FACILITIES MASTER PLAN

# COSUMNES RIVER COLLEGE

MARCH 27, 2019

COSUMNES RIVER COLLEGE
Los Rios Community College District

LIONAKIS

# CONTENTS


## I. PROCESS OF DEVELOPMENT

Process Summary....3
Team....4

## II. HISTORY AND CONTEXT

District Standards (available electronically)
History....6
Regional Context....7
Setting....7

## III. DESIGN GUIDELINES

Design Principles....9
Sustainability....9
Universal Design....9
Design Review....9
Site Design....10
Architectural Design....12
Landscape Design....14
Lighting Design....21
Signage....22

## IV. FACILITIES MASTER PLAN- PROJECT DETAILS

CRC 2030 Master Plan....25
CRC Master Plan-2030 Vision....27
Project Details....28

## V. APPENDIX

Meeting Minutes....34
Survey....45

# I. FACILITIES MASTER PLAN PROCESS OF DEVELOPMENT


COSUMNES
RIVER COLLEGE
Los Rios Community College District

# COSUMNES RIVER COLLEGE

## FACILITIES MASTER PLAN

### PROCESS SUMMARY

Cosumnes River College is an active evolving resource for the greater Sacramento region. The purpose of this document is to establish a framework for continued development and investments into the campus to ensure that CRC remains a valuable asset to the community.

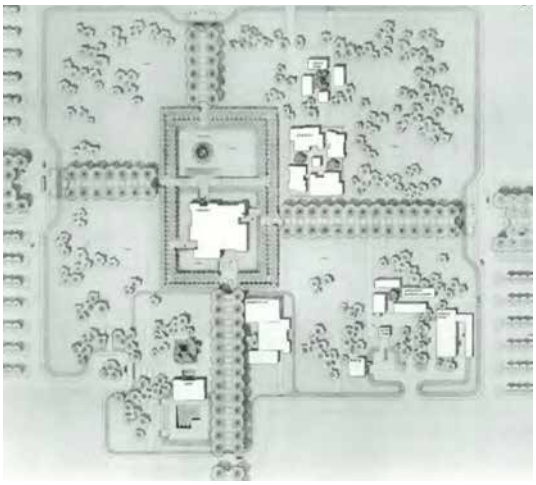
This Facilities Master Plan update was developed through a series of meetings and reviews by Cosumnes River College administration, faculty, and staff with a formal submission and review by the Cosumnes River College Resources Committee and Participatory Governance Council.

This Facilities Master Plan is intended to be an update to the 2010 FMP and a "living" document, which will provide a flexible framework to guide planning of the college construction projects through 2030.

It is important to differentiate between a Facilities Master Plan, a Detailed Facilities Plan, and actual building designs. The primary goal of the Facilities Master Plan is to identify the general location of future buildings, which current facilities should be modernized, which should be demolished, and the placement of future roadways, parking lots, and pedestrian walkways to improve access to and around the campus. The Facilities Master Plan should also provide the sequencing for projects as well as the general architectural standards that should be incorporated in all projects. It is not the goal of the Facilities Master Plan to identify specifically which departments will be housed within new construction and what secondary effects will follow the primary moves. Detailed facilities plan and building designs will ensure the program needs of future occupants are met and that the campus aesthetics are maintained.

The Facilities Master Plan identifies:

- Design guidelines for future building and landscaping projects
- Long-term facility needs/capacity and infrastructure requirement
- Future projects to address the program needs, including modernization and expansion projects
- Improved vehicular and pedestrian access
- Future project locations



# TEAM

The CRC Facilities Master Plan update was performed under the direction of Facilities and Administrative staff from both Cosumnes River College and Los Rios Community College District. The FMP update was researched and prepared by Lionakis with input from district and campus staff, faculty, and administration.

The core team members included;

Edward Bush, President, Cosumnes River College

Kimberly McDaniel, Vice President, Student Services and Enrollment Management

Dan McKechnie, Director, Facilities Planning & Construction, Los Rios Community College District

Robert Montanez, Vice President Instruction, Cosumnes River College

Cory Wathen, Vice President, Administrative Services and Student Support, Cosumnes River College

Jonathan McMurtry, Associate Principal, Lionakis

The Facilities Master Plan (FMP) was developed by the Facilities Master Plan Task Group below.

Kim Harrell

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Andi Adkins Pogue

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Martin Flynn

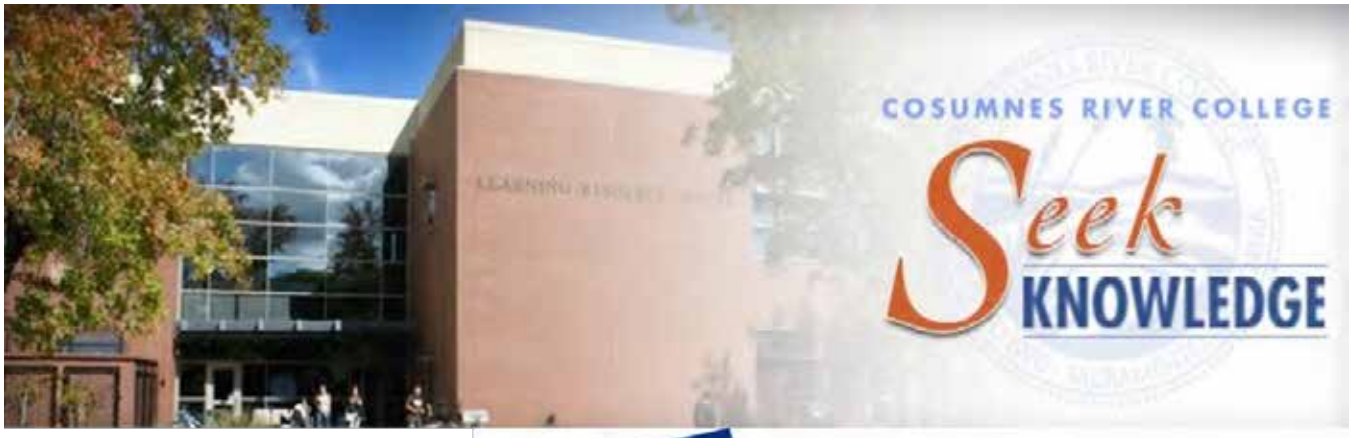
Nam Lam

April Robinson

Mike Day

The FMP was then reviewed and recommended for approval to the Resource Committee and the Participatory Governance Council and subsequently approved by the College President.

# II. FACILITIES MASTER PLAN HISTORY AND CONTEXT




COSUMNES
RIVER COLLEGE
Los Rios Community College District

# HISTORY & CONTEXT

## HISTORY

The Los Rios Community College District is a two-year public college district serving over 73,000 students in the greater Sacramento region. The District currently includes: American River College, Cosumnes River College, Sacramento City College, and Folsom Lake College. The District also has Education Centers in Davis, West Sacramento, Natomas, Placerville, Elk Grove, and Rancho Cordova. The District's 2,400 square mile service area includes Sacramento and El Dorado Counties and parts of Yolo, Placer, and Solano Counties.

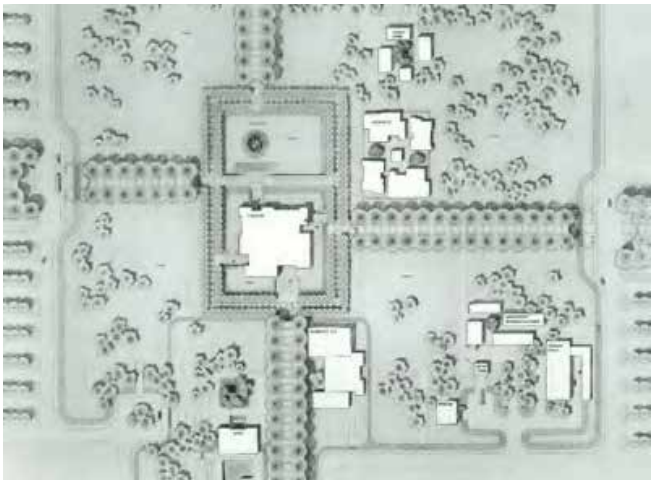
This Facilities Master Plan update focuses on Cosumnes River College and its Education Center in Elk Grove. Since its founding in 1970, Cosumnes River College has lived by the motto: "commitment, quality and innovation."

- Commitment to meeting community needs
- Quality programs and services for students
- Innovative teaching techniques and state-of-the-art equipment

"To provide the best overall education in California's community colleges, Cosumnes River College is committed to teaching excellence, student success, and educational leadership."

Cosumnes River College has an enrollment of approximately 14,439 (Fall 2018) students with 62.4% of the student population under the age of 25, and 11.5% over the age of 39. Most students attend part time with 38.2% taking fewer than 6 units, 38.2% enrolled in 6 to 11.9 units, and 26.2% enrolled in 12 or more units.

Cosumnes River College is a student-centered, open-access community college dedicated to preparing students for an ever changing future. CRC courses and programs empower our diverse students to earn certificates or degrees, transfer to other educational institutions, or attain other lifelong academic or career aspirations.



## REGIONAL CONTEXT

Cosumnes River College is located on the southern edge of the City of Sacramento near Highway 99, approximately 14 miles south of downtown Sacramento adjacent to unincorporated areas of Sacramento County and the City of Elk Grove. The college is surrounded by residential neighborhoods, mixed use commercial/residential, undeveloped land, and schools. Valley High School is across Center Parkway West and Leimbach Elementary School is located in the residential neighborhood directly north of the college. The Valley Hi— North Laguna Library and Shasta Community Park are located directly across Bruceville Road east of the college.


## SETTING

The Cosumnes River College campus covers approximately 150 acres in the area between Cosumnes River Boulevard north, Calvine Road south, Bruceville Road east and Center Parkway west.

The central core of the campus is built on an elevated plane raising it above the surrounding neighborhoods and parking lots, providing visibility and presence for its higher education purpose. This upper level contains most of the buildings and pedestrian circulation.

The upper level is organized in a grid pattern with four major circulation elements terminating at the Library building in the center of campus. With its plane elevated even higher than the upper level, the Library can be seen from almost any point within the campus and serves as a reference point for wayfinding. A large open quad with a stage and water feature south of the Library building helps to define the structure and is used as open air gathering space for students, faculty, and staff.

# III. FACILITIES MASTER PLAN DESIGN GUIDELINES


COSUMNES
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Los Rios Community College District

# DESIGN GUIDELINES

## DESIGN PRINCIPLES

The primary objective of new projects shall be to support the college's mission, vision, values and goals. The site, architectural and landscape designs shall strive to create an educational environment that supports exceptional programs and services and maximizes access to best serve students and the community. Each project shall follow the aesthetic elements that make CRC unique, continuing existing characteristics for open space, pedestrian circulation, parking and architectural and landscape design features that are repeated throughout the campus, while introducing creativity and uniqueness into each project. In addition, projects should incorporate design practices that are consistent with the college's vision and values of respect for humanity and the environment by using sustainable and universal design practices.

## SUSTAINABILITY

In addition to effectively meeting the programmatic objectives, projects should be designed to maximize sustainability and reduce long-term operating costs to ensure effective use of resources and provide an environmentally responsible academic setting. As a general goal, all projects should be designed to a minimum of Leadership in Energy and Environmental Design (LEED) silver standards. Strategies should be used to reduce energy and water usage and promote integrated waste management practices. The college should evaluate opportunities to generate energy such as the use of photovoltaics to offset long-term energy cost and to further improve sustainability by adding net zero energy, net zero water and net zero waste milestones when practical.

## UNIVERSAL DESIGN

Project designs should incorporate universal design concepts to ensure that buildings, classrooms and exteriors of the campus are usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. All projects should include at least one gender-neutral, single-stall restroom whenever possible. Walkways, building entrances, signage, furniture, and other elements of the campus environment should be designed to maximize accessibility for all people.

