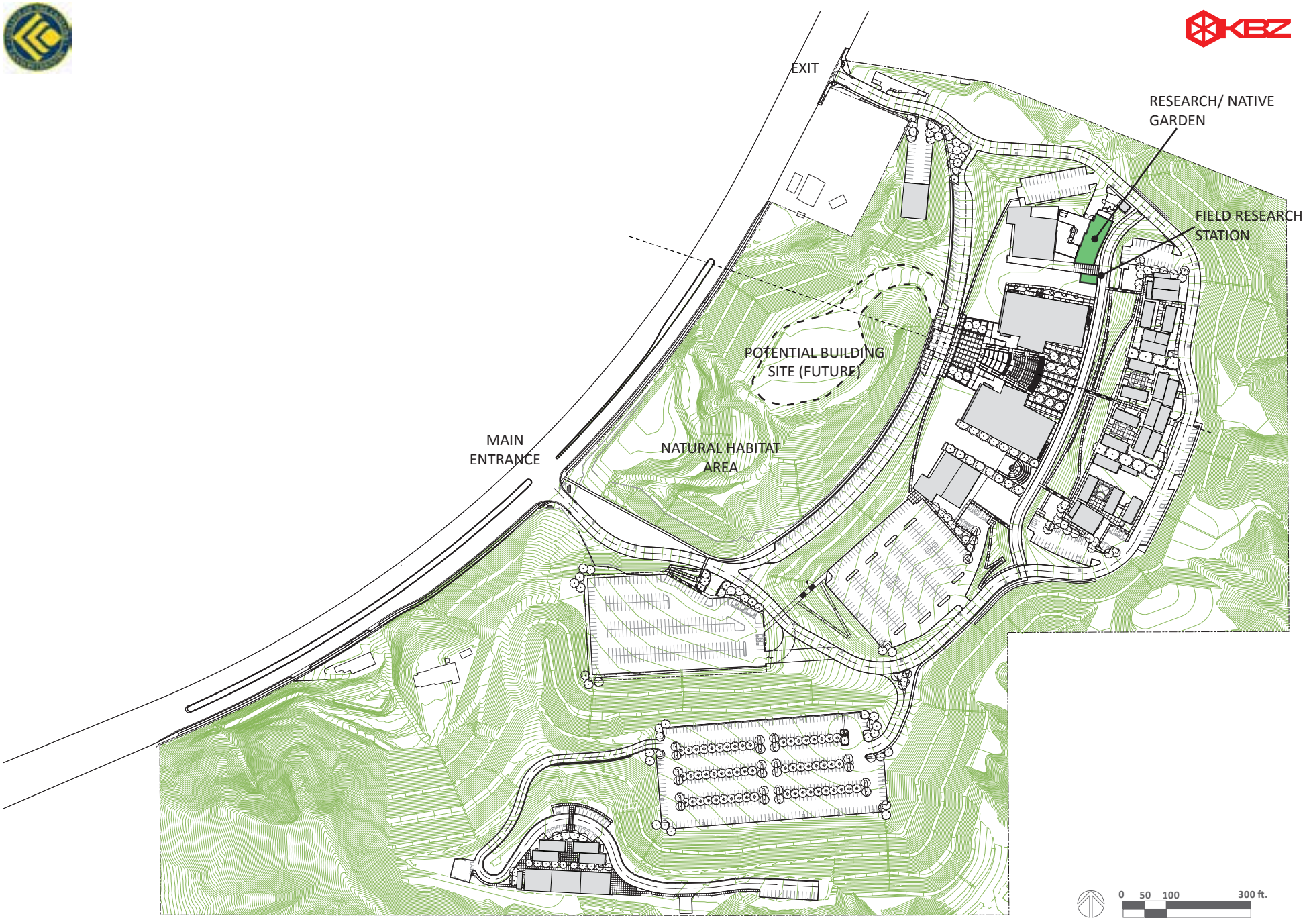
An area will also be available for students to design minimal impact temporary structures. A secure site with low visibility would be appropriate for this use. Such a site is available at the former residence located above the "Honey House." This facility would require building reconstruction/remodel including accessibility improvements with parking for persons with physical disabilities.

5. International Connection
The college will partner with international local projects in different biomes. A dedicated location at Canyon Country Campus is not necessary for this partnering.

6. Facilities Master Plan Connection
The facility master planners, architects, landscape architects and construction managers will provide guidance in terms of mitigating biodiversity loss while implementing the master plan.

The Biodiversity Initiative may also include creative use of alternate energy systems, such as wind energy or geothermal systems. The campus is in a higher wind region, which California considers ripe for generating wind energy. The initial expenditures are relatively high, but the use of highly efficient wind propeller systems can help to value engineer solutions. Geothermal may be available in the climate. Both heating and cooling strategies are available in the geothermal technology with latent heat stage utilizing salts change of state also being a consideration.

