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| Appendix 3 | Building Plans - Color Coded |
1

OVERVIEW
OVERVIEW

Named for Captain G. Allan Hancock – a sea captain, oilman, explorer, developer, banker, aviator, scientist, businessman, farmer, railroad engineer, musician, and philanthropist – Allan Hancock College has been educating students since the 1950s. The college is located in Santa Maria, California, on the former site of the Hancock Foundation College of Aeronautics, which Captain Hancock founded.

Over the years, Allan Hancock College has grown to include the main Santa Maria Campus, Lompoc Valley Center, Vandenberg Air Force Base Center, and the Solvang Center. In 2006, the voters of Santa Maria County voted to pass Bond Measure I which gave the Allan Hancock Joint Community College District $180 million to improve their facilities. The Bond Measure I outlined various projects that were a priority to the College, District, and Board.

To address the Bond Measure I projects that were identified for the main Santa Maria campus, the District hired Steinberg Architects in the fall of 2007, to prepare a Facilities Site and Utilities Master Plan. At the time, the College had a number of projects in various stages of planning and construction. The purpose of the master plan is to locate the Bond Measure I buildings in coordination with existing and potential future buildings. In order to accomplish this, the plan looks at the campus holistically and identifies the opportunities for future development within the existing property lines. This in turn informs the ideal location for the Bond Measure I buildings and allows the District to implement a phasing plan so dollars are spent responsibly on the facilities, site improvements, and utilities, all of which build toward a common vision for the future campus.

The Facilities Site and Utilities Master Plan also gives Allan Hancock College the opportunity to enhance its identity and atmosphere by including plans that will improve the campus’ landscape, signage, and lighting. Although guidelines for these elements are not yet addressed, the master plan is a living document which should be regularly reviewed and subsequently augmented and/or amended as Allan Hancock College develops. The intent is that the signage and lighting that is designed as part of the One-Stop Student Services Center and Administration Building will serve as the foundation for future campus guidelines that can be adopted as part of the master plan.
As of the fall of 2008, Allan Hancock College consisted of 34 buildings on campus for a total of 345,372 assignable square feet and 497,096 gross square feet. These numbers include the buildings located on the South Campus (located a few blocks south of the main campus), as well as leased space within the CBC Business Center. The College desires to no longer lease space within the CBC. The PCPA program which occupies the majority of the CBC space will relocate to the main campus and the remaining occupants, such as shipping and receiving, will relocate to the South Campus.

In the spring of 2008, the District decided to relocate the Public Safety program from Building Q on the South Campus site to a new facility at the Lompoc Valley Center. Reuse of the vacated Building Q for academic programs was discussed during the master planning process relative to its impact to the main campus. However, due to the distance from the main campus and the fact that the building was not approved by DSA (Division of the State Architect), it was determined to be undesirable to move any current academic departments to South Campus. The Maintenance and Operations department will continue to remain on the South Campus site, and the future of Building Q and use of the South Campus site will be determined in a separate study.

The master plan is presented in two volumes – Volume 1 – Facilities and Site Master Plan and Volume 2 – Phasing and Utilities Master Plan. Volume 1 addresses the context and contains the building, landscape, signage, and lighting plans. Volume 2 outlines the proposed phasing of the various projects and contains the utility plans including civil, electrical gas, and data/telecommunication. As reference, Volume 2 also contains the existing building floor plans that are color coded by department use as identified in the Space Inventory Report – Report 17 as of fall 2007. The plans are accompanied by a Space Use List that illustrates how many assignable square feet (ASF) each major department occupies on campus.
MASTER PLAN HORIZONS

The master plan consists of two Horizons. Horizon 1 addresses the projects listed as part of the Bond Measure 1. Many of these projects will consolidate programs spread out over campus which will allow for the demolition of old, outdated buildings. Horizon 1 projects which include:

- One-Stop-Student-Services-Center (OSSSC) and the Administration Building
- Child Care Center Addition
- Fine Arts Complex and Remodel of E and F
- Enology/Athletics Building
- Industrial Technology Building
- Physical Education Addition and Sports Fields Reconfiguration
- Technology Center

Horizon 2 represents the recommended full-build out of the site within its current boundary. The buildings identified in Horizon 2 are more general in nature and represent the ideal building locations so that utilities can be planned and located accordingly to allow for future construction and service. The occupants will be determined by the Strategic Educational Plan and the needs of Allan Hancock College as it develops over time. The projects identified in Horizon 2 include:

- Building 1
- Building 2
- Future Parking Structure
- Future Housing Site

The master plan will improve the overall vehicular circulation on campus by creating a campus loop road separate from the parking lots and introducing a second entry/exit from South College Drive. There will be an increase in the overall number of surface parking spaces due to the construction of new lots and improving the efficiencies of the existing layouts. The reconstruction of the lots will allow the campus to address deficiencies in surface drainage and introduce sustainable ‘rain gardens’ throughout the lots which filter run-off water prior to
entering into the main storm water system. Although a parking structure is not needed, based on the current parking analysis, the intent is to preserve a location for a future parking structure if enrollments dramatically increase and cause a parking shortage. The recommended location is close to the center of campus, adjacent to the library, gymnasium, athletic fields and future Fine Arts Center. As the campus develops with new buildings on the west side, the structure will provide a balance to the parking space supply which is currently weighted on the eastern side of campus along South Bradley Road.

Student Housing on campus was a topic of discussion during the master plan development. While further discussions and detail studies need to occur to assess its feasibility, an area was identified at the southeast corner of campus as a possible site for future Student Housing. The barrier of the loop road prevents the area to be a desired location for academic function and instead provides distance from the main campus so the Student Housing can have its own identity as a destination on campus.

Ultimately, the master plan will transform the educational experience at Allan Hancock College.
PROCESS

The Facilities, Site and Utilities Master Plan is the result of a participatory process occurring over a 12-month period of time which included numerous participants from Allan Hancock College and the master planning consultant team. Regular workshops were held with the Facilities Advisory Committee (FAC) and invited guests with periodic updates to the Bond Implementation Team (BIT), Associated Student Body Government and Board of Trustees. Separate meetings were arranged as necessary with key individuals and instructional program faculty and administration to focus on particular topics relevant to the development of the plan. The following outlines the various workshops and meetings held with the college but does not include the various internal coordination meetings and site visits of the master planning consultant team.

The overall process was divided into four major steps as illustrated in the below figure.

The development of the Initial Project Proposals were postponed until the completion of the Educational Master Plan and are not yet addressed within this master plan other than identifying the location of future buildings and/or additions.

FIGURE 1-4 Master Plan Process Diagram
WORKSHOPS AND MEETINGS

Workshop 1 – FAC and Invited Guests
October 23, 2007

Workshop 2 – FAC and Invited Guests
November 27, 2007

BIT Update
November 28, 2007

Industrial Technology Meeting with BFGC Architects
November 28, 2007

Workshop 3 – FAC and Invited Guests
February 12, 2008

Individual Project Stakeholder Meetings*
April 9, 2008
- Dr. Jose Ortiz
- Anna Davies
- Plant Services
- Campus Police
- Information Technology
- ASBG

Individual Meetings (Faculty and Deans)*
April 17-18, 2008
- Industrial Technology
- Physical Education
- Fine Arts Complex
- Childcare Addition

Workshop 4 - FAC and Invited Guests
April 30, 2008

All Staff Meeting
May 2, 2008

Board Update
May 20, 2008

Workshop 5 - FAC and Invited Guests
May 21, 2008

Facilities and Planning Consultant Coordination
August 7, 2008

Individual Meetings*
September 18, 2008
- Dr. Jose Ortiz
- Information Technology Services
- Campus Signage

Individual Meeting*
September 24, 2008
- Lighting, Parking Vending Machines, Signage

Workshop 6 - FAC and Invited Guests*
October 17, 2008

* See page 1.8 for attendees
ACKNOWLEDGEMENTS

TEAM

BOND IMPLEMENTATION TEAM
Rebecca Alarcio
Anna Davies
Felix Hernandez, Jr.
Elizabeth Miller
Jose Ortiz
Carol Van Name
Roger Welt

