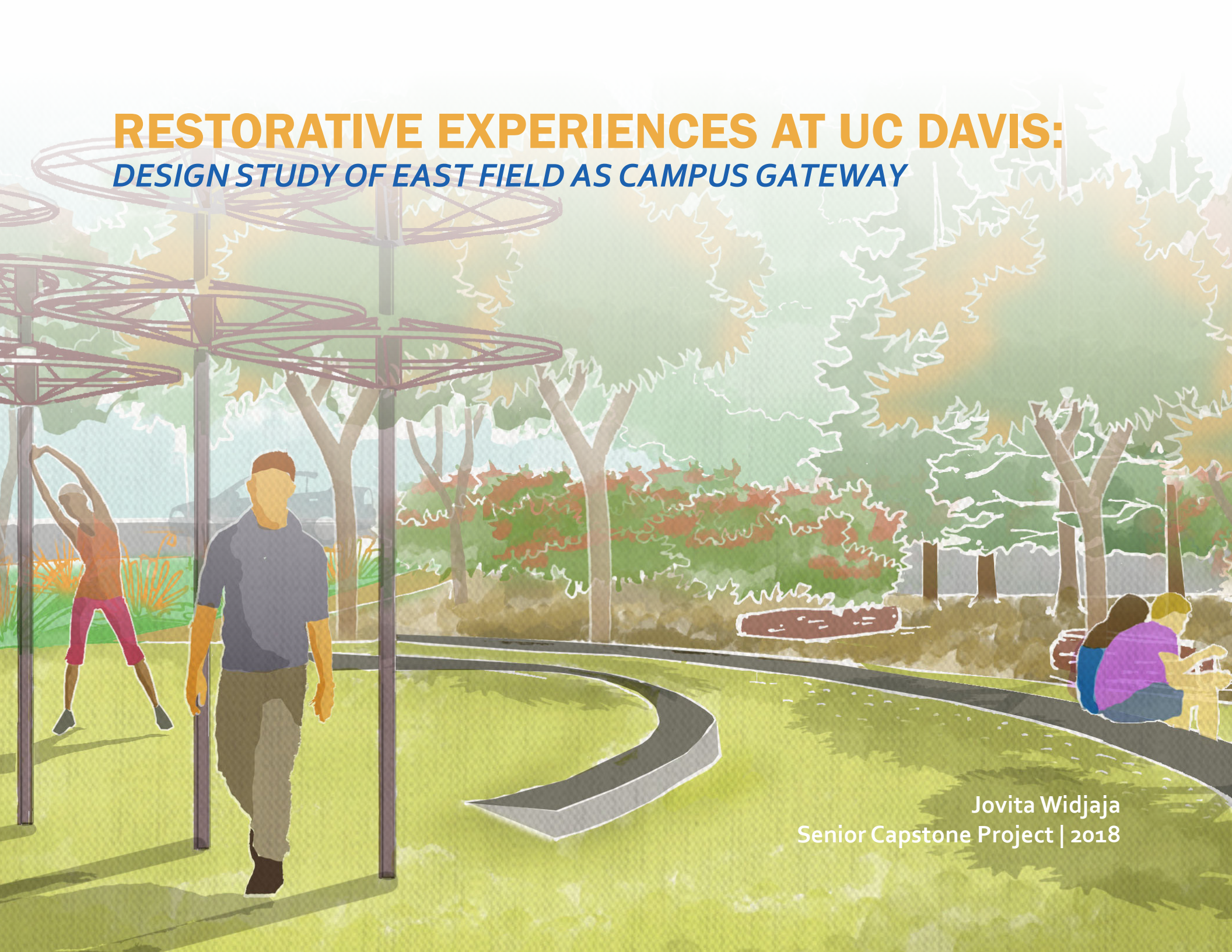


RESTORATIVE EXPERIENCES AT UC DAVIS: *DESIGN STUDY OF EAST FIELD AS CAMPUS GATEWAY*



Jovita Widjaja
Senior Capstone Project | 2018

RESTORATIVE EXPERIENCES AT UC DAVIS:

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ABSTRACT

In a college environment, students are constantly challenged to perform their best. Many thrive from this challenge, but many also struggle to keep up with their studies. In 2013 and 2014, there is a 9% increase across the United States of students who reported that they had severe psychological problems (apa.org). With mental illness being more prevalent among college students, it is vital to recognize how some students battle these conditions while being asked to perform their best. The goal of this applied research project is to develop a hypothetical design proposal for UC Davis' East Field that incorporates work in environmental psychology and addresses current student needs. My methods included literature reviews, data collection from student interviews and site observations. My intention is to inspire designers and campus planners to provide alternatives for how open spaces can be designed in a college campus to promote mental restoration for students.

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CHAPTER 1 | *INTRODUCTION*
BACKGROUND

INTRODUCTION

Higher education is often emphasized in an advanced society. From 1965 to 2016, the student population of private and public universities increased 240 percent. The increase in the number of people who are gaining more and more education can be seen as a positive effect. However, the pressure that students are experiencing is of concern. In 2013, college counseling centers across the United States reported that 44% of their clients had severe psychological problems. In 2014, the statistic was 55% (apa.org). Every year, the American Psychological Association conducts surveys and summarizes them in their Center for Collegiate Mental Health (CCMH) annual report. Data obtained from 147 college and university counseling centers serving 161,014 college students showed increasing trends of mental illness.

As humans, we need to take mental breaks from long and draining activities to function properly. When one is learning, he/she needs to be able to focus to properly absorb materials. Mental fatigue is caused by many things, for example, period of worrying and anxiety, strong efforts to complete a project, period of multi-tasking while stress associates with an anticipated event that may be threatening (Kaplan and Kaplan 178). The college campus can be a very stressful and overwhelming environment to some students. Many experience high stress levels which may cause a disturbance in one's mental state.

Studies suggest that cultural change may affect the way people perceive each other (Curran and Hill, 2017). Current findings reveal that there are some negative effects of technology which may relate to the perception of oneself and others (Wade et al. 47). Researchers conducted a study to compare the trait of perfectionism in 1989 and in 2016. They found that in 2016, the trait of perfectionism among college students has increased, compared to 27 years ago (Curran and Hill, 2017). Perfectionism is described as “a combination of excessively high personal standards and overly critical self-evaluation” (Curran and Hill, 2017). Negative perfectionism may be one of the sources of students’ distress. Society becomes more competitive and students are pressured to perform their best.

The attention restoration theory developed by environmental psychologists Stephen and Rachel Kaplan helped guide the motivation for this project. In the face of students’ rising rate of mental illness, this project hopes to be a model for enhancing a college campus community’s health to create a lasting positive learning environment.

BACKGROUND

Overview

In an academic atmosphere, students are encouraged to thrive; campus environments can help students reach their maximum potential by recognizing their needs for mental relaxation. Psychologists Stephen and Rachel Kaplan have proved that a restorative environment can relieve mental fatigue. Restorative is defined as “capable of renewing health or strength” (dictionary.com). This section explains how a restorative environment works and what elements can support attention restoration theory while enhancing site identity on a college campus.

Restorative Environment

Past studies have shown that outdoor environments provide mental relief to people. Psychologists Stephen and Rachel Kaplan developed attention restoration theory, which suggests that one can recover from mental fatigue by looking at or spending time in nature (Kaplan 174). Kaplan identified four restorative elements:

1. Being Away
2. Extent
3. Fascination
4. Action and Compatibility

Being away means immersing oneself in an environment where one may take a mental rest from any effort. Extent means having an understanding or mental recognition of

the place that you are in. Fascination means to let the mind wander, such as by looking at moving or fluid objects or animals. Action and compatibility mean that the needs of the users of the space are met through the environment (Kaplan and Kaplan 184). In support of these theories, scientific evidence proved how plants release chemicals such as phytoncides which reduce blood pressure, alter involuntary activity, and boost immune functioning (Komori et al., 1995; Dawawansa et al., 2003; Li et al., 2006, 2009). Kuo explained that there are three psychological effects of nature such as: experiences of awe, enhanced vitality, and attention restoration. As physical health improves, mental health will improve as well (Kuo 2015).

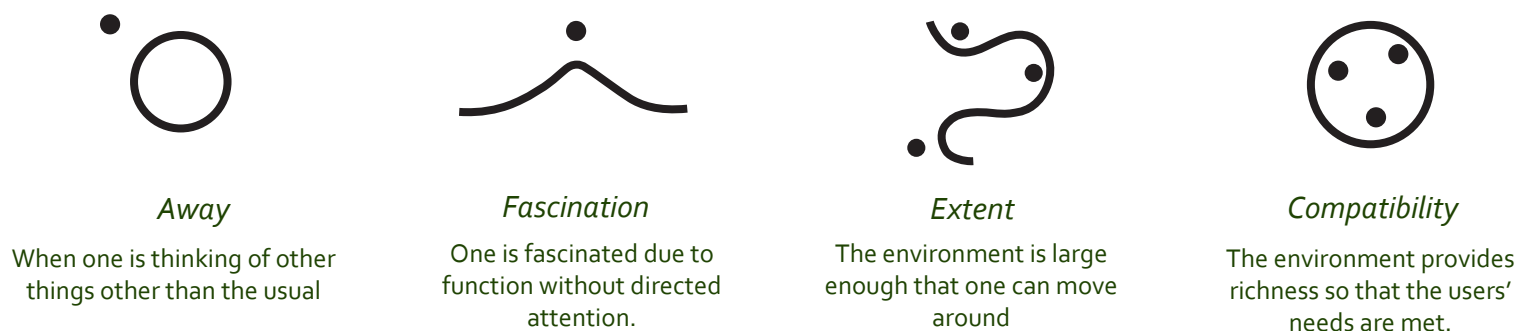


Figure 1.1, Restorative Environment Principles

Although restorative environments were first implemented in medical settings, people who are not necessarily being treated for a physical ailment also need mental relief in their everyday lives (Marcus and Sachs 2). To address a wide range of needs, restorative spaces should be considered and implemented in places besides medical settings. Research has concluded that restorative spaces in urban contexts such as cities require big spaces (Thawites et al. 2005). However, large spaces may not be available everywhere. Thawites suggests that in order to understand our cities, we have to look at them more holistically. Cities in general

are a “network of experience” (Thawites et al. 6); to provide unity, designed spaces in an urban area must have a theme and the themes must complement each other. From this analysis, a college campus could also be seen as a network of experiences. To create positive emotions, a college campus should have a unified theme. The principles of restorative environment can be applied to the environment and demographics in question, in this case the college campus. This project looks specifically at the existing UC Davis landscape and identifies the types of restorative activities which the student population prefers.

Design Considerations

Environmental psychologists Rachel Kaplan, Stephen Kaplan, and Robert Ryan have proposed four design recommendations for the application of attention restoration theory (Kaplan et al. 1998): coherence, complexity, legibility, and mystery.

Coherence means that the setting is clearly organized and easy to understand, which supports the 'being away' principle. In order for someone to feel away, the environment has to be different from the surroundings. Complexity supports the 'compatibility' principle, which entails the richness of opportunities for sensory engagement. Legibility means that there are distinct places that are memorable and easy to navigate, which supports the concept of 'extent' (Marcus and Sachs 29). Mystery can be interpreted as being in a setting where one is urged to explore, providing a glimpse of elements which engage the visitor to the space. Mystery supports the principle of 'fascination' because it suggests that the space should have an element that brings attention. These design considerations correlate with the principles of a restorative environment. In order to apply the restorative environment principles, some of these design recommendations should be considered.

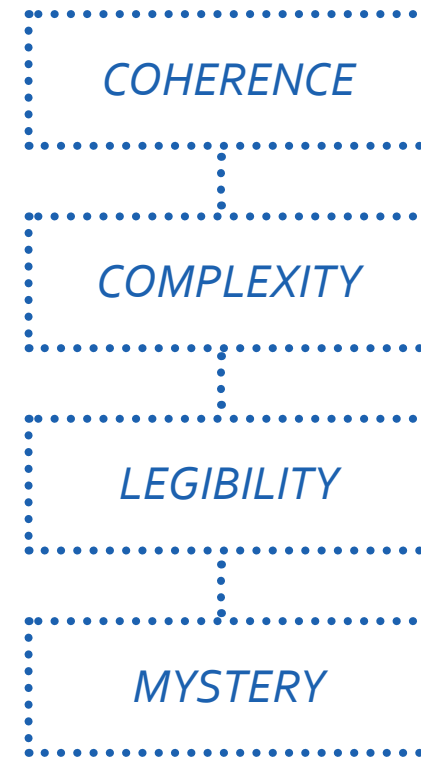


Figure 1.2, Design recommendations

Place Identity

In the article, “Restorative Qualities of Favorite Places”, Korpela and Hartag explained the different penetration levels of achieving the restorative experience. Level one involves clearing the head, level two is recovery of directed attention capacity, level three is the facing of accumulated matters on one’s mind, and level four is reflection on one’s priorities and goals in life. The penetration through these four levels allow restorative experiences and the change of perception of a place to happen. This theory provided evidence that if a place is designed for the users’ needs, they are more likely to spend more time within the space, and mental restoration is more likely to happen. Also, once the penetration of these levels happens, one often establishes the space as one of his/her favorite places. Place identity is established when one comes to certain places frequently, such as their favorite places. To create a vibrant and attractive space and to establish place identity, it is vital for the designer to consider the needs of the intended users and choose the appropriate programmatic elements.

As place identity can factor in the development of restorative environments, “third space,” which is known to be a place outside of home and work, can also function as a space for mental restoration (Jeffres et al. 2009). Third spaces are identified as being inclusive and accessible; they are welcoming to all, including people of different socio-economic strata; there are no physical, policy, or monetary barriers; conversation is the main activity in this home-away-from-home, where one can find ‘regulars,’ and a playful environment. This definition of third space in many regards describes a college campus environment, therefore, I believe that a campus landscape can be designed in a way for people to find mental restoration.

