

# 2012 Facilities Master Plan

## Chabot-Las Positas Community College District

July 17, 2012  
Steinberg Architects



# Table of Contents

## Introduction

Executive Summary.....	07
Overview.....	11

---

## Chabot College

Summary.....	18
Overview.....	19
Chabot College 2012 Facilities Master Plan.....	24
Conclusion.....	34

---

## Las Positas College

Letter from the President.....	39
Summary.....	40
Overview.....	41
Las Positas College 2012 Facilities Master Plan.....	46
Conclusion.....	54

---

## District Centers

Summary.....	59
--------------	----

---

## Acknowledgements

.....	61
-------	----

---

## Appendices

.....	Under Separate Cover
-------	----------------------







# 1. Introduction

## 2012 Facilities Master Plan



---

**Table of Contents**

Executive Summary.....07

Overview.....11

    Background.....11

    Process.....11

# Executive Summary

The 2012 Facilities Master Plan Update (the FMP) sets a broad vision for all the Chabot-Las Positas Community College District (District) facilities over the next ten to twenty years. The sites include (Figure 1.1):

- Chabot College, Hayward
- Las Positas College, Livermore
- District Office and Centers
  - o District Office, Pleasanton
  - o Chabot-San Leandro Center, San Leandro
  - o Dublin Center, Dublin

The detail in this report focuses on the two campuses. The Centers and District Office are described for their current and future functions to meet the District Mission Statement.

For each of the college campuses, the FMP documents an overall approach to physical development. Each plan recognizes the character, history and culture of the respective campus. At Chabot, the FMP moves development to renewal of existing facilities and an outward connection (invitation) to the community by increasing the visibility and identity of the college. The resulting organizing network creates new opportunities for building locations and site improvements. At Las Positas College, the FMP moves development to completion and campus organization that engages both topography and distance to establish building sites and place-making. The resulting FMP provides a welcoming, completed campus with new front doors to the community and the hills of Murray Ranch.

The FMPs provide a menu for the District and each College to use in configuring projects, supporting capital fund requests, applying for State funding and successfully obtaining funds from other sources. While drawings in the FMP may appear specific, the forms are conceptual placeholders appropriate for the identified programs. The design of each site and facility project will take place as projects are funded and detailed programming occurs. The FMP remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

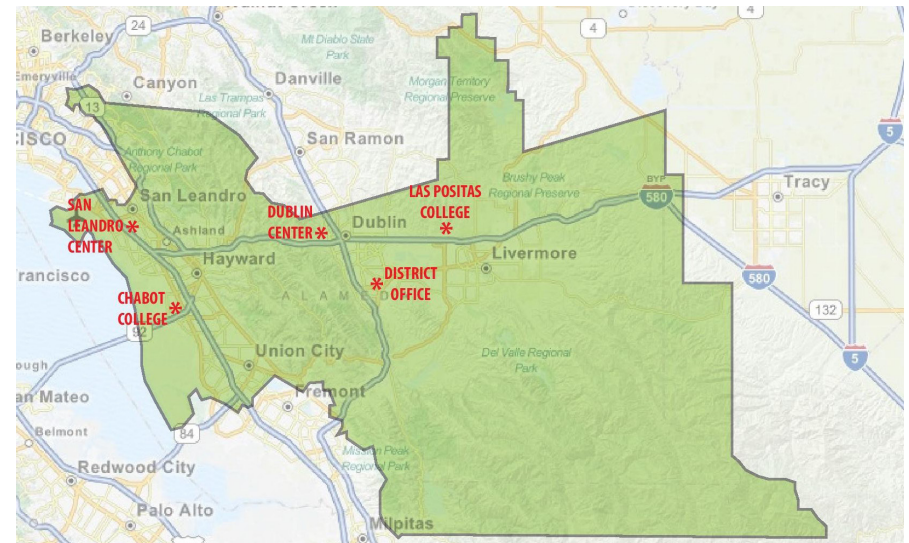


Figure 1.1 District Map

Along with research and data, the FMPs inform the annual update of the Five-Year Capital Plan. Working in tandem with the Draft Education Master Plan, the Five-Year Capital Plan utilizes the FMP to:

- Align facilities for educational programs
- Update the infrastructure to support the educational facilities
- Improve seismic reliability and effectiveness of facilities
- Support student activities on campus
- Improve the exterior environment to support education, retain students on-site and engage the community
- Balance Capacity Load Ratio

Through the Shared Governance process, the planning approach was highly participatory, such that Administration, Senates, Faculty, Staff and Students attended presentations in four Cycles:

Cycle 1 - Brainstorming

Cycle 2 - Master Plan Programming

Cycle 3 - Development of Two Approaches

Cycle 4 - Draft Facilities Master Plan

Participants provided feedback through active discussions at twenty-six (26) meetings, written correspondence to the planning team and anonymous polling. The schedule of the Shared Governance process is provided in Figure 1.2. The feedback was incorporated into each subsequent presentation. Changes in the FMPs were described as they evolved. Decision-making was brought back to the Campus Facilities Committee at each Cycle. Documentation of the presentations was placed on the campus website after each meeting.

During Cycles 2 and 4, the FMP programming information and approaches were presented at the Chancellor’s Cabinet. The Draft Facilities Master Plans were discussed at a CLPCCD Board of Trustees Study Session.

Guiding Principles were developed at a Planning level to provide guidance in evaluating various approaches and to assist in decision-making. In addition, each College has specific Guiding Principles.

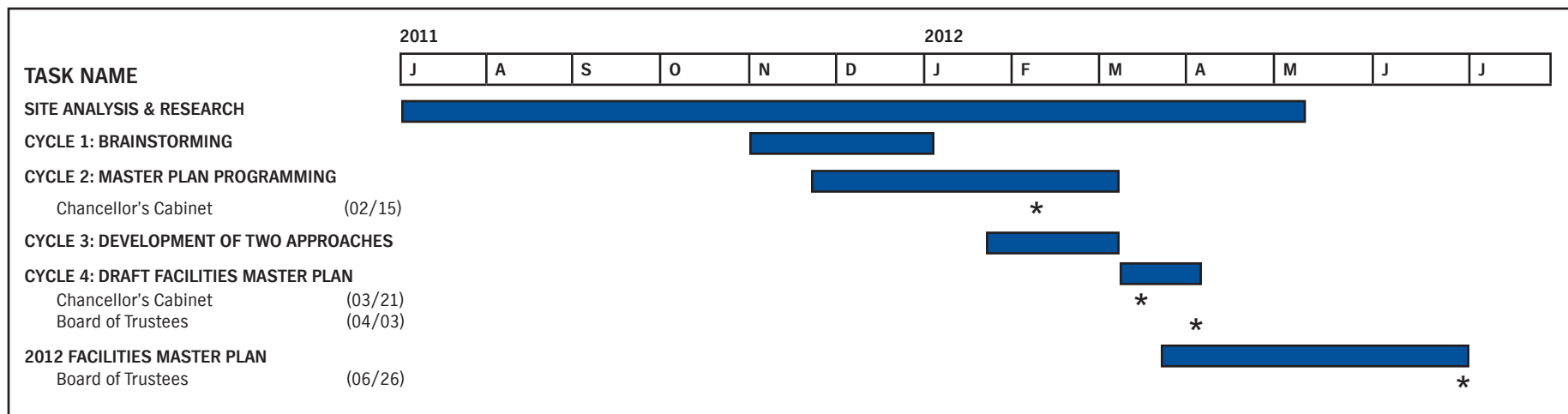


Figure 1.2 Shared Governance Schedule

## Chabot College 2012 Facilities Master Plan

The Chabot College campus is undergoing a process of renewal. As a result of analysis and collaborative engagement with the college, the 2012 Chabot College FMP (Figure 1.3):

- Invigorates and activates the campus oval and quad, enhancing daily student activity;
- Provides a new path of pedestrian wayfinding across campus;
- Identifies nine (9) new Academic and one (1) new M&O buildings;
- Includes renovation of ten (10) buildings not addressed in Measure B;
- Requires demolition of seven (7) buildings and the colonnade;
- Opens up vistas from and to the campus and the community; and
- Replaces and completes Athletic Field Improvements.

The conceptual illustration visually connects the Student Services B700 with other student-focused activities in the new Library/Learning Connection B100 and new Student Union B2300. The Grand Court is reinvented and revived by cross-campus circulation. A collection of gathering spaces for daily student activities contribute to intuitive wayfinding. These are significant benefits to the experience of the students, faculty and staff at Chabot College.

Infrastructure modifications for the building projects, upgrades and replacements are discussed in the Technical Appendices.

## Las Positas College 2012 Facilities Master Plan

The Las Positas College campus is undergoing a process of completion. As a result of analysis and collaborative engagement with the college, the 2012 Las Positas College FMP (Figure 1.4):

- Creates major vehicular entrances into and within the campus;
- Completes the pedestrian circulation (Campus Boulevard) engaging the Barbara F. Mertes Center for the Arts through the Academic and social core to the athletic zones and Murray Ranch;
- Provides a hierarchy of pedestrian cross-campus circulation;
- Connects Murray Ranch with the college and community;
- Identifies six (6) new Academic buildings;
- Includes renovation of one (1) building not addressed in Measure B;
- Requires demolition of fifteen (15) buildings; and
- Completes Athletic Field Improvements.



Figure 1.3 Chabot College 2012 Facilities Master Plan



Figure 1.4 Las Positas College 2012 Facilities Master Plan



The conceptual illustration expands on the on-going major changes to the campus. Once the current projects (Student Services and Administrative Building B1600, Science Building B1850 and the Boulevard) are completed, many of the concerns raised about ‘places for students to hang out’ or ‘outdoor quad space’ will be resolved. As the college reaches out towards Murray Ranch with a connecting entry and trails, there is greater opportunity to engage the community. Together, campus life will have a very vibrant character and quality.

Infrastructure modifications for the building projects, upgrades and replacements are discussed in the Technical Appendices.

## District Centers

As part of their community outreach, the District has several well-utilized and revenue-generating sites serving the business community and adults pursuing specialized training, career changes or self-improvements. Partnerships, created with local government agencies and industries, provide needed services for the greater community:

- The Pleasanton office building houses the One-Stop Center as well as the District office and Boardroom. The location and size of this property provides a revenue-generating potential given recent development activity in the surrounding business parks.
- Chabot-San Leandro Center offers two classrooms for Chabot College programs. This is a shared-use agreement.
- The Dublin Center, a 3-story office building, has leased retail and office space. Economic Development and Contract Education offices and classrooms are located here.

The revenue-generating potential of Contract Education may exceed the zoning of this facility such that additional space may be required. In addition, the District is considering a Satellite Center for an International Student Program that might house a Welcome Center for International students, and perhaps a housing component.

## Document Organization

This document is organized into four sections: 1) Overview, 2) Chabot College, 3) Las Positas College and 4) District Centers. The Overview provides background on all the District sites and the Shared Governance process that informed and led to the FMP update. Terms and definitions related to the process are also provided. The Chabot College and Las Positas College sections provide Background, Process with supporting criteria and diagrams and the 2012 Facilities Master Plan. The District section provides the current and anticipated contribution of these facilities. Infrastructure modifications for the building projects, upgrades and replacements are discussed in the Technical Appendices.

# Overview

## Background

The Chabot-Las Positas Community College District (District) has provided quality, affordable and accessible higher education for Alameda County residents for more than 50 years. Together, Chabot College, Las Positas College and the District Centers, serve 26,000 students annually. The students take a variety of transfer, occupational and professional development courses while they prepare for four-year institutions, continued education, career change or specialized training.

The District sites are comprised of:

- Chabot College: 25555 Hesperian Blvd, Hayward
- Las Positas College: 3000 Campus Hill Drive, Livermore
- District Office and Centers
  - District Office: 5020 Franklin Drive, Pleasanton
  - Chabot-San Leandro Center: 1448 Williams Street, San Leandro
  - Dublin Center: 7600 Dublin Blvd, Dublin

On March 2, 2004, Alameda County voters approved Measure B, which authorized the sale of \$498 million of capital improvement (construction) bonds that enabled the District to repair, renovate, acquire, construct and equip college buildings, site and infrastructure at all the sites. The District successfully completed numerous projects at each campus and established education centers in the communities of Dublin and San Leandro. Projects on the campuses ranged from new construction to demolition, full modernization to select remodeling, sitework to infrastructure, parking lots to photovoltaic panel installations, and energy efficiency to utility upgrades. The District successfully pursued external funding opportunities, including state matching funds and Investor Owned Utility incentive funds. As the Measure B projects near completion, these significant improvements set the starting point for the 2012 Facilities Master Plan updates.

These updates provide a basis of decision-making by the District and each College to identify and configure projects, support capital fund requests, apply for state funding and obtain funds from other sources. While the drawings in the FMP may appear specific, the forms are conceptual sketches, highlighting the location and purpose of the improvements. The final design

of each site and facility project will take place as projects are funded and detailed programming occurs.

## Process

The process to develop the FMPs had several concurrent tracks organized by Four Cycles. Guiding Principles for Planning guided the facilities master planning process (Figure 1.5).

The cycles are:

**Cycle 1 - Brainstorming:** In the context of the campus history and culture, ideas and thoughts were gathered from participants regarding future projects, new programs and campus improvement. Research was conducted on the existing campus buildings and infrastructure.

**Cycle 2 - Master Plan Programming:** Based on listening to the various users, but prior to developing a concept, projects and facility needs were identified and reviewed with participants. The Chancellor's Cabinet was engaged in this Cycle. Projects were defined and refined for subsequent development into graphic site plans.

**Cycle 3 - Development of Two Approaches:** To stimulate discussion and validate previous input, site plan graphics presented a range of options that organized the campus network of buildings and circulation. One of the approaches was more visionary; the other plan was more pragmatic. Campus opinions were solicited and utilized to clarify program components, desired adjacencies and 'Big Picture' considerations. Resulting conversations were stimulating and informative. The Guiding Principles for development of the respective campus unfolded.

**Cycle 4 - Draft Facilities Master Plan:** With Shared Governance input, the two approaches were merged and refined. The campus organizing network addresses how the public physically connects with and traverses the campus. These patterns provided potential locations (footprints) for new buildings and corollary spaces for vibrant student life. The draft FMPs were presented at a Chancellor's Cabinet and discussed in a Board of Trustees Study Session. This input was incorporated into the 2012 Facilities Master Plan updates.



# Guiding Principles - Planning

<b>Enhance Accessibility</b>	<i>Campus-wide accessibility provides safe and convenient access for students, faculty, staff and visitors alike across the entire campus, from buildings and circulation paths to athletics areas and parking lots.</i>
<b>Preserve Assets</b>	<i>Criteria for assessing facilities include safety, efficiency, seismic analysis and pedagogy. Recommendations for removal, replacement or renovation of buildings follow these criteria. The Measure B work already completed on each campus meets these requirements.</i>
<b>Incorporate Sustainability</b>	<ul style="list-style-type: none"><li>• <i>On August 21, 2007, the Chancellor signed the American College and University Presidents Climate Commitment (ACUPCC) to develop carbon neutral college campuses. <a href="http://www.chabotcollege.edu/facilities/Plans.cfm">http://www.chabotcollege.edu/facilities/Plans.cfm</a></i></li><li>• <i>On June 15, 2010, the Board of Trustees adopted Resolution No. 12-0910 – Adoption of the Chabot and Las Positas Colleges Climate Action Plans for the American College &amp; University Presidents Climate Commitment. <a href="http://www.clpccd.org/board/documents/6.5CombinedFiles_Rec_Res.pdf">http://www.clpccd.org/board/documents/6.5CombinedFiles_Rec_Res.pdf</a></i></li><li>• <i>The District has requested that any new projects on campus be completed to achieve LEED Silver rating (See Appendix).</i></li></ul>
<b>Support Human Interaction</b>	<i>Synergy of creating lively and engaging spaces with distinct arrival points, active gathering spots, indoor and outdoor areas of study and interaction can link a campus into a cohesive whole and play an instrumental role in retaining students, faculty and staff, while also inviting the community.</i>
<b>Accommodate Projected Student Population</b>	<i>Facilities for the campuses are to have the flexibility to meet the projected growth in student population and program areas. The Draft Education Master Plan projects 2025 enrollment (headcount) for Chabot College at about 17,000 students and for Las Positas College at about 10,500 students.</i>
<b>Provide Facilities &amp; Infrastructure for the Programs</b>	<i>All facilities are to provide capacity, configuration, equipment and technology for the program and pedagogy. Campus infrastructure is capable of providing the systems capacity and distribution to support all campus facilities in an efficient and effective manner, and is implemented by renovating, replacing, constructing or demolishing the remaining campus buildings that were not part of Measure B.</i>
<b>Reinforce Community Identity</b>	<i>Engagement with the community is accomplished by providing a strong and recognizable visual presence to welcome visitors and enhance the relationships that have been formed. Acknowledgement of the communities within which they reside is not only important as a ‘good neighbor’ but also because these projects have been funded through taxpayer dollars and state revenues.</i>

Figure 1.5



Steinberg Architects began by researching the history, culture, existing conditions and Draft Education Master Plans of each campus. These investigations and analyses were supplemented and conducted by TeeCom (Telecommunications; Audio/Visual; Security), Interface Engineering (Mechanical; Electrical; Plumbing), Rolf Jensen & Associates (Code), Crosby Group (Structural) and Sandis (Civil). As the Cycles progressed, Steinberg Architects and Gates + Associates (Landscape Architect) identified opportunities for organizing the campus network of buildings and circulation. These opportunities were informed by Guiding Principles, research and the Shared Governance process.

