



saint mary's college of california campus master plan

Adopted May 10, 2017

Amended May 14, 2025



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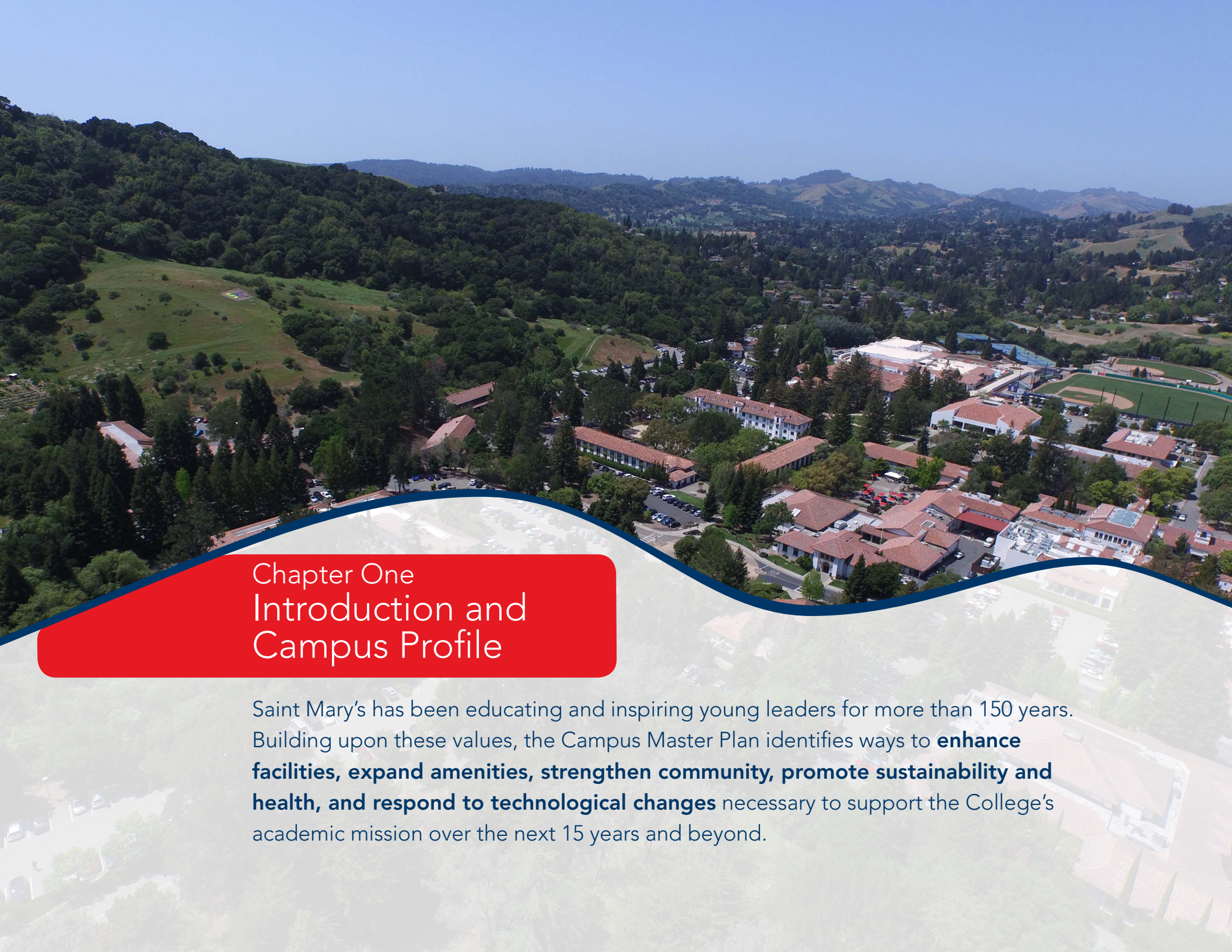
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An aerial photograph of Saint Mary's College campus, showing various buildings with red-tiled roofs, parking lots, and a baseball field. The campus is nestled in a valley surrounded by lush green hills and forests under a clear blue sky. A red banner with a white wavy border is positioned in the lower-left foreground.

Chapter One Introduction and Campus Profile

Saint Mary's has been educating and inspiring young leaders for more than 150 years. Building upon these values, the Campus Master Plan identifies ways to **enhance facilities, expand amenities, strengthen community, promote sustainability and health, and respond to technological changes** necessary to support the College's academic mission over the next 15 years and beyond.

An aerial photograph of Saint Mary's College campus, showing various buildings, parking lots, and surrounding greenery. A thick, wavy white line curves across the middle of the image, separating the top landscape from the bottom text area.

"The campus should be as intriguing and engaging as its scholarly pursuits are, because we are whole people. That's what Saint Mary's College values in young people, to build the whole person and value the whole person."

- Saint Mary's College Administrator

Introduction

The Saint Mary's College Campus Master Plan (or "Plan") encapsulates the vision for making the institution the **leading Catholic comprehensive university in the western United States**. It builds on the rich history and traditions of the institution and campus, and outlines a series of **goals, strategies, projects and implementation actions** that will bring positive change for decades to come. The Plan proposes a series of critical projects and new facilities that will meet the academic, social and recreational needs of the College community. It is **focused and strategic**, and includes only projects and programs that are necessary, realistic and have obtainable funding sources. To help frame the discussion, this Introduction chapter includes the following sections:

- **Campus Master Plan Purpose:** Describes the need, plan area and horizon years for the Campus Master Plan.
- **Planning Process:** Highlights the College and Moraga planning processes that informed the development of the plan and its various elements.
- **Plan Overview:** Provides an overview of the remaining chapters in the document.
- **Campus History:** Provides a brief history of the two previous (San Francisco and Oakland) and current (Moraga) campuses.



Saint Mary's iconic Chapel, built in 1928, is the architectural and spiritual focal point of the campus

Campus History



The former San Francisco campus included a chapel and classroom/dormitory building



This bell-shaped street layout in San Francisco's Bernal Heights neighborhood pays tribute to the former location of the Saint Mary's campus

Saint Mary's College of California has an extensive history dating back to its founding in San Francisco in the mid 19th century. The following is a brief summary of the **College's history and the unique programs and events that have shaped Saint Mary's** over the past 150-plus years.

SAN FRANCISCO BEGINNINGS

Saint Mary's College was founded in 1863 by the Most Reverend Joseph Alemany, Archbishop of San Francisco. In 1868, the De La Salle Christian Brothers took direction of the College. The College was originally located in the Bernal Heights neighborhood of San Francisco and consisted of a chapel and academic building. Today that neighborhood has a bell-shaped street layout that pays tribute to the College.

OAKLAND CAMPUS

In 1889 the College built a new facility, affectionately known as the "The Old Brickpile," at the corner of Broadway and 30th Street in downtown Oakland. Over the building's relatively short lifespan, it suffered two fires (1894 and 1918) and was heavily damaged in the 1906 earthquake.

MORAGA CAMPUS

In 1928 the College decided to move east and established a new, purposefully built campus on ranch land in what is now Moraga. Designed by renowned local architect James Donovan, the campus was envisioned to be centered on an open green surrounded by Spanish Revival buildings. The campus was originally accessible only by dirt roads and the Sacramento Northern Railroad, a small gauge

rail line that connected Chico to Oakland. The original campus was smaller than the current campus, and included 11 buildings that were constructed between 1928 and 1929. These included prominent buildings such as the Chapel, Dante Hall and Galileo Hall.

The College grew during the 1930s and developed many new academic and sports programs. In 1936, the Saint Mary's hillside was graced with the addition of "La Cruz de la Victoria," the Cross of Victory. The cross has become a familiar landmark among Saint Mary's students, alumni, professors and staff.

In the 1930s the Bay Area saw major transportation projects, including the Golden Gate Bridge, Bay Bridge and Caldecott Tunnel, which helped to make the College more accessible. Due to the increased ability to travel to the College by automobile, the Sacramento Northern Railroad ended passenger service in 1941.

After the attack on Pearl Harbor in December of 1941, the United States Navy began using the Saint Mary's campus for pilot training. The Navy's involvement on the campus resulted in some significant changes, including moving

the main entrance to the front of campus, which resulted in the clear view of the Chapel as visitors enter down Saint Mary's Road. The Navy also built Assumption Hall, now a freshman residence hall, and the world's largest indoor pool at the time (which no longer exists).

In 1959 Saint Mary's "phone booth stuffers" made the covers of prominent news periodicals, including LIFE magazine. In 1970 the College became coeducational and in 1977 the Hearst Art Gallery was dedicated, which remains the sole accredited museum of art in Contra Costa County.

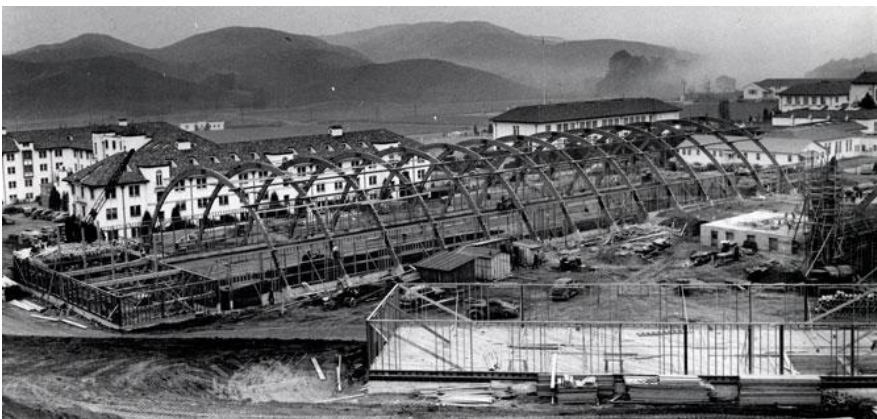
Today, Saint Mary's College of California is a vibrant institution located in the picturesque Moraga Valley. Its Spanish Colonial Revival buildings and gracious grounds connect the College to its Catholic foundation while supporting cutting-edge academics, strong athletics, and a tight-knit student community (see images on the following page).



The Oakland campus building, known as the "The Old Brickpile," served the College well but did not survive two fires and the 1906 earthquake



A plaque pays tribute to the site of the former Brickpile building



The Moraga campus, home to Saint Mary's College of California since 1928, has a rich architectural character and strong sense of place

Campus Master Plan Purpose

Saint Mary's College is located entirely within the limits of the Town of Moraga. As such, the Town has land use and regulatory authority over development on the campus. The Town's Municipal Code (Chapter 8.56) includes provisions for the College to "submit a master plan of development" intended to guide land use within the Institutional zoning district. The Campus Master Plan serves this function, and is the primary regulatory tool the Town will use to review and evaluate future projects. Current facilities not proposed to be modified in this Master Plan are intended to remain as permitted or conditionally permitted in accordance with their prior approvals, and shall not be made non-conforming by any provision of the CMP.

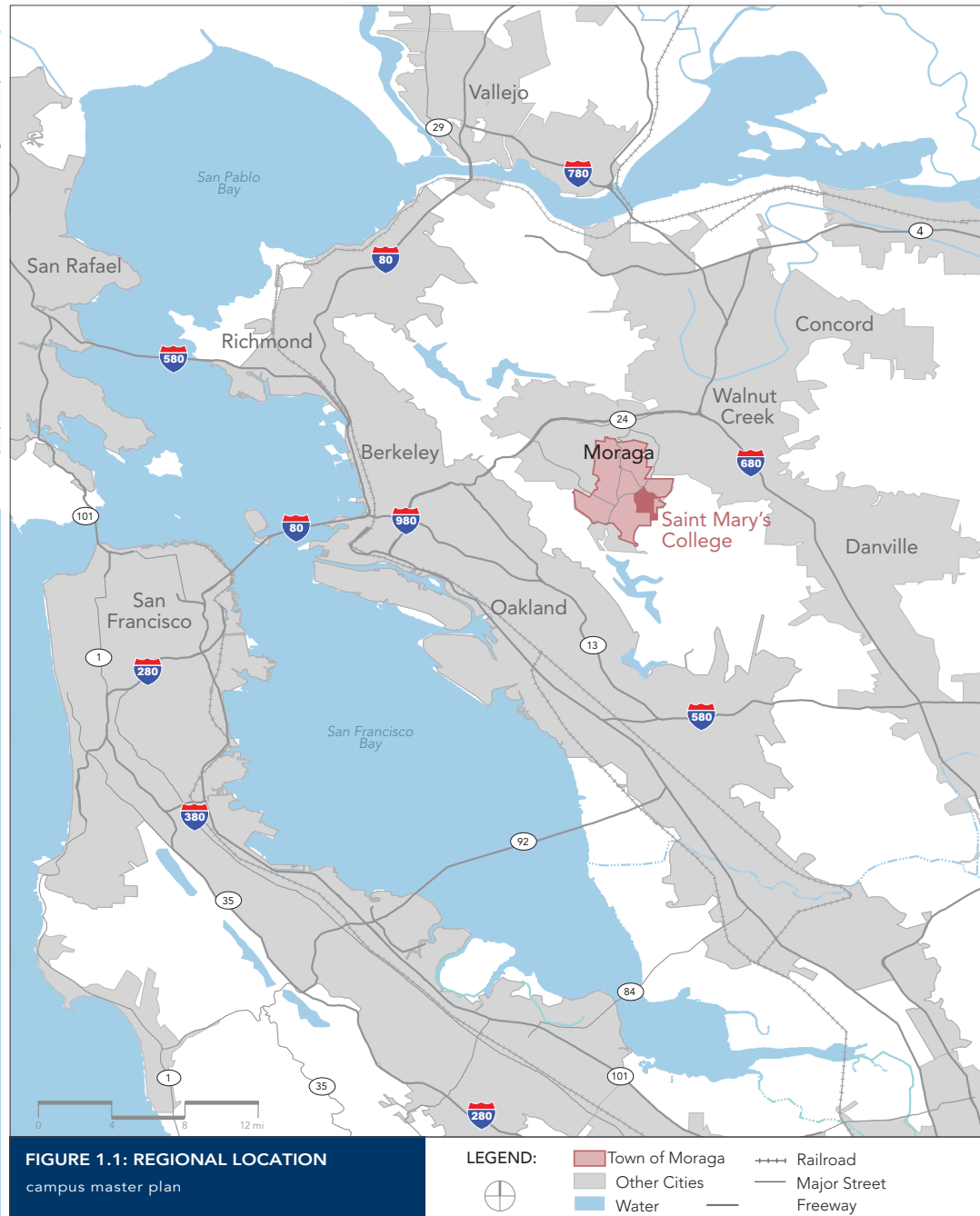
The purpose of the Campus Master Plan is to outline a strategy for addressing needed changes to academic and religious buildings, faculty and staff spaces, student amenities, on-campus housing, athletic facilities, open space areas, roads and pathways, and infrastructure.

While the College does not envision major increases in enrollment during the next 15 years, the Plan does address:

- New facilities and improvements to existing facilities, necessary to fully meet current and projected space needs;
- Multi-modal mobility and parking improvements necessary to reduce congestion;
- Infrastructure and drainage improvements to increase performance and allow for on-site pre-treatment of storm water; and
- Strategies to improve sustainability while protecting the natural environment and historic character of the campus.



The picturesque campus is organized around a series of main axes that originate from the Chapel



Regional Location

Saint Mary's College is located within the San Francisco Bay Area – one of the preeminent centers for commerce, innovation and education in the United States. The College benefits from having a semi-rural setting within this bustling urban region. While not directly adjacent to major freeways, the campus is a short distance from both Highway 24 (a major east-west freeway connecting Oakland to Walnut Creek) and two Bay Area Rapid Transit Stations (one in Orinda and the other in Lafayette). **Figure 1.1** shows the College's location within the San Francisco Bay Area.

Campus Master Plan Area

The Campus Master Plan Area, shown on **Figure 1.2**, encompasses the entire 443 acre main campus located in the eastern portion of Moraga. The campus is surrounded on the north and west by residential neighborhoods, and on the east and south by rangeland and open space.





The campus includes an array of buildings and uses that support students, faculty, staff and Christian Brothers

The main campus includes a wide variety of buildings and structures that serve the academic, religious, professional, residential, athletic and logistical needs of the Christian Brothers, students, faculty and staff that call Saint Mary's home. As of 2015 the main campus includes:

- 68 buildings totaling 969,000 gross square feet
- 1,576 residence hall beds
- 2,139 parking spaces

In addition to the main campus, the College also owns and operates a 27,476 square foot building in downtown Moraga known as the Rheem Campus. This facility is not included in the Campus Master Plan because it is not physically part of the main campus and is regulated under a separate conditional use permit by the Town of Moraga.

Planning Horizon Years

In order to adequately plan for the future, the Campus Master Plan establishes an overall horizon year of 2030. However, within this 14 year period, major capital improvements are divided between two interim horizon years: Phase 1 projects envisioned to be constructed between 2016 and 2020 and Phase 2 projects envisioned to be constructed between 2021 and 2030(+).

Planning Process

In late 2012, the College initiated a process to update the 1990 Campus Master Plan in order to address changing needs. The following is a summary of the **key ideas, desires and opportunities gathered during the planning process.**

College Community Input

As an initial phase of the Campus Master Plan update process, the College conducted extensive outreach between January and April 2013 to gain valuable input directly from the College community. This included facilitated sessions with over 15 College Committees to discuss assets, challenges and opportunities for the future. It also included individual walking tours lead by Jana Carp (a local planner and academic with the College) with key College stakeholders to identify how they navigate the campus and understand their collective impressions of various physical and natural features.

This “Campus Visioning” process provided a valuable opportunity to understand what the College community feels are the major assets, challenges and opportunities of both the College and the campus. The insights, perspectives and ideas that emerged from these two outreach efforts were used by the College as the foundation for developing this Campus Master Plan.

MAJOR PHYSICAL AND PROGRAMMATIC ASSETS

Committees identified many positive qualities and characteristics about both the College and the physical campus that should be protected or enhanced in the future. Participants primarily mentioned that the College has a strong history and tradition that has helped shaped both the collegiate mission and the physical design of the campus over the past 150 years. They emphasized that these values need to be respected as the College grows and changes in the future and



The Campus Master Plan process included robust engagement with the College community in order to fully understand academic/space needs and desired on-campus amenities



The College community provided a wealth of ideas and perspectives that framed the planning process

that the physical beauty of the campus needs to be maintained.

In addition to physical attributes, committees also described unique teaching and programming assets that have helped define Saint Mary's College. This includes the College's strong focus on teaching and high-quality academics, as well as promoting interaction between faculty and students. This ability to formally and informally interact is seen as a key asset that differentiates Saint Mary's from many other colleges. Participants also highlighted the College's unique programming and facilities as important assets, including the Museum of Art and successful Division I sports teams.

Finally, committees mentioned that the size of the campus – intimate, well-maintained, and compact – is a key asset that allows for an enjoyable personal and academic experience. The overall combination of the compact campus and the College's small student body size has enabled efficient communication and interaction between Christian Brothers, students, faculty and staff, which fosters an inviting College experience.

Top Identified Assets

- The College's **unique history and traditions**, which are focused on the overall mission, stewardship, Catholic heritage, and Lasallian values.
- The **physical beauty of the campus**, reflected in the natural setting, architectural cohesion, and the prominence of the Chapel.
- A **connected, diverse community** that allows for efficient communication and interaction between Christian Brothers, students, faculty, and staff.
- A **strong focus on teaching** that includes high-quality faculty, small class sizes, and an intellectually-challenging environment.
- **Distinctive and unique programming**, including formal and informal athletics, world-renewed arts, collaborative research, community engagement, sustainability awareness, and the Legacy Garden.
- A **human-scaled campus** that includes a variety of uses while also being intimate, compact, and walkable.

Challenges and Opportunities

Due to the diverse mix of people and perspectives represented on the various committees, many challenges and opportunities were identified that could be addressed during the Campus Master Plan Update process. Some of these may be addressed quickly through near-term projects, some might require more time or financial resources, and others may not be feasible in the foreseeable future.

Committees mentioned that there are a variety of student housing and service needs that are not currently being met, largely due to the College's diverse student body (full-time, part time, undergraduate, graduate, on-campus and commuter). Participants discussed enhancing the student experience by creating a variety of vibrant social gathering spaces, providing more on-campus services, and extending operating hours later at night and into weekends. Many upper-division students also mentioned that they have a difficult time finding housing on-campus or affordable options nearby.

Committees also mentioned the near-term need for additional faculty and staff facilities. Participants suggested that the College should consider creating more faculty office space, redesigning existing offices to be more flexible, improving access to technology (wireless and wired internet), and increasing storage options. Some participants also stated that in general, faculty offices and classrooms are insufficient, outdated or not technologically-advanced enough to support the curriculum and level of teaching the College offers.

In addition, many committees mentioned that there should be more transportation options to and from campus, and more efficient parking on campus. The lack of regular and reliable public bus/shuttle service to BART and the need for sufficient parking and loading zones at appropriate locations were also identified as an ongoing frustration for commuters, whether they were students, faculty or staff.



More modern and affordable housing and better transit options are major opportunities for the College

Top Identified Challenges and Opportunities

- **Ensure financial sustainability**, both in the short- and long-term, through project/program prioritization, fund development, improved retention, and potential enrollment increases; with an emphasis on Graduate and Professional Programs, many of which are offered in off-campus locations.
- **Maintain a positive student experience** by providing 24/7 services and amenities, improving gathering spaces, and increasing student engagement on campus.
- **Create new/remodeled facilities for faculty** that are a sufficient size to serve current needs, while also being flexible enough to ensure their long-term utility.
- **Create new/remodeled facilities and amenities for commuter and part-time students** including dedicated workspaces, improved access to technology, and increased storage of materials.
- **Create more efficient parking** by finding ways to reduce overall demand while increasing parking near high-use facilities (classrooms, library, dining areas, and sport facilities).
- **Increase transportation options** through improved transit to and from campus, and better bike and pedestrian movement through campus.
- **Improve coordination and cooperation with the Town of Moraga** in order to streamline College projects and help improve Moraga commercial areas with services that students would use.
- **Increase housing options both on campus and near campus** for students (all undergraduate levels as well as graduate), faculty, and staff.
- **Improve technology** by upgrading existing and installing new data infrastructure (wireless internet, plug-in internet, and mobile).
- **Promote environmental sustainability** through building design and the more efficient use of resources and operations.
- **Capitalize on emerging education models** that are focused on service-learning and hybrid online learning.

Moraga Community Input

After the Administrative Draft Campus Master Plan was submitted to the Town of Moraga in August 2015, the Town initiated a formal public review and input process. This process allowed Moraga residents and local agencies to better understand the plan, ask questions and provide feedback. Specifically, the College held an Open House on December 7, 2015 and the Town hosted December 17, 2015 study sessions and formal hearings with the Planning Commission and Town Council.

In March 2017, the College submitted a Revised Public Draft Campus Master Plan that reflected community input and initial direction from the Moraga Planning Commission and Town Council.

Public Hearings and Plan Adoption

On April 10, 2017, the Moraga Planning Commission held a public hearing to hear community input, discuss the draft Campus Master Plan and Environmental Impact Report, and provide recommendations.

On May 10, 2017, the Town Council held a public hearing and formally adopted the Campus Master Plan, certified the Environmental Impact Report, and adopted associated ordinance updates.



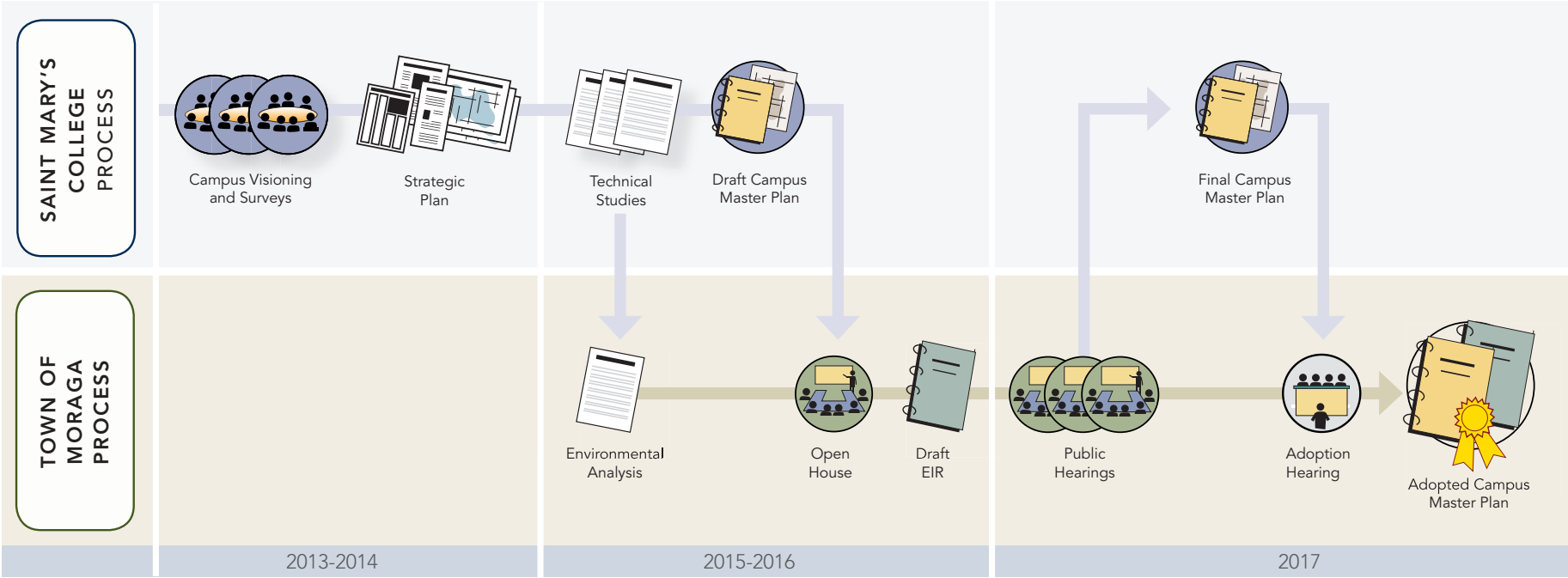
Moraga Town Hall, where the Town of Moraga will use the Campus Master Plan as the planning and regulatory document guiding approval of new projects on the campus

Process Schedule

The Campus Master Plan process involved outreach, research, analysis, design and coordination by the College, Town of Moraga, other public agencies and the community at large. It was an extensive, comprehensive process that took nearly five years, with project initiation in 2012 and plan adoption on

May 10, 2017. The diagram below illustrates the overall process from the initial on-campus outreach efforts through to plan adoption, and how the College and Town of Moraga coordinated throughout the process.

campus master plan update process



Plan Overview

The Campus Master Plan is a **strategic, action-oriented document** that presents a clear vision followed by specific strategies and actions necessary to achieve positive change in the coming years. Each of its chapters helps to tell the story of how the campus will become an even better place in the years ahead. Following this Introduction, the Campus Master Plan includes the following:



CHAPTER TWO: CAMPUS VISION

This chapter presents the College's broad vision for the future of the campus. The vision is followed by a series of goals and key strategies that highlight important values and actions that will be taken by the College to ensure the vision is fully implemented.



CHAPTER THREE: FACILITIES PLAN

This chapter provides a summary of future college enrollment projections and faculty and staff needs, which provide the basis for determining future facility and space needs. It presents and describes each future planned project on the campus, including its purpose, use, size and location. The chapter also summarizes mobility and infrastructure improvements that are necessary to adequately accommodate the new projects. Lastly, it identifies strategies and actions the College will take to improve sustainability, improve environmental quality, and ensure proper stewardship of natural resources.



CHAPTER FOUR: DESIGN GUIDELINES AND STANDARDS

This chapter provides guidance on the desired design and character of buildings, landscapes, infrastructure and open space areas on campus. It outlines specific development standards and policies to ensure that future projects reflect the Campus Vision and community desires.



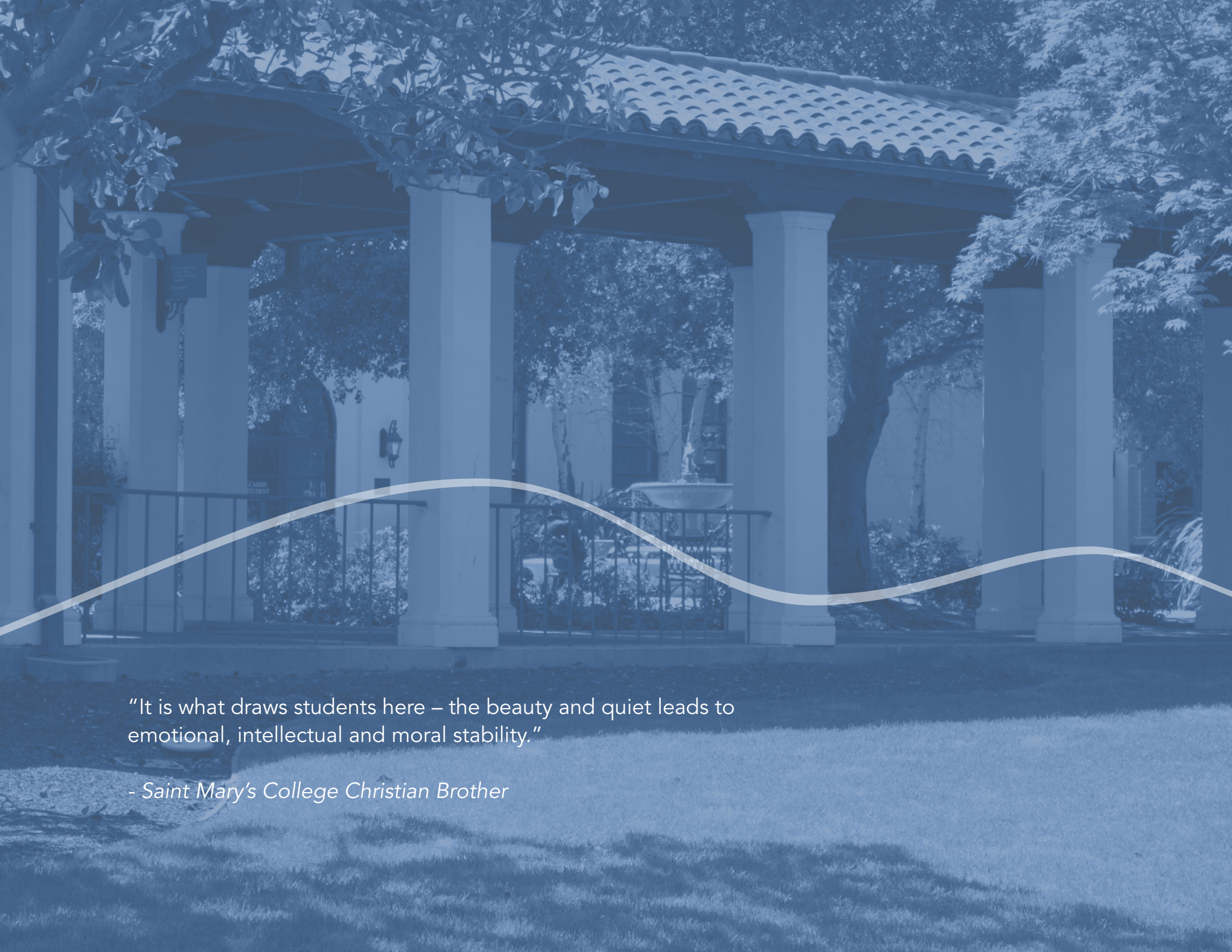
CHAPTER FIVE: IMPLEMENTATION

This chapter provides a summary of how the Campus Master Plan will be implemented over time, and specifically includes detail on how the Town of Moraga will use the plan while reviewing and approving individual projects. It includes a detailed Implementation Action Plan that identifies ways for the College and Town to coordinate on individual actions, investments and projects.



Chapter Two Campus Vision

The Campus Vision **establishes the blueprint for how Saint Mary's College will physically grow and evolve over the coming years.** What does the College community value in the campus? What should the character of the campus look and feel like? And how can the campus fully support the academic mission of the College?



"It is what draws students here – the beauty and quiet leads to emotional, intellectual and moral stability."

- Saint Mary's College Christian Brother

Introduction

The Campus Vision provides the foundation for how the College views and will utilize the various **natural, physical and human elements that comprise the campus.**

Guided by this vision, the remainder of the Campus Master Plan articulates a range of creative and realistic strategies, concepts and improvements necessary to make the campus **more sustainable and beautiful while better serving the needs of the College community.**

This Campus Vision chapter includes the following sections:

- **Vision Direction:** Highlights the extensive College strategic planning process that was conducted in late 2014 through early 2015, and articulates the look, feel and function of the desired future campus.
- **Goals and Key Strategies:** Identifies clear objectives for achieving the vision.

Strategic Plan Direction



Strategic Plan Vision

Saint Mary's College of California will be the leading Catholic comprehensive university in the western United States – known for its academic excellence, foundation in the liberal arts, ethical leadership for a just society and the common good, integrative and collaborative learning, and distinctive transformative education for students.