CHAPTER 2 | *PROBLEM STATEMENT*
PURPOSE STATEMENT

PROBLEM STATEMENT

Overview

The problem that motivates my research project is that mental health issues have been rising amongst college students. Within recent years, counseling centers in colleges in the United States have experienced increased demand for services. According to the American Psychological Association, from 2013 to 2014 there was a 9% increase of college counselors' clients who were diagnosed to have severe psychological problems (apa.org).

The resulting CCHMHA report analyzed the effectiveness of counseling centers. Using the Clinician Index of Client Concerns (CLICC), the report revealed the top 10 reasons why students seek counseling. The top two reasons from the years 2013 to 2017 were anxiety and depression. These two conditions have been shown to have an increasing trend, which means that there are increasing numbers of students who seek mental health counseling due to anxiety and depression. The mental health treatments that students seek out is proven to be effective. The report also shows that while some students improve quickly within the first couple of sessions, others with higher CCAPS (Counseling Center Assessment of Psychological Symptoms) score of distress need more services to achieve the same level of improvement.

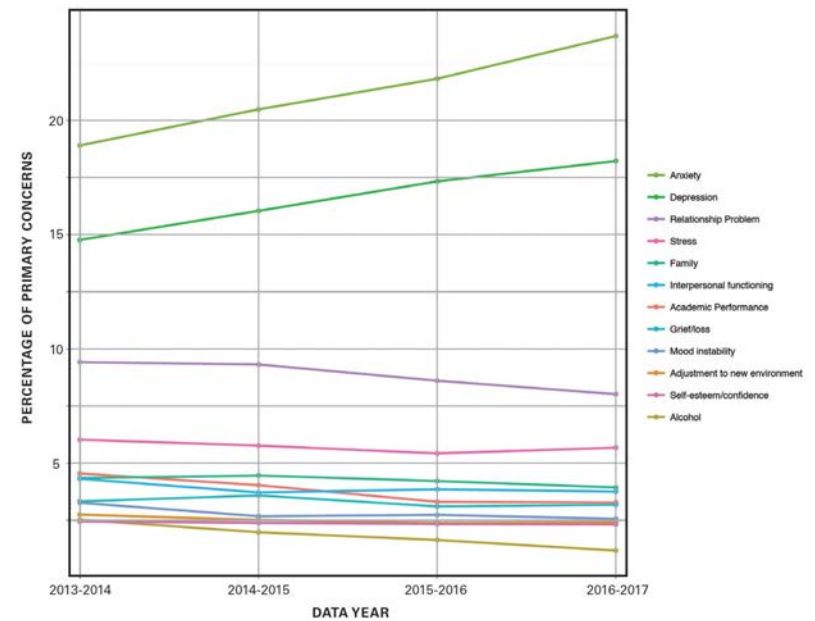


Figure 2.1 Top 10 Reasons for Counseling (4-Year Trend), American College Health Association

The trend of students who are diagnosed with anxiety and depression trends are growing, and the report emphasized the importance of *creating effective interventions* for the student population. These numbers of concern are often identified as *institutional priorities*. In summary, even though counseling centers are effective, due to the growing number of problems, there must be more intervention in order to accommodate the predicted increase in need. The rising trend of anxiety and depression is considered to be a challenge for the universities, and it is highly recommended that institutions and counseling centers work together to establish some counseling services such as prevention, education, and self-help.

The National Health College Assessment II provided a survey of UC Davis undergraduate general wellbeing. The report asked respondents to evaluate their academic performance based on factors that affected them negatively. Data

collected from 2013, 2015, and 2017 showed that stress, anxiety, sleep difficulties, and depression are the four top factors for negative academic performance.

In 2013, out of 1056 respondents claimed that anxiety (29.2%), stress (41.8%), sleep difficulties (27.6%), and depression (20.7%) are the most common problems.

In 2015, out of 1,132 respondents claimed that stress (46.8%), anxiety (29.7%), sleep difficulties (28.4%), and depression (22.4%) are still the most common problems.

In 2017, out of 1535 respondents, anxiety (32.6%), stress (44%), sleep difficulties (26.8%) depression (22.2%) were the top four. Within a year, 16.8% of surveyed have been diagnosed or treated with anxiety and another 13.7% with depression.

These factors seem to be consistent and in some instances increasing, with little rate of decline. If these factors are affecting students' academic performance, it is essential to consider how the college campus environment can improve the health of students and the campus community.

Many factors contribute to the trend of increased mental illness and students' academic distress. Recent studies conducted by Curran and Hill (2017) show that the personality trait of "perfectionism" is more prevalent within the generation of millennials. The trait of perfectionism has been found to be increasing linearly for the past 27 years. The millennials, or people who were born between the early 1980s to early 2000s have the traits of "individualism." Individualism is associated with high level of "narcissism, extraversion, and self-confidence" (Curran and Hill, 2017). According to the National Center for Education Statistics, in 2015, 11.8 million college students were under the age

of 25 and 8.1 million college students were over 25 years old, which fall under the generation of millennials. It was concluded that the "recent generations of young people perceive that others are more demanding of them, are more demanding of others, and are more demanding of themselves" (Curran and Hill, 2017). This study provided an insight to how there are a great number of students who perceived themselves and others in this manner. Hamilton and Schweitzer have also conducted a study on Australian university students where they found that there is a correlation between the perfectionism trait and suicide ideation (Hamilton and Schweitzer 2000).





PURPOSE STATEMENT

Overview

The purpose of this research is to propose a hypothetical design for a restorative environment on the UCD campus. The goal of creating a positive psychology around the school campus while enhancing the site's identity is one of the main drivers of my project. I hope that by creating a restorative space on campus, the project will enhance the college campus learning environment.

Positive Psychology

As designers we believe that design can influence the way people act, feel, think, react, and experience. Providing restorative places on a college campus promotes the idea of positive psychology. Positive psychology is defined as the scientific study of the optimal human being to help individuals or a community thrive and flourish (Wade et al. 57). In the theory of positive psychology, self-awareness and self-concept are crucial. Students need to be able to have self-consciousness and they need to be able to see the strengths that they have (Wade et al. 269). Positive psychology relates to the success of students. However, while success can be defined in many ways, successful students are students who are thriving in college, not just surviving. Students need to be able to recognize their

strengths and apply what they are learning in classes outside of school. When one thrives, he/she will be more likely to have internal motivation continuing into their lives (Schreiner, 2010).

Positive psychology emphasizes students' success by recognizing their personal learning satisfaction, persistence, and development (Kuh et al. 2005, p. xiv). This view is not distinguished by students' academic performance or degree attainment, but is more measured in their enjoyment of the college experience and the investment of themselves in their education. (Wade et al. 100). According to Wade, some of the key concepts that influence students' success are:

1. Implicit self-theory
2. Perceived academic control
3. Hope
4. Curiosity
5. Engaged learning

Wade recommends cultivating a critical learning environment to encourage the development of curiosity.

In 2007, Kashdan and Yen conducted a study in which they concluded that faculty and administrators should challenge students within their educational environment. These researchers also found that students are more curious when

they perceive that their school environment values their own academic success. Students who have high levels of curiosity have lower academic outcomes when they perceive their environment is less challenging (Kashdan and Yuen, 2007). The school environment is proven to affect students' engagement and thus impact their overall college experience. By improving our campus landscapes, we are improving student learning experiences. Creating a restorative environment that fits students' needs will support students' perception of their learning environment.

Campus Identity

Students spend 50% of learning time outside (Kenney et al. 38). In *Mission and Place: Strengthening Learning and Community through Campus Design*, the authors provided an argument for why a college campus should have a sense of identity for students to feel comfortable and attracted to their study environment. The places on a campus should be memorable and send a message about the institution (Kenney et al. 73). A board member of a community college told one of the authors that parking near the front door of a classroom building was reflecting the school's identity as "a box and a parking lot." The board member provided an explanation of how students just go in and out at the end of a busy day, and the campus needed a "heart" (Kenney et al. 73). The college campus is a place where people go on a daily basis; spatial design influences perception of place. Frequent visits to different places create a tradition that helps a person feel a personal connection throughout their college career (Kenney et al. 74).

A campus that is memorable creates a sense of inclusion and belonging. These memorable places may contain a monumental piece, or might also be open space. These places may help students be more comfortable. Memorable places may also attract prospective students. Many institutions are identified by their memorable places (Kenney et al 77). A memorable place on campus attracts visitors, but it also improves the character of the campus, thus making the campus more meaningful (Kenney et al 77). The National Survey of Student Engagement (NSEE) assessed five indicators of student learning and engagement: the level of academic challenge, active and collaborative learning, interaction of students and faculty, enhancing educational experience, and supportive campus environment. The intent of this project is to enhance the campus environment to complement the factors of student learning and engagement.

Site Rationele

I have chosen UC Davis as the site of the applied portion of my research project. UC Davis was chosen due to my personal connection to the campus. Throughout my undergraduate career, I have been involved with various organizations that have helped me advance in my studies. As my research focuses on the health of college students, I have chosen a school in which I have been immersed in the community and the physical surrounding.

Mental health topics within the UC Davis campus are gaining attention. In 2017, UC Davis held their first mental health conference. Inspired by other universities, the purpose of the conference was to provide a chance for attendees to heal and reflect through dialogue. The conference was sold out due to the limited space of 125 seats. UC Davis had promised to provide twelve additional counselors for students. This promise was made in 2016, and today there are still no additional counselors. Students voiced their concerns on February 13, 2018, at the Mental Health Town Hall. Some students emphasized how having the courage to seek help

is very hard especially when you are dealing with a mental health problem, but having to wait for two weeks to talk to a counselor will most likely worsen the current state of the troubled individual. Current events and news has provided evidence that mental health among students at UC Davis is a problem that needs to be addressed. As student populations and mental health problems increase, I see the need for future campus planning to include more spaces where students can spend time to help them manage their stress.

CHAPTER 3 | *RESEARCH DESIGN & METHODS*

RESEARCH QUESTION

While developing this research, I wanted to gain a better understanding of what and where students currently go to find mental restoration. My research question is: ***"How can a college campus promote site identity through the application of restorative environment principles?"*** I needed answers to some of the underlying sub-questions to answer the main research question. The first sub question is "do the "restorative" places on campus provide mental relief to students at UC Davis?" This question was asked to help me understand how students use the current open spaces on campus and what activities they engaged in there. A second sub question is "what type of restorative environment do college students prefer?" This question helped me to understand the types of activities that students seek out.

RESEARCH DESIGN

To answer this research question, I used three research methods: 1) analyzing case studies, 2) conducting surveys, and 3) analyzing relevant literature, which is mentioned in chapters I and II of this book. I also researched the proposed site, East Field, and learned more about the historical context of the site. While the principles of a restorative experience can be applied to all demographics, I specifically wanted to narrow it down to the college campus community. The intent of my research design was to create a framework that helps me understand the mental health of UC Davis students, to determine which programmatic activities students prefer, and to explore what design elements are appropriate for my site. As the intent of this project is to bring site identity to the campus, site specificity is an important factor. I also conducted a survey for my design development which is mentioned in the “design” section.

METHOD I:

CASE STUDIES

The three case studies chosen to show how different types of restorative spaces can be achieved. Each of the case studies presents a unique take on designing spaces that are rejuvenating and comforting to the users.



Fig 3.1 Windhover Center (acochran.com)

CASE STUDY I: *Windhover Contemplative Center and Art Gallery*

Location: Stanford campus, Northern California, USA

Date designed and built: 2014

Designer: Aidlin Darling Design (Architecture) and Andrea Cochran Landscape Architecture

Client: Stanford University

The Windhover Center, located in the middle of Stanford campus, is a contemplative space for students, visitors, staff, and the greater community. Stanford recognized current problems such as high stress and pressure experienced by college students. Windhover Center provides a space where people can “recenter oneself” (terrapiinbg.com). Nathan Oliveira’s art series, *The Windhover*, provides the foundation and drives the development of the building design. The students were a part of the design consultation process, which inspired my research process of involving the student community. Windhover Center has four design elements of refuge, visual connection with nature, dynamic and diffuse light, and material connection with nature. The architectural and landscape design integrates sensory experiences such as sight, sound, touch, and smell to create

a sense of mental renewal. One of the elements the design provides is mystery, which is one of the recommendations for restorative environment design. The mystery of the space is created in the entrance, where there is a “switchback that creates visual intrigue” (terrapiinbg.com). The application of mystery in the entrance inspired me to integrate restorative principles into the entrance to my design. The design is mostly focused on the architecture, and the landscape is designed with specific elements such as reflecting pool, meditation labyrinth, and contemplative grove, however, there is an opportunity to incorporate planting designs that can invite visitors to be more engaged with the landscape.

CASE STUDY II: *Verandah Walk*



Fig 3.2 Verandah Walk (wilsonarchitects.com)

Verandah Walk is a 1,400 ft (420 meter) long walkway located in the middle of James Cook University, Australia. This pathway serves both pedestrian and bicyclist. The design provides spaces along the paths to sit and socialize in an open air landscaped setting. Before the walkway was built, the site did not have much of a sense of quality or permanence (wilsonarchitects.com). This project succeeds in conveying its theme of the walk being about the journey, not the destination. The materials include mirrors and bold colors such as green, orange and red. The mirrored structure increases daylight access and reflects trees in the surrounding landscape, bringing more direct visual access to nature from the pathway. The access to daylight and natural air flow has been shown to

Location: James Cook University in Townsville, Australia
Date designed and built: 2013-2017
Designer: Wilson Architects
Client: James Cook University

increase productivity by improving concentration and mental well-being (ibid). Students and others are able to spend time outside of classrooms to relax. In addition to the pathway, four pavilions act as outdoor classrooms and shelters. This case study provides an example of how light and colors are prominent in a restorative space. Veranda Walk contains the elements of fascination which is described by environmental psychologist Stephen Kaplan (Kaplan and Kaplan 184) as an element of restorative landscapes. Those fascination elements in the Veranda Walk are the mirrors, polished aluminum, and bright colors. The material selections provide a visual change and a change in texture. They are attractive to the visitor, thereby fulfilling the intentions of the designers.



