

## **CAMPUS PLAN 2002**

*Los Angeles Trade Technical College*





# **CAMPUS PLAN 2002**

*Master Plan*

## *Los Angeles Trade Technical College*

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### Organization of the 2002 Campus Plan Report

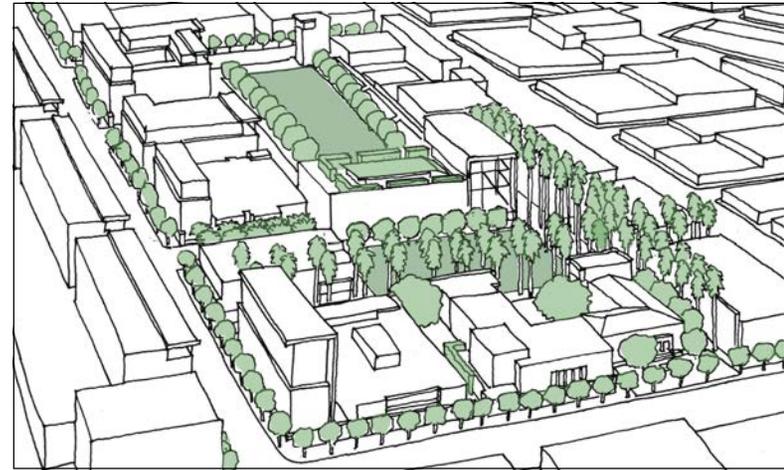
This progress report summarizes the results of the six-month, four-phase planning effort in the creation of the Los Angeles Trade Technical College Campus Plan. The first phase, Reconnaissance and Analysis was documented in the previously prepared Preliminary Report. The second and third phases, Outreach, Planning and Design and Draft Campus Master Plan were documented in the previously prepared Progress Report. This report is organized into four sections as follows.

**Introduction.** This section introduces and briefly describes the college, its educational mission and the physical setting of the campus as it currently exists. Following this description is a synopsis of the purposes of a campus master planning effort and a review of the process. Four global principles emerged in the process which have influenced and shaped the campus plan; and these have been summarized as an introduction to the campus vision statement, which condenses the thoughts, feelings, desires and ambitions of the college community—including administration, staff, faculty and students—about and for its physical environment as a reflection of its educational mission. This vision was crafted over the course of three months of interviews, meetings, workshops and town hall forums. Its purpose is 1) to provide the foundation upon which are built the goals, the priorities and a plan for fulfilling the priorities of the master plan; and 2) to provide the standard by which the results of the outcome of the master plan are measured.

**The Five-Year Plan.** This section introduces the five-year master plan for the college campus. It describes in detail the physical setting of the campus at the conclusion of the five-year time frame and within the \$138 M budget allotted to LATTC as a result of the Proposition “A” Bond Measure of 2001. The five-year plan includes the removal of some existing facilities, new building construction, renovations and additions to existing buildings, the construction of new parking structures, new landscape and open space and other modifications to the campus. Plan diagrams and computer generated 3-d views describe the extent of renovation as well as the quality and character of the new campus. This section assists the reader in understanding the basic components that make up the five-year plan and relates these components to the overall project budget, assesses the costs in relation to benefits gained, and takes inventory of the campus assets in the existing condition and after completion of the five-year plan. The analysis includes diagrams that compare functional and aesthetic aspects of the five-year campus plan with existing conditions, including land-use, landscape and open space, vehicular circulation and the service plan. The visual comparisons include views along Grand Avenue as well as within the main campus.

**The Thirty-Year Vision.** The thirty-year vision is a projection of the campus aspirations into the future and an illustration of the complete transformation of the campus to more fully reflect its educational mission. The thirty-year vision establishes the context and the framework within which the five-year plan is devised as a first step in the full realization of the envisioned campus environment. This section describes the long-term thirty-year vision, compares it to the five-year plan and describes the strategy and reasoning behind their relationship.

**Appendix I-VII.** Appendix I documents the campus facilities removal plan that has been developed in anticipation of the five-year projects; Appendix II documents the campus-wide departmental space inventory and distribution; Appendix III summarizes a feasibility study for the renovation of the Learning Resource Center, a critical first step in the campus plan; Appendix IV documents the Landscape and Open Space Plan; and Appendix V the utilities infrastructure plans, including: 1) Civil, 2) Mechanical, Electrical and Plumbing and 3) Information Technology; Appendix VI summarizes the Five-Year Plan Construction Cost Estimate; and Appendix VII is a manual of building project scope definitions and design guidelines.



*The Thirty-Year Vision: A Preliminary Sketch*

**INTRODUCTION**

The College, its Mission and its Campus . . . . . 1  
The Fundamentals and Purposes of a Campus Plan and Global Influences on the Direction of the Master Plan . . . . . 5  
A Vision for the Campus . . . . . 7

**THE FIVE-YEAR PLAN**

Introduction to the Plan . . . . . 9  
The Site Plan and An Overall Aerial View . . . . . 11  
The Grand Avenue Entry and The Washington-Grand Piazza . . . . . 13  
Additional Views . . . . . 15  
Fundamentals of the Five-Year Plan and Construction Projects in Fulfillment of the Five-Year Plan . . . . . 17  
The Costs , Benefits and Net Gains of the Plan . . . . . 21  
Summary of the Overall Budget and Comparison of Existing and Five-Year Campus Assets . . . . . 22  
Land-Use, Open Space, Vehicular and Service Plans . . . . . 23  
Before and After Views of Campus Conditions . . . . . 25

**THE THIRTY-YEAR VISION**

Introduction to the Vision . . . . . 27  
The Site Plan and Overall Aerial View . . . . . 29  
Fundamentals of the Thirty -Year Vision . . . . . 33  
Departmental Arrangement . . . . . 35  
Campus Organization . . . . . 37  
Thirty-Year Plan Compared with Five-Year Plan and Existing Conditions . . . . . 39

**APPENDICES**

I. Campus Facilities Removal Plan . . . . . *i*  
II. Campus Wide Departmental Space Inventory and Distribution Map\*  
III. Renovation of the Learning Resource Center\*  
IV. Landscape and Open Space Plan\*  
V. Utilities Infrastructure Plans: Civil, MEP and Information Technology\*  
VI. Detailed Summary of the Five-Year Plan Construction Cost Estimate\*  
VII. Building Project Scope Definitions and Design Guidelines\*

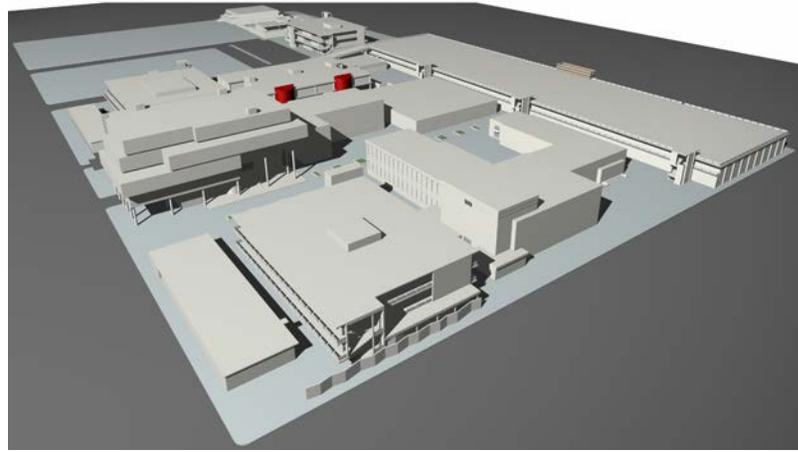
*\* Under Separate Covers*

### **The College, its Mission and its Campus**

The Los Angeles Trade Technical College (LATTC), most agree, was established in 1923 in downtown Los Angeles. This was the year that the college opened its doors as the Frank Wiggins Trade School. Frank Wiggins was a member of the Los Angeles Chamber of Commerce and an influential businessman who spearheaded the effort to found the school on the widely held belief that Los Angeles needed a workforce prepared for its eventual and inevitable transition from an agricultural producer to a world-class industrial and manufacturing center. In 1949, the institution became a community college (“junior college” in the terminology of the time) and was officially renamed as the Los Angeles Trade Technical Junior College. The college was housed in various locations in downtown Los Angeles until its facilities were consolidated and moved onto the former Los Angeles Polytechnic High School campus in 1959, its current location. In operation for over seventy-five years, the Los Angeles Trade Technical College is the oldest of the nine colleges within the Los Angeles Community College District, one of the largest such districts in the United States.

Los Angeles Trade-Technical College is a comprehensive public community college offering learner-centered associate degree and certificate programs to students who reflect the global diversity of Los Angeles. The college’s intellectually rigorous, technologically current and socially relevant programs promote student success in career and work force preparation, university transfer, and life-long learning. Since its inception, one of the primary missions of the college has been to help students develop the technical ability and working experience required by the industries that will eventually employ them. The demands of employment determine the skill and technical content of the training. The college also offers general education courses and academic programs for students preparing to transfer to a four-year institution or to attain an AA or AS degree.

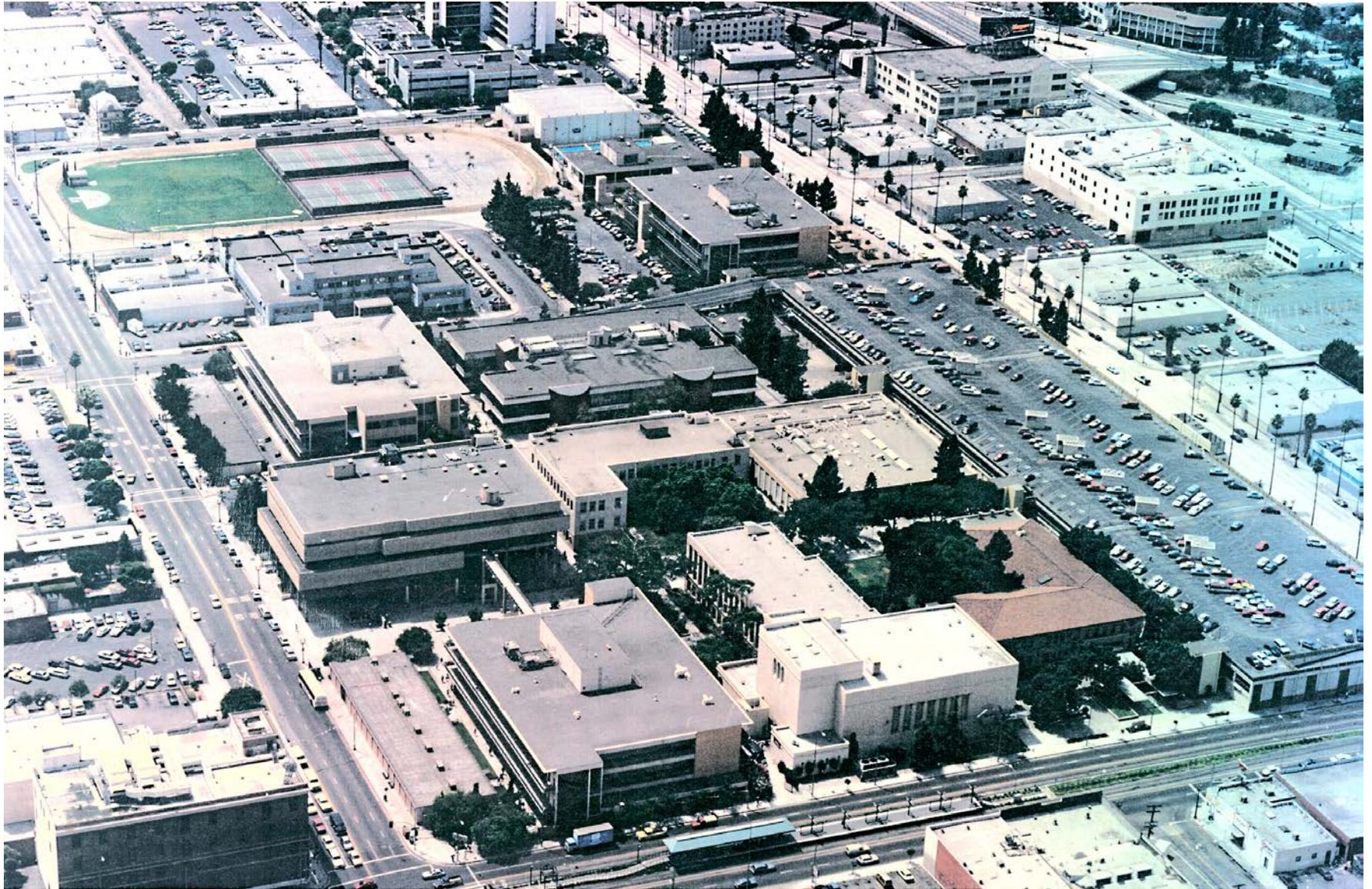
The breadth, content and needs of each program evolves over time as both the industries and the aspirations of the college evolve. The number and range of programs evolve as well. Currently the college offers a broad range of educational opportunities including Certificate as AA degree programs, part-time coursework, on-the-job training programs, etc. Some of the educational programs offered are (but are not limited to) accounting, culinary arts, child development, fashion design, machine shop, mortgage finance, construction technologies, street maintenance technology, welding and electronics. In all, there are almost sixty programs offered by the college. Courses are offered throughout the year in two 16-week semesters (fall and spring), with an interim winter session and a summer program. Approximately 60% of the student body attends morning classes while 40% attends evening classes. Saturday courses are also popular.



*Bird’s-Eye View of the Existing Campus.*

The current student body consists of approximately 14,000 students and is projected to increase dramatically over the next five years, perhaps to as many as 20,000 students. The facilities of the college are located on approximately 23 acres in downtown Los Angeles within the southeast quadrant of the intersection of the Harbor Freeway (110) and the Santa Monica Freeway (10) primarily within a site bounded by Washington Boulevard and 23<sup>rd</sup> Street on the north and south respectively, and Flower Street and Grand Avenue on the west and east. The campus can be characterized as intensely urban in character and located in what is quickly becoming a vital, active part of the downtown area. Approximately 780,000 square feet of gross building area (GSF) is housed on this campus for an overall gross floor-area-ratio (FAR) of approximately 1.28.

