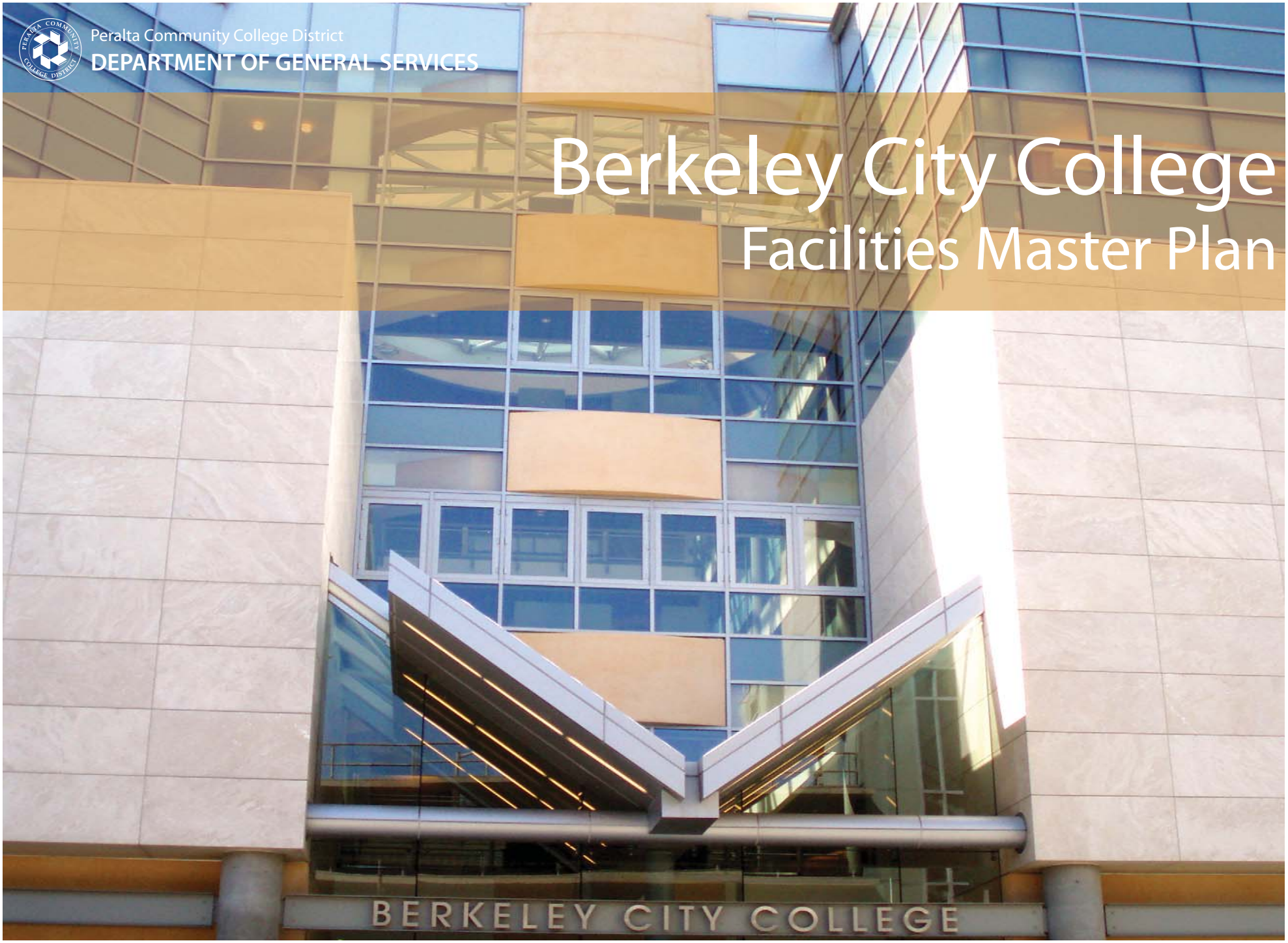
Peralta Community College District
DEPARTMENT OF GENERAL SERVICES

Berkeley City College
Facilities Master Plan



WLC Architects, Inc.

Master Planning Team: WLC Architects / Beverly Prior Architects / WRT Design / BKF Engineers / KPW Structural Engineers / Interface Engineering / Maas Co.

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INTRODUCTION

LETTER FROM THE PRESIDENT

After years of work, Berkeley City College moved into its new 160,000 square foot L.E.E.D™ certified green building in late 2006. The light-filled facility with its auditorium, student gathering spaces, smart classrooms, and computer labs has given the college scope for events and programs never before possible. In addition, the new facility has attracted such growth in the student body that work on the build-out of unfinished space will begin in March, at least five years ahead of schedule. By late 2009, BCC will have five new large classrooms, two new science labs, two new art labs, more student government offices, and expanded space for EOPS, PACE, IT and faculty offices. In addition, the third floor will include a teaching and learning center. Distance Education and innovative programs such as Digital Bridge, Multimedia Arts, and a host of transfer programs have put Berkeley City College on the map. As the college continues to grow, our commitment to excellence stays firm. With the help of an outstanding faculty, staff, administration, and students, we are looking forward to an exciting future.

This document is a bridge from the Educational Master Plan to the Facility Master Plan It is meant to be a living document. Planning for continuous improvement is a Berkeley City College priority. It forms the basis for our commitment to superlative academic programs and services. The college community deserves credit for engaging in planning and embracing its future. I want to thank our college community for developing BCC's unit plans, program review, the self study, and the build-out planning, all of which informed the facilities plans.

Very Truly Yours,

Betty G. Inclan, Ph.D.
President

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- District Wide Educational Master Plan Committee
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- Board Facilities and Land Use Planning Committee
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PURPOSE OF PLAN

Over the past two years, representatives of Peralta Community College District and faculty, staff and adminstrators at Berkeley City College have undertaken a series of master planning activities. The results of these activities include the following planning documents:

- District Strategic Plan
- Berkeley City College Educational Master Plan
- Integrated Educational and Facilities Master Plan for the
- District and the Colleges

Facilities Master Plan for the District and the College
The 2008 Educational Master Plan was developed over the past twelve months with contributions from an educational team consisting of the administration, faculty and staff of Berkeley City College. The final document was completed by the same educational team with editorial assistance from consultants.

The 2009 Berkeley City College Integrated Educational and Facilities Master Plan provides specific direction and parameters for the implementation of programs and activities relating to the educational, support service and facility programs of the College. The Plan is meant to be the "bridging document" between the Educational Master Plan and the Facilities Master Plan for Berkeley City College.

The purpose of the 2009 Berkeley City College Facilities Master Plan is to integrate the results of the aforementioned planning documents into a visual and quantitative representation of facilities, needed to support the comprehensive planning efforts of the College through the year 2022. The Plan provides direction for improving the College's facilities and is a dynamic document, flexible enough to adjust to new space requirements and potential instructional needs, while at the same time, providing parameters for future development of the campus.

The 2009 Berkeley City College Facilities Master Plan has its roots in both qualitative input and quantitative data. This data derives from a physical assessment and analysis of: the college facilities, existing utility infrastructure, sustainability goals, energy conservation goals and educational operation needs.

As previously discussed, the Plan is also based on a series of planning efforts eminating from the faculty, staff and administrators at the College. The Plan is grounded in, and supports, the instructional and support services provided by the College with the intent being that the proposed facilities will provide for a quality learning environment for all segments of the College.

Recommendations from the Educational Master Plan and also the Integrated Educational and Facilities Master Plan were used to forecast the facility needs for the College through the year 2022. As part of the planning process, smaller stakeholder meetings were held with the College to gain additional insight regarding facilities from faculty, staff, neighborhood community groups and students; to ensure input from the user community.

During these meetings, information extracted from the smaller stakeholder, educational and financing meetings in the planning process, was shared with the stakeholders via the Town Hall meeting; with the intent being to validate how this information translates to facilities. Using this input, the Archiectects then developed a draft Master Facilities Plan for the camus along with appropriate quantification of space requirments and presented to all stakeholders for their review. The final Facilities Master Plan for Berkeley City College is the result of this process.

PLANNING CONTEXT

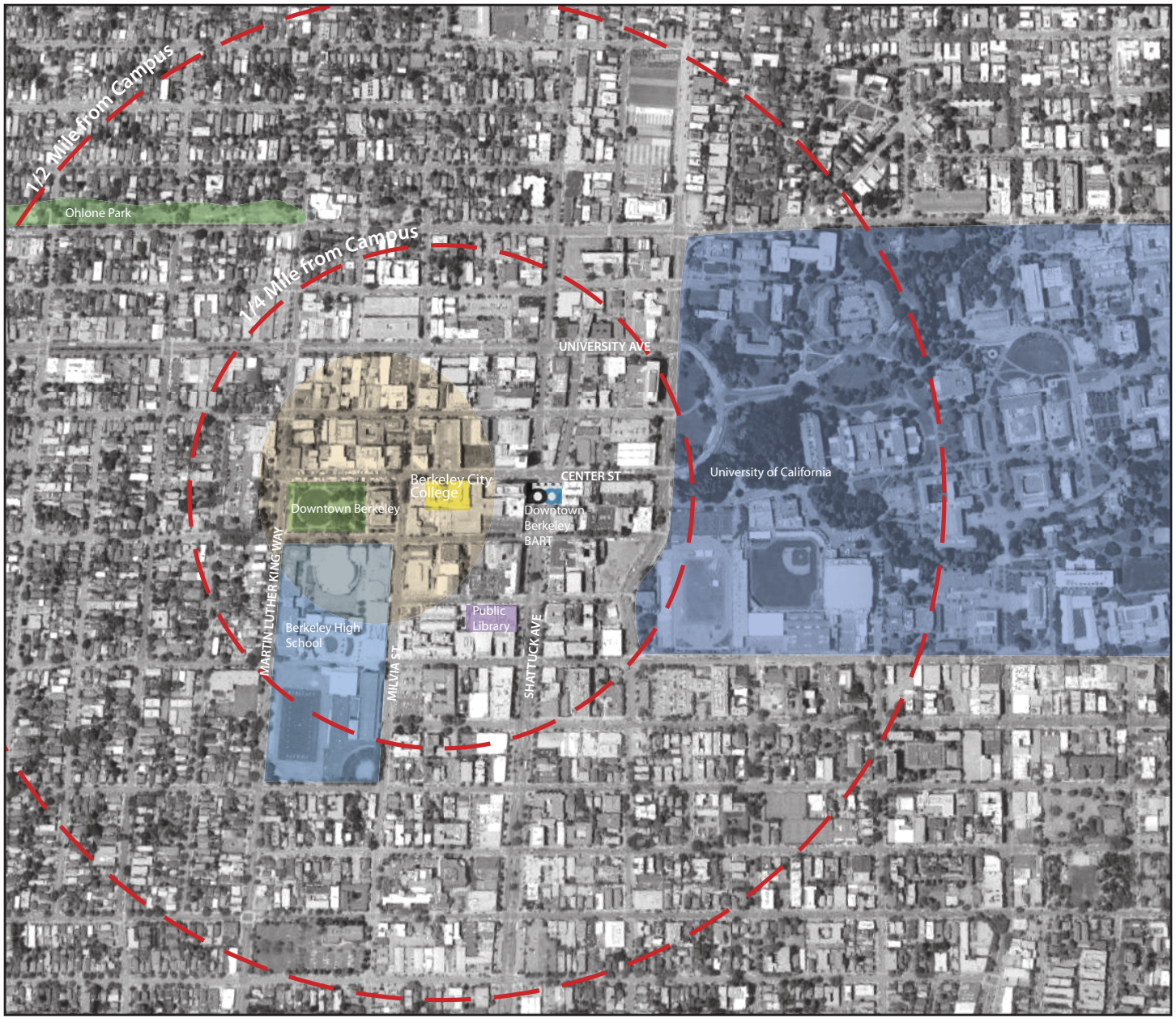
Berkeley City College is located at 2050 Center Street in downtown Berkeley. It is a single-building campus constructed on an urban infill site, recently earned a LEED™ Silver Certification. It is a six-story, 165,000 square-foot curtain wall building with a six-story, skylighted atrium. The facility, which opened in 2007, has 30 modular classrooms and labs that can accommodate for changes in teaching and technology.

