

College of the Redwoods

2023-2033 Facilities Master Plan

Final Report July 27, 2023



Letter from the President

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Letter from the President

I am very pleased to introduce the College of the Redwoods revised Facilities Master Plan, a visionary roadmap for future changes to our physical campuses and sites. The Facilities Master Plan reflects broad involvement from the college community throughout an engaged process: students, faculty, and staff, and community members provided insights and expertise that shaped this vision for this plan. I would like to thank everyone who participated for their contributions and extend a special thanks to the Vice President of Administration and the Facilities Planning Committee for their dedication to the process.

The plan lays out a vision for future building and landscape projects that will support the mission of the institution and the implementation of the Education Master Plan. It envisions a physical environment that is commensurate with the stature of our wonderful institution, identifies improvements that will add wonderful spaces to learn, live, create, perform, and play. These individual projects are carefully planned to ensure that they complement one another and that each project will move us closer to the vision of a campus that is connected and welcoming.

I look forward to working with the college community to realize this vision over the next ten years.

Sincerely,

Dr. Keith Flamer, *President*
College of the Redwoods



Introduction





Purpose

Purpose of the Facilities Master Plan

The purpose of the Facilities Master Plan (FMP) is to provide a roadmap for facilities development to support the Educational Master Plan. It is a high-level vision of CR's future campuses for the next 5-10 years and beyond. Facilities master planning is required for accreditation and potential funding for California community colleges. The Facilities Master Plan focuses on the Eureka Main Campus and the Del Norte Educational Center in Crescent City.

Quick-Start Improvements and Long-Range Strategies

While the recommendations may appear to be specific, the greater value of the FMP is to provide insight to guide the large and small decisions of on-going facilities development. For example, the Eureka Campus is in the midst of a decades-long redevelopment process to replace seismically vulnerable buildings on stable sites. There are interim needs for facilities to maintain the vitality of learning and Campus Life.

The plan lays out a comprehensive list of major projects involving significant commitments of time and resources. They are envisioned as long-term solutions to the College's needs.

The FMP also articulates the many opportunities for 'Quick Start' projects to make high impact, low cost improvements that will satisfy many of the identified facilities needs

Mission Statement

College of the Redwoods puts the success of each student at the forefront of every strategic effort. The college provides relevant educational programs that promote student academic achievement, career readiness, and lifelong learning so that our students may thrive in a rapidly changing world. We endeavor to meet the needs of the various communities we serve and to be a nimble and pioneering partner in the educational, civic, cultural, and economic development of the region. We recognize the future of learning will require flexibility and resiliency and we are committed to developing and expanding innovative in-person and online programs and responsive student services. Through assessment and evidence-based research, we continuously improve programs to ensure that student have the opportunity and support to succeed. We are dedicated to contributing to a sustainable environment; providing reasonable access to all curricula, programs and services; promoting a culture that is unbiased; and fostering an environment of belonging that respects the dignity of all people.

To achieve its mission, the Redwoods Community College District follows the mission of the California Community College System as determined by the State Legislature.

The District's mission is evaluated and revised on an annual basis.

Vision Statement

College of the Redwoods will create and sustain the conditions that will enable all students to experience an educational journey that is intellectually, socially, and personally transformative. We will inspire participatory citizenship grounded in critical thinking and an engaged student body.

CR Land Acknowledgment from Redwoods Community College District Board of Trustees

"We acknowledge that the land on which we are gathered today is unceded territory of the Wiyot, Hupa, Karuk, Mattole, Tolowa, Wailaki, and Yurok. We honor them and all neighboring tribes by our ongoing commitment to developing trusting, reciprocal, and long-lasting partnerships"



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Facilities Planning Team

tBP/Architecture

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Participation



- 214** Master Planning Participants
- 8** Campus Group Interviews
- 4** ASCR Student Listening Sessions
- 102** Student Survey Responses
- 6** Stakeholder Workshops
- 1** Natural Resources Meeting
- 7** Facilities Planning Committee Meetings

Planning Process

SPRING 2022

- College Interviews
- Student Listening
- Student Survey



LEARNING ENVIRONMENT



BIG PICTURE

SPRING 2022

- Stakeholder Workshops

SUMMER, FALL 2022

- Prepare Draft FMP
- Circulate Draft FMP
- Board of Trustees

RECOMMENDATIONS



Document Organization

Learning Environment

The Learning Environment is the driving catalyst for the Facilities Master Plan recommendations. Its qualitative and technical data portfolio describes “How Well Does Your Campus Work for You?” from the perspective of the College’s learning vision and College members’ experience.

Goals are derived from the Educational Master Plan. Contributors translated the EMP initiatives into concrete physical opportunities to improve campus buildings and sites in alignment with the future of learning at CR.

CR Voices are the words of College members expressing their experiences and the needs of the community that ‘lives’ on each campus.

Space Analysis is developed through analysis of the Eureka Campus Space Inventory, utilization, benchmarking, program trends, and evaluation by the contributing College members. The result is evidence-based need for the projects in the Facilities Master Plan.

Existing Facilities Analysis identifies the opportunities and constraints that shape development at each campus. They are found through the analysis of past and current campus systems and use patterns. Contributors validated the technical analyses compiled by the Planning Team.

Big Picture

The Big Picture interprets the potential of the Learning Environment into a future physical strategy for the College of the Redwoods. The images are the stepping-stones from ‘what is’ to ‘what could be.’ The Facilities Planning Committee collaborated with Contributors and the Planning Team to create The Big Picture framework, including a matrix of Facilities Needs correlated to each planning goal. Working together, they used the framework to evaluate potential projects and site layouts. They reached a consensus for the layout for each campus.

Recommendations

The Recommendations developed by the Facilities Planning Committee with the Planning Team articulate a mindset for the small and large decisions of on-going facilities development for the next decade. They tell the story of the Contributors’ shared strategy for physical environments that will support the College’s learning vision for the future.

The Facilities Master Plan is the commitment of the College of the Redwoods to optimize resources and create campuses where students learn and grow through engagement with their fellow College members and community partners.

FMP – Natural Resources

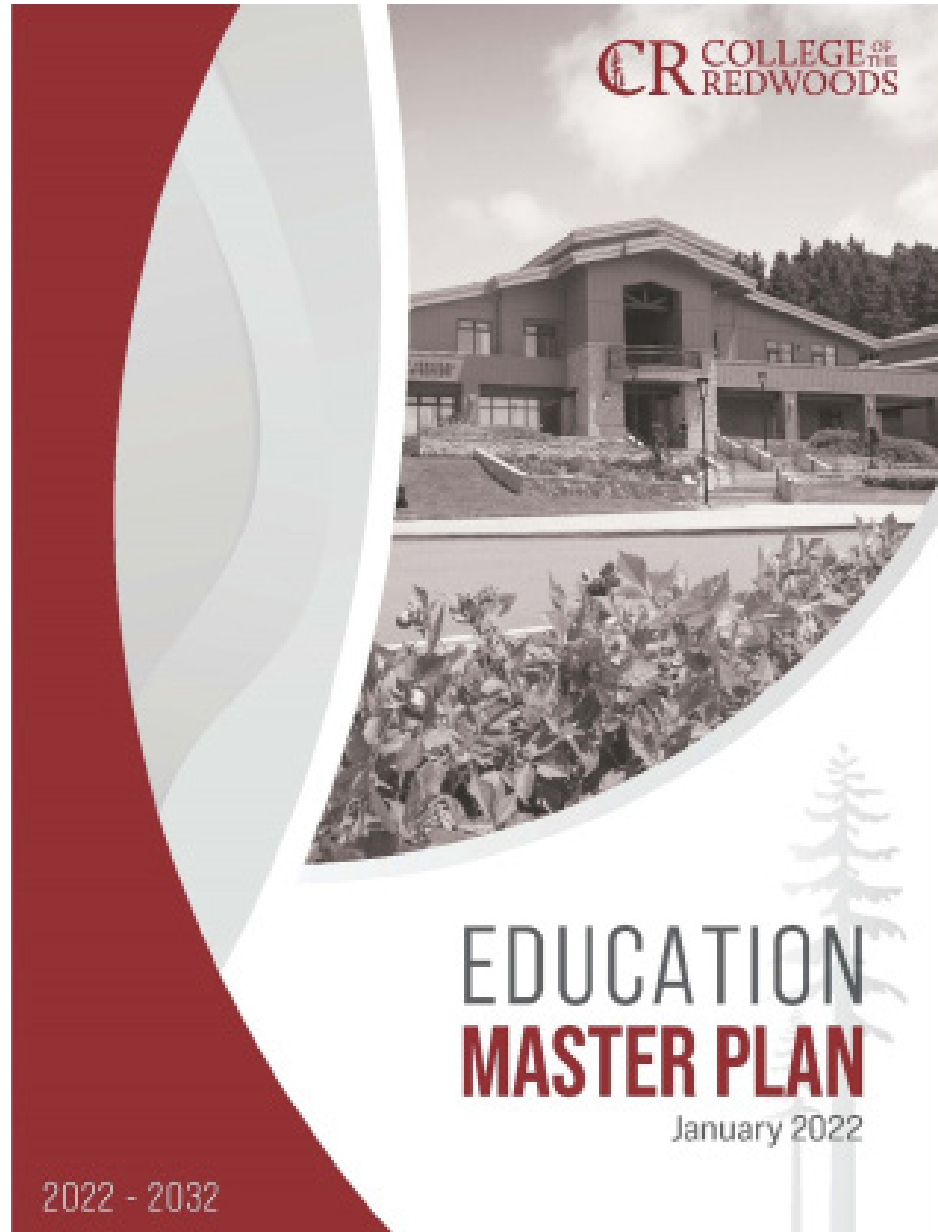
The Natural Resources Plan is an integral feature of facilities master planning for the Eureka Campus.

Prepared by the CR Outdoor Campus Collaborative



Facilities Planning Goals

Educational Master Planing is the Foundation for Facilities Planning



2023-2033 CR Educational Master Plan Initiatives

The College's new Educational Master Plan (EMP) is the foundation of facilities planning. The EMP was prepared in the midst of the Covid pandemic, while the College was responding to rapid and unprecedented challenges with emergency campus closures and mid-term pivots from in-person to online instruction.

The insights gained from this living experience created a forward-thinking policy statement with an arms-open anticipation of new opportunities in an era of rapidly-advancing technology and student expectations.

1. Become the preferred transfer pathway to Cal Poly Humboldt.
2. Expand and prioritize offerings that prepare students for living-wage jobs.
3. Create a more nimble and adaptable institution.
4. Establish stronger wraparound experiences for students' total connection.
5. Pursue the future of learning.

Rapidly Changing Developments:

- Emergence of Cal Poly Humboldt
- Accelerated Demand for Online Classes

What do the EMP Initiatives mean for facilities?

The Facilities Master Plan process started with ideas generated in the educational planning process. How well do the College's facilities at Eureka and Del Norte fit with the educational vision?

The EMP Initiatives are the foundation of the Facilities Master Plan goals.

By identifying external trends and internal plans, Contributors responses revealed common issues and expectations about the physical environment. Their ideas were developed into the Facilities Planning Goals.



Kickoff Interviews

What do the EMP initiatives mean for facilities?

"We want to offer hands-on learning and meaningful experiences to students and the community."

"Students need places to be on campus to study, hangout, have fun, put on events not in the cafeteria or library."

"We want a maker lab to attract Cal Poly Humboldt and Industry partners."

"We expect CR to be a leader in Sustainability."

"Our science labs are great-better equipped than HSU."

"Athletics and Wellness are potential areas to attract community members to the"

"We are trying to reconnect with our students after the pandemic."

"Our natural areas are great resources for instruction and recreation."



District Overview

Community and Regional Context

The Redwoods Community College District serves a diverse population of communities in Del Norte and Humboldt Counties as well as the western edge of Trinity County. The District is a multi-site, single college district. Home to nearly 280,000 residents, the district covers almost 10,000 square miles. With a population of more than 27,000,

Eureka is the largest city in the service area and is home to the largest campus. Eureka's nearest metropolitan neighbors with over 100,000 population are more than 200 miles to the south (Santa Rosa) or north (Medford, OR), and more than 150 miles to the east (Redding).

The Facilities Master Plan focuses on two of the District's campuses:

- The **Eureka Campus** is in an unincorporated area between the City of Eureka and the City of Fortuna. It was initially constructed from 1968 – 1975.
- The **Del Norte Educational Center**, established in 1981, is in Crescent City.

The District also has facilities at the Eureka Downtown, Shively Farm and Klamath-Trinity sites.

Planning Context

What's Happening in the World Around CR?

Covid-19 Pandemic

The world-wide pandemic brought many restrictions on in-person interactions, as well as social distancing rules. It caused educational campuses to be mostly closed from March 2020 through the summer of 2021. Like other California Community Colleges, CR quickly turned to online instruction and services. Support services that could not be delivered online or with 'social distance' restrictions were suspended for several months. District enrollment, which had been somewhat decreasing since 2016, dropped precipitously during the pandemic. Headcount enrollment decreased by 30% from 2017-18 to 2020-21.



Increasing Online Instruction

During the same period, Total District online Full time Equivalent Students (FTES) increased from 13% to 37%. As of Spring 2022, the College's campuses are almost completely open, but some social distancing rules and mask requirements are still in effect. Headcount enrollment has somewhat increased. Online instruction has decreased from the peak, but it is a significantly more popular option than before the pandemic.

- Pandemic: Campus closures, social distancing
- Abrupt pivot to online learning
- From HSU to Cal Poly Humboldt
- STEM industry opportunities
- Large, rural district
- Limited internet access



Educational Partnerships

College of the Redwoods has long been a gateway to a four-year degree through its partnership with California State University, Humboldt. In January 2022, Cal State University Humboldt officially transformed to California Polytechnic Institute, Humboldt. This presents exciting new opportunities for CR students, especially in STEM and Health Sciences.

College of the Redwoods maintains close cooperation with local K-12 districts and many local organizations of indigenous peoples. For example, the College partners with the Hoopa Valley Tribe to operate the Trinity-Klamath Instructional Site.

Regional Industries

As of 2019, the largest industries in Humboldt and Del Norte Counties, CA are Health Care & Social Assistance, Retail Trade, and Educational Services, and Public Administration. The highest paying industries are Utilities, Public Administration, Educational Services, Transportation & Warehousing, and Construction. Job opportunities are increasing in STEM, Aquaculture, Agriculture, Cannabis, and Technology Networking. Forty percent (40%) of the local economy is generated by entrepreneurial enterprises.

Rural Issues

The District and the College are located in a rural area of far northern California. There are no interstate highways in close proximity to any of the College's campuses. The region is subject to failure of important roadways, for example, extended closures of the east-west state highway 299 and the constant slides and road failures to the north-south state highway 101 between Eureka-Crescent City and Eureka-San Francisco. The Del Norte Educational Center is located in a small town, and subject to a lack of available services and difficulties in bringing services to these locations.

Internet Access

The region has severe impairments relative to wide area network availability and internet access. This technology restriction is so severe as to limit the College's ability to offer live, interactive Telepresence classes between District locations. Although the College is serviced by two gigabit trunk lines to Eureka, both lines travel the same physical path in Humboldt County. This means that the College does not enjoy a truly redundant network connection for its main CENIC trunk line from Eureka to Oakland until the trunk lines exit Humboldt County. This has resulted in several multiple-day interruptions in internet connections to off-campus sites in recent years, with negative impact on both administrative functions and instruction.

CR Program Trends

Question: What are CR's ideas for future programs?



Most Popular Programs

- Humanities, Science, Nursing

Gateway to Cal Poly Humboldt

- Psychology is the #1 transfer major to Cal Poly Humboldt
- Potential collaborations: Aquaculture, Agriculture, Cannabis, technology network, Nursing
- Improve course consistency in key transfer programs

STEM + Liberal Arts

- Moving toward multi-disciplinary learning

Nursing

- Most popular program at CR
- Vision: relocate to a joint Cal Poly Humboldt facility

Administration of Justice

Facilities used by instruction and local law enforcement
Important public resource

Forestry, Horticulture

- Important local industries
- Eureka, Del Norte have forest areas, ponds
- CR Outdoor Campus Collaborative plan for trails & ponds

Entrepreneurship

- CR has applied to offer Bachelor's Degree

Career Technical Education

- Retool Auto labs for new technologies
- Haven't taught Diesel Tech for 20 years
- Construction Technology – Introduce new techniques

Library

- Need to update layout for more online resources

Athletics

- Pool is closed, will not be replaced
- College is seeking to relocate Baseball off-campus
- College is working to improve and replace the Stadium.

Academy of the Redwoods

- High school students take HS & College classes

What Are CR's Specialties?

- Gateway to Cal Poly Humboldt
- Nursing
- AJ Training Center
- Forestry & Horticulture
- CTE
- Academy of the Redwoods

Findings for context & Trends

Question: “What is happening in and around CR that will impact its campus environments?”

Era of Change & Opportunity

Rapidly changing technology, along with the pandemic, are both challenges and opportunities. We are enthusiastic to look forward and outward for new ideas to serve our students and the community.

Post-Pandemic Adjustment

As the pandemic eases, we are adjusting to being back on campus with social distancing measures, experiments with Hi-Flex instruction, and efforts to reconnect with our students. We can feel things changing, but it’s unclear where the changes will take us.

Committed to Innovative Learning Methods

We want to attract students, community and industry to CR by offering collaborative projects, hands-on learning and meaningful experiences both online and in-person.

Our facilities should be flexible and nimble for a variety of instructional methodologies and interdisciplinary programs. Labs in older buildings are outdated for our needs. Our new facilities do not have places for faculty-student interaction outside of class. We need more spaces for students to participate in real-time online classes.

Respected Partner with Education, Industry, Community

We have an idea to create a joint living lab to provide a venue for educational and entrepreneurial partnerships with Cal Poly Humboldt and local industries; the Hot House at Cuesta College/ Cal Poly SLO is an example.

The Academy of the Redwoods, a high school program, is located at CR Eureka. Open spaces at the Eureka campus provide a potential to showcase the richness of indigenous cultures. The Taa-’at-dvn Chee-ne’ Tetlh-tvm’ (Crescent City Food Forest) is operated by College of the Redwoods, Tolowa Dee-Ni’ Nation, and the Del Norte Community Food Council.

More Demand than Supply for Student Housing

Before the pandemic, demand far exceeded the capacity of our dorms. On-campus living makes it possible for many of our students to choose CR. Many of our student athletes live in the dorms.

Lackluster Collegiate/Student Life

Our students want to be engaged in a community of peers and opportunity. There is no physical center of activity at the Eureka nor the Del Norte locations. Our campuses have a dearth of comfortable and appealing communal spaces for hanging out, collaboration and events.

Beautiful Natural Environment

The Eureka and Del Norte campuses are hailed for the natural beauty of their North Coast landscapes. Eureka, especially, features forests, ponds and spectacular views. “It’s a nice place to be.”

Attractive to Visitors

Facilities and events attract visitors to the Eureka Campus, such as the tennis courts and sports. The Food Farm and Teen Clinic at Del Norte are important resources for the community.

Role Model for Community Values

CR is a respected for its collaborations with local indigenous tribes and diverse interest groups. The College is a regional leader by practicing environmental stewardship.













Goals for Facilities Master Plan: Era of Change and Opportunity



The Facilities Planning Committee used the Educational Master Plan initiatives and contributors' input to articulate key facilities goals.

EMP INITIATIVES

1. Preferred pathway to Cal Poly Humboldt
2. Offerings for living-wage jobs
3. Nimble and adaptable institution
4. Wraparound experiences for total student connection
5. Future of learning

<p>Create Nimble and Agile Learning Environments</p>	<p>Encourage Active Student Life</p>	<p>Support Faculty and Staff</p>
<p>Improve access to modern, flexible, and multi-modal learning facilities.</p> 	<p>Encourage students to engage as active members of the college community by providing attractive, comfortable spaces for collegiate life.</p> 	<p>Provide spaces to support collaboration among faculty, staff, and students.</p> 
<p>Enable Technology Everywhere</p>	<p>Enhance Open Spaces</p>	<p>Facilitate Partnership Opportunities</p>
<p>Develop facilities that enhance the ability of students and employees to learn and work in-person and online.</p> 	<p>Enhance facilities for learning and enjoyment of the natural beauty on campus.</p> 	<p>Develop multi-use spaces to collaborate with educational and industry partners.</p> 
<p>Universal Accessibility</p>	<p>Offer Community Access to Campus</p>	<p>Role Model Sustainability</p>
<p>Create programs and spaces which are accessible to all.</p> 	<p>Provide welcoming access to cultural, stadium, athletic, and natural campus resources for the community.</p> 	<p>Develop facilities that support the college's role as a sustainability leader in education, operations, and construction.</p> 
<p>Security and Safety</p>		
<p>Develop buildings and campus in ways that ensure the safety of the campus community.</p> 		

1 Learning Environment

CR Eureka Campus Voices



Listening to Students

How/Does the Eureka Campus work for you?

"I love CR!
I love living on
campus."

"The Library is a nice,
quiet place to study."

"Vacanted buildings
look like the
apocalypse."

"I love to walk in the
forest but the trails aren't
in good shape."

"I need a place to
study weekends &
evenings."

"We want this place to be
full of energy and activity"

"The natural beauty is
what makes this place so
special."

"The College overlooks the
importance of needing spaces to
relax, hangout, work together."

Where is the Heart of Campus Activity at CR Eureka?

"We hang out at the
mall or 24 Fitness."

"A few people hang in
Humanities and Science.
There are some tables here
and there."

"We like to go to games to
be involved with students.
Also baseball and track."

"Sometimes we hang
out in the cafeteria or
outside by the pond."

"There is no main place at
Eureka to hang out, be involved
with the student community.
Everybody is on their own."

"The drop-off is NOT the
heart of the campus. High
schoolers wait there to be
picked up."

CR Student Survey

Where are your favorite places to be on campus outside of class?



Q: Favorite Indoor Place?

- Library
- Light Center
- Multi-Cultural & Diversity Center
- Cafeteria
- AT Labs
- Forestry Lab
- Gym



Q: Favorite Outdoor Place?

- Natural Beauty is the best thing about the Eureka and Del Norte Campuses



Q: Favorite Place to Socialize?

- Pandemic Effect: I don't hang out on campus to minimize contact. (27%)

What's missing from the Eureka campus that would support your Student Experience?

- Student Center with food, computers, places to get together
- More places for group study
- Access to study on evenings/weekends
- Places to study near classrooms and labs
- Waiting areas before class
- A quiet place to rest or nap
- Bookstore
- More comfortable outdoor places
- Places to sit outdoors with shade
- Covered walkways between buildings
- Better/safe trails and ponds
- Indoor/outdoor places to exercise
- More convenient parking
- Electric vehicle chargers



College Members

How Does the Physical Campus Support Collegiate Life?

Student Life

- The #1 request by students is for a Student Center for informal gathering, events, dining and recreation. The Student Resources Center was once the functional and literal center of campus activity with the cafeteria/dining hall, club rooms, an event space, Veterans Resource Center and the Multicultural Center. With the partial closure, uses have been fit into other spaces, dispersed on campus, or just lost.
- CR students can enjoy free time on campus with clubs, cultural events, sports and the Gym.
- The Library is their best-liked place for quiet study.
- Students have access to the Gym on Thursdays and Sundays.

Student Housing Life

- Student Housing residents have meals in the cafeteria/dining hall in the partially vacant Student Resources Center. They walk to the SRC on the road on Corsair Way.
- The Library is closed evenings and weekends, when Student Housing students are still on campus. Some homework is due Sunday midnight.
- Being outside of town, the campus is somewhat isolating for students who do not have their own transportation. It's more difficult for them to access shopping, entertainment, etc. The nearest grocery store is 4 miles away.

Online Learning Spaces

- There is need for more on-campus places for students to participate in teleconference classes and other events with privacy, ability to hear and talk outload, and connectivity.

Work Life

- The Faculty Resource Center is in RBC-B, a facility that is partially vacated due to seismic issues.
- The employee dining room in SRC is vacated, with no replacement.



College Members, cont.

How Does the Physical Campus Support Collegiate Life?

- Faculty indicate that the new Science and Humanities Buildings lack the informal spaces of their old facilities, where they could work with students from their offices. This is a different activity than working with students in classrooms and labs outside of class time.

Partnerships

- The Firing Range is used by the CR Law Enforcement Training Center and local agencies.
- The Academy of the Redwoods, a high school/college program, is located at CR Eureka.
- CR is very interested in an idea to create an on-campus Maker Lab for joint entrepreneurial projects with educational and industry partners, including Cal Poly Humboldt. CR is very interested in an idea to improve and extend its on-campus trails system to celebrate the culture of local indigenous people.

Community Life

- CR is very proud to welcome community visitors to the campus. Among its offerings:
 - Cultural and educational events at the Performing Arts auditorium and Art Gallery.
 - Athletic games at the Gym and fields.
 - Tennis courts are open to the public.
 - College members and community visitors attend football and athletic events at the stadium.

Outdoor Beauty

- The natural beauty of the campus is deeply valued by members of the College. The forest, ponds and scenic views are a rich resource for instruction and recreation.
- Forest trails, as well as the dock at the pond, need better maintenance for safe use.
- There will be opportunities to develop new scenic pathways on the sites of demolished buildings (Creative Arts, Life Science, Physical Science).
- Art installations near the existing (old) Creative Arts Building are a campus landmark.
- The “College of the Redwoods” sign made of logs is a landmark in the view of the campus from Tompkins Hill Road.
- The world-class Humboldt Botanical Garden is adjacent to CR’s outdoor learning areas for Horticulture and Agriculture.



Findings: CR Eureka Voices

Contributors were asked, *“How well does the Eureka campus work for you? What’s missing? What kind of campus do you need to succeed at CR?”*

Biggest Student Concern: *“The existing campus doesn’t support our quality of campus life outside of class.”*

Much praise was given by Student Contributors to the personal attention they feel from CR’s faculty and professional staff. Many students indicated they do not feel comfortable on-campus outside of class time at Eureka. They acknowledged that their opinions were colored by social distancing rules in place at that time. Students were articulate about ‘What’s Missing’ from the physical campus: a central place that attracts students to gather and engage, indoor/outdoor activity areas, appropriate study spaces, and access to facilities that are key to the 24/7 pace of modern life and learning.

“We Want to Enjoy the Outdoor Campus”

Natural beauty stands out as the ‘special sauce’ of the Eureka campus. Many students and employees mentioned that they thrive in the Humboldt Coast weather. They want to enjoy the outdoors on campus! Athletics facilities, forest trails, ponds and scenery are valued for academic interests, social interaction, recreation and fitness. ‘Outdoor seating with weather protection’ was requested over and over by members of the College.

Campus Positives

- “I love CR; it’s beautiful here.”
- The pond is a good place to chill.
- The Library is comfortable for quiet study.
- I love to sit out at the pond.
- There are some benches at Humanities/Science.
- Sometimes we sit in the cafeteria.
- The dorms are lively.
- We like to attend CR sports games.
- We hang out in the Gym.
- It’s better to live on campus.
- The campus has so much natural beauty.

What’s Not Working?

- “The College overlooks the importance of having places that encourage people to gather, relax, work, concentrate.”
- We have social spaces, but they don’t work.
- There’s not much to do here.
- The Library is closed on evenings & weekends when assignments are due.
- I can’t study in my dorm room – too noisy.
- I go in my car to take a nap between classes.
- I sit in my car to take a zoom class.
- Outdoor seating is not covered. It rains 3 times daily.
- Noise from the firing range is unnerving. You can hear it everywhere.
- Campus Wi-Fi coverage is spotty.
- Vacated buildings look like a tsunami zone.

Vision for the Future

“We want this place to be full of energy and activity!”

- Create a heart of campus activity.
- Places that encourage people to gather.
- Spaces for teleconference participation.
- More & larger group study spaces.
- More dorm rooms.
- Access to study space evenings & weekends.
- Replace rooms for student & club meetings.
- Place to rest or nap.
- Protect outdoor places from the weather.
- Safe trails.
- Get rid of abandoned buildings.
- Meet LEED standards.

CR Eureka Space Analysis

Space Analysis Based on State Standards

Do We Have Enough Space?

The Space Analysis has 2 tracks:

- **Do We Have the Right Space?** Technical data compare's CR's Eureka facilities to state standards for square feet per enrollment for a variety of space types. It measures utilization rates. It is in the College's interest to maximize the utilization of its existing facilities.
- **Do We have Good Space?** Qualitative information about the condition, configuration, assignment and location of space types, and how well it does or doesn't serve the needs of users.

The Space Analysis focuses on the Eureka main campus. The information is used to create a "Right Size, Good Space" strategy for facilities development.

State Standards for Community College Spaces

The Board of Governors of the California Community Colleges Policy on Utilization and Space Standards (2020) establishes minimum utilization standards for instructional facilities to assure that colleges use their facilities with a reasonable degree of efficiency. The standards are measured in numbers of students, hours of use, and square feet of space. They are not requirements, like the criteria for accreditation. They are used by the state to compare funding requests from competing colleges and districts.

Standards Apply to Key Space Categories

There are many categories of space on a college campus. State standards apply to five key types. Each category is calculated with a different factor. For example, the standards allow the most square feet for classrooms and labs.

- Classrooms & Service – General Lecture Rooms.
- Labs & Service – Specialized by instructional program.
- Offices & Service – All offices and employee conference rooms including faculty, student services, administration and operations.
- Study & Service – Includes areas in the Library and other buildings.
- AVTV Instructional Media & Service – Includes facilities for teleconferences and broadcasting.

'Other' Categories of Spaces

There are many other types of spaces on a college campus that support learning, campus life and operations that are not the subject of the state standards. Examples include:

- Assembly – For the assembly of 100+ persons for an event.
- Lounge – Used for rest and relaxation.
- Recreation – Used by students, employees and/or the public for recreational purposes.
- Meeting Room – Used by students, employees and/or the public primarily for non-class meetings.
- Storage – Used for general storage.

The Space Analysis compares CR's facilities to state standards.

Space Category	State Standard	Rate
Classroom	ASF/Student Station	20
	Classroom Occupancy/Capacity	55%
	Average Hours Room/Week	48
Labs	ASF/Student Station	Per TOPS
	Station Utilization Rate	85%
	ASF/Student Station	27.5
Offices	ASF per Total FTEF	175
Study	Base ASF Allowance	3,795
	ASF/ 1st 3,000 DGE	3.83
	ASF/ 3,001-9,000 DGE	3.39
	ASF/>9,000 DGE	2.94
AVTV Media	Base ASF Allowance	3,500
	ASF/1st 3,000 DGE	1.5
	ASF/3,001-9,000 DGE	0.75

Abbreviations

ASF = Assignable Square Feet
 WSCH = Weekly Student Contact Hours (Related to FTES)
 FTEF = Full Time Equivalent Faculty
 DGE = Day Graded Equivalents

Space Inventory

All the District and College’s spaces, for all locations, are tallied on its Space Inventory. It is prepared according to the directions in the 2007 California Community Colleges Space Inventory Handbook. The inventory is submitted annually to the State Chancellor’s Office. It is used to evaluate requests for state funding for facilities construction and maintenance.

The Space Analysis is measured in Assignable Square Footage (ASF).

The CR Eureka Space Analysis uses measures of Assignable Square Footage (ASF). The Space Inventory Handbook defines categories of measurement for building spaces.

- **Assignable Square Footage** = The square foot sum of all areas on all floors of a building assigned to, or available for assignment to an occupant, including every type of space functionally usable by an occupant (excepting those spaces defined as circulation, custodial, mechanical and structural areas.)
- **Gross Square Footage** = The square foot sum of the floor areas of the building included within the outside faces of exterior walls for all stories or areas that have floor surfaces. It includes all the area in the occupied rooms, support spaces, restrooms, hallways, lobbies, etc.

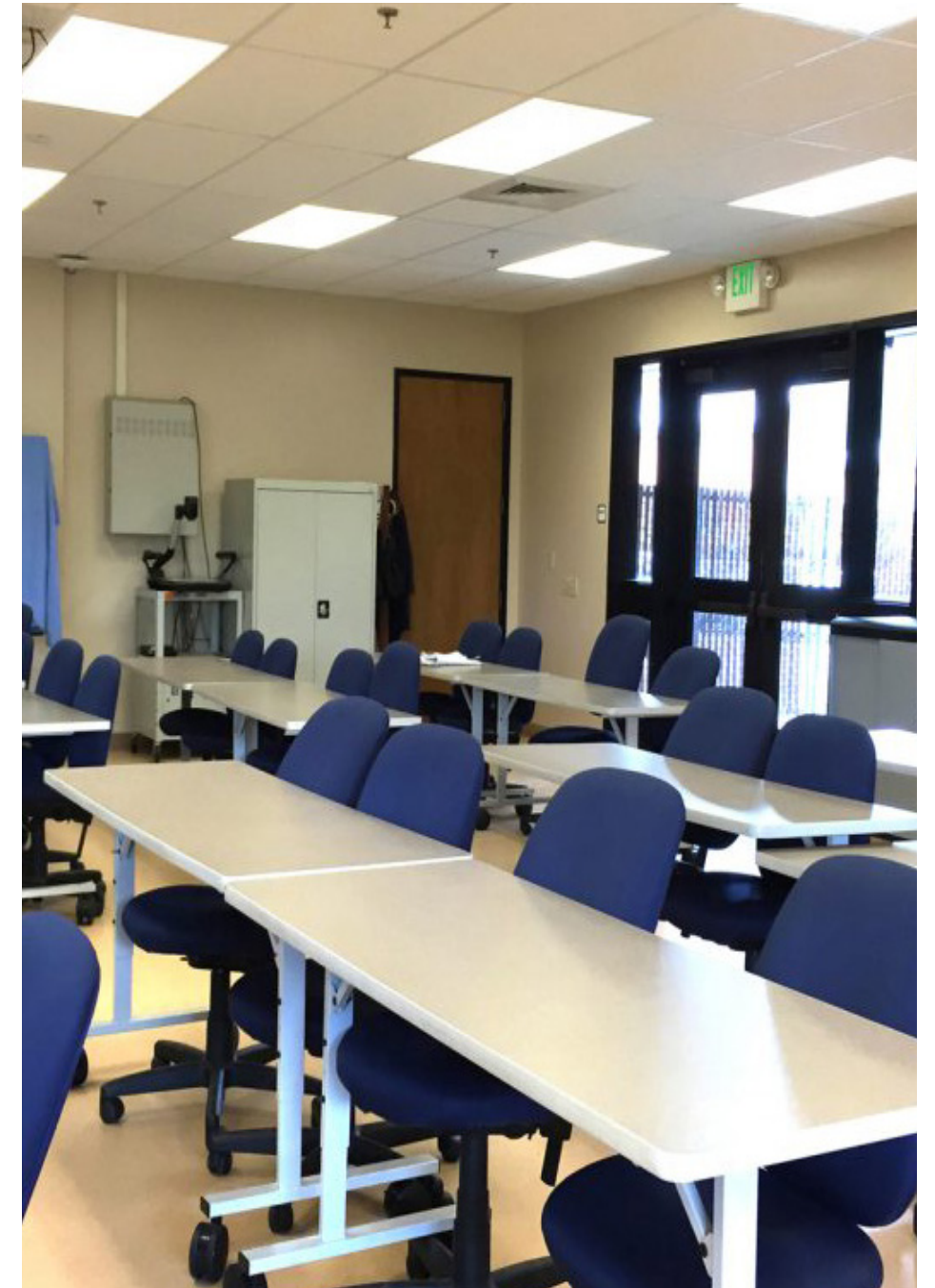
The Space Inventory categorizes space as Active or Not Active. ‘Active’ space is in use.

The inventory identifies spaces that are currently in use as ‘Active.’ Space that are not used are ‘Not Active.’ These codes are used for entire buildings and for individual rooms. The spaces are included in the Space Analysis.

The existing Creative Arts Building, Physical Education Building and the Field House are inventoried as Active space. These facilities will be demolished after the replacement facilities, which are currently under construction, are complete.

CR Eureka Space Inventory Summary Assignable Square Feet, Active Space Only

Classroom	43,868
Laboratory	74,660
Office	34,638
Library	26,574
AVTV Media	3,520
All Other Active	128,558
All Inactive	65,368
Total ASF	377,176



“Not Active” Space

“Not Active” Space at CR Eureka is Excessive

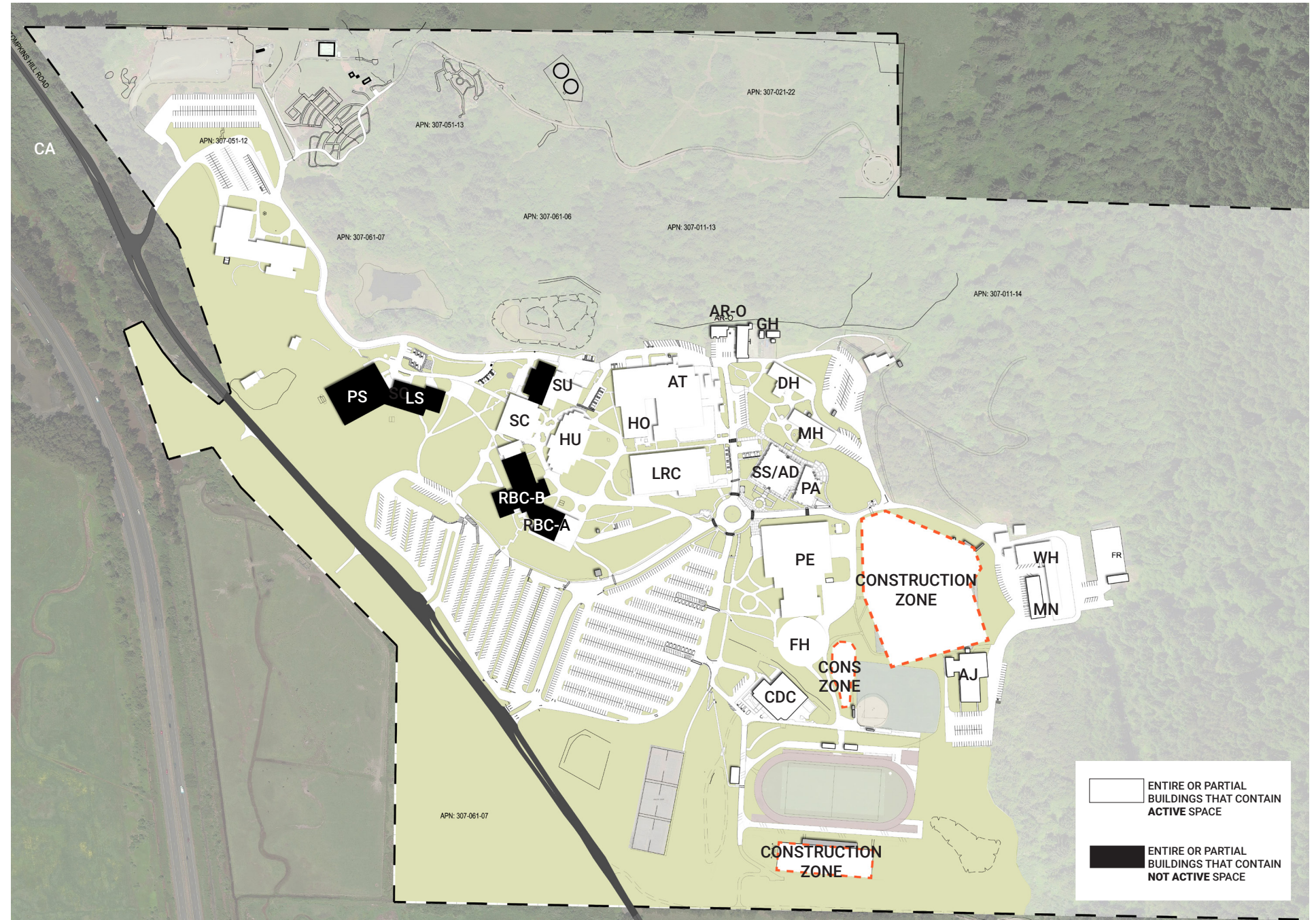
A substantial square footage of vacant space on the Eureka Campus is inventoried as Not Active. These areas are vacant and not part of the comparison of Active spaces to the state standards. ‘Not Active’ areas include:

- **Inactive Rooms** – On the Eureka campus, the Student Resources Center and RBC-A contain both Active and Not Active areas. The Active rooms are counted in the Space Analysis
- **Unassigned** – Academy of the Redwoods Classroom
- **Offline** – RBC-B Forum, although portions are occupied by College administrative and service functions.
- **Deactivated** – Life Science, Physical Science

Twenty-one percent (21%) of all inventoried space at CR Eureka is Not Active. This is much more than comparable community college campuses.

21% VACANT SPACE

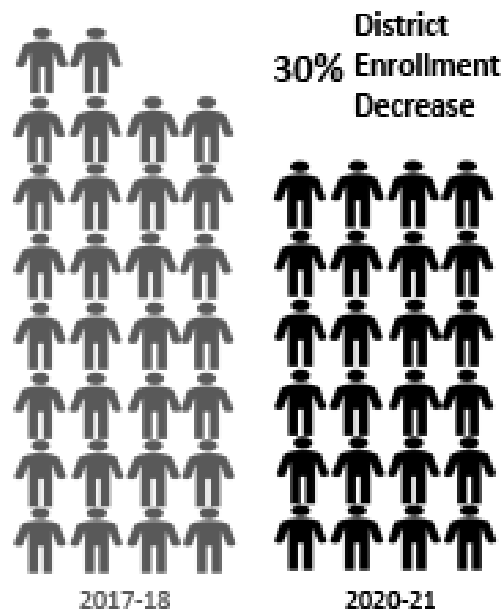
21% “Not Active” space is too high.



Enrollment & Online FTES

District Enrollment

After a period of declining enrollment prior to 2017, it had generally levelled off in the three years prior to the pandemic. Mandatory campus closures and social distancing requirements caused a dramatic decline in 2020-21. College of the Redwoods re-opened for on-campus activities in phases over 2021-22 and enrollment started to rebuild.



Decreased enrollment and increased online activity are important to measuring utilization rates and 'right space.'

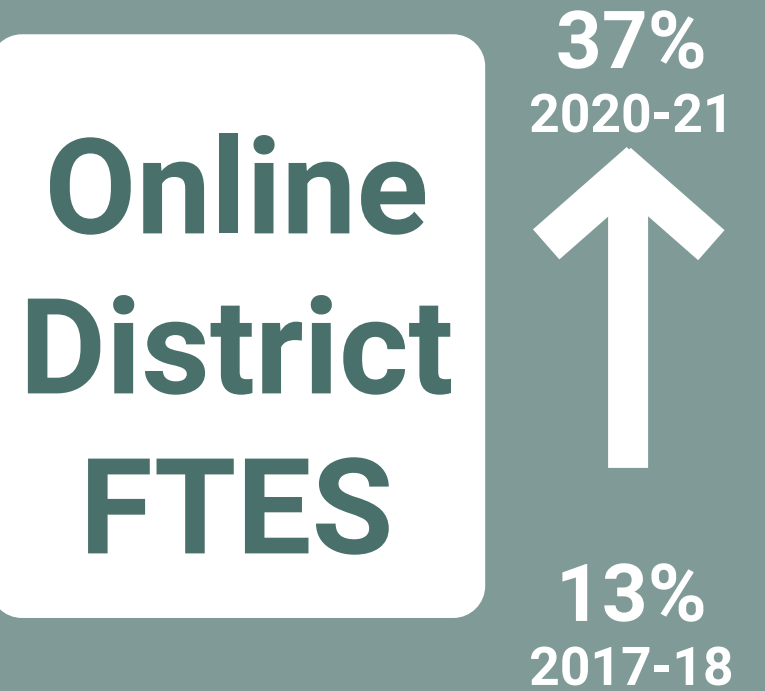
District Online FTES Peaked at 37% During Covid

Prior to the pandemic, Online FTES was about 13%. During the pandemic and campus closure, this rate increased to 37%. Many classes made a sudden pivot to online instruction. There was a steep learning curve for faculty, staff and students. Post pandemic, it appears that online instruction rates have somewhat eased to 25%, but it is a more significant option for classes going forward.

Redwoods District Enrolment Data SOURCE: CR Office of Institutional Research Headcount

Year	Headcount
2021-2022	6,030
2020-2021	5,812
2019-2020	7,605
2018-2019	7,574
2017-2018	7,546

Year	Total FTES
2021-2022	2,490
2020-2021	2,756
2019-2020	3,956
2018-2019	3,832
2017-2018	3,878



Space Utilization

Capacity Load Ratio

The state space standards are used to determine how efficiently the College is utilizing its facilities. The criteria are used to calculate Capacity Load Ratios.

- **Capacity:** Active space
- **Load:** People and time using the Active spaces

Capacity Load Ratio = Capacity: (Assignable Square Feet/Station)

**Hours of Room Use Standard/
Station Occupancy Standard**

Optimal Space Utilization

The measurement addresses the question: Do we have enough Capacity for our Load? The optimal utilization rate is 100%. There are rules of thumb for interpretation of the rates:

- Less than 90% indicates a need for more space of that type.
- More than 110% indicates that there is an excess of space of that type.

Cap Loads Describe Quantity, Not Quality

Capacity Load Ratios do not indicate whether the size or configuration of individual rooms works well or poorly for users. The data only looks at campus-wide rates.

Base Year for Space Analysis at Eureka Campus

It was determined that the Space Analysis should be based on the most recent 'normal' year before the unusual circumstances of the pandemic and campus closure. Therefore, the target year is 2017-2018. The source of data is the College's Five-Year Construction Plan. It contains enrollment and Space Inventory information.

Quality of Data

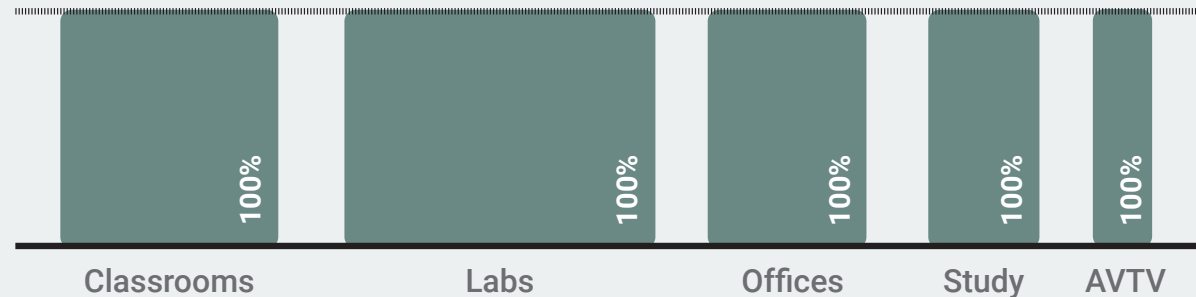
The accuracy of the Space Analysis depends on the quality of the data sources. The Enrollment data in the CR's 2021 Five Year Construction Plan is somewhat out of date with information from the Office of Instructional Research. A spot-check of the 2021-22 Space Inventory found a few inaccuracies in Labs, Offices and AVTV spaces, discussed in the section on Evaluation of Data. Such inaccuracies are not unusual. In many ways, the conditions and trends at College of the Redwoods are typical for California Community Colleges, and it is possible to make broad observations from the Space Analysis.

How to Read a Cap Load Chart

Do we have enough space in each category?

> 110% Too Much
90 - 110% Just Right
< 90% Need More

100% State Standard:



Do We have the Right Size?

Too Much Classroom, Lab, Office Space

The campus has twice as much space as the state standards in classrooms and labs, and one-and-a-half times the standard area for Offices.

Study Category is OK

At 123%, the Capacity Load ratio for Study is slightly high, but not excessive.

Excessive Space is a Problem

Excessive cap loads are problematic because they indicate that the spaces are not being used efficiently. It can also be a negative factor in the College's ability to win state funds for facilities improvements.

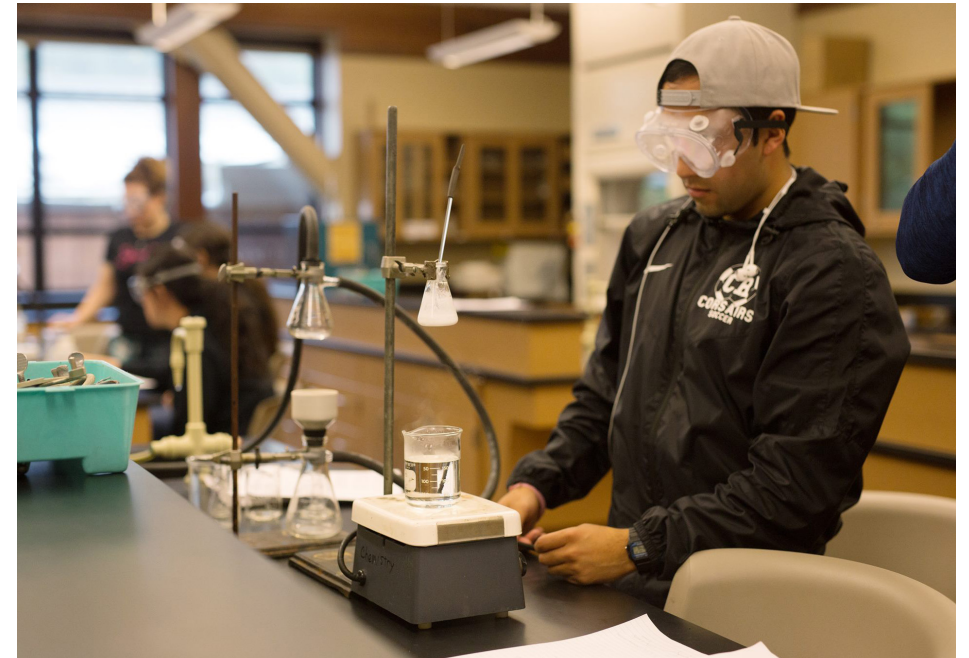
Need More AVTV Media Area

The Capacity Load Ratio is only 29%, which is very low among community college campuses. At the same time, online instruction is greatly increasing.

