



2018

FACILITIES MASTER PLAN

**RIVERSIDE CITY COLLEGE
RIVERSIDE COMMUNITY COLLEGE DISTRICT**

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2018 FACILITIES MASTER PLAN

PLANNING TEAM

Gensler / Facilities Planning
LandLab / Landscape Planning
Fehr & Peers / Transportation Planning
P2S / Infrastructure Planning
BKF / Civil Planning



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Letter from the President

Following a broad and inclusive process over the past year that included campus open forums, visioning workshops, surveys, department and neighborhood meetings I am happy to present you with our 2018 Facilities Master Plan. The process was led by our Facilities Master Planning Committee composed of faculty, classified staff, management and students.

As required, you will observe that this plan aligns well with the RCC Educational Master Plan.

The final plan has been approved by Riverside City College's strategic planning counsels, including Physical Resources Committee, Resource Development & Administrative Services Committee (RD&AS) and Educational Program Oversight Committee (EPOC) with leadership from both the President's Leadership Team and the Academic Senate. Although no vote was taken, it has since been reviewed by the District Strategic Planning Committee and appears to have been well received.

A key internal feature of the plan is that it addresses quite comprehensively the need for improving campus safety by eliminating most internal campus traffic, and providing well identified pathways to key buildings. Key construction issues include the elimination of buildings whose useful life is at or nearing their end, refurbishing some middle age buildings, and constructing some new or replacement buildings. We are particularly pleased that the long standing divide between the upper and lower campus will be softened to the extent practical.

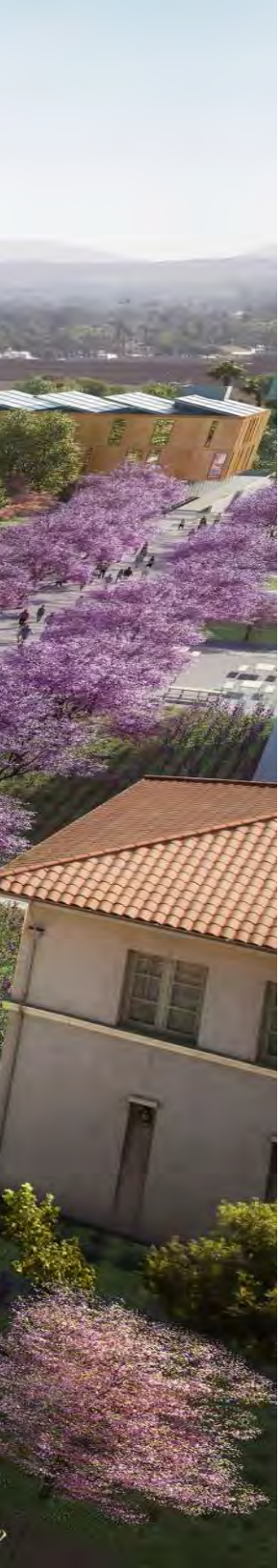
As is characteristic of newer college and university campuses, automobile traffic will flow at the perimeter of the campus, and parking lots will be found at sites along that perimeter. Buildings most likely to require convenient public access, e.g., cosmetology and theaters, will be found closest to parking on the perimeter. One key concern of neighbors near our campus is noise and traffic control. We believe that this plan is sensitive to and has addressed that expressed concern.

Certainly a plan of this scope will not be fulfilled in a single phase. It will, however, assure that RCC will be constructed well to meet its educational and cultural obligations to our community in the 21st century.

A handwritten signature in black ink that reads "Irving G. Hendrick". The signature is written in a cursive style and is positioned above the printed name.

DR. IRVING G. HENDRICK
Interim President





Document Overview

The Riverside City College (RCC) 2018 Facilities Master Plan is a forward-looking plan intended to guide future development of the RCC site and facilities. This document has been developed to record the process, summarize the analyses, present the findings and highlight the recommendations. The information is presented in a series of chapters as follows:

CHAPTER 01: PROCESS + PARTICIPATION

Throughout 2018, members of the RCC campus community engaged in a highly participatory planning process designed to integrate with the RCC Educational Master Plan, to maximize participation of the RCC community and to use data to inform discussions related to facilities. The steps of the planning process, the list of participants and a summary of the campus engagement activities are presented in this chapter.

CHAPTER 02: PLANNING DATA

The RCC 2015-2025 Educational Master Plan (EMP) served as the foundation for this 2018 Facilities Master Plan (FMP) and informed all discussions related to long range planning and development. Projections for enrollment and instructional programs provide the key data elements used to link the EMP to the FMP and translate program needs into facilities space needs. The methodology used to establish the FMP Space Program is described in this chapter.

CHAPTER 03: EXISTING CONDITIONS

A comprehensive analysis of the existing RCC sites and facilities was conducted by the planning team. The analysis included a review of existing building conditions, circulation patterns, functional zoning, landscape and open space. The results provided the basis for identifying the key issues that needed to be addressed in the long range development plan. The analyses and findings are presented in this chapter.

CHAPTER 04: RECOMMENDATIONS

Facilities Planning Principles and FMP projects are presented in this chapter. An overall picture of the proposed future development is described with a series of illustrations, renderings and narratives. Recommendations for the future include a series of facilities projects (new construction, renovation and demolition), and site development projects. Together they represent the result of a yearlong, participatory planning process designed to support RCC's long range vision and goals.

CHAPTER 05: APPENDIX

The Appendix of the RCC 2018 Facilities Master Plan includes detailed information that was developed during the planning process including phasing, relocation of functions, and infrastructure planning. This information is included in the appendix for reference and is intended to be updated as needed to support the long range development recommendations described in Chapter 04.





CHAPTER 1

PROCESS + PARTICIPATION

Overview

The development of the 2018 Riverside City College (RCC) Facilities Master Plan (FMP) has been a highly participatory process involving the College's many constituencies. Throughout the process a series of meetings, campus forums and workshops were conducted to involve the many voices of the RCC community.

This chapter of the document outlines the steps in the process, describes the campus engagement activities and summarizes the findings.



Planning Process

The planning process to develop the 2018 Facilities Master Plan (FMP) was designed to integrate with the recently completed Educational Master Plan (EMP), to maximize participation of the RCC community, and to use the data to inform planning decisions.

The planning team worked closely with the college leadership to facilitate a 5 Step Planning Process.

STEP 1 - PREPARE began with defining the project goals and measures of success for the RCC FMP. A key element for success was to maximize participation, so stakeholders were mapped and activities were planned to bring in the multiple voices and perspectives from the campus community.

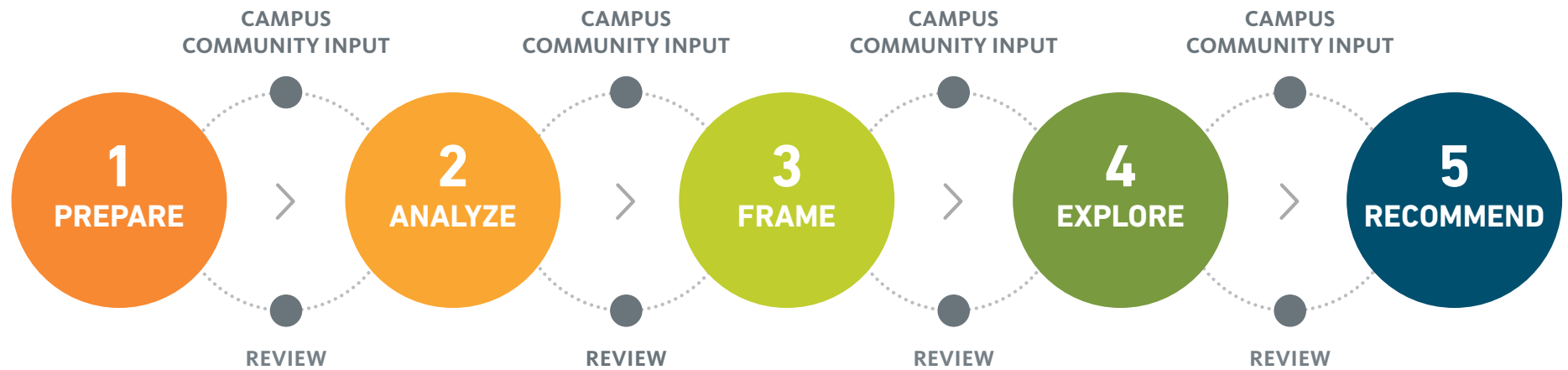
STEP 2 - ANALYZE included the analysis of qualitative and quantitative information related to site and facilities planning. Campus forums and on-line surveys were conducted to understand how people interact with the physical campus and to identify key issues to address. In addition, the planning team analyzed the existing campus conditions to understand patterns of use, zoning of functions and conditions of facilities.

In this step, the EMP was analyzed in order to understand and clarify linkages to the FMP. The educational planning data provided the basis for developing long range forecasts and related space needs. In addition, a detailed room utilization study was conducted to verify space needs and to right size facilities to address program needs.

STEP 3 - FRAME focused on articulating the linkages between the EMP and FMP, developing the long range FMP Space Program and creating a set of Facilities Planning Principles. This information provided the framework for exploring options and prepared RCC and the Planning Team to begin Step 4.

STEP 4 - EXPLORE involved the exploration of a series of options to address the key issues identified in Step 2, to address the forecasted space needs and to meet the criteria established in the Facilities Planning Principles. Strategies to maximize funding opportunities were discussed and preliminary recommendations were developed to share with the campus community.

STEP 5 - RECOMMEND concluded the planning process with the development of the final recommendations for campus development. All site and facilities projects were defined, sequencing was determined and draft documents were developed for review and approvals.



- ORGANIZE
- SCHEDULE
- VISION

- COLLECT
- ASSESS
- DOCUMENT

- LINK
- FRAMEWORK
- QUANTIFY

- DEVELOP
- EVALUATE
- STRATEGIZE

- SHARE
- DOCUMENT
- APPROVE



Campus Engagement

Maximizing campus engagement was identified as one of the “keys to success” for the 2018 Facilities Master Plan. To support this goal, the RCC leadership collaborated with the Planning Team at the start of the process to identify the many RCC stakeholders, establish the FMP Working Group and design a series of engagement activities.

The FMP Working Group, composed of faculty, staff, students, and administrative representatives - were the lead group collaborating closely with the Planning Team throughout the planning process. The group met on a regular basis to review information, evaluate options, and support recommendations for site and facilities improvements.

The engagement activities included a series of meetings, presentations, workshops and discussions that were integrated into the process to include the many voices of RCC, broaden the plan’s perspective and enhance the acceptance of the recommendations.

A summary of this broad campus participation is included on the following pages.



List of Participants

RCC LEADERSHIP TEAM

Dr. Irving Hendrick, Interim President
Dr. Carol Farrar, Vice President, Academic Affairs
Dr. Chip West, Vice President, Business Services
Dr. Monica Green, Vice President, Planning & Development
Dr. FeRita Carter, Vice President, Student Services
Dr. Kathleen Sell, Associate Professor, English & Chair, Educational and Planning Oversight Council
Dr. Mark Sellick, Professor, Political Science & President, Academic Senate

FACILITIES MASTER PLAN COMMITTEE

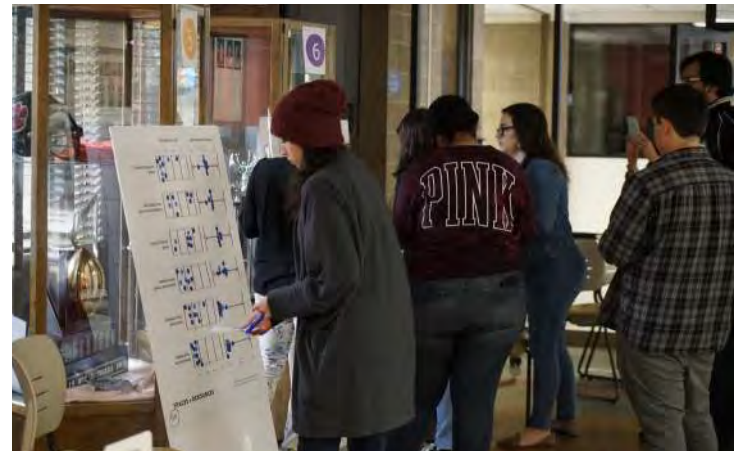
Stephen Ashby, Multi-Media Operations Specialist & Co-chair, Resource Development & Administrative Services Council & California Schools Employee Association
Christopher Blackmore, Associate Vice Chancellor, Infrastructure & Technology, Learning Services
Dr. Amber Casolari, Professor, Economics
Paul Conrad, Assistant Professor, Computer Science & Computer Information System
Dr. Kristine DiMemmo, Dean of Instruction, Career and Technical Education & Interim Dean, Fine & Performing Arts
Bart Doering, Facilities Development Director
Dr. Allison Douglass-Chicoye, Dean of Instruction, Student Success & Support Services
Greg Ferrer, Director, Disabled Student Services
Dr. Scott Herrick, Associate Professor, Biology
Maritzza Jeronimo-Serrano, ASRCC
Dr. Kevin Mayse, Professor, Music & Vice President, Academic Senate
Wendy McEwen, Dean, Institutional Effectiveness
Paul O'Connell, Associate Professor, Automotive Technology & Co-chair, Resource Development & Administrative Services Council
Kyla O'Conner, Dean, Enrollment Services
Octavio Rojas, Senior Officer, Safety & Police
Dr. Rhonda Taube, Professor, Art & President, California Teachers Association
Amy Vermillion, Associate Professor, Nursing
Dr. Kristi Woods, Dean of Instruction, Language, Humanities & Social Sciences
Jim Wooldridge, Director, Athletics

Campus Forums

The RCC Campus community, including faculty, staff and students, were invited to participate in a series of campus forums over a 3-day period. Participants engaged in a series of activities designed to provide input for FMP and the development of the long range vision for RCC.

The following pages include a summary of the activities, findings and ideas.

- 14 SESSIONS THROUGHOUT 3 DAYS
- 18 HOURS OF ENGAGEMENT
- OVER 12,000 DATA POINTS COLLECTED
- HUNDREDS OF IDEAS COLLECTED
- 25 DEPARTMENTS, DIVISIONS, PROGRAMS, CENTERS AND ORGANIZATIONS REPRESENTED
- PARTICIPATION
41% students | 37% faculty | 14% staff | 8% other/ did not specify

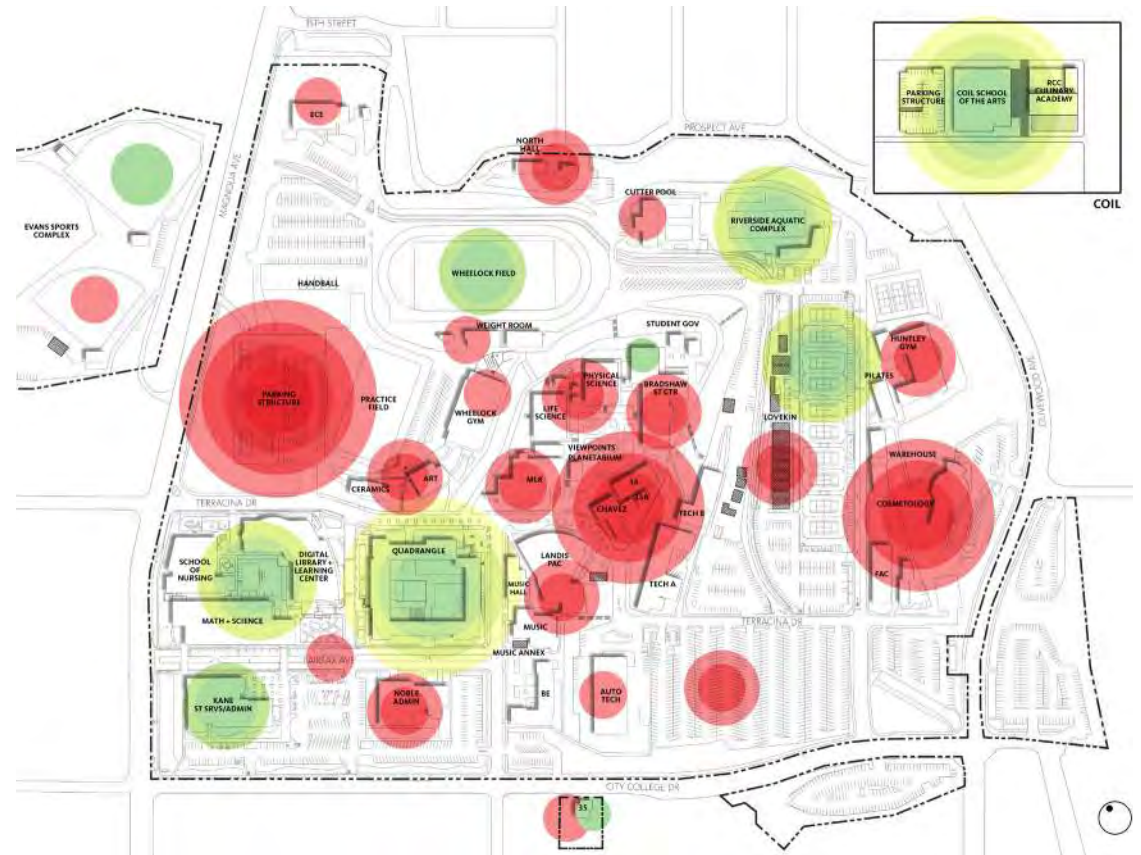


- Favorite Areas
- Least Favorite Areas

CAMPUS EXPERIENCE

Participants were asked to identify their 'favorite' and 'least favorite' areas of campus. The results are described in the graphic and illustrate the following themes:

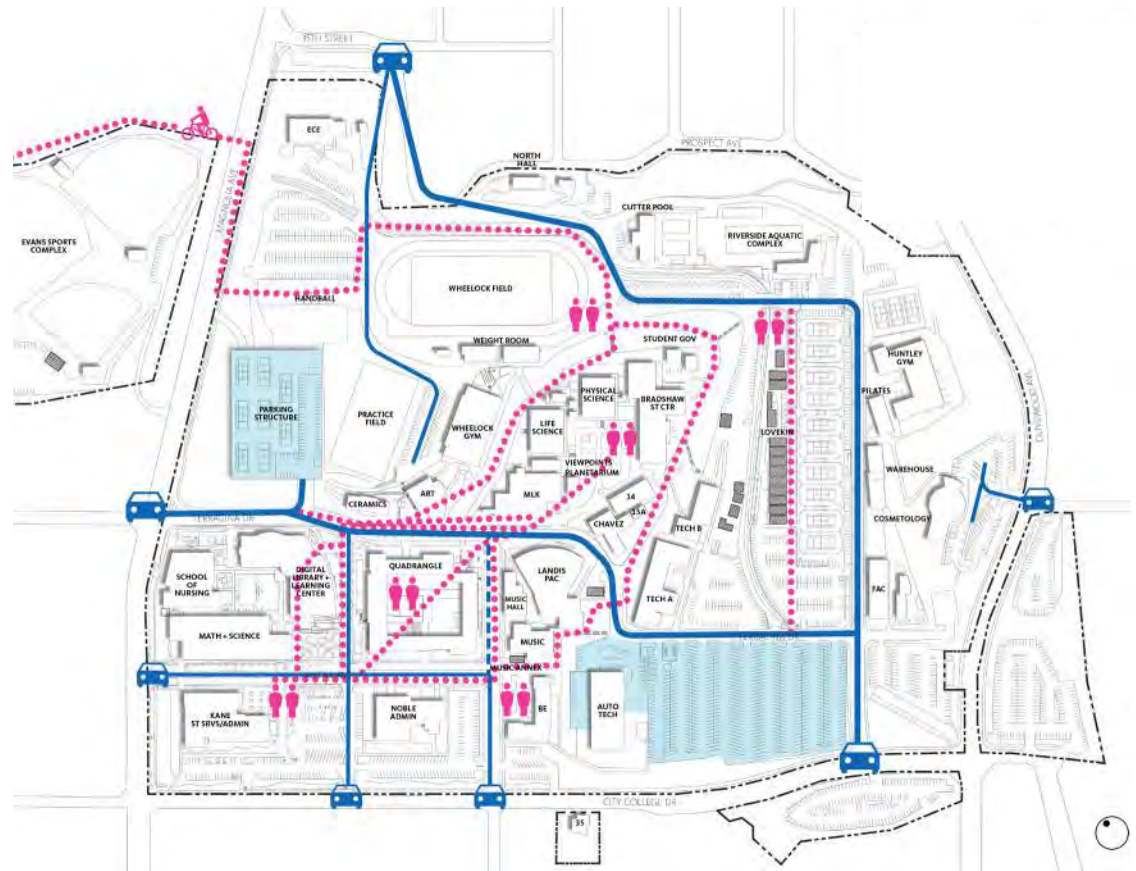
- The Quad and the courtyard adjacent to the Digital Library are favored by many - both of these spaces are highly utilized.
- The recently constructed COIL was also identified as favorite.
- The Parking Structure and Cosmetology were identified by many as the least favorite.
- Limited parking was a big issue for students and the age and location of the Cosmetology building was a concern.



PATHS OF TRAVEL+ PARKING

The participants were asked to draw their path of travel and to identify the areas they use regularly while on campus.

- Most people access the campus from the northwest
- Primary access points are adjacent to large parking lots or structures
- Vehicular circulation paths through campus intersect with pedestrian paths in many areas
- The majority of people drive alone to campus
- Participants indicated that it takes approximately 20 minutes to find parking



Terracina



Fairfax



Entrance at Parking Structure



College Drive Entrance

- Focus
- Socialize

PLACES ON CAMPUS

Participants were asked to highlight the places they use most frequently to socialize or focus. The responses illustrated in this graphic highlight that many spaces on campus are popular for both focusing and socializing.



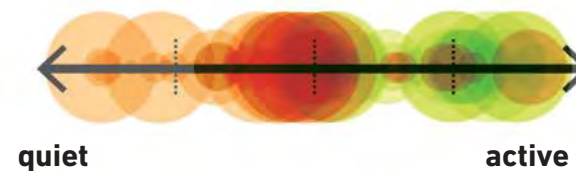
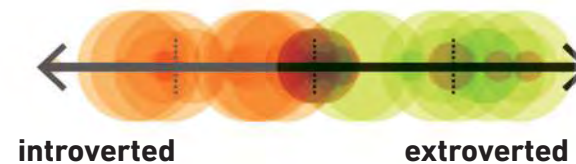
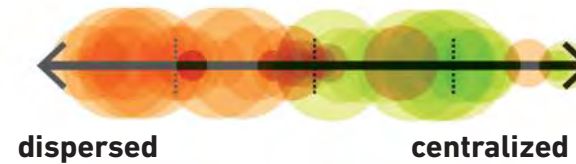
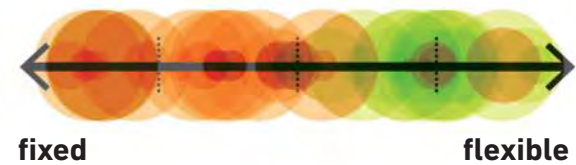
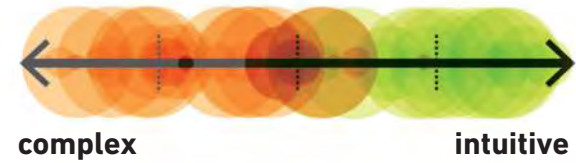
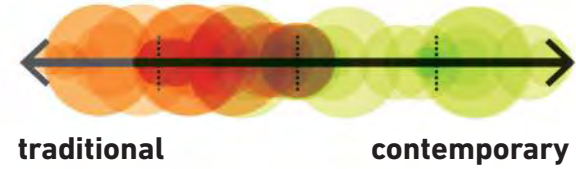
1 QUAD
COURTYARD

2 BRADSHAW
CAFETERIA

3 DIGITAL LIB
COURTYARD



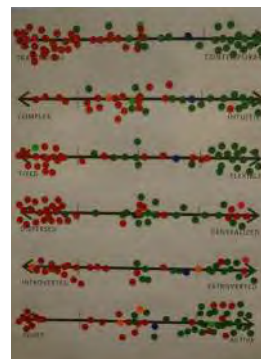
● Today
● Tomorrow



CAMPUS CULTURE

Participants were asked to describe the campus culture based on where they view RCC today, and where they would like RCC to be in the future.

The responses highlight a general desire to shift from the descriptive terms notes on the left to the words listed on the right. This represents an opportunity for a major shift that can inform the long range vision and related campus development recommendations.



100 IDEAS

Participants were asked to share their ideas for the future of RCC. Over 500 responses were collected, analyzed and sorted to identify common themes. These themes were used to inform the planning discussions.

COMMON THEMES



CIRCULATION + PARKING



ACCESS + WAYFINDING



AGE + CONDITION



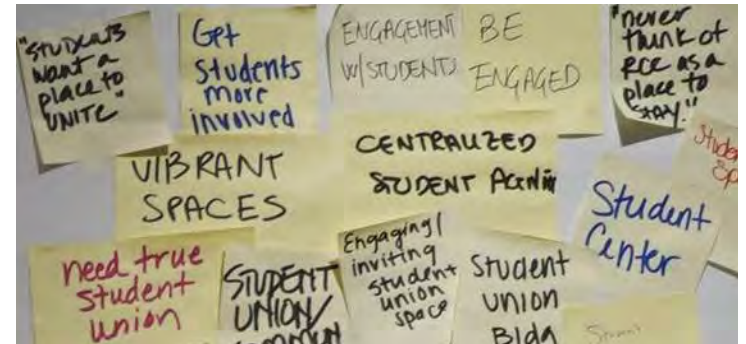
SAFETY + SECURITY



STUDENT + CAMPUS LIFE



INSTRUCTIONAL SPACES



Online Experience Survey

In order to maximize participation and provide the opportunity for the many voices of the RCC community to engage in the planning process, an On-line Experience Survey was conducted. The invitation to participate in the survey was sent to the entire campus community and a series of questions were designed to capture comments, thoughts and ideas related to facilities planning.

A summary of the participation and findings are included on the following pages.



PARTICIPATION

1,210 RESPONSES

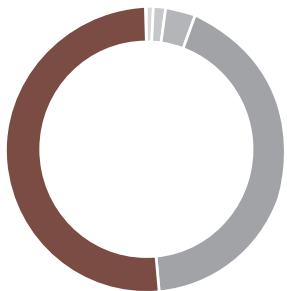
84%
Students

10%
Faculty

4%
Staff +
Admin

2%
Others

**Full-time
Students**



Part-time
Honors Program
Student-Athlete
International

ACADEMIC GROUPING

FACULTY + STAFF

17

34

13

16

14

3

3

1

21

0

Applied Tech + Workforce Prep

LHSS

STEM

Fine + Performing Arts

Business Information Systems + Technology

Nursing

Communication Studies

Early Childhood Education

Cosmetology

Kinesiology

STUDENTS

358

287

169

141

133

124

60

58

28

45

STAFF + ADMINISTRATION

17

Student Services

9

Facilities / Technology

5

Academic Affairs

11

Student Support Services

5

Learning Support Services

COMMUTING TO CAMPUS

Average commute time to Campus



+

8^M

Faculty, Staff and Admin time to find parking

15^M

Students time to find parking

The majority of students, faculty, and staff drive alone to campus



72%

Students drive alone



28%

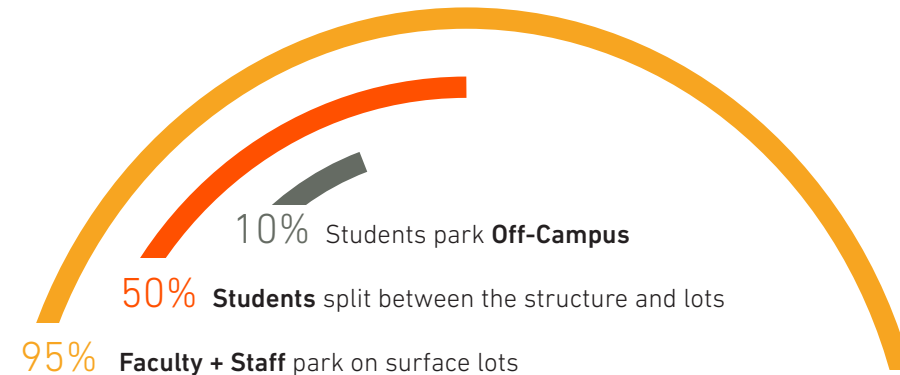
Students use alternative means of transportation



95%

Faculty and Staff drive alone

PARKING PREFERENCES



TIME ON CAMPUS

Participants were asked to record how much time they spend on campus during a typical week

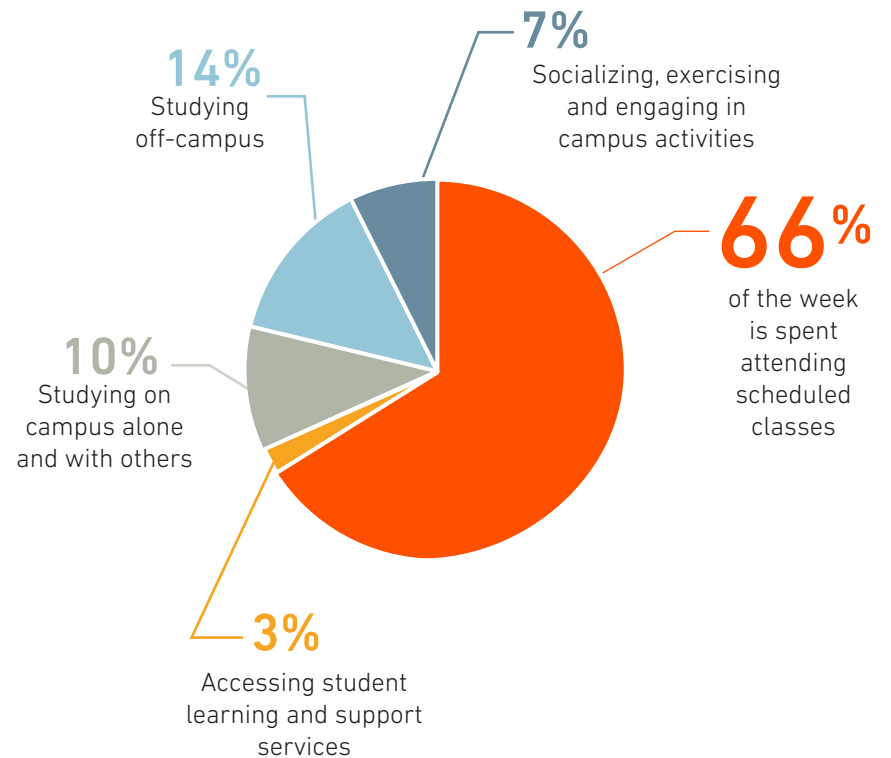
SEVENTY FIVE

Percent of faculty and staff report spending more than 4 days per week and of those, 88% spend more than 4 hours on each visit.

FIFTY FIVE

Percent of students report spending more than 4 days per week on campus and of those, 61% spend more than 4 hours on each visit.

While on campus, students recorded how they spend their time



MOTIVATIONS + PREFERENCES

When considering enrollment at RCC, students reported that Academic Programs and Affordability were the top priorities.



72%

Academic Programs



71%

Affordability



40%

Proximity to home



20%

Student resources + community



19%

Campus environment



13%

Facilities conditions and amenities



11%

Access to local jobs and industries



9%

Access to public transportation



3%

Athletic programs

ATTRIBUTES

Students, faculty and staff generally agree on the top attributes that contribute to a positive campus experience.

1

PROVIDING A SAFE ENVIRONMENT

55% of students and 62% of faculty attribute their favorite experience to a safe environment

2

PROVIDES EXCELLENT STUDENT LIFE AND SUPPORT SERVICES

38% of students and 32% of faculty attribute their favorite experience to the student life and support services

3

PROMOTES AN INCLUSIVE WELCOMING ENVIRONMENT

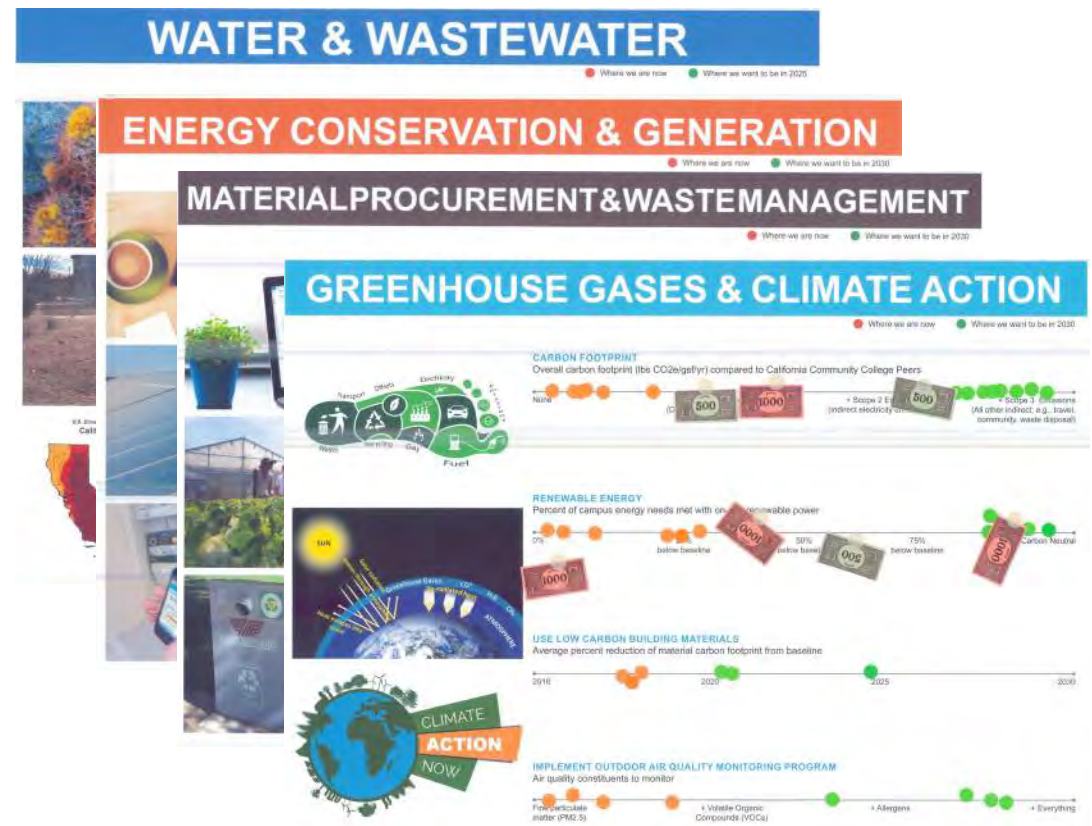
29% of students and 35% of faculty attribute their favorite experience to the environment



RESOURCE STEWARDSHIP

Participants were given colored dots - red to identify where they believed the college was performing on key areas of interest to them and green to identify where they wanted to see the college perform by 2020. They were then given money to identify collective priorities.