Fig 3.3 Elizabeth & Nona Evans Restorative Garden

The Cleveland Botanical Garden comprises 12,000 square feet filled with various plant collections. The garden is next to a busy dining area and can be seen from the Botanical Garden's library. The idea and design of the garden emerged from the input of the many people who were involved including the Garden's board of directors, staff, and donors (asla.org). The goal of designing a restorative space is to promote equity, encourage education and social responsibility, and to take action on environmental awareness. This is an example of compatibility, because the design consider the users' needs. There are three distinct settings within the garden: quiet/contemplative garden, demonstration/exploration garden, and horticultural garden. One of the goals of the garden design was to keep the community engaged throughout the year, therefore plant materials were used that bloom throughout all seasons. In the contemplative garden, the

CASE STUDY III: The Elizabeth & Nona Evans Restorative Garden Cleveland Botanical Garden

Location: Cleveland, Ohio

Date designed and built: completed in 2004

Designer: Dirtworks, Landscape Architecture PC

Client: Cleveland Botanical Garden

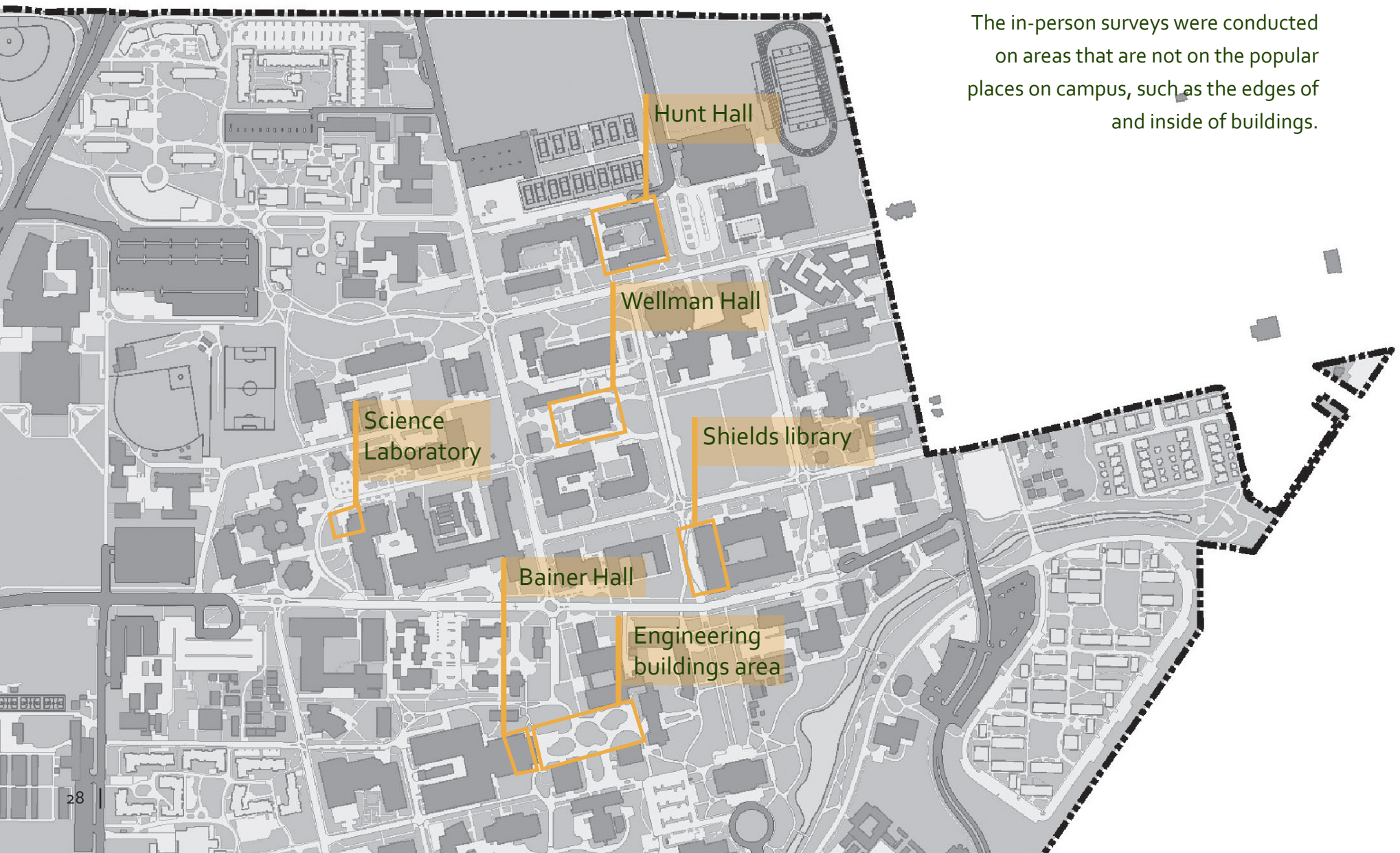
colors are muted, primarily green, and the details complement the library's materials. The second space, the demonstration/exploration garden, has a low retaining wall that creates a semi-private space. The design also encourages visitors to touch and smell the plants. The plants shape the space and the design encourages physical activity for exercise and developing motor skills (asla.org). The horticultural therapy garden incorporates color through flower plantings. This case study provides evidence that including diverse activities may be beneficial. Material selection and planting design must be considered to achieve the transitions of spaces. The design embodied the goal of extent of restorative principles because it provided a large space for people to move around.

METHOD II: SURVEYS

As the Collegiate National Mental Health study proved that the number of students seeking treatment for mental health issues has increased, I took a closer look at UC Davis. The National Health College Assessment II, UC Davis undergraduate institutional executional summary, reported that anxiety, stress, sleeping difficulties, and depression are common problems amongst students. For this project, I conducted a survey to gain a better understanding of what is the current state of mental health of students.

Eighty surveys were distributed in-person and online, and sixty five were completed. The in-person surveys were conducted in areas that are not popular places on campus, such as the edges of buildings or inside of a building. The questionnaires informed me of the restorative qualities that students seek.

SURVEY I: DATA GATHERING LOCATIONS



The in-person surveys were conducted on areas that are not on the popular places on campus, such as the edges of and inside of buildings.

SURVEY I: RESULTS

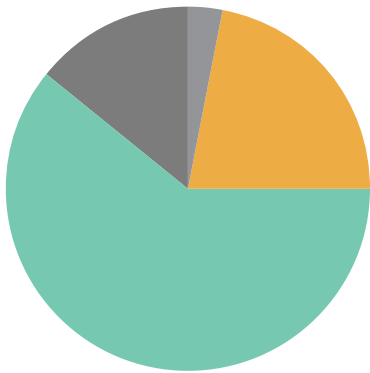
Q1. Where on campus do you go to when you feel overwhelmed?

These are the most common destinations students go to find mental restoration. The most popular destination is the Quad and the second most popular destination is the Arboretum.



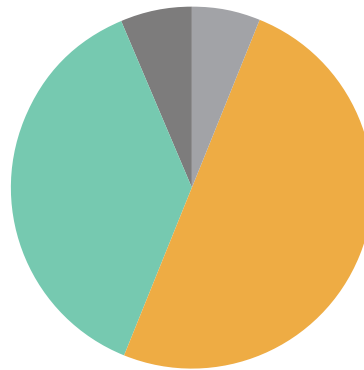
SURVEY I: RESULTS

Q1. Do you feel challenged at school?



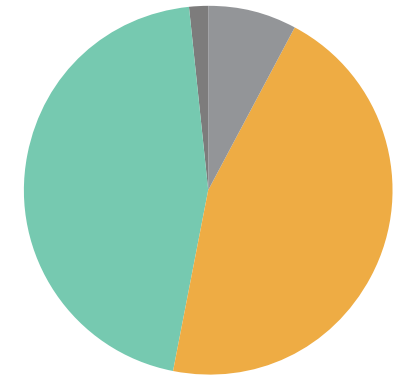
- 3.13% Not really challenged
- 21.90% Challenged enough
- 60% Mostly challenged
- 14% Very challenged, hard to keep up

Q2. How much do you feel overwhelmed?



- 6.25% Most of times no
- 50% Sometimes
- 37.5% Most of times yes
- 6.15% All the time yes

Q3. How often do you feel overwhelmed?



- 1.56% Always
- 45.31% Sometimes
- 45.31% Frequently
- 7.81% Rarely

Key takeaway:
Students feel mostly challenged and feel overwhelmed on a daily basis.

SURVEY I: RESULTS

Q4. What kind of environment do you seek out when you feel stressed?

Most common words used: "with friends", "quiet", "natural", and "relaxing"

Q5. What do you do there?

Most common words used: "Sit", "eat", "listening to music"

Q6. Describe how you feel:

These are selected answers:

"Much, much better"

"Overwhelmed by seeing everyone, everything is so fast pace, reminds you of the quarter system"

"I decompress and relax my mind. I also visit the foothills plant collection because I'm from the Sierra Foothills. It helps me relax with the aromatic they put off. It truly appreciate the jeffrey Pine tree which gives off an aroma of vanilla"

"Pensive, and that feeling when you're either going to cry or calm down"

"I literally place myself into another atmosphere physically and mentally. The point is to escape from everything and to enter into my own world. I love it. It's such a relief. Even if I feel like garbage while I'm in the middle of escaping, at least I have a place where I'm allowed to feel something, as opposed to a place where I'm too rushed to feel anything"

Most common words used: "calm", "peaceful", "happy"

Key takeaway:

The descriptions of the feelings of restoration provided confirmation that the campus should create more environment where students can find mental breaks.



CHAPTER 4 | *THE SITE*

Davis** Sacramento

CA-113

DAVIS

UC DAVIS

HWY 80





HWY 80

HWY 80

HWY 50

15

SACRAMENTO RIVER

Fig 4.1 Context Map

UC DAVIS: SITE CONTEXT

UC Davis is one of the nine University of California campuses. It is located in Yolo county, about 15 miles west of Sacramento, at the intersection of Interstate 80 and State Route 113. Some of the neighboring towns are Dixon, Winters, and Woodland. Due to its location in the Sacramento Valley, Davis has Central Valley Mediterranean climate. The City of Davis was first established in 1868 and once called "Davisville". It was not until November 27, 1907 when the city was renamed "Davis" (Larkey 54). In 1906, a committee appointed by the UC Regents purchased land in order to establish an educational institution. The UC Davis campus has continued to expand to meet the growth of the student population.

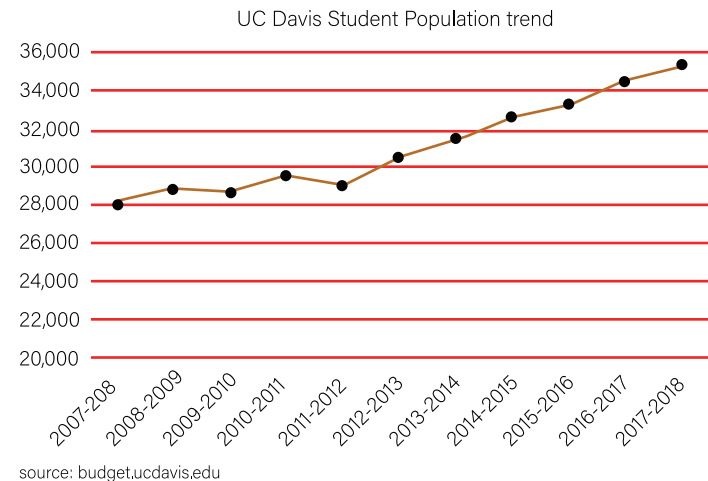


Fig 4.2 Student population trend

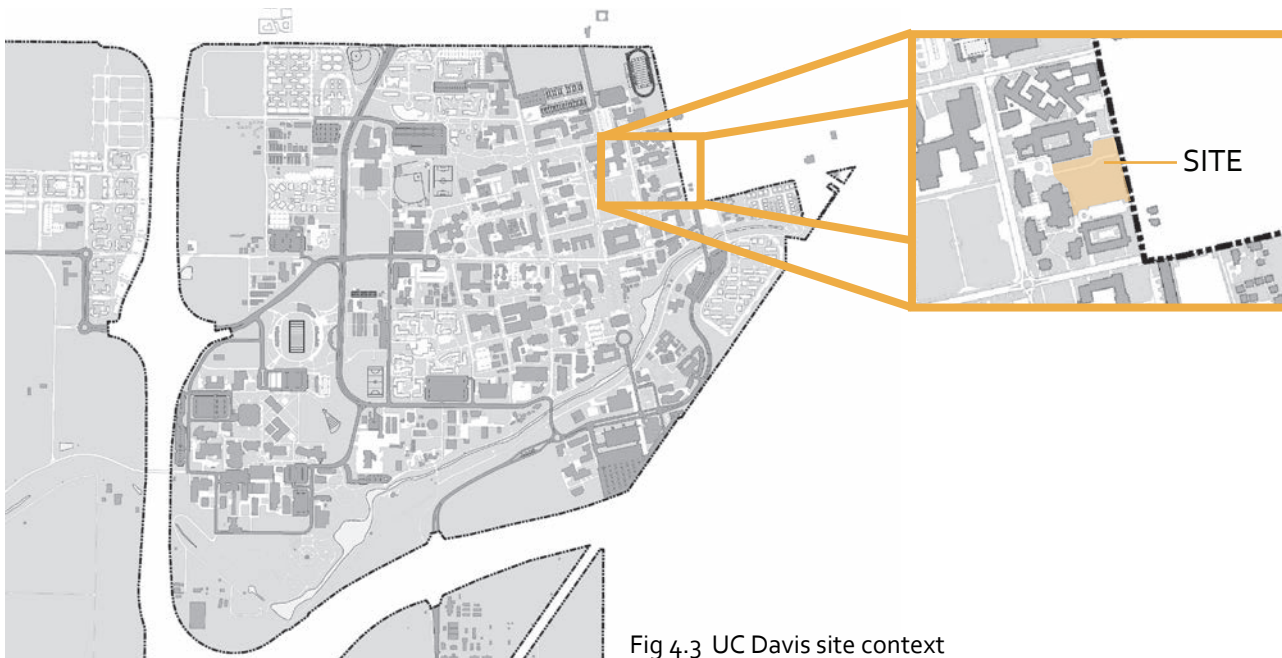


Fig 4.3 UC Davis site context



Memorial Union

Memorial Union Quad

North Hall

Young Hall

South Hall

Dutton Hall

Voorhies Hall

Olson Hall

Sproul Hall

School of Education

NORTH QUAD

EAST QUAD

FIRST ST.

