

CHABOT COLLEGE

FACILITIES MASTER PLAN

PUBLISHED 2025

ADDENDUM 1: FALL 2026

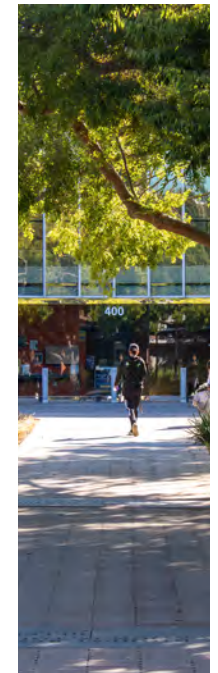
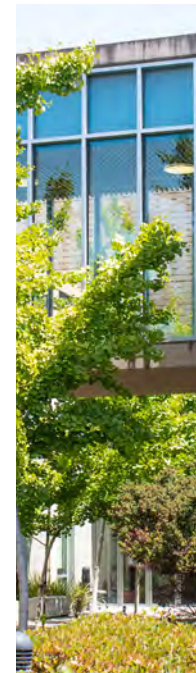


TABLE OF CONTENTS

1

INTRODUCTION TO THE COLLEGE

MESSAGE FROM THE PRESIDENT

MISSION, VISION, VALUES

2

INTRODUCTION TO THE FACILITIES MASTER PLAN UPDATE (FMP UPDATE)

PURPOSE

APPROACH , ORGANIZATION & STRUCTURE

PLANNING PROCESS

3

LINKING THE EDUCATIONAL MASTER PLAN TO THE FMP UPDATE

OVERVIEW

PLANNING PROCESS

CHARACTERISTICS OF EFFECTIVE SERVICE AREA

PROJECTIONS FOR FUTURE GROWTH

SUMMARY

4

CHABOT COLLEGE EXISTING CONDITIONS

OVERVIEW & CONTEXT

CHANGE IN MODALITIES

UTILIZATION & SPACE STANDARDS

COMMUNITY CONTEXT

CHABOT CAMPUS TODAY
TOTAL COST OF OWNERSHIP
CAMPUS ZONING
CAMPUS SYSTEMS

TRANSLATING DATA TO VISION

CAMPUS CHARACTER | VERNACULAR

INFRASTRUCTURE

ALAMEDA COUNTY FIRE DEPARTMENT

TRANSLATING DATA TO VISION

5

CHABOT COLLEGE VISION

DETERMINING THE COLLEGE'S PLANNING
FRAMEWORK

CAMPUS VISION

CAMPUS ZONING

CAMPUS SYSTEMS

PROGRAM OF WORK

BUILDINGS TO BE DEMOLISHED

PROJECT BREAKDOWN

PROJECT IMPLEMENTATION & REVENUE
RE sourcing

6

APPENDICES

A CREDIT DISCIPLINES ENROLLMENT
TRENDS

B GLOSSARY OF TERMS

C ACKNOWLEDGMENTS

D ADDENDUM 1 (*ADDED FALL 2026*)

1 INTRODUCTION TO THE COLLEGE





MESSAGE FROM THE PRESIDENT

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

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

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



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



EC²

EDUCATIONAL
EXCELLENCE

CURRICULUM
RELEVANCY

COMMUNITY
COLLABORATION

MISSION

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

VISION

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

VALUES

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



LEARNING AND TECHNOLOGY

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



COMMUNITY AND DIVERSITY

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



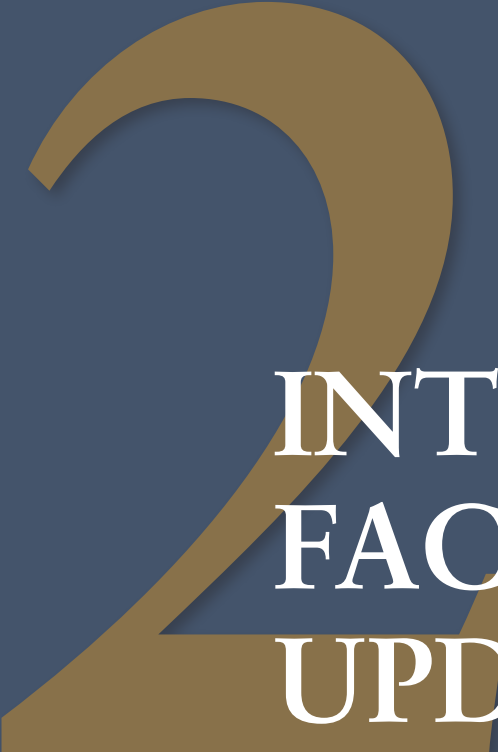
INDIVIDUAL AND COLLECTIVE RESPONSIBILITY

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



INNOVATION, GROWTH, AND SUSTAINABILITY

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

A large, stylized number '2' in a gold-brown color, positioned on the left side of the slide, partially overlapping the text.

INTRODUCTION TO THE FACILITIES MASTER PLAN UPDATE (FMP UPDATE)





PURPOSE

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

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

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

APPROACH, ORGANIZATION & STRUCTURE

Throughout 2024 and 2025, regular meetings were held to discuss various aspects of the planning process, gather input, and measure progress. The Facilities & Sustainability Committee was tasked with representing the college community, challenging assumptions,

and providing feedback, with oversight from the Executive Facilities Team. In addition to monthly and recurring meetings, the planning team engaged with internal stakeholder groups, including staff, students, faculty, division leadership, and administration. Insights from

these stakeholder sessions were compared with findings from enrollment and space inventory data. This robust vetting process informed the planning solution, culminating in the FMP Update.



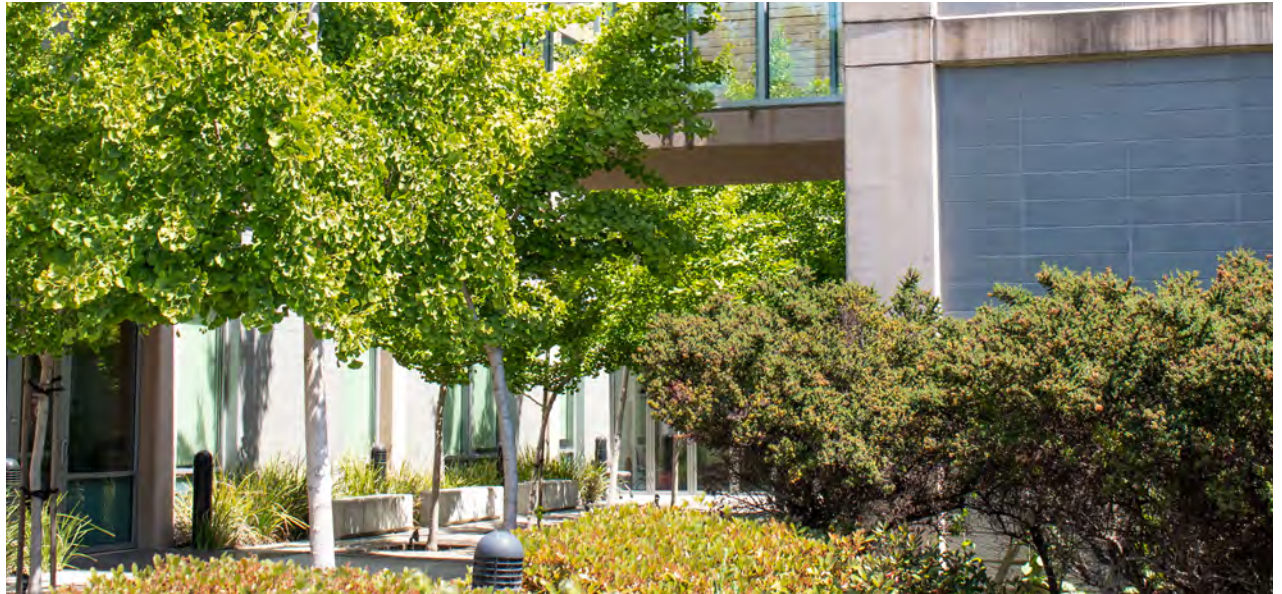
The following committees, divisions, departments, and leadership groups met with the planning team throughout the planning horizon:

COMMITTEES

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

MEETINGS

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



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



PLANNING PROCESS

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

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

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

ASSESSMENTS

The following assessments were conducted:

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

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

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

GOALS AND INTENDED OUTCOMES

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

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



A large, stylized, gold-colored number '3' is positioned on the left side of the slide, partially overlapping the text.

3 LINKING THE EDUCATIONAL MASTER PLAN TO THE FMP UPDATE





OVERVIEW

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

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

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

EQUITY:

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

ACCESS:

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

CRITICAL PEDAGOGY AND PRAXIS:

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

ACADEMIC AND CAREER SUCCESS:

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

COMMUNITY AND PARTNERSHIPS:

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

PLANNING PROCESS

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

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

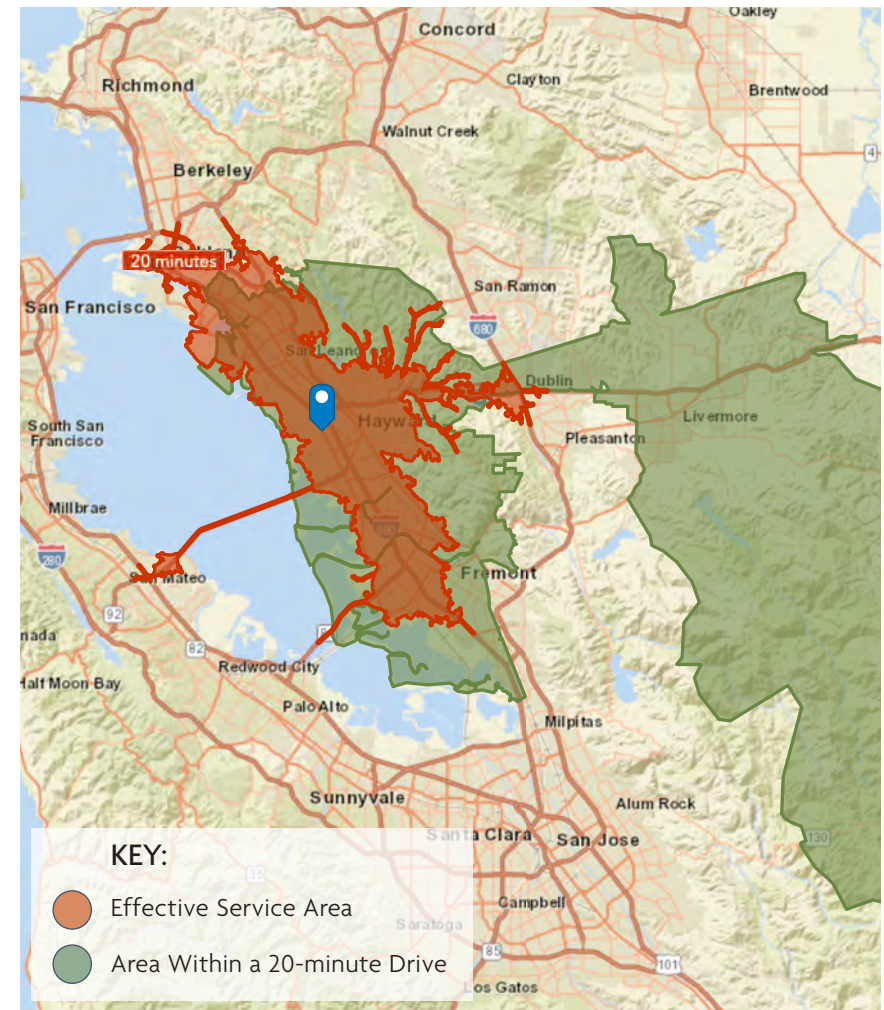
- The characteristics of the College's portion of the District's effective service area.
- The College's course and program reviews as well as institutional effectiveness evaluations.
- The potential for growth in the area.
- The into the future need for additional and/or better configurations of space.

CHARACTERISTICS OF THE EFFECTIVE SERVICE AREA

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

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

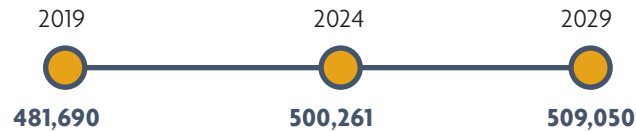
EFFECTIVE SERVICE AREA AND COMMUTING TIMES



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



POPULATION GROWTH



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

TRADITIONAL COLLEGE AGE RANGE (19-24)



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

ANNUAL RATE OF POPULATION CHANGE

0.6%

AREA OF FASTEST GROWTH

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

MEDIAN AGE PROJECTION IN 2025

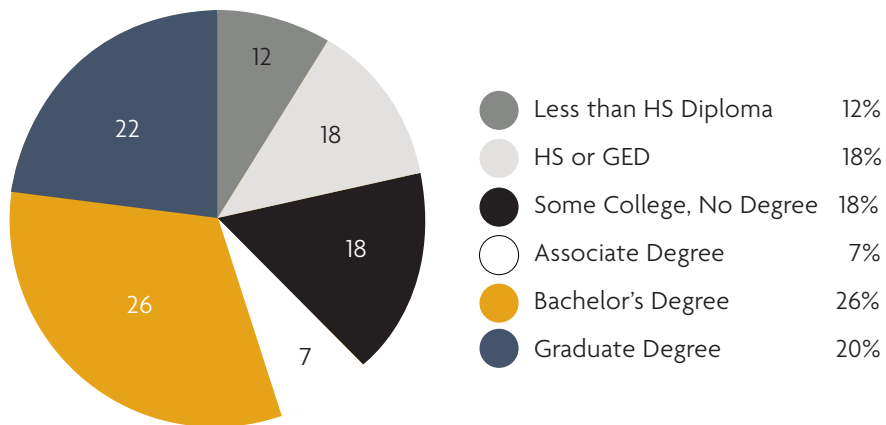


Source: Environmental Systems Research Institute (ESRI), Market Profile; analysis by Cambridge West Partnership, LLC

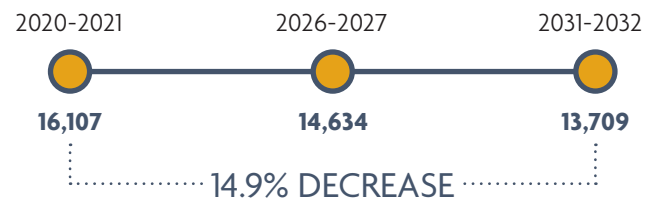
AGE GROUP WITH FASTEST GROWTH

RETIREMENT (65+)

EDUCATIONAL BACKGROUND

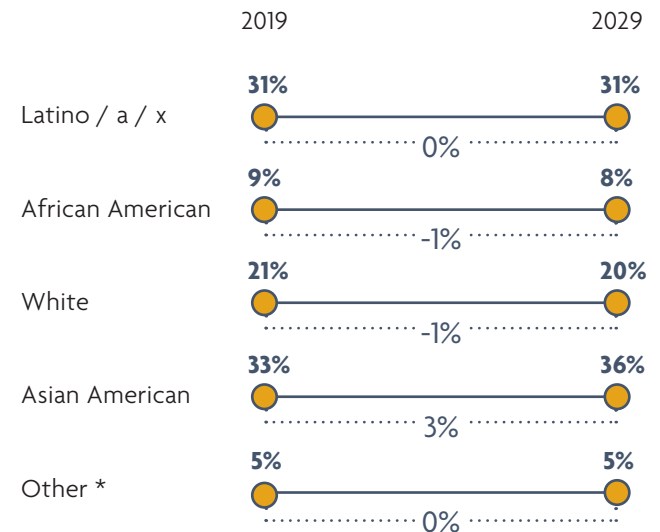


NUMBER OF HIGH SCHOOL GRADUATES IN ALAMEDA COUNTY



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

DEMOGRAPHICS IN SERVICE AREA



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

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

PROJECTIONS FOR FUTURE GROWTH

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

- The past historical trends for annual headcount and weekly student contact hours (WSCH).
- The strength of the current program of instruction.

- The economic vitality of the region and the ability of the area to generate new employment.
- The proximity to major transportation infrastructure and the availability of public transit.

Non-quantifiable/intangible factors included:

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

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

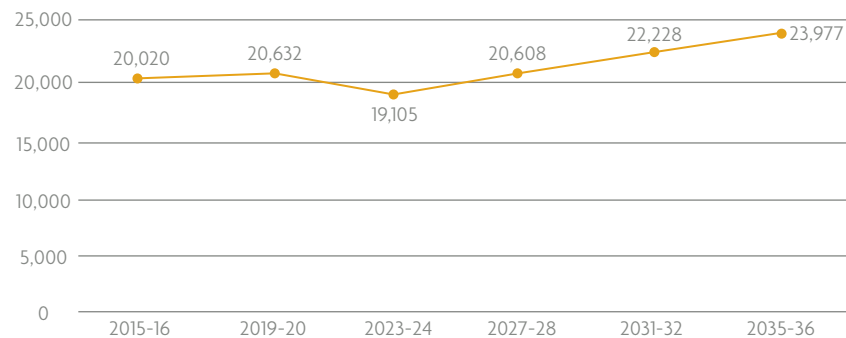


Given these considerations, and using available data, pre-pandemic enrollment projections are presented below for annual headcount and FTES.

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

PROJECTED ANNUAL HEADCOUNT

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

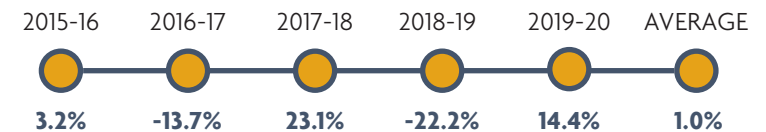


The average annual FTES growth between 2015-16 and 2019-20 was calculated to be 1%. That average rate was elevated by a spike in FTES during 2017-18 and 2019-20 that is detailed in the following table but not shown on the graphic. This 1% annual growth rate was used to develop a projection of possible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

ANNUAL FTES

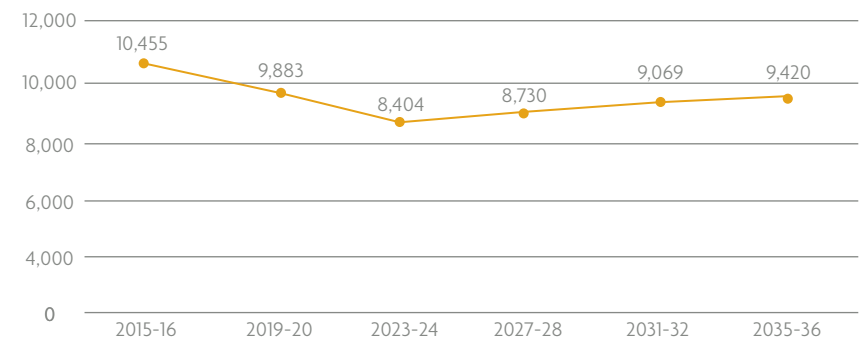


YEAR TO YEAR CHANGE IN FTES



POTENTIAL PROJECTED ANNUAL FTES

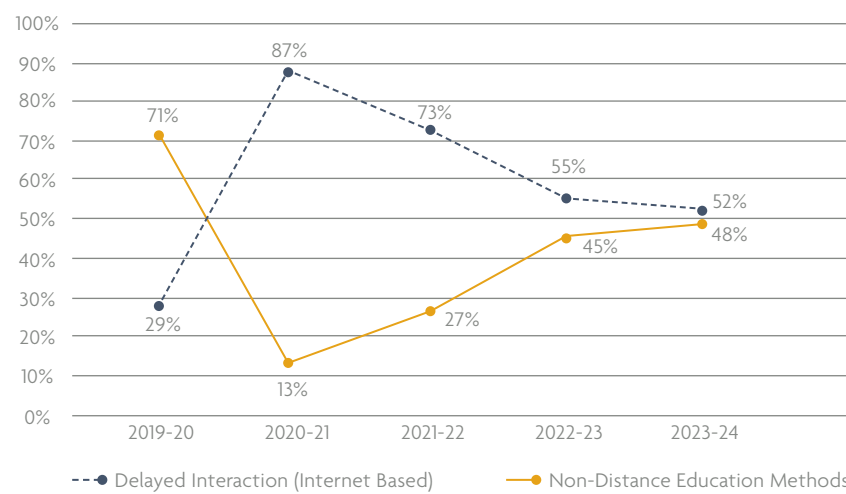
(Credit and Non-Credit Students) Using Growth from 2015-16 to 2019-20 As A Basis For Projections



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

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

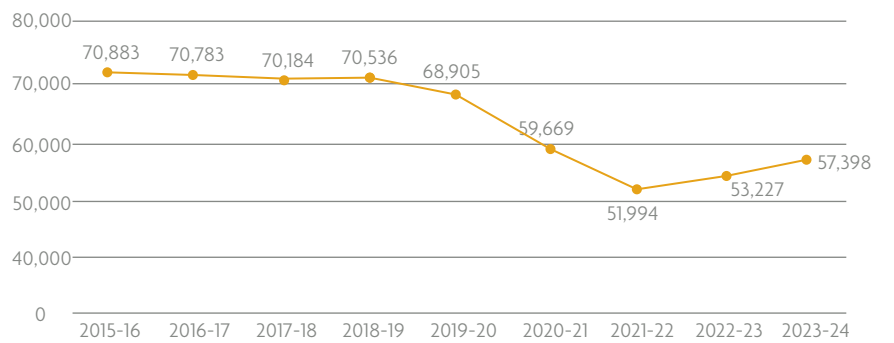
CREDIT FTES PORTIONS SPLIT BY INSTRUCTIONAL MODALITY



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

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

ANNUAL CREDIT ENROLLMENT (SEAT COUNT) TRENDS



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

CURRENT PROGRAMS OF STUDY

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

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



SUMMARY

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

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

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

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





4

CHABOT COLLEGE EXISTING CONDITIONS





OVERVIEW & CONTEXT

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

The original campus design from the 1960s featured one- and two-story concrete buildings arranged around an elliptical promenade and colonnade. The original Library (Building 100) anchors the north end, while the Performing Arts Center (Building 1300) defines the southern

edge. While the campus layout remains largely intact, newer buildings have been added in an outer ring and within infill spaces.

