



Peralta Community College District
DEPARTMENT OF GENERAL SERVICES

Laney College Facilities Master Plan



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INTRODUCTION



As the flagship college in the Peralta Community College District, Laney College has been serving the Oakland community for nearly 50 years. Renowned programs in the fields of Culinary Arts, Mathematics, Science, ESL and Language Learning, Construction Technology, and Ethnic Studies have made Laney a leader in academic and vocational education for decades.

The 60 acre campus, located in the heart of downtown Oakland, was initially designed and constructed in the 1960's and has changed very little over the years. Thanks to the community's help in passing Measure A, a number of classroom finish and furniture upgrades have been able to take place, along with other key renovations, such as the remodel of the Beginner's Inn and Culinary Arts program space. But there is far more to be done to bring Laney's facilities into the 21st century and continue to support the mission and programs of the College.

Last year, we began an extensive planning process that not only looked at the college's immediate needs but also at future use. Our planning began with a self-study that complements the ongoing strategic planning efforts in the College and the District. The College's Educational Master Plan, completed at the end of 2008, looks to our future and describes an overall framework for the continued transformation of Laney College into a highly responsive state of the art center for educational excellence in higher education teaching and learning.

The Educational Master Plan also forms the basis of our Facilities Master Plan. The Facilities Master Plan has been developed through the involvement of campus stakeholders and independent analysis of our campus and buildings, as well as of enrollment projections, demographics, and program demand.

As a result of these planning efforts, Laney College now has a "road map" for developing and restoring the campus, which includes the renovation of nearly every building on campus as well as the construction of sustainable new buildings to meet a variety of needs for the future. This plan offers a snapshot in time and will provide us with a foundation for planning our future and for the further work ahead of us as we collectively identify and implement projects.

The Facilities Master Plan not only discusses the buildings and their use, but also the infrastructure, pedestrian and vehicular circulation, security, landscaping, design parameters, phasing schedule, and budget. It is a "living document" and will serve as our point of reference over the next 15 years as we continue to improve our facilities to best serve our students.

With this plan in place, the community and college are assured that the facilities at Laney College will be capable of housing quality programs that fully accomplish the College's mission to provide lifelong learning opportunities in academic and career programs to diverse cultural and socio-economic communities.



Dr. Frank Chong

February 2009



PURPOSE OF THE PLAN

The purpose of the 2009 Laney College Facilities Master Plan is to provide direction for improving the College's facilities, offering a "road map" for the College as it plans for its future. It is intended to be a dynamic document, flexible enough to adjust to new space requirements and instructional needs that may arise, while at the same time, providing parameters for the future development of the campus.

The Facilities Master Plan has been developed within the context of and with the purpose of responding to current State regulations and guidelines to position the College and District in the most favorable light for securing State funding for facilities improvements. Therefore, programmatic, phasing, and cost information has been captured and presented referencing this information and in turn, provides the College and District a planning framework grounded in those principles. The flexibility built into the Facilities Master Plan is intended to allow the College to respond to changing needs in the future while continuing to understand its relationship to State funding guidelines.



Main campus entry at Fallon and 9th Streets

PLANNING PROCESS

The 2009 Laney College Facilities Master Plan has its roots in both qualitative input and quantitative data. As previously discussed, the Plan is based on a series of planning efforts emanating from the faculty, staff and administrators at the College. The Plan is grounded in and supports the instructional and support services provided by the College with the intent that the proposed facilities will provide for a quality learning environment for all segments of the College. Recommendations from the *Educational Master Plan* and also the *Integrated Educational and Facilities Master Plan* were used to forecast the facility needs for the College through the year 2022.

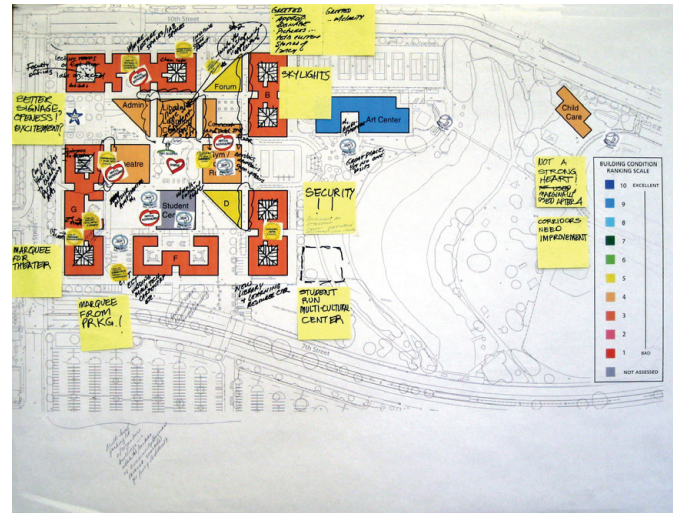
As part of the planning process, small stakeholder meetings and larger Town Hall meetings were held with the College to gain additional insight regarding facilities from faculty, students, staff, and community to ensure input from the user community. During these meetings, information developed as part of the educational and financing planning process was shared with the stakeholders in order to understand how this information translates to facilities. Using this input, the architects then architectural team developed a draft *Facilities Master Plan* for the campus, with appropriate quantification of space requirements, and presented this information to the College and the District for their review. The final *Facilities Master Plan* for Laney College is the result of this process.



Workshop group discussion



Main quad



Workshop group report



Main entry at 7th Street parking lot

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PLANNING CONTEXT

A. OVERVIEW

CAMPUS NEIGHBORHOOD ADJACENCIES

The Laney College campus lies within and plays a significant role in its urban environment.

To the west are the four major commercial retail hubs of Oakland’s downtown: Jack London Square / Embarcadero, China Town, City Center, & Uptown. To the east are two additional commercial retail hubs: International Blvd. and Park Blvd.

Many of Oakland’s cultural institutions are adjacent. Oakland Museum of California which contains exhibits of natural history, science, and art is directly across 10th Street from Laney. Next door is the Kaiser Convention Center which is a medium-sized arena space hosting performing arts, entertainment, sports, and community activities. Further north at 13th Street & Oak Street is the main branch of Oakland Public Library.

To the north and running through Laney College are Lake Merritt and its estuary which connects to the San Francisco Bay. This natural water system forms the backdrop for many parks: Lake Side Park, Peralta Park, Lake Merritt Channel Park, & Estuary Park.

Laney College is well served by Transportation Links. Lake Merritt BART Station is one block away on Madison Street. In addition to the AC Transit Bus Stop at Lake Merritt BART Station there are Stops on 10th Street. Highway 880 which in turns provides links to Highways 980, 580, Interstate 80 & the Bay Bridge is just to the south of campus.

In addition to all the activity and functions that surround Laney College, it also hosts an extremely popular Farmer’s Market on weekends on it’s 7th Street Parking Lot.



Estuary Park



Peralta Park



Jack London Square



Oakland Museum of California



Oakland City Center

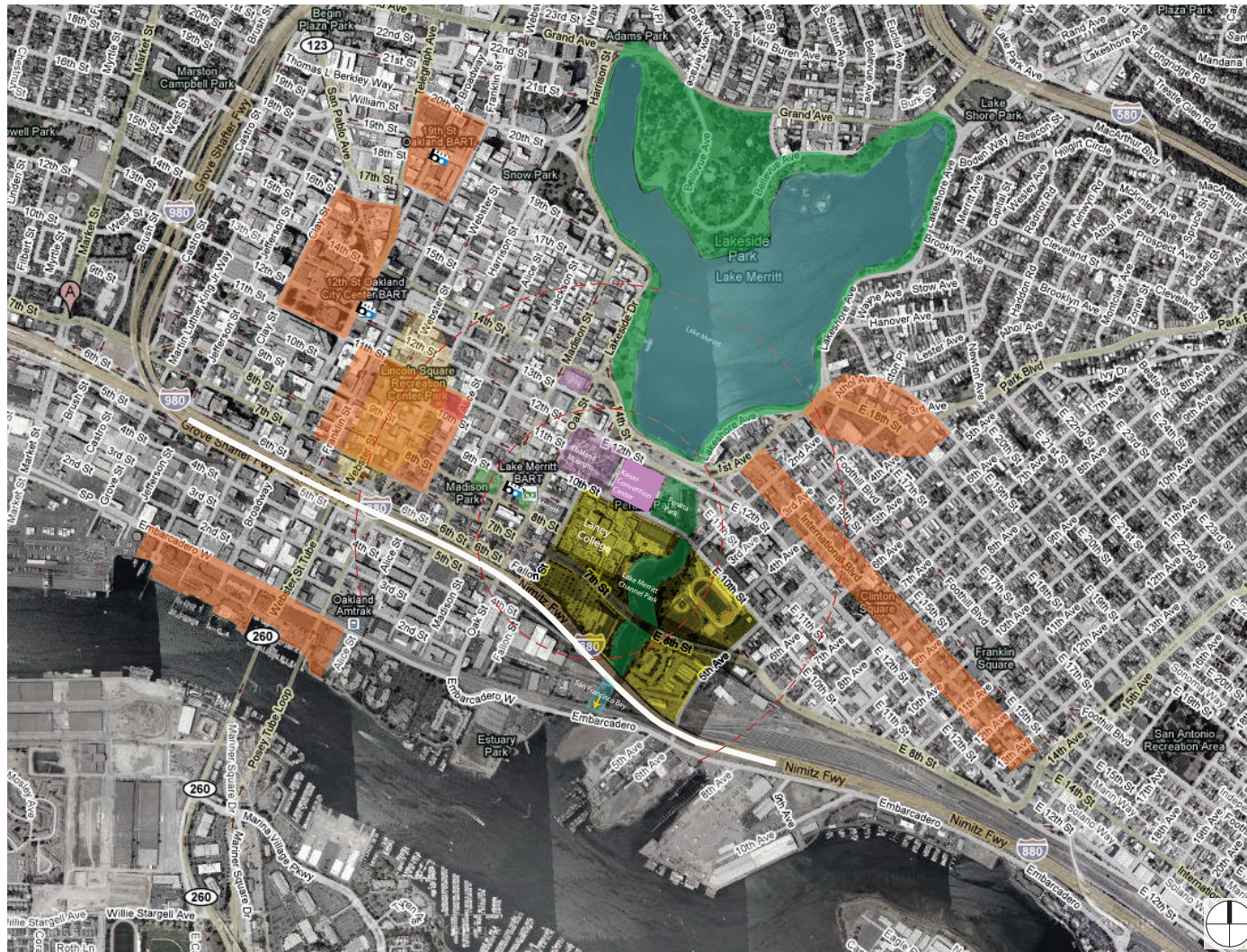


Oakland City Hall



Lake Merritt





- COMMERCIAL RETAIL HUBS
- CULTURAL INSTITUTIONS
- PUBLIC PARKS
- COLLEGE AND DISTRICT SITES

Exhibit 1: Campus Neighborhood Adjacencies

ADJACENT CONNECTIONS

The Laney College campus is a significant landmark of downtown Oakland. As such, the connections from the adjacent blocks to the campus seem particularly undistinguished. The 9th Street campus entry experience is diminished by several factors. First, the crosswalk is undistinguished and the curb ramp is not aligned, so that no heightened importance is expressed for this key connection to the BART station and the rest of downtown Oakland. Second, service truck loading activities conflict with pedestrian access and degrade the entry character. This loading zone obstructs the entry plaza.

Similarly, the entry experience from the parking lot south of 7th street does not create a positive sense of arrival. The 7th Street crossing and median waiting area are undistinguished and unattractive. The crosswalk is not enhanced in any way. The chain-link fence in the median is unattractive, and median planting are nonexistent. The 7th Street plaza has been recently upgraded; the 7th Street crossing does not match the plaza's quality.

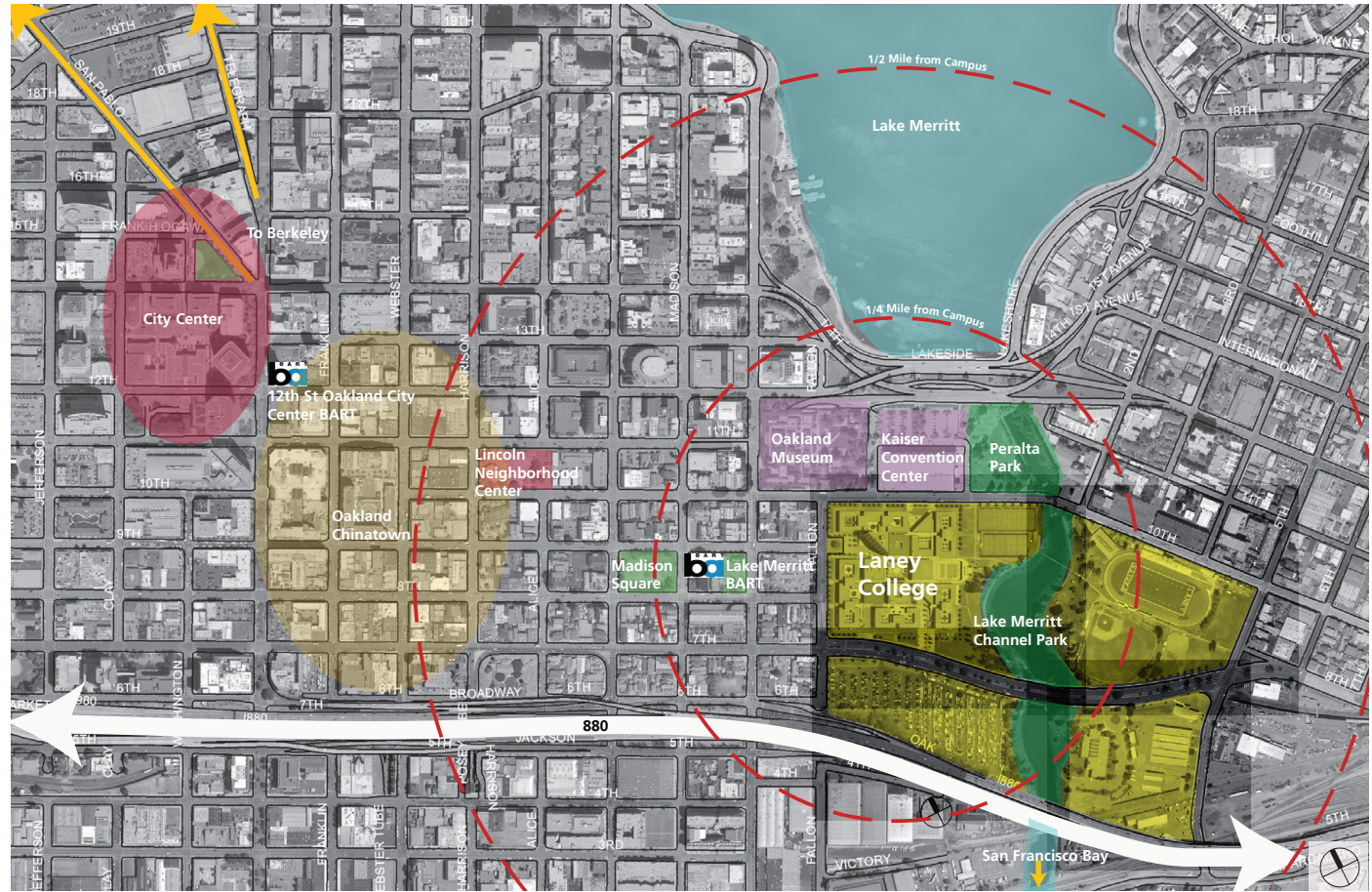


Exhibit 2: Campus Context



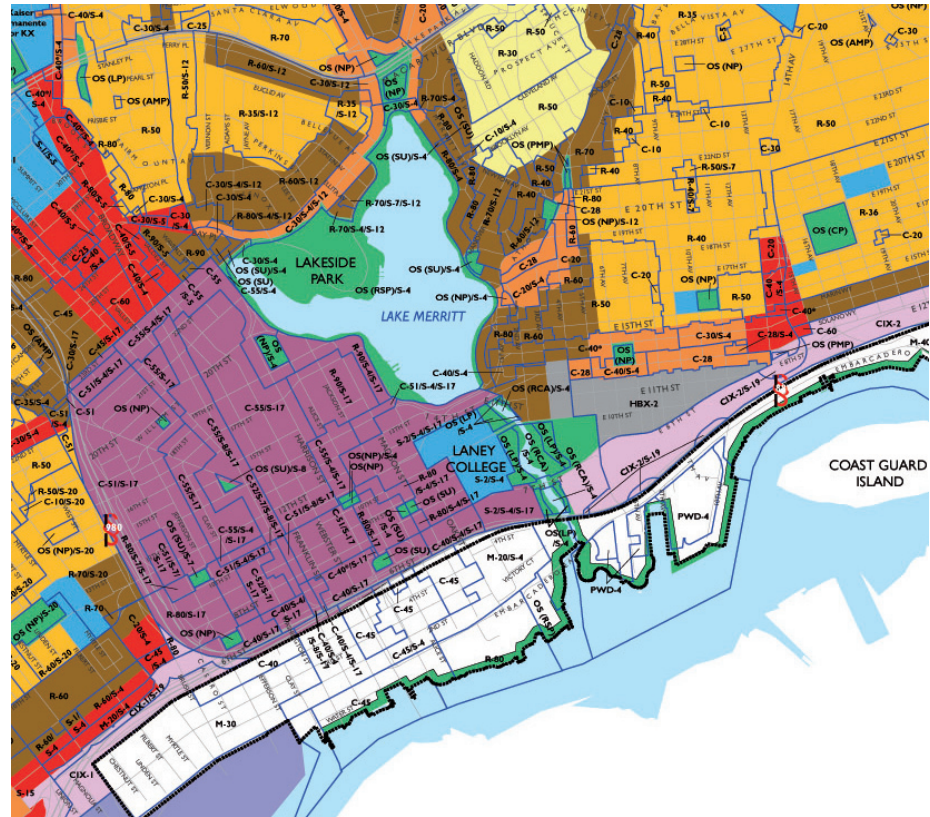
Key connections to other surrounding land uses could be strengthened, including the estuary (park space owned by the City of Oakland), the Kaiser Convention Center and the Oakland Museum of California. A desire line through the planting from the north-west corner of campus to 10th street is evidence that a strengthened connection is needed at that location, leading to the Oakland Museum of California. There is a strong connection to the estuary adjacent to the Child Development Center, however the interface between the Laney campus in general and the Oakland parkland could be enhanced. Future developments of the sports fields southeast of the estuary should consider the connections and interface with the estuary.



Exhibit 3: Campus Connections



NEIGHBORHOOD ZONING PLAN



General Plan Land Use Designation

- Hillside Residential
- Detached Unit Residential
- Mixed Housing Type Residential
- Urban Residential
- Neighborhood Center Mixed Use
- Community Commercial
- Housing and Business Mix
- Central Business District
- Regional Commercial
- Business Mix
- Gen Industrial/Transportation
- Institutional
- Resource Conservation Area
- Urban Open Space
- Estuary Plan Area
- Zoning

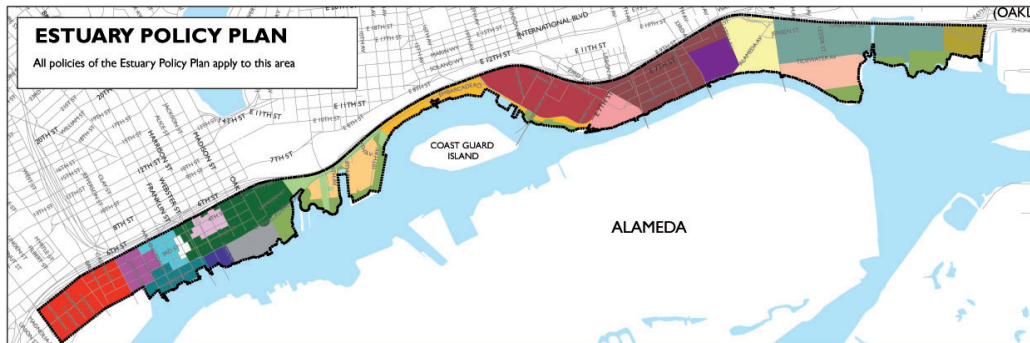


Exhibit 4: Oakland Neighborhood Zoning Plan

OUTSIDE NEIGHBORHOOD CONSIDERATIONS

- 1. LAKE MERRITT BART STATION
- 2. OAKLAND MUSEUM OF CALIFORNIA
- 3. KAISER CONVENTION CENTER
- 4. LAKE MERRITT MASTER PLAN
- 5. OAK TO 9TH STREET DEVELOPMENT



Exhibit 5: Outside Neighborhood Considerations



OUTSIDE NEIGHBORHOOD CONSIDERATIONS

LAKE MERRITT BART STATION ①

Transit-Oriented Development
- Retail/Residential

The Lake Merritt station area currently hosts moderate density housing, and has little in the way of character and identity. The City of Oakland will be using MTC/ ABAG SAP grant funding to unlock the station area's strong potential as a new model for transit-oriented development in the region, and will connect the area to the surrounding neighborhoods.

OAKLAND MUSEUM OF CALIFORNIA ②

Expanded and enhanced

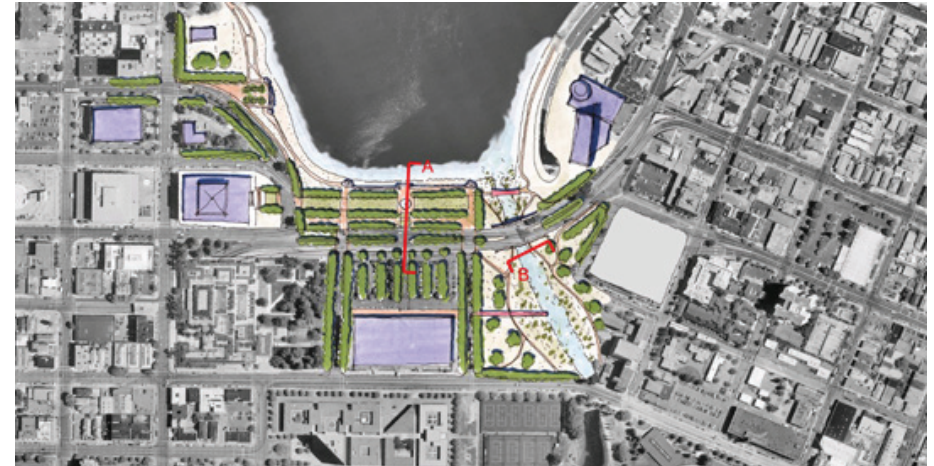


KAISER CONVENTION CENTER ③

After 4 years of community meetings, the Oakland Public Library presented its *Facilities Master Plan* to the Life Enrichment Committee. The Committee accepted the Master Plan, but withheld a decision on the Main Library.

