



**EVERGREEN
VALLEY COLLEGE**

LANGUAGE ARTS BUILDING

PROJECT PROGRAM, JUNE 2020 (June 10, 2020)



1.0 EXECUTIVE SUMMARY	03	4.0 PROJECT PROGRAM	16
1.1 OVERVIEW, PROJECT VISION & PROCESS	04	4.1 TERMINOLOGY & PROGRAM COLORS	17
1.2 PROGRAM SUMMARY	05	4.2 OVERALL BUILDING ORGANIZATON	18
1.3 LIST OF PARTICIPANTS	06	4.3 OVERALL SPACE NEEDS SUMMARY	19
2.0 SITE CONSIDERATIONS	07	4.4 DETAILED SPACE NEEDS	20
2.1 SITE OPPORTUNITIES & CONSTRAINTS	08	4.5 DISTRICT STANDARDS & PROPOSED LAYOUTS	28
2.2 TOPOGRAPHY	09		
2.3 SITE SECTIONS	10		
2.4 SUN STUDY	11		
2.5 WIND STUDY	12		
3.0 CREATING A VISION	13		
3.1 FEEDBACK SUMMARY	14		
3.2 PROJECT VISION CONCEPTS	15		

- 1.1 OVERVIEW, PROJECT VISION & PROCESS
- 1.2 PROGRAM SUMMARY
- 1.3 LIST OF PARTICIPANTS



PURPOSE

The purpose of this programming document is to outline the required spaces, organization and feel for the new Language Arts building.

PROJECT VISION

In 2016, Evergreen Valley College published “Vision 2030” a new Facility Master Plan for the campus. This document envisions a new Language Arts building “designed to consolidate the Language Arts functions and services currently dispersed throughout the campus and to meet future growth needs.” Since this time, the siting for the project has been refined, but the vision remains.

PROCESS

tBP/Architecture was engaged to draft this program in 2019. The process was geared towards confirming the vision, goals and details for the project. To this end, several collaborations took place with the Language Arts Faculty, Associated Staff, the Dean, Students, EVC Administrators and the Bond Team. This document is a culmination of this process.



PROGRAMS TO BE INCLUDED IN THE NEW LANGUAGE ARTS BUILDING:

- Collaborative and flexible classrooms
- ~~Flexible labs~~
- ~~Dean's Office Suite~~
- ~~General conference rooms~~
- ~~Individual Faculty offices~~
- Faculty and staff breakroom
- Faculty and staff workroom
- ~~Open lobby~~
- Core space

For quantities and more details, refer to the overall Space Needs Summary chart in Section 4.3

STUDENTS

Marcus Rodriguez, Associated Student Government
Olivia Stewart

LEADERSHIP COMMITTEE

Andrea Alexander, Vice President of EVC Administrative Services
Mark Miller, Gilbane Cordoba, Construction Manager
Ty Taylor, Brailsford & Dunlavey, Program Manager
Mark Newton, Brailsford & Dunlavey, Program Manager

PROJECT COMMITTEE

Andrea Alexander, Vice President of EVC Administrative Services
Colleen Cuen, Administrative Assistant to the VP of Administrative Affairs
Mark Gonzales, Vice President of Academic Affairs
Eugenio Carey, CTSS Supervisor
Merryl Kravitz, Dean, LA/LCR
Mark Miller, Gilbane Cordoba
Mark Newton, Brailsford & Dunlavey
Ty Taylor, Brailsford & Dunlavey

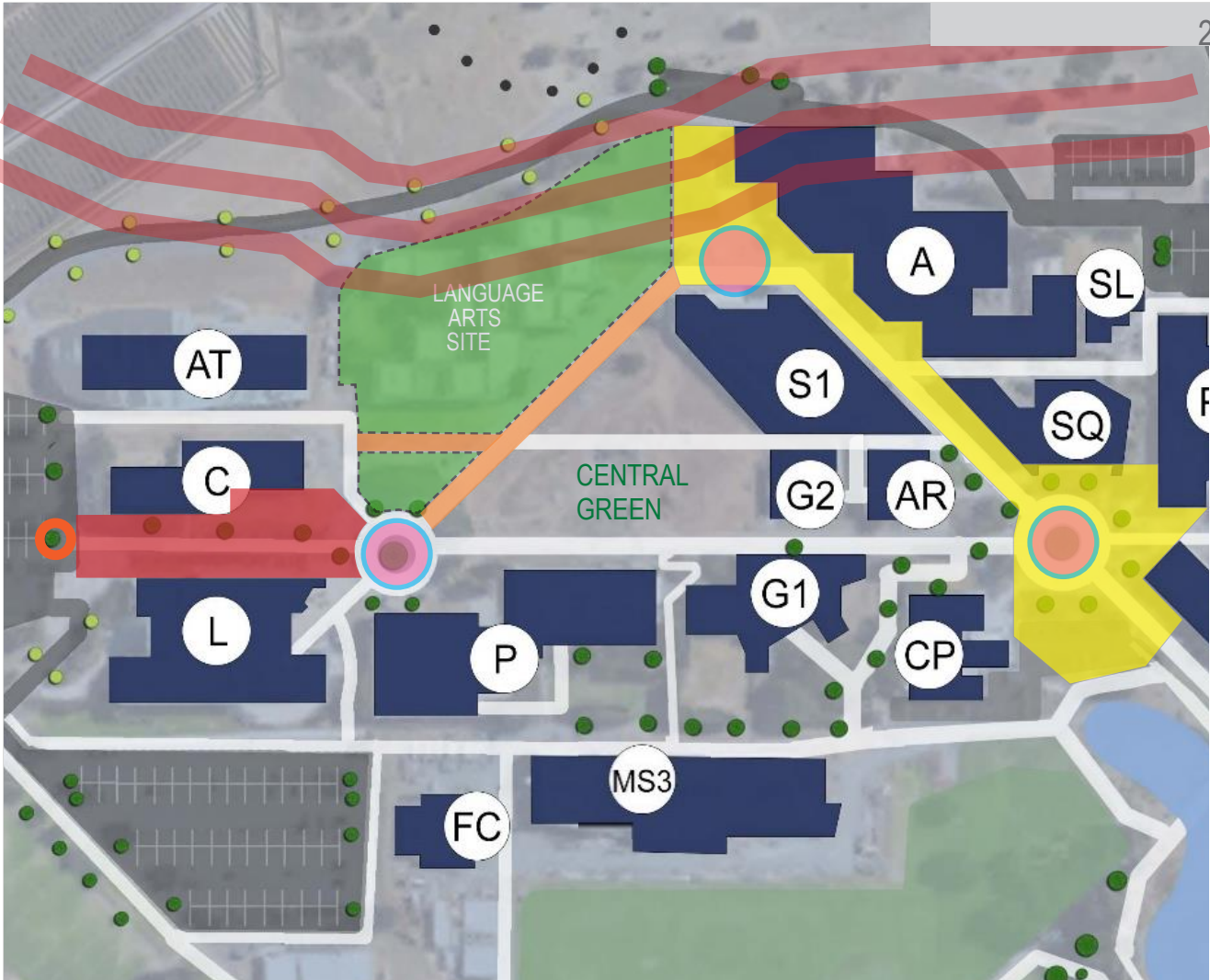
STEERING COMMITTEE

Andrea Alexander, Vice President of EVC Administrative Services
Colleen Cuen, Administrative Assistant to the VP of Administrative Affairs
Mark Gonzales, Vice President of Academic Affairs
Eugenio Carey, CTSS Supervisor
Merryl Kravitz, Dean, LA/LCR
Veronica Santos, LA
Nancy Tung, LA/LISA
Robin Hahn, English
Ken Jardin, ESL
Marcus Rodriguez, ASG
Kelly Nguyen-Jardin, LA/ESL
Shavani Baneyee, English
Mark Miller, Gilbane Cordoba
Ty Taylor, Brailsford & Dunlavey
Crystal Chan, Brailsford & Dunlavey
Mark Newton, Brailsford & Dunlavey
Amanda Anderson, Brailsford & Dunlavey



- 2.1 SITE OPPORTUNITIES & CONSTRAINTS
- 2.2 TOPOGRAPHY
- 2.3 SITE SECTIONS
- 2.4 SUN STUDY
- 2.5 WIND STUDY





The project will be located on the north side of campus between Automotive Technology and Student Services. This site was formerly occupied by the Roble Building which was demolished in 2017. As such, scope of work for this project shall include review of the Roble demolition package and all work required to prepare the site for new construction.