Chabot College is situated approximately:

- 2 miles south of the Alameda County Fire Department Training Division, which co-locates Chabot College's Fire Technology Program.



- 16 miles southwest of the Chabot-Las Positas Community College District (CLPCCD) Offices.



- 24 miles southwest of Las Positas College.

Over the years, Chabot College has evolved to meet the changing needs of students and the broader community, carefully balancing the

preservation of its historic core with facility modernization and growth.

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



CHANGE IN MODALITIES

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

IN-PERSON INSTRUCTION MODALITY

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

DISTANCE EDUCATION MODALITY

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

HYBRID EDUCATION

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

HY-FLEX EDUCATION

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

DUAL ENROLLMENT

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

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

CLASSROOM USAGE

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

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

“Ideal scheduling” of instructional rooms would have only lecture hours scheduled in lecture classrooms and only lab hours would be scheduled in lab rooms. It is not uncommon to see some drift with some lab hours scheduled in lecture rooms and visa-versa, but generally this

should be minimized to optimize enrollment in the intended instructional spaces. The table on page 43 gives the “ideal schedule” information for Chabot College, which if scheduled in this manner and at the CCCCCO efficiency standards would result in a minimum of 22 lecture classrooms and 24 lab rooms needed to accommodate the Fall 2023 sections scheduled.

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



Utilization & Space Standards

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

INSTRUCTIONAL ACADEMIC CALENDAR OPEN FOR INSTRUCTION 70 HOURS /WEEK						TRADITIONAL ACADEMIC CALENDAR	
Campus with 140,000 or more weekly student contact hours per week						Standard (Min Hours) of Instruction Per Week	
Lecture						53	
Laboratory						27.5	
Available and Scheduled Lecture and Laboratory Rooms (Fall 2023)							
ROOMS IDENTIFIED IN FUSION	Available	Scheduled	Lecture Hours	Lab Hours	Total Hours	Efficiency	
Lecture	71	60	836	46	882	27.74%	
Laboratory	63	55	302	615	917	60.63%	
TOTAL	134	115	1,138	661			

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

Space Utilization

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

FALL 2023

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

Ideally Scheduled Lecture and Laboratory Rooms (Fall 2023)

ROOMS IDENTIFIED IN FUSION	Available	Scheduled	Lecture Hours	Lab Hours	Efficiency
Lecture	71	60	1,138	0	35.78%
Laboratory	63	55	0	661	43.71%
TOTAL	134	115	1,138	661	
ROOMS NEEDED IF EFFICIENT					
Minimum # Lecture	21.47				
Minimum # Labs	24.04				

COMMUNITY CONTEXT

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

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

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

SURROUNDING LAND USES

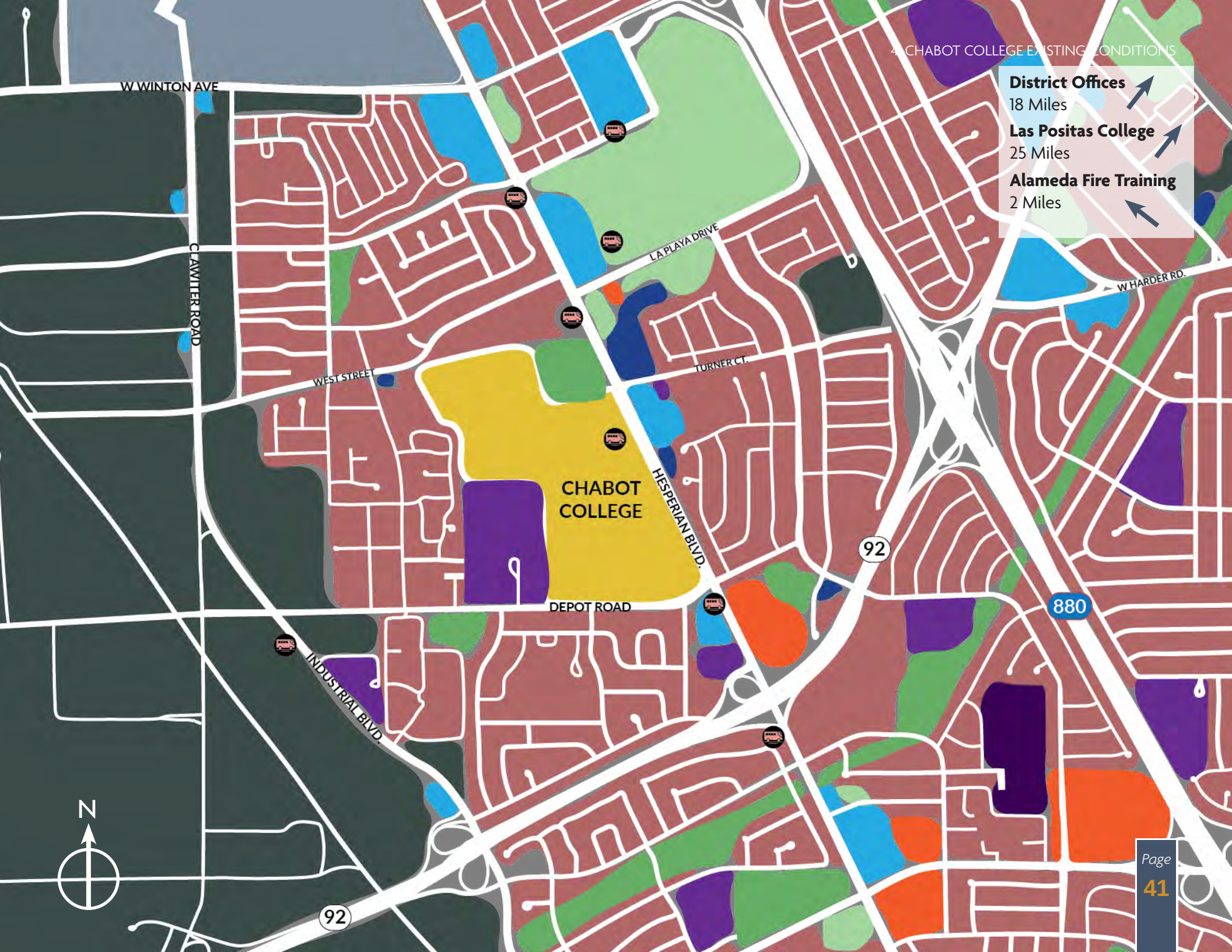
The campus is adjacent to a mix of residential, commercial, and industrial zones:

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

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

KEY:

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



4 CHABOT COLLEGE EXISTING CONDITIONS

District Offices

18 Miles

Las Positas College

25 Miles

Alameda Fire Training

2 Miles

CHABOT COLLEGE

CHABOT CAMPUS TODAY

100	LIBRARY	1500	APPLIED TECHNOLOGY FACULTY OFFICES & CLASSROOMS	3000	MAINTENANCE & OPERATIONS, SHIPPING & RECEIVING DOCK
200	ADMINISTRATION, CAMPUS SAFETY, BOARD ROOM	1600	APPLIED TECHNOLOGY & BUSINESS CLASSROOMS	3100	NURSING
300	CLASSROOMS, COMPUTER SUPPORT, MPOE	1700	CLASSROOM BUILDING	3200	BIO PHASE 1 ANNEX
400	OFFICE OF THE PRESIDENT, DIVISION OFFICES	1800	CLASSROOMS & PHYSICS LABS	3300	VACANT BUILDING
500	CLASSROOMS	1900	LECTURE HALLS & PLANETARIUM	3400	AUTOMOTIVE CLASSROOMS
600	LIBRARY & LEARNING CONNECTION	2000	SCIENCE & MATHEMATICS DIVISION	3500	ECD LAB SCHOOL (EARLY CHILDHOOD DEVELOPMENT)
700	STUDENT SERVICES	2100	BIOLOGY LABS (UNDER CONSTRUCTION)	3600	BUTLER BUILDING
800	CLASSROOMS	2200	HEALTH, DENTAL & NURSING PROGRAMS	3700	ECD - AUXILIARY
900	CLASSROOMS	2300	STUDENT CENTER & CAFETERIA	3800	BOOKSTORE
1000	ARTS CLASSROOMS	2400	DISABLED STUDENT CENTER	3900	CHEMISTRY BUILDING & STEM CENTER
1100	MEDIA, ARTS, & COMMUNICATIONS DIVISION & FACULTY OFFICES	2500	GYMNASIUM	4000	FITNESS CENTER
1200	MUSIC CLASSROOMS, REHEARSAL STUDIOS, & PERFORMING HALL	2600	ATHLETICS DIVISION OFFICE		
1200/1300	THEATER ARTS CLASSROOMS & SPACES	2700	WOMEN'S LOCKER ROOM		
1300	REED L. BUFFINGTON VISUAL & PERFORMING ARTS CENTER	2800	MEN'S LOCKER ROOM		
1400	AUTOMOTIVE & WELDING	2900	SMALL GYMNASIUM & FIRE SCIENCE CLASSROOMS		



TOTAL COST OF OWNERSHIP (TCO)

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

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

The goals of the TCO program are:

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

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

CAMPUS ZONING

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

PRESERVING THE CAMPUS CORE

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

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

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

RESPECTING THE CURRENT DEVELOPMENT

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

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



CAMPUS ENTRIES & VEHICULAR CIRCULATION

CAMPUS ENTRIES & CIRCULATION

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

Main Entry (Hesperian & Depot Road)

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

Northern Entry (Hesperian Blvd)

This entrance, near the original formal gateway, is the most frequently used by the campus community but lacks prominent signage.

Depot Road Entries (4 locations)

These provide access to various parking lots but are minimally marked and lack clear visual identity.

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

INTERNAL CIRCULATION

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

BICYCLE ACCESS

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

PUBLIC TRANSIT ACCESS

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

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

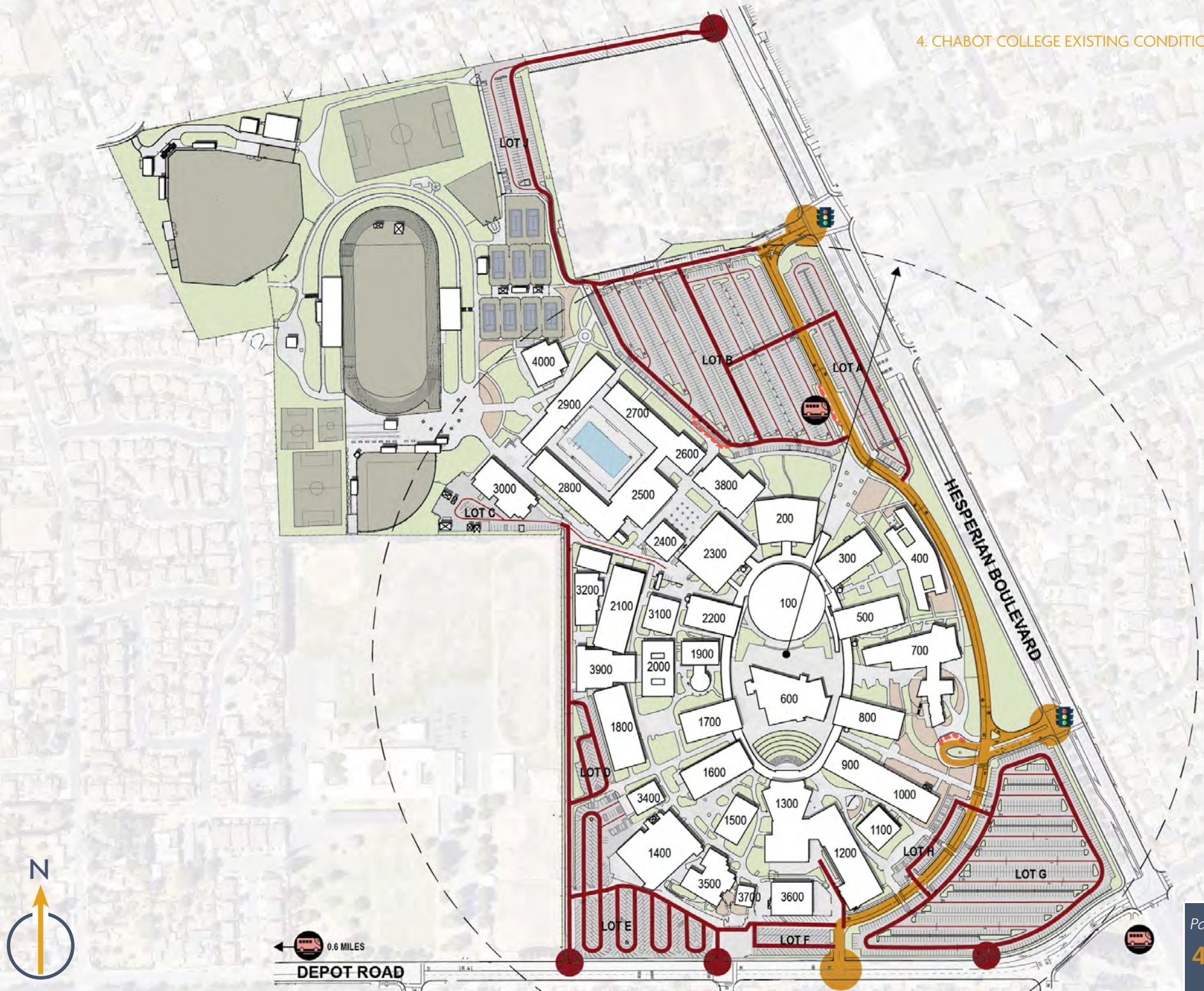
Given the importance of transit accessibility, improvements to bus stop amenities, pedestrian connections, and transit frequency should be explored.

EMERGENCY ACCESS

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

KEY:

-  Main Entry
-  Secondary Entry
-  Service Point
-  Main Circulation
-  Secondary Circulation
-  Tertiary Circulation
-  Service/ Emergency Access
-  Drop-Off
-  Transit Stop
-  1/4 Mile Radius



PARKING

CURRENT CONDITIONS

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

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

The campus currently provides:

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

PARKING DISTRIBUTION & WALKABILITY

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

FUTURE CONSIDERATIONS

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

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

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

KEY:

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



PEDESTRIAN ACCESS & CIRCULATION

PEDESTRIAN CIRCULATION

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

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

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

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

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

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

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

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

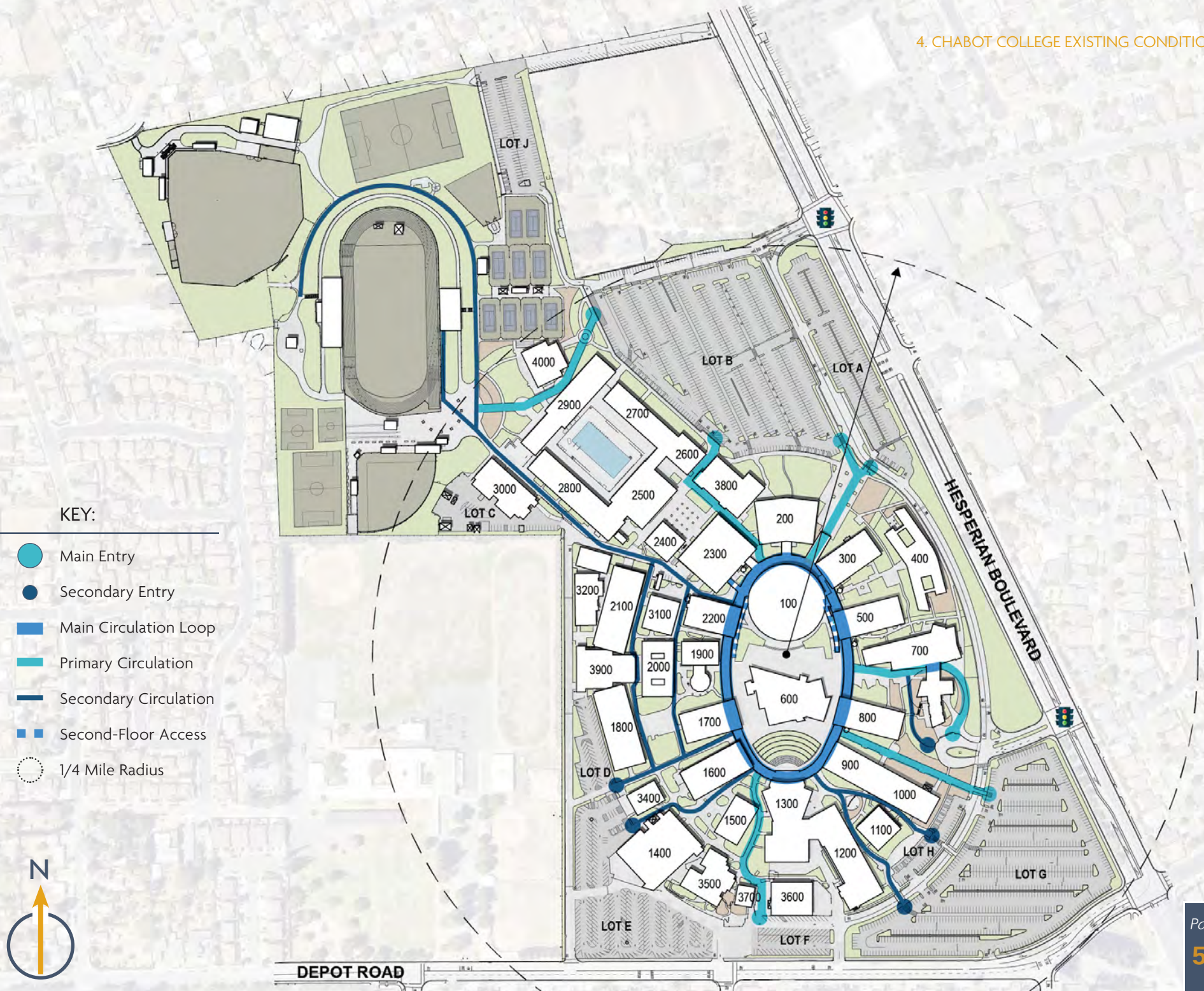
WAYFINDING & CAMPUS LEGIBILITY

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

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

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

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



OPEN SPACE

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

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

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

César Chávez Courtyard (at the Student Center)