Online Effect' Decreases Utilization Rates

Graph B shows that if the Online space were included in the calculations, the cap loads for Classrooms and Labs would be even higher. This is the 13% of Total Online FTES in 2017-18.

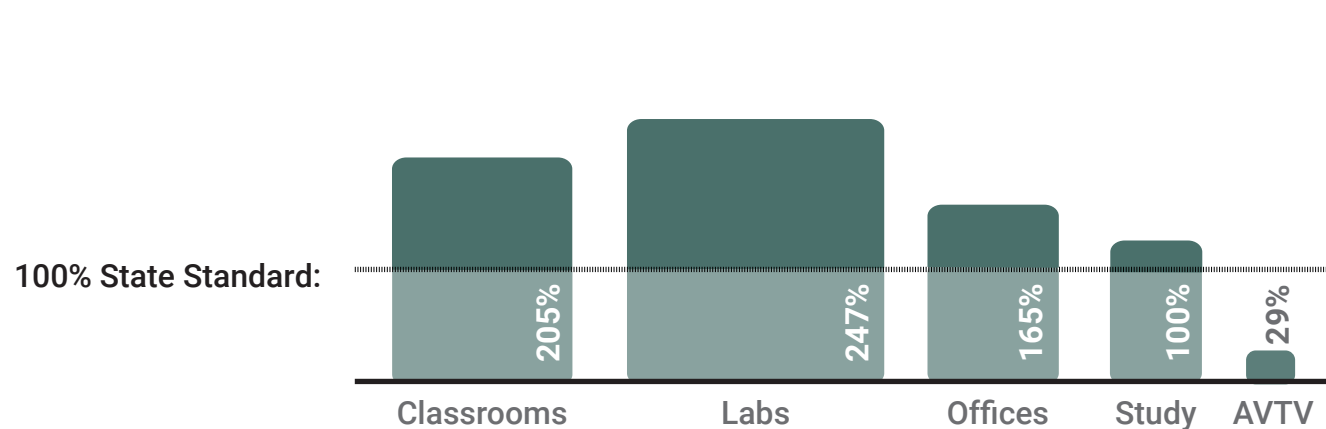
Online FTES is counted as Classroom or Lab. The effect of this online FTES could be considered as more space added to the actual inventory, which tends to inflate the cap loads for those space types.



Source of Data: Redwoods Community College District Five Year Construction Plan 2023-2034 (submitted to CCCCCO 2021)

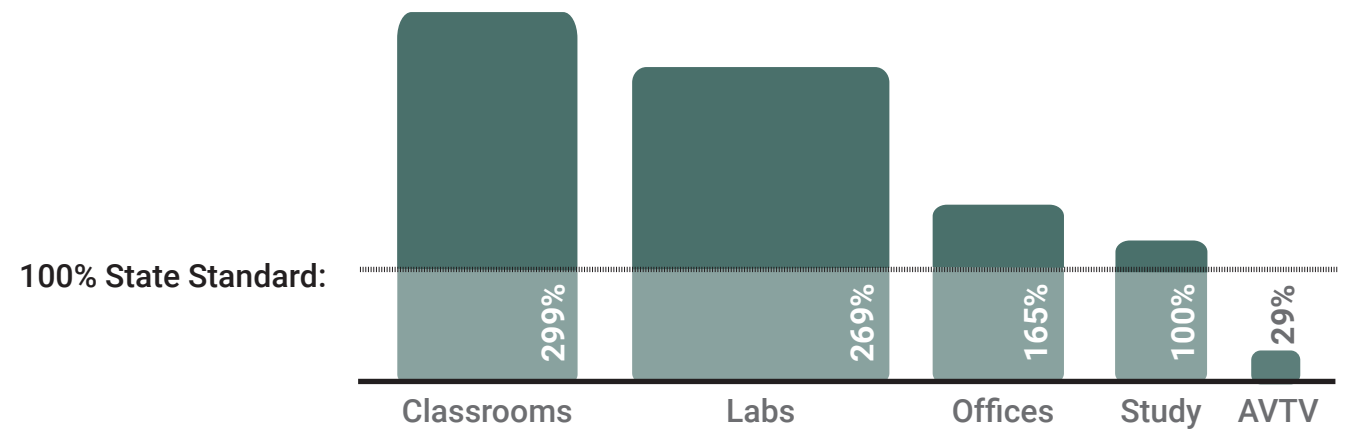
Excess Space in Classrooms & Labs

CR Eureka has excess space in Classroom & Lab - twice as much as state standards



Excess Magnified by Online Instruction

The excess space is magnified by the high proportion of online instruction



Do We have the Good Space?

“Doesn’t feel like too much space!”

The capacity load data indicates that the Eureka campus has lots of excess space. Campus users indicate that it certainly doesn’t feel that way. There is a constant concern to find ‘good spaces.’

What is “Not Good” Space?

- Poor condition
- Not configured for current uses
- Not assigned for the best utilization
- Location is not right.

Examples of Underutilized & Outdated Spaces

- **Student Resources Center** – Partially vacated due to seismic issues. Bookstore became Dining room. Multi Cultural Center and Bookstore went to the Library. Veterans Resource Center went to Student Services Building. Lakeview Room, original dining rooms closed. This building needs to be replaced.
- **Applied Technology Building** – Layout is outdated for Nursing, Manufacturing Technology, Welding, and Tiny House Construction. This building also has outdated building systems and inadequate technology infrastructure.
- **Learning Resources Center** – Layout is outdated for current programs and services. Houses functions relocated from Student Resources Center.
- **Labs in AJ Building** are undersized.
- **Classrooms** are undersized for 40 students.
- **Offices** - It feels like there are not enough offices for all faculty.

Shared Spaces Encourage More Use

Existing flexible spaces are utilized more frequently for multiple programs and activities.

- The Wood Shop in AT is shared with Soils Lab.
- AR programs use classrooms in AJ Building.
- New labs PE Building are designed for sharing with AJ.
- Other programs have expressed interest in using the classrooms in the new Creative Arts Building. According to the Space Inventory, all Classrooms are General Assignment space.

Online Effect Frees Space for Reuse

Increasing use of on-line instruction, services and events frees up space in classrooms for other uses.

Ways to Turn ‘Not Right Size’ into ‘Good Space’

- Reclassify excess Classrooms, Labs and Offices to Other categories
- Modernize outdated facilities
- Reprogram space to AVTV Media category
- Change the layout
- Reassign rooms to needed uses
- Relocate functions to more suitable places

It doesn’t feel like there is too much space because some places don’t work well for modern instruction and services.

“What’s Missing?” Requests for Space

- Student Center
- “Living Lab” or “Maker Space” to support hands-on collaborative project work with educational and industry partners.
- More offices
- Magnet spaces that encourage College members to gather and engage in Campus Life (meetings, hanging-out, events for students and employees).
- Collaborative space for faculty-student work outside of class.
- Comfortable places to participate in live online classes and meetings.
- More areas for group study.
- Access to study spaces on evenings and weekends.



Findings: CR Eureka Space Analysis



Right Size - Too Much in Key Spaces

Excessive Classroom, Lab and Office space
Too little AVTV Media space for online
Excessive "Not Active" space

Good Space - Some Rooms Don't Work for Us

"It doesn't feel like there is too much space because some places don't work well for modern instruction and services. Some of our space is underutilized because it doesn't work for our needs."

The Good News

"A lot of space is not programmed appropriately to match the learning needs. The good news is that this is an opportunity to improve the existing facilities to increase utilization

There are lots of opportunities to turn excessive Active areas into flexible, nimble, and adaptable spaces that support modern needs for learning and Campus Life, and to align the Space Inventory with state standards.

CR Eureka Existing Facilities

Local Context

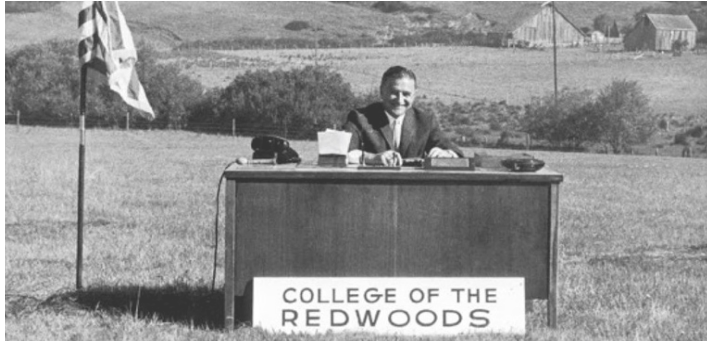
The Eureka Campus is located on a beautiful site outside of town.



College of the Redwoods main campus is at 7351 Tompkins Hill Road in Eureka, California. The campus is located an unincorporated area south of town in Humboldt County, east of the Humboldt Bay National Wildlife Refuge and the South Humboldt Bay State Marine Recreational Management Area. There are beautiful views of this area from the campus. Humboldt Botanical Garden is adjacent on the north-west side. The original buildings were constructed on the 268-acre site from 1968 to 1975.

The campus is served by busses from the Humboldt County Transit Authority. However, being away from town, the campus is somewhat out of the way. This limits the visible presence of the campus in the community. The nearest restaurant is 2.5 miles away; there is a grocery store 4 miles away.

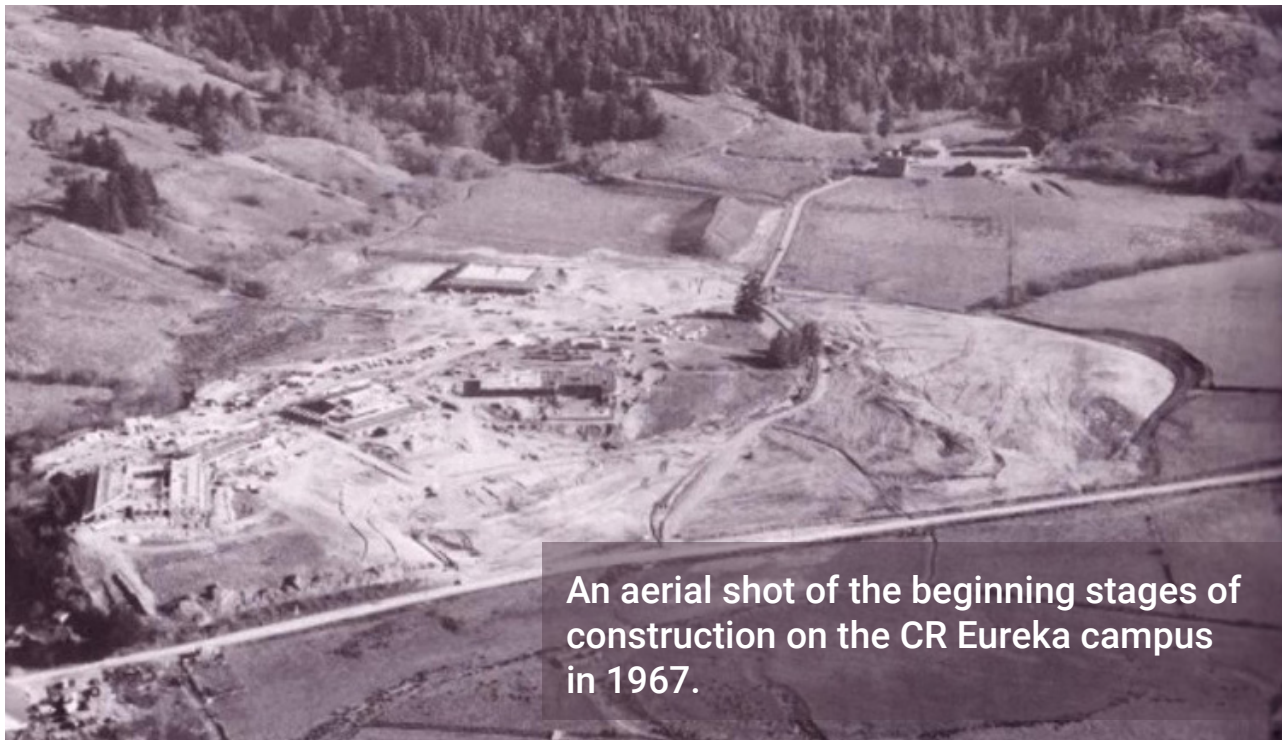
Early CR Eureka



CR's first president Dr. Eugene Portugal at his desk in a field near where the first administration building would be on the Eureka Campus.



The first CR graduating class to have commencement services on the CR Eureka campus in spring 1968.



An aerial shot of the beginning stages of construction on the CR Eureka campus in 1967.



California Gov. Ronald Reagan planting a Redwood tree on the College of Redwoods Eureka Campus around 1969.

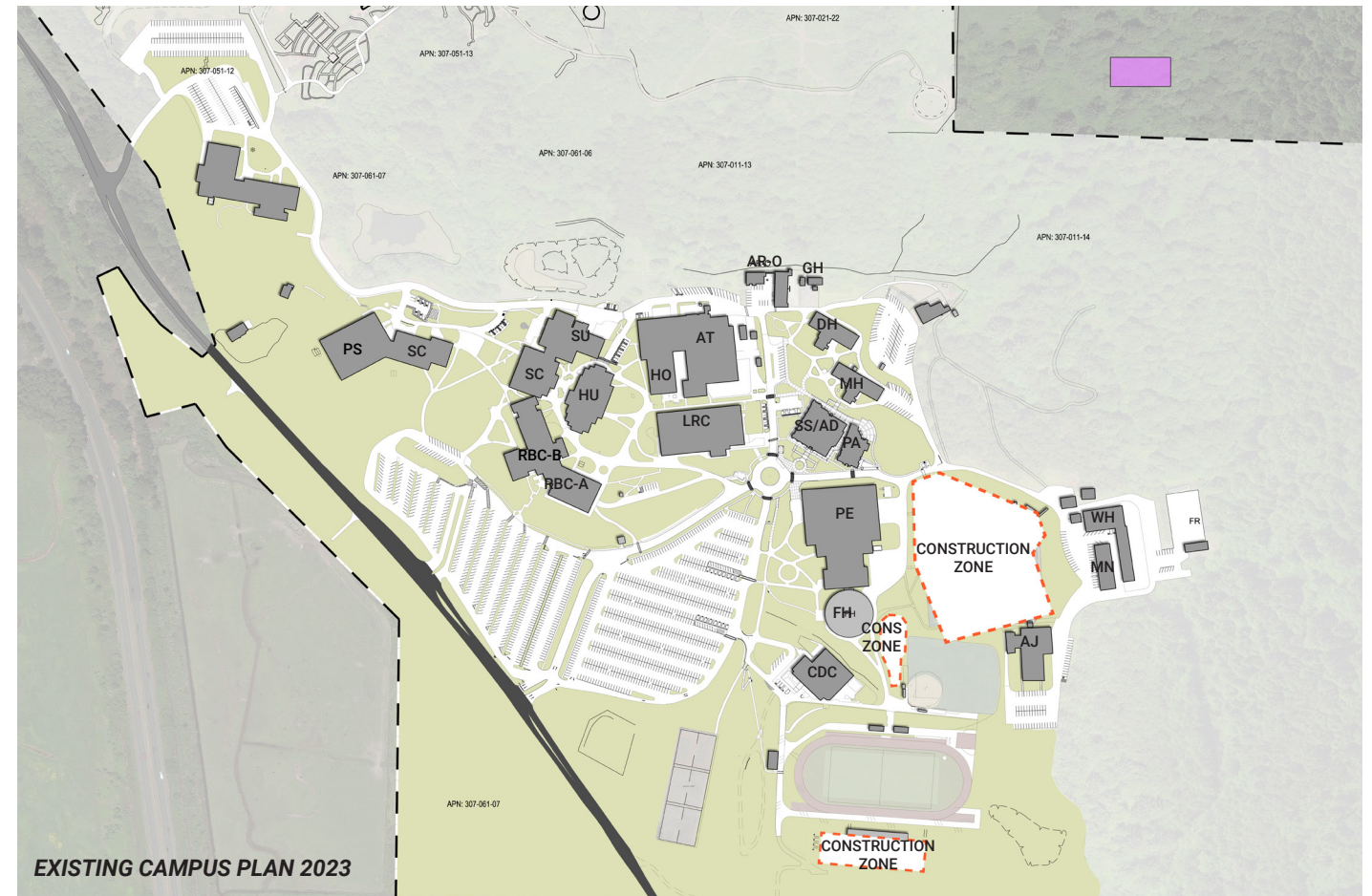
SOURCE: Lost Coast Outpost, 'Governor Reagan Plants a Redwood Tree' and Other College of the Redwoods Historical Photos, Andrew Godd, 10-3-2014
<https://lostcoastoutpost.com/2014/oct/3/governor-reagan-plants-redwood-tree-and-other-coll/>

Eureka Campus Planning History



2006 Eureka Campus Facilities Master Plan for Modernization
 SOURCE: North Coast Journal of Politics, People & Art, "On Shaky Ground," January 31, 2008. On Shaky Ground | Short Stories | North Coast Journal

The diagram shows the location of buildings on the Eureka campus in about 2006. The news article describes information presented to the Redwoods Community College District Board of Trustees about facilities master planning, seismic safety and a strategy for modernization of aging facilities. This is the Era of Campus Redevelopment.

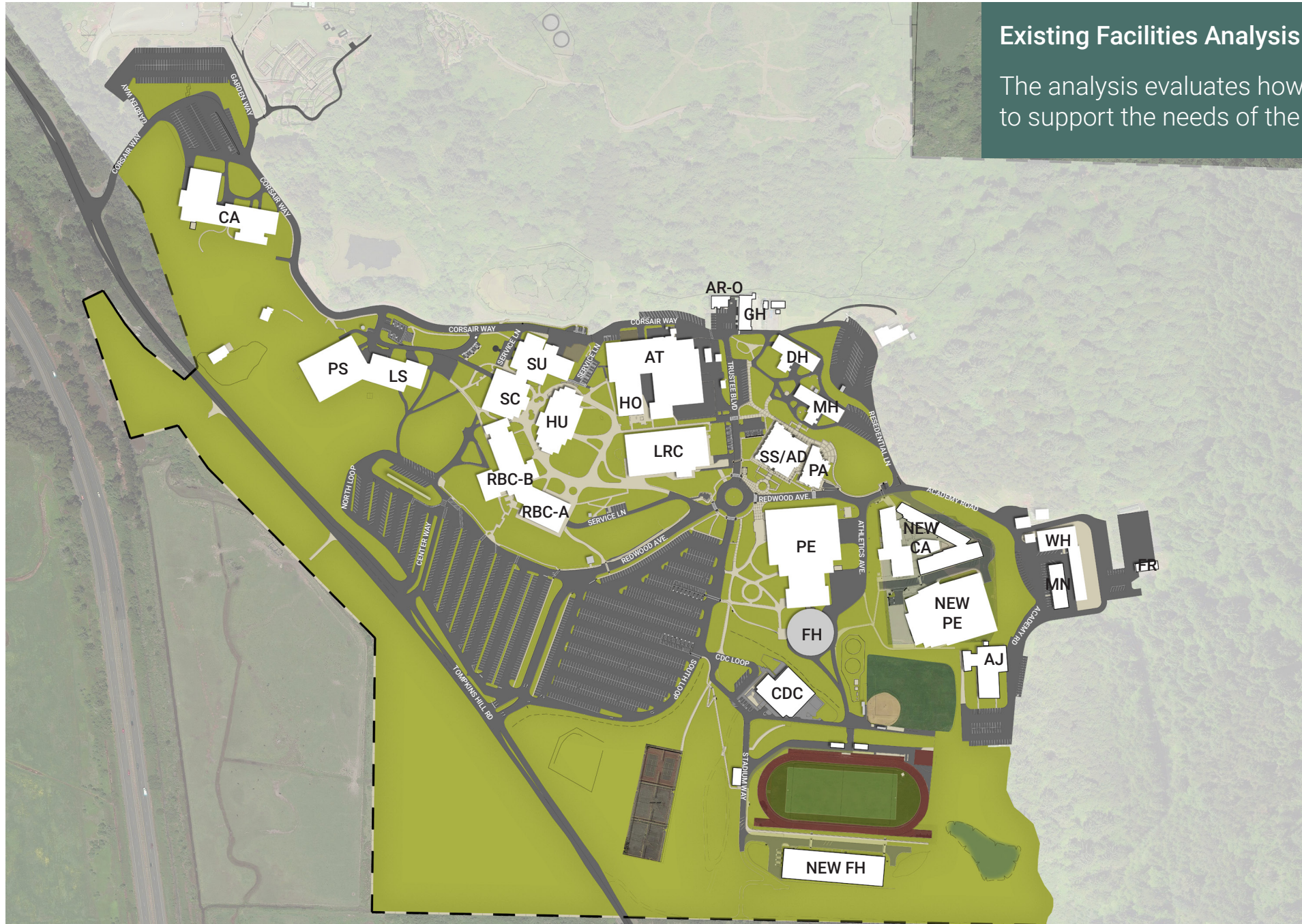


2023 Diagram of Eureka Main Campus
 SOURCE: 2023 Facilities Master Plan project

The diagram shows the location of existing facilities. Some replacements are constructed, some buildings are removed. Several old buildings have been replaced but not yet removed. In 2022, four major building replacements are complete (Learning Resource Center, Student Services, Science, Humanities), and three more are underway (Creative Arts, PE Building, Field House).

The College has implemented a strategy to modernize facilities and address earthquake safety for many years

How Well Does the CR Eureka Campus Work for You?



Existing Facilities Analysis

The analysis evaluates how well the existing CR Eureka facilities are working to support the needs of the College in terms of operations, learning and Campus Life.

CA	Creative Arts
PS	Physical Sciences
LS	Life Sciences
SRC	Student Resouce Center
SC	Sciences
HU	Humanities
RBC-B	Redwoods Business Center B
RBC-A	Redwoods Business Center A
AT	Applied Technology
LRC	Library
DH	Del Norte Residence Hall
MH	Mendocino Residence Hall
SS/AD	Student Services/Administration
PA	Performing Arts
PE	Physical Education
FH	Field House
CDC	Child Development Center
WH	Warehouse
MN	Maintenance

Developed and Natural Areas



Most of the 268-acre campus is located on the east side of Tompkins Hill Road, sloping gently upwards from west to east.

Developed Campus is the area of buildings and site improvements on the west and south sides.

Natural Area is mostly to the northeast and comprised of forest and ponds. The area of College property on the west side of Tompkins Hill Road is a meadow.

Views of the Humboldt Bay National Wildlife Refuge and the South Bay are the pride of the Eureka campus.

CR Eureka is comprised of the campus and the forest, with spectacular views of natural beauty.

Seismic Constraints



Big Issue: Earthquake Fault Lines

In the 1950s, earthquake fault lines were identified on the site of the future CR Eureka campus. This is the major constraint for facilities development.

Alquist-Priolo Earthquake Fault Zoning Act

The Alquist-Priolo Earthquake Fault Zoning Act was passed in 1972 to mitigate the hazard of surface faulting to structures for human occupancy. The Eureka campus is located in an Alquist-Priolo Special Studies Act Zone. No school building may be built on or within 50 feet of an active earthquake fault. If a major remodel is planned, and it costs more than 50 percent of the value of the structure, the building must be replaced. Original campus buildings are now more than 50 years old, and some are in poor condition.

Campus Redevelopment & Replacement Program

For nearly 20 years, CR Eureka has implemented a “Replacement Program” to replace facilities on sites that have been identified as seismically unsafe. One of the more important purposes of the current Facilities Master Plan is to develop create a new organization concept to complete the replacements and redefine a sense of place at the Eureka Campus.

Fault Lines Identified at Eureka Campus

The College has made substantial investments of time and money in seismic engineering studies to map the location on the Eureka Campus. Some of the findings indicate areas that are not suitable for facilities development.

“Cleared” Sites for Potential Development

A limited number of sites have been studied and determined to be clear. ‘Clear’ means that a site has been vetted for seismic issues and it is suitable for building construction.

Existing Facilities Not in the ‘Clear’ Area

Creative Arts	Student Housing
Physical Science	Greenhouse
Life Science	Academy of the Redwoods
RBC A&B	Student Resource Center
Administration of Justice	

Underground Utilities

Two routes for underground utilities run north-south on either side of the Applied Technology and LRC buildings. These areas are not suitable as sites for buildings.

Areas for Further Study

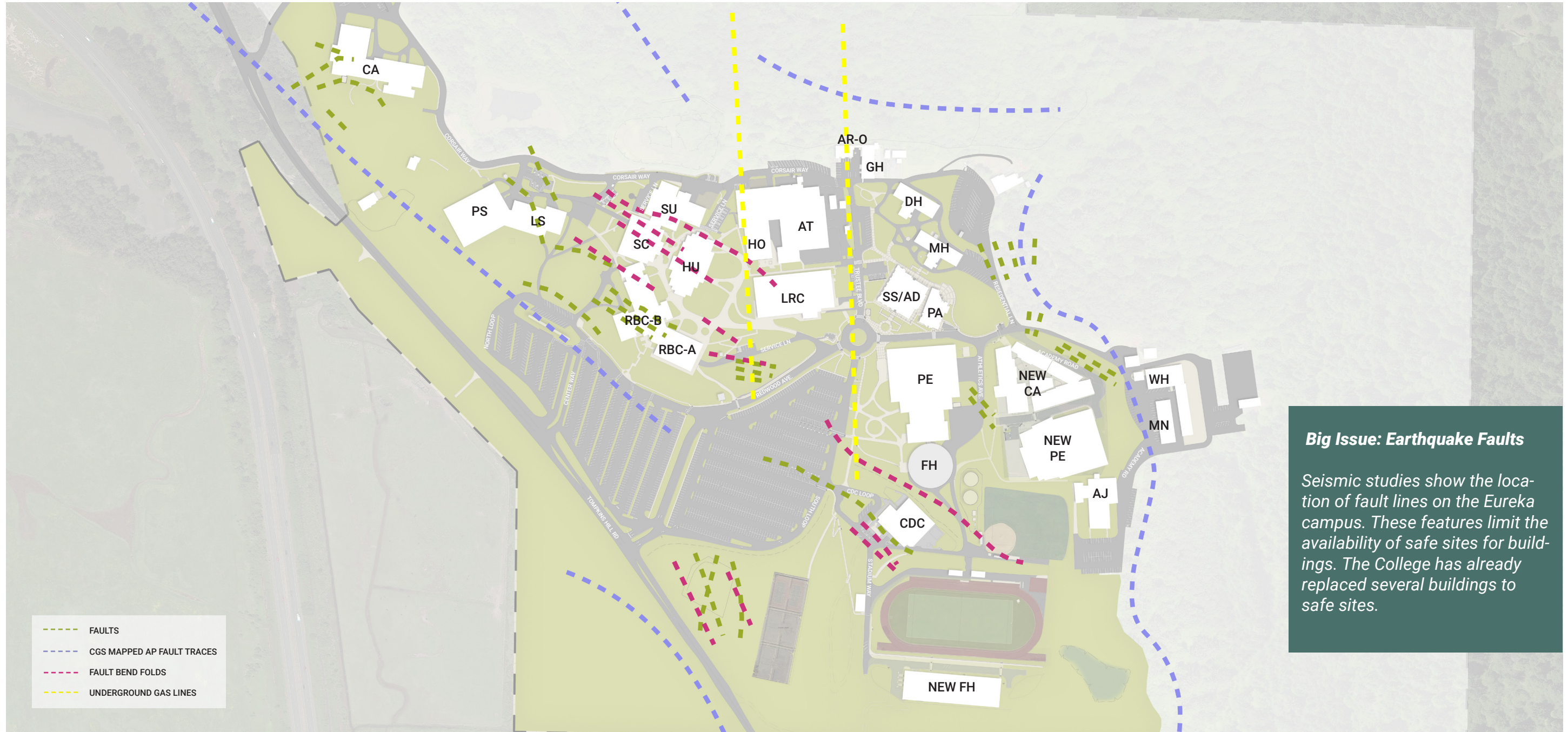
The blue areas have been identified for future investigation to determine if they are suitable building sites. They might or might not be found suitable to build on, but they have not been fully investigated to date. The cost of a seismic study can cost about \$150K - \$200K or more, take about a year, and the conclusion may be that a site is not suitable for building. These additional areas could be used for site improvements such as athletic fields, plazas or parking. Some of the spots have slope issues. Further study is needed for the site improvements.

- The Administration of Justice Building is located on a site that has not been fully vetted for seismic issues
- The College submitted a proposal to replace the dorms with Higher Education Student Housing Grant Program.

CR Eureka Campus Replacement Program

The main campus is in an era of campus-wide redevelopment due to seismic issues.

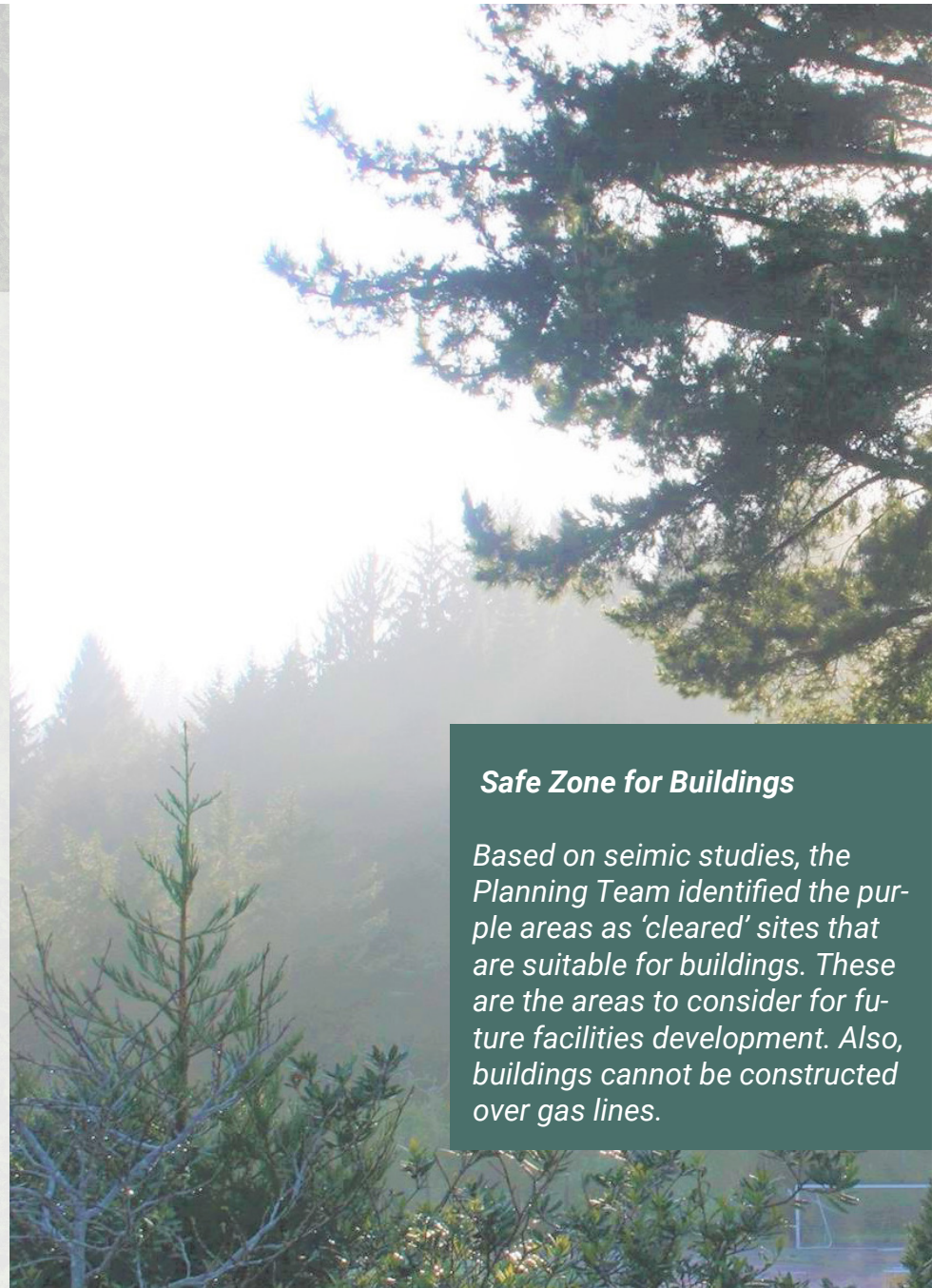
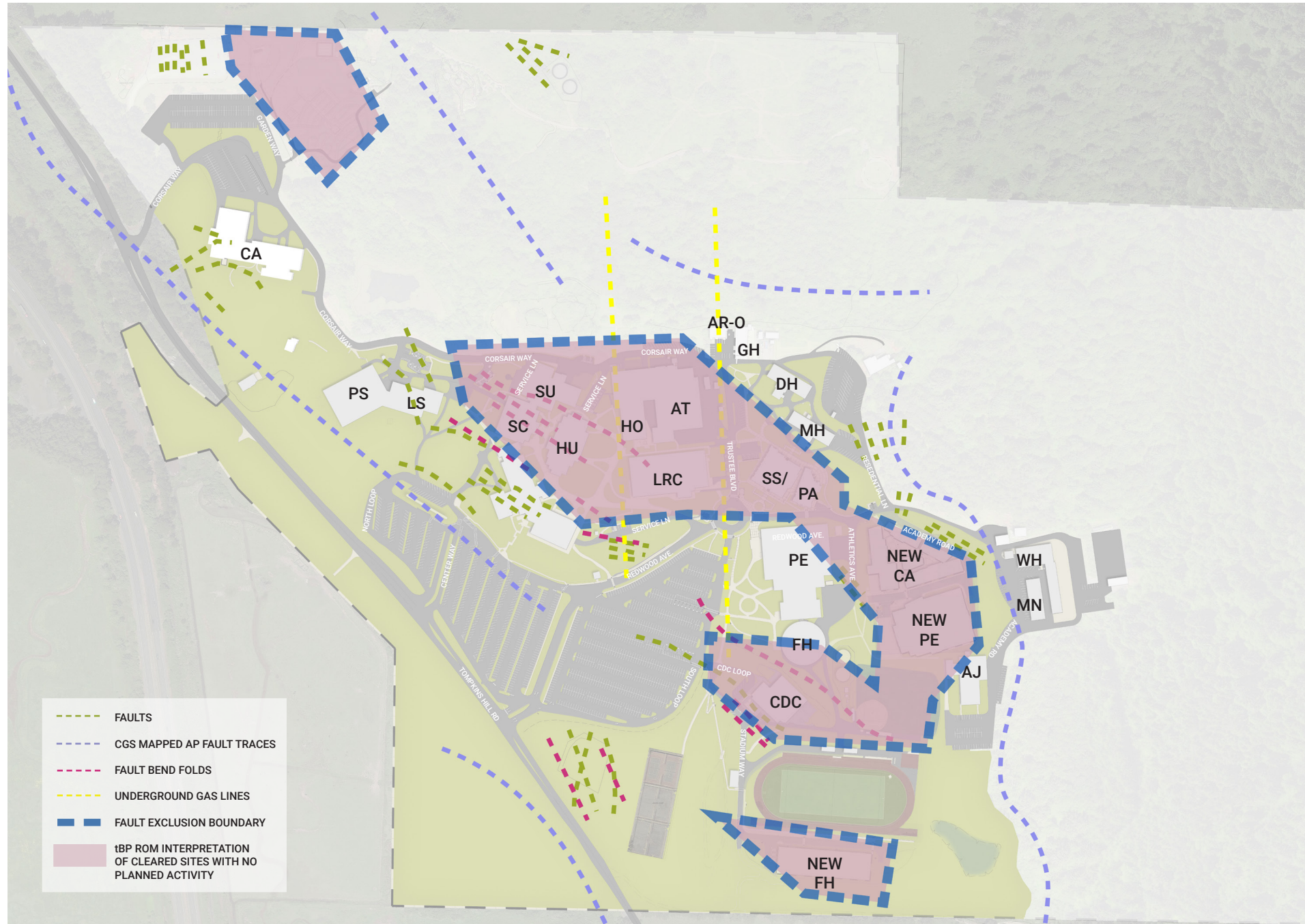
Seismic Constraints - Fault Lines



Big Issue: Earthquake Faults

Seismic studies show the location of fault lines on the Eureka campus. These features limit the availability of safe sites for buildings. The College has already replaced several buildings to safe sites.

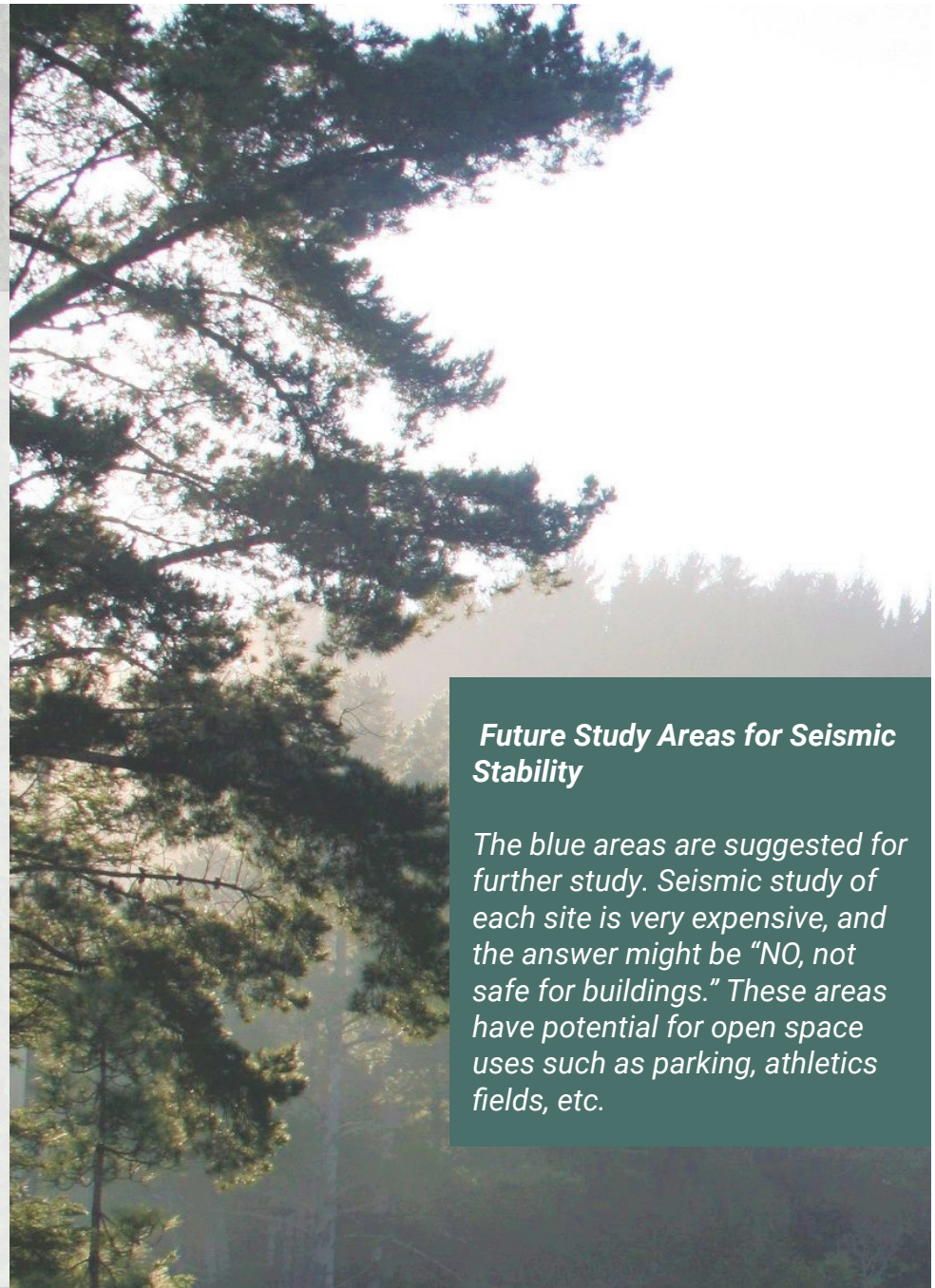
Seismic Constraints - Cleared Sites



Safe Zone for Buildings

Based on seismic studies, the Planning Team identified the purple areas as 'cleared' sites that are suitable for buildings. These are the areas to consider for future facilities development. Also, buildings cannot be constructed over gas lines.

Seismic Constraints - Areas for Future Seismic Study



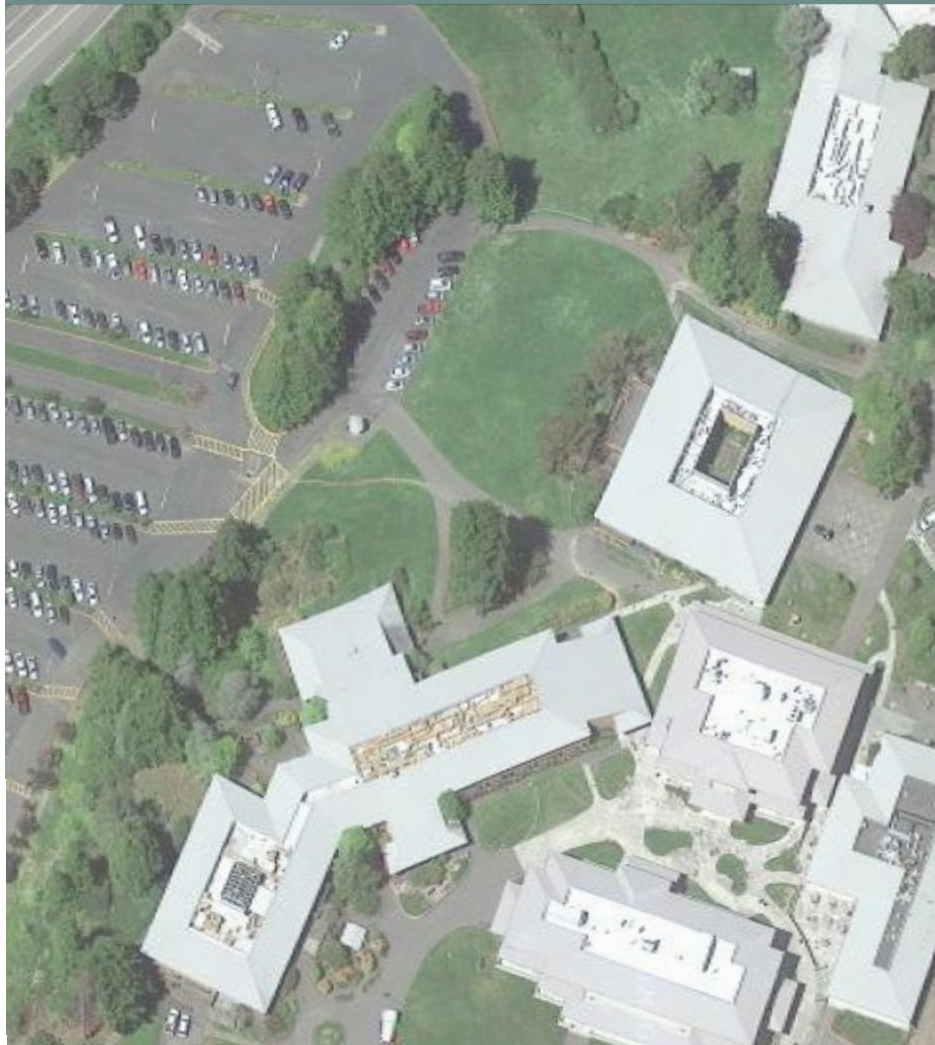
Future Study Areas for Seismic Stability

The blue areas are suggested for further study. Seismic study of each site is very expensive, and the answer might be "NO, not safe for buildings." These areas have potential for open space uses such as parking, athletics fields, etc.

Existing Facilities Assessment

The FMP Team and Contributors assessed the condition of existing buildings, as indicated on the following diagram.

Key buildings in the best condition include Science (including well-equipped labs), Humanities, Library/LRC (including quiet study space valued by students), Student Services/ Administration and Performing Arts.



Buildings Affected by Earthquake Fault Lines

Need to be Replaced & Demolished

- Student Resource Center – currently partially vacated
- Academy of the Redwoods
- Administration of Justice
- Mendicino and Del Norte Halls

Demolish – Already Replaced

- Physical Science
- Life Science

Demolish when Replacements Currently Under Construction are Complete

- Old Creative Arts
- Old Physical Education
- Old Field House

Future Demolition – Already Replaced

These facilities are occupied by College functions. Access Humboldt occupies leased space in RBC-A. RBC A&B do not meet Field Act requirements for seismic safety and cannot be occupied by students.

Replace building Due to Seismic Issues

Replacements Completed

- Library/Learning Resources Center 2012
- Student Services/Administration 2012
- Performing Arts 2012
- Humanities 2013
- Science 2013

Replacement Facilities Currently Under Construction

- New Creative Arts 2023
- New Physical Education 2024
- New Field House 2024

Replacement Facilities Currently Under Pre-Development

- New, Expanded Student Housing Complex

Buildings Needing Improvement

Applied Tech -
 Old building systems, CTE Labs are outdated for current & future programs.

Library/LRC -
 Underutilized; reprogramming is ongoing.

Existing Facilities Assessment



Buildings in black will be demolished.

Campus Zoning



Zoning: Campus Feels Disorganized in Mid-Redevelopment

The College has worked for 30 years to replace seismically unsafe facilities. It is currently at a midpoint in its redevelopment program. The program to replace buildings for seismic safety has created a mix of modern facilities, original construction, and vacated structures. The campus feels disorganized. College members describe the College population as ‘scattered’ and not adequately connected to one another.

No Interim Center of Campus Activity

Asked, “Where is the place that most people gather to engage in Campus Life?”, a majority of Contributors responded, “Nowhere” or “I don’t know.” The Student Union (Student Resource Center) used to be the heart of campus activity. It is now partially vacated due to seismic issues. The original dining room, staff dining room, student government offices and the Lakeview Room are closed due to seismic conditions. Dining pivoted to the old bookstore space in the building. The Bookstore and Veterans Center moved to the Library; the Multi-Cultural Center went to Student Services/Administration. This piecemeal approach did not provide an interim ‘heart of campus’ to sustain the vitality of student and collegial life. People are spread out, making the campus feel empty. Members of the campus community note that this is a critical lack at the Eureka campus.

Existing Facilities Assessment



Replacement program is shifting development eastward, campus feels disorganized, no focal point.

Campus Circulation



Pedestrian Circulation – No Wayfinding Spine

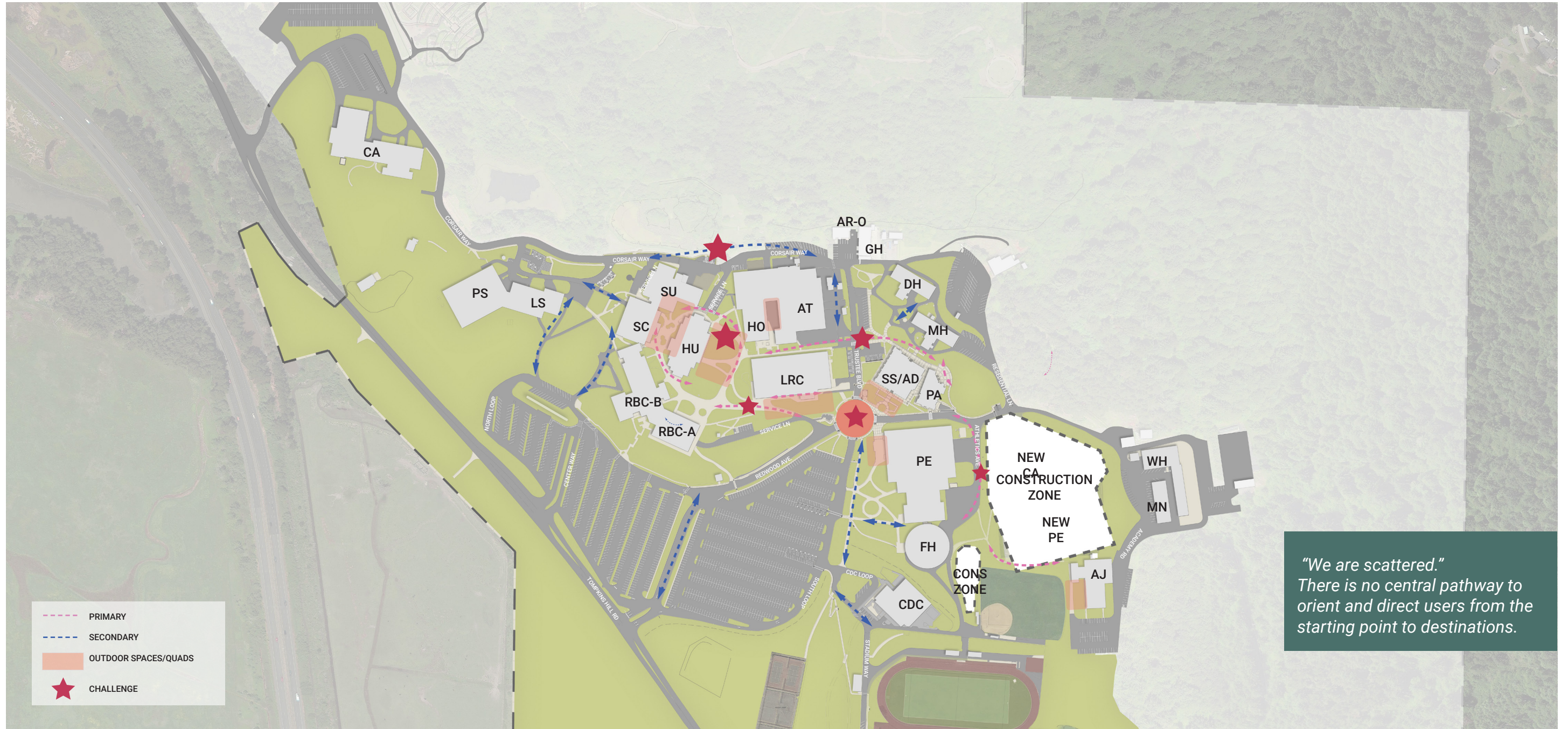
Campus pathways are not organized around a spine to orient & direct users from the starting point to destinations. Without a magnet to draw people together, College members feel a lack of vibrant campus life.