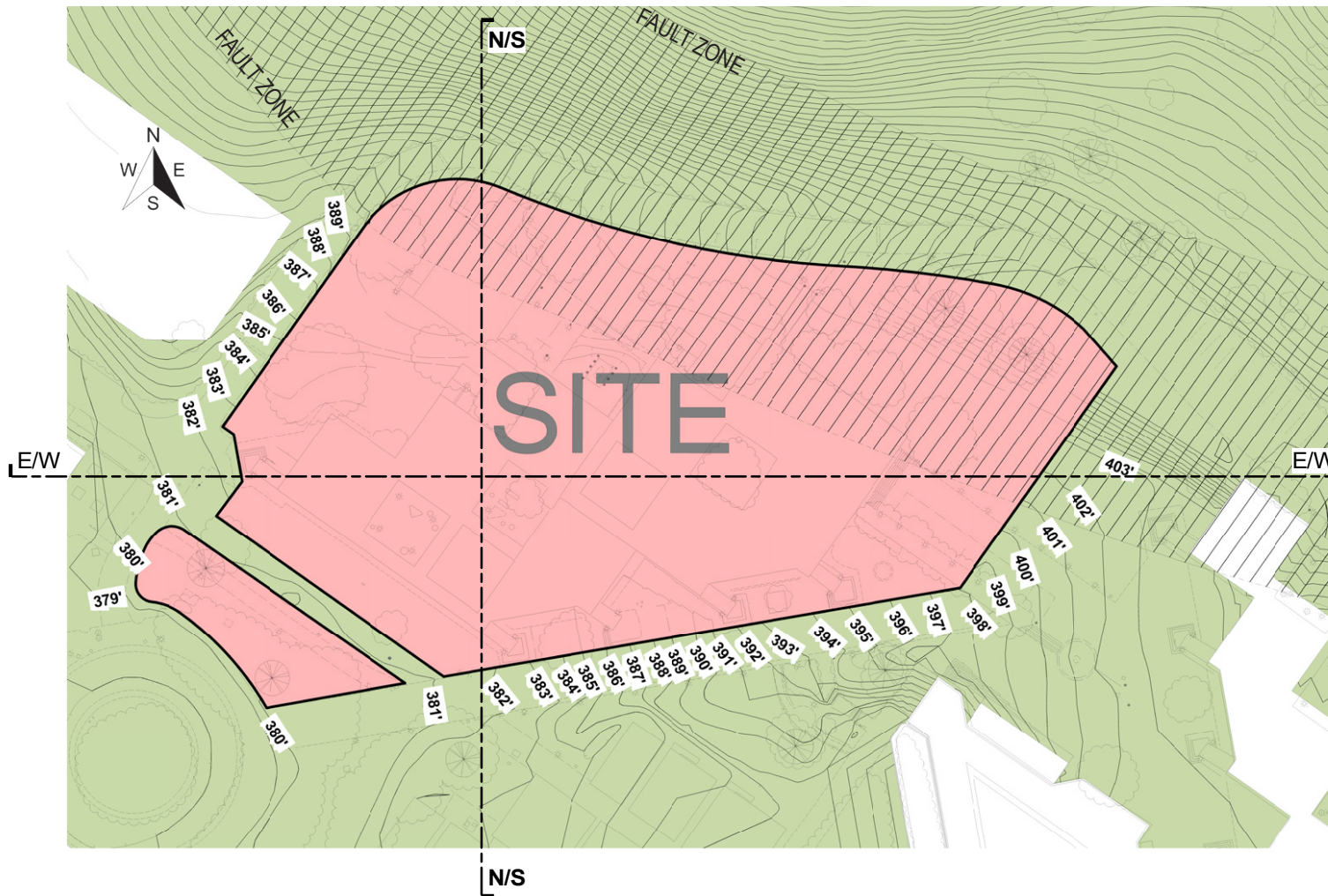
The site is sloped gently from the North West to the Southeast towards the Campus Green. The successful solution will gracefully transition the topography and provide a seamless connection between the Building and the Campus Green.

The campus is seismically active with a No-Build area just north of the site. Exact location of It can be viewed on the 2030 Facility Master Plan. As such, CGS (California Geological Survey) review and approval shall be anticipated within the scope of the project.

The project also includes a new linkage between the building and the campus green. This linkage will connect two other projects by others; The West Campus ADA Project and The North Fire Road Project. Like these projects, the linkage will have a pedestrian feel but shall Provide Fire Access to the project. The three projects together will form a cohesive pedestrian friendly Solution an complete a new fire loop on for this portion of the campus. Parking and ADA Access to the site will be provided to the west via the West ADA Project.

LEGEND:

- EXISTING PEDESTRIAN PATH
 - CONNECTING PATH
 - PLANNED NODE PURPOSEFUL GATHERING SPACE
 - WEST ADA PROJECT
- VEHICULAR CIRCULATION & PARKING
 - PLAZA & DROP OFF
 - EXISTING BUILDINGS
 - PROJECT SITE
- NORTH FIRE LANE PROJECT
 - TREES
 - APPROXIMATE LOCATION OF FAULT ZONE



WEST

The elevation on the West side of the site starts at 379' at the South-West corner of the boundary to 390' at the North-West corner, which is a 11' difference.

NORTH

The elevation on the North side of the site starts at 390' at the North-West boundary to 413' at the North-East corner, which is an 23' difference.

EAST

The elevation on the East side of the site starts at 413' at the North-East boundary to 398' at the South-East corner, which is a 15' difference.

SOUTH

The elevation on the South side of the site starts at 398' at the South-East boundary to 380' at the South corner of the boundary, which is a 18' difference.

Site sections on the following page.

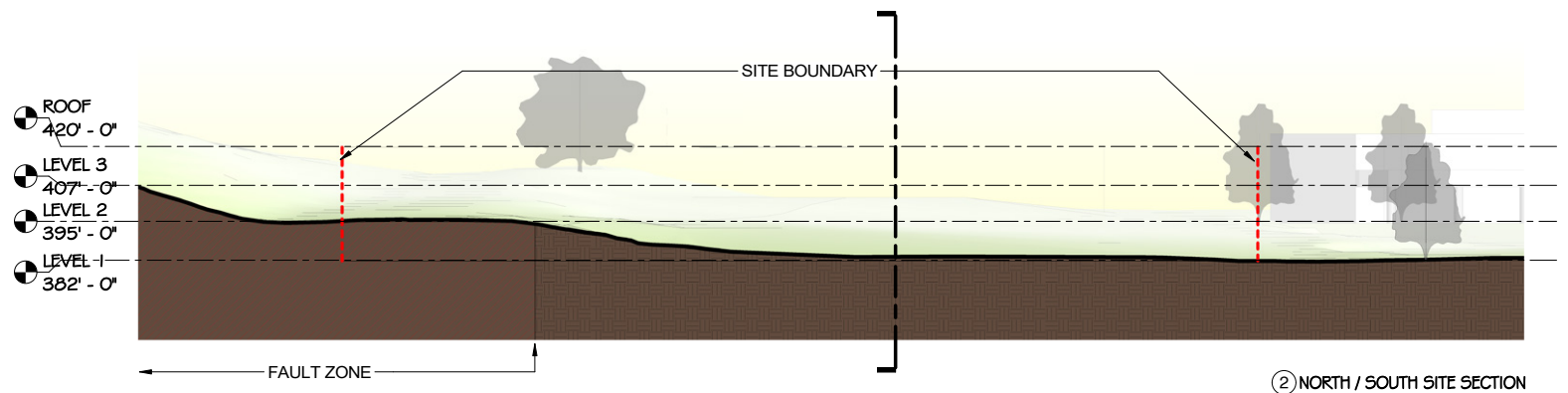
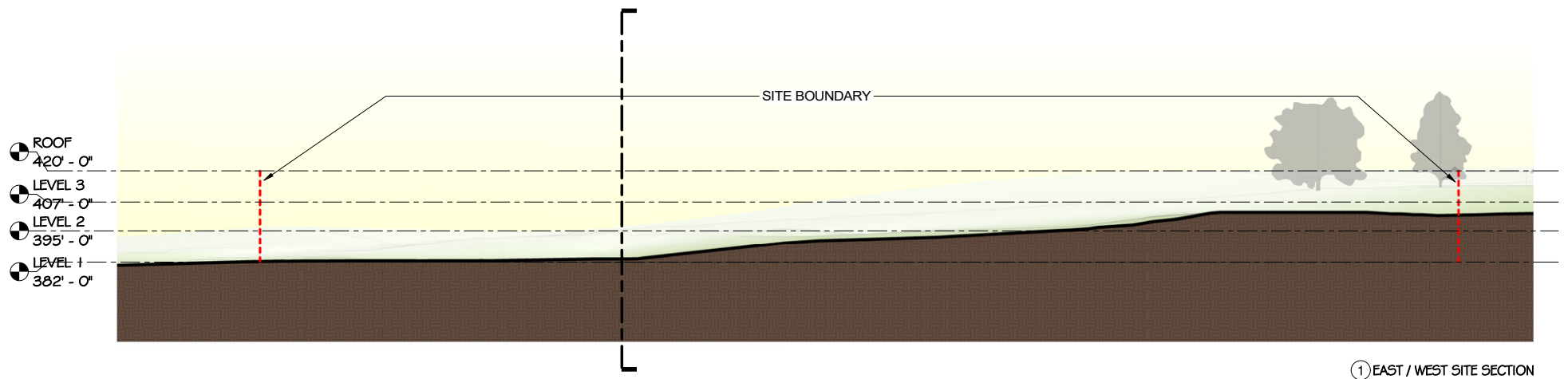
EAST / WEST SECTION (E/W)

