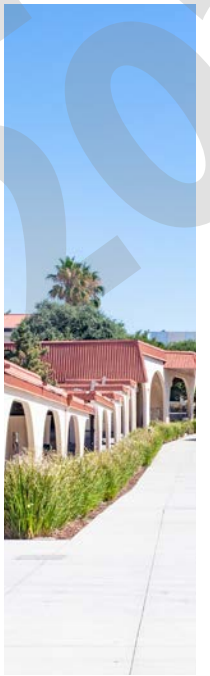
LAS POSITAS COLLEGE

FACILITIES MASTER PLAN UPDATE
MAY 2025

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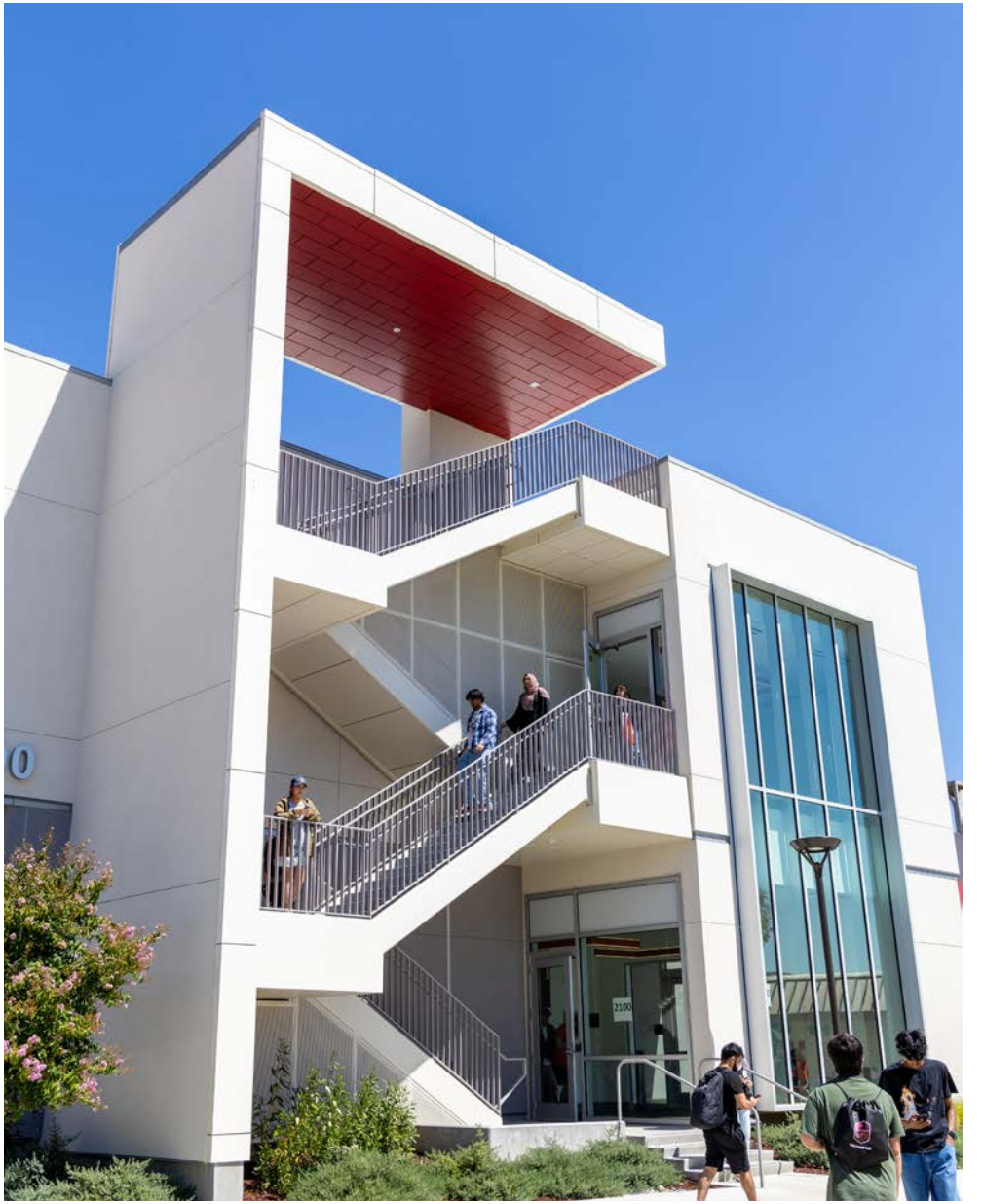


MESSAGE FROM THE PRESIDENT

On behalf of the faculty, classified professionals, students, and administration, I am proud to present the 2025 Facilities Master Plan Update for Las Positas College.

This plan lays out a strategic vision for the future of our campus—addressing critical infrastructure needs, optimizing space, and enhancing the sense of community across our college. It builds upon the foundation of our 2018 Facilities Master Plan, which delivered major accomplishments such as new faculty offices, an academic support building, modern facilities for career technical programs, integrated STEM and Arts spaces, and expanded athletic facilities.

The 2025 plan represents a collaborative effort shaped by the insights and voices of faculty, classified professionals, administrators, and students. It will serve as a guiding blueprint for the strategic development of the College in the years ahead.

From its beginnings as a small branch campus in the 1970s, Las Positas College has grown into a fully accredited institution that continues to meet the dynamic educational and workforce needs of the Tri-Valley region and beyond. As a premier California Community College, we remain steadfast in our mission to provide access to high-quality education while ensuring fiscal responsibility, institutional stability, and an unwavering focus on equity and student success.

Highlights of the 2025 FMP Update include:

- A new student center to strengthen community and foster belonging
- Expansion of athletic and health and wellness facilities
- Renovations and modernization of existing buildings
- Affordable student housing
- Purpose-built spaces for large-scale events and campus activities

This master plan is not just a vision—it is a living document. It is designed to guide us, yet flexible enough to adapt as our social and economic landscape evolves.

Together, we are charting a bold course for the future of Las Positas College—one that ensures we remain a vibrant, inclusive, and forward-thinking institution dedicated to transforming lives through access, equity, excellence, and student achievement.

Sincerely,

Dr. Dyrell Foster
College President

Dyrell Foster, Ed.D.
College President
3000 Campus Hill Drive | Suite 1680
Livermore, CA 94551-7623

MISSION

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

VISION

Las Positas College strives to support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.

VALUES

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

- Encouraging and celebrating lifelong learning
- Responding to the needs of the ever-changing workplace and society
- Demonstrating civic, social and environmental responsibility
- Promoting ethical behavior, mutual trust, equity, and respect within our diverse community
- Fostering a climate of discovery, creativity, personal development, and physical and mental health
- Committing to anti-racist policies and practices
- Ensuring that Las Positas is a sanctuary campus for undocumented students
- Holding firm to the belief that each of us makes an astonishing difference.

Life-Long Learning

Ever-Changing

Civic, Social, Environmental Responsibility

Ethical Behavior, Equity

Discovery, Creativity, Personal Development

Anti-Racist Policies

Sanctuary Campus

Uniquely Make a Difference

GLOSSARY OF SELECTED TERMS

The multiple meanings of the terms used in the Mission Statement are below:

INCLUSIVE

Welcoming of a diverse group of students including but not limited to: all race-ethnicity groups, all ages, all genders, lesbian, gay, bisexual, transgender+, first generation, students with disabilities, veterans, students with children, all socio-economic backgrounds, including those from economically disadvantaged backgrounds, undocumented, international, multicultural, religious beliefs and practices—all with varying skill levels and learning styles.

LEARNING - CENTERED

Refers to courses, programs, disciplines, modes of delivery, learning communities, accounting for varying skill levels and learning styles, creative and critical thinking, and having necessary and specialized facilities.

EDUCATIONAL OPPORTUNITIES

Include but are not limited to classroom and Distance Education (DE) instruction, athletics, field trips, guest speakers, student government, cultural opportunities, clubs, labs, internships, tutoring service, workshops, library research, career training, and mentoring.

SUPPORT

Includes tutoring services, Reading and Writing Center, learning communities, student workshop opportunities, counseling, faculty office hours, Math Learning Center, supplemental instruction, Admissions and Records, advisory boards, Health and Wellness Services, financial aid, evening services, veteran services, learning management system, online courses, online counseling, online tutoring, technology support for online students, food pantry, cafeteria, bookstore, technology, appropriate pathways, assessment, Child Development Center, Library, Computer Center, technical support, Student Services, programs for traditionally marginalized students, Administrative Services; all provided by a dedicated group of faculty, classified professionals, and administrators.

DEGREE AND CAREER - TECHNICAL

Include Associate of Arts (AA), Associate of Science (AS), Associate in Arts for Transfer (AAT), Associate in Science for Transfer (AST), Certificate of Achievement, Certificate of Competency, and Certificate of Completion.

EQUITY MISSION STATEMENT

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

EQUITY OPERATIONAL DEFINITION

Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at center focus.

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

PURPOSE

The 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 Las Positas College's Education and Facilities Master Plans.
- 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 & Sustainability Committee (regularly)
- Executive Facilities Team (regularly)
- Academic Senate
- Classified Senate
- Student Government
- Las Positas College Town Hall

SMALL GROUP MEETINGS

- Arts & Humanities (A&H) – Dean and department representatives
- Business, Social Science, and Learning Resources (BSSL) - Dean and department representatives
- Campus Safety
- Science, Technology, Engineering & Math (STEM) - Dean and department representatives
- Public Safety, Adv. Manufacturing, Transportation, Health & Kinesiology (PATH) - Dean and department representatives
- Student Services (SS) - Dean and department representatives
- Dean of Student Services | Enrollment Services - Dean and department
- College Technology – department representatives
- Administrative Services – VP Sean Brooks and Sui Song
- VP Academic Services – Nan Ho, Ed.D.
- VP Student Services – Jeanne Wilson, Ed.D.
- College President – Dyrell Foster, Ed.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.

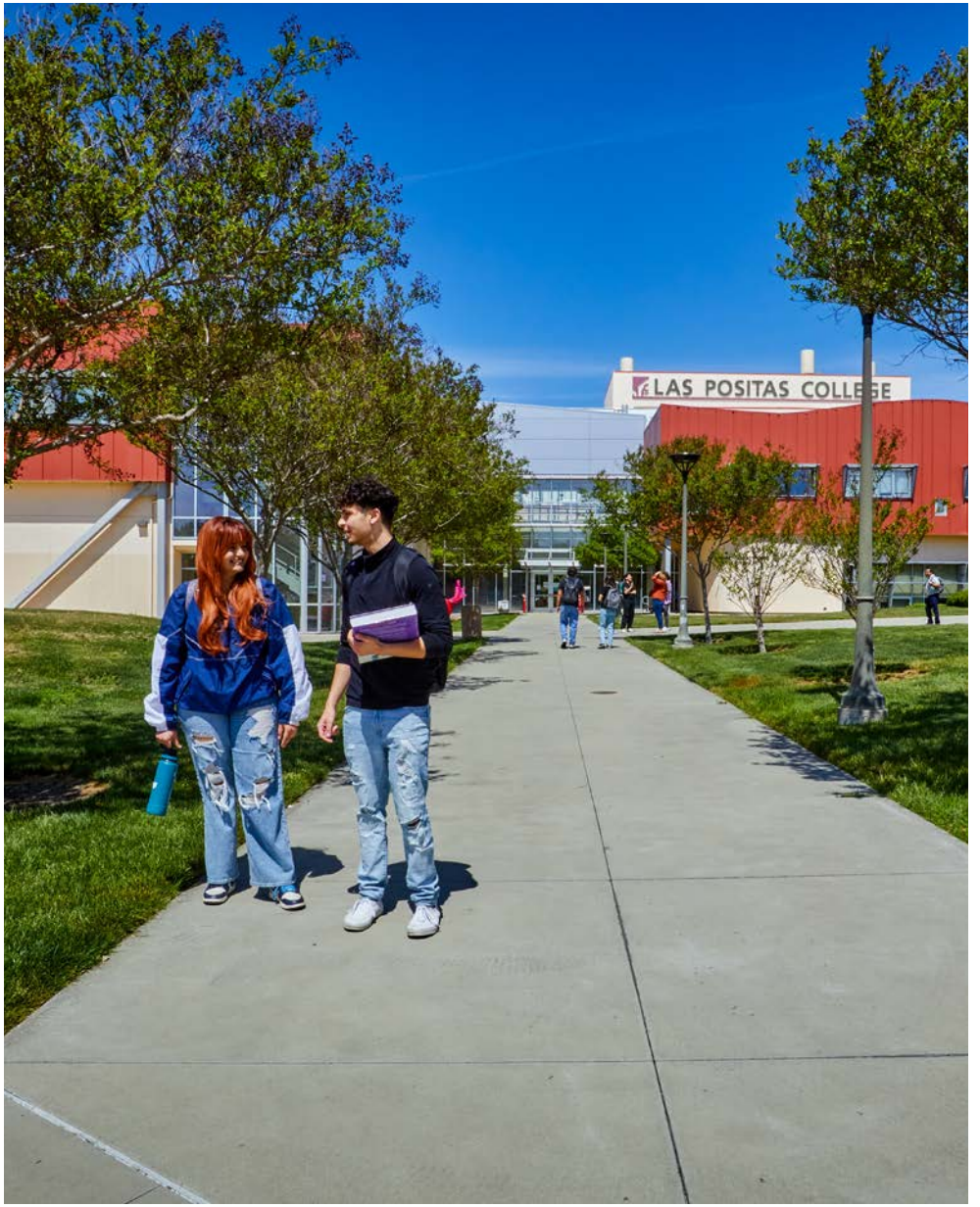
This vision utilized the most up-to-date information available. Over the next several years, the College's capital planning team, staff, and faculty will develop detailed programming plans and cost estimates for each of the projects.

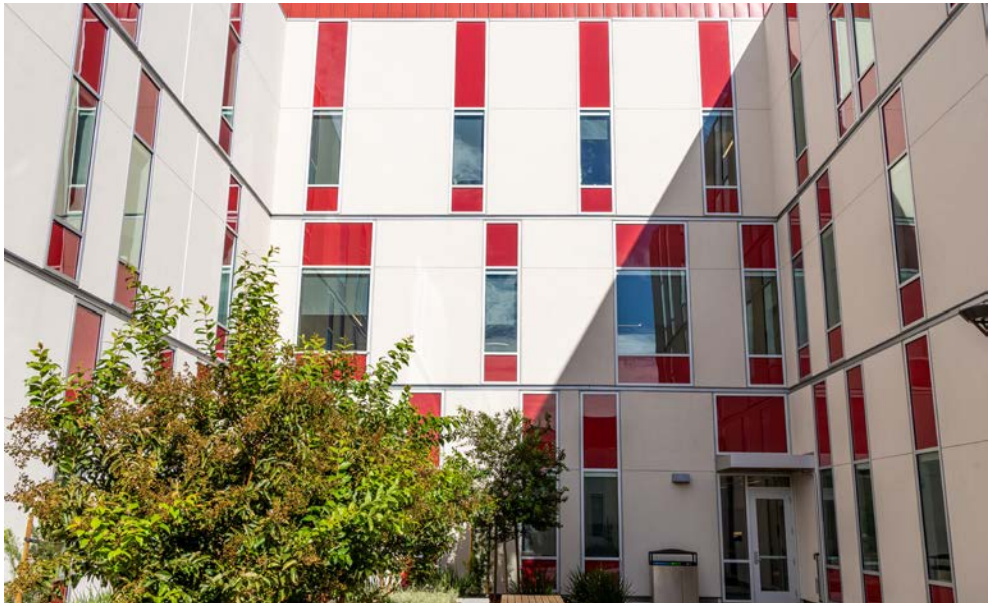
GOALS AND INTENDED OUTCOMES

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


LAS POSITAS COLLEGE



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 seeking to persuade local high schools to increase dual enrollment which might sustain enrollment growth in the foreseeable future.

The 2021-26 Las Positas College Educational Master Plan set forth five overarching goals. Ensue excellence in student learning by:

QUALITY
Academic programs and support services

COLLABORATING
With community partners to provide educational opportunities that best serve the needs of our students and our community

STRENGTHENING
Fiscal stability, providing appropriate staffing levels, meting evolving technology needs, and expanding or updating facilities

IMPROVING
Organizational processes, promoting safety and wellness, and fostering professional development

PRIORITIZING
Equity and anti-racism

PLANNING PROCESS

The Educational and Facilities Master Plans are the college's long-term plan for Academic Affairs, Student Services and Facilities. They are designed to work in conjunction with Los Positas 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:

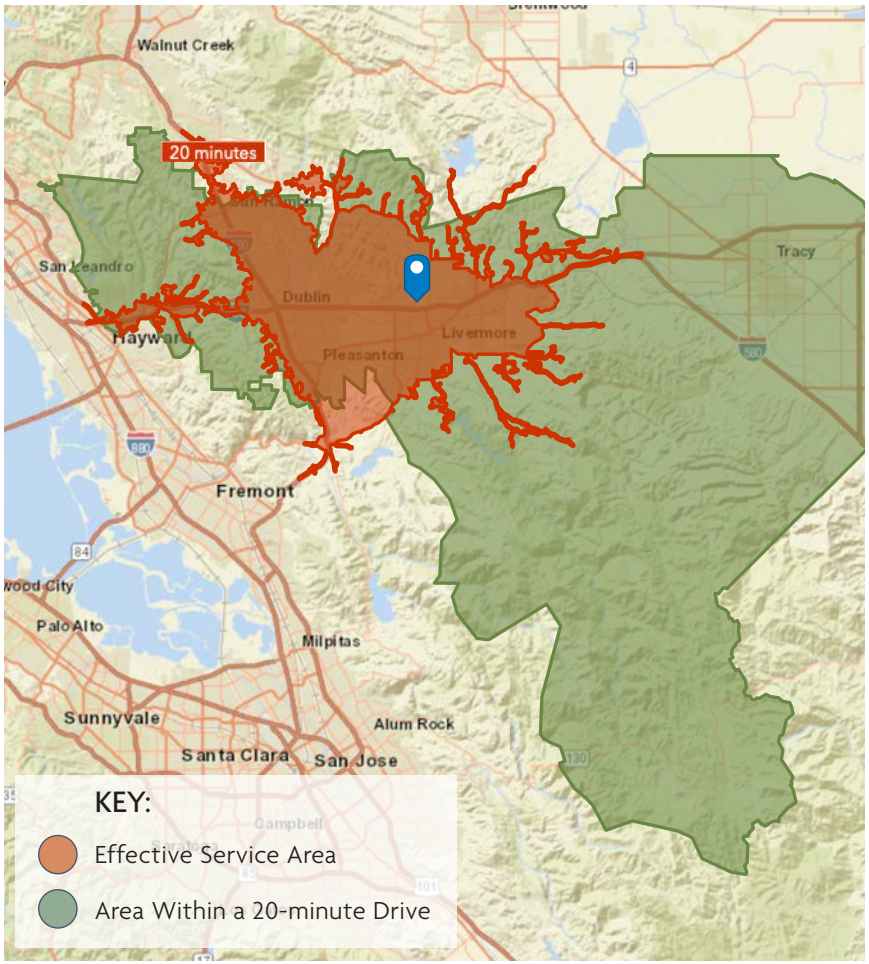
- The characteristics of the College's portion of the District's effective service area
- The College's course and program reviews as well as institutional effectiveness evaluations
- The potential for growth in the area
- The into the future need for additional and/or better configurations of space

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.