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

Courtyard outside Building 700 (Student Services)

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

Outdoor Amphitheater (Buildings 600 and 1300)

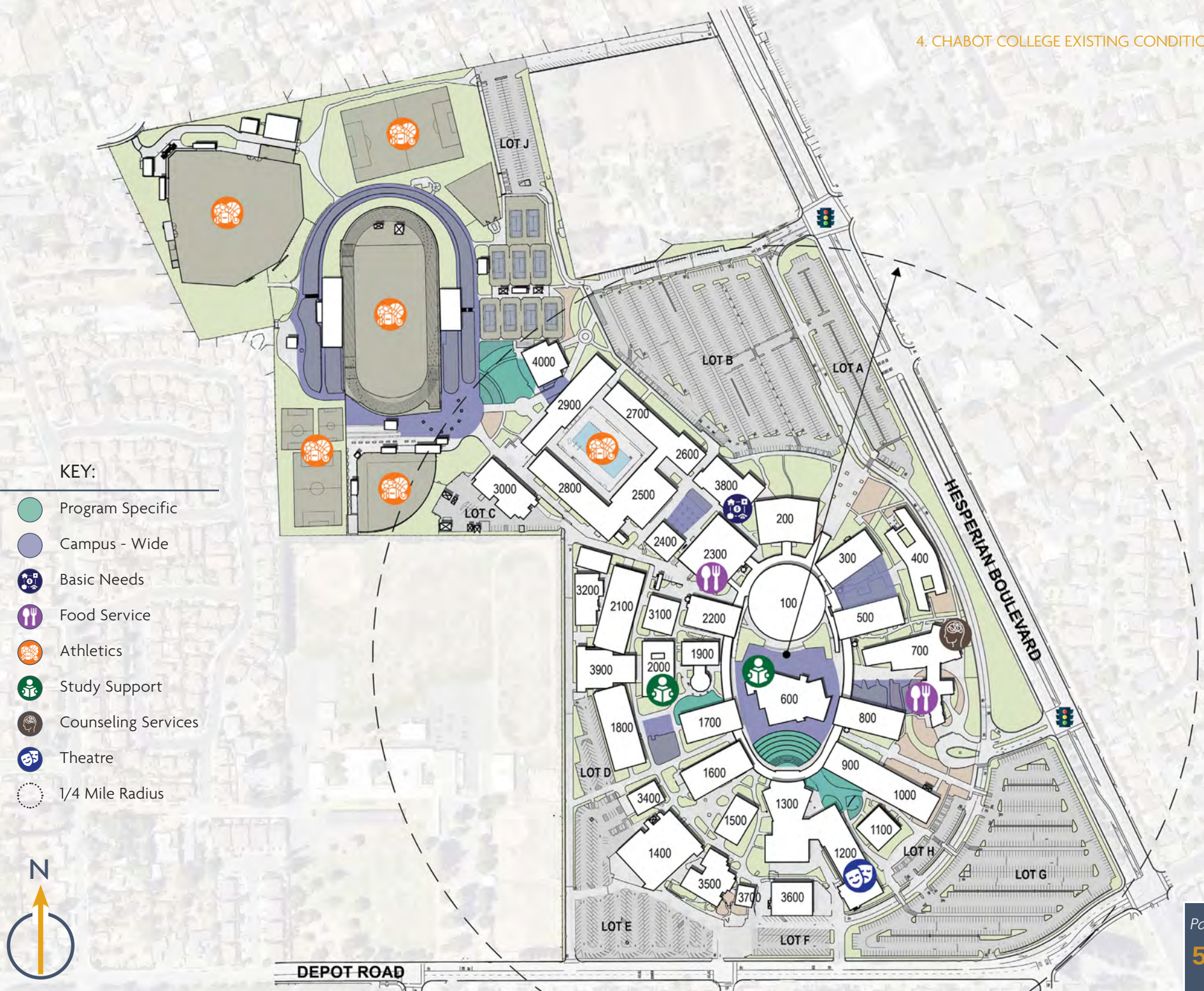
This grassy outdoor amphitheater presents a unique opportunity for activation. It is well suited to host performances, lectures, outdoor classes, and informal gatherings, but currently lacks the infrastructure and programming to reach its full potential.

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

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

Key features include:

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



CAMPUS ZONING

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

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

Student Services, Support, & Administration (Yellow)

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

Arts (Purple)

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

STEM (Green)

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

Multidisciplinary (Light Blue)

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

Career & Technical Education (CTE) (Dark Blue)

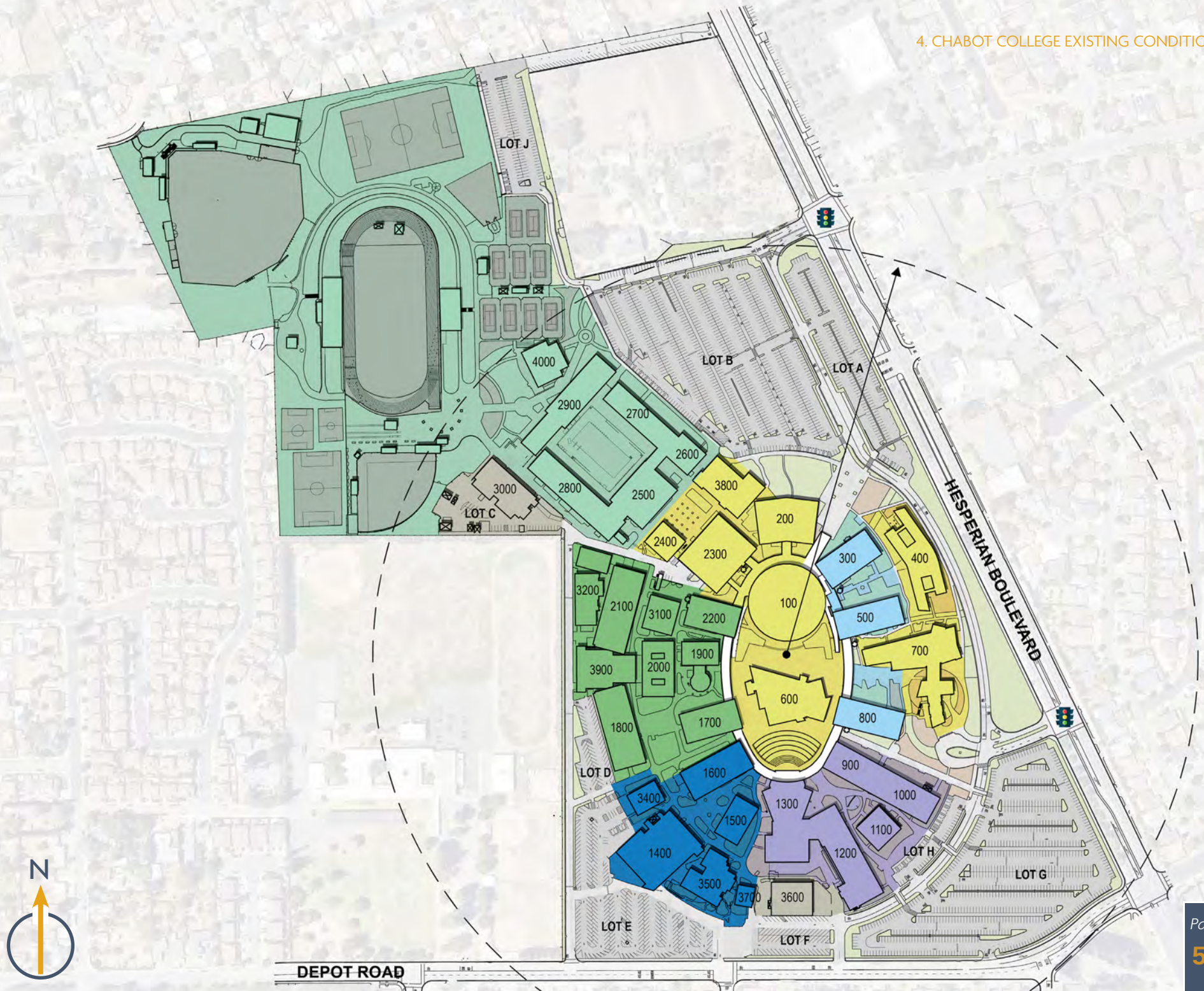
Positioned at the southern edge of campus near Depot Road, this zone includes specialized labs, shops, and workforce-focused instructional programs. It is distinct yet accessible, aligning with the hands-on nature of technical education.

Athletics (Teal)

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

KEY:

-  Student Services & Support
-  Arts
-  STEM
-  Multidisciplinary
-  CTE
-  Athletics
-  Current Construction
-  1/4 Mile Radius



AGE OF FACILITIES

#	BLDG NAME	YR BLT	LAST RENO	*FCI (%)
100	Library	1965	2000	61
200	Admin., Campus Safety, Board Room	1966		62
300	Classrooms, Comp. Supp., MPOE	1965	2012	48
400	Office of the President, Div. Offices	2010		0
500	Classrooms	1965	2010	1
600	Library and Learning Connection	2024		
700	Student Services	2010		0
800	Classrooms	1965	2009	0
900	Classrooms	1965	2009	69
1000	Arts Classrooms	1965	2001	94
1100	Media, Arts & Comm. Div. & Fac. Off.	1965		123
1200	Music Class., Reh. Studios, & Perf. Hall	1965	2014	101
1300	Reed L. Buffington Vis. & Perf. Arts	1967		78
1400	Automotive & Welding	1965	2012	0
1500	Applied Tech. Faculty Offices & Class.	1965		122
1600	Applied Tech. & Business Classrooms	1965	1996	87
1700	Classroom Building	1965	2014	105
1800	Classrooms & Physics Lab	1965	2014	108
1900	Lecture Halls & Planetarium	1965	2011	101
2000	Science & Mathematics Division	1965		116
2100	Biology Labs (Under Construction)	1965		115
2200	Health, Dental & Nursing Programs	1965	2010	119
2300	Student Center & Cafeteria	1966		102
2400	Disabled Student Center	1966	1998	115
2500	Gymnasium	1965	2013	91
2600	Athletics Division Office	1965	2013	0

#	BLDG NAME	YR BLT	LAST RENO	*FCI (%)
2700	Women's Locker Room	1965	2014	103
2800	Men's Locker Room	1965	2013	103
2900	Small Gym. & Fire Science Class.	1966	2013	91
3000	Maint. & Oper., Shipping & Rec.	1966		118
3100	Nursing	1995		30
3200	Bio Phase I Annex	2021		0
3300	Vacant Building	1991		152
3400	Automotive Classrooms	1995		37
3500	ECD Lab School	1995		38
3600	Butler Building	1995		34
3700	ECD - Auxiliary	2002		48
3800	Bookstore	1997		34
3900	Chemistry Building & STEM Cent.	1999		22
4000	Fitness Center	2012		0
3001	Shed 1 - M&O	1968		116
3002	Shed 2 - M&O	1968		116
3003	Shed 3 - M&O	1968		116

KEY:

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

AGE OF FACILITIES

FACILITIES AGE, CONDITION & CAPITAL RENEWAL

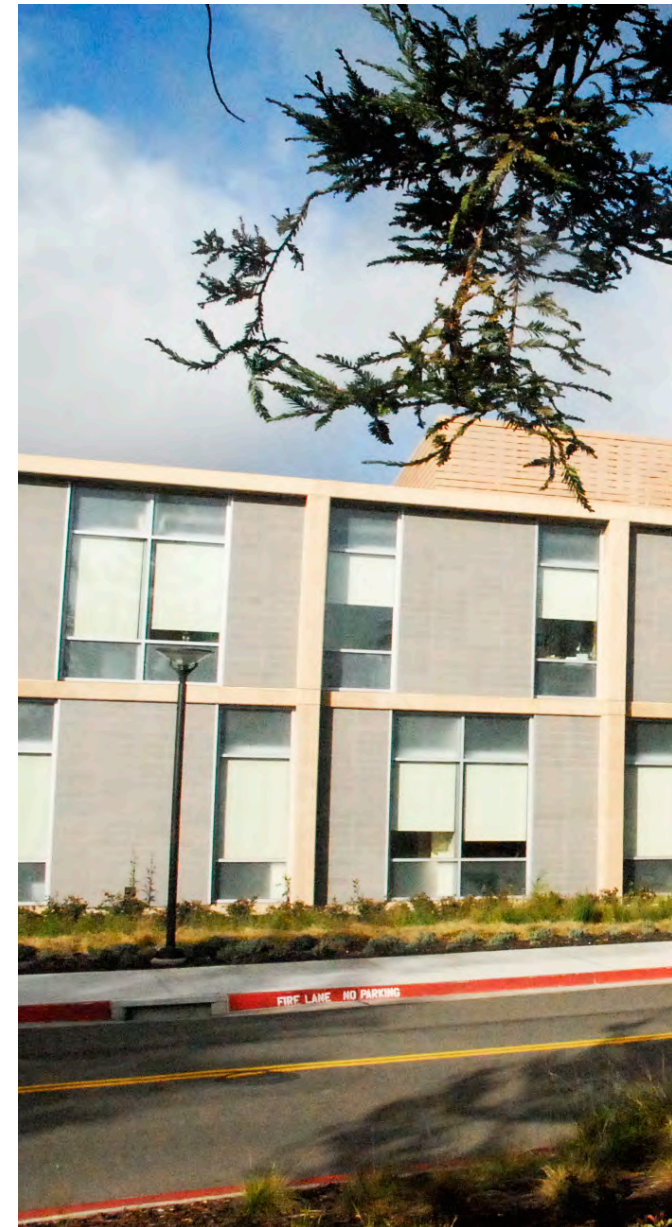
Chabot College's built environment reflects over 60 years of growth, evolution, and reinvestment. The campus comprises buildings from multiple eras—some dating back to the 1960s—and as a result, varies widely in condition, modernization level, and functional performance. While newer facilities have begun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

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

AGE OF FACILITIES

The campus has developed in distinct phases:

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





FACILITIES SURVEY

FACILITIES CONDITION INDEX (FCI) & MODERNIZATION NEEDS

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

Key observations from the facilities survey include:

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

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

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

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

KEY:

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



ARCHITECTURAL CHARACTER & CAMPUS VERNACULAR

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

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

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

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

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

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

MEASURE A: RECENT AND ONGOING CAPITAL INVESTMENTS

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

Recent and current Measure A projects include:

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

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

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

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

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

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

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

PLANNING IMPLICATIONS

Looking ahead, the following priorities are essential:

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



INFRASTRUCTURE

INFRASTRUCTURE SYSTEMS

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

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

UNDERGROUND INFRASTRUCTURE

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

TECHNOLOGY INFRASTRUCTURE

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

ELEVATORS AND ACCESSIBILITY

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

SAFETY AND SECURITY

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

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

ENERGY AND SUSTAINABILITY

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

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

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

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

PLANNING CONSIDERATIONS

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

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



ALAMEDA COUNTY FIRE DEPARTMENT TRAINING FACILITY

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

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

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







TRANSLATING DATA INTO A VISION

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

BALANCING FACILITIES

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

OUTDOOR AMENITIES & LEARNING AREAS

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

WAY-FINDING

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

ADA IMPROVEMENTS & INTEGRATION

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

IMPROVING LEARNING ENVIRONMENTS & TECHNOLOGY

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

A large, stylized gold number '5' is positioned on the left side of the slide, partially overlapping the text.

CHABOT COLLEGE VISION





DETERMINING THE COLLEGE'S PLANNING FRAMEWORK

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

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

OBJECTIVES OF THE FMP UPDATE

Support the College Mission

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

Improve Efficiency and Utilization of Campus

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

Address Aging Facilities and Infrastructure

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

Enhance Student Success

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

Strengthen Campus Safety and Accessibility

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

Broaden Definition of Sustainability

Promote sustainability through a comprehensive approach, addressing:

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

SECONDARY PLANNING CONSIDERATIONS

Leverage Funding Opportunities

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

Minimize Disruption

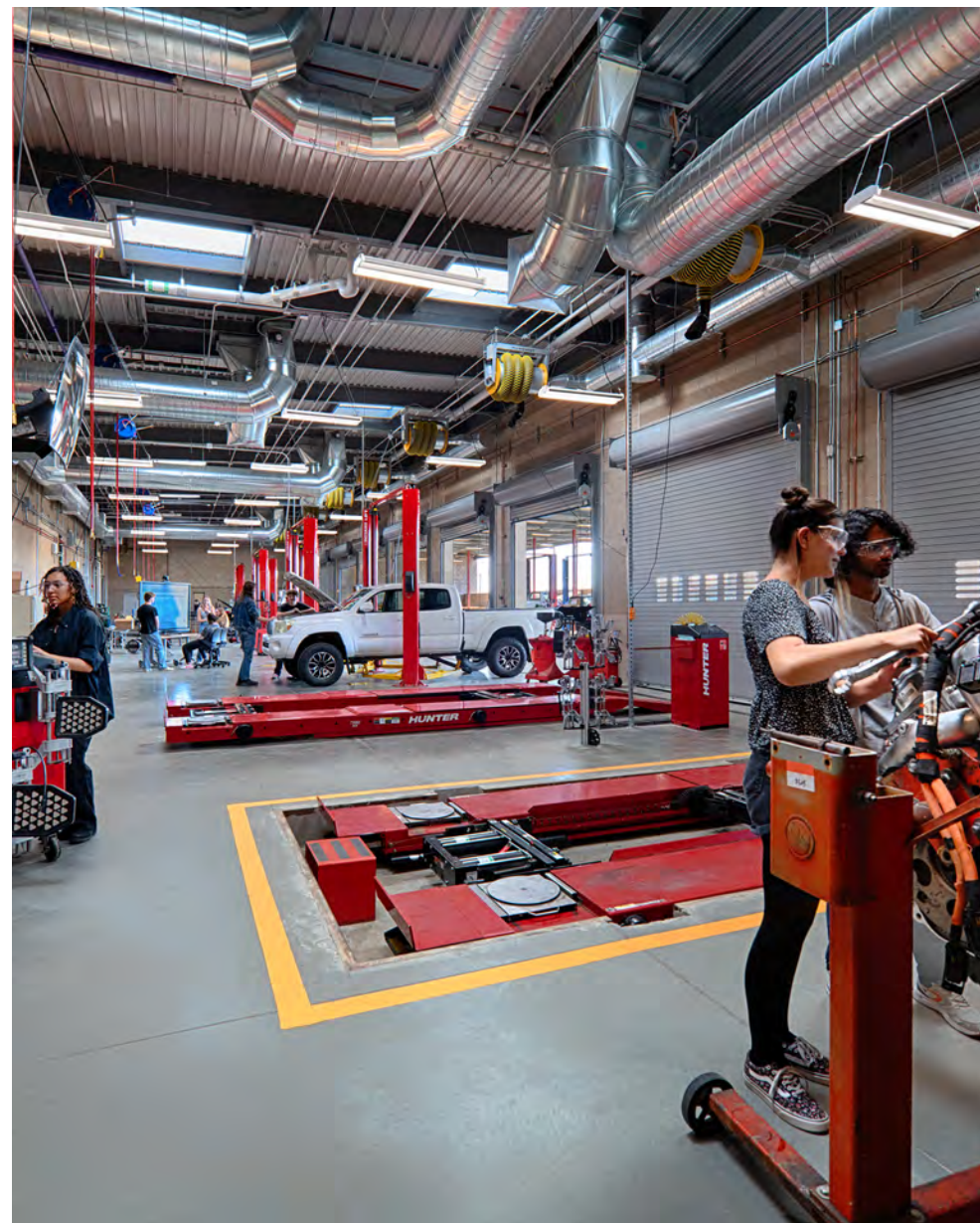
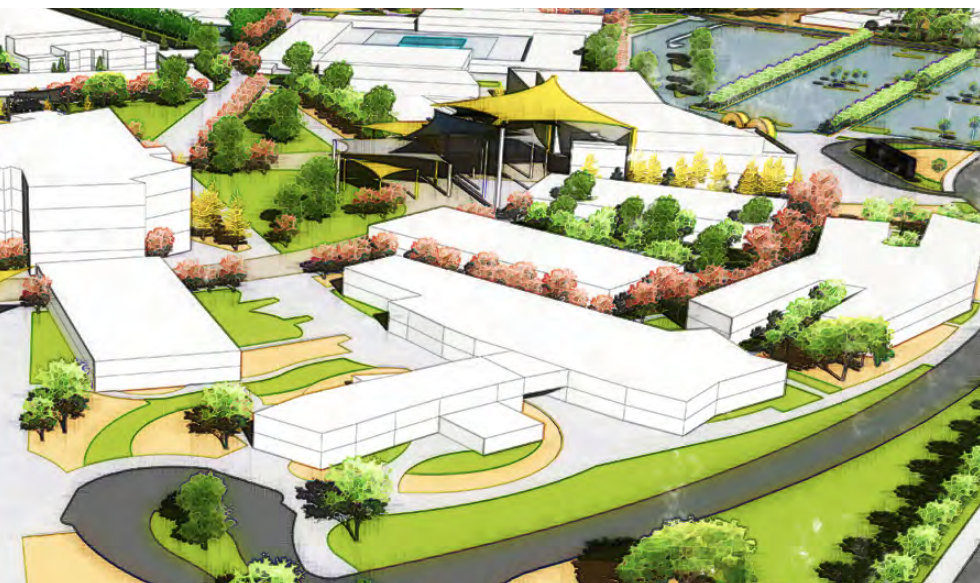
Sequence facility improvements and infrastructure upgrades to reduce disruption to campus activities, limit reliance on swing spaces, and manage project costs effectively.