In general the participants think the college is currently performing average or below average across many of the key stewardship indicators. There was considerable interest in seeing the college strive for much higher sustainability related achievements, particularly in the areas of reducing carbon emissions, increasing on-site energy production, increasing recycling and implementing more drought tolerant and biodiverse landscaping strategies.



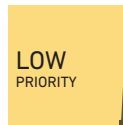
Sustainability Workshop

A sustainability workshop was held, engaging a variety of students, faculty and staff. Workshop activities were focused on two key areas:

- **Resource Stewardship**, including energy, water, materials and greenhouse gases;
- **Social Responsibility**, including health and wellbeing, mobility, community engagement and transparency.

The following pages illustrate the exercises and show the feedback received from the workshop participants that helped form the Sustainability Goals for the FMP.

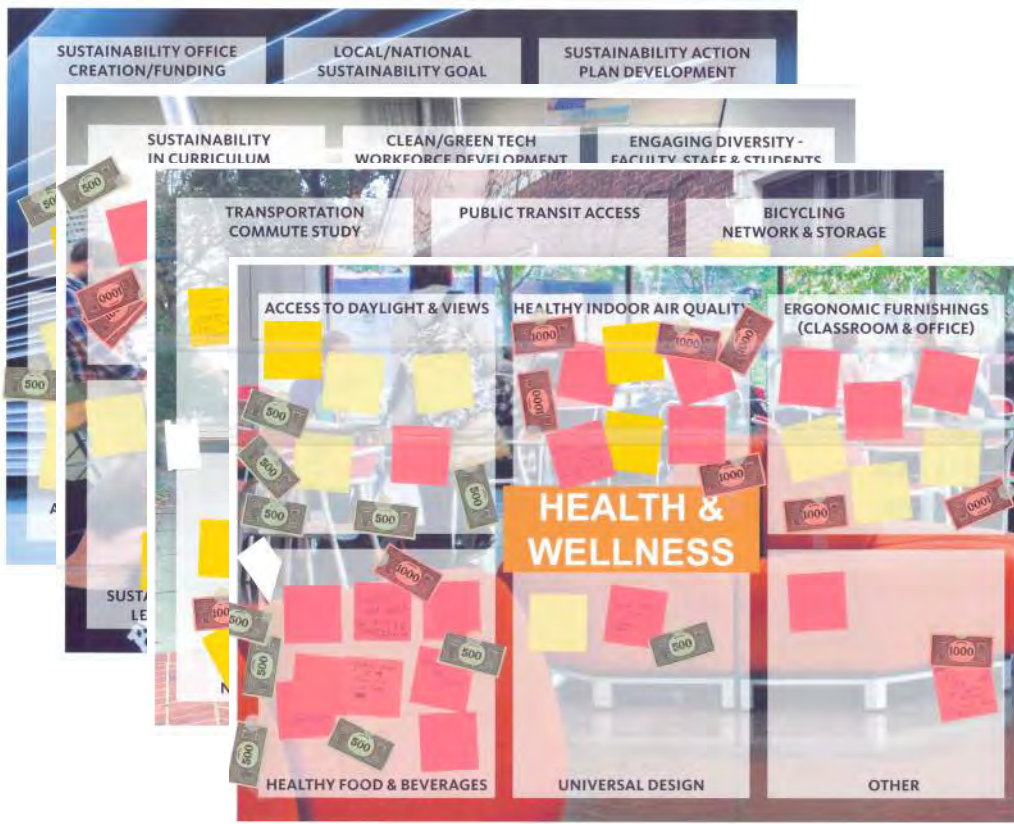




SOCIAL RESPONSIBILITY

During this exercise, workshop participants were asked to identify high, medium and lower priorities across a range of social responsibility initiatives. They were then given money to further prioritize and rank the initiatives for college action.

Key sustainability themes which emerged, as shown in the Feedback summary list, included significant interest increased healthy and affordable food options as well as improving both internal and external access and mobility. Increasing transparency, both in how the college is performing from a sustainability perspective and providing more linkages to education and curriculum were also identified as high priorities.



FEEDBACK

EDUCATION + CULTURE

- Involvement in Campus Life

ACCESS + MOBILITY

- Provide smart parking
- Provide bike paths
- Provide bus terminals
- Improve pedestrian network
- Use of parking application

MONITORING + REPORTING

- Collect meter and other data throughout campus that can be analyzed

HEALTH + WELLNESS

- Provide healthy affordable food options
- Maintain healthy indoor air quality
- Provide more quiet indoor and outdoor study areas







CHAPTER 2

PLANNING DATA

Overview

This chapter of the document connects the Riverside City College 2015–2025 Educational Master Plan to this 2018 Facilities Master Plan. The Educational Master Plan (EMP) provides a vision and a commitment to make student success, student completion, and student equity the cornerstone on which to build an integrated planning structure and the basis on which to allocate the college resources.

The EMP served as the foundation for this Facilities Master Plan (FMP) and has informed all discussions related to long range planning and development. The EMP articulates the strategic direction for the college and serves as a flexible guide to respond to both short- and long-term fluctuation in the college's economic resources. Internal and External Environmental Scans project continued growth in the college's service areas and offer insight into the employment opportunities for students.

Projections for enrollment and instructional programs provide the key data elements used to link the EMP to the FMP and translate programmatic needs into facilities space needs.

It is important to note that the application of standards relate to the amount of space, and not the quality or appropriateness of space. This chapter focuses on the amount of space, while subsequent chapters analyze important qualitative factors needed for long range facilities planning.

This Planning Data chapter describes the methodology used to establish the FMP Space Program, which outlines the amount and type of space necessary to support RCC through the year 2030.

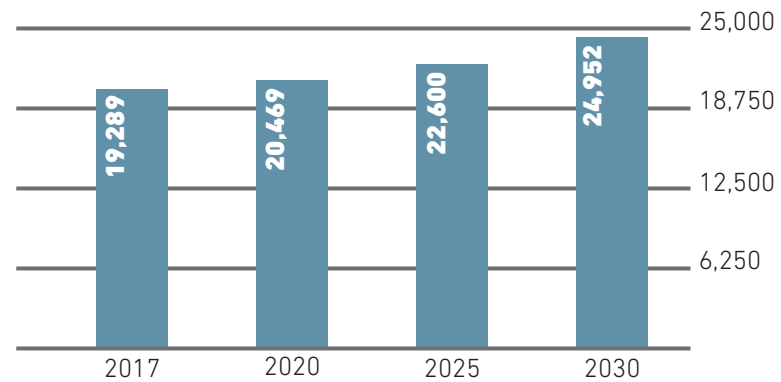
Enrollment Forecast

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year and projects enrollment growth for the next 10 years. It includes historical data from the previous years and projects total enrollment and WSCH for the District using an average anticipated growth factor.

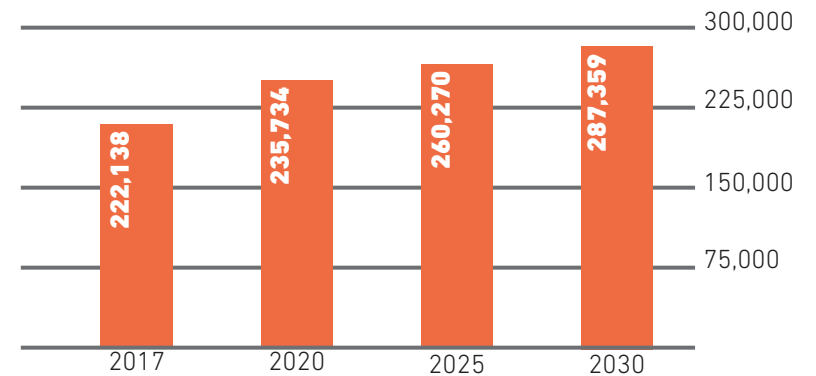
The base year used for this analysis is the fall semester of 2017 (the most recent complete year of data available at the start of this planning process), and the long range forecast is for fall semester of 2030.

By considering expected economic and fiscal factors out to 2030, the projected WSCH growth for the College is at an annual rate of 2% through 2030. While modest, this growth does represent a reasonable forecast for RCC at this time. While specific programs cannot be accurately predicted for the future, certain assumptions can be made that are pertinent to a long-range forecasting process.

RCC LONG RANGE ENROLLMENT FORECAST



RCC LONG RANGE WSCH FORECAST









Space Inventory

The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor Office (CCCCO), and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs and capital outlay planning.

RCC maintains a detailed Space Inventory of all buildings on the Campus according to the requirements of the State Chancellor's Office Space Inventory Handbook. As required by the state standards, it is updated and submitted to the State Chancellor's office annually. The Space Inventory contains data about every building and room per the State guidelines for space code, space type name, and ASF.

ROOM USE CATEGORIES

	LECTURE 100'S	Classrooms Support
	LAB 200's	Labs Support
	OFFICE 300'S	Offices Support

	LIBRARY 400'S	Library, Study, Tutorial, Support
	INSTR.MEDIA 530'S	AV/TV, Technology, Support
	OTHER 520-540-800'S	PE, Assembly, Food Service, Lounge, Bookstore Meeting, Data Process, Physical Plant, Health







Space Inventory

The 2017 Space Inventory Report was used as the basis for the analysis of space. This report is updated annually and reported to the Chancellor's Office to reflect the current usage of facilities and space on campus. The table on the right includes a summary of the categories of space on RCC and their respective totals.

It is important to note that the Space Inventory report includes all facilities on campus that are in use, including temporary facilities.

CURRENT SPACE INVENTORY

2017 Space Inventory (ASF)

	LECTURE	65,815
	LAB	140,464
	OFFICE	71,269
	LIBRARY	66,527
	INSTRUCTIONAL MEDIA	10,619
	OTHER	179,553
TOTAL CAP/LOAD ASF		534,247

Space Inventory

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations, prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants).

The ASF of a building is the total square footage of the building that is, or could be, assigned to an occupant. The gross square footage (GSF) of a building includes all areas within the outside faces of exterior walls, including circulation, stairs, elevators, restrooms, and building systems.

The Title 5 space standards used to determine future capacity requirements are listed in the table to the right. Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the College.

PRESCRIBED SPACE STANDARDS

CATEGORY	FORMULA	RATES
Classrooms	ASF / Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference	ASF per FTEF	140
Library / LRC	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE	3.83
	ASF / 3,001-9,000 DGE	3.39
	ASF / > 9,000 DGE	2.94
Instructional Media	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE	1.50
	ASF / 3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25

* Varies per discipline

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

Capacity Load Ratios

Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type “other” includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCCO in relation to utilization and efficiency, but are important as part of the college’s inventory related to maintenance and operations.

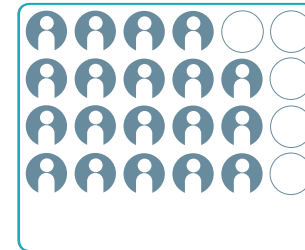
- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards.
- Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline.
- Capacity/load ratio’s are rolled up and measured as an aggregate by room use category for each campus.

RIGHT-SIZED



of seats = # of students
100% capacity / load

OVER CAPACITY



of seats > # of students
over 100% capacity / load

UNDER CAPACITY



of seats < # of students
under 100% capacity / load



FMP Space Program

The Facilities Master Plan Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:






- The 2017 Space Inventory was adjusted to reflect the proposed removal of several temporary and permanent buildings as identified in the Recommendations chapter. The space from these facilities were subtracted from the 2017 Space Inventory column (A) and reflected in the 'Adjusted Inventory' column (B),
- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF listed as the FMP Program (C).
- The Adjusted Inventory (B) was subtracted from the FMP Program (C) to result in the Difference (D) that indicates the ASF need by types of space.

The FMP Space Program provides the basis for developing recommendations for future facilities. In order to accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed, the FMP Space Program outlines the quantity of space needed in each of the capacity load categories.

The space needs are indicated as Assignable Square Feet (ASF) and divided by a grossing factor to arrive at gross square footage (GSF). The State Chancellor's Office recommends grossing factors for community college facilities which average approximately 65% for instructional facilities.

The FMP Space Program indicates that following the removal of several facilities, there is a need to replace and add space in the following capacity load categories: instruction (lecture + lab), office, instructional media. In addition, there is a need for more space in several non-capacity load categories shown as 'other'.

FMP SPACE PROGRAM

	A 2017 Space Inventory	B Adjusted Inventory	C FMP Space Program	D(C-B) Difference
 LECTURE + LAB	206,279	126,965	236,683	109,988
 OFFICE	71,269	55,429	76,629	21,200
 LIBRARY	66,527	65,838	48,591	-17,247
 INSTR. MEDIA	10,619	8,920	13,603	4,683
 OTHER	179,553	116,167	175,517	59,350



ROSE
1900
1900
1900

DC

RCC



CHAPTER 3

EXISTING CONDITIONS

Overview

The planning process included the analysis of existing conditions in order to identify the key planning issues to address in the FMP. The information was based on meetings with college staff, campus tours, and discussions with the RCC Facilities Master Plan Leadership/Working Group.

The findings are summarized in a series of graphic plates that illustrate patterns and characteristics to guide future development.



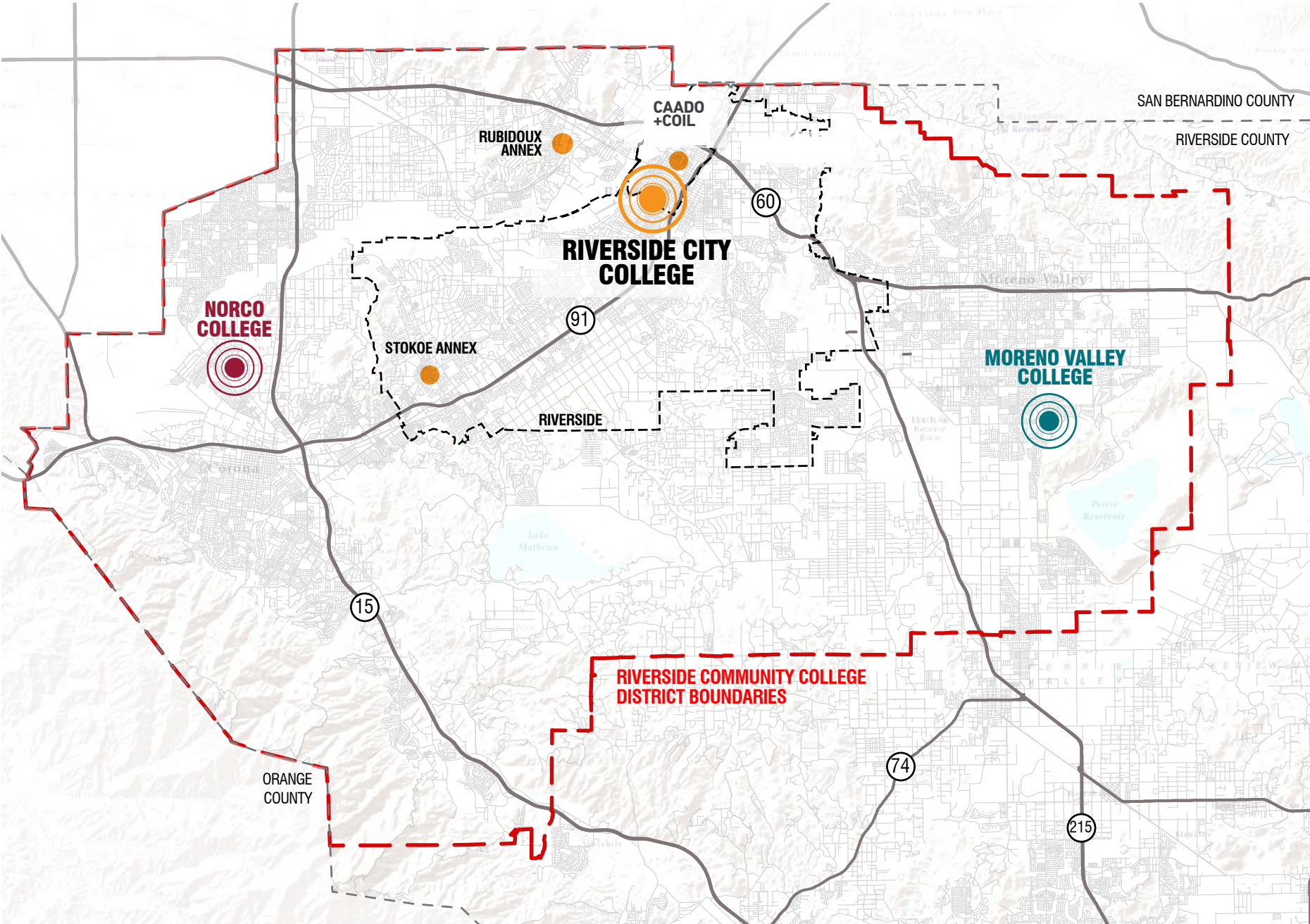
Regional Context

Riverside City College (RCC) is located in the City of Riverside within the County of Riverside; one of 58 counties in California. The county was established in 1893 and now has over 2.4 million inhabitants and has a close proximity to Los Angeles County. The city was named for its location on the Santa Ana River. It is known as the birthplace of the California Citrus Industry.

The 125-acre campus is located South of Downtown Riverside along Magnolia Ave, a major arterial street in the heart of the Inland Empire. The campus is part of the Riverside Community College District (RCCD), which consists of three colleges, part of a large network of Colleges and Universities serving the Inland Empire. Colleges within the RCCD include Norco College to the West and Moreno Valley College to the East of RCC.



District Boundary



Local Context

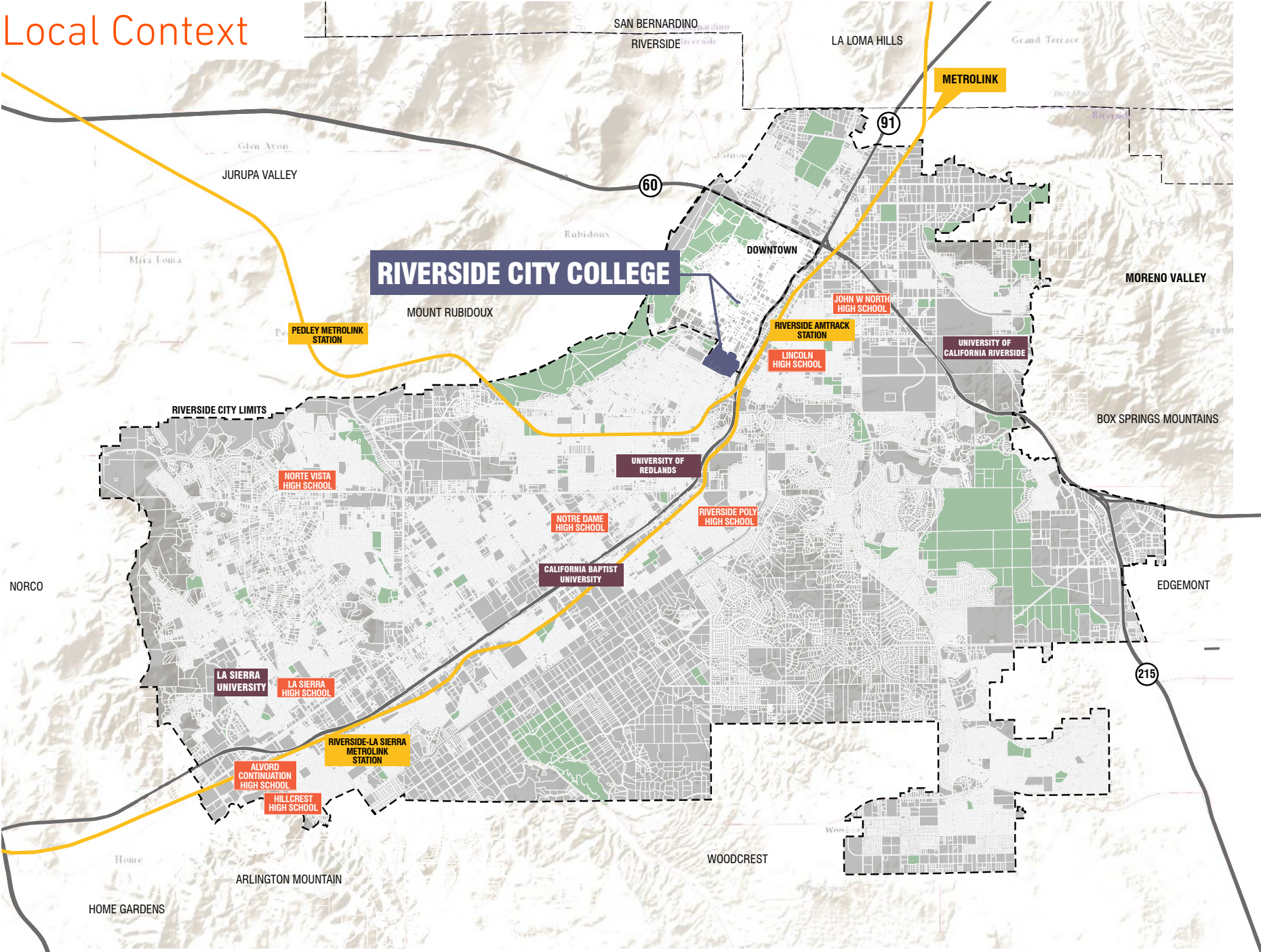
Riverside City College Campus (RCC) is located within the Riverside downtown zone, adjacent to a vibrant retail corridor. RCC is accessed from several regional vehicular corridors including the 91 to the East and the 60 to the North and within a short walking distance of the Amtrak Rail Station serving Los Angeles and Riverside County.

The main RCC Campus is located on Magnolia Avenue, a few blocks from downtown, and the Coil School of the Arts (CSA) is located within the downtown area. The Culinary Arts facilities are co-located with the District Offices in a facility referred to as CAADO.

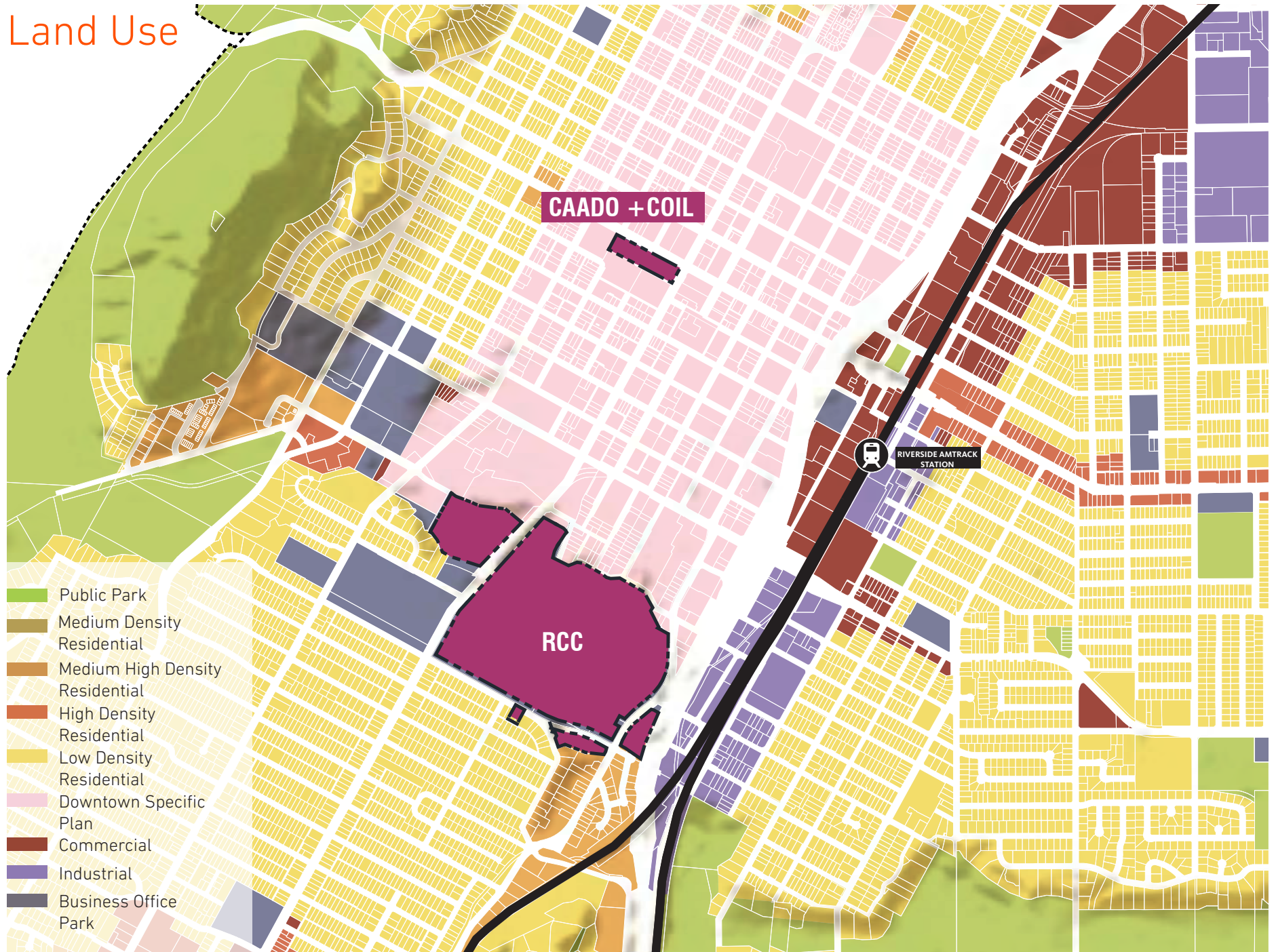
The uses surrounding the RCC campus are single family neighborhoods to the south, downtown to the north, and a mix of multi-family, strip commercial, and light industrial developments to the east. It is sited across the street from Central Middle School and within the view of Riverside Community Hospital.



Local Context



Land Use



Transit



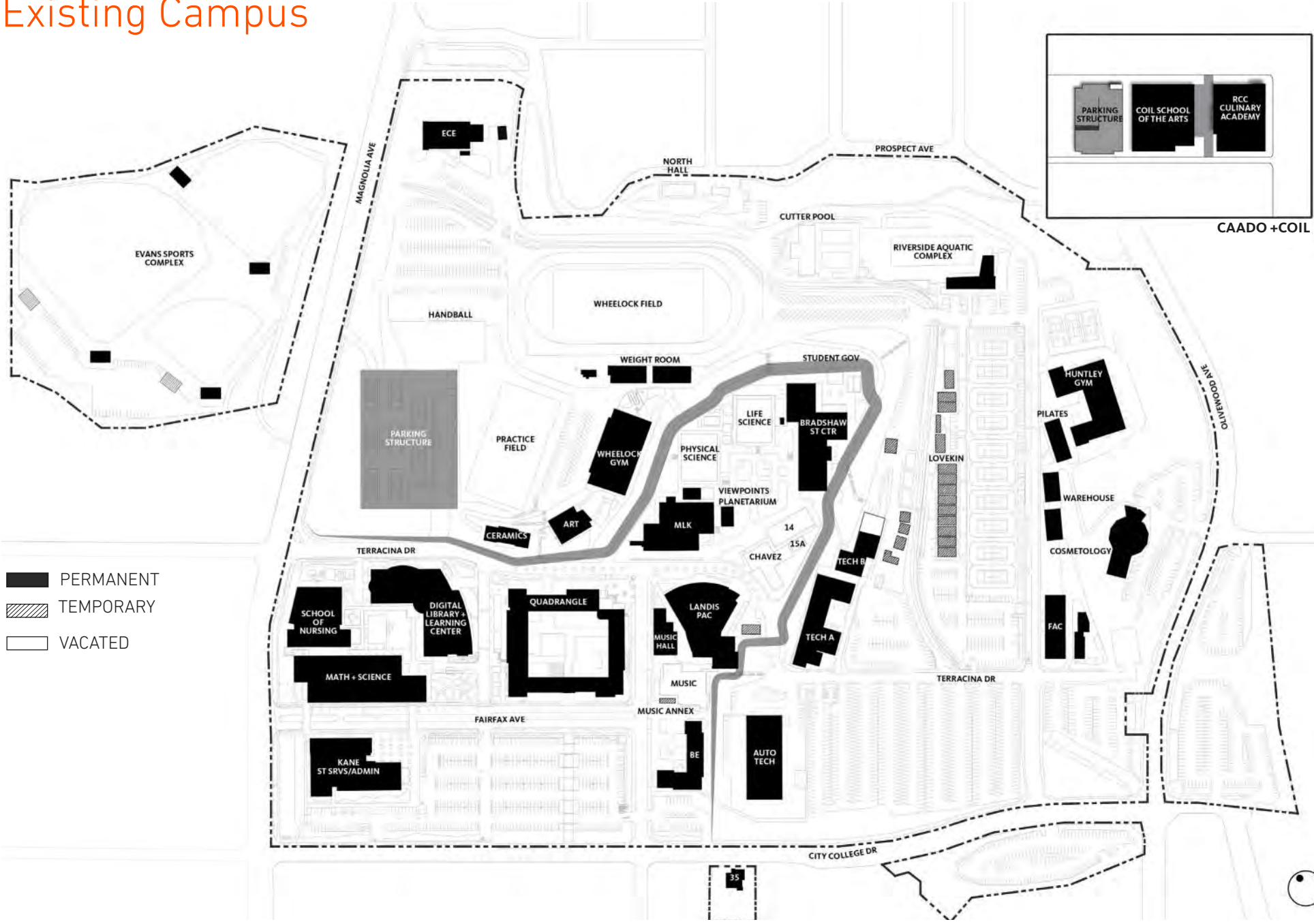
Existing Campus

The Existing RCC Campus Plan, shown in the graphic on the facing page, illustrates the baseline conditions for this Facilities Master Plan. The plan includes the permanent facilities in solid black and the temporary facilities in a hatched pattern.

The Campus sits on 125 acres of land, includes 81 buildings, (permanent, temporary and vacated) and contains close to 1.5 million gross square footage (GSF). The majority of the buildings are clustered on the upper campus and the lower campus is dedicated mostly to parking and athletic fields.



Existing Campus



Development History

As the state's seventh oldest community college in California, Riverside City College first opened in 1916 on the site of the Riverside Polytechnic High School. Originally known as Riverside City College, or as Riverside Junior College, the school changed its name to Riverside Community College in the 1960s. In 2008, the Board of Trustees renamed the institution back to Riverside City College.

The Quadrangle is recognized as one of the most beautiful buildings for a community college in the state and is a tribute to A.G. Paul, the first RCC president. The building was constructed in phases, beginning in the 1920s, and completed in the late 1950s with the construction of the southwest corner to enclose the central courtyard.

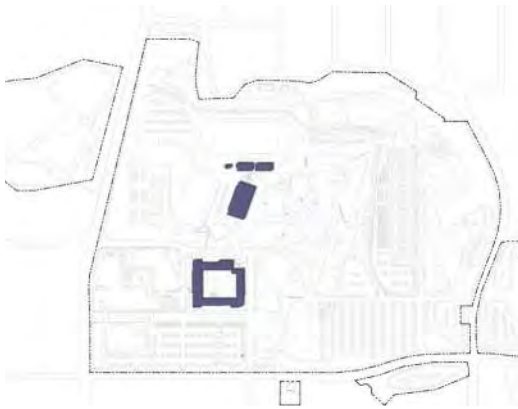
As enrollment grew, additional space was needed and the college expanded to build facilities on the upper and lower areas of campus to support program needs. The density of the upper campus increased as new buildings were added, and during the late 1960s and into the 1970's the college acquired property along Ramona Drive (now called City College Drive) — houses were demolished, and land was developed into new building sites and paved parking lots.