View of downtown Berkeley office towers

Local pharmacy store

Local tutoring center

Local copy s



NEIGHBORHOOD ADJACENCIES

The college is located in the City of Berkeley central business district and is essentially an urban lot property.

Students at Berkeley City College are a part of a thriving college community that mirrors the Bay Area's ethnic, cultural and socioeconomic diversity. The college shares space with the University of California Berkeley campus, the local library, the city of Berkeley's repertory theatre, city hall, the adjacent YMCA and Berkeley High School.

The campus was designed to be a new urban infill model within a rich, diverse urban fabric whereby students and faculty can engage without being isolated.

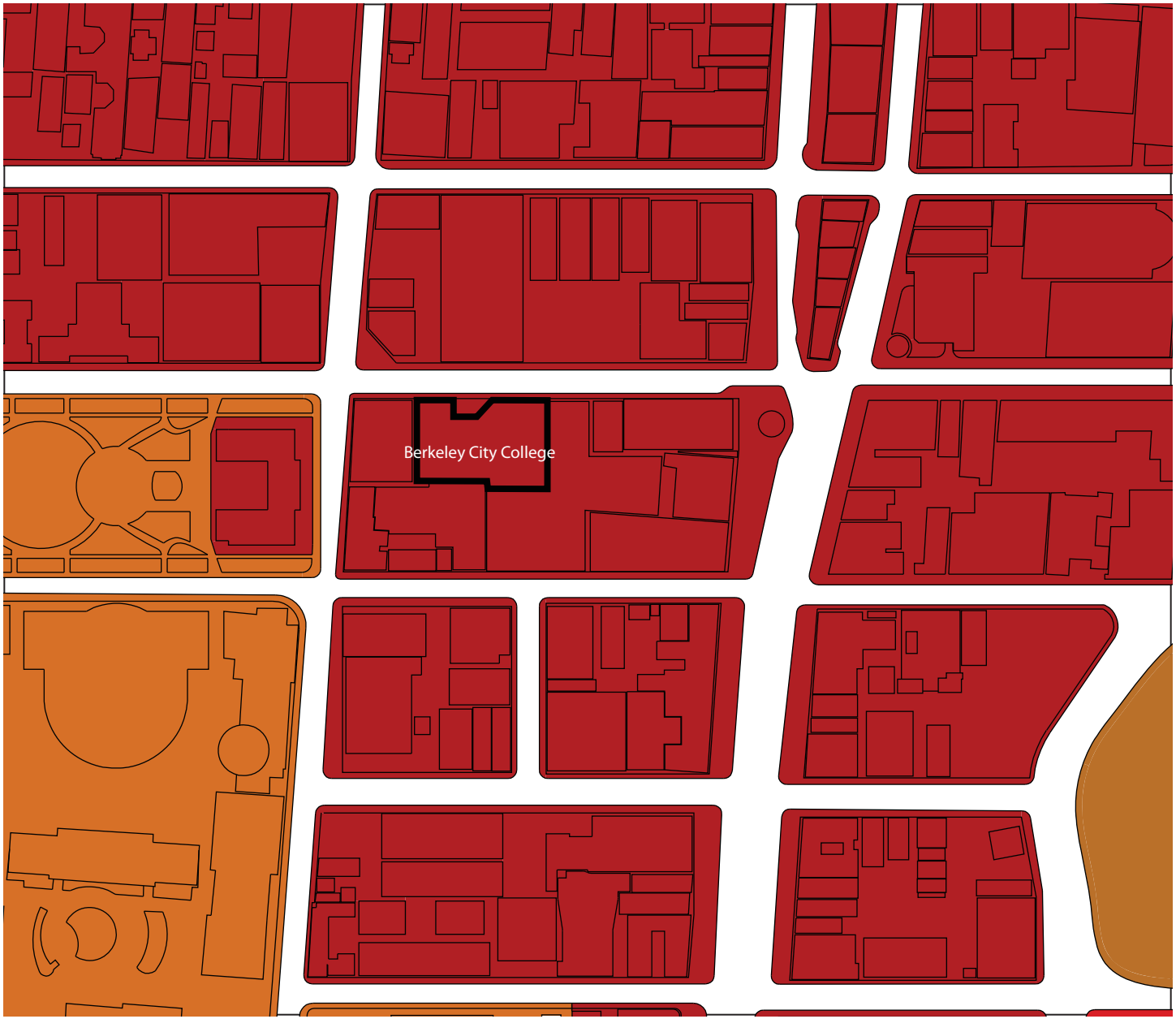
Berkeley Public Library

Berkeley United States Post Office

Berkeley High School

City of Berkeley Civic Center

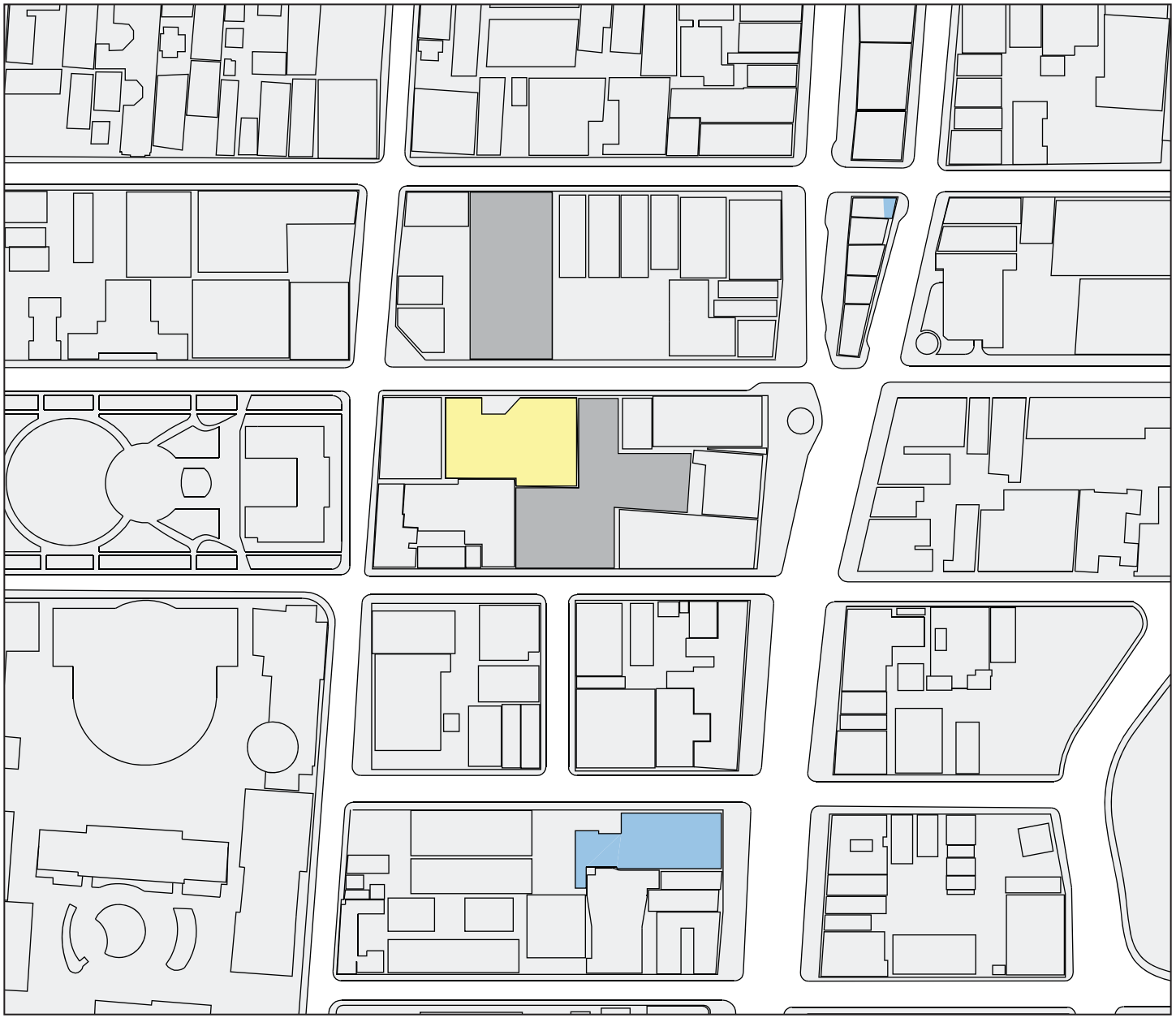
Berkeley YMCA



NEIGHBORHOOD ZONING PLAN

Berkeley City College previously was disseminated among leased properties. The present college mandate is to centralize all college functions. Due to the urban context and the expense of property in the City of Berkeley central business district, the campus is self contained within one building, the only exterior grounds is the public right of way.