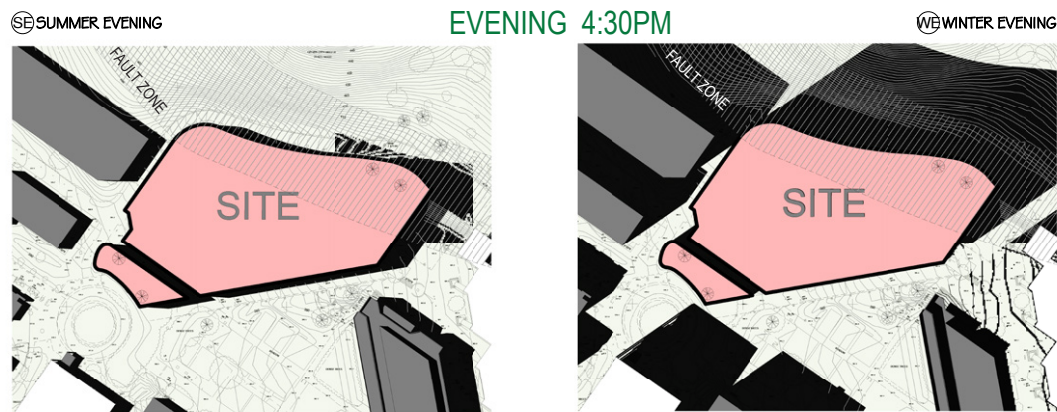
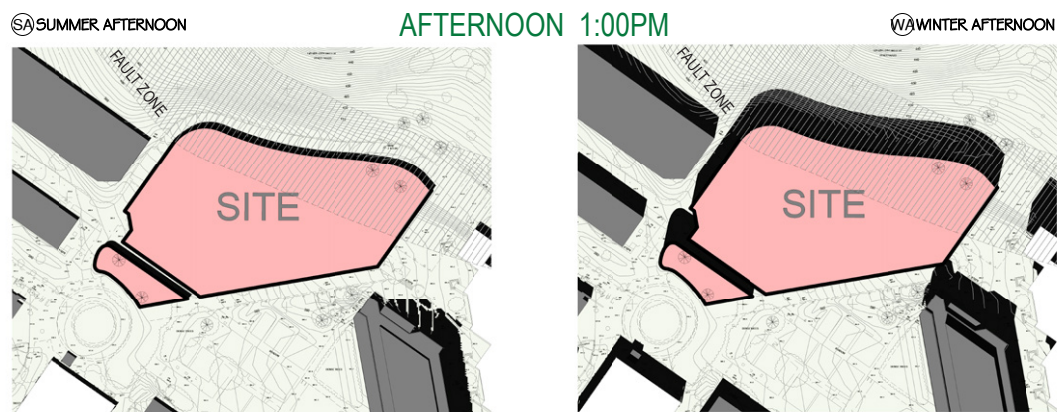
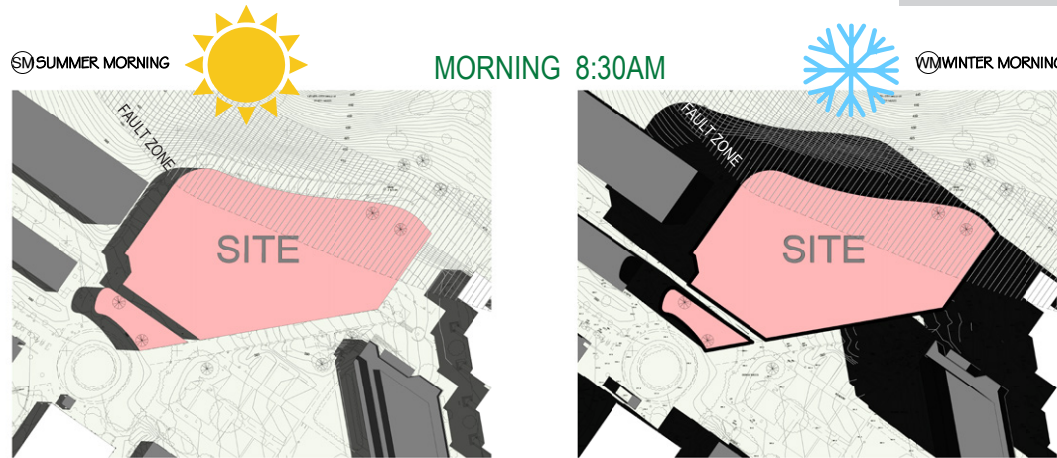
The section of the site between the East and the West starts at 382' marked as Level 1 to almost 407' marked as Level 3, which is almost a 25' difference.

NORTH / SOUTH SECTION (N/S)

The section of the site between the North and the South starts at 382' marked as Level 1 to 395' marked as Level 2, a 13' difference.

The 25' change of elevation from the East and West could require more stacking of the buildings, up to three levels, whereas, the 13' difference would only require two levels. The significant change in elevation would also require more grading and a tall retaining wall, including more stairs and/or ramps.





SUNSET & SUNRISE

The sun rises in the East and sets in the West, leaving the North in constant shadow and the South exposed to sunlight throughout the day.

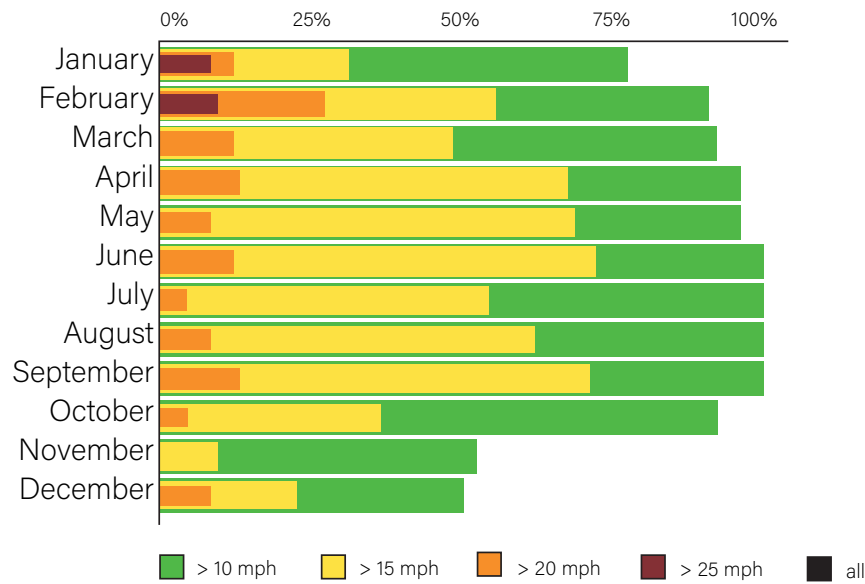
SUNLIGHT & SHADE

The earth is closer to the sun in the Winter time casting long shadows on the ground. As the sun rises in the East, long shadows appear on the West, move toward the North in the afternoon, and disappear on the East in the evening. The sun warms up the East in the morning, the South in the afternoon and the West in the evening.

In the summer, the sun is further from the earth and cast short shadows. It takes on the same movement as other seasons, but rises earlier and sets later in the day.

The shadows on the North during the summer make it a good location for students or faculty to sit in the cool shade in the afternoon. In the winter time, the South would be a good location for students or faculty to find warmth. To prevent the amount of sunlight coming into the building in the summertime, canopies, overhangs or sun-shades could be implemented. To take advantage of the daylight without too much sun exposure, high windows or light-shelves can be used.

Percent of Windy Days per Month



WINDY MONTHS

Most windy days in the Evergreen Valley are within the months of June through September. The months with the least amount of wind is in November and December.

WIND SPEED

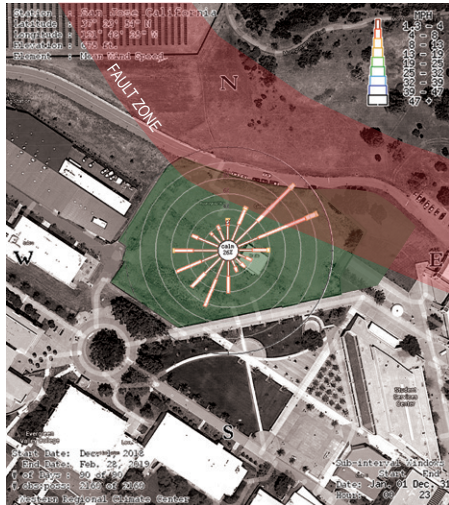
Wind in the Evergreen Valley experience gentle winds, up to 25 mph during January and February. Winds are more subtle during November, October and August.

WIND DIRECTION

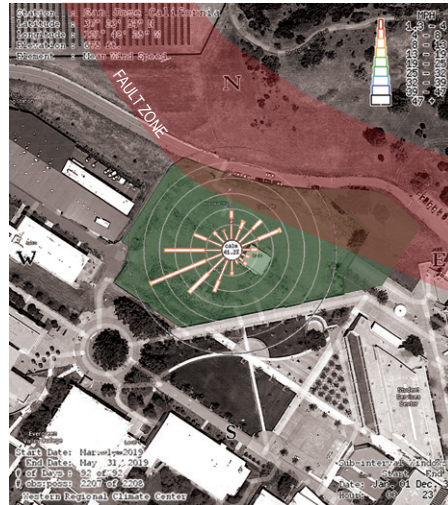
In the Winter, most of the winds come from the North-East. In the Spring, winds come from the South-West. In the Summer, winds come mainly from the South-West. In the Fall, winds come mostly from the South.

Since winds are gentle in the Evergreen Valley, there would be no concern for wind tunnels, yet carrying the breeze by the form of the building, such as openings at the South and North, would allow for good air circulation throughout the year.

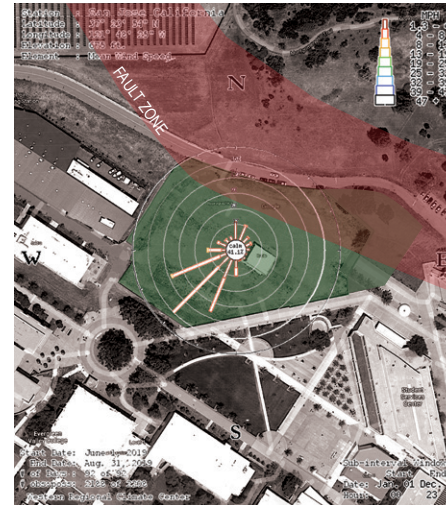
Winter: December 1 to February 28



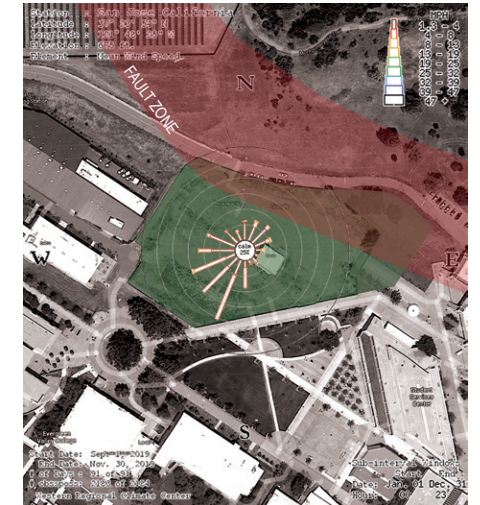
Spring: March 1 to May 31



Summer: June 1 to August 31



Fall: September 1 to November 30



- 3.1 FEEDBACK SUMMARY
- 3.2 PROJECT VISION CONCEPTS



INTRO

The following is a summary of the feedback which TBP received over the course of the programming process. The overall vision of the project is broken down into a list of concepts to support the program, outlined in Section 4.3.

COLLABORATION

Meetings and tours were held to retrieve necessary data for the project vision concepts. The first collection of data involved a large meeting with the Steering Committee and students gathered to discuss the current setting of the rooms used for Language Arts classes and thereafter, the need and/or improvements deemed necessary. The second collection of data involved a tour to study the layout, size and function of the Language Arts labs and classrooms. The third collection of data involved interviewing the Dean and the Lab Instructors of the Language Arts department and configuring a preliminary program for adjacencies, size and capacity of spaces. The majority of the faculty and student feedback emphasized the importance of learning through group activity in classrooms or activities outside of the classroom through student interaction of performance, such as a poetry slams. Another major requirement that was emphasized was the importance of flexible classrooms, easily transforming a classroom from a lecture set up into a layout for group activity and vice versa.