Over the 12-month period, the following sources contributed to the FMP:

- Shared Governance meetings
- 2005 Facilities Master Plan
- 2005 Education Master Plan
- Review of the 2012 Draft Education Plan to identify specifically mentioned facility needs
- District Mission Statement (Figure 1.6)
- Data in FUSION such as Facilities Condition Index (CA Community College database, maintained by the State Chancellor's office)
- IPP (Initial Project Proposal) applications prepared by the District for State funding
- FPP (Final Project Proposal) applications prepared by the District for State funding
- Capacity Load Ratio (a formula in FUSION comparing the Weekly Student Contact Hours to the capacity of rooms, by type, on the campus)
- Documents submitted from each college for various programs
- Research through District and campus websites
- Site visits and field investigations
- District Standards
- Draft Chabot-Las Positas Community College District Information Technology Planning, Computer and Network Infrastructure Strategic Directions 2012-2018
- Record Drawings of buildings and infrastructure

Decision-making was brought back to the Campus Facilities Committee at each cycle.

## CLPCCD Mission Statement

*"The fundamental mission of the Chabot-Las Positas Community College District is to provide the leadership and resources to ensure that all students within the District will continue to have an equal opportunity to pursue and achieve their educational goals.*

*The District will provide policy, advocacy, service, and resources for the operation of its two colleges: Chabot College and Las Positas College. The District assumes the responsibility to support the mission, goals and priorities established by each college.*

*The District will coordinate the allocation of fiscal and human resources, ensure fair hiring processes through adherence to affirmative action practices, and will encourage the colleges to develop strong educational and student services programs.*

*The District will continue to direct the development and maintenance of each college within the District.*

*The District will continue to perform its legal responsibility to adopt and to implement appropriate policies and guidelines that will protect and enhance its own function and that of its two colleges."*

Figure 1.6



## Capacity Load Ratio

Each room type within the College campuses is identified by a Room Use Category that ties into the database of the California Community College Chancellor's Office. The database is called FUSION (Facility Utilization Space Inventory Option Net). In Figure 1.7, rooms are designated by their categories.

Based on the WSCH (Weekly Student Contact Hours) for each campus, the state allocates a percentage or capacity in each room category. Projects add or remove assignable square footage in the FUSION database. The data states the 2013/2014 Capacity Load Ratio in Figure 1.7. The objective of the FMP is to match the allocation at 100%. A number less than 100% indicates under capacity. The State will not fund a project for any room category if the category exceeds 100%.

## Program Assumptions

Classrooms are used for instruction not requiring special equipment (Lecture Rooms). Laboratory Facilities acknowledge the requirement for special-purpose equipment such as for Science, Arts, Languages, Computers and Applied Technology. With the incorporation of technology into the classroom, fit-up now requires the option for both lecture and computers. This modification leads to the solution of dual-purpose furniture for both Computer Labs and Lectures. All teaching rooms will have Smart Technology. By providing a range of sizes to accommodate 30 to 44 to 60 to 90 persons, and 120-persons and 200-persons tiered classrooms, the rooms will meet classroom or lab instructive needs of each campus. There is also an opportunity for increased community engagement by providing these large lecture spaces on each campus.

## Capacity Load Ratio by Room Use Category from FUSION 2013-14

	Chabot College	Las Positas College
• 100: Classroom (Lecture)	156%	78%
• 200: Class Laboratory	73%	56%
• 300: Office	139%	75%
• 400: Library	79%	64%
• 500: AV/TV	37%	37%

Figure 1.7

## 2. Chabot College 2012 Facilities Master Plan





---

## Table of Contents

Summary.....	18
Overview.....	19
Background.....	19
Process.....	19
Chabot College 2012 FMP.....	24
Conclusion.....	34



# Summary

Celebrating the 50th Anniversary of its founding, Chabot College (Figure 2.1) has successfully provided educational opportunities in the Alameda County area. Completion of the Measure B projects enables the District and College to initiate an update of the Facilities Master Plan for the next ten to twenty years. For Chabot College, this entails renewal of the campus.

As a result of analysis and collaborative engagement with the college, the Chabot College 2012 Facilities Master Plan (Figure 2.2):

- Invigorates the campus oval by placing buildings and landscape elements within the space;
- Includes ten (10) new buildings: B100 Library/Learning Connection and B2300 Student Union bring student-focused projects to the forefront; B2100 Biology addresses a significant lab deficiency; B200 Administration serves as a public place; B1100 SOTA Offices and B2000 Math-Science Offices provide efficient layouts adjacent to Classrooms; B1300 Lobby and Backstage area resolve access and overcrowding; B3600 mid-sized Theater offers public opportunity across campus; B3400 Annex gives the BMW program safe storage; and B3000 M&O serves as repair and warehouse;
- Renovates ten (10) buildings: B1000 Art, B1300 Performing Arts, B1500 Faculty Offices, B1600 Engineering, B2200 Medical/Dental, B3000 M&O, B3100 Emergency Medical, B3500 and B3700 Children's Center, and B3900 Chemistry/Computer;
- Recognizes seismic improvements across campus, such as removal of the canopy/arcade/colonnade;
- Re-assigns B3300 as the warehouse for emergency supplies; and
- Completes a multitude of Athletic Facility improvements.

Infrastructure modification for the building projects, upgrades and replacements are discussed in the Technical Appendices.

While the drawings in the FMP may appear specific, the forms are conceptual in nature, highlighting the location and purpose of the improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The FMP provides a document for the District and each College to use in configuring and addressing projects, supporting capital fund requests, applying for State funding and successfully obtaining funds from other sources.

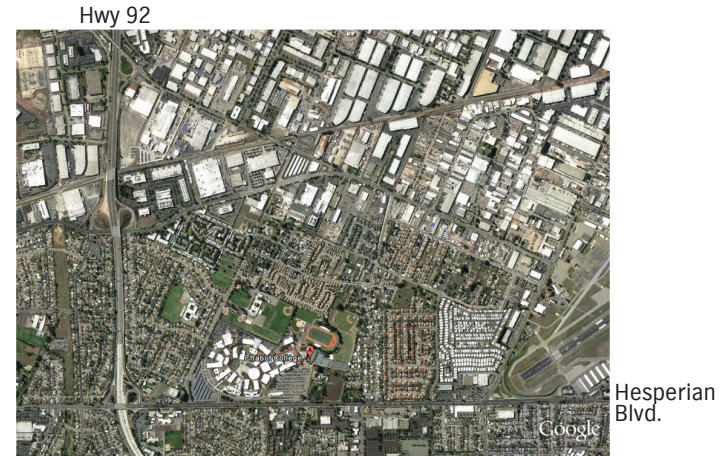


Figure 2.1 Chabot College Aerial



Figure 2.2 Chabot College 2012 Facilities Master Plan



# Overview

## Background

Chabot College was first established on September 11, 1961, on a temporary site in San Leandro with 1,132 students. On September 20, 1965, Chabot College opened its permanent site, with 94 acres on Hesperian Boulevard in Hayward, CA. The original campus was designed and built all at one time. Data from Institutional Research states that in 2010-11, Chabot College supported an annual FTES (Full Time Equivalent Students) of 10,886 students. Data from the Draft Education Master Plan states that in 2010-11, Chabot College had an enrollment (headcount) of 14,206 students and projected the enrollment (headcount) for the year 2025 as 16,946 students.

New facilities and infrastructure were added over the years to support the College's Mission Statement (Figure 2.3). Subsequent to Measure B funding and based on the 2005 Education and Facilities Master Plans:

- Three (3) new buildings were constructed: B400 Instructional Office Building (IOB), B700 Community and Student Services Center (CSSC), and B4000 PE Strength and Fitness Center;
- Fourteen (14) buildings were renovated: B300, B500, B800, B900, B1200, B1400, B1700, B1800, B1900, B2500, B2600, B2700, B2800, and B2900; Partial updates were provided: B1000, B1300, and B2200;
- District commitment to energy efficiency fostered significant sitework, infrastructure, a Central Utility Plant with distribution system, photovoltaic panels over parking areas, and parking lot improvements;
- Athletic program improvements included new tennis courts, softball field, soccer field and football field; and
- Campus artwork was installed.

Figure 2.4 depicts the status of the Chabot College campus as of June 2012. This is the starting point of the 2012 Facilities Master Plan Update.

## Process

The process to develop the FMP had several concurrent tracks organized by Four Cycles:

- Cycle 1 - Brainstorming
- Cycle 2 - Master Plan Programming
- Cycle 3 - Development of Two Approaches
- Cycle 4 - Draft Facilities Master Plan

## Chabot College Mission Statement

*“Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a life-long journey, the college provides opportunities for the intellectual enrichment and physical well-being of all community members who can benefit.”*

Figure 2.3



Figure 2.4 Chabot College as of June 2012



Through the Shared Governance process, the planning was highly participatory. Administration, Senates, Faculty, Staff and Students participated in twelve (12) meetings over a 6-month period (Figure 2.5). Correspondence was submitted to the planning team and input was gathered. As the Guiding Principles for Planning informed the overall approach to development, specific Campus Guiding Principles (Figure 2.6) evolved and directed the process and decision-making for the Chabot College Facilities Master Plan. Feedback was incorporated into each stage. Changes in the FMP were described as they progressed. Documentation of the presentations was placed on the campus website after each meeting. Decision-making was brought back to the Campus Facilities Committee at each Cycle. Decisions at Chabot College were evaluated based on these principles.

The following cycles trace the process and discussions providing direction for the FMP:

## Guiding Principles - Chabot College

- Provide Student-focused Projects
- Meet Pedagogical Requirements
- Upgrade for Seismic Stability
- Maintain Measure 'B' Projects
- Remove Modular and Portable Buildings
- Utilize Open Areas to Support and Energize Campus
- Accommodate Identified Programs/Functional Adjacencies
- Improve Vehicular Circulation and Parking
- Incorporate Intuitive Wayfinding

Figure 2.6

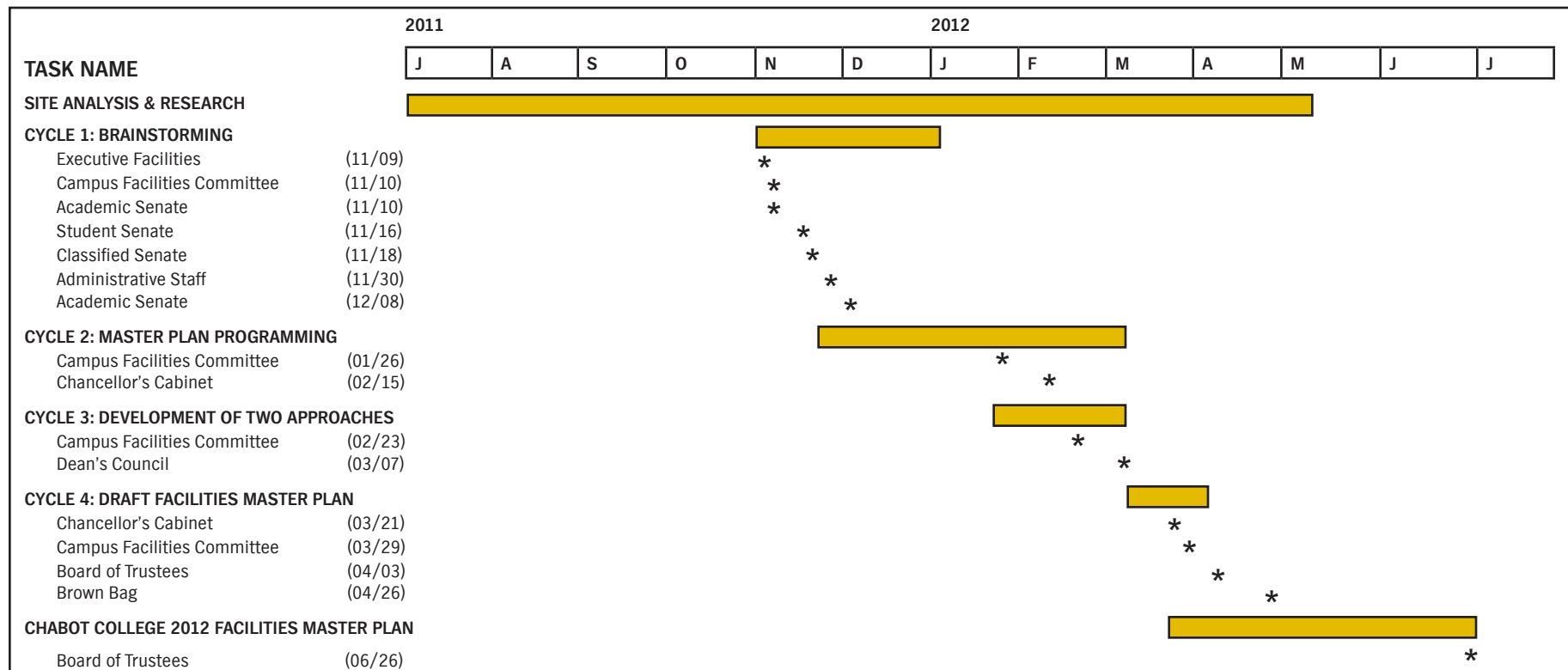


Figure 2.5 Chabot College FMP Schedule



## Cycle 1 – Brainstorming

The campus consists of an oval grand court, around which buildings are placed in a radial pattern, in some cases the pattern is two buildings deep. Among the existing buildings, there is a consistent architectural vocabulary of exposed aggregate concrete infill panels, and poured-in-place concrete columns connected by arched beams. New buildings on campus have more freedom of expression and aesthetics. An arcade/canopy/colonnade links the buildings together and provides a path for circulation. Views into the main quad are blocked by the buildings and the colonnade. Current arrival points into campus are from signalized entrances off Hesperian Boulevard, with additional entrances off Depot Road and Lot J.

In the context of the campus history and culture, ideas and thoughts were gathered from participants regarding future projects, new programs and campus improvement. The feedback gave the design team awareness of the underutilized and uncomfortable nature of the central courtyard and that the inward geometry of the campus confuses students and visitors alike. The question was posed of how the area within the oval could enhance daily student life. Other challenges were brought to the forefront, namely limited vehicular drop-off/pick-up, poor directional way-finding, visual barriers, the lack of a clearly defined main pedestrian artery, uninviting outdoor gathering spaces and no physical features to recognize and support the campus entries.

## Cycle 2 – Master Plan Programming

Based on listening to the various users and collecting source documents, but prior to developing any concepts, possible projects and facility needs were identified and reviewed with participants. As a result, the major program requirements for the campus emerged. The programming feedback articulated shortcomings in the student-focused facilities of Library, Student Union, Student Activities, and DSRC; shortage of large Lecture Rooms; significant facility deficiencies in Biology; lack of capacity in TV/Radio; and the need for a new mid-sized theater. Projects were defined and refined for subsequent development into graphic site plans. A meeting with the Chancellor’s Cabinet took place during this Cycle.