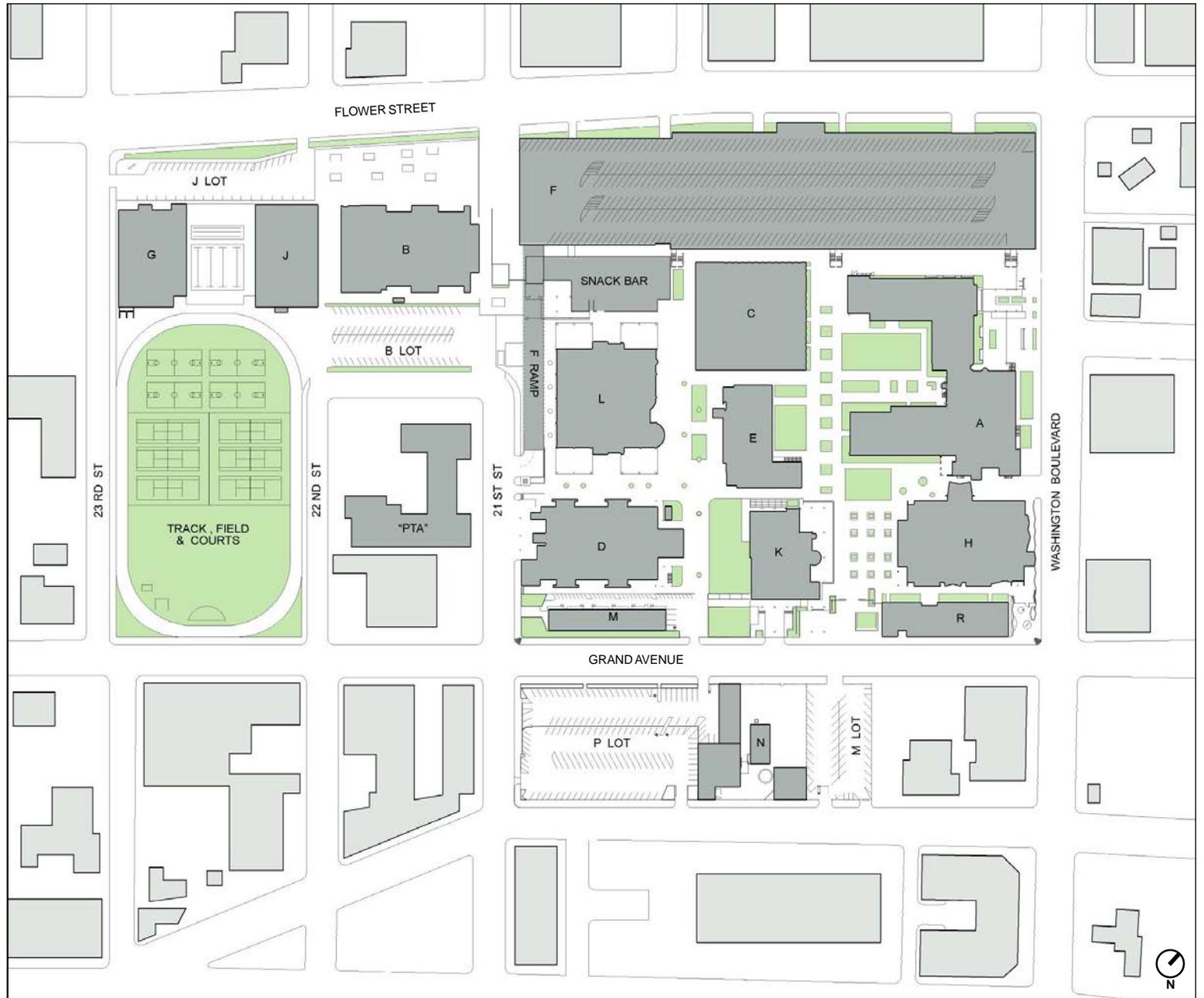
In the spring of 2001, the residents of the County of Los Angeles voted overwhelmingly in favor of a \$1.245 Billion bond measure (Proposition A) for the remodel, renovation, and construction of new facilities on the nine college campuses. The total of the bond funds is to be divided among the nine campuses. All “bond” or “Prop A” projects are funded separately from the normally state funded construction projects and are intended to be identified, designed and constructed within a five-year period. Approximately half of these projects will be constructed within a three-year period. The Facilities Master Plan or Campus Plan is a six-month effort begun in August of 2001 whose purpose is to establish both a 30-year vision and a five-year plan for the physical facilities of the campus. A principal component of this effort is to identify those projects to be constructed with Prop A funding as well as to determine a plan and schedule for both short-term and long-term implementation of those and future separately funded projects.



*Los Angeles Trade-Technical College.* View looking south. Washington Boulevard is in the foreground, Grand Avenue is to the left and Flower Street is to the right. 23rd Street is in the background just beyond the running track and the tennis courts.



***The Existing Campus in Context.*** LATTC lies on 23 acres in Downtown Los Angeles south of the Santa Monica Freeway (HWY 10) and east of the Harbor Freeway (HWY 110).



*The Existing Campus Plan.* LATTC is an urban campus surrounded on the east by Grand Avenue, on the west by Flower Avenue, on the north by Washington Boulevard and on the south by 23rd Street.

## The Fundamentals and Purposes of a Campus Plan.

In the spring of 2001, through the passage of a countywide bond measure (Proposition ‘A’), approximately \$134 M in funds became available to the college for the purposes of the repair, renovation and construction of new facilities on its campus. No funds are to be utilized for any purpose other than these and all funds are to be spent on the planning, design and construction of projects within a five-year period. Approximately half of these projects must be constructed within a three-year period. The Facilities Master Plan or Campus Plan is a six-month effort begun in August of 2001 whose purpose is to establish a 25-year vision and overall plan for the physical facilities of the campus. Clearly, the available funds are not sufficient to build-out a comprehensive campus plan over 30 years and thus a principal component of this effort is to identify those projects to be constructed with Prop A funding as well as to determine a plan and schedule for both short-term and long-term implementation of building projects. The long-term plan will recommend future projects which are necessary for the completion of the campus but not currently funded.

**Relating the educational mission and existing campus to a vision for the future.** The Los Angeles Trade Technical College has a unique and clearly defined purpose as an educational institution. This purpose creates a shared identity among the college’s students, faculty and staff. It also has a unique history— a storied presence within one of the great metropolises of the world, Los Angeles, as well as a potentially powerful physical setting in one of the most dynamic areas of the city. The purpose of the campus plan is to capitalize on these strengths and, importantly, to relate them by creating tangible relationships between the educational life of the college and its physical setting. This is not an abstract or formulaic exercise, but rather requires creativity, imagination and flexibility of thought manifested through the use of a variety of visual tools (drawings and models, for example) to arrive at a shared vision. A sound foundation in reconnaissance and analysis as well as a healthy respect for the contingencies and circumstances of reality, is crucial. However, analysis and planning in the absence of a shared vision is direction-less and destined at best to dissipate and at worst to create conflict. The process of imagining, questioning and revising is the way to arrive at a shared vision with the right balance of the ambitious, the wonderful, the pragmatic and the achievable.

**Relating the short term to the long term.** The campus plan structures thought and provides a framework within which decisions can be made about intended infrastructure, building and landscape projects now and as they arise in the future. In the initial stages it is an exercise in imagining an ideal: “*What would we do if we could control everything and had all the resources we needed at our disposal today?*” This is a useful method to flush out ideas, observations, problems and obstacles. It is especially useful in broadening horizons, creating possibilities where they were thought not to exist and nurturing the will to do better than what near-term concerns might ordinarily suggest. It is never intended that a master plan be considered a blueprint for one giant static project unto itself whose value is diminished by virtue of it not taking place all at once or ever being realized in its entirety. Its value lies in its ability to balance objectives and priorities from the long view and thus prevent short-term decisions from creating obstacles to the eventual completion of a coherent overall plan. This is not to say that every attempt should not be made to follow the lead of the



*The Thirty-Year Vision establishes the framework for the development of the Five-Year Plan.*

campus plan once it is adopted. A good campus plan will allow for incremental execution of individual components as they arise, while creating interim conditions which do not feel like incomplete fragments.

**Collaboration and Process.** The discipline to abide by the framework of the campus plan over time is the best way to avoid unnecessary conflict, the wasting of resources and the inefficient doubling of efforts. Within a college setting it is imperative that different user groups work together in the envisioning process and that one group understands the perspective of the other. More often than not, a good campus plan will enhance the fortunes of all groups. Where before it may have seemed that interests were in conflict a good campus plan will bring interests into alignment, such that the actions of one group will accrue benefits not just to itself but also to its neighbors. The core project team, charged with the finalization of decisions, consists of the President, Dr. Daniel Castro, and his immediate administrative staff including Mary Ann Breckell, VP for Administration, Leige Henderson, VP for Academic Affairs and Abbie Patterson, VP for Student Affairs, Bill Smith, Facilities Manager as well as the lead consultants on the consultant team Steve Johnson and Jim Favaro from the design firm MDA Johnson Favaro. The consultant team includes key design and technical participants whose expertise and judgment are critical to the success of the plan: they are the landscape architect, the Mechanical, Electrical and Plumbing (MEP) and Civil (CE) Engineers, the Information Technology (IT) Engineer and the Cost Estimator. The project team works in the context of and directly with the larger campus community including department heads, faculty and staff, the student community and the surrounding communities, businesses and other stakeholders in the neighborhood. Everyone participates and everyone is heard in the crafting of a common vision.

## Global Influences on the Direction of the Campus Plan

Through the course of preliminary interviews with college staff, faculty and administrative leadership, preliminary reconnaissance and analysis of the existing physical conditions of the campus and a general understanding of the overriding philosophies guiding the college, its image of itself and its aspirations for the future the following have been identified as global influences informing both the educational mission of the college and the manifestation of that mission in a vision for its physical setting. These influences form both the philosophical and physical context within which the goals and the results of the Campus Plan emerge.

**Urban Setting of the Campus.** This college is distinguished by its magnificent urban context located at the heart of metropolitan Los Angeles near the intersection of the Harbor 110 and Santa Monica 10 Freeways—the major north-south and east-west arterials of the Los Angeles Basin. Surrounded by three of the more well known surface streets in downtown Los Angeles, Grand Avenue, Flower Street and Washington Boulevard, the campus lies between Exposition Park and the University of Southern California to the South, the Staples Arena and the Los Angeles Convention Center to the north, LA Mart and the Fashion District to the east and developing Figueroa Corridor to the west. The vibrant, emerging downtown of the new Disney Concert Hall, the Our Lady of Angels Cathedral, Pershing Square and the Broadway Theatre District lie within walking distance. Located on 23 acres, the campus is defined by the surrounding street grid and limited in its ability to expand. The premium on usable open space is a constant and driving force in any future plans for the campus. The campus must accept its urban nature and capitalize on all that is good about urban environment and the life it affords. Critical in this acceptance will be its presentation to the street and to the surrounding fabric and its ability to make relationships with its surroundings.

**Evolving and Revolutionizing Technologies and Economies.** As an institution dedicated to vocational training in the areas of the manufacturing and service industries, design and the arts, the construction trades, and the fields of computer and electronic technology the life of this college is defined by the dictum “*nothing is so constant as change*”—more so perhaps even than colleges and universities who are defined more by their liberal arts and sciences education and research programs. The lesson of the 20<sup>th</sup> century (and particularly the end of the century) in the United States and Southern California is that technologies and economies change, sometimes gradually, sometimes abruptly and the vocations and trades must change with them. An important factor in the viability of the college is its ability to develop and maintain new and on-going relationships with labor organizations, industry (corporations and small businesses), trade certification governing bodies and local and state political institutions. The mission of the college must include a long-term plan for economic development that accounts for the reality of the expense of renewing equipment and technology on at least a five-year cycle. The physical setting in which the teaching of these vocations and trades must accommodate ever changing technologies including new machinery and tools, new ways of thinking and educating and consequent new formats in teaching. Flexibility and neutrality in the layout and fabric of buildings with the ability to transform, expand and contract is critical.

**Emergence of Liberal Arts, Business and General Education.** Traditionally defined as a community college focused on vocational training this college has throughout its history focused on the delivery of programs in the trades ranging from auto repair and machine shop to fashion design and cosmetology. With the transformation of the work place in the United States and the world, with the acceleration of the evolutions in technologies, the kinds of work demanded by the global economy and the consequent demand for a whole new array of skills and intelligences, the college has had and will continue to integrate into its curriculum areas of education more typically associated with the four year college and university experience. Learning about the world through broad-based foundation in the liberal arts (language, history, science) learning to manage ones financial and time resources, learning to think for oneself, and learning to learn throughout one’s life are increasingly central tenets of a sound educational program in the vocations and trades. For this reason over recent years and increasingly into the future the Los Angeles Trade Technical Community College will incorporate and integrate into its curriculum courses and programs intended to arm students with these strengths and their associated freedoms. The challenge for the school will be to discover ways to incorporate this educational experience into what is still the core of its mission—vocational training. Key to the success of this endeavor will be the ability to understand and stay focused on the difference between training and educating, the need for both and the most effective practices for maintaining the balance. The physical setting itself sets the stage for how this challenge is met.

**Transformations in Teaching Format.** Evolving and revolutionizing new technologies and economies, the continual increase of student populations and the advent of the 24/7 life cycle of urban living in Los Angeles are all factors in the re-thinking and conceptualization of the way in which subjects are taught and the settings in which they are taught. Exploding populations and opportunities afforded by new technologies allow the small classroom format to be complimented with others. One of these is the theater style lecture hall, outfitted with multi-media technology, capable of physically accommodating as many as 100 students, and many more students through communications technology in the form of “distance learning.” This room may become the workhorse of many departments, especially for introductory and general courses. It is a room familiar to the four-year college and university experience and may represent a fundamental shift in how basic education is delivered at the community college level. A new building typology may emerge—the “teaching complex” comprised essentially of several lecture theaters capable of accommodating any number of subjects and available to all departments. The laboratory is a critical component of vocational education, as it is the practical application of knowledge and hands on experience that is central to the mastering of any vocation or trade. All departments have expressed a need for expansion of existing and addition of new laboratory facilities. Thus, four principal teaching formats emerge: the lecture theater, the classroom (or seminar room), the media room for distance learning and on-line classes and the laboratory. These will inevitably influence the shape of buildings and the fabric of buildings of the future campus.

## **A Vision for the Campus**

The setting of the campus is dominated by broad, gracious open spaces in the form of fields, yards, quads and courts, arranged within buildings whose ground floors open hospitably onto them. Trees are plentiful. The campus is an oasis of tranquility and purpose within the broader context of the vibrant downtown Los Angeles. It looks like a college and takes its place within the great American tradition of university and college campuses. Rooftop gardens afford dramatic views of the city, the mountains and the basin. They contribute to the sustainability of the buildings' performance over time, cool the environment and provide respite from the vitality of the street.

Student life is rich and shared by all students. A sense of student and faculty community is expressed in the physical presence and centrality of the Student Services and Student Union facilities as well as food service facilities, the bookstore and other common areas. The college library is centrally located, invested with meaning and in a position of prominence. Classroom buildings are spacious, flooded with light, outfitted with the most current communication technologies and capable of transformation with changes in teaching format. Departments are housed in a coherent and consolidated manner, free of overlap and conflict.

Parking is available, centrally located and easily accessed. Approach by vehicle is friendly and easy to understand. The sequence from car to foot to destination within campus is well ordered, hospitable and gracious. The campus is alive from the early morning through the late evening—as vibrant after dusk as during the daylight hours. The campus is a refuge and a home for students seeking to better their lives through education and training. It is a home with which they are proud to be associated. The physical place itself sends a message that students are welcome, respected and that much is expected of them.