STUDENT FEEDBACK

Students body was engaged to provide feedback for the new Language Arts Building. Students stressed the importance of wayfinding to and withing the new building. Classrooms should be of adequate size for collaboration, and easy access particularly for late arrivals. It was reiterated that there should be gathering space within and around the Language Arts Building to facilliate difference types of student interaction.

STAFF & FACULTY FEEDBACK

Language Arts faculty emphasized the importance of flexibility within classrooms to facilitate both lecture and group work. The classrooms should also have ample whiteboard space which should be designed not to conflict with equally important projection systems. All learning spaces should have excellent acoustics to accommodate group work. Lastly, wayfinding within and around the building was also stressed.

See Section 3.0 for a detailed breakdown of feedback.

BUILDING TOURS FEEDBACK

Process included tours of spaces currently used by Language Arts department. This process reinforced many of the comments received. For example, Teaching Labs which were open to each other and/or of inadequate size and configuration for their use. Many of the spaces lacked natural light and inadequate acoustic measures.

PROJECT VISION CONCEPTS

The User Group Feedback lead to the development of the following Project Vision Concepts required for a well-designed Language Arts Building:

AMPLE SPACE

Provide ample space between desks to facilitate easy access, flexibility and group work. Entrances should be in the back of the class to allow latecomers to enter without disruption when feasible.

MULTIPLE FOCAL POINTS

It would be desirable to provide Teaching/presentation surfaces on multiple walls within each classroom.

WELCOMING

Building should be visually apparent from the quad, and parking. Once a student arrives within the building, they should feel comfortable.

TECHNOLOGY & EQUIPMENT

All classrooms shall be equipped appropriate technology for instruction. Labs will be involve speaking and listening exercises requiring appropriate equipment and excellent acoustics. Building should be equipped throughout with outlets and wifi for students to plug in.

DAYLIGHT

Controlled natural daylight is desired throughout. Windows highly desired to provide a connection to the outdoors.

WAY-FINDING

Classes should be easy to locate throughout the building with a good floor plan and or wayfinding elements.

FLEXIBILITY

Classrooms must be flexible enough for lecture and group activities with easily reconfigurable furniture.

- 4.1 TERMINOLOGY & PROGRAM COLORS
- 4.2 OVERALL BUILDING ORGANIZATION
- 4.3 OVERALL SPACE NEEDS SUMMARY
- 4.4 DETAILED SPACE NEEDS
- 4.5 DISTRICT STANDARDS & PROPOSED LAYOUTS



INTRODUCTION

The following pages outline the spaces required for the project, their characteristics and/or organization. Care has been taken to ensure that building can be organized using standard modular dimensions.

TERMINOLOGY

ASF = Assignable Square Footage, which is the usable area or portion of a space.

Capacity = The capacity of each space was driven by the User Group along with district standards and shall not be altered.

GSF = Gross Square Footage, which includes the ASF plus unoccupied or un-assignable areas such as toilet rooms, corridors or hallways, spaces assigned for mechanical or electrical equipment, the structure of the building or partitions and storage rooms.

OLF = Occupant Load Factor per California Building Code, Table 1004.1.2, a dividing factor of space to determine the number of occupants allowed in a space per category of use.

TBD = To be determined

PLANNING MODULES

Modules are color coded according to function. Modules that share a similar function are of similar color.

CLASSROOM

OFFICE

- Faculty Office
- Dean's Office

OFFICE SUPPORT

- Conference Room A
- Conference Room B
- Breakroom
- Workroom
- Copy Room

WORKSTATION

- Dean's Assistant
- Lab Instructor
- Lab Instructor Assistant

CORE

- Toilet Rooms
- Electrical / Data Room
- Custodial / Janitor Storage
- General Storage
- Circulation / Corridors / Hallways / Lobbys

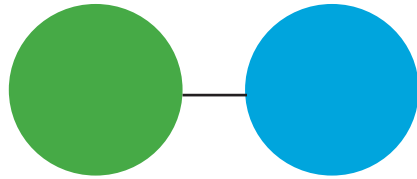
LAB

RELATIONSHIP DIAGRAM KEY

These diagrams further illustrate the relationship between the Clusters/Programs and specialty spaces.

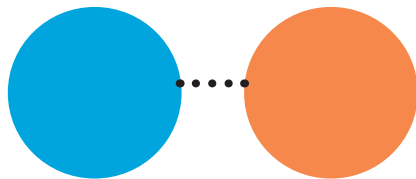
NEXT TO

The solid line illustrates that the two spaces are next to each other, separated by a partition.



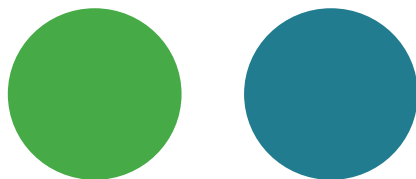
CLOSE TO

The dashed lines illustrates the two spaces as close to each other, separated by another room, corridor or hallway.



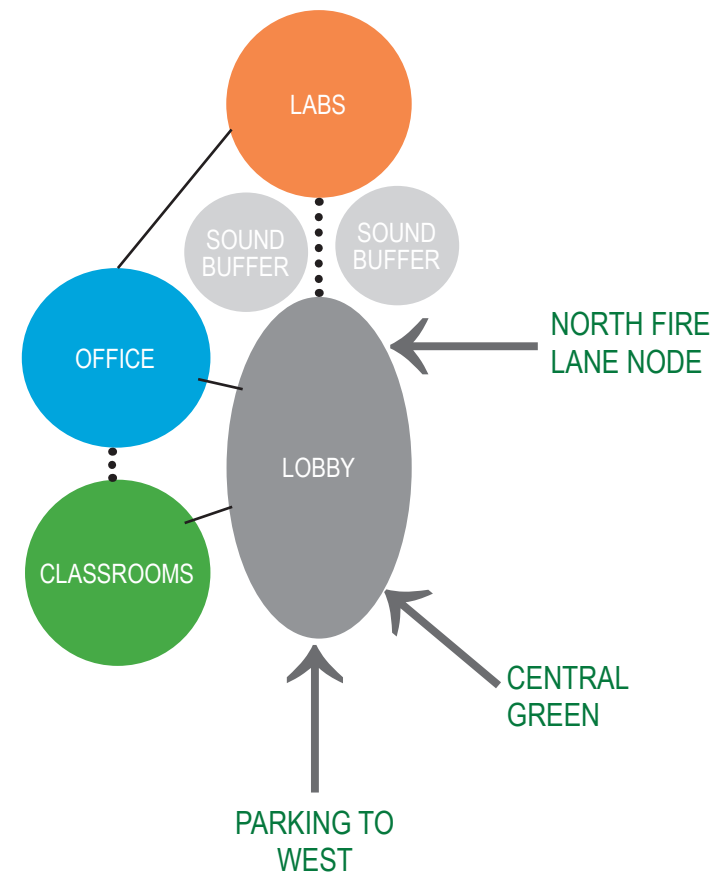
APART

The absence of a line illustrates that the two spaces are separated from each other by several rooms or significant distance. Close proximity is not important between the two.



OVERALL BUILDING ORGANIZATION

The following color diagrams illustrate the relationship between the programs. Main entrances are in view from the closest parking lots. See Section 2.1 for campus map. Upon entering the building, students and faculty enter an open lobby, where they can interact before or after class and after hour activities. It is envisioned that the Large Lecture Classroom will be used afterhours for activities. As such, it should be located adjacent to the main entry. Labs require concentration and require sound buffers between rooms, which can be from acoustic assemblies or separation by distance. The Open Lobby is to encourage student interaction as it is positioned for students to pass through before arriving to class.



The purpose of this overall Space Needs Summary is to quantify each space as well as to indicate its capacity and size. Each space type color represented here matches those on the relationship diagrams, spaces which make up each Cluster.

	# OF ROOMS	# OF OCCUPANTS	ASF	TOTAL ASF
CLASSROOMS				
COLLABORATIVE CLASSROOM	25	35	953	23,825
LARGE LECTURE CLASSROOM	1	208	6000	6,000

LABS				
LAB 1				
- Breakout Room	2	20	440	880
- Activity Room	1	45	1442	1,442
- Lab Instructor Workstation	1	1	48	48
- Lab Assistant Workstation	1	1	48	48
- General / Admin. Workstation	2	1	48	96
LAB 2				
- Breakout Room	2	20	440	880
- Activity Room	1	45	1442	1,442
- Lab Instructor Workstation	1	1	48	48
- Lab Assistant Workstation	1	1	48	48
- General / Admin. Workstation	2	1	48	96

OFFICE				
DEAN'S OFFICE SUITE				
- Dean's Office	1	1	170	170
- Admin. Assistant Workstation	1	1	100	100
- Copy Room	1	1	60	60
FACULTY OFFICE				
- Standard Office	26	1	99	2,574
OFFICE SUPPORT				
- Workroom	1	3	265	265
- Breakroom	1	8	265	265
- Conference Room A	1	12	273	273
- Conference Room B	1	15	400	400

