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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 the 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:

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.

The Board of Trustees continued to be updated regularly. Campus-wide updates were held after each Board meeting, starting in 2004 and continuing in 2005-06.

In 2004-05, an update of the space projections required for each academic area was completed.

REFINEMENT OF THE CAMPUS MASTER PLAN

n 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 that were under consideration.

DESCRIPTION OF CAMPUS MASTER PLAN DOCUMENTATION

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

I. Facilities Master Plan
II. Landscape Master Plan
III. Architectural Guidelines
IV. Infrastructure Master Plan

RESOURCES AVAILABLE

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

OBJECTIVES OF THE MASTER PLAN

1. The Campus Master Plan shall support the original goals of the Educational Master Plan, the Mission of the College and the guiding principles of the Vision Plan.
2. The Campus Master Plan shall accommodate shifts in short-term priorities and variations in funding.
3. The Campus Master Plan shall permit 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.

THE PLANNING TEAM

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

Management and Operations Team
Representatives of Campus Administration and the Rio Hondo Project Management team; responsible for determining policy decisions as they relate to the Plan development.

Steering Committee
Members of the Rio Hondo College administration and facilities, technical advisors to the President, members of the Rio Hondo College program management team, and, as needed, faculty, staff and specialty consultants; responsible for reviewing the work of the professional consultants and making recommendations to the Board for approval.

Rio Hondo College Program Management Team

Management of the entire Program, including coordination of all the professional consultants and construction contractors; responsible for contract administration, ongoing cost and constructability reviews and schedule.

Professional Consultants

A number of professional consultants have been relied upon to assist in the development of the details of the Campus Master Plan and the documents that provide its underlying criteria.

Planning Criteria

Goals, Principles & Strategies Guiding the Master Plan

I. GUIDING PRINCIPLES

The Vision Plan identified a number of Guiding Principles by which the Campus Master Plan was to be developed. These have been consistently adhered to throughout the planning process. They are included in Appendix A of this document.

II. PLANNING PRINCIPLES

Many guiding principles were expanded upon and others were identified as a natural progression in the planning process:

1. *Site and building development to foster 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.

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

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

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

   Through an awareness of sustainability, and exemplary employment of resources - in both the improvement program and campus ongoing operations - the College can influence the next generation of citizens to value the limited resources we all must share.

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

   The College community is a diverse population representing different cultures and backgrounds. Respect for those cultures' traditions in the detailed planning of spaces is considered to be a basic value for the campus community.

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

   The range of programs, creativity in the locations and schedules of off-site programs will accommodate a wider range of the surrounding community and better serve their needs.

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

   A planning process that considers a range of possible options for each issue, permits informed decision making 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. *Consolidate programs and affiliated programs in single or adjacent locations that permit efficiency of operation, a feeling of community and synergy within and amongst departments and programs*

   Wherever possible, 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.

III. STRATEGIES

The planning team employed the below listed strategies 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*
2. *Leverage Bond resources to the greatest benefit of the College through proactive and careful planning*
3. *Incorporate funds available through State-wide bond measures*
4. *Enlist the resident campus knowledge and expertise to inform and shape the Campus Master Plan*
5. *Exploit the Rio Hondo College building program as a learning tool*
6. *Establish a Communications Program in order to inform all stakeholders on a timely and consistent basis*
7. *Revisit the Campus Master Plan on a regular (semi-annual) basis to verify originating goals remain pertinent*

IV. PROCESS

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

1. *Establish benchmarks and deadlines for the completion of the Campus Master Plan and the campus building program itself*
2. *Confirm growth of educational programs through on-going monitoring of program attendance*
3. *Continue to involve Campus Master Plan stakeholders through a range of interactive activities*
4. *Create a strategy for information gathering and consensus building*
5. *Complete in-depth site and building circulation analysis*
6. *Integrate academic calendar opportunities and constraints to the greatest degree possible*
7. *Finalize project priority list accounting for limited resources and weighing the relative benefits of competing interests*
8. *Develop funding/financing strategy to leverage the resources of the bond and other available funding sources*
9. *Create and implement measures to ensure academic continuity and public safety during demolition and construction*
10. *Establish systems to facilitate College approval of the Campus Master Plan components (and specific building projects as the yare developed) to ensure on-time progress*
11. *Finalize and publish Rio Hondo College Campus Master Plan document*

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.