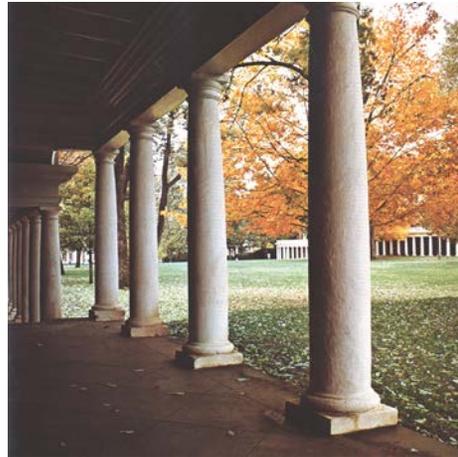
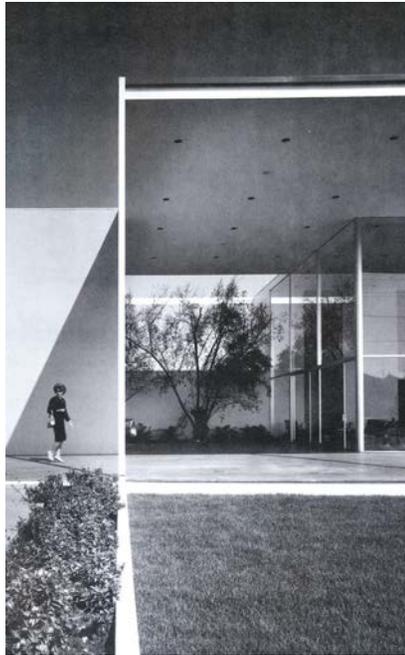
The tranquility of the heart of campus is enhanced in value and drama by its contrast with the strong and vibrant street life at its edges. Buildings face onto the streets, their ground floors spilling onto the sidewalk. Grand Avenue is alive with traffic and people. The ground floors of the buildings along the sidewalk are transparent and porous, offering services and goods, or simply a glimpse of the life within. Buildings, walls, fences, gates, fountains, gardens form the campus edge and through them is visible the greenery and the peace at the heart of the campus.

Some buildings are tall, magnificent in profile and visible from all of downtown and the traffic passing through. The buildings are dynamic and contemporary, reflecting the spirit of an institution on the cutting-edge of technologies in service to the great and diverse economies of Southern California. The buildings are colorful and brimming with life and character. Los Angeles Trade Technical College is identifiable from miles around—its presence recognized as both an architectural and institutional asset in the midst of this great metropolitan area.



- ***The Campus looks and feels like a college.***
- ***The Campus looks and works like a cutting-edge technology school.***
- ***The Campus is dynamic, colorful and vital.***

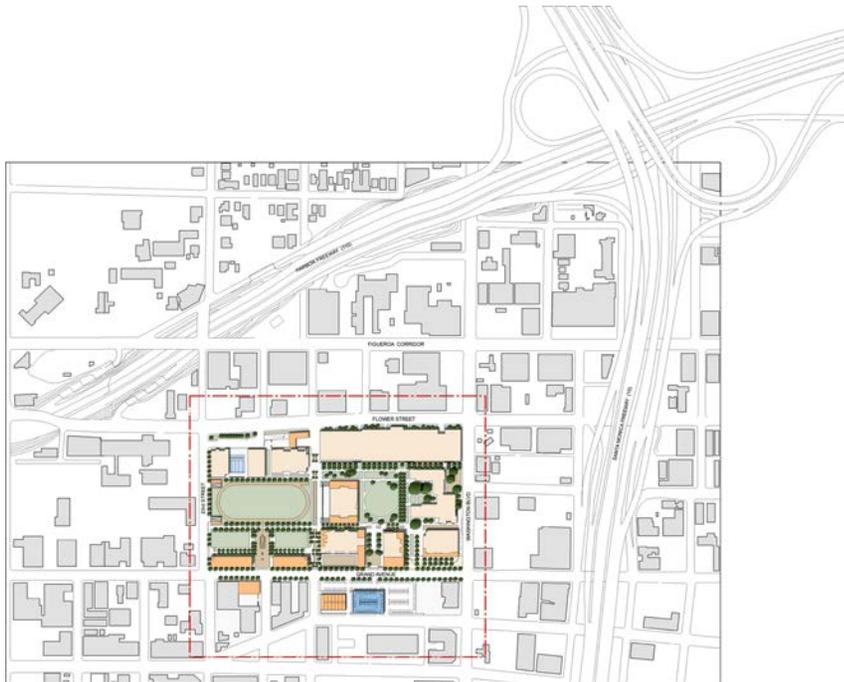
CAMPUS PLAN 2002 INTRODUCTION  
*Los Angeles Trade Technical College*







*Bird's-Eye View; The Five-Year Plan*



**The Five-Year Plan.** The major components are two new 65,000 sf buildings and significant renovations to the buildings along Grand Avenue, new parking facilities for 1,100 cars and the creation of two significant open spaces on campus.

## The Five-Year Plan

**Campus Organization.** The overall campus is organized into north and south campuses each with its own character. The north campus will become the heart of the academic life of the college, while the south campus will become the focal point for recreation and community oriented activities. It is foreseen in the thirty-year plan that academic programs will congregate on the north campus and particularly on its western half, while vocational programs will congregate along both sides of Grand Avenue. Recreational and athletic uses will occupy the western part of the south campus. In the five-year plan, priority has been given to the creation of a powerful, dynamic and dignified presence along Grand Avenue, emphasizing this frontage as the principal presentation of the college to the surrounding downtown Los Angeles.

**Open spaces.** Three major open spaces are created on campus in the Five-Year Plan. The north quad anchors the academic core of the college, with six of the existing buildings forming its edges and corners. The south quad anchors the south campus, and is host to the track-and-field; beneath this space are two levels of subterranean parking. Allees of trees form its eastern and western boundaries. The third important open space is Grand Avenue itself, between Washington and 23rd, which will be activated with vocational programs, student services and college-oriented social and community amenities along its edges becoming a vital, shared “common” for the college and the community.

Four secondary open spaces define the character of the north campus’ presentation to Grand Avenue. These are: 1) the piazza at the corner of Washington and Grand Avenue which serves as both a “wide sidewalk” and vestibule to campus from this important approach. A restaurant at the ground floor of Culinary Arts (“H”) opens out onto this space thus activating it during day and evening hours. The grove of trees shades the piazza and leads to another 2) open space oriented perpendicularly to Grand Avenue leading to the northeast corner of the north quad and flanked by the campus bookstore, cafe and student union; 3) a similar space perpendicular to Grand Avenue runs between buildings “D” and “K” and leads directly into the north quad opening up lines of sight to the center of the campus; and 4) a garden associated with the gallery expansion at the ground floor of “D” creates a secluded outdoor area for exhibitions, and intimate gatherings associated with the arts.

At the south campus a gracious, grand auto-court creates the principal vehicular entry to the college affording passage to the subterranean parking and views deep into the heart of the south campus. Two flanking open spaces northwest and southwest of the auto-court are future building sites and available in the short term for practice fields and unprogrammed outdoor activity.

**Circulation.** The extension and improvement of the 21st Street alignment across campus just south of the LRC creates a principal east/west pedestrian and service vehicle artery. The walkway along the eastern flank of “F” extends from Washington to the 21st alignment and is improved to afford gracious passage, continuing across the 21st alignment to move along the west side of the south quad. This north/south artery is complimented with another parallel one running east of “A” and the LRC continuing southward along the east flank of the south quad. Vehicular circulation and access to parking is distributed about the perimeter streets of the campus: Four hundred spaces on the roof of “F” are accessed via Flower Avenue and the re-positioned “F-ramp”; Seven hundred spaces in the subterranean garage beneath the south quad are accessed via both the graciously scaled auto-court on Grand Avenue as well as auxiliary entrances and exits on 23rd Street. Another four hundred spaces are located east of Grand north of 21st and accessed via Olive Avenue. Thus vehicular circulation on and around campus is distributed evenly about its perimeter.

**Service Access.** The Central Facilities Plant will be located at 21<sup>st</sup> and Olive while a Central Receiving Dock and Warehouse, accepting all deliveries to campus, will be located at the new “F” ramp at 21<sup>st</sup> and Flower. Deliveries to the bookstore (“K”) and to Culinary Arts (“H”) will arrive at the Central Receiving and be transferred to smaller trucks that will then transport goods to their respective destinations in “K” and “H” on a daily basis. The major east-west artery (21<sup>st</sup> alignment) and the two north-south arteries (see description above) are scaled and paved to accept both service and emergency vehicles. Additionally, entrances for emergency vehicles are provided at several points along the perimeter of the main campus.

**New Buildings.** Two five-story buildings each 60’-0” in width bracket the new principal campus entry and auto-court along Grand at the south campus. These buildings are an important first step in the appropriation of the section of Grand Avenue between Washington Boulevard and 23rd Street as a major space of the campus. Their height falls within the range stipulated by the master plan; budget and building code generated cost concerns have led to their falling short of the recommended height along Grand by one story. Nevertheless, they sufficiently fulfill the requirement that buildings of the college along Grand be scaled and configured to create a dramatic presence of the college within the overall urban environment of the downtown area. Their relatively narrow floor plate allows more height, natural ventilation and ample daylight. The narrow floor plate provides ample width for double loaded conditions accommodating both instructional and administrative uses. The buildings are to be designed to maximize neutrality and flexibility in layout thus accommodating change over time. They will be outfitted with state-of-the-art information technology.

**Renovations and Additions.** With the goal in mind to enhance the presence of the college along Grand Avenue three major renovation and addition projects have been planned along Grand at the north campus. Beginning at the corner of Washington and Grand, probably the principal and most easily identified and iconic corner of the campus, a new piazza is formed, shaded by a grove of trees with abundant foliage and upon which opens a new restaurant at the ground floor of the newly expanded Culinary Arts Building. This piazza is like a widened sidewalk, a vestibule to the campus for pedestrians from points north and those arriving via the MTA Blueline. Building “H” will receive a new façade on the Grand Avenue elevation with a billboard-like video screen announcing programs, opportunities and events. Culinary Arts will expand onto all floors of the building and include a possible addition of a hospitality program, thus claiming this corner as the Culinary Arts corner. Further south, building “K” will receive façade enhancements on its north, east and west elevations and significant renovation and addition at the ground floor. The bookstore will be re-oriented to face Grand, and the Student Union will be pulled out of the basement and situated at the ground floor facing north to the cafeteria in the Culinary Arts building and west onto the north quad. Building “D” will receive façade enhancement along Grand Avenue and a greatly expanded gallery space at the ground level along its north side, where currently the “Fishbowl” gallery is located. Additionally, an enclosed garden will complete its Grand Avenue presentation and will accommodate intimate outdoor exhibitions and gatherings.

On the west side of north campus, building “F” will receive two renovations, one functional, the other cosmetic. The vehicular ramp currently lying to the south of the LRC will be removed and replaced with another parallel to Flower arriving at the southwest corner of the roof. This relieves the south elevation of the LRC from obstruction. Additionally the east elevation of “F” will receive significant renovation in the removal of the existing stairs and elevators and the incorporation of a new stairs and elevators behind a full-height and full-length screen wall.

**The Learning Resource Center.** With the creation of the north and south quads the LRC or library is now situated in the symbolically important place on campus, consistent with the tradition of the great American campuses. It is visible from all points on campus, north and south, and commands a presence that is commensurate with its symbolic role and institutional purpose. As a two-story building, just twenty years old and solidly built it is appropriate that this building receive significant renovation in the re-design of its exterior faces as well as expansion of interior space. Its basement is under-utilized and ready for new uses, provided a gracious exterior means of access can be configured to allow for the penetration of natural light and easy approach.

**THE FIVE-YEAR PLAN** CAMPUS PLAN 2002  
*Los Angeles Trade Technical College*



*The Five-Year Plan.* This diagram shows the basic layout and components of the five-year plan to be realized within the \$138 M Proposition "A" Bond construction budget.



*Aerial View of the Five-Year Plan.* This view shows the campus at the conclusion of the five-year transformation. The corner of Washington and Grand Avenue is in the foreground.



**Grand Avenue Entry.** *The auto-court at South Campus off of Grand Avenue is the major functional and symbolic entry to campus and important for associating access to campus with the college's address, the receipt of information upon entry and convenient on-campus parking for guests, first-time and continuing students, faculty and staff. This new entry is important for enhancing the standing of the college in the community, providing a sense of dignity and purpose and sending a message to students that they are welcome and valued.*



*Washington at Grand.* Upon the removal of the bungalow “R” building from this crucial visible corner of the campus a new piazza will provide a gracious forecourt to the campus and social center for students, faculty and staff. A new restaurant at the ground floor of the “H” building as well as new bookstore and student union at the ground floor of the “K” building will activate the piazza throughout the day and evening hours. A generous grove of trees will keep the piazza shaded and cool throughout the day.



**North Campus Frontage along Grand Avenue.** The piazza, “H”, “K” and “D” buildings anchor the northwest corner of campus. Grand Avenue extends south in this view.



**North Campus Looking South.** Building “A”, the north quad and LRC are in the foreground, Grand Avenue is on the left, Flower Avenue and “F” are on the right.



**South Campus Frontage along Grand Avenue.** The two new classroom/office buildings and the auto-court/campus entry anchor the southwest corner of campus. Grand Avenue extends north in this view.



**South Campus Looking North.** The south quad and 23rd St are in the foreground, the new classroom/office buildings along Grand Avenue are on the right, the north quad and LRC are beyond.



**The North Quad and the Learning Resource Center.** The principal open space of north campus is the focus of academic life and commanded by the LRC on its south flank.



**Student Union and Bookstore.** The bookstore and student union in “K” are reconfigured to look out to Grand Avenue, the piazza and the north quad.