The demand for academic space is currently outpacing the timing of new and renovated facilities. As shown in Figure 1.8, Chabot College is below its allocated Capacity Load Ratio for Lab Classrooms, Library and AV/TV, but over on its allocation in Lecture and Offices. The opportunities to build new two or three-story buildings are found in the footprints of the original campus structures. The condition of some of these buildings has reached their

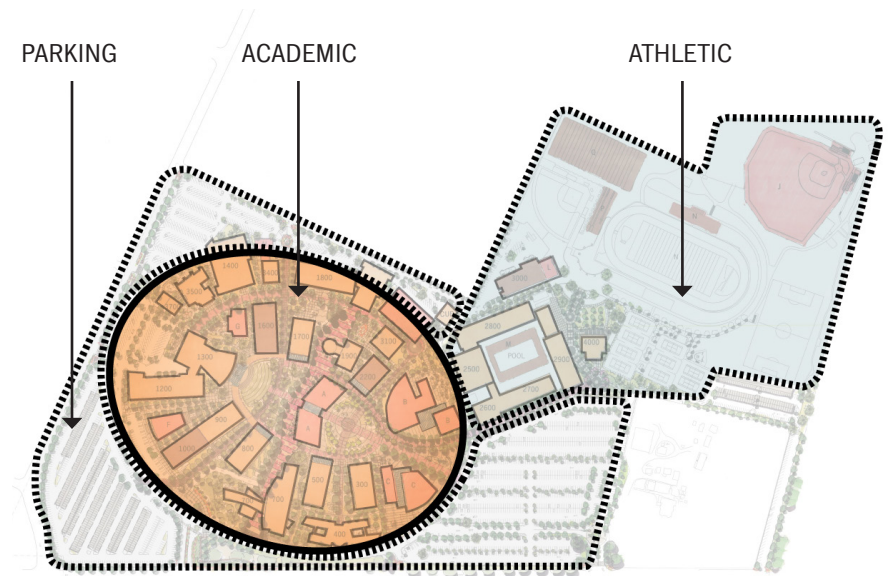


Figure 2.7 Chabot College Zones

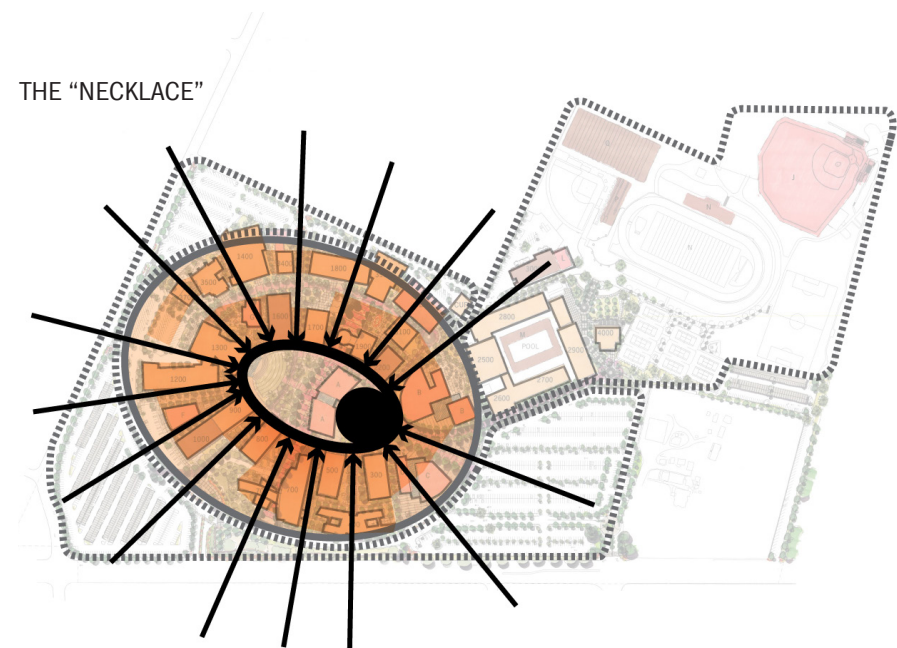


Figure 2.8 Chabot College Circulation

respective Facilities Condition Index replacement value. The FMP program has to account for replacement of these outdated buildings.

### Cycle 3 – Development of Two Approaches

Site plan graphics were presented to stimulate further discussion. Site plan analysis of the existing campus identified three major zones (Figure 2.7). The approaches began to establish connections that link and unify the campus, fostering positive memorable experiences and campus identity. Figure 2.8 illustrates this circulation as a necklace. Scenarios were prepared to address the various campus facility needs, focusing on campus renewal. The Guiding Principles for Planning as well as the specific principles for Chabot College became the organizational factors used to analyze the challenges and evaluate decisions. The resulting diagrams were not meant to be design concepts but rather ideas to generate thought and conversation.

Approach One proposed a visionary and bold path of pedestrian circulation, starting at PAC B1300, through the center of campus, leading all the way to the Administration B200 at the other end of campus. Concurrently, a cross axis was illustrated, leading pedestrians from the CSSC B700 across the oval, through a new Library and ending at the Science Buildings. Approach One showed the replacement of B100 with a new Library/Learning Connection at the heart of the campus, along with a new Student Union. The concept depicted removal of the existing Bookstore B3800 and incorporation of that function into the Student Union and new Administration B200 (Figure 2.9).

Approach Two (Figure 2.10) depicted the same main idea with the new B100 Library/Learning Connection in the center of the oval, but kept B3800 Bookstore and B200 Administration intact. Each approach also suggested different ideas for the Faculty Office Buildings B1100, B1500 and B2000, either new or renovated. There was general support from participants to utilize the oval area for a new building.

Discussions with the campus led to clarified program components, desired adjacencies and ‘Big Picture’ considerations. Resulting conversations were stimulating and informative. During the dialogue with the campus, the master plan programming continued to be refined. Inclusion of a 500 to 700-seat Theater was requested. Documents describing facility needs were received for the Fire Technology Program and Biology B2100 Building. New programs for Civic Engagement Center and Environmental Studies were conveyed. Feedback leaned strongly towards maintaining the B3800 Bookstore. Discussions continued regarding placement of a building in the



Figure 2.9 Chabot College Approach One



Figure 2.10 Chabot College Approach Two



oval versus keeping it available for large events such as graduation. General consensus was reached to have the ability to accomplish both by leaving enough of the oval intact that large gatherings could still take place, while enabling the activation of the court by students on a daily basis.

Other suggestions included placing B100 Library at the front of campus and switching its location with B200 Administration; however placing B100 in the front blocks the views into and through the campus, whereas new B200 Administration has a smaller footprint and serves the added purpose of being community-oriented. Dialogue also involved placement of Radio/TV with a new Theater or at the front of campus with B200 Administration. Other topics were campus arrival points and overall circulation through the campus. The review and discussion process ultimately resulted in a Draft Concept.

### Cycle 4 – Draft Facilities Master Plan

Pursuant to Shared Governance sessions with the Facilities Committee and subsequent input from the Chancellor’s Cabinet, the two approaches merged into a Draft Facilities Master Plan (Figure 2.11). Participants gave further feedback through comments. Chabot College held an Open Forum (Brown Bag) for input from the greater campus community. The Draft FMP incorporated a collaborative refinement of the program elements, resulting in a comprehensive facilities master plan program. The Draft illustrates:

- New Library/Learning Connection in the heart of the campus;
- New Student Union within proximity of the campus center;
- New Biology with Math-Science Offices;
- New Administration at the front of campus;
- New 500-700 seat theater near PAC B1300;
- New SOTA Offices;
- Several renovations/additions; and
- The Grand Court re-defined and invigorated with a tree-lined circulation path providing cross axis.

Feedback resulted in consensus on placement of a new building within the oval, while the range of uses and activities in the oval further informed the placement of the building. A presentation was made at the conclusion of Cycle 4 to the Board of Trustees. Documentation of the presentations and discussions was placed on the District and/or College website. More critique was obtained for development into a Final Facilities Master Plan.



Figure 2.11 Chabot College Draft Facilities Master Plan

# Chabot College 2012 Facilities Master Plan

The final stage of the Facilities Master Plan involved preparing a document with narrative and map (illustrative plan) and solidifying the facility program and associated adjacencies. The 2012 Facilities Master Plan distills all the input, feedback, comments and reviews, incorporating them into a plan (Figure 2.12). The Board of Trustees takes the action to approve the 2012 Facilities Master Plan as the guide to future development at Chabot College.

The range of opportunities reflected in the 2012 Facilities Master Plan (FMP) provides the facilities and character that supports the continued success of Chabot College. At Chabot College, organization of the FMP fully engages the students by bold and careful placement of new student-focused buildings within and near the oval. The resulting FMP provides a renewed and energized campus with new elements that address students, faculty, staff and the larger community.

The proposed plan is measured against the Guiding Principles. The following is a description of the FMP, organized into four (4) segments (Figure 2.13).

## Segment One

Enlivening the core of the campus oval creates a vibrant academic village where students feel inspired to participate in Chabot College activities. The re-invented Grand Court provides opportunities for student gatherings (Figure 2.14). Segment One focuses on the vitality of student and community spaces (Figure 2.15). Placement of the new Library and Learning Connection B100 at the heart of campus invigorates the quad, and draws energy into the center. There is a synergy between the two programs that enhances student learning and makes each entity more beneficial to the other. Tutoring for all academic subjects comes together in one central location. With new Study Rooms, Computer Classrooms, Open Labs, Tutoring areas and Smart setup, the new B100 will promote the student's success. Integrated within the new building, the Center for Teaching and Learning, Institutional Research, Faculty Development and Making Visible/Student Inquiry enhance student interaction with faculty, as well as faculty with faculty. As a new place of learning, the increased opportunities for engagement create a desirable student outcome and reinforce the concept of lifelong learning.

A new Student Union to replace B2300 is envisioned as necessary to engage and retain students, drawing them to use the campus for longer periods and more often, both socially and academically. Being located near the new Library/

Figure 2.12 Chabot College 2012 Facilities Master Plan - Opposite Page

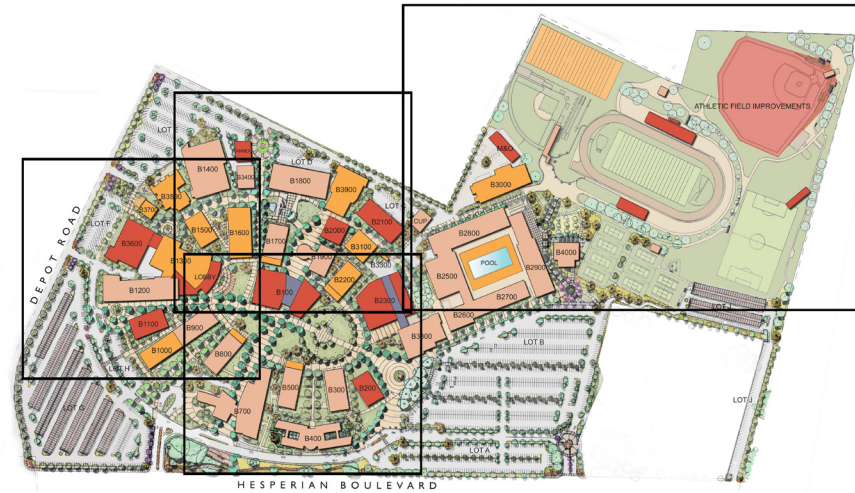


Figure 2.13 Chabot College FMP Segments

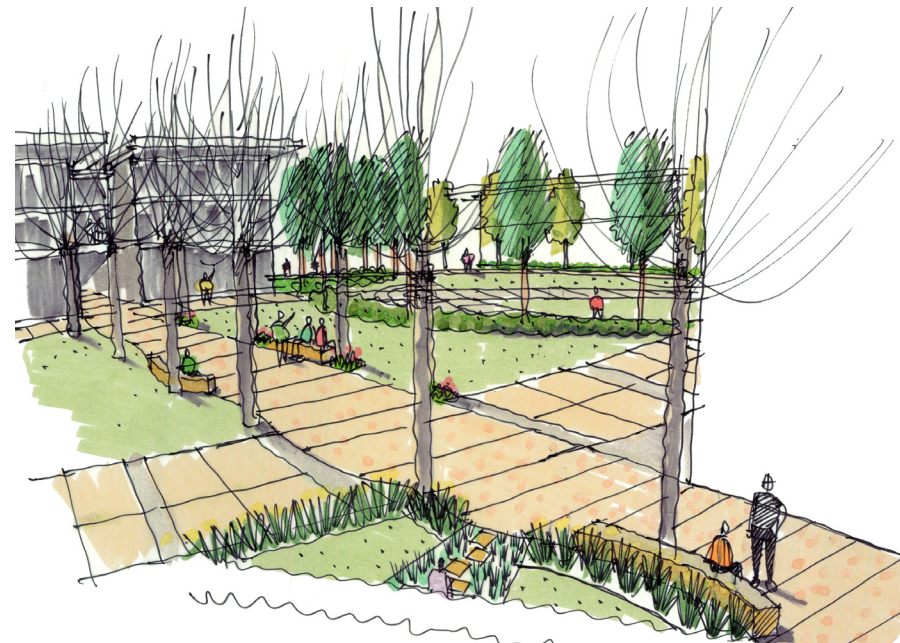


Figure 2.14 Chabot College View Within Oval





Figure 2.12 Chabot College 2012 Facilities Master Plan





Learning Connection enables a strong relationship to develop between those two aspects of student life. The Union holds a variety of spaces, including Dining Area, Food Service Kitchen, and Servery. In addition, the building houses Student Activities, Student Government with their offices, and work space for student clubs, plus the Mass Communications Journalism program.

Another synergy within the Student Union B2300 is the Student Health Center, with both visibility and privacy considerations. The new space includes a Mental Health component. Other departments located in the Student Union are the Veteran's Resource Center, which currently has no location and Disabled Students Resource Center (DSRC) from B2400. DSRC indicated they would like to be as close to B700 as possible for the convenience of the Disabled Students and Counselors, such that if there was space available in B700, they could be accommodated there. Access on the ground level is essential for all these departments.

Campus Security is accommodated in the Student Union, moving from B2300 and B3300. Alternatively, Campus Security could be housed in B700 if there was availability. They require first floor placement for ease of access to security vehicles. Once Campus Security's location has been determined and completed, the existing B3300 will be reassigned as the warehouse for emergency supplies.

The location of B200 Administration creates an inviting plaza near the Heritage trees, which serves to welcome students and visitors alike (Figure 2.16). This building plays an important role as the first building that people arrive at from the north parking lot. From the plaza, views would be open into the new Oval quad, such that pedestrians are led directly towards the new Library/Learning Connection, with no obstructed buildings. B200 would house the Presidents' and Vice Presidents' Suites. Additionally, it would have a Large Meeting Room used by all groups on campus such as Senates, or as an Event Room. Furthermore, it would have a Reception/Information Area, Mail Room, and Copy Center. A new Program with exciting connections to be accommodated in B200 Administration Building is the Civic Engagement Center. Having it placed in front of the campus creates an important new iconic element for the campus. The tiered Lecture Hall in B200 could be used by all academic programs, as well as for guest speakers and larger gatherings.

The Radio/TV Program is a 24/7 operation currently housed on the first floor of existing B100, in outdated and non-accessible space. There are two viable opportunities for the program: either placed in B200 as part of the public face of Chabot College, or in B3600 new Theater in the SOTA area with its

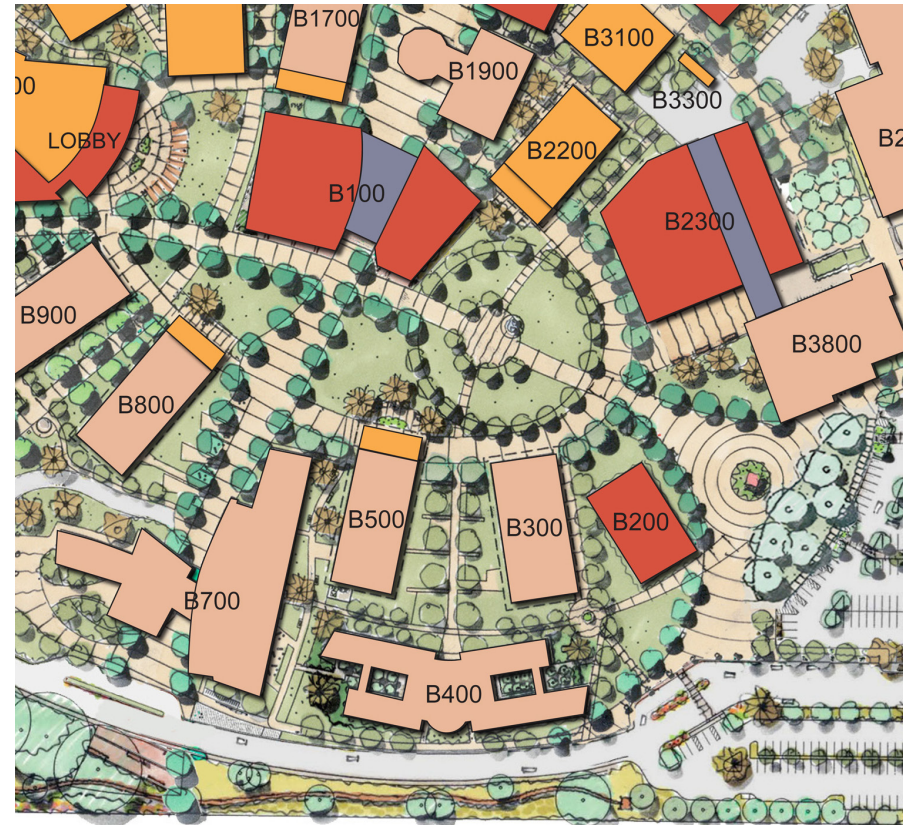


Figure 2.15 Chabot College Segment One

Faculty residing in B1100. The Radio/TV Program has strong synergy with both functions, but they also work well with the Library, as they do now, or possibly the Student Union, with Mass Communication Journalism.