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*

Four sites for potential parking structures have been identified. They are at the locations of the current parking lots A, 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 four 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.

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.

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 primary entrance will face Rio Hondo Parkway, from which an automobile drop- off and parking for the complex is accessed. The southern orientation will benefit the pool area as well.

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. 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.

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.

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.

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 greatly increase the educational space for the program and take advantage of existing specialized facilities not easily replaced.

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.

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.

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 become available for additional classroom space and the new Campus IT Center. 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. *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.

10. *Child Development Center*

A new Administration and Service Building will be constructed in the very initial phases of the overall program.

III. ACCESS AND CIRCULATION

1. *Off-Site Centers*

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.

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 PE Complex and parking lots A, B and C.

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 plaza also provides access 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.

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.

A second bridge will be constructed over Rio Hondo Parkway, connecting the Physical Education Complex and its parking to the Baseball field.

7. *Terrace Walk*

A system of sloping walks and stairs 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 and will lead to the Lower Quad. The campus shuttle system will have stops at several levels along the walk as well.

7. *North Drive Entrance*

A new 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; The main open spaces of the Campus Core will continue to be the primary organizational spaces around which the campus is formed.

1. *Upper Quad*

A canopy of tall trees 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.

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.

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.

5. *Arts Quad*

Accessed from the Lower Quad and the Passageway between the new Arts Center and the renovated Wray Theater Building, the Arts Quad will be more intimate in scale than the other campus quad spaces.

6. *Technology Quad*

Reconfiguration of the vending area, improved seating and landscape will better accommodate gatherings of students on their way to and from classes.

7. *Northwest Terrace*

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

8. *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.

9. *Campus Commons*

Serving the campus in much the same way as the current dinning room in the Campus Inn, this multi-purpose space will be used for large indoor gatherings and activities.

10. *Library /LRC Lobby*

A major interior space, it will be the hub of movement between the Library and the LRC and a primary focal point of the Lower Quad.

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. The final plan will be economically viable for the College and its vendors, while providing meals and snack options that are appealing to the students, faculty, and staff.

VI. MASTER PLAN DESCRIPTION

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.

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.

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.

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.

VII. ARCHITECTURAL GUIDELINES

1. *Intents and Purposes*

The Architectural Design Guidelines are intended to permit the development of the campus so that it remains visually coherent, increasingly functional and satisfying to the campus community. They are intended to communicate to designers those elements of the campus environment perceived to be particularly valued, warn against elements found wanting and set the direction for continued development. Specifically they are intended to address:

- Architectural Aesthetics
- Landscape Design
- Functionality and Accessibility
- Sustainable Design
- Seismic Safety

2. *Campus History*

The campus is an excellent example of mid-century college planning and architecture in California. These architectural influences help to explain its specific development and to understand the strengths and weaknesses of the existing physical environment in supporting the educational mission of th College.

3. *Campus Form*

The campus has an established core surrounded by a loop road and surface parking. The buildings are organized around a series of rectangular courtyard or “Quads” that step up the hillside. The campus core buildings are a series of rectilinear forms arranged on an orthogonal grid.

4. *Existing Architecture*

The majority of campus buildings were constructed simultaneously in the 1960’s with only one building receiving any significant level of renovation in the intervening years.

These buildings are quite consistent in architectural style and they form the overall architectural and visual impression of the campus. New buildings will need to be responsive to these existing structures, taking their cues from and adding their interpretation to the previous architectural style.

