

Santa Barbara City College

Aesthetic Design Standards

October 2015





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Introduction

The Aesthetic Design Standards are a means to communicate the desired look and feel for all future facilities and site work at Santa Barbara City College (SBCC) campuses.

It is essential to understand that the Aesthetic Design Standards are but a component of the larger Facilities Master Plan, which has the primary goal of promoting student success through a fifteen year long term facilities and planning vision. The Aesthetic Design Standards focus on how the overall aesthetic vision and standards support that goal. While the Aesthetic Design Standards provides benchmarks, it is not intended to be a technical or prescriptive specification. Refer to the Standards for Materials and Equipment for this information.

Why Aesthetic Design Standards?

In any facility, particularly a large institution, development of standards for facilities, site, or signage is needed to provide clarity and cohesion over time. The concept of “One College across Three Campuses”, is a key foundation of the SBCC Facilities Master Plan and drove the development of these standards. By creating Aesthetic Design Standards, future project architects, designers, and administrators can be guided to an end result that remains focused on creating the most ideal setting for supporting a successful student experience.



Students enjoying the outdoors at Main Campus



Overlooking Santa Barbara



Main Campus



Schott Campus



Wake Campus

College History

While the college draws much of its existing aesthetic inspiration from the surrounding region, the college also reflects a wide range of aesthetic styles. Founded in 1909, SBCC is one of the oldest community colleges in California. The college is composed of three aesthetically distinct campuses. The Main Campus enjoys a sprawling oceanfront site that was formerly the site of the University of California, Santa Barbara (UCSB). It is renowned as one of the most beautiful community college campuses in the country, with its Great Meadow, overlooks, and paths frequently used by the neighboring community for recreational purposes. The Wake Campus and Schott Campus each demonstrate distinctly different architectural styles and are both former elementary schools set in quiet residential neighborhoods. While both the Main and Schott campuses showcase the ‘Santa Barbara’ style seen in much of the City to varying degrees, the Wake campus reflects a distinctly Modernist departure.

The intended result of the Aesthetic Design Standards is to help tie the three campuses together to better support the student college experience. This would be achieved using common elements of architecture, landscape design, and signage design in a manner that would honor the context, history, and environment of the campuses. It is the college’s desire that the improvements would encourage students to take better advantage of the campuses’ beautiful settings to gather, study, work, play, or simply relax.

Finally, the most practical reason behind the Aesthetic Design Standards is to provide clear guidelines to architects, landscape architects, designers, facilities, staff and maintenance staff in future work at the college to promote visual harmony and streamlining of resources.



Santa Barbara culture features a strong appreciation for outdoor activities in part due to its pleasant coastal location. Kayaks line a Santa Barbara beach in the image above.



Completed in 1929 and designed by William Mooser, the Santa Barbara County Courthouse exemplifies the 'Santa Barbara Style' of architecture with its decorative ironwork, smooth plaster walls, clay tile roofs, and arched openings.



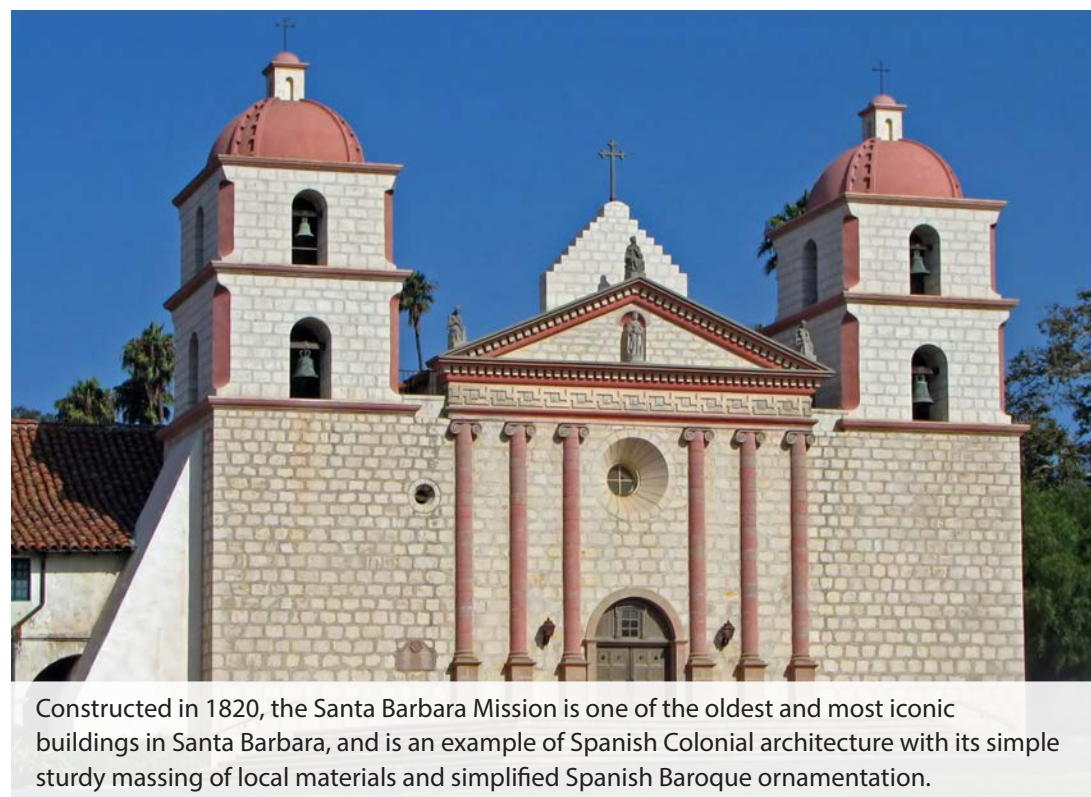
Formerly a Post Office, the Santa Barbara Museum of Art showcases smooth stucco, richly detailed arches and a stately cornice at its main entrance.



El Paseo demonstrates Spanish Colonial Revival architecture with its smooth stucco walls, balconies, awnings, and clay tiles.



El Paseo in downtown Santa Barbara is an energetic shopping area celebrating Spanish Colonial Revival architecture.



Constructed in 1820, the Santa Barbara Mission is one of the oldest and most iconic buildings in Santa Barbara, and is an example of Spanish Colonial architecture with its simple sturdy massing of local materials and simplified Spanish Baroque ornamentation.

Regional Context

In order to understand the desired aesthetic style, it is important to first understand the unique setting that is Santa Barbara. Nestled between the hills of the Santa Ynez Mountains and the Pacific Ocean, Santa Barbara is known as the “American Riviera.”

This reputation came about not only due to the prevalence of the white-washed stucco and sun-kissed red tile roofs reflecting its 18th century Spanish colonial roots, but also its Mediterranean climate, enviable coastal location, and abundance of cultural offerings.

While Santa Barbara is a sophisticated destination for tourists, it is also a warm, down-to-earth, and much-loved home to a diverse enclave of students, artists, outdoor enthusiasts, entrepreneurs, educators, and professionals who share a deep respect for healthy living, the earth, and in particular their uniquely rich ecosystem. This diverse and environmentally aware community is thanks in part to the presence of two major local institutions: SBCC and UCSB.

In spite of its long history, the City of Santa Barbara showcases a particularly consistent architectural character, with the Spanish Colonial Revival style, also known locally as the ‘Santa Barbara’ style, dominating. Inspired by the region’s enviable coastal location in its Mediterranean influence, as well as the history of Spanish and Mexican rule, the Santa Barbara style is frequently also seen in local residential architecture and much of downtown. This is largely due to the rebuilding effort following extensive damage resulting from the 1925 earthquake. Not long before this event was the 1915 San Diego-Panama-California Exposition, which popularized the Spanish Colonial Revival architectural style in California and appears to have strongly influenced the rebuilding effort. These pages provide several of Santa Barbara’s better known examples of this adoption of the Spanish Colonial Revival style.

1.1 Overview

Vision and Goals

Educational Master Plan

In January of 2014, the SBCC Board of Trustees adopted the Educational Master Plan (EMP). The EMP document provides Mission and Core Principles that create the context and structure for the future direction of the campus' strategic plans, which includes the Facilities Master Plan.

The Aesthetic Design Standards supports the EMP in several key areas:

- Strengthen college identity
- Provide equitable access
- Promote sustainability
- Foster community connection

Strengthen College Identity

The Main, Wake, and Schott campuses each have unique assets that provide a variety of experiences. Yet it is clear that the college could better realize elements of architecture, landscape, and signage design while still respecting the history, context, environments, and character of each. The college therefore decided in 2014 to contract with a team including an architect, landscape architect, and signage consultant to create Aesthetic Design Standards to help communicate a consistent college identity, promote a sense of place across the rich variety of outdoor spaces, and present a clear and unifying aesthetic across all campuses. The standardization of aesthetics used throughout the three campuses could further strengthen the SBCC brand by reflecting the Guiding Principles of the college including the support of sustainability and a sensitivity towards the surrounding sites.

Provide Equitable Access

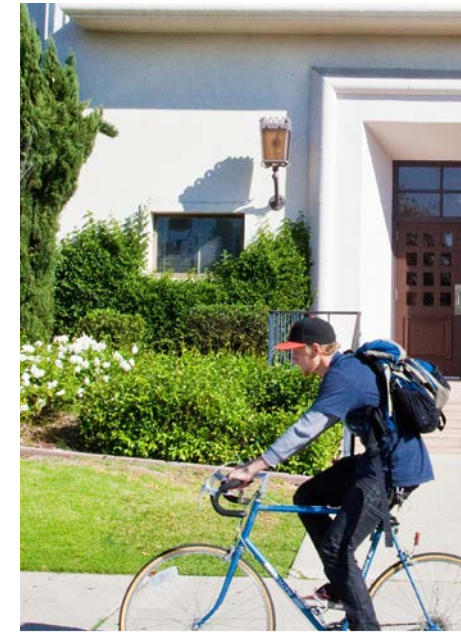
College can be an intimidating experience for new students, so it is important that the college provide a warm and welcoming experience. Many students at SBCC are the first generation in their families to attend college and may lack the benefit of familial guidance or basic familiarity with the organization of college campuses.

Improvements to entry, circulation, and wayfinding could greatly improve the student experience by diminishing the anxiety of finding a campus, class, and service, and in turn allow more time to focus on preparing for their courses or enjoying the beautiful campus locations. Developing more welcoming and clearly defined campus entrances and key intersections would help convey the significance of the college experience by giving the college a stronger physical presence and the feeling for students of belonging to something important as they arrive and move through the campuses. There is a need for a clear sense of place on each campus, with a variety of spaces appropriate to the size and scale of the campus.

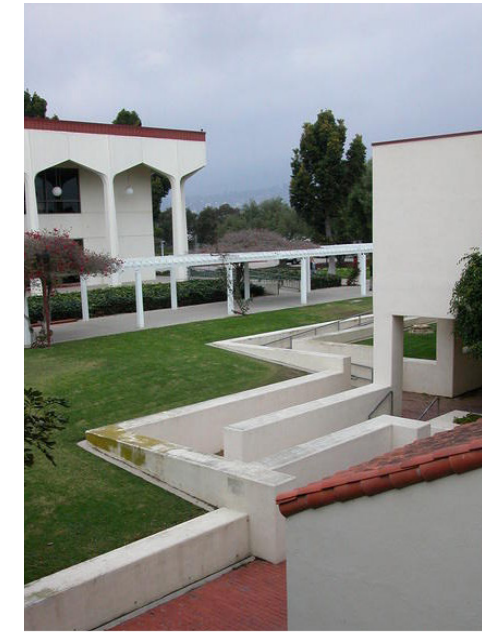
Most importantly, each exterior and interior space on campus should be equitably accessible to all students. Path of travel, access to vertical circulation and entry points need to make the experience of all users equally successful, easy to use, and safe.



SBCC Commencement



A bicyclist passes the Administration Building



Universal access at Main Campus



Students gathering at Main Campus



A community market at Main Campus



Drought tolerant landscaping at Main Campus



A job fair at Main Campus

Promote Sustainability

The college created a District Sustainability Plan in 2014 outlining the district’s commitment to transition to a more resilient and sustainable institution as outlined in the Educational Master Plan. All projects should align to the District Sustainability Plan by reducing the college’s ecological footprint while making socially responsible decisions in any improvement work. Critical to these decisions are the need to highlight the natural resources and assets of the site, and the need to reduce consumption of natural resources.

Additionally, in 2015, the college developed a set of Guiding Principles associated with the facilities master planning process. One of the principles further reinforced the Sustainability Plan in reiterating the goal of protecting and utilizing natural resources beyond regulatory minimums.

Many of the sustainability and stewardship goals found in the Santa Barbara General Plan, the Eastern Goleta Valley Community Plan, and the California Coastal Act are in fact aligned to the college’s Sustainability Plan and Guiding Principles.

This alignment supports the goal that any modernization should endeavor to make as little impact as possible to the site and surrounding neighborhoods.

Fostering Community Connection

The environment of Santa Barbara lends itself to the potential of well designed exterior spaces that can be fully utilized by students, faculty and staff. All campuses should benefit from this potential in the future facilities master plan. Purposeful outdoor gathering spaces will encourage many students to stay on campus even when not in class. Improved outdoor spaces which provide a sense of place for students to gather, study, or lounge would encourage greater engagement between students and the college. Providing a variety of outdoor spaces of varying scales would also help students to select spaces that are most suited to their personal needs.

1.2 Overview

Success Criteria

In order for the college, administration, and future designers to understand the importance of these concepts, the Aesthetic Design Standards contain the following Design Success Criteria to be used as a check-list to assure that each of these key areas are considered and promoted to the greatest degree possible when a new project of any scale or size is implemented. Refer to the Facilities Master Plan for the steps required for project review and approval. All work should be reviewed and approved based on a project meeting these guidelines:

1. Strengthen College Identity of “One College across Three Campuses”

The design should:

- Create a sense of place
- Improve cohesion and harmony
- Improve aesthetic character

2. Create Equitable Access

The design should:

- Create a welcoming environment
- Create safe and clear circulation to and between buildings
- Improve wayfinding
- Improve connectivity

3. Support Sustainability

The design should:

- Highlight natural resources
- Reduce consumption of natural resources
- Align with the SBCC Sustainability Plan

4. Foster Community Connection

The design should:

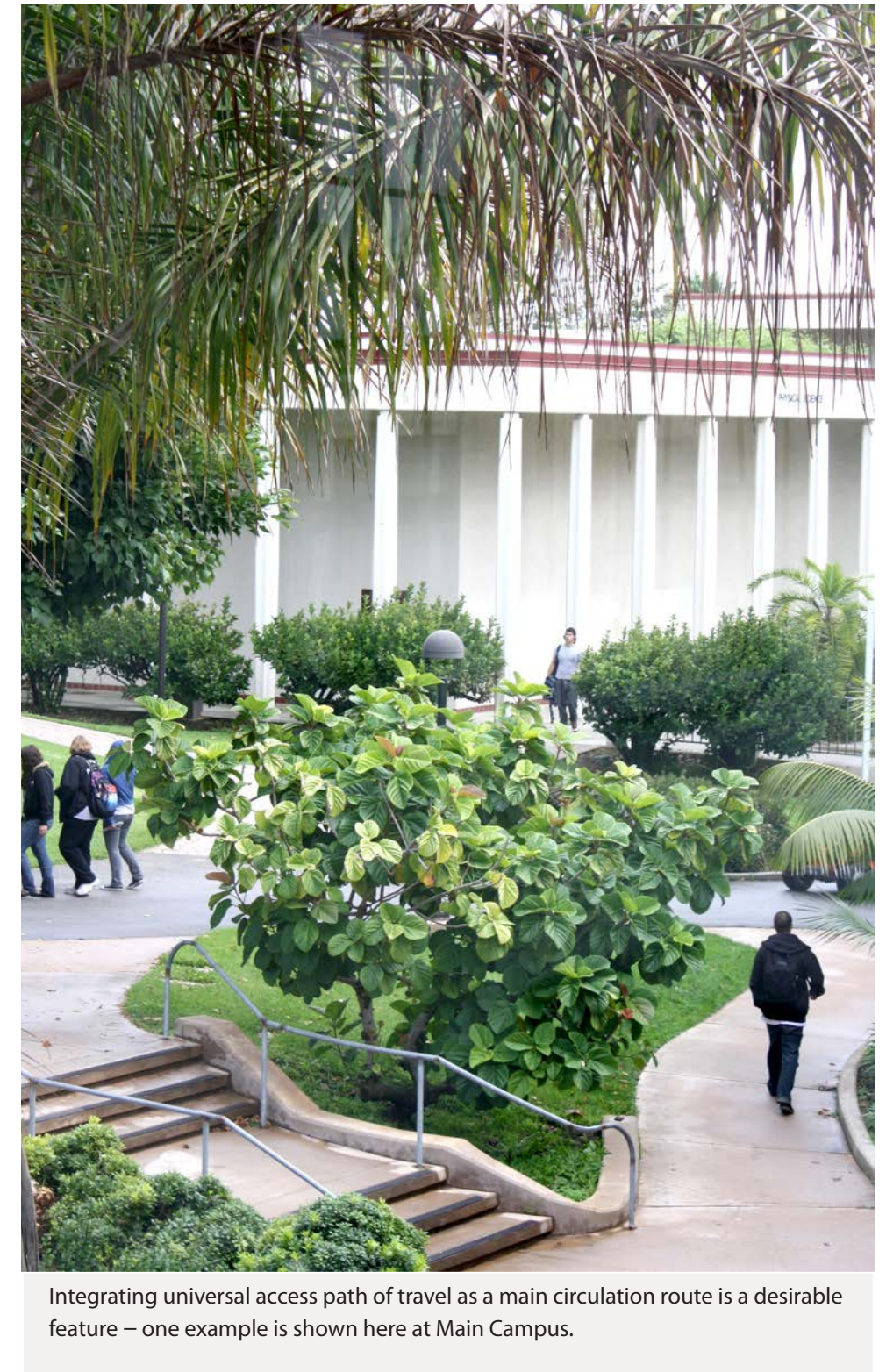
- Increase college and community engagement by providing gathering places
- Provide a variety of spaces for diverse groups
- Improve connections between the college and community



With its Spanish Colonial Revival features, Schott Campus relates to Main Campus architecturally.



A recent community event at Main Campus of car collector enthusiasts



Integrating universal access path of travel as a main circulation route is a desirable feature – one example is shown here at Main Campus.

Overarching Design Concepts



Students relax outdoors on Main Campus

In addition to the direction of the Success Criteria, there are key design concepts within the Aesthetic Design Standards that support the “One College across Three Campuses” goal. The following overarching design concepts should be considered and implemented on all of the SBCC campuses in order to create a singular experience.

1. Design the Experience to Support Student Success
 - a. Create layers of experience that are progressive and predictable to create a friendly, accessible place
 - b. Ensure each place has integrity and purpose in itself and is not simply a means to an end
 - c. Create flexible and adaptable spaces
 - d. Promote comfort and safety
 - e. Provide clear and cohesive wayfinding devices for ease of visitor navigation and improved safety
 - f. Respond and relate to surrounding conditions and buildings
2. Maximize the Natural Resources and Assets of the College
 - a. Embrace the potential of outdoor space
 - b. Increase indoor and outdoor connections
 - c. Employ sustainability practices in landscape, architecture, and signage design
 - d. Enhance connectivity between and within campuses and the neighboring community at a pedestrian scale
3. Use Integrated Design Execution
 - a. Design for projects of all sizes are fully integrated to the design standard
 - b. Any design will illustrate how it meets the Design Success Criteria and uses every aspect of the relevant Aesthetic Design Standards
 - c. Establish a harmonious college color and material palette in order to strengthen the college’s identity as one college with three campuses
 - d. Complement and expand on the SBCC Facilities Master Plan in all architectural and site design
 - e. Outline a clear procedure for the review and approval of new construction, addition, or alterations to the college
4. Design for Safety and Comfort
 - a. Design meets regulatory compliance
 1. State, County, and City Standards
 2. Universal Design
 3. California Coastal Commission
 4. Best Practices
 5. Character of Neighborhood
5. Consider Total Cost of Ownership in Design
 - a. Simple and maintainable
 - b. Materials contextual to the coastal environment



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Existing Campus Assessments

Landscape Assessments Overview

Recent construction has had minimal landscape improvements included as part of their scope. As a result, the **development of the campus landscape is largely implemented through piecemeal efforts** of the staff that oversees facilities and grounds rather than through commissioned projects. Technical standards provide some streamlining of maintenance but they are **not aligned with an overall aesthetic vision** for the campus. Each of the three campuses presents unique qualities and characters that must be considered in any future work.

Architectural Assessment Overview

Across its three campuses, SBCC hosts a range of architectural styles, reflecting its history from the early part of the 20th century to the 21st century. Many of the buildings on the Main and Schott campuses **reflect the warmth of the Santa Barbara style** in various ways. Typical features are smooth white stucco walls, terracotta tile roofs, colorful tile accents, arched openings, ornamental ironwork, and pedestrian arcades. The **increased use of natural materials** such as sandstone and a more organic, down-to-earth material treatment distinguish the Santa Barbara style from its Spanish Colonial Revival origins.

Wayfinding Assessment Overview

Research including on-site reviews and meetings with key personnel revealed a general **lack of adequate or consistent wayfinding, identification, or informational signage** on all three SBCC campuses. Additionally, the overuse of regulatory signage and temporary signage create visual clutter that could be effectively addressed through a cohesive signage standard.



Main entrance at Wake Campus



Main entrance at Schott Campus



Students gather outside on Main Campus



An Aerial view showing the Main Campus with the Santa Barbara harbor beyond and surrounding neighborhood

Overview

The Main Campus relocated to its present site in late 1950 on the Santa Barbara Mesa, a 74-acre bluff overlooking the harbor and Pacific Ocean. Because of this coastal location, most work affecting this site requires a sensitive treatment of the land and review by the California Coastal Commission and the City of Santa Barbara. As views of the Pacific Ocean are breathtaking, there is an inclination by previous designers to orient all buildings and site features towards the ocean. As a result, connectivity between many of the ocean front buildings and those more interior on the site could be improved. In addition, the east and west sides of campus are bisected by Loma Alta Drive and connected by a single, often crowded pedestrian bridge that is also used by small service vehicles.

Landscape Assessment

This backdrop offers a strong landscape setting that makes the campus a destination. The **campus is active, vivacious, and outdoor-focused.** Students come to campus in the morning and stay throughout the day, spending time outside between classes enjoying the beautiful location and socializing. This is relatively uncommon for commuter colleges, and offers SBCC an incredible opportunity to extend learning outside the classroom, and retain and attract students. It also suggests the importance of the landscape and how its future development can be a key component to the larger academic vision of SBCC.

Another unique aspect of the Main Campus is its use by the general public as an **important park-like amenity.** It is directly adjacent to vibrant neighborhoods, providing direct pedestrian connections to residential streets that allow for easy access. The surrounding neighborhood uses the grounds of the campus heavily with day-to-day activities such as dog walking and exercising, as well as larger community events and weddings. While the use by the community

puts an added demand on the resources of the college, it is welcomed and is seen as a strong asset. This relationship is vital and the aesthetic standards look to support the landscape program for the community.

Despite the spectacular setting and active daily use, the campus landscape significantly **lacks a cohesive character** and provides **minimal places for outdoor congregation.** Accessibility and wayfinding are equally challenged. Key landscape issues include:

- **Lack of accessibility measures** or non-compliance with existing measures both in the parking lots and campus pathways
- Poor implementation of landscape improvements in conjunction with new architectural projects
- **Unsafe and insufficient connectivity** between the east and west sides of campus
- **Vehicular and pedestrian conflicts at entrances**
- **Inconsistent materials and site furnishings**
- Difficult topography and circulation to create a unified and easily accessible campus
- Wind and salt spray present limitations
- **Lack of places to gather**
- Inappropriate siting of elements such as material sheds and demonstration gardens
- **Lack of access to important natural amenities** such as the oak riparian woodland
- Lack of a master plan that provides larger vision and guides evolution over time

2.1 Existing Campus Assessments

Main Campus

Architectural Site Planning Assessment

The buildings at the east side of the Main Campus are generally closer together and are based off an original quadrangle adjacent to the Administration Building created by the 1960s DMJM Architects' site design. In spite of its formality, subsequent buildings have tended to be piecemeal, infilling available spaces in between or on the edges of other buildings. Several modular classrooms are also present on the Main Campus. The west side of the Main Campus, developed primarily in the 1990s, has a different character from the east side of the Main Campus in that it features many large buildings spread out on a sprawling landscape with few sheltered gathering spaces.

Existing Architecture Assessment

The college's Main Campus enjoys a 74 acre ocean-front bluff as its home, which is bisected into east and west sides of campus by Loma Alta Drive. Of the three, this campus has the greatest range of architectural styles with buildings added to the campus over time. The following images provide a sampling of the various present styles and their relationship to the broader campus aesthetic. The Administration and Business Communications Buildings are excellent examples of the Santa Barbara style in their use of terracotta roofing, smooth white stucco walls, and arched elements.

Several buildings designed by DMJM Architects in the 1960s employ the International Style in their blending of modern and classical architecture: Student Services, Physical Sciences, and the Sports Pavilion take the position of treating the buildings as geometric objects laid out in a classical form. At the time of their construction, the buildings dominated the landscape rather than blending into the natural setting. These buildings feature smooth facades broken up by storefront glazing, pilasters or columns, and only hints of the Santa Barbara

style in the use of white stucco or terracotta parapet coping.

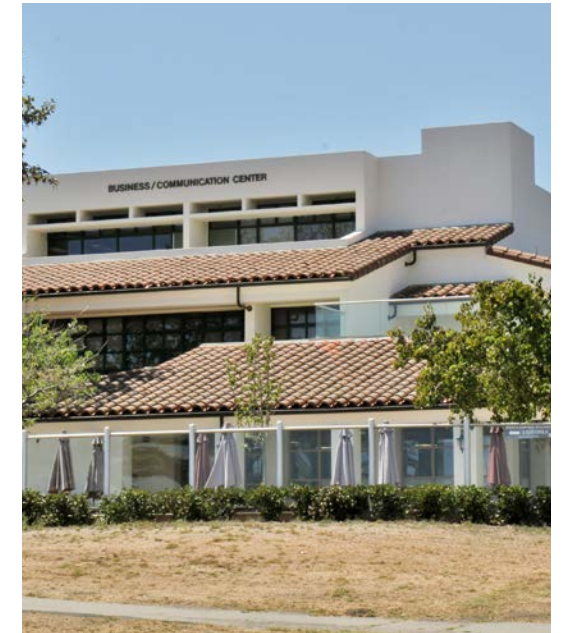
Of the more recent renovations, the Campus Center at the east side of the Main Campus honors the materials of the Santa Barbara style in a modern interpretation, using the terracotta color in vertical shading fins, a sandstone base, and white stucco in the facade treatment.

The Humanities Building renovation completed in 2012 repeats the use of white stucco but maintains a close relationship to the ground plane in its low massing and emphasis on horizontality through an abundance of horizontal control joints.

The West Campus Classroom and Office Building uses materiality to relate to the Santa Barbara style. Here white stucco and a sandstone base reference Santa Barbara style, while a playful arrangement of curtain wall mullions recalls the pier supports at the coastline.



The Administration Building features the terracotta tile, ironwork, and white stucco of the Santa Barbara style.



The Business Communications Building employs Santa Barbara style elements of white stucco and terracotta roofing.



The Student Services Building references classical architecture in its double height arcade but uses Santa Barbara materiality.



The Campus Center references the Santa Barbara style in its use of natural materials.



The Humanities Building's uses white stucco in a more modern pattern of horizontal, linear pattern of joints.



The West Campus Classroom and Office Building is a contemporary building that references the Santa Barbara style in its use sandstone and stucco.



Students take advantage of great climate at Main Campus' outdoor gathering spaces.



SBCC has moved toward more sustainable landscaping with drought tolerant planting.



Providing shading at large glazed openings helps minimize air conditioning costs, as in the Garvin Theater.

In viewing the existing architecture at Main Campus through the lens of the Design Success Criteria, one can observe the following:

1. Strengthen College Identity – The repeated use of familiar architectural detailing from the Santa Barbara style is an effective tool in connecting the varying building styles together on the Main Campus. This would be further supported with a consistent palette of additional architectural, landscape, and signage elements.

2. Create Equitable Access – Creating an accessible path on Main Campus can be a challenge due to the natural topography of the site. The steep grade differences have resulted in interventions such as a multi-switchback ramp between the Sports Pavilion and the Bookstore above. Some buildings, such as the Administration Building, West Campus Classroom and Office Building, and Campus Center are successful at creating a clear main entrance and connection to the site circulation. Others such as the modular classrooms show unattractive approaches to ADA compliance with high piles of asphalt paving ramps versus a more integrated approach. While the college has begun a Transition Plan to achieve accessibility, comprehensive planning is recommended to avoid piecemeal alterations and improve the aesthetics of any remediation.

3. Support Sustainability – Both newer and older buildings exhibit some respectable sustainable design practices to be drawn upon. Buildings on the east side of campus tend to be clustered closer together, reducing the impact of long utility runs or site alterations in their construction. The more recent West Campus Classroom and Office Building, Campus Center, and Humanities Buildings take greater advantage of natural daylighting to reduce lighting loads.

However, there are many items of note that compromise the college's sustainable goals. While many energy efficiency studies and improvements have been made, continuing efforts must be made to update older equipment in buildings such as HVAC equipment, elevators, or other equipment which are invariably inefficient compared to newer models and should be refurbished or replaced. Water use reduction could be improved through the replacement of older plumbing fixtures and aging pipes, or better controls and monitoring devices. Consideration of the building envelopes (outer walls and windows) and energy efficiencies are key in new and renovation projects. Building orientation and openings should be designed to maximize natural ventilation.

4. Foster Community Connections – Main Campus has several areas of pleasant outdoor gathering or recreational spaces that encourage public interaction, such as the Great Meadow and pathways lining overlooks. An increased variety and quantity of such spaces or amenities catering to the public could further develop these connections.