3.3.3.4 BIODIVERSITY INITIATIVES



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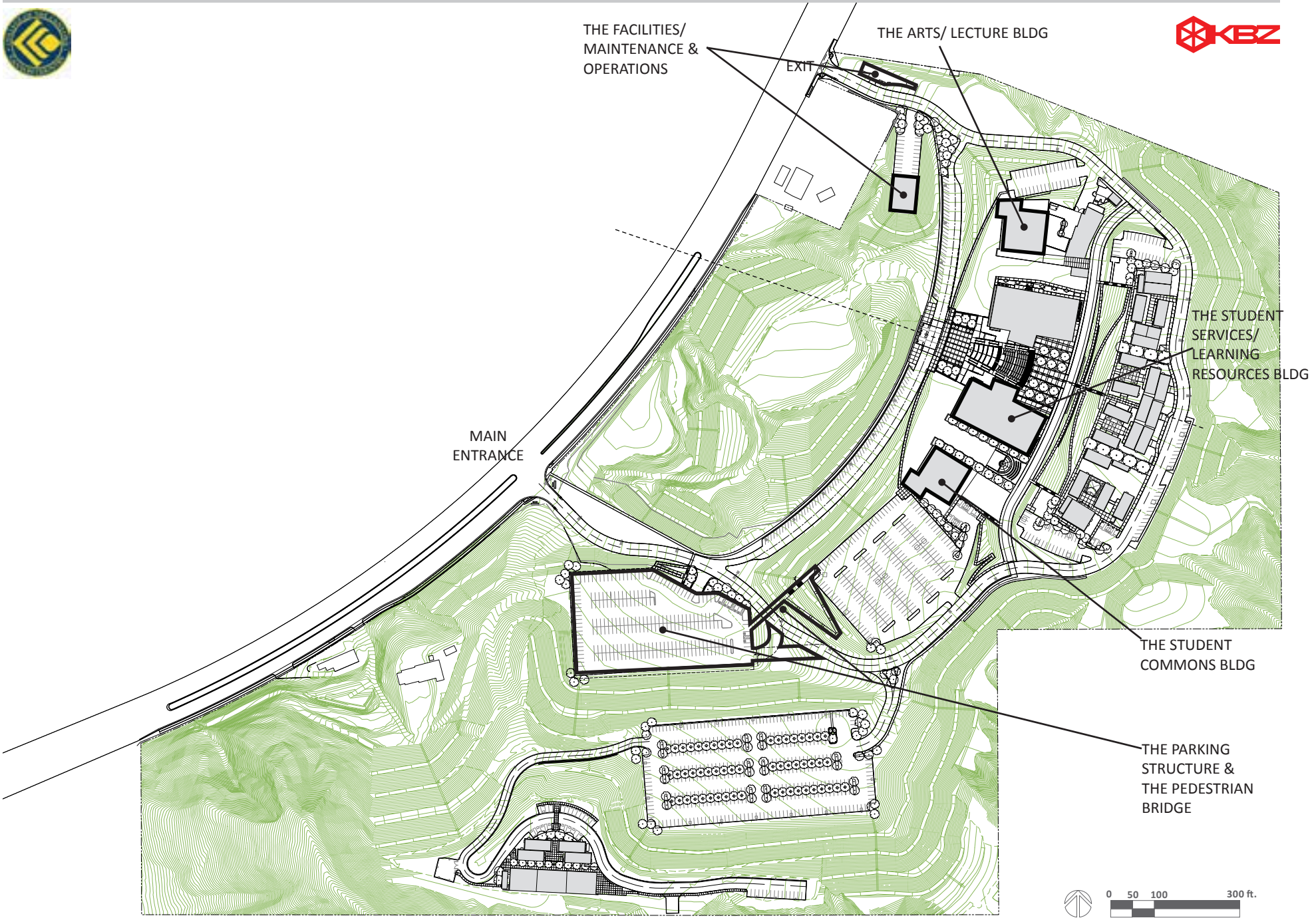

THE FACILITIES/
MAINTENANCE &
OPERATIONS
EXIT
THE ARTS/ LECTURE BLDG
THE STUDENT
SERVICES/
LEARNING
RESOURCES BLDG
MAIN
ENTRANCE
THE STUDENT
COMMONS BLDG
THE PARKING
STRUCTURE &
THE PEDESTRIAN
BRIDGE
0 50 100 300 ft.

3.3.4 NEW FACILITY PROJECTS

ARCHITECTURAL CHARACTER

The campus was founded on this site in 2007. Ten years have passed between the completion of infrastructure, including the erection of the initial modular buildings, and the start of permanent construction. Each edition of the Master Plan has followed a consistent architecture. There were several factors contributing to this decision and lending to the appearance of campus buildings:

1. Flexibility for phasing the building projects over a span of 20 years or more. Phasing was needed for a number of reasons: to address non-linear enrollment growth; to access variable funding streams; to manage design on difficult topography; to limit the amount of grading for future buildings; and to maintain straight-forward site circulation design. The building pads were terraced on the site using a modular, 100 feet by 100 feet square unit. This kept a one- to three-story building viable without having to change to a more restrictive construction type. Seven level building pads were prepared where construction could be phased in almost any order, for building areas ranging from 10,000 to 50,000 square feet each.