The college must use off campus resources to supplement its new facility. Students currently use the Berkeley Main Public Library located on Kittredge St. to supplement the library within the college. The parking structures which have access from Center Street and Alliston Way are leased by the district to provide parking for all of the college's needs. Although no formal arrangement is in place, the students use YMCA located on Alliston Way and Milvia St. for athletic facilities.



EXISTING CAMPUS USE AND FACILITIES

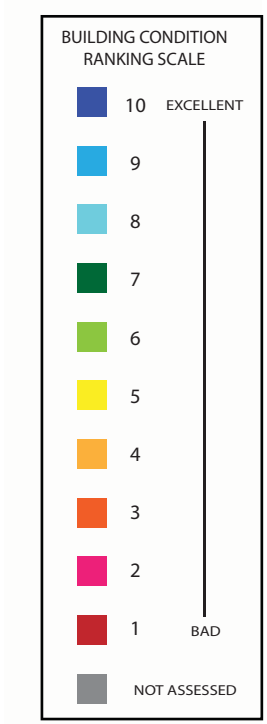
The analysis has identified the characteristics and issues of the buildings and campus components that must be addressed. Additionally, the District's Educational Master Plan and the campus vision from the College President were critical factors; which quantify and create a revised priority ranking for each building. The design team listed possible opportunities for consideration that will be streamlined to one recommendation in the final master plan.

The revised building rankings reflect the level of construction each building requires when criteria such as District Standards, Educational Programming and College Campus Visions are applied. A brief summary are as follows:

The Campus has a rating of (6): it is a single-building constructed on an urban site. The building has 30 modular classrooms and labs that can be re-configured to accommodate changes in teaching and technology.

Although the existing building is in good shape the ranking is lower to reflect the needed changes for the educational curriculum and to emphasize the building is over crowded.

View from Center Street



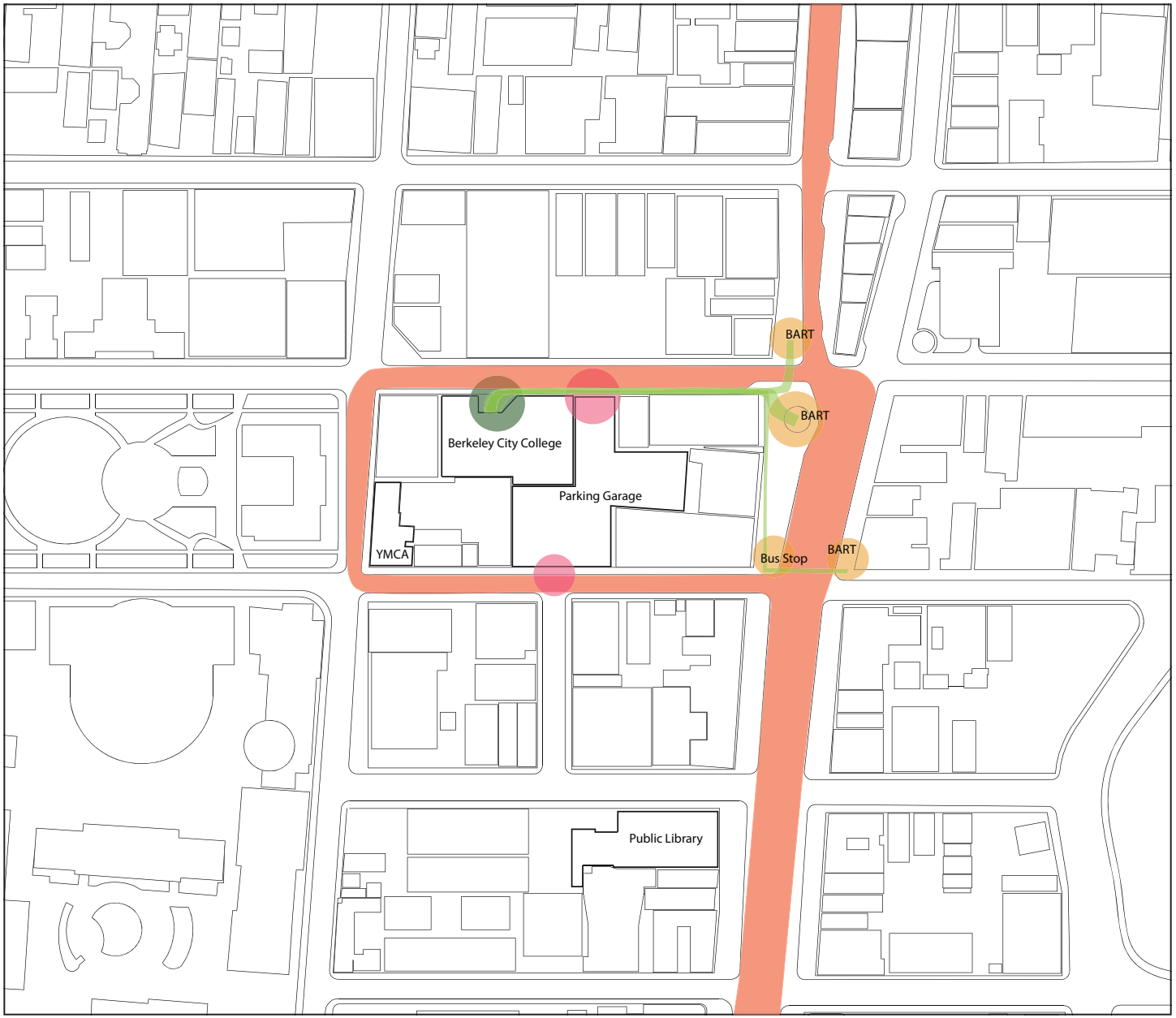
EXISTING BUILDING CONDITIONS

SITE ACCESS

BART and AC Transit stop is one block away from campus. Evening shuttle services provide direct access to Berkeley City College classes on the U. C. Berkeley campus. Parking is available evenings and Saturdays at U.C. and downtown Berkeley.

Downtown Berkeley BART Station main entrance

Bus stop at Shattuck Ave. and Center St.



LEGEND

- Vehicle Access
- Pedestrian Access
- Vehicle Entry
- Pedestrian Entry

0 100 250 feet

CIRCULATION AND ACCESS

The entire master planning process is predicated on developing a long-term plan (through the year 2022) for facilities that supports the proposed instructional and support services that will be provided by the College at that time. The basis of this information is the 2008 Educational Master Plan for the College and the 2009 Integrated Educational and Facilities Master Plan for the College. These two documents, when taken in total, provide the qualitative and the quantitative educational and finacial information upon which the Facilities Master Plan for the College is based.

Enrollment Projections

Existing Curriculum

The current programs of instruction (fall 2007) are characterized as follows:

- Unduplicated, credit-enrollments of approximately 5,454 students.
- WSCH—Credit weekly student contact hours of 45961.
- FTES—Full-time equivalent students of 1532 for a given semester.

This "baseline" will be used as the initial benchmark for forecasting future capacities of the College. The existing program of instruction provides a starting point against which future growth can be forecast. Looking ahead for the next five years, curricular content will most likely not undergo wholesale changes or deviate far from where it is today. The existing program of instruction, therefore, provides a solid foundation from which the future program of instruction can be determined.

The Internal and External Elements of the College:

In order to develop a growth model for the future program of instruction at the College, the consulting team paid close attention to the knowledge gained and input assimilated via the College's Educational Master Plan. The team also utilized the internal and external environmental scans prepared by Chuck McIntyre. Additionally, data from the Maas Database was used for the forecasting process and ultimately, the calculation of future space needs.

Weekly Student Contact Hours (WSCH)

Changing trends on community college campuses across the state have often had the effect of creating higher levels of student enrollment but decreasing the amount of time that a student spends on-campus using the facilities. The gauge for measuring the need for space has shifted accordingly. Where institutions once used enrollments to measure future needs for facilities, today's measurement centers around the number of hours that a student spends on campus pursuing his/her education. This measurement is referred to as contact hours, the number of hours a student is engaged in the program of instruction at the institution.
This is the only measurement that accurately determines the total student demand on facilities. It is the key to determining the future program of instruction and the future capacities of the District.

Growth Rate WSCH and Target Enrollment

To address the capacities for future WSCH and enrollment growth, a planning model was created. The model used relied on credit-WSCH as the primary measure for determining growth. Projections were made consistent with the scope of the Plan, projecting growth out to the year 2022.

With all of the factors and key planning elements taken into consideration, credit-WSCH generation and student headcount is projected to grow at 3.5% annually. This growth is not expected to be linear. Specifically, credit-WSCH generation is anticipated to grow from the fall 2007 level of 45,961 to 77,020 by 2022. Student headcount, over this same period of time, is projected to grow from the current level of 5,454 at the College to 9,137 by 2022.

The most important outcome of the forecasting process was to assure that when a certain level of WSCH was achieved, the College had designated (or will have constructed) new or remodeled facilities in place to meet the space demands for academic and support services. Whether that level of WSCH is reached exactly in the year 2022 or is not of utmost importance. What is key is that to accommodate this future level of WSCH, the College knows what its space needs will be and has planned accordingly. The forecasting model that was used for the College meets this standard.

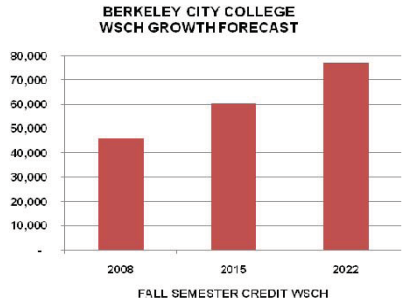
Future Programs of Instruction

Space needs for the future cannot be determined without first determining the capacity of the future program of instruction. To achieve this, Merritt College current program of instruction was used as the basis for the future forecast.
The projections for the future program of instruction are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. It is very likely that the curriculum will change relative to its content over the next fifteen years.

The more important consideration and assumption, however, was that there will be a curriculum of some sort and that it will have a certain number of class sections, enrolled students, credit-WSCH, lecture hours and laboratory hours. While the program of instruction could be forecast forward using a generic curriculum and similar results obtained, the existing program of instruction at the College offered the most current and accurate form for the forecasting process. The College's forecast of its future programs of instruction also relied heavily on several references and planning documents. Some of the more critical documents reviewed include:

The 2008 Peralta Community College District Report 17 ASF/OGSF Summary & Capacities Summary, a facilities inventory recorded annually with the State Chancellor's Office.
The Peralta Community College District's 5-Year Construction Plan.
The 2007 fall semester data reports depicting sections offered, WSCH generated, lecture/lab ratios, seatcount and full-time equivalent faculty loads as provided via Peralta Community College District, Office of Institutional Research.
The Maas Companies database, containing data and information from 80 community colleges throughout the State of California.