FACILITIES ADVISORY COMMITTEE
Sandra Bierdzinski
Kathy Buckey
Donna Designs
Lt. Ken George
Lt. Kim Graham
Jeff Hamsher
Felix Hernandez, Jr.
Dr. Ray Hobson
Paul Kaessinger
Florentina Lopez-Perea
Mark Malangko
Alan Myjak
Ardis Neilsen
Rick Rantz
Brain Shigenaka
Janet Solorio
Diana Melero
Ray Snowden
Jeanie Tyler
Rex Van Den Berg
Carol Van Name
Noel Warffuel

Guests:
Roberto Armstrong
Julie Niles

URS PROJECT MANAGEMENT TEAM
Eric Berger
Tom Hodges
Ralph Williamsen

CONSULTANTS

STEINBERG ARCHITECTS - ARCHITECT
Elena Andrews
David Hart
Amy Newborn

WALLACE GROUP - CIVIL
Adam Porter
Ann Sever
Cheryl Lenhardt
Kari Wagner
Barry Rands

TMAD TAYLOR & GAINS - MEP
John Poon
Thiru Selvakumar

CMG - LANDSCAPE
Kevin Conger
Martha Lopez
Rayna Denoird

P2S - TELECOMMUNICATIONS
Fred Flores

LIGHTING DESIGN ALLIANCE - LIGHTING
Veronica Garreton

SKA DESIGN - SIGNAGE
Stephanie Paick

SPECIAL THANKS
Debbie O’Campo
MEETING ATTENDEES

Individual Project Stakeholder Meetings
April 9, 2008

Dr. Jose Ortiz
Anna Davies

Master Planning Decisions
Ken George
Kim Graham
Todd Heaney
Tom Hodges
Brooke Hyman
Jeff Hamsher
Felix Hernandez
Kevin Raine
Joe Raiti
Brian Shigenaka
Rex Van Den Berg

Individual Meetings
April 17-18, 2008

Industrial Technology
Elena Andrews
Kathy Buckey
Ron Domingos
Ray Hobson
Felix Hernandez Jr.
Patrick McGuire

Physical Education
Elena Andrews
Sheri Bates
Anne Cremarosa
Kris Dutra
Felix Hernandez Jr.
Gloria Landeros
Tom Mott
Mardi Osborne
Chris Stevens
Roy Wayne King

April 17-18, 2008 continued

Fine Arts Complex
Elena Andrews
Roanna Bennie
Mark Booher
Marcus Engelmann
Felix Hernandez
John Hood
Dianne McMahon
Deborah West

Childcare Addition
Ray Hobson
Felix Hernandez Jr.
Karen Demchak
Thesa Roepke
Liz Regan
Elena Andrews

Individual Meetings
September 18, 2008

Dr. Jose Ortiz

Information Technology Services
Eric Berger
Felix Hernandez Jr.
Alan Myjak
Carol Van Name
Ralph Williamsen

Campus Signage
Rebecca Alarcio
Jeff Hamsher
Felix Hernandez Jr.
Joe Raiti
Rex Van Den Berg
Roger Welt
Ralph Williamsen

Individual Meetings
September 24, 2008

Lighting, Parking Vending Machines, Signage
Rebecca Alarcio
Elena Andrews
Eric Berger
Kim Graham
Felix Hernandez Jr.
Rex Van Den Berg
Ralph Williamsen
2

CONTEXT
HISTORY

1920  Santa Maria High School District establishes Santa Maria Junior College, classes held in High School Building.

1937  Bond issue passes to build a college wing on the high school campus.

1954  College moves to Hancock Field, which had previously housed an Aeronautics College.

The community votes to establish a separate junior college district, naming it Allan Hancock College after the man who owned the land and facilities of the airfield.

1958  Voters approve a bond issue to acquire the airport site and finance new buildings.

1962  Four new buildings for the nucleus of a campus master plan designed for 2,000 students. These buildings include the Student Center, the Library, the Science Complex, and the north wing of the Gymnasium.

1963  Allan Hancock Joint Community College District was formed by annexing the areas served by the Santa Ynez Valley High School District and Lompoc Unified School District. Including the Channel Island, this expanded the district to 3,000 square miles.


1965  The Music and Fine Arts buildings are constructed to accommodate a growing arts program.

1967  Gymnasium and Industrial Technology completed, as well as the Administration and Student Services buildings, and the Performing Arts Center.

1971  College Book Store opens.
1974 Property was purchased for South Campus, three blocks south of the main campus, adding approximately 9.6 acres to the District’s assets. That campus houses the plant services and instructional programs such as Health Sciences, Law Enforcement, Fire Technology, and Emergency Services.

1977 The Learning Resources Center opened after the completion of a 16,000 square foot addition to the library and remodeling of the existing structure.

1982 The Learning Assistance building opens to serve physically disabled and learning disabled students.

1989 Humanities Complex opens at the south end of campus.

1991 Family and Consumer Education Facility opens for spring classes.

1992 Severson Theater, an addition to the Performing Arts Center, entry and roadway improvements.

2002 Remodel and expansion of the Student Center, incorporating the bookstore within.

2006 $180 million Bond Measure passes.

Academic Resource Center (ARC), an addition to the Learning Resource Center, housing student support such as tutorial and writing centers, as well as a gallery opens.

2007 Community Education building opens containing computer labs, classrooms and office spaces, along with a professional culinary teaching kitchen.

Science building opens for classes, offering modern lab and classroom space for life and physical sciences, mathematical sciences, and health sciences departments.

FIGURE 2-1  Campus Development

LEGEND

- 50s
- 60s
- 70s
- 80s
- 2000s

BUILDING LEGEND

A  STUDENT SERVICES  N2  CAMPUS POLICE
B  ADMINISTRATION  O-100 INDUSTRIAL TECHNOLOGY
C  HUMANITIES COMPLEX  P  PLANT SERVICES
D  PERFORMING ARTS CENTER  Q  PUBLIC SAFETY
E  MUSIC  R  AHC FOUNDATION
F  FINE ARTS  R2  FACILITIES & OPERATIONS
G  STUDENT CENTER  S  COMMUNITY EDUCATION
H  CAMPUS GRAPHICS  S2  ACADEMIC OFFICES
I  LEARNING ASSISTANCE  T  VACANT
J  FAMILY & CONSUMER ED  U  HUMAN RESOURCES
K  BUSINESS EDUCATION  V  RESEARCH & GRANTS
L  LIBRARY  W  STUDENT HEALTH CENTER
M-100 MATH & SCIENCE COMPLEX  X  TESTING CENTER
N  SPORTS PAVILION  Z  PARENT/CHILD STUDY CENTER
LOCATION & SETTING

FIGURE 2-2 Regional map of Santa Maria County Showing AHC and Lompoc Campuses

LEGEND

- CITY
- ALLAN HANCOCK COLLEGE CAMPUS
- AHC LOMPOC CAMPUS
- 101 FREEWAY
- HIGHWAY 1
FIGURE 2-3 Local Map showing freeway and relationship between South and Main Campus

LEGEND

- AHC MAIN CAMPUS
- SOUTH CAMPUS
- 101 FREEWAY
EXISTING CAMPUS PLAN

FIGURE 2-4  Existing Site Plan

BUILDING LEGEND

A  STUDENT SERVICES  N2  CAMPUS POLICE
B  ADMINISTRATION  O-100  INDUSTRIAL TECHNOLOGY
C  HUMANITIES COMPLEX  R  AHC FOUNDATION
D  PERFORMING ARTS CENTER  R2  FACILITIES & OPERATIONS
E  MUSIC  S  COMMUNITY EDUCATION
F  FINE ARTS  S2  ACADEMIC OFFICES
G  STUDENT CENTER  T  VACANT
H  CAMPUS GRAPHICS  U  HUMAN RESOURCES
I  LEARNING ASSISTANCE  V  RESEARCH & GRANTS
J  FAMILY & CONSUMER ED  W  STUDENT HEALTH CENTER
K  BUSINESS EDUCATION  X  TESTING CENTER
L  LIBRARY  Z  PARENT/CHILD STUDY CENTER
M-100 MATH & SCIENCE COMPLEX
N  SPORTS PAVILION
CONSTRAINTS

