



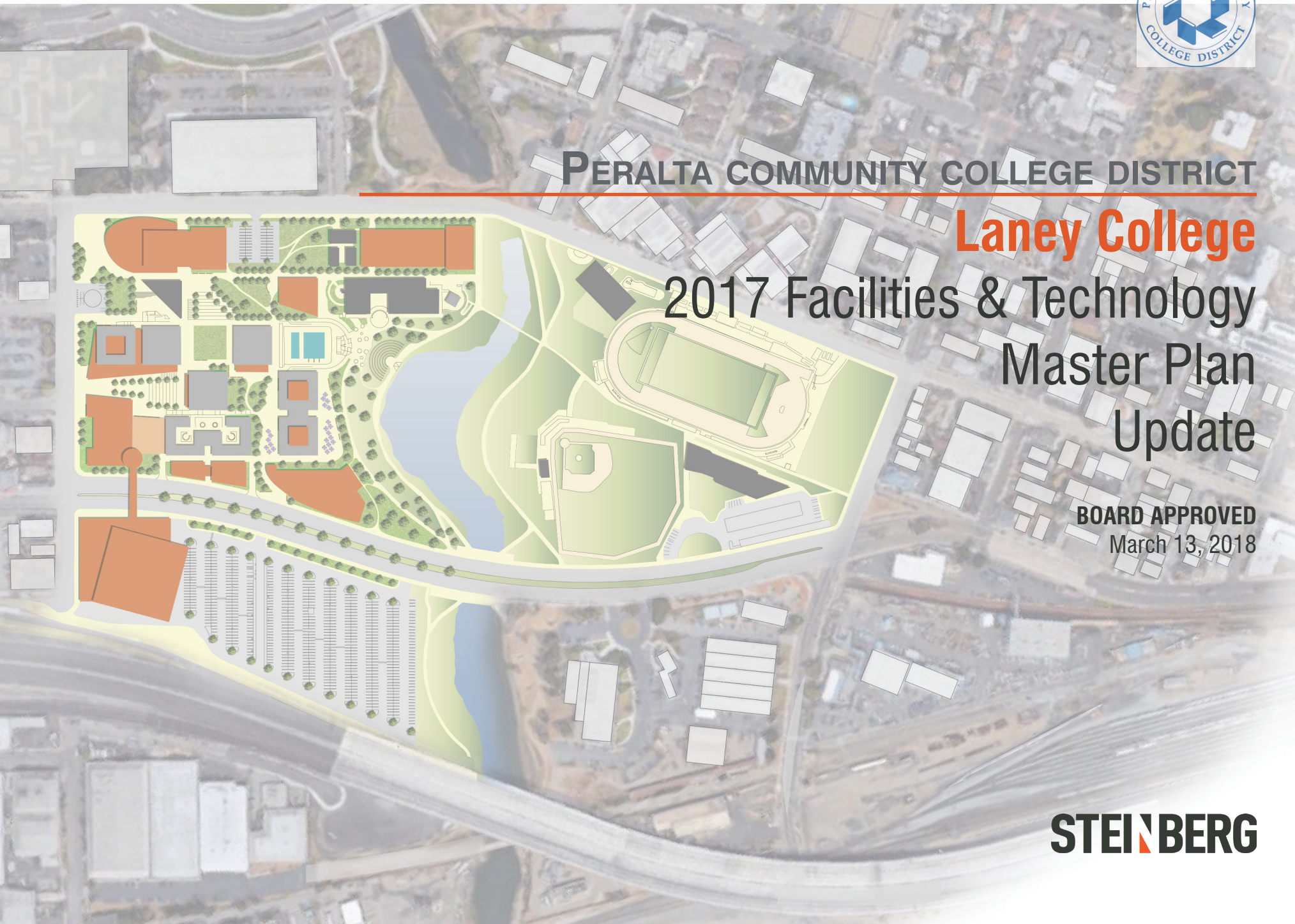
**PERALTA COMMUNITY COLLEGE DISTRICT**

**Laney College**

**2017 Facilities & Technology  
Master Plan  
Update**

**BOARD APPROVED  
March 13, 2018**

**STEINBERG**



## ACKNOWLEDGMENTS

The District and the Board of Trustees would like to thank all the participants. These include all the participants from the surveys, campus workshops, interviews, and campus shared governance committees. A special thank you to the Facilities Planning Committee and College President who provided the necessary leadership and outreach in gaining consensus and approvals of the plan.

## MASTER PLAN TEAM



Facilities Master Plan Architect



Technology Master Planner



Infrastructure Master Planner



Mechanical, Electrical, Plumbing



Preliminary Costing



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## A NOTE FROM THE PRESIDENT

Laney College has proudly served as Oakland's premier city college for over 60 years. Since its inception, the College has remained committed to idea that this beloved community deserves access to exceptional educational opportunities. At the core, our mission is student success and it can be seen through the contributions of every member of our college community in creating a safe and dynamic learning environment that fosters student engagement and allows each individual to thrive. We are driven by a commitment to equity and inclusion, and to providing a rigorous undergraduate education that meets the social and workforce needs of our students and the local, regional, and statewide community.

This Facilities Master Plan is an extension of that commitment.

Designed to look beyond the requirements of today to the learning spaces of tomorrow, this Plan embodies the goals of our Educational Master Plan by articulating a collective vision of a modern institution that enhances the quality of life on campus and in the surrounding community. Our students will engage and learn in physical spaces that support their educational goals, and faculty and staff will be inspired to continue innovating in new and improved work environments. Moreover, Laney will strengthen its ability to remain a cultural resource for our community.

This Plan is a product of the advocacy, passion and commitment of countless students, faculty, classified professionals, and administrators who provided valuable feedback on identifying the structural and technological resources that are required to ensure access to a high quality education. We are also indebted to the members of the Facilities Planning Committee for their leadership stewarding this planning process and for realizing that what we shape and design today will have impact well into the future.

This Plan is not for a few years. It is a "living document" that serves as a comprehensive framework for addressing our facility and technology-related needs. Most importantly, the Plan serves as a reminder that as our students transform, so must the institutions and people that serve them.

Building for a lifetime—for Oakland,



Tammeil Y. Gilkerson, Ed.D.  
December 2017





# Executive Summary

## OVERVIEW

Laney College (Laney) is the largest of four colleges in the Peralta Community College District, located in Downtown Oakland, California. It has a main campus located at 900 Fallon Street, Oakland. The College's boundaries are interrupted by two elements: 7th Street, which separates the Main Campus from parking (including parking on a small parcel, located on the other side of Interstate 880); and the Lake Merritt Channel, which separates the Main Campus from the Athletics Campus.

As an update to the 2012 Facilities Master Plan, the purpose of this Facilities Technology Master Plan Update (FTMP) is to analyze existing facilities and technology, and outline development goals that align with the current and future needs of Laney College, as identified in the College's 2016 Educational Master Plan.

To fully understand Laney College's needs and issues, A large and diverse set of stakeholders - students, faculty, staff and facilities personnel - participated in the Facilities & Technology Master Plan process through Online surveys, workshop discussions, meetings, campus forums, and presentations. The results of this extensive, investigative, and collaborative planning process are documented here, as follows:

**Chapter One** documents the FTMP purpose, process, vision, mission, and Laney's Educational Master Plan Goals. **Chapter Two** documents the existing conditions analysis, stakeholder feedback, and summarizes the facilities needs. **Chapter Three** documents the opportunities and constraints, the Facilities Master Plan, the complete Master Plan projects, and Priority projects.

**The 2017 District-Wide Facilities and Technology Master Plan** (available under separate cover) documents the Technology needs and projects (Technology Master Plan), the preliminary cost estimates (Cost Information), and the proposed Implementation Plan.

An **Appendix** (available under separate cover) documents back up materials from the Laney College process.

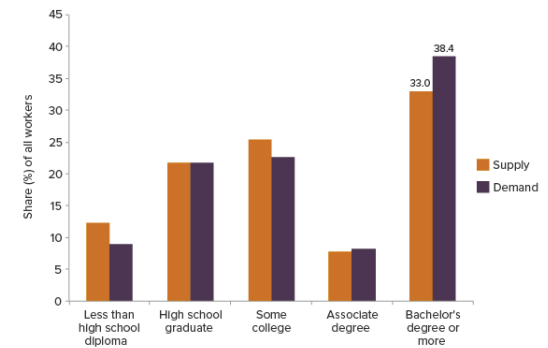
## KEY DRIVERS FOR THE FTMP

The key drivers for the FTMP Update are:

- The needs arising out of the 2016 Educational Master Plan (EMP);
- In particular the need to increase student success, retention, transfer and completion;
- Also from the EMP, the needs arising out of 21st Century changing teaching and learning pedagogies;
- And the need to increase recruitment, and retention, of faculty since 50% of PCCD faculty and staff are within retirement age;
- The needs arising out of the existing condition of facilities and infrastructure at Laney College;
- The needs arising out of the existing condition of technology; and
- Lack of Library space capacity for *current* demand.

## KEY FINDINGS FROM 2016 EMPS

The 2016 Educational Master Plans' main focus/goal is to **increase student success, retention, transfer, and completion** in alignment with State Student Success Act (SB 1456). This is also the top strategic goal for the District, as identified in the 2015 PCCD Strategic Plan, and reflects the concern that by 2030, California will be short by 1.1 million college graduates if current trends persist (according to the Public Policy Institute of California (PPIC) Higher Education Center).



Source: Johnson, Cueller Mejia, and Bohn, *Will California Run Out of College Graduates?* (PPIC 2015)

The 2016 EMPS identify a 1.1% per year college area population growth rate, and a decline in students less than 25 years old, which means that for the **next five years the College is growth neutral**.

However, growth in the 24 - 34 age group offer opportunities for the PCCD colleges to enhance and re-design **existing career technical education (CTE) programs and complementary CTE programming** to cater to this population segment's needs for professional growth and career changes.

**Other program enhancements/re-designs are needed to address the PCCD 2016 EMP Labor Market Gap Analysis Report**, which identifies gaps between district's educational programs and high-wage/high-skill jobs available in the region.

There is also **a need to develop non-credit to credit pathways for 16% of the adult population** that is in need of career development and college preparation.

## KEY FINDINGS FROM EXISTING CONDITIONS

The existing conditions analysis process identified that the **existing facilities, technology and infrastructure are unable to support the 2016 Educational Master Plan goals** due to:

- There is no need to increase capacity in the classrooms, and class labs space categories, BUT classrooms and class labs are outdated and cannot support the 21st century instruction and learning necessary for student success, retention, transfer and completion;
- There is a need to increase library space capacity;
- Aging facilities with failing systems requiring repair or replacement, like electrical and air-conditioning;
- Significant number of instructional and student spaces located in buildings past their useful life;
- Student services impaired by dispersed locations and inadequate space to accommodate functions;
- Science programs located off-campus creating obstacles to student success and retention; and
- Underground infrastructure in poor condition.

*Per the Chancellor's FUSION  
Facilities Condition Index  
(FCI) ratings,*

# 87%

*of buildings at Laney require  
renovation or replacement.*

## FACILITIES TECHNOLOGY MASTER PLAN DEVELOPMENT

Based on the 2016 Education Master Plan, Institutional Goals, and Facilities Assessments, campus stakeholders identified the following as their key priorities for the 2017 Facilities and Technology Master Plan:

- Replace all failing campus-wide infrastructure, building infrastructure, and technology infrastructure
- Reconfigure, renovate and relocate instructional spaces as necessary to meet 21st Century Teaching Pedagogies
- New Library Learning Resource Center
- Replace/renovate Science and CTE Programs; cluster programs to maximize cross disciplinary collaboration
- Provide facilities that support student success inclusive of Student Services, Student Center, etc.
- Be welcoming, and community focused; make College inviting on all Street fronts and leverage the natural assets like Lake Merritt Channel, Art Museum, etc.
- Create a strong campus "heart" - an exterior space that is inviting, comfortable, and able to accommodate multiple campus and community uses

These priorities helped guide the development of the master plan, as did all data gathered and analyzed. The 2017 Facilities and Technology Master Plan Update recommends demolitions, new construction, modernizations, technology projects, as well as infrastructure and site improvement projects. The majority of these projects were identified in the previous master plan, although some of the details for them may be different in this FTMP update. A graphic depiction of the 2017 Facilities Master Plan (showing all projects) may be found on page 33. On the right you will find the Priority Projects list, and its corresponding graphic Master Plan on the following page.

## SUSTAINABILITY AND RESILIENCY

Both Peralta CCD and Laney College are deeply committed to sustainability and total cost of ownership. To that effect, Peralta CCD has created a **2017 Sustainability and Resiliency Master Plan (SRMP)** that will guide the execution of all future facilities and infrastructure projects, to achieve District Sustainability and Resiliency Goals. All FTMP projects, from infrastructure replacement, site improvements, demolitions, renovations, and new construction will need to be developed utilizing the guidelines and recommendations within the SRMP.

## MASTER PLAN PRIORITY PROJECTS

The campus stakeholders prioritized Facilities Projects as listed below and shown on the opposite page:

	<b>INFRASTRUCTURE</b>
L1	Replace All Campus Major Electrical Equipment
L2	Replace / New Central Plant & Infrastructure
L3	Replace Domestic Hot Water System
L4	Replace Compressed Air System
L5	Replace Domestic Water & Compressed Air Piping
	<b>FACILITIES*</b>
L6	<b>New Student and Welcome Center</b>
L7	<b>New STEAM Center</b>
L8	<b>New Library Learning Resource Center</b>
L9	<b>New Design &amp; Manufacturing Center &amp; Outdoor Work Area Canopy</b>
L10	New / Replace Central Plant**
L11	<b>Modernize Performing Arts (Theater &amp; Partial G)</b>
L13	<b>New Community Building &amp; Campus Green</b>
	<b>TECHNOLOGY</b>
L19	Complete Wi-Fi Deployment
L20	Complete Network Upgrade Project

\* **Bolded Projects are depicted on the Master Plan**

\*\* Exact location and details to be determined by a Central Plant Study, see page 21.

## FTMP PROJECT COSTS AND IMPLEMENTATION

Please see District-Wide FTMP for complete details.



## Priority Projects Facilities Master Plan





# 1.0 Introduction

## PURPOSE

The purpose of the Laney College 2017 Facilities and Technology Master Plan Update (FTMP) is to update the previous Campus Facilities Master Plan (FMP) for:

- Alignment with the 2016 Educational Master Plan
- Alignment with the District Strategic Goals
- Changes experienced by the College since the last facilities master plan was developed
- Identify and integrate Infrastructure needs
- Identify and integrate Technology needs
- Prioritize projects for a first phase of implementation

## THIS 2017 FTMP AND PREVIOUS FMPS

The 2017 Facilities and Technology Master Plan Update works in conjunction with the Laney College 2012 Facilities Master Plan in that aspects not covered in this update are still applicable.

The 2017 FTMP Update does supersede the previous FMP in the following aspects:

- Master plan projects defined here supersede previous master plan projects
- The infrastructure and building assessments from 2009 and the State provided FUSION 2016 assessments were re-analyzed, so the assessments ranking provided here supersedes previous rankings
- Space Capacity analysis is based on 2016 data, and therefore supersedes previous space capacity data

## PROCESS

The 2017 FTMP process was a shared governance process led by Steinberg from March 2017 through December 2017. The process included Online surveys to reach a diversity of stakeholders, meetings with Facilities Planning Committees and Technology Committees, and multiple campus forums open to students, staff, faculty and administration.

## MISSION

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career- technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

## VISION

Laney College is a dynamic, diverse environment where all are encouraged to become responsible community members, leaders and world citizens.

## 2016 EDUCATIONAL MASTER PLAN GOALS

- **Goal One:** raise awareness in the community of and access to programs, resources and opportunities at Laney College and manage enrollment effectively.
- **Goal Two:** develop an equitable and sustainable college resource allocation model that is aligned with Laney College's priorities.
- **Goal Three:** make all facilities clean, safe, functioning, well-equipped and attractive.
- **Goal Four:** build a culture of success, belonging and pride.
- **Goal Five:** increase student success, retention, transfer and completion.
- **Goal Six:** provide pathways from adult school, high school, community based organizations, and other student populations, to careers, degrees, certificates and/or transfer.
- **Goal Seven:** create a culture of innovation including technology where data-based decisions are made, implemented, communicated and evaluated, prioritizing sustainability.
- **Goal Eight:** create liaisons with community based organizations and agencies, and become a hub for social and human, health, wellness and housing services to benefit the wider college community.