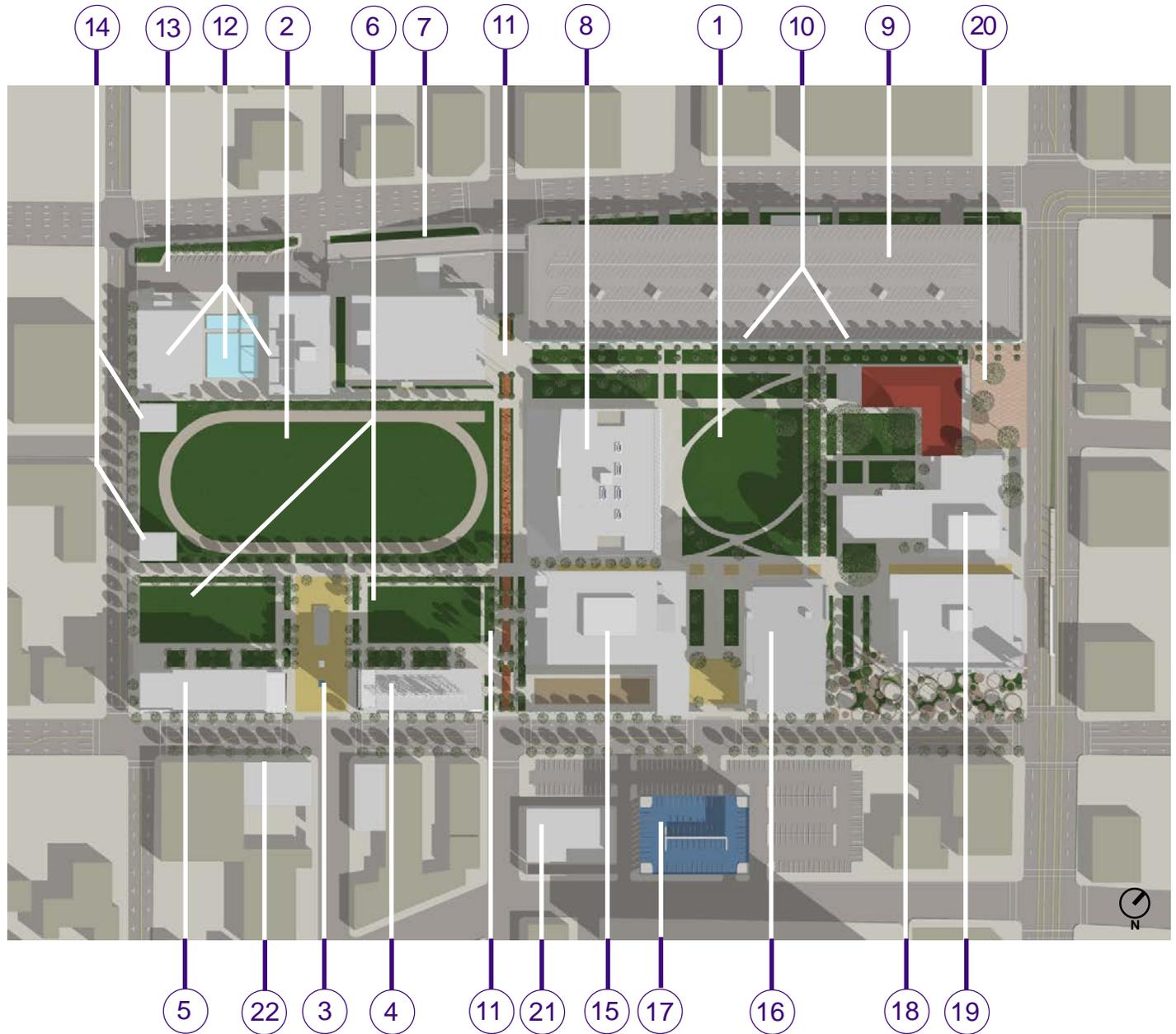
**The South Quad.** The track-and-field doubles as the principal open space for the south campus and as a recreational resource for the college and surrounding communities.



**Fine and Applied Arts.** The removal of the “M” bungalow and the incorporation of a sculpture garden and exhibition gallery transform the Grand Ave frontage of “D”.

***Fundamentals of the Five Year Plan***

1. *The North Quad is the major focal point and center of community life for the academic core of campus. Six of the existing campus buildings face onto it.*
2. *The South Quad. The track-and-field form the major open space on the south campus and are designed to accommodate maximum flexibility in use. The LRC commands its northern boundary. Beneath the track-and-field are 700 parking spaces in a two-level subterranean garage.*
3. *A major vehicular entry and auto-court form the principal "front door" of the new campus. Ramps afford entry to and exit from the subterranean garage beneath the South Quad.*
4. *This five-story building forms the north half of the pair of buildings forming the main entry to campus. The building contains 60,000 SF and will have a major presence on the downtown skyline.*
5. *This five-story building forms the south half of the pair of buildings forming the main entry to campus. The building contains 70,000 SF.*
6. *Two open fields flank the eastern side of the track-and-field. They are un-programmed open space that could be used by the college and surrounding community in a variety of ways. They are building sites for future additions to the campus.*
7. *A new ramp parallel to Flower Avenue provides vehicular access to the roof of building "F". A truck turnaround capable of accommodating 60-0 service trucks and a Central Receiving warehouse will be located beneath and adjacent to the new F-ramp.*
8. *The two-story LRC is in a prominent position in the new campus now situated between and commanding the north and south quads. It will be renovated to accept 15,000 additional SF of floor area and re-haul of its exterior envelope on all sides.*
9. *The existing building "F" remains. Minor cosmetic renovations will improve its west and north elevations facing Flower Avenue and Washington Blvd.*
10. *Cosmetic renovations to the east side of building "F" serves to screen the building from the rest of the north campus. This project will include the re-configuration of the stairs and elevators serving the mezzanine and roof levels.*
11. *The current alignment of 21st Street is extended to Flower. This becomes a service and emergency vehicle lane and serves mainly as a walkway linking Grand and Flower.*
12. *The gym ("G") and the fitness center ("J") remain and receive repair and modernization.*
13. *The existing surface parking "J" lot remains.*
14. *Entry and exit ramps opening onto 23<sup>rd</sup> Street afford access to and from the subterranean parking garage.*
15. *Building "D" home to Fashion Design will be renovated at the ground floor for expanded gallery space. A "private" garden will flank the Grand Avenue side for use as an exhibition garden and for congregational purposes. The south side ground floor will be enclosed to become receiving for the facilities warehouse in the basement.*
16. *Building "K" will be renovated to establish the student union at ground level opening onto the piazza and the cafeteria to the north and facing onto the north quad to the west. The bookstore will be renovated to open onto Grand Avenue. Its loading dock will be reconfigured for smaller trucks and to eliminate its exposure along Grand Avenue.*
17. *A new 400-car, six-level structured parking garage on the east side of Grand Avenue will face onto Olive Avenue and is set back from Grand to make way for a future building project along the Grand frontage.*
18. *Building "H" home to Culinary Arts will accept renovations and the incorporation of a restaurant at the ground level facing onto the public piazza and garden that forms the "vestibule" to campus at the corner of Washington and Grand. Its east elevation will accept a major façade renovation.*
19. *Building "A" remains and is significantly renovated.*
20. *The canopy in front of "A" will be removed and its front court renovated.*
21. *A new 17,000 SF facility for Facilities Management will be constructed at the south side of the new Olive Avenue parking structure.*
22. *A new two-story building across the street from the new main campus entry will be built to accommodate the Child Development Center.*

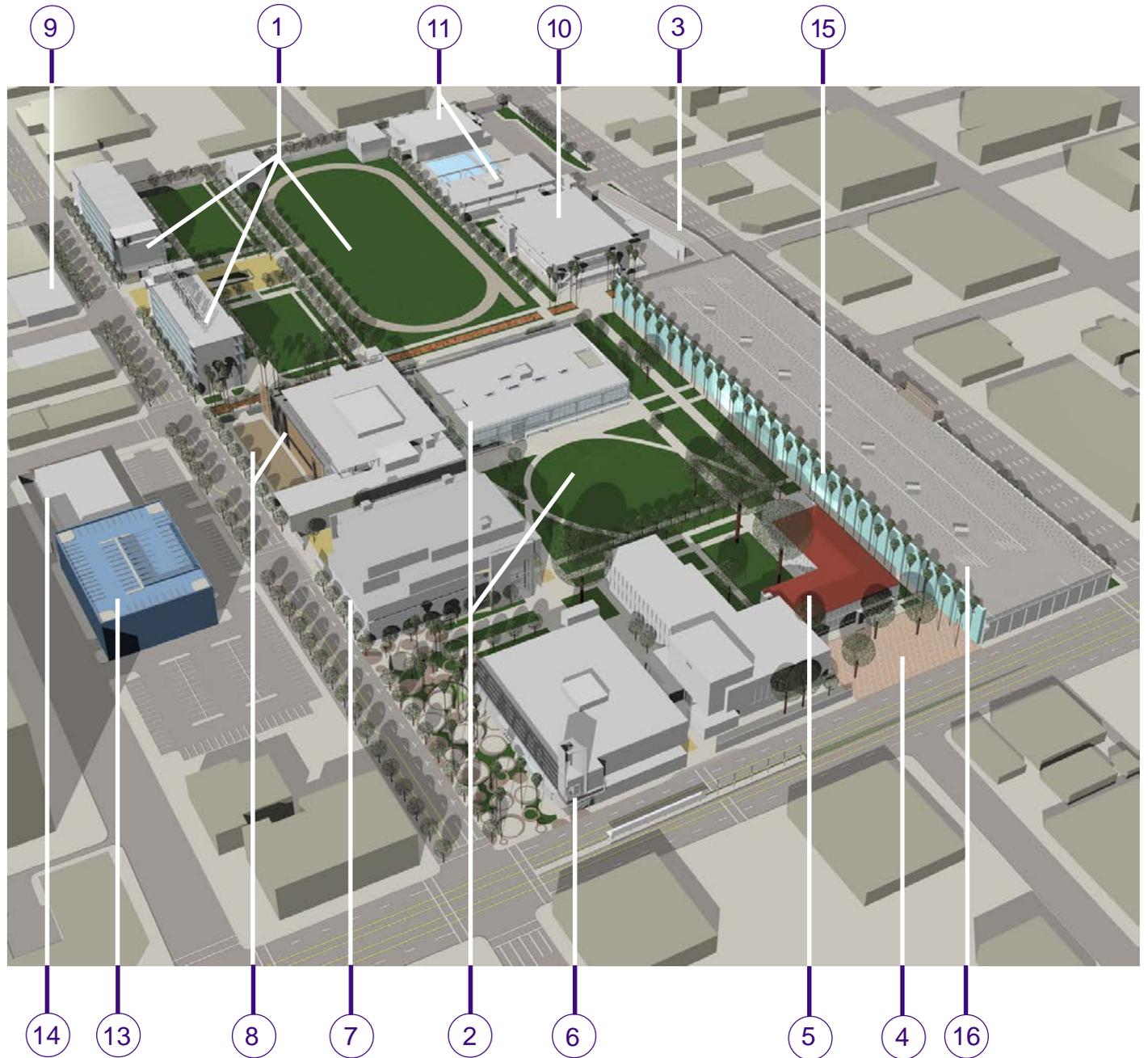




## Projects in Fulfillment of the Five-Year Plan

*A critical component of the five-year plan has been to understand how the plan is to be implemented within the designated time-frame and budget. An overall framework of construction phasing, departmental transfer logistics, urban planning and aesthetics informed not only how the plan has taken shape but also how it has been divided into individual projects. The definition of projects in fulfillment of the five-year plan and the design guidelines for their implementation is the final step in the master planning process. For this campus, sixteen projects have been identified ranging in size from the \$52 M South Campus project to the \$ 1.5 M “F”-Ramp re-location. These projects have been circumscribed according to a number of principles including implementation issues such as the staging of demolition and construction scheduling; the association of landscape and open space in logical relationship; and the grouping of programmatic elements in logical relationship. The South Campus project is the “lynch-pin” for the transformation of the campus in the five-year plan; no single program on campus will be put out of operation during its construction. The following is a summary of projects that have been identified in order to complete the five-year plan. The list is to be read neither chronologically nor as an ordering of priority.*

- 1. South Campus.** This project includes two 65,000 SF five-story buildings to house student services, classrooms and labs , faculty and administrative offices and a small cafe. The project includes a 700-car two-level subterranean parking structure accessed via an auto-court and drop on Grand Avenue. A new track and field is located on the at-grade roof of the parking. The project includes extensive landscaping on the south campus as well as streetscape long both sides of Grand Avenue.
- 2. North Quad.** With the liberation of the south side of the Learning Resource Center upon the re-location of the F-ramp and the removal of “C” and “E” at the conclusion of the South Campus project the LRC assumes the central prominent position on campus. This building will receive a major exterior renovation (replacement of the building envelope) and interior renovations in the basement and sunken court affording entry to the basement.
- 3. F-Ramp.** Relocate the F-ramp from its current location on the south side of the LRC to its new location parallel to Flower Avenue running north/ south on the west side of the “B” building. The project includes a Central Receiving facility and truck turn-around capable of receiving 60-0 trailer trucks, a compost/refuse depot, and the removal of the existing F-ramp.
- 4. Exterior A Building.** Remove canopy. Remove exterior plaster. Repair windows and exterior finish. Re-configure and landscape front court.
- 5. Interior A Building.** Remove administrative offices and restore to classrooms for use by Arts and Sciences. Repair and Modernization.
- 6. H Building.** Culinary arts will expand into the 2nd and 3rd floors thus integrating with professional baking on the 3rd floor. This expansion will accommodate the possible incorporation of a hospitality program. The renovation of the “H” building includes a re-configured loading dock to receive 30-0 trucks and the addition of a 4,000 SF restaurant facing onto a new piazza at Grand Avenue and Washington Boulevard, made possible by the removal of the “R” building. Repair and Modernization
- 7. K Building.** Renovate the ground floor and basement areas to accomplish the following: Re-orient the bookstore to face Grand Avenue; re-configure the loading dock to accept deliveries from its south side; incorporate truck turn-around on the south side; remove student union from basement, enclose open covered loggia on north and west side at ground floor to accommodate student union facility. Repair and Modernization.
- 8. D Building.** Remove existing “M” building along Grand Avenue. Renovate and add on to ground floor to accommodate an expansion of the “fishbowl” gallery to become a campus-wide exhibition gallery; create enclosed garden for exterior exhibitions and events; enclose south side to accommodate non-instructional services; renovate basement for facilities warehouse storage. Renovate third floor for arts studios upon evacuation of architecture program. Repair and Modernization.
- 9. Child Development Center.** Remove existing building on lot at 22nd Street and Grand Avenue to liberate property for the construction of a new two-story Child Development Facility with drop-off and playground areas.
- 10. B Building.** Repair and Modernization.
- 11. G and J Buildings.** Renovate to accommodate expansion of 2nd floor exterior terraces for new fitness and dance studios. Repair and Modernization.
- 12. Construction Technology Yard.** Renovate existing building to accommodate storage and office space; provide-on-site ADA and DSA compliant men’s and women’s restrooms; fencing, landscaping and irrigation of the unpaved yard.
- 13. Olive Avenue Parking Garage.** Construct a six-level 400-car parking structure along Olive Avenue; floors are to be ramped in order to accept a 400-car addition (without ramps) on the north side of this structure.
- 14. Facilities Management and Operations Headquarters.** Construct a 17,000 SF pre-engineered facility for Facilities Management on the east side of Grand Avenue at 21st Street. Project will include workshops for trades and offices and exterior yard areas.
- 15. Exterior F Building.** Remove existing stairs and elevators from east side of “F” building; Replace with re-configured stairs and elevators. Cosmetically renovate east, north and west sides of the building. Remove snack bar and auto yard. Project includes landscape along east side from Washington Boulevard to 21st Street.
- 16. Interior F Building.** Repair and Modernization.