SITE

A ST.

UC DAVIS
DOWNTOWN DAVIS

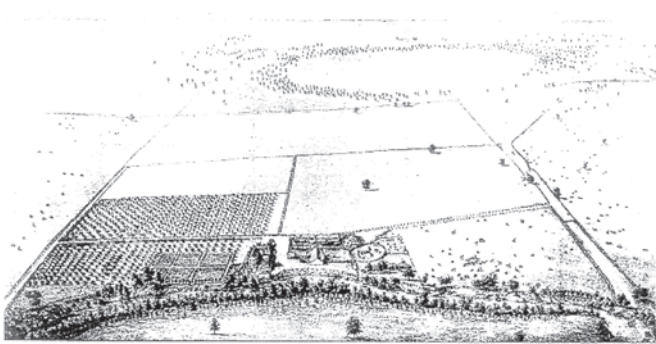
SECOND ST.

RICE LANE

OLD DAVIS RD

Fig 4.4 Aerial site context

BRIEF HISTORY OF UC DAVIS CAMPUS



*Jesse Davis Ranch
originally Chilea 1858*
Fig 4.5 Davis Ranch, 1858

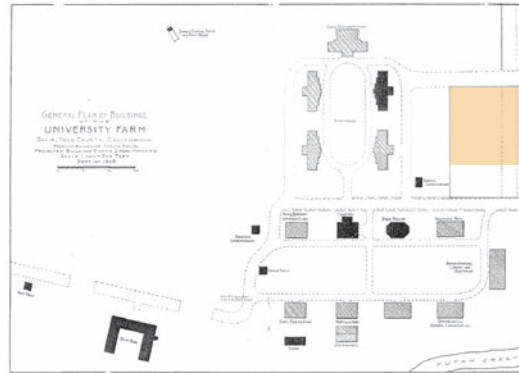


Fig 4.6 General Plan of UC Davis, 1908



Fig 4.7 General Plan of UC Davis, 1926

 East Field

The first original plan on campus from 1908 when the University becomes the University Farm. North Hall and South Hall used to be the dormitories of the school.

The site, east field, has always been an open space, providing a gateway to the campus throughout the years.

1868

Professor of College of Agriculture, Ezra Carr has called for legislative investigation of practical knowledge at UC Berkeley campus.

1905

The bill of purchasing and maintaining a farm was passed. More than 50 farms were considered. Yolo county was chosen. In 1906 the farm was purchased and consisted of 778 acres of land.

1909

The land expanded 210 acres in order to grow trees and vines, alfalfa and livestock, cereal investigation, and exploring methods of applying water.

1925

Campus building plan was adopted. By 1930, the campus had grown to 1000 acres. By 1951, the campus grew to 3000 acres.

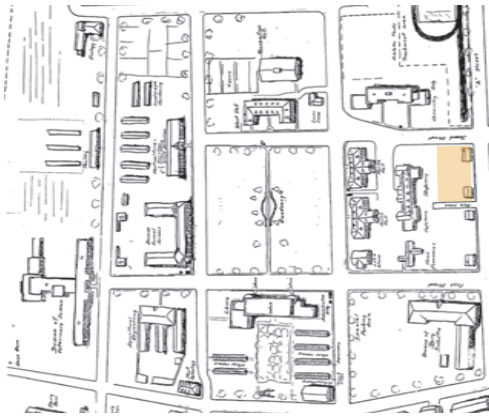


Fig 4.8 Map of UC Davis, 1949



Fig 4.9 City of Davis Map, 1960



Fig 4.10 City of Davis Map, 1965

Once there was a dormitory building on the project site. The building is now placed in Segundo, which is one of the three student housing on campus.

It was between 1960 and 1965 that the City of Davis limit changed and east field is now a part of UC Davis.

.....

1959

Regents declared that Davis is to be a general campus of the University.

1960s

700 acres were added to the campus. Most buildings were made out of wood and shingle roof.

.....

2011

2020 initiatives allowed the University to add 5,000 new undergraduates between 2011 and 2021.

.....

PRESENT

Long Range Development plan proposed new student housings and lecture halls to meet the expected 39,000 students that will be enrolled in 2027-2028.

Timeline source: University Initiatives

EXISTING CONDITIONS:

EAST FIELD



East Field can provide an alternate space to go for mental restoration besides the Memorial Union Quad and Arboretum sites mentioned in the surveys. Located on the east side of Dutton Hall, this area used to be the gateway of UC Davis. East field has a few historical characteristics such as the UC Davis brick wall welcome sign and the Egg Head west of the site. Currently

East Field consists of empty lawn with trees that provide shade. One of the site's most prominent characteristics is the UC Davis brick wall sign. Many students take pictures at the wall around graduation time as a remembrance of UC Davis.



Fig 4.11 Existing Conditions

The site is surrounded by Voorhies hall, 'A' Street, Dutton Hall, North Hall, South Hall, and Young Hall. Voorhies hall houses the English department and Young Hall houses the Psychology department, and both buildings hold medium-sized lectures and discussions. Dutton Hall is where the office of financial aid is located, South Hall provides internship and career advice, and

North Hall provides psychological counseling. The site is located on the east edge of the campus which provides a convenient connection to downtown Davis. Pedestrians and bikers constantly go through the path north of the site.

OPPORTUNITIES & CONSTRAINTS

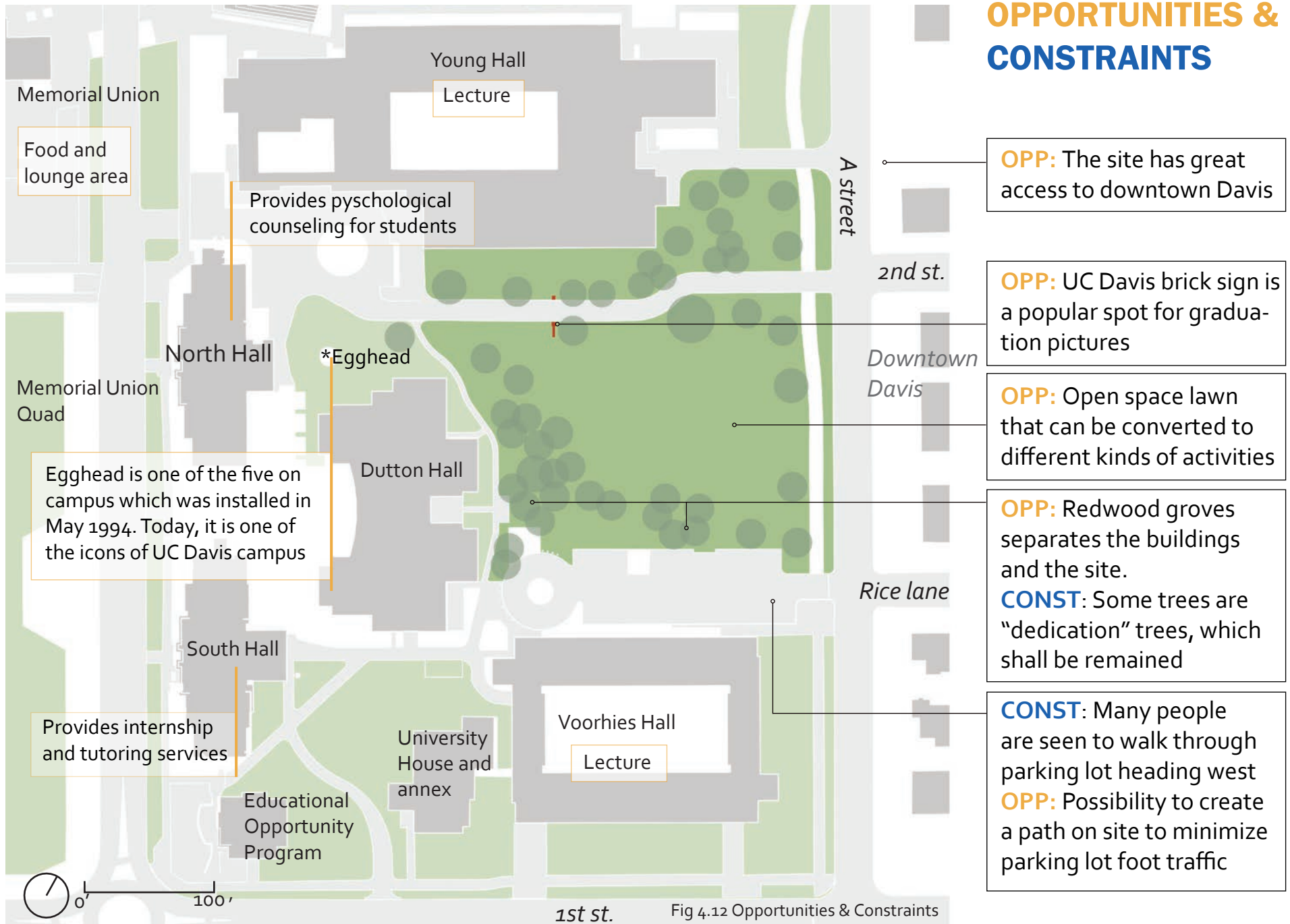
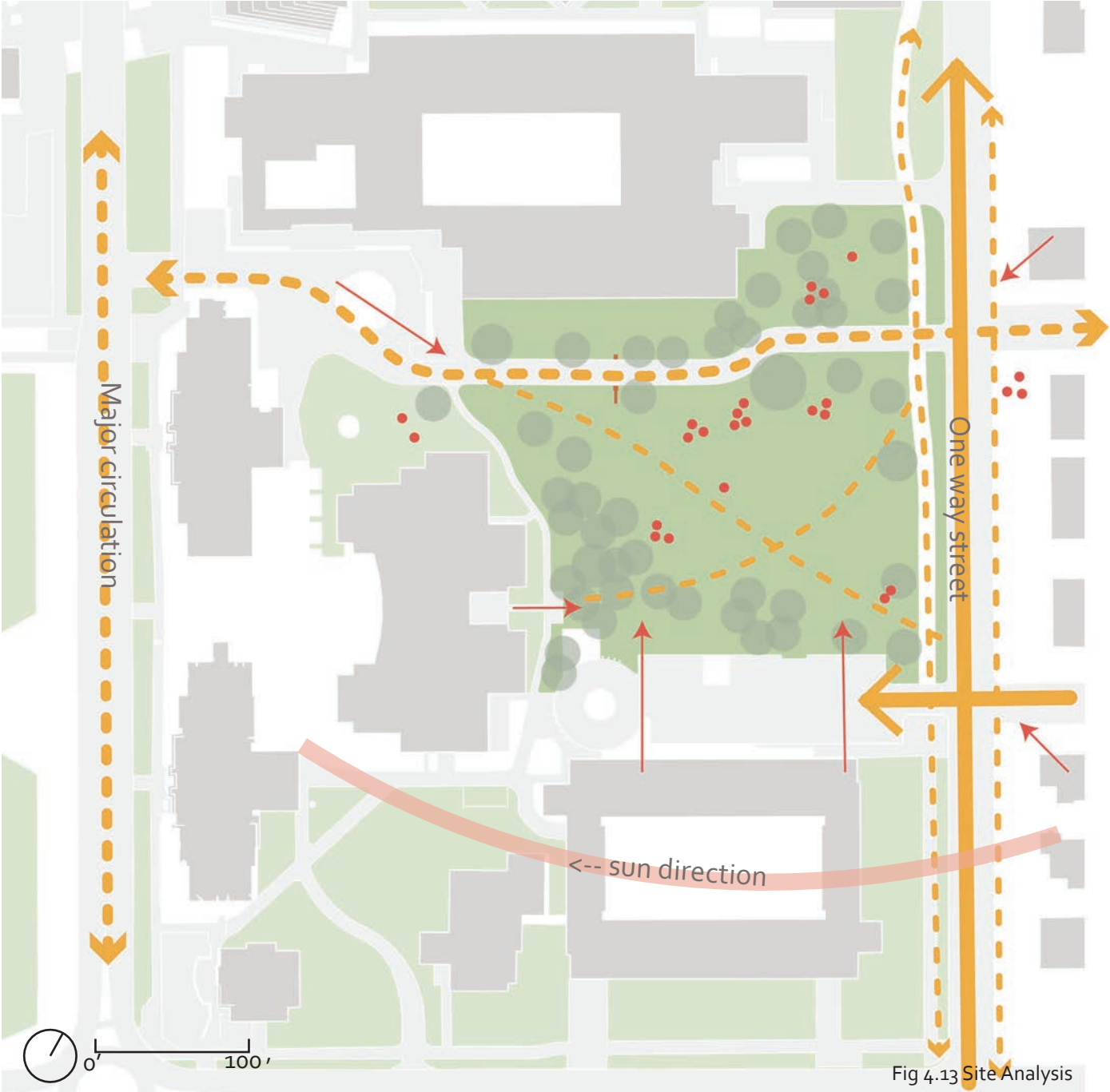


Fig 4.12 Opportunities & Constraints

SITE ANALYSIS



- Existing trees
- Stationary individual
- Views
- Pedestrian circulation
- Pedestrian and bike circulation
- Automobile traffic

Fig 4.13 Site Analysis

CHAPTER 5 | *THE DESIGN*

PROGRAM DEVELOPMENT

DESIGN METHOD 2: Understanding people's preference survey

A Visual Preference Survey was conducted in order to gain a better understanding of how people perceived the site. Years ago, Landscape Architect Randy Hester and his team were trying to redesign Runyon Canyon, located in the Hollywood Hills, Los Angeles. They developed a "Score Sheet" site analysis technique with specific questionnaires. The responses helped him and his team to better understand the users and visitors perceptions of a space.