The following chart illustrates the forecast for WSCH generation by the College through the year 2022.



The following tables show the projected space needs for the academic program of instruction at Berkeley City College for the target year 2022. The tables present the key elements that define the future programs of instruction and identify the assignable (usable) square feet (ASF) that will be required to meet the academic space demands. Though some of the calculations use the TOP Code instructional division format, the space needs data have been presented using the instructional departments of the College for convenience.

BERKELEY CITY COLLEGE - PROGRAM OF INSTRUCTION BY COLLEGE DEPARTMENT - FALL 2022

DEPARTMENT	NET SEC	WSCH	FTES	FTEF	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
African American Studies	3	441	14.7	0.7	429	12	203	18
Anthropology	13	1,643	54.8	2.8	1,599	44	757	65
Arabic	2	260	8.7	0.6	215	45	102	68
Art	28	3,957	131.9	6.5	1,623	2,334	768	5,998
Asian/Asian-American Studies	3	381	12.7	0.7	371	10	176	15
American Sign Language	18	3,232	107.7	5.8	2,671	562	1,263	842
Astronomy	2	80	2.7	0.2	46	34	22	88
Biology	12	3,963	132.1	4.9	1,037	2,926	491	6,261
Business	17	1,949	65.0	3.1	1,942	7	919	9
Chemistry	8	2,046	68.2	4.1	1,177	868	557	2,231
Computer Information Systems	30	3,093	103.1	6.1	2,499	594	1,182	1,016
Communications	15	1,634	54.5	3.3	946	688	448	1,472
Cooperative Work Experience	2	187	6.2	0.5	130	57	61	146
Counseling	10	654	21.8	1.2	455	199	215	512
Economics	5	619	20.6	1.0	602	16	285	25
Education	2	127	4.2	0.3	54	72	26	232
English	95	10,144	338.1	24.2	8,582	1,562	4,059	3,343
English as a Second Language	32	3,339	111.3	8.1	2,322	1,016	1,098	2,612
French	3	520	17.3	1.1	429	90	203	135

BERKELEY CITY COLLEGE - PROGRAM OF INSTRUCTION BY COLLEGE DEPARTMENT - FALL 2022								
DEPARTMENT	NET SEC	WSCH	FTES	FTEF	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Geography	8	1,037	34.6	1.6	1,009	28	477	41
Geology	2	217	7.2	0.3	125	92	59	237
History	23	2,544	84.8	4.7	2,477	68	1,171	101
Health Education	3	308	10.3	0.7	132	175	63	563
Health Professions & Occupations	2	147	4.9	0.2	39	109	18	233
Humanities	12	1,520	50.7	2.4	1,286	234	608	501
Human Services	8	388	12.9	1.0	365	23	173	49
International Trade	13	301	10.0	1.0	300	1	142	1
Learning Resources	5	1,319	44.0	0.1	1,319	-	624	-
Mathematics	59	8,204	273.5	15.0	7,987	217	3,778	326
Multimedia Art	77	8,903	296.8	15.4	3,652	5,251	1,727	13,496
Music	8	1,156	38.5	1.6	474	682	224	1,752
Physical Education	2	454	15.1	0.8	195	259	92	-
Philosophy	5	619	20.6	1.0	523	95	248	204
Physics	2	288	9.6	0.5	166	122	78	314
Physical Sciences	3	402	13.4	0.7	232	171	110	439
Political Science	13	1,739	58.0	3.7	1,693	46	801	69
Psychology	18	2,398	79.9	3.8	2,334	64	1,104	96
Sociology	10	1,245	41.5	3.2	1,212	33	573	50
Social Sciences	5	423	14.1	1.0	412	11	195	17
Spanish	35	4,466	148.9	10.4	3,690	776	1,746	1,164
Theater Arts	2	126	4.2	0.3	52	74	24	191
Travel/Tourism	20	566	18.9	1.8	81	486	38	1,040
TOTAL	638	77,040	2,568.0	146.7	56,886	20,154	26,907	45,971

Source: Peralta Community College District Office of Institutional Research

2022 Program Space Requirements

Using the allowable standards referenced in the California Code of Regulations Title 5 for calculating space (see Attachment A at the end of this Plan) and the College's current space inventory (the Peralta Community College District Report 17, ASF/OGSF Summary & Capacities Summary, October 2008) the future space needs of the College have been determined for instructional and support service space categories.

The table shows the current inventory of existing facilites at the College, the future space qualification and the net need by space
catetory. Berkeley City College currently has 92,154 ASF (assignable or usable square feet of space) and by the year 2022 (or when WSCH reaches 77,040 for a given semester) the College will need 283,443 ASF of space, triple the space the College has today. The total "net need" for space will be 191,289 ASF by the year 2022.

BERKELEY CITY COLLEGE 2022 TARGET YEAR SPACE REQUIREMENTS

SPACE CATEGORY	DESCRIPTION	CURRENT INVENTORY	2022 TITLE 5 QUALIFICATION	NET NEED
0	INACTIVE	17,360	0	(17,360)
100	CLASSROOM	14,901	26,907	12,006
210-230	LABORATORY	21,733	45,971	24,238
235-255	NON CLASS LABORATORY	0	868	868
300	OFFICE/CONFERENCE	16,557	73,500	56,943
400	LIBRARY	6,543	28,823	22,280
520-525	PHYS ED (INDOOR)	2,100	35,000	32,900
530-535	AV/TV	1,478	12,534	11,056
540-555	CLINIC/DEMONSTRATION	147	7,198	7,051
580	OTHER	0	3,543	3,543
610-625	ASSEMBLY/EXHIBITION	4,482	9,137	4,655
630-635	FOOD SERVICE	0	5,482	5,482
650-655	LOUNGE/LOUNGE SERVICE	1,797	3,441	1,644
660-665	MERCHANDISING	585	7,622	7,037
670-690	MEETING/RECREATION	1,809	3,043	1,234
710-715	DATA PROCESSING/COMP	395	5,000	4,605
720-770	PHYSICAL PLANT	2,117	14,172	12,055
800	HEALTH SERVICES	150	1,200	1,050
	Total	92,154	283,443	191,289

Source: Peralta Community College District Report 17; Maas Companies projections - Calculations based on California Code of Regulations Title 5, Chapter 8, Section 57028

Additional Space Requirements

Berkeley City College has demonstrated growth and spce needs. The short term response will be to take advantage of its urban location and lease space at locations near the College.

The long term solution will be to build a new facility of approximately 248,676 GSF. Investigate development possibilities to accommodate their enrollment growth.

Additional Parking

The short term solution must be to investigate futher lease opportunities of existing nearby parking strucutres to alleviate the immediate shortage of parking.

As a possible long term solution, the District could investigate development possibilities for a joint venture development, of a new parking structure, to accomodate a severe shortage of faculty , staff, student and visitor parking, resulting from a new facility.

Multi-Media Arts

This is an innovative and technology intensive program that has consistently exceeded student capacity and in need of additional physical space. There is a need for additilional multi-media spaces to address the various programs and to augment private business partnering that are currently being negotiated.

To accommodate these specialized courses, updated facilities with specialized equipment must be provided. These spaces will not only require special lighting and daylighting features and increased space, but the equipment will require additional building infrastructure to support it.

Bio-Science and Bio-Technology Program

This program must provide equipment and resources, to accommodate this accelerated program; which also has enrollment growth. The existing labratories can accommodate the Bio-Science curriculum but is overcrowded.

New laboratory spaces with supportive infrastructure must be provided to support the new programs and equipment. Due to the science materials used in this class, specialized building finishes and casework must be carefully incorporated.

Chemistry lab

The District and the college is currently investigating leasing space near the college to alleviate over crowding. Buildings at Constitution Way Plaza and other near by office buildings are being considered.

The University of California Berkeley and Peralta Community College District is investigating a possible joint venture to secure additional parking and instructional space.

To promote student success, to provide our diversity community with educational opportunities, and to transform lives.

The college's values are:

- Academic excellence and student learning
- Commitment to multiculturalism and diversity
- Commitment to preparing students for citizenship in a diverse and complex global society
- Commitment to a quality and collegial workplace
- Innovation and flexibility

The goal of any facilities on the Berkeley City College Campus is fundamentally to support the vision, mission, values, and educational goals of the college and the programs it offers.

CAMPUS MASTER PLAN

WLC Architects is committed to integrated communication with all stakeholders of Peralta Community College District. The District has a shared governance mandate, that require the District's management operations and facility development planning considerations to have input from all college stakeholder groups.

We have conducted several meetings with the College President, the Vice President of Instruction, Vice President of Student Services and the Business Manager. Those meetings were held to get the vision and goals from the college leadership. The objective was to have focused workshops to solicit their views and perspectives, on the development of facilities as it relates to the educational delivery system and the image of the College. Similarly, we also met with academic faculty and student representatives to hear their concerns and vision for the future development of their college.

A critical component of stakeholder input was to learn from the users how they actually use the college facilities. We needed to know the facilities that worked as well as those that didn't work. We needed to asses what facilities and amenities were missing, needed support for educational functions and future educational trends (i.e.: Smart Classrooms), without restricting the input of ideas due to operational and fudiciary concerns. Requests for suggestions and recommendations were not limited to buildings, it also included: campus grounds, athletic facilties, transportation needs, community participation and potential future development.

It is important to note that all stakeholders were encouraged to submit ideas that were visionary and "outside the box"; to enhance things that worked well and ideas that are currently not part of the college lexicon. We also sent out a survey to all faculty and staff at the college to get as much feedback as we could about the existing condition of the college's facilities. The results of that survey is included in the Master plan.

We recorded the information from these groups, and extracted the concepts ("big ideas") to discuss in the larger Town Hall Forum; whereas faculty, staff and students who may not have attended committee meetings, could voice their concerns and ideas to improve the college. This process attempted to form a consensus on the college's Master Plan goals and ideas of the college.

An important part of integrated communication with all stakeholders is to also share ideas with the other colleges and the District administration. This can allow for for cultivating ideas and fostering coordination with other colleges, as it relates to the District Wide Educational Master Plan.

Vice Chancellor Dr. Ikharo was our primary contact and was responsible for implementing the Chancellor's vision in this process as well as coordinating the information from the District's Maintenance and Operations Department.