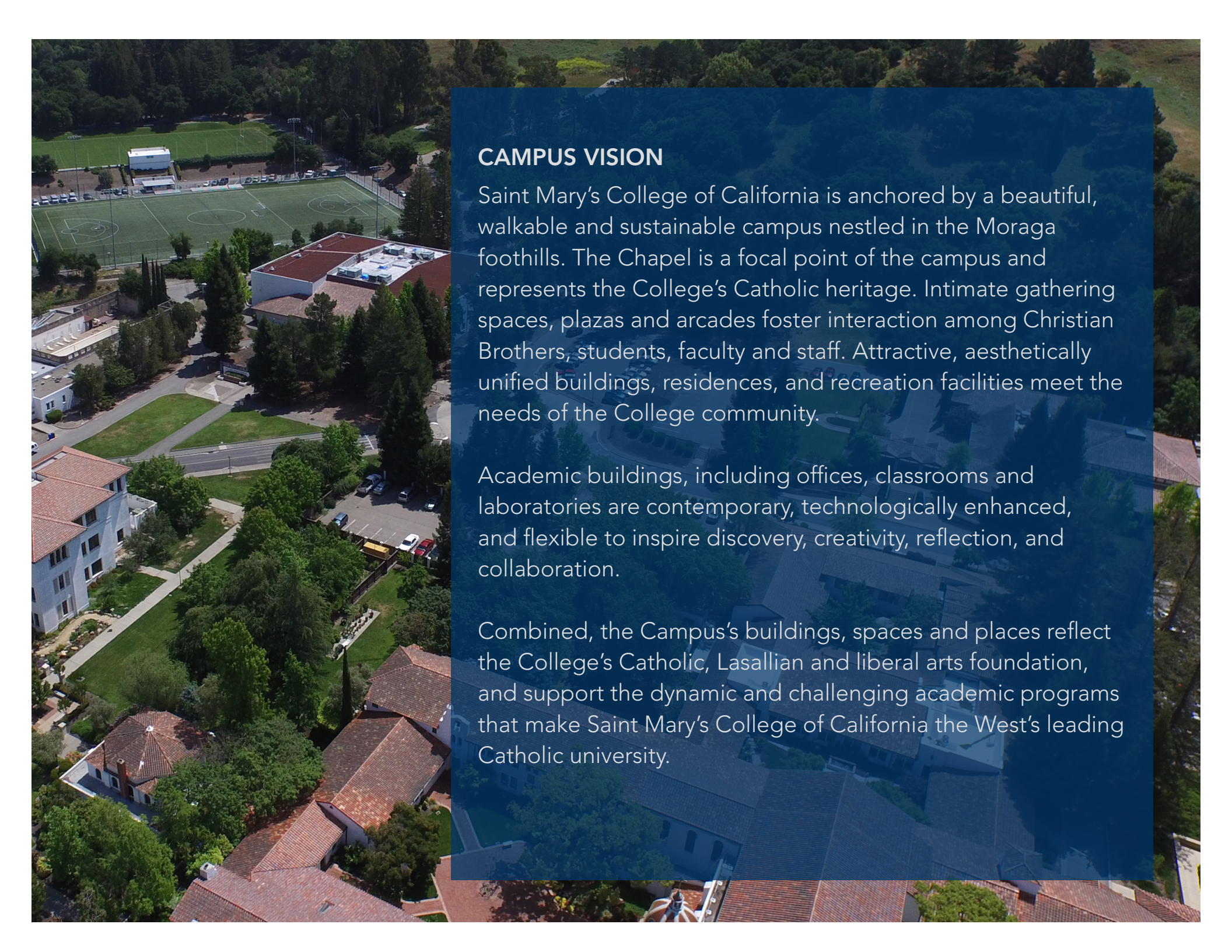
In 2015 the College's President presented a Strategic Plan that defines a compelling vision for the future intellectual vibrancy, financial strength and stability of Saint Mary's College. It purposefully integrates institution-wide priorities and aspirations while responding to critical student, faculty, and staff needs; master planning and infrastructure improvements; and the stewardship of financial resources essential to a sustainable and competitive future. The Strategic Plan emphasizes a foundation in the liberal arts in ways such as foregrounding the importance of critical inquiry, investigating essential questions of humanity, and promoting an examined life while recognizing the need to demonstrate the practical value of a Saint Mary's education. It strives to ensure that as the College evolves and diversifies it will preserve the core, distinguishing characteristics of a personalized, thriving Saint Mary's community.

The Strategic Plan presents a five-year roadmap that will further realize Saint Mary's "Distinctive Excellence" through six overarching goals:

1. Raising the Academic Profile and Distinction
2. Supporting the Student Lifestyle
3. Expanding Responsibility for Lasallian Higher Education
4. Prioritizing our Facilities and Footprint
5. Getting the Message Out
6. Ensuring Saint Mary's Financial Stability

Campus Vision

Building upon the Strategic Plan, the Campus Vision (*shown on the following page*) provides specific focus on how the College's overall **mission and values are translated into the physical layout, design and form of the main campus in Moraga**. The vision expresses what makes the campus special today and defines the College community's desires for what the campus should become in the near future.

An aerial photograph of the Saint Mary's College of California campus. The image shows a large green sports field with basketball and soccer markings in the upper left. To the right of the field is a large, modern building with a flat roof. Below this, there are several other buildings, including a prominent one with a red-tiled roof and a small chapel with a dome. The campus is surrounded by lush green trees and a road runs along the bottom edge. A semi-transparent blue box is overlaid on the right side of the image, containing text.

CAMPUS VISION

Saint Mary's College of California is anchored by a beautiful, walkable and sustainable campus nestled in the Moraga foothills. The Chapel is a focal point of the campus and represents the College's Catholic heritage. Intimate gathering spaces, plazas and arcades foster interaction among Christian Brothers, students, faculty and staff. Attractive, aesthetically unified buildings, residences, and recreation facilities meet the needs of the College community.

Academic buildings, including offices, classrooms and laboratories are contemporary, technologically enhanced, and flexible to inspire discovery, creativity, reflection, and collaboration.

Combined, the Campus's buildings, spaces and places reflect the College's Catholic, Lasallian and liberal arts foundation, and support the dynamic and challenging academic programs that make Saint Mary's College of California the West's leading Catholic university.

Goals and Key Strategies

The following are specific and select goals related to campus facilities that will be necessary to fully implement the Campus Vision.

GOAL A: IMPROVE EXISTING BUILDINGS AND INFRASTRUCTURE

Strategy A.1: Upgrade buildings and systems to support academic programs while maintaining the architectural heritage and intimate feel of the main campus.

Strategy A.2: Provide sufficient faculty office space to enable high quality and frequent student-faculty interaction.

Strategy A.3: Build a Library and Learning Commons that inspires discovery, reflection and collaborative learning.

GOAL B: ENHANCE COMMUNITY VIBRANCY, SUSTAINABILITY AND COMMUNITY HEALTH

Strategy B.1: Improve student-centered amenities, support 24/7 on-campus activity and strengthen the social aspects of College living.

Strategy B.2: Meet the growing student demand for campus residency.

Strategy B.3: Expand the College's commitment to environmental sustainability and community health through operations and design.

Strategy B.4: Increase mobility choices by enhanced connections to regional transit, and improved pedestrian and bicycle connectivity.

GOAL C: SUSTAIN THE CATHOLIC TRADITION AND HISTORY

Strategy C: Reflect the core values and mission of the College in the physical campus, ensuring that the Chapel remains the physical and symbolic heart of the campus.

GOAL D: BUILD AND MAINTAIN A COHESIVE AND HUMAN-SCALED CAMPUS

Strategy D: Build and maintain an intimate and welcoming community feel, achieved through easily navigable, compact and walkable spaces that support a rich, collaborative learning environment designed to further College values, where historic architecture, sacred spaces and special places are preserved.

GOAL E: USE THE CAMPUS AS A COMMUNICATIONS TOOL

Strategy E: Leverage the campus as a valuable part of the Saint Mary's brand, where Christian Brothers, faculty, students, staff and visitors can enjoy the campus setting and be a part of a vibrant academic community.

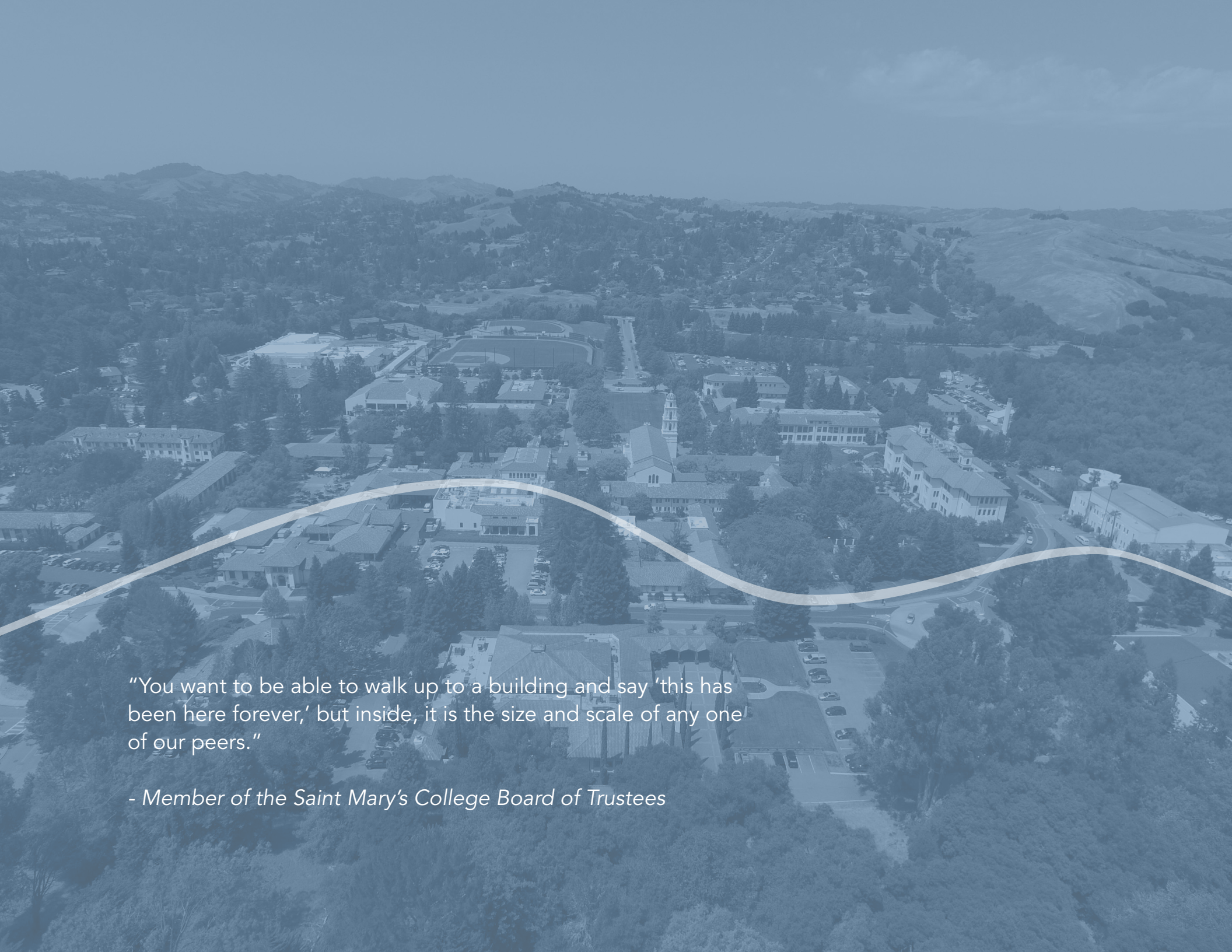
GOAL F: DESIGN THE CAMPUS TO SUPPORT REVENUE GENERATION AND CONSERVATION

Strategy F: Use the campus as a partner in, and prominent backdrop for, revenue generation and fostering connections to current and future visitors and donors.

An aerial photograph of Saint Mary's College campus, showing various buildings with red-tiled roofs, a central green lawn, a baseball field, and surrounding green hills under a blue sky with light clouds. A red banner with a white border is positioned in the lower-left foreground.

Chapter Three Facilities Plan

Saint Mary's College is a venerable institution with a **beautiful and much-loved campus** that is a **vibrant, sustainable and dynamic center** for creativity and learning. A flexible and adaptive plan, which respects the historical features that make the campus special, will allow the campus to **fully support the College's mission of academic excellence.**

An aerial photograph of the Saint Mary's College campus, showing various buildings, a central church tower, a baseball field, and surrounding hills. A thick, wavy, light-colored line is superimposed over the image, curving from the left side towards the right. The entire image has a blue tint.

"You want to be able to walk up to a building and say 'this has been here forever,' but inside, it is the size and scale of any one of our peers."

- Member of the Saint Mary's College Board of Trustees

Introduction

The College's ultimate goal is to ensure that Saint Mary's College of California remains the West's leading Catholic university. For this to be maintained through the future, **the physical campus must support the academic, social, recreational and mobility needs of the students, faculty, staff and Christian Brothers who call the College home.** As a starting point for identifying these needs, the College conducted an extensive on-campus engagement process that resulted in a list of desired amenities and facilities (discussed in Chapter One). The College also developed an internal Strategic Plan that identified future academic goals and student enrollment projections.

While it is not reasonable nor desirable to create facilities that address every single amenity discussed during the engagement effort, College leadership identified specific projects and improvements that are needed to (1) address current/projected academic

and faculty space deficiencies, (2) expand on-campus amenities for students, (3) make the campus function better and be more sustainable, and (4) reflect the Campus Vision. In addition, each of these projects was evaluated by the College to ensure they are economically feasible based on current and projected revenue and donor support.

This chapter presents an overview of student enrollment projections and faculty/staff needs, and describes the various projects and programs necessary to support the College over the next 15 years and beyond. Specifically, the chapter includes the following sections:

- **College Enrollment Projections:** Provides a summary of current (2015) student enrollment estimates and future (2030) projections.



The campus provides a wide range of amenities for students, faculty and staff, including places for quiet contemplation like the courtyard outside Cassin Student Union



Recent projects like the Joseph L. Alioto Recreation Center (completed in 2015) provide much needed on-campus amenities for students, faculty, staff and Christian Brothers

- **Faculty and Staff Needs:** Identifies changes to faculty composition and staffing needs based on future College enrollment and academic model changes.
- **Campus Facilities:** Describes the various buildings on the campus, their uses and programming.
- **Phase 1 Projects:** Summarizes the most critical capital improvement projects envisioned to be developed during the next five years (i.e., 2015 – 2020).
- **Phase 2 Projects:** Describes the additional capital improvement projects included in the Campus Master Plan that are not as time critical as the Phase 1 projects (i.e., 2020 – 2030).
- **Mobility Enhancements:** Identifies the physical and programmatic improvements necessary for on and off campus automobile, transit, bicycle and pedestrian mobility to improve overall circulation, while reducing single occupancy automobile use.
- **Parking Enhancements:** Identifies parking and transportation demand management strategies and new facilities necessary to adequately accommodate projected parking needs for the campus.
- **Infrastructure Improvements:** Identifies necessary improvements to on-campus water, sewer, drainage and utility infrastructure necessary to support new facilities and better improve the performance of existing facilities.
- **Sustainability and Stewardship Programs:** Identifies strategies and actions to improve sustainability, improve environmental quality and ensure proper stewardship of natural resources.
- **Noise Requirements:** Identifies acceptable noise levels and actions to the College will take to minimize the adverse affect of undesirable noise on campus users and the surrounding Moraga community.

College Enrollment Projections

Student enrollment is a core metric used by the College to determine current and future facility demands and space needs. This section details **projected enrollment trends during the plan period, as well as the rationale behind those trends**. The College projects that undergraduate enrollment will grow only 1.2 percent during the time frame of the Plan. Graduate enrollment, which currently accounts for 24 percent of total enrollment, will grow by 20 percent on campus and 34 percent in total

(with many programs delivered off-campus). Enrollment is calculated in terms of full-time equivalent (FTE) students. Each full-time student counts as one FTE, while part-time students are assigned a percentage of an FTE according to their course load.

Saint Mary's College is an institution that values and fosters academic distinction, a tightly knit intellectual community, and high-quality, personalized student support.

Table 3.1 Undergraduate Enrollment Projections

Category	Base Year (Fall 2014)	Phase 1 Horizon (Fall 2020)	2014-2020 Change	Phase 2 Horizon (Fall 2030)	2014-2030 Change
Undergrad Enrollment Total Headcount	2,958	3,000	1.4%	3,000	1.4%
Undergrad Enrollment Full Time Equivalent*	2,787	2,820	1.2%	2,820	1.2%

* The Full Time Equivalent (FTE) population for undergraduates is calculated by counting full-time students (students who take approximately four courses per semester, or a minimum of three courses), then assigning part-time students a percentage of an FTE, given their course load relative to a full-time load. These partial FTEs are added to the count of full-time students to arrive at a total FTE population. FTE is the metric used for determining potential environmental impacts in the Campus Master Plan EIR.



The mission of Saint Mary's College is educating tomorrow's leaders and the core focus of the Campus Master Plan is ensuring the campus has appropriate resources and facilities to serve those students

To continue to offer and improve on an excellent set of academic and student-based programs, to compete for first-class students, and to be in the position to select students from a strong applicant pool, the College has historically expanded undergraduate programs very gradually. The College plans to continue that pattern of excellence and measured enrollment changes throughout the plan period. The previous 1991 Campus Master Plan as approved allows for growth to 3,000 undergraduate FTE students. In 2006, the undergraduate enrollment was 2,600 FTEs. It has grown slowly over the past nine years and is now 2,780 FTE. Undergraduate enrollment may rise a modest 1.20 percent by 2015-2030 to 2,820 FTE. This growth will allow the College to accommodate increases in demand, support new programs and maintain financial health.

As shown in **Table 3.1**, undergraduate enrollment is projected to remain relatively stable during the life of this Campus Master Plan. As such, the College will formally cap undergraduate enrollment at 3,000 students by headcount (similar to the previous 1991 Campus Master Plan).

Graduate and Professional Studies Enrollment

The College's Graduate and Professional Studies programs (GPS) are relatively small compared to the undergraduate program, but offer a wealth of opportunities to both full-time graduate students and working professionals pursuing bachelor's or master's degrees. GPS programs are offered by the School of Economics and Business Administration, the Kalmanovitz School of Education, and the School of Liberal Arts.

These programs are highly innovative and many are uniquely available at Saint Mary's. The programs for working professionals in particular are highly customized to the needs of the students and have low residency requirements, leading to schedules with students on-campus for short, intensive periods in the academic "off season," online courses and/or periodic weekend or evening meetings. This structure allows the College to deliver highly engaging and rewarding programs while minimizing the impacts the programs have on community traffic and resources.

The College's graduate programs are in high demand because of their high quality uniqueness and structures that accommodate working professionals. For example, few other programs are developed specifically for working dancers who are planning for careers beyond the stage, or for working professionals with leadership experience who wish to finish their Bachelor's Degree. The College plans

to increase enrollment in its GPS programs to accommodate some pent-up demand, expand existing programs to increase their richness, and support financial sustainability at the College. These increases will be made in a measured way, being mindful of program excellence and how expanded programs will affect the community at Saint Mary's and beyond.

Table 3.2 Graduate and Professional Studies Projections

Category	Base Year (Fall 2014)	Phase 1 Horizon (Fall 2020)	2014-2020 Change	Phase 2 Horizon (Fall 2030)	2014-2030 Change
Graduate Enrollment: Total Headcount	1,331	1,600	20%	1,800	35%
GPS On-Campus Headcount	1,171	1,350	15%	1,500	28%
GPS Off-Campus Headcount	160	250	56%	300	88%
Graduate Enrollment: Full Time Equivalent*	858	1,030	20%	1,150	34%
GPS On-Campus FTE	755	907	20%	1012	34%
GPS Off-Campus FTE	103	123	19%	138	34%
* The Full Time Equivalent (FTE) population for graduates is calculated by counting full-time on-campus graduate students (not graduate students at other off-campus locations), then assigning part-time students a percentage of an FTE, given their course load relative to a full-time load. These partial FTEs are added to the count of full-time students to arrive at a total FTE population. FTE is the metric used for determining potential environmental impacts in the Campus Master Plan EIR.					

Faculty and Staff Needs



In the coming years the College will identify ways to transition to more full time faculty to promote in-person instruction

The College employs diverse and dedicated faculty and staff. To support the current and projected student population and to address changes in educational models and advances in technology, the College will make **a series of programmatic changes to the composition of on-campus faculty and staff** in the coming years. This includes a potential decrease in the number of part-time faculty and increase in permanent full-time faculty.

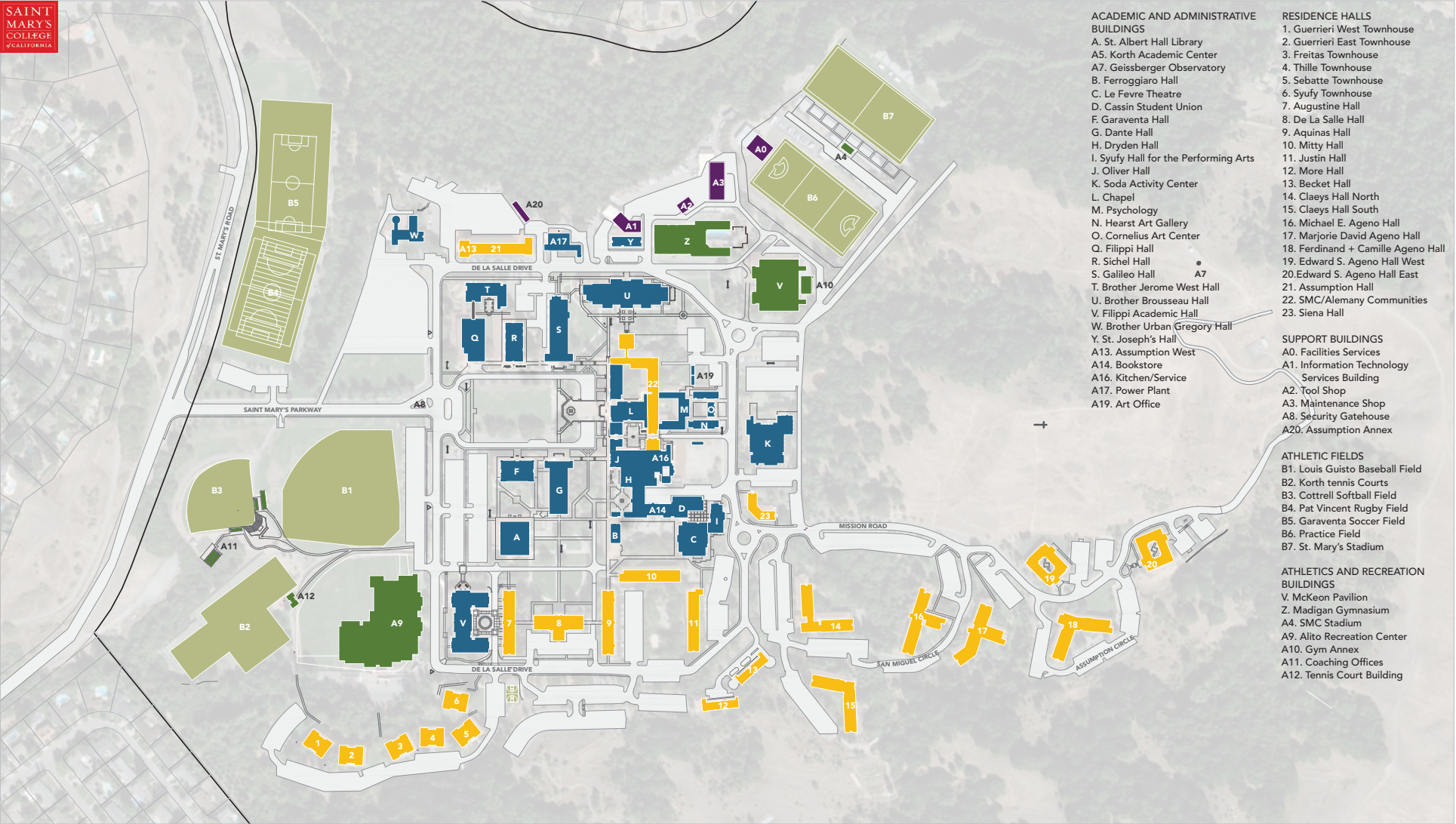
As of 2014, there were 211 full-time faculty members and 287 part-time faculty members on campus. The College is going to shift its emphasis to full-time instruction in the coming years, since in-person instruction is key to the College's mission and approach, leading to a full-time faculty body made up of 251 members in 2020 (a 19 percent increase). The

part-time faculty population will decrease by 10 percent from 287 to 257. Full-time faculty members have the capacity to spend more time on campus, creating a stronger community within the faculty and larger learning community. They take on increased administrative roles, and are more personally available because they are able to plan their careers with more certainty. These are benefits to the College and to students. The richness and stability that full-time faculty members bring to the College is complemented by the vibrancy and specialized knowledge brought by part-time faculty members, who are often working professionals in their fields. While the part-time faculty member population will be reduced by 10 percent, their contributions continue to be necessary and highly valued.

Like the faculty, professional staff members are essential to the functioning of the College. Both full and part-time staff populations are expected to increase by three percent. This increase of 11 full-time staff members and three part-time staff members is in response to the slight growth in traditional undergraduate

and GPS programs as well as ongoing unfilled needs the College has identified. Faculty and staff population projections are summarized in **Table 3.3** below.

Table 3.3 Faculty and Staff Projections					
Category	Base Year (Fall 2014)	Phase 1 Horizon (Fall 2020)	2014-2020 Change	Phase 2 Horizon (Fall 2030)	2014-2030 Change
Faculty Full Time	211	251	19%	251	19%
Faculty Part Time	287	257	-10%	257	-10%
Staff Full Time	409	421	3%	421	3%
Staff Part Time	85	88	3%	88	3%



Existing Campus Facilities

Saint Mary's College main campus has approximately 68 buildings that serve a range of uses. The primary building types are:

- **Academic and administrative buildings**, encompassing academic, religious, administrative and student life buildings
- **Residential buildings** where students and Christian Brothers live
- **Athletic and recreation buildings**

- **Support buildings** that are used for campus maintenance

Figure 3.1 shows the location and type of all the existing buildings on campus. **Table 3.4** on the following page summarizes the purpose and primary uses for each of the building types. The subsequent tables list the existing (2015) buildings in each type and their sizes.



The main campus is dense and walkable, surrounded by rural and semi-rural foothills

Table 3.4 Campus Facilities

Building Type	Purpose	Primary Uses
Academic and Administrative	Academic and administrative buildings are at the heart of the college, where the majority of the College's mission to foster intelligent and compassionate students learning in a vibrant intellectual community is brought to life around the central Chapel, Chapel Green and statue of Jean-Baptiste de La Salle.	Academic, Religious, Administrative and Student Life Buildings
Residential	Residential students live in a comfortable community within a few minute's walk to any part of campus. Residential students are able to immerse themselves in learning and personal growth in a warm and supportive environment.	Student and Residential Assistant residences, and accommodations for approximately 24 Christian Brothers
Athletics and Recreation	A whole person is both mentally and physically educated and exercised. Saint Mary's offers a wide range of high-quality athletics and recreation programs, including NCAA Division 1 teams, a new Recreation and Fitness Center, club sports, intramural sports and camps. Athletic and recreational facilities are located just outside the main campus for easy student access.	NCAA Division 1 Athletics and a wide range of recreation programs, including baseball, basketball, cross country, fitness classes, golf, lacrosse, rock climbing, rowing, rugby, soccer, softball, tennis, track and field, swimming, water polo and volleyball
Support	Maintenance and facilities staff ensure that Saint Mary's is the most beautiful campus on the West Coast every day of the year, and that each building and field is serving its purpose. Support and maintenance facilities are largely tucked away behind main campus facilities.	Work areas, equipment storage, equipment refueling and office spaces

ATHLETICS AND RECREATION BUILDINGS

Table 3.5 lists each of the Athletics and Recreation buildings, including their gross square feet (e.g., the total number of square feet in the building envelope).

In addition to Athletics and Recreation buildings, the College also has recreation and athletics fields and courts. These include:

- Cotrell Field (Softball)
- Louis Guistino Baseball Stadium
- Pat Vincent Rugby Field
- Saint Mary's Stadium
- Sand Volleyball Court
- Sil Graventa Sr. Soccer Field
- Tim Korth Tennis Courts
- Upper Athletic Field

Name	Gross Square Feet
Gym Annex (modular)	2,161
Joseph L. Alioto Recreation Center	60,000
Madigan Gym	31,420
McKeon Pavilion/Albert Rahill Activity Center	38,070
Men Baseball Coach (modular)	1,440
Stadium Press Box (modular)	640
Tennis Courts building	682
Total	134,413



Madigan Gym



McKeon Pavilion (interior)

ACADEMIC AND ADMINISTRATIVE BUILDINGS

Table 3.6 lists each of the Academic and Administrative buildings, including their gross square feet (e.g., the total number of square feet in the building envelope).



Cassin Student Union

Name	Gross Square Feet
Assumption West	2,550
Bookstore	8,042
Brother Cornelius Art Center	5,038
Brother Brousseau Hall	55,374
Brother Jerome West Hall	13,586
Brother Urban Gregory	6,670
Cassin Student Union/Multi Cultural Lounge (Delphine)	9,550
Chapel	9,440
Dante Hall	32,090
Dryden Hall	3,330
Ferroggiaro Center	9,338
Filippi Academic Hall	40,156
Filippi Hall (Administrative Services)	19,600
Galileo Hall	33,371
Geissberger Observatory	113
Information Tech (trailer)	1,360
Kitchen/Service Area	13,630
Korth Academic Center/North Arcade	8,300
LeFevre Theatre	10,280
Mary Candida Garaventa Hall	23,695
Oliver Dining Hall	4,400
Power Plant	6,848
Psychology	5,296

Table 3.6 Academic and Administrative Buildings (continued)	
Name	Gross Square Feet
Sichel Hall	8,560
SMC Museum of Art (Hearst Art Gallery)	4,039
SMC Museum of Art Office Trailer	640
Soda Activity Center	20,480
Saint Albert Hall Library	45,120
Saint Joseph Hall	3,298
Syufy Hall/Performance Arts	7,511
Campus Post Office	2,750
Total	414,455



Filippi Academic Hall



Geissberger Observatory

RESIDENTIAL BUILDINGS

Table 3.7 lists each of the Residential buildings, including their gross square feet (e.g., the total number of square feet in the building envelope).



De La Salle Hall



Edward Ageno West (interior courtyard)

Table 3.7 Residential Buildings

Name	Gross Square Feet
Aquinas Hall	26,400
Assumption Hall	16,420
Augustine Hall	40,833
Becket Hall	6,760
Brother's Community - Alemany	4,123
Brother's Community - SMC	17,348
Claeys Hall North	22,640
Claeys Hall South	22,710
De La Salle Hall	29,784
Edward Ageno East	16,777
Edward Ageno West	16,782
Ferdinand and Camille Ageno (C)	25,320
Freitas Townhouse	9,690
Guerrieri East Townhouse	9,750
Guerrieri West Townhouse	9,750
Justin Hall	16,260
Marjorie D Ageno Hall (B)	25,580
Michael E Ageno (A)	23,635
Mitty Hall	15,660
More Hall	7,450
Sabatte Townhouse	9,690
Saint Catherine of Siena Hall	4,380
Syufy Townhouse	9,690
Thille Townhouse	9,690
Total	397,122

SUPPORT BUILDINGS

Table 3.8 lists each of the Support buildings, including their gross square feet (e.g., the total number of square feet in the building envelope).

Name	Gross Square Feet
Facilities Services Building (modular)	4,260
Garage	1,750
Main Shop/Residential Life	2,000
Maintenance and Vehicle Shop	9,460
Security Gatehouse	150
Warehouse/Duplicating/Purchasing	5,868
Total	23,488



Maintenance and Vehicle Shop



Facilities Services Building (modular)

Phase 1 Projects

This Campus Master Plan is structured on the premise that improvements to existing facilities and the development of new facilities will happen in two phases. **Phase 1 projects will cover near-term projects that the College anticipates will be built in the next five years (2015-2020)**, which are well-defined and most of which are already in a planning and design process. **Phase 2 projects will be completed over a longer time horizon (2020-2030)**. These projects are well-understood, but are not actively being planned for near-term construction.

This section details each Phase 1 project, including the rationale behind the project, its use(s) and its size. **Table 3.9** provides a summary of each Phase 1 project, including its size, maximum height and anticipated completion date. **Figure 3.2** shows the location of each project and its approximate building footprint.