FIGURE 2-5  Constraints - Various influences on campus

BUILDING LEGEND

A  STUDENT SERVICES  N2  CAMPUS POLICE
B  ADMINISTRATION  O-100  INDUSTRIAL TECHNOLOGY
C  HUMANITIES COMPLEX  R  AHC FOUNDATION
D  PERFORMING ARTS CENTER  R2  FACILITIES & OPERATIONS
E  MUSIC  S  COMMUNITY EDUCATION
F  FINE ARTS  S2  ACADEMIC OFFICES
G  STUDENT CENTER  T  VACANT
H  CAMPUS GRAPHICS  U  HUMAN RESOURCES
I  LEARNING ASSISTANCE  V  RESEARCH & GRANTS
J  FAMILY & CONSUMER ED  W  STUDENT HEALTH CENTER
K  BUSINESS EDUCATION  X  TESTING CENTER
L  LIBRARY  Z  PARENT/CHILD STUDY CENTER
M-100  MATH & SCIENCE COMPLEX
N  SPORTS PAVILION
EXISTING PEDESTRIAN CIRCULATION

FIGURE 2-6  Pedestrian Circulation - Primary and secondary pedestrian circulation, including bus and bicycle routes

LEGEND

▲ MAIN BUILDING ENTRY

▲ COMPLEX BUILDING ENTRY

--- PEDESTRIAN CIRCULATION

BUILDING LEGEND

A  STUDENT SERVICES  N2  CAMPUS POLICE
B  ADMINISTRATION  O-100  INDUSTRIAL TECHNOLOGY
C  HUMANITIES COMPLEX  R  AHC FOUNDATION
D  PERFORMING ARTS CENTER  R2  FACILITIES & OPERATIONS
E  MUSIC  S  COMMUNITY EDUCATION
F  FINE ARTS  S2  ACADEMIC OFFICES
G  STUDENT CENTER  T  VACANT
H  CAMPUS GRAPHICS  U  HUMAN RESOURCES
I  LEARNING ASSISTANCE  V  RESEARCH & GRANTS
J  FAMILY & CONSUMER ED  W  STUDENT HEALTH CENTER
K  BUSINESS EDUCATION  X  TESTING CENTER
L  LIBRARY  Z  PARENT/CHILD STUDY CENTER
M-100  MATH & SCIENCE COMPLEX
N  SPORTS PAVILION
EXISTING CAMPUS WALKING RADIUS

FIGURE 2-7  Walking radius indicating travel times from the center of campus to the periphery

BUILDING LEGEND

A  STUDENT SERVICES
B  ADMINISTRATION
C  HUMANITIES COMPLEX
D  PERFORMING ARTS CENTER
E  MUSIC
F  FINE ARTS
G  STUDENT CENTER
H  CAMPUS GRAPHICS
I  LEARNING ASSISTANCE
J  FAMILY & CONSUMER ED
K  BUSINESS EDUCATION
L  LIBRARY
M-100 MATH & SCIENCE COMPLEX
N  SPORTS PAVILION

N2  CAMPUS POLICE
O-100 INDUSTRIAL TECHNOLOGY
R  AHC FOUNDATION
R2  FACILITIES & OPERATIONS
S  COMMUNITY EDUCATION
S2  ACADEMIC OFFICES
T  VACANT
U  HUMAN RESOURCES
V  RESEARCH & GRANTS
W  STUDENT HEALTH CENTER
X  TESTING CENTER
Z  PARENT/CHILD STUDY CENTER
EXISTING VEHICULAR CIRCULATION

FIGURE 2-8  Vehicular Circulation - Vehicular circulation

LEGEND

MAIN ENTRY

VEHICULAR

SERVICE

DROP-OFF

PARKING VENDING MACHINES

BUILDING LEGEND

A  STUDENT SERVICES
B  ADMINISTRATION
C  HUMANITIES COMPLEX
D  PERFORMING ARTS CENTER
E  MUSIC
F  FINE ARTS
G  STUDENT CENTER
H  CAMPUS GRAPHICS
I  LEARNING ASSISTANCE
J  FAMILY & CONSUMER ED
K  BUSINESS EDUCATION
L  LIBRARY
M-100 MATH & SCIENCE COMPLEX
N  SPORTS PAVILION
O-100 INDUSTRIAL TECHNOLOGY
R  AHC FOUNDATION
R2  FACILITIES & OPERATIONS
S  COMMUNITY EDUCATION
S2  ACADEMIC OFFICES
T  VACANT
U  HUMAN RESOURCES
V  RESEARCH & GRANTS
W  STUDENT HEALTH CENTER
X  TESTING CENTER
Z  PARENT/CHILD STUDY CENTER

Facilities, Site and Utilities Master Plan
ALLAN HANCOCK COLLEGE
EXISTING PARKING

FIGURE 2-9 Parking - Campus lots for student and staff use

LEGEND

PARKING

BUILDING LEGEND

A STUDENT SERVICES
B ADMINISTRATION
C HUMANITIES COMPLEX
D PERFORMING ARTS CENTER
E MUSIC
F FINE ARTS
G STUDENT CENTER
H CAMPUS GRAPHICS
I LEARNING ASSISTANCE
J FAMILY & CONSUMER ED
K BUSINESS EDUCATION
L LIBRARY
M-100 MATH & SCIENCE COMPLEX
N SPORTS PAVILION
N2 CAMPUS POLICE
O-100 INDUSTRIAL TECHNOLOGY
R AHC FOUNDATION
R2 FACILITIES & OPERATIONS
S COMMUNITY EDUCATION
S2 ACADEMIC OFFICES
T VACANT
U HUMAN RESOURCES
V RESEARCH & GRANTS
W STUDENT HEALTH CENTER
X TESTING CENTER
Z PARENT/CHILD STUDY CENTER
EXISTING CAMPUS PRECINCTS

FIGURE 2-10 Precincts - Main categories of use and their location on campus

LEGEND

ACADEMIC
SERVICE / SUPPORT
PE / ATHLETIC

BUILDING LEGEND

A  STUDENT SERVICES  N2  CAMPUS POLICE
B  ADMINISTRATION  O-100 INDUSTRIAL TECHNOLOGY
C  HUMANITIES COMPLEX  R  AHC FOUNDATION
D  PERFORMING ARTS CENTER  R2  FACILITIES & OPERATIONS
E  MUSIC  S  COMMUNITY EDUCATION
F  FINE ARTS  S2  ACADEMIC OFFICES
G  STUDENT CENTER  T  VACANT
H  CAMPUS GRAPHICS  U  HUMAN RESOURCES
I  LEARNING ASSISTANCE  V  RESEARCH & GRANTS
J  FAMILY & CONSUMER ED  W  STUDENT HEALTH CENTER
K  BUSINESS EDUCATION  X  TESTING CENTER
L  LIBRARY  Z  PARENT/CHILD STUDY CENTER
M-100  MATH & SCIENCE COMPLEX
N  SPORTS PAVILION
3
FACILITIES AND
SITE MASTER PLAN
OVERVIEW

The master plan for Allan Hancock College will transform the campus with new buildings, landscape and infrastructure which will provide an educational environment worthy of the institution's mission.

Allan Hancock College does not have a favorable first impression. It is difficult to find the campus, vehicular circulation is confusing, and signage and wayfinding are sparse. There is no lasting memory or recognizable identity of the college other than the mature trees in the center of campus. The large center green space is a tremendous asset for the college but it is more like a "backyard". It is underutilized and very few buildings have their main entries opening onto the green. There is no heart to the campus.

The development of the master plan began with a discussion of the wants, needs, and opportunities for the campus. These were reviewed and distilled into seven Planning Principles. These Planning Principles are intended to be goals for the campus' development and help inform future design decisions.

The Planning Principles, site analysis, and observations led to the Conceptual Plan. The Conceptual Plan is a physical framework to assist in the translation of the Planning Principles into a reality. It enhances the existing organization of the campus while introducing hierarchy to the open spaces and circulation that connects the campus and creates a unified, memorable experience.

The existing main open space, or Commons, is preserved and further defined by locating buildings at its perimeter. This open, passive space is punctuated by two areas of activity, a main Campus Plaza on the north and an Amphitheater on the south.
The Campus Plaza provides a large central gathering space that links the Campus Center and Library. Benches will provide much needed seating and create areas for smaller groups to informally meet. Additional tables and chairs can be placed on the Campus Center side to provide exterior overflow seating space for the cafeteria where people can take advantage of the weather and view.