The use of the oval courtyard changes dramatically with the placement of a new building at the core of the campus. It becomes a dynamic center where students are drawn as they converge upon the new Library/Learning Connection on a daily basis. Elements of the old arcade could be converted into glass-enclosed lobbies at the 2-story stairwells of B500, B800, B1700 and B2200. Trees placed in the perimeter of the old B100 pay homage to its past, yet still allow for congregation and gathering space. The courtyard area continues to function as a student activity center and event space, with room to seat about 1,500-3,000 people for special events, depending on how the seats are placed. The open area of the oval is about the same square footage as the existing grand court between existing B100 and steps of B1300 Theater; it is merely that the open space in the FMP has been configured differently.

## Segment Two

The Science, Technology, Engineering and Math area of Chabot College form the STEM segment (Figure 2.17). The existing Biology B2100 requires replacement due to its age and condition (1965). It is envisioned that a new two-story B2100 would house Labs and Prep Rooms for use by Biology, Botany and Anatomy. In addition, the Biology Building needs Classrooms for Science Lectures, which could be accommodated in B2100 or in a remodel of B3900 first floor. Ideally, the Biology Building would be located where it is now, due to access to the parking lot and delivery of cadavers, which would result in interim housing for them during construction.

The Environmental Studies Program is new at Chabot College, and it has natural synergy with the Biology Building B2100. It requires a 'Green' building to be used as part of the educational curriculum, with sustainable features that the students can learn from. Therefore, B2100 could be built with significant ecological features. The exterior landscaping at B2100 provides further possibilities for the Science program with a science landscape corridor or placement of a pond. Biology used to have a pond but it was lost when B3900 was built.

Based on Faculty feedback, B2000 which houses the Math & Science Faculty, is replaced with a new two-story building in the same location. In addition to Offices, there are Conference Rooms and Classrooms. The Faculty have expressed it a priority to be centrally located in the Math & Science area.



Figure 2.16 Chabot College View towards Oval



**Alternative:** There are other opportunities to provide Math & Science Offices either within the new Biology Building B2100, or as a remodel of B3900 first floor.

B1500 houses the Engineering Faculty and Classrooms that requires a full renovation, with exterior, seismic upgrade, hazardous material removal, new HVAC system, lighting, plumbing, sprinklers, electrical, data, technology, finishes, restrooms, etc. The Classrooms are used by the Fire Technology Program, with their specific equipment. The Engineering and Technology Faculty have expressed a priority for adjacency to the Engineering buildings B1400 and B1600.

B1600 houses the Engineering Department Labs and requires a full renovation, with exterior, seismic upgrade, hazardous material removal, new HVAC system, lighting, plumbing, sprinklers, electrical, data, technology, finishes, restrooms, etc. B1600 has been submitted to the state for matching funding and is currently on the wait list. Per the FPP for this building, an observatory with elevator access could be located on the roof of B1600 or elsewhere on a new building.

Previously with Measure B, the first floor of B2200 Medical/Dental was completely renovated. The 2nd floor requires a full renovation, with exterior, seismic upgrade, hazardous material removal, new HVAC system, lighting, plumbing, sprinklers, electrical, data, technology, finishes, restrooms, etc.

B3100 Emergency Medical is a newer building (1995), however the Draft Education Plan mentions that some areas require renovation, such as upgrading the Computer Labs.

B3900 Chemistry/Computer is a newer building (1999), however the Faculty requested that some areas require renovation, such as converting the 1st floor Classrooms and Open Labs to Computer Labs for Sciences. The details can be worked out further as the B2100 Biology project comes on board.

A new garage Annex for B3400 provides storage for ten (10) BMW's used for study in the B3400 Automotive area. The cars are currently stored in the Butler Building, which will be removed. These cars are loaned and care must be taken to house them in a safe utilitarian environment.

The Fire Safety Program has four (4) separate facility needs: 1) General Education (GE), which are the core classes being taught campus-wide in any Smart GE Classroom; 2) Physical Fitness, which is being taught in various PE rooms and spaces, plus they use the fire hydrant and Storage near the corner of B2900 & B2800; 3) Fire Technology, which is being taught in Classroom Labs in B1500 and will be renovated according to the Fire



Figure 2.17 Chabot College Segment Two



Technology program needs; and 4) Fire Tower, which currently is off-site using a tower in San Leandro. While the Tower function will remain off-site for the foreseeable future, the other program components may continue on campus or at an expanded off-campus site. If remaining on campus, they require a platform or roof access upon which the students climb to practice carrying their equipment up and down. One possibility is to incorporate this function when B3000 is renovated. Resolution of this program location will be determined as funding for projects moves forward.

### Segment Three

The Arts Area is another cohesive segment of the FMP (Figure 2.18). There are three separate facility requirements for B1300 Performing Arts (1967): 1) Renovation of B1300 finishes by providing paint, carpet, upholstery, special FF&E, lighting, audio, and updates to the backstage area such as Dressing Rooms, etc. 2) An expansion/addition at the front of B1300 to incorporate a larger Lobby, Ticket/Concession area, restrooms, and elevators to reach the seating at the mezzanine level for ADA. Note: Ideally the expansion would occur such that B1200 can have shared use of the Lobby area; 3) An addition at the rear of B1300 for backstage improvements.

B1100 houses the School of the Arts (SOTA) Faculty in a one-story building (1965). This building is replaced with a new two-story building in the same location, with SOTA Faculty Offices, Conference Rooms and Classrooms. The Faculty has expressed a priority for adjacency to the Performing Arts area. A new building at B1100 provides an opportunity to incorporate a 200-person Recital Hall in the space, with appropriate acoustics and/or stage.

Art B1000 houses the Sculpture & Ceramics Labs in a one-story building (1965, with minor updates 2001). It requires a full renovation, with exterior, seismic upgrade, hazardous material removal, new HVAC system, lighting, plumbing, sprinklers, electrical, data, technology, finishes, restrooms, etc.

B3500 and B3700 Children's Centers are newer buildings (1995 and 2002 respectively), however they require renovation such as the finishes to be upgraded with paint, carpet, etc. The Children's Play area requires a new fence and a new yard, comparable to the one recently completed at LPC.

Once the Butler Building is removed, placement of a new 500 to 700-seat Theater near B1300 is preferred. It has easy access and shares the delivery driveway with loading dock for B1300. Its size is dependent on how much room there is on the site, which can be investigated further as the project becomes real. This building may impact the campus electrical substation and distribution. Parking in Lot F is impacted in order to build the new theater.



Figure 2.18 Chabot College Segment Three

## Segment Four

The current M&O Warehouse needs repair and renovation. At the same time, some of M&O storage and vehicle repair facilities will be lost when B3600 Butler Building is removed. Therefore, a new Warehouse building for storage and vehicle maintenance is required in the vicinity of B3000. It is possible that the two projects could be combined into one newer and larger building for M&O. In addition, the Corporation Yard needs to be renovated as well. The details will be addressed when the project is funded.

Several projects are required at the Athletic Fields: 1) Baseball Field: The Baseball Field requires to be completely removed and rebuilt, with turf, bleachers, site lighting, dugouts, batting cages and scoreboard. The adjacent Restroom building will be renovated. 2) Practice Field: In order to solve the Practice Field drainage, the entire area has to be dug up to place new pipes, and then it has to be covered with new turf. 3) Pool Deck: The lower deck was renovated, but the upper deck requires renovation. 4) Football Stadium: Provide new accessible bleachers at Football Stadium and Press Box, Stadium Lighting and Scoreboard. 5) Javelin: Provide Javelin area on the Soccer Field (Figure 2.19).

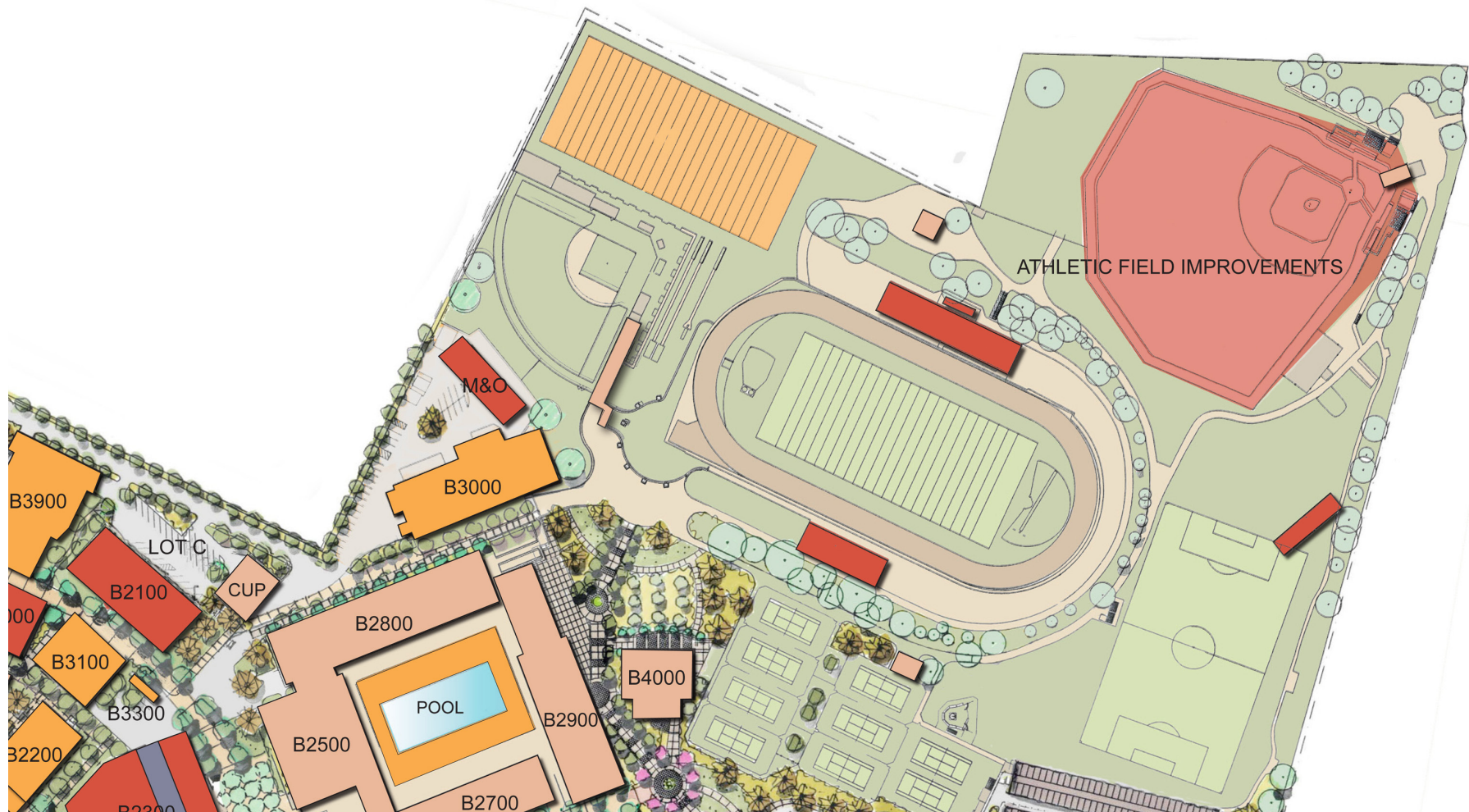


Figure 2.19 Chabot College Segment Four



## Arcade (Canopy/Colonnade/Breezeway)

Based on the Structural Engineer's review of the arcade/canopy/colonnade element that wraps the campus Grand Court, this element is seismically challenged and it is not feasible to remain. Some portions of the Arcade are being demolished to make way for the new Library B100. Subsequently, when B100 is demolished, the associated ramps and canopy will also be removed. The removal of most of the arcade will allow for a more open campus, with improved views, clear vistas and comprehensible circulation. Suggestions from participants have been to remove the double-T beam and replace with a clear roof in order to open up the canopy but that is neither structurally feasible nor recommended. It is practical to remove the entire arcade. Concepts for replacement can be determined as funding becomes available.

Eventually, when B1300 gets a new Lobby, the arcade at B1300 will have to be revisited. The campus has expressed some desire to keep the arcade for two purposes: shade and rain. Regarding shade, new trees will provide cover, help to soften the oval and provide cool comfort to pedestrians. Regarding rain, the new Library B100 transforms the oval into a smaller courtyard; therefore traversing it in the rain will not seem as daunting. The new ring of trees can help with the rain as well, to some degree. Another proposed design idea is to convert each of the exterior stair balconies into an enclosed glass lobby, to serve as beacons of light at night and to respect the memory of the arcade. These elements can be discussed further as each building project becomes reality.

## Building Exterior

Currently, under Measure B, B1700 and B1800 Math-Science are undergoing extensive renovation, including the building exterior. A new metal panel system is being installed over the concrete exterior of B1700/B1800, based on a design concept that was approved by the Math-Science Faculty and the Facilities Committee. Once the construction work at B1700/B1800 is complete, the College may determine that this metal panel system is a desirable solution to be carried out on other building exteriors across the campus. Concurrently, a campus-wide art project is proceeding which led to the installation of exterior artwork on B1900 Planetarium. Moving forward, decisions regarding existing building exterior design should take these implementations into consideration.

The new B100 placed in the grand court suggests a glass atrium, which allows for a vista through the building towards B1900, such that the new artwork is respected, while views are provided from inside the building, captivating students, faculty, staff and visitors alike. In addition, there are numerous opportunities throughout the campus for other art to be installed.



Figure 2.20 Chabot College Arrival at B200 Plaza

## Sitework

### Vehicular Circulation and Parking

Improving the campus vehicular circulation system for drop-off and pick-up is a guiding principle for Chabot College's FMP. Clarifying the points of arrival and pedestrian connections at Chabot College create wayfinding into and through the campus. Landscape elements such as planting type and size, lighting, paving, water, trees, art and seating amenities can define primary and secondary circulation.

There are two main access points onto Chabot College, both of which are signalized at Hesperian Boulevard. A new marquee is going to be installed at the corner of Hesperian and Depot under Measure B. The east face of campus is visible from Hesperian, announcing itself prominently with the new buildings B400 Instructional Office Building and B700 Community and Student Services Center (CSSC) that look outward towards the community. However, the FMP team heard many comments about how the current vehicular circulation causes a bottle-neck along the auto link between the entries. Many suggestions were made, some of which are represented in the FMP. Figure 2.20 shows how the connector drive between the two Hesperian entries provides a solution with a new drop-off area.

Once vehicles arrive at either Hesperian entry, monuments with Chabot College signage will greet visitors. The campus signage system with a directory, arrows and building names guides vehicles and pedestrians alike. In addition to the existing drop-off area at B700 CSSC, another drop-off area at new B200 Administration will ease the congestion at peak arrival and departure times.

Parking Lots A, B, and G have recently been renovated, and as such, will not be changing substantially other than to allow for the new drop-off at B200. Parking Lots C, D, E, F and J require renovation with new layouts and re-stripping. Due to the size of the new B3600 500 to 700 seat Theater, it will have a modest impact on the quantity of parking spaces in Lot F.

If it is determined that additional parking is required in the future, conversations were held with the college regarding a possible parking garage. The need and appropriate location for a parking garage should be weighed against its impact to the campus. For example, Lot E is desirable being in the back of the campus but there isn't sufficient space for a garage, while Lot B has more room for a potential garage but would have a negative impact on the experience of the campus arrival and first impressions.

## Landscape

The Chabot College Facilities Master Plan reworks the campus to emphasize and strengthen the historic oval layout, create vital student spaces and strong pedestrian links with a character that integrates harmoniously with the surrounding aesthetic of the community (Figure 2.21). The FMP creates more useability of open space and improves the environmental sustainability of the landscape.

Two primary entries at Hesperian Blvd feature iconic monuments, sign walls with enhanced planting and paving that provide grandeur for arriving vehicles. A minor entry at Depot Road serves the same function at a smaller scale. Two arrivals zones at either end of the central spine provide attractive drop off areas, as well as visual and pedestrian access to the campus. Placement of the new B200 Administration building creates an invitation to the community and gives prominence to the Heritage trees with a new Plaza. The Auto Link provides a vehicular connection between Hesperian Boulevard and Depot Road, linking two of the campus entries.

Where buildings have been removed at the north end of the oval a revitalized Grand Court social activity area is created. A second gathering area in front of the Theater provides an open green with seating for formal or informal gathering and post performance celebrations. The primary central pedestrian spine features terminus nodes (the gathering areas) at the Theater on the south end and the Student Union at the north end. To the west of the central spine, a secondary spine mirrors the auto link and reinforces the geometry of the oval, while providing additional circulation and access on this side of the campus. Transverse spines provide east-west pedestrian circulation making the campus logical and legible to the pedestrian. Landscape buffers screen campus neighbors.

Since the campus resides within a relatively urban site, the aesthetic of the campus landscape and buildings take the existing context and density into consideration. While the FMP provides new buildings and landscape features, the overall character of Chabot College is maintained, and the campus image is enhanced.