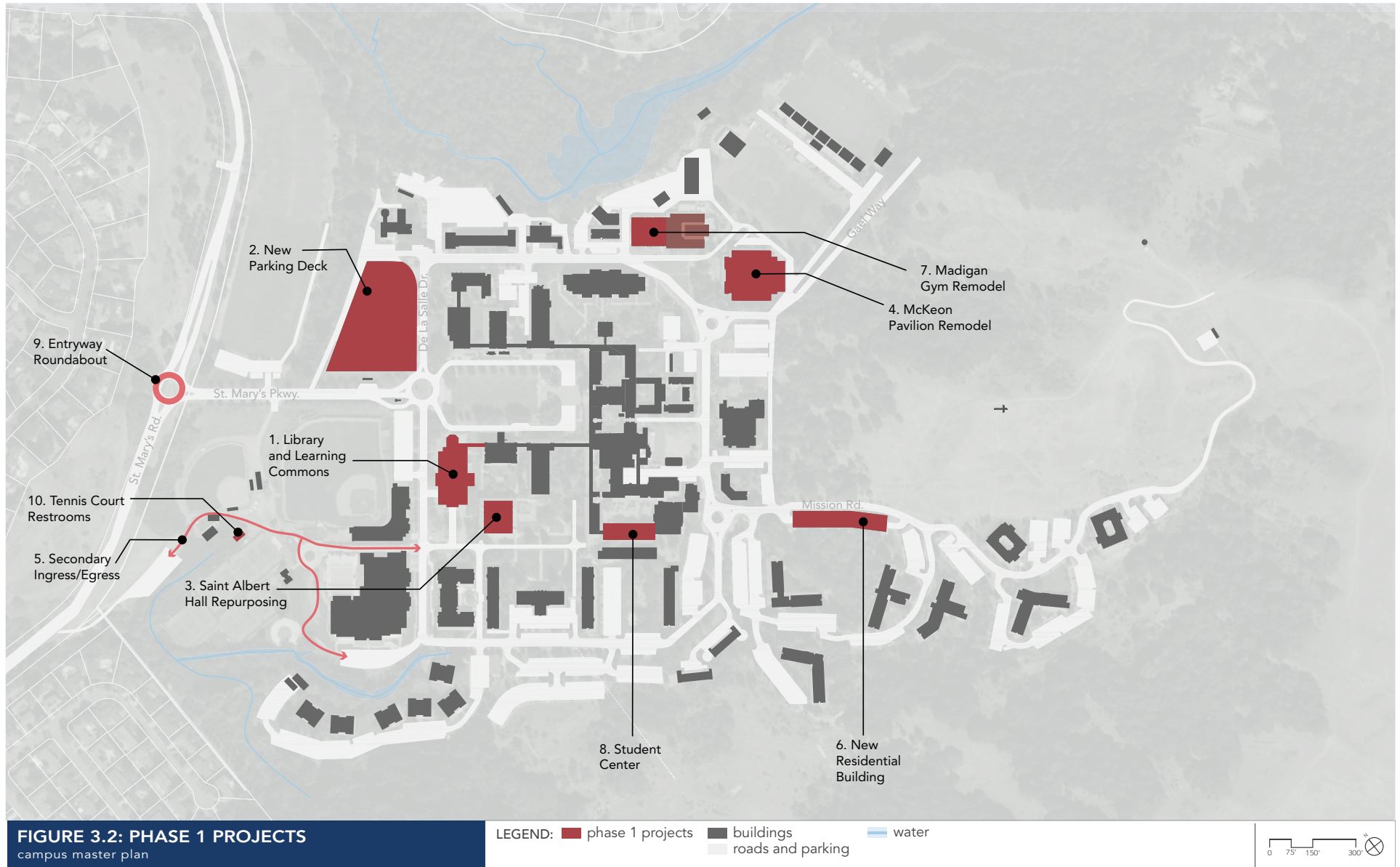
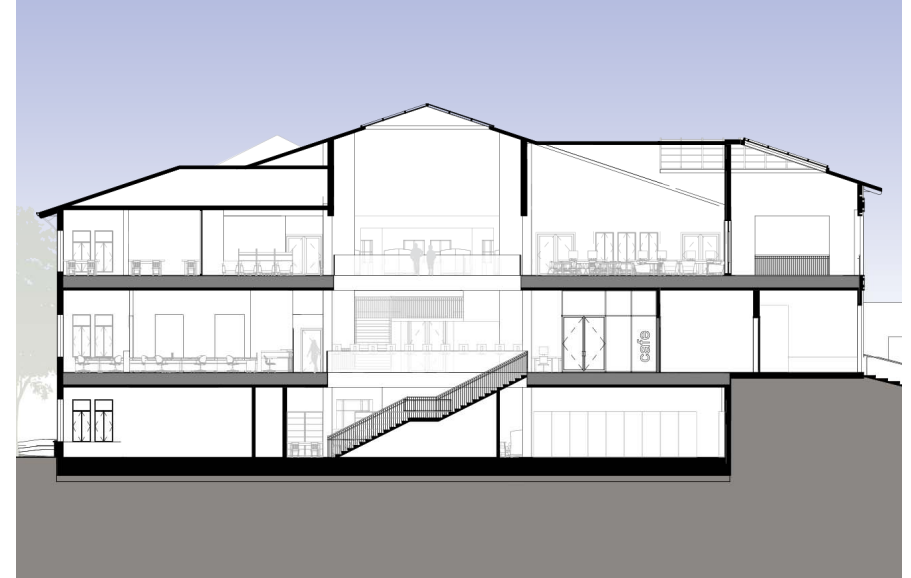


Table 3.9 Summary of Phase 1 Projects				
Project Name	Purpose	Primary Uses	Height	Estimated Completion
1. Library & Learning Commons	Contemporary technology and learning center that includes a library, student study space and meeting space	60,000 square feet	3-4 stories	2021
2. Elevated Parking Structure (new second story)	New second stories on to the existing parking lots (timing and location dependent upon the need to replace parking lost during Phase 1 and 2 projects)	Additional 176 spaces	2 stories	mid-2021
3. Saint Albert Hall Library Repurposing	Redesign of the interior space to increase size and convert to academic uses, including classrooms and faculty offices, and enclosure of existing arcades within current footprint	Additional 7,000 square feet of usable/interior space, within the existing building footprint	2 stories (height unchanged)	late 2020
4. McKeon Pavilion Remodel	Expansion of existing building to add a Student Athlete Performance Center and new entry foyer	16,100 gross square feet for the rear expansion	2 stories (height unchanged)	December 2017
5. Secondary Ingress/Egress	New secondary access to campus for emergency access	n/a	n/a	2021
6. New Residential Building	New dormitory with parking underneath that will include 180 beds (12 in single rooms and 168 in apartments) and residential parking	66,190 gross square feet	3 stories (with parking under)	December 2020
7. Madigan Gym Remodel	Renovation will add new faculty offices while keeping some recreation facilities (includes demolishing current pool area)	No change in building footprint, new 11,601 square feet	3 stories (current)	2023
8. Student Center	New student-oriented building with lounge, activity/gaming center and other amenities, including enclosing and repurposing some existing spaces	19,100 gross square feet	2 stories	2023
9. Entryway Roundabout	New roundabout at Saint Mary's Road and Saint Mary's Parkway to improve aesthetics, safety and traffic flow	n/a	n/a	2022
10. Tennis Court Restrooms	New restrooms to serve the tennis and softball areas	<1,500 square feet	1 story	2020



Each of the Phase 1 Projects is located on infill sites (e.g., existing roadways or parking lots within the main campus)

Project 1: Library and Learning Commons



Completing the Chapel Green surrounds, envisioned by the original campus architect John J. Donovan, will make the Library and Learning Commons a landmark facility for the College

PROJECT DESCRIPTION

The Library and Learning Commons will be a landmark facility for the College, located on a prominent space on the Chapel Green. The new building will play a vital role in the functioning of Saint Mary's College as a space for research, quiet contemplation and reading, as well as group work and access to learning support technologies. The new 60,000 square foot building will be open 24 hours a day and will house:

- The Library
- An iconic reading room
- 720 seats and work stations
- 18 group study spaces
- A smart instruction room
- Digital meeting rooms
- Computing support

The new facility will also have a café, balconies and a courtyard, and be a secure and climate controlled space. It will fill the remaining building reserve space surrounding the Chapel

Green, completing the original bookend for the main civic features of campus. The building's attractive modern architecture complements and integrates with the historical Spanish Revival architecture of the campus.

This building was conceived because students, faculty and staff currently lack a single dedicated space that meets their needs for collaborative study. The existing library in Saint Albert's Hall, which was built in 1967 for fewer than 1,000 students, has not kept pace with the increasing student body and their changing academic needs. It provides only 281 seats and work stations, and 3 group meeting rooms, and offers little room for expansion. The current facility is inadequate for student needs and not competitive with peers in staffing, collections, budget, student services and space. This project will be constructed on an existing parking lot, dramatically reducing potential environmental impacts.

Project Summary	
Location	Facing the Chapel Green on Perimeter Road, directly north of Filippi Academic Hall and Saint Albert Hall
Parcel	258-150-005
Current Site Characteristics	Currently contains semi-paved and gravel parking lots that contain 192 total (96 net stalls) parking spaces (reserved for faculty and visitors)
Current Site Constraints	The site has minimal environmental constraints because it has been disturbed/used as parking for over 50 years
Project Size	60,000 square foot building and 40 parking spaces reserved for staff use
Use(s)	Library space, meeting and working spaces, café, reading room, computer stations and a smart instruction room
Height	3-4 stories
Estimated Completion	2021

Project 2: Elevated Parking Structure



The parking structure will be located to the rear of the existing parking lot adjacent to Filippi Hall

PROJECT DESCRIPTION

While the College is dedicated to reducing the need for single-occupancy autos, there is a need to efficiently accommodate cars in a centralized location, and to relocate parking that will be eliminated by proposed projects.

One new parking structure will add a second level of parking to the rear part of the existing Filippi/De La Salle commuter surface lot near the main entrance of the campus. This project will help to address the midday parking shortfall by adding 120 new parking stalls.

A second new parking structure will add a second story to part of the lot adjacent to De La Salle Hall, and will add 56 spaces to the lot's capacity.

The timing and final sizing of the project will be based on the need to replace parking stalls lost from the construction of the new Library and Learning Commons and/or other Master Plan projects that will displace existing parking. The new parking deck will be constructed above the existing parking lot, reducing potential environmental impacts.

Project Summary

Location	North of Filippi Hall, between Saint Mary's Parkway and De La Salle Drive, and across De La Salle Drive from De La Salle Hall
Parcel	258-150-005
Current Site Characteristics	The site is currently used as a paved parking lot with access off of De La Salle Drive. The Gateway lot contains 240 commuter and visitor stalls and 1 ADA stall.
Current Site Constraints	The site has minimal environmental constraints since it is currently used as a parking lot and that use will continue with the new elevated parking structure
Project Size	69,630 gross square feet
Use(s)	A total of 176 new parking stalls for commuters and visitors
Height	One story
Estimated Completion	mid-2021

Project 3: Saint Albert Hall Library Repurposing

PROJECT DESCRIPTION

Upon construction of the new Library and Learning Commons, the existing Saint Albert Hall Library will be repurposed for academic use. The building's central location on one of the busiest quads on campus makes it an ideal location for offices and academic spaces. The building is adjacent to the well-travelled corridor between the recreation center and residential buildings, and will be beside the new Library and Learning Commons. Saint Mary's has a shortage of office and classroom spaces, and is one of the most efficient campuses amongst its peers in terms of space usage. The reconfigured building will include classrooms, offices, meeting spaces, and social spaces. By enclosing the building's existing internal arcades, the new facility will create an additional 7,000 square feet of space without the need to expand the building's footprint. The project is anticipated to be completed in 2020.

Project Summary	
Location	De La Salle Quad, between Augustine Hall and Garaventa Hall
Parcel	258-150-005
Current Site Characteristics	Existing structure, which currently functions as the campus library
Current Site Constraints	The site has minimal environmental constraints since it is an adaptive re-use of an existing structure.
Project Size	45,120 gross square feet/41,866 net square feet building. 7,000 additional square feet created within the existing building footprint.
Use(s)	Classrooms, offices, meeting spaces and social spaces.
Height	2 stories (height unchanged)
Estimated Completion	late 2020



These draft plans show how Saint Albert Hall Library stacks could be utilized as office and academic spaces

Project 4: McKeon Pavilion Remodel



The proposed remodel will allow coaches' offices and other facilities to be housed inside the pavilion, rather than in temporary buildings

PROJECT DESCRIPTION

McKeon Pavilion is the home of several of Saint Mary's renowned athletic programs, where Saint Mary's welcomes the community to come to campus, enjoy games, and speculate on future NBA and WNBA stars. The renovation of McKeon and the addition of a Student Athlete Performance Center will create an improved experience for both spectators and student athletes. The renovation plan addresses common complaints about the 1977 facility, which includes its age, the smallness of the building and that fact that it is one of the smaller gyms in the West Coast Conference (WCC). The renovation will allow visitors and student athletes to be more comfortable and bring Saint Mary's facilities in line with other WCC institutions and colleges across the nation.

The new Student Athlete Performance Center will add dedicated facilities for athletes, including a weight room, training room, on-site sports medicine areas, a new woman's volleyball locker room, and athletic offices to alleviate staff and coach office overcrowding. The renovation will also improve the fan experience with new features including video boards, a hall of fame, a hospitality room, renovated concession spaces, new rest rooms, a reconfigured lobby, a new façade and courtyard.

While visitors will be more comfortable in the renovated spaces, the College will not create additional seating beyond the original approved design capacity. Creating additional work spaces in the building will allow the College to eliminate some temporary buildings. All areas that will be enclosed during this project are currently hardscape. This allows the College to avoid building additional buildings on undeveloped sites.

Project Summary	
Location	South of the Madigan Gymnasium, east of the Soda Activity Center and the Hearst Gallery
Parcel	258-150-006
Current Site Characteristics	2,670 seat multi-purpose arena (as approved in 1977) with a current designed seating arraignment of approximately 2,686 fixed seats
Current Site Constraints	The site has minimal environmental constraints since the project will be an expansion of an existing building onto existing paved parking/staging areas
Project Size	16,100 gross square feet will be added as part of the rear expansion. Up to 430 new spectator seats will be added bringing the total fixed seating capacity to approximately 3,100. The allowable capacity will not exceed 3,500 occupants.
Use(s)	Athletic facilities, including work-out rooms, offices and work spaces, lockers, storage and mechanical.
Height	40 feet to parapet, 2 stories (<i>height unchanged</i>)
Estimated Completion	December 2017

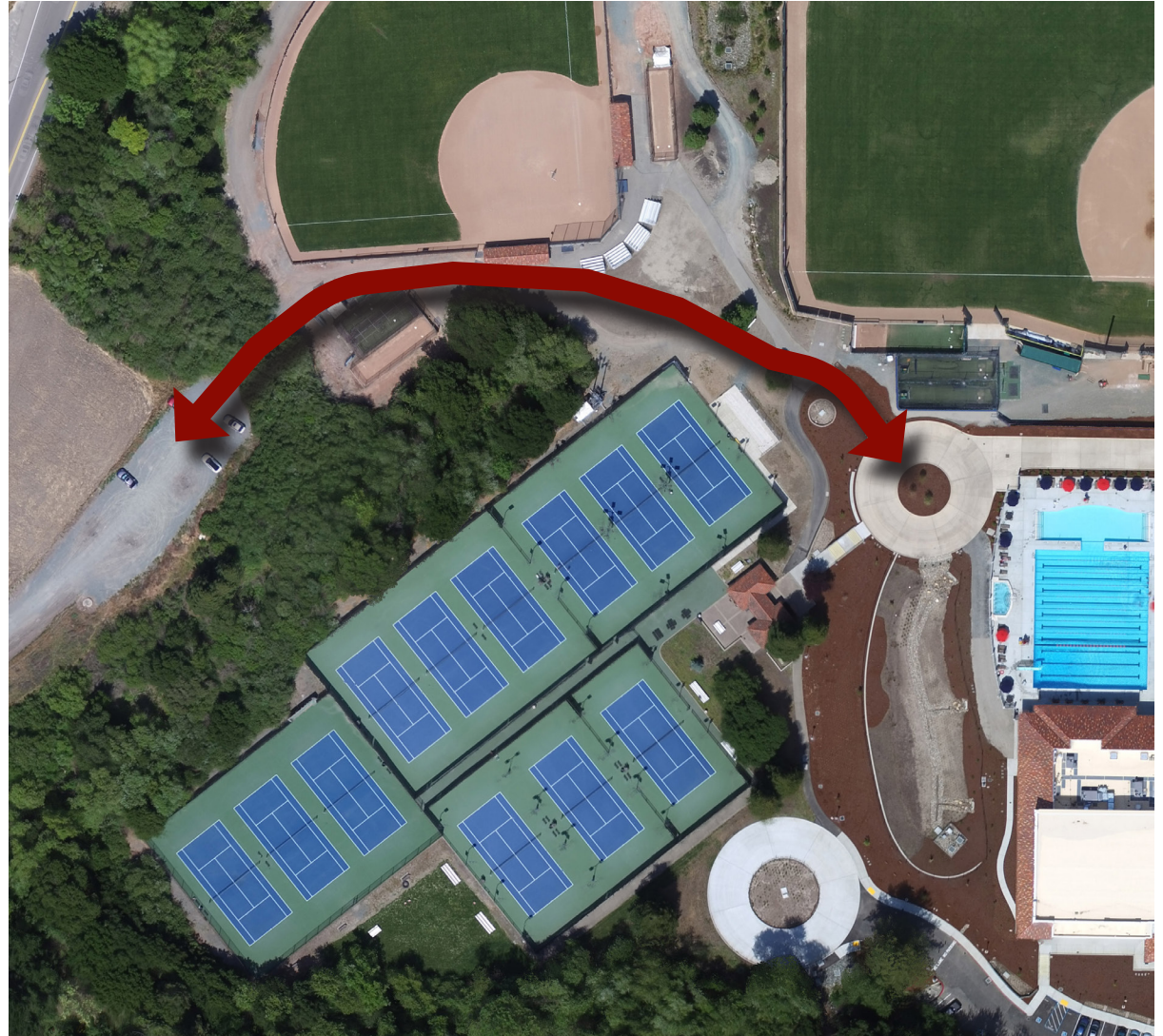
Project 5: Secondary Ingress/Egress



Establishing the secondary access route will involve designating an existing access way, rather than new construction.



The College does not anticipate using the access way except in the case of emergencies



The access way will run between the Recreation Center and Saint Mary's Road past Cotrell Field

PROJECT DESCRIPTION

The Saint Mary's campus is accessible only from the intersection of Saint Mary's Road and Saint Mary's Parkway. This access and egress point has been adequate throughout that College's history, but the college would like to establish an emergency access route to be used in case of a blockage on Saint Mary's Parkway, or an emergency requiring the evacuation of the campus. While the access route will be a secondary option in the case of an emergency, the College would like to establish it as a safety feature, though it would have no planned regular use. The route would accommodate the ingress and egress of emergency vehicles, and the egress of on-campus vehicles in case of an evacuation.

The proposed secondary access route already exists, though it has not been designated for emergency use. The route begins on Saint Mary's Road, southwest of the main campus entrance. It is a gravel road that leads to a graded parking lot operated by East Bay MUD. From there, one-lane gravel road leads onto the campus, over an existing stream

culvert, and between the tennis courts and softball field. From that point, vehicles could proceed up the access way between the Recreation Center and proposed Baseball Stadium, or turn along the back of the Recreation Center and enter the Recreation Center parking lot. The fact that this access route is already existing, and the project is simply a re-designation, dramatically reduces the potential ecological impacts of constructing a new secondary access and emergency evacuation route.

The secondary access route is only intended for emergency use. The College will work with the Moraga-Orinda Fire Department to update the Incident Management Plan with specific strategies and protocols for emergency vehicle access and coordination procedures. This will include having the Fire Department review and confirm vehicle access routes, both incoming emergency vehicles and outgoing vehicles, related to both the main access route (e.g., Saint Mary's Road) and the secondary ingress/egress route.

Project Summary	
Location	Between the Recreation Center and Saint Mary's Road
Parcel	258-150-006 and 258-150-007
Current Site Characteristics	Unpaved dirt and gravel roadway
Current Site Constraints	Topography, agency agreement
Project Size	N/A. Existing access route being designated as an emergency access route
Use(s)	Emergency access and evacuation only
Height	N/A
Estimated Completion	2021

Project 6: New Residential Building



Offering a mix of housing types, the new residential building will cater to many types of students

PROJECT DESCRIPTION

Saint Mary's faces a strong demand for on-campus housing, which increases as housing in surrounding communities becomes more expensive. The new Canyon/Mission Road residence will expand Saint Mary's housing inventory and give more students the opportunity to live on campus. This will also decrease traffic on surrounding roads, as the students will not need to commute to and from campus. The new facility will provide a mix of unit types that are designed to appeal to both undergraduate and graduate students. The program includes 12 single occupancy units and 168 beds in apartments. All of the units will have study areas, closets and bathrooms. Multi-bedroom units will also have kitchens, a living room and a dining nook. An onsite laundry room, lounge/study area, and lobby are also part of the overall building program.

The residence building will be four stories tall, with a partially below-grade parking structure that will provide 102 parking stalls. Due to the slope of the site, the parking levels were designed without internal ramps, allowing for cars to enter into each level at grade.

This project will be constructed on an existing parking lot, reducing potential environmental impacts. The amount of on-campus parking is not related to the number of beds. The project would house students who currently live off campus, therefore reducing the need for individual students to own a car to commute. For these reasons the project is not expected to increase net on-campus parking demand and may increase the availability of parking on campus.



The new residential building will be located on an existing surface parking lot

Project Summary	
Location	Located on existing parking lot on Mission Road, between Claeys Hall North and Ageno Hall in the southern part of campus.
Parcel	258-150-005
Current Site Characteristics	A paved parking lot that contains 84 parking spaces reserved for residents.
Current Site Constraints	The site has minimal environmental constraints since it has been disturbed and it currently used as parking lot.
Project Size	66,190 square foot building and 102 parking stalls.
Use(s)	Residential/Student Housing and parking
Height	4 stories (one level of parking located below grade)
Estimated Completion	December 2020

Project 7: Madigan Gym Remodel



PROJECT DESCRIPTION

The Madigan Gym is one of the original 1928 campus buildings. Given its historic value, one of the goals of the remodelling project will be to protect its historic façade. The College demolished the swimming pool in 2016 since it was made redundant by the new swimming pool located at the Recreation Center. The College anticipates renovating the interior gym, but renovation plans have not been finalized. Most of the non-historic building structures adjacent to the former pool are anticipated to be demolished at a later point in time to allow that area to become a potential building site (beyond the planning horizon and scope of this Campus Master Plan).



Project Summary	
Location	Located east of Brousseau Hall and north of the McKeon Pavilion on De La Salle Drive
Parcel	258-150-006
Current Site Characteristics	Existing gym facility
Current Site Constraints	N/A: Adaptive reuse of an existing building
Project Size	Interior remodel
Use(s)	Athletics and recreation
Height	2 stories (height unchanged)
Estimated Completion	Pool demolition completed in 2016, final project completion in 2023

Project 8: Student Center

PROJECT DESCRIPTION

The new Student Center will play a key role at the heart of the Saint Mary's campus. Students will gather here to meet in student groups, study, eat and play. Saint Mary's is in need of a centralized, accommodating space for student activities. Existing student activity spaces are scattered throughout campus and are inadequate to meet student demand. Students, especially those who commute, currently have limited options when it comes to finding a place to spend time between classes, with some even choosing to sit in their cars. The new student center will consolidate student activity spaces on campus, provide room for student organizations to meet and work collaboratively, and create a much needed a 24/7 hub for students to study and socialize when the academic core is shut down and quiet after working hours, but the students who live on campus are still active.

The plan for the new center includes a lounge, lobby, recreation and game center, rest rooms, multi-purpose hall, a convenience store and storage areas to support new uses. Construction of the center will also incorporate improvements to existing student activity spaces including the Cassin Student Union, Delphine Lounge (Intercultural Center), the De La Salle Hall café, Ferroggiaro Hall, and the Ferroggiaro Quad and its pedestrian paths. The new student center will be a two-story building with a scale similar to the adjacent structures that line the Ferroggiaro Quad.



Ferragio Quad is currently a student gathering space, which will be made richer by the Student Center

Project Summary	
Location	Ferroggiaro Quad
Parcel	258-150-005
Current Site Characteristics	Paved and landscaped. This is an infill site
Current Site Constraints	Existing building adjacencies
Project Size	Dependent on the option selected. Possible programs range from 18,000 to 21,000 sf
Use(s)	Work spaces, multi-purpose hall, convenience store, games and recreation space, activity planning area, deck, lobby, lounge, offices and restrooms
Height	2 stories
Estimated Completion	2023

Project 9: Entry Roundabout



The new roundabout will incorporate pedestrian and bicycle access

PROJECT DESCRIPTION

Saint Mary's Road is a busy thoroughfare in Moraga and is one of the connections between Moraga and Lafayette. The entrance to the Saint Mary's campus at Saint Mary's Road and Saint Mary's Parkway is unsignalled, although drivers turning left out of Saint Mary's Parkway do have a merging lane on Saint Mary's Road. Pedestrians and bicyclists crossing to the Lafayette Moraga trail can use a crosswalk across the intersection. The College proposes to build a roundabout at the intersection to improve traffic flow and safety, and assist with traffic calming along this portion of St. Mary's Road.

The roundabout will be a visual amenity at the main entry to the campus and will complement the roundabout at Bollinger Canyon proposed by the Town of Moraga. It will incorporate pedestrian and bicycle access to the Lafayette/Moraga Regional Trail. It will also incorporate lighted sidewalks on all sides of the roundabout to increase pedestrian safety, consistent with the Design Guidelines in Chapter 4.

Project Summary	
Location	Main entry to campus off at Saint Mary's Road and Saint Mary's Parkway
Parcel	258-150-005
Current Site Characteristics	Existing paved area
Current Site Constraints	Main entry to campus
Project Size	Standard 1-lane roundabout, to be designed
Use(s)	Gateway to Saint Mary's campus including circulation for cars, bicycles and pedestrians.
Height	N/A
Estimated Completion	2022



The new roundabout will improve mobility, safety and bicycle access to the campus in addition to being a signature feature for the Town and College

Project 10: Tennis Court Restrooms



The tennis courts are located next to Cottrell Field, which also has no restrooms



The new restroom building will be located on a site currently covered with gravel that is adjacent to the courts and Cottrell Field



The Tim Korth Tennis Complex is home to both Women’s and Men’s tennis teams, and serves as a community facility with summer camps for community members

PROJECT DESCRIPTION

The Cottrell Softball Field and the Tim Korth Tennis Complex, located on the eastern side of campus, do not have nearby restrooms. The restroom building will serve these athletic facilities.

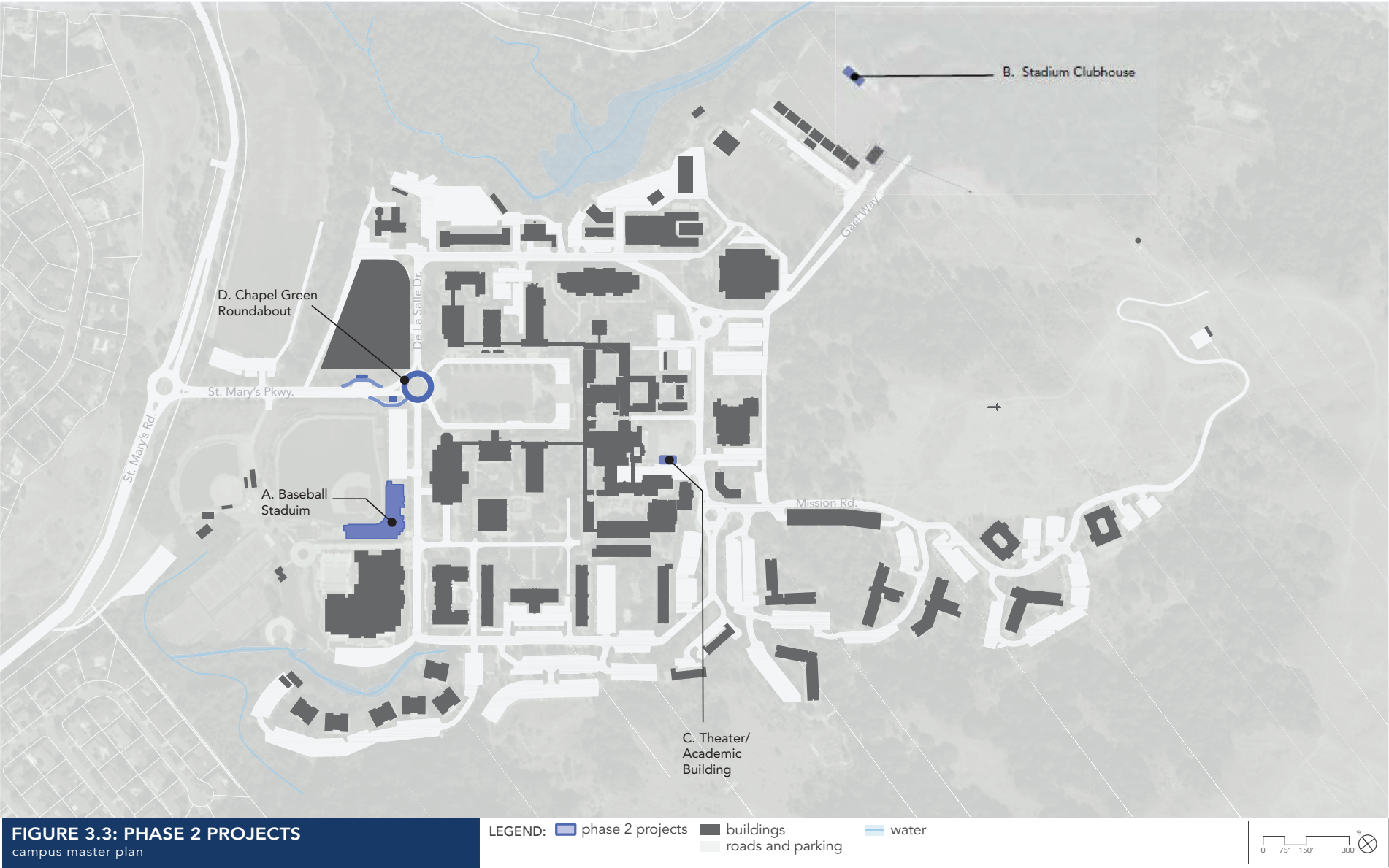
Project 10: Tennis Court Restrooms	
Location	Near the Tim Korth Tennis Complex and Cottrell Softball Field on the eastern side of campus
Parcel	258-150-004
Current Site Characteristics	Gravel and grass area
Current Site Constraints	Existing, built area
Project Size	Approximately 1,500 sf
Use(s)	Restroom facilities
Height	1 story
Estimated Completion	2020

Phase 2 Projects

Phase 2 Projects are planned to be completed during the 2020-2030 timeframe. Beyond a general definition of location, use and size, these projects are not in an active stage of planning, although the college does have currently approved plans for the Baseball Stadium. This section details the locations and known specifications of each of the Phase 2 Projects.

This section details each Phase 2 project, including the rationale behind the project, its use(s) and its size. **Table 3.10** provides a summary of each Phase 2 project, including its size, maximum height and anticipated completion date. **Figure 3.3** shows the location of each Phase 2 project and its approximate building footprint, and **Figure 3.4** shows both the location of Phase 1 and 2 Projects.

Table 3.10 Summary of Phase 2 Projects				
Project	Description and Uses	Size	Maximum Height	Estimated Project Completion
A. Baseball Stadium	New bleacher and support structure that includes restrooms, locker rooms, meeting rooms, offices, seating, storage and amenities	30,050 square feet	2 stories	2020+
B. Stadium Clubhouse	New restrooms, locker rooms, server kitchen (no food cooked onsite), and clubhouse near the stadium	10,000 square feet	2 stories	2025
C. Theater/Academic Building	New Black Box theater with academic offices	4,000 square feet	2 stories	2020+
D. Chapel Green Roundabout	Reconfigured intersection at Saint Mary's Parkway and De La Salle Drive as a roundabout, and relocated bus stop and security booth	n/a	n/a	2020+



Project A: Baseball Stadium Structure

PROJECT DESCRIPTION

The baseball field stadium structure will contain up to 950 seats in a grandstand-style building that will accommodate spectators of Saint Mary's College baseball games, as well as student athletes and coaching staff. The proposed structure will have player dugouts at field level and an enclosed seating pavilion, press box and concession area at the top level. An elevator will be provided for Americans with Disabilities Act (ADA) access. The plans also include 12,390 square feet of enclosed space to accommodate player locker rooms, athletic offices, a conference room and general storage. The building design was developed in concert with the recently completed Recreation Center, with white stucco walls and a pitched red tile roof for the enclosed portions of the facility. The broad pedestrian way that runs between the Recreation Center and Baseball Stadium will be improved functionally and aesthetically. The baseball stadium seating area will only be open during the season, but the athletic

offices will be open year round. Upon construction, the existing batting cages will be removed. Plans for the facility have been approved by the Town of Moraga, but the College may adjust the program or phasing as planning progresses.



The Baseball Stadium structure will accommodate spectator seating and team facilities like locker rooms and coaching areas

Project A Baseball Stadium Structure	
Location	North of the Recreation Center on Del La Salle Drive
Parcel	258-150-005
Current Site Characteristics	Paved parking and paths
Current Site Constraints	n/a: Project Approved
Project Size	Part of the 60,000 square feet Joseph L. Alioto Recreation Center master plan
Use(s)	Baseball stadium including spectator seating, dugouts, a press box, concession area and 12,390 sq. ft. of enclosed space for player locker rooms, athletic offices, a conference room and general storage
Height	Maximum height of 35 feet (2 stories)
Estimated Completion	2020+

Project B: Stadium Clubhouse



The picturesque Saint Mary's Stadium is home to **both** athletic events and important community events, like graduation, but it does not currently have any athlete or spectator facilities beyond the field and stands.

Project B Stadium Upgrades	
Location	Located near the University Credit Union Pavilion and Madigan
Parcel	258-150-006
Current Site Characteristics	Stadium area
Current Site Constraints	None anticipated
Project Size	10,000 GSF
Use(s)	Restrooms, locker rooms, server kitchen (no food cooked onsite), concession and clubhouse features
Height	2 stories
Estimated Completion	2025



Project B: Stadium Clubhouse

PROJECT DESCRIPTION

The Saint Mary’s Stadium is a gracious but rustic structure, with few existing amenities for visitors or athletes. The College proposes to build a 10,000 square foot Stadium Clubhouse building on one side of the field to house restrooms, locker rooms, concession and a clubhouse , which are currently unavailable to student athletes and spectators at the stadium.

The Stadium Clubhouse is envisioned to serve as a locker room facility for rugby and soccer teams on game days and as a gathering place where alumni and game attendees can view games, attend receptions, and meet. The facility will also support existing activities and events in the Redwood Grove.

The project consists of a two-story stucco building with red tile roofs, designed to be compatible with the strong Mission Style aesthetic of Saint Mary’s College. The building will be set into an existing grass berm at the eastern edge of the athletic field at Saint Mary’s Stadium. The lower level,

which includes player locker rooms and other support spaces, is at field level and opens directly onto the playing field. For spectators and event attendees, the main building entry is on the upper level, approached from the south by a gently sloping walkway that also serves as a fire access road.

The upper level includes an open multi-function space as well as a storage area, catering kitchen, and restrooms. The multi-function space is intended to be used by coaches and athletes for team meetings, as well as function as a dining facility, reception hall, and lecture space for special events and presentations.

This space is connected to the Redwood Grove on the east side by a wood deck with a ramp that slopes down around existing trees to the Grove level. This ramp will provide a direct connection to the Redwood Grove to support and augment an already full schedule of events that take place there throughout the year.

Project C: Academic and Theater Building

PROJECT DESCRIPTION

Saint Mary's College has been planning to construct a theater and supporting spaces for some time. This 4,000 square foot building will accommodate a flexible "Black Box" theater space, where seating and performing areas can be shifted at will. The building will also house storage and preparation space, as well as five faculty offices.