To accomplish the exchange of communication, the educationally driven facility ideas were shared at the District Wide Facilities & Land Use Planning Committee. The objective was to give all College Presidents, Vice Presidents of Instruction and Business Managers an opportunity to view each of the College's Master Plan goals and ideas,and compare them with the goals of the District Wide Educational Master Plan and collaborate with each other in areas of mutual interest. Where there may be possible redundancy, the opportunity was available to begin the conversation on potential solutions.

Additionally, those ideas were also shared at the District Wide Educational Master Plan Committee to gather their input on the Master Plan goals and ideas, as it relates to supporting the District's educational priorities and educational delivery systems.

As the Master Plan was being developed, the Chancellor offered his guidance in the process, by directing his Strategic Management Team to coordinate all District Administrative Departments, Committees and Colleges with WLC to ensure required decisions were given and pertinent information was diseminated to WLC.

WLC attended monthly meetings with the Board of Trustee's Facilities and Land Use Committee. This enabled WLC to keep pace with the District's ongoing Capital Project Plans for the College and share our infromation from the Master Planning Process.

These meetings and information sharing, helped to ensure constant communication throughout the Master Planning Process.

The Tables shown illustrate comments given by Faculty, Staff and Students. These comments and rankings were collected from the actual survey comments and listed here for quick viewing. The ranking pattern was 10 = best and 1 = bad. The colors were added to quickly view an area and decipher its condition. The text list specific problems as noted by the survey participant.

MOST TIME SPENT	FACULTY AREAS	CLASSROOM	OFFICES	RESTROOMS	CORRIDORS	ATRIUM/ PUBLIC SPACES	OTHER AREAS
Office 541							
				Students			
Ranking		3	2	5	4	5	
Comments							
Pros		Lectern with PC and DVD/VHS allows use of electronic resources.	Nice desks, filing cabinets, bookcases and computers.	Generally clean and neat.		Good use of light and seating for students.	
Cons		Classrooms built for 30-35 students; classes routinely have 40 students; need *smart classroom technology.*	(4) faculty per office is too crowed; need small conference rooms to meet with students.	If sanitary supply dispensers are not going too be used, remove them. Out of order signs are tacky.	More doors need disabled access.		
Classrooms							
Ranking	2	2				1	
Pros		Audio/visual components					
Cons	Inadequate storage/desk space for part-time faculty; poor copying facility.	Too small for 40 students, therefore, does not allow for re-configuration; no way to control lights.		No staff restrooms. Wish there were.		Unappealing wasteland; no atmosphere or quality.	
Comments	There is no social gathering/quad or commons feel to the *campus* . The student lounge/vending machine room is not visible,friendly,accessible or appealing. Basement public space is sterile and too much a passageway,non-space,non-place.						
Library							
				Staff			
Ranking		4	2	4	4	5	
Pros		Technology		Love the clean new restroms	Open, airy	Wonderful public spaces	
Cons			BCC 132: poorly ventilated.		Could be kept cleaner.		
Comments							

MOST TIME SPENT	FACULTY AREAS	CLASSROOM	OFFICES	RESTROOMS	CORRIDORS	ATRIUM/ PUBLIC SPACES	OTHER AREAS
Office 560							
				Staff + Students			Sidewalk in front of school
Ranking		4	4	4	4		4
Pros		*smart classroom equipment* ; natural light where it exists.	Shared space- encourages communication and fairer to adjuncts.				Concrete benches
Cons		No natural light	No natural light				
Comments	Need 3x as many bike racks.						
Office 441							
	Conference Rooms	Specialty		Staff			Student Lounge and Auditorium
Ranking	4	4	5	5	5	4	5
Pros	Great	Spacious, well-lit	Good lighting; good space and temperature.	Plenty, clean and accessible.	Good, spacious.	Atrium is a wonderful, light-filled space.	Best space in the building; beautiful and has a view; auditorium is gorgeous and extremely useful. Wonderful event space.
Cons		Not enough electrical power.				Sometimes noise level is high.	
Comments	Not enough faculty offices for the number of faculty. Love the building, love working in it. Only problem is we are running out of space.						
Office 557							
	Copy Rm 4th Flr	BCC 53, 54, 31, 32					Theatre
Ranking	1	4	2	4	4	4	4
Pros	Handy	Computer, internet access, and LCD projectors (5).	Storage units above the desk.		They are wide and well lit.	Basement lobby can be re-configured for a variety of events.	Easy control of media-videos/cds, etc. from podium.
Cons		Ventilation is problematic; you can hear adjacent classroom; controls are not close to LCD controls.	Thermal comfort uneven; no privacy for student conferences; noisy; more part-timer space needed.			More signage and seating areas.	No interior aisles; sound system problematic.

MOST TIME SPENT	FACULTY AREAS	CLASSROOM	OFFICES	RESTROOMS	CORRIDORS	ATRIUM/ PUBLIC SPACES	OTHER AREAS
All Campus							
				Staff + Student			BCC 16
Ranking				2			2
Comments							
Pros				Doors on the restrooms; toilet stalls.			Ventilation
Cons				Doors hard to open for handicap students.			Poor air circulation
Comments	Poor air circulation at classrooms throughout campus.						
BCC 227							
	5th Flr. Lounge			Staff + Lounge			Video + Media Production Lab
Ranking	3	2	3	5	5	5	1
Pros	Pleasant place with windows and a simple clean look and feel;(2) copiers.	BCC 227: Adequate storage.		Clean, love the self flushing toilets and automatic faucets.	Love the benches throughout.	Atrium is awesome and the theatre is wonderful.	
Cons	More self service copiers	No aisle breaks between rows; teacher cannot calibrate overhead projector; inadequate power.			We could use some art on the walls.	The railing around the open atrium is too low.	Remodeled as a Broadcasting Studio although broadcasting isn't taught.
Comments	All in all- the building is good- lots of space, a feeling of light and hope and room to grow. The problems can be worked out and having worked in the old building makes me appreciative of what we have achieved.						

Educational Program Needs

- Public - Private partnerships to support college curriculum.
- Education partnerships for UC Berkeley students use of BCC facilities.
- Emeryville High School Student main streaming during senior year.
- American Sign Langauage curriculum must be further supported in lieu of discontinuing.
- Prgrams that can be located at leased sites: basic skills, public information and associated services.

Site

- No sense of presence when approaching BCC, could walk by if slightly distracted.
- Berkeley City College needs more parking.

Exterior and Interior Spaces

- Need exterior cool down areas for students.
- The main entry public right of way is the only exterior area available to Students.
- Interior spaces can be loud when in classrooms or meeting rooms.

Buildings

- The College is over crowded and more space is needed to accommodate the student enrollment growth.
- Will need leased space to alleviate over crowding in short term.

The Campus "Centers of Excellence Programs" will have the following impact on the campus:

- Classrooms will be modified to accommodate the Human Services and International Trade Programs;
- Current multimedia studios will require upgrades to accommodate the Multimedia Arts Program;
- Labs will require upgrades to accommodate the Bioscience and Biotechnology Programs.
- The actual classroom and lab modifications will be determined in the final Master Plan.
- Expand on it's relationship with the University of California Berkeley for transfer programs.
- Additional space will be required whether on-site or leased.

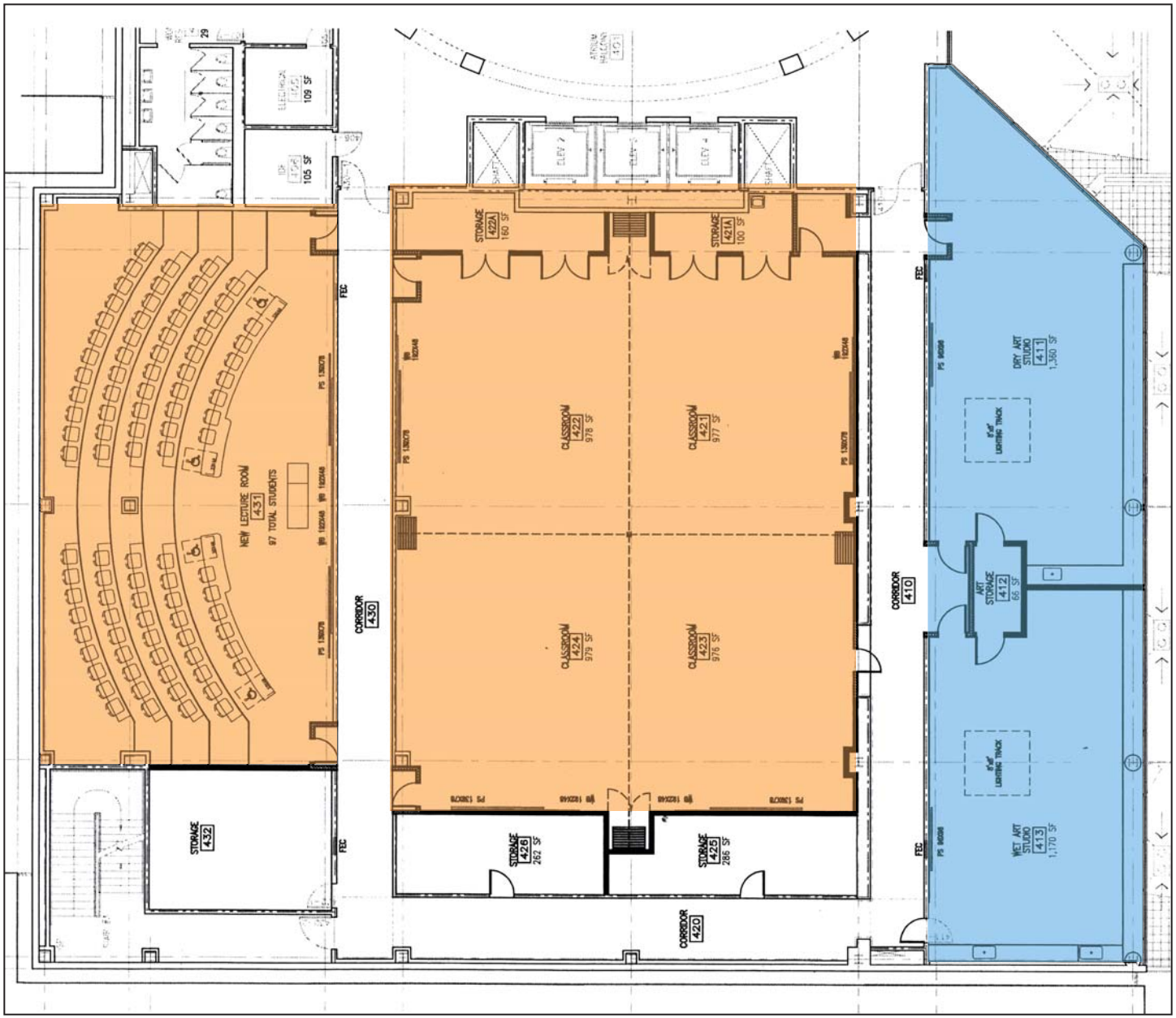
Solutions to spatial needs and additional parking must follow the college mandate to centralize all building and facilitiy resources.