The landscaped Amphitheater balances the hardscaped Central Plaza and anchors the Commons. Adjacent to the Performing Arts Center and future Fine Arts Complex, it fulfills the desire for an exterior performance venue. As a series of large grass steps, the Amphitheater becomes a sculptural landform element when not in use.

The Conceptual Plan reinforces the existing main circulation paths which are not adjacent to the Commons and are the result of the building entry locations. These areas have the dual role of being thresholds into the campus and major north-south circulation routes. The pathways will be reinforced by landscape, benches, and lighting. The light poles in these zones are ideal for campus banners to notify the community of current events or simply identify Allan Hancock College and create a collegiate atmosphere.

Opposing the strong north-south orientation of the Commons and active pedestrian paths are two main east-west paths. The first is a curvilinear path that connects the far ends of the campus and moves through key destinations on campus – the One-Stop Students Services and Administration Building, Central Plaza, Science Plaza, and Industrial Technology Plaza. The second is a linear path that connects the Performing Arts Center with the Fine Arts Complex. There is the opportunity to introduce works of art along both of these paths to provide a creative and visually stimulating environment.

The landscape, signage, and lighting master plans all work together to support the Conceptual Plan. Since design guidelines and standards are not addressed as part of this master planning effort, the intent is that the landscape, signage and lighting that are developed for the One-Stop Student Services Center and Administration Building will become the adopted standards for Allan Hancock College.
PLANNING PRINCIPLES

The following planning principles were developed based on discussions with the college on their needs, issues, and opportunities. The planning principles embody the goals for the master plan and serve as guidelines for its design and evolution over time.

1. Enhance the visual identity of the college to the community through distinctly defined campus edges.

2. Provide a welcoming and accessible environment through clear vehicular and pedestrian circulation.

3. Create a hierarchy of open spaces and buildings on campus that have recognizable landmarks and destinations.

4. Create campus destinations by concentrating activity, purpose and use in select areas which are reinforced by the architecture and landscape.
5. Provide a variety of exterior gathering spaces throughout the campus to accommodate formal and informal interactions and facilitate a collegiate atmosphere.

6. Enhance precincts on campus by co-locating related academic, service, athletic and support functions.

7. Promote a sustainable landscape through the preservation of mature trees and climate-appropriate plantings.
## EXISTING BUILDINGS ON MAIN CAMPUS

<table>
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<tr>
<th>BLD #</th>
<th>BUILDING NAME</th>
<th>COMPLETED</th>
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<th>TOTAL GSF</th>
<th>EFFICIENCY</th>
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<td>4,914</td>
<td>8,034</td>
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<td>2</td>
<td>B ADMINISTRATION</td>
<td>1967</td>
<td>4,610</td>
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<td>3</td>
<td>C HUMANITIES</td>
<td>1990</td>
<td>13,875</td>
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<td>4</td>
<td>D THEATER ARTS CENTER</td>
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<td>14,165</td>
<td>32,200</td>
<td>44.0%</td>
</tr>
<tr>
<td>5</td>
<td>E MUSIC</td>
<td>1965</td>
<td>3,854</td>
<td>5,520</td>
<td>69.8%</td>
</tr>
<tr>
<td>6</td>
<td>F FINE ARTS</td>
<td>1965</td>
<td>6,400</td>
<td>9,730</td>
<td>64.2%</td>
</tr>
<tr>
<td>7</td>
<td>G STUDENT CENTER</td>
<td>1962</td>
<td>16,120</td>
<td>27,498</td>
<td>58.6%</td>
</tr>
<tr>
<td>8</td>
<td>H CAMPUS GRAPHICS</td>
<td>1971</td>
<td>7,340</td>
<td>8,788</td>
<td>83.5%</td>
</tr>
<tr>
<td>9</td>
<td>I LEARNING ASSISTANCE</td>
<td>1982</td>
<td>2,090</td>
<td>2,880</td>
<td>72.6%</td>
</tr>
<tr>
<td>10</td>
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<td>1990</td>
<td>5,969</td>
<td>10,877</td>
<td>54.9%</td>
</tr>
<tr>
<td>16</td>
<td>K BUSINESS EDUCATION</td>
<td>1964</td>
<td>11,468</td>
<td>18,648</td>
<td>61.8%</td>
</tr>
<tr>
<td>17</td>
<td>L LIBRARY/ACADEMIC RESOURCE CTR</td>
<td>1962</td>
<td>38,107</td>
<td>45,826</td>
<td>83.2%</td>
</tr>
<tr>
<td>18</td>
<td>M SCIENCE COMPLEX*</td>
<td>1962</td>
<td>42,425</td>
<td>60,474</td>
<td>65.5%</td>
</tr>
<tr>
<td>20</td>
<td>N SPORTS PAVILION</td>
<td>1962</td>
<td>36,962</td>
<td>53,715</td>
<td>68.8%</td>
</tr>
<tr>
<td>21</td>
<td>O INDUSTRIAL TECHNOLOGY</td>
<td>1966</td>
<td>32,798</td>
<td>45,933</td>
<td>71.4%</td>
</tr>
<tr>
<td>22</td>
<td>N-2 N BUILDING ANNEX</td>
<td>1985</td>
<td>3,625</td>
<td>5,154</td>
<td>70.3%</td>
</tr>
<tr>
<td>33</td>
<td>Z CHILD STUDY CENTER</td>
<td>1945</td>
<td>2,656</td>
<td>3,700</td>
<td>84.4%</td>
</tr>
<tr>
<td>34</td>
<td>R FOUNDATION</td>
<td>1951</td>
<td>1,046</td>
<td>1,339</td>
<td>78.1%</td>
</tr>
<tr>
<td>35</td>
<td>S COMMUNITY EDUCATION</td>
<td>2007</td>
<td>13,920</td>
<td>19,221</td>
<td>72.4%</td>
</tr>
<tr>
<td>36</td>
<td>T NCR EDU BUILDING T</td>
<td>1940</td>
<td>1,718</td>
<td>2,136</td>
<td>76.4%</td>
</tr>
<tr>
<td>37</td>
<td>U HUMAN RESOURCES</td>
<td>1940</td>
<td>1,485</td>
<td>2,016</td>
<td>73.7%</td>
</tr>
<tr>
<td>38</td>
<td>V BUILDING V</td>
<td>1940</td>
<td>1,520</td>
<td>2,016</td>
<td>75.8%</td>
</tr>
<tr>
<td>39</td>
<td>X BUILDING X</td>
<td>1940</td>
<td>2,777</td>
<td>4,045</td>
<td>70.0%</td>
</tr>
<tr>
<td>40</td>
<td>W DISTANCE LEARNING</td>
<td>1986</td>
<td>8,580</td>
<td>12,240</td>
<td>68.6%</td>
</tr>
<tr>
<td>42</td>
<td>R2 FACILITIES &amp; OPERATIONS</td>
<td>1952</td>
<td>1,565</td>
<td>1,961</td>
<td>79.8%</td>
</tr>
<tr>
<td>43</td>
<td>S2 ACADEMIC OFFICES</td>
<td>1950</td>
<td>1,629</td>
<td>2,279</td>
<td>71.5%</td>
</tr>
</tbody>
</table>

**EXISTING TOTAL:** 281,618 415,568

**DEMOLITION TOTAL:** 53,809 81,629

*PROPOSED DEMOLITION

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**FIGURE 3-4** Existing Buildings on Main Campus