For my project, I used three of Hester's questions to help me understand how the UC Davis community sees East Field. Thirty-seven surveys were distributed throughout the campus. I have selected a sample of the respondents' phrases which describes how people perceive the project site.

SURVEY II: RESULTS

Q1. "If this place could talk, what would it tell you about itself?"

"Looks like a hidden entrance, coming from downtown. Since it has a sign but not much to show"

"Honestly I feel like it would say that it needs to be repurposed"

"It is lonely and unloved"

"Peaceful and plain. Good place to just think"

"Grad pics classic, chill or quiet spot, not much going on here"

"Needs more activity, there is too much turf, too boring"

"Iconic UC Davis sign, secluded area unlike the grassy quad"

"It's an open space welcome to anyone"

"It wants more trees/variety of plants/ no turf"



Fig 5.1 Existing Condition

The answers indicated that the project site is visible to the community of UC Davis, regardless of its location, which is at the edge of campus. Many people think that East Field is popular only because of the UC Davis brick sign, but many also believe that the site has potential.

SURVEY II: RESULTS

Q2. "In doing the plan for East Field, what proposals would you make for this area?"

For this question, I have provided a list of programmatic elements that I find to be restorative. These surveys indicates the type of activities that people prefer and seek out. The most popular to least popular activities are ranked from 1-8. The rankings provided indications of what kind of atmosphere future users prefer.

1. Aromatic planting



Indicates that plants should be incorporated in the design

2. Hammocks



Indicates that seatings should be incorporated

3. Swings



Indicates that seatings should be incorporated

4. Movable furnitures



The design should provide a sense of freedom

5. Rocks foot massage



A change of texture and materials is preferable

6. Water splash pad



People prefer not to interact with water

7. Trampolines



Safety is a concern

8. Rock Climbing



Physical activities are not preferred

Fig 5.2 Programmatic Elements

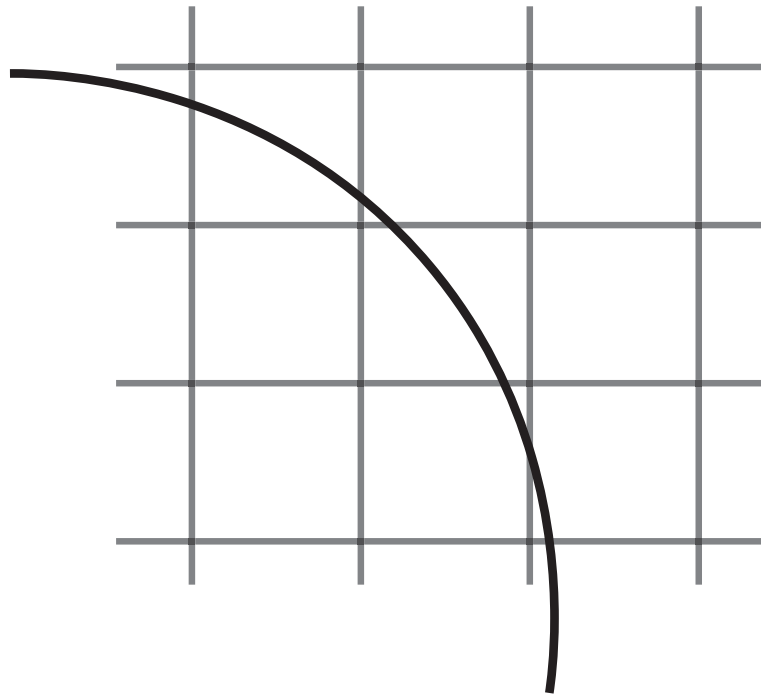


Fig 5.3 Parti

Design Concept

The grid represents the current campus landscape and the current condition of the mental health of the UC Davis community. The arc represents a distraction and an interruption of the current landscape and condition.

DESIGN INSPIRATION

Wheatfield by Agnes Denes

The Wheatfield was located in lower Manhattan, New York, during the summer of 1982. The environmental art work provided an inspiration for using a single plant that has textural qualities and changes throughout the seasons.



Fig 5.4 Wheat Field



Fig 5.5 Wave field by Maya Lin

Wave field by Maya Lin

Located on University of Michigan campus, this landscape intervention employs changes in topography to provide pockets of resting and play area.

Grande Isle, Lake Champlain

The boardwalk winds through a dense area of trees that leads to another space.



Fig 5.6 Grande Isle, Lake Champlain by Susan Child



Fig 5.7 The Barn

The Barn, West Sacramento

The structure that is located on West Sacramento's riverfront provides a space for indoor and outdoor events. The use of the structure as an object inspired me to design a sculptural piece within my site to provide a focal point.

PROPOSED DESIGN

The design aspires to enhance the college campus' site identity by including an historical element to the design. UC Davis was founded as an agricultural school, therefore the design incorporates elements that complement the agricultural theme. There will be a meadow on the northern part of the site which will be planted with perennial and native grasses. The meadow will be planted in alternating grids of grasses to mimic agricultural fields. The color and texture of the meadow will change due to the season. Each plot will be planted with three different grasses that will take turns blooming every season. Shorter plantings will be planted along the existing path on the northern part of the site. The west entrance will guide the visitor through the grove of existing redwood trees, and continue to a deck platform which brings the visitor to the highest part of the mound. At

the mound, visitors overlook the meadow. The meadow will provide a visual horizon line. Antique irrigation wheels will act as a sculptural piece on top of the mound. The wheels will turn as the wind blows, which provides dynamic action to the space. On the southern end of the site, terraced seating will face ornamental trees that will change color throughout the season. As one leaves the site, he/she will walk down the decomposed granite path and head east. There will be different kinds of plants on the southeastern edge of the site. A different type of planting will be used from the one planted on the meadow to indicate an entrance or an exit to the site. My proposed design will help students' mental wellbeing by providing them a space where they can spend time and take a break.

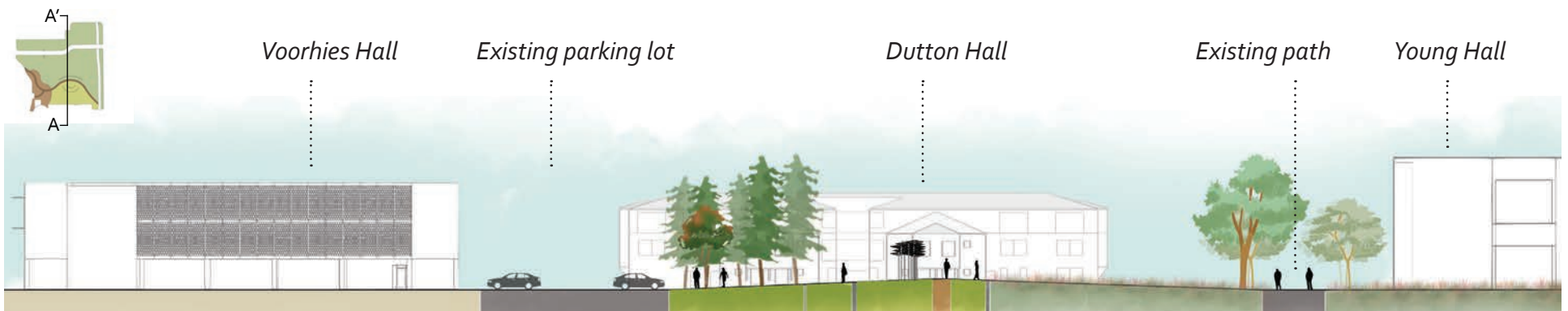


Fig 5.8 Section AA'



YOUNG HALL

A STREET

Shorter plantings along entrance

2ND STREET

Existing tree

Shorter plantings along existing sidewalk

Meadow

Irrigation wheel sculpture

Steps seatings

Decomposite granite path

Tree logs seatings

Proposed seasonal trees

RICE LANE

Proposed trees

UC Davis brick sign

Shorter plantings

Taller plantings

Boardwalk

Existing redwood grove

Mulch

DUTTON HALL

Parking lot

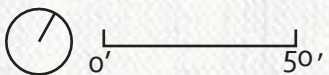


Fig 5.9 Proposed plan

DESIGN ANALYSIS: APPLICATION OF ATTENTION RESTORATION THEORY



DESIGN ANALYSIS: APPLICATION OF ATTENTION RESTORATION THEORY

Away



Away is the ability to remove yourself physically and mentally from an environment that are different enough from the usual. The feeling of closeness due to the groves of trees and openness on the highest point of the site will provide different experiences to the space. In the redwood groves, the path is intended to create a feeling of wonder because it is directing the visitor into another space. The seating area on the southern edge will provide a sense of seclusion and the feeling of away.

Fascination



The feeling of fascination is achieved by providing different views that visitors would experience through the space. The change of vegetation color on the northern and southern part of the site will change throughout the season, which brings the dynamic to the space. The irrigation wheels sculpture piece is intended to create the feeling of being fascination. The line of taller vegetation west of the brick sign will provide a visual change and curiosity to the visitors.

Extent



The path provides the visitors to reach from the west to east and an extension of the space because it encourage the users to move. As one of the constraints of the site is the limited size, the element of extent is provided by extending the path throughout the site. The change in elevation provides the visitors of the space to have a chance to stop and observe the meadow.

Compatibility



Compatibility is achieved by providing the type of restorative spaces that people prefer. Surveys were conducted to determine the programmatic elements which helped to make certain indications of what the users prefer which suggest a passive yet attractive environment. The meadow provides richness of the space by creating a visual horizon line.

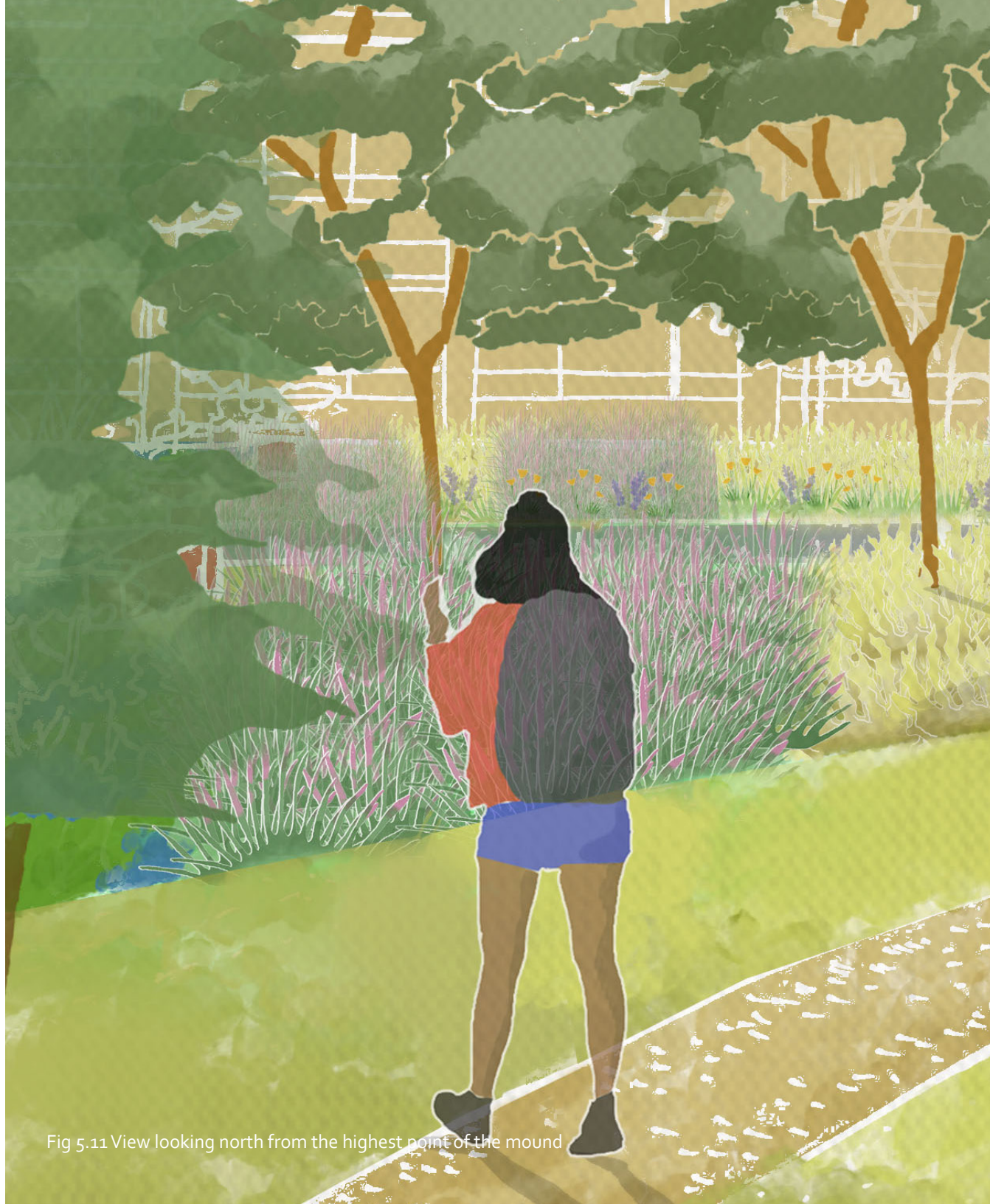
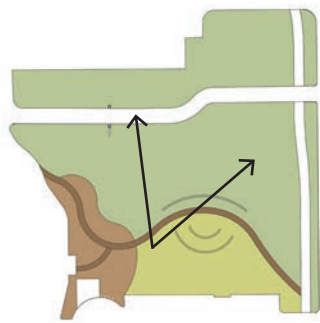