PLANNING OUTCOMES

The FMP Update will provide the college with:

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





CAMPUS VISION

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

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

KEY:

300	MULTIDISCIPLINARY CLASSROOM BUIL. (MPOE)	1600	APPLIED TECHNOLOGY & BUSINESS	3900	CHEMISTRY BUILDING & STEAM CENTER
400	DIVISION & FACULTY OFFICES	1700	CLASSROOM BUILDING	4000	FITNESS CENTER
500	MULTIDISCIPLINARY CLASSROOM BUIL.	1800	CLASSROOMS & PHYSICS LABS		
600	LIBRARY & LEARNING CONNECTION	1900	LECTURE HALLS & PLANETARIUM	1	COLLEGE CENTER
700	STUDENT SERVICES	2100	BIO II	2	ARTS, MEDIA & COMMUNICATIONS
800	MULTIDISCIPLINARY CLASSROOM BUIL.	2500	GYMNASIUM	3	HEALTH PROFESSIONS NURSING & DENTAL
1200	MUSIC CLASSROOMS, REHEARSAL STUDIOS, & PERFORMING HALL	2600	ATHLETICS DIVISION OFFICE	8B	PRECINCT PLAN OF NORTH CORNER (MOHR-FRY)
1200/1300	THEATER ARTS CLASSROOMS & SPACES	2700	WOMEN’S LOCKER ROOM	9A	SOCCER
1300	REED L. BUFFINGTON VISUAL & PERFORMING ARTS CENTER	2800	MEN’S LOCKER ROOM	9B	SOFTBALL
1400	AUTOMOTIVE & WELDING	2900	SMALL GYMNASIUM	9C	PRACTICE FIELD
1500	CAMPUS SWING SPACE	3000	MAINTENANCE & OPERATIONS		
		3200	BIO I		
		3400	AUTOMOTIVE CLASSROOMS		
		3500	ECD LAB SCHOOL		



CAMPUS ZONING

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

PRESERVING THE CAMPUS CORE

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

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

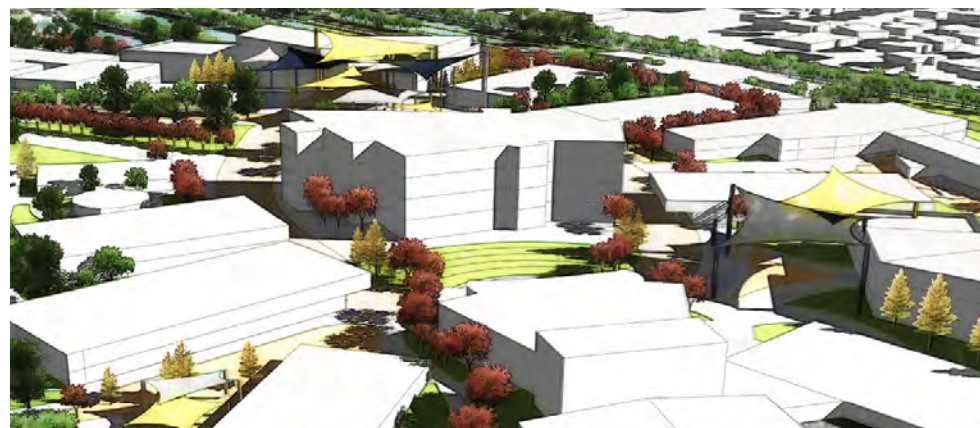
Previous plans used strategies of replacement in place to maintain this framework. This updated plan looks to strategically replace or renovate facilities within the zone, while accommodating implementation constraints.

RESPECTING THE CURRENT DEVELOPMENT

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

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





CAMPUS ENTRY & VEHICULAR CIRCULATION

ENHANCING VEHICULAR GATEWAYS

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

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

DROP-OFFS

North Entry Drop-Off - Site Project A

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

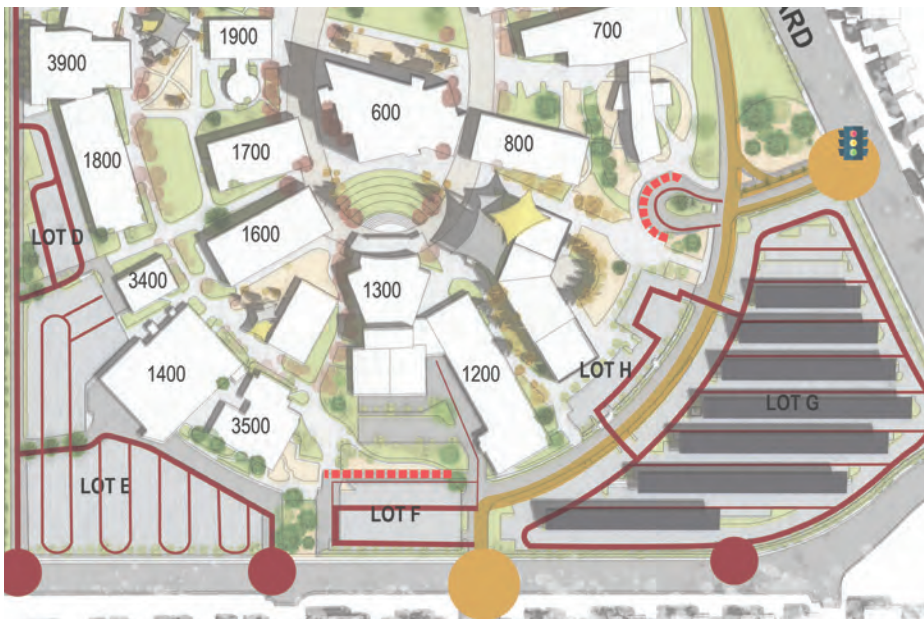
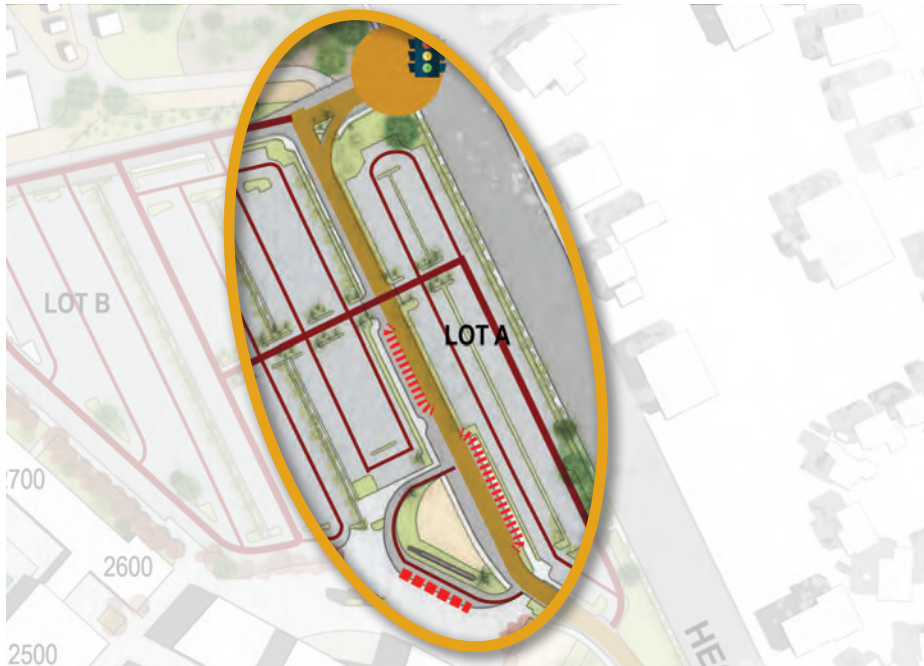
Mid-Campus Drop-Off (Student Services)

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

Southern Drop-Off - Site Project B

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

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



VEHICULAR CIRCULATION

Inclusion of the Mohr-Fry Property

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

WAYFINDING, SIGNAGE, AND COMMUNITY PRESENCE

Enhanced Signage and Visual Presence

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

PEDESTRIAN INTEGRATION AND SAFETY

Pedestrian-Friendly Improvements

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

SERVICE & EMERGENCY CIRCULATION

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

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

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

KEY:

-  Main Entry
-  Secondary Entry
-  Main Circulation
-  Secondary Circulation
-  Tertiary Circulation
-  Service/ Emergency Access
-  Drop-Off
-  Transit Stop
-  1/4 Mile Radius



PARKING

PARKING AND SUSTAINABILITY IMPROVEMENTS

Maintain Parking

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

Renewal of Solar Canopy Parking and EV Charging

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

FUTURE PARKING NEEDS

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

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

KEY:

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



PEDESTRIAN CIRCULATION & OPEN SPACE

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

BUILDING A WALKABLE FRAMEWORK

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

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

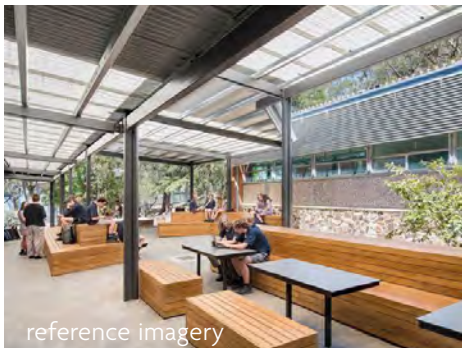
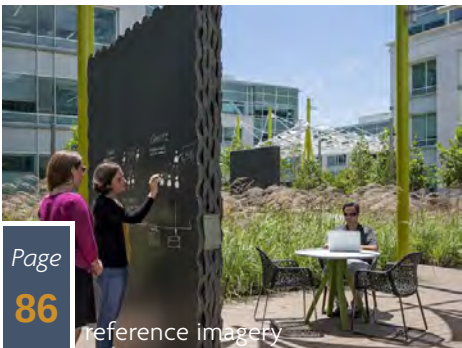
Gladiator Trails: Create an active wellness walk - Site Project E
The Gladiator Trails initiative will formalize and expand a series of campus walking loops, offering designated routes of ¼, ½, and 1 mile to support daily movement, health, and exploration. These trails will provide a variety of walking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

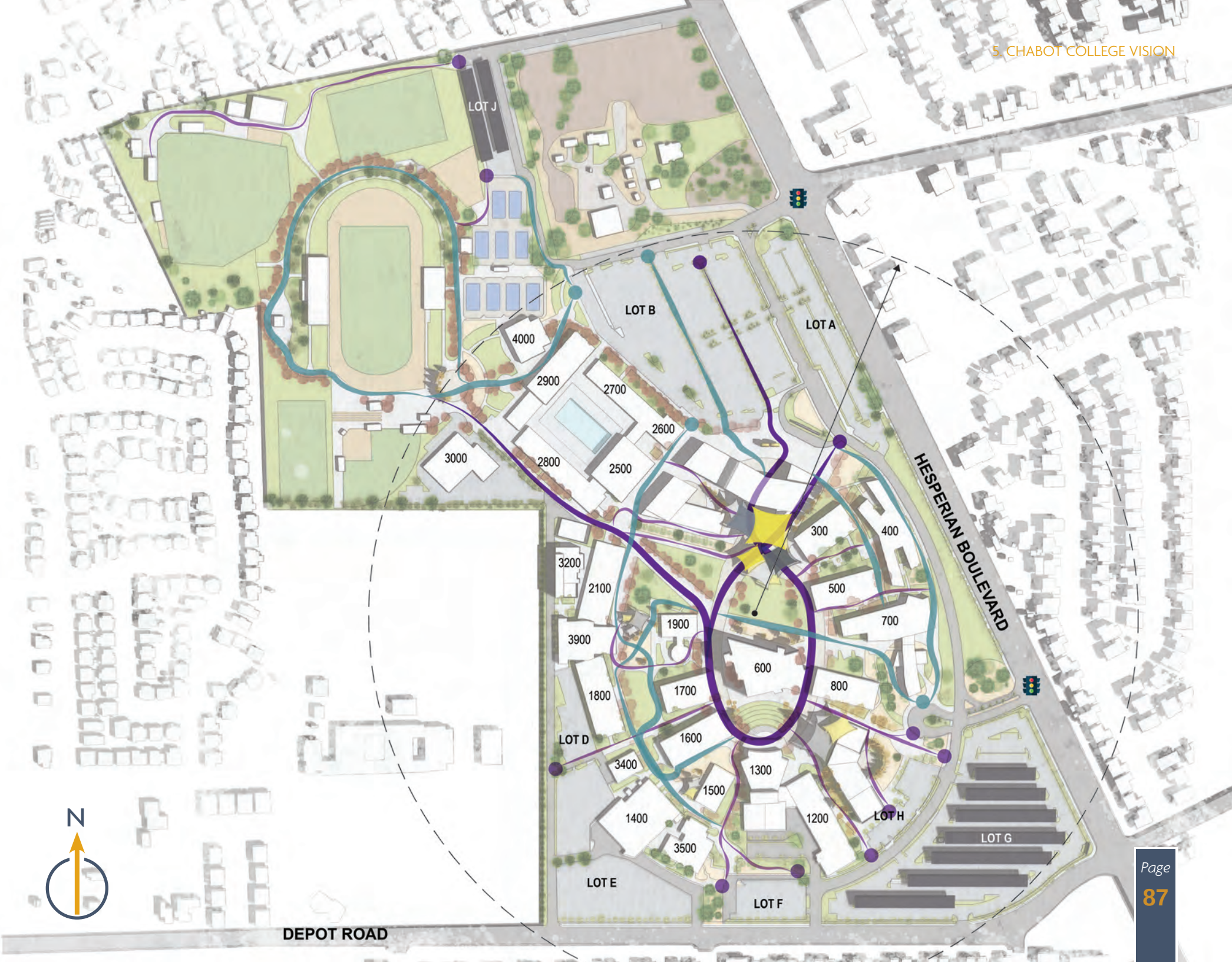
In addition to promoting physical activity, the universally accessible trails will be thoughtfully designed to include zones of reflection—such as meditation gardens and quiet areas—and opportunities for physical challenge, such as par course stations or fitness push points. Along each loop, integrated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

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

KEY:

- Main Entry
- Secondary Entry
- Tertiary Entry
- Primary Circulation
- Secondary Circulation
- Tertiary Circulation
- 1/4 Mile Radius





Universal Design Integration

All pedestrian improvements will be designed with universal access in mind—addressing grade changes, paving transitions, and comfortable navigation for all users, including those with mobility devices or strollers.

COURTYARDS & OPEN SPACE: ACTIVATE THE HEART OF CAMPUS

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

Campus Courtyard & Quad (College Center, and Buildings 300–500) - Site Project C

Associated with the new College Center, this central courtyard will become the student “heart” of the campus—providing seating, shade, Wi-Fi, and power. The design will accommodate daily use and scalable events like career days, club fairs, and campus celebrations, and it will form a key connection between the Library, College Center, Student Services, and academic core.

STEM Courtyard / Outdoor Learning Lab (Buildings 1900–2100–3900) - Site Project D

A new outdoor learning zone in the STEM neighborhood will offer flexible space for instruction, group work, and quiet study. The courtyard will connect to the larger circulation network and serve as an extension of the future STEAM Center at Building 3900.

Distributed Gathering Spaces - Site Work F

Additional improvements across campus will strengthen a range of open spaces:

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

Programmable Outdoor Student Labs - Site Project F

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

Each space should be maintainable, adaptable, and equipped with features such as seating, shade, power access, and Wi-Fi to support both academic instruction and campus engagement. Thoughtfully programmed and well-integrated,

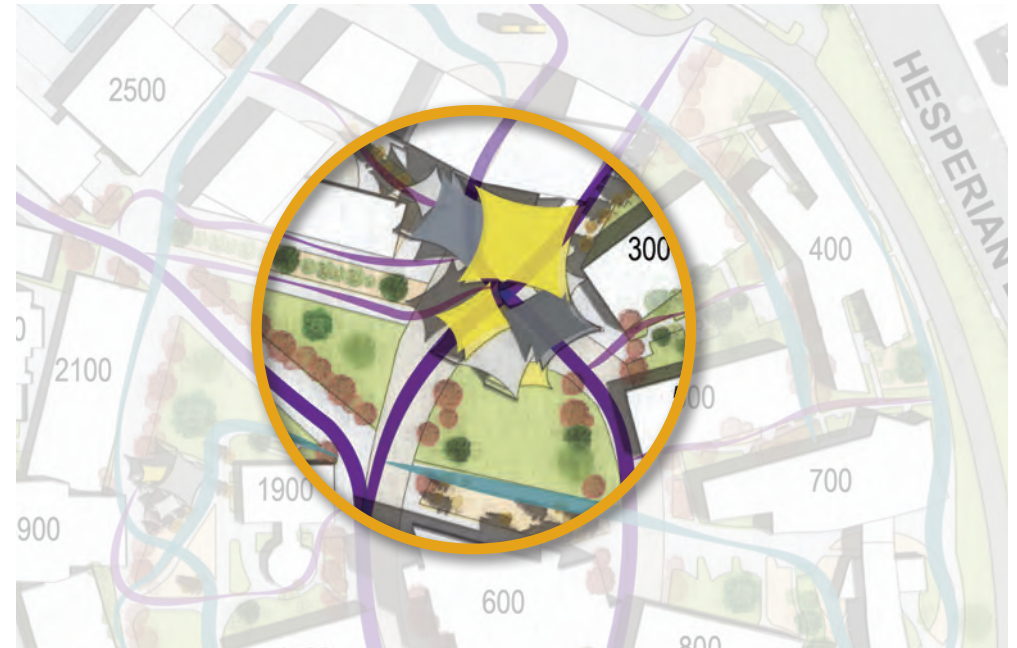
these outdoor labs will enhance the student experience while expanding flexible learning opportunities.