## The Costs and Benefits of The Five-Year Plan

The five-year plan has been devised as the first step in the fulfillment of the campus vision across thirty years. Not all of the college's current needs will be met within the current budget; and thus the establishment of priorities in the context of the thirty-year plan and the reality of the funds available now has been paramount in shaping the five-year plan. It is important to see the plan as not only an opportunity to build more buildings and facilities; it must also be seen as a critical turning point in the life of the campus—a *once-in-a-lifetime opportunity* to correct inadequacies in the current conditions of the campus and set the stage for both future expansion of the colleges' facilities and further enhancement of its environment. Two priorities have emerged as critical in the transformation of the campus.

The expansion and re-configuration of *on-campus open space* will significantly improve the overall environment and the quality of the educational experience. Meaningful open spaces create a sense of campus community and shared identity as an educational institution; and they create opportunities for large group activities not otherwise accommodated on campus such as graduation ceremonies, orientation sessions, public forums, fashion shows, exhibitions, performances and festivals. Intelligently configured athletic and recreational fields must be seen as part of the hierarchy of campus open spaces. Importantly, the five-year plan provides this open space while simultaneously providing for building sites sufficient to triple the gross floor area of the college's facilities over the next thirty years.

The construction of *new parking facilities* on and adjacent to campus will greatly improve the functioning of the campus and the experience of arrival there. The incorporation of a major on-campus subterranean garage associates arrival, the receipt of information upon entry, parking and emergence at the heart of campus. It provides convenient, centralized parking for guests, first-time students, faculty and staff. The addition of the structured parking facility on the east side of Grand provides more parking in the vicinity of campus. Distributing the parking facilities relieves the pressures of in-coming and out-going traffic.

## Net Gains as a Result of the Five Year Plan

### 1. Doubling of landscape, open space and recreational space.

The amount of area dedicated to green space on campus increases from 30% to 55%. The major recreational open space component, the track and field, functions as a central communal space on campus.

### 2. 160,000 SF of new building area for a net gain of 70,000 SF.

The two five-story buildings at the main entry on south campus provide 130,000 SF of new state-of-the-art facilities for instructional and administrative uses; an additional 30,000 SF of floor area is gained through renovations to existing buildings. In addition, new building sites have been identified for future expansion needs.

### 3. Over 1,100 parking spaces on and adjacent to campus.

These include 700 spaces in the subterranean garage on campus, and 400 spaces on the east side of Grand Avenue. An additional small amount of surface parking is added across Grand.

### 4. Clearly identified, dignified entry to campus.

The new auto-court off of Grand Avenue affords a gracious, easy-to-find and dignified entrance to campus. Other points of entry are articulated in the plan as well.

### 5. Coherent overall organization.

The north quad anchors the north campus, while the south quad anchors the south campus. Academic programs are organized around the north quad, vocational programs congregate along Grand Avenue, the physical education and athletics facilities are organized as a "campus-within-a-campus" at the southwest corner.

## The Five-Year Plan Budget

<i>Component</i>	<i>Budget</i> <i>(\$1000)</i>	<i>%</i>
<b>Demolition</b>	2,800	<b>2%</b>
<b>Parking Facilities</b>	18,800	<b>14%</b>
Subterranean (700 spaces)	14,000	
Structured (400 spaces)	4,800	
<b>New Buildings</b>	36,000	<b>26%</b>
128,000 SF in Two Bldgs	32,000	
Central Plan	2,000	
Child Development Center	2,000	
<b>Building Renovations</b>	25,400	<b>18%</b>
D	3,000	
F	3,000	
H	6,500	
K	4,900	
L	8,000	
<b>Building Modernizations</b> <i>(A, B, D, F, G, H, J, K, L)</i>	21,000	<b>15%</b>
<b>Landscape and Open Space</b>	4,000	<b>3%</b>
<b>Professional Services Cost</b>	22,000	<b>16%</b>
<b>Property Acquisitions</b>	8,000	<b>6%</b>
<b><u>Prop A Total</u></b>	<b><u>\$138,000</u></b>	<b><u>100%</u></b>

## Inventory of Campus Assets

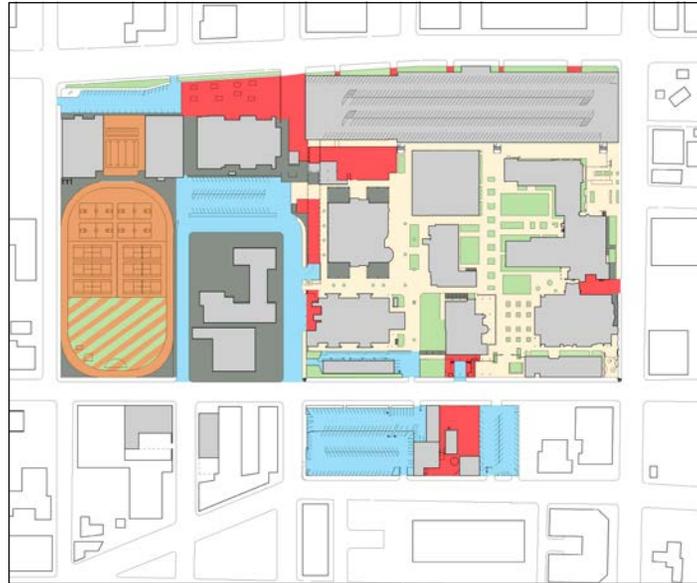
<i>Asset</i>	<i>Existing Campus</i>	<i>Five-Year Plan</i>
Gross Campus Area	100% <i>(1,184,882 SF)</i> <i>(27.16 Acres)</i>	100% <i>(1,249,819 SF)</i> <i>(28.6 Acres)</i>
<b>Gross Building Floor Area*</b>	<b>780,000 SF</b>	<b>850,600 SF</b>
FAR*	0.66	0.68
<b>Parking Spaces**</b>	<b>1,381</b>	<b>2,481</b>
Building Footprint	37% <i>(433,806 SF)</i> <i>(9.95 Acres)</i>	37% <i>(443,876 SF)</i> <i>(10.2 Acres)</i>
<b>Landscape and Open Space</b>	<b>30%</b>	<b>55%</b>
Service, Vehicular, Miscellaneous	33% <i>(395,760 SF)</i> <i>(9.1 Acres)</i>	8% <i>(99,629 SF)</i> <i>(2.3 Acres)</i>

\* Does not include parking structures; \*\*Includes 600 spaces at remote facility  
 \*\*\* Expressed as percentage of overall campus area



**5-Year Land Use**

*These diagrams show the transformation of the overall organization of the campus in the five-year plan, creating a sense of coherency in the environment and efficiency in the distribution and configuration of building sites. Note the clearing of the center of campus and the congregation of building sites at the perimeter along street frontages.*



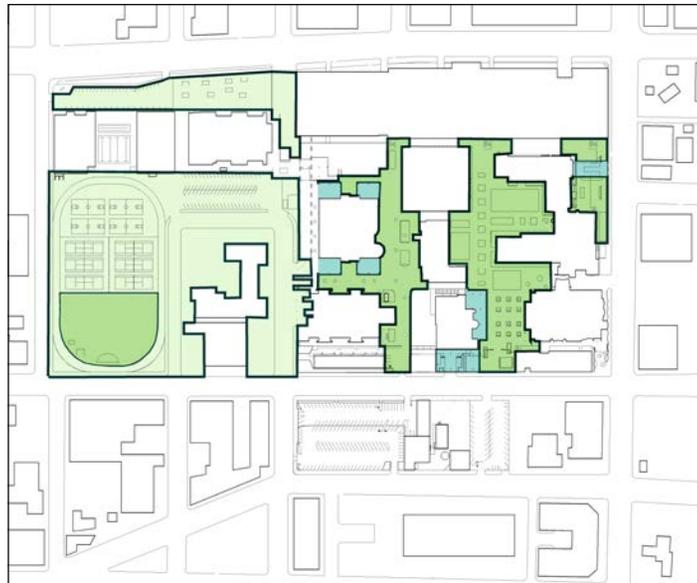
**Existing Land Use**

- BUILDING FOOTPRINT
- LANDSCAPED AREAS
- RECREATIONAL USES
- SERVICE ACCESS
- SERVICE YARDS
- WALKING AREAS
- VEHICULAR



**5-Year Open Space**

*These diagrams show the doubling of on-campus open space over the course of the five-year plan; vacating the centers of the north and south campuses creates meaningful open spaces that give focus to the sense community of the college. A coherent landscape and open space plan is critical to the quality of the overall environment.*



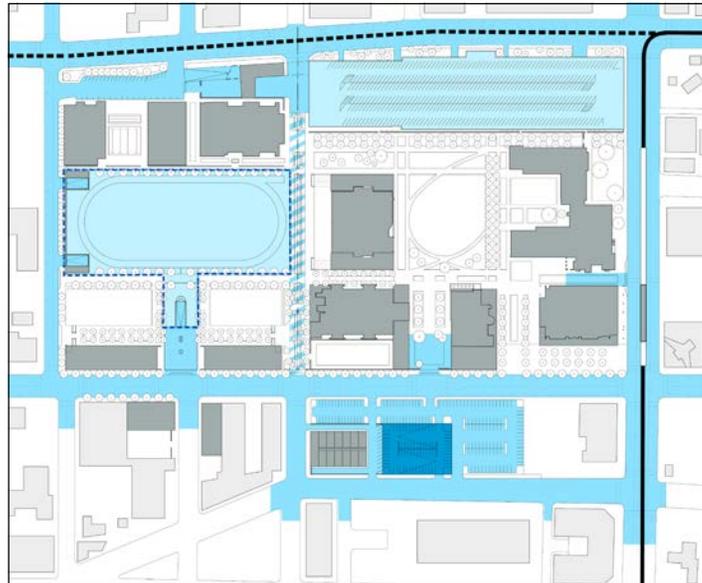
**Existing Open Space**

**Existing Parking**

Lot A . . . . .	600 spaces
Lot B . . . . .	96
Lot J . . . . .	55
Lot M . . . . .	56
Lot P . . . . .	159
Lot F . . . . .	415
<b>Total</b>	<b>1,381 spaces</b>

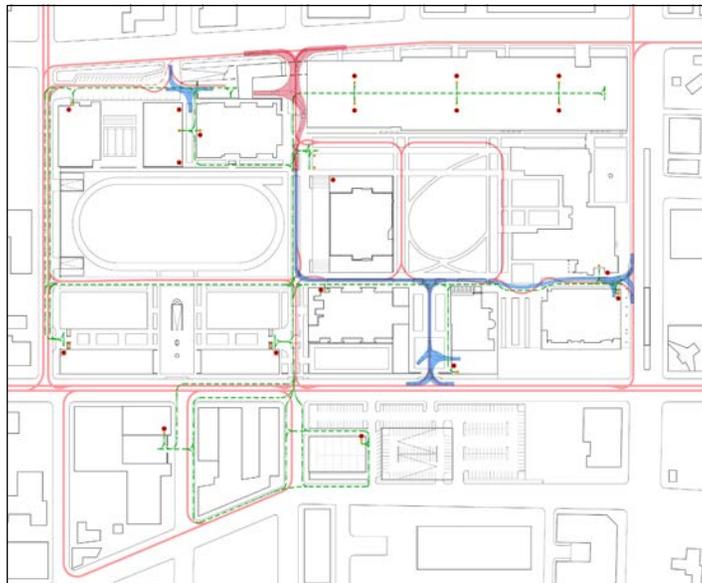
**5-Year Parking**

Lot A . . . . .	600 spaces
Lot J . . . . .	55
Lot F . . . . .	415
S. Campus . . . . .	700
Olive Ave Structure . . . . .	400
Grand Ave . . . . .	311
<b>Total</b>	<b>2,481 spaces</b>



**5-Year Vehicular Circulation and Parking**

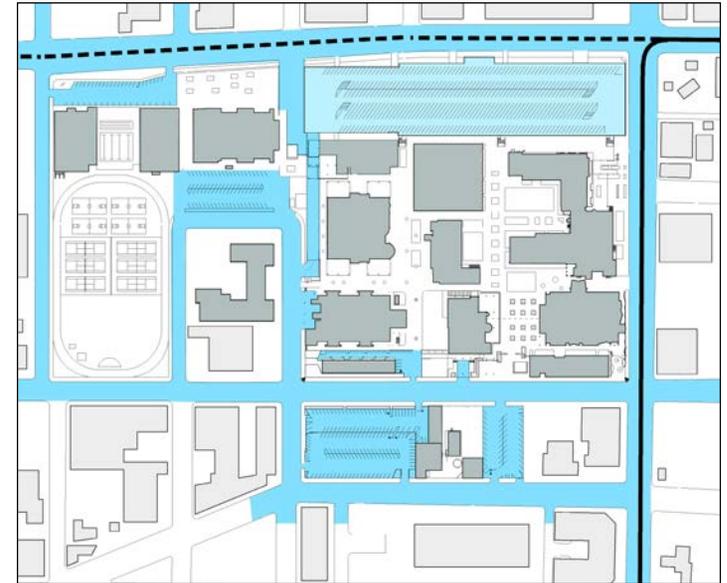
*Parking is currently inadequate and the imposition of vehicular circulation in the middle of campus disrupts the quality of the overall environment. The removal of the 21<sup>st</sup>/22<sup>nd</sup> St loop and the relocation of the F-Ramp are critical in the unification of the campus. The five-year plan shows the distribution of facilities, entries and exits thus equalizing traffic pressures on surrounding streets.*



- 60' VEHICLE-LOADING DOCK
- 30' VEHICLE-LOADING DOCK
- EMERGENCY VEHICLE ROUTE
- TRASH COLLECTION ROUTE
- SERVICE EXITS
- TRASHBINS

**Five-Year Service Plan**

*The service and emergency access infrastructure is arranged to correct inadequate and illegal existing conditions. A central receiving facility located at the new F-ramp on Flower will receive goods via large trucks which will then be delivered to points on campus via smaller vehicles. The bookstore and culinary arts will continue to be served by medium-sized trucks directly from the street at re-configured loading facilities.*



**Existing Vehicular Circulation and Parking**



**Existing Service Plan**



***Washington Boulevard at Grand Avenue in the Five-Year Plan***

*These views show the liberation of this important corner in the five-year plan with the removal of the "R" bungalow at the sidewalk. With the incorporation of the restaurant at the ground floor of "H" and the re-configured bookstore and student union at "K", this piazza will be an active urban space and a key focus of the college community and daily life.*



***Washington at Grand Avenue Existing Conditions***



***Grand Avenue at 21st Street in the Five-Year Plan***

*These views show the liberation of the corner of 21st Street in the five-year plan with the removal of the "M" bungalow and the incorporation of the enclosed sculpture garden. This together with the expansion of the campus gallery and the facade renovation of the east side of "D" will provide both visual relief from the street and a dynamic presence for the arts programs on Grand Avenue.*



***Grand Avenue at 21st Street Existing Conditions***



**North Quad and the Learning Resource Center in the Five-Year Plan**

*These views show the creation of the north quad in the five-year plan and the related renovation of the Learning Resource Center. The Learning Resource Center will dominate the south side of the north quad and thus assume its rightful place as the symbolic and functional centerpiece of the academic campus.*



**The North Elevation of the Learning Resource Center Existing Conditions**



**The South Quad and the LRC in the Five-Year Plan**

*These views show the creation of the other of the two major open spaces on main campus, with the re-orientation of the track-and-field. The relocation of the F-ramp is a key first step in the restoration of the Learning Resource Center as the centerpiece of academic life on campus. Its southern elevation will command the north flank of the south quad. (Note the 700-car subterranean garage lies beneath the south quad).*



**Existing Service Plan**



*Bird's-Eye View: The Thirty-Year Vision*



*The Thirty-Year Vision. Principal components of the vision are the appropriation of Grand Avenue as a significant open space of the campus and the disappearance of the "F" building to make way for new frontage along Flower Avenue.*

## The Thirty-Year Vision

**Campus Organization.** The overall campus is organized into north, south and east campuses each with its own character. The north campus will become the heart of the academic life of the college, the south campus will become the focal point for recreation and community-oriented activities and the east campus host to large-scaled and dynamic vocational programs and departments. Arts and sciences programs will congregate on the north campus, particularly on its western half, while vocational programs will congregate along both sides of Grand Avenue. Recreational and athletic uses will occupy the western part of the south campus. Priority has been given to the creation of a powerful, dynamic and dignified presence along Grand Avenue, with the appropriation of both sides of the street between Washington Boulevard and 23<sup>rd</sup> Street thus incorporating the street into the life of the campus community. The western flank of campus is opened onto Flower Avenue, re-storing the relationship of the college to the important Figueroa Corridor further west, a relationship currently prevented by the dominance of the "F" building along that frontage. A comprehensive new physical education and fitness complex will complete the Flower Avenue frontage at the south campus.