A Black Box Theater is planned for an infill site on this parking lot adjacent to existing performing arts facilities

Project C Academic and Theater Building	
Location	On an existing parking lot adjacent to Syufy Hall for the Performing Arts on De La Salle Drive
Parcel	258-150-005
Current Site Characteristics	Parking Lot
Current Site Constraints	Disturbed site
Project Size	4,000 square feet
Use(s)	Black box theater and academic offices
Height	2 stories
Estimated Completion	2020+

Project D Chapel Green Roundabout	
Location	Intersection of Saint Mary's Parkway and De La Salle Drive
Parcel	258-150-005
Current Site Characteristics	Existing road
Current Site Constraints	Largely developed
Project Size	Standard 1-lane roundabout, to be designed
Use(s)	Transportation and traffic calming, security building, bus stop
Height	N/A
Sustainability Features	Water-efficient landscaping
Estimated Completion	2020+

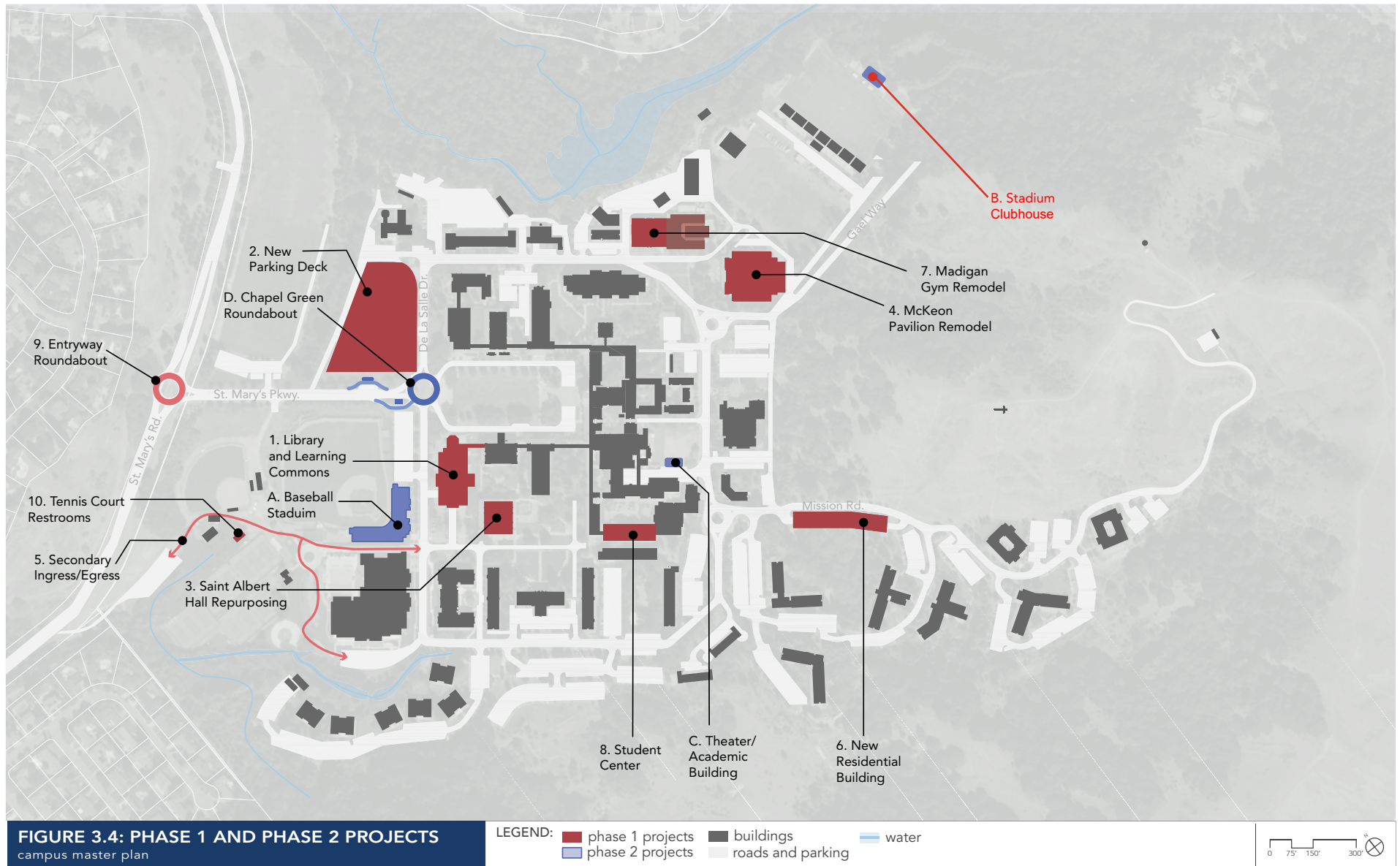
Project D: Chapel Green Roundabout

PROJECT DESCRIPTION

The intersection at Saint Mary's Parkway and De La Salle Drive will be reconfigured into an elegant roundabout, allowing the smooth passage of traffic around campus, and clarifying a key piece of the entryway into the campus. The security guard building, currently in the center of Saint Mary's Parkway, and the bus stop will be relocated slightly further down Saint Mary's Parkway. The security building will also be moved out of the line of sight from Saint Mary's Parkway looking up to the Chapel Green and the Chapel.



The Chapel Green Roundabout will simplify the entrance to campus and relocate the security building and bus stop to the sides of Saint Mary's Parkway



Mobility Enhancements



View of the main entry to the campus

Saint Mary's College is committed to promoting sustainable transportation to, from and within campus. The College works closely with the Contra Costa Transportation Authority to ensure bus connectivity with the Campus, and promotes non-motorized forms of transportation as well. The Campus itself is a pedestrian-oriented oasis, with paths of many types winding between buildings. Bikes on campus share roads and paths with pedestrians and can be parked at one of the many bike racks across campus (note: bicycles must be walked within the Campus Core to avoid pedestrian conflicts). Pedestrian and bike access to campus is facilitated by the

Lafayette Moraga Trail, located just across Saint Mary's Road from the Campus.

The Campus Master Plan proposes two roundabouts, one at the intersection of Saint Mary's Road and Saint Mary's Parkway, and one at the intersection of Saint Mary's Parkway and De La Salle Drive. These roundabouts will serve to slow traffic, and will provide specific accommodations for pedestrians and cyclists. The Campus Master Plan will further improve the pedestrian network by evaluating Americans with Disabilities Act compliance, and recommending additional retrofits and improvements as part of the Landscape Design Guidelines. The bike network will be improved by installing a bike lane on Saint Mary's Parkway. The new roundabout designs

will relocate the bus stop up Saint Mary's Parkway, where buses will have a dedicated pull-out, and not conflict with other vehicles.

The Town of Moraga, local residents and members of the College community are concerned about vehicle speeds on Saint Mary's Road, particularly at Rheem Boulevard and Bollinger Canyon Road. The Town has proposed to develop roundabouts at each of these intersections. The roundabout proposed by the College at the intersection of Saint Mary's Road and Saint Mary's Parkway

would also slow traffic in the area, and could lessen the need for a roundabout at Rheem Boulevard and Saint Mary's Road.

The College is also addressing traffic congestion on campus as part of the Campus Master Plan. The two proposed parking lots will help drivers to find parking spaces more easily, significantly cutting down on circling while drivers look for parking.

The following pages identify specific bicycle, pedestrian, vehicular and transit improvements on the campus that are envisioned in the Campus Master Plan.



Increased bus transit will help alleviate on-campus parking and reduce congestion

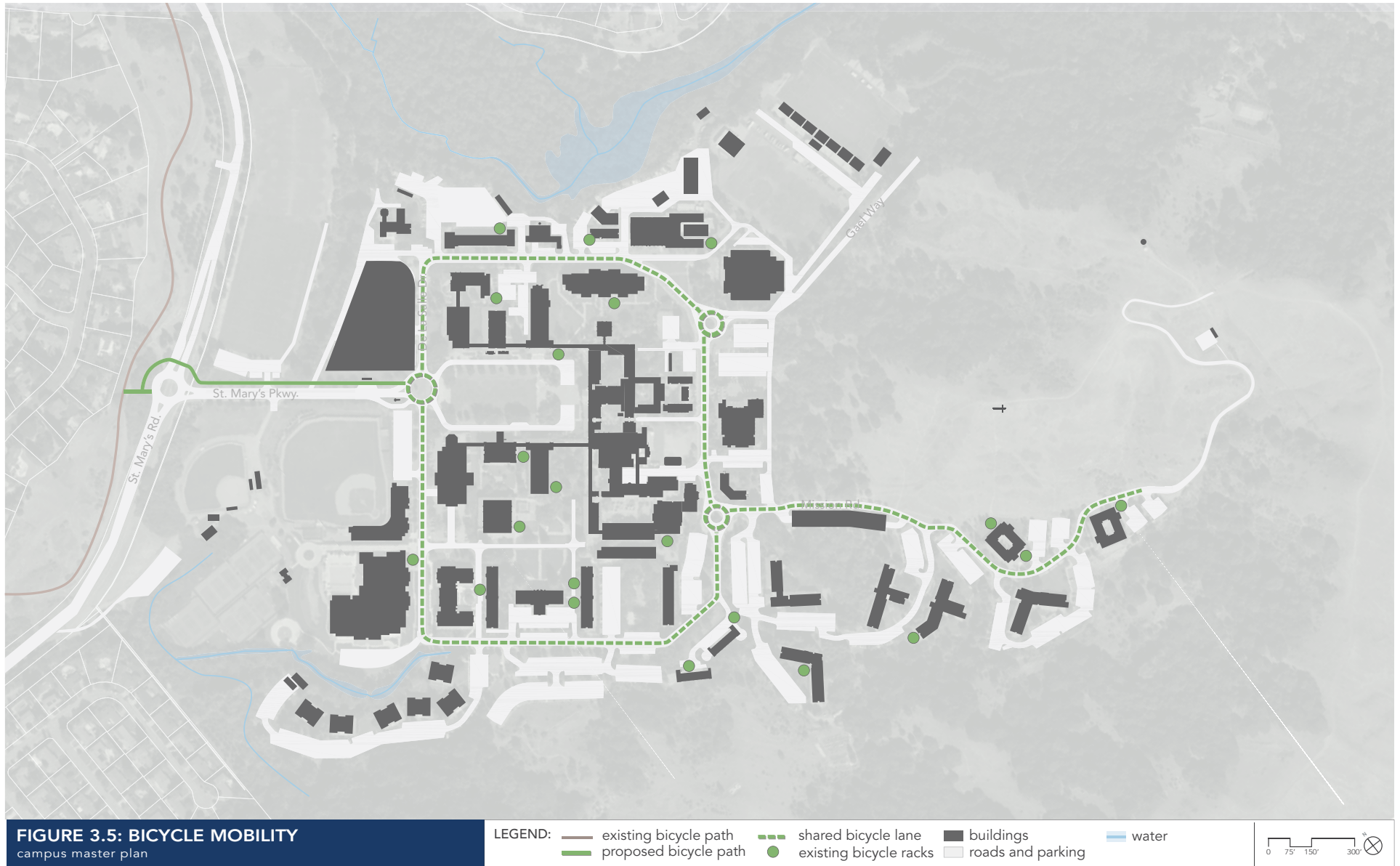


Increasing bicycle access and adding amenities on campus will help support an active lifestyle and improve non-automobile mobility

BICYCLE IMPROVEMENTS

Promoting the use of bicycles is an increasingly attractive way to reduce parking demand on the campus. Bicycles are a convenient way for students who live on or near campus to travel between school and their residence, as well as quick trips into town. **Figure 3.5** shows the planned bicycle mobility improvements on the campus. The following are specific strategies to increase bicycle use and convenience on the campus:

1. **Encourage the use of cycling to/ from and on campus** by providing infrastructure to support bicyclists. Lockable bike racks and/or lockable bicycle lockers immediately adjacent to residence halls and academic halls are required. Living space in student housing may not be enough for students to store bicycles indoors and parking bicycles inside academic halls may not be an option due to safety (e.g. blocking exit aisles and doors). Students would likely feel uncomfortable leaving their bicycles unlocked outdoors, given the risk of loss due to theft (ongoing).
2. **Designate De La Salle Drive and Mission Road as a shared bicycle facility** by adding clear signage and “sharrow” pavement markings that indicate the roadway as a shared facility (starting in 2017).
3. **Offer financial assistance on the purchase of equipment** such as helmets and providing training on how to safely ride and maintain bicycles (starting in 2017).
4. **Consider establishing a free bike sharing program** that would allow students to pick up and drop off bikes throughout campus. This may help reduce the number of students driving from the residence halls to the campus core, thereby improving campus-wide parking operations (starting in 2017).
5. **Incorporate bike racks and storage facilities** into new Phase I and II projects, and other areas of the campus that are identified in the future as needed these amenities consistent with guidelines and standards of Chapter 4 (ongoing).





The campus includes a wide array of pedestrian amenities, including paved sidewalks, paths and trails, that provide safe and convenient linkages between different buildings and spaces

PEDESTRIAN IMPROVEMENTS

The campus is currently served by an extensive array of pedestrian facilities. This includes sidewalks adjacent to roadways, walking paths that run through campus, and arcades that link buildings and provide shade and protection from rain. However, as new projects are developed as part of this Campus Master Plan there will be a need to expand these pedestrian facilities. **Figure 3.6** shows the location of the existing and new pedestrian sidewalks and paths on the campus. The following are specific strategies to improve pedestrian access and convenience on the campus:

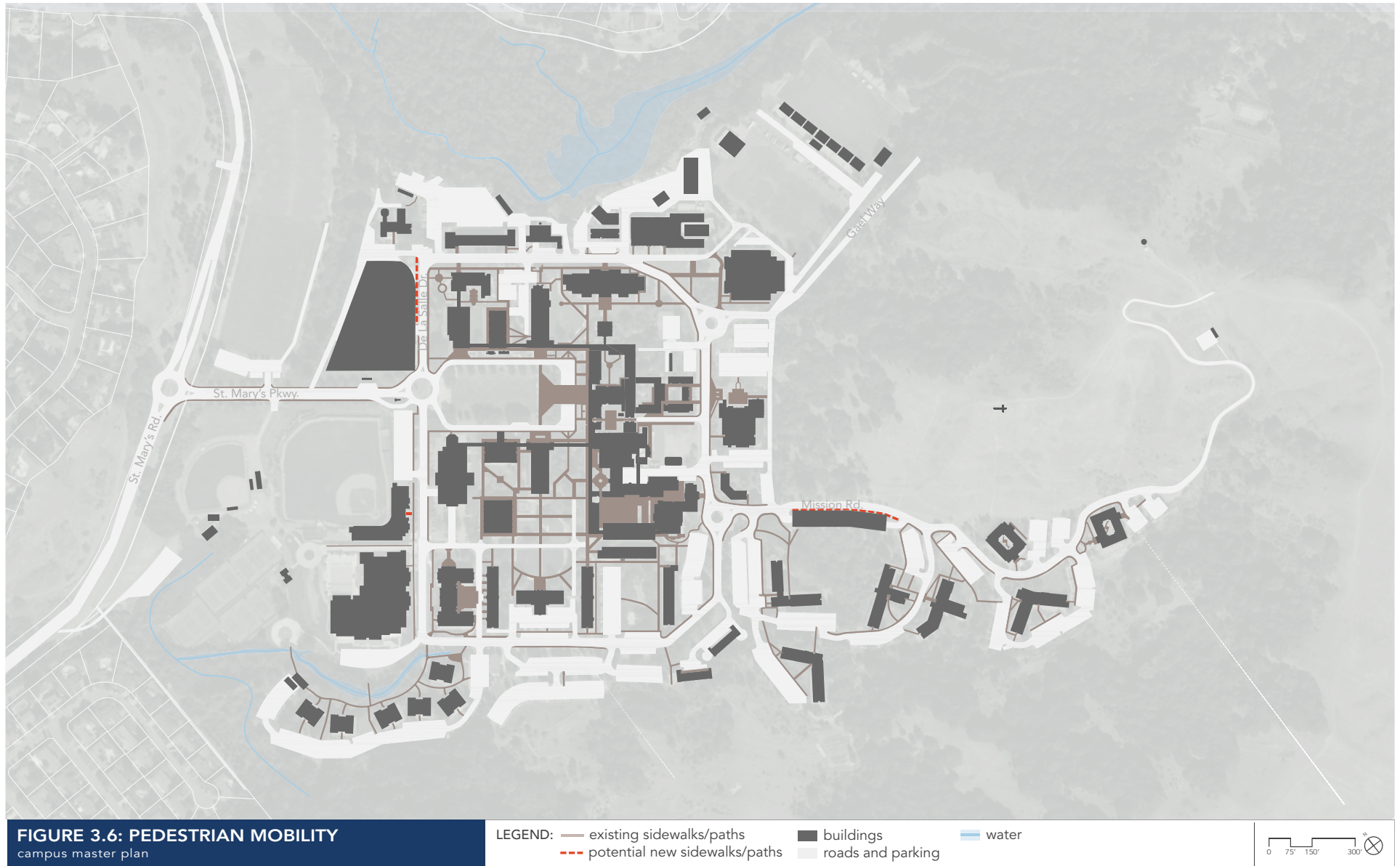
1. **Create a new pathway between the planned Baseball Stadium Structure and sidewalks along De La Salle Drive** to provide convenient access for users (2020+).
2. **Extend the sidewalk along the north side of De La Salle Drive** adjacent to the Fillipi parking lot to complete the sidewalk connections surrounding the Campus Core (2021).
3. **Create a new sidewalk adjacent to the planned Residence Hall** (2020).

4. **Improve and regularly maintain crossings** with clear stripping and signage (ongoing).

In addition, the undeveloped area of the campus contains one publicly-accessible trail called the Old Moraga Ranch Trail. This is the only trail route that the College has licensed for use by East Bay Parks (renewed under a separate agreement and not part of the Campus Master Plan). All other trails located on College property are not accessible to the general public and are not authorized as trails or campus access points.



The image above shows the approximate location of the Old Moraga Ranch Trail that crosses a portion of the College property



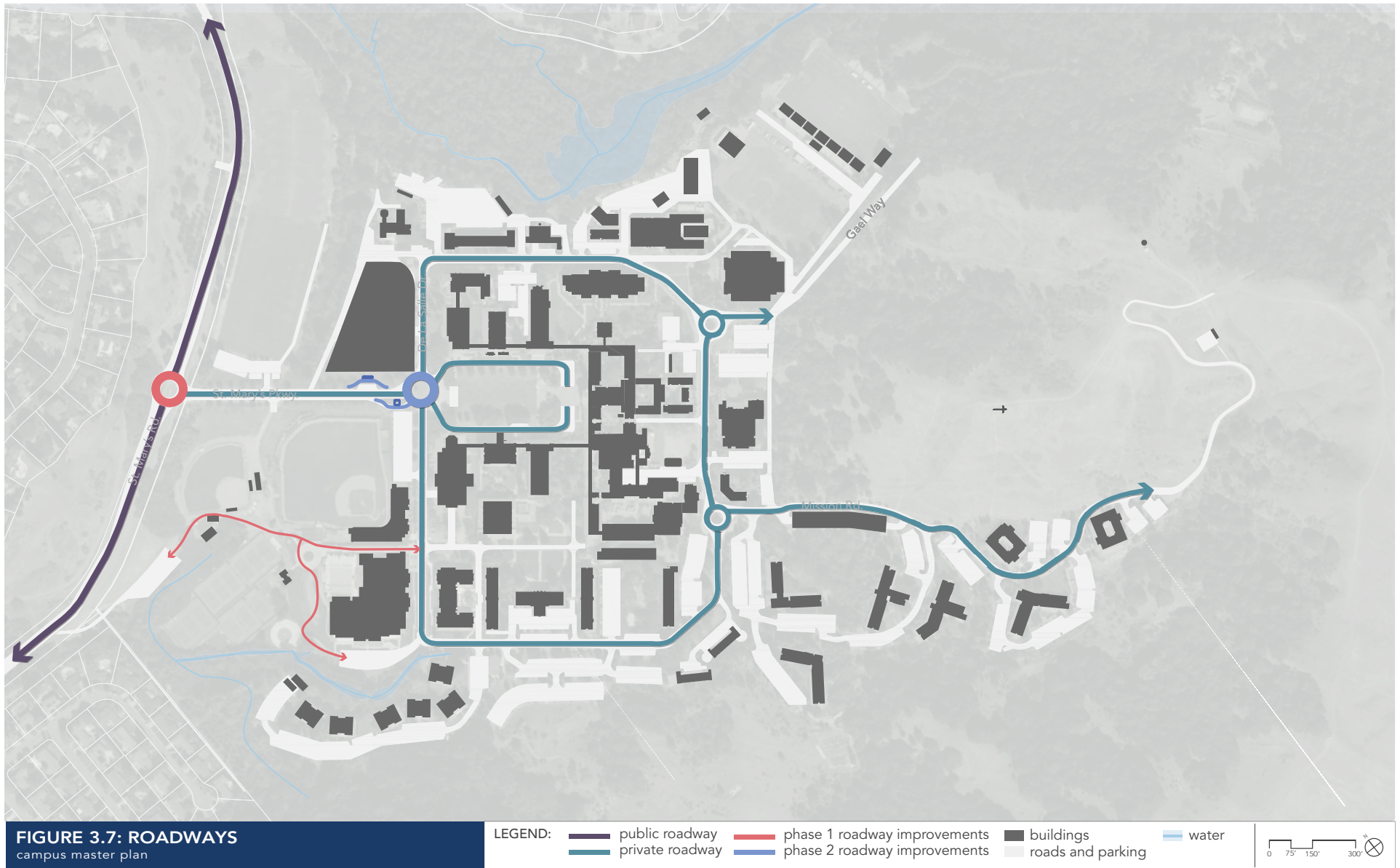


The campus is currently served by a well-established primary circulation system that includes a perimeter road (De La Salle Drive), roundabouts and pedestrian striping

ROADWAY IMPROVEMENTS

The campus roadway system consists of a primary circulation route (St. Mary's Parkway and De La Salle Drive) that connects various parking and access roads. Overall the roadway system functions well for the College. **Figure 3.7** shows the current and planned circulation on the campus, and the location of Phase 1 and Phase 2 circulation improvements. The following are specific strategies included in this Plan:

1. **Create a new entry roundabout** that becomes a prominent focal point for the entrance of the campus, improves safety, and increases vehicle circulation (2022).
2. **Create a secondary emergency access road** that provides an important alternate route for emergency vehicles to access the campus in the event of an emergency or natural disaster (2021).
3. **Maintain roadway striping and asphalt** on a regular, as needed basis to ensure public safety and ease of navigation through the campus (ongoing).





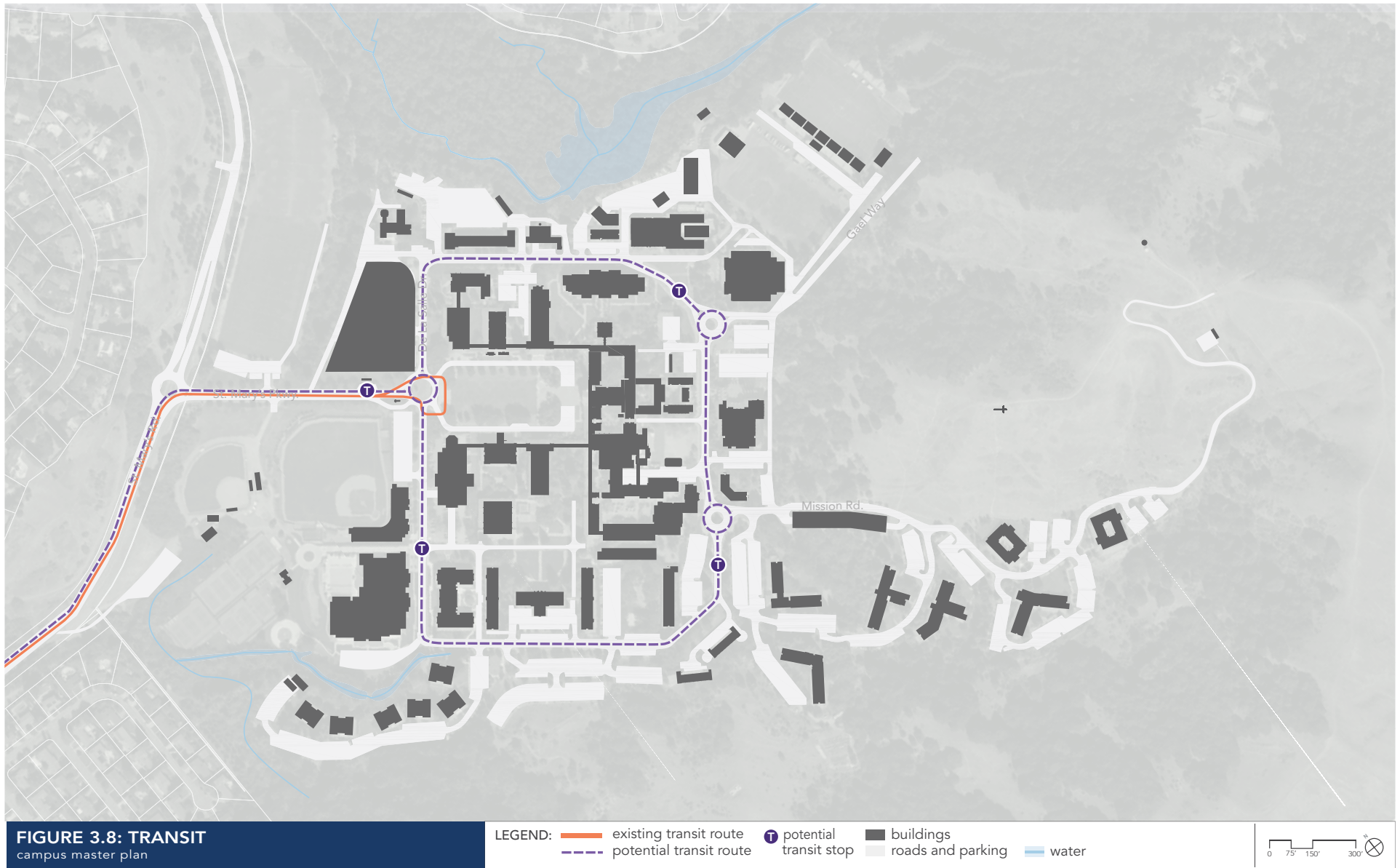
TRANSIT IMPROVEMENTS

Transit access and services are critical to the College's goals of improving sustainability, access and mobility choices. There are several areas where transit improvements will be focused as part of the Campus Master Plan. Specific strategies include the following:

1. **Work with AC Transit and County Connection** to study the potential for changing the current bus route so it follows De La Salle Drive and better connects residential areas of the campus (ongoing).
2. **Continue to work with AC Transit, County Connection, BART and other transit providers** to increase ridership, reduce costs and improves transit services for the campus (ongoing).

Figure 3.8 on the following page shows the existing and proposed transit routes on campus.

Bus transit is the primary mode of commuter transit to the campus and provides a valuable link between the campus and other parts of the county, including the Orinda BART station.



Parking Enhancements



This lot adjacent to Fillippi Hall is frequently full, and will be partially covered with another level of parking to increase capacity and make up for spaces that will be removed as part of Phase 1 projects

Convenient access to parking near key destinations is an important component of a well-designed campus. The College acknowledges that there are currently perceived on-campus parking shortages at certain peak times or at specific locations. The primary goal of the Campus Master Plan is to maintain enrollment while adding new amenities for students, faculty, and staff. This will allow more people to live on campus and reduce the need for all students, faculty, and staff to leave campus as frequently. In addition, the Campus Master Plan is focused on encouraging transit ridership, carpooling, ride hailing services and bicycling to create a more sustainable and less car dependent environment (see earlier discussion). This section summarizes the future parking demand specific strategies the College and Town will implement to better manage the parking environment.

FUTURE PARKING DEMAND

Saint Mary's College has historically provided parking free of charge to students, faculty, staff and visitors. All parking is currently accommodated on surface lots, which are generally arranged around De La Salle Drive, or near residential or sporting facilities. The existing parking lots range in size from several hundred stalls to just a few. The College has long been aware that there can be significant parking congestion on campus, and has engaged in numerous studies of the issue in coordination with the Town of Moraga. The following is a summary of projected parking demand and specific parking management strategies the College will use to enhance on-campus parking.

Table 3.11 Projected Parking Demand

	Total Pop. Increase	Daytime Pop. Increase ¹	(A) Peak Parking Demand Increase ²	(B) Deficit Due to New Residence Hall	(C) Displaced Parking	Parking Need (A+B+C)
Phase I Increase	336	76	41	60	52	153
Phase II Increase	200	7	4	0	0	4
Buildout Increase	536	83	45	60	52	157

- (1) The daytime population assumes that one-third of GPS students are on-campus at a time on a week-day based on the class schedules and that 90 percent of GPS students would be attending evening classes and therefore only 10 percent of new GPS students would contribute to the daytime population. The daytime population increase is based on increased enrollment and does not reflect the new dormitory, which would provide 180 beds and will shift some of the current commuter undergraduates to live on campus.
- (2) The parking demand rate of 0.545 was assumed from the Walker parking studies.
- (3) The change due to the new dormitory includes the additional 102 spaces but a deficit of 60 spaces due to the demand for 162 spaces.

Based on a 2006 Walker Parking Utilization Study, the peak on-campus parking demand is estimated to be 0.545 cars per daytime population or 1,904 spaces. The campus currently has 2,139 spaces available resulting in a parking surplus.

Implementation of the Campus Master Plan would result in a need for 153 additional spaces during Phase I and four spaces during Phase II, as shown in **Table 3.11**.

The goal of the Campus Master plan is to preserve the existing parking surplus, while also accommodating additional parking spaces as needed. Since the Campus Master Plan does not increase the population of undergraduate students, future demand on parking is related to the use of several parking management strategies as outlined on the following pages.



Implementing parking management strategies and requiring parking permits will help to control demand within currently impacted parking lots



Reducing the impacts of special event overflow parking will help to improve parking, minimize impacts and enhance the overall efficiency of the campus



Enhanced bike racks, and the installation of additional bike racks at key destination locations, will help to improve and encourage non-automobile circulation to and within the campus

PARKING MANAGEMENT STRATEGIES

The College has determined that the best **method for efficiently accommodating parking on campus is both structural and policy-based**. The College has implemented a parking permit system, and restricts parking in particular lots to commuting students, residential students, faculty, staff and visitors. The College has committed to the following Transportation Demand Management (TDM) strategies, which will also alleviate parking congestion on campus. Those measures are:

1. **Increase enforcement of existing parking regulations** and include a focus on employees and students who have numerous outstanding citations and on "Inappropriate Lot" violations (started in 2013).
2. **Require all employees and students to obtain annual parking permits** so that the College gains an accurate count of permits issued and can eliminate duplicate permits (started in 2013).

3. **Increase efforts to publicize the College's "Gael Ride" and "Gael Rail" free public transit ride programs for enrolled students** as well as fund the costs associated with additional ridership (started in 2013).
4. **Offer an IRS Section 132 program** so that employees can purchase transit passes utilizing pre-tax dollars through payroll deductions (started in 2014).
5. **Provide additional bicycle racks** at various campus locations (started 2015).
6. **Design, construct and open parking deck adjacent to Fillipi Hall** to address current and future parking needs (mid-2021)
7. **Implement a comprehensive fee for a parking program** for the campus. The parking fee structure shall be utilized to fund the capital and operating costs associated with a planned parking deck over

the De La Salle commuter parking lot, the capital and operating costs associated enforcement of a parking fee structure, and the costs associated with additional transportation demand management programs outlined below (2017-2021).

8. **Offer free or subsidized transit passes** to employees (2017-2021).
9. **Offer free or subsidized parking permits and/or preferential parking spaces** to registered carpools and vanpools (2017-2021).
10. **Reinstate a car sharing program** for employees and students (2017-2021).
11. **Coordinate with the Town to ensure appropriate planning and management to address offsite traffic and parking impacts associated with special events** held on campus. Coordination shall include notification to the Town of upcoming special events with the potential to generate off-campus traffic and

parking impacts, at the earliest point feasible in the academic year or semester, and no less than four weeks before such events. The College, in collaboration with Town staff and the Moraga Police Department, shall identify the anticipated events that have the potential to generate off-campus spillover parking and identifying measures to minimize the impact of these events on St. Mary's Road congestion and safety through development of an event management plan or strategy which may apply to one event or several events.

Measures could include identification of off-site parking lots with a shuttle connection; identification of temporary on-campus parking areas and/or valet parking to allow vehicle stacking; improved travel and parking guidance for visitors unfamiliar with the campus; and traffic management to be provided or coordinated in cooperation with the Town of Moraga Police Department.

At its discretion, the Town will notify, or require the College to notify, neighboring jurisdictional agencies including the Lafayette and Orinda Police Departments, Contra Costa County Fire Protection District, and Moraga-Orinda Fire District, with the same 4-week lead time, for events above a particular size or with characteristics that warrant the larger noticing area. (started 2013).

12. **Minimize the potential impacts of parking spaces being temporarily lost during the construction of new facilities**, prior to sufficient replacement parking being made available. For example, closely coordinate the construction of the Library and Learning Commons with the construction of the new Parking Deck to ensure minimal parking space disturbance (ongoing).
13. **Develop alternative transportation requirements** including improved and preferential parking for clean emission vehicles, ride hailing, bicycle and clean transit options (ongoing).

Infrastructure Enhancements

Saint Mary's College has analyzed the potential for infrastructure impacts on water, sewer and stormwater systems that come as a result of the Campus Master Plan, and has established plans for mitigating those impacts.

Water

Saint Mary's College was developed incrementally over its long history. The College took the master planning process as an opportunity to perform a comprehensive analysis of its water system.