Since 2000, four new buildings were constructed to the west of the Quad, extending to the corner of Magnolia and City College Drive. Surface parking lots were removed and a new parking structure was constructed. In 2016, CAADO and COIL facilities opened in downtown Riverside, adjacent to the new District Offices.

The diagrams on the following page graphically illustrate the physical development of RCC.



Development History



1920s



1930-40s



1950s



1960s



1970 - 1990s



2000 - 2010s

Facilities Condition

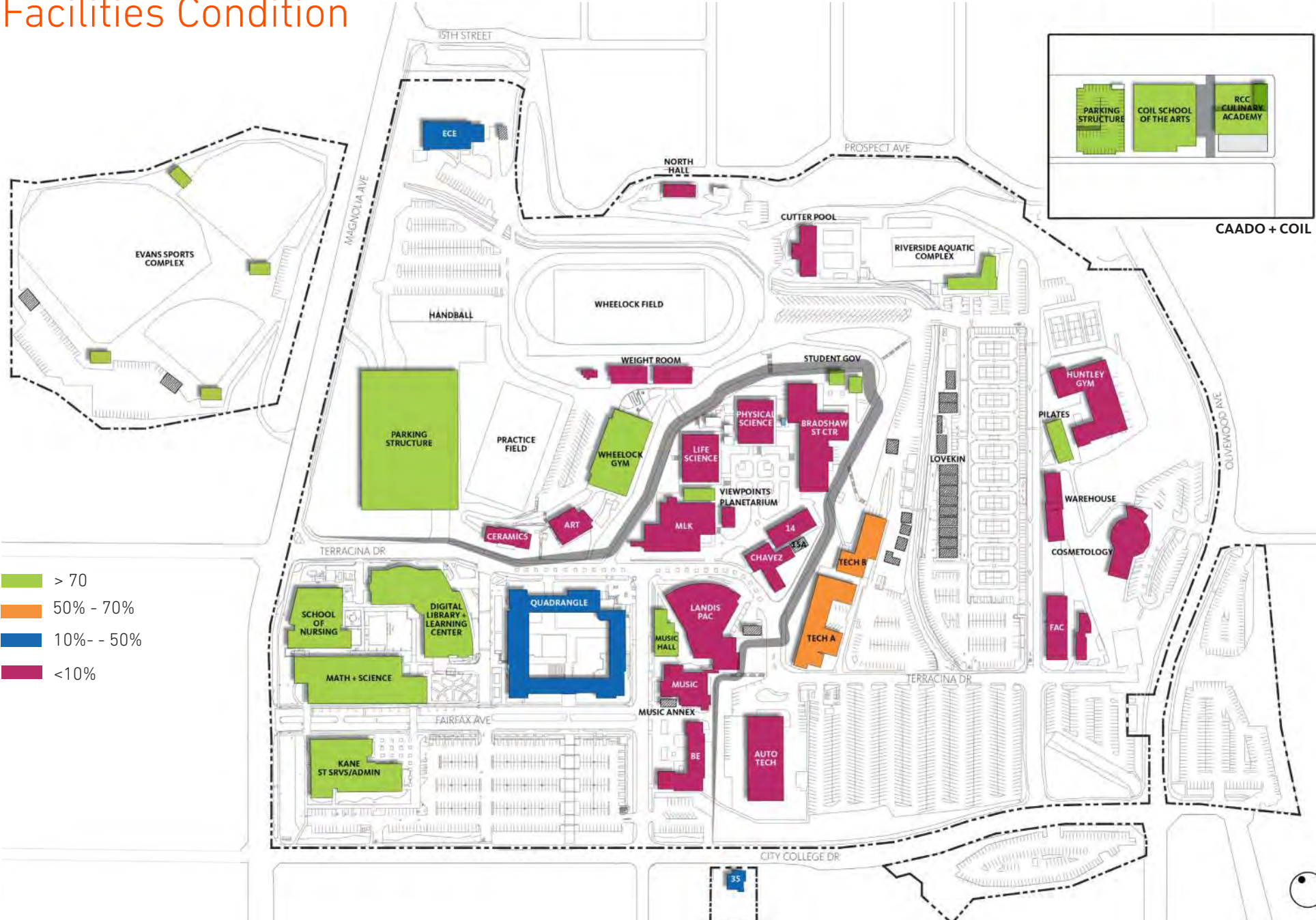
The California Community College Chancellor's Office (CCCCO) conducts surveys of college campuses at regular intervals to assess building conditions and to assign a Facilities Condition Index (FCI) score. A survey was conducted on the RCC Campus in October 2017 and the results are summarized in the graphic on the following page.

The Facilities Condition Index (FCI) for a building represents the ratio of the cost to correct a facility's deficiencies to the current replacement value of the facility. For example, if a building's replacement value is \$1,000,000 and the cost of correcting its existing deficiencies is \$100,000, the building's FCI is $\$100,000 \div \$1,000,000 = 0.10$ or 10%. The larger the FCI, means poorer condition of the facility.

The majority of original buildings constructed in the 1950's and 1960's have high FCI scores (>50%). This indicates that the cost to renovate would be very high and that replacement should be considered.



Facilities Condition



Vehicular Circulation + Parking

The graphic plan on the facing page illustrates campus vehicular circulation patterns. Campus entry points and major vehicular circulation routes are shown along with areas allocated for parking, passenger loading, public transit stops, and emergency vehicular circulation.

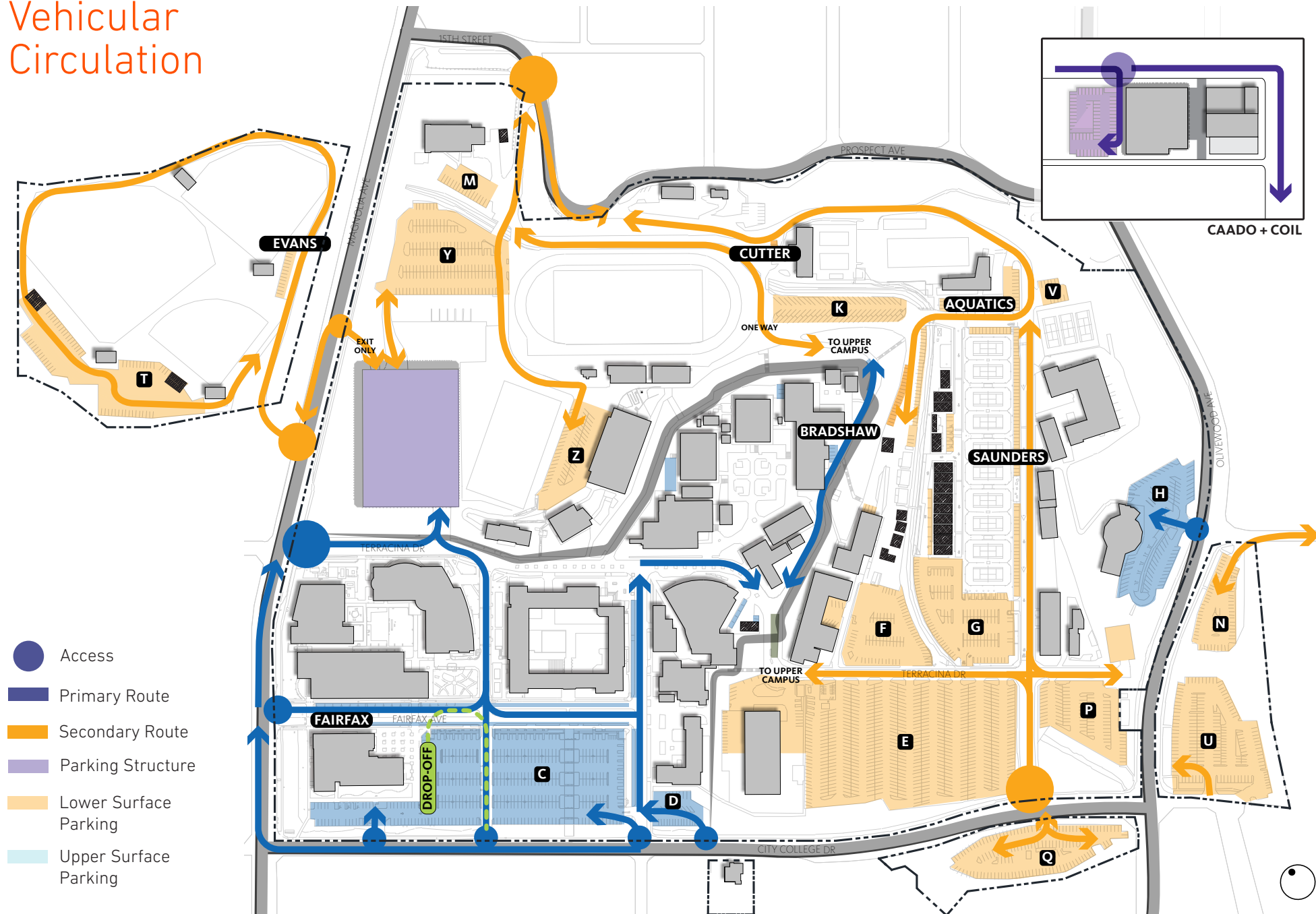
OBSERVATIONS

- The majority of vehicles enter from Terracina and City College Drive
- There is only one designated drop-off area on Campus
- Multiple areas around campus are used as drop-off areas, which leads to congestion
- Most ride share drop-offs and pick-ups occur between the Library and the Quad
- There are multiple conflicts between vehicles and pedestrians throughout campus

PARKING TOTALS

Parking Lot #	# of Spaces
B	109
C	95
D	22
E	510
F	87
G	115
H	83
J	75
K	84
M	25
N	63
P	79
Q	106
S	3
U	161
V	13
W	8
Y	113
Z	24
N	63
Huntley Gym	5
Aquatics (L)	40
Cutter Pool (Front)	7
North Hall	9
Evans Field	145
Behind Bradshaw	8
Life Sci/Phy Sci	4
Saunders St	71
Fairfax Ave	53
Lovekin Lot	17
College House	9
Auto Tech	8
Terracina St.	6
Mine Okubo	34
Parking Structure	1365
TOTAL # OF SPACES	3,519

Vehicular Circulation



Campus Identity

Existing conditions reveal a patchwork of signage from multiple programs implemented over the years to replace damaged signs. While there is a current effort underway to standardize the signage with a new program, it is still in its early stages and does not identify major campus identity and community engagement opportunities.

OBSERVATIONS

- A variety of design styles create confusion for visitors trying to determine where to look and what to look for
- Lack of directional signage at key decision points leaves pedestrians lost and confused
- Inconsistency in messaging strategy (departments versus buildings) has resulted in clusters of directional signs
- Buildings signage is not clearly visible at pedestrian pathways
- Many signs show significant signs of wear and tear
- Some accessible routes (alternatives to stairs) are not clearly marked





Wayfinding Analysis

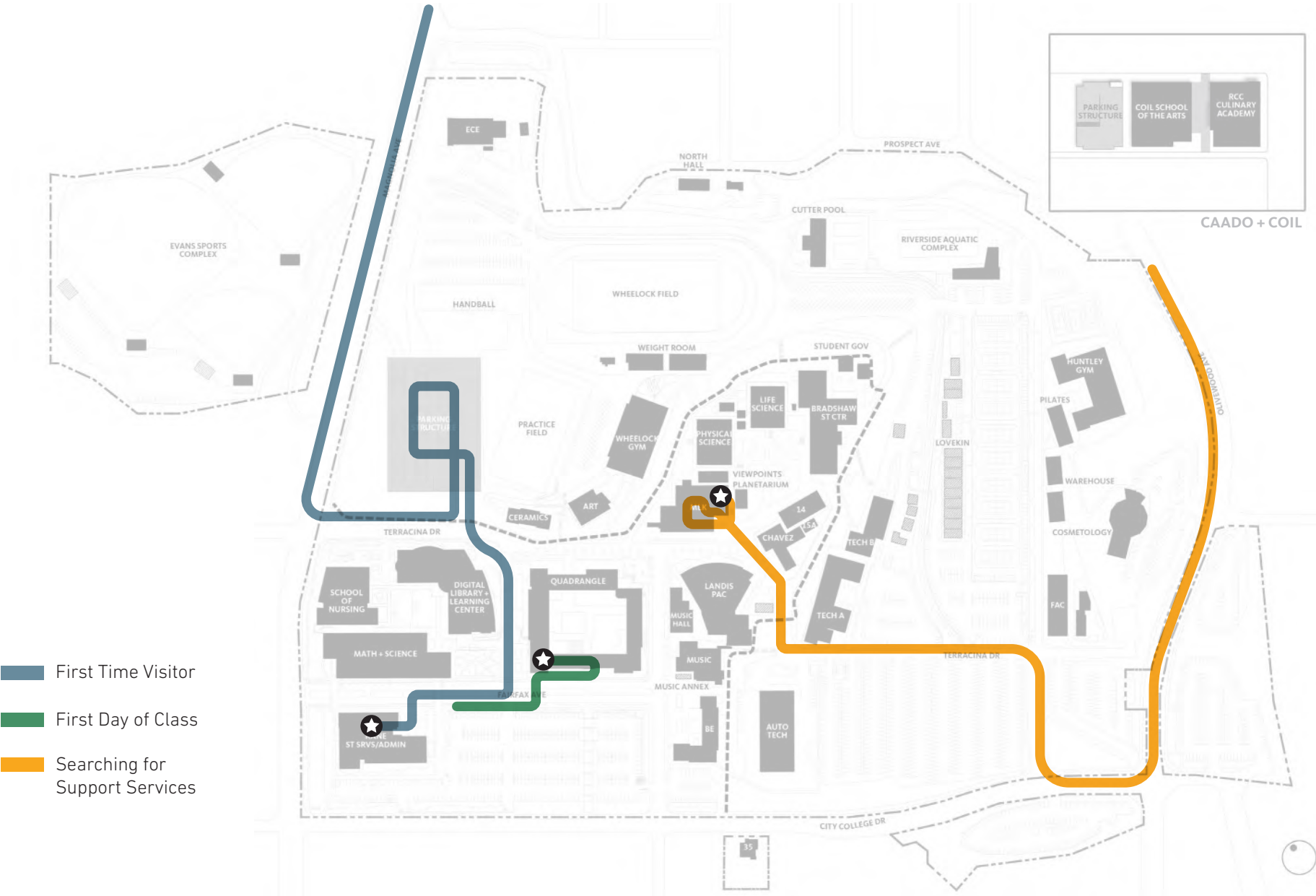
As part of the wayfinding analysis, several user journeys were conducted from the perspective of different visitors arriving via different routes, and in search of specific destinations throughout campus. These scenarios gave us the opportunity to see what is currently working when navigating this unique space, as well as to discover the areas that are in need of improvement.

SAMPLE USERS

- 1. First Time Visitor**
This user is arriving by car and parking in the parking structure with the goal of registering for classes at the Admissions & Records office.
- 2. First Day of Class**
This user is arriving via bus and headed to their classroom in the Quadrangle building for their first day.
- 3. Searching for Support Services**
This user is a current student arriving by car and parking in the surface lot. They have come to campus to search for extra help at the Writing & Reading Center.



User Journeys



User Journey: First Time Visitor



1. Freeway Exit Approach ●



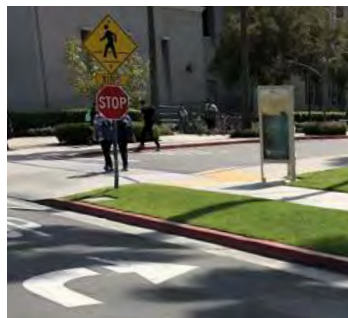
2. Freeway Exit ●



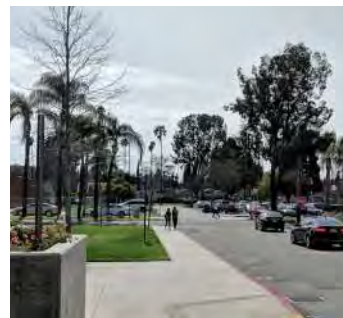
3. Intersection of Magnolia & 14th ●



4. Intersection of Magnolia & Terracina



10. Library Corner ●



11. Fairfax Ave Corner ●



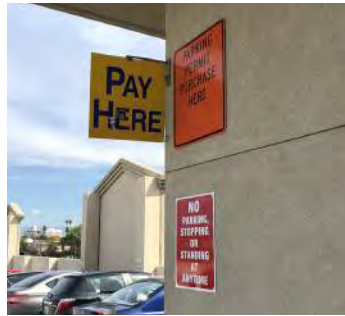
12. Administration Building Courtyard



13. Administration Building Entrance ●●



5. Parking Structure Entrance



6. 30 Minute Parking/Parking Permit Station ●



7. Parking Structure Circulation ●



8. Parking Structure Pedestrian Signage ●



9. Pedestrian Campus Entrance from Parking Structure



14. Information Desk ● ●



15. Arrival at Admissions & Records ● ●

OBSERVATIONS

- No monumental signage confirms arrival at the campus or sets the tone of the college brand
- Gaps in wayfinding at decision points make it difficult for first time visitors to find their way to the Admissions Office
- The signage at the Admissions Office is new, free of maintenance issues, and effective at communicating the brand of the school

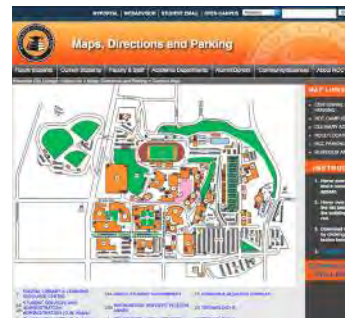
LEGEND

- New Signage Program
- Clear Wayfinding Present
- Damaged Signage Present
- Self-Signing Present
- No Wayfinding Present

User Journey: First Day of Class



1. College Directions on Website



2. Campus Map on Website



3. Arrival at Bus Stop ●



4. Corner of Quadrangle Building ●



5. Quadrangle Building Entrance ●



6. Stairway to Lower Level ●



7. Lower Level Hallways ●



8. Arrival at Classroom ●

OBSERVATIONS

- Website provides clear information for navigating both to the campus and throughout the campus on foot
- Access to the lower level of the Quadrangle building is through a service stairwell
- Self-signing is present everywhere in an apparent response to confused students at decision points throughout the internal hallways
- Accessible route signage is not present to direct to alternate routes for wheelchair access to the lower levels

LEGEND

- New Signage Program
- Clear Wayfinding Present
- Damaged Signage Present
- Self-Signing Present
- No Wayfinding Present

User Journey: Searching for Support



1. Intersection of Olivewood & City College Drive ●



2. Intersection of Saunders & City College Drive ●



3. Intersection of Saunders & Terracina ●



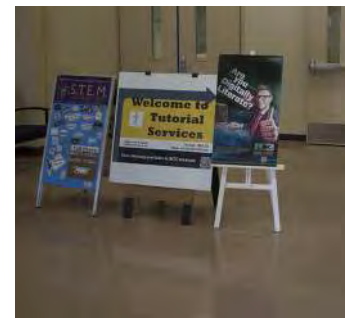
4. Intersection of Saunders & Terracina ●●



10. Arrival at MLK Learning Center



11. MLK Learning Center Entrance



12. MLK Learning Center Lobby ●



13. Exit Building and Use Stairway to Lower Level ●●



5. Arrival at Parking Lot ●●



6. Arrival at Parking Lot ●



7. Entrance at Terracina ●●



7. Entrance at Terracina ●



9. Service Road ●



14. Lower Level Building Entrance ●



15. Arrival Writing and Reading Center ●

OBSERVATIONS

- Major campus identity signage is severely weathered and not consistent with the new signage program
- Campus maps are out of date and damaged to the point that they are unusable
- The new no smoking signs are in excellent condition
- There is no directional signage to the Writing & Reading Center, which cannot be accessed through the main lobby of the building leading to confusion

Legend

- New Signage Program
- Clear Wayfinding Present
- Damaged Signage Present
- Self-Signing Present
- No Wayfinding Present

Functional Zoning

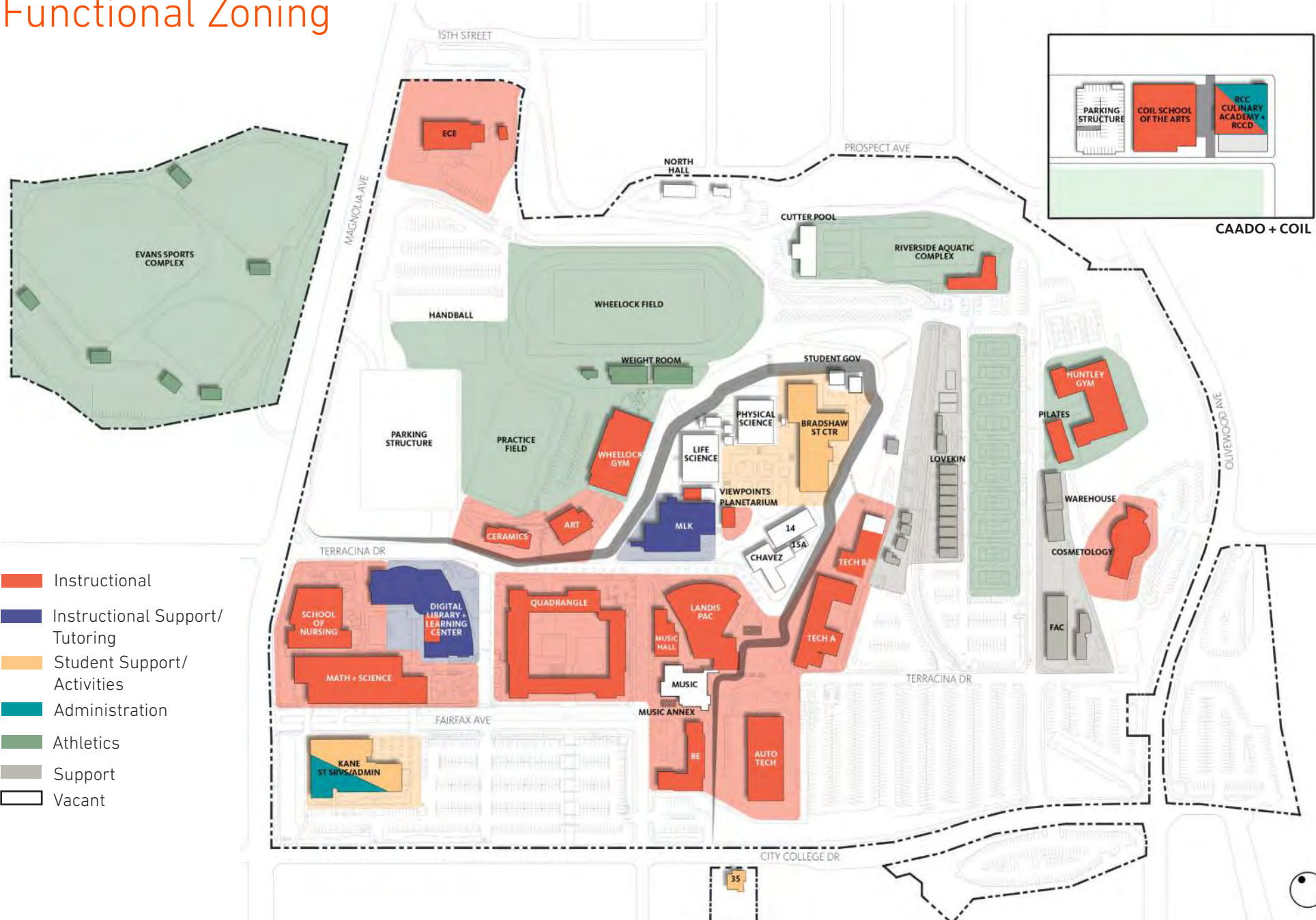
The graphic plan on the opposite page highlights the location of functions at the building and campus level.

OBSERVATIONS

- Student support services are distributed between two locations on opposite ends of the upper campus
- Functions located on the lower campus are disconnected from services and activities offered on the upper campus
- Parking zones are distributed throughout the campus, in large and small areas
- Kinesiology is distributed in multiple locations, including across Magnolia Avenue
- Several buildings are vacant as functions have moved to new locations



Functional Zoning



- Instructional
- Instructional Support/
Tutoring
- Student Support/
Activities
- Administration
- Athletics
- Support
- Vacant

PARKING STRUCTURE

RCC CULINARY ACADEMY + RCCD

CAADO + COIL

Open Space/ Pedestrian Movement

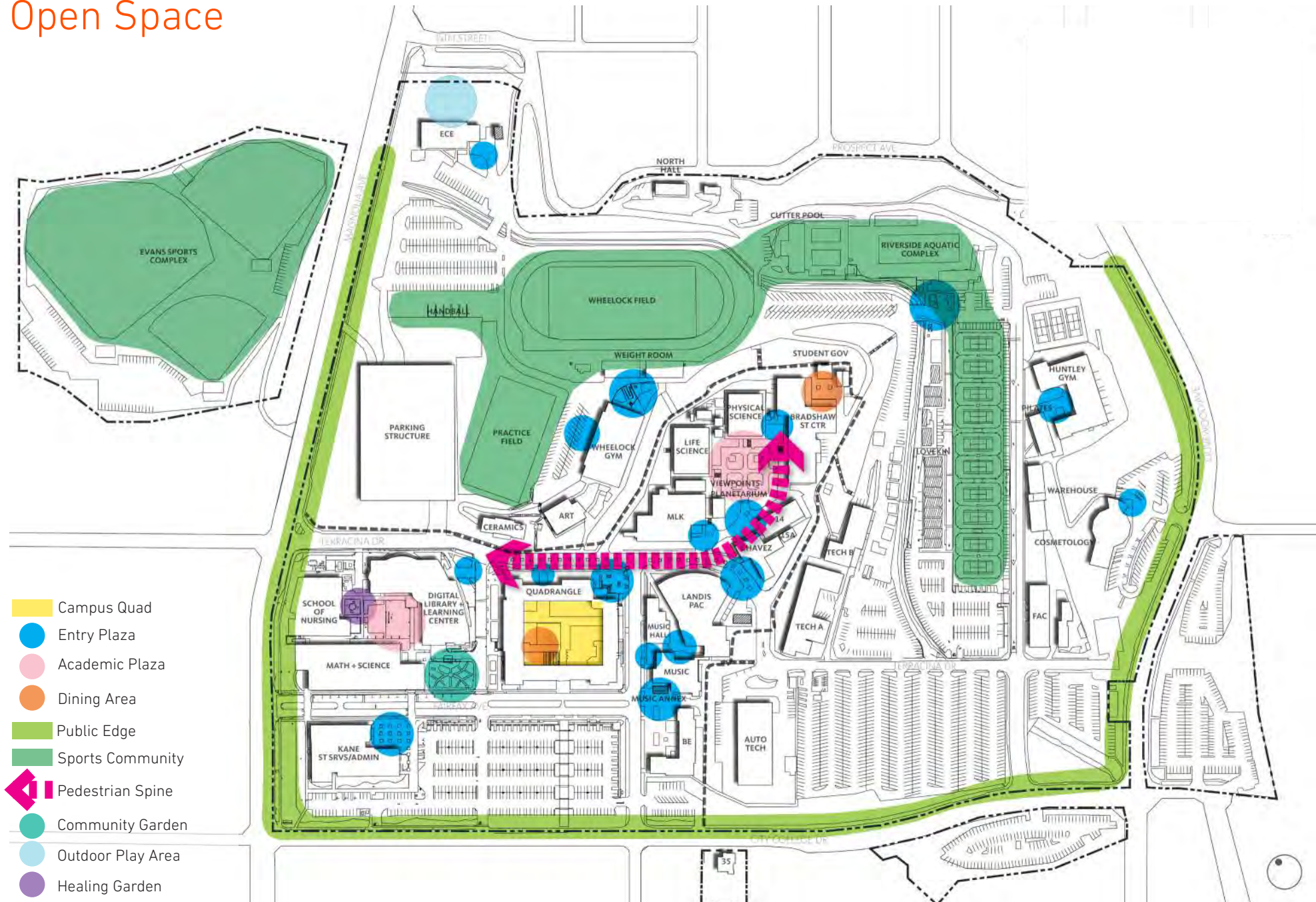
A variety of open spaces contributes to the campus identity and creates a distinct campus character. The graphic plan on the facing page illustrates campus open spaces, along with pedestrian spines and promenades.

OBSERVATIONS

- Open spaces are disconnected and do not support student gathering
- Organization is lacking in the hierarchy of spaces
- Condition of spaces appear as left-over areas rather than deliberate
- Vehicular traffic disrupts the continuity of space and limits pedestrian movement
- Elevation changes disrupt open space connections
- Upper and lower campus are disconnected



Open Space



Hydrology

The graphic plan on the facing page illustrates the hydrology conditions on the campus. The hydrology on campus is exemplified by the extreme grade changes throughout the campus and indicates the direction and path that water travels. Grade changes create issues with erosion and stabilization issues. The plan shows that the campus is in need of an updated stormwater plan.

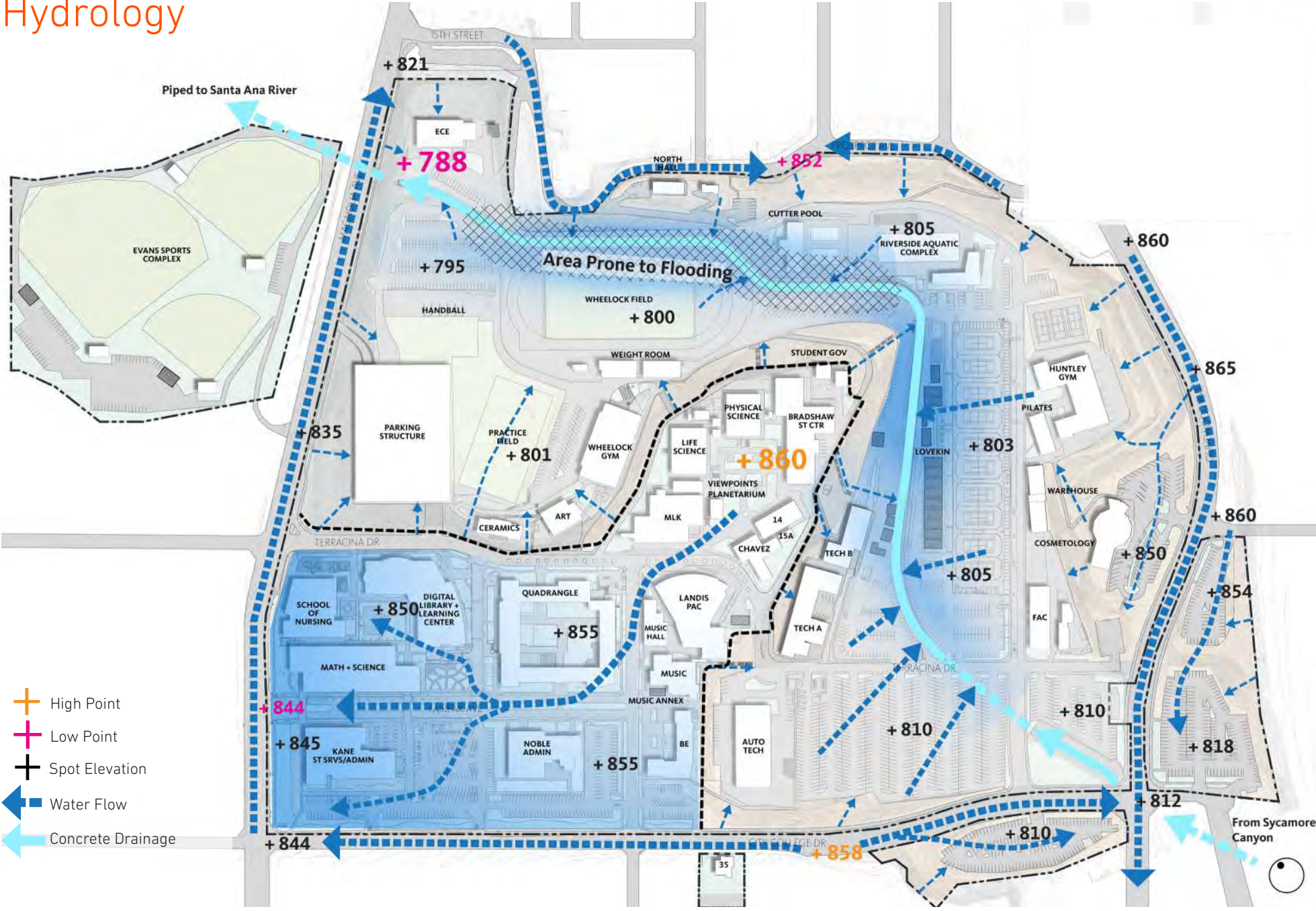


OBSERVATIONS

- Unprotected slopes are heavily rutted and eroded from run-off
- Lower practice fields experience regular flooding
- The concrete drainage swale is unsightly and interrupts campus connections
- Parking lots drain to a concrete swale and pipe causing polluted run-off into the Santa Ana River
- Campus is lacking sustainable solutions to site stormwater



Hydrology



- + High Point
- + Low Point
- + Spot Elevation
- Water Flow
- Concrete Drainage

Water Use

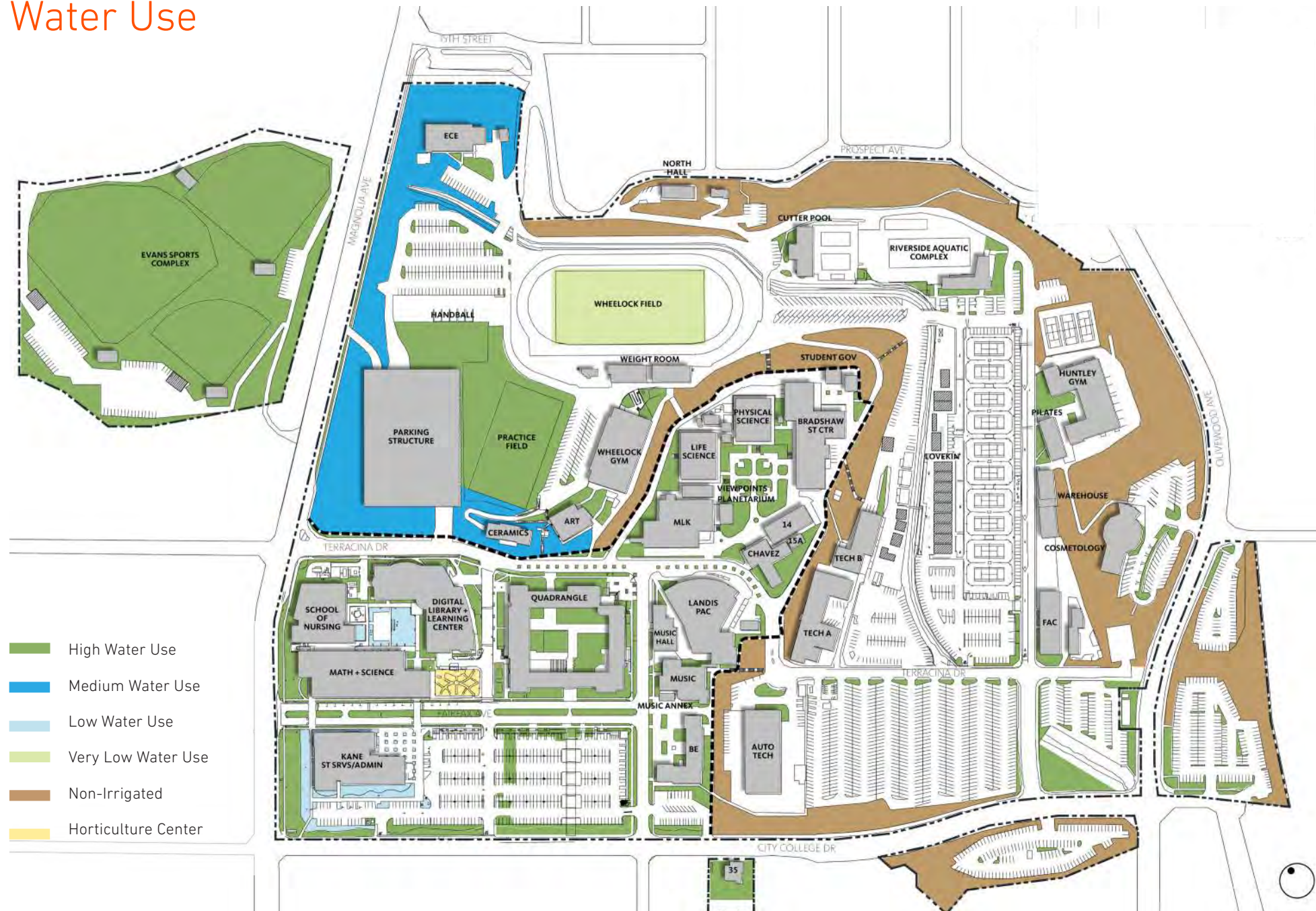
The graphic plan on the facing page illustrates water use on the campus through plant material typologies. It helps to understand why conditions exist on campus and to see where the campus can improve on water usage. For instance, the vast use of lawn on campus can be reduced and provide cost savings.