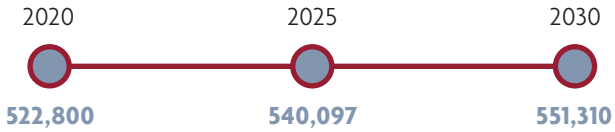
- The District-assigned Las Positas College key service area includes the cities of Dublin, Livermore, and Pleasanton.
- However, the effective service area for the College is geographically broader, approximately 766 square miles, including some overlap with the area assigned to Chabot College.
- The effective service area also includes the adjacent communities of Tracy, Castro Valley, San Ramon, and Mountain House.
- Based on an analysis of residential zip codes reported by enrolled students from Fall 2014 to 2021, the majority (80%) of the participating students live within thirteen 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

0.3%

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

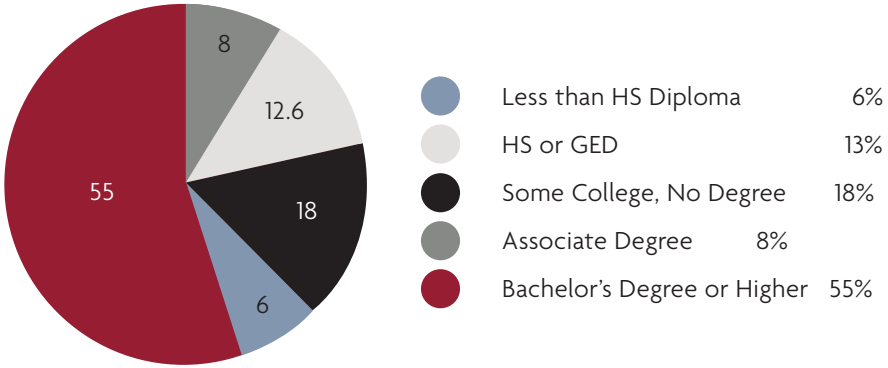
AREA OF FASTEST GROWTH

The fastest growing city in the key Las Positas College service area is Pleasanton while in the adjacent communities Tracy is the fastest growing city .

AGE GROUP WITH FASTEST GROWTH

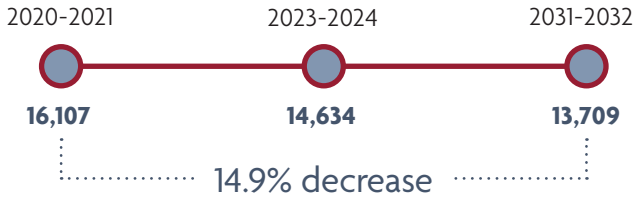
Retirement (65+)

EDUCATIONAL BACKGROUND



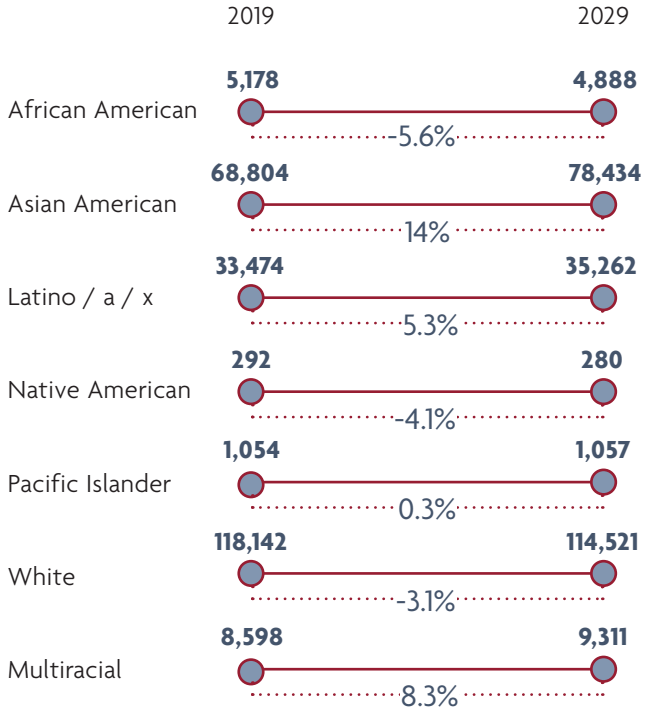
Source: Las Positas College. Educational Master Plan 2021-26 (p. 41)

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



Source: Las Positas College. Educational Master Plan 2021-26 (p. 39)

PROJECTIONS FOR FUTURE GROWTH

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

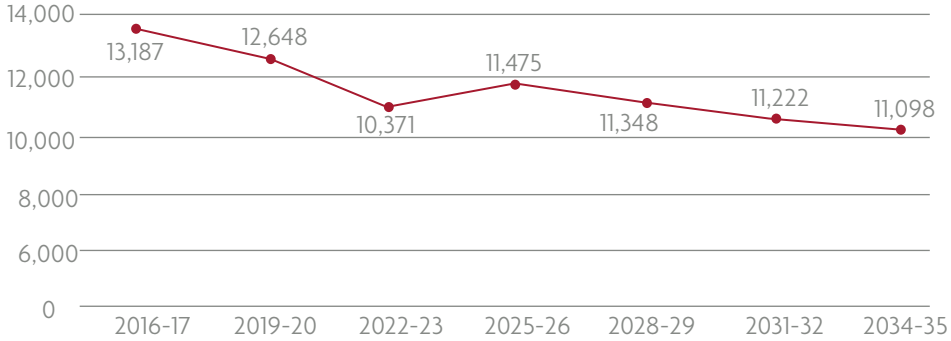
Given these factors, Las Positas College may realize different potential student participation increases depending upon the range of years used for the basis of any projection. The advent of the COVID pandemic, which created extreme volatility in enrollments, complicates projections. Additionally, the District is planning to move to a compressed calendar which may allow for increased student participation, but there is no data upon which to base 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 2016-17 academic year was the recent high point for enrollments. Using annual headcounts between 2016-17 to 2019-20 as a pre-pandemic basis for a projection, the College may realize a potential student participation decrease at an annual average rate of -0.4% for unduplicated headcount through 2034-35. The translation of this decline rate is found in the following chart.

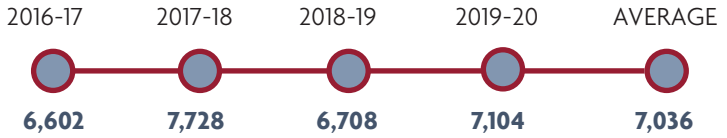
PROJECTED ANNUAL HEADCOUNT

(Credit and Non-Credit Students) Using Growth from 2016-17 to 2019-20 As A Basis For Projections

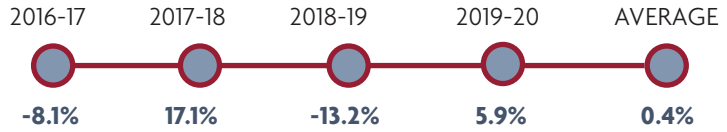


The average annual FTES growth between 2016-17 and 2019-20 was calculated to be 0.4%. That average rate was elevated by a spike in FTES during 2017-18 and 2019-20 that is detailed in the following table but not shown on the graphic. This 0.4% annual growth rate was used to develop a projection of possible future FTES to 2034-35.

ANNUAL FTES

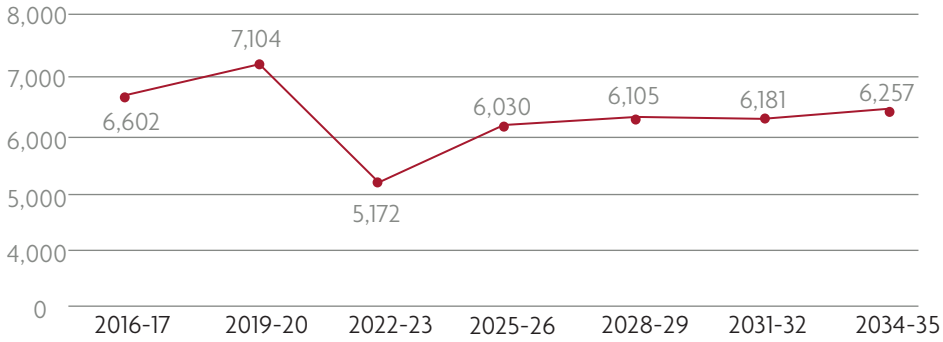


YEAR TO YEAR CHANGE IN FTES



PROJECTED ANNUAL FTES

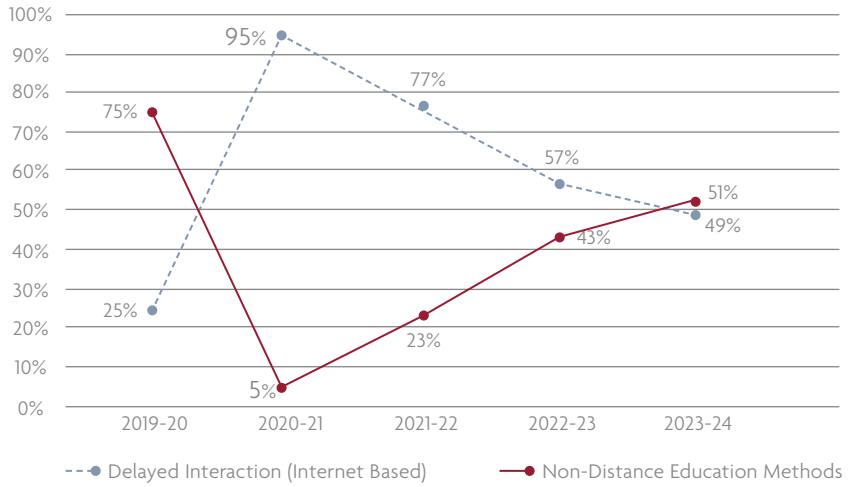
(Credit and Non-Credit Students) Using Growth from 2016-17 to 2019-20 As A Basis For Projections



Source: 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 Las Positas College is illustrated in the following graphic.

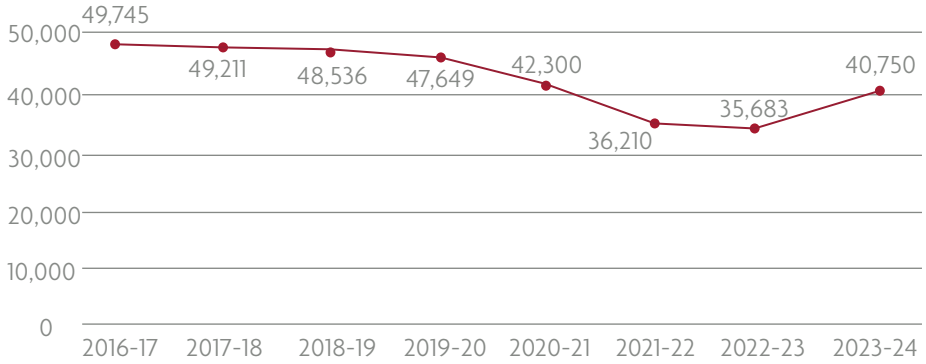
CREDIT ENROLLMENTS (SEAT COUNTS) SPLIT BY INSTRUCTIONAL MODALITY



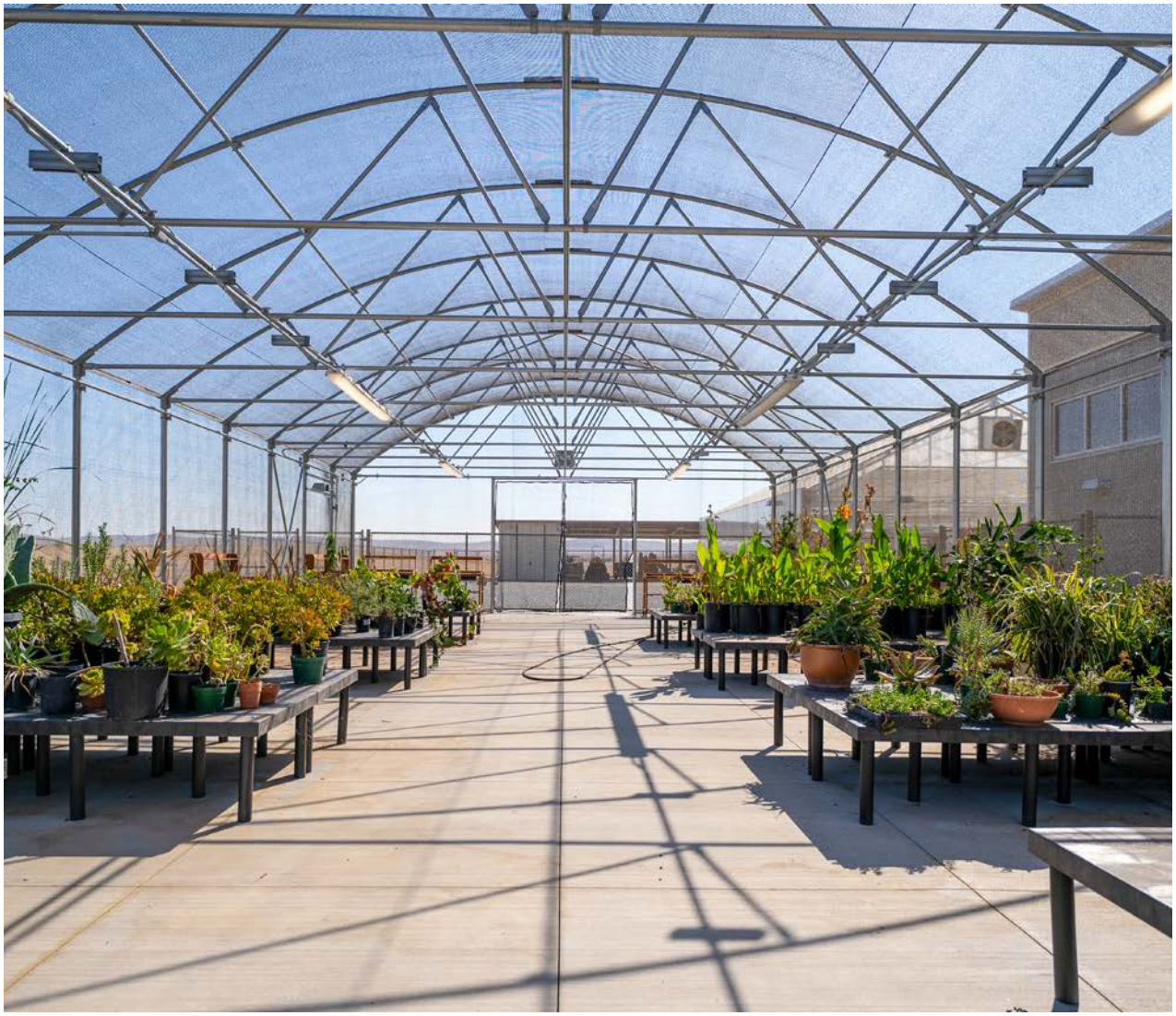
Source: Las Positas College, Office of Academic Services. Enrollment Trends By Instructional Modality. Personal Correspondence, March 31, 2025

Academic year 2016-17 was the most recent high point for enrollments (seat counts) at Las Positas 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 2016-17 high point.

ANNUAL CREDIT ENROLLMENT 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 Las Positas to offer 211 active, approved, or submitted programs of study. Of those, 31 are Associate Degrees for Transfer and 57 are Associate of Arts or Associate of Science Degree. The College also sponsors 94 Certificate of Achievement programs. Las Positas College also has been granted authority to offer 30 noncredit programs of study.

Enrollment (seat count) growth in the 92 credit disciplines supporting these programs of study has varied from 2016-17 to 2023-24. Overall, the College annually lost 1,126 credit enrollments (seat counts) or -0.3% 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, 24 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 validated based on quantitative program review data within the new Educational Master Plan currently being developed.

SUMMARY

Las Positas College experienced its greatest enrollment in 2016-17, 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 2016-17 levels. Analysis of actual and projected headcounts and enrollment suggest that the College will not reach the 2016-17 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 well above 40% of enrollments.

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 2016-17 to 2023-24 period which includes the pandemic influence.

Finally, the College's Educational Master Plan (EMP) of 2021 – 2016 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 contract 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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LAS POSITAS

4

LAS POSITAS COLLEGE EXISTING CONDITIONS

OVERVIEW & CONTEXT

Las Positas College (LPC) is located on approximately 147 acres in Livermore, California, and offers expansive views of the Tri-Valley hillsides. The College began offering courses in 1963 as an extension center of Chabot College, launching with 24 classes and 810 students at Livermore High School and two additional sites. By 1965, the program had expanded and moved to Granada High School, later incorporating Amador and Dublin High Schools as well.

That same year, the District purchased the current Livermore site with the intent to develop a comprehensive community college. On March 31, 1975, "Valley Campus" opened as the Livermore Education Center of Chabot College. In 1991, the first full graduating class was honored at Convocation. At that time, the campus included just five buildings clustered on its western edge.

Originally composed of small, single-story, exterior-loaded classrooms, the campus has undergone a significant transformation over the last two decades. Major new buildings, renovated instructional spaces, and infrastructure and landscape improvements have reshaped LPC into a modern, forward-looking institution. Its hillside setting offers spectacular views but also introduces navigational challenges that require careful attention to vertical circulation and universal access.

Las Positas College is located approximately:

- 9 miles east of the Chabot-Las Positas Community College District (CLPCCD) offices
- 24 miles northeast of Chabot College
- 23 miles east of the Alameda County Fire Department Training Division, which co-locates Chabot College's Fire Technology Program.

Over the years, LPC has continually evolved to meet the needs of its students and community, strategically expanding and replacing original buildings with contemporary facilities that support academic excellence, student services, and long-term growth.

CHANGE IN MODALITIES

The COVID pandemic lockdowns 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%. Los Positas College mirrored the statewide enrollments with 75% of Fall 2019 enrollments 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 HyFlex 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

Las Positas 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, Las Positas College offers 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, Las Positas College had an inventory of 54 lecture classrooms and 59 lab rooms for a total of 113 instructional rooms. For lecture classrooms, based on the CCCCO efficiency standard of 53 hours per week, Las Positas College used their classrooms with 33% efficiency. For lab rooms, based on the CCCCO efficiency standard of 27.50 hours per week, the College used their lab rooms with 81% efficiency. (See Table on Page 42)

"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. Tables on page 43 give the "ideal schedule" information for Las Positas College, which if scheduled in this manner and at the CCCCO efficiency standards would result in a minimum of 18 lecture classrooms and 22 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 Las Positas 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 Las Positas 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	54	41	659	59	718	33.02%
Laboratory	59	38	296	546	842	80.52%
TOTAL	**113**	**79**	**898**	**605**		

Fall 2023 - 34 Rooms Unassigned = 48,208 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	1	0
30 - 39.9 / 27.5	2	13
20 - 29.9 / 20 - 27.4	9	9
10 -19.9	22	8
1 - 9.9	7	8
0	7	9

Ideally Scheduled Lecture and Laboratory Rooms (Fall 2023)

ROOMS IDENTIFIED IN FUSION	Available	Scheduled	Lecture Hours	Lab Hours	Efficiency
Lecture	48	42	955	0	42.88%
Laboratory	47	38	0	605	57.86%
TOTAL	95	80	955	605	

ROOMS NEEDED IF EFFICIENT	
Minimum # Lecture	18.01
Minimum # Labs	21.99

COMMUNITY CONTEXT

Las Positas College is located in Livermore, California, near the geographic and economic center of the Tri-Valley region. The campus sits just north of Interstate 580, with excellent vehicular access to regional corridors, including Highway 84, and is well-connected to nearby public transportation options.

The surrounding area features a mix of residential neighborhoods, preserved natural open space, commercial corridors, and industrial zones, creating a dynamic and evolving context for the College's operations and future development.

Las Positas College serves the Tri-Valley region in the southeastern portion of Alameda County, including the cities of Dublin, Livermore, and Pleasanton, as well as several unincorporated communities, such as Sunol.