---

*M300 BUILDINGS TO BE DEMOLISHED - 10,456 ASF/ 16,086 GSF. NEW SCIENCE BUILDING TO REMAIN.
# PROPOSED BUILDINGS

<table>
<thead>
<tr>
<th>BUILDING NAME</th>
<th>TOTAL ASF</th>
<th>TOTAL GSF</th>
<th>EFFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ONE-STOP STUDENT SERVICES CENTER</td>
<td>25,188</td>
<td>41,465</td>
<td>61.0%</td>
</tr>
<tr>
<td>B ADMINISTRATION</td>
<td>11,786</td>
<td>19,417</td>
<td>61.0%</td>
</tr>
<tr>
<td>I CHILD CARE CENTER</td>
<td>10,060</td>
<td>11,569</td>
<td>86.0%</td>
</tr>
<tr>
<td>J FINE ARTS COMPLEX</td>
<td>49,105</td>
<td>65,035</td>
<td>76.0%</td>
</tr>
<tr>
<td>D-200 INDUSTRIAL TECHNOLOGY ADDITION</td>
<td>28,826</td>
<td>41,180</td>
<td>70.0%</td>
</tr>
<tr>
<td>N PE ADDITION</td>
<td>16,418</td>
<td>22,114</td>
<td>74.0%</td>
</tr>
<tr>
<td>M-300 TECHNOLOGY CENTER</td>
<td>29,263</td>
<td>45,020</td>
<td>65.0%</td>
</tr>
<tr>
<td>I ENOLOGY/ ATHLETICS</td>
<td>5,880</td>
<td>8,400</td>
<td>70.0%</td>
</tr>
<tr>
<td>2 FUTURE BUILDING 1</td>
<td>18,050</td>
<td>27,770</td>
<td>65.0%</td>
</tr>
<tr>
<td>3 FUTURE BUILDING 2</td>
<td>20,600</td>
<td>31,700</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

**EXISTING TOTAL:** 281,618 415,568

**DEMOLITION TOTAL:** 99,698 145,238

**PROPOSED TOTAL:** 215,176 313,670

**TOTAL CAMPUS** 397,096 583,994

*FIGURE 3-5 Proposed Buildings*
PROPOSED CAMPUS PRECINCTS

FIGURE 3-6 Precincts - Main categories of use and their location on campus

BUILDING LEGEND
EXISTING
C HUMANITIES COMPLEX
D PERFORMING ARTS CENTER
E MUSIC
F FINE ARTS
G STUDENT CENTER
H CAMPUS GRAPHICS
J FAMILY & CONSUMER ED
K BUSINESS EDUCATION
L LIBRARY
M-100 MATH & SCIENCE COMPLEX
N SPORTS PAVILION
O-100 INDUSTRIAL TECHNOLOGY
R AHC FOUNDATION
R2 FACILITIES & OPERATIONS
S COMMUNITY EDUCATION
S2 ACADEMIC OFFICES

PROPOSED
Bond Measure I
I CHILD CARE CENTER
A ONE-STOP STUDENT SERVICES
B ADMINISTRATION
J FINE ARTS COMPLEX
N PE ADDITION
O-200 INDUSTRIAL TECHNOLOGY
M-300 TECHNOLOGY CENTER

FUTURE
1 ENOLOGY/ATHLETICS
2 FUTURE BUILDING 1
3 FUTURE BUILDING 2
PROPOSED VEHICULAR CIRCULATION

LEGEND

- VEHICULAR
- SERVICE
- DROP-OFF
- SERVICE PARKING
- PROPOSED PARKING VENDING MACHINES, LOCATIONS TO BE CONFIRMED
- VEHICULAR ACCESS

BUILDING LEGEND

EXISTING
C  HUMANITIES COMPLEX
D  PERFORMING ARTS CENTER
E  MUSIC
F  FINE ARTS
G  STUDENT CENTER
H  CAMPUS GRAPHICS
J  FAMILY & CONSUMER ED
K  BUSINESS EDUCATION
L  LIBRARY
M-100 MATH & SCIENCE COMPLEX
N  SPORTS PAVILION
O-100 INDUSTRIAL TECHNOLOGY
R  AHC FOUNDATION
R2  FACILITIES & OPERATIONS
S  COMMUNITY EDUCATION
S2  ACADEMIC OFFICES

PROPOSED
Bond Measure I
I  CHILD CARE CENTER
A  ONE-STOP STUDENT SERVICES
B  ADMINISTRATION
J  FINE ARTS COMPLEX
N  PE ADDITION
O-200 INDUSTRIAL TECHNOLOGY
M-300 TECHNOLOGY CENTER

FUTURE
1  ENOLOGY/ATHLETICS
2  FUTURE BUILDING 1
3  FUTURE BUILDING 2

FIGURE 3-7  Vehicular Circulation - Vehicular and service circulation on campus
PROPOSED PARKING

FIGURE 3-8 Parking - Campus lots for student and staff use

LEGEND

STUDENT 2,178 SPACES

BUILDING LEGEND

EXISTING
C HUMANITIES COMPLEX
D PERFORMING ARTS CENTER
E MUSIC
F FINE ARTS
G STUDENT CENTER
H CAMPUS GRAPHICS
J FAMILY & CONSUMER ED
K BUSINESS EDUCATION
L LIBRARY
M-100 MATH & SCIENCE COMPLEX
N SPORTS PAVILION
O-100 INDUSTRIAL TECHNOLOGY
R AHC FOUNDATION
R2 FACILITIES & OPERATIONS
S COMMUNITY EDUCATION
S2 ACADEMIC OFFICES

PROPOSED
Bond Measure I
I CHILD CARE CENTER
A ONE-STOP STUDENT SERVICES
B ADMINISTRATION
J FINE ARTS COMPLEX
N PE ADDITION
O-200 INDUSTRIAL TECHNOLOGY
M-300 TECHNOLOGY CENTER

FUTURE
1 ENOLOGY/ATHLETICS
2 FUTURE BUILDING 1
3 FUTURE BUILDING 2
FIGURE 3-9  Buildings to be demolished

LEGEND

A  STUDENT SERVICES
B  ADMINISTRATION
C  HUMANITIES COMPLEX
D  PERFORMING ARTS CENTER
E  MUSIC
F  FINE ARTS
G  STUDENT CENTER
H  CAMPUS GRAPHICS
I  LEARNING ASSISTANCE
J  FAMILY & CONSUMER ED
K  BUSINESS EDUCATION
L  LIBRARY
M  M-100 MATH & SCIENCE COMPLEX
N  SPORTS PAVILION
O  O-100 INDUSTRIAL TECHNOLOGY
P  PLANT SERVICES
Q  PUBLIC SAFETY
R  AHC FOUNDATION
R2  FACILITIES & OPERATIONS
S  COMMUNITY EDUCATION
S2  ACADEMIC OFFICES
T  VACANT
U  HUMAN RESOURCES
V  RESEARCH & GRANTS
W  STUDENT HEALTH CENTER
X  TESTING CENTER
Z  PARENT/CHILD STUDY CENTER
LEGEND

- Existing Buildings
- Horizon 1 Proposed Buildings
- Horizon 2 Proposed Buildings

BUILDING LEGEND

- EXISTING
  - C HUMANITIES COMPLEX
  - D PERFORMING ARTS CENTER
  - E MUSIC
  - F FINE ARTS
  - G STUDENT CENTER
  - H CAMPUS GRAPHICS
  - J FAMILY & CONSUMER ED
  - K BUSINESS EDUCATION
  - L LIBRARY
  - M-100 MATH & SCIENCE COMPLEX
  - N SPORTS PAVILION
  - O-100 INDUSTRIAL TECHNOLOGY
  - R AHC FOUNDATION
  - S2 ACADEMIC OFFICES

- PROPOSED
  - I CHILD CARE CENTER
  - A ONE-STOP STUDENT SERVICES
  - B ADMINISTRATION
  - J FINE ARTS COMPLEX
  - N PE ADDITION
  - O-200 INDUSTRIAL TECHNOLOGY
  - M-300 TECHNOLOGY CENTER

- FUTURE
  - 1 ENOLOGY/ATHLETICS
  - 2 FUTURE BUILDING
  - 3 FUTURE BUILDING
FACILITIES OUTLINE PROGRAM SUMMARY

(A) ADMINISTRATION

(B) ONE-STOP STUDENT SERVICES CENTER

PROGRAMS: Student Services and Administration

(A) 25,188 ASF / 41,465 GSF
(B) 11,786 ASF / 19,417 GSF

The new One-Stop Student Services Center (OSSSC) will consolidate the existing Student Services programs which are currently spread throughout the campus. The new Administration building will house various Administrative functions including the President’s office and Board Room. The OSSSC will provide a new identity for AHC and create a positive first impression to all students and visitors. In concert with the adjacent Student Center, the Events Plaza, Water Garden, and incorporation of art will provide a welcoming and protected destination throughout the year.