As construction of planned projects goes forward, individual projects will be required to undertake both site specific and a network system analysis as they are developed. Each project will include domestic and fire designs based upon nearby fire hydrant flow/pressure as required by the California Building Codes,

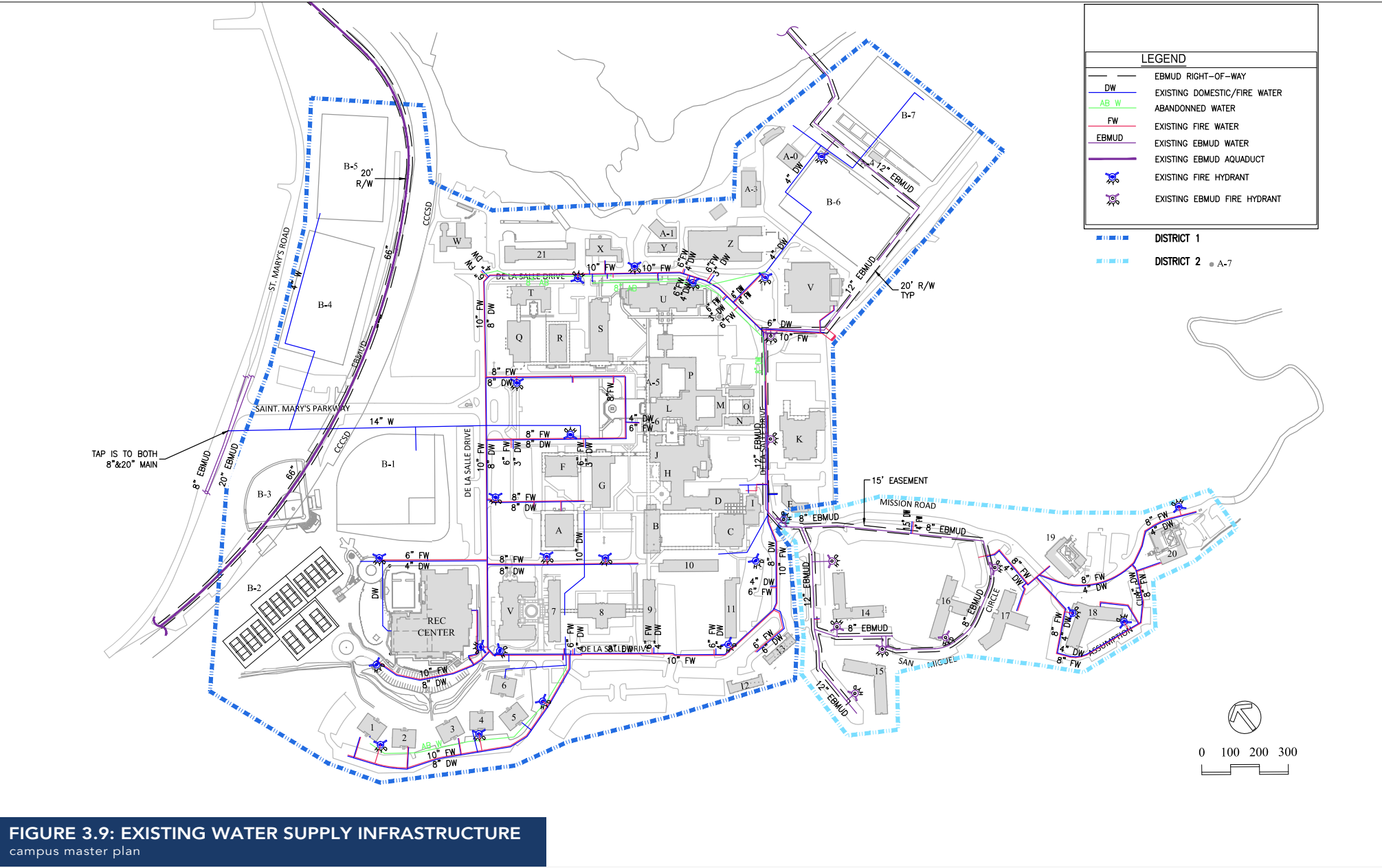
Town of Moraga Building Department and the Moraga Orinda Fire District. Under the proposed plan water demands will increase due to the increased building gross square footage and changes in land use.

Calculations show that the existing infrastructure is expected to have more than adequate capacity to supply the projects at acceptable levels. Full implementation of the land use changes has the potential to increase the average daily water demand by 33,175 gallons per day (gpd) within the campus creating a new overall system demand of 205,043 gpd. The increase in flows will be generally spread out along the water system. With an existing demand of approximately 171,868 gpd the overall system would see a 19.3 percent increase in demand.

All building service laterals would connect to the existing nearby water main that supplies the interior of the College. The precise size, locations and alignments of these would be determined in future design phases when individual building designs and site plans are finalized.

Required project fire flow will be determined when final and complete information on the project buildings (e.g., construction types, materials, heights, footprints) are developed. Any necessary upgrades to the College onsite water delivery infrastructure to accommodate required fire flow would be incorporated into the approving agency requirements during the design review/approval processing.

Figure 3.9 identifies the College's existing water system, while **Figure 3.10** shows proposed changes based on the Campus Master Plan. These proposed changes will be made to supply new buildings and ensure that water supply pipes are located so that they are accessible for repairs, rather than under proposed buildings. In addition, there may be a need for additional off-site improvements for water capacity that will require coordination between the College and the East Bay Municipal Utility District. The College will also coordinate with EBMUD to evaluate the possibility of water recycling options if they become available in the future.



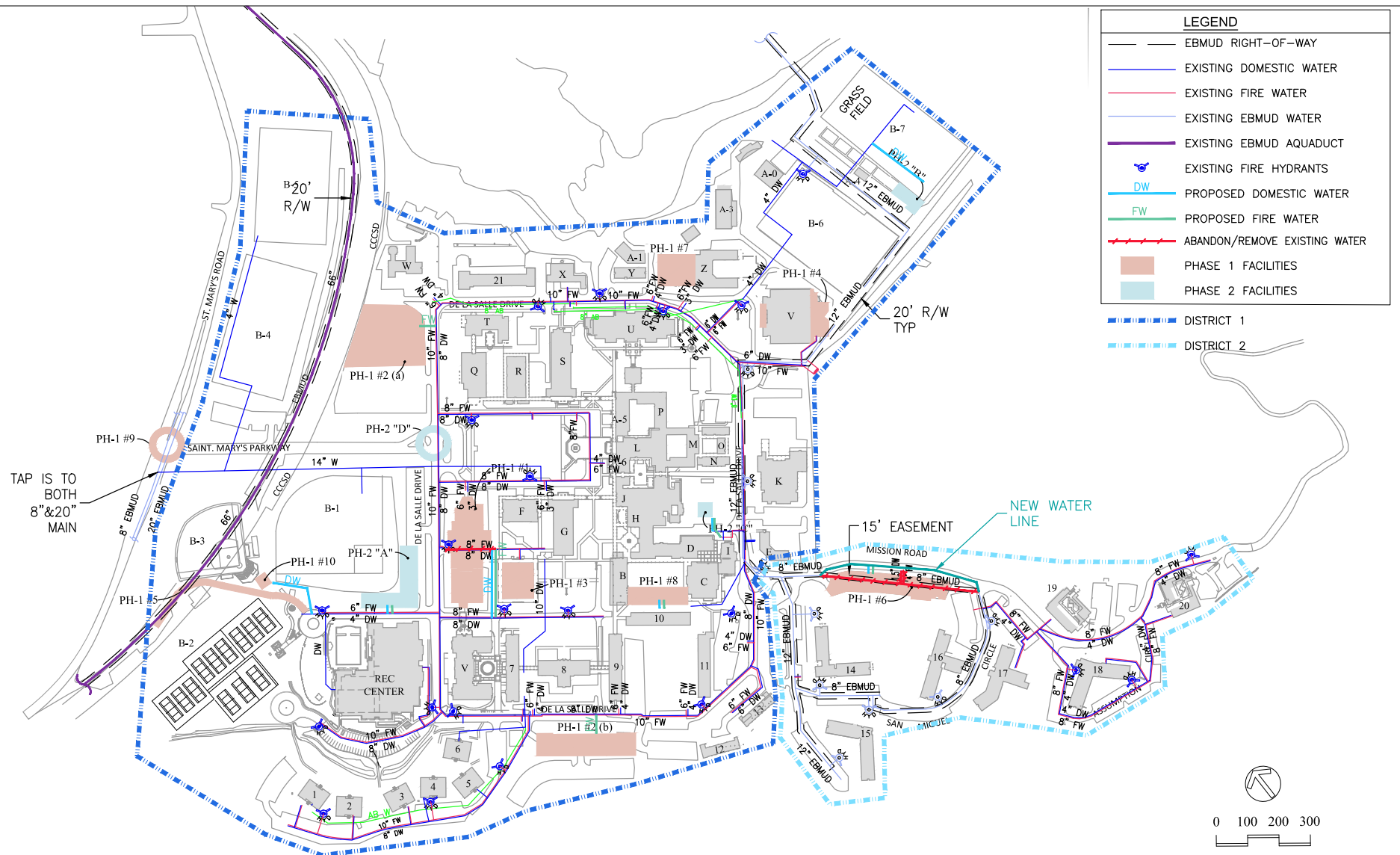


FIGURE 3.10: PROPOSED WATER SUPPLY INFRASTRUCTURE
campus master plan

Stormwater

The campus is located in the Laguna Creek, Moraga Creek and Las Trampas Creek watersheds. The northwesterly developed portion of the campus drains west toward St. Mary's Creek and eventually discharges into the Upper San Leandro Reservoir (managed by East Bay Municipal Utility District). The undeveloped south/southwestern portion of the campus drains southerly to the South Branch of Moraga Creek, which discharges to the Upper San Leandro Reservoir and eventually to the San Francisco Bay. The developed and undeveloped northeastern portions of the campus drain northerly toward Lake LaSalle and Las Trampas Creek.

Lake LaSalle, a former water storage reservoir, is located in the lower reach of the creek. The lake has completely silted in and is now covered with willow trees and other vegetation. Las Trampas Creek is a tributary to Walnut Creek which ultimately discharges into Suisun Bay, San Pablo Bay and the San

Francisco Bay. The flows into Laguna Creek account for approximately 70 percent of the runoff from the campus.

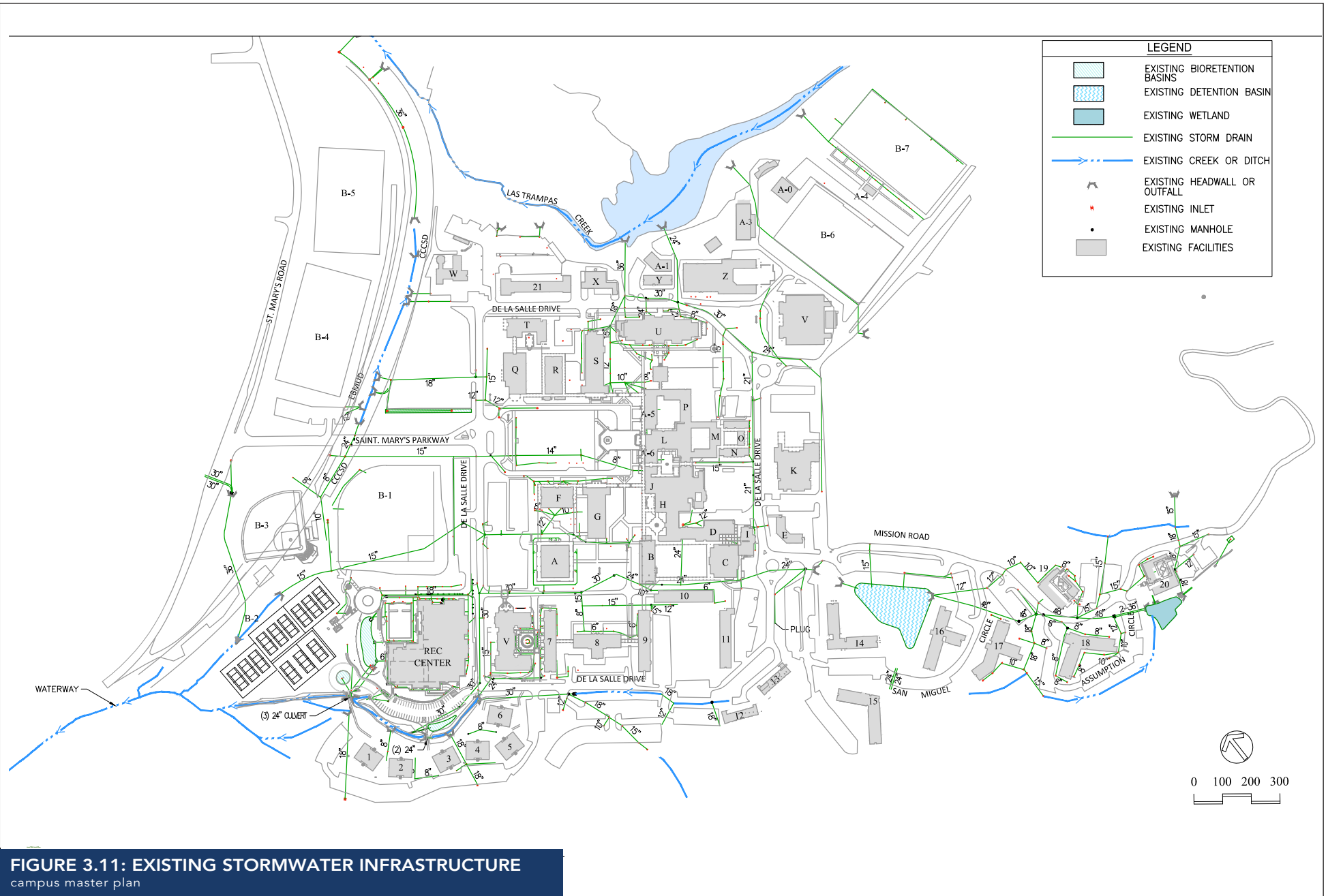
The College has constructed several bioretention facilities (stormwater quality measures) for recent projects in order to conform to current stormwater regulations. These are localized facilities directly associated with a particular project. The current storm drain system is comprised of underground piping, roadside ditches/channels and an upstream detention basin. The Existing Stormwater Facilities, shown on **Figure 3.11**, are based upon previous studies, design documents and coordination with the College Facilities Department.

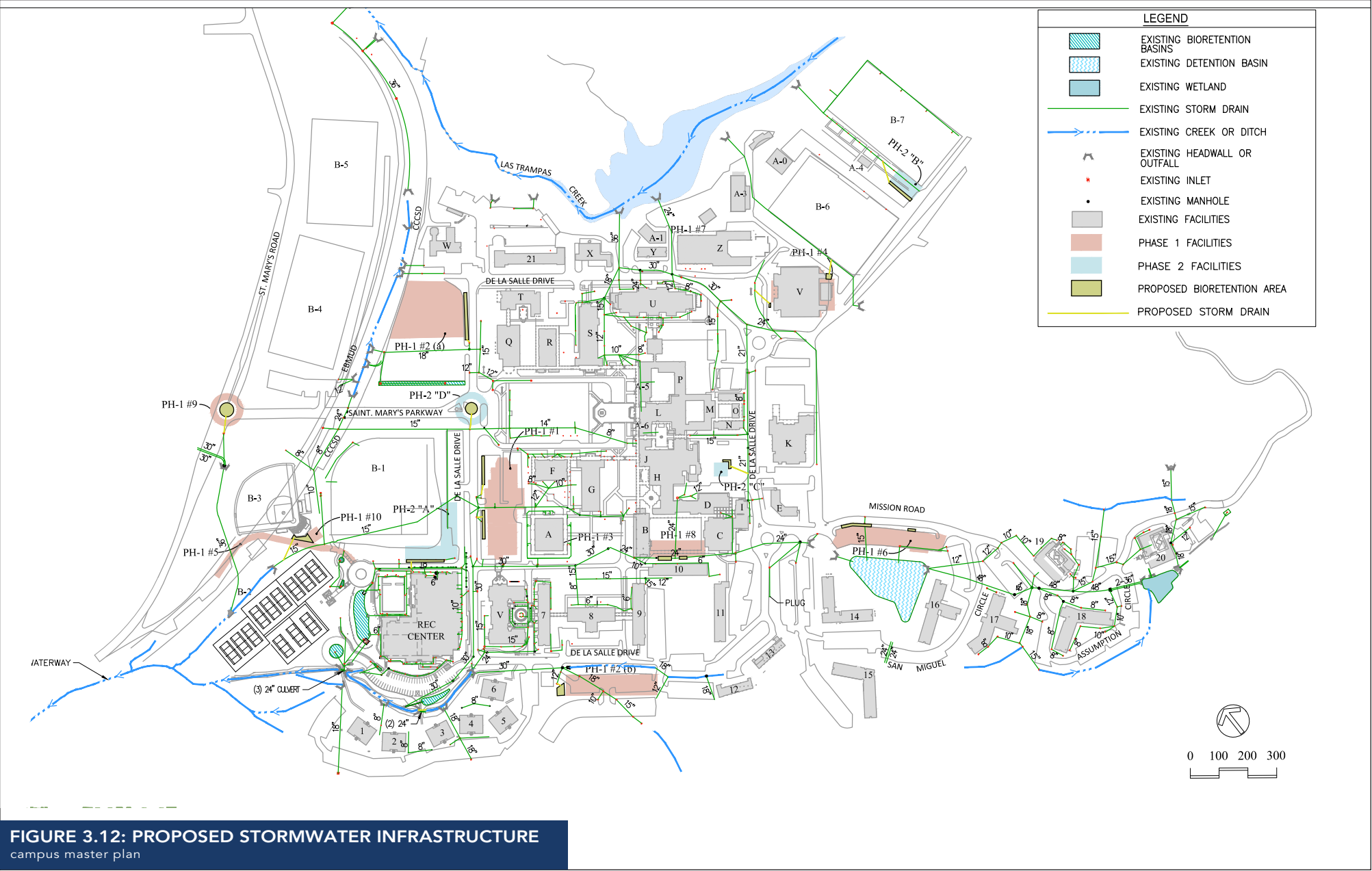
The following is a listing of recommended guidelines and standards for the Campus Master Plan that will avoid or reduce potential stormwater and drainage impacts.

ACTIONS

1. **Ensure that all project components will conform to water quality standards** by following the Contra Costa Clean Water Program Stormwater C.3 Guidebook with regard to stormwater treatment and flow control (i.e., post-project runoff from projects creating or replacing an acre or more of impervious are shall not exceed estimated pre-project rates and/or durations).
2. **Prepare a Storm Water Pollution Protection Plan (SWPPP)** if the area of disturbance is one acre or more or if less than one acre is part of a larger phased project where the total is one acre or more.
3. **Include an Erosion Control Plan** addressing sediment and source pollution controls in all project plan submittals.
4. **Include a Drainage Area Map and Hydrology/Hydraulics** to size new storm pipelines in all project plan submittals. Calculations will follow all Contra Costa County Flood Control District standards.
5. **Use the Town of Moraga's most current Storm Drain Master Plan** as the basis for requiring larger new development projects to incorporate onsite stormwater detention measures to attenuate peak runoff rates discharged downstream to conform to predevelopment levels.
6. **Include preliminary locations and sizing of Low Impact Development (LID) components** during project planning stages to assure the measures fit properly into the site and connect to nearby storm systems. Using the natural elevation differentials across the campus will assist in directing storm flows into stormwater treatment and detention facilities via gravity flow. All LIDs will require Operation and Maintenance practices to assure their long-term care, including the roundabout on St. Mary's Road.
7. **Use green infrastructure in the project designs** to support local and State requirements and assist in stormwater mitigation and reduction of impervious areas (green roof, permeable pavements, dual-use recreation/treatment facilities).

8. **Use either stencils or castings at catch basins** with the legend “Don’t Dump – Drains to Bay.” This will control source control impacts.
9. **Implement an educational program** for staff and students regarding safe use and disposal of chemicals and pesticides that can potentially add pollutants to surface water and groundwater.
10. **Undertake an evaluation survey and inspection** of the existing storm system conveyance and detention systems. This will inform the College if repairs, cleaning/remedial work, or replacements are required and assist in prioritizing any required improvements.
11. **Ensure all campus projects comply with currently adopted National Pollutant Discharge Elimination System (NPDES)** standards and requirements to ensure proper drainage and runoff.
12. **Undertake a new Hydrological and Hydraulic Analysis** of the existing conditions and proposed facilities (Phase 1 and Phase 2) to identify any onsite deficiencies and outline potential improvements to meet these needs. The onsite system should be evaluated for the 10-year storm event as required by the Town of Moraga. The 100-year discharge into Las Trampas Creek and Laguna Creek (St. Mary’s tributary) shall not exceed the 1984 EIR values.
13. **Provide a detailed analysis of the new stormwater runoff** and verify possible impacts to the existing College storm drain system in all project plan submittals.
14. **Consider all Phase 1 Projects as “one project”** for the purposes of operation-period stormwater treatment and design and adherence to CCCWP guidelines. Phase 1 projects evaluated at the project level under the Master Plan EIR include the Library and Learning Commons, New Elevated Parking Structure, Saint Albert Hall Library Repurposing, McKeon Pavilion Remodel and Expansion, Secondary Ingress/Egress, and Madigan Gym Remodel. This approach shall be reflected in a Stormwater Control Plan which shall address design of all of the necessary stormwater improvements (at a minimum) for all the Phase 1 projects, and which shall be developed by the College, and approved by the Town, prior to the start of construction of the first project. Improvements identified in the Stormwater Control Plan may be implemented in phases as the individual Phase 1 projects are developed.





Sanitary Sewer

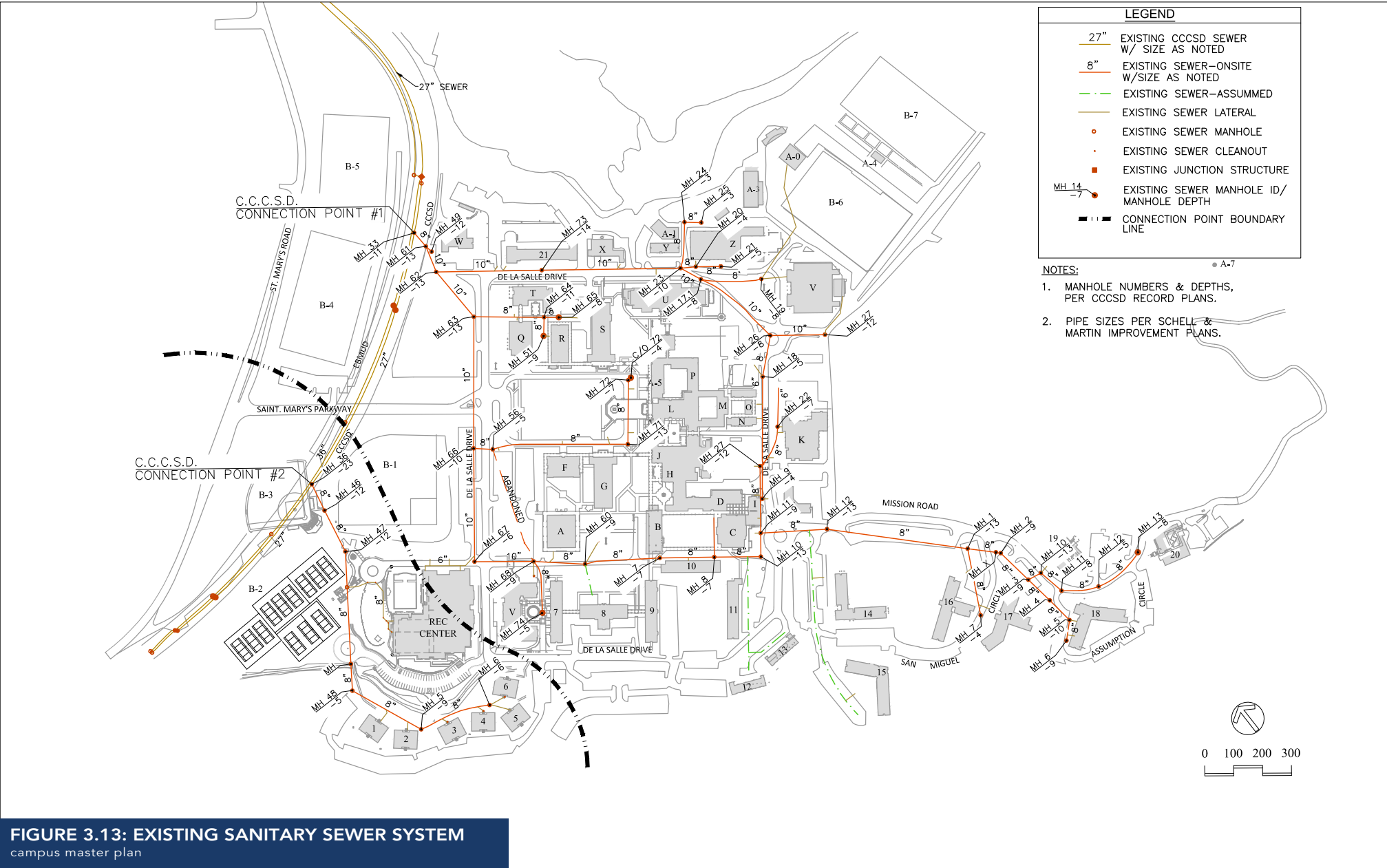
Central Contra Costa Sanitary District (CCCSD) provides wastewater treatment services to Saint Mary's College. The District's 27-inch and 30-inch interceptor sewer lines run through an existing sanitary sewer easement near the western edge and lower elevation of the Campus. These lines service both the Town of Moraga and Saint Mary's College. **Figure 3.13** shows the location of the current sanitary sewer facilities at the College.

Figure 3.14 shows the proposed sanitary sewer system on campus and how it relates to new facilities. Calculations show that the existing points of connection for the College are expected to have more than adequate capacity to support both Phase 1 and 2 Projects with acceptable velocities. Individual projects will be required to undertake a site specific analysis as they are developed and will be subject to review and approval by CCCSD.

The College plans to mitigate any potential sanitary sewer impacts by adhering to the following actions.

ACTIONS

1. **Be responsible for the installation, operation and maintenance of the site collector system.**
2. **Ensure that the CCCSD reviews and approves any construction plans** involving work on the public sewer prior to application for any Building Permit.
3. **Provide a detailed analysis of the new sewer flows** and verify possible impacts to the existing College sewer system in all project plan submittals.
4. **Undertake a sewer system evaluation survey and inspection** of the existing infrastructure. This would inform the College if repairs or replacements are required and assist in prioritizing any required improvements.
5. **Implement a flow-monitoring program** to verify actual flows in the sewers, assess available capacity, observe inflow/infiltration during storm events and verify the need for existing sewer infrastructure improvements



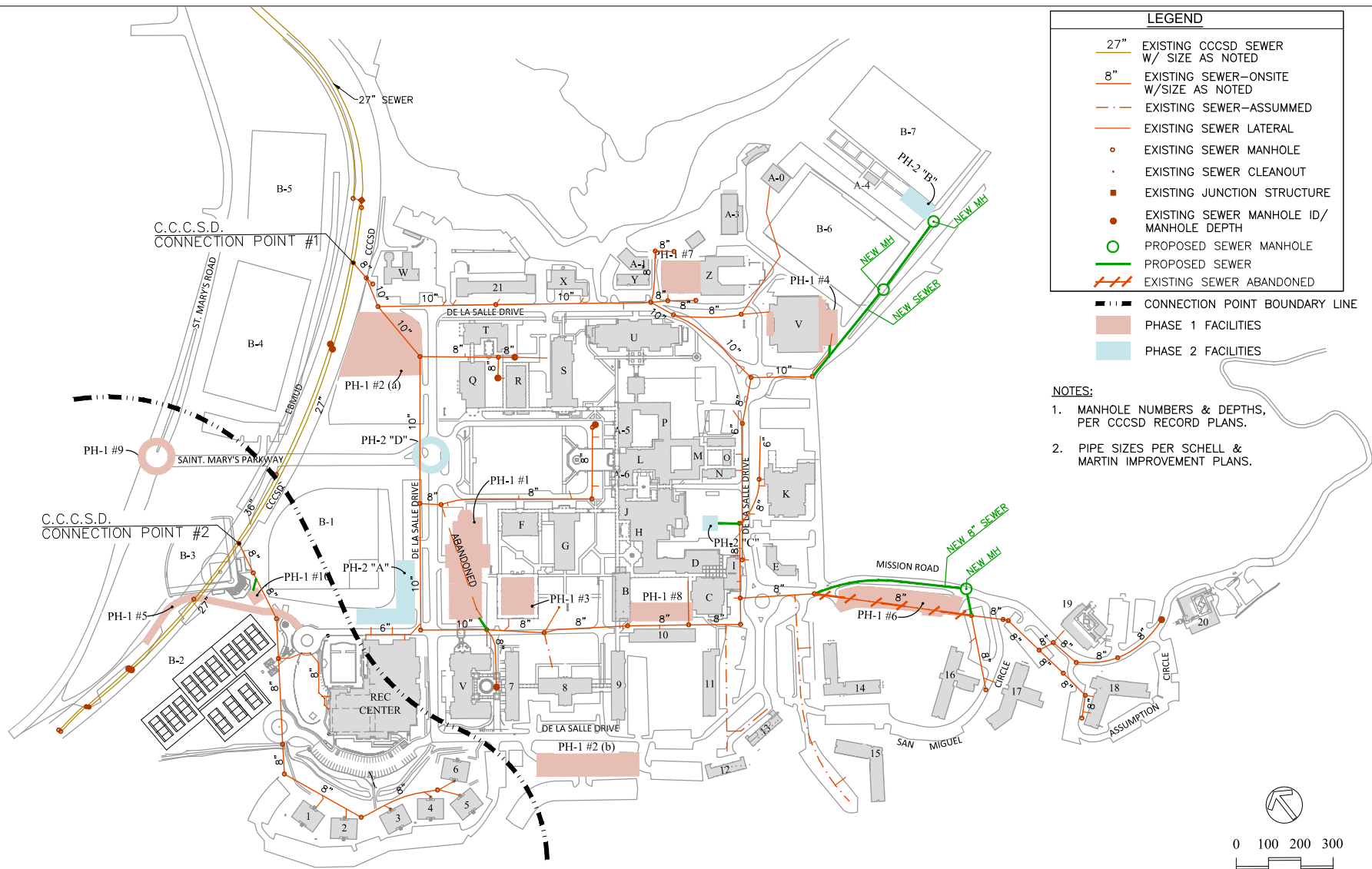


FIGURE 3.14: PROPOSED SANITARY SEWER SYSTEM
campus master plan

Stewardship and Sustainability



Saint Mary's is home to a strong and growing sustainability program

Saint Mary's students, staff and faculty members are **passionate about sustainability and integrating sustainable practices into everyday life on campus.** One of the most visible ways the community expresses its focus on the environment is through the Legacy Garden, an organic vegetable garden planned and tended by students, whose produce is cooked and eaten in the campus cafeteria. The College has also committed to ongoing sustainability monitoring and greenhouse gas emissions tracking and reductions. To unify and amplify a campus-wide movement towards sustainability, the College recently

convened a Sustainability Committee, which issued its first report in 2014. The College also hired a full-time Sustainability Coordinator in May, 2015, and is committed to making each new building comply with AAHSE's Sustainability Tracking, Assessment + Rating System (STARS™) Silver Requirements.

Based on community priorities and what was learned during sustainability and greenhouse gas emissions assessments, the College has developed five detailed action items to enhance sustainability on campus in the near future.

ACTIONS

1. Ensure that strategic planning processes firmly embed sustainability throughout the goals and recommendations to ensure all College actions and activities result in environmental stewardship.

2. Leverage our 443-acre campus as a defining feature of sustainability at Saint Mary's. This can be realized through further integration of applied research, classrooms-in-the-field, activities and programs focused on natural systems stewardship, and consideration of ecosystems services when developing new capital projects and master plan improvements.

3. Further policies that implement sustainable practices, including the following:

- Standardize vendor RFP's and contracts that require alignment with Saint Mary's sustainability vision and goals and specific STARS performance standards.

- Formalize policies for EPEAT Gold computers, recycled content paper, dual-side printing, and continued purchase of RECs (Renewable Energy Credits).
- Implement a minimum requirement for all new construction to meet an established Green Building Rating standard(s) or key performance metrics consistent with known industry benchmarks.
- Continue the existing campus-wide recycling program.
- Support procurement that helps support disadvantaged businesses, social enterprises, and/or local community-based businesses to further complement Lasallian Principles.
- Continue to meet the sustainability standards for the entire campus through the STARS rating system from AASHE.
- Ensure that new buildings and facilities meet or exceed Tier 2 (highest level) CalGreen building standards related to both physical design and operations.

- Adopt a policy to implement New Transportation Technologies on campus. Replace the existing Saint Mary's College regular service vehicle fleet with electric or alternative fuel vehicle when purchasing new vehicles to reduce emissions and improve air quality vehicles on campus.



The Geissberger Observatory is located on the hills above the Campus, which are largely undeveloped wild lands the College is dedicated to protecting



Saint Mary's is dedicated to the stewardship of its very special campus



Landscaping on campus brings delight to the college community and visitors alike, and is being carefully evaluated for opportunities to conserve resources and provide habitat, as outlined in Chapter 4

4. Continue refining day-to-day operations

to reduce environmental impact and improve quality-of-life for students, faculty and staff:

- Adopt an institution-wide policy for indoor environmental quality.
- Implement landscape best practices such as integrated pest management, low-impact design techniques and Bay-friendly landscape standards.
- Develop manuals, standards or guidelines for green material selection and construction waste diversion.
- To maximize the potential for waste diversion at Saint Mary's, continually refine the culture of campus operations, faculty, students and staff to focus on reduce, reuse, recycle.

5. Adopt measures to improve sustainability as identified through the STARS reporting process for a 2015 report update:

- Establish a single point of contact for STARS reporting for each of the credit categories.

- Include more deliberate presentations of sustainability within student and new faculty and staff orientation materials and communicate opportunities for participation.
- Examine an open access policy for campus-generated research.
- Look for opportunities to link entrepreneurship, socially responsible businesses, and sustainability at the student level.
- Implement incentives and programs to increase the number of sustainability-focused and sustainability-related courses, and increase sustainability-related research by students and faculty.
- Examine if Saint Mary's endowment can better align allocations with responsible investing practices.

6. Implement BAAQMD-Recommended Measures to Fugitive Dust Particulate Matter Emissions during all construction projects. These dust (PM10) control measures include the following:

- All exposed surfaces (e.g., parking areas, staging areas, soil piles, graded areas, and unpaved access roads) shall be watered two times per day.
 - All haul trucks transporting soil, sand, or other loose material off-site shall be covered.
 - All visible mud or dirt track-out onto adjacent public roads shall be removed using wet power vacuum street sweepers at least once per day. The use of dry power sweeping is prohibited.
 - All vehicle speeds on unpaved roads shall be limited to 15 miles per hour (mph).
 - All roadways, driveways, and sidewalks to be paved shall be completed as soon as possible. Building pads shall be laid as soon as possible after grading unless seeding or soil binders are used.
 - All exposed surfaces shall be watered at a frequency adequate to maintain minimum soil moisture of 12 percent. Moisture content can be verified by lab samples or moisture probe.
 - All excavation, grading, and/or demolition activities shall be suspended when average wind speeds exceed 20 mph. Windbreaks (e.g., trees, fences) shall be installed on the windward side(s) of actively disturbed areas of construction. Windbreaks should have at maximum 50 percent air porosity.
 - Vegetative ground cover (e.g., fast-germinating native grass seed) shall be planted in disturbed areas as soon as possible and watered appropriately until vegetation is established.
 - The simultaneous occurrence of excavation, grading, and ground-disturbing construction activities on the same area at any one time shall be limited. Activities shall be phased to reduce the amount of disturbed surfaces at any one time.
 - All trucks and equipment, including their tires, shall be washed off prior to leaving the site.
 - Site accesses to a distance of 100 feet from the paved road shall be treated with a 6- to 12-inch compacted layer of wood chips, mulch, or gravel.
 - Sandbags or other erosion control measures shall be installed to prevent silt runoff to public roadways from sites with a slope greater than 1 percent.
 - A publicly visible sign shall be posted with the telephone number and person to contact at the lead agency regarding dust complaints. This person shall respond and take corrective action within 48 hours. The Bay Area Air Quality Management District (BAAQMD) phone number shall also be visible to ensure compliance with applicable regulations.
- 7. Implement the following measures during all construction to reduce the exposure of sensitive receptors to Toxic Air Contaminants (TACs):**
- All construction equipment, diesel trucks, and generators shall be equipped with Best Available Control Technology (e.g., U.S. EPA-

certified Tier 4 engine or Engines that are retrofitted with a California Air Resources Board [CARB] Level 3 Verified Diesel Emissions Control Strategy) for emission reductions of oxides of nitrogen (NOx) and particulate matter (PM).