## DESIGN REVIEW

All proposed projects should be reviewed for conformance with the guidelines established in this master plan document. Any variances from these guidelines should be carefully considered based on overriding programmatic requirements in balance with maintaining the aesthetic elements that make CRC unique.

# SITE DESIGN

## PARKING

The purpose of the Circulation and Parking Guidelines is to provide for safety and efficiency in the on-site circulation and parking areas. The guidelines address pedestrian, service and emergency vehicles as well as student and staff vehicles by identifying east and south site connection.

The street level parking areas on four sides of the current campus allow for some expansion but is not needed at this time. With the construction of a new parking structure next to lot E, the campus has 2,000 additional parking spaces for students. The small five-foot berm that separates the college parking lots from street traffic is an important treatment to continue as it provides for a much more picturesque view of the campus for vehicular traffic driving past the college. Careful consideration shall be given to the potential conflicts of vehicle and pedestrian traffic.

Vehicle access to the central campus is provided from entrance roads off Center Parkway(West), Bruceville Road (East) and Calvine Road(South). Access to the north part of campus is provided by an entrance off Bruceville Road, just south of Cosumnes River Blvd. An additional entrance off Calvine Road with a stop light accommodates the increase in vehicle traffic. On-site vehicle circulation appears to be sufficiently sized and routed for current traffic loads with the exception of service access around the northeast area of the college. To improve pedestrian and vehicular access to the facilities, programs and services on the north side of campus, a new road, accessible walkways and parking are included in the Master Plan providing a stronger connection to the campus core. Speed bumps should be installed at the north campus roads in order to slow down traffic and to improve pedestrian safety.

## REGIONAL TRANSIT

Sacramento Regional Transit has a built a new light rail and bus transfer station at the college's East entrance at Bruceville Road. The station provides a major pedestrian circulation element to the interior of the college.

## PEDESTRIAN CIRCULATION

The grid-patterned circulation concept allows for efficient pedestrian circulation between buildings. Deviations from the grid pattern for pedestrian circulation are acceptable and encouraged but walkways should follow the anticipated path of travel and meet the needs of all students, including those with disabilities. Except for the northeast section of the campus, all buildings are well interconnected without adding further hardscape. Increased vehicular and pedestrian access should be added to incorporate the northeast section of the college with the main campus. The main circulation walkways (axis) originating in the parking lots and terminating at the Library in the center of the campus are of adequate width in their paving section as well as their associated green space. Future circulation improvements should consider a variety of pedestrian safety measures, including more bicycle lanes, sidewalks on outside of south and west entrances allowing for better pedestrian and bicycle traffic flow.

## OPEN SPACE

The campus layout currently presents a beautiful park-like feel that contributes considerably to the atmosphere. To encourage the use of these spaces the college should provide access to Wi-Fi and charging stations.

Primary open space is defined as large open areas that should be preserved and free from building construction. The student gathering area adjacent to the Library Building is considered to be primary open space.

Secondary open space is defined as space that needs to be preserved to maintain certain vistas for general wayfinding on campus and to preserve the open atmosphere on campus. The four main axis leading from the primary East, South and West entrances and the North Parking lots, to the Library building are considered to be secondary open space and should be preserved and free from building construction. Total building setback from the centerline of the main pedestrian circulation element should be 45' where possible.

Other open space is defined as open space that cannot be categorized as primary or secondary open space. The space between buildings is equally important to the architectural expression as the actual building and provide opportunity for outdoor gathering spaces. The preservation of open space is the key to the maintenance of the open feel of the campus and the quality of such open space becomes vitally important as the campus grows and open space is lost. This guideline seeks to establish minimal building separations based on the height of any two structures as they relate to each other.

Building separation guidelines are as follows:

- One Story Buildings 40'-0" Min.
- Two Story Buildings 60'-0" Min.
- Three + Story Buildings 80'-0" Min

# ARCHITECTURAL DESIGN

## GENERAL GUIDELINES

The upper level appears large enough to accommodate projected future building growth for the time period covered by this plan. Building additions and new buildings should be sited to maintain the open feel of the campus. Space between buildings should be viewed as important as actual building mass. The existing buildings are humanly scaled with horizontal bands of concrete and vertical support elements of brick or brick veneer. Large glazing areas provide relief to the long horizontal elevations. Newer additions have replaced some of the brick elements of the original buildings with cement plaster and substituted the horizontal concrete bands with metal fascia panels. The brick wing walls in some of the newer designs have been replaced with round concrete columns.

Future building proportions as well as other design elements should be in conformance with existing architectural expression. All buildings or building additions should appear as an integrated part of an overall design concept.

New construction should strive to maximize energy efficiency and promote environmentally-sustainable practices. LEED building standard should be incorporated into new construction with the goal of designing to a minimum of LEED silver standard.

Building entrances should be covered to prevent water intrusion to improve safety and clearly marked for easy wayfinding. Exterior and interior material should be durable and easy to maintain.

## BUILDING ADDITIONS

A number of buildings at Cosumnes River College are designed with a system of open corridors that connect building elements under the same roof. This layout can make it challenging to add square footage in an efficient and cost-effective manner. If additional square footage in a specific facility is needed, careful consideration shall be given to the consolidation of educational programs and building mass.

## BUILDING MATERIALS

To ensure the continuity of design at CRC, there should be adherence to some basic building materials. When appropriate, environmentally-sustainable building materials should be selected. Allowable basic materials should be limited to the following:

- Glass
- Poured-in-place concrete or pre-cast concrete
- Brick/ Brick Veneer
- Pre-finished metal panel
- Cement Plaster

## MECHANICAL EQUIPMENT

If mechanical equipment must be roof mounted, it shall be adequately screened from view. Mechanical screens may consist of any architecturally-suitable material conforming to the design of the building. Energy efficiency should be considered when selecting mechanical equipment.

# LANDSCAPE DESIGN

## GENERAL CONCEPT

## UNIQUE CAMPUS CHARACTER

Cosumnes River College was developed with a vision of using simple, expandable landscape concepts. There are four main quadrants that are elevated above the surrounding community on gently sloping berms. There are wide steps at each entrance and the college library building, the central and highest point, is surrounded by trees. A fountain sits in front of the library building with a large grassy area and tables for students to gather. The building blocks of design are simple geometric shapes and suggests that higher education begins with foundational concepts. The signage, landscaping, brick buildings and paving combinations reinforce this theme throughout the campus.

The campus "grid" is a building block of integration for the upper level. The trees that line the four corridors surrounding the central library form a square, and from this square, perpendicular walkways divide the campus in quadrants and ultimately take pedestrians north to the athletic fields; or west, south and east to the main entrances and parking lots. These straight corridors keep the layout of the campus simple, while providing an infinite number of possibilities for expansion by division. This is a foundational concept that is beautiful in its application at CRC through the placement of buildings, walkways, and open spaces. The theme is artfully carried out by grid-like windows, fences, trellises, and other elements.  Plant materials should maintain open views of the campus and prevent hiding places.

## GOALS FOR FUTURE DEVELOPMENT

All future landscape design should maintain, develop, and enhance the existing park-like, pedestrian-oriented character of the campus and incorporate the use of water efficient plants as appropriate. A simple, open, and lush landscape should prevail, with emphasis on the main corridors surrounding the library and the use of the campus grid.  Basic squares, circles, and semicircles should reverberate throughout the design.

The Three core elements – the terrace, the "grid," and the basic color schemes - should be preserved and enhanced by following carefully considered uses and standards for landscaping. Water efficient plants should be incorporated as appropriate.

## SETTING AND VISUAL AMENITY

The campus setting is stately, mature, and nostalgic. Concrete steps and ramps at main entrances bring pedestrians up from the parking lots to the upper level and terminate at the opening of one of the four main campus corridors. The corridors, lined on both sides with mature trees, provide shady resting spots and ultimately lead to four entry plazas where again concrete steps take pedestrians up to the library terrace or lead them to other walkways terminating at various campus facilities.

At the library and throughout the campus, brick buildings and adjacent outdoor plazas are surrounded by open spaces lined with trees and furnished with coordinating tables, benches and trash and recycling receptacles, giving each building its own identity while maintaining the mature theme of the campus. Simple landscape plantings provide foundations for building architecture, individually placed trees accent the open spaces, and color spots and groupings of similar plant materials add interest and uniqueness to each building area.

To promote and preserve the pleasing atmosphere of the campus, landscaping should invite and captivate pedestrians while providing a natural setting for buildings and furniture. Plant material should soften building architecture and provide visual relief. It should be predominantly green and lush, providing soft transitions from buildings to open spaces. Landscape elements such as rocks, gravel, paving, steps, ramps, railings, seat walls, furniture and mulch, should be simple and understated with bright color spots for effect.

## IDENTITY THROUGH COMMON VISUAL ELEMENTS

A sense of identity on campus is created using elements of design such as color and contrast, size, and repetition. These elements should be carefully considered in all future development so that each area brings a new sense of continuity, place, and order.

## COLOR AND CONTRAST

The school colors – orange and blue - are proudly used on signage and furniture throughout the campus, and other simple color schemes bring continuity without complication. The red brick buildings are banded at the top with a light tan or gray color that matches the concrete walkways, columns, temporary buildings, bollards, and other elements with a combination of green lawn, trees, and ornamental plants to offset them. In addition to the two sets of basic, complementary colors used predominantly throughout the campus (orange and blue; red and green), some pinks, purples, yellows, and other seasonal colors burst out here and there to add beauty, intensity, and interest.


## SIZE AND PROPORTION

The relative dimensions and proportions of the plant materials, buildings, furniture, and shapes to one another add emphasis and grandeur through simple contrast. Low plantings embellish the campus and are set in contrast to the large, mature trees that canopy the open spaces, and color spots pop out at eye level. To enhance continuity and identity, the three-tiered campus terrace design should be repeated in these three tiers of landscape elements. Plant materials should maintain open views of the campus and prevent hiding places.

## REPETITION

Many repeating landscape elements give the campus a unique character and a balanced feel. Rows of trees mimicked in columns and other architectural features of buildings; groupings of trees and other plant materials in threes or in groves; squares and grids in various design applications; perfect circles and semicircles in paving, planter shapes, tree bases, and tables; crepe myrtles, roses, and other repeated plant materials; groupings and repetitions in color as in white columns on white concrete are examples of the types of landscape design elements that can and should be repeated and applied in various areas of the campus to keep the landscape balanced.

## DEFINED SPACES

From intimate meeting places to large gathering or activity areas, the campus invites a variety of uses. Future development should continue to foster a sense of health and well-being and should encourage both quiet study and social interaction. Open space must be highly valued and purposefully retained wherever possible, and planting should be used to keep the park-like atmosphere and to maintain a fluid transition from the interior campus core to the perimeter berms. Future projects should reduce or eliminate lawns and replace them with landscapes that require little water to support California's drought response. Instead of grass, a wide range of ground covers can be used to keep landscape cost-effective, beautiful, and low-maintenance. Intimate spaces should be defined by the use of shade trees, color spots, seating walls, furniture, and paving patterns.

## CLIMATE CONTROL

Direct heat from the sun and reflected heat from the hardscape are minimized on campus by a considerable number of large shade trees, along with lush grass, groundcovers and other plant material. Many of the trees are in groups of threes; some are in larger groves. They are spread all over the campus, in every quadrant, and provide shelter, reduce temperatures, and create intimate and social gathering and/or activity spaces. Care should be taken to maintain the existing trees and to replace them as necessary. Future development should seek to provide both shade and groundcover for climate control.

## ON-SITE DRAINAGE

The native soils of the campus core are mostly clay-based and are not quickly saturated; it is important that water is applied slowly for better absorption and that surface slopes quickly divert excess water into drainage structures to prevent standing water. Proper drainage should ultimately promote healthier plant material with stronger root structures.