(C) HUMANITIES COMPLEX

PROGRAMS: Language Arts, Social Sciences, General Assignment

13,875 ASF / 21,784 GSF

The Humanities Complex was completed in 1989. Language arts and social science instruction takes place here, with staff offices lining the exterior appendages. It is recommended that this building be renovated. The existing exterior plaza and green space are one of the more successful open spaces on campus and will remain in the master plan.
(D) PERFORMING ARTS CENTER

PROGRAMS: Theater Arts, PCPA (Pacific Conservatory of the Performing Arts)

13,875 ASF/21,784 GSF

The Performing Arts Center (PAC) houses the main Marian Theater, the Severson Theater, a dance studio, and offices. It is used both by Allan Hancock College as well as by PCPA Theaterfest - a professional conservatory theater group. The master plan recommends both a renovation to the PAC as well as an addition to provide a new facade and expanded entrance into the building. The master plan calls for an expanded entry plaza to host pre- and post-theater events. The PAC will connect to the new fine arts plaza and amphitheater through the art-walk - a main pedestrian path that will incorporate campus art.

(E) MUSIC
(F) FINE ARTS

PROGRAMS: PCPA Administrative Offices, AHC Offices

(E) 3,854 ASF/5,520 GSF
(F) 11,786 ASF/19,417 GSF

The original music and fine arts functions will vacate to the new Fine Arts Complex. As a secondary effect, buildings E and F will be renovated and house administrative offices for PCPA, as well as offices for Allan Hancock College. As a one-story complex, E and F are not the most efficient use of space. Ultimately, it is recommended that E and F be demolished and replaced by the future building 3. The empty site can then be landbanked until the college is ready to build the future building 3.
(G) STUDENT CENTER

PROGRAMS: Cafeteria, Bookstore, Coffee Shop, Multi-purpose Classrooms

16,120 ASF / 27,498 GSF

The Student Center is one of the four original buildings on campus. It is a main destination for students, as well as visitors to the campus. It houses the cafeteria, coffee shop, bookstore, as well as community rooms and offices. With the construction of the One-Stop Student Services Center, the existing patio will be expanded into the events plaza where a variety of activities can take place including job fairs, club events and barbecues. This location is ideal because it is protected from the strong Santa Maria winds which come from the west. The master plan proposes an expanded plaza on the commons’ side which will become part of the central plaza - a new heart of the campus which will connect the student center and library.

(H) CAMPUS GRAPHICS

PROGRAMS: Campus Graphics, General Classrooms, Offices

7,340 ASF / 8,788 GSF

Originally the bookstore, building H houses campus graphics, general classrooms, and offices. As a one-story building, the master plan recommends that it be demolished and its programs move in to the future building 3. The site area can then remain open green space or be used for an expansion to the child care center’s playground facility.
(I) CHILDCARE CENTER

PROGRAMS: Childcare

(Existing) 8,625 ASF / 14,577 GSF (Total of Buildings J and Z)
(Addition) 10,060 ASF / 11,569 GSF

This project constructs an addition to the existing building, formerly identified as building J. The project will replace the space in Building Z - an outdated temporary structure and allow the development of a preschool teacher academy that provides an educational program for students that will address community needs. Currently, the facility serves both community members and their children and Allan Hancock College students as a hands-on learning lab as part of the degree and certificate program in early childhood studies. Since the addition was beginning programming at the start of the master planning process, the plan represents the general location of the building, not the final footprint. As part of the development of the loop road, there will be a dedicated drop-off for the Childcare Center to the north of the complex.

(J) FINE ARTS COMPLEX

PROGRAMS: Fine Arts, Music, Dance, Ceramics, PCPA

49,105 ASF / 65,053 GSF

The project constructs a new facility to consolidate the fine arts disciplines on and off campus and provide modern instructional facilities. The new complex will eliminate off-campus leased space and upgrade existing unsafe facilities to meet the growing demand for arts training. The two-story structure will help to define the central commons and provide a new identity to those approaching the campus from College Drive. A new fine arts and performing arts district will be created through the implementation of the art-walk - a new pedestrian connection that will link the plazas of the Fine Arts Center and PAC, as well as the new amphitheater and showcase campus art.
(L) LIBRARY/ACADEMIC RESOURCE CENTER

PROGRAMS: Library, Academic Resource Center

38,107 ASF/45,826 GSF

The original library was built in 1966, and expanded in 1976. In 2006, a new addition was made at the south end of the building. The creation of the campus plaza will reinforce the importance of the library as the center of knowledge for the college, and provide some much needed seating and informal gathering spaces by its main entry. The master plan recommends demolishing building K and creating an open green space to the south of the academic resource center to give more prominence to that entry as well.

(M-100) MATH & SCIENCE COMPLEX

PROGRAMS: Math, Science, Nursing

42,425 ASF/60,474 GSF

The new Science building was completed in 2007, and provides instructional facilities for math, science, and health occupations including classrooms, wet and dry labs, and offices. The above listed square footage includes two one-story buildings that will be demolished to allow for the new M-300 Technology Center to be constructed and the total square footage will be smaller. The master plan recommends the development of a science plaza defined by the new building and future technology center to encourage students to interact informally. There is also an opportunity to utilize the landscape and provide an outdoor ‘biology lab’. 
(M-300) TECHNOLOGY CENTER

PROGRAMS: Information Technology Services, Business, Architecture, Engineering

29,263 ASF / 45,020 GSF

This project will bring together a number of diverse functions on campus that will profit from a closer affiliation in new, expanded quarters with access to modern technology. Information technology services, research and planning, learning assistance programs and services, architectural technology, engineering technology, the Math Engineering Science Achievement Program (MESA), math tutorial laboratory, open computer laboratory, and other computer technology based instruction is planned for the new facility. The construction of the building will allow the demolition of the two remaining M300 buildings. The removal of building W will enable the full completion of the loop road on the northern side of the campus. The Listed ASF is subject to change pending future planning.

(N) SPORTS PAVILION / ADDITION

PROGRAMS: Athletics

(Existing) 36,962 ASF / 53,715 GSF
(Addition) 6,418 ASF / 22,114 GSF

The initial project proposal will determine the programmatic needs of the renovation and addition, as well as the final size for the addition. The master plan recommends a renovation of the sports pavilion, as well as an addition to the northeast corner which will act as another main entrance to the gym. Regarding the athletic fields, it is recommended that the baseball field be relocated adjacent to the softball field across College Drive. This will provide space needed to build a new track and football field in the proper north-south orientation. Two soccer fields, a 50-yard football practice field and tennis courts will provide a comprehensive sports facility for the college.
(O) INDUSTRIAL TECHNOLOGY


(Existing) 36,962 ASF / 53,715 GSF
(Addition) 28,826 ASF / 41,180 GSF

Upon completion of the new fine arts complex, building O will be vacated by the applied design/media, multimedia arts and communication, graphics, photography and film programs and will be available for remodel to support industrial technology programs. This remodel will enable the machining program to vacate the rented CBC building and relocate next to the other industrial technology programs in building O. The project constructs additional space for the architecture, engineering technology, welding technology, auto body, automotive technology programs, and new construction technology programs. The new addition will provide a proper front entry to the complex with yard space between the buildings and along the northern edge of the existing building. The Initial Project Proposal (IPP) is currently under review and ASF is subject to change.

(R) AHC FOUNDATION

PROGRAMS: AHC Foundation

1,046 ASF / 1,339 GSF

The AHC Foundation will remain in its current facility.
(R2) FACILITIES & OPERATIONS

PROGRAMS: Facilities & Operations/ Offices

1,565 ASF/ 1,961 GSF

Facilities & Operations is located in R2 until the completion of the One-Stop Student Services Center and Administration Building at which time they will relocate to the new facility. At that time, R2 will become vacant and can be used as office space by the college.

(S) COMMUNITY EDUCATION CENTER

PROGRAMS: Adult Education, Skills Center

13,920 ASF/ 19,221 GSF

This project replaced existing buildings that were condemned and declared not earthquake safe. The classroom/lab building supports community education, English as a Second Language (ESL), and both credit and non-credit classes.
(S2) ACADEMIC OFFICES

PROGRAMS: Offices

1,629 ASF / 2,279 GSF

At the time of the master plan, S2 housed the academic dean’s offices. Ultimately, the master plan recommends that S2 be used as the headquarters for the Campus Police. It is an ideal location in that it is visible, close to parking (to accommodate the squad cars) and has easy access both to campus, as well as off campus.

