CHABOT COLLEGE

FACILITIES MASTER PLAN UPDATE
MAY 2025

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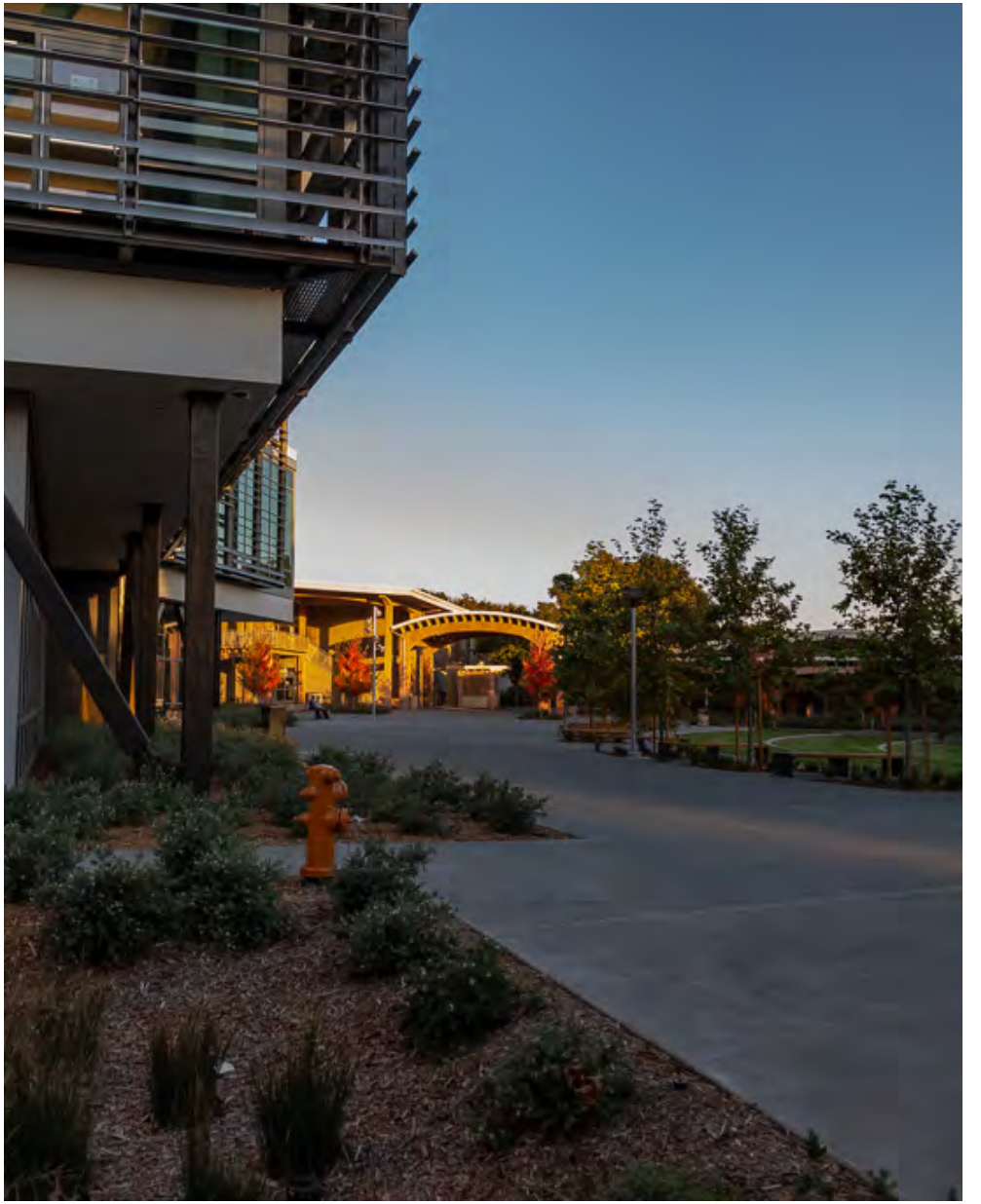
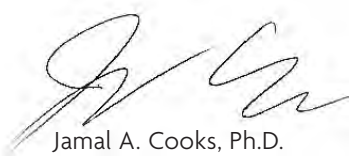


MESSAGE FROM THE PRESIDENT

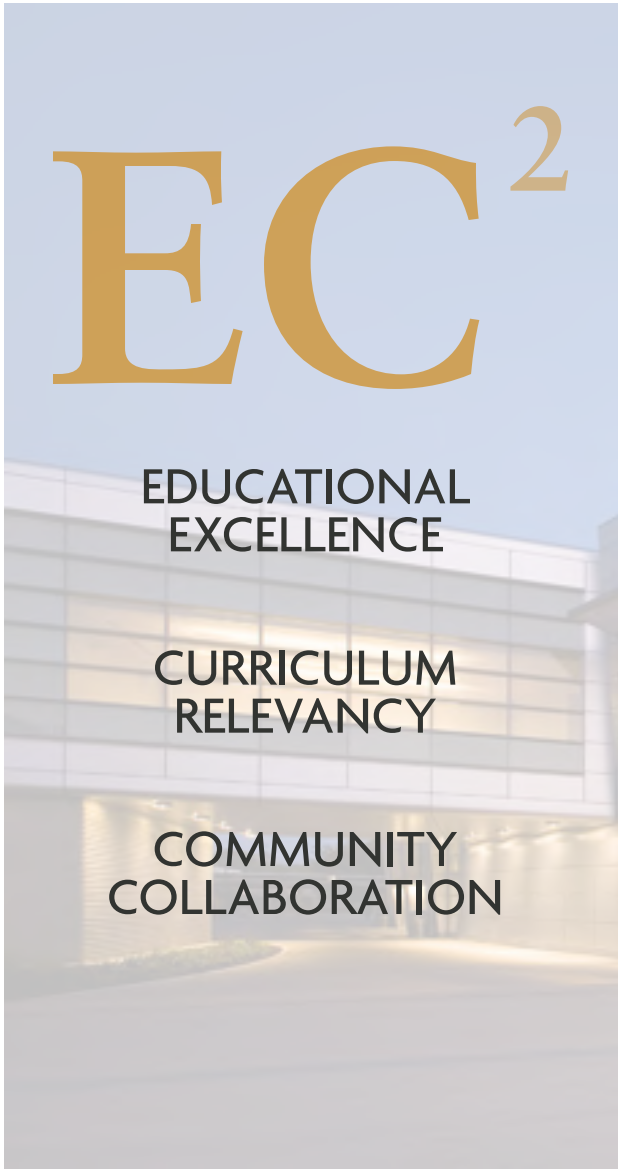
Chabot College's new Facilities Master Plan is a forward-looking roadmap designed to reimagine how we use our campus spaces to better serve our students, faculty, staff, and the broader community. This plan reflects our deep commitment to creating a vibrant, inclusive, and sustainable campus environment that supports learning, growth, and belonging at every level.

As we look ahead, this plan serves as both a vision and a call to action to ensure that every square foot of our campus is purposefully aligned with the evolving needs of our students and programs. Through more thoughtful design and strategic investment, we aim to enhance collaboration, elevate the student experience, and strengthen the vital connection between physical spaces and academic success. By doing so, we also promote a more efficient use of resources, helping to build a financially responsible and future-ready Chabot College.

This plan is the product of extensive input, creativity, and dedication from our college community. I am deeply grateful to the planning teams, faculty, staff, and community partners whose insight and passion have shaped a vision that is bold yet grounded in our values. The Facilities Master Plan reflects our collective commitment to access, equity, and excellence. I look forward to bringing this vision to life together with the campus and the community.



Jamal A. Cooks, Ph.D.
Chabot College President



MISSION

Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region. The college responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals.

VISION

Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of life-long learners.

VALUES

The colleges' vision and mission are supported by the following collective values:

LEARNING AND TECHNOLOGY

- Supporting a variety of teaching philosophies and learning modalities
- Providing an environment conducive to intellectual curiosity and innovation
- Encouraging collaboration that fosters learning
- Engaging in ongoing reflection on learning, by students and by staff
- Cultivating critical thinking in various contexts
- Supporting the development of the whole person

COMMUNITY AND DIVERSITY

- Building a safe and supportive campus community
- Treating one another with respect, dignity, and integrity
- Practicing our work in an ethical and reflective manner
- Honoring and respecting cultural diversity
- Encouraging diversity in our curriculum and community of learners

INDIVIDUAL AND COLLECTIVE RESPONSIBILITY

- Taking individual responsibility for our own learning
- Cultivating a sense of social and individual responsibility
- Developing reflective, responsible and compassionate citizens
- Playing a leadership role in the larger community
- Embracing thoughtful change and innovation

INNOVATION, GROWTH, AND SUSTAINABILITY

- Fostering innovative instruction, student services, operations, and organizational culture.
- Advocating for change geared towards a just, equitable, and sustainable world.
- Providing professional development and continued learning opportunities for all employees.

2 INTRODUCTION TO THE FACILITIES MASTER PLAN UPDATE (FMP UPDATE)


CHABOT COLLEGE

PURPOSE

The Facilities Master Plan Update (FMP Update) provides a current vision for the future state of academic and support services space, buildings, and overall college and campus improvements. As a companion document to the Educational Master Plan (EMP), the FMP Update supports the development of the institution through the year 2034. The recommendations developed in this plan may require additional planning depending on future development.

The FMP Update is a framework for campus development and addresses the following objectives:

- Create a functional and usable space and facilities plan based on the EMP that updates the previous assessment for space identified in Chabot College's Education and FMP Update.
- Review and assess the current conditions of the college facilities through a quantitative review and validation of data related to academic and support service programs to align current student population with future facility needs.
- Obtain qualitative input from the campus community in support of the FMP Update.
- Match space needs with the curriculum, create modern teaching facilities and learning environments, and provide modern support services sufficient to serve the student's needs.
- Evaluate traffic circulation and pedestrian way-finding with a goal of enhancing student access and safety.
- Provide an overview for infrastructure planning, the development of campus standards and design guidelines, address deferred maintenance and general campus improvements.
- Be a resource for decision-making in support of the distribution of resources for current capital projects, as well as providing additional opportunities for state funding.
- Produce a well-conceived and well-justified plan for capital outlay projects that are an outcome of a sound planning process.

APPROACH, ORGANIZATION & STRUCTURE

Throughout 2024 and 2025, regular meetings were held to discuss various aspects of the planning process, gather input, and measure progress. The Facilities & Sustainability Committee was tasked with representing the college community, challenging assumptions, and providing feedback, with oversight from the Executive Facilities Team. In addition to monthly and recurring meetings, the planning team engaged with internal stakeholder groups, including staff, students, faculty, division leadership, and administration. Insights from these stakeholder sessions were compared with findings from enrollment and space inventory data. This robust vetting process informed the planning solution, culminating in the FMP Update.

The following committees, divisions, departments, and leadership groups met with the planning team throughout the planning horizon:

COMMITTEES

- Facilities and Infrastructure Technology Committee (regularly)
- Executive Team (regularly)
- Academic Senate
- Classified Senate
- Student Government

MEETINGS

- Chabot College Town Hall
- Applied Technology & Business – Dean and department representatives
- Arts, Media, & Communication - Dean and department representatives
- Psychology Counseling - Dean and program representatives
- Health, Kinesiology & Athletics - Dean and department representatives
- Health Professions | Nursing & Dental - Department representatives
- Language Arts - Dean and department representatives
- Library, Academic Pathways & Student Success - Dean and program representatives

- Science & Mathematics - Dean and department representatives
- Special Programs & Services - Dean and department representatives
- Social Sciences - Dean and department representatives
- VP Administrative Services – Dale Wagoner
- VP Academic Services – Dr. Safiyyah Forbes
- VP Student Services – Matthew Kritscher, Ed.D.
- College President - Jamal A. Cooks, Ph.D.

PLANNING PROCESS

Planning as an integrated process should be both operational and strategic. The process must incorporate existing planning as well as offer new recommendations based on recent College analysis.

The following planning model was generated to address the College's capacity for generating future Weekly Student Contact Hours (WSCH) and achieving enrollment growth.

The model is based on the demographics of the effective service area and the ability of the College to attract new students.

ASSESSMENTS

The following assessments were conducted:

- Determine space tolerance thresholds for current buildings on campus and at the centers and to evaluate the types of spaces offered, their capacity for modification (including expansion), and their ability to accommodate future growth of the programs served.
- Determine the future space needs of the academic and support services programs and establish a curriculum baseline composed of Weekly Student Contact Hours (WSCH), the number of sections offered, the number of enrolled students per class section, and the distribution of lecture versus laboratory hours. When viewed by discipline, a calculated need was established. Using this analysis, plus the historic trends of previous College growth, provide a growth factor to be applied to future development of each program of instruction and support services of the institution.
- Access the ability to re-purpose existing buildings.
- Determine the impact on the user-constituency groups. The assessment process focuses on the impacts and possible displacement of personnel and functions, the requirements for any swing space during construction/renovation phases, additional financial implications to the College due to possible secondary effects, and the ultimate impact on students and staff.

Planning was conducted through a collaborative process to prepare the FMP Update. During this process, it was determined this FMP Update would focus on creating and outlining a high-level vision for the College.

This vision utilized the most up-to-date information available. Over the next several years, the College's capital planning team, staff, and faculty will develop detailed programming plans and cost estimates for each of the projects.

GOALS AND INTENDED OUTCOMES

Focus group interviews and questionnaires involved capturing the information necessary to evaluate a facilities condition plus the possible growth needs anticipated over the next 10 years. These assumptions became the building blocks of the final action plan for facilities development.

- Campus Involvement in the process
- Provide the optimal physical setting to support the academic mission of the college
- Provide a blueprint for campus development and a resource for decision making

3 LINKING THE EDUCATIONAL MASTER PLAN TO THE FMP UPDATE

OVERVIEW

Linking the Educational Master Plan's goals, strategies, and productivity to space quantification completes the process and unifies the current and future curriculum with the instructional delivery modes, the effective learning environment, and the necessary support structures.

Although current enrollments remain influenced by the COVID pandemic, the College continues to adapt and address different instructional delivery methods to recover headcount loss during the pandemic. Students have embraced the shift to online instruction and engaged service delivery, and the college continues to improve this modality while striking a balance between in-person vs. online instruction. Additionally, the College is working with local high schools to increase dual enrollment to sustain enrollment growth in the foreseeable future.

The 2021-2026 Chabot Educational Master Plan calls out five mission critical priorities with equity leading and framing the planning and action efforts.

EQUITY:

Prioritize equity for Black, Latino/a/x, and other disproportionately impacted students and employees.

ACCESS:

Removing barriers, from application through enrollment, and expanding opportunities for a strong start at Chabot College.

CRITICAL PEDAGOGY AND PRAXIS:

Engaging in teaching and learning aimed at developing content knowledge, critical thinking, and skills development.

ACADEMIC AND CAREER SUCCESS:

Providing holistic and integrated support to ensure students reach their educational and career goals.

COMMUNITY AND PARTNERSHIPS:

Cultivating strategic relationships that support the needs and goals of the college.

PLANNING PROCESS

The Educational and Facilities Master Plans are the college's long-term plans for Academic Affairs, Student Services and Facilities. They are designed to work in conjunction with Chabot College's internal documents linked to the Chancellor's Office Vision 2030 document for the system. Of note, the Educational Master Plan 2021 – 2026 is in the process of being updated at this time.

Planning must address both long-term as well as meeting short-term goals. The FMP Update relied on and was guided by the findings in the Educational Master Plan. Primary among those findings were the following considerations:

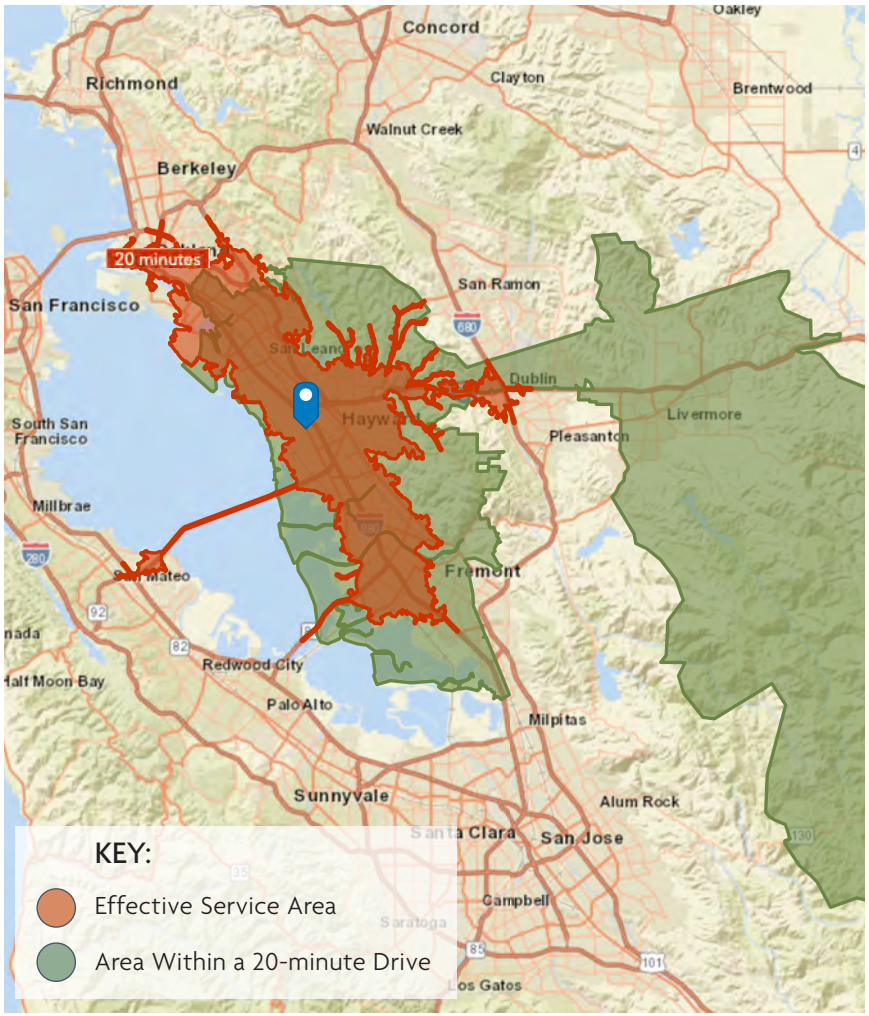
- The characteristics of the College's portion of the District's effective service area.
- The College's course and program reviews as well as institutional effectiveness evaluations.
- The potential for growth in the area.
- The into the future need for additional and/or better configurations of space.

CHARACTERISTICS OF THE EFFECTIVE SERVICE AREA

The Chabot-Las Positas Community College District serves a portion of the Bay Area that encompasses approximately 570 square miles. Both Chabot and Las Positas colleges each operate a single main campus.

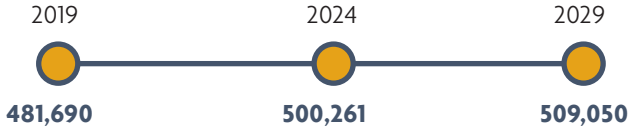
- The District-assigned Chabot College service area includes the cities of Hayward, Castro Valley, San Leandro, Union City, and San Lorenzo.
- However, the effective service area for the College is concentrated in approximately 555 square miles, including some overlap with the area effectively served by Las Positas College.
- The effective service area includes the cities of Oakland, Fremont, Livermore, Newark, and Dublin, all of which are communities adjacent to the District-assigned service area for the College.
- Based on an analysis of residential zip codes reported by enrolled students from Fall 2014 to 2022, the majority (81%) of the participating students live within twenty-two zip codes that define the College effective service area.

EFFECTIVE SERVICE AREA AND COMMUTING TIMES



Source: Environmental Systems Research Institute (ESRI), Market Profile; analysis by Cambridge West Partnership, LLC

POPULATION GROWTH



Source: Environmental Systems Research Institute (ESRI), Market Profile; analysis by Cambridge West Partnership, LLC

ANNUAL RATE OF POPULATION CHANGE

0.6%

MEDIAN AGE PROJECTION IN 2025

Source: Environmental Systems Research Institute (ESRI), Market Profile; analysis by Cambridge West Partnership, LLC

TRADITIONAL COLLEGE AGE RANGE (19-24)

Source: Environmental Systems Research Institute (ESRI), Market Profile; analysis by Cambridge West Partnership, LLC

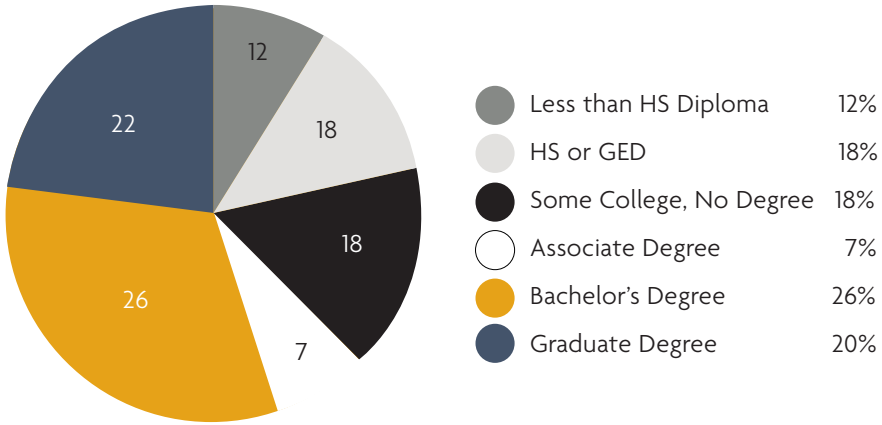
AREA OF FASTEST GROWTH

The fastest growing portion of the Chabot College District-assigned area is Union City .

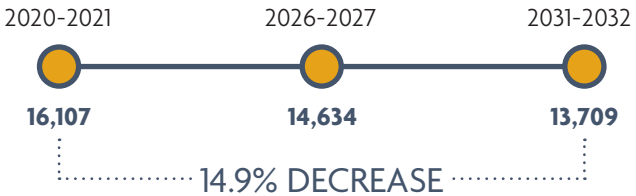
AGE GROUP WITH FASTEST GROWTH

RETIREMENT (65+)

EDUCATIONAL BACKGROUND

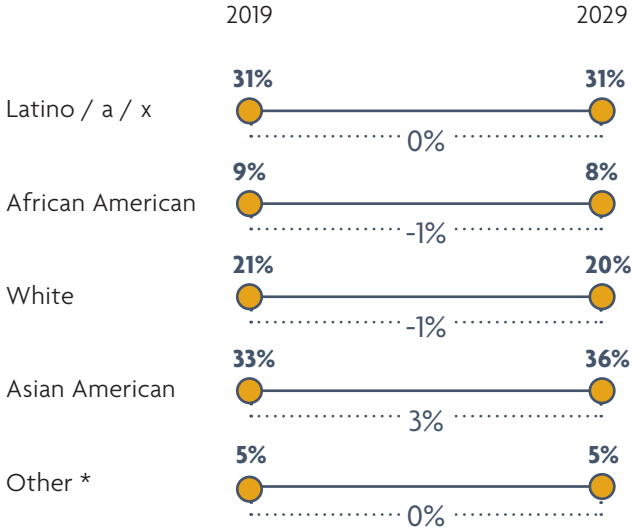


NUMBER OF HIGH SCHOOL GRADUATES IN ALAMEDA COUNTY



Source: California Department of Finance, Demographic Research Unit. Public K-12 Graded-Enrollments & Graduates, 2023 Series. Retrieved January 6, 2024, from https://dof.ca.gov/forecasting/demographics/public-k-12-graded-enrollment/

DEMOGRAPHICS IN SERVICE AREA



* Includes American Indian, Alaska Native, Native Hawaiian, Pacific Islander and Two or More Races

Source: Chabot-Las Positas Community College District. 2020 Environmental Scan and Economic Modeling Specialist International (EMSI 2020.1 Data Set) (p. 36)

PROJECTIONS FOR FUTURE GROWTH

Growth determinants for the College are derived from the demographic characteristics of the effective service area, the opportunities to meet educational need and demand, and the region's high school enrollment and graduation history. The forecast for growth includes the following variables:

- The past historical trends for annual headcount and weekly student contact hours (WSCH).
- The strength of the current program of instruction.
- The economic vitality of the region and the ability of the area to generate new employment.
- The proximity to major transportation infrastructure and the availability of public transit.

Non-quantifiable/intangible factors included:

- Past reputation of the College.
- Strength of the educational mission.
- Ability to achieve the educational mission.
- Capacity to compete in the educational marketplace.

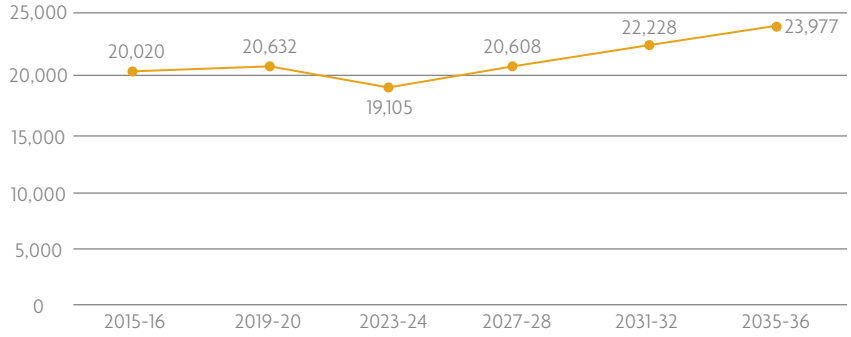
Given these factors, Chabot College may realize different potential student participation increases depending upon the range of years used for the basis of any projection. The advent of the COVID pandemic, which created extreme volatility in enrollments, complicates projections. Additionally, the District is planning to move to a compressed calendar which may allow for increased student participation, but there is no data to date which allows this to be included in projections. Therefore, the projections here must be considered preliminary.

Given these considerations, and using available data, pre-pandemic enrollment projections are presented below for annual headcount and FTES.