2.1 Existing Campus Assessments

Main Campus

Wayfinding Assessment

Main Campus has two primary entrances that provide access to its east and west sides. These entrances are not well marked yet they create an opportunity to announce a visitors arrival and be a marked gateway to the campus.

The Main Campus is used by the general public, in addition to academic visitors. The current **inconsistent and sporadic signage creates a barrier** to all visitor types. Diverse modes of circulation to and through the campus including automobile, bicycle, skateboard and walking, have not been adequately considered.

Main Campus has the same wayfinding issues as the other SBCC campuses:

- **Lack of clearly identified entries**
- **Lack of wayfinding guidance**
- **Lack of signage consistency**
- Too many regulatory signs create a **negative tone**
- Temporary signs create a low-quality sensibility
- Lack of wayfinding support of landscape, architecture and destinations undermines success criteria



East entry at the Main Campus is not clearly identified



Too many regulatory signs at entries and throughout the campus create clutter and project a negative sensibility



Existing signage has legibility issues and is in disrepair



West entry at the Main Campus is identified, however the sign is located away from the roadway and not visible from a distance.



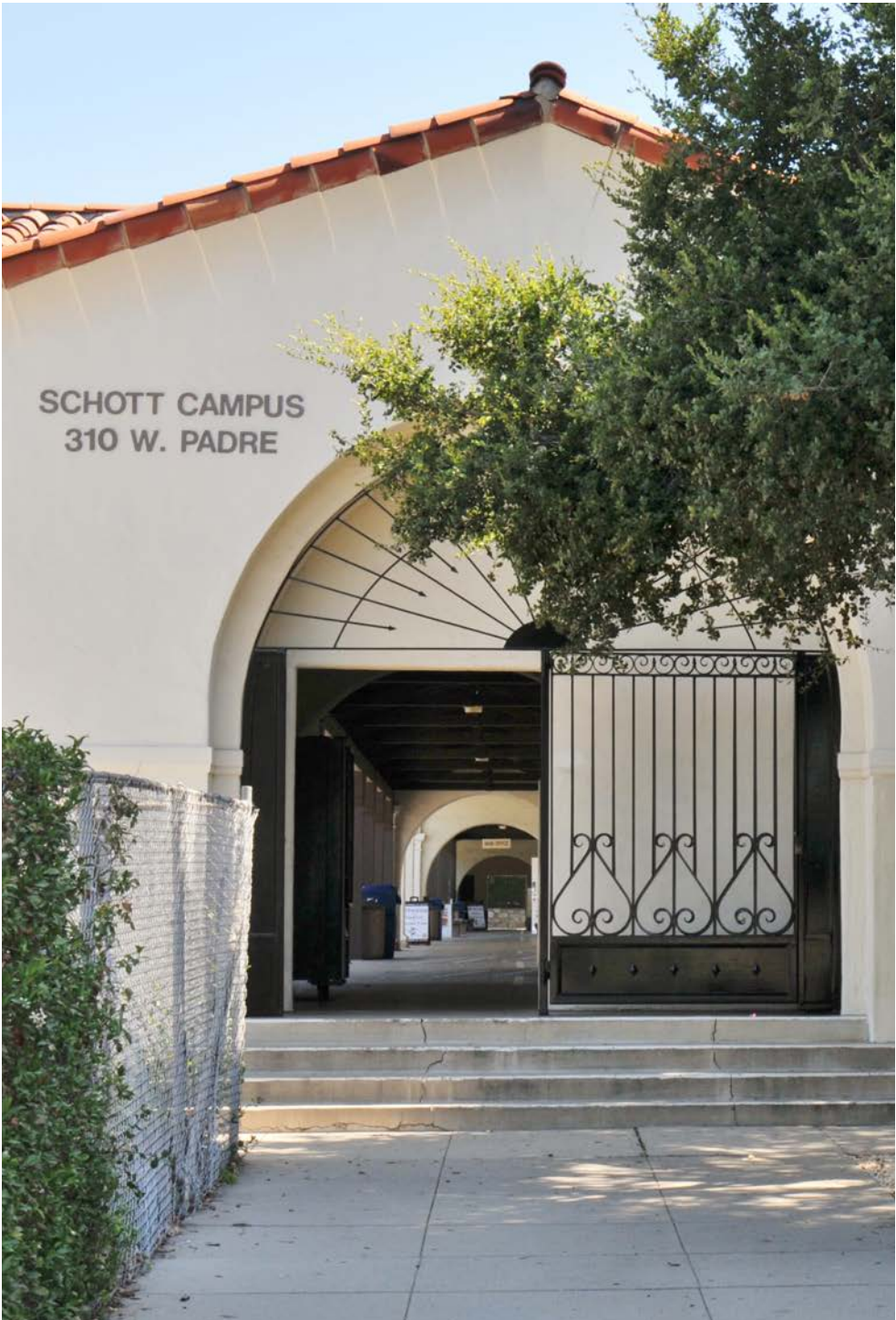
Within the very inconsistent current signage, the newer information kiosks are functional and are well constructed and in good condition



Schott Campus at the corner of West Padre Street and Bath Street



Landscape upgrades at the Schott Campus feature drought tolerant planting and decreased lawn area.



The main entrance at the Schott Campus

Overview

Schott, a former elementary school site built in 1935 and acquired by the college in the 1970s, is located downtown and is nestled in a desirable neighborhood primarily comprised of single family homes, a medical complex and multi-residential properties.

Landscape Assessment

Significantly smaller and more unified than the Main Campus, the landscape has a simple structure. The complex is framed by a typical streetscape with buildings set back from the road and framed by a traditional lawn and accent planting. Inside the complex, a large parking lot dominates the landscape and bleeds into the building entrances without any visual reprieve. An arcaded walk that leads to individual classroom entrances is the strongest feature, but also suffers from **accessibility issues**. Key landscape issues include:

- **Absence of social spaces** that support gathering
- Unattractive and **non-compliant transition from pedestrian arcade** to parking lot
- Degrading paving in the parking lot
- **Lack of trees** in the parking lot
- Lack of a master plan to provide larger vision and guide evolution over time

Architectural Site Planning Assessment

The compact, 3.2 acre campus is the only campus with a **dominant and distinct architectural style**. Its richly detailed Spanish Colonial Revival style and low lying massing complement the surrounding residential neighborhood and are strongly connected to other civic and educational buildings in the City of Santa Barbara and Santa Barbara Unified School District.

Existing Architecture Assessment

Of the three campuses, the Schott Campus has the most uniform architectural style within its own site. The Spanish Colonial Revival style is evidenced throughout this U-shaped campus with elements including the terracotta barrel tile roof, arched openings, smooth white stucco walls, intricate ornamental ironwork, exposed timber, and pedestrian arcade. The plan creates an inward-looking campus and could be used well for quiet, introspective functions. Originally an elementary school, functionally the classrooms are small for community college courses and many of the features are sized for elementary students. Some of the offerings focus on arts and crafts coursework requiring ample storage for equipment and art pieces. This has led to the addition and use of several shed storage structures on the north side of campus, which do not respect the architectural style and were not built for the current use. Additionally, several modular classrooms have been added to the north end of the parking lot which also do not complement the original architectural style.

In viewing the existing architecture at Schott Campus through the lens of the Design Success Criteria, one can observe the following:

1. Strengthen College Identity

The Spanish Colonial Revival style exhibited at the Schott Campus is a **familiar architectural style** also seen in elements at the Main Campus. An addition to the east wing of the campus is visibly different in the quality of the architectural detailing. This should be avoided in any future additions or renovations.

2. Improve Equitable Access

Universal access is a notable concern at the Schott campus, where elevated door thresholds, narrow doorways, second story offices and varying grade differences between the parking lot and arcade do not allow a clear and accessible path of travel.

3. Support Sustainability

Older buildings, HVAC equipment, lighting, and other equipment should be evaluated and are likely at the end of their useful life and **are not energy efficient**. Water use reduction should be improved through the replacement of older plumbing fixtures and aging pipes, or better controls and monitoring devices. The existing building envelope (outer walls and windows) of both the permanent and temporary facilities are originally designed to be energy efficient.

4. Foster Community Connections

Additional exterior gathering spaces and more welcoming entries would also foster more community engagement. A separation from the parking lot to the arcade and consideration of building additions to replace aging storage and portables could provide opportunity for creation of protected spaces for social gatherings between classes.



This pedestrian scale arcade at Schott Campus is a common feature of the Spanish Colonial Revival and Santa Barbara styles. However, the arcade has an abrupt transition to the parking lot.



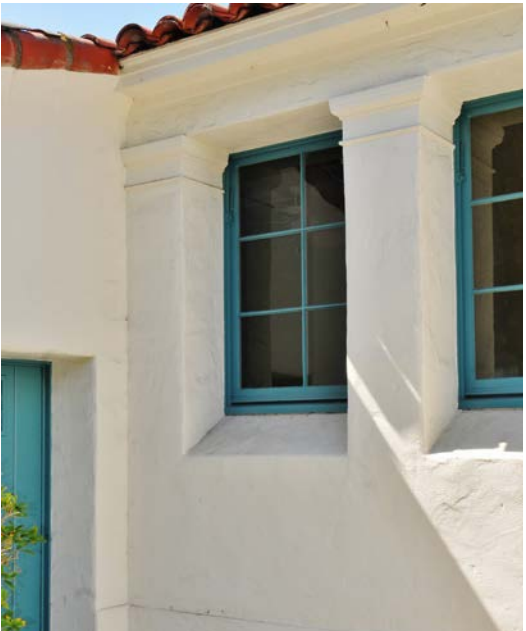
Storage sheds at the Schott Campus do not match the existing architectural style.



The use of exposed solid timber framing and brackets is a defining element at the Schott Campus.



Intricate ornamental metalwork at doors, windows, and roof cornices are a feature at the Schott Campus.



Deeply set windows emphasizing wall thickness are a common hallmark of the Spanish Colonial Revival Style.



The Spanish Colonial Revival style featuring arched openings and arcades with exposed timber is consistent across the Schott Campus.



Art classes store materials in spaces not intended for workshop type functions at the Schott Campus.



Architectural detailing at the Schott Campus includes ornamental iron brackets and arched openings.

2.2 Existing Campus Assessments

Schott Campus

Wayfinding

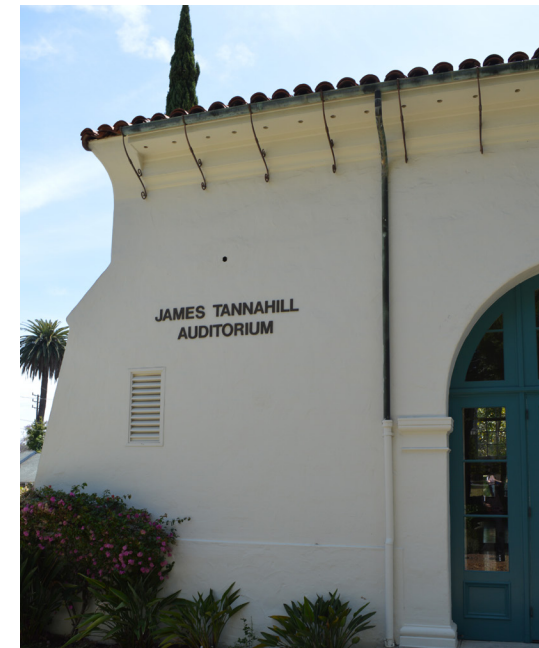
The Schott Campus is well marked at the corner of West Padre Street and Bath Street. The campus parking entry and other prominent corner are not well marked. The existing signage throughout the campus is sporadic and inconsistent.

Schott has the same wayfinding issues as the other two SBCC campuses:

- **Lack of clearly identified entries**
- **Lack of wayfinding guidance**
- **Lack of signage consistency**
- **Too many regulatory signs create a negative tone**
- **Temporary signs create a low-quality sensibility**
- **Lack of wayfinding support of landscape, architecture and destinations undermines success criteria**



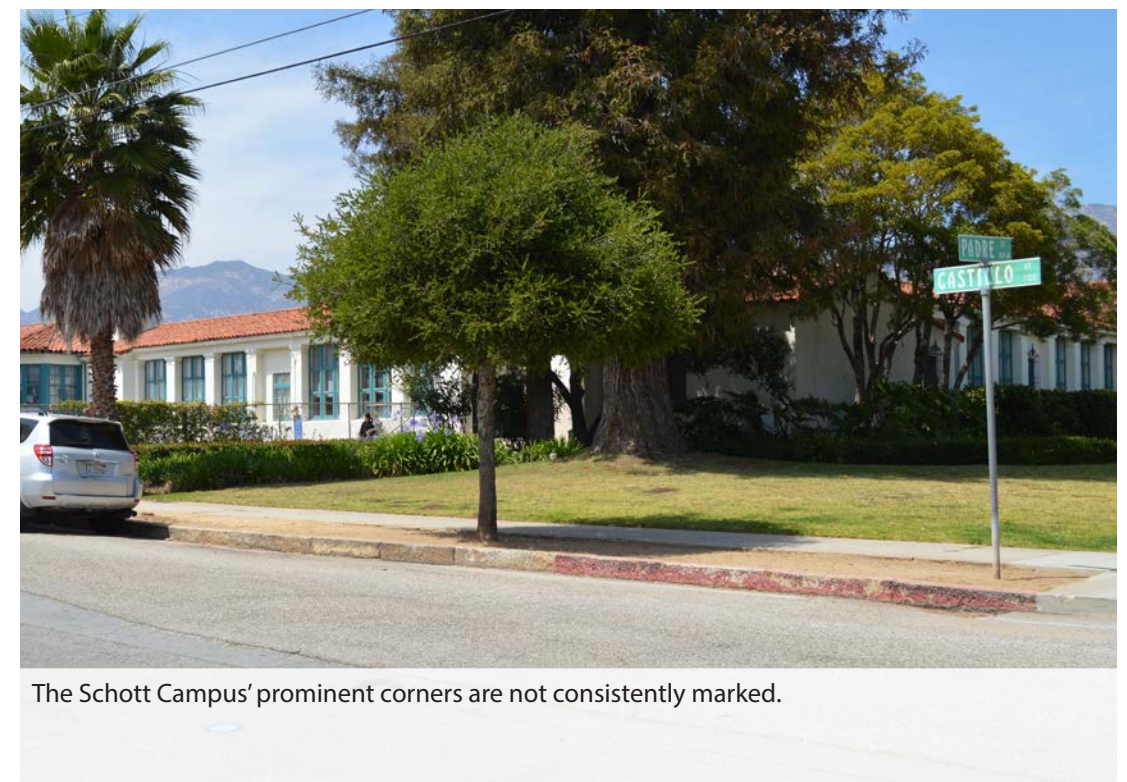
One of the Schott Campus' corners is well marked, however parking and other identification opportunities are not well considered.



The primary building's identification signs follow a consistent approach but are not visually linked to other campus signs.



The exterior outside corridor is inconsistently signed.



The Schott Campus' prominent corners are not consistently marked.



While the Wake Campus is ringed by Eucalyptus trees, the campus core lacks vegetation. With approximately half of campus paved, the area creates a heat sink for both the college and neighborhood.



A lush landscaped area greets visitors at Wake Campus.



The Wake Campus buildings are at significantly higher grade than the surrounding parking lots, as shown above.

Overview

The Wake Campus was originally Cathedral Oaks School (built in 1956) and was acquired by the college in the 1970s. A former mid-century elementary school site, Wake Campus has a unique setting and geographic separation from the other two campuses. Towards the west in the unincorporated area of Santa Barbara County, the campus is in a less dense, more suburban area.

Landscape Assessment

The most distinct landscape feature is the garden courtyard that is at the main entrance to the campus. The space provides some seating, but mostly serves to provide a lush, shaded court that presents a strong landscape at the “front door”. Otherwise, the built landscape is very utilitarian, with many of the adult education classes using exterior space for projects.

Key landscape issues include:

- Significant topography that impacts access and future development
- Many mature Eucalyptus trees that provide a visual frame but pose potential fire and limb failures
- **Unclear circulation**
- **Minimal presence** from street
- **Lack of vegetation** in the core part of campus
- Lack of a master plan that provides larger vision and guides evolution over time

Architectural Site Planning

Originally arranged in a courtyard plan with the multipurpose room, administration, and classrooms surrounding a landscaped area, the school saw numerous additions over the years. These included several modular buildings. The north and east periphery of the campus slope steeply down to the surrounding parking lot. This grade difference between the campus site and the surrounding parking lot provides an optimal opportunity to design buildings with a strong presence upon approach from below.

Existing Architecture Assessment

Originally built as an elementary school, the Wake Campus is a modernist construction with concrete masonry unit walls, clerestory windows, steel breezeways, and deep roof overhangs common to its era. The exterior overhangs and interior finishes of the original buildings are deteriorating and are likely to contain hazardous materials. Like the Schott Campus, the campus was not functionally designed for the courses currently taught there. As a result, the campus is lacking a fire hydrant and the original classrooms are typically too small for the intended functions. This led to the construction of numerous unpermitted storage sheds, enclosed patios, and other structures over the years, creating potentially unsafe conditions in particular for the arts and crafts classrooms. **In addition to the fire and hazardous material concerns, the age of the buildings mean that they do not meet seismic safety or accessibility requirements** for current code and would require extensive work and cost to upgrade.

In viewing the existing architecture at Wake Campus through the lens of the Design Success Criteria, one can observe the following:

1. Strengthen College Identity

The existing modern architectural style has little relationship to the styles at the other two campuses or to Santa Barbara architectural style. Due to the state of the buildings and the recommendation to replace, new buildings could be designed to better relate to the Main and Schott campuses. The style should be contextual to the Wake neighborhood while creating a look and feel that will speak to the identity of a campus for the education of adult learners. Additionally, landscape and signage design could complement the other two campuses.

2. Improve Equitable Access

The natural grade difference between the campus site and its periphery to the north and west provide some inherent challenges. However an accessible path of travel from the street to the interior of site could be achieved with a campus replacement. Currently there are numerous accessibility issues with elevated thresholds and door clearances. While the campus is easily accessible via automobile at the front of the campus, it is recommended that pedestrian access safely planned away from vehicle traffic be encouraged in replacement campus planning.

3. Support Sustainability

The age and condition of the Wake Campus buildings have exceeded their useful life, and modernizing the buildings to meet code would not merit the expense when the current spaces already are inadequate to meet the needs of the programs. A completely modernized replacement of the campus could meet or exceed current sustainability standards.

4. Foster Community Connections

The current facility has no central gathering spaces or support spaces for students between classes. Additional exterior gathering spaces and more welcoming pedestrian entries could also foster more community engagement. These types of gathering spaces could be both interior and exterior.



Visitors to the Wake Campus are greeted at the main entrance by a Modernist concrete masonry unit building and a painted steel breezeway with canted I-beam columns.



Modular buildings and unpermitted additions at Wake Campus



The original buildings featured clerestory windows to admit light and ventilation without distracting students with views.



Construction Academy projects at Wake Campus



A significant grade difference at the Wake Campus puts the buildings on a "pedestal" in relation to much of the parking.



Eucalyptus trees ring Wake Campus

2.3 Existing Campus Assessments

Wake Campus

Wayfinding

The Wake Campus does not have a well marked entry due to visual clutter. The campus parking lot, which is the first area experienced by visitors when approaching and entering the campus, is surrounded by a chain link fence on which many banners are hung. This creates visual confusion. The existing signage throughout the Campus is sporadic and inconsistent. There is no continuity in how signage is implemented and the wayfinding is difficult to understand, where it does exist. Wake has the same wayfinding issues as the other two SBCC campuses:

- **Lack of clearly identified entries**
- **Lack of wayfinding guidance**
- **Lack of signage consistency**
- **Too many regulatory signs creates a negative tone**
- **Temporary signs create a low-quality sensibility**
- **Lack of wayfinding support for landscape, architecture and destinations undermines success criteria**



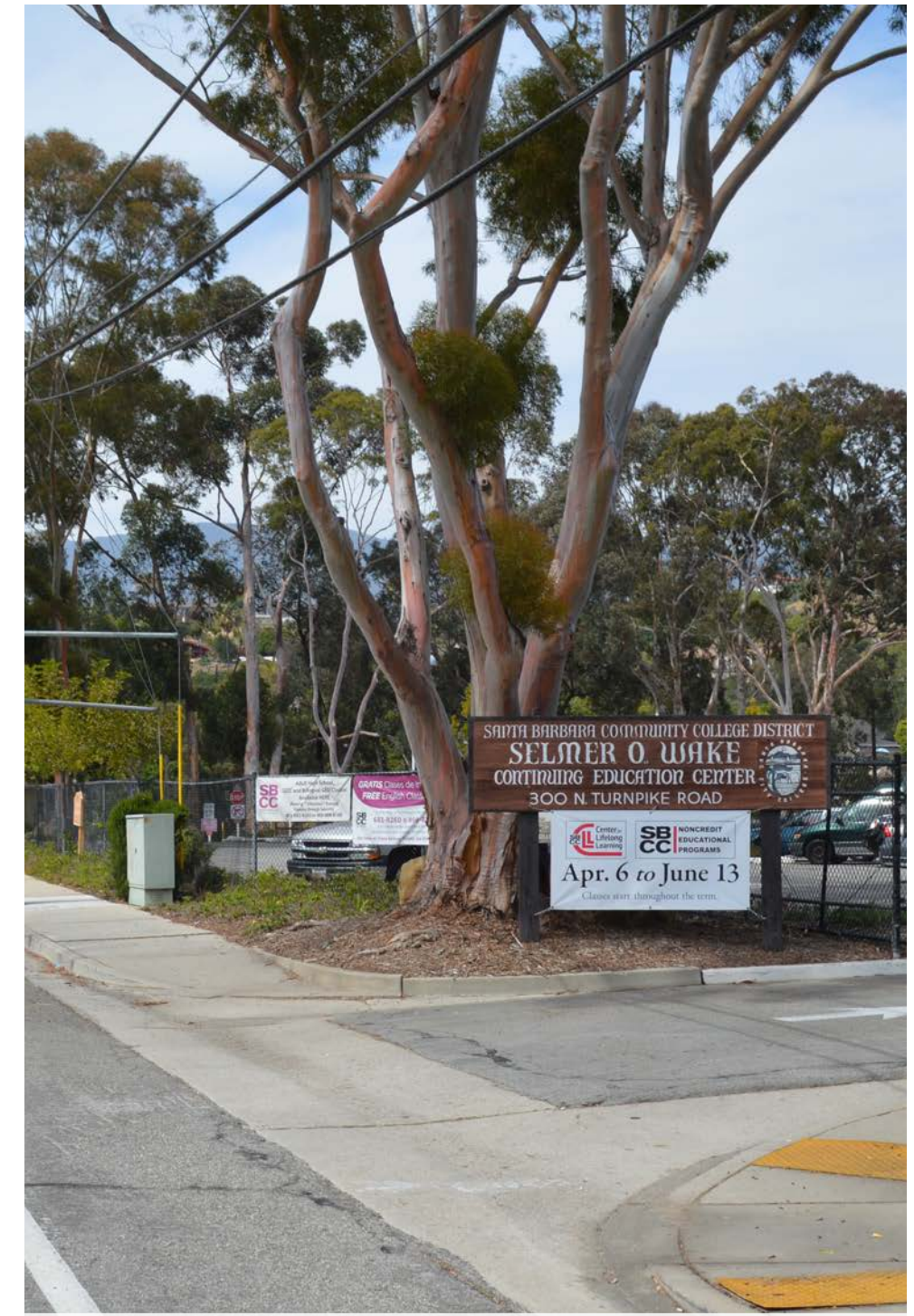
Building identification is not consistent from destination to destination.



Wayfinding guidance is inconsistently implemented and needs clarification.



The vast parking lot is not adequately signed.

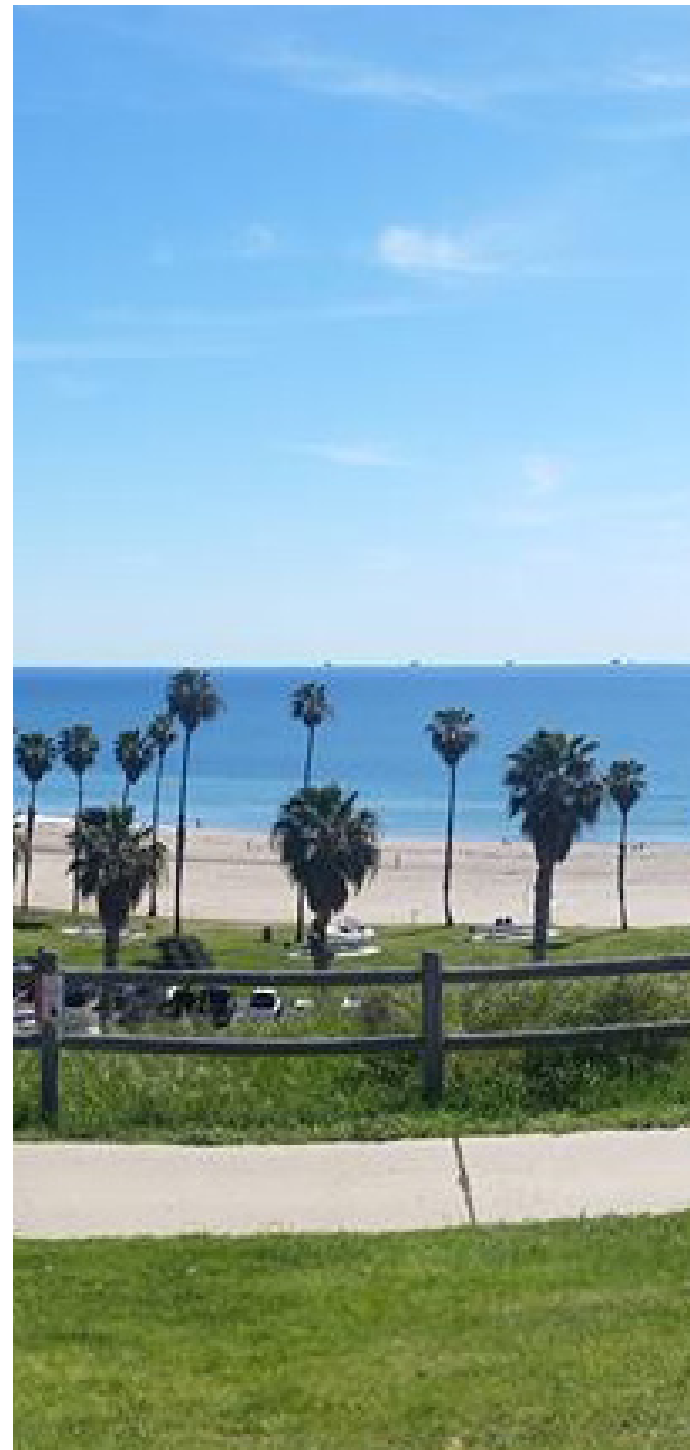


The Wake Campus main entry is confusing with multiple signs and banners.

Landscape Guidelines



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Main Campus



Schott Campus



Wake Campus

The landscape of SBCC contributes greatly to the vitality of the college. Not only does it help shape identity, it is the grounds for important social and intellectual interaction within the college community. Unfortunately the development of the landscapes at the three campuses do not meet their full potential. The landscape aesthetic standards aim to create a vision that will guide future improvements creating over time a socially vibrant campus that is aesthetically cohesive.

The typologies laid out in the following pages define the types of spaces that are appropriate for SBCC. They build off of and expand upon the diversity of existing spaces that can be found today. These standards establish a language and aesthetic guidelines for future development and include:

- Campus Thresholds and Entries
- Gathering Spaces
- Learning Landscapes
- Universal Design
- Grading and Drainage
- Site Lighting
- Parking
- Campus Connections

Landscape Aesthetic Character

Santa Barbara is considered an important leader in the development of the landscape architectural design style that dominates California's gardens today. The city of Santa Barbara's rich landscape history was heavily influenced by the Spanish Mission and Spanish Colonial periods from the late 1700s and 1800s. The early part of the 20th century saw the development of estates built in the Spanish Colonial Revival style and the design of their gardens borrowed heavily from these early architectural aesthetics. The campus landscapes could easily adopt the palette of the Mediterranean landscape due to similar climates – a palette that for the rest of the country was considered exotic. As California developed through the 20th century, the Mediterranean style that developed in Santa Barbara and other Southern California cities merged with the California style that was being developed in the Bay Area. These attitudes and aesthetic approaches to landscape design can now be found throughout the state.

Notable aesthetic characteristics that define the style of landscape design that emerged from Santa Barbara and continue to influence the region today include:

- Extension of architecture into the landscape, creating strong relationships between inside and outside
- The use of walls or strong planted edges to create exterior rooms
- Clearly defined geometric patterns and symmetrical arrangements
- Arcaded exterior walkways
- Use of stucco, tile and regional sandstone
- Adoption of Mediterranean vegetation that includes palms, citrus and other culinary plants formally configured

- Use of California natives, succulents and cacti as ornamental garden plants
- Fountains and pools that evoke a reverence for water
- Attitude that landscape spaces should be living spaces

SBCC and the Santa Barbara Landscape Design Legacy

The rich design legacy of Santa Barbara promoted the importance of landscape as a critical unifying element. Given the varied architectural styles at SBCC's three campuses, future projects should employ landscape to create a cohesive sense of identity for the college district. Beyond the consistent use of materials and plants throughout the campuses, an approach to the design of landscape spaces – their form, relationship to architecture and the relaxed attitude that has come to define Santa Barbara – are at the heart of the development of the landscape aesthetic standards.



Architecture on the Main Campus bleeds into the landscape with an arcaded walkway; the stucco walls frame a courtyard of Mediterranean and California native vegetation.



A citrus arbor at Lotusland demonstrates the formal use of Mediterranean vegetation.



A palette of California natives at the Santa Barbara Botanical Gardens.



Exterior walls and planting create outdoor rooms at the Casa del Herrero.