There is potential for vehicle-pedestrian conflicts to occur along Trustee Blvd, a much-used route and the perpendicular walking path for students. There is substantial foot traffic adjacent to Athletics Avenue. This will increase when the new Creative Arts Building is complete. There are no formal sidewalks provided currently. There is no separate sidewalk on Corsair Way on the north side of the Applied Technology Building. There is a substantial volume of foot traffic in this area; pedestrians walk in the street where vehicles travel. This is a potential issue.

Vehicular Circulation – Roadways Transect the Center of Campus

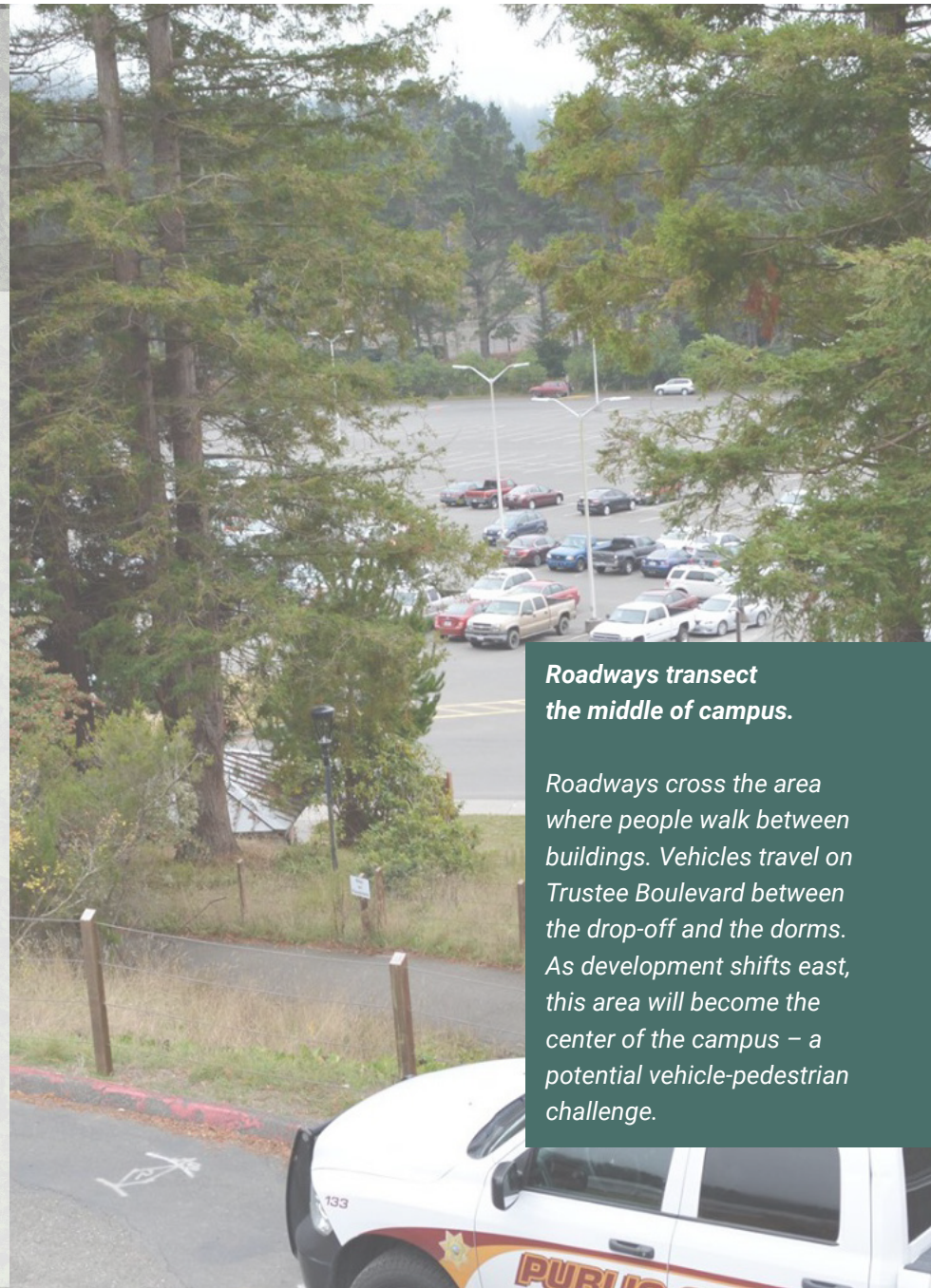
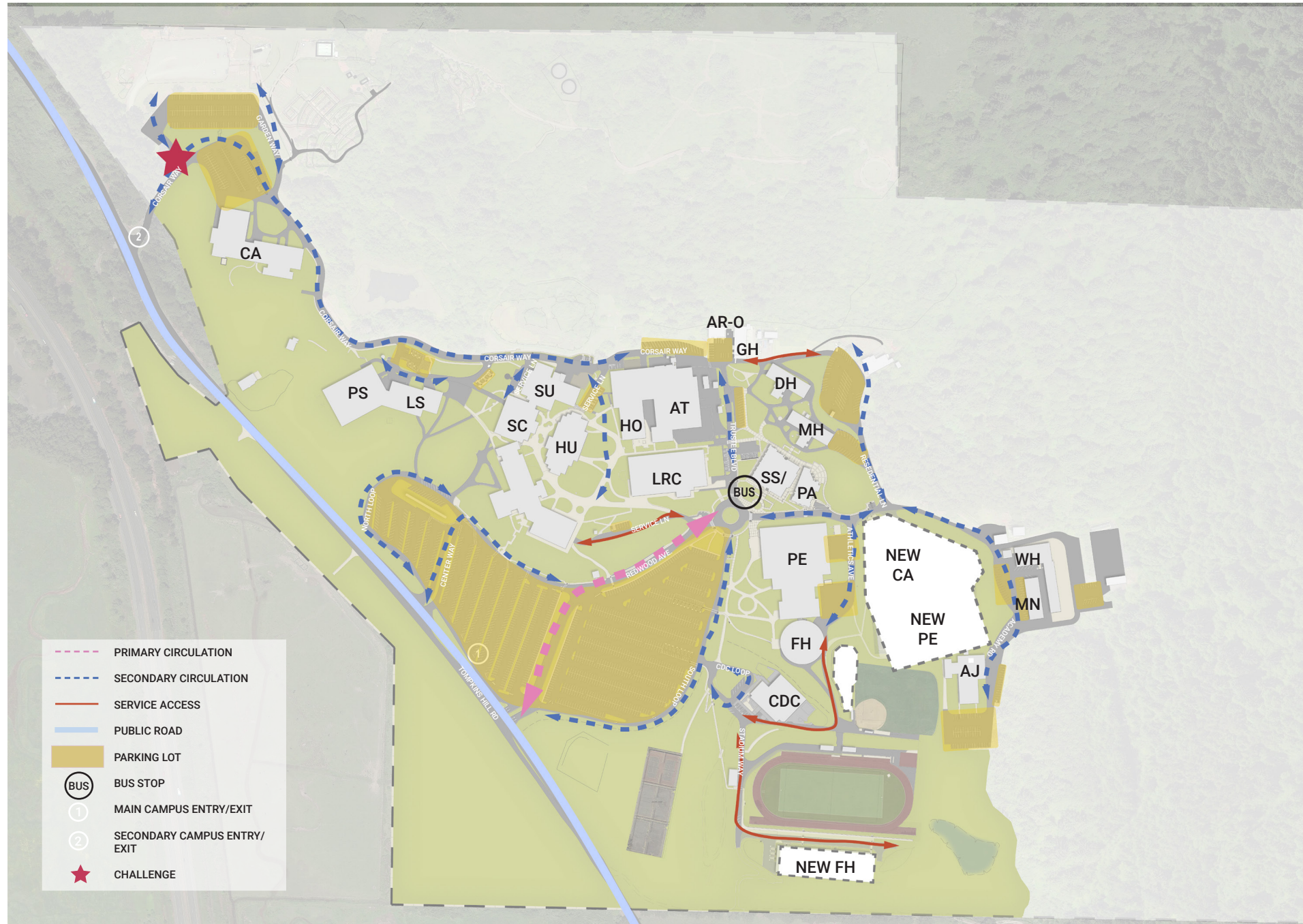
There are three campus entrances, all located along Tompkins Hill Road. There are several vehicular routes through the campus that cross pedestrian pathways, especially at the traffic circle. Trustee Boulevard cuts through this area to provide access from the main entrance to parking areas on the north side of the campus. Corsair Way provides access to smaller parking lots on the north side. Redwoods Avenue and Athletics Avenue are located on the west side and provide access to small parking lots. The new locations of Creative Arts and the PE Building will bring more foot traffic to the east side of campus, crossing paths with these routes.

Pedestrian Circulation



*"We are scattered."
There is no central pathway to
orient and direct users from the
starting point to destinations.*

Vehicular Circulation



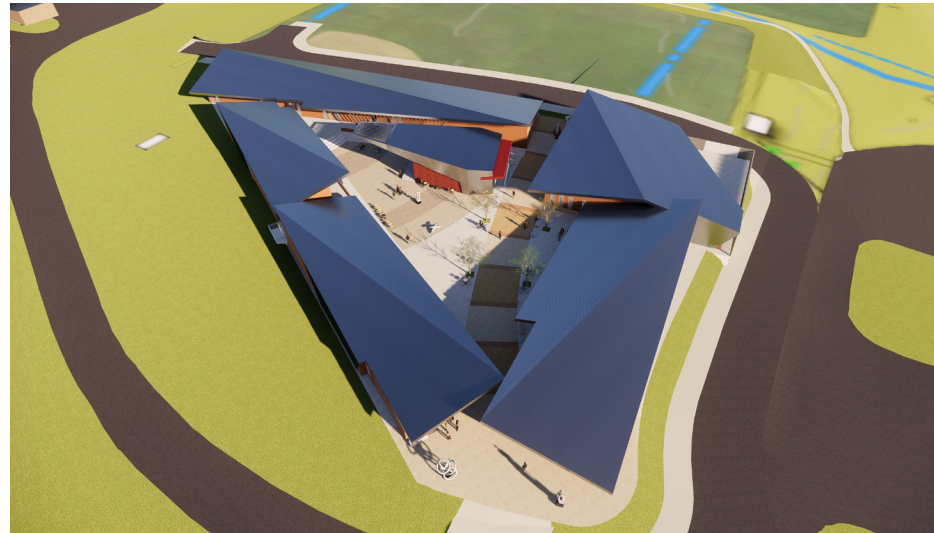
Roadways transect the middle of campus.

Roadways cross the area where people walk between buildings. Vehicles travel on Trustee Boulevard between the drop-off and the dorms. As development shifts east, this area will become the center of the campus – a potential vehicle-pedestrian challenge.

Recent & Current Facilities Projects

Creative Arts Building Replacement

The existing Creative Arts Building is being replaced because its current location has been determined to be seismically vulnerable. It will be rebuilt on a site that has been 'cleared.' The new facility will contain classrooms, labs, offices, a gallery and an outdoor instructional area. The anticipated completion date is Fall 2023.



Utility Infrastructure Replacement

This project replaced aging infrastructure that reached the end of its useful life, provided routine maintenance activities for existing facilities, and upgraded selected facilities to meet modern standards. It serves existing uses within the existing campus areas. The project was funded by a bond approved by District voters, as well as state Capital Outlay. The project was completed in 2019. Improvements included: Water, Water Conservation, Stormwater, and Wastewater Treatment; Recycling and Disposal System; Natural Gas System; Electrical Power, Telecommunications, Security, Fire Alarm, Control and Site Lighting Systems; HVAC Upgrades; Seismic Upgrades.

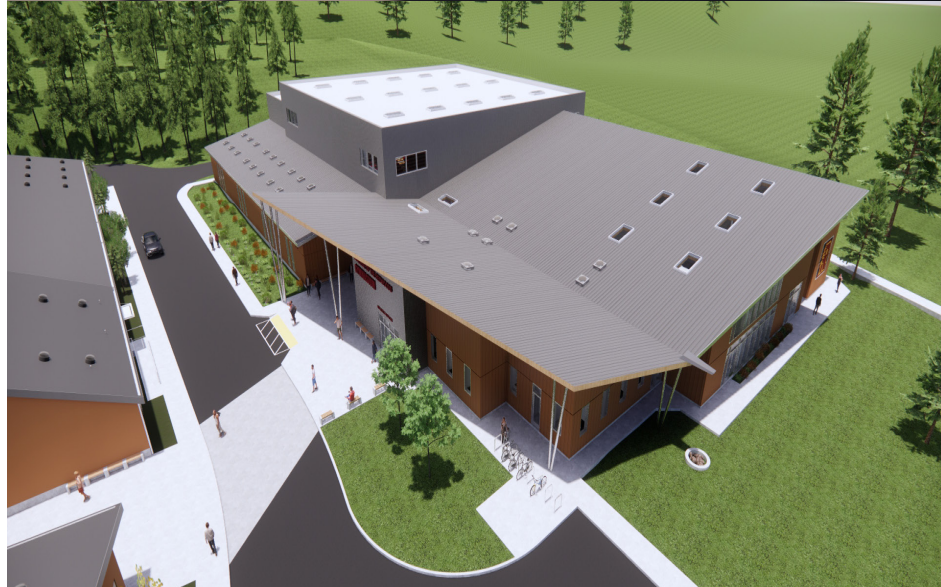
Stadium Replacement

The College is looking to upgrade and replace Stadium facilities including seating, lighting, press box, snack shack and field surface.

Recent & Current Facilities Projects, cont.

PE Building & Field House Replacement

The existing facilities are currently located on sites that have been determined to be seismically vulnerable. They are being replaced by new facilities on sites that have been 'cleared' for seismic safety. The old buildings will be demolished. The anticipated completion date is Spring 2026.



Student Housing Replacement

The existing Student Housing buildings are currently located on sites that have been determined to be seismically vulnerable. The College has applied for state Higher Education Student Housing Grant funds to replace them with new, expanded facilities. The College has identified a location at the seismically 'cleared' site at the existing softball field.

Baseball, Softball Fields Off-Campus

The existing baseball and softball fields are among the very few areas that have been studied and 'cleared' for seismic safety. The College has given priority to using these site for replacement facilities. The College is working to replace these facilities off-campus.

Findings - CR Eureka Existing Facilities



Campus is Shifting East

CR Eureka is in an interim phase of the Replacement Program. Replacements on seismically safe sites are driving campus development toward the east and south.

“We are Scattered” Because SRC is Dismantled

The original campus organization, with a functioning Student Union in a central location, with food, recreation, support services, event space and the bookstore, is no longer intact. There is no heart of activity, no central pathway that provides wayfinding to all areas of the campus, and roadways intermingle with pedestrian routes. The campus population feels scattered.

The campus needs a new plan for orientation, wayfinding to gather College members to a vibrant center of campus activity. Further, there is a need for an interim strategy to provide a magnet for students, faculty, staff, administrators and visitors to gather and engage in Campus Life.

Humanities & Science Buildings Do Not Support Campus Life Outside of Class

These buildings were not designed to replace the places for informal faculty-student-staff interaction and employee collaboration that worked so well in the old facilities.

Key Facilities are Outdated

- Library/LRC
 - Applied Technology Building
- These key instructional facilities are located on seismically safe sites, but some areas are outdated and underutilized. They are excellent candidates for improvement to provide modern environments for future learning.

Next Phase of Replacement is Underway

The college is currently developing and constructing new facilities including Creative Arts and PE Buildings, Field House, Student Housing and athletic fields.

Future Replacements

- Administration of Justice Building
- Firing Range
- Academy of the Redwoods
- Baseball, Softball, Practice Fields
- Stadium seating, pressbox, lighting, and snackshack.

Replaced Buildings to be Removed

- Life Science
- Physical Science
- Old PE Building (future)
- Old Creative Arts Building (future)
- RBC A&B (future)

2 Big Picture



Developing the Big Picture

How should the future campus work to fulfill needs for learning and Campus Life?

In a series of workshops, the Contributors used the Learning Environment information to envision how the future campus should be organized.

The groups worked with interactive sketches to make mark ups and move pieces around to create a Big Picture framework for campus organization.

Contributors used the framework to develop a potential list of projects and tested locations.

CR COLLEGE OF THE REDWOODS
OPTION B FACILITY MASTER PLAN

NEW TRAIL PROGRAM
GREENHOUSE
ACADEMIC BUILDING
ADVANCED TECHNOLOGY
HORTY LAB
NEW PARKING
STU RESOURCE
NEW PARKING
CENTRAL QUAD
ACADEMIC BUILDING
SC
CADEMIC QUAD
DENTISTRY
HU
LRC
NEW PARKING
SS/AD
PA
RBC
NEW PARKING
ACAD ROWD
CA QUAD
CA
PE
WH
MN
ADMIN JUSTICE
EXISTING PARKING
NEW PARKING
EXISTING PARKING
NEW PARKING
EXISTING PARKING
BASEBALL
CDC
STU HOUSING
ATHLETICS QUAD
NEW PARKING
EXISTING PARKING
SOFTBALL
PRACTICE FIELD
POND
FH

APN: 307-061-07

Maria Morrow (she/her)
Keith Flamer
Bert Hafar
michael-perkins@red...
Silas Sarvinski
Crystal Morse (she/her)
Kevin Carter

Existing Campus



Existing Buildings

AJ	Administration of Justice
AR-C	Academy of the Redwoods Classroom (Portable)
AR-O	Academy of the Redwoods Office (Portable)
AT	Applied Technology
CA	Creative Arts
CDC	Child Development Center
DH	Del Norte Residence Hall
FH	Field House
FR	Firing Range
GH	Green House
HO	Health Occupations
HU	Humanities
LRC	Learning Resource Center
LS	Life Sciences
MN	Maintenance/Grounds
MH	Mendocino Residence Hall
PA	Performing Arts Theater
PE	Physical Education
PS	Physical Science
RBC-A	Public Safety
RBC	Redwood Business Complex
SC	Science/Math

CR Eureka Voices - “Our Future Campus”

Our Vision for the Future

- Communal spaces for all College members
- Create a heart of campus activity
- Student Union that’s full of life; replace rooms for student & club meetings
- Hands-on learning opportunities
- Maker lab for partnerships
- More & larger group study spaces
- Evening & weekend access to study space
- Places for teleconference participation
- Place to rest or nap.
- Spaces for faculty-student collaboration near offices
- Places for faculty-staff interaction in instructional buildings; replace Faculty Resource Center and employee dining room
- Protect outdoor places from the weather
- Activate natural areas for instruction and recreation
- Expand student housing
- Get rid of abandoned buildings
- Meet LEED standards.

Requests for Space

- “Living Lab” or “Maker Space” to support hands-on collaborative project work with educational and industry partners.
- More offices
- Magnet spaces that encourage College members to gather and engage in Campus Life (meetings, hanging-out, events for students and employees).
- Collaborative space for faculty-student work outside of class.
- Comfortable places to participate in live online classes and meetings.
- More areas for group study.
- Access to study spaces on evenings and weekends.



Big Picture Concept

Contributors made a list of the elements of the Big Picture.

Define the Buildable Zone to complete the Replacement Program

Use the results of engineering studies of seismically 'clear' sites to establish a Buildable Zone for future replacement of unsafe facilities.

Establish Campus Organization Around a Heart of Activity

Develop a center of Campus Life that gathers people together with student services and activities, study, food, recreation, event space, indoor/outdoor. Use the center as orientation point for a hierarchy of zones for academics, athletics, dorms and operations. Establish a central pathway for intuitive wayfinding to all parts of the campus.

Modernize Outdated Facilities

- Library/LRC - Reprogram
- Applied Technology Building – Reprogram, update
- building systems

Locate Future Replacements

- Student Union
- Administration of Justice Building
- Firing Range
- Academy of the Redwoods
- Baseball, Softball, Practice Fields

Remove Replaced Buildings

- Life Science
- Physical Science
- Old PE Building (future)
- Old Creative Arts Building (future)
- RBC A&B (future)

Right Size / Good Space Strategy

- Develop guidelines for facilities development to meet needs for future learning and Campus Life.
- Qualities of Right Size / Good Space area:
- Right Size – Optimize Space Inventory
- Agile – Flexible for modern learning
- Nimble – For innovative learning
- Congregate – Attract & engage
- Accessible – 24/7 life & learning
- Teleconference Ready – Online participation



CR Eureka Facilities Needs

The Facilities Planning Committee worked with Contributors and the Planning Team to summarize the facilities needs.

Create Nimble & Agile Learning Environment

- Multi-functional spaces for hands-on activities and flexible facilities that can adapt to future learning.
- Updated space to improve utilization.
- Less excess Classroom, Lab and Office Space, more AVTV & Other categories to meet needs and align the Space Inventory to State Standards.
- Seismically safe buildings
- Removed replaced facilities.
- Access, Safety outdoors & in natural areas.

Enable Technology Everywhere

- On-campus places to participate in online activities.
- Technology infrastructure for 24/7 Campus Life for learning, study, activities.
- Less excess classroom, lab and office space, more AVTV & other categories to meet needs and align the Space Inventory to state standards.

Support Faculty and Staff

- Places for employee collaboration & socializing.
- Places for faculty-student interaction outside of classroom.
- Employee dining room.
- Faculty Resource Center in a more active & seismically safe location.
- Remove unsafe facilities.

Enhance Open Space

- A central indoor/ outdoor magnet to gather College members to engage in Campus Life.
- More comfortable outdoor places to enjoy the natural beauty of the campus.
- Access, safety outdoors & in natural areas.
- Replacement on-campus baseball field, practice fields.
- Separate pedestrian and vehicular routes.
- Convenient parking to support replacements.



CR Eureka Facilities Needs

Facilitate Partnership Opportunities

- Maker Lab for partnerships.
- Eliminated distracting noise from Firing Range.
- On campus trails are an opportunity to celebrate local indigenous cultures.

Offer Community Access to Campus

- Access to the new PE Building, new Art Gallery, Tennis Courts, Baseball, Softball fields on campus, on-campus trails.
- Community Stadium Upgrade.
- Campus connection to the Humboldt Botanical Garden.

Role Model Sustainability

- Improve efficient utilization of energy & resources.
- Optimize the comfort, health and safety of all campus users.

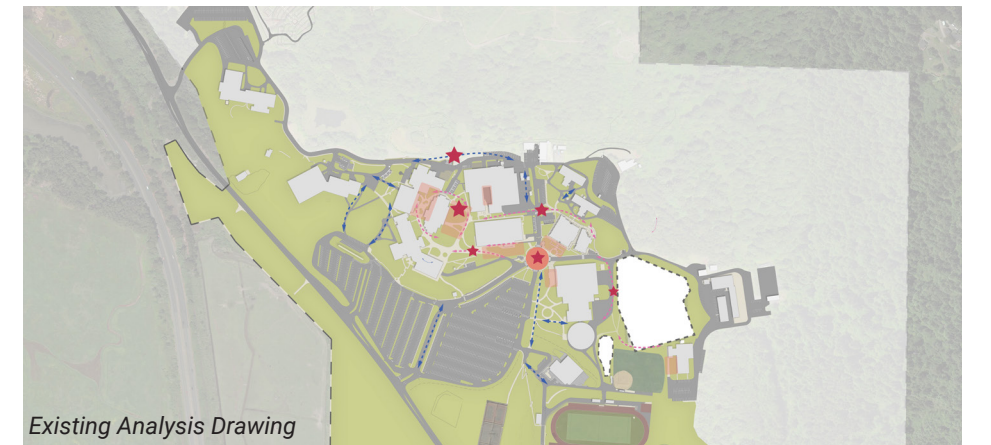
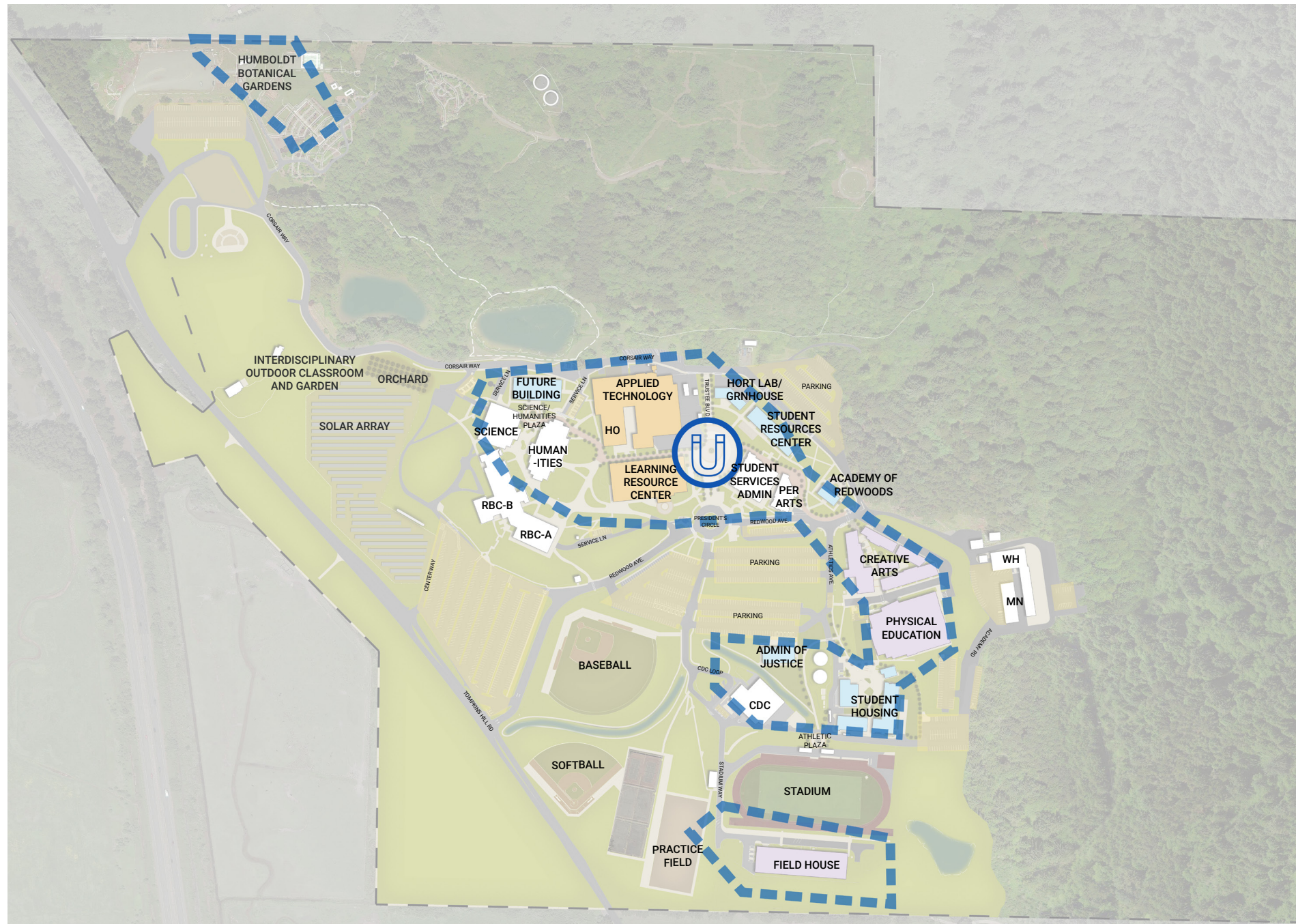
Encourage Active Student Life

- A central indoor/ outdoor magnet to gather College members to engage in Campus Life.
- Interim strategy for a Student Union during the completion of the Replacement Program.
- More comfortable indoor & outdoor places for Campus Life.
- 24/7 Campus Life for learning, studying, activities.
- More/improved on-campus dorms & places to participate in online activities.

Embrace Diversity, Equity & Inclusion

- More & comfortable places for group study, informal gathering, collaboration & events.
- Central indoor/outdoor magnet space for College members to engage in Campus Life.
- Faculty Resource Center in a more active & seismically safe facility.
- Employee dining room.

CR Eureka Buildable Zone/Magnet for Campus Life



Existing Analysis Drawing

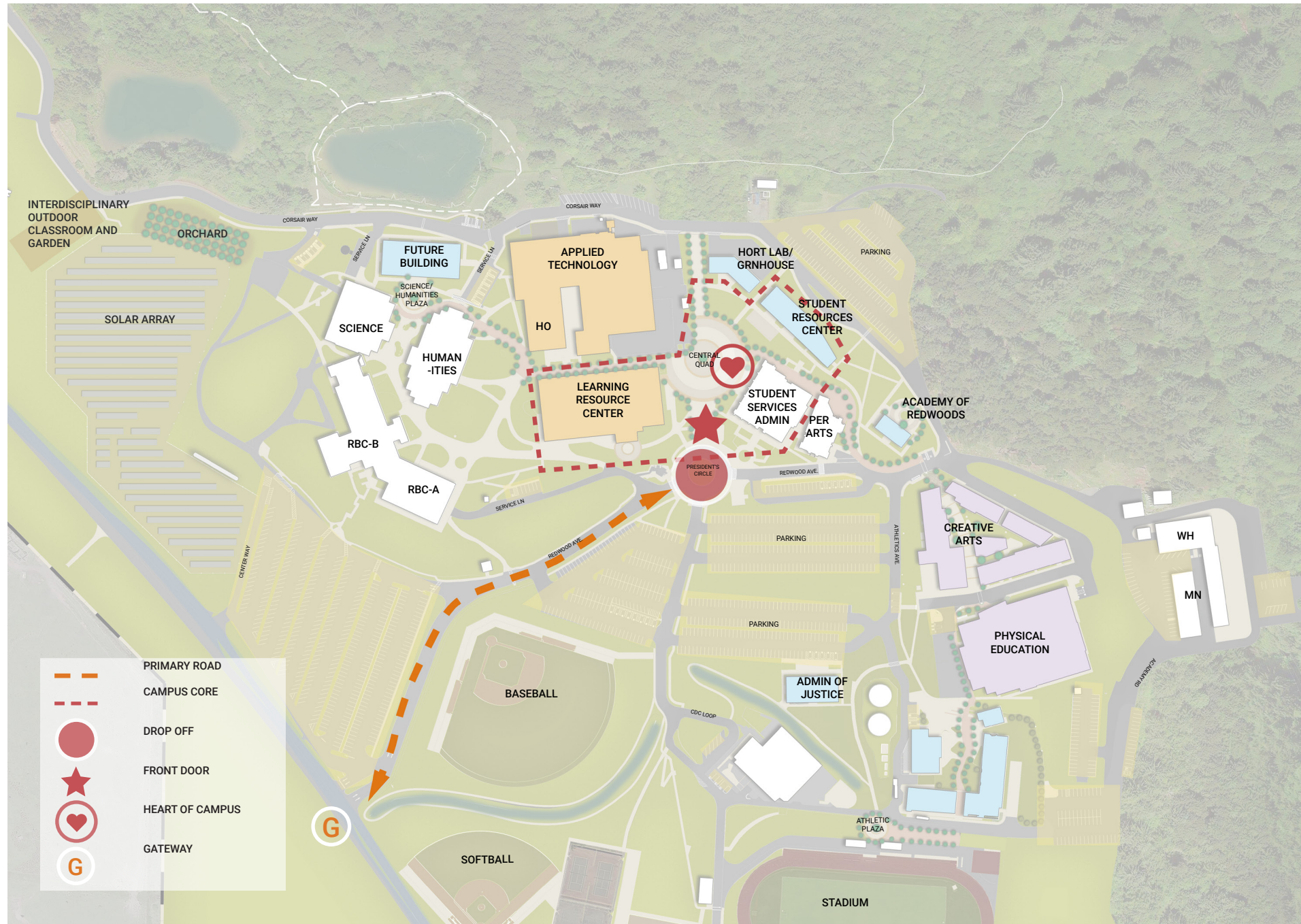
Identify Buildable Zone for Replacement Program

Extensive seismic studies identify areas that are 'clear' for future buildings. This is the Buildable Zone. Areas outside of it may be suitable for plazas, pathways, roads and parking.

Create a Magnet at the Center of Campus

As new construction and demolitions shift the campus east, the new center will be around Trustee Boulevard. The Library and Student Services/Administration Building are nearby. With a new Student Center housing food service, student activities, bookstore, recreation and meeting areas, these facilities will house 'core' support functions that will be used by almost all members of the campus community. This would be a great spot to create a new magnet for Campus Life that attracts College members to gather, engage and collaborate.

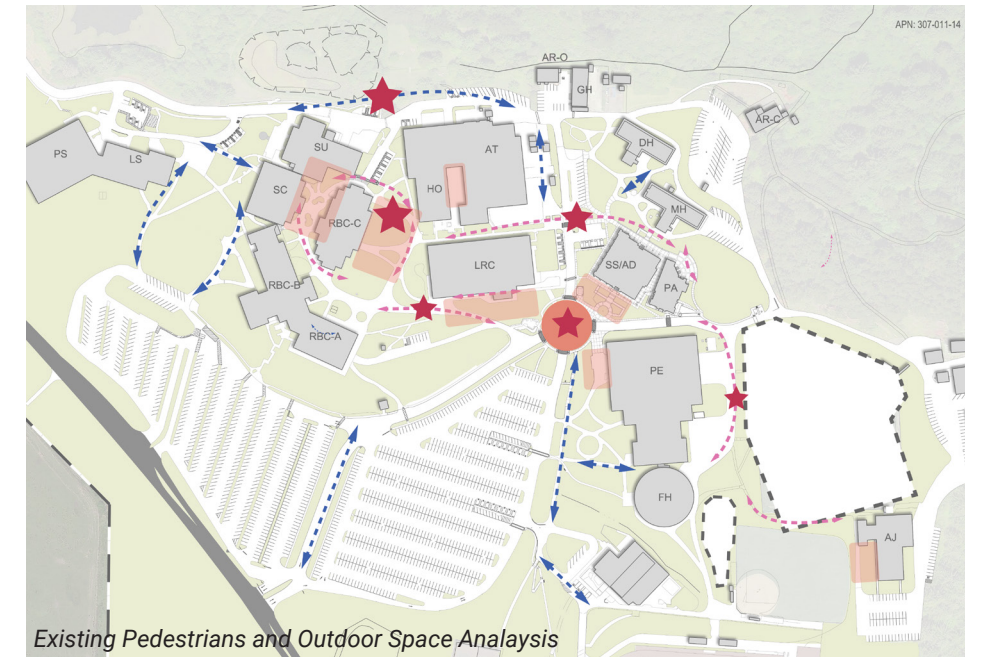
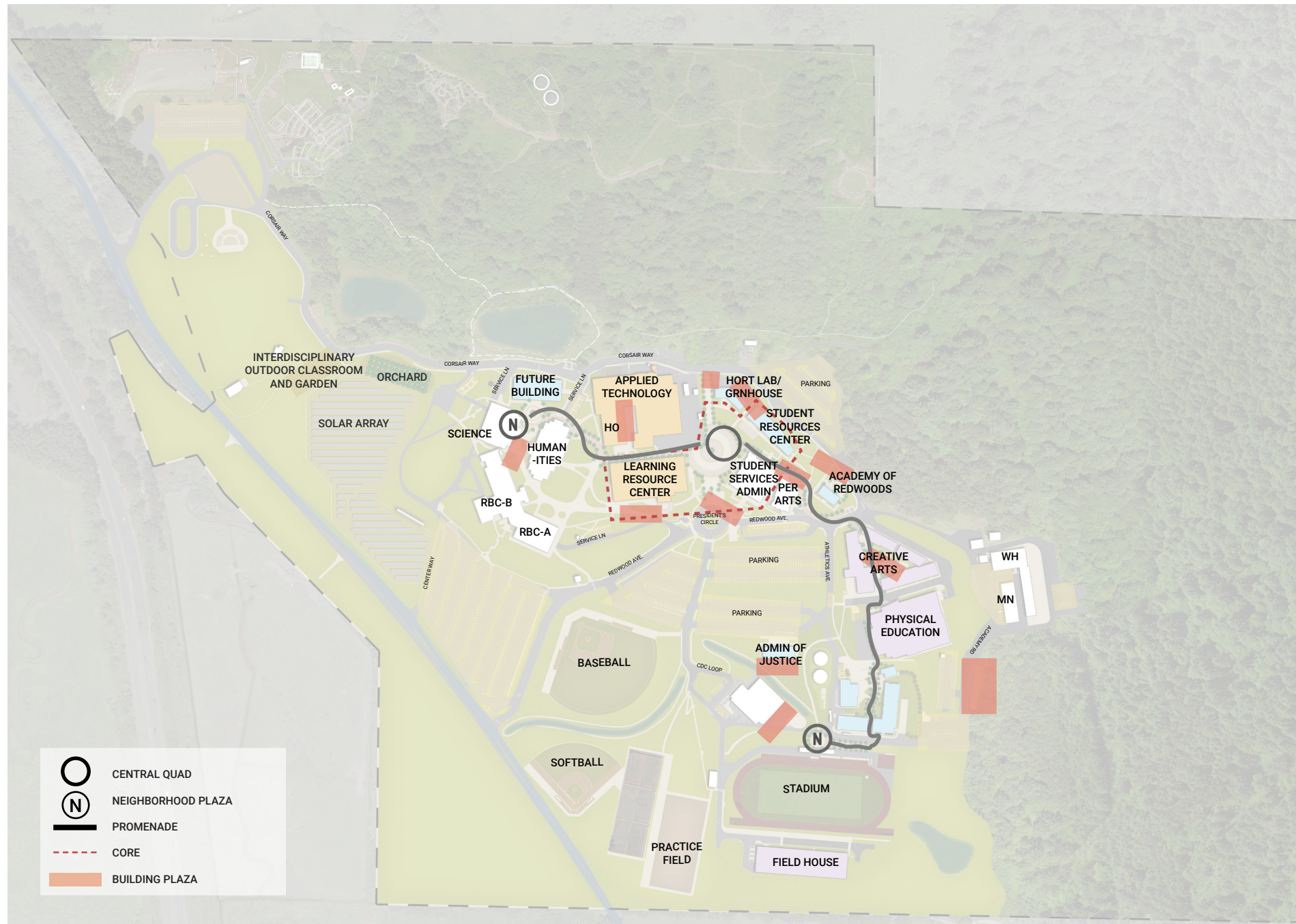
Campus Organization



Create an intuitive organization that orients all users toward the center of Campus Life.

- **Gateway** – Main vehicle entrance to the CR Eureka Directs users to the Front Door and other destinations.
- **Front Door** – Vehicle-pedestrian tranistion. Welcomes & orients users to Core, Heart, Promenade and all campus areas.
- **Campus Core** – Main indoor/outdoor gathering place for Campus Life, hanging out, recreation, events, food. Clusters all-campus services including Students Services, Administration, Library, Student Union.
- **Academics** – Instruction is oriented around the Core, connected by Promenade to rest of cmapus.
- **Athletics** – PE Buildings and Altheltics fields.
- **Student Housing** – New housing for students.
- **Operations** – Maintenance & support facilities.

Pathways, Quads & Plazas

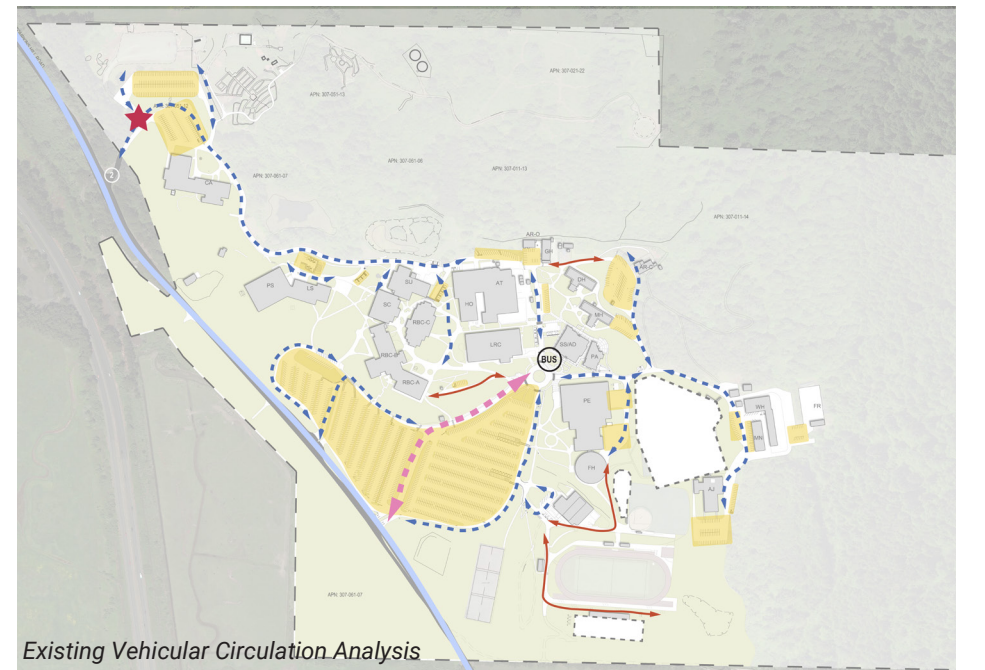
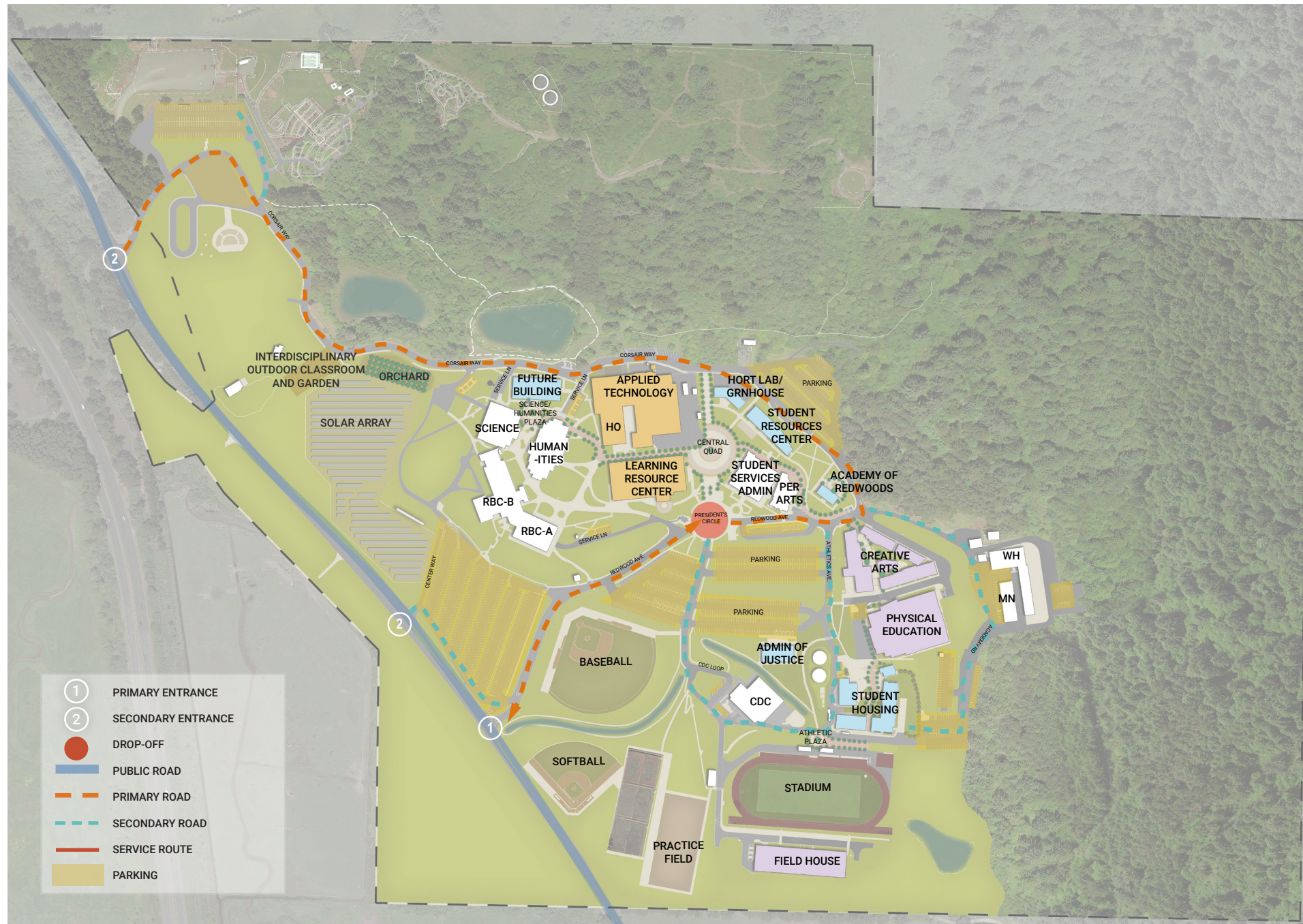


Existing Pedestrians and Outdoor Space Analysis

Establish the pedestrian spine to draw people toward the center.

- Pathways are organized around a Yellow Brick Road that draws users from all areas to the Heart of Campus.
- Campus Promenade – Major pathway for intuitive wayfinding that orients and connects the Heart to all areas of the campus.
- Central Quad – Main outdoor gathering space for hanging out, gathering, collaboration, events. Part of the Heart of Campus and Campus Core.
- Neighborhood Quad – Large outdoor place a cluster of buildings that directs users via the Promenade to and from the Heart and all areas of the developed campus.
- Building Plaza – Outdoor space at a building that supports users in indoor/outdoor activities.

Roads & Parking



Existing Vehicular Circulation Analysis

Separate vehicles from pedestrian areas, relocate parking capacity to the east.

- Vehicular roads and parking are separated from pedestrian pathways.
- Public Road – Tompkins Hill Road leads College members and visitors to CR Eureka.
- Main Entrance – Main vehicular access from Tompkins Hill Road to campus roads and parking.
- Secondary Entrance – Additional vehicular access to the campus roads.
- Primary Road – Vehicular route between the Main Entrance and the President’s Circle drop-off at Front Door to the campus.
- Secondary Road – Vehicular routes to access parking areas.
- Service Route – Vehicular route for service vehicles.

Facilities Planning Program



Option A: Facility Master Plan Projects

1. Student Resource Center Replacement (Student Union) 18,299 SF
2. Student Housing Replacement:
 - I. DN Student Housing: 15,600 SF
 - II. MENDICINO: 15,700 SF
3. Administration of Justice building - 14,300 SF Renovation or Fire Fighter Tech/EMT Replacement? Replace Gun Range in Basement
4. Academic Building
5. Reorganization of Space:
 - I. Academy of the Redwoods Replacement (2 portables)
 - a. Office: 2,000 SF
 - b. Classroom: 3,300 SF
 - II. Library Reprogramming? 39,000 SF
 - III. AT Reprogramming? 57,000 SF
6. Demolition/Re-use Sites
 - I. Vacate RBC A & B (Relocate Occupants to Existing Other Facilities)
 - II. Demolish and reuse building sites (Creative Arts, Life Science, Physical Science, PE Building, Field House)
 - III. Athletic Fields Replacement
7. Horticulture/Aquaculture Lab

CR Eureka Preferred Option

NOTE:
CREATIVE ARTS BUILDING
TO REMAIN AFTER BUILDING
IS DEMOLISHED.