SURROUNDING LAND USES

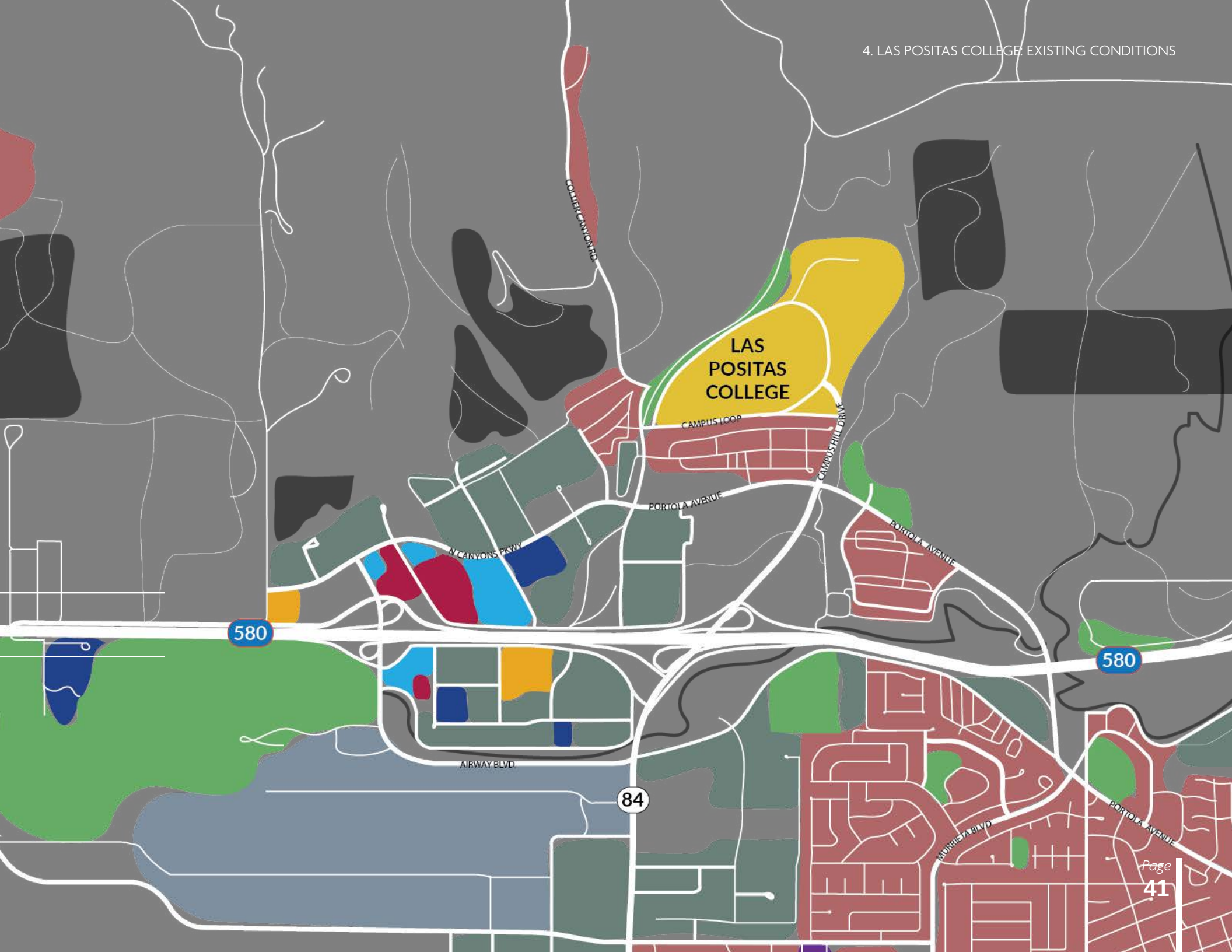
- Residential Neighborhoods: Located directly east and south of campus, these neighborhoods support local enrollment and strengthen LPC's connection to the Livermore community.
- Natural Open Space: Surrounding the campus to the west, north, and east, the rolling hills provide a natural buffer and contribute to LPC's distinctive hillside identity.
- Industrial and Commercial Zones: Located primarily along I-580 and west of campus, these areas offer regional employment opportunities and potential partnerships for career education.
- Hotels & Entertainment: Located along the I-580 corridor, these destinations support the region's economic growth and may offer partnership or internship opportunities.
- Food Service and Religious Sites: Scattered throughout surrounding neighborhoods, these local services enhance student life and community connectivity.

CLIMATE & OUTDOOR USE

Livermore experiences a Mediterranean climate, with mild, wet winters and warm, dry summers—often reaching peak temperatures in the 90s. This climate supports year-round use of outdoor spaces, but also reinforces the need for covered gathering areas and shaded event spaces across campus.

KEY:

- Las Positas College
- Residential
- Hotel
- Casino/ Theme Park
- Religious
- Natural Open Space
- Open Space
- Industrial
- Food Service


LAS
POSITAS
COLLEGE
COLLIER CANYON RD.
CAMPUS LOOP
CAMPUS HILL DRIVE
PORTOLA AVENUE
PORTOLA AVENUE
N CANYONS PKWY
580
580
AIRWAY BLVD
84
MURRIETA BLVD
PORTOLA AVENUE

LAS POSITAS COLLEGE CAMPUS TODAY

400 MIDDLE COLLEGE

500 MATH CLASSROOMS

600 FUTURE CONSTRUCTION PROJECT (STEAM)

700 GRAPHIC DESIGN & DIGITAL MEDIA LAB, PHOTOGRAPHY LAB & STUDIO

800 VITICULTURE & WINERY TECHNOLOGY. FUTURE CONSTRUCTION PROJECT (STEAM)

1000 CLASSROOM BUILDING

1100 CENTRAL UTILITY PLANT

1300 BOOKSTORE

1310 VETERANS FIRST PROGRAM

1600 STUDENT SERVICES & ADMINISTRATION BUILDING

1700 CAMPUS SAFETY, HEALTH CENTER, RICOH, MAIL ROOM, BCRC

1800 SCIENCE TECHNOLOGY CENTER 1

1850 SCIENCE TECHNOLOGY CENTER 2

1900 INFORMATION TECHNOLOGY SERVICES (ITS)

2000 LIBRARY

2100 ACADEMIC SUPPORT & OFFICE BUILDING

2300 CHILD DEVELOPMENT CENTER (CDC)

2400 MULTI-DISCIPLINARY EDUCATION BUILDING

2500 PHYSICAL EDUCATION COMPLEX (GYM)

2600 AQUATIC CENTER

2700 CAMPUS HILL VINEYARD

3000 MAINTENANCE & OPERATIONS BUILDING (M&O)

3100 MAINTENANCE & OPERATIONS BUILDING (M&O)

3200 FIELD HOUSE

3300 HORTICULTURE

3400 PUBLIC SAFETY CENTER

3500 ADVANCED MANUFACTURING & TRANSPORTATION

3600 VITICULTURE & WINERY TECHNOLOGY

3700 VITICULTURE & WINERY TECHNOLOGY

4000 MERTES CENTER FOR THE ARTS

FMO FACILITIES MANAGEMENT OFFICE


LOT M
3100
3000
LOT N
3300
LOT J
3600
3700
3200
LOT O
3400
3500
LOT H
2300
LOT F
1850
1800
1100
1900
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2600
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LOT P
2400
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1700
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400
1000
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LOT D
LOT E
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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 ENTRY & VEHICULAR CIRCULATION

Las Positas College has two primary campus entry points:

- The original western entry at Collier Canyon Road features aging gateway elements that provide a modest sense of arrival.
- The newer and more frequently used entry on Campus Hill Drive offers attractive views but lacks a defined gateway or arrival experience.

Both entries connect to the College Loop Road, a two-way circulation road that navigates the site's topography and provides access to parking lots that wrap around the academic core.

TRANSIT & DROP-OFF ACCESS

While personal vehicles remain the dominant mode of transportation, public transit access is centrally located:

- A transit stop is situated mid-campus near the Student Services Building (1600). Although it has limited visibility into the campus core, its location near student services allows it to serve as an informal gateway.
- The campus is served by LAVTA Wheels and Rapid Bus routes, including Rapid Route 30R, which provides direct service.

Drop-off and rideshare zones are limited and not well marked. In the absence of designated areas, rideshare vehicles often stop mid-parking lot. Routine drop-offs and pick-ups are currently shared with the transit stop area, creating potential congestion and confusion.

CAMPUS LOOP & PERIPHERAL FACILITIES

The College Loop Road is a key campus circulation element, providing vehicular access to parking lots and peripheral facilities. It also extends beyond the core to connect with:

- Maintenance & Operations (M&O)
- Horticulture and Viticulture Facilities
- Public Safety Complex
- Advanced Manufacturing & Transportation
- Athletic Fields

These areas operate as standalone destinations and are physically separated from the academic core, emphasizing the importance of safe, accessible internal connections.

BICYCLE ACCESS

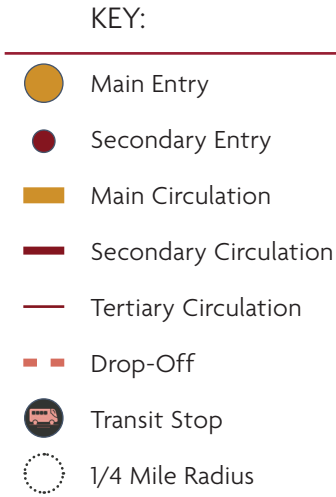
Bicycle lanes exist along adjacent roads and the Campus Loop Road, with multiple bike racks and secure storage locations provided throughout campus. However, bicycle usage appears limited, suggesting an opportunity to improve visibility, safety, or amenities for active transportation users.

EMERGENCY ACCESS

Campus Loop Road serves as the primary emergency access route, with additional access points into the core:

- An emergency / service path northeast of Buildings 1850, 1800, and 1600, continuing south of the Library and connecting to Lot F
- An east-west emergency access corridor south of Lot H, including a roundabout and path between the Multi-Disciplinary Education Building (2400) and the Gymnasium (2500)

All future planning should prioritize the preservation and enhancement of these emergency routes to maintain safety and emergency response capabilities.




LOT A
LOT B
LOT C
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CAMPUS HILL ROAD
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PARKING

CURRENT CONDITIONS

Personal vehicles remain the primary transportation mode for students, faculty, and staff. While remote learning continues to affect on-campus presence—with approximately 40–50% of students participating in online instruction—parking remains adequate for current demand.

At peak periods, students may need to park in lots farther from their destination, but availability is generally sufficient across the campus.

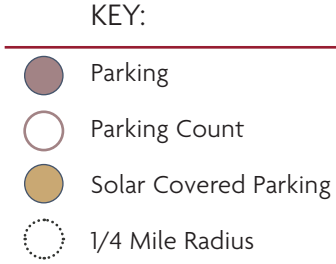
The campus currently provides:

- 2,600+ parking stalls, distributed across multiple lots
- Solar canopy parking in Lots H and E, contributing to sustainability goals
- EV charging stations in Lots F and A

PARKING DISTRIBUTION & WALKABILITY

- Most student parking is located along the southern edge of campus and the north section of the internal loop
- Lot O, located outside of the loop, provides additional capacity for overflow and specialized programs
- Within the loop road, all major parking areas are within a ¼-mile radius (or about a 5-minute walk) of the campus center, near the Library (Building 2000)

PARKING LOT	# SPOTS
A	**140**
B	**257**
C	**171**
D	**178**
E	**447**
F	**120**
P	**235**
O	**19**
N	**13**
H	**495**
V	**178**
G	**126**
M	**34**
J	**32**
O	**200**
TOTAL	**2645**



3000
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CAMPUS HILL ROAD
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LOT A
LOT D
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LOT C
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LOT B
257
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TOPOGRAPHY

VERTICAL CIRCULATION CHALLENGES

While the overall pedestrian network effectively manages the campus's hilly topography, the site experiences a dramatic elevation change—dropping nearly 100 feet from the northeast corner to the southwest. Within the campus core alone, there is a 40-foot change in grade, which poses significant challenges to accessible circulation. These conditions amplify the impact of existing gaps in vertical accessibility, particularly around Building 2400 (Multi-Disciplinary Education). Currently, access to this high-use instructional facility is served by outdated vertical lifts, creating ongoing challenges for students and staff with mobility needs.

Given these steep elevation changes, the pedestrian circulation network is a critical asset—but one that requires further investment. Targeted improvements to connectivity, accessibility, vertical circulation, and visual orientation will be essential to ensure the entire campus is navigable and inclusive for all users.

KEY:

15' of Topo Change

1/4 Mile Radius

Elevation Point


LOT M
545'
3100
3000
LOT N
545'
LOT J
3300
3600
3700
525'
535'
LOT H
3200
545'
3400
3500
LOT O
541'
COLLEGE LOOP
513'
2300
LOT F
485'
475'
1850
1800
1100
1900
800
2100
2000
505'
2600
2500
525'
LOT P
COLLEGE LOOP
485'
472'
LOT G
600
500
1600
1700
2400
513'
485'
4000
400
700
1319
1300
1000
LOT E
CAMPUS HILL ROAD
462'
LOT A
465'
LOT B
LOT C
LOT D
543'
467'
450'
N

PEDESTRIAN ACCESS & CIRCULATION

Las Positas College features a pedestrian-friendly interior spine that forms the backbone of campus circulation. This main route connects the lower campus—beginning at the Theater (4000)—uphill to the Library (2000), and continues past the Academic Support & Offices Building (2100) toward the Aquatics Center.

This spine serves as the primary accessible route across campus, navigating significant elevation changes with ramps, stairs, and cross-pathways. It connects into a wider network of accessible walkways extending to the campus loop road and beyond, reaching outlying facilities such as Horticulture (3300) and Viticulture (3600/3700).

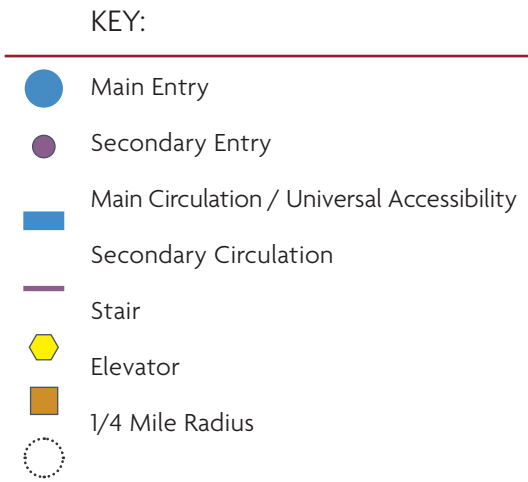
Supporting this central pathway are two distinct cross-campus connections, including:

- *Mid Hill* – Sciences to Student Services and student transit drop-off area (north side of 1850 to 1600)
- *Upper Hill* – Connecting along the south side of Lots H to Lot P

Together, these connections form a resilient pedestrian system that supports both everyday movement and emergency access.

Secondary pathways branch off the main spine like a root system, connecting parking lots and buildings throughout the site. While the framework is functional, it currently lacks a strong sense of hierarchy—creating opportunities to enhance wayfinding, reinforce the primary spine, and better integrate arrival points.

- Building signage is generally consistent
- Wayfinding signage, particularly for universal access routes, could be improved and expanded

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LOT E
CAMPUS HILL ROAD
LOT D
LOT C
LOT A
LOT B
N

OPEN SPACE

Despite its hillside setting and green appearance, Las Positas College has a limited number of intentionally programmed or formal open spaces. While the campus is visually connected to the outdoors, few areas are purposefully designed for gathering, study, or events. Key active spaces are primarily located near student services, academic buildings, and the library. These include:

Student Services (1600)
This building is surrounded by multiple distinct outdoor spaces that support student life and movement:

- The south side serves as a primary gateway into the 'welcome center' of campus, offering a sense of arrival and transition into the academic core.
- A small gathering area on the north side provides informal seating and pause space near administrative functions.
- The west side features a popular outdoor dining patio, shaded and frequently used by students throughout the day for meals, socializing, and relaxing between classes.

Science (1800)
A shaded courtyard offers study space and visual access to the pedestrian spine, making it a quiet and well-used area for students.

Multi-Disciplinary Education (2400)
Building 2400 features several outdoor spaces designed to support learning and community engagement. On the south side, adjacent to the Cultural Community Room, an outdoor court with fire pits, patios, and an event overlook accommodates flexible indoor-outdoor programming. To the east, between the building and Parking Lot E, a recently developed area includes a labyrinth, meditation garden, and outdoor classroom. Despite their potential, these spaces remain underutilized due to their separation from primary building access points.

Library Quad (2000)
The most active and widely used open space on campus, this central courtyard hosts student events, club activities, outreach tables, and celebrations. It is the campus's most recognizable plaza for campus life

Other open spaces include:

- The Amphitheater, currently used by the Theater Department for seasonal performances
- A small courtyard adjacent to the Veterans First Program (1310)
- Outdoor study tables near Building 2100
- A play yard associated with the Child Development Center (CDC)
- The Viticulture outdoor lab and gathering areas near Buildings 3600/3700

LANDSCAPING & ENVIRONMENTAL ENHANCEMENTS

While the campus benefits from its park-like setting, the interior promenade contains modest landscaping, with a mix of small garden beds, trees, and limited turf. In recent years, the College has made visible progress toward enhancing the campus landscape, including:

- Replacing low-use lawn areas with drought-tolerant plantings
- Establishing several native California gardens
- Committing to a long-term vision of increasing tree cover and shaded zones within the campus core

Despite these efforts, there remain underutilized turf areas—particularly along the campus perimeter—that could be enhanced through thoughtful landscape design, programming, or habitat conversion.

KEY:

- Program Specific
- Campus - Wide
- Basic Needs - Mini Market Locations
- Food Service
- Art Displayed
- 1/4 Mile Radius


LOT M
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COLLEGE LOOP
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1300
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LOT E
CAMPUS HILL ROAD
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LOT C
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LOT B
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CAMPUS ZONING

Las Positas College's campus is organized into well-defined functional zones, providing a clear and intuitive layout that supports wayfinding, academic identity, and operational efficiency. The zoning structure reflects both the College's programmatic priorities and the natural topography of the site, with a strong central core and outward-facing support facilities.

The current zoning framework offers a solid foundation for future development, balancing clarity of use with flexibility for evolving instructional needs.

ZONING OVERVIEW

Student Support (Yellow)
Centrally located, this zone includes the Library (2000), Student Services (1600), and administrative functions, forming a student-focused hub adjacent to the transit stop and central gathering areas.

STEAM (Green)
Distributed in the northwest and north-central zones, STEAM includes sciences, technology, and viticulture, with future expansion planned through the in-design STEAM Building, reinforcing interdisciplinary collaboration.

CTE– Career Technical Education (Dark Blue)
Located along the eastern edge, CTE facilities such as Public Safety (3200), Advanced Manufacturing (3400), and Automotive Technology (3500) support hands-on learning in high-demand career fields.

Multidisciplinary (Light Blue)
Buildings 1000 and 2400 serve as core multidisciplinary instructional spaces, offering general lecture rooms, flexible instructional layouts, and shared department use. This allows the campus to improve space utilization rates, especially for lecture-based courses. Their central location provides equitable access to shared resources such as the Library, Student Services, and outdoor gathering spaces. As enrollment and instructional modes continue to evolve, these buildings provide adaptable academic infrastructure that can meet changing scheduling and programmatic needs.

Arts (Purple)
Anchored by the Theater (4000) and Amphitheater on the southwest edge of campus, this zone supports performance, visual arts, and community programming.

Athletics (Light Green)
Situated north of the academic core, Athletics includes the Gymnasium (2500), playing fields, and the Aquatics Center, supporting PE instruction, athletics, and wellness.

Campus Services (Beige)
Located on the periphery, this zone includes Maintenance & Operations.