2. The relatively small land area for a campus of its size, along with little pre-established plant landscape, made it important to stress visual harmony and avoid a busy appearance.

3. The environmental impact report's requirement to conceal the buildings from Sierra Highway. This meant that the hill separating the highway from the campus building development, which acted as a visual barrier, remain intact. Also, because of the limited available building area, this determined a multi-level solution with flat roofs to keep the buildings from being too tall.

4. Utilizing pedestrian-scaled plazas between the buildings. Building heights will create some shaded areas, but the designed ratio of vertical building height to the horizontal distance between buildings will maintain access to the sun in most plaza areas.

5. Designing a complex drainage scheme for the steep site that would be uninterrupted by future building development.

6. Vertical building circulation cores that could be seen at a distance, for ease of way-finding.

7. Concentration of parking areas and buildings to conserve open space.

8. Safe site circulation without steep grades for roads or sidewalks.

9. Sidewalks were designed to maximum slope and to avoid ADA complying ramps that require handrails.

10. To stay within a limited budget for construction materials. Strategies included consistency using a limited number of different materials, and modular construction units.

11. Solar shading of buildings to minimize cooling load, thus conserving energy.

12. Daylighting design for classrooms. This saves energy costs, but also comes with the aesthetic benefit of three-dimensional building facades.

13. Breaks in building masses, for less of an “urban” effect.

14. Natural color palette that blends with the surroundings for visual harmony.

15. Additional sustainable features for the permanent buildings include: the use of native and drought-resistant landscape, PVC roofing and concrete flooring, water usage reduction utilizing WaterSence-certified fixtures and fixture fittings.

16. “Hands-on” student involvement with planted gardens integrated around campus serve the instructional program and are part of the College’s Biodiversity Initiative.

17. In consideration of the length of construction phasing, the appearance of a “timeless”, yet a contemporary architectural style.

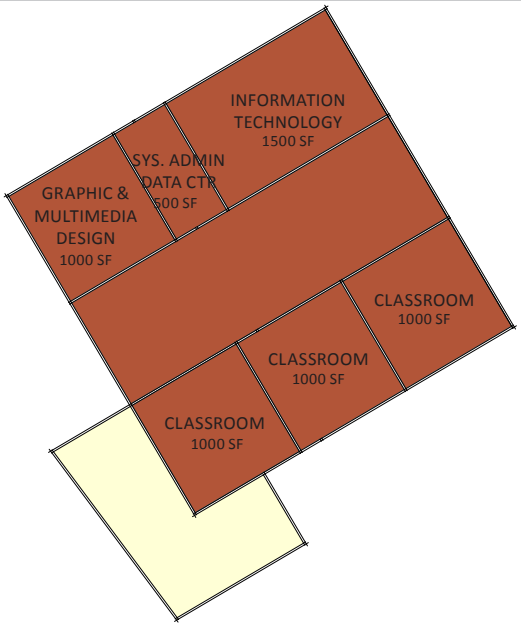
3.3.4.1 THE ARTS/ LECTURE BUILDING

The Arts Building will be built concurrently with the Student Services/Learning Resources building. It will house the fine arts, including a combined music, dance and theatrical performance space.

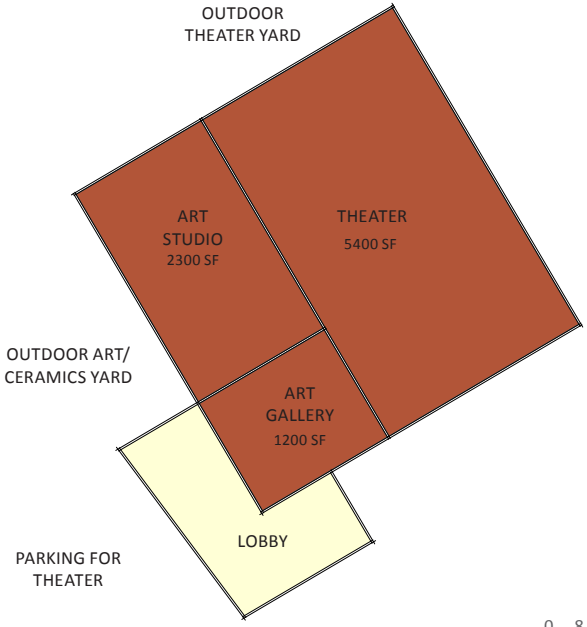
The Arts Building has its main entrance lobby adjacent to parking. The lobby projects from the main building façade for visual prominence. Delivery services come directly to the outdoor theater yard. Larger volumes of occupants, with dedicated egress from the theater, can move without crossing any of the pedestrian paths to other campus buildings. The Art Gallery is on the same level as the Theater for similar reasons.

The Art Studios have been also placed on the lower level, with grade-level access to open space. This is because these require flexibility and room for future expansion of the Art Studios. By locating studios on the exterior wall, it is possible for art and ceramic projects to utilize an outside yard, as required for open-air exhibits.