The 2015-16 academic year was the recent high point for enrollments. Using annual headcounts between 2015-16 to 2019-20 as a pre-pandemic basis for the projection, the College has the potential for an annual average unduplicated headcount growth rate of 1.9% through 2034-35.

PROJECTED ANNUAL HEADCOUNT

(Credit and Non-Credit Students) Using Growth from 2015-16 to 2019-20 As A Basis For Projections



The average annual FTES growth between 2015-16 and 2019-20 was calculated to be 1%. That average rate was elevated by a spike in FTES during 2017-18 and 2019-20 that is detailed in the following table but not shown on the graphic. This 1% annual growth rate was used to develop a projection of possible future FTES to 2035-36.

ANNUAL FTES

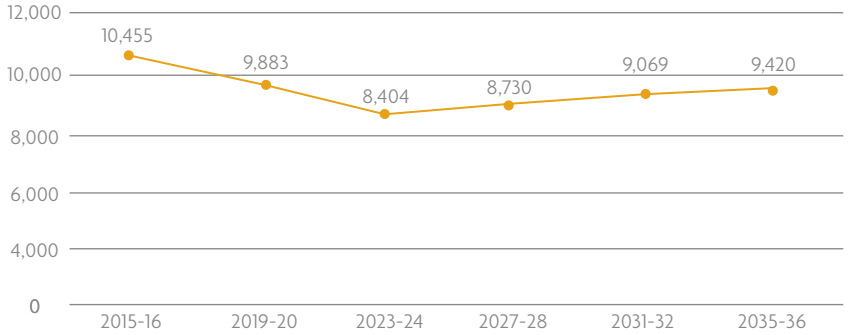
2015-16	2016-17	2017-18	2018-19	2019-20	AVERAGE
10,455	9,023	11,111	8,640	9,883	9,822

YEAR TO YEAR CHANGE IN FTES

2015-16	2016-17	2017-18	2018-19	2019-20	AVERAGE
3.2%	-13.7%	23.1%	-22.2%	14.4%	1.0%

POTENTIAL PROJECTED ANNUAL FTES

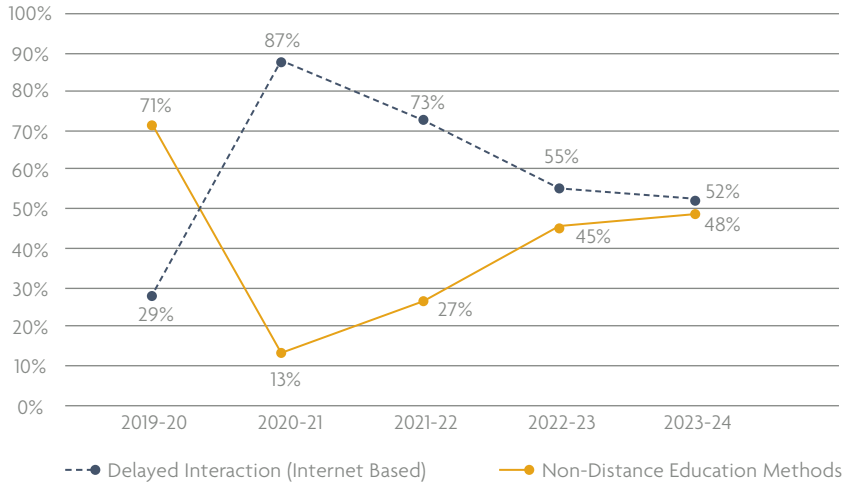
(Credit and Non-Credit Students) Using Growth from 2015-16 to 2019-20 As A Basis For Projections



Source for all: Chabot-Las Positas Community College District. 2024 Annual Contracted District Audit Report; analysis by Cambridge West Partnership, LLC

The COVID pandemic forced colleges to deliver most instruction at a distance. The trends in the balance between credit in-person and distance education attendance at Chabot College are illustrated in the following graphic.

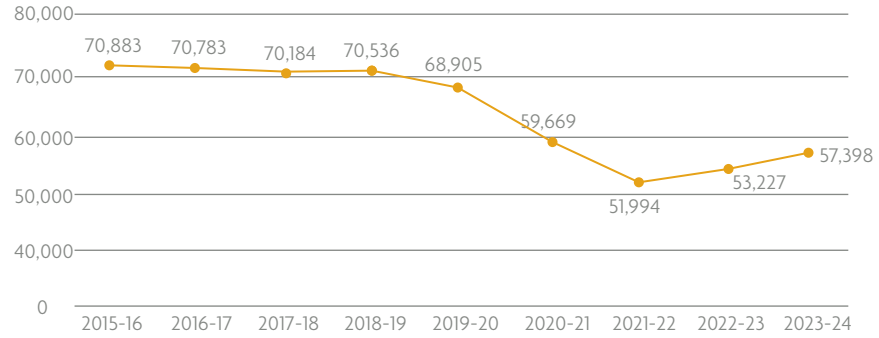
CREDIT FTES PORTIONS SPLIT BY INSTRUCTIONAL MODALITY



Source:: California Community Colleges, Chancellor's Office. Data Mart; analysis by Cambridge West Partnership, LLC

Academic year 2015-16 was the most recent high point for enrollments (seat counts) at Chabot College. The annual enrollment trend illustrated in the following graph portrays the impact of the COVID pandemic. The most recent (Fall 2023, Spring 2024, and Fall 2024) increases in enrollments point to a resurgence of enrollment. However, enrollment is not yet back to the 2015-16 high point.

ANNUAL CREDIT ENROLLMENT (SEAT COUNT) TRENDS

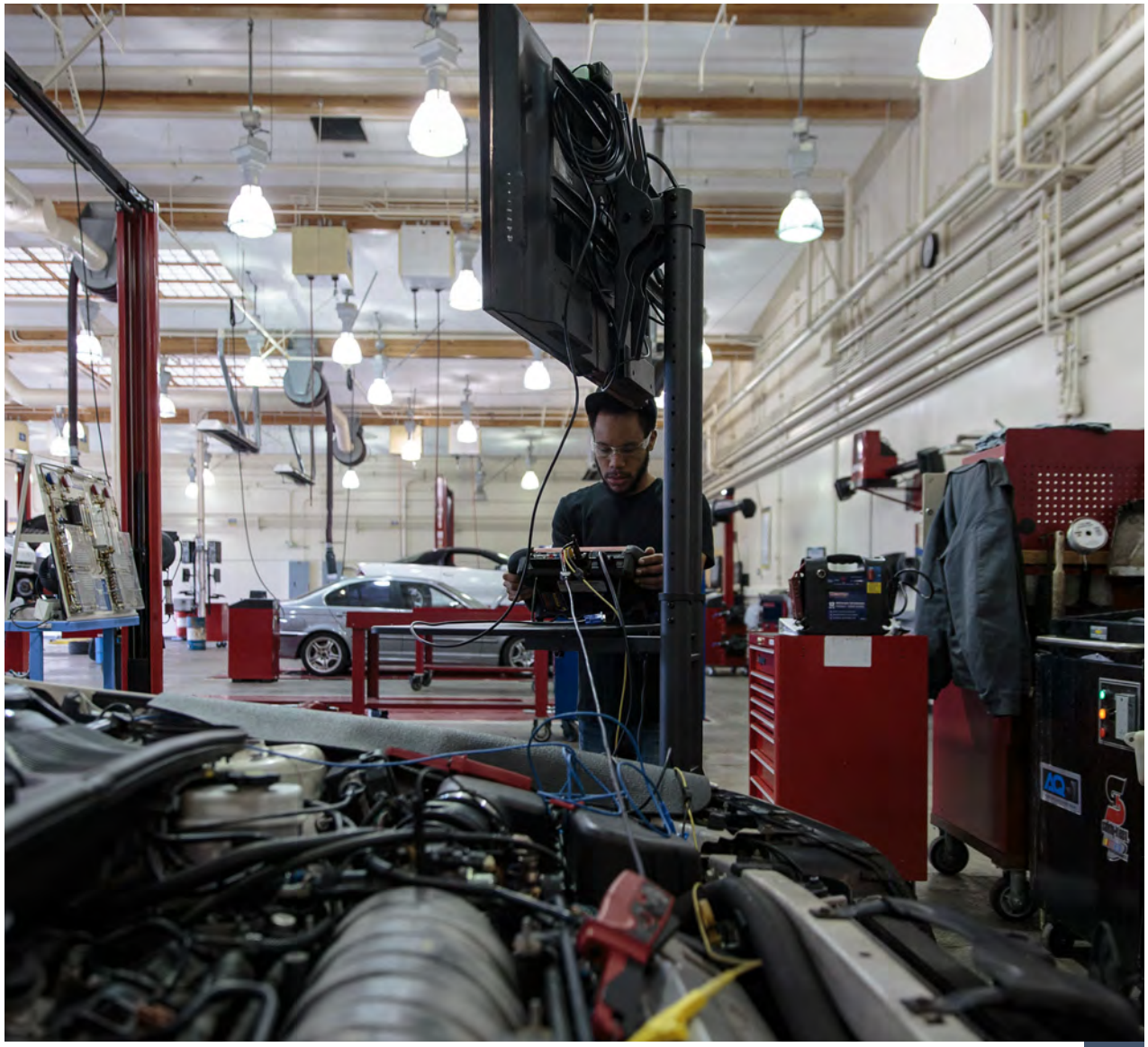


Source: California Community Colleges, Chancellor's Office. Data Mart; analysis by Cambridge West Partnership, LLC

CURRENT PROGRAMS OF STUDY

The Chancellor's Office has authorized Chabot to offer 236 active, approved, or in review programs of study. Of those, 33 are Associate Degrees for Transfer and 76 are Associate of Arts or Associate of Science Degrees. The College also sponsors 103 Certificate of Achievement programs. Chabot also has been granted authority to offer 24 noncredit programs of study.

Enrollment (seat count) growth in the 117 credit disciplines supporting these programs of study has varied from 2015-16 to 2023-24. Overall, the College annually lost 1,506 credit enrollments (seat counts) or -2.1% annually over those academic years. This decline is influenced by the COVID pandemic enrollment losses, however, the average enrollment decline does not capture individual program variations. Of note, 25 programs had positive enrollment gains over this period, despite the COVID impact. The trends for all programs of study are detailed in *Appendix A: Credit Disciplines Enrollment Trends*. Facility needs for credit disciplines must be based on quantitative program review data within the new Educational Master Plan currently being developed.



SUMMARY

Chabot College experienced its greatest enrollment in 2015-16, with gradual declines to 2019-20, followed by a significant loss due to the pandemic. The College has recently experienced recovery in enrollments but remains below the 2015-16 levels. Analysis of actual and projected headcounts and enrollment suggest that the College will not reach the 2015-16 levels in the near future. This potential outcome is also based on the projected decline in high school graduates and the lower than state average in high school graduate participation rates. However, this may be mitigated by greater dual enrollment of local high school students.

The College has experienced a significant shift in instructional modality as a direct result of the pandemic. While there has been a move back to in-person instruction, the past three years show online types of instruction remaining above 40% of FTES.

Credit discipline enrollments provide the College with an opportunity to analyze why certain disciplines decreased by more than the College median or why they increased enrollment over the 2015-16 to 2023-24 period which includes the pandemic influence.

Finally, the College's Educational Master Plan (EMP) of 2021 – 2026 is nearing its end and is being updated. The new EMP should carefully review the past 5 – 10 years of enrollments in terms of seat count, weekly student contact hours and full-time equivalent students. This information should be used to quantitatively analyze trends and generate realistic, data-based projections for the near future. Ideally, this analysis will detail specific disciplines enrollment projections which will help determine priorities for facility needs documented in this FMP Update.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SIEMPRE ADELANTE

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CHABOT COLLEGE EXISTING CONDITIONS

OVERVIEW & CONTEXT

Chabot College first offered classes in the fall of 1961, with the Hayward campus along Hesperian Boulevard officially opening its doors in 1965. The 94-acre campus is located in an urban-industrial neighborhood, bordered by Ochoa Middle School to the southwest, an aging farm to the north, and a residential area with single-family homes along the western and northern perimeter.

The original campus design from the 1960s featured one- and two-story concrete buildings arranged around an elliptical promenade and colonnade. The original Library (Building 100) anchors the north end, while the Performing Arts Center (Building 1300) defines the southern edge. While the campus layout remains largely intact, newer buildings have been added in an outer ring and within infill spaces.

Chabot College is situated approximately:

- 2 miles south of the Alameda County Fire Department Training Division, which co-locates Chabot College's Fire Technology Program.
- 16 miles southwest of the Chabot-Las Positas Community College District (CLPCCD) Offices.
- 24 miles southwest of Las Positas College.

Over the years, Chabot College has evolved to meet the changing needs of students and the broader community, carefully balancing the preservation of its historic core with facility modernization and growth.

A prominent example of the College's commitment to community partnerships and career education is its collaboration with the Alameda County Fire Department Training Facility in San Leandro. Chabot College actively participated in the construction of this state-of-the-art facility and operates its Fire Technology Program there, providing students direct access to hands-on training. This partnership has strengthened regional workforce development, enhancing the pipeline of qualified professionals entering the public safety and emergency response sectors.

CHANGE IN MODALITIES

The COVID pandemic lock-downs forced higher education to embrace online instruction and the provision of services in a virtual environment with very little available face-to-face contact. The choices colleges make now around modes of delivery for instructional and student services will have significant impacts on future facilities needs and revenue generation.

IN-PERSON INSTRUCTION MODALITY

Prior to the COVID pandemic, the most common instructional modality was in-person instruction that was conducted over the entire length of the primary term. Weekly student attendance generated from these classes has formed the basis for facilities planning using state standards of expected workstation space per student, numbers of hours of class time scheduled per week, fill rates, and attendance generated per assignable square feet (ASF). This in-person instructional modality accounted for 81% of the statewide enrollment and student retention was 88%. Chabot College closely mirrored the statewide enrollments with nearly 80% of Fall 2019 FTES (full time equivalent student) enrollment in-person.

DISTANCE EDUCATION MODALITY

Distance education dominated instructional delivery during the COVID pandemic. The most-commonly practiced forms of distance education have been Internet based. In fall 2020 and 2021, enrollments on the Internet based versions of distance education classes averaged 1,827,617 or 60% of all statewide enrollments.

HYBRID EDUCATION

The combination of in-person and distance education is generally known as hybrid instruction. These classes commonly use a campus instructional space for part of the instructional activity while the balance of the instructional time is usually taught through a distance education modality. This strategy reduces the use of campus lecture facilities.

HY-FLEX EDUCATION

The Hy-Flex course design model has the components of hybrid learning in a flexible course structure that gives students the option of attending sessions in the classroom, participating online, or doing both. By allowing students access to both platforms, the design encourages discussion threads to move from one platform to the other.

DUAL ENROLLMENT

Chabot College continues to support and expand dual enrollment as it offers students the opportunity to take college courses while still in high school or while pursuing their GED. Through partnerships with local K-12 unified school districts, both Chabot and its sister college Los Positas College, offer courses at participating high schools that allow eligible students to earn college credit while meeting high school graduation requirements. The dual enrollment strategy does not use on campus instructional space which allows colleges to increase this type of enrollment without on-site scheduling strain.

As we continue to navigate the modalities of instruction in a post-pandemic environment, student attendance from distance education classes is considered “on campus” for purposes of calculating the capacity to load ratios and weekly student contact hour projections found in the Five-Year Capital Outlay Plans prepared by the District. However, it is not prudent to include the internet-based class attendance, or dual enrollment class attendance, in space analysis and plans for future space needs on the campus as those classes do not utilize campus facilities.

CLASSROOM USAGE

The California Community College Chancellors Office (CCCCO) provides efficiency standards for classroom and lab room usage. The CCCCO considers a classroom used 100% efficiently if scheduled for 53 lecture hours per week – for lab rooms the standard is 27.50 hours per week. Given the large modality shift that occurred with the COVID pandemic, colleges rarely have classrooms scheduled for 53 hours per week. Many labs have returned to in-person instruction which has increased lab room usage at a greater rate compared to lecture classrooms.

During the Fall 2023 semester, Chabot College had an inventory of 71 lecture classrooms and 68 lab rooms for a total of 134 instructional rooms. For lecture classrooms, based on the CCCCO efficiency standard of 53 hours per week, Chabot College used their classrooms with 28% efficiency. For lab rooms, based on the CCCCO efficiency standard of 27.50 hours per week, the College used their lab rooms with 61% efficiency. (See *Available and Scheduled Lecture and Laboratory Rooms (Fall 2023)* table on following page)

"Ideal scheduling" of instructional rooms would have only lecture hours scheduled in lecture classrooms and only lab hours would be scheduled in lab rooms. It is not uncommon to see some drift with some lab hours scheduled in lecture rooms and visa-versa, but generally this should be minimized to optimize enrollment in the intended instructional spaces. The table on page 43 gives the "ideal schedule" information for Chabot College, which if scheduled in this manner and at the CCCCO efficiency standards would result in a minimum of 22 lecture classrooms and 24 lab rooms needed to accommodate the Fall 2023 sections scheduled.

While achieving the "ideal schedule" at CCCCO efficiency levels is unlikely for most community colleges given the large number of courses that remain scheduled as distance education, this analysis does provide an important reference point illustrating the significant excess capacity at Chabot College for instructional space. The College has an opportunity to not only schedule rooms more efficiently but the College clearly can increase sections scheduled with ample space available depending on student demand and budgetary constraints.

Utilization & Space Standards

The California Community Colleges Policy on Utilization and Space Standards has established different standards for utilization of space for the many instructional and administrative activities that take place at a campus. The following reflects the scheduled class hours at Chabot College of lecture classroom and laboratory classroom spaces based on the Fall 2023 class schedules and the FUSION database.

	INSTRUCTIONAL ACADEMIC CALENDAR *OPEN FOR INSTRUCTION 70 HOURS / WEEK*	**TRADITIONAL ACADEMIC CALENDAR**
	Campus with 140,000 or more weekly student contact hours per week	Standard (Min Hours) of Instruction Per Week
	Lecture	53
	Laboratory	27.5

Available and Scheduled Lecture and Laboratory Rooms (Fall 2023)

ROOMS IDENTIFIED IN FUSION	Available	Scheduled	Lecture Hours	Lab Hours	Total Hours	Efficiency
Lecture	71	60	836	46	882	27.74%
Laboratory	63	55	302	615	917	60.63%
TOTAL	**134**	**115**	**1,138**	**661**		

Fall 2023 - 23 Rooms Unassigned = 16,710 Assignable Square Feet (ASF)

Space Utilization

The chart below shows a breakdown of Fall 2023 usage by hours per week for lecture and laboratory classrooms

FALL 2023

HOURS PER WEEK	*CLASSROOM*	*LABORATORY*
53+	0	0
50 - 52.9	0	0
40 - 49.9	0	0
30 - 39.9 / 27.5	0	9
20 - 29.9 / 20 - 27.4	12	9
10 -19.9	38	18
1 - 9.9	10	19
0	11	8

Ideally Scheduled Lecture and Laboratory Rooms (Fall 2023)

ROOMS IDENTIFIED IN FUSION	Available	Scheduled	Lecture Hours	Lab Hours	Efficiency
Lecture	71	60	1,138	0	35.78%
Laboratory	63	55	0	661	43.71%
TOTAL	134	115	1,138	661	

ROOMS NEEDED IF EFFICIENT	
Minimum # Lecture	21.47
Minimum # Labs	24.04

COMMUNITY CONTEXT

Chabot College is strategically located in Hayward, California, in the East Bay region of the San Francisco Bay Area. The college is approximately:

- 25 miles southeast of San Francisco
- 15 miles south of Oakland
- 10 miles east of the San Francisco Bay

Hayward experiences a mild climate with moderate temperatures year-round, which supports the extensive use of outdoor spaces for learning, athletics, and recreation.

SURROUNDING LAND USES

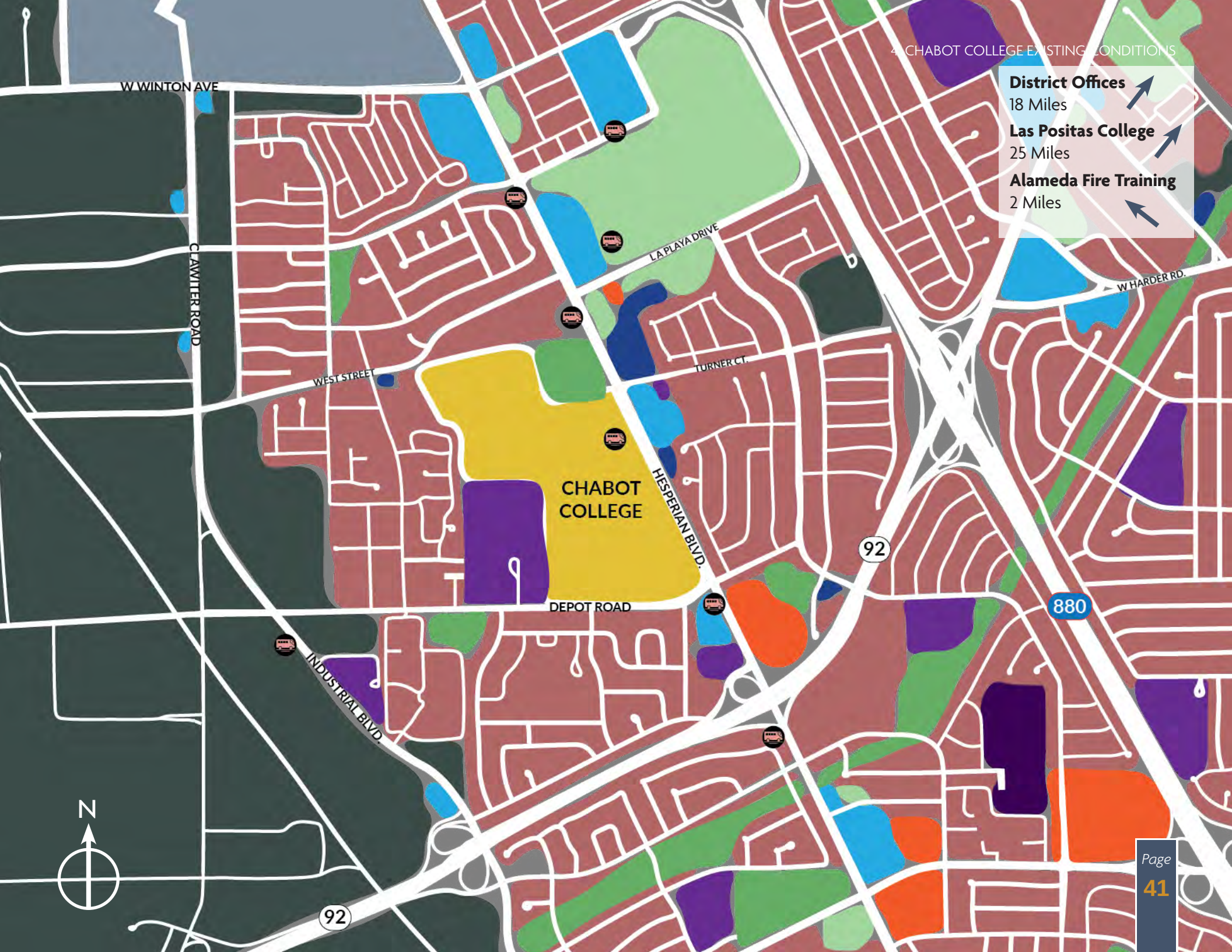
The campus is adjacent to a mix of residential, commercial, and industrial zones:

- *East:* Hesperian Boulevard, a major arterial road, serves as the campus's primary frontage and connection to the city.
- *South:* Depot Road provides additional campus access and serves as a key connection to industrial and commercial areas.
- *West:* The college shares a boundary with Ochoa Middle School and a single-family residential neighborhood.
- *North:* The Hayward Executive Airport (HWD) lies just beyond the campus, with an aviation easement that restricts the height of trees and structures in the northern athletic fields.

The surrounding neighborhood provides opportunities for community engagement and partnerships while also presenting challenges in terms of traffic management and land use compatibility.

KEY:

- Chabot College
- Residential
- Commercial / Hotel
- Religious
- K - 12 Educational
- Natural Open Space
- Industrial
- Food Service
- Healthcare
- Airport


District Offices
18 Miles
Las Positas College
25 Miles
Alameda Fire Training
2 Miles
W WINTON AVE
CLAWITER ROAD
LA PLAYA DRIVE
W HARDER RD.
WEST STREET
TURNER CT.
CHABOT COLLEGE
HESPERIAN BLVD.
92
880
DEPOT ROAD
INDUSTRIAL BLVD
92
N

CHABOT CAMPUS TODAY

100 LIBRARY

200 ADMINISTRATION, CAMPUS SAFETY, BOARD ROOM

300 CLASSROOMS, COMPUTER SUPPORT, MPOE

400 OFFICE OF THE PRESIDENT, DIVISION OFFICES

500 CLASSROOMS

600 LIBRARY & LEARNING CONNECTION

700 STUDENT SERVICES

800 CLASSROOMS

900 CLASSROOMS

1000 ARTS CLASSROOMS

1100 MEDIA, ARTS, & COMMUNICATIONS DIVISION & FACULTY OFFICES

1200 MUSIC CLASSROOMS, REHEARSAL STUDIOS, & PERFORMING HALL

1200/1300 THEATER ARTS CLASSROOMS & SPACES

1300 REED L. BUFFINGTON VISUAL & PERFORMING ARTS CENTER

1400 AUTOMOTIVE & WELDING

1500 APPLIED TECHNOLOGY FACULTY OFFICES & CLASSROOMS

1600 APPLIED TECHNOLOGY & BUSINESS CLASSROOMS

1700 CLASSROOM BUILDING

1800 CLASSROOMS & PHYSICS LABS

1900 **LECTURE HALLS &** PLANETARIUM

2000 SCIENCE & MATHEMATICS DIVISION

2100 BIOLOGY LABS (UNDER CONSTRUCTION)

2200 HEALTH, DENTAL & NURSING PROGRAMS

2300 STUDENT CENTER & CAFETERIA

2400 DISABLED STUDENT CENTER

2500 GYMNASIUM

2600 ATHLETICS DIVISION OFFICE

2700 WOMEN'S LOCKER ROOM

2800 MEN'S LOCKER ROOM

2900 SMALL GYMNASIUM & FIRE SCIENCE CLASSROOMS

3000 MAINTENANCE & OPERATIONS, SHIPPING & RECEIVING DOCK

3100 NURSING

3200 BIO PHASE 1 ANNEX

3300 VACANT BUILDING

3400 AUTOMOTIVE CLASSROOMS

3500 ECD LAB SCHOOL (EARLY CHILDHOOD DEVELOPMENT)

3600 BUTLER BUILDING

3700 ECD - AUXILIARY

3800 BOOKSTORE

3900 CHEMISTRY BUILDING & STEM CENTER

4000 FITNESS CENTER


LOT J
LOT B
LOT A
LOT C
LOT D
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LOT F
LOT G
LOT H
HESPERIAN BOULEVARD
DEPOT ROAD
Under Construction
Under Construction
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TOTAL COST OF OWNERSHIP (TCO)

The Chabot-Las Positas Community College District is implementing a Total Cost of Ownership (TCO) process to provide a data driven process to assure adequate, well maintained facility assets to meet the educational mission of the district. The TCO process considers all costs associated with an asset from acquisition to demolition. TCO provides a means to evaluate initial development cost with long term operational cost and ongoing repair, renovation and upgrades. The TCO process provides data to compare District costs to operate, maintain and refurbish with state and national averages to identify areas of improvement. The TCO provides estimates of future costs to operate and maintain facilities providing information for future budgeting and funding decisions. Integral to the TCO process is assessment of custodial, maintenance and grounds staffing needed to maintain the facility to the level of care desired by the Colleges.