LAKE MERRITT MASTER PLAN ④

Renovation of parks, roads, bridges; buildings of entire area including estuary through Laney College Campus



OAK TO 9TH STREET ⑤

New mixed-use neighborhood including renovation of shoreline along Oakland Estuary



AXONOMETRIC VIEW

Brooklyn Basin - Oak to 9th Development Plan

Prepared for Oakland Harbor Partners by ROMA Design Group in association with MVE Architects, Moffatt & Nichol and BKF Engineers

DECEMBER 2005

I.I



Lower level path throughout campus



Access from parking lots

B. CAMPUS FRAMEWORK

PEDESTRIAN CIRCULATION AND ACCESS

Circulation throughout the campus is adequate in terms of the availability and size of routes from building to building. However, there is a mazelike quality to the campus. This wayfinding issue could be alleviated with increased subtle distinctions between the various parts of the campus.

Accessibility accommodations appear to be adequate throughout the campus, with accessible routes clearly marked and all areas of campus accessible. Some accessible routes are circuitous, but this condition is unavoidable given the elevations of the buildings. Still, more could be done, such as the addition of elevators in key locations, to provide more accessibility to the campus. The switchback ramp at the Fallon Street entry plaza provides an inconvenient route for wheelchair users and the steep slope south of the Administration building does not meet current codes.

The lower level is dark and uninviting. The sense of safety in these dark spaces is lacking. There are areas of pedestrian and vehicular conflicts around the campus perimeter; the pedestrian is not always sure she or he belongs.

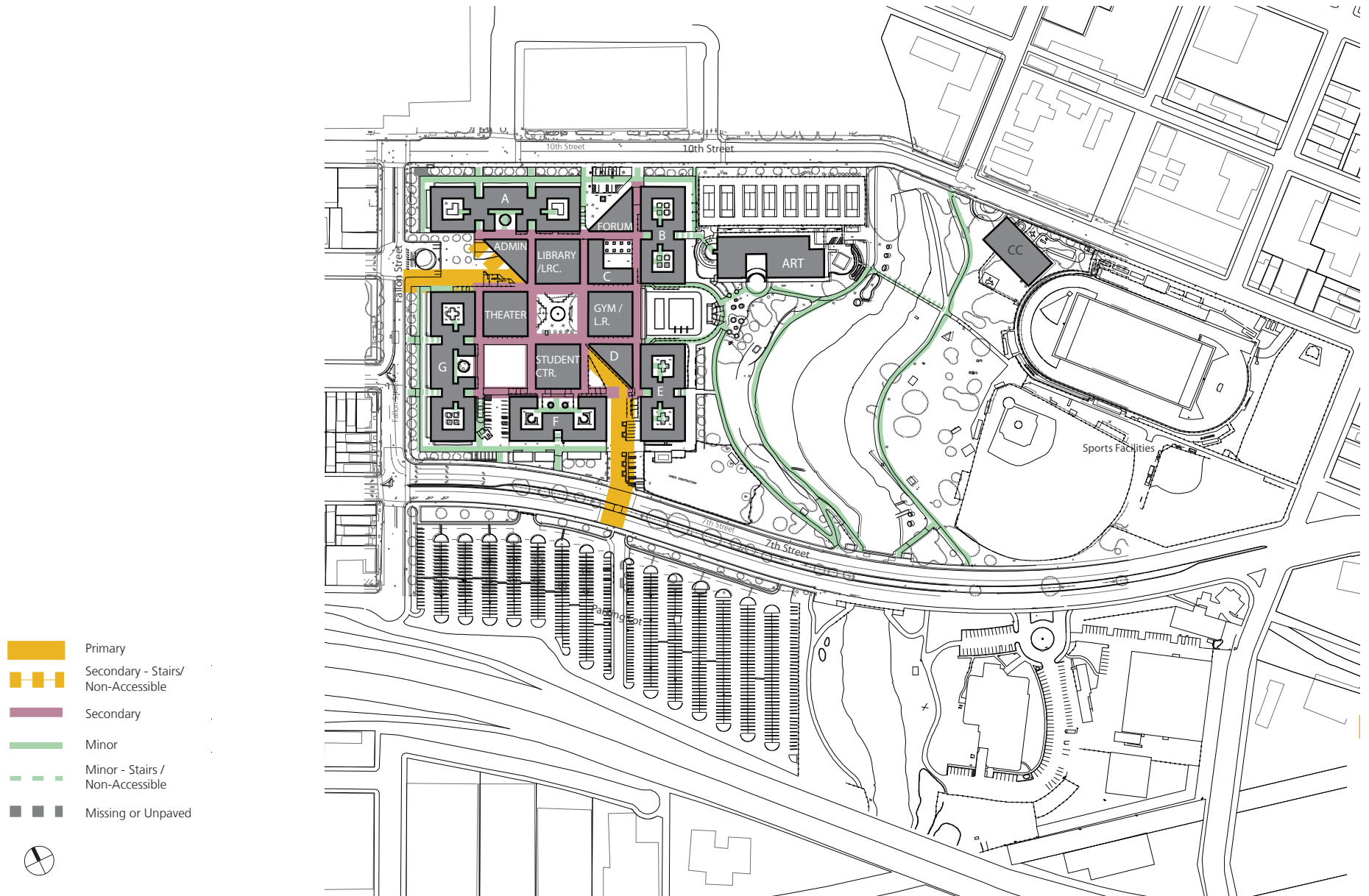


Exhibit 6: Pedestrian Circulation and Access

VEHICULAR CIRCULATION AND PARKING

The vehicular circulation system at Laney College consists of a large parking area across 7th Street from the main campus, and of a series of smaller parking areas, driveways and access ways on the edges of the campus core, which is bounded by Fallon Street, 7th Street, 10th Street and the Lake Merritt Channel.

While the large parking area across 7th Street is functional and in fair condition, there are significant issues with circulation, ADA access, vehicular and pedestrian interfaces and pavement conditions in the small lots and access ways within the Campus Core.

The main campus has drive aisles and pathways between buildings which form a semi gridded system. These ground level entrances are main campus access points and are found on all 4 sides of the campus. The asphalt pavement in these corridors is in poor condition. Many of the catch basin grates in these areas have become tripping hazards.

CITY OF OAKLAND PERIMETER STREETS

The main campus is bordered by 10th Street to the north, Fallon Street to the west, and 7th Street to the south. 7th Street separates the main campus from the main parking lot. All of these streets have sidewalks along both sides of the street.

The public streets that front the college are generally not in ADA compliance. This is an issue that should be discussed with the City of Oakland Public Works Department to develop a resolution.

There are some areas immediately adjacent to the campus core on the East 8th Street where badly broken sidewalk represents a tripping hazard. The sidewalk along the east end of 10th Street near the Children’s Center is not ADA compliant in some areas. Sidewalk has cracked and separated making it a tripping hazard.



7th Street parking lots



10th Street parking lots



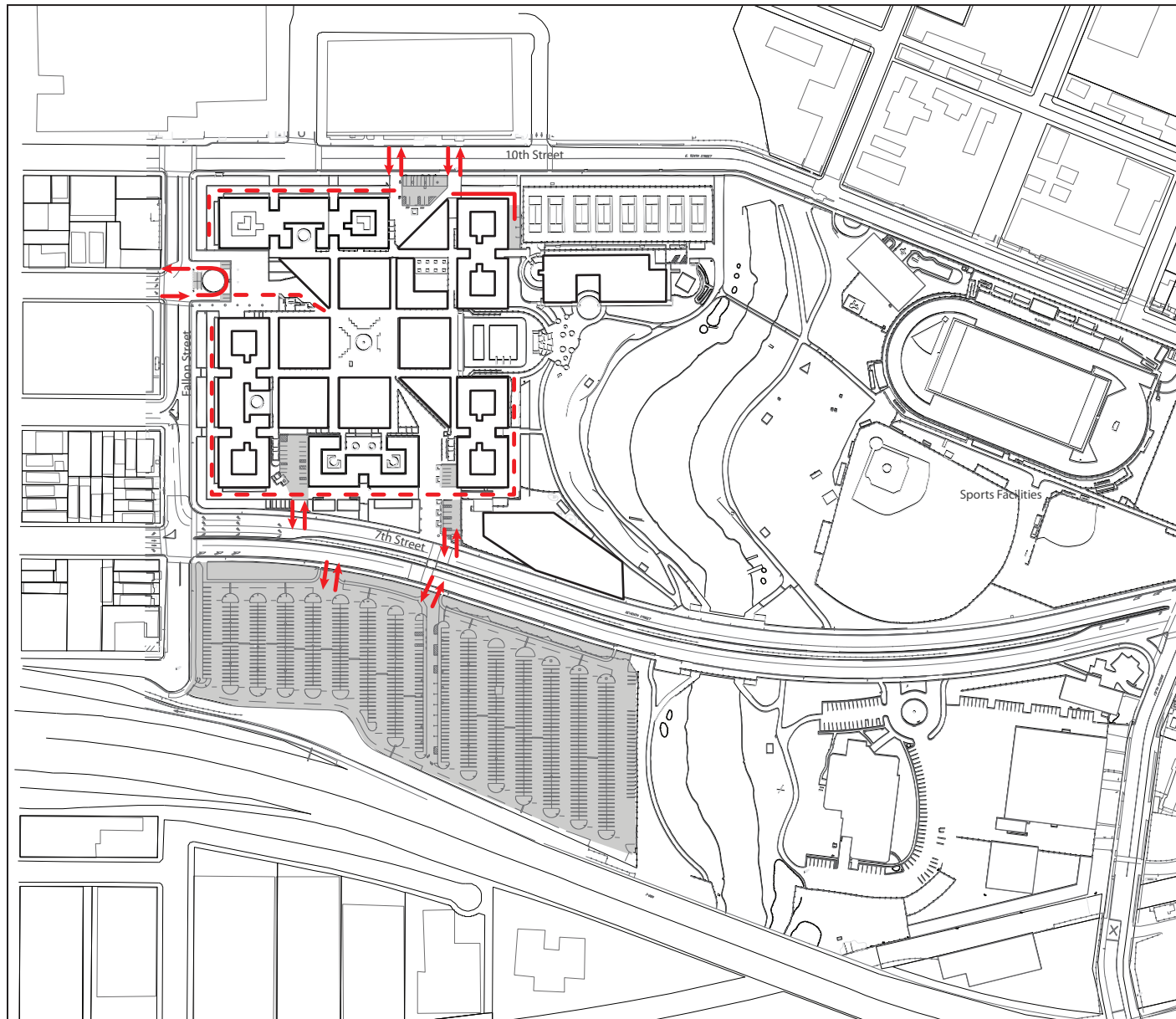


Exhibit 7: Vehicular Circulation



SITE TOPOGRAPHY

The Laney College campus site is generally flat and gently slopes at both sides toward the estuary. The only area that has significant slope is where 10th Street crosses the estuary via a land bridge/culvert. It is here that the Child Development Center is located at the highest point of campus.

This topography has been used to enable storm water drainage systems that flow directly into the estuary. The Laney College storm system was constructed prior to the adoption of the National Pollutant Discharge Elimination System (NPDES). As is suggested in the Draft District Standards, new projects would be required to comply with Section C.3 of the Alameda Countywide Clean Water Program, which addresses Alameda County’s NPDES permit with the State Water Board. Methods of treatment that could be employed typically range from vegetated swales and bio-retention areas to sub-surface, manufactured filtration vaults. In general, vegetated swales and bio-retention areas are typically less costly to install and maintain, but take up more space than manufactured filtration vaults.

Section C.3 has several “triggers” that would require a project to meet certain levels of treatment. Two important triggers to note:

1. Projects that add less than 10,000 square feet of impervious surface area are not required to install treatment measures.
2. Projects that add or replace more than 50% of an existing facility’s impervious surface area must treat run-off from both the proposed and existing areas within the project site.

Also related to the storm water treatment measures are the opportunities for LEED points as they relate to sustainability. Generally, a LEED point is available for projects that meet the C.3 NPDES requirements.

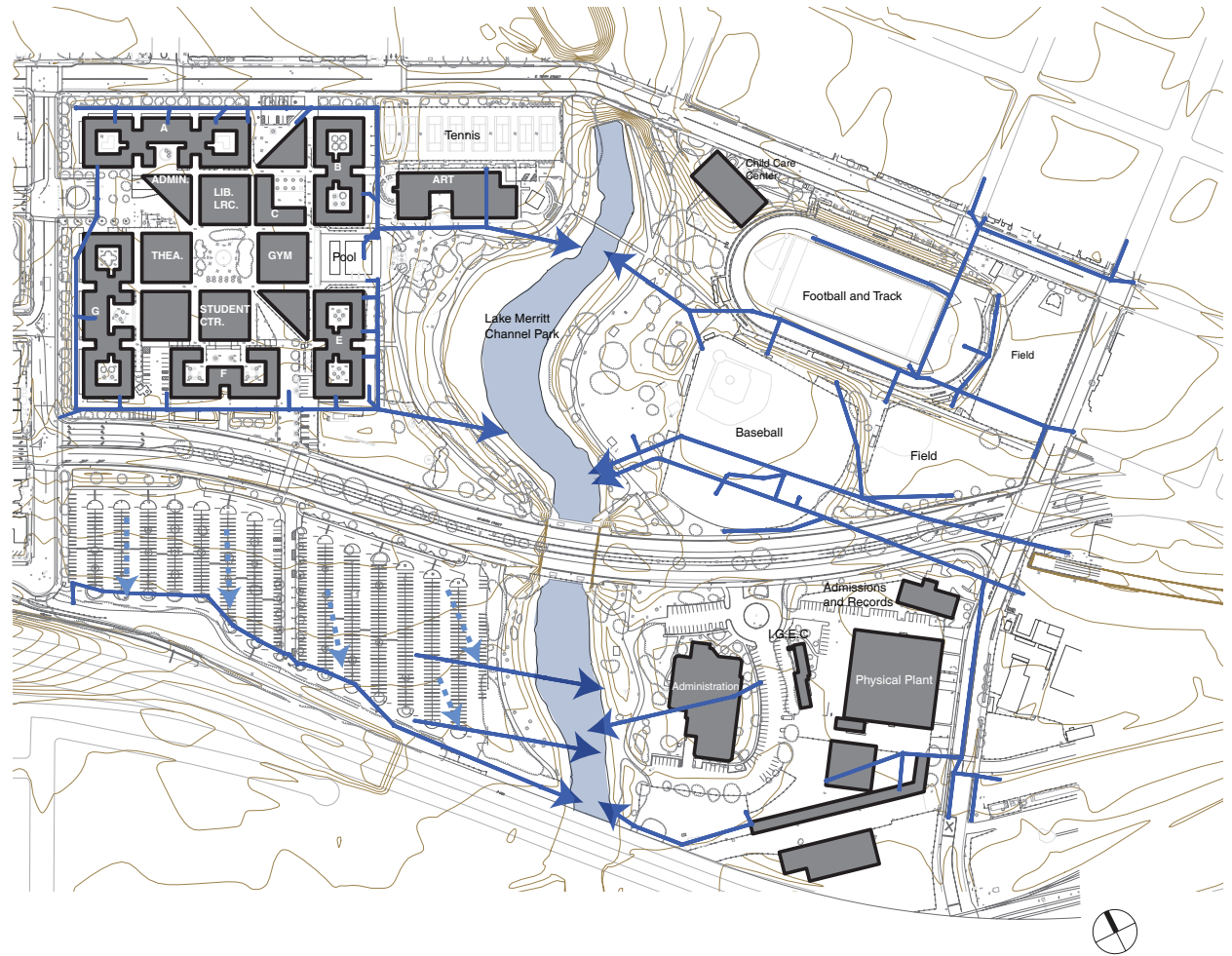


Exhibit 8: Site Topography

CAMPUS OPEN SPACE PROGRAM AND LANDSCAPE

Within the main campus, the open space program consists of a central quad that offers ample seating and gathering spaces, small interior courtyards that offer seating for individuals or pairs of people, and corridors that serve only as circulation spaces. The open space program also includes sports fields to the east of the estuary, an outdoor swimming pool, and tennis courts to the north of the Art building.

To the south of the campus is a large, asphalt-paved parking area. There are very few trees to provide shade and no stormwater best-management-practice facilities.

Pedestrian-vehicular conflict areas at the entry points to the campus detract from the experience of entering the campus at these key gateway plazas. These conflict areas are perhaps the most unsuccessful open spaces on campus, and they are located at some of the most highly-used and visible open space areas.



Pedestrian path from 7th Street parking lots



Outdoor swimming pool



Small interior courtyards



Campus pathway





Exhibit 9: Open Area and Recreation Facilities

Landscape Character

The upper level of the Laney College campus has a strong and cohesive landscape character, needing only minor improvements and maintenance. The sub-structure spaces are dark and unpleasant. Asphalt paving is damaged in the lower level, and moreover, detracts from the quality of the environment. The campus does not take full advantage of its proximity to the estuary.



Lower level path

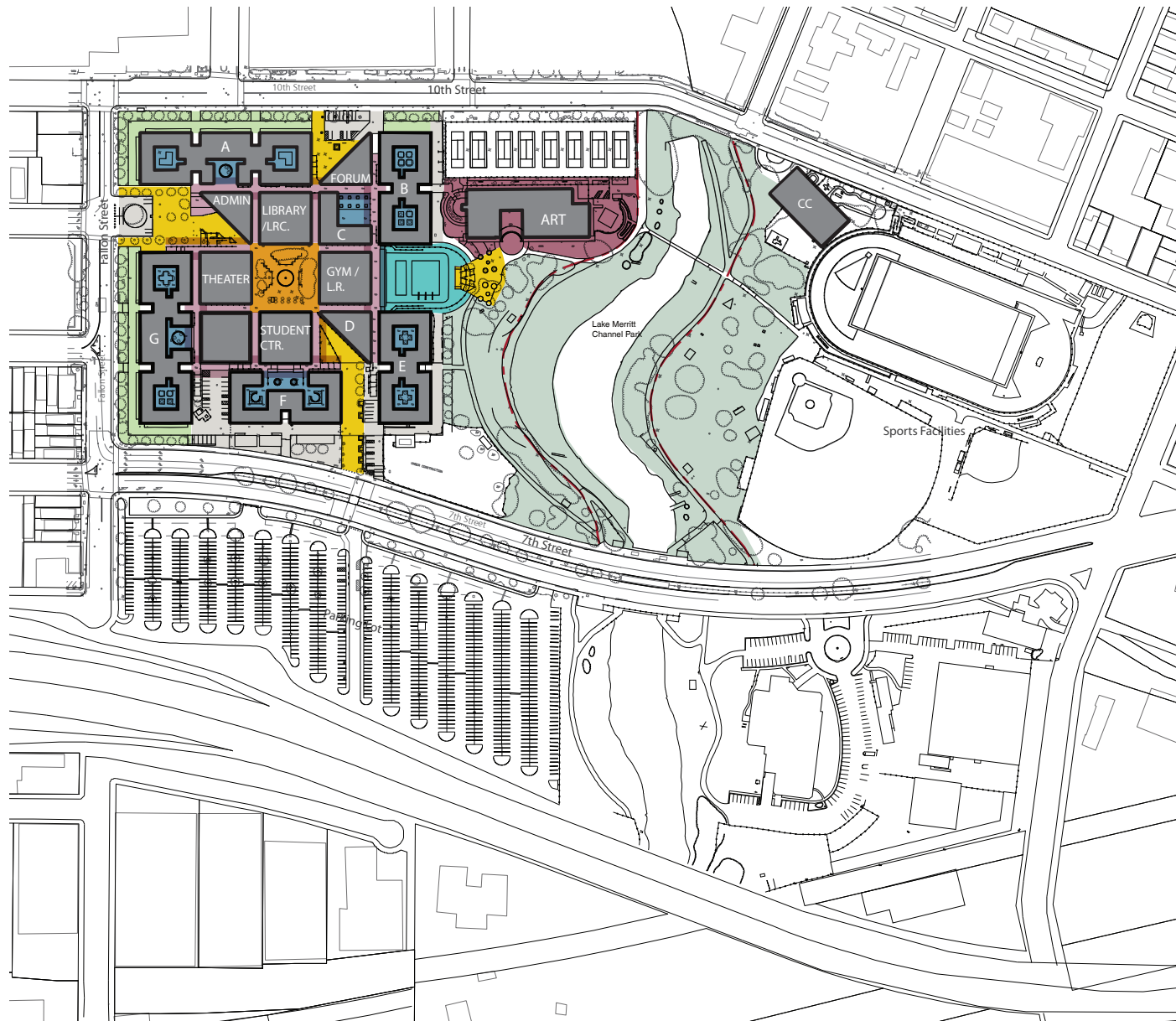


View of estuary



Campus perimeter landscape





- Perimeter
- Entry Plaza
- Courtyard
- Quad
- Interior Circulation
- Vehicular Circulation
- Park
- Pool
- AAs Building
- Project Boundary

Exhibit 10: Campus Character and Context

Planting

Planting themes differentiate the building courtyards, creating interest and way-finding clarity, even while the buildings are almost indistinguishable. The use of planting as a significant source of campus character could be enhanced through additional planting in certain areas to emphasize and increase the variety. Continued maintenance is necessary to retain and enhance this vital part of the campus' character.

All London Plane trees on District property have been topped. This is unsightly, damaging to the health of the tree, and may cause unsafe branching conditions.