## SCREENING

Carefully placed plant material should be used to screen unsightly or utilitarian elements with consideration to safety, to distract attention from them, or to incorporate them into the landscape.

## PLANT MATERIAL

There are many varieties of plant materials used throughout the campus that are proven to thrive in the existing soil environment. Each quadrant has established areas with unique groupings of trees, shrubs, groundcovers, and accent plants that help to establish pedestrian orientation, provide climate control, and add interest and atmosphere. The uniqueness of these areas should be preserved as much as possible and new landscape development within these areas should take on the same basic character and use the same basic plant material as its immediate surroundings. The sizes of mature plant materials should be selected to promote the three-tiered "terraced" theme of large trees with low and medium plantings. The color schemes should be simple with concentrated color spots on a backdrop of green and the existing plant vocabulary should be used for new development. Mature trees should be maintained for health and longevity and, if removed due to damage, disease, or new development, be replaced by like kind as often and as near to their original sites as possible. New projects may include water efficient plants as appropriate.

## IRRIGATION

All landscaped areas should be fully irrigated with an automatically-controlled, underground irrigation system. The system should be designed with separate valves to allow the appropriate amount of water to be applied to turf, trees, shrubs, and groundcover based on the requirements of the plant material and soil, with minimal overflow into pedestrian walkways and vehicle driveways or parking areas. The sprinkler irrigation system should also be designed to operate at available pressure between the hours of 9:00 p.m. and 6:00 a.m. to take advantage of typically lower winds and reduced evaporation during these hours. Irrigation nozzles should not be installed on risers next to walks, streets or pavement; irrigation heads in these locations should be high-pop models installed less than one inch above the finish grade. Refer to the current sprinkler irrigation standards available from the campus facilities department for a list of sprinkler irrigation materials and other specifications. All irrigation systems and retrofitted landscapes must adopt and implement the Model Water Efficient Landscape Ordinance (MWELO) for water efficiency standards required by the California Department of Water Resources.

## LANDSCAPE FURNITURE

In general, landscape furniture should be durable and understated, blending with the environment as much as possible, with the exception of the tables and benches in school colors located in select gathering spaces. When available and matched with the aesthetics of the area, environmentally sustainable products should be utilized.

## TABLES AND BENCHES

There are seating areas throughout the campus in a variety of settings, and, in general, tables and benches that blend with the settings have been used for these areas. Some examples are green and blue metal tables in lawn areas, redwood stained benches near brick buildings, concrete tables on paving, etc. Furniture should be selected to match the area in which it will be used, considering the colors, textures, and materials of the context area. Durable products should be used in the same basic shapes that are currently found on campus.

## TRASH AND RECYCLING RECEPTACLES

There are a variety of trash and recycling receptacles around campus, most of which blend naturally into their surroundings. As with tables and benches, the colors, textures, and materials of trash receptacles and recycle bins should match the context of their environment or should be blue to match school colors. Square or circular bins with domed lids mimic patterns of paving, tables, planters, and other amenities throughout the campus.

## BICYCLE RACKS

Bicycle racks should be simple, and as with all furniture, they should blend with or complement their surrounding environment.

## BOLLARDS

Simple concrete block bollards with circle patterns on their tops line the entrances to the campus from the parking lots. Like furniture, bollards should blend with the surroundings and match the simple theme of the campus.

## FENCES

Fences should be black wrought iron to match what already establishes the perimeter of the lower campus. Wrought iron and repeating vertical lines are two design elements that can be found in the interior of the campus as well.

## SEAT WALLS

Common building materials such as brick or concrete should be used for seat walls that can double as raised planters and/or retaining walls.

# LIGHTING DESIGN

## GENERAL CONCEPT

The purpose of the lighting guidelines is to provide for a safe, functional, visually attractive, coordinated and energy efficient lighting system. The guidelines apply to the two areas of illumination: parking lots and walkways. All lighting should adhere to California Energy Commission's Lighting Efficiency Standards. Lights are not to cause glare or excessive light spillage. All lights are to be concealed source fixtures except for pedestrian-oriented accent lights. Fixtures should be selected on the basis of their compatibility with existing fixtures and materials and ease and cost of maintenance if upgraded to LED.


## PARKING LOT LIGHTING

All parking lot and driveway lighting levels are to meet Uniform Building Code standards. Parking lot and entry driveway fixtures shall be cut-off type, metal halide or high-pressure sodium, aluminum, extrusion luminaries, twenty foot mounting height, single or double luminary configuration on square poles with round concrete bases. Luminaires and poles shall have an anodized finish to match existing parking lot fixtures.

## CAMPUS LIGHTING

Pedestrian areas such as courtyards, patios, and entryways shall articulate the building design scheme and emergency lighting to meet the California Building Code (CBC). Lighting fixtures are to be cut-off type overhead, or bollard and metal halide or mercury vapor variety.

Point-to-point lighting within pedestrian walkway areas is acceptable with no specific illumination levels required by code. The main emphasis in this zone should be to clearly identify the pedestrian walkway and direction of travel.

Walkway and outdoor-use area light fixtures should be a maximum of twelve feet high and shall be located at exterior steps, along walkways, walk endings and sitting areas. Bollard style lighting may also be used in close proximity to buildings.

# SIGNAGE

## PURPOSE

The purpose of the signage guidelines is to establish prescriptive and performance guidelines for a coordinated graphic system within the Cosumnes River College campus that provides for building identification and information communication in a distinctive and cohesive manner.

The signage guidelines apply to four separate categories of signage:

1. Building Identification Signage
2. Information/Directory Signage
3. Vehicular Control Signage
4. Temporary Signage

## BUILDING IDENTIFICATION SIGNAGE

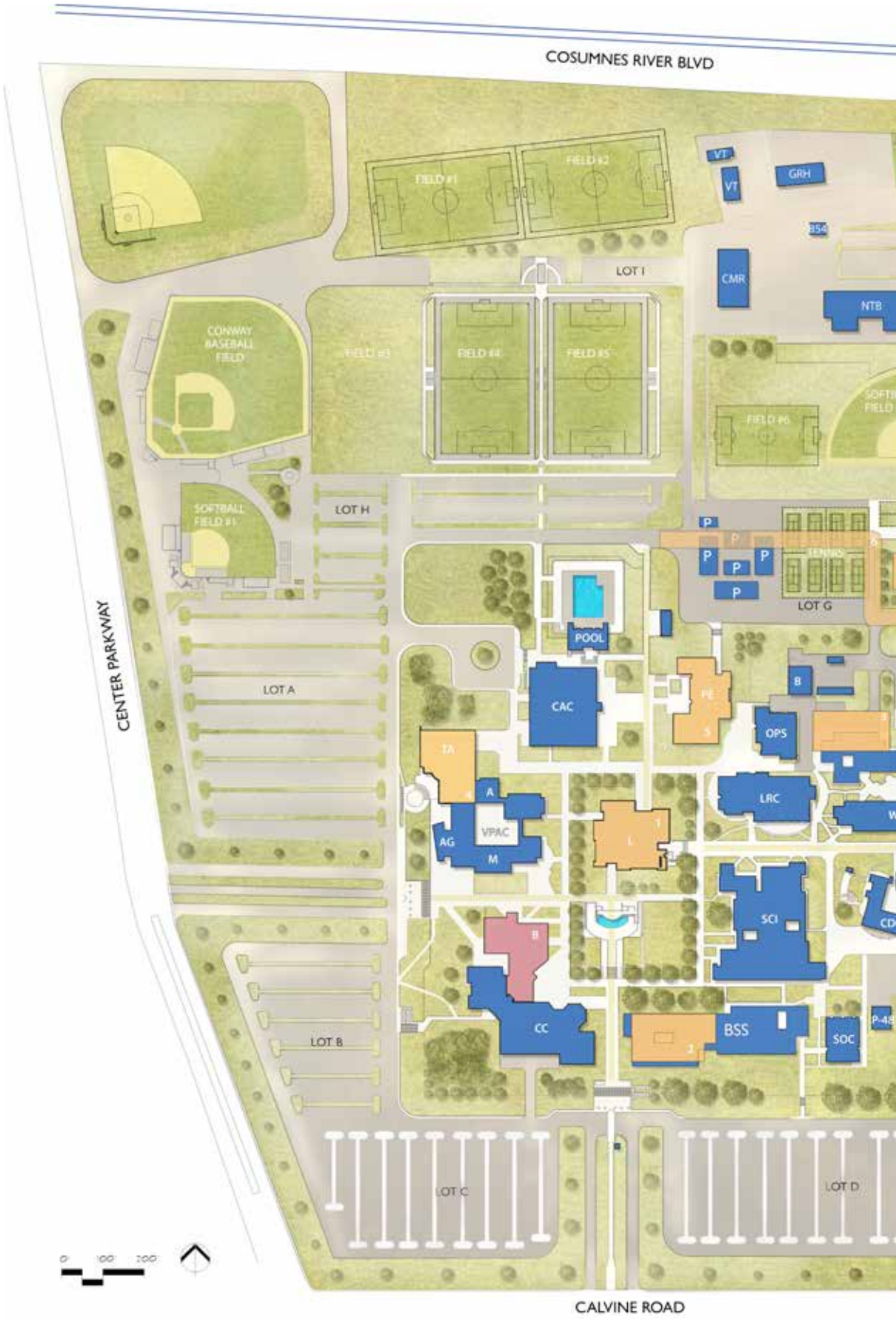
Building identification signage shall be a metal sign of white typography with the building name in large type against an orange background and the building room numbers and program/service descriptions in smaller typography against a navy blue background.

## DIRECTIONAL / VEHICULAR CONTROL / TEMPORARY SIGNAGE

Directional signage at the parking lot level directs vehicles to the appropriate parking lots. The way-finding signage on campus walkways directs pedestrian to the various facilities. Primary directional signage for general wayfinding to parking lots and buildings shall use the school colors with a white typography on a navy blue background with orange trim. Secondary directional signage used for other purposes (e.g., Daily Permit Machines) shall be a metal sign of dark blue typography and white background with a dark blue trim. The use of red on signs is limited to stop, yield, and prohibition signs. Signs required by the Americans with Disabilities Act (ADA) shall be white typography on a blue background. The use of reflective material for typography and directional arrows is recommended. Temporary signs for short term advertising or directional signs do not have to comply.