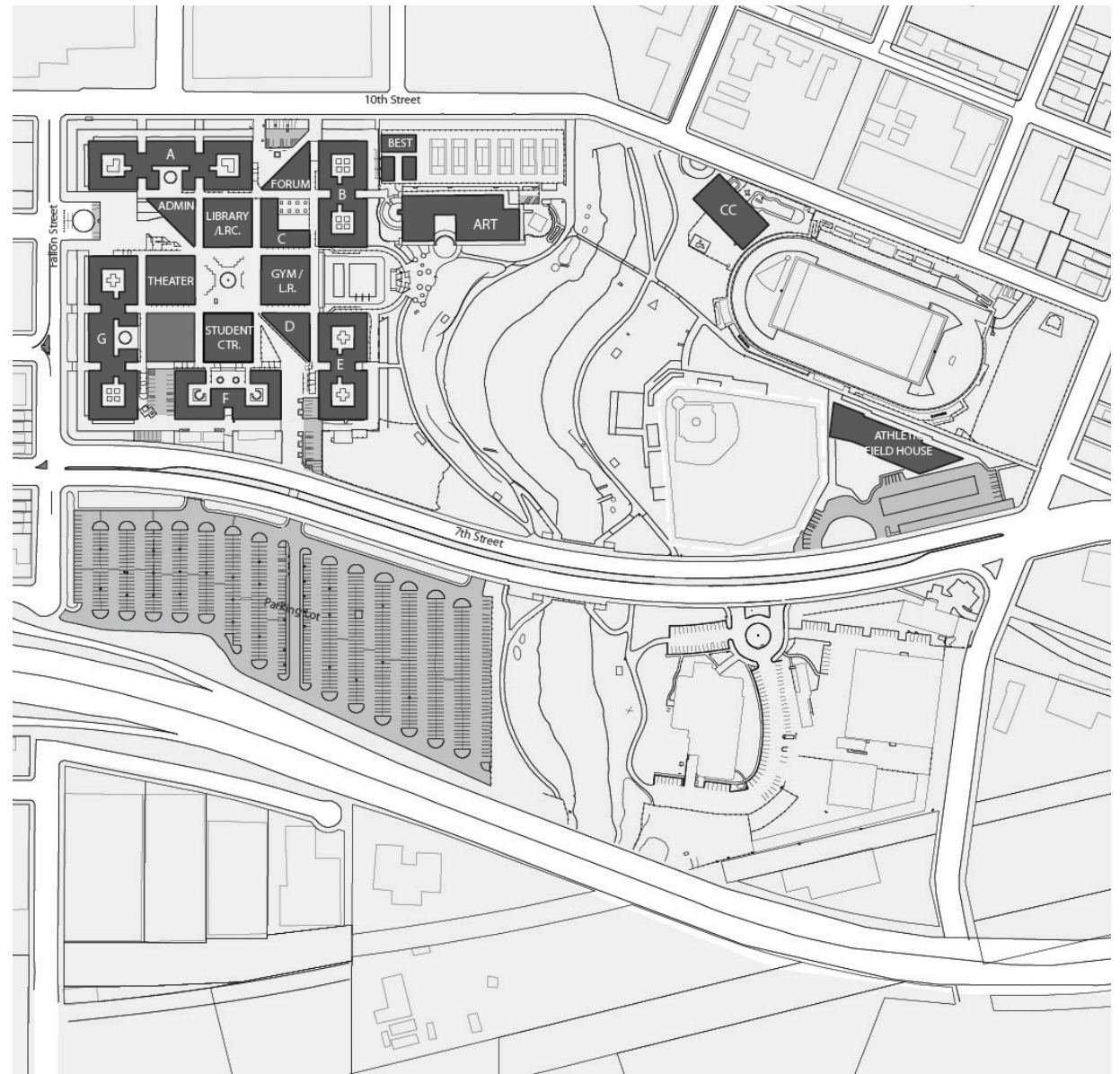


# 2.0 Data Analysis & Needs

## PROCESS

There are three types of information required to make informed decisions on master planning and future facilities improvements: reliable data, first hand feedback from the users of the facilities, and industry established trends in the delivery of education. To that effect, this first phase involved three concurrent efforts which informed one another: space capacity analysis, campus condition analysis, and a multi-faceted approach for gathering stakeholder feedback. The process and outcomes of these three efforts are documented in the following pages.

**Figure 2.1: Existing Campus Site Plan**



## CAPACITY LOAD ANALYSIS

### What Does the State Monitor?

Although there are a variety of spaces on a college campus, the State has established sizing<sup>1</sup> criteria and capacity<sup>2</sup> calculations for only six categories of spaces. These criteria are described in the Title 5 California Code of Regulations<sup>3</sup> (often abbreviated to just Title 5).

The Title 5 six categories are:

- **Classrooms** (the State gives these spaces Room Use codes in the 100s)
- **Class Laboratories** (Room Use codes in the 200s)
- **Office** (Room Use codes in the 300s)
- **Library** (Room Use codes in the 400s)
- **Audiovisual/Television**, known as AV/TV (Room Use code 530 and 535 only)
- **Child Development Centers**

Five of the categories have criteria that is tied to student enrollment and quantity of faculty and staff, and is monitored annually by the State. The sixth category, Child Development Centers requires program approval by the State, and the approval stipulates the criteria for the size and capacity of the Child Development Center.

- 1 Sizing refers to the total amount of ASF that the College can have of that type of space category. ASF stands for Assignable Square Feet, and it is the square footage of a space (or room) for assignment to occupants for a specific functional purpose. It includes the circulation space within the room but not the walls, in other words the clear inside dimensions of the room/space.
- 2 Capacity refers to the how many students the room can accommodate for Classrooms, Class Laboratories, Library and AV/TV, and how many Faculty/Staff/Administrators and Counselors for Offices. The State uses different mechanisms to calculate these, some of which are discussed later in this Chapter.
- 3 The California Community College's Board of Governors is responsible for approving Title 5 regulations, and the California Community Colleges Chancellor's Office (CCCCO) is responsible for implementation and compliance.

## CAPACITY LOAD ANALYSIS

### How Does the College Fare?

Based on the State Title 5 Criteria, the State's projected student enrollments for Laney College, and the College's faculty and staff forecasting, Laney College is overbuilt by a total of 42,234 ASF<sup>1</sup> in 2023. Given the length of time facilities projects take, a District always needs to be looking at the required campus capacities five - six years from now.

Per the projected enrollment and forecasting, the 2023 space needs shows:

- Overbuilt in Lecture Classrooms (abbr. Classrooms)
- Overbuilt in Class Laboratories (abbr. Class Lab)
- On target with Offices
- Under-built in Library spaces
- Significantly under in Audiovisual/TV (abbr. AV/TV)

Note, the State is concerned with District totals, not the individual campus totals, which leaves some discretion for the District to offset overages and/or allocate missing capacity according to the campus location where it is most needed.

Figure 2.2: Capacity Load Analysis

LANEY	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF
EXISTING ASF	43,704	138,673	47,680	24,723	2,145
Fall 2017 NEEDED ASF	30,083	74,167	43,540	37,647	10,532
2017 ASF Difference	13,621	64,506	4,140	-12,924	-8,387
2017 Percentage Difference	145%	187%	110%	66%	20%
Fall 2023 NEEDED ASF	33,031	85,522	45,080	40,305	10,753
2023 ASF Difference	10,673	53,151	2,600	-15,582	-8,608
2023 Percentage Difference	132%	162%	106%	61%	20%

## CAPACITY LOAD ANALYSIS

### Considerations Regarding the State Data

It is important to understand that the State has not revised its Title 5 criteria regarding sizing and capacity for these five categories in over 40 years. In that time frame very significant changes have happened:

#### LECTURE CLASSROOMS

Lecture Classroom<sup>1</sup> sizing criteria provides a range of 11.5 to 25 ASF per student, however the State capacity computation is based on an average of 15 ASF/student. As such, the range results in fewer classrooms if a campus chooses to use anything above 15 ASF/student, which impacts the number of concurrent classes that can be held.

Realities the State Computation does not address:

- Current California Building Code requires a minimum of 20 ASF per student per classroom, anything below this is not complying with the Code.
- Standard tablet arm lecture spaces and tiered lecture spaces (that result in 15 ASF or less per student) are no longer the norm. Most programs require group work; many require flexibility to have students sit individually and grouped; others require some computers, or other equipment, within the room. The ability to accommodate these needs requires all classrooms to be in the 20 - 25 ASF per student range.
- ADA regulations apply, requiring larger aisles between rows of seating, in addition to seating areas large enough to accommodate wheelchairs.
- Regarding capacity, the State computations do not align with community college student enrollment patterns – they expect to see rooms occupied from 8 am till 10 pm Monday through Friday, yet majority of Community College students are part-time coming either in the mornings or evenings, and not in the afternoon.

Per State calculations Laney is over in lecture classrooms. **The expectation is that while there will be some reduction in total number of classrooms, new classrooms and many existing classrooms need to be reconfigured to address the multiple issues outlined above, and as such they will be sized larger.**

<sup>1</sup> Classroom is a space used for classes that do not require special purpose equipment for student use.

#### CLASS LABORATORIES

Class Laboratories<sup>1</sup> sizing criteria is based on the program, so as an example Mathematics (computer) labs get 35 ASF per student, Physics gets 60 ASF and Automotive Technology gets 200 ASF. Furthermore, the areas for the support spaces such as Physics prep and stock rooms, and Automotive tool rooms and painting booths, are calculated within the 60 ASF for Physics, and the 200 ASF for Automotive.

Changes in the last 40 years since criteria was developed:

- Most disciplines have more, and often larger, equipment both within the lab, and the support spaces.
- ADA regulations apply to class laboratories as well.
- Some programs need to conduct the lecture portion of their course within the lab itself, or in a dedicated room adjacent to the lab, due to equipment and materials required for the instructor's demonstration. This means that the class lab needs to not only accommodate one student per equipment item, but also an area within the room where all students can sit together around a whiteboard/projection screen and listen to the instructor's lecture. The State's sizing does not account such space.
- Many disciplines now have computer based instruction in addition to the traditional methods of teaching that program. Examples include Art, Photography, Music.
- Other disciplines were previously taught in lecture classrooms only, but now use computers periodically as well. Examples include Journalism, Mathematics, Foreign Languages etc.
- Regarding capacity, the State computations do not align with community college student enrollment patterns see last bullet under classrooms.

Per State calculations Laney is over in class labs and, **the expectation is that while there will be some consolidation there will be some net increases due to changes in teaching pedagogy, and waiting lists for Science related programs and certain Career Technical Education (CTE) programs.**

<sup>1</sup> Class Laboratory is a space designed for and/or furnished with special purpose equipment (including computers for student use) to serve the needs of a particular discipline for group instruction in regularly scheduled classes.

#### OFFICE

Office category sizing criteria was based on a time when there were no computers, a significant amount of occupants were in cubicles, which in turn were not sized with disabled access requirements in mind (now a code requirement).

Changes in the last 40 years since criteria was developed:

- We have computers and more equipment to house (printers, copiers etc.) in offices.
- Most faculty and staff require private offices to maintain student confidentiality, due to State privacy regulations.
- Both cubicles and offices have to be larger to accommodate wheelchairs, per California Building Code ADA (American Disabilities Act) regulations.
- Faculty hiring has changed, with a movement away from predominantly full-time faculty to less full-time and more adjunct part-time faculty. While it is feasible for part-time faculty to share offices while they work on campus, the issue is when their office hours for students overlap. Aside from the noise issues with having two different sets of faculty and students talking in the same office, the more significant issue is that with the existing State criteria there is not enough space to accommodate the two different sets of faculty and students in the same space.
- There are far more counselors needed today (related to both student success and support programs and mental health specialists).

Laney is on target with office space, and **the expectation is that it will need to add additional meeting/support space to address the issues outlined above.**

## CAPACITY LOAD ANALYSIS

### Considerations Regarding the State Data

#### LIBRARY

Library category sizing criteria is based on traditional book libraries with no computers (one of the library sub categories was called “Carrels” and the State only revised the terminology to “Electronic Carrels”), and before tutoring and cohort groups came into existence.

Changes in the last 40 years since criteria was developed:

- Libraries are heavily computer based.
- There has been a dramatic increase in the need for tutoring services driven by State mandates focused on student success<sup>1</sup>, basic skills and student equity.
- There has been a decline in student preparedness for College resulting in increased demand for basic skills and associated tutoring.
- There has also been an increased need to have decentralized study areas dedicated to particular cohort groups, located adjacent to the support services provided to that group (e.g. STEAM Center, Veterans Center etc.). Studies have shown that doing so significantly increases the chances for student success.
- Changes in teaching pedagogy has also resulted in a sharp rise in group project assignments requiring more group study rooms for students to meet and complete these assignments while on campus (having no residential halls as an alternative place to meet).

Laney is significantly under-built in library space and **the College has been waiting for approved State matching funds to build a new Library Learning Resource Center.**

#### AV/TV - AUDIOVISUAL TELEVISION

AV/TV category sizing criteria is based on both Radio/TV teaching programs, and AV rooms that housed overhead projectors and TVs and VCRs on rolling carts.

Changes in the last 40 years since criteria was developed:

- Radio/TV programs are in decline and typically require smaller footprints due to digitalization and smaller equipment.
- Overhead projectors, TVs and VCRs have been replaced with ceiling mounted projectors within teaching spaces.

Given the above, it is not a surprise that Laney is significantly under in this category, and **the expectation is that it will not need to build any significant amount of space in this category.**

---

<sup>1</sup> Student Success is defined by how many students complete their college courses, persist to the next academic term, and achieve their educational objectives. The goal of the Student Success and Support Program & Student Equity Plan is to ensure that all students are able to achieve this through the assistance of student support programs offered by the College.



## SPACE ANALYSIS

### Teaching Pedagogies affecting Classrooms

There have been many changes in teaching pedagogies over the last several decades. Some of it is driven by technology (which continues to evolve at an ever-changing rapid pace) but, it is also driven by research into the ways students learn best. That research shows that students learn when they not only read, hear and see, but when they also experience and teach. The combination of these is often called “active learning” which is defined as “those instructional activities involving students in doing and thinking about what they are doing.”<sup>1</sup> The FTMP update Online survey respondents echo this research, with 71% of respondents saying they learn and teach best with a combination of lecture, small group and hands on activities.

The 2016 Educational Master Plan indicated the need for Laney’s facilities to accommodate both current and future teaching pedagogies. Although future teaching pedagogies and future technology can be hard to predict, one method of preparing for the future is to build flexible spaces. Luckily, active learning spaces that are needed now are all about flexibility: the ability to reconfigure the room for multiple different activities. To do this they require more space per student (20 - 26 ASF per student), more writable surfaces (that can double up as projectable surfaces), and furniture that can be versatile. Very few existing classrooms at Laney meet these requirements and not surprisingly 86% of survey respondents said classrooms need major improvements.

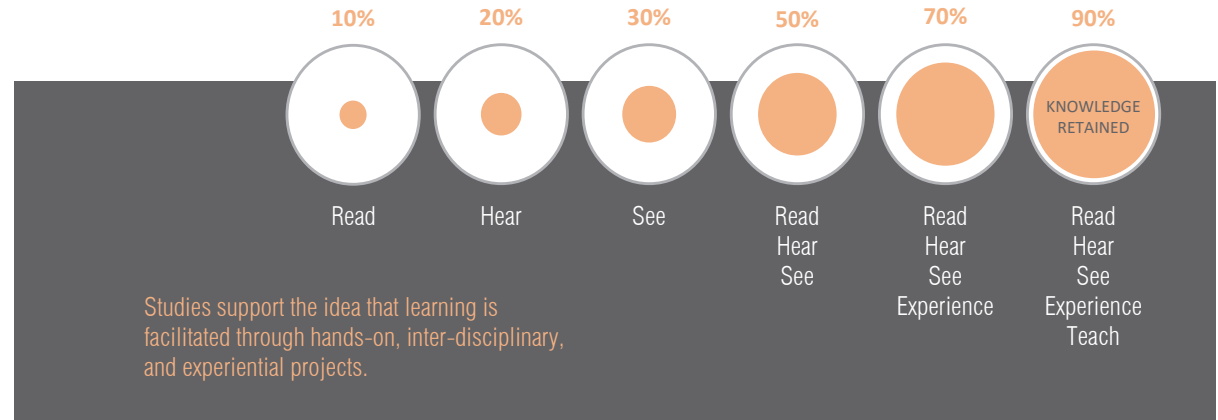
The majority of the classrooms and class labs at Laney College are in need of reconfiguration and modernization for:

- Technology
- Sizing – area / per student, disabled access and appropriate code clearances at lab equipment
- Sizing – # of student chairs
- New lab equipment & more writing Surfaces
- Furniture - comfortable and flexible
- Flexibility / Adaptability to accommodate Hands On, Lecture and Group work.