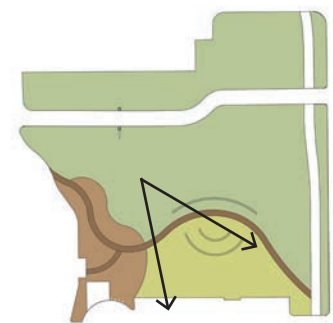
Fig 5.11 View looking north from the highest point of the mound







Fig 5.12 View looking south into the secluded seating area



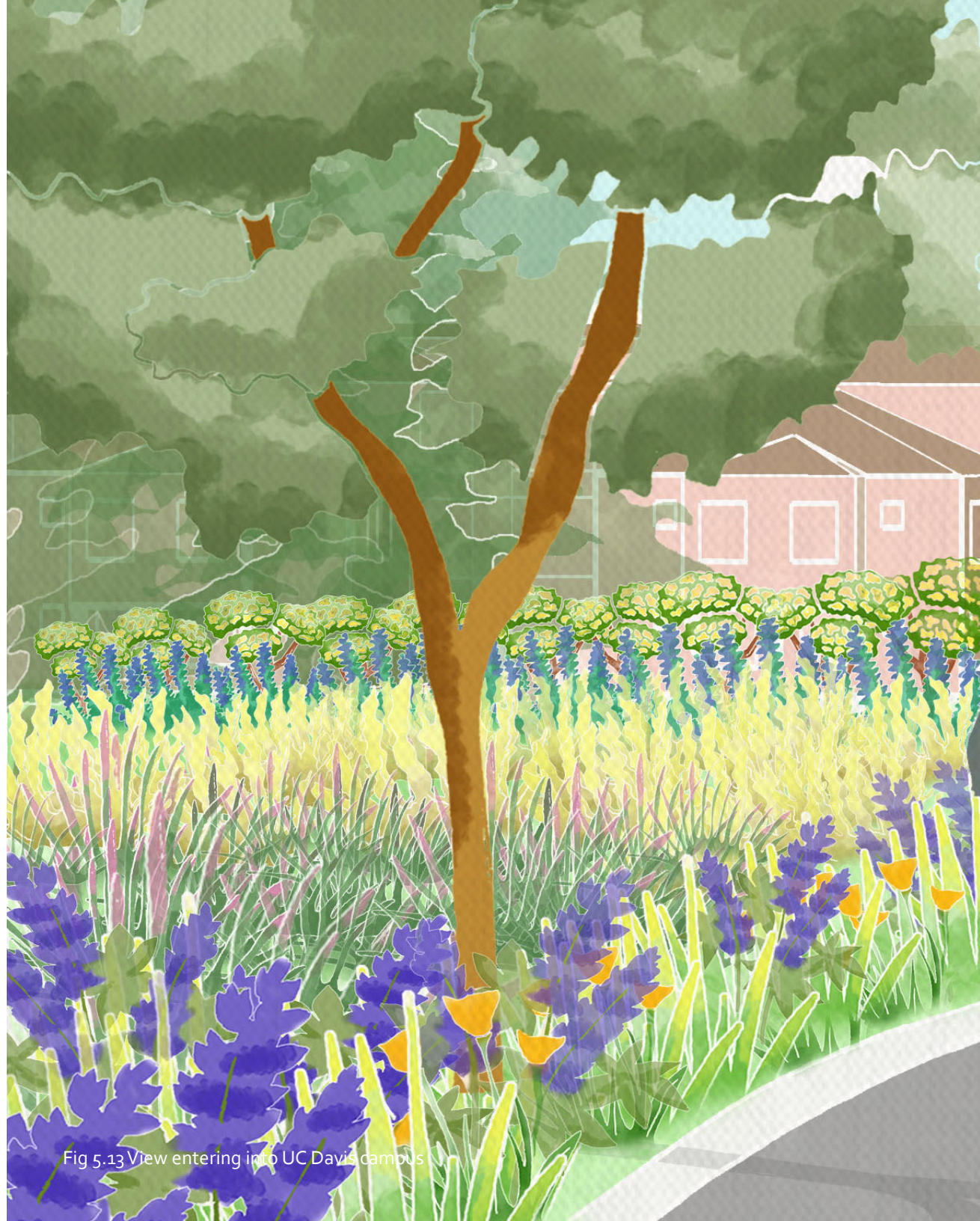
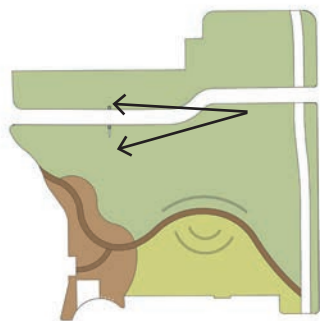


Fig 5.13 View entering into UC Davis campus



UC DAVIS

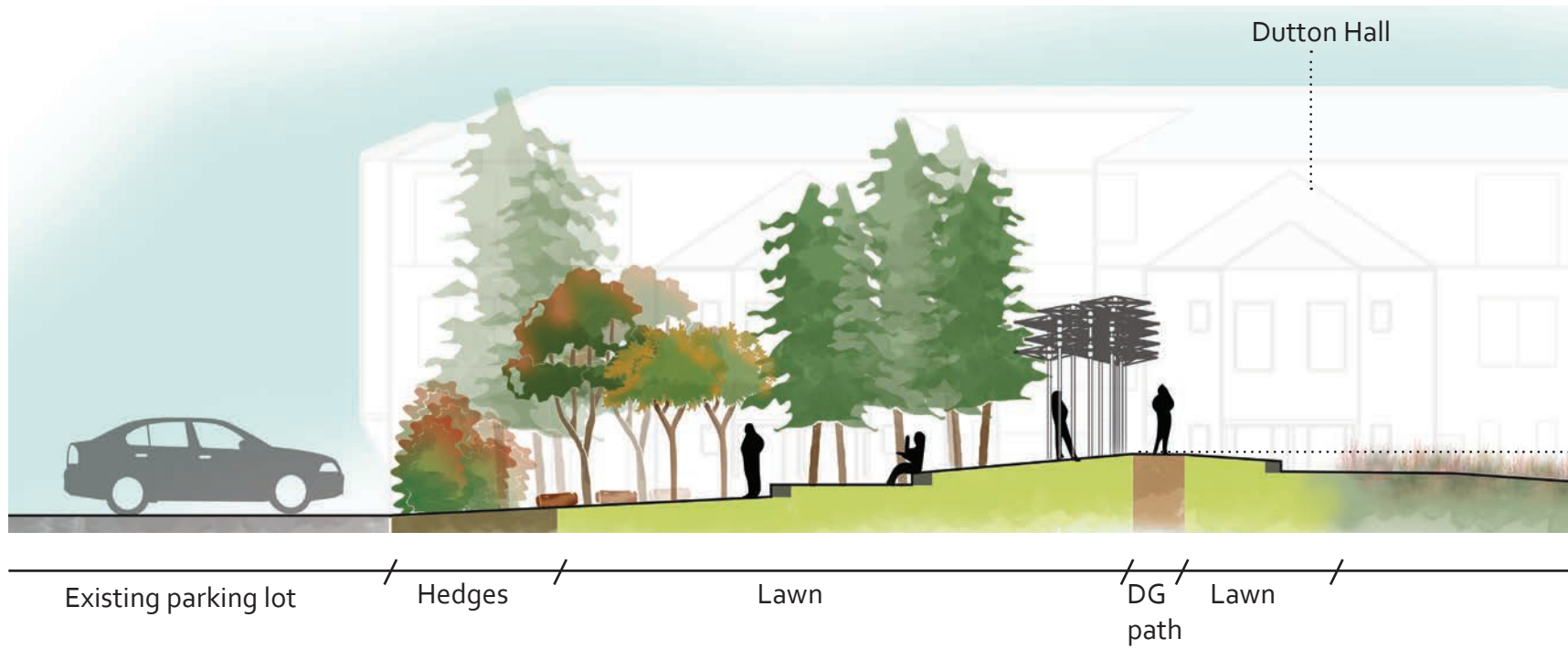


Fig 5.14 Section BB'

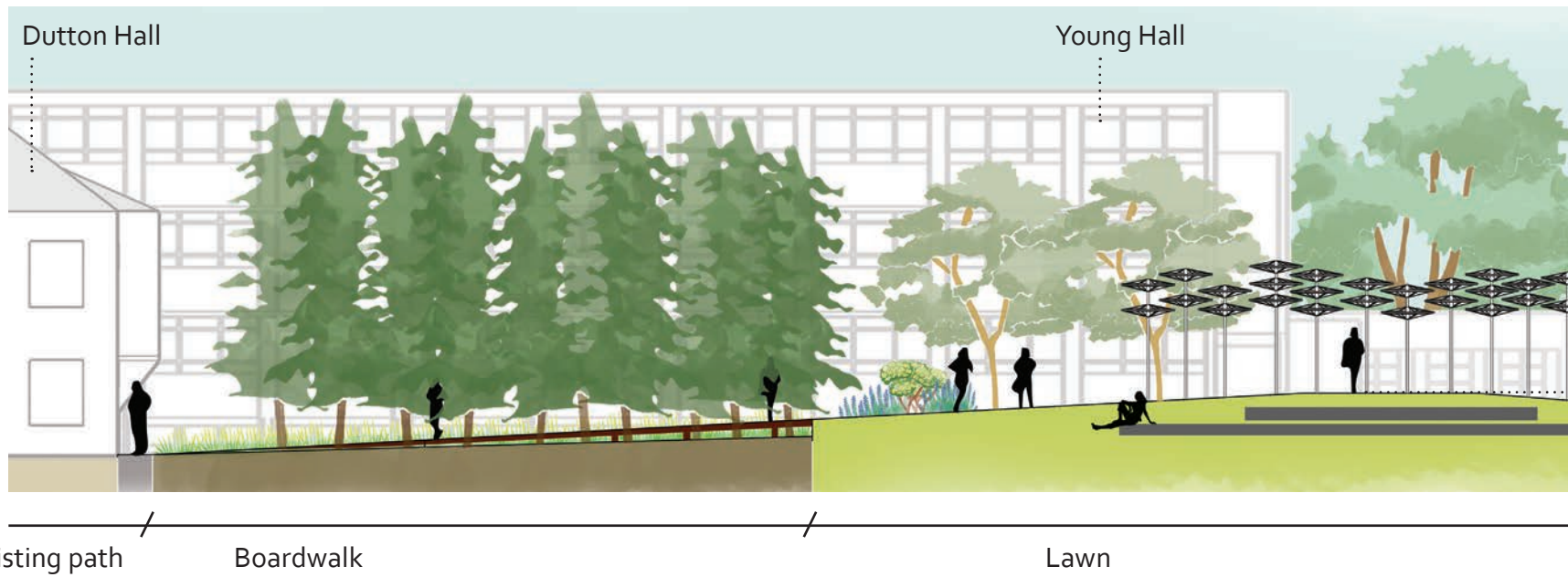
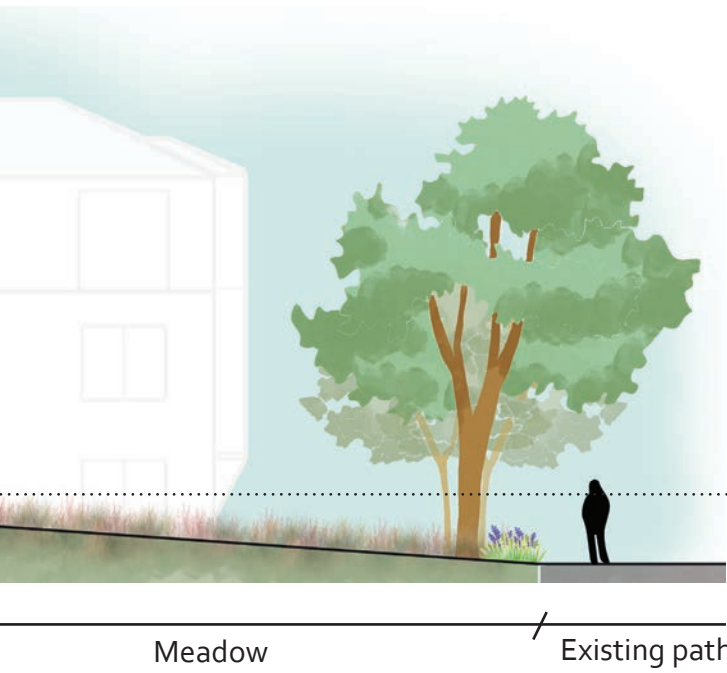