In addition to nearly 11,000 assignable square feet of instructional lab space, there are six classrooms (1,000 ASF each) in the Arts Building.



LEVEL 2

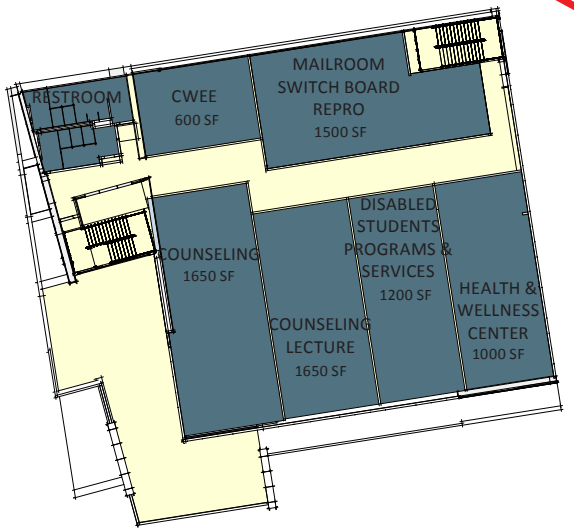


LEVEL 1

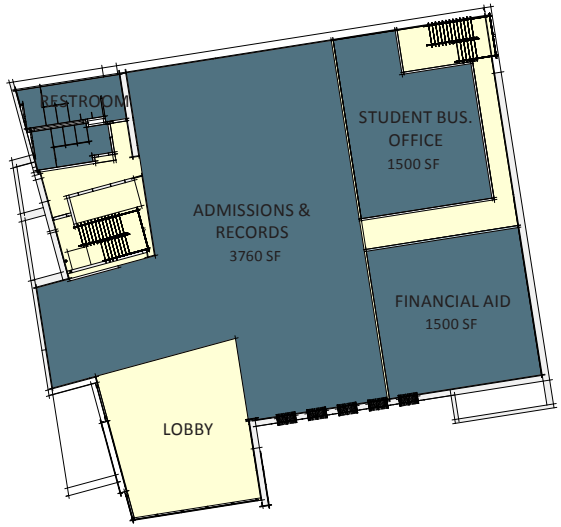
0 8 16 32 ft.

3.3.4.2 THE STUDENT SERVICES/LEARNING RESOURCES BUILDING

THE STUDENT SERVICES/ LEARNING RESOURCE BUILDING



LEVEL 2



LEVEL 1

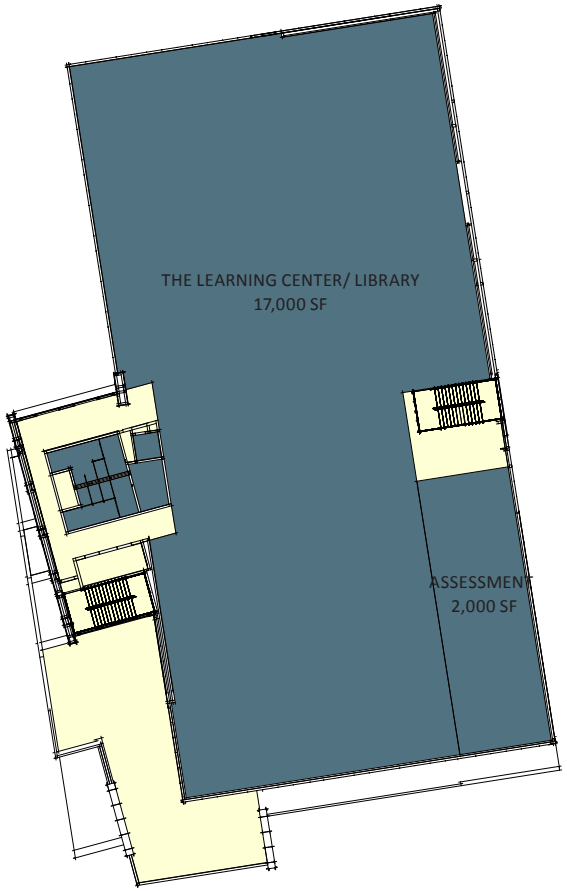
0 8 16 32 ft.

The Student Services/Learning Resources Building will be constructed, opposite the Science/Lecture Building, as the other half of the campus core site development. Its building functions include Student Services, Library and The Learning Center (TLC). The modular buildings that currently serve Student Services will be vacated and the services moved into this building, thus paving the way for the construction of the permanent Student Commons building on the south end of the lower tier. This Student Services building's plan foot print is nearly a mirror of the Science/Lecture Building. Each contains five - 100 feet by 100 feet plan units. These two buildings serve to reinforce both the symmetry and importance of the Main Plaza and new amphitheater.