On the next pages we outline some examples of how modern teaching pedagogies have impacted campus spaces.

<sup>1</sup> Active Learning definition by Bowell, C., & Eison, J. (1991) Active learning: Creating excitement in the classroom AEHE-ERIC higher education report No. 1.

## SETTING THE STAGE FOR INNOVATION Today’s Learners



**Hands On  
Lecture  
Small Group**

**71%**

of respondents think that these three methods are the most effective way of teaching and learning

## SPACE ANALYSIS

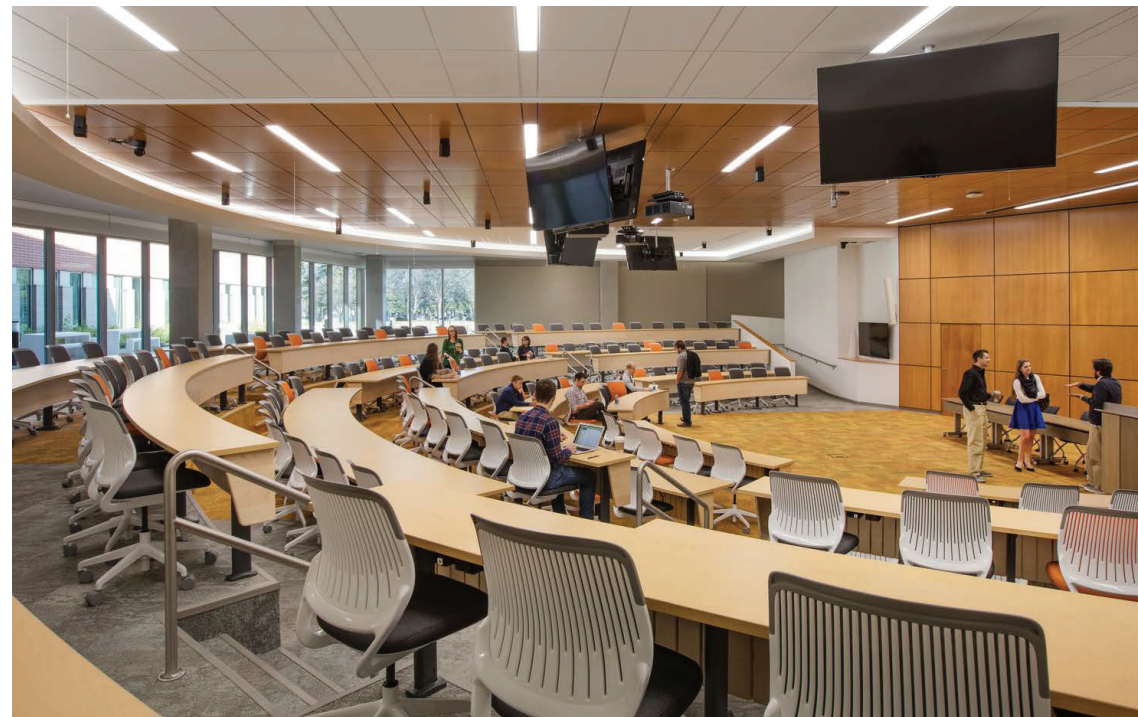
### Tiered Lecture Classrooms

Semi-circle layout facilitates class discussion, but to accommodate group work, the lecture classroom needs tables (versus tablet chairs and there needs to be two tables per tier (students in front row of tier turn around and collaborate with students in row behind them).

Layout requires 20 to 25 square feet per student.

Modern audiovisual systems means that these rooms can have daylighting, which research indicates improves student learning.

### Typical for Today's Teaching Pedagogies (below)



Existing  
(to right)





## SPACE ANALYSIS

### Tablet Arm Classrooms

Again reflecting the need for interactive classrooms, tablet arm chair classrooms have changed in that the tablet arm chairs are now mobile, permitting collaboration as well as lectures. Modern tablet arm chairs are also sized bigger in both the chair (reflecting the change in people's sizes) and tablet (to accommodate digital devices in addition to notebook).

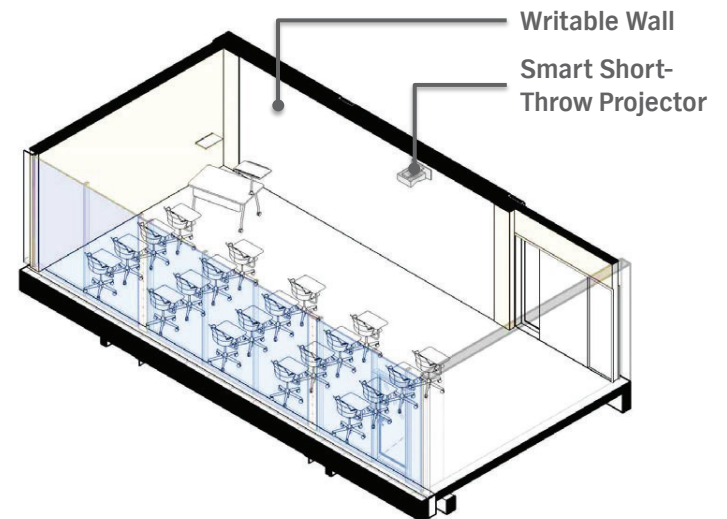
Rooms typically have writable walls all around for both projection and collaboration in different classroom formations.

Layout requires 20 to 24 square feet per student.  
Typically used for small class sizes (20 - 25 students)

### Typical for Today's Teaching Pedagogies (below)



Existing  
(to right)



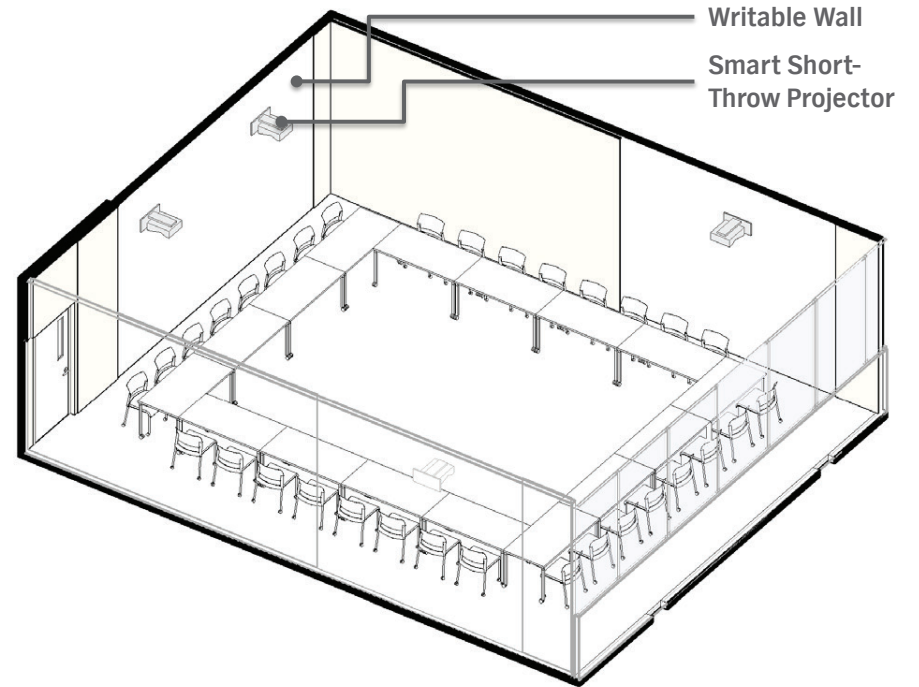
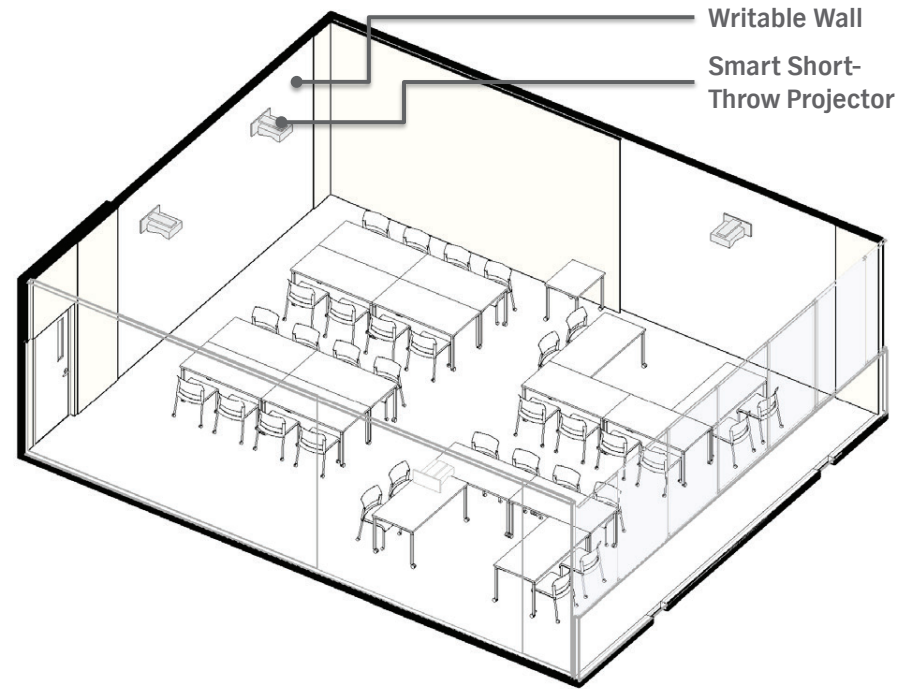
## SPACE ANALYSIS

### Table Chair Classrooms

Quickly move between class discussion & group work. Mobile tables and chairs accommodate different teaching style set ups with relative ease. Interactive projectors & writable walls for group work.

Layout requires 26 square feet per student.  
Typically used for small to medium class sizes.

Typical for Today's Teaching Pedagogies  
(below)





## SPACE ANALYSIS

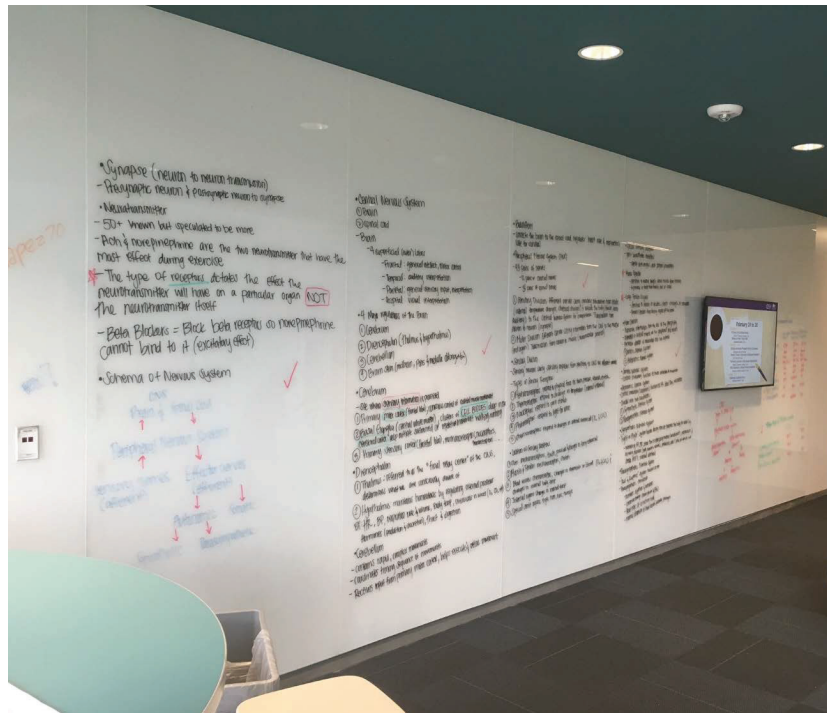
### Collaboration Spaces near Classrooms & Offices

Longstanding research has shown that the majority of student learning happens outside of the classroom setting, with a fair amount arising from peer to peer learning. Fairly recent research has shown that locating collaboration spaces in close proximity to classrooms and faculty offices enhances this type of learning by providing immediate opportunities to continue classroom discussions and faculty assistance.

These spaces feature expansive writable walls and comfortable seating.

### Typical for Today's Teaching Pedagogies (below)

Existing (to right)





## **SPACE ANALYSIS**

### **Other Space Considerations**

#### **CLASS LABORATORIES**

As previously indicated there have been a number of changes affecting class lab layouts. Code requirements for the safe handling of equipment and materials, along with disabled access requirements have generally resulted in increased area requirements per student.

A number of disciplines also have breakout lecture sessions during laboratory class time, necessitating the need to either have dedicated classrooms adjacent to these laboratories or providing a space within the laboratory itself where students can gather around a projector/white board for traditional “mini” lecture sessions.

#### **COLLOCATION OF DEPARTMENTS**

Laney has a fair amount of departments located in different buildings that ought to be collocated together to share resources, foster collaboration and create new fields/careers. A prime example of this is are the STEAM (Science, Technology, Engineering, Arts and Mathematics) fields. Biology, Chemistry, Physics, Geology/Earth Science, Mathematics, Engineering Technology, and Computer Sciences are dispersed between Buildings A, B and G. Similarly, the Design related fields, Architecture, Engineering, Graphic Design, Photography, Journalism, Media Arts, Carpentry, Machine Technology and Welding are dispersed between Buildings A, F, and G.

## CAMPUS CONDITION ANALYSIS

### Buildings

To understand the condition of the buildings the master planning team:

- Reviewed State provided data (via FUSION) on Facilities Conditions. This includes written assessments from 2016 and a Facilities Condition Index from 2017
- Reviewed the District provided 2009 Building Assessments (no new site or building observations were made by this team)
- Reviewed the September 2017 District provided Roof Replacement and Leaks documentation
- Reviewed the March 2017 District provided Accessibility Reports (where available) for big picture condition (i.e. not room by room as detailed in reports)
- Performed selective review of Structural Assessments based on the District provided 2009 Structural Assessments