An arcaded exterior walkway extends into the landscape and defines space at the Casa del Herrero.



The architecture extends into the landscape as an exterior wall of stucco frames an outdoor space punctuated by California native plantings and a central fountain at the Val Verde Estate.



Walls and an arbor define the edges of a formal garden of Mediterranean plantings at Casa del Herrero.



An entry into the Mediterranean style architecture at Schott Campus, framed by California native and formal plantings, aligns with the traditional Santa Barbara aesthetic.

3.1 Landscape Guidelines

Campus Thresholds and Entries

Introduction

The entries at SBCC should be distinct and reflect the college's identity. They need to be legible and scaled appropriately. At SBCC, each campus has a hierarchy of entrances that serve diverse modes of transportation. Given the varied settings for each of the campuses, the approach to the entries needs to respond to specific conditions that correspond with traffic flows, the relationship to the adjacent public streets, and the number of entrances the campus is accommodating. What is important aesthetically is that there is **an approach that feels unified but capable of being adapted at each site.**



Schott Campus entrance



Wake Campus entrance



West entrance of Main Campus along Cliff Drive



Simple planting helps support clear orientation and distinction at entrance.



Plant trees formally along roads to create a visually distinct entrance.



The sign should be oriented for greatest legibility from the street, and the scale of the entry drive should slow traffic.



Strengthen pedestrian connections at the entries into campus.

Vehicular Entrances and Entry Roads

These spaces should be **legible, distinguished and welcoming**. Overly ornamental planting or multiple signs that try to convey varying pieces of information should be avoided.

The Entry Roads into campus should clearly direct visitors to the appropriate location. Currently the Entry Roads to all campuses prioritize vehicles, with exception the exception of Schott which has entries to the parking lot towards the back edges of the campus. Pedestrians and bicycles have a much harder time navigating entrances, particularly at the Main Campus.

The landscape should achieve the following goals:

- Create a strong yet minimal design that has **visual legibility and is comfortable to maneuver**
- **Create clear orientation that is easy to navigate and welcomes the first time visitor**
- Planting should be restrained and formal, and of an **appropriate scale to promote visibility and safety**
- Signage should be oriented for greatest **legibility** from the street
- Lighting should illuminate important information
- **Landscape aesthetic should be in character with the larger campus landscape**
- Scale of entry drive should **slow traffic down**
- **Strengthen pedestrian connections at the entries into campus**
- **Create designated bicycle lanes along all entry roads**
- **Scale roads to reduce the speed of traffic** and route vehicles directly to parking lots to keep them out of the campus core.

3.1 Landscape Guidelines

Campus Thresholds and Entries

Bus Entrances and Drop Offs

Similar to Vehicular Entrances, Bus Entrances and Drop Offs should be **simple, yet inviting**. The engineering program of these spaces should be elegantly integrated into a holistic design that creates a court or plaza like space. With five different bus lines serving the Main Campus, this mode of dropping off is quite active. Most of the drop offs take place on the east side of the campus. The aesthetic approach to the design of these spaces include:

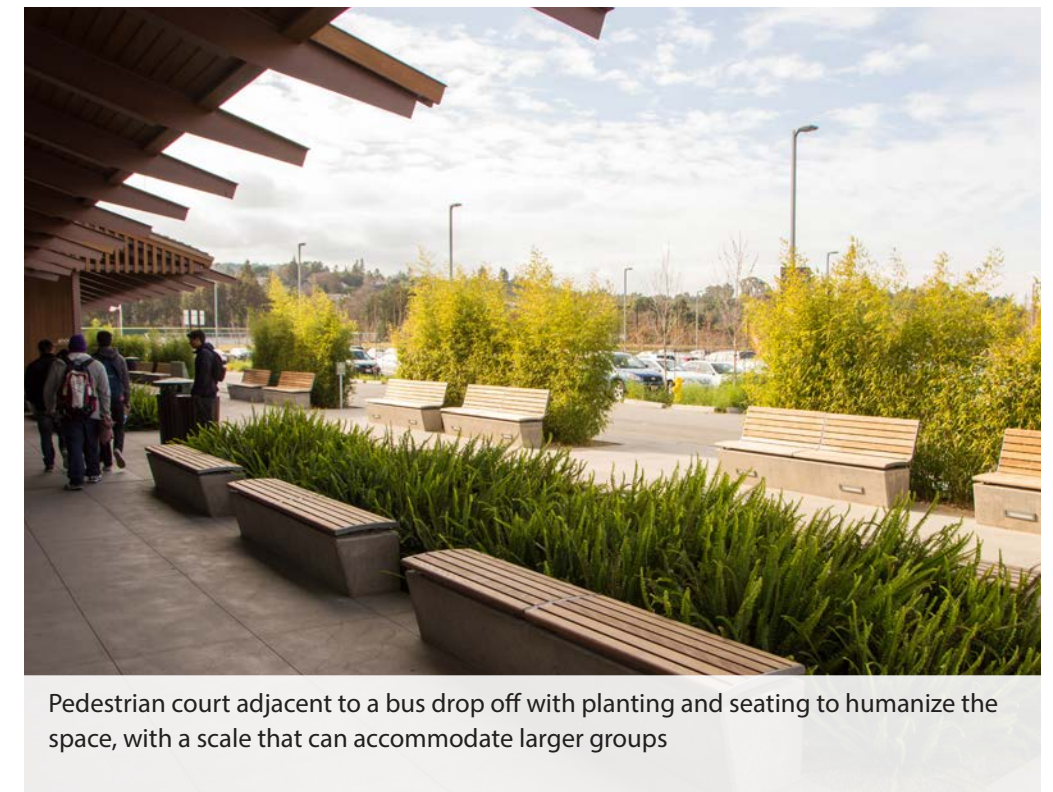
- The space should **favor pedestrians with ornamental concrete or pavers rather than asphalt**
- Trees should be planted formally to **frame, shade and delineate the space**
- Major shared pathways should lead from the drop off to **create a direct connection to the heart of campus** including the main accessible pathways
- **Pedestrian areas should be scaled to accommodate larger groups** during high use times
- Bus information should be organized and integrated with kiosk signage in an **easy to read format**



Drop off area at the west side of the Main Campus



Formal trees delineate the space



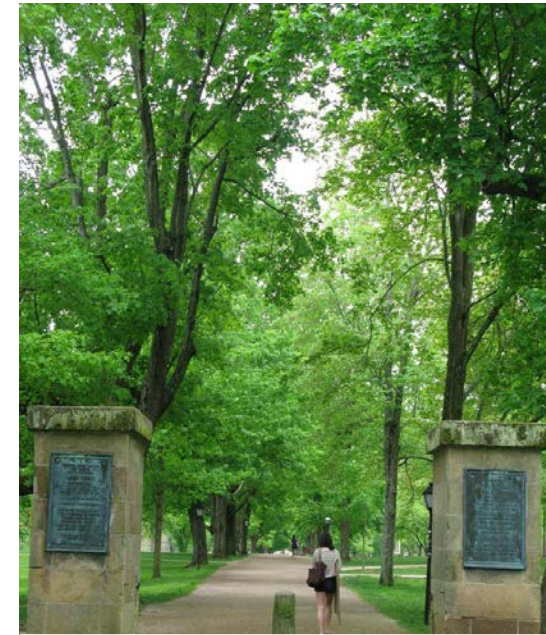
Pedestrian court adjacent to a bus drop off with planting and seating to humanize the space, with a scale that can accommodate larger groups



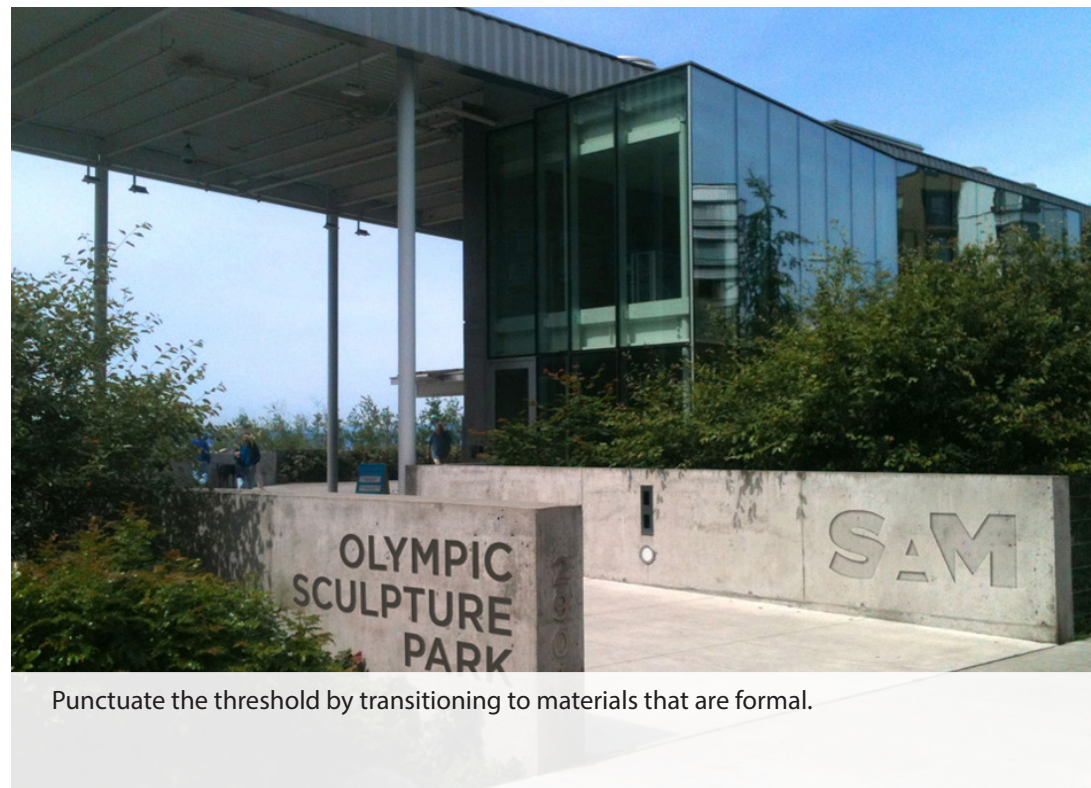
The existing pedestrian entrance into the west side of the Main Campus lacks any campus identification or sense of arrival.



Wayfinding signage can announce arrival onto the campus as well as orient a visitor to the campus.



Monuments can create a sense of arrival on campus.



Punctuate the threshold by transitioning to materials that are formal.

Pedestrian Entrances

Often overlooked, these spaces are critical thresholds into the college. They need to **help establish the identity of the campus, orient visitors, and establish expectations for behavior.** The porosity of SBCC's campuses, in particular Main and Schott, make these threshold spaces vital. Future planning of the college should address their development. The aesthetic approach to the design of these spaces include:

- **Provide wayfinding kiosks that orient pedestrians and consolidate regulatory directives**
- Arrange site furnishings such as waste receptacles and cigarette urns in a predictable and organized manner that **promotes respectful use of the campus**
- Discourage seating and congregating
- **Clarify appropriate paths for bicycles and skateboards**
- Transition to materials that are more formal to **punctuate the threshold, invite conscientious use of the campus' landscape and inform pedestrians of arrival to college**
- **Promote universal design to create a welcoming campus**

3.1 Landscape Guidelines

Campus Thresholds and Entries

Campus Frame

The edge of each campus should be considered a **“frame” which brings visual distinction to the institution.** Given the three campuses are nestled in different settings, the aesthetic approach to the edge needs to be thought of differently.

Main Campus

At the Main Campus, the frame is diverse with a historic wall on the northern edge and an open ocean vista to the south. The aesthetic goals in future development of these edges is to assess the unique character of each edge and build upon its strengths to **create a cohesive border** that is striking, appropriately scaled and can successfully create wanted vistas or buffer where undesirable adjacencies occur or privacy is warranted.

Schott Campus

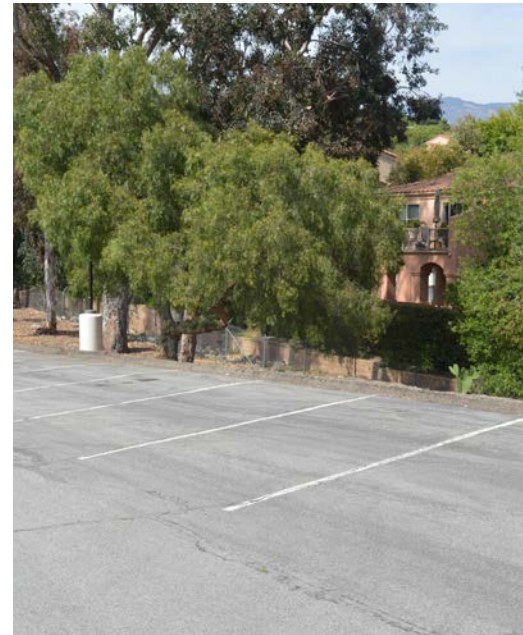
Set in a residential area, Schott has a unique challenge to distinguish itself while still nestling thoughtfully into the neighborhood. The streetscape edge of the campus, with Jacaranda trees, should be strengthened with treatment to the ground plane. The front “yard” of the building should be treated formally. The current transition from lawn to new drought tolerant plant installations should be thought of as a cohesive whole and should **create a landscape with an aesthetic strength that equals the historic architecture.** Along Bath and Castillo Streets, the parking lot edges should be screened with trees.

Wake Campus

Of the three campuses, Wake has the most uniform edge. There is a strong frame of trees that shroud the north, east, and south borders. This helps screen adjacent architecture and **allows the campus edge to feel visually defined.** Unfortunately many of these trees are Eucalyptus which can be prone to limb breakage and being fire hazards without ongoing, vigilant maintenance. If through assessment it is determined these trees need to be removed, their replacement should seek to emanate a similar quality and strength.



The neighborhood streets frame the historic architecture of the Schott Campus.



Mature trees create a buffer between the Wake Campus and the neighboring hotel.



The neighborhood buffer along the western edge of Main Campus should be strengthened.



The historic wall frames the Main Campus along Cliff Drive.



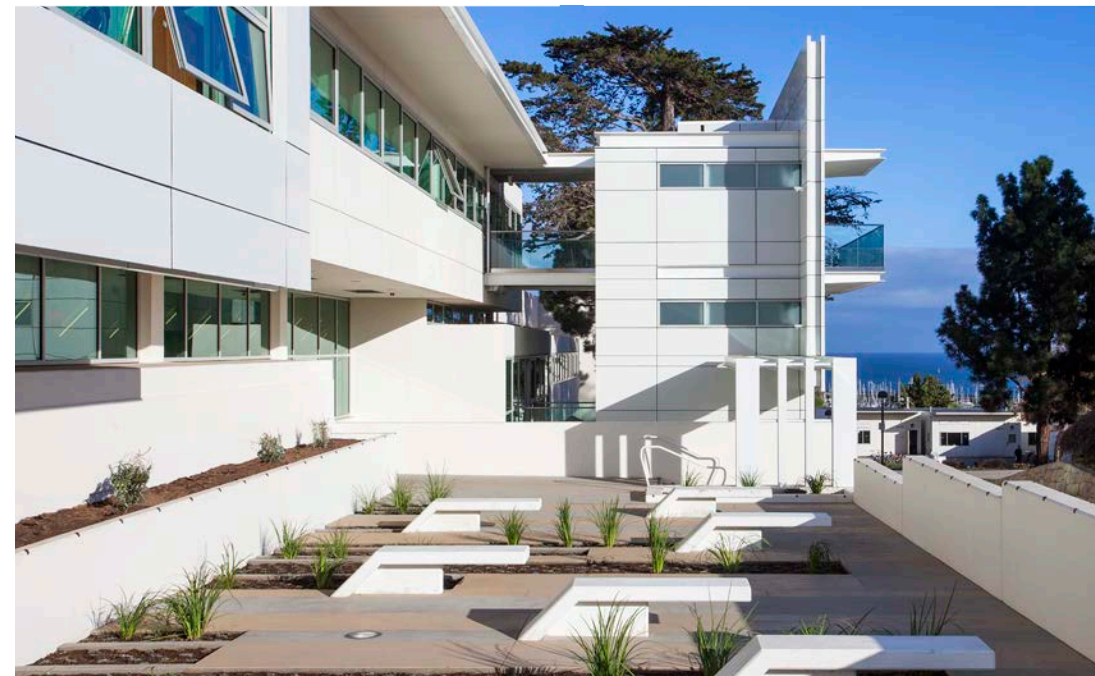
The snack bar on the west side of Main Campus has desirable qualities with movable seating, shade structures, and strong physical definition.



Outdoor social space at the Schott Campus is limited.



Social space at the Wake Campus is primarily utilitarian.



Aesthetics, form, and function of new social spaces should be critically considered.

Introduction

A vibrant and active college campus should provide distinct spaces that **allow for students to study and enjoy the natural environment**. The campus landscape is the backdrop to lifelong memories and should reflect the importance of the work the students are doing. **Encouraging the academic community to linger on the campus** after or between classes can help extend learning outside the classroom.

At SBCC today there are few spaces that achieve this goal. Recent construction projects have had varied levels of success with the design of the landscape spaces. The courtyard at the Humanities Building at the Main Campus is difficult to access and the arrangement of the benches does not support socializing. Climate is also an important issue – with little shade, it can be unpleasant on a hot, sunny day. The outdoor dining area on the west side of campus works in large part because it supports flexible seating arrangements, buffers the wind, and is easily seen and accessed. Other spaces on all the campuses are simply outdated. Many don't comply with current accessibility standards and most lack a successful relationship to the adjacent architecture.

As the campuses develop, it is essential that Landscape Architects are brought on early in the design process and work closely with the Architects to **craft a strong relationship between the interior and exterior spaces** – a major aesthetic tenant that grew from the Spanish Colonial Revival period. Landscape spaces should feel refined, yet offer the relaxed atmosphere that Santa Barbara prides itself on.

3.2 Landscape Guidelines

Gathering Spaces

Gathering Spaces

Given the beautiful climate in Santa Barbara, there is a tremendous opportunity to create diverse and vibrant exterior gathering spaces. Courtyards, Gardens and Groves should **provide flexible spaces that invite students, faculty, staff and the larger community to socialize, study and learn informally**. Courtyards should have a direct relationship to the adjacent architecture creating an extension of interior space into the outdoors. Gardens and Groves should offer more intimate landscape spaces that allow the campus population to escape to quieter locations on campus. These are the places where one can study, catchup with a friend or perhaps meditate. The aesthetic approach should be as follows:

- For courtyards there should be strong physical definition either through architecture, site walls, planting or paving
- **Seating should allow for flexible ways of congregating** and be inviting for both a single user and larger groups
- Orientation and setting in the landscape should be considered to provide **easy access** and visibility to promote use
- When gathering spaces are sited adjacent to classrooms or offices **consider orientation and potential for noise** to create unwelcome distractions
- **Minimize grade transitions** and keep paving at a level plane
- Use ornamental paving
- Trees should be used to create visual distinction and **bring shade to the gathering space**
- Garden areas should showcase a diverse arrangement of **drought tolerant plants** that provide seasonal interest



The Great Meadow is a much loved and used gathering space. It is flexible in program and oriented towards spectacular views of the ocean.



Large shade trees and movable seating create a comfortable and flexible space.



La Playa Stadium was created for spectators, but it is well used in between events.



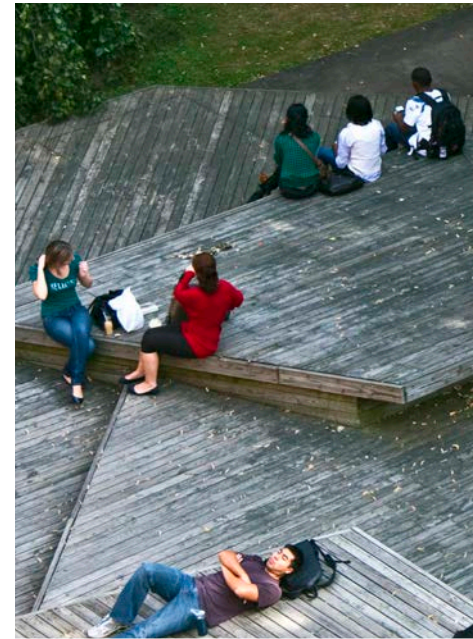
The entry court garden at the Wake Campus has lush and diverse planting.



Planting areas should frame smaller gathering spaces.



Shade trees and flexible seating arrangements



Courtyards can offer a variety of seating options for groups of varying sizes



The setting in the landscape should provide easy access from classroom space, yet be removed enough to minimize distractions.



Distinctive paving and planting define a space



The scale of the space should be intimate and work for groups of ten to forty people.



Garden areas should showcase a diverse arrangement of drought tolerant plants

3.2 Landscape Guidelines

Gathering Spaces

Great Meadow

Building off of the last master plan executed in the late 1980s, the Great Meadow is one of the most memorable and iconic aspects of the Main Campus landscape and should remain a key landscape typology for the campus. Other existing lawn areas, such as at Schott and Wake that are more formal and not functional might eventually transition to more ecological installations. But at the Main Campus, the Great Meadow, as it is **used for a wide range of activities, serves as an important civic asset** that is beloved by both the campus community and greater neighborhood.



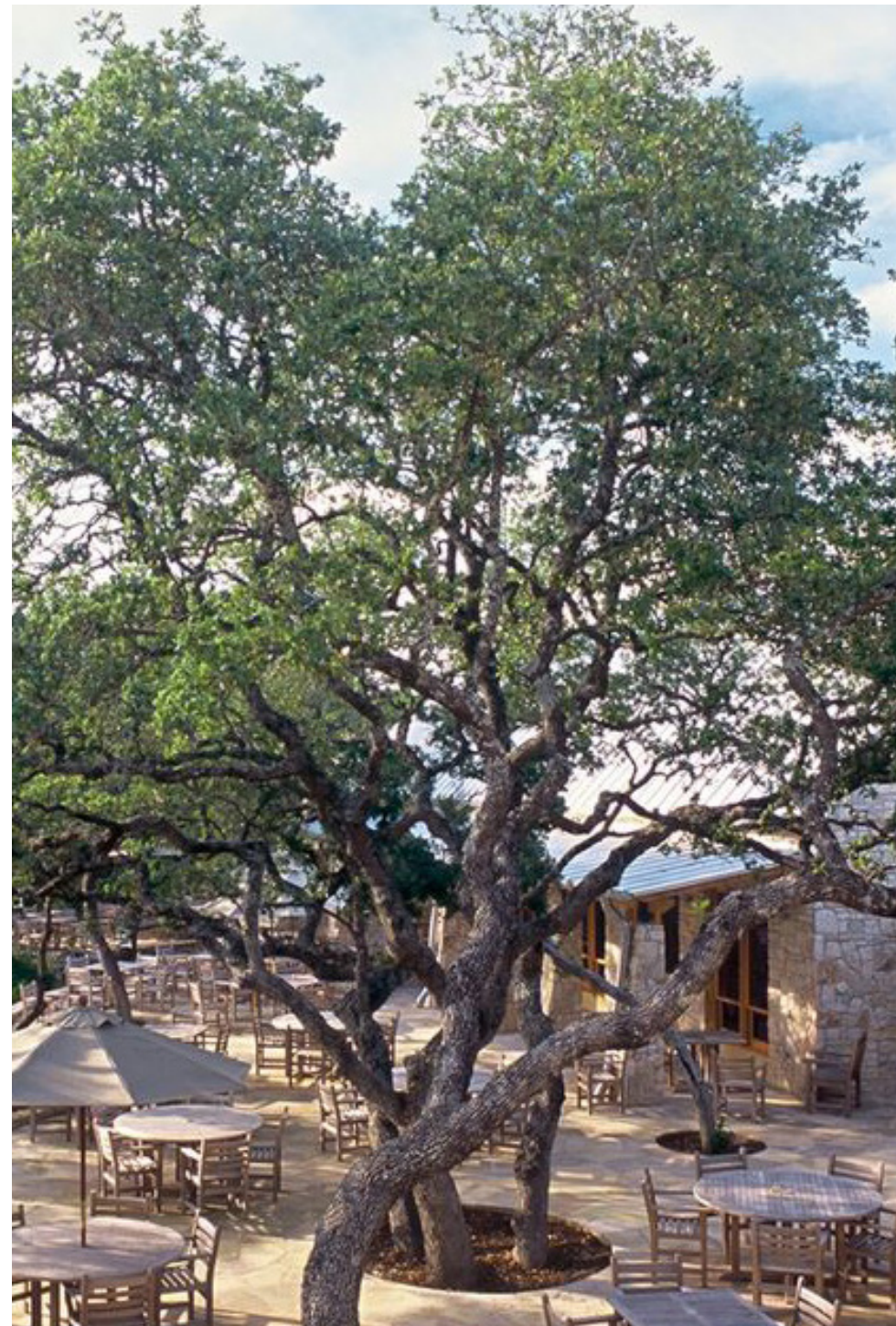
The Great Meadow should remain a flexible, social space directed to the views of the ocean beyond.



The Great Meadow on the Main Campus hosts a wide range of community activities.



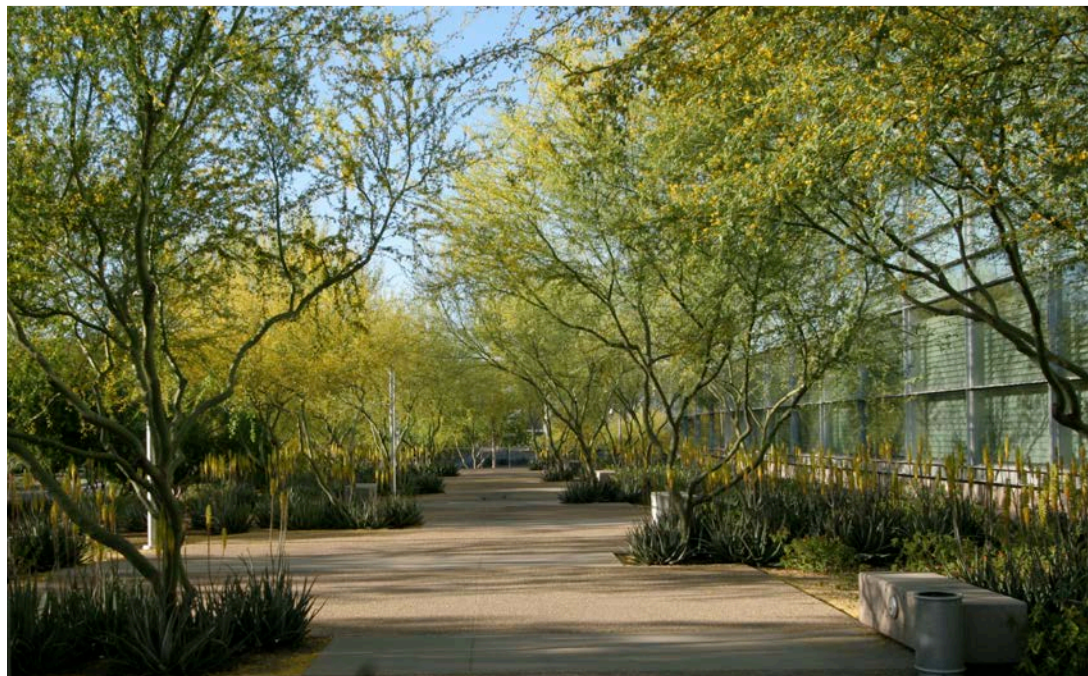
The Great Meadow is an iconic landscape feature for the Main Campus.



Existing trees can be preserved and incorporated into new social greens, making them a centerpiece of a space.



A carefully selected collection of new and existing trees can provide texture, color, and biodiversity to the campus.



A grove of a single species or a variety of trees with a similar size and form creates an important identity for a space.

Campus as an Arboretum

Many campuses **serve as arboretums** and the Main Campus has the scale and setting to do this. SBCC's Main Campus has established a goal of being a Tree Campus USA. In order to receive this designation SBCC must take steps to preserve the existing trees, plan for new ones, and integrate the trees on the campus into their educational plan. Regardless of whether the college chooses to formalize their commitment to a healthy tree community on the campus, the **maintenance of existing valuable trees and the long term focus on this landscape asset should be prioritized.**

Given the extensive sun and wind on campus, **trees can play a key role in mitigating climate and make gathering areas more habitable.** An appropriate palette of trees should be identified and then planted throughout the Main Campus (particularly on the west side of campus) to assist in breaking down the scale of the larger windy expanses of landscape.

For Courtyards, Gardens, and Groves **trees should be used to create visual distinction** either through formal groves or highlighted specimen plantings. If single specimens are used, the quantities should be minimal. If larger groves are desired, selection should be from multiple species that have similar shape and character to create the desired formal and spatial articulation without planting a monoculture. Future plantings of trees must **strive for biological diversity** – with any one area on campus having a tree population with no more than 30% of one family, 20% of one genus or 10% of one species. Additionally, existing trees should be preserved when their useful lifespans have been assessed by a certified arborist to be 10 years or greater.

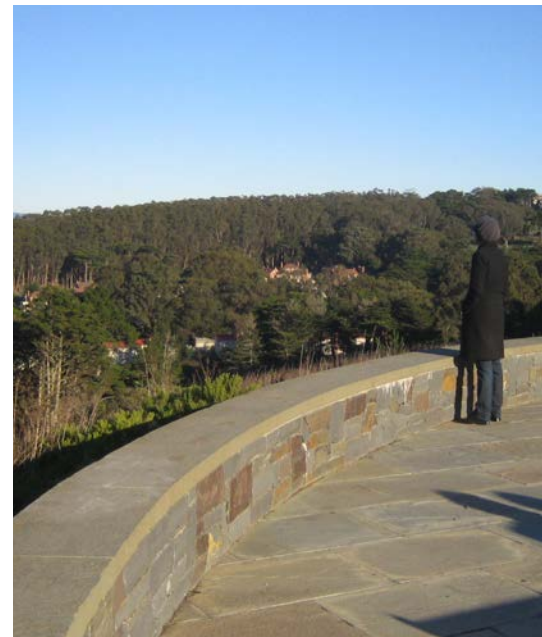
In order to comply with California Coastal Commission, trees and other vegetation shall be sited so that the plants are not reflected on building surfaces. In order to obscure reflections, trees and other vegetation planted adjacent to a reflective wall or window shall be planted no further than three feet from the reflective surface.