NEW AJ SCENARIO TO BE
LOCATED NEAR CURRENT
CREATIVE ARTS BLDG.
LOCATION

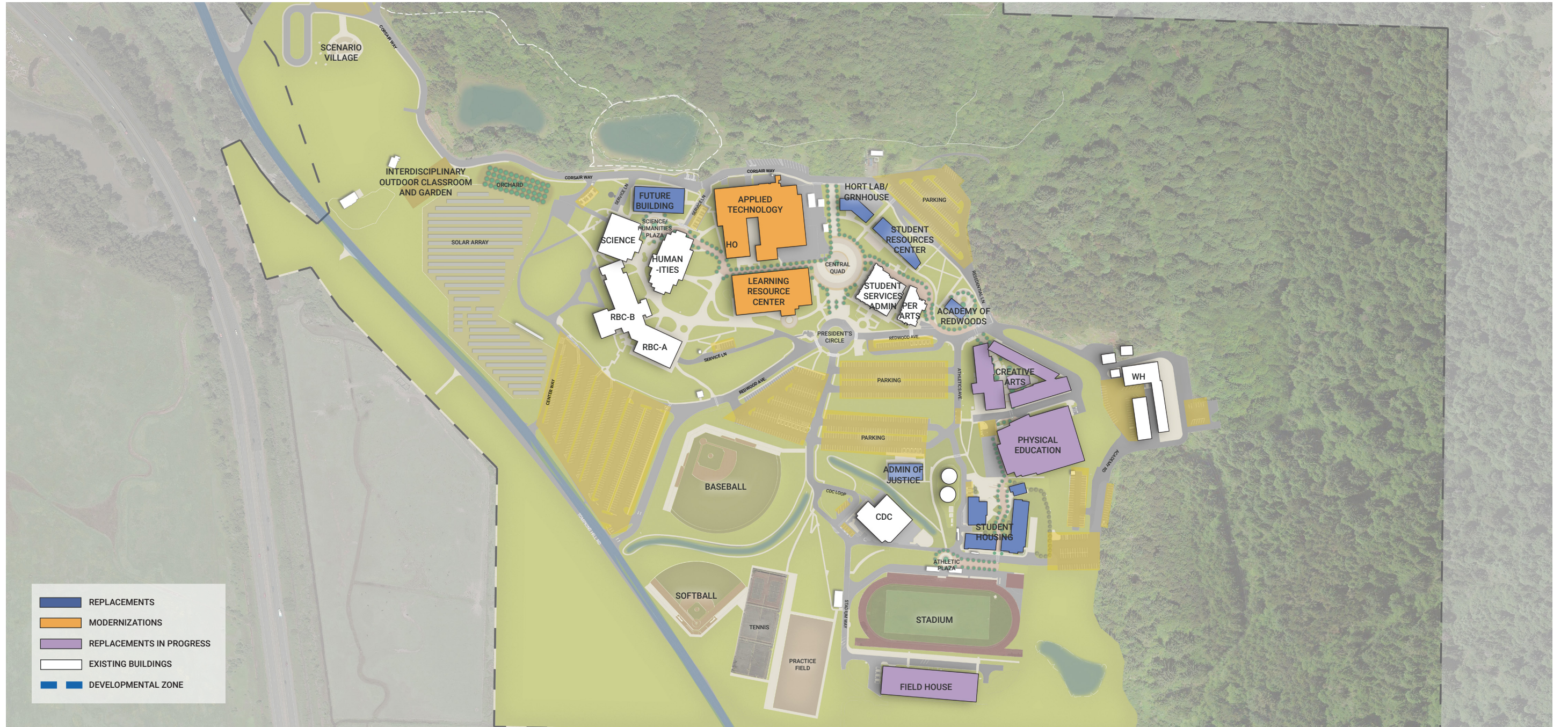
NOTE:
BASEBALL AND SOFTBALL
FIELDS WILL BE LOCATED AT
OFF-SITE LOCATION



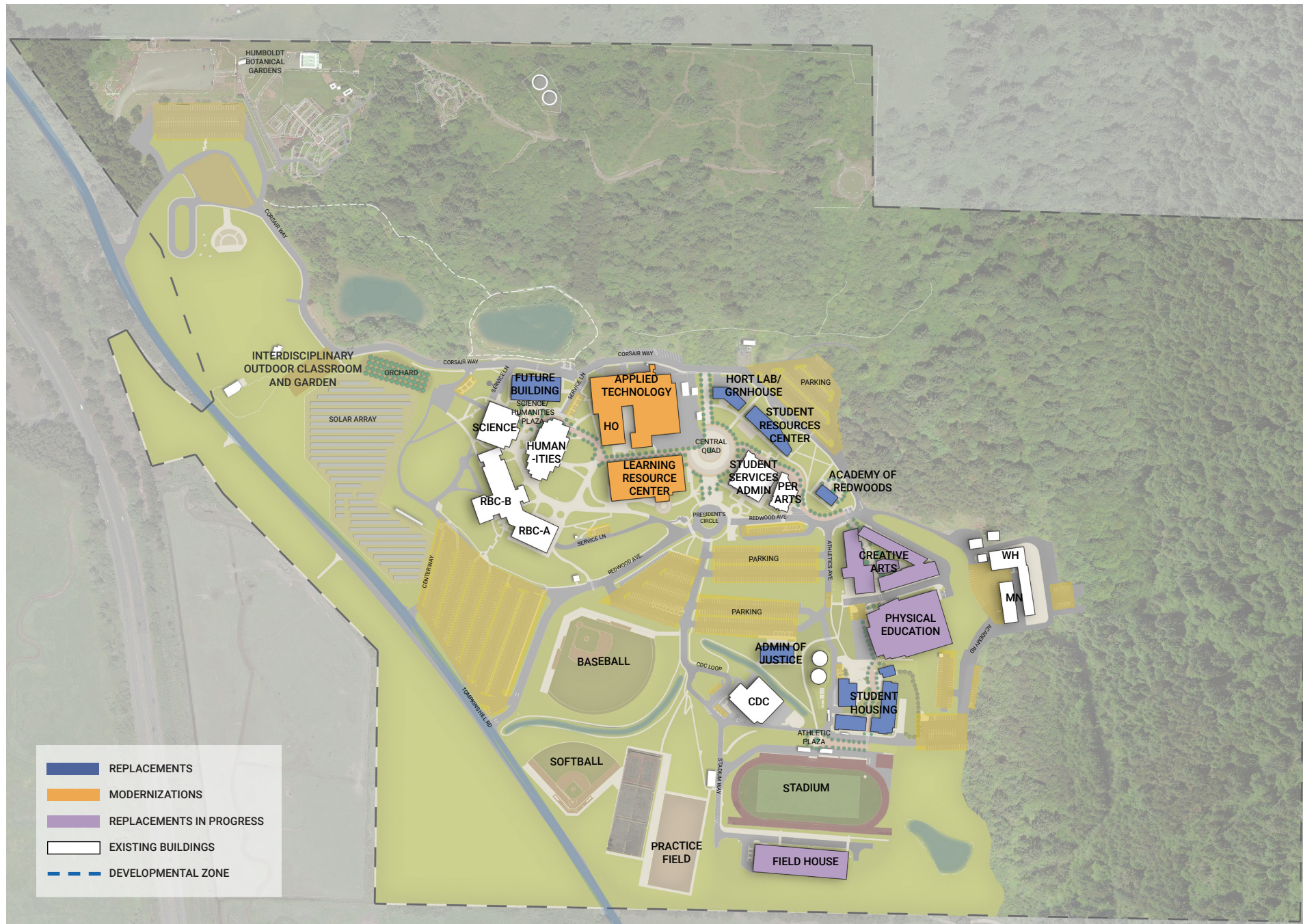
3 Recommendations



2023-2033 CR Eureka Facilities Master Plan



Key FMP Recommendations



Complete the Era of Campus Redevelopment

Replace buildings in seismically vulnerable areas to safe site with the designated Building Zone over the next 5-10 years and beyond.

Modernize Existing Facilities

Improve existing buildings and site features to be nimble and agile for modern learning and services.

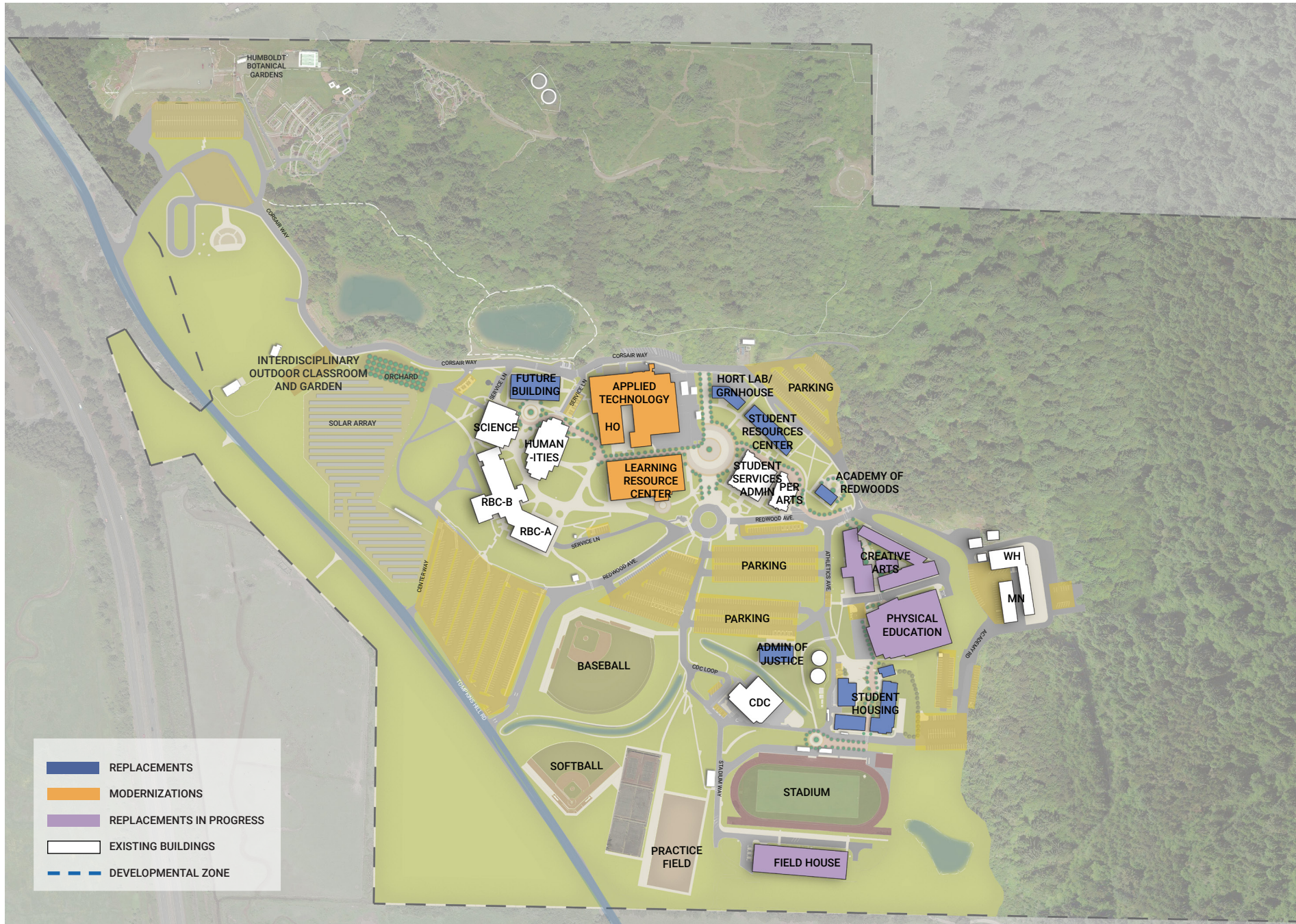
Create a Heart of Campus Activity

Organize the campus around a new “Heart of Campus Life” to engage the collegiate community, connected to all areas by a central Promenade, separate roads from pedestrian areas, and relocating more convenient parking.

Implement a Quick-Start Strategy in Near Term

Implement a Quick-Start strategy to make high-impact, low-cost facilities improvements in the near term.

FMP Project List



The Long-Range Facilities Master Plan

modernizes existing facilities, completes the replacement program and reorganizes the campus to support Campus Life.

Modernizations

- Library/Learning Resources Center Reprogramming
- Applied Technology Building Modernization

Replacement Buildings

- Student Housing Replacement and Expansion
- Student Union (Student Resource Center Replacement)
- Administration of Justice with Firing Range Replacements
- Academy of the Redwoods Replacement Facility
- Horticulture Lab and Greenhouse Replacement
- Stadium Replacement
- Future Building Site

Site Improvements

- Central Quad
- Campus Promenade
- Science-Humanities Neighborhood Quad Enhancement
- New Neighborhood Quads
- Administration of Justice Scenario Village
- Interdisciplinary Outdoor Classroom and Garden
- Athletic Fields Relocations, New Practice Field, Upgrade Access to Tennis Courts
- Solar Array
- East Parking Lots
- Primary Road from Redwood Avenue to Corsair Way
- Outdoor Amphitheater
- Orchard
- Outdoor Learning Areas with Trails

Buildings To Be Demolished



All the Buildings to be Demolished have, or are planned to be, replaced with seismically safe facilities.

CA	Creative Arts
PS	Physical Science
LS	Life Science
FM	RBC-B Forum (future)
AD	RBC-A Administration (future)
SU	Student Resource Center
GH	Greenhouse
DH	Del Norte Hall
MH	Mendocino Hall
PE	Physical Education
FH	Field House
AJ	Administration of Justice
SE	Academy of Redwoods Office
AOR-C	Academy of Redwoods Classroom
FR	Firing Range (not space inventory)

Development Guidelines

Complete Replacement Program

Replace facilities on seismically 'clear' sites. Vacate and remove replaced buildings on seismically unsafe sites.

Optimize Use of Limited Cleared Sites

- Develop multi-story replacement facilities to minimize the footprints on seismically cleared sites.
- Minimize the consumption of existing seismically cleared sites to maintain future opportunities for facilities planning and development.
- Minimize the need for further costly seismic studies to identify additional cleared sites.

Best Use Strategy

- Optimize the utilization of the College's existing facilities by reprogramming, reorganization, modernization or replacement.
- Align the CR Eureka Space Inventory with state standards by repurposing excess and underutilized areas of Active Space to balance Cap Load spaces to Other categories.
- The strategy emphasizes making the most of existing Active capacity in seismically safe buildings without facilities expansion.

Remove Replaced Facilities

- Vacate and remove facilities that have been replaced.

Create Engagement Magnets in Buildings and Site Improvements

- Indoor/outdoor areas that attract and gather students, employees and visitors to participate in Campus Life.
- More & larger group study spaces.
- Evening & weekend access to study space.
- Places for teleconference participation.
- Spaces for faculty-student collaboration near offices.
- GSF areas for informal gathering and study.
- Quiet places for rest.

Strengthen Indoor/Outdoor Learning Areas

- Develop outdoor learning areas at buildings to support instruction and Campus Life.
- Provide comfortable seating, weather protection, and infrastructure such as outlets to support outdoor activities.
- Activate Natural Areas for learning and Campus Life.

Design for Sustainability

- It is recommended that facilities projects should be designed to meet certification standards for LEED (Leadership in Energy and Environmental Design).

Coordinate with Natural Resources Planning

Develop each project in coordination with the resources, recommendations and strategies identified in FMP- Natural Resources, which is integral to the Facilities Master Plan.

Right Size/Good Space Principles

Right Size

Appropriate size and number of rooms for optimal class size, number of users and equipment layout.

Agile

Flexible for modern instructional and service delivery, able to share with multiple users, activities, programs and services.

Nimble

Configured and equipped to support innovative learning and services.

Congregate

Magnets that attract people to gather, engage, collaborate.

24/7 Accessible

Available to support the 24/7 technology pace of modern life and learning, especially for dorm students.

Teleconference Ready

Configured and equipped to support participation in teleconference activities by individuals and groups.

Linking the CR Eureka Facilities Master Plan to the Goals

Create Nimble & Agile Learning Environments	Encourage Active Student Life	Support Faculty and Staff	Enable Technology Everywhere	Enhance Open Spaces
<ul style="list-style-type: none"> • Reprogram the Library (students' favorite place for quiet study) and Applied Tech Building to support modern learning. • Reprogram excess space to support modern instruction and support activities. • Replace facilities for seismic safety: Student Resource Center, Administration of Justice + Firing Range, Academy of the Redwoods, Horticulture + Greenhouse. • Rehabilitate and enhance trails and pond facilities for outdoor learning. • Develop Interdisciplinary Outdoor Classroom & Garden 	<ul style="list-style-type: none"> • Reprogram excess space to support Student Life with indoor places for individual and group study, relaxation, encourage gathering, and campus events. • Provide appropriate spaces for online participation. • Provide access to study spaces on nights & weekends. • Replace the Student Resource Center with a Student Union at the center of the campus. • Replace and expand Student Housing. • Upgrade outdated stadium. 	<ul style="list-style-type: none"> • Reprogram excess space, and design replacement facilities, to support employee collaboration and collegiality. • Provide places for informal faculty and student collaboration outside of class. • Replace employee dining room. • Relocate the Faculty Resource Center to a more active location. • Replace unsafe facilities. 	<ul style="list-style-type: none"> • Reprogram Classroom and Class Lab space to AVTV space. • Provide modern technology infrastructure in replacement facilities. 	<ul style="list-style-type: none"> • Develop a central quad to encourage gathering and campus-wide events. • Organize outdoor spaces to create attractive, comfortable places for collegial interaction. • Provide indoor/outdoor places for learning and collegiality at every student-occupied building. • Upgrade Stadium, replace athletic fields. • Rehabilitate and enhance trails and pond facilities for outdoor learning and recreation. • Develop Interdisciplinary Outdoor Classroom & Garden

Linking the CR Eureka Facilities Master Plan to the Goals, cont.

Facilitate Partnership Opportunities	Creating Spaces for Collegial Connection	Offer Community Access to Campus	Role Model Sustainability
<ul style="list-style-type: none"> • Repurpose existing space as a Maker Lab for collaborate projects and events with educational and industry partners, Cal Poly Humboldt. • Replace the Firing Range indoors in a new Administration of Justice facility. • Enhance on-campus trails to celebrate the culture of regional indigenous peoples. 	<ul style="list-style-type: none"> • Encourage collegial interaction by providing more comfortable places for group study, informal gathering, collaboration & events. • Replace the Student Resource Center with a Student Union at the center of the campus. • Replace employee dining room. • Relocate the Faculty Resource Center to a more active location. • Upgrade Stadium, replace athletic fields to support collegial interaction. 	<ul style="list-style-type: none"> • Provide convenient access and parking to the new PE Building. • Upgrade Stadium, replace baseball, softball fields on campus. • Provide convenient access to tennis courts. • Replace the Art Gallery in the new Creative Arts Building; provide convenient access. • Enhance on-campus trails to celebrate the culture of regional indigenous peoples. • Enhance on-campus trails to connect to the Humboldt Botanical Garden. • Develop an outdoor amphitheater for campus events, highlighting the natural beauty of the Eureka campus. 	<ul style="list-style-type: none"> • The recently-completed Utility Infrastructure Replacement project is dramatically improving resource efficiency in energy, water and materials. • Improve energy and resource efficiency by modernizing and replacing existing facilities. • Improve indoor and outdoor facilities to optimize the comfort, health and safety of all campus users. • Develop replacement facilities to LEED standards for environment sustainability and energy efficiency. ((Leadership in Energy and Environmental Design, sponsored by U.S. Green Building Council.)

CR Eureka FMP Projects



Quick Start Projects

Quick Starts are High-Impact, Low-Cost Projects

“Quick Starts” are high-impact, low-cost solutions to meet immediate facilities needs. While the Eureka Campus continues the process of replacing seismically unsafe buildings, there are many opportunities to optimize the space that is already available. The Contributors identified many needs for places to support modern programs, services and Campus Life. A Quick Start strategy empowers the College to use the insights developed in the FMP process to make meaningful near-term and interim improvements.

Quick Starts Objectives

- Optimize the utilization of existing space.
- Address current needs to support learning and Campus Life.
- Improve alignment of the Eureka campus Space Inventory with state standards.

Quick Start Strategies to Fulfill Requests for Space

- Reclassify excess Classrooms, Labs and Offices to Other categories.
- Reprogram existing space to AVTV Media category uses.
- Change the layout of existing facilities for modern learning and Campus Life.
- Relocate functions to more convenient places where they are clustered with related uses.

Requests for Space

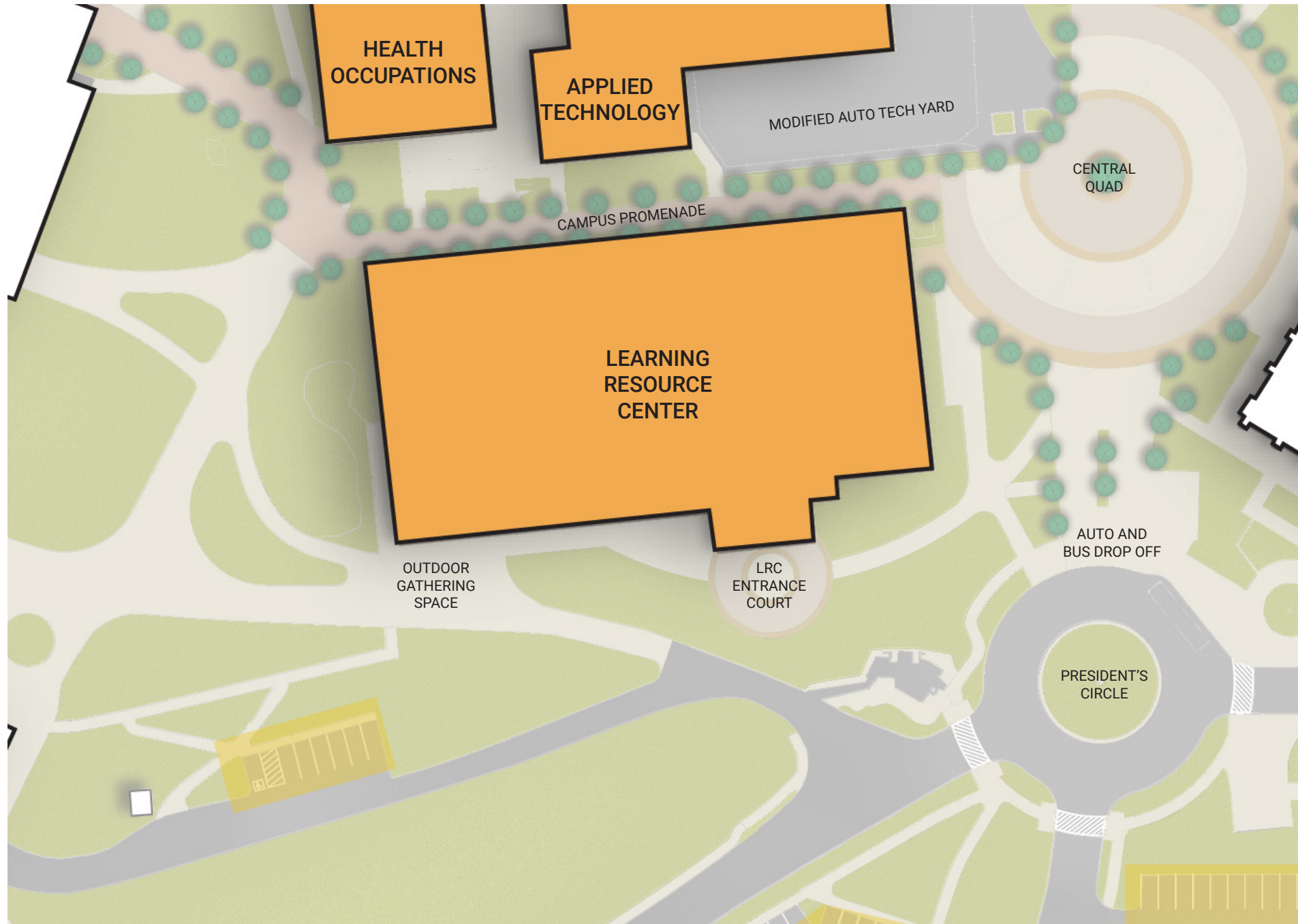
- Maker Space for Partnerships
- Teleconference Places including places to participate in live, online classes and activities.
- Faculty-Student Collaborative Spaces
- Interdisciplinary Outdoor Classroom & Garden
- Group Study Areas
- Place for Quiet Rest and Relaxation
- After Hours Study Spaces
- More Efficient Office Space

Example Quick- Starts

- Maker Space for Partnerships - Based on the learning program for partnerships, improve an existing lab space to support maker projects.
- Center of Campus Life – Utilize existing buildings and paved areas to create a consistent, centralized cluster of crucial activities to attract College members to gather and engage in Campus Life. The College is moving in this direction with food trucks on Trustee Road, in a paved area between the Student Services Building and the Learning Resource Center.
 - Food
 - Informal gathering with seating, weather protection
 - Student events
 - Student Activities
 - Key Student Services
 - Recreation
 - Space for group activities



Library/Learning Resource Center Reprogramming



The Library/LRC is students' favorite spot for quiet, individual study. It serves a core function in the College community. As development moves east, it is in a key position at the new center of the campus.

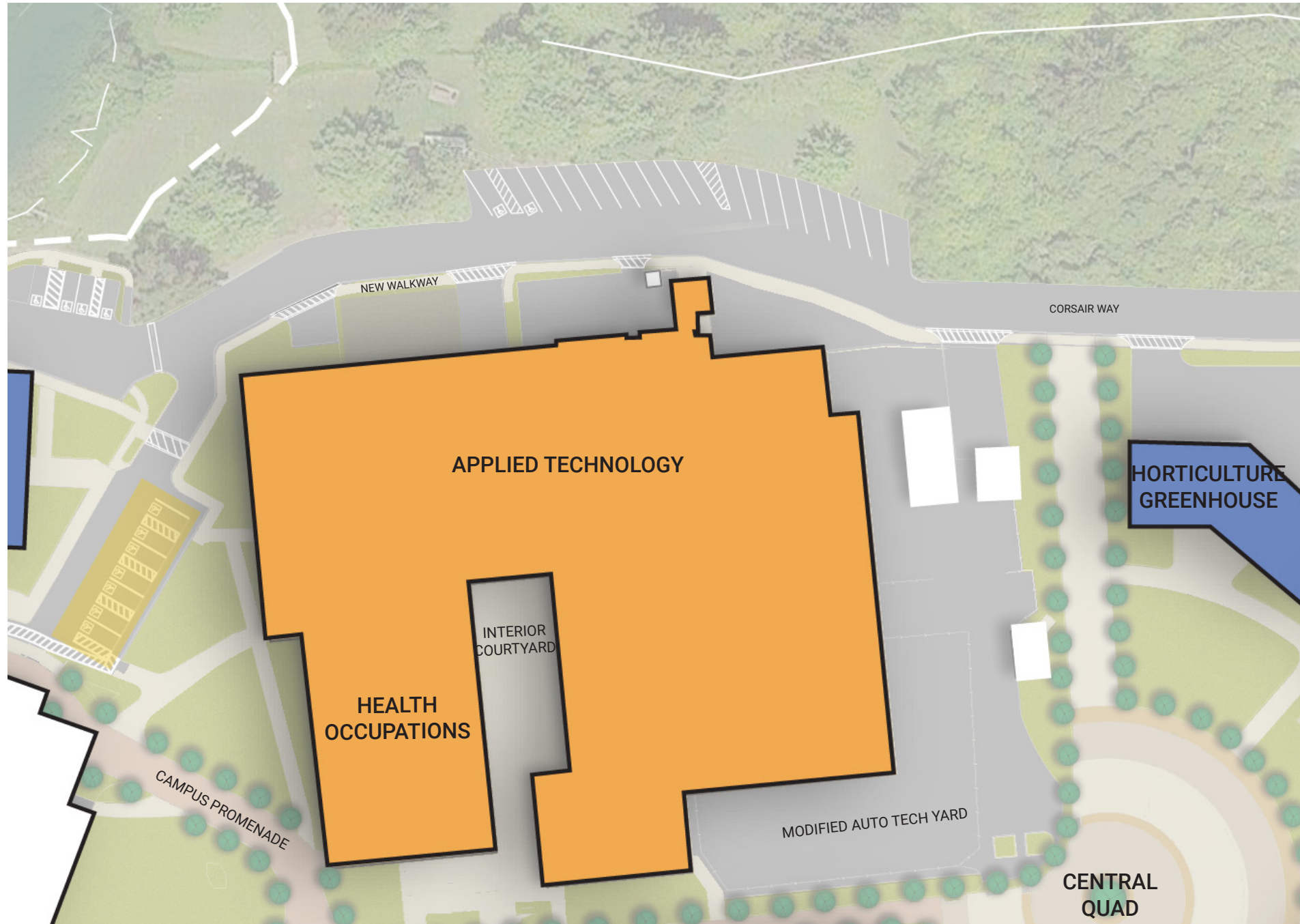
Building Improvements

- Reprogram the Library to support modern learning needs.
- Provide more and larger group study spaces.
- Maintain comfortable places for informal study.

Site Improvements

- Create an outdoor gathering space at the main entrance with seating and weather protection.
- Strengthen the campus promenade to the new Central Quad.

Applied Technology Building Modernization



Students mention that they like the AT Building because they value the hands-on, collaborative learning in the instructional programs housed there. Favorite features include the interior courtyard and the Forestry lab.

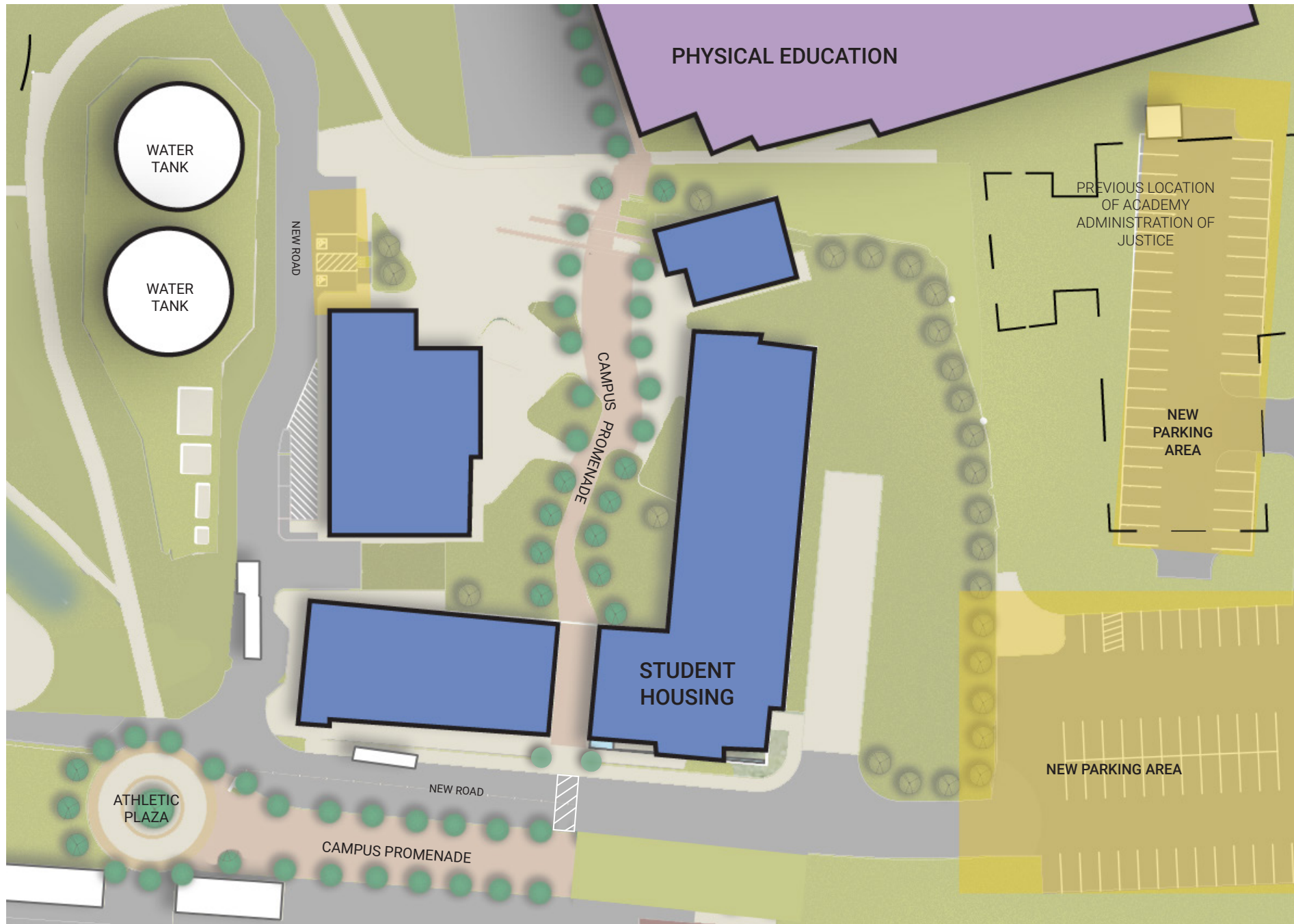
Building Improvements

- Replace and upgrade building-wide HVAC systems.
- Reprogram CTE labs to support modern learning.
- Improve the flexibility of existing spaces to support future needs.
- Create a Maker Space/Living Lab to engage educational and industry partnerships.

Site Improvements

- Modify the outdoor Auto Technology Yard to provide access from Corsair Way. Replace the fence.
- Maintain the beauty and comfortable seating at the interior courtyard that students value and enjoy.
- Link the main entrance of the Applied Technology Building to the enhanced Campus Promenade.
- Create new walkway along Corsair Way at north of Applied Technology Building

Student Housing Replacement and Expansion



Student Housing residents look forward to a 24/7 experience for total connection to the collegiate community including learning, socializing, recreation, relaxation as well as room and board.

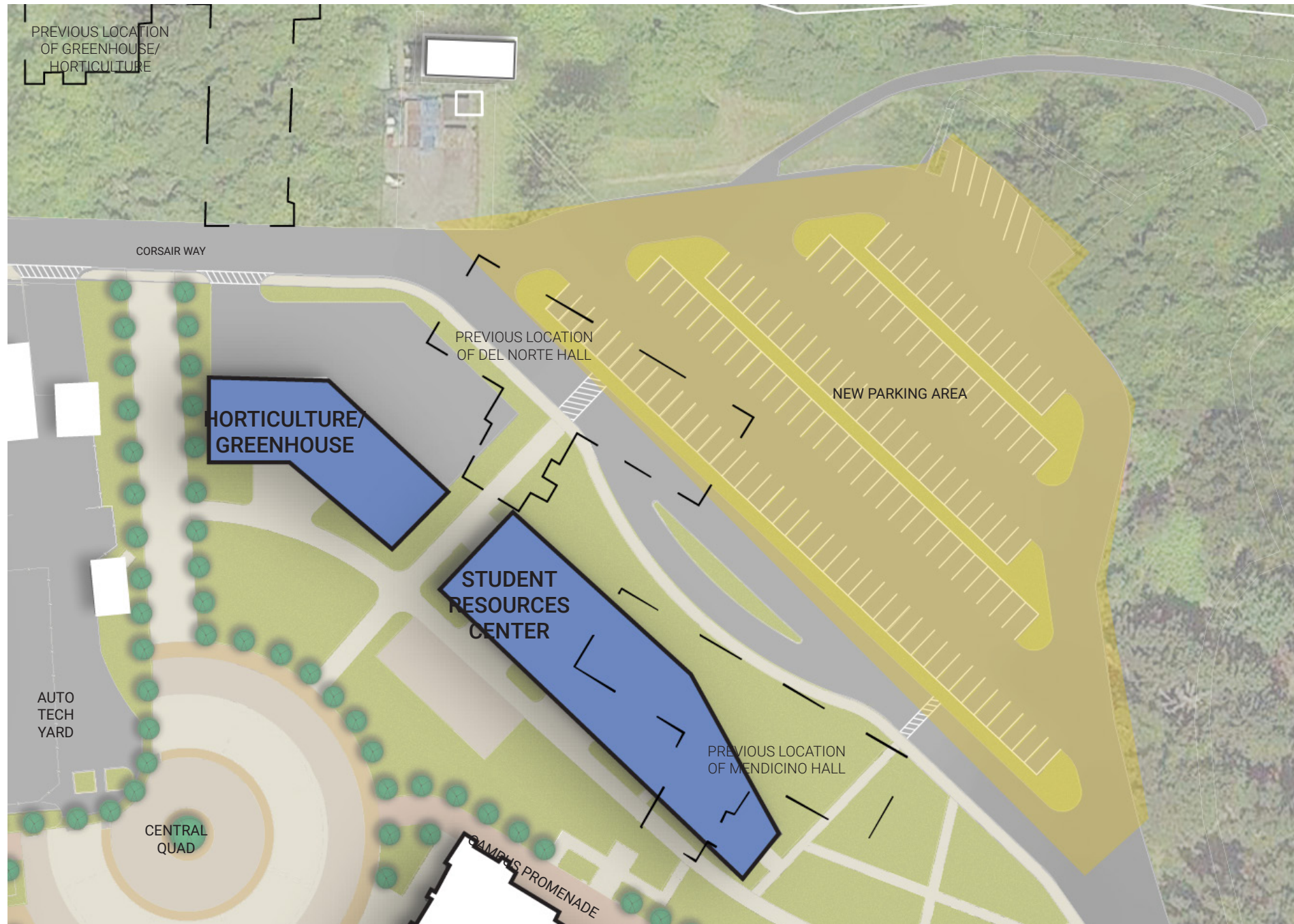
Building Improvements

- Construct a new, multi-story Student Housing complex. Create communal areas to support Student Housing Life including socializing, study and visitors.
- When the replacement facility is occupied, remove the existing Mendocino Hall and Del Norte Hall.

Site Improvements

- Create an attractive Front Door to the Student Housing.
- Connect student housing to the new Campus Promenade, providing pedestrian access to the Athletics zone, Academic zone, Heart of Campus and natural areas.
- Create a comfortable 'backyard' plaza for residents to gather informally, welcome guests and participate in Student Housing Life events, with seating and weather protection.
- Reuse and expand existing parking to be convenient to the Student Housing, connected with safe pedestrian pathways. Develop a drop-off for move-in-and-out.
- Modify Academy Road to provide easy wayfinding to the new Student Housing.

Student Union (Student Resource Center Replacement)



“We want this place to be full of energy and activity.” Students describe their vision for a Student Union that’s a magnet for engagement with the CR community, with comfortable spaces for hanging out, fun, student organizations, events, informal interaction, study, food and computers.

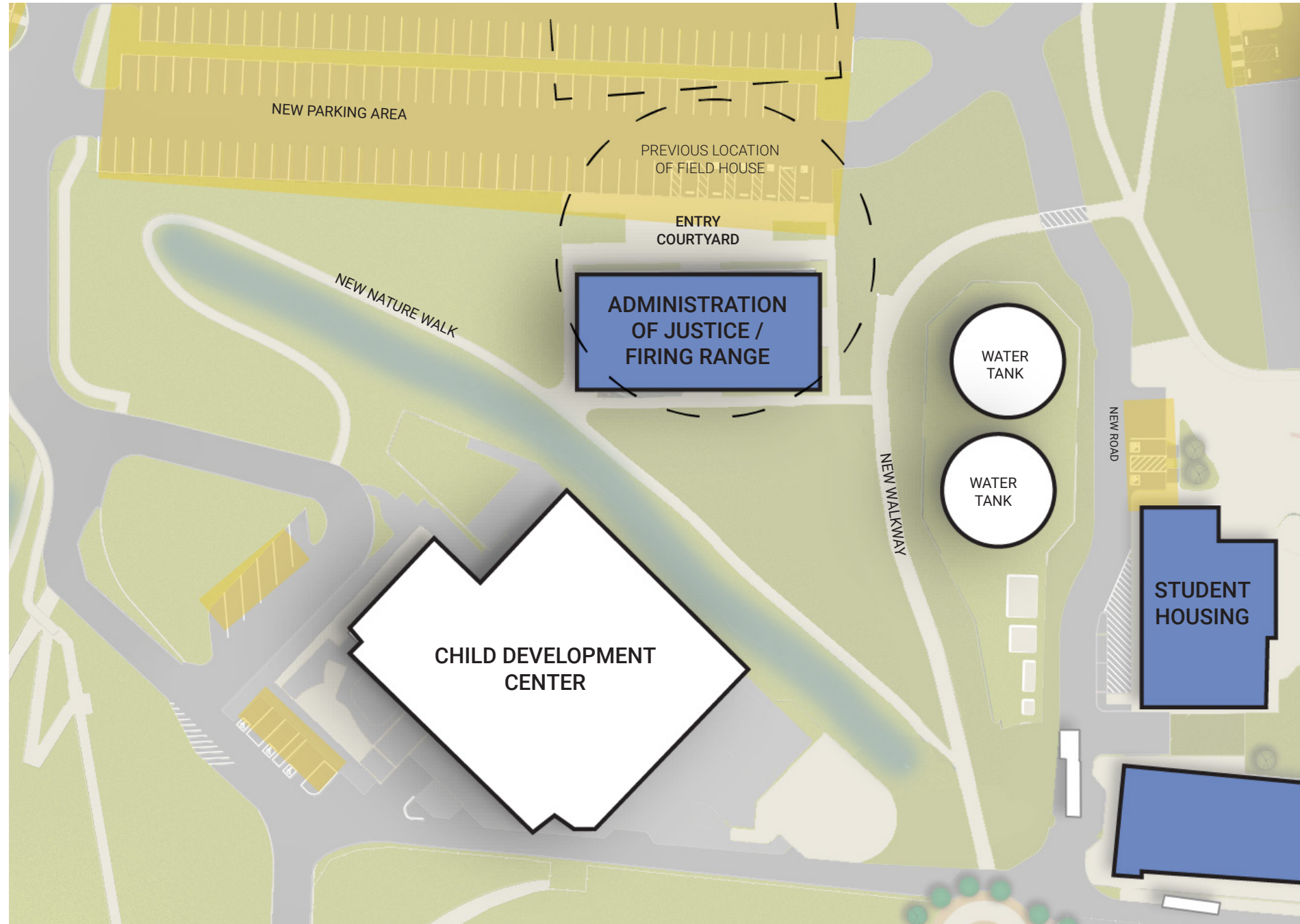
Building Improvements

- Create a new, multi-story Student Union at the center of the development zone. Provide a student dining hall and employee dining room, with places for student organizations and clubs, student support services, meetings, events. Provide support facilities for indoor/outdoor events, e.g., storage, staging, electrical outlets, etc. Develop a study area with access on evenings and weekends.
- Orient the building to be a key feature on the Central Quad, along with other core functions in the Student Services Building and Library/LRC.
- Remove the existing Student Resource Center.

Site Improvements

- Provide indoor/outdoor spaces for dining and informal gathering. Create a gathering space for campus events.
- Develop pathways to connect the building and outdoor areas with the new Central Quad and the Campus Promenade.
- Provide an adjacent passenger drop-off and access to nearby parking.

Administration of Justice with Firing Range Replacement



Replace the Administration of Justice Building on a seismically cleared site. Include the replacement of the outdoor Firing Range in an indoor facility. The range is important to instruction and training for CR's students and its partner law enforcement agencies

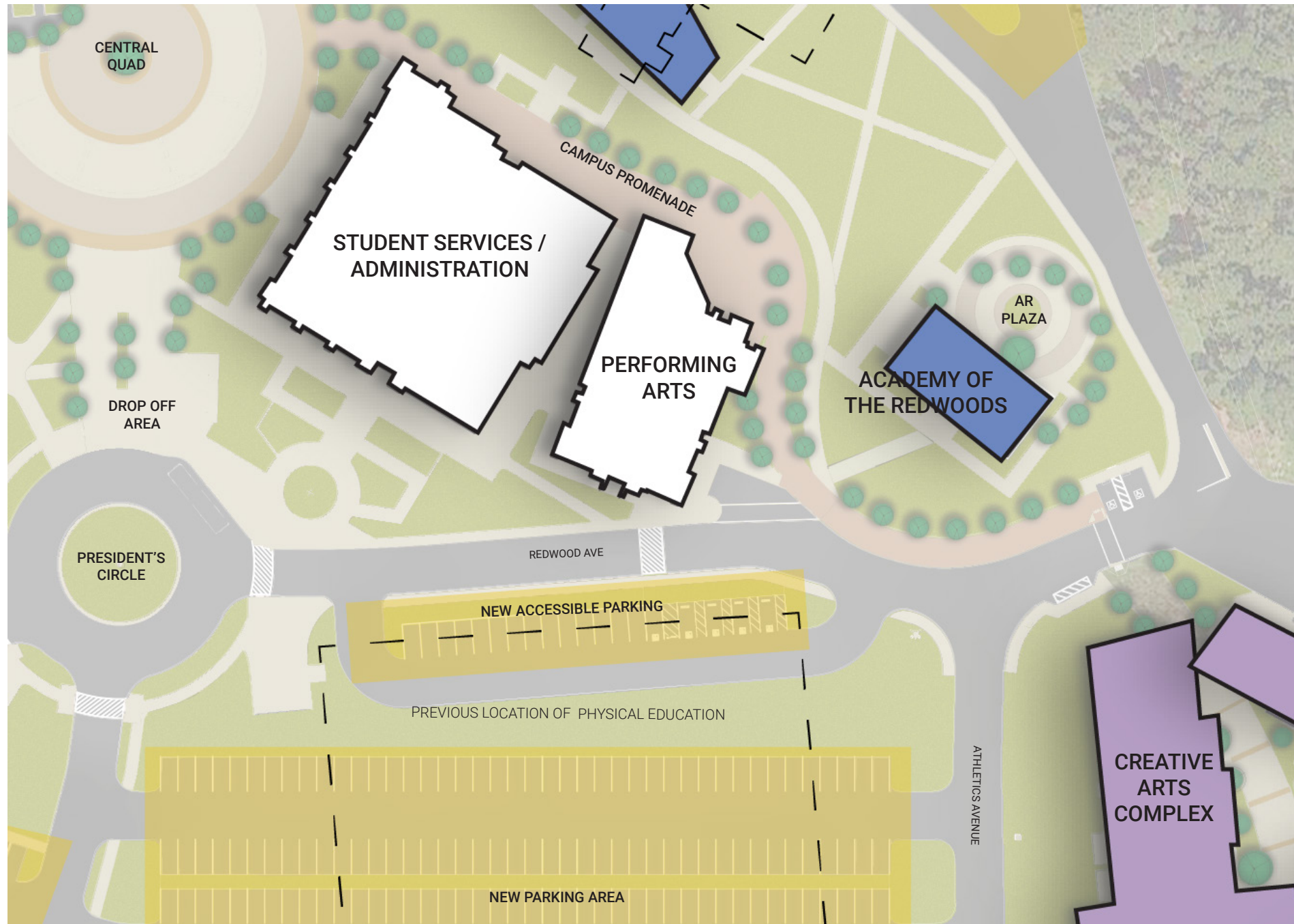
Building Improvements

- Construct a new, multi-story Administration of Justice Building. Integrate the building into the Academic zone. Provide places for student-faculty-staff collaboration outside of class.
- Replace the firing range indoors to separate the noise from increasing instruction and people on the east side of the campus.
- When the replacement facility is occupied, remove the existing AJ Building and Firing Range.

Site Improvements

- Create an indoor/outdoor space for learning and informal gathering for the AJ cohort, with seating and weather protection.
- Provide a pedestrian connection between the new building and the southern leg of the new Campus Promenade.
- Locate the new East Parking lot for convenient access to the new building and firing range. Provide convenient pathways between the parking area and the building.
- New nature walk along water course

Academy of the Redwoods Replacement Facility



Academy of the Redwoods students are members of two academic communities. They are users of all college facilities. AR students also need “their own place where they can be high schoolers.”

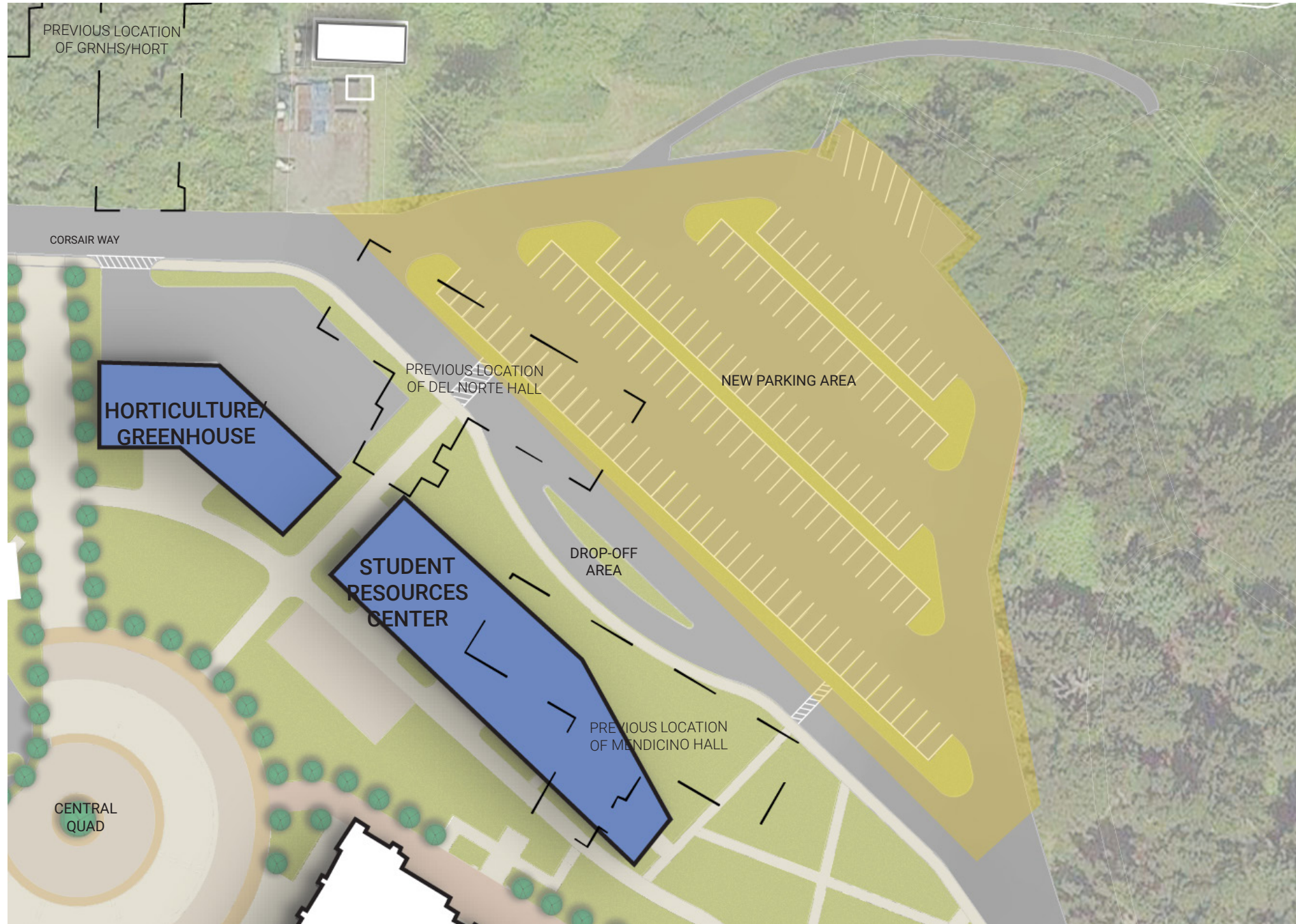
Building Improvements

- Construct a new Academy of the Redwoods facility on seismically cleared site. Provide offices and a learning space.
- When the replacement facility is occupied, remove the existing Academy Redwoods Office and Academy Redwoods Classroom.

