

Rio Hondo College

Campus Master Plan 2005-2014



FINAL DRAFT

September 20, 2006



ACKNOWLEDGEMENTS

Rio Hondo College wishes to acknowledge the residents of the District. Their support in passing the Bond Measure has made this entire effort possible.

The intelligent and thoughtful input that the College has received from throughout the community has also been invaluable in shaping this comprehensive Campus Master Plan, which will guide the development of the College, both on the main campus and at the off-site centers, for the next two decades.

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Table of Contents

INTRODUCTION	1
SECTION ONE	
Planning Criteria: Goals, Principles and Strategies Guiding the Campus Master Plan	4
I. Goals	
II. Guiding Principles	
III. Planning Principles	
IV. Strategies	
V. Process	
SECTION TWO	10
Campus Master Plan Components	
I. New Buildings	
II. Modernization Projects	
III. Access and Circulation	
IV. Campus Gathering Spaces	
V. Food Service	
VI. Campus Lighting	
VII. Campus Signage and Wayfinding	
VIII. Master Plan Organization	
SECTION THREE	27
Campus Master Plan Implementation and Phasing	
I. Phasing Criteria and Quick Start Projects	
II. Strategies	
List of Consultant Partners	
APPENDIX A: LISTING OF PRIORITY PROJECTS	
APPENDIX B: SUPPLEMENTAL DIAGRAMS	
APPENDIX C: ARCHITECTURAL GUIDELINES, SIGNAGE AND WAYFINDING MASTER PLAN, LIGHTING MASTER PLAN	
APPENDIX D: LANDSCAPE MASTER PLAN	

LIST OF ILLUSTRATIONS

<i>Master Plan Diagrams</i>	<i>Page</i>		<i>Page</i>
Landscape Plan (example)	2	Campus Gathering Spaces	14, 26
Infrastructure Plan (example)	2	Campus Lighting Plan	16
Architectural Guidelines (example)	2	Campus Core Lighting Plan	17
Facilities Master Plan	2	Schematic Vehicular Sign Location Plan	18
Section Through Lower Quad Looking North	3	Schematic Pedestrian Sign Location Plan	19
Potential Funding Sources	5	Automobile Circulation Plan	21
Existing Campus Plan	8	Pedestrian & Transit Circulation	22
New & Renovated Buildings	10	ADA Access & Circulation	23
Campus Master Plan 2014	11, 13	Emergency Access and Circulation Plan	24
Technology Level Quad Plan	12	Service Circulation Plan	25
Upper Level Quad Plan	12		
Lower Level Quad Plan	12		
Campus Core	12		

Introduction

Introduction

DEVELOPMENT OF THE VISION PLAN AND THE FACILITIES MASTER PLAN

In 2002, after conducting more than 20 meetings with departments and the general campus to review existing educational programs and to project growth for the next 15 years, an Educational Master Plan was completed. Space requirements were developed based on the projected growth of educational programs.

As part of this effort, a Space Inventory Study measured the assignable square footage of every building on campus, coding each space according to the Chancellor's Office guidelines. At roughly the same time, a Level I Assessment in 2002 and a Level II Assessment in 2003 were completed to determine the condition of existing facilities. These documents became the driving force and framework behind the development of the Facilities Master Plan.

An initial draft of the Facilities Master Plan was developed in 2002. Campus input was provided through activities that included:

- ⌘ Three campus-wide retreats including a two-day program at the Pala Mesa resort and two, one-day retreats on campus. More than 250 attended, including faculty, staff, administrators, and Board members.
- ⌘ Campus Master Plan consultants met with each department to discuss space needs at a series of planning meetings.
- ⌘ Campus presentations including monthly campus-wide programs, an update and special breakout workshops at FLEX day at the beginning of each semester, and visits to each department.

In 2003, the College continued the development of the Facilities Master Plan with input from a wide spectrum of representatives and constituent groups from the campus community including:

The Local Community

14 Town Hall meetings were held in order to obtain input from District residents.

Students

More than 300 students participated in discussion sessions with the Campus Master Plan Architect.

Faculty and Staff

The Campus Master Plan Architect met with each department to refine the space requirements of specific programs.

Three different retreats were held at the UCLA Conference Center at Lake Arrowhead: two campus-wide retreats - one in 2003 and one in 2004 - and one for managers in 2004.



The Board of Trustees continued with regular updates on the Campus Master Plan, including several special Board

meetings that focused primarily on the building program. Campus-wide updates were held after each Board meeting, starting in 2004 and continuing through 2006.

In 2004-05, an update of the space projections required for each academic area was completed. Consultants met individually with each department in the development of these projections.

REFINEMENT OF THE CAMPUS MASTER PLAN

In the timeframe between the Vision Plan through the initial drafts of the Campus Master Plan to its final form, the planning team continued to dialogue with the campus community on various alternatives under consideration.

Regular campus-wide meetings facilitated two way communication so that the College community remained informed and the project team obtained valuable insights and feedback. Information or study sessions with the Board of Trustees allowed members to track the development of the plan, evaluate suggested alternatives and voice their observations and concerns.

Ongoing workshops, attended by various combinations of the project design team including consultants, focused on specific aspects or components of the plan.



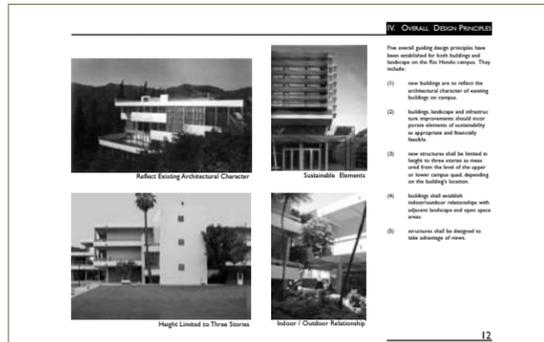
Science Building from Administration Building



Library and Business & Arts Building



Southeast Corner of Business & Arts Building



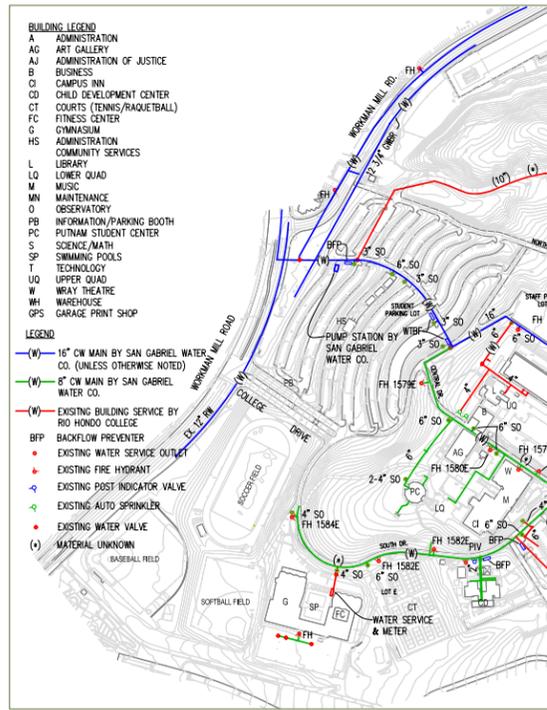
Architectural Guidelines



Facilities Master Plan



Landscape Master Plan



Infrastructure Master Plan

The refinement process included the following activities:

☛ *Zooming In*

By taking a closer look at specific areas of the Plan, the Rio Hondo College planning team was better able to understand existing conditions and obtain a more complete understanding of functional or operational requirements.

☛ *Verification of Assumptions*

Decisions that were for implementation on a campus-wide scale were tested on a localized basis to make sure that they were valid. Lessons learned were applied campus-wide to improve the overall plan.

☛ *Accommodation of Additional Criteria*

Throughout the process, different constituency groups from the entire campus community continued to provide input, and the planning group continued to provide insights. These were incorporated into the plan through adjustments and refinements.

☛ *Evaluation in Terms of Overall Goals and Guiding Principles*

Each proposal was evaluated in terms of the originally stated goals and guiding principles for the program.

☛ *Looking for a Better Way*

Previously developed plan components were continually challenged to make sure that any given element was the most effective at achieving the programs' stated intentions.

☛ *Doing More for Less*

All suggested strategies and proposals were evaluated with regard to probable cost and considered in terms of the most effective way to achieve the program goals. Proposals that addressed more than one criterion or solved a problem more efficiently were favored over others.

DESCRIPTION OF CAMPUS MASTER PLAN DOCUMENTATION

The following four documents make up the Campus Master Plan. They have been developed simultaneously and are interdependent.

I. FACILITIES MASTER PLAN

Describes the complete campus improvement program including: new and renovated buildings; vehicular and pedestrian access and circulation; spatial organization; concepts for campus lighting and way-finding (signage and graphics) and program phasing.

II. LANDSCAPE MASTER PLAN

Describes the intended character of all campus open spaces with suggestions for planting, paving materials, and outdoor furniture as well as a strategy for implementation, including replacement of aging plant materials to ensure the continuity of the campus's landscape well into the future.

III. ARCHITECTURAL GUIDELINES

Describes the requirements for building massing and architectural language based on the precedents set by the existing campus buildings and the agreed upon vision of the future campus. The appearance of elements such as campus signage and lighting fixtures are addressed in this document.

IV. INFRASTRUCTURE MASTER PLAN

Describes new and modernized utility and communication (data and telecommunications) networks throughout campus.

RESOURCES AVAILABLE

The campus improvement program is being substantially funded by local bond funds. The building program team has been, and will continue to, aggressively pursue other funding sources, including those available through private entities and state bond measures.

OBJECTIVES

1. Develop a complete Campus Master Plan that supports the original goals of the Educational Master Plan, the mission of the College and the guiding principles of the Vision Plan.
2. Develop a plan flexible enough to accommodate shifts in short-term priorities and variations in funding.
3. Develop a plan that permits further development of the campus in the future, beyond the circumstances envisioned in the current program, in a manner consistent with the values and mission of the College.

INTENDED OUTCOME

No master plan is ever final; there are too many unknowns and variables to predict with absolute certainty every factor that will influence the development of a campus over time.

It is possible to develop a plan that is flexible enough to provide options for the future so that an institution is able to adjust to unforeseen circumstances. A plan that allows for more choices to be made further along in the process, or accommodates a "greater number of potential futures," is a stronger plan.

One of the goals of the Rio Hondo College Campus Master Planning effort is to develop such a plan.

THE PLANNING TEAM

The Campus Master Plan has been developed under the direction of the Board of Trustees. The planning team included members of the following groups:

Management and Operations Team

Composed of representatives of Campus Administration and the Rio Hondo College project management team, this group has been responsible for determining policy decisions as they related to the Plan development.

Steering Committee

Primarily responsible for reviewing the work of the professional consultants and making recommendations to the Board of Trustees for approval of specific plan proposals. The Committee is made up of representatives from administration and facilities, technical advisors to the President, members of the Rio Hondo College Program Management team, and as the needs of specific projects dictated, faculty, staff and specialty consultants.

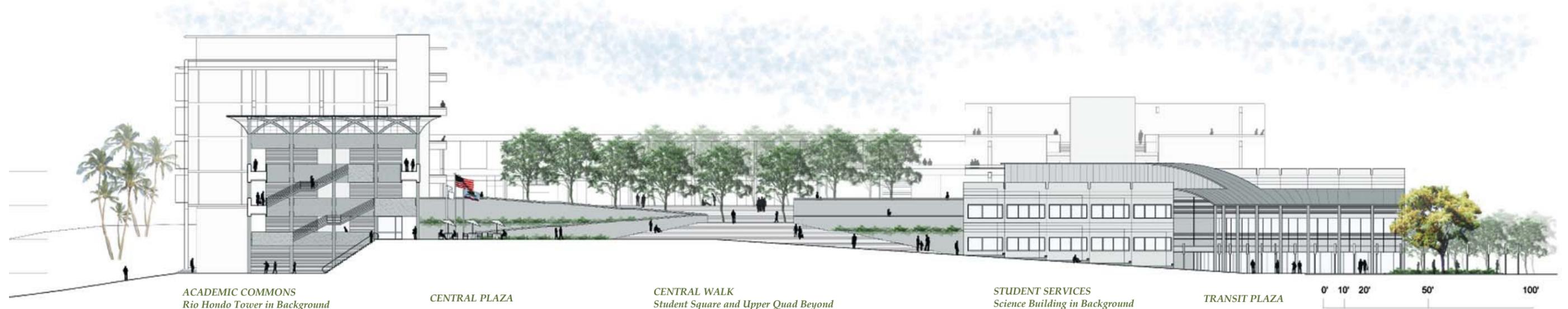
Rio Hondo College Program Management Team

The role of the Program Management team is to manage the entire Program from start to finish, including the coordination of all the professional consultants and construction contractors. This will be accomplished through contract administration, ongoing cost and constructability reviews and the management of the overall program schedule.

Professional Consultants

A number of professional consultants have been relied upon to assist in the development of the vision and details of the Campus Master Plan and the documents that provide its underlying criteria. A listing of these consultants is included at the end of this document.

Conceptual Section Through Campus Core



RIO HONDO COLLEGE - Cross Section through Campus Core
Whittier, California

MASTER PLAN
18 January 2006

Section 1

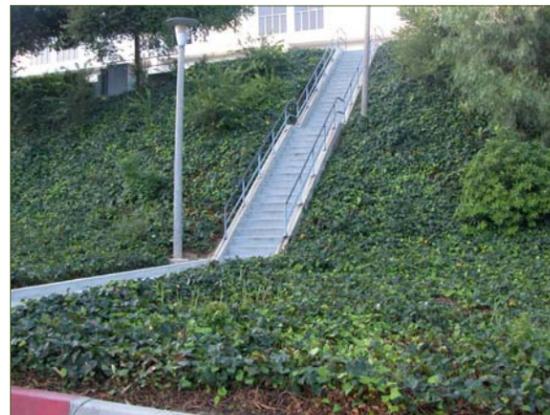
Planning Criteria

Goals, Principles and Strategies Guiding the Master Plan

Planning Criteria: Goals, Principles and Strategies Guiding the Master Plan



*Student Walkway to Library
(Commonly Referred to as the "Goat Path")*



Stairs, Lot F



Central Drive from Business & Arts Building Looking West

I. GOALS

The goals of the Campus Master Plan were outlined through a planning process that involved the entire campus community prior to the placement of the Bond Measure on the ballot in 2004. The articulated goals of the program were instrumental in garnering public support in passage of the ballot measure. They continue to be the primary criteria by which all planning proposals have been measured. The critical issues identified at that time were:

1. Improved Safety

Pedestrian safety along roadways, and lighting levels along both roadways and pedestrian pathways were cited as areas of concern by campus constituency groups and are a primary focus of the Campus Master Plan.

The proposed Campus Master Plan includes the construction of new sidewalks and well marked crosswalks along College and Central Drives, North Drive and the new southern entrance drive, Rio Hondo Parkway. New street lighting along pedestrian pathways is proposed for all major and minor roads, parking areas and pedestrian walks. The Campus Core is envisioned to have all new pedestrian scale lighting to complement the redesigned upper and lower quads and the new Student Square.

2. Improved Access

An apparent shortage of convenient parking, combined with challenging terrain (there is more than a 200 foot change in elevation above sea level from Workman Mill Road to the Campus Core area) are the first obstacles to people arriving on campus. The lack of a clear entry point or "Front Door" once on campus, insufficient wayfinding through signage and other elements necessary to navigate campus destinations are additional challenges to be addressed.

A new vehicle entrance at the southern end of campus will create an identifiable main entrance and lead to the new Transit Plaza via Rio Hondo Parkway, which also provides access to new parking facilities at the PE Complex and adjacent to the Campus Core. The Transit Plaza, located at the entrance to the new Student Services Building, will serve as the primary drop off for private vehicles and the mass transit systems serving the campus, making it the "Front Door" to the College.

New and more clearly identified networks of pedestrian pathways and vertical transportation systems will connect existing parking facilities more effectively to the educational, administrative and social spaces on campus, increasing the efficiency of their use. A new system of signage will identify all the elements of the campus to users and direct both drivers and pedestrians to their intended destinations.

3. Disabled Access

To the greatest extent possible, the campus will be made more accessible to persons with physical disabilities. Within the separate areas or precincts of the campus, i.e. Campus Core, Administration of Justice (both the Academy and the Advanced Training Facility), the Child Development Center and Physical Education Complex, all facilities and most walkways will be available to all individuals using the campus.

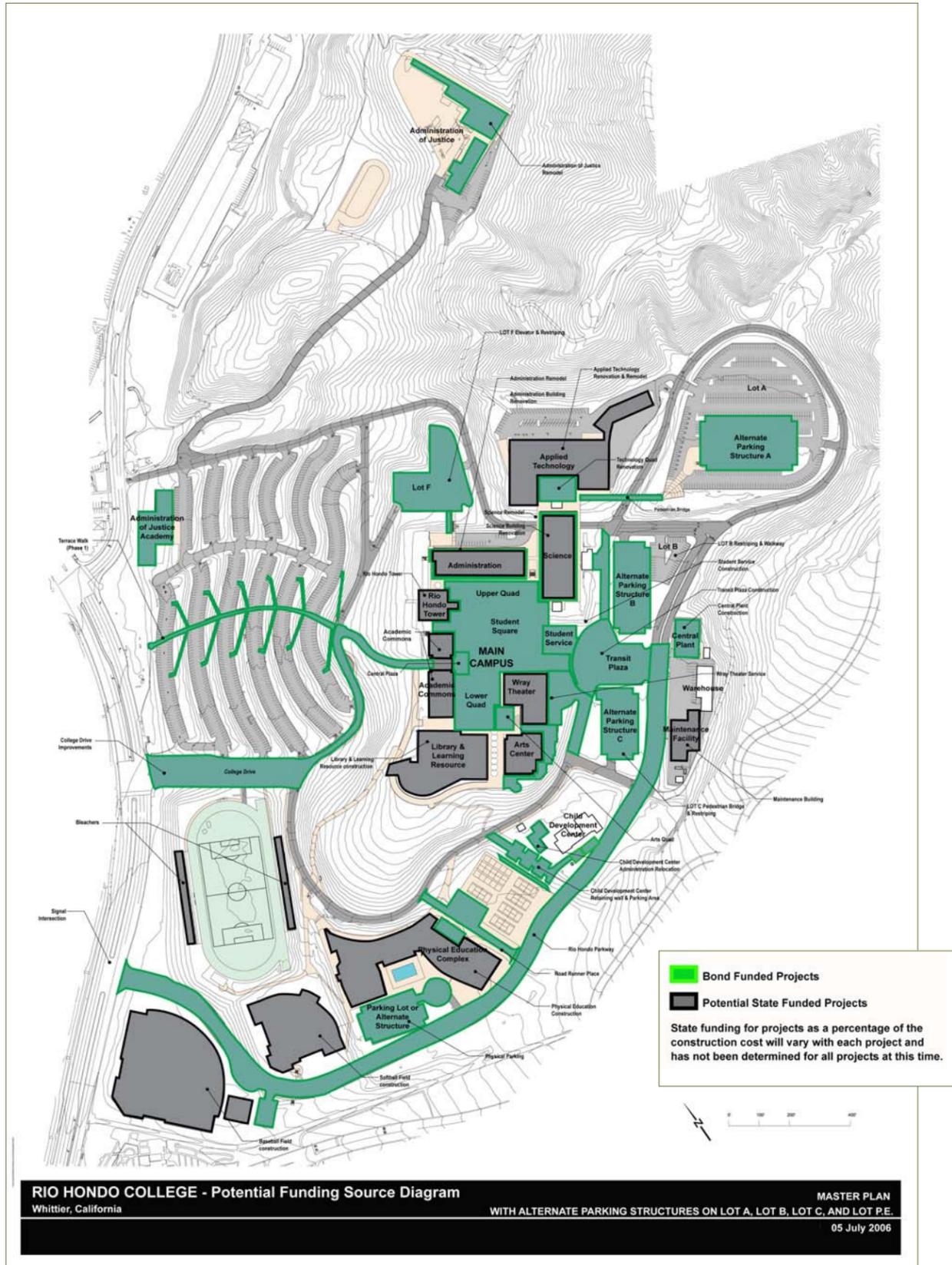
4. Improved Learning Environments

Improved learning environments are to be achieved through expanded and modernized facilities, as increased numbers of teaching spaces are required to meet projected demand. Greater technological capability for new and existing classrooms to support equipment and modern teaching methodologies will also be incorporated.

Modernization will range from building system improvements to the reconfiguration of space and environmental qualities (lighting, sound attenuation, etc.) to the expanded availability of technology to support classroom activities, and is planned for every existing building on campus. New buildings are being planned with the most advanced technology to support the current thinking in teaching methodologies and the pedagogical goals of the College.

5. Improved Sense of Community on Campus

Thoughtfully designed outdoor spaces will provide opportunities for students and faculty to meet in causal circumstances and extend the time students spend on campus, increasing the quality of the social and educational experience on campus.



A redesign of the major outdoor spaces in the Campus Core is made possible by the elimination of the portion of Central Drive that separates the Upper Quad from the Lower Quad. By replacing the existing sloping bridge between the Upper and Lower Quads, the Student Square will connect to both quads at an intermediate level through a series of steps and seating areas and to the new Student Services Building and Transit Plaza, making an active and dynamic hub for the Campus Core.

Other outdoor areas including Technology Quad and the courtyard between the Wray Theater and the proposed Arts Center Building, will be improved with more and better tables and seating, shade and landscape to better facilitate small group meetings, as well as social and study activities.

6. *Expanded Service of the Surrounding Community by the College*

A greater presence in the community would improve access to the opportunities provided by Rio Hondo College to the more remote parts of the District and increase awareness of the College and its resources.

Off-Site Centers in El Monte and Santa Fe Springs will provide a convenient means for more community members to access Rio Hondo College's programs, providing increased visibility in alternate parts of its service area. Off-site program locations include a Fire Training Academy in Santa Fe Springs and general education facilities at a new commercial center in El Monte. An additional site in South Whittier will also provide space for academic and community programs for this area of the District.

7. *Improved Planning in Anticipation of Future Growth*

The plan will permit the growth of campus capacity and the improvement of its facilities in a logical and coherent way, allowing facilities to come on line to meet the projected demand as it materializes.

Phasing of new and renovated construction has been based on the Educational Master Plan and projected growth in student population. New facilities are generally scheduled to come on-line to replace existing ones before they are demolished or renovated and in time to meet projected demand. Renovation of structures will either occur after programs have moved to new facilities (as in the case of the current Library)

or in some cases be staged, with portions of programs being relocated to newly renovated portions of the building while other areas are being worked on, as will be the case for the Applied Technology Building.