OBSERVATIONS

- Large areas of lawn surround buildings and use high amounts of water
- Non-irrigated slopes do not support plant material for stabilization
- Historic plantings meet high-water use palette
- New low-water use plantings have been installed near Kane Student Services
- Majority of campus water is used by water thirsty landscapes
- Campus uses potable water for irrigation



Water Use



Tree Canopy

The graphic on the facing page illustrates the tree canopy on the campus. The plan demonstrates the lack of a cohesive tree canopy in the campus core. Lack of trees in vast parking lots increases the Urban Heat Island Effect and the need to shade is exposed.

OBSERVATIONS

- Palm trees on campus do not provide shade in the natural climate
- Some existing Eucalyptus trees on slopes have reached the end of life cycles
- Surrounding slopes are missing key tree species for slope stabilization
- Water thirsty and non-native tree palette covers campus
- Established tree roots break up concrete flatwork
- Main campus core trees lack canopies for shade



Tree Canopy



Tree Canopy

Plant Typologies

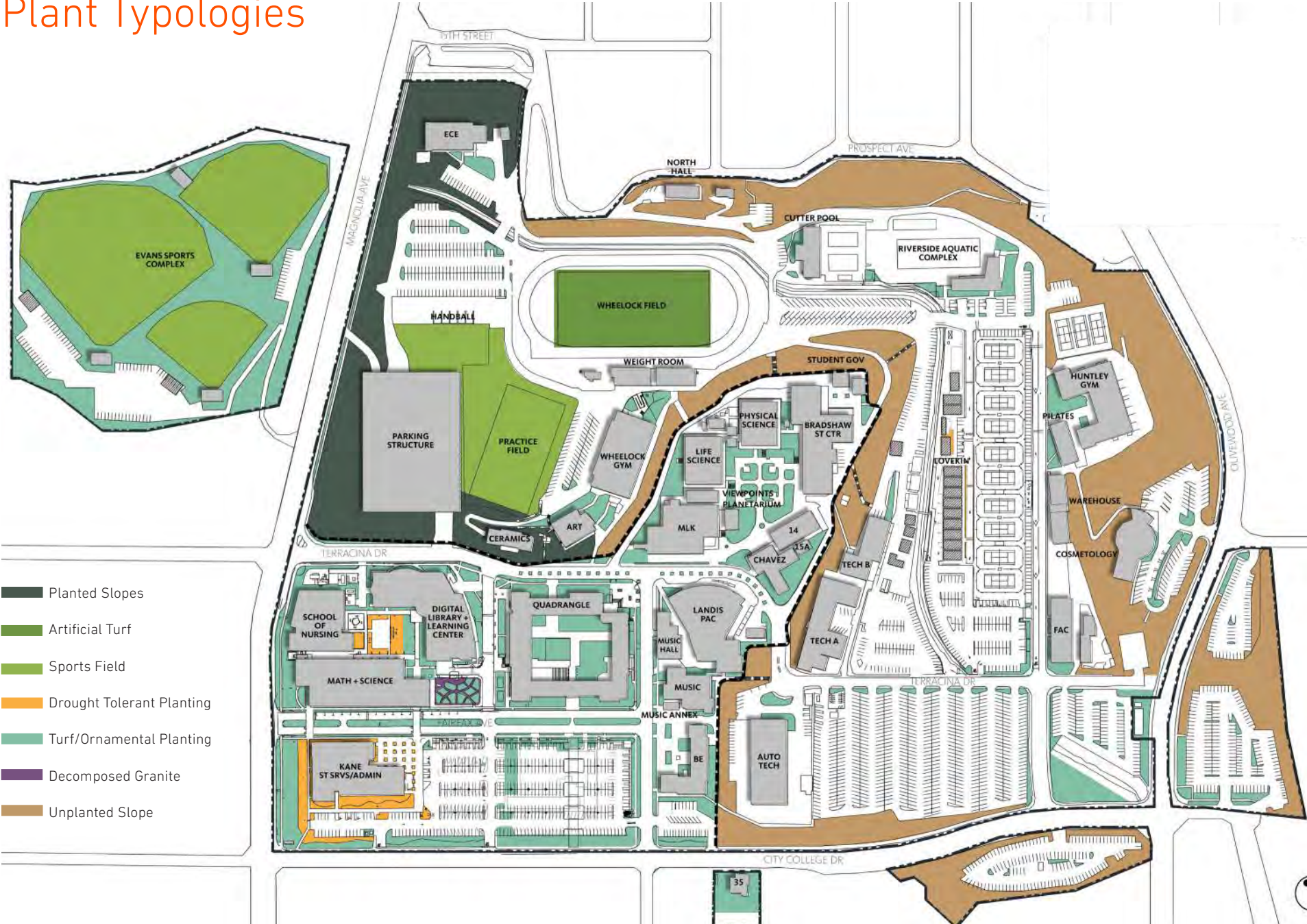
The graphic on the facing page illustrates the plant typologies on the campus. It demonstrates that the campus has been designed with a heavy emphasis on turf with a small amount of native plantings.

OBSERVATIONS

- Campus lacks cohesive system of planting
- Campus has introduced low-water use palette around Kane Student Services
- Majority of campus planting is non-native
- Campus planting does not support outdoor spaces for study
- Lower campus is heavy on hardscape and devoid of planting
- Majority of campus slopes are absent of planting



Plant Typologies





Sustainability at RCC

Having a common language to define a project's impact on the environment is a fundamental step in having a fruitful discussion about sustainability. Further quantifying that impact through measurable metrics provides a feedback loop for the team through which they can measure the success of their respective design decisions and sustainable strategies.

Understanding how the built environment contributes to climate change requires the team to measure the associated energy demands of that development. Thereafter, the team can appreciate how design decisions directly affect the project's impact on the planet, or its global warming potential.

These terms were reviewed during the Sustainability Workshop, establishing a common language for next level design integration.

EUI: Energy Use Intensity expresses a building's energy use as a function of its size or other characteristics. For most property, the EUI is expressed as energy per square foot per year. It is calculated by dividing the total energy consumed by the building in one year (measured in kbtu) by the total gross floor area of the building.

BTU: The British Thermal Unit is a traditional unit of work equal to about 1055 Joules. It is the amount of work needed to raise the temperature of one pound of water by one degree Fahrenheit (physical analogue: one four-inch wooden kitchen match consumed completely generates approximately 1 BTU).

For reference:

1 Therm (gas) = 100,000 btus, or 100 kbtus

1 Kbtu = 1000 btus

1 Kwh (electricity) = 3.412 Kbtu

GHG: Greenhouse Gas is a gas in an atmosphere that absorbs and emits radiation within the thermal infrared range. This process is the fundamental cause of the greenhouse effect.

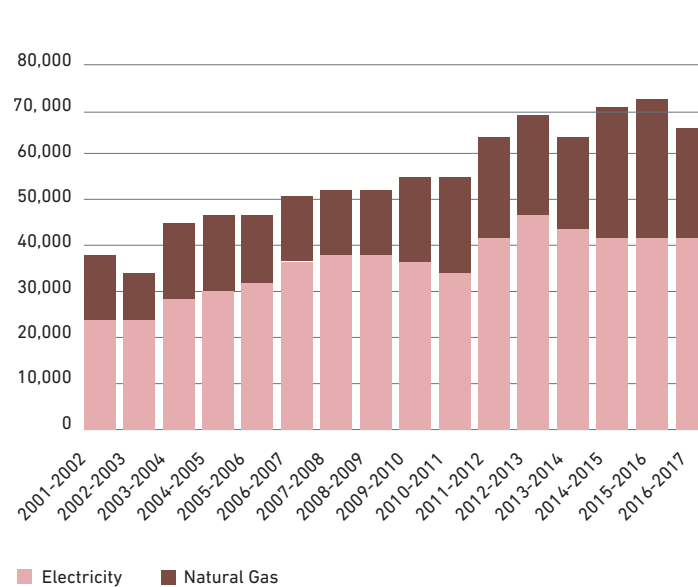
GWP: Global Warming Potential is a relative measure of how much heat a greenhouse gas traps in the atmosphere. It compares the amount of heat trapped by a certain mass of the gas in question to the amount of heat trapped by a similar mass of carbon dioxide.

ENERGY CONSUMPTION

As required by the Chancellors office, RCC has been collecting and reporting its energy consumption for many years. Prior to the Workshop, an intensive discovery process occurred, including the analysis of existing historical energy consumption for each of the four campuses, and compiled as an average.

Total energy increase at RCC is 68% from 2001-2002 baseline, at approximately 68,000 MBtu.

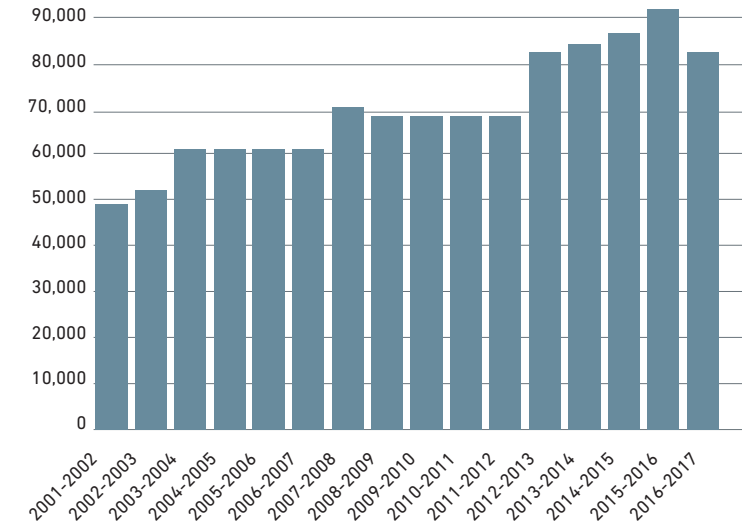
TOTAL ENERGY CONSUMPTION (MBTU)



GROWTH IN GROSS SQUARE FOOTAGE

RCC has grown 63% in square feet, from the 2001-2002 baseline.

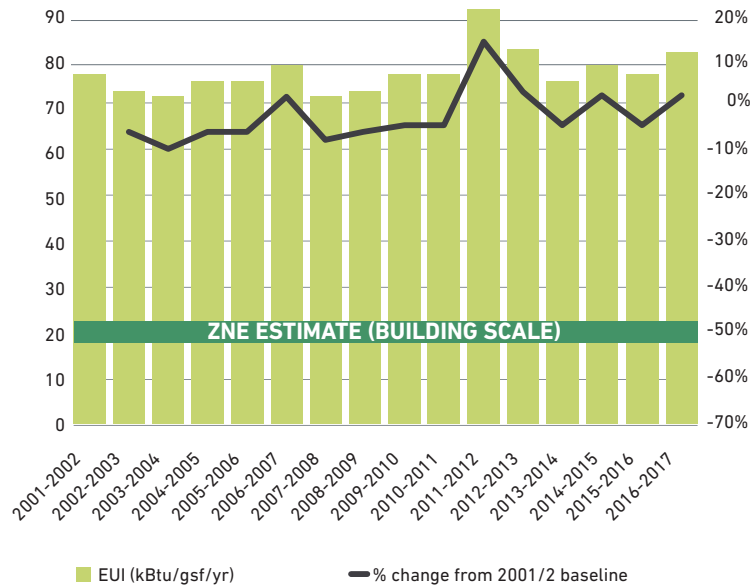
GROSS SQUARE FOOTAGE (SF)



ENERGY USE INTENSITY

Energy Use Intensity has a 2.8% increase from the 2001-2002 baseline. Currently above 80, it is still higher than the California Energy Commission Average California Higher Education EUI* of 76.1.

ENERGY USE INTENSITY (KBTU/GSF/YEAR)



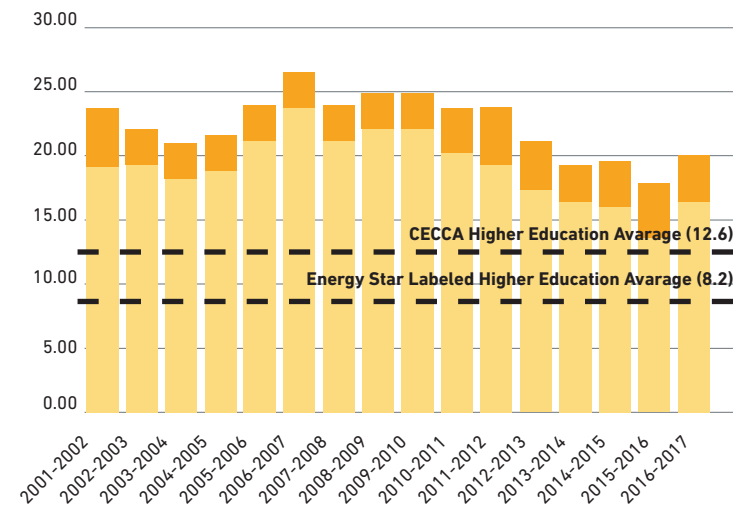
CARBON USE

California has set ambitious GHG reduction goals, first through the Greenhouse Gas Solutions Act of 2006, to reach 1990 emission levels by 2020 and next with the follow on SB32 (extension), to achieve 40% below 1990 by 2030. The state is on track to meet 2020 goals, and could achieve greater emission reductions by 2030, but the state will need to do more to reach its 2050 climate goals. FHDA-CCD's energy transition plan will achieve reportable GHG emissions 80% below 1990 levels, at some point ~ 2025 (depending on funding), helping California reach these GHG reduction goals.

FHDA-CCD currently has reportable GHG emissions at nearly 1990 levels, and with a stated goal of purchasing Renewable Energy (RE) at renewal of our Direct Access (DA) electricity contract in 2019, reportable emissions will be well below 1990. 2020 represents a "pivot point" for FHDA-CCD, with a stated goal to reduce, and eventually eliminate, natural gas from our (HVAC) energy systems. Our decarbonization goals commence with purchase of clean electricity, followed by electrification of HVAC systems, and eventual replacement of cogeneration of heat and power (CHP). The decade of 2020-2030 will begin the "era of decarbonization" for many buildings and college campuses, and eventually extend to electrification of transportation.

Carbon Use Intensity has been reduced 13% from the 2001-2002 baseline. Current Carbon Use Intensity is about 20.00 lbs CO₂e/gsf.

CARBON USE INTENSITY (LBS CO₂E/GSF)



Zero Net Energy

Zero Net Energy (ZNE), or sometimes known as Net Zero Energy, is a building or community in which the total energy consumed is equal to or less than the amount of renewable energy it produces. ZNE can be achieved with an integrated design approach where lighting and other systems are selected for low energy use and by integrating photovoltaic panels or a battery storage device to harvest and use on demand as necessary.

BELOW IS THE TERMINOLOGY OF ZERO NET ENERGY COINED BY THE DEPARTMENT OF ENERGY

ZNE BUILDING

An energy-efficient building where, on a source energy basis, the actual annual consumed energy is less than or equal to the on-site renewable generated energy.

ZNE CAMPUS

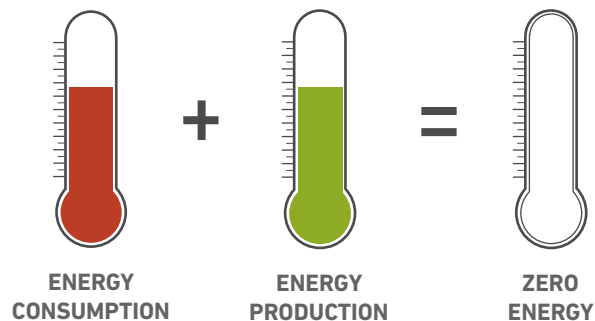
An energy-efficient campus where, on a source energy basis, the actual annual consumed energy is less than or equal to the on-site renewable generated energy.

ZNE PORTFOLIO

An energy-efficient portfolio in which, on a source energy basis, the actual annual consumed energy is less than or equal to the on-site renewable generated energy.

ZNE COMMUNITY

An energy-efficient community where, on a source energy basis, the actual annual consumed energy is less than or equal to the on-site renewable generated energy.

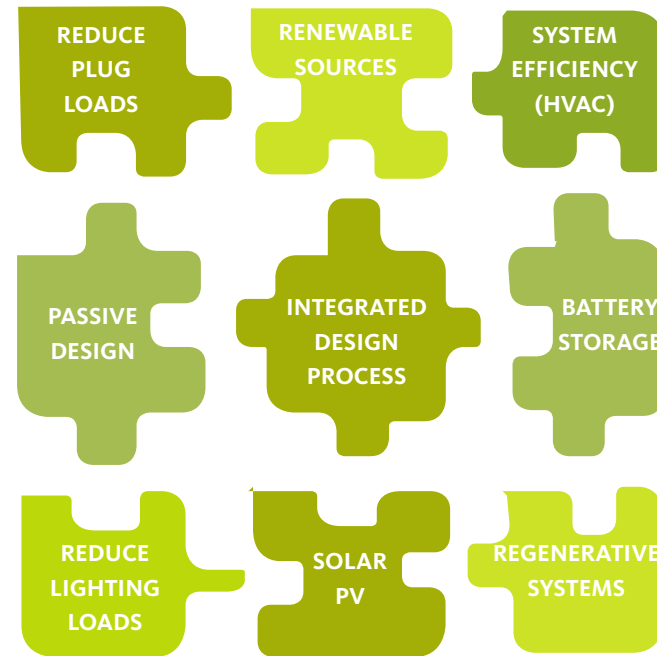


“ a building that makes as much energy as it uses ”

As we look into the future and the threat of climate change, the building industry is challenged with bringing forth environmentally responsible designs. California's Public Utilities Commission has established a variety of regulations applicable to both new and existing buildings, targeting a strategy for net zero energy buildings: those which generate an equal amount or more energy than that which they consume.

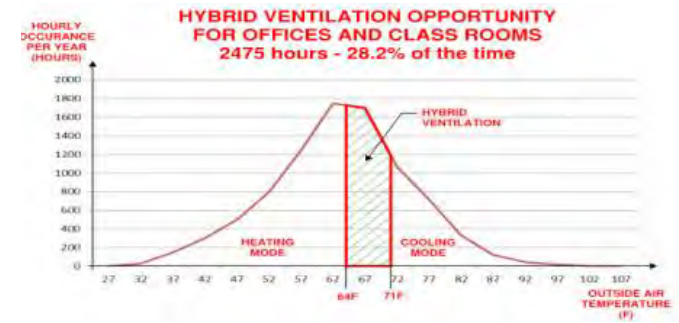
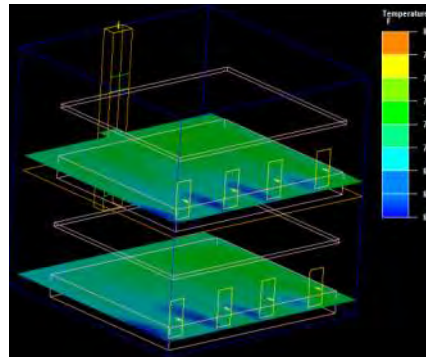
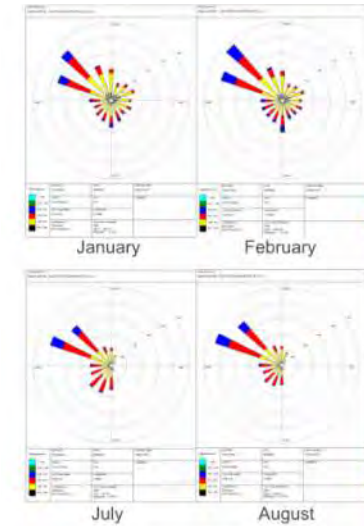
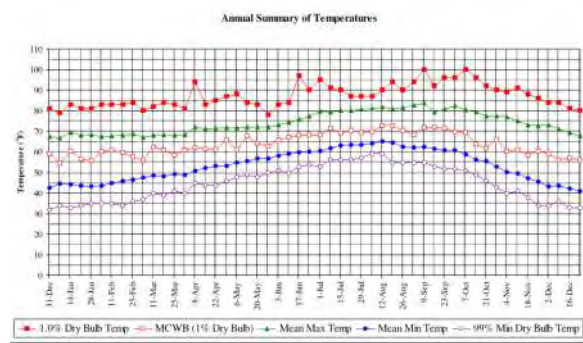
The California Energy Efficiency Strategic Plan mandates:

- All new residential construction (low rise and single family) shall be designed to be zero net energy (ZNE) by 2020
- All new State-owned buildings, and 50% of State-owned existing buildings shall be ZNE by 2025
- All new commercial construction shall be designed to be ZNE by 2030
- 50% of all existing commercial buildings shall be retrofit to ZNE by 2030

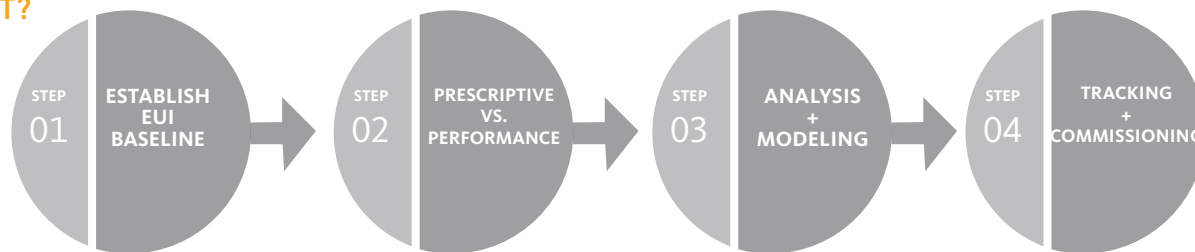


ENERGY MODELING

A building uses energy through utilizing lighting, mechanical systems, such as heating, cooling and ventilation, as well as plug load consumption through the use of office equipment and appliances. The practice of energy modeling, is completed by a mechanical or electrical engineer, allows a team to study how best to reduce energy demands and provide an efficient heating, cooling and ventilation system. This can be done by two methods, either through prescriptive or performance analysis. In the prescriptive method, an outline of requirements to meet the state and local requirements is followed to come to the desired result. In the performance method, the specific building geometry, orientation and geographical climate data, are taken into account to provide performance analysis of anticipated energy demands. Next, the engineer tests various systems which can be reviewed with the design team and owner to provide a custom solution that meets the state and local requirements for compliance.



WHERE DO WE START?







CHAPTER 4

RECOMMENDATIONS

Overview

The 2018 Facilities Master Plan recommendations present an overall picture of the proposed development that is designed to support RCC's vision and goals. The recommendations meet the needs of the projected enrollment and program forecasts and are a translation of the Educational Master Plan into the future developed campus.

The recommendations for the future development of the campus are described in this chapter and grouped into a series of sections.



Facilities Planning Principles

Following the extensive analysis of qualitative and quantitative information, a set of Facilities Planning Principles were developed to guide discussions related to site and facilities improvements. These principles were developed collaboratively with the FMP Task Force and align with RCC's commitment to Student Success and Equity and the implementation of Guided Pathways.

The six principles are the key drivers that led to the RCC FMP recommendations and serve as a touchstone for the future development of the campus. They provide the framework for identifying the required improvements to the campus environment, facilities and infrastructure that are articulated throughout this chapter.



CLARITY

- Organize campus to support Guided Pathways
- Create logical grouping of functions
- Improve access to programs and services



EFFICIENCY

- Improve facilities to enhance student success
- Replace inefficient and under performing facilities
- Right size facilities to address program needs
- Develop flexible, multi-purpose space to adapt over time



CONNECTIVITY

- Develop and clarify circulation patterns
- Improve connections to all areas of the campus
- Enhance wayfinding and campus flow



STEWARDSHIP

- Maximize land use to align to address goals and priorities
- Preserve and enhance the RCC legacy
- Increase awareness and create a culture of sustainability
- Optimize available resources (state and local)



COMMUNITY

- Develop the overall sense of community
- Enhance student and faculty engagement
- Create a sense of belonging + pride



IDENTITY

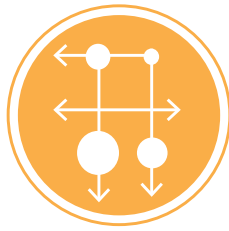
- Develop welcoming + inviting entries
- Improve campus edges
- Enhance community engagement

Facilities Planning Principles

STUDENT SUCCESS + EQUITY



CLARITY



CONNECTIVITY



COMMUNITY



EFFICIENCY



STEWARDSHIP

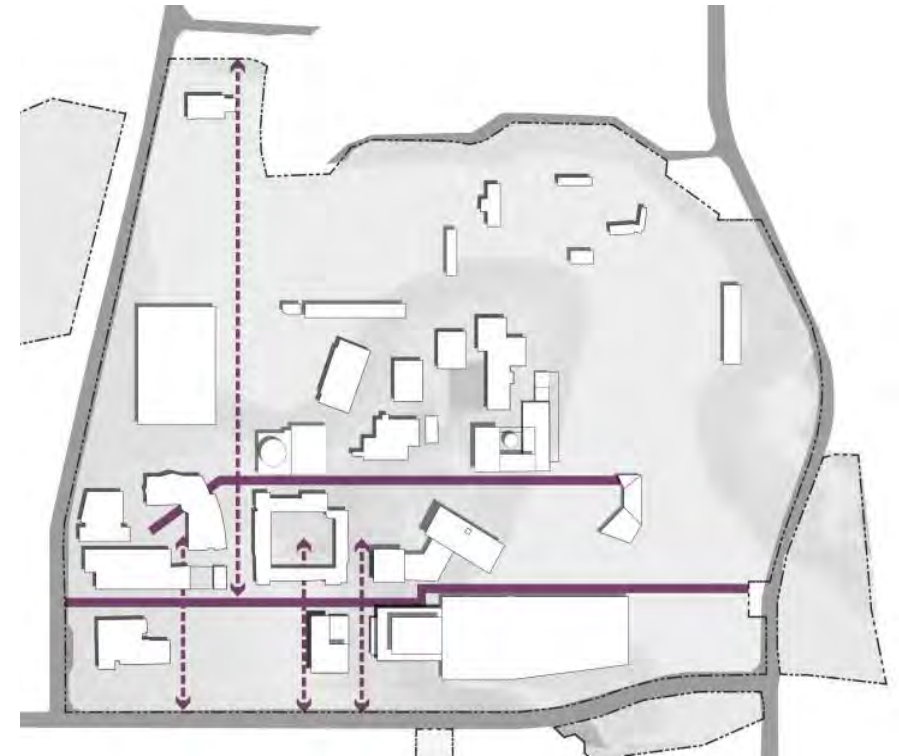
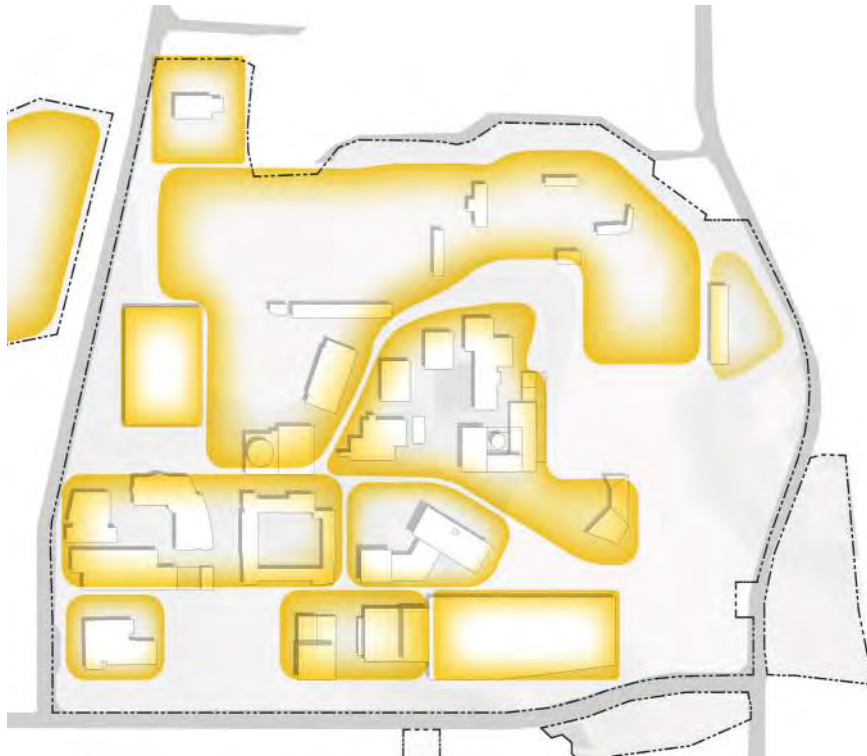


IDENTITY



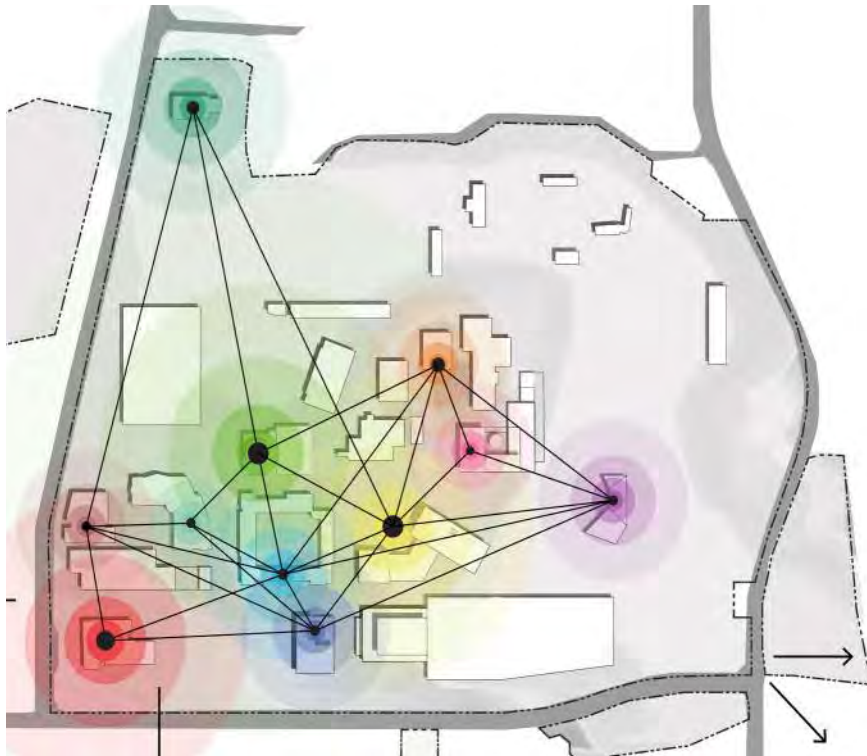
FOUR PILLARS OF GUIDED PATHWAYS

Development Concepts

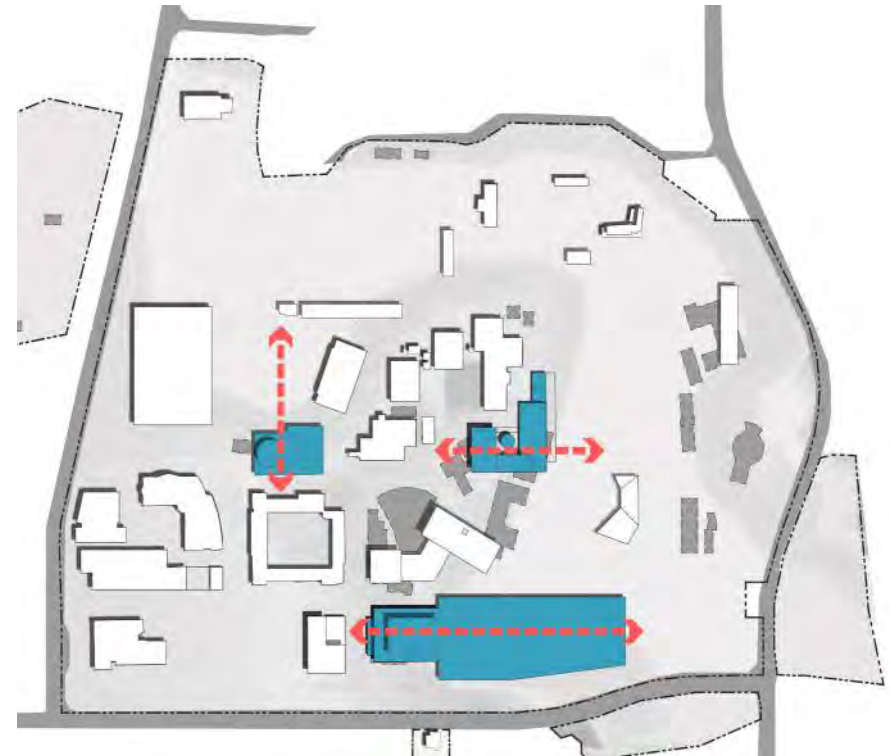


CLARITY provides the basis for the organization of functions and the creation of zones. Functions are clustered to create logical groupings, support synergies, and improve access to programs and services. A central 'heart' is developed to enhance the overall sense of community.