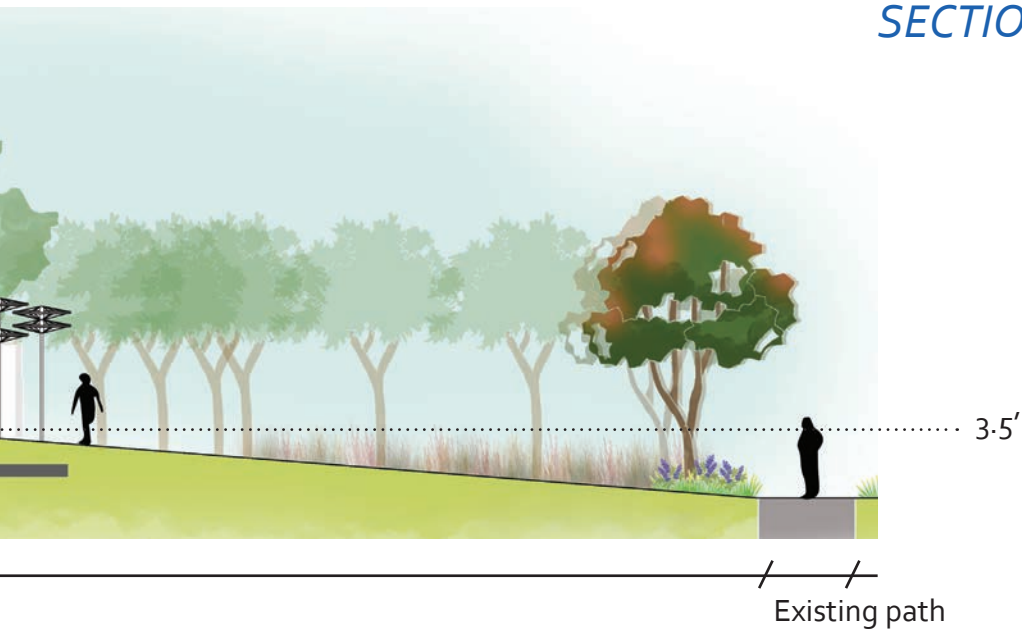
Fig 5.15 Section CC'



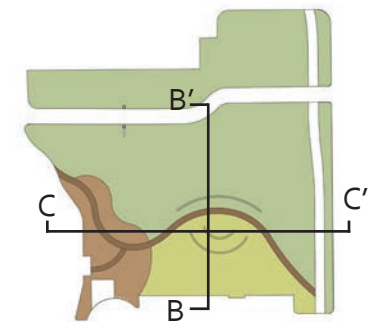
SECTION BB'

Vertical scale 0 10'

Horizontal scale 0 20'



SECTION CC'



PLANTS SUGGESTIONS

These planting selections are based on the climate of Davis, CA. The water use ranges from low to medium in order to reduce irrigation. The grasses would be cut down when traffic is lower, such as during the summer and winter. More planting varieties are provided on p. 66



C. Leptosyne gigantea



G. Lavalunda angustifolia



D. Ceanothus foliosus



D. Eriogonum fasciculatum
var fasciculatum



A. Magnolia soulengana



B. Craspedia globosa



E. Acer palmatum



F. Largerstroemia spp.



G. Achillea millefolium



H. Stipa pulchra



I. Blue grama grass



I. Muhlenbergia 'White Cloud'



G. Lupinus polyphyllus



H. Muhlenbergia capillaris



H. Miscanthus sinensis 'Yakushima Dwarf'



I. Muhlenbergia Rigens



G. Santolina spp.



J. Kniphofia uvaria



J. Solidago velutina spp.



K. Callistemon citrinus

Fig 5.16 Suggested plants

Symbol	Scientific Name	Common Name	Coverage	Bloom season	Height	Width	Water Needs
Trees							
A	<i>Magnolia soulengana</i>	Tulip Tree	Full sun to part shade	February	25'	30'	medium
F	<i>Lagerstroemia spp.</i>	Crape Myrtle	Full sun	Dark green leaves turns orange in the fall	25'	15'-25'	medium
E	<i>Acer palmatum</i>	Japanese Maple	Partial to full sun	Fall turns red/orange	20'	20'	medium
E	<i>Pistacia Chinensis</i>	Chinese Pistache	Full sun	In the fall, leaves turn orange to red	30'	25-35'	low
Meadow							
I	<i>Bouteloua gracilis</i>	Blue Grama Grass	Full sun/part shade	Summer	1.5'-2'	1.5'-2'	low
I	<i>Muhlenbergia 'White Cloud'</i>	White Awn Muhly	Full Sun	Fall	2'-3'	4'	low
I	<i>Muhlenbergia Rigens</i>	Deer grass	Full sun/light shade	Fall	4'	4'	low
Meadow							
H	<i>Muhlenbergia capillaris</i>	Pink Muhly Grass	Full sun/light shade	Fall	3'-6'	3'	low
H	<i>Miscanthus sinensis 'Yakushima Dwarf'</i>	Dwarf Maiden Grass	Full sun	Fall	3-4'	3'	medium
H	<i>Stipa pulchra</i>	Purple needlegrass	Full sun	May, remain green throughout the year	2'	2.5'	very low
Shorter height plants							
G	<i>Eschscholzia Californica</i>	California Poppy	Full sun	Fall, Winter	1'	1'-2'	very low
G	<i>Santolina spp.</i>	Lavender Cotton	Full sun	Spring, Summer, Fall	1-2'	2'	low
G	<i>Festuca glauca 'Elijah Blue'</i>	Blue Fescue	Full sun	Summer	1'	1'	low to medium
G	<i>Achillea millefolium</i>	Common Yarrow	Full sun	Spring, Summer	3'	1'	low
G	<i>Solidago velutina ssp. californica</i>	California Goldenrod	Full sun, part shade, shade	Spring, summer	1.5-5'	1'	low
G	<i>Penstemon hybrids</i>	Garden Penstemon	Full/part sun	Early summer	3-5'	1'-2'	medium
G	<i>Lavandula angustifolia</i>	English Lavender	Full sun	Summer	1-5'	1.5'	low to medium
G	<i>Santolina spp.</i>	Lavender Cotton	Full sun	Spring, summer, fall	1-2'	2'	low
J	<i>Solidago velutina ssp. californica</i>	California Goldenrod	Full sun, part shade, shade	Spring, summer	1.5-5'	1'	low
J	<i>Santolina spp.</i>	Lavender Cotton	Full sun	Spring, summer, fall	1-2'	2'	low
J, B	<i>Kniphofia uvaria</i>	Red Hot Poker	Full sun	Spring, Summer	3-4'	1'-3'	medium
J	<i>Lupinus polyphyllus</i>	Lupine	Full sun	Summer	1.5'-4'	1.5'-3'	medium
B	<i>Craspedia globosa</i>	Billy Button	Full sun	Year round	2'	1'	Medium
Taller height plants							
C	<i>Leptosyne gigantea</i>	Giant Coreopsis	Full sun	Spring, Winter	3.3'-8'	3'	low
D	<i>Ceanothus foliosus</i>	Wavy Leaved Ceanothus	Full sun	Spring, Winter	3.5'-7'	4-6'	low
D	<i>Ceanothus verrucosus</i>	White Coast Ceanothus	Ful sun	Spring, Winter	3'-10'	3-8'	low
K	<i>Callistemon citrinus</i>	Bottlebrush	Full sun	6" long brushes appear in waves throughout the year	Shrub 10-15' tall, if cut into trees height can reach to 20-25' tall	20'	low

Source: ucanr.edu, calscape.org

CHAPTER 6 | *CONCLUSION*
APPENDIX

CONCLUSION

The desire to gain a higher education is a positive step in American society. As more people gain college degrees, competition and pressure arises. As individuals, we are challenged to strive to be the best. The constant pressure that students face on a daily basis has a negative effect on their well-being. The college environment should create a positive environment which enhances feelings of curiosity, motivation, and empowerment. When more students are feeling this way, they are better able to make a positive impact on the world and have a successful future. The principles of restorative environment were carried out in this design in hope of creating

an atmosphere where the UC Davis community can take a mental break. The design brings attention to the site's history to enhance the identity of UC Davis. By applying theories of environmental psychology and place identity to my site design, I hopes to make a positive impact on the daily lives of the UC Davis community.

APPENDIX

Survey I

Year(s) spent at UC Davis: _____

Major: _____

How many units do you normally take? _____

Do you have full time or part time job(s)? _____

If yes, how many hours per week do you work? _____

Do you feel challenged at school? (circle one)

1=Not at all 2=Not really challenged 3=Challenged enough 4=Mostly challenged 5=Very challenged, hard to keep up

1 2 3 4 5

How much do you feel overwhelmed? Circle one:

1=No 2= Mostly of times no 3=Sometimes 4=Most of times yes 5=All the time yes

1 2 3 4 5

How often do you feel overwhelmed? Circle one:

1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always

1 2 3 4 5

What kind of environment do you seek out when you feel stressed?

Where on campus, outside do you go to when you feel overwhelmed? (circle on map, flip over)

How often do you go there?

What do you do there?

Describe how you feel there:

Survey I Results

Years spend at UC Davis:	Major:	How many units do you normally take?	Do you have full time or part time job(s)	If yes, how many hours per week do you work?	Do you feel challenged at school?	How much do you feel overwhelmed?	How often do you feel overwhelmed?	What kind of environment do you seek out when you feel stressed?	Where on campus do you go to when you feel overwhelmed?	How often do you go there?	What do you do there?	Describe how you feel there:
	3 HDE	14	Part time	17	4	4		Good company (with friends, family at ROW)	Silo, MU (Terminals), arboretum	Everyday	Drive buses/sit and read/look at nature	Calm, peaceful, happy
	5 SAFS	16	Part time	20	4	4		4 Somewhere out and open	SCC, MU, or the quad	Frequently, but mostly for studying	Study or eat lunch or sit to pass time until my next obligation	Still overwhelmed but it's better since I'm not in class or in work
	2 CHEMISTRY	15-17	no	n/a	5	5		5 Relaxing, usually at home nature, or fun activities with 4 friends	ARC	Once a week, maybe	Work out	Stress relieving to work on myself
	2.5 HDE	16	no	n/a	3	3		3 a place with friends + food	Quad or arboretum	Once a week	take a mental break, listen to music, nap, walk	relaxed, calm
	Communications	12-16	part time job	10	4	3		3 others do better than me	arc pavilion and Memorial union	couple times a week	use massage chairs, get food/coffee chat on LINE with friends in Japan	generally relaxed, happy
	1 EDU	17	no	n/a	3	4		Study groups, being with friends	library	sometimes		nothing
	0 Computer science	16	n/a	n/a	4	3		3 in the same predicament helps	arboretum	rarely, but often in the fall	sit around and draw	peaceful and relaxed
	2 Pharm chem	13	part time	25	2	3		2 coffee shop	Quad	rarely	Just lying there	Peaceful
	3 Comparative Literature	13	part time	10	2	4		Open space like the arboretum, or private space where I can play music	Quad, vet med, arb	once or two times /week	Lay in the sun, relax, walk around	Peaceful
	1 psychology/sociology	15			4	3		Friends dorm and EOP cottage. A relaxed location where one can laugh	ARC, EOP cottage	twice a week	talk to advisor (PAC) and joke around	relaxed and nonjudgement environment, happy
	3 engineering	17	part time	20	5	3		3 familiar place	arboretum	bi-weekly	read or listen to music	relaxed
	4 Evolution, biology and diversity	15	yes	8	4	3		3 calm, quiet	arboretum, sometimes quad	frequently freshmen/sophomore year, hardly ever now	sit and listen to music, people watch	more relaxed, away from stressful atmosphere
	2 clinical nutrition	13-15	personal trainer	10	4	3		3 nature, relaxing, my bed	arb	3-4 times a week	eat lunch, look at ducks/squirrels, mushroom hunt	calm, unbothered
	3 biosci	15	yes	10	4	3		4 relaxing, peaceful, outdoors nature, away from noise/people	arb/quad	a few times/week	listen to music, nap	relaxed
	2 HDE	16	no		4	2		3 faith/community	Surge III, arboretum	2-3x a week, as needed	listen to podcasts, pray, journal, take a walk	relaxed/peaceful
	3 BioSci	14-17	no		3	4		I tend to gravitate towards open and quiet spaces outside of a confined building	Mrak Mall, arboretum, lake spafford	Not too often, but usually when I feel too overwhelmed and exhausted from studying too much	I find a nice grassy area to sit, eat lunch, look at pretty nature around me and just breathe	I feel at ease. Although I have a lot on my plate, simple open areas with lots of nature helps me calm me down. Suddenly life isn't as difficult as it seems anymore. If we just take the time to smell the flowers, then we realize how fulfilling our life can be. Aka hanging out/spending time outside just really cleanses and refreshes you (if that makes any sense)
	4.5 ESM/Pre-health	12-15	no		4	4		4 Comfortable/comforting, warm, peaceful	Quad	Not often, mostly only when it is a nice day more often in spring quarter	Sit in the sun/grass, sometimes with friends also usually eat something	relaxed, more at ease, happy
	0.5 Undecided	15	no		4	4		4 quiet	Arboretum?	seldom	rest	silent environment make me feel calm
	2 economics	14	no		4	3		3 Calm with friends	Quad or MU	2-3 times a week	eat and relax with friends	Very calm and relaxed, almost forgot stress
	4 Chemistry	14	part time	10	4	4		3 Quiet study environment	home, arb	1 day/week	sit/relax/watch ducks	relaxed, relieved
	2 Mechanical engineering	15-17	no		3	2		One that makes me happy 2 (friends, music, hobbies)	Physics building?	Once a week	look for cats and pet if it lets me	calm, relaxed
	4 Chem E	16	part time	15	4	3		3 inside, with food	ARC	twice a week	basketball	less overwhelmed
	4 Nutrition	15		5	3	3		2 Watch tv, eat	market, share tea, downtown	every week	eat, buy fruit	happy
5 months	Geography	12		20	3	3		3 home, library, art galleries	cafes, art galleries, home	sometimes	writing, talking, painting	relieved, motivated
	3.5 SED	12-13	part time	10	3	4		some place private where I can talk to friends/family	depends on the season... when it's warm, the quad but when it's cold any building w/o a lot of people (like lobby of young hall)	once/twice a week	study/catch up on emails	usually pretty okay because I can take a second to calm down if i'm stressed