Courtyard Planting



Topped London Plane tree

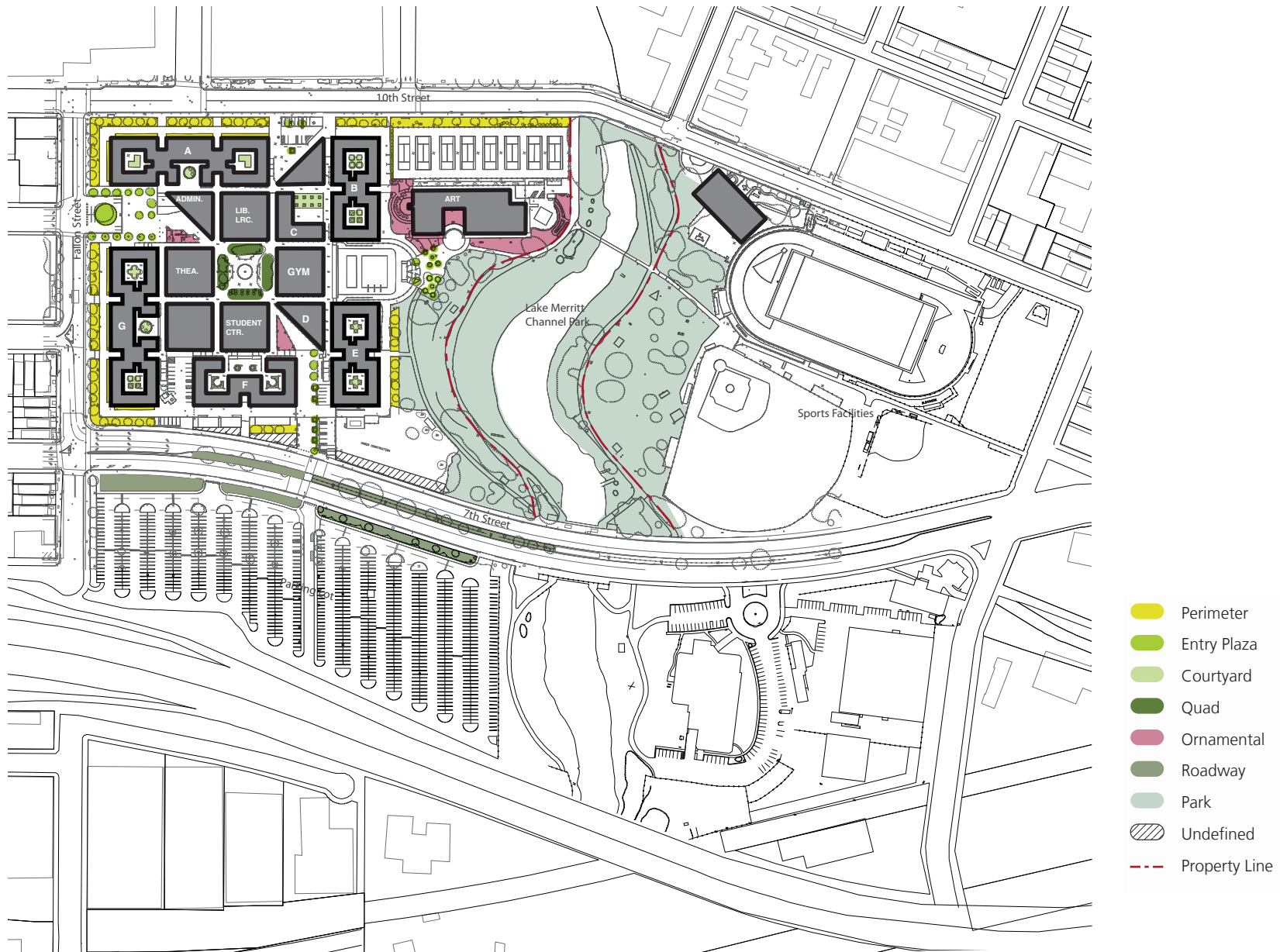


Exhibit 11: Planting Character

Paving

The paving at the upper level is generally in good condition and lends to the campus character. At the lower level, the asphalt paving has degraded significantly, creating tripping hazards and drainage problems. This paving also detracts from the character of the lower level because it is dark and unattractive. The asphalt paving at the lower level is also of inadequate thickness for heavy vehicular traffic.

Irrigation

A central controller has been installed. Irrigation heads, mainline and lateral pipes are 30 years old. Spray heads are generally spaced too far apart.



Paving in the Quad

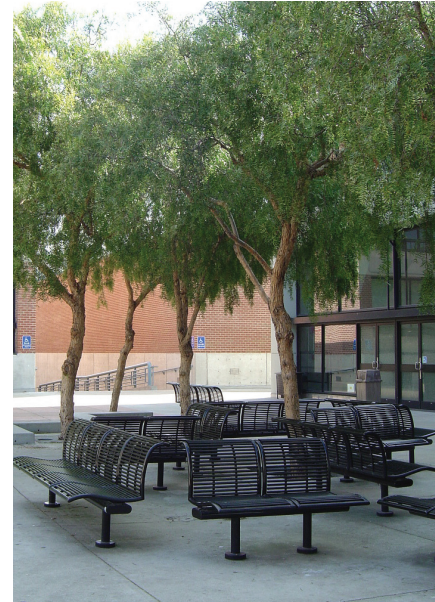


Lower level asphalt paving with tripping hazards



Furnishings

New seating in the Quad, including benches, picnic tables, and seatwalls are of good quality and in good condition. Seating in the building courtyards is accommodated by the planter benches, which are adequate in number and in good condition. Throughout the campus, trash/recycling receptacles and bollards are of inconsistent design. This detracts significantly from the campus character. Bulletin boards and newspaper boxes are in disrepair.



Seating in the Quad



Seating in the courtyards

Lighting

New light fixtures in the Quad and 7th Street and 10th Street entry courtyards are of high quality and good condition. The high-pressure sodium (HPS) fixtures throughout the campus are dim. The courtyards rely on wall-mounted fixtures, which are dim and difficult to maintain.



New light fixtures in the Quad



Perimeter light fixture



Connections and Gateways

The entries to the campus do not support the sense that the campus is a significant landmark in the City of Oakland's urban fabric. Connections to the campus surroundings and parking lot are weak and there are minimal pedestrian-oriented facilities at the key entry gateways to the campus.



Access from parking lots



Access to the inner campus from BART Lake Merritt

CAMPUS BUILDINGS

The bulk of Laney College campus was constructed at one time in 1968 and these buildings are of the same or similar construction type. Most of the college’s academic and administrative buildings are clustered together in a complex in the northern corner of the campus. The buildings are arranged on a rigid grid, with two levels of concrete pathways providing circulation. The square in the center of the complex has been reserved for the quad. Facing the quad are the student center, theater, library, and gymnasium. On one corner is the triangular “Laney Tower”, the main administration building; on the opposite is another triangular building housing a lecture hall and dance studio. Academic buildings form the outer ring of the complex. Each has a similar design, with courtyards in the centers of each square on the second level, ringed by classrooms and offices; and more classrooms and vocational facilities on the first level. The entire complex shares a red brick and concrete theme. Since 1968 there has not been any major renovations to the campus aside from the addition of the New Art Building. For this reason many of the same conditions are found throughout.

General Architectural:

- Many classroom and office interior finishes recently upgraded; others remain in need of modernization.
- Toilet rooms: ADA deficiencies and maintenance issues.
- Exteriors: well maintained, minimal damage; some cracking/spalling & water damage at passage ways along with concrete soot stains.
- Poor quality of ground plane and paving at lower level and campus perimeter

General Structural:

- Buildings A-G could suffer from collapse of parts or portions of structures following a major earthquake. The Construction Canopy could suffer from total building collapse. All campus buildings could experience non-structural building damage if the buildings are subjected to a major or moderate earthquake. KPWE recommends that issues in Buildings A-G be considered for mitigation and a more rigorous analysis be performed for the Gymnasium & Construction Canopy.

General Electrical:

- Equipment is over 30 years old and exceeds the Manufacturer’s recommended service life of 25 years. Most of original equipment is in working condition but is antiquated and without the capacity to accommodate additional loads. Working clearances around most electrical distribution equipment do not comply with

current electrical codes. Interior lighting utilizes fluorescent luminaries with T12 lamps that are not energy efficient. No GFCI receptacles installed at all sink locations or rooftops, as required by current codes. No receptacles installed within 25 feet of all HVAC equipment as required by the current electrical codes.

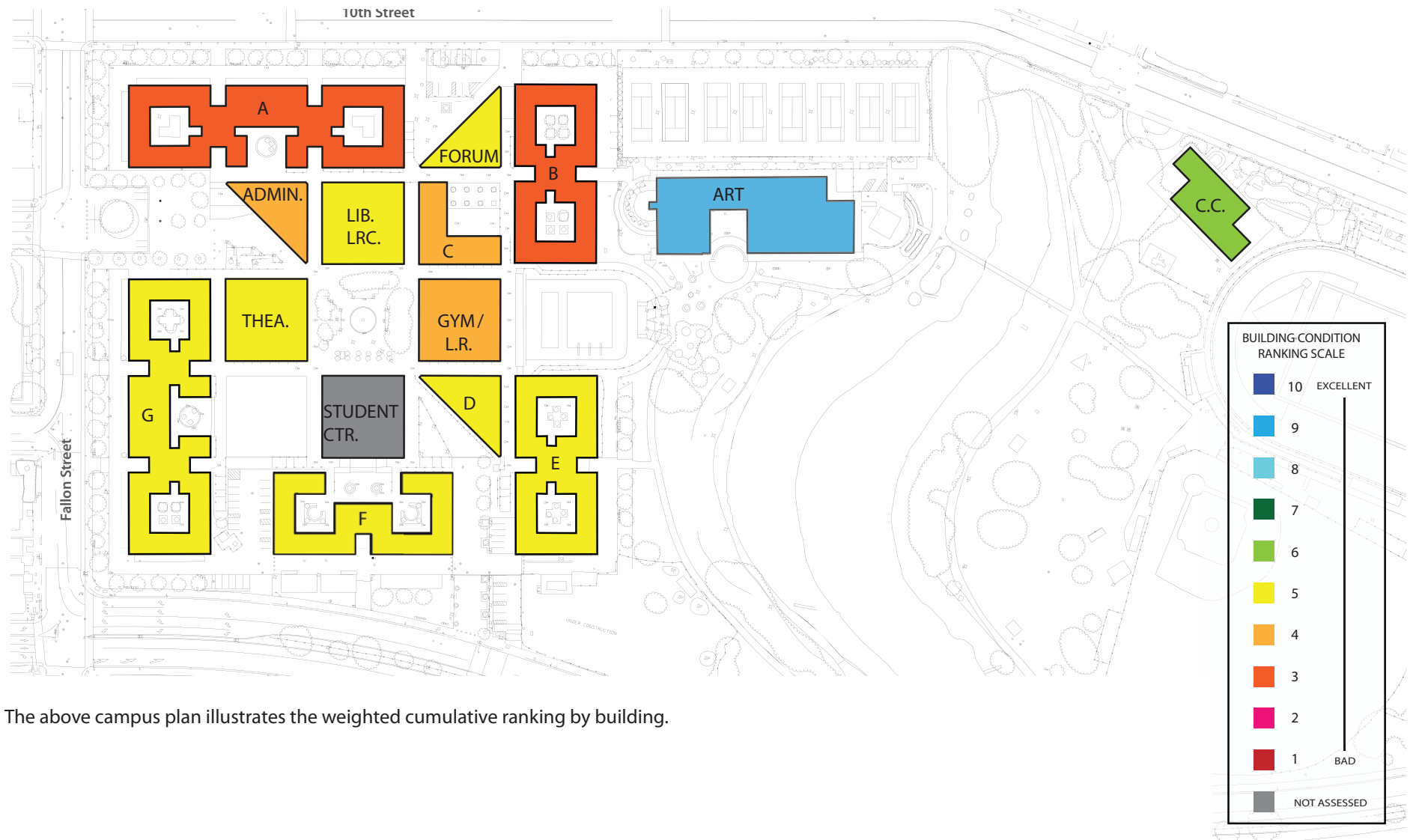
General Mechanical:

- Equipment is about 40 years old, deteriorated, and beyond their useful service life. Many pieces of equipment have already failed. The exhaust fans are in the same room as the air handling units 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.

General DATA / Infrastructure:

- The current centralized clock system is antiquated and completely unused. No announcement system is in place to facilitate emergency evacuation conditions. Closed circuit television cameras and distributed television/video signals are not installed throughout the campus.





The above campus plan illustrates the weighted cumulative ranking by building.

Exhibit 13: Building Condition Ranking

CAMPUS USE AND FACILITIES

The Facilities Master Plan is designed to support the goals of the Educational Master Plan in emphasizing program demand, career needs, and the labor market.

In Laney College's Educational Master Plan, the educational priorities for the institution are listed as: Transfer, Career Technical, Basic Skills, & Life Long Learning.

To achieve these priorities, the College identified their "Programs of Distinction," which have formed the backdrop for our master planning efforts.

Laney College has identified its "Programs of Distinction", defined loosely as those programs that differentiate the college, represent an important contribution to the community and a model of success, and demonstrate statistically high rates of demand, course completion, and innovation in teaching.

In the Educational Master Plan, Laney has highlighted several programs as Programs of Distinction, including:

Cosmetology

- The existing facilities are located in the northern-most section of Building B with little or no visibility to 10th Street. Because the Cosmetology facilities are not visible to the public they are rarely used by the community. The facilities are dated, systems and finishes worn, and equipment does not respond to modern salon and spa operational requirements. Space layouts and adjacencies are not useful for teaching the operation of a working salon environment.

Culinary Arts

- The existing facilities are currently housed in portable units on campus. The space in Building E occupied by the program was completed in 2008.



Current Cosmetology facility



Model Cosmetology facility



Natural and Physical Sciences

- Labs and classrooms are scattered between Buildings A & B on campus and they are outdated. Recent renovations did not fully address ADA and OSHA compliance issues. Existing science classrooms and labs are overcrowded, do not serve the current student population effectively, and cannot accommodate future growth. There is a shortage of lecture rooms and lack of adequate preparation spaces. Sciences are a key component of the Laney College curriculum and there is significant demand as well as competition from other colleges.

Green Technology, Design, and Construction

- Shops and classrooms are scattered between Buildings F & G. Some outdated equipment and facilities are outdated. There is little interior storage space for tools and materials which are now stored in an unsightly manner outside in bins underneath the Construction Canopy.

ESL, Foreign Languages

- Labs are housed in the outdated library with classrooms scattered around campus.

The Educational Plan also discusses the creation of “Signature Areas” or Centers, where programs can be grouped together to share resources, encourage collaboration, and foster development of interdisciplinary programs. This concept also extends to the creation of a “One Stop Center” that will fully co-locate all student services so that these services can be accessed and delivered more effectively. The One-Stop Center would include Admissions and Records, Career Center, Transfer Center, Tutoring, Counseling, Financial Aid, etc. Currently these functions are scattered among Buildings A, the Administration Tower, and the Student Center.



Current science lab facility



Model science lab facility

IMAGE AND IDENTITY

The Laney College campus has a strong visual identity in the neighborhood due to the cohesiveness of its masonry construction, with the bulk of the campus being constructed at one time in 1968. However, while the campus has a strong overall identity and is easily identified from a distance, it does not project an image of what Laney College is about, nor provide clues to the character of the inhabitants or activities taking place inside.

The configuration of the campus contains an inner ring of prominent buildings around a central court, bordered by an outer ring of buildings and smaller public spaces, all connected by a series of pedestrian “streets”. The formality of the campus creates a strong and readily identifiable aesthetic, but also one that has felt inhumane, due to its fairly stark nature and minimal landscaping.

In addition, once in the interior of the campus, the interconnectivity and uniformity of the campus layout and its upper and lower level circulation paths lack visual cues to signal buildings or entrances, creating wayfinding issues for campus inhabitants.



Views from streets



Campus aerial



Campus wayfinding and interior



C. GENERAL PROGRAM CONSIDERATIONS

The entire master planning process has been predicated on developing a long-term plan (through the year 2022) for facilities that supports the proposed instructional and support services that will be provided by the College at that time. The basis of this information is the *2008 Educational Master Plan* for the College and the *2009 Integrated Educational and Facilities Master Plan* for the College. These two documents, when taken in total, provide the qualitative and the quantitative information upon which the *Facilities Master Plan* for the College is based. In the sections that follow, a summary of the quantitative calculations used to determine the projected space needs of the College is presented. It is also suggested that the reader review the qualitative assessments for the various instructional programs and support services provided in the *Educational Master Plan* and the *Integrated Educational and Facilities Master Plan* for Laney College.

ENROLLMENT PROJECTIONS

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

- Unduplicated, credit-enrollment of approximately 12,457 students
- WSCH—Credit weekly student contact hours of 109,335
- FTES—Full-time equivalent students of 3,645 for a given semester.

This “baseline” will be used as the initial benchmark for forecasting future capacities of the College.

The existing program of instruction provides a starting point against which future growth can be forecast.

Looking ahead for the next five years, curricular content will most likely not undergo wholesale changes or deviate far from where it is today. The existing program of instruction, therefore, provides a solid foundation from which the future program of instruction can be determined.

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

WEEKLY STUDENT CONTACT HOURS (WSCH):

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

GROWTH RATE WSCH AND TARGET ENROLLMENT

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

With all of the factors and key planning elements taken into consideration, credit-WSCH generation and student headcount is projected to grow at 1.5% annually. This growth is not expected to be linear. Specifically, credit-WSCH generation is anticipated to grow from the fall 2007 level of 109,335 to 136,104 by 2022. Student headcount, over this same period of time, is projected to grow from the current level of 12,457 at the College to 15,574 by 2022.

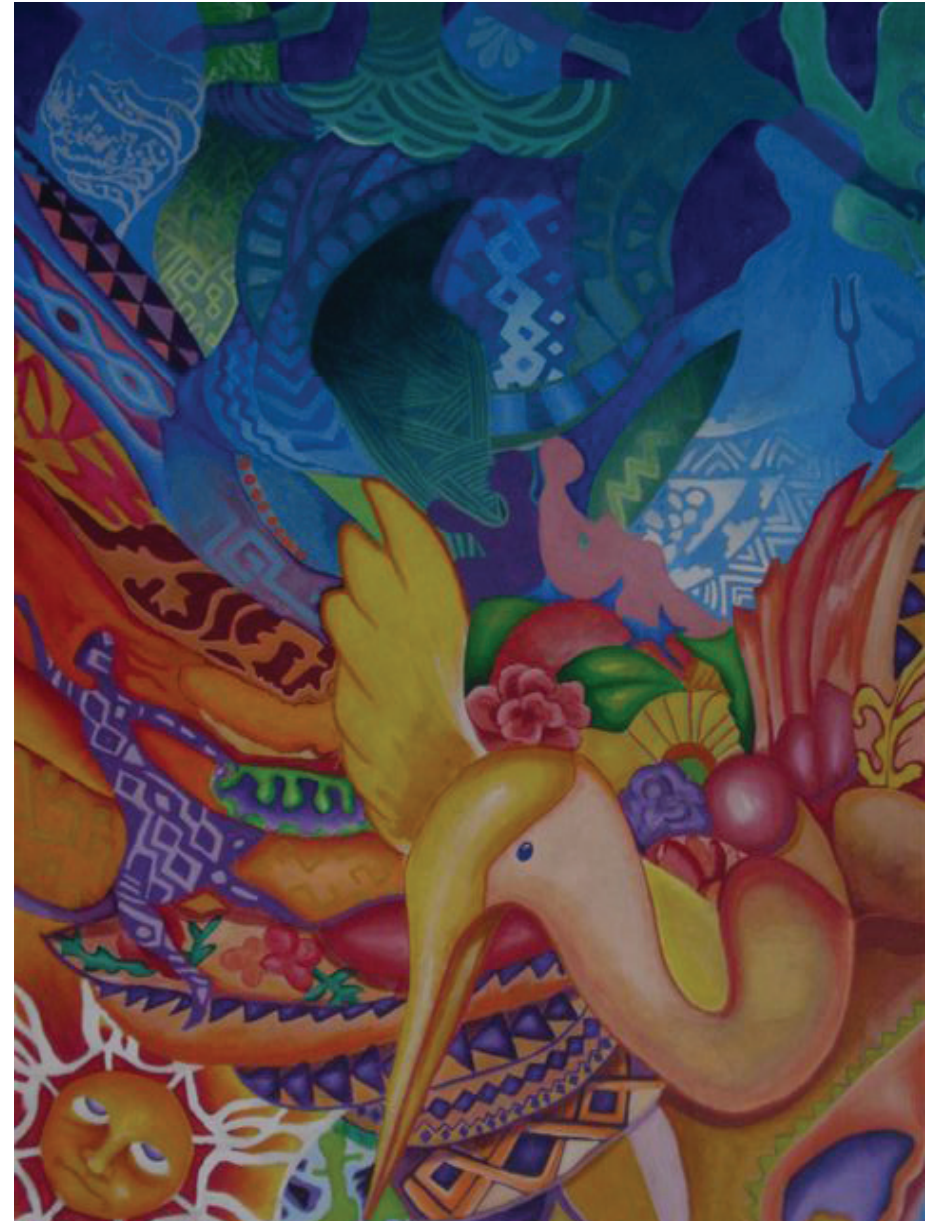
The most important outcome of the forecasting process was to assure that when a certain level of WSCH was achieved, the College had designated (or will have constructed) new or remodeled, facilities in place to meet the space demands for academic and support services. Whether that level of WSCH is reached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

Profile of the Future Program of Instruction

Space needs for the future cannot be determined without first determining the capacity of the future program of instruction. To achieve this, Laney College’s current program of instruction was used as the basis for the future forecast. The projections for the future program of instruction are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. It is very likely that the curriculum will change relative to its content over the next fifteen years. The more important consideration and assumption, however, was that there will be a curriculum of some sort and that it will have a certain number of class sections, enrolled students, credit-WSCH, lecture hours and laboratory hours. While the program of instruction could be forecast forward using a generic curriculum and similar results obtained, the existing program of instruction at the College offered the most current and accurate form for the forecasting process.