**Open spaces.** Three major open spaces are created—one each on the north and south campuses and one along the Grand Avenue right-of-way between Washington Boulevard and 23<sup>rd</sup> Street. The north quad anchors the academic core of the college, with six of the existing buildings forming its edges and corners. The south quad anchors the south campus, and is host to the new regulation size soccer field and track; beneath this space are the two levels of subterranean parking. Allees of trees form its eastern and western boundaries. Allees of trees also flank Grand Avenue, and buildings are arranged on both sides so that their major ground floor public spaces face onto the street. This activates the street to become a vital common space of the college and focus of the campus community, brimming with life, distinguished in its contrast with the more tranquil character of the quad spaces at the interior of campus.

Four important secondary open spaces connect the Grand Avenue corridor with the north and south quads at the heart of campus and contribute to the character of Grand Avenue. These are: 1) the piazza leading from Grand Avenue to the northeast corner of the north quad between "K" and "H"—a space activated by the campus bookstore/café and student union along its south side and the student cafeteria and restaurant along its north side; 2) a similar space running between buildings "D" and "K" south of "K" and leading directly into the north quad—its south side is lined by the expanded college exhibition gallery; 3) the major cross campus pedestrian and service vehicle arterial of the 21<sup>st</sup> alignment between Grand Avenue and Flower Avenue created with the completion of the five-year plan; and 4) the Grand Avenue auto-court which opens directly onto the south quad and provides both pedestrian and vehicular access to the heart of campus. Completing the open space infrastructure, the Flower Avenue frontage affords more

intimately scaled openings into campus, beginning at the north campus with three pedestrian-scaled arterials opening respectively into: the “A” forecourt on the north, the north flank of the north quad and the south flanks of the north quad. The eastern terminus of the 21<sup>st</sup> alignment affords vehicular and service access between two new six-level parking structures serving the west flanks of north and south campus. At the south campus a generously scaled forecourt affords entry to the new physical education complex. The courtyards of the quad building at the north campus provide secluded garden spaces at the heart of the new buildings affording both light and air to the new classrooms and offices provided there.

**Campus Circulation, Parking and Access.** The extension and improvement of the 21<sup>st</sup> Street alignment across campus in the five-year plan created a principal east/west pedestrian and service vehicle artery. This role is strengthened in the thirty-year plan with the removal of “B” and “F” and the incorporation of two new six-level parking garages at the Flower Avenue terminus of the alignment. Thus this terminus becomes a major new vehicular entry point on the future west campus, affording convenient parking and pedestrian access to the new physical education complex to the south and arts and sciences complex to the north. On the east part of campus across Grand Avenue the Olive Avenue garage is doubled in size serving the new classroom/office building there, and a new six-level garage is built at the corner of 23<sup>rd</sup> and Olive to serve the southeast quadrant of campus. The system of distributing access points and parking evenly about the campus perimeter instituted in the five-year plan is maintained and strengthened in the thirty-year vision. The Grand Avenue entry and the 700-car south campus subterranean garage built in the five-year plan remain the symbolic and functional point of entry of campus and centerpiece of the campus-parking program.

The three major north-south arterials began in the five-year plan are maintained and enhanced in the long-term vision. They are: Grand Avenue, whose presence is strengthened with the major building projects along its eastern flank, and the two interior arterials connecting the north and south campus along the east and west sides of the north and south quads. In the east/west orientation three pedestrian arterials are maintained and strengthened: one along the north side and one along the south side of the north quad; and, of course, the 21<sup>st</sup> alignment which defines the north and south campuses. This system of pedestrian arterials creates an easily comprehended circulation and a clear and easily understood and navigated overall campus environment.

**New Buildings.** The fulfillment of the thirty-year plan sees the complete build-out of both sides of Grand Avenue with five- and six-story buildings dedicated to vocational programs facing onto the street. Two major buildings along the east side of

Grand complete this frontage, the northern building dedicated to “life quality” arts such as hospitality, fashion and other programs, the southern building dedicated to manual and high tech programs such as manufacturing and public transportation technologies. With the completion of the buildings on the east side of Grand Avenue south of 21<sup>st</sup> street, the “F” building on the Flower Avenue frontage of north campus is replaced by four-story courtyard buildings dedicated to academic programs in the arts and sciences, most commonly associated with four-year colleges. On the south campus two new classroom and office buildings are built just to the west of the towers flanking the Grand Avenue auto-court; and the physical education complex is completed with the two-story three-court gym, the fitness center and new 50-meter swimming pool complex. In all 1.3 million square feet of instructional and office space is provided beyond that which is provided in the five-year plan.

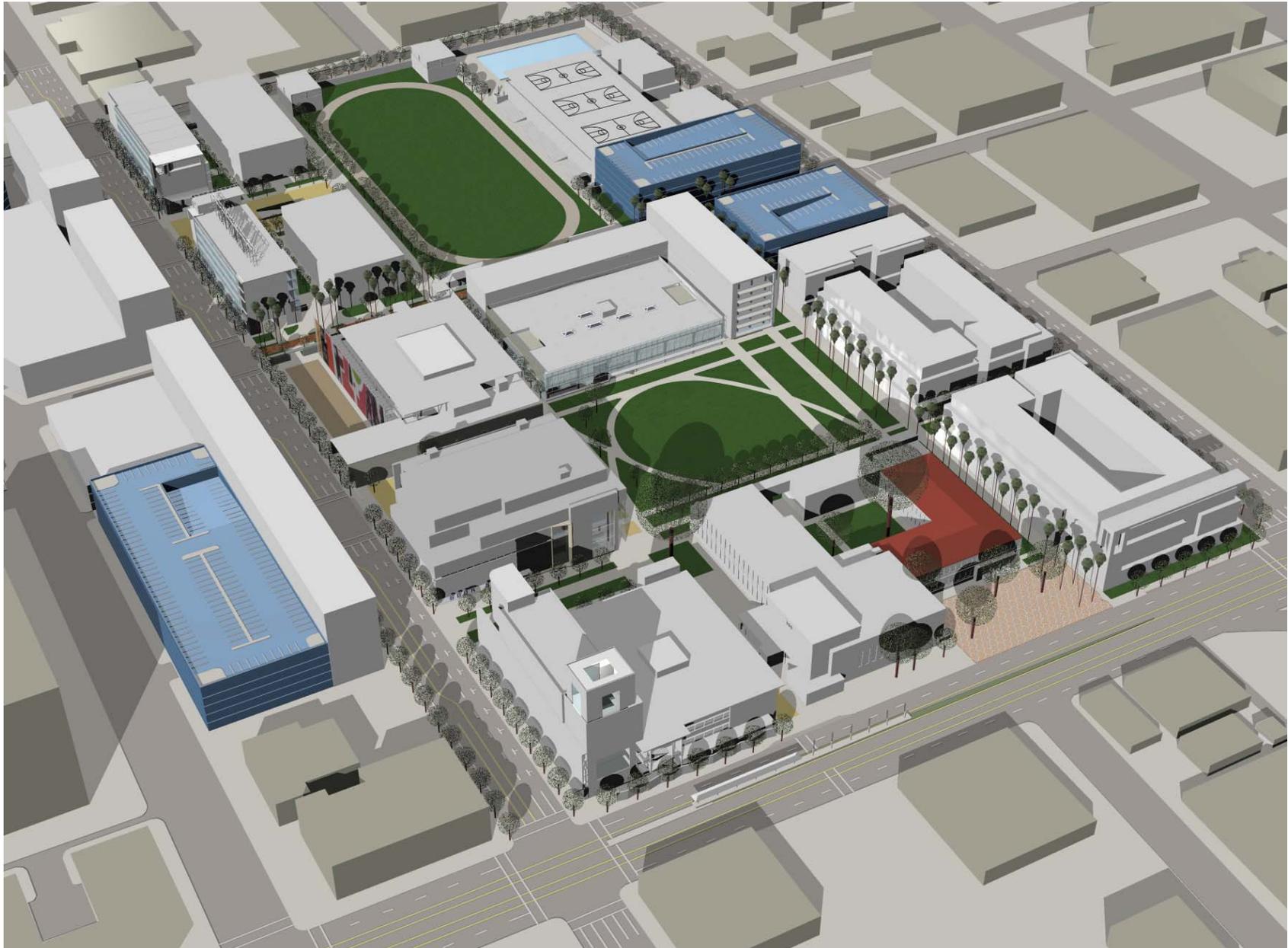
**Renovations and Additions.** The campus is completed with the construction of three major addition projects on the north campus: 1) a two-story addition to the south side of the Administration building (transformed into a liberal arts classroom building in the five-year plan) is built to create an internal courtyard for this building and to complete the north flank of the north quad; 2) a major renovation of the Learning Resource Center which includes four-story additions on the west and south sides is built as a significant expansion of that facility; and 3) the western flank of Grand Avenue is completed with the six-story signature building at the corner of Washington and Grand, perhaps as an expanded culinary arts and/or hospitality facility.

**Service Access.** The Facilities Management and Operations Headquarters will be relocated to the north side of the Flower Avenue terminus of the 21<sup>st</sup> alignment at the ground floor of the new six-level parking structure there. It will include a Central Receiving dock and warehouse, accepting all deliveries to campus. This will constitute a significant improvement over that which has been provided in the five-year plan where the placement of the Facilities Headquarters at this location is prevented by the presence of the “F” building. Deliveries to the bookstore (“K”) and to culinary arts (“H”) will arrive at the Central Receiving and be transferred to smaller trucks that will then transport goods to their respective destinations in “K” and “H” on a daily basis. The major east-west artery (21<sup>st</sup> alignment) and the two north-south arteries (see description above) have been, in the five-year plan scaled and paved to accept both service and emergency vehicles.

**THE THIRTY-YEAR VISION** CAMPUS PLAN 2002  
*Los Angeles Trade Technical College*



*The Thirty-Year Vision.* This diagram shows the basic layout of the campus in the long term vision. It includes the incorporation of properties along the east side of Grand Avenue and the replacement of the “F” building with several more finely scaled buildings thus opening the campus to Flower Avenue.



*Aerial View of the Thirty-Year Vision.* This view shows the campus upon the full realization of the thirty-year vision. Note the strengthened presence of campus along both sides of Grand Avenue and the re-configuration of the western flank (Flower Avenue) on both the north and south campuses.



**Washington at Grand Looking South.** The important northeast corner of campus is anchored with the presence of a six-story instructional facility for the expanded culinary and hospitality program.



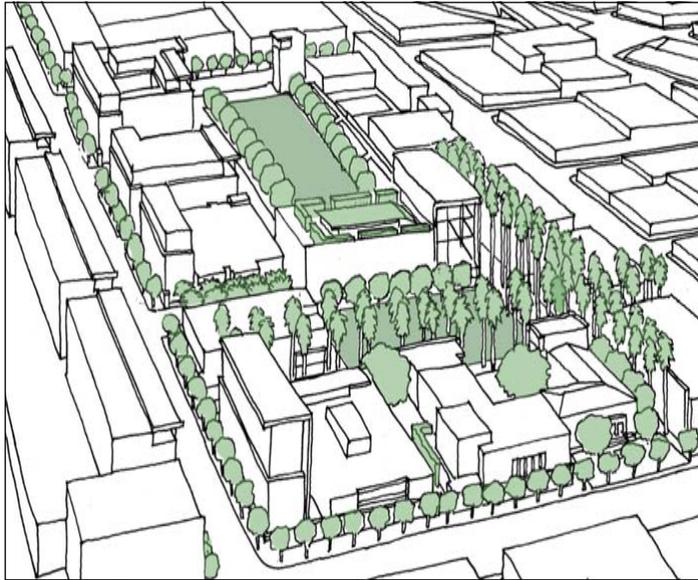
**North Campus Looking South.** The North Quad established in the five-year plan is in the long-term surrounded by new buildings along Flower Avenue, an expansion of the LRC and a new south facade of building "A".



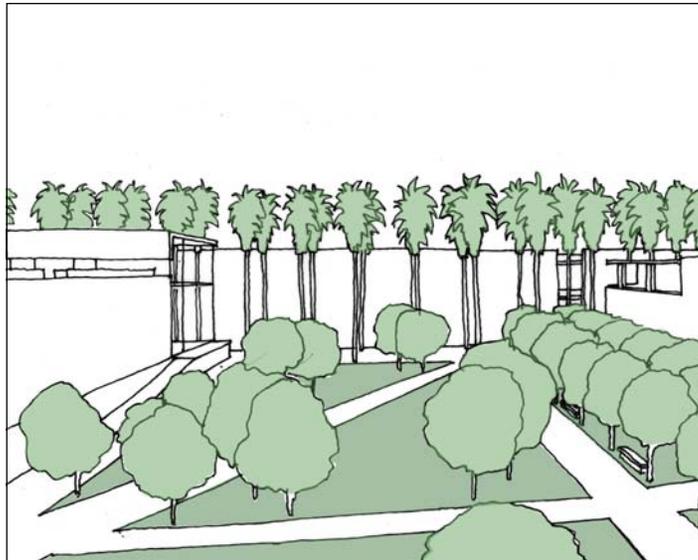
**South Campus along Grand Avenue.** The south campus towers completed in the five-year plan are complimented with similarly scaled buildings along the east side of Grand.