# IV. FACILITIES MASTER PLAN PROJECT DETAILS


COSUMNES
RIVER COLLEGE
Los Rios Community College District


COSUMNES RIVER BLVD
CENTER PARKWAY
CALVINE ROAD
FIELD #1
FIELD #2
FIELD #3
FIELD #4
FIELD #5
FIELD #6
CONWAY BASEBALL FIELD
SOFTBALL FIELD #1
LOT A
LOT B
LOT C
LOT D
LOT G
LOT H
LOT I
VT
VT
GRH
854
CMR
NTB
P
TENNIS
POOL
CAC
PE
OPS
TA
A
VPAC
AG
M
LRC
SCI
CC
BSS
SOC
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100
200


# COSUMNES RIVER COLLEGE 2030 MASTER PLAN

## EXISTING BUILDINGS

| | |
|---|---|
| B | BOILER ROOM |
| BSS | BUSINESS & SOCIAL SCIENCE |
| B54 | BUILDING 54 |
| CAC | COMMUNITY & ATHLETIC CENTER |
| CC | COLLEGE CENTER |
| CDC | CHILD DEVELOPMENT CENTER |
| CMR | CUSTODIAL MAINTENANCE & RECEIVING |
| GRH | GREENHOUSE |
| L | LIBRARY |
| LRC | LEARNING RESOURCE CENTER |
| NTB | NORTHEAST TECHNICAL BUILDING |
| OPS | OPERATIONS & PUBLIC SAFETY |
| P | PORTABLES ( SWING SPACE) |
| PE | PHYSICAL EDUCATION |
| PS | PARKING STRUCTURE |
| P-48 | PORTABLE-48 |
| P-76 | PORTABLE-76 |
| SCI | SCIENCE |
| SG | SUSTAINABLE GARDEN |
| SOC | SOUTHEAST OFFICE COMPLEX |
| SP | SWIMMING POOL |
| T | TECHNOLOGY |
| VPAC | VISUAL & PERFORMING ARTS CENTER |
| A | ART : LIGHTING GRID REPLACEMENT |
| AG | ART GALLERY |
| M | MUSIC |
| TA | THEATRE ARTS : IMPROVE RECITAL HALL ACCESSIBILITY<br>CONTROL BOARD RELOCATION<br>RECITAL HALL ACOUSTICAL IMPROVEMENTS |
| VT | VETERINARY TECHNOLOGY |
| WIN | WINN CENTER |

## CURRENT PROJECTS

A. AUTOMOTIVE TECH BUILDING
B. COLLEGE CENTER EXPANSION

## FUTURE PROJECTS

1. LIBRARY REPLACEMENT
2. BS BUILDING REPLACEMENT (INCLUDING THE DATA CENTER)
3. TECHNOLOGY BUILDING
4. PERFORMING ARTS RENOVATION (THEATER FLYSPACE)
5. PHYSICAL EDUCATION RENOVATION
6. NORTH ROAD
7. NEW INSTRUCTIONAL SPACE
8. NEW CDC BUILDING

## LEGEND

CONCRETE SIDEWALK

ASPHALT ROAD

PRIMARY AXIS

COSUMNES RIVER COLLEGE

LIONAKIS


COSUMNES RIVER BLVD
CENTER PARKWAY
CALVINE ROAD
FIELD #1
FIELD #2
FIELD #3
FIELD #4
FIELD #5
FIELD #6
CONWAY BASEBALL FIELD
SOFTBALL FIELD #1
LOT A
LOT B
LOT C
LOT D
LOT H
LOT I
VT
VT
GRH
BSC
CMR
NTB
POOL
FB
FB
CAC
PE
B
OPS
T
TA
A
AG
VPAC
M
L
LRC
SCI
CC
BS
SOC
0
100
200


# COSUMNES RIVER COLLEGE MASTER PLAN- 2030 VISION

## EXISTING BUILDINGS

| | |
|---|---|
| B | BOILER ROOM |
| BSS | BUSINESS & SOCIAL SCIENCE |
| B54 | BUILDING 54 |
| CAC | COMMUNITY & ATHLETIC CENTER |
| CC | COLLEGE CENTER |
| CDC | CHILD DEVELOPMENT CENTER |
| CMR | CUSTODIAL MAINTENANCE & RECEIVING |
| FB | FUTURE BUILDING |
| GRH | GREENHOUSE |
| IS-1 | INSTRUCTIONAL SPACE |
| IS-2 | INSTRUCTIONAL SPACE |
| L | LIBRARY |
| LRC | LEARNING RESOURCE CENTER |
| NTB | NORTHEAST TECHNICAL BUILDING |
| OPS | OPERATIONS & PUBLIC SAFETY |
| P | PORTABLES |
| PE | PHYSICAL EDUCATION |
| PS | PARKING STRUCTURE |
| SCI | SCIENCE |
| SG | SUSTAINABLE GARDEN |
| SOC | SOUTHEAST OFFICE COMPLEX |
| SP | SWIMMING POOL |
| T | TECHNOLOGY |
| VPAC | VISUAL & PERFORMING ARTS CENTER |
| A | ART |
| AG | ART GALLERY |
| M | MUSIC |
| TA | THEATRE ARTS |
| VT | VETERINARY TECHNOLOGY |
| WIN | WINN CENTER |

LEGEND

CONCRETE SIDEWALK

ASPHALT ROAD

COSUMNES RIVER COLLEGE

LIONAKIS

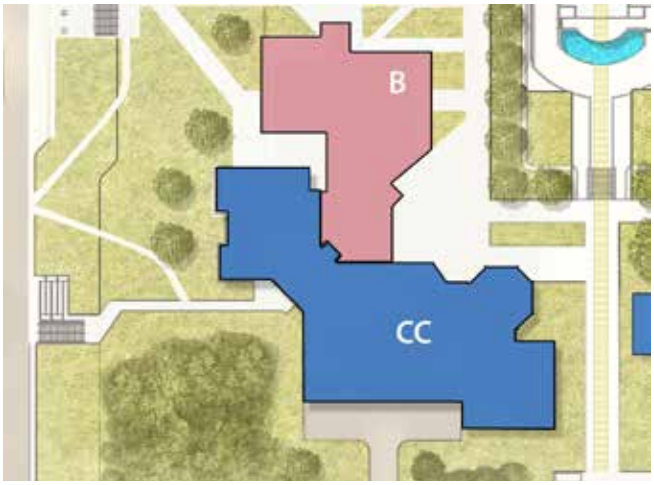
# PROJECT DETAILS

# CURRENT PROJECTS ( IN PROGRESS )

## 1. COLLEGE CENTER EXPANSION

GOALS AND OBJECTIVES :

This project will provide 19,200 sqft of additional campus office space to consolidate student services into a one-stop service center. Student services that are currently spread out on campus will be relocated into the expanded College Center building including the eServices, Career/ Transfer Center, Counseling, Financial Aid, and Outreach and Student Support Center. This project is a two-story addition to the north side of the existing College Center Building to support a high level of student activity with informal meeting space in and around the expanded building.




## 2. AUTOMOTIVE TECHNOLOGY RENOVATION & EXPANSION

GOALS AND OBJECTIVES :

This project will modernize and expand the existing Automotive Technology building, adding laboratory, office, and storage and tool room space to meet the needs of the Automotive program. The project modernizes a portion of the existing 11,880 sqft Automotive Technology building and expands this building by an additional 5,070sqft. The facility will be used for instruction in Automotive Technology and provide ADA access compliance, adequate HVAC, power, technology and lighting systems to support the instructional program.

# FUTURE PROJECTS

## 1. LIBRARY REPLACEMENT

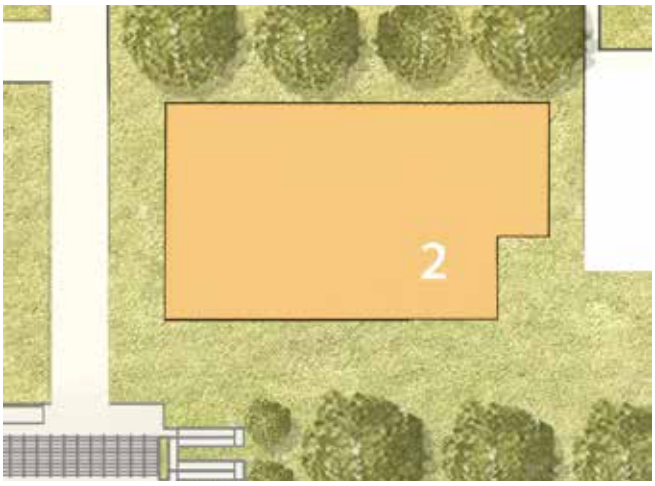
GOALS AND OBJECTIVES :

This project replaces the existing Library building to address accessibility deficiencies and improve utilization of assignable space to meet college needs. In addition to library services, the building is projected to support Student Life and Leadership, Diversity and Equity, and other student engagement and support function.


## 2. BUSINESS AND SOCIAL SCIENCE BUILDING REPLACEMENT

GOALS AND OBJECTIVES :

This project replaces the existing BSS building to improve the instructional space, address infrastructure deficiencies and provide interior gathering and study space. The building consists of classroom and office space and the DSP&S office.



## 3. TECHNOLOGY BUILDING

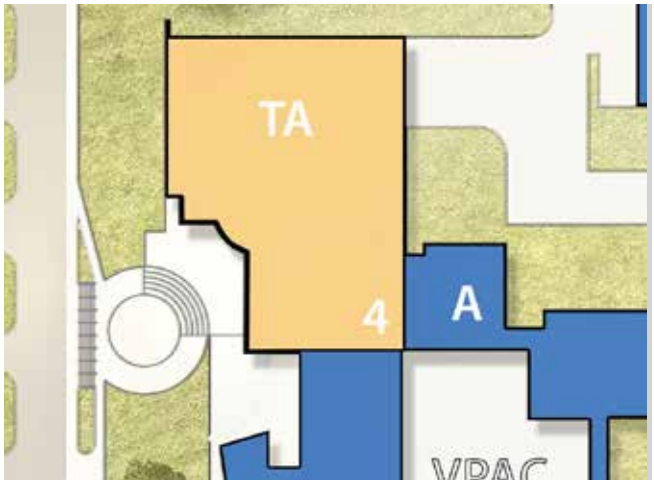
GOALS AND OBJECTIVES :

This project replaces the existing Technology building to improve the instructional space, address infrastructure deficiencies and provide interior gathering and study space. The building consists of classroom space and Makerspace Labs with an emphasis on CareerTech programs.


## 4. PERFORMING ARTS RENOVATION

GOALS AND OBJECTIVES :

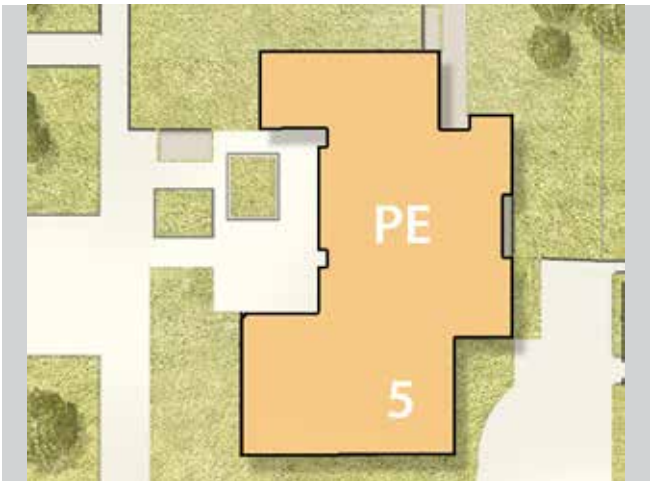
This project will modernize the existing Performing Arts building to improve ADA access and meet the needs of the college's music, theatre and other instructional and co-curricular programs.



## 5. PHYSICAL EDUCATION RENOVATION

GOALS AND OBJECTIVES :

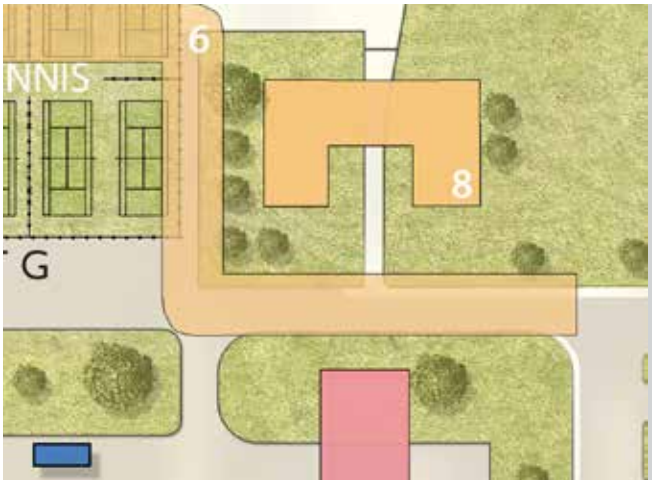
This project will modernize the existing Physical Education building to meet college needs and improve safety and accessibility. The project will also upgrade the HVAC system and address other issues to improve function and energy efficiency.




