

ROUGH DRAFT

MASTER PLAN AND EDUCATIONAL SPECIFICATIONS
FOR THE MALASPINA COLLEGE CAMPUS

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CHAPTER 3 Characteristics of the Community College student

The Malaspina College student is broadly typical of the community college student across North America. It can be said that no other group of students has more diverse backgrounds or more diverse personal goals than does the student body at a community college. Malaspina College is designed to serve two broad groups of students, those normally considered college age and adults.

Studies of community college students elsewhere may provide an estimate of the characteristics of students who may attend Malaspina College. A study of the characteristics of students enrolled in community colleges in the State of

Washington in 1964¹ found that (1) 63.1% were male and 36.9% were female; (2) approximately 61% of the total were enrolled as full-time students carrying at least 10 $\frac{1}{4}$ hours of work; (3) part-time students tend to be older whereas full-time academic students tend to be younger; (4) vocational students tend to be older and are more likely to attend on a part-time basis; (5) the proportion of women tends to be greater than men in the part-time and in the Vocational programs; (6) recent high school graduates tend to be in academic programs with declared intents to attend four-year colleges in the future; (7) the medium age for part-time students was 25.6 years for males and 31.9 years for females.

Some of the characteristics of community college students as identified in a recent Florida Study² are as follows:

- (1) 74% of the students enrolled in Florida Community Colleges were academically eligible to enrol directly into the universities.
- (2) 74% of the students enrolled in Florida Community Colleges were unmarried.
- (3) 41% of the students were women and 59% of the students were men.
- (4) 58% of the total student body work while attending the college.
- (5) 37% of the students reported that they would be unable to complete their education without financial assistance.
- (6) Slightly more than half, 52%, of the students were full-time,

¹ Alan W. Metcalfe, Community College Student Characteristics Research Report 01-05, State Superintendent of Public Instruction (1965), 34 pp.

² State Department of Education, Five Years of Progress, Florida's Community Junior Colleges, Tallahassee, Florida (1963) pp.20-25

and 48% were part-time or unclassified students.

(7) Of the full-time students enrolled as freshmen in the fall of 1959, 33% graduated on time in 1961; 21.5% did in fact transfer to a college or university after graduation; an additional 9% transferred to a college or university prior to graduation from the junior college; and 42% dropped out prior to the completion of their program.

Varied Students And Programs

Because of the large numbers of part-time and adult students in a college, effort must be made to see that the facilities of the college provide for the needs of this group as well as for the group of students who are immediately out of the high school. It is quite clear that the adult student has very specific goals in mind most generally and that he is at the college with a seriousness of purpose greater than that of the student just out of high school.

The student just out of high school ordinarily will have rather vague and unreal career objectives and will ordinarily be more interested in extra-curricula activities, athletics and student government than will the more mature student. Most of the students right out of high school will probably enter a transfer program with the intent to go to a university for a baccalaureate degree. The college should be designed in such a way to assist this type of student find the sort of satisfaction he needs from the college, help him develop his self image and where necessary realistically reappraise his objectives and his own characteristics in order to make wise decisions relative to his future. There must be a way for him to explore the world about

him as well as himself and explore a variety of programs in the college with free access to them without loss of status.

Comprehensive Activities

The campus should be so arranged as to permit the student to have the necessary social life and to provide for independence and action in a setting conducive to his developing his judgement and independence. Today's student is highly social conscious and this should be encouraged rather than discouraged through providing areas for meetings, small groups and large groups, as well as a place for individual contemplation and a solitary search for self-fulfillment.

Residences

The college must provide residential facilities for _____ number of students. These should be designed in such a way as to permit the social interaction of the student and provide for both his individual and group needs for study, conversation and social activity.

In all ways, the campus must be designed with the student in mind.

Commuting Student

By far the largest majority of the students, upwards to 80%, will be commuting students. They must find the college accessible to them in terms of parking and ingress and egress. They must find on the campus facilities to accomodate their needs during the day, such as adequate study and eating space, as well as areas for relaxation and recreation. The college must not be

a place where students are merely preparing for the future but it must be a place where they can live a full life each day that they are there. In this day of uncertainty in the minds of the young people, personal satisfaction must be derived from today, rather than from tomorrow. This is not to say that it is not possible to gain personal satisfaction from today and still be preparing for tomorrow.

Insert here a breakdown of statistics describing our students at the present time and any projections we would have into the future.)

CHAPTER 4 General Planning Considerations for the Campus:

Malaspina College is a comprehensive community college with programs of a wide variety of natures including university transfer, career programs, general arts and science and community services. It will have students on a part-time and full-time basis. It will have classes during the day and during the evening, whenever the need arises. The campus must be so constructed that there will be no sense of upper and lower campus in terms of status. All programs are respectable and all students in the programs are respectable. In order to accomplish this attitude, it is desirable that a campus be planned in such a way that there is as much mix as possible between the students of the various programs so that they will get to know each other and thereby gain respect for one another. This must be a primary consideration.

In this day in our society of fractured identities it becomes important that a campus be designed with which the students and the

community can identify. It must have the appearance of responsiveness to the community and must blend with the community. It must be an inviting place, not a foreboding one. It must be easily accessible and not protected from the public.

The campus should be more than a facility for learning.

It should, in fact, contribute to the learning process. It should be constructed in such a way as to encourage in the character of its inhabitants those characteristics which we believe our society should foster. It should provide areas for quiet study and contemplation. It must provide areas for relaxation where relaxation is necessary. It must provide recreational facilities as we become concerned with the student's total life. It must provide an appreciation for the finer cultural values of our community. It should provide a place for the preservation of our historical concepts. It should encourage development of a social consciousness. It should help students gather to formulate group goals. It should be both an action place and a relaxation place.