Site Improvements

- Create an indoor/outdoor plaza for learning, events and informal cohort interaction. Orient the plaza to provide separation from the flow of college activity.
- Provide a pathway to link the new facility to the Campus Promenade and the drop-off at Presidents Circle.
- Provide pedestrian access to parking areas to the north and south.

Horticulture Lab and Greenhouse Replacement



The Greenhouse is part of a complex of indoor/outdoor learning facilities.

Building Improvements

- Replace the Greenhouse with a Greenhouse/Horticulture Lab on a seismically cleared site near the existing outdoor learning area.
- Orient the facility to relate to the Academic Core, the Central Quad and the Campus Promenade.
- Remove the Old Greenhouse that is located outside the Buildable Zone.

Site Improvements

- Provide indoor/outdoor space for student gathering.
- Provide indoor/outdoor areas for student-faculty-staff interaction outside of class.
- Integrate the identify of the new facility with the existing Horticulture outdoor lab, service area and composting facility. Develop safe, convenient access between the new building and the outdoor learning areas.

Stadium Replacement



The Stadium is an important resource for Athletics instruction, health & wellness, social interaction among students and College members, and to attract the public to the Eureka campus.

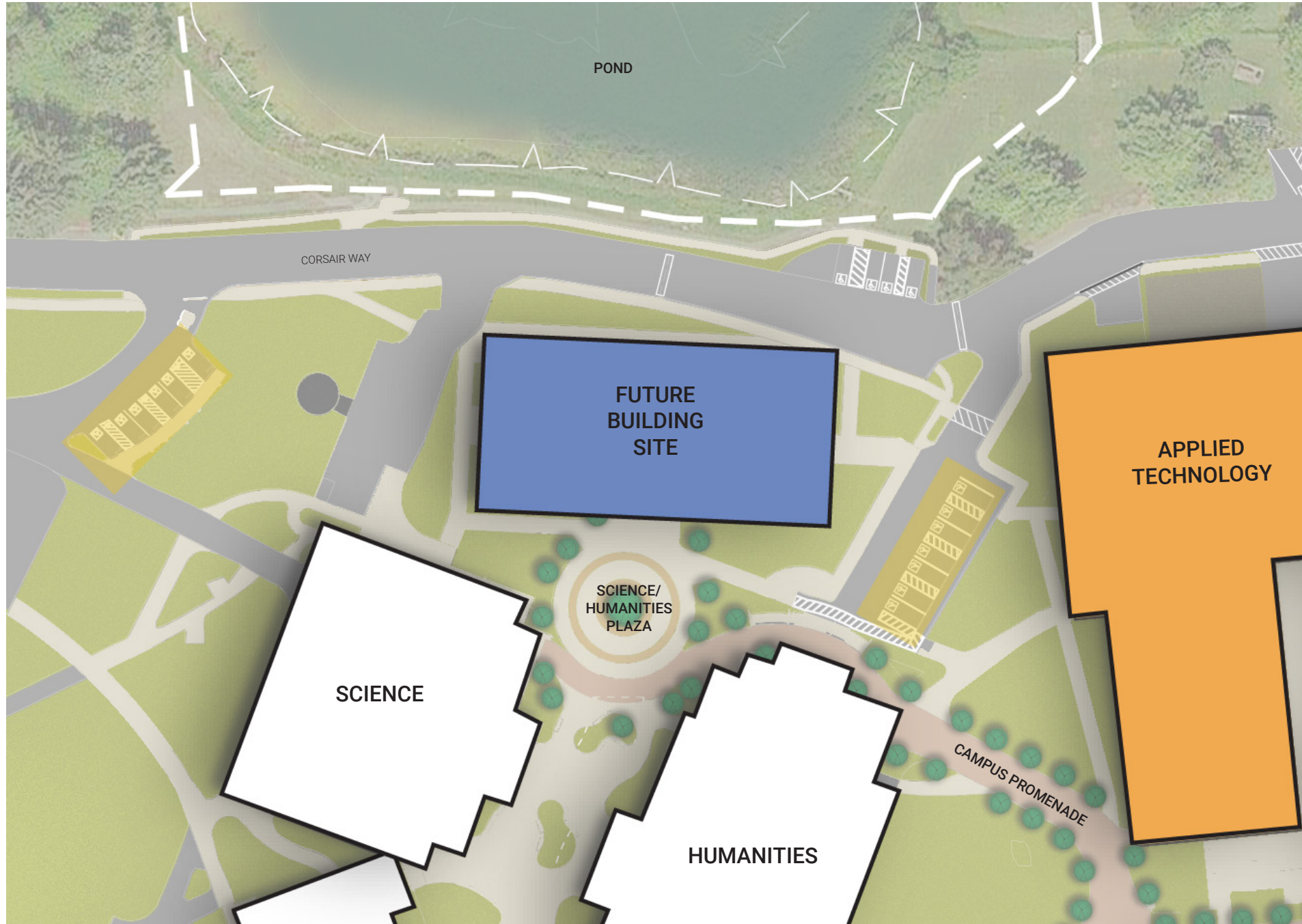
Building Improvements

- Upgrade outdated support buildings.

Site Improvements

- Upgrade outdated seating, site electrical and field surface.

Future Building Site



When the existing (old) Student Resource Center is replaced, the site will be available to support potential future needs. A portion of the site is located within the Buildable Zone.

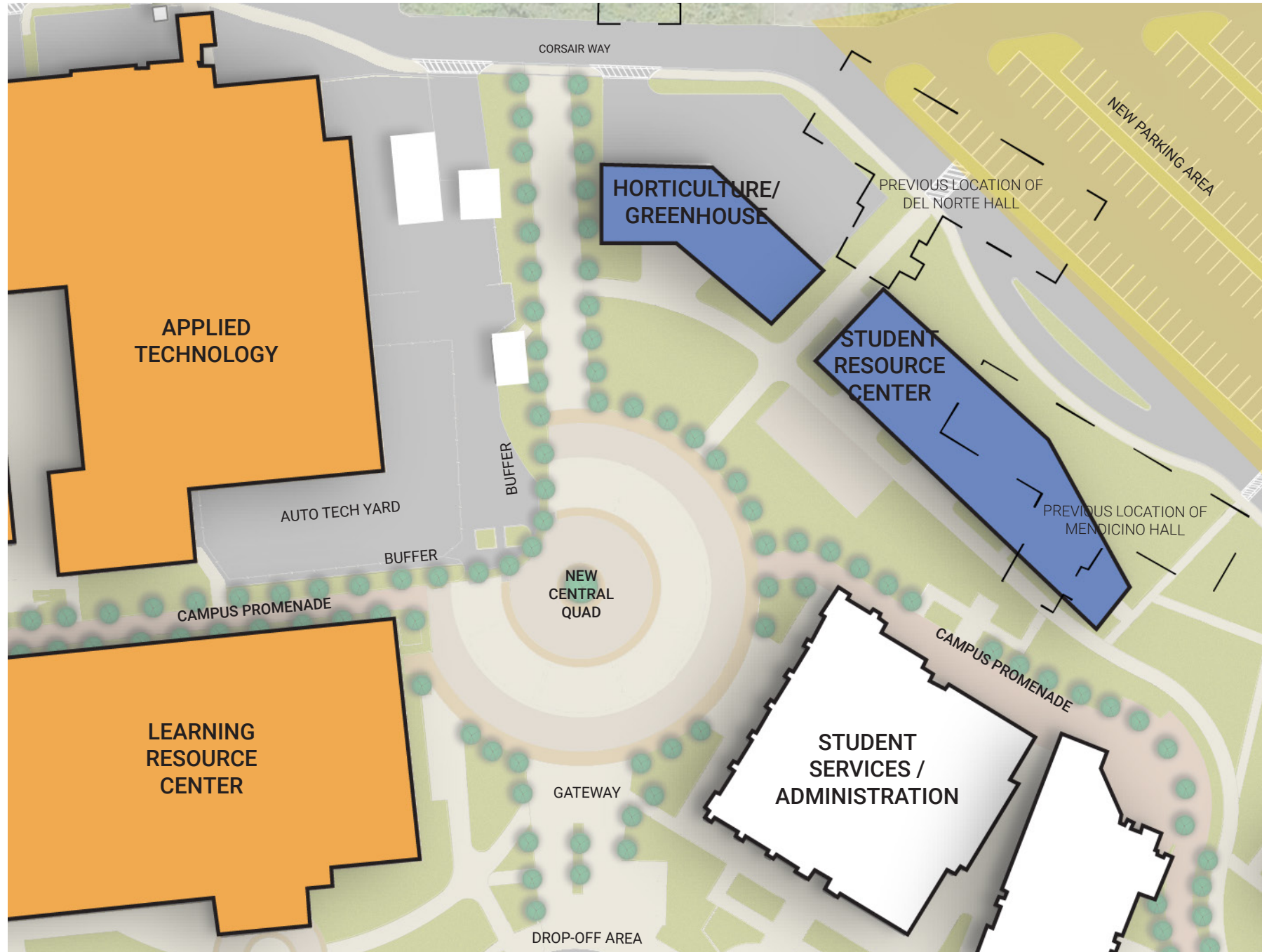
Building Improvements

- Orient a future building to relate to the new Campus Promenade, and to integrate it into the Science-Humanities neighborhood.

Site Improvements

- Create indoor/outdoor learning areas to support programs and services in the new building.
- Provide usable outdoor space to extend and enhance the Science-Humanities Quad.

Central Quad



As development moves east, the center of activity will move with it. The New Central Quad creates a focal point for Campus Life and wayfinding at the center of the main Buildable Zone. It is the Big Welcome Mat to CR Eureka and the magnet that attracts College members to gather, engage and collaborate. The Quad will be visible from the approach to the Front Door, attracting students to the heart of campus activity. It will direct pedestrians to the new Campus Promenade and all parts of the campus. The Central Quad will contribute to a pedestrian-oriented environment at the Campus Core. Along with the new East Parking Lot and the Primary Road from Redwood Avenue to Corsair Way, this project will create more separation between busy roads and pedestrian areas.

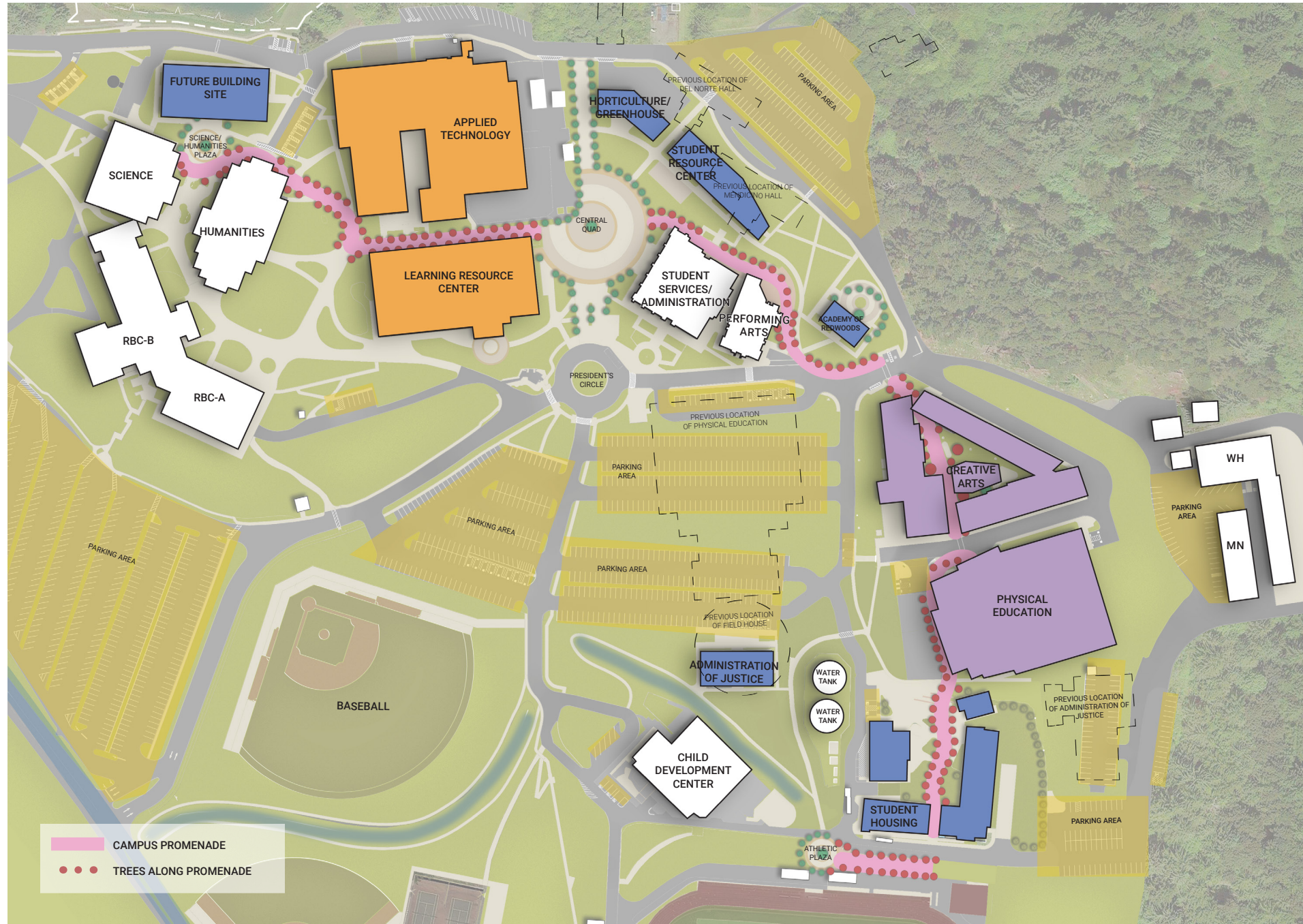
Building Improvements

- Co-orient the Central Quad and Student Union to encourage College members and visitors to engage in Campus Life at the Heart of the Campus.

Site Improvements

- Create a new Central Quad to link Student Services (at the front door) to the Student Union and Learning Resource Center at the Campus Core as a nexus of campus activity. Trustee Boulevard will be eliminated.
- Develop a new gateway to the campus to draw people from the drop-off at the Presidents Circle to the Heart of the Campus.
- Make prominent wayfinding connections from the Central Quad to the rest of the Campus Core and to the Campus Promenade.
- Provide comfortable seating, event space, weather protection.
- Develop an appealing buffer between the AT Building outdoor workspace and the Central Quad. This is an opportunity to visually highlight, not hide, CR's popular CTE programs.
- Create landmark pedestrian crossings at roadways, and between parking areas and the Campus Core.
- Align the President's Circle and the bus stop to accommodate two busses, along with pick-up and drop-off by other vehicles, to keep traffic and pedestrians moving safely and efficiently.

Campus Promenade



Existing routes will be enhanced, and new sections will be added as campus development moves toward the east and south.

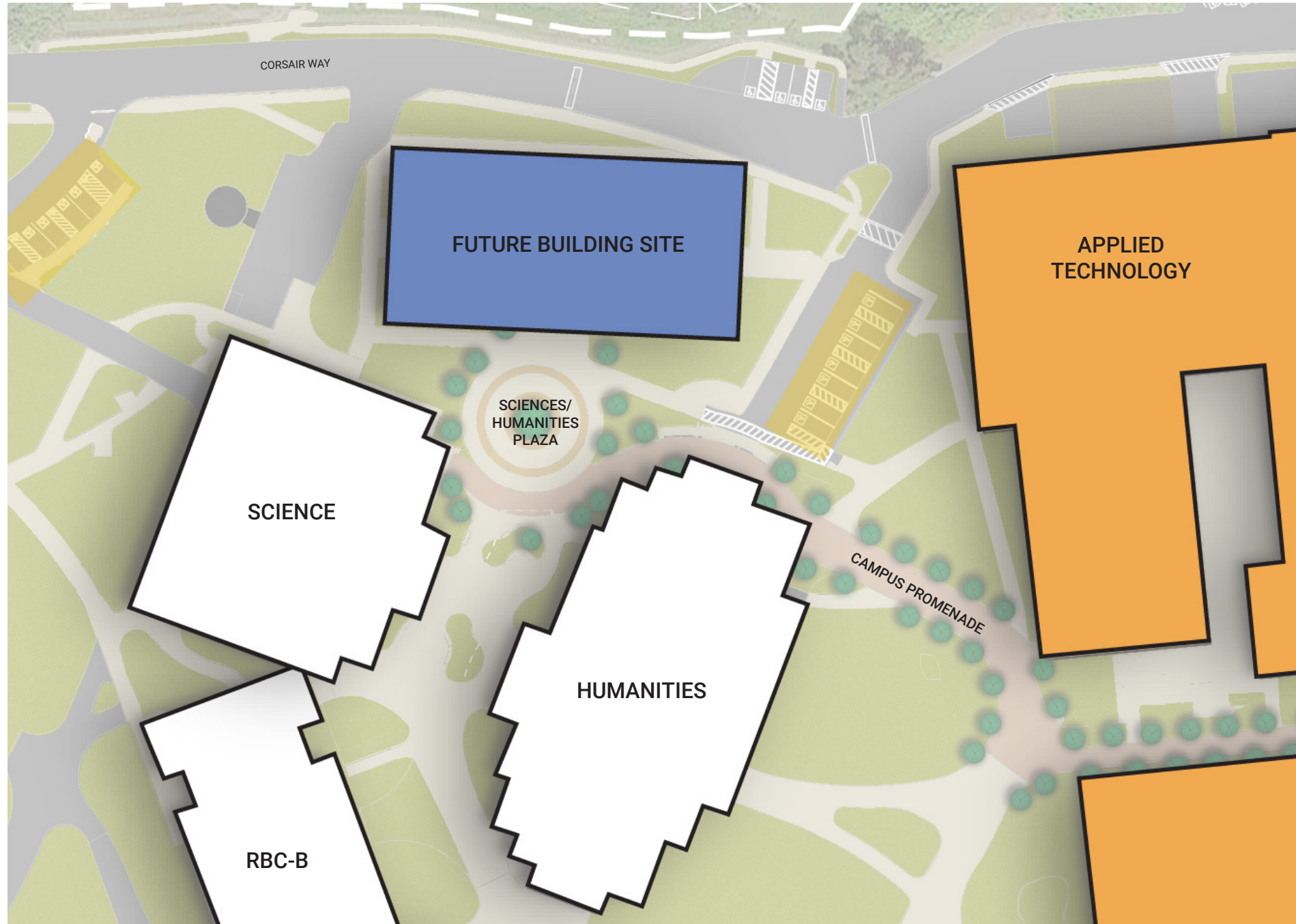
Building Improvements

- Create intuitive connections between the Promenade and the existing and new buildings.

Site Improvements

- Develop a distinct pathway for intuitive wayfinding from one end of the central Buildable Zone to the other.
- Use the Promenade to direct users to the Neighborhood Quads and the rest of the campus.
- Provide a safe pedestrian route adjacent to Redwood Avenue and at the crossing of Academy Road.
- Use the Promenade to support the cohesion of the campus core, including Student Services, Learning Resources Center, new Student Union and the Central Core.

Science/Humanities Neighborhood Quad Enhancement



The plaza between the Science and Humanities Buildings is mentioned by students as a pleasant place to 'be' between classes. They enjoy that there are a variety of areas for walking, relaxing, outdoor gathering, and people-watching. Some parts feel wide open, some are smaller and protected.

As development shifts toward the east, it will be the western terminus of the Campus Promenade. The Promenade will be a pathway that is distinct from the Quad area.

This Quad is an effective identifier of a local neighborhood consisting of the Science Building, Humanities Building, and the existing Student Resource Center. It should be considered as a model for new Neighborhood Quads in the FMP for the Eureka campus.

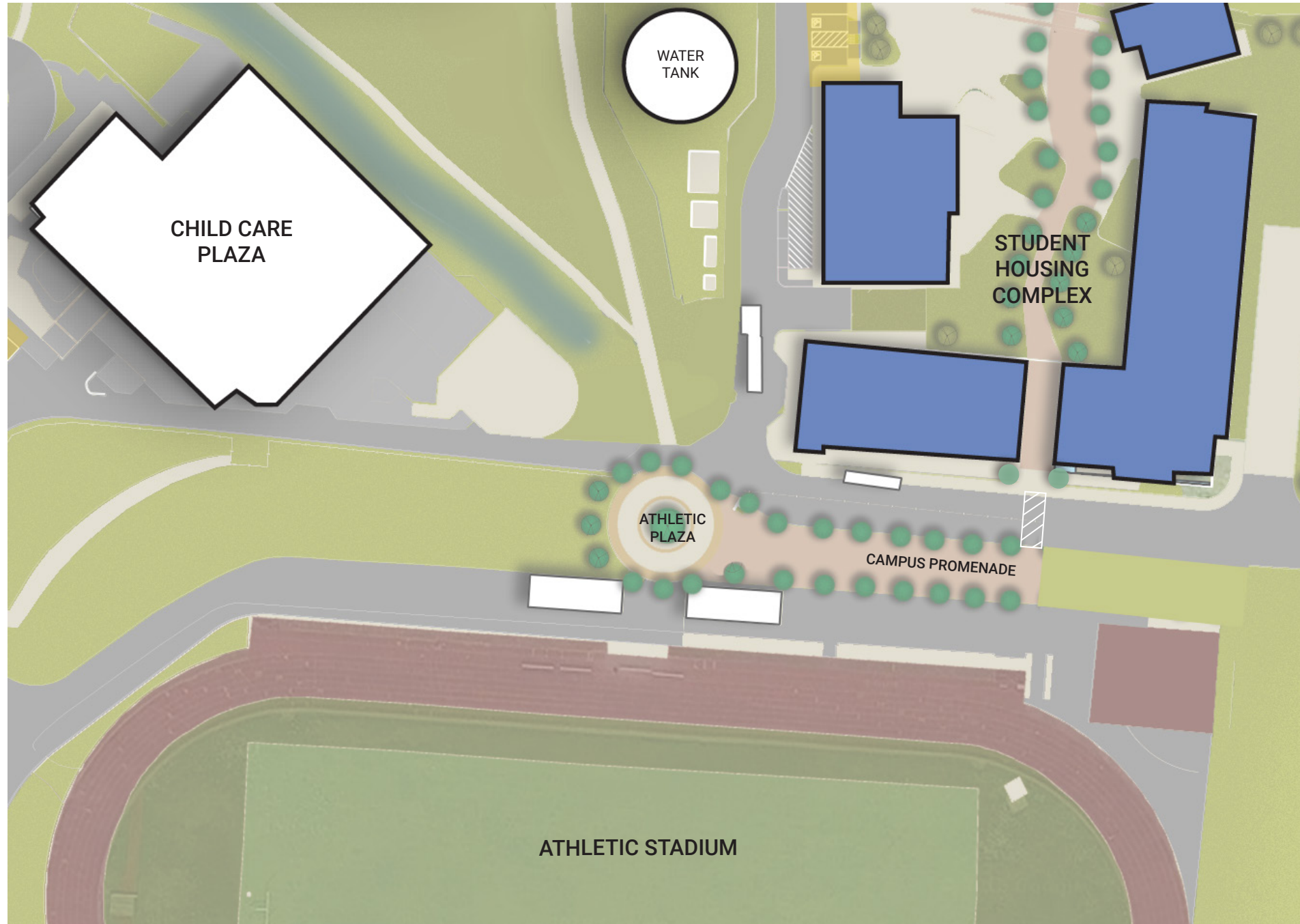
Building Improvements

- The Student Resource Center will eventually be removed, leaving the seismically-safe portion of that site available for a future building adjacent to the Quad and Promenade terminus.

Site Improvements

- Integrate the new Campus Promenade terminus with the existing Science/Humanities Quad.
- Develop the terminus with a potential future connection with a new building on the site of the existing SRC.
- Provide weather protection in seating areas.

New Stadium Neighborhood Quad



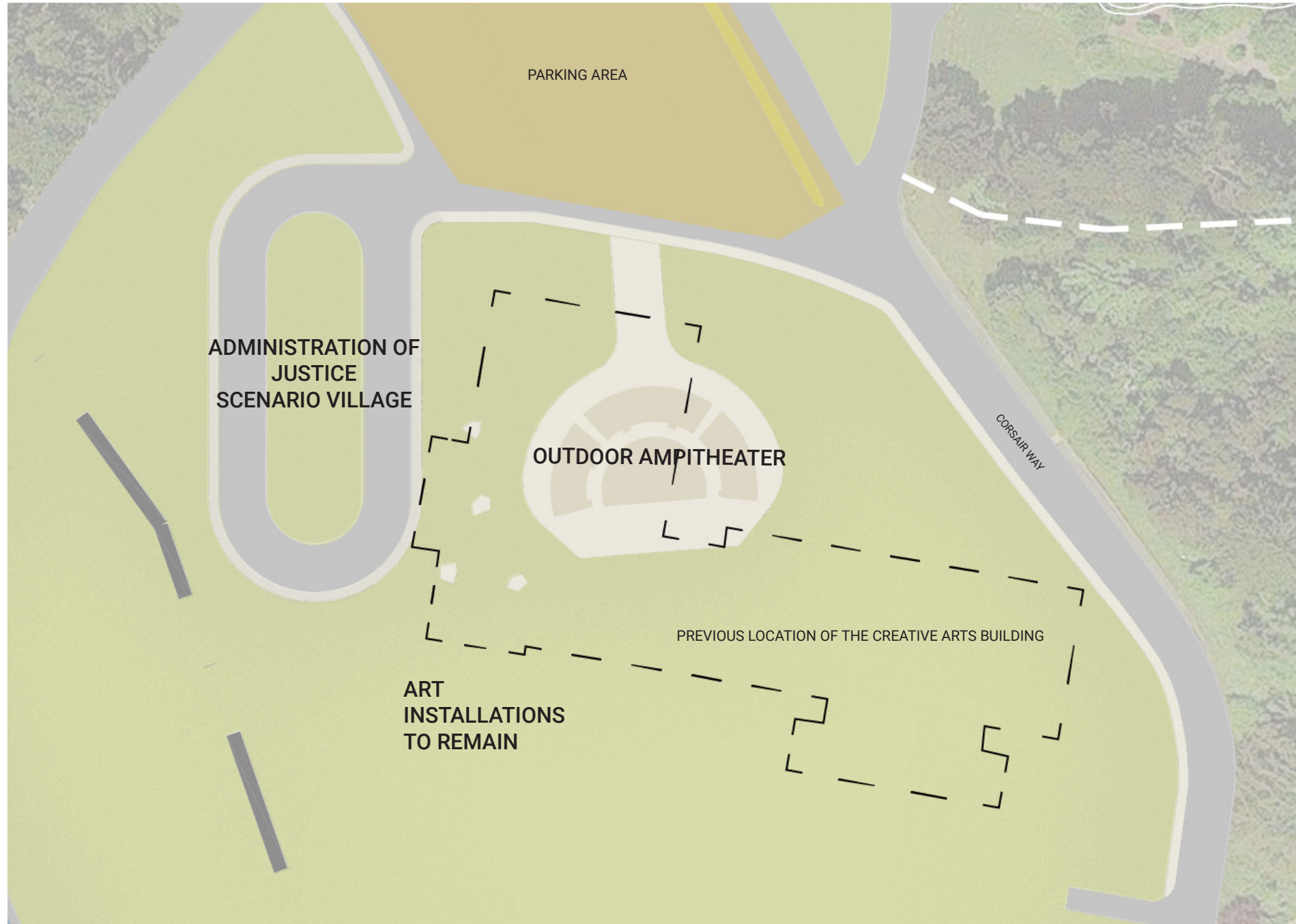
Like the Science-Humanities Plaza valued by the students, new quads will serve existing and new campus neighborhoods. Students enjoy the variety of areas for walking, relaxing, gathering, and people-watching.

The new Athletic Plaza will provide attractive outdoor places for College members to gather informally on the southeast side of campus, serve as a welcoming portal to the Stadium, and direct users to the new Campus Promenade.

Site Improvements

- Develop a new Athletic Plaza with comfortable seating and weather protection for informal congregating and events near instructional facilities.
- Develop the new plaza at the southeast terminus of the Campus Promenade to create a welcoming pedestrian portal to the Stadium and the Athletics Zone.

Administration of Justice Scenario Village



Parking Lot B and pathways at the (old) Creative Arts Building will be available to support other campus activities after the old facility is replaced and removed. As development moves to the east, this could be an ideal place to support outdoor training scenarios for Administration of Justice training without conflict with other functions.

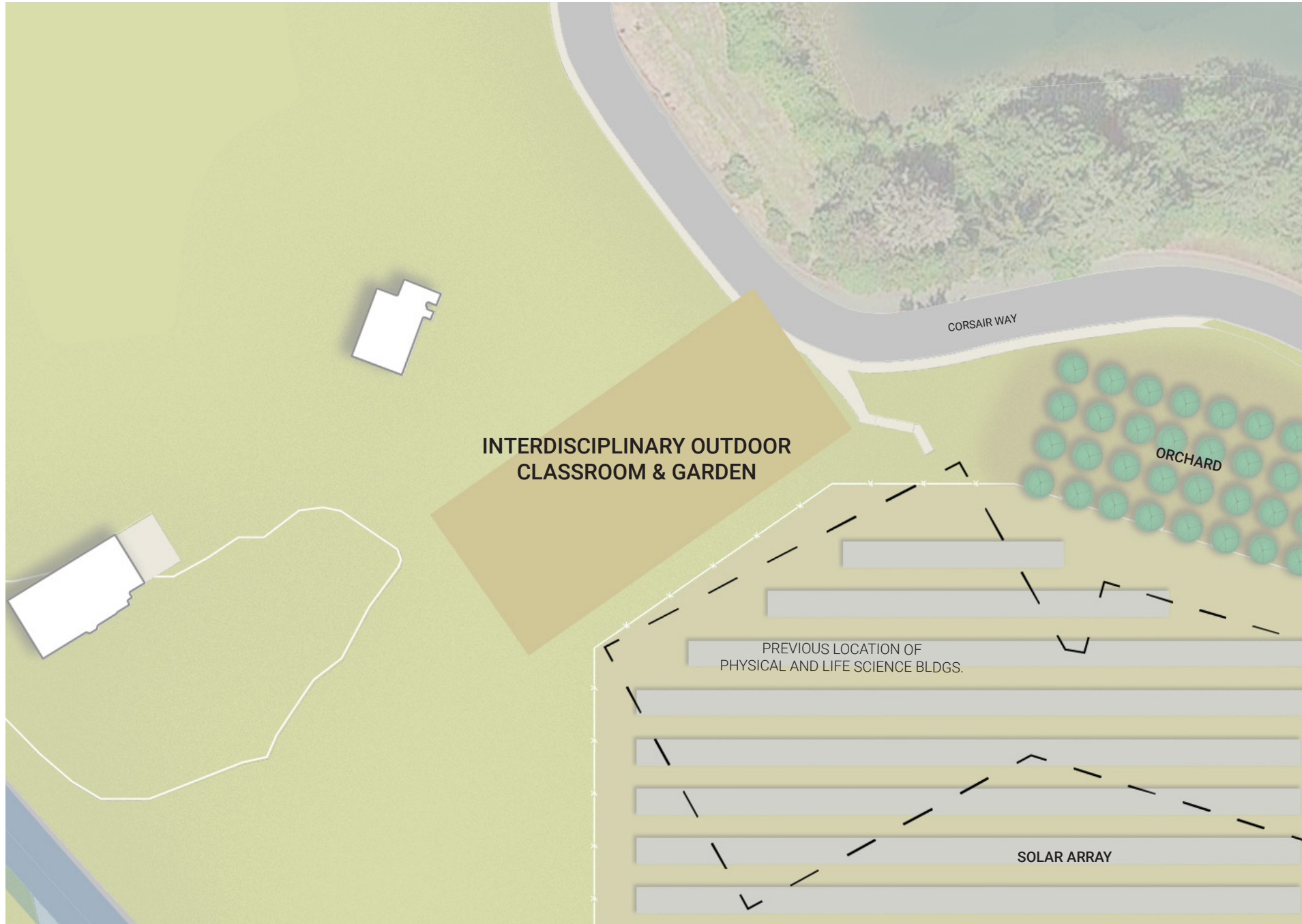
Building Improvements

- Remove the old Creative Arts Building after occupants are relocated to the facility that is currently under construction.

Site Improvements

- Reuse parking and pathways for Administration of Justice training.
- Maintain the existing art installations at the site of the former Creative Arts building. College members enjoy walking out to the area. These are valuable features in the landscape.

Interdisciplinary Outdoor Classroom & Garden

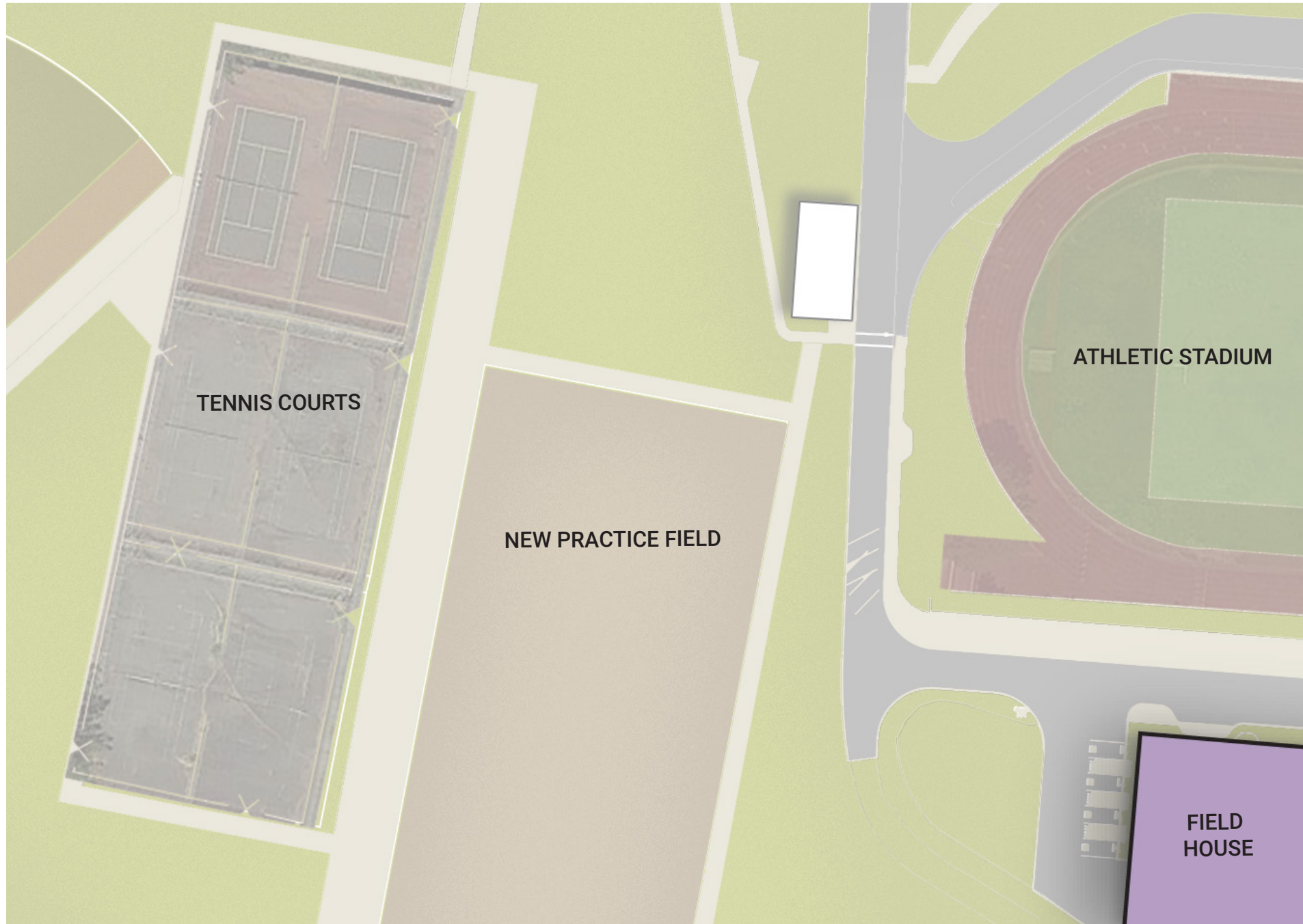


Create an interdisciplinary outdoor classroom and garden, and experiential learning space that would serve many different programs at CR, CalPoly Humboldt, and our K-12 partners. It would also be a stand-out destination that would bring our community as well as tourists to the CR Campus. It could also serve as a touch point for bringing place-based learning to our online courses and the rest of the CCC system through the CVC-OEI.

Site Improvements

- Develop a new interdisciplinary outdoor classroom area to support instruction that is open and covered to protect against weather. Adjacent to it can be a garden with plants that support instruction.

New Practice Field



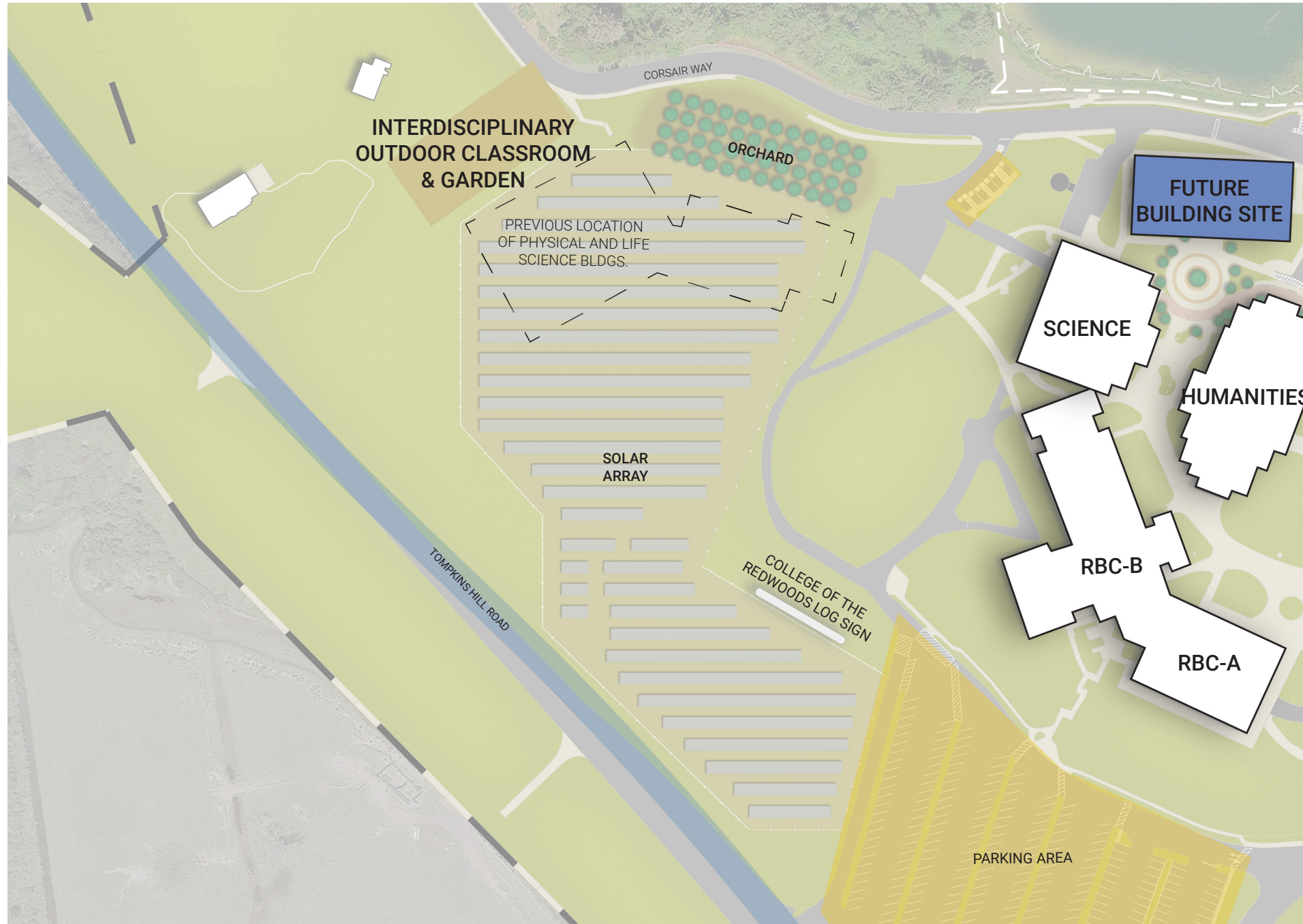
The existing Baseball and Softball fields have been determined to be among the very few seismically 'cleared sites' on the campus. These areas are needed to replace existing buildings located on seismically vulnerable sites. A new cluster of athletic fields and courts will be repositioned on the south side of campus.

The new Practice Field will provide an area for athletic practice. It will also serve to provide a safe separation between track events and the javelin and shotput events.

Site Improvements

- Remove a portion of existing Parking Lot E.
- Relocate the Baseball and Softball fields.
- Develop a new practice field.
- Update access to the Tennis courts from parking areas.
- Maintain the existing drainage ways on the southeast side of the campus.

Solar Array



The planned microgrid/solar panel system to generate electricity at the Eureka main campus is a key element of the College’s Sustainability Initiatives.

The landmark College of the Redwoods sign, carved from a huge log, is visible from Tompkins Hill Road. It is a campus icon, valued by College members and a prominent feature in the ‘face’ of the College seen by the community.

Building Improvements

- Demolish existing Physical Science Building and Life Science Building, which have been replaced and are currently vacant.

Site Improvements

- Install ground-mounted photovoltaic solar array.
- Position the solar array to maintain the visibility of the iconic “College of the Redwoods” sign from Tompkins Hill Road.

New East Parking Lot



As instructional functions shift eastward in the Buildable Zone, convenient parking capacities will need to follow. Areas outside of the 'cleared sites' will be available for site improvements such as parking.

Along with the new Central Quad and the new Primary Road from Redwood Avenue to Corsair Way, as well as the removal of Trustee Boulevard, this project will create more separation between roads and pedestrian areas.

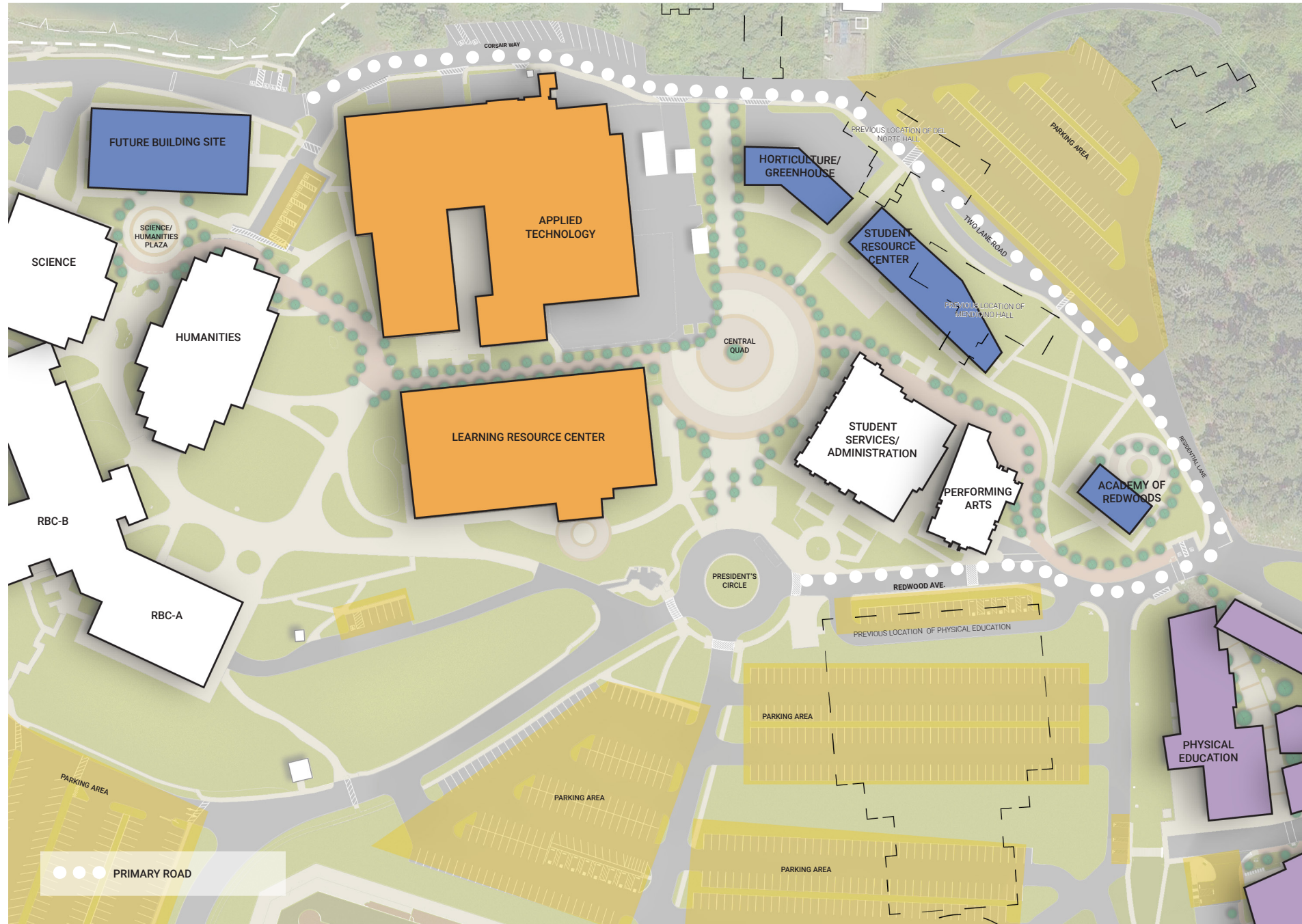
Building Improvements

- Remove the existing (old) Physical Education Building and Field House when replacement facilities are occupied.

Site Improvements

- Develop parking to serve destinations at the center and east side of the campus, replacing a portion of Lot E. Provide appropriate parking for ADA, students, faculty, staff, administrators, trustees and visitors.
- Modify the route from the main entrance along Redwoods Avenue, Presidents Circle and Athletics Avenue to serve new destinations and parking areas on the east side. Create a new north-south vehicular route from Presidents Circle to Stadium Way to access the East Parking Lot.
- Develop pedestrian pathways from parking to destinations.

Primary Road from Redwood Avenue to Corsair Way

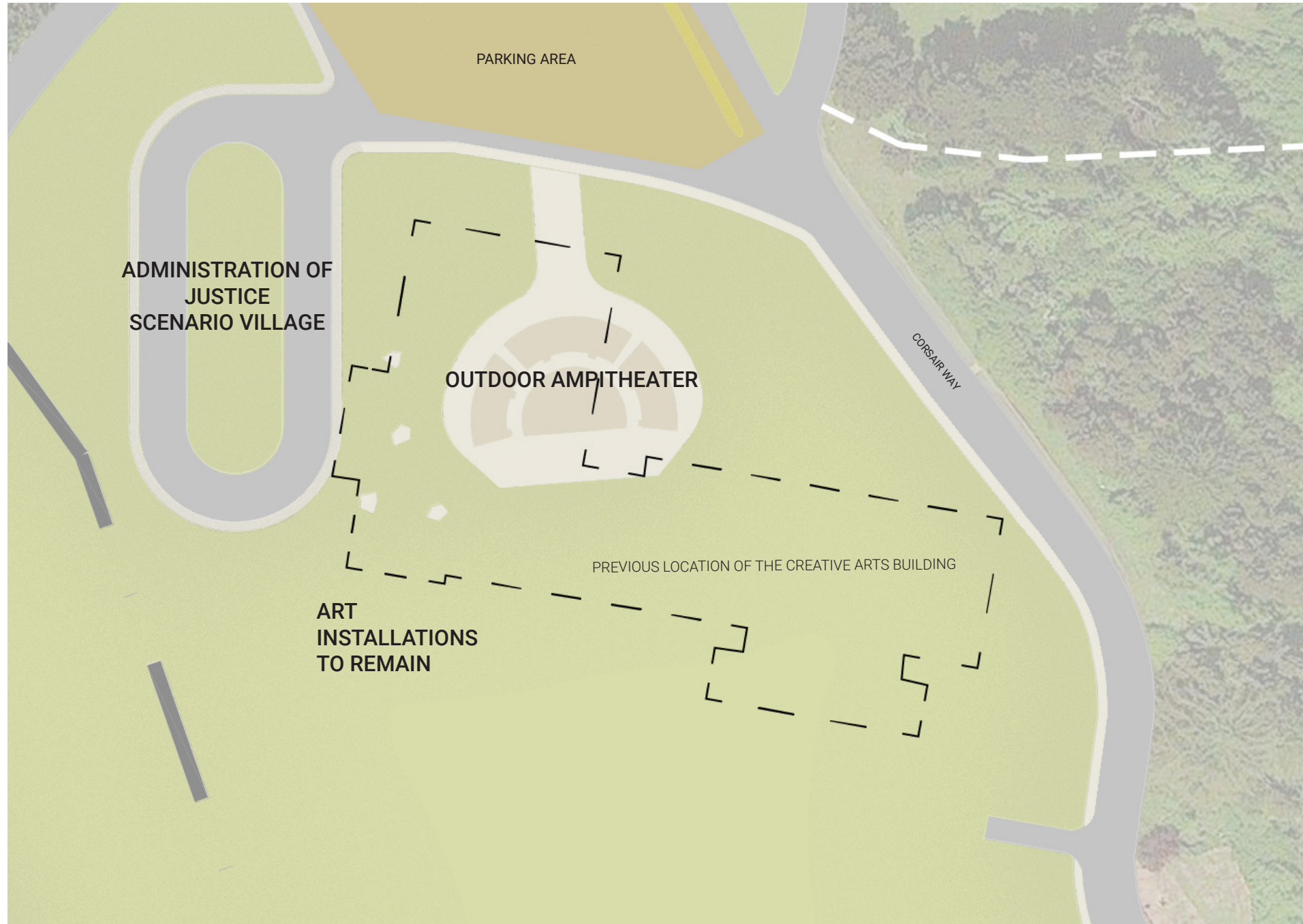


As the Campus Core develops, it will become a pedestrian-oriented environment. Trustee Boulevard will be reconstructed as part of the new Central Quad. A new primary road will create an east ring around the Campus Core. It will provide access to new parking areas and to the north side of the campus. Along with the new Central Quad and the East Parking Lot, this project will create more separation between roads and pedestrian areas/. The details of the realignment will be developed further when the project is designed.

