III. PROCESS

The College had developed a comprehensive, integrated, collaborative approach to planning, of which the facilities development planning process was a sub-set. Entitled *Dream-Design-Deliver*, the College's planning involved three task forces: Student Learning Outcomes; Educational / Organizational and Facilities Development.

The work of each task force was iterative, with each sharing information and soliciting feedback from the other task forces and from the College at large through the College Council and Town Hall Meetings.

The Student Learning Outcomes Task Force mission was to elicit broad perspectives and advice regarding learning goals for all Las Positas students, faculty, administrators and staff on matters pertaining to the college's long-range plans to integrate learning outcomes at the course, program and institutional levels.

The Ed-Org Task Force's mission was to elicit broad perspectives and advice regarding educational and organizational planning of Las Positas College on matters pertaining to the College's: long range organizational structure; changes to programs and services contained in the educational master plan and strategy and timeline for implementing the organization plan

The Facilities Development Task Force and its five sub-committees, as described below, drove the facilities development planning process through its close work with the consultant team.

Committees

The Facilities Master Plan document is the result of the participation of many constituencies of the college and district. Faculty, staff, administrators, students of LPC and district representatives attended regularly scheduled meetings with the design team between August 2004 and April 2005. Five different sub-committee groups gathered on separate occasions during this period to provide specific feedback that reflected the needs of each group. The five sub committees were:

- Campus Climate
- Sustainability/Alternate Energy/Ecology/Infrastructure
- Athletics/Recreation
- Community Interface Traffic/Parking/Security
- Space Utilization/Services/Equipment

The final plan was reviewed and accepted by all committees and approved by the Chabot Las Positas Community College District Board of Trustees. Periodic presentations were made to the Chancellor, Board of Trustees and the college president to ensure a cross-section of perspectives are reflected in the resulting plan.

During the information-gathering phase, a natural tendency is to attempt to generate a solution. The group was careful to leverage the problem-seeking phase to allow the problem-solving phase to address all issues. Essential to the process is the creation of meeting minutes to document meeting content and provide an opportunity for attendees to clarify subject matter. In every case, clarifications were addressed to validate any disputed items.

Sustainable Sub Committee Meeting

Components

Site diagram

Buildings, parking, and open space - these three make up the major elements of the campus and are reflected in a very clear diagram. Parking surrounds a campus core providing proximate access to the campus facilities. Open space weaves through buildings and a majority of outdoor areas consisting mostly of athletic fields are concentrated in the Northeastern portion of the site.

Site Access , Vehicle & Pedestrian Circulation
Site components are arranged via a "loop road" that becomes the organizing element for the campus. In the full build-out program, the northeast portion of the loop road will be modified to provide a pedestrian linkage from the main campus to the sports fields. Two primary access points will provide vehicular access to the campus. The current access off of Collier Canyon Road will be enhanced as a secondary entry and a new access road has been planned to connect the existing campus loop road to a new I-580 off ramp south of campus. This new connector road will become the primary entry to campus. Future access points along the northwest edge of the site may provide additional access points if residential development occurs in what is currently zoned as open space.

Site Access Diagram

The varied grades on the site require a strategic pedestrian circulation plan. The loop road has been engineered as an accessible path of travel, so once individuals penetrate the loop road walkways will connect to buildings and plazas providing clear access to interior and exterior facilities. Refer to Volume 2, Exhibit A-08.

Infrastructure
To address future growth, infrastructure (water, sewer, power, gas, communication) will be placed around, and or directly under the loop road. As buildings come on-line, services can tap into a network that because of its location will never conflict with development but rather serve it.

Building Alignment
Existing campus buildings are placed in various alignments with one another. As new structures are added each building should be oriented with adjacent buildings and/or placed in such away to define or enhance outdoor spaces and uses. The exact location and orientation of each new building shall be placed to minimize environmental impacts imparted on the locations of entries and glazing to maximize function and minimize energy consumption.

Building and Site Projects
Bond-funded projects, Measure B Development Plan total $217,324,645.77 that equates to more than 260,000 square feet in new construction. Included in the infrastructure budgets are the costs required for the development of the athletic fields.