CONNECTIVITY is enhanced with clear circulation patterns for vehicles and pedestrians that connect all areas of the campus. Vehicular circulation is eliminated in the center of campus, and the overall campus experience is enhanced.



NETWORKS connect a collection of buildings and open spaces articulated to support student success and Guided Pathways. Starting with the Student Services building, the physical network branches out, bridges and connects to Engagement Centers in each academic zone.



LINKS are developed through the construction of multi-level buildings on sloping hillsides to connect the upper and lower campus. These important facilities will provide space to address program needs, increase visibility and access to programs and enhance the sense of community.

Facilities Master Plan

The 2018 Facilities Master Plan for RCC presents an overall picture of the future developed campus. It includes recommendations for a series of site and facilities projects that are described in the pages that follow.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design take place with a designated user group.

The FMP projects identified as part of the planning process include the list to the right. They are listed in alphabetical order and do not represent a priority order. In addition to the projects listed, RCC has identified a potential future opportunity for housing and/or a mixed use development on the corner of City College and Olivewood.

FMP PROJECTS (in alphabetical order)

NEW CONSTRUCTION

- Advanced Technology
- Business + CIS
- Cosmetology
- Facilities Complex
- Greenhouse
- Kinesiology
- Parking Structure + Police
- Stadium Complex
- Student Center
- Visual + Performing Arts

RENOVATION/CHANGE OF USE

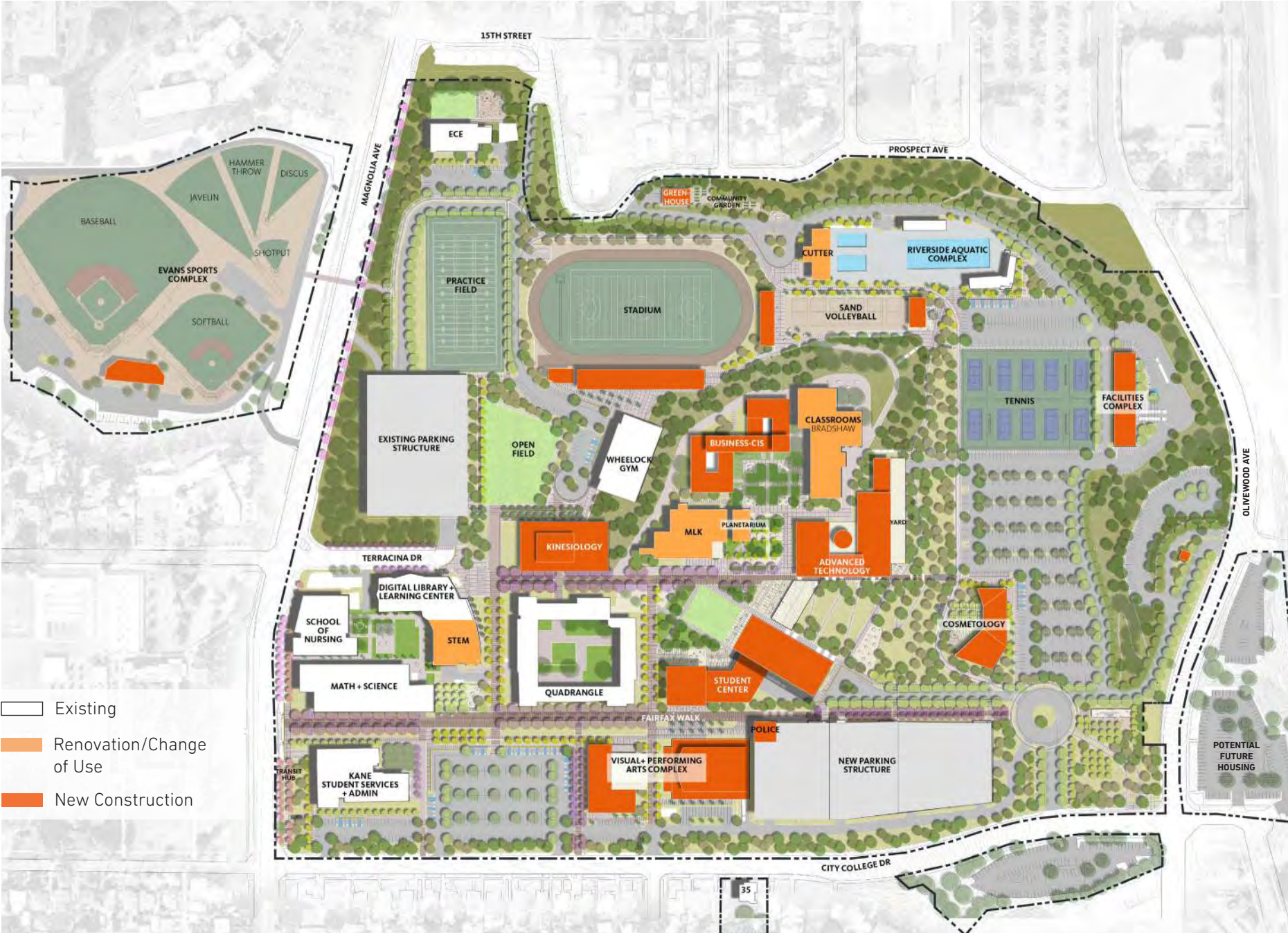
- Bradshaw (renovate for instruction)
- Cutter (renovate for PE support)
- Digital Library - partial (renovate for STEM)
- MLK
- Planetarium

SITE PROJECTS

- Campus Signage
- PE Athletic Fields
- PE Support Facilities
- Sand Volleyball Courts
- Street Closures (Fairfax + Terracina)
- Tennis Courts

*Additional site improvement projects are described on page 124

2018 Facilities Master Plan





STADIUM COMPLEX

BUSINESS + CIS

KINESIOLOGY

FAIRFAX WALK



CLASSROOM BLDG

FACILITIES COMPLEX

APPLIED TECHNOLOGY

COSMETOLOGY

STUDENT CENTER

PARKING STRUCTURE

VISUAL + PERFORMING ARTS ZONE

Vehicular Circulation

A series of vehicular recommendations are developed to improve clarity, connectivity and identity. A summary of these recommendations are described below and in the graphic that follows.

Campus access points are developed to improve access to the campus and develop welcoming entries. The proposed distribution around the campus will reduce traffic and improve access to all areas of the campus. A new entry is proposed on the east side from Olivewood and includes a location for an information center.

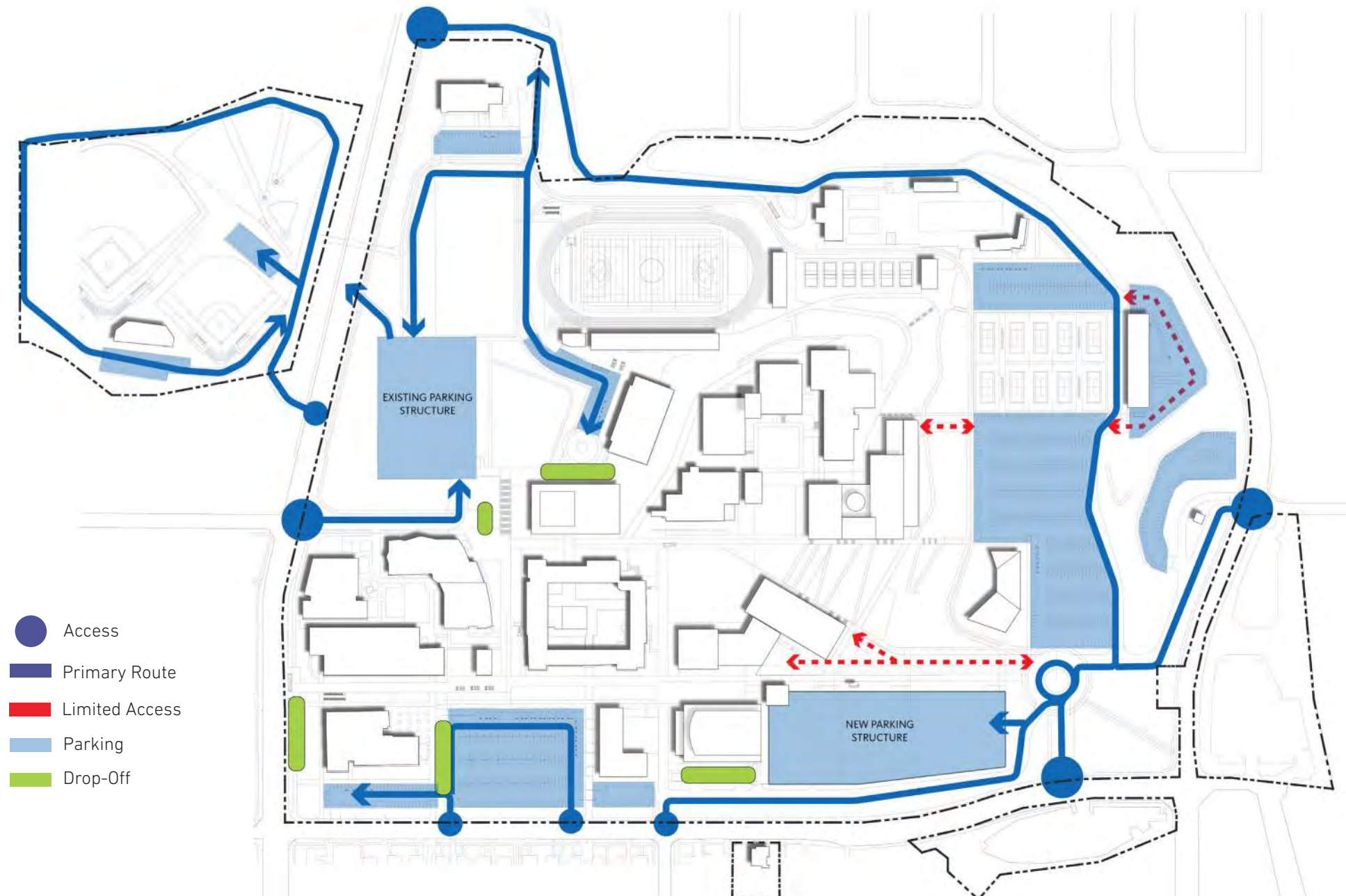
Clear vehicular circulation routes connect the campus and direct the campus community to consolidated and efficiently organized parking areas. Limited access routes are provided to service key areas of the campus.

Pick-up and drop-off zones are located throughout campus and designed to eliminate congestion within parking lots. These zones will improve safety, reduce conflicts and support the rapidly growing ride-share programs.

A second parking structure is recommended along Ramona to increase capacity, maximize land use, and free up space for college programs. The FMP includes a total of 5,000 parking spaces, planned to address the 2030 projected enrollment of 25,000 students at a 1:5 ratio.



Vehicular Circulation



Pedestrian Movement

Vehicular circulation is eliminated throughout the center of campus to create a 'Car Free Zone'. Pedestrian/vehicle conflicts have been removed and the overall experience within the campus is enhanced.

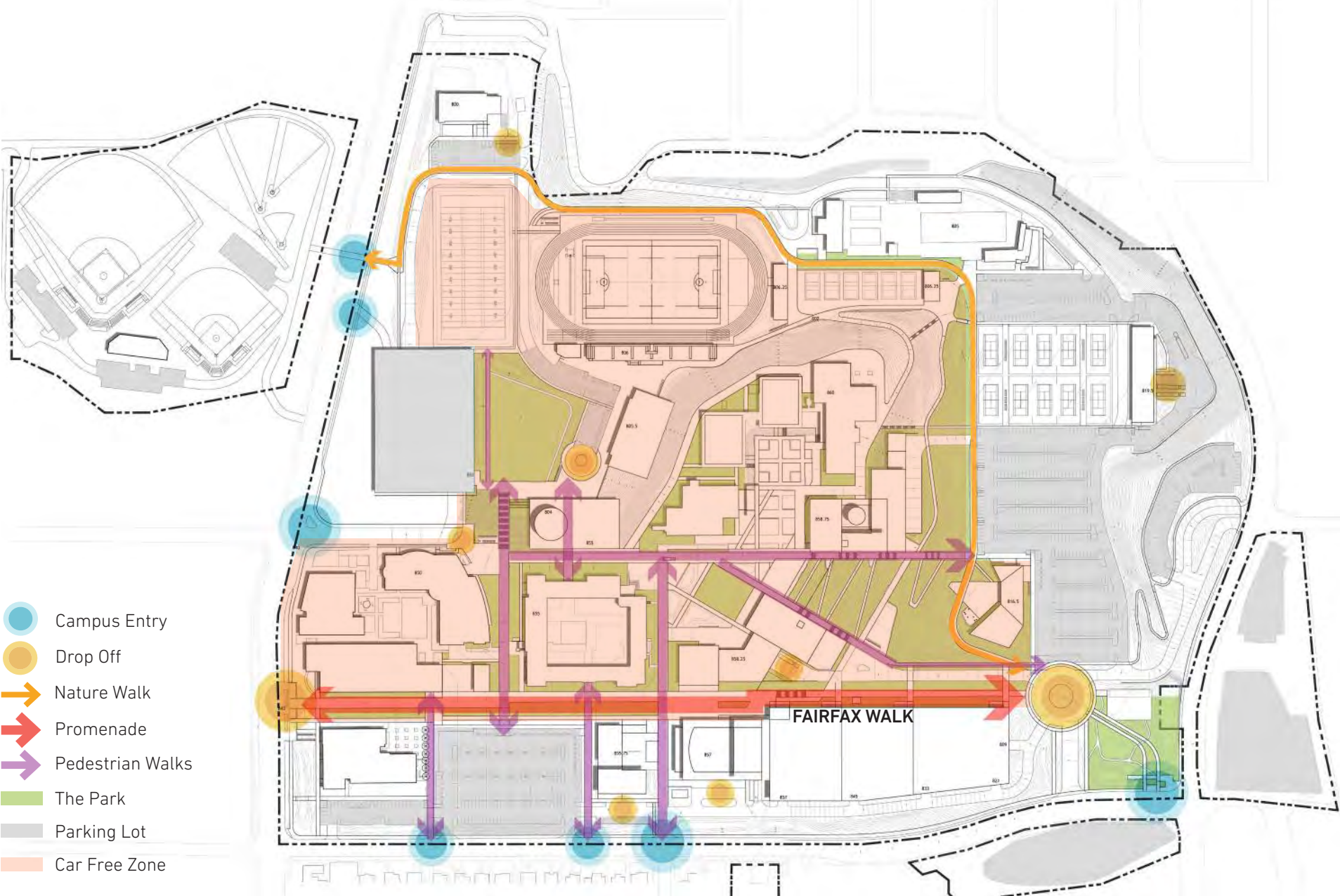
From the designated parking and drop-off areas, the framework of pedestrian pathways extend north-south and east-west – connecting the upper and lower campus in a sequence of terraced buildings and landscape.

Fairfax Road is transformed into a pedestrian friendly Fairfax Walk that extends and links the entire length of the campus, from the Student Services Building on the upper campus to the new entry circle on the lower campus.

A new drop-off by the existing parking structure connects to Fairfax Walk and integrates into the campus core.



Pedestrian Movement



- Campus Entry
- Drop Off
- Nature Walk
- Promenade
- Pedestrian Walks
- The Park
- Parking Lot
- Car Free Zone

Campus Identity

A series of projects are recommended to enhance the identity of RCC within the surrounding community. A large-scale monument sign is proposed on the east side of the campus to increase awareness of RCC to drivers on the 91 freeway. Smaller monument signs and building signage are proposed to enhance wayfinding.



● Large-scale signage increases the visibility of RCC from the freeway



● Monument signage identifies the campus at perimeter streets

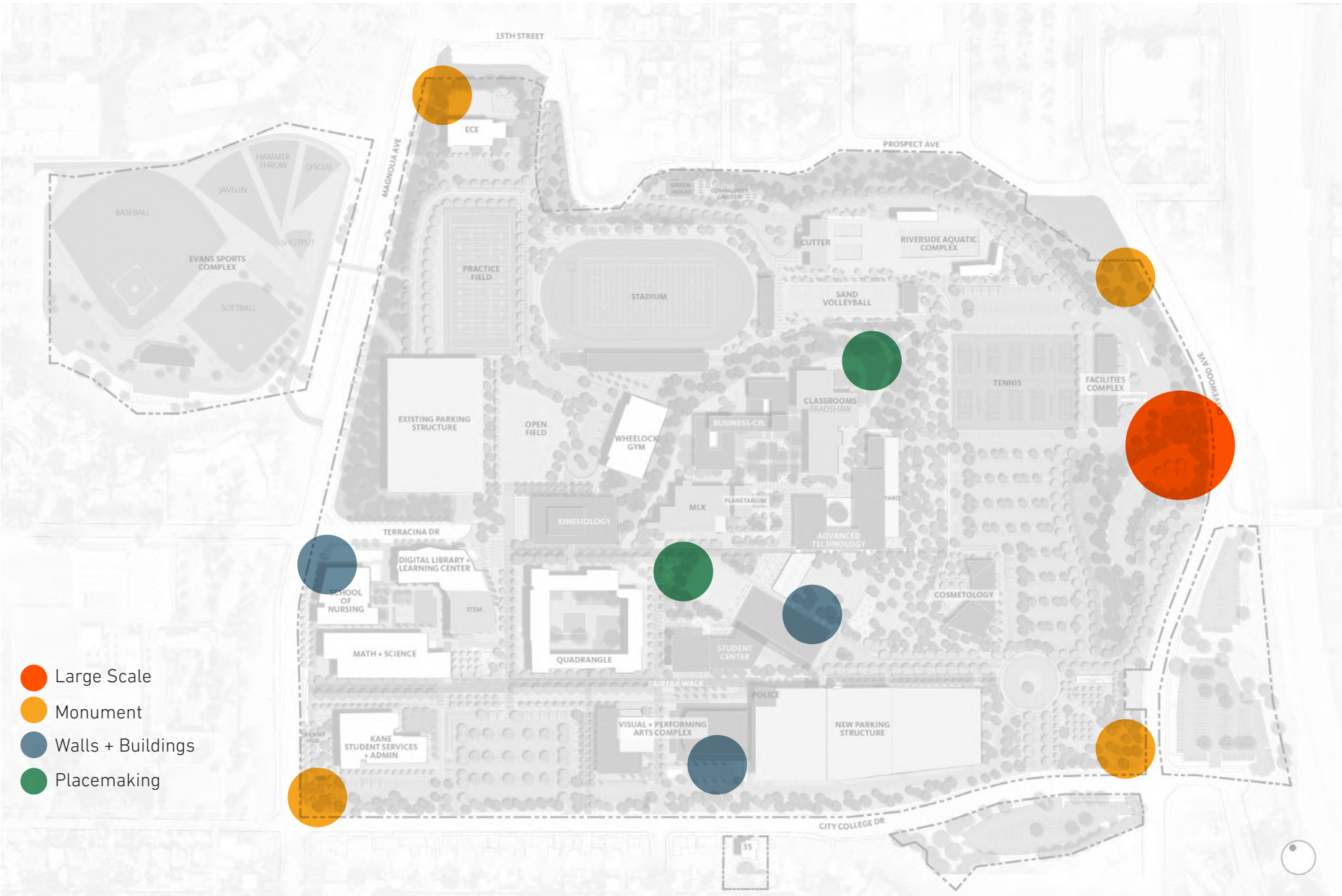


● Tall walls and building facades create an arrival experience



● Placemaking enhances campus life and engages the extended RCC community with instagrammable moments

Campus Identity



Pedestrian Wayfinding

The new vision for RCC calls for a connected campus with major thoroughfares for pedestrian movement throughout. Based on the analysis of the current signage, the successful implementation of directory and directional signs will be crucial in connecting the campus and uniting its upper and lower portions.

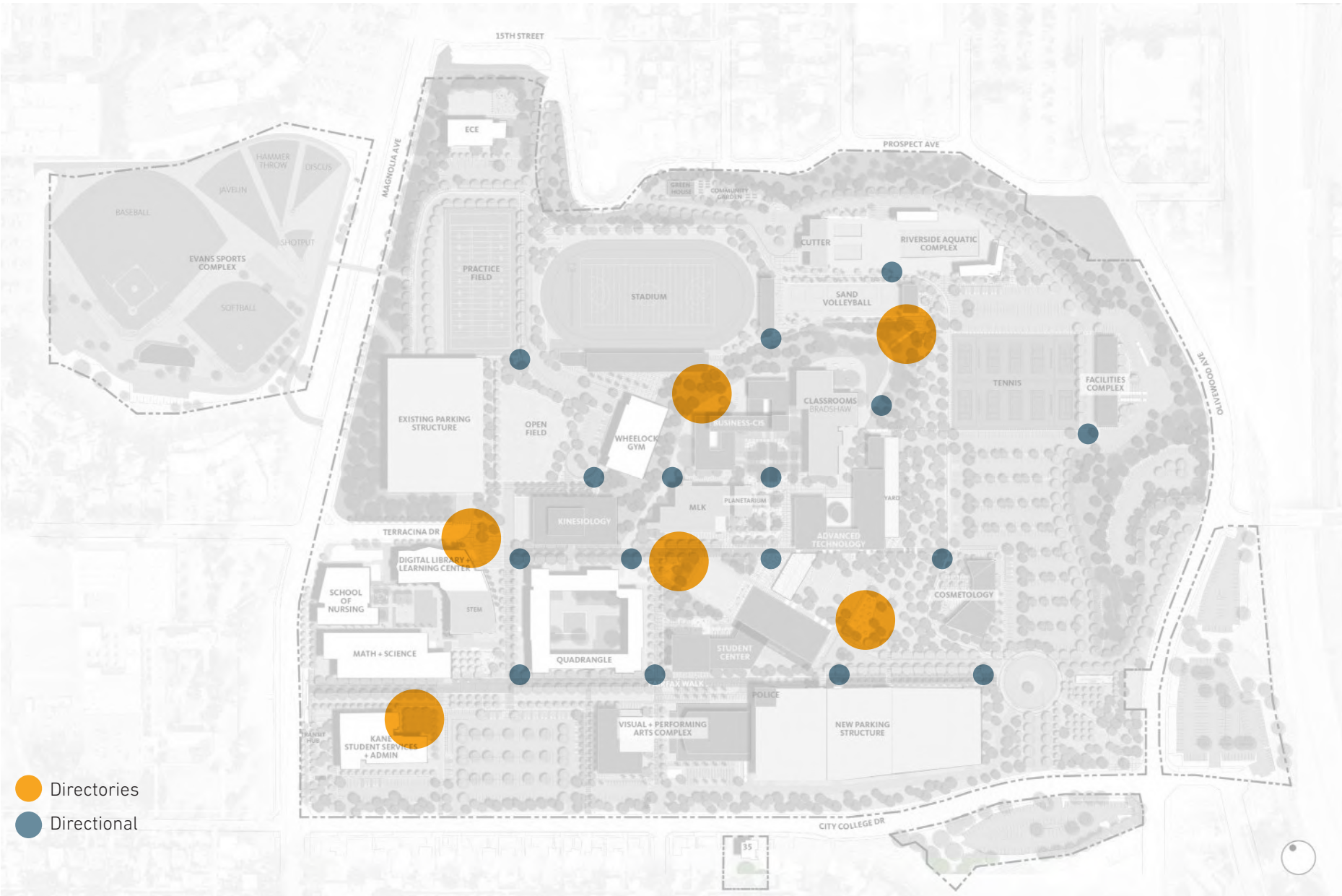


● Directories at pedestrian entrances and major hubs orient visitors on arrival



● Directional signage at decision points reinforces the path of travel

Pedestrian Wayfinding



Project Descriptions

This section of the FMP Document includes descriptions of the recommended projects. They are grouped into three categories:

- New Construction
- Renovation/Change of Use
- Site Development

All FMP projects are developed to support the Facilities Planning Principles created during the planning process. The chart on the following page highlights how each of the major projects reflect the principles.



CLARITY



CONNECTIVITY



COMMUNITY



EFFICIENCY



STEWARDSHIP



IDENTITY

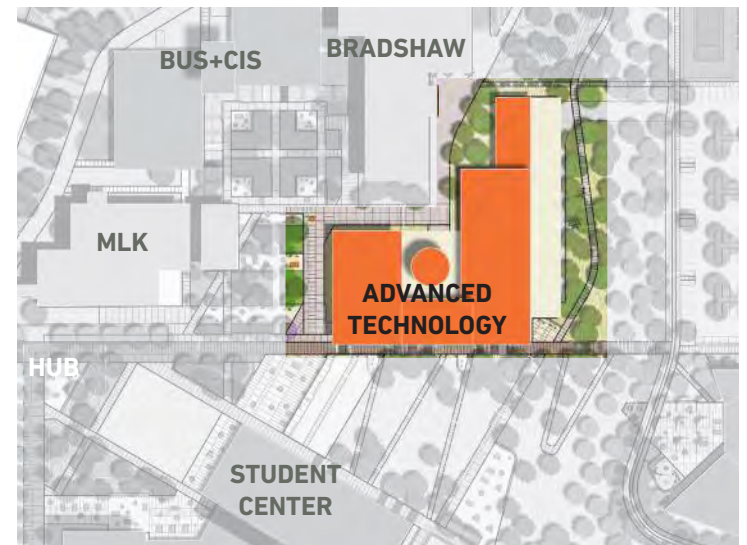
FMP PROJECTS

NEW CONSTRUCTION						
Advanced Technology	●	●			●	●
Business + CIS	●			●	●	●
Cosmetology		●		●	●	
Facilities Complex	●				●	
Visual + Performing Arts	●			●	●	●
Greenhouse				●	●	
Kinesiology	●	●		●	●	
Parking Structure + Police		●			●	
Stadium Complex				●	●	●
Student Center	●	●		●	●	
RENOVATION/ CHANGE OF USE						
Bradshaw (renovate for instruction)					●	●
Cutter (renovate for PE support)					●	●
Digital Library - partial (renovate for STEM)		●			●	●
MLK + Planetarium				●	●	●
SITE PROJECTS						
Campus Signage	●	●				●
PE Athletic Fields	●	●		●		●
PE Support Facilities				●	●	
Sand Volleyball Courts				●	●	
Street Closures (Fairfax + Terracina)	●	●				
Tennis Courts				●	●	

Advanced Technology

The new Advanced Technology Building will be designed to house Auto Technology, Welding and HVAC. Co-locating these important CTE programs into a new facility will improve access, enhance learning environments and support collaboration. A new Engagement Center will face the new academic zone of the upper campus, introduce students to the CTE programs and provide spaces for students to study, interact, and collaborate.

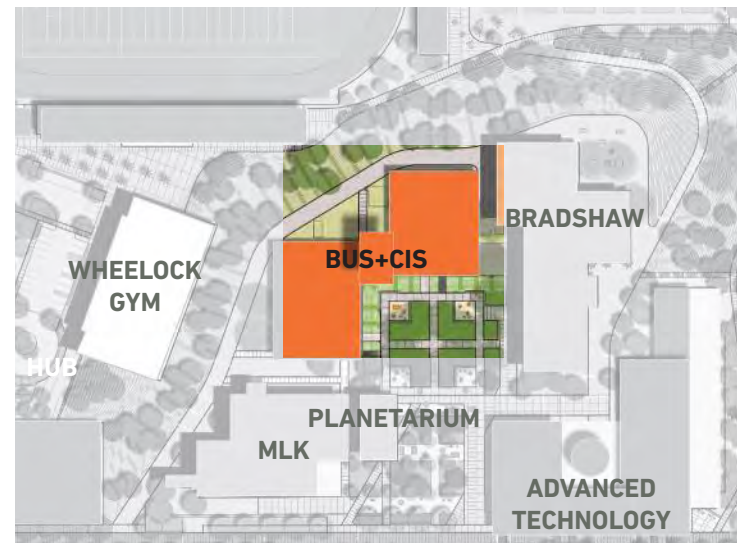
This new multi-level building will connect the upper and lower campus areas through multiple access points connecting to accessible indoor and outdoor pathways. Lower level entry points will provide access to indoor and outdoor instructional space designed to maximize land use and support collaboration between programs. A new Central Plant will be incorporated into the building and will be designed to improve efficiency and address the needs of all current and future proposed facilities. A more detailed description of the central plant is included in the *Appendix* of this document.



Business + CIS

The new complex will be designed to support the growing Business and CIS programs that are currently housed in aging facilities that are planned to be removed. The new facility will be constructed on the site of the old Physical and Life Science Building Complex and frame the new academic zone on the east end of the upper campus. A welcoming Engagement Center will invite students into the complex and provide an introduction to this academic zone of the campus. The new center will enhance student engagement and provide spaces for students to study, interact and collaborate.

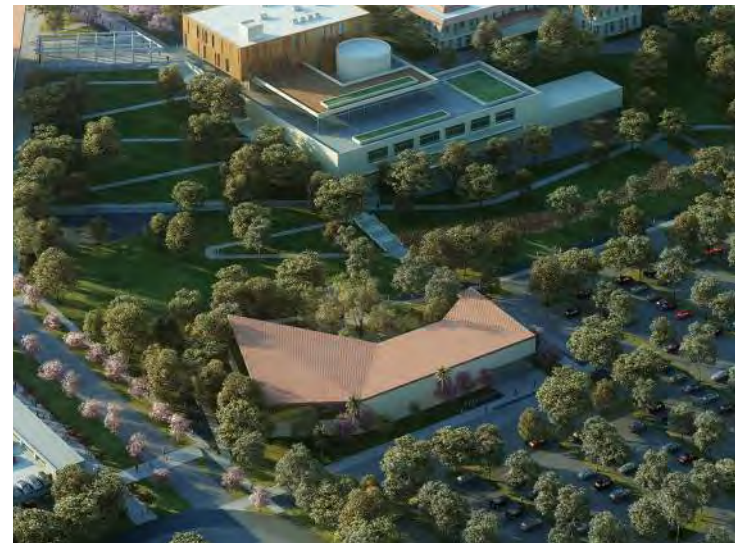
Technical Support Services is planned to be part of this complex and will include a relocation of the campus network and all TSS staff into one centralized location. This co-location of IT infrastructure and staff provides the opportunity to improve efficiency, share support services and design a facility that will support the long range needs of the college.