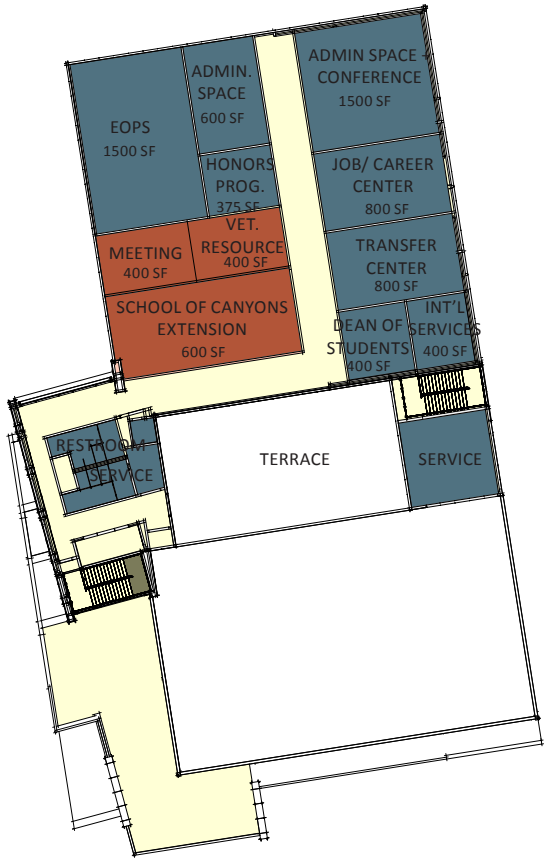
The Student Services/Learning Resources Building makes the best use of the outdoor plaza space. The Main Plaza can be utilized for overflow events with high student traffic such as registration periods.

The Upper Plaza will serve as additional individual study and group space to benefit the TLC and Library, as those spaces share the same grade level as the upper plaza. All spaces in the building will be either dedicated office space or library space. The exception is that the TLC will be a drop-in computer lab, typically non-instructional space, and thus not included in the State Chancellor's Office categorization of "library" space.

3.3.4.2 THE STUDENT SERVICES/LEARNING RESOURCES BUILDING

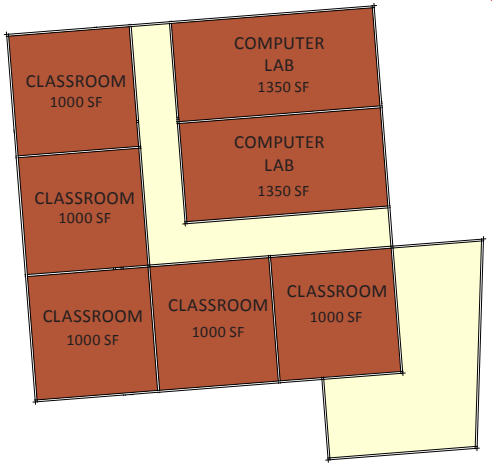


LEVEL 3



LEVEL 4

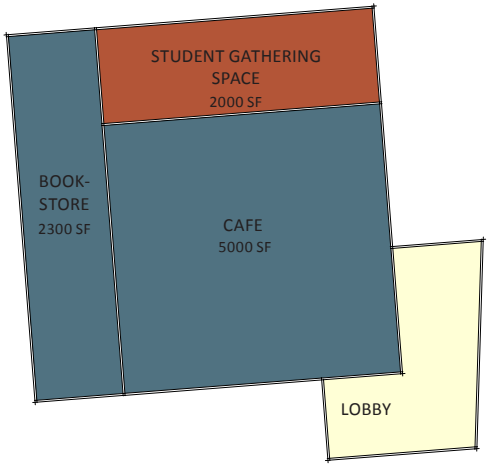
0 8 16 32 ft.



LEVEL 2

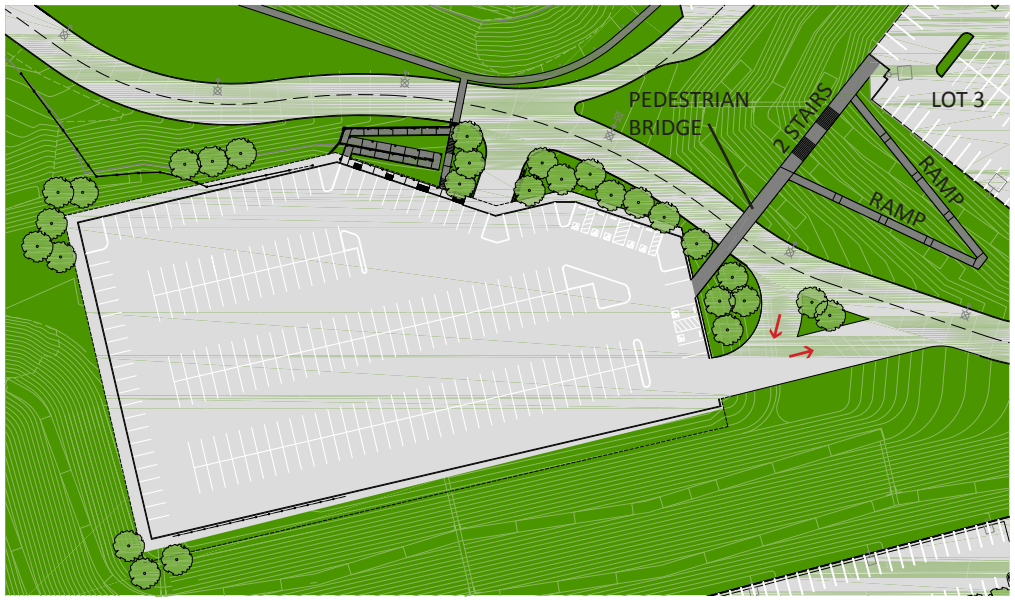
The Student Commons Building will follow the Arts and Student Services/ Learning Resources buildings in the campus building construction plan. This building contains the Student Center, Bookstore, Cafeteria, Technology Center, and School of Business. The building will be located on the south end of the lower tier of campus, displacing Quads 1-A, 1-B and 1-C. The student services functions will be moved into the Student Services/Learning Resources building after it is completed.