FUTURE BUILDING 1

PROGRAMS: Viticulture, Athletics

5,880 ASF / 8,400 GSF

The building will provide needed lab spaces for the Viticulture program in order to process the grapes from the adjacent wine-producing vineyard. It will also house restrooms, and changing/team rooms for the softball and baseball teams. This facility may be part of the Industrial Technology Project.
FUTURE BUILDING 2

PROGRAMS: Instructional and Office Space

18,050 ASF / 27,770 GSF

The demolition of building K provides a usable building site for the proposed future building 2. The intention is that the building would house the occupants of building E and F so those building can be demolished. The academic plan and development of AHC over time will determine the final occupants and size of this building.

FUTURE BUILDING 3

PROGRAMS: Instructional and Office Space

20,600 ASF / 31,700 GSF

The demolition of buildings E and F provides a usable building site for the proposed future building 3. The intention of the master plan is that the building would house the functions in building H, as well as accommodate growth for the college. The academic plan and development of Allan Hancock College over time will determine the final occupants and size of this building.
LANDSCAPE MASTER PLAN

The campus landscape, in general, has great qualities and good potential to become an impressive landscape. The trees, for example, are a great asset to the landscape with an extraordinary presence that enhances the campus experience. The commons area is also a fantastic open space with great opportunity. The campus landscape, however, lacks three essential concepts for an active campus as well as a memorable experience for the user.

Open Space Hierarchy

The campus open spaces lack hierarchy. Hierarchy is important because the campus needs a primary space that can be activated through programming. This space would be a primary destination and also a primary circulation space. The secondary and tertiary spaces would be a supporting network of spaces such as the building courtyards.

Circulation Hierarchy

The importance of a circulation hierarchy is parallel with that of the open space hierarchy. The existing circulation also lacks a hierarchy. Creating primary and secondary paths would define the primary paths as more active social spaces while the secondary paths would become more functional. They would correspond with the location of the open space hierarchies.

Gathering Spaces

The landscape is in dire need of gathering spaces. The most striking existing condition is the lack gathering spaces. Gathering spaces of all scales need to be created in order to provide a campus environment suitable for social and educational activities.

The addition of these three concepts will initiate and maintain activity on the campus to provide for a more pleasant collegiate experience.
The existing open space is extensive but lacks a hierarchy. The commons area is the strongest of the open spaces providing a backbone to the college landscape. Although a strong element, the commons area lacks clear definition due to the low buildings and the large voids at the edges. In order for the commons area to be more successful as the primary open space, further definition and hierarchy over other spaces needs to be established.
Open space hierarchy is essential in order to achieve an ultimate college landscape experience. To work towards this hierarchy, the commons area needs to be defined as the primary open space. This can be done through careful programming of the quad/plaza area between building G and the library so that the space becomes activated. Defined edges should also be provided through the different horizon plans so that the commons area is held and therefore, prevent it from bleeding into the secondary and tertiary spaces. This can be achieved by the placement of buildings and “plugs” spaces.

The secondary and tertiary spaces should act as a rich network of overlapping spaces that flow throughout the campus supporting one another but respecting the hierarchy. The secondary spaces are those second to the commons that are formal gathering or activity spots. The tertiary spaces are the spaces that allow movement and connectivity.

Through this hierarchy the definition of spaces will be clearer and allow for a better experience.
One of the most striking existing conditions is the lack of benches and functional gathering spaces. There has been an attempt to create gathering spaces with the newer courtyards of buildings M and S but they have not functioned. Besides the current lack of hierarchy in both open space and pedestrian circulation, some of the reasons for the unsuccessful gathering spaces are scale, and proximity to the commons area, as well as lack of programming.
The main goal in the developing of the gathering spaces on campus is to distribute their locations carefully to help reinforce the hierarchy of the open spaces and circulation. This careful distribution will also allow for the activation of the second and tertiary spaces implying the importance of the entire campus. The addition of formal and informal gathering spaces will make for a better student experience and it will allow students to remain on campus creating a much needed campus life. Formal gathering places are places where groups of students can gather for educational or social activities such as courtyards, plazas and building entries. Informal gathering areas are smaller places for one to three people along the pathways or in smaller areas. This distribution also correlates with both the open space and circulation hierarchy.
There is a correlation between open space and pedestrian circulation hierarchies. Primary paths can become active spaces in and of themselves, while secondary paths are solely about establishing a functional circulation system. The current pedestrian network has no differentiation of primary and secondary paths.
The campus needs a rich pedestrian network with clear hierarchy that allows the user to move through the campus in an easy and interesting way. Primary paths should connect the users thru the campus in a way that creates and reinforces social interactions and gatherings. The proposed circulation places a primary path along the commons to reinforce spatial hierarchy. Secondary paths serve “desire lines” to support the network of primary paths.
The existing landscape has preserved an aesthetic quality through the beautiful and sometimes monumental trees. They provide an element of history and nature that adds to the campus experience. Continuation of the preservation and stewardship of the campus trees is encouraged.
The proposed trees are additions to the campus that reinforce the “urban forest” of the existing trees. The goal of the proposed trees is to reinforce the hierarchy of the open spaces as well as the pedestrian circulation. The trees also provide campus edges and adorn the main pedestrian connection routes.
RAIN GARDENS

Rain gardens are recommended for the campus master plan as a method of intercepting pollutants from the stormwater runoff of impervious areas (such as roofs and parking lots) before they reach the storm drain.

A rain garden is placed strategically in relation to the storm drain so that the water flow direction allows for the rain garden inlet to intercept the water before entering the storm drain. The water collects in the rain garden and is filtered through the soil. The filtered water is then released through a perforated drain pipe back into the storm drain so that it may continue on its way into our water system.

The locations of the rain gardens are dependant on the location of the storm drains and the grading of the nearby area. They can be placed anywhere a storm drain exists, as long as it is strategically placed to intercept the water before it enters the storm drain. See proposed rain garden locations diagram for an overview of locations.

It is also recommended that roof runoff be treated in the future.
PROPOSED RAIN GARDEN LOCATIONS

FIGURE 3-40  Proposed Rain Garden Locations

LEGEND

- RAIN GARDEN WITH 1 INLET
- RAIN GARDEN WITH 2 INLETS
This plaza located between building G and the library is a primary space for social and educational activities. It is also available for programming and other events.

Rain gardens sit perpendicular to the curb in this example. They would filter the storm water runoff from the parking lot as well as contribute to the verdure of the campus.
Providing secondary spaces, such as courtyards, allows users to have multiple areas for gathering or waiting. Adding subtle topography to the landscape adds character to the campus and makes the campus experience more interesting.

An outdoor amphitheatre between the new fine arts building and the pacific conservatory of the performing arts will strengthen the arts precinct. An art walk would provide opportunities for outdoor installations while connecting both buildings and further strengthening the precinct.
SIGNAGE
MASTER PLAN
SIGNAGE MASTER PLAN

1. DYNAMIC MESSAGE SIGN
   Located at primary visibility corner of campus (Sierra Madre + Bradley Road)

2. MAIN ENTRANCE MONUMENT
   Located at main entrance to campus

3. SECONDARY ENTRANCE MONUMENT
   Located at each main entrance point to campus

FIGURE 3-48 Signage Types 1-3
4. **VEHICULAR DIRECTIONAL**

   LOCATED AT PRIMARY VEHICULAR DECISION POINTS

5. **YOU-ARE-HERE DIRECTORY**

   LOCATED AT TRANSITION POINTS BETWEEN PARKING AND PEDESTRIAN CAMPUS ENTRY AND THROUGHOUT CAMPUS

6. **PARKING ENTRANCE IDENTIFICATION**

   LOCATED AT EACH PARKING ENTRANCE

FIGURE 3-49 Signage Types 3-6
PEDESTRIAN DIRECTIONAL
LOCATED AT PRIMARY DECISION POINTS

FIGURE 3-50  Signage Type 7
FIGURE 3-51  Signage Location Plan and Menu

Allan Hancock College Facilities Master Plan

LEGEND

1. DYNAMIC MESSAGE SIGN
   - EASILY CHANGEABLE
   - MAKE ANNOUNCEMENTS

2. MAIN ENTRANCE MONUMENT
   - IDENTIFIES DESTINATION
   - ANNOUNCING MAIN ENTRANCE
   - SHOULD HAVE UNIFORM DESIGN
   - LIT FOR NIGHT VISIBILITY