Years spend at UC Davis:	Major:	How many units do you normally take?	Do you have full time or part time job(s)	If yes, how many hours per week do you work?	Do you feel challenged at school?	How much do you feel overwhelmed?	How often do you feel overwhelmed?	What kind of environment do you seek out when you feel stressed?	Where on campus do you go to when you feel overwhelmed?	How often do you go there?	What do you do there?	Describe how you feel there:
	3.5 SED	12-13	part time		10	3	4	some place private where I can talk to friends/family	depends on the season.. when it's warm, the quad but when its cold any building w/o a lot of people (like lobby of young hall)	once/twice a week	study/catch up on emails	usually pretty okay because I can take a second to calm down if i'm stressed
	4 chemistry	15	no			4	4	4 Quiet/calming	none, usually go home			
2 quarters	NPB	14	part time		24	4	3	4 Quiet place to do work	3rd floor shields	2x a week	study/relax	At peace knowing I can work in peace
	2 NPB	14	no	n/a		4	3	3 relaxing, or gym	gym, chairs in bookstore, grass in quad	every other day	listen to music, study, homework	calm/at peace
	Managerial Economics	16	part time		15	4	3	3 Quiet and peaceful to try and calm down	Quad	depends	Sit and observe	Peaceful
	3 Stats	13	part time		10	4	3	4 A fitness environment or a place with no people	Downtown, quad, coho, or ARC	Everyday	eat, work, chill	relieved
	4 CRD	14	no			5	4	3 Quiet places like the arboretum or SCC	Arboretum or arc	not too often since its been cold. Usually once every two weeks, came for arc	relaxed, read, run	relaxed
	4 Theatre	15	part time	18-25		3	4	4 privacy (ex my room)	not on campus	never	I don't	I don't feel calm on campus
	4 Chemical E.	16/quarter	no			5	4	4 Quiet, secluded	quad	once a day	sit down, browse the internet	In my own world where HW does not matter
	2 Political Science	16-17	no			3	2	2 My room lol (Quiet, not busy)	Outside Sproul Hall	maybe once a school year	Just chill and listen to music	relaxed
	4 Computer science	12	no			4	4	4 The computer game environment	SCC (outside), Earth and Physical Science	SCC-everyday, other circled areas one time per week	walk around	Both welcome and alone, to balance myself
	4 Microbiology	15	yes	12		4	5	4 My bed/home	Quad	Not often, because too many people	Sit, eat, people watch	neutral-indifferent
2 quarters	Animal science	15	no	n/a		4	4	3 friendly/peaceful	Lake spafford	once every two weeks	talk with friends	relaxed
2 quarters	Biochemistry and molecular biology	12 to 16	no	n/a		4	3	4 my room or somewhere quiet on campus	the silo, the community center	everyday before class or in-between classes	I study or do homework	I feel that I can relax there as I do my work
2 quarters	Computer science	17	no	n/a		4	4	4 Comfort/soft (like a bed)	silo	once a week (at least)	eat and talk	not lonely
2 quarters	biotechnology	15	no	n/a		4	3	3 soccer field, gym, library	Shields Library	3x a week	study, people watch	productive and less stressed
	Global disease biology	14	no			5	4	3 nature	arboretum	Twice a month	relax	at peace
	3 LDA	14 to 16	part-time	12 to 20		4	4	4 sleep, bed, rest, maybe games? One I can control as much as possible in, often my house	Quad, ARC, lake spafford	Most of the time, rarely at the arboretum	Sit, watch videos, sleep	I feel at peace, but also lazy, there are times when I can get stressed at those locations
	3 LDA	15	yes	2 to 5		3	4		MU, Hunt	2+ times a week	Get coffee, sit in hammock take a break/take a nap, eat or read a book, not related to my studies, listen to music, look outside and observe people or focus on nature	stressed, but less so
	3 LDA	14	no	n/a		4	3	3 Big, spacious windows, cozy atmosphere	Hunt hall studio, hunt hall courtyard	Almost every day of the week	sit and think, read some articles I catch up with the rest of the surrounding world	Relieved, gain energy to move forward
	4 LDA	13 to 17	part time	14 - 20		4	4	4 Cozy, away from other people	Hunt hall courtyard, lake spafford	Sometimes, not often (not enough free time)		at peace
	4 LDA	16 to 19	no	n/a		4	3	3 nature, no/few people	arboretum	1x a week	take a nap, people watch	calm, released
1.5 years	LDA	15	no	n/a		4	3	3 A different environment that I was stressed in, 3 arboretum/shrem museum	arboretum, shrem museum	once a week	just relax, talk with someone	there is space to breathe also visit the foothills plant collection because I'm from the sierra foothills. It helps me relax with the aromatic they put off. It truly appreciate the jefferey
	1 Pre-LDA	12 or 13	no	n/a		4	4	4 I usually visit the arboretum to relieve stress and get some exercise	arboretum	once or twice a week	bicycle and listen to music	
	3.5 LDA	14-15	part time	4 to 8		3	2	2 Somewhere quiet and open, usually inside (eg reading room in the library, if its good weather I'll take a walk	Quad, arboretum	Once or twice a week, the closer to hunt, the more frequent	relax, think, sit down, watch people	Calm, observant
	Animal Biology	15	part time	10		4	3	3 I like to seek an environment where I can be by myself and meditate	Home, church, LGBTQIA center	Every 2 weeks	Listen to music, hang out, nap, do some work in peace	I like calm and quiet. I like having times where I can be by myself and think
	Sustainable Environmental Design	14	part time	14		4	3	4 Quiet, empty	Quad	Not often. Once a quarter	Sit under the bench under the tree	Pensive, and that feeling when you're either going to cry or calm down
	Human Development	16	No			3	4	3 Nature/outside	Quad/cows	A few times a quarter	Chill/hang out with cows	Calm

Years spend at UC Davis:	Major:	How many units do you normally take?	Do you have full time or part time job(s)	If yes, how many hours per week do you work?	Do you feel challenged at school?	How much do you feel overwhelmed?	How often do you feel overwhelmed?	What kind of environment do you seek out when you feel stressed?	Where on campus do you go to when you feel overwhelmed?	How often do you go there?	What do you do there?	Describe how you feel there:
	Human Development	16	No			3	4	3 Nature/outside	Quad/cows	A few times a quarter	Chill/hang out with cows	Calm
	Evolution, Ecology, Biodiversity	16	Part time	6		4	3	4 My home	The arboretum	2-3 times a week	Eat, sketch, listen to music	Peaceful
	Psychology	16	part time	8		5	3	3 A quiet landscape	It's too cold outside but I like the hammocks by the mu and the bridge between Olson and the library	Rarely	Read	Peaceful
1 year and 2 qts	textile science	14-16	part time	Breaks		4	5	Anywhere outside or out of Davis	MU quad	Not often	Sit with friends, lay on the grass	Calm, relaxed, but still upbeat
	Atmospheric science	13	part time	19		4	3	3 Quiet, alone	To the Quad or CoHo	1-2 a day	Study or relax through watch shows. In the case of the quad, take a nap	Relaxed
	Wildlife	17	no			5	4	4 My bed	Arboretum	Not that often	Walk, look for ducks	Calmer
	Communication and Design	16	part time	10		3	3	3 A quiet, peaceful one	Quad	Once every couple weeks	Sit, read, listen to music	Whole
	Psychology	12-13	part time	20-30		4	4	4 Supportive and encouraging	Coho	2 to 3	Grab coffee, food	Overwhelmed by seeing everyone, everything is so fast pace, reminds you of the quarantine
	Environmental Chemistry	16	part time	15		4	3	Either lively, fun, and social or tranquil and solitary depending on what I feel I need	Arboretum if I want calm or outside the Silo/MU if I want somewhere more lively	Not much, I have work/classes back to back 8am-6pm and go home immediately so I don't have time to hang around campus for relaxing	Watch videos on my phone, play games on my phone, or just sit and look around/people watch	Happier, safe, at ease
	Biological Anthropology	16	no			5	3	4 Vibrant, happy environments	The arboretum	Once a week-ish	Walk	Much much calmer
	NPB	15		3 8 to 10		3	3	Calm, spacious but comfy, relatively quiet, warm but not too warm, not too bright	The quad, arboretum, on bike rides, MU, places that provide distraction from the feeling of being overwhelmed so sometimes I like to be somewhere busy like the CoHo	Everyday	Study, read, meet with friends, eat, vegetate, chill	calmer, distracted from feeling overwhelmed or anxious
	Teaching credential/phy sics	19	part time	15 to 25		5	5	Dim Lit Room, coffee shops, 4 chapel	Temple, Peets coffee, philz coffee, newman catholic center chapel, train tracks located around davis	3 to 5 times a week	Study, do hw, listen to music, compose music (EDM) on my laptop, drink coffee	I literally place myself into another atmosphere physically and mentally. The point is to escape from everything and to enter into my own world. I love it. It's such a relief. Even if I feel like garbage while I'm in the middle of escaping, at least I have a place where I'm allowed to feel something, as opposed to a place where I'm too rushed to feel anything. :)
	Biotechnology	15	part time	13		4	3	3 My home	The little garden near bowley	rarely	Sit, look at flowers, sometimes call my mom	Relaxed

Survey II

My research project is about studying on what activities students desire to perform when they feel stressed and overwhelmed. Direct observations and surveys were part of the methods of the research. In this questionnaire, please answer the following questions to help me advance in my research and design process.

Questions regarding East Field:

1. If this place could talk, what would it tell you about itself?



2. In doing the plan for East Field, what proposals would you make for this area? (please circle all that apply)



3. Are there other things that you would like to see in this place?

Survey II Results

If this place could talk, what would it tell you about itself?	In doing the plan for East Field, what proposals would you make for this area (please circle all that apply)	Are there other things you would like to see in this place?
Calm, sees some foot/bike traffic, but not too much good picnic spot	a, g,e,h,c,f	
This is the place to take grad photos	d, g,e,f	
It would tell me that a lot of people cross it to get to main campus but it usually isnt that busy. Its main attraction is the UC Davis sign that people take pictures by	e, f, c	
"Davis is calm and natural!", "Yay open space! Perfect for sitting/naping"	e, f	Why change this? maybe hammocks are acceptable and some flowers
It is a very relaxing place with little distractions	d, b, e,	
Thinking of a pond. A small one. Hammocks would be cool. Area for freshmen to plan "their" tree	g, e, f	
Come take a nap	d, e, c, f	Comfortable seating
It has seen a lot of stressed bikers, happy people leaving their midterms and smokers	d, b, e, c, f	
I'm a relaxing space to lay down	e, f	
It wants to have more trees/variety of plants/ no turf	e, f	Benches, painted by students
"We can do it!"	d, g, f	
It is bright and green, and inviting, it could be used for small gatherings, it is overused for graduation photos	d, b, e, f	Benches
I'm lonely, come here	d, e, c	sleeping pods
Place to take graduation photos here. I'm very popular with graduation photos	d,	Flowers. Flowers make me happy
I'm bored, please hang out with me	d	Small pond
Iconic UC Davis sign, secluded area unlike the grassy quad	d, e, c, f	Herb garden
It is a calming place to relax and be calmed	e, c, f,	artwork
	e, f	
Needs more activity, there is too much turf, too boring	d, b, e, f	Petting zoo: maybe kittens and puppies
Much needed	d, e, c	

If this place could talk, what would it tell you about itself?	In doing the plan for East Field, what proposals would you make for this area (please circle all that apply)	Are there other things you would like to see in this place?
Grad pics classic, chill/quiet spot, not much going on here	e, c, f,	Maybe study spots/picnic tables and chairs
Looks like a hidden entrance, coming from downtown. Since it has a sign but not much to show	e,g	
Chillax man	c, d, f	
Peaceful and plain. Good place to just think	b, c, d, h	
Study here, it's such a great open space	e, f	Maybe some tables to study on
It would say it's a place to relax	f	
That a lot of people come to take pictures here and squirrels are always around	d, e, f h	
It is lonely and unloved	a, d, e	Nice seating
Honestly I feel like it would say that it needs to be repurposed	d, e, f	No, I think it would be a really cutre lowkey hang out spot with the 3 things listed above
Serene and tranquil	d, e, f	These are all great ideas!
Traditional	c, d, f	Relaxing study spaces outdoor
A lot more nature	e, f	No, not at the moment
This is a calm, relaxing oasis. Probably to lay down and take a breather	a, d, e, f	more trees for shade
It's an open space welcome to anyone	d, e, f	Places to sit to enjoy the day/nature
Open space, good to lounge on grass	g, c, f	
Study here, sit with me. I'm lonely	d, e, c, f	artwork, more trees. Play around with different degrees of publicness
How soft the grass is, how quiet it is. What kinds of people walk by every day	c, e, f	A more defined entrance to campus

a	SPLASH PAD (WATER PLAY AREA)
b	TRAMPOLINES
c	MOVABLE FURNITURES
d	SWINGS

e	AROMATIC PLANTINGS AND COLORFUL FLOWERS
f	HAMMOCKS
g	ROCKS FOOT MASSAGE
h	ROCK CLIMBING

INTERVIEW WITH EMILIA AGUIRRE, UC DAVIS HEALTH SPECIALIST

Conducted May 3rd, 2018

Emilia is one of the four health specialists at the UC Davis campus. Her role has evolved since she started working at UC Davis. One of her main role of the campus is to try to promote mental health awareness on campus. One of the ways her role does is promote resources for students. Some of the resources that she has been working on is promoting sleep health by providing napping map, stress reduction education, and currently she is working on changing a policy of having a 2-day non instructional days prior to finals week to decrease student stress.

In addition, Emilia has been working on the suicide prevention and crisis text line so that students can get direct access to someone to talk to 24/7 when there is an urgent need. There is a plan on putting signage across campus regarding the crisis text line. *Each Aggie Matters* is a mental health movement on campus which the goal is to bringing awareness of the resources that students have and providing advice to students. On the *Each Aggie Matters* website, Emilia is also developing a self-care web page and she is working to have a self-care map.

Every three years, Emilia works on the strategic planning where she research and gather data on current student problems. Based on these data, she generated ideas and

projects to aid mental health awareness on the UC Davis campus.

During my interview with Emilia, she mentioned that anxiety, stress, and sleep problems are the top three problems of college students. The university works as a whole and funding is one of the biggest issues when it comes to conducting a project. Emilia suggested that feasible projects will most likely to happen due to the limited funding the department has.

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