The implementation of the TCO program will formalize and integrate the current independent facility development and operations programs.

The goals of the TCO program are:

- Establish a defined systematic methodology to evaluate life cycle costs of facility development and operation.
- Establishing custodial, maintenance and grounds staffing based on definable standards of care.
- Establishing operational cost benchmarks and goals for improvement.
- Provide a structured means to project annual costs to operate and maintain assets providing input to the annual budgeting process.
- Identify long term funding needs for repair, renovation and upgrades providing input to program funding allocations

The Association of Physical Plant Administrators (APPA) has developed staffing guidelines for maintenance, custodial and grounds staff based on building configuration and use. The guidelines suggest staffing levels for APPA's five defined levels of performance or Standards of Care. The five levels range from Level 1- excellent to Level 5- marginal or poor. APPA and others have developed calculators that calculate suggested staffing based on a building configuration and use.

CAMPUS ZONING

The FMP Update is intended to build upon and strengthen the current campus zoning.

PRESERVING THE CAMPUS CORE

Through its multiple development periods, Chabot College has maintained a strong zoning in the core of Campus. This FMP Update recommends expanding multidisciplinary academic use, making more strategic use of the classrooms within the campus core. These classrooms should be consistent in technology and support multiple pedagogical styles. Considering the shift in modalities, enhancement to the campuses classrooms will maintain resilience through enrollment recovery and future growth. Throughout the planning process, it became clear that Chabot College has a goal to improve classroom utilization and efficiency.

Many buildings within this plan focus on program specific lab space in either renovation or replacement. These programs will use the multidisciplinary classrooms to support lecture components .

Previous plans used strategies of replacement in place to maintain this framework. This updated plan looks to strategically replace or renovate facilities within the zone, while accommodating implementation constraints.

RESPECTING THE CURRENT DEVELOPMENT

While this plan is an update, there is a current planning horizon and bond implementation ongoing. With this, the CLPCCD Bond Team and the Planning team worked together to weave existing projects into the Facilities Update, through a validation process. Efforts in design and construction currently underway include:

- Bio II – in Construction
- Field and Stadium Improvements – in design and construction
- Maintenance and Operations - in design and construction
- Early Childhood Lab Project – in design
- Acquisition of the Mohr-Fry Property – in escrow
    - The recent acquisition of the property adds approximately 8.5 acres to campus, filling in the exterior boundary, creating a contiguous site. With this, the FMP Update encourages Chabot to further reevaluate the restricted covenant within the purchase agreement and develop a precinct plan. Further planning would detail out near-term and future planning horizons to begin incorporating the site within the broader institution.

CAMPUS ENTRIES & VEHICULAR CIRCULATION

CAMPUS ENTRIES & CIRCULATION

The primary public-facing edge of Chabot College is along Hesperian Boulevard, where several access points lead into the campus:

Main Entry (Hesperian & Depot Road)
Marked by an electronic sign, this entrance provides access between Buildings 700 and 1000, leading to a roundabout and Student Services (Building 700).

Northern Entry (Hesperian Blvd)
This entrance, near the original formal gateway, is the most frequently used by the campus community but lacks prominent signage.

Depot Road Entries (4 locations)
These provide access to various parking lots but are minimally marked and lack clear visual identity.

The campus design is inward-facing, with limited visibility and view corridors from the surrounding streets. This has created an impression of being closed off. Enhancing signage, landscaping, and wayfinding at entries could improve accessibility and create a stronger campus presence.

INTERNAL CIRCULATION

Chabot College does not have a dedicated loop road, but a primary circulation route connects Parking Lots A and B on the north to Lots G and H on the south. Internal roadways also serve as emergency access routes, but wayfinding for vehicles is inconsistent and lacks clear directional signage.

BICYCLE ACCESS

Chabot College is accessible via bicycle lanes along Hesperian Boulevard, but the City of Hayward lacks a comprehensive bicycle infrastructure. While there are multiple bicycle parking locations around campus, improving bicycle facilities and safety measures would encourage alternative transportation.

PUBLIC TRANSIT ACCESS

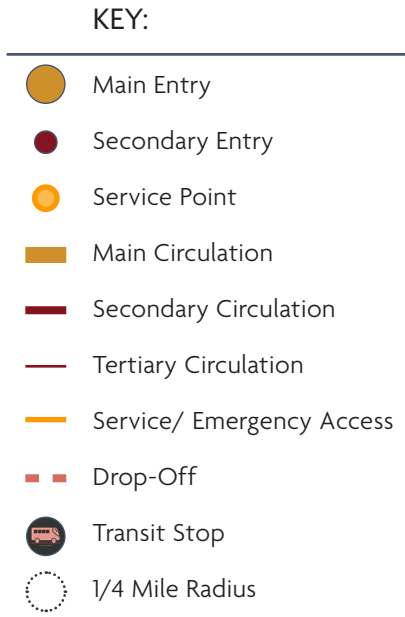
Chabot College is served by Alameda County Transit (AC Transit), with bus stops on the internal campus road between Parking Lots A and B. The Chabot College Bus Stop is a transit hub for:

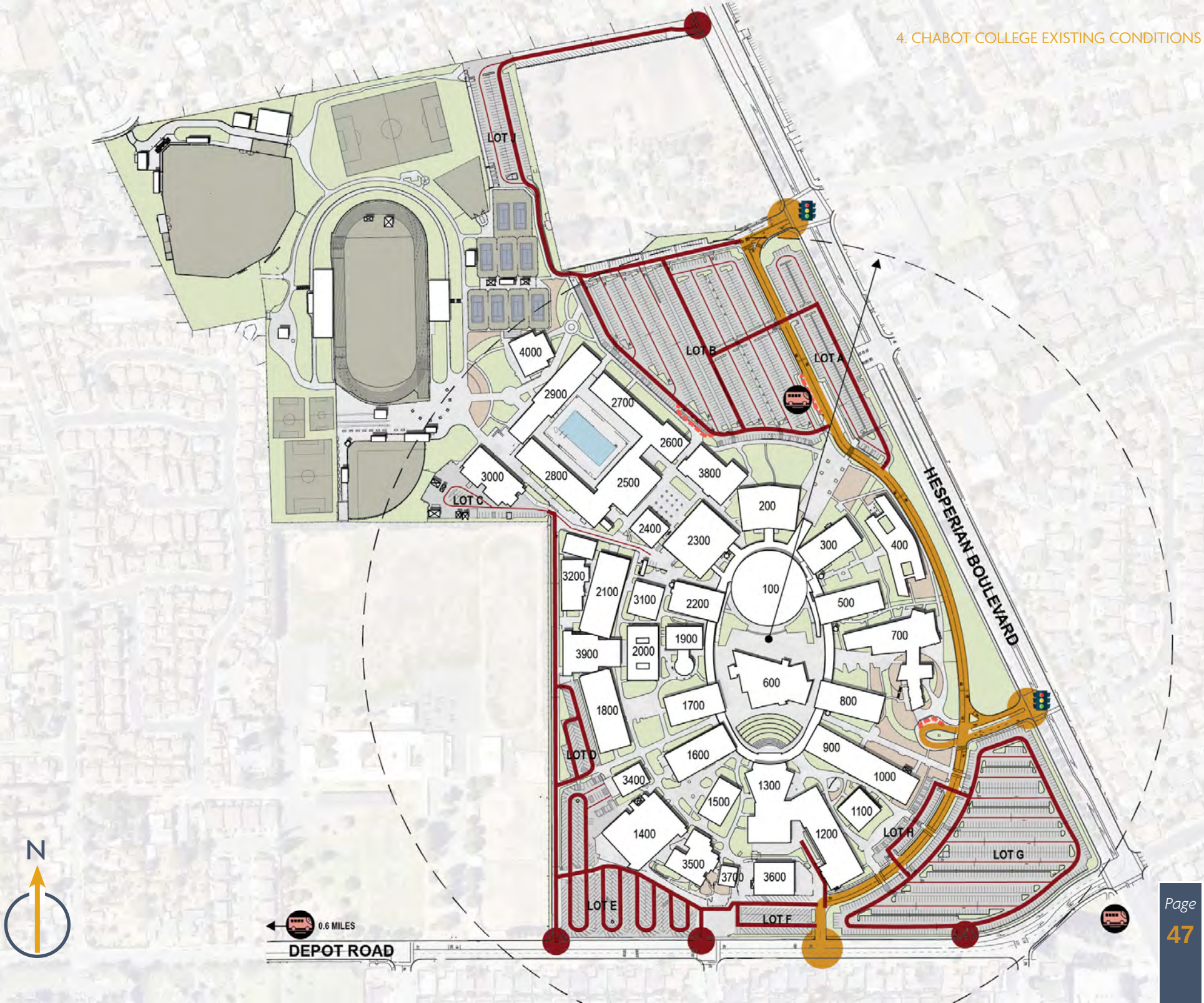
- *Line 97:* Union City BART
- *Line 60:* South Hayward BART

Given the importance of transit accessibility, improvements to bus stop amenities, pedestrian connections, and transit frequency should be explored.

EMERGENCY ACCESS

The primary emergency service access route is from Hesperian Boulevard, entering the campus core between Buildings 800 and 900, crossing the Grand Court south of Building 600, and exiting between Buildings 1600 and 1700 toward Lot D. Ensuring clear emergency routes remains a key safety priority.

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DEPOT ROAD
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PARKING

CURRENT CONDITIONS

Personal automobiles remain the primary mode of transportation for Chabot College students, faculty, and staff. Despite shifts in enrollment patterns following the pandemic—where approximately 40-50% of students engage in online learning—parking availability remains adequate.

At peak times, students may find parking in lots less convenient to their destination; however, parking is available.

The campus currently provides:

- 2,500+ parking stalls, distributed across multiple lots.
- Solar Canopy Parking: Lots G and J feature solar panel canopies, contributing to the campus's sustainability efforts.
- EV Charging Stations: Lots D, F, and G

PARKING DISTRIBUTION & WALKABILITY

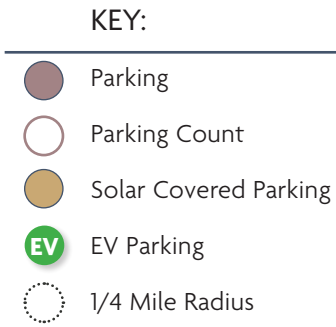
Most student parking stalls are evenly distributed between the north and the south and are within a quarter-mile radius (approximately a 5-minute walk) of the campus center near the New Library (Building 600). The only exception is Lot J, which lies beyond this radius.

FUTURE CONSIDERATIONS

While parking supply is sufficient, future right-sizing efforts may explore:

- Re-purposing underutilized lots for other campus uses, swing space, and construction access.
- Enhancing pedestrian connections from parking areas to campus buildings.
- Expanding EV charging infrastructure and sustainability initiatives.

PARKING LOT	# SPOTS
A (STAFF)	**224**
B	**794**
C (STAFF)	**37**
D (STAFF)	**57**
E	**287**
F (STAFF)	**71**
G	**774**
H (STAFF)	**44**
J	**226**
TOTAL	**2514**

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LOT E
EV
LOT F
71
DEPOT ROAD
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PEDESTRIAN ACCESS & CIRCULATION

PEDESTRIAN CIRCULATION

Chabot College's pedestrian circulation is centered around the Grand Court, an expansive open space that serves as the symbolic and functional heart of campus. Encircling this area is a distinctive elliptical pedestrian promenade and colonnade, which links academic and student service buildings within the core. The newly constructed Library (Building 600), prominently located within the Grand Court, functions as a primary visual anchor and orientation point for students and visitors alike.

Secondary pedestrian pathways radiate from the promenade in a spoke-wheel pattern, connecting to outlying academic neighborhoods. While this framework provides a general sense of order, it lacks strong axial relationships and clear, intuitive connections between many campus zones

The pedestrian experience varies widely depending on the point of arrival:

Northern Entry (Between Buildings 200 and 300)
Often referred to as the campus's "formal front door," this entry leads pedestrians to the back of the former Library (Building 100). Because of the circular nature of the building, visitors are forced to navigate around it, creating confusion and limiting immediate orientation.

Hesperian Boulevard Roundabout (Mid-Campus)
This entry point, primarily serving the Student Services Building (700), lacks a direct path into the Grand Court. Pedestrians must circulate around Building 800, which interrupts the sense of arrival and orientation.

Southern Entry (Lots G and H)
This approach leads into the Arts neighborhood and offers one of the few clear visual corridors into the campus interior. It is distinguished by stronger branding, signage, and landscape design, creating a more legible and welcoming pedestrian experience.

Athletics Area (Lots B and J)
Visitors entering from the athletics lots experience a distinct campus character. The Gymnasium and pool facilities physically divide the area, and the strong collegiate athletic identity sets it apart from academic zones. This area is largely self-contained, with limited visual or pedestrian connectivity to the broader campus.

Overall, the campus lacks consistent and inviting pedestrian gateways, and many arrival experiences feel disjointed or unclear. The abundance of architectural barriers and the inward-facing orientation of buildings limit visibility and intuitive navigation from the perimeter into the heart of campus.

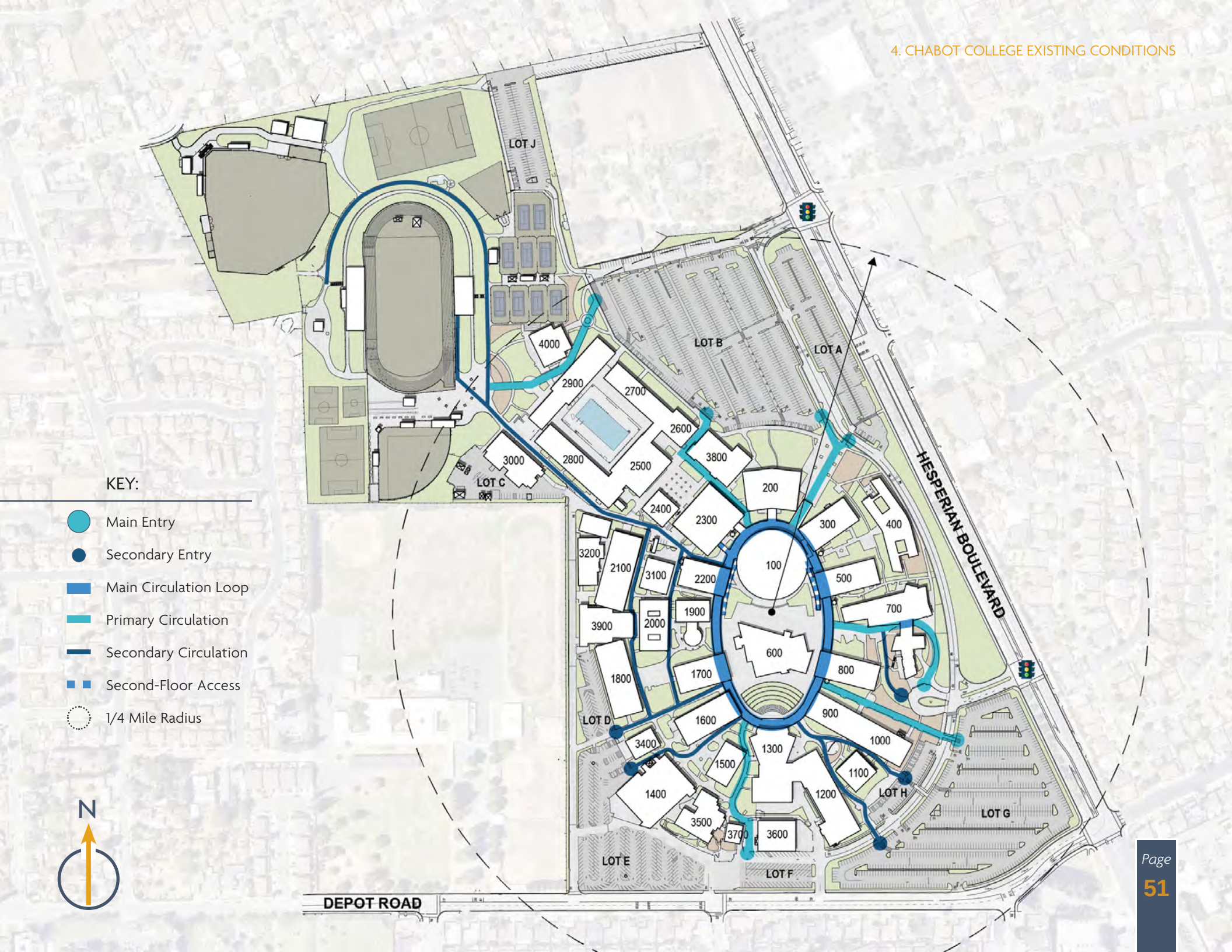
WAYFINDING & CAMPUS LEGIBILITY

Wayfinding across campus is challenged by the complex network of interconnected buildings, non-linear pathways, and a lack of consistent visual hierarchy. The presence of the central colonnade and other structural barriers obstruct view corridors, making it difficult to orient oneself or find destinations with ease.

While academic programs are generally grouped into recognizable neighborhoods, issues persist, including:

- *Non-sequential building numbers*, which undermine intuitive navigation.
- *Inconsistent and outdated signage*, often lacking in scale, clarity, or branding.
- *Limited pedestrian signage* at key decision points, especially at campus entries and junctions.

These factors contribute to a campus environment that can feel closed off, fragmented, and difficult to navigate, particularly for first-time visitors or new students. Enhancing signage, improving visibility, and creating a stronger pedestrian circulation hierarchy would significantly improve campus usability and identity.


KEY:
Main Entry
Secondary Entry
Main Circulation Loop
Primary Circulation
Secondary Circulation
Second-Floor Access
1/4 Mile Radius
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OPEN SPACE

Chabot College's open space network is anchored by the Grand Court, a large central courtyard framed by the elliptical pedestrian promenade. This space establishes a strong visual identity and acts as the symbolic heart of campus. Historically underutilized as a daily student gathering area, the Grand Court has lacked the elements needed to support informal use—such as seating, shade, and inviting landscape design.

However, recent improvements associated with the New Library (Building 600) are beginning to transform the Grand Court into a more usable and vibrant space. These enhancements include new seating areas, additional shade structures, and landscape improvements, all of which contribute to activating the central campus and encouraging informal student gathering and circulation. This momentum presents an opportunity to expand thoughtful open space design strategies across the rest of campus.

The most consistently used and programmatically active open spaces are those situated near student services and campus life hubs, including:

César Chávez Courtyard (at the Student Center)
As a primary outdoor gathering space on campus, César Chávez Courtyard plays a vital role in supporting student celebrations, cultural events, and club activities. Its adjacency to food services and the Student Center makes it a focal point for campus life. Despite this high usage, the space lacks critical improvements, including adequate shade, flexible seating, and weather protection, which limits its comfort and functionality for daily use.

Courtyard outside Building 700 (Student Services)
This courtyard is an important transitional and event space for the campus community. In addition to serving as a pedestrian corridor and plaza, it regularly supports student services programming, including career fairs, job fairs, as well as other events and outreach activities.

Outdoor Amphitheater (Buildings 600 and 1300)
This grassy outdoor amphitheater presents a unique opportunity for activation. It is well suited to host performances, lectures, outdoor classes, and informal gatherings, but currently lacks the infrastructure and programming to reach its full potential.

Beyond these high-use areas, much of the campus's remaining open space—especially the in-between zones located within academic neighborhoods and between the inner and outer building rings—is disconnected, undefined, and underutilized. These spaces lack consistent Wi-Fi, furniture, and other outdoor learning amenities, which limits their appeal for informal study, gathering, or instructional use. As a result, the broader campus lacks a cohesive open space system that responds to the daily needs of students, faculty, and staff.

Chabot College's athletic fields and recreational facilities occupy a significant portion of the campus's northern and eastern edges, forming a distinct and well-defined athletics zone. These facilities support intercollegiate athletics, physical education programs, and community partnerships, while also contributing to the campus's open space character.

Key features include:

- Stadium Field and Track for football and track & field events
- Softball and baseball diamonds
- Soccer practice fields and multipurpose turf areas
- Tennis courts and gymnasium complex
- Outdoor pool facility, shared between athletics and instructional programs


KEY:
Program Specific
Campus - Wide
Basic Needs
Food Service
Athletics
Study Support
Counseling Services
Theatre
1/4 Mile Radius
N
LOT J
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HESPERIAN BOULEVARD
DEPOT ROAD
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CAMPUS ZONING

Chabot College's campus reflects a clear and well-established zoning structure, with academic, support, and athletic functions logically organized across the site. This strong foundational zoning promotes clarity of use, supports wayfinding, and provides a useful framework for future development.

The campus is structured around a central core and organized into identifiable "neighborhoods" by discipline or function. Each zone is generally contiguous and anchored by one or more key buildings:

Student Services, Support, & Administration (Yellow)

Located prominently along Hesperian Boulevard, this zone includes Student Services (Building 700), the new Library (Building 600), counseling, financial aid, admissions, and administrative offices. Its central position enhances visibility and accessibility for both prospective and current students. The new Library in particular strengthens this core as a student-focused destination and reinforces the institutional identity of the campus.

Arts (Purple)

The Arts neighborhood occupies the southeastern portion of campus and includes the Performing Arts Center (Building 1300) and associated instructional spaces. This area is well defined and benefits from a strong visual identity and direct access from the southern entry.

STEM (Green)

STEM (Science, Technology, Engineering, and Math) programs are located north and northwest of the Library, integrated into the core academic loop. This location supports interdisciplinary collaboration and access to shared resources such as MESA and STEM Lab.

Multidisciplinary (Light Blue)

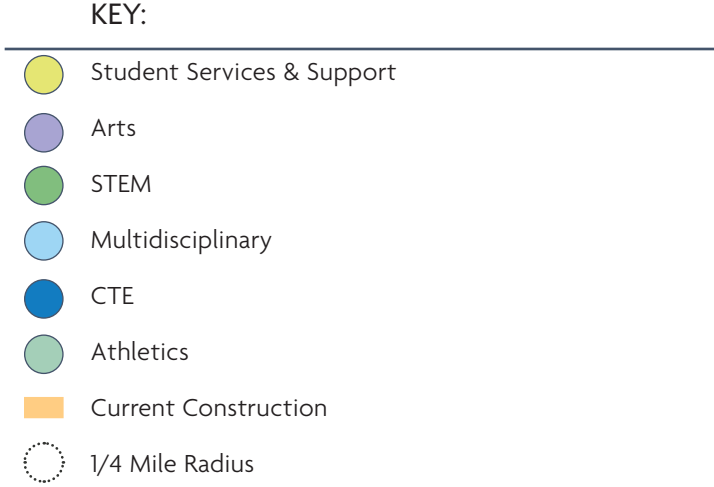
This zone, located along the northeast of the academic core, includes most of the campus's lecture rooms for use in general education, humanities, and cross-disciplinary programs. Its central location promotes student circulation between academic areas and support services.