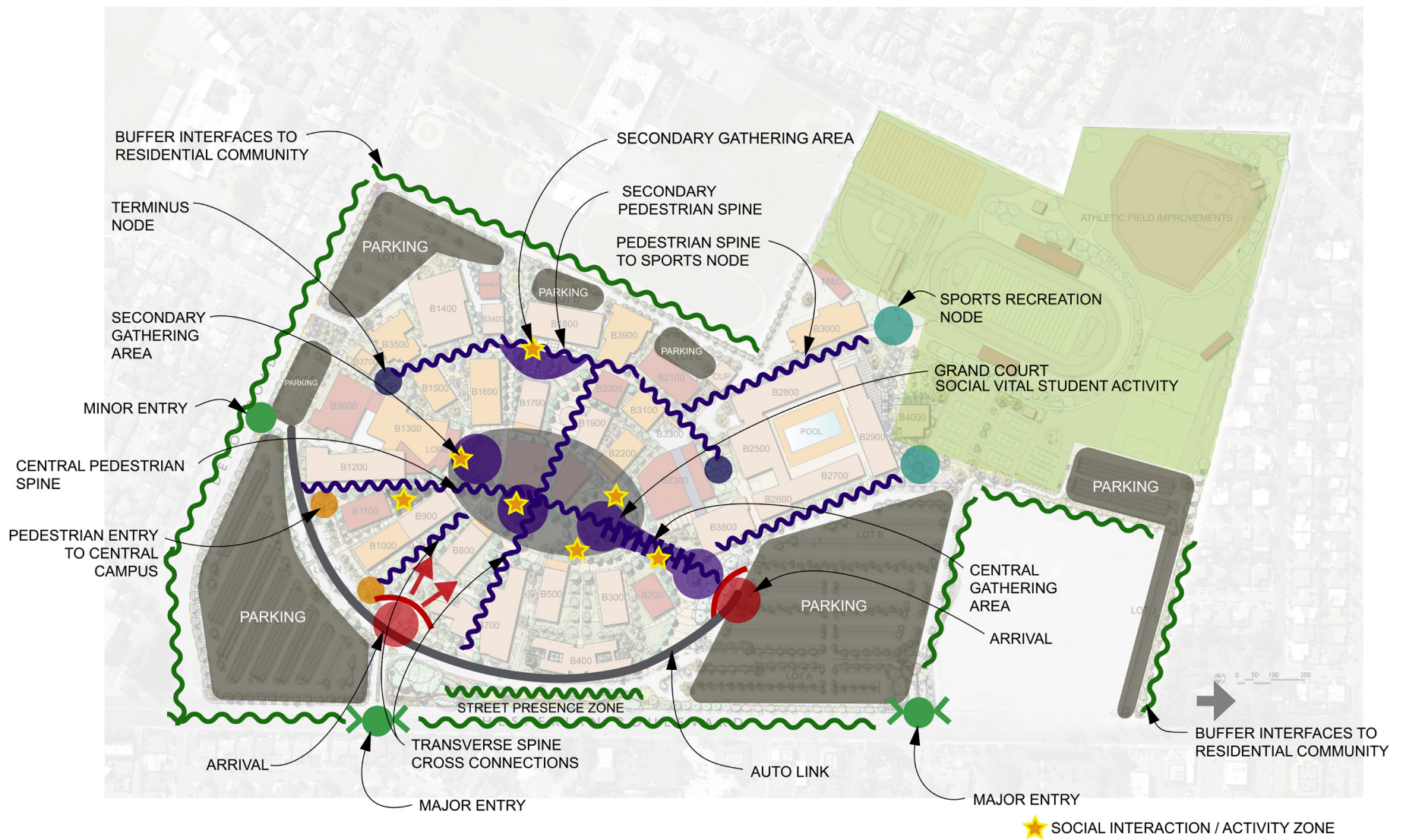


Figure 2.21 Chabot College Landscape Open Space Plan

# Conclusion

The following description shows how the FMP meets the Campus Guiding Principles (Figure 2.22):

- Provide Student-focused Projects
  - ✓ New B100 Library/Learning Connection creates an engaging place for student learning and combines all Tutoring & Faculty Development into one collaborative space
  - ✓ New B2300 Student Union brings energy to students and activities
  - ✓ Includes Student Health, DSRC, Veterans Resource Center, Journalism and Campus Security in B2300 Student Union
- Meet Pedagogical Requirements
  - ✓ New B2100 Biology is efficient, functional and state-of-the-art
  - ✓ New Tiered Lecture Halls (120-persons and 200-persons) offer academic opportunities plus guest speaker/event spaces
  - ✓ Faculty Offices (B1100, B1500 and B2000), whether new or renovated, provide efficient areas to work and meet students
  - ✓ Renovations to B1000 Arts, B1600 Engineering, B2200 Medical, B3100 Emergency Medical Services, B3500 & B3700 Children's Center and B3900 Chemistry/Computer bring Smart classroom technology and flexibility to academic spaces
  - ✓ Athletic improvements to Baseball Field, Football Stadium, Practice Field, Javelin and Pool Deck complete the program
- Upgrade for Seismic Stability
  - ✓ Facility Condition Index yields considerations for buildings to remove
  - ✓ All renovated buildings include seismic upgrade in their scope
  - ✓ Removal of the Arcade/Colonnade since it is unfeasible to seismically upgrade it
- Maintain Measure 'B' Projects
  - ✓ The FMP respects and retains all the work completed under Measure B
  - ✓ Pursuant to the aesthetic established in Measure B, new B200 Administration faces outward towards the community
- Remove Modular and Portable Buildings
  - ✓ Butler Building is removed: Annex 3400 will house BMW storage and M&O Warehouse will repair vehicles
  - ✓ B3300 Security is re-purposed for Emergency Supplies Storage
- Utilize Open Areas to Support and Energize Campus
  - ✓ Building elements and landscape features invigorate and rejuvenate the oval for daily student life
  - ✓ Heritage Trees are preserved at the arrival near B200 Administration and enhanced with a new plaza
  - ✓ A landscaped path at Science, Technology, Engineering & Math generates an opportunity for learning about the environment
- Accommodate Identified Programs/Functional Adjacencies
  - ✓ Center for Civic Engagement is incorporated into the new B200 Administration with a public invitation based on its placement at campus arrival
  - ✓ Environmental Studies Program is incorporated into new B2100 Biology with a substantially 'green' building
  - ✓ Renovation of B1300 Theater includes backstage and addition of B1300 Lobby (Restroom, Elevator, Concession)
  - ✓ New 500 to 700-seat Theater B3600 brings more opportunity for Arts programs, campus & community events
  - ✓ Classrooms within the Faculty Office buildings (B1100, B1500 and B2000) have flexible layout for both lecture and computers
  - ✓ Radio/TV with a 2nd Studio is provided in a new building (it can be housed in B200 or B3600)
- Improve Vehicular Circulation and Parking
  - ✓ Renovation of Lots C, D, E, F, and J updates the parking
  - ✓ New drop-off provided at B200 north entry to campus
  - ✓ Note: Marquee at Campus Entry will be completed in Measure B
- Incorporate Intuitive Wayfinding
  - ✓ New primary circulation leads from B1100 SOTA Offices through the oval, towards B200 Administration, creating a clear pedestrian path
  - ✓ Cross-axis circulation leads from B700 Student Services to the oval, through B100 Library/Learning Connection, past B1900 Planetarium demonstrating a new pedestrian shortcut
  - ✓ View from arrival at B200 Administration plaza allows vista into the campus for pedestrian orientation





Figure 2.22 Chabot College FMP if Implemented







# 3. Las Positas College 2012 Facilities Master Plan



---

## Table of Contents

Letter from the President.....	39
Summary.....	40
Overview.....	41
Background.....	41
Process.....	41
Las Positas College 2012 FMP.....	46
Conclusion.....	54

# Letter from the President

Las Positas College is a premier institution of innovative higher education in the California Community College system. Since 1975, Las Positas College has provided our community with the very best instruction, leading to transfer to a four-year institution, certification in career education, or development of skills for entry into the workforce.

The Facilities Master Plan is the result of many months of work by students, faculty, staff, and administrators. The Facilities Committee worked tirelessly throughout the academic year to formulate a plan consistent with the Education Master Plan, which was being revised simultaneous to the facilities development effort. Both of these plans seek to respond to the future growth and instructional needs of our community – and both of these planning processes engaged people “to dream, to design, and to deliver.”

The members of our campus community who participated in this planning effort are to be commended, as are the teams of architectural, engineering, and project management professionals who assisted in this work. Thanks also must go to the Chancellor, District Office staff, and the Board of Trustees for their support in this process. We greatly appreciate the creative thinking, the detailed research and the countless hours of all those involved.

The face of the campus has changed greatly since the passage of Measure B in 2004. Our beautiful grounds and facilities are truly a source of Hawk Pride. On behalf of those involved in this important planning document, I am pleased to invite you to read and learn more about the future of Las Positas College.

*Kevin G. Walthers, Ph.D.*  
*President*  
*Las Positas College*  
*July 2012*



# Summary

Founded 37 years ago, Las Positas College (Figure 3.1) has successfully provided educational opportunities for Alameda County residents. Completion of the Measure B projects enables the District and College to initiate an update of the Facilities Master Plan for the next 10 to 20 years. For Las Positas College this entails completion of the campus.

As a result of analysis and collaborative engagement with the college, the 2012 Las Positas College FMP (Figure 3.2):

- Completes the pedestrian circulation (Campus Boulevard) engaging the Barbara F. Mertes Center for the Arts through the academic and social core to the athletic zones and Murray Ranch;
- Identifies five (5) new academic buildings;
- New Viticulture/Horticulture facility and Public Safety facility;
- Requires demolition of fifteen (15) buildings and all temporary structures;
- Provides for a new, joint Library/ILC (B2000/B2100);
- Relocates Public Safety and Horticulture/Viticulture where space is available for equipment, vehicles, and planting;
- Creates and celebrates major vehicular entrances into and within the campus;
- Brings Health Sciences to the campus;
- Connects Murray Ranch with the college and community;
- Engages in external strategic partnering for Automotive Technology facilities;
- Completes Athletic Field Improvements plus new Locker room/Team rooms;
- Creates more useable open space;
- Improves wayfinding on the campus; and
- Incorporates opportunities for environmentally sustainable landscape.

Infrastructure modification for the building projects, upgrades and replacements are discussed in the Technical Appendices.

While drawings in the FMP may appear specific, the forms are conceptual, highlighting the location and purpose of the improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The FMP provides a document for the District and each College to use in configuring and addressing projects, supporting capital fund requests, applying for State funding and successfully obtaining funds from other sources.



Figure 3.1 Las Positas College Aerial, including Murray Ranch



Figure 3.2 Las Positas College 2012 Facilities Master Plan



# Overview

## Background

First begun at Livermore High School in 1963 as an extension of Chabot College, Las Positas College opened its doors at a permanent 147 acre site in Livermore on March 31, 1975. Las Positas College became an independent college in 1988. Data from Institutional Research states that in 2010-11, Las Positas College supported an annual FTES (Full Time Equivalent Students) of 7,022 students. Data from the Draft Education Plan states that in 2010-11, Las Positas College had an enrollment (headcount) of 8,870 students and projected the enrollment (headcount) for the year 2025 as 10,375 students.

New facilities and infrastructure were added over the years to support the College's Mission Statement (Figure 3.3). As a result of successful fundraising, State Bond Funds and Measure B funds, by June 2012, the most recent construction activity resulted in:

- Eight (8) new buildings - B1600 Student Services & Administration (SSA), B1850 Science Addition, B1900 District IT, B2300 Child Development Center, B2400 Multi-Disciplinary Building, B2600 Aquatic Center, B2500 Gymnasium and B4000 Mertes Center for the Arts
- New Athletic fields and restrooms;
- B1800 renovation; and
- The District commitment to energy efficiency and storm water management fostering significant sitework, infrastructure, a Central Utility Plant with distribution system, M&O building and yard, photovoltaic panels over parking areas and on hillsides, and parking lot improvements.

Figure 3.4 depicts the status of the Las Positas Campus as of June 2012. This is the starting point of the 2012 Facilities Master Plan Update.

## Process

The process to develop the FMP had several concurrent tracks organized by Four Cycles.

- Cycle 1 - Brainstorming
- Cycle 2 - Master Plan Programming
- Cycle 3 - Development of Two Approaches
- Cycle 4 - Draft Facilities Master Plan

## Las Positas College Mission Statement

*"Las Positas College is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community."*

Figure 3.3



Figure 3.4 Las Positas College as of June 2012

Through the Shared Governance process, the planning was highly participatory. Administration, Senates, Faculty, Staff and Students participated in 11 meetings over a 6-month period (Figure 3.5). Correspondence was submitted to the planning team and input was gathered. As the Guiding Principles for Planning informed the overall approach to development, specific Campus Guiding Principles (Figure 3.6) evolved and directed the process and decision-making for the LPC Facilities Master Plan. Feedback was incorporated into each stage. Changes in the FMPs were described as they progressed. Documentation of the presentations was placed on the campus website after each meeting. Decision-making was brought back to the Campus Facilities Committee at each Cycle. Decisions at Las Positas College were evaluated based on these principles.

The following cycles trace the process and discussions which provided direction for the FMP:

## Guiding Principles - Las Positas College

- Provide Student-focused Projects
- Retain Academic Facilities primarily Inside the Loop Road
- Accommodate Identified Programs/Functional Adjacencies
- Maintain Measure 'B' Projects
- Remove all Modular and Portable Buildings
- Utilize Open Areas to Support and Energize Campus
- Improve Vehicular Circulation and Parking
- Incorporate Campus Identity and Intuitive Wayfinding

Figure 3.6

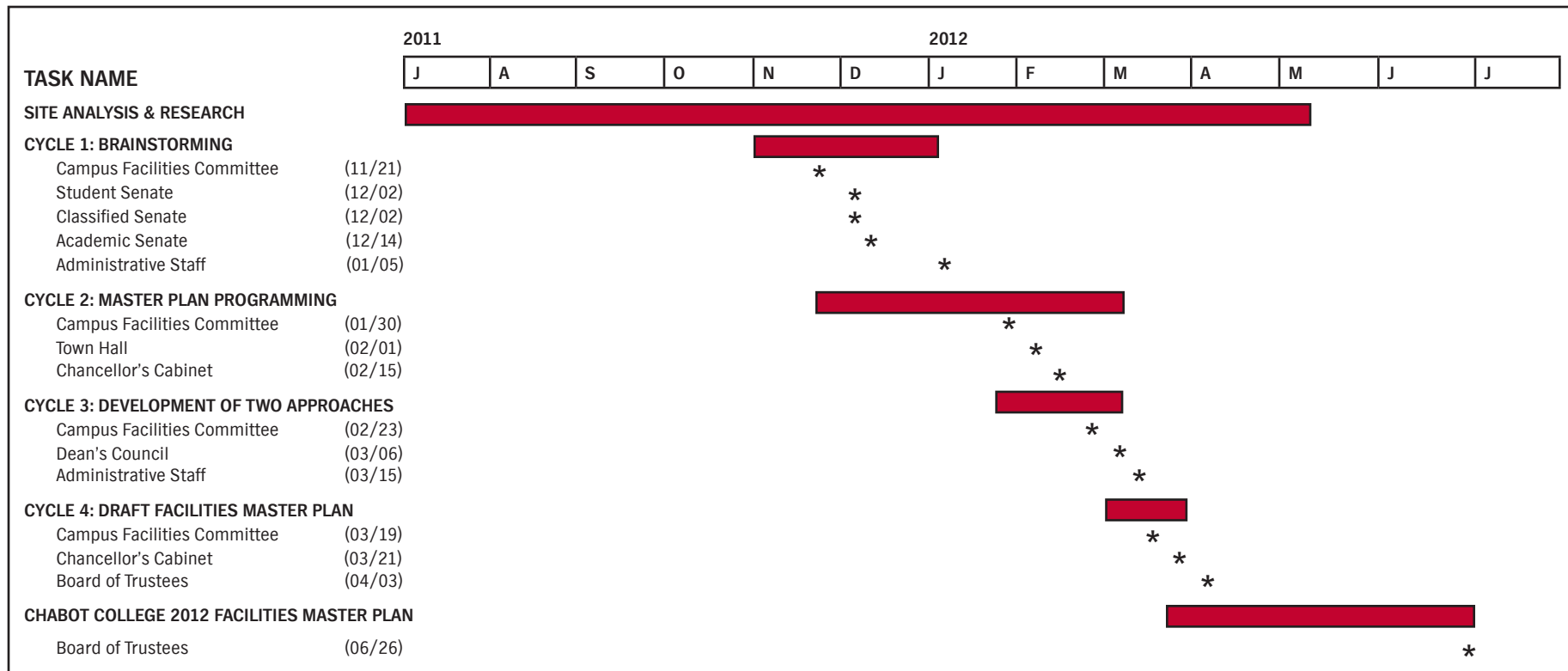


Figure 3.5 Las Positas College FMP Schedule

## Cycle 1 – Brainstorming

The analysis of the existing campus defined several zones. The campus consists of a meandering spine; buildings sit on plateaus traversing the topography of the campus. New buildings dominate the campus. The initial phase of the Campus Boulevard Project, currently under construction, provides universal access from the Athletic Zone to the new Student Services and Administrative Building B1600 (SSA). A Central Plaza is established between B1800 (Science), B2000 (Library) and B1600 (SSA). This project provides the first major mix of gathering and activity spaces adjacent to buildings and bounded by the new circulation path. In the context of the campus history and culture, ideas and thoughts were gathered from participants regarding future projects, new programs and campus improvement. The major considerations were shortage of classrooms; lack of identity in the community; a campus environment dominated by wind, sun and heat; and no connection to Murray Ranch.