District Services (Gray)
Positioned off Isabel Avenue, District facilities remain functionally distinct yet connected to the overall campus loop.

KEY:

- Student Services & Support
- Arts
- STEAM
- Multidisciplinary
- CTE
- Athletics
- Campus Services
- District Services
- 1/4 Mile Radius


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LOT H
COLLEGE LOOP
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2600
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LOT P
COLLEGE LOOP
LOT G
2400
1700
600
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1310
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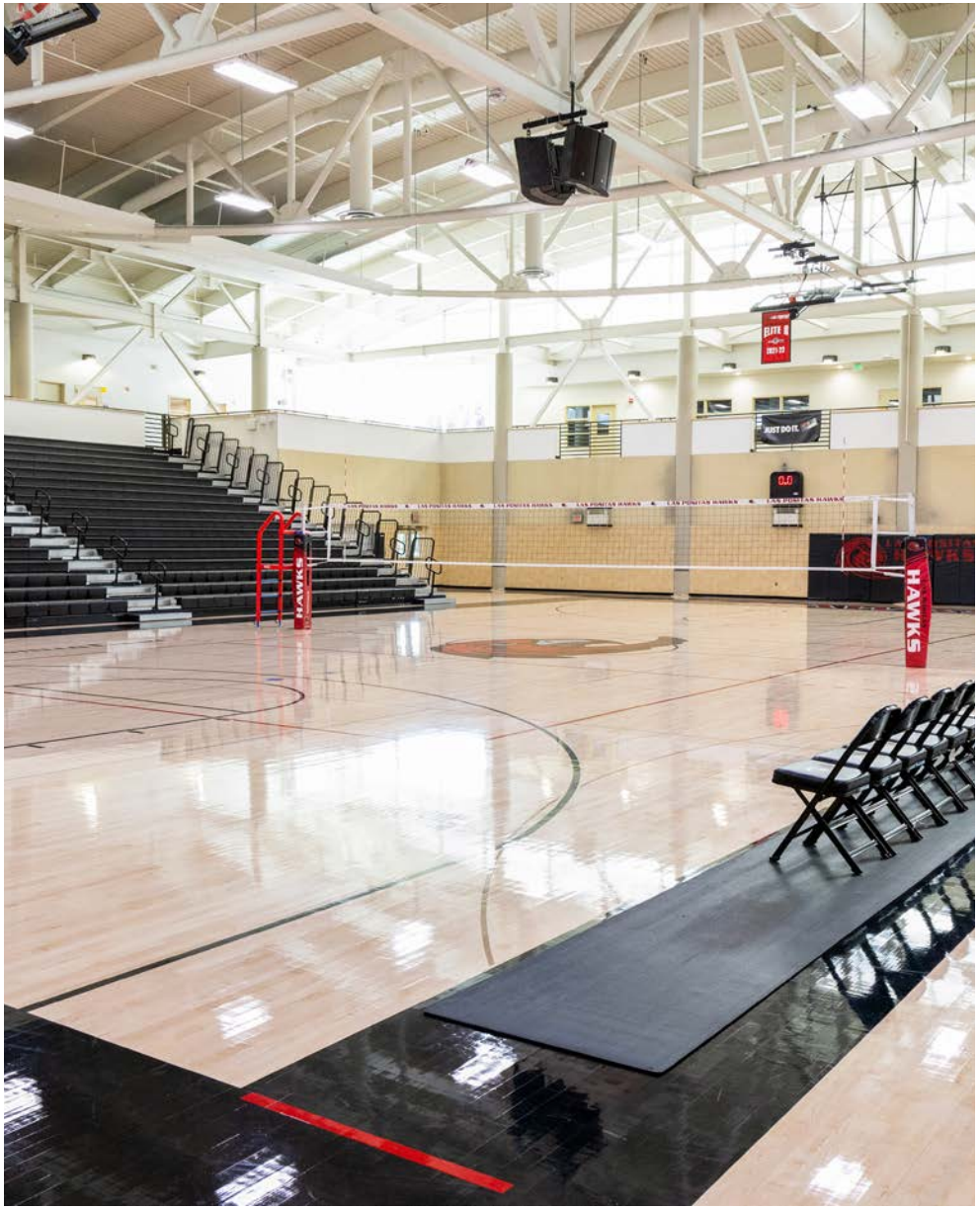
4000
400
1000
LOT E
CAMPUS HILL ROAD
LOT D
LOT C
LOT A
LOT B
N

RECENT & PLANNED IMPROVEMENTS

Investments through the 2018 Facilities Master Plan and Measure A have helped define this zoning framework—particularly through new construction in CTE and support services. Projects currently in design, such as the STEAM Building, will continue to improve zoning coherence and strengthen the relationship between academic, student life, and community-facing functions.

OBSERVATIONS

- Strong foundational zoning supports logical program groupings and user navigation.
- Multidisciplinary buildings (1000, 2400) provide adaptability and efficiency, supporting balanced scheduling and flexible instruction.
- The zoning framework accommodates future expansion in STEAM, CTE, and student engagement zones, with thoughtful integration into the campus loop


HAWKS
HAWKS

AGE OF FACILITIES

#	BLDG NAME	YEAR BLT	LAST RENO	FCI (%)
400	Middle College	1975	1994	30.37
500	FOME Arts	1975	2010	0
600	Vacant (Offline)	1977	2010	0
700	Photography	1977	2016	0
800	Tech Vocational Center (Vacant)	1978		121.68
815	Vacant (Offline)	2004		6.15
1000	Academic Bldg.	2018		0
1100	Ctr. Utility Plant	2010		12.61
1300	Bookstore/ Veterans	1987		141.83
1600	Student Services/ Administration	2013		0
1700	Health/ Copy/ Mail	2001	2010	48.83
1800	Science Tech CNT	1997	2012	0.02
1850	Science & Technology II	2012		0
1900	IT	2010		0
2000	Learning Resource	1993		35.98

#	BLDG NAME	YEAR BLT	LAST RENO	FCI (%)
2100	Academic Support & Office Bldg.	2023		0
2300	Child Development Center	2010	2010	2.03
2400	MDE Building	2007		4.86
2500	PE Complex	2005		6.17
2600	Aquatic Center	2009		0
3000	M&O/ Shops	2009		0
3100	Maintenance Offices	2009		3.68
3300	Horticulture	2022		0
3400	Public Services Complex	2023		0
3500	Advanced Manufact. & Transport.	2023		0
4000	Center for the Art	2010		0

KEY:

- 1975 - 2000
- 2001 - 2005
- 2006 - 2010
- 2011 - 2015
- 2016 - present
- Renovated
- 1/4 Mile Radius

*Facilities Condition Index (FCI) see page 122


LOT M
3100
3000
LOT N
3300
LOT J
3600
3700
3200
LOT O
3400
3500
LOT H
COLLEGE LOOP
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2600
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LOT P
COLLEGE LOOP
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1600
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400
1000
LOT E
CAMPUS HILL ROAD
LOT D
LOT C
LOT A
LOT B
N

AGE OF FACILITIES

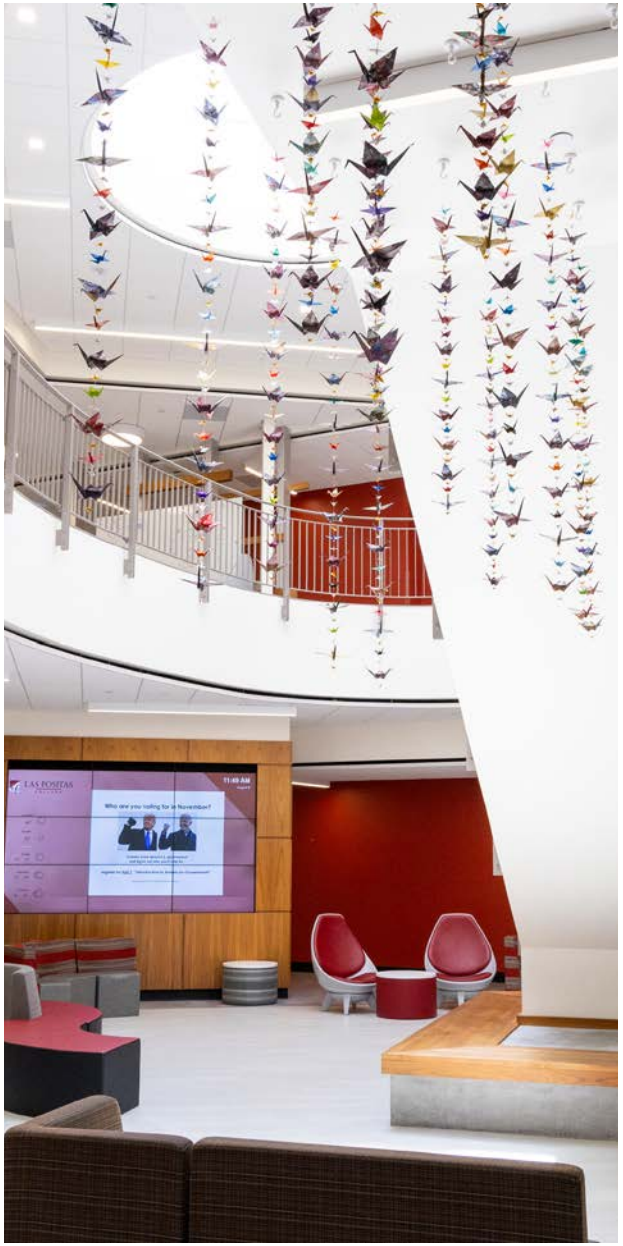
FACILITIES AGE / CONDITION

Las Positas College is a relatively young and modern campus, with the majority of buildings constructed within the last 20–30 years. Most of the College's original buildings have either been replaced, significantly renovated, or are included in current projects that are in design, reflecting a sustained and strategic approach to campus development. This has resulted in a strong physical foundation for academic, student support, and operational functions.

While facility conditions are generally good, the College must continue to monitor aging systems, maintain recently completed projects, and plan for the next generation of modernization. As instructional needs, technology, and space utilization continue to evolve, facilities must adapt to support flexibility, sustainability, and long-term functionality.

BUILDING AGE OVERVIEW

- Beyond the original campus, the majority of campus development occurred between 2000 and 2020, with the exception of a few original structures dating back to the 1990s.
- Approximately 68% of campus buildings are less than 20 years old, resulting in generally strong baseline conditions.
- Recent additions, including Buildings 2100, 2400, 3200, and 3400, reflect a clear effort to modernize instructional space and align facilities with program evolution and growth.



ARCHITECTURE & CAMPUS VERNACULAR

Las Positas College has developed a cohesive and recognizable architectural identity, defined by a consistent use of materials, warm color palettes, and low-profile building forms that reflect the campus's hillside setting. Most buildings on campus share a unified architectural language, reinforcing a strong sense of place and continuity throughout the academic core and support areas.

Recent projects—including Buildings 2100, 2400, 3200, and 3400—have successfully built upon this vernacular. These facilities introduce modern enhancements, such as increased glazing, improved access to outdoor spaces, and high-performance building systems, while maintaining alignment with the original campus framework.

As the College moves into its next era of development, it should continue to:

- Respect and reinforce the existing campus character
- Incorporate sustainable design measures and high-performance systems
- Strengthen the campus identity through material consistency, massing, and orientation
- Use landscape, signage, and building form to enhance wayfinding and user experience

The campus's 2006 Design Guidelines have played an important role in shaping its built environment to date. As part of this FMP Update, the existing guidelines should be reviewed and updated, if necessary, to ensure they remain relevant and support evolving priorities around sustainability, accessibility, and campus-wide consistency.

FACILITIES CONDITION

OBSERVATIONS

- Most buildings score a 2 (minimal improvements) or 3 (moderate improvements) on the facility condition scale, indicating solid baseline performance with limited immediate reinvestment needs.
- Buildings rated 4 or 5, indicating heavy improvements or major deficiencies, are limited in number and already identified for replacement or renovation through the College's capital improvement program.
- Buildings such as 1700, while still functional, may face increasing wear as they approach 30 years in age and will require longer-term planning for modernization or renewal.

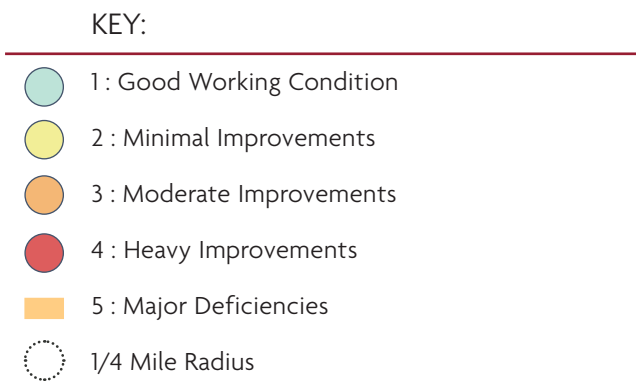
#	BLDG NAME
400	Middle College
500	FOME Arts
600	Vacant (Offline)
700	Photography
800	Tech Vocational Center (Vacant)
815	Vacant (Offline)
1000	Academic Bldg.
1100	Ctr. Utility Plant
1300	Bookstore/ Veterans
1600	Student Services/ Administration

Improvements completed or underway as part of the 2018 Facilities Master Plan and Measure A investments have enhanced the overall condition and usability of key buildings:

- Academic Support (2100) and Library (2000) brought updated lecture and support space to the campus core.
- Public Safety Complex (3200) and Advanced Manufacturing (3400) delivered purpose-built spaces for growing CTE programs.

#	BLDG NAME
1700	Health/ Copy/ Mail
1800	Science Tech CNT
1850	Science & Technology II
1900	IT
2000	Learning Resource
2100	Academic Support & Office Bldg.
2300	Child Development Center
2400	MDE Building
2500	PE Complex
2600	Aquatic Center
3000	M&O/ Shops
3100	Maintenance Offices
3300	Horticulture
3400	Public Services Complex
3500	Advanced Manufact. & Transport. Center for the Art

- Viticulture and Horticulture buildings (3600/3700 and 3300) support emerging and growing instructional programs aligned with the region.
- Upcoming projects—including the STEAM Building, and Amphitheater—will continue the College's momentum toward modernization and strengthen facility alignment with academic and community goals.

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CAMPUS HILL ROAD
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LOT D
LOT C
LOT A
LOT B
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INFRASTRUCTURE SYSTEMS

Las Positas College benefits from a modern infrastructure foundation, with some utility and mechanical systems constructed or upgraded within the last two decades. While the campus does not face the extensive deferred maintenance challenges seen on older campuses, it is entering a renewal phase where select systems—particularly mechanical, IT, and energy infrastructure—require evaluation, upgrades, and planning for long-term sustainability.

The 2018 Facilities Master Plan provided a foundational assessment of utility systems and identified needs related to loop extensions, mechanical capacity, and system mapping. This current planning horizon builds upon those recommendations to guide the next generation of infrastructure investment.

UTILITY INFRASTRUCTURE & CENTRAL PLANT

The campus is served by a looped utility system, which supports consistent delivery to most core academic and administrative buildings. However, recent and future buildings outside the loop—including those in CTE, Public Safety, and Horticulture/Viticulture—operate on stand-alone systems and are not currently tied into the central plant.

The capacity of the Central Plant is not fully known; the boilers, in particular, have been identified as the primary weak link in the system. Replacement of these aging boilers—or transition to low-carbon alternatives—should be prioritized.

A full utility capacity study and infrastructure master plan will be necessary to support future growth if the institution's goal is to continue with or expand the existing system.

MECHANICAL & ENERGY SYSTEMS

Mechanical systems installed in early buildings (2000–2010) are now reaching the end of their life cycle and will require replacement or modernization. Newer facilities, such as Buildings 2100 and 2400, feature high-performance HVAC systems with advanced controls, offering models for future upgrades.

WATER, RECLAIMED WATER & STORMWATER

Las Positas College uses a reclaimed water system for:

- Fire hydrants
- Landscape irrigation
- Select restroom plumbing fixtures

This system helps reduce potable water use and aligns with regional water conservation goals. However, the College has encountered persistent challenges with reclaimed water fixtures—particularly in restrooms—where an overwhelming odor has been reported. Despite efforts to investigate and resolve the issue, the smell has proven difficult to mitigate and continues to impact the user experience. Future projects should carefully evaluate the scope and location of reclaimed water use, especially in interior applications.

Stormwater on campus is managed through bioswales, infiltration zones, and other low-impact design strategies, particularly integrated into parking areas and along key circulation paths. These systems reflect the priorities identified in the 2018 FMP and contribute to both compliance and environmental stewardship.

The College has also converted select turf areas into drought-tolerant and native plant landscapes, further supporting water conservation and reducing long-term maintenance needs.

TECHNOLOGY INFRASTRUCTURE

Las Positas College has maintained a strong, campus-wide commitment to classroom technology, ensuring that instructional spaces are equipped with modern AV systems, digital tools, and hybrid learning capabilities. The campus has consistently invested in user-facing technologies, making it a leader within the District in terms of instructional tech readiness and flexibility.

However, as systems age and digital demands grow, the underlying IT infrastructure now requires focused attention. To continue moving forward and support both academic and operational needs, the College must address:

- Upgrades to IDF rooms, including cooling, rack organization, and power reliability
- Replacement of aging network switches, fiber connections, and backbone hardware
- Addressing deferred maintenance in core IT systems that support campus-wide connectivity and systems integration
- Expansion of outdoor wireless access and resilient infrastructure to support flexible learning and emergency response
- Improved cybersecurity infrastructure and redundancy planning

While end-user technology remains a visible strength, future planning should include a phased infrastructure renewal plan that ensures the back-end systems are as strong and reliable as the classroom tools they support.

SUSTAINABILITY & LONG-TERM INTEGRATION

Las Positas College has made steady progress in sustainable infrastructure through:

- Solar energy installations in campus parking areas
- EV readiness and electric vehicle charging infrastructure
- Reclaimed water use for irrigation, fire suppression, and select restrooms
- Drought-tolerant landscaping and native garden conversions
- Passive design strategies that respond to Livermore's climate

The College is actively maintaining its status as a LEED Campus, a designation that reinforces its commitment to environmental performance across both existing facilities and new construction. Future projects are expected to continue pursuing LEED strategies holistically, considering building design, energy use, water efficiency, indoor environmental quality, and site impacts as part of an integrated approach to sustainability.

As LPC moves forward, the College should also build toward:

- Expansion of energy monitoring, performance analytics, and smart building controls
- Alignment with District-wide sustainability goals, including net-zero readiness and long-term resilience


LAS POSITAS
COLLEGE
Parking Lots
P, O, H, M, N, F, G, J
Maintenance and
Operations
3000 Receiving
3100 Office
Horticulture Center
Soccer Field
Aquatic Center

TRANSLATING DATA TO VISION

The existing conditions assessment reveals that Las Positas College is in a strong position—with a modern campus foundation, well-maintained facilities, and clear zoning. As the College moves into its next planning horizon, the focus shifts from foundational development to targeted reinvestment, capacity-building, and future readiness.

This FMP Update translates data, observations, and stakeholder feedback into a forward-looking vision that supports LPC's educational mission, strategic goals, and long-term sustainability.

STRATEGIC PLANNING THEMES

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.

Maximize Space Utilization & Flexibility

Leverage the campus's modern instructional buildings—especially Buildings 1000 and 2400—to support high levels of lecture space utilization. Future projects should continue to prioritize flexible, multi-use environments that can adapt to evolving instructional modalities and enrollment trends.

Strengthen Campus Core & Connections

Reinforce the academic core with improved pedestrian pathways, wayfinding, and universal access. Future development should enhance connections between the core and emerging program zones like CTE, Viticulture, and Public Safety.