3. SECONDARY ENTRANCE MONUMENT
   - IDENTIFIES DESTINATION
   - SHOULD HAVE UNIFORM DESIGN
   - LIT FOR NIGHT VISIBILITY

4. VEHICULAR DIRECTIONAL
   - LOCATED WITHIN DESTINATION
   - TO DIRECT CARS TO VARIOUS DESTINATIONS
   - FAMILY OF DESIGNS FOR VARIOUS AMOUNTS OF COPY
   - UNIFORM DESIGN
   - LIT FOR NIGHT VISIBILITY
   - NO MORE THAN 5-6 LINES MAX.
   - GROUP ARROWS POINTING IN THE SAME DIRECTION TOGETHER

5. YOU-ARE-HERE DIRECTORY
   - INFORMS OF ALL LOCATIONS WITHIN A DESTINATION
   - COMPREHENSIVE CAMPUS MAP
   - SHOULD HAVE UNIFORM DESIGN
   - LIT FOR NIGHT VISIBILITY

6. PARKING ENTRANCE IDENTIFICATION
   - LOCATED AT ALL PARKING ENTRANCES
   - IDENTIFIES PARKING LOTS
   - UNIFORM DESIGN
   - LIT FOR NIGHT VISIBILITY

7. PEDESTRIAN DIRECTIONAL
   - LOCATED WITHIN DESTINATION
   - DIRECT PEDESTRIANS TO VARIOUS DESTINATIONS
   - UNIFORM DESIGN
   - LIT FOR NIGHT VISIBILITY
   - NO MORE THAN 6-8 LINES MAX
   - GROUP ARROWS POINTING IN THE SAME DIRECTION TOGETHER

Allan Hancock Joint Community College District

3.57

FACILITIES AND SITE MASTER PLAN
LIGHTING
MASTER PLAN
Primary roadways are the gateway to the campus. It is essential that these roadways and the campus entries be properly illuminated to meet the Illuminating Engineering Society Recommended standard and ratios.

Meeting this criteria creates an inviting entrance to the college, and allows drivers to see signage, pedestrians, and register their surroundings. By using the Gardco CW Style fixture head (the Allan Hancock College Standard) at appropriate spacing and pole height along these primary roads a clear hierarchy of spaces is established from the moment a vehicle enters the campus. Secondary roadways are adjacent to parking areas and require a combination of pedestrian scale lighting and even parking illumination. As people leave their cars and transition into the pedestrian portion of campus they should feel safe and when exiting have a clear view towards their car. Using a consistent layout of Metal Halide sources with good color rendition, as confirmed by photometric calculation, spacing can be established along primary roads, as well as a standard established for an even transition to secondary roadways, and subsequently the pedestrian paths of the campus. Using the same techniques and standards, spacing can be established for an even transition to parking lots.

IES Recommended Light Level and Ratio:
0.8 Footcandle minimum, 5:1 Ratio
Even illumination of the parking lots with crisp white metal halide lamps will create a parking facility that feels safer and brighter to the user. High color rendition lamps will provide visual distinction between cars and colors. Photometric studies will help create a layout using multiple fixture distributions and house side shields to accommodate corners and narrow parking lots without spill light onto adjacent paths or building which have their own lighting. Cutoff fixtures, like the Gardco fixture standard, that throws the majority of the light downward should be used. An appropriate height and sized pole for this application will help to brighten the parking lot, to meet IES recommended levels and ratios, while creating a transition between roadway lighting and pedestrian lighting.

IES Recommended Light Level and Ratio:
- 0.2- 0.9 Footcandle (General), 5:1 Ratio
- 0.5- 2.0 Footcandle (Vehicle Use), 5:1 Ratio
The transition from roadways and parking should be designated with a change of light fixture scale. A family of pedestrian scale fixtures including a small pole mounted fixture with excellent glare control or indirect lighting, bollards, and marker lights will create a natural progression through the site. Primary paths and secondary paths will use a different language of fixtures to achieve even and safe light levels. Primary walkways will be designated with these poles providing the primary lighting. Even illumination will allow people to see each other from a distance and create the feeling of a natural progression though the campus. Primary paths will use poles with banner arms to enhance the collegiate atmosphere, and keep students aware of upcoming college events. Lightpoles must be rated to withstand added windload created by banners, and use tamperproof screws. Secondary pathways will have a combination of bollards and low level lighting to create visual variety and differentiate between the path functions.

Secondary paths will use bollards that throw some light upward for facial recognition and low level illumination to guide people to building entrances and primary paths. In a seemingly natural progression, evening and night visitors to the campus will be drawn to the primary paths as they move through the campus.

IES Recommended Light Level and Ratio:
0.5 Footcandle minimum, 4:1 Ratio
PROPOSED LIGHTING - PLAZAS

LEGEND

PLAZA

The hierarchy created by the landscape architect will be complimented and reinforced with the lighting of the plazas. Secondary gathering spaces will have a more limited language of fixtures, choosing one focal element to accent, in addition to providing adequate lighting for safety and visual comfort. Unique within this masterplan, the plaza is not a transition space.

Per its design, the campus user will be drawn to spend time socializing, studying, and relaxing in these spaces and visual comfort is the primary lighting concern. Indirect pole fixtures adjacent to seating will provide minimal glare and more even illumination for reading and stationary social functions.

Certain areas should be designated as events plazas and have additional lighting for evening events and special occasions. These areas are the central plaza, the events plaza at the one-stop student services center, the entry plaza by the performing arts center, the fine arts complex center plaza and the entry plaza south of the Sports Pavilion.

IES Recommended Light Level and Ratio:
2.0-5.0 Footcandles (General), 4:1 Ratio
10.0-20.0 Footcandle (Focal Point), 4:1 Ratio
Uplighting the mature trees at the campus entries will create a “gateway” to the campus and provide a visual marker of where to turn as the driver approaches the campus. Large mature trees should be uplit from adjacent ground cover in planters or with flush ingrade fixtures using cool touch lenses for safety and include a glare shield. The light reflecting off the canopies of the trees will help to light adjacent walkways and make the pedestrian walking into the campus comfortable. All ingrade fixtures should have low surface temperature design and lenses and the adjacent low ground cover should be maintained so as not to block the fixture. Lamps with long lamp lives, like Ushio MR16s, warm white LED MR16s, and metal halide, will minimize maintenance. Trees with planter boxes or with limited grounds keeping can be lit with stake mounted fixtures with lockable aiming capability.

The central commons is the main artery of wayfinding and primary gathering spaces within the campus. Lightpoles should have outlets to allow flexibility to include Christmas lights or string lights between poles for celebrations, graduation, or holidays to add a festive element to larger gathering spaces and accent the colonnade created by the trees. Lighting the planting at building entries can assist in wayfinding, create a frame for the door, and compliment building signage.

IES Recommended Light Level and Ratio:
- 0.5 Footcandle minimum, n/a
- 1.0 Footcandle Building Surrounds Avg.
- 5.0 Footcandle Building Entry, 4:1 Ratio
Sports complex will be fenced in for security and access control. Campus desires to have option in the future to light the sports fields. Recreational sports fields will be allowed to go dark at night to dissuade late night sports activity.

Perimeter pathway lighting with poles and bollards should be provided for safety and wayfinding, without creating additional glare. Any fixtures for sports fields should be properly shaded to prevent glare and spill light to adjacent neighborhood or roads. If, in the future, the campus decides to light these fields, accurate photometric studies will ensure that even illumination at the proper light level for each activity, and flexibility for the future will be a consideration in initial lighting layout.

While the master plan does not call for lighted fields at this time, it is recommended that when the fields are reconfigured, power and data, or at least conduits, should be provided to allow for future light additions if desired.

IES Recommended Light Level and Ratio:
100.0 Footcandle (Collegiate), 2.5:1 Ratio
50.0 Footcandle (High School), 4:1 Ratio
PROPOSED BLUE PHONE LOCATIONS

LEGEND

- Blue Phone Location

FIGURE 3-58 Proposed Blue Phone locations