## 6. NORTH ROAD

GOALS AND OBJECTIVES :

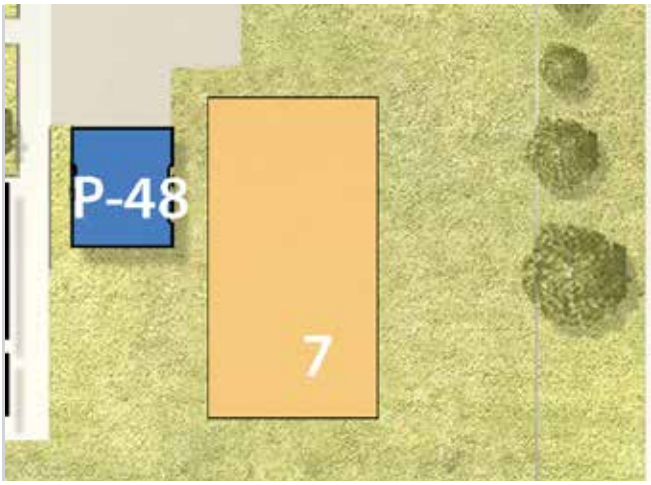
This project is identified as a redesign of the north side of campus loop road to provide additional building pads for future campus development and growth.



## 7. NEW INSTRUCTIONAL SPACE

GOALS AND OBJECTIVES :

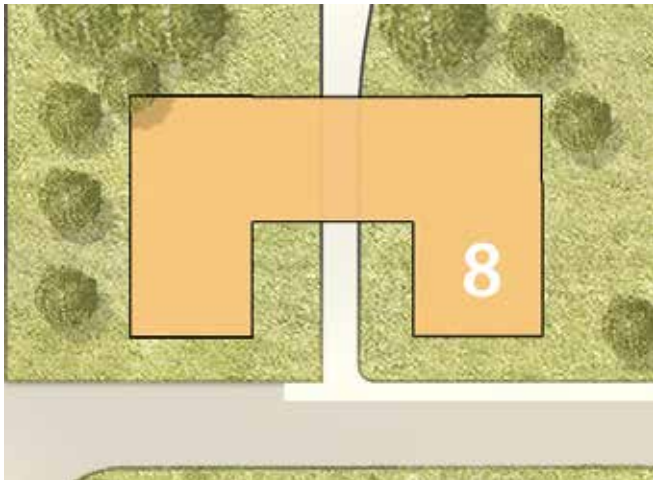
This project will add a new building on the southeast corner of the campus, to provide additional instructional space and labs to meet the projected future needs. The building's location next to the surface and structured parking lots will provide convenient access to students.




## 8. NEW CDC BUILDING

GOALS AND OBJECTIVES :

This project will replace the existing Child Development Center, located on the eastside of the campus, with a new CDC building to meet the growing need for increased capacity of childcare slots on the campus for student parents. The building will also provide an improved site that could handle increased enrollment in the Early Childhood Education program.



# 9. ADDITIONAL INFRASTRUCTURE PROJECTS

A. Chilled Water Loop Completion
B. Central Plant Chiller Replacement
C. Pool Refurbishment – Deck, Liner
D. Pool Solar Heating (Sustainability)
E. Electric Vehicle Charging Stations
F. Campus Wide Electrical Upgrade
G. Stadium Lighting Upgrade

# V. APPENDIX

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# MEETING MINUTES

**CRC FMP Update**
**018186**
**Leadership Team Meeting #1**

Meeting Number: 1
Meeting Date: 07/31/2018

Attendees: Dr. Ed Bush CRC President
Robert Montanez, Interim Vice President
Cory Wathen, Director of Administrative Services
Pablo Manzo, Associate Vice Chancellor, Facilities Management
Dan McKechnie, Director of Facilities Planning and Construction
Jonathan McMurtry, Lionakis

| Item No. | Action | Subject/Comment |
|---|---|---|
| 1.1 | | **Introductions, Roles and Responsibilities**<br>Pablo outlined that most growth for CRC will be at the Elk Grove Center<br>Dan started a discussion of the goals for the project:<br>• Redo the book including graphics for:<br>  • Growth projects<br>  • Modernizations<br>  • Infrastructure<br>  • College center expansion (#8) currently in constructions<br>  • Auto tech (#9)<br>  • Library modernization (#10)<br>  • New instruction space (#11) |
| 1.2 | | **Establish Goals for the FMP / EMP**<br>Dan started a discussion of the goals for the project:<br>• Redo the book including graphics for:<br>  • Growth projects<br>  • Modernizations<br>  • Infrastructure<br>Ed stated that we have no Education Master Plan which is a concern.<br>• Create flexible space, not much growth (Pablo)<br>• Make document generic to allow interpretation (Dan)<br>The group agreed that “Expectation Management” would be key. |
| 1.3 | | **Review Current CCCCO/FPP/LRCNP Status**<br>Modernization are buildings older than 50 years depending on facilities condition. This is likely the majority of the work. The list of projects was discussed and prioritized:<br>• Auto tech (First Priority)<br>• Library modernization (Second Priority)<br>• New Instructional Space (Third Priority)<br>• Infrastructure (central plant, zero net funding)<br>• Theater & Recital Hall (same ASF, bigger “space”)<br>• Business<br>• Student life (in library?) |

| Item No. | Action | Subject/Comment |
|---|---|---|
| | | Steve noted that there is a lack of dedicated computer labs on campus. This might be addressed with Building 11.<br>Kim stressed that the Auto Tech remodel and additions need to address the accreditation issues. Lionakis will be given the accreditation report. She also noted that the Culinary program is out of space. Dan noted the addition of space would be a growth project which is not in the current plan.<br>Keith suggested that the college reconsider what a lab is to perhaps provide additional flexibility of use.<br>Kim would like to see the plan address storage. Currently it is not in the buildings. The group discussed the costs of storage in each building vs. a central storage area.<br>Alex shared the history of the site and that the landscape should reflect the area's orchard heritage and provide student gathering.<br>Timothy asked if there is a current or planned use for the grass area in the quad. The group agreed to revisit the use of this area. |
| | District | Kathy noted the shortage of faculty offices. Dan will consult Fusion to see if there is any ability to add.<br>Appropriate lighting & emergency was discussed as important due to night classes.<br>Steve would like the Master Plan to take advantage of outdoor teaching possibilities. |
| 1.4 | | **Review Existing Facilities/Infrastructure**<br>The group discussed and agreed on the following priorities for the projects in the Master Plan:<br>1. Library<br>2. Automotive<br>3. BS Building (including the Data Center)<br>4. Technology Building |
| 1.5 | | **Next Steps** |
| | CRC | Cory will set up the next meetings which will likely occur Monday afternoons at 3:00. |

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# MEETING MINUTES

**CRC FMP Update**
**018186**
**CRC Master Plan – FMP Planning Group Workshop #1**

Meeting Number: 1
Meeting Date: 9/10/18

Attendees:
Kim Harrell
Kathy Sorensen
Julie Olson
Keith Ellis
Jackie Mathis
Cory Wathen
Tadael Emiru
Alex Casareno
Yolanda Garcia
Andi Adkins Pogue
Timothy Hixson
Steve McGloughlin
Martin Flynn
Dan McKechnie
April Robinson
Jonathan McMurtry

| Item No. | Action | Subject/Comment |
|---|---|---|
| 1.1 | | **Introductions, Roles and Responsibilities** |
| 1.2 | | **Review Updated Master Plan Process/Schedule, Discuss Vision, Goals, and Objectives**<br>Dan Outlined the Master Plan process:<br>• Anticipating a Bond in 2020<br>• The plan is Cap Load Ratio dependent so Assignable Square Footage for replacement buildings will remain the same. Growth will be mostly at Centers<br>• The Master Plan will entail work through 2030 |
| 1.3 | CRC | **Brainstorm Preliminary Information & FMP Concepts**<br>Jonathan asked the group to share their thoughts and concerns on all issues that should be reflected in the Master Plan.<br>Tim said that technology is key and that wireless networks should be considered. Lionakis will be given the new IT master plan by CRC. Also consider materials for wireless systems: “Brick good, steel bad”. Power should be abundant<br>Andi stated that ADA Issues at the Library are severe. Dan concurred and said the District’s approach is to replace the Library. Student Services should be central to the campus so perhaps the new Library could meet this goal.<br>Kathy noted that student gathering is lacking on campus and that should be addressed both inside and outside on all future projects.<br>Keith would like the college to maintain the current wayfinding by maintaining the grid. Also consider that future projects should have flexible uses and gave UC Merced as an example.<br>Alex stated the college should embrace Universal Design. In addition, consider the culture of the student body in the design and represent community.<br>April would like to see places for student with kids. Also, include CRC programs in the design of future buildings. |

| Item No. | Action | Subject/Comment |
|---|---|---|
| | | Steve noted that there is a lack of dedicated computer labs on campus. This might be addressed with Building 11.<br>Kim stressed that the Auto Tech remodel and additions need to address the accreditation issues. Lionakis will be given the accreditation report. She also noted that the Culinary program is out of space. Dan noted the addition of space would be a growth project which is not in the current plan.<br>Keith suggested that the college reconsider what a lab is to perhaps provide additional flexibility of use.<br>Kim would like to see the plan address storage. Currently it is not in the buildings. The group discussed the costs of storage in each building vs. a central storage area.<br>Alex shared the history of the site and that the landscape should reflect the area's orchard heritage and provide student gathering.<br>Timothy asked if there is a current or planned use for the grass area in the quad. The group agreed to revisit the use of this area. |
| | District | Kathy noted the shortage of faculty offices. Dan will consult Fusion to see if there is any ability to add.<br>Appropriate lighting & emergency was discussed as important due to night classes.<br>Steve would like the Master Plan to take advantage of outdoor teaching possibilities. |
| 1.4 | | **Review Existing Facilities/Infrastructure**<br>The group discussed and agreed on the following priorities for the projects in the Master Plan:<br>1. Library<br>2. Automotive<br>3. BS Building (including the Data Center)<br>4. Technology Building |
| 1.5 | | **Next Steps** |
| | CRC | Cory will set up the next meetings which will likely occur Monday afternoons at 3:00. |

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# MEETING MINUTES

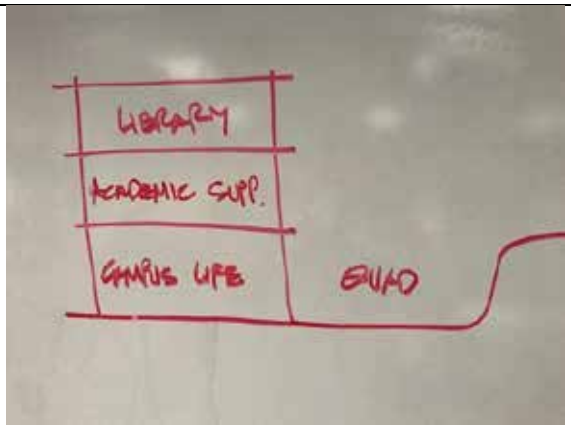
**CRC FMP Update**
**018186**
**CRC Master Plan – FMP Planning Group Workshop #2**