Consistent Amenities and Programming

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

INTEGRATING WAYFINDING AND IDENTITY

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



LANDSCAPE / HARDSCAPE REFINEMENT AND ENHANCEMENTS

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

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

Collegiate Character and Student Experience

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

Campus Edge Conditions and Identity

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

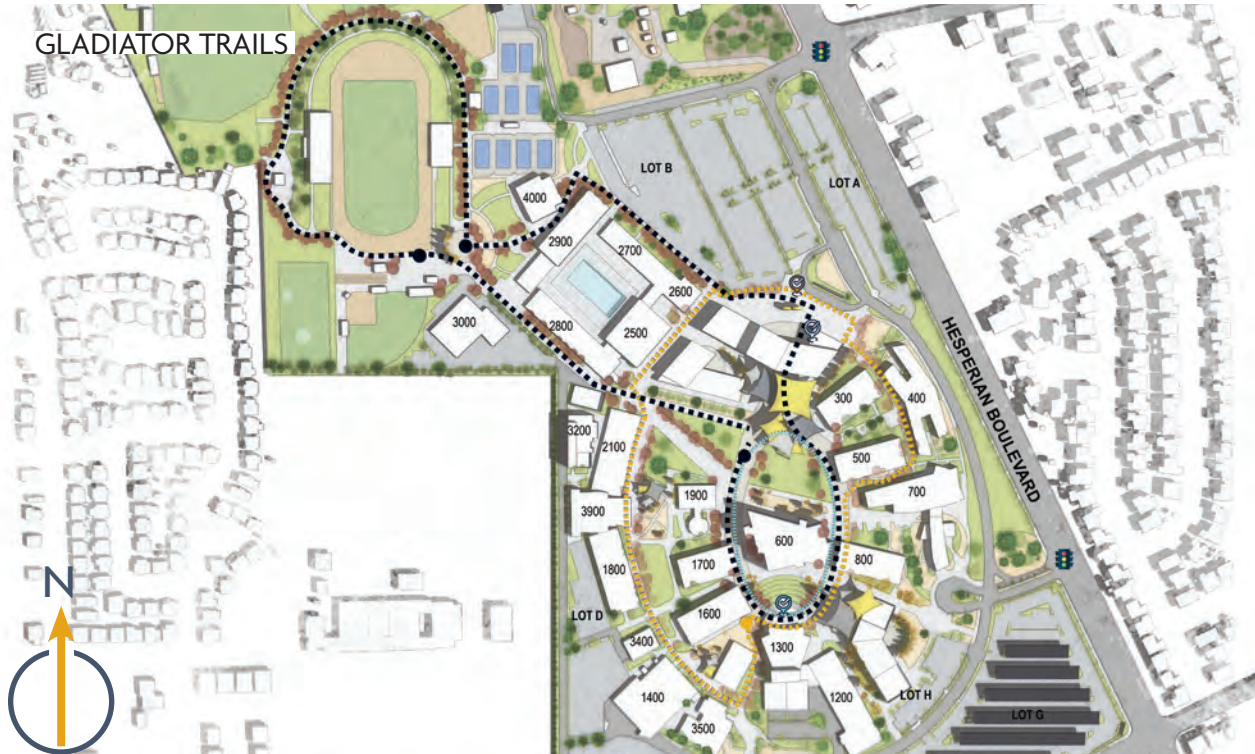
Sustainable Planting and Irrigation Standards

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

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



reference imagery



PROGRAM OF WORK

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

NEW CONSTRUCTION

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

RENOVATION & REPURPOSING

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

ATHLETIC FIELDS

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

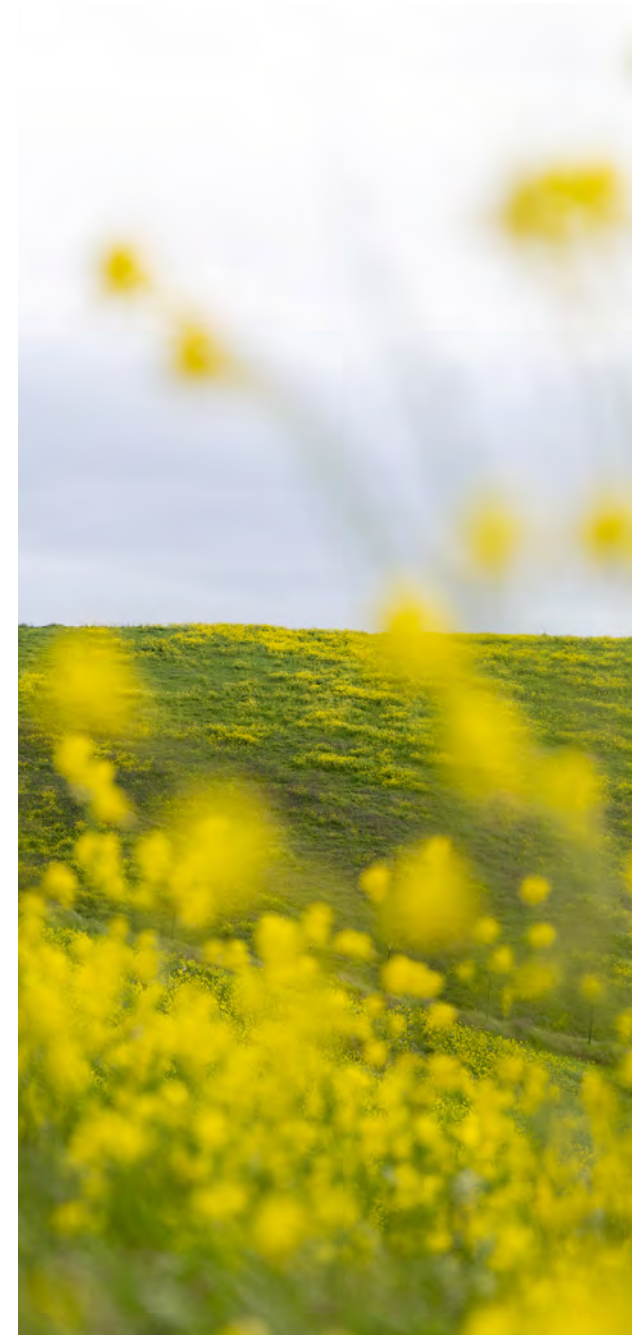
DEFERRED MAINTENANCE

- Refresh and renewal

SITE WORK -

(Referenced in pages 82-95 above)

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

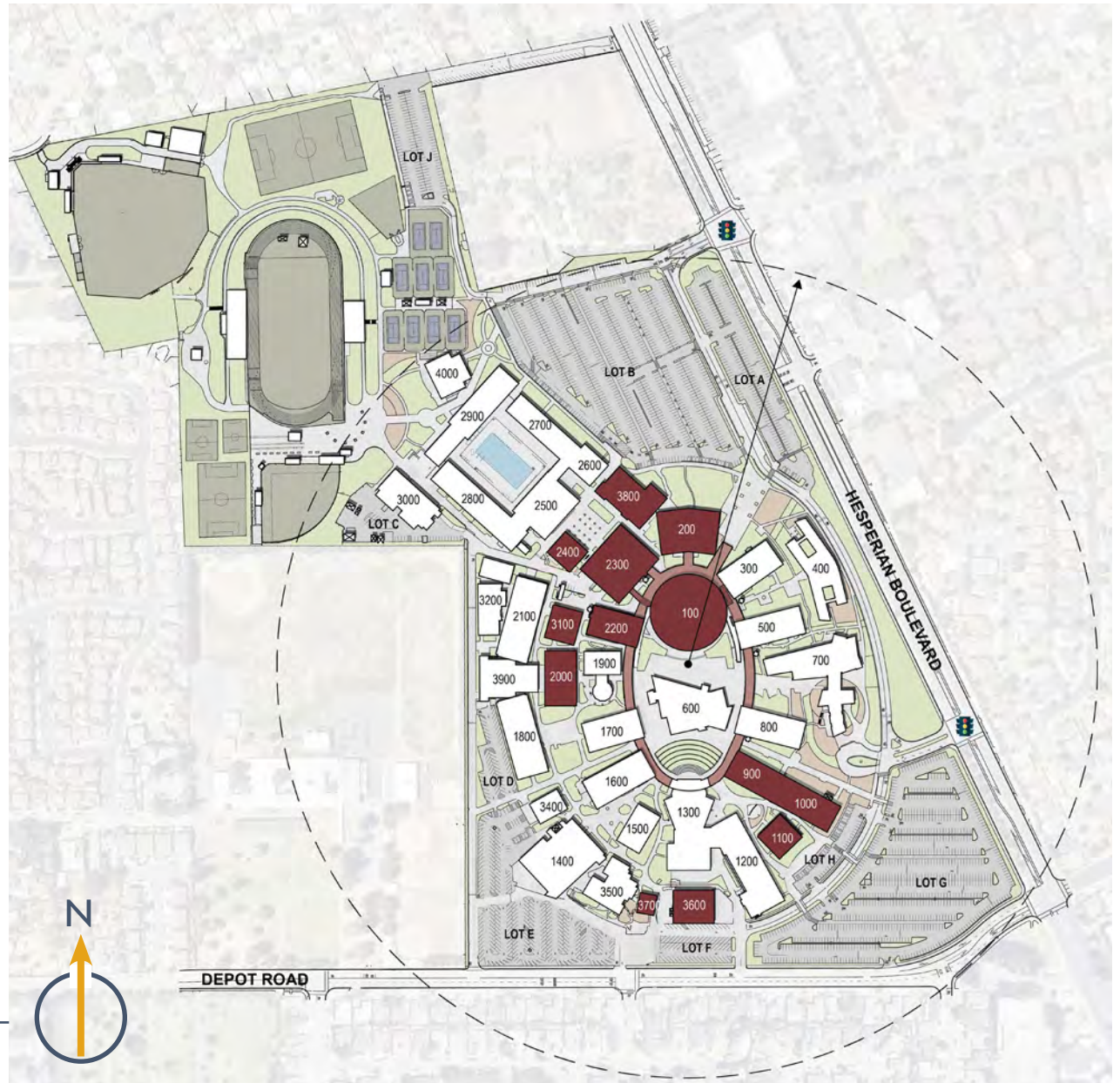




BUILDINGS TO BE DEMOLISHED

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

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



KEY:

● Buildings Demolished



1 COLLEGE CENTER

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

Designed as a hub of activity, the College Center should foster an indoor/outdoor collegiate atmosphere, seamlessly connecting its interior functions to a hierarchy of thoughtfully

programmed outdoor spaces. The building has the opportunity to serve as a vibrant, bright, and welcoming centerpiece—featuring multiple areas for students to gather, study, relax, and connect. With intentional design, it can become a daily destination that enhances both the student experience and campus identity.

The project will include a new campus drop-off and formal entry, located in the area currently occupied by Buildings 3800 and 200 and the south side of Parking Lot B. A thoughtful phasing strategy will be essential to maintain campus

operations throughout construction. Buildings 2300 and 100 should remain operational during the initial phases, supporting ongoing instruction and services. These buildings will be removed only after existing user groups have transitioned either into their original academic zones or into the new College Center, ensuring minimal disruption to campus activities.



PROGRAM PRIORITIES:

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

SIGNIFICANT SITE WORK:

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

SIZE / SCALE

- 2/3 Stories

TEMPORARY HOUSING/ SEQUENCING:

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

BUILDINGS REMOVED:

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



2 ARTS, MEDIA, & COMMUNICATION

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

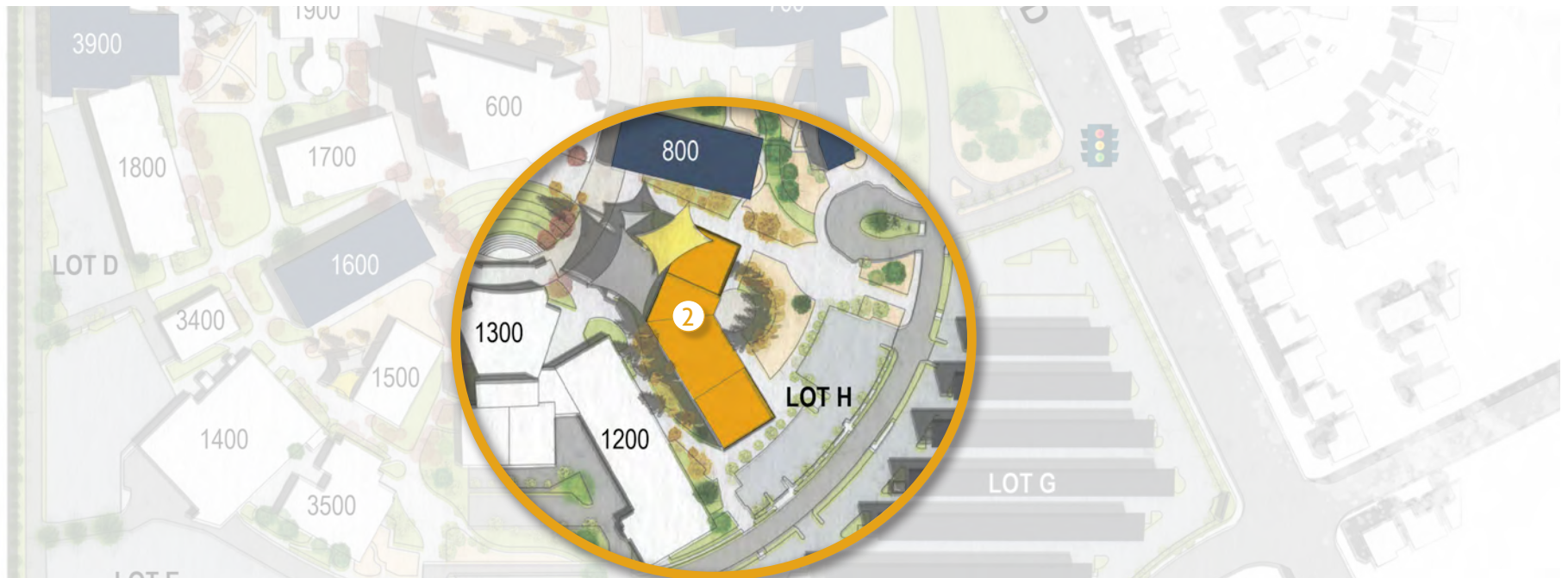
While the primary focus is on replacing aging specialty labs, multiple conversations during the planning phase have identified opportunities for emerging programs and future growth. These

ideas should be revisited through program review and the forthcoming Educational Master Plan (EMP) to ensure they are grounded in data. Final program confirmation should align with the Chancellor's Office space allocation guidelines and CLPCCD's planning best practices, ensuring programs are well-supported and spaces are used efficiently.

Currently, Journalism, TV, and Radio are housed outside the primary academic core, located in Buildings 100 and 2400. These programs are academically focused and should be co-located within the Arts, Media, & Communications Zone. The planning team recommends their

relocation—either into the new facility or repurposed, underutilized spaces within the zone.

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



PROGRAM PRIORITIES:

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

SIGNIFICANT SITE WORK:

- Outdoor labs
- Exhibit
- Performance areas

SIZE / SCALE

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

TEMPORARY HOUSING/ SEQUENCING:

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

BUILDINGS REMOVED:

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



reference imagery



reference imagery



reference imagery



reference imagery

3

HEALTH PROFESSIONS | NURSING & DENTAL

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

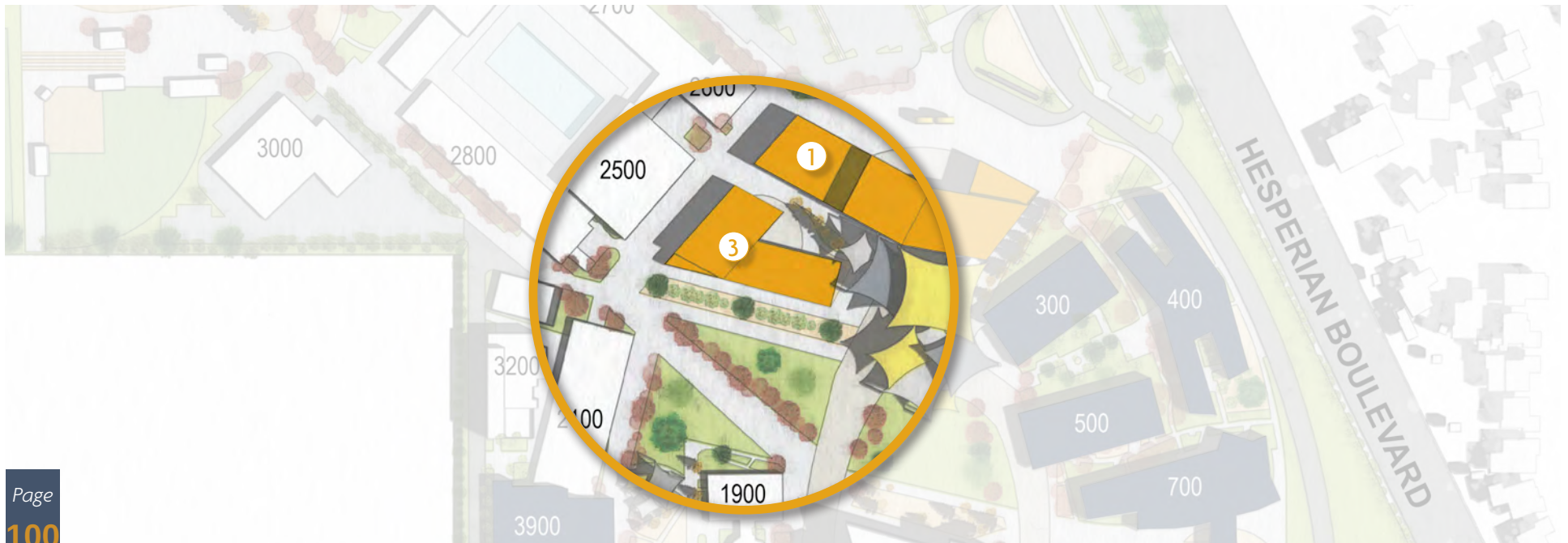
Strategically located adjacent to the new College Center, the building will benefit from strong synergy with the campus Wellness Center, reinforcing the College's focus on health,

well-being, and community service. Given that the Dental Hygiene program serves a significant number of public clients, the building must include direct, intuitive access from Parking Lot B, ensuring that patients can easily navigate to the Dental Clinic lobby.

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

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

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



PROGRAM PRIORITIES:

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

SIGNIFICANT SITE WORK:

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

SIZE / SCALE

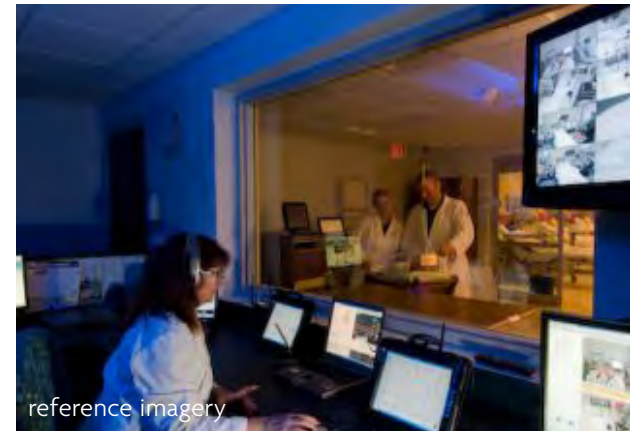
- 2 Stories
- Square footage to include replacement of the existing SF. Growth is to be determined after updated program review, considering expanded program opportunities and national accreditation requirements

TEMPORARY HOUSING/ SEQUENCING:

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

BUILDINGS REMOVED:

- 2200
- 3100



4

BUILDING 1600 EXPANSION & RENOVATION

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

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

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

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

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

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



PROGRAM PRIORITIES:

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

SIGNIFICANT SITE WORK:

- Connect to / create student spaces

SIZE / SCALE

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

TEMPORARY HOUSING/ SEQUENCING:

- Consider phasing to limit specialty lab disruption

BUILDINGS ALTERED:

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



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

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

The goal is to create versatile instructional spaces where all faculty are equipped for success,

regardless of room assignment—reducing barriers to instructional delivery and maximizing scheduling efficiency.

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

Building 300 also houses the campus server infrastructure on the ground floor. This critical function will be maintained; however, the space

should be reevaluated to confirm current and future needs of the IT Department, with the goal of optimizing use and flexibility.