The College’s forecast of its future programs of instruction also relied heavily on several references and planning documents. Some of the more critical documents reviewed include:

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



Mural on the Laney College campus - image courtesy of Maas Companies



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

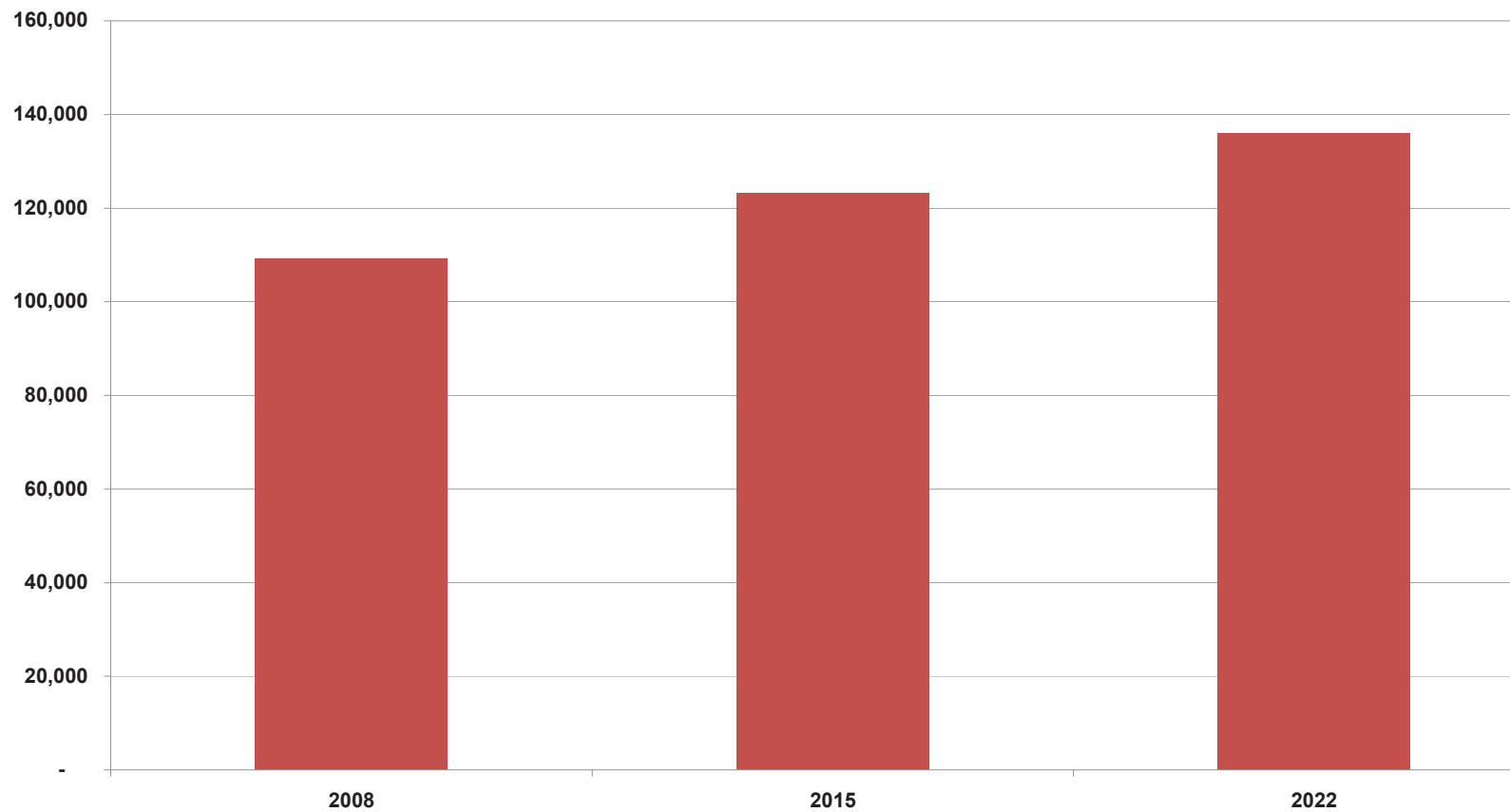


Exhibit 14: Fall Semester Credit WSCH

The table that follows contains the forecast for WSCH generation by instructional departments of the College through the Year 2022

LANEY COLLEGE - PROFILE OF FUTURE PROGRAM OF INSTRUCTION BY COLLEGE DEPARTMENT, 2007 - 2022											
DEPARTMENT	2007 ACTUALS						2022 PROJECTED				
	NET SEC	ENR/ SEC	WSCH	FTES	LEC WSCH	LAB WSCH	NET SEC	WSCH	FTES	LEC WSCH	LAB WSCH
Archit. & Engineering Tech	11	21.8	1,374	46	549.6	824.4	14	1,710	57	684.2	1,026.2
African American Studies	11	58.4	2,077	69	2,021.4	55.2	14	2,585	86	2,516.4	68.7
Anthropology	8	33.6	876	29	852.8	23.3	10	1,091	36	1,061.6	29.0
Apprenticeship	4	52.0	53	2	37.0	16.2	5	66	2	46.1	20.2
Art	29	36.9	4,479	149	1,837.4	2,642.0	36	5,576	186	2,287.3	3,288.9
Asian/Asian-American Studies	7	30.4	649	22	632.0	17.2	9	808	27	786.7	21.5
Astronomy	1	55.0	165	6	95.0	70.0	1	205	7	118.2	87.2
Biology	22	47.5	5,976	199	1,564.3	4,411.6	28	7,439	248	1,947.3	5,491.7
Business	48	52.7	5,563	185	5,543.5	19.9	60	6,925	231	6,900.7	24.7
Carpentry	11	24.4	1,398	47	559.9	838.4	14	1,741	58	697.0	1,043.7
Chemistry	15	31.9	3,996	133	2,299.9	1,695.8	19	4,974	166	2,863.1	2,110.9
Chinese	6	31.8	863	29	713.0	149.9	8	1,074	36	887.6	186.7
Computer Info Systems	15	32.1	2,901	97	2,343.3	557.4	19	3,611	120	2,917.1	693.9
Communications	11	42.2	1,367	46	791.5	575.3	14	1,701	57	985.3	716.2
Construction Management	9	38.2	1,081	36	433.0	648.4	11	1,346	45	539.1	807.1
Cooperative Work Experience	11	18.5	607	20	422.2	184.8	14	756	25	525.6	230.0
Cosmetology	29	35.4	4,111	137	585.7	3,525.3	36	5,117	171	729.1	4,388.4
Counseling	15	20.9	745	25	518.4	226.9	19	928	31	645.3	282.4
Culinary Arts	25	27.3	3,814	127	2,248.7	1,565.5	31	4,748	158	2,799.3	1,948.8
Dance	16	33.4	1,806	60	741.0	1,065.4	20	2,249	75	922.4	1,326.3
Electricity/Electronics Tech	4	29.3	659	22	263.8	395.0	5	820	27	328.4	491.7
Economics	8	43.4	1,152	38	1,121.4	30.6	10	1,434	48	1,396.0	38.1
Environmental Control Tech	14	22.1	971	32	388.9	582.4	18	1,209	40	484.2	725.0
Engineering	3	21.7	319	11	127.7	191.3	4	397	13	159.0	238.1
English	72	27.4	7,779	259	6,580.6	1,198.0	90	9,683	323	8,191.8	1,491.3
English as a Second Language	91	31.5	12,119	404	8,429.5	3,689.1	114	15,086	503	10,493.4	4,592.3
French	5	26.2	603	20	498.2	104.8	6	751	25	620.2	130.4
Geography	9	38.1	1,115	37	1,085.2	29.6	11	1,388	46	1,350.9	36.9
Geology	1	22.0	66	2	38.0	28.0	1	82	3	47.3	34.9

Exhibit 15: Laney College - Profile of Future Program of Instruction by College Department, 2007-2022



LANEY COLLEGE - PROFILE OF FUTURE PROGRAM OF INSTRUCTION BY COLLEGE DEPARTMENT, 2007 - 2022											
DEPARTMENT	2007 ACTUALS						2022 PROJECTED				
	NET SEC	ENR/ SEC	WSCH	FTES	LEC WSCH	LAB WSCH	NET SEC	WSCH	FTES	LEC WSCH	LAB WSCH
Graphic Arts	11	38.1	926	31	379.7	545.9	14	1,152	38	472.6	679.6
History	6	37.7	725	24	706.1	19.3	8	903	30	879.0	24.0
Health Education	2	47.0	309	10	132.9	176.1	3	385	13	165.4	219.2
Health Professions & Occupations	2	24.5	98	3	25.6	72.3	3	122	4	31.9	90.0
Humanities	5	47.2	776	26	656.3	119.5	6	966	32	817.0	148.7
Japanese	3	40.0	530	18	437.9	92.1	4	660	22	545.1	114.6
Journalism	3	22.3	276	9	159.8	116.2	4	344	11	199.0	144.6
Labor Studies	6	17.3	239	8	95.8	143.5	8	298	10	119.3	178.6
Library Science	2	11.0	14	0	14.0	-	3	17	1	17.4	-
Learning Resources	15	108.3	500	17	500.0	-	19	622	21	622.4	-
Mexican/Latin American Studies	3	30.0	294	10	286.2	7.8	4	366	12	356.3	9.7
Management and Supervision	5	33.2	460	15	458.1	1.6	6	572	19	570.2	2.0
Machine Technology	6	14.5	570	19	228.3	341.9	8	710	24	284.2	425.6
Mathematics	80	36.6	11,929	398	11,613.2	315.7	100	14,850	495	14,456.6	393.0
Media	12	18.6	1,007	34	583.4	424.0	15	1,254	42	726.2	527.8
Music	42	33.9	4,785	159	1,962.6	2,822.0	53	5,956	199	2,443.1	3,512.9
Physical Education	78	38.1	5,291	176	2,275.6	3,015.7	98	6,587	220	2,832.7	3,754.1
Philosophy	6	38.8	767	26	649.2	118.2	8	955	32	808.2	147.1
Photography	9	26.2	802	27	328.8	472.8	11	998	33	409.4	588.6
Physics	5	36.6	1,268	42	729.7	538.0	6	1,578	53	908.4	669.8
Physical Sciences	3	20.0	199	7	114.7	84.5	4	248	8	142.7	105.2
Political Science	10	30.3	1,010	34	983.6	26.8	13	1,258	42	1,224.4	33.4
Psychology	18	35.2	1,885	63	1,835.3	50.1	23	2,347	78	2,284.6	62.3
Real Estate	3	38.3	345	12	343.8	1.2	4	429	14	427.9	1.5
Sociology	13	42.8	1,621	54	1,577.8	43.1	16	2,018	67	1,964.1	53.6
Spanish	10	30.7	1,433	48	1,184.0	249.0	13	1,784	59	1,473.9	310.0
Theater Arts	6	26.5	727	24	298.3	428.9	8	905	30	371.3	533.9
Wood Technology	10	20.8	1,033	34	413.7	619.4	13	1,286	43	514.9	771.0
Welding	7	21.9	830	28	332.4	497.6	9	1,033	34	413.7	619.5
TOTAL	892	35.2	109,335	3,644	72,629.8	36,704.7	1,115	136,104	4,537	90,412.5	45,691.5

Source: Peralta Community College District Office of Institutional Research

Exhibit 15: Laney College - Profile of Future Program of Instruction by College Department, 2007-2022

POTENTIAL SPACE NEEDS

All space needs are based on the program of instruction and its relative growth or decline for the future. This is what drives the institution, including the need for all space required for support services.

CAPACITY LOAD ANALYSIS

The state chancellor’s office tracks how efficiently a college uses space in five space categories. These categories are lecture (classroom), laboratory, office (includes offices for faculty and staff as well as student services space), library and AV/TV (instructional media). The measure used is called the capacity to load ratio or, cap/load ratio. This is the ratio of the space the college has divided by the space the college needs. This need is calculated and is based on formulae in Title 5 of the California Education Code.

Simply put, if the ratio is above 100% the college has more space than it needs (the state is unlikely to fund additional facilities in that space category). If the ratio is below 100% the college needs additional space (the college may qualify for state funding for additional space in that space category).

In the case of Laney College, the College is currently overbuilt (has more space than it needs) in three of the five space categories tracked by the state. Library and AV/TV are the only two categories in which the College qualifies for additional space. In the case of AV/TV the need is especially large.

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

Academic Space Profile 2022

The following table depicts the program of instruction when WSCH reaches 136,104 for a given semester. The table shows the lecture and laboratory space needs (ASF) for each department when this level of WSCH is reached.



LANEY COLLEGE - CURRENT PROGRAM OF INSTRUCTION BY COLLEGE DEPARTMENT - FALL 2022								
DEPARTMENT	NET SEC	WSCH	FTES	FTEF	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Architectural & Engineering Tech	14	1,710	57.0	4	684.2	1,026.2	324	2,637
African American Studies	14	2,585	86.2	3	2,516.4	68.7	1,190	103
Anthropology	10	1,091	36.4	2	1,061.6	29.0	502	43
Apprenticeship	5	66	2.2	1	46.1	20.2	22	52
Art	36	5,576	185.9	9	2,287.3	3,288.9	1,082	8,452
Asian/Asian-American Studies	9	808	26.9	2	786.7	21.5	372	32
Astronomy	1	205	6.8	0	118.2	87.2	56	224
Biology	28	7,439	248.0	10	1,947.3	5,491.7	921	11,752
Business	60	6,925	230.8	11	6,900.7	24.7	3,264	32
Carpentry	14	1,741	58.0	4	697.0	1,043.7	330	4,592
Chemistry	19	4,974	165.8	9	2,863.1	2,110.9	1,354	5,425
Chinese	8	1,074	35.8	2	887.6	186.7	420	280
Computer Information Systems	19	3,611	120.4	6	2,917.1	693.9	1,380	1,187
Communications	14	1,701	56.7	3	985.3	716.2	466	1,533
Construction Management	11	1,346	44.9	2	539.1	807.1	255	3,551
Cooperative Work Experience	14	756	25.2	1	525.6	230.0	249	591
Cosmetology	36	5,117	170.6	11	729.1	4,388.4	345	9,391
Counseling	19	928	30.9	2	645.3	282.4	305	726
Culinary Arts	31	4,748	158.3	11	2,799.3	1,948.8	1,324	5,008
Dance	20	2,249	75.0	3	922.4	1,326.3	436	3,409
Electricity/Electronics Tech	5	820	27.3	1	328.4	491.7	155	2,164
Economics	10	1,434	47.8	2	1,396.0	38.1	660	57
Environmental Control Technology	18	1,209	40.3	3	484.2	725.0	229	3,190
Engineering	4	397	13.2	1	159.0	238.1	75	1,048
English	90	9,683	322.8	21	8,191.8	1,491.3	3,875	3,191
English as a Second Language	114	15,086	502.9	30	10,493.4	4,592.3	4,963	11,802
French	6	751	25.0	2	620.2	130.4	293	196
Geography	11	1,388	46.3	2	1,350.9	36.9	639	55
Geology	1	82	2.7	0	47.3	34.9	22	90
Graphic Arts	14	1,152	38.4	3	472.6	679.6	224	1,746
History	8	903	30.1	1	879.0	24.0	416	36
Health Education	3	385	12.8	0	165.4	219.2	78	704
Health Professions & Occupations	3	122	4.1	0	31.9	90.0	15	193

Exhibit 16: Laney College - Profile of Current Program of Instruction by College Department, 2022

LANEY COLLEGE - CURRENT PROGRAM OF INSTRUCTION BY COLLEGE DEPARTMENT - FALL 2022 (Continued)								
DEPARTMENT	NET SEC	WSCH	FTES	FTEF	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Humanities	6	966	32.2	1	817.0	148.7	386	318
Japanese	4	660	22.0	1	545.1	114.6	258	172
Journalism	4	344	11.5	1	199.0	144.6	94	309
Labor Studies	8	298	9.9	1	119.3	178.6	56	786
Library Science	3	17	0.6	-	17.4	-	8	-
Learning Resources	19	622	20.7	2	622.4	-	294	-
Mexican/Latin American Studies	4	366	12.2	1	356.3	9.7	169	15
Management and Supervision	6	572	19.1	1	570.2	2.0	270	3
Machine Technology	8	710	23.7	3	284.2	425.6	134	1,873
Mathematics	100	14,850	495.0	27	14,456.6	393.0	6,838	589
Media	15	1,254	41.8	4	726.2	527.8	343	1,130
Music	53	5,956	198.5	9	2,443.1	3,512.9	1,156	9,028
Physical Education	98	6,587	219.6	15	2,832.7	3,754.1	1,340	-
Philosophy	8	955	31.8	1	808.2	147.1	382	315
Photography	11	998	33.3	3	409.4	588.6	194	1,513
Physics	6	1,578	52.6	3	908.4	669.8	430	1,721
Physical Sciences	4	248	8.3	1	142.7	105.2	68	270
Political Science	13	1,258	41.9	2	1,224.4	33.4	579	50
Psychology	23	2,347	78.2	4	2,284.6	62.3	1,081	94
Real Estate	4	429	14.3	1	427.9	1.5	202	2
Sociology	16	2,018	67.3	3	1,964.1	53.6	929	80
Spanish	13	1,784	59.5	3	1,473.9	310.0	697	465
Theater Arts	8	905	30.2	2	371.3	533.9	176	1,372
Wood Technology	13	1,286	42.9	3	514.9	771.0	244	3,392
Welding	9	1,033	34.4	3	413.7	619.5	196	2,726
TOTAL	1,115	136,104	4,536.8	259	90,412.5	45,691.5	42,765	109,716

Source: Peralta Community College District Office of Institutional Research

Exhibit 16: Laney College - Profile of Current Program of Instruction by College Department, 2022



SPACE REQUIREMENTS: ALL PROGRAMS AND SERVICES OF THE COLLEGE

Using the allowable standards referenced in the California Code of Regulations, Title 5 for calculating space and the College’s current space inventory, the future space needs of the College have been determined for instructional and support service space categories.

The table at right illustrates the current inventory of existing facilities at the College, the future space qualification and the net need by space category. Laney College currently has 348,473 ASF (assignable or usable square feet of space) and by the year 2022 (or when WSCH reaches 136,104 for a given semester) the College will need 371,792 ASF of space. The total “net need” for space is therefore 23,319 ASF through the year 2022.

LANEY COLLEGE 2022 TARGET YEAR SPACE REQUIREMENTS				
SPACE CATEGORY	DESCRIPTION	CURRENT INVENTORY	2022 TITLE 5 QUALIFICATION	NET NEED
0	INACTIVE	12,448	0	<- 12,448>
100	CLASSROOM	36,485	42,765	6,280
210-230	LABORATORY	133,117	109,716	<- 23,401>
235-255	NON CLASS LABORATORY	90	1,480	1,390
300	OFFICE/CONFERENCE	42,653	36,294	<- 6,359>
400	LIBRARY	24,344	43,962	19,618
520-525	PHYS ED (INDOOR)	37,459	35,000	<- 2,459>
530-535	AV/TV	4,593	14,144	9,551
540-555	CLINIC/DEMONSTRATION	7,292	10,877	3,585
580	OTHER	1,825	4,647	2,822
610-625	ASSEMBLY/EXHIBITION	9,593	15,574	5,981
630-635	FOOD SERVICE	12,241	9,344	2,897
650-655	LOUNGE/LOUNGE SERVICE	4,254	6,079	1,825
660-665	MERCHANDISING	6,079	11,935	5,856
670-690	MEETING/RECREATION	9,362	5,186	<- 4,176>
710-715	DATA PROCESSING/COMP	3,581	5,000	1,419
720-770	PHYSICAL PLANT	2,668	18,589	15,921
800	HEALTH SERVICES	389	1,200	811
<i>Total</i>		348,473	371,792	23,319

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

Exhibit 17: Laney College - 2022 Target Year Space Requirements

PLANNING CONTEXT

The State Chancellor's Office monitors five space categories for consideration of funding support. These categories are classroom, laboratory, office/conference, library/LRC and instructional media (AV/TV). An analysis of the College's total space needs shows that by the year 2022 the College will need additional space in three of these five categories: classroom (6,280 ASF), library/LRC (19,618 ASF) and AV/TV-instructional media (9,551 ASF).

The College is currently overbuilt in laboratory space by 23,401 ASF; this number is the net of the laboratory and non-class laboratory space category needs. This does not, however, mean that there are too many laboratories on campus. Instead, it means that the laboratory spaces may not be configured in the best way to accommodate the current program of instruction. This can be rectified by including the recategorizing and reconfiguring of some spaces in the future capital construction plan.

There are additional needs in the discretionary support service space categories of physical plant, clinic/demonstration, assembly/ exhibition, data processing and health services. However, these types of spaces do not have mandated standards and are typically expanded in response to local needs.



Main entry at Fallon Street

GENERAL PROGRAM CONSIDERATIONS



Typical existing classroom



Typical existing science lab

D. CAMPUS VISION

To develop an overall campus vision for Laney College, the team solicited a variety of input. As a result of the information collected, campus observations by the team, and direct input from college staff, faculty, and students, a list of goals and principles has emerged. These concepts form a vision for the future of Laney College.

INPUT FROM COLLEGE STAFF, FACULTY, AND STUDENTS

During the Facilities Master Plan process, input from College staff, faculty was obtained through the following:

- Laney College *Educational Master Plan*, prepared by Laney College
- Town Hall Meeting discussion regarding the Draft *Educational Master Plan*
- Attendance at a President’s Council Meeting to discuss outreach to the campus community through a Facilities Master Plan Town Hall Meeting
- Facilities Master Plan Town Hall Meeting
- Staff and Faculty Surveys commenting on existing facilities
- Follow up meetings and comments to discuss Facility Master Plan concepts and big ideas.

A number of key themes emerged as a result of these interactions, including most prominently, a recognition that all facilities at Laney are in great need of modernization and upgrade to respond to the needs of today’s and tomorrow’s students.



Building G South stair



Building T computer classroom

SURVEY RESULTS SUMMARY

Late in 2008, staff and faculty were surveyed regarding their assessment of their existing facilities. Most facilities were given a low to medium ranking and some of the most commonly cited issues were:

Interior

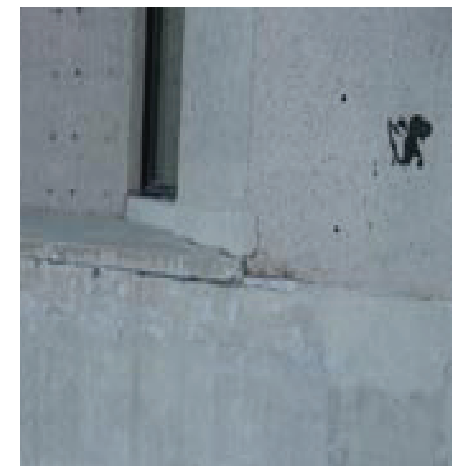
- Classrooms are not flexible and furniture is not suited to classrooms
- Peeling paint, cracked or damaged flooring, cleanliness issues
- Poor lighting and ventilation
- Smart technology needed

Exterior

- Lower level corridors are dark, industrial – feel like underground
- Landscaping needs attention; seating, other enhancements along the estuary desirable
- Quantity of landscaping insufficient – campus needs more greenery



Typical corner settlement and cracking



Typical spalling and cracking

TOWN HALL MEETINGS

In December 2008 a Town Hall Meeting was held to solicit input from the Laney Community on its vision and goals for the future of its campus and facilities. Intended to be a collaborative process, the workshop involved members of the campus community, including faculty, staff, and several students.

The session began with introductions by Dr. Frank Chong (Laney College President) and Dr. Sadiq B. Ikhara (Vice Chancellor of General Services). A brief slide show was presented to educate and inspire the group, and then attendees divided into four groups to focus on a series of planned activities designed to prompt discussion about the campus and programs. Following an engaging round of activity, a representative from each group summarized their group's discussion and comments were graphically recorded at the front of the room by the design team.

The following themes emerged from the meeting:

- The Laney Campus is physically oriented inward and shows a blank face to the outside world. There is a strong desire to find ways to be able to open up the campus and advertise what goes on inside to create a better connection to the surrounding city.



Group report presentation

- Programs of Distinction / Centers of Excellence can become showcases for Laney College. Separated Arts Programs can coalesce into clusters that have a campus presence. Culinary Arts and a Cosmetology Salon & Spa can strengthen connections to surrounding city streets and encourage use by Laney staff and students as well as the community.
- The campus's multiple entrances call for demarcation of entry that can create a sense of place and feelings of welcome and invitation.
- Once on campus, wayfinding and accessibility need to be strengthened. Campus information should be more available and signage should be more clear and intuitive. Look-alike buildings require some form of differentiation other than letters for orientation. There needs to be more ADA compliant paths of travel options. Travel distances to restrooms should be shortened.
- A greater sense of security throughout the campus is essential. The ground floor tunnels need improved lighting and paving; obstructed views to destinations require mitigation; and a method to secure the campus after hours without creating a fortress is called for.
- Outdoor areas require upgrades such as increased seating and shade so that they are more welcoming and usable during different times and conditions.