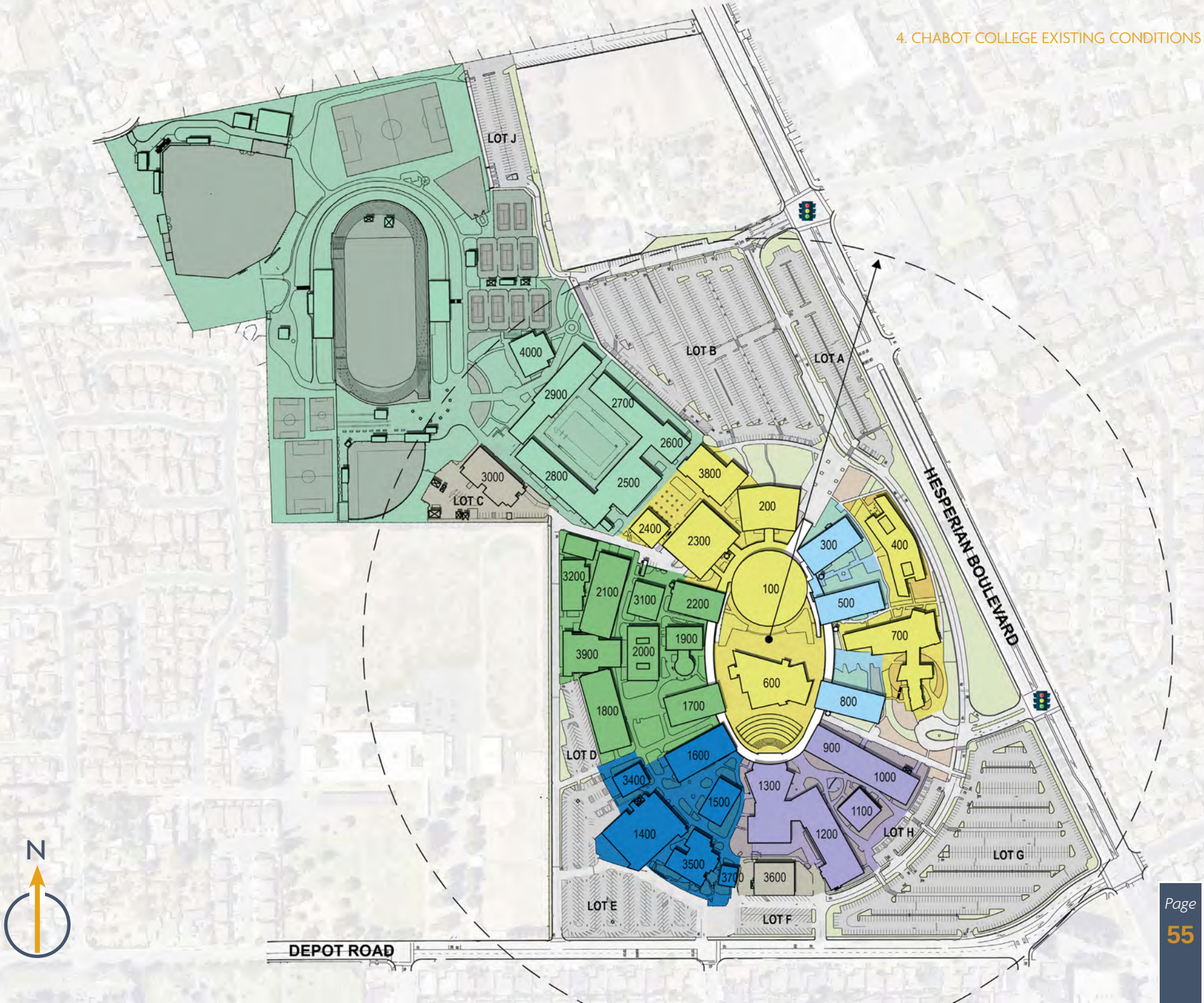
Career & Technical Education (CTE) (Dark Blue)

Positioned at the southern edge of campus near Depot Road, this zone includes specialized labs, shops, and workforce-focused instructional programs. It is distinct yet accessible, aligning with the hands-on nature of technical education.

Athletics (Teal):

The athletics zone occupies the northwest quadrant of campus and includes stadiums, athletic fields, tennis courts, the gymnasium, and the pool. It is a well-defined area with its own identity, circulation, and infrastructure. Zoning supports athletic and instructional needs but results in some separation from the academic core.

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AGE OF FACILITIES

#	BLDG NAME	YR BLT	LAST RENO	*FCI (%)
100	Library	1965	2000	61
200	Admin., Campus Safety, Board Room	1966		62
300	Classrooms, Comp. Supp., MPOE	1965	2012	48
400	Office of the President, Div. Offices	2010		0
500	Classrooms	1965	2010	1
600	Library and Learning Connection	2024		
700	Student Services	2010		0
800	Classrooms	1965	2009	0
900	Classrooms	1965	2009	69
1000	Arts Classrooms	1965	2001	94
1100	Media, Arts & Comm. Div. & Fac. Off.	1965		123
1200	Music Class., Reh. Studios, & Perf. Hall	1965	2014	101
1300	Reed L. Buffington Vis. & Perf. Arts	1967		78
1400	Automotive & Welding	1965	2012	0
1500	Applied Tech. Faculty Offices & Class.	1965		122
1600	Applied Tech. & Business Classrooms	1965	1996	87
1700	Classroom Building	1965	2014	105
1800	Classrooms & Physics Lab	1965	2014	108
1900	Lecture Halls & Planetarium	1965	2011	101
2000	Science & Mathematics Division	1965		116
2100	Biology Labs (Under Construction)	1965		115
2200	Health, Dental & Nursing Programs	1965	2010	119
2300	Student Center & Cafeteria	1966		102
2400	Disabled Student Center	1966	1998	115
2500	Gymnasium	1965	2013	91
2600	Athletics Division Office	1965	2013	0
2700	Women's Locker Room	1965	2014	103
2800	Men's Locker Room	1965	2013	103
2900	Small Gym. & Fire Science Class.	1966	2013	91
3000	Maint. & Oper., Shipping & Rec.	1966		118
3100	Nursing	1995		30
3200	Bio Phase I Annex	2021		0
3300	Vacant Building	1991		152
3400	Automotive Classrooms	1995		37
3500	ECD Lab School	1995		38
3600	Butler Building	1995		34
3700	ECD - Auxiliary	2002		48
3800	Bookstore	1997		34
3900	Chemistry Building & STEM Cent.	1999		22
4000	Fitness Center	2012		0
3001	Shed 1 - M&O	1968		116
3002	Shed 2 - M&O	1968		116
3003	Shed 3 - M&O	1968		116

KEY:

- 1965 - 1990
- 1991 - 2000
- 2001 - 2010
- 2011 - present
- Renovated
- 1/4 Mile Radius

*Facilities Condition Index (FCI) see page 60


LOT J
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AGE OF FACILITIES

FACILITIES AGE, CONDITION & CAPITAL RENEWAL

Chabot College's built environment reflects over 60 years of growth, evolution, and reinvestment. The campus comprises buildings from multiple eras—some dating back to the 1960s—and as a result, varies widely in condition, modernization level, and functional performance. While newer facilities have begun to reshape the campus experience, many original buildings remain in use despite outdated systems and layouts that no longer meet the needs of today's students.

This mix of building ages and conditions has shaped the college's long-term capital strategy and underscores the need for ongoing renewal, targeted replacement, and infrastructure upgrades.

AGE OF FACILITIES

The campus has developed in distinct phases:

- *1960s* – Original Construction: The majority of academic and administrative buildings were constructed during this time, including core instructional facilities, student services, and support spaces. These buildings form the structural foundation of the campus but are now at or beyond their intended lifecycle.
- *1990s* – Targeted Expansion: Facilities added during this phase supported specialized programs such as child development, career education, and support services.
- *2010s–2020s* – Strategic Modernization: More recent projects have focused on renewing core academic and student support areas through new construction and selective renovation.

FACILITIES SURVEY

FACILITIES CONDITION INDEX (FCI) & MODERNIZATION NEEDS

To assess the physical state of campus facilities, the Facilities Condition Index (FCI) is used to measure the cost of repairs relative to the replacement value of each building. The higher the FCI, the more cost-prohibitive it becomes to renovate, often signaling the need for full replacement.

Key observations from the facilities survey include:

- Many original buildings—including Building 100 (original Library), 1100, 1200, and 2200—have FCIs over 100%, meaning the cost to repair would exceed the cost of replacement.
- Building 100, although replaced by the new Library (Building 600), remains in use for temporary swing space during construction. Due to its age, deteriorating systems, and previous planning recommendations, it should remain slated for eventual removal.
- Building 2100 (Biological Sciences), another high-FCI building, is currently being replaced by the new Bio II facility, addressing long-standing science and infrastructure needs.
- Select buildings such as Building 1700 (renovated in 2014) and Building 4000 (Strength & Fitness, completed in 2012) are in good condition, illustrating the long-term benefits of modernization.
- Many other facilities have received limited improvements, such as interior finishes or minor upgrades, while their core systems and infrastructure remain outdated.

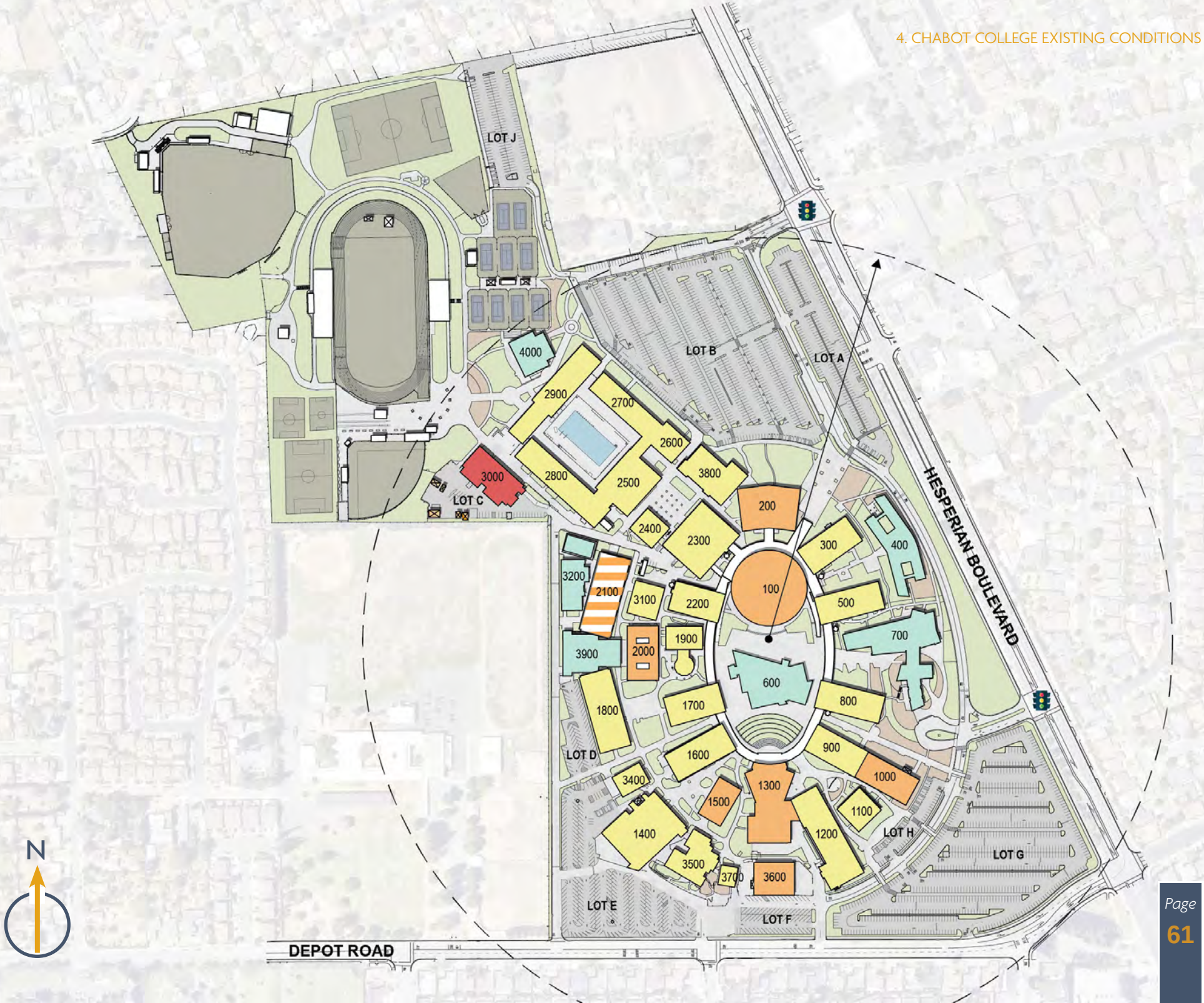
The campus-wide condition analysis reveals a pattern of deferred maintenance concentrated in the academic core, where many of the oldest and most heavily used instructional buildings are located.

#	BLDG NAME
100	Library
200	Admin., Campus Safety, Board Room
300	Classrooms, Comp. Supp., MPOE
400	Office of the President, Div. Offices
500	Classrooms
600	Library and Learning Connection
700	Student Services
800	Classrooms
900	Classrooms
1000	Arts Classrooms
1100	Media, Arts & Comm. Div. & Fac. Off.
1200	Music Class., Reh. Studios, & Perf. Hall
1300	Reed L. Buffington Vis. & Perf. Arts
1400	Automotive & Welding
1500	Applied Tech. Faculty Offices & Class.
1600	Applied Tech. & Business Classrooms
1700	Classroom Building
1800	Classrooms & Physics Lab
1900	Lecture Halls & Planetarium
2000	Science & Mathematics Division
2100	Biology Labs (Under Construction)
2200	Health, Dental & Nursing Programs

#	BLDG NAME
2300	Student Center & Cafeteria
2400	Disabled Student Center
2500	Gymnasium
2600	Athletics Division Office
2700	Women's Locker Room
2800	Men's Locker Room
2900	Small Gym. & Fire Science Class.
3000	Maint. & Oper., Shipping & Rec.
3100	Nursing
3200	Bio Phase I Annex
3300	Vacant Building
3400	Automotive Classrooms
3500	ECD Lab School
3600	Butler Building
3700	ECD - Auxiliary
3800	Bookstore
3900	Chemistry Building & STEM Cent.
4000	Fitness Center
3001	Shed 1 - M&O
3002	Shed 2 - M&O
3003	Shed 3 - M&O

KEY:

- 1 : Good Working Condition
- 2 : Minimal Improvements
- 3 : Moderate Improvements
- 4 : Heavy Improvements
- 5 : Major Deficiencies
- 1/4 Mile Radius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HESPERIAN BOULEVARD
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3900
4000

ARCHITECTURAL CHARACTER & CAMPUS VERNACULAR

The architectural vernacular of Chabot College has also evolved with each generation of development. The original buildings from the 1960s share a cohesive and durable design language, characterized by:

- Exposed concrete and stone facades
- Minimal ornamentation
- Limited windows and inward-facing massing

While this vocabulary lends a sense of institutional permanence, it also creates heavy, closed-off environments that can feel uninviting by today's standards. In contrast, newer facilities—particularly those constructed over the past decade—have begun to reinterpret this original material palette with a lighter, more welcoming touch.

Recent buildings feature larger expanses of glass, better integration with outdoor space, and a stronger relationship to pedestrian circulation.

The new Library (Building 600) exemplifies this shift, it sets a new architectural standard for the campus—more open, transparent, and student-centered in both form and function.

As Chabot continues to modernize its campus, future projects will have the opportunity to build on this evolving vernacular, blending contextual continuity with innovation and inclusivity.

MEASURE A: RECENT AND ONGOING CAPITAL INVESTMENTS

To address these needs, Chabot College is implementing a coordinated capital renewal strategy funded by Measure A (2016). This bond measure has enabled a series of transformative projects aimed at replacing high-FCI buildings, modernizing infrastructure, and aligning campus facilities with evolving academic programs.

Recent and current Measure A projects include:

New Library (Building 600) – A major student-centered facility anchoring the campus core, offering flexible learning environments, collaboration space, and adjacent outdoor amenities.

Biological Sciences I (Bio I) – A recently completed facility providing updated instructional lab space for life sciences.

Biological Sciences II (Bio II) – Under construction, this new building will replace the aging Building 2100 and expand capacity for STEM programming.

Baseball Stadium Improvements – Completed upgrades that enhance usability for athletics and community events.

Stadium Modernization – In design; planned improvements to accessibility, spectator amenities, and infrastructure.

Maintenance & Operations (M&O) Facility – In design; will support long-term campus maintenance, logistics, and sustainability initiatives.

These investments mark a significant shift toward replacement of aging infrastructure and demonstrate a long-term commitment to equity, instructional quality, and campus sustainability.

PLANNING IMPLICATIONS

Looking ahead, the following priorities are essential:

- Target high-FCI, high-use buildings for renovation or phased replacement.
- Continue leveraging bond funding to support strategic modernization, particularly in the academic core.
- Align physical improvements with programmatic goals—especially for general education, STEM, student services, and career education.
- Invest in inclusive, flexible, and future-ready learning environments that respond to Chabot College's educational mission.


CHABOT
COLLEGE


500
500

INFRASTRUCTURE

INFRASTRUCTURE SYSTEMS

Chabot College's infrastructure reflects the complexity and challenges of a mature campus originally constructed in the 1960s. While recent capital improvements have upgraded select buildings and infrastructure elements, the College faces ongoing maintenance and operational challenges—particularly with underground utilities, vertical circulation, and campus safety.

The 2018 Facilities Master Plan identified many of these critical needs, providing a framework for continued investment and modernization. This FMP Update builds upon these recommendations, reflecting current campus conditions and planning priorities.

UNDERGROUND INFRASTRUCTURE

The campus's underground infrastructure, including water, sewer, storm, and power lines, presents challenges due to age and difficult access. In some areas, corrosive soils have contributed to pipe leaks, particularly in the heating hot water system.

TECHNOLOGY INFRASTRUCTURE

While classroom technologies have remained operational, the underlying network infrastructure is aging. The system is at or beyond capacity, limiting the ability to support new buildings or renovations. A renewal plan for campus IT infrastructure, including network, IDF rooms, and digital systems, will be needed to maintain technology reliability and support growth.

ELEVATORS AND ACCESSIBILITY

Many campus elevators are due for upgrades to improve reliability and meet accessibility standards.

SAFETY AND SECURITY

The campus has experienced security incidents, including after-hours break-ins, particularly in areas with limited visibility or access control. To improve safety, Chabot should:

- Enhance site lighting and surveillance
- Use Crime Prevention Through Environmental Design (CPTED) principles in future landscape and site planning
- Improve access control and perimeter definition

ENERGY AND SUSTAINABILITY

Chabot College generates renewable energy through solar carports in two parking lots and is currently exploring a potential microgrid project to increase energy resilience and efficiency.

The College continues to pursue LEED Campus certification, incorporating sustainable design strategies into recent and future projects. These include:

- Energy-efficient HVAC systems
- Drought-tolerant landscaping
- Use of reclaimed water for irrigation and fire protection

Future projects should continue to support sustainability goals, including system efficiency, water conservation, and long-term electrification strategies.

PLANNING CONSIDERATIONS

To support future development and address aging infrastructure, Chabot College should focus on:

- Updating utility maps and planning for phased infrastructure replacement
- Upgrading heating hot water systems where leaks are occurring
- Addressing technology infrastructure limits, particularly MPOE capacity and network wiring
- Strengthening campus safety through improved lighting, access control, and CPTED strategies
- Expanding renewable energy systems, including the microgrid in development
- Continuing progress toward LEED certification and sustainable operations

ALAMEDA COUNTY FIRE DEPARTMENT TRAINING FACILITY

In 2023, Chabot College, in partnership with the Alameda County Fire Department (ACFD) and the City of Hayward, established a state-of-the-art Regional Fire Training Center and Fire Station No. 6 at the Hayward Executive Airport.

The facility serves as the home of the Chabot College Fire Academy, providing advanced training for firefighters, paramedics, and emergency responders. The campus includes classrooms, offices, a five-story training tower, and specialized training props such as a decommissioned BART train car, a passenger jet, and an old bus. These features support realistic simulations for urban search and rescue, as well as a variety of emergency response scenarios.

The campus is currently bisected by a 1.75-acre industrial parcel along W. Winton Avenue. Should this property become available in the future, it may be advantageous for the College and District to consider expanding their existing partnership.


Tuskegee Airmen Drive
West Winton Avenue
N
KEY:
Boundary
Unassociated Industrial Parcel


CHABOT COLLEGE

TRANSLATING DATA INTO A VISION

The following strategic themes should be consistently applied across the district and integrated into each development project:

BALANCING FACILITIES

Continue to optimize the size, distribution, and function of instructional spaces, with a focus on right-sizing facilities. This includes evaluating the ratio of laboratory to lecture spaces to support evolving pedagogical approaches. Current instructional modalities must also be taken into consideration as the significant amount of distance learning enrollment reduces facility needs.

OUTDOOR AMENITIES & LEARNING AREAS

Enhance the outdoor landscape and develop outdoor classrooms and laboratories. These spaces should include amenities such as shade structures, technology access, power outlets, lighting, seating, and security measures to foster engaging learning environments.

WAY-FINDING

Improve physical and visual access throughout Chabot College to enhance usability for students. This includes establishing clear visual corridors that connect campus neighborhoods to the Grand Court and new Library (Building 600), consistent signage, and cohesive collegiate branding.

ADA IMPROVEMENTS & INTEGRATION

In parallel with the FMP Update, Chabot College should continue enhancing campus accessibility. Improvements should be made to ensure physical access is universal, equitable, and compliant with ADA standards.

IMPROVING LEARNING ENVIRONMENTS & TECHNOLOGY

Ensure that classrooms and laboratories with high space utilization are equipped with up-to-date AND CONSISTENT technology, modern furniture, and advanced equipment. These improvements will create dynamic learning environments that support contemporary teaching methods and modalities.

5

CHABOT COLLEGE VISION

DETERMINING THE COLLEGE'S PLANNING FRAMEWORK

The translation of the projections for change and growth in academic and support services into facilities needs, as discussed in Chapter 3: Supporting the Educational Master Plan (EMP), together with analysis of the qualitative and quantitative data regarding buildings and campus systems highlighted in Chapter 4: Chabot College Existing Conditions, led to an integrated Program of Work.

This integrated approach ensures a cohesive strategy for campus development, balancing immediate needs with long-term goals, and reflects careful consideration of the campus's strengths, challenges, and opportunities. Both facility-specific requirements and campus-wide infrastructure systems—including classrooms, laboratories, student support spaces, pedestrian and vehicular circulation, open spaces, and critical campus utilities—were evaluated in detail. Together, these components shape a welcoming, accessible, and effective learning environment, positioning Chabot College to support its educational mission and strategic objectives over the long term.

OBJECTIVES OF THE FMP UPDATE

Support the College Mission

Ensure facilities and infrastructure actively support Chabot College's academic mission, instructional goals, and student success objectives.

Improve Efficiency and Utilization of Campus

- Maintain and enhance campus zoning to improve space utilization operational effectiveness.
- Maximize the functional use of instructional, support, and administrative spaces.
- Develop high-flexibility, resilient learning environments to accommodate evolving instructional models.
- Renovate existing facilities to support contemporary (21st-century) learning methods.
- Evaluate and strategically repurpose non-functional or underutilized spaces.

Address Aging Facilities and Infrastructure

Strategically prioritize projects that renew or replace older buildings, address deferred maintenance, and update aging infrastructure systems to meet current and future needs.

Enhance Student Success

- Improve student access, emphasizing physical accessibility through Universal Design principles.
- Create a campus environment that is inviting, accessible, safe, and vibrant.
- Provide spaces that balance socialization with formal learning activities.
- Maintain and enhance student safety throughout campus.

Strengthen Campus Safety and Accessibility

- Improve campus-wide safety, security, and universal accessibility through thoughtful design, clear wayfinding, improved lighting, and intentional landscape features aligned with crime prevention through environmental design (CPTED) principles.

Broaden Definition of Sustainability

Promote sustainability through a comprehensive approach, addressing:

- Environmental Sustainability: energy-efficient systems, water conservation, and sustainable landscape strategies.
- Community Sustainability: facilities that foster community engagement, inclusion, and well-being.
- Financial Sustainability: strategic planning for long-term operational efficiency and responsible stewardship of resources.

SECONDARY PLANNING CONSIDERATIONS

Leverage Funding Opportunities

Develop a phased capital program strategically designed to maximize state funding eligibility and effectively position the college for future bond measures.

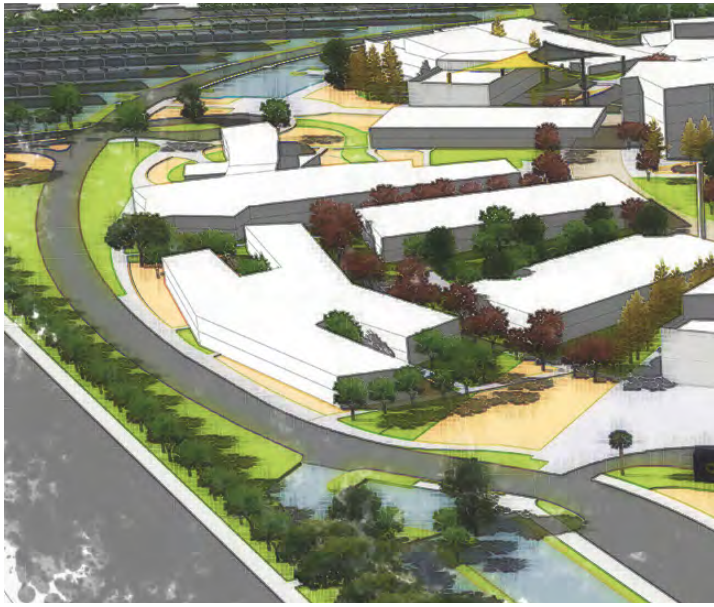
Minimize Disruption

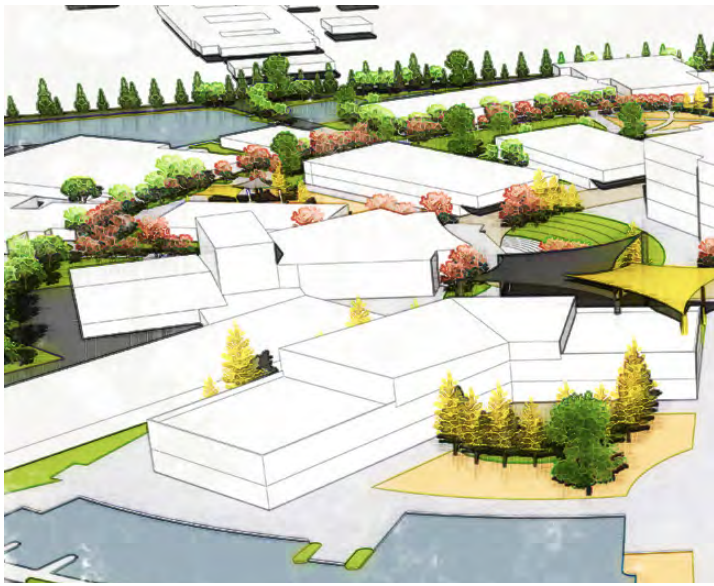
Sequence facility improvements and infrastructure upgrades to reduce disruption to campus activities, limit reliance on swing spaces, and manage project costs effectively.