Investigation and research of asset management, to secure additional property for a new facility and additional parking.

The plan as shown illustrates planned Fourth floor improvements, for the build out of existing space, that was left unfinished pending increased enrollment. A new large amphitheater style lecture classroom with sloped floor, that will seat approximately 100 students is featured.

Aslo featured will be four large classrooms with movable walls that will allow maximum flexibility for the college. The rooms can be configured to one large space for events, two large classrooms, or four smaller classrooms.

Additionally, two Art Laboratories will be added to augment the college's Multimedia-Arts Program. These laboratories will have specialized equipment to accommodate the educational program.



PROPOSED FOURTH FLOOR PLAN

The plan as shown illustrates planned Fifth floor improvements, for the build out of existing space, that was left unfinished pending increased enrollment. Two new "wet" science laboratories will be constructed to accommodate the college's organic chemistry and plant biology science curriculum. A standard science classroom will also be renovated within the build out spaces.

The plan also shows additional space renovation to provide student service space. The renovations will provide for more student government offices, and expanded space for EOPS, PACE, IT, and faculty offices. Due to the new build, the third floor will have existing spaces re-designated as a teaching and learning center.

PROPOSED FIFTH FLOOR PLAN

Streetscape Improvements

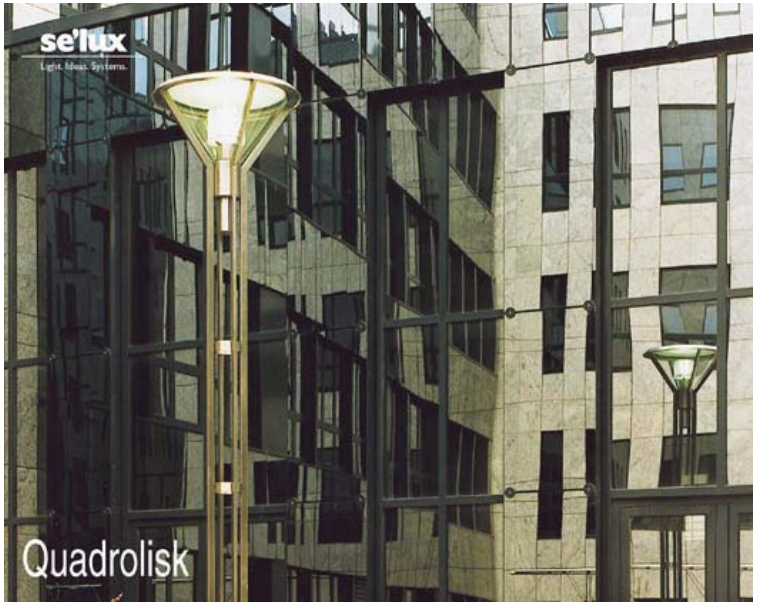
The sidewalk and drop-off zone in front of the Berkeley City College building should be enhanced to create a distinctive streetscape environment that extends the College's presence to the street. The streetscape should be reflective of the contemporary architecture of the building. Paving materials such as enhanced concrete or unit pavers could extend along the building frontage.

A curbless drop-off zone is proposed, with an extension of the sidewalk across the parking lane. Bollards and detectable warning pavers would be necessary to ensure pedestrian safety. Bollards should follow the modern design theme of the building.

In addition to paving improvements, distinctive street lighting that is in line with the building architectural style should be installed along the building frontage. The light fixtures should be modern in style and pedestrian in scale, while providing the required street lighting levels.

Interior Planting

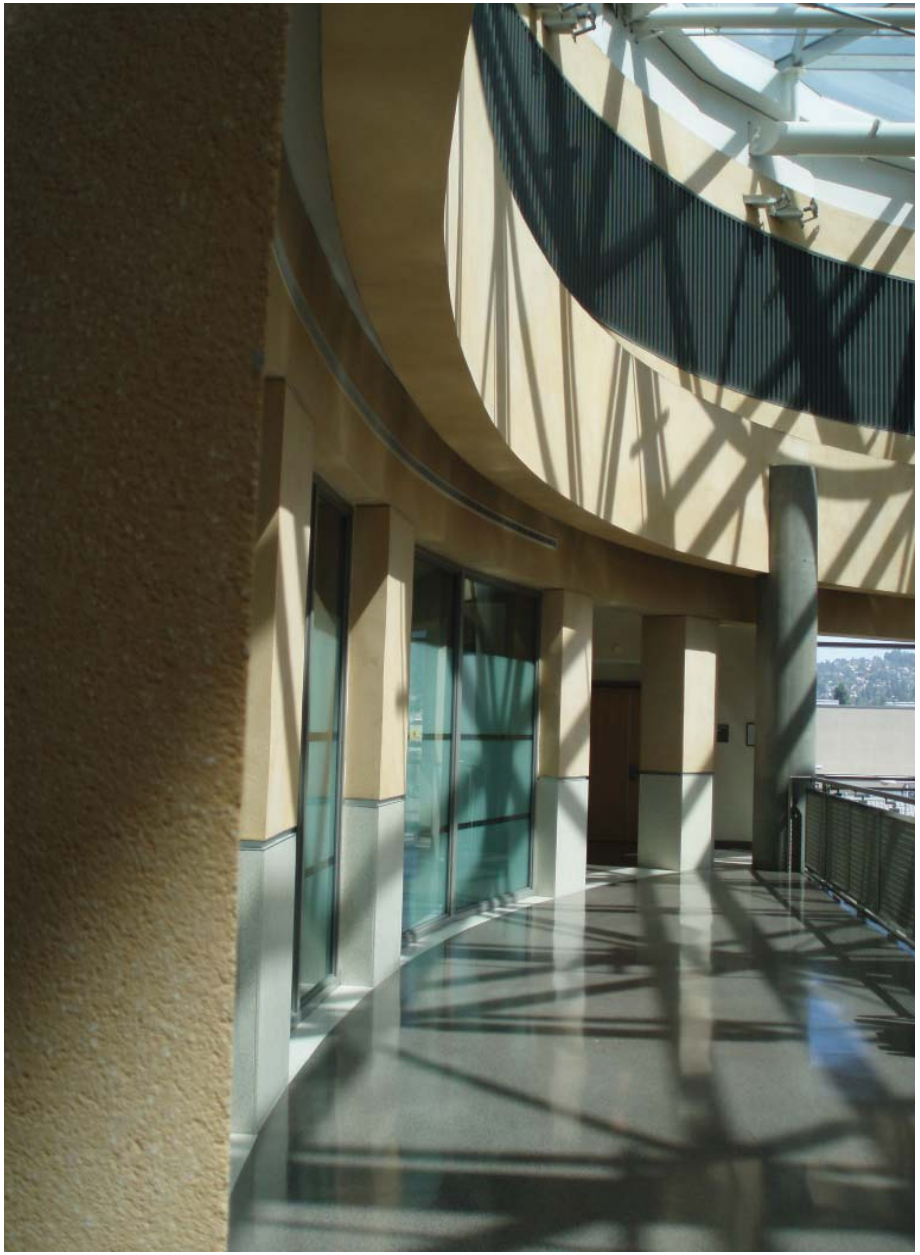
Interior potted plants should be installed on all floors in the atrium. Potted plants could also be installed in other natural-light-filled spaces throughout the building. Simple, modern pots with a simple plant palette would fit with the architectural style of the building and would require minimal maintenance.



Contemporary streetlight - prededent

Interior planting - prededent

STREETSCAPE IMPROVEMENT PERSPECTIVE



Interior atrium

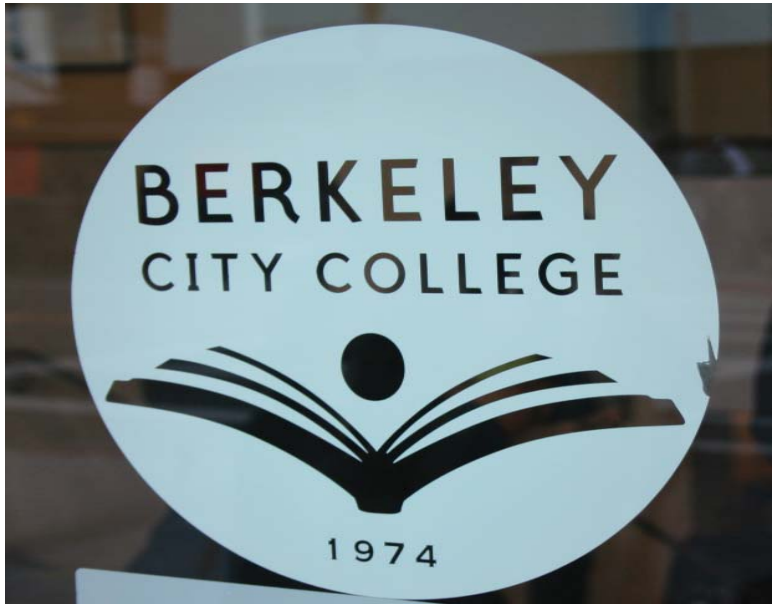
An effective campus signage program is intended to provide visitors, new students, faculty, and staff with the information needed to find and arrive at their destinations timely and with ease. It is intended to convey a level of professionalism at all levels of application and enhance the student's, visitor's, and staff/faculty's experience while visiting the campus. Sign planning and implementation is based on a strategy that allows adaptability to the various campus' site conditions and architectural environments as well as establishing a consistent and visible identity and image from campus to campus that combines the PCCD values.

The Peralta Community College District has produced signage standards which may be found in the *Peralta Community College District Signage Standards Manual*.

Identity

Berkeley City College campus differs from other campuses in the Peralta Community College District. It is a single-building campus constructed on an urban infill.

It's campus identity is visible and strong. Consistent and cohesive use of materials, colors, and type contribute greatly to strong campus identity and sense of place.