Group discussion



- The Estuary running through Laney College provides a valuable and large natural counterpart to the highly urban main campus and should be enhanced.
- The vast parking area south of campus should be explored for expansion. Multi-level parking structures can free up land for future buildings and outdoor spaces.
- There is a strong desire for an expanded or new Student Center, Library, and Multi-cultural Center that will strengthen the Heart of the Campus (main quad).
- The Child Care Center needs to be more central to the campus and is in great need of improvement.
- "Hearts of the Campus" were most typically seen as the main quad in the center of campus and at the Estuary.
- Main entrances were seen off of Fallon and 7th Streets and were seen as needing enhancement and should project welcoming, safety, "aura of academia", community, diversity, warmth, and architectural flow. They should also create a clear demarcation between the surrounding community and campus.



Group report



Group graphic recording

CAMPUS VISION

The following goals form the overall vision for the Laney College Master Plan.

- Enhance the Campus Learning Environment
- Support the College’s Centers of Excellence and Programs of Distinction
- Improve Campus Entries and Image
- Improve Campus Wayfinding, Accessibility, and Sense of Security
- Improve Campus Landscaping and Open Space Experiences
- Implement Environmentally Sustainable Development and Operational Strategies.

Enhance the Campus Learning Environment

Supporting the academic mission of Laney College is the primary purpose of this Master Plan and all improvements to the campus environment. Providing an environment where students can make the connection between learning and the real world and learn how to use knowledge and skills in the context of modern life is crucial. Supporting an efficient and collegial work environment for faculty, staff, and all stakeholders of the college is also essential. It is also important that Laney College appear in the greater community as a valuable and accessible asset.

New academic facilities will be added as part of this plan and all existing facilities will be renovated and upgraded to respond to current and future needs. In addition, by considering the Laney College Master Plan in the larger context of the Peralta District-wide Master Plan, expansion and consolidation of programs provide opportunities for Laney College to free-up existing space dedicated to lower demand programs.

Support the College’s Centers of Excellence and Programs of Distinction

Laney College has identified a series of major facilities priorities focused around developing Centers of Excellence. The Master Plan addresses these priorities through a combination of relocation, renovation, and new construction recommendations. These priorities include:

- Center for Advanced Green Technology and Sustainability
- Center for Applied Arts, Media, and Design
- Center for Business, Mathematics, and Computer Information Systems and Math Technologies
- Center for Natural and Physical Sciences
- Center for Performing Arts
- Center for Physical Fitness and Wellness: Health and Exercise Sciences and Athletic Training
- Cosmetology Salon and Spa Institute
- Culinary Arts Institute
- Laney Library and Learning Resource Center
- Student Center
- Student Services “One-Stop Shop”
- Institute for Community Development and Civic Engagement
- “SMART” Hi-Tech Classrooms, Institute for Language Learning, Institute for Teaching and Learning.



Improve Campus Entries and Image

The Laney College campus does not have a single main entry. The campus is approached and entered from several locations, but primarily at the Fallon Street entrance to the northwest and from 7th Street to the southeast. These two main entry points need to be improved to create a stronger college identity at the street and make it easier for visitors to find their destinations easily.

Improve Campus Wayfinding, Accessibility, and Sense of Security

The upper and lower level circulation paths through the campus and the uniform nature of the buildings' appearances make it difficult to find one's way through the campus effectively. The letter naming of buildings (Building A, B, etc.) on campus also does not provide an intuitive cue to help people find specific destinations.

While it is possible to circulate throughout the campus on an accessible route, the division of the campus into upper and lower levels and the varied placement of building entrances make it difficult to provide convenient accessible routes throughout the campus. Circulation can be circuitous and time consuming. In addition, the integrated nature of the campus building layout also makes it difficult to locate accessible parking near commonly accessed buildings or points of entry.

In the lower level in particular, the character of those spaces (somewhat dark, industrial, "cellar-like"), does not promote a sense of security and safety while moving through the campus, particularly at night. The multiple entry points to the campus make it difficult to gate or lock down the campus after dark, but improvements to lighting, paving, and reduction of "hiding spaces", along with the addition of security cameras are all improvements to be considered.

Improve Campus Landscaping and Open Space Experiences

In general, landscaping throughout the upper level of the campus needs only minor improvements and maintenance. The character of open space is generally strong and cohesive. However, the character of the lower level, and areas of conflict between pedestrians and vehicles need to be addressed

In addition, streetscape in select locations should be enhanced to provide greater ease of access and emphasize specific campus activities or functions.

Implement Environmentally Sustainable Development and Operational Strategies

Laney College is committed to being a leader in the education of students in green technology and sustainable practices. By retaining its existing buildings and infrastructure and committing in this Master Plan to the renovation of all existing facilities and building systems, Laney will be able to significantly impact its future environmental footprint and demonstrate by example the practices inherent in the Green Technology curriculum.



Model lecture hall



Model "smart classroom"



CAMPUS MASTER PLAN



A. MASTER PLAN CONCEPTS

PLANNING PRINCIPLES

To accommodate the growth projected for Laney College through 2022 and to re-balance the capacity load ratio in the five space categories tracked by the state chancellor's office (classroom, laboratory, office, library, AV/TV – instructional media), planning is guided by the following principles.

- Maintain the integrity of the existing campus and zoning of campus core buildings, open space, and athletic fields.
- Identify sites within or at the perimeter of the campus for development to respond to projected growth and programmatic demands.
- Preserve the natural environment along the Estuary and enhance the campus's connection to it.
- Over time, in response to projected growth and creation of potential future development opportunities, replace surface parking with structured parking.
- Strengthen both of the campus's recognized "front doors" and accessible pedestrian access; separate pedestrian from vehicular circulation where possible.
- Prioritize re-use of existing buildings and approach renovation and development through the incorporation of sustainable strategies and practices.

SUSTAINABLE STRATEGIES

In considering both renovations and new construction as part of the *Facilities Master Plan*, the Peralta District is committed to employing a sustainable approach for its implementation and developing a series of sustainable strategies as it executes the projects contained in the Master Plan and operates the Laney campus into the future.

In keeping with the California Community Colleges Board of Governors Energy and Sustainability Policy, and the Sustainability Policy passed by the Peralta District Board of Trustees, the gradual replacement of campus mechanical, electrical, and plumbing infrastructure will allow Laney College to achieve many of the stated goals, including: Reduction of energy consumption, out-perform current energy codes in both new construction and renovation projects, and to increase self generation capacity above current levels by 2014.

In addition, the Board of Governors commitment to the adoption of the LEED certification process for all new construction and renovation projects will assist each individual college in ensuring that the sustainable goals established for each project will be met and measured objectively. While the Board of Governors'

stated goal is a minimum LEED "Certified" level, the Peralta District is considering a minimum LEED "Silver" Certification level to be the appropriate goal.

LEED Credit Opportunities for the Laney Campus

The Laney Campus itself, located in an urban environment and with most buildings suitable for renovation and reuse, offers several advantages toward achieving LEED Certification goals.

In nearly all of the Sustainable Site categories, projects implemented on campus can achieve a number of credits, such as Development Density, Alternative Transportation, Stormwater Design, and Heat Island Effect.

In the area of Water Efficiency, by replacing all existing plumbing fixtures with modern, and efficient low water consumption fixtures, Water Use Reduction credits are easily achievable.

Nearly all of the existing HVAC systems throughout the campus are in need of replacement (air handling units, exhaust fans, pump motors, ductwork, piping, and controls). By gradually replacing all of these systems as projects come online, projects would be positioned to achieve points in the Energy and Atmosphere category, optimizing energy performance. With replacement of these systems and of all existing lighting and the implementation of control systems throughout, Laney College can achieve significant energy savings. In terms of renewable energy, on site, the most likely opportunity for the Laney campus will be the implementation of photovoltaic systems installed on rooftops and over parking areas.

To achieve Materials & Resource credits on all planned projects, the District will benefit by the development of design standards and policies that support sustainable products and practices. Categories highlighted include: construction waste management, building reuse, materials reuse, recycled content, regional materials, rapidly renewable materials, and certified wood.

The existing buildings on the Laney Campus and their arrangement and adjacency to the Estuary offer ample opportunities to continue to support daylight and views as new buildings are constructed and existing buildings are renovated, which will contribute significantly to the Indoor Environmental Quality. Low emitting materials are an important component of Indoor Environmental Quality and again, District design standards and policies can ensure sustainable practices both in the construction process as well as in the maintenance and care of the facilities.

As an educational institution, the College can also be a leader in innovation by extending its sustainable practices to include education – the Center for Advanced Green Technology and Sustainability offers a unique opportunity for Laney to showcase its sustainable practices and achieve credits in the Innovation in Design LEED category.



B. CAMPUS LAND USE

CAMPUS USE AND FACILITIES

ACADEMIC AND SUPPORT USES

Academic Uses

Academic spaces are currently located in the perimeter buildings surrounding the campus core. The strength and formality of the existing campus organization relies on each of the four corner buildings holding the edges of the campus. These locations offer opportunities to highlight and showcase academic programs at the college that have experienced rising student demand and response to increasing labor markets. The Master Plan is zoned to strengthen the educational goals of creating Centers of Excellence, including:

- grouping Visual Arts in the east corner ①
- retaining Performing Arts at the core of the campus ②
- creating new buildings at the 7th Street edge for Natural and Physical Sciences and Library / Learning Resource Center ③
- consolidating Construction Technology programs in the west corner ④
- updating Culinary Arts in the south corner and providing opportunities for opening out onto the estuary ⑤
- moving the Cosmetology Salon and Spa Institute to the west corner and giving it street prominence at the corner of 7th Street & Fallon. ⑥

These existing buildings all contain interior courtyards whose utilization can be improved by covering or enclosing key courtyard spaces where collaboration between programs in the surrounding spaces can be enhanced.

Library ⑦

The existing library is no longer able to meet modern criteria for a technologically advanced learning resource center. Moving to the south corner of the campus and creating a new facility will provide the college with an important and visible resource that will also become a draw to attract new students.

Performing Arts ②

Performing arts programs at Laney College have been constrained by their existing facilities. Maintaining the theatre location at the core or “heart” of the campus by renovating existing facilities will continue to allow it to anchor the center of campus and respond to student life surrounding the quad. Making this renovation a priority in the Master Plan will improve a much needed resource on campus.

STUDENT SERVICES

Student Support Services ⑧

Laney College is committed to providing more effective Student Support Services by consolidating services into a single “one-stop” facility. To best welcome new and prospective students, as well as to provide a readily accessible and convenient location, the north corner of the campus (Building A), bordering the Fallon Street main entry, is identified in the Master Plan as the site for Student Services. This move will benefit from an adjacency to the Administration Building and a location buffered by open space on either side, supporting the more business related and confidential interactions that occur.

Child Care ⑨

The Child Care Center provides support to Laney’s students, staff, and faculty with child care needs. The existing facility located near the athletic fields is nearing the end of its useful life and no longer adequately supports the needs of the center, nor can it serve the projected growth in campus population. A new facility, either in its current location or relocated closer to the campus core along 7th Street is recommended in the Master Plan. (Refer to District Office Master Plan.)

STUDENT LIFE

Dining and Social Activities ⑩

The existing Student Union is the social hub of the campus and serves a diverse campus community. The current facilities include dining, bookstore, meeting spaces, and offices for student groups and campus organizations. Its location at the heart of the campus is critical to activating the main quad and creating spaces where students (a commuter population) can eat, socialize, and spend time between classes. A complete overhaul and renovation is needed to re-vitalize this building and meet the needs of the student population.

ATHLETICS AND RECREATION ⑪

The Gym, Locker Room, and Pool form the southeast edge of the campus core and are currently in need of significant renovation and overhaul in order to effectively respond to the college’s goal to create a Center for Physical Fitness & Wellness. This complex provides a fourth edge to the campus core quad and is essential to activating the quad.

The athletic fields suffer from a lack of amenities – bleachers, field house – and the Master Plan reflects a priority project in place to construct new support facilities and upgrade the fields.

SITE ACCESS

Major Entries: 12

The entry at Fallon Street, between Buildings A & G and at 7th Street (between the New Science Building & New Library Building) will be redesigned in a manner that will heighten their importance: elevator towers & upper level bridges will serve as visual marquees to the campus; elimination of the service truck loading & vehicle parking activities will improve pedestrian access; upgraded paving, planting, & site furniture will further enhance and distinguish the experience of entry to Laney Campus.

Transit: 13

While BART & AC Transit Bus services will remain the same, the connections to them will be made more clear. The redesigned major entry at Fallon Street between Buildings A & G will be more visible when exiting the Lake Merritt BART Station. The expanded parking plaza due to the elimination of a portion of Building A will form a more visible entry to the campus from AC Transit Bus Stops along 10th Street.

Pedestrian: 14

Circulation throughout the campus is adequate in terms of the availability and size of routes from building to building but the maze-like quality of campus and its dark, uninviting lower level areas will be addressed in the subsequent Graphics and Signage section. Accessibility accommodations will be greatly strengthened by the two elevator towers & upper level bridges at the major entries. The two main cross walks from the parking area across 7th Street will be distinguished with upgraded paving and the street itself will be narrowed to allow for wider tree-lined sidewalks.

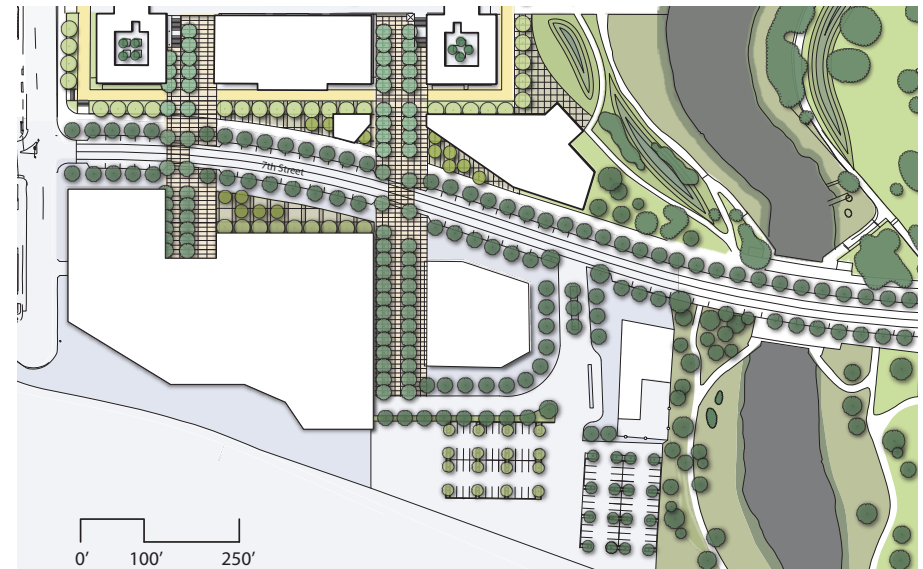
Vehicle & Parking: 15

Due to its urban location vehicular access to Laney campus will remain unchanged except for parking. This Master Plan proposes removing all asphalt-paved parking areas from within the campus. Service and accessible parking can be accommodated within plaza as required, with priority given to the pedestrian environment. These parking spaces should be subtly delineated with no change in paving material, so that they are part of the plazas. The majority of short-term parking and deliveries could be accommodated with on-street parking. The large

parking area across 7th Street will be upgraded to include better circulation, ADA access, vehicular and pedestrian interfaces, and pavement conditions. There are also plans to develop this area with a parking structure and retail/office accommodations. In addition, a larger parking plaza area will provide additional parking on the opposite side of campus along 10th Street.

2022 PROSPECTIVE PLAN

The Illustrative 2022 Campus Master Plan and aerial perspective on the following pages show how all of the planning principles described are addressed. The plan is an illustration of the campus if the concepts of this plan are followed. Actual design and decisions regarding specific new construction or renovation projects will likely vary somewhat from the plan depicted, as they respond to evolving needs over time.



District Offices Master Plan including new Childcare Center and parking structure



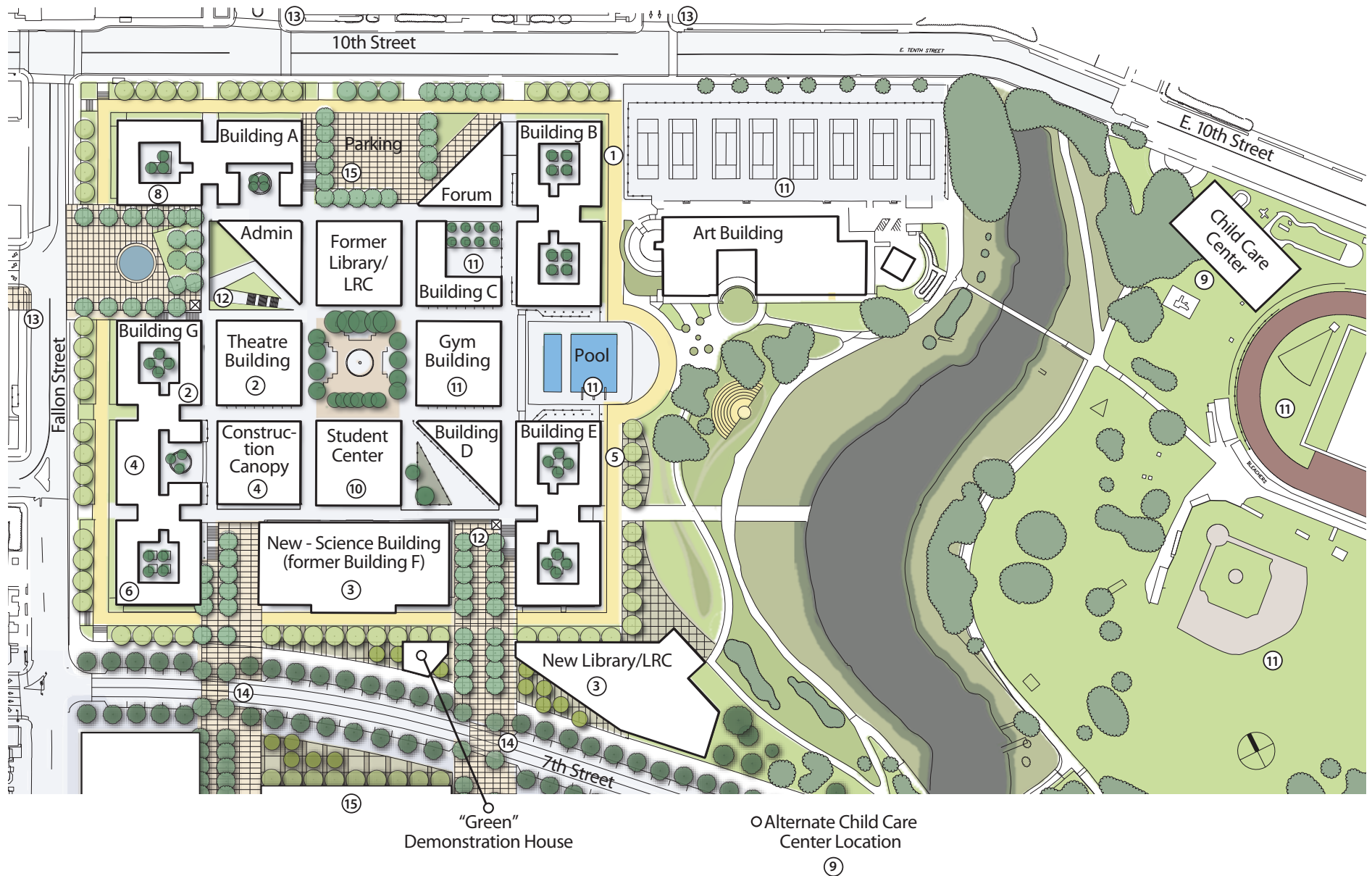


Exhibit 18: Campus Master Plan

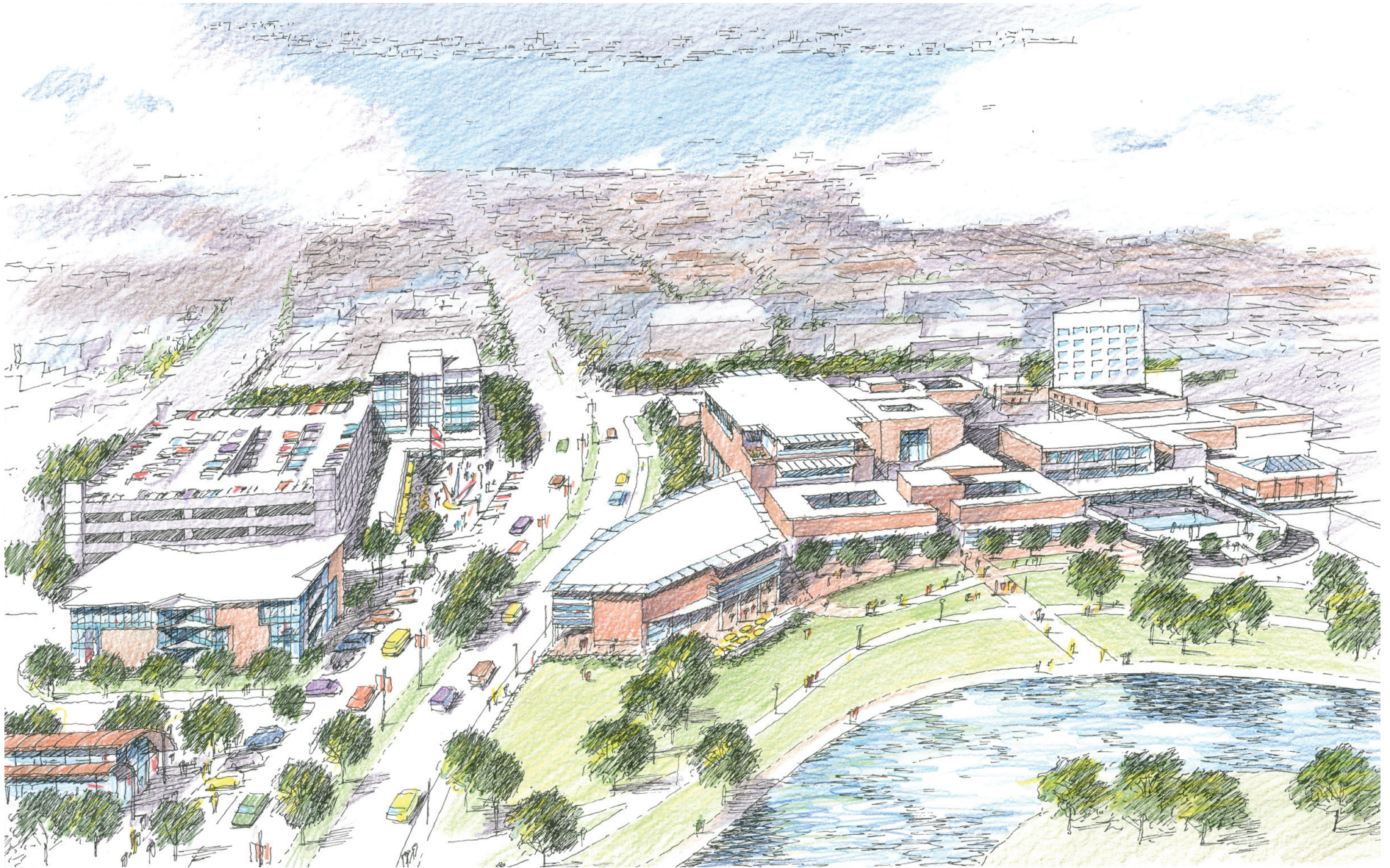


Exhibit 19: Aerial Perspective



Part of the Master Plan vision for the Laney campus is also to enhance or create identity for the programs and activities taking place. Recommendations include enclosing the interior courtyard at Building A as part of the One-Stop Shop Student Services renovation to create additional usable gathering space and adding both architectural and landscape elements to Building G at the corner of 7th and Fallon Streets to highlight the new Cosmetology Salon And Spa Institute.