3.2 Landscape Guidelines

Gathering Spaces

Overlooks and Memorial Gardens

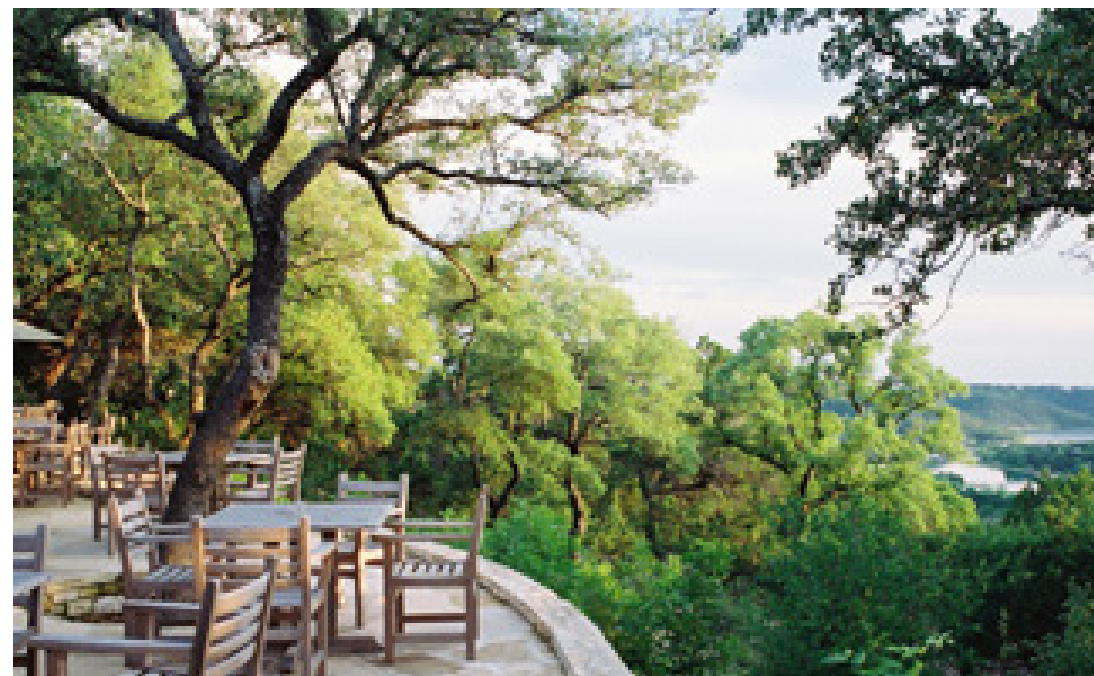
Similar to the Great Meadow, a series of Overlooks and Memorial Gardens are located throughout the Main Campus. These spaces include Memorial Plaza, Camden Overlook, Tremewan Overlook and Winslow Maxwell Overlook. There are also memorial trees planted in a grove in honor of the victims of the shooting in Isla Vista in 2014. The three existing Overlook spaces have a similar aesthetic approach with the **use of Santa Barbara Sandstone**, lower retaining walls, and donor signage. There **offer an existing aesthetic cohesion** for this typology. While the Schott and Wake campuses do not share the view shed appropriate for an overlook, all campuses would benefit from a designated Memorial Garden or area. Without a consolidated location that is identified and considered at the planning level, memorial elements become scattered through campuses. While this can personalize the relationship of the person who is being remembered with specific buildings or part of campus, it can pose issues for future planning. As the campus evolves, memorial locations can become difficult to move, suggesting that having a designated garden space that memorializes the many people who were part of this important community helps avoid difficult situations in the future. A garden of this type should be identified for each campus and perhaps build off of a place where there is already a concentration of memorials such as the Memorial Plaza adjacent to the Student Services building on the Main Campus. **Utilizing similar materials** at the Overlooks such as Santa Barbara sandstone will help **tie together the spaces** that reflect people who have made important contributions to the campus.



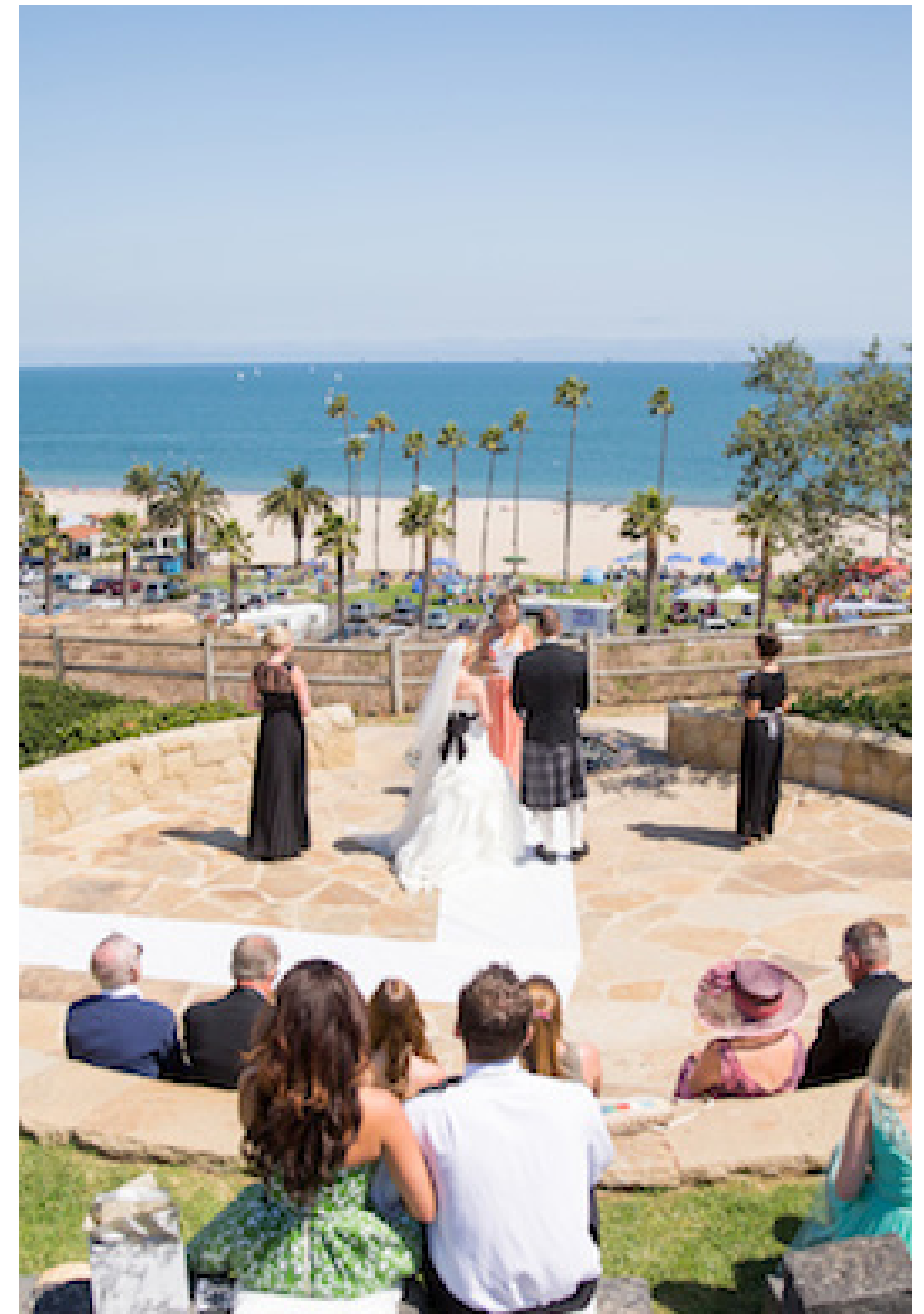
The typology of stone paving and low guard walls can be carried over to new overlooks and memorial gardens.



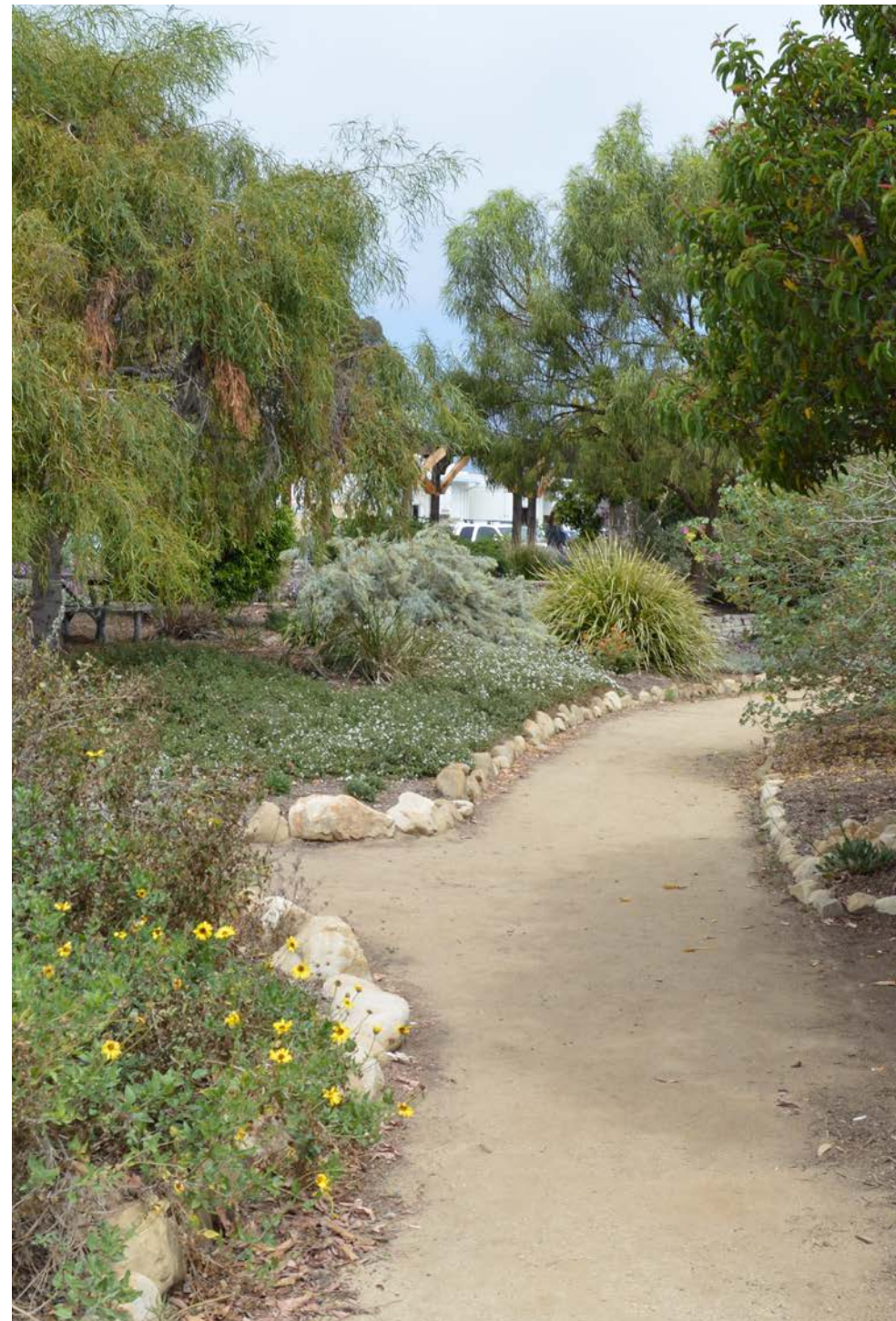
Memorial Plaza, Main Campus



Materials can tie together the campus overlooks and do not distract from the view beyond.



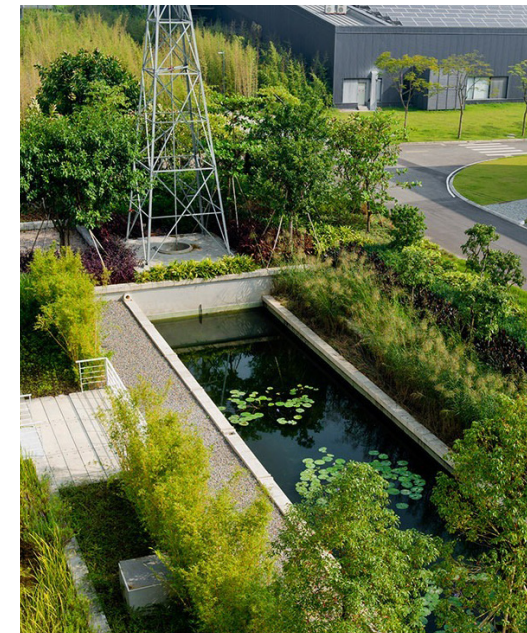
Bagish Overlook on Main Campus is a destination for quiet contemplation as well as events such as weddings.



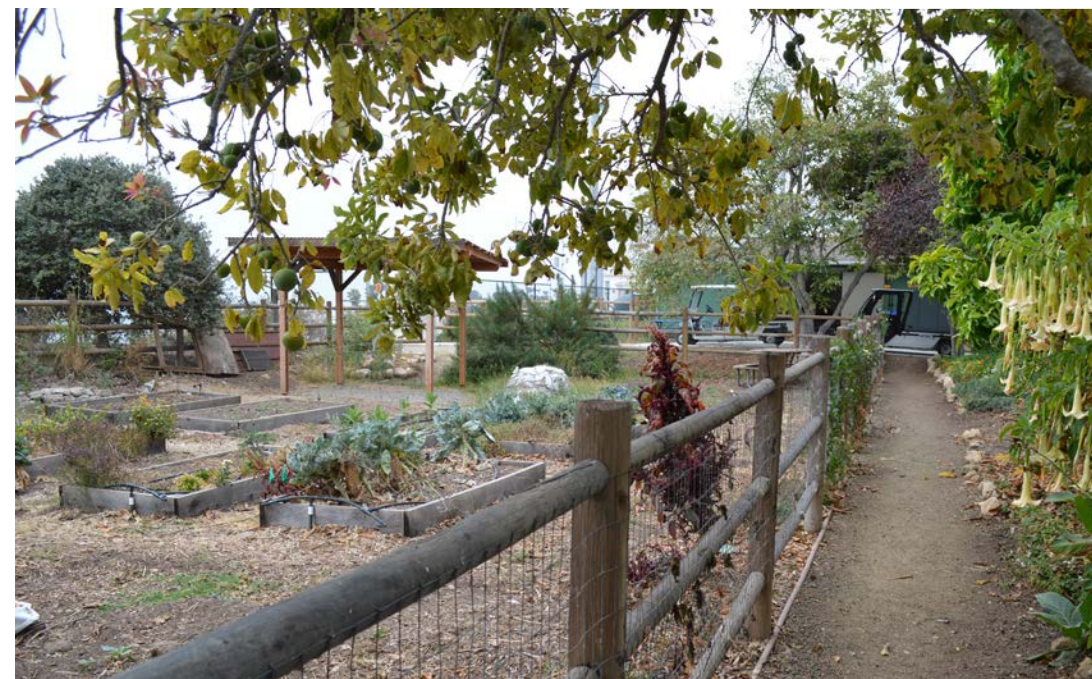
The Lifescape Gardens on Main Campus are a destination for teaching and student projects, as well as finding a quiet place to study or have a conversation.



Designated demonstration plots and vegetable planters can be planted each semester by students.



Decorative hardscape and seating should be integrated into the planting areas.



The culinary gardens within the Lifescape Gardens, Main Campus bring value to the culinary and horticulture programs.

Permaculture and Culinary Gardens

Permaculture has become a significant aspect of SBCC's Main Campus and should evolve into a **core landscape typology** for the campus. These efforts bring value to the culinary and horticulture programs and clearly have attracted a core constituency within the community that dedicates their time to maintaining these resources. The Lifescape Gardens on the east side of the Main Campus are a beloved destination that are **used for teaching and student projects as well as for strolling, studying, and finding a quiet place for conversation**. The adjacent culinary gardens that are used for the academic program tie in nicely. The area has become a very active, well-used location on campus that supports the academic departments and is a destination unto itself. Another unique asset of this space is the dedicated group of volunteers who provide ongoing maintenance. The future expansion of the campus' interest in permaculture should be developed with the following aesthetic standards:

- Define in a master plan locations that build off of the existing permaculture garden on the east side of the Main Campus
- Provide permanent raised vegetable planters for the culinary department that can be planted each semester by students
- Provide demonstration plots where student projects related to permaculture or other horticultural investigations can take place
- Integrate seating and tables for small scale congregation
- Develop larger areas of decorative hardscape that support teaching spaces
- Avoid permaculture installations in more formal and central areas on campus, particularly the west side of the Main Campus and the streetscape that frames Schott, where landscape design should follow the aesthetic direction of the Social Green typologies.

3.3 Landscape Guidelines

Learning Landscapes

There are many academic programs throughout SBCC's three campuses that already take advantage of the landscape to extend curriculum outdoors. The Aesthetic Design Standards recommend that this should be built upon. The manner in which this is done is very important, and greater definition of the locations and extent of these activities should be addressed through master planning efforts.

Stormwater Gardens

As buildings are added on the campuses, the need to construct features within the landscape to manage stormwater will become more prevalent. There is an opportunity to **define an aesthetic direction that is cohesive and helps promote an identity for the college linked to environmental stewardship.** Establishing an aesthetic standard for Stormwater Gardens is very important in order to ensure these elements are a sculpted, garden-like space and can be of educational benefit rather than being infrastructural interventions designed by civil engineers. Key aesthetic components to a Stormwater Garden include:

- Close collaboration between a landscape architect and a civil engineer in the design, grading, and detailing of storm water retention features
- Careful placement of drains and outfalls in the garden to minimize the depths of the features
- Selection of plants that have been proven to withstand inundation of water for 48 hours and can tolerate quickly draining soils
- Simplification of plant material to bring a strong identity to the garden
- Definition of a deliberate form that has aesthetic value
- Creation of concrete frames that can support seating and other uses to allow features to be socially active and diverse spaces



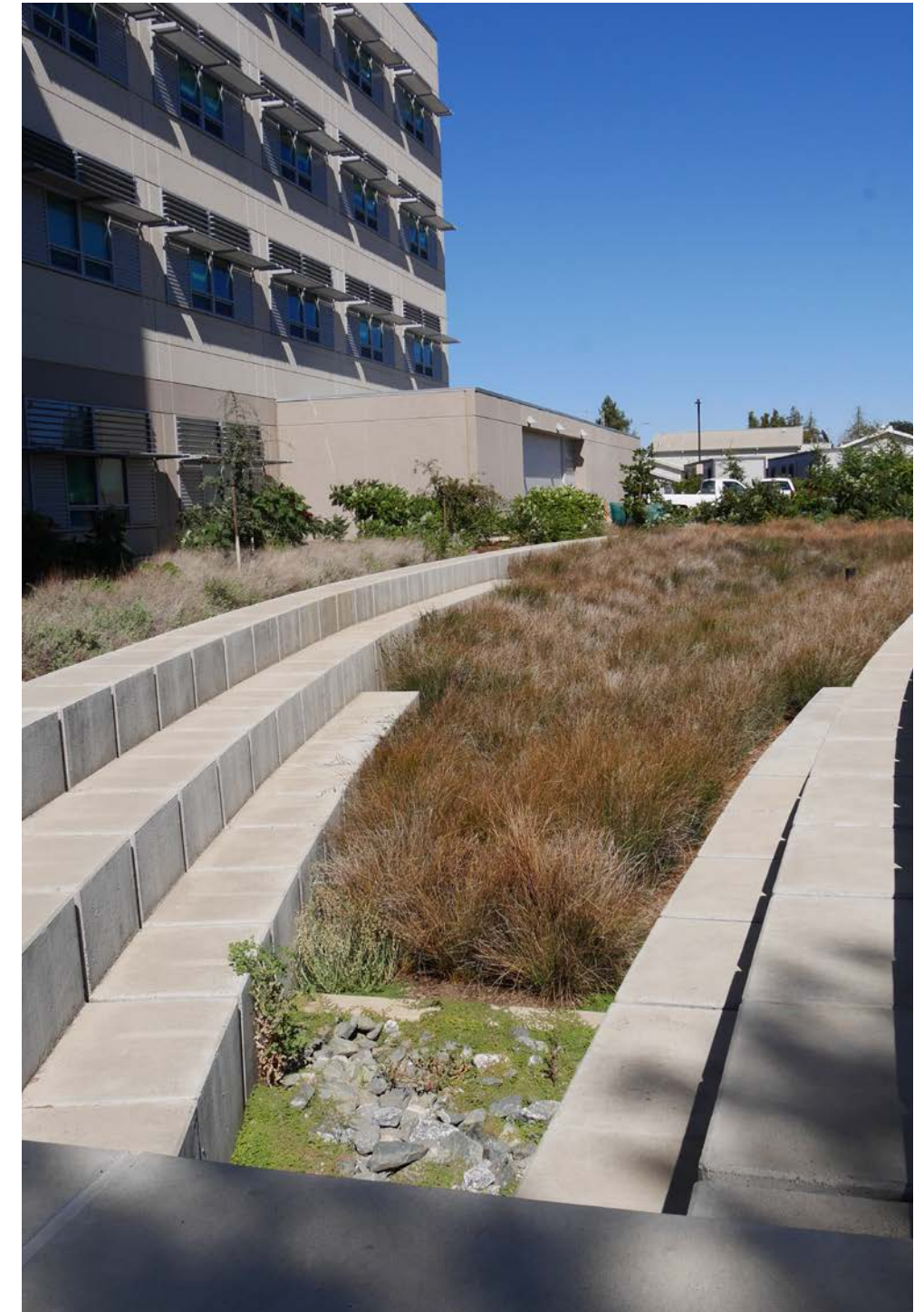
Stormwater gardens can be integrated into the larger design of a plaza.



A swale inundated in a storm event provides an opportunity for teaching.



Simplification of plant material to bring a strong identity to the garden



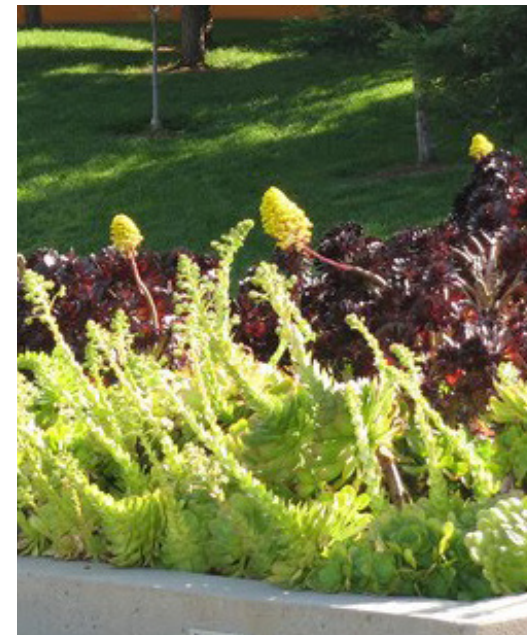
Concrete frames can support seating and other uses to allow features to be socially active and flexible spaces.



Provide clearly defined garden spaces through the use of site walls or other elements that can separate the campus landscape from the demonstration area.



Use plants that are readily available at nurseries and are easy to maintain.



Develop horticultural themes for the gardens to place like-plant communities together.



Create a plan for the location of gardens so that they are easily accessible to the larger community and near larger social gathering spaces on campus.

Drought Tolerant Gardens

Despite the availability of recycled water for irrigation at the Main Campus, the ongoing water crisis in California is of concern. Drought tolerant demonstration gardens should be planted in order to **support the larger identity of the college as an environmental leader and to serve as a community resource** for ideas on water-wise landscaping. The Drought Tolerant Gardens should be developed with the following aesthetic goals:

- Provide clearly articulated garden spaces through the use of site walls or other elements that provides clear definition of the demonstration area
- Develop horticultural themes for the gardens to place plant communities together
- Use plants that are readily available at nurseries and are easier to maintain
- Create a plan for the location of gardens so that they are prominent, **easily accessible to the larger community and near social gathering spaces on campus**

3.4 Landscape Guidelines

Universal Design

Universal Design

Improvements at SBCC must follow California Title 24 accessibility code. Given the critical nature of these requirements and the strict tolerances of the code as interpreted by the Department of the State Architect (DSA), it is essential that future designs **thoughtfully integrate accessible paths of travel that connect to the larger campus accessibility plan.** The larger goal is to promote Universal Design, where the majority of pathways are accessible and separation is not required. In order to have accessibility not feel like an alternate route, but rather an integrated part of the campus landscape, it has been included in the Aesthetic Design standards as an important design goal. Aesthetic standards include:

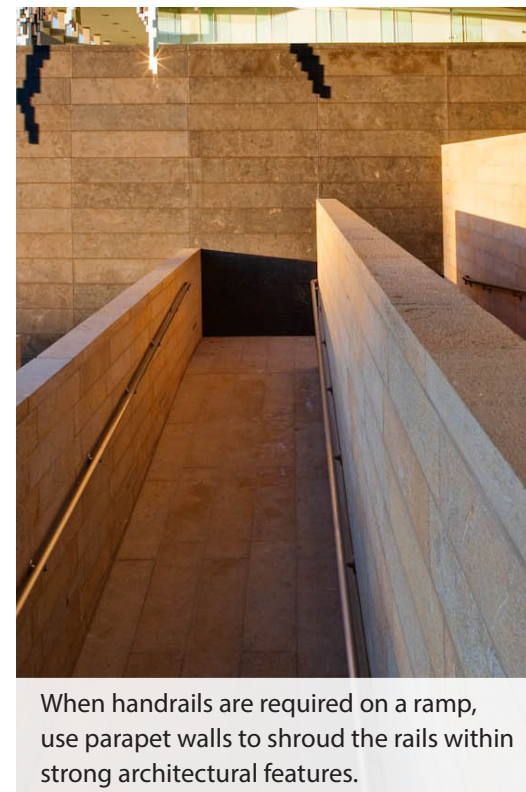
- Minimize ramps requiring handrails by designing paths of travel under 5% where physically possible
- Build healthy tolerances into the grading calculations to account for variance during construction
- Avoid the use of stairs as the primary path to buildings wherever possible
- Design ramps to feel like a truly equal path of travel within the overall composition of the space when stairs trigger the incorporation of ramps
- Utilize parapet walls to shroud the rails within strong architectural features when handrails are required on a ramp
- Obtain design input and review from the Disabled Student Programs and Services (DSPS)



Minimize ramps requiring handrails by designing paths of travel under 5% where possible.



Ramps should be integrated into the overall landscape design, with slopes of less than 5% where possible.



When handrails are required on a ramp, use parapet walls to shroud the rails within strong architectural features.



When stairs trigger the development of a ramp, the ramp should be designed to feel like a truly equal path of travel within the overall composition of the space.



A hillside smoothly graded to work with the rise of the intersecting stairs and planted for slope stabilization



Smooth grading of turf mounds minimize unwanted pooling of water.



Grading of turf directs stormwater into swales and minimizes unwanted pooling.



Slot drain



Trench drain

Proper grading and drainage design are important aesthetic components to the success of the campus landscape. Often executed by Civil Engineers, the primary focus becomes accessibility rather than aesthetics. It is critical that grading and drainage are considered early in a project so that a building can be properly set within the landscape. In addition to establishing the finish floor elevation, care should be given to the sculpting of the landscape and placement of drains to avoid unsightly depressions or forms. Key aesthetic principles for grading and drainage include:

- Grades should be set to prevent water from collecting in a path of travel, towards buildings or other structures.
- Grading design for all landscape and pedestrian conditions should be executed by a Landscape Architect rather than a Civil Engineer
- Landforms should be composed of tangential curves and avoid abrupt transitions
- Slot drains and trench drains should be used where possible to avoid drain depressions
- Grading should meet universal design criteria
- Stormwater management should be designed early in the project so that is integrated with the site and architecture

3.6 Landscape Guidelines

Site Lighting

Introduction

Exterior lighting is an important part of the campus outdoor environment. It lights the space for night time use and helps **organize and define the visual nighttime environment**. Lighting helps **define the character of the campus**, strengthening the campus image and **providing opportunities for visual uniformity between the three campuses**.

Lighting design should be considered as a family of fixtures that provides safety as well as offers accent to architectural and landscape features.

The existing pedestrian light pole fixtures on the Main Campus are in good condition and were recently retrofitted to LED. These should remain and be added to the family of fixtures on the other two campuses. As new projects are developed, lighting design should integrate the following aesthetic principles:

- **Color rendition should be considered to promote safety**
- Lights should be limited to low-intensity and low-wattage
- Nighttime lighting should be **minimized to the extent feasible consistent with the continued provision of public safety**, and all fixtures shall be dark sky compliant
- Controls and sensors should be utilized to **promote energy efficiency**
- Red lights shall be limited to only what is necessary for security and safety warning purposes
- All new lighting should **comply with Title 24 and California Coastal Commission standards**
- All lights proposed for pedestrian conditions should be LED, from an established manufacturer and have a 10-year warranty.