8. *Optimal Fiscal Management of Capital Program Funds*

The Campus Master Plan was developed to make best use of the funds available, using them to meet the highest priorities first and wherever they can be used to leverage additional funding to meet the College's goals.

Cycles for potentially available state financing of certain projects have been integrated into the overall program schedule. The availability of these funds is dependent on a number of factors including State budget allocations, passage of Statewide bond measures and the success of Rio Hondo College's application for state funding in any given year for a specific project. Those uncertainties not withstanding, effort has been given to ensure that eligible projects are given the best chance to receive funds available to supplement local bond money. At the same time, projects considered essential to the success of the basic goals of the program are planned to be executed with already secured funds as early in the schedule as feasible.

9. *Sustain Academic Quality Through the Implementation Process*

The implementation of the various projects that make up the Campus Master Plan must accommodate the ongoing operation of the campus in a way that does not diminish the educational experience of the students that are attending courses while the program is executed.

Thirteen phasing plans have been developed indicating campus community and construction access during each semester for the duration of the construction phase of the program. Where possible these have been physically separated, so that construction activities do not interfere with the ongoing educational programs on campus. To the greatest extent possible, it is intended to schedule construction activities such as deliveries of equipment and supplies, so that they do not conflict with normal campus access. Construction sites will be separated by protective barriers and parking for construction personnel will be in designated areas, off-campus if possible.



Library



Business & Arts Building



Business & Arts Building

II. GUIDING PRINCIPLES

The Vision Plan identified a number of Guiding Principles by which the Campus Master Plan was to be developed:

The Campus Plan shall be developed and maintained through a collaborative process.

All segments of the college community should be allowed an opportunity for meaningful input in the development of the Campus Master Plan.

The Campus Master Plan shall be reviewed annually by the Planning & Fiscal Council.

Design of Instructional Buildings

Related instructional programs should be clustered together.

Spatial isolation of programs should be minimized except where appropriate, e.g. Public Service.

The impact of construction on the instructional program shall be minimized.

All technology systems should be integrated and efficient.

Instructional buildings should be designed with maximum flexibility.

The campus shall be accessible, convenient and safe.

The campus should be accessible to all students and employees.

There should be efficient and safe ways to navigate the campus.

Parking should be sufficient and convenient to major sites.

There should be convenient and safe drop-off locations.

Aesthetics and Social Considerations

Open spaces shall be preserved.

There should be a unified campus design.

The campus should have a recognizable entrance.

The natural environment, including the view, shall be preserved.

The campus should have attractive gathering places, both indoors and outdoors.

Student Services

Student services should be combined into a one-stop facility and be accessible to all students.

Student services should be easily accessible from off-campus with convenient parking.

Off-campus center(s) should be convenient for local residents and match the needs of local residents.

Buildings and infrastructure should be environmentally sound.

III. PLANNING PRINCIPLES

As the planning team continued the refinement process, Planning Principles were established that both expanded upon the guiding principles and were identified as a natural progression from the originals:

1. *Site and building development that fosters Rio Hondo College's mission as an exemplary institution*

This implies a level of respect for the activities that are undertaken and the individuals that undertake them on the campus. Appropriate and useful facilities are the logical response to this position.

2. *Recognition of and respect for the existing campus including issues of architectural character and scale*

The existing campus buildings and outdoor spaces are valued by the campus community and new development should respect the architectural language, scale and cohesiveness of the existing structures.

3. *Campus sustainability achieved through building design, materials and systems; site and landscape design*

Rio Hondo College has the opportunity to influence the attitudes of all its students to be one of respect and concern for the environment. Through the exemplary way that it employs resources in this campus improvement program and in its ongoing operations the College can influence the next generation of citizens to value the limited resources all must share.

4. *Respect for the diversity of the student population*

The Rio Hondo College community is made up of a diverse population of different cultures and backgrounds. Respect for those cultures' traditions in the detailed planning of spaces is basic to respect for the campus community.

5. *Respect for the diversity of the surrounding community*

The range of programs that are offered, and creativity in the locations and schedules of those programs, will accommodate a wider range of the surrounding community and better serve their needs. In turn, Rio Hondo College will become a more integral part of more people's lives and a richer, more vibrant institution.



Upper Quad from 2nd Floor of Library



Walkway at 2nd Floor of Administration Building



Science Building from Administration Building

6. *Fiscal choices that consider and support short- and long-term campus objectives*

This Principle requires a planning process that considers a range of possible options for each issue to be resolved. Such a process permits informed decision making that is consistent with the stated goals and values of the College and identifies options that provide flexibility for future decision makers.

7. *Adaptability in design to ensure an ability to accommodate future technologies*

Wherever possible, preserve opportunities for additional or new technologies in teaching, administrative and support spaces.

8. *Whenever possible, consolidate programs and affiliated programs in single or adjacent locations that permit efficiency of operation, a feeling of community within and amongst departments or programs and synergy between programs*

Locations of departments and program components are to be deliberate and supportive of efficient operations. This will also increase the understandability of the campus for all its users.

IV. STRATEGIES

The planning team employed the following strategies or methodologies to ensure that the plan had the highest degree of accountability to the entire campus community.

1. *Foster a collaborative environment among the program planning team to enable informed, quick and responsible decision-making*

This was accomplished through a series of inclusive workshops or brainstorming sessions that focused on specific program elements or aspects.

2. *Leverage all the resources of the Bond to the greatest benefit of the College through proactive and careful planning*

Develop a plan that integrates objectives tied to the management of funds, academic quality, public safety, etc.

3. *Incorporate funds available to the College through State-wide bond measures through proactive engagement of the Chancellor's Office to supplement bond funding*

Responsible, resourceful and proactive financial planning resulted in the development of a funding plan that potentially will support Rio Hondo College's capital planning initiatives in a highly strategic manner.

4. *Enlist the knowledge and expertise resident amongst the campus community to inform and shape the Campus Master Plan*

Frequent information sessions at campus-wide meetings and other forums kept the lines of communication open and ensured that concerns were given an opportunity to be heard and appropriately addressed.

5. *Exploit the Rio Hondo College building program as a learning tool*

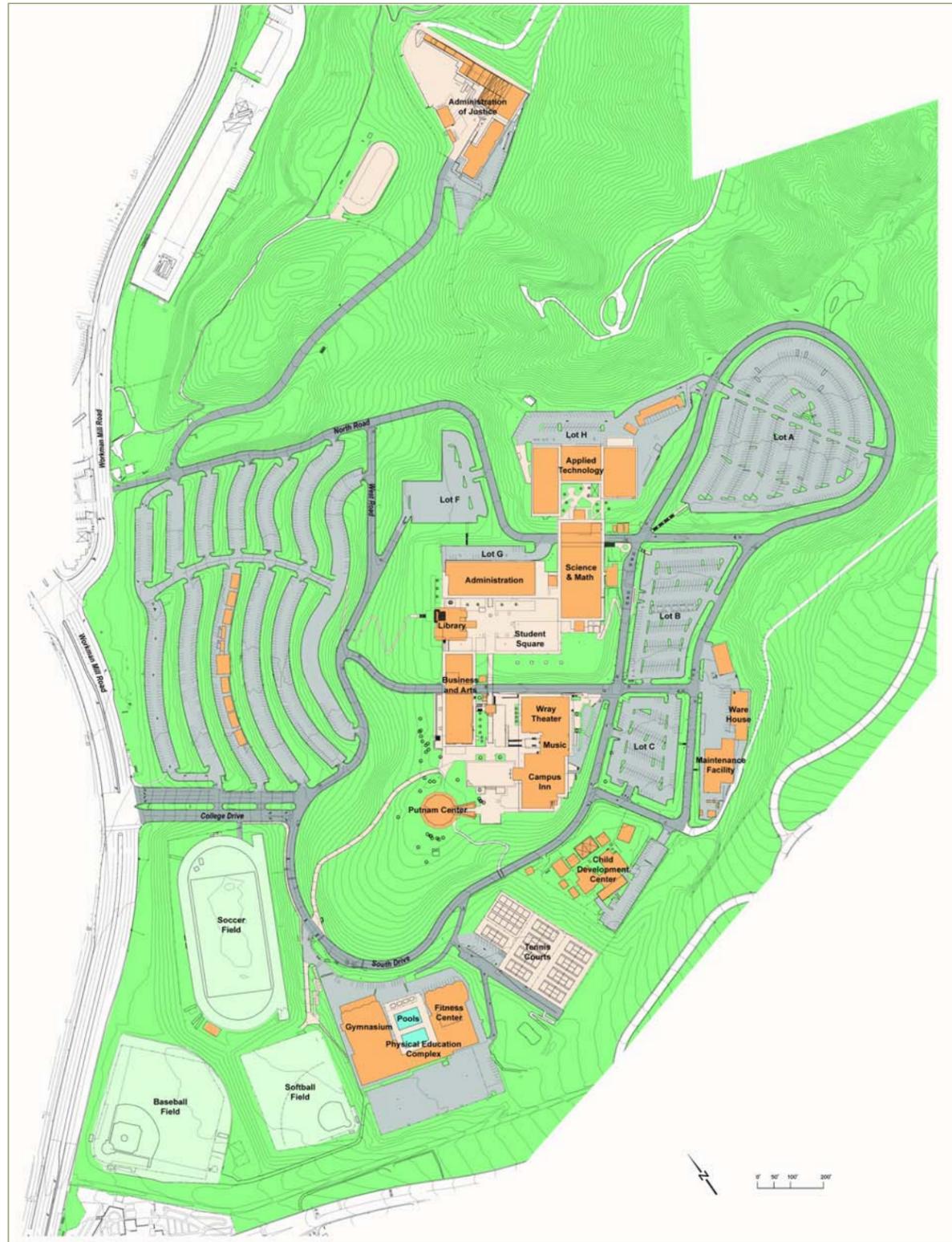
In an undertaking this comprehensive, involving a broad spectrum of activities and disciplines, the opportunities for learning at all phases through communication, observation and participation by all members of the campus community are abundant. By keeping the lines of communication open and by actively soliciting participation and support, the building program has become an opportunity for education and growth for the entire campus community.

6. *Establish a Communications Program in order to inform all stakeholders on a timely and consistent basis*

Through the publication of regular progress reports, presentations at board meetings and information sessions and at campus-wide meetings and Flex Day activities the campus community has been kept apprised of the plan and has been able to provide valuable review and input into the Campus Master Plan as it has developed. During the implementation phases of the project, a comprehensive program to involve local contractors and suppliers at all levels of project execution will be initiated.

7. *Revisit the Campus Master Plan on a regular (semi-annual) basis to verify originating goals remain pertinent in the plan and in compliance, making adjustments as necessary*

As time passes, predictions regarding future conditions, opportunities and constraints can be compared to how actual events play out and adjustments in the plan, either in sequence or in content, can be made.



RIO HONDO COLLEGE - Existing Campus Plan
Whittier, California

MASTER PLAN
15 March 2006

V. PROCESS

The planning team took the following specific actions to implement the strategies identified above and develop the draft Campus Master Plan:

1. *Establish benchmarks and deadlines for the completion of the Campus Master Plan and the campus building program itself*

The program management team developed a baseline schedule for the project and updated it frequently as the plan developed. These schedules were published on a regular basis.

2. *Confirm growth of educational programs*

Monitoring the growth of programs and the resulting impact on capacity/load ratios, then adjusting the plan as necessary has been vital to the maintenance of state funding for both ongoing activities and potential funding of future projects.

3. *Involve Campus Master Plan stakeholders*

The Board of Trustees, students, faculty, staff, community representatives and other constituencies were informed of progress and solicited for input and evaluation throughout the process.

4. *Create a strategy for information gathering and consensus building*

In addition to presentations and public information sessions including board meetings, campus-wide meetings and retreats, all progress documents are posted on the College website and progress reports are issued by the program management team.

5. *Complete in-depth site and building circulation analysis*

As part of the planning process, analytical diagrams of the existing and proposed conditions of the campus were created illustrating aspects such as open space, pedestrian access and circulation and during each phase of construction, diagrams defining coordination of construction activity with the normal campus activities.

6. *Integrate academic calendar opportunities and constraints.*

To the greatest extent possible, the academic calendar year has been integrated into the schedule of construction activities to minimize disruption to ongoing College programs.

7. *Finalize project priority list*

The relative advantages and costs of any given proposal was made public so that the campus community could be informed to the greatest extent possible about the reality of limited resources and competing interests, in order that informed choices could be made with regard to the expenditure of funds.

8. *Develop funding/financing strategy*

As the need for specific projects was identified, costs were assigned and they were slotted into the schedule according to criteria that accounted for the availability of potential alternative funding sources, including state bond funds or donations, as well as accommodating ongoing campus activities.

9. *Create and implement measures to ensure academic continuity and public safety during demolition and construction*

In addition to taking advantage of opportunities in the academic calendar of the College, construction activities will be staged so that they are isolated or at least separated from normal campus activities, which can then proceed as normally as possible.

10. *Establish systems to facilitate College approval of the Campus Master Plan components to ensure on-time progress*

A steering committee, made up of representatives from college administration and facilities, the program management team, technical advisors, key faculty and staff (depending on the specific project) was established to serve as the official reviewing body for all documents produced by the professional consultants undertaking work on the various components of the program. Members also participated in subcommittees to review work products in greater detail and make recommendations to the larger steering committee.

10. *Finalize and publish Rio Hondo College Campus Master Plan document*

This document is the result of the process described above. As with any Campus Master Plan it establishes priorities and proposes specific actions to be implemented according to a proposed schedule. The execution of the plan may occur in slightly different ways than

what is envisioned as of the writing of this document, however. There are many variables with regard to the requirements for growth, the availability of funding and shifts in specific priorities over time for the planners and the College community as a whole to anticipate with complete accuracy. The Plan has enough flexibility built in to it to accommodate variations and still achieve the overall goals of the College.

Section 2

Master Plan Components

Master Plan Components

The elements that comprise the Rio Hondo College Facilities Master Plan fall into several categories: New Buildings, Modernization and Safety, Access and Circulation, and Campus Gathering Spaces.

I. NEW BUILDINGS

1. Library/Learning Resource Center

The first major building to be constructed is the 94,000 SF Library/Learning Resource Center will house new reference, resource and educational spaces on two levels. This configuration will provide improved functionality and access for students, staff and faculty. The new structure will anchor the southern edge of the Lower Quad, with its entrance providing a focal point for the open space. The lower level, which houses the Learning Resource Center, opens to Learning Resource Center Terrace, with its broad expanse of lawn, emblematic palm trees and spectacular view to the south.

2. Administration of Justice

New educational and administrative spaces for the Academy will be constructed at the northwest corner of the terraced parking lots, providing modern facilities in a highly visible location for the successful program. This location is also proximate to the current location of the specialty training facilities that will remain in their current location, up the hill to the north.

3. Parking Structures

Three sites for potential parking structures have been identified. They are at the locations of the current parking lots B and C and adjacent to the new Physical Education Complex. Projections for parking requirements into the foreseeable future do not indicate that there is a need to construct structures on all three sites.

The Campus Master Plan has been developed in such a way that it is possible to proceed with any of these structures at the point in the implementation sequence when it serves the interests of the College best, without needing to reconsider the basic logic of the plan. In choosing between them, each has advantages and disadvantages, the weighting of which may

change over time. The strength of the plan is that the College may proceed with one or more of these structures at any time during the overall sequence.

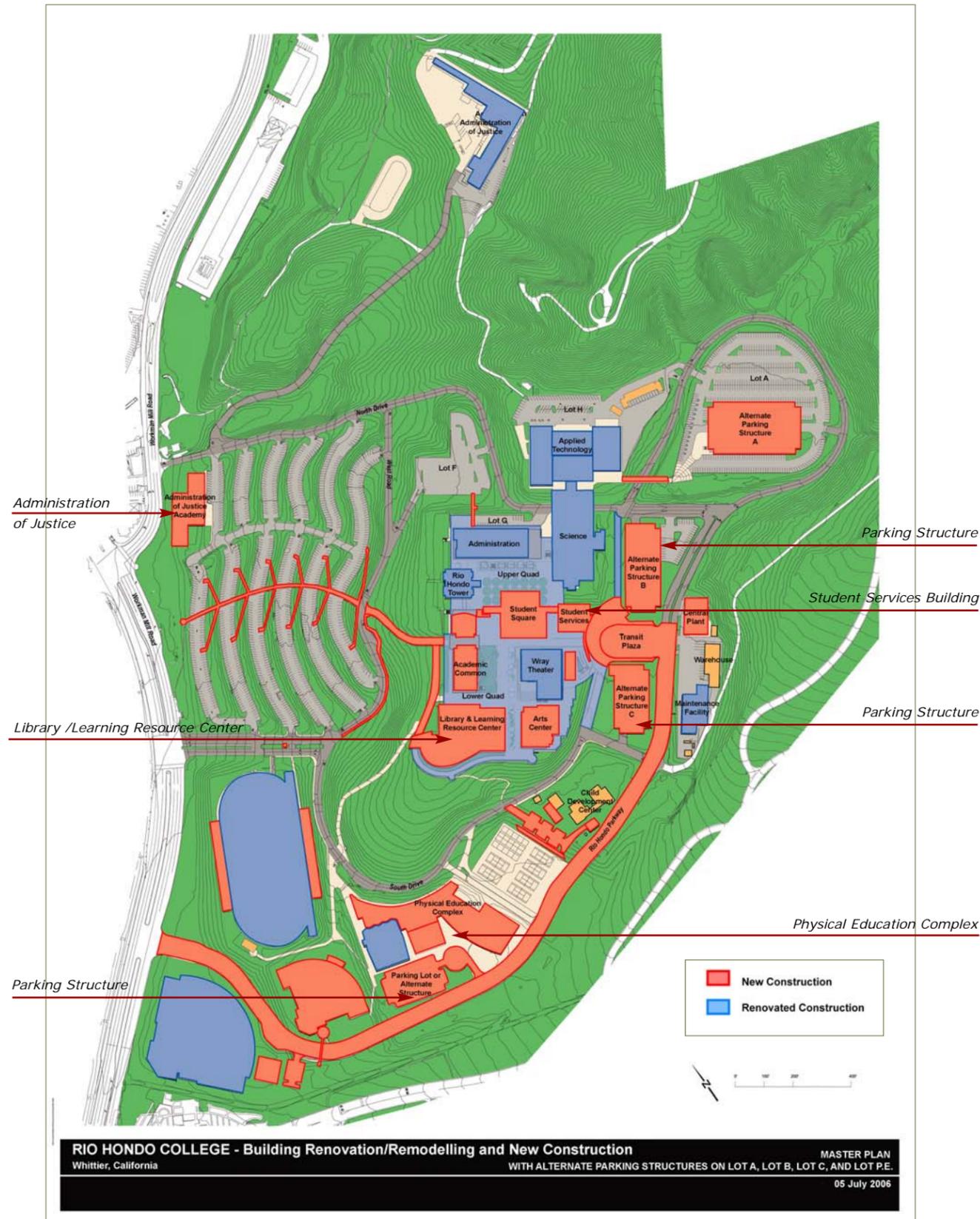
At the PE Complex: A structure in this location would serve not just the buildings, but the athletic fields as well. This area is under served by parking currently and none of the other parking resources are directly accessible to this area. It has not been determined that the complex will need more than the 125 to 135 spaces that would be provided by surface lots in the proposed plan and supplemental shuttle service would be required for this resource to be useful to the rest of campus. That same shuttle service would also make other parking resources available to this area of campus.

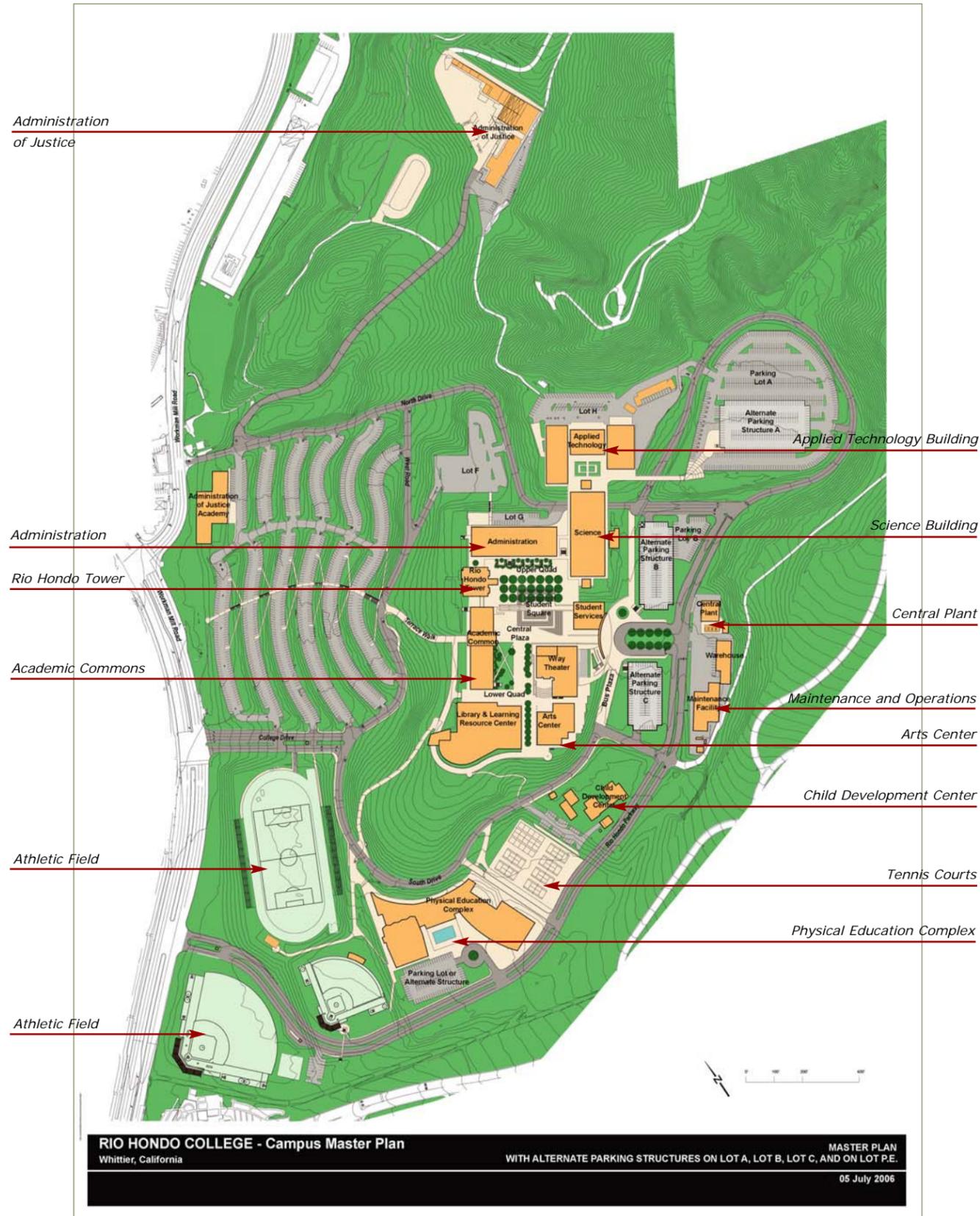
At Lot B: This site offers the opportunity to build a structure with the largest footprint of any of the three sites under consideration. Adjacent to the Transit Plaza, it would be well connected to the pedestrian networks of the Campus Core. This site, however, is a prime location for a future academic building in the next phase of campus expansion.