The buildings, typically two or three stories high, with the exception of the Library Tower, reflect a consistent quality and character. Due in large part to the expression of concrete beams

at floor levels, cantilevered exterior walkway sand flat roofs, the primary expression of the buildings is horizontal. This is contrasted by the occasional vertical form of an open stair, or the solid surface of a service core. The remaining vertical plains seldom interfere with the horizontal emphasis, being primarily expressed as infill or recessed walls.

5. Overall Design Principles

Six overall guiding design principles have been established for new construction on campus:

- New buildings are to reflect the general ARCHITECTURAL CHARACTER of existing buildings on campus
- New buildings, landscape and infrastructure improvements should incorporate elements of SUSTAINABILITY as appropriate and economically feasible
- New buildings shall be limited in height to THREE STORIES, as measured from the adjacent quad level
- New buildings shall establish INDOOR/ OUTDOOR relationships with adjacent exterior landscape areas
- New buildings shall be designed to take advantage of VIEWS
- New buildings are to be designed with SEISMIC SAFETY as a primary concern

6. Primary Elements

Six primary elements of architectural design will provide aesthetic continuity and quality to the campus as it is built- out over time.

- *Building Massing and Articulation*
- *Building Entries*
- *Overhangs, Colonnades and Roofs*
- *Windows and Sunscreens*
- *Stairways and Circulation*
- *Materials and Color Palette*

The detailed requirements for these elements can be found within the Architectural Design Guidelines document

VIII. 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 Design Goals

The lighting for Rio Hondo Community College has been designed to achieve these goals:

- Lighting will be functional, as well as flattering to people in the space
- Lighting will be balanced, with controlled contrast, and minimal glare
- Light color will be used as an additional element of differentiation
- Lighting will be used to help create a welcoming and safe exterior environment
- Lighting will be used to 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 and Roadway Lighting

Lighting in roadway medians will utilize one fixture type to create consistency, both visually and in terms of quality of light; and develop a visual axis leading into the campus. Slightly higher light levels will be provided to create hierarchy and safe maneuvering of in bound and out bound traffic. Uniformity in lighting levels will reduce unwanted bright or dark zones on the ground plane.

3. Campus Quad/Arrival Court Lighting

Lighting will be used to clarify the importance of the arrival court. The fixtures are intended to be 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 separate components could achieve.

4. *Pedestrian and Pathway Lighting*

   Existing recessed step lights will be replaced with new equipment and consistent lamp types. The new system will utilize a fixture that is more pedestrian in scale. Light color will be warm to enhance the environment and provide natural appearance to skin tones.

5. *Parking Lot Lighting*

. The new system will utilize a fixture with some detail and visual interest to create scale in the daytime. The optics will direct the light on the parking surfaces and not create light pollution.

IX. CAMPUS SIGNAGE AND WAYFINDING

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

New 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.

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. Signage will indicate handicap accessible routes as required by state and federal codes.

3. *Sign Type Diagrams: Campus Edge Identity*

   Identity signs include those that can be seen from off-site as well as provide identity for Campus entries. Edge identity creates a first impression for all users including the general public.

Phasing and Implementation

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 are determinants in the ongoing consideration of proposed phasing and implementation plans.

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.

   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.

2. *Swing Space Availability*

   Reduction, to the greatest degree possible, of temporary space or multiple relocations of departments have been additional goals of the phasing strategy.

3. *Maintenance/growth of Academic Programs*

   Construction work has been scheduled so that it accommodates academic program schedules to the greatest degree possible.

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.

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.

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

   The College District developed a proactive strategy in order to take advantage of promised improvements in the DSA review process.

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.

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 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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KGM LIGHTING	*Lighting Master Plan*
STEVEN EHRLICH ARCHITECTS	*Architectural Design Guidelines*
WEST EDGE ARCHITECTS	*Master Plan Refinement*

Appendix A: Guiding Principles

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

All segments of the college community should be allowed 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.