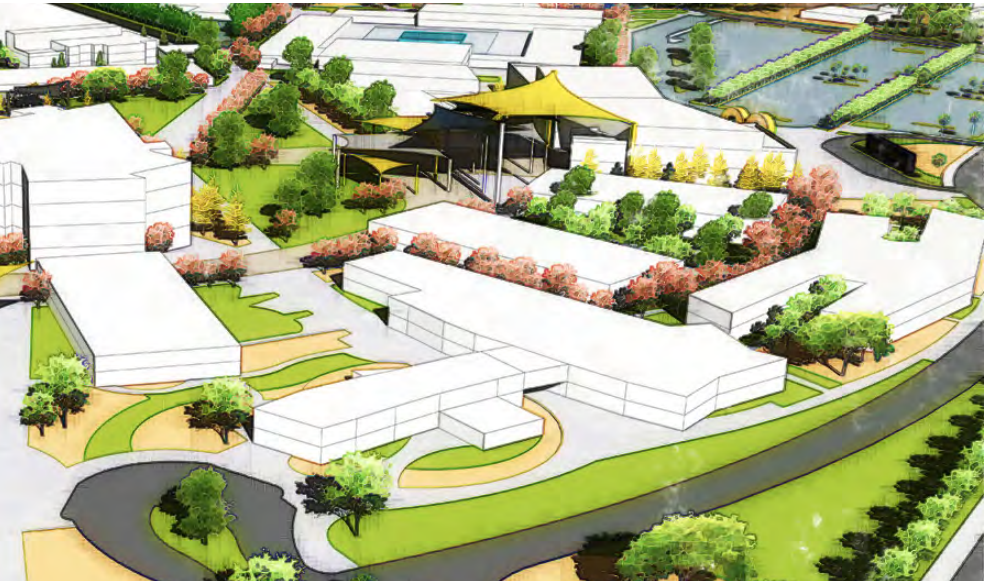
PLANNING OUTCOMES

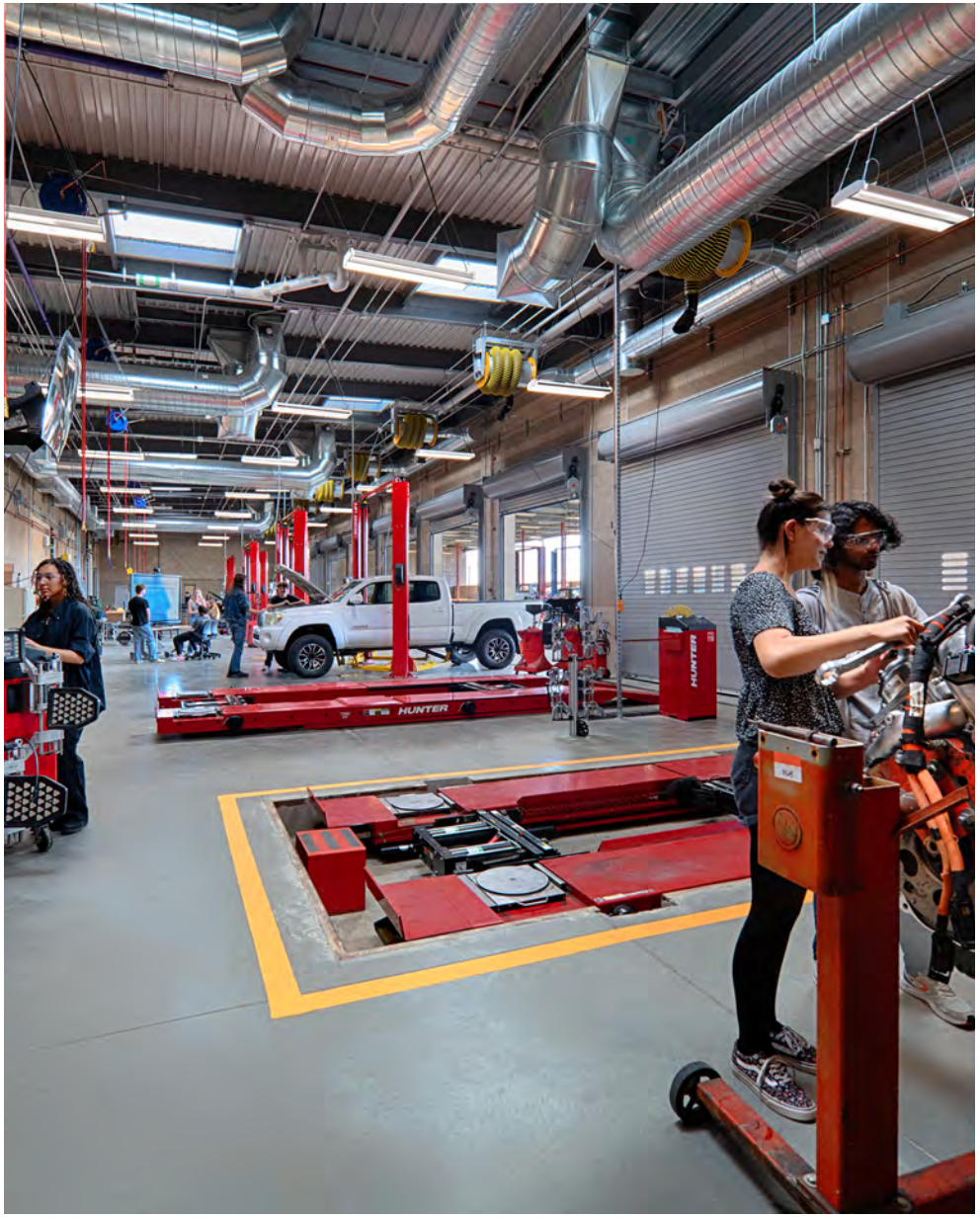
The FMP Update will provide the college with:

- A clearly defined Program of Work, detailing priority facility and infrastructure projects.
- Identification of key campus infrastructure upgrades and systems improvements, directly linked to academic, student support, and operational needs.
- Strategies to enhance campus safety, security, and accessibility across the physical environment.
- An integrated approach to sustainability and LEED goals, including infrastructure renewal, energy efficiency, and campus-wide resilience planning.
- Identification of partnership and enterprise opportunities to maximize land use, optimize resources, and support financial sustainability.
- A clear implementation timeline and prioritization framework, serving as a roadmap for phased development and strategic investments.








HUNTER
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CAMPUS VISION

The adjacent diagram graphically defines Chabot College's Vision in their FMP Update. The update builds upon the existing framework of the campus, while improving the planning systems and addressing new and renovated facility needs.

The recommendations relative to each campus system are further described in the following pages.

KEY:

300 MULTIDISCIPLINARY CLASSROOM BUIL. (MPOE)

400 DIVISION & FACULTY OFFICES

500 **MULTIDISCIPLINARY** CLASSROOM BUIL.

600 LIBRARY & LEARNING CONNECTION

700 STUDENT SERVICES

800 **MULTIDISCIPLINARY** CLASSROOM BUIL.

1200 MUSIC CLASSROOMS, REHEARSAL STUDIOS, & PERFORMING HALL

1200/1300 THEATER ARTS CLASSROOMS & SPACES

1300 REED L. BUFFINGTON VISUAL & PERFORMING ARTS CENTER

1400 AUTOMOTIVE & WELDING

1500 CAMPUS SWING SPACE

1600 APPLIED TECHNOLOGY & BUSINESS

1700 CLASSROOM BUILDING

1800 CLASSROOMS & PHYSICS LABS

1900 **LECTURE HALLS &** PLANETARIUM

2100 BIO II

2500 GYMNASIUM

2600 ATHLETICS DIVISION OFFICE

2700 WOMEN'S LOCKER ROOM

2800 MEN'S LOCKER ROOM

2900 SMALL GYMNASIUM

3000 MAINTENANCE & OPERATIONS

3200 BIO I

3400 AUTOMOTIVE CLASSROOMS

3500 ECD LAB SCHOOL

3900 CHEMISTRY BUILDING & STEAM CENTER

4000 FITNESS CENTER

1 COLLEGE CENTER

2 ARTS, MEDIA & COMMUNICATIONS

3 HEALTH PROFESSIONS | NURSING & DENTAL

8B PRECINCT PLAN OF NORTH CORNER (MOHR-FRY)

9A SOCCER

9B SOFTBALL

9C PRACTICE FIELD


8b
9a
LOT J
LOT B
LOT A
4000
2900
2700
2600
2800
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9c
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HESPERIAN BOULEVARD
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CAMPUS ZONING

The FMP Update is intended to build upon and strengthen the current campus zoning.

PRESERVING THE CAMPUS CORE

Through its multiple development periods, Chabot College has maintained a strong zoning in the core of Campus. This FMP Update recommends expanding multidisciplinary academic use, making more strategic use of the classrooms within the campus core. These classrooms should be consistent in technology and support multiple pedagogical styles. Considering the shift in modalities, enhancement to the campuses classrooms will maintain resilience through enrollment recovery and future growth. Throughout the planning process, it became clear that Chabot College has a goal to improve classroom utilization and efficiency.

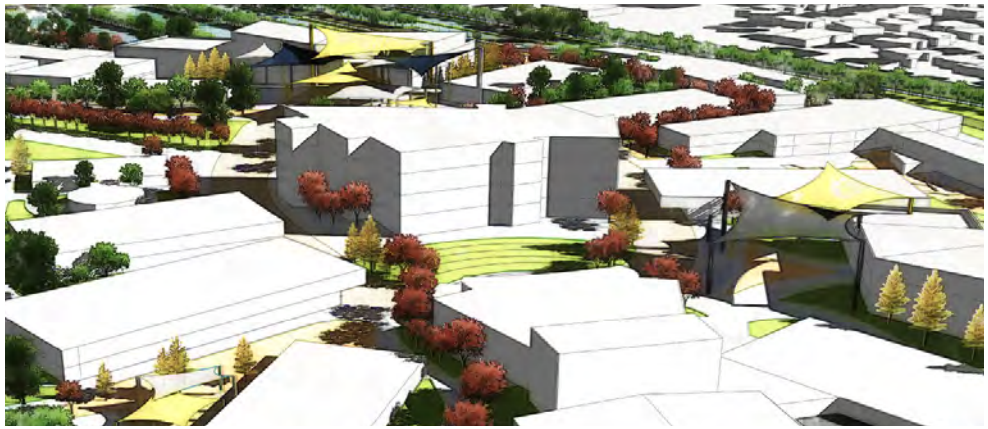
Many buildings within this plan focus on program specific lab space in either renovation or replacement. These programs will use the existing multidisciplinary classrooms on campus to support the lecture components of their curriculum thereby significantly reducing the need for any new lecture classroom construction.

Previous plans used strategies of replacement in place to maintain this framework. This updated plan looks to strategically replace or renovate facilities within the zone, while accommodating implementation constraints.

RESPECTING THE CURRENT DEVELOPMENT

While this plan is an update, there is a current planning horizon and bond implementation ongoing. With this, the CLPCCD Bond Team and the Planning team worked together to weave existing projects into the Facilities Update, through a validation process. Efforts in design and construction currently underway include:

- Bio II – in Construction
- Field and Stadium Improvements – in design and construction
- Maintenance and Operations - in design and construction
- Early Childhood Lab Project – in design
- Acquisition of the Mohr-Fry Property – in escrow



CAMPUS ENTRY & VEHICULAR CIRCULATION

ENHANCING VEHICULAR GATEWAYS

As noted in Chapter 4, there are multiple vehicular gateways along both Hesperian Boulevard and Depot Road. The plan recommends increased clear and consistent street-level signage along the campus perimeter roads. Enhanced signage will facilitate improved campus navigation, increase community visibility, and establish a stronger, more welcoming presence. Proposed gateway improvements include corner and entry monuments, lighting, and landscaping.

All entries should support, where appropriate, public transit access, bike paths, and pedestrian connections from the campus perimeter.

DROP-OFFS

North Entry Drop-Off - Site Project A

The frequently used northern entry along Hesperian Boulevard will be enhanced to create a clearly defined and welcoming campus "front door." This project will restructure the existing transit drop-off and introduce a dedicated vehicular drop-off north of the campus core, adjacent to the new College Center. Improvements will increase campus visibility and enhance intuitive orientation, reinforcing a clear identity for the main entry.

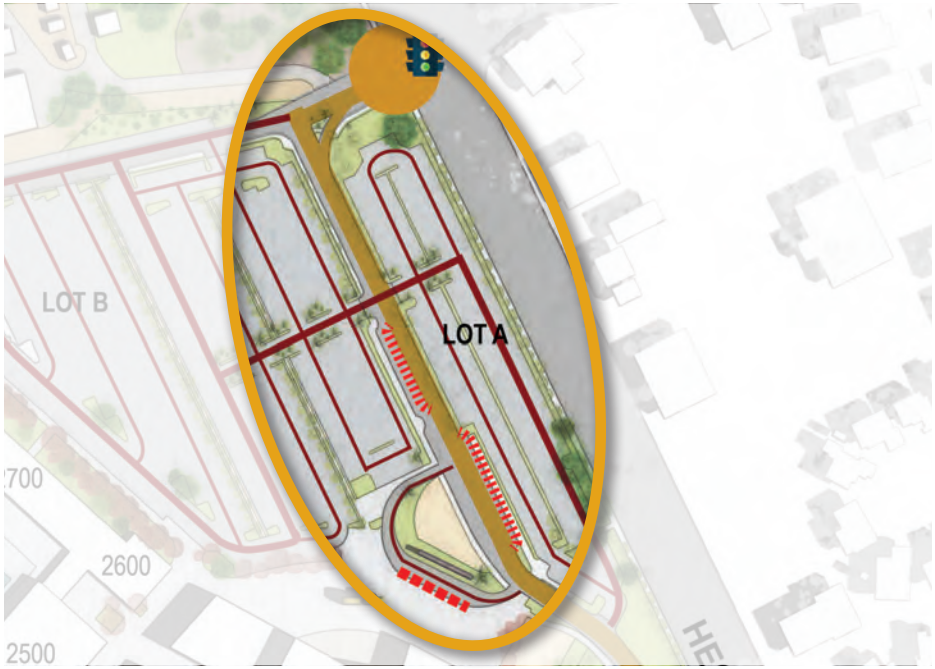
Mid-Campus Drop-Off (Student Services)

The current roundabout adjacent to Student Services (Building 700) will be expanded into a fully functional drop-off area. This improvement will address existing pedestrian navigation challenges, providing safer and more intuitive access into the campus core.

Southern Drop-Off - Site Project B

Short term parking is currently available in Lot F, however the zone of campus will quickly see changes to the Early Education Lab School, the removal of the Butler Building, and removal of the Construction Zone in Lot E. Maintaining or reshaping a new drop-off area within Lot F, or with further study, Lot E, will provide dedicated short-term parking, drop-off capacity, and clear access into campus adjacent to the Child Development Center (CDC). This enhancement will significantly improve safety and convenience for families and visitors.

Short-term parking is currently available in Lot F; however, this area of campus will soon experience significant changes, including the renovation to the Early Education Lab School, the removal of the Butler Building, and the elimination of the Construction Zone in Lot E. Maintaining or reshaping a dedicated drop-off area within Lot F—or, pending further study, in Lot E—will provide clearly defined short-term parking, improved drop-off capacity, and direct access to campus adjacent to the Child Development Center (CDC). This enhancement will substantially improve convenience and safety for families, visitors, and daily campus users.


LOT B
LOT A
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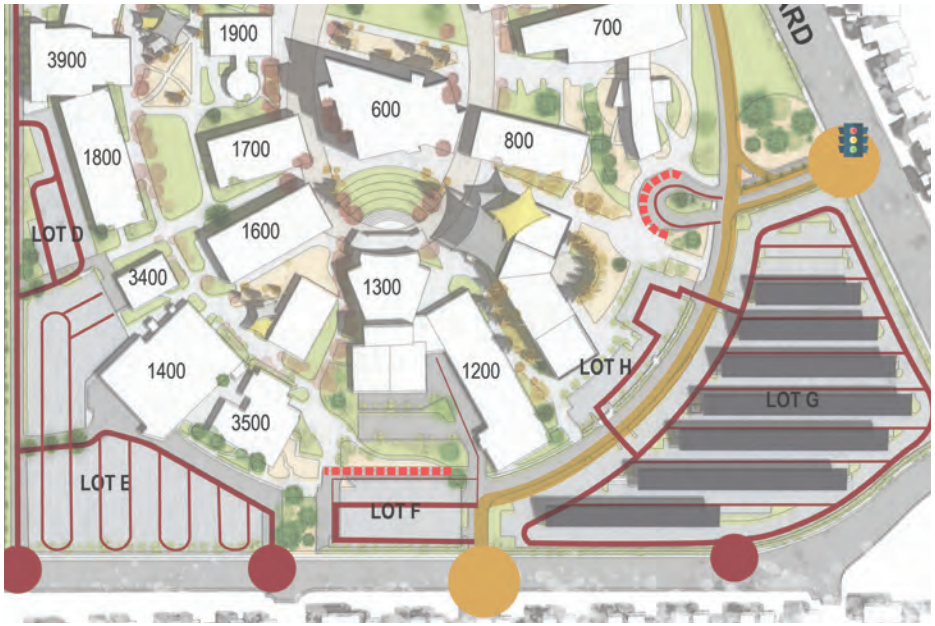
reference imagery


reference imagery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LOT F


reference imagery

VEHICULAR CIRCULATION

Inclusion of the Mohr-Fry Property

The College should seek to improve vehicular access along the one-way road that currently navigates around the northern edge of the property. Additionally, there is an opportunity to enhance vehicular connectivity between parking lots J and B.

WAYFINDING, SIGNAGE, AND COMMUNITY PRESENCE

Enhanced Signage and Visual Presence

Clear, consistent street-level signage will be increased along the campus perimeter, particularly along Hesperian Boulevard and Depot Road. Enhanced signage, including corner monuments, electronic displays, and improved parking lot wayfinding, will support campus navigation, increase visibility within the community, and establish a more welcoming campus presence.

PEDESTRIAN INTEGRATION AND SAFETY

Pedestrian-Friendly Improvements

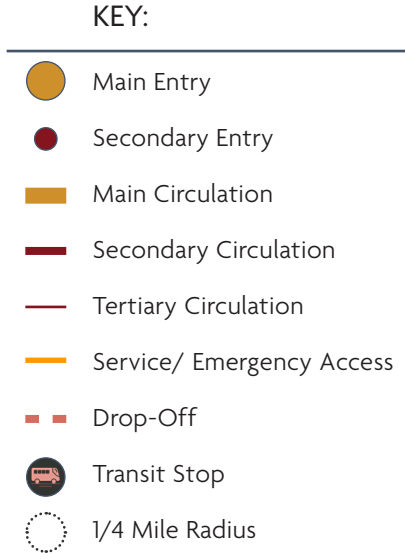
Vehicular circulation enhancements will incorporate pedestrian-focused design elements such as clearly marked crosswalks, stop signs, traffic calming measures, and improved connections between parking areas and campus facilities. These improvements will encourage walking, support safer pedestrian movement, and enhance overall campus accessibility.

SERVICE & EMERGENCY CIRCULATION

Emergency vehicle access will be maintained throughout campus as it exists today, ensuring uninterrupted service to all campus zones. The current system includes multiple access points that allow emergency vehicles to reach the interior campus via controlled pathways and designated fire lanes, including access from Hesperian Boulevard and Depot Road.

Service vehicle access will also continue to be supported across a distributed network of facilities. Key service destinations include the Art and Auditorium buildings, Cafeteria, The Hub, Automotive and other CTE facilities, Science buildings, and the recently developed Maintenance & Operations (M&O) complex. These areas require regular deliveries, equipment transport, refuse service, and ongoing facilities support.

As the campus evolves, new construction and renovation projects should ensure that service and emergency routes remain clearly defined, accessible, and unobstructed, while minimizing conflicts with pedestrian circulation. Designated service vehicle zones should be integrated thoughtfully into the site plan, utilizing screen walls, landscape buffers, and dedicated entry paths to reduce visual and operational impacts on the broader campus environment.




LOT J
LOT B
LOT A
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2600
3000
2800
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HESPERIAN BOULEVARD
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500
700
1900
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1800
1700
LOT D
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3400
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1400
1200
LOT H
LOT G
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N
0.6 MILES
DEPOT ROAD

PARKING

PARKING AND SUSTAINABILITY IMPROVEMENTS

Maintain Parking

Parking will remain evenly distributed across campus to maintain convenience and ease of access. The acquisition of the Mohr-Fry Property (to the north) offers opportunities to enhance traffic circulation and improve connectivity between Lots J and B.

Renewal of Solar Canopy Parking and EV Charging

As existing solar canopies reach the end of their lifespan, the College should plan for a renewal project to maintain renewable energy production and expand campus electrification. Additionally, expanding Electric Vehicle (EV) charging stations will further support sustainability efforts and align with emerging transportation trends.

FUTURE PARKING NEEDS

While parking demand is often closely tied to enrollment, it is not the only influencing factor. Additional considerations that may reduce on-campus parking demand include increased use of public transit, as well as changes in instructional delivery methods—such as dual enrollment, online, or hybrid courses—that support student growth while having limited impacts on parking. These considerations, coupled with the current parking ratio, indicate parking supply will remain balanced for the foreseeable future. At times, the challenge may be more related to convenience than availability. As the college continues to optimize course schedules and offerings, parking utilization will further balance, improving the equitable use of campus resources, including parking.

PARKING LOT	# SPOTS
A (STAFF)	**224**
B	**744**
C (STAFF)	**37**
D (STAFF)	**57**
E	**287**
F (STAFF)	**71**
G	**774**
H (STAFF)	**54**
J	**226**
TOTAL	**2474**

KEY:

- Parking
- Parking Count
- Solar Covered Parking
- EV Parking
- 1/4 Mile Radius


LOT J
226
LOT B
744
LOT A
224
4000
2900
2700
2600
2800
2500
3000
37
400
3200
2100
1900
600
1800
1700
57
LOT D
3400
1300
54
LOT H
EV
1500
1400
1200
LOT G
EV
774
287
3500
LOT E
71
LOT F
EV
HESPERIAN BOULEVARD
DEPOT ROAD
N

PEDESTRIAN CIRCULATION & OPEN SPACE

Pedestrian circulation and open space are central to Chabot College's campus experience. Building on the strong elliptical promenade and existing network of walkways, the vision for these systems enhances connectivity, expands student gathering areas, and strengthens campus identity—creating a more accessible, vibrant, and welcoming environment.

BUILDING A WALKABLE FRAMEWORK

The existing primary promenade, shaped as an elliptical spine, serves as the organizational core of the campus. This plan strengthens and extends that framework through the following strategies:

Reinforce the Promenade - Site Work Project E

The main pedestrian loop will be enhanced with consistent paving, lighting, landscape, and signage to increase visibility and comfort. Portions of the existing colonnade will be removed and replaced with lighter shade structures that improve sight-lines and support modern accessibility standards.

Gladiator Trails: Create an active wellness walk - Site Project E

The Gladiator Trails initiative will formalize and expand a series of campus walking loops, offering designated routes of ¼, ½, and 1 mile to support daily movement, health, and exploration. These trails will provide a variety of walking experiences that build upon the collegiate setting and natural character of the Chabot campus.

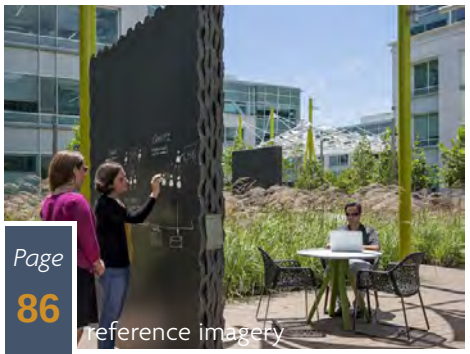
In addition to promoting physical activity, the universally accessible trails will be thoughtfully designed to include zones of reflection—such as meditation gardens and quiet areas—and opportunities for physical challenge, such as par course stations or fitness push points. Along each loop, integrated signage and educational features will highlight the vibrancy, culture, and community at the heart of Chabot College, making the Gladiator Trails both a wellness resource and a celebration of campus identity.

Improve Secondary and Tertiary Pathways

Supporting circulation routes from parking lots and outlying facilities will be clarified and improved, prioritizing safety and accessibility. New landscaping, seating, signage, and lighting will guide users intuitively toward the campus core.

KEY:

- Main Entry
- Secondary Entry
- Tertiary Entry
- Primary Circulation
- Secondary Circulation
- Tertiary Circulation
- 1/4 Mile Radius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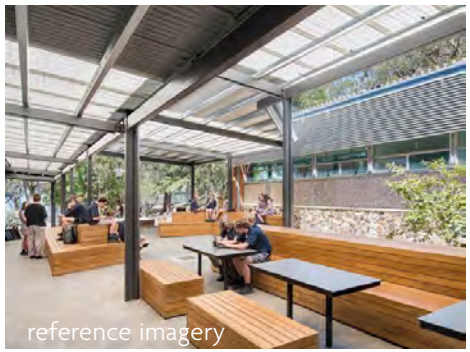
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LOT J
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DEPOT ROAD
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Universal Design Integration
All pedestrian improvements will be designed with universal access in mind—addressing grade changes, paving transitions, and comfortable navigation for all users, including those with mobility devices or strollers.

COURTYARDS & OPEN SPACE: ACTIVATE THE HEART OF CAMPUS

Once circulation is enhanced, campus open spaces can function more effectively as centers for learning, gathering, and recreation. The following projects reflect the campus vision to activate key courtyards and build a comprehensive open space system:

Campus Courtyard & Quad (College Center, and Buildings 300–500) - Site Project C
Associated with the new College Center, this central courtyard will become the student "heart" of the campus—providing seating, shade, Wi-Fi, and power. The design will accommodate daily use and scalable events like career days, club fairs, and campus celebrations, and it will form a key connection between the Library, College Center, Student Services, and academic core.