At Lot C: The footprint of a structure at this location would be compact, due to the physical limitations of the site, but could be planned according to an efficient parking module. Its location is convenient to the Transit Plaza and the new Library/LRC via a pedestrian bridge. Landscaping could diminish its visual presence along Rio Hondo Parkway.

4. Student Services Building

Strategically located at the head of the Transit Plaza, this building will serve as the campus "Front Door". Positioned between the Upper Quad and the Lower Quad the building will link those two important spaces and the activities that are accessed from them. Programmatically, it will house a range of activities including registration, financial aid, counseling, health services etc. that are currently dispersed among several buildings.





5. *Central Plant*

To be constructed in time to service the new Library/ Learning Resource Center, the new Central Plant will improve campus energy and operating efficiency by providing hot and chilled water to the new and renovated buildings in the Campus Core. The design is taking advantage of several incentive programs offered by utility companies to improve efficiency and reduce the costs of heating and cooling the campus buildings. The plant is being planned with room for additional equipment to accommodate heating and cooling needs of future buildings.

6. *Physical Education Complex*

This project will dramatically transform and improve the existing Physical Education Complex. New locker rooms, offices, exercise and training rooms of various types, women's gymnasium and aquatic facility will complement the renovated men's gymnasium, the only portion of the existing facility to remain. The new components will be arranged so that the building complex is reoriented to the south. The primary entrance will face Rio Hondo Parkway, which will provide access to an automobile drop-off and parking for the complex. The southern orientation will benefit the pool area as well. A secondary access point will be from the east, facing the tennis courts and a campus shuttle stop along the new "Road Runner Plaza."

7. *Arts Center*

The new Arts Center Building will house studio, gallery, administration and support spaces for the visual arts programs on the site of the existing Campus Inn. Scheduled to be constructed prior to the demolition of the Business and Arts Building it will provide a new, permanent home for the art program before it loses its current one, eliminating the need for temporary space and multiple moves. The building will also contain a large multi-purpose assembly space with food service, to take the place of the existing dining area. Combined with the renovation of the Wray Theater Building, it will help form a new Arts Complex within which the synergy of these programs will stimulate and energize their students.

8. *Academic Commons*

To be constructed on the site of the current Business and Arts Building, along the west edge of the Lower Quad, this building also serves as

an entrance into the primary open spaces that organize the Campus Core, through a breezeway that aligns with the terminus of Terrace Walk on the west and the Central Walk leading from the Transit Plaza on the east. Connected by open walkways to Rio Hondo Tower (the renovated current library), the building extends the network of pedestrian walkways that starts with the ground floor of the Applied Technology Building to the north and moves along the second floors of the Science and Administration Buildings to Rio Hondo Tower. It also connects at grade with both the Upper and Lower Quads.

This building is projected to provide the largest amount of new classroom and faculty office space required to meet the anticipated growth of new students in the future.

9. *Athletic Fields*

Partly as a result of the construction of the new Rio Hondo Parkway both the baseball and softball fields will be repositioned. The softball field will be reoriented to improve sun conditions for batters in keeping with best practices and the baseball field will be shifted to the south. Both fields and the soccer field will have improved access for people with disabilities. The baseball field will have access to the new parking at the Physical Education Complex via a pedestrian bridge over Rio Hondo Parkway and a new drop-off on the south side of the road. New batting cages for both softball and baseball will be constructed. New grandstands are planned for the soccer field.

II. MODERNIZATION PROJECTS

1. *Applied Technology Building*

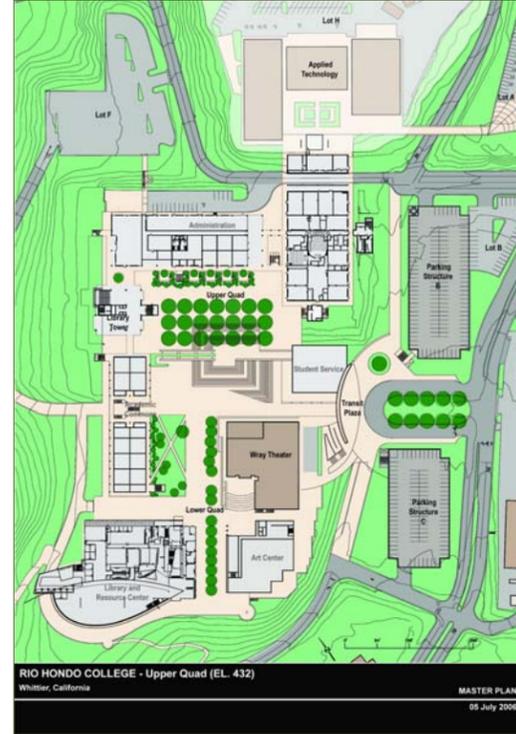
Spaces within this existing building are being reconfigured and modernized to better accommodate the programs they support. Improvements to the building systems and communications technology are also part of the program. This project will be substantially funded by the State, with approximately 20% of the costs to be paid for by local bond funds.

2. *Administration of Justice*

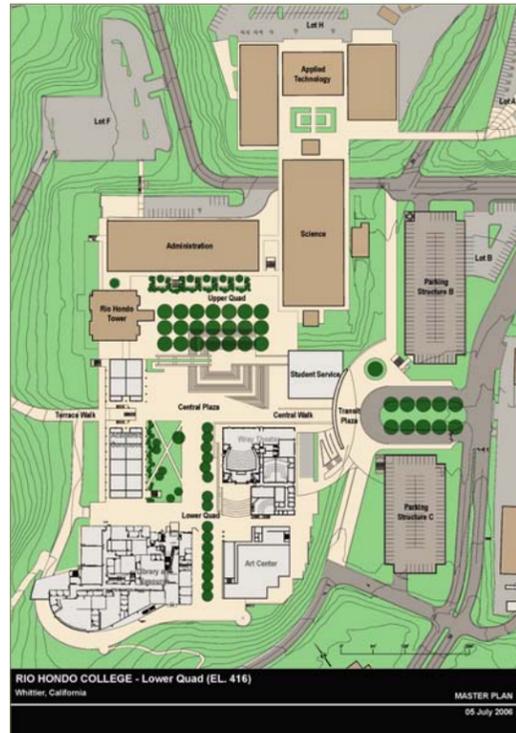
Combined with the new facilities to house the Academy discussed earlier, the renovated specialty training and classroom spaces at the current location will more than double the educational space for the program and take advantage of existing specialized facilities not easily replaced.



Technology Quad Level Plan



Upper Quad Level Plan



Lower Quad Level Plan



Campus Core

3. Seismic Performance Improvements

During the course of renovations to meet current and projected programmatic requirements, it is the intention of the College to also strengthen the lateral force resisting systems of a number of buildings on campus. The renovation work provides an excellent opportunity to take advantage of advances in understanding with regard to how these forces work, and construction technology, to upgrade these buildings for the future.

Improvements will be made to the Administration Building, Applied Technology, Rio Hondo Tower (current library), the Science Building and the Wray Theater Building. This work is eligible for supplemental funding from the state for which the College intends to apply.

4. Rio Hondo Tower (the current Library)

Once the new Library/Learning Resource Center is completed, this building will be thoroughly modernized and reconfigured. New elevators and restrooms along with upgraded building mechanical, electrical and data systems, will improve building performance, safety and energy efficiency, preparing the building for many more years of useful service to the College.

The renovation and conversion of this building is a key element to the overall phasing and implementation plan for the campus improvement program. Once it is completed, it will provide classroom and administrative space for a number of programs currently housed in facilities that will either be remodeled or demolished as part of the Campus Master Plan. This resource allows the overall plan to be implemented with limited disruption to program activities and greatly reduces the need and cost burden of temporary space and multiple moves by departments.

5. Administration Building

The Administration Building will undergo an initial remodeling after the Student Services Building is completed. Space that is currently occupied by programs moving into that building will be freed up for additional classroom space and the new Campus IT Center. Already the location of the main Campus connection point for the communications service providers, this is a logical and convenient location to improve capacity with the least amount of disruption to

the system. The balance of the first floor will be reconfigured to accommodate a new, more accessible boardroom and meeting room, College administration and finance offices and better entrances from both parking to the north and the Upper Quad to the south. Later in the project schedule as additional funds become available, renovation work to improve building systems and classroom technology will also be completed.

6. Science Building

As elements from several programs are relocated to their permanent homes in Rio Hondo Tower and the Student Services Building, space becomes available for reconfiguration and expansion of other educational programs. As future funding becomes available, improvements to the building systems are planned.

7. Maintenance and Operations

Improvements to building and communications systems as well as reconfiguration of spaces to improve functionality are planned for this facility.

8. Tennis Courts

One new court will be constructed and the others resurfaced once construction of the Physical Education Complex and adjacent road work are completed.

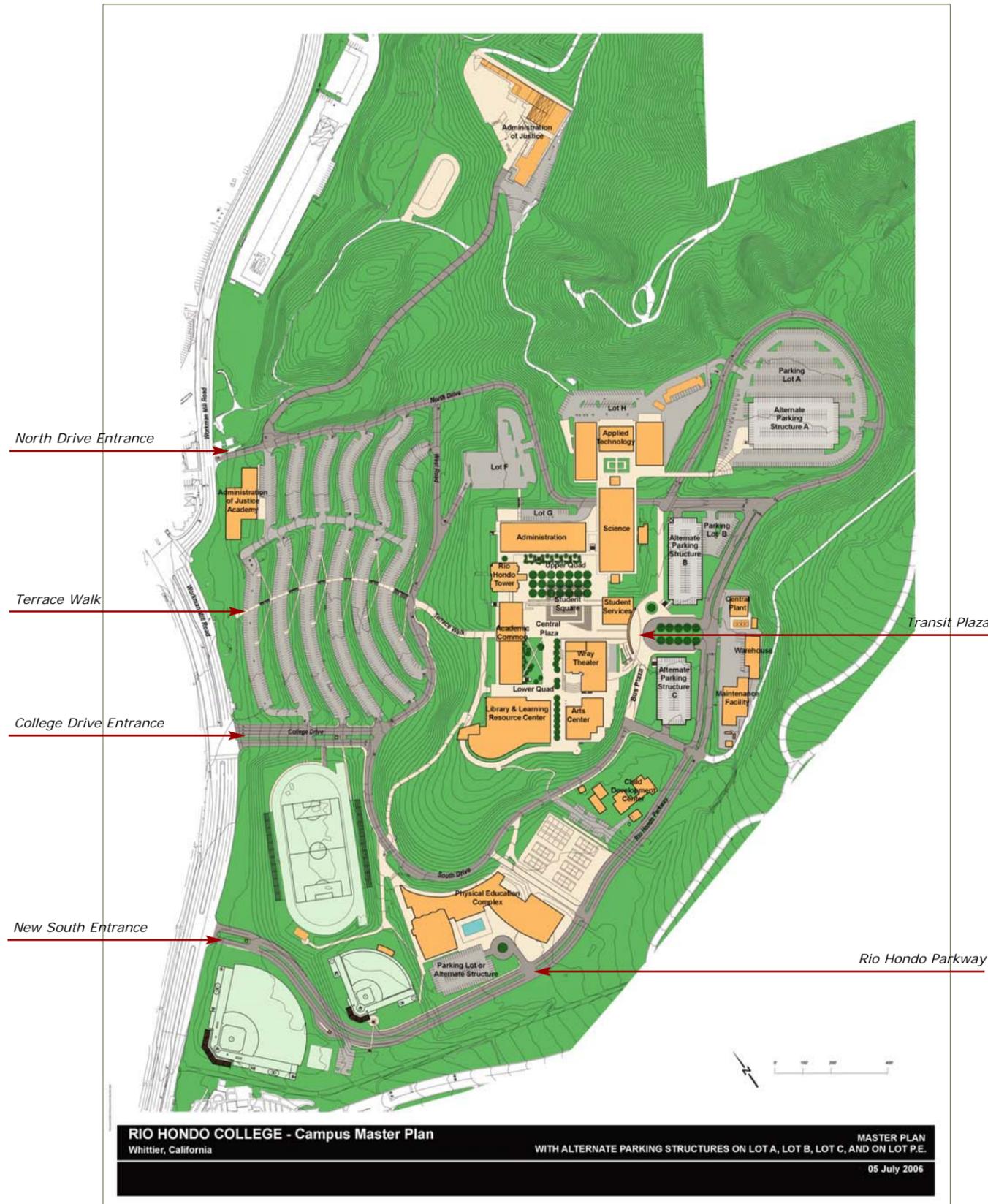
9. Child Development Center

A new Administration and Service Building will be constructed in the very initial phases of the overall program implementation in order to allow the construction of Rio Hondo Parkway. A new designated parking and arrival area for parents and staff, accessed from South Road will be constructed.

III. ACCESS AND CIRCULATION

1. Off-Site Centers

A significant way that Rio Hondo College is made more integral to its service community is through its Off-Site Centers. In addition to increasing access to College programs, these centers also increase the College's visibility in the community. The Campus Master Plan envisions both an expansion of existing facilities and the establishment of new centers. The Fire Science Academy in Santa Fe Springs will be modernized and expanded. The College is also



exploring specific sites in El Monte and South Whittier to establish new locations for academic and community programs.

2. *New South Entrance*

The new signalized automobile entry at the southern end of the campus will give the College a new identifiable main entrance for new students and visitors to the campus. It will provide access to the Transit Plaza and the Student Services Building via Rio Hondo Parkway, the PE Complex, playing fields and a significant portion of the parking on campus. A new monument sign, lighting and appropriate landscaping will reinforce the importance of the entrance. An information booth will be staffed to assist visitors unfamiliar with the campus.

3. *Rio Hondo Parkway*

Two lanes in each direction, a sidewalk and a landscaped median designed to suggest a flowing river, Rio Hondo Parkway will provide access to the new Transit Plaza, the playing fields, the PE Complex and parking lots A, B and C. Street lighting and signage will orient and direct drivers to their destination.

4. *Transit Plaza*

Located at the head of Rio Hondo Parkway and at the foot of the new Student Services Center, the Transit Plaza provides a central drop-off for automobiles, the Campus shuttle system and municipal bus lines serving the Campus. The roadway to the south provides an opportunity to create a separate staging area for busses or Campus shuttles, so the transit plaza itself won't become overburdened with traffic. The plaza also provides access to Central Walk, which leads to the major open spaces at the Campus Core.

5. *College Drive Entrance*

College Drive will be reconfigured to standardize traffic lanes, permit the construction of new sidewalks and crosswalks to improve both driver and pedestrian safety. New lighting and signage will also improve safety and along with the relocated information booth, improve traffic flow. For those familiar with the Campus, College Drive will provide access to a significant portion of the Campus parking resources, including all the terraced lots, Lots F, G and A and the Child Development Center and therefore remain and important entrance for the campus.

6. *Pedestrian Bridges*

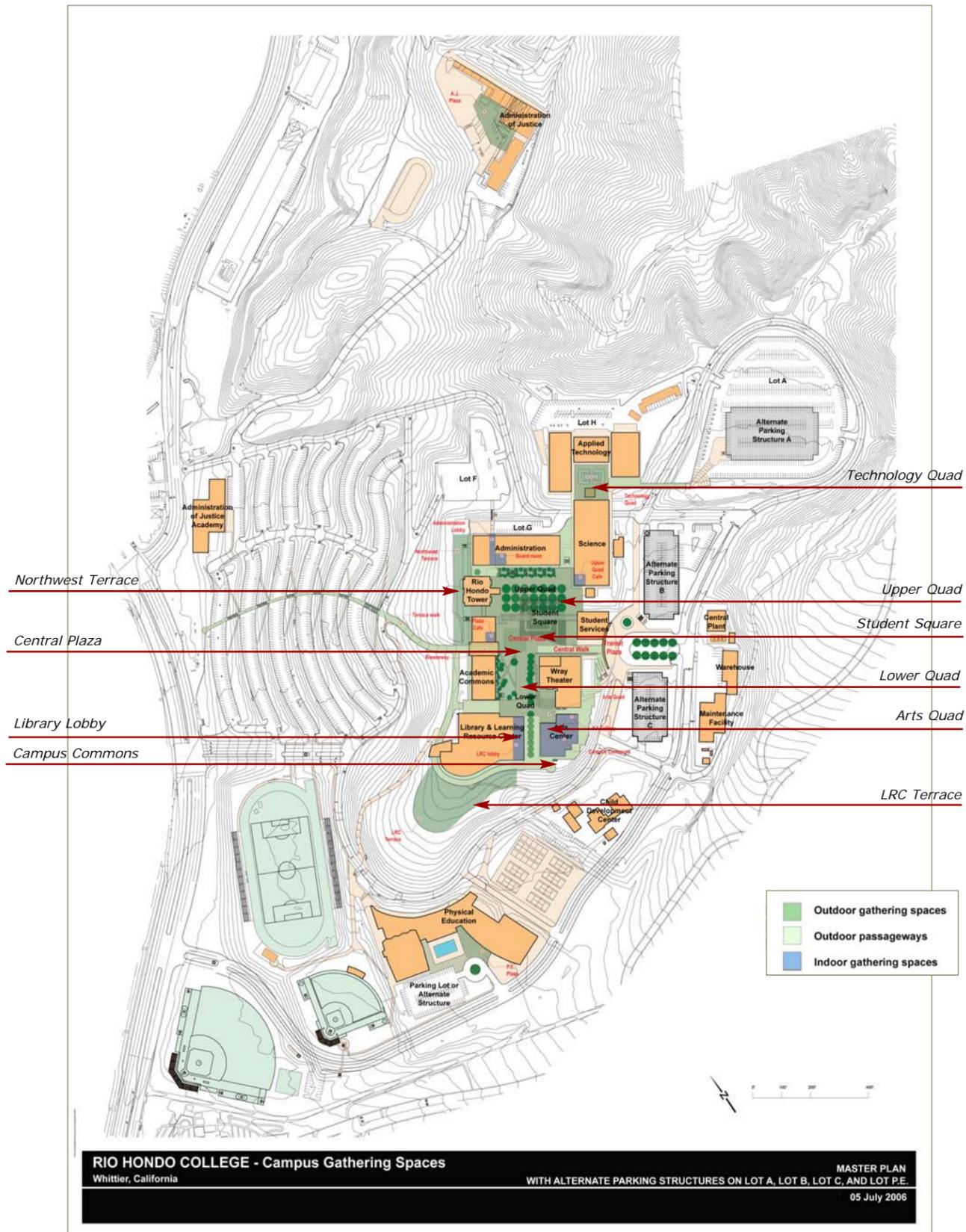
Several pedestrian bridges are planned. All are intended to make the campus both more accessible to able bodied and disabled persons alike; improve traffic flow by separating pedestrians and automobiles and thereby improve safety. The first of these projects will be to connect Lot A with the Technology Quad. Instead of descending a set of stairs, crossing an intersection (usually in a manner that blocks both directions of traffic) and then climbing back to the elevation of the Upper Quad, the bridge will allow pedestrians to cross over the roadways and enter the Technology Quad at grade. From this point pedestrians can proceed directly to the second level of the Science Building (at the same elevation above sea level). The Upper Quad is then accessible through either elevator or stairs or; at the same level, the second floors of the Administration Building, Rio Hondo Tower and Academic Commons.

A second bridge is planned to connect Lot C parking to the Lower Quad via a passageway between the new Arts Center and the Wray Theater Building. This will serve the people using the Library/LRC during evening hours.

The third bridge will be constructed over Rio Hondo Parkway, connecting the Physical Education Complex and its parking to the Baseball field. This will keep the flow of traffic smooth on the parkway and increase pedestrian safety.

7. *Terrace Walk*

As a strategy to make a significant existing campus resource more convenient and therefore increase its utility and value to the campus; a system of sloping walks, stairs and escalators will connect the terraced parking lots to the Campus Core. Starting at the lowest parking area, Terrace Walk curves through the center of the parking areas to lead pedestrians to the path formally taken by the upper portion of Central Drive. The roadway, now a walkway open only to emergency vehicles, will lead to the Breezeway through the Academic Commons Building and into the Lower Quad. The campus shuttle system will have stops at several levels along the walk as well.



Campus Gathering Spaces

7. *North Drive Entrance*

A reconfigured signalized entrance to North Drive and the road leading to Administration of Justice will improve access and relieve congestion exiting the campus.

IV. **CAMPUS GATHERING SPACES**

Campus outdoor and indoor gathering spaces have the potential to enhance the educational mission of the College and enrich the experience of students, faculty and staff by providing comfortable, pleasant spaces to meet, have causal conversation; and provide a clear system of moving between the educational and administrative spaces in the Campus Core. Increased tables and seating, and shade will make the spaces more useful. Improved lighting and signage will make the spaces safer for evening students and easier to find destinations. Appropriate landscape will help define edges, give proper scale and enhance casual and programmed activities in these spaces.

1. *Upper Quad*

A canopy of tall trees (a precedent of the original campus) will shade the central portion of the space, around which Administration, the Science Building, Rio Hondo Tower and the upper level of Student Services will be gathered. This active space will accommodate informal gatherings on the steps leading to Student Square. Planting areas help define smaller scale seating areas or study gardens and separate more active outdoor spaces from quieter indoor spaces at the north edge.

2. *Student Square*

With the elimination of Central Drive there is an opportunity to better connect the major outdoor spaces of the Campus Core. Student Square will become a central gathering and meeting space half way between the Upper and Lower Quads. Connected to both spaces by ramps and a series of generous steps that double as amphitheater-type seating, this space has the potential to also connect directly to the Student Services Center at an intermediate level. The space will be animated by the activities along its edges and will be ideal for many of the programmed activities currently in the Upper Quad.