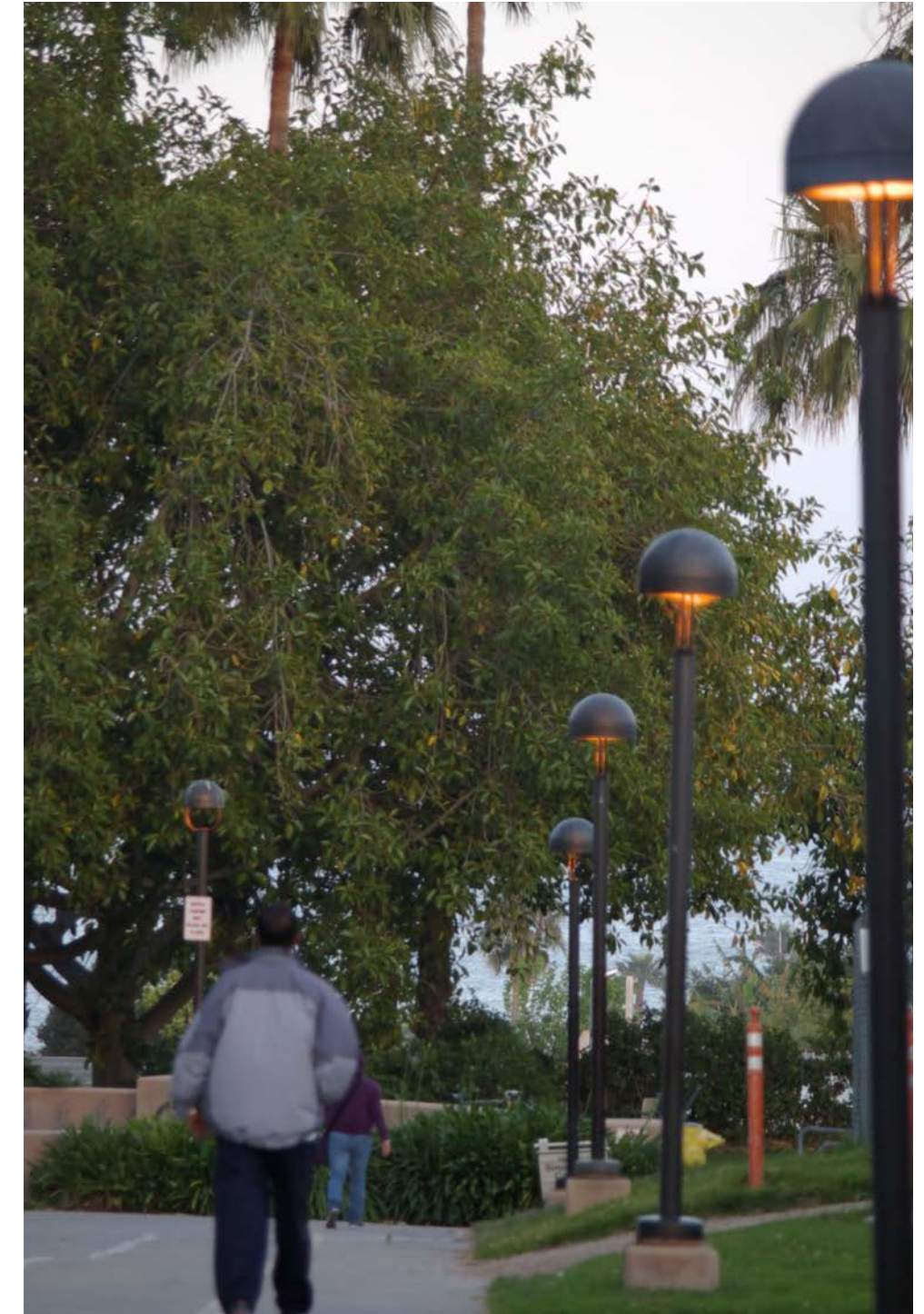
Path lights



Step lights



Bollard lights



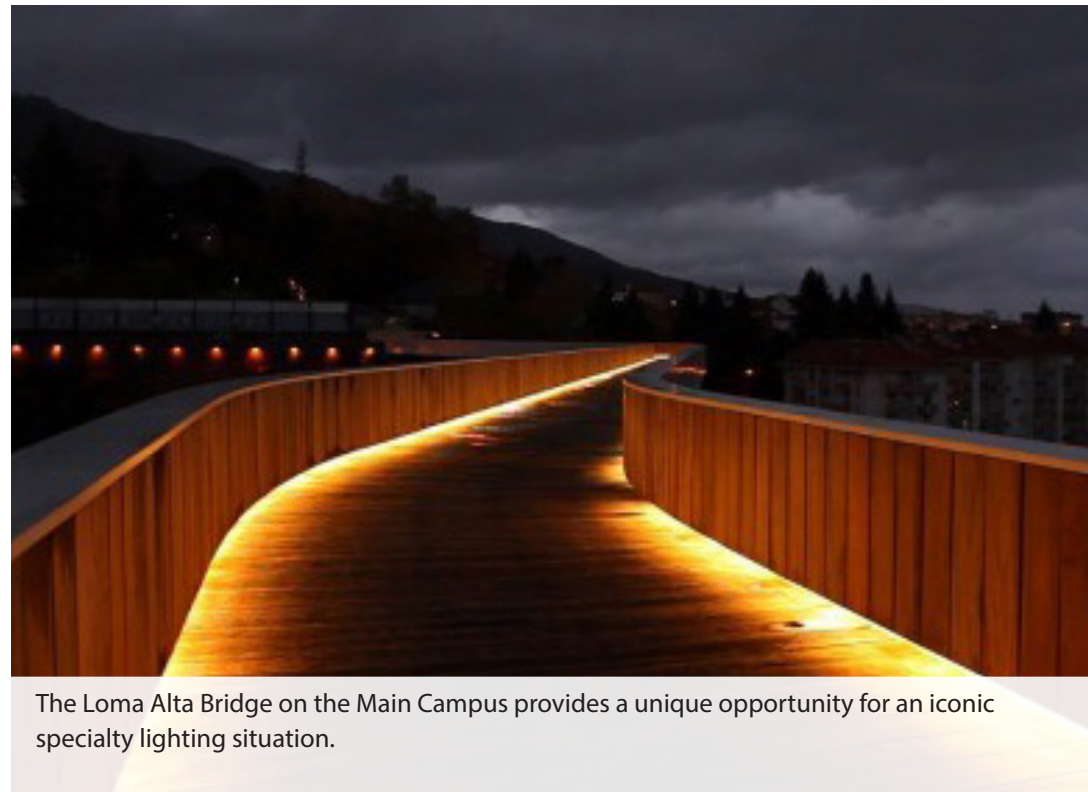
The existing pole lights on the Main Campus have been recently retrofitted to be LED and should remain.



Lighting can be incorporated into campus monuments to create nighttime landmarks.



Gardens and groves can be beautifully uplit at night to promote safety as well as create a campus landmark.



The Loma Alta Bridge on the Main Campus provides a unique opportunity for an iconic specialty lighting situation.

Monuments and Specialty Lighting

Aside from the family of standard light fixtures to be used throughout the three campuses, specialty lighting may be appropriate at landmark locations. These individualized lighting installations may be considered monuments or **wayfinding devices**, as they give a **unique identity** to a certain space on the campus while also **promoting safety** and activating the space after daylight hours.



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Parking, Access, and Circulation Guidelines

4.0

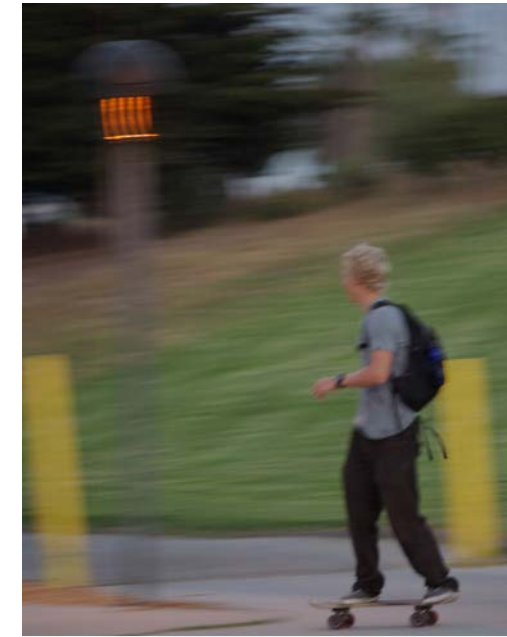
Introduction

How visitors arrive and move through the campus is extremely important in creating a welcoming experience. Key to this success is physical clarity and accommodating the multi-modes in which students and visitors enter and move through the campus. With a growing need to diversify transportation types and reduce single-occupancy trips, the campus should move towards a **functioning circulation system that rewards and supports sustainable transportation modes**. In conjunction with this goal the development of the circulation systems should align with the Transportation Demand Management Plan and, for the Main Campus, adhere to the requirements of the California Coastal Commission.

To achieve this goal SBCC should prioritize parking for electric vehicles and carpools, strengthen pedestrian connections to bus drop offs, and improve safety at entries for non-vehicular transportation modes such as bicycles and pedestrians. From an aesthetic standpoint, the moment a visitor enters, the landscape should clearly orient and support the identity of SBCC. The circulation paths should feel predictable, scribe clear connections, and together should create a cohesive landscape experience.



The entrance to the Wake Campus parking lot should provide safe access for multiple modes of travel, including bicycles and pedestrians.



Skateboarders are very present on the Main Campus and their traffic should be considered in future design.



Pedestrians on a Main Campus bicycle path



The entrance to the Schott Campus building and parking lot



Loma Alta bridge connecting the east and west sides of the Main Campus.



A student walks his bicycle on a pedestrian path through the Main Campus.



Planting in the Wake Campus parking lot



Shared parking at the Main Campus



Bicycle parking at the Main Campus



Entrance to the Schott Campus parking lot

Introduction

The challenges to parking and the opportunities for improvement vary widely between the three campuses. At the Main Campus, parking is served through a large structure on the west side of campus, surface lots that are campus-only, and other lots that are shared with the City of Santa Barbara. Future expansion at the Main Campus is not possible given the jurisdictional conditions of the California Coastal Commission. The Schott and Wake campuses, however, have more flexibility in their efforts to improve the aesthetic impact of parking lots. This provides an important opportunity to improve orientation for visitors as well. As lots are resurfaced or modified, a variety of **strategies should be employed to create visual diversity and be more environmentally sensitive.** These parking lot typologies include:

- Parking Gardens
- Solar Parking
- Surface Parking
- Bicycle Parking

4.1

Parking

Parking Gardens

There is an opportunity to improve the visual impact of parking lots on the Wake and Schott campus as well as improve the ecological impact that they have. By **thinking of them as gardens and breaking down unrelenting expanses of asphalt the lots can become more humane.**

Steps towards this type of lot include:

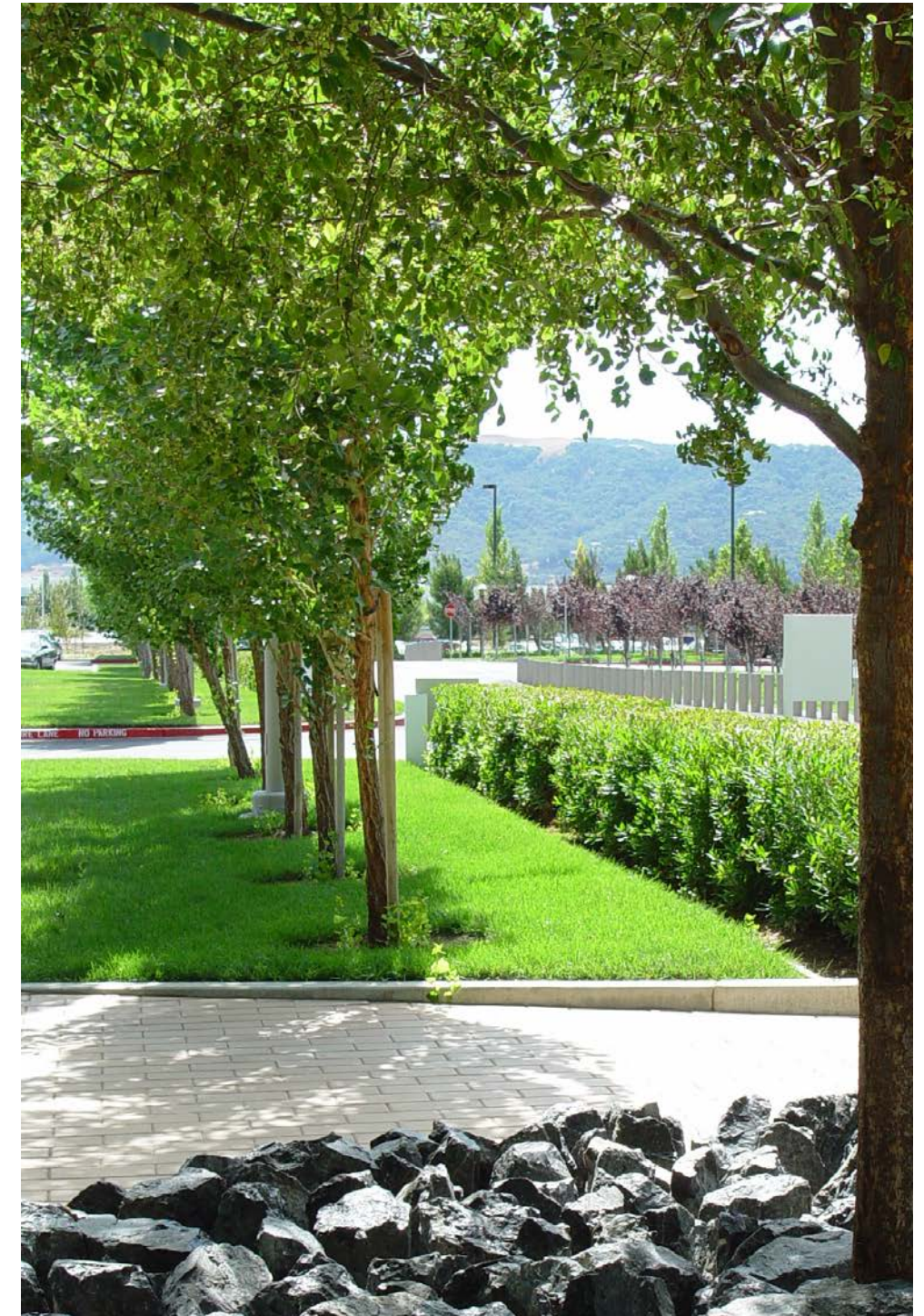
- **Improve the ratio of asphalt to landscape** by providing wide swaths of permeable planting area between stalls
- Plant a minimum of 1 tree for every 4 stalls to provide 50% shade cover and reduce heat island effect
- Choose trees should be uniform and formal
- Maintain a tree canopy with a minimum vertical clearance of 15'
- **Direct stormwater into permeable areas designed to treat stormwater** and remove oils and other sediments before it flows into municipal system
- **Consider permeable paving materials**
- **Orient parking to 90 degrees rather than diagonal to ease pedestrian circulation**
- Orient stalls and pedestrian paths to **support easy pedestrian movement** into campus
- Locate electric vehicle, carpool, and motorcycle stalls alongside accessible parking stalls to give these modes of transportation priority



The permeable areas should be designed to hold and treat stormwater before it flows into the municipal system.



Wide swaths of planting areas break down the expanse of asphalt and increase permeability within the parking lot. Trees provide shade cover and reduce heat island effect.



Trees should be uniform and formal, and pedestrian paths should support easy movement into campus.



Since trees and solar panels aren't compatible, low groundcover plantings may be more appropriate in medians.



Solar panels can contribute to the overall identity of the college.



Solar parking on the west side of the Main Campus provides shade cover as well as energy production.

Solar Parking

Solar panels should be installed over parking lots where there is opportunity to install them in a manner that isn't visually obtrusive or where there isn't shading that precludes their effectiveness. The **panels can contribute significantly to the overall identity of the college**, so it is ideal to include them at each campus site where possible. Aesthetic standards include:

- Solar panels should be located in areas where there aren't significant existing trees since trees and solar panels are not compatible
- Parking should be 90 degrees rather than diagonal to ease pedestrian circulation
- Pedestrian paths and orientation of stalls should support easy pedestrian movement into campus
- Electric vehicle, carpool, and motorcycle stalls should be located alongside accessible parking stalls to give these modes of transportation priority

4.1

Parking

Surface Parking

Implementation of standard surface parking lots should be utilized only when absolutely necessary. They should be located at the edges of campuses that are more remote and aren't part of the main entrance to the campuses. Even new surface lots may require aesthetic modifications in order to minimally **treat polluted water and improve pedestrian circulation** from the lot towards the primary paths into campus. Aesthetic standards include:

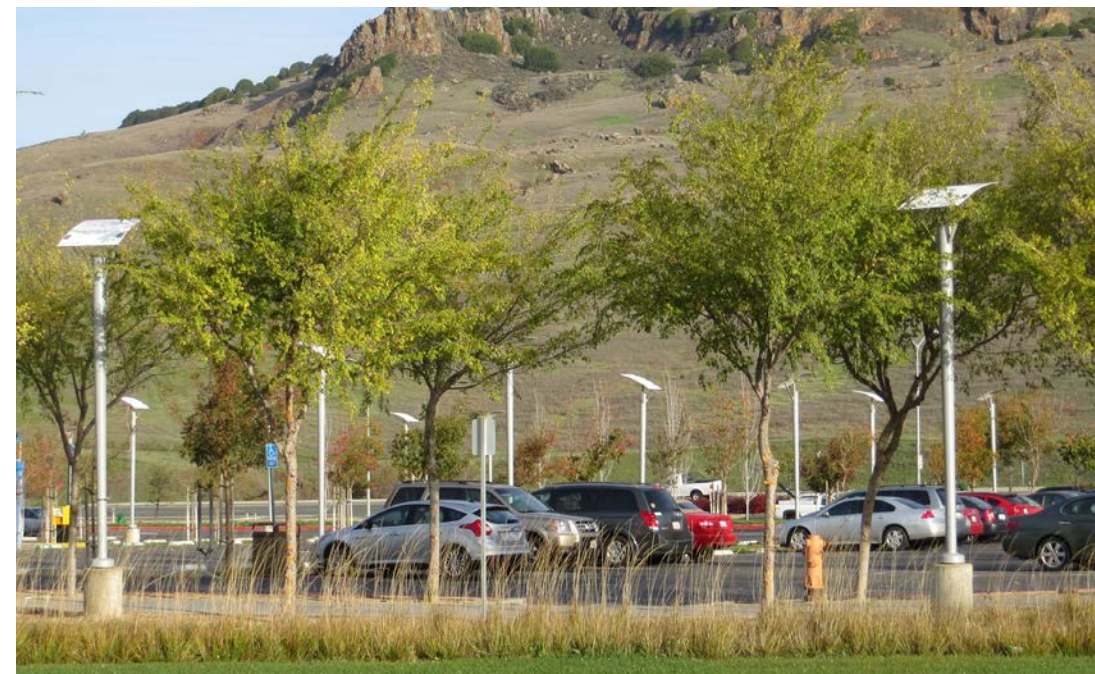
- **Provide a formal planting of larger shade trees along all edges of lots to create a visual buffer**
- Create continuous planting areas planted with water tolerant grasses within parking bays for **storm water treatment** and infiltration
- Scale parking stalls to minimum size allowable
- Orient parking to 90 degrees rather than diagonal to **ease pedestrian circulation**
- Orient stalls and pedestrian paths to **support easy pedestrian movement** into campus
- Locate electric vehicle, carpool and motorcycle stalls alongside accessible parking stalls to give these modes of transportation priority



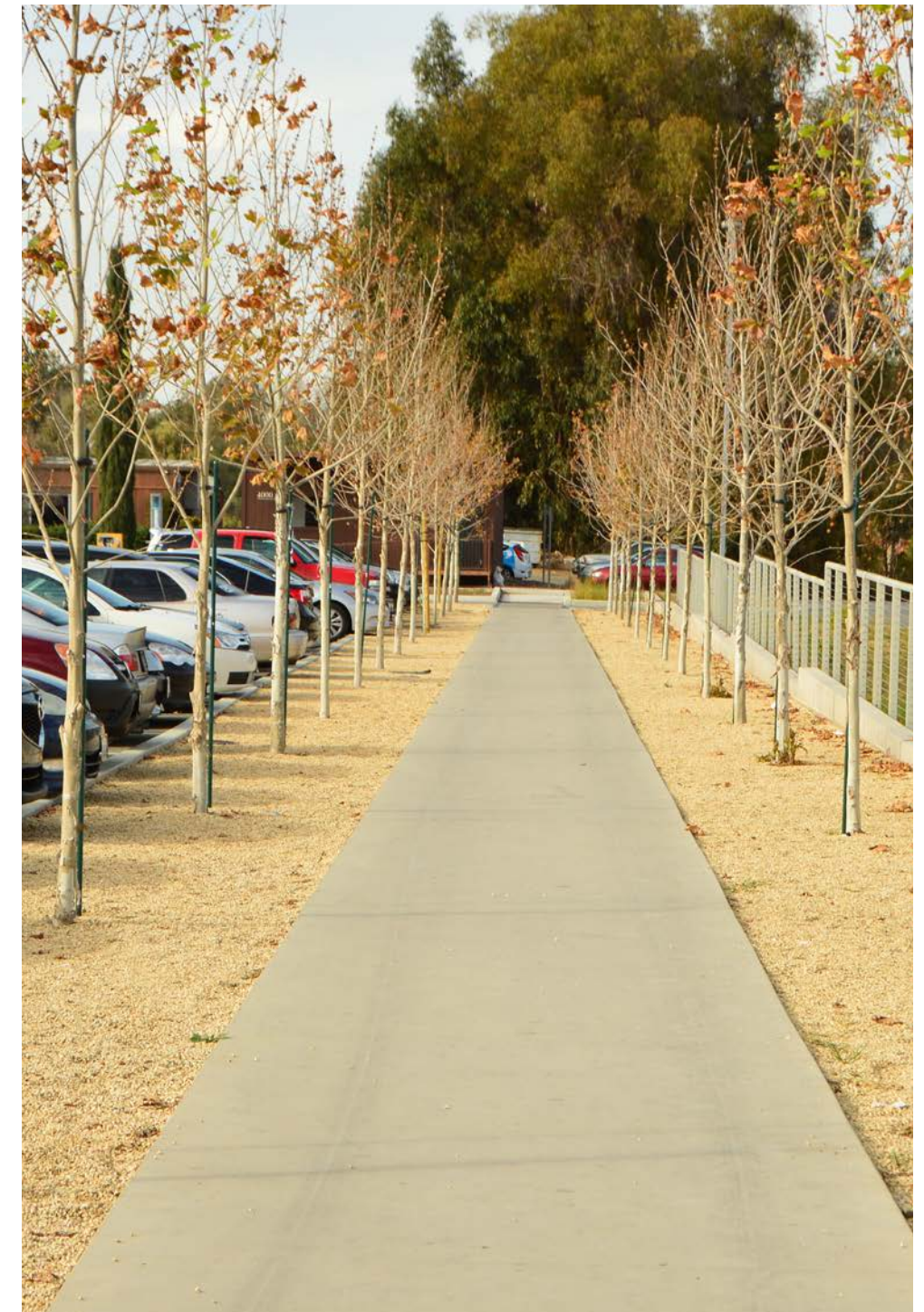
Locate electric vehicle, carpool and motorcycle stalls to give these modes of transportation priority.



Provide a formal planting of larger shade trees along all edges of lots to create a visual buffer.



Create continuous planting areas planted with water tolerant grasses within parking bays for storm water treatment and infiltration.



Pedestrian paths should support easy movement through the lot and into campus.



Bicycle parking lots should be seen as garden-like spaces with trees and other plant material. Bicycle racks should be minimal and visually unobtrusive.



Decomposed granite and site walls delineate the bicycle parking area, and trees provide shade and a garden-like atmosphere.



Scale and distribution of bicycle parking areas should be considered through planning at each of the three campuses.

Bicycle Parking

The current approach to bicycle parking is haphazard. **Areas for bicycles should be thoughtful and have a strong relation to the overall circulation plan** that carefully considers how cars, maintenance vehicles, bicycles, skateboards and pedestrians all navigate on campus. Bicycle parking lots should be located both at the perimeter of campus near vehicle parking lots, but there should also be interior spots to offer **prioritization of this sustainable mode of transportation**. Aesthetic standards include:

- **Lots should be seen as garden like spaces with trees and other plant material**
- Lots should have a designated paving material such as decomposed granite
- Lots should be contained and delineated either through site walls or formal planting areas
- Entries into bicycle parking areas should be gracious and able to accommodate 3 - 4 bicycles entering at the same time
- Scale and distribution of bicycle parking areas should be considered through planning at the three campuses
- **Bicycle racks should be minimal and visually unobtrusive**
- Bicycle repair stations should be located at each major bicycle parking lot

4.2

Campus Connections

Introduction

The skeletal framework for the campus, the pathways that link the campus buildings together, is extremely important. The types of connections should **create hierarchy in the landscape, ease wayfinding, and promote safety between different modes of travel.** Routes for maintenance and service vehicles should be given careful consideration during master planning. Where possible, these should be separate routes from the core campus circulation plan. Given the smaller scale of all three campuses, it is unrealistic to envision a system where modes of travel are completely isolated from each other; however, these standards strive to create as much separation as possible. Types of campus connections include:

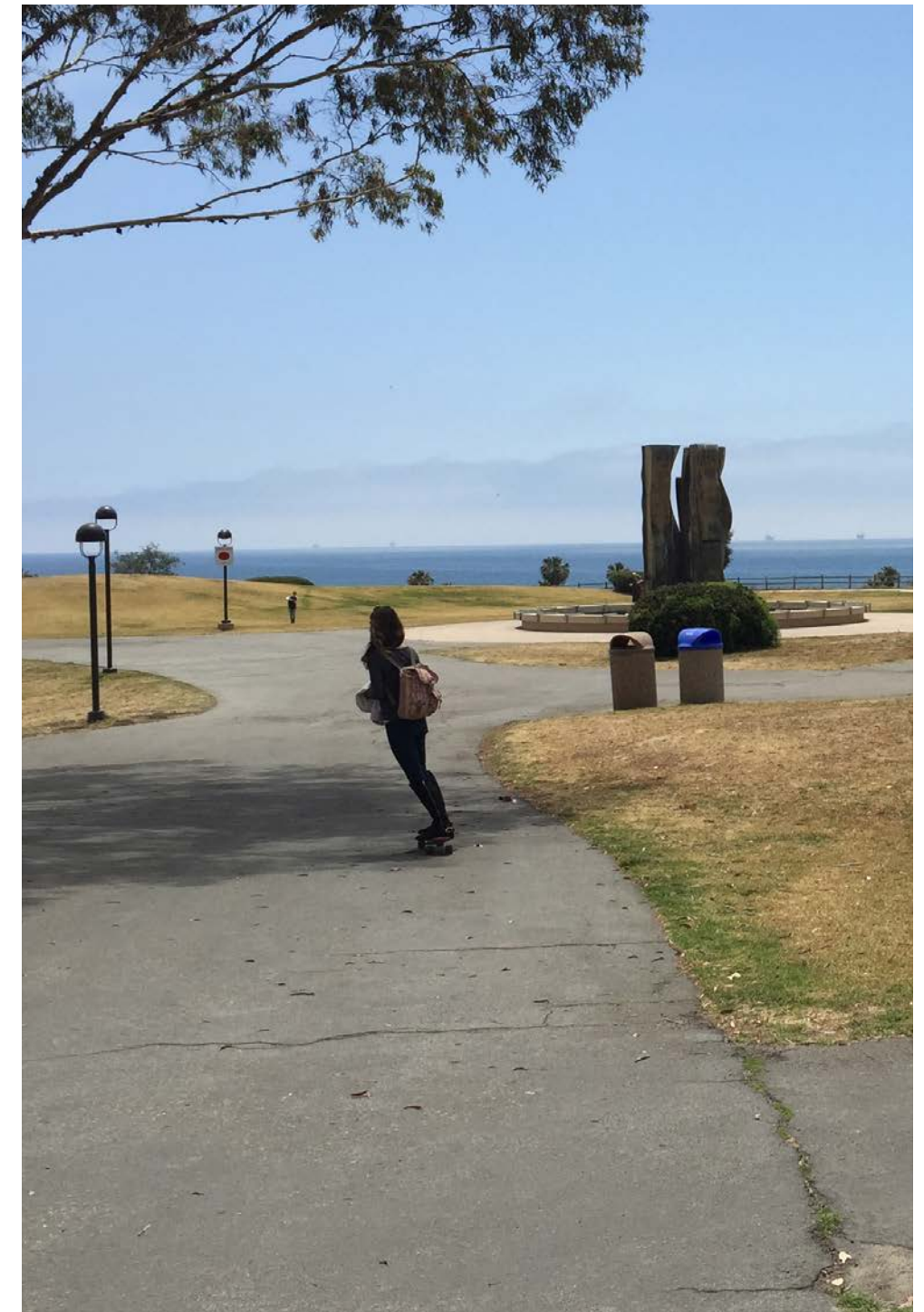
- Shared Paths
- Pedestrian Paths
- Bicycle Paths



The pedestrian arcade and the vehicular drive have little separation at the Schott Campus.