Meeting Number: 2
Meeting Date: 10/1/2018

| | | |
|---|---|---|
| Attendees: | Chris Raines | Kathy Sorensen |
| | Minet Gunther | Andi Adkins Pogue |
| | Mike Day | Martin Flynn |
| | Julie Olson | Dan McKechnie |
| | Jackie Mathis | Cory Wathen |
| | Nam Lam | Jonathan McMurtry |

| Item No. | Action | Subject/Comment |
|---|---|---|
| 2.1 | | **Review Draft FMP Plan**<br>Jonathan presented the updated Master Plan map.<br>• Dan suggested we table the Auto Tech discussion until next meeting.<br>• Culinary is not on list now and is not currently to be added.<br>• Cory requested the group address design standards. Jonathan suggested this be on the agenda for the next meeting. The group will review with their constituents for next meeting.<br>• Andi said she had received several requests to ensure unisex restrooms are provided in all new and remodeled buildings.<br>• The swing space necessary for the campus should be indicated in its current location near the tennis courts. |
| | CRC Planning Group<br><br>Lionakis | |
| 2.2 | | **Recommendations for Library Replacement Project**<br>Jonathan asked the group to discuss their vision for the replacement Library Building. The following were requested:<br>• The basic components should be Campus Life, Academic Support and Library.<br>• Cory is evaluating the needs and will provide suggested square footages to Lionakis.<br>• One basic idea is that the Library will reduce stack space to increase "student spaces" like study & group space.<br>• The Library should provide space for parents & kids<br>• Dan reminded the group that ASF must stay the same. Dan will analyze cap load ratio and provide current ASF.<br>• The group agreed that the MP document should not be prescriptive with set square footages but instead be a "vision" document.<br>• Connect the bottom floor (Student Life) to the Quad. |
| | CRC – Cory<br><br>LRCCD - Dan | |

| Item No. | Action | Subject/Comment |
|---|---|---|




- There should be a Forum but be accessible.
- Cory asked if move library made sense. The group thought leaving it in the center of the campus was best with an emphasis on the entry points.


| | | |
|---|---|---|
| 2.3 | CRC Planning Group | **BS Building & Tech Building**<br>• The group to ask their constituents about tearing down the BS and Tech buildings or if they should be renovated. |
| 2.4 | Lionakis | **Provide Recommendations for Storage Issue**<br>• The group discussed a central storage area but recommend the MP required each new building provide sufficient storage. |
| 2.5 | Lionakis | **PE Modernization (Renovation)**<br>• The PE Building has serious HVAC issues and should be renovated but not replaced. |

| Item No. | Action | Subject/Comment |
|---|---|---|
| 2.6 | CRC - Martin | **Fine Arts Fly Tower and Lighting Grid**<br>• Martin presented a model that showed how the college might provide a substitute fly space and lighting grid without building a new fly tower. The group like the idea. Martin will provide a brief written summary of the idea for inclusion in the master plan.<br>  <br> |
| 2.7 | | **Next Steps**<br>• Next meeting will be October 22nd. |

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# MEETING MINUTES

**CRC FMP Update**
**018186**
**CRC Master Plan – FMP Planning Group Workshop #3**

Meeting Number: 3
Meeting Date: 11/05/18

| | | |
|---|---|---|
| Attendees: | Minet Gunther | Kim Harrell |
| | Chris Raines | Kathy Sorensen |
| | Timothy Hixon | Andi Adkins Pogue |
| | Nam Lam | Julie Olson |
| | Jackie Mathis | Dan McKechnie |
| | Cory Wathen | Jonathan McMurtry |

| Item No. | Action | Subject/Comment |
|---|---|---|
| 3.1 | | **Survey**<br>Andi presented the results of the survey.<br>• BS Building: "Retain the look" – Tear down or remodel was split<br>• Technology Building – Remodel<br>• Dan: Small outdoor spaces (nooks & crannies) are not used<br>• Committee conclusion:<br>  o Technology: Replace (Same SF). Focus on connection to Winn Center<br>  o BS: Replace (Same SF) |
| 3.2 | | **Revisit Priority List**<br>The group reviewed the previous priority list in light of the survey results and confirmed the order:<br>1. Library Replacement<br>2. BS Building Replacement<br>3. Technology Building<br>4. Performing Arts Renovation<br>5. PE Renovation<br>6. North Road<br>**7.** New Instructional Building |
| 3.3 | | **Campus Design Standards**<br>The group reviewed and discussed changes to the existing FMP Narrative: |
| | Lionakis | • Sustainability: Zero net energy should be mentioned |
| | Lionakis | • Universal Design<br>  o Add gender neutral restrooms<br>  o Add inclusiveness |
| | Lionakis | • Site Design Updates:<br>  o Identify site connections (South & East – see attached plan)<br>  o Parking structure<br>  o Light rail<br>  o Calvine Entry is done<br>  o Stop light on Calvine<br>  o Speed bumps at north campus<br>  o roads<br>  o Pedestrian safe travel |

| Item No. | Action | Subject/Comment |
|---|---|---|
| | Lionakis | • Open Space<br>Setbacks (Where possible)<br>Technology (Wifi) & Power in courtyard (solar power) |
| | Lionakis | • Building Additions: Eliminate outdoor circulation |
| | Lionakis | • New buildings<br>o Equity & Inclusion<br>o Flexible<br>o Common Space |
| | Cory | • Landscape – Cory to spearhead editing<br>o Reduce lawn (MWELLO code, ETC)<br>o Maintain original landscape plan but reduce water usage stay on campus, seating areas, ETC<br>o Water efficient irrigation<br>o Remove “library terraces” |
| | Lionakis | • Defined spaces<br>o Remove Lawn<br>o Make reference to (N) courtyards. |
| | Lionakis | • Irrigation – MWELLO |
| | Lionakis | • Lighting (site)<br>o Reference LED<br>o CBC standards<br>o Metal Halide?<br>o Emergency lighting |
| 3.4 | Cory | **Next Steps**<br>Larger community meeting to be determined by Cory “Final” Draft |

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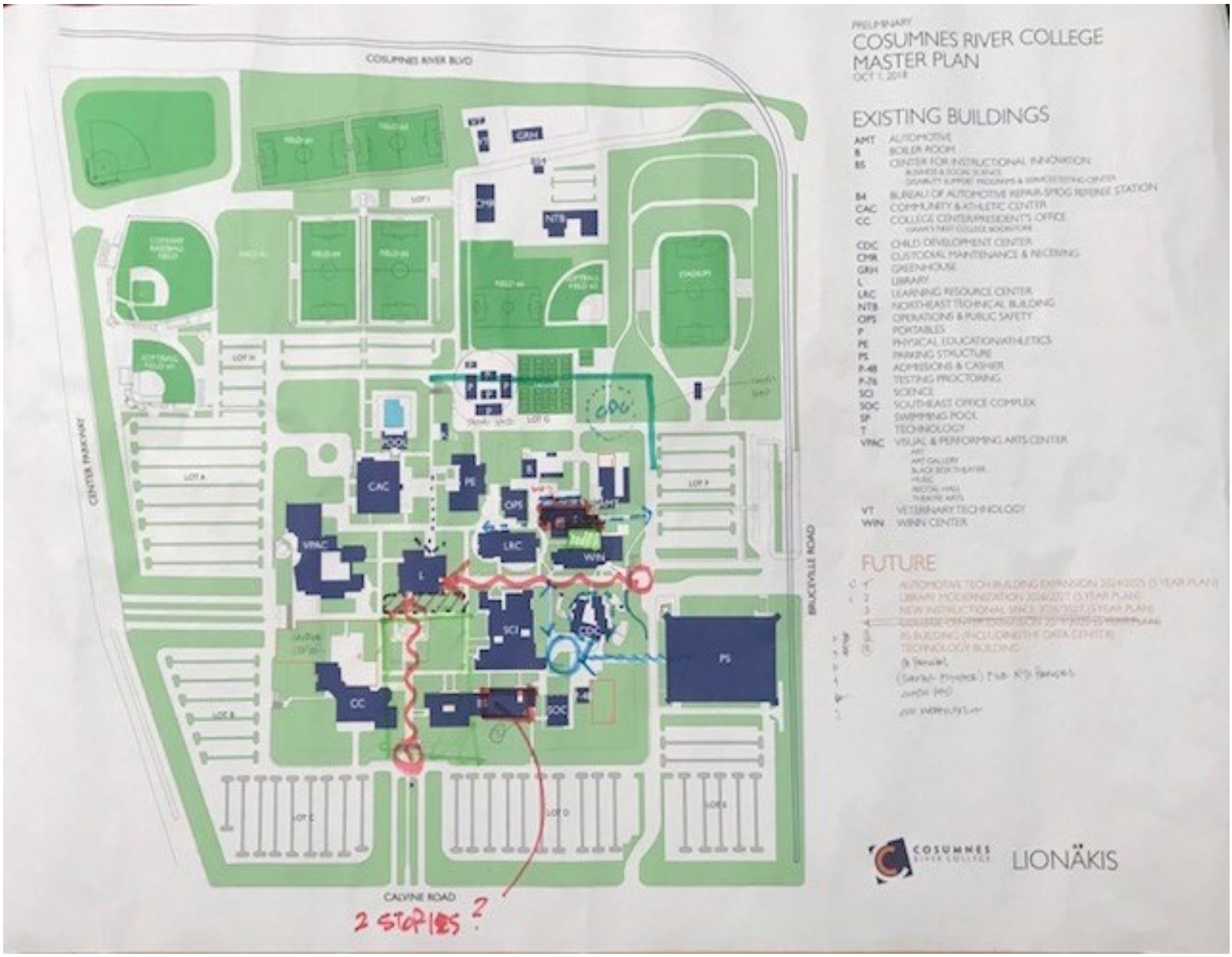

PRELIMINARY
COSUMNES RIVER COLLEGE
MASTER PLAN
OCT 1, 2018
EXISTING BUILDINGS
AMT AUTOMOTIVE
B BOILER ROOM
BS CENTER FOR INSTRUCTIONAL INNOVATION
B4 BUREAU OF AUTOMOTIVE REPAIR-SMOG REFERRE STATION
CAC COMMUNITY & ATHLETIC CENTER
CC COLLEGE CENTER/PRESIDENT'S OFFICE
CDC CHILD DEVELOPMENT CENTER
CMR CUSTODIAL MAINTENANCE & RECEIVING
GRH GREENHOUSE
L LIBRARY
LRC LEARNING RESOURCE CENTER
NTB NORTHEAST TECHNICAL BUILDING
OPS OPERATIONS & PUBLIC SAFETY
P PORTABLES
PE PHYSICAL EDUCATION/ATHLETICS
PS PARKING STRUCTURE
P-48 ADMISSIONS & CASHIER
P-76 TESTING PROCTORING
SCI SCIENCE
SOC SOUTHEAST OFFICE COMPLEX
SP SWIMMING POOL
T TECHNOLOGY
VPAC VISUAL & PERFORMING ARTS CENTER
VT VETERINARY TECHNOLOGY
WIN WINN CENTER
FUTURE
COSUMNES RIVER COLLEGE
LIONAKIS
COSUMNES RIVER BLVD
CENTER PARKWAY
BRUCEVILLE ROAD
CALVINE ROAD
2 STOPLIGHTS ?

## CRC Student Climate Survey (Spring 2018) – Facilities Data

The Student Climate Survey was first piloted in Spring 2017 and then administered in Spring 2018. The survey was requested by faculty on the Social Responsibility Committee who wanted a better understanding of student concerns on issues such as inclusion, safety, campus social climate, services, and facilities. Students were also asked to provide a variety of demographic information ranging from age, gender, and sexual orientation to race, ethnicity, citizenship, religious and political beliefs.

This first, baseline survey was conducted in a variety of classes in different disciplines ranging from English, ESL, Psychology, Mathematics, Biology, Athletics, and Sociology among others. The survey was only available in paper copy and was administered by professors who agreed to participate. Online classes were not surveyed this time.