3. *Central Plaza*

Located at the North end of the Lower Quad and accessed by Central Walk to the East and Terrace Walk to the West, ramps and steps from Student Square and the Upper Quad, this will be the heart

of the new campus. This is the ideal location for the campus flag poles, which will be visible from all areas of both the Upper and Lower Quads. A floor level of the new Academic Commons Building will align with the level of the plaza and be a great spot for a small café open to the plaza, filled with tables, chairs and, possibly, a fountain.

4. *Lower Quad*

With the completion of the Library/LRC, the new Art Center and Academic Commons, the Lower Quad will become a much more active area than it has been. The space will be designed to accommodate large gatherings for programmed activities or small groupings on the lawn areas under an informal arrangement of shade trees.

5. *Arts Quad*

Accessed from the Lower Quad and the Passageway from Lot C, between the new Arts Center and the renovated Wray Theater Building, the Arts Quad will have a more intimate in scale than the other campus quad spaces and has the potential to be an outdoor exhibit space and forum for the students in the visual and performing arts programs.

6. *Technology Quad*

One of the first projects to be executed under the campus building program, the Technology Quad will be redesigned. A reconfiguration of the vending area, improved seating and landscape will better accommodate gatherings of students on their way to and from classes. This space will become much more active with the completion of the pedestrian bridge, leading from Lot A to the quad space and will provide an opportunity for the Campus and the design team to test options for the furniture planned for many of the Campus outdoor spaces.

7. *Northwest Terrace*

At the west side of Rio Hondo Tower, a quieter lawn area with fantastic views to the west.

8. *Campus Commons*

Serving the campus in much the same way as the current dining room in the Campus Inn, this multi-purpose space will be used for large indoor gatherings and activities. This space will be one of the several throughout the campus in which food service will be available.

9. LRC Terrace

Located at the south side of the Library, this quiet lawn area with spectacular views will be a quiet alternative to many of the more active spaces of the Campus Core. Accessible directly from the LRC, this area will evolve into more of an integral part of the campus.

10. Library/LRC Lobby

A major interior space, it will be the hub of movement between the Library and the LRC. Connected directly to the Lower Quad, it will be a main focal point of activity for the campus.

11. Boardroom

The Boardroom and its support spaces will be modernized and enlarged when the Administration Building is remodeled. With increased amounts of accessible parking conveniently located with better connections to the Campus Quad spaces, the public nature of the activities it accommodates will be better served.

V. FOOD SERVICE

Providing convenient and appetizing alternatives to off-campus venues for food is an excellent opportunity for the College to keep students on campus slightly longer, facilitate greater interaction and improve their social and education opportunities.

The College is currently investigating several alternatives for food service delivery on campus. These include several small-scale venues at locations in the Upper Quad, Central Plaza and Campus Commons. Each of these locations might be unique in terms of the style of service and range of food choices. The final plan will be both economically viable for the College and its vendors, while providing meals and snack options that are appealing to the students, faculty, and staff.

VI. CAMPUS LIGHTING

1. Overall Master Plan Diagram

The development of an appropriate exterior site lighting system extends the use of the nighttime environment, increases safety and security, helps create a sense of organization, reduces energy cost, and facilitates maintenance operations. This is created through a coordinated approach to lighting equipment selection, and a consistent use of lighting relative to its various functions on the installation. Lighting is a key factor because it can clarify the layout of a site by emphasizing walkways, focal points, gathering places and building entrances. When planned as a coordinated system, lighting improves the nighttime legibility, use and enjoyment of the site.

LIGHTING DESIGN GOALS

The lighting for Rio Hondo Community College has been designed with a number of goals in mind:

- ⌘ Lighting will be functional, as well as flattering to people in the space
- ⌘ Lighting will be balanced, with controlled contrast, and minimal glare
- ⌘ Use color of light as an additional element of differentiation
- ⌘ Create a welcoming and safe exterior environment
- ⌘ Supplement way finding
- ⌘ Maintenance of equipment will be as simple as possible and vandal resistant
- ⌘ Lamps will be energy-efficient with long rated lamp lives

2. Entry Lighting

EXISTING CONDITIONS

The existing entry is illuminated with traditional utilitarian "cobra head" roadway lights located on both sides of the road. There is no visual clue that you are entering the campus - it appears as a continuation of the standard roadway. Fixtures have dropped glass lenses and excessive glare.

PROPOSED SYSTEM

The new system will consist of lighting poles in the median to reduce visual clutter and develop a visual axis leading into the campus. Banners are proposed to provide color and wayfinding as one enters the campus. Slightly higher light levels will be provided to create hierarchy and safe maneuvering of in bound and out bound traffic. Uniformity is important to reduce any unwanted bright or dark zones on the ground plane. Poles will be silver in color to blend well with the daytime sky and not become important features during daylight hours. All light levels, uniformity ratios and spacing shall be verified and determined in complete photometric analysis by the fixture manufacturer.

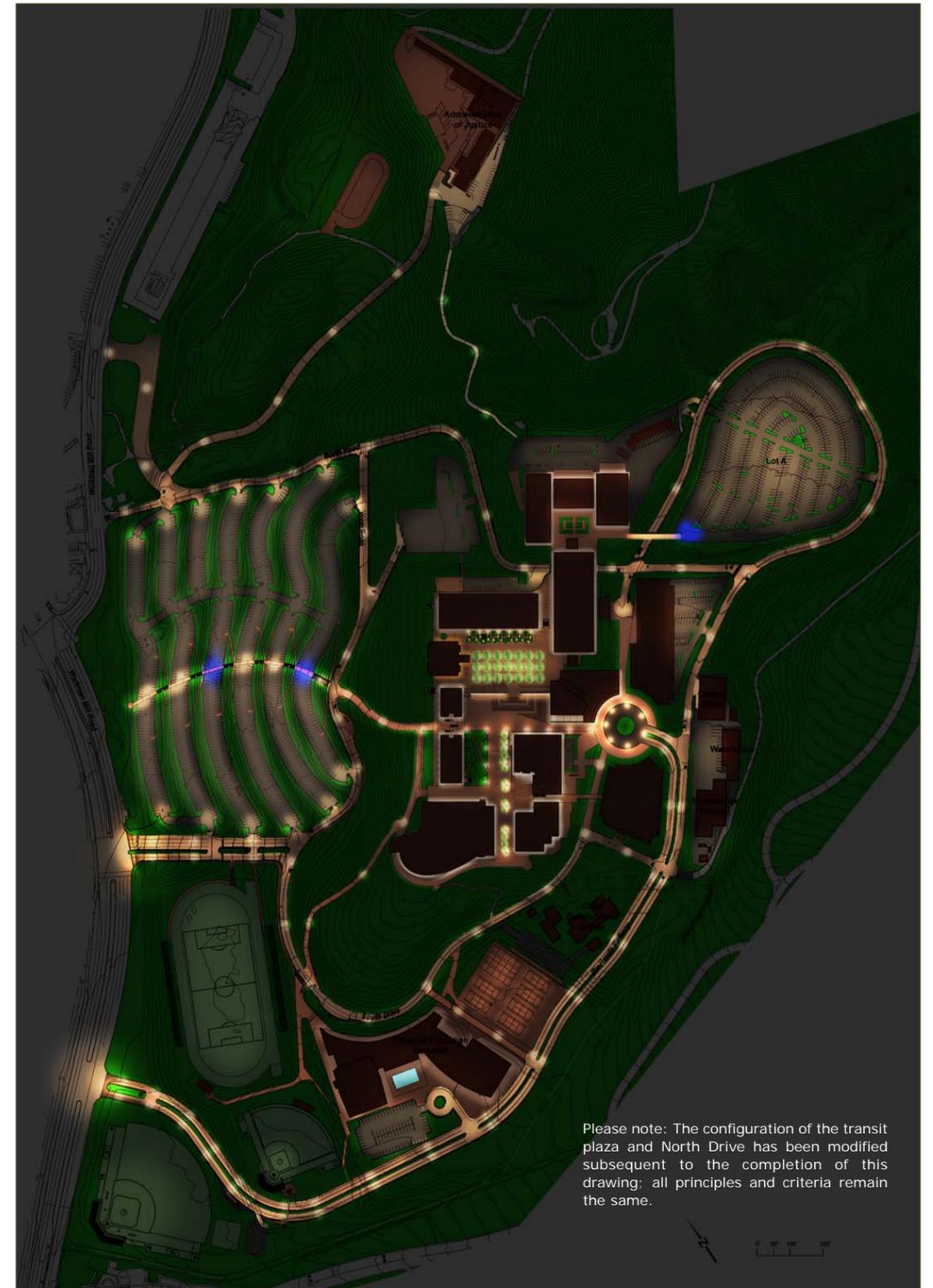
3. Roadway Lighting

EXISTING CONDITIONS

Some of the existing vehicular roadways are illuminated with traditional utilitarian roadway lights located on one side of the road. These fixtures have dropped glass lenses and have excessive glare. Other roadways are illuminated with round top fixtures that have substantial surface brightness and several zones do not have lighting.

PROPOSED SYSTEM

The new system will utilize one fixture type to create consistency, both visually and in terms of quality of light. Where a median exists, fixtures will be located in the median to reduce fixture quantity and free the sides for sidewalks and planting. It is important not to stagger the fixtures on opposite sides of the street, even though this might be the most efficient method of lighting. The even systematic median lighting or one side of the street approach will create a more harmonious and ordered visual appearance. Poles will be silver in color to blend well with the daytime sky and not become important features in the daylight hours. All light levels, uniformity ratios and spacing shall be verified and determined in complete photometric analysis by the fixture manufacturer.



4. Campus Qua/Arrival Court Lighting

EXISTING CONDITIONS

Current condition is being reconfigured and all the lighting will be replaced.

PROPOSED SYSTEM

Lighting will be used to clarify the arrival court and emphasize the axial nature of the quadrangle. The fixture is intended to be a visible, directing visitors toward this zone of the project. A deliberate order will be created with the lighting, landscape and hardscape design, where the combination of the elements is far more powerful than the separate components. Light color will be warm and friendly to enhance the environment and also make people look better. Poles will be silver in color to blend well with the daytime sky and not become important features in the daylight hours. All light levels, uniformity ratios and spacing shall be verified and determined in complete photometric analysis by the fixture manufacturer.

5. Pedestrian Lighting

EXISTING CONDITIONS

Many existing step lights are damaged and have different lamp types and light colors. Elevator towers are being added and several new bridges are proposed.

PROPOSED SYSTEM

Replace existing recessed step lights with new equipment and consistent lamp types. Having fewer lamp types to stock is a benefit and will simplify maintenance on campus. Lighting for the bridge is intended to be integrated and create a linear visual axis. The axis will terminate with the elevator tower, which will be featured with lighting. This starts to become a wayfinding device and clarifies the circulation diagram. Light color will be warm and friendly to enhance the environment and also make people look better. Poles will be silver in color to blend well with the daytime sky and not become important features in the daylight hours. All light levels, uniformity ratios and spacing shall be verified and determined in complete photometric analysis by the fixture manufacturer.

6. Parking Lot Lighting

EXISTING CONDITIONS

Some of the existing pedestrian pathways are illuminated with post top fixtures with significant visual glare. Light color is not the most desirable for low scale pedestrian lighting.

PROPOSED SYSTEM

The new system will utilize a fixture with a little detail and visual interest to create scale in the daytime. The optics will direct the light on the walkway and not create light pollution. Light color will be warm and friendly to enhance the environment and also make people look better. Poles will be silver in color to blend well with the daytime sky and not become important features in the daylight hours. All light levels, uniformity ratios and spacing shall be verified and determined in complete photometric analysis by the fixture manufacturer.

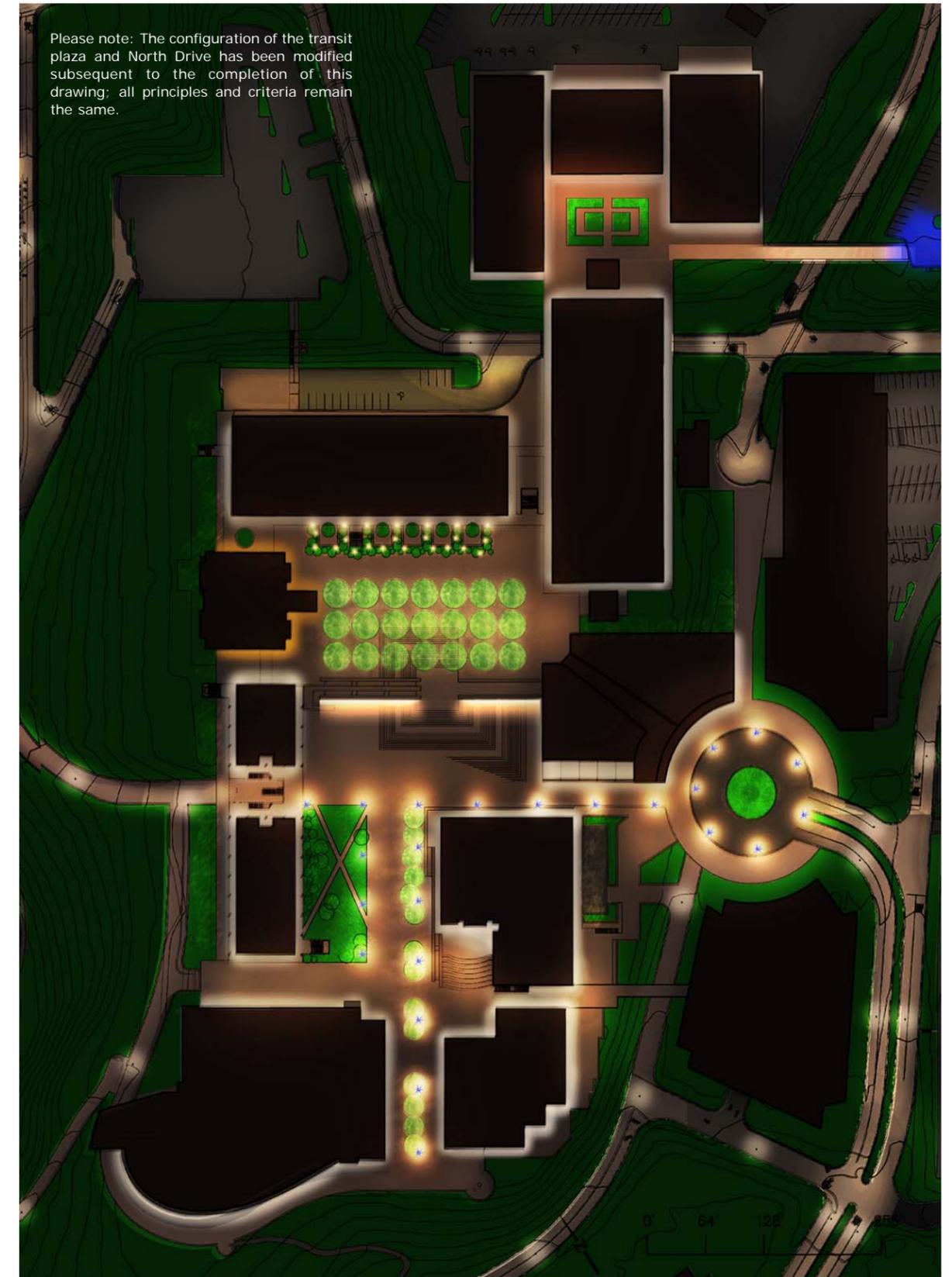
7. Pathway Lighting

EXISTING CONDITIONS

Some of the existing pedestrian pathways are illuminated with post top fixtures with significant visual glare. Light color is not the most desirable for low scale pedestrian lighting.

PROPOSED SYSTEM

The new system will utilize a fixture with a little detail and visual interest to create scale in the daytime. The optics will direct the light on the walkway and not create light pollution. Light color will be warm and friendly to enhance the environment and also make people look better. Poles will be silver in color to blend well with the daytime sky and not become important features in the daylight hours. All light levels, uniformity ratios and spacing shall be verified and determined in complete photometric analysis by the fixture manufacturer.



VII. CAMPUS SIGNAGE AND WAYFINDING

Wayfinding is an important component in creating a positive user experience on the campus of Rio Hondo College. From the edges and entries of the campus to the paths and place, wayfinding and identity enables faculty, students and visitors to easily navigate their way throughout campus.

Currently an outdated wayfinding system exists at Rio Hondo College. Over the years layers of inconsistent signs have been added, cluttering the environment and making information difficult to comprehend. The new wayfinding guidelines will simplify the campus wayfinding through the hierarchy of messages, use of consistent typography, form and color, and the proper placement of signs. Not only will the new wayfinding elements be functional, they will also integrate with the architecture, landscape and lighting.

The proper placement of vehicular wayfinding signs is critical for efficient circulation. Sign orientation and sight lines must be considered for each sign placement. The Schematic Sign Location Plan illustrates the general quantity and placement of primary signs only.



1. Schematic Vehicular Sign Location Plan

The proper placement of vehicular wayfinding signs is critical for efficient circulation. Sign orientation and sight lines must be considered for each sign placement. The Schematic Sign Location Plan illustrates the general quantity and placement of primary signs only.



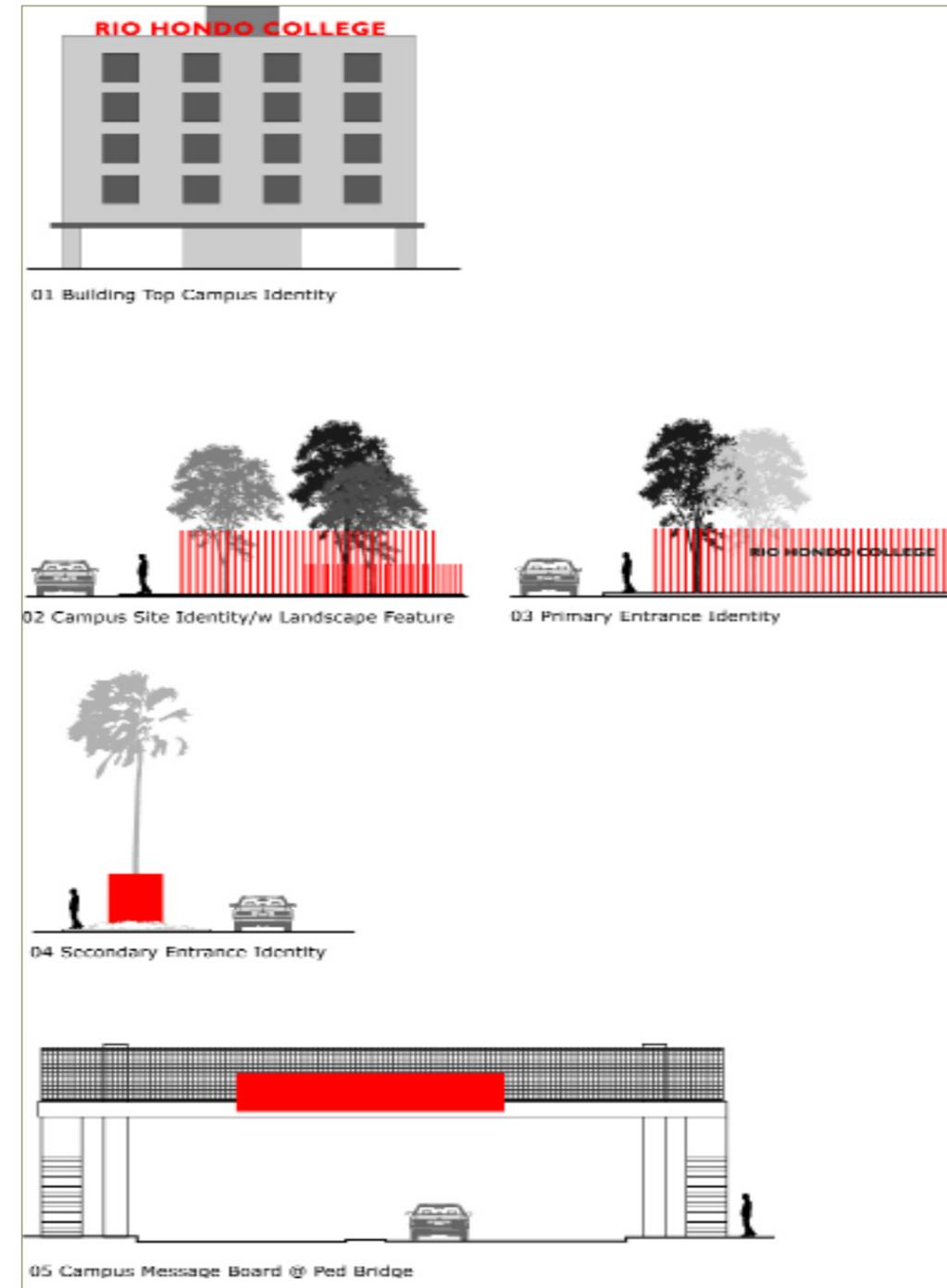
2. Schematic Pedestrian Sign Location Plan

Campus directories, direction signs, and building identification signs are the primary signs that assist pedestrians throughout the Campus. Proper placement and orientation are very important when locating each sign. It is also important to indicate handicap accessible routes as required by state and federal codes. The Schematic Sign Location Plan illustrates the general quantity and placement of primary signs only.