Logo is visible, strong and cohesive.

Street-side identity banner

Existing interior directional signage is consistent and cohesive.

Wayfinding
Development of a comprehensive wayfinding system is in process. The system is comprised of the following components - campus maps, directional signs and building identification - these components work together as a series of signs to assist with navigation throughout the campus.

Campus Maps
Campus maps are to be located strategically at campus entry points and gathering places.

Directional Signage
Directional signage provides assistance in finding key destinations that are off the main path of travel. They should be located at key intersections.

Night
One important aspect of Berkeley City College curriculum is night classes. Building interior should be illuminated throughout to provide effective and safe maneuverability for evening students, staff, faculty and visitors, especially at the campus entries.

Although there are existing directories, they are hard to read, especially from a distance. Permanent directional signage should replace temporary or *hand done* signage.

Building Identification

Building identification is another component of wayfinding and works with both campus maps and directional signage.

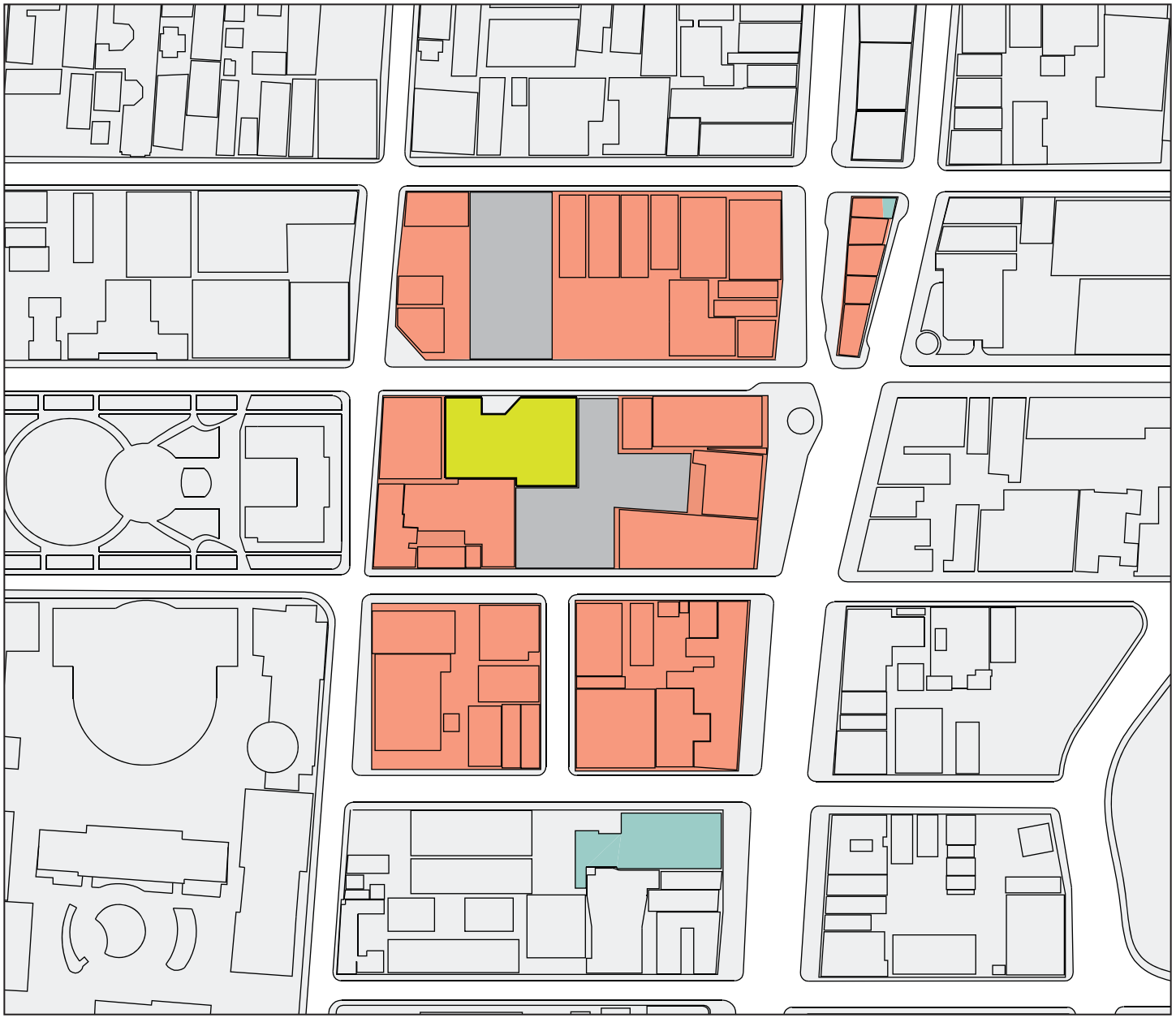
All buildings should be clearly identified starting with *primary building identification* (main building exterior) and *secondary building identification* (building entrances and doors).

Additionally, a set of acceptable fonts, sizes, and materials should be established and enforced. (See the PCCD Signage Standards Manual 2008)

Existing building identification at BCC is clear and easily identifiable.

The proposed long term development recommendation can be clearly stated in that, the college is projected to have enrollment growth that will equate for a space need of 191,000 net sq. ft. by the year 2022. this kind of accelerated growth must demand the attention of the district to plan accordingly. As stated previously, the central business district location of the college and it's mandate to keep the campus centralized will present a unique challenge for the district.

The recommendation is apparent, buy an adjacent or nearby property for further expansion of the college. However, once a property is purchased alternatives will reveal themselves based on the integrity and flexibility of the structure. A key component to consider will be the need for parking.



LONG-TERM DEVELOPMENT PLAN

The Project Phasing that follows attempts to show possible scheduling of projects that would comprise the entire Facilities Master Plan. The project sequences are divided into Three general phases. This sequencing is used to coincide with potential applications for State funding, as a college campus is limited to one approved application per year.

The First phase has a time duration of Five years. the first phase incorporates the District's Five year plan projects in addition,ongoing maintenance projects and projects recommended by the Master Plan. This phase also attempts to provide the subsurface infrastructure components for future projects.

The Second phase has a time duration of Four years which now begins to implement the educationally driven changes to the facilities. This phase generally has fewer interim housing problems because new buildings and landscapping are constructed.

The Third phase has a time duration of Four years. The emphasis at this phase are the public - private partnership projects. In may ways this is a very speculative phase, however, if managed correctly it could offer many educational benefits and sources of revenue for the District.

STREETSCAPE IMPROVEMENT PERSPECTIVE

Phase I 2009 - 2014

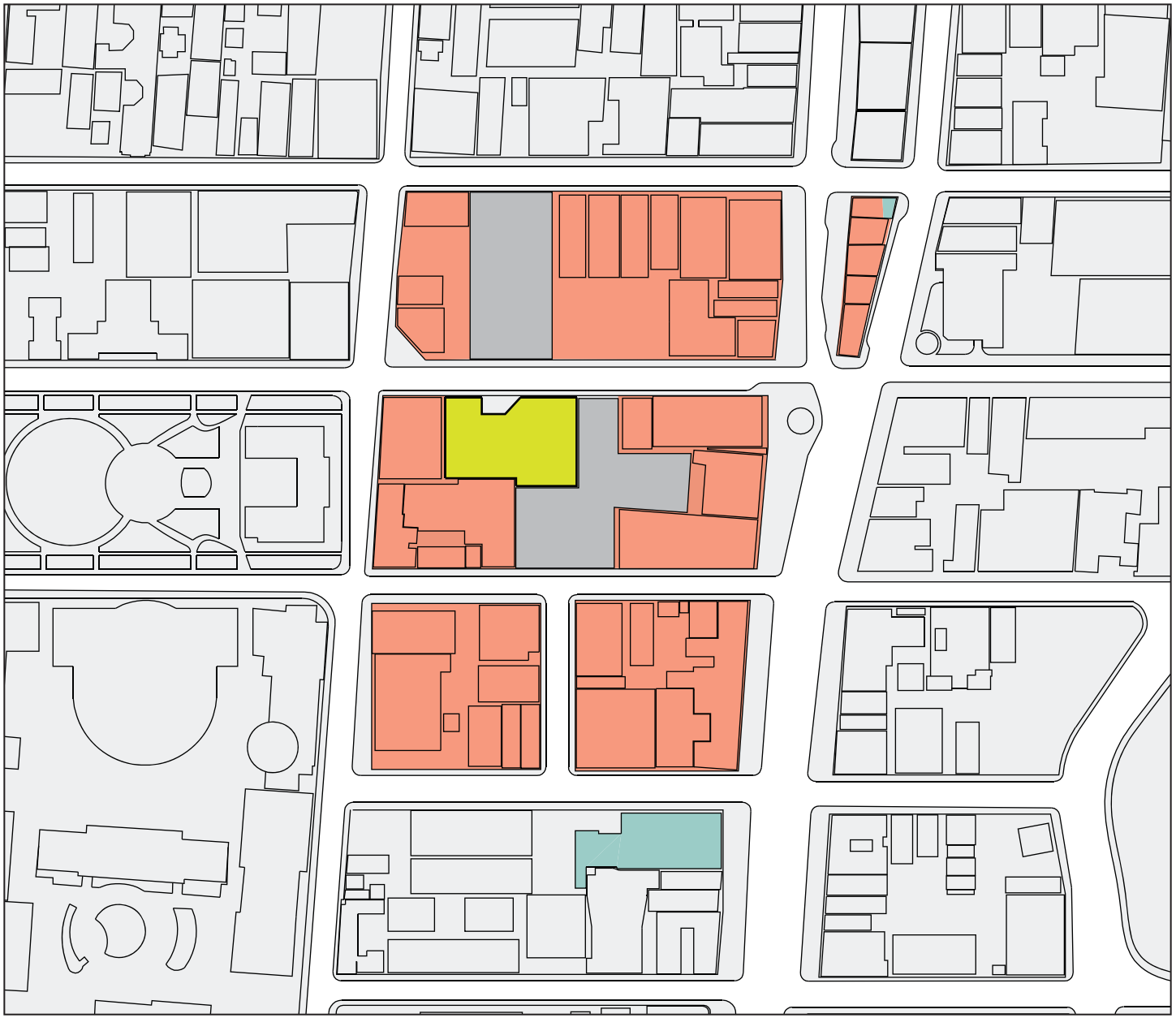
1. Interior Renovations of 17,360 sq. ft. to accommodate: General education classrooms, laboratories and a lecture Room.
2. Increase existing IT / multi-media web internet infrastructure to meet increased distance learning demand.
3. Lease additional adjacent properties for remaining space needs.
4. Lease additional parking facilities.