Enhance Outdoor Spaces

Build upon LPC's hillside setting and year-round climate to expand the network of shaded, functional, and inviting open spaces. Focus on creating more spaces for study, gathering, events, and outdoor learning, especially adjacent to high-traffic buildings.

Support Sustainability & Resilience

Continue the College's leadership in sustainable design and LEED certification by investing in energy efficiency, electrification, reclaimed water strategies, and green infrastructure. New projects should align with the LEED Campus framework and broader District goals.

Modernize Infrastructure & IT Systems

Invest in central plant evaluation, boiler system replacement, utility loop expansion, and a phased IT renewal plan—including IDF upgrades and classroom tech backbone improvements. Prioritize infrastructure that supports growth, sustainability, and digital learning.

Create Student-Centered Spaces & Campus Life Hubs

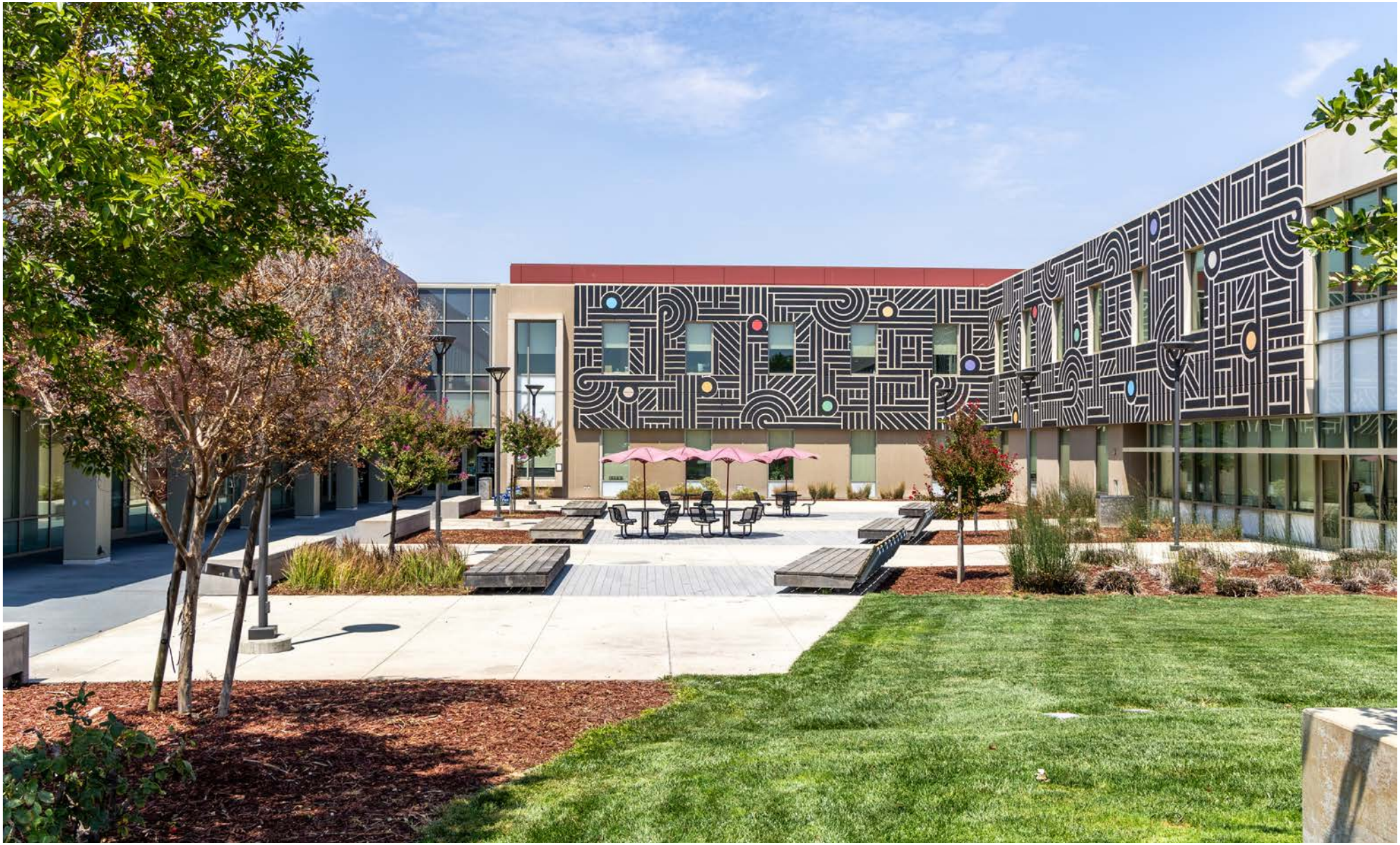
Foster a more connected and vibrant student experience by bringing student life components—clubs, services, lounges, dining, and event spaces—under one roof. Future facilities should support community-building, inclusion, and wellness, and help transform the campus into a more engaging environment for all students.

Build Equity into the Physical Environment

Ensure all future improvements promote universal design, accessibility, and inclusive experiences for all users. Emphasize the equitable distribution of amenities, learning environments, and resources across campus, ensuring that all students, faculty, and staff can fully engage with and benefit from the physical environment.

5

LAS POSITAS COLLEGE VISION



DEVELOPING 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: Las Positas 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 Las Positas 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 Las Positas College's academic mission, instructional goals, and student success objectives.

Improve Efficiency and Utilization of Campus

- Maintain and enhance and campus zoning to improve space utilization and 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.

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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.

CAMPUS VISION

The adjacent diagram graphically defines Las Positas 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:

400 MIDDLE COLLEGE

500 MATH CLASSROOMS

600 FUTURE CONSTRUCTION PROJECT (STEAM)

700 GRAPHIC DESIGN & DIGITAL MEDIA LAB, PHOTOGRAPHY LAB & STUDIO

800 VITICULTURE & WINERY TECHNOLOGY. FUTURE CONSTRUCTION PROJECT (STEAM)

1000 CLASSROOM BUILDING

1100 CENTRAL UTILITY PLANT

1300 BOOKSTORE

1310 VETERANS FIRST PROGRAM

1600 STUDENT SERVICES & ADMINISTRATION BUILDING

1700 CAMPUS SAFETY, HEALTH CENTER, RICOH, MAIL ROOM, BCRC

1800 SCIENCE TECHNOLOGY CENTER 1

1850 SCIENCE TECHNOLOGY CENTER 2

1900 INFORMATION TECHNOLOGY SERVICES (ITS)

2000 LIBRARY

2100 ACADEMIC SUPPORT & OFFICE BUILDING

2300 CHILD DEVELOPMENT CENTER (CDC)

2400 MULTI-DISCIPLINARY EDUCATION BUILDING

2500 PHYSICAL EDUCATION COMPLEX (GYM)

2600 AQUATIC CENTER

2700 CAMPUS HILL VINEYARD

3000 MAINTENANCE & OPERATIONS BUILDING (M&O)

3100 MAINTENANCE & OPERATIONS BUILDING (M&O)

3200 FIELD HOUSE

3300 HORTICULTURE

3400 PUBLIC SAFETY CENTER

3500 ADVANCED MANUFACTURING & TRANSPORTATION

3600 VITICULTURE & WINERY TECHNOLOGY

3700 VITICULTURE & WINERY TECHNOLOGY

4000 MERTES CENTER FOR THE ARTS

FMO FACILITIES MANAGEMENT OFFICE

1 STUDENT CENTER

2 AUXILIARY GYM & WELLNESS CENTER

3 OUTDOOR EVENTS SPACE

4 AFFORDABLE STUDENT HOUSING

8a PICKELBALL

8b BEACH VOLLEYBALL


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CAMPUS HILL ROAD
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CAMPUS ENTRY & VEHICULAR CIRCULATION

The FMP Update recommends for Las Positas College to continue to enhance its strong vehicular circulation system by strengthening its gateways, improving wayfinding, and optimizing parking to support accessibility and long-term growth. This vision builds on the campus's loop road system, focusing on safety, efficiency, and clarity of movement.

IMPROVED CAMPUS ARRIVAL AND GATEWAYS

The plan introduces a realigned southern entry at Lots A and B, improving ingress and egress with dedicated left and right turns onto Campus Loop Road. This updated entry will serve as a significant south arrival point, aligning with new signage, landscape, and wayfinding improvements.

At the top of Campus Hill Road, a new Campus Entry Monument will provide a highly visible and welcoming front door to the College, reinforcing LPC's identity and improving presence from surrounding neighborhoods.

ENHANCED DROP-OFF ZONES

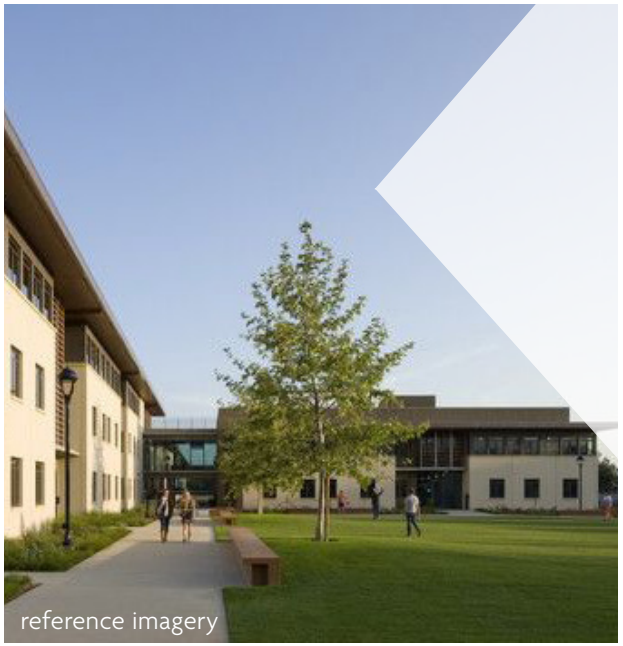
Multiple new and redefined drop-off locations will improve campus access:

South Entry Drop-Off (Lots A/B) - Sitework Project A

A reconfigured traffic flow and designated drop-off area at the southern entrance will improve flow and provide a welcoming entry aligned with the new south courtyard, while enhancing access to the southern portion of campus, particularly the Theater and Building 1000.

Transit Stop Drop-Off (Mid-Campus) - Sitework Project E

The current bus stop near Student Services (Building 1600) will remain a central transit gateway, supporting multimodal access. The drop off will have enhancements that better connect it into the core of campus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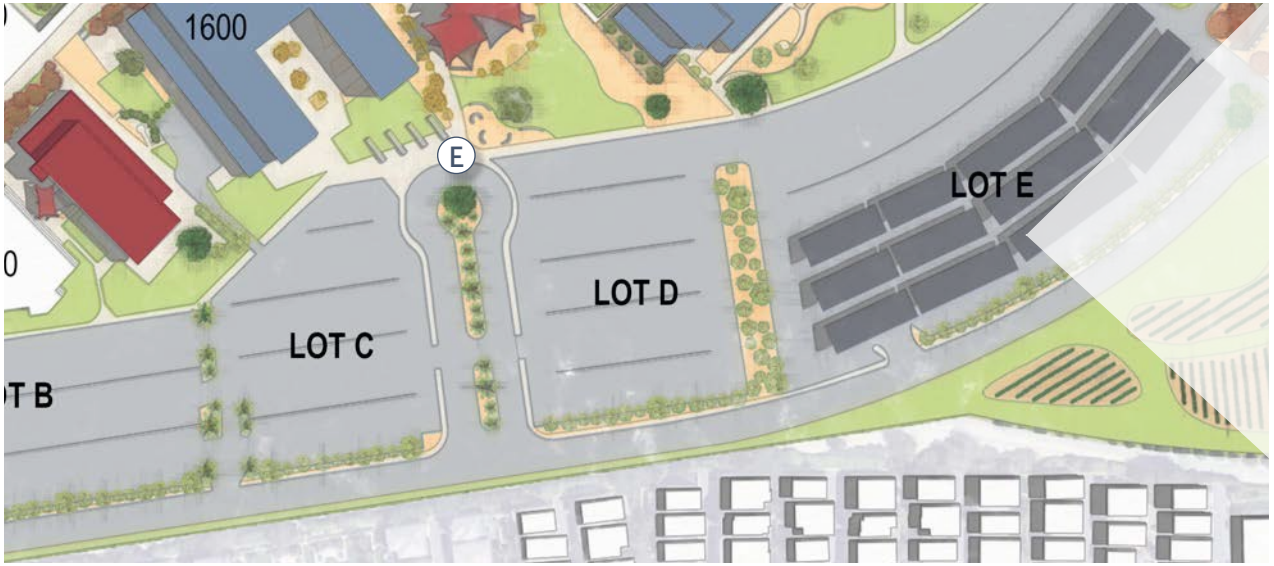


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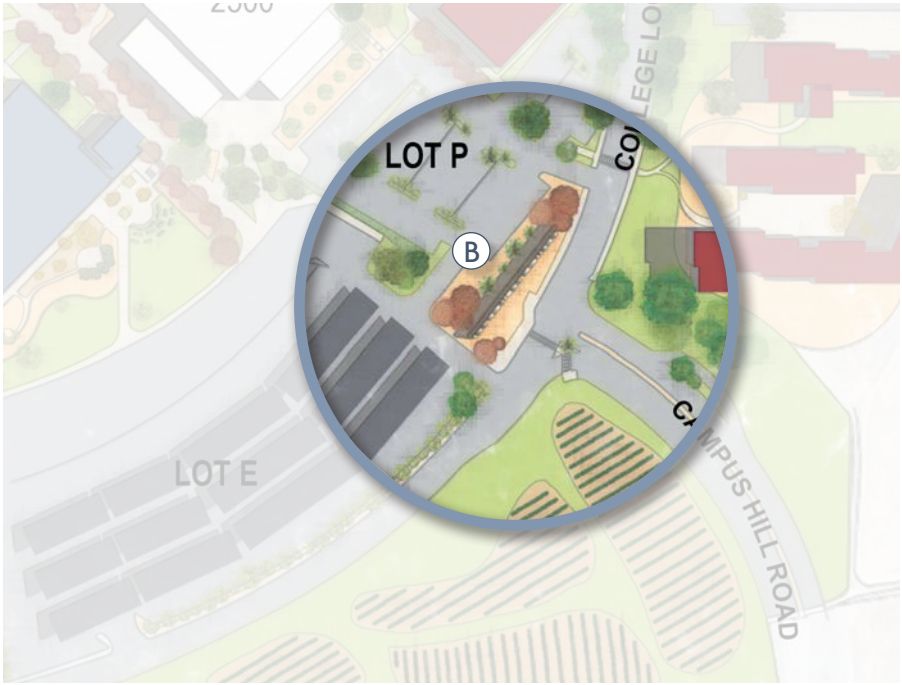

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WAYFINDING AND VISIBILITY

Improved signage and vehicular wayfinding throughout the loop road and parking areas will create a more intuitive and welcoming experience for students, visitors, and the community. This includes directional signage at key decision points, monument signs at major entries, and real-time wayfinding enhancements in parking lots.

TRANSIT AND ACTIVE TRANSPORTATION

The vision reinforces the role of public transit and bicycles:

Transit Integration

Continued coordination with LAVTA to support bus routes, with potential infrastructure to separate rideshare and routine drop-offs from bus operations.

Bicycle Amenities

Strengthen visibility and amenities for bicyclists, including bike racks and safe, dedicated lanes around the loop.

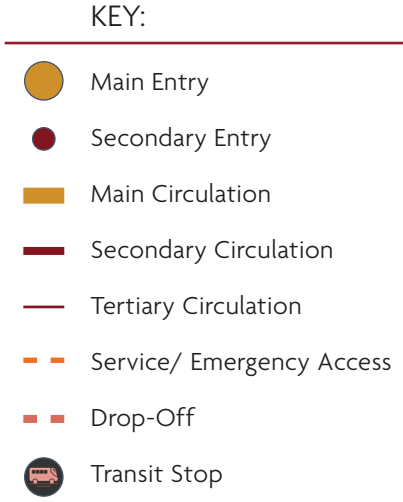
EMERGENCY & SERVICE ACCESS

The existing two-way Campus Loop Road will continue to serve as the backbone of campus vehicular circulation, providing access to all major parking areas and connecting key peripheral facilities. This route supports both daily vehicular traffic and essential access for emergency response and service operations.

Service vehicle access will continue to support a distributed network of facilities. Key service destinations include the Theater, STEAM and Science buildings, Cafeteria, Mini Market, Horticulture and Viticulture areas, Public Safety, Advanced Manufacturing & Transportation, and the M&O Complex. These zones require deliveries, equipment transport, refuse collection, and facilities support, all of which depend on a clear and efficient service infrastructure.

As the campus evolves, all new construction and renovation projects should ensure that service and emergency access routes remain clearly defined, accessible, and unobstructed, while minimizing conflicts with pedestrian movement. Designated service vehicle zones should be thoughtfully integrated into the campus site plan, using screening, landscape buffers, and controlled access to reduce visual and operational impacts on the broader campus environment.

Improvements to wayfinding, turning radii, surface conditions, and route visibility will further strengthen emergency preparedness and daily operational efficiency, ensuring that the Loop Road continues to serve as a reliable and multi-functional circulation spine.

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PARKING

IMPROVEMENTS AND EXPANSION

Lot O, located outside the loop road, will be expanded to support future campus needs—including the planned Affordable Student Housing project—resulting in an increase of over 400 new parking stalls.

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 factors, combined with the campus's current parking ratio, suggest that parking supply will remain balanced for the foreseeable future. In many cases, the primary challenge is one of convenience rather than availability. As Las Positas College continues to optimize course scheduling and distribution throughout the week, parking usage will further level out—supporting equitable and efficient use of campus resources.

Additional improvements include:

Solar Canopy Renewal

As existing canopies will reach the end of their lifecycle in this planning horizon, upgrades will ensure continued solar generation and shade.

EV Charging Expansion

Expanding Electric Vehicle (EV) charging stations will further support sustainability efforts and align with emerging transportation trends.

PARKING LOT	# SPOTS
A	**140**
B	**245**
C	**171**
D	**178**
E	**447**
F	**120**
P	**235**
O	**625**
N	**13**
H	**495**
V	**178**
G	**126**
M	**34**
J	**32**
TOTAL	**3039**

KEY:

- Parking
- Parking Count
- Solar Covered Parking
- EV Parking


LOT A
140
LOT B
245
LOT C
171
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178
LOT E
447
LOT F
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PEDESTRIAN CIRCULATION & OPEN SPACE

Las Positas College will continue to enhance its pedestrian circulation network and open space framework by reinforcing its interior spine, improving universal access, and intentionally activating underutilized areas for student life and engagement. The vision promotes an accessible, vibrant, and connected campus environment that supports the evolving needs of students, faculty, and community.

REINFORCING THE PEDESTRIAN SPINE

The primary pedestrian spine, which stretches from the Theater (Building 4000) through the campus core and up to the Aquatics Center, will be reinforced as the central organizing element of movement. Shading strategies, wayfinding, lighting, landscape design, and consistent paving will strengthen this main promenade and promote intuitive navigation.

New pedestrian zones will be designed with universal access in mind. The plan recommends LPC consider vertical access solutions such as site elevators and improved vertical connections to address the steep topography and accessibility gaps near Buildings 2400 and 2500.

UNIVERSAL DESIGN AND ACCESSIBILITY

The campus will enhance ADA compliance and universal design across all major pedestrian routes and outdoor destinations. Improvements will ensure equitable access to instructional buildings, outdoor classrooms, event spaces, and student services.

LANDSCAPE & ENVIRONMENTAL ENHANCEMENT

To support the long-term vision for pedestrian circulation and open space, the FMP Update recommends that the existing Landscape Master Plan and Design Standards be reconfirmed or redeveloped. This updated framework should function as both a technical guide—addressing planting, irrigation, materials, and maintenance—and a visionary document shaped in collaboration with College leadership, faculty, students, and facilities staff.