Plan for Change

Methods of instruction and curriculum content are continually changing and therefore planning to house future needs is largely a problem of designing the buildings and equipment for change. Not only must change be possible within the system which we create but it in fact should be encouraged by it. Everything must be easily modifiable and adaptable to new uses. Some areas should be planned for possible rearrangement over a weekend or

during a summer holiday.

However the fact that we need to design for change and adaptation does not mean that we do not need to plan. A good starting point is to identify what is good practice now and build for it. At the same time we should keep in mind the probable direction that community college education will take in the future. It would be a mistake to plan entirely for the present but it would perhaps be an even greater mistake to plan entirely for the future, since it is continually evolving and its direction is never completely predictable. It is highly important to emphasize the point that the college plan should not only allow change to take place but should encourage it. Another concept which we should consider in the planning of facility is the multiple use of space, although this should never be forced at the sacrifice of the educational program. Generally speaking, spaces for multiple use should be uncommitted in terms of design for a special purpose in order that satisfactory, interchangeable use for a sufficiently large number of functions to accomplish a high degree of space utilization is possible.

High Visibility Areas

Another concept which should be emphasized in the planning of a facility is one of providing for high visibility areas. Wherever possible in selected laboratories and classrooms there should be visibility from passing student traffic. This would supply a continuing display of the activities of the college and students can become aware of what other students are studying and

perhaps become more interested in exploring a wide range of curriculum. This is not to say that visibility should come at the expense of necessary privacy or freedom from distraction. However, there are areas and times when the visibility factor will not form a problem of this sort.

Day and Evening Use

It must be kept in mind that the college will be used for both day and evening courses and consequently the facility must be planned in terms of not only the daytime image but also the nighttime image of the campus and for efficient functioning at all times. Generally speaking, however, it can be assumed that most of the full-time students will be attending during the daytime in our community and it is for these people that many of the special facilities will be planned. This is not to say that there may not be need for other kinds of special facilities for the part-time evening students.

----- Special Community Needs - Auditorium ?

Relationship To Community

It should be kept in mind that the campus of this kind of a college is really part of the community and not separate from it. An architect must take advantage of the physical characteristics of the region in which the campus is situated. The forests, the mountains, the sea, should all blend with the campus, and the campus with them. The campus must be aesthetically pleasing. It must be possible to achieve beauty and functionability in one campus. The campus must be a place which the residents

will proudly show to visitors as part of their community.

General Principles

The following general principles should be considered:

1. That part of the facility designed for the use of administration whose primary function is dealing with the public should be located so that the public has easy access and should be visually distinguishable from the public approach to the site.
2. The Learning Resources Centre should occupy a place of prominence and should be conveniently accessible to students.
3. Buildings which serve community functions should have easy public access from adequate parking areas.
4. The student centre should be located for easy student access.
5. Attention must be given to noisy and quiet functions on campus to avoid unnecessary interference.
6. Those buildings requiring vehicular service should be arranged for convenient access.
7. Outdoor athletic facilities should be conveniently close to indoor physical education facilities and should have direct access to shower and locker areas.
8. Mechanical facilities for heating and other utilities should be so located as to provide economic distribution of heat, power, etc.
9. Utility lines should be underground and planned for easy expansion.
10. The interior of the campus should be planned exclusively for pedestrian use with vehicular traffic confined to the periphery.

11. Vehicular traffic should be planned so that it will not interfere with instructional activities, nor cause unsafe pedestrian crossings.
12. The plan should be open-ended to provide for possible future expansion in terms of enrollment and curriculum.
13. The probable pedestrian traffic pattern should be clearly studied and identified and adequate pedestrian walks provided.
14. Parking areas and pedestrian walks must be well lighted.
15. It must be emphasized that each student's attitudes, feelings, moods, his appreciation for the institution, his morale and his performance can all be influenced by the sort of facility provided.

Facility Relationships

Factors affecting the location of the various campus facilities and their relationship to each other:

1. Noisy activities should be located away from the relatively quiet areas.
2. Those activities which require common administrative co-ordination should be grouped together.
3. Those facilities which require service access should be located near the periphery.
4. Facilities which will house functions for the public should have direct access from drives and parking areas.
5. Those facilities with the highest demand for parking should be located near or adjacent to parking facilities.
6. Facilities such as the student centre and learning resources centre should be located on or very near the main traffic arterial.

7. In grouping buildings, their compatibility with regard to noise, odours, need for vehicular service, multiple use of common spaces, should be of major consideration.
8. Areas of high visibility should be located on the main pedestrian traffic arteries.
9. Facilities should be located so that expansion is possible. There should be an effective total unity in the college. The facilities must be so designed to facilitate close student-instructor relationship and to provide a friendly, informal atmosphere.

Parking:

A large percentage of the student population will drive to school and require parking accomodation. The provision for parking space varies from 60 to 100% of the fulltime equivalent day students for which the college is built. This would indicate that parking would need to be provided for 1500 to 2500 automobiles in the master plan. Parking should be provided at no cost to the student.

Parking would require a minimum of ten acres up to twenty acres depending upon the size of the lots, ingress and egress, the amount of trees and green areas left, etc.. It should be an important consideration in parking that parking not be in one large parking lot arrangement but rather parking areas should be scattered about in a decentralized manner with good egress and ingress and an attempt made to hide the cars from both the traffic passing down the major streets and from the campus buildings themselves.