## Cycle 2 – Master Plan Programming

Based on dialog with the various users and source documentation, the major program requirements for the campus emerged. The current facilities do not provide the program-specific equipment and space required. The Library does not have the space and fit-up appropriate to contemporary college students needs. Opportunities for partnerships with local business and corporations are being pursued. The demand for academic space is currently outpacing availability. As shown in Figure 1.8, the campus of Las Positas College is below its allocated Capacity Load Ratio for all room types.

Projects were defined and refined for subsequent development into graphic site plan to stimulate further discussion.

## Cycle 3 - Development of Two Approaches

Site plan graphics presented two distinct ways to link the campus network of buildings through circulation (Figure 3.7) and major zones (Figure 3.8). Consistent with the 2005 FMP, the remaining 1975 buildings, portables and all modulares were removed. Scenarios were prepared to address the various campus facility needs, focusing on functionality, campus expansion and identity in the community.

Each plan provided the same amount of program area. The opportunities to build new two or three-story buildings are found in the footprints of the remaining original campus structures. The 1970's one-story buildings have

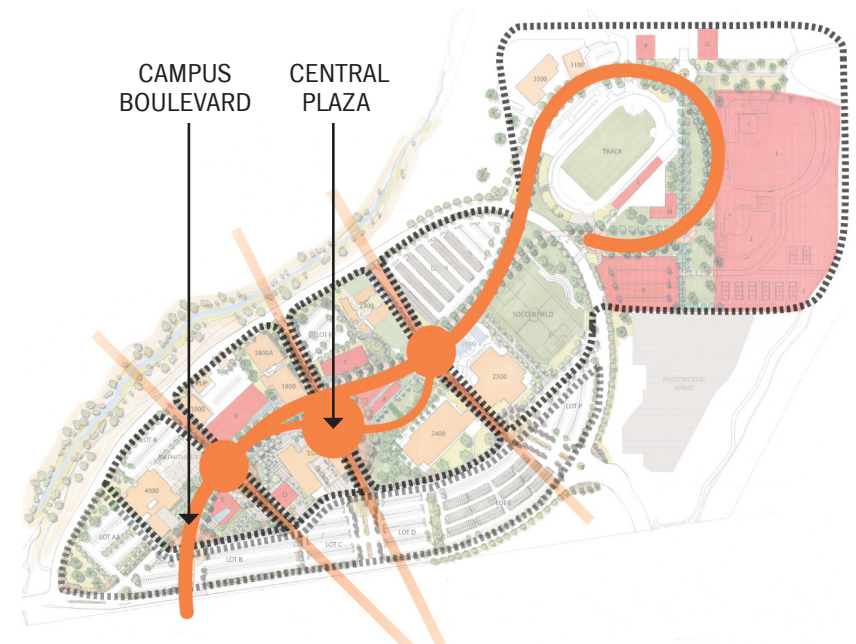


Figure 3.7 Las Positas College Circulation

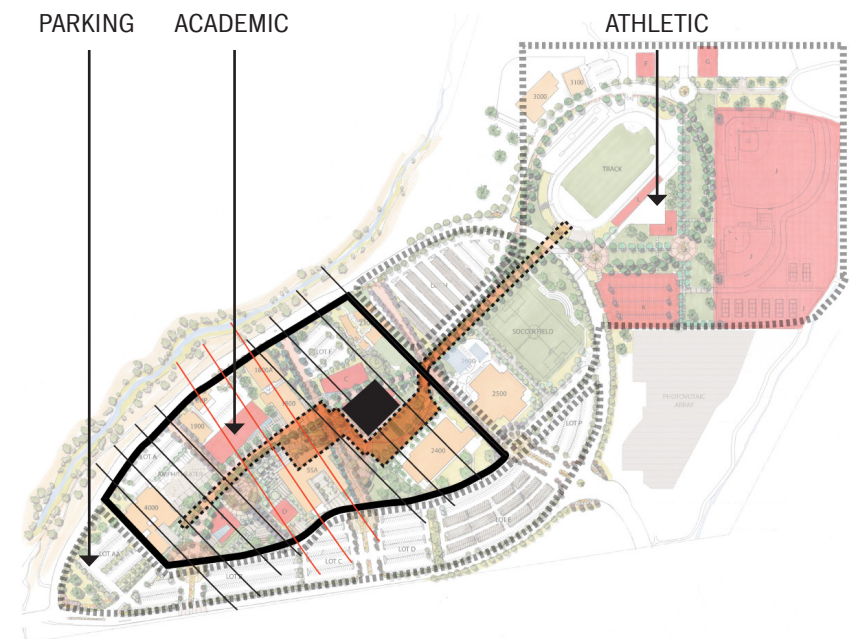


Figure 3.8 Las Positas College Zones



exceeded their respective functions. Renovating the buildings for new functions and teaching standards may not serve the best interest of the students or faculty.

Each approach suggested different placement for new Academic Buildings with Horticulture/Viticulture and Public Safety in the upper quadrant. Classrooms for Athletics and team locker rooms were provided along with the new fields and tennis courts.

**Approach One** (Figure 3.9) explored a new thoroughfare from the Mertes Center through the Academic Zone leading all the way to the Athletic Zone at the other end of campus. The concept showed the possible removal of the existing B2000 Library and replacement with a new Library/ILC at the heart of the campus, closer to SSA. This approach assumed Automotive would be located off-site, through external strategic partnerships. Demolition provides locations for new two or three-story efficient and technologically equipped buildings.

**Approach Two** (Figure 3.10) kept B2000 and incorporated the Campus Boulevard as the pedestrian circulation network of the campus. This approach assumed B800, including Automotive, would remain.

During this Cycle, new program needs were identified such as inclusion of Health Sciences, Murray Ranch, and re-thinking the campus arrival. There was consensus to keeping existing B2000 in place, although it is in need of major renovation and reinvention. Other comments included keeping academic classrooms within the Loop Road to the extent possible. The campus asked for more clarity of arrival and circulation. There are two main arrivals into Las Positas College; one is the existing lower campus arrival at Collier Canyon Road. The other is a new arrival from Isabel and I-580 on Campus Hill Drive. With the new campus entry, the public entrances to the campus require adjustment for traffic volume and pattern changes. Hence, new signage and Loop Road lanes are appropriate.

Discussions with the campus led to clarified program components, desired adjacencies and 'Big Picture' considerations. Resulting conversations were stimulating and informative. The Guiding Principles for development of the respective campus unfolded. A meeting with the Chancellor's Cabinet took place during this Cycle.



Figure 3.9 Las Positas College Approach One



Figure 3.10 Las Positas College Approach Two



## Cycle 4 - Draft Facilities Master Plan

Pursuant to Shared Governance sessions with the Facilities Committee and subsequent input from the Chancellor's Cabinet, the two approaches were merged into a Draft Facilities Master Plan (Figure 3.11). The Draft Facilities Master Plan incorporated a collaborative refinement of the facility program elements, resulting in a comprehensive Facilities Master Plan Program. The campus organizing network, the Campus Boulevard, addresses how the public physically connects with and traverses the campus. These patterns further refined potential locations (footprints) for new buildings and corollary spaces for vibrant student life.

The Draft FMP illustrates:

- Two clusters of new buildings in the lower campus providing General Education classrooms as well as dedicated program spaces such as for Photography, Graphic Arts, Computer Labs, Welding, etc;
- A new B1700 housing Retail, Student Health, Copy Center and Campus Security;
- Reuse of B2000 plus an adjoining new two-story building facilitating collaborative spaces for the Library/Integrated Learning Center/Math Center on the first floor and Health Science and Public Safety Classrooms on the second;
- The Campus Boulevard, a tree-lined circulation path of nodes, articulating wayfinding throughout the campus (Figure 3.12).

With building sites clarified and program assigned, work began on the campus arrivals at Collier Canyon Rd and Campus Hill Drive. Internal vehicular circulation was discussed as integral to managing inner-campus traffic and highlighting major buildings for student and public interface.

Through discussion, four specific points were reinforced: accessible overall circulation from one end of campus to the other; placement of new Academic Buildings inside the Loop Road; adjacencies of the Library/ILC/Math Centers; and campus arrival points. For the purpose of this update, the Automotive Program was assumed to move off-campus through external strategic partnerships.

The Draft FMPs were presented at a Chancellor's Cabinet and discussed in a Board of Trustees Study Session. This input was incorporated into the 2012 Facilities Master Plan.



Figure 3.11 Las Positas College Draft Facilities Master Plan

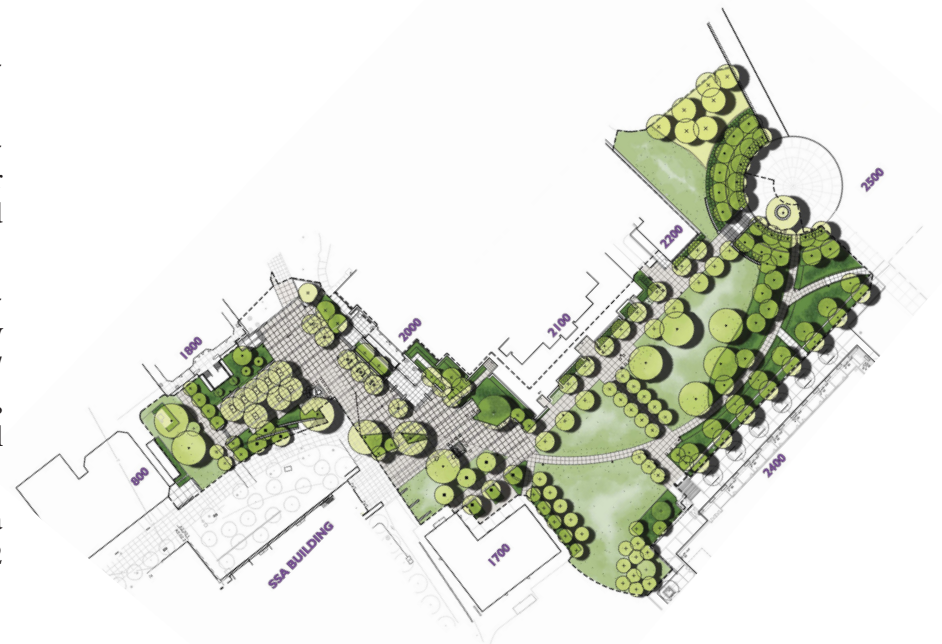


Figure 3.12 Las Positas College Campus Boulevard, Initial Phase

# Las Positas College 2012 Facilities Master Plan

The final stage of the Facilities Master Plan process involved preparing a document with narrative, plan diagram and illustrations documenting a solidified campus facilities program and associated adjacencies. The 2012 Facilities Master Plan (Figure 3.13) distills all the research, source documentation, input, feedback, comments and reviews into a comprehensive plan.

Measured against both the Guiding Principles for Planning and the Campus Guiding Principles, the 2012 Facilities Master Plan provides a range of opportunities for the Las Positas College campus as an academic center, a student-focused campus and a major community asset. The FMP Campus Boulevard fully engages the students by bold and careful placement of new student buildings along a pedestrian spine that abounds with human interaction opportunity. It traverses the campus topography and distance with visual connection between buildings and gathering spaces – active to peaceful, public to private, large to small (Figure 3.18). The images of new buildings represent completion and build-out of the campus for the next two decades.

Description of the FMP is in four segments interconnected along the Campus Boulevard spine (Figure 3.14).

## Segment One

To replace the modular and older buildings (B100, B200, B300, B400, B500, B600, B700, B800, B900, B1000, B1300 and B1700), several new two-story buildings are proposed (Figure 3.15). The Academic Buildings house General Education Classrooms, Faculty Offices, Specialized Labs and Classrooms. With the provision of flexible furniture and appropriately sized rooms, new Lecture Classrooms may double as Computer Labs.

Situated near the Mertes Center, the new Academic Building (B100) may house the Applied Arts programs such as Graphic Arts, Journalism, Photography, Art Studio, Interior Design, Ceramics, Sculpture and Printmaking. Both buildings (the new B100 and B4000) benefit from the proximity of performance and presentation venues, and convenience of Faculty Offices.

Figure 3.13 Las Positas College 2012 Facilities Master Plan - Opposite Page



Figure 3.14 Las Positas College FMP Segments

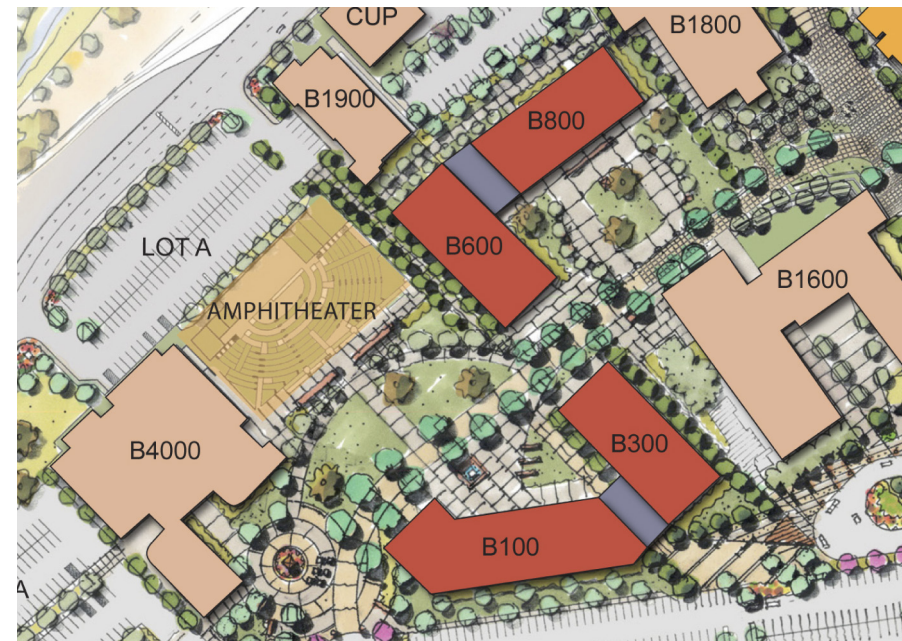


Figure 3.15 Las Positas College Segment One





Figure 3.13 Las Positas College 2012 Facilities Master Plan



The second Academic Building (new B300) is proximate with the service driveway. Retail (Bookstore), Copy Center, Campus Security and Student Health may share the first floor and the service driveway. Each has strong functional ties with the nearby Student Services and Administration (B1600). Additionally, General Education Classrooms, Computer Labs and Lecture Rooms share the second floor with Faculty Offices and Meeting Rooms. These buildings may include one of the large, Tiered Classrooms. When the project is funded, it is possible that the program will recommend combining the new B100 and new B300 into one building with a second floor bridge as illustrated.

The courtyard formed by these new Academic Buildings balances the lawn area of the Art Plaza at the Amphitheater. Figure 3.16 (reference Figure 3.17) shows trellised seating areas forming an entrance from the Campus Boulevard to the Amphitheater. The fit-up of the Amphitheater includes installation of lighting, power, data and sound systems. Clusters of trees at the back of the Amphitheater assist with wind and sun control. These features will enhance the use of the Amphitheater year-round.

Closer to the Science Building (B1800), the group of new two-story Academic Buildings (B600 and B800) contain General Education Classrooms, Faculty Offices, Computer Information Systems, Computer Technology, Computer Networking, Work-based Learning and Welding. To the rear is a covered outdoor area for Welding. The FMP assumes that Automotive will be located off-site through external strategic partnerships. A 90-person Large Lecture Hall is identified for this portion of campus. Proximity with the Mertes Center and the catering services/event rooms in SSA (B1600) may enhance the campus lecture series or conference opportunities. Subject to the configuration of the building forms, placement of the second pair of Academic Buildings (B600 and B800) creates another group of gathering spaces (perhaps outdoor classrooms) shielded from the predominant sun and wind. The space is paired with the Cafeteria and outdoor dining areas.

**Alternative:** In case the Automotive program is not able to move off-site as the construction of these buildings is initiated, there is space available to shift its location on the site. It is possible to maintain the Automotive portion of B800 and demolish the balance of the building.