*Per the Chancellor's FUSION  
Facilities Condition Index  
(FCI) ratings,*

# 87%

*of buildings at Laney require  
renovation or replacement.*

### STATE FACILITY CONDITION INDEX

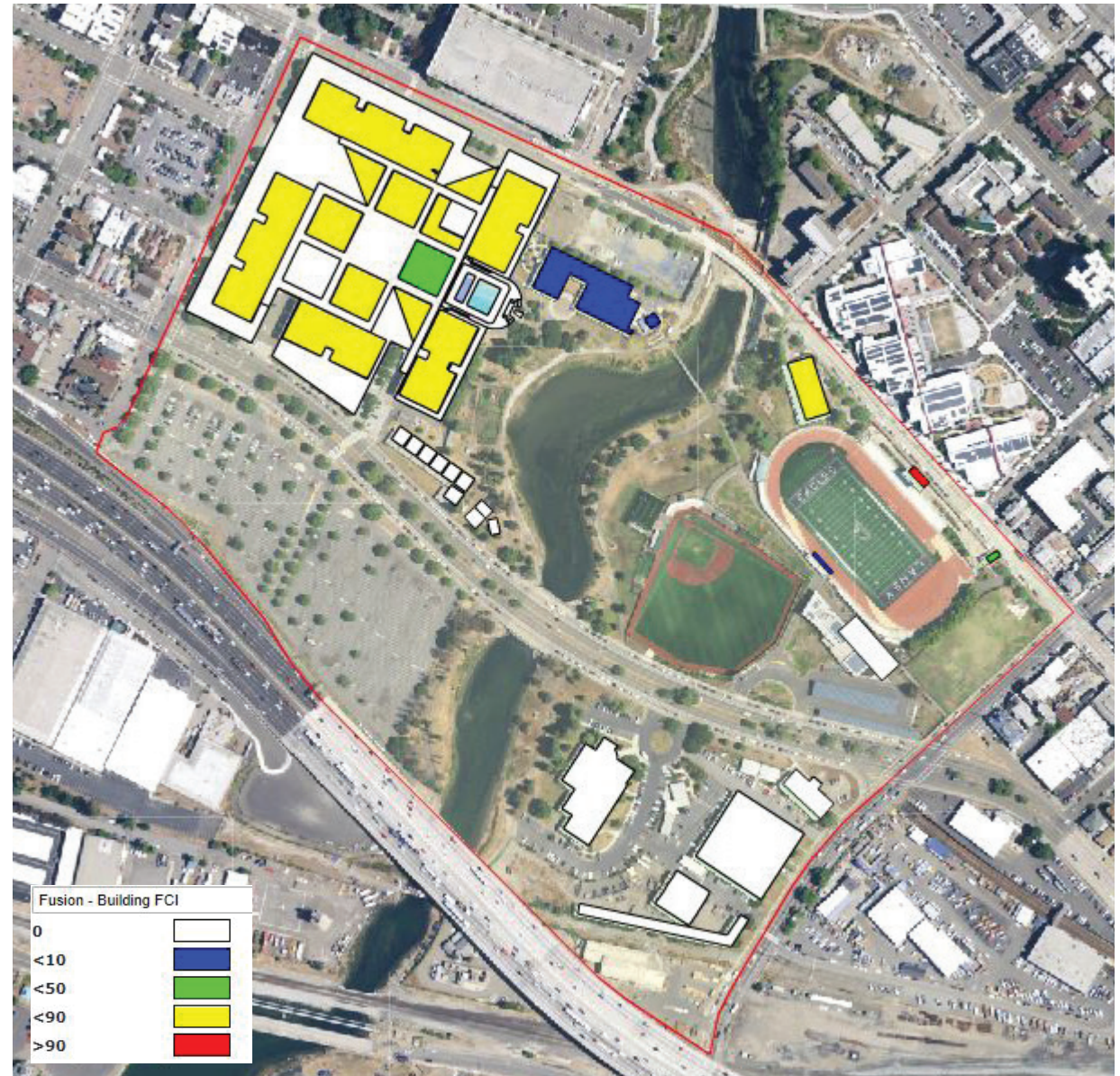
The State Facilities Condition Index (FCI) is a measure of the condition of a building relative to the replacement cost of the building. FCI does not measure the suitability or functionality of spaces.

$$\text{FCI \%} = \frac{\text{current repair cost}}{\text{replacement cost}}$$

**Image on the right, the colors represent:**

- Blue = Good (Repair Costs less than 10% of Replacement)
- Green = Fair (Repair Costs between 10 - 50% of Replacement)
- Yellow = Poor (Repair Costs between 50 - 90% of Replacement)
- Red = Very Poor (Repair Costs over 90% of Replacement)

**Figure 2.3: State Facility Condition Index**



**Figure 2.4: Building Assessments Analysis**

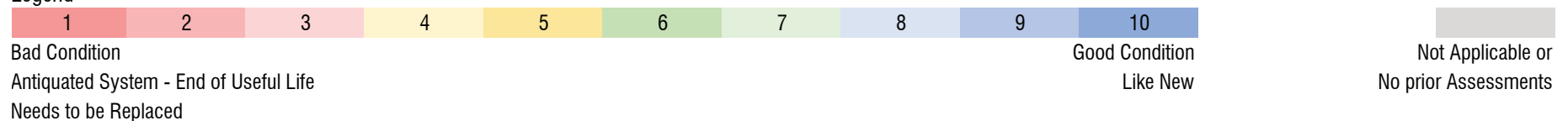
	Electrical Distribution System	Emergency Distribution System	Lighting Systems	Fire Alarm System	HVAC Equipment	HVAC Ducts & Air Distribution	HVAC Piping	Plumbing Fixtures	Plumbing Piping	Architectural <sup>1</sup>	Roofing <sup>2</sup>
A Building	3	3	3	5	1	1	1	4	4	6	1
Administration	3	5	3	5	1	1	2	4	4	9	8
Art Center	7	7	5	8	8	8	8	9	9	9	
Athletic Field House											
B Building	3	3	3	5	1	2	1	4	4	5	1
C Building	3		3	5	1	1	1	4	4	5	9
Child Care Center	3		3	5	5	5	5	3	6	5	1
D Building	2	3	4	5	1	1	3	5	4	5	4
E Building	3	3	4	5	2	1	3	3	5	6	1
F Building	2	2	4	5	2	1	3	6	5	6	1
Forum	3	3	3	5	1	1	1	4	4	6	1
G Building	3	3	3	5	1	1	2	4	4	7	9
Gymnasium	3	3	4	5	1	1	1	4	4	6	2
Library	3	3	3	5	1	2	2	4	4	5	3
Locker Room	3		3	5	1	1	1	4	1	5	
Student Center <sup>3</sup>	3	3	3		2		2	4	4	6	1
Theater	3	3	2	5	3	3	3	4	4	5	1

<sup>1</sup> Architectural ranking does not include teaching/learning set up of rooms: See separate discussion regarding teaching/learning observations

<sup>2</sup> Roofing information per District Vendor Information

<sup>3</sup> No 2009 Assessments, only 2016 FUSION Assessments to go on

**Legend**



## CAMPUS CONDITION ANALYSIS

### Buildings Assessments

#### OVERALL BUILDINGS ANALYSIS OVERVIEW

Our team analyzed previous assessments provided by the District: facilities assessments from 2009, and State (FUSION) facilities assessment from 2016. Taking into consideration any information provided by the District with regards to any improvements that were done since 2009, the team factored in the additional age and wear in updating the assessments. The results are depicted in the table to the left. The scale goes from 1 (red) to 10 (blue), with “1” being bad condition, end of useful life, needing to be replaced; to “10” being in good condition, like new.

The assessments indicate that all buildings except the two newer buildings (Athletic Field House and Art Center) have mechanical, electrical and lighting systems at, or near, the end of their useful life. The plumbing systems are also in poor condition. Keeping and repairing these antiquated systems (which often no longer have available parts) costs the District more money than necessary in capital operating costs. Replacing these systems with ones that are not only less taxing on maintenance resources, but are also more energy and water efficient will contribute to a more sustainable management of resources, which is both a District-wide and a College goal.

#### ELECTRICAL MAJOR FINDINGS

Assessments from 2009 still apply, summarized below.

Electrical equipment is over 40 years old and exceeds the Manufacturer’s recommended service life of 25 years. Most of the original electrical equipment, while in working condition, is antiquated and without the capacity to accommodate additional loads. Working clearances around most electrical distribution equipment do not comply with the current electrical codes, and the interior lighting utilizes fluorescent luminaries with T12 lamps that are not energy efficient. No GFCI receptacles installed at all sink locations or rooftops, and no receptacles installed within 25 feet of all HVAC equipment as required by the current electrical codes.

See Appendix for more detailed information.

#### ELECTRICAL MAJOR NEEDS

In light of the assessments we recommend:

- Replacement of all antiquated distribution equipment (including five existing unit substations) with new equipment. New distribution equipment to accommodate remodeled and new program spaces.
- Replacement of existing lighting with new energy-efficient luminaries and add occupancy sensors and lighting controls
- Upgrade of egress lighting system as necessary to meet current codes
- Installation of systems to accurately monitor energy use and system performance

#### MECHANICAL & PLUMBING MAJOR FINDINGS

Assessments from 2009 still apply, summarized below.

**Central Plant:** majority of existing HVAC (heating, ventilation and air conditioning) equipment, majority of plumbing systems (domestic hot water, compressed air etc.) and plumbing utility piping throughout the campus is about 50 years old and deteriorated. Piping in Central Plant and exposed portions of piping (overhead and those inside tunnel) have leaks and corrosion. Environmental condition inside the Central Plant is a concern.

**Buildings:** equipment is about 50 years old, deteriorated, and beyond its useful service life. Many pieces of equipment have already failed. The exhaust fans are in the same room as the air handling units (AHU), causing air from leaks to mix with AHU return air. Air distribution ductwork on all buildings has air leak at duct joints. Air handling units have filthy interior condition affecting indoor air quality. Plumbing fixtures in numerous locations are also original to campus and end of useful life (and not water efficient).

See Appendix for more detailed information.

#### MECHANICAL MAJOR NEEDS

Based on the assessments the Central Plant needs to be replaced. We recommend that the **District undertake a central plant study<sup>1</sup>** when funding is available to determine the plant capacity, types of equipment, conceptual routing of utilities, and a more defined cost of the system.

Within the existing old buildings, the needs are:

- Demolition of all existing HVAC systems in mechanical penthouses and replacement of air handlers; ductwork; hot and chilled water piping/connections; diffusers; and, controls.

#### PLUMBING MAJOR NEEDS

In light of the assessments we recommend:

- Demolition and replacement of all existing older plumbing fixtures within buildings with low water consumption fixtures.
- Replacement of Central Domestic Hot Water System (to be located in one of the Central Plants) comprising replacement of storage tank (4,000 gallons); replacement of two in-line DHW circulation pumps and; replacement of domestic hot water tank circulation pump.
- Replacement of Air Compressor System (also located in one of the central plants).
- Replacement of domestic cold and hot water and compressed air piping throughout the tunnels.

<sup>1</sup> A Central Plant Study is essential and shall be done utilizing the guidelines and recommendations of the Sustainability and Resiliency Master Plan (SRMP).



## CAMPUS CONDITION ANALYSIS

### Buildings Assessments

#### ARCHITECTURAL

Although numerous spaces within buildings are in need of floor, wall, and ceiling repairs/replacements, the driving force behind architectural needs are the current teaching pedagogies that require the majority of teaching spaces to be overhauled (see previous section).

Despite the upgrading of some of the restrooms on campus, the condition and heavy maintenance of the restrooms remains an issue due to their arrangement within most buildings on campus (accessible from open circulation spaces that are accessible at all times of day and night). The best way to resolve this issue is to reconfigure existing buildings in a manner that makes the restrooms accessible from an internal hallway that is secured when the building is not in use.

While this falls more under a desire versus need, revising the campus aesthetics to become more inviting, warm and reflective of the teaching within remains a high priority with campus stakeholders. Master plan projects should address this desire via design and sustainability guidelines from the 2012 Facilities Master Plan.

#### ROOFING

Based on a roof installation/warranty report provided by the District, a majority of buildings at Laney are due to have their roofs replaced. The aged condition of these roofs may explain some of the leaks being encountered at some of these buildings on the campus. The replacement of roofing should be coordinated with the structural roof work required, as indicated in the structural assessments that follow. Note that sustained leaks in any building can lead to structural integrity issues, and should therefore be addressed promptly.

#### ACCESSIBILITY

The accessibility issues outlined here are based on stakeholder input and the six-page District provided report. The report indicates that each building has a handful of corrections required. The biggest accessibility issues are related to the existing Library, existing Student Center and the Theater. These buildings have only one antiquated elevator that is not only non ADA compliant by today's codes, but also greatly impacts accessibility to upper floors when the elevator is not working.

## CAMPUS CONDITION ANALYSIS

### Technology Assessments & Needs

Please refer to the District-Wide FTMP for detail on technology assessments, needs, telecommunications standards, and audiovisual systems design guidelines as they apply to Laney College, and to the District as a whole. Inclusive of all the needs are the Audiovisual components for various spaces and most importantly classroom technologies for a variety of classroom types.

## CAMPUS CONDITION ANALYSIS

### Way-finding and Signage

Way-finding at Laney is very challenging: most buildings are similar looking, most spaces are accessed from the outside on two different levels, buildings do not have clear entries, and the signage is lacking both in quantity, clarity and consistency. The District should develop and implement a district wide signage program that is consistent across the District for many Peralta CCD students attend more than one campus, and a consistent standard would help way-finding.

Figure 2.5: Proposed Audiovisual Capabilities per Room Type

	Single Display	Multiple Display	Projector and Screen	Laptop / BYOD Presentation	Local Dedicated Computer Presentation	Video Capture / Recording	Distance Education	Overflow to Adjacency or Huddle Space	Voice Amplification / Audience Participation	Assisted Listening	Control Touch Panel / Keypad	Room Scheduler / Roster	Local AV Furniture / Lectern / Teaching Station	Annotation Board	Wireless Microphones	Beamforming Microphone	Broadcasting Connectivity
<b>Room Type</b>																	
Small Classrooms	x			x		x	x			x	x	x	x	x			
Medium Classrooms		x	x	x		x	x			x	x	x	x	x			
Large Classrooms		x	x	x		x	x	x	x	x	x	x	x	x	x		
Breakout/Huddle/Overflow	x			x		x				x	x						
Auditoriums/Lecture Halls			x	x		x	x		x	x	x	x	x	x	x		
All-Hands Spaces		x		x		x	x		x	x	x		x	x	x		
Conference / Meeting	x			x	x	x				x	x	x	x			x	
Athletic Facility		x	x	x	x	x	x	x	x	x	x			x	x	x	x

Summary of Capabilities per Room Type



## CAMPUS CONDITION ANALYSIS

### Structural Assessments

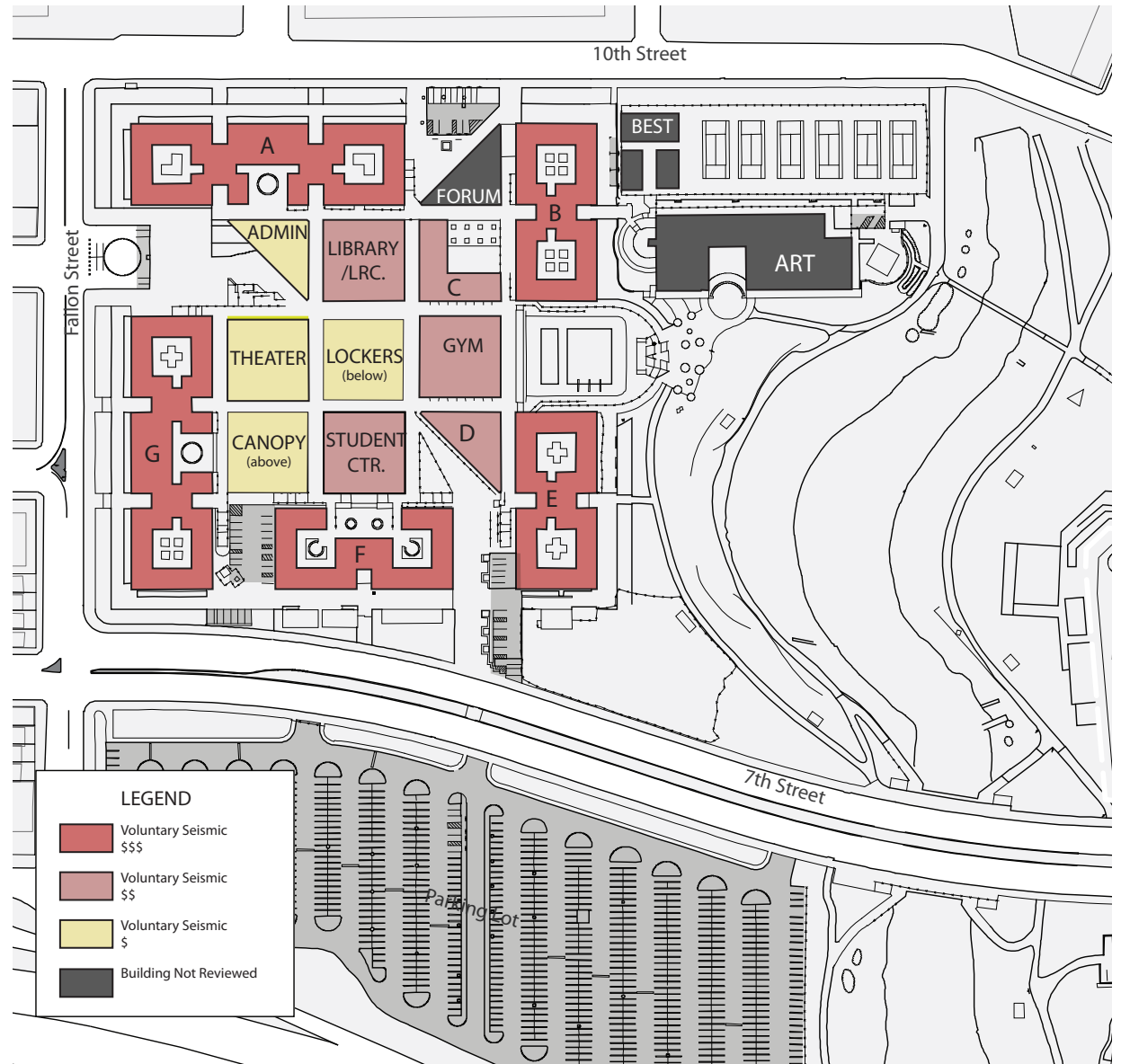
The Master Plan for the Laney College campus includes both renovation and replacement of existing structures. The existing inventory of buildings includes a variety of structural systems, and the specific structures included within our scope of work for the District were reinforced concrete buildings designed circa 1968. This structural assessment,<sup>1</sup> in collaboration with other disciplines' assessments, is intended to assist the District's team in preparing for the future of this campus.