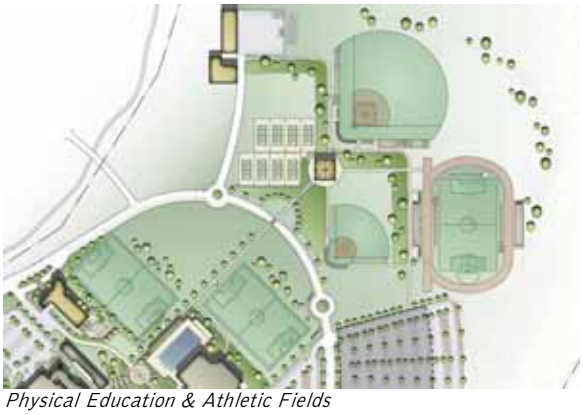
Site Development
Of the existing 147 acres, only 47.02 acres (32%) have been developed to date. A majority of the site will be developed as open space, parking and sports fields. The dramatic change in grade provides some challenges with regard to accommodating an accessible path of travel for pedestrians. Some site retaining elements will need to be engineered and placed to maximize parking and address proposed roads, pedestrian paths, and changes in elevation.

Las Positas College Site

The most cost effective grading of a site is a "balanced site" whereby no soil is exported or imported but rather relocated to accommodate development. Preliminary grading analysis indicates that the site can accommodate proposed grading and spot elevations with minimal import/export, given the timing and placement of building pads, parking areas, and engineered slopes, which separate pads at different elevations.

Athletic/Physical Education Fields
Much consideration has been given to the placement, orientation, and number of athletic fields. The LPC Athletics/Recreation Subcommittee has selected the following curriculum and outdoor sports facilities:

- Stadium with broken back all weather track around a synthetic turf soccer field
- Baseball field
- Softball field
- 2 Soccer fields
- 8 Tennis courts
- Aquatics center



Physical Education & Athletic Fields

Water Quality / Quantity
Paved surfaces prevent storm water from being absorbed into the water table, and have a negative effect on water quality. Although currently the college has fossil filters in paved areas, the goal is that future development does not increase the amount of storm water added to the system, and storm water leaving the site is of high quality.

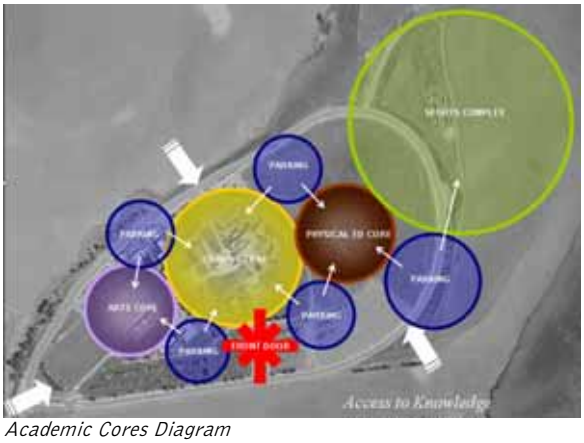
Constraints
Site and development constraints can contribute positively toward a real solution. While a large area, the LPC campus growth is ultimately limited by the size of its property, required parking, facilities, and easements and existing topography.

Zoning / Land Use
City of Livermore General Plan designates the current campus as Zone E– Educational & Institutional. Adjacent uses consist of residential to the south and west and agriculture (designated as county property) to the north and east. An area contiguous to the north edge of the campus is unclear as to ownership. The area requires further title report research to determine if it should be included in the LPC campus.

Ecological
An environmental impact report (EIR) is being prepared by the District. Potentially sensitive wetland areas exist to the southeast and northwest, and will be studied further as part of the EIR.

Concepts

Academic Cores
The loop road that already exists and acts as an organizing element tends to draw "a line in the sand" between inside and outside. Diagrams were presented that placed components in juxtaposition to one another and to the loop road. Ultimately, components that lend themselves to community use (performing arts, physical education, and sports fields) have been positioned in close proximity to the loop road providing ease of way-finding and ample parking. The campus has programmatically been sub-divided into three core groups to take advantage of shared facilities and promote collaboration among faculty and students. The center of campus has been defined as the "Campus Core" and will be home to Science, Technology, Multi-Disciplinary classrooms and general studies. Flanked on each side are the "Arts Core" and the "Physical Educational Core". The Placement of the Performing Arts and the Physical Education Complex at opposite ends of the campus assures adequate parking will be available during simultaneous events.



Academic Cores Diagram

Existing Loop Road Image

Entries

A new proposed main entry road to the campus is planned as an extension of Isabel Avenue and will connect to the campus loop road near the gymnasium. The new road, which may be named Campus Hill Drive, will be constructed by Shea homes in summer/fall of 2005. Monument signage, security kiosk, textured paving and enhanced landscape including a demonstration vineyard will be incorporated into the design of this new entry. This enriched environment will announce to students, faculty, staff and visitors that they have arrived at Las Positas college. To maintain a similar experience of arriving at Las Positas the existing entry off of Collier Canyon Road will be improved with the same Monuments, paving and demonstration vineyard. Refer to Volume 2, Exhibits A-17 and A-18.