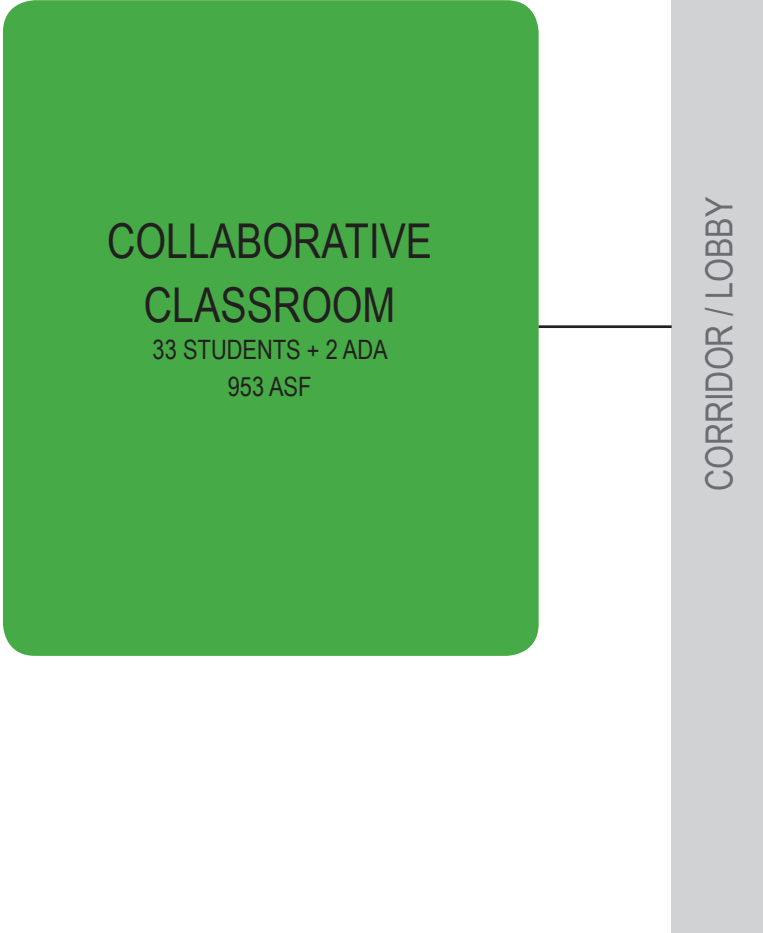
TOTAL ASSIGNABLE SQUARE FEET:	38,960	ASF
ASSIGNABLE EFFICIENCY FACTOR:	65%	
TOTAL GROSS SQUARE FEET:	59,938	GSF

Classrooms, described here, will take up the bulk of the building. The intent is to create a sense of community by organizing these spaces around a central Open Lobby. This Lobby will be an extension of instruction allowing informal discussion and collaboration outside of the classroom. To reinforce this, the Open Lobby will be adjacent Large Lecture Classroom which will be used for after hour events.


SPACE NEEDS MATRIX (CLASSROOMS)



	CAPACITY	# OF ROOMS	AREA PER UNIT	TOTAL AREA (ASF)	NOTES
CLASSROOMS					
COLLABORATIVE CLASSROOM	35	25	953	23,825	
LARGE LECTURE CLASSROOM	208	1	29	6,000	
TOTAL FOR CLASSROOMS				29,825	



Each Classroom will have a separate "address" along the lobby circulation.




LEGEND

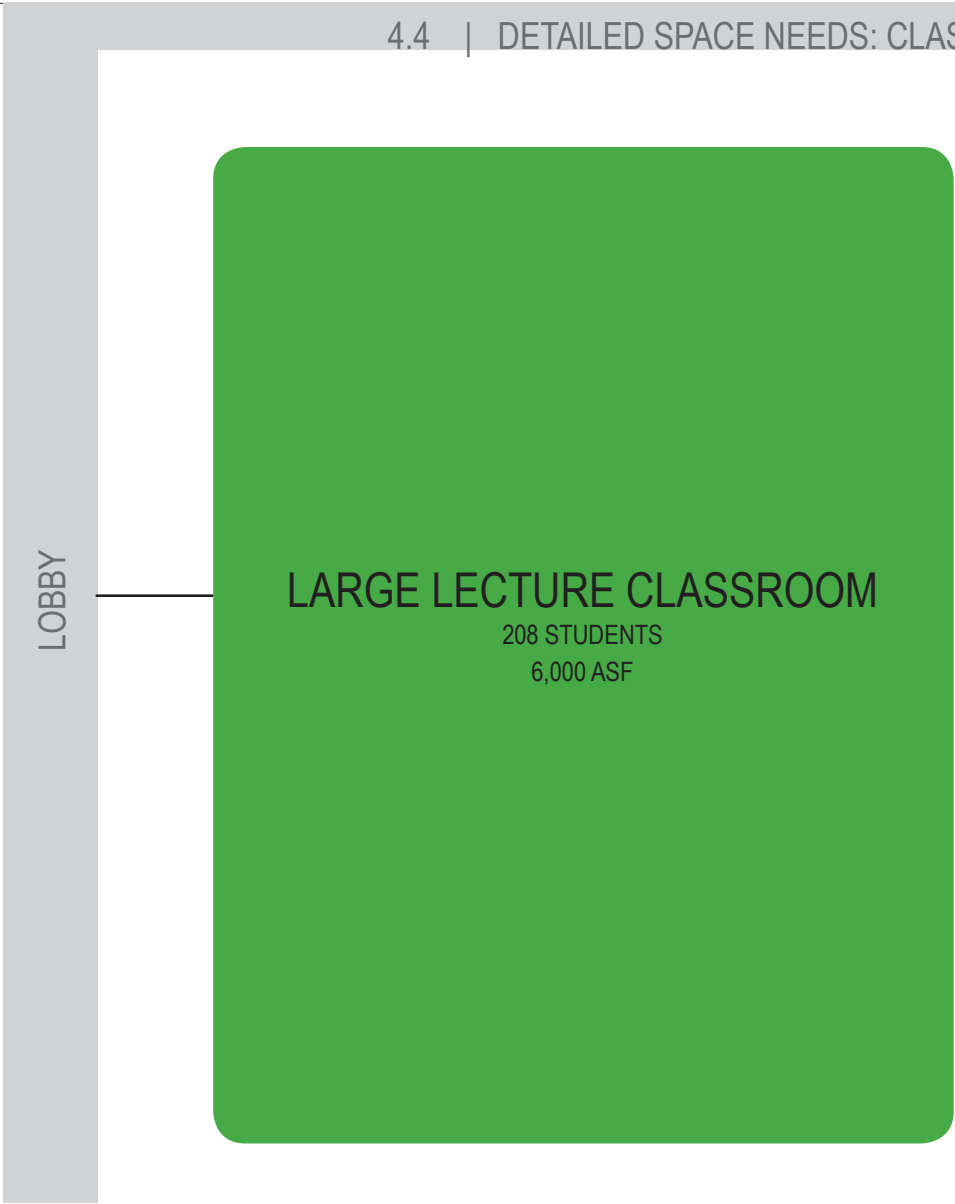
-  ENCLOSED PROGRAM ELEMENT/S

 GROUPED PROGRAM ELEMENTS
-  BUILDING GROSS ELEMENT


 WINDOW/ VISUAL CONNECTION
-  IMMEDIATE ADJACENCY



 CLOSE PROXIMITY



Program will include one over sized classroom, which too will have an address along the lobby circulation area.




LEGEND

-  ENCLOSED PROGRAM ELEMENT/S

 GROUPED PROGRAM ELEMENTS
-  BUILDING GROSS ELEMENT

 WINDOW/ VISUAL CONNECTION
-  IMMEDIATE ADJACENCY

 CLOSE PROXIMITY

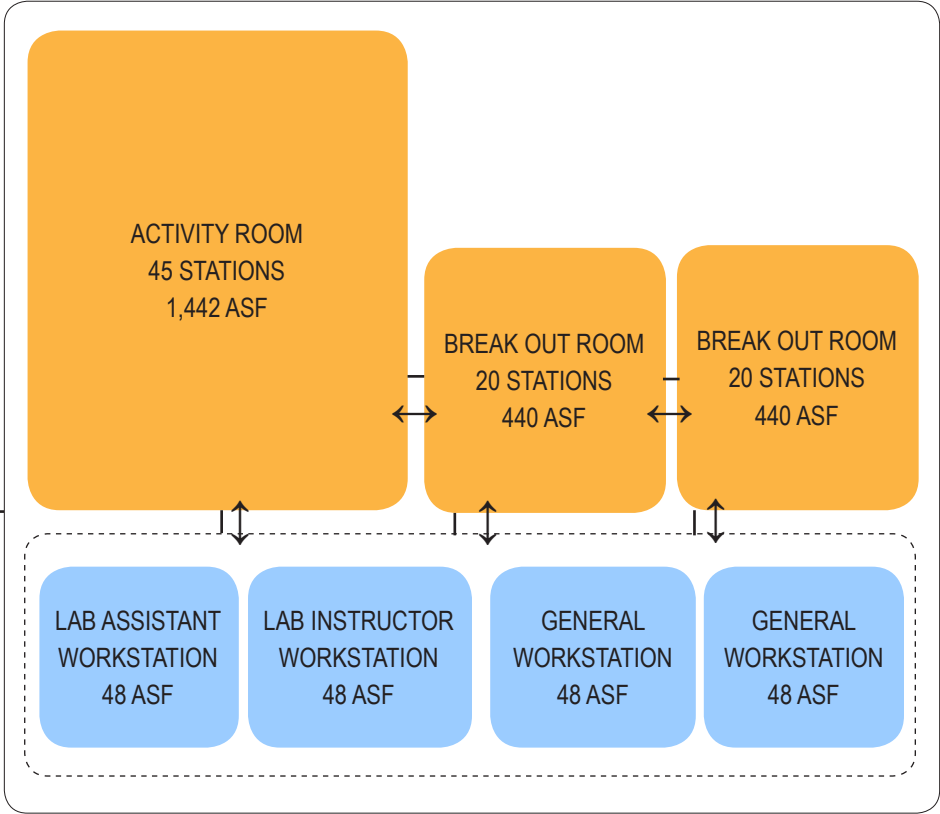
This section provides additional detail on the space needs for the Lab Clusters.