KEY:

Main Pedestrian Circulation

Secondary Pedestrian Circulation


LOT M
LOT N
LOT J
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OPEN SPACE ACTIVATION

A network of outdoor spaces will be strategically developed to support student life, academic engagement, and wellness:

South Campus Courtyard - Site Work C

Situated between the Mertes Center for the Arts – Theater (4000), Classroom Building (1000), and the site of Building 400's removal, this new student-centered space will serve the Multi-Disciplinary zone. Equipped with shade, seating, and power access, the courtyard will support outdoor labs and casual gatherings.

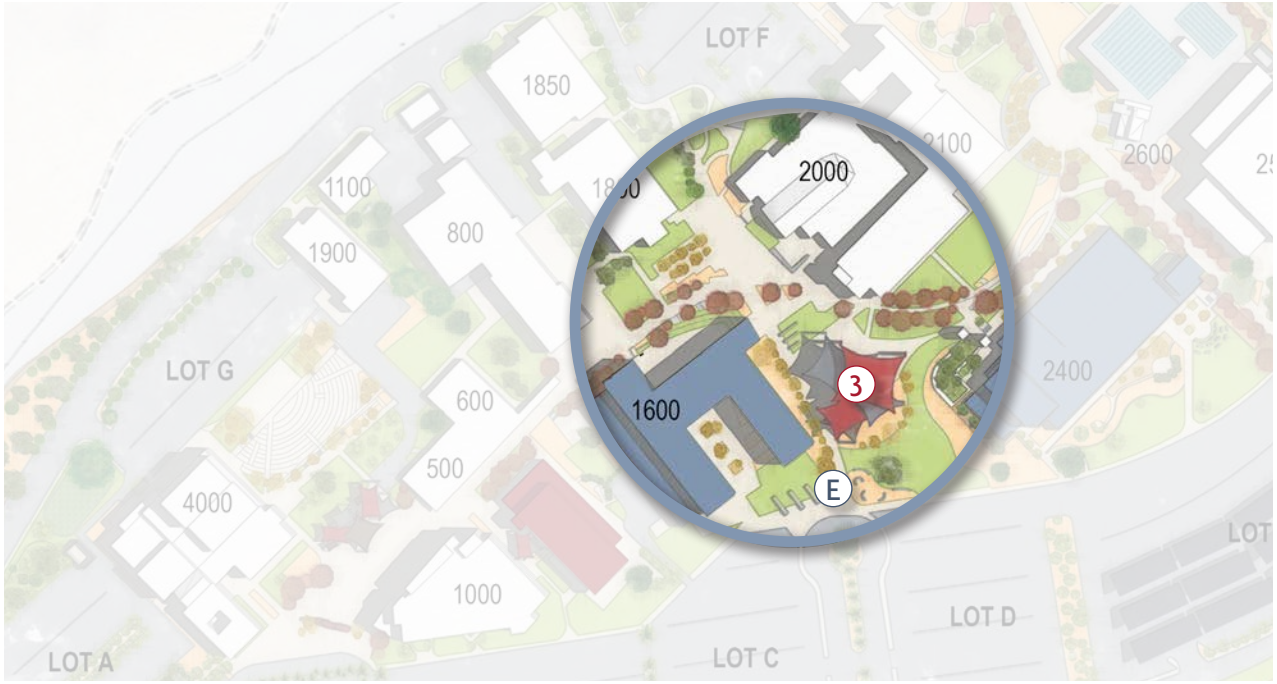
Events Courtyard / Campus Connection - Building Project 3

Located near the College core, this universal-access courtyard will create a dynamic space for large gatherings, campus events, and informal student use.

Library Quad and Science Courtyard Enhancements

These heavily used spaces will be refreshed with improved seating, landscaping, and weather protection to maximize usability year-round.

These outdoor areas will create covered, scaleable outdoor spaces that support fairs, club activities, student services outreach, cultural events, etc. Due to the College's geographic location, shade is critical to supporting the College year-round. Each space should include appropriate furnishings, shade elements, Wi-Fi, and power access to ensure a comfortable and connected experience.



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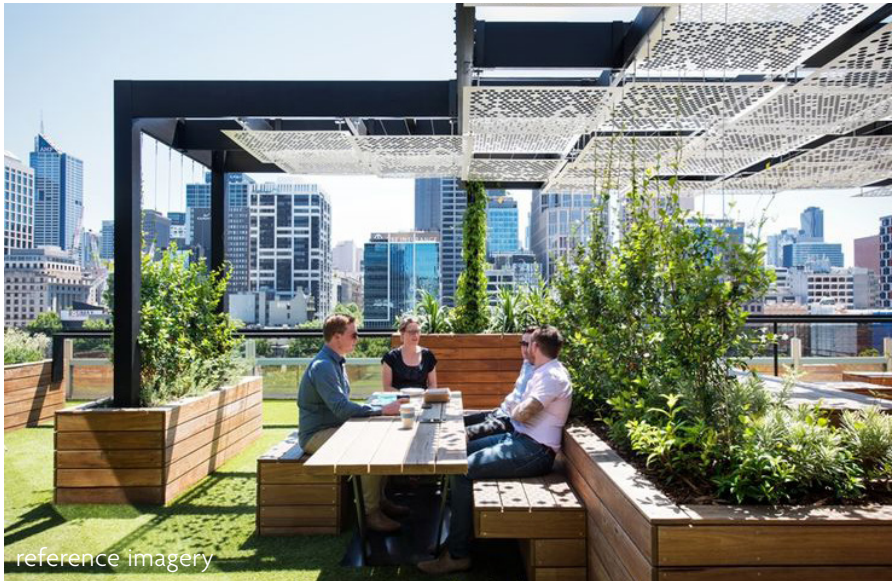
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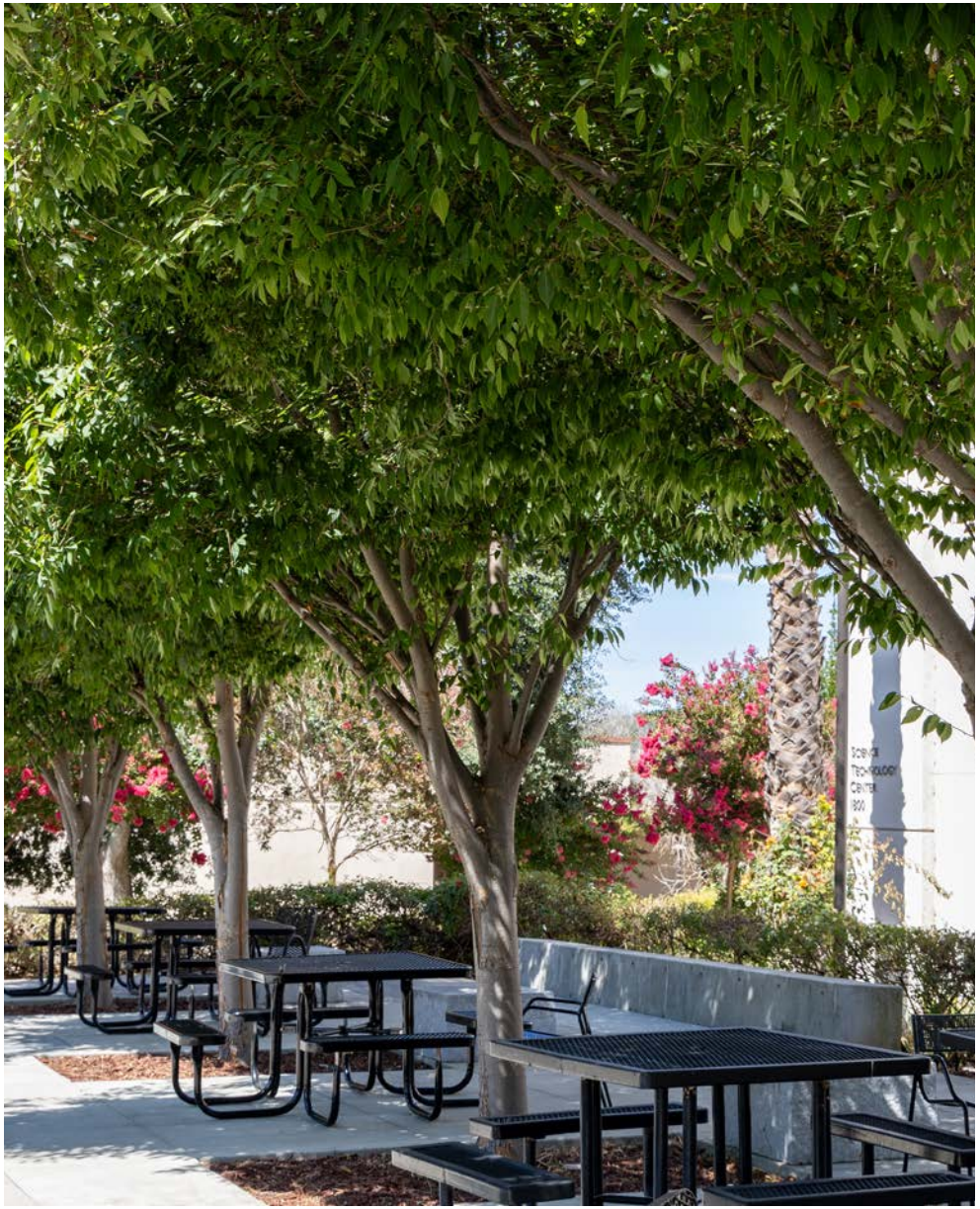
reference imagery

SUSTAINABLE PLANTING AND IRRIGATION STANDARDS

Building upon the College's existing efforts to replace turf and enhance native gardens, the campus should continue prioritizing sustainable design strategies that complement its hillside setting. A consistent planting palette should reflect the local climate, incorporate drought-tolerant species, and reinforce water conservation mandates. Irrigation systems must emphasize long-term efficiency, adaptability to drought conditions, and ease of maintenance.

INTEGRATION OF CAMPUS ART

As the College continues to enhance its outdoor spaces, the integration of public art should remain a key element of the campus environment. Art installations—whether student-created, professional commissions, or community collaborations— enrich open spaces by reflecting the College's identity, cultural diversity, and academic creativity. The existing program is well integrated and could be expanded or at minimum maintained over time.



PROGRAM OF WORK

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

NEW CONSTRUCTION

1. Student Center
2. Auxiliary Gym & Wellness Center
3. Outdoor Events Space
4. Affordable Student Housing
5. Archeology Outdoor Lab (Dig Site)

RENOVATION & REPURPOSING

6. Student Services Reorganization & Renovation (Building 1600)
7. Multi-Disciplinary Education Building Renovation (Building 2400)

ATHLETIC FIELDS

8a. Pickleball
8b. Beach Volleyball
8c. Cross Country

SITE WORK

A. Entry Realignment at Lots A&B
B. Campus Entry Monument
C. South Campus Courtyard
D. Universal Access & Wayfinding (Campuswide)
E. Campus Connection – Improved access at Main Entry
F. Lot O Expansion


LOT A
LOT B
LOT C
LOT D
LOT E
LOT F
LOT G
LOT H
LOT M
LOT N
LOT O
LOT P
LOT J
COLLEGE LOOP
CAMPUS HILL ROAD
N
A
B
C
D
E
F
1
2
3
4
5
6
7
8a
8b
800
1000
1100
1600
1800
1850
1900
2000
2100
2300
2400
2500
2600
3000
3100
3200
3300
3400
3500
3600
3700
4000
500
600

BUILDINGS TO BE DEMOLISHED

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

Ongoing Design / Construction

- 800

Updated Program of Work

- 400
- 700
- 1300
- 1310
- 1700

KEY:

Buildings Demolished

1 STUDENT CENTER

The new Student Center will be located within the campus core and support students' daily activities and needs. As the heart of campus, the project will consolidate multiple essential services and student life functions under one roof, including Student Life and Leadership, the Cultural Community Center, Special Programs, the Mini Market, and Health and Wellness.

Designed as a hub of activity, the Student Center should foster an indoor/outdoor collegiate atmosphere, seamlessly connecting interior functions to a hierarchy of thoughtfully programmed outdoor spaces. The building is sited directly adjacent to food services within Student Services (Building 1600) and should be designed with at-grade circulation and courtyard access.

The facility 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 the overall campus identity.

PROGRAM PRIORITIES:

- Student Clubs / Government
- Cultural Community Center
- MESA / HSI / Special Programs
- Veterans Center
- Mini-Market / Basic Needs
- Health & Wellness Center
- Multipurpose Events Space

SIGNIFICANT SITE WORK:

- Connection to Food Service (1600)
- Connection to Pedestrian Spine

SIZE / SCALE

- Approximately 40,000 - 45,000 GSF
- 2/3 Stories

TEMPORARY HOUSING/ SEQUENCING:

- Building 700: Graphic Design & Digital Media Lab, Photography Lab & Studio (each program will be located in the new STEAM Project)
- 1300: Vacant (Old Bookstore)
- 1310: Veterans First Program

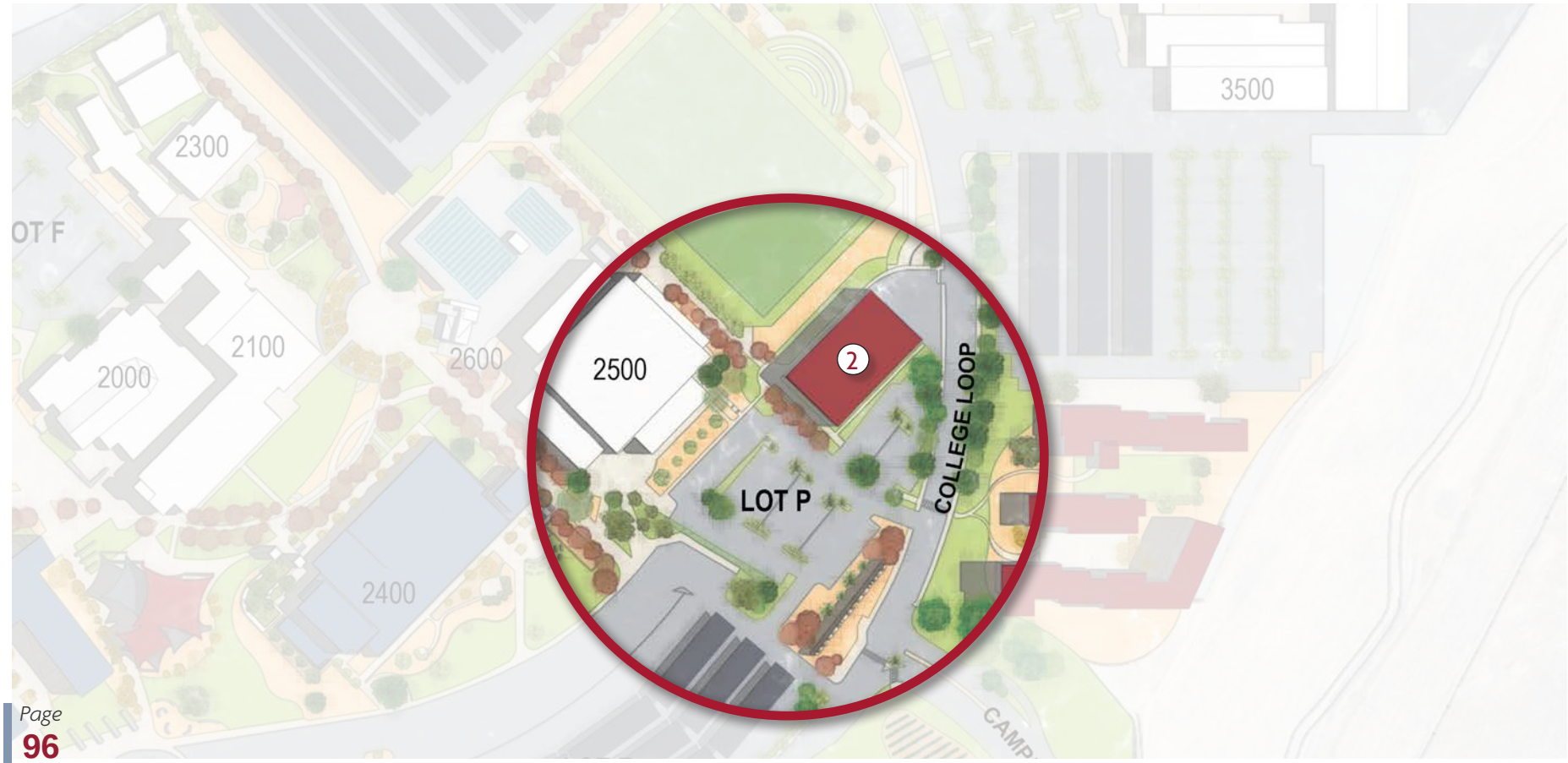
BUILDINGS REMOVED:

- 1700 (after all uses, including Campus Police – Emergency Operations Center, are relocated)
- 700
- 1300
- 1310

2 AUXILIARY GYM & WELLNESS CENTER

This project builds upon the vision outlined in the 2018 Facilities Master Plan but proposes a new location at Lot P, with Lot H considered as an alternate site. The proposed Auxiliary Gym would expand space for athletic teams, increase opportunities for community use, and provide additional support for the potential affordable student housing project. In addition to a court and team rooms, the facility is planned to include a Wellness Center serving the broader LPC community.

As a complementary facility to the existing Gymnasium, this project should undergo program review and demand analysis to confirm its scope, function, and alignment with long-term campus needs. Lot P offers strategic adjacency to the proposed affordable student housing site. Should housing become a reality at LPC, the campus will evolve into a 24/7 residential environment, increasing demand for accessible, student-centered facilities that promote health, well-being, and community engagement.