- Clear signage at all construction sites shall be posted indicating that diesel equipment standing idle for more than 5 minutes shall be turned off. This would include trucks waiting to deliver or receive soil, aggregate, or other bulk materials. Rotating drum concrete trucks could keep their engines running continuously as long as they were onsite or adjacent to the construction site.
- The contractor shall install temporary electrical service whenever possible to avoid the need for independently powered equipment (e.g., compressors).

- Stationary petroleum-fuel power equipment shall be positioned as far away from sensitive receptors as possible.
- All construction equipment shall be maintained and properly tuned in accordance with the manufacturer's specifications. All equipment shall be checked by a certified mechanic and determined to be running in proper condition prior to operation.
- A Certification Statement that the Contractor agrees to comply fully with the diesel particulate matter (DPM) reduction measures described above and acknowledges that a significant violation of the measures shall constitute a material breach of contract shall be submitted to the Town of Moraga's Planning Department prior to any grading or construction.

8. Provide for the installation of solar generating technology in a flexible manner that does not diminish the architectural integrity of the campus or

any historic buildings. Specifically, the locations of these devices need to factor into design aesthetics and structural limitations. Select new and renovated projects should be the key focus for these facilities, and not every project or building is appropriate for solar generating technology installation.

9. Prepare a Construction Management Plan for projects that require heavy truck or similar equipment with information regarding their movements to avoid commute hours; truck routes to be used; penalties for the use of roadways that are not designated truck routes; a pavement management plans including agreements with the Town of Moraga and the Cities of Orinda and Lafayette for before and after pavement assessments and repair reimbursements, as appropriate. At its discretion, The Town of Moraga may refer campus projects expected to generate a substantial volume of heavy truck or similar construction vehicle traffic to the Cities of Lafayette and Orinda for their review and comment.

Noise

The College manages noise on campus using a number of approaches. Generally, hours of academic and athletic activity at the campus are 8:00 AM to 10:00 PM, seven days a week. However, the campus operates 24/7 due to on-campus housing. During construction periods, construction will occur between 8:00 AM and 5:00 PM, Mondays through Fridays, and by permitted exception in accordance with the Town of Moraga.

The College maintains quiet hours in residence halls in order to facilitate student study and rest. Quiet hours are in effect from 9:00 PM to 9:00 AM Sunday through Thursday, and from 12:00 AM to 9:00 AM Friday and Saturday. During quiet hours, noise from stereos, radios, TVs, voices or any other identifiable source should not be heard outside of or between any residence hall rooms. These quiet hours do not apply to non-residential buildings or open spaces.

The College has also entered into an operation agreement with the Town of Moraga that related specifically to the Pat Vincent rugby and Garaventa soccer fields adjacent to Saint Mary's Road. In general, the intermural field has been approved for use between 8:00 AM and 10:00 PM similar to other facilities on campus.

ACTIONS

1. **Notify neighbors and students located in residence within 1,500 feet of the stadium at least 72 hours in advance of any night game held at the baseball stadium** where more than 800 spectators are anticipated. Notification could include providing neighbors and students with the game schedule at the beginning of the season, posting the schedule online in an easily accessible public location, or individual email or letter notification of activities. Special events or other activities,

other than baseball games, shall not be scheduled at the Stadium such that they will have an end time after 9:00 PM.

2. Select appropriate mechanical equipment and use acoustical shielding

so that noise levels from future building operations would not exceed 70 dBA Lmax at 10 feet. Controls that would typically be incorporated to attain this outcome include locating equipment indoors when feasible; selecting quiet equipment; and providing sound attenuators on fans, sound attenuator packages for cooling towers and emergency generators, acoustical screen walls, and equipment enclosures.

3. Generally limit construction activities to between the hours of 8:00 AM and 5:00 PM on weekdays, with no construction permitted on Saturdays, Sundays, or holidays. Any construction activity proposed outside of the above days and hours for special activities (such as concrete pouring which may require more continuous amounts of time) shall be evaluated on a case-by-case basis by the Town of Moraga, with criteria

including the urgency/emergency nature of the work, the proximity of residential or other sensitive uses, and a consideration of the preferences of nearby residents/occupants. The College shall notify occupants of all residences and residence halls that are located within 1,000 feet of the project site as soon as possible prior to the start of the construction activity proposed outside of the above days/hours. When submitting a request to the Town of Moraga to allow construction activity outside of the above days/hours, the College shall submit information concerning the type and duration of proposed construction activity and the draft public notice for Town of Moraga review and approval prior to distribution of the public notice.

4. Require all construction activities under the Campus Master Plan that require the use of heavy construction equipment to implement the following noise reduction measures:

- Use alternatives to impact pile driving, such as vibratory pile drivers or oscillating or rotating pile installation methods.

- Use jetting or partial jetting of piles into place using a water injection at the tip of the pile.
- Construct or use temporary noise barriers, as needed, to shield on-campus construction and demolition noise from noise-sensitive areas. To be most effective, the barrier should be placed as close as possible to the noise source or the sensitive receptor. Examples of barriers include portable acoustically lined enclosure/housing for specific equipment (e.g., jackhammer and pneumatic-air tools, which generate the loudest noise), temporary noise barriers (e.g., solid plywood fences or portable panel systems, minimum 8 feet in height), and/or acoustical blankets.
- Establish construction staging areas at locations that will create the greatest distance between the construction-related noise sources and noise-sensitive receptors nearest the project site during all project construction.
- Ensure that construction equipment and trucks will utilize the best available noise control techniques (e.g., improved mufflers, equipment redesign, use of intake silencers, ducts, engine enclosures and acoustically-attenuating shields or shrouds) wherever feasible.
- Use “quiet” models of air compressors and other stationary noise sources where technology exists.
- Prohibit all unnecessary idling of internal combustion engines and equip all internal combustion engine-driven equipment with mufflers that are in good condition and appropriate for the equipment.
- Locate all stationary noise-generating equipment, such as air compressors and portable power generators, as far away as possible from noise-sensitive land uses. Muffle the stationary equipment, and enclose within temporary sheds or surround by insulation barriers, if feasible.

- Notify all adjacent all residences and residence halls that are located within 200 feet of the project site of the construction schedule in writing.
- Control noise from construction workers' radios to a point where they are not audible at existing campus residences or other noise-sensitive spaces.

5. Submit to the Town of Moraga for review and approval a set of procedures for responding to and tracking complaints received pertaining to construction noise, and shall implement the procedures during construction. At a minimum, the procedures shall include:

- Designation of an on-campus construction complaint and enforcement manager for the project;
- Protocols specific to receiving, responding to, and tracking received complaints; and
- Maintenance of a complaint log that records received complaints and how

complaints were addressed, which shall be submitted to the Town of Moraga for review upon request.

- The College shall apply these procedures to all projects that require the use of heavy construction equipment within 250 feet of on-campus noise sensitive receptors. The contact information of the on-campus construction complaint and enforcement manager shall be posted in conspicuous locations at the fence line of the construction site. The College shall notify the Town of Moraga when the information has been posted and provide the Town with a copy of the posting.

6. Schedule construction activities that require the use of heavy construction equipment within 250-feet of an academic building (i.e., a building where classes are held or where students reside or study) during periods when classes are not in session, such as summer, school breaks, and after class dismissal, to the maximum extent

practicable. Construction activities that require the use of heavy construction equipment shall not be allowed within 250 feet of an academic building or residence hall during final exam periods.

For construction activities that require the use of heavy construction equipment within 250 feet of an academic building or residence hall, the College shall submit a Construction Noise Management Plan prepared by a qualified acoustical consultant to the Town of Moraga for review and approval. The Construction Noise Management Plan shall contain a set of project-specific noise attenuation measures to reduce exterior construction noise at the nearest academic building or residence hall to below 70 dBA Leq or to the maximum extent practicable.

7. **Notify the occupants of the building of proposed construction activities,** describing the type and duration of construction activity to be performed and the anticipated vibration levels that may be generated at the building, for all projects that require pile driving within 1,000-feet of an academic building, or that

require the use of other heavy construction equipment within 250-feet of an academic building. The notice shall advise the occupants of the building that construction activities could interfere with the operation of vibration sensitive equipment. The notice shall be provided at least 30 days prior to the start of construction. The College shall submit the draft notice to the Town of Moraga review and approval prior to distribution.

8. **Retain a structural engineer or other qualified professional to prepare a vibration impact assessment** prior to the start of pile driving for a particular project, and prior to the start of any construction activities involving the use of heavy construction equipment within 50 feet of a historic building or within 20 feet of a non-historic building. The assessment shall take into account project-specific information such as the composition of the structures, location of the various types of equipment used during each phase of the project, and the soil characteristics in the project area, to determine whether project construction may cause damage to nearby structures. If the assessment finds that the

project may cause damage to a structure, the structural engineer or other qualified professional shall recommend design means and methods of construction to avoid the potential damage, if feasible. The assessment and its recommendations shall be subject to review and approval by the Town of Moraga. If there are no feasible design means and methods to eliminate the potential for damage, the structural engineer or other appropriately licensed professional shall undertake an existing conditions study (study) of any structures (or, in case of large buildings, of the portions of the structures) that may experience damage. The study shall establish the baseline condition of these structures, including, but not limited to, the location and extent of any visible cracks or spalls. The study shall include written descriptions and photographs. The study shall be subject to review and approval by Town of Moraga. Upon

completion of the project, the structures (or, in case of large buildings, of the portions of the structures) previously inspected shall be resurveyed, any new cracks or other changes shall be compared to pre-construction conditions, and a determination shall be made about whether the project caused the damage. The findings shall be submitted to Town of Moraga for review. If the study determines that project construction has resulted in damage to the structure, the damage shall be repaired to the pre-existing condition by the College.

- 9. Schedule construction for overlapping projects**, so that noise- generating construction activities do not generate noise levels in excess of 60 dBA Leq at off-site residential receptors for greater than 12 consecutive months.

- 10. Notify neighbors and students located in residences within 1,500 feet of the stadium at least 72 hours in advance of any night game** (beginning at 5:00 PM or later) held at the baseball stadium where more than 800 spectators are anticipated. Notification could include providing neighbors and students with the game schedule at the beginning of the season, posting the schedule online in an easily accessible public location, or individual e-mail or letter notification of activities. Special events or other activities, other than baseball games, shall not be scheduled at the baseball stadium such that they will have an end time after 9:00 PM.



Chapter Four Design Guidelines and Standards

The Saint Mary's College campus, designed by renowned architect John Donovan, is indeed a special place. The College values its heritage and has worked diligently in past decades to **preserve and advance the special qualities of the campus and its architecture.**



"Many students and parents make their admissions decision the moment they turn up Saint Mary's Parkway and see the Chapel and campus architecture for the first time."

- Saint Mary's College Christian Brother

Introduction

The architectural traditions of Spain and southern Europe found a natural fit in the 1700s with the climate and weather of California. The fusion of Spanish architecture with Native American building technology produced an architectural style that continues to influence design on the West Coast and beyond. The thick adobe walls of the original Spanish Revival structures helped to cool buildings on warm days and warm buildings during cool nights. Deep-set windows provided sun control. Arcades defined courtyard spaces and created comfortable shaded zones for activities and circulation.

Long before “sustainability” was an articulated construction goal, the College’s original architect John Donovan was aware of these benefits when he designed the **first buildings for Saint Mary’s College in the Spanish Revival style.**

Maintaining and embracing the College’s rich architectural tradition, while planning for the future and incorporating sustainable design, is the primary focus of this chapter. The guidelines and standards included in this chapter are designed as a framework to ensure the continued enhancement of Saint Mary’s Spanish Revival campus within its spectacular natural setting. New buildings, additions to existing buildings, and refined landscapes should not simply repeat the



The Chapel is central in the layout, daily life and mission of the campus



The campus is bordered on two sides by agricultural lands and open space

forms and elements of the 1928 buildings, but respectfully complement the Campus' rich design heritage.

This chapter includes the following sections:

- Architectural Design
- Historic Architectural Design
- Signage and Wayfinding
- Landscape Design
- Stormwater Management

Each section includes a series of detailed subtopics. Each of the subtopics includes a narrative description of why the topic is important, followed by a detailed series of guidelines and standards. When the College and the Town of Moraga reviews and approves projects, they will use these guidelines and standards to ensure designs are consistent

with the character of the Campus. However, they are implemented in different ways. The following are definitions that describe the difference between a "guideline" and a "standard."

DEFINITION OF A GUIDELINE

A guideline is a subjective rule that is qualitative in nature and requires either Town staff or Design Review Board direction. Guidelines in this chapter are labeled alphabetically (e.g., A, B, C, etc.)

DEFINITION OF A STANDARD

A standard is a quantifiable requirement that must be met unless there is a specific variance or special exception made by the Town Planning Commission or Town Council. This includes items such as building setbacks, maximum heights. Standards in this chapter are labeled numerically (e.g., 1, 2, 3, etc.)

Architectural Design

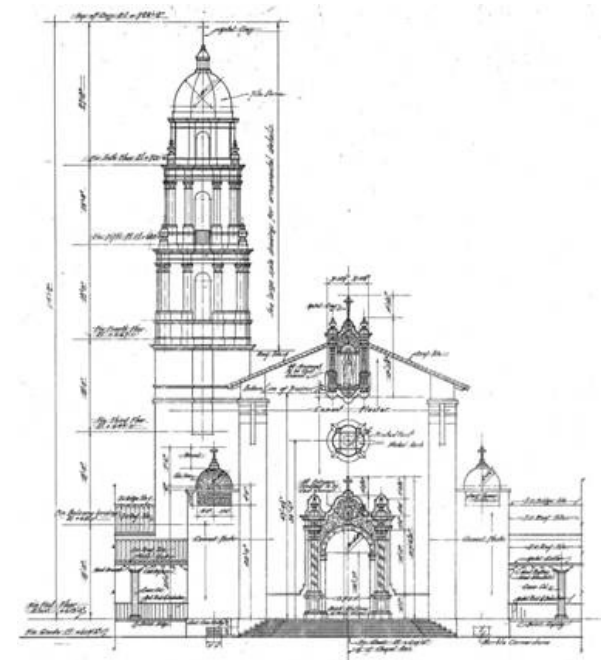
New Construction

Designs for new buildings or additions to existing buildings must consider and respond to the architectural context of neighboring structures. This approach will generally lead to designs that are most influenced by the Spanish Revival style within the core campus area defined by the De La Salle Drive ring road and more interpretative of the Spanish Revival style outside the ring road where existing buildings are generally more contemporary.

To maintain the special architectural status of the College's historic buildings, especially the Donovan buildings that formed the 1928 campus, new buildings should not merely

replicate the historic buildings in whole or in part but seek to complement and enhance the architectural vision of John Donovan that has defined the campus for generations.

The **consistent use of materials and finishes throughout the campus** is one of the most important factors in creating a coherent campus. As evidence of this point, even the least contextual buildings at Saint Mary's have minimized their negative visual impacts by using the campus' traditional exterior materials.



Original Chapel elevation with tower and end gable



Brousseau Hall



St. Albert Hall (Library)

All new buildings on the campus should complement the existing historic context and the architecture of adjacent buildings but be distinguishable from the historic resources found at Saint Mary's. In particular, designers should creatively integrate the essence of John Donovan's character-defining, historic architectural components—thoughtfully reinterpreting the Spanish Revival style and its material palette—to give each building its own identity while seamlessly blending the new structure into the overall campus fabric.

In addition, all new construction, including new additions to existing buildings, must comply with applicable building codes and local ordinances. This includes the Americans with Disabilities Act and the State of California's Title 24 Building Energy Efficiency Standards.

This section expresses the College's commitment to create new architecture that does not merely use stucco walls and clay tile roofs but is truly inspired by the historic resources and character of the campus.

Note: Specification information for paints and materials noted in the Architectural Guidelines and Standards are found in "Exterior Material and Color Palette" located later in this section.

Design Components

All new construction as well as additions to or renovations of existing buildings shall incorporate the components that have historically defined the architectural vocabulary of the Saint Mary's campus. Guidelines and standards for the following components are included in this section:

- Site Planning
- Massing, Footprint and Height
- Towers
- Roofs
- Arcades
- Exterior Walls, Doors and Windows
- Entrances
- Stairs, Ramps and Railings
- Temporary Structures
- Decorative Elements
- Exterior Material and Color Palette

SITE PLANNING

The campus, as first designed by John Donovan, has several defining features that organize the campus buildings and grounds:

- Buildings and outdoor spaces are organized axially and often symmetrically about the campus' primary axes.

- Buildings, either individually or with others, form rectilinear outdoor courtyards.
- Arcades, either integrated with buildings or freestanding, cover the central primary circulation paths.

Guidelines

- A. Maintain and continue the axial relationships between buildings and outdoor spaces.
- B. Employ compositional symmetry, both in plan and elevation, when the building or portions of the building terminates an axis. Symmetry is not required for all building plans or facades, but should be used in appropriate locations to reinforce the overall campus plan.
- C. Respect and do not obstruct the views or structures that terminate axes.
- D. Complement adjacent structures and reinforce the character of its neighborhood whether academic, residential or recreational.
- E. Create or enhance outdoor courtyard spaces in conjunction with other buildings.



The 1928 Donovan buildings are organized along major circulation and view axes



Filippi Academic Hall



The quad formed by De La Salle, Augustine and Aquinas Halls is used for social and recreational activities

MASSING, FOOTPRINT AND HEIGHT

The massing, overall dimensions, and heights of new buildings, or additions to existing buildings, shall complement the scale of existing neighboring structures.

Guidelines

- A. Narrow building footprints as possible, within the parameters of the facility's programmatic needs, to maximize natural lighting and ventilation.
- B. Ensure the heights, number of stories and massing of new buildings are similar to those of adjacent buildings.
- C. Where larger building footprints or higher interior spaces are required (such as parking structures or recreational facilities), designers should articulate the facades to reduce the apparent mass of the building and maintain a scale that is consistent with the existing context.

- D. Academic buildings, especially those at the central Chapel Green, should reinforce the massing and axial symmetry of the campus.
- E. New buildings, especially residence halls, should either individually, or in concert with existing structures, form outdoor spaces which may be used for recreational and social activities.

Standards

- 6. New buildings shall not exceed the maximum height as defined in Chapter 3 Facilities Plan or 50 feet to ensure the Chapel remains the most prominent feature on the campus.
- 7. Building heights shall be measured from the finished grade to the mid-point of the average height of the highest roof, as defined by the MMC 8.04.020, exclusive of towers, chimneys, spires, domes, flag poles or other architectural features which may project above the allowable building height.

TOWERS

The Chapel tower is one of Saint Mary's most recognizable icons. It stands unrivaled, a vertical spire surrounded by the Moraga hills.

Guidelines

1. Towers, if proposed for new buildings, should not compete with the Chapel tower or detract from its central importance as Saint Mary's signature building.
2. Vertical architectural elements, such as stair towers or chimneys, may be used to create compositional interest, but their wall surfaces and roofs should not project above the primary roof ridge line by more than a few feet.



Augustine Hall Stair Towers



Roofs and courtyards near the Chapel

ROOFS

Clay tile roofs are one of the most identifiable characteristics of the Spanish Revival style. At Saint Mary's, the original and subsequent buildings predominantly have hipped ends; gable ends are rare - most notably found at the east and west elevations of Saint Mary's Chapel. Entering the campus from Saint Mary's Road, the profile of the Chapel is silhouetted against the hills and sky, terminating the central entry axis.

General Guideline

- A. The sloped roofs of new buildings should employ roof forms and materials that are similar to the roofs of the original Donovan structures.

Sloped Roof Standards

1. Roofs shall have hipped ends and corners.
2. Roof slopes shall range from 4:12 to 5:12.
3. Roofs shall be finished with clay roofing tiles.

4. Eaves with exposed rafter tails shall extend 2' to 3' beyond the building wall.
5. Exposed rafter tail profiles shall complement but be distinguishable from those found on historic campus buildings. Paint eave soffits and rafter tails "Bahama Brown."
6. Eaves shall have copper half-round gutters with copper conductor heads and downspouts.

Flat Roof (low-slope) Standards

1. Conceal flat roofs with clay tile mansard roofs or, when appropriate, with parapet walls that follow historic precedents on the campus.
2. Mechanical rooftop equipment, including photovoltaic panels, shall not be visible at campus grade level. Use parapet walls or clay tile mansard roofs to conceal equipment.

ARCADES

The exterior arcades (or colonnades) of the Donovan buildings are signature elements of the 1928 campus that established an architectural precedent for subsequent construction at Saint Mary's. These arcades, both freestanding and along the principal facades of buildings, provide covered walkways that shelter people from the sun and rain; create places for students, faculty and staff to interact; organize the central campus along axial circulation routes; and unify the campus with a consistently scaled architectural feature.

During the 1970s, campus architect Kazuo Goto designed a second generation of arcades that extended the original arcade system over a larger area of the campus. Although the rhythm of the columns, the exposed wood ceiling structure and the clay tile roofing were inspired by the original Donovan arcades, these covered passages are less successful and should not serve as a model for future construction.



Typical hipped roof on an arcade



Ferroggiaro Quad arcade



Arcade connection between Dante and Oliver Halls



Soda Center entrance



North Arcade, view looking south

Guidelines

- A. New buildings should utilize arcades to connect buildings, extend exterior circulation pathways, define exterior courtyards and enrich the architectural design.
- B. Arcades should complement the historic design of the original Donovan arcades.

Standards

- 1. Arcade columns shall be concrete or concrete masonry units finished with plaster (approximately 1'-4" square) with precast concrete base and capital moldings and chamfered corners, all painted "Saint Mary's White."
- 2. The columns shall be approximately 9' to 10' high, equally spaced at a dimension of approximately 10' to 14' on center, and forming a clear walkway that is between 8' and 10' in width.
- 3. Paving within the arcades shall be stained concrete or exposed aggregate concrete. Contrasting bands or borders of smooth-troweled concrete or brick may be used to add visual interest to the paving.
- 4. Install metal rails at stairs and ramps, and at walkway edges where a guard is required. Paint all rails "Wendigo."
- 5. Ceilings shall have exposed heavy timber framing with exposed wood rafters, decking and decorative rafter tails, all painted "Bahama Brown".
- 6. Install decorative pendant lighting within arcades.
- 7. Arcades shall have single-slope (i.e. "shed" or "lean-to") roofs when adjacent to buildings, and gabled roofs when freestanding between buildings. Arcade roof slopes shall be 4.5:12.
- 8. Install clay tile roofing at arcades.
- 9. Provide copper half-round gutters with copper downspouts at arcade roof eaves.
- 10. Terminate arcades or periodically punctuate the walkways with pavilions composed of solid walls with arched openings. Pavilions may also serve as transition points to accommodate changes in the natural topography.

EXTERIOR WALLS, DOORS AND WINDOWS

Bearing walls with recessed doors and windows are defining characteristics of Spanish Revival buildings. As with most Spanish Revival buildings, the doors and windows of Saint Mary's earliest buildings are set back from the exterior surface, allowing the plaster finish to turn into the door and window openings and terminate against the door and window frames. In addition to their aesthetic appeal, thick walls provide space for additional building insulation and help control interior solar heat gain.

Guideline

- A. New buildings should have exterior walls and fenestration that continue the tradition of Saint Mary's architecture.

Standards

1. Exterior cement plaster walls shall receive a smooth sand float finish painted "Saint Mary's White."
2. Academic buildings shall have vertically proportioned windows, often grouped to conform with the scale of these larger structures.
3. Recess windows and doors at academic buildings in thick walls (8" to 10" thick minimum).
4. Extend the plaster wall finish into the door or window opening at the jambs and heads.
5. Limit large expanses of blank walls by integrating windows and doors, and creating regular facade setbacks.
6. Windows at residential buildings shall be vertically proportioned and smaller than those at academic buildings. Residential building walls might not be as thick as those at academic buildings, but the windows shall be recessed from the wall plane.
7. Specify metal frames with a thermal break, or metal-clad wood windows with finishes per the Exterior Materials and Color Palette.
8. All glazing shall be dual-glazed insulated glazing panels as a minimum.
9. Window and door subdivisions in existing buildings or additions shall complement but not duplicate the muntin pattern of Saint Mary's historic windows.



North Arcade doorway with original door leaves and transom light



New arcade and entrances to the Faculty/Staff Dining Room at Oliver Hall



Pantone 540 (Blue)



Pantone 1797 (Red)

ENTRANCES

The original Donovan buildings are rich in ornament and detail at primary facades and entrances, but quieter on the side and rear elevations, establishing a clear hierarchy of facades and their relative importance. Dante and Galileo Halls are excellent examples of this approach.

Guideline

A. The entrances to new buildings should not literally copy the defining characteristics of historic resources but should incorporate the level of detail and robust spirit of the architectural features found at Saint Mary's original buildings.

Standards

1. Utilize porches, arcades or recesses to create depth and shadow at entrances.
2. Distinguish entry façade doors and windows from rectangular openings in other locations.
3. Integrate decorative elements to enhance the importance of primary entrances:
 - Columns, pilasters
 - Decorative plaster ornament
 - Ornamental iron balconies or window grilles
 - Decorative light fixtures
 - Mosaic tile at niches
 - Changes in flooring or paving materials to distinguish the entry area from adjacent surfaces
 - Sky blue plaster or other special materials at soffits
4. Provide canopies or fabric awnings to identify secondary entrances that meet College graphic standards: Pantone 540 Blue or Pantone 1797 Red.

STAIRS, RAMPS AND RAILINGS

Stairs and ramps are essential components of the pedestrian circulation at Saint Mary's due to the significant change in elevation from the upper canyon to the campus entry.

Guideline

- A. Design railings at grade transitions to enhance both the aesthetic and tactile experience of traversing the campus.
- B. If both a stair and ramp are provided to reach the same destination, ensure that experience of using the ramp is equivalent to that of taking the stair.

Standards

1. Install code-compliant rails and guards that are similar to existing rails at Saint Mary's, matching the typical handrail profile and railing details.
2. Metal railings and vertical supports shall be painted "Wendigo."
3. For stairs and ramps not associated with a building, comply with the Landscape Design Guidelines in this Chapter.

TEMPORARY STRUCTURES

Temporary or modular buildings are often needed to meet short-term space needs. With virtually no vacant space on campus, temporary structures provide surge space for offices, classrooms and other uses as buildings are renovated or under construction.

Guidelines

- A. When possible, utilize the Rheem campus for temporary academic or storage needs consistent with its Conditional Use Permit.
- B. If temporary space is desirable on the main campus, locate modular buildings to minimize their visual impact.

Standards

1. Site buildings so that minimal existing parking spaces are displaced.
2. Site modular structures in deference to permanent buildings without obstructing permanent circulation or visual axes.
3. Paint buildings, trim and rails to match adjacent structures and blend into the overall campus texture.
4. Install temporary plantings to conceal modular buildings consistent with the requirements in Chapter 5.



Stairs leading to an arcade



Example of a typical temporary structure



Urn and niche at the Chapel entrance

DECORATIVE ELEMENTS

The Chapel shall remain the most ornate building at Saint Mary's College; it is the centerpiece of the campus, both physically and spiritually.

Guidelines

- A. Decorative elements at new buildings should focus attention on significant and special components such as entrances, arcades, special rooms, etc.
- B. Ornamental and decorative details could include:
 - Decorative Plaster
 - Water tables and mouldings
 - Medallions and panels

- Column or pilaster bases and capitals
- Ornamental metal at balconies, grilles, railings and awning brackets
- Decorative tile at niches or recesses
- Pictorial or geometrically patterned panels
- Decorative lighting fixtures

Standard

1. Paint decorative plaster, concrete or cast stone elements at new buildings to match the color of the adjacent wall.

EXTERIOR MATERIAL & COLOR PALETTE

The buildings of Saint Mary's College are architecturally and visually unified by a common palette of colors and materials. The standard materials and finishes below are used throughout the campus.

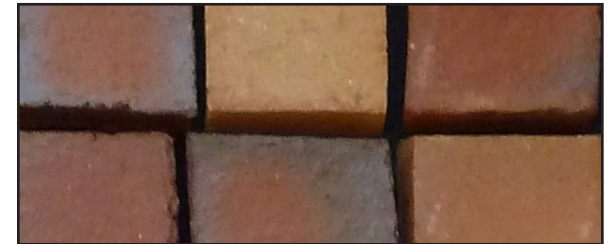
Guideline

- A. The exterior finishes of new buildings should be similar to the finishes of the existing historic Saint Mary's buildings.

Standards

1. Clay Tile Roofing (or similar material): "Cordova" straight, barrel, mission-style clay tiles by Gladding, McBean using 90% "Customized No. 8 Mix" and 10% "Monterey Blend."
2. Paint at Eaves, Rafter Tails and Wood Trim (or similar color): "Bahama Brown," Benjamin Moore 183-4X, flat sheen.
3. Paint at Exterior Walls and Decorative Elements (or similar color): "Saint Mary's White," Benjamin Moore 183-1B, flat sheen.
4. Paint at Metal Railings, Handrails & Exterior Metal: Wendigo H-124, PPG 90-377, gloss sheen (or similar color).
5. Metal-Clad Wood Windows: Exterior cladding shall be aluminum finished with a factory-applied fluoropolymer coating, Ultra Series, "Rustic" color (or similar color).
6. Aluminum Windows: Anodized bronze (or similar color).
7. Door Hardware and Decorative Metals: Oil-rubbed bronze, US 10B (or similar color).

Note: Custom paint colors are on file with Saint Mary's College and at Fregosi and Company Paints in Concord, CA.



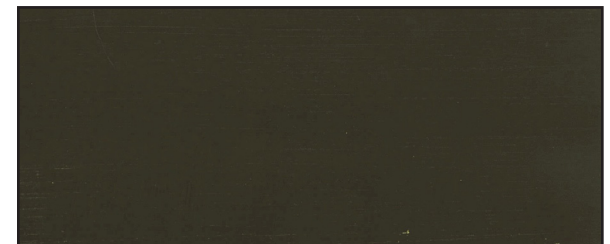
Clay Tile Roofing Custom Blend



"Bahama Brown" Paint



"Saint Mary's White" Paint



"Wendigo" Paint

Historic Architectural Design



An original 1928 stairway

Protecting the historical character of the campus is important to the College. Buildings that are approximately 50 years of age or older must be surveyed to determine if they are eligible for listing on the California Register of Historical Resources. These properties must be evaluated for their significance under the California Environmental Quality Act (CEQA) (Guidelines Section 15064.5). Under CEQA, projects that would affect identified historic resources must be evaluated for compliance with the Secretary of the Interior's Standards for the Treatment of Historic Properties.

The Standards define four types of treatments for historic buildings: Preservation, Rehabilitation, Restoration and Reconstruction. Rehabilitation, the applicable treatment for buildings on the Saint Mary's campus that qualify as historic resources, is defined as "the process of returning a property to a state of utility, through repair or alteration, which makes possible an efficient contemporary use while preserving those portions and features of the property which are significant to its historic, architectural and cultural values."

Buildings Eligible for Listing as Historic Resources

Table 4.1 identifies the 21 buildings located on the campus that are currently identified as eligible for listing as Historical Resources and evaluation under CEQA.

Table 4.1 Buildings Eligible for Listing as Historical Resources

No.	Current Name (listed alphabetically)	Year Completed	Architect
1	Aleman Community Brothers' Residence	1928	John Donovan
2	Assumption Hall	1942	Unknown
3	Augustine Hall	1927-1928	John Donovan
4	Aquinas Hall	1927-1928	John Donovan
5	Cassin Student Union	1942	Unknown
6	Chapel	1928	John Donovan
7	Dante Hall	1928	John Donovan
8	De La Salle Hall	1927-1928	John Donovan
9	Dryden Hall	1928	John Donovan
10	Fenlon Hall	1928	John Donovan
11	Galileo Hall	1928	John Donovan
12	Justin Hall	1960	Milton T. Pflueger
13	Madigan Gymnasium	1929	John Donovan
14	Mitty Hall	1960-1961	Milton T. Pflueger
15	North Arcade	1928	John Donovan
16	Oliver Hall	1928	John Donovan
17	Power Plant (Cilsa Hall)	1927-1928	John Donovan
18	Psychology Department	1928	John Donovan
19	Saint Mary's Community Brothers' Residence	1928	John Donovan
20	Siena Hall	1960	Milton T. Pflueger
21	South Arcade	1928	John Donovan



1928 aerial view of the campus



San Francisco 49ers football players resting during a practice session on Saint Mary's campus

Character Defining Materials and Features

At Saint Mary's, the general character defining materials and features of buildings that meet the eligibility requirements for listing per CEQA can be summarized using three different eras of campus development as follows:

1928 ORIGINAL CAMPUS BUILDINGS

Overall Building Designs

- Axial relationships and symmetry among buildings and exterior spaces
- Relatively narrow building footprints
- Two to three stories high
- Arcades and formal courtyards

Exterior Materials and Openings

- White stucco on thick walls
- Recessed windows
- Arches at special locations
- Clay tile roofs
- Hipped (typical)
- Gabled (for special buildings such as the Chapel)

Ornamentation

- Decorative cast concrete & plaster at front/entry facades
- Sparsely detailed at secondary facades
- Deep roof overhangs with exposed, shaped rafter tails
- Copper gutters and downspouts
- Ornamental ironwork
- Decorative light fixtures

1940-1950 ERA BUILDINGS

Overall Building Designs

- Axial relationships and symmetry
- Relatively narrow footprints
- One to two stories high

Exterior Materials and Openings

- White stucco walls
- Recessed windows
- Arched windows at Post Office (currently known as the Cassin Student Union)
- Clay tile roofs (hipped)

Ornamentation

- Few decorative cast concrete and plaster details
- Deep roof overhangs with exposed, shaped rafter tails
- Copper gutters and downspouts

1960S ERA BUILDINGS

Overall Building Designs

- Reduced emphasis on symmetry
- Relatively narrow footprint
- Two to three stories high

Exterior Materials and Openings

- White stucco
- Wood and plaster infill panels
- Metal windows
- Clay tile roofs (hipped)

Ornamentation

- Fewer decorative details
- Decorative cast concrete & plaster at entrances near older buildings (at Mitty Hall, for example)
- Deep roof overhangs with exposed, shaped rafter tails
- Copper gutters and downspouts



Saint Mary's Parkway entrance to campus



Historic detailing

Historic Resource Rehabilitation

Where rehabilitation of historic resources is appropriate per the Secretary of the Interior's Standards or additions are planned to historic buildings, the project shall follow the Standards for Preservation as well as the following Standards for Rehabilitation:

1. A property shall be used for its historic purpose or be placed in a new use that requires minimal change to the defining characteristics of the building and its site and environment.
2. The historic character of a property shall be retained and preserved. The removal of historic materials or alteration of features and spaces that characterize a property shall be avoided.
3. Each property shall be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or architectural elements from other buildings, shall not be undertaken.
4. Most properties change over time; those changes that have acquired historic significance in their own right shall be retained and preserved.
5. Distinctive features, finishes, and construction techniques or examples of craftsmanship that characterize a property shall be preserved.
6. Deteriorated historic features shall be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature shall match the old in design, color, texture, and other visual qualities and, where possible, materials. Replacement of missing features shall be substantiated by documentary, physical, or pictorial evidence.
7. Chemical or physical treatments, such as sandblasting, that cause damage to historic materials shall not be used. The surface cleaning of structures, if appropriate, shall be undertaken using the gentlest means possible.