Phase II 2014 – 2018

1. Establish neighborhood educational centers.
2. Modernize existing facilities to accommodate increased demand for photography/ multi-media curriculum.

Phase III 2018 – 2022

1. Asset management investigations into further expansion of BCC to nearby properties.



PHASING PLAN 2009-2022

Although the State Chancellor's office has formulas for new building construction and there are many industry standards for estimating new construction; the project bugeting for leasing new space or purchasing new property is subject to market conditions and District private entity negotiations. The better strategy may be to canvass the City of Berkeley central business district to, determine a District budget for negotiations and purchasing.

PHASE 1: 2009 - 2014

Phase	Description	Bond "A"	State Funds	ASF	GSF	Total Project Cost
DISTRICT DISTRICT ADMINISTRATIVE COMPLEX FIVE YEAR PLAN PROJECTS						
1	Build out interior renovations to accommodate: general education classrooms, laboratories, lecture room and miscellaneous renovations	$6,900,000.00			17,360	**$6,900,000**
1	FF&E and IT Equipment	$3,568,521.00				**$3,568,521**
	Sub-Total	$10,468,521.00				**$10,468,521**
PROPOSED FACILITIES MASTER PLAN PROJECTS						
1A	Build out Multi-Purpose					Listed Above
1B	Increase IT/ Multimeda for Distance Learning Allowance					$1,500,000
1C	Lease adjacent proerties for extra space Allowance					$780,000
1D	lease parking facilities					$890,000
	Escalation at 4% per year					**$2,727,704**
TOTAL FACILITIES MASTER PLAN PHASE 1 PROJECT COST						$16,366,225

PHASE 3: 2018 - 2022

Phase	Description	Bond "A"	State Funds	ASF	GSF	Total Project Cost
PROPOSED FACILITIES MASTER PLAN PROJECTS						
3A	Build out interior renovations to accommodate: general education classrooms, laboratories, lecture room and miscellaneous renovations					$80,000,000
	Escalation at 4% per year					$12,800,000
TOTAL FACILITIES MASTER PLAN PHASE 3 PROJECT COST						$92,800,000

Note:
Projects in Phase 3 are dependent on the FTE of the College and availability of funding.

PHASE 2: 2014 - 2018

Phase	Description	Bond "A"	State Funds	ASF	GSF	Total Project Cost
PROPOSED FACILITIES MASTER PLAN PROJECTS						
2A**	Establish Neighborhood Educational Centers Allowance					$13,000,000
2B**	Modernize existing facilities for increased photography and multimedia curriculum Allownace					$400,000
	Escalation at 4% per year					$2,144,000
TOTAL FACILITIES MASTER PLAN PHASE 2 PROJECT COST						$15,544,000

Summary of Project Costs:

PHASE 1: 2009 - 2014	$	16,366,255
PHASE 2: 2014 - 2018	$	15,544,000
PHASE 3: 2018 - 2022	$	92,800,000
TOTAL	$	124,710,255

APPENDIX

ABBREVIATIONS

AC Transit	Alameda County Transit (regional bus system)
ADA	Americans with Disabilities Act
AHU	Air Handling Unit
ASF	Assignable Square Feet
BART	Bay Area Regional Transit
FTES	Full-time Equivalent Students
LEED	Leadership in Energy and Environmental Design
NPDES	National Pollutant Discharge Elimination System
OGSF	Overall Gross Square Feet
TOP Code	Taxonomy of Programs Code: numerical code used at the state level to collect and report information on programs and courses at different colleges throughout the state.
WSCH	Weekly Student Contact Hours

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[View 08-09 SI Codes] [TOP Code Groups] [Room Use Groups]

Default CCI: 5065 Default EPI: 2894

Room Codes		TOP #s	Description	Cost / ASF	Equip. Cost / ASF	Cost / GSF	% Efficiency
1	110-115	0 0099-4999	Classroom	$419.00	$13.53	$272.00	65%
4	210-255	1 0100-0199	Agr. and Nat. Res. (on campus)	$646.00	$68.79	$420.00	65%
4	210-255	1 0100-0199	Agr. and Nat. Res. (on site)	$279.00	$16.03	$237.00	85%
4	210-255	2 0200-0299	Architecture and Related Technologies	$482.00	$84.00	$313.00	65%
4	210-255	71 0300-0399	Environmental Science and Technologies	$622.00	$68.78	$386.00	62%
4	210-255	4 0400-0499	Biological Sciences	$646.00	$68.79	$401.00	62%
4	210-255	5 0500-0599	Business and Management	$432.00	$24.67	$281.00	65%
4	210-255	6 0600-0699	Media and Communications	$431.00	$23.73	$280.00	65%
4	210-255	7 0700-0799	Information Technology	$675.00	$196.73	$439.00	65%
4	210-255	8 0800-0899	Education	$465.00	$23.73	$302.00	65%
4	210-255	9 0901,0924,0934,0935	Engineering Technology	$479.00	$84.00	$359.00	75%
4	210-255	10 0936,0943,0945	Industrial Technology	$415.00	$63.77	$311.00	75%
4	210-255	9 0946	Engineering Technology	$479.00	$84.00	$359.00	75%
4	210-255	10 0947,0948,0949	Industrial Technology	$415.00	$63.77	$311.00	75%
4	210-255	9 0950	Engineering Technology	$479.00	$84.00	$359.00	75%
4	210-255	10 0952,0953	Industrial Technology	$415.00	$63.77	$311.00	75%
4	210-255	9 0954,0955	Engineering Technology	$479.00	$84.00	$359.00	75%
4	210-255	10 0956,0957,0958	Industrial Technology	$415.00	$63.77	$311.00	75%
4	210-255	9 0959,0961	Engineering Technology	$479.00	$84.00	$359.00	75%
4	210-255	10 0962	Industrial Technology	$415.00	$63.77	$311.00	75%
4	210-255	9 0999	Engineering Technology	$479.00	$84.00	$359.00	75%
4	210-255	3 1001,1002	Fine and Applied Arts	$431.00	$33.13	$280.00	65%
4	210-255	25 1004,1005	Music	$527.00	$53.23	$316.00	60%
4	210-255	3 1009,1011,1012,1013,1030,1099	Fine and Applied Arts	$431.00	$33.13	$280.00	65%
4	210-255	11 1100-1199	Foreign Language	$482.00	$49.52	$313.00	65%
4	210-255	12 1200-1299	Health	$497.00	$42.66	$298.00	60%
4	210-255	13 1300-1399	Family and Consumer Sciences	$475.00	$25.01	$309.00	65%
4	210-255	14 1400-1499	Law	$419.00	$25.79	$272.00	65%

4	210-255	15	1500-1599	Humanities (Letters)	$419.00	$24.55	$272.00	65%
4	210-255	16	1600-1699	Library Science	$419.00	$25.79	$272.00	65%
4	210-255	17	1700-1799	Mathematics-computer lab	$436.00	$196.73	$283.00	65%
4	210-255	17	1700-1799	Mathematics-traditional	$419.00	$25.79	$272.00	65%
4	210-255	18	1800-1899	Military Studies	$419.00	$25.79	$272.00	65%
4	210-255	19	1900-1999	Physical Sciences	$652.00	$68.78	$404.00	62%
4	210-255	20	2000-2099	Psychology	$571.00	$53.53	$354.00	62%
4	210-255	21	2100-2199	Public and Protective Services	$419.00	$68.79	$272.00	65%
4	210-255	22	2200-2299	Social Science	$425.00	$25.79	$276.00	65%
4	210-255	30	3000-3099	Commercial Services	$498.00	$63.77	$324.00	65%
4	210-255	49	4900-4999	Interdisciplinary Studies-computer terminals	$436.00	$196.73	$283.00	65%
4	210-255	49	4900-4999	Interdisciplinary Studies-traditional	$419.00	$25.79	$272.00	65%
3	230-235	25	1004	Music Practice Rooms	$563.00	$45.79	$366.00	65%
3	230-235	25	1004	Recording Arts	$680.00	$196.73	$442.00	65%
3	230-235	25	1005	Music Practice Rooms	$563.00	$45.79	$366.00	65%
3	230-235	25	1005	Recording Arts	$680.00	$196.73	$442.00	65%
3	230-235	26	1006,1007,1008	Theater Arts	$502.00	$32.74	$351.00	70%
5	300-355	-1	0099-4999	Faculty Offices	$442.00	$21.16	$265.00	60%
5	300-355	60	6000-9600	Administration	$425.00	$24.14	$276.00	65%
6	410-420	61	6110,6120	Library - Reading and Stack Space	$325.00	$31.76	$228.00	70%
7	430-440	61	6110,6120	Library- Electronic Carrels and Processing Room	$573.00	$196.73	$401.00	70%
8	520-525	23	0835,0837	Physical Education	$331.00	$12.74	$248.00	75%
9	530-535	62	6130	Audio Visual Arts	$675.00	$94.45	$452.00	67%
10	540-545	63	6230,6320,6400	Clinic (non-health)	$421.00	$29.59	$274.00	65%
11	550-555	67	6920	Demonstration (Child Care)	$350.00	$33.73	$245.00	70%
12	560-580	27	0100,6500	Field Buildings	$279.00	$16.03	$237.00	85%
13	610-615	26	1006,1007,1008	Theater Arts	$502.00	$67.94	$351.00	70%
14	620-625	66	6140,6800,6960	Exhibition Areas	$465.00	$36.30	$326.00	70%
15	630-635	68	6940	Cafeteria	$348.00	$28.61	$261.00	75%
23	650-655	70	0000-9600	Staff Lounge	$417.00	$21.93	$271.00	65%
16	670-675	69	6960	Recreation Areas	$492.00	$91.51	$320.00	65%

17 680-685	70 0000-9600	Meeting Rooms	$417.00	$21.93	$271.00	65%
18 690	24 0835,1006,1007,1008	Locker Rooms	$471.00	$9.23	$306.00	65%
19 710-715	70 0000-9600	Data Processing/Computer Lab	$436.00	$196.73	$283.00	65%
20 720-725	65 6500-6599	Maintenance & Shop Facility	$171.00	$62.02	$130.00	76%
21 730-735	65 6500-6599	Warehouse	$119.00	$6.15	$113.00	95%
22 800-895	64 6440	Health Care	$494.00	$43.10	$321.00	65%