**South Campus Looking North.** The south quad was established in the five-year plan. In the long-term plan, a new physical education facility flanks its west side while two new four-story instructional facilities flank its east side.



**Street Life and Open Space.** The tranquility of the heart of the campus is enhanced by the contrast of the strong and vibrant street life at its edges, particularly along Grand Avenue and Flower Avenue.



**The North Quad.** In the long term, the LRC is significantly expanded, the Administration building receives a new facade facing south, and the new four-story buildings along Flower strengthen the west side of the quad.



**Washington Boulevard at Grand Avenue.** A new building at the corner of Grand and Washington dramatically and confidently establishes the college presence within downtown Los Angeles.

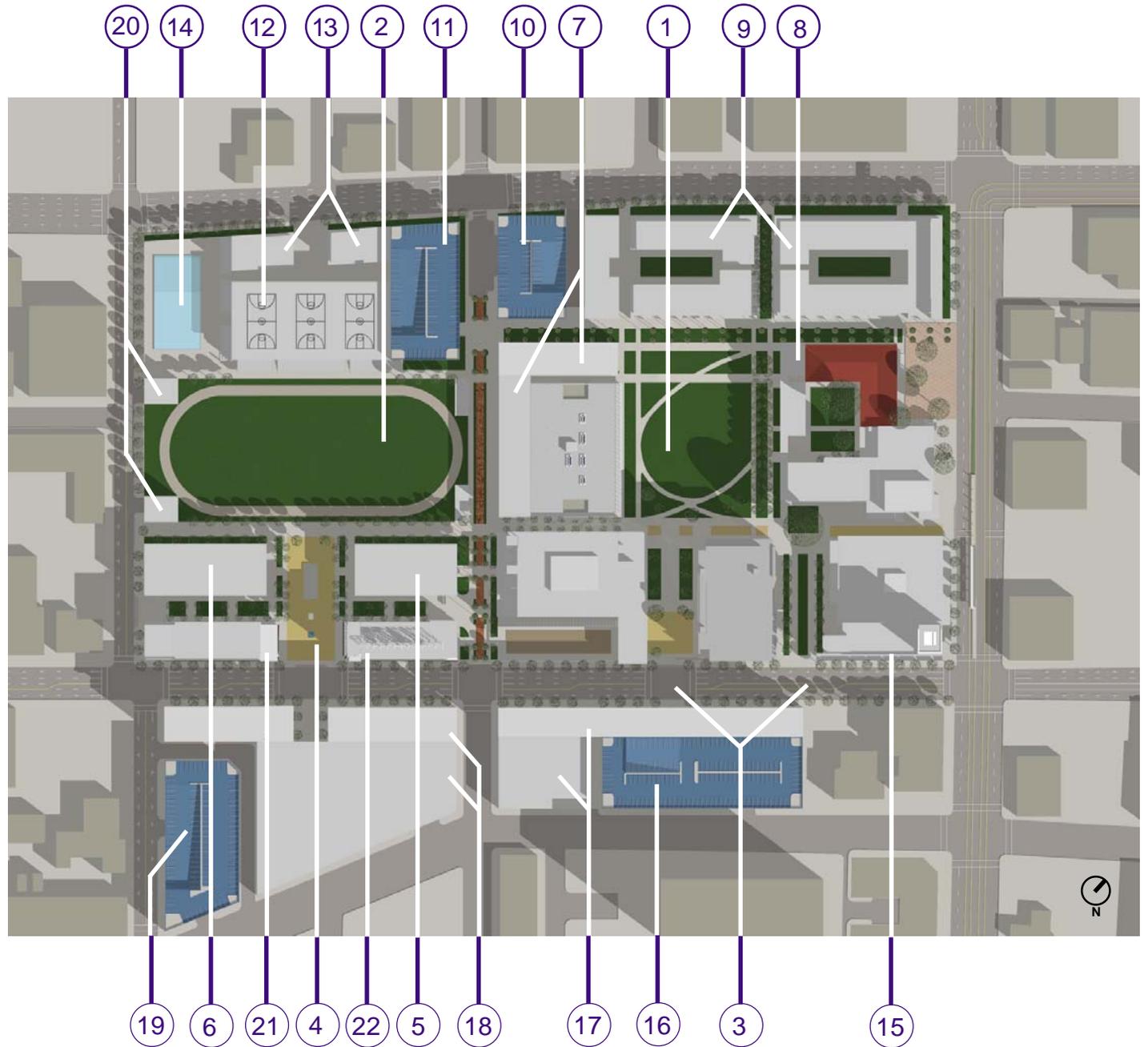


**The South Campus.** The auto-court at Grand Avenue completed in the five-year plan created a dignified and easily identifiable entry to campus. The entry is enhanced with the addition of four-story buildings further west.

***Fundamentals of the Thirty-Year Vision***

1. *The North Quad is the major focal point and center of the academic core of the north campus. The thirty-year vision enhances the definition and importance of this space with the strengthening of the south side of the "A" building, the further expansion of the LRC, the removal of the "F" building and construction of more humanely-scaled and penetrable instructional facilities in the form of courtyard buildings.*
2. *The south quad is the track-and-field and the major open space on south campus. The LRC commands its north flank, the new physical education facility forms its east flank, and two new four-story instructional facilities its west flank.*
3. *In the thirty-year plan, the appropriation of Grand Avenue as the third major open space of the campus is complete. With the construction of the culinary/hospitality expansion and the two buildings on the east side of Grand Avenue the street between Washington Boulevard and 23rd Street becomes an active part of daily campus life.*
4. *The Grand Avenue entry and auto-court created in the five-year plan remains the principal symbolic and functional entry to campus.*
5. *A four-story instructional facility faces the south quad and forms a courtyard with its neighbor to the east that was built in the five-year plan.*
6. *A four-story instructional facility faces the south quad and forms a courtyard with its neighbor to the east that was built in the five-year plan.*
7. *Learning Resource Center is expanded with the addition of a four story wing on the west side and one on the south side facing the south quad.*
8. *An addition to the south side of the "A" building completes the frontage of this building onto the north quad and forms a courtyard garden.*
9. *Four-story instructional facilities in the form of courtyard buildings form the western boundary of the north quad and completes the frontage of north campus along Flower Avenue.*
10. *A six-level parking garage with an integrated Facilities Management and Operations Headquarters and Central Receiving facility at the ground floor.*
11. *A six-level parking garage serves physical education and south campus.*
12. *Two-story physical education facility with three-court gymnasium, fitness and dance studios, classrooms, offices and locker facilities.*
13. *New fitness/wellness center.*
14. *Re-located and expanded aquatics facility with 50-meter pool.*
15. *A six-story instructional facility for culinary arts and hospitality programs anchors the important corner of Washington Boulevard and Grand Avenue.*
16. *The six-level, 400-car parking structure in the five-year plan receives a six-level 400-car addition on its north side.*
17. *This building completes the north segment of the east frontage of Grand Avenue. Envisioned is a 60-0 wide, six-floor facility to house vocational programs, with a lower two- to four-story wing at the southeast corner accommodating departments with large floor plate needs.*
18. *This building completes the south segment of the east frontage of Grand Avenue. Envisioned is a 60-0 wide, six floor facility to house vocational programs, with a two - four-story wing at the northeast corner accommodating large floor plate needs.*
19. *A six-level parking garage completes the parking program for the campus in the thirty-year vision. Note that parking facilities are distributed to the maximum extent possible about the perimeter of campus.*
20. *Entries/exits from the subterranean parking garage built in the five-year plan.*
21. *South campus south tower constructed in the five-year plan.*
22. *South campus north tower constructed in the five-year plan.*

CAMPUS PLAN 2002 THE THIRTY-YEAR VISION  
Los Angeles Trade Technical College



## Departmental Arrangement

The patchwork arrangement of departments and programs across the existing campus are a result of forty years of haphazard, incremental land grabs by evolving departments and programs, and it has left the campus in a confusing and illogical physical arrangement. This state of confusion adversely affects not only the quality of the environment on campus, but the quality of the education delivered. There are benefits academically, physically and organizationally when departments are grouped logically around shared, well-defined open space. The “quad”, for example, is not only open space, but a clear physical expression of the unity of an academic community. There is a predictable rationale in the distribution of programs in certain areas of campus and around these unifying quads. *The placement of departments and functions in particular locations is sensitive to both visual and academic imperatives.*

On the other hand, the days of a building or room dedicated to a single function are gone. The campus of the future must be flexible to allow departments to grow and change as instruction, demand, and technologies change. It follows that flexibility must be built into the master plan and building designs to allow for change. The designation of department location reflects the intent that a particular department be in a certain geographic location on campus in order to provide the recognizable visual order discussed above. *The goal of the Campus Plan is to establish a broad, general departmental distribution pattern that is to be a guide in the preparation of campus-wide or individual building programs.*

The thirty-year vision calls for the arrangement of campus in patterns that capitalize on the potential of and strengthen existing patterns. Thus, an academic campus emerges on the west and north sides of the north campus, an athletic/recreation campus develops on the west and south sides of the south campus and the vocational programs--the heart of the mission of the school -- congregate along both sides of Grand Avenue expressing at this most public of the exposures of campus the life of its principal curricular offerings. Campus support such as student services, special programs, administration and facilities management are located along the major east/west artery (the 21<sup>st</sup> right-of-way) at the center of campus.

### Life Quality Arts

- 1 Culinary Arts
- 2 Hospitality
- 3 Fashion
- 4 Cosmetology

### Visual Arts

- 1 Digital Communications (Graphics and Animation)
- 2 Computer-Aided Drafting (Architectural, Mechanical)
- 3 Internet Design (Web Design)

### Technology and Science

- 1 Auto, Diesel Technology
- 2 Machine Shop (Plastics, Metal, Welding)
- 3 Construction Technology
- 4 Electronics

### Health and Applied Sciences

- 1 Business
- 2 Nursing
- 3 Environmental Sciences
- 4 Physical Education

### Liberal Arts

- 1 English
- 2 History and Political Science
- 3 Psychology and Social Science
- 4 Languages

### Fine Arts

- 1 Painting
- 2 Sculpture
- 3 Printmaking
- 4 Drawing

### Special Programs

- 1 PACE
- 2 ESL
- 3 Financial Mortgage
- 4 Community Planning and
- 5 Economic Development
- 6 Special Needs
- 7 Grant Programs

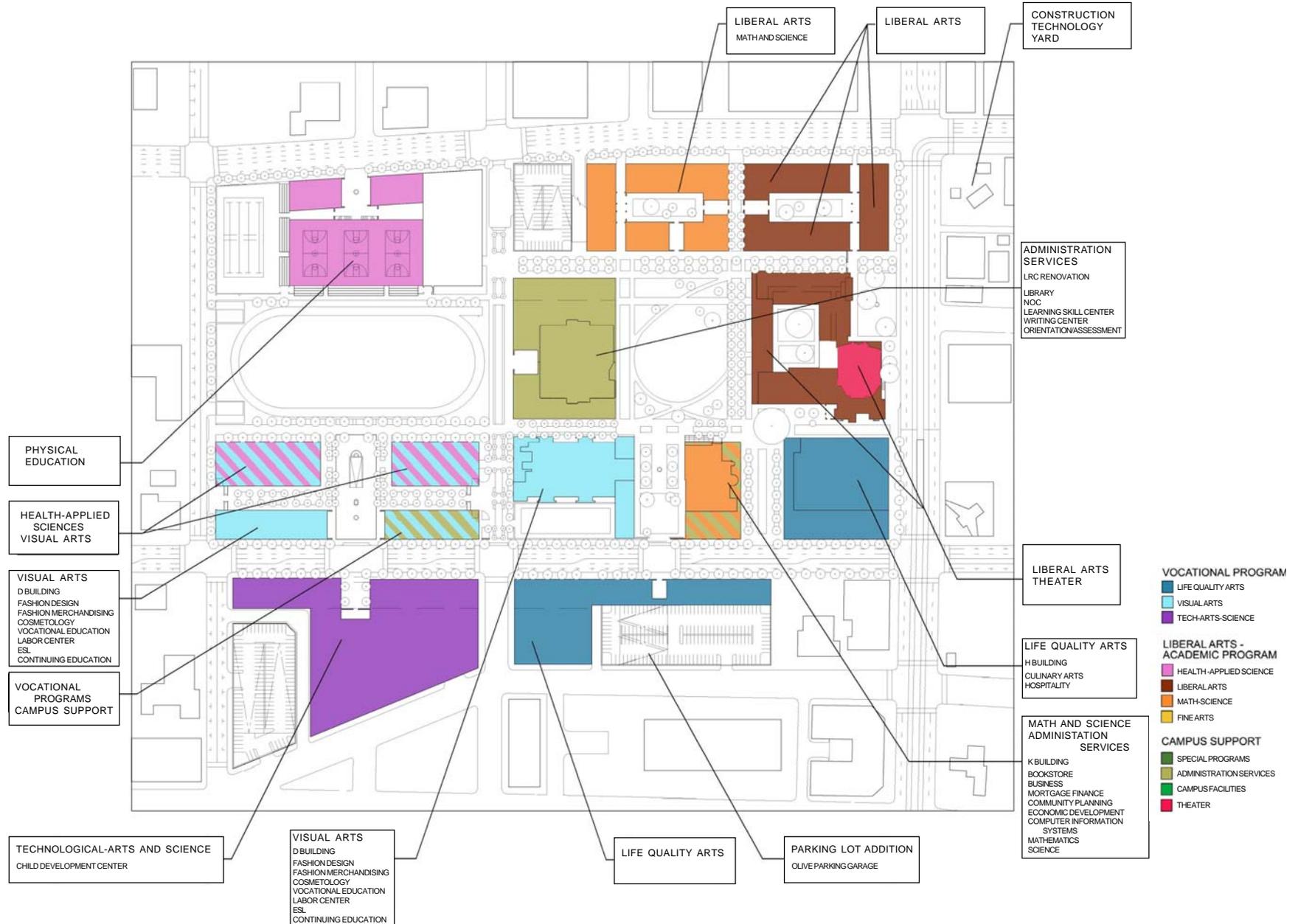
### Administration and Services

- 1 Administration
- 2 Learning Resource Center
- 3 Learning Skills Center
- 4 Student Services
- 5 Media Services
- 6 Recreation, Bookstore, Café, etc.