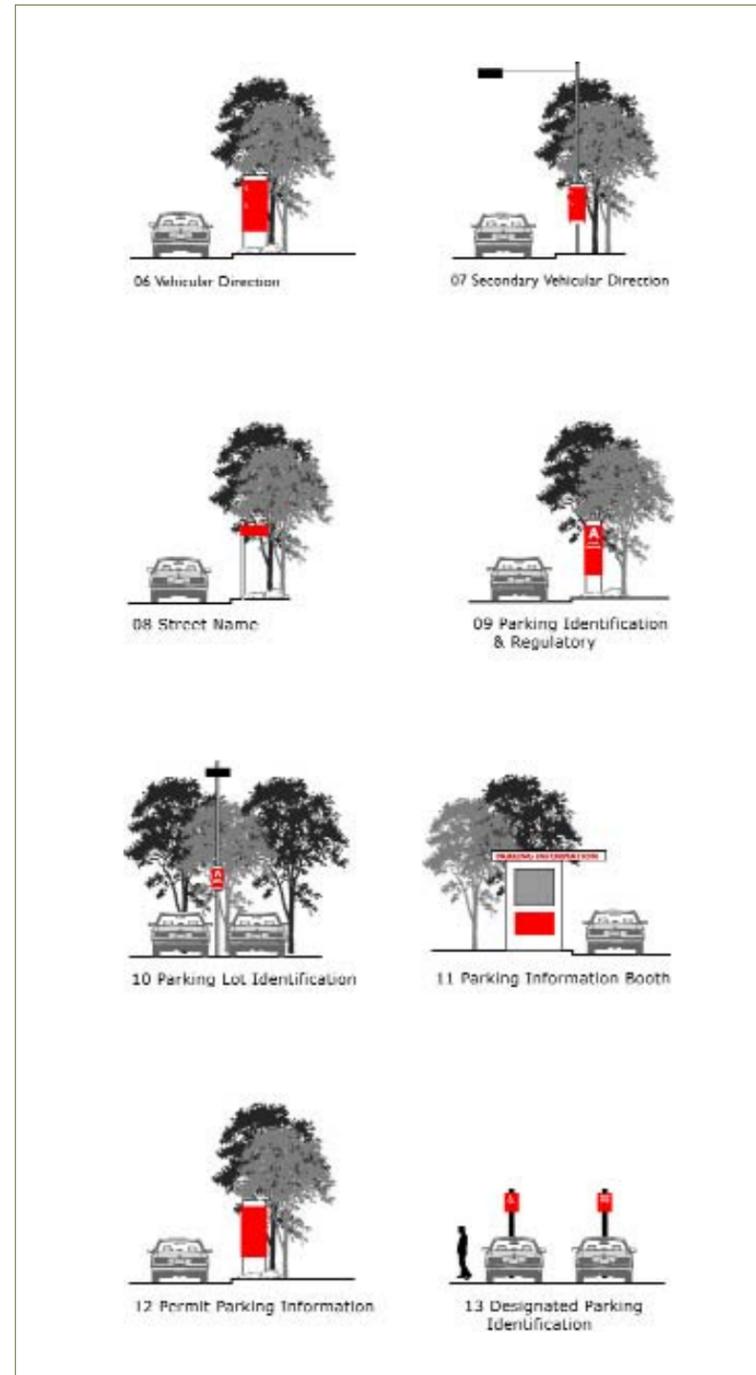
3. Sign Type Diagrams: Campus Edge Identity

The first encounter with wayfinding element are along the edges of the Campus. They include identity signs that can be seen from off-site as well as provide identity for Campus entries. Edge identity creates a first impression all users including the general public. **The sign type diagrams on this page are not designs,** but instead graphically illustrate the use and scale of signs along the Campus edges.



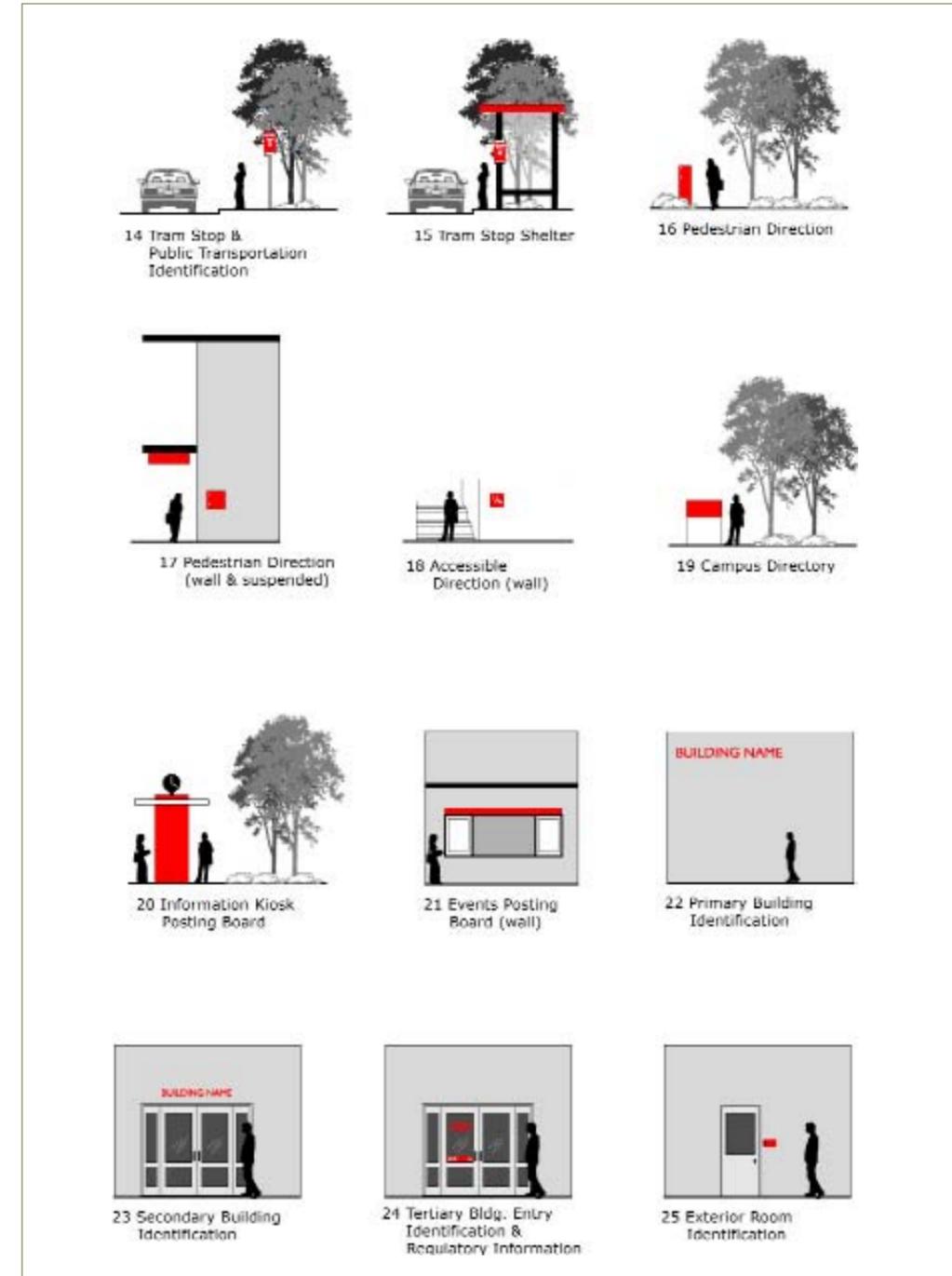
4. Sign Type Diagrams: Vehicular Wayfinding

Vehicular circulation is greatly enhanced with the proper placement of the signs illustrated here. The primary objective of vehicular traffic on Campus is to find parking in relative close proximity to one's destination. **The sign type diagrams on this page are not designs**, but instead graphically illustrate the use and scale of signs intended for motor vehicles.



5. Sign Type Diagrams: Pedestrian Wayfinding

Pedestrian Wayfinding Pedestrian circulation is greatly enhanced with the proper placement of the signs illustrated here. Pedestrians typically arrive to the Campus via automobile or public transportation. From the point of arrival, pedestrians look for direction to their destination on Campus. **These sign type diagrams are not designs**, but instead graphically illustrate the use and scale of signs intended to provide direction and information to pedestrians.

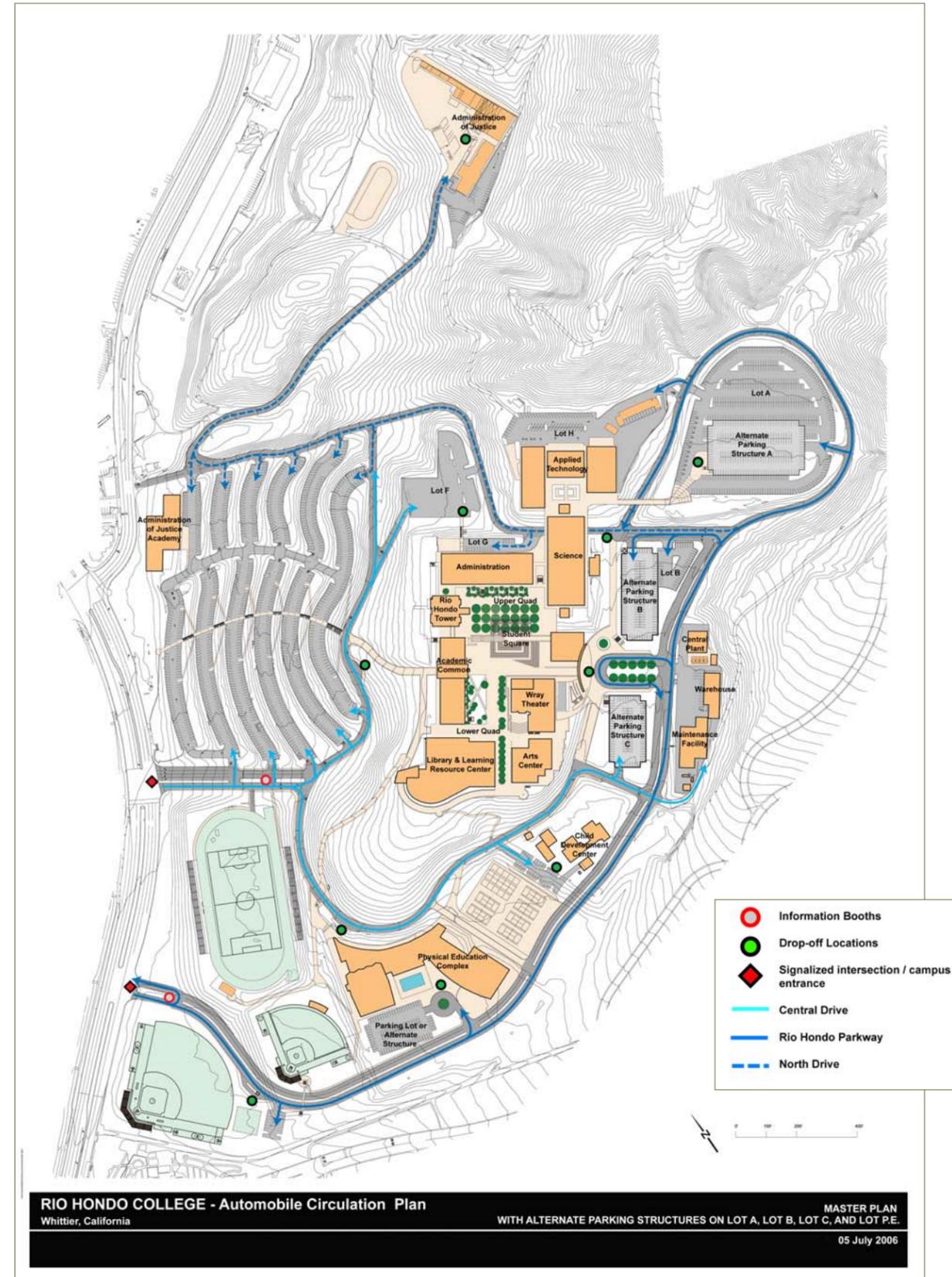


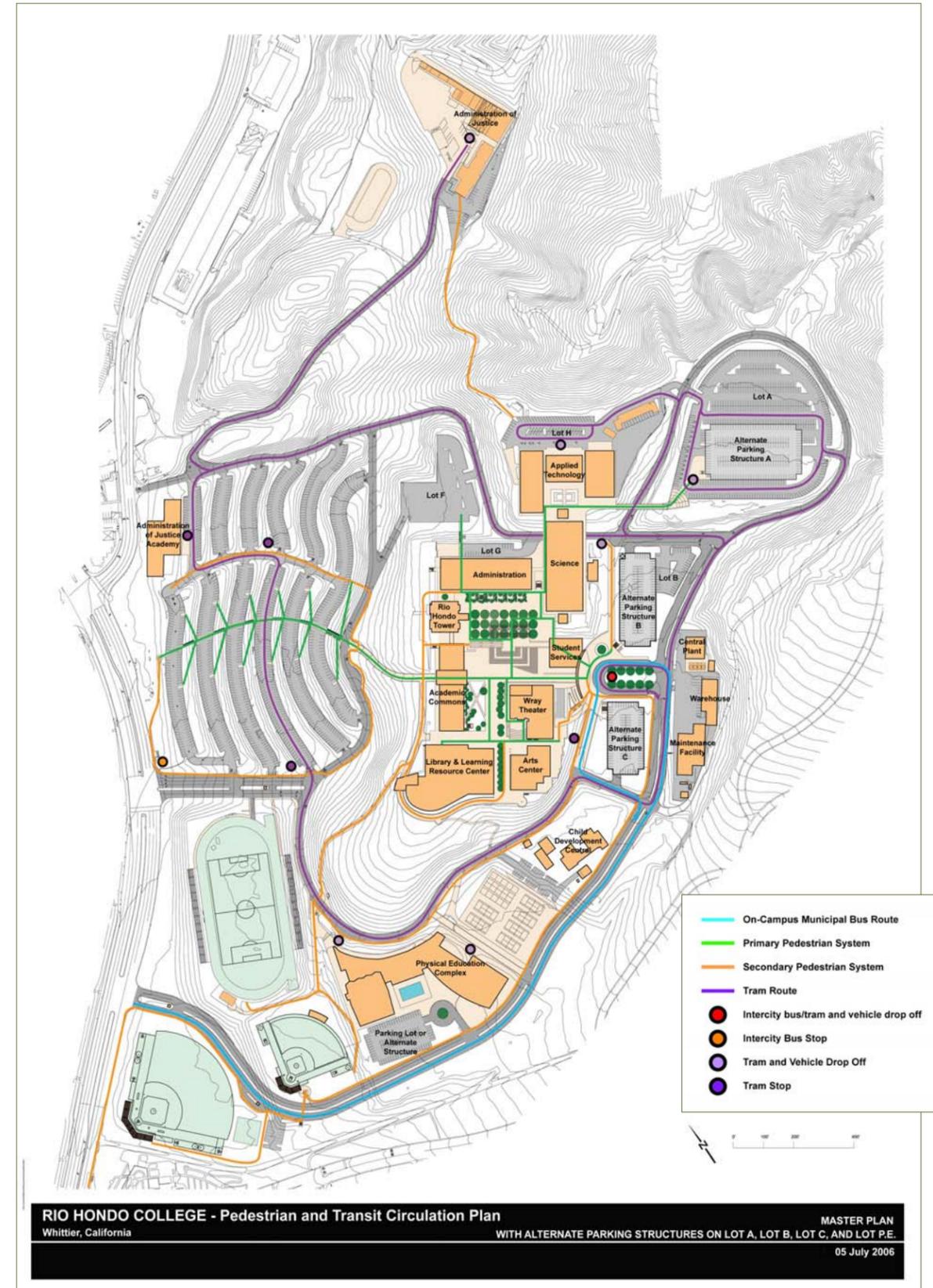
VIII. MASTER PLAN ORGANIZATION

A set of descriptive diagrams have been prepared to explain various characteristics or functional operations of the Campus and are an integral part of the Master Plan. These include aspects of campus operation that were identified as areas requiring improvement and were part of the originally stated goals of the Campus Master Plan. For example: improvements to Access and Safety can be readily understood through Campus Circulation Diagrams for vehicles and pedestrians. Adjustments in access patterns throughout the implementation of the overall program are indicated on the phasing diagrams included in Appendix A (not included in this document).

1. Automobile Access and Circulation Plan

This drawing identifies all vehicular entrances to the campus, existing and proposed, and indicates parking areas accessible from each, as well as on campus circulation routes open to automobiles, as well as public mass transportation.





2. *Pedestrian and Transit Circulation Plan*

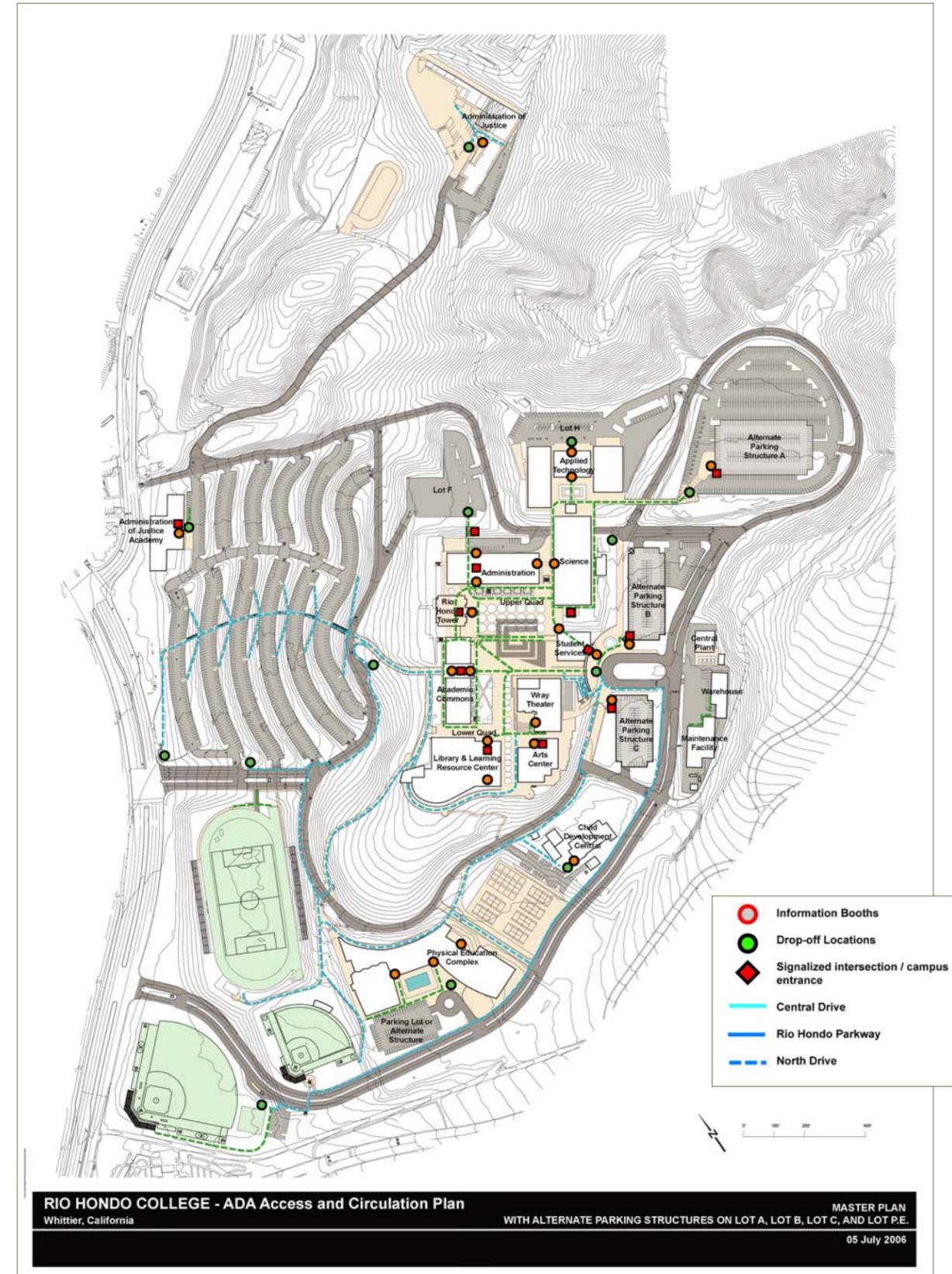
Pedestrian pathways leading from parking areas to destinations throughout the campus are overlaid with proposed and existing campus shuttle routes and stops. Locations of shuttle stops and the schedule of routes will be adjusted over time as the plan is implemented.

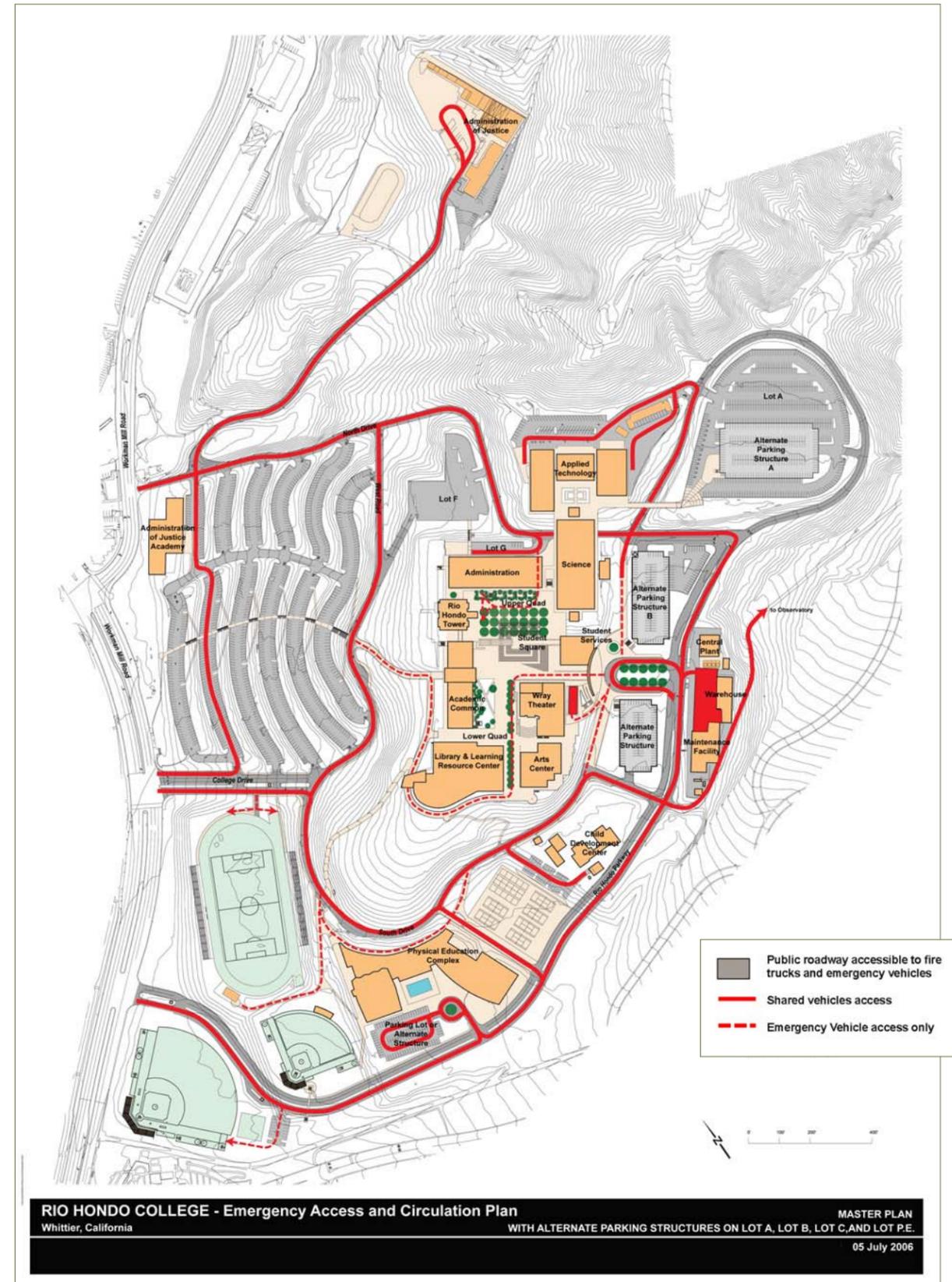
3. *ADA Access and Circulation Plan*

Due to the steepness of the terrain across the campus, it is not possible to navigate the entire campus within the ADA accessibility standards. However, it is possible to access every facility on the campus from either an accessible parking space or by means of the campus shuttle system.