The pedestrian zone at the Wake Campus



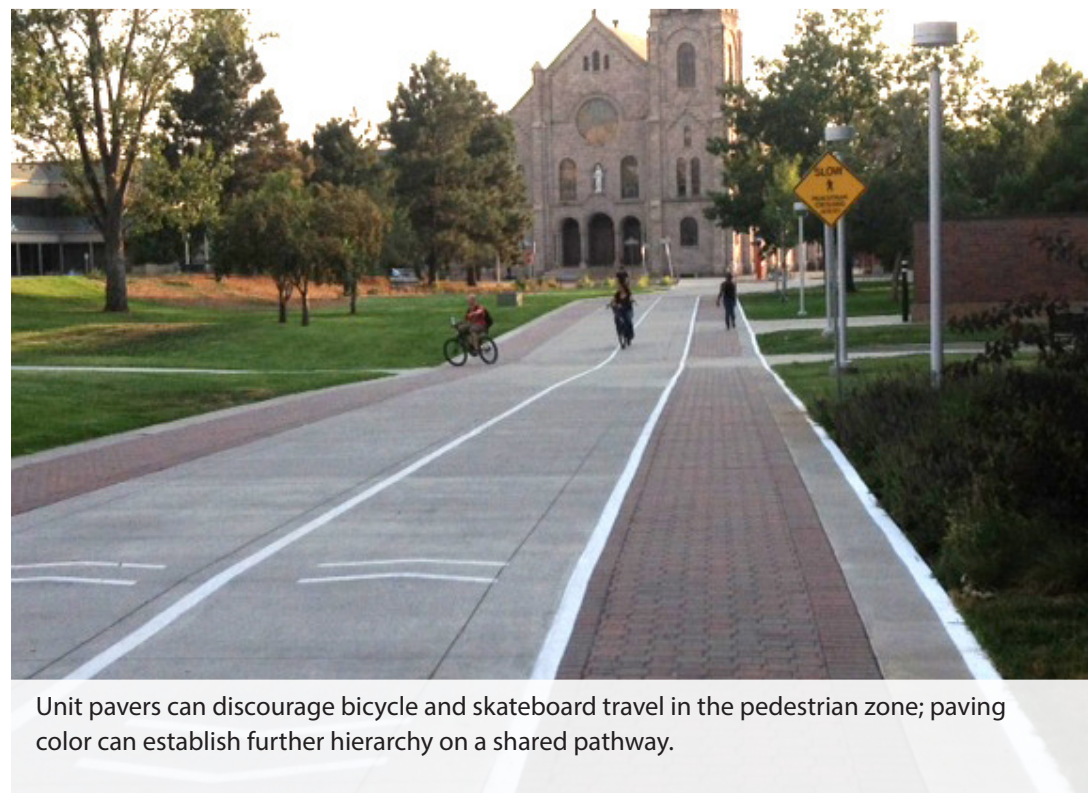
A skateboarder uses a shared pathway at the Main Campus; a hierarchy of paths and pathway materials will provide separation and guidance for the multiple modes of transportation on campus.



Existing bicycle paths are currently shared with pedestrians and skateboarders alike.



Pedestrian zones can be established through changes in paving on shared pathways.



Unit pavers can discourage bicycle and skateboard travel in the pedestrian zone; paving color can establish further hierarchy on a shared pathway.

Shared Paths

Most paths at the Main Campus are shared by pedestrians, maintenance vehicles, bicycles, and skateboards, which causes disruptions and safety issues. While skateboarding is not permitted on campus, **improving the safety of shared pathways could help encourage the goal of supporting alternative forms of transportation.** Through planning, direct primary routes that create **major linkages on campus should be identified.** These should be developed to separate wheeled transportation from pedestrians. Creating a system for shared pathways that separates uses is an effective strategy. Aesthetic standards include:

- The width of pathways should be scaled to create simultaneous but separate modes of travel on the same pathway
- Paving should be composed of unit pavers that establish pedestrian zones as rougher in finish
- Paving for bicycles should be concrete with integral color and a sandblast finish that is smooth
- Bicycle paving should be dark and the pedestrian areas light to further establish hierarchy and mark tire marks
- Bicycle parking areas should be located on major connectors so that bicycles can be parked before entering the pedestrian only paths
- Paths should be as direct and linear as the route will support

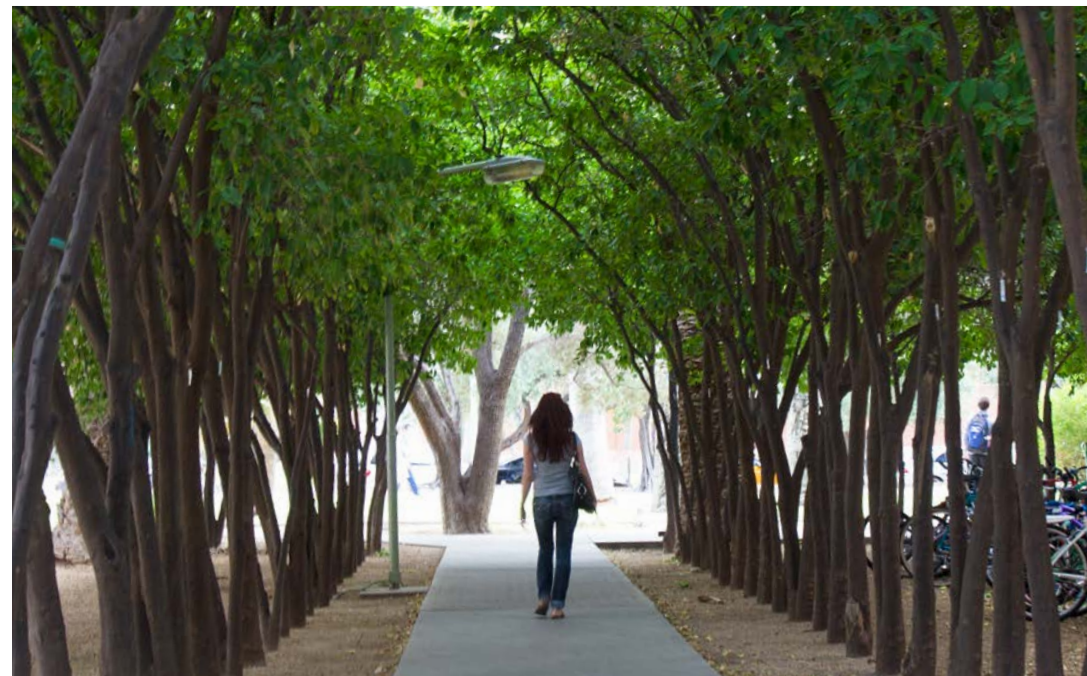
Pedestrian Paths

As tributaries off of the main shared pathways, pedestrian pathways are designed to bring people off the major spines to buildings and other more intimate parts of campuses. Aesthetic standards include:

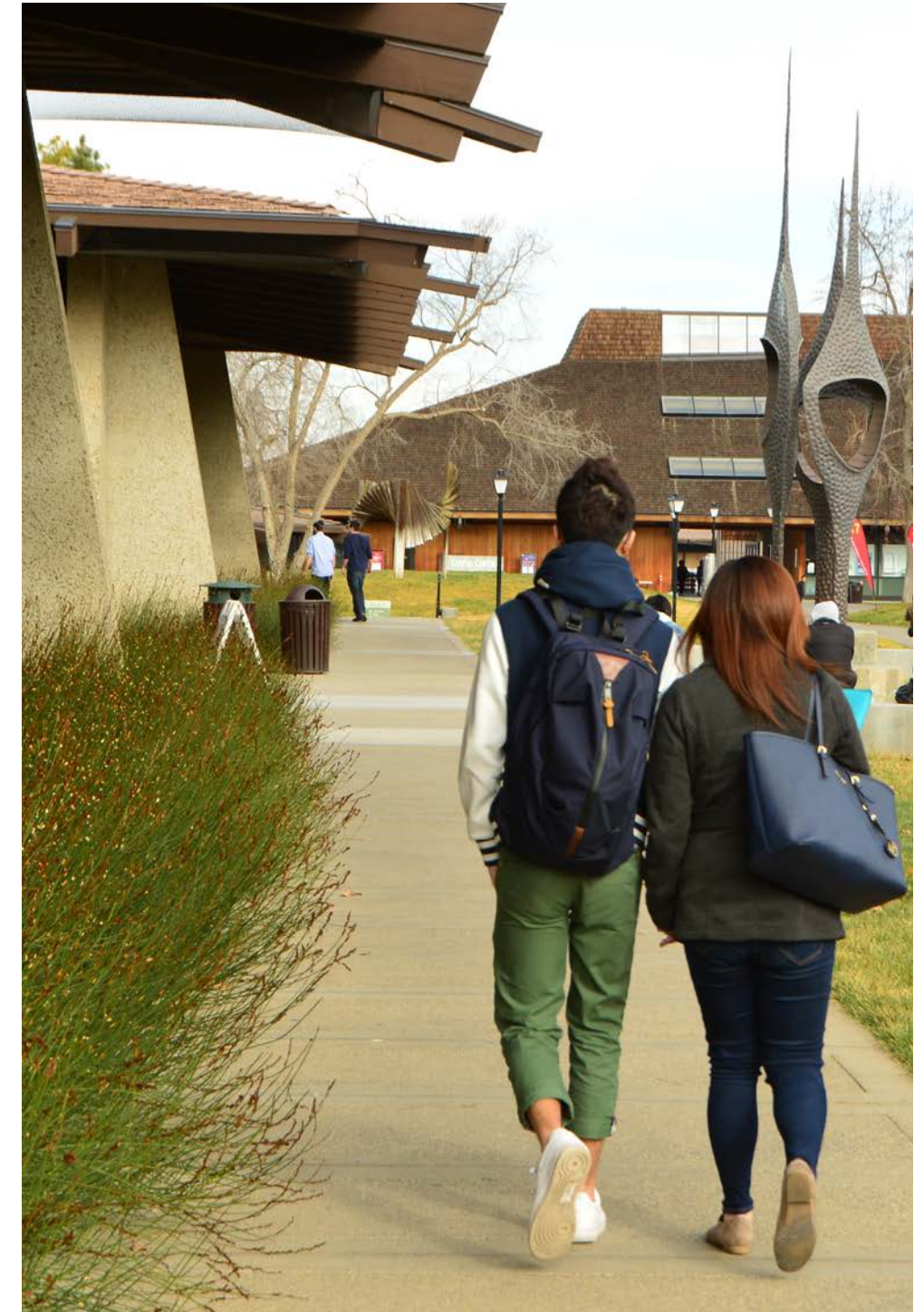
- Limit paths to 10' in width to be **smaller in scale and designed only to be shared by pedestrians**
- Limit width to be uncomfortable for bicycle or skateboard use
- Utilize the same paving type as used for the pedestrian conditions of the shared path
- Consider pathway lighting that runs along the edge of the path to emphasize the pedestrian nature of the connector
- Avoid construction of clear glass walkways per California Coastal Commission requirements



Planting or lighting may run along the edge of the path to further emphasize the pedestrian nature of the connector.



Smaller in scale, pedestrian paths should not be wider than 10': an uncomfortable width for a bicycle or skateboard.



Pedestrian pathways are designed to bring people off of the major spines to buildings or other more intimate parts of campus.



Signage guides bicyclists to dismount on the Loma Alta bridge connecting the east and west sides of Main Campus.



A bicycle path at an entrance to the Main Campus provides safe passage for bicyclists.



Bicycle pathways should be larger in scale, with a delineation of two different directions to avoid collisions.

Bicycle Paths

Pathways to support bicycles, and potentially skateboards in the future, should be located at the periphery of the campus. Having these types of pathways at the entrance to campuses is extremely important in order to **provide a safe passage**. Aesthetic standards include:

- Establish 10' as a minimum pathway width, to be larger in scale and designed to **only be shared by bicycles**
- Separate and delineate into two different directions to avoid collisions
- Utilize the same paving type as used for the bicycle conditions of the shared path or use asphalt for areas adjacent to vehicular routes
- Utilize pole lighting to adequately light paths
- Curves and transitions of grade should be smooth and designed for bicycles
- Clearly mark termination of routes prior to meeting a pedestrian path or shared path. Definition in the paving that clearly indicates the end of the path is important



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Architectural Guidelines

5.0 Architecture Guidelines

Introduction

While the Aesthetic Design Guidelines will discuss the existing architecture, it will not prescribe a required architectural style for future designers. The intent is to inform future designers of the positive qualities of existing architecture that could inspire and inform future construction and ensure an alliance with the existing physical environment.

The architectural aesthetic design guidelines will focus on the qualities of the exterior envelope and spaces of the buildings. The following key categories should be considerations in future work:

1. Building Massing and Scale
2. Architectural Character and Elements
3. Exterior Finishes and Materials



The Humanities Building is in a modern style, but has a white stucco finish and a close relationship to the ground plane emphasized by the horizontal joint lines.

Site Planning Considerations

The siting and orientation of buildings are significant factors in the successful function and presence of a building. Several important considerations for the designer include:

1. Effective site planning should strive for minimal disruption of the natural topography of the site, while balancing the needs for building orientation and varying levels of privacy or connectivity between the building and surrounding area.
2. Connectivity with other appropriate campus buildings, site features, and the surrounding community at a human scale should be maximized.
3. Accessible building entrances with minimal grade changes should blend with the natural topography and landscape design.
4. Major building entrances should be clearly identifiable and oriented towards major pedestrian circulation routes.



Connections between buildings should work with the natural pedestrian flow and incorporate into the natural topography of the campus.



The Humanities Building is designed to harmonize with the ground plane and topography so as not to be obtrusive, in spite of being more than one story high.



The ramp providing universal access to the Administration building is well-integrated into the landscape design.

5.2 Architecture Guidelines

Building Massing and Scale

Building Massing and Scale are critical considerations in architecture that convey the immediate first impression of the building's presence, importance, and status. For this reason, it is essential for any new buildings or major additions utilize a pedestrian, human scale in order to **welcome, rather than intimidate students.**

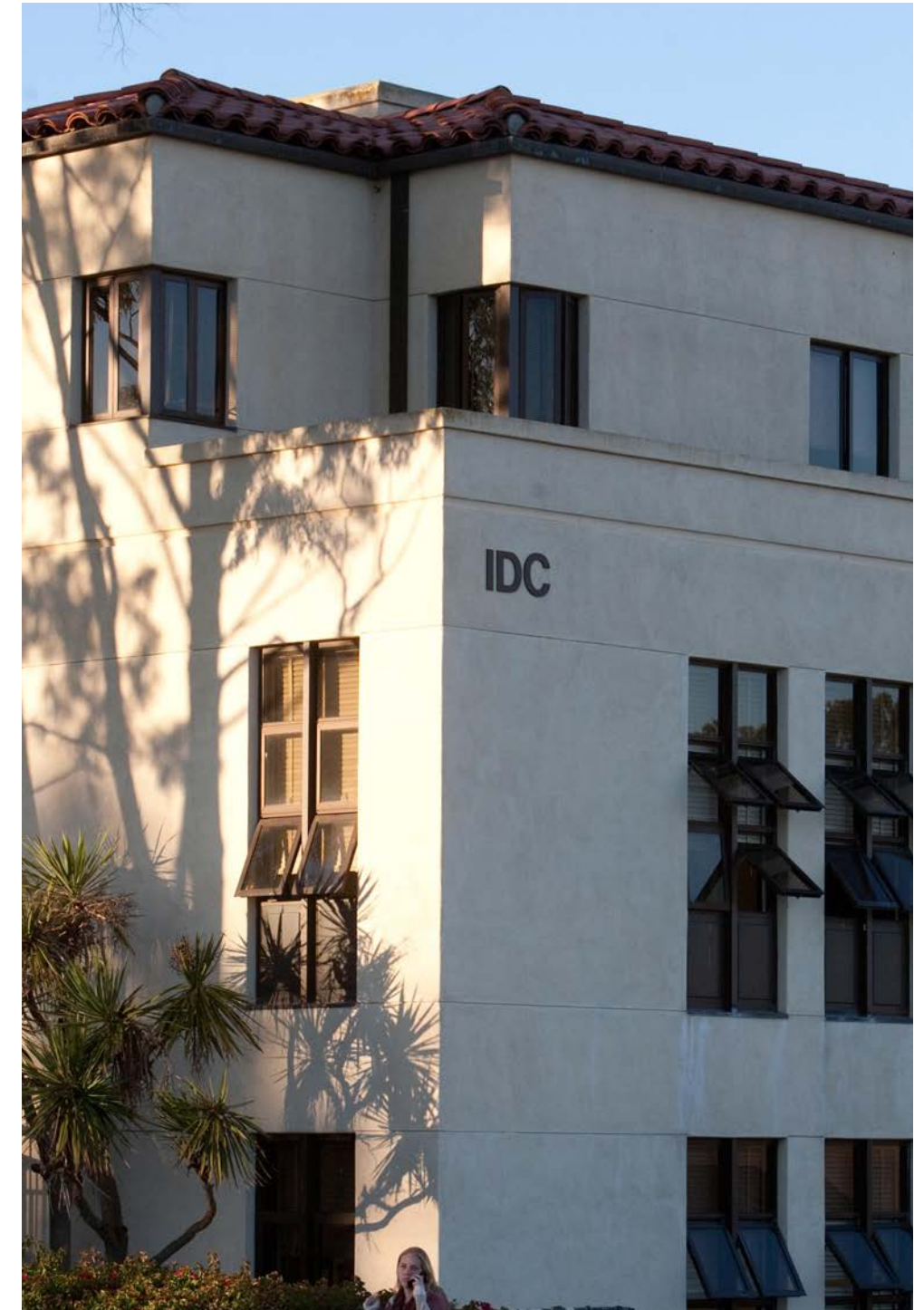
- As is consistent with the Santa Barbara General Plan, the building massing and scale should **relate to the immediate area** and neighborhood without being overwhelming. The **human scale should be favored** over monumentalism. Large buildings should be broken up into smaller massing to accomplish this. Additionally, buildings should **relate closely to the ground plane rather than dominating the land.**
- Buildings should be designed to create elevations with **visual interest**, avoiding long, uninterrupted planes.
- Building facades should include composed elements such as glazing, score or control joints, and other features to add character and **break up large, long surfaces.**
- Layering enclosure elements to express variation in depths should be used to add dimension and **communicate solid, quality construction.** This can be accomplished through designs such as recessing the plane of the window glazing beyond the window frame or recessing window frames from the face of the wall.



The layering of finishes and extended planes on the Humanities Building adds visual interest and depth.



The Business Communications Building uses multiple types of window and opening types to break up the long facade surfaces and to achieve a more human scale. The ramps are incorporated into the entry.



The building volumes at the Interdisciplinary Center are broken into distinct blocks to reduce the bulk of the building.



The cantilevered bay of this window create a visual break in an otherwise long flat facade.



The curtain wall glazing in this hospital reflect varying depths in the facade between the glazing, mullions, and wall surface.



This Santa Barbara building broke up its massing by setting back the upper floors and changing the facade materials.



This large downtown building is broken down into a more accessible scale by recessing the corner into towers, varying the cornice and roof line heights, and providing deeply recessed apertures.



The Administration Building on the Main Campus would be an intimidating building were the massing not broken up into distinct volumes by stepping portions in and out and by using large windows with limited but effective variations in size and shape.



Similar to the Administration Building, this long building is broken into a more human scale by slight shifts in the roof lines, facade articulations, and window groupings.



An otherwise plain facade is articulated through the use of trim, cornice bracketing, and recessed windows with varying shapes.

5.3 Architecture Guidelines

Architectural Character and Elements



The Schott Center features exposed timber and arched openings to add visual interest to long pedestrian scale arcades – a common Spanish Colonial Revival characteristic.



Differently scaled spaces, a progressive entry sequence, and ornamental ironwork create a memorable sense of discovery downtown.



The ironwork detail at this railing breaks the monotony of simple vertical balusters.



Tapered brackets at the roof eaves add character and visual interest.



Colorful circular accent tiles, a framed archway with keystone, and rich sandstone create a warm and inviting gathering space in this downtown courtyard.



The Learning Resources Center on the Main Campus uses an arched opening and covered portico to clearly indicate the main building entrance.



The Administration building has a clearly articulated entrance and integrated ramp access.

Architectural Character and Elements



Functional features like this overflow can be detailed in a way to provide architectural interest.



Existing arcades could be referenced in proportion and scale. The rhythm of the arches could also be referenced.



Square or rectangular punctures in thickened walls accentuate a sense of solid, quality construction.



Designers could use materials found on the SBCC campus in new ways. In this building, terracotta baguettes are used as a screening rather than roofing material. (Photo by Jeffrey Totaro)

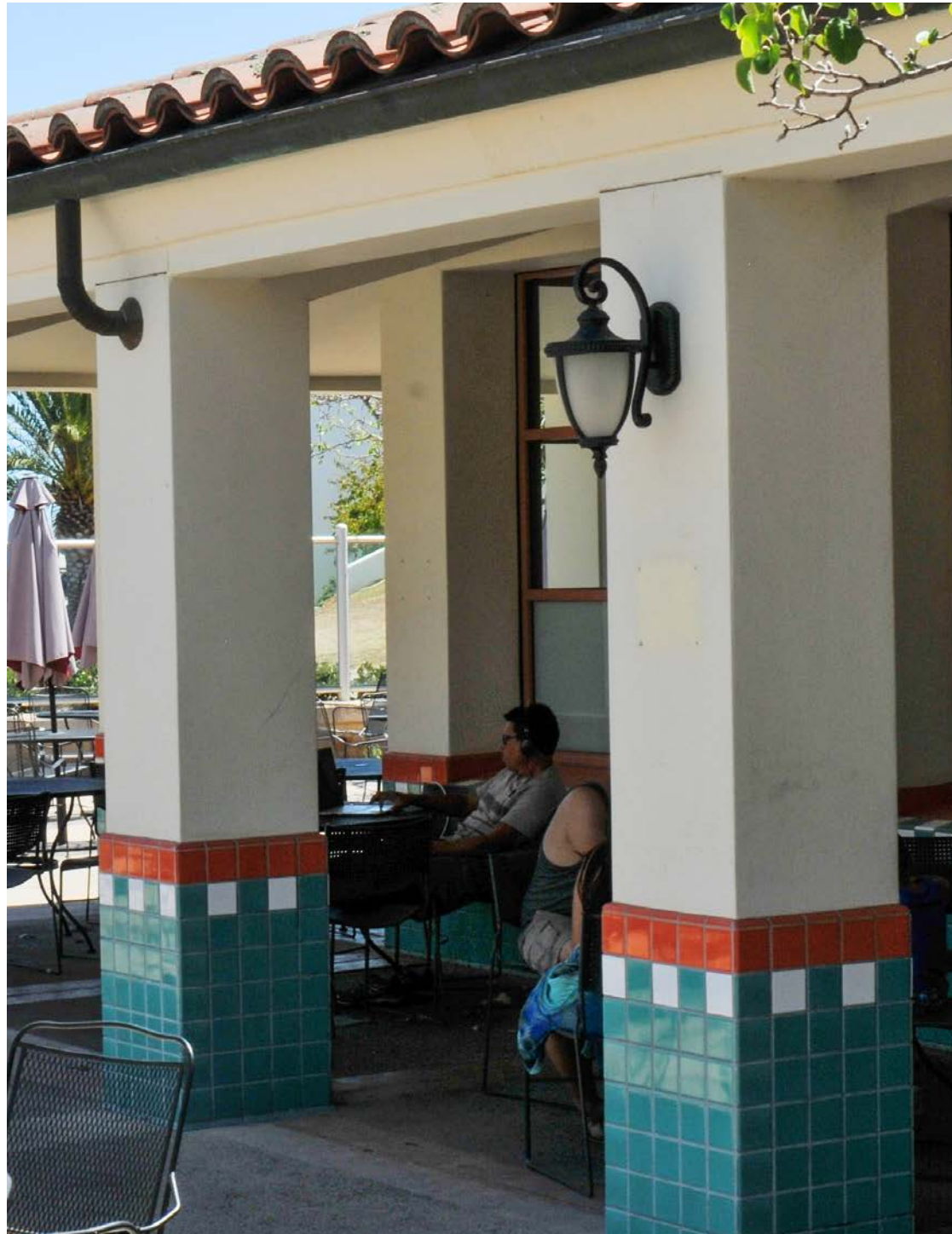


Architectural structures used as open shelters or monuments should relate to enclosed structures in the use of materials or architectural elements.

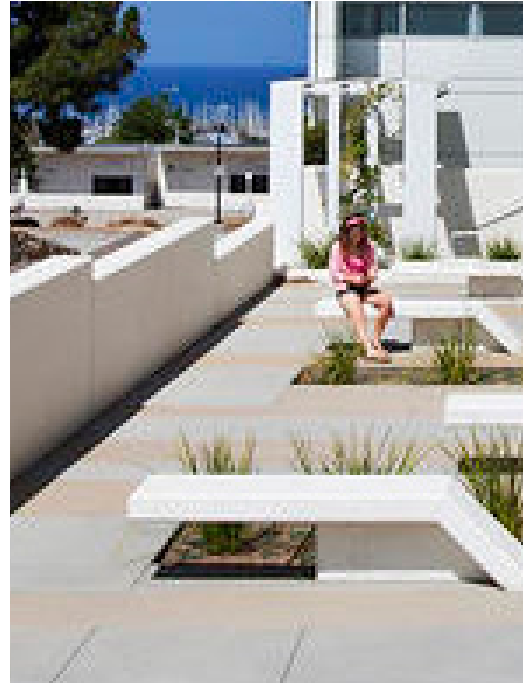
The Aesthetic Design Guidelines are not intended to prescribe any historic architectural styles to future work. However, there are many existing features and characteristics throughout the campuses inspired by the local Santa Barbara style that could inspire the design of new buildings. The preceding images highlight the following desirable architectural elements:

- **Clearly defined and framed entrances**
- Vertical circulation including ramps incorporated into building envelope or landscape
- **Pedestrian scaled arcades**
- Windows having a depth and expressing the wall thickness, rather than being treated as simply a different surface finish within an otherwise solid wall. This **implies a solidity and higher quality of construction, reflecting on the perception of the college.**
- Architectural structures such as sheds or kiosks related to fully enclosed buildings in materiality, used to help **highlight key circulation paths**
- Buildings providing an **experience of discovery**, with a layering of detail and spaces. This could create a strong and memorable experience and strengthen a visitor's perception of the college. A progressive layout of spaces or unexpected visual connections between spaces not directly adjacent can create such a sense, as can repeated use of a recognizable detail (i.e., a colorful accent tile of a particular size and shape).
- Architectural detailing adding **visual interest**, similar in spirit to ornamental ironwork or carved wood brackets but not necessarily in the Santa Barbara style

5.4 Architecture Guidelines Exterior Finishes Palette



Colorful accent tiles



Integral color concrete paving



Green glass



Red terracotta roofing



Dark bronze metal finish on window frames, downspouts, trim



Green accent color used at the clock tower on the Main Campus



Santa Barbara sandstone



White Cement Plaster with smooth finish



Green accent color used at metal awnings at Main Campus

Using Existing Materials as a Palette

The college does not wish to prescribe a material palette for new work, but the **use of natural, local building materials is desirable**. Designers are encouraged to **draw from materials used in existing buildings or found naturally in the region**, which could also be used in new and different ways. For example, the Humanities Building used a similar white stucco finish found in numerous other Main Campus buildings, but in panels of a more modern linear rectangular pattern, highlighting horizontality in the control joints to better relate to the ground plane and the adjacent Campus Center. The West Campus Classroom and Office Building also uses both the smooth white stucco and sandstone wall finish to relate to other buildings, but draws inspiration from the coastline in its reference to the pier layout for its curtain wall mullion pattern. Materials found throughout SBCC include:

- Smooth white stucco
- Terracotta barrel tile roofing
- Dark Bronze metal finish
- Santa Barbara sandstone
- Integral color concrete
- Colorful ceramic tile accents
- Official Santa Barbara green color
- Green glass



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Wayfinding Guidelines

6.0

Introduction and Overview

Wayfinding Purpose

SBCC will benefit greatly from an effective wayfinding program. **Wayfinding provides a clear identity of and accessibility** to the college. It also provides a sense of comfort to people who experience the campuses.

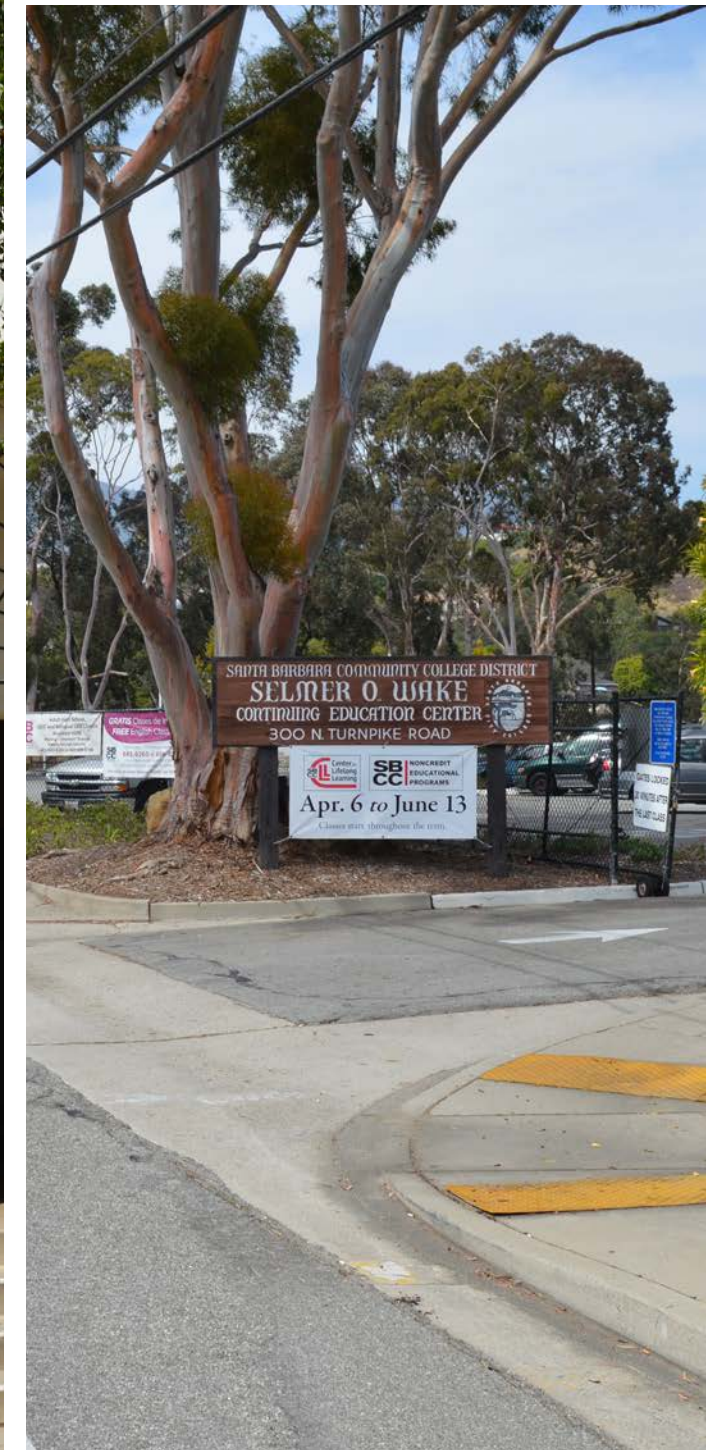
Wayfinding offers an opportunity to **create a unifying and consistent visual tie between the three distinct SBCC campuses**. A well designed and implemented signage program will support the campus landscape and project a clear sense of place.