Site Improvements

- Develop Redwood Avenue to be a primary route from the President's Circle to the east end of Corsair Way.
- Develop Residential Lane to create a through-road from Redwood Avenue/Residential Lane and the east end of Corsair Way.
- Provide a new parking area on the north side of the Campus Core.
- Provide handicapped-accessible parking at convenient locations for users to navigate from parking areas to the Campus Core.
- Develop a separate, safe pedestrian pathway on the Campus Core side of Corsair Way and the new Residential Lane between the Applied Technology Building and the new Academy of the Redwoods Building.
- Create landmark pedestrian crossings at roadways, and between parking areas and the Campus Core.
- Align the President's Circle and the bus stop to accommodate two busses, along with pick-up and drop-off by other vehicles, to keep traffic and pedestrians moving safely and efficiently.

Outdoor Amphitheater



Many campus members embrace the idea of an outdoor venue for campus events in the beauty of the Eureka campus.

Parking Lot B, pathways, Art installations and the panoramic view near the (old) Creative Arts Building will be available to support other activities. "It's a pretty walk out there with the scenery and the sculptures." This area is also near the Humboldt Botanical Gardens, which attracts many visitors.

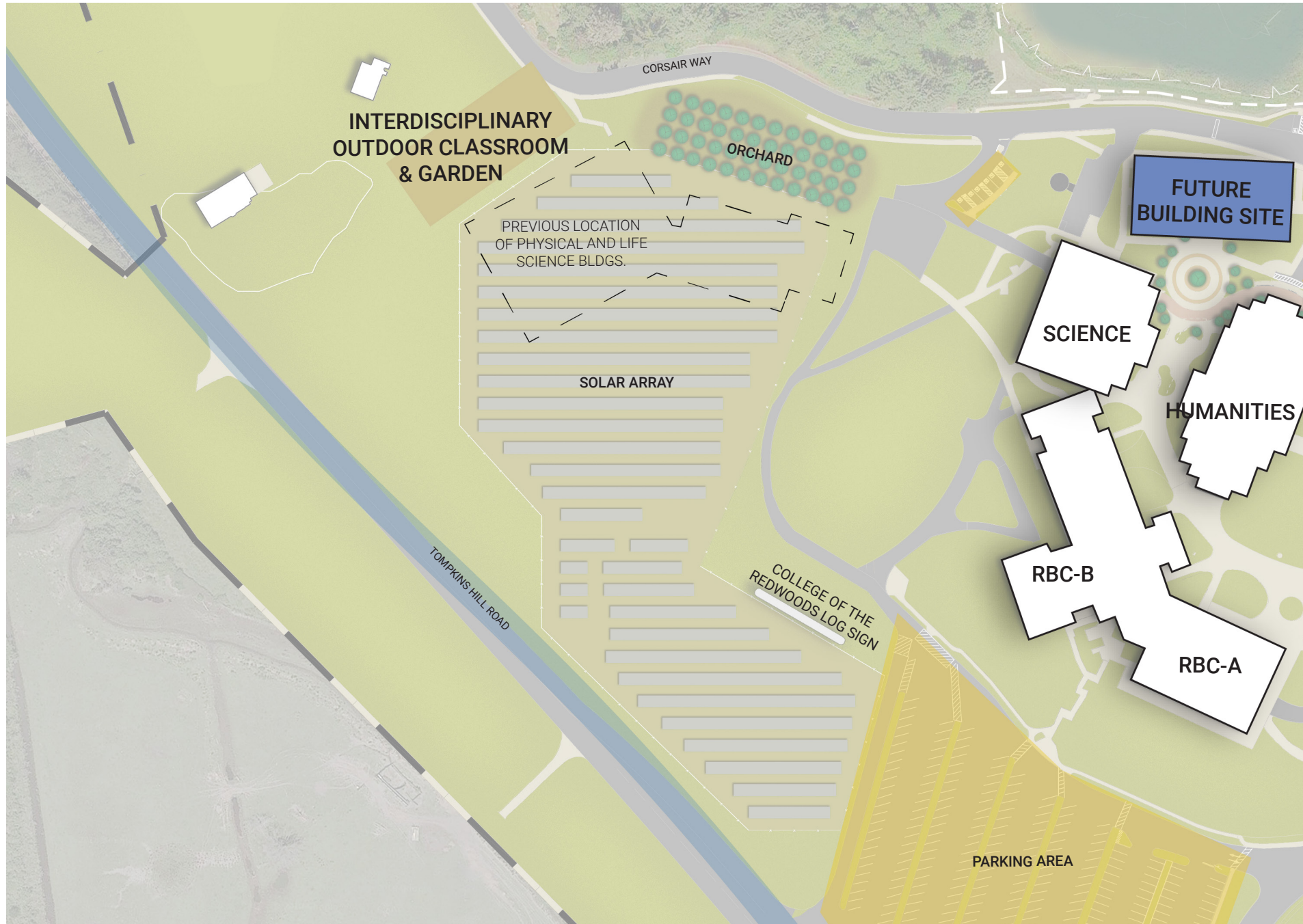
Building Improvements

- Remove the old Creative Arts Building after occupants are relocated to the facility that is currently under construction.

Site Improvements

- Develop an outdoor amphitheater, taking advantage of natural beauty, Art installations and scenic views. Existing parking will support this facility.
- Preserve and maintain access to enjoy the existing outdoor Art installations. This is an excellent feature for future walking trails on the southwest side of the campus.
- Provide convenient pedestrian links between the amphitheater, Art installations, parking areas and potential new walking trails.

New Orchard



Faculty members envision an on-campus orchard to support Science and Horticulture instruction.

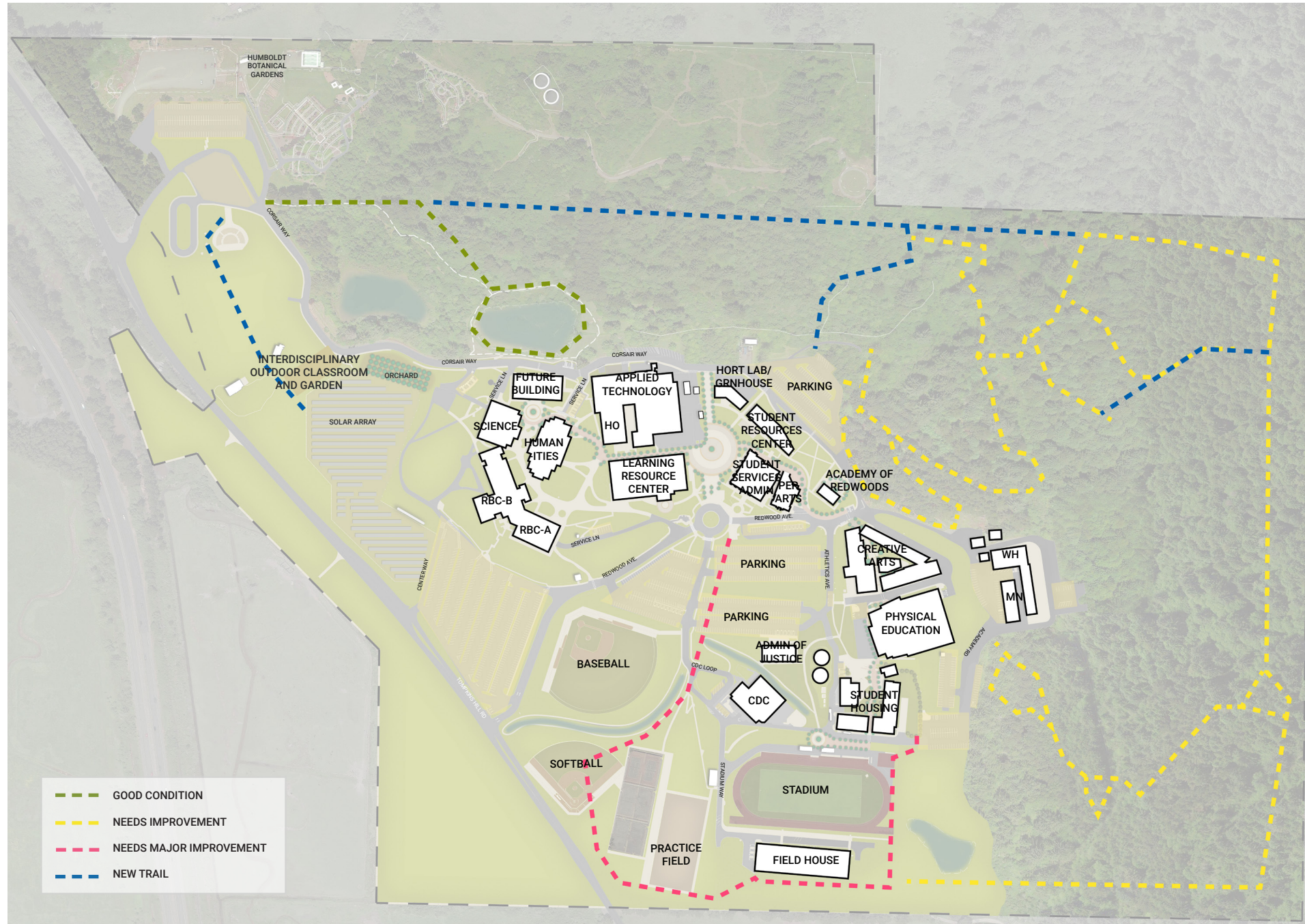
Building Improvements

- Remove the existing Physical Science Building and Life Science Building, which have already been replaced.

Site Improvements

- Maintain parking and pedestrian pathways to serve the new Orchard. Remove unneeded parking and pathways.
- Develop the new Orchard on the site.
- Develop a new Interdisciplinary Outdoor Classroom and Garden

Outdoor Learning Area with Trails



2023 Facilities Master Plan – Natural Resources by CR Outdoor Campus Collaborative

Almost every member of CR Eureka mentions their pride in the natural beauty of the campus, and their wish to see and walk and explore its forests, ponds and meadows. It is essential to CR Campus Life for learning, health, recreation, and relaxation. Many students express that the natural environment of the Humboldt Coast is integral to their lifestyle & academic interests. The Natural Area of the campus is a crucial resource for education and well-being.

The CR Outdoor Campus Collaborative, a group of CR Eureka students, faculty and professional staff, has prepared the 2023 Facilities Master Plan for Natural Resources. It is incorporated with the 2023-2033 Facilities Master Plan.

Site Improvements

- Rehabilitate, improve and expand campus trails network for usability and safe access.
- Rehabilitate and improve areas around ponds for usability and safe access.
- See Facilities Master Plan – Natural Resources.

4 Learning Environment

CR Del Norte Campus Voices



Listening to Students



“Our forest is great for instruction but the trail isn’t maintained.”

“We are a College community. Our campus lacks”

“We don’t have a place for employee collegiality.”

“We have too many places that don’t work”

“Our campus is very pretty. We need better outside”

“High school students need a strong pathway”

“Our spaces for Student Life could be better.”

“The Library has been ‘under construction’ for two years. Really?”

Vision for the Future at CR Del Norte

Contributors were asked, *“How well does the Del Norte Campus work for you?”*

Biggest Student Concern: “Our campus lacks cohesion. It doesn’t promote our collegiate community.”

Del Norte has a warm collegial culture. Certain physical features are pleasant, but they don’t work together. The Library, Art Building are underutilized. The Student Center and Faculty Office relocatables are in a parking lot behind the Main Building.

“Our outdoor areas are an underutilized for learning and Campus Life.”

The lawn by the Science Building is a nice place to be, but it is not anchored by the buildings. The Main Building courtyard is pleasant but there’s no seating. Science lab students use an undeveloped area behind the Art Building for experiments because the forest trails are not maintained. “The area outside the Art Building is pretty, but there’s nothing out there.”

Our partnership spaces are important to the identity of the campus.

CR partners with the Food Forest, the Teen Clinic and Del Norte High School are successful learning and community resources.

Campus Positives

- The Library is the nicest place on our campus.
- Del Norte is especially pretty from April to October.
- LVN, Bridge to RN are the most popular programs.
- Adjacent to the high school, accessible to students.
- Student lounge with vending machines, food pantry.
- The garden/lawn is quiet, relaxing.
- Food Forest & Teen Clinic are important community resources that enhance CR Del Norte.

Student Voices

- We need nicer places to be outside.
- Everywhere at Del Norte is nice. I like it here.
- Library was ‘under construction’ for 2 years. REALLY??
- I like the Light Center.
- We hang out on the patio.
- The Nursing classrooms are good.
- It would be better to not get wet when we sit outside.
- The Student Lounge is locked.
- The cold and the rain make me happy.
- No privacy on WiFi.

What’s Not Working?

- Too many places don’t work for our needs.
- Existing campus lacks a sense of place.
- It’s a no-brainer that we need outdoor seating.
- Main Building courtyard is nice, but there’s no seating.
- Lack of indoor space for study and faculty collaboration.
- Photo booths in the Art building are unused.
- Faculty offices are isolated in the portable.
- Outdoor spaces are not protected from wet weather.
- 18 acres of beautiful forest; the trails aren’t maintained.

Vision for the Future

Our priority is to fix the stuff that doesn’t work.

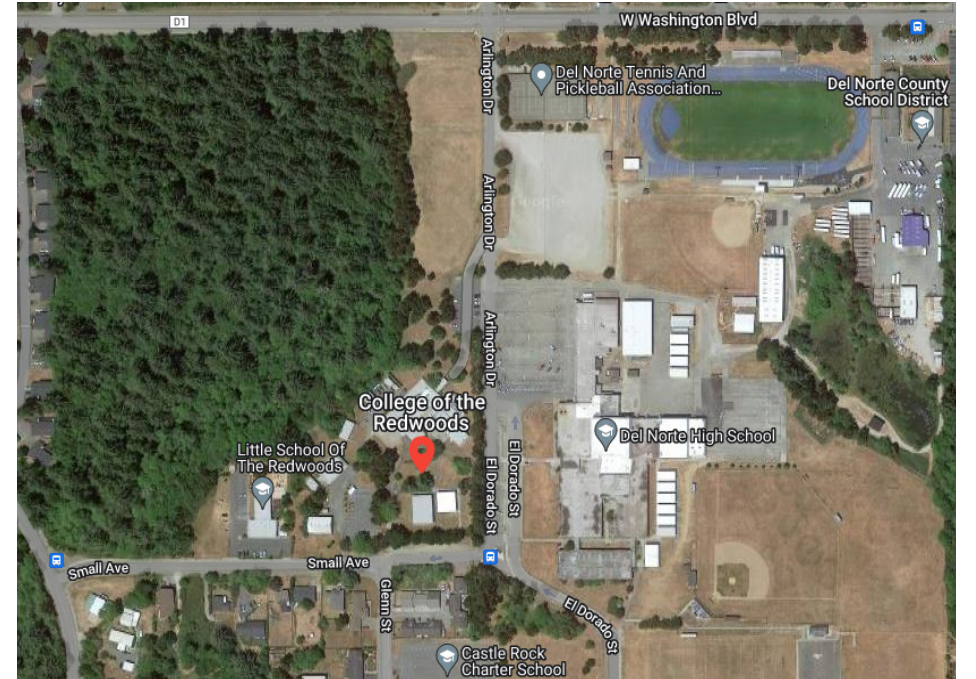
- More gathering spaces and quiet places.
- Transform the Library into a magnet for students to gather.
- Student Life space, dining room, quad for informal gathering & events.
- Pathway between CR and Del Norte High School.
- Locate faculty offices (+Pelican Bay) with classrooms.
- Employee lounge.
- Expand Telepresence connection to CR locations.
- Printing & mail room.
- Separate parking & people areas.
- Improve forest trails
- Replace outgrown trees.



CR Del Norte Existing Facilities

Local Context

CR Del Norte is located in town in a rural county. Large areas of the campus are the Food Forest and forest.



CR's Del Norte Educational Center is located 'in town' on the northwest side of Crescent City in rural Del Norte County. The campus was established at 883 W Washington Boulevard in 1981. The city is the county seat and its largest population center. Del Norte High School across the street and parking lot. Other nearby uses include Del Norte Community School, Castle Rock Charter School and Little School of the Redwoods. Like its sister locations in the District, the Del Norte campus experiences challenges of internet access and rural distances.

The 18-acre Del Norte Campus is comprised of a developed area of buildings and parking, the Food Forest community garden, and a very large forested area. The Main Building, Art Building and Science Labs are permanent facilities. All other buildings are portables.

Existing Campus



CR Del Norte campus is right across the street from Del Norte High School. The College partners with community organizations to offer the Food Forest and Teen Clinic (in Computer Center)

Permanent and Relocatable Buildings



Permanent Facilities

- DM - Main Building, 1983
- DA - Art Building, 1983
- SL - Science Lab, 2016
- DG - Garage
- Utility Building/Boiler, 1983

Relocatables

- DN - Health Services, 2002
- DC - Computer Center, 1999
- DE - Instructor Building, 1999
- DR - Disability Resource Center, 2003
- DS - Student Center, 1992
- B - Boiler

35% of the space at the Del Norte Campus is comprised of relocatable buildings.

Existing Facilities Assessment



- DM Main Building - Constructed in 1983, seismically retrofit in 2006. The roofing system is failing due to issues with the rooftop ductwork. Layouts and building systems in the Labs are outdated. CR is considering ways to reprogram space in the Library.
- DR Disability Resource Center addition is a modular facility near the end of its service life. It has recurring building envelope issues.
- DS Science Building - The new Science building is dedicated to Biology instruction.
- Modular Buildings - All modulares are in very poor condition, including DN Health Services Building, DC Computer Center, DS Student Center and DE Instructor Buildings.
- DC Computer Center – A portion of the facility is occupied by the Teen Clinic, a leased space. It is an important community resource.
- DN Health Services Building - Houses Nursing, LVN and Bridge to RN programs, the most popular programs on campus.
- DA Art Building - Houses a Student lounge with vending machines and food pantry; Photo lab spaces are unused. It is currently offline due to the pandemic.

The relocatables are in very poor condition. These facilities house instruction, student support and community partners.

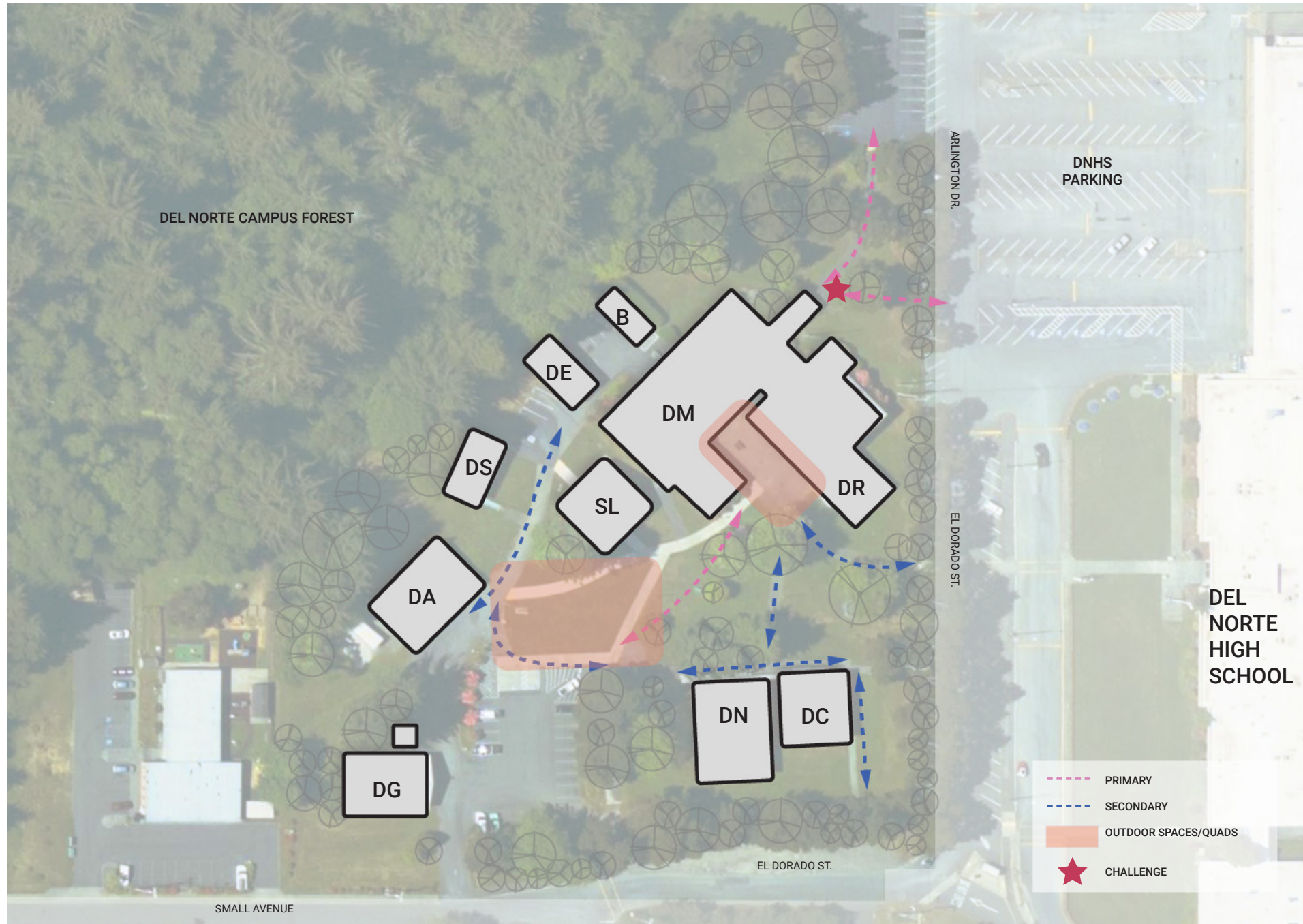
Existing Building/Site Zoning



- Student Center and Faculty Office relocatables are the parking lot in back of the Main Building.
- Student support services are dispersed on the campus.
- Eighteen acres of forest on the northwest side are underutilized and unsafe.
- There is a lack of spaces for students to hang out or hold campus events.
- There is no seating in the Main Building courtyard. There are no comfortable outdoor spaces for hanging out and gathering.
- There is no employee lounge.
- Outdoor spaces are not protected from the weather.

We're a friendly community and the campus is nice, but we're dispersed. We don't have a place that feels like the main hub of activity.

Existing Pedestrian Circulation



- The 'Front Door' is on the north side of the Main Building.
- There is no pathway on the northwest side. Pedestrians walk through the parking lot.
- The courtyard at the Main Building is very nice, but there is no seating. It is adjacent to the Library, "the nicest place on our campus."
- Outdoor spaces do not work to unify the buildings to create a cohesive flow.
- There is a quiet, pleasant garden near the Science Building. It is not oriented with the buildings to create a center of activity or circulation.
- There is a nice spot on the northwest side of the
- Parking, pedestrian pathways and service circulation are intermixed on the south side.
- There is no clear pathway from the high school to the College campus.

There are very pretty spots on our campus. Usable outdoor spaces are underdeveloped.

Existing Vehicular Circulation



- The main campus entrance is on Arlington Drive.
- Parking areas are on north and south sides; the surfaces are worn out.
- Parking, pedestrian pathways and service circulation are intermingled on the south side.
- On-street parking is available on El Dorado Street and Small Avenue.
- The campus is served by Redwood Coast Transit. There is a bus stop on West Washington Boulevard.

Parking, pedestrian circulation and service routes are intermingled on the south side.

Crescent City Food Forest at College of the Redwoods



The Taa-'at-dvn Chee-ne' Tetlhtvm' (Crescent City Food Forest) is operated by College of the Redwoods, Tolowa Dee-Ni' Nation, and the Del Norte Community Food Council. It was established in 2018. Many community members participate in tending the vegetables, fruits and herbs grown there.

CR Del Norte Forest



The Forest is a great resource for instruction

- The forest is the largest area of the campus.
- The forest has been used for outdoor instruction, usually near the northwest edge of the developed area (Art Building, Student Center, etc.)
- Trails are not maintained, so they are not safe.

Findings - CR Del Norte Existing Facilities

Main Building, Art Building are Outdated

- Main Building – Replace roof & HVAC
- Library – Reprogram for student gathering place
- Art Building – Reprogram for instruction, Campus Life

Campus Layout is Not Cohesive

- Relocatables are not organized with permanent buildings to create a cohesive campus.
- Student areas are intermingled with parking and campus operations.

Relocatables are Outdated

- The College community is not adequately supported with indoor/outdoor spaces for Campus Life.

Outdoor Areas are Underdeveloped

- Main Building patio is nice but unfurnished & unused.
- Garden by Science Labs is nice but underdeveloped.
- Art Building – Outdoor area behind the Art Building is nice but not developed.
- Forest trails are not maintained.
- Trees in parking areas and at the perimeter are outgrown.

Partnership Facilities are a Big Part of CR Del Norte

- Food Forest is successful, has potential for future growth.
- Teen Clinic is located in an outdated relocatable.
- There is no intuitive visual connection between Del Norte High School and the campus.





5 Big Picture



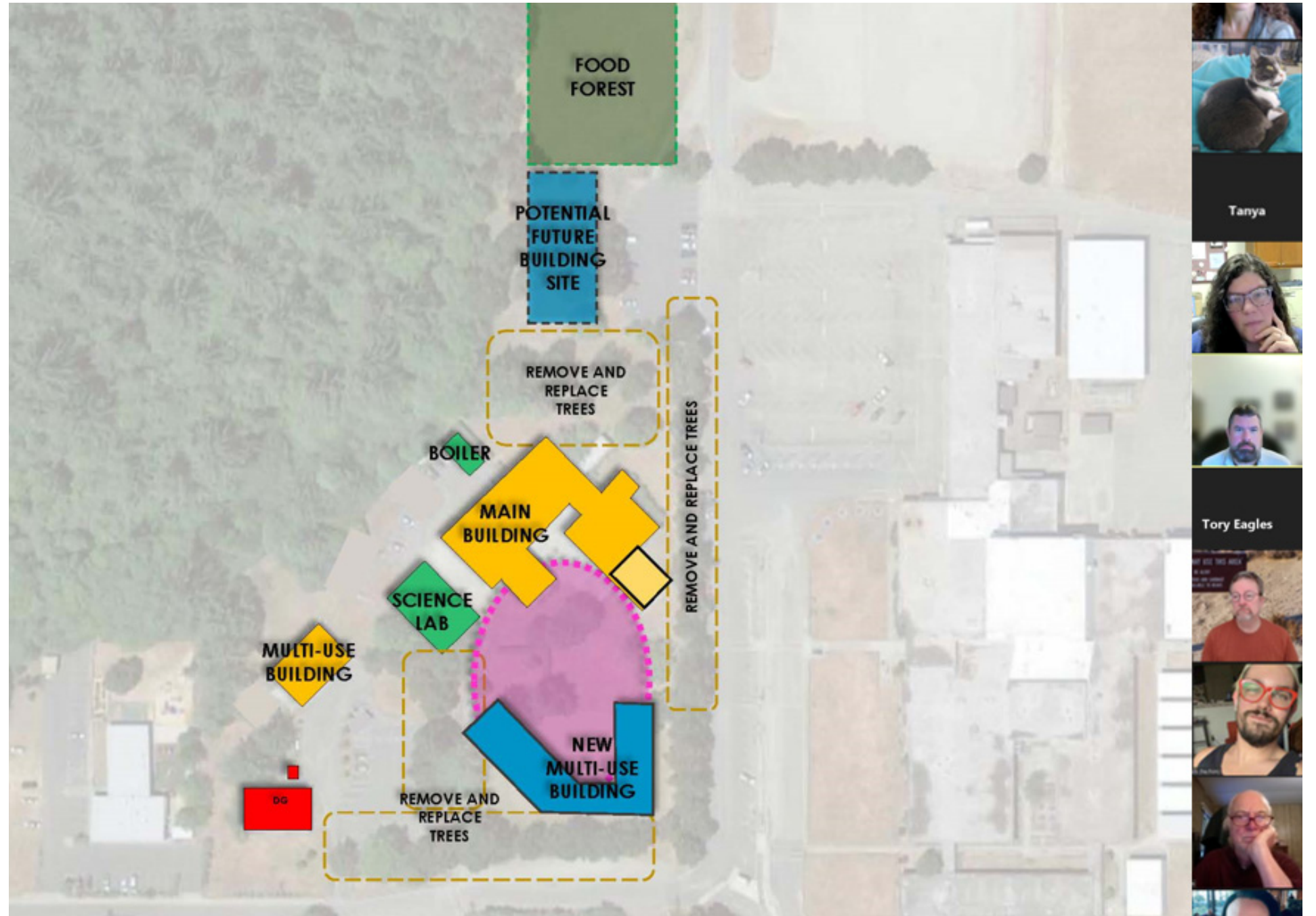
Developing the Big Picture

How should the future campus work to fulfill needs for learning and Campus Life?

In a series of workshops, the Contributors used the Learning Environment information to envision how the future campus should be organized.

The groups worked with interactive sketches to make mark ups and move pieces around to create a Big Picture framework for campus organization.

Contributors used the framework to develop a potential list of projects and tested locations.



Existing Campus



Permanent Buildings

DM	Main Building - Permanent
DA	Arts Building - Permanent
SL	Science Lab - Permanent

Relocatable Buildings

DN	Health Services - Relocatable
DG	Garage - Relocatable
DC	Computer Center - Relocatable
DE	Instructor Building - Relocatable
DR	Diability Resource Center
DS	Student Center - Relocatable
B	Boiler/Utility Building -

Our Vision for the Future at CR Del Norte

Our Vision for the Future

- Communal spaces for all College members
- Create a heart of campus activity
- Student Union that's full of life; replace rooms for student & club meetings
- Hands-on learning opportunities
- Maker lab for partnerships
- More & larger group study spaces
- Evening & weekend access to study space
- Places for teleconference participation
- Spaces for faculty-student collaboration near offices
- Places for faculty-staff interaction in instructional buildings; replace Faculty Resource Center and employee dining room
- Protect outdoor places from the weather
- Activate natural areas for instruction and recreation
- Expand student housing
- Get rid of abandoned buildings
- Meet LEED standards



Big Picture Concept

Contributors made a list of the elements of the Big Picture.

Modernize Permanent Facilities

- Main Building – Replace roof & HVAC
- Library – Reprogram for student gathering place
- Art Building – Reprogram for instruction, Campus Life
- Replace relocatable with permanent space

Organize Campus Layout to Support Campus Life

- Create a central indoor/outdoor gathering place
- Orient replaced permanent facilities to the central gathering space
- Relocate parking and service routes to the perimeter, away from Student areas

Activate Outdoor Areas

- Comfortable outdoor areas with seating & weather protection
- Developing existing garden into a central quad
- Develop Main Building patio for comfortable use
- Indoor/outdoor space for dining and informal gathering at the Art Building
- Improve forest trails
- Remove and replace outgrown trees

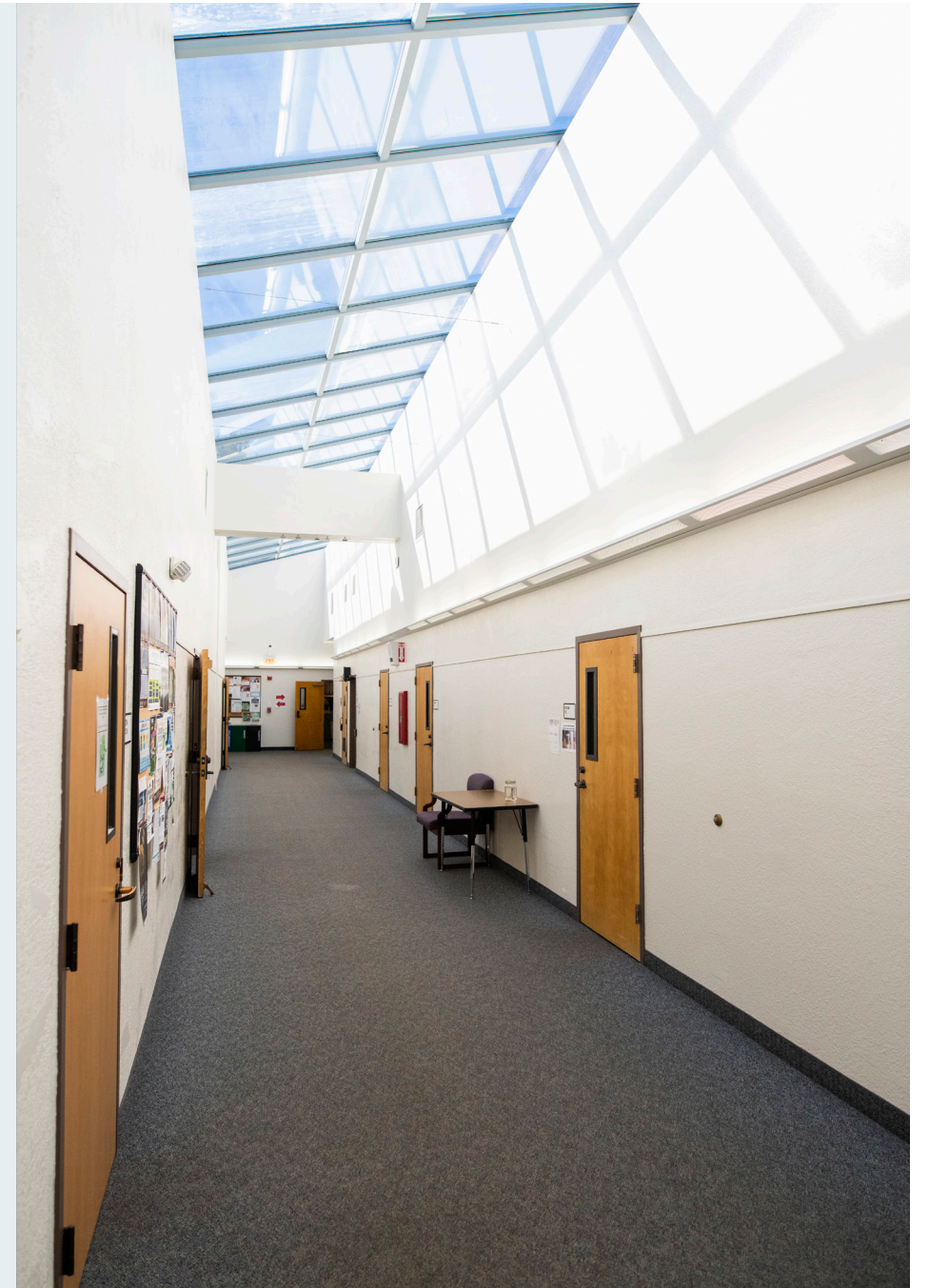
Welcome Community Partners

- Plan to support the continued success of the Food Forest.
- Provide permanent facilities for the Teen Clinic.
- Create a landmark to attract and direct Del Norte High School students to the campus.

Development Guidelines

Develop guidelines for facilities development to meet needs for future learning and Campus Life. Qualities of Right Size / Good Space are:

- Right Size – Optimize Space Inventory
- Agile – Flexible for modern learning
- Nimble – For innovative learning
- Congregate – Attract & engage
- Accessible – 24/7 life & learning
- Teleconference Ready – Online participation



CR Del Norte Facility Needs

Validate the alignment of the Planning Goals with the Facilities Needs.

Created Nimble & Agile Learning Environment

- Main Building is nice, but roof, HVAC are not in good condition.
- Underutilized instructional space in Art Building.
- Relocatables are not in good condition, not organized for campus cohesion.
- Forest is a great learning area but trails are not maintained.
- Crescent City Food Forest at CR is an successful, opportunity for more learning links.
- Library is the nicest place on campus, but outdated.

Faculty & Staff

- Faculty Offices relocatable is isolated; locate near instructional areas & Main Building.
- Employee Lounge.
- More comfortable dining area.
- Usable outdoor space for gathering & events.

Active Student Life

- Student Center
- More comfortable food, dining, lounge.
- Outdoors areas are underdeveloped & not very comfortable, including Main Building patio, area behind Art Building, garden near Science Labs.

Enhance Open Space

- A central indoor/outdoor magnet to gather College members to engage in Campus Life.
- More comfortable outdoor places to enjoy natural beauty of the campus.
- access safe trails in the Forest.
- Separate pedestrian, vehicle & service areas.



CR Del Norte Facilities Needs, cont.

Technology Everywhere

- On-campus places to participate in online activities.
- Technology infrastructure for 24/7 Campus Life for learning, studying, and activities.

Embrace Diversity, Equity & Inclusion

- No Student Center.
- More comfortable places for group study, informal gathering, collaboration & events.
- No main Central indoor/outdoor gathering space for College members to engage in Campus Life.
- Food, dining, lounge are underdeveloped.

Community Access to Campus

- Support continued success of the Taa'-at-dvn Chee-ne' Tetlhtvm' (Crescent City Food Forest at College of the Redwoods).
- No landmark to attract, direct Del Norte High School students across the parking lot to the campus.
- Teen Clinic is located in an outdated relocatable.
- Forest trails are not maintained.

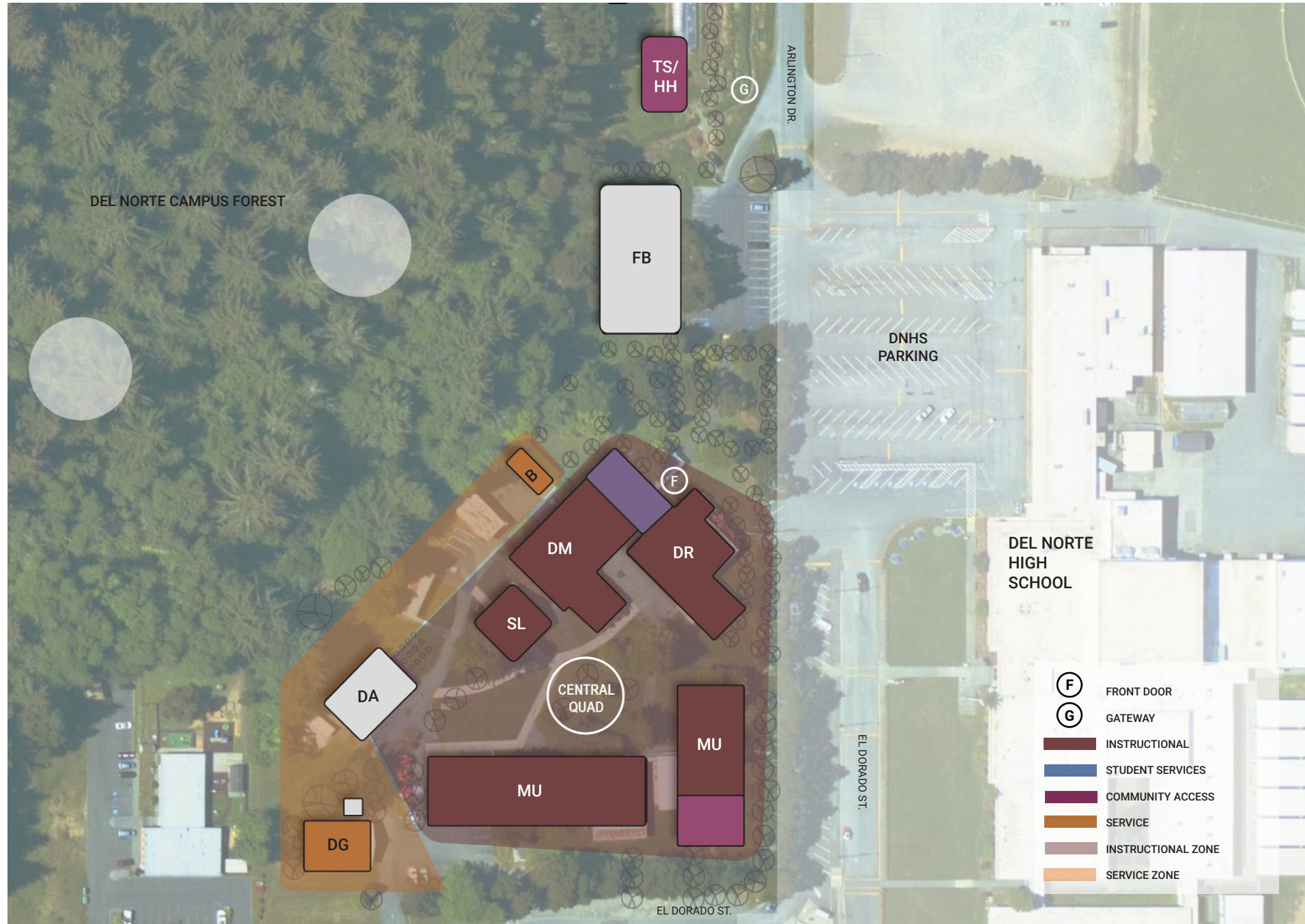
Environmental Sustainability

- Main Building HVAC, roof are not in good condition.
- Support continued success of the Taa'-at-dvn Chee-ne' Tetlhtvm' (Crescent City Food Forest at College of the Redwoods).
- Relocatables are near the end of their useful lives.

Partnership Opportunities

- Support continued success of the Taa'-at-dvn Chee-ne' Tetlhtvm' (Crescent City Food Forest at College of the Redwoods).
- No landmark to attract, direct Del Norte High School students across the parking lot to the campus.
- Teen Clinic is located in an outdated relocatable.

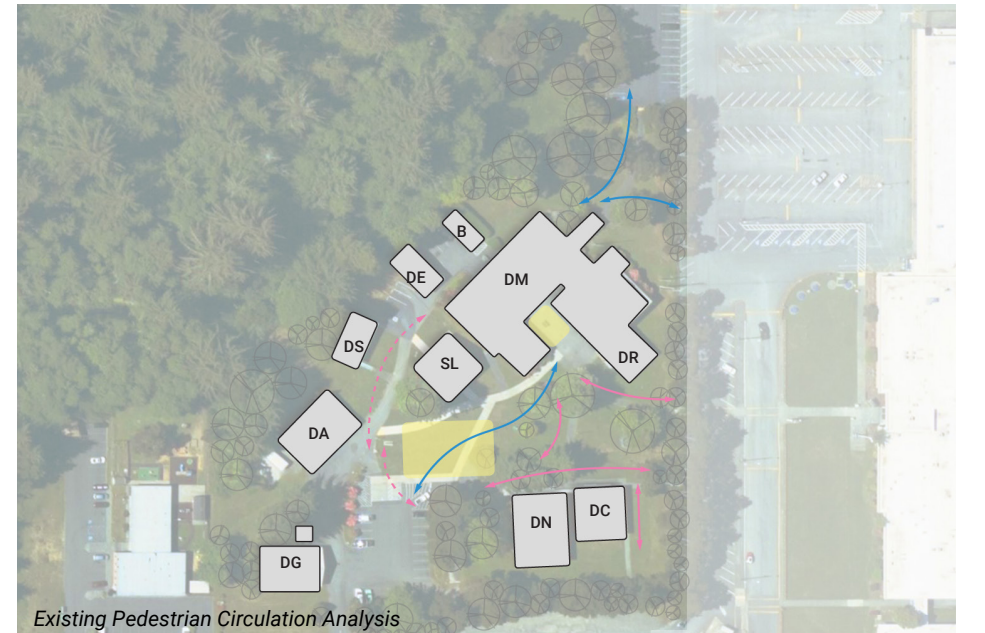
Campus Organization



Orient all the buildings around a Central Quad. Separate areas for students, parking, service and Food Forest.

- Gateway – Main vehicular entrance from El Dorado Street to the CR Del Norte Campus. Directs users to the Front Door and the Food Forest.
- Front Door – Welcoming ‘starting point’ for new students and visitors at first contact services. Orients users to all other areas of the campus.
- Main Building – Center of student services, administration, general instruction and Library, an attractive place for all campus users.
- Central Quad – Main outdoor gathering place for Campus Life. Provides a focal point; all other facilities are oriented toward the Central Quad. Serves as a magnet to bring people together for hanging out, collaboration, events.
- Reprogrammed Art Building – New center of Student Life with a student lounge, indoor/outdoor dining, instruction.
- Instructional Buildings – Permanent instructional buildings are oriented around the Central Quad.
- Campus Operations – Maintenance and operations facilities and access routes are separate from instructional and Campus Life areas.
- Parking – On-campus parking is separate from instructional from instructional and Campus Life areas.
- Food Forest – Identify the Food Forest with a visual landmark.
- Forest – Activate the Forest as a valuable resource for learning.

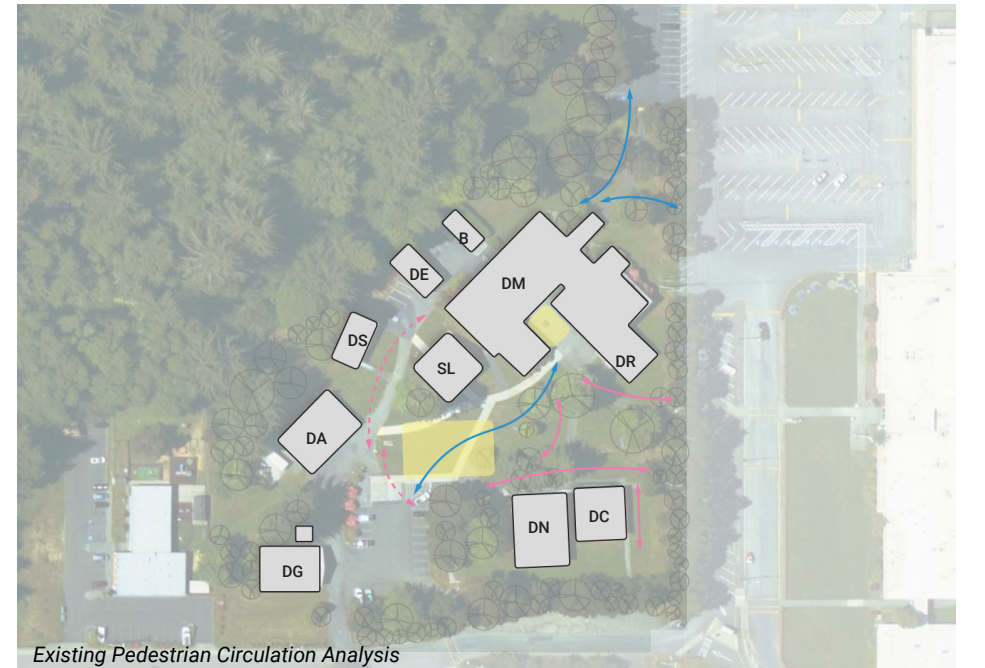
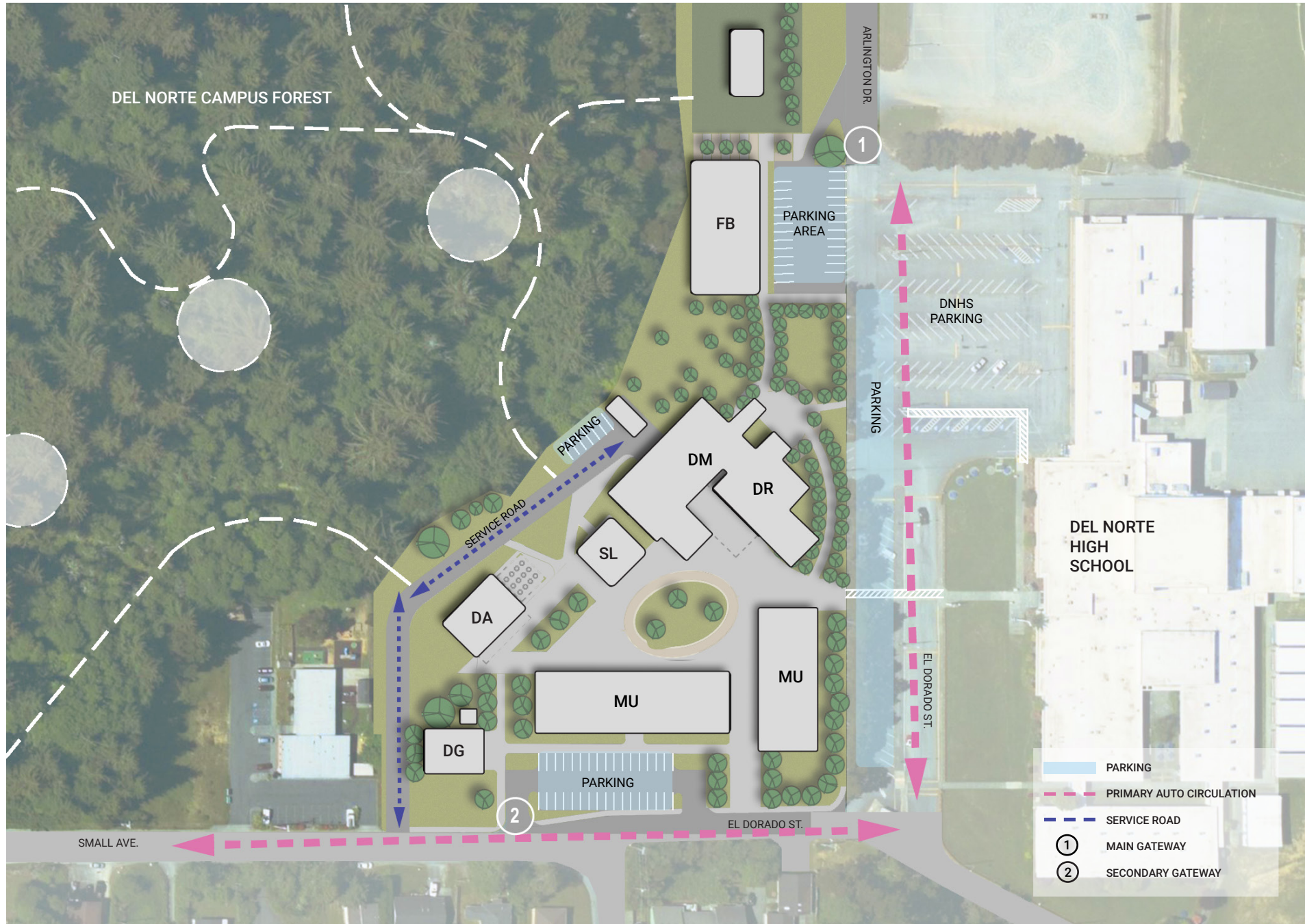
Pathways, Quads & Plazas



Create a Central Quad to gather the campus community together. Develop a major pathway around the Central Quad to orient users to all the buildings.