This building will contain two computer labs and four classrooms (two of these being School of Canyons Extension). Adjacent parking to the south will serve many of the short duration needs in the building program.

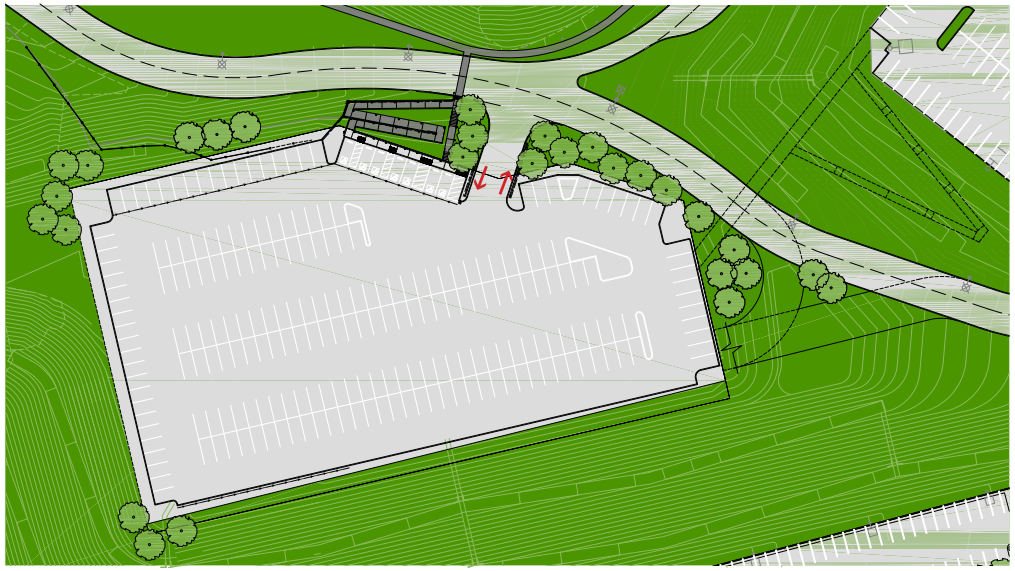


LEVEL 1

3.3.4.4 THE PARKING STRUCTURE



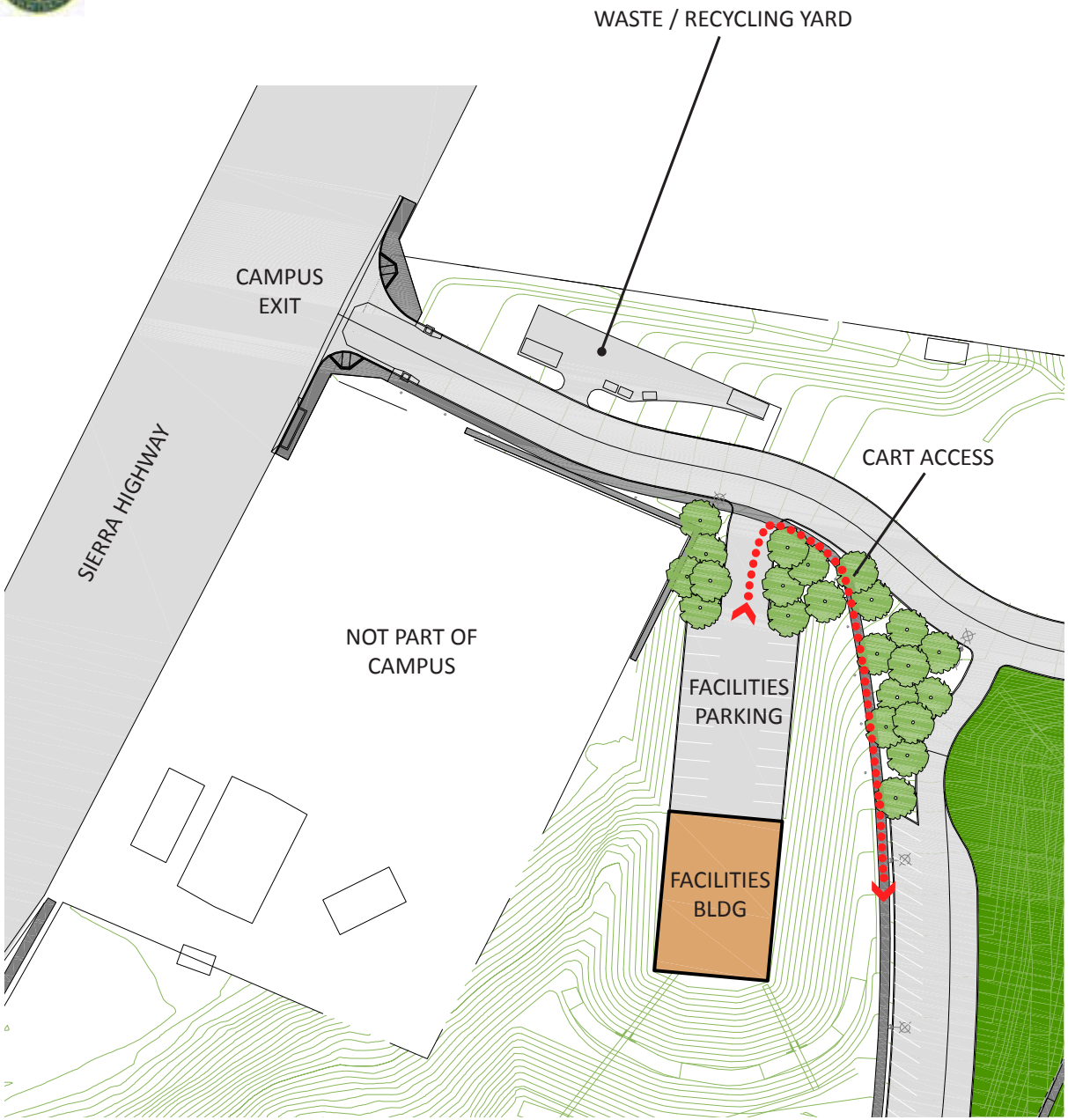
TOP LEVEL PLAN



GROUND LEVEL PLAN

In order to meet demand for parking as the campus expands, there is opportunity to grow the current Parking Lot 1 by adding a second level, on top of the current lot. A second level was considered during original construction of the lot and therefore provisions have been made to the lot to aid in future construction of this additional level.

Not only would this second level add more parking spaces close to the center of campus, it also offers an opportunity to create an ADA accessible pedestrian bridge and ramp over to Parking Lot 3. An added advantage of this link is that it will discourage students from walking up the main road through campus which is not only unsafe, but also not ADA accessible.



The current facilities and support areas for the campus are not sized appropriately for the current campus size, and as the campus continues to grow, the facilities area will need to find a new location and grow as well.

The proposal is therefore for a new facilities structure, located near the exit, which can house adequately both the facilities functions and areas for recycling collectables.

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Incorporated into the design of new buildings will be a consideration for opportunities to learn and interact with others outside of the classroom.