PROGRAM PRIORITIES:

- Basketball court
- Support Facilities
- LPC Wellness & Fitness Center

SIGNIFICANT SITE WORK:

- Expand athletics zone into Lot P
- Connect to the core of campus
- Connect to the future affordable student housing site

SIZE / SCALE

- Modifications to Lot P
- Connection to Core of Campus
- Connection to Affordable Student Housing

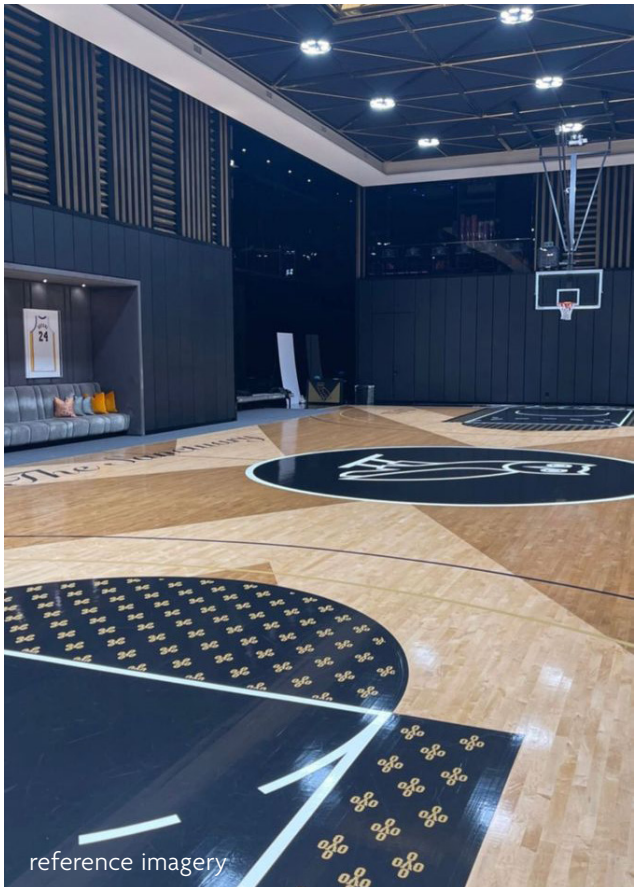
TEMPORARY HOUSING/ SEQUENCING:

- N/A

BUILDINGS REMOVED:

- N/A


reference imagery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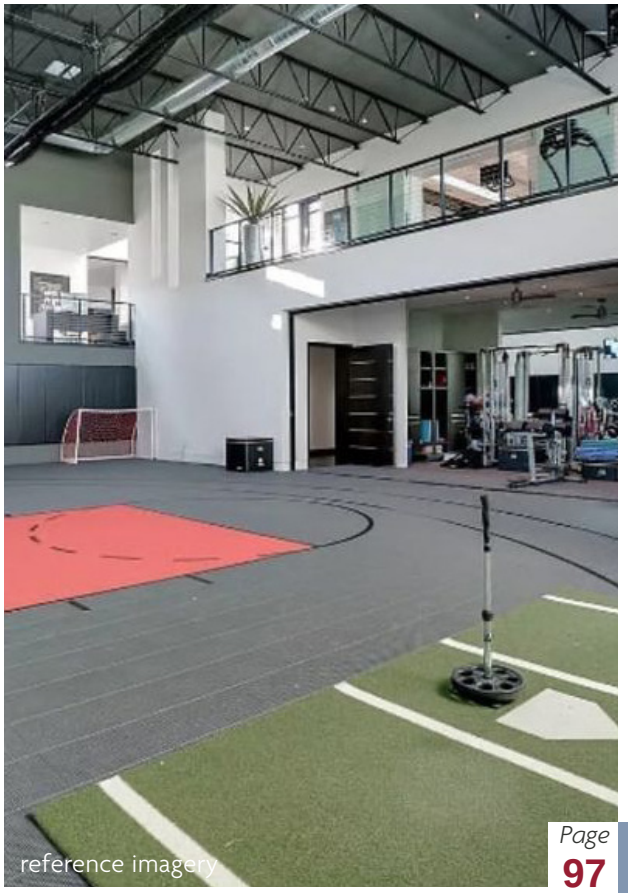

reference imagery

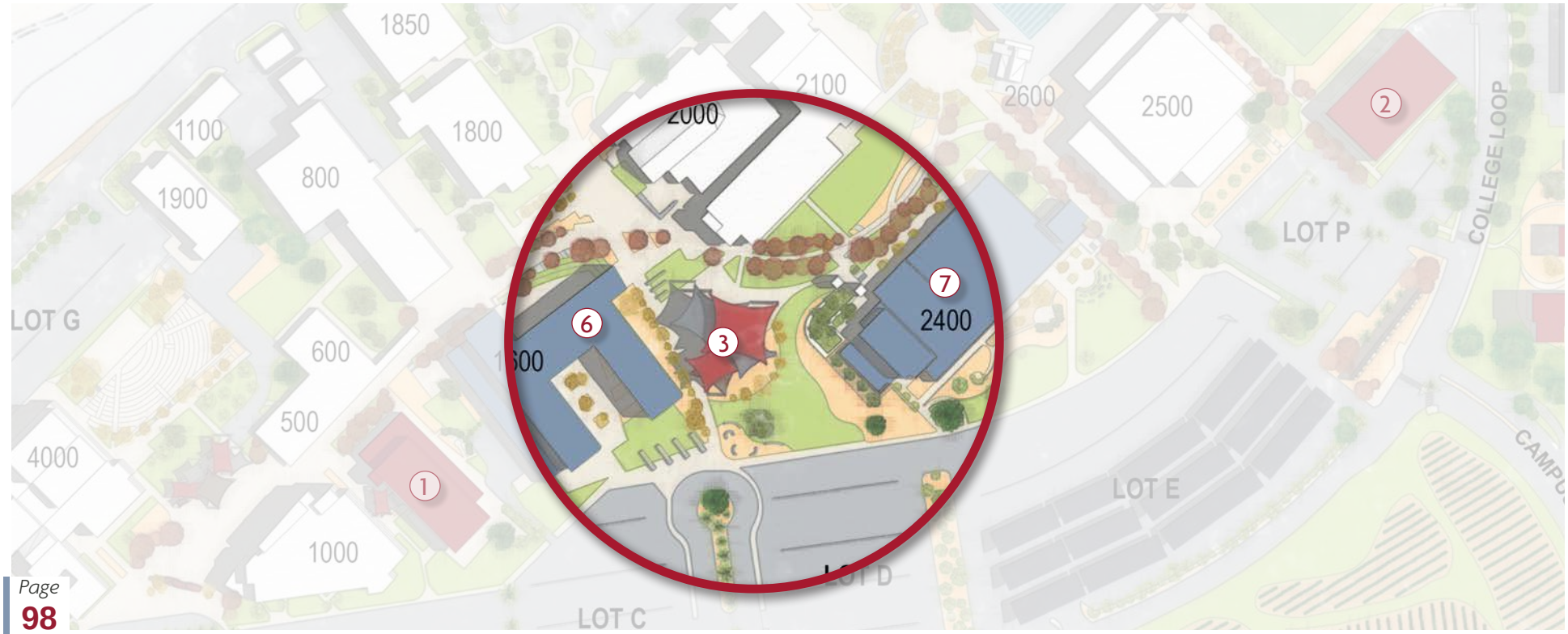
3 OUTDOOR EVENTS SPACE

With limited dedicated event space currently available on campus, this 10,000–20,000 ASF outdoor venue offers a much-needed flexible environment that can be "dressed up" or "dressed down" to accommodate a range of activities. The space will support student-centered programming, student services fairs, college functions, external partnerships, and potential community rentals.

Located at the site of the existing Building 1700, the project will expand the current footprint to establish a major public gathering space adjacent to the primary campus drop-off near Student Services (Building 1600). This location serves as a gateway into the academic core, with direct connections to the Library plaza and pedestrian promenade. The new venue could also integrate with the upper patio of Building 2400—provided vertical egress is improved to incorporate universal design.

Design strategies should focus on creating a universally accessible, sustainable, shaded environment that does not contradict the surrounding landscape. Lightweight structures should provide protection from sun and rain, while maintaining visual openness. Infrastructure should be included to support event needs such as:

- Catering and staging
- Power and data
- Projection and lighting
- Amplified sound



PROGRAM PRIORITIES:

- Covered Outdoor Events Space
- Catering / Staging

SIGNIFICANT SITE WORK:

- Connection to Bus Stop / Campus Entry
- Connection to Library, Campus Promenade
- Address universal design and connection to 2400

SIZE / SCALE

- Approximately 20,000 GSF (.5 Acres)

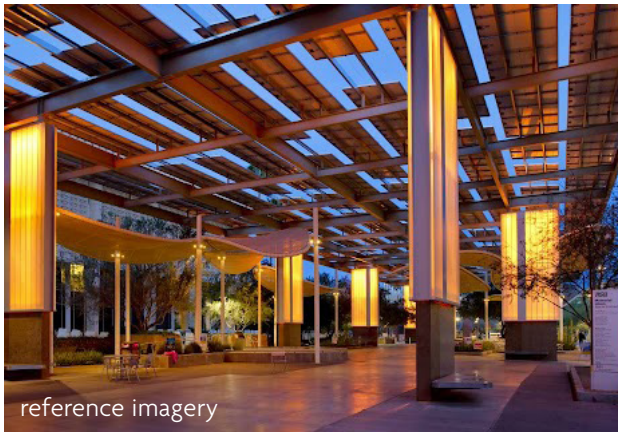
TEMPORARY HOUSING/ SEQUENCING:

- Project can commence once uses in 1700 have relocated to permanent locations.

BUILDINGS REMOVED:

- 1700


reference imagery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reference imagery


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reference imagery

4 AFFORDABLE STUDENT HOUSING

This project identifies a strategic site for potential Affordable Student Housing, should the College and District choose to advance development. Las Positas College has completed prior housing feasibility studies that demonstrate clear local demand, and the College has also pursued State Affordable Student Housing grant funding to support this need.

The proposed site encompasses approximately seven acres and is located just outside the campus loop road, intentionally preserving the internal loop and institutional core of campus. This site offers a balance between accessibility and community integration—residents would have direct access to athletics, the Library and Academic Support Center, and the pedestrian promenade which connects them to Student Services and the future Student Center .

The site is also situated along a primary entry corridor, with planned nearby development that is expected to include retail and food amenities, making the area increasingly attractive for residential life.

This housing project would help address housing insecurity, support student retention and success, and contribute to a 24/7 campus community. If pursued, the project should be informed by updated demand analysis, campus engagement, and integrated planning with transportation, wellness, and student life facilities.

PROGRAM PRIORITIES:

- Affordable Student Housing to support LPC students

SIGNIFICANT SITE WORK:

- Connect to Campus Promenade
- Connect to campus 24/7 amenities
- Expand Lot O South, include solar covered parking

SIZE / SCALE

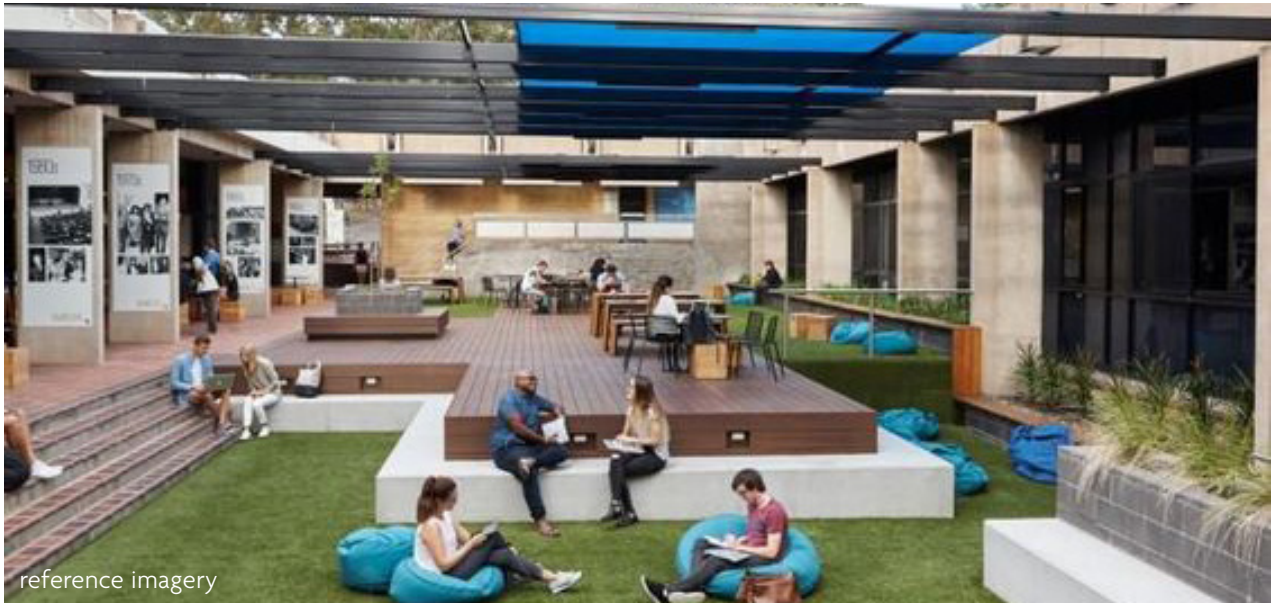
- 7.5 Acres (includes Lot O Expansion)
- Dependent upon updated housing feasibility study
- 3-4 stories

TEMPORARY HOUSING/ SEQUENCING:

- N/A

BUILDINGS REMOVED:

- N/A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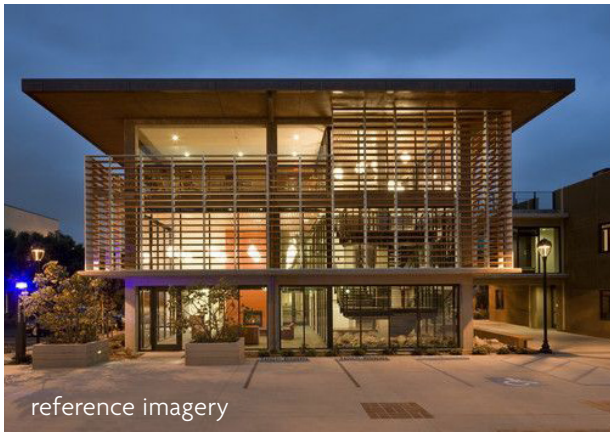
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reference imagery

5 ARCHEOLOGY OUTDOOR LAB

Las Positas College's Archaeology program currently operates an outdoor instructional lab located east of the natural turf field and north of the Field House (Building 3200). This unique, year-round learning environment supports hands-on instruction through a simulated excavation experience, where students in current courses bury artifacts to be uncovered by future cohorts.

To better preserve the lab's integrity and ensure long-term use, the FMP Update recommends relocating the lab slightly west of its current site.

Future enhancements to the site could include dedicated storage, shade structures, and other modest amenities to improve functionality and student comfort


LAS POSITAS
COLLEGE
Parking Lots
P, O, H, M, N, F, G, J
Maintenance and
Operations
3000 Receiving
3100 Office
Horticulture Center
Soccer Field
Aquatics Center
SPEED LIMIT
40

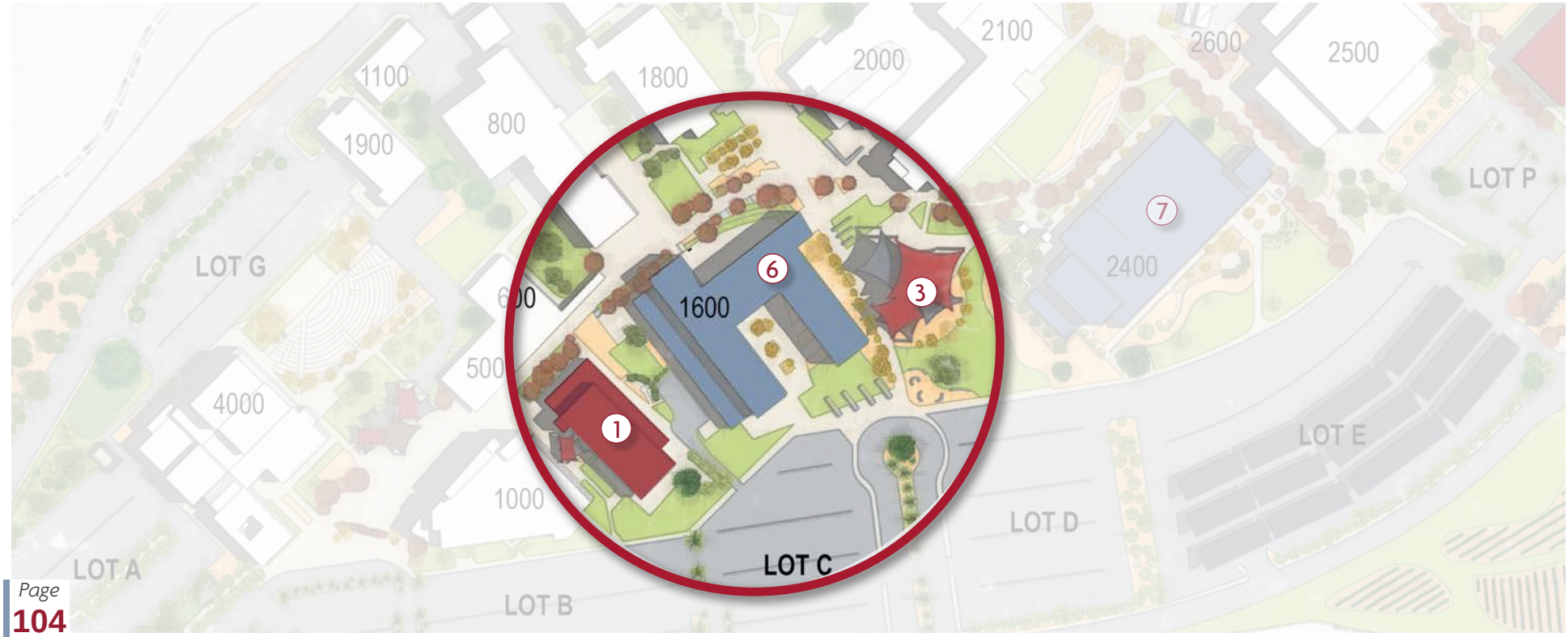
6 STUDENT SERVICES REORGANIZATION & RENOVATION (BUILDING 1600)

Completed in 2013, the Student Services & Administration Building (Building 1600) remains in good condition and continues to serve as a vital resource for the Las Positas College community. Originally designed to accommodate evolving student needs—such as matriculation services, food service, student leadership, and administration—the building is now positioned for thoughtful reinvention.

As campus programs evolve and the new Student Center comes online, several functions—such as the Mini Market and Student Leadership—will relocate from Building 1600. This transition, with the addition of underutilized spaces, is expected to free over 7,000 ASF within the facility.

Of this available space, approximately 2,000 ASF are planned to house Campus Safety and Emergency Operations. The remaining space presents a valuable opportunity for strategic reorganization. The FMP Update recommends a holistic evaluation of Building 1600 to ensure it continues to serve the College effectively—prioritizing flexibility, student-centered services, and operational efficiency.

Future improvements should reinforce the building's role as a welcoming and functional hub for essential student support.



PROGRAM PRIORITIES:

- Campus Safety & Emergency Operations
- Educational & Community Partnerships
- Middle College (Option)

SIGNIFICANT SITE WORK:

- N/A

SIZE / SCALE

- N/A

TEMPORARY HOUSING/ SEQUENCING:

- N/A

BUILDINGS REMOVED:

- N/A


reference imagery


reference imagery

reference imagery


reference imagery

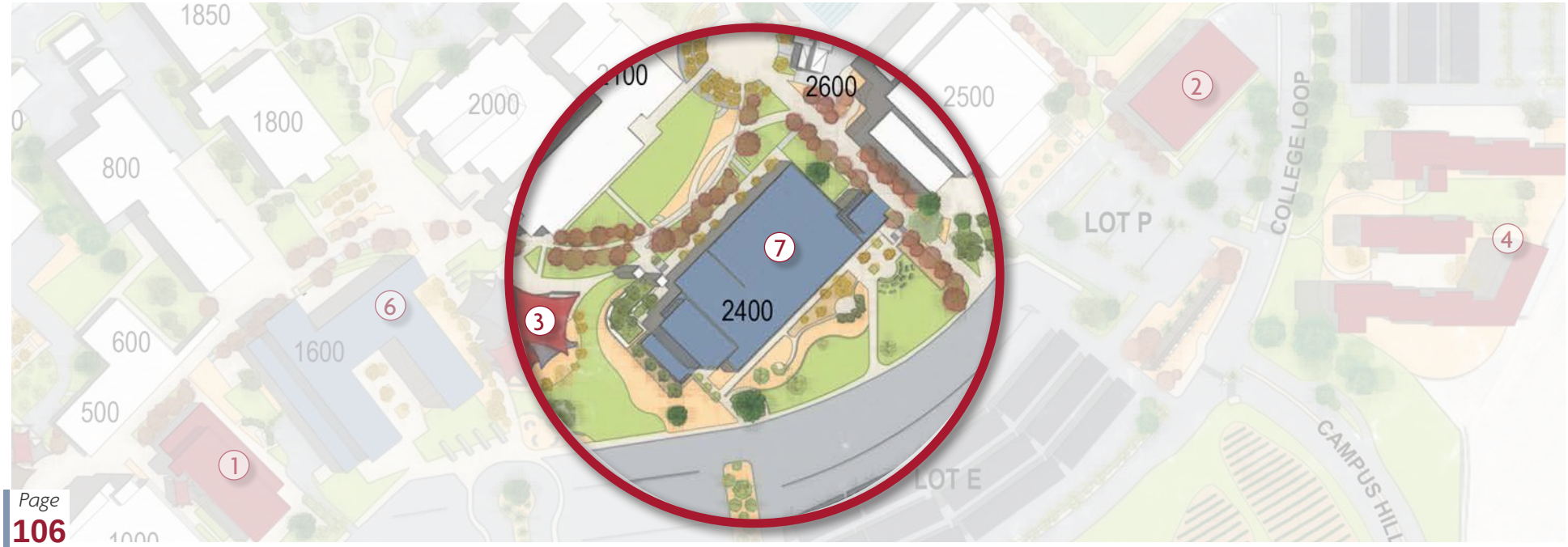
7 MULTI-DISCIPLINARY EDUCATION BUILDING RENOVATION (BUILDING 2400)

The Multi-Disciplinary Education Building (Building 2400) is a general lecture and support facility that, despite being approximately 20 years old, has consistently posed challenges. This project proposes a comprehensive renovation to right-size and standardize classrooms, reorganize faculty offices, and explore the potential inclusion of a permanent home for the Middle College program.