Main Campus



Schott Campus



Wake Campus



Circulation routes should be relevant and logical.



Signage should exhibit hierarchy and consistency to elevate the SBCC brand and minimize clutter and confusion.



Signage should connect people to the campus and elevate the SBCC brand.

- Enhancing the Experience**
 The wayfinding signage program implemented within the three SBCC campuses must:
- Respond to and support the college landscape and destinations
 - Consistently identify and **elevate the SBCC brand**
 - **Connect people to college**
 - **Convey a friendly and accessible personality** within an intimate experience
 - **Connect the three campuses to support the concept of one college**
 - Identify and **activate campus** sites and areas and destinations within them
 - **Provide greater access** and guide people to and through the campuses via logical circulation routes
 - Provide an **informed, safe, and comfortable experience**
 - **Be relevant, logical and memorable**
 - Be implemented as minimally as possible to avoid over-signing, confusion, and clutter
 - Be designed, fabricated and installed to be cost-effective, efficiently built, easily maintained, and able to stand up to natural elements, normal use, and possible vandalism
- The SBCC sign aesthetic must align with the overall success criteria. Integrating the signage within the landscape and destinations is critical to it performing as it should, **providing an intuitive and effective experience.**

6.1 Wayfinding Guidelines

Essential Criteria

When developing the wayfinding program, the following guidelines should be followed to help ensure success.

Design for the First-Time Visitor

It is important to **welcome the visitor, clearly define routes and provide information in a legible and understandable manner**. It should be easy for visitors to understand their position within a campus to promote a sense of safety and comfort, and enhance their perception of the college. Wayfinding relieves stress by empowering visitors, helping them feel confident and capable from the first time they enter a campus.

Support the Landscape

SBC has distinct landscape typologies. The **wayfinding must respond to the landscape** and support visitor movement through it and to destinations. The signs implemented must be utilized to provide greater context to surroundings and destinations so that it does not challenge predictable human behavior.

Structure Information

Designers should develop an information hierarchy to organize the messages conveyed by the wayfinding system. The hierarchy should establish a layered system of disseminating information so visitors are provided only the information they need at any given point. An effective wayfinding signage program leads rather than points the way.

Control Circulation

The shortest distance between two points may not be a straight line. Clearly defining routes based on how people typically need to navigate the campuses will avoid congestion and create a safer and more pleasurable environment.

Minimal Implementation

Control must be exercised when programming and implementing a wayfinding program. A successful sign system will include only the signs needed to provide an intuitive and effective experience. Care must be taken to not over sign, which can cause more confusion than guidance. Too many signs will also create clutter in the landscape.

Maintain Quality

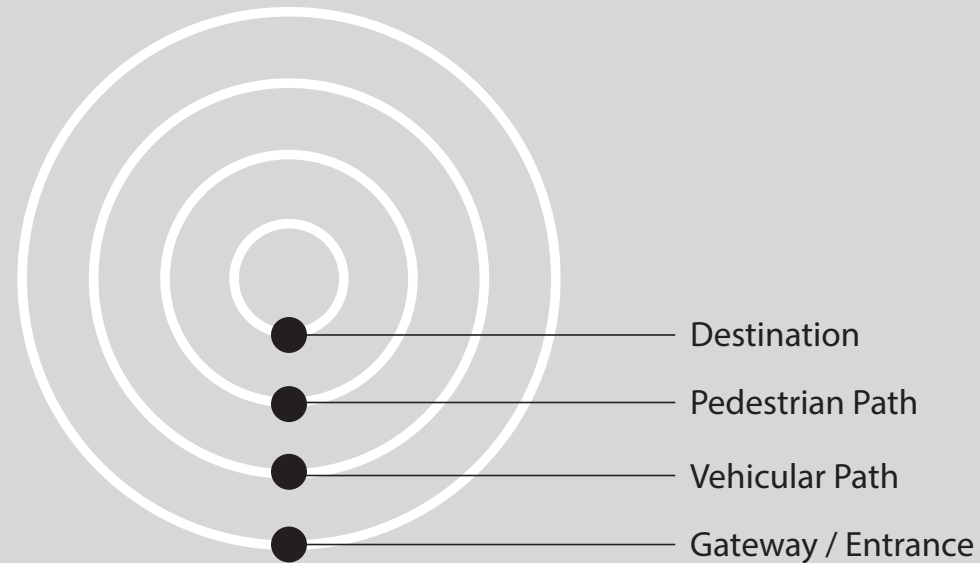
A wayfinding signage program is an excellent opportunity to let visitors know how much the college appreciates them. The quality of strategy, programming, materials, construction and connection to the success criteria must all be taken in account when the wayfinding program is conceived, developed, and implemented.



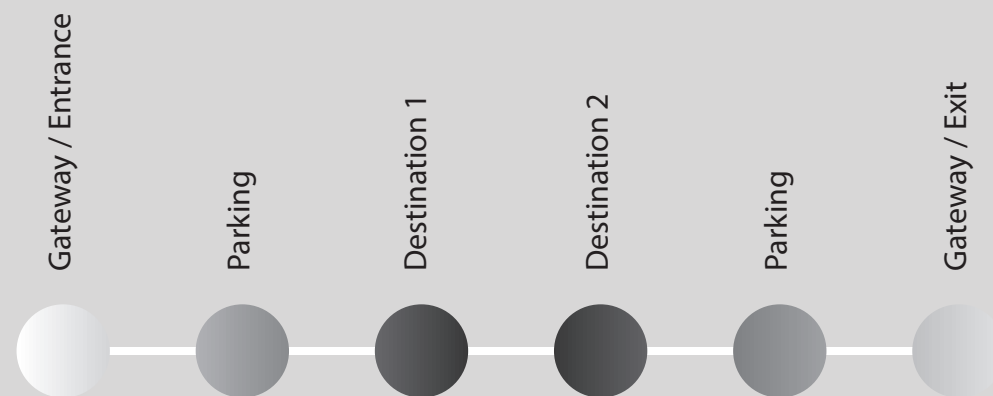
Wayfinding for first-time visitors should be intuitive and effective.



Signs should be legible and thoughtfully implemented to minimize over signing an area.



Destination oriented path hierarchy informs signage hierarchy



Role based journey map informs sign and message placement

The programming of signage is critical to its success. Programming is the process of determining what sign types are needed to effectively provide information to visitors as they approach and make their way through the campuses. Programming also involves implementing a prescribed system of informational graphics which effectively **addresses specific needs as they occur during circulation** to and through campuses. The programming of actual sign locations involves the determination of which specific graphic components must be used at particular locations, what they should say, and how they should relate to the graphics system and the college as a whole.

Integration

Campus landscape elements and amenities such as sidewalks, gardens, open spaces, buildings, street lamps, benches and trash receptacles all contribute to the perception of an environment and place. These aspects of the **college environment must also be considered in conjunction with plans for the wayfinding sign program** to ensure they do not obstruct or compete with each other.

Progressive Signing

The signs designed and implemented must provide only the information needed at key decision points to keep the individual moving toward their intended destination. Progressive signing means that **the information required and the physical form of the elements that deliver them are carefully planned and integrated.** The challenge is to verbally and visually simplify the information in the system. Consistency in both instances is key to success.

Destination Oriented Path

Visitor wayfinding occurs in a logical pattern. The route one takes to reach a destination must be logical and memorable to ensure efficient travel to a destination and away from it. The simple diagrams to the left show how **visitors must understand the environment and decision points** that will allow them to access their final destination, as well as make their way to their next destination and back to their starting point. The sign program leads people in and out of campuses because the signs support synergies between destinations. The destination oriented diagram illustrates how effective wayfinding can aid in guiding and leading people by establishing a programming hierarchy for the signs.

Journey Map

A journey map exercise should be performed to better inform sign placement and message organization. This is done by creating personas based on roles such as a student with a specific curriculum or a visitor with specific objectives. By creating these imaginary users, paths can be defined which illustrate the best way to program the signage system for real world campus circulation.

Thoughtfully Define Routes and Destinations

Using common terminology helps visitors understand where they are going. Consistently using this terminology at each point in the journey helps keep that visitor in a logical motion.

6.3 Wayfinding Guidelines

Signage Typologies

Introduction

Signage typology is a set of sign types that fit the wayfinding needs of a specific place. A sign typology has been defined for SBCC and is shown in diagrammatic form on this and the following page. Though the diagrams do not dictate design, they do encompass sign types needed to provide an effective wayfinding experience at the college. Through the process of programming and scheduling campus signage, the typology may be expanded to ensure all campus needs are met.

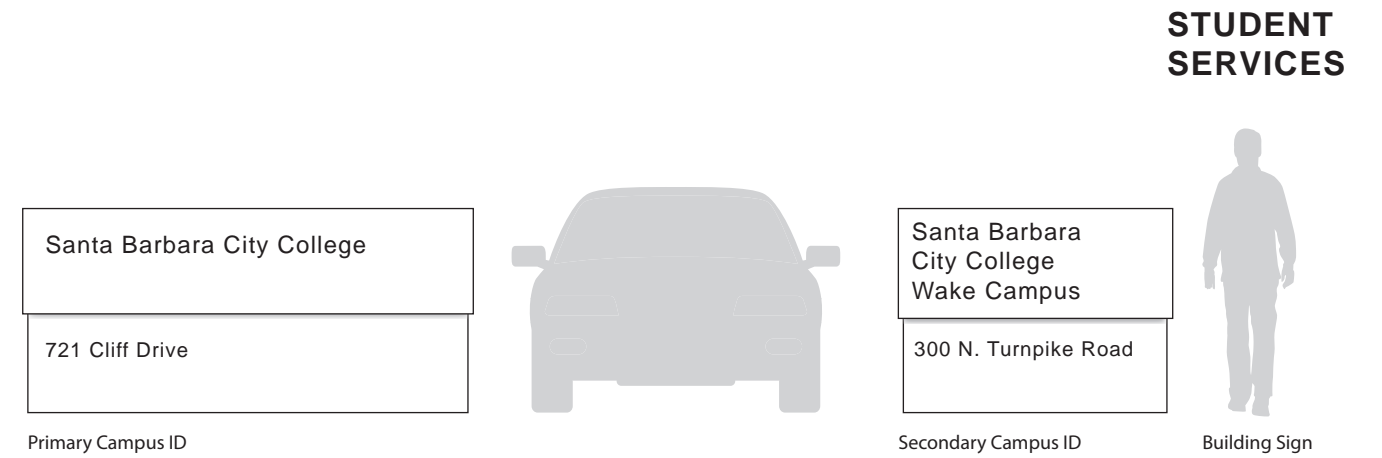
Just as the simple diagrams included here are consistently drawn, the signage system implemented at the SBCC campuses **must be uniformly designed while integrating with landscape and destinations**, and conforming to the function of specific sign types to ensure a cohesive and dependable experience.

The sign typologies identified for the college tie to the landscape and destinations within the campuses. The specific landscape typologies are:

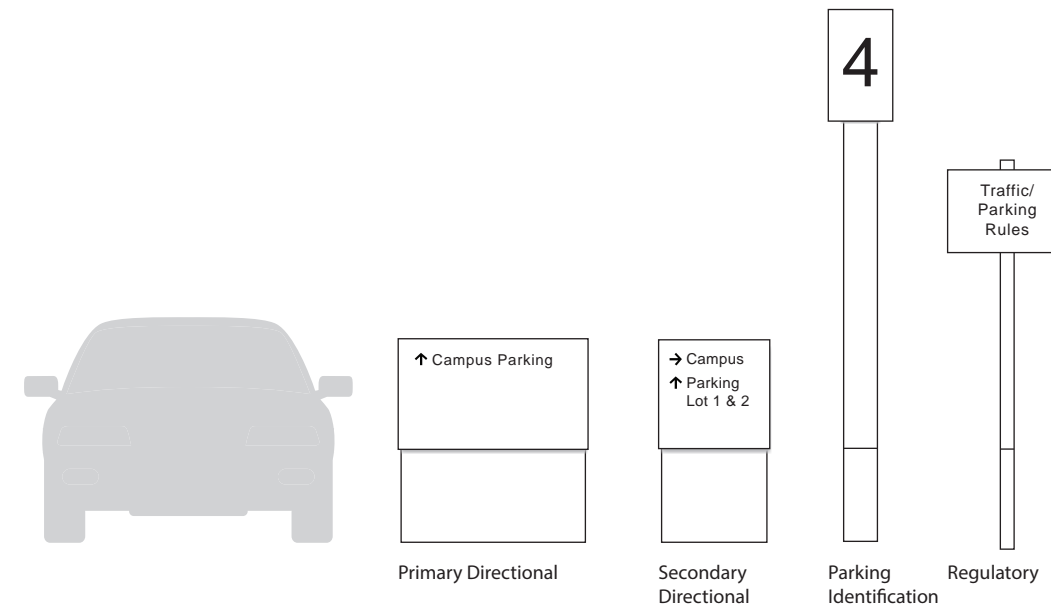
- Campus Thresholds and Entries
- Gathering Spaces
- Learning Landscapes
- Universal Design
- Parking
- Campus Connections

More detail about each sign typology, which landscape typologies they support, and sample images of representative signs are included on the following pages.

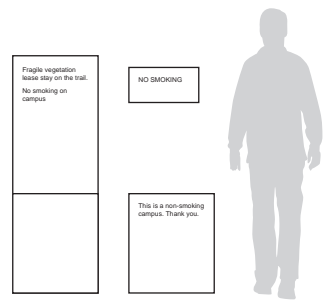
Please note: The sign diagrams are for typology reference only. They do not indicate a recommendation for the design of signage for the SBCC campuses.



Identification Signage

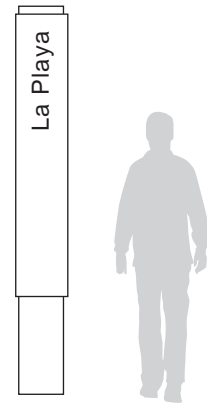


Vehicular Directional Signage



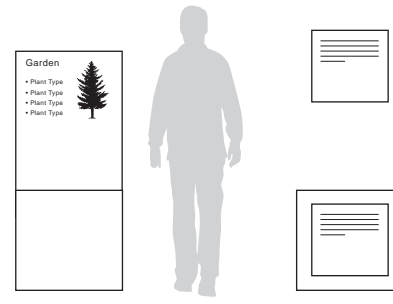
Pedestrian Regulatory Signs

Pedestrian Regulatory Signage



Monument

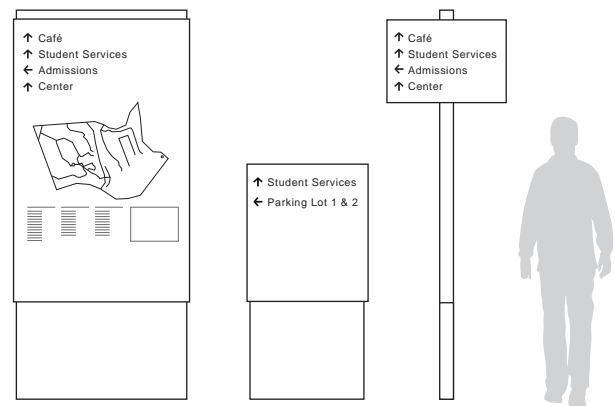
Monument Signage



Interpretive Sign

Plaques/memorials

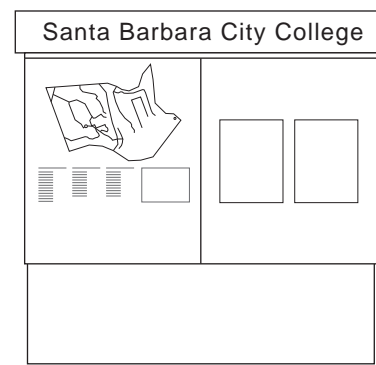
Interpretive Signage



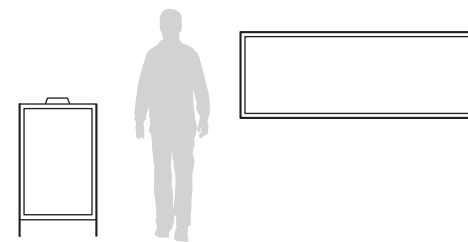
Pedestrian Campus Directory

Pedestrian Directional Signs

Pedestrian Directional Signage



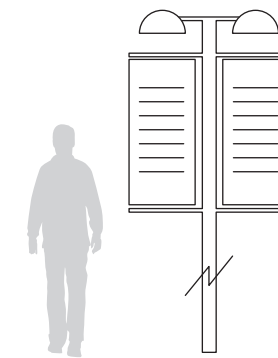
Information Kiosk



Moveable sign board

Banner Frame

Temporary Signage



Pole Banners

Promotional Signage

6.3 Wayfinding Guidelines

Signage Typologies

Identification Signage

Identification signs call attention to and **mark key college entry points and destinations**. They often provide the first impression of the place. These signs indicate boundaries, gateways, services and facilities. In a wayfinding experience, they **function as both landmark and identifier**.

Sign types included in the Identification typology:

- Gateway Identification
- Perimeter Identification
- Parking Identification
- Building Identification
- Room Identification

Primary Landscape Typologies Supported:

- Campus Thresholds and Entries
- Gathering Spaces
- Learning Landscapes
- Universal Design
- Parking
- Campus Connections



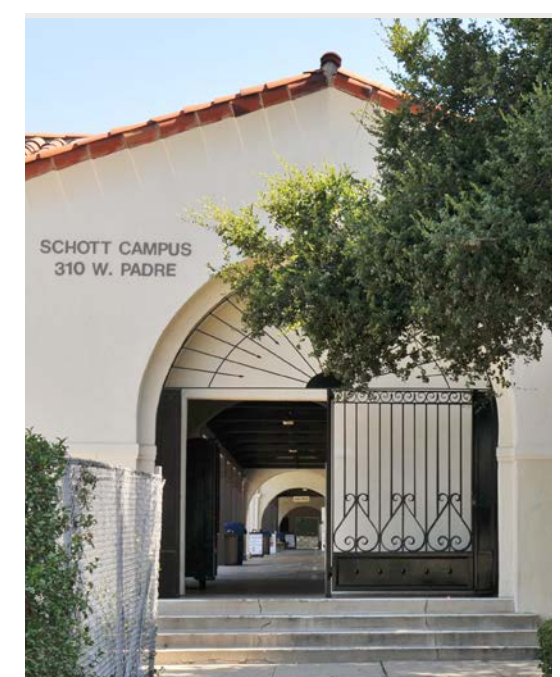
Entry identification



Building identification



Parking identification



Building identification



Post and panel



Monument



Monument



Monument



Monument

Vehicular Directional: Guiding Safe and Efficient Vehicular Traffic

Vehicular directional signs, along with pedestrian directional signs, are the circulatory system of a wayfinding program. They guide visitors to parking lots and other destinations accessible by automobiles. They **provide the necessary cues to keep people on the move** once they enter a campus.

People transport themselves to and through the college in a variety of ways. It is important to **take varying modes of transportation into consideration** when programming and implementing the wayfinding program, including automobiles, bicycles, and skateboards.

This sign type routes vehicular traffic between entrances, key decision points, destinations and exit points. The vehicular directional signs must integrate with the overall college landscape; however, they must also stand out enough to be recognizable and effective. **Message content should be simple and brief** because people driving vehicles have less time to read sign content. Message content must be coordinated with the entire vehicular directional sign program to ensure a logical progression.

Sign types included in the Vehicular Directional typology:

- Primary vehicular directional
- Secondary vehicular directional
- Parking

Primary Landscape Typologies Supported:

- Campus Thresholds and Entries
- Parking
- Campus Connections

6.3 Wayfinding Guidelines

Signage Typologies

Pedestrian Directional Signage: Communicate an Efficient and Comforting Path

Pedestrian directional signs function as an orientation device for people making their way through the campuses. These **signs must be able to work as a system on their own and as a connected next step** for those arriving by car, or another mode of transportation, and who have already experienced the college vehicular directional signs.

Similar to vehicular directional signs, **message content should be simple and brief**. They must be **located at key decision points** and coordinated for intuitive navigation through the campuses based on the wayfinding program strategy.

For greater efficiency, pedestrian directional signs may offer visitors an overview of their surroundings and in the form of directories which may include “you are here” maps and other contextual elements. The design and messages must coordinate with other signs in the program.

Signs included in the Pedestrian Directional sign typology:

- Campus Directory
- Pedestrian directional

Primary Landscape Typologies Supported:

- Campus Thresholds and Entries
- Gathering Spaces
- Learning Landscapes
- Parking
- Campus Connections



Pedestrian directory kiosk with post and panel combination



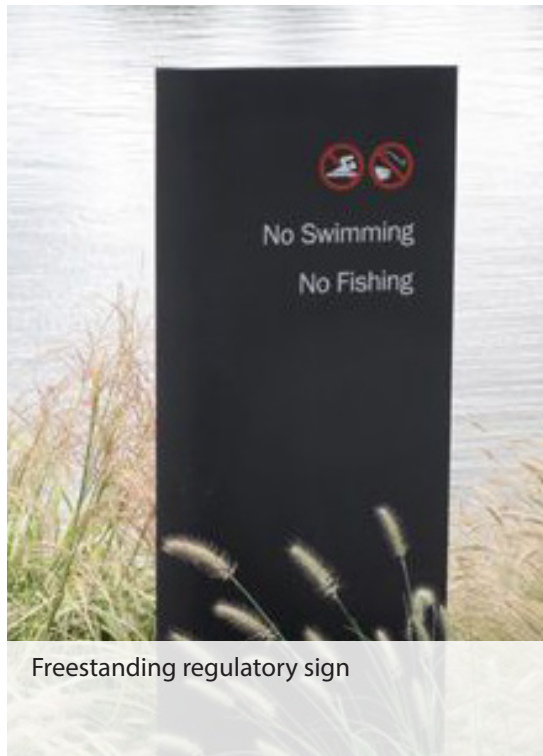
Pedestrian directional post and panel sign



Pedestrian directional sign



Information kiosk



Freestanding regulatory sign



Applied regulatory sign



Low profile regulatory sign



Low profile freestanding regulatory sign



A whimsical regulatory sign

**Pedestrian Regulatory Signage:
 Maintaining a Positive Experience**

This sign type conveys rules visitors must be aware of to ensure a more pleasurable and safe visit. Regulatory signs offer structural information and help create a more comfortable experience by setting expectations. When implemented strategically and minimally these signs enhance the place and the perception of the college's commitment to it.

There is a fine balance between establishing rules and regulations and setting a negative tone. **Signs should first focus on establishing the correct behaviors, not correcting a negative one.** Their language should be carefully crafted to avoid being unwelcoming.

Sign types included in the Pedestrian Regulatory typology:

- Emergency egress
- Life safety
- College rules
- Resource maintenance

Primary Landscape Typologies Supported:

- Campus Thresholds and Entries
- Gathering Spaces
- Parking

Regulatory signs should be placed as close to campus perimeters as possible to establish expectations early in the visitor experience. This will not only initiate behavior more immediately in the visit, but will also minimize the number of signs within the campuses and the potential for a negative tone.

6.3 Wayfinding Guidelines

Signage Typologies

Monument Signage: Elevate Features to Provide Depth and Context

Landmarks are an important addition to any wayfinding program. Within the SBCC campuses, landmarks exist in the form of sculptures, lights and other features – both natural and man-made. These elements provide two key benefits: depth of experience and context to aid in more effective wayfinding.

A sign type has been included that will signify specific areas as college landmarks. This sign's ability to highlight landmarks within the campuses will **bring greater awareness to distinct features and elevate what makes SBCC unique.**

The landmark signs are also **critical functional features of the wayfinding strategy as they provide context to routes** and the campuses. They identify areas that appear on directories and support a sense of place.

Signs included in the Monument sign typology:

- Freestanding area markers
- Applied area markers

Primary Landscape Typologies Supported:

- Gathering Spaces
- Learning Landscapes
- Universal Design
- Campus Connections



Landmark monument



Existing SBCC features may be integrated as or replicated by monument signs



Existing SBCC features may be integrated as or replicated by monument signs



Landmark monument



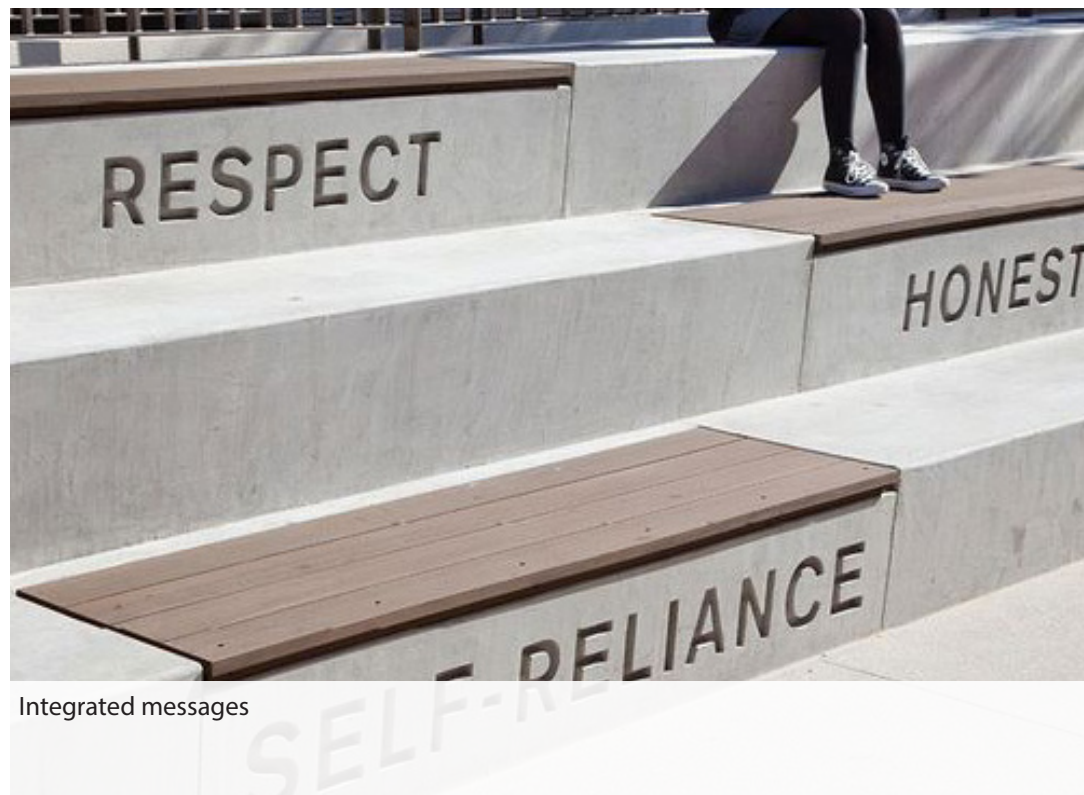
Dedication plaque



Attached information panel



Information panel



Integrated messages



Information panel

**Interpretive Signage:
 A Memorable and Relevant Statement**

Interpretation is a communication process designed to reveal the meanings and relationships through first-hand involvement with specific features and activities. Interpretive signs tell a story and **bring meaning and interest** to a subject for enjoyment. They can **inspire stewardship, convey pride, or strengthen awareness to enhance visitor perception of the place they represent.**

Interpretive signs engage students and visitors and also enhance the college experience. They are most commonly used for self-guided trails or for exhibits at points of interest, such as viewing areas and resource management areas. They are an excellent way to illuminate the power of place. For example, an interpretive sign program might highlight SBCC's sports or horticultural programs.

Signs included in the Interpretive sign typology:

- Information panels
- Integrated messages
- Memorial or dedication plaques

Primary landscape typologies supported:

- Gathering Spaces
- Learning Landscapes
- Campus Connections

6.3 Wayfinding Guidelines

Signage Typologies

Temporary Signage: Hit the Ground Running

Temporary signs allow staff, faculty, or students to display temporary information in a way that is consistent with the established aesthetic of the permanent signs. By establishing a temporary sign type, the college can control the look of these signs within a typology integrated with the overall wayfinding sign program. A temporary sign type also **provides flexibility and efficient creation of timely information.**

A temporary sign type consists of a controlled “frame” which can house templated and customizable information. These templates can be prepared and made available to those that have a need to inform on a time limited basis.

Signs included in the temporary sign typology:

- Banners
- A-frame style movable sign boards
- Postings/fliers kiosks and designated walls

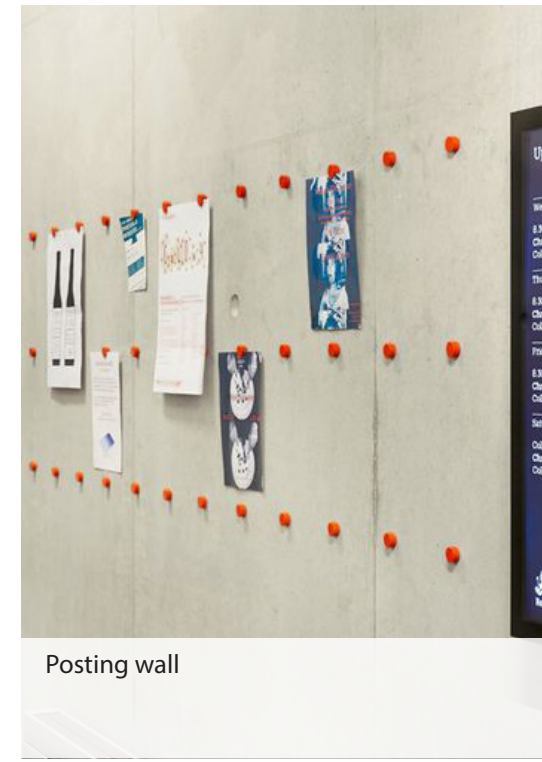
A related structure is a posting kiosk where staff, faculty, or students may post fliers which advertise events, or information. Both the posting kiosk and postings themselves should be designed in a way that conforms with the wayfinding signage aesthetic.