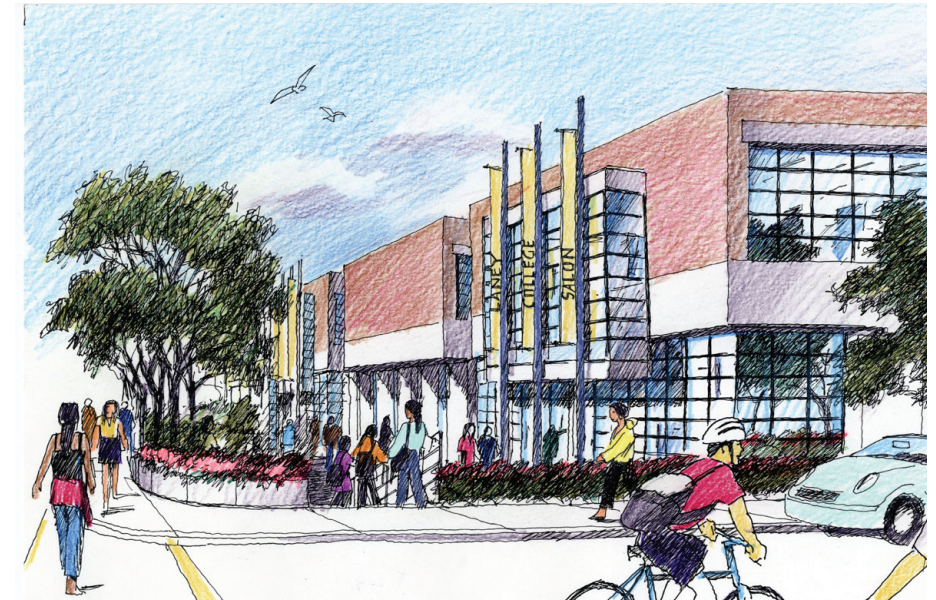
BEFORE



BEFORE



View of interior courtyard



View of corner of 7th and Fallon Streets

ALTERNATIVES CONSIDERED

During the course of the planning process, several options were considered in determining program relocations, new construction recommendations, and phasing. Below is a brief discussion of some of the key options considered and their various pros and cons.

Machine Technology (Welding and Metals Shops)

The Educational Master Plan suggests that the District consider consolidating various programs at each of the colleges. The Facilities Master Plan addresses the impact to the Laney campus should this proposal be followed and treats it as the guideline for the facilities planning. Some of the advantages it brings to the Laney Campus planning are:

- Reconciliation of the cap load ratios in the laboratory category, currently over-built at Laney
- Opportunity to relocate the Cosmetology program to Building G and give it a prominent corner retail location
- Opportunity to demolish Building F and rebuild a Science Building in its location
- Ability to strengthen the Green Building Technology and Construction programs by freeing up space that can allow consolidation of supporting programs and storage space.

However, if the college chooses not to consider relocation of programs to other campuses the space allocations in this Facilities Master Plan reflect an emphasis on high demand programs and increase their space accordingly and therefore will need to be balanced by a reduction in space allocations for programs of lesser demand.

Student Services One-Stop Shop

The existing Library building was also considered as a potential location for the Student Services One Stop Shop. Perceived advantages included a centralized location off the main quad. For the reasons noted in the Master Plan, this option was later abandoned in favor of the location at Building A. If the College determined that the Library location was preferred, the Computer Information Systems programs could be located in Building A without difficulty.

New Science Facility ①

Several options were considered for addressing the need to consolidate the sciences and improve the facilities for the programs. These included:

- Renovate the Library building – this was ultimately rejected due to the constraints the building offers in trying to adapt to science functions (i.e. floor to floor heights too low, etc.) ②
- Demolish the Library building and build the new Science building in its location – the integrated nature of the campus structures and its relatively inaccessible location made this a more costly consideration and it was therefore ultimately rejected. ③



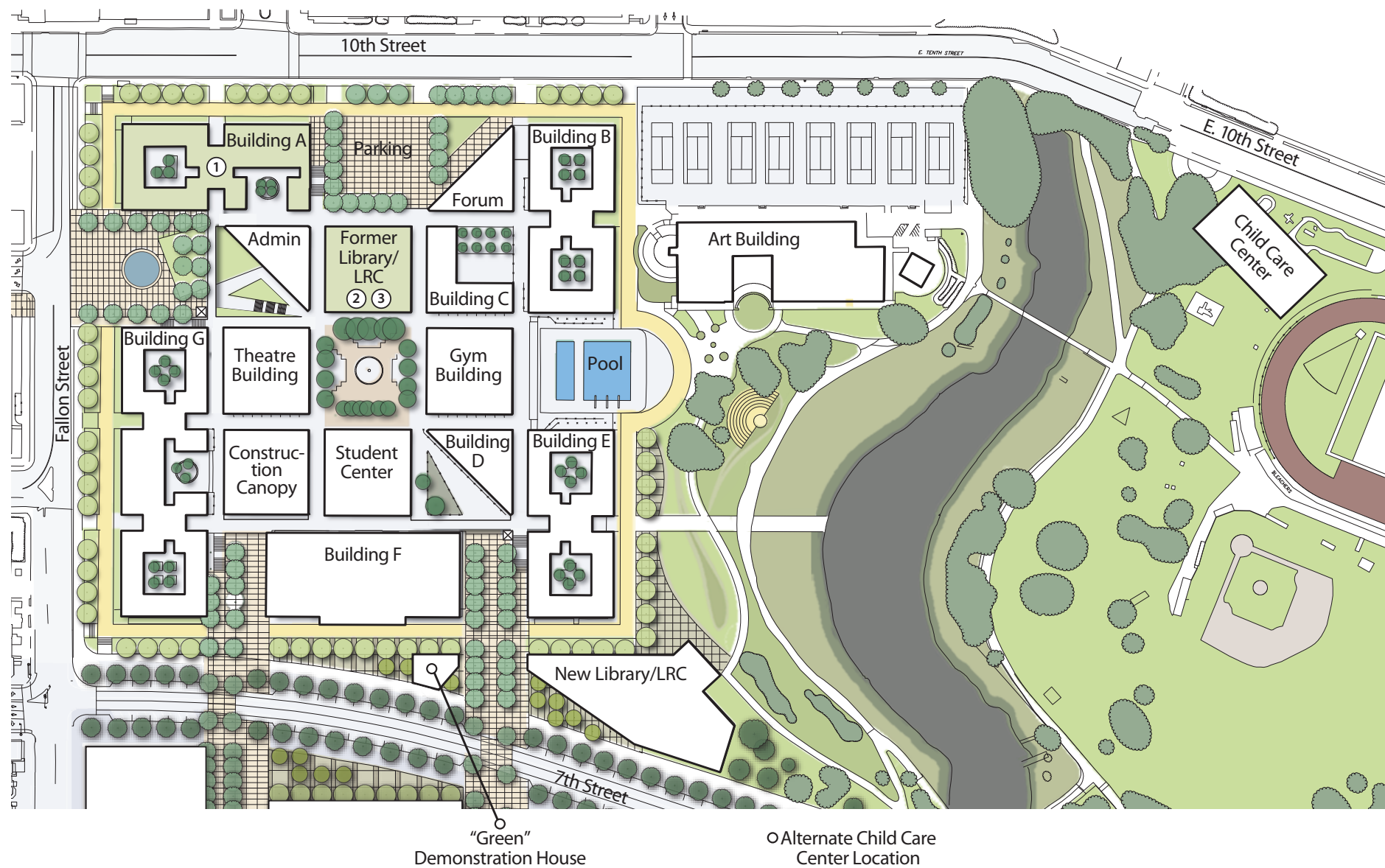


Exhibit 20: Campus Master Plan - Alternatives Considered



C. OPEN SPACE ELEMENT

LANDSCAPE PLAN

The Landscape Plan was developed to achieve four broad goals. These goals were developed based on an inventory and analysis of existing conditions, meetings with college and District administration and staff, and the “Town Hall Meeting.” The main goals and the ways they are achieved are as follow.

1. Provide an attractive and inviting public face for the campus.
 - Improve campus entrance plazas to create inviting, pedestrian-oriented spaces.
 - Create clear priority of pedestrian over vehicular uses in entry plazas.
 - Enhance perimeter paving to create a campus “frame.”
 - Install signage that communicates to the public about campus programs and events.
 - Improve connections to surrounding uses such as BART, Oakland Museum of California, Alameda County Courthouse, Oakland Public Library, Kaiser Convention Center, Lake Merritt and the estuary and Oakland park system.
 - Create a landscape statement on 7th Street that symbolically connects the campus to the street and is a public amenity.

2. Develop a more humane campus environment.
 - Enhance lower-level passageways to create a comfortable, safe and attractive environment.
 - Improve accessibility beyond the minimum code requirements.
 - Increase the sense of safety through such means as lighting and access control.
 - Improve wayfinding and circulation “flow.”

3. Create functional and valuable open spaces that contribute to the college’s programs.
 - Increase use and take advantage of channel area; create a “second heart” of the campus at the estuary.

- Strengthen connections to the estuary.
 - Increase the function of building courtyards as meeting and learning spaces.
 - Integrate sustainable landscape features as outdoor classrooms for the Green Design and Construction program of distinction.
 - Create an outdoor theater to support the Performing Arts program of distinction.
4. Contribute to the campus’s sustainability through landscape improvements and features.
 - Implement sustainable stormwater management.
 - Increase planting at parking lot to mitigate the heat-island effect.
 - Plant drought-tolerant species to reduce water use.
 - Install photovoltaic panels.
 - Increase the biodiversity and habitat value of the estuary zone.



Fallon Street Entrance



7th Street Entrance

Campus Framework

The Laney campus is distinguished by its strong and cohesive architectural statement. The proposed campus framework respects the original intent of the campus's designers. The built form framework allows the demolition, partial demolition or replacement of certain buildings while maintaining the essential square grid pattern. Symmetry is maintained on the 7th Street side by replacing Building F. The corners of the campus plan should be retained, as these define the square.

Around the square's perimeter, the campus is defined by an open space "frame" consisting of the consistent planting of pollarded London plane trees and the walkway that surrounds the campus. The perimeter walkway will take on increased importance as public-oriented building uses are brought to the campus edge. This frame is punctuated on its north, west and south sides by campus entrance plazas, and on the east side by connections to the estuary. The two main campus entrances are on the Fallon Street side and the 7th Street side.

Within the campus, the essential open space structure remains unchanged, with a large central quad surrounded by small courtyards.

A key change to the existing campus framework is the elimination of dead ends on the second level above the two main entrance plazas. This Master Plan proposes new bridges that would complete the outer second-level circulation route.

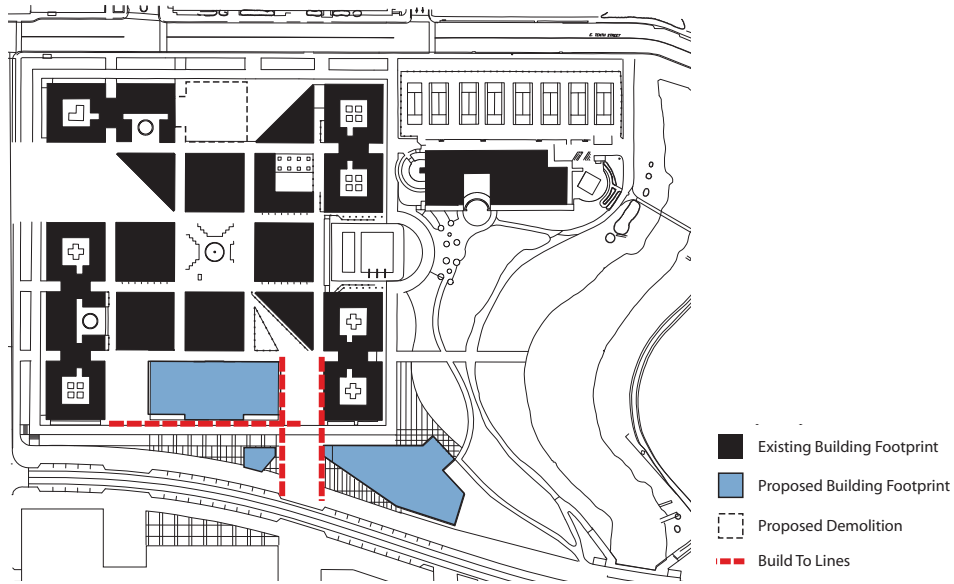
The estuary landscape should be strengthened and considered to be a part of the Laney campus. As new buildings are built along the estuary, new open space types should be established along the estuary in support of the campus programs. The estuary landscape also offers opportunities for sustainable stormwater management and habitat enhancement.

The 7th Street edge of campus should be enhanced by the creation of a "gateway" landscape that addresses the new library entrance, the new sciences building, connects the campus to the street, and can be reflected in the potential development south of 7th Street.



OPEN SPACE ELEMENT

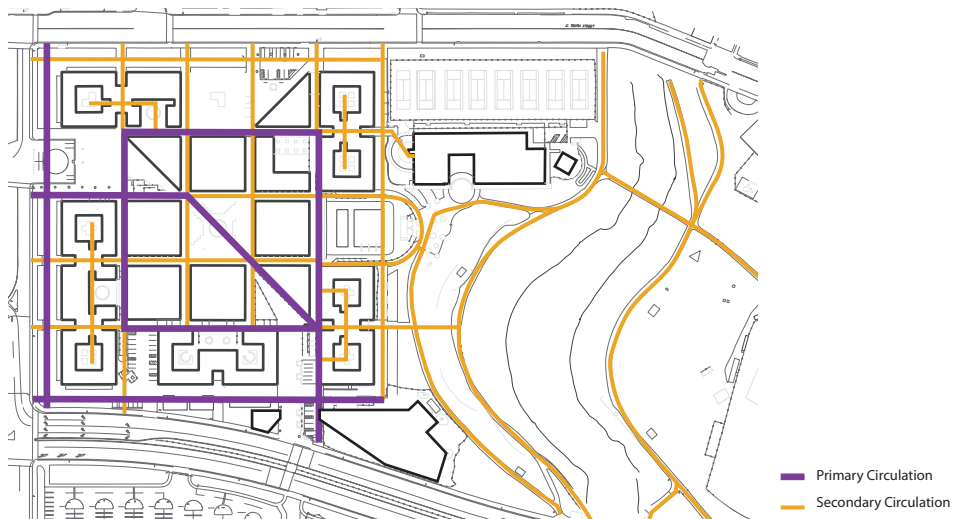
CAMPUS MASTER PLAN



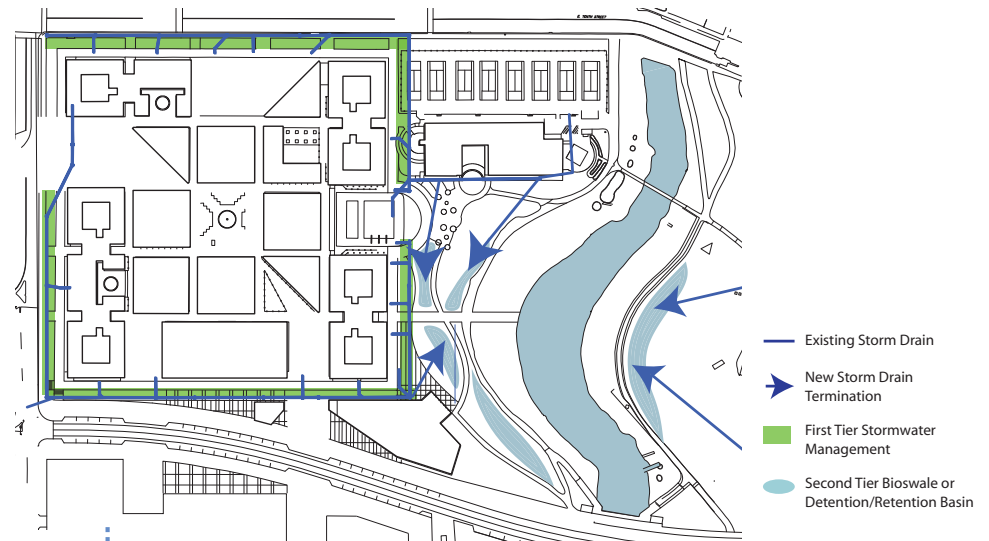
Built Form



Open Space



Circulation



Stormwater Management

Exhibit 20: Framework Diagrams





Stormwater management - Precedent



Stormwater management - Precedent



Photovoltaic panels at parking lot - Precedent



Bioswale at parking lot - Precedent

Sustainability

The largest environmental impacts of the Laney campus open space are due to the vast parking lot. This lot contributes to the urban heat island effect and produces polluted stormwater runoff that drains directly into the estuary. The following three sustainable design initiatives should be implemented:

- Stormwater management: Best management practices such as bioswales, permeable paving, and retention/detention basins should be installed. Bioswales and retention/detention basins along the estuary could have the added benefit of providing enhanced habitat for wildlife.
- Shade: The parking lot should be shaded with trees.
- Electricity generation: Photovoltaic panels could be installed over the parking lot. This would have the dual value of shading the asphalt paving and producing electricity.

For the highest level of sustainability, the parking lot ultimately should be developed as a high-density mixed-use transit-oriented development.

Additional open-space sustainability measures that should be implemented include:

- Provide ample bicycle parking. Existing bicycle parking should be retained and additional bicycle parking should be added at the ground level and associated with new buildings.
- Utilize recycled-content materials for paving and furnishings.
- Replace lawn along the estuary with drought-tolerant species. Lawn areas should be limited to those actively used for athletics and seating.
- Use high-albedo (light colored) paving materials to reduce the urban heat-island effect.



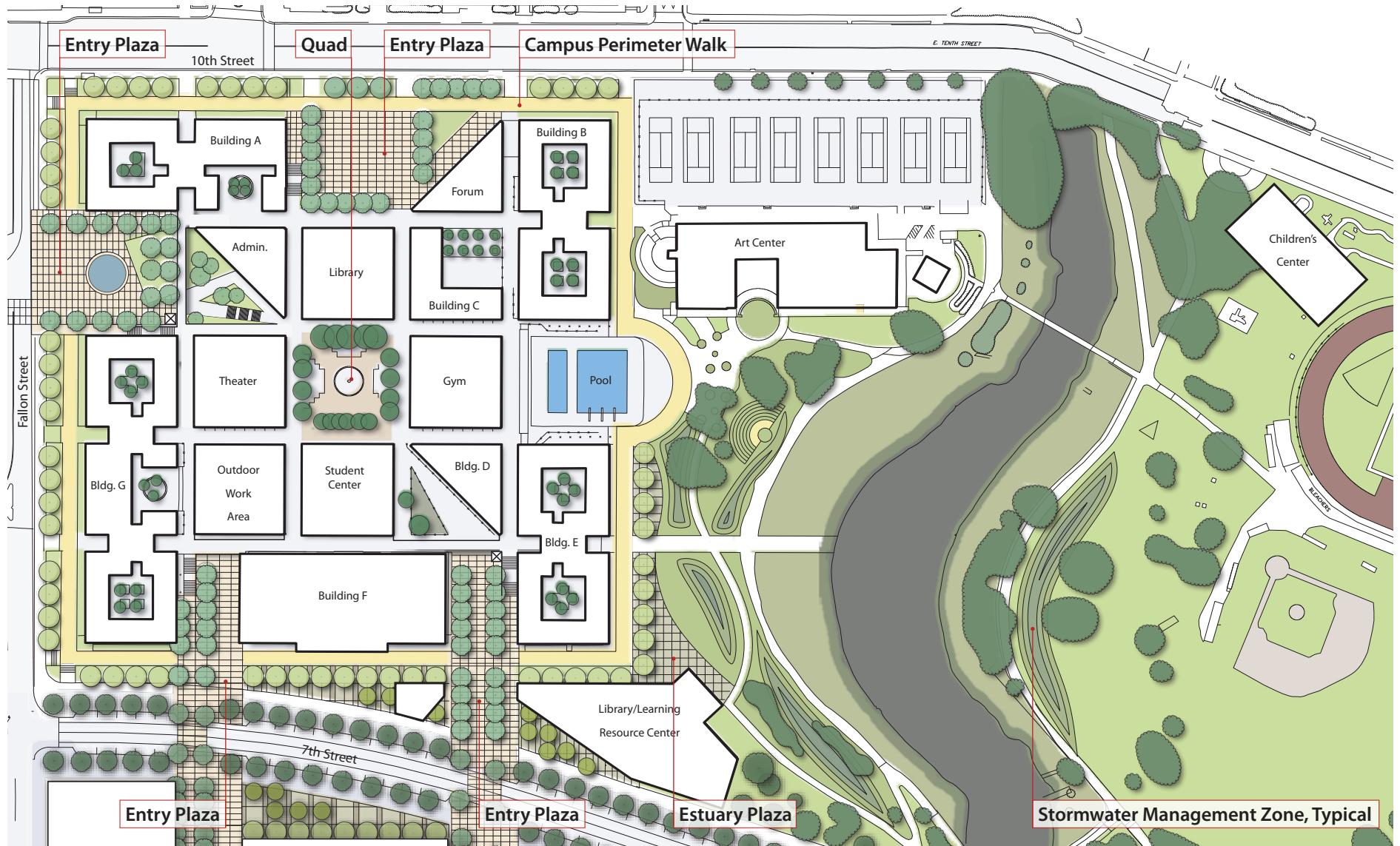
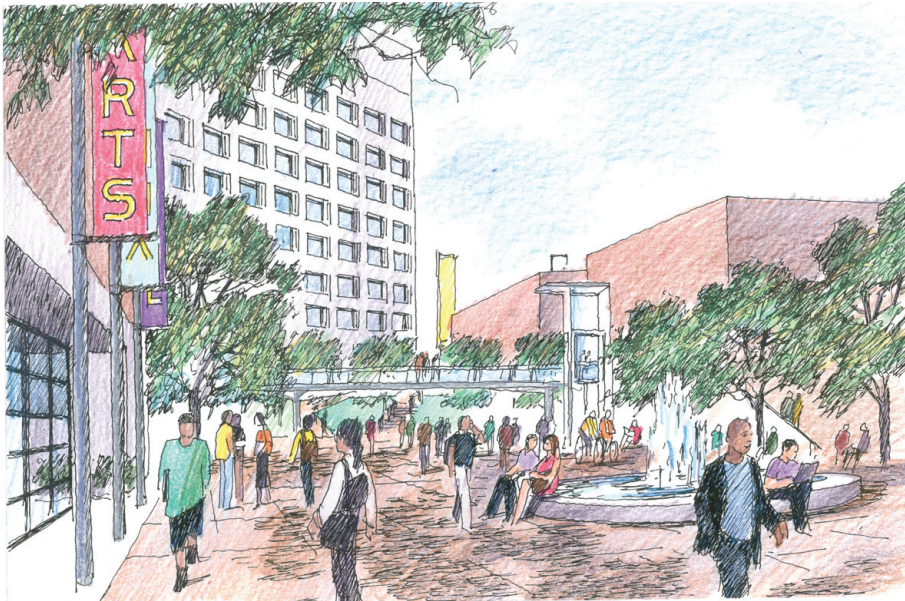


Exhibit 21: Campus Landscape Concept Plan





Fallon Street Entry Plaza



Entrance Plaza - Precedent

Campus Landscape Concept Plan

The following are the key elements illustrated in the Landscape Concept Plan.