Technology hubs can be integrated with seating and stopping areas to allow for moments of interaction, whether it be socializing with other students, studying, or simply using their own technology. The creation of these stopping areas and hubs will encourage pausing and allow the students to become more integrated into the college community.

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3.3.6 FUTURE FACILITY PROJECTS

3.3.7 THE 2017-2022 FACILITIES MASTER PLAN

QUAD 2:

200-201	EARLY CHILDHOOD EDUCATION (ECE)
202	LARGE CLASSROOM
202A	SMALL CLASSROOM/CONFERENCE RM.
203	ACTIVITY ROOM
204	ASG STUDENT LOUNGE/STUDENT DEVELOPMENT
205	FACULTY OFFICES/TECH SUPPORT

QUAD 3:

300-301	CLASSROOMS
302	STUDENT STUDY LOUNGE
303	VENDING CAFE
304-305	COMPUTER LAB
305A	TLC TESTING
306	TLC LAB
307	LIBRARY
308	SKILLS 4 SUCCESS LAB
309-310	SCIENCE LABS
311-312	CLASSROOMS

QUAD 4:

400-405	CLASSROOMS

QUAD 5:

500-502	CLASSROOMS
502A	SWITCHBOARD/REPROGRAPHICS
503-506	CLASSROOMS
507	FACULTY OFFICES
508-510	CLASSROOMS

QUAD 7:

700	CAMPUS SAFETY & FACULTY OFFICES
701-702	CLASSROOMS
703	COMPUTER LAB
704-705	CLASSROOMS
706	AUTO WORKSHOP
707	PLUMBING WORKSHOP
708	SOLAR/ELECTRICAL/ELECTRONICS WORKSHOP

BUILDINGS

SC	SCIENCE/ LECTURE
SS	STUDENT SERVICES/ LEARNING RESOURCES
ARTS	ARTS/ LECTURES
STCM	STUDENT COMMONS
F	FACILITIES
I	CENTRAL ENERGY PLANT

INSTRUCTIONAL

NON-INSTRUCTIONAL


EXIT
MAIN
ENTRANCE
F
ARTS
I
SC
SS
STCM
RESTROOM
RESTROOM
RESTROOM
503-504
505-506
509-510
507-508
309-310
404-405
402-403
401-402
204-205
701-702
703
700
704-705
708
707
706
0
50
100
300 ft.