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



PROGRAM PRIORITIES:

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

SIGNIFICANT SITE WORK:

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

SIZE / SCALE

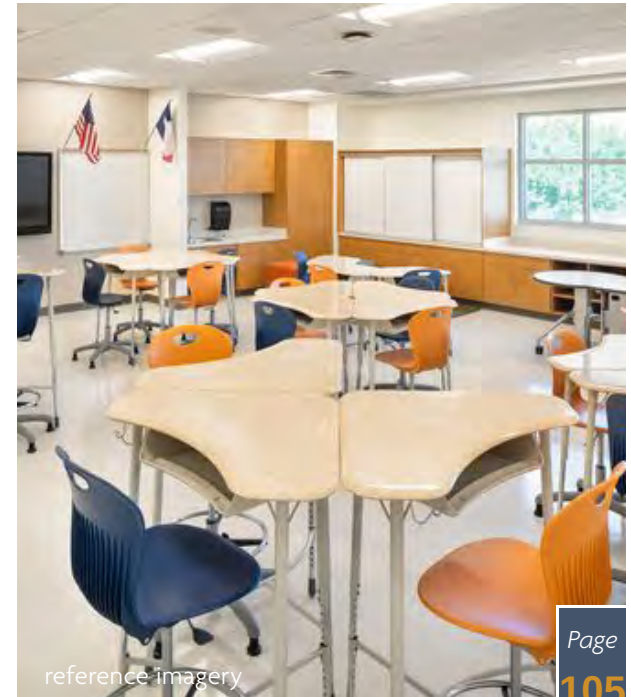
- N/A

TEMPORARY HOUSING/ SEQUENCING:

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

BUILDINGS REMOVED:

- N/A



6

BUILDING 3900 - 1ST FLOOR REPURPOSING

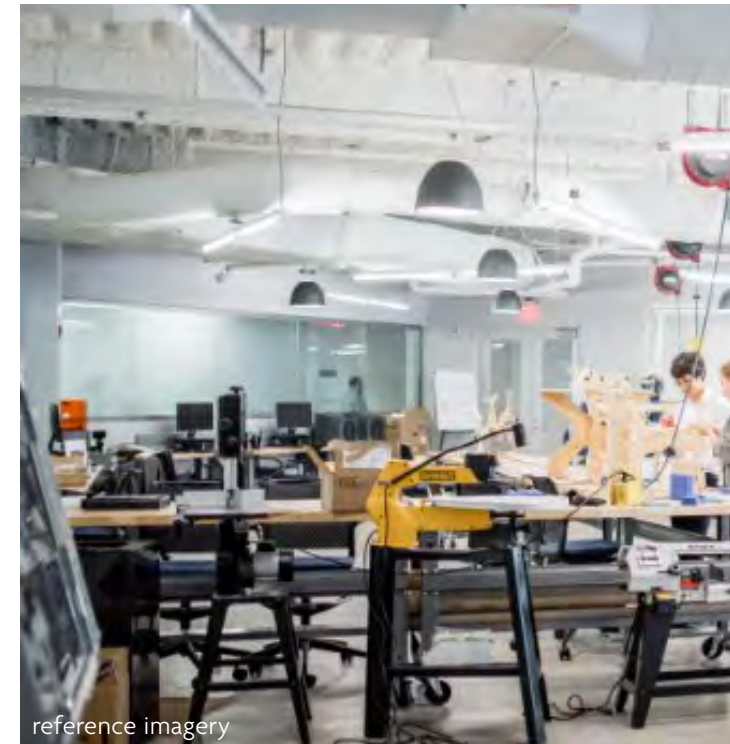
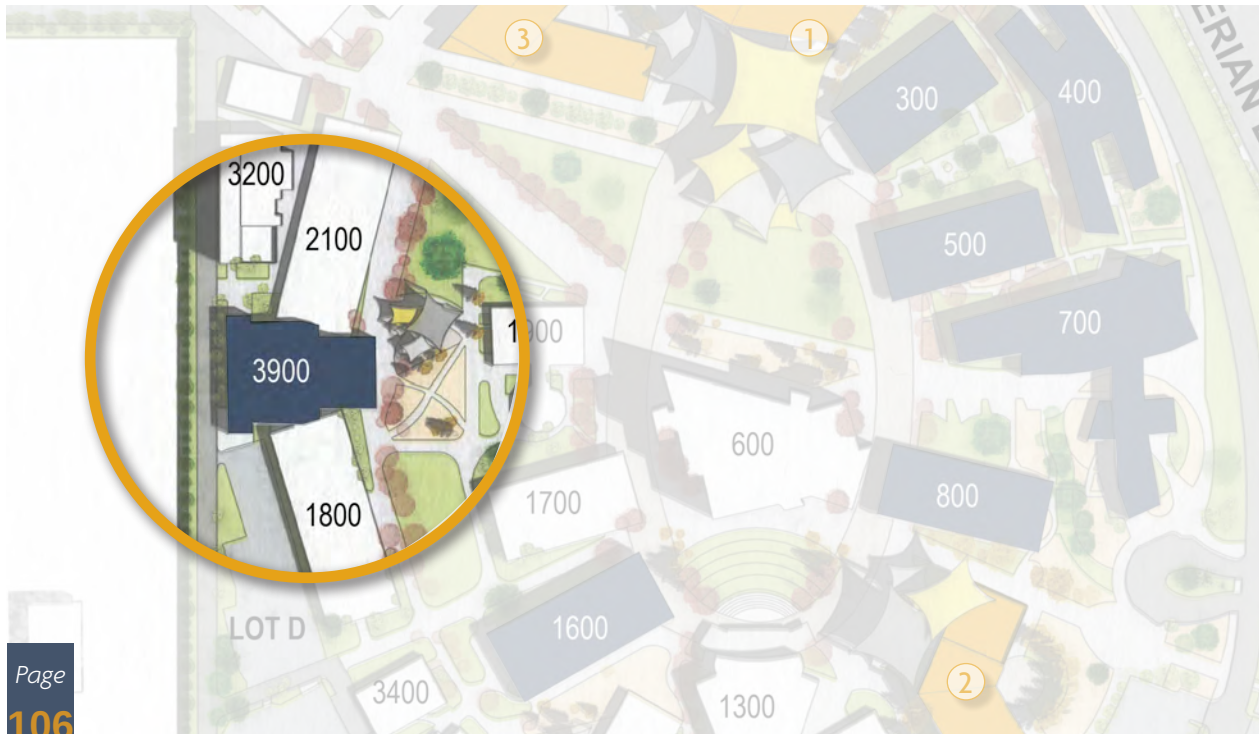
With the completion of the BIO II project, the MESA Center, currently located in Building 3900, will transition into a dedicated space within the new facility. This move, along with the availability of underutilized space within 3900, presents a key opportunity to expand and re-imagine the current STEM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

The renovated ground floor will serve as a collaborative, flexible environment that supports cross-disciplinary learning and innovation. The

space will be physically and programmatically connected to the new STEM Courtyard and Gardens, providing opportunities for indoor-outdoor learning and enhanced connections to Building 1900 and adjacent science programs.

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

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



PROGRAM PRIORITIES:

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

SIGNIFICANT SITE WORK:

- STEM Courtyard

SIZE / SCALE

- N/A

TEMPORARY HOUSING/ SEQUENCING:

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

BUILDINGS REMOVED:

- N/A



7 BUILDING 700 REORGANIZATION

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

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

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

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



PROGRAM PRIORITIES:

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

SIGNIFICANT SITE WORK:

- N/A

SIZE / SCALE

- N/A

TEMPORARY HOUSING/ SEQUENCING:

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

BUILDINGS REMOVED:

- N/A



reference imagery



reference imagery



reference imagery

8a BUILDING 400

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

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

PROGRAM PRIORITIES:

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

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

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

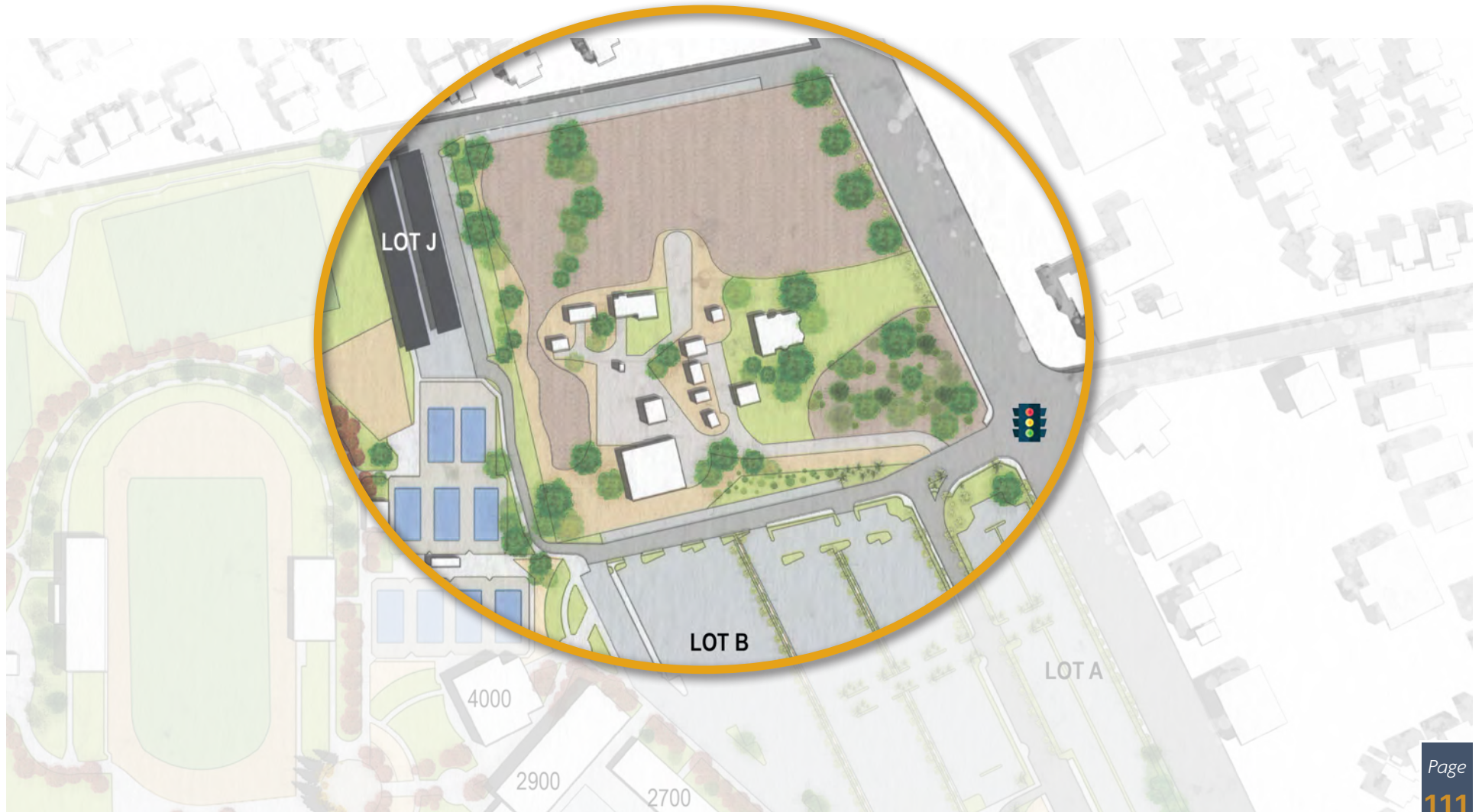


8b

PRECINCT PLAN OF NORTH CORNER (MOHR-FRY)

The recent acquisition of the property adds approximately 8.5 acres to campus, filling in the exterior boundary, creating a contiguous site. With this, the FMP Update encourages Chabot to further reevaluate the restricted covenant

within the purchase agreement and develop a precinct plan. Further planning would detail out near-term and future planning horizons to begin incorporating the site within the broader institution.

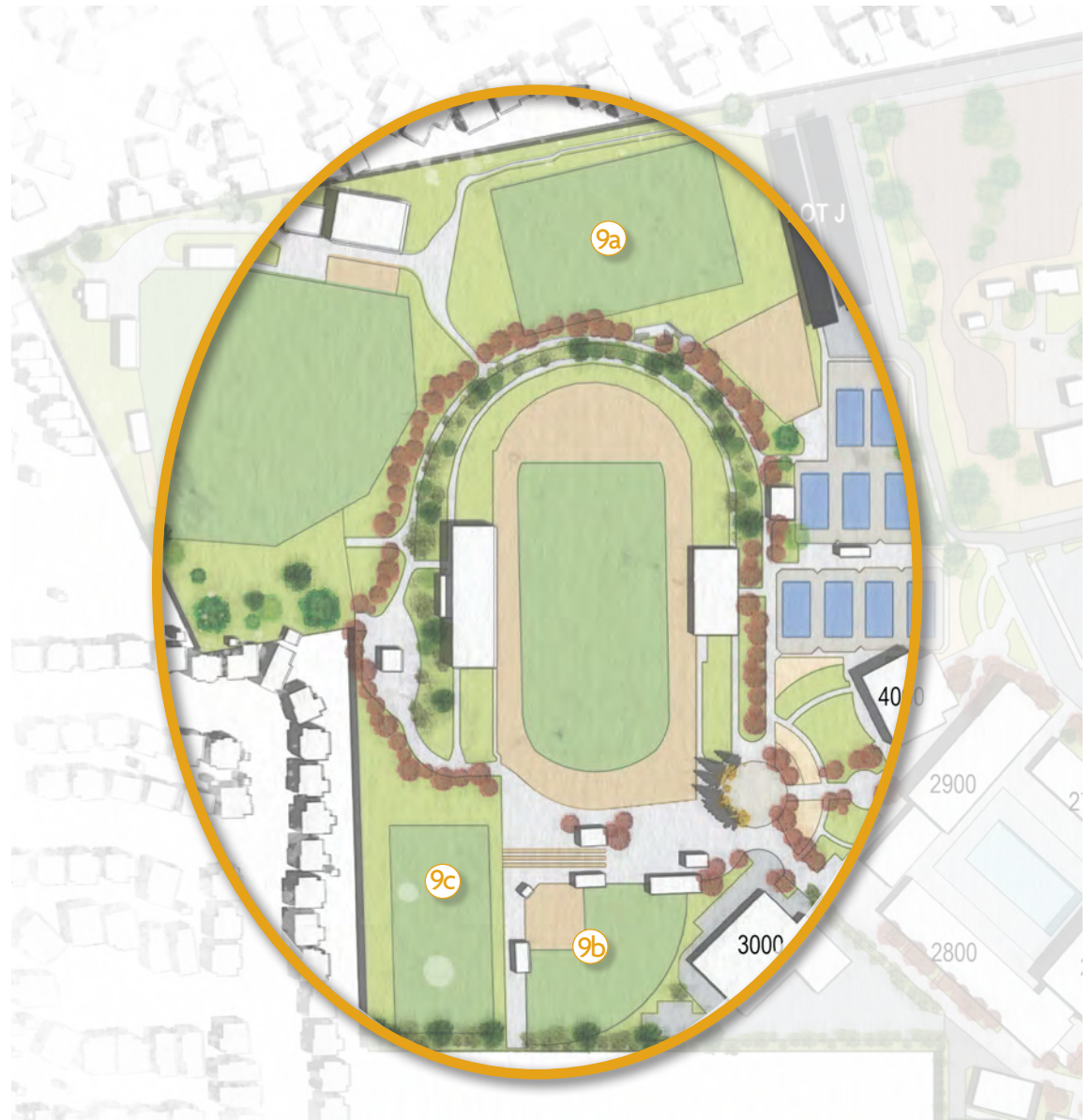


9 ATHLETICS

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

PROGRAM PRIORITIES:

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





CAMPUS BEAUTIFICATION & REFRESH

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

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

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





PROJECT IMPLEMENTATION AND REVENUE RESOURCING

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

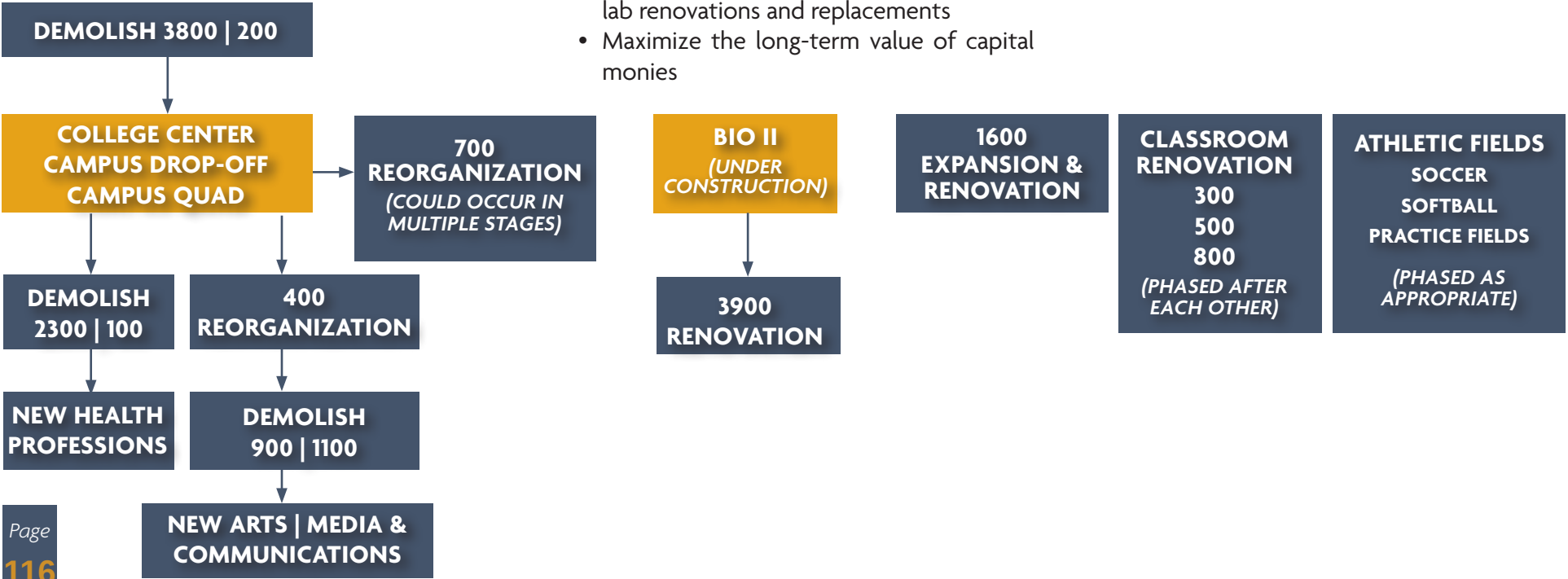
We are operating in unprecedented times—marked by rising construction costs, extended lead times, material shortages, and unpredictable tariffs—which make long-range cost estimating particularly challenging. Many of the projects in this plan are intentionally defined by flexible square footage ranges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

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

IMPLEMENTATION STRATEGY

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

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



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

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

REVENUE RESOURCING

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

1. Local General Obligation Bond

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

2. State Capital Outlay Budget Program (COBP)

The COBP provides substantial one-time financial support for California Community College District's capital construction programs. This program requires that projects pass the review of the State

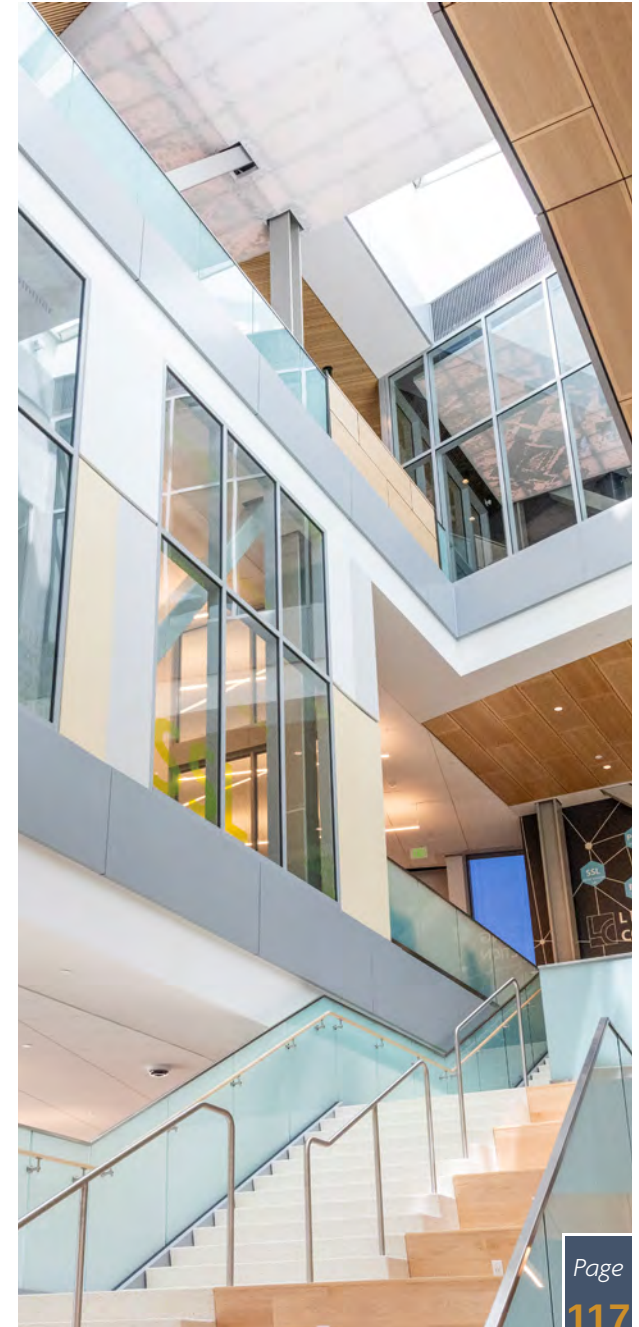
Chancellor's Office for compliance with capacity-load ratios, compete with other colleges throughout the state for funding through a point system, and have reliable matching local funds.