8. If archaeological deposits are encountered during project subsurface construction, all ground-disturbing activities within 25 feet of the find shall be redirected and a qualified archaeologist contacted to assess the situation, consult with agencies as appropriate, and make recommendations for the treatment of the discovery. Project personnel shall not collect or move any archaeological materials.
9. New additions, exterior alterations, or related new construction shall not destroy historic materials that characterize the property. The new work shall be differentiated from the old and shall be compatible with the massing, size, scale, and architectural features to protect the historic integrity of the property and its environment.
10. New additions and adjacent or related new construction shall be undertaken in such a manner that if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.

Additions to Existing Historic Resources

The Rehabilitation Guidelines (see above) establish the Secretary of the Interior's Standards for additions to historic buildings. The materials, features, size scale and proportion and massing of an addition to a historic building should complement the original architecture but the addition shall be visibly distinguishable from the historic resource.

Please refer to the subsections regarding "Design Components" and "Exterior Material and Color Palette" in the Architectural Design Guidelines section for additional information related to building components and materials for additions to existing buildings.



The Cassin Student Union was the original campus Post Office



Saint Mary's Parkway entrance drive in 1928



Christian Brothers' Residence Hall

Code Compliance for Historic Resources

Renovations of existing buildings shall comply with all current applicable codes and ordinances, including provisions for:

- Life safety
- Accessibility
- Emergency egress
- Seismic performance
- Energy conservation
- Water conservation
- Stormwater management

Alterations and new construction for accessibility compliance shall be designed to minimize material loss and visual change to a historic building.

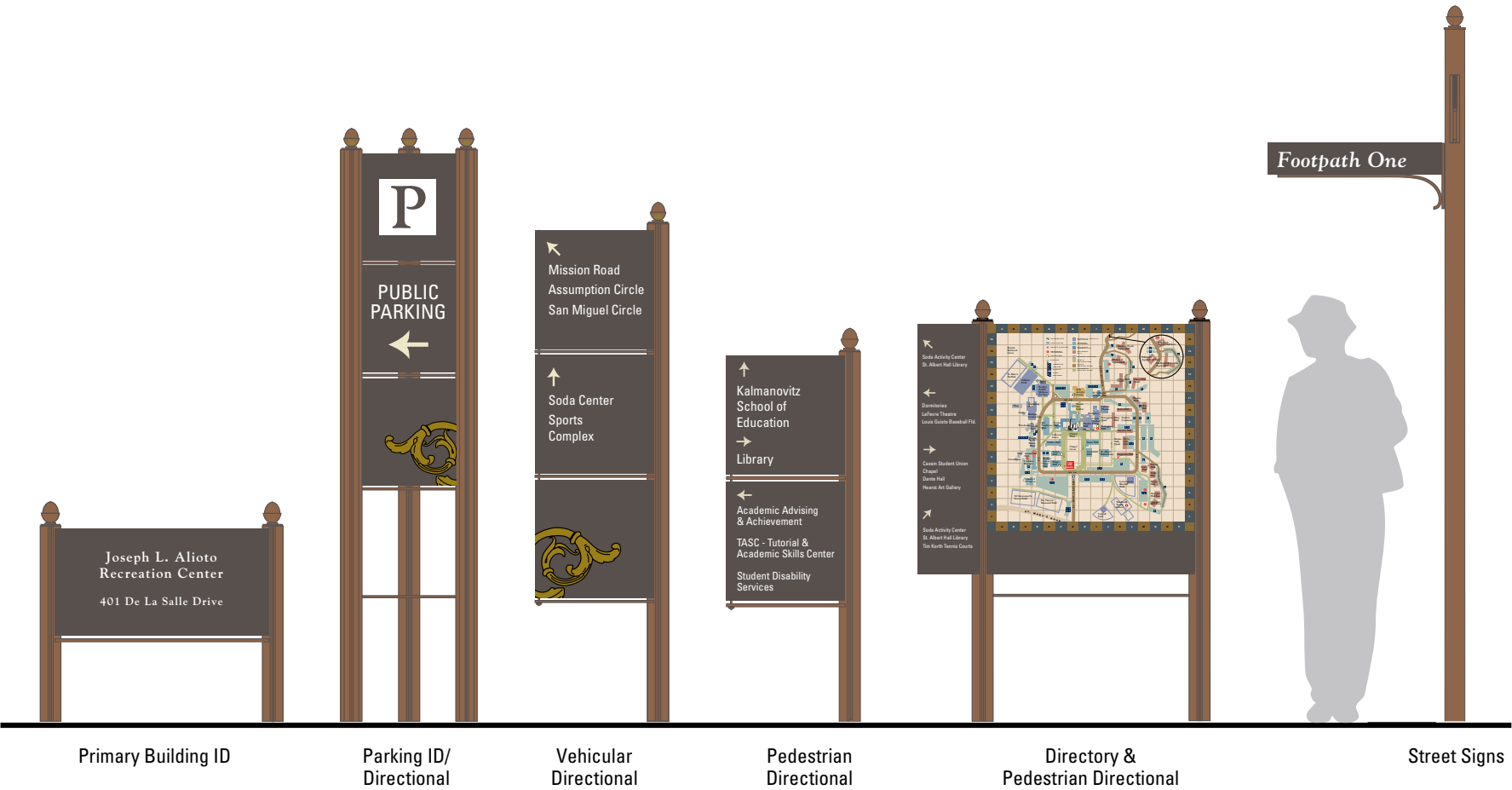
For eligible buildings, the California Historical Building Code (CHBC) may offer appropriate and advantageous options to the California Building Code (CBC) for compliance with non-accessibility related improvements. Designers shall meet with the Authorities Having Jurisdiction to confirm the appropriate codes for each proposed project.

Signage and Wayfinding

Saint Mary's College has an established system of campus signage standards. The family of sign types demonstrated in this section represents the variety of signs on the campus. The design corresponds to the architecture and campus style, providing a cohesive and comprehensive sign system that can be implemented and updated over time. Overall, signs on campus typically relate to one or more of the following topics:

- Vehicular and Pedestrian Wayfinding
- Building Identification
- Building Addresses
- Street Signs
- Pedestrian Directional and Wayfinding
- Parking Identification





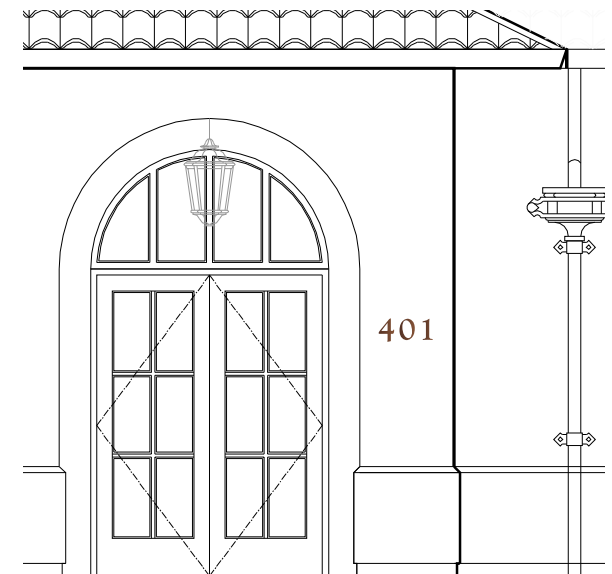
Multiple examples of new signage styles and design standards

Building-Mounted Signage Guidelines

- A. Use durable materials, graphics, fonts and colors that follow or complement the campus standards.
- B. Develop signage at the building entrance that is compatible with similar signs for other buildings on campus. Where possible, integrate the signage into the façade composition using a recessed or raised panel or other architectural element to define the signage area.
- C. As required by the Town of Moraga, locate a building identification number that is visible to emergency vehicle drivers from a nearby street or driveway. If numbers are required, it is acceptable to match the painted identification numbers currently found on campus.
- D. Ambient building lighting and halo lighting may be used to illuminate signs. Internally illuminated letters, backlit panels and digital displays are not acceptable.

Temporary Signs

- A. Temporary signs, as defined by the Moraga Municipal Code and located within 150 feet of St. Mary's Road, shall comply with Town of Moraga requirements.
- B. Temporary signs and banners located more than 150 feet from St. Mary's Road shall be under the purview of the College. The College shall approve the design and placement of temporary signage in accordance with the College's Posting Policy and with guidelines from College Communications.



Landscape Design Guidelines



Plaza surrounded by an arcade

The designed landscape of the campus is as important as the Spanish Revival architecture in creating a strong unifying element. Landscape creates identity, orientation, and a sense of place for the campus as a whole. This occurs when the continuity of plants, paving patterns, site materials and site furnishings consistently relate to each other. Landscape design allows for great variety in detail, providing opportunities for particular places to become landmarks, while ensuring that the most compelling image is that of the campus as a whole.

Creating a harmonious unified and rational landscape aesthetic for the campus is a primary goal of the Landscape Design Guidelines and Standards. These guidelines define the aesthetic model to be followed for subsequent projects. The recommendations in this section are not meant to be absolute rules, but rather to allow a variety of design solutions which support the primary purpose.

The Landscape Design Guidelines and Standards are divided into two sections:

- Site Design
- Design Components

Site Design

The unique environmental and architectural character of the campus should guide future project design while maintaining and enhancing the positive physical and spiritual attributes of the grounds. While the landscape shall be designed to the minimum standards of current applicable codes and local ordinances, the following site design principles should direct and inspire supportive landscape design solutions:

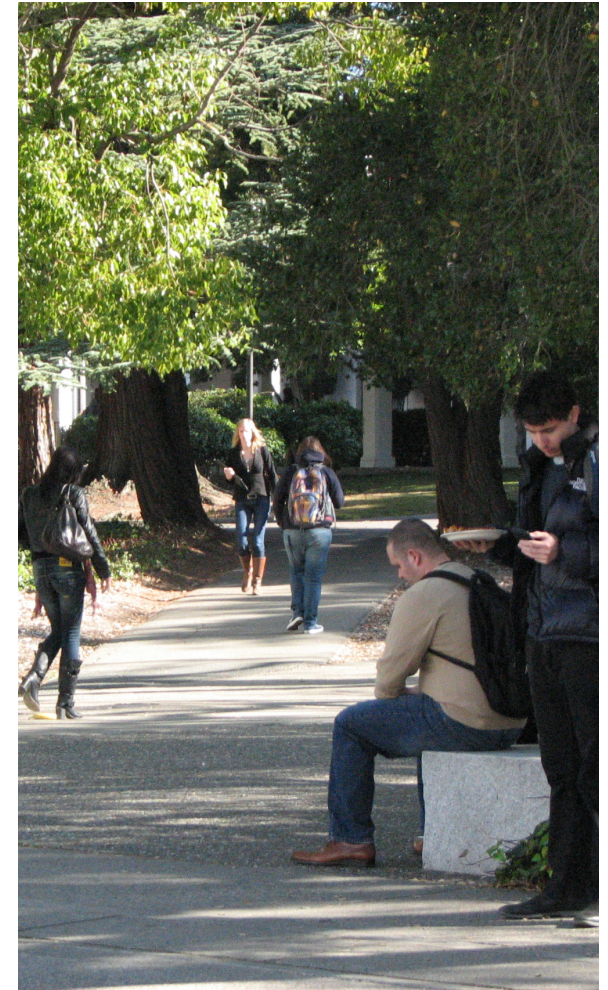
- Mobility in the Landscape
- Sustainable Landscape Design
- Landscape Stormwater Management
- Landscape Axes and Sightlines
- Historic Landscape Rehabilitation Projects
- New Landscape Projects

MOBILITY IN THE LANDSCAPE

Despite steep topography in many locations, designers shall strive to create an accessible campus with aesthetically integrated mobility solutions.

Guidelines

- A. Provide ADA compliant routes from all main building entrances to ADA compliant parking stalls and the CCCTA transit stop.
- B. Rehabilitate non-compliant ADA walkways for code conformance.
- C. Provide accessible and clearly visible crosswalks where none exist at roadway crossings, connecting otherwise accessible walkways.
- D. Connect non-continuous sidewalks with ADA compliant walkways.
- E. Correct pedestrian walkways and vehicular roadway conflicts including use of ADA compliant curb ramps.
- F. Create bicycle sharrows on roadways to link bicycle paths to athletic facilities, residence halls and the academic core.



Student pathway between buildings



Students gather food from the Legacy Garden



Fescue grasses

SUSTAINABLE LANDSCAPE DESIGN

Saint Mary's College is committed to a sustainable physical landscape environment. The over-riding principle of sustainable landscape design is creating a campus that conserves resources.

Projects shall follow the Stormwater Management and Sustainable Design Guideline section as applicable to landscapes and the following additional guidelines.

Guidelines

- A. Reduce water consumption by renovating existing landscape areas using the water conserving plant palette. See the Plant List in Attachment C, Planting Guidance.
- B. Replace non-actively used turf grasses with water conserving drought tolerant grasses not requiring biweekly mowing.
- C. Replace natural grass athletic fields with artificial turf when NCAA and best practice standards allow for such replacement to eliminate watering, fertilizing, mowing and re-sodding of natural grass.

- D. Explore supplementing potable irrigation water with reclaimed water sourced on-site.
- E. Implement soil management techniques to promote and maintain healthy soil, such as mulching with redwood compost/oak leaves. Mulch to slow soil moisture evaporation and soil, erosion, to control weed growth, and add nutrient content to the soil.

Standards

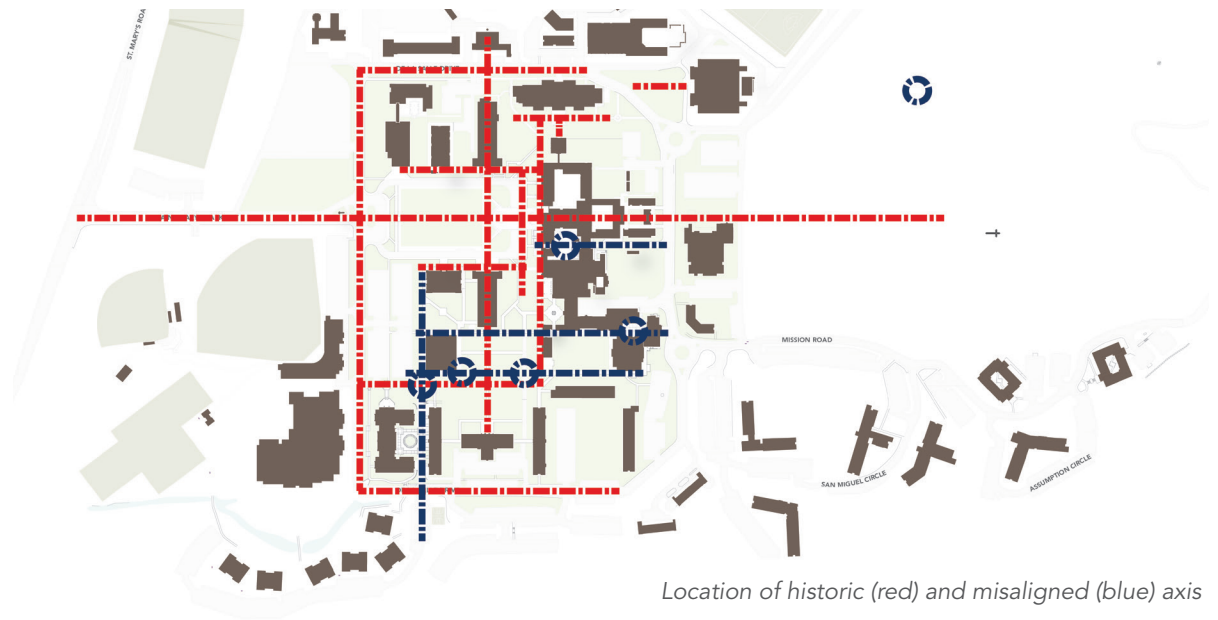
1. Group plants with similar water requirements to eliminate over-watering and under-watering plants.
2. Install a weather-based irrigation system.
3. Continue organic weed and pesticide management program.

LANDSCAPE STORM WATER MANAGEMENT

Site-specific factors such as grades, soil type and available space will influence the types of stormwater measure to be implemented. The site design and programmatic functions of the spaces will also impact preferred stormwater measures. Additionally, plants play an important role in the function of landscape-based stormwater treatment. Key to incorporating storm water management into the landscape is to determine the appropriate and aesthetic stormwater measure(s) for site-specific areas. This should be done through an evaluation of the site and assessment of soil types.

Standards

1. Choose plants suitable for use in stormwater treatment growing environment.
2. Avoid the use of invasive plant species.



LANDSCAPE AXES AND SIGHTLINES

As mentioned in the Architectural Design section, the original campus was arranged on an axial grid emphasizing the relationship between Saint Mary's Parkway, the chapel, the 1920s buildings and De La Salle Drive.

For the most part, these historic axes have been respected as new campus buildings have been constructed but occasionally misaligned axes resulted in misaligned axis nodes.

Guidelines

- A. Where feasible, these misaligned axes should be corrected. Creating new misaligned axes should be avoided.
- B. Future landscape projects should preserve and enhance historic axes and sightlines.
- C. Where appropriate, new landscape axes which do not detract from the historic or major axes may be created by new designs.
- D. Where appropriate, sightlines may terminate with appropriately scaled landscape focal points.



Red bricked plaza



Green with a view of the chapel

HISTORIC LANDSCAPE REHABILITATION PROJECTS

The College campus is rich with old and charming landscape elements: fountains, plazas and site walls to name a few. Landscape features older than 50 years of age must be surveyed to determine if they are eligible for the listing on the California Register of Historical Resources.

Guideline

- A. As applicable to landscape architecture site design, rehabilitation of such landscape features shall follow the Historic Resource Rehabilitation section of the Architectural Design Guidelines and Standards.

NEW LANDSCAPE CONSTRUCTION PROJECTS

While an historic area conveys a certain sense of time and place associated with its history, it also remains dynamic, with construction of new landscape spaces occurring over time.

Guidelines

- A. As applicable to landscape architecture, site design for new landscape projects and landscape renovation areas shall follow the General Guidelines described in the New Construction section of the Architectural Design Guidelines and Standards
- B. Inventory and determine health of significant trees in the vicinity of the project area. As the design allows and to the extent possible, preserve, protect and maintain significant healthy desirable trees.

Design Components

The campus can be seen as a collective set of spaces, each serving a programmatic role in the function of the campus. Quads, plazas, courtyards and greens provide outdoor spaces to congregate, eat, study, live and learn. Athletic fields are the venue to compete, recreate and watch a variety of sporting events. These spaces and the walkways that link them are outdoor rooms and hallways to pass through en route from points of origin to destinations.

The Saint Mary's College campus has a variety of historic and newer landscape components knitted together forming its landscape fabric. This section includes the following guidelines and standards for new and rehabilitated landscape components:

- Vegetation
- Courtyards and Plazas
- Walls
- Walkways
- Steps, Ramps, Handrails and Guardrails
- Crosswalks
- Space Between Buildings
- Parking Areas
- Service Areas
- Screening
- Trash Enclosures
- Fences
- Signage
- Lighting
- Site Furnishings
- Reverent Statuary
- Water Fountains
- Public Art
- Hardscape Paving Materials and Color Palette

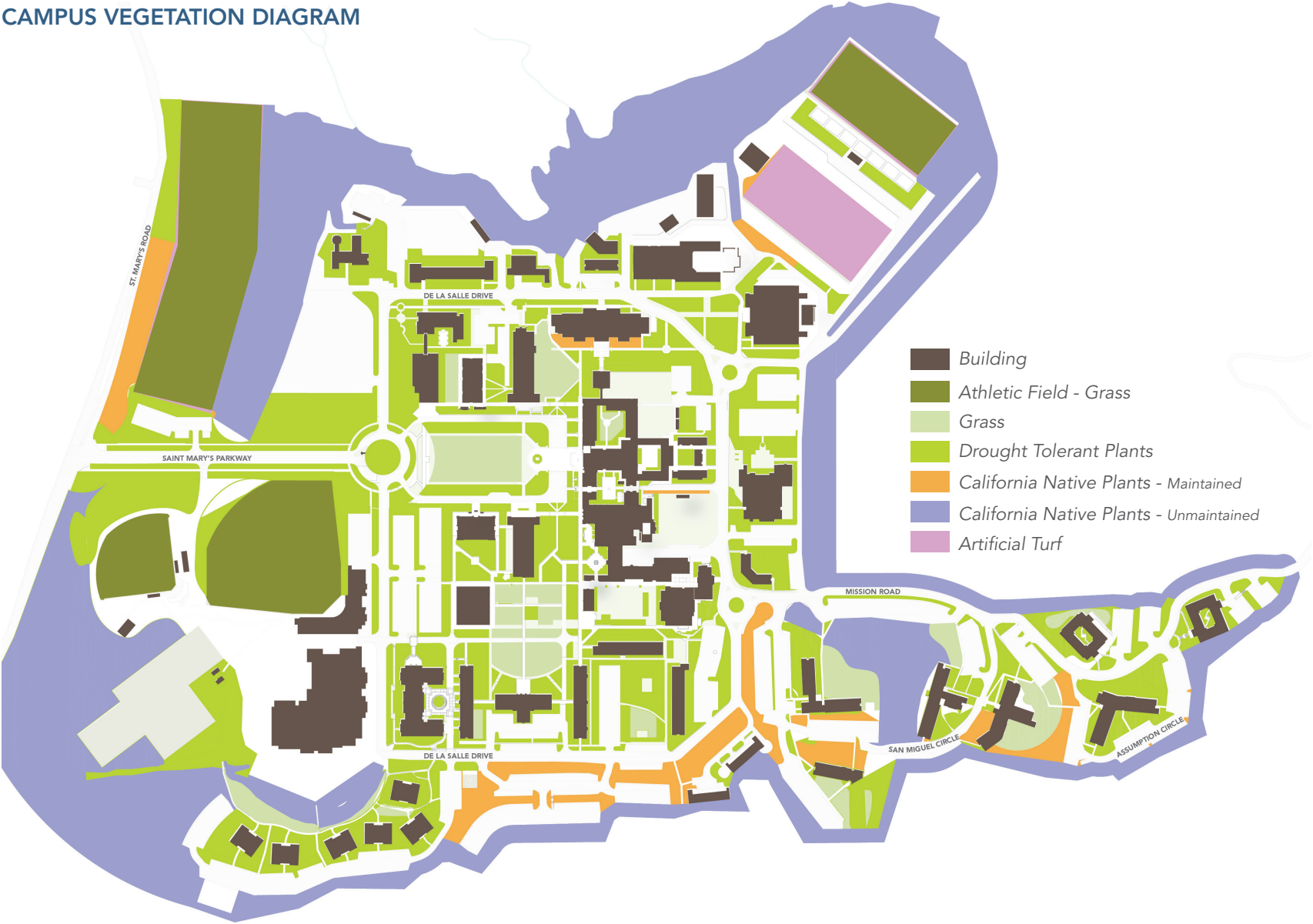
CAMPUS VEGETATION DIAGRAM

Reducing water consumption for landscape irrigation is an important component to sustainable landscape design. The diagram on the following page illustrates a new campus approach for planting with water conservation in mind. This includes limiting the amount of turf and grass areas on campus, and expanding the amount of California native and drought tolerant plantings.



The Saint Mary's landscape includes a wide array of softscape, hardscape and natural areas

CAMPUS VEGETATION DIAGRAM



VEGETATION

Landscaping provides many opportunities to support goals of greater sustainability. The use of plant species native to California and drought tolerant plants is highly recommended as they will create a campus environment and aesthetic unique to Saint Mary's College. Native plantings provide wildlife habitat and require less water, fertilizer and pesticide to maintain.

Grass Area Guidelines

- A. Traditional grass shall only be planted where functional uses require it, such as a venue for ceremonies, overflow dining, overflow parking, recreation areas near dormitories, etc. Actively utilized grass areas historically used for special events and casual recreation shall be preserved to accommodate formal and informal functions.
- B. Replace small, non-actively used grass areas with water conserving native grasses or drought-tolerant plants. *Note: Water conserving native grasses require mowing only two or three times annually.*
- C. Refer to the Plant Selection Guidelines section for additional plant selection guidance (see Appendix L).
- D. The need for campus security should be addressed with regard to plantings. Plantings should be configured to avoid creating hiding places for predators.

Grass Athletic Field Guidelines

- A. NCAA rules prohibit the use of artificial turf at soccer and rugby fields. Continue to use turf grass at soccer and rugby fields until NCAA and best practice standards allow for such replacement. Water conserving native grasses project a natural meadow aesthetic and although they will tolerate some foot traffic they should not be used where heavy foot traffic is anticipated.

Grass Athletic Field Standards

- 1. Plant grass areas with low water-consuming tall fescues.



Water conserving grass



Small, unused grassy areas like this one should be replaced with drought-tolerant substitutes or other landscaping



Turf field for student recreation and athletics use



Stormwater management on a steep grade

Artificial Turf Athletic Field Guidelines

- A. Use artificial turf where feasible.

Artificial Turf Athletic Field Standards

- 1. Use artificial turf for student recreation fields.

Drought Tolerant Plant Guidelines

- A. Replace existing medium and high- water use plants as they become unhealthy or expire with plants noted in the Plant List in Appendix L.

California Native Plants (unmaintained) Guidelines

- A. Plant California native plants and allow them to grow naturally.
- B. Perform pruning and maintenance to establish fire protection zones.
- C. Preserve hillside open spaces and the naturally silt-filled riparian woodland formerly known as Lake La Salle.

- D. Endeavor to maintain open and uncovered creeks and other water courses unaltered as they meander through campus.
- E. Preserve native vegetation and drainage patterns.
- F. Remove non-native trees and other plants included in the USDA list of “Introduced, Invasive, and Noxious Plants.”
- G. Maintain hillside areas for grazing to control vegetative fuel load, as appropriate.

COURTYARDS AND PLAZAS

Courtyards formed by buildings and connected to pathways are conducive for formal or informal gathering spaces.

Guidelines

- A. Determine the programmatic space use and site furnishing requirements. Scale the space to its intended function and anticipated maximum user capacity
- B. Create strong indoor/outdoor connections between adjacent buildings and outdoor space.
- C. Site furnishings should include appropriate choice of seating. Spaces may be furnished with donor benches if at least two may be sited (See Site Furnishings component section below). Consider seat walls or seat walls/planter walls to informally supplement tables, chairs or benches.

- D. Use special paving to designate a unique or prominent outdoor space.
- E. Illuminate spaces with light fixtures at Courtyards (see Lighting section below for more information).

Standards

1. A wide variety of concrete, brick, tile and stone highlight special places on campus. Special paving materials may include: stone, brick, engraved "donor" bricks, tile, colored and textured concrete and concrete pavers (see Landscape Materials & Color Palette section below for more information).



Plaza with seating



Moveable table and chairs



Ageno Hall Entrance



Trees trimmed into artificial forms

LANDSCAPING WALLS

Landscaping walls may be freestanding or retaining earth, providing an architectural connection between buildings and landscape. Taking cues from the Donovan buildings, the walls in the historic section of the campus are primarily finished with stucco, painted white and capped with brick. The newer sections of campus, concrete walls dominate the material palette. The following guidelines and standards specifically relate to landscaping walls. Refer to the Moraga Municipal Code for specific requirements related to engineered retaining walls.

Guidelines

- A. Endeavor to preserve historic walls at the 1928 era historic buildings.
- B. When feasible design walls to provide informal seating options near building entries, courtyards and plazas.
- C. Walls shall be finished to complement visually adjacent materials.

- D. Limit the use of wood walls to areas where concrete or stucco-finished walls are not feasible or too formal.

Standards

- 1. Retaining walls should be constructed of finished concrete or stucco-finished and painted white.
- 2. Seat walls should be 16" high; 12" minimum wide.
- 3. Stucco finished walls may be capped with pre-cast concrete caps.
- 4. Wood walls should be constructed of pressure treated lumber where in contact with soil.

WALKWAYS

Walkways are the primary landscape component for pedestrian connections between buildings, parking areas and other spaces.

General Guidelines

- A. Design walkways with concrete, except temporary walkways and gravel walkways as noted below.

General Standards

- 1. Walkways shall be 6' wide or larger.
- 2. Joints shall be at 6' on center or larger.

Gravel Walkway Guidelines

- A. Limit use of gravel, decomposed granite or similar "soft surface" paving materials for walkways connecting destinations through environments with special circumstances such as: redwood trees next to walkways with surface roots where excavation for concrete walkways would damage tree roots; or walkway will sustain damage from tree roots; or infrequently used routes in natural settings where concrete walkway would be too formal.

Gravel Walkway Standards

- 1. Walkways width shall be designed according to anticipated traffic and appropriate scale to the setting, 48" minimum.

Temporary Walkway Guidelines

- A. Design temporary walkways with asphalt where a durable surface for short-term mobility access is required.

Temporary Walkway Standards

- 1. Use asphalt for temporary walkways.
- 2. Install root barriers where trees with invasive roots occur.
- 3. Edge with pressure treated lumber wood headers.



ADA compliant concrete walkway on campus



ADA compliant gravel walkway on campus



Metal rail along parking area



Ramp entrance for campus building



Green with a view of the chapel



Temporary building access ramp

STEPS, RAMPS, HANDRAILS AND GUARDRAILS

The existing steps, ramps, handrails and guardrails may be classified into two categories: those built with the 1928 era historic buildings; and those built later.

Guidelines

- A. Endeavor to preserve historic steps, ramps, handrails and guardrails at the 1928 era historic buildings.
- B. Design steps using brick or concrete materials to complement nearest visually adjacent steps.
- C. Design painted metal handrails and guardrails to complement nearest visually adjacent painted metal handrail and guardrail.

Standards

- 1. Omit metal pickets when not required by code. Refer to the Architectural Design Guidelines for paint colors.
- 2. Use aluminum steps and ramps for access to raised temporary building entrances.

CROSSWALKS

Guidelines

- A. Crosswalks shall be perpendicular to roadway travel direction.
- B. Where crosswalks occur at intersections, place stop signs immediately before crosswalk.
- C. ADA compliant curb ramps shall transition walkways and street crossings.
- D. Apply at the Manual on Uniform Traffic Control Devices (MUTCD) or similar engineering standard for sight distance, signage and pavement markings for crosswalks on roadways, either at an intersection or midblock, to the extent feasible.
- E. Maintain tree and shrubs to provide unobstructed sightlines between pedestrians in the crosswalk and roadway users.

Standards

1. Crosswalk stripes shall be 12" wide painted white with roadway reflectors aligned with each stripe.
2. Crosswalks shall be illuminated with Roadway Light Fixtures located in planting areas.

SPACE BETWEEN BUILDINGS

The space between buildings may be narrow or wide, dark or light, steep or flat, and include walkways. Regardless of the physical characteristics, such "pass through" spaces should be designed or retrofitted wherever possible to:

Guidelines

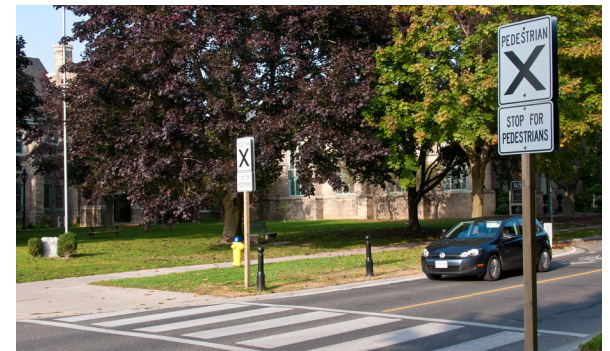
- A. Walkways shall be lit by light fixtures and may include emergency telephones.
- B. Provide small scale trash and recycling in convenient, yet non-obtrusive locations.

Standards

1. Concrete walkways shall be 6' wide.



Pedestrian crossing with stop sign



Pedestrian crossing without stop sign



Walkway between buildings



Parking is located on several different surface lots near the Campus Core and residential areas

PARKING AREAS

The Saint Mary's community is served by parking lots throughout the campus. The Parking Policies and Enhancement Plan details the parking terms for future development.

General Guidelines

- A. The number of required parking spaces shall be quantified based on the needs and standards of the served building or facility.
- B. Locate accessible stalls close to accessible building entrances and routes..
- C. Screen cars from view with evergreen shrubs, growing to 5' tall as identified in the Planting Palette (Attachment C).
- D. Delineate clear and separate paths of travel for pedestrians and automobiles.
- E. Locate roadway light fixtures in planting areas to provide minimum light levels for safety.

General Standards

1. Standard and compact parking stalls shall be based on the following dimensions: 90 degree angle standard stalls (9' x 18'); compact stalls (8' x 18'); drive aisles (26' wide).
2. Standard stalls shall comprise a minimum of 65 percent of total parking volume; compact stalls shall comprise up to 35 percent of total parking volume.

Permanent Parking Area Guidelines

- A. Plant trees to provide shade and reduce ambient air temperature of parking lots. See the Plant List in Appendix A for the tree palette.
- B. Where feasible, endeavor to use porous surface for parking stalls. Where permeable surfaces are not feasible for parking stalls, use asphalt and perforated curbs draining into bioswales. Use asphalt paving for parking area entrance and drive aisles.