STEM Courtyard / Outdoor Learning Lab (Buildings 1900–2100–3900) - Site Project D
A new outdoor learning zone in the STEM neighborhood will offer flexible space for instruction, group work, and quiet study. The courtyard will connect to the larger circulation network and serve as an extension of the future STEAM Center at Building 3900.

Distributed Gathering Spaces - Site Work F
Additional improvements across campus will strengthen a range of open spaces:

- ***Amphitheater***: maintain and refresh as needed as a performance and flexible event venue
- ***Meditation and Garden Zones***: Quiet spaces for reflection
- ***Small Courtyards:*** Informal seating nooks outside of academic buildings
- ***Outdoor Classrooms:*** Located in science and vocational zones

Programmable Outdoor Student Labs - Site Project F
As the College continues to create outdoor learning spaces and improve connections between the inner and outer campus rings, these courtyards present a valuable opportunity to be intentionally designed as active or passive environments. These spaces should support a range of uses—including outdoor labs, learning environments, study zones, and informal gathering areas to enhance student life.

Each space should be maintainable, adaptable, and equipped with features such as seating, shade, power access, and Wi-Fi to support both academic instruction and campus engagement. Thoughtfully programmed and well-integrated, these outdoor labs will enhance the student experience while expanding flexible learning opportunities.

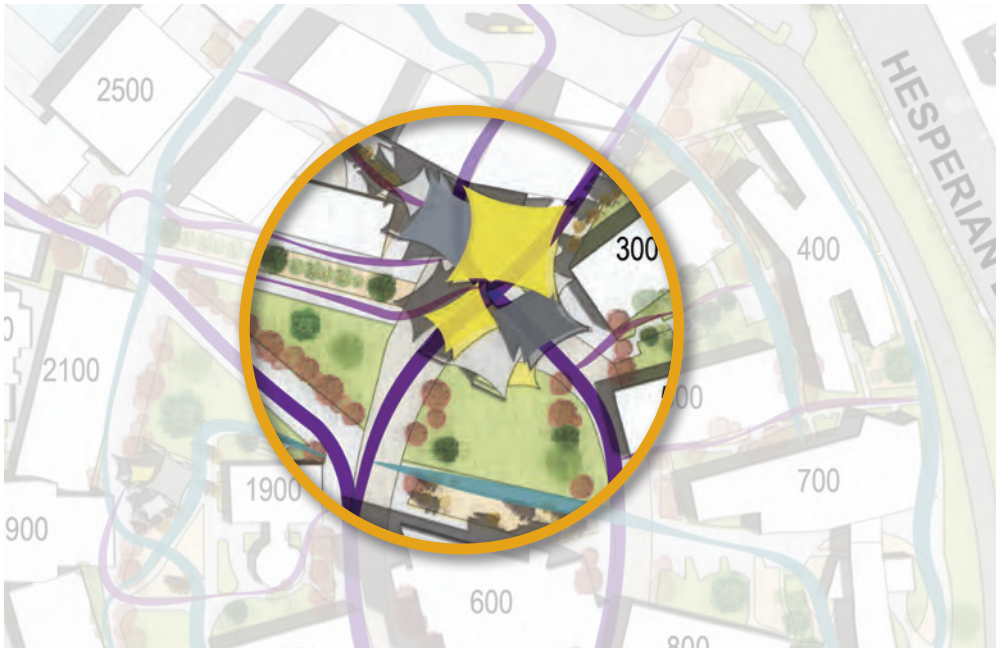
Consistent Amenities and Programming
All open spaces should be equipped with site furnishings, shade structures, accessible pathways, Wi-Fi, and power where appropriate. Establishing campus-wide standards will ensure consistent appearance, functionality, and comfort across all open spaces, while allowing for both informal and programmed use.

INTEGRATING WAYFINDING AND IDENTITY

Wayfinding elements—integrated into circulation paths and open spaces—will help orient users and build a strong campus identity. Physical signage, building design, environmental graphics, and cultural storytelling will reflect Chabot's diversity, history, and student voice, ensuring the outdoor campus experience is memorable and meaningful.


reference imagery


reference imagery

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LANDSCAPE / HARDSCAPE REFINEMENT AND ENHANCEMENTS

The FMP Update team recommends that the existing Landscape Master Plan and Design Standards be reconfirmed or redeveloped to align with the updated vision for pedestrian circulation and open space described above. This document should function not only as a technical resource—addressing planting, irrigation, and materials—but also as a visionary guide developed in collaboration with campus stakeholders, including College leadership, faculty, students, and the facilities team.

The updated Landscape Master Plan should address the following key elements:

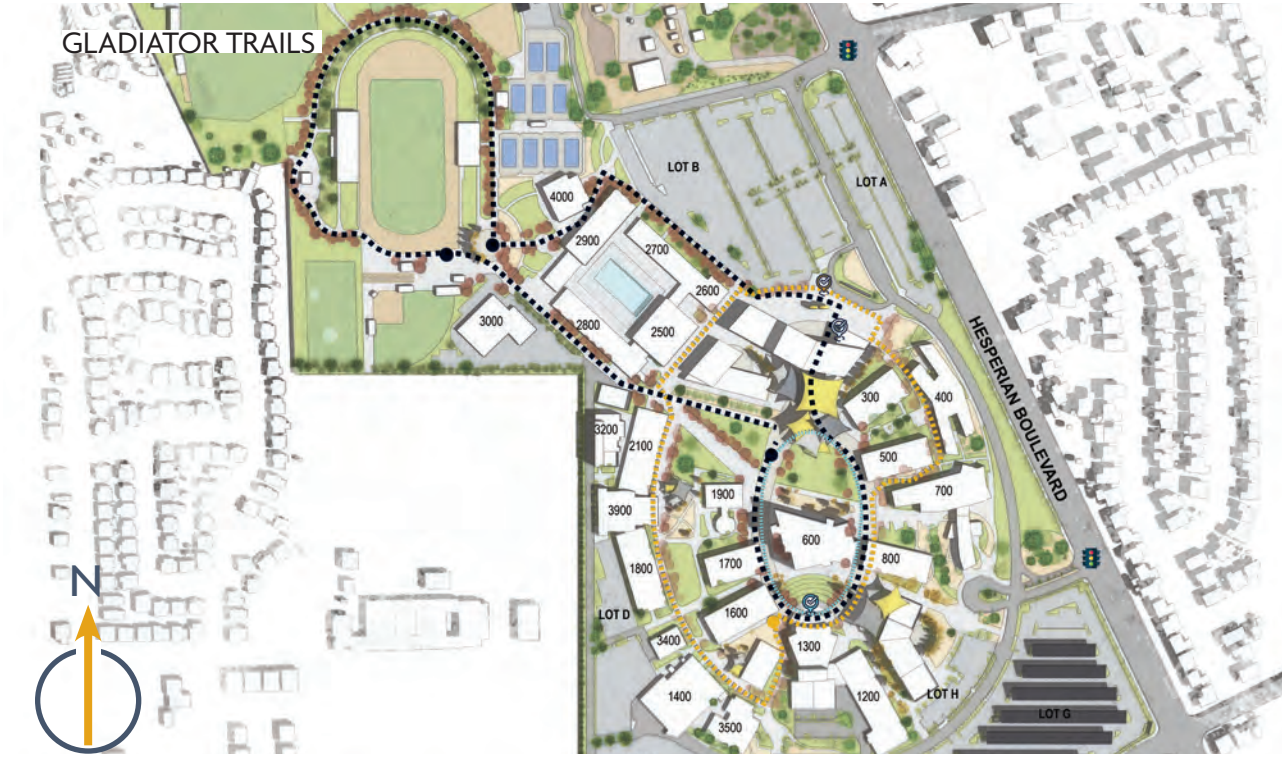
Collegiate Character and Student Experience
Build upon the concepts outlined in the FMP Update to enhance the campus's visual identity and create outdoor spaces that actively support student life, learning, and informal interaction.

Campus Edge Conditions and Identity
Define consistent, welcoming, and visually cohesive edge conditions along Hesperian Boulevard and Depot Road to establish a strong sense of place and reinforce the College's public-facing image.

Sustainable Planting and Irrigation Standards
Develop and apply a consistent landscape palette that reflects the local environment and responds to water conservation mandates. Irrigation standards should prioritize water efficiency, adaptability to drought conditions, and long-term sustainability.

A renewed focus on design standards will improve the longevity, functionality, and maintenance of outdoor environments across campus. At present, many areas suffer from inconsistent landscaping, overgrown or unmanaged plantings, and underutilized open space. Moving forward, all projects and site improvements included in the FMP Update should contribute to a cohesive, maintainable, and welcoming outdoor environment—one that reflects the College's commitment to quality, stewardship, and the student experience.

reference imagery



KEY:

- 1/4 Mile Loop
- 1/2 Mile Loop
- 1 Mile Loop

PROGRAM OF WORK

The FMP Update includes multiple projects within the 2035 planning horizon. These projects include:

NEW CONSTRUCTION

1. College Center
2. Arts, Media & Communications
3. Health Professions (Nursing & Dental)

RENOVATION & REPURPOSING

4. Building 1600 Renovation & Expansion
5. Classroom Renovation (300, 500, 800)
6. STEAM Center – Building 3900 1st Floor Renovation
7. Student Services Reorganization & Renovation (Building 700)
8a. Building 400 – Reorganization
8b. Precinct Plan of North Corner (Mohr-Fry)

ATHLETIC FIELDS

9a. Soccer
9b. Softball
9c. Practice Field

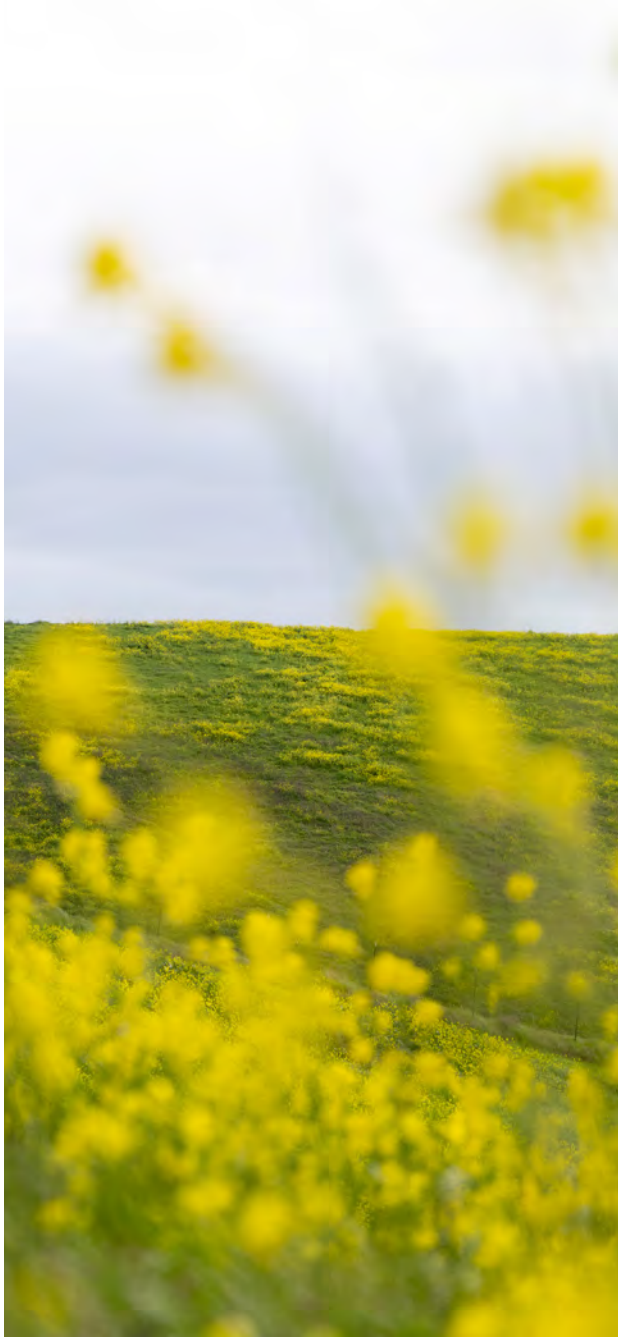
DEFERRED MAINTENANCE

- Refresh and renewal

SITE WORK -

(Referenced in pages 82-95 above)

A. North Campus Entry & Drop Off
B. South Campus Entries & Drop Offs
C. Campus Courtyard & Quad
D. STEM Courtyard / Outdoor Learning Lab
E. Main Promenade & Active Living Loop
F. Integration of Passive / Active Outdoor Spaces (Campus-Wide)
G. Universal Access & Wayfinding (Campus-Wide)

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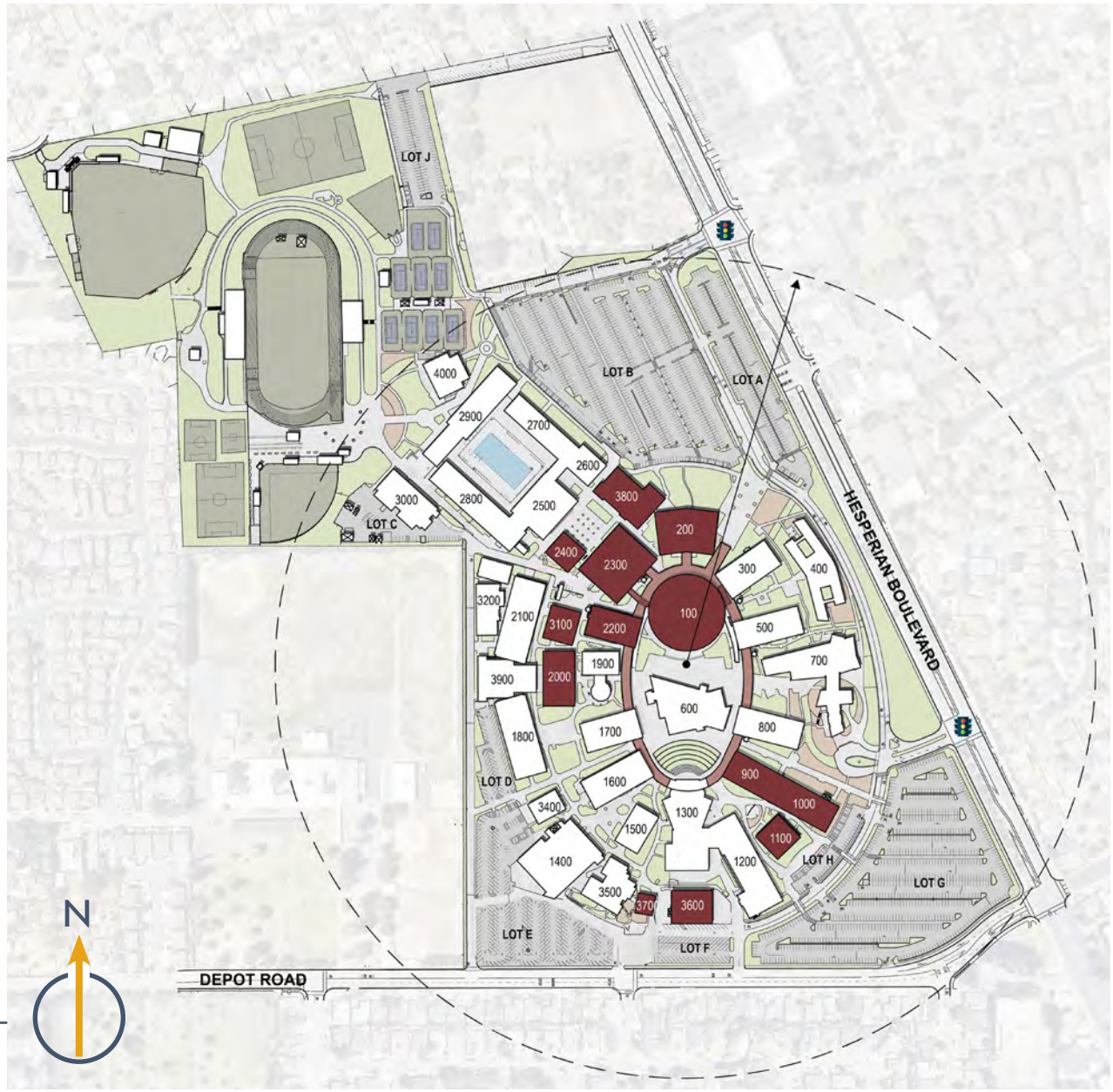
LOT E
LOT F
B
HESPERIAN BOULEVARD
DEPOT ROAD
N

BUILDINGS TO BE DEMOLISHED

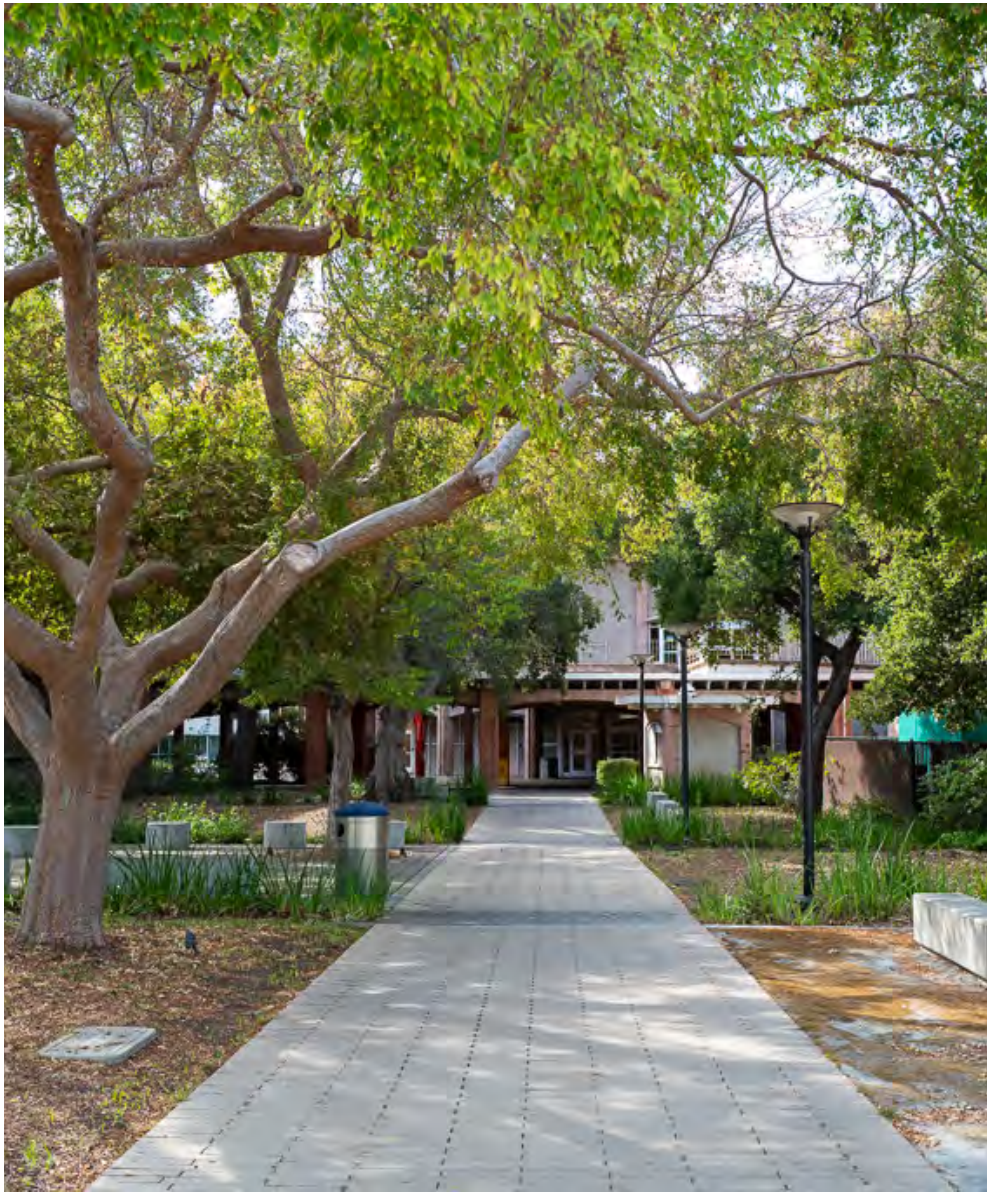
Facilities planned for demolition within the FMP Update planning horizon include:

- 100
- 200
- 900
- 1000
- 1100
- 2000
- 2200
- 2300
- 2400
- 3100
- 3800
- Colonnade portions



KEY:

Buildings Demolished

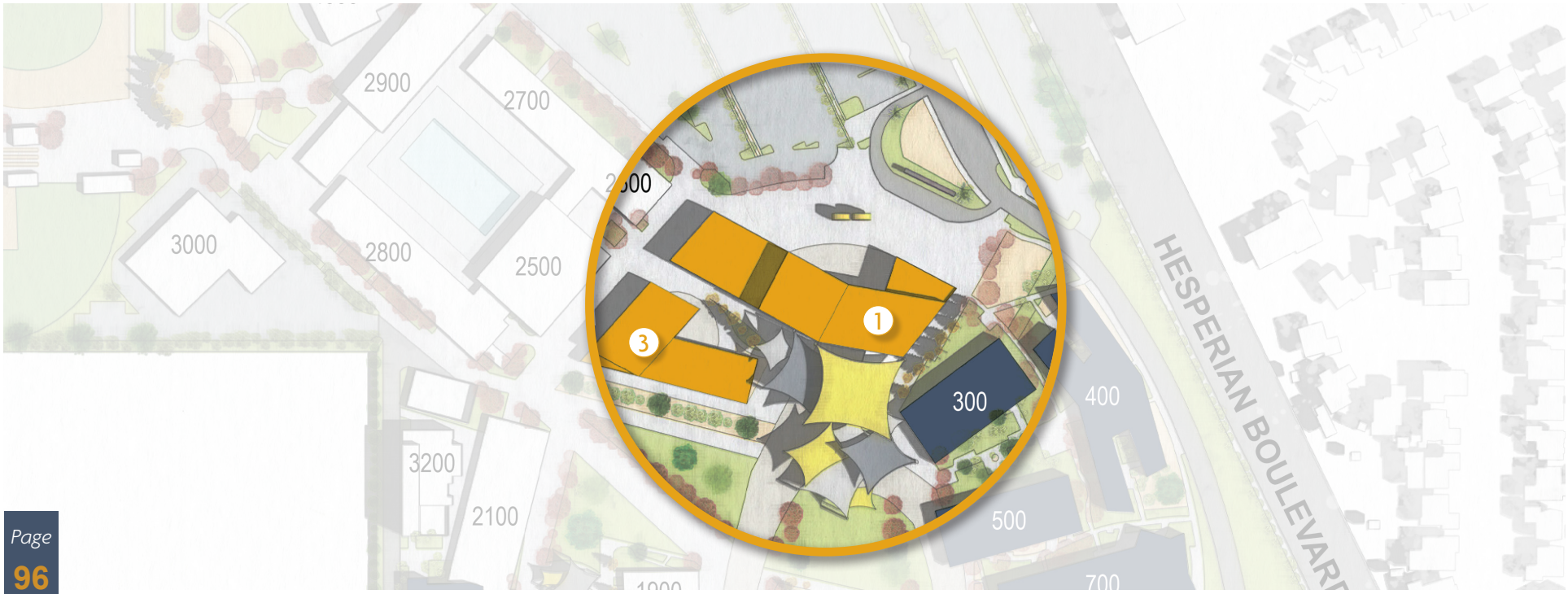


1 COLLEGE CENTER

The College Center will establish a new campus front door and gateway, welcoming students and community members from the north side of campus into the heart of Chabot College. The facility will unify a range of essential campus services under one roof, including Student Life and Leadership, Campus Wellness, Food Services, DSPS, and Executive Leadership.

Designed as a hub of activity, the College Center should foster an indoor/outdoor collegiate atmosphere, seamlessly connecting its interior functions to a hierarchy of thoughtfully programmed outdoor spaces. The building has the opportunity to serve as a vibrant, bright, and welcoming centerpiece—featuring multiple areas for students to gather, study, relax, and connect. With intentional design, it can become a daily destination that enhances both the student experience and campus identity.

The project will include a new campus drop-off and formal entry, located in the area currently occupied by Buildings 3800 and 200 and the south side of Parking Lot B. A thoughtful phasing strategy will be essential to maintain campus operations throughout construction. Buildings 2300 and 100 should remain operational during the initial phases, supporting ongoing instruction and services. These buildings will be removed only after existing user groups have transitioned either into their original academic zones or into the new College Center, ensuring minimal disruption to campus activities.



PROGRAM PRIORITIES:

- Food Service / Cafeteria
- Information Desk (Switchboard / Mailroom)
- Student Life & Leadership (Includes Cross/Multi Cultural Center, Clubs, & E-Sports)
- Student Health & Wellness Center
- DSPS
- Conference Center – multipurpose event space
- Executive Leadership (Campus Administration, President / VPs)
- College Advancement/ Foundation
- Support Amenities (Includes Prayer / Meditation / Spiritual, & Lactation Room

SIGNIFICANT SITE WORK:

- Create a new “front door”
- Connect to new drop-off
- Create new Campus Quad
- Integrate universal design
- Consider service access for Food Service

SIZE / SCALE

- 2/3 Stories

TEMPORARY HOUSING/ SEQUENCING:

- All impacted users to have temporary or permanent housing
- Offices to utilize room within 1500, 400, and 700
- Mailroom / Switchboard – 700
- Boardroom – 700 / 405
- Reprographics – 1500
- Campus Safety – 700 or 1500 or 3900
- Veterans – 700 or College Center

BUILDINGS REMOVED:

- 2400
- 3800
- 200
- 2300 (After Completion)
- 100 (After Completion)


reference imagery


reference imagery


reference imagery

reference imagery

2 ARTS, MEDIA, & COMMUNICATION

This project will replace outdated instructional labs that are essential to the Arts, Media, and Communications Division. The new facility will consolidate existing programs and provide state-of-the-art teaching and learning environments tailored to current and emerging disciplines. Strategically located within the Arts Zone, the building will complement the existing Auditorium and Building 1200 that already support the division.