### Campus Facilities and Safety

- 1 Campus Police
- 2 Central Plant Facility

CAMPUS PLAN 2002 THE THIRTY-YEAR VISION  
 Los Angeles Trade Technical College



**Campus Organization**

The logic of the five-year plan is revealed in the thirty-year vision. The three major open spaces created in the five-year plan are a permanent feature of the campus. They are envisioned as those enduring components of the thirty-year vision that remain unchanged; and they give stability to future campus development as the college expands. The three permanent open spaces are the north quad, the south quad (athletic/recreation fields) and Grand Avenue between Washington Boulevard and 23rd Street. Thus, the re-orientation of the track-and-field, the acquisition of the properties within the 21st/22nd Street loop, the removal of existing “C” and “E” buildings and the re-location of the F-ramp are all necessary steps in the five-year plan in order to set the stage for the creation of these permanent open spaces. The accomplishment of the five-year plan is the doubling of on-campus open space while simultaneously setting the stage for the potential tripling of gross building area in the long-term. The creation of the generously scaled open spaces allows for this expansion of floor area while maintaining the quality of the campus environment.

Other decisions of the five-year plan directly related to goals and priorities set in the thirty-year vision include: the construction of the two five-story buildings on south campus to establish major frontage on Grand Avenue, the reconfiguration of the bookstore and student union in the K building and the expansion of the “D” building exhibition gallery--all aimed at strengthening the presence of the college on and to establish life along Grand Avenue. The renovation of the Learning Resource Center is a critical first step in the five-year plan as a consequence of the creation of the north and south quads. The thirty-year vision expands the LRC and strengthens its presence at the heart of campus.

The thirty-year vision campus arrangement shows the campus organized into four basic functional components: 1) Liberal Arts and Sciences on the north campus; 2) Physical Education and Recreation on the south campus; 3) Vocational Departments and Programs along both sides of Grand Avenue; and 4) Campus Services distributed along Grand and the 21st alignment. The beginnings of this vision are achieved in the five-year plan with the placement of Student Services and instructional programs in technology, sciences and media arts. A major step toward the fulfillment of the thirty year vision, not possible within the time frame and budget of the five-year plan is the relocation of the vocational programs located in the existing “F” building to the site east of Grand Avenue between 21st and 23rd streets.



*The Thirty-Year Vision.*



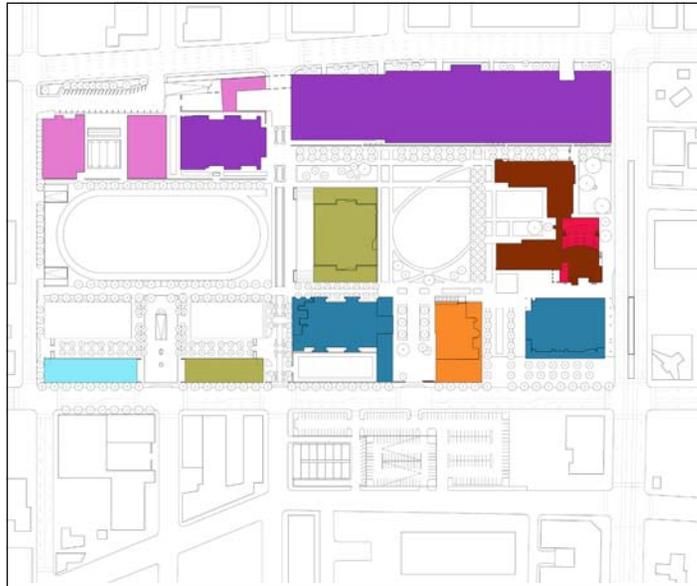
*The Campus Arrangement in the Thirty-Year Vision*



*The Five-Year Plan.*



*Existing Conditions Site Plan*



*The Campus Arrangement in the Five Year Plan*



*The Campus Arrangement in the Existing Condition*

**Campus Land-Use, Landscape and Open Space.**

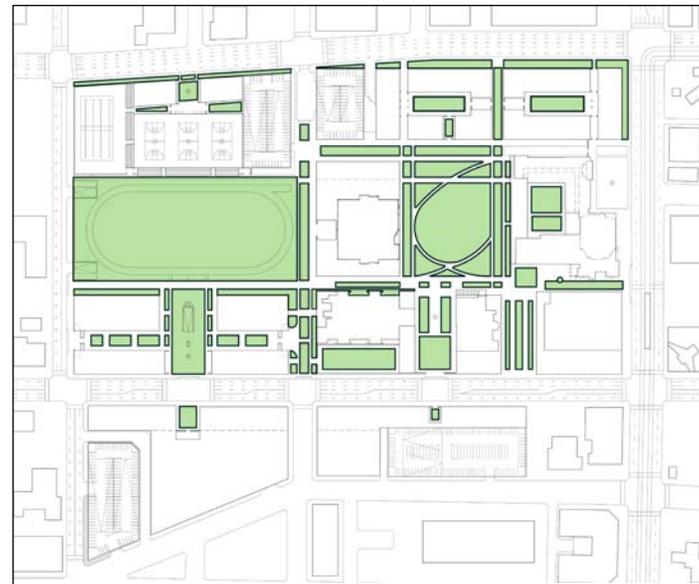
It is helpful in understanding the five-year plan in the context of the thirty-year vision and the existing conditions to analyze each of these in terms of how the campus utilizes its available land area. The land-use plans reveal the efficiency of land-use in the three scenarios and demonstrates the maximization of land-use efficiency achieved in the five-year plan in setting the stage for further development in the thirty-year plan. The table below accounts for the basic uses of the campus as a percentage of the overall campus property in the existing, five-year and thirty-year scenarios.

Note the significant expansion of open space in the five-year plan. In the table below, the total of the three categories “Landscape”, “PE/Recreation” and “Pedestrian Areas” increases from 29.9% of the campus in the existing condition to 54% of the campus in the five-year plan. These areas are highlighted in green in the three “Landscape and Open Space Diagrams” which show not only the dramatic expansion of meaningful and useful open space but the configuration of the open spaces into coherent stabilizing forces on campus. A critical component of the five-year plan has been to establish these open spaces as principal organizing elements about which the campus community is arranged and future development guided. The intensity of development in the thirty-year plan is not possible without the establishment of the principal open spaces which provide both visual and functional relief in the campus environment.

Land-Use	Existing Campus	5-Year Plan	30-Year Vision
Building Footprint	36.6%	36%	44.5%
Landscape	3	17	13.1
PE/Recreation	12.3	13	12.4
Service	7.2	4	.5
Pedestrian Areas	14.6	24	27.3
Vehicular Uses	14.7	6	2.2
Un-assigned	11.6	0	0
<b>Total Campus</b>	<b>100</b>	<b>100</b>	<b>100</b>



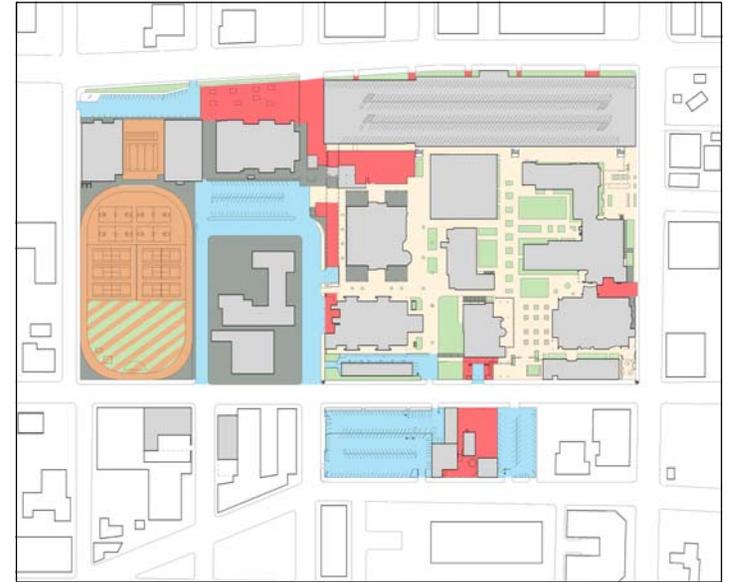
*The Thirty-Year Vision Land Use Plan.*



*The Thirty-Year Vision Landscape and Open Space Plan.*



*The Five-Year Land Use Plan.*



*Existing Conditions Land Use Plan.*



*The Five-Year Landscape and Open Space Plan.*



*Existing Conditions Landscape and Open Space Plan.*

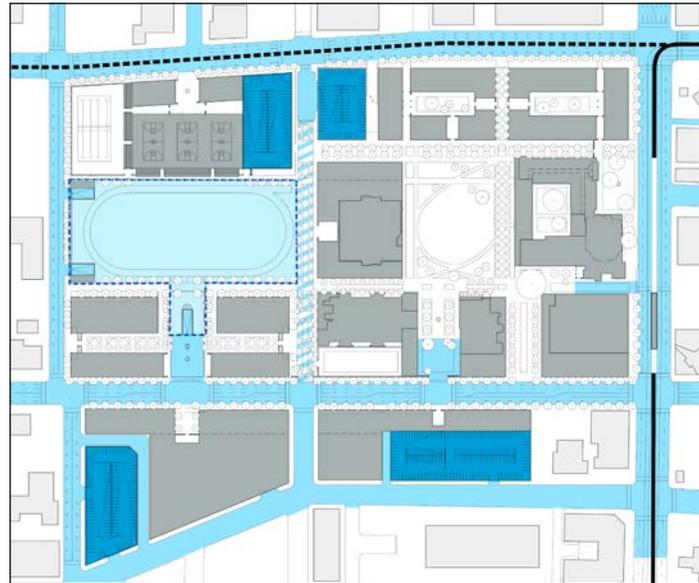
**Vehicular Circulation, Parking and Service/Emergency Access**

The provision of parking on and adjacent to campus for visitors, students, faculty and staff is of paramount importance in the college community. Of equal importance is the vacation of vehicular traffic from the main campus, in particular the removal of the 21st/22nd Street Loop and the relocation of the F-Ramp. *The five-year plan both removes vehicular traffic from the main campus and provides parking on the main campus*, in the form of the 700-car subterranean parking garage on south campus. An additional 400 cars is provided in a six-level structure located on the east side of Grand Avenue accessed via Olive Avenue.

The five-year plan distributes parking and access points around the perimeter of the campus. The 400-500 vehicles parked in the “J” and “F” lots use 23rd Street and Flower Avenue; the 700 vehicles parked in the south campus garage use Grand Avenue and 23rd Street; and the 400-500 vehicles parked in the Olive Avenue structure use Washington Boulevard and Olive Avenue. Thus, the five-year plan maintains the existing intensity of Grand Avenue while making better use of the under-utilized Flower and Olive Avenues. On-campus parking increases from 781 spaces in the existing condition to 1,881 spaces in the five-year plan -- a net gain of 1,100 spaces.

The vehicular circulation and parking strategy of the five-year is expanded and strengthened in the thirty-year vision with the establishment of an additional four parking structures: 1) the 400-car addition to the Olive Avenue structure; 2) the 600-car structure at the corner of Olive Avenue and 23rd Street; 3) the 500-car structure at Flower Avenue on the south campus; and 4) the 300-car structure at Flower Avenue on the north campus. These structures are planned such that they can be staged in tandem with the construction of expanded instructional/office facilities thus maintaining a functioning ratio of parking to building gross floor areas. *In both the five-year plan and thirty-year vision, the parking needs of the college are satisfied through the combination of the construction of new facilities and shared-use agreements with institutions in the neighborhood as well as continued and increased reliance on public transportation afforded by the blue line light rail stop at Washington and Grand.*

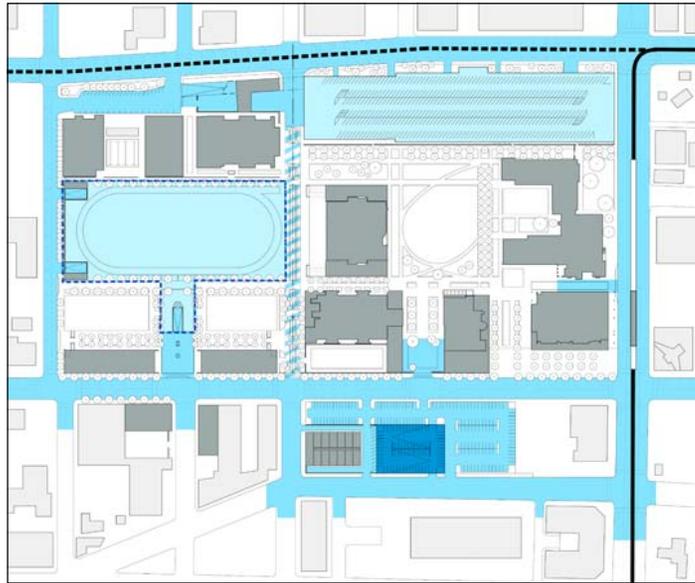
A key component of the service plan for this most urban of college campuses is the creation of a central receiving delivery system in both the five-year plan and the thirty-year vision. The Central Receiving Facility is located at Flower Avenue south of the 21st Street alignment in the five-year plan and north of it in the thirty-year plan. Central Receiving will receive goods via large vehicles (60-0 trucks and smaller) and deliver them via smaller vehicles to destinations on campus. Culinary Arts and the College bookstore will continue to accept deliveries directly from the street in vehicles of not greater than 30-0.



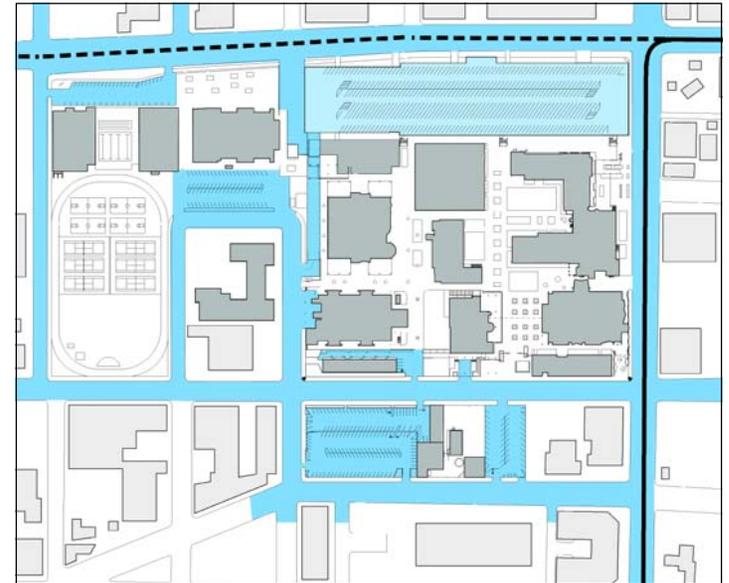
***Vehicular Circulation and Parking in the Thirty-Year Vision.***



***Service and Emergency Access in the Thirty-Year Vision.***



*Vehicular Circulation and Parking in the Five-Year Plan.*



*Vehicular Circulation and Parking in the Existing Condition.*



*Service and Emergency Access in the Five-Year Plan.*



*Service and Emergency Access in the Existing Condition.*