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

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

3. Grant Funding

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



A large, stylized, gold-colored number '6' is positioned on the left side of the page. The number is thick and has a slight shadow effect, giving it a three-dimensional appearance. It is oriented vertically, with the top of the number pointing towards the upper left.

APPENDICES





APPENDIX A

Credit Disciplines Enrollment Trends

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

CREDIT DISCIPLINES WITH A POSITIVE ENROLLMENT GAIN

2015-2016 to 2023-2024

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

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

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

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

2015-2016 to 2023-2024

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

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

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

CREDIT DISCIPLINES WITH ENROLLMENTS DECLINING MORE THAN THE ANNUAL COLLEGE MEDIAN

2015-2016 to 2023-2024

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

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

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



APPENDIX B

Glossary of Terms

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

AMERICANS WITH DISABILITIES ACT (ADA)

A civil rights law that prohibits discrimination based on disability.

AS BUILT

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

ASSIGNABLE SQUARE FEET (ASF)

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

BUILDING RECONSTRUCTION

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

CAMPUS

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

CAPACITY TO LOAD RATIO (CAP LOAD(S))

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

CAPACITY

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

CAPITAL IMPROVEMENTS OR CAPITAL IMPROVEMENT PROJECTS

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

CAPITAL PROJECTS

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

COLLABORATIVE LEARNING

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

COLLEGE

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

DISTANCE EDUCATION

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

DISTRICT OFFICE

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

DIVISION OF THE STATE ARCHITECT (DSA)

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

EDUCATIONAL MASTER PLAN (EMP)

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

EDUCATIONAL CENTER

A postsecondary operation established and administered by an existing college or district at a location away from the campus of the parent institution. An educational center is an operation planned to continue for three or more years and

expected to enroll over 500 FTES by the third year of operation. The center typically has an on-site administrator and may offer programs leading to certificates and/or degree conferred by the parent institution.

EDUCATIONAL PROGRAMS

Sets of courses required to complete specified degrees and certificates.

ENROLLMENT

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

FACILITIES CONDITION INDEX (FCI)

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

FMP UPDATE

Facilities Master Plan Update

FACILITIES

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

FACILITIES SYSTEMS

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

FINAL PROJECT PROPOSAL (FPP)

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

FIVE-YEAR CONSTRUCTION PLANS (5-YCP)

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

FTES

Full-Time Equivalent Students

FUTURE SITE

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

GROSS SQUARE FEET (GSF)

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

INFORMATION TECHNOLOGY

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

INITIAL PROJECT PROPOSAL (IPP)

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

INTERACTIVE DISTANCE EDUCATION

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

LEED

Leadership in Energy and Environmental Design

MAINTAINABILITY

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

MODERNIZATION

Facility modification to update functional features to meet contemporary standards.

NOTICE-TO-PROCEED

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

OPERATIONS & MAINTENANCE

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

PATH OF TRAVEL

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

PROGRAM

Educational course of instruction.

PROGRAM DOCUMENT

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

PROJECT MANAGEMENT

The management of a capital project from planning through construction.

PROJECT SUMMARY

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

RELOCATABLE MODULAR BUILDING

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

RENOVATION

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

ROOM TYPE

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

SPACE INVENTORY (OR "REPORT 17")

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

SUBSTANTIAL COMPLETION

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

SUSTAINABILITY

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

SWING SPACE

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

SPACE INVENTORY

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

TELECOMMUNICATIONS

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

TAXONOMY OF PROGRAMS (TOP) CODE

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

UNIVERSAL DESIGN

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

VALUE ENGINEERING

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

WAY FINDING

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

WEEKLY STUDENT CONTACT HOURS (WSCH)

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

APPENDIX C

Acknowledgments

TEAM

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

TRI-CHAIRS

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

ADMINISTRATION

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

ACADEMIC SENATE

- Jeff Drouin, Health, Kinesiology, and Athletics
- Jerome Manos, Counseling
- Mark Stephens, Social Sciences
- Shannon Lee, Science and Math
- Joshua Telles, Language Arts

- Wanda Wong, Applied Technology and Business
- Thomas Lothian, Arts, Media, and Communications
- Pedro Reynoso, Library, Academic Pathways and Student Success

CLASSIFIED SENATE

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

FACULTY ASSOCIATION

- Dave Fouquet

STUDENT SENATE

- Theresa Pedrosa

OTHER MEMBERS

- Adam Hathaway, Instructional & Services Technology

NON-VOTING MEMBERS

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

PHOTO CREDITS

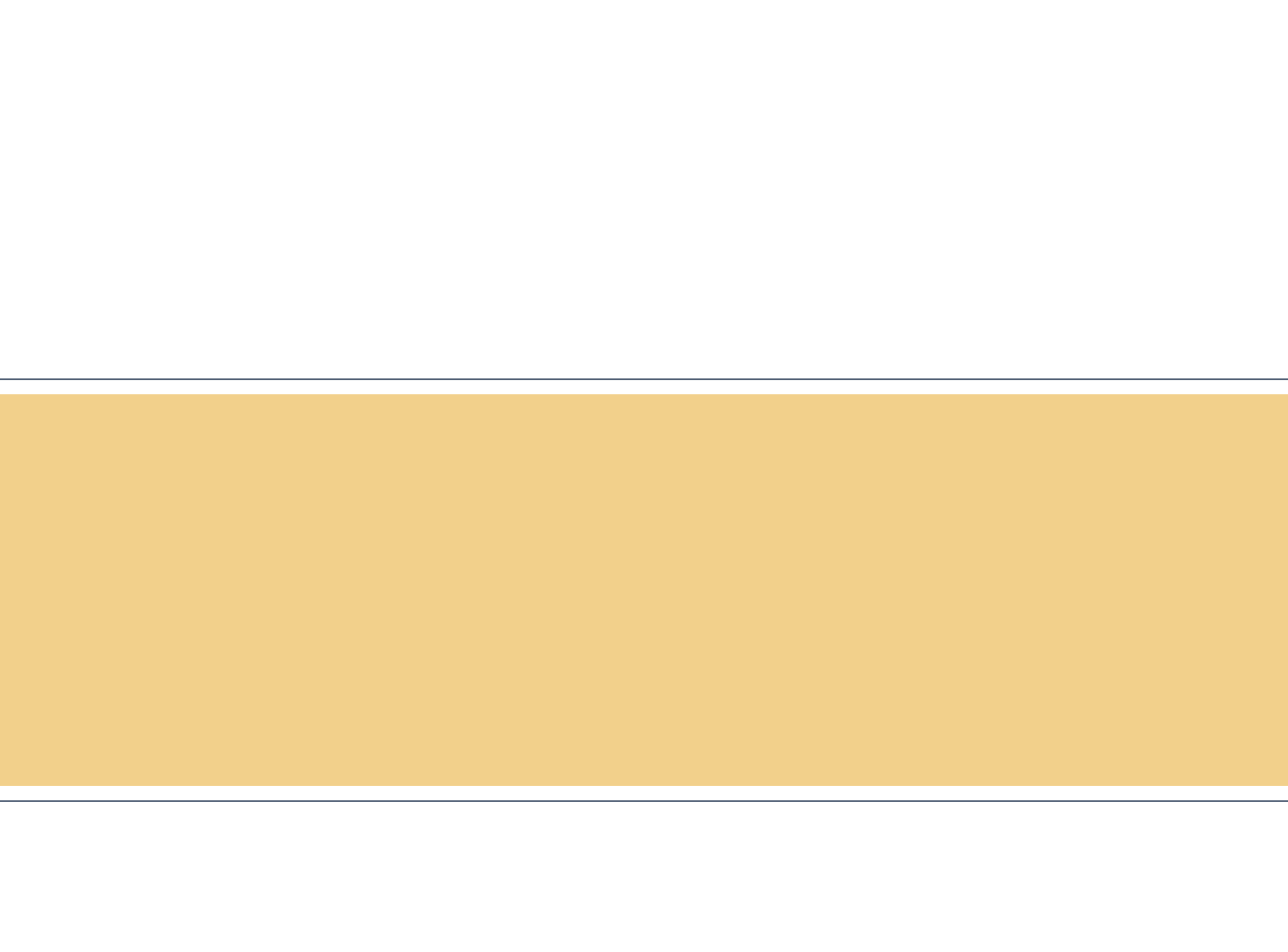
Campus Imagery Provided by: Chabot College PRMG Department

Reference Imagery of other California Community College Institutions

FACILITATION

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





APPENDIX D ADDENDUM 1

FALL 2026



TABLE OF CONTENTS

1

EXECUTIVE SUMMARY

2

THE ACQUISITION OVERVIEW

THE SITE

OBLIGATIONS & RESTRICTIONS

ADDITIONAL RESTRICTIONS: AIRPORT
ZONING

3

EDUCATIONAL NEEDS/
PROGRAMMATIC
OPPORTUNITIES

4

PLANNING CONCEPTS

DIVIDING THE PROPERTY INTO TWO
PLANNING ZONES

PHASE 1: SUSTAINABILITY CENTER,
GARDENS, & HISTORIC STRUCTURES

PHASE 2: OTHER ACADEMIC USES

RESULTING OPPORTUNITIES FOR THE
BROADER CAMPUS

CIRCULATION

5

IMPLEMENTATION

SITE MAINTENANCE & STABILIZATION

FUTURE EDUCATIONAL PLANNING

PROJECT IMPLEMENTATION

EXECUTIVE SUMMARY

In 2025, the Chabot Las Positas Community College District acquired an 8.4 acre piece of land immediately adjacent to Chabot College which is known as the Mohr-Fry property. This acquisition allows Chabot College new short-term and long-term obligations and opportunities. The purchase agreement includes a specific 25 year covenant agreement which details obligations and restrictions. These are primarily maintenance of the Victorian house, the barn, certain gardens and acreage and the inclusion of a sustainability program/center. However the majority of the property is available to the District to develop. The purpose of this Facilities Master Plan (FMP) addendum is to outline how to best meet obligations and plan for future opportunities that reflect the academic and physical needs of the college.

A period of information gathering was conducted from November 2025 through May 2026. This included three meetings with the Vice President of Instruction and the academic deans of the college. Academic programs provided relevant Program and Area Review (PAR) documentation. Interviews were conducted with faculty members representing the Chabot Climate Action Workgroup (CCAW) which focuses on addressing climate change.

Interviews were also conducted with faculty and staff representing Indigenous Peoples Education Association (IPEA) which supports students of any indigenous heritage to achieve equal access and includes land acknowledgment. An onsite open interview session was conducted with robust attendance of students, faculty and staff. Included during this session were students from the Revolutionaries Advocating for Greener Ecosystems (RAGE) club and faculty from the Advanced Manufacturing and Business Division, the Geology and English Departments, and the Fire academy. The Facilities and Infrastructure Technology (FIT) committee was updated on this project and conducted an in-person tour of the Mohr-Fry property for all interested campus members. The President's Council was updated in May and provided final feedback.

The six month period of information gathering yielded a number of important themes that are addressed in this FMP addendum. The first theme came directly from the academic PARs. Earth Week, Geology and Math Science PARs identified the need for program enhancements in the form of multidisciplinary, multi-use wet labs and classrooms. It is important to note that while no single academic program needs new lab space in order to be actively enrolled at this time, a number of existing programs would benefit from occasional to frequent use of enhanced academic facilities that would improve and expand current programs.

Additionally, these new multi-use labs/classrooms could support the development of new programs in the future.

Another important theme that emerged was the need to integrate. There is the desire to integrate the new physical space into the general campus environment so that the Mohr-Fry property is not seen as an isolated corner of the campus. There is also the desire to integrate sustainability throughout the curriculum as a holistic feature of Chabot College's academic and student programs. This is coupled with the desire to integrate indigenous acknowledgment of this new property acquisition and all of the college campus.

The Mohr-Fry property is seen by the college as an opportunity for expansion and flexibility for academic programs beyond those that are specifically sustainability focused. A number of academic programs expressed the desire to use the property to provide programs that are able to increase enrollment with expanded/renovated facilities.

Finally, another theme that emerged was that of greater community involvement using the new property. Of the many ideas that were discussed several were repeated frequently, including event space, community gardening and community education related to agriculture/horticulture/urban agrobusiness.

This addendum provides a planning blueprint which incorporates the Mohr-Fry property into the FMP, recognizing the opportunities this acquisition provides for the college. Specifically, recommendations are provided for the site and size of a new Mohr-Fry Sustainability Center. Additionally, a planning framework and sequencing is proposed that addresses the covenant requirements of the property (Phase 1) and the undeveloped portion of the parcel (Phase 2). The best options for other academic facilities are identified which include new construction of a Health, Kinesiology, Athletics center. This results in the ability to create new academic facility opportunities on the campus including the automotive and construction management programs. Circulation recommendations and implementation considerations are provided as well. Finally, the program of work for the FMP is updated to include the recommendations of this addendum.



THE ACQUISITION OVERVIEW

THE SITE

The Mohr-Fry property is located at 24985 Hesperian Boulevard, Hayward, California (APN 441-0020-007-01), and is directly adjacent to the northeast edge of the Chabot College campus. The 8.4-acre parcel consists of two distinct portions: an undeveloped northern portion, and a partially improved southern portion that contains the Historic Structures and Garden Area.

The improved portion contains the Historic Structures — a Victorian House (approximately 20' x 21' footprint) and a Barn (approximately 70.5' x 80.6' footprint) — as well as three distinct garden areas: the Iris Garden, the House Garden, and the General Garden (collectively the “William Mohr Gardens”). Multiple smaller ancillary structures, sheds, and utility buildings are also present and are not required to remain. The undeveloped northern portion is predominantly open field.

Despite its adjacency to the Chabot College campus, the Mohr-Fry property has historically operated in isolation from it. The property's only vehicular access is a gravel drive off Turner Court at Hesperian Boulevard — a separate entry point from the College's primary access. There is no paved parking lot on the property.

There is no formal pedestrian connection between the property and the college campus. The property boundary abuts the campus, but no established path of travel, gate, or accessible route links the two. As a result, the property currently functions as a standalone parcel rather than an integrated campus resource.

The 2025 Facilities Master Plan identifies this gap and directs the College to improve vehicular access along the one-way road that navigates the northern edge of the property, with a specific opportunity to enhance connectivity between Parking Lots J and B. Establishing physical integration — pedestrian access, vehicular circulation, and a legible connection to the campus core — is both a foundational planning objective for the parcel and an adopted direction of the FMP. It is a prerequisite for the property to function as an active instructional space.

OBLIGATIONS AND RESTRICTIONS

In January of 2025, the Chabot Los Positas Community College District formally approved and executed a purchase agreement for the Mohr-Fry property located in the northeast quadrant immediately adjacent to the Chabot College campus. Included in the purchase agreement is a covenant agreement outlining the requirements pertaining to certain existing buildings and gardens on the property as well as other requirements.

The covenant period is 25 years from the date of the purchase. The primary covenant period obligations pertaining to facility considerations are outlined below.

Historic Structures are defined as the historic Victorian House and the Barn. The House is to be structurally maintained for 25 years. The living/dining room will have original period furnishings and the exterior of the house is not to be altered during the covenant period. The Barn is also to be maintained during the covenant period but may be moved once. These structures are in poor condition and will require structural stabilization prior to any reuse. Additionally, they were built outside of the Field Act; therefore, use by faculty and students require the individual structures to be certified through the Division of the State Architect's (DSA) process.

The Garden Area is composed of three separate areas. There is an Iris Garden which must be maintained in its location and must remain planted with irises. The House Garden is to be for botanical and horticultural purposes and cannot be encroached upon during the covenant period. The General Garden is the remaining garden area not included in the Iris or House Gardens and may be changed to support college activities, provided that any area that has been encroached upon will be replaced with a similar size area immediately adjacent.

An additional requirement during the covenant period is the maintenance of an Agricultural Open Space that must be a minimum of one acre devoted to plant cultivation and agricultural use. The open space may be more than one non-contiguous space but the portions will not be less than 20,000 square feet (0.5 acre).

During the covenant period, the property will be used primarily to support the college's Sustainability Program which will be named the Mohr-Fry Sustainability Program. Additionally, a center is anticipated to further support the program and will be named the Mohr-Fry Sustainability Center.

KEY:

- Historic Structure
- Iris Garden
- House Garden
- General Garden
- Agricultural Open Space
- Other Buildings

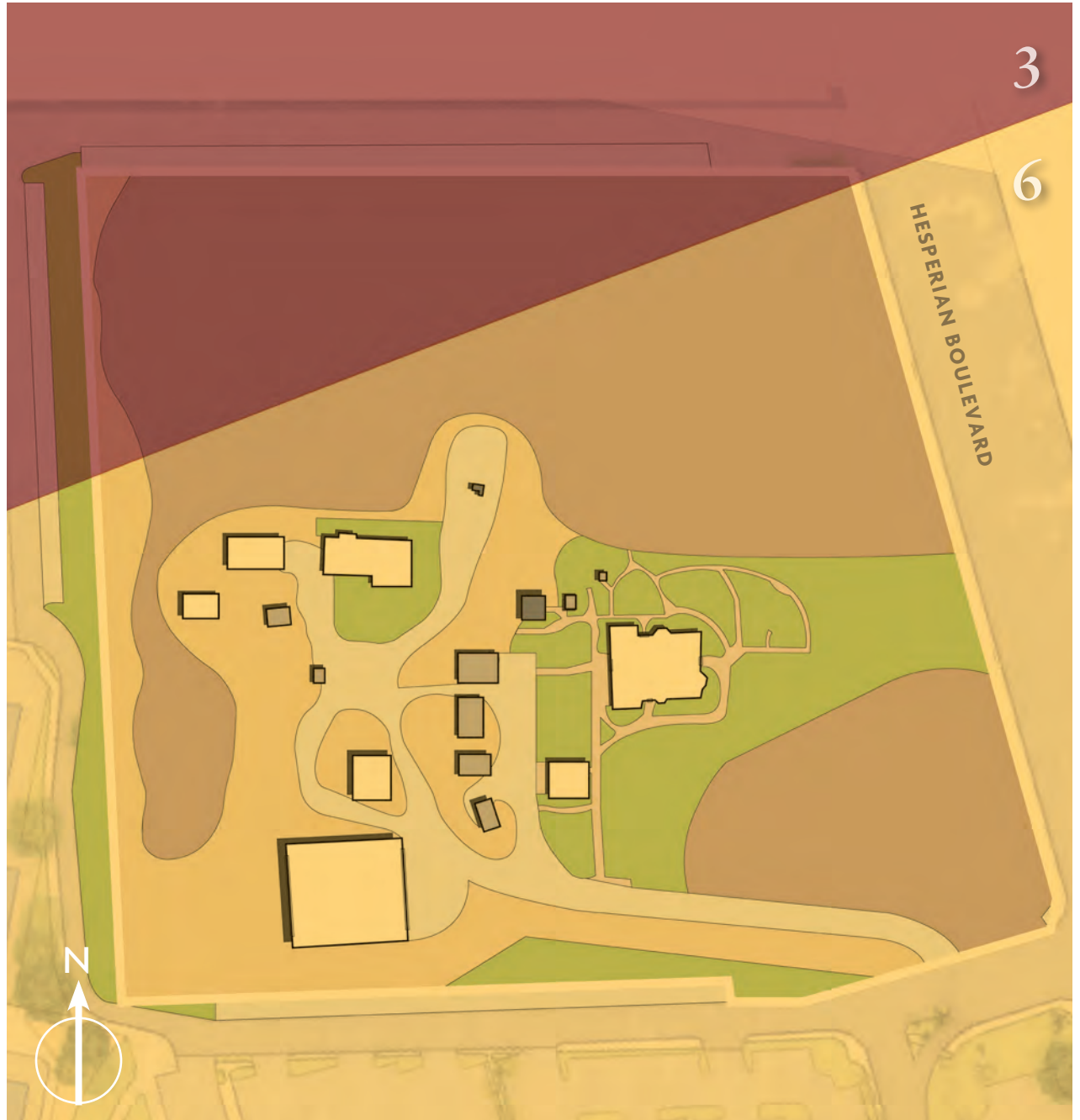


ADDITIONAL RESTRICTIONS: AIRPORT ZONING

The Mohr-Fry property is subject to the City of Hayward Airport Land Use Compatibility Plan (ALUCP) associated with Hayward Executive Airport (HWD). The property falls within two airport compatibility zones, each carrying distinct use restrictions and development standards.