SPACE NEEDS MATRIX (LABS)

	CAPACITY	# OF SPACES	AREA PER PERSON	TOTAL AREA (ASF)	NOTES
LAB 1					
- BREAK OUT ROOM	20	2	22	440	
- ACTIVITY ROOM	45	1	32	1,442	
- LAB INSTRUCTOR WORKSTATION	1	1	48	48	
- LAB INSTRUCTOR ASSISTANT WORKSTATION	1	1	48	48	
- GENERAL / ADMIN. WORKSTATION	1	2	48	96	
	SUBTOTAL			2,074	
LAB 2					
- BREAK OUT ROOM	20	2	22	440	
- ACTIVITY ROOM	45	1	32	1,442	
- LAB INSTRUCTOR WORKSTATION	1	1	48	48	
- LAB INSTRUCTOR ASSISTANT WORKSTATION	1	1	48	48	
- GENERAL / ADMIN. WORKSTATION	1	2	48	96	
	SUBTOTAL			2,074	
	TOTAL FOR LABS			4,148	

Lab 1 and 2 will consist of three rooms. Two of the rooms will be labs with flexible seating. The third will be a separate space for two lab assistants. Each space will need visibility to the other connected space with glass for oversight. During each session, students progress from room to room in a linear way. Thus, rooms shall be connected by doors as indicated.

CORRIDOR



LEGEND

- ENCLOSED PROGRAM ELEMENT/S
- BUILDING GROSS ELEMENT
- IMMEDIATE ADJACENCY
- GROUPED PROGRAM ELEMENTS
- WINDOW/ VISUAL CONNECTION
- CLOSE PROXIMITY

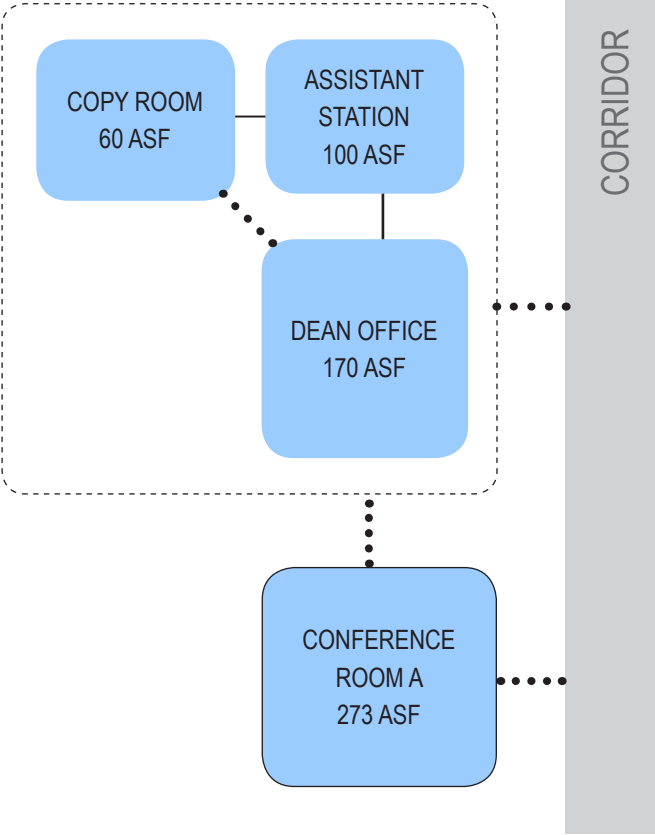
This section describes the office spaces within the project including the Dean, faculty and support spaces.

SPACE NEEDS MATRIX (OFFICES)

	CAPACITY	# OF SPACES	AREA PER PERSON	TOTAL AREA (ASF)	NOTES
DEAN'S OFFICE SUITE					
- DEAN OFFICE	1	1	170	170	
- ADMIN. ASSISTANT WORKSTATION	1	1	100	100	
- COPY ROOM	1	1	60	60	In Dean's Suite
				330	
FACULTY OFFICE					
- STANDARD OFFICE	1	26	99	2,574	
				2,574	
OFFICE SUPPORT					
- WORK ROOM	3	1	88	265	
- BREAK ROOM	8	1	33	265	
- CONFERENCE ROOM A	12	1	23	273	Near Dean's Suite
- CONFERENCE ROOM B	15	1	27	400	
				1,203	
					TOTAL FOR OFFICE SPACE
				7,554	

The Dean's Suite consists of two rooms. The Dean's Office, a space for an Administrative Assistant and an open copy area.

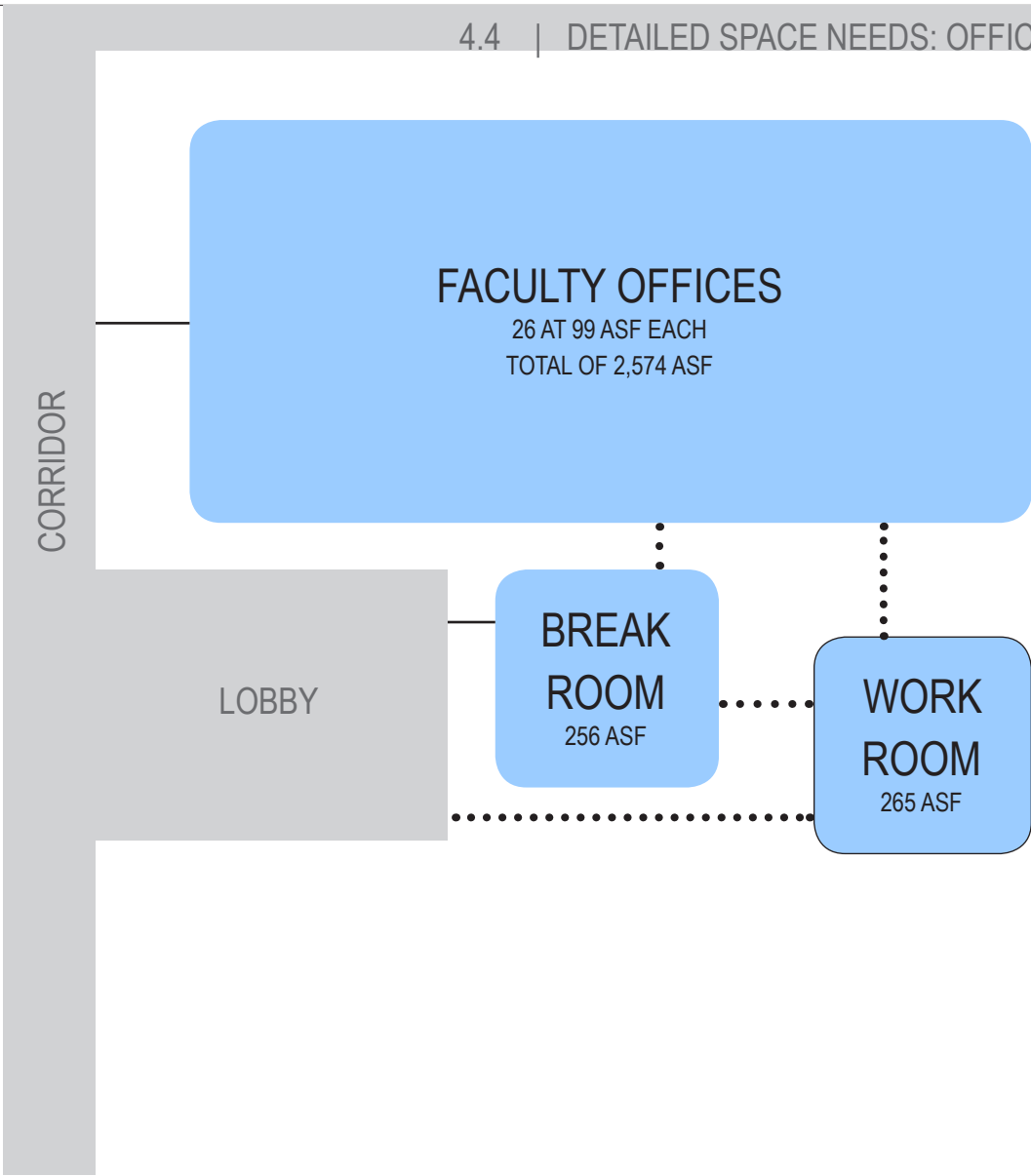
DEAN'S OFFICE SUITE



LEGEND

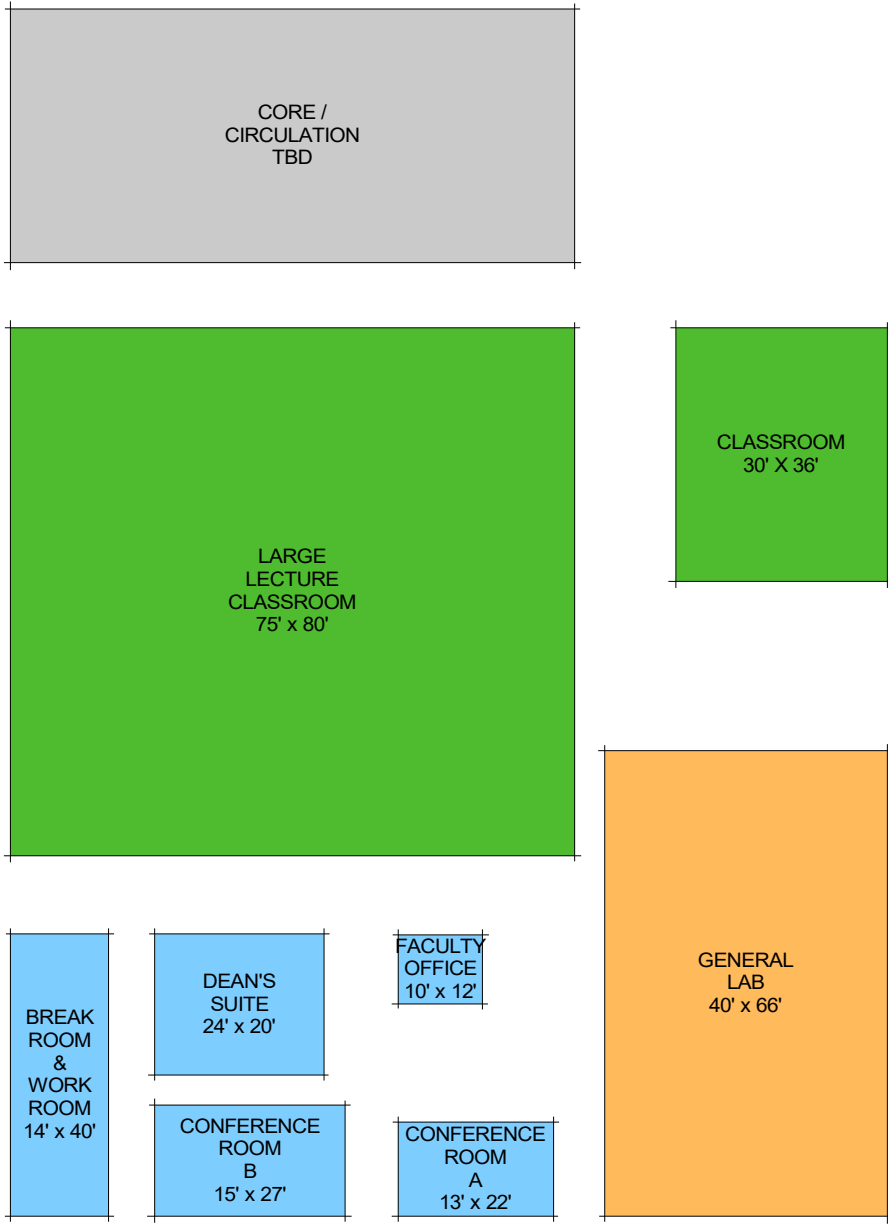
- ENCLOSED PROGRAM ELEMENT/S
- BUILDING GROSS ELEMENT
- GROUPED PROGRAM ELEMENTS
- WINDOW/ VISUAL CONNECTION
- IMMEDIATE ADJACENCY
- CLOSE PROXIMITY