Temporary Parking Area Guidelines

During periodic building and renovation cycles, temporary parking areas may be required to off-set existing parking areas removed for new buildings or uses to provide necessary parking requirements.

- A. Use asphalt paving for parking area entrance and accessible parking stalls. Drive aisles and non-accessible parking stalls shall be paved with an engineered gravel.
- B. Parking stalls shall not be required to be delineated but parking lot dimensions shall be based on current Contra Costa County ordinance standards (82.16.404.b).

Parking Structure Guidelines

- A. When feasible, provide 12-foot minimum wide planting areas around parking structures to accommodate evergreen trees and shrubs for visible perimeter screening.
- B. Incorporate safety measures into the design of the new parking structure by including appropriate lighting and maintaining visible sight lines from adjacent roadways and uses.

On-Grade Parking Under Building Guidelines

- A. Plant to screen ventilation openings with evergreen trees and shrubs.



A parking area with accessible stalls and pedestrian focused walks



Temporary parking area with designated accessible parking



Statue and sign used to screen

SERVICE AREAS

Guidelines

- A. Screen service areas from view by walls, fences, planting, use of grade separation, or any combination of these.
- B. Design service area accesses to create a positive interface with adjacent buildings and nearby pedestrian circulation.
- C. Design vehicular access to service areas with clear sightlines and clearances to for safe ingress and egress, and to avoid conflicts between vehicles, pedestrians and cyclists.
- D. Provide smaller scale trash recycling bins/cans at convenient and visible pedestrian locations, while also screening larger scale collection receptacles (e.g., dumpsters).

SCREENING

Guidelines

- A. Screen transformers with evergreen shrubs growing to a mature height as tall as the transformer. Plants shall provide required vegetation clearances as described in current PG&E Greenbook.
- B. Screen backflow prevention devices with evergreen shrubs as described above for transformer screening. Where appropriate consider concealing backflow prevention devices behind signage.

Standards

- 1. Concrete containment walls shall be stained black to diminish conspicuousness.
- 2. Paint all transformers black or dark brown.
- 3. Paint backflow prevention devices dark brown to be less conspicuous.

TRASH ENCLOSURES

Guidelines

- A. Place trash enclosures in convenient yet aesthetically inconspicuous locations with vehicular access for servicing.
- B. Design trash enclosures in a style compatible with adjacent buildings. In the Campus Core Area such an enclosure may be designed in Spanish Revival style with heavy lumber.
- C. Install landscape plantings to screen and soften the enclosure.

Standards

- 1. Paint all wood dark brown to match fences.
- 2. Provide tile roof, concrete slab and area drain if required by code.

FENCES

Guidelines

- A. Discourage fences to preserve the open space campus quality. Where solid fences and screening are necessary, fences should be designed in a style compatible with adjacent buildings. In the Campus Core Area, fences may be designed in Spanish Revival style with heavy lumber.
- B. Including plants at the base of fences to provide screening and reduce the visual impact of the fence.
- C. Discourage chain-link fences.

Standards

- 1. All wood fences shall be painted dark brown.
- 2. No fence shall exceed six feet in height.



View blocking fence on campus



Campus entrance sign



Wayfinding sign on campus

SIGNAGE

Guidelines

- A. Signage shall follow the guidelines established in the Signage and Wayfinding Guidelines section of this Chapter.
- B. Maintain trees and shrubs to provide unobstructed sightlines between primary reader and the sign.
- C. Gateways provide a unique sense of identity. Gateway signage materials should include prevalent materials of the building fabric such as white painted stucco. The campus logo should be incorporated along with text identifying the college. Letters on gateway elements should use the font style as designated in the Signage and Wayfinding Guidelines. The size of text and logo must be legible for the primary reader (vehicular and or pedestrian). The logo and letters on gateway elements should be pin mounted, fabricated of metal and bronze colored.
- D. Lighting is also an integral part of gateway design. If up lighting is provided, using ground mounted fixtures. Select low profile, small fixtures which can be positioned to avoid glare and be screened from view. Avoid over lighting and spill into the night sky.
- E. Campus maps shall be located at key decision making locations, such as near pedestrian egress points of parking lots, to help pedestrians orient and locate themselves within an area, which becomes a starting point for visitors to map out their own pathways.
- F. When building names are not integrated into the architecture, a free-standing sign shall be located near main building entrances in planting areas. Plants shall not obscure the visibility of the signage. Signs shall be visible from decision points enabling building identification without leaving the primary pathway.
- G. Spaces, such as Korth Corridor or St. Jude Plaza may be identified with flush on-grade signage. Cast-in-place letters are preferred to engraved or recessed letters which tend to collect and fill with debris. Wall mounted bronze plaques may be used to signify a small plaza, such as that which identifies the Edward P. "Slip" Madigan Memorial Plaza.

LIGHTING

Campus light fixtures help to create a sense of identity within a campus and should be carefully selected to reflect an appropriate aesthetic and safety functionality.

Some fixtures may vary by area, while others may be uniform throughout the campus. Even so, all fixtures should be related aesthetically to create a sense of cohesiveness to the campus.

The use of lighting should be integrally designed as part of the built environment and should reflect a balance for the lighting needs with the contextual ambient light level and surrounding nighttime characteristics of the community. In conjunction with the Town of Moraga Design Guidelines, recommended light level guidelines and uniformity ratios established by the Illumination Engineering Society of North America (IESNA), in the IESNA Lighting Handbook (current edition), should be considered when determining appropriate lighting design solutions.

Guidelines

- A. Lighting designs should be designed to minimize glare, light spillover, energy conservation, and to maintain dark skies.
- B. Full cut-off fixtures, mounting heights, and shielding should be utilized to effectively control glare and light spillover.
- C. Encourage the use of dark sky compliant lighting to reduce offsite lighting impacts and glare.
- D. Light fixtures shall direct light downward to the extent possible.
- E. Provide the minimum standard of light level for roadways, parking facilities and walkways.
- F. Any exterior lighting designs shall take into account all exterior lighting sources.
- G. Ensure lighting is consistent with the Town of Moraga's Design Guidelines ID6:
 - The level of lighting should not exceed the needs for security and safety or detract from the aesthetics of the development.
 - Outdoor lighting should be related to the design of the structure.

- Outdoor light fixtures should be designed and mounted so that the source of light has minimal impact off site.
- Outdoor lighting should be directed inward toward the property and may require additional screening to avoid spillage onto adjacent residential properties.

Standards

1. Lamps shall be high pressure sodium.
2. The light color temperature shall be 3,000K.
3. The color palette for lighting fixtures is 'anodized bronze.'



Building entrance lighting on campus



Bench seating area for small groups



Ornamental bench

SITE FURNISHINGS

Bench Guidelines

- A. Place benches in plazas, courtyards, quads, near building entrances and along walkways in desirable locations while ensuring clear paths of travel.
- B. Place benches in various sun and shade exposures.
- C. Cluster benches where critical mass is desirable.
- D. Place benches sparingly in contemplative settings, focused on a view or landscape feature.
- E. Compose benches with other landscape elements such as trees.
- F. Existing cast concrete benches reference bygone days and are a visual reminder of the College's history. Continue to re-use vintage cast concrete benches in similar period settings.
- G. Existing granite benches appear out of place in Mission style settings and should be reserved for natural or artistic settings.

Picnic Table Guidelines

- A. Reserve the use of picnic tables in casual settings. Place picnic tables in barbecue areas, such as on patios in the Residential Area and at Bertain Redwood Grove. Phase out use of picnic tables in Ferroggiaro Quad.
- B. Tables should not be permanently anchored, allowing flexibility of placement and spatial configuration.
- C. Provide other supportive site furnishings such as trash and recycling receptacles nearby.

Table And Chair Set Guidelines

- A. Place table and chair sets in use-appropriate courtyards and quads.
- B. Do not affix table or chair legs to surface so as to allow free movement of furniture to accommodate flexibility of space and arrangements.

Bike Racks and Storage Guidelines

- A. Select bike racks that are secure (e.g., include three points of contact), can be mounted to concrete walkways and plazas, and are consistent with the design character and style of the campus, to the extent feasible.
- B. Place bike racks in locations convenient to primary building entrances without cluttering or obscuring building entrances. Covered locations are best.
- C. Discourage securing bicycles to guardrails, handrails and fixtures unintended for this purpose.

Planter Pot Guidelines

- A. Use planter pots as accents at building entrances sparingly.
- B. Select planter pots that are in scale with their context.
- C. Use existing vintage planter pots to complement building entrances of same time period. Use planter pots specified in the Site Furnishing Section at other locations.

REVERENT STATUARY

Guidelines

- A. Site and integrate reverent statues in landscape locations that support the values of the college and aesthetics established in these Design Guidelines.
- B. Select statues that are in scale with context.



Bike parking area with racks



Different types of planting and ornamentation



Plaza with fountain



Plaza sculpture

WATER FOUNTAINS

In response to the 2015 State Water Resources Control Board request that Californians reduce water consumption, additional fountains shall not be constructed until water restrictions have been lifted. When water restrictions are lifted, apply the following guidelines for water fountains:

Guidelines

- A. Use recirculating pumps.
- B. Avoid fountain designs that discharge a jet or stream of water into the air.
- C. Place water fountains in courtyards and plazas in sunny locations and where plant debris will not fall into fountains.
- D. Scale of fountains shall be compatible with setting and not obscure axes nor sightlines to building entrances.
- E. Materials, color, form and texture shall compliment context.

PUBLIC ART

Guidelines

- A. Place public art in appropriate locations.
- B. Scale of public art shall be compatible with setting and not obscure historic axes nor sightlines to building entrances.
- C. Materials, color, form and texture shall compliment context.

HARDSCAPE PAVING MATERIALS AND COLOR PALETTE

The repeated use of building materials and colors visually unifies the campus buildings. In the same manner, the reoccurring use of landscape materials at Saint Mary's College visually binds the campus landscape fabric.

Guideline

- A. The color, size and finish of new and renovated landscape components shall be similar to existing components visually adjacent.

Standards

1. Concrete Walkways: "Outback" integral color by Davis Colors (800.356.4848), water-wash finish or equivalent.
2. Truncated domes: by TekWay (866.439.3216), "charcoal" color or equivalent.
3. Gravel Walkways: "Temescal" with stabilizer, as available at American Soil & Stone (510.292.3000) or equivalent.
4. Special Paving Palette:
 - Acid-wash Concrete: "Palomino" or "Mesa Buff" integral color by Davis Colors, or other color which complements the color of adjacent project materials or equivalent.
 - Donor pavers: Match the donor pavers used at St. Jude Plaza or equivalent.
 - Brick paving: Match existing bricks used at Filippi Hall or equivalent.
 - Permeable Pavers: "Permeable Quarry Stone, 6x9, "Chaco Canyon" color, as manufactured by CalStone (209.833.7366) or equivalent.



Truncated domes



Donor pavers



Permeable pavers

Stormwater Management



Water collecting in stormwater basin

Sustainable stormwater management seeks to mimic natural or predevelopment site hydrology, improve runoff quality and provide green space in urban environments. The following section provides guidance and recommendations for how the College can reduce the negative stormwater runoff impacts associated with new development and impervious surfaces.

These are intended to assist the College by identifying opportunities to incorporate sustainable stormwater management practices into existing and future projects.

These design features will contribute to the College's goals for increased environmental sustainability, increased green space and reduced costs associated with stormwater runoff.

General

Stormwater runoff is the leading source of pollutants for water bodies that fail to meet water quality standards. The State Regional Water Board issued a Municipal Regional Stormwater Permit to the Contra Costa Clean Water Program. The permit includes prescriptive requirements for stormwater under Provision C.3. This provision is a comprehensive program to:

- Design sites to minimize imperviousness, detain runoff and infiltrate, reuse, or evapotranspire runoff where feasible;
- Cover or control sources of stormwater pollutants;
- Treat runoff prior to discharge from the site;
- Ensure runoff does not exceed pre- project peaks and durations; and
- Maintain treatment and flow-control facilities.

All projects are required to conform to the Contra Costa Cleanwater Program Stormwater C.3 Guidebook, latest edition (<http://www.cccleanwater.org>). The objectives of this Guidebook are to:

- Prevent stormwater pollution
- Protect and enhance water quality in creeks and wetlands
- Preserve beneficial uses of local waterways
- Comply with State and Federal regulations
- Increase localized ground water infiltration through storm water Best Management Practices (BMPs).

Low Impact Development (LID) features are implemented to reduce water quality impacts by preserving and re-creating natural landscape features, minimizing imperviousness and then infiltrating, storing, detaining, evapotranspiring, and/ or biotreating stormwater runoff close to its source onsite. Examples of stormwater treatment controls/ LID techniques are seen in:



Bioswale on campus



Stormwater management integrated into site design



Stepdown treatment within campus

- Bioretention/rain garden areas
- Flow-through planter boxes
- Vegetated buffer strips
- Infiltration trenches
- Green roofs
- Green streets
- Permeable pavements
- Dry wells and infiltration basins, as soil permeability will allow
- Rainwater harvesting/cisterns and reuse

Guidelines

- A. Require all projects to include a Drainage Area Map and Hydrology/ Hydraulics to size new storm pipelines. Calculations will follow all Contra Costa County Flood Control and Water Conservation Area and Town of Moraga standards.
- B. Implement a Stormwater Control Plan to identify, integrate and properly size stormwater management facilities (for both treatment and flow-control).
- C. Implement an Operation and Maintenance practices to assure the long-term care and operation aspects of all LID facilities.
- D. Encourage planting selection for LID to meet local guidelines that include drought tolerance, adaptation to well- drained soils, adaptation to low soil fertility, are not invasive and do not have aggressive roots.
- E. Use irrigation systems that minimize water use and can be controlled to prevent overwatering and excess flow during dry weather.
- F. Keep plantings healthy without the use of conventional fertilizers and pesticides.
- G. Implement pest management using natural and non-toxic pesticides. Weed control should include manual methods, soil amendments and non-toxic herbicides.

Site Design

In order to properly integrate stormwater management measures into a project, increase functionality, approve appearance and minimize impacts to the College, Low Impact Development (LID) designs should be considered early on in the planning and site development process.

Guidelines

- A. LID elements should be incorporated on individual sites and building setback zones as well as within the streets and parking areas. Where possible, install landscaped stormwater planters near sidewalks, buildings, plazas and other hardscape areas.
- B. Use new open spaces as opportunities for stormwater detention and infiltration.
- C. Encourage the use of permeable pavers or tree grates around tree wells instead of impervious materials in or to increase the infiltration of stormwater runoff.
- D. Consider the use of permeable pavers, in-ground planters and swales, or other LID treatment and detention/ retention facilities as an opportunity for interpretive or educational signage.
- E. Incorporate localized rainwater harvesting (cistern) for onsite landscape irrigation water demands (such as field or landscape irrigation), when feasible.
- F. Choose a previously developed site for new construction and building additions. Sites selection should be maintained within the core campus area.
- G. Consider using a bioretention/LID facility in series with a vault to meet both stormwater treatment and flow control requirements.
- H. Consider treatment of an existing impervious area as a trade-off treatment area for a new impervious area.



Erosion control next to parking lot on campus



Bulbout rain garden



Path and water collection integration

- I. Include source controls:
 - Mark all storm inlets “No Dumping, Flows to Bay.”
 - Plumb interior parking garage floor drains to the sanitary sewer.
 - Limit landscape fertilizers and pesticide use.
 - Plumb pools, ponds and water features to the sanitary sewer.
 - Refuse areas and loading docks to be covered and graded to drain to prevent run-on or runoff. All drains must connect to a grease removal device before discharging to a sanitary sewer.
- J. Cover, berm and plumb all vehicle and equipment cleaning areas to drain to the sanitary sewer.
- K. Prevent rooftop equipment, condensate lines and sumps from connecting to storm drain lines.
- L. Sweep all plazas and sidewalks.
- M. Collect litter.
- N. Include multiple approaches to site design and stormwater management. Include LID treatment measures, self- retaining areas (these areas retain first inch of rainfall without producing runoff), self-treating areas (landscape/ turf drain directly offsite or storm drain system), and draining to self-retaining areas (1:1 ratio of hardscape to landscape for treatment and 2:1 ratio for flow-control).

Grading

The National Pollutant Discharge Elimination System (NPDES) was established by the Clean Water Act (CWA) to regulate municipal and industrial discharges to surface waters of the United States from their municipal separate storm sewer systems (MS4s). These permits generally identify effluent and receiving water limits on allowable concentrations of pollutants contained in discharges, prohibitions on discharges not specifically allowed under the permit, and provisions that describe required actions by the discharger including pollution prevention, self-monitoring and other activities.

Discharge of stormwater runoff from construction projects that disturb one or more acres (including smaller sites in a larger common plan of development or sale) requires coverage under the statewide General Construction Stormwater Permit and implementation of a Storm Water Pollution Prevention Plan (SWPPP).

Guidelines

- A. Employ Erosion Control and Sediment Entrapment features during construction.
- B. Protect LID facilities from erosion until plants have been installed and established. Consider mulch application, jute netting, and soil binders.
- C. Control dust during all constructions operations.
- D. Follow NPDES Stormwater Pollution Prevention Plan requirements (implementation measures, inspections and reporting).
- E. All grading should be accomplished in conformance with the geotechnical report prepared for the College. Consider slopes 3:1 or less to prevent erosion and enhance soil stability.
- F. Collect top soil and store onsite for re- use in landscaping.



Water management system at the Alito Recreation Center on campus



Urban storm water management

Streets and Paved Areas

New, removed and replaced impervious areas such as streets, parking areas, and pedestrian hardscape areas require stormwater management and treatment. Stormwater impact can be minimized by configuring these areas to reduce the apparent mass of hard surfaces, such as reducing parking stalls/drive aisle dimensions.

Guidelines

- A. Incorporate stormwater treatment at the perimeter landscape areas of parking lots and where planter islands divide the parking field.
- B. Integrate Green Streets LID water quality treatment and detention within the street footprint (using bulb-outs and along sidewalk edges) to collect the street runoff into adjacent swales or in-ground treatment areas.
- C. Slope pavement toward bioretention areas. Cut or flush curbs are encouraged to connect impervious surfaces to bioretention areas.
- D. Provide shade from tree canopies on paved surfaces.
- E. Maximize high albedo or reflective paving.
- F. Integrate permeable/pervious pavements into parking areas. Pervious pavements are designed to transmit rainfall through the surface to storage in a base course. This base course infiltrates to soils over time (with clay soils increase base course depth and incorporate subdrains). Examples of pervious pavements:
 - Pervious concrete
 - Pervious asphalt
 - Porous pavers
 - Crushed aggregate/gravel
 - Open pavers with grass or plantings
 - Open pavers with gravel
 - Artificial turf
- G. All vehicle paving should meet proper structural standards per applicable codes and as recommended by the project geotechnical engineer.
- H. Use local materials, when possible.

Existing Water Bodies and Wetland Areas

The College is fortunate to have two creeks within its boundary: Laguna Creek and Las Trampas Creek. The creeks provide natural open space and amenities. Several minor swales feed into these creeks.

These resources should be enhanced and strengthened. The natural character of the creeks and swales should be reinforced by using native species and maintaining appropriate setbacks to protect and encourage natural habitats. Sustainable stormwater management practices will preserve and enhance the unique resources, water quality and beneficial uses associated with the existing creeks and wetlands (wildlife habitat and riparian vegetation) while incorporating them as an environmentally sustainable feature of the campus.

Guidelines

- A. Locate utilities and other improvements so they do not interfere visually or physically.
- B. Consider pedestrian and bicycle access adjacent to the creeks and waterways using natural and permeable materials that minimize runoff and pollutants.
- C. Provide planting buffers between paved areas and the open space/natural habitat.



Saint Mary's Parkway entrance to campus

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Chapter Five Implementation

The Campus Master Plan will be implemented in stages over the next decade and beyond. During this time **coordination and collaboration between St. Mary's College and the Town of Moraga** will be essential, as well as communication with College donors and stakeholders, the campus and Moraga communities, and other public agencies.



"This is a school for students. We have a lot of capacity to act on campus. It's an inclusive community. I mean, where else can you have breakfast with the provost?"

- Saint Mary's College Student

I. Intent and Approach

The intent of this implementation chapter is to streamline Town of Moraga (Town) review and approval of projects that are included in, and in conformance with, the approved Campus Master Plan (CMP). In general, a proposed project that would implement the approved CMP, and that is found to be consistent with the CMP and applicable policies, standards and guidelines, and with the Environmental Impact Report (EIR), shall be considered a permitted use and not subject to subsequent discretionary land use review and approval by the Town. Current uses and facilities not proposed to be modified in this CMP shall remain as permitted or conditionally permitted in accordance with their prior approvals, and shall not be made non-conforming by any provision of the CMP.

In making its determination of consistency, the Town may apply additional Conditions to which an individual project or projects shall be subject as needed to ensure consistency with the CMP and Town regulations. Design review and other permits such as grading

permits, and tree removal permits, may still be required for permitted projects, as specified in this chapter. Terms not otherwise defined in the CMP shall be as set forth in Title 8 of the Moraga Municipal Code (MMC). References herein to the “Planning Director” shall mean the Town’s Planning Director or his or her designee.

This chapter includes the following sections:

- I. Intent and Approach
- II. Ministerial Review
- III. Permitted Use Determination
- IV. Design Review
- V. Master Plan Implementation and Amendments
- VI. Procedures, Findings, and Standards for Review
- VII. Appeals
- VIII. Relationship to Other Town Policies and Procedures

II. Ministerial Review

The following project types that require only a Building Permit or similar ministerial permit shall be subject to ministerial review and approval by the Planning Director:

- A. Interior building or facilities improvements, involving no expansion or change in use.
- B. Substitution of uses within an existing building or facility, where the Planning Director determines that the use would:
 - 1. Be similar and/or not more detrimental to the public health, safety and welfare than the existing use based on the potential for the use to generate additional and detrimental noise, glare, dust, odors, vibration or other similar impacts beyond the building or facility; and
 - 2. Not generate more than five additional peak hour vehicle trips or additional demand for more than five parking spaces.

III. Permitted Use Determination

A. Administrative Review

The project types set forth below shall require a Permitted Use Determination by the Planning Director. The procedures and findings for making such a Permitted Use Determination are set forth in Section VI below.

1. The following projects included in the CMP and evaluated at the project level in the EIR:
 - a. Library and Learning Commons
 - b. Elevated Parking Structure
 - c. St. Albert Hall Repurposing
 - d. McKeon Pavilion Remodel
 - e. Secondary Ingress/Egress Road
 - f. Madigan Gym Remodel
2. The following minor projects included in the CMP and evaluated at a program level in the EIR :
 - a. Tennis Court Restrooms
 - b. Chapel Green Roundabout
3. Projects listed in Subsections 1 or 2, above, that reflect minor modifications or adjustments from the project scope as described in the CMP, where such modifications are determined by the Planning Director to be in substantial conformance with the CMP as defined in Section V.A.
4. The following types of projects not included or specifically described in the CMP:
 - a. Construction of accessory and non-accessory buildings and structures (e.g. sheds, greenhouses, non-habitable storage buildings, kiosks) of less than 500 square feet; and
 - b. Temporary buildings and structures, other than those included as part of an approved Construction Management Plan, in place for less than 18 months.
 - c. A similar project which is determined by the Planning Director to be in substantial conformance with the CMP as defined under Section V.A.

B. Planning Commission Review

The project types set forth below shall require a Permitted Use Determination by the Planning Commission. The procedures and findings for making such a Permitted Use Determination are set forth in Section VI below.

1. The following major projects included in the CMP and evaluated at a program level in the EIR:
 - a. Student Residential Building
 - b. Student Center
 - c. Saint Mary's Road Entryway Roundabout
 - d. Stadium Upgrades
 - e. Baseball Spectator Facility
 - f. Theater/Academic Building
2. Projects listed in Subsection 1, above, that reflect minor modifications or adjustments from the project scope described in the CMP, where such modifications are determined by the Planning Commission to be in substantial conformance with the CMP as defined in Section V.A.
3. Construction of any of the following types of project not specifically described in the CMP:
 - a. Construction of accessory and non-accessory buildings and structures between 500 and 1,000 square feet. Projects over 1,000 square feet would require an amendment of the CMP as defined in Section V.C.
 - b. Construction of temporary buildings and structures, other than those included as part of an approved Construction Management Plan that will be in place more than 18 months.
 - c. A similar project to the above, which is determined by the Planning Commission to be in substantial conformance with the CMP as defined under Section V.A.
4. Any project in Section III.A above that the Planning Director is in doubt that the required findings for approval can be made.

IV. Design Review

The procedures and findings for design review approvals are set forth in Section VI below. Applicable design guidelines for review of Campus projects are set forth in Chapter 4 of the CMP.

A. Projects Exempt from Design Review

The project types set forth below shall be exempt from Design Review:

1. Projects listed as exempt from Design Review in MMC Section 8.72.060.B.
2. Projects not requiring a building permit or other permit or authorization from the Town.
3. Construction or installation of an accessory building or structure under 120 square feet which does not require a building permit or other permit.
4. Modifications to landscaping with a landscaped area of 1,000 square feet or less, and not requiring a building permit.
5. On-campus signs and banners located more than 500 feet from the Saint Mary's Road Scenic Corridor, or less than 500 feet but not visible from the Scenic Corridor.
6. Traffic control and wayfinding signs.
7. Temporary structures in place for no more than seven days for special events, with prior written notice to the Planning Director.
8. Other similar projects as determined by the Planning Director.

**B. Administrative Design Review
(Planning Director)**

The project types set forth below shall be subject to Design Review and Approval by the Planning Director:

1. Modifications to exterior of existing buildings and structures, involving addition of 500 square feet or less of building area.
2. Construction of a new building, structure or facility more than 120 square feet and less than 2,500 square feet in area.
3. Temporary buildings and structures that will be in place for 18 months or less.
4. Landscaping, including but not limited to modification or new construction of pedestrian plazas, quadrangles and similar areas, that involves an area of 2,500 square feet or less and would meet the following criteria:
 - i. Is within 500 feet of, but would not be visible from or have the potential to affect adversely affect views from, the Scenic Corridor; or
 - ii. Is located more than 500 feet from the Scenic Corridor.
5. Temporary and permanent signs within 500 feet of the Saint Mary' Road Scenic Corridor and visible from the Scenic Corridor.
6. Other similar projects as determined by the Planning Director.

C. Design Review Board

The project types set forth below shall be subject to Design Review and Approval by the Design Review Board:

1. Construction of any new building, structure or facility greater than 2,500 square feet.
2. Temporary buildings and structures that will be in place more than 18 months.
3. Modifications to exterior of existing buildings and structures, involving addition of 500 square feet or more of building area.
4. Any project excluding signs subject to Administrative Design Review, that would be within 500 feet of and visible from a Scenic Corridor.
5. Major landscaping, including but not limited to modification or new construction of pedestrian plazas, quadrangles and similar hardscape areas that would meet any of the following criteria:
 - i. Involves an area of more than 2,500 square feet;
 - ii. Is within 500 feet of the Scenic Corridor and is either visible from or would have the potential to adversely alter views from the Scenic Corridor right-of-way (for example, removal of trees or vegetation that provides screening of on-campus buildings); or
 - iii. Would otherwise have the potential to adversely alter views from the Scenic Corridor right-of-way.
6. Any project otherwise subject to Administrative Design Review for which the Planning Director determines an exception to one or more applicable CMP design standards or guidelines is required.

V. Master Plan Implementation

A. Substantial Conformance

1. In reviewing an application under this Chapter, and as determined by the reviewing authority, minor adjustments to a project's site plans, layout, size and location of structures, athletic fields, parking and other programmatic uses, and construction of accessory, temporary, and other minor buildings structures and facilities ("minor facilities") as described in Section III and IV; shall be deemed in substantial conformance with the CMP and shall not require a Master Plan Amendment as described in Section V.
2. For the purposes of this section:
 - a. A "minor adjustment" in the size of a project shall be considered to be a modification in square footage or capacity that: (i) is an increase of 10% or less than the stated gross square footage in the CMP for projects under 5,000 square feet, or 5% or less than the stated gross square footage in the CMP for projects 5,000 square feet or greater; or (ii), is an increase of 10% or less occupancy for projects that include a total buildout occupancy of under 100 persons or, 5% or less occupancy for projects that include a total buildout occupancy of 100 persons or greater. The determination of which of the above criteria is to be used shall be at the discretion of the Planning Director, based on the characteristics of the proposed project.
 - b. Where the minor adjustment or a minor facility's construction would affect parking, the project shall be deemed in substantial conformance

if the project would not cause a permanent decrease in available parking or an increase in parking demand of more than 10 spaces. A “permanent” decrease in parking means the loss of an existing designated parking space for a period more than 6 months. For such projects the Planning Director may approve a longer period before which the parking must be replaced, upon showing of good cause, except in no instance shall such period exceed 18 months without Planning Commission approval for a longer temporary loss of parking.

B. Special Campus Use Permit

1. A Special Use Permit shall be required for projects found to be in conformance or substantial conformance with the CMP, but for which it is determined the project would generate new significant environmental impacts not previously analyzed in the CMP, or worsen impacts such that new mitigation measures are required, or otherwise require additional CEQA review.
2. A Special Campus Use Permit shall be processed in accordance with the procedures set forth in Municipal Code Chapter 8.12, with the findings set forth below, and shall be subject to Planning Commission review and approval, except where the project would also require a Master Plan Amendment, in which case the Permit shall be subject to Town Council review and approval after a recommendation from the Planning Commission.
3. Findings. A Special Campus Use Permit may be granted only after a determination that the project:
 - a. Is in conformance with the CMP.
 - b. Is consistent with the applicable goals and policies of the General Plan and with the Municipal Code.
 - c. Will not be detrimental to the health, safety and welfare of the town.

C. Campus Master Plan Amendment

A Campus Master Plan Amendment is required:

- i. To implement a project that is listed in the CMP but, due to proposed modifications in project scope, either cannot meet the criteria for Ministerial Review or a Permitted Use Determination set forth above, or cannot be deemed in substantial conformance with the CMP as defined in Section V.A.
- ii. To implement a project that is not listed in the CMP, and due to the project's nature or scale cannot meet the criteria for Ministerial Review or a Permitted Use Determination set forth above, or be deemed in substantial conformance with the CMP as defined in Section V.A.
- iii. When any other substantial modification to the program of campus uses, facilities, circulation, or infrastructure is proposed, or where the maximum on-campus student enrollment averaged over three years would be increased beyond the level stated in Tables 3.1, 3.2 and 3.3 in Chapter 3.

A Master Plan Amendment is subject to Town Council review and approval, based on a recommendation from the Planning Commission. The procedures for review and approval of a Master Plan Amendment shall be the same as the Town procedures for General Plan amendments.

VI. Procedures, Findings, and Standards for Review

A. Permitted Uses

1. Permitted Use Procedures:

- a. An application for a permitted use determination shall be submitted to the Town by an authorized agent or representative of Saint Mary's College, with the applicable fee. Such application shall include all information, plans, graphic information and supporting technical data necessary for proper evaluation of the project, as determined by the Planning Director.
- b. For Permitted Uses subject to Administrative Review:
 - i. If, upon due consideration of the application, the Planning Director determines all of the findings set forth in Section VI.A.2. can be

made, the Planning Director shall issue a Determination of CMP Conformance.

- ii. If the Planning Director determines any of the findings set forth in Section VI.A.2. cannot be made, he or she shall make written findings and provide a copy to the applicant within 5 days of the decision.
- iii. If the Planning Director is in doubt as to whether the finding can be made, he or she may refer the application to the Planning Commission for review.
- iv. The decision of the Planning Director is subject to appeal, in accordance with the procedures set forth in MMC Chapter 8.12.

c. For Permitted Uses subject to Planning Commission Review:

- i. The Planning Commission shall review Permitted Use applications in accordance with procedures set forth in Municipal Code Chapter 8.12, except the findings for determination of conformance shall be those set forth in Section VI.A.2, below.
- ii. If, upon consideration of the application, the Planning Commission determines all of the findings set forth in Section VI.A.2. can be made, the Planning Commission shall make a Determination of CMP Conformance.

iii. If the Planning Commission determines any of the findings set forth in Section VI.A.2. cannot be made, the Commission shall deny the application.

iv. The decision of the Planning Commission is subject to appeal, in accordance with the procedures set forth in MMC Chapter 8.12

- d. Conditions. In making a determination of conformance, the reviewing authority may apply additional conditions to which an individual project or projects shall be subject, as needed, to ensure consistency with the CMP and Town regulations. In the event of conflict between regulations and requirements contained in the CMP and the Moraga Municipal Code, the CMP shall prevail as the overarching regulatory document.

2. Permitted Use Findings:

The approving body must make the following findings prior to any Permitted Use Determination under Section III above:

- a. The use is in substantial conformance with the CMP and all applicable policies, standards and guidelines.
- b. The use is consistent with the CMP EIR and would not generate environmental impacts requiring new or expanded mitigation measures.
- c. The use is consistent with all other applicable policies and regulations of the General Plan and Municipal Code.

B. Design Review

1. Procedures:

Design review for CMP projects shall be processed under the procedures set forth in Chapter 8.72 of the Moraga Municipal Code, except the standards for review shall be as set forth in Subsection 2, below.

2. Standards for Review of Design Review Applications:

- a. The project design conforms to high quality design as set forth in the CMP Design Guidelines and in general contributes to the character and image of the Saint Mary's College campus as an environment of beauty, rich historic character, and learning.
- b. The project design considers and responds to the architectural and landscape context of its immediate surroundings, and to the overall College campus, particularly the historic elements and natural setting thereof.
- c. The project design uses high quality, consistent and attractive materials, finishes and design elements that complement and enhance the existing campus environment, landscape, buildings and structures.
- d. The project design does not generate adverse conditions of noise, shade, shadow, light or glare that would be detrimental to the health, safety and welfare of the campus population or the broader Moraga community.

VI. Appeals

The process for appeals shall be as set forth in MMC 8.12.

VIII. Relationship to Other Town Policies and Procedures

- A. Wireless Facilities shall be processed in accordance with MMC 8.144 and requirements of Federal Telecommunications Act
- B. Grading Permits shall be processed in accordance with MMC Title 14
- C. Hillside Development shall be regulated through MMC 8.136
- D. Small farm animal keeping shall be regulated through MMC 8.92
- E. Tree removal permits shall be processed in accordance with MMC 12.12