

UNIVERSAL DESIGN

“Universal Design” is a broader, more comprehensive “design-for-all” approach to the development of products, architecture, and environments around human diversity. Universal Design recognizes diversity of needs of all people regardless of varying age, ability, or condition during an entire lifetime. By comparison, “accessibility” has traditionally focused on addressing the needs of people with circumstances distinct from those of the public at large, when in fact almost everyone is, over the course of their lifetime, able to benefit from barrier-free design, user-friendly architecture, and a comfortable environment.

Universal Design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” The following seven principles, developed by The Center for Universal Design at North Carolina State University, will help the reader to better understand the philosophy of Universal Design.

Principle One - Equitable Use

The design is useful and marketable to people with diverse abilities.

Guidelines:

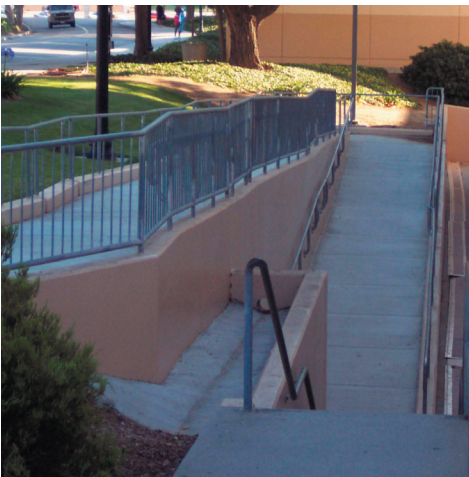
- Provide the same means of use for all users: identical whenever possible; equivalent when not.
- Avoid segregating or stigmatizing any users.
- Provisions for privacy, security, and safety should be equally available to all users.
- Make the design appealing to all users.

Principle Two - Flexibility in Use

The design accommodates a wide range of individual preferences and abilities

Guidelines:

- Provide choice in methods of use.
- Accommodate right- or left-handed access and use



View of the juxtaposition of the accessible ramping system and the non-accessible stair circulation (above)



View of a ramping system on the eastside of the gym which is an example of accessible circulation (above).

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View of the long ramp connecting all pedestrian circulation to various levels in the SCI building (above).

Facilitate the user's accuracy and precision.
Provide adaptability to the user's pace.

Principle Three - Simple and Intuitive

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Guidelines:

Eliminate unnecessary complexity.

Be consistent with user expectations and intuition.

Accommodate a wide range of literacy and language skills.

Arrange information consistent with its importance.

Provide effective prompting and feedback during and after task completion.

Principle Four - Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Guidelines:

Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.

Provide adequate contrast between essential information and its surroundings.

Maximize "legibility" of essential information.

Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).

Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Principle Five - Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Guidelines:

Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.

Provide warnings of hazards and errors.

Provide fail-safe features.
Discourage unconscious action in tasks that require vigilance.

Principle Six - Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

Guidelines:

Allow user to maintain a neutral body position.
Use reasonable operating forces.
Minimize repetitive actions.
Minimize sustained physical effort

Principle Seven - Size and Space for Approach and Use

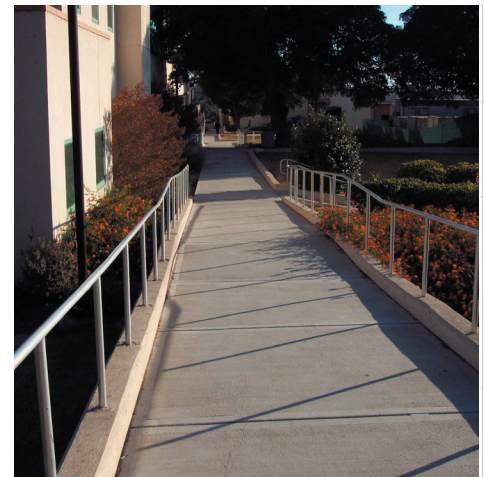
Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Guidelines:

Provide a clear line of sight to important elements for any seated or standing user.
Make reach to all components comfortable for any seated or standing user. Accommodate variations in hand and grip size
Provide adequate space for the use of assistive devices or personal assistance.

The seven principle concepts for universal design are useful in creating a more comfortable campus environment. The Ventura College campus has earned a reputation for excellence in accessibility and barrier free facilities, which attracts a significant number of students with disabilities. This reputation can be further enhanced by not only meeting the federal and state requirements for accessibility but by also being sensitive to the basic principles of universal design.

The statutory basis for accessible design is contained in both State of California and Federal regulations. Designers working on the campus must, therefore,



View of accessible ramp along the west side of the Science Building (above).