The campus has been divided into precincts within which it is possible to move about in a barrier free environment. These areas include; the Campus Core, the Physical Education Complex, the Child Development Center, the Administration of Justice Academy and the Advanced Training Facilities. In the case of the Campus Core, this is a fairly extensive area and includes everything from Lot A on the north to the Library/Learning Resource Center on the south. All exterior spaces and buildings with the Campus Core will be accessible.

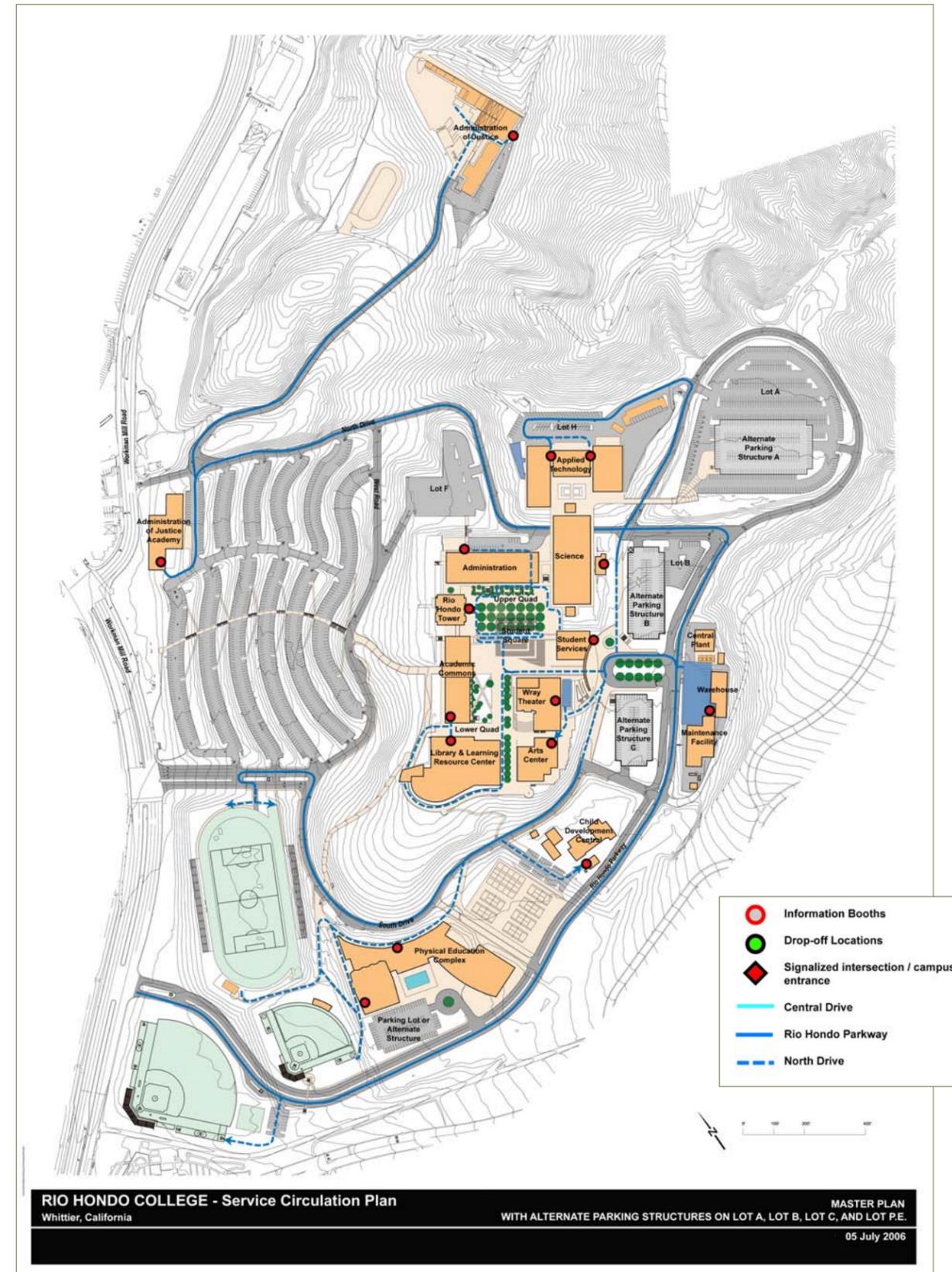
As a supplement to ramps between major exterior spaces or where ramps are not feasible to overcome grade changes, elevators either within buildings or as stand alone exterior elements, such as the proposed elevator between Lot F and Lot G, will provide accessibility.





4. Emergency Vehicle Access Plan

This drawing indicates roadways open to emergency vehicles, such as ambulances and fire trucks. These routes include what are normally pedestrian walkways only, such as the portion of the former Central Drive leading to the Academic Commons Building and the LRC, or into the Upper Quad area to access Rio Hondo Tower and the Science Building.



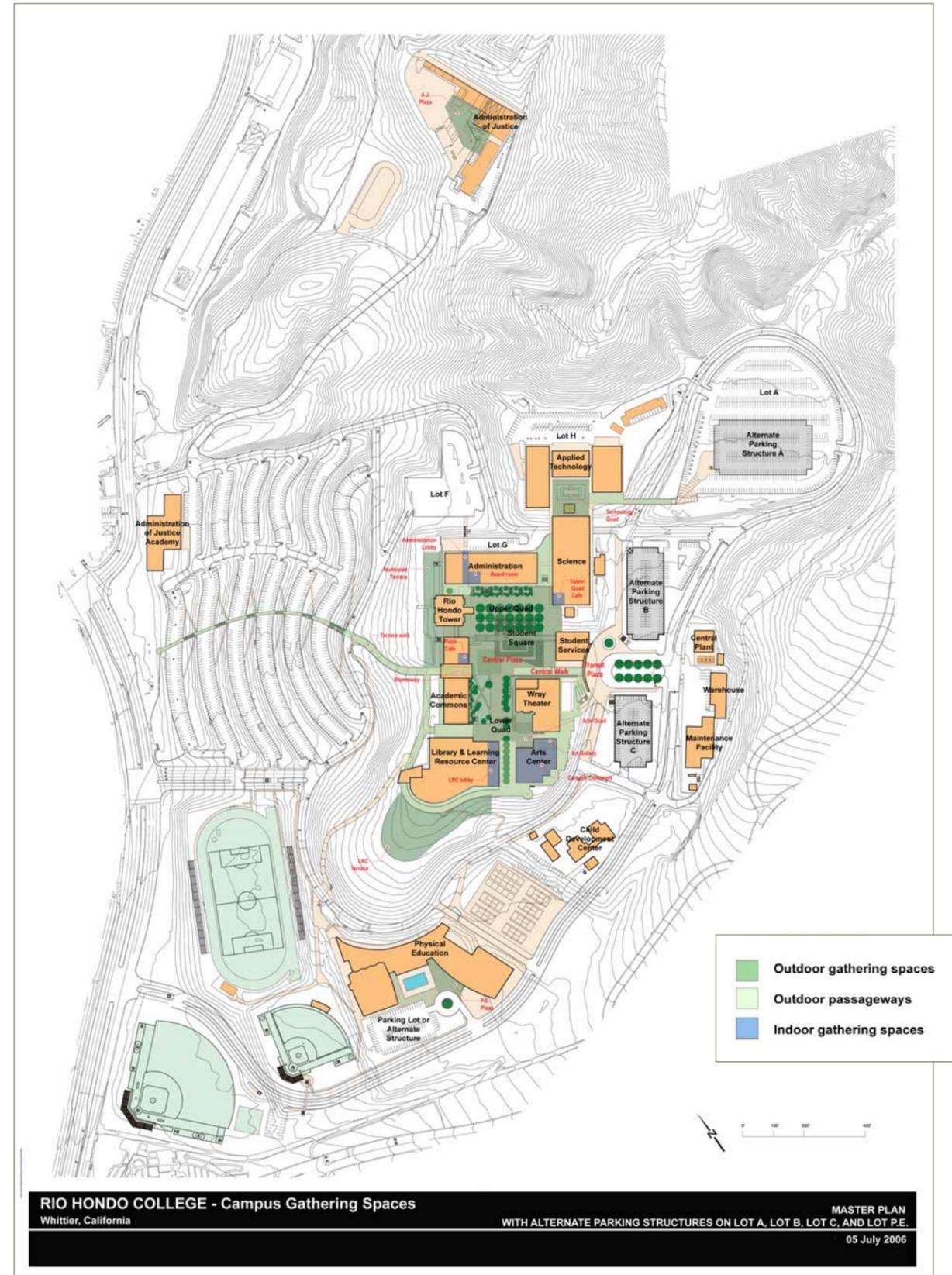
5. *Service Vehicle Circulation Plan*

Delivery of materials and supplies from outside vendors will largely be directed and distributed through the Facilities Maintenance and Warehouse Complex at the east side of campus. Campus operated electric vehicles will carry most materials and supplies to final points of use.

RIO HONDO COLLEGE - Service Circulation Plan
 Whittier, California
 WITH ALTERNATE PARKING STRUCTURES ON LOT A, LOT B, LOT C, AND LOT P.E.
 MASTER PLAN
 05 July 2006

6. *Campus Gathering Spaces*

The major open spaces of the Campus Core are the primary organizing elements around which the academic and administrative buildings are located. They are the main social spaces of the campus. Through both programmed and informal activities, they will be educational spaces as well. These spaces include the Upper and Lower Quads, Student Square, Technology and the Arts Quads. Major indoor spaces such as the two-story lobby of the Library/LRC, the Campus Commons, inside the new Arts Center and the new Boardroom are all accessed from the major outdoor spaces and continue the public nature of the campus into those buildings.



Section 3

Master Plan Implementation and Phasing

I. PHASING CRITERIA

The overall phasing strategy responds to a number of competing criteria concerning ongoing campus operations and optimal use of available funding. The following considerations were determinants of the proposed phasing and implementation plan.

1. State Funding

The State of California was identified as a source of potential funding for a number of building projects, either through budget allocations or State-wide bond measures. The mechanism by which projects would qualify for these funds is the IPP/FPP Funding Process administered by the State Chancellor's Office. Applications are made several years in advance to receive project program and then plan approval. Projects can be funded in whole or in part through this process and funds can be distributed according to phase or all at once, once money becomes available. The Library/Learning Resource Center and the Applied Technology Building are both being funded through this process. The Physical Education Complex has been approved, but awaits availability of funding through an upcoming budget allocation.

A list of potential projects that were considered good candidates for funding from the State through the IPP/ FPP process was developed as one method for supplementing the local bond funds and allowing the College to achieve a greater percentage of the master plan vision. The schedule by which applications are to be submitted and approval received was devised so that buildings would come on-line in order to significantly reduce the need for temporary space accommodations on campus, and keep the levels of space assigned to educational uses at levels consistent with demand and on- going operational funding allocations.

This schedule became the backbone of the entire project phasing strategy, since there are a number of other projects that would logically precede or follow-on from the construction of the potentially state funded building projects. This strategy could potentially fund upwards of an additional \$100M in construction and greatly leverage the extent of the construction otherwise possible through the local bond funds.

2. Swing Space Availability

Reduction or elimination of temporary space or multiple relocations of departments have been additional goals of the phasing strategy. By phasing the work so that permanent space would be available prior to demolition or renovation activities affecting specific programs or departments, the need for temporary space has been significantly reduced, preserving capital for permanent construction projects.

3. Maintenance/growth of Academic Programs

Construction work has been scheduled so that it accommodates academic program schedules to the greatest degree possible. Areas of construction will need to be separated from normal campus activity to ensure safety. Construction projects have therefore been planned so that the campus will still be navigable by students, faculty, staff and visitors.

4. Maintenance of ASF per State Chancellor's Standards

Maintenance of program areas so that levels remain constant or increase as planned in annual reports to the Chancellor's office will ensure adequate levels of funding for ongoing operations and eligibility for other funding.

5. Optimization of Construction Dollars

By moving projects up in the schedule to the greatest degree practical and with consideration of the other factors listed, the impact of inflation will be reduced to the greatest degree possible, allowing more construction for the funds available. Construction schedules have been planned to be as accelerated as possible.

6. Public Safety and Maintenance of Campus Functionality

The safety of the campus community was of paramount concern, as were the potential effects of numerous construction projects on enrollments due to perceived inconveniences by students. Care was taken to isolate construction activities, including delivery routes, construction worker parking and staging areas from normal campus activities.

7. *Coordination with the Division of the State Architect's Office (DSA)*

The College District developed a proactive strategy in order to take advantage in promised improvements in the DSA review process. Meetings were scheduled to notify the DSA in advance of the overall project schedule and a program of preliminary meetings and reviews established for each project. Compression of the overall schedule has been identified as a critical goal in the success of the overall program and the DSA review process has been identified as an opportunity to improve that schedule significantly.

8. *Show Progress*

Projects that could be executed early in the process that would address directly concerns for safety and access on the campus, as well as give an indication of the feel and look of the larger campus improvements to come were identified and scheduled to be undertaken as early in the program schedule as possible. A list of "Quick Start" projects - those that could be completed within one year and "Early Start" projects - those that could be planned, permitted and construction initiated within one year were identified and are now being undertaken.

"Quick Start" Projects include:

- a. *Building Façade Strengthening* - Various projects to improve attachment of façade elements to original Campus buildings.
- b. *Pedestrian Bridge* - Connects Lot A to main Campus Core through the Technology Quad.
- c. *Technology Quad* - Provides seating, shade and a sense of entrance from the new bridge at Lot A.
- d. *Landscape Projects* - Various projects that include replanting and augmenting existing planter boxes to help better define seating and gathering areas.
- e. *Surface Parking Re-Striping* - All surface parking lots will be re-striped to increase efficiency as the initial step to help mitigate any losses of parking that might occur due to construction activities.

II. STRATEGIES

1. Use "Quick Start" projects as a method of soliciting further campus input, i.e.: selection of outdoor furniture, lighting and signage.
2. Construction of supporting projects will be timed so that they are operational in time to service or support primary projects and keep disruption of campus activities to a minimum.
3. Development of work-around projects to keep campus operational and safe during construction.
4. Integration/coordination of Infrastructure Master Plan with overall construction program.
5. Create and implement Communications Plan to keep the campus community informed and the construction crews aware of campus activities that need to be accommodated.
6. Take advantage of the entire process as an opportunity for learning, by keeping the campus community informed at each phase of implementation and looking for other opportunities for participation and observation.
7. Involve the surrounding community to the greatest degree possible through employment opportunities encouraged by integrating outreach programs into the solicitation process for construction projects.
8. Identify off-site opportunities for construction parking to mitigate the effects of construction activities on available campus parking.

CONSULTANT PARTNERS

MAAS COMPANIES	<i>Educational Master Plan, Space Inventory Study, Program Space Projection</i>
3DI	<i>Level One and Level Two Facilities Assessment Studies</i>
HARDY HOLZMAN PFEIFFER	<i>Vision Plan</i>
PFEIFFER PARTNERS	<i>Initial Master Plan Development</i>
TMAD TAYLOR AND GAINES	<i>Infrastructure Master Plan</i>
VANTAGE TECHNOLOGY	<i>Communications Master Plan</i>
WRT DESIGN	<i>Landscape Master Plan</i>
IMPACT DESIGN ASSOCIATES	<i>Signage and Wayfinding</i>
KGM LIGHTING	<i>Lighting Master Plan</i>
STEVEN EHRlich ARCHITECTS	<i>Architectural Design Guidelines</i>
WEST EDGE ARCHITECTS	<i>Master Plan Refinement</i>

Appendix A

**Listing of Priority
Projects**

Rio Hondo Community College

Priority Projects

- ▶ El Monte Facility
- South Whittier Facility
- ▶ Santa Fe Springs Phase 2
- ▶ Learning Resource Center - *New Building*
- Child Development Center
- Central Plant & Main Utility Distribution Lines - *New Building*
- ▶ Campus Wide Roads / Walks / Walls
- ▶ Campus Wide Infrastructure
- ▶ Lot A Bridge
- Santa Fe Springs Phase 3
- Applied Technology - *Building Remodel*
- ▶ Administration Of Justice Upper Parking
- Administration Of Justice - *New Building*
- ▶ Administration Of Justice - *Remodel*
- ▶ Student Services - *New Building*
- ▶ Landscape / Hardscape Phase 1
- ▶ Physical Education Complex - *New & Remodel*
- Administration Building First Floor Including Data Center - *Remodel*
- ▶ Athletic Fields Bridge
- ▶ Santa Fe Springs Phase 3
- ▶ Seismic Retrofit - Phase 1
- Equipment Purchase Phase 1
- Demolition / Relocation Phase 1
- ▶ IT Hardware / Software - *Purchase & Implementation*

Appendix B

Supplemental Diagrams

Lower Quad

Upper Quad

Technology Quad

Existing Campus Plan

Campus Plan with Parking Structure on Lot A

Campus Plan with Parking Structure on Lot A - Auto Circulation

Campus Plan with Parking Structure on Lot A - Pedestrian Circulation

Campus Plan with Parking Structure on Lot B & C

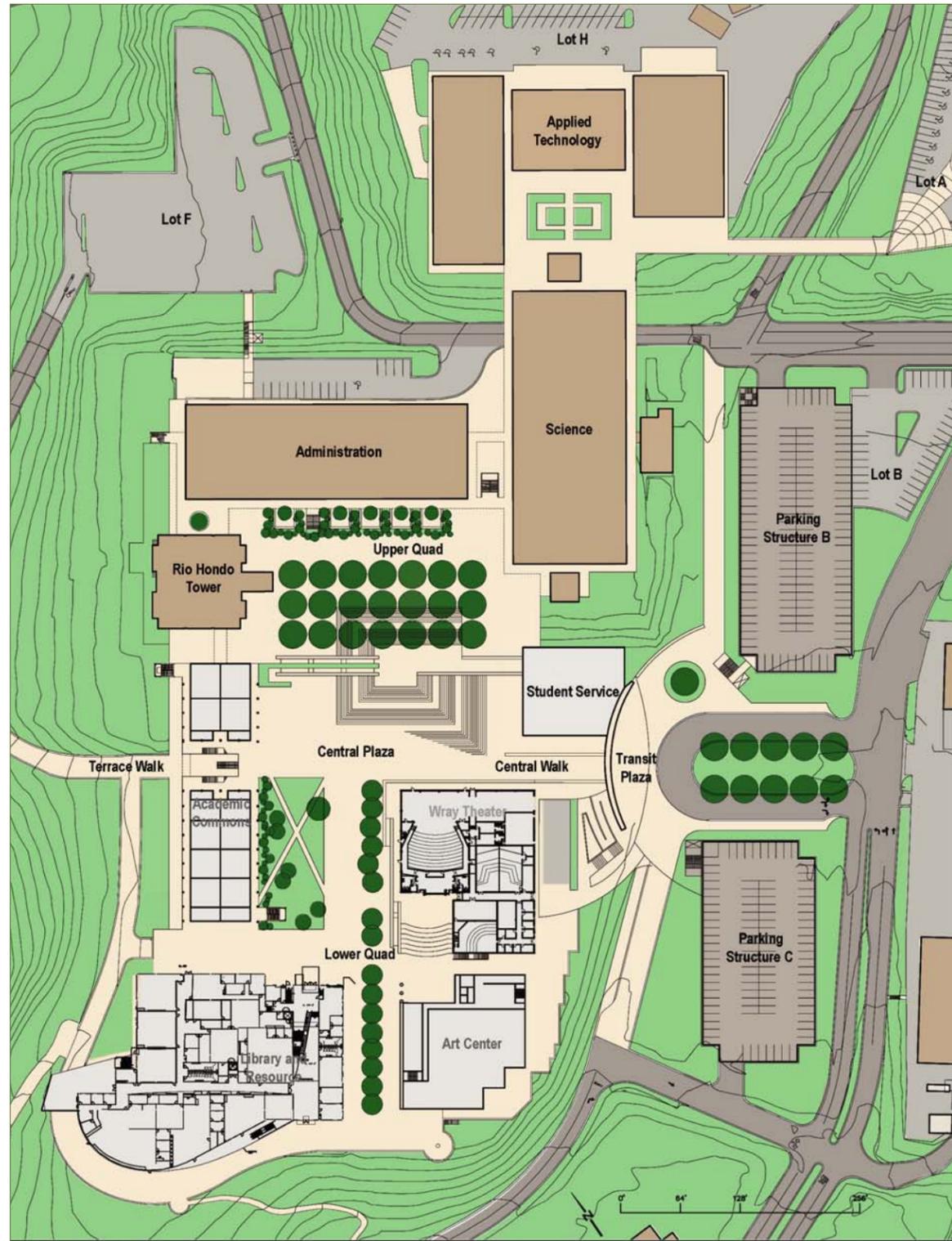
Campus Plan with Parking Structure on Lot B & C - Auto Circulation