Cosmetology

A new Cosmetology Building is recommended to replace the existing facility that is aging and inadequately supporting the instructional program needs. The proposed facility will be constructed on the lower campus in a visible location adjacent to the Ramona Street entrance. This location will increase the visibility of the program, invite the public in and provide a unique identity to highlight this signature program.

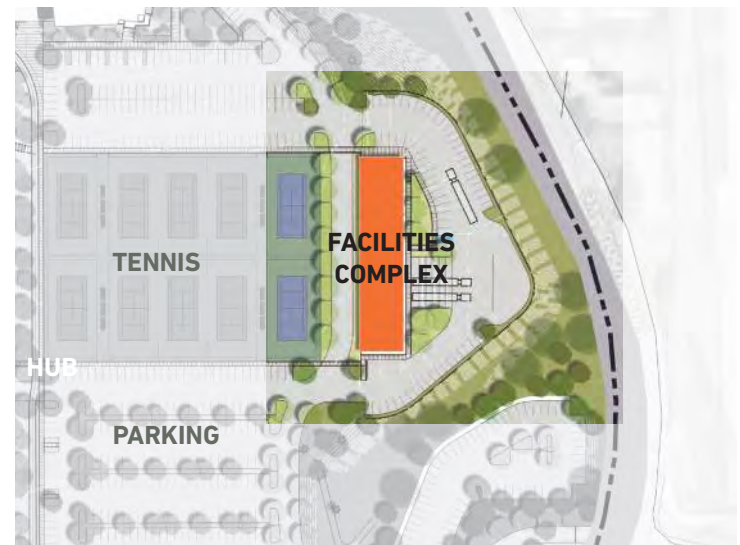
Shifting this program closer to the campus core will enhance connections between the students and faculty within the Cosmetology programs with the larger campus community. The development of the terraced plaza will provide a visible and accessible pathway to the upper campus where key support services and campus activities are located.



Facilities Complex

A new complex is recommended to house Facilities and Warehouse functions currently located in aging facilities planned for removal including Maintenance, Grounds, Custodial, Receiving and Mail Services. In addition, the new complex will include space for a new Emergency Operations Center (EOC), that will function at a strategic level during an emergency and assist in the continuity of operations of the college. The co-location of these functions allows for the sharing of support facilities including locker rooms, meeting space and storage.

The proposed location is located on the lower campus, on the site of the existing Huntley Gym. This location provides vehicle access from the reconfigured campus loop road and a secure outdoor space for receiving/loading and yards for the multiple operations to be housed there.

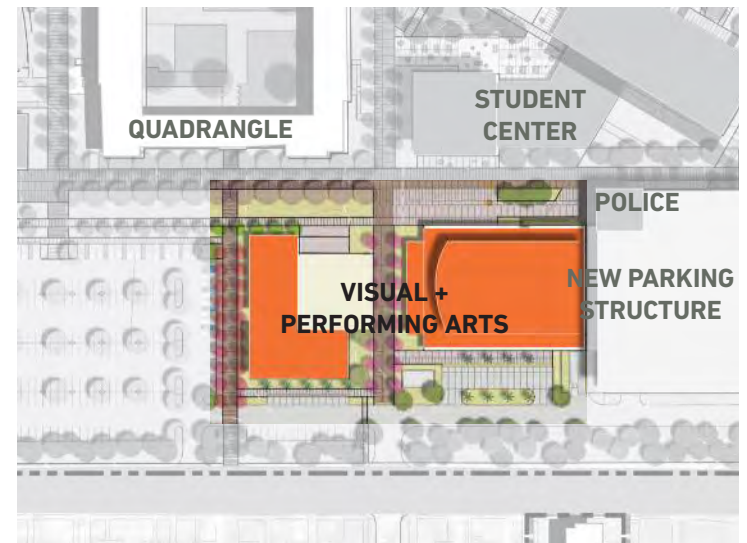


Visual + Performing Arts Zone

The new Visual and Performing Arts Zone is recommended to replace multiple functions that are currently housed in underperforming facilities and to create an area of the campus that supports collaboration and the celebration of the arts at RCC. The proposed location along Ramona Street will highlight these programs, improve access and enhance community engagement.

The complex will include a new access point to the campus that will lead directly into the campus core where the Student Center is located. This adjacency maximizes opportunities for shared programming and campus engagement. The building on the west side will include Art, Ceramics, Photography and Print/ Graphics. The Theater building on the east side will be planned for Theater and Dance.

Outdoor areas within this zone will be developed to showcase the arts and include spaces for receptions, student collaboration and art display. An outdoor sculpture garden is proposed in this area, and could connect to a network of art display throughout the campus.



Kinesiology

A new Kinesiology Building will be constructed to replace the Huntley Gym and provide instructional and support space to support the current and projected program needs. Instructional spaces to be housed in this new facility will include a gym, weight room, training room, an Athletic Learning Center for the student athletes, and group fitness classrooms. Support spaces will include locker rooms for the gym, restrooms for spectators attending events, offices, and equipment storage. A new Engagement Center will be developed to welcome students to the Kinesiology zone of campus and provide space for students to study, interact, and collaborate.

The upper level of this multi-story building will align with the upper campus and be positioned along a primary pedestrian corridor. Lower levels will transition down to the lower campus and provide accessible vertical connections through indoor and outdoor pathways. Adjacent to the Engagement Center on the upper level, a new Hall of Fame and outdoor roof deck will be developed to maximize opportunities to host campus events in a prime location with expansive views towards the PE and Athletics areas.

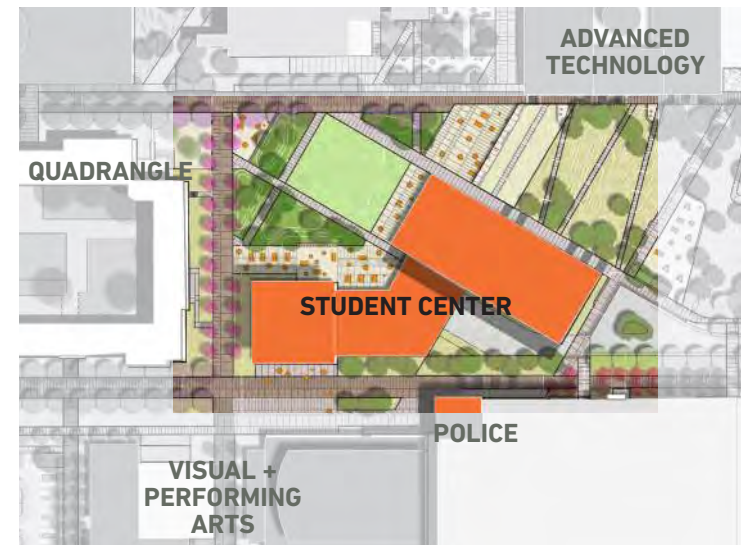


Student Center

A new Student Center will house campus wide support services in a central location to increase access, enhance engagement and create a sense of belonging for the entire RCC community. Strategically located at the heart of the campus, the Student Center will be accessed from multiple directions and provide opportunities for casual interaction, encourage 'collisions', conversations and a sense of community.

The core functions to be housed in the new facility will include Food Service, Bookstore, Student Activities, Equity Programs and the Health Center. In addition, a series of multi-purpose rooms and spaces will be included to support a variety of meetings, events and campus activities. The building will be adjacent to the newly developed main quad providing opportunities for activities within the building to 'spill out' and encourage the campus community to get involved.

This new multi-level building will connect the upper and lower campus areas through multiple access points connecting to accessible indoor and outdoor terraces and pathways. Adjacent to the new Advanced Technology building, the two facilities will form a welcoming gateway to the upper campus that will be visible from the east side of campus. From the inside out, views are framed to the city and mountains beyond – providing a window to the world and a constant reminder of greater purpose.



Stadium Complex

The reconstruction of the existing Wheelock Stadium will provide a playing area for more sports and improved facilities for student athletes, staff and spectators. The playing area will not only accommodate track and football as it currently does, but will be widened to accommodate soccer and lacrosse.

The seating grandstand on the south side of the Stadium will be rebuilt to allow for a slightly larger seating capacity of approximately 2,500, with appropriate spacing between the rows for the spectators. Support facilities under the grandstand will include team/locker rooms for the football, track and field, soccer, and lacrosse teams, locker rooms and space for marching band storage. On the west side of the grandstand, a building will provide facilities for the spectators including restrooms, a ticket office and a concession space. On the east side of the stadium track a support building will provide team meeting rooms, offices for coaches, and equipment storage.



Sand Volleyball + Tennis

The relocation and reconstruction of the tennis courts is recommended to maximize land use, improve vehicular circulation, and consolidate parking. The new tennis complex will include ten full size tennis courts that will each allow for both singles and doubles matches in a north-south orientation. Spectator seating for up to 90 between four pairs of courts, that will provide views into eight of the ten courts.

It is recommended that a support building for the tennis courts be located to the northwest of the courts adjacent to the east end of the Sand Volleyball complex. This support building should provide team/locker rooms, a meeting room, and offices and a changing room for the tennis coaches, along with a game day/satellite training room, and equipment storage space. It should also provide restrooms, a ticket office, and a concession space for the spectators that will be attending tennis matches at the courts.

It is recommended that a Sand, or Beach Volleyball facility be built on a space to the east of the Stadium and to the south of Cutter Pool. This facility has room for six sand volleyball courts in a north-south orientation. There is a small amount of space along the north side of the courts to provide a limited amount of seating for spectators on metal bleachers. Support facilities for the volleyball team and coaches can be provided by renovating the adjacent Cutter Pool support building to provide a team/locker room, and coaches offices and a changing room. The restrooms in this support building could be used by spectators that come to watch events at the Sand Volleyball courts.



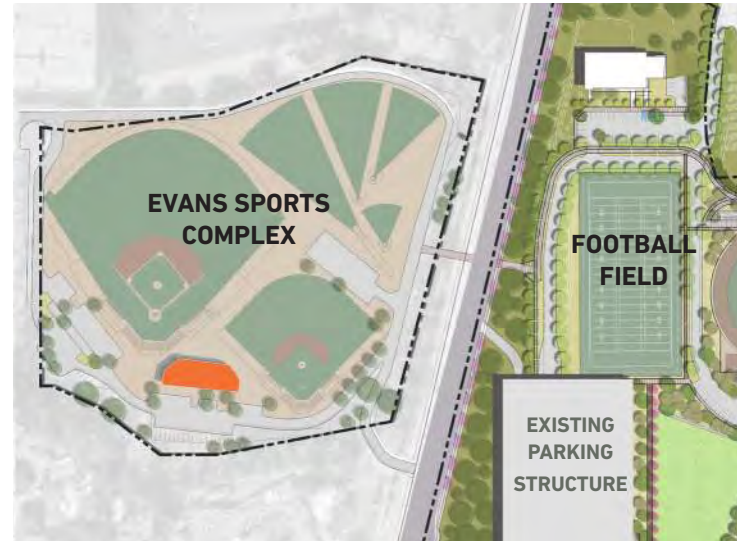
Evans Sports Complex

It is recommended that the existing baseball and softball fields at the Evans Sports Complex to the west of the main campus be renovated to provide upgraded spectator seating with a larger capacity of approximately 500 seats for baseball, and 300 seats for softball. Upgrades to the dugouts and batting cages are recommended, as well as a new support building.

This support building will provide team/locker rooms for the baseball and softball teams, a visiting team/locker room, and officials' locker rooms in the support building. Offices, changing rooms, equipment storage, and facilities for the spectators, including restrooms, a ticket office, and a concession space.

The existing little league field at the northeast portion of the Evans Sports Complex is no longer used and is recommended to be replaced with an open field area for the track and field events for the RCC track and field teams. This will include throwing areas for javelin, hammer, discus, and shotput.

A new football practice field should be built to the north of the existing Parking Structure. This will replace the football practice field that is currently to the east of the Parking Structure. The new practice field will have a total length of 100 yards with both end zone areas, longer than the current field which only has a length of 85 yards and one end zone area.



Renovation/ Change of Use

Renovation/Change of Use is recommended for four buildings on the RCC campus. This adaptation of existing building space is a cost effective and sustainable strategy to adapt a structure for a new use, to extend the lifespan of facilities and to address program needs.

DIGITAL LIBRARY (PARTIAL)

A portion of the lower level will be vacated following the relocation of IT Services to the new Business + CIS Building. This will free up space to create a new and expanded STEM Engagement Center in a visible location adjacent to the existing Math + Science Building.

MLK + PLANETARIUM

Following the relocation of the STEM Center, space will be freed up in the existing MLK Building. Recommendations include a major renovation to the existing building to expand tutorial services and improve visibility and access to the essential instructional support services housed there.

BRADSHAW

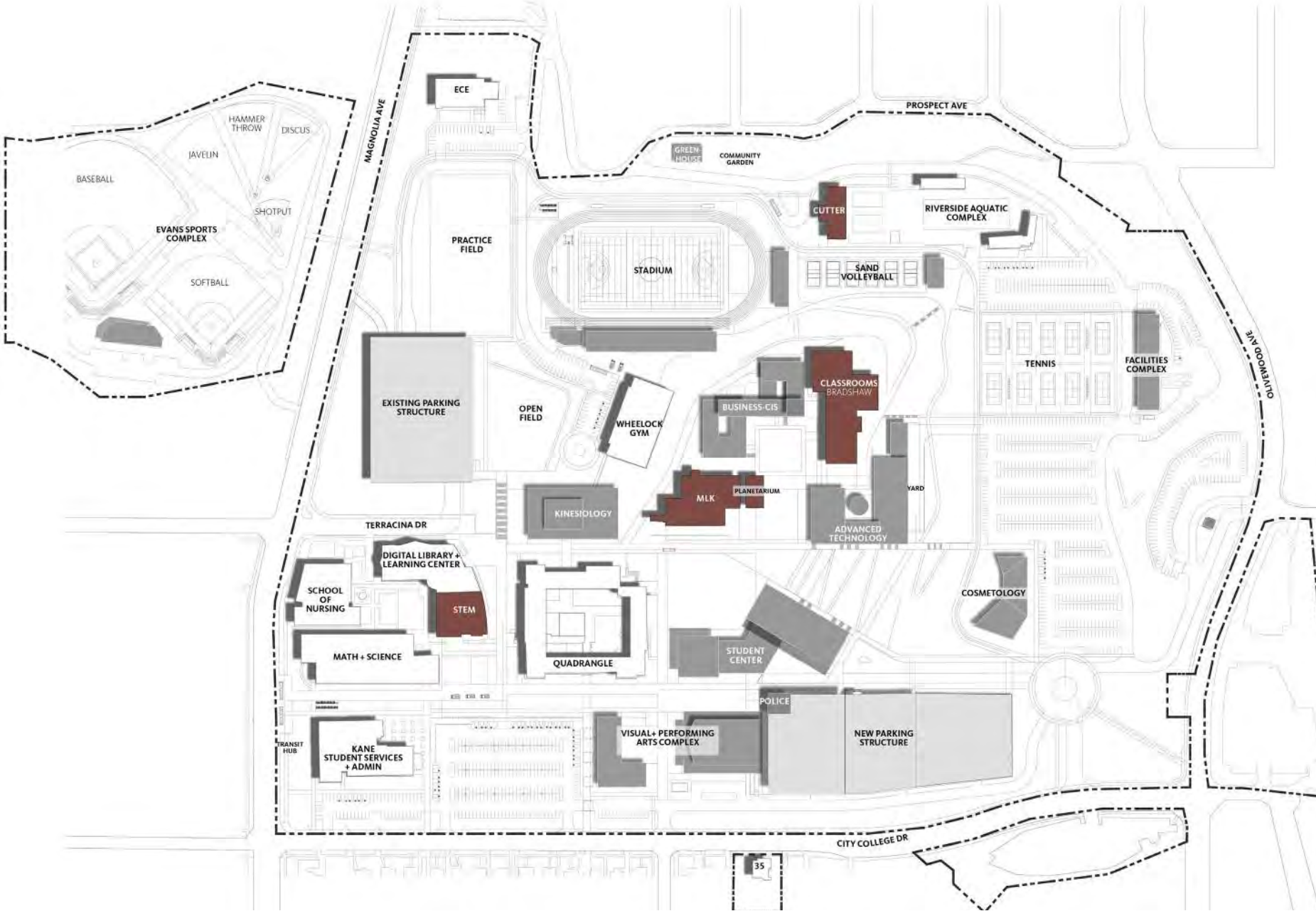
The Bradshaw Building will be vacated following the construction of the new Student Center at the campus core. A major renovation is recommended to convert the existing building into multiple functions. The upper level, that aligns with the new academic quad, will be renovated to provide additional classroom and meeting space. Portions of the building will be transformed to create openings to the exterior to improve access and visibility.

The lower level of the building will be renovated to accommodate the Gateway to College program. This new location will improve the access and visibility of this important program. In addition, meeting and conference space will be created on the lower level with access to the exterior plaza with the expansive views.

CUTTER

A renovation of the Cutter Building is recommended to improve the conditions and provide additional PE support space.

Renovation/Change of Use



Site Development

The site development recommendations for RCC consists of creating pedestrian friendly promenades connecting upper campus to the lower campus with integrated tree canopy and directional pathways and terraces connected to buildings. A grand entry at the visual and performing art center is proposed to invite the neighborhood to campus. Corner parks and nature trails are proposed throughout campus, moving cars to the campus edges with concentrated parking zone and shade canopies.

The FMP proposes a new campus core with main gathering spots that will support outdoor classrooms and events.

Integrated sustainable features will be present throughout the campus, creating low-water use plant palette to meet MWEL0 and State Water Regulations



Site Development







Edge Streetscape

The graphic on the facing page illustrates recommended edge treatments using specific species of trees to define spaces. At the "Front of Campus" on Magnolia Ave, street trees of Magnolia and colorful Crepe Myrtle are designed to showcase and create a formal edge. The perimeter buffer of trees consists of a more organic planting design where different species of Oaks create a branding of campus through landscaping. The tree species on the slope edges are a mix of large tree species of signature oaks and elm trees providing a buffer from adjacent properties.






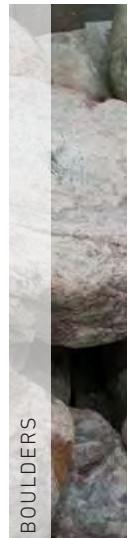
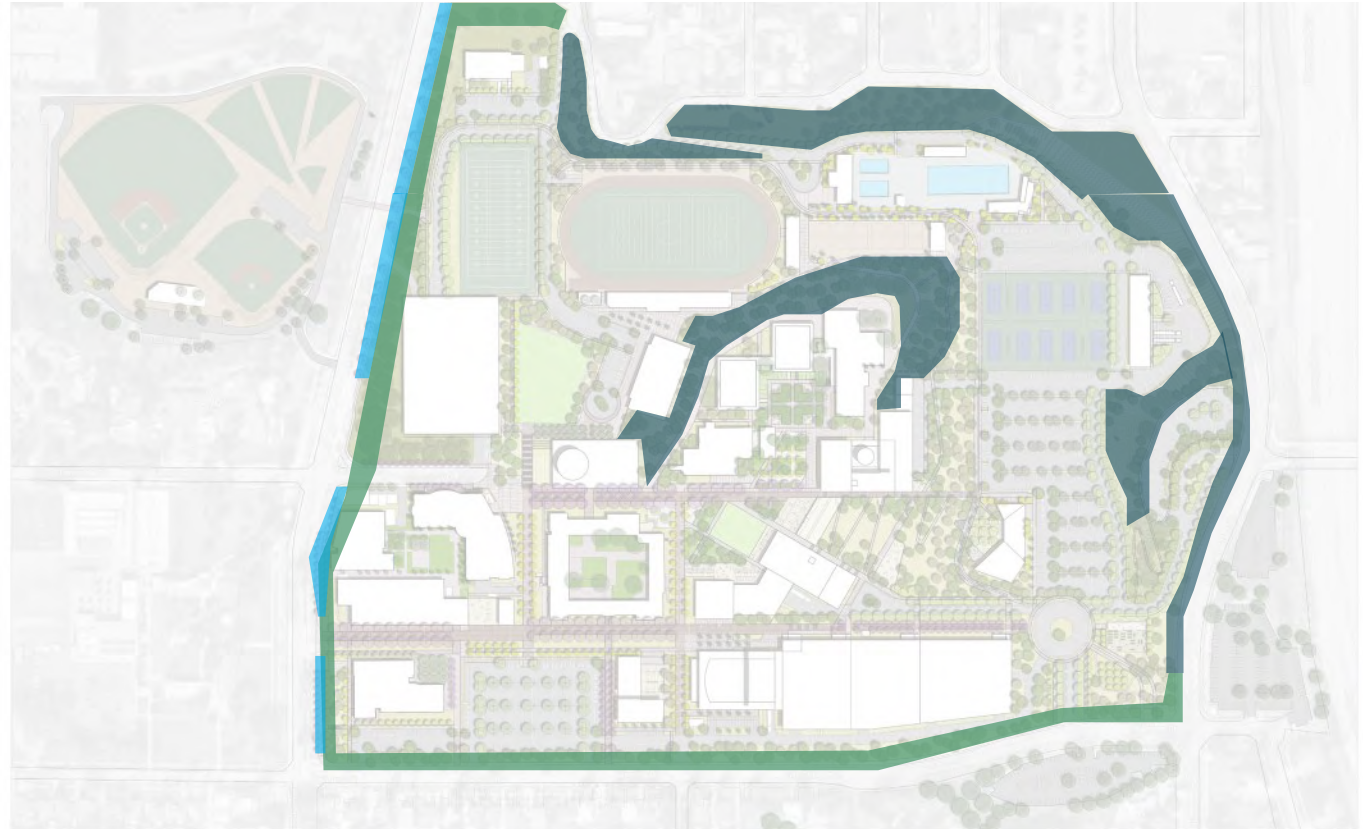
RECOMMENDATIONS

- Create "Good Neighbor" edges with screening trees and plants for a natural view into the campus from the surrounding residential streets
- Integrate low-water, native and adaptive slope plantings to stabilize and minimize erosion
- Implement cohesive street tree palette along Magnolia to announce entry points
- Capitalize on and improve interior slope plantings with native and native adaptive plants to connect with the nature walk and provide visual interest from lower campus.



Edges

-  Street Trees
-  Trees on Slope
-  Perimeter Buffer



Entrances + Promenades

The pedestrian entries and promenades showcase the connections on campus that are lined with specific species of canopy trees such as Jacarandas, Crape Myrtle, Western Redbud, or Palo Verde trees. These tree species are medium sized trees that assist in framing and creating directional viewpoints and are a smaller scale for the pedestrian user to help create a unique, colorful shade experience. Vehicular entries on campus are lined with larger elm trees which adapt well in streetscape and parking lot environments and are a grandiose scale acting as a beacon for drivers to access the site. Along Magnolia a duo lining of trees occurs, at the campus edge, of both Elm trees and Crape Myrtle trees.

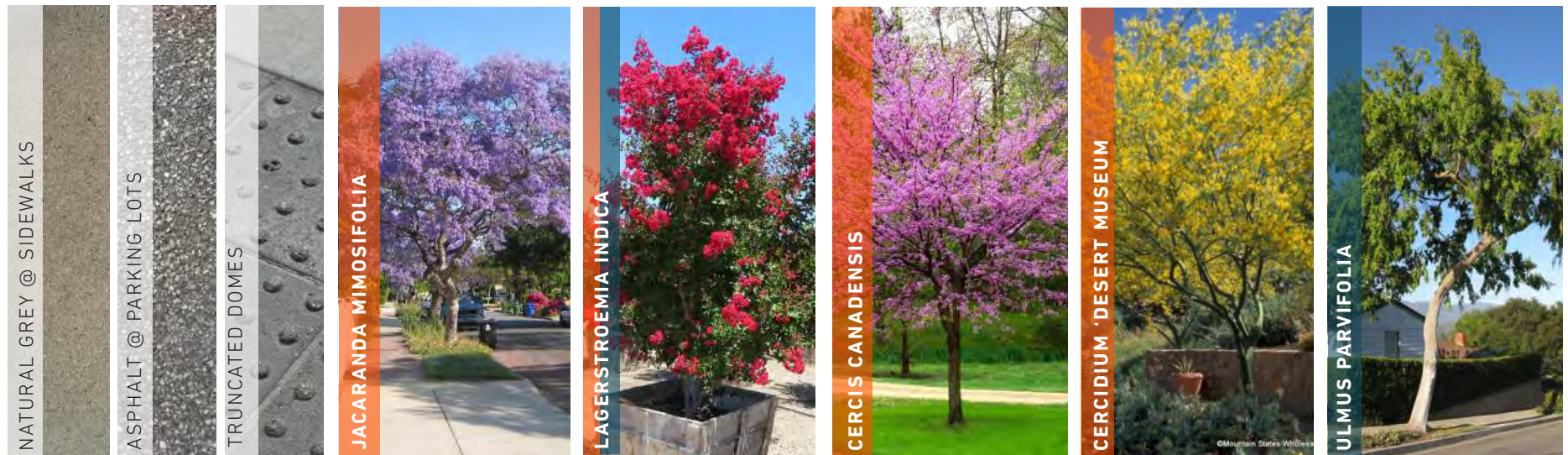
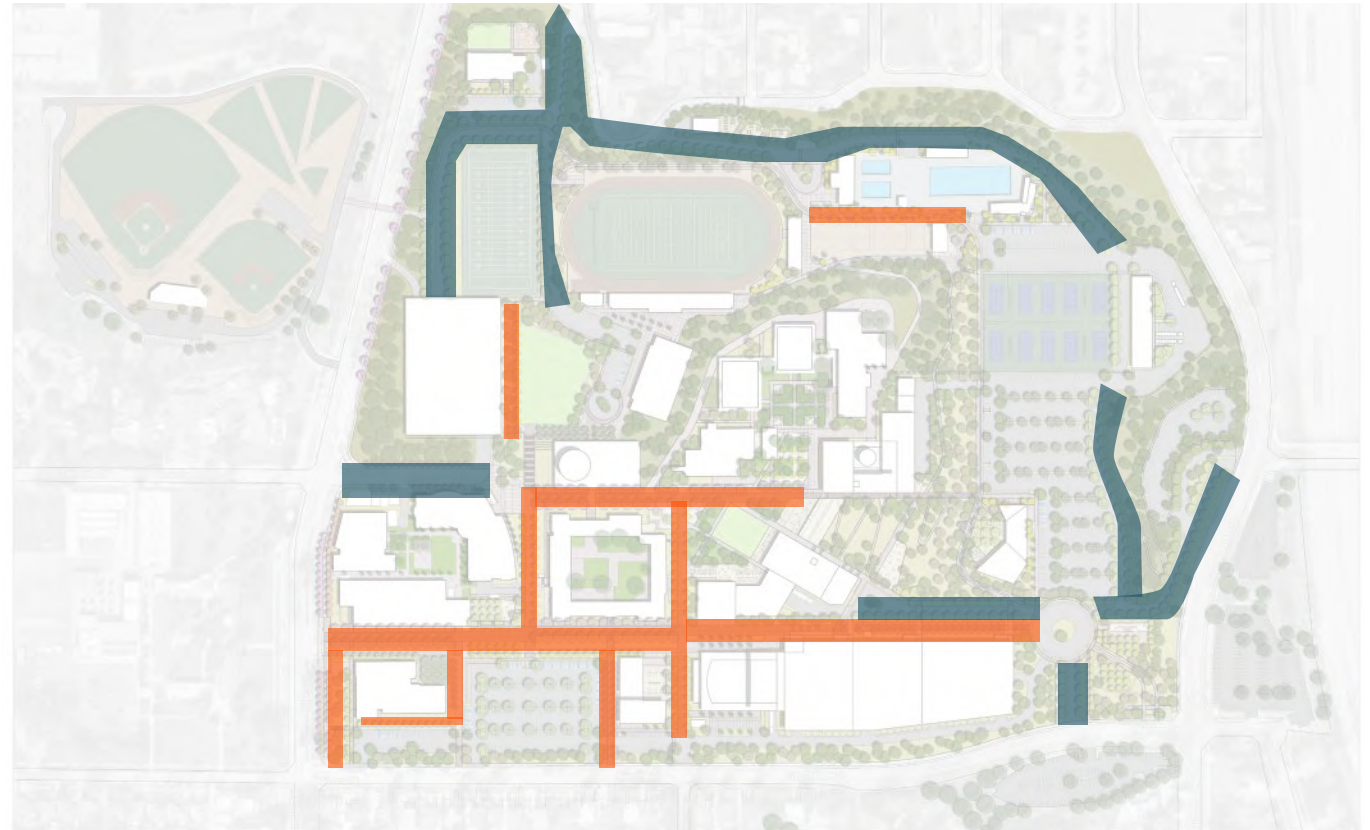
RECOMMENDATIONS

- Create intuitive pathways that connect campus programs and core spaces with a hierarchy of concrete colors and surfacing
- Create campus entries that promote limited car access along upper campus with emphasis on pedestrian promenades
- Add integrated transit hub along Magnolia in a single zone
- Create ceremonial entry to Performing Arts Center entry
- Integrate Campus Spine to connect existing and new plazas and programs with low canopy trees
- Minimize the visual distance from upper and lower campus and program coordinated tree palette
- Define arrival into campus through enhancements to the pedestrian experience



Entrance

- Pedestrian Entry + Promenade
- Vehicular Entry



Central Open Space

A large open space area is conveniently located adjacent to the Kinesiology Building and Wheelock Gym. Pedestrian access to the open field is through a campus promenade connection to a grand staircase. The open field can also be accessed through an elevator within the Kinesiology Building. A primary open space is located within the academic area of the campus core, fronting the new student center. This open lawn space is envisioned to be used for play, school events and an outdoor connection at the campus core.

RECOMMENDATIONS

- Integrate central open space on the campus with sustainable features
- Incorporate low water use on lawn
- Provide cobble-lined Bio-Swales to slow stormwater and provide stormwater infiltration
- Use LID approved plant material for water cleansing and Riparian Tree selections
- Use native drought-adaptive plant material at edges
- Shape and connect campus connection from upper campus athletics to lower campus athletic open spaces



Central Open Space

Central Open Areas



Academic Courtyards + Plazas

New courtyards provide semi-private spaces to eat, study, meet, nap, and play among many other activities. Plazas provide open areas with tree canopies and create entry areas to buildings or outdoor classrooms to connect with pedestrian movement. The openness and flexibility of plaza spaces support a variety of campus activities.

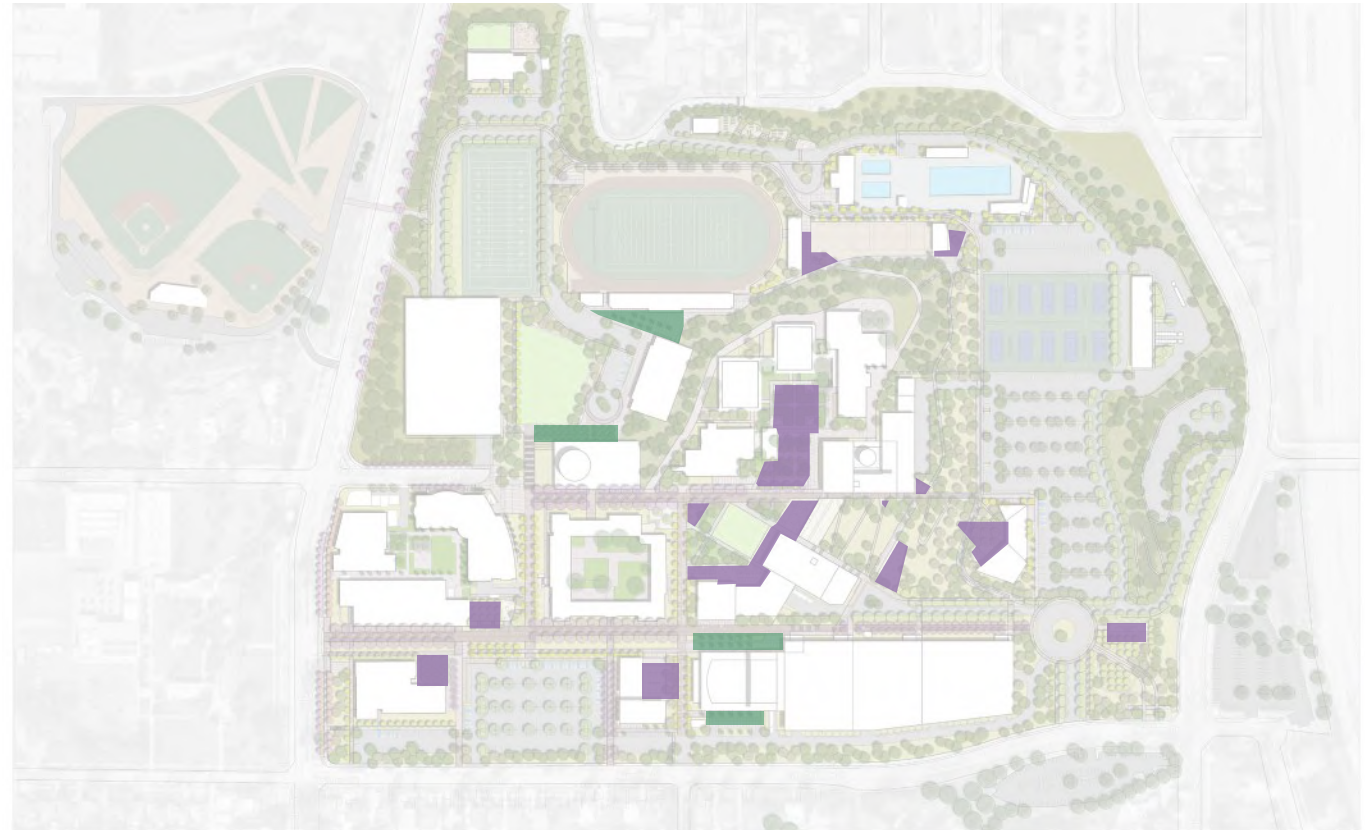
RECOMMENDATIONS

- Provide courtyards and gathering spaces at academic program points to connect interior programs with outdoor instruction spaces
- Shade all courtyards and gathering spaces with canopy trees to combat urban heat island
- Reframe MLK plaza into an academic zone with connections to adjacent programs



Plazas

- Academic Gathering Spaces: Courtyards
- Academic Gathering Spaces: Plazas



Nature Pathway



A new ped/bike path is proposed to run between the northeast and southwest corners of campus. The planting palette along the trail incorporates varying tree species that include oak species and sycamore trees found in the region native arroyo environs and connects the signature trees within sustainable bio-swales containing signature oak and sycamore species found throughout the rest of campus.