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View of ramp along the Art's Courtyard (above).

research the applicable State and Federal requirements and, in the case of a discrepancy, the most stringent will apply to the design.

Master Plan goals for Universal Design/accessible design include:

- Accessible routes to/from public transportation stops into the campus
- Accessible parking stalls located near campus destinations
- Accessible campus circulation systems
- Campus signage and way-finding systems.

Building design goals for Universal Design/accessible design will be developed by the College representatives and their designers for each project.

- Universal Design features

Designers working on individual or groups of buildings and landscaped areas on the campus are encouraged to understand these new buildings, their relationship to the older buildings and the values and aspirations these diverse sets of buildings convey. Understanding the past as well as the goals and objectives of the Master Plan and the specific individual or group building and landscape program is essential to the process of designing meaningful and thoughtful architecture for this campus.

Image of the Campus - Context

The Ventura College campus is located in a unique and scenic part of Southern California. The campus lies on a south-facing slope at a generally higher elevation than the rest of the urbanized area of Ventura. As a result, the campus location provides opportunities for views to the surrounding hillsides, town and Pacific Ocean. This location also receives good access to the sun and sea breezes. These connections are an important part of the Ventura College image. They make the campus part of the region, a place that both focuses inwards to campus life and outwards to the community and region.

The campus provides open space and recreational facilities to the Ventura community. This includes the use of athletic fields and facilities for sports and fitness, the landscaped areas as parkland and arboretum, the east parking lot for weekend markets and the visual enjoyment of the campus edges, both landscaping and buildings. Preserving and enhancing this relationship is central to the image of the campus in the community.

The campus is generally surrounded by a landscaped edge (on Telegraph Road, Day Road and Loma Vista Road). This buffer space provides a transition from adjacent roadways to the campus and from adjacent

residential developments to the campus. This transition fits the campus into its suburban context and gives the campus an open, suburban image.

The campus has two main parking areas, the east and west lots and other secondary, smaller lots. These east and west lots provide approximately 1,200 stalls. These lots, their capacity and convenient location to the east and west edges of the academic and administrative zones of the campus convey the image of a well-planned and equipped campus of considerable scale.

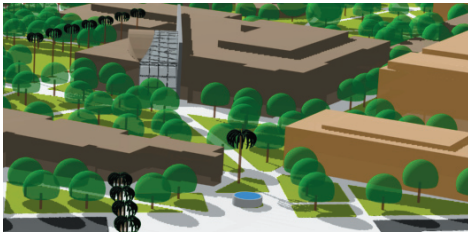
The 1950's buildings embody two distinct images. The A building (Administrative), B building (Cafeteria), D building (former Library) and E building (Bookstore) have a scale and architecture that conveys an image of 1950's public building of moderate cost. These buildings form the core of the administrative campus. The classroom buildings to the north and east of these buildings are simpler, cheaper buildings and convey an image of 1950's economy. These classroom buildings look similar to local high school buildings and this association is no longer relevant or desired.

The 1990's buildings, SCI (Science Building) and LRC (Learning Resource Center), convey images of science, technology and college-level study. These buildings create an environment to support high-quality education, the use of technology and a sense of transition for the students from academic to professional environments.

The future Ventura College campus, shaped and completed beyond the Measure S projects, will be a place that blends the images of the past, present and future into a new image, that conveys:

- an open, park-like setting
- a well-planned and organized campus
- a campus of logical zones and periods of construction

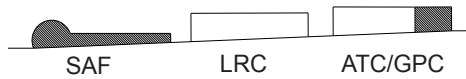
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View showing the relationship between the proposed Parking Plaza, Barranca Quad, and LRC beyond. (Above)

- confidence, professionalism, and high-quality education
- universal design
- sustainability
- and the uniqueness of the region.

Height and Massing



North/South section through central campus (above)

The Facilities Master Plan envisages a general campus massing that builds-up to the LRC building, making this building a primary focus from all directions into the site. This massing therefore organizes the massing of the site so that low-rise and smaller buildings surround the campus core while other buildings increase in bulk and size up the slope and toward the LRC. The LRC and the proposed ATC/GPC (Advanced Technology Center / General Purpose Classroom) are, as a result, the tallest and densest buildings on the campus. This massing concept provides the following compositional views into the campus:



View of the LRC from the Plaza west to the proposed East Parking Structure. The LRC is framed by the SCI building to the south and the HSC building to the north, across the barranca Quad.