## Segment Two

Consistent with creating a memorable campus experience, the reinvention of B2000 and the adjoining B2100 provides floor area for the Library, Integrated



Figure 3.16 Las Positas College Boulevard at Amphitheater

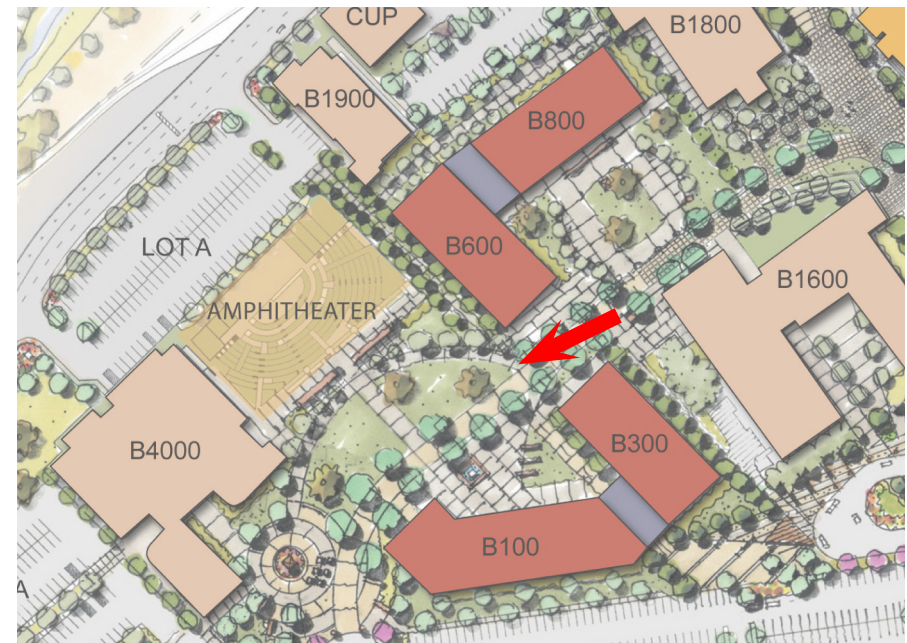


Figure 3.17 Las Positas College view of Amphitheater Entrance







Learning Center (ILC), Tutoring, Writing Center, Language Arts Programs (English Center, ELS and Foreign Languages) and Math Center as well as Faculty Offices and General Education Classrooms. Math Tutoring may also be co-located in B2000/B2100. To construct the new B2100, the existing B2100 and B2200 are removed. The area around the Library (B2000) is identified as the 'Central Plaza'. It is the connector in the pedestrian circulation that adjusts the path vertically and laterally (Figure 3.19).

Currently, Health Sciences share facilities at Valley Care Educational Facility. There are several possibilities for the location of this program. It could remain off-site at Valley Care (or another facility) or require classrooms and labs on campus. The requirements for some Public Safety certification programs include training in similar medical environments. There is a potential to leverage the programs on the second floor of B2100. The vacated land is sufficient to accommodate a range of building sizes and forms.

The building locations and orientations continue to define and respond to the edges of walkways, quads, garden space, outdoor rooms and pedestrian paths. Between B2000/B2100 and Multi-Disciplinary Building B2400 there is a campus lawn 'Meadow'. Together, the programs of the Library/ILC/Math Center and Health Services/Public Safety will add a significant volume of pedestrian interaction along this portion of the Campus Boulevard to the Athletic Zone and upper campus facilities.

The hierarchy of the nodes through the center of campus is a product of these building relationships, defined outdoor spaces, character zones, and overall spatial qualities in addition to movement between destinations on campus (Figure 3.18). Everything is relatively equidistant to the Library/ILC, which will enhance its relevancy and active participation by students. In addition, the boulevard concept allows for numerous opportunities throughout the campus for artwork to be installed.

### Segment Three

A portion of the Las Positas Campus Boulevard project is currently under construction. This accessible path connects with Mertes Center (B4000) and curves from SSA (B1600), past the Library quad 'Central Plaza' and the Multi-Disciplinary building (B2400) to the Gymnasium (B2500). It branches to B2400/B2500 and across to Parking Lot H, ultimately reaching the athletic fields, the new B3400 and the entrance to Murray Ranch.

As part of the FMP discussion, the consensus was to loop the Campus Boulevard around the Athletic fields, thus the entire campus becomes united.



Figure 3.19 Las Positas College Segment Two



Figure 3.20 Las Positas College Segment Three



The path of travel is lively, accessible, tree-lined, and full of activity nodes along the way (Figure 3.20).

With the completion of the I-580 interchange, the entrance from Campus Hill Drive will likely become the major campus front door. The FMP depicts some modifications to the road width and intersection such that there is a new Arrival Zone near B2500.

## Segment Four

The FMP provides a new opportunity for re-thinking the placement and organization of some programs such as Horticulture/Viticulture and Public Safety (Figure 3.21). Both programs require land area: the former for greenhouses, planting beds, viticulture barrels and tanks; the latter for storage and operation of fire fighting vehicles. Co-location beyond the athletic fields and adjacent to the Murray Ranch provides access to infrastructure systems. Putting the two programs into one building allows for shared functions such as Restrooms and Locker Rooms for these programs, while maintaining separate Workrooms. The Fire Tower, which is currently off-site, may remain off-site or be included in the new Public Safety facility on-site.

The balance of Athletic Field Improvements are met with completion of the Baseball Field and Softball Field with associated Locker Rooms, eight (8) Tennis Courts, and Football Bleachers with Press Box. The Fields would also have Dugouts, Batting Cages, Lighting, and Scoreboard. The Bleachers and Pressbox are opportunities for local fundraising and sponsorship. In addition, Parking Lot J will be expanded to provide space for more cars in this zone of campus.

A recently approved EIR for the Murray Ranch property to the north of Las Positas College lays out specific requirements and limitations for use of the land. Two hundred (200) acres are set aside as environmental mitigation for existing projects. The EIR permits location of the Telescope (for better night sky visibility) at the old homestead and trails for exploring the ranchland. The balance may be utilized as defined in the EIR. Portions of the Ranch may generate revenue in the form of environmental credits.

## Sitework

### Vehicular Circulation

Improving the internal vehicular circulation system is a guiding principle for Las Positas College's FMP. Pedestrian and vehicular linkages and separations, successfully understood and navigated, create wayfinding into and through

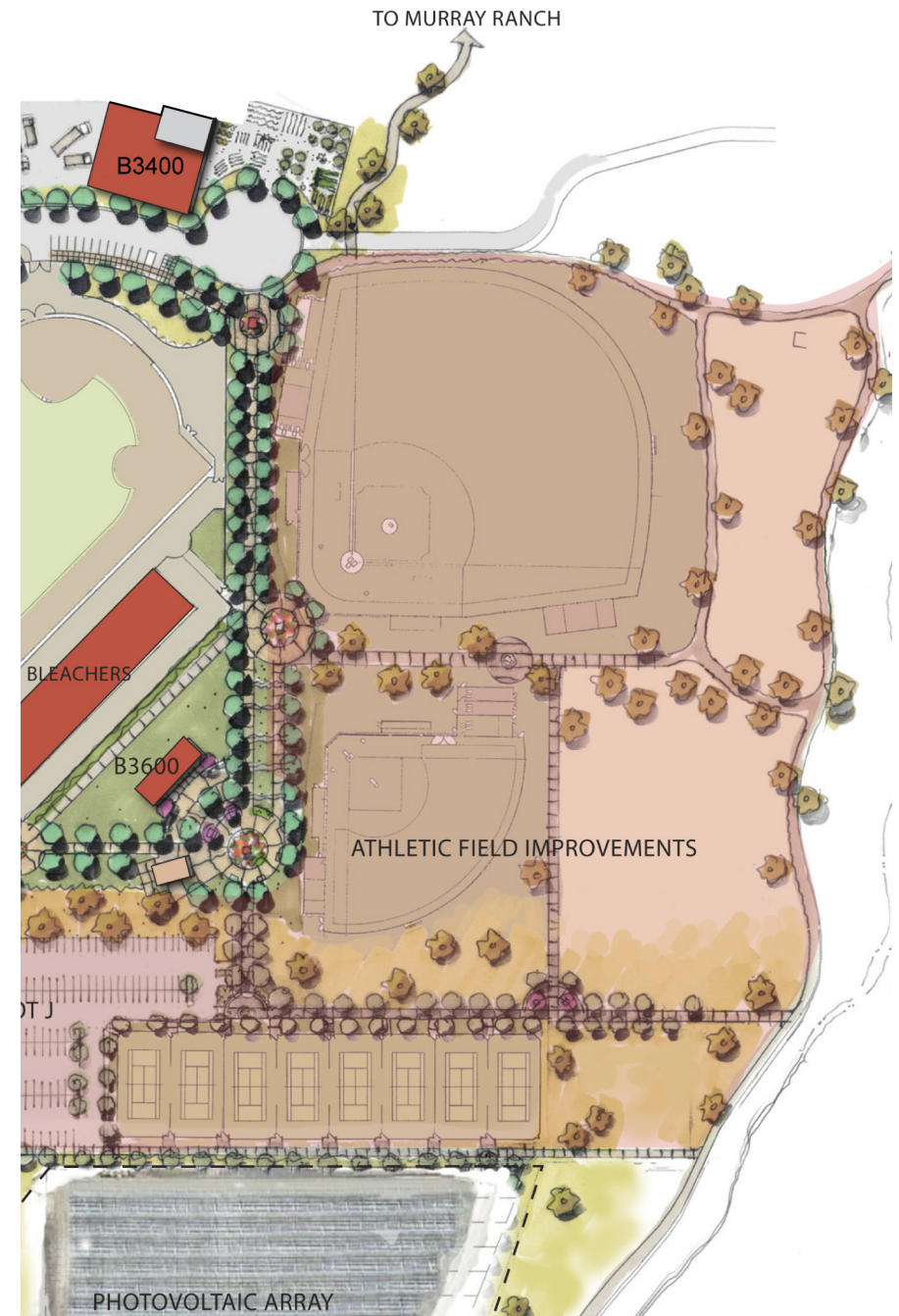


Figure 3.21 Las Positas College Segment Four

the campus. Landscape elements such as planting type and size, lighting, paving, water, trees, art and seating amenities can define the primary and secondary circulation.

There are two access points into Las Positas College: Collier Canyon Road and Campus Hill Drive at Isabel off Highway 84. These entrances provide the first glimpse into the campus and set the image for public and first-time visitors. To strengthen the 'Front Door' concept, demarcation of each gateway is established by landmark elements consisting of walls and large-scale signage. A strong statement of campus character is made with a dramatic vertical portal of columns connected overhead. Vineyard plantings at the gateways express the importance of the wine industry both for the area and campus (Figure 3.22).

Campus Hill Drive at Loop Road currently has a traffic backup problem. Additional study is required as projects are developed. It is anticipated that a combination of adding lanes and Lot P entrance to align with the widened Campus Hill Drive and relocation of Lot P and E entrances away from the new intersection will alleviate the traffic problem. The Collier Canyon Road entry is not identified at the intersection. The current monument sign is at the internal Loop Road split. There is limited directional signage. The vehicular turn patterns are not intuitive. There are numerous stop lines and exiting prohibits left turns. The latter is not desirable since the Isabel/Hwy 84 connection to I-580 was opened. To address these dilemmas, the FMP modifies vehicular circulation to allow both left and right turns. At the main campus entries, the road is flanked by generous, relatively formal landscaping that signals the importance of the entry. These will be gateways to a lively campus where students and community will feel inspired to participate.

For pedestrian entry points within the campus, the Loop Road encircles the campus and has three 'Major Arrivals' components and two 'Activity Nodes' for the Athletic and Murray Ranch areas. Arrivals provide visual and pedestrian access, and intuitive wayfinding to the campus from vehicular areas. These locations are characterized by landscaped islands, drop off areas with seat walls and seating, and kiosks providing campus information and signage. Tree-lined pedestrian spines provide clear, visible access into the central campus.

At the residential interface, screen planting creates a buffer for residential neighbors. Along the open space edges of the campus, the road enjoys views of the riparian planting of the creek and open hillsides.



Figure 3.22 Las Positas College Campus Hill Drive Entry at Campus Hill Drive



Three central gathering areas act as focal elements, each with a distinct emphasis. One is reminiscent of a traditional 'Central Plaza' (in front of the Library B2000) with a large hardscaped plaza, a grand stairway and a central fountain as focal point. This area acts as the ceremonial center of campus and is visible from the main arrival zone at SSA (B1600). The second central gathering area is a grand meadow or 'Campus Green' with open lawn and shade trees evoking the central greens of many institutes of higher learning. This area nestles between the Library (B2000) and Multi-Disciplinary Building (B2400). The third activity zone is the 'Arts Plaza' bounded by the Mertes Center (B4000), the Amphitheater and the new B100/B300.

## Landscape

The bold pedestrian boulevard creates a strong connection between the arrival area at the lower campus to the upper east link to the sports node and Horticulture/Viticulture node, connecting and organizing disparate parts of the campus along the way. As a key organizing element this spine will be characterized by distinct planting, lighting, signage, paving patterns and materials. Secondary, transverse spines provide access to and from outer buildings and parking to the central portion of the campus.

Vehicular decision points are to be characterized by consistent features, a family of signage, surface treatment, planting and lighting. With scaled

repetition, the paving, lighting and signage provide memorable cues for wayfinding and image.

## Parking

The FMP team heard many comments about the way current vehicular circulation and parking lots impact and slow down the daily arrival, drop-off, pick-up and departure of students, faculty and staff. Many suggestions were made, some of which have been represented in the FMP. Figure 3.23 shows how Parking Lots AA, B, and C have new layouts to provide better in and out lanes and 90 degree parking spaces. The FMP provides a major entry to the Mertes Center enhanced by surface treatments of pavements, landscape plantings, lighting and signage. This has the dual purpose of providing an identifiable and friendly face to the community and an additional entry/exit for general vehicular traffic and drop-offs. The main vehicular entry for drop-off and bus stops is in front of SSA (B1600). The parking count remains substantively similar.

If it is determined that additional parking is required, then the need for additional parking should be weighed against the benefit of replacing the Photovoltaic Array - possibly in an alternate location. Any consideration to relocate the Photovoltaic Array within the lifespan (25 years from 2011) must consider the impact to the cost of utilities over that period.



Figure 3.23 Las Positas College Parking and Arrivals



# Conclusion

The following description shows how the FMP meets the Campus Guiding Principles (Figure 3.24):

- Provide Student-focused Projects
  - ✓ Combines B2000 and the new B2100 to provide a first floor to accommodate Library/ILC at the heart of the campus
  - ✓ Includes Student Health, Veterans Resource Center, Campus Security and Retail Space in the new B300, adjacent to Student Services and Administration (B1600)
  - ✓ Completes the Campus Boulevard spine through the campus creating numerous nodes and opportunities for students, faculty and staff to interact
  - ✓ Co-locates Student Health, Campus Security, Copy Center and Retail (Bookstore)
- Retain Academic Facilities primarily inside the Loop Road
  - ✓ Identifies five (5) building sites inside the Loop Road for new Academic Buildings in addition to replacement of all demolished buildings; Combines General Education and department specific Classrooms into buildings for functional convenience
  - ✓ Provides new Health Sciences Classrooms and Training Lab and General Education Classrooms which may be leveraged with the Public Safety program
  - ✓ Identifies location for Horticulture/Viticulture adjacent to Murray Ranch pedestrian entrance and with surrounding land for various equipment and plantings
  - ✓ Locates Public Service facilities including vehicle storage and work area adjacent to open space
- Accommodate Identified Programs/Functional Adjacencies
  - ✓ Provides three new (60-person, 120-person and 200-person) Tiered Lecture Halls
  - ✓ Provides Classrooms sized for dual purpose Lecture/Computer Lab furniture
  - ✓ Incorporates Faculty Offices, Conference Rooms and supporting areas for faculty and students in each building
  - ✓ Locates new Welding Classroom facilities adjacent to exterior area providing covered, open-air work area and provides vehicular access
- Maintains relationship between Performing, Allied and Visual Arts programs
- ✓ Accommodates the Computer Information Systems, Computer Networking and Computer Technology programs in new Academic Buildings (B100, B300, B600 or B800)
- ✓ Provides for multiple opportunities for location of the Math Center and Math Lab such as B2000/B2100 with the Library and Integrated Learning Center or new Academic Buildings (B100, B300, B600, B800)
- Maintain Measure 'B' Projects
  - ✓ Respects and retains all the work completed under Measure B and continues on its success
- Remove all Modular and Portable Buildings
  - ✓ Removes the remaining 1975 buildings, modular buildings and portables
- Utilize Open Areas to Support and Energize Campus
  - ✓ Utilizes the Campus Boulevard to weave destinations and landmarks across the topography and distance of campus
  - ✓ Establishes an entry to the Amphitheater off the Campus Boulevard
  - ✓ Provides courtyard spaces between the new B100 to B300 and B600 to B800 for outdoor classrooms and casual learning opportunities
- Improve Vehicular Circulation and Parking
  - ✓ Redefines the vehicular entrances at Campus Hill Drive and Collier Canyon Road
  - ✓ Reconfigures the Loop Road for circulation to parking and drop-off locations
  - ✓ Reorganizes the arrival at SSA (B1600) for additional drop-off, bus and delivery access; adds monuments; major arrival points establish relationships to both pedestrian access on to campus and parking
  - ✓ Recommends additional identifying signage beyond the campus boundaries
- Incorporate Campus Identity and Intuitive Wayfinding
  - ✓ Invigorates daily student life in a Campus Boulevard, with opportunities for learning about the environment



Figure 3.24 Las Positas College FMP if Implemented





# 4. District Centers

## 2012 Facilities Master Plan



---

**Table of Contents**

Summary.....59

    District Office.....59

    7600 Dublin Center.....59

    Chabot-San Leandro Center.....60

    Potential Other Sites.....60

# Summary

As part of their community outreach, the District has several vibrant and revenue-generating sites for adults who are pursuing specialized training, or career changes. Partnerships have been created with local businesses to provide needed services for the greater community. These sites are comprised of:

- District Office: 5020 Franklin Drive, Pleasanton (Figure 4.1)
- Dublin Center: 7600 Dublin Blvd, Dublin (Figure 4.2)
- Chabot-San Leandro Center: 1448 Williams Street, San Leandro (Figure 4.3)

## District Office

The District Office supports and promotes Chabot College and Las Positas College, provides District-wide functions and oversees the operations of the Satellite Centers. Its location in Pleasanton houses the District Departments of Chancellor Services, Business Services, Facilities Planning and Management, Human Resource Services, Information Technology Services, Public Relations and Governmental Affairs. As a public entity, the District Office is where the Board of Trustees holds the majority of its regular meetings.