Campus Plan with Parking Structure on Lot B & C - Pedestrian Circulation

Campus Plan without Parking Structure

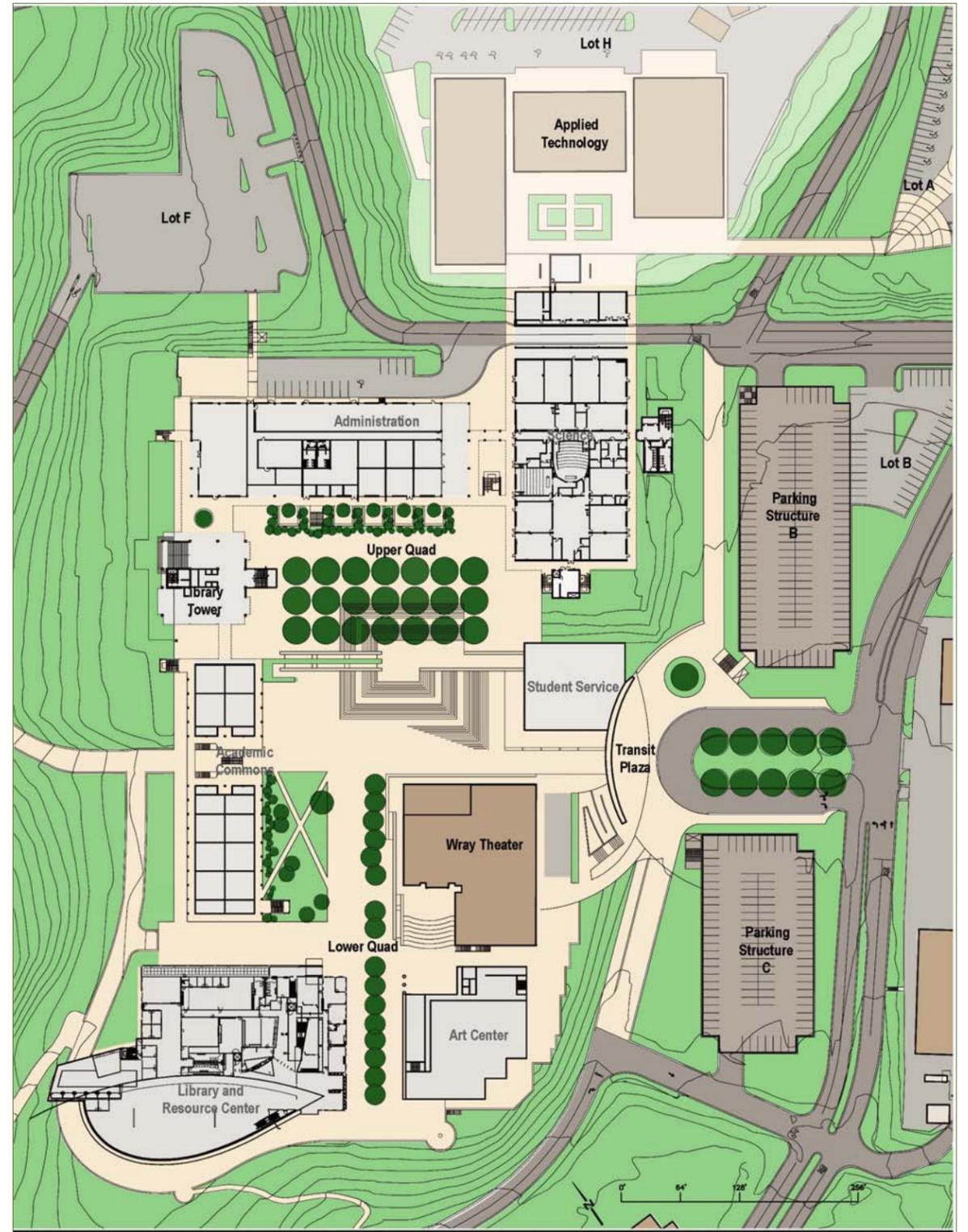
Campus Plan without Parking Structure - Auto Circulation

Campus Plan without Parking Structure - Pedestrian Circulation



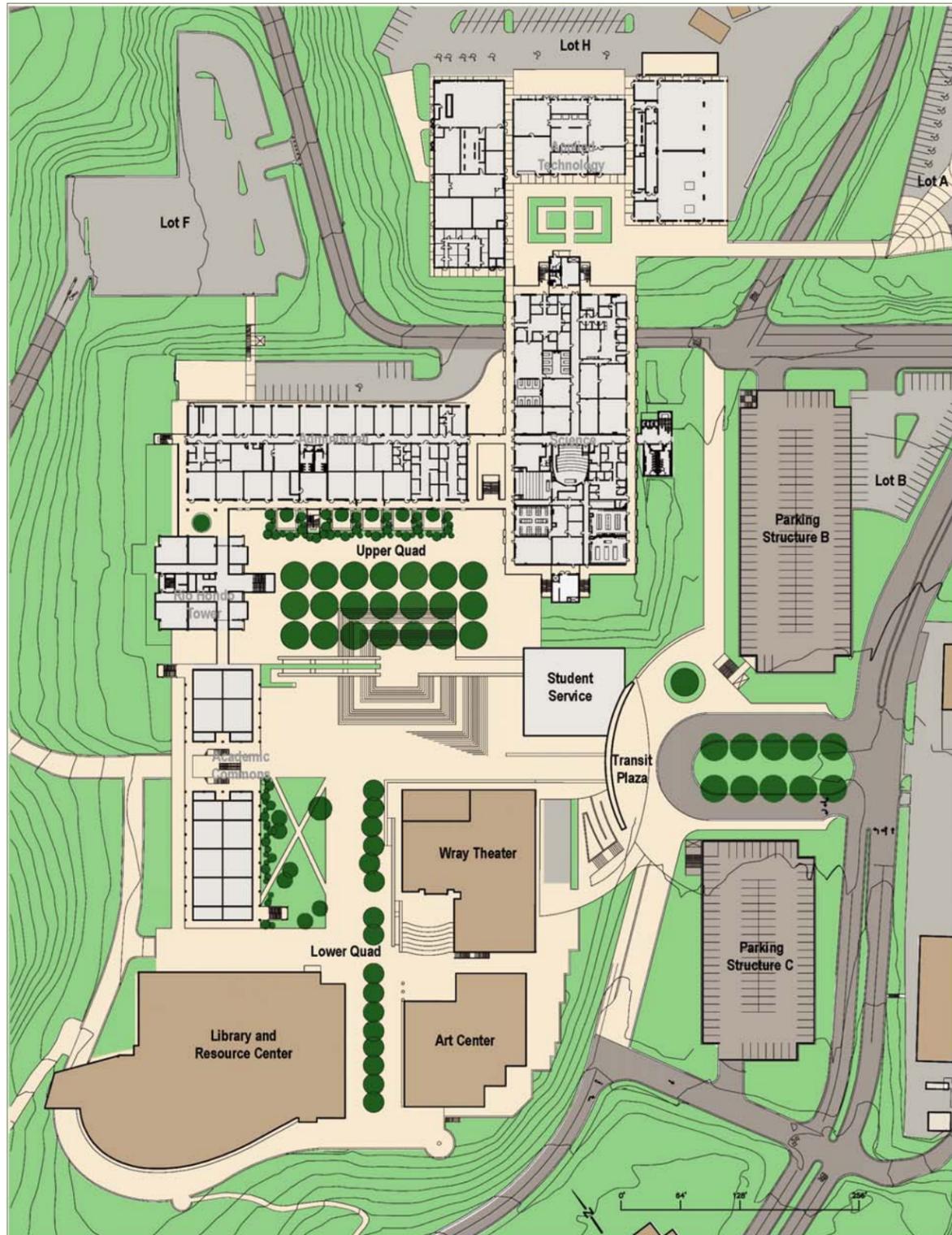
RIO HONDO COLLEGE - Lower Quad (EL. 416)
Whittier, California

MASTER PLAN
05 July 2006

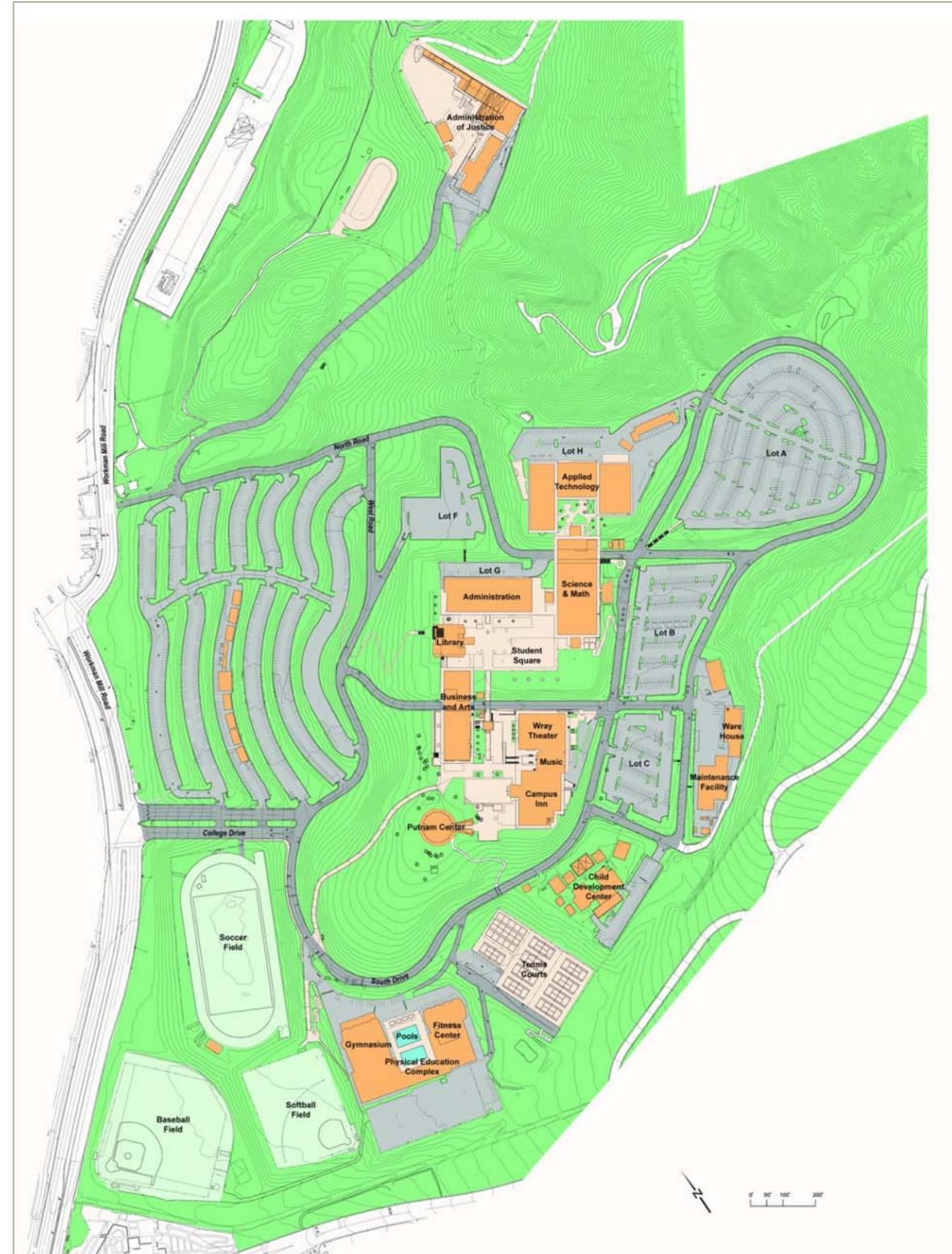


RIO HONDO COLLEGE - Upper Quad (EL. 432)
Whittier, California

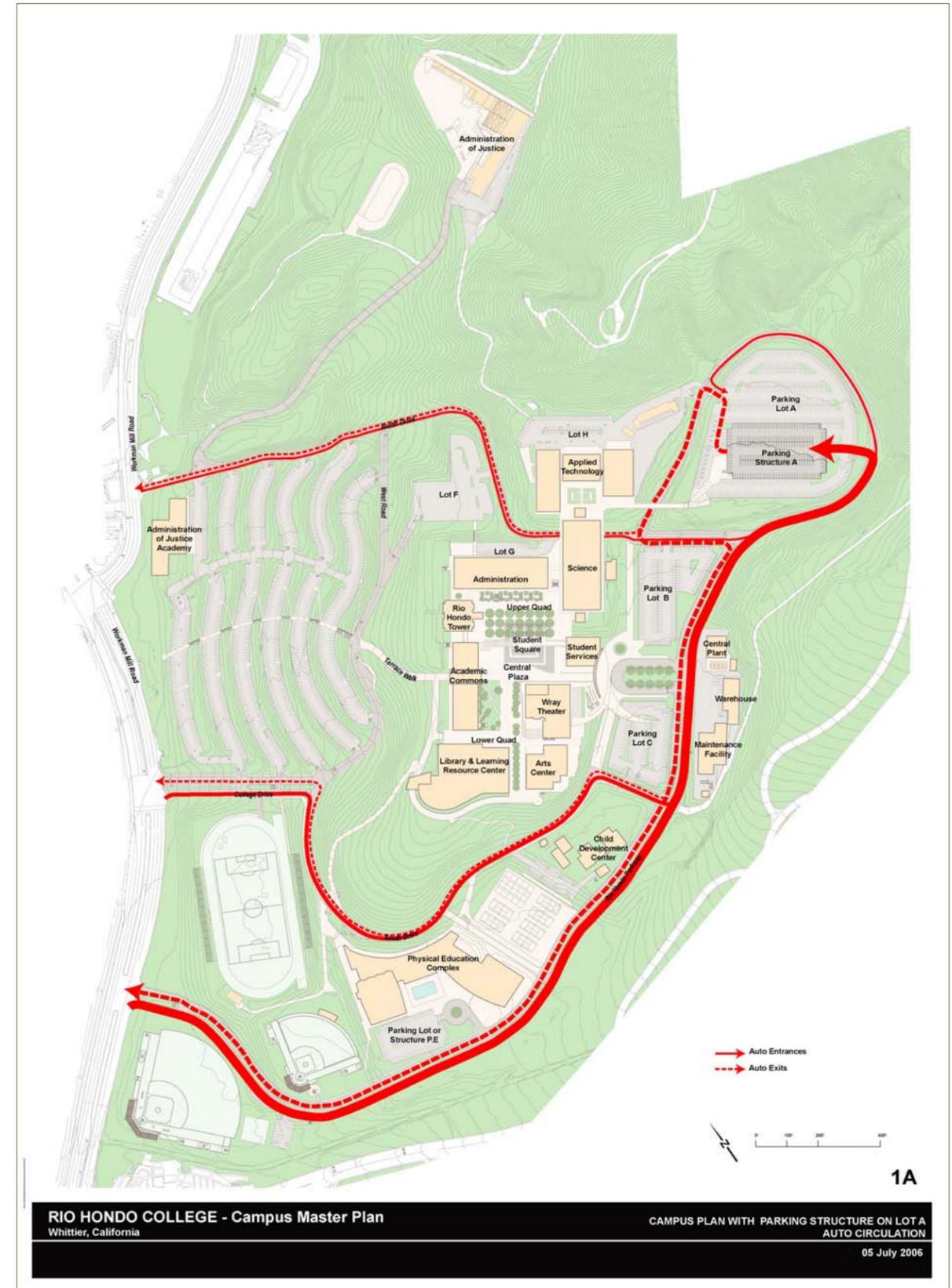
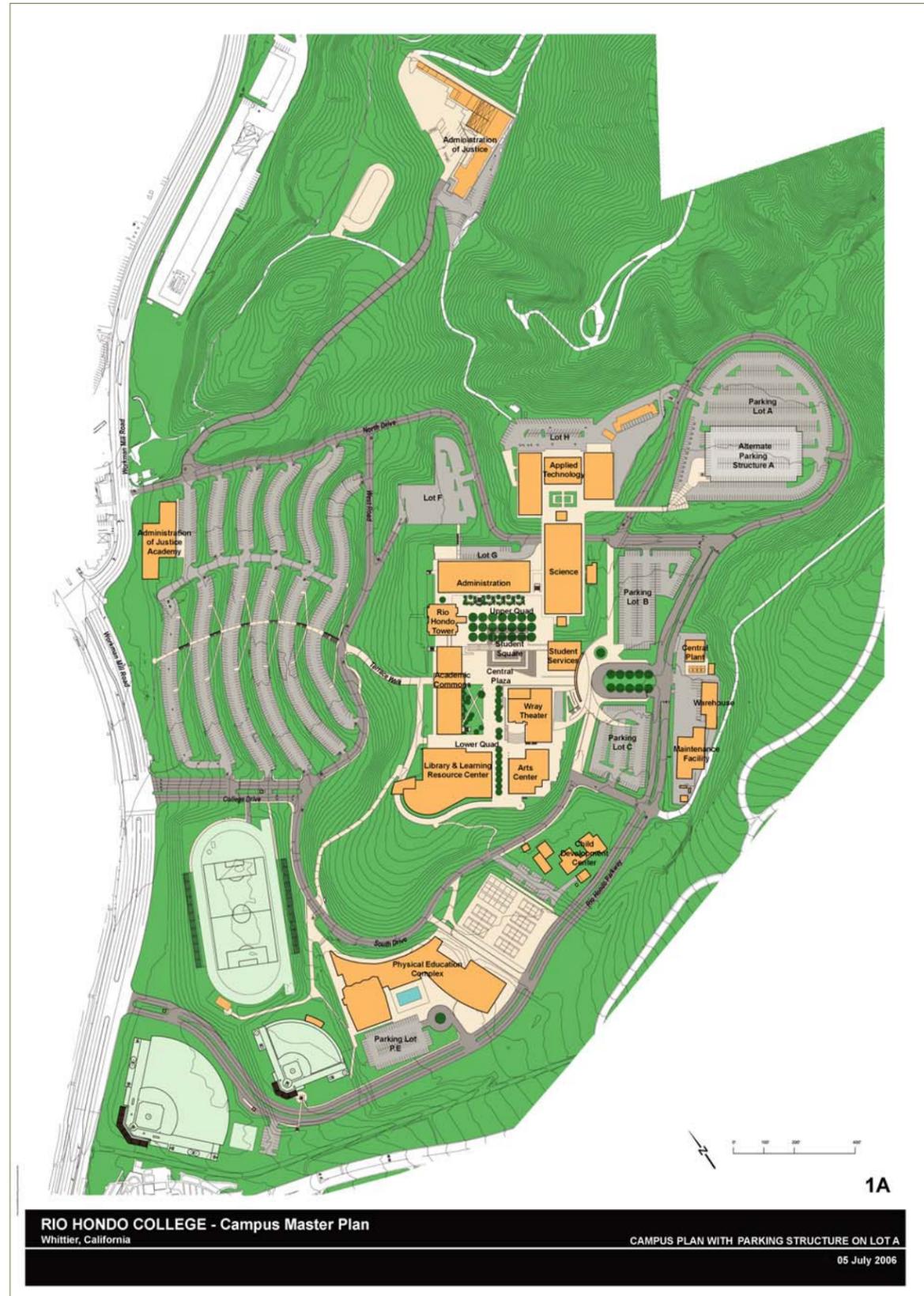
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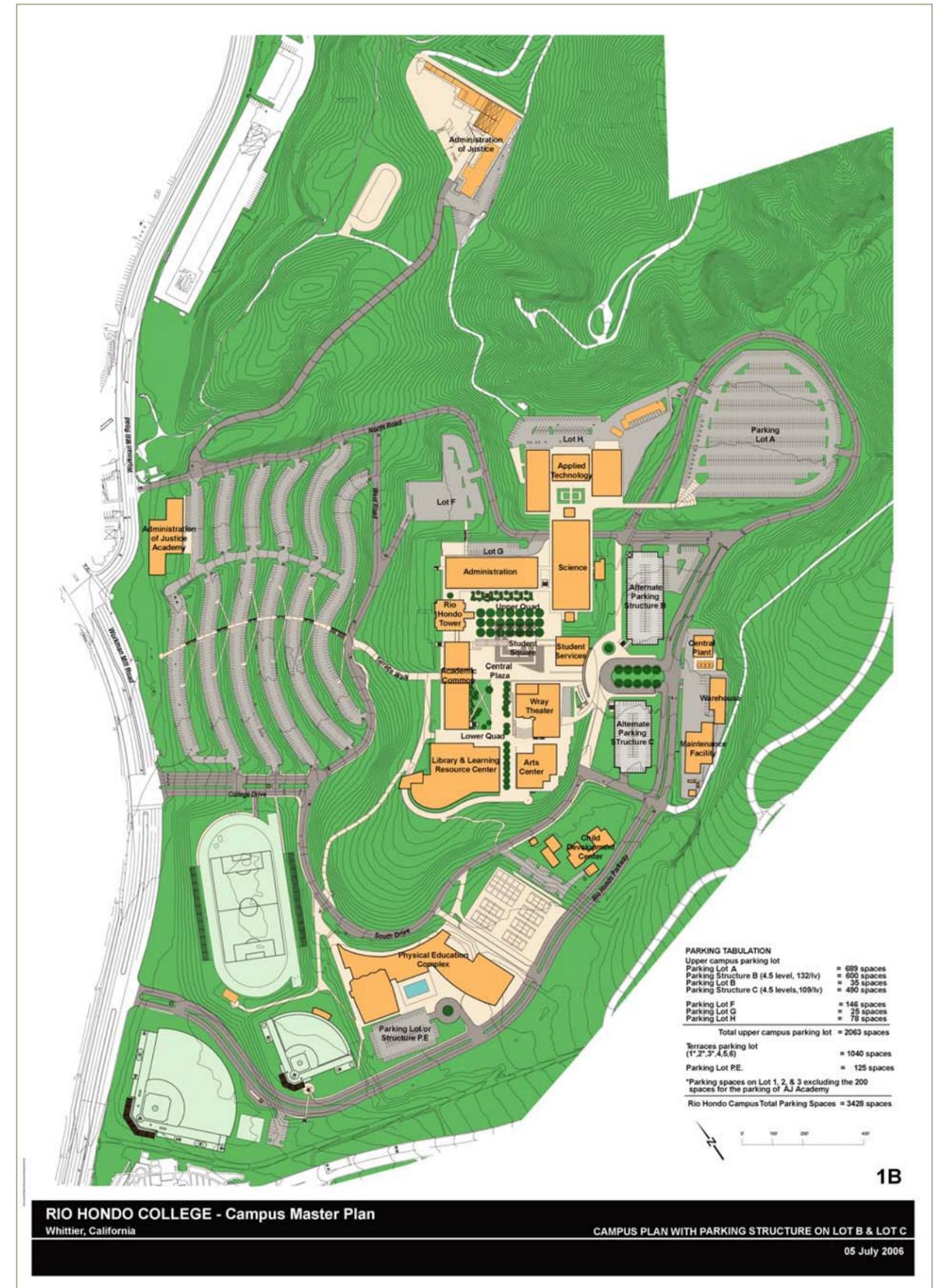
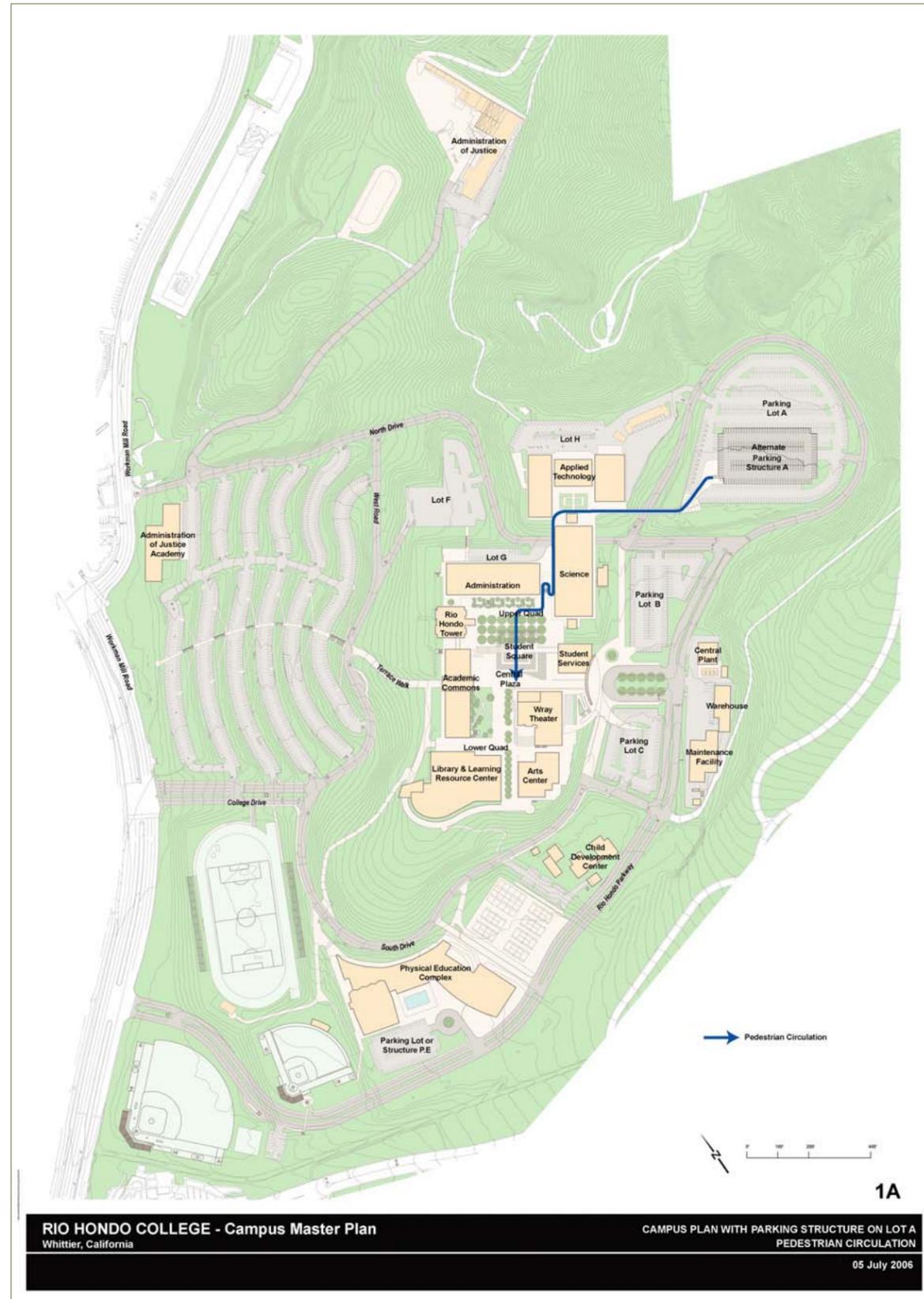