- From the east parking lot views of the LRC are blocked or framed by small apertures through the SCI building. A plaza between the proposed east lot parking structure, SCI and HSC will draw attention and pedestrian traffic to this area. From this plaza, a view of the LRC is framed by the 2-story SCI to the south and the 2-story HSC to the north, across the Barranca Quad;
- From the bottom of the Great Lawn and Telegraph Road, the LRC lies approximately 15 feet above this elevation and is framed by the tall 1-story SAF (Science and Arts Facility) with its distinctive planetarium dome to the east and the one-story D building (Student Services) to the west;

teristics of building entries to provide, including:

- Scale, entries should be an appropriate scale to communicate a hierarchy of entry ways, while respecting the scale of adjacent buildings
- Visibility, entries should be visible and identifiable from a reasonable distance and proportioned to fit into the campus context as a whole
- Shelter from wind and rain should be provided
- An exterior mat well to trap dust before it enters the building
- Light levels to meet or exceed national standards
- Signage, campus maps, bulletin boards and waste receptacles
- A forecourt area to major entries with seating (if feasible)
- Universal Design features, including automatic opening doors, walkway slope and cross slopes to national standards, slip-resistant surfaces, application of manifestation to glass to improve visibility and the use of color to differentiate and provide contrast to elements and components of the entry
- Good drainage around the entry to prevent rainwater from ponding and surface drainage from washing over paved areas

Vertical circulation systems, including stairways and elevators, provide an opportunity for marking entry-

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tenance and repair.

Building body colors include:

- Tan/buff/sand color range (Dunn Edwards “Slopes” reference DE 3193 and “Chateaux” SP100 with base W704)

Building accent colors include:

- Dunn Edwards “Windsor Court”
- Dunn Edwards “Mocha Chip”
- Dunn Edwards “Sun Glow”
- Dunn Edwards “Slopes”
- Dunn Edwards “Chateau”
- Dunn Edwards “Navajo White”
- Dunn Edwards “Spanish White”
- High-visibility yellow for Universal Design

Metalwork colors include:

- Natural galvanized steelwork to utility and non-primary building sides
- Metallic colors- metallic silver, dark silver
- Opaque colors- ochre, gray

Fabric Awning colors include:

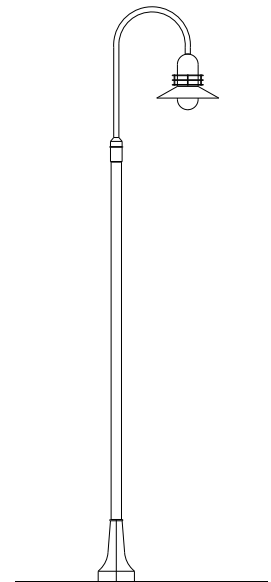
- Forest Green

Lighting

Exterior lighting for the campus includes pole-mounted fixtures, building-mounted fixtures and landscape fixtures.

Exterior lighting shall be designed to provide lighting levels and lighting consistency to established national standards. Exterior lighting shall employ lamps that have good color rendering and efficiency characteristics, such as metal halide. Sodium lamps are strongly discouraged. Standardization of lamp color, so far as possible, is encouraged.

The general-use pole-mounted fixture will be used for pathway and area illumination. The fixture will



Elevation of pole lighting option (above)

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PARKING DESIGN GUIDELINES

General

There are four major types of parking provided on the campus: accessible parking, visitor parking, faculty and staff parking and student parking. Each of these categories has specific requirements.

Accessible parking must conform to the California Code of Regulations Title 24 Accessibility Standards (CCR Title 24 AR's), Federal guidelines from the Americans with Disabilities Act and other relevant codes. In addition, Universal Design principles must be employed in the development of accessible parking design. Accessible parking shall be located in convenient locations to provide reasonable access to college facilities. Signage directing users to accessible stalls should be clear and designed to assist drivers in determining which stalls are best suited for which facilities. In addition, there are a number of specific signage requirements for accessible stalls required by the CCR Title 24 AR's.

Visitor parking should be located in the most visible and convenient locations within the main campus lots, the east and west lots, and along South Campus Way near the A and B buildings. These stalls should be clearly sign posted and provide a convenient method for paying the required parking fee.

In addition, visitor parking areas should provide signage to assist visitors with selecting the correct parking area and navigating into the campus once parked.

Faculty parking has traditionally been provided in separate lots and distributed in both larger surface lots and smaller parking areas close to teaching and faculty office areas. The master plan proposes the removal of a number of small lots and parking spaces in an effort to open-up the campus edges to views and pedestrian