- Primary Path – Leads users to the Front Door, and through the Main Building to the Central Quad.
- Front Door – Welcomes students & visitors to First Contact Student Services.
- Pedestrian Link to Del Norte High School – A landmark ‘Yellow Brick Road’ that attracts students from the high school to the campus.
- Secondary Path – Provides secondary access to the campus and to the service area of the campus
- Central Quad – Magnet place to gather and engage campus users. The main pedestrian route that orients users to all the buildings.
- Plazas – Usable space at buildings for indoor/outdoor learning and Campus Life.
- Forest – Improve access and trails to enhance the usability of the Forest for learning and Campus Life.

Roads & Parking



Existing Pedestrian Circulation Analysis

Create a Central Quad to gather the campus community together. Develop a major pathway around the Central Quad to orient users to all the buildings.

- Public Road - The campus is accessed from El Dorado Street and Small Avenue.
- Main Gateway – The main campus entrance from El Dorado Street.
- Secondary Gateway – An additional campus entrance on the south side, from Small Avenue.
- Primary Route – The main vehicle route from the gateway to Front Door parking.
- Service Road – Service vehicles and parking are separated from student areas and campus user parking.
- On-Campus Parking – On-campus parking is separate from campus buildings.
- Off-Campus Parking – Off-campus parking is available on surrounding streets. DNHS parking lot is available to high school student who visit the campus.

Facilities Planning Program



Workshop Contributors developed a programming list of potential projects. They used it with an interactive map to test options for the site layout.

Building Program

1. Reprogram permanent facilities

- Main Building HVAC Replacement (15,400 SF)
- Reprogram Library (ongoing)
- Remove & replace Disability Resource Center (addition on Main Building)
- Reprogram Art Building

2. Replace portables with permanent space

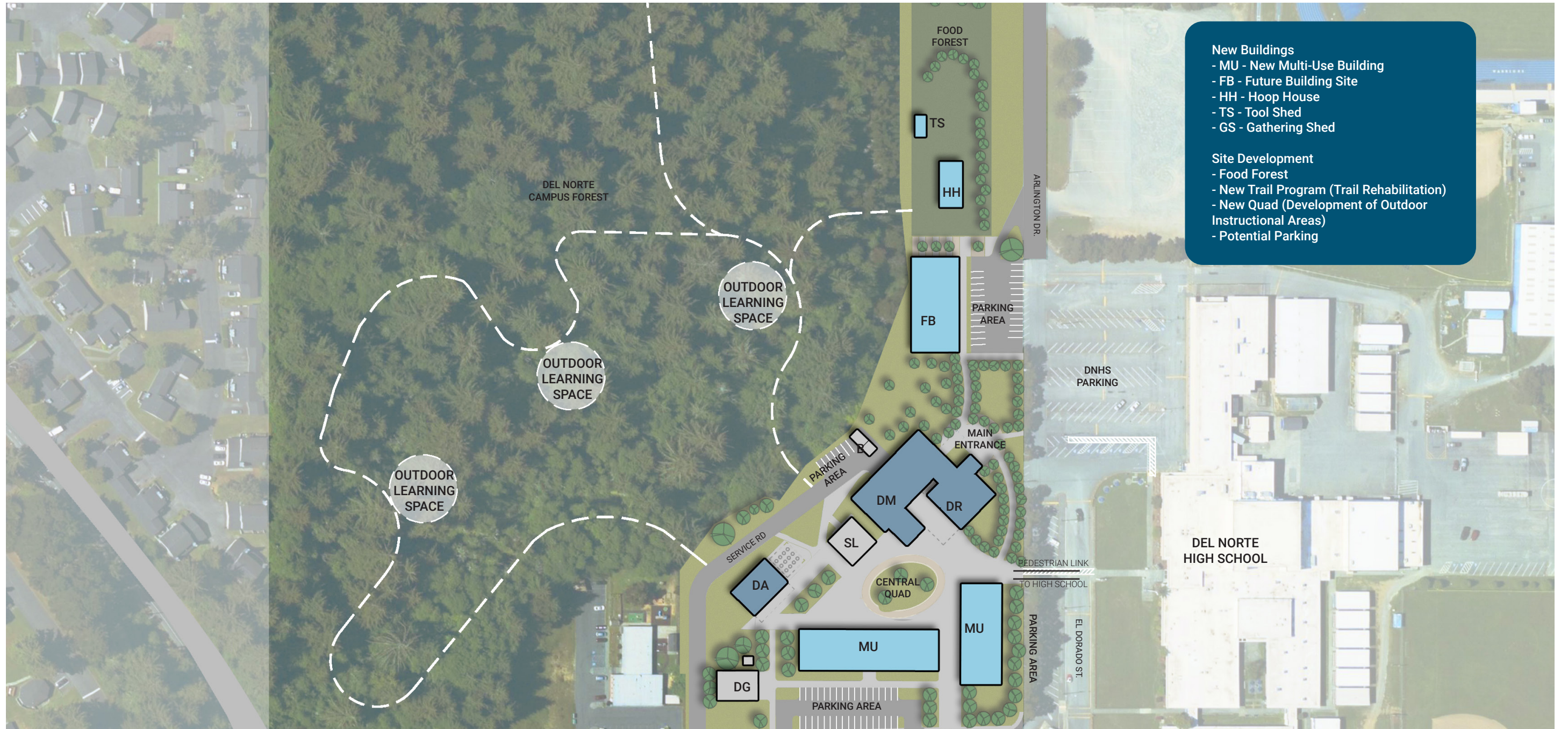
- Student Center 1,000 SF
- Art: 2,400 SF
- Faculty Offices
- Health Services
- Computer Center

Identify Future building Sites

Site Program

- Create 'campus heartbeat' with organization of buildings and open spaces
- Strengthen identity of main entrance/front door
- Improve outdoor space for comfortable hanging out, events
- Develop a welcoming pedestrian connection between the College and Del Norte High School
- Separate parking, service routes and pedestrian areas
- Replace overgrown trees
- Activate forest for instruction, recreation
- Support development of the Food Forest

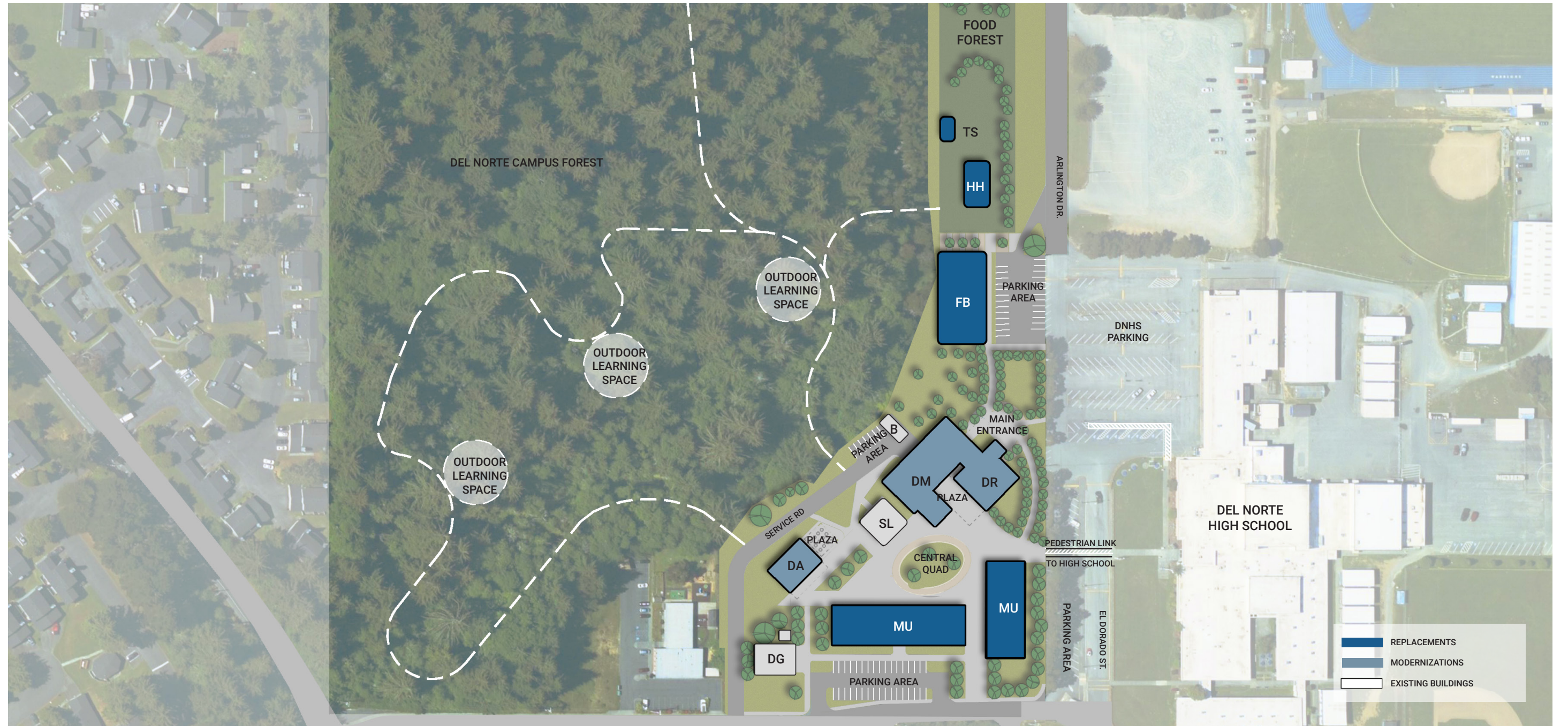
CR Del Norte Preferred Option



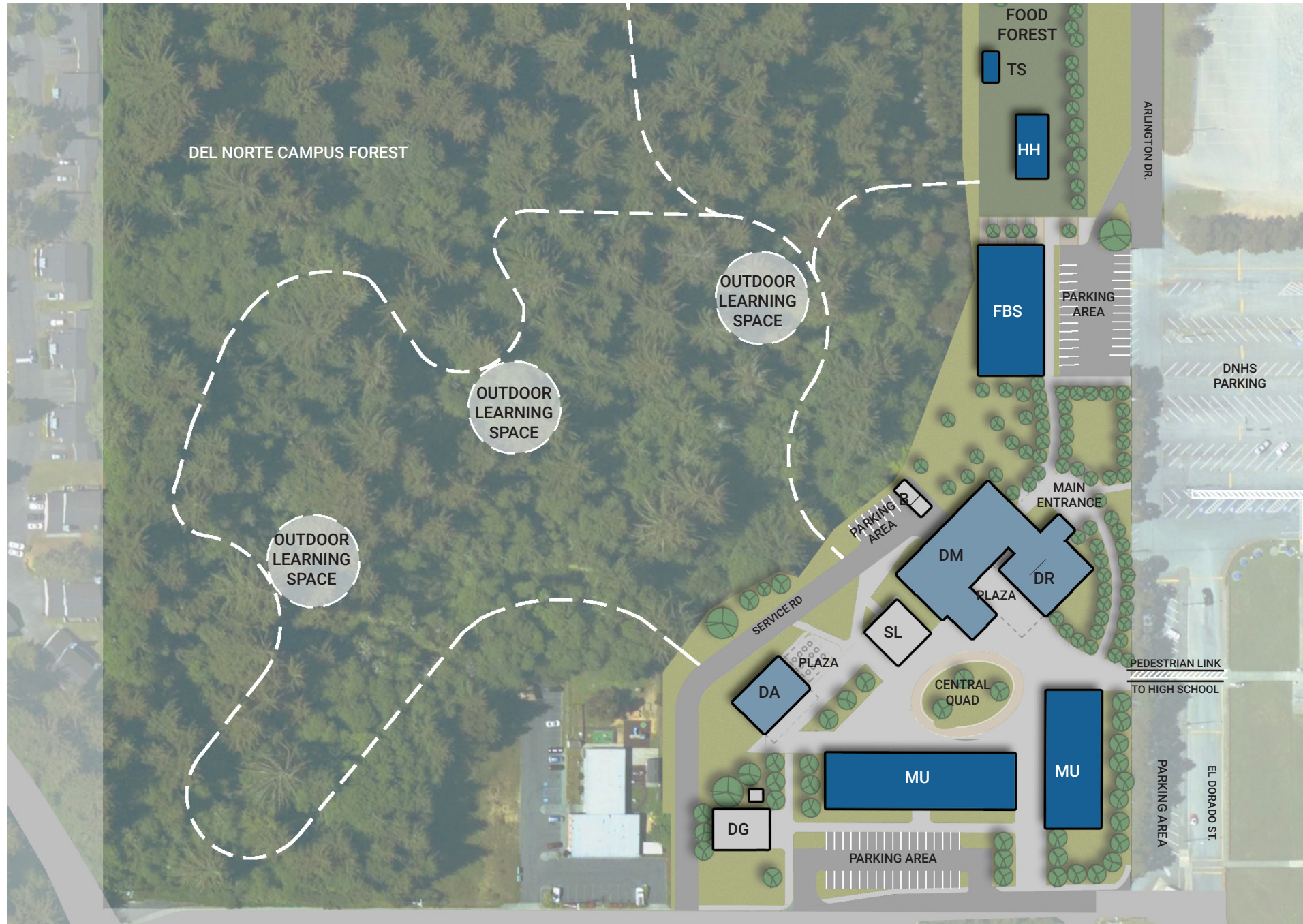
6 Recommendations



2023-2033 CR Del Norte Facilities Master Plan



CR Del Norte Key FMP Recommendations



Complete the Educational Center

The CR Del Norte Facilities Master Plan by replacing relocatables with permanent facilities to support modern learning and Campus Life.

Modernize Existing Facilities

Improve existing permanent facilities to support modern learning and support activities, and to extend their useful life.

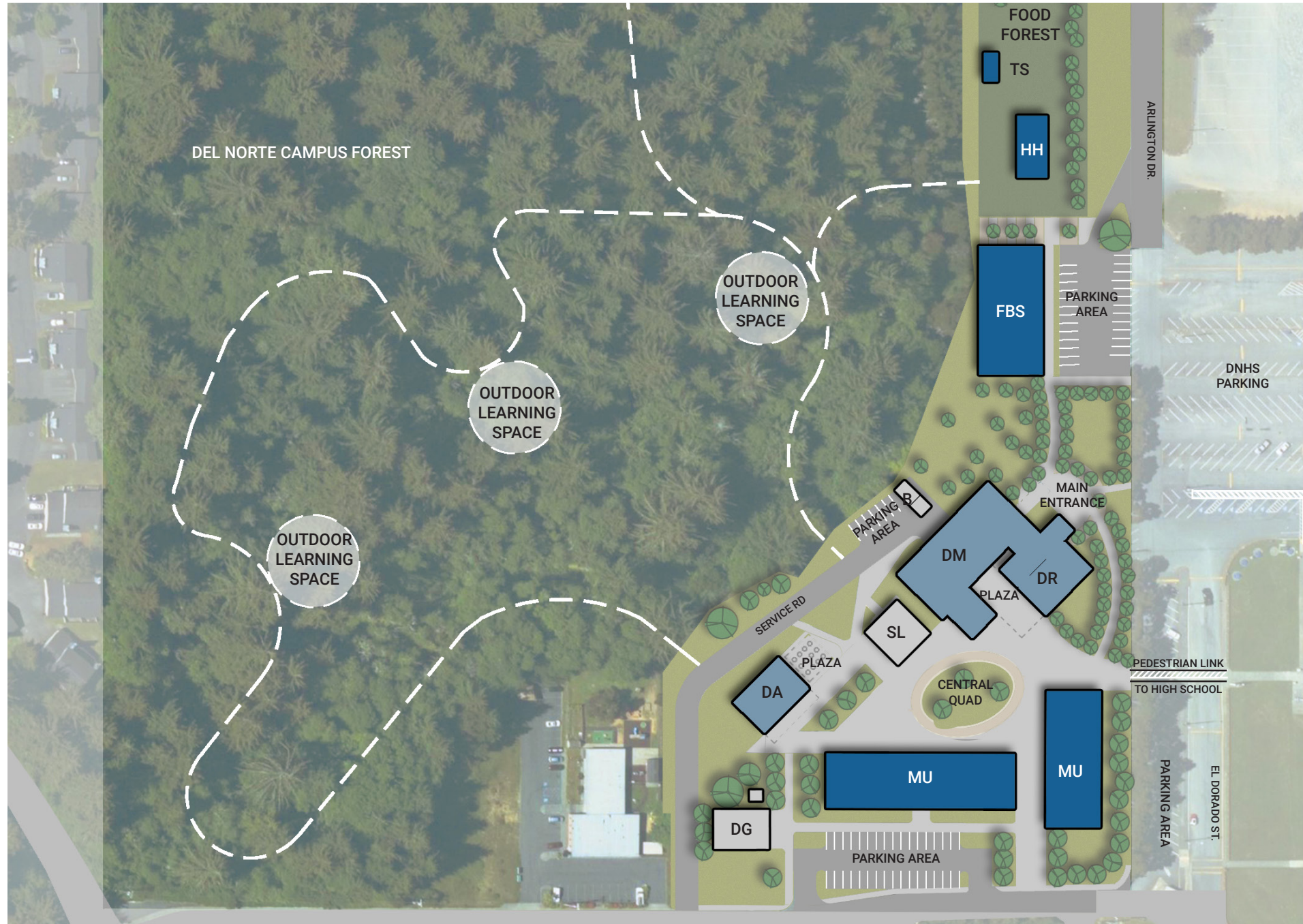
Create a Center of Campus Activity

Organize the campus around an indoor/outdoor center of activity to encourage people to gather and engage in Campus Life. Separate pedestrian and vehicle areas.

Enhance Opportunities for Partnerships

Enhance facilities for educational, industry and community partnerships.

CR Del Norte FMP Project List



Complete Educational Center

The CR Del Norte Facilities Master Plan completes the educational center campus by modernizing existing facilities, replacing portables with permanent facilities, and improving organization to support Campus Life.

Modernizations

- Main Building (DM)
- Art Building (DA)

Replacement Buildings

- Multi Use Building (MU)
- Future Building Site

Relocatable Buildings to be Removed

- DN Health Services
- C Computer Center
- E Instructor Building
- DR Disability Resource Center (addition)
- DS Student Center

Site Improvements

- Central Quad, Circulation Reorganization
- Pedestrian Connection to Del Norte High School
- New Outdoor Teaching and Learning Areas with Trails

Potential Food Forest Facilities

- Hoop House (HH)
- Tool Shed (TS)
- Gathering Space (GS)

Buildings to be Demolished



All the Buildings to be Demolished are planned to be replaced with a permanent Multi-Use Building.

- DN – Health Services (Portable)
- DC – Computer Center (Portable)
- DE – Instructor Building (Portable)
- DR – Disability Resource Center (Addition)
- DS – Student Center (Portable)

Development Guidelines

Optimize Use of Limited Cleared Sites

- Reprogram, reorganize, modernize, or replace to optimize the utilization of the College's existing facilities.
- Permanent facilities to replace portables.
- Activate the forest for learning and well-being.
- No facilities expansion.

Update Learning and Support Spaces

- Student gathering place in the Library.
- Faculty offices (+Pelican Bay) located with classrooms.
- Expand Telepresence connections to all CR locations.
- Places for individuals and groups to participate in teleconferences.
- Office support spaces, such as Printing & Mail Room.
- Quiet places for rest, study.

Create Engagement Magnets

- More group spaces that attract and gather people to engage in Campus Life.
- Lively collaborative space in the Main Building.
- Student Life space with indoor/outdoor dining.
- Employee lounge.
- Indoor/outdoor learning areas at buildings to support instruction and Campus Life.
- Comfortable seating, weather protection to encourage outdoor gathering.

Organize Circulation for Welcome and Access

- Pathway to attract high school students to CR Del Norte.
- Separate parking & people areas.
- Welcoming gateway to the Food Forest that connects it to the rest of the campus.

Right Size/Good Space Principles

Right Size

Appropriate size and number of rooms for optimal class size, number of users and equipment layout.

Agile

Flexible for modern instructional and service delivery, able to share with multiple users, activities, programs and services.

Nimble

Configured and equipped to support innovative learning and services.

Congregate

Magnets that attract people to gather, engage, collaborate.

Collaborative

Attract students, community partners and visitors to the Del Norte Campus.

Teleconference Ready

Configured and equipped to support participation in teleconference activities by individuals and groups.



Linking the CR Del Norte Facilities Master Plan to the Goals

Create Nimble & Agile Learning Environments	Encourage Active Student Life	Support Faculty and Staff	Enable Technology Everywhere	Enhance Open Spaces
<ul style="list-style-type: none"> • Repair/Improve roof and HVAC in the Main Building. • Reprogram the Library to create a place for students to gather. • Reprogram the Art Building for modern instruction and student support. • Replace portables with modern, permanent facilities. 	<ul style="list-style-type: none"> • Create an attractive environment for students to gather in the Main Building. • Create a more comfortable place for Student Life at the Art Building. • Develop the garden as a Central Quad to be a heart of campus gathering and activity. 	<ul style="list-style-type: none"> • Replace Faculty Office portable with permanent space near instructional areas. • Provide an employee lounge near Food Service in the Art Building. • Create more comfortable communal spaces at the Main Building courtyard, Art Building, Central Quad. 	<ul style="list-style-type: none"> • Upgrade existing spaces to AVTV rooms to support online learning. • Provide modern technology infrastructure for current and future needs. 	<ul style="list-style-type: none"> • Develop the existing garden into a central quad for people congregate and participate in events. • Develop an outdoor area at the Art Building for relaxing and learning. • Develop the forest for instruction and recreation. • Support the development of the Food Forest.

Linking the CR Del Norte Facilities Master Plan to the Goals, cont.

Facilitate Partnership Opportunities	Creating Spaces for Collegial Connection	Offer Community Access to Campus	Role Model Sustainability
<ul style="list-style-type: none"> Support the development of the Taa-'at-dvn Chee-ne' Tetlh-tvm' (Crescent City Food Forest at College of the Redwoods). Create an attractive and welcoming pathway from Del Norte High School. Provide facilities for the Open Door Teen Clinic in a permanent building. 	<ul style="list-style-type: none"> Encourage collegial interaction by providing more comfortable places for group study, informal gathering, collaboration & events. Reprogram the Library as a place for students to gather. Reprogram the Art Building with indoor/outdoor places for collegial interaction. 	<ul style="list-style-type: none"> Support the development of the Taa-'at-dvn Chee-ne' Tetlh-tvm' (Crescent City Food Forest at College of the Redwoods). Create an attractive and welcoming pathway from Del Norte High School. Provide facilities for the Open Door Teen Clinic in a permanent building. 	<ul style="list-style-type: none"> Modernize HVAC system at the Main Building to improve energy efficiency. Improve energy and resource efficiency by modernizing and replacing existing facilities. Support the development of the Taa-'at-dvn Chee-ne' Tetlh-tvm' (Crescent City Food Forest at College of the Redwoods). Develop replacement facilities to LEED standards for environment sustainability and energy efficiency. ((Leadership in Energy and Environmental Design, sponsored by U.S. Green Building Council.)

CR Del Norte FMP Projects



Main Building Modernization



Modernize the anchor building of the campus, containing Front Door, Student Services, Administration, Library, instructional space and offices. Campus members say that the Library is the nicest place on the campus.

Building Improvements

- New HVAC and roofing to extend the useful life of the facility.
- Modernize/ Reprogram Library (“the nicest place on campus”) to create a place for students to gather.
- Future - Replace Disability Resource Center modular addition in New Multi Use Building.

Site Improvements

- Activate the existing, pleasant courtyard with seating and weather protection to create a more usable space.
- Direct Del Norte High School students to follow the new pedestrian link toward the welcoming Front Door of CR Del Norte at the Main Building.

Art Building Modernization



Building Improvements

- Modernize and reprogram interior space to improve utilization. Create comfortable spaces for Student Life.
 - Student Center
 - Employee Lounge
 - Instruction
 - Food Service

Site Improvements

- Create an outdoor covered area for instruction and informal gathering, with views of the forest and new quad. This is a pretty spot at the edge of the forest.
- Provide covered pathways between buildings for weather protection.

Multi Use Replacement Building



This project will be an opportunity to house all campus functions in permanent facilities, and to organize them to best serve the future needs of the Del Norte campus community.

Replacement Facility

- Replace portables and DR addition with a permanent facility with the flexibility to adapt to future learning needs.
- Incorporate support spaces for Student Life and Work Life including hanging out, study and collaboration.
- Organize the new building with existing permanent facilities to create a central quad.
- Potential to construct in phases.

Site Improvements

- Develop outdoor area with weather protection for gathering and learning.

Remove Existing Facilities

- Health Sciences portable
- Computer Center portable
- Instructor Building portable
- Disability Resource Center modular addition
- Student Center portable

Central Quad, Circulation Reorganization



Site Improvements

- Develop the existing garden to create a comfortable 'heart of campus' quad at the center of campus circulation. Encourage College members to gather and hang out at a central spot, rather than scattered. Provide seating, shade, etc.
- Orient the quad to relate to and unify surrounding permanent facilities.
- Provide a covered area for weather protection.
- Consolidate student and visitor parking near the campus edge at Small Avenue, outside of the pedestrian circulation area.
- Develop a service route outside of pedestrian circulation area.
- Remove and replace outgrown trees with appropriate types.

Pedestrian Connection to Del Norte High School

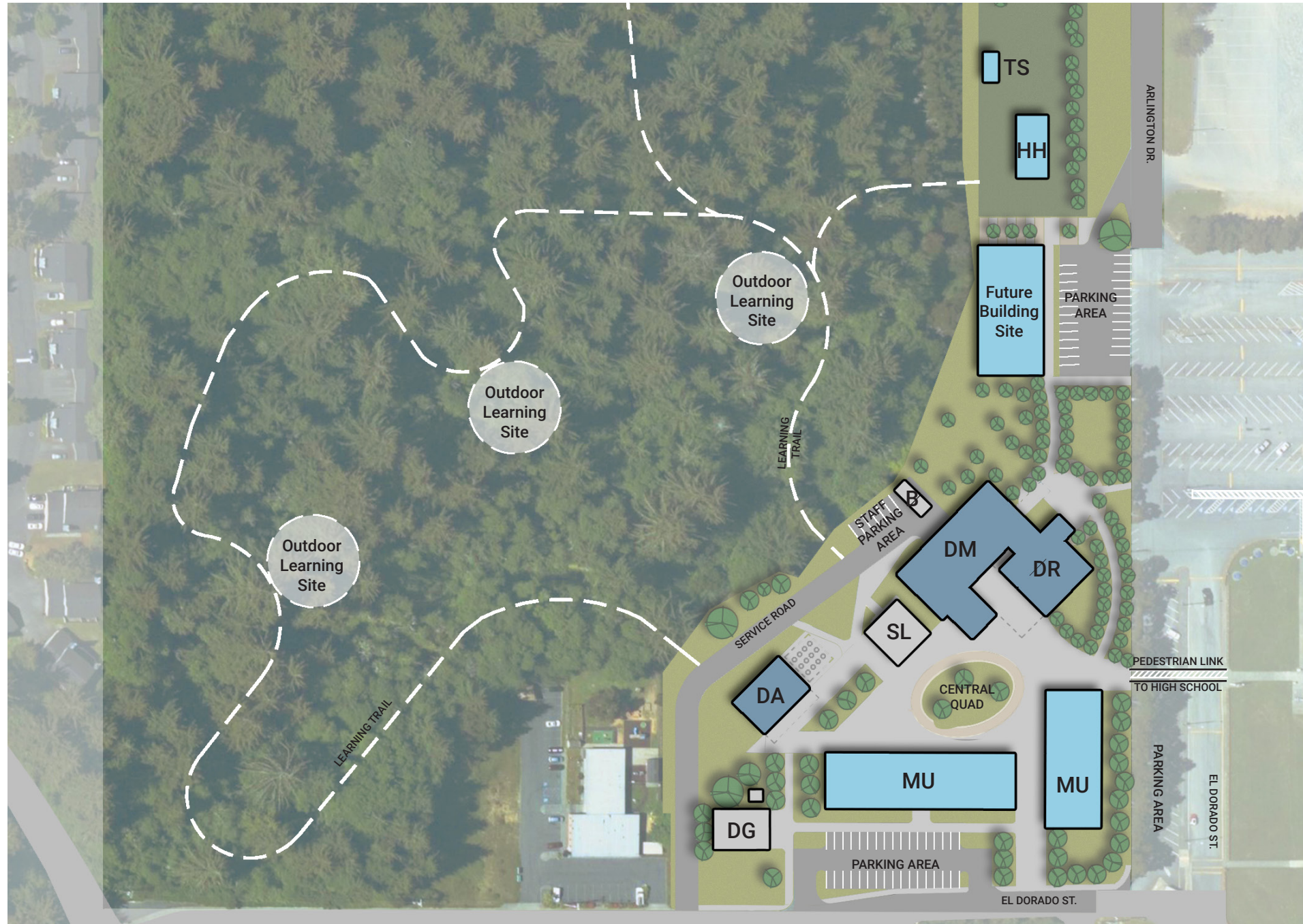


Attract students from Del Norte High School to visit and engage in learning at CR Del Norte.

Site Improvements

- Create a safe, landmark pedestrian pathway from the high school to the CR Del Norte campus.

New Outdoor Teaching and Learning Areas with Trails



The natural beauty of the forest is prized by the campus community. If the trails were maintained it could be a rich resource for instruction, recreation and wellness.

Site Improvements

- Modernize the trail system in the forest to support instruction.
- Provide access to the forest trail from the campus area and from the Food Forest.

Potential Food Forest Facilities



The Taa-'at-dvn Chee-ne' Tetlh-tvm' (Crescent City Food Forest) is operated by College of the Redwoods, Tolowa Dee-Ni' Nation, and the Del Norte Community Food Council.

As the Food Forest continues to grow and flourish, there is a potential to develop support facilities for learning and operations. These features will also increase the visibility of the program in the 'face' of the campus.

- Create Hoop House learning space (HH)
- New Tool Shed (TS)
- Create covered outdoor Gathering Space (GS)
- Upgrade food planting area

Future Building Site



Building Improvements

- Identify a building site for potential facilities expansion to support future enrollment growth.
- Orient a future building to reinforce the campus front door at the Main Building.
- Create an outdoor area for instruction and informal gathering.
- Provide covered pathways between buildings for weather protection.

Facilities Master Plan - Natural Resources

Story Map College of the Redwoods Outdoor Campus Collaborative





College of the Redwoods Outdoor Campus Collaborative

A vision for our campus natural resources that benefits the entire community.

Initiated by student Brittany Alvarez; expanded by Valerie Elder, Maria Morrow, and Karen Reiss
June 2, 2022

“Our students are not just runners. Not just identifying plants. Not just building trails. We are growing stewards fulfilling the College of the Redwoods mission for lifelong learning in our community.” - CR Coach Reed Elmore

OCC Vision

The College of the Redwoods campus provides an outdoor learning environment with inviting trails that model sustainable environmental practices and community collaboration. Outdoor spaces on campus are used by our students for learning across multiple disciplines, and by our local community who are invited to explore and learn from

our forested classroom.

OCC Mission

Students engage in the full process of achieving the Outdoor Campus Collaborative vision through place-based learning projects. College students and community partners have a dynamic relationship involving reciprocal service activities. This dynamic relationship expands the role of the college in the community and the community in the college.

OCC Benefits

- **Outdoor Learning Space:** Used to facilitate student learning, skill-building, and job training in multiple disciplines.
- **Health and Wellbeing:** On-site opportunity for strengthening, restoring, and rejuvenating, both physically and mentally.
- **Cross-Campus Collaborations:** Envisioning, restoring, and maintaining the outdoor campus together creates community.
- **Campus and Community Collaborations:** Invited community involvement creates broad investment and promotes CR; students who benefit from project-based learning reciprocate with community service.

The OCC and CR's Education Master Plan

Our Vision and Mission are directly aligned with the College of the Redwoods 2022 Educational Master Plan (EMP).

EDUCATION MASTER PLAN INITIATIVE	OCC ALIGNMENT
Becoming the Preferred Transfer Pathway to Cal Poly Humboldt	<p>Cal Poly Humboldt utilizes multidisciplinary place-based learning models for incoming students, over ¼ of which ultimately major in natural resources, conservation, or biological sciences</p> <ul style="list-style-type: none"> • CR students with diverse interests will have similar place-based opportunities • Project-based learning combined with strong academics will facilitate seamless transfer • OCC projects create opportunities for communication and collaboration between CR and Cal Poly Humboldt faculty and students
Expanding and Prioritizing Offerings that Prepare Students for Living-Wage Jobs	<p>Project-based learning develops real-world skills</p> <ul style="list-style-type: none"> • Students gain job skills planning, building, and maintaining the outdoor campus • Students work alongside and forge relationships with community members and local experts in a variety of fields • Student portfolios grow through OCC project participation, facilitating job placement and career opportunities
Creating a More Nimble and Adaptable Institution Through Improved Strategic Planning	<p>A collaborative planning process for the outdoor campus creates flexibility in meeting the needs of future generations</p> <ul style="list-style-type: none"> • Community input and participation, including diverse interests and voices, keeps the process adaptive and flexible
Establishing Stronger Wraparound Experiences for Students' Total Connection	<p>Outdoor campus spaces offer more places for students to gather, explore, and learn.</p> <ul style="list-style-type: none"> • Cross-disciplinary collaboration in OCC projects embed students in a diverse cohort with a common goal • Place-based learning creates a stronger sense of connection • Access to outdoor spaces with both recreational and educational opportunities improve mental health
Pursuing the Future of Learning	<p>The future of learning integrates multiple components, from traditional to cutting-edge</p> <ul style="list-style-type: none"> • Indigenous peoples' values and traditional ecological knowledge are relevant to community planning • Project problem solving requires the integration of basic skills with new technologies • Teamwork and cross-disciplinary collaborations develop oral and written communication skills

OCC Vision and Mission alignment with the CR Educational Master Plan, 2022.

The CR Outdoor Campus, as It Is Now

Nestled into the forested hillside overlooking Humboldt Bay Wildlife Refuge, our 270-acre campus boasts extensive ponds, wetlands, riparian zones, and coast redwood, Sitka spruce and Douglas-fir forests. These lands are not only a remarkable asset in their own right, but one of the features that makes our College unique among the California community colleges.

The natural areas on campus extend well beyond the "built" areas of campus. Forests include approximately 39 acres of second-growth redwood forest developing naturally following several periods of timber harvesting in the early and mid-1900's, 12 acres of predominantly Douglas-fir with some Bishop pine planted in the 70's and in need of management, smaller stands of predominantly non-local pines that grow fast tend to drop branches and/or fall and are hosts to several pathogens, and scattered grand fir, Sitka spruce, and even giant sequoia. Legend says there exists a redwood planted by Governor Ronald Reagan, and others grown from seeds that went to the moon with an Apollo mission. The forest fauna is rich and includes major predators like mountain lion and black bear, as well as threatened and endangered species like fishers, murrelets, and spotted owls, but lack of forest management threatens habitat quality.



The CR forests are filled with fungi and wildlife. From top left to lower right: A young king bolete emerges from the pine duff; a *Mycena* species fruiting on a pine cone; the beautiful parrot mushroom in its green and yellow form; a mass of caterpillars swarms a young pine; a nest formed from lichens fell in a storm; an owl pellet found below a tree on the forest edge.

The three ponds total about 5 acres and include two interconnected ponds to the north of central campus and a smaller pond to the south east. They are filled with aquatic plants, including waterferns with symbiotic cyanobacteria, and are surrounded by classic riparian species such as cattails and willows. Several amphibian species use the ponds for breeding, waterfowl hide along the edges of the water, black-crowned night herons roost in the shrubs along the edges, and both beaver and river otters have been sighted. Both native and non-native species are encroaching, however, and this encroachment with correlated sediment accumulation are compromising water depth and leading to a conversion of the smallest pond to meadow, which changes the available habitat for animal species.







Our ponds host a diverse array of plants and animals,

providing critical habitat. From the top left to lower right: The smaller pond is currently in transition to a meadow; an Anna's hummingbird visits the pond for a drink or to scavenge insects; a red-veined meadowhawk with its prey; a great blue heron wades patiently through the shallows; a cedar waxwing perches on an adjacent tree; the larger and deeper pond; a juvenile black-crowned night heron stalks through the cattails; a seep monkeyflower grows abundantly in one of the creeks leading to the ponds.

In addition to these wild lands, the central campus hosts several agricultural resources including a dilapidated greenhouse, beyond repair, and an adjacent parking lot used for compost and large equipment storage. These facilities are used for agriculture classes as well as for campus landscaping.

The tremendous outdoor learning potential of our diverse and unique campus – its forests, ponds, agricultural areas, and its inspirational viewshed, have not been realized.

Our Del Norte Campus

College of the Redwood's Del Norte Campus in Crescent City is located on 35 acres in the coastal redwood region of northern California. The campus has an 18-acre Sitka spruce/red alder forest that serves as a natural outdoor-laboratory for environmental science and biology courses taught at the College. The forest is also utilized by the neighboring Del Norte high school and serves as an outdoor space for students, staff, faculty, and the Del Norte community at-large.

The community forest is intersected by Marhoffer Creek, a small stream that drains to the Pacific Ocean, and is home to diverse populations of native wildlife, plants, and

mushrooms. The campus is located just south of the Del Norte Coast Important Bird Area, which has documented over 420 bird species, many of which can be seen on campus.

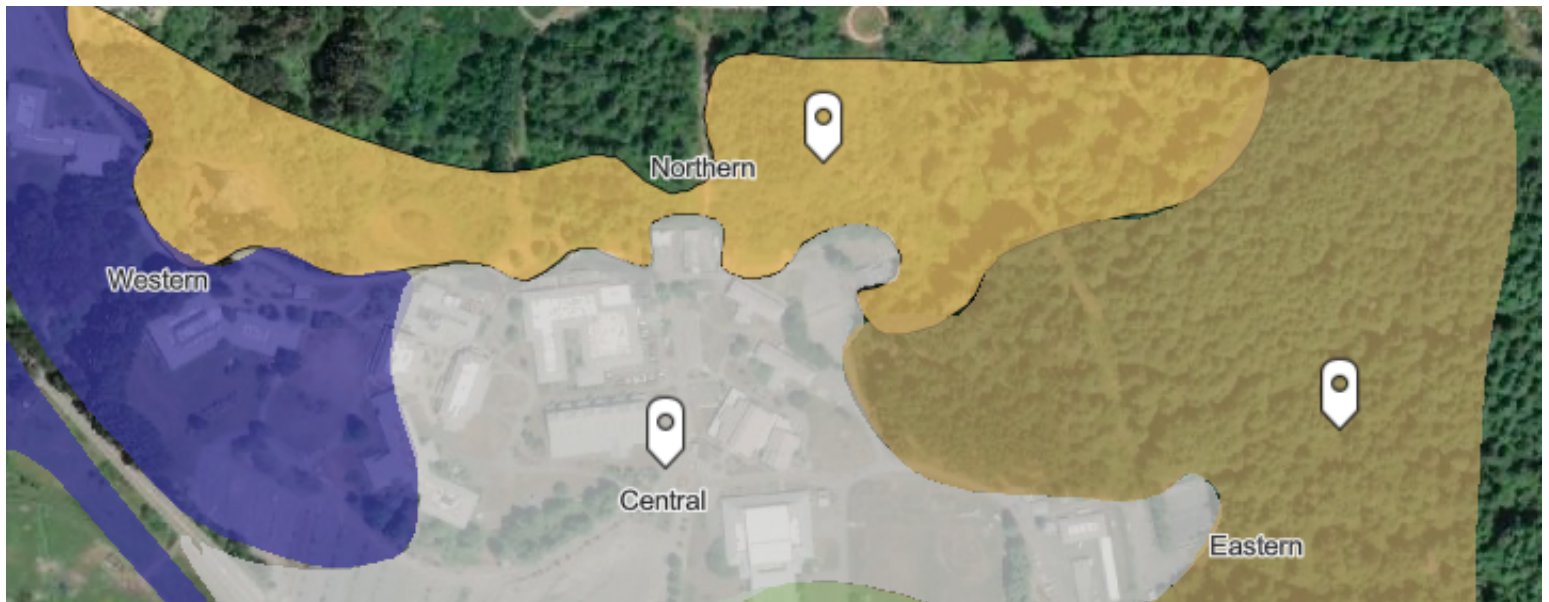
Environmental science and biology students routinely survey the forest during in-class laboratory activities and have documented over 20 species of mushrooms, dozens of flowering plants, and many vertebrate animals including Pacific giant salamander, river otter, and wild turkey.

Students have also performed water quality sampling, to detect environmental contaminants and coliform bacteria growth, to monitor human impacts on the natural waterway system.

A nature trail was built in the community forest in the 1990s with funds from ASCR and a matching grant from the Biosphere Foundation. The trail included marker signs that pointed out native shrub and tree species, three park benches, and a foot bridge that crossed Marhoffer Creek. Since that time the foot bridge, trail markers, and all park benches have been vandalized and stolen from campus.

Eureka Planning Regions and Phases

Each planning region is described in terms of its general location, unique features, and its likely position in our phased execution of the OCC Vision.



Northern Campus

This portion of campus includes the two north ponds, and the portion of the creek that supplies the ponds, which runs through a park-like grassy area. There are trails that run...



Eastern Campus

This portion of campus is mostly forested and includes multiple stand types including second-growth redwoods. The creek that supplies the ponds runs steeply here, and a tra...



Southern Campus

This portion of campus includes scattered small stands of trees and a small pond, and abuts Tompkins Hill Road. The OCC is considering this region to be Phase 4 because ther...



Western Campus

This portion of campus extends on both sides of Tompkins Hill Road. The area across the road is mostly pastureland and can be utilized for a variety of learning activities in...



Central Campus

This region of campus includes all current buildings, paved areas, and landscaped public areas. The OCC is focusing mostly on land outside of this central region but is concerned...

Eureka Planned Resources





One shallow and one deep pond, with boardwalks, a pavillion, and a dock. Adjacent park-like gathering area with tables. Extensive trail system with interpretive signage. Used extensively by classes in many disciplines; a destination for the community.

2 Southern Pond





A small pond hiding east of the football field and track. The characteristics of this area will be determined following central campus construction which opens up more opportunities for aesthetics, learning, and recreation in this area. This could include a paracourse and trails connecting to other areas on campus.

3 Forest



Multiple hillside stands of redwood, bishop pine, Monterey pine, and more.

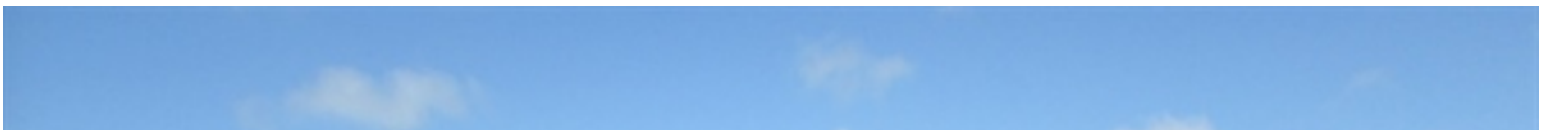
Trails that provide thorough access. Extensively used by forestry and natural resources students but also a shady destination for recreation and a challenging part of the campus cross-country routes.

4 Amphitheatre



A south-facing outdoor gathering space that showcases our viewshed and provides a spectacular venue for classes, performances, and community events. Wiring for lighting and sound and nearby parking accessible by ADA compliant trail area required.

5 Orchard, Composting, and Community Gardens





An agricultural resource area in the western campus near Humboldt Botanical Gardens could include production greenhouses an orchard, composting and a food forest/community garden. This offers students learning opportunities in food production as well as potential collaborations with both community members and the Humboldt Bay Botanical Garden. Offers the college community a place to grow crops and learn from the agriculture program and sustainable practices.

6 Pasture






Our managed grasslands across Tompkins Hill Road sequester carbon and maintain valuable migratory bird habitat that borders Humboldt Bay Wildlife Refuge. This area could be used seasonally by our regenerative grazing goat herd who can help with vegetation management on campus.

7 Greenhouses





Two greenhouses, a small demonstration greenhouse in central campus, and a larger production greenhouse in western campus near the Humboldt Botanical Gardens. The demonstration greenhouse is centrally located and easily visited with nearby parking and/or drop-off spots; the production greenhouse would facilitate plant sales, laboratory activities, and student experiments. Both would be heavily used by agriculture and botany students, and would model sustainable practices in plant production.

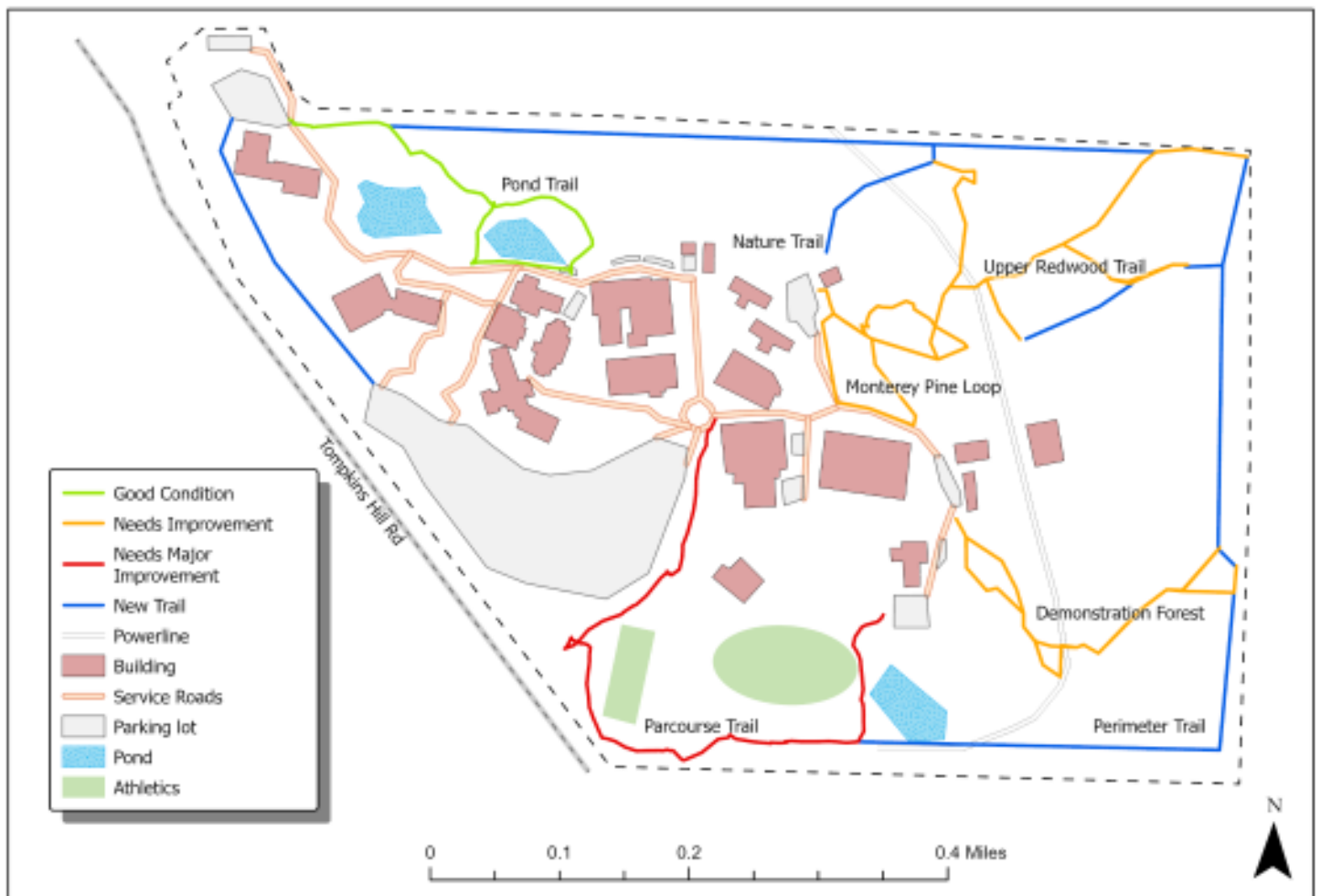
Eureka Planned Trails

The map shows what the completed trail system could look like. Trails are color-coded according to whether they currently exist or need to be built, and if they do exist, how much work is needed to make them usable by students and the general public alike. An initial study of the outdoor campus has served to plan routes, but further research needs to be done to identify specific elevation gain and surface requirements for different users. In particular, consultation with cultural groups, neighbors, and community partners such as Humboldt Trails Alliance, Redwood Coast Mountain Biking Association, Audubon, Mycology Society, Native Plant Society, Academy of the Redwoods, CR Children's Center will help define trail requirements. The goal is to create a safe and accessible trail system that suits a range of abilities and purposes, including a premier cross-country running competition course.