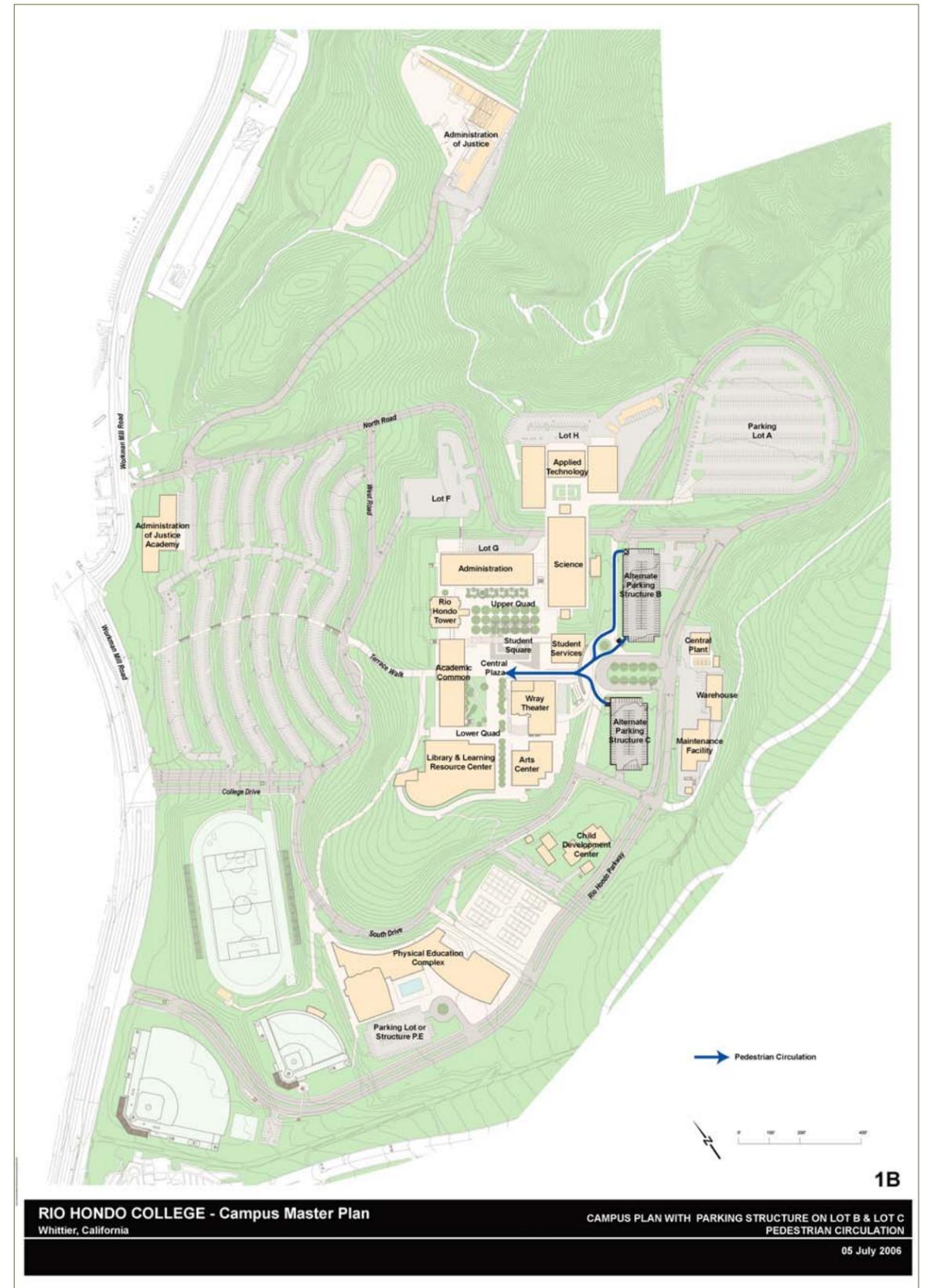
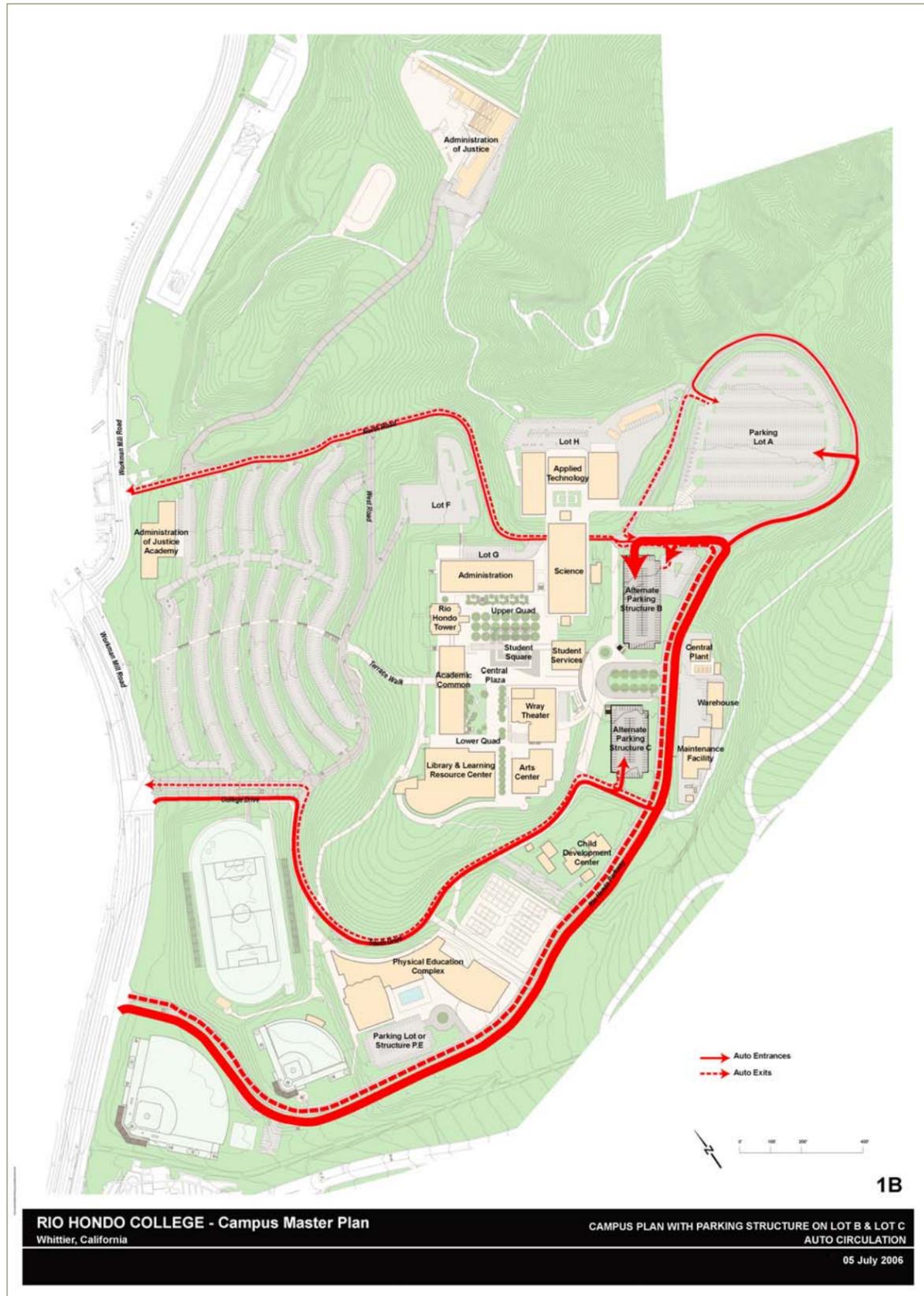
RIO HONDO COLLEGE - Technology Quad (EL. 448)
 Whittier, California
 MASTER PLAN
 05 July 2006

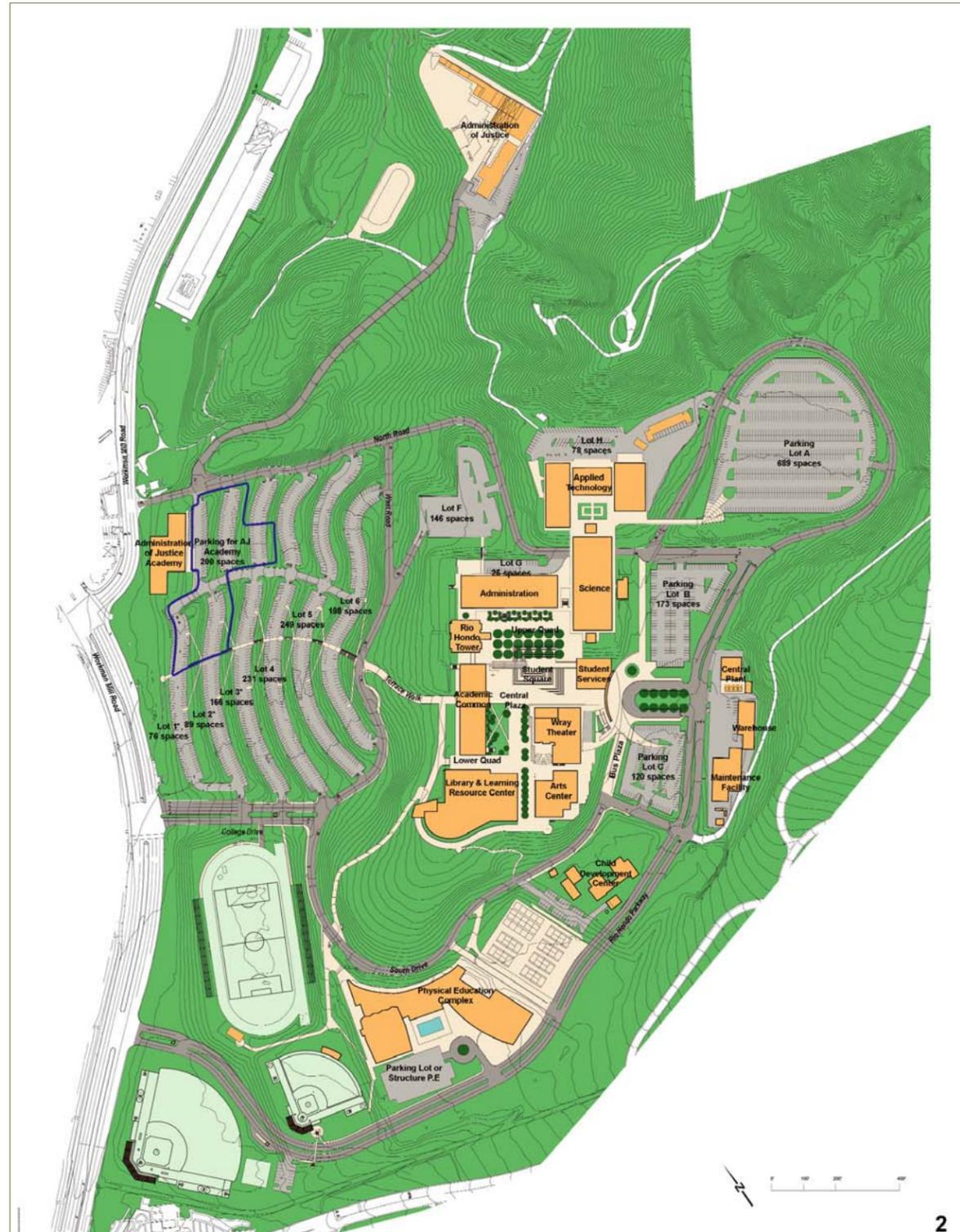


RIO HONDO COLLEGE - Existing Campus Plan
 Whittier, California
 MASTER PLAN
 15 March 2006

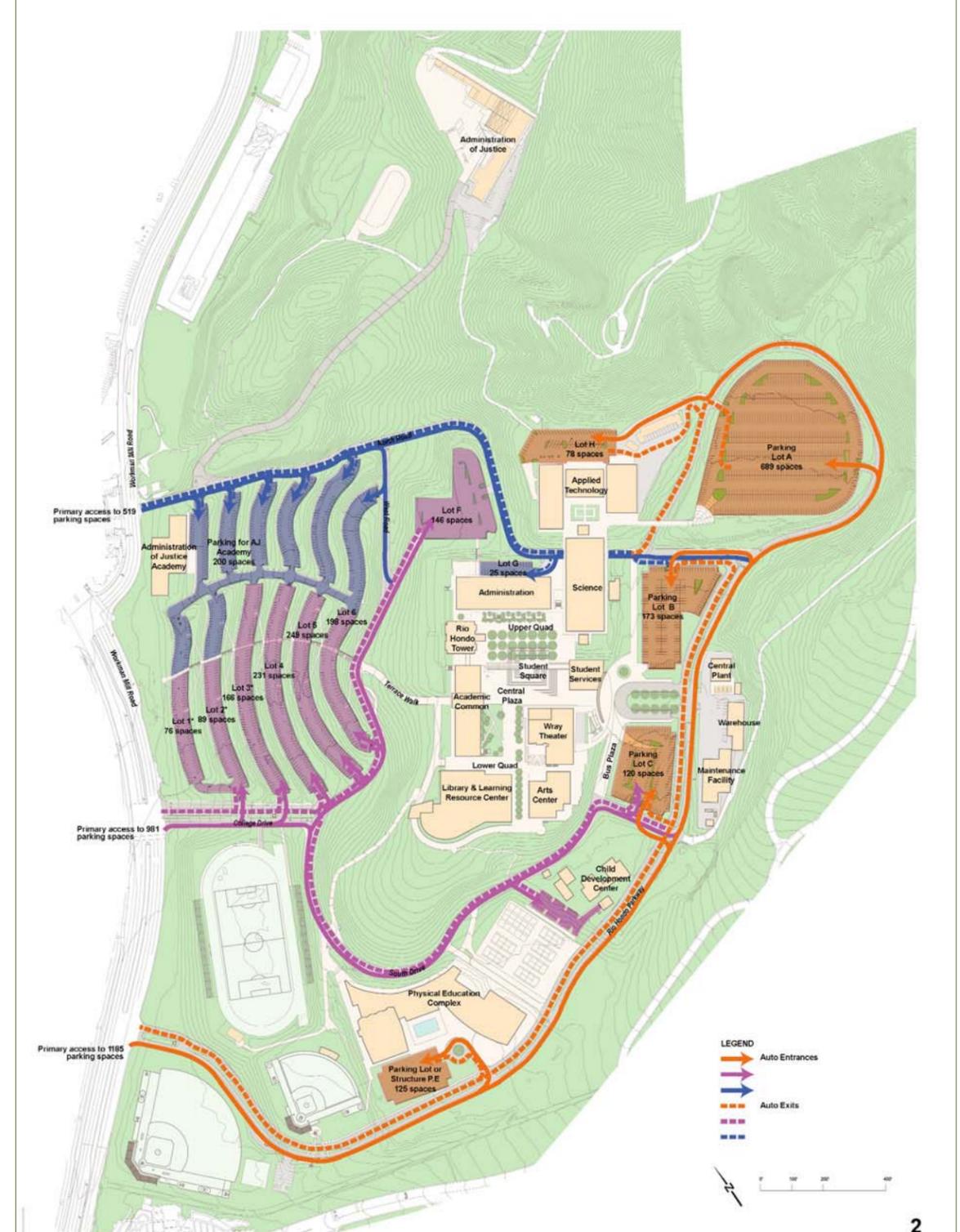




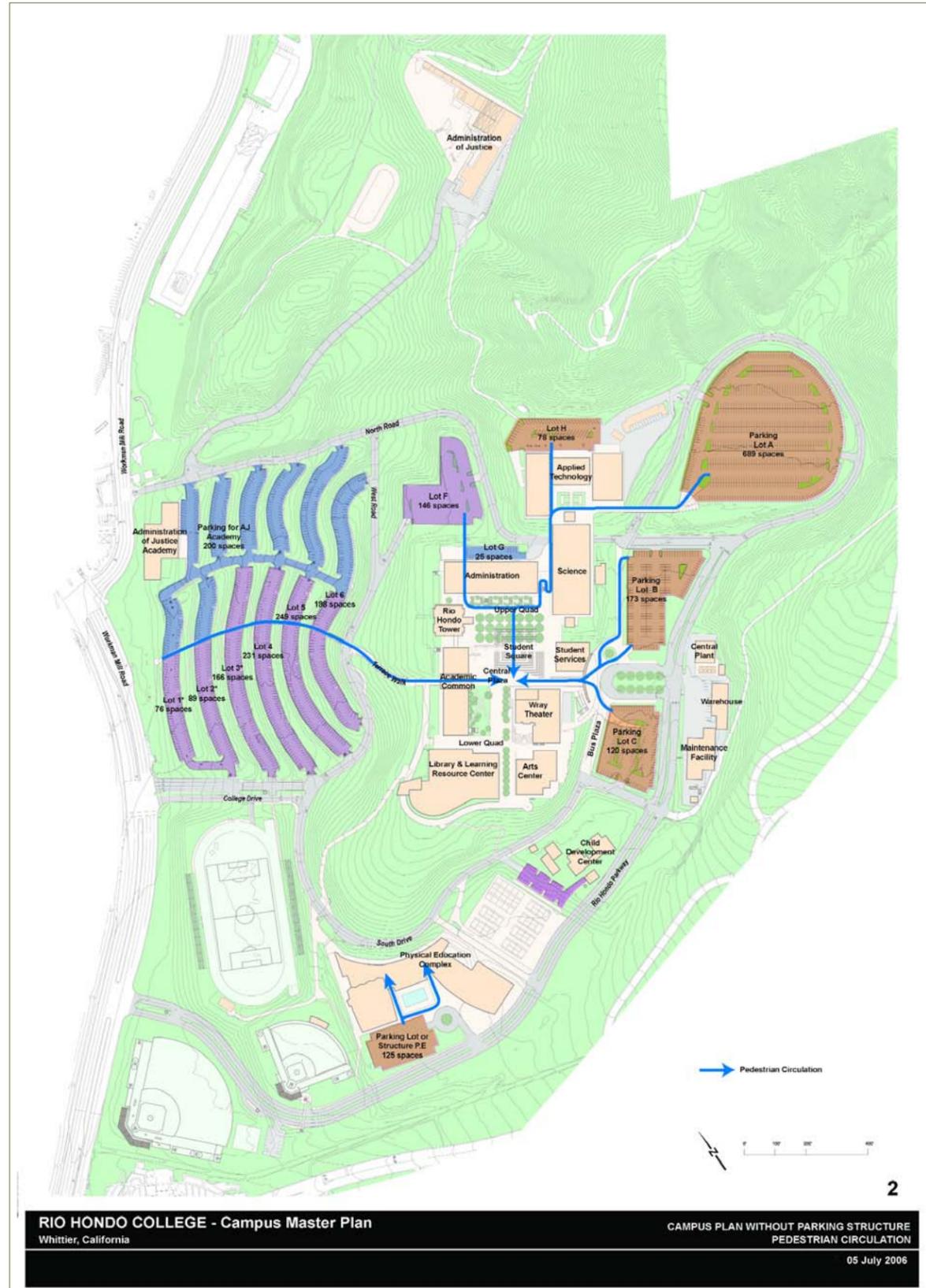




RIO HONDO COLLEGE - Campus Master Plan
Whittier, California
CAMPUS PLAN WITHOUT PARKING STRUCTURE
05 July 2006



RIO HONDO COLLEGE - Campus Master Plan
Whittier, California
CAMPUS PLAN WITHOUT PARKING STRUCTURE
AUTO CIRCULATION
05 July 2006



RIO HONDO COLLEGE - Campus Master Plan
Whittier, California

CAMPUS PLAN WITHOUT PARKING STRUCTURE
PEDESTRIAN CIRCULATION

05 July 2006