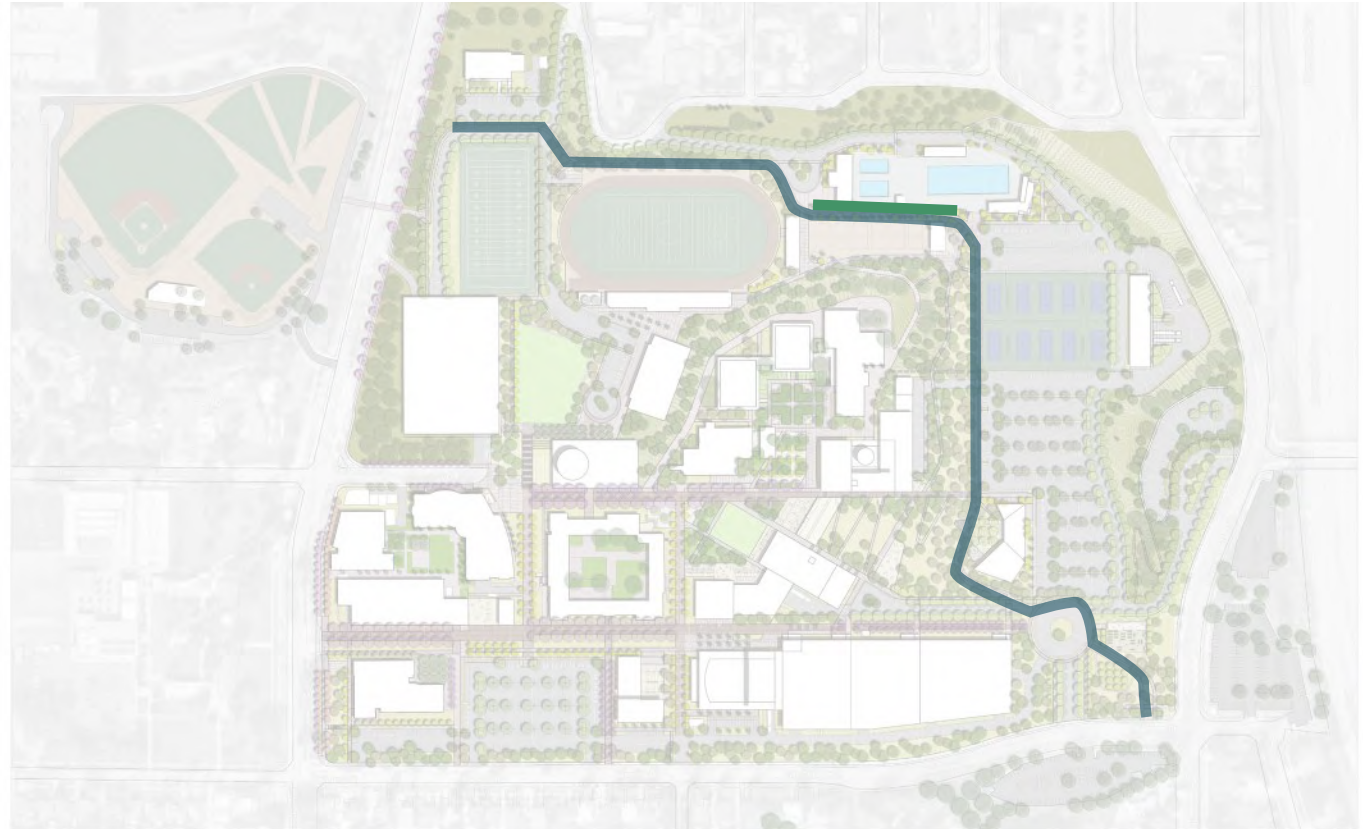
RECOMMENDATIONS

- Convert above grade concrete channel to underground stormwater channel
- Incorporate stormwater infiltration through an above-ground swale, to connect to the new underground channel, that becomes the basis of natural park and nature path
- Connect pathway to residential neighborhood to invite neighbors into welcoming shade covered native plant trail through campus
- Create shaded bike and ped path with decomposed granite and asphalt/concrete pathways



Trail

-  Ped/Bike Trail
-  Promenade



Public Art

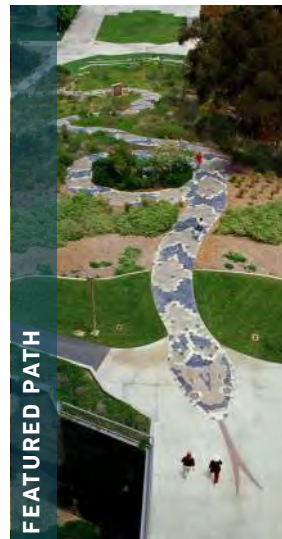
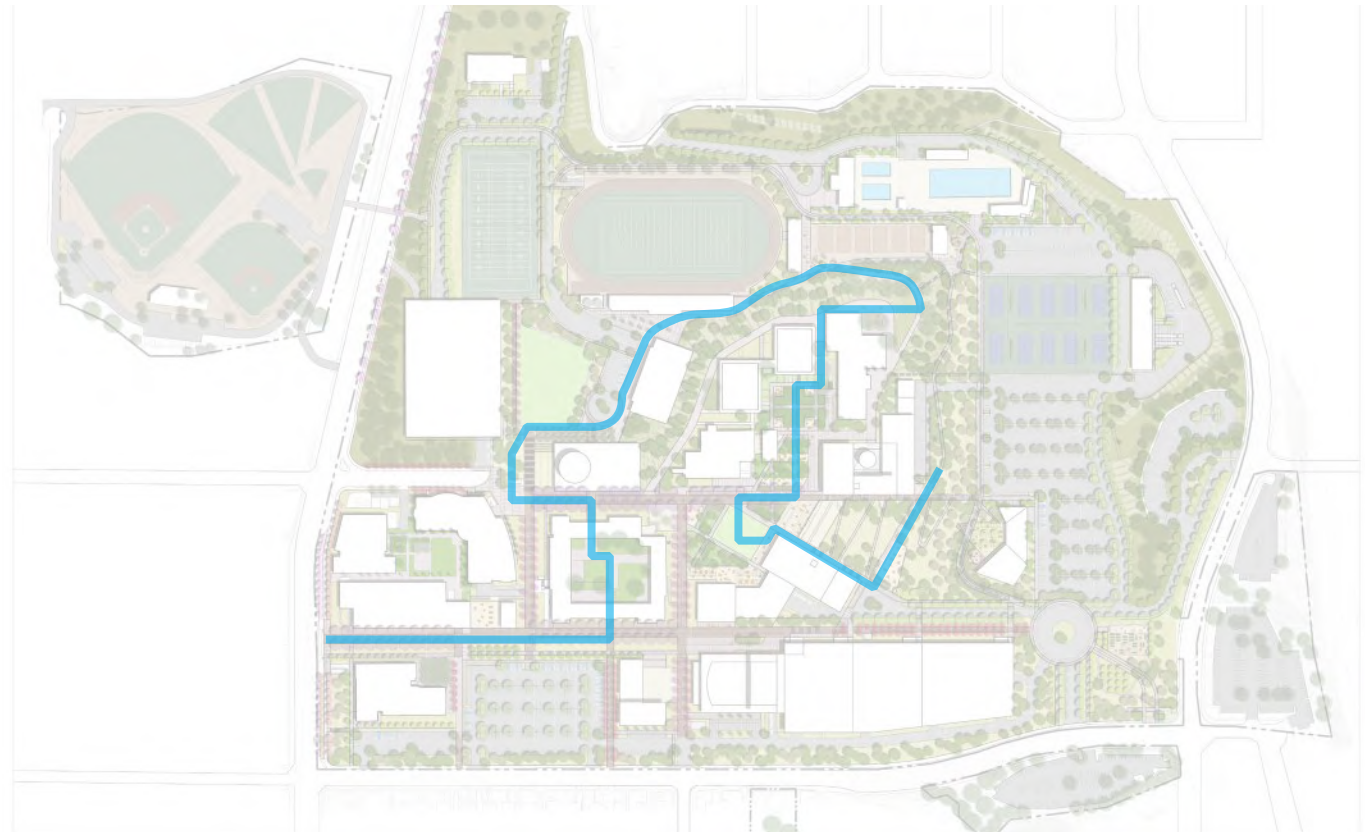
Multiple opportunities are created throughout campus to showcase the arts. The development of an art walk is proposed as outlined on the facing page. The walk would originate at the bus stop adjacent to Kane Student Services Center, and circulate through the campus connecting to the different academic zones.

RECOMMENDATIONS

- Integrate creative pathway design into nature walks
- Install art into native parks zones
- Connect art walk to bus drop off zone and parking lots to allow for users easy access points
- Integrate the arts and the sciences to create kinetic art work
- Coordinate between departments to integrate written word art
- Incorporate art into building designs

Public Art

- Arts Opportunity
- Arts Walk



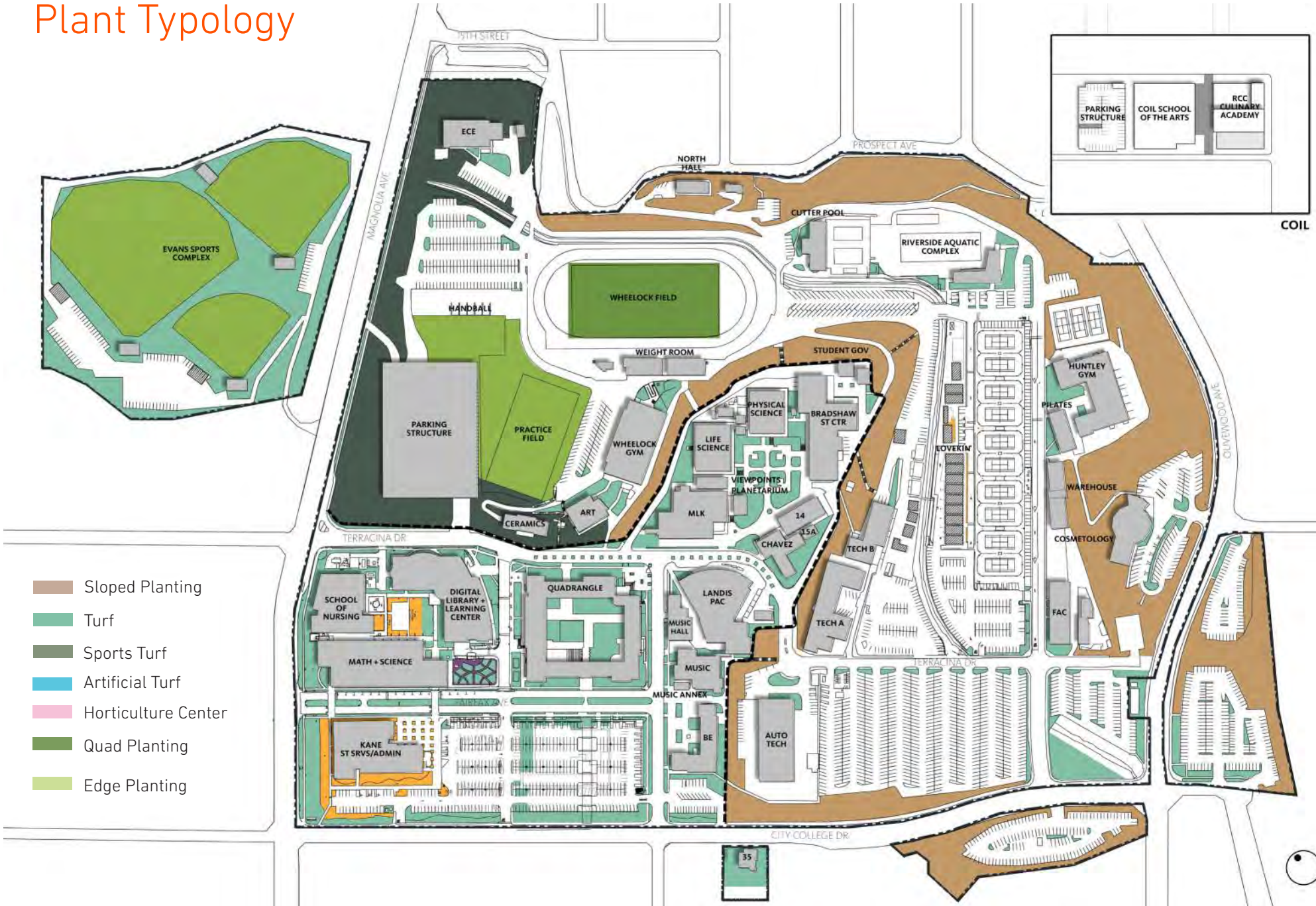
Plant Typologies

A campus plant palette with an emphasis on low maintenance natural forms is recommended to create a well-managed landscape that encourages native fauna.

- **Slope planting.** Incorporate drought tolerant shrubs and trees to minimize erosion and maximize slope retention
- **Turf.** Use low-water use, low maintenance turf in selected zone
- **Sport turf.** Use resilient turf and/or artificial turf
- **Horticulture Center.** Relocate to create and integrate community support with designed horticultural park
- **Quad Planting.** Incorporate low water-use, low maintenance planting with tree canopy to support use of outdoor spaces
- **Edge Planting.** Create low-water use, low-maintenance screening to promote natural backdrop for neighbors



Plant Typology



- Sloped Planting
- Turf
- Sports Turf
- Artificial Turf
- Horticulture Center
- Quad Planting
- Edge Planting

Tree Canopy

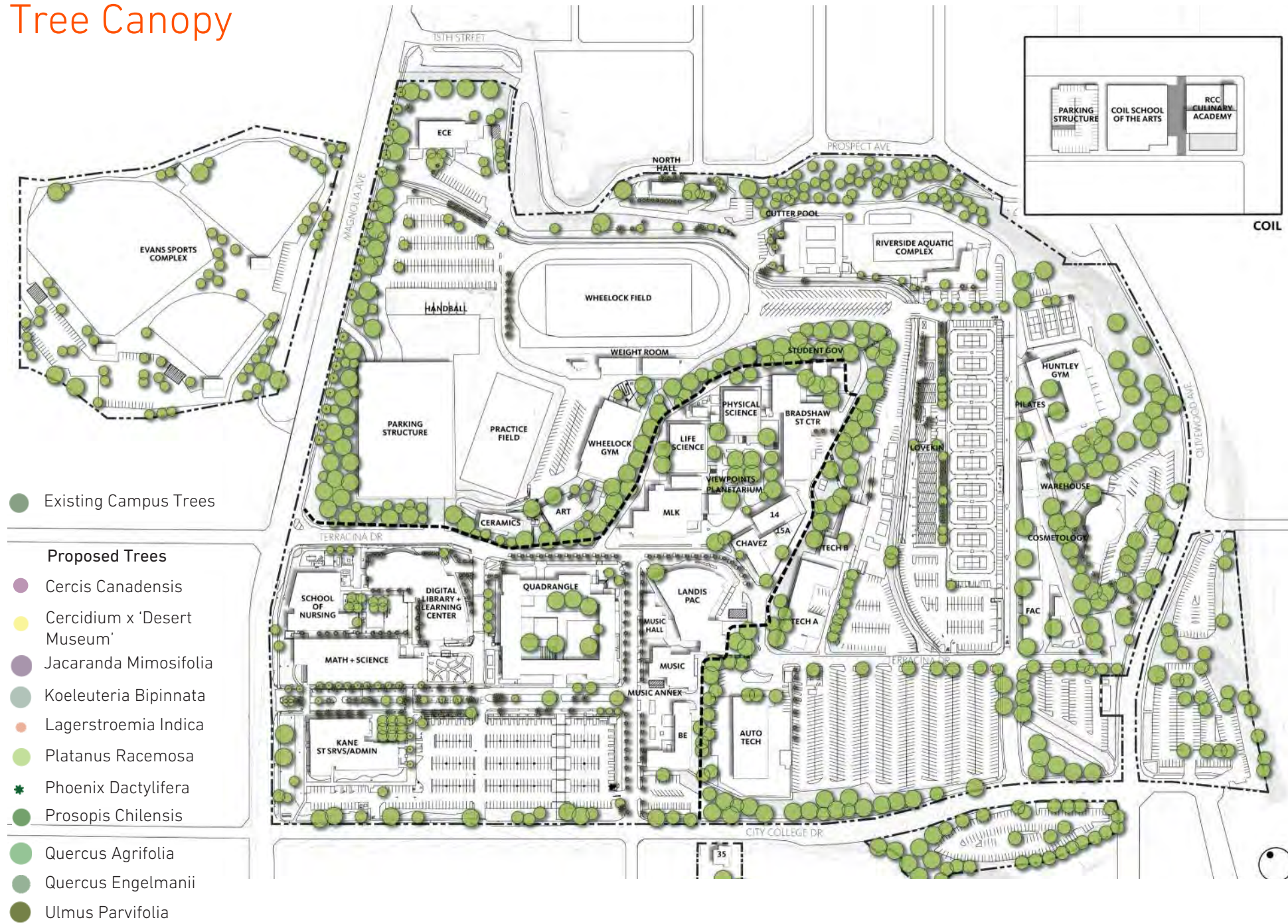
Recommendations for the intended tree canopy include native, non-invasive and regionally adaptive trees intended to enhance, form and create structure within the campus.

RECOMMENDATIONS

- Promenades and walkways create the backbone of the campus structure and incorporate low canopy blooming trees to support visual way-finding
- Strong edges and shaded walks at Magnolia to enhance campus identity
- Campus points are emphasized with linear rows of trees to support wayfinding for cars and pedestrians
- Informal native trees showcase the natural pathway and mimic a natural arroyo waterway
- Fruit-bearing trees at horticulture area at corner to create a low canopy seating area



Tree Canopy



Landscape Identity

The graphic plan on the opposite page illustrates the integration of the surrounding community and the importance of the open edges and open space within the campus.

OBSERVATIONS

- Athletic fields and open green space support health and wellness
- Community garden encourages volunteers from the community to get involved and create a sense of connection to RCC
- Cohesive streetscape with signature species highlight the RCC campus
- Promenades support clear pedestrian movement and plaza/courtyard areas that foster student interaction
- Nature walk provides restorative benefits to campus and community members while providing areas for wildlife and pollinator species



Public Realm



Sustainability

Colleges are leaders in their communities. They are knowledge centers and provide opportunities for research and practice. They inform community education and provide positive opportunities for communities' sustainable futures.

As part of the FMP, the planning team conducted a study of energy and water use, as well as a carbon emission profile. This information was presented as part of the Sustainability Workshop conducted on September 4, 2018. Workshop participants included faculty, staff, students and community members who engaged in a dialogue focused on sustainability at RCC. The group discussed current strategies and participated in a series of activities to plan the sustainability goals for the FMP.



The term “sustainable” is most simply defined as being able to be maintained; to cause to continue; to prolong. Within the architectural community, sustainability has long been defined by developments which meet the needs of today, without compromising the needs of the future. However, the concept of sustainability has evolved.

Sustainability is not just about doing better for the planet; it is about maintaining balance in a triple bottom line approach that enhances society, the economy, and the environment. Where these strategies collide: sustainability can take root and prosper within a community. Where strategies support the needs of the individuals living, working and learning in that community, an equitable social economy thrives. Where the natural environment, both interior and exterior of the building are better served, the community further prospers. And when financially, the decisions made support further growth and prosperity, while respecting inhabitants and resources, those developments become the new standard.

Creating an equitable social environment leads to a more successful society which therefore leads to a thriving economy. Within these facets of life is the desire to be true stewards of the earth and to protect it for future generations.



Sustainability

RECOMMENDED SUSTAINABILITY ACTIONS ARE FOCUSED INTO SIX CATEGORIES:

Energy Leadership, Sustainable Landscape, Health and Well-Being, Transparency and Accountability, Responsible Sourcing and Education Integration

ENERGY LEADERSHIP

Become a leader in Energy Efficiency and increase the levels of on-and off-site renewable energy

Reduce Energy Consumption / Increase Energy Efficiency

Increase Self-generated Energy Capacity



SUSTAINABLE LANDSCAPE

Transition to a more climate responsive, drought tolerant landscape palette.

Increase Biodiversity Across Campus

Avoid Invasive Plant Species

Avoid Heat Island Effect



HEALTH & WELL-BEING

Promote healthy living culture, and provide a safe and healthy environment

Provide Healthy Food & Beverages

Improve Indoor / Outdoor Air Quality

Provide Access To Daylight And Views

Provide Public Transit Access

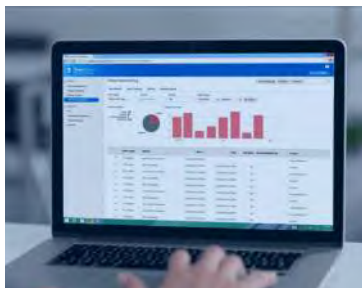




TRANSPARENCY & ACCOUNTABILITY

Set high bars for building performance goals, with consistent monitoring and routine reporting

- Develop A Sustainability Action Plan
- Monitor And Report



RESPONSIBLE SOURCING

Promote a culture of reduce, reuse and recycle

- Purchase Equipment With Positive Environmental Attributes
- Procure Food And Products From Local Region
- Make Recycling Easy



EDUCATION INTEGRATION

Nurture environmental stewardship and literacy across the campus, educate and prepare students for the green workforce

- Provide Student And Employee Orientation
- Promote Sustainability In Curriculum
- Develop Outreach Material And Publications
- Promote Community Service And Partnership







CHAPTER 5

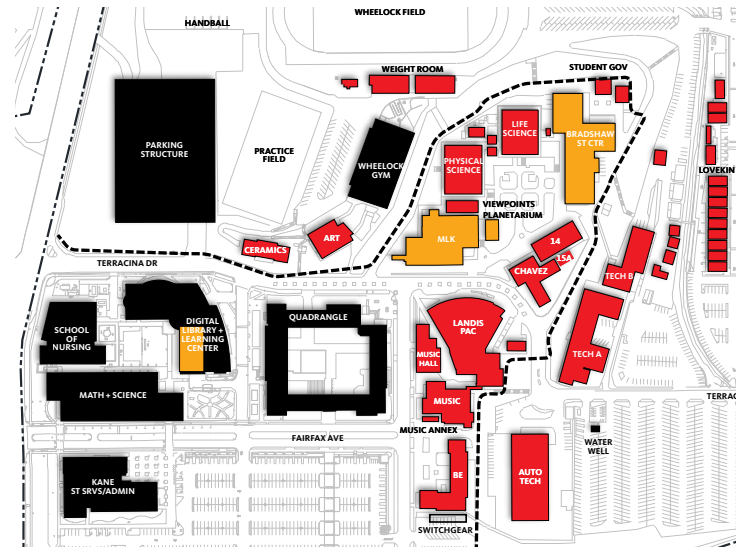
APPENDIX

Overview

The Appendix of the RCC 2018 Facilities Master Plan includes detailed information that was developed during the planning process. This information is included in the appendix for reference and is intended to be updated as needed to support the long range development recommendations described in Chapter 4.

Information includes the following:

- Phased Development
- Demolition Plan
- Relocation of Functions
- Plant Tables



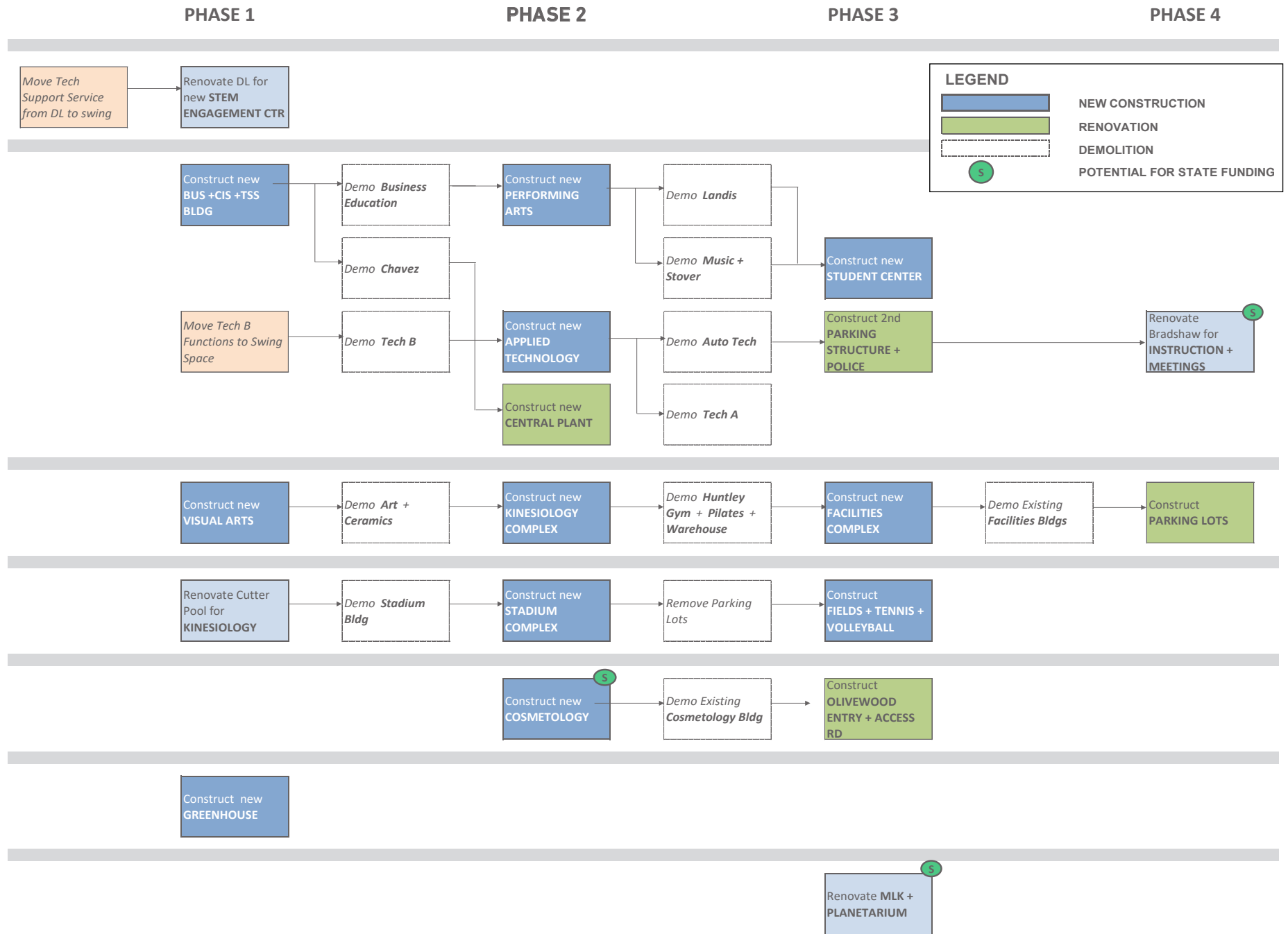
Phased Development

The FMP recommendations for RCC present an overall picture of the future developed campus and includes recommendations for renovation, replacement of facilities, and campus-wide site improvements.