Fallon Street Entry Plaza

The Fallon Street entry plaza is the symbolic front entry of the campus. Aligned with 9th Street, the entry plaza is used by those coming from the BART station and downtown Oakland. The plaza should be first and foremost a pedestrian-friendly environment. This Master Plan proposes removing the asphalt-paved traffic circle and bringing the plaza paving to the Fallon Street curb. Short-term parking and service vehicle access should be limited and accommodated within the plaza. Most parking and delivery functions could be relocated to the area north of the old library building.

The entrance statement should be enhanced with trees, lighting, hardscape elements such as planters and seatwalls, and a fountain or other focal element. Seating and shade should be provided within the plaza. The connection to BART and the city beyond should be emphasized with enhanced paving at the crosswalk from the BART station.

The existing grades south of the Administration building between the entry plaza and the second level do not meet accessibility codes and the existing handicap ramp is inconvenient to wheelchair users. An accessible route from the entry plaza to the second level should be accommodated without creating a distinctly separate accessible route. This Master Plan proposes a wide ramp from the entrance plaza to the second level that is convenient and relatively direct for all users. Stairs provide a more direct route for the ambulatory. Generous planting areas take up the remaining grade and create a lush landscape experience that contrasts with the rest of the campus. The existing stairs along the western corner of the Administration building are removed, as the new bridge renders them unnecessary.

Perimeter Walk and Campus Frame

The perimeter walk asphalt paving should be replaced with a distinctive paving material such as brick, concrete unit pavers, or enhanced concrete. Plantings should be consistent and simple around the campus perimeter. Where the student services and cosmetology program open onto the perimeter walk, seating could be provided in the form of seatwalls or other hardscape elements. (It is not anticipated that these would be high-use areas, so benches and other furnishings would not be appropriate.) The grading issue at the southern edge of the Fallon



Street entry plaza must be resolved to provide an accessible and safe route.

Access to Perimeter Walk

Access stairs should be added to the perimeter walk at the northwest and southwest corners of the campus. These stairs would provide critical links to the Oakland Museum and Lake Merritt to the north, and the parking lot (and future development) to the south.

Southwest Entry and Service Area

While vehicular uses are accommodated, the pedestrian environment is emphasized over the vehicular. The entry plaza, parking and service area are all paved with high quality materials such as enhanced concrete or unit pavers. Trees and lighting are added.

7th Street Gateway Landscape

The 7th Street “gateway” landscape provides a foreground to the new Science building and Library. A formal landscape statement announces the campus to 7th Street users. The existing berm is removed and the campus edge is brought to the sidewalk, eliminating the current separation between the street and campus. The gateway landscape incorporates the entry plaza to the new library and emphasizes the library foreground as seen from the Fallon and 7th Street intersection.

Southeast Gateway Plaza

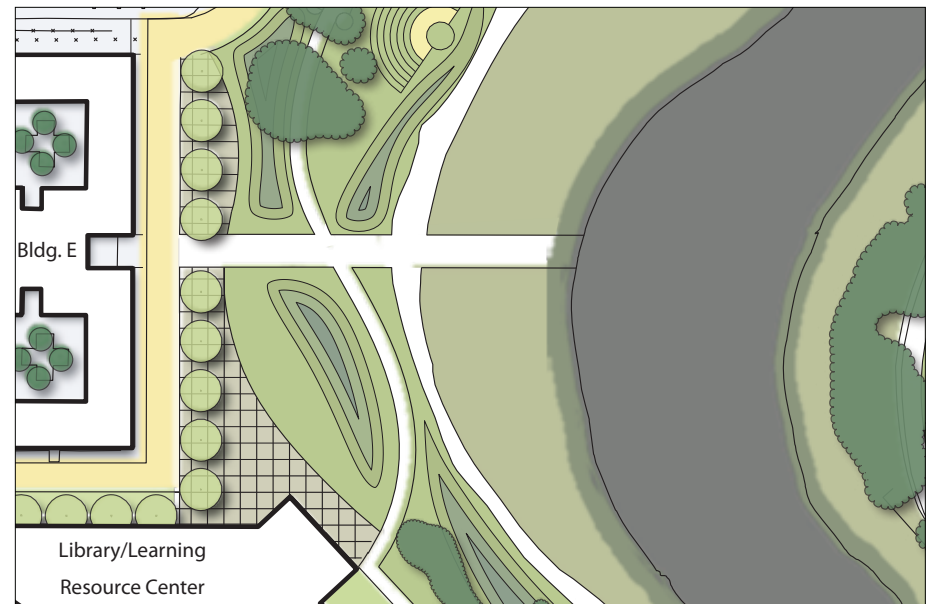
While the Falon Street gateway is the symbolic front door to the campus, the 7th Street gateway serves as an equally important access point from the southern parking lot. In combination with the 7th Street Gateway Landscape area, including the new library entrance plaza, the Southeast Gateway Plaza should have a presence as grand as the Fallon Street Gateway Plaza. As with the Fallon Street entry plaza, the plaza paving (e.g., enhanced concrete or unit pavers) should extend to the curb. Priority should be given to pedestrians over vehicles. Short-term and accessible parking should be limited. Parking spaces should be accommodated within the plaza so that space is not taken up with an asphalt parking lot. The crosswalk paving across 7th Street should be enhanced and comfortable waiting areas should be provided in the 7th Street median (pending reconfiguration of 7th Street). Shade trees and lighting should emphasize the plaza and seating should be provided.

Estuary Plaza at Library and Restaurant

The estuary plaza will serve the Library/Learning Center and the restaurant in the first floor of Building E. This plaza will serve as a new focal point for the campus.



Southeast Gateway Plaza



Estuary Plaza



Courtyards - Precedent



Integration of pedestrian and vehicular routes - Precedent

Features would include:

- Outdoor seating and tables
- Enhanced paving (concrete unit pavers or enhanced cast-in-place concrete)
- Views of the estuary
- Distinctive lighting

Northeastern Campus Perimeter

This master plan recommends the demolition of the upper-level deck and the eastern staircase at the pool (while maintaining the western bleachers). This would create a stronger connection between the core campus and the estuary itself. The outdoor nature of the swimming pool itself would be emphasized, as swimmers would enjoy views of the estuary. Views of the estuary would also be opened from the first level corridor space to the west of the pool. The currently underutilized plaza space adjacent to the estuary would be used more, as it would no longer feel like a hidden and disconnected space. An outdoor amphitheater could be added to this area. Parking is removed from the campus frame walkway east of Building B.

Forum Plaza and Parking Area

Parking north of the Forum is reconfigured to create a vehicle-free pedestrian plaza north of the Forum building. Limited short-term and accessible parking would be located where the eastern wing of Building A had been. As with the other perimeter plazas, the paving of the parking areas would not be distinguished from the pedestrian paving; rather, the pedestrian realm is emphasized while parking is accommodated within the plaza. This area will accommodate service functions that had previously been located in the gateway plazas as well as accessible parking.

Building Interior Courtyards

Most of the building interior courtyards are in relatively good repair, with interesting and distinctive planting. These spaces serve as pleasant resting areas on sunny days. However, their function as meeting and study spaces could be enhanced through redesign. The current benches tend to face away from each other. Seating areas with tables and chairs would allow for small group meetings, study sessions, and student-instructor conferences. In some courtyards, this additional use could be accommodated by adding small tables with chairs to the existing courtyards, while other courtyards might warrant a more radical redesign.



Landscape and Site Design Guidelines Furnishings

Most of the site furnishings on campus follow a standard of quality that should continue. Consistent furnishings should be used throughout the campus; however individual campus areas could have unique furnishings. The following are key recommendations:

- Adopt and implement a trash and recycling container standard.
- Increase the number of recycling containers on campus.
- Adopt and implement a bollard standard.
- Replace bulletin boards and implement a maintenance program.
- Replace drinking fountains.

Lighting

New, high-quality light fixtures have been installed in certain areas of the campus, including the quad and Fallon Street entry plaza. Older fixtures on campus should be replaced over time with new fixtures of a similar quality. Like fixtures should be used throughout the campus in each outdoor space type (refer to Open Space Framework Diagram). For example, all of the courtyards should have the same fixture type, the perimeter “frame” should have the same fixture type around the perimeter of campus, and all of the entry plazas should have the same fixture type. The following are specific recommendations:

- Replace high-pressure sodium (HPS) fixtures with metal-halide fixtures.
- Maintain existing fixtures, replacing parts such as discolored lenses.
- Replace wall-mounted fixtures with models that are easier to maintain.

Paving

The paving throughout the second level has been recently replaced and is generally in good condition. Concrete colors and textures lend distinction to different campus areas. This patterning could be enhanced with deeper sandblasting.

All of the asphalt paving on the lower level should be replaced. The perimeter “frame” paving should be replaced with distinctive high-quality paving such as brick, unit pavers, or colored and exposed-aggregate concrete. The asphalt paving



Site furnishings - Precedent



Perimeter walk - Precedent



Paving - Precedent



Drought tolerant planting - Precedent

in the lower level passageways should be replaced with paving that is more typical of an indoor environment.

Parking areas within the main campus should be paved with high-quality paving materials that match the pedestrian environment.

Planting

The plant palette creates differentiation between the courtyards and buildings. This planting concept should be continued, as planting is one of the only ways the different buildings and outdoor spaces can be distinguished. The following are specific recommendations for different areas of the campus:

- The campus perimeter “frame” planting should be simplified to create an identifiable and consistent edge to the campus.
- The Building A courtyards should be replanted to raise them to the level of the other courtyards on campus.
- Drought-tolerant planting should be installed in all areas.
- All lawn that is not in use as a sports field or seating area should be replaced with drought-tolerant groundcover.
- All Plane trees should be replaced. Rather than remove and replant all at once, interplant immediately with 15 gallon or 24" box size specimens. As the trees grow over the next 5-10 years, remove the damaged trees. Prune new trees according to standard pruning practice as established by the American Society of Arboriculture and the American National Standards Institute; do not top the trees. Pollarded plane trees could be maintained as the distinctive campus “frame” tree, however pollarding is not topping in that pollarding requires continuous and careful maintenance.

UTILITIES AND INFRASTRUCTURE

Mechanical/Plumbing Infrastructure

The Central Plant is the main source of various mechanical and plumbing utilities such as chilled and hot water for HVAC, potable hot water, natural gas, compressed air for controls and shop use, and steam. The piping is looped throughout the campus via the tunnel. The equipment was in various ages and conditions. As part of the Master Plan, the following is recommended for the Central Plant System:

1. Replace existing air compressor system with efficient and bigger system that is equipped with dryer and oil filter system. The air compressor system should be installed in a different location outside the Boiler Room.
2. Replace the existing domestic hot water system components such as storage tank, water heater, circulating pump, and piping system within the Central Plant.
3. Install mechanical ventilation and exhaust system to serve the Central Plant space.
4. Perform destructive test of each existing piping system inside the tunnel and main piping above ground serving multiple buildings.
5. Preventative maintenance program should be done periodically on the existing chillers, pumps, and boilers.
6. Replace or convert all pneumatically-controlled mechanical system with Direct Upgrade the existing boiler with Low NoX retrofit kit that is available from boiler manufacturer within the next 5 years in order to comply with the Bay Area Air Quality (BAAQMD) requirement.

Electrical Infrastructure

The campus is served from a 12kV primary service with the Main Switchgear located outdoors within the vicinity of Building F, along 7th Street. The Main Switchgear serves (5) Unit Substations located in the basement level of the Student Center, Building E, Building B, Administration Building, and Building G. From the Unit Substations, power is distributed via underground conduits to the various buildings on campus. All equipment was installed over 30 years ago and is past its useful service life. As part of the Masterplan, it is recommended to:

1. Replace the Main Switchgear and Unit Substations with new equipment installed in conformance with current codes. New equipment is to be located near the vicinity of the existing equipment and feeders are to be intercepted and extended to the location of new equipment.

2. Examine the condition of existing underground feeders to ensure no lead cables are in place. Replace all lead cable and damaged conduits. Provide new pullboxes as required.
3. Perform load readings on the existing distribution system to determine available capacity to accommodate new loads .
4. The State of California is requiring reduced energy use in State-owned facilities and directing The Division of the State Architect (DSA) to encourage schools being built with State funds to be resource and energy efficient. To this end, DSA is calling out to all California school districts and community college districts to make their schools grid neutral: “a site that produces at least as much electricity as it consumes in a year.” As part of the Masterplan it is important to consider some steps to becoming grid neutral:
 - a. Based on load readings determine the size of Renewable Energy Systems required for “Grid Neutral” designs.
 - b. Install a Renewable Energy System such as a Photovoltaic System to achieve grid neutrality either for the entire campus if space permits or on a building by building basis.
 - c. Implement a system to accurately monitor energy use and system performance.

Technology Infrastructure

In 1998, Project 152 addressed the need for upgrading the fire alarm and security systems. As part of this project, (4) 4” conduits were distributed in a star topology providing pathway from the campus Main Equipment Room (MER) to each Main Distribution Frame (MDF) in each building. From there conduits were distributed to Intermediate Distribution Frames (IDF’s) where needed. Fiber optic cable was installed at that time to provide connection between MER and the MDF’s/IDF’s. This project also added air conditioning units to each MDF/IDF to maintain constant temperature, imperative for sensitive electronic equipment.

In 2001, a new project was launched to install Emergency call phones providing a new level of security to students and staff on campus. Multi-pair copper cable was distributed from MDF’s/IDF’s to support connection to emergency services. During this improvement a backbone infrastructure was installed to provide a wireless network distribution system.

The existing Technology Infrastructure is in good condition; as part of the Masterplan, it is recommended to:

1. Provide seismic bracing for equipment racks in the MPOE located on the Basement level of the Administration Building.

D. GRAPHICS AND SIGNAGE

OVERVIEW

New elements are to be added to the Laney Campus. As a group, they are intended to improve the aesthetics of the campus by creating a more humane scale and making it more beautiful. The new elements are part of an enhanced way-finding and circulation system for the campus, consisting of elevators, ramps, stairs, and bridges, as well as new vertical signage and lighting components. These new elements all are constructed of a common palate of materials that is new to the Laney campus: painted tubular steel columns, glass infill, and stainless steel connectors.

As part of this master plan, Building F is proposed to be replaced with a new Science Building. The new structure should fit into the Laney aesthetic, while providing a higher level of detail and a more humane scale than that of the original structures. Paired with the new Library / Learning Resource Center, these two new buildings will present a new face for Laney College.

WAYFINDING

An effective campus signage program is intended to provide visitors, new students, faculty, and staff with the information needed to find and arrive at their destinations timely and with ease. It is intended to convey a level of professionalism at all levels of application and enhance the experience of students, visitors, staff, and faculty while on campus. Sign planning and implementation is based on a strategy that allows adaptability to various campus

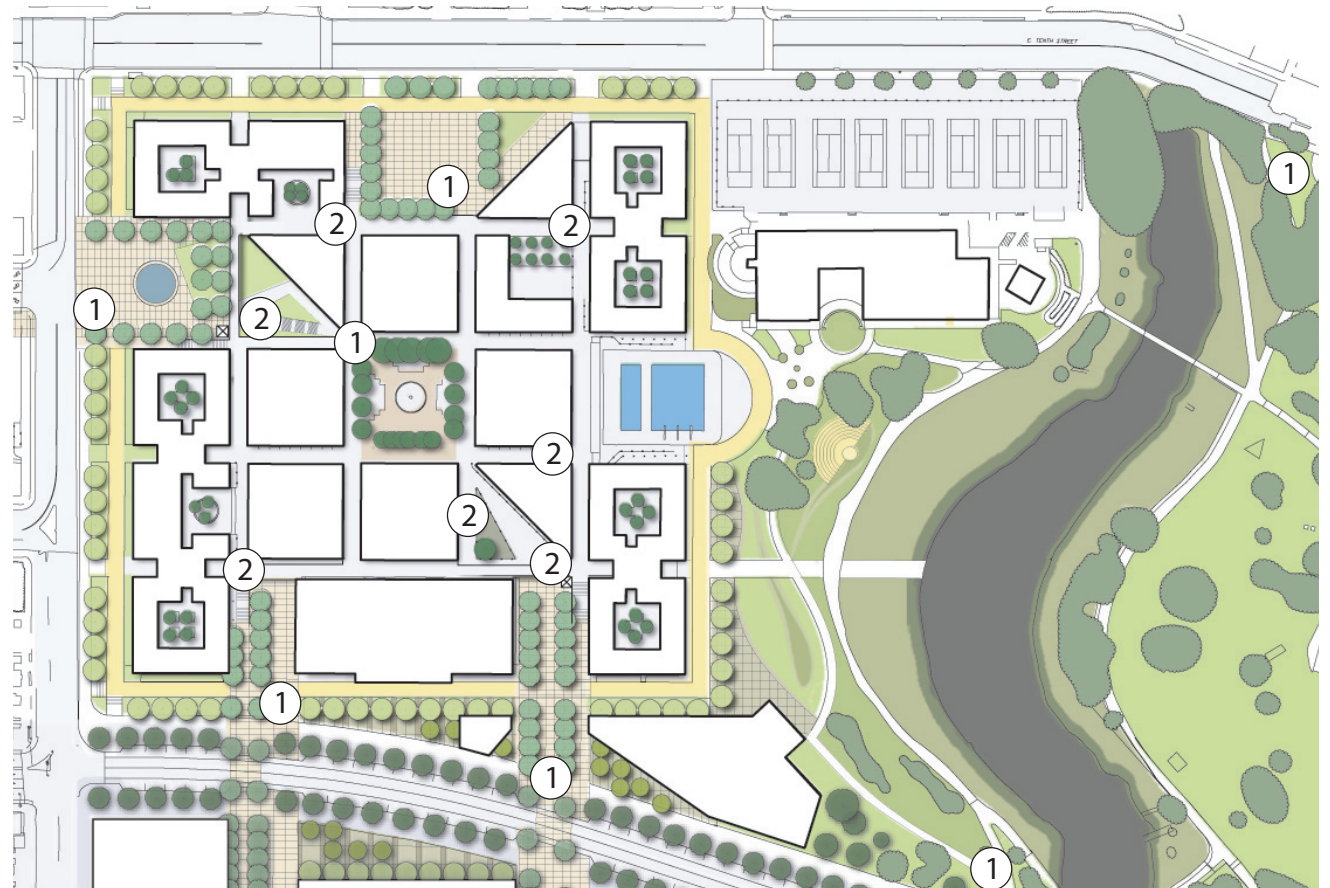


Exhibit 22: Campus Wayfinding Signage Plan

site conditions and architectural environments as well as establishing a consistent, visible identity and image of Laney College campus.

Strong identity allows for campus individualism. Campus identification signage helps create a sense of place. Consistent and cohesive use of materials, colors, and type contribute greatly to a strong campus identity and sense and space.

A comprehensive wayfinding system is to be developed. The system is comprised of the following components – campus maps, directional signs, architectural elements, and building identification – these components work together as a series of signs to assist with navigation throughout the campus.

Campus maps are to be located strategically at campus entry points and gathering places. ①

Directional signage provides assistance in finding key destinations that are off the main path of travel. They should be at key intersections. ② Since an important aspect of Laney College is night classes, key signs should be illuminated, especially at the campus entries and throughout the campus to provide effective signage for evening students, staff, faculty, and visitors.

Proposed architectural elements will include a new signage system that stretches between the upper and lower levels of the campus. Attached to the faces of the perimeter buildings, the new signage would hang within the openings in the upper walkways. It could be used both to identify buildings and to provide color, reflections, and texture to the facades. Dichroic, colored, and patterned glass will be used to add subtle visual stimulation to the hard-edged Laney experience. Variations on this system can be used as free-standing light or signage poles, or as taller campus entry markers. ③

CAMPUS IDENTITY AND BUILDING IDENTIFICATION

The “A, B, C” system of building names at Laney is expedient, but does not aid in finding one’s way through the campus. ④ The recommendation of this master plan is that buildings at Laney should be given proper names, with a committee of students, faculty, administrators, and Oakland community members assigned to select names from a list proposed by the Laney community at large. Names should be selected that will serve to tie Laney to its community, its region, and to locate it in history. For simplicity of wayfinding, colors in the new signage system should be associated with particular buildings, so that names would be reinforced by color to be more easily identifiable and memorable.



BEFORE



Current campus identification system

E. PROJECT IMPLEMENTATION

PROJECT PHASING

Based on information generated from the *Educational Master Plans* for the College and the goals developed during the Facilities Master Planning process, a three phase implementation strategy is proposed.