Conceptual Sketch, Entry from Proposed Residential Connector

Conceptual Sketch, Enhanced Existing Entry Drive

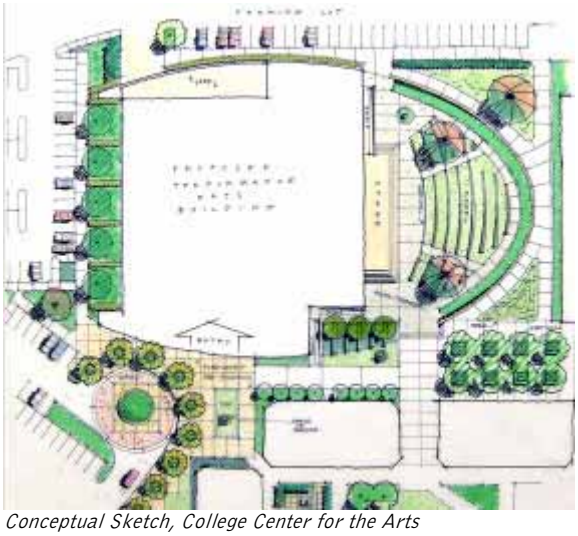
Campus Arrival

The front door to the campus will be a plaza in front of the Master Planned Central Administrative and Student Services buildings. This area is proposed as "the community front door" with built in seating, accent concrete paving, specimen landscape and a sustainable demonstration features that will introduce first time visitors to the College's sustainability ethic. This area will also be in close proximity to admissions, campus bookstore and indoor/outdoor dining. Refer to Volume 2, Exhibit A-19.

Conceptual Sketch, Campus Arrival Illustrative

Center for the Arts Amphitheater

At the center of the performance and visual arts core will be a public space for performance and classes that is framed by buildings on three sides with the local hills to form the fourth edge. The Amphitheater will be a focused gathering, a space where students can pause to gather between classes or serve as an outdoor theater space for day and night time performances. Refer to Volume 2, Exhibit A-11.



Conceptual Sketch, College Center for the Arts

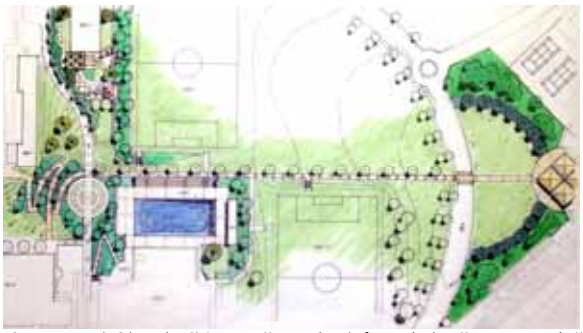
The "Ascent"

Changes in grade and pedestrian circulation requirements can create novel spaces. At the point where the grade at the center of campus begins to rise, the "ascent" will be a unique crossroads at the intersection of multiple paths, accessible transition between levels, and provide for informal student gatherings. Refer to Volume 2, Exhibit A-9.

Elevation Transition

The "Promenade"

A processional walk connecting the Arts and Academic cores of the campus with the Sports fields and outdoor spaces will be a physical connector that eventually crosses the loop road. The tree-lined promenade may provide an opportunity to recognize the college's athletic history and mark its evolution for years to come. Refer to Volume 2, Exhibit A-13.



Conceptual Sketch, "Ascent" on the left and the "Promenade" to the right

Terraces and Courtyards

The placement of buildings strives to promote outdoor learning opportunities, taking advantage of the change in grade between buildings, terraces, and circulation elements.

Views and Vistas

Spaces will be connected visually and marked by architecture, landscape and views. The surrounding hills and valleys will be intentionally framed emphasizing seating areas and places where private conversations, study groups or meetings can take place.

Landscape Materials

A large campus can be difficult to navigate. Visual clues can be provided through landscape and paving materials to help unfamiliar visitors find there way. Such is the intention for their arrangement and plant material specification in and around entry points to the campus. Different treatments can sub-consciously encourage flow and suggest monumentality or formality. Because of the existing setup of the campus buildings into the various cores, landscape and hardscape can be created to help define the various locales through use of identifying color, materials and finish specific to the various locations.

Landscape & Paving Material Image

Demonstration Gardens

With the campus goal of becoming a sustainable campus there are opportunities to use the landscape and various landscape features for the purpose of educating the students, staff and visitors. Highly visible landscape planters and gardens at the Central Administrative and Student Services buildings are planned for demonstration gardens. These areas shall highlight materials and strategies, along with teaching signage to convey the environments providing an opportunity to engage agencies and other participants who might contribute to learning opportunities for the college.

Demonstration Garden Image