Primary landscape typologies supported:

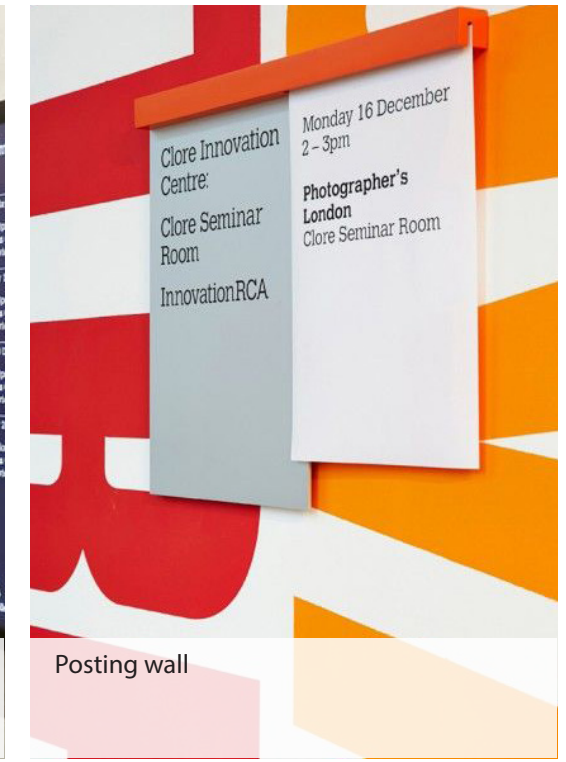
- Campus Thresholds and Entries
- Gathering Spaces
- Parking
- Campus Connections



Consistent prescriptive posting system



Posting wall



Posting wall



Consistent prescriptive posting system



A-frame movable sign stand



Pole banner



Pole banners



Applied banners



Light pole mounted banners

Promotional Signage

Promotional signs are those that have a timely purpose but have a planned application. They are created and placed to provide highly visible signing to communicate events, campaigns or general emphasis of a place to **create a sense of pride and awareness.**

Banners are a prominent type of promotional sign and can successfully identify an area and convey simple themes or messages. One or more rows of banners provide a strong, repeating graphic element that can be used for both promotional and identity purposes.

Banners are changeable, allowing for seasonal, event-specific or thematic changes. They need to be legible to communicate their message. Banners that are designed simply, with readable type sizes and few words, are the most successful.

Banners can be placed at the edges of roadways or major pedestrian paths, within the viewer's visual field but not where they would be distracting or compete with directional or informational signage. They may also attach to buildings or other structures to create highly visible focal points.

Primary Landscape Typologies

Supported:

- Campus Thresholds and Entries
- Gathering Spaces
- Parking
- Campus Connections

6.4 Wayfinding Guidelines

Visual Vocabulary

Bringing the Signage to Life

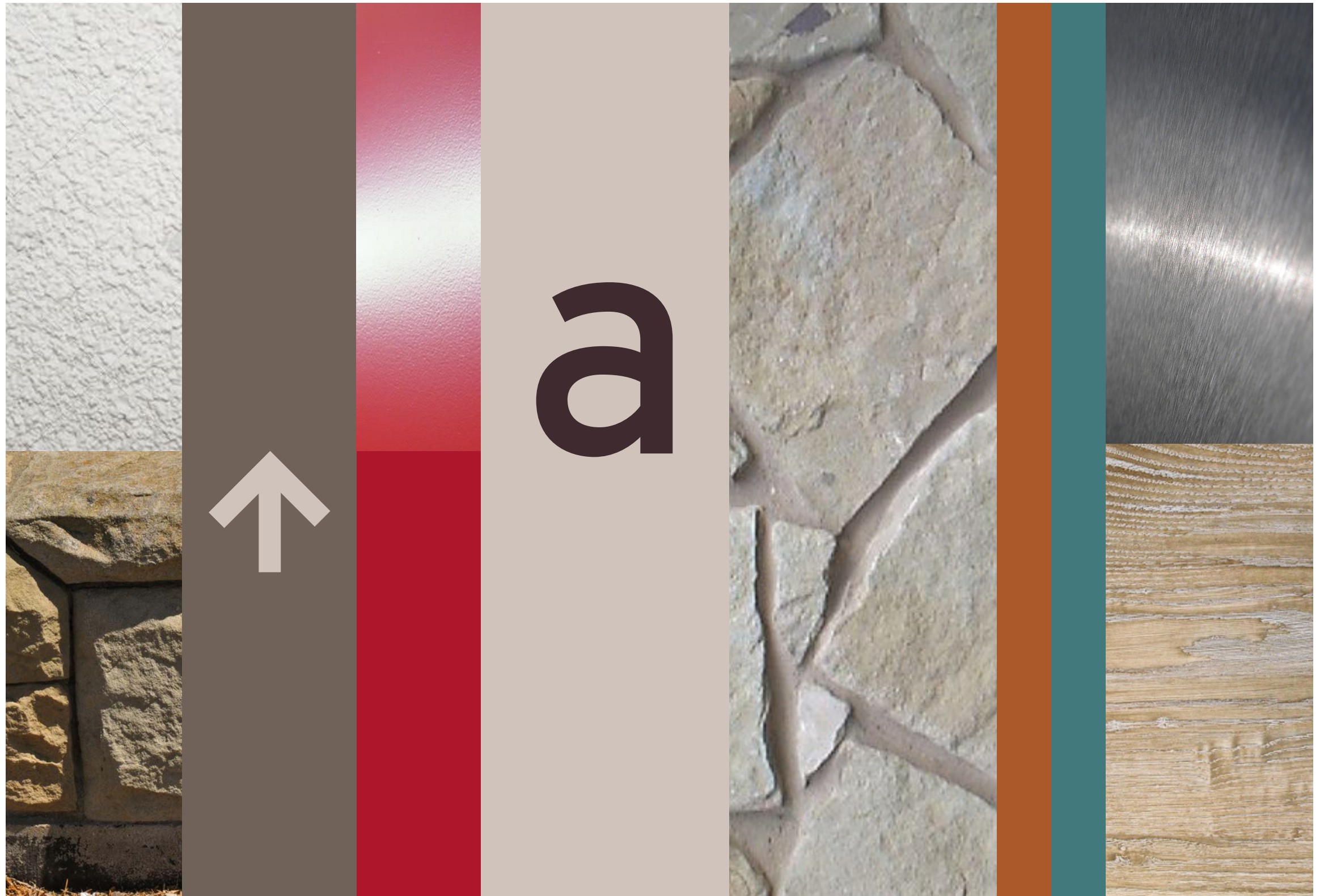
It is critical that a distinct and consistently designed visual vocabulary of elements be utilized in a sign system to **ensure the visitors experience is not broken during navigation** to and through the campuses.

The visual vocabulary is the palette that brings the signage to life and supports the critical information needed for users to move through the campus landscape. It is also the tactical application of the branding and must be **consistently presented to ensure a comfortable and memorable experience.**

The visual vocabulary elements included in the Aesthetic Design Standards align with the SBCC success criteria. The development and enforcement of consistent signage design standards will improve the general appearance and functionality of the college experience.

Key components of the wayfinding visual vocabulary are:

- Form
- Materiality
- Color
- Finish
- Typography
- Iconography
- Functional Features





Post and panel "street" sign



Freestanding directory



Existing SBCC kiosk



Low profile cabinet



Attached letter forms



Attached to existing surface

Form

The form of the sign is its size and shape. **Signs begin communicating first by their very presence, and then by their mass and contour.** It is critical that form is considered as a part of the sign program's visual vocabulary.

The size of the sign impacts the sign's presence in the landscape. If a sign is too large, it can overwhelm the landscape. If it is too small, the sign may go unnoticed causing confusion or even safety issues.

Similarly, sign height is a critical element of form. Monument sign height may need to allow visibility beyond, while pole and panel signs may need to be taller to allow for proper headroom.

The shape of the sign will signify different implied meanings. Excessive hard edges, sharp shapes, or corners can convey a tone that is too institutional or cold. Overuse use of soft shapes and rounded forms may produce signs that are not serious enough.

When designing the sign's form, it must be done with the understanding that many signs are visible from multiple or all sides. Therefore, the design should be created as a three-dimensional form.

Because sign typology includes a variety of sign types, it is important that a consistent use of form be applied across all signs types. The opportunity to draw **consistencies between sign types creates strong visual cohesion** throughout the program. To align with the success criteria and to integrate with the existing aesthetic, the sign forms implemented on the SBCC campuses should:

- Be low profile and unobtrusive while providing enough presence and legibility to provide function
- Incorporate rounded corners and elements to convey a friendly and accessible sensibility
- Draw from the architecture and landscape that surround them

6.4 Wayfinding Guidelines

Visual Vocabulary

Materiality

The materials utilized in the design of signs play a critical role in how the signs are perceived and how they provide a cohesive college experience. The **materials chosen for the sign construction must represent SBCC's place**, overall appearance, and culture. There is a great opportunity to utilize materials in unexpected ways. The process of designing the signs should include exploration of innovative uses of recognizable materials.

The palette of materials on this page draws from materials indicative of Santa Barbara and specifically, SBCC. This material set has been chosen to invoke a connection between the place and its visitors, while promoting a distinct experience that is pleasant and memorable.

Materials chosen for the signs must be resilient to natural elements. The SBCC campuses have specific requirements because of the salt air because of the close proximity to the ocean.



Santa Barbara Sandstone



Concrete



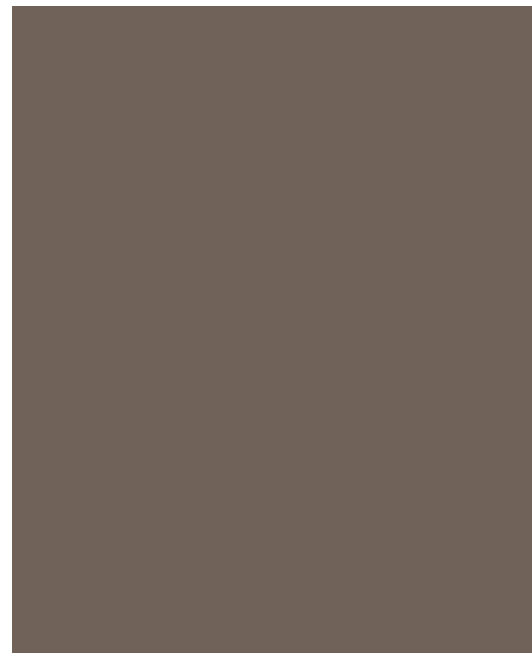
Stucco



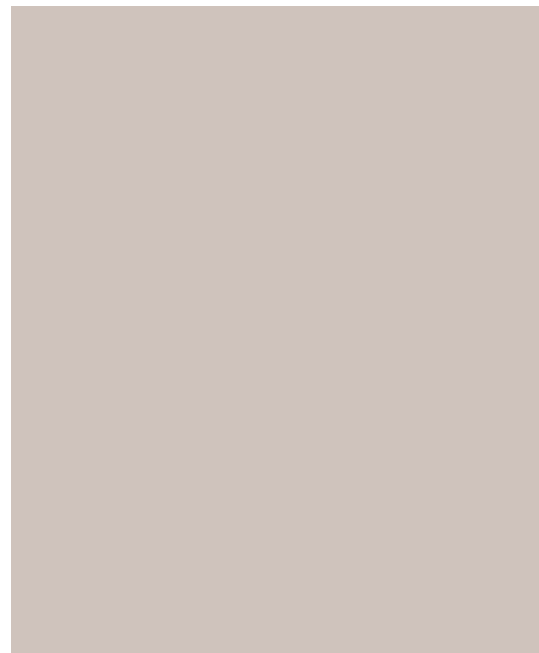
Stainless Steel



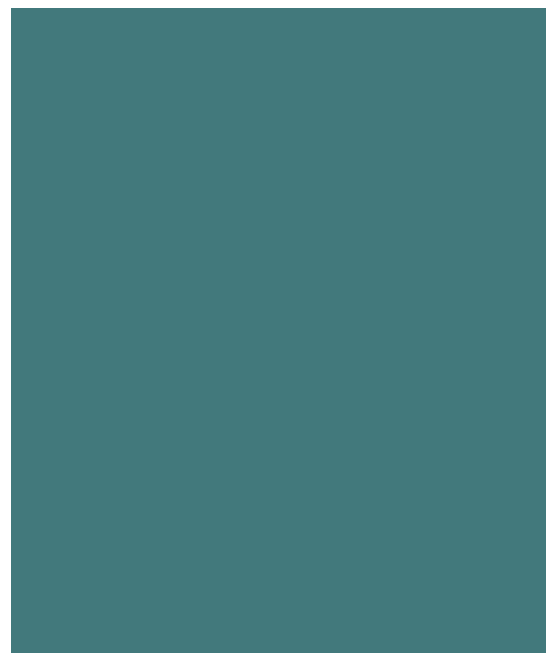
Santa Barbara City College Red
 Pantone 187 C



Pantone Warm Gray 11 C



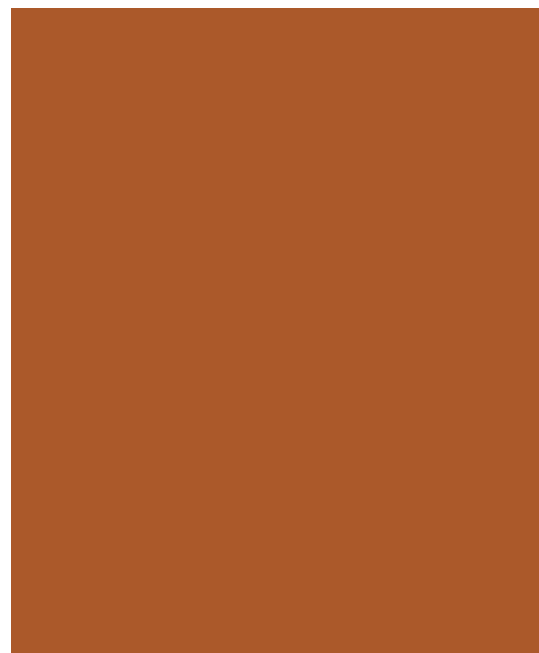
Pantone Warm Gray 2 C



Ocean Blue
 Pantone 7475 C



SBCC Green
 Pantone 341 C



SBCC Terracotta Red
 Pantone 470 C

Color

Color plays a major role in consistently communicating SBCC's brand across the signs. In addition, **color has a profound ability to convey a tone aligned with personality of the place.**

Color can also indicate other information. For example red, yellow, and green have inherent meanings due to their use in traffic signs. Therefore, it is important that the signage color palette be carefully selected to represent SBCC in a way that is integrated and relevant, while maintaining a distinct appearance in the landscape and among other colleges.

The SBCC wayfinding signage aesthetic standards include colors that are aligned with features indicative of the campuses and community, as well as SBCC's branding. The swatches shown here are approximations of actual signage colors to be applied throughout the signage wayfinding program. Care should be taken to match the color code indicated for each color.

Contrast

It is critical that proper contrast be maintained when applying color. This is especially true for text over a color field. Low contrast will cause confusion and lack of confidence in the sign program due to legibility issues.

Color Coding

Color can be successfully utilized to quickly indicate specific information. For instance, a sign for vehicles may include a different color than signs that are intended for pedestrian traffic.

Note: Consistent and accurate color reproduction in this document cannot be assured due to the limitations of color copying technology.

6.4 Wayfinding Guidelines

Visual Vocabulary

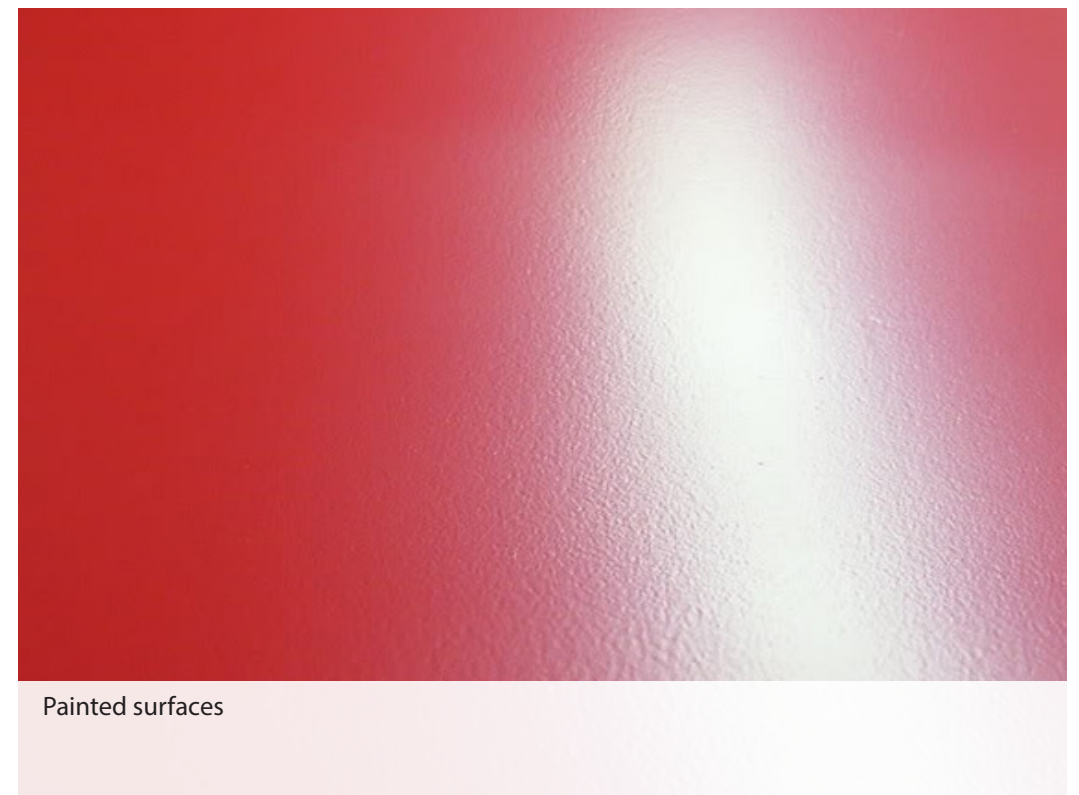
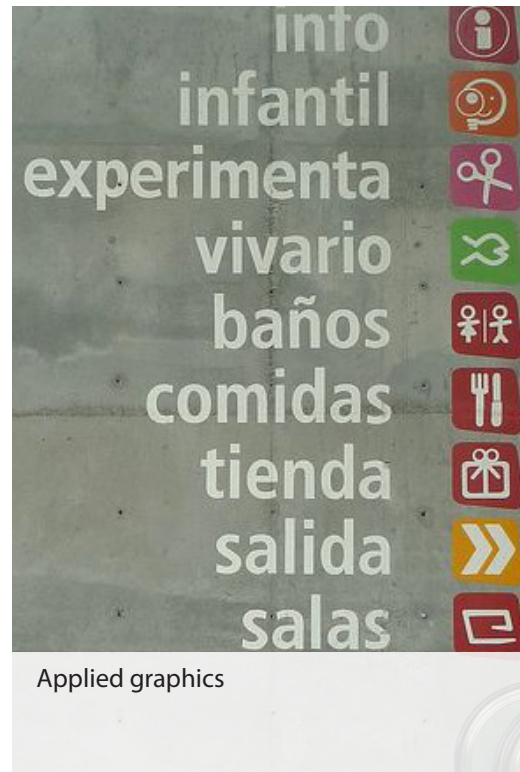
Finishes

The finish of signs serves two purposes. First, it is the surface people see and **the visual expression of the college**. Second, it is the skin of the sign and protects the sign from natural elements and other impacts of use. Appropriate finish materials include:

- Metals
- Vinyls, standard and reflective
- Paint
- Coatings

Because the Main Campus is located in a marine area, it is critical to **utilize materials that can withstand environmental factors like high levels of salt.**

Vandalism can be a major issue for areas accessible to the public. Where possible, anti-graffiti coatings should be applied to signs.





Cut lettering



Etched or stamped lettering

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

!@#\$%^&*?{}[]

Sans serif font: Berthold Akzidenz Grotesk Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

!@#\$%^&*?{}[]

Sans serif font: Berthold Akzidenz Grotesk Bold



Typography on post and panel sign

Typography

Typefaces have specific personalities and suggest certain associations. The typography chosen for the signs designed for the SBCC wayfinding signage program must align with the overall concept and **be an integrated part of the visual vocabulary.**

SBCC's officially specified font style is sans serif. These fonts are simple and have a more modern feel than other font styles such as serif fonts. They are also very legible and most are available in varying weights to help ensure the fonts are legible at different point sizes.

The font shown on this page, **Berthold Akzidenz Grotesk, is specified as the official font** in the SBCC Graphic Guidelines and Policies. While this font is effective for print materials and signage, the college could consider a different font for signage applications.

Fonts may appear on signs as applied graphics. They may also be cut from materials such as acrylic or metal. The sans serif font style provides the flexibility to produce signage typography in varying materials.

Font size and spacing are critical for legibility. Accessible requirements should be followed to ensure type sizes meet code requirements. Size is also an effective way to create scale change and emphasize some messages over others. The hierarchy created through size, weight, and spacing between letters and lines of text will allow the sign to read logically and avoid a chaotic layout.



Lit signs (internal, external)



Reflective graphics



Lighting effects



College app



Electronic signs



Interactive signs

Functional Features: Enhance Visibility and Make a Statement

To add to the effectiveness of the wayfinding system, specific features can be integrated into some signs. These include lighting, electronic enhancements, and interactive capabilities.

Lighting

Lighting adds to the visibility of signs and the legibility of their messages, especially at night. Adding lighting to a sign might be done for safety reasons, or to call attention to the sign or place.

A sign may be internally lit with lighting inside the cabinet that shines through clear or translucent material, or it may be externally lit by lights that shine at the surface of the sign.

Lighting is especially critical for colleges that have night classes. Vehicular signs may provide a "lit" appearance by incorporating reflective graphics which glow when headlights shine on them.

Digital

Digital or electronic signs are a great way to create more visibility for a sign. They also will provide a flexible and efficient way to add or change sign messages.

Interactive

Signs that provide interactive capabilities are an effective way to create a participatory experience for users while providing more customized information. Interactive signs also elevate the perception of the place in terms of modernity and commitment to providing a great experience.

Mobile App

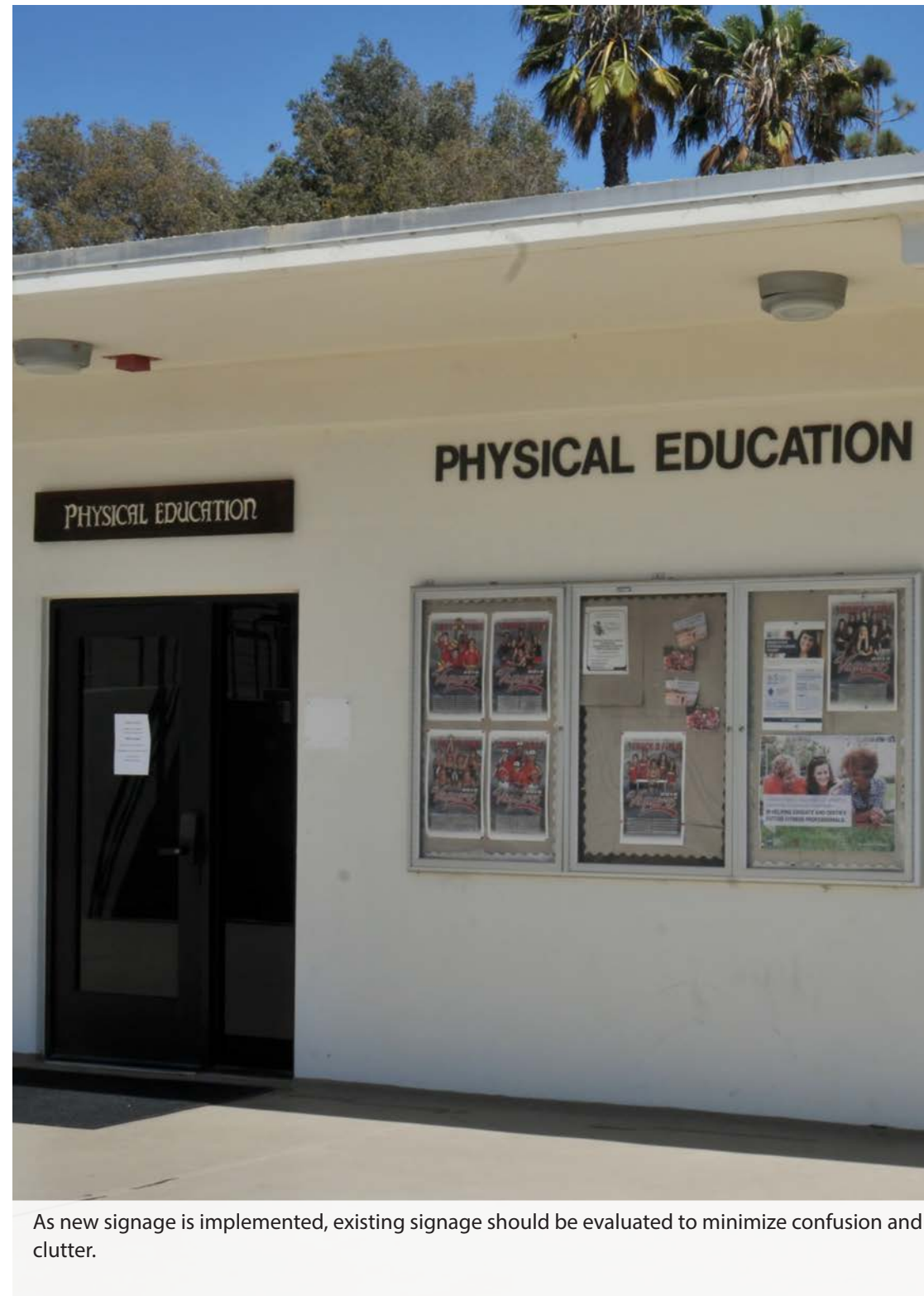
To expand wayfinding functionality, SBCC may consider a mobile app which is keyed into campus wayfinding and other features. This would allow students to plan their time and route prior to entering the college. It also creates an opportunity for a stronger connection whether on or off the campuses.

6.5

Construction and Maintenance

Build for the Long-term

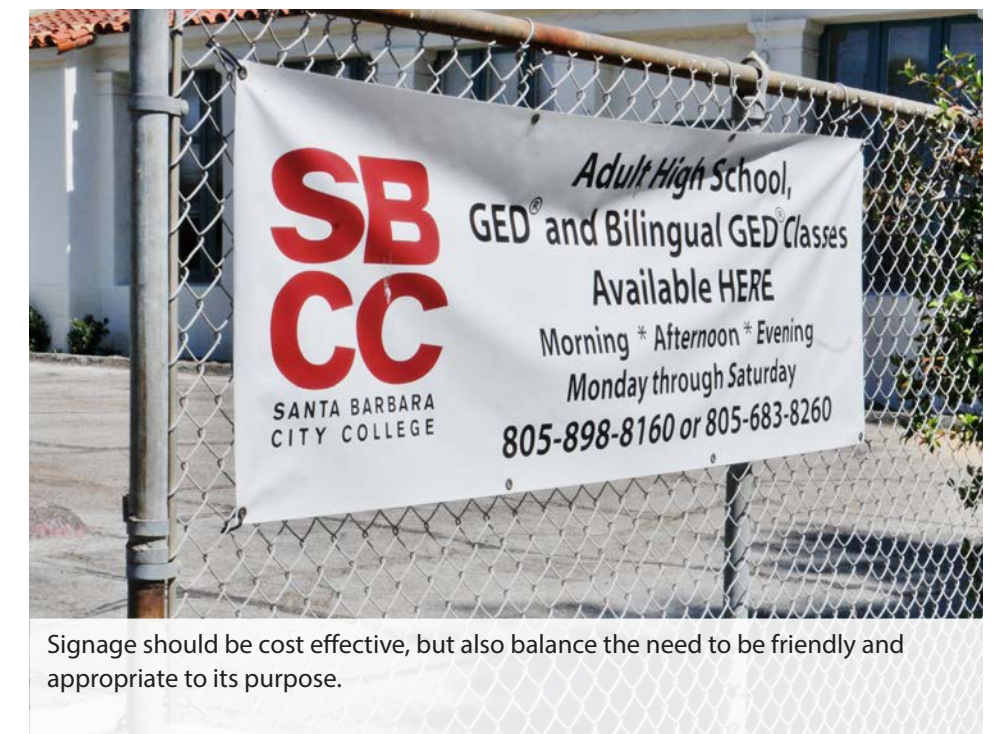
- Employ materials, finishes and fabrication methods resilient to natural elements and weather
- Design and install signs that require upkeep that is aligned with grounds keeping capabilities
- Ensure signs designed and installed on campuses fit both stylistically and visibly with the surrounding landscape
- Ensure that signs that require ongoing content updates are designed and constructed in a manner that allows for this
- Curtail the effects of vandalism by specifying materials, finishes, and coatings that are resilient to misuse
- Properly permit signs and include engineering in the design and fabrication process to be sure elements such as electrical, footings, and other structural elements are safe and meet code requirements
- Follow a consistent cleaning and maintenance program to make sure the signs stay in top condition, are legible, and can do the job for which they are intended



As new signage is implemented, existing signage should be evaluated to minimize confusion and clutter.



Signage with rotating content should be easily accessible for updating and maintenance.



Signage should be cost effective, but also balance the need to be friendly and appropriate to its purpose.