The survey was created/revised, administered, and analyzed with assistance from:
Anastasia Panagakos (SRC & Anthropology), Sabrina Sencil and Paul Meinz (Institutional Effectiveness), Jeanne Edman (Psychology), Monique Fortunato (Anthropology), Huong Ninh (Sociology)

**Survey Questions: Methods**

Students were provided with a statement about CRC They answered on a scale of "agree" to "disagree" Disagree 1 2 3 4 5 Agree or NA = not applicable or don't know

**Survey Questions: Six related to facilities**

1. There are enough places on campus for students to meet and study
2. The computer labs are accessible when I need them
3. The campus maintains clean grounds and buildings
4. I feel safe on campus, outside the classroom
5. I know where to get help if I feel unsafe
6. The classroom facilities (location, size, and temperature) help keep me focused during class

**Survey Questions: Related to Student Demographics**

1. How many units are you currently enrolled in?
2. How many hours do you work per week?
3. When do you take most of your classes (time of day)?
4. Did you start college straight out of high school?
5. Are you a new student at CRC?
6. Are you the first in your family to go to college?
7. What is your age?
8. What gender do you identify with?
9. Which of the following best describes your sexual orientation?
10. Which of the following best describes your sexual orientation?
11. Do you identify as former foster youth?
12. What is your household income level?
13. Are you a veteran of the U.S. Armed Forces?
14. Which best describes your religious views?
15. Were you born you in the United States?
16. Are you a US Citizen?
17. What race/ethnicity do you identify with?

**Analyses & Results Notes**

806 respondents in total
Student answers to each facilities question examined across all demographics. Statistical analyses performed to determine if certain groups differed significantly ($p<.05$)

## Findings and Recommendations

Overall students think CRC is a safe and clean environment. Preliminary findings include:

- The need for more study spaces
- Better and more food options
- Gathering spaces for clubs and groups
- Improvements to how sexual harassment is addressed.
- Classrooms and furniture too small

**Recommendations**

Students may spend more time on campus being social or studying if they feel the environment and facilities promotes these activities:

- Study spaces with good WiFi, outlets, and furniture that is conducive to group work.
- Affordable and varied food options and high quality coffee drinks (such as Starbucks or Peets) that draw people in.
- Spaces on campus for socializing – gamers, clubs, music, etc.

## Written Comments Related to Facilities:

General Comments

1. Foster youth need their (own) space not that small tiny room that holds like 4 people. Keep the same staff. Stop giving us new people every year.
2. It's a great campus to be at. :)
3. Nowhere near enough OUTSIDE areas to study/meet/sit
4. Main campus is pretty peaceful besides the fact that people want to let you join a club
5. The campus is nice, but I wish there were more activities to do on the school grounds.
6. Extremely hard to talk to other peers and have a place to meet. Can be hard to get information.
7. I was very confused on where my classes were and the maps didn't help me
8. Thank you CRC for always making sure everything is nice and clean in the campus.
9. I wish they'd fix the parking lot situation early in the mornings (around 9:00). I leave early, but I'm still late for my 9:00 class because the main left turning lane is backed up

Classrooms

10. The classroom temps can be a detriment to learning. It is difficult for an adult to make friends, study partners, etc. there is not an environment that fosters people returning to school to change careers.
11. Some classroom desks are to SMALL and hot
12. It's been a good experience, some classrooms are too small, making it hard to breathe sometimes
13. I enjoy coming to a certain campus and certain classrooms. The cleanliness helps me focus in classes.
14. Desks are too small.
15. I just wish some of the classrooms were bigger and have more space.
16. CRC is a beautiful campus that is easy to navigate. Although some of the classrooms are small and outdated. It's also unfortunate that we have to sometimes 40 students into such a small learning space.
17. Please have properly regulated temperatures in the business building. Always very hot due to the heater no matter what the outside temperature is

Study Locations

18. Need more food options, need better study places
19. I fill that building needs more seatings with space to work on homework along with other activities such as food/eating and personal activities. Especially for people who prefers to be alone. There is too much outside space (not a bad thing) compare to what's available inside.
20. Would like a place to study that is available longer in the night, as opposed to the library closing at 8 pm on weekdays
21. More study locations

Food/Social Spaces

22. Need food places! I get hungry between classes :)
23. I think steps should be taken to make the cafeteria a more mature, and quiet place. Instead of the discordant piano, poker and general rowdiness.
24. I don't have a problem with CRC except the cafeteria is a little uncomfortable.
25. I wish that the cafeteria sold better quality food
26. For the quality of the food offered I don't really believe it is worth spending $6 almost daily
27. Cheaper food, better food

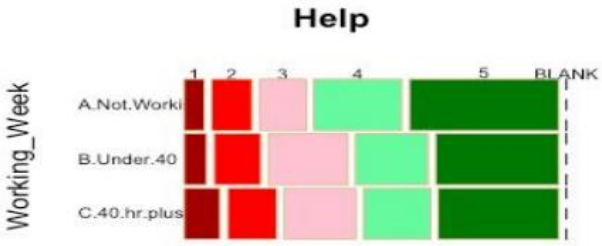
Safety

28. CRC is a great college. I feel comfortable and safe here.
29. It is a cool campus. Experience it provides is intriguing. Some improvement could be made w/ student safety (sexual harassment, etc.)
30. CRC is a really good environment where I feel safe all the time
31. Late classes make me worried for my safety after 6 pm- 9 pm. More security will make me worry less about the open to everyone, even high schoolers and apartment tenants.
32. It a safe place to get our education
33. I think we should have more police officers around the business building during the evening times. It doesn't feel safe.
34. 99% of my time spent at CRC, I feel safe. Incidents of petty crime happening is when I feel unsafe. All of my class environments are safe, welcoming places to be.
35. Random people should not be allowed to walk freely on campus. There should be more lights outside in the night time as well as security patrolling during the night instead of just during the day

# I know where to get help if I feel unsafe v. work week

Working_Week v. Help

| factors[[2]] | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| A.Not.Working | 15 | 30 | 35 | 66 | 112 | 258 |
| | 6% | 12% | 14% | 26% | 43% | 37% |
| B.Under.40 | 24 | 50 | 85 | 78 | 132 | 369 |
| | 7% | 14% | 23% | 21% | 36% | 52% |
| C.40.hr.plus | 8 | 11 | 16 | 15 | 27 | 77 |
| | 10% | 14% | 21% | 19% | 35% | 11% |
| Total | 47 | 91 | 136 | 159 | 271 | 704 |




~ 100 did not select employment status

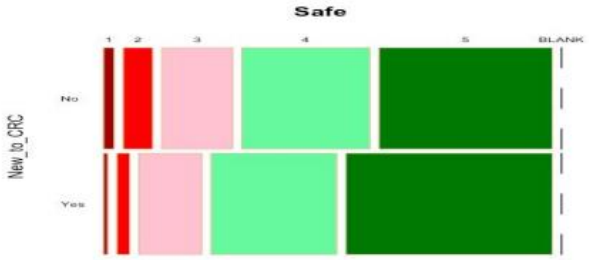
Observation: Non-employed students answered more positively than other groups

Interpretation: More time for access to CRC resources

# I know where to get help if I feel unsafe v. new to CRC

New to CRC v. Help

| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| No | 8 | 22 | 53 | 96 | 130 | 309 |
| | 3% | 7% | 17% | 31% | 42% | 39% |
| Yes | 5 | 15 | 74 | 148 | 243 | 485 |
| | 1% | 3% | 15% | 31% | 50% | 61% |
| Total | 13 | 37 | 127 | 244 | 373 | 794 |



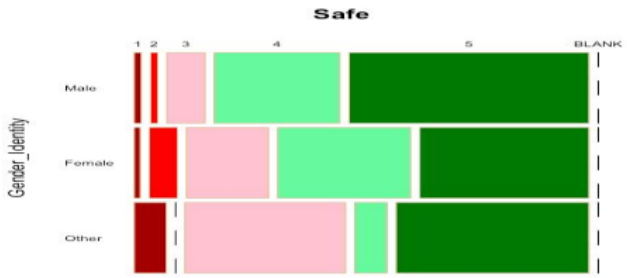

Observation: New students are more confident in accessing help

Interpretation: Recency of orientation may play a role.

# I feel safe on campus, outside the classroom v. gender ID

## Gender Identity v. Help

| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| Male | 5 | 5 | 27 | 89 | 170 | 296 |
| | 2% | 2% | 9% | 30% | 57% | 37% |
| Female | 7 | 32 | 95 | 154 | 196 | 484 |
| | 1% | 7% | 20% | 32% | 40% | 61% |
| Other | 1 | 0 | 5 | 1 | 6 | 13 |
| | 8% | 0% | 38% | 8% | 46% | 2% |
| Total | 13 | 37 | 127 | 244 | 372 | 793 |




Observation: Males feel safer than females and "other"

# I feel safe on campus, outside the classroom v. Sexual orientation

## Sexual Orientation v. Safe

| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| Hetero | 9 | 25 | 94 | 201 | 300 | 629 |
| | 1% | 4% | 15% | 32% | 48% | 82% |
| Gay | 0 | 0 | 1 | 7 | 12 | 20 |
| | 0% | 0% | 5% | 35% | 60% | 3% |
| lesbian | 0 | 1 | 3 | 4 | 7 | 15 |
| | 0% | 7% | 20% | 27% | 47% | 2% |
| Other | 4 | 9 | 24 | 25 | 45 | 107 |
| | 4% | 8% | 22% | 23% | 42% | 14% |
| Total | 13 | 35 | 122 | 237 | 364 | 771 |

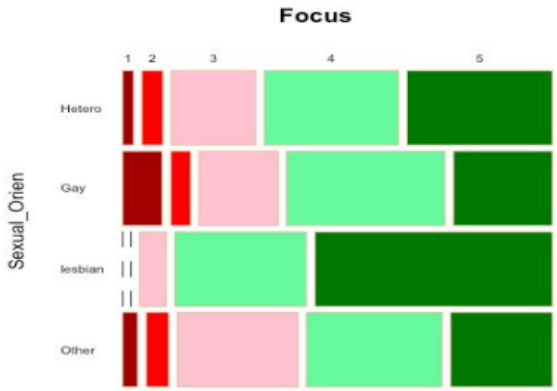

Observation: Gay men agree with this statement more than other demographics

Interpretation: Inclusivity promotion on campus compared to off-campus

## The classroom facilities help keep me focused during class v. Sexual orientation

Sexual Orientation x Focus

| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| Hetero | 17 | 33 | 133 | 212 | 229 | 624 |
| | 3% | 5% | 21% | 34% | 37% | 82% |
| Gay | 2 | 1 | 4 | 8 | 5 | 20 |
| | 10% | 5% | 20% | 40% | 25% | 3% |
| lesbian | 0 | 0 | 1 | 5 | 9 | 15 |
| | 0% | 0% | 7% | 33% | 60% | 2% |
| Other | 4 | 6 | 32 | 36 | 27 | 105 |
| | 4% | 6% | 30% | 34% | 26% | 14% |
| Total | 23 | 40 | 170 | 261 | 270 | 764 |

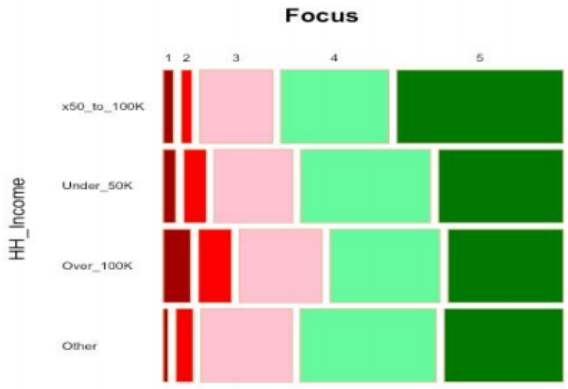



Observation: Lesbians concur with this statement more than other demographics

## The classroom facilities help keep me focused during class v. HH income

HH_Income v. Focus

| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| x50_to_100K | 5 | 5 | 35 | 52 | 80 | 177 |
| | 3% | 3% | 20% | 29% | 45% | 23% |
| Under_50K | 10 | 18 | 63 | 104 | 100 | 295 |
| | 3% | 6% | 21% | 35% | 34% | 38% |
| Over_100K | 5 | 6 | 15 | 20 | 21 | 67 |
| | 7% | 9% | 22% | 30% | 31% | 9% |
| Other | 3 | 11 | 59 | 88 | 77 | 238 |
| | 1% | 5% | 25% | 37% | 32% | 31% |
| Total | 23 | 40 | 172 | 264 | 278 | 777 |