The goals and priorities of the phasing strategy are as follows:

- Maintain progress on projects currently planned. There are several projects either underway or in the queue for state funding, such as the New Field House and Athletic Fields, Culinary Arts Renovation (Beginners Inn), and Student Center Renovation.
- Prioritize modernization of the Theatre. This need was identified as a strong priority by the College stakeholders.
- Prioritize facilities for Center for Natural and Physical Sciences and Library / LRC. The *Educational Master Plan* identified that the current capacity loads are undersized for the Library/LRC category and a project is already underway to construct a new Library/LRC. Currently the science programs are split between buildings A and B and there is a strong desire expressed by the *Educational Master Plan* and by the College stakeholders to consolidate these programs into a Center for the Natural and Physical Sciences.
- Establish a “One-Stop” Student Services Center – identified in the *Educational Master Plan*. The current Welcome Center at Laney has been successful in serving a portion of students’ needs, but several functions, such as counseling, remain located at the Administration building and it is a priority of the College to consolidate these services and make them more visible to better serve the student population.
- Address additional facility priorities related to the “Centers of Excellence” defined in the College’s *Educational Master Plan*, including Cosmetology Salon and Spa Institute and the Center for Advanced Green Technology and Sustainability.
- Address priorities identified by College constituents in Town Hall Meetings, including enhancing entries to the campus, improving landscaping and pedestrian circulation throughout the campus, addressing wayfinding issues and campus safety and security, and improving accessibility throughout the campus

The three phases are broken out into the following time periods:

- Short Term: 2009 – 2014
- Mid Term: 2014 – 2018
- Long Term: 2018 - 2022.

The interconnected nature of the campus construction at Laney College and the limited availability of swing space dictate a fairly intricate series of phasing stages in order to minimize the cost and impact of planned projects.

There are, however, projects that are not dependent on programmatic moves which can be done at any time, depending on funding capacities and available swing space. These are noted where they occur.

The phasing strategy that is outlined below is also influenced by typical state funding patterns and reasonable assumptions about how many projects can reasonably be taken on or are likely to be approved in a given time period.

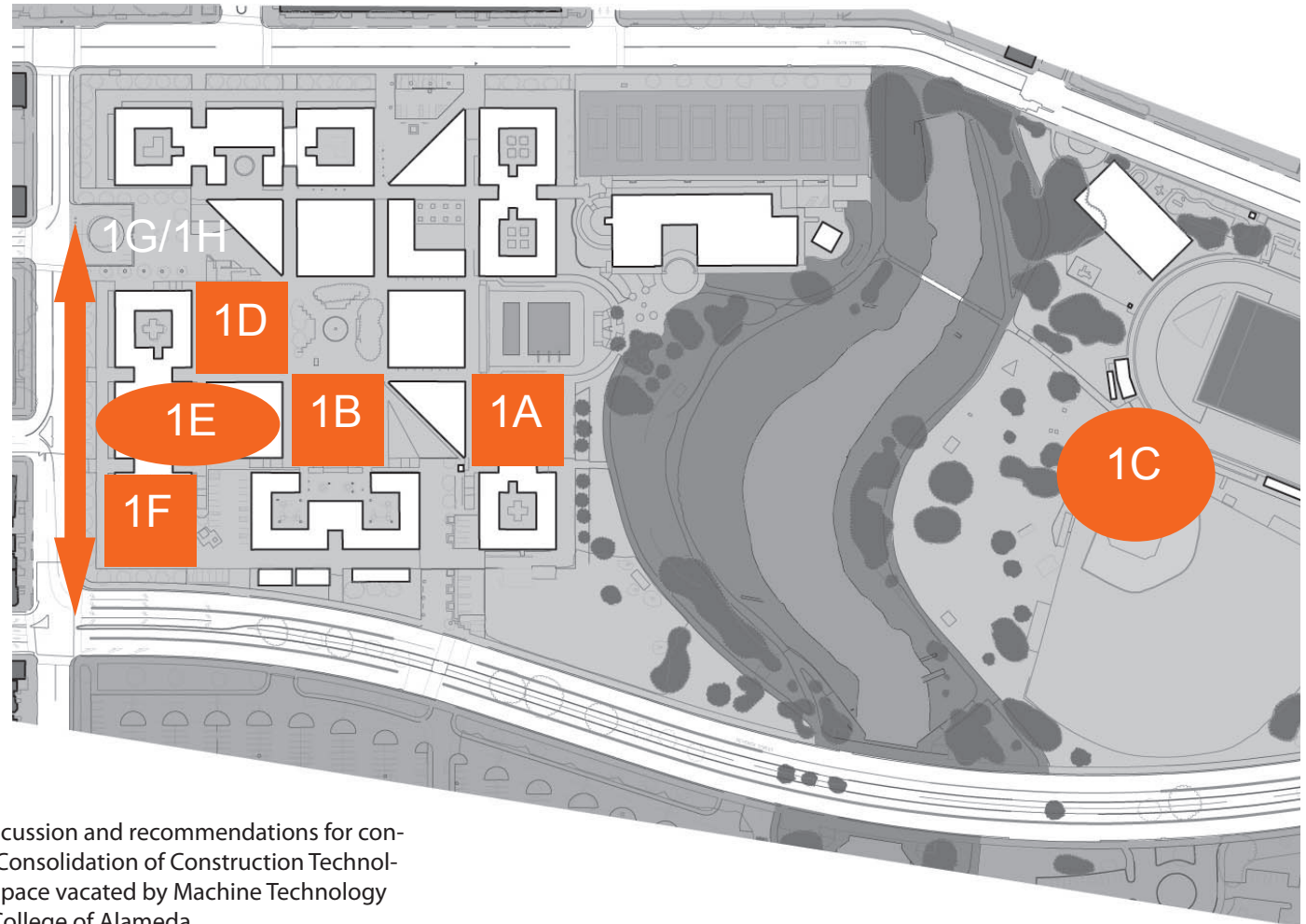


Beginner's Inn / Laney College Culinary Institute



PHASE 1: SHORT TERM 2009 - 2014

- A. Complete construction of Beginners Inn renovation project
- B. Modernize Student Center building
- C. Construct new Field House and Athletic Fields
- D. Modernize Theatre building
- E. Consolidate Construction Technology programs *
- F. Renovate for proposed program relocation: Cosmetology to Building G *
- G. Complete infrastructure projects; landscaping focus on Fallon Street edge †
- H. Address parking needs as necessary †



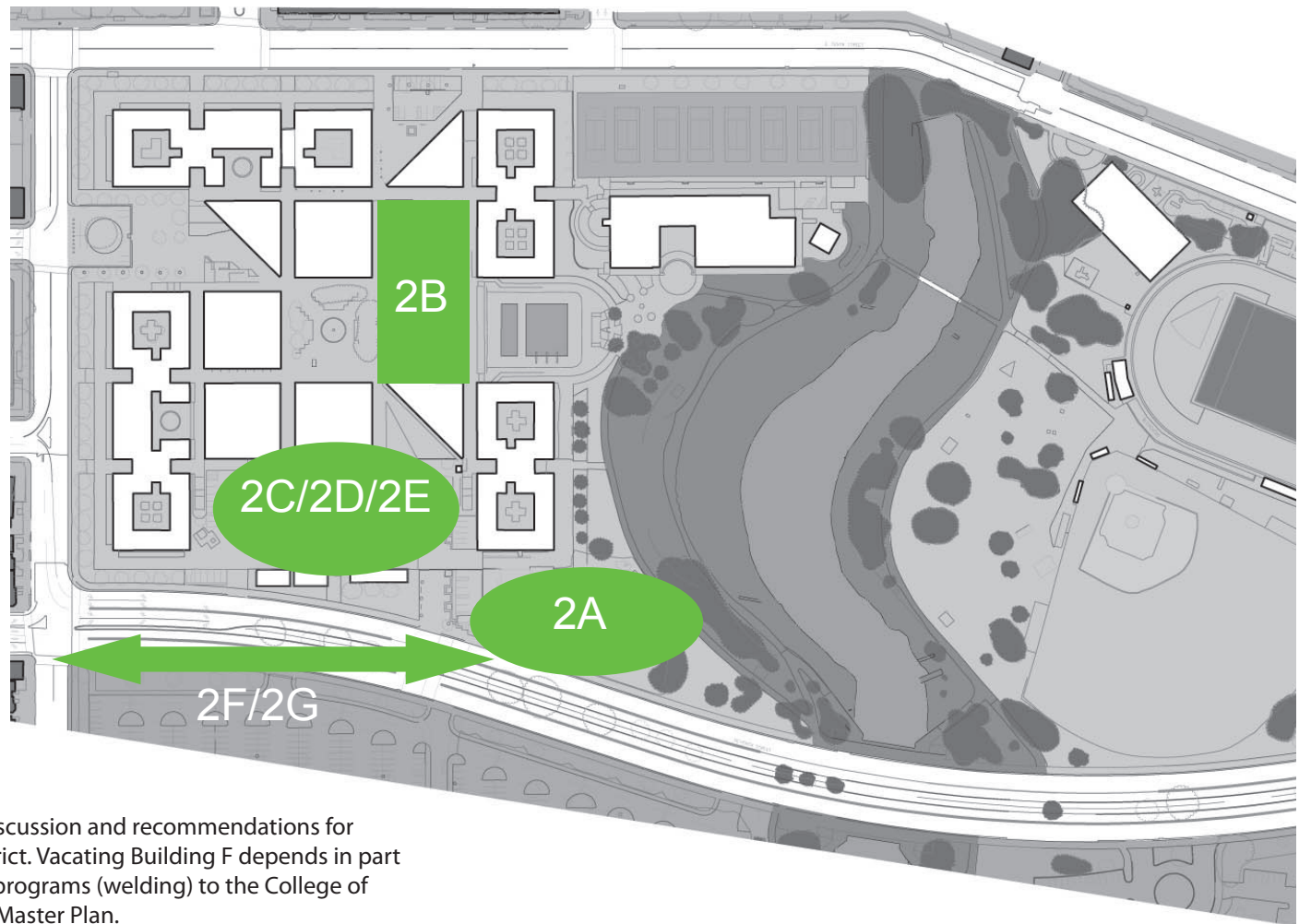
* Reference Educational Master Plan for discussion and recommendations for consolidation of programs within the District. Consolidation of Construction Technology-related programs assumes the use of space vacated by Machine Technology programs, suggested for consolidation at College of Alameda.

† Projects can occur at any time

Exhibit 23: Campus Plan Phase 1: Short Term 2009-2014

PHASE 2: MID TERM 2014 - 2018

- A. Construct new Library / LRC
- B. Modernize Gym & Locker Rooms
- C. Vacate Building F in preparation for demolition *
- D. Demolish Building F
- E. Construct new Science/Math building in Building F location
- F. Complete infrastructure projects; landscaping treatment and 7th Street improvements
- G. Address parking needs as necessary †



* Reference Educational Master Plan for discussion and recommendations for consolidation of programs within the District. Vacating Building F depends in part on the relocation of Machine Technology programs (welding) to the College of Alameda as suggested in the Educational Master Plan.

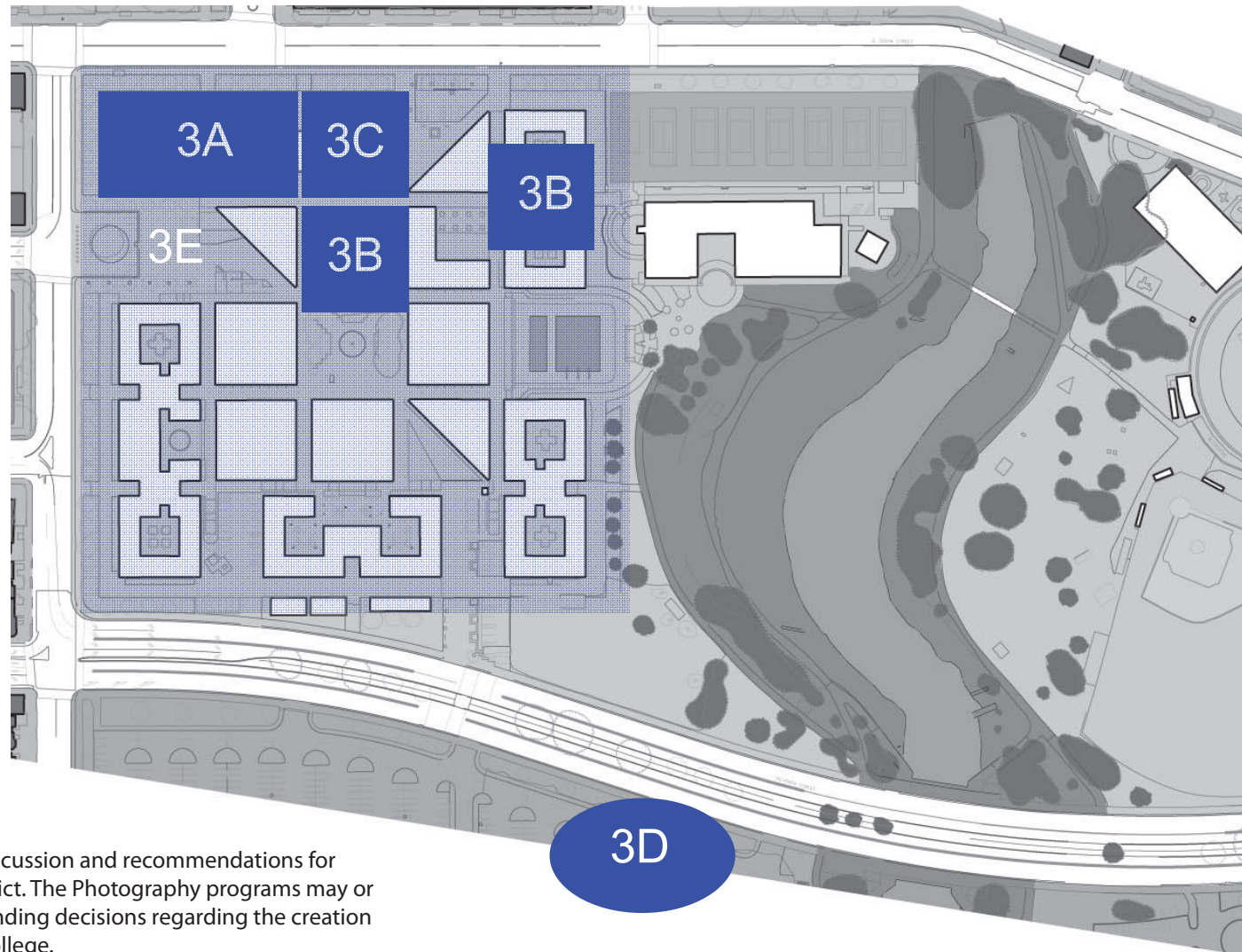
† Projects can occur at any time

Exhibit 24: Campus Plan Phase 2: Mid Term 2014-2018



PHASE 3: LONG TERM 2018 - 2022

- A. Renovate Building A for Student Services
- B. Renovate for proposed program relocations:
 - Computer Technology from Building F to Library
 - Photography from Building A to B*
- C. Demolish portion of Building A
- D. Construct new Child Care Center †
- E. Complete infrastructure projects as required to support above projects †
- F. Renovate remaining buildings for modernization and seismic upgrade needs (Buildings D, portions of B, G, E, and Forum) †
- G. Complete campus wide exterior landscaping and wayfinding †



* Reference Educational Master Plan for discussion and recommendations for consolidation of programs within the District. The Photography programs may or may not retain space at Laney campus, pending decisions regarding the creation of a Multi-media Center at Berkeley City College.

† Projects can occur at any time

Exhibit 25: Campus Plan Phase 3: Long Term 2018-2022

PROJECT BUDGETING

Budgets for each of the projects identified in the Project Phasing and Implementation section were developed on a unit cost per square-foot basis, in today's dollars, then escalated at a rate of 4% per year to the end date of each phase.

The unit costs used in this report are taken from the 2008 California Community Colleges Building and Equipment Cost Guidelines (CC15065). Historically these values have varied from actual market conditions and have often been found to be below actual market costs. However, these are the figures used by the state in evaluating projects for state funding and are therefore most relevant in providing the District and College with a practical budgeting methodology.

The following pages illustrate the phased project cost estimate for the Facilities Master Plan. Costs represented for each of the projects listed include both hard (construction) and soft (permits, fees) costs to form a complete project cost estimate. The cost estimate for Phases I and II also include projects currently listed in the District's Five Year Plan, utilizing Bond A and state funds.

Typical Renovation Scope

Square foot costs identified in this report are assumed to include the following scope for renovations and modernizations:

Architectural:

- With programmatic changes: complete demolition and replacement of all existing partitions, doors, hardware, equipment, finishes to accommodate new programs
- Without programmatic changes: minor relocation or replacement of partitions, complete demolition and replacement of all doors, hardware, equipment, finishes

Structural:

- Complete seismic upgrade/retrofit

Mechanical & Plumbing:

- Demolition of all existing HVAC systems in mechanical penthouses and replacement of air handlers, ductwork, hot and chilled water piping/connections, diffusers, and controls
- Demolition and replacement of all existing plumbing fixtures with low water consumption fixtures

Electrical & Technology Systems:

- Replace antiquated distribution equipment with new equipment and provide new distribution equipment to accommodate remodeled and new program spaces
- Replace existing lighting with new energy efficient luminaires and add occupancy sensors and lighting controls
- Upgrade egress lighting system as necessary to meet current codes
- Install systems to accurately monitor energy use and system performance
- Install audio/visual equipment, tel/data devices, and controls to equip all teaching spaces to meet smart classroom standards
- Provide IDF closets as required to accommodate equipment
- Update/replace/add centralized clock system, emergency announcement system, closed circuit TV cameras as required.

Budget Summary

PHASE 1: 2009 - 2014	\$	156,800,000
PHASE 2: 2014 - 2018	\$	121,000,000
PHASE 3: 2018 - 2022	\$	86,100,000
TOTAL	\$	363,900,000



PHASE 1: 2009 - 2014

Phase	Description	Bond "A" Funds	State Funds	ASF (Building)	GSF (Site)	Total Project Cost
DISTRICT FIVE YEAR PLAN PROJECTS						
	Complete Beginner's Inn Project (Culinary Arts, Bldg E) COMPLETED*	\$ 7,671,534				\$ 11,671,534
	Library Repairs	\$ 2,000,000				\$ 2,000,000
	Student Center	\$ 30,000,000				\$ 30,000,000
	New Athletic Fields, Field House	\$ 16,500,000				\$ 16,500,000
	Small Projects	\$ 17,394,280				\$ 17,394,280
	Tower Renovation	\$ 5,900,000				\$ 5,900,000
	Infrastructure - Utilities	\$ 8,000,000				\$ 8,000,000
	ADA Improvements - Theatre + Other	\$ 3,500,000				\$ 3,500,000
	HVAC in Classrooms	\$ 1,000,000				\$ 1,000,000
	Transitional Housing Space	\$ 3,000,000				\$ 3,000,000
SubTotal Five Year Plan Projects		\$ 94,965,814	\$ -			\$ 98,965,814
PHASE 1 MASTER PLAN PROJECTS						
1A	Complete Beginner's Inn Project (Culinary Arts, Bldg E) COMPLETED					Listed Above
1B	Student Center					Listed Above
1C	New Athletic Fields, Field House					Listed Above
1D	Modernize Theatre Bldg					\$ 17,686,000
1E	Consolidate Construction and Green Technology Programs: Renovate Portions of Bldg G (Carpentry & Drafting 11,090 ASF); Seismic Upgrade to Construction Canopy (10,000 ASF)			21,090	27,000	\$ 10,359,396
1F	Renovate Portions of Bldg G for Cosmetology Relocation			7,000	9,000	\$ 2,649,300
1G	Complete Infrastructure Projects: Landscaping & Sitework at Fallon Street & Main Entry Plaza				56,000	\$ 645,624
1H	Parking & Paving Upgrades Along Fallon St & at Corner				30,000	\$ 384,300
SubTotal Phase 1 Master Plan Projects						\$ 31,724,621
Escalation (4% per Year)						\$ 26,138,087
TOTAL PHASE 1 PROJECT COST:						\$ 156,800,000

* Figures include residual funding from Bond "E"

PHASE 2: 2014 - 2018

Phase	Description	Bond "A" Funds	State Funds	ASF (Building)	GSF (Building or Site)	Total Project Cost
DISTRICT FIVE YEAR PLAN PROJECTS						
	Construct New Library / LRC*	\$ 40,572,000	\$ 20,290,000			\$ 62,632,000
SubTotal Five Year Plan Projects		\$ 40,572,000	\$ 20,290,000			\$ 62,632,000
PHASE 2 MASTER PLAN PROJECTS						
2A	Construct New Library / LRC					Listed Above
2B	Modernize Gym & Locker Rooms					\$ 10,740,000
2C / 2D	Demolish Bldg F; Prep Site			25,275	37,700	\$ 2,752,068
2E	Construct New Science Facility			28,280	42,210	\$ 23,772,672
2F	Complete Infrastructure Projects: Landscaping & Sitework at 7th Street				40,000	\$ 461,160
2G	Parking & Paving Upgrades				38,000	\$ 486,780
SubTotal Phase 2 Master Plan Projects						\$ 38,212,680
Escalation (4% per Year)						\$ 20,168,936
TOTAL PHASE 2 PROJECT COST:						\$ 121,000,000

* Figures include residual funding from Bond "E"

Exhibit 27: Project Budgeting Phase 2: Mid Term 2014-2018



PHASE 3: 2018 - 2022

Phase	Description	ASF (Building)	GSF (Building or Site)	Total Project Cost
3A	Renovate Bldg A for One Stop Student Services Center & Remaining Classrooms	28,000	45,000	\$ 9,842,179
3B	Renovate Library Bldg for Computer Technology Programs (31,000 ASF); Renovate Bldg B for Photography (4,000 ASF)	35,000	53,000	\$ 12,428,262
3C	Demolish Portion of Bldg A	14,000	15,000	\$ 1,524,390
3D	Construct New Child Care Center	8,000	15,000	\$ 3,536,841
3E	Complete Infrastructure Projects (Central Plant Upgrades, Piping, Photovoltaic Installations, etc.) (ALLOWANCE)		450,000	\$ 14,411,250
3F.1	Modernize Bldg D	6,400	9,000	\$ 2,180,774
3F.2	Modernize Portion of Bldg B	19,000	21,000	\$ 7,394,188
3F.3	Modernize Portion of Bldg G	27,000	30,000	\$ 9,200,142
3F.4	Modernize Portion of Bldg E	10,000	12,000	\$ 3,407,460
3F.5	Modernize Forum Bldg	5,000	8,000	\$ 1,703,730
3G	Complete Campus Wide Landscaping and Wayfinding		450,000	\$ 6,917,400
3H	Parking & Paving Upgrades (Lower Level 40,000 GSF; 10th St Parking 40,000 GSF; 10th/5th/8th Parking 52,000 GSF)		132,000	\$ 1,690,920
SubTotal Phase 3 Master Plan Projects				\$ 74,237,537
Escalation (4% per Year)				\$ 11,878,006
TOTAL PHASE 3 PROJECT COST:				\$ 86,100,000

Note:

Projects in Phase 3F are not dependent on other relocations or campus space moves and can be implemented at any time, pending funding availability.

Exhibit 28: Project Budgeting Phase 3: Long Term 2018-1022



APPENDIX



ABBREVIATIONS

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



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

Default CCI: 5065 Default EPI: 2894

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



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

APPENDIX

COST GUIDELINES

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