Our approach to this structural assessment began with the review of the existing as-built structural plans, the review of the structural assessment report from 2008 by WLC architects and KPW structural engineers, and site visits to the Laney campus. Once the existing conditions were assessed, collaboration with the District's team enabled us to provide structural recommendations for future planning. Structural analysis will be required for each future project to identify specific deficiencies and retrofit requirements.

The attached diagram indicates which buildings were investigated and the estimated effort required to upgrade the structure with **voluntary retrofits** (see discussion on next page for mandatory versus voluntary upgrades).

<sup>1</sup> This report does not express or imply any warranty of the existing structure(s) and was developed based solely on visual observations made during site visits and a review of available construction documents and reports for the existing structures. Our professional services have been performed using that degree of care and skill ordinarily exercised, under similar circumstances, by reputable engineers practicing in the structural field in this or similar localities at this time. No other warranty, expressed or implied, is made as to the professional advice included in this report. This report has been prepared for the Peralta Community College District to be used solely for its evaluation of the subject properties, and may not contain sufficient information for the purposes of other parties or other uses.

Figure 2.6: Structural Voluntary Upgrade Analysis



## CAMPUS CONDITION ANALYSIS

### Structural Assessments

#### MANDATORY AND VOLUNTARY STRUCTURAL UPGRADES

The California Administrative Code (CAC) Section 4-306 through Section 4-309 regulates the structural requirements for altering existing buildings in public schools, including when a full structural evaluation to the lateral force resisting system (LFRS) is required. For projects with a cost over \$100,000 that include structural work, and all projects that exceed \$250,000, there are four primary factors to be considered to determine if an upgrade is required. These triggers are summarized below, and in the flow chart to the right (larger version available in appendix).

**Financial:** If the cost of the reconstruction, alteration, or addition of the project exceeds 50 percent of the replacement value of the existing building, then a required rehabilitation is triggered.

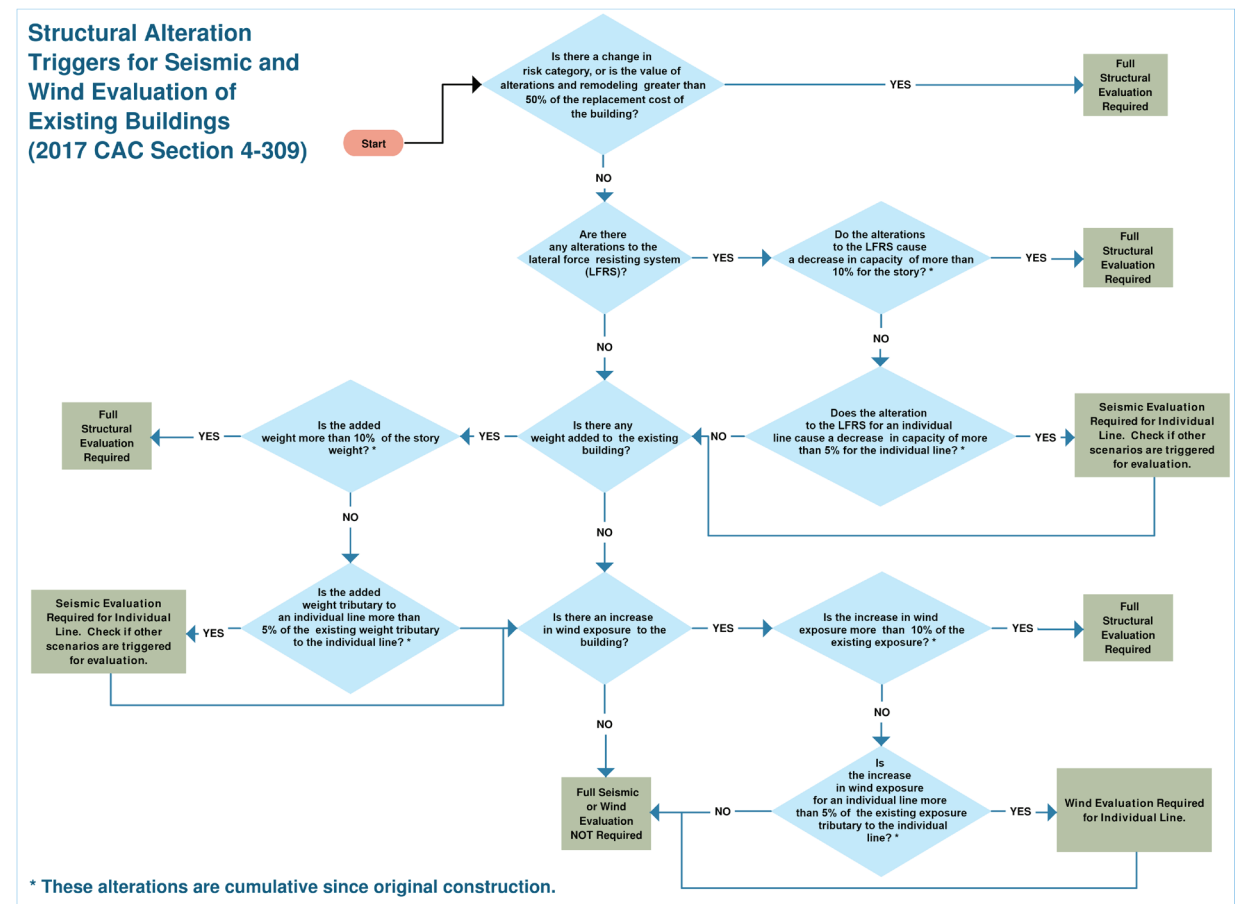
**Occupancy:** If there is a change of occupancy that results in a structure being reclassified to a higher risk category, then a required rehabilitation is triggered. Risk categories are defined in the California Building Code, Table 1604.5, and allows for a greater degree of resilience in certain structures.

**Demand:** If there is a 10% increase in lateral demand to the structure, usually incurred by increased mass or wind area, then a required rehabilitation is triggered. If there is a 5% demand increase to a lateral force resisting element or wall line, then that element is required to be analyzed, though it does not trigger a full building evaluation. These percent load increases are cumulative since the original construction.

**Capacity:** If there is a 10% decrease in lateral capacity of the original structure, usually incurred by removing part of the lateral system, then a required rehabilitation is triggered. If there is a 5% capacity decrease of a lateral force resisting element or wall line, then that element is required to be analyzed, though it does not trigger a full building evaluation. These capacity decreases are cumulative since the original construction.

If one of the above triggers is met, and a full mandatory evaluation is required, the existing building must be analyzed, and retrofitted if necessary, to meet current code. If the above triggers above are avoided, then a mandatory evaluation is not required. However, the District has the option of providing a voluntary seismic upgrade to address any deficiencies that are not otherwise triggered.

Figure 2.7: Mandatory Structural Triggers Flow-Chart



## CAMPUS CONDITION ANALYSIS

### Structural Assessments

#### Findings and Recommended Voluntary Upgrades

The following is a general summary of the buildings reviewed, and Figure 2.6 is a campus graphic illustrating the approximate effort required to rehabilitate the structure.

#### **BUILDINGS A, B, E, F, G**

The buildings A, B, E, F, and G at the perimeter of the campus were all designed by the same architect at once, and each of the buildings have similar structural systems. The structures are all two stories and have interior courtyards and a mechanical penthouse. They have a brick veneer along the second story. This lack of shearwall along the glazing is a potential deficiency. There are also potential deficiencies at the roof where the roof diaphragm is constructed using nonstructural topping which is likely an inadequate diaphragm to transfer building forces. The out-of-plane anchorage at the roof is also likely inadequate to tie the concrete walls to the roof structure.

#### **BUILDINGS C & D**

Building C is a one story L-Shaped building, and Building D is a 2 story triangular shaped building. Both of these structures have roof diaphragms constructed using nonstructural topping, which is likely inadequate. The out-of-plane anchorage at the roof is also likely inadequate to tie the concrete walls to the roof structure.

#### **GYMNASIUM**

The gymnasium is a tall one-story rectangular building with reinforced concrete shearwalls on two sides, and concrete moment frames on the other two sides. There is concern that the confinement and shear reinforcing in the concrete moment frames would be found to be inadequate if a code analysis were triggered.

#### **LIBRARY**

The library is four story reinforced concrete structure with brick veneer on the upper floors. There is a large opening in the roof and a skylight at the fourth floor. In the north-south direction, the building appears to have more adequate seismic resistance than in the east-west direction. Further analysis of the structure would determine the extent of retrofit required to meet current code.

#### **STUDENT CENTER**

The student center is four story reinforced concrete structure with brick veneer on the upper floors. There is a large opening in the roof and a skylight at the fourth floor. In the north-south direction, the building appears to have more adequate seismic resistance than in the east-west direction. Full analysis of the structure would need to be performed to determine how the forces would be distributed and if the existing lateral force resisting system is adequate. If analysis results in large forces, additional lateral force-resisting elements could be added along the inadequate walls.

#### **LOCKER ROOM**

The locker room is a one story structure that lies below the central plaza. The plaza above is also the roof deck, and is a flat concrete slab with a topping slab and plaza landscaping. There are concrete shearwalls surrounding the structure, and the building appears to have no notable seismic deficiencies.

#### **ADMINISTRATION TOWER**

The Administration tower is a nine-story building with triangular footprint and a basement. The gravity and lateral structural systems consist of reinforced concrete construction. The floors are waffle-slab construction supported by concrete beams, columns, and shearwalls. Additional structural analysis is required to determine the extent of recommended retrofit.

#### **THEATER**

The first two stories of the theater building were built circa 1968, and the remaining two stories in 1973 (four stories total). The second floor is on the same level as the outdoor plaza, and the theater floor slopes downward, starting at the main plaza level and then back towards building G. There is brick veneer around a significant portion of the building. There are concrete shearwalls surrounding the structure that appear to be adequate. Additional analysis is required to confirm the capacity of the existing structure.

#### **SHOP CANOPY**

The Shop Canopy roof consists of metal deck supported by steel space-truss framing supported by four concrete reinforced columns. The lateral force-resisting system consists of (4) 24" diameter concrete cantilevered columns or moment frame columns supported by deep pile foundations. No apparent deficiencies were noted and further investigation would determine if there were deficiencies within the structure.

## CAMPUS CONDITION ANALYSIS

### Infrastructure Assessments

To understand the condition of the infrastructure the master planning team:

- Reviewed and updated the 2009 Infrastructure Assessments (no new site utilities observations)
- Stakeholder feedback during the master planning process

### INFRASTRUCTURE NEEDS<sup>1</sup>

In light of the 2009 assessments we recommend:

- Likely replacement of domestic water system
- Corrections and replacements at multiple sanitary sewer locations
- Corrections and replacements at multiple storm drain locations
- Location, coordination and installation of proposed new central plant loop piping (underground where feasible)
- Due to age, suspected piping material, and corrosive soil conditions, the underground sanitary sewer system, the storm drainage system, and the domestic water system are a major concern. The extent of replacement can only be verified with further analysis (see below).

### INFRASTRUCTURE FINDINGS CONCLUSION

The review of the 2009 Infrastructure Assessments, which the list above is based on, is located in the Appendix. **The Infrastructure review process resulted in a recommendation that the District create a more reliable infrastructure database so that the Infrastructure needs could be more comprehensively understood, and defined.** The District followed this recommendation and authorized this work in mid-December 2017. The results of that process will expand the items identified herein, and will be captured as an amendment to the District-Wide FTMP.

See Appendix for more detailed information.

---

<sup>1</sup> See Infrastructure Findings Conclusion & Follow-Up Infrastructure Assessments.

## CAMPUS STAKEHOLDER DATA

### Process

The starting point for gathering stakeholder feedback on facilities, infrastructure and technology needs was to conduct an Online survey based on facilities needs identified in the previous 2012 facilities master plan. The objective was to validate whether those needs and priorities were still valid, and to explore what other needs may have arisen since then.

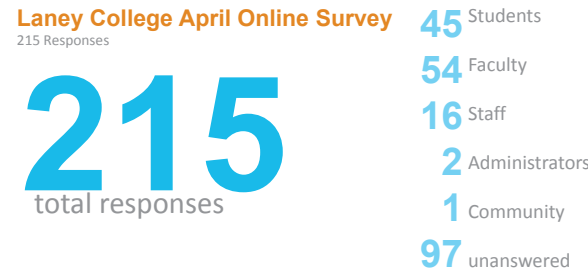
Laney College launched (2) surveys, one in April (215 responses) and another in May 2017 (162). The survey in May refined some of the questions asked in April. Regardless, both surveys were analyzed and the complete results are presented in the Appendix, with a snapshot of some of the results to the right.

In addition to the Online surveys, additional stakeholder feedback regarding campus needs was provided through the Facilities Planning Committee (FPC) and numerous campus forums in May. Two forums for facilities, one for infrastructure and assessments, one for technology, one for sustainability, and one for preliminary prioritization. Needs were validated through review of solutions at a Flex Day presentation, and subsequent extensive FPC led stakeholder outreach across shared governance committees.

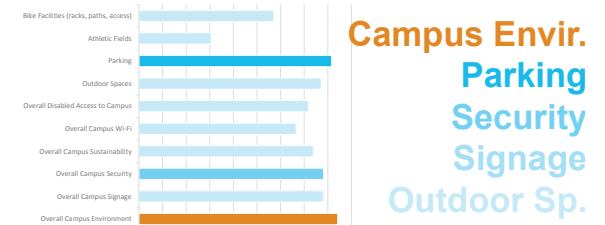
The major findings of the stakeholder feedback are:

- All infrastructure deficiencies (utilities, mechanical, electrical, plumbing, roofing etc.) need to be addressed, first and foremost
- Classrooms (includes lecture and lab spaces) and Technology need to be modernized and updated
- Several programs are in need of co-location and appropriately configured spaces (see next page)
- Improvements to campus aesthetics, campus environment, disabled access, bathrooms, parking, security

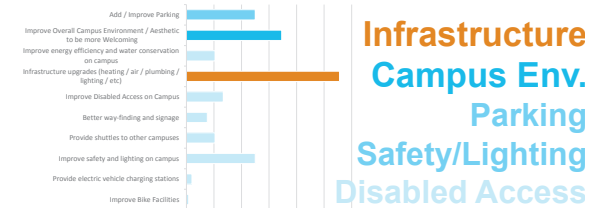
Figure 2.7: Sample Online Survey Answers



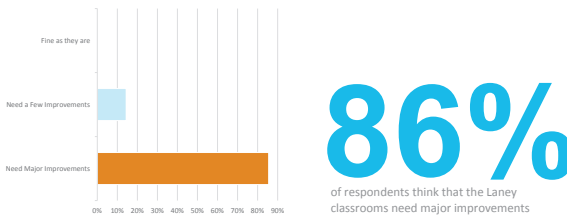
Which overall campus/site aspects need the most improvement:



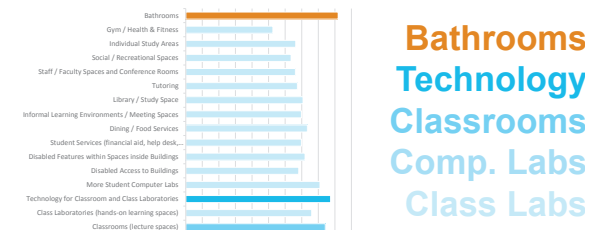
Top priorities for overall campus/site improvements based on previous FMP:



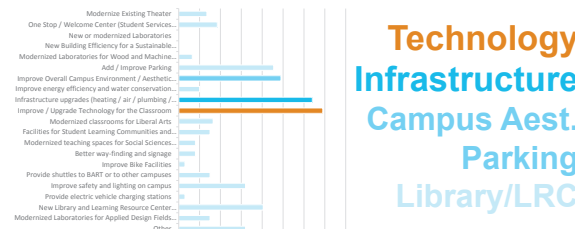
In general, how would you describe the condition of the classrooms at Laney:



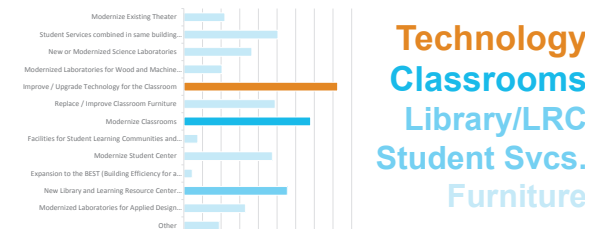
Which facilities need the most improvement:



Top priorities for facilities improvements based on previous FMP:



Top priorities for facilities improvements based on previous FMP:





## CAMPUS STAKEHOLDER DATA

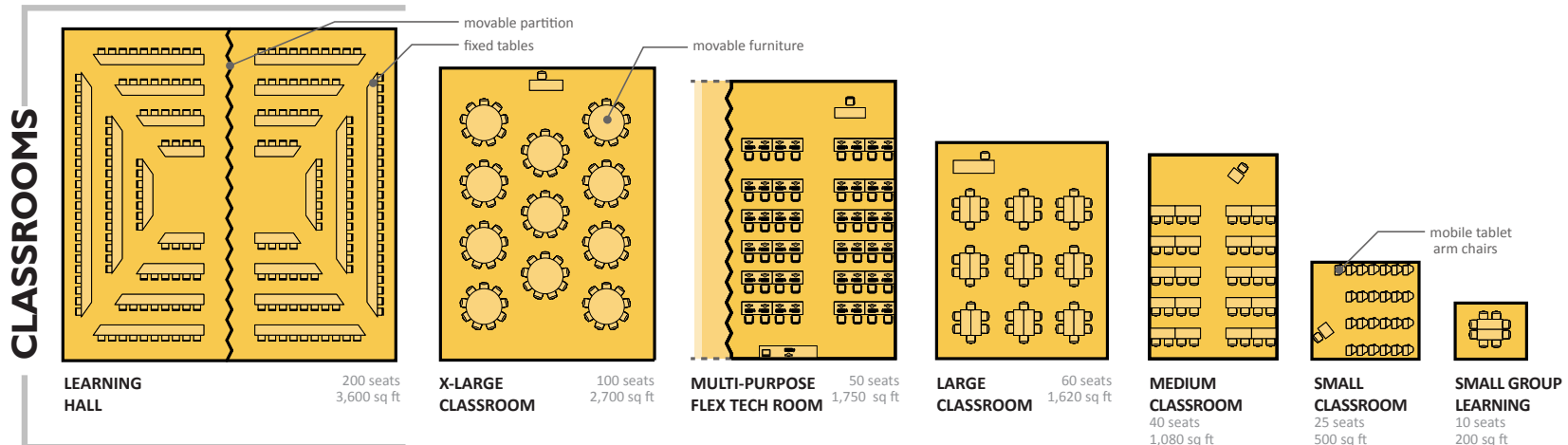
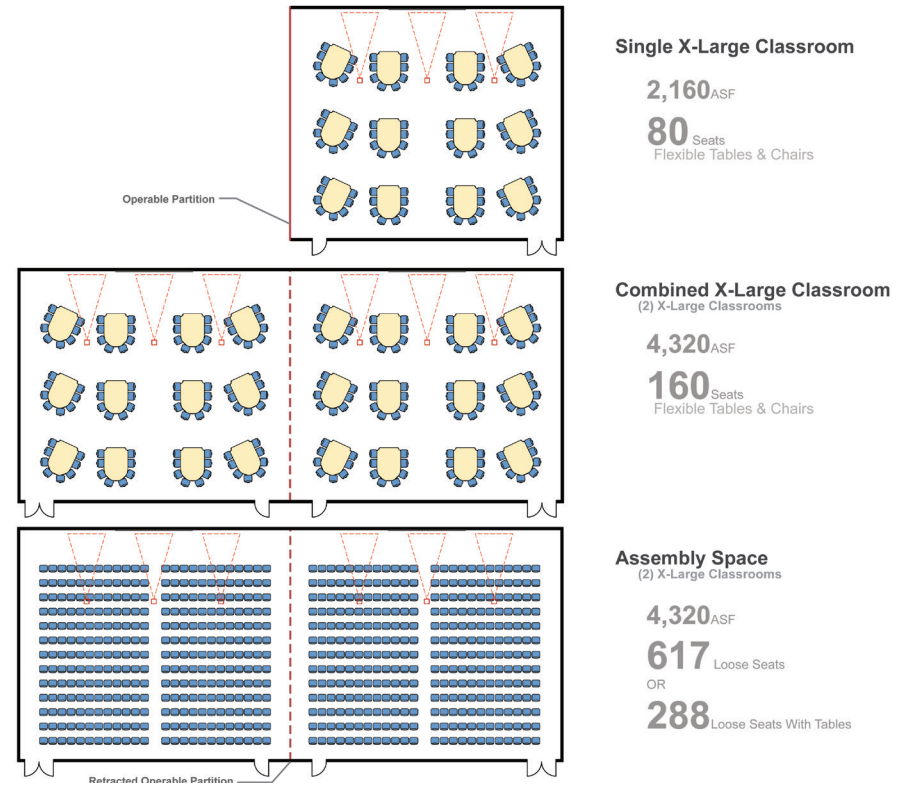
### Classrooms, Offices, Technology Resource Centers

Stakeholders expressed the need to modernize 40 year old lecture classroom spaces per changing teaching pedagogies previously outlined. To increase classroom efficiency they would like these classrooms to be multi-use and multi-purpose, and that they occur in all academic buildings. Although buildings will be named for the specialized laboratory functions within, the classrooms within those buildings will be accessible to all programs across the Laney campus. Typically, these classrooms will be located on the upper floors in those buildings where the laboratories require ground floor location (for example E, F and G Buildings).

As projects are funded the campus will look at the appropriate mix of classroom types, sizing and flexibility, and some examples of choices are provided on this page.

Stakeholders also mentioned the need to improve office spaces and associated meeting spaces. Many offices lack space to accommodate students during office hours, and faculty resort to using classrooms to host student office hours, which is not a good use of classrooms.

Given the prevalence of technology in current and future teaching pedagogies the campus would like to include at least one computer lab and a technology resource (satellite) center in each academic building.



## CAMPUS STAKEHOLDER DATA

### Facilities Projects

The stakeholder process validated that in addition to replacing and upgrading campus-wide infrastructure, building infrastructure and technology infrastructure (as identified by the preceding assessments), the following are the facilities needs<sup>1</sup> for the campus by preliminary prioritization order (see following section):

- Rebuild Student Center
- New Library/LRC
- New STEAM Center
- Modernize Theater and Partial G (Music)
- One Stop Welcome Center
- New Culinary Institute
- Rebuild Childcare Center
- Modernize Building E
- Accessibility for Other Buildings (not listed above)
- Modernize Building G for Design & Technology Center
- BEST Center Phase II
- Modernize Old Library as Laney Commons
- Gymnasium Renovation
- Renovate Lockers
- Laney Car Park with Retail
- Modernize Building F
- Modernize Building B
- Modernize/Rebuild Carpentry Courtyard/Canopy

The majority of these projects were identified in the 2012 Facilities Master Plan. The two exceptions are the rebuilding of the Student Center, and the Culinary Institute. The former was not part of the 2012 FMP because the FMP assumed the existing Student Center would be renovated per the feasibility study underway at that time. After the FMP was complete, that study revealed that it would be more expensive to renovate the Student Center than to build it new. The Culinary Institute project has arisen due to the growing demands of Laney's Culinary program of distinction and the lack of adequate facilities to support the teaching needs of the program.

<sup>1</sup> Note that as the master plan developed some of the building names for the facilities needs got revised, while others got combined. This will become evident in the next chapter.

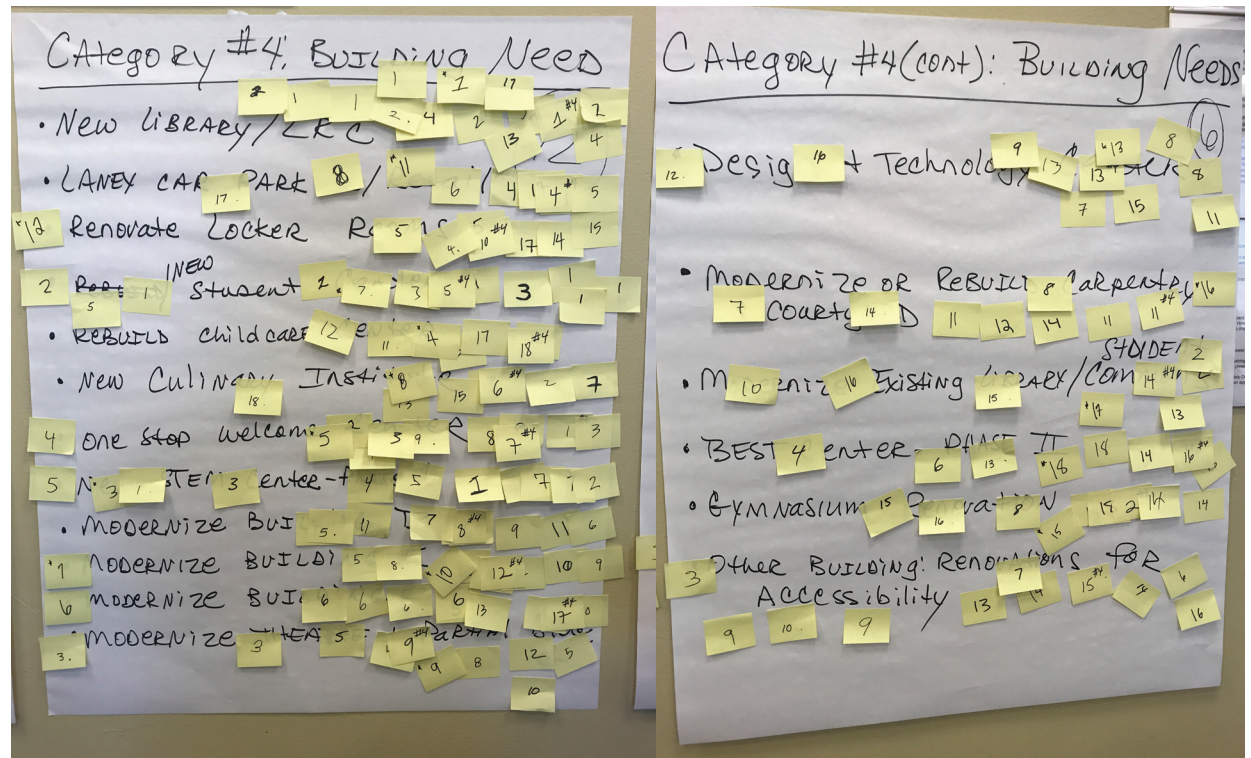
## CAMPUS STAKEHOLDER DATA

### Preliminary Prioritization Process

The preliminary prioritization process was led by the Laney College Facilities Planning Committee co-chairs following the last May 2017 Campus Forum. Notes on that process were forwarded to the master planning team by the FPC co-chair: Key stakeholders from all sectors of Laney campus met at a summary meeting on May 25, 2017 to discuss potential ranking of items from the list (see list on the left) – after the last Steinberg Forum on May 22. We understood that this list was borne out of an initial list from the first campus forum (list of projects from Laney College's 2012 FMP) and included suggestions from our feedback presented at subsequent forums.

In an earnest effort to consider these items and in some way arrive at our "first" pick of priorities, specifically toward the initial phasing that is presented in the FMP, we sent out the list to several members of the campus community, including the entire Facilities Planning Committee, the chairs of the Technology and Sustainability committees, the Faculty Senate president, and several key Classified staff and administrators, including President of Laney College. From feedback received by e-mail and mostly from the participation at our meeting on May 25, we have compiled a list of preferences, which are noted in the attached spreadsheet. The percentages shown give a proportional "preference" for each of the items on the list.

Figure 2.8: Campus Preliminary Prioritization Process



## CAMPUS STAKEHOLDER DATA

### Preliminary Prioritization Process

The spreadsheet (located in the appendix) shows the “raw” count of the ranked responses for each facility project item (category 4 in the meeting) and a calculated weighted average which shows the overall preference for the items.

One very important realization before and during the preliminary prioritization meeting was that the items listed under Infrastructure are not really wants or desires: they are NEEDS that must be addressed before any other program needs. The College needs to have all of the infrastructure to be intact before any of the actual new buildings are constructed or old buildings majorly renovated.

## DATA FINDINGS

### Summary

The preliminary prioritization outcomes helped guide the development of the master plan, as did all data gathered and analyzed. The cumulative findings from this data are:

- The Central Plant equipment and piping throughout the campus needs to be replaced.
- Other campus-wide infrastructure elements (including technology) also need to be replaced/upgraded.
- Mechanical, Electrical, Plumbing and Roofing elements within the majority of buildings needs to be replaced.
- Replacement of infrastructure would likely be more time and cost effective if some buildings were removed, for this increases access to the infrastructure and minimizes phasing required to maintain student access to buildings that are served by breezeways where the infrastructure is located.
- Renovating versus replacing Buildings A, B, E, F and G needs to be evaluated with respect to the amount of program reconfigurations being proposed within those buildings, based on structural assessments, and viewed in conjunction with the mechanical, electrical, plumbing, roofing and infrastructure replacements required for those buildings.
- While the campus priority is to fix all the infrastructure first before any program related renovations/new facilities are implemented, the reality is that the total cost of addressing the infrastructure issues in these buildings plus the cost for addressing the programmatic issues later might exceed the cost of replacing these buildings, or doing the program renovations at the same time as infrastructure replacements.
- If replacement projects are proposed, these should be balanced with removal of buildings to address overages in space by State criteria.
- However, the expectation is that the College will net an increase in area to address multiple deficiencies: all classrooms need to be sized 20-26 ASF per student; class labs need to be sized for lab equipment clearances and code related items; existing buildings lack student collaboration spaces in the vicinity of classrooms that are essential to improved learning outcomes; and impacts of designing dual use spaces.

# 3.0 The Facilities Master Plan

## PROCESS

Based on the data collection and analysis, the master planning team developed a few options for the future development of the campus in response to the needs identified. The option chosen was revised per shared governance feedback received from the Facilities Planning Committee, stakeholders participating in Flex Day (August 2017), and the College President. This was an iterative process of refinement, and based on the refined draft facilities master plan the Facilities Planning Committee led another prioritization process to establish priority projects. The results of that process are shared within this chapter.

## GOALS

The facilities master plan goals are the same eight 2016 Educational Master Plan Goals (repeated below):

- **Goal One:** raise awareness in the community of and access to programs, resources and opportunities at Laney College and manage enrollment effectively.
- **Goal Two:** develop an equitable and sustainable college resource allocation model that is aligned with Laney College's priorities.
- **Goal Three:** make all facilities clean, safe, functioning, well-equipped and attractive.
- **Goal Four:** build a culture of success, belonging and pride.
- **Goal Five:** increase student success, retention, transfer and completion.
- **Goal Six:** provide pathways from adult school, high school, community based organizations, and other student populations, to careers, degrees, certificates and/or transfer.
- **Goal Seven:** create a culture of innovation including technology where data-based decisions are made, implemented, communicated and evaluated, prioritizing sustainability.
- **Goal Eight:** create liaisons with community based organizations and agencies, and become a hub for social and human, health, wellness and housing services to benefit the wider college community.

And additional criteria for achieving some of these goals:

- **Provide the learning and teaching facilities that support student success:** most of the existing facilities have reached their maximum life expectancy, not only in terms of building systems and infrastructure, but also with respect to accommodating current teaching pedagogies.
- **Be welcoming:** address the campus aesthetic of being inwardly focused and uninviting. Create more welcoming and clear approaches onto campus, on all sides of campus, especially from BART.
- **Be community focused:** leverage the rejuvenation of 10th Street (OMCA, Kaiser Convention Center) to rejuvenate Laney's presence and become a well known community asset.

## OPPORTUNITIES & CONSTRAINTS

### CONSTRAINTS

Laney College is limited in its ability to build replacement structures due to lack of available sites. The parking lot site is not viable because there is already a shortage of parking for the campus, and many constituents think the noise and pollution from the freeway I-880 is not conducive to teaching and learning.