Recent and upcoming moves—including the relocation of the Cultural Community Center to the new Student Center and the creation of new instructional space through the 600 JAMS project—will free up significant space within Building 2400. These shifts create a timely opportunity to reimagine the building's function and layout.

Feedback from student interviews highlighted a strong preference for the newer Building 1000, which serves a similar academic function. Although newer, Building 1000 sets a strong precedent for instructional quality with its standardized classroom layouts, flexible furniture, robust technology infrastructure, and welcoming study spaces. The renovation of 2400 should embrace these proven standards to create modern, versatile, and engaging learning environments that support a wide range of teaching modalities and scheduling efficiencies. The project should maintain the building's large lecture hall with appropriate modifications.

Due to its elevated location, Building 2400 is somewhat disconnected from the core of campus. Current accessibility is limited to outdated vertical lifts, which pose ongoing challenges for students and staff. The renovation should include the installation of elevators and prioritize universal design strategies to better integrate the facility into the broader campus circulation system.



PROGRAM PRIORITIES:

- Relocate Middle College
- Right-size Classrooms
- Offices

SIGNIFICANT SITE WORK:

- Universal Design, improvement vertical circulation and connection to the campus

SIZE / SCALE

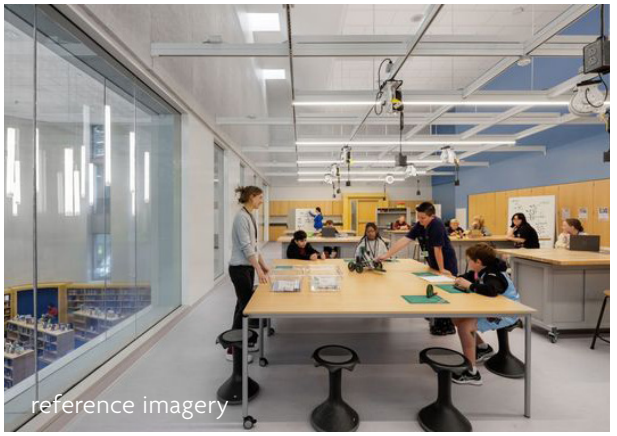
- N/A

TEMPORARY HOUSING/ SEQUENCING:

- Classrooms / Large Lecture may be impacted. Will need to expand schedule across campus to accommodate

BUILDINGS REMOVED:

- N/A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8 ATHLETICS EXPANSION

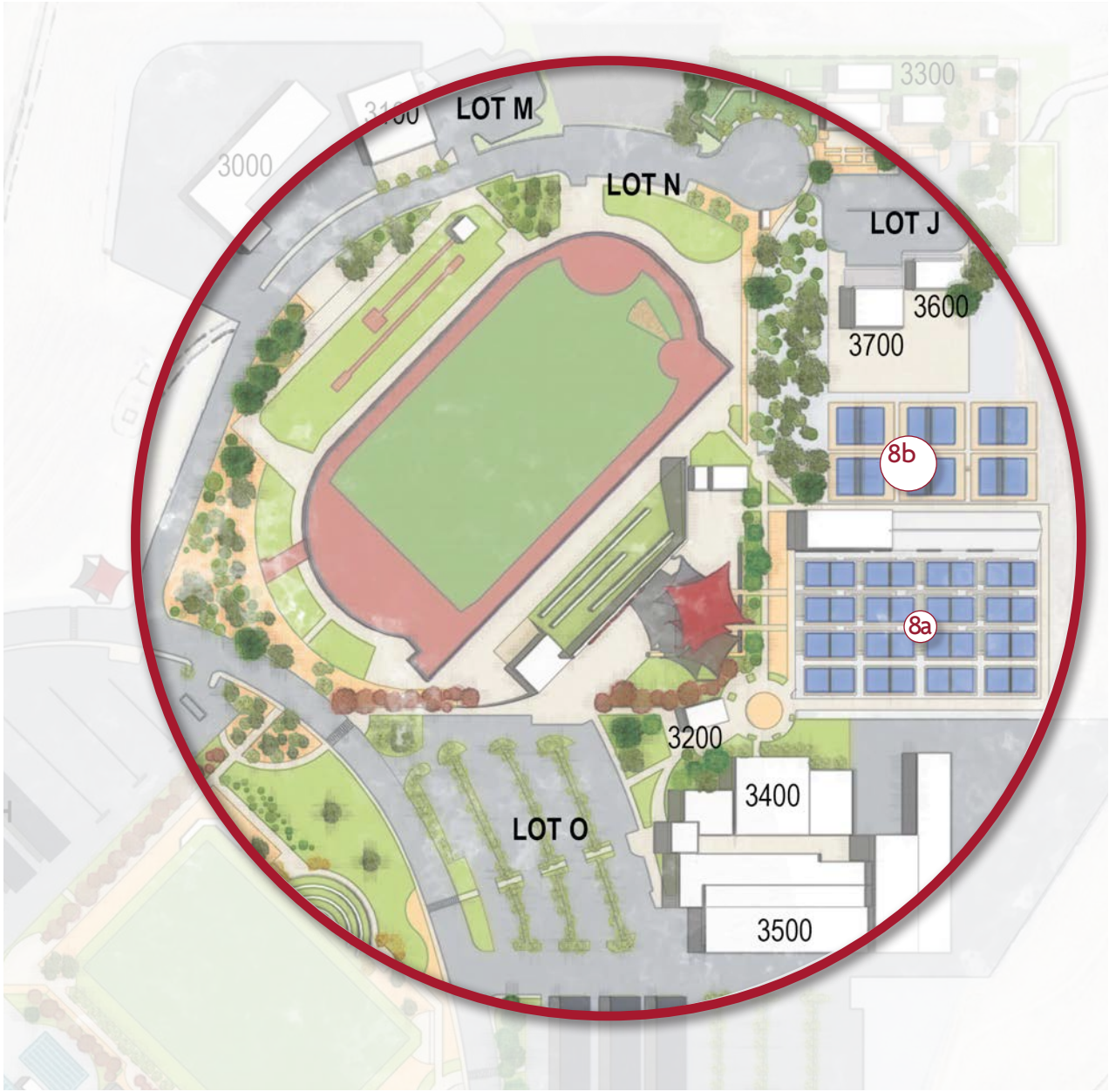
Las Positas College is actively planning for the return of Cross Country and the future addition of Track and Field programs. In parallel, the College has expressed growing interest in expanding recreational and competitive offerings through the addition of Pickleball and Beach Volleyball facilities. This project proposes the development of new athletic courts in the northern athletics zone, accommodating:

- 16 Pickleball courts
- 6 Beach Volleyball courts
- Court-side amenities
- A defined zone entry for events and spectators

As active collegiate programs in the region, these courts would be designed for both instructional use and public rental, supporting community partnerships, athletic tournaments, and special events.

To complement the athletic zone, the project also recommends:

- Grading within the existing berm to allow for informal spectator seating
- Improved entry and ticketing areas to enhance arrival and visibility
- Future expansion of restroom and support facilities to accommodate increased activity in the zone. (Future planning horizon)



PROGRAM PRIORITIES:

- Entry / Front Door to Athletics
- Beach Volleyball - 6 Courts
- Pickleball - 16 Courts
- Spectator Amenities (Dual purpose for events)

SIGNIFICANT SITE WORK:

- Integrated Outdoor Venue with support amenities

SIZE / SCALE

- 5-6 Acres
- Storage and Events support facilities, approximately 5,000 GSF
- 1-2 Stories

TEMPORARY HOUSING/ SEQUENCING:

- Archeology Outdoor Lab (Dig Site)

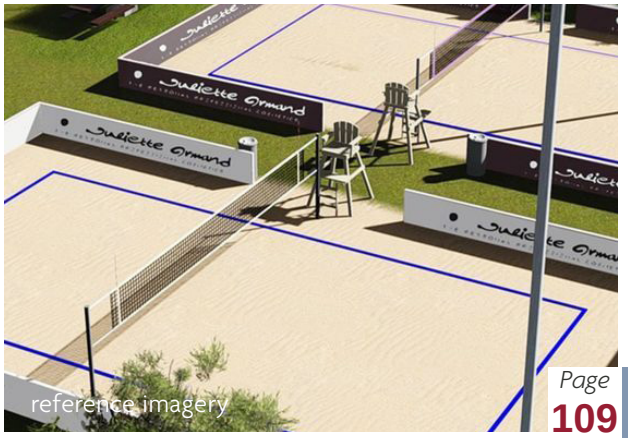
BUILDINGS REMOVED:

- N/A


reference imagery


reference imagery


reference imagery



reference imagery

BUILDING UPKEEP & REFRESH

While Las Positas College is considered a relatively "young" campus—most of its development having occurred within the past few decades—several buildings are beginning to show signs of wear as they approach or surpass the 20-year mark. Looking ahead, the planning horizon should include dedicated funding for small-scale, strategic interventions that arise through the next Educational Master Plan process and the 10 year planning horizon.

These targeted improvements may apply to a range of existing buildings, including:

- 1800 – Science & Technology Center
- 2300 – Child Development Center
- 2500 – Physical Education Complex
- 3000 – Maintenance & Operations
- 4000 – Mertes Center for the Arts

This strategy is designed to support the longevity of campus assets, encourage timely updates, and ensure that existing facilities continue to meet evolving instructional, operational, and student needs. By prioritizing routine refresh and reinvestment, the College can maintain a high standard of quality and functionality across its built environment.


reference imagery - before

reference imagery - after


reference imagery - before

reference imagery - after


3000
3100
LOT M
3300
LOT N
LOT J
3600
3700
3200
3400
3500
LOT O
LOT H
2300
LOT F
1850
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1900
800
LOT G
600
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1600
2400
LOT P
COLLEGE LOOP
4000
1000
LOT A
LOT B
LOT C
LOT D
LOT E
CAMPUS HILL ROAD
N

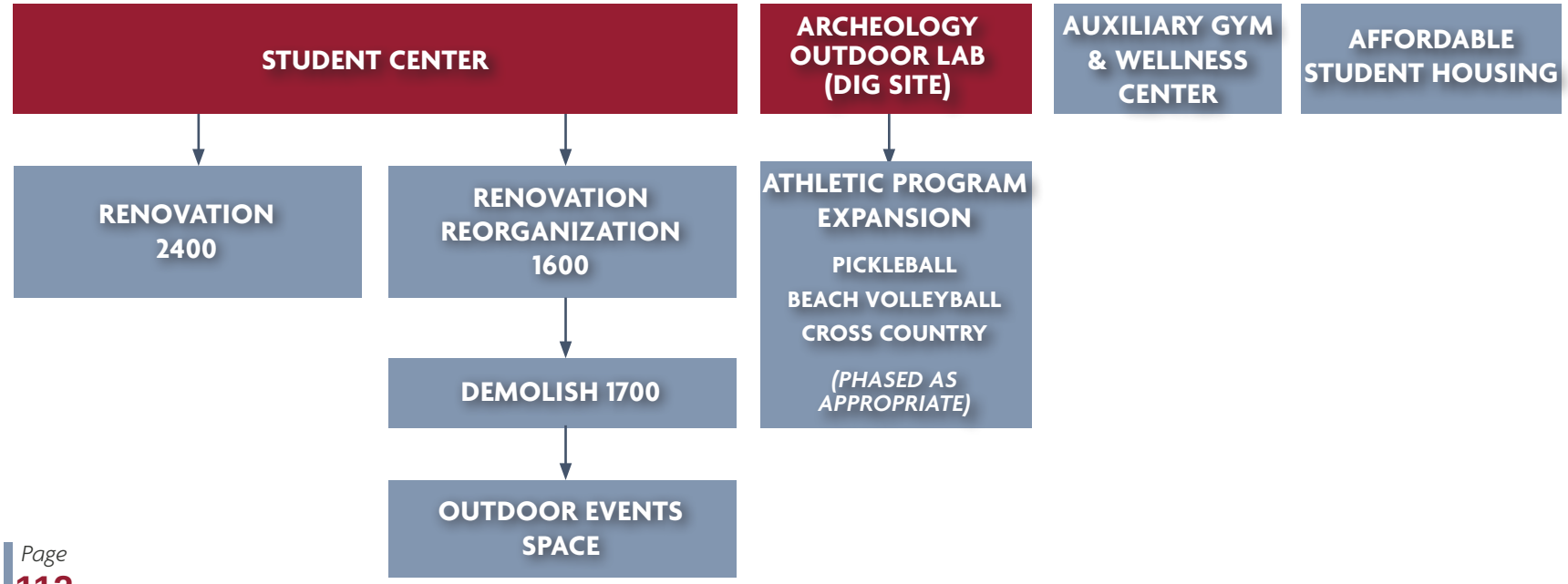
PROJECT IMPLEMENTATION AND REVENUE RESOURCING

CLPCCD is currently implementing Bond Measure A, with remaining funds limited and primarily committed to completing projects already underway at Las Positas College. As those projects progress, the District must begin preparing for future funding to support the additional capital improvements identified in this 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 Las Positas College to optimize underutilized space and 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 Student Center and Archeology Outdoor Lab projects. Auxiliary Gym | Wellness Center and Affordable Student Housing do not require specific sequencing. 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.



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

The planning team recommends that Las Positas 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, Las Positas 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, Las Positas 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

2016-2017 TO 2023-2024

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Academic Guidance	**PCN**	**20.9**
Accounting, Marketing & Distribution	**BUSN**	**2.7**
Athletic Training & Sports Medicine	**KIN**	**17.9**
Anatomy & Physiology, Botany - General, Microbiology, Zoology - General	**BIO**	**5.5**
Art	**ARTS**	**7.8**
Automotive Technology	**AUTO**	**5.6**
Chemistry-General	**CHEM**	**3.4**
Children with Special Needs	**ECE**	**39.1**
Computer Networking, Infrastructure & Support	**CNT**	**31.8**
Computer Science (Transfer)	**CS**	**101.9**
Computer Systems Analysis	**CIS**	**10.2**
Fine Arts - General	**ARHS**	**7.8**

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
General Work Experience	**WRKX**	**60.8**
Graphic Art & Design	**GDDM**	**7.6**
Horticulture	**HORT**	**1.7**
International Studies	**GS**	**5.9**
Landscape Design & Maintenance	**HORT**	**16.7**
Mathematics Skills	**MATH**	**27.3**
Mass Communications	**JAMS**	**8.2**
Oceanography	**GEOL**	**5.8**
Other Social Sciences	**LGBT**	**86.0**
Physics, General	**PHYS**	**4.9**
Speech Communication	**CMST**	**1.4**
Technical Theater	**THEA**	**9.3**

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

2016-2017 to 2023-2024

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Anthropology	**ANTR**	**-2.6**
Applied Photography	**PHTO**	**-4.2**
Biology - General	**BIO**	**-2.1**
Career Guidance, Orientation, Human Services	**PCN**	**-3.4**
Child Development / Early Care & Education	**ECE**	**-2.6**
Computer Info Systems, Information Technology - General	**CIS**	**-2.5**
Computer Programming	**CS**	**-1.6**
Dance	**DANC**	**-1.7**
Dramatic Arts	**THEA**	**-1.7**
Economics	**ECON**	**-3.3**
Engineering Technology, General (requires TRIG)	**ENGR**	**-2.8**
English & Comparative Literature	**ENG**	**-2.7**
English as a Second Language, Listening	**ESL**	**-0.2**
Environmental Studies	**EVST**	**-1.9**
Fire Academy, Technology	**FST**	**-2.9**

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Health Education	**HEA**	**-3.0**
History	**HIST**	**-3.6**
Journalism	**JAMS**	**-4.9**
Kinesiology & Physical Education	**KIN**	**-3.7**
Mathematics - General	**MATH**	**-3.3**
Music	**MUS**	**-1.9**
Other Humanities	**HUMN**	**-1.0**
Painting & Drawing	**ARTS**	**-0.9**
Philosophy	**PHIL**	**-0.8**
Psychology - General	**PSYC**	**-3.1**
Sign Language	**ASL**	**-1.4**
Sociology	**SOC**	**-3.3**
Viticulture, Enology & Wine Business	**VWT**	**-2.2**
Women's Studies	**WMST**	**-2.3**

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

2016-2017 to 2023-2024

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Administration of Justice	**AJ**	**-6.6**
Archaeology	**ANTR**	**-10.4**
Commercial Music	**MUS**	**-12.5**
Digital Media	**NAVI**	**-6.3**
Electronics & Electrical Technology	**ENGR**	**-7.5**
English as a Second Language, Integrated	**ESL**	**-6.9**
French	**FREN**	**-5.7**
Geography	**GEOG**	**-7.2**
Geology	**GEOL**	**-6.1**

DISCIPLINE TOP CODE ASSIGNED AS OF 2023	SUBJECT	ANNUAL % CHANGE
Health Occupations	**BIO**	**-6.8**
Management Development & Super.	**BUSN**	**-5.6**
Media & Communications - General	**MSCM**	**-8.3**
Nutrition, Foods, Culinary Arts	**CMST**	**-5.0**
Other Education	**TUTR**	**-5.8**
Paramedic	**EMS**	**-11.8**
Photography	**PHTO**	**-13.3**
Political Science	**POLI**	**-6.5**
Religious Studies	**RELS**	**-5.7**
Spanish	**SPAN**	**-6.3**

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


LIBRARY
2000

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 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 Sustainability Committee include:

TRI-CHAIR

- Dan Cearley

VOTING MEMBERS

- Casondra Reinsel, Administrator
- Ellie Hirstein. Classified Professional
- Jackie Hill, Classified Professional
- Jennifer Farber, Classified Professional
- Lina Chea, Classified Professional
- Kevin Kramer, Dean, Academic
- Natalie Kellner, Faculty Member, A&H
- James Giacomazzi, Faculty Member, PATH
- John Ruys, Faculty Member, BSSL
- Gina Webster, Faculty Member, BSSL
- Bhairav Singh, Faculty Member, STEM
- Jason Kandel, LPCSG Representative

NON-VOTING MEMBERS

- Dan Cearly. Faculty Tri-Chair
- Jean O'Neil-Opipari, Classified Tri-Chair
- Sean Brooks, Administrator Tri-Chair, VP of Administrative Services
- John Seybert, Director of Maintenance & Operations
- Ann Kroll, LPC Project Planner/Manager
- Owen Letcher, VC of Facilities & Bond Program

PHOTO CREDITS

Campus Imagery Provided by: Las Positas 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 Las Positas College.


LAS POSITAS
COLLEGE