While the primary focus is on replacing aging specialty labs, multiple conversations during the planning phase have identified opportunities for emerging programs and future growth. These ideas should be revisited through program review and the forthcoming Educational Master Plan (EMP) to ensure they are grounded in data. Final program confirmation should align with the Chancellor's Office space allocation guidelines and CLPCCD's planning best practices, ensuring programs are well-supported and spaces are used efficiently.

Currently, Journalism, TV, and Radio are housed outside the primary academic core, located in Buildings 100 and 2400. These programs are academically focused and should be co-located within the Arts, Media, & Communications Zone. The planning team recommends their relocation—either into the new facility or repurposed, underutilized spaces within the zone.

Faculty offices will be included for instructors overseeing specialty labs. Where appropriate, division offices and faculty offices should be located in Building 400, to be confirmed during the project's programming phase.

PROGRAM PRIORITIES:

- Replacement and rightsizing of all Specialty labs
- Include Journalism and TV / Radio within the Academic Neighborhood
- Offices - include offices of faculty who oversee specialty equipment within specialty labs.
- Division Offices (as appropriate)

SIGNIFICANT SITE WORK:

- Outdoor labs
- Exhibit
- Performance areas

SIZE / SCALE

- 2/3 Stories
- The project is anticipated to be approximately 40,000 - 50,000 GSF within 2 stories. The square footage will be validated and determined through program review, and programming process.

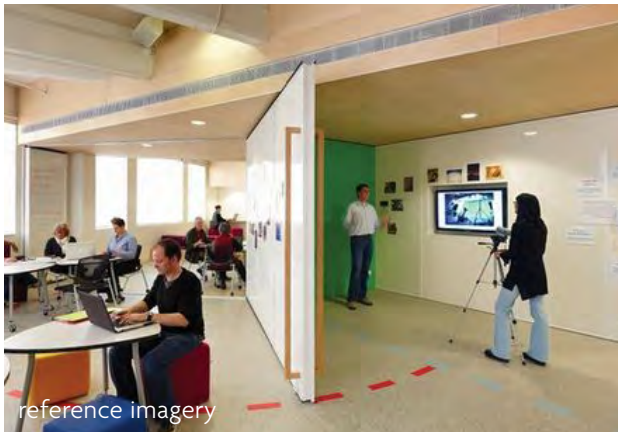
TEMPORARY HOUSING/ SEQUENCING:

- Consider phased implementing by maintaining 1000 during construction to limit disruptions and temporary housing
- Journalism, TV / Radio will require housing when 100 and 2300 are removed in association with the College Center.

BUILDINGS REMOVED:

- 900
- 1100
- 1000 (after completion of the new facility)


reference imagery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3 HEALTH PROFESSIONS | NURSING & DENTAL

This project will replace and expand outdated instructional labs and clinic spaces that are essential to Chabot College's Nursing and Dental Hygiene programs—two high-demand programs that serve as critical workforce pipelines for the region. The new facility will consolidate existing instructional and clinical functions and provide state-of-the-art teaching and learning environments that reflect current industry standards and support future growth.

Strategically located adjacent to the new College Center, the building will benefit from strong synergy with the campus Wellness Center, reinforcing the College's focus on health, well-being, and community service. Given that the Dental Hygiene program serves a significant number of public clients, the building must include direct, intuitive access from Parking Lot B, ensuring that patients can easily navigate to the Dental Clinic lobby.

Both programs have identified opportunities for expansion and are currently reviewing labor market data to validate growth projections to be included in the forthcoming EMP. In light of available funding timelines, additional program review should be completed in the near term to support a data-informed and responsive programming effort.

This project is planned for the footprint of Buildings 2400 and 2300, with construction scheduled to begin only after the new College Center is completed and Building 2300 is removed. This phased approach will ensure continuity of operations during the construction period.

Given the impact of this project, as the College completes it's prioritization process, the Health Professions Building should be considered one of the highest priorities for capital investment in the next planning horizon.

PROGRAM PRIORITIES:

- Nursing
- Dental, including clinic
- Replacement facilities, with a focus on specialty labs, and sustainable growth
- Offices

SIGNIFICANT SITE WORK:

- Consider clinic entry for public patrons
- Consider adjacency and connection to Chabot's Health and Wellness Center (anticipated to be within the new College Center)

SIZE / SCALE

- 2 Stories
- Square footage to include replacement of the existing SF. Growth is to be determined after updated program review, considering expanded program opportunities and national accreditation requirements

TEMPORARY HOUSING/ SEQUENCING:

- After 2300 / 2400 are removed
- Construction should not be planned until the new College Center is completed and 2300/2400 have been demolished.

BUILDINGS REMOVED:

- 2200
- 3100


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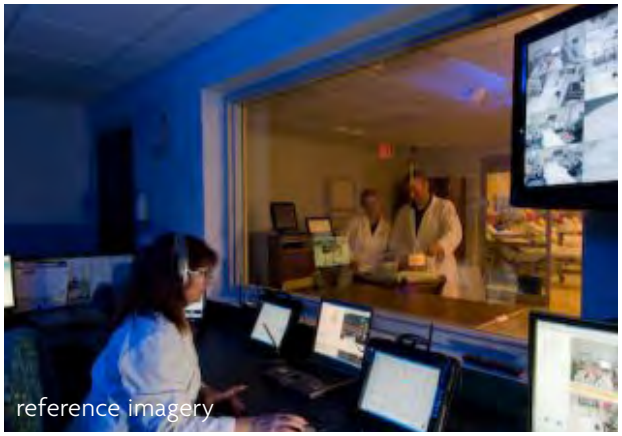
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4 BUILDING 1600 EXPANSION & RENOVATION

This project will renovate and expand Building 1600, which currently houses programs in Advanced Manufacturing, Electronics, Business, and Medical Assisting. The revitalized facility will become a hub for innovative, hands-on learning.

The renovation will include a modest expansion of the Advanced Manufacturing lab, providing space for high-bay equipment and ensuring direct access for deliveries and equipment servicing.

The project will also include expansion for industry engagement and student collaboration rooms. These enhancements will be completed alongside façade updates and building system modernization.

As the campus adopts a more multidisciplinary approach to classroom space, general lecture instruction will be accommodated in Buildings 300, 500, and 800, allowing Building 1600 to focus on specialized, hands-on programs.

Faculty offices will be included for instructors supporting lab-based instruction.

It is recommended that an implementation strategy be developed early in the project planning process as the project will require phased construction or strategic swing space.

PROGRAM PRIORITIES:

- Expand footprint to accommodate High-Bay Equipment within Advanced Manufacturing
- Renovate to right-size and improve labs and classrooms
- Support Industry Meeting Room
- Offices
- Maintain the inclusion of Medical Assisting on the 2nd floor

SIGNIFICANT SITE WORK:

- Connect to / create student spaces

SIZE / SCALE

- Expansion is expected to be less than 5,000 GSF

TEMPORARY HOUSING/ SEQUENCING:

- Consider phasing to limit specialty lab disruption

BUILDINGS ALTERED:

- 1500 to become long-term swing space for the campus (existing and associated offices)


reference imagery


reference imagery


reference imagery

5 CLASSROOM RENOVATIONS (300 2ND FLOOR / 500 / 800)

A significant portion of Chabot College's classrooms (110 space) are located within Buildings 300, 500, and 800. This project proposes a comprehensive modernization and right-sizing of classrooms to support contemporary learning environments. Renovations will include the implementation of standardized room sizes, consistent instructional technology, and flexible, adaptable furniture that supports various teaching methods and promotes shared, multidisciplinary use.

The goal is to create versatile instructional spaces where all faculty are equipped for success, regardless of room assignment—reducing barriers to instructional delivery and maximizing scheduling efficiency.

Some classrooms within these buildings serve specialized functions, including water access, sinks, material storage, or built-in computer labs. These specialized spaces will be retained and reviewed for consistency with design standards and potential for broader instructional use.

Building 300 also houses the campus server infrastructure on the ground floor. This critical function will be maintained; however, the space should be reevaluated to confirm current and future needs of the IT Department, with the goal of optimizing use and flexibility.

In addition, Chabot is exploring a Middle College partnership in collaboration with local K–12 districts. Should this initiative move forward, a potential location for Middle College classrooms and support services could be within Building 300, given its proximity to the academic core, the new campus drop-off, and centralized student support services.

PROGRAM PRIORITIES:

- Flexible resilient classrooms
- Consistent Technology
- Flexible Furniture
- Maintain existing specialty classrooms, improve efficiency / multipurpose use
- Middle College (Possible Location)

SIGNIFICANT SITE WORK:

- Connect to / create student spaces
- Improve balcony spaces (when applicable)

SIZE / SCALE

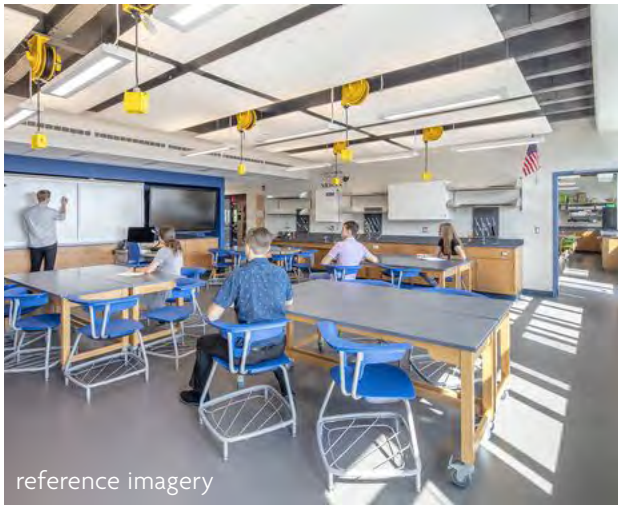
- N/A

TEMPORARY HOUSING/ SEQUENCING:

- Consider phasing and scheduling across campus to reduce impact of construction

BUILDINGS REMOVED:

- N/A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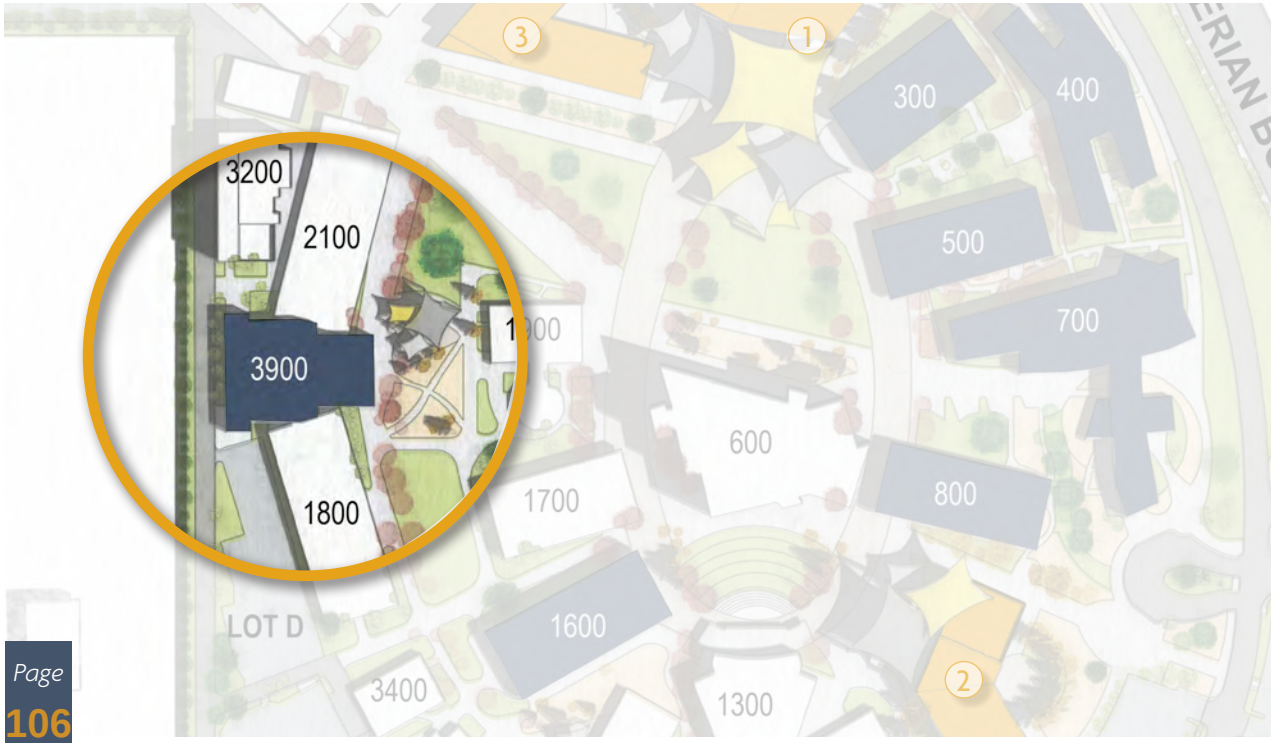
6 BUILDING 3900 - 1ST FLOOR REPURPOSING

With the completion of the BIO II project, the MESA Center, currently located in Building 3900, will transition into a dedicated space within the new facility. This move, along with the availability of underutilized space within 3900, presents a key opportunity to expand and re-imagine the current STEM Center into a multidisciplinary STEAM Center, linked to science innovation and sustainability.

The renovated ground floor will serve as a collaborative, flexible environment that supports cross-disciplinary learning and innovation. The space will be physically and programmatically connected to the new STEM Courtyard and Gardens, providing opportunities for indoor-outdoor learning and enhanced connections to Building 1900 and adjacent science programs.

To ensure long-term success and alignment with academic goals, the College should establish clear metrics for student outcomes and engagement, and conduct additional program review to validate the operational model and identify future needs.

Building 3900 is located just north of Lot D on the west side of campus. During space confirmation and programming, if the full ground floor is not required for the STEAM Center, remaining space—particularly toward the rear of the building—could be repurposed for other campus uses, such as reprographics or centralized campus services.

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PROGRAM PRIORITIES:

- STEAM Center to link Science Innovation and Sustainability
- Transiting and expansion of existing STEM Center into a multi-disciplinary STEAM Center
- Requires program review analysis

SIGNIFICANT SITE WORK:

- STEM Courtyard

SIZE / SCALE

- N/A

TEMPORARY HOUSING/ SEQUENCING:

- MESA relocates from 3900 to BIO II prior to commencement of construction

BUILDINGS REMOVED:

- N/A


reference imagery


reference imagery

7 BUILDING 700 REORGANIZATION

Completed in 2010, Building 700 remains in good condition and continues to be a valuable asset to the Chabot College campus. Originally designed with "room for growth," the facility reflected the evolving needs of student matriculation at the time. However, in the years since, many student services have been redefined and restructured, while the shift toward online and hybrid learning—as well as increased remote work—has resulted in underutilized spaces within the building.

Looking ahead, Building 700 is projected to house expanded student support services, including The Hub (for basic needs) and potentially a new Veterans Resource Center. To fully realize its potential, the FMP Update recommends that Building 700 be evaluated holistically, ensuring it continues to contribute to the campus community in a flexible, efficient, and student-centered manner.

This reorganization should prioritize collaboration, access, and inclusivity, reinforcing the building's role as a welcoming and functional home for essential student services.

This evaluation and programming should commence in parallel with the College Center project, allowing for the thoughtful sequencing of The Hub, the Veterans Resource Center, and El Centro (which is planned to relocate to the College Center) without program disruption.

PROGRAM PRIORITIES:

- Evaluate and re-program 700 to support matriculation, student success, and other like-minded services
- Veterans (Possible Location)
- The HUB
- Other considerations

SIGNIFICANT SITE WORK:

- N/A

SIZE / SCALE

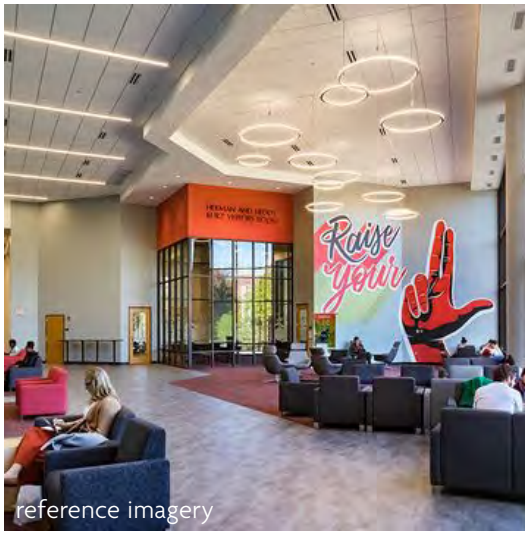
- N/A

TEMPORARY HOUSING/ SEQUENCING:

- Sequencing to commence parallel to implementation of the College Center and the all users with the removal of facilities associated with the project.

BUILDINGS REMOVED:

- N/A



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8a BUILDING 400

Completed in 2010, Building 400 remains in good condition and continues to be a valuable asset to the Chabot College campus. Originally designed as a hub for faculty offices, the building has supported a culture of professional collaboration and academic excellence.

As part of this FMP Update, Building 400 will be repositioned to formally include a Center for Teaching and Learning—a dedicated space where faculty can come together to collaborate, engage in professional development, and foster instructional innovation.

PROGRAM PRIORITIES:

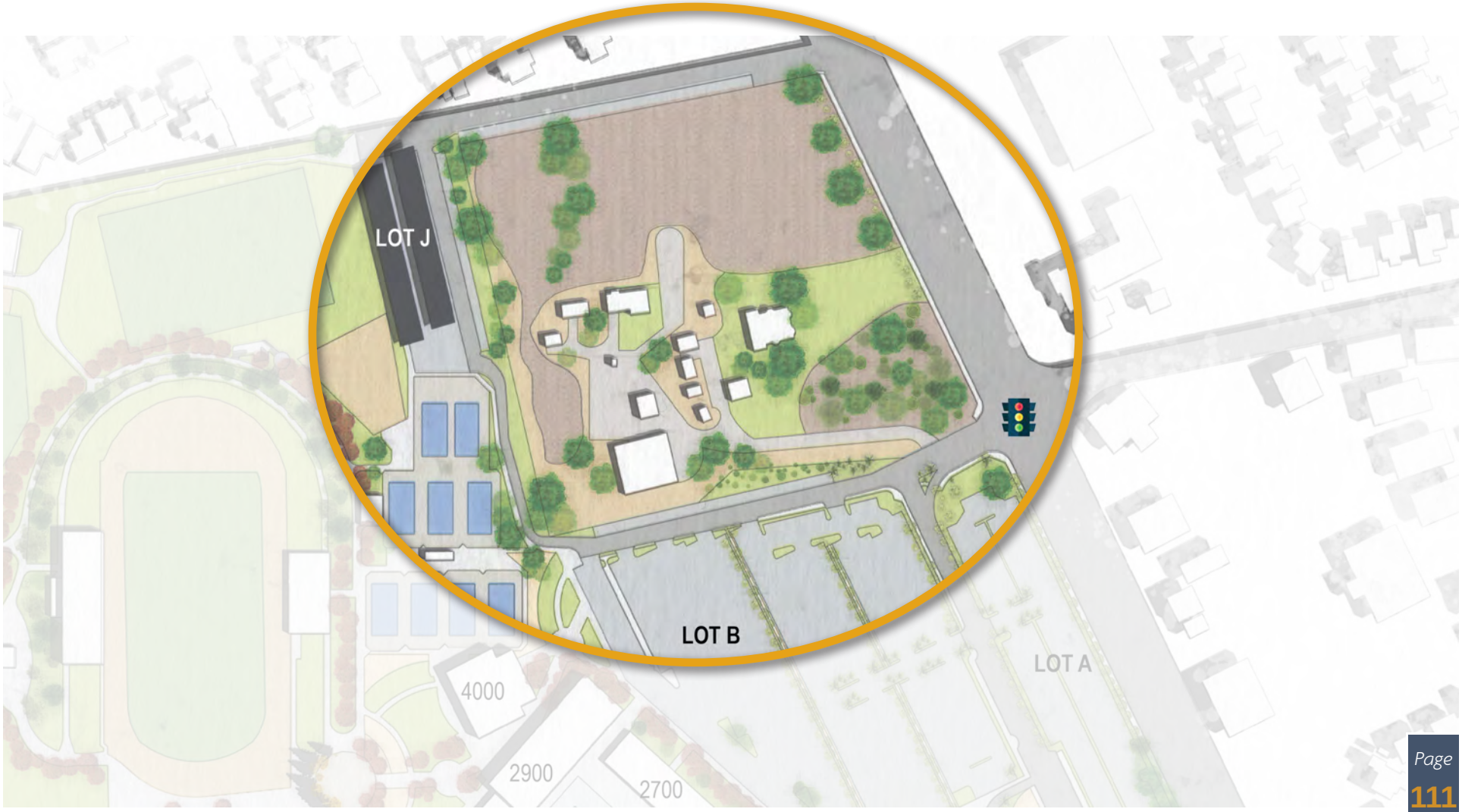
- Create a Center for Teaching and Learning
- Faculty and Division Offices

With Executive Leadership scheduled to relocate to the new College Center, several offices within Building 400 will be vacated. In its current condition, the building also contains some vacant or underutilized office spaces. These should be evaluated holistically, and as new and replacement facilities are constructed across campus, faculty and division offices should continue to transition into Building 400 in alignment with the College's long-term vision.

This reorganization effort is not expected to require major renovations, but may include targeted improvements and interior modifications as needed to support evolving programmatic needs.

8b PRECINCT PLAN OF NORTH CORNER (MOHR-FRY)

The recent acquisition of the property adds approximately 8.5 acres to campus, filling in the exterior boundary, creating a contiguous site. With this, the FMP Update encourages Chabot to further reevaluate the restricted covenant within the purchase agreement and develop a precinct plan. Further planning would detail out near-term and future planning horizons to begin incorporating the site within the broader institution.

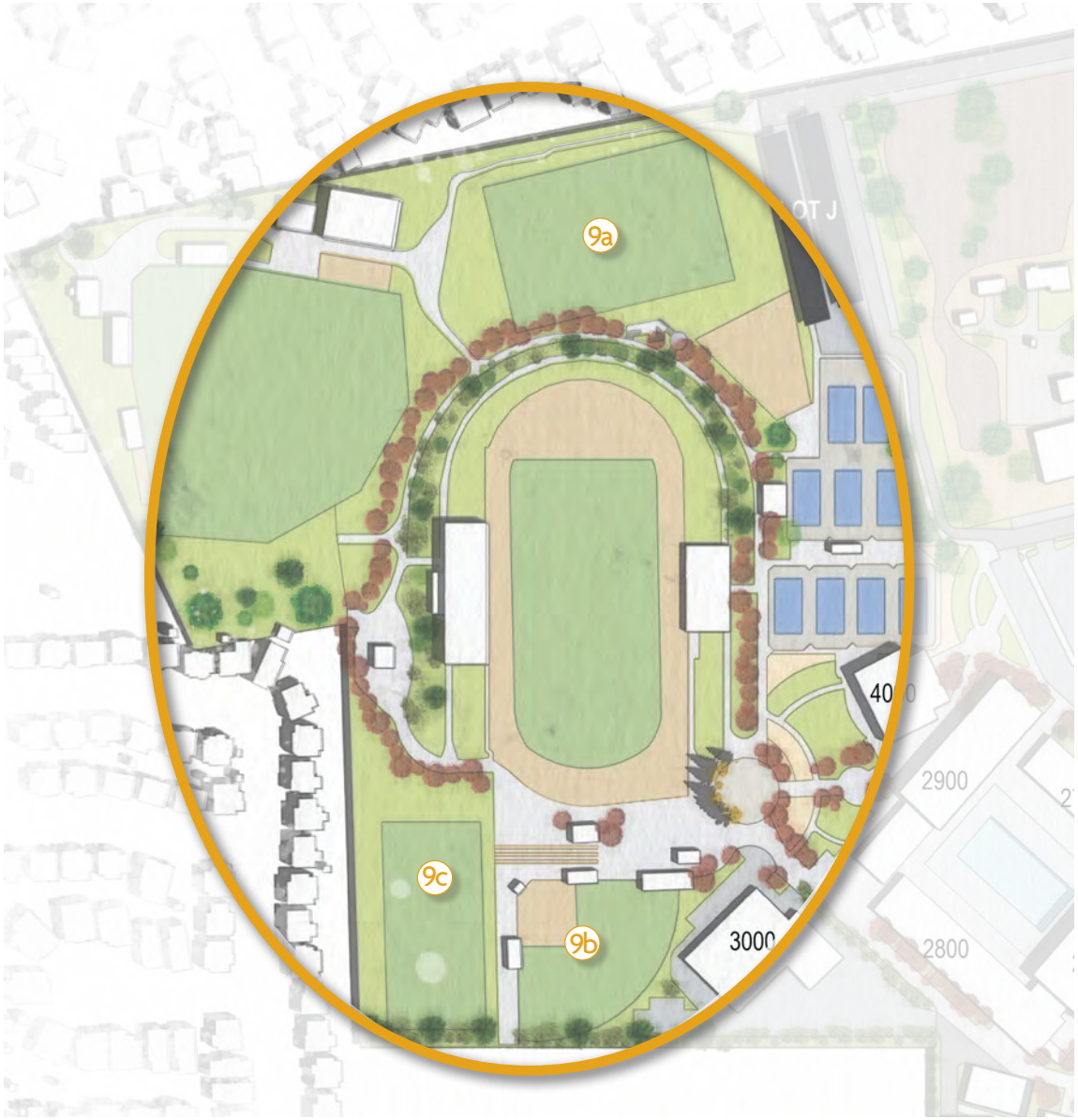


9 ATHLETICS

This project includes renovations and enhancements to three athletic fields at Chabot College. Improvements will feature synthetic turf, fencing, and—where applicable—signage and spectator amenities. These upgrades are intended to support year-round practices and competitions, as well as expanded community
rentals and weekend use.