## 7600 Dublin Center

The Dublin Center houses Economic Development and Contract Education in a newly renovated site convenient to public transportation. This Center offers experienced real-world instructors who provide training in the areas of business assessment, business solutions and business improvement. Of notable distinction, the District serves as the first and only authorized OSHA Training Institute Education Center in Northern California, providing the highest quality standards-based safety and health training available. The District serves as a local educational agency with a number of apprenticeship partnership programs such as Fire/Life Safety, and Painter & Drywall. Furthermore, the Contract Education Department oversees and administers the training to local foster family agencies, group home providers and social service agencies.

The Dublin Center has the capacity to provide an efficient District office on the 3rd floor, including the Boardroom. Relocation would provide revenue-generating potential from the Pleasanton office building. Conversely, the third floor could continue as revenue-generating commercial space.

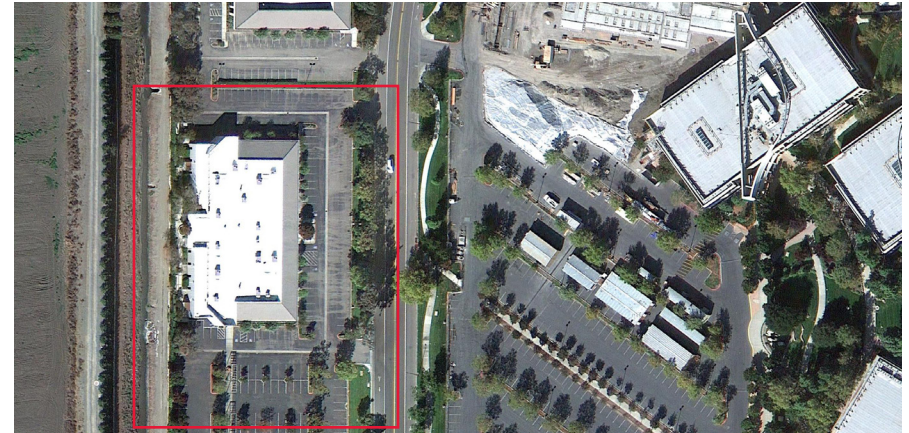


Figure 4.1 District Office

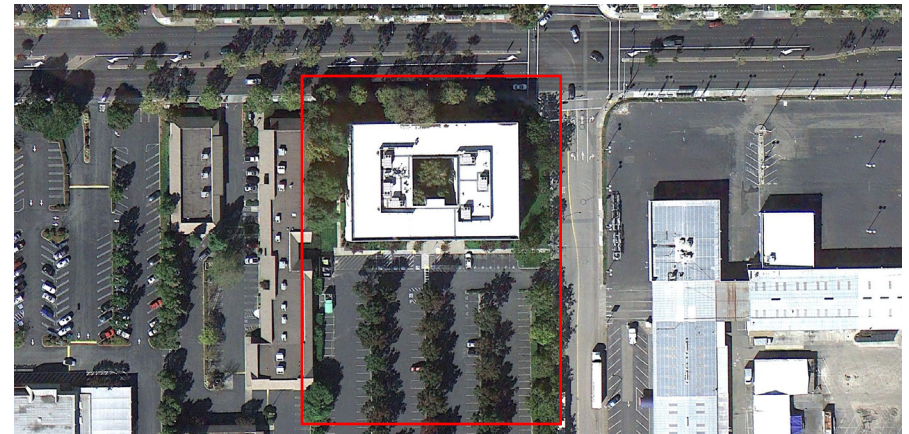


Figure 4.2 Dublin Center



Figure 4.3 Chabot-San Leandro Center



## **Chabot-San Leandro Center**

Formed in 2007, the Chabot-San Leandro Center is housed in the San Leandro Adult School Community Education Center. The Center is a collaboration of Chabot College and the San Leandro Unified School District. Classes are open to all community members, whether high school students earning college credit or adults picking up basic skills or starting a new career path. It offers a full array of for-credit classes that meet the requirements for four-year college and university transfer, general education, Associate degree and/or a certificate. The Center is an example of the District's engagement in an ongoing dialogue with its neighbors to provide classes that respond to the community's educational and training needs.

## **Potential Other Sites**

The Inman Property, owned by the District, lies north of I-580 and west of Doolan Road in Livermore. Currently undeveloped, the property may be used for signage, off-site parking or Automotive facilities.

In addition, the District is considering acquiring a Satellite Center for the International Student Program that might house a Welcome Center and Introductory courses for International students who are newly arrived and in need of cultural orientation. These students could then potentially become enrolled in the regular campus programs during their second year. Plus, an International Center could provide a housing component for the students, conveniently near a BART station. This potential project offers an exciting opportunity to bring more international presence to the District, as well as a possible means to comply with the Climate Action Plan by providing an environmentally-planned Center within a transit zone.

# Acknowledgements

## CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

### Board of Trustees

Ms. Isobel F. Dvorsky	(Board President), Trustee Area 2 (San Leandro) since 1985
Dr. Arnulfo Cedillo	(Board Secretary), Trustee Area 3 (Union City and South Hayward) since 1985
Mr. Donald L. "Dobie" Gelles	Trustee Area 4 (Castro Valley and portions of Oakland) since 1998
Dr. Hal G. Gin	Trustee Area 6 (Hayward, San Lorenzo) since 2005
Dr. Barbara F. Mertes	Trustee Area 7 (Livermore and portions of Pleasanton) since 2000
Dr. Marshall Mitzman	Trustee Area 1 (Hayward) since 2008
Mr. Carlo Vecchiarelli	Trustee Area 5 (Pleasanton, Dublin, Sunol) since 2004

### District

Joel Kinnamon	Chancellor
Jeffrey Kingston	Vice Chancellor, Facilities Planning & Management
Lorenzo Legaspi	Vice Chancellor, Business Services
Mary Anne Gularte	Vice Chancellor, Human Resources
Jeannine Methé	Chief Technology Officer
Julia Dozier	Executive Director, Economic Development & Contract Ed
Laura Weaver	Executive Director, Public Relations
Tim Nelson	Director of Maintenance & Operations
Richard Duchscherer	Custodial Manager
Douglas Horner	Project Manager, Facilities Master Plan

## FACILITIES MASTER PLAN TEAM

### Steinberg Architects

Ernie Yamane, AIA	Principal-in-Charge
Elizabeth Gibbons, AIA	Project Manager
Mani Ardalan Farhadi	Project Planner/Programmer



Landscape Architect



Civil Engineer



Structural Engineer



Mechanical, Electrical, Plumbing Engineer



Technology/Security Engineer



Code Consultant



Cost Consultant

## Participants

### CHABOT COLLEGE

Susan Sperling	President	Deonne Kunkel	English
George Railey	Vice President, Academic Services	Eliaser Hernandez-Fuentes	ASCC Senator
Howard Irvin	Vice President, Student Services	Eric Galvan	ASCC Activities Director
Rita Brown	Interim Vice President , Administrative Services	Eric Schultz	Academic Senator, SOTA
Dale Wagoner	Dean, Health, PE, Athletics	Eugene Hale	Stage Tech
Gary Carter	Dean, School of the Arts	Ginger Ripplinger	Classified Senate Secretary, Social Science
Gerald Shimada	Dean, Special Programs	Gordon Watt	Classified Senate Vice President, Computer Support
Marcia Corcoran	Dean, Language Arts	Gregory Correa	Classified Senator, M&O
Matt Kritscher	Dean, Counseling	Gumesindo Rivera	ASCC Senator
Tom Clark	Dean, Applied Technology & Business	Hector Huerta	ASCC Vice President
Tram Vo-Kumamoto	Dean, Math & Science	Isabel Macaseib	ASCC Marketing Director
Douglas Horner, AIA	Project Manager, Facilities Master Plan	Jane Church	Curriculum Chair
		Jason Ames	Academic Senator, Language Arts
Agnello Braganza	Biology	Jennifer Lange	Biology
Alyssa Isaacs-Casey	ASCC Legislative Director	Jim Matthews	Academic Senate, Interim Vice President, Library
Andrea Preciado	ASCC Senator	Karen Metcalf	Classified Senator, Counseling
Andrew Pierson	Academic Senator, Social Science	Kathy Kelley	Academic Senate, President, Social Sciences
Angela Hobbs	ESL	Katrin Field	Classified Rep, Assessment
Anina Oliver	ASCC Senator	Kayla Edusma	ASCC Communications Director
Aylen Campi	ASCC President	Kayla-Marie Jones	ASCC Senator
Begona Cirera Perez	Academic Senator, Health, PE & Athletics	Keith Mehl	Computer Science
Bella Witt	Classified Senator, Student Services	Keith Stiver	Director, Campus Security
Bob Buell	Fire Technology	Lani Wilson	Counseling
Bruce Mayer	Engineering	Laura Alarcon	Counseling-EOPS
Carlos Enriquez	Microbiology	Laurie Dockter	Academic Senator, Science & Math
Catherine Powell	Classified Rep, SOTA	Lisa Carlsen	Classified Rep, Learning Skills
Catherine Gentiluomo	Classified Senator, Health/Soc Sci	Lisa Ulibarri	Adjunct Faculty
Chasity Whiteside	Classified Rep, Math & Science	Lynn Klein	Business
Cheryl Sannebeck	Classified Senator, Social Science	Mehak Dharmani	ASCC Financial Director
Christie Verarde	Classified Rep, Early Childhood	Michael Absher	Machine Tool Technology
Cynthia Stubblebine	Math	Mike Sherburne	Applied Technology & Business
Danielle Preciado	Director of Student Life	Ming-Lun Ho	Academic Senator, Science & Math
Dave Fouquet	Math	Moises Fonseca	ASCC Senator
David Rigunay	ASCC Senator	Monica Munger	Language Arts
Dawn Girardelli	Off-Campus Programs	Muhammad Malik	ASCC Senator
Debra Howell	Biology	Nancy Soto	Counseling
Debra Kling	Classified Senator, Language Arts	Nate Moore	Classified Senator, Campus Safety



Nicole Pinto	ASCC Senator
Patricia Shannon	Humanities
Patricia Wu	Biology
Pauline Cabello	SOTA Art Club
Pedro Reynoso	Library
Robert Entros	Inter Club Council, Anthropology
Rosafel Adriano-Nogra	Health Center
Rosie Mogle	Classified Senate Treasurer, Business Services
Scott Hildreth	Physics/Astronomy
Shirley Pejman	Academic Senator, Counseling
Stacey Moore	Classified Senator, Counseling
Steve Small	Auto Tech
Sujoy Sarkar	TV Station Manager
Sylvia Ramirez	Classified Senator, EOPS
Tatiana Diaz	Classified Senator, Mail Room
Theresa Padua	EOPS
Tim Harris	Music Dept Coordinator
Tim Needham	ASCC Senator
Titawny Cook	ASCC Senator
Vanessa Cormier	Special Programs & Svcs
Vanessa Sadsad	ASCC Senator
Veronica Enriquez	Biology
Wanda Wong	Academic Senator, Applied Technology & Business
Wayne Pitcher	Chemistry
William Casey	ASCC Senator
Yvonne Wu-Craig	Classified Senate President, Grant Development



## Participants

### LAS POSITAS COLLEGE

Kevin Walthers	President	Jim Ott	English
Bob Kratochvil	Vice President, Administrative Services	Jim Gioia	Counselor, DSPS
Diana Rodriguez	Vice President, Student Services	John Gonder	Computer Network Technology, Instructor
Janice Noble	Vice President, Academic Services	Jovian Marcelo	ASLPC Senator
Jeff Baker	Interim Vice President, Student Services	Julie Thornburg	Classified Senator, Executive Assistant VPSS
Dyan Miller	Dean, PE Health & Wellness, Ath Director	Justin Garoupa	Academic Senator, English
John Ruys	Dean, Arts & Comm (interim)	Karin Spirn	Academic Senator, English
Kimberly Tomlinson	Interim Dean, Student Services	Katie Jo Rodgess	ASLPC Senator
Neal Ely	Dean, Math Science Engineering Public Safety	Komal Chattha	ASLPC Senator
Sylvia Rodriguez	Dean, Enrollment Services	Kris Adhikari	ASLPC Senator
Douglas Horner, AIA	Project Manager, Facilities Master Plan	Mary Hargiss	Administrative Assistant to the Dean, PEHW
		Melissa Korber	Academic Senate President/Interim, Mass Communication
		Mike Ansell	Chemistry
Alivia Williams	ASLPC Senator	Mike Schwarz	Counselor
Allan Ambrecht	M&O, Las Positas Campus	Mike Sato	Academic Senator, English
Amir Salehzadeh	ASLPC President	Moh Daoud	Computer Information Systems, Instructor
Andrew Koth	ASLPC Director of Finance	Natasha Hrycaj	ASLPC Senator
Angela Amaya	Librarian	PJ Johnson	PE & Athletics Assistant
Angella VenJohn	Counselor	Rageev Chopra	Academic Senator, Business
Ashley Odell	TriValley One-Stop Employment Center at District Office	Rajinder Samra	Director of Research & Planning
Breanna Krumins	ASLPC Director of Communications	Renee Pegues	Classified Senate Vice President, Executive Assistant to Administrative Services
Brenda Weak	Academic Senator, Math	Ronald Johansen	Fire Service Technology, Instructor
Candace Klaschus	Humanities	Samriti Rai	ASLPC Senator
Cherry Bogue	ASLPC Director of Legislation	Sarah Harris	ASLPC Director of Events
Cheryl Warren	Head Librarian	Sarah Thompson	Academic Senate President, Sociology
Christian Mazon	ASLPC Senator	Scott Miner	Welding, Instructor
Christina Aboud	ASLPC Senator	Sharon Gach	Administrative Assistant, President's Office
Chyi Chang	Classified Staff, Administrative Services Technician	Sharon Davidson	Classified Senate Treasurer, College Administrative Assistant
Cindy Ahre	Classified Senator, Instructional Assistant, English	Shubhit Noor	ASLPC Parliamentarian
Cindy Keune	Academic Senator, Math	Sonia Yousef	ASLPC Director of PR
Corinna Calica	Program Director, CDC	Stephanie Suarez	ASLPC Senator
Deborah Bauer	Academic Senator, Sociology	Steve Gunderson	Sr. Instructional Network Systems Specialist
Derek Lani	ASLPC Senator	Stuart McElderry	Academic Senator, History
DJ Hastrap	ASLPC Senator	Ted Kaye	CEO, LPC Foundation
Elena Cole	Academic Senator, English	Tina Inzerilla	Academic Senator, Librarian
Evan Gaither	ASLPC Senator	Tom Fuller	Horticulture
Frances Hui	Librarian	Tom Dodge	Classified Staff, Laboratory Technician
Geoff Smyth	Academic Senator, Physical Education	Vicki Shipman	Career Technical Education Project Manager
Ignacio Petrasic	ASLPC Senator	Wendy Pinos	District IT Staff, LPC Campus
Jacob Park	ASLPC Vice President	William Eddy	Classified Staff, PE & Athletics Assistant
Janice Cantua	Classified Staff, Admissions & Records		
Jeff Sperry	Classified Senator, IT Support Specialist		
Jennifer Adams	Executive Assistant, President's Office		
Jeremiah Bodnar	Academic Senator, Philosophy		