Campus-wide trail improvement will be implemented through a series of phases that are tied to other projects, and these improvements will be spearheaded by students in our new trail-building course. The trails will be properly graded and

surfaced with appropriate erosion control and extensive interpretive and navigational signage. At least one route will be created with appropriate mileage, grade, and surface treatment for cross-country meets, at least one route will be created to be easily accessible from central campus by diverse bodies, and at least one route will focus on indigenous peoples' perspective on the land. Like all work required to achieve the OCC Vision, project-based learning in the classroom combines with community involvement, and students reciprocate with community service.

College of the Redwood Forest Trails



Coordinate System: NAD 1927 State Plane California I FIPS 0401

Source: Humboldt.gov, ESRI, College of the Redwoods Archive, GPS Ground Survey, AcreValue.com

Brittany Alvarez
4/25/22
FNR 40

Nature Trail: Historic trail that begins northwest of the Child Development Center, following the gulch and loops into the Upper Redwood Forest

Pond Trail: Trail that loops around the two ponds, leads through a small conifer grove to the old creative arts building and back to service road

Monterey Pine Loop: Loop that follows the Academy Rd and Residential Ln through old service roads in a Monterey Pine stand

Demonstration Forest: Entrance begins south of the Maintenance building, path leads southeast through Douglas Fir stand, crossing the powerline leading to an out and back trail northeast

Parcourse Trail: Trail loops southwest of the Gymnasium around the Tennis Courts and football fields ending at the Administrative Justice parking lot

Upper Redwood Trail: Begins at the powerlines northeast of the Monterey Pine loop. One trail goes north towards the Nature Trail. The second trail goes to the northeast corner of the CR property

Perimeter Trail: Prospective new trail that loops the perimeter of the campus property



Students in their outdoor classroom. The Trail Building course built a safe, clear path at Humboldt Botanical Gardens in Fall 2021. Students learn to design, repair, and construct trails. These skills gained through service learning transfer to a variety of career fields.



Cross-country runners have been largely responsible for keeping the unmaintained trails useable.

College of the Redwoods Cross Country Team



College of the Redwoods Cross Country Team

Our Del Norte Campus



Del Norte Campus

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Community Forest

The community forest is intersected by Marhoffer Creek, a small stream that drains to the Pacific Ocean, and is home to diverse populations of native wildlife, plants, and

mushrooms. The campus is located just south of the Del Norte Coast Important Bird Area, which has documented over 420 bird species, many of which can be seen on campus.

Environmental science and biology students routinely survey the forest during in-class laboratory activities and have documented over 20 species of mushrooms, dozens of flowering plants, and many vertebrate animals including Pacific giant salamander, river otter, and wild turkey. Students have also performed water quality sampling, to detect environmental contaminants and coliform bacteria growth, to monitor human impacts on the natural waterway system.





Food Forest

Del Norte faculty and staff have been working in partnership with the Tolowa Dee-Ni' Nation and the Del Norte Community Food Council to develop a food forest on land between the campus and Washington Blvd.

The forest is named Taa-'at-dvn Chee-ne' Teth-tvm'--which is Tolowa for "the Crescent City Tree Garden."

Place-Based Learning Projects

It's not just about the end result. Creating the outdoor campus we have imagined is a process, and the role that CR students and the greater community play in the process is as much a part of our goal as the end result. Educators know that place-based learning and project-based learning have deep benefits, and we are encouraging a radical shift in College pedagogy such that all students from all disciplines contribute to and gain from the OCC Vision. We also know that all humans thrive when they feel connected to their land, something that indigenous peoples have always known. Whether it be Cal Poly Humboldt faculty, local environmental groups, writers and artists and lawyers, or just the folks down the street, we are inviting the entire community to help us envision and help us do the work. And finally, project-based learning in the classroom leads to students who can reciprocate with community service. We all benefit from this sort of collaborative effort. Below we illustrate just a few of the projects that can help train our students and connect them with our community and vice-versa.

Pond Projects

Reestablishing and maintaining access to the ponds is critical to the value of our outdoor campus as a learning laboratory. Research on the Phase 1 north ponds restoration project is already underway, and the OCC is consulting with foresters, CA Fish and Wildlife, restoration agencies, etc. to define the steps needed to restore our pond habitat and trail systems. In Fall 2022 students from multiple disciplines are working on projects including the biological sampling, land surveying, landscape design, and permitting needed to create a restoration plan for the north ponds, and others are using art and photography and journalism to capture the restoration process, while yet others are continuing work to

develop interpretive resources. We hope to commence vegetation removal and sediment excavation in Summer 2023, with students documenting the process and interviewing the professionals involved. Vegetation and sediment will be recycled and composted on-campus for use by the CR Farm. We can then rebuild the trail system with maps and interpretive signage in Fall 2023, again, with an interplay of student project-based learning and community involvement. Restoration, access, and maintenance of the south pond will depend on the final design and outcomes for this region of campus. South pond will commence after the installation of new buildings and facilities and will comprise Phase 4.

Tiny Aquatic Plants

Small aquatic plants are an often-under-valued part of marshes and ponds. They are a food source for waterfowl, such as ducks and geese. In addition, small aquatic plants represent vital habitat for young amphibians: they provide food (aquatic insects, which they also act as nurseries for) as well as a protective cover from birds and other predators. Moreover, they assist in nutrient cycling and regulation, in particular keeping marshes healthy by using up nitrogen and other nutrients that could pollute the water in excessive amounts. These are the most common local native examples.



Photo by Friends of the Dunes

Lemna minuscula, Duckweed (Lemnaceae)
~ 0.7 – 1.5 mm



Photo by Google Images

Landoltia punctata, Dotted duckweed (Araceae)
~ 1 – 3 mm



Photo by Friends of the Dunes

Nuphar lutea, Yellow pond-lily (Nymphaeaceae)
~ 10 – 25 cm



Photo by the Azolla Foundation

Azolla filiculoides, Pacific water-fern (Azollaceae)
~ 3 cm



Photo by NatureSpot

Hydrocotyle ranunculoides, Floating marsh pennywort (Araliaceae)
~ 8 mm



Photo by Friends of the Dunes

Potamogeton nodosus, Long-leaved pondweed (Potamogetonaceae)
~ 5 – 13 cm

Life in Still Water
These plants live in still waters, so they don't need to be anchored securely. Instead, their leaves float on the surface of the water, allowing for more efficient photosynthesis (as calm waters are often also cloudy ones).

Aerenchyma
This emergent (floating) habit of pond and marsh plants requires a special adaptation called *aerenchyma*, where parts of the plant tissue are soft and spongy, containing air spaces.

Where Are My Roots?
Floating marsh-pennywort, long-leaved pondweed, and yellow pond-lily are "floating leaved" emergents, which means they have long root systems attached to the substrate at the bottom of the water body. On the other hand, duckweed, Pacific water-fern, and dotted duckweed are "free-floating" emergent. Thus, they are adapted to absorb nutrients directly from the water.

~ = Leaf Width

Interpretive material for the small pond, created by biology student/California Naturalist trainee

Forestry Projects

Initial studies for this Phase 2 project will commence in 2022/2023 as part of student coursework, and will include land surveying, mapping, habitat analysis, etc.

A forest management plan will be developed, also by students, that include these data. This management plan will serve as a guiding document that outlines and prioritizes future projects. Sustainably managing the forest will involve tree cutting and thinning, trail building, erosion control, and continued forest health surveys, and students will interface with local professionals as they conduct this work. The forest will be both a learning lab for forestry and natural resources students, but also a demonstration of sustainable forestry and a shady recreational area for the community.

Wildlife Projects

All campus regions and project phases will affect wildlife. Managing habitat to promote wildlife diversity requires sound environmental data. Studying our ponds and forests provides baseline information that helps us plan and design for suitable wildlife habitat. Preparing a pond restoration plan or a forest management plan requires surveying for existing wildlife and considering ways that the habitat quality can be improved. These surveys will be integrated into classes. When students do this survey work they not only learn about the animals - they also develop meaningful skills that help prepare them for the job market. We also have the opportunity to use our outdoor campus as a place to conduct research projects on wildlife, for example, using mammalian grazers to mitigate invasive species, studying microhabitat use by breeding amphibians species, or competition between different squirrel species.





(first) threatened species Marbled Murrelet, (second) threatened species Northern Spotted Owl, (third) deer, (fourth) salamander found in the Humboldt Botanical Gardens.

Vegetation Projects

Management of invasive species can help to reduce spread, increase biodiversity, and improve wildlife habitat. Decades of insufficient management has led to horrific spread of Pampas grass, broom, and non-native grasses, for example, and has incurred unchecked plant pathogens. Invasive species removal workdays are surprisingly fun for volunteers, and student-driven habitat restoration projects will often begin with ripping out the old.



Pampas grass *Cortaderia selloana* (left), and students removing scotch broom *Cytisus scoparius* (right).

Agriculture Projects

Transforming the site of the old Creative Arts building into an agriculture resource would expand the learning opportunities at CR's Shively farm to campus. Agriculture students would research soil conditions, necessary amendments, exact

space available, and fruit tree varieties most suitable for the climate in order to plan. Equipment from the CR Shively Farm could be brought to campus and utilized to prepare the site. Orchards and non-tree fruits such as strawberries and blueberries would be installed. A community garden would be created for use by members of the campus community including clubs, Academy of the Redwoods students, and kids in the Child Development Center, enabling further project-based learning. Fencing would be necessary along the perimeter, as well as a beneficial hedgerow with native plants that benefit wildlife and pollinators. Like the Shively Farm, this site would be certified organic by California Certified Organic Farmers.

Recreation Projects

The campus becomes a venue for public recreation when we provide outdoor spaces for gathering. Wild spaces can be used by college clubs, K-12 field trips, or non-profit environmental organizations. Outdoor inspirational spaces can be used for artists, writers, and spiritual groups. Intentional trails bring in community members and athletes, and building these trails are projects for students as well as community groups. Building bridges, pavilions, an amphitheater, and greenhouses all provide project opportunities for construction technology students.



Sustainability and Resilience

Sustainable management of our natural resources and planning for environmental resilience are themes woven through all OCC endeavors, from pond restoration to forest management to trail building. For example, hazard trees can be removed, chipped, and used to enhance trail surfaces. Excavated sediments and vegetation from pond restoration can be composted and used on the CR Farm. Our south-facing slopes and rooftops both offer possible space for solar arrays. We can collaborate with HSU on a project to quantify carbon sequestration in campus forests. These sorts of projects can help the College meet its sustainability goals. Moreover, our outdoor campus can be used for experimental studies and demonstration sites, e.g., for wildlife habitat enhancement, or the use of native grazers to manage grasslands, or powerline

vegetation management, and more.





Recycling our forests resources and using appropriate technology for restoration.

To learn more:

The OCC is a diverse and growing group that crosses job descriptions. For more information contact any of the lead faculty involved:

valerie-elder@redwoods.edu

maria-morrow@redwoods.edu

karen-reiss@redwoods.edu

Facilities Master Plan-Natural Resources



Facilities Master Plan- Natural Resources

Prepared by Valerie Elder (Forestry and Natural Resources, EKA), Maria Morrow and Karen Reiss (Biology, EKA), in consultation with Silas Sarvinski (CR Shively Farm) and Christopher Callahan (Biology, DNPB) Please consult [CR Outdoor Campus Collaborative StoryMap](#) for more details and dynamic updates of plans and projects.

Overview

Nestled into the forested hillside overlooking Humboldt Bay Wildlife Refuge, our 270-acre campus boasts extensive ponds, wetlands, riparian zones, and coast redwood, Sitka spruce and Douglas-fir forests. These lands are not only a remarkable asset in their own right, but one of the features that makes our College unique among the California community colleges.

The natural areas on campus extend well beyond the "built" areas of campus. Forests include approximately 39 acres of second-growth redwood forest developing naturally following several periods of timber harvesting in the early and mid-1900's, 12 acres of predominantly Douglas-fir with some Bishop pine planted in the 70's and in need of management, smaller stands of predominantly non-local pines that grow fast tend to drop branches and/or fall and are hosts to several pathogens, and scattered grand fir, Sitka spruce, and even giant sequoia. Legend says there exists a redwood planted by Governor Ronald Reagan, and others grown from seeds that went to the moon with an Apollo mission. The forest fauna is rich and includes major predators like mountain lion and black bear, as well as threatened and endangered species like fishers, murrelets, and spotted owls, but lack of forest management threatens habitat quality.

The three ponds total about 5 acres and include two interconnected ponds to the north of central campus and a smaller pond to the south east. They are filled with aquatic plants, including waterferns with symbiotic cyanobacteria, and are surrounded by classic riparian species such as cattails and willows. Several amphibian species use the ponds for breeding, waterfowl hide along the edges of the water, black-crowned night herons roost in the shrubs along the edges, and both beaver and river otters have been sighted. Both native and non-native species are encroaching, however, and this encroachment with correlated sediment accumulation are compromising water depth and leading to a conversion of the smallest pond to meadow, which changes the available habitat for animal species.

An informal campus trail system has a history of both recreational and educational use. A network of mostly unmaintained use-trails wind through the different forest types, around the ponds, and up both sides of a steep ravine that frames a year-round creek. The west edge of the pond trails come close to the entrance to Humboldt Bay Botanical Gardens, also situated on CR property. The fast feet of CR's accomplished cross-country runners and the boots of itinerant forestry and natural history students have kept some trails accessible but decades of the natural effects of wind and rain have decimated others.

In addition to these wild lands, the central campus hosts several agricultural resources including a dilapidated greenhouse, beyond repair, and an adjacent parking lot used for compost and large equipment storage. These facilities are used for agriculture classes as well as for campus landscaping.

The tremendous outdoor learning potential of our diverse and unique campus – its forests, ponds, agricultural areas, and its inspirational viewshed, have not been realized.

Our Outdoor Classroom

Planning Regions and Phases

Each planning region is described in terms of its general location, unique features, and its likely position in our phased execution of the OCC Vision.

Northern Campus

This portion of campus includes the two north ponds, and the portion of the creek that supplies the ponds, which runs through a park-like grassy area. There are trails that run around the ponds, and trails that used to connect this region to the eastern forests.. The OCC considers renovations to the northern campus to be Phase I because it is currently the most visible and accessible region from central campus, and harbors tremendous habitat diversity which offers both learning and recreational opportunities. The topography in this area makes this a potential location for ADA accessible trails. The addition of student-built boardwalks and docks will increase safe access to study areas for continued monitoring and recreation. This area will receive heaviest use by biology, natural history, and environmental science students, as well as by community members

interested in riparian habitats or wanting to extend a trip to the Humboldt Botanical Gardens.

Eastern Campus

This portion of campus is mostly forested and includes multiple stand types including second-growth redwoods. The creek that supplies the ponds runs steeply here, and a trail ran up the north side of the ravine and connected the pond region to the forest via two bridges. Other forest trails are mostly old logging roads and use-trails. The OCC considers renovations of the eastern campus to be Phase 2 because it is currently relatively accessible to the forestry and natural resources students that use it most, but the trails need significant work to increase access and safety for the general public. The long term nature of forest management planning means that this region will be in a continuous cycle of study, monitoring and project implementation.

Southern Campus

This portion of campus includes scattered small stands of trees and a small pond, and abuts Tompkins Hill Road. It is currently being used as an ATV training area. The OCC considers this region to be Phase 4 because there are significant other capital improvements planned in and near this area.

Western Campus

This portion of campus extends on both sides of Tompkins Hill Road. The area across the road is mostly pastureland and can be utilized for a variety of learning activities in addition to use as pastureland for livestock grazing and grassland carbon storage. The area on the campus side is notable for several south-facing open slopes and both pine and eucalyptus groves, and will incur more open acreage when a few still-standing buildings are demolished. The OCC is considering this region to be Phase 3 because action waits on building demolition. Nevertheless, this region provides unparalleled opportunities for an amphitheater, a solar array, a greenhouse, a community garden, and a composting area.

Central Campus

This region of campus includes all current buildings, paved areas, and landscaped public areas. The OCC is focusing mostly on land outside of this central region but is concerned with the repurposing of open space after buildings are demolished, and in particular, placement of a demonstration greenhouse..

Planned Resources

The outdoor campus will contain the following resources for educational and recreational purposes.

Ponds and Park

One shallow mid-succession pond and one deep pond, with boardwalks, a pavilion, and a dock. Adjacent park-like gathering area with tables. Extensive trail system with interpretive signage. Used extensively by classes in many disciplines; a destination for the community.

Southern Pond

A small pond with characteristics to be determined following central campus construction.

Forest

Multiple hillside stands of redwood, bishop pine, Monterey pine, and more. Well-maintained trails that provide thorough access. Extensively used by forestry and natural resources students but also a shady destination for recreation and a challenging part of campus cross-country routes.

Amphitheater

A south-facing outdoor gathering space that showcases our viewshed and provides a spectacular venue for classes, performances, and community events. Wiring for lighting and sound and nearby parking accessible by ADA compliant trail are required.

Greenhouses

Two greenhouses: a small demonstration greenhouse in central campus, and a larger production greenhouse in western campus near the Humboldt Botanical Gardens. The demonstration greenhouse is centrally located and easily visited with nearby parking and/or drop-off spots; the production greenhouse would facilitate native plant propagation and sales, laboratory activities and student experiments, and would be a source for native vegetation restoration efforts across campus. Both would be heavily used by agriculture and botany students, and would model sustainable practices in plant production.

Orchard, Composting, and Community Gardens

An agricultural resource area in western campus near the production greenhouse and Humboldt Botanical Gardens. Offers students learning opportunities in food production as well as potential collaborations with both community members and the Humboldt Bay Botanical Garden. Offers community members a place to grow crops and be part of the campus learning environment.

Pasture

Our managed grasslands across Tompkins Hill Road sequester carbon and maintain valuable migratory bird habitat that borders Humboldt Bay Wildlife Refuge. This area could be used seasonally by our regenerative grazing goat herd who can help with vegetation management on campus.

Planned Trails

The map shows what the completed trail system could look like. Trails are color-coded according to whether they currently exist or need to be built, and if they do exist, how much work is needed to make them usable by students and the general public alike. An initial study of the outdoor campus has served to plan routes, but further research needs to be done to identify specific elevation gain and surface requirements for different users. In particular, consultation with cultural groups, neighbors, and community partners such as Humboldt Trails Alliance, Redwood Coast Mountain Biking Association, Audubon, Mycology Society, Native Plant Society, Academy of the Redwoods, CR Children's Center will help define trail requirements. The goal is to create a safe and accessible trail system that suits a range of abilities and purposes, including a premier cross-country running competition course.

Campus-wide trail improvement will be implemented through a series of phases that are tied to other projects, and these improvements will be spearheaded by students in our new trail-building course. The trails will be properly graded and surfaced with appropriate erosion control and extensive interpretive and navigational signage. At least one route will be created with appropriate mileage, grade, and surface treatment for cross-country meets, at least one route will be created to be easily accessible from central campus by diverse bodies, and at least one route will focus on indigenous peoples' perspective on the land. Like all work required to achieve the OCC Vision, project-based learning in the classroom combines with community involvement, and students reciprocate with community service.

Place-Based Learning Projects

It's not just about the end result. Creating the outdoor campus we have imagined is a process, and the role that CR students and the greater community play in the process is as much a part of our goal as the end result. Educators know that place-based learning and project-based learning have deep benefits, and we are encouraging a radical shift in college pedagogy such that all students from all disciplines contribute to and gain from the OCC Vision. Course-based projects,

cooperative work experience opportunities, and funded student internships will all be utilized. We also know that all humans thrive when they feel connected to their land, something that indigenous peoples have always known. Whether it be local tribes, Cal Poly Humboldt faculty, environmental groups, writers and artists and lawyers, or just the folks down the street, we are inviting the entire community to help us envision and help us do the work. And finally, project-based learning in the classroom leads to students who can reciprocate by offering service to the community. We all benefit from these sorts of collaborative efforts. Below we illustrate just a few of the projects that can help train our students and connect them with our community, and vice-versa.

Pond Projects

Reestablishing and maintaining access to the ponds is critical to the value of our outdoor campus as a learning laboratory. Research on the Phase 1 north ponds restoration project is already underway, and the OCC is consulting with foresters, CA Fish and Wildlife, restoration agencies, etc. to define the steps needed to restore our pond habitat and trail systems. In Fall 2022 students from multiple disciplines are working on projects including the biological sampling, land surveying, landscape design, and permitting needed to create a restoration plan for the north ponds, and others are using art and photography and journalism to capture the restoration process, while yet others are continuing work to develop interpretive resources. We hope to commence vegetation removal and sediment excavation in Summer 2023, with students documenting the process and interviewing the professionals involved. Vegetation and sediment will be recycled and composted on-campus for use by the CR Farm. We can then rebuild the trail system with maps and interpretive signage in Fall 2023, again, with an interplay of student project-based learning and community involvement. Restoration, access, and maintenance of the south pond will depend on the final design and outcomes for this region of campus. South pond will commence after the installation of new buildings and facilities and will comprise Phase 4.

Forestry Projects

Initial studies for this Phase 2 project will commence in 2022/2023 as part of student coursework, and will include land surveying, mapping, habitat analysis, etc. A forest management plan will be developed, also by students, that include these data. This management plan will serve as a guiding document that outlines and prioritizes future projects. Sustainably managing the forest will involve tree cutting and thinning, trail building, erosion control, and continued forest health surveys, and students will interface with local professionals as they conduct this work. The forest will be both a learning lab for forestry and natural resources students, but also a demonstration of sustainable forestry and a shady recreational area for the community.

Wildlife Projects

All campus regions and project phases will affect wildlife. Managing habitat to promote wildlife diversity requires sound environmental data. Studying our ponds and forests provides baseline information that helps us plan and design for suitable wildlife habitat. Preparing a pond restoration plan or a forest management plan requires surveying for existing wildlife and considering ways that the habitat quality can be improved. These surveys will be integrated into classes. When students do this survey work they not only learn about the animals - they develop meaningful skills that help prepare them for the job market. We also have the opportunity to use our outdoor campus as a place to conduct research projects on wildlife, for example, using mammalian grazers to mitigate invasive species, studying microhabitat use by breeding amphibian species, or competition between different squirrel species.

Vegetation Projects

Management of invasive species can help to reduce spread, increase biodiversity, and improve wildlife habitat. Decades of insufficient management has led to horrific spread of Pampas grass, broom, and non-native grasses, for example, and has incurred unchecked plant pathogens. Invasive species removal workdays are surprisingly fun for volunteers, and student-driven habitat restoration projects will often begin with ripping out the old. Subsequent restoration projects would be facilitated by on-site native plant propagation in the production greenhouse. Students will have opportunities to learn how to match appropriate native species with site characteristics such as slope, aspect, soil type and climate regime, while employing principles of landscape design and management to create aesthetically pleasing and authentic environments. These are important learning opportunities for landscape management, biology, and environmental science students.

Agriculture Projects

Transforming the site of the old Creative Arts building into an agriculture resource would expand the learning opportunities at CR's Shively farm to campus. Agriculture students would research soil conditions, necessary amendments, exact space available, and fruit tree varieties most suitable for the climate in order to plan. Equipment from the CR Shively Farm could be brought to campus and utilized to prepare the site. Orchards and non-tree fruits such as strawberries and blueberries would be installed. A community garden would be created for use by members of the campus community including clubs, Academy of the Redwoods students, and kids in the Child Development Center, enabling further project-based learning. Fencing would be necessary along the perimeter, as well as a beneficial hedgerow with native plants that benefit wildlife and pollinators. Like the Shively Farm, this site would be certified organic by California Certified Organic Farmers.

Recreation Projects

The campus becomes a venue for public recreation when we provide outdoor spaces for gathering. Wild spaces can be used by college clubs, K-12 field trips, non-profit environmental organizations, and local indigenous cultural groups. Outdoor inspirational spaces can be used for

artists, writers, and spiritual groups. Intentional trails bring in community members and athletes, and building these trails are projects for students as well as community groups. Building bridges, pavilions, an amphitheater, and greenhouses all provide project opportunities for construction technology students.

Sustainability and Resilience Projects

Sustainable management of our natural resources and planning for environmental resilience are themes woven through all OCC endeavors, from pond restoration to forest management to trail building. Collaborations with local tribes will help us to incorporate traditional ecological practices that exemplify sustainability and resilience into our projects. Collaborations with Cal Poly Humboldt scientists and other community experts will help us to incorporate appropriate science and technology into our projects. For example, traditional ecological knowledge of integrated and resilient plant communities will guide greenhouse propagation and restoration efforts. Collaborations with HSU will quantify carbon sequestration in campus forests and pasturelands. On-site cycles of resource extraction and re-use include hazard trees that are removed, chipped, and used to enhance trail surfaces, and excavated sediments and vegetation from pond restoration can be composted and used on the CR Farm or to enrich the compacted soils following building demolition. Our south-facing slopes and rooftops both offer possible space for solar arrays and local experts can help us assess the best localities for these renewable energy resources. These sorts of projects can help the College meet its sustainability goals. Moreover, our outdoor campus can be used for experimental studies on resilience and demonstration sites for sustainable practices, e.g., for wildlife habitat enhancement, or the use of native grazers to manage grasslands, or powerline vegetation management, and more.

The Outdoor Campus at Del Norte-Pelican Bay

CR's Del Norte Campus in Crescent City is located on 35 acres in the coastal redwood region of northern California. The campus has an 18-acre Sitka spruce/red alder forest intersected by Marhoffer Creek, a small stream that drains to the Pacific Ocean. The forest is home to diverse populations of native wildlife, plants, and mushrooms and is located just south of the Del Norte Coast Important Bird Area, which has documented over 420 bird species, many of which can be seen on campus.

This space has served as an outdoor laboratory for environmental science and biology courses, neighboring Del Norte high school, as well as an outdoor recreational space for the Del Norte community-at-large. Environmental science and biology students routinely survey the forest and have documented over 20 species of mushrooms, dozens of flowering plants, and vertebrates including Pacific giant salamander, river otter, and wild turkey. Students have also performed

water quality sampling, to detect environmental contaminants and coliform bacteria growth, to monitor human impacts on the natural waterway system.

Students and community members accessed the forest via a trail built in the 90s that included interpretive signs, three park benches, and a foot bridge that crossed the creek but since that time all the installations have been vandalized and/or stolen and the unmaintained trail is overgrown and hazardous. Recently, environmental damage sustained by pandemic transient encampments, including human waste, drug paraphernalia, and trash. A grassroots effort led by Wild Rivers Permaculture Guild, Friends of Del Norte, Del Norte Trail Alliance, and many other groups organized a forest clean-up to celebrate Earth Day, and over 50 volunteers removed over 30-yards worth of trash and waste from the community forest. The forest is cleaner and this is an excellent example of what collaborative efforts can accomplish, but the DNPB forest remains inaccessible. The most pressing needs of the DNPB outdoor campus is replacing the bridge over Marhoffer Creek, restoring the trail, and reinstalling signage and benches. The project-based learning with community involvement described for the Eureka campus would apply here as well.

Conclusion

The components described above share information about the regions, resources and place-based learning projects described by the Outdoor Campus Collaborative (OCC). The OCC is an ongoing project that will shape the future of how our community interacts with campus and how our students learn on campus. This group strives to provide an outdoor learning environment with inviting trails that model sustainable environmental practices and community collaboration. Through this work our outdoor campus spaces will be used by our students for learning across multiple disciplines, and by our local community who are invited to explore and learn from our forested classroom. Please consult [CR Outdoor Campus Collaborative StoryMap](#) for more details and dynamic updates of plans and projects.

A

Appendices



Student Demographics

The Office of Institutional Research (IR) analyzes and reports information to enhance decision making at the College of the Redwoods while helping ensure the integrity of the data being reported.



Filter by

Location

- (All)
- Del Norte
- Eureka
- Klamath Trinity
- Online
- Pelican Bay

Gender

(All) ▾

Race/Ethnicity

(All) ▾

Age group

- (All)
- younger than 18
- 18 - 24
- 25 - 29
- 30 - 39
- 40 - 49
- 50 and older
- Unknown

Headcount

by Year

2021 - 2022	6,030
2020 - 2021	5,812
2019 - 2020	7,605
2018 - 2019	7,574
2017 - 2018	7,546

by Term

	Summer	Fall	Spring
2021 - 2022	1,040	3,991	4,078
2020 - 2021	1,156	4,055	3,953
2019 - 2020	1,779	5,072	5,189
2018 - 2019	1,717	5,140	4,991
2017 - 2018	1,972	5,108	4,890

Total FTES by Year

2021 - 2022	2,490
2020 - 2021	2,756
2019 - 2020	3,956
2018 - 2019	3,832
2017 - 2018	3,878

Summary Demographics 2021 - 2022 ◀ ▶

Location

Eureka	43%
Del Norte	2%
Klamath Trinity	1%
Online	47%
Pelican Bay	8%

New-Student Placement

	English	Math
Transfer Level	100%	100%

Ethnicity

American Indian	4%
Asian	3%
Black or African American	3%
Hawaiian/Pacific Islander	1%
Hispanic/Latino	22%
Two or More Races	8%
Unknown	8%
White	51%

Federal Pell Grant

PELL	24%
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Disability

DSPS	9%
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Gender

Female	53%
Male	45%
Other/Unknown	2%

Average age

28

Age

younger than 18	19%
18 - 24	33%
25 - 29	14%
30 - 39	20%
40 - 49	9%
50 and older	5%

Note: Subgroups consisting of fewer than 15 students are automatically excluded from view and percent-of-total calculations.

Summer is considered the first term of the academic year. Latest data refresh: June 2, 2022

Location is determined by where a student enrolls in the most courses during an academic year.

REDWOODS COMMUNITY COLLEGE DISTRICT | tBP/Architecture

A-170

College of the Redwoods Sustainability Initiatives



District Environmental Preference Purchasing Policy

Redwood Community College District follows an environmentally preferable purchasing policy. This policy means that preference is given to the procurement or acquisition of goods and services that have a lesser or reduced effect on human health and the environment when compared with competing goods or services that serve the same purpose. This comparison shall take into consideration, to the extent feasible, raw materials acquisition, production, manufacturing, packaging, distribution, reuse, operation, maintenance, disposal, energy efficiency, product performance, durability, safety, the needs of the purchaser, and cost.

Redwoods Community College District follows environmentally preferable practices by considering environmental effects of its actions throughout the District.

Current CR Sustainability Initiatives

- Develop a microgrid/solar panel system to generate electricity at the Eureka main campus.
- Feasibility study of solar panels on the Science Building at Eureka campus to generate electricity.
- Expand composting programs at the Shively Farm Instructional Site and at the Eureka Campus cafeteria.
- Feasibility study to install EV stations with PG&E and a sub-consultant to encourage alternative vehicle use.
- Convert to LED lighting throughout all locations, both in buildings and on sites.
- Feasibility study to replace grass with artificial turf on new Athletic fields at Eureka campus to reduce water use.
- Upgrade storm water collection tanks from redwood to steel for durability.
- The new replacements of the Creative Arts Building and PE Building have daylighting and skylights to reduce energy use. Both are solar-ready, meaning they can receive a future solar energy system. The new Creative Arts Building has radiant heat and operable windows, instead of air conditioning, to decrease energy use. The Rain Garden and a new storm water collection tank divert water to a reservoir. It is used to water the trees in the Quad.

College of the Redwoods Technology Initiatives



CR Eureka

- There is unreliable cell phone reception at the Eureka campus. This makes security communications more complicated. The College is working with local providers to expand service, with limited success.
- The College has equipped 'send rooms' and 'receive rooms' at the Eureka campus, which were recently updated with HEERF monies.

CR Del Norte

- WiFi service has been expanded at parking lots and outdoor areas at the Del Norte.
- There are 3 receive rooms at the Del Norte location.

District-Wide

- The College bases its technology specifications on ACCJC (Accreditation agency) requirements. This is an ongoing process.
- Hy Flex –Requires duplication of effort, and it's hard for an instructor to teach in-person and moderate the online component at the same time.
- The College has updated its IT equipment; systems are not more than 6-8 years old. This is a significant accomplishment.
- HEERF is providing much-needed funding for back-end needs (switches, storage, etc.), WiFi improvements, and support for the at-home workforce during the pandemic. It has made it possible to replace older equipment. The College procured new PCs for classrooms. Laptops were purchased to support the at-home workforce.
- CR is upgrading Cisco telepresence system for high-definition teleconferences.
- More capacity is needed for technology infrastructure in future building improvements and replacements, enhancing CR's ability to add or upgrade technology as will inevitably be necessary. Some existing buildings have cable trays that are already full of wires, with very limited room to add new ones.

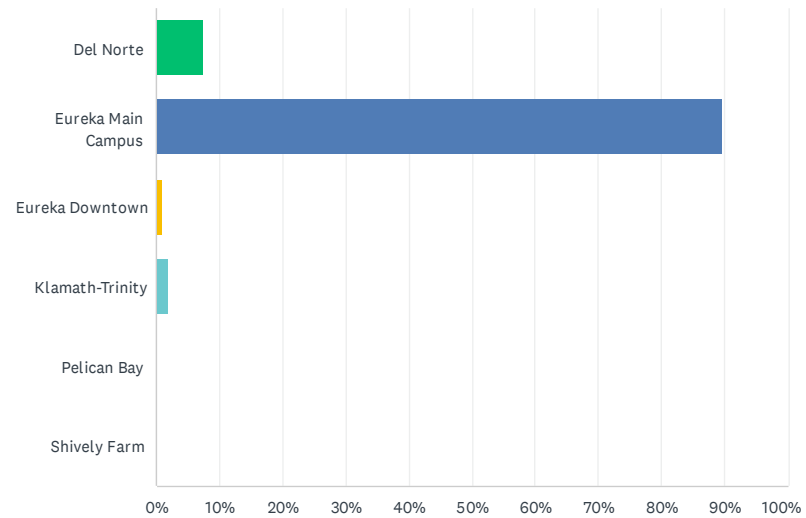
WiFi

- The district is expanding WiFi to improve connectivity Eureka and Del Norte locations.
- Campus WiFi was initially funded by Student Technology fees. It is now being expanded with HEERF.

College of the Redwoods Facilities FMP Student Survey

Q1 At which location do you spend the most time on campus?

Answered: 106
Skipped: 0



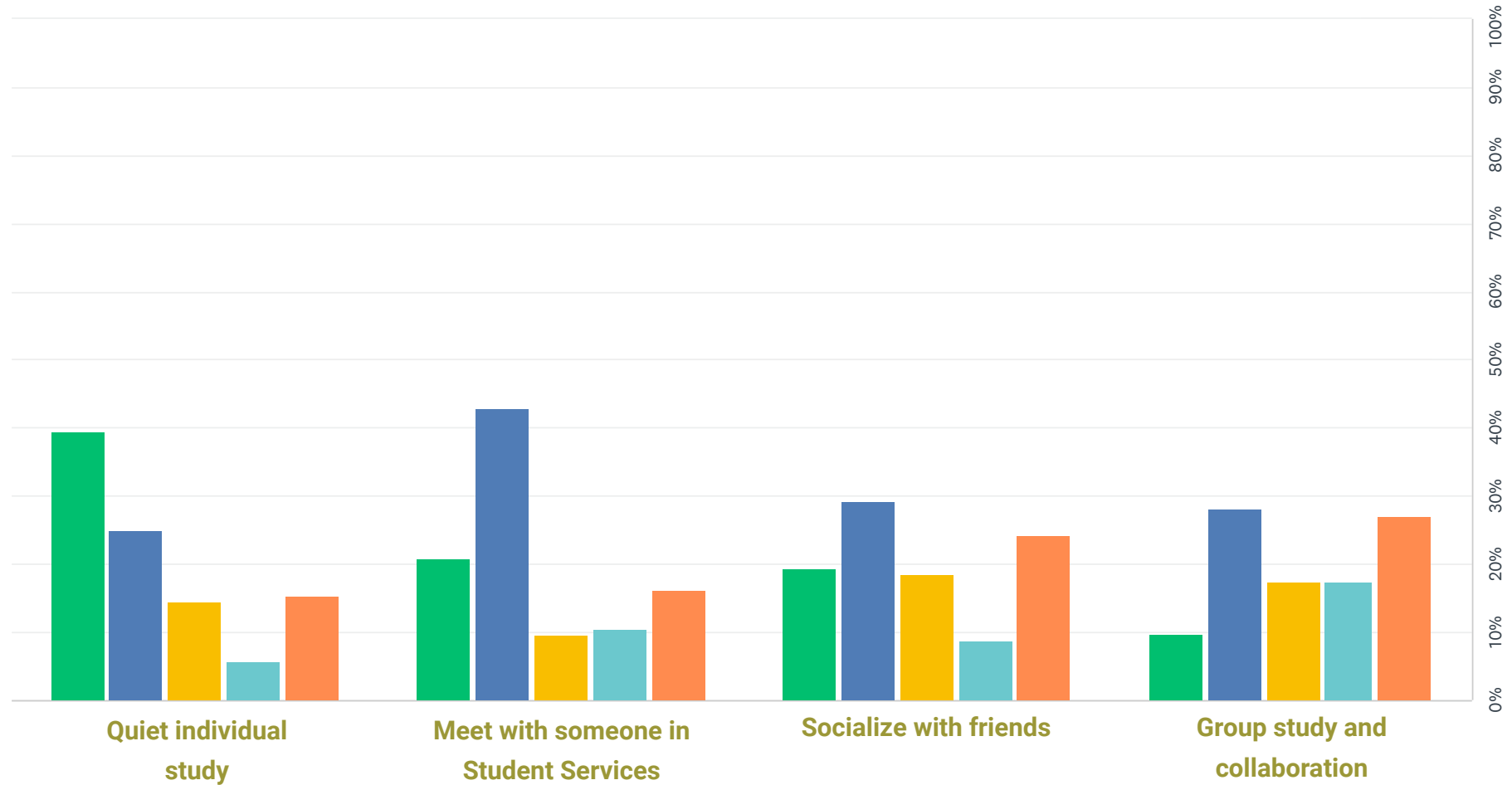
ANSWER CHOICES	RESPONSES	
Del Norte	7.55%	8
Eureka Main Campus	89.62%	95
Eureka Downtown	0.94%	1
Klamath-Trinity	1.89%	2
Pelican Bay	0.00%	0
Shively Farm	0.00%	0
TOTAL		106

College of the Redwoods Facilities FMP Student Survey

Q2 When you come to campus, do you do the following activities?

Answered: 106
Skipped: 1

Yes, often Yes, but rar... No, I don't ... No, I'm not ...
NA

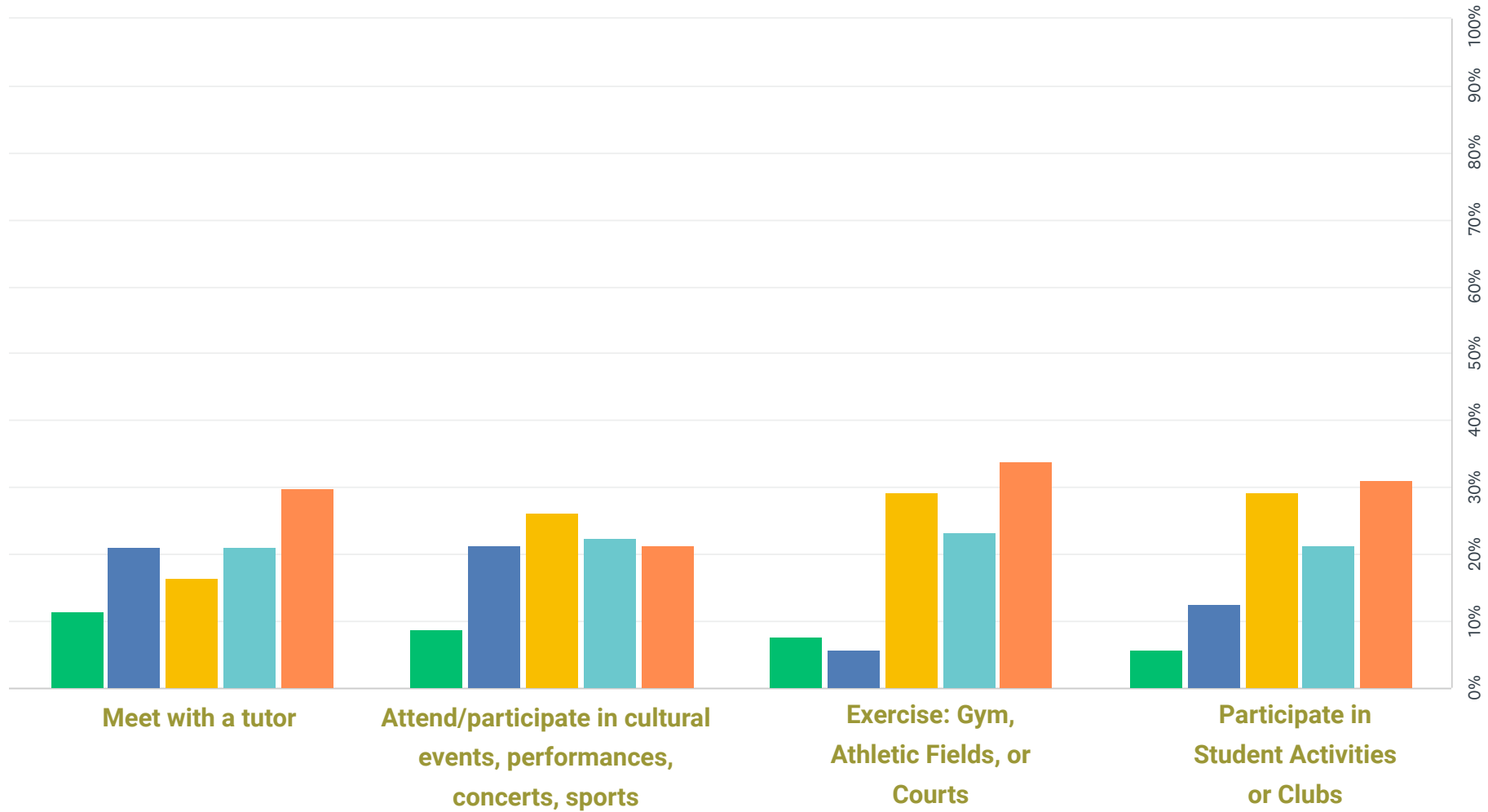


College of the Redwoods Facilities FMP Student Survey

Q2 When you come to campus, do you do the following activities?

Answered: 106
Skipped: 1

Yes, often Yes, but rar... No, I don't ... No, I'm not ...
NA



College of the Redwoods Facilities FMP Student Survey

Q2 When you come to campus, do you do the following activities?

	YES, OFTEN	YES, BUT RARELY	NO, I DON'T HAVE TIME	NO, I'M NOT INTERESTED	NA	TOTAL	WEIGHTED AVERAGE
Quiet individual study	39.42% 41	25.00% 26	14.42% 15	5.77% 6	15.38% 16	104	2.33
Meet with someone in Student Services (such as Counseling, Financial Aid, DSPS, etc.)	20.95% 22	42.86% 45	9.52% 10	10.48% 11	16.19% 17	105	2.58
Socialize with friends	19.42% 20	29.13% 30	18.45% 19	8.74% 9	24.27% 25	103	2.89
Group study and collaboration	9.71% 10	28.16% 29	17.48% 18	17.48% 18	27.18% 28	103	3.24
Meet with a tutor	11.54% 12	21.15% 22	16.35% 17	21.15% 22	29.81% 31	104	3.37
Attend or participate in cultural events, performances, concerts, sports	8.74% 9	21.36% 22	26.21% 27	22.33% 23	21.36% 22	103	3.26
Exercise: Gym, Athletic Fields, or Courts	7.77% 8	5.83% 6	29.13% 30	23.30% 24	33.98% 35	103	3.70
Participate in Student Activities or Clubs	5.83% 6	12.62% 13	29.13% 30	21.36% 22	31.07% 32	103	3.59

College of the Redwoods Facilities FMP Student Survey

Q3 What is your favorite place to be **INDOORS** on the campus, and why? (Please be specific by naming the building or location.)

- I like the library at the DN campus.
- I am taking online classes that has helped me to be able to continue working on my degree while allowing me to hold my job that I need to pay the bills.
- The library is a great resource because it offers a quiet place to study and has computers available. The writing room is also a great room to study in because it's always open.
- The light center and the library
- I mainly spend my time at the DN1 and DN2 areas, but outside of that, I think my favorite place is the light house, because I am able to test in a quiet space, and the faculty is amazing and very helpful.
- In my classroom.



Q4 What is your favorite place to be **OUTDOORS** on the campus, and why? (Please be specific by naming the building or location.)

- I like the courtyard beside the library that is enclosed on three sides
- Beautiful campus we are blessed to live in such a beautiful area.
- I enjoy all of the outside areas offered at the Del Norte campus
- None
- I like to be outdoors by DN1 and DN2 because the parking lot is close by, and when the sun is out we can go outside on the patio area
- Sitting in my car



College of the Redwoods Facilities FMP Student Survey

Q5 Is there a place on campus that is your FAVORITE PLACE TO SOCIALIZE/CONNECT? Where and why? (Please be specific by naming the building or location.)

- I don't go to the main campus often enough to have a favorite
- I don't think the Del Norte campus offers any place to socialize in/at. I have tried entering the student lounge but it's always locked when I'm on campus.
- light center
- I only socialize at the DN1 and DN2 area, it is my favorite because there is a patio close by as well as a bathroom, and the parking lot as well



Q6 What kind of place or facility is MISSING from your campus that would improve your experience as a student?

- A student lounge might help students socialize on the DN campus. With all the rain in the winter it would be a nice accommodation for students before/after class to socialize in a common area instead of quietly in the library. Could just be a little area with some chairs and a glass door so that the noise is contained.
- I think a great social lounge that's part study group space and also personal study space. Like personal quiet rooms you can rent/slot out for yourself or group.
- Nothing
- I think benches or sitting areas would be beneficial in the area, there is only one bench outside DN2 and it is a little small for all of us nursing students to use at once. So def more sitting areas
- Is the student lounge available to the public again? I haven't heard about it for a long time (since pandemic started).



College of the Redwoods Facilities FMP Student Survey

Q7 What is your LEAST FAVORITE place to be on the campus?

- There is no real bad place on campus. It's cozy whenever I have been on campus.
- I think the Del Norte campus is an overall great campus.
- My least favorite place would be the front of the campus because everything is so far away
- I get thirsty a lot when I'm there wearing a mask and want to leave class if I forget to bring water or run out of water. Would be nice if water bottles were available somewhere on campus for students. My class is over 3 hours long. I will say my least favorite place is anywhere I can't get water.



Q8 Are there areas of the campus where you do not feel SAFE? Where and why?

- The DN campus feels rather safe, but some additional lighting might be something to look into. I haven't been on campus at dusk in a while so I do not remember if it is an actual concern or not.
- No
- N/A I feel pretty safe at the Del Norte campus
- light center and it is good
- The front of the campus can be a little intimidating at night because there is not really any lighting, and the high school is right across the street where there have been kids driving around with guns, and that makes is scary
- Most parking areas don't feel safe when I leave at night. I try walking out with someone, but sometimes there isn't anyone to walk with.



College of the Redwoods Facilities FMP Student Survey

Q9 How does the WEATHER affect your on-campus experience?

- Rain is the only hamper but it usually isn't an issue since you can stay dry for the most part. Some outside classrooms might result in you getting a bit wet but nothing too bad. I haven't had any bad weather experiences on the DN campus
- NA
- I think the weather affects the outside picnic table areas from being used but that's pretty much it
- it does not affect me at all
- The weather is huge, because the area is mainly open, we can not really go outside when the weather is too cold or raining. But we love to go outside when the sun is out.
- I'm really sensitive to the mold in the buildings out back. When it rains the mold seems to get worse and makes me cough. time (since pandemic started).