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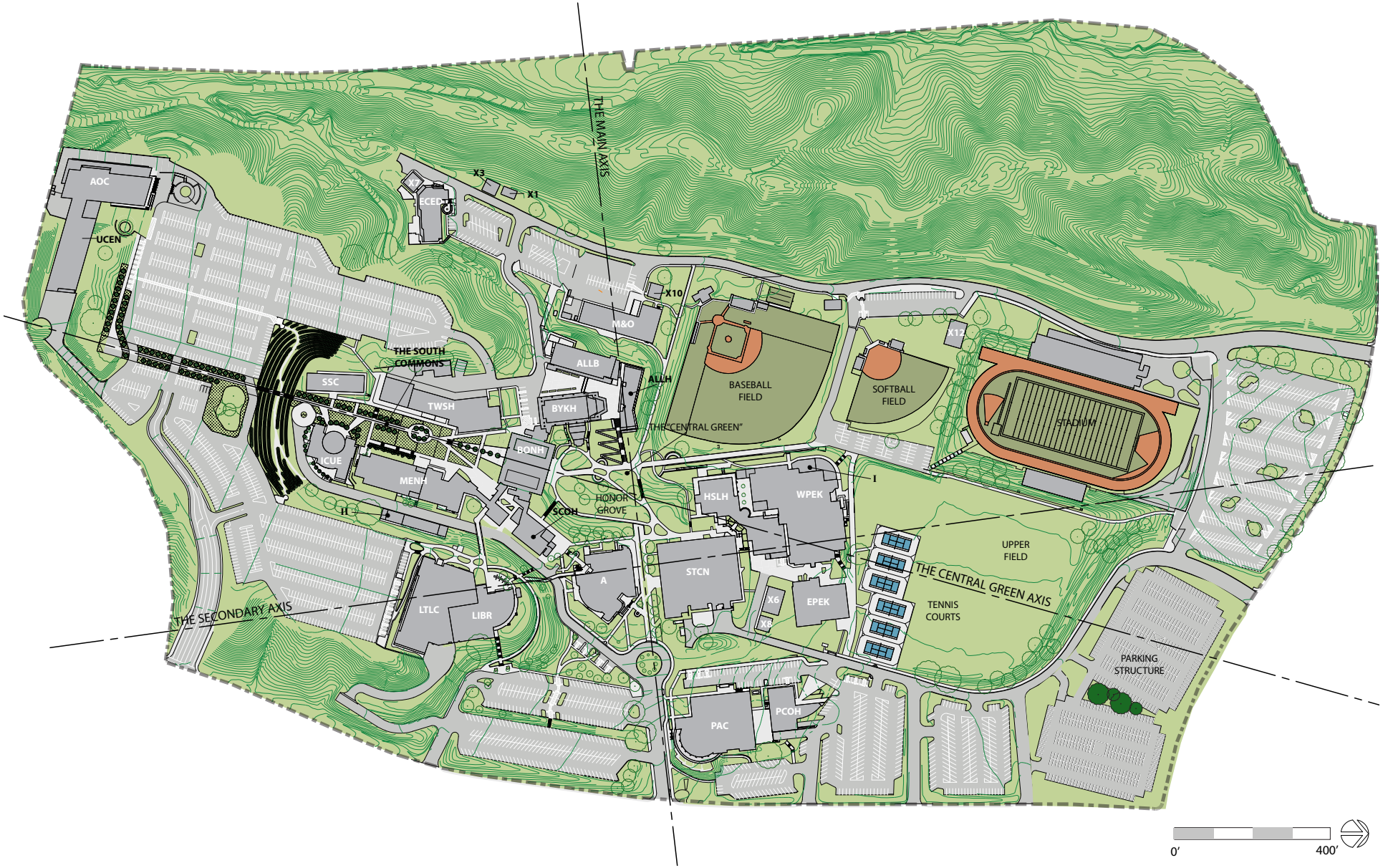
The Canyon Country Campus.

4.1 COC-VALENCIA CAMPUS 2001 MASTER PLAN


Parking Lot 7 Option
COLOR KEY
N

4.3 COC-CANYON COUNTRY CAMPUS 2007 MASTER PLAN


THE MAIN AXIS
AOC
UCEN
ECED
X3
X1
X10
M&O
THE SOUTH COMMONS
SSC
TWSH
BYKH
ALLB
ALLH
BASEBALL FIELD
SOFTBALL FIELD
X12
STADIUM
"THE CENTRAL GREEN"
ICUB
MENH
SONH
SCOH
HONOR GROVE
HSLH
WPEK
I
II
UPPER FIELD
THE CENTRAL GREEN AXIS
STCN
A
X6
X8
EPEK
TENNIS COURTS
THE SECONDARY AXIS
LTLC
LIBR
PARKING STRUCTURE
PAC
PCOH
0'
400'

4.5 COC-CANYON COUNTRY CAMPUS 2012 MASTER PLAN