Faculty Offices shall be easily accessible to students and each other. The Faculty Office suite spaces will have access to a common break room and a work room. These support spaces will require separate after-hours access as well. All these spaces shall be accessed from an Open Lobby accessible to students.



LEGEND

- ENCLOSED PROGRAM ELEMENT/S
- GROUPED PROGRAM ELEMENTS
- BUILDING GROSS ELEMENT
- ↔ WINDOW/ VISUAL CONNECTION
- IMMEDIATE ADJACENCY
- CLOSE PROXIMITY

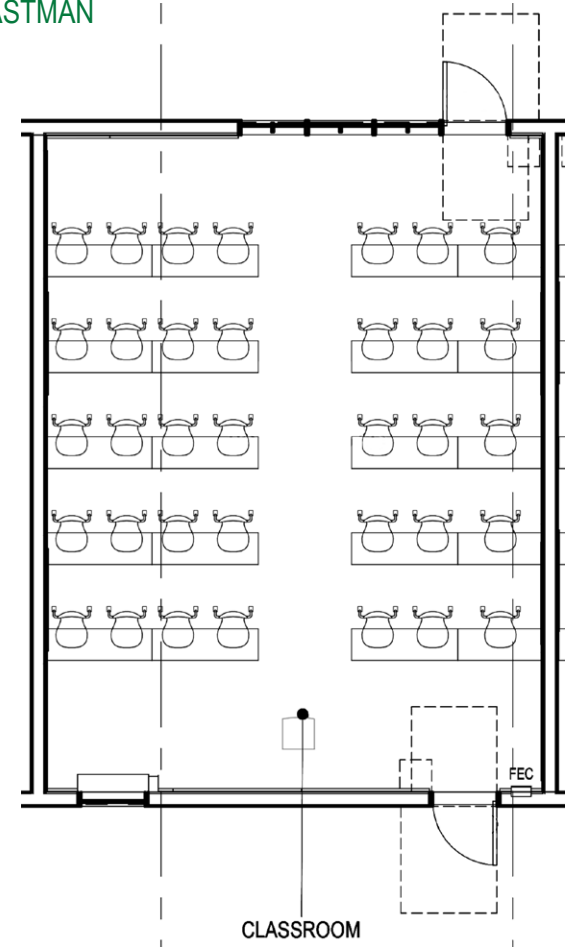


The following section provides detail for each of the space types. These layouts are greatly directly from the most current district standards.

These modules are meant as a starting place. Design/Builders should discuss any suggested variances in their proposals and the reasoning for it.



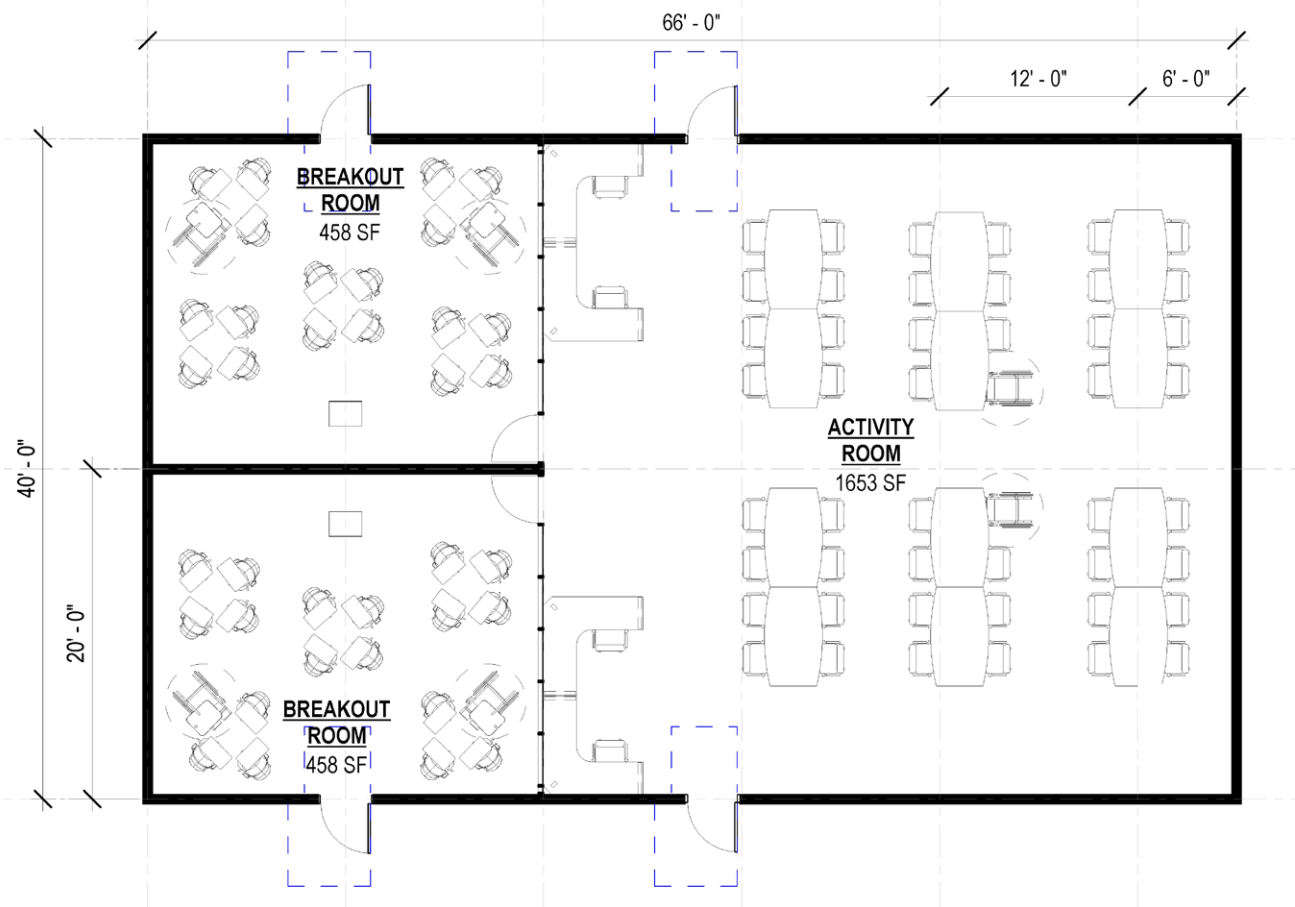
EXCERPT OF CLASSROOM FROM CEDRO RENOVATION BY PERKINS EASTMAN



CAPACITY = 35-36 STUDENTS w/ 2 ADA + 1 INSTRUCTOR
- Flexible with mobile chairs and tables

The Large Lecture Classroom shall be tiered with fixed, powered tables and moveable seating. There shall be plenty of space in front to accommodate activities like poetry slams.





- CAPACITY = 20 STUDENTS IN EACH BREAKOUT ROOM
 45-48 STUDENTS IN THE ACTIVITY ROOM, 2 ADA IN EACH ROOM
- Mobile Seats & Tables
 - 2 Instructor and 2 admin workstations
 - One lab per floor

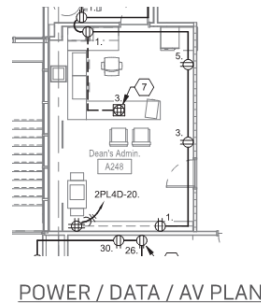
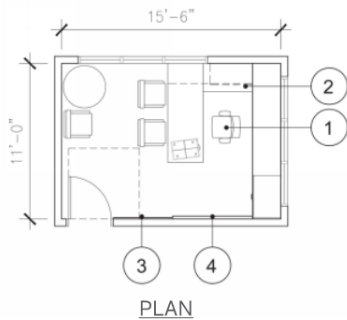
DISTRICT STANDARDS LAYOUT FOR DEAN'S OFFICE (EXCERPT FROM DISTRICT STANDARDS BY HMC ARCHITECTS)

DISTRICT STANDARDS LAYOUT FOR WORKSTATIONS (EXCERPT FROM DISTRICT STANDARDS BY HMC ARCHITECTS)

EVERGREEN VALLEY COLLEGE - DISTRICT STANDARDS + CAMPUS GUIDELINES HANDBOOK

III. ADMINISTRATOR/DEAN'S OFFICE 170 ASF | SINGLE OCCUPANCY

0 ft 4 ft 8 ft
SCALE: 1/8" = 1'-0"



LEGEND

- ① Movable chairs (1 task + 3 side)
- ② Work Station to include: Table, Desk, Upper Cabinets, File Cabinets, Bookshelf, Movable Storage
- ③ Tackboard
- ④ Writable Surface