PROGRAM PRIORITIES:

- 9a Improvements to Soccer Field
- 9b Improvements to Softball Field
- 9c Improvements to Practice Field



CAMPUS BEAUTIFICATION & REFRESH

Many of Chabot College's original buildings reflect a utilitarian 1960s design language, characterized by exposed aggregate concrete and dark tan structural finishes. While durable, this aesthetic contributes to a heavy and aged appearance across much of the campus. In contrast, newer facilities reflect a lighter, more transparent, and welcoming vernacular that better aligns with the College's identity as a modern, student-centered institution.

This project proposes a campus-wide building refresh to bring cohesion, vibrancy, and renewed character to the built environment. Improvements may include select façade enhancements, architectural lighting, updated color palettes, and integrated branding and wayfinding elements that help orient students and establish distinct campus "neighborhoods." Strategic updates should soften and brighten key corners of campus, reinforcing a sense of arrival, identity, and pride.

In addition to exterior improvements, the project should also seek to enhance underutilized student-oriented spaces, such as second-level balconies, transforming them into inviting areas for gathering, studying, and connecting.


reference imagery - before

reference imagery - after


reference imagery - before

reference imagery - after


LOT J
LOT B
LOT A
4000
2900
2700
2600
3000
2800
2500
HESPERIAN BOULEVARD
300
400
3200
2100
500
700
1900
3900
600
800
1800
1700
LOT D
1600
3400
1300
1500
LOT H
1400
1200
LOT G
3500
LOT E
LOT F
DEPOT ROAD

PROJECT IMPLEMENTATION AND REVENUE RESOURCING

CLPCCD is currently implementing Bond Measure A, with remaining funds limited and primarily committed to completing projects already underway as well as the planned College Center and Building 1600 Renovation and Expansion. As those projects progress, the District must begin preparing for future funding to support the additional capital improvements identified in this Facilities Master Plan (FMP) Update.

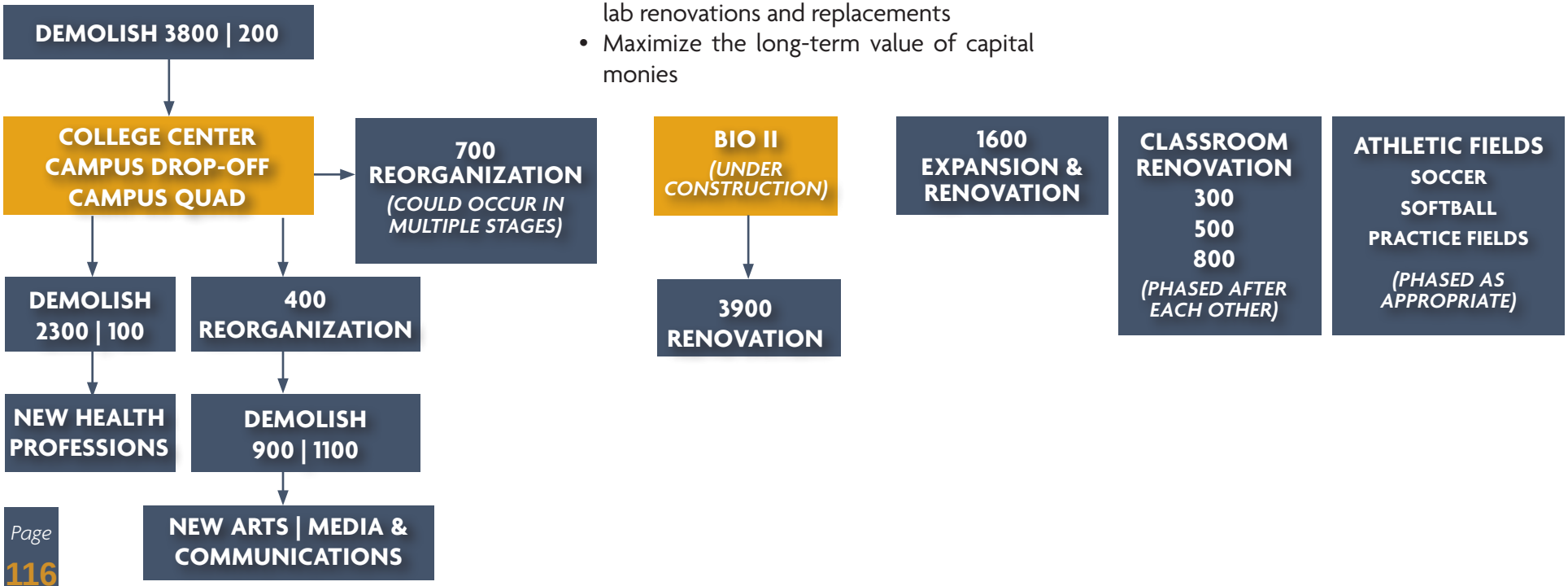
We are operating in unprecedented times—marked by rising construction costs, extended lead times, material shortages, and unpredictable tariffs—which make long- range cost estimating particularly challenging. Many of the projects in this plan are intentionally defined by flexible square footage ranges to allow for refinement through future program review and educational planning processes. This approach encourages Chabot College to:

- Optimize underutilized space
- Transition dedicated classrooms into multidisciplinary environments
- Focus capital investment on purpose-built lab renovations and replacements
- Maximize the long-term value of capital monies

IMPLEMENTATION STRATEGY

Strategic sequencing can help reduce overall costs by minimizing the need for swing space and temporary housing. A sequencing map, below, outlines logistical order and phasing relationships for the College Center and Bio II projects. Building 1600, Classroom Renovations and Athletic Fields do not require specific sequencing.

Site projects should be implemented based on a prioritization strategy that supports capital improvements while minimizing disruption to campus operations.



This diagram is not intended to dictate priority; rather, it will serve as a tool for aligning capital planning with available resources and minimizing construction disruptions.

The planning team recommends that Chabot College and CLPCCD revisit and re-prioritize this plan using the collaborative and transparent process successfully used in the previous master planning cycle. In parallel, the CLPCCD Bond Management Team should continue to refine project costing and phasing strategies as program details become clearer.

REVENUE RESOURCING

To fully realize the projects outlined in this FMP Update, additional capital funding will be required. Currently, there are three primary pathways:

1. Local General Obligation Bond

CLPCCD may pursue a future local bond measure to support major and minor capital improvements and address deferred maintenance from prior funding cycles. Continued support from the local community is essential to advancing the College's physical and programmatic goals.

2. State Capital Outlay Budget Program (COBP)

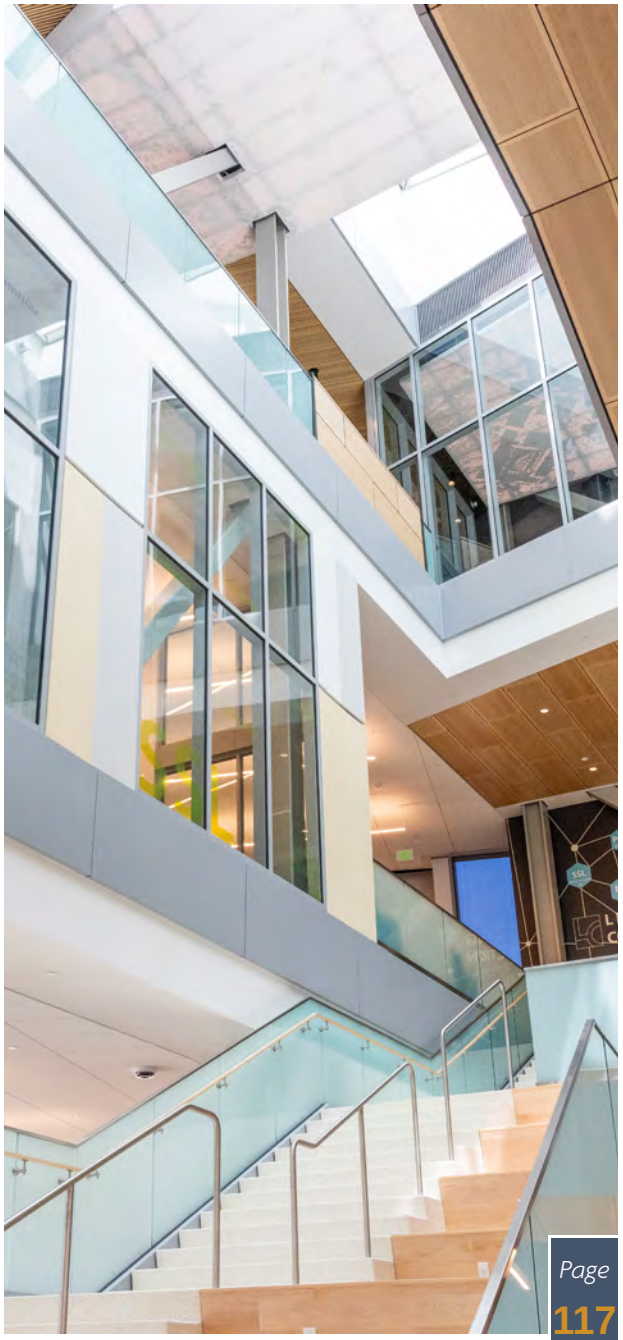
The COBP provides substantial one-time financial support for California Community College District's capital construction programs. This program requires that projects pass the review of the State Chancellor's Office for compliance with capacity-load ratios, compete with other colleges throughout the state for funding through a point system, and have reliable matching local funds.

To be eligible, Chabot College would need to follow the process of submitting an Initial Project Proposal (IPP) and Final Project Proposal (FPP) to the State Chancellor's Office through their annual 5-Year Capital Outlay Planning documentation.

To enhance competitiveness, Chabot must increase campus efficiencies to improve its capacity-load ratios.

3. Grant Funding

Grants are an important funding resource for capital projects related to sustainability, infrastructure resilience, educational equity, and workforce development. These funds may come from government agencies, private foundations, or industry partnerships, and may be structured as one-time or multi-year investments. The College should continue to identify, apply for, and align grant opportunities with institutional goals and capital improvement priorities.



6 APPENDICES

APPENDIX A

Credit Disciplines Enrollment Trends

The California Community Colleges Chancellor's Office identifies programs and courses by the Taxonomy of Programs (TOP) code number. The TOP is a classification of disciplines, subdisciplines, and fields using a six-digit code. Local program/course naming conventions may differ from the TOP code discipline names. The following tables detail credit enrollment trends, as currently identified by their TOP code for the College's 92 credit disciplines.The average enrollment decline for this period was -0.3%. The average enrollment trends do not capture year to year gains/losses nor the specific impact of the pandemic. Therefore, these trends should be seen as a macro-level report and necessitate the college's analysis of each program to understand the nuances of their enrollments. This analysis must be provided in the new Educational Master Plan and be based on qualitative and quantitative program reviews at the discipline/program level.

CREDIT DISCIPLINES WITH A POSITIVE ENROLLMENT GAIN

2015-2016 to 2023-2024

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Landscape Architecture (Transfer)	**ARCH**	**15.7**
Environmental Studies	**ENST**	**5.7**
Environmental Technology	**GEO**	**12.5**
Business & Commerce. Tax Studies, Marketing & Distribution	**BUS**	**5.9**
Small Business & Entrepreneurship	**ENTR**	**10.9**
Film Production & Studies	**FILM**	**90.0**
Software Applications	**CAS**	**3.9**
Educational Aide (Teacher Assistant)	**TUTR**	**628.6**
Engineering Technology, General (Req. Trig)	**ENGR**	**45.2**
Industrial Electronics	**APFL**	**6.6**
Electrical	**APEL**	**16.6**
Plumbing, Pipefitting & Steamfitting	**APSF**	**9.9**

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Roofing	**APRO**	**18.5**
Manufacturer & Industrial Tech	**INDT**	**13.8**
Art, Applied Design, Painting & Drawing	**ART**	**7.4**
Interior Design & Merchandising	**ID**	**4.9**
Infants & Toddlers	**ECD**	**7.9**
Paralegal	**PLGL**	**229.6**
Human Services	**PSCN**	**158.7**
Police Academy	**ADMJ**	**41.3**
Ethnic Studies	**ES**	**116.8**
Economics	**ECN**	**7.1**
Geographic Information Systems	**GEO**	**36.1**
Leadership Skills Development	**GNST**	**11.1**
Other Interdisciplinary Studies	**SERV**	**8.6**

Source: California Community Colleges, Chancellor's Office. **Data Mart**; analysis by Cambridge West Partnership, LLC.

CREDIT DISCIPLINES WITH ENROLLMENTS CHANGING ABOUT THE SAME AS THE ANNUAL COLLEGE MEDIAN

2015-2016 to 2023-2024

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Accounting, Business Mgmt, International Business, Marketing & Distribution	**BUS**	**-0.8**
Adapted Physical Education	**ADPE**	**-4.0**
Administration of Justice	**ADMJ**	**1.7**
Animation, Computer Graphics, & Digital Imagery	**DIGM**	**-0.9**
Anthropology	**ANTH**	**-1.5**
Applied Photography	**PHOT**	**0.6**
Architecture & Architectural Technology	**ARCH**	**2.6**
Astronomy	**ASTR**	**-4.4**
Automotive Technology	**APAU**	**-0.2**
Biology General & Microbiology	**BIOS**	**0.5**
Career Guidance & Orientation	**PSCN**	**1.3**
Chemistry, General	**CHEM**	**-1.4**
Child Dev. & Admin., Special Needs	**ECD**	**-3.9**
Chinese	**CHIN**	**-3.4**
Commercial Art, Ceramics, Sculpture	**ART**	**-2.1**
Computer Information Systems, Computer Electronics	**CAS**	**-0.1**
Computer Programming	**CSCI**	**-0.9**
Dental Hygienist	**DHYG**	**0.0**
Drafting, Engineering (Calculus)	**ENGR**	**-1.5**
English, Creative Writing	**ENGL**	**-3.8**

DISCIPLINE TOP CODE ASSIGNED AS OF	SUBJECT	ANNUAL % CHANGE
Fine Arts, General	**ARTH**	**-0.3**
Fire Academy	**FT**	**-4.7**
French	**FRNC**	**-1.8**
Geography	**GEO**	**-2.8**
Japanese	**JAPN**	**-0.6**
Kinesiology	**KINE**	**2.8**
Learning Skills, Learning Disabled	**LNSK**	**-2.6**
Machining and Machine Tools	**APPM**	**-3.6**
Medical & Clinical Med. Assisting	**MEDA**	**-2.2**
Music	**MUSL**	**-3.4**
Nutrition, Foods, & Culinary Arts	**NUTR**	**-0.5**
Other Humanities	**HUMN**	**-4.5**
Philosophy	**PHIL**	**-0.3**
Physics, General	**PHYS**	**-1.0**
Political Science	**POSC**	**-3.1**
Psychology, General	**PSY**	**0.7**
Radio	**MCOM**	**-4.0**
Real Estate	**REST**	**-0.3**
Sheet Metal & Structural Metal	**SHEE**	**2.7**
Sociology	**SOCI**	**-1.9**
Spanish	**SPA**	**-3.7**
Speech Communication	**COMM**	**2.4**
Welding Technology	**WELD**	**0.4**

Source: California Community Colleges, Chancellor's Office. Data Mart; analysis by Cambridge West Partnership, LLC.

CREDIT DISCIPLINES WITH ENROLLMENTS DECLINING MORE THAN THE ANNUAL COLLEGE MEDIAN

2015-2016 to 2023-2024

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Academic Guidance	**LNSK**	**-5.7**
Anatomy & Physiology	**BIOS**	**-7.2**
Coaching	**KINE**	**-6.9**
Commercial Music	**MURT**	**-6.7**
Comparative Literature	**ENGL**	**-8.2**
Digital Media	**DIGM**	**-8.9**
Dramatic Arts, Technical Theater	**THTR**	**-7.2**
Electronics & Electric Technology	**ESYS**	**-8.1**
Emergency Medical Services	**EMS**	**-5.7**
English as a Second language, Writing/ Listening/Integrated	**ESL**	**-7.5**
Fire Academy/ Technology	**FT**	**-5.7**
Foreign Languages, General	**SERV**	**-8.3**

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Health Education	**HLTH**	**-5.9**
History	**HIS**	**-5.7**
Information Technology - General	**CAS**	**-5.6**
Intercollegiate Athletics	**ATHL**	**-5.6**
Journalism, Mass Communications	**MCOM**	**-6.5**
Mathematics - General	**MTH**	**-6.3**
Office Technology/ Office Computer Applications	**BUS**	**-9.6**
Other Education	**TUTR**	**-8.5**
Phys Education, Fitness & Body Mvmt	**PE**	**-7.5**
Registered Nursing	**NURS**	**-9.7**
Religious Studies	**RELS**	**-5.4**
Sign Language	**SL**	**-6.6**
Telecommunications Technology	**APTE**	**-8.0**

Source: California Community Colleges, Chancellor's Office. Data Mart; analysis by Cambridge West Partnership, LLC.


lululemon

APPENDIX B
Glossary of Terms

The Glossary that follows includes the definitions of the key words or terms used in the FMP Update.

AMERICANS WITH DISABILITIES ACT (ADA)

A civil rights law that prohibits discrimination based on disability.

AS BUILT

As built drawings record the locations, sizes and nature-concealed items such as structural elements, accessories, equipment, devices, plumbing lines, mechanical equipment and the like as constructed in the project. These records, with dimensions, are permanent for future reference.

ASSIGNABLE SQUARE FEET (ASF)

The sum of the floor area within the outside walls of a room or space, usable for student or staff stations.

BUILDING RECONSTRUCTION

The process of renovating buildings that have reached the end of their lifespan.

CAMPUS

An institution that is like a college in most respects but may not offer a full complement of programs or services. A campus is combined with other campuses or a college into a single institution for accreditation purposes.

CAPACITY TO LOAD RATIO (CAP LOAD(S))

The relationship between the space available for utilization (square footage that is usable) and the efficiency level at which the space is currently being utilized. The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library, and Audio/ Visual (AV). The Space Inventory - records the usable square footage by type.

CAPACITY

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of assignable square feet per 100 Weekly Student Contact Hours (WSCH).

CAPITAL IMPROVEMENTS OR CAPITAL IMPROVEMENT PROJECTS

Activities concerned with planning, defining capital projects (demolition, alterations, additions or new facilities), securing funding and developing each project: programming, design, bid and construction. Activities are expanding to encompass the development or modification of new forms of educational delivery systems beyond those currently identified (classroom, laboratory, office, library and audio visual/ television).

CAPITAL PROJECTS

Specific construction projects such as land, utilities, roads, buildings and equipment projects. May also be thought of in terms of “systems”.

COLLABORATIVE LEARNING

Instruction method in which students move about, working in small groups, sometimes with specially designed workstations.

COLLEGE

A degree-granting institution intended to provide instruction through the second year of college.

DISTANCE EDUCATION

Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

DISTRICT OFFICE

An administrative facility, generally non-instructional, at a location separate from a college or campus. They are most common in multi-campus districts where more than one college and/or campus is served by a single administrative staff.

DIVISION OF THE STATE ARCHITECT (DSA)

Regulatory agency for the approval of building design and oversight of construction inspection.

EDUCATIONAL MASTER PLAN (EMP)

The portion of the Master Plan that defines the educational goals of the college and the existing and projected curricular offerings intended to achieve those outcomes.

EDUCATIONAL CENTER

A postsecondary operation established and administered by an existing college or district at a location away from the campus of the parent institution. An educational center is an operation planned to continue for three or more years and expected to enroll over 500 FTES by the third year of operation. The center typically has an on-site administrator and may offer programs leading to certificates and/or degree conferred by the parent institution.

EDUCATIONAL PROGRAMS

Sets of courses required to complete specified degrees and certificates.

ENROLLMENT

The level of student participation at a college. For the purposes of determining capital outlay funding, total enrollment is converted to FTES and WSCH.

FACILITIES CONDITION INDEX (FCI)

A comparative measure of a facility's physical condition, calculated by dividing the total cost of required repairs by the replacement value. A lower FCI indicates better facility condition, while a higher FCI signals greater need for reinvestment or replacement.

FMP UPDATE

Facilities Master Plan Update

FACILITIES

All of the capital assets of the college. May be divided into their physical components: Site, Buildings, Equipment and Systems.

FACILITIES SYSTEMS

Used to be thought of as land, utilities, roads, buildings and equipment is now thought of in terms of 'facilities systems' where all physical components are educationally defined, interrelated and interdependent.

FINAL PROJECT PROPOSAL (FPP)

Establishes the project justification, final scope and estimated costs for all acquisition, infrastructure, facility and systems projects. An FPP is a contractual grant application from a district.

FIVE-YEAR CONSTRUCTION PLANS (5-YCP)

The portion of the FMP Update that defines the capital improvements the college will need if it is to achieve the learning outcomes specified in its College Vision Plan.

FTES

Full-Time Equivalent Students

FUTURE SITE

A parcel of land acquired for future development and subsequently approved by the Board of Governors as eligible to receive State capital outlay funds to develop into a college or educational center.

GROSS SQUARE FEET (GSF)

The sum of the floor areas of the building within the outside of the exterior walls, including all vertical penetration areas for circulation and shaft areas that connect one floor to another (ASF plus non-usable space).

INFORMATION TECHNOLOGY

All electronic and optic educational delivery systems including multi-media, computer, telecommunications, networks and broadcast.

INITIAL PROJECT PROPOSAL (IPP)

Introduces the concept and impacts on space intended by each IPP so that efforts can be made to determine which projects should continue into more detailed planning and development.

INTERACTIVE DISTANCE EDUCATION

Distance education in which the technology employed provides an immediate opportunity for exchange between participants.

LEED

Leadership in Energy and Environmental Design

MAINTAINABILITY

The ability to preserve a facility in a serviceable, usable condition, free from failure or defect.

MODERNIZATION

Facility modification to update functional features to meet contemporary standards.

NOTICE-TO-PROCEED

Establishes the start date of construction and gives the contractor permission to work.

OPERATIONS & MAINTENANCE

Operations, maintenance, equipment upgrades and replacement, and minor remodeling because of change of occupant or program. Funded by the State Operations Budget.

PATH OF TRAVEL

The route a person would normally take to get from one point to another. It's relevance to facility planning is most commonly used to address accessibility issues.

PROGRAM

Educational course of instruction.

PROGRAM DOCUMENT

A published document that establishes the purpose, goals, objectives and baseline criteria in the design process.

PROJECT MANAGEMENT

The management of a capital project from planning through construction.

PROJECT SUMMARY

A standard state form used to transmit any capital outlay budget change proposal.

RELOCATABLE MODULAR BUILDING

DSA pre-approved structures, which are intended to be temporary in nature. These structures are 24' x 40' modules that can be constructed as stand-alone or joined to provide a more spacious facility.

RENOVATION

Facility modification to refurbish the fit and furnish of the space.

ROOM TYPE

Identifies the room by use or function (i.e. Lecture, Lab, Office, meeting room, etc.)

SPACE INVENTORY (OR "REPORT 17")

A statistical legal record of the gross square footage and the assignable (i.e. usable) square footage of a college center.

SUBSTANTIAL COMPLETION

The stage of a construction or building project or a designated portion of the project that is sufficiently complete, in accordance with the construction contract documents, so that the owner may use or occupy the building project or designated portion thereof for the intended purpose.

SUSTAINABILITY

- Utilization of products and materials that are considered to be renewable energy
- Utilization of an energy source that is generated by means of renewable resources, such as solar power, wind or hydroelectricity

SWING SPACE

Space that is utilized for the temporary relocation of classrooms, labs and offices that have been displaced due to construction activities.

SPACE INVENTORY

Annual facility survey to establish an inventory of Assignable Square Feet (ASF) for the campus.

TELECOMMUNICATIONS

All communication via telephone, wired and non-wired networks.

TAXONOMY OF PROGRAMS (TOP) CODE

A system of numerical codes used to classify and organize academic programs and courses within the California Community Colleges System. A system of six digits classifies the general discipline, sub discipline, and field of study. The first two digits are typically used to identify laboratory uses and functions.

UNIVERSAL DESIGN

Design of buildings, products or environments to make them accessible to people, regardless of ageism, disability or other factors.

VALUE ENGINEERING

A review of engineering systems in a project to verify that the best system has been chosen given the budget and the functional criteria.

WAY FINDING

The act of providing a cohesive and comprehensive signage program that directs a person from any given point to a desired destination. The critical feature of this program is to clearly describe the accessible path of travel for disabled persons.

WEEKLY STUDENT CONTACT HOURS (WSCH)

The average amount of hours of student instruction conducted in a week in a primary term of an academic year.

APPENDIX C
Acknowledgments

TEAM

Representatives from the 2024 / 2025 Facilities and Infrastructure Technology Committee include:

TRI-CHAIRS

- Sarah Flores, Classified
- Mark Stephens, Faculty
- Dale Wagoner, Administration

ADMINISTRATION

- Safiyyah Forbes, VP of Academic Services
- Dale Wagoner, VP of Administrative Services
- Matthew Lee, Dean-at-Large
- Yvonne Wu-Craig, Dean-at-Large

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- Jerome Manos, Counseling
- Mark Stephens, Social Sciences
- Shannon Lee, Science and Math
- Joshua Telles, Language Arts
- Wanda Wong, Applied Technology and Business
- Thomas Lothian, Arts, Media, and Communications
- Pedro Reynoso, Library, Academic Pathways and Student Success

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- E. Leah Williamson, Campus Safety
- Christine Herrera, Office of the President
- Liz Oteyza, Admissions & Records
- Alex Karan, Office of Research, Planning, and Institutional Effectiveness
- Nate Moore, Campus Safety

FACULTY ASSOCIATION

- Dave Fouquet

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- Theresa Pedrosa

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- Adam Hathaway, Instructional & Services Technology

NON-VOTING MEMBERS

- Owen Letcher, VC Facilities/Bonds Program & Operations
- Bruce Griffin, District Chief Technology Officer
- Michael Garr, Project Planner/Manager, Facilities/Bond Program
- John Seybert, Director of Maintenance & Operations

PHOTO CREDITS

Campus Imagery Provided by: Chabot College PRMG Department

Reference Imagery of other California Community College Institutions

FACILITATION

This FMP Update was facilitated by Cambridge West Partnership, LLC (CWP), in collaboration with CLPCCD and Chabot College.


CHABOT
COLLEGE