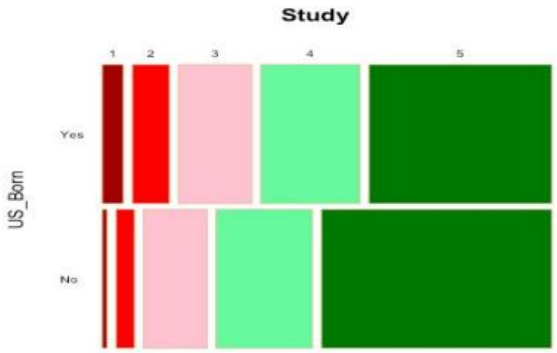



Observation: >$100k income reports less agreement with this statement than other demographics

## There are enough places on campus for students to meet and study v. US Born

US Born v. study

| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| Born Here | 30<br>5% | 53<br>9% | 104<br>18% | 141<br>24% | 260<br>44% | 588<br>77% |
| Born Elsewhere | 2<br>1% | 8<br>5% | 27<br>15% | 41<br>23% | 98<br>56% | 176<br>23% |
| Total | 32 | 61 | 131 | 182 | 358 | 764 |



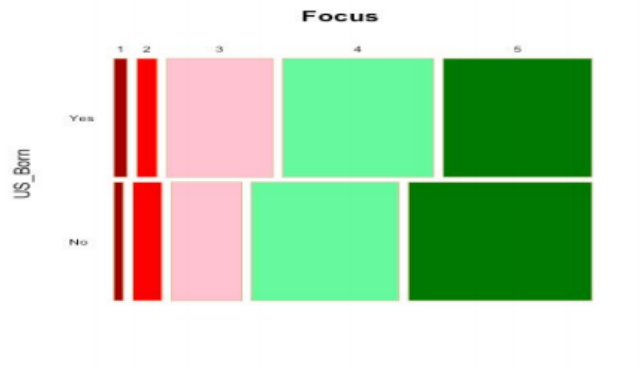

Observation: Non US-born agree more with this statement than US born

Interpretation: different expectations/experiences with study spaces (true for subsequent results as well?)

## The classroom facilities help keep me focused during class v. US Born

Born Here v. Focus

| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| Yes | 18<br>3% | 28<br>5% | 145<br>24% | 206<br>34% | 203<br>34% | 600<br>77% |
| No | 4<br>2% | 12<br>7% | 29<br>16% | 61<br>34% | 76<br>42% | 182<br>23% |
| Total | 22 | 40 | 174 | 267 | 279 | 782 |

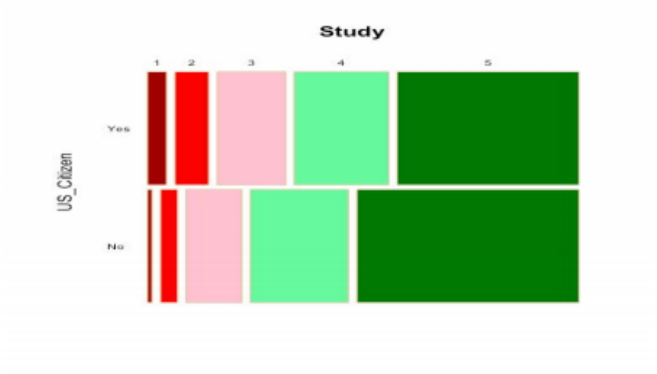



Observation : Non-US Born agree more with this statement than US born

There are enough places on campus for students to meet and study v. US Citizen

## U.S. Citizen v. Study

| factors[[15]] | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| Yes | 32 | 57 | 116 | 160 | 308 | 673 |
| | 5% | 8% | 17% | 24% | 46% | 88% |
| No | 1 | 4 | 13 | 23 | 52 | 93 |
| | 1% | 4% | 14% | 25% | 56% | 12% |
| Total | 33 | 61 | 129 | 183 | 360 | 766 |




Observations: Non-US citizens agree with this statement more than US citizens

## The classroom facilities help keep me focused during class v. US Citizen

U.S. Citizen v. Focus

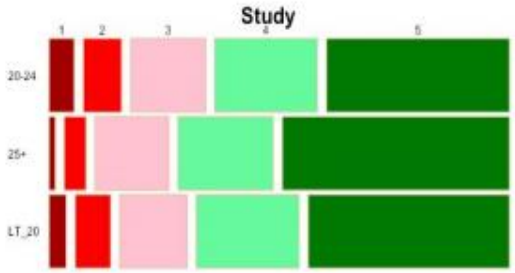
| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| Yes | 20 | 36 | 164 | 232 | 236 | 688 |
| | 3% | 5% | 24% | 34% | 34% | 88% |
| No | 4 | 4 | 12 | 33 | 42 | 95 |
| | 4% | 4% | 13% | 35% | 44% | 12% |
| Total | 24 | 40 | 176 | 265 | 278 | 783 |


Observation: Non-citizens report more positive responses to this statement than US citizens

## There are enough places on campus for students to meet and study v. age group

Age v. study

| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| 20-24 | 19 | 29 | 57 | 78 | 139 | 322 |
| | 6% | 9% | 18% | 24% | 43% | 42% |
| 25+ | 2 | 7 | 24 | 31 | 74 | 138 |
| | 1% | 5% | 17% | 22% | 54% | 18% |
| LT_20 | 12 | 25 | 48 | 73 | 143 | 301 |
| | 4% | 8% | 16% | 24% | 48% | 40% |
| Total | 33 | 61 | 129 | 182 | 356 | 761 |




Observation: Students 25+ years of age agree more with the statement than other ages

## The campus maintains clean grounds and buildings v. age group

Age v. clean

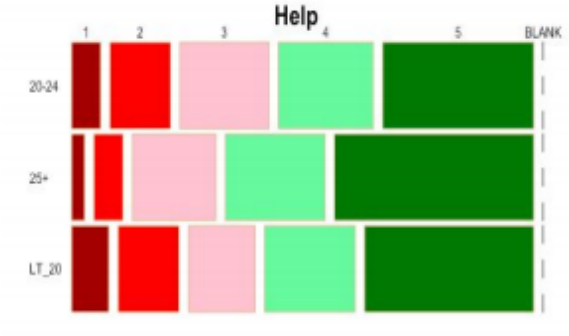
| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| 20-24 | 1 | 4 | 36 | 109 | 180 | 330 |
| | 0% | 1% | 11% | 33% | 55% | 42% |
| 25+ | 0 | 2 | 8 | 35 | 104 | 149 |
| | 0% | 1% | 5% | 23% | 70% | 19% |
| LT_20 | 1 | 8 | 27 | 107 | 167 | 310 |
| | 0% | 3% | 9% | 35% | 54% | 39% |
| Total | 2 | 14 | 71 | 251 | 451 | 789 |


Observation: Students 25+ years of age agree more with the statement than other ages

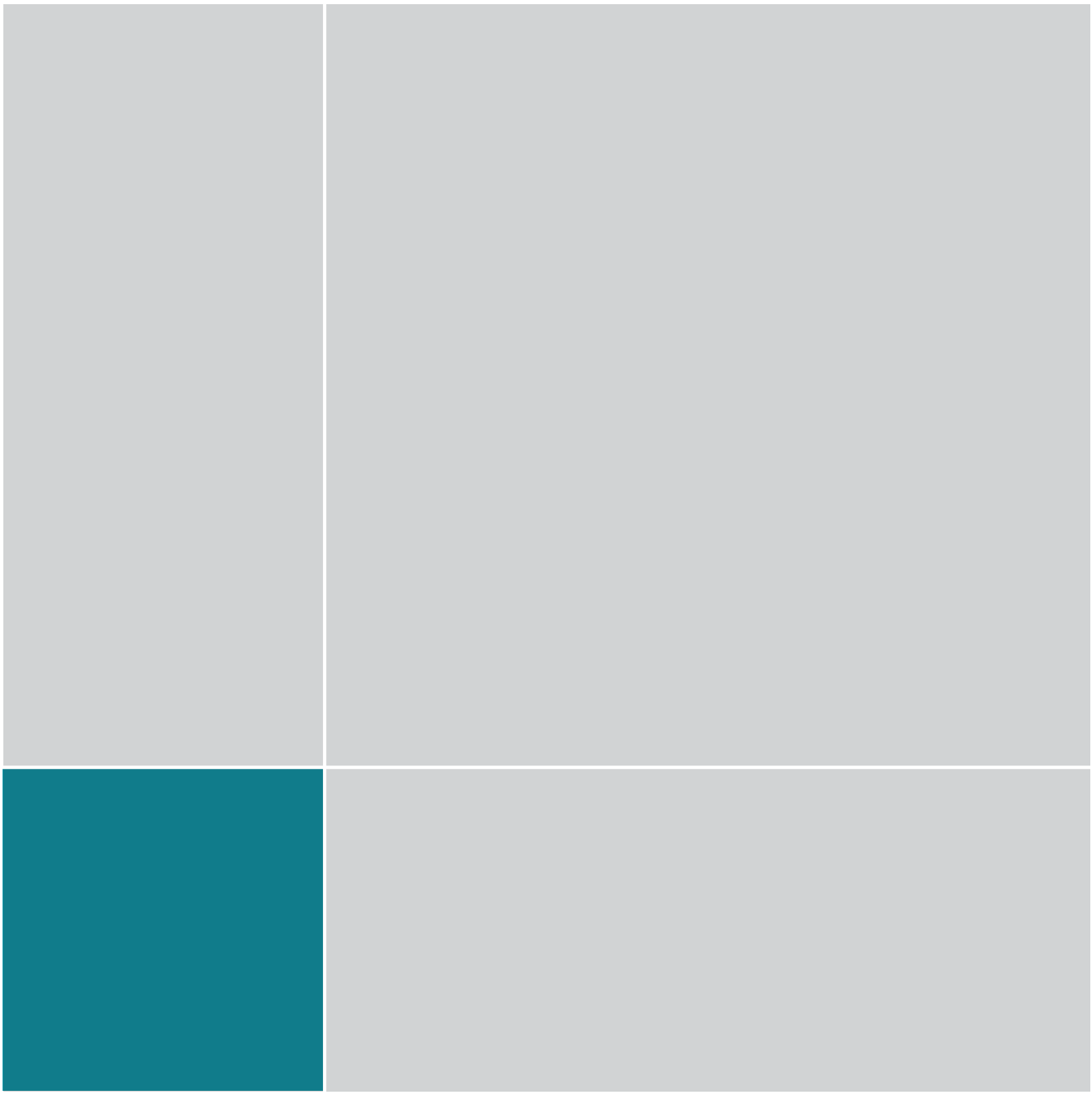
## I know where to get help if I feel unsafe v. age group

Age v. help

| | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| 20-24 | 21 | 44 | 65 | 69 | 110 | 309 |
| | 7% | 14% | 21% | 22% | 36% | 43% |
| 25+ | 4 | 9 | 26 | 31 | 62 | 132 |
| | 3% | 7% | 20% | 23% | 47% | 18% |
| LT_20 | 25 | 41 | 45 | 61 | 114 | 286 |
| | 9% | 14% | 16% | 21% | 40% | 39% |
| Total | 50 | 94 | 136 | 161 | 286 | 727 |




Observation: Students 25+ years of age agree more with the statement than other ages



ARCHITECTURE
ENGINEERING
PLANNING
INTERIORS
GRAPHICS
SUSTAINABILITY
ACCESS COMPLIANCE