The Eagle Village portable buildings location (along 7th Street) is the State approved site of the future Library Learning Resource Center (LLRC). The project has State funds that have already been approved (not allocated yet), and as such this site has to be reserved for that project.

Demolishing and re-building in place, while feasible to do in many circumstances, can also add significant swing costs to projects, and result in loss of student enrollment due to inconveniences of swing location or setups.

It is due to these constraints that the facilities master plan proposed to look at the tennis courts as a potential site, with the hope that the courts could be relocated both in the interim and in the long-term.

### OPPORTUNITIES

Laney College is located in an exciting multicultural part of Oakland that is witnessing revitalization. The Oakland Museum of California (OMCA) is revamping itself, the Kaiser Convention Center is being developed into a co working space for non-profits, and the BART Lake Merritt Station Plan is starting to take effect. These developments offer opportunities for Laney to enact the eighth goal from the 2016 EMP: create liaisons with community based organizations, and goal one: raise awareness in the community of and access to programs, resources and opportunities at Laney College. Critical for their ability to do so is the creation of a more welcoming atmosphere on campus, and state of the art facilities that attract community members for a variety of their needs.



## THE MASTER PLAN

The objective of the Facilities Technology Master Plan is to address the severely outdated classrooms, class labs and infrastructure concurrently. Each proposed project addresses these items and while suggested building names reflect the class laboratories within, each of those buildings will house modern multi-use multi-purpose classrooms on the upper floors available for all programs across campus.

To begin achieving these objectives, the Master Plan proposes to utilize the two “non-building” sites to build a new Library Learning Resource Center (LLRC) and a new STEAM (Science, Technology, Engineering, Arts and Mathematics) Center. The Library Learning Resource Center (L8) will be located at the Eagle Village Portables site per State approved location, while the STEAM Center (L7) is proposed to be built on the current site of the Tennis courts, along 10th Street.

From a campus perspective the building of the STEAM Center at this location will accomplish multiple goals:

- Collocate dispersed science disciplines into one building
- Collocate related fields within same building, fostering collaboration and new fields of study/careers
- Being able to address many departmental needs all in one building
- Capitalizing on views to Lake Merritt and the Estuary for multiple campus users
- Creating a Laney College icon visible from the surrounding neighborhoods
- Address infrastructure needs immediately by building a Central Plant (L10) within this building to tie new and existing buildings to remain
- Enabling the ability to demolish Buildings A and B, and parts of G, which appear to cost more to renovate than replace
- Enables potentially easier replacement of campus infrastructure
- Provides a new welcoming face along 10th Street

This last goal is augmented by the replacement of Building A with a combined Student and Welcome Center (L6). This building opens up to the corner of 10th and Fallon Streets to create a connection with the Oakland Museum of California

The Theater and Music component of G Building will be renovated with infill and new lobby components into a combined Performing Arts facility (L11), while the rest of Building G will be demolished and replaced with a 3-story Design and Manufacturing Center (L9) housing Machine Technology, Carpentry, Graphic Arts and Photography, Cosmetology, and modern multi-use classrooms. This building will ultimately connect to a the Laney Marketplace & Incubator / Parking Garage with a pedestrian bridge (L14) that will help address the vehicular safety concerns of the existing pedestrian crossings across 7th Street.

These two projects will provide the opportunity for Laney to create an inviting and more secure edge along Fallon Street, and a more pronounced entry from BART onto campus. With the relocation of the Carpentry outdoor covered work area along 7th Street, this entry can now open up to a welcoming courtyard with seating steps (and accessible means) up to the existing Upper Quad level.

The former Student Center will be renovated as a Wellness Center (L12) which will facilitate the removal of Building C. With the Forum, B Building and Old Library vacated by the LLRC and STEAM Center projects, these buildings will be demolished to build a new Community Building and Campus Green (L13) that integrates the campus, and provides social spaces for the campus and the community.

Building F (L15A) will be renovated for Welding and a potential Maker Lab on the first floor, to complete the Design and Manufacturing Center, and modern multi-use classrooms on the second floor. The project will also include building a small building in front of Building F to house the Sustainability Center (L15B) which will have an energy efficient recycling center and garbage collection area.

Building E (L16) will be renovated to collocate and expand the existing Culinary programs into a Culinary Institute (L16) on the first floor. It will house a cafe/retail bakery component and continue to house the Bistro restaurant, both of which will have expanded and enhanced exterior seating areas. The second floor will house modern multi-use classrooms.

Last, but not least, the Gymnasium (L17) will be renovated to address assessment and program deficiencies.

## PROPOSED PROJECTS

	INFRASTRUCTURE
L1	Replace All Campus Major Electrical Equipment
L2	Replace / New Central Plant & Infrastructure
L3	Replace Domestic Hot Water System
L4	Replace Compressed Air System
L5	Replace Domestic Water & Compressed Air Piping

	FACILITIES*
L6	<b>New Student and Welcome Center</b>
L7	<b>New STEAM Center</b>
L8	<b>New Library Learning Resource Center</b>
L9	<b>New Design &amp; Manufacturing Center &amp; Outdoor Work Area Canopy</b>
L10	New / Replace Central Plant**
L11	<b>Modernize Performing Arts (Theater &amp; Partial G)</b>
L12	<b>Wellness Center (Modernize Student Center)</b>
L13	<b>New Community Building &amp; Campus Green</b>
L14	<b>Laney Marketplace &amp; Incubator / Parking Garage with Campus Pedestrian Bridge</b>
L15A	<b>Modernize F / Design &amp; Manufacturing II</b>
L15B	<b>Sustainability Center</b>
L16	<b>Modernize E / Culinary Institute</b>
L17	<b>Modernize Gym</b>

	TECHNOLOGY
L19	Complete Wi-Fi Deployment
L20	Complete Network Upgrade Project

\* Bolded Projects are depicted on the Master Plan (Fig. 3.1)

\*\* Exact location and details to be determined by a Central Plant Study, see page 21.



Figure 3.1: Draft Facilities Master Plan



Figure 3.2: 2017 Facilities Master Plan (No Labels)



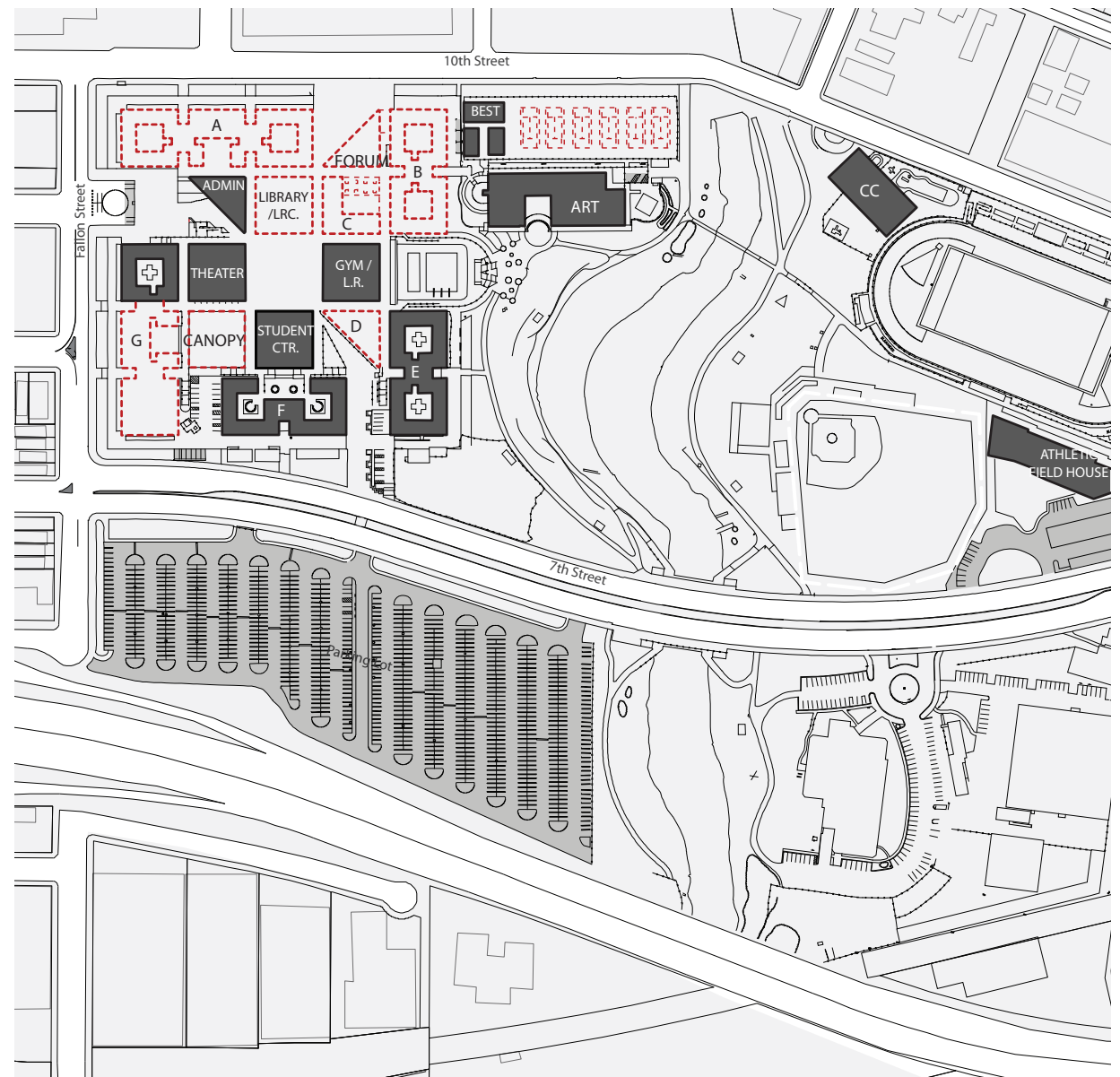


## PROPOSED DEMOLITION

The Master Plan proposes to demolish the following buildings (shown as dashed red outlines in Figure 3.3) for their associated reasons:

	<b>RATIONALE FOR DEMOLITION</b>
A	More expensive building to retrofit; programs move to replacement Student/Welcome Center, STEAM Center and Design and Manufacturing Center
B	More expensive building to retrofit; programs move to replacement STEAM Center and Design and Manufacturing Center
C	Campus needs to reduce building areas to afford replacement buildings: poor use of site area compared to other buildings remaining; program moves to Wellness Center (Old Student Center)
D	Campus needs to reduce building areas to afford replacement buildings: poor use of site area compared to other buildings remaining; program moves to Wellness Center (Old Student Center)
FORUM	Campus needs to reduce building areas to afford replacement buildings: poor use of site area compared to other buildings remaining; program moves to STEAM Center
PARTIAL G and CANOPY	More expensive building to retrofit; programs move to replacement STEAM Center and Design and Manufacturing Center; canopy needs structural work and better placed along 7th Street, to provide welcoming plaza from BART approach onto campus and Performing Arts

**Figure 3.3: Draft Facilities Master Plan Buildings to be Demolished**



## PRIORITIZATION

After the development of a Draft FMP Site Plan (with project solutions that revised clustering of programs and, building names), the Laney Stakeholders engaged in another prioritization process in early October, and selected the priority projects. The Laney FPC's rationale behind this selection can be found in the Appendix.

The priority projects selected are shown in Figure 3.5 and listed below:

- Replacement of all failing Infrastructure
- Library Learning Resource Center (L8)
- STEAM Center (L7) and Central Plant One (L10)
- Student and Welcome Center (L6)
- Modernize Theater and Partial G (L11) and Design and Manufacturing Center (L9) with Central Plant Two (L10)
- Community Building and Campus Quad (L13)

To assist the District in evaluating the myriad needs across its five campuses, the master planning team created an evaluation matrix. Below Figure 3.4 is the excerpt as it applies to Laney College projects (see District-wide FTMP for footnotes and detail).

**Figure 3.4: Prioritization Evaluation Matrix based on 2017 Draft Facilities Master Plan Proposed Projects**

	Overall Score	Meets PCCD Strategic Goals?	Meets Some Goals from College 2017 EMMP	Rectifies Life Safety Concerns	Rectifies Accessibility Barriers	Has State Match Funding Potential or Approval	State Facilities Condition Index?	FMP Team Assessments Index?	Rectifies Multiple Aged Infrastructure Issues	Improves the Teaching & Learning Conditions in More than 1 Building	Improves the Teaching & Learning Conditions in One Building	Essential Student Service/Support	Improves Student Retention & Success	Improves Sustainability Energy & Water	Consolidates Space and Improves Efficiency	Was Identified as a Need in Previous EMMP/FMP	Other
L1 Laney College Upgrade and Replace all Major Electrical Unit Substations	TOP																
L2 Laney College Infrastructure / New Central Utility Plant	TOP																
L3 Laney College Replace Domestic Hot Water System	TOP																
L4 Laney College Replace Compressed Air System	TOP																
L5 Laney College Replace Domestic Cold and Hot Water & Compressed Air Piping	TOP																
L6 Laney College Student and Welcome Center	19	1	1	1	1		2	5	1		2	1	1	1	1	1	Engages Community
L7 Laney College STEM Center	19	1	1	1	1		2	5	1	1		1	1	1	1	1	Engages Community
L8 Laney College Library Learning Resource Center	18	1	1	1	1	1	2	4	1	1	2	1	1	1	1		
L9 Laney College New Design & Manufacturing Center (DMC I)	18	1	1	1	1		2	5	1	1	1	1	1	1	1		
L10 Laney College Infrastructure / Replace Existing Central Plant	TOP																
L11 Laney College Performing Arts - Modernize Partial G (Music) & Theater	18	1	1	1	1	1	2	5	1	1	1	1	1	1	1		
L12 Laney College Wellness Center (Modernize Student Center)	18	1	1	1	1		2	4	1	1	1	1	1	1	1		
L13 Laney College New Campus Green & Community Building (Demo B, C & Library)	17	1	1	1	1		2	5	1		2	1	1	1	1		
L14 Laney College Laney Marketplace / Parking Garage with Pedestrian Bridge	8	1	1	1	1	n/a	n/a	n/a			1					3	Engages Community, Local
L15 Laney College Modernize F (DMC II) and New Sustainability Center	17	1	1	1	1		2	5	1	1		1	1	1	1	1	Engages Community
L16 Laney College Modernize E (Culinary Institute)	17	1	1	1	1		2	5	1	1		1	1	1	1		
L17 Laney College Modernize Gym	15	1	1	1	1	1	2	3	1	1		1	1	1	1		
L19 Laney College Technology Complete Wi-Fi Deployment	9	1	1	1	1				1	1	1	1	1	1	1		
L20 Laney College Technology Complete Network Upgrade Project	9	1	1	1	1				1	1	1	1	1	1	1		



Figure 3.5: 2017 Facilities Master Plan for Priority Projects Only



## PRIORITY PROJECTS

### Facilities Project Descriptions

#### L8: THE LIBRARY LEARNING RESOURCE CENTER

is a new facility that will replace the existing library. The new LRC will provide significantly improved services, the technology center, and integrate tutoring functions that are currently scattered across the campus in various buildings. Detail per State approved project:

- **Size:** 71,752 GSF / 48,830 ASF
- **Height:** 3 stories
- **Programs:** Library, Technology Center and Tutoring Services
- **Site Improvements:** Writer's Garden on the Estuary side; street landscaping, drop off area and improvements along 7th Street
- **Project requires:** relocation or removal of Eagle Village Portables

#### Other Considerations:

- **Demolition/Relocation:** Eagle Village Portables
- **Secondary Effects:** Old Library will be demolished as part of Project L13; Technology Center will be vacated out of Building F (see L15)
- **Library Materials:** Update aged collection of non-electronic materials such as periodicals and books and add/expand access to online resources, database subscriptions, videos and materials to address different learning styles and 21st Century learning modalities



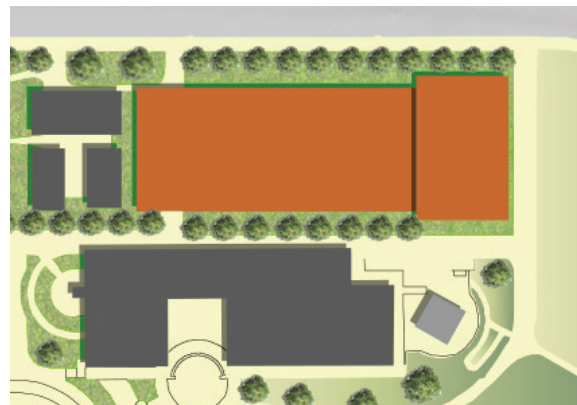
#### L7: THE STEAM CENTER

will collocate the core science disciplines, mathematics, and engineering in a state-of-the-art laboratory building; and provide modern multi-use multi-purpose classrooms for all programs. Preliminary Assumptions:

- **Size:** 120,000 GSF / 75,000 ASF
- **Height:** 6 or 7-Story Building
- **Programs:** Biology, Biotech, Chemistry, Physics, Geology, Electrical & Electronics Technology (HVAC controls, Solar etc), Computer Labs (CIS), Mathematics, Large Tiered Classroom (300 seats), Multi-Use Classrooms (some divisible), Meeting/Collaboration Spaces, Offices, etc.
- **Other:** might include replacement Central Plant and associated campus-wide piping replacement (L10)
- **Other:** Signature building; iconic signage on or near roof top announcing Laney College
- **Site Improvements:** new street landscaping/paving along 10th Street and around the building; new landscaping at the Building B demolition area (unless project L13 Community Building & Campus Green is funded and follows this project)
- **Project requires:** demolition of Tennis Courts

#### Other Considerations:

- **Demolition/Relocation:** Tennis Courts
- **Secondary Effects:** Most of Building B vacated (Demolished with L13)



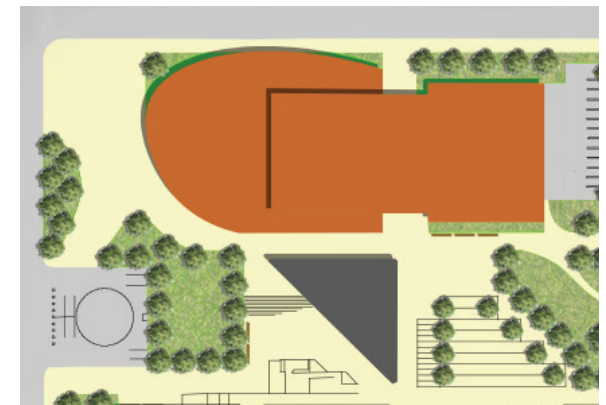
#### L6: THE STUDENT AND WELCOME CENTER

will collocate Student Service and Student Center Programs currently dispersed in multiple buildings into one facility that becomes a One Stop for Student Support and Services. Preliminary Assumptions:

- **Size:** 70,000 GSF / 45,000 ASF
- **Height:** 3 stories
- **Programs:** Student Services include (but are not limited to) current Welcome Center, Admissions & Records, Financial Aid, Assessment Center, Transfer Center, Counseling, Job Placement Center, DSPS, EOPS, Veterans Center, Faculty Commons, secure Art Gallery, Associated Student Government, Student Clubs, Dining/Cafeteria and support spaces
- **Other:** might include replacement Central Plant and associated campus-wide piping replacement (L10)
- **Site improvements:** new Welcoming Art Plaza ; new street landscaping/paving along both Fallon Street and 10th Street; service yard and parking on Forum building site to be heavily landscaped/screened
- **Project requires:** demolition of Building A

#### Other Considerations:

- **Demolition:** Building A and Forum
- **Swing Needs:** Building A non-science occupants (assumes L6 done after L7) and Campus Police
- **Secondary Effects:** spaces will be vacated in existing Student Center, Building E, and Building G which will



## PRIORITY PROJECTS

### Facilities Project Descriptions

#### L11: THE PERFORMING ARTS CENTER

collocates the Theater Arts, Music, Dance and Media Communication within one facility. The facility is comprised of a modernized Theater, a partial Building G modernization, a two-story infill addition between the two, and the addition of the Performing Arts double-height lobby element to the south. Preliminary Assumptions:

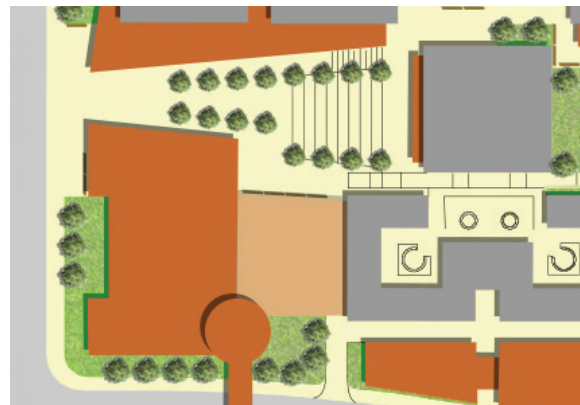
- **Size:** Existing approximately 56,200 GSF / 33,800 ASF; Addition approximately 15,000 GSF / 12,000 ASF
- **Height:** 2 stories at Fallon Street, 4 stories at Theater
- **Programs:** Dramatic Arts, Music, Dance, Media Communication
- **Renovation:** roof, HVAC, electrical, lighting and windows/doors replacement; all theater systems upgrades/replacement; elevator replacement/addition; soundproofing; technology upgrades; new restrooms; reconfigurations within both Theater (upper floors) and entire Building G (Music); structural upgrades (see other considerations section)
- **New Construction:** new glassy/digital display/LED facade element along Fallon Street; new roof and skylights (taller than rest of Building G to accommodate Media Communications) at Building G second floor courtyard; new floor/roof infill between Theater and Building G Music to facilitate movement of instruments; new glassy two-story lobby element on south side of building with steps/ramp up to Quad Lobby Entry level



- **Site improvements:** Fallon Plaza (in conjunction with project L9); new street landscaping/paving along Fallon Street; new drop off area for Performing Arts if feasible

#### Other Considerations:

- **Demolition:** Building G two thirds
- **Swing Needs:** Theater and Building G occupants
- **Secondary Effects:** L9 project has to be done at the same time or immediately after
- **Structural Comments:** project proposes partial demolition of Building G (two thirds of the building will be removed). Since this structure has a rigid concrete diaphragm, the forces to any given wall could either increase or decrease, depending on the amount of structure removed. The remainder of Building G is proposed to be combined with the existing Theater building. Given the additional mass from enclosing the courtyard at Building G, a mandatory seismic evaluation is likely to be required of both buildings. If a seismic gap can be maintained between the Theater and Building G, then avoiding a mandatory evaluation on the Theater building may be possible.
- **Potential Impacts of Structural Mandatory upgrade:** the mitigation efforts that are identified during the mandatory evaluation could suggest that this portion of Building G ought to be demolished as well, in which case a Music/Dance/Media Communications replacement facility that is attached to the Theater would be the suggested alternative.



#### L9: THE DESIGN AND MANUFACTURING

collocates Architecture, Graphic Arts, Photography, Carpentry and Machine Technology programs in a new replacement facility that will also house modern multi-use multi-purpose classrooms, Cosmetology, and the second Central Plant. The facility will also connect to a future pedestrian bridge from the New Marketplace Parking Garage (L14), and includes the construction of an outdoor canopy over an enclosed Outdoor Carpentry Work Area (located along 7th Street). Preliminary Assumptions:

- **Size:** 60,000 GSF / 45,000 ASF plus Outdoor Area
- **Height:** 3-Story Building plus possible partial basement for Central Plant
- **Programs:** Carpentry, Machine Technology, Architecture and Photography, Cosmetology, Multi-Use Classrooms, Meeting/Collaboration Spaces, Offices, Support Spaces, etc.
- **Other:** might include replacement Central Plant and associated campus-wide piping replacement (L10)
- **Site improvements:** a new Fallon Plaza with sitting steps (plus regular steps/ramp up to Quad level); landscaping and paving; new street landscaping/paving along both Fallon Street and 7th Street; new Trellis Structure and artful fence around Outdoor Carpentry Work Area, with glazed "windows" in fence for public to view in
- **Project requires:** demolition of two-thirds of Building G and existing Canopy structure over Outdoor Carpentry Area

#### Other Considerations:

- **Demolition:** Building G two thirds; Outdoor Work Area
- **Swing Needs:** Building G occupants
- **Secondary Effects:** L11 project has to be done concurrently or immediately before
- **Structural Comments:** project includes the demolition of existing buildings, rebuilding of existing structures, and the construction of new buildings. The demolition of a freestanding building need not impact the structural integrity of adjacent buildings. Additional analysis of the proposed demolition and the existing structure will be required.



## PRIORITY PROJECTS

### Facilities Project Descriptions

#### L13: COMMUNITY BUILDING & CAMPUS GREEN

is a new facility that will provide meeting rooms for multiple community and campus uses. The project includes the creation of a Campus Green that will unify the campus through active outdoor spaces. Preliminary Assumptions:

- **Size:** 20,000 GSF/ 15,000 ASF
- **Height:** 2 stories
- **Programs:** Large Meeting Rooms, Kitchen/Support spaces, Large Meeting space with divisible partitions
- **Other:** Large LED screen display on west side
- **Site Improvements:** Campus Green to include, seating steps from ground level up to Quad Level at former Library site; outdoor seating areas within landscaping; an exterior plaza at Community Building with AV equipment capabilities that acts as platform for graduations and a seating wall
- **Project requires:** L7 and L11 projects to be complete for Building B to be completely vacated and demolished
- **Project requires:** L8 and L7 projects to be complete and Old Library and Building C demolition for Campus Green component

#### Other Considerations:

- **Demolition:** Building C, Old Library (after new LLRC is built); Building B and Forum is demolished under L6
- **Swing Needs:** Building C programs if L12 is not done before L13



## OTHER MASTER PLAN PROJECTS

### Facilities Project Descriptions

#### L12: THE WELLNESS CENTER

is the renovation of the Student Center Building (after project L6 has been completed) for Athletic Programs (Fitness, Kinesiology), Health Center, and the Meditation/Mindfulness Center. Preliminary Assumptions:

- **Size:** 49,935 GSF / 25,596 ASF
- **Height:** existing 4 stories
- **Programs:** Athletic Programs (Fitness, Kinesiology), Dance, Health Center, and the Meditation/Mindfulness Center
- **Renovation:** roof, HVAC, electrical, lighting and windows/doors replacement; elevator replacement/addition; technology upgrades; new restrooms; gut renovation due to change in function; structural voluntary upgrades
- **Connections:** to existing Locker Rooms below Quad
- **New Construction:** a projected element (glazed pop-out or LED Display or graphic art wall) on north side facing Fallon Plaza

#### Other Considerations:

- **Demolition:** none
- **Swing Needs:** none
- **Secondary Effects:** demolition of Building D (Building C demolition under project L13)



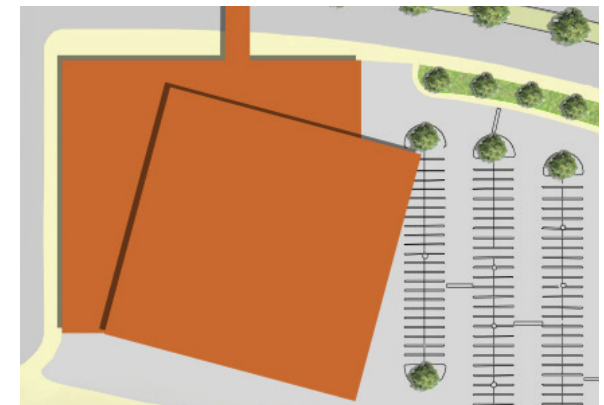
#### L14: LOCAL BUSINESS MARKETPLACE AND INCUBATOR / PARKING GARAGE / PEDESTRIAN BRIDGE

is a new facility comprised of many components: a one ground story, 21,000 square foot facility to house retail space (for small local businesses) located to maximize frontage on both Fallon Street and 7th Street; a one-story 21,000 square foot business incubator space (for local emerging businesses) on top; an eleven-story parking garage; and a pedestrian bridge linking into the L9 Design and Manufacturing Center. The parking garage will have approximately 1,800 parking spaces, inclusive of disabled parking, motorcycle parking and bicycle lockers. Preliminary Assumptions:

- **Size:** see description above
- **Height:** see description above
- **Programs:** Retail Spaces for Local Businesses, Incubator Spaces for Emerging Local Businesses, Parking Garage and Pedestrian Bridge
- **Site improvements:** street landscaping/paving along both Fallon Street and 7th Street; reconfiguration of surface parking adjacent to facility
- **Project requires:** removal of a portion of surface parking

#### Other Considerations:

- **Demolition:** removal of a portion of surface parking
- **Swing Needs:** parking





## OTHER MASTER PLAN PROJECTS

### Facilities Project Descriptions

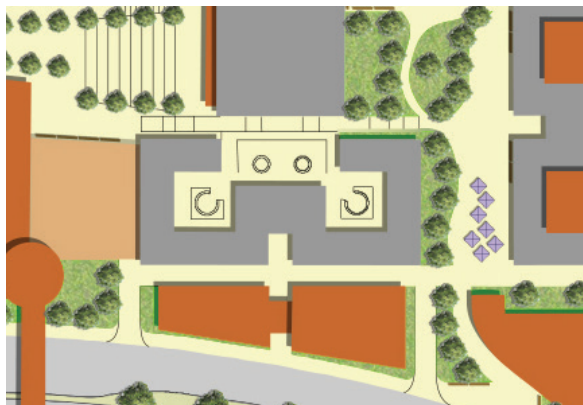
#### L15: MODERNIZE F DESIGN AND MANUFACTURING II AND NEW SUSTAINABILITY CENTER

renovates the existing Building F (L15A) for the Welding Program and potential Maker Lab on first floor and modern multi-use Classrooms on the second floor. The project includes the building of a new freestanding building to house the Sustainability Center (L15B). Preliminary Assumptions:

- 15A Size: 38,090 GSF / 32, 842 ASF
- Height: 2 stories
- Programs: Welding, Multi-Use Classrooms, Meeting/Collaboration Spaces, Offices, Support Spaces, etc.
- Renovation: roof, HVAC, electrical, lighting and windows/doors replacement; technology upgrades; new restrooms; gut renovation due to change in function; structural voluntary upgrades
- 15B New Construction: 25,000 GSF / 20,000 ASF to house an Energy Efficient Recycling Center, Garbage Collection, Loading Dock, Compactor, Campus Police and Campus Maintenance and Operations
- Site improvements: new street landscaping/paving along Fallon Street; enhanced drop off area at 7th St.
- Project requires: removal of temporary buildings along 7th Street

#### Other Considerations:

- Demolition: removal of temporary buildings at 7th St.
- Swing Needs: Welding phased in place?; other occupants should be able to use other campus spaces



#### L16: MODERNIZE E: CULINARY INSTITUTE

modernizes Building E for Culinary Arts, inclusive of former Central Plant area (once L10 done) on first floor, and multi-use Classrooms on second floor. Collocates two Culinary Programs that were previously split between E and Student Center and provides opportunity to create a cafe/bakery retail shop, while improving/expanding the Bistro Restaurant. Preliminary Assumptions:

- Size: 56,200 GSF / 33,800 ASF
- Height: 2 stories
- Programs: Culinary Arts, Multi-Use Classrooms, Meeting/Collaboration Spaces, Offices, Support Spaces, etc.
- Renovation: roof, HVAC, electrical, lighting and windows/doors replacement; technology upgrades; new restrooms; gut renovation except existing culinary spaces; structural voluntary upgrades
- New Construction: lightweight roof enclosure over two existing courtyards as long as it avoids mandatory structural upgrade
- Site improvements: expand existing patio on Estuary side with nice paving, seating and umbrellas/canopy structure; new Social Courtyard on campus side

#### Other Considerations:

- Demolition: central plant and associated piping within Building E
- Swing Needs: Culinary, Building E occupants



- Structural Comments: project seeks to enclose the two courtyards in the existing Building E. Given the additional mass from enclosing the courtyard at Building E, a mandatory seismic evaluation is likely. However, if the roof enclosure is lightweight, and there is no other additional mass on the structure, and no other retrofit triggers are met (e.g. removal of shearwalls or other lateral force resisting systems), then it may be possible to avoid the mandatory evaluation.

#### L17: MODERNIZE GYMNASIUM

modernizes gymnasium. Preliminary Assumptions:

- Size: 16,570 GSF / 14,683 ASF
- Height: 2 story
- Programs: Athletics
- Renovation: roof, HVAC, electrical, lighting and windows/doors replacement; technology upgrades; new restrooms; structural voluntary upgrades
- Site improvements: improve landscaping at Quad (above Locker Rooms)

#### Other Considerations:

- Demolition: none
- Swing Needs: gymnasium (unless feasible to phase)