SYMBOLS

- ⊕ Duplex
- ⊕ Quadruplex
- ▲ Tel/Data (coordinate with furniture location)
- ⌘ Light switch with occupancy sensor

SURFACES

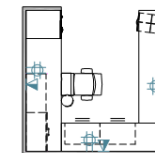
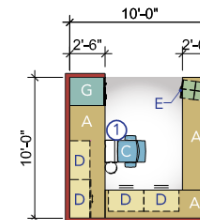
- Floor: Carpet tile
- Wall: Painted drywall
- Ceiling Ht: 9'-0" to 11'-0"
- Ceiling Type: Acoustical ceiling tile

PART F WORKSTATIONS

DISTRICT STANDARDS + CAMPUS GUIDELINES HANDBOOK - EVERGREEN VALLEY COLLEGE

I. DEAN'S ADMINISTRATIVE ASSISTANT 100 ASF

0 ft 4 ft 8 ft
SCALE: 1/8" = 1'-0"



LEGEND

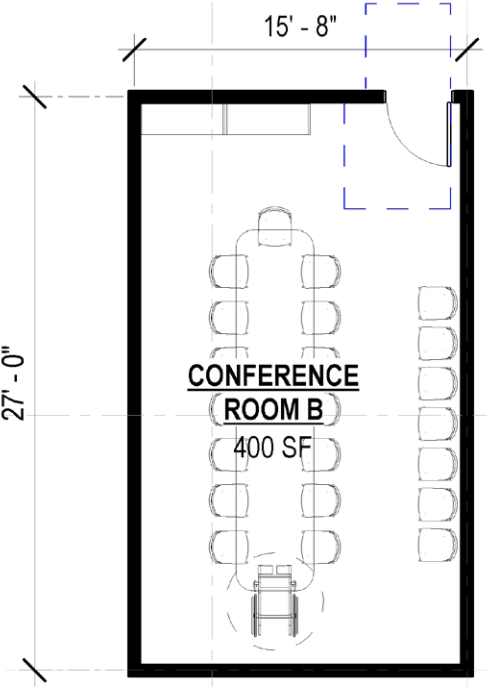
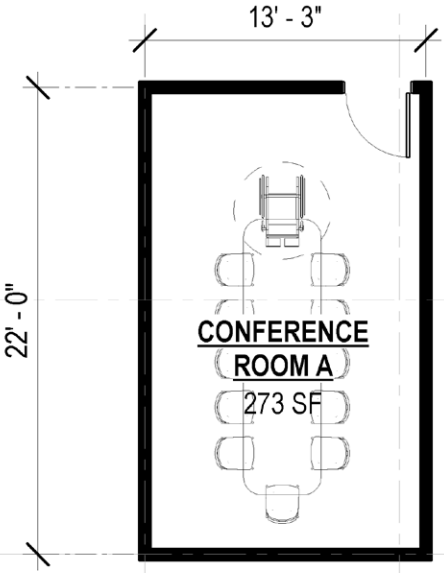
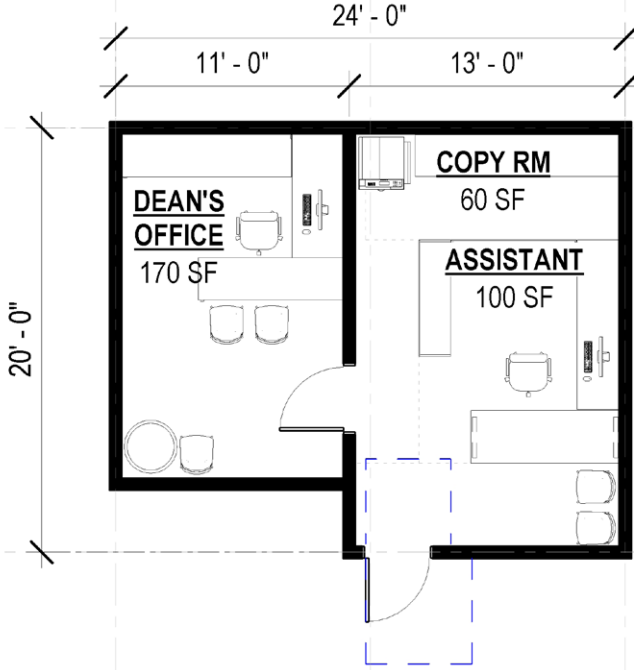
- Ⓐ Worksurface
- Ⓑ Task seating
- Ⓒ Storage
- Ⓓ Mobile, lockable pedestal file with seat cushion
- Ⓔ Small wardrobe
- Ⓕ Power/data access
- Ⓖ Keyboard/mouse tray

SYMBOLS

- ⊕ Duplex
- ⊕ Quadruplex
- ▲ Tel/Data (coordinate with furniture location)
- ⌘ Light switch with occupancy sensor

SURFACES

- Floor: Carpet tile
- Wall: Painted drywall
- Ceiling Ht: 9'-0" to 11'-0"
- Ceiling Type: Acoustical ceiling tile



DEAN'S OFFICE
 - Desk space, storage, guest seating and other furniture or equipment per District Standards.

DEAN'S ASSISTANT WORKSTATION
 - 1 person workstation
 - Desk space, storage, guest seating and other furniture or equipment per District Standards.
 - Size: per District Standards

COPY ROOM
 - Casework and equipment per District Standards. 10' of counter space

CONFERENCE ROOM A
 - 10 to 12 people

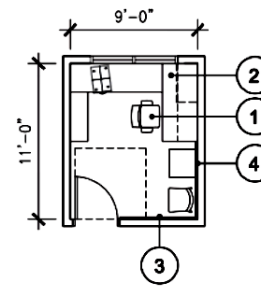
CONFERENCE ROOM B
 - 12 to 15 people

DISTRICT STANDARDS LAYOUT FOR OFFICE
(EXCERPT FROM DISTRICT STANDARDS BY HMC ARCHITECTS)

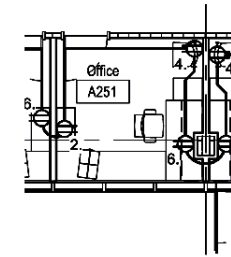
EVERGREEN VALLEY COLLEGE - DISTRICT STANDARDS + CAMPUS GUIDELINES HANDBOOK

V. STANDARD OFFICE
99 ASF | SINGLE OCCUPANCY

0 ft 4 ft 8 ft
SCALE: 1/8" = 1'-0"



PLAN



POWER / DATA / AV PLAN

LEGEND

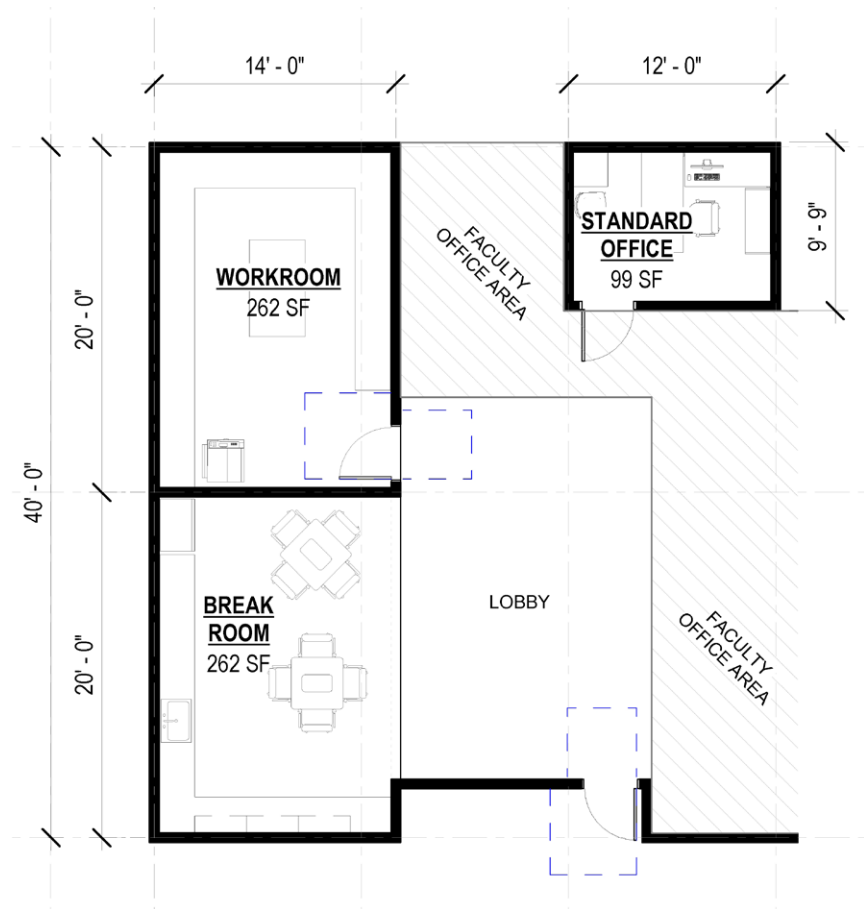
- ① Movable chairs (1 task + 1 side)
- ② Work Station to include:
Table, Desk, Upper Cabinet,
Bookshelf, Movable Storage
- ③ Tackboard
- ④ Writable Surface

SYMBOLS

- ⊕ Duplex
- ⊕ Quadruplex
- △ Tel/Data (coordinate with
furniture location)
- ⌘ Light switch with
occupancy sensor

SURFACES

- Floor: Carpet tile
- Wall: Painted drywall
- Ceiling Ht: 9'-0" to 11'-0"
- Ceiling Type: Acoustical ceiling tile



GENERAL WORKROOM

- Space for copier, island table at center and casework at walls per District Standards

BREAKROOM

- Kitchenette to include sink and water fountain station

STANDARD OFFICE

- 1 Faculty person office
- Desk space, storage, guest seating and other furniture or equipment per District Standards



College prefers non-gender assigned Toilet Rooms with full walls and doors defining toilet stalls and sink counters shared by all. The District and College currently have not developed standards for such Toilet Rooms and will look to the proposers to present options for implementation.

All gender bathroom design by Work Architecture Company for the Rhode Island School of Design



Gender signage