The transformation of the campus will occur in a series of phases and is described on the following pages. The sequence of projects has been developed based on the following parameters:

- Follow the logical movement of functions
- Limit disruption to the campus
- Limit the number of moves
- Reduce the need for swing space
- Position RCC to maximize opportunities for state funding

PRELIMINARY PHASING



Phase 1

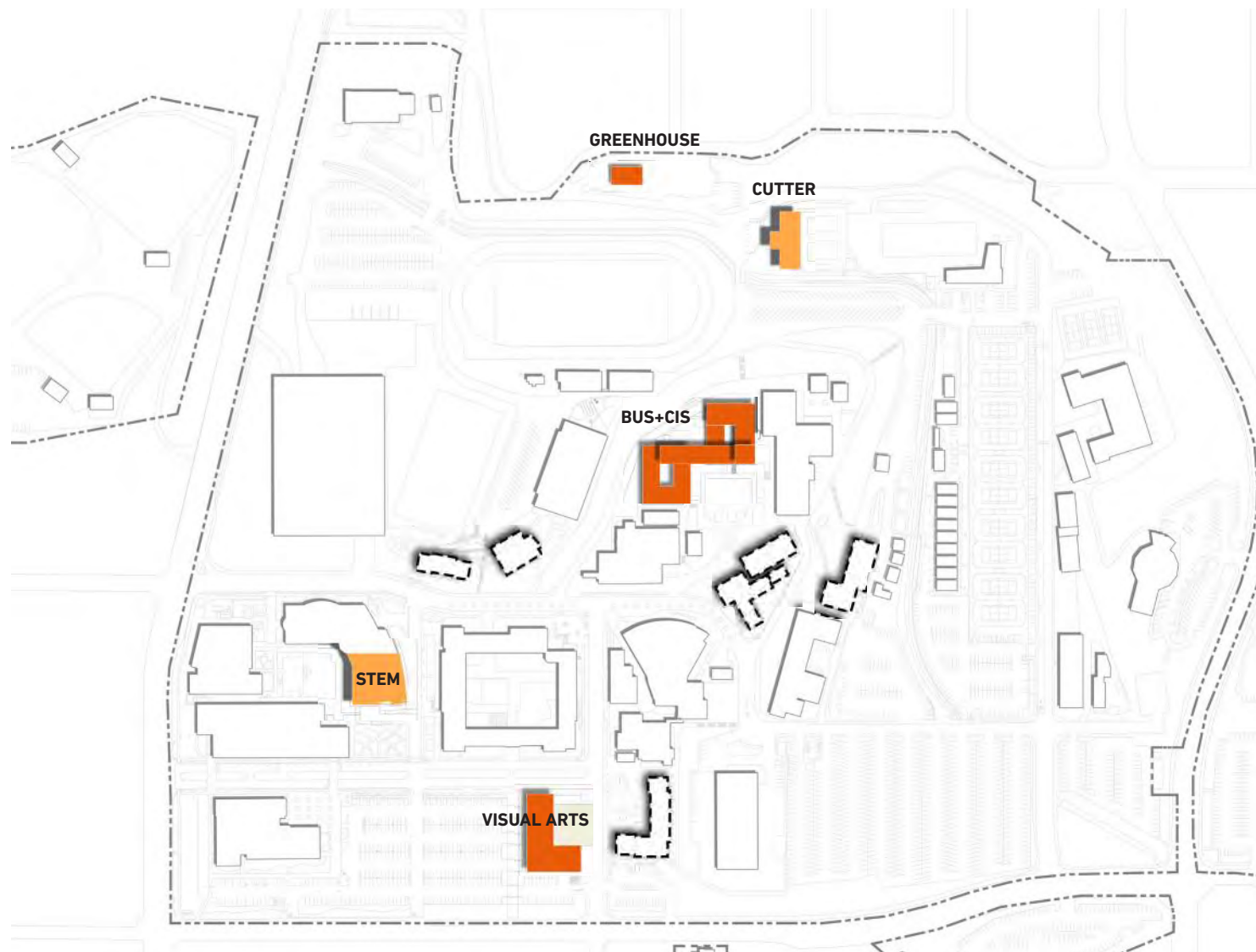
PROJECTS

Build:

- Business + CIS
- Visual Arts
- Greenhouse
- STEM (R)
- Cutter (R)

Relocate Functions and Remove:

- Art + Ceramics
- Business Education
- Chavez
- Tech B



Phase 2

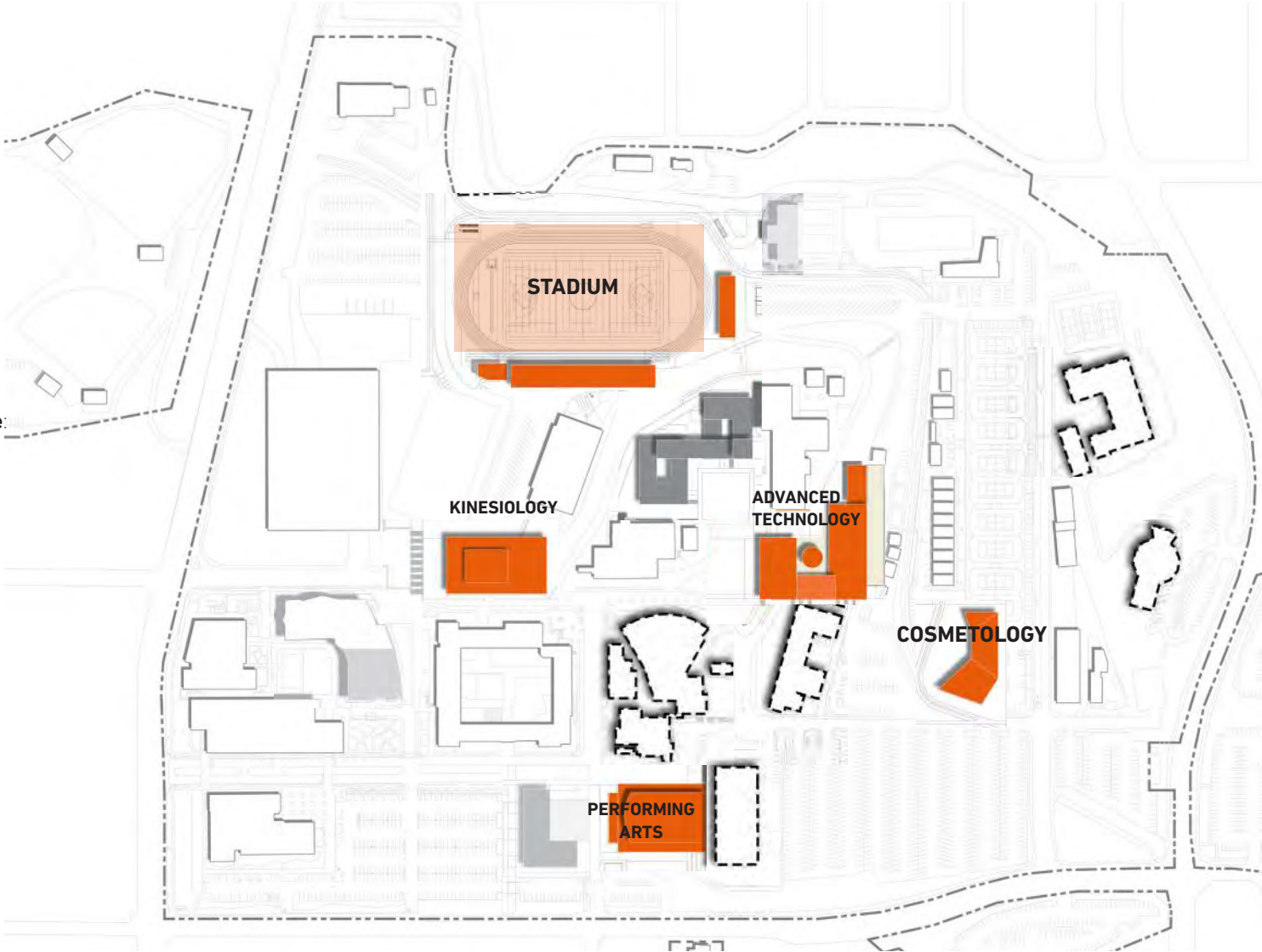
PROJECTS

Build:

- Performing Arts
- Advanced Tech
- Cosmetology
- Kinesiology
- Stadium

Relocate Functions and Remove:

- Huntley Gym
- Pilates/Dance
- Auto Tech + Tech A
- Landis + Music + Stover



Phase 3

PROJECTS

Build:

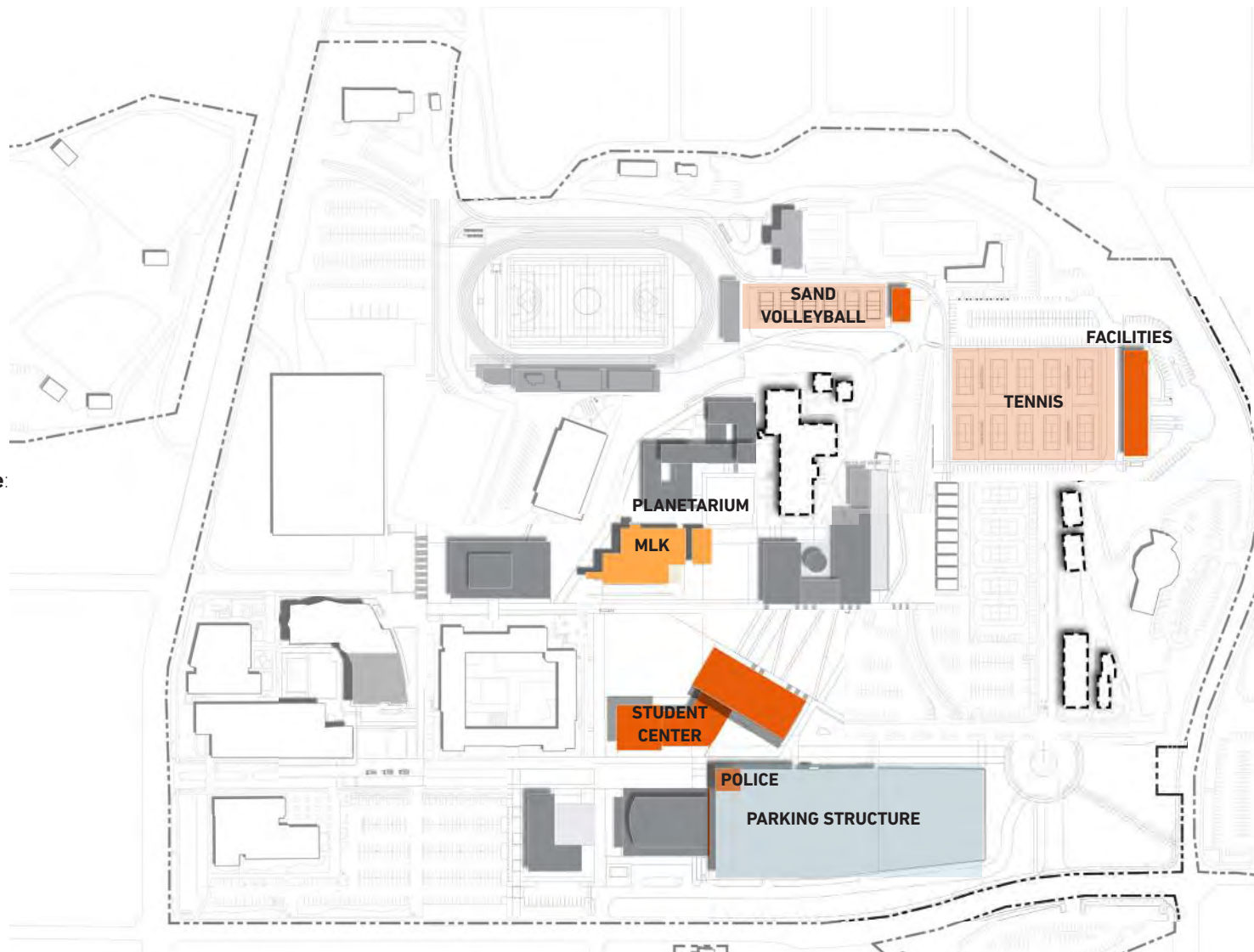
- Student Center
- MLK + Planetarium (R)
- Facilities Complex
- Tennis Courts
- Sand Volleyball Courts
- Parking Structure + Police

Relocate Functions and Remove:

- Facilities Buildings

Vacate:

- Bradshaw



Phase 4

PROJECTS

Build:

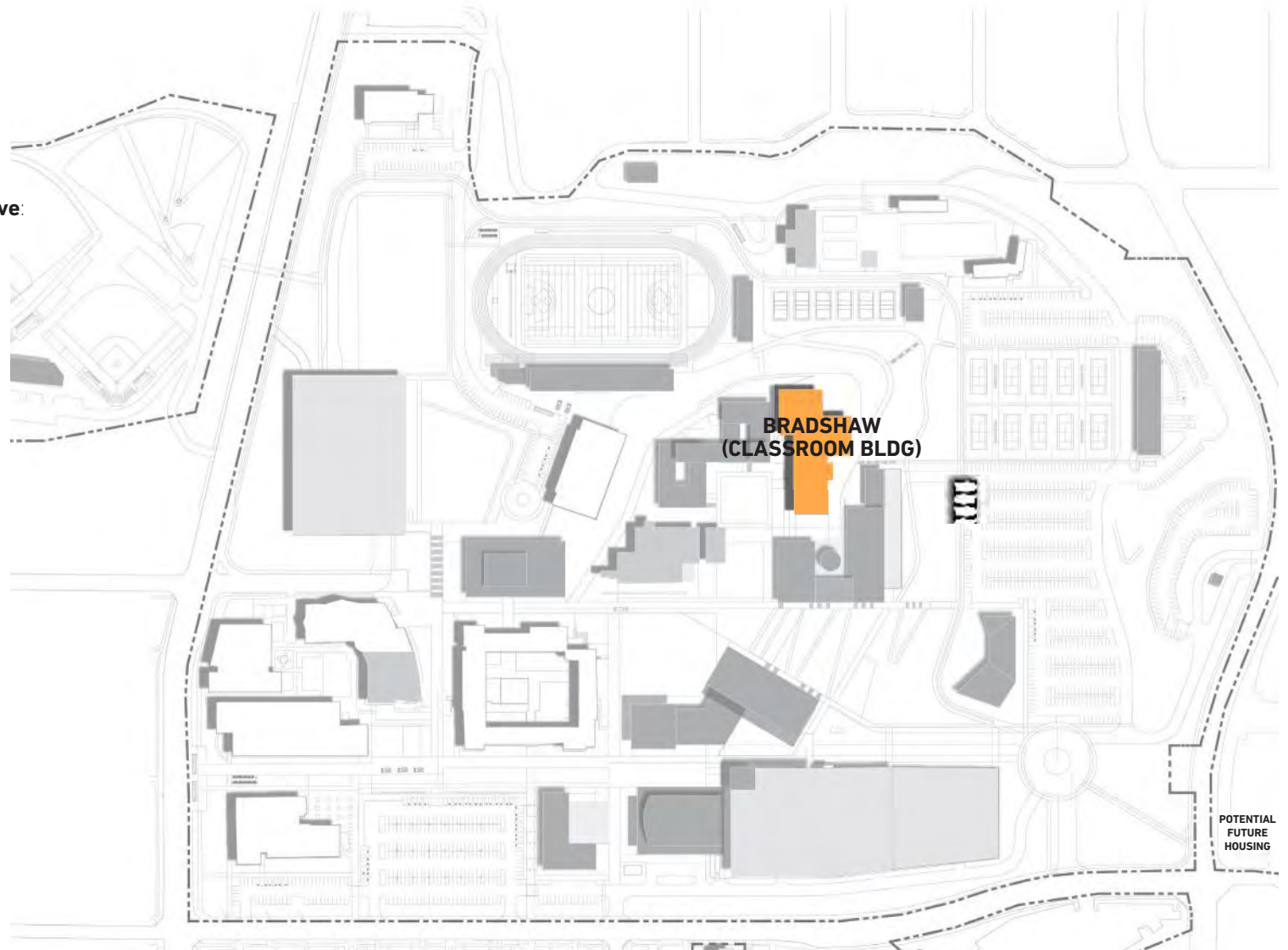
- Bradshaw (R)

Relocate Functions and Remove:

- Gateway to College Temps

Potential Build

- Mixed-Use / Housing Development



Demolition Plan

Based on the analysis of existing conditions, discussions regarding the effectiveness of space, and the Facilities Condition Index scores, a number of buildings have been identified to be removed.

The graphic on the following page highlights the buildings on the campus that are planned to be demolished. The remaining buildings will remain and a few will be repurposed to support program adjacencies, enhance collaboration and improve visibility and access.

It is important to note that the removal of the buildings will occur over an extended period of time in order to limit disruption and minimize the need for swing space.

BUILDING TO BE DEMOLISHED (in alphabetical order)

- Art
- Auto Tech
- Business Education
- Ceramics
- Chavez
- Cosmetology
- Facilities
- Huntley Gym
- Landis
- Life Science
- Lovekin
- Music
- Music Hall
- North Hall
- Physical Science
- Student Governance
- Tech A
- Tech B
- Warehouse
- Weight Room

Relocation of Functions

CURRENT LOCATION	FMP RECOMMENDATION	RELOCATE FUNCTIONS TO
WEIGHT ROOM	Demolish	
Weight Room		Stadium Building
FACILITIES MAINTENANCE + OP	Demolish	
Facilities Maintenance + Op		Facilities Complex
MAINTENANCE PT SHOP	Demolish	
Facilities Maintenance + Op		Facilities Complex
TECHNOLOGY A	Demolish	
Air Conditioning & Refrigeration		Advanced Technology
Career/Technical Education		Advanced Technology
Welding		Advanced Technology
TECHNOLOGY B	Demolish	
International Students Center		Student Center
Printing & Graphics Center		Visual + Performing Arts
CESAR CHAVEZ	Demolish	
Vacant		
Network		Business + CIS
LANDIS	Demolish	
Performing Arts		Visual + Performing Arts
ART	Demolish	
Art		Visual + Performing Arts
HUNTLEY GYMNASIUM	Demolish	
Kinesiology		Kinesiology
WAREHOUSE	Demolish	
Facilities Maintenance + Op		Facilities Complex
COSMETOLOGY	Demolish	
Cosmetology		Cosmetology
CUTTER POOL	Demolish	
Vacant		

CURRENT LOCATION	FMP RECOMMENDATION	RELOCATE FUNCTIONS TO
CERAMICS	Demolish	
Art		Visual + Performing Arts
AUTO TECH	Demolish	
Auto tech		Advanced Technology
BUSINESS EDUCATION	Demolish	
Business Education		Business + CIS
Independent Living Program (ILP)		Student Center
Copy Center/Help Desk		Facilities Complex
EQUIPMENT STORAGE	Demolish	
Equipment Storage		Facilities
VIEWPOINTS	Demolish	
Vacant		
Journalism		MLK
MUSIC HALL	Demolish	
Dean, Fine + Performing Arts		Visual + Performing Arts
Marching Tigers		Visual + Performing Arts
MUSIC	Demolish	
Vacant		Visual + Performing Arts
MUSIC ANNEX	Demolish	
Vacant		Visual + Performing Arts
LOVEKIN COMPLEX	Demolish	
College Safety and Police		Police
Gateway to College		Bradshaw
Photo Lab & Studio		Visual + Performing Arts
STUDENT GOVERNANCE	Demolish	
Vacant		Student Center
GROUNDS EQUIPMENT	Demolish	
M+O Storage		Facilities

Relocation of Functions

CURRENT LOCATION	FMP RECOMMENDATION	RELOCATE FUNCTIONS TO
AUTO STORAGE	Demolish	
Storage		Advanced Technology
MLK DATA	Demolish	
Network		Business + CIS
NORTH HALL	Demolish	
Vacant		
MLK TECH CENTER	Renovate/Change of Use	
STEM		Digital Library
Tutorial		
BRADSHAW STUDENT CENTER	Renovate/Change of Use	
Bookstore		Student Center
Cafeteria/Food Services		Student Center
Hall of Fame		Kinesiology
Health Services		Student Center
Student Activities		Student Center
Upward Bound		Student Center
PLANETARIUM	Renovate/Change of Use	
Planetarium		Planetarium

plant tables

form

zone

characteristic

TREES

PROPOSED TREES		CONICAL	LARGE SHRUB	OVAL	PALM	ROUNDED	UMBRELLA	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT	RIPARIAN
Acacia baileyana	Bailey acacia					Y										Y			
Aesculus californica	California buckeye							W					W			W			
Agonis flexuosa and cvs.	Peppermint tree					Y										W			
Albizia julibrissin	Silk tree						Y									P			
Arbutus unedo	Strawberry tree						Y									W			
Brachychiton populneus	Bottle tree	Y														W		Y	
Brahea armata	Blue hesper palm				Y											W			
Brahea brandegeei	San Jose hesper palm				Y														
Brahea edulis	Guadalupe palm				Y			W	W	W	W		W					Y	
Butia odorata (B. capitata)	Pindo palm				Y														Y
Ceiba insignis	White floss silk tree			Y												W/Y			
Ceiba speciosa	Floss silk tree					Y							W			P			
Cercis canadensis	Eastern redbud		Y					W	W	W	W		W			R		Y	
Cercis occidentalis	Western redbud		Y													Pr			Y
Cercidium x 'Desert Museum'	Desert Museum Palo Verde						Y									Y			Y
Chilopsis linearis	Desert willow					Y		W					W			P/W			Y
Cotinus coggygria	Smoke tree		Y			Y										Pr			
Cupressus sempervirens	Italian cypress	Y																	Y
Dracaena draco	Dragon tree				Y											W			
Gleditsia triacanthos	Honey locust			Y															Y
Hesperocyparis arizonica	Arizona cypress	Y																	
Hesperocyparis forbesii	Tecate cypress	Y						W					W						Y
Jacaranda mimosifolia	Jacaranda						Y		W							Pr			

plant tables		form						zone					characteristic			
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TREES

PROPOSED TREES		CONICAL	LARGE SHRUB	OVAL	PALM	ROUNDED	UMBRELLA	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT	RIPARIAN
Juglans californica	California black walnut																		
Koelreuteria bipinnata	Koelreuteria															Y			
Koelreuteria paniculata	Golden rain tree															Y			
Lagerstroemia indica	Crepe myrtle															P/W			
Laurus nobilis	Sweet bay															Y/W			
Lyonothamnus spp.	Ironwood															W			
Magnolia grandiflora	Southern magnolia															W			
Melaleuca nesophila	Pink melaleuca															Y/W			
Olea europaea	Olive																		
Phoenix canariensis	Canary Island date palm																		
Phoenix dactylifera	Date palm																		
Pinus brutia ssp. eldarica	Eldarica pine																		
Pinus coulteri	Coulter pine																		
Pinus edulis	Pinyon pine																		
Pinus halepensis	Aleppo pine																		
Pinus pinea	Italian stone pine																		
Pinus ponderosa	Ponderosa pine																		
Platanus racemosa	Western sycamore																		
Prosopis chilensis	Thornless Chilean Mesquite															Y			
Prosopis glandulosa	Chilean mesquite																		
Prunus ilicifolia	Holly leaf cherry															W			
Prunus ilicifolia lyonii	Catalina cherry															W			
Punica granatum	Pomegranate															P/R			

plant tables

form

zone

characteristic

TREES

PROPOSED TREES		CONICAL	LARGE SHRUB	OVAL	PALM	ROUNDED	UMBRELLA	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT	RIPARIAN
Quercus acutissima	Sawtooth oak																		
Quercus agrifolia	Coast live oak																		
Quercus chrysolepis	Canyon live oak																		
Quercus douglasii	Blue oak																		
Quercus dumosa	Nuttall's scrub oak																		
Quercus durata	Leather oak																		
Quercus engelmannii	Mesa oak																		
Quercus gambelii	Gambel oak																		
Quercus ilex	Holly oak																		
Quercus suber	Cork oak																		
Sambucus spp.	Elderberry																		
Syagrus romanzoffiana	Queen Palm																		
Tecoma stans	Yellow bells																		
Tristania conferta	Brisbane box																		
Ulmus parvifolia	Chinese evergreen elm																		
Vitex agnus-castus	Chaste tree																		
Washingtonia filifera	California fan palm																		
Washingtonia robusta	Mexican fan palm																		
X Chitalpa tashkentensis	Chitalpa																		

Color Notes:

B=Blue; Br=Brown; G=Green; L=Lavender
 O=Orange; P=Pink; Pr=Purple; Y=Yellow;
 W=White

plant tables	form						zone					characteristic					
	TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT

SHRUBS

Abutilon palmeri	Indian mallow																	
Acacia boormanii	Snowy River wattle														Y			
Acacia cultriformis	Knife acacia														Y			
Alyogyne hakeifolia	Red centered hibiscus														R			
Alyogyne huegelii	Blue hibiscus														Pr			
Amorpha californica	California false indigo bush														Pr			
Arctostaphylos "Austin Griffiths"	Austin Griffiths manzanita														P			
Arctostaphylos "John Dourley"	John Dourley manzanita														P			
Arctostaphylos "Lester Rowntree"	Lester Rountree manzanita														P			
Arctostaphylos "Sunset"	Sunset manzanita														P			
Arctostaphylos bakeri "Louis Edmunds"	Louis Edmunds manzanita														P			
Arctostaphylos densiflora cvs.	Manzanita cvs.														P/W			
Arctostaphylos catalinae	Catalina manzanita														P/W			
Arctostaphylos glandulosa	Eastwood's manzanita														P/W			
Artemisia "Powis Castle"	Powis Castle sagebrush														Y			
Baccharis "Centennial"	Centennial baccharis														W			
Buddleja marrubiifolia	Woolly butterfly bush														O			
Caesalpinia mexicana	Mexican bird of paradise														Y			
Calliandra "Sierra Starr"	Fairy duster hybrid														B			
Calliandra californica	Baja fairy duster														R			
Calliandra surinamensis	Surinam flame bush														P			

plant tables	form						zone					characteristic					
	TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT

SHRUBS

Callistemon "Jeffers"	Jeffer's bottlebrush														P			
Callistemon "Little John"	Little John bottlebrush														R			
Ceanothus "Blue Jeans"	Blue Jeans ceanothus														Pr			
Ceanothus "Concha"	Concha ceanothus														B			
Ceanothus "Cynthia Postan"	Cynthia Postan ceanothus														B			
Ceanothus "Dark Star"	Dark Star ceanothus														B			
Ceanothus greggii	Desert ceanothus														W			
Cercocarpus betuloides	Mountain ironwood														Y			
Cercocarpus ledifolius	Curl-leaf mountain mahogany														W			
Cercocarpus minutiflorus	San Diego mountain mahogany														Y			
Chamaerops humilis	Mediterranean fan palm																	
Cistus incanus ssp. creticus	Pink rockrose														P			
Convolvulus cneorum	Bush morning glory														W			
Dalea bicolor	Dalea (bicolor)														Pr/B			
Dendromecon harfordii	Island bush poppy														Y			
Encelia californica	Coast sunflower														Y			
Eriogonum arborescens	Santa Cruz island buckwheat														P			
Eriogonum giganteum	St. Catherine's lace														P/W			
Frangula californica and cvs.	Coffeeberry														Y			
Frangula californica ssp.tomentella	Chaparral coffeeberry														G			
Fremontodendron spp. & cvs.	Flannel bush														Y			
Furcraea spp.	Furcraea																	
Grevillea spp. & cvs.	Grevillea														W			

plant tables		form					zone					characteristic						
		TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT
SHRUBS																		
Heteromeles arbutifolia	Toyon														W			
Lavandula spp. & cvs.	Lavender														Pr			
Leonotis leonurus	Lion's tail														R			
Lepechinia calycina	pitcher sage														W			
Lepechinia fragrans	Fragrant pitcher sage														Pr			
Leucophyllum langmaniae "Lynn's legacy"	Lynn's everblooming texas sage														Pr			
Lupinus albifrons	Silver lupine														B			
Malacothamnus clementinus	San Clemente Island bush mallow														P			
Mimulus hybrids	Monkey flower														O			
Phlomis fruticosa	Jerusalem sage														Y			
Prunus andersonii	Desert peach														P			
Prunus fasciculata	Desert almond														W			
Punica granatum & cultivars	Dwarf pomegranate														O			
Quercus berberidifolia	California scrub oak																	
Quercus durata	Leather oak														P			
Rhus integrifolia	Lemonade berry														P			
Rhus lentii	Pink-flowering sumac														P			
Rhus ovata	Sugar bush														W/P			
Ribes aureum	Golden currant														Y			
Rosa californica	California wild rose														P			
Rosmarinus officinalis	Rosemary														B			
Salvia ssp. *	Salvia														Pr			

plant tables		form					zone					characteristic						
		TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT
SHRUBS																		
Strelitzia reginae var juncea	Narrow-leafed bird of paradise				Y			G	G	G				G	W			
Tecoma "Crimson Flare"	Yellow bells	Y	Y				G	G	G					G	R			
Tecoma "Sunrise"	Sunrise tecoma	Y	Y				G	G	G					G	O			
Teucrium fruticans	Bush germander					Y	G	G	G					G	B			
Westringia "Wynyabbie Gem"	Wynyabbie Gem westringia		Y		Y		G	G	G					G	W			
Westringia fruticosa & hybrids and	Coast rosemary				Y		G	G	G					G	W			

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plant tables	form						zone					characteristic					
	TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT

PERENNIAL

Anigozanthos bicolor	Two-colored kangaroo paw														G/R			
Anigozanthos flavidus	Kangaroo paw														Y/R			
Anigozanthos hybrids & cvs.	Kangaroo paw														R/O			
Anigozanthos manglesii	Red and green kangaroo paw														R			
Anigozanthos rufus	Red kangaroo paw														R			
Anigozanthos viridis	Green kangaroo paw														G			
Arctotis hybrids	African daisy														R			
Centranthus ruber	Red valerian														R			
Coreopsis auriculata "Nana"	Dwarf coreopsis														Y			
Cotyledon spp.	Cotyledon																	
Dianella revoluta cvs.	Flax lily														B			
Echium "Purple Tower"	Purple tower echium														Pr			
Echium candicans	Pride of Madeira														Pr			
Epilobium spp. and cvs.	California fuchsia														R			
Erigeron "Wayne Roderick"	Wayne Roderick daisy														L			
Eriogonum spp.	Buckwheat														Y			
Eschscholzia californica	California poppy														O			
Galvezia juncea & cvs.	Baja bush-snapdragon														R			
Glandularia lilacina and cvs.	Lilac verbena																	
Helianthemum nummularium & cvs	Common sunrose														Y/O			
Keckiella antirrhinoides	Yellow penstemon														Y			
Kniphofia uvaria hybrids and cvs.	Red hot poker														O			
Lobelia laxiflora	Mexican lobelia														R/Y			

plant tables		form						zone					characteristic					
		TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT
PERENNIAL																		
Mimulus aurantiacus	Sticky monkey flower					Y	G				G	G	Y		O			
Penstemon SW native spp. and cvs.	penstemon (SW natives)	Y									G	G		Y	B/O/P/R			
Romneya coulteri	Matilija poppy	Y									G	G	Y		W			
Salvia ssp. *	Salvia		Y				G				G	G	Y		Pr			
Tagetes lemmonii	Mountain marigold		Y				G				G	G		Y				
Trichostema lanatum	Woolly blue curls		Y				G			G	G			L				
Verbena bonariensis	Verbena (bonariensis)	Y					G	G	G	G				Pr				

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plant tables	form						zone					characteristic					
	TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT

SUCCULENT

Scientific Name	Common Name	TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT	RIPARIAN
Agave americana	Agave		■	■				■		■	■		■		■		■	■	
Agave attenuata	Agave		■	■				■		■	■		■		■		■	■	
Aeonium spp.	Aeonium					■				■								■	
Aloe spp.	Aloe	■			■			■			■	■	■		■			■	
Dasyliirion spp.	Desert spoon		■					■							■			■	
Echeveria spp.	Hens and chickens					■		■							■			■	
Echinocactus spp.	Barrel cactus				■			■		■			■		■			■	
Euphorbia rigida	Gopher spurge			■				■	■	■					■			■	
Ferocactus spp.	Barrel cactus	■						■			■		■		■			■	
Hesperaloe parviflora	Red/ Yellow yucca			■				■	■	■					■				R
Hesperoyucca spp.	Yucca			■				■	■	■			■		■				P
Kalanchoe spp.	Kalanchoe					■		■		■					■				W
Opuntia spp. & cvs.	Prickly pear/cholla					■		■					■		■				Y
Pachycereus marginatus	Mexican fence post cactus	■						■							■				R
Pedilanthus bracteatus	Tall slipper plant	■						■		■	■				■				P
Portulacaria afra & cvs.	Elephant's food		■					■	■	■					■				P
Sansevieria spp.	Mother-in-law's tongue							■	■	■					■				
Sedum spp.	Stone crop					■		■	■	■					■				R/P
Senecio cylindricus	Narrow leaf chalksticks					■		■	■	■					■				
Senecio serpens	Blue chalksticks					■		■		■					■				
Yucca brevifolia	Joshua tree	■						■					■		■			■	
Yucca rigida	Blue yucca		■					■							■				Y
Yucca rostrata	Beaked yucca		■												■				Y

plant tables	form						zone					characteristic					
	TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT

GRASS

		TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT	RIPARIAN
<i>Aristida purpurea</i>	Purple three-awn				Y			G				G	G			Pr/R			
<i>Bouteloua curtipendula</i>	Sideoats grama				Y			G	G	G			G			Y			
<i>Bouteloua gracilis</i> and cvs.	Blue grama				Y			G	G	G			G			Y			
<i>Carex spissa</i>	San Diego sedge				Y			G				G	G			Y			
<i>Carex tumulicola</i>	Berkeley sedge				Y			G				G	G	Y		W			
<i>Carex divulsa</i>	European gray sedge				Y			G	G	G	G	G	G			Br			
<i>Elymus condensatus</i> and cvs.	Giant wild rye	Y						G	G	G		G	G			Br			
<i>Elymus triticoides</i>	Creeping wild rye	Y						G	G	G		G	G	Y					
<i>Juncus patens</i> and cvs.	California grey rush				Y			G	G	G	G	G	G			R			
<i>Muhlenbergia capillaris</i> and cvs.	Hairy awn muhly			Y				G	G	G	G	G	G			P			
<i>Muhlenbergia dubia</i>	Pine muhly			Y				G	G	G	G	G	G						
<i>Muhlenbergia dumosa</i>	Bamboo muhly			Y				G	G	G	G	G	G						
<i>Pennisetum setaceum</i>	Fountain grass	Y						G								R			

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plant tables	form						zone					characteristic					
	TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT

GROUNDCOVER

		TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT	RIPARIAN
Achillea millefolium	Yarrow				Y			Y				Y	Y			W/Y	Y		
Arctostaphylos "Pacific Mist"	Pacific Mist manzanita			Y				Y		Y			Y			W			
Arctostaphylos edmundsii "Big Sur"	Big Sur manzanita			Y				Y		Y			Y			W/P			
Arctostaphylos edmundsii cvs	Manzanita Carmel Sur etc.			Y				Y		Y			Y			W/P			
Arctostaphylos hookeri "Ken Taylor"	Ken Taylor manzanita			Y				Y		Y			Y			W/P			
Arctostaphylos hookeri "Monterey Carpet"	Monterey carpet manzanita			Y				Y		Y			Y			W/P			
Artemisia californica "Canyon Gray"	Canyon Gray sagebrush			Y				Y					Y						
Artemisia californica "Montara"	Montara sagebrush			Y				Y					Y						
Baccharis pilularis cvs.	Dwarf coyote brush			Y				Y		Y			Y			W/Y			
Berberis aquifolium "Compacta"	Compact Oregon grape holly					Y		Y		Y			Y			Y			
Berberis aquifolium var. repens	Creeping mahonia					Y		Y		Y			Y			Y			
Bougainvillea spp.	Bougainvillea			Y				Y		Y						Pr			
Cistus spp. and cvs.	Rockrose					Y		Y		Y						W/P		Y	
Convolvulus mauritanicus	Ground morning glory					Y		Y		Y						B			
Dalea capitata	Dalea (capitata)					Y		Y		Y						Y			
Dalea greggii	Trailing indigo bush					Y		Y		Y						Pr			
Eriogonum fasciculatum "Dana Poir"	Dana Point buckwheat			Y				Y					Y			W/P			
Eriogonum fasciculatum "Theodore Payne"	Theodore Payne buckwheat			Y				Y					Y			W/P			
Iva hayesiana	Poverty weed			Y				Y	Y	Y		Y				Y			
Lantana "New Gold"	New Gold lantana			Y				Y	Y	Y						Y			

plant tables		form					zone					characteristic							
GROUNDCOVER		TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT	RIPARIAN
Oenothera stubbei	Baja evening primrose															Y			
Osteospermum spp.	African daisy															B/G			
Salvia ssp. *	Salvia															Pr			
Teucrium chamaedrys	Germander															P			

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plant tables		form					zone					characteristic							
VINE		TALL UPRIGHT	TALL BROAD	LG SPREADING	SM UPRIGHT	SM SPREADING	PALM	CAMPUS EDGE	PROMENADE	QUADS	ATHLETICS	PARKS/RIPARIAN	SLOPES	DECIDIOUS	EVERGREEN	FLOWER COLOR	CA NATIVE	DROUGHT TOLERANT	RIPARIAN
Aristolochia californica	California Dutchman's pipe															Pr			
Bougainvillea spp.	Bougainvillea															Pr			
Lonicera hispidula	California honeysuckle															P			
Vitis "Roger's Red"	Roger's Red grape															Y			
Vitis californica	California wild grape															Y/G			
Vitis girdiana	Desert grape															G			



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