The northern portion of the property lies within the Inner Turning Zone (Zone 3), which carries the most restrictive land use standards on the parcel. In Zone 3, sensitive uses — including schools, hospitals, childcare facilities, and large assembly spaces — are prohibited or subject to conditional use review. This designation directly limits the types and occupancy levels of uses placed within this portion of the property.

The southern portion of the property, lies within the Traffic-Pattern Zone (Zone 6) — the same zone that governs the core Chabot College campus. While there is a 100-foot height restriction, there is no occupancy density cap in Zone 6.



EDUCATIONAL NEEDS/ PROGRAMMATIC OPPORTUNITIES

The acquisition of the Mohr-Fry property occurred prior to the regular development of the new Chabot College Educational Master Plan (EMP). The EMP will be fully updated in the upcoming year and therefore did not include any specific reference to the Mohr-Fry property. Interviews, meetings and program review updates were used to collect information to inform this EMP addendum.

Chabot College has actively been engaged in sustainability efforts for a number of years. While there is no single department or academic program that is named or recognized as the sole sustainability program, there are a number of courses in various academic disciplines as well as groups and student organizations that emphasize sustainability. The college's goal is to integrate sustainability throughout the curriculum and student life. Additionally, there is a desire to integrate the community into college sustainability efforts and events.

Three primary interview sessions were conducted with groups that support and advocate for sustainability efforts.

In December 2025, a listening session interview was conducted with the Chabot Climate Action Workgroup (CCAW) who is recognized for their sustainability efforts at the college. CCAW was represented during the interview by faculty from the English Department. CCAW is open to all college faculty and classified members.

It also helps support the student club focused on environmental issues. CCAW has been advocating for sustainability priorities for over ten years and has created a "road map" document with a vision outlined. CCAW has supported the development of a sustainability center which is also included in the roadmap. Their vision is a community-facing center that would be a hub for community-based learning. They see the college as becoming a leader in sustainability and environmental justice with interdisciplinary innovative learning spaces.

Also in December 2025, a listening interview was conducted with the Indigenous People's Education Association (IPEA). IPEA was created in 2017 to support students of any indigenous heritage to achieve equal access to academic and career success as well as develop and maintain a healthy college community. This healthy community goal includes land acknowledgment and support of Earth Week. IPEA works closely with the Muwekma tribe as the college is located on Muwekma land. IPEA advocates for indigenous integration into the planning of the Mohr-Fry acquisition. This includes space for native plants, pathways named after the Muwekma and space for ceremonies.

A third listening session was conducted in February of 2026 and was open to all and any college members interested in the Mohr-Fry project. There were a number of students present at this session representing the Revolutionaries

Advocating for Greener Ecosystems (RAGE) student club. RAGE works with faculty and staff, including CCAW, as well as outside agencies. It helps support the annual Chabot Earth Week and is active in college events and programs. The RAGE club also advocates for a sustainability center and for more than just an annual Earth Week – they too work to integrate sustainability throughout the college and its programs.

Three meetings were conducted with academic deans and the Vice President of Instruction. These took place in December 2025 and February and March 2026. In the absence of Educational Master Plan data to inform the facilities needed for academic programs with respect to the Mohr-Fry acquisition, the deans and the Vice President fulfilled this role to assure academic representation. The college identifies its academic needs, including those that are facilities oriented within its Program Area Reviews (PAR). Three PAR addendums were provided specifically for consideration regarding the need for a Sustainability Center. Such a center is not required to provide instruction for the current curriculum.

Therefore, the center would be a desired enhancement that ideally would provide expanded educational opportunities for current and future programs.

The specific needs based on current and projected enrollment data should be included in the next Educational Master Plan. The PARs provided here serve as a starting point in this effort.

EARTH WEEK PAR

Since 2017, Chabot Earth Week has grown into one of Chabot's most dynamic, hands-on sustainability learning experiences—functioning, in practice, as a fully operational sustainability hub. Each year, students, faculty, staff, and community partners come together to explore Indigenous stewardship, climate justice, environmental art, soil ecology, food equity, zero-waste strategies, and more. Earth Week organizers would like a physical hub for the annual event as well as shared classrooms and labs that would expand the program from once a year to an annual effort to integrate sustainability into academic disciplines and student activities.

GEOGRAPHY, ENVIRONMENTAL STUDIES AND GIS DEPARTMENT PAR

The Geography, Environmental Studies and GIS Programs lack the outdoor space, appropriate labs, equipment storage, and instrumentation to offer the hands-on lab activities and coursework that should be included in these programs.

Specifically, the department has requested a weather station, wet lab, outdoor space and storage to enhance a number of current course offerings.

MATH AND SCIENCE DIVISION PAR

This division submitted a PAR update on behalf of the Biology department which includes Earth and Environmental Science and Life Sciences as well as the Engineering Department. The Biology requests include all of those requested by Geography, Environmental Studies and GIS. Additionally, the Biology Department requests access to a native plant garden, community garden space and a farmed lab area for agroecology. The Engineering Department requests access to spaces that would allow for interdisciplinary learning, PLTW-related activities and STEM outreach events.

In addition to the PARs, there were other requests made. Most notably, at each deans' meeting and at the open interview session, there were requests from the Applied Technology and Business Division. This division is seeking space for a building pad site that may potentially be used for tiny home construction and that would also support the possible development of a construction management program. Also, this division's welding program is at physical capacity and could expand the program with additional lab space. Additionally, the anthropology department is interested in a bone excavation site.

Several other ideas were expressed during the interviews/listening sessions. These included event center usage and allowing the fire academy students to plan exercises on the Mohr-Fry property. And at every interview/listening session conducted there was a predominant and consistent theme of interdisciplinary and thoughtful integration of programs across curriculum, student services and with the community at large.

The Chabot College Facilities and Infrastructure Technology Committee (FIT) was updated on the development of the FMP addendum at its February 2026 meeting. The President's Cabinet was updated at a May 2026 meeting with feedback provided as well as support expressed for the draft plan.

Given the information received in all the various means and venues described above, a summary of the facilities-related requests for the Mohr-Fry property was developed. It is noteworthy that no current academic or student program requires these facilities to currently function. However, the requested spaces would be a significant enhancement to the current programs and may provide for new future programs and sustainability opportunities. The vision for the Mohr-Fry property continues to develop in conjunction with the completion of the new Educational Master Plan. The initial summary is as follows:

SUMMARY OF REQUESTED SPACES (INDOOR / OUTDOOR)

Indoor

- Multipurpose Flexible Classroom
- Multipurpose Wet Lab
- Soils / Wet Lab
- Multipurpose Events & Large Lecture Space
- Lab Prep / Storage
- Sustainability Center Storage
- Faculty Offices / Operational Support
- Student Club Space
- Meeting Room



Outdoor:

- Weather Station
- Vegetated Field Area
- Demonstration gardens
- Native plantings, farmed / agroecology area
- Flexible outdoor events space



PLANNING CONCEPTS

The planning team presented a range of options to campus leadership through spring 2026. The concepts below reflect those discussions and are intended to guide initial implementation and programming of the Mohr-Fry property.

Site planning began with the Sustainability Center. As the covenant-required use and the initial academic driver of this development, its siting establishes the organizing framework for the rest of the property.

SUSTAINABILITY CENTER: SITE CONSIDERATIONS:

The Sustainability Center (Building 4) is proposed as a new construction building sited along the southern edge of the Mohr-Fry property. Given that the program's primary purpose is to integrate sustainability into the broader curriculum across disciplines, physical connection to the campus is as important as connection to the land. This location was selected over two other candidate zones:

A western location offers direct adjacency to the existing campus but limits meaningful interaction with the historic gardens and agricultural open space, reducing the property's most distinctive instructional resource to backdrop rather than program.

A northern location preserves the southern zone intact but effectively bifurcates the Sustainability Center from the campus core — working against the program's goal of curriculum-wide integration.

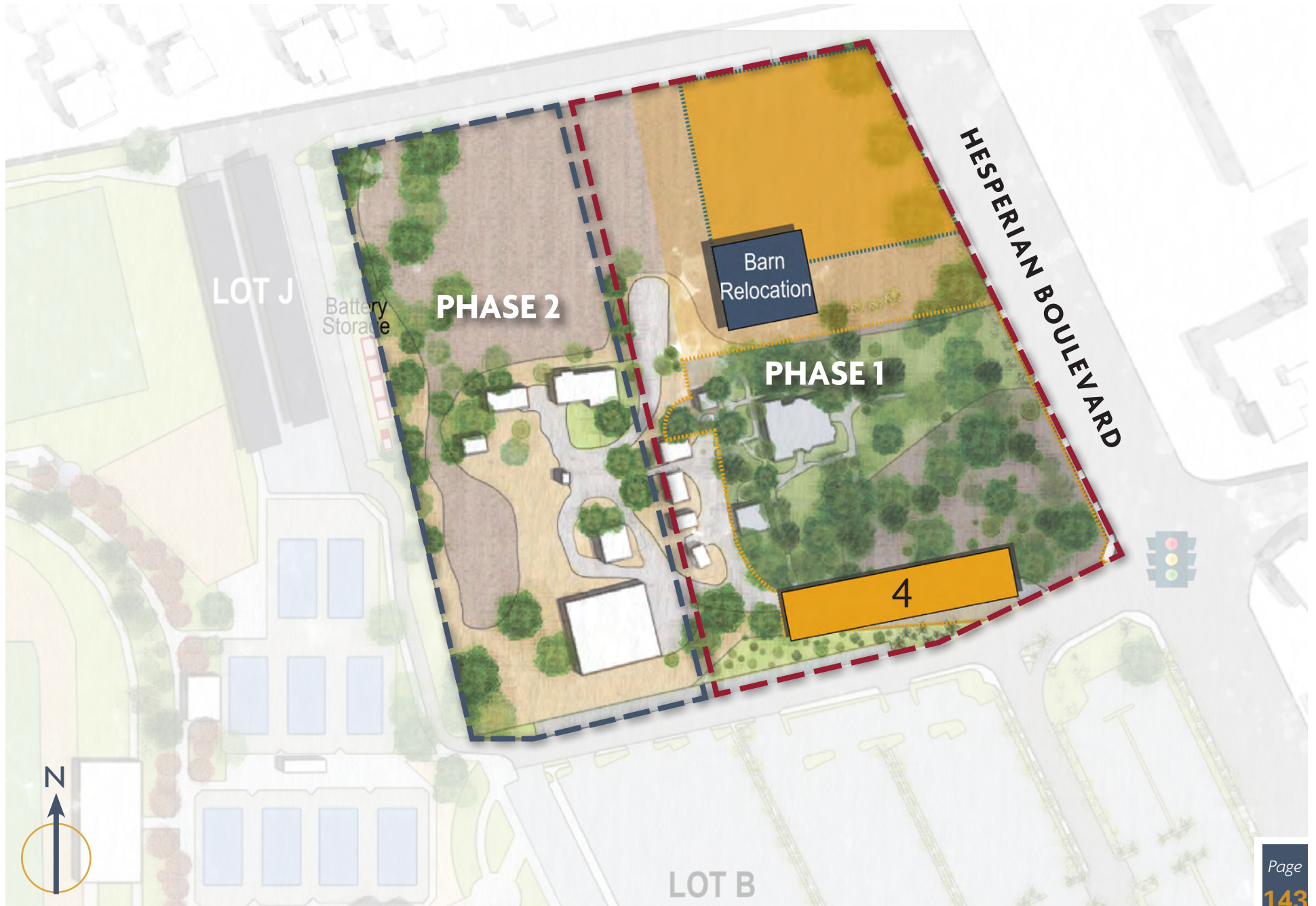
The southern edge resolves both constraints. It maintains a direct tie to campus circulation while placing the building at the threshold between the college and the gardens, maximizing the opportunity to use the Iris Garden, House Garden, General Garden, and Agricultural Open Space as active outdoor lab space. Students and faculty can move between indoor lab work and the site's cultivated areas without the building becoming a barrier between the two. Any Garden area displaced would be reestablished to the west and north of the historic zone.

The building is anticipated to be approximately 11,000 ASF, configured as a single-story structure open to the gardens to support indoor/outdoor lab connections. The Barn was evaluated as a candidate for adaptive reuse but was not recommended. The Barn's ground floor is structurally truncated in height by the mezzanine level — the original hay loft — which is the architecturally superior space. A significant renovation could make both floors viable for the Sustainability Center; however, the central planning question is whether the benefit of historic reuse outweighs the cost and schedule premium of adaptive reuse relative to a purpose-built structure.

For a DSA-regulated instructional occupancy requiring accessible multi-use labs and classrooms, Barn reuse presents compounding challenges. Additionally, the Barn footprint cannot accommodate the 11,000 ASF program. Should the Barn be considered for a future programmatic use, space needs will require re-evaluation against the program proposed at that time.

DIVIDING THE PROPERTY INTO TWO PLANNING ZONES -

The property is organized into two conceptual planning zones: Phase 1 (the covenant zone) and Phase 2 (the development zone). This is a planning framework, not a formal legal boundary — it aligns the distribution of uses with the obligations and opportunities present in each area.



PHASE 1: SUSTAINABILITY CENTER, GARDENS, AND HISTORIC STRUCTURES

Phase 1 encompasses the improved eastern portion of the property, including the Historic Structures, the William Mohr Gardens, and the required one-acre Agricultural Open Space. All planning in this zone is shaped by the obligations of the Covenants Agreement.

The Barn is permitted to be relocated once during the covenant period. The approved planning concept relocates it to the northeastern portion of the property, co-locating it with the gardens and agricultural open space. This relocation clears the Barn's current footprint, leaving the western portion of the site available for future development, while co-locating within the Mohr-Fry Sustainability Center for parallel programming.

Beyond the Sustainability Center, Phase 1 holds meaningful community programming potential. The House living/dining room is required to be maintained as a period-furnished historical exhibit. The General Garden may support college and student activities, with equivalent-area replacement where encroachment occurs.

The zone is broadly envisioned as the community-facing threshold of the Sustainability Program — with opportunities for community events, horticultural programming, and indigenous land acknowledgment. Long-term maintainability is a material planning consideration; ongoing operational and maintenance resources for the covenant requirements must be identified as a near-term action item.

The planning study identified the westernmost ~4 acres of the site as the future development zone. This configuration satisfies all covenant obligations, preserves and consolidates the outdoor resources most essential to the Sustainability Center program, and provides a site that meets or exceeds the locational intent of the initial planning concepts. The following site actions are recommended within the Phase 1 Zone:

Relocate the Barn to the northeastern portion of the site, north of the house. Relocation scope includes foundation stabilization, with an option to bring the structure into Field Act compliance for future programmatic use.

Designate a minimum of one acre of agricultural land in the northeastern corner of the site, satisfying the covenant open space requirement.

Site the Sustainability Center along the southern edge of the property.

Maintain and improve the House, including the period-furnished historical room required by the covenant.

Remove all other ancillary structures. These are in poor condition and do not support long-term use of the property.

Maintain and improve the garden areas to support educational programming and potential community use.

KEY:

-  Renovation / Relocation
-  New Building
-  Minimum 1 Acre
-  Gardens to Remain



PHASE 2: OTHER ACADEMIC USES

Phase 2 refers to the undeveloped western portion of the property. The Phase 2 vision, approved in concept by the President's Cabinet, anticipates this area as the longer-term site for expanded campus facilities — most notably a new facility for the Health, Kinesiology and Athletics Division, including pool facilities. The division is currently housed in aging facilities that present significant long-term replacement challenges. Relocating these uses to the Mohr-Fry Parcel frees the existing pool and kinesiology buildings close to the campus core, creating an opportunity to reshape the early phases of the Facilities Master Plan implementation across that zone.

While multiple programs were evaluated for potential siting in the Phase 2 development zone, the Health, Kinesiology, and Athletics Division presented the strongest strategic fit. Co-locating kinesiology and wellness programs adjacent to the Sustainability Center creates a natural programmatic relationship between physical wellness and environmental stewardship — two themes the college has identified as institutional priorities. It also allows the existing kinesiology zone on the main campus to be redefined, unlocking downstream flexibility in the FMP sequencing.

The plan also proposes relocating the access road to Lot J into the interior of the parcel. This improves land use efficiency by creating a shared circulation spine that maximizes land use while improving

The Kinesiology zone and maintaining access to the sustainability center without duplicating road infrastructure.





RESULTING OPPORTUNITIES FOR THE BROADER CAMPUS

Development of the Mohr-Fry property generates significant secondary benefits for the existing campus. If the Health, Kinesiology and Athletics Division relocates as reflected in this plan, the land the buildings it currently occupies become available for reprogramming — and a re-evaluation of the 2025 FMP identifies where those gains can be applied most strategically.

Discussions during the information-gathering phase surfaced interest from the Business Division in expanded facilities. Re-evaluation of the FMP also identifies the Nursing and Dental Hygiene Programs as a candidate for improved siting. The revised plan locates the following:

New Nursing and Dental Facility

Re-sited to improve adjacency to parking, which supports both the program and the clients who use the clinic. The location also maintains proximity to the health services component of the new Student Center. The proposed site provides flexibility for the building footprint to expand, as needed, to accommodate potential program growth or additional space needs identified through the upcoming Educational Master Planning cycle.

New Automotive and Construction Management Building

Located adjacent to Maintenance and Operations with direct access from the Depot Road access road. The building footprint accommodates the program well and includes an area for outdoor labs.

Future Building Pads

The plan identifies two future building pad locations: one at the transition point between the Athletics facilities and the new Nursing and Dental Facility, and one at the site currently reserved for Nursing and Dental in the 2025 FMP. No additional program need has been identified for these locations at this time; they are carried forward as land-banked sites anticipated to support development in the next planning horizon.

As a result of the projects above, Buildings 3400 and 1400 are anticipated to be vacated, yielding a future building pad within the southeastern zone of the campus core. This is a high-value site: it abuts multiple academic neighborhoods that could draw on it for future expansion, including the Early Childhood Lab School, Arts Media and Communication, Engineering and Advanced Manufacturing, and the Sciences.

BUILDING KEY:

1	College Center
3	Health Professions Nursing & Dental
4	Mohr-Fry Sustainability Center
5	Wellness, Kinesiology & Aquatics Center
6	Automotive and Construction Management
300	Multidisciplinary Classroom Building
400	Division & Faculty Offices
500	Multidisciplinary Classroom Building
700	Student Services
900	Lecture Halls & Planetarium
2100	BIO II
3000	Maintenance & Operations
3200	BIO I
4000	Fitness Center

KEY:

	Renovation / Relocation
	New Building
	New Parking
	New Road
	New Pools



CIRCULATION

Vehicular Circulation and Parking

The recommended plan closes the existing one-way road that navigated around the northern perimeter of the property and replaces it with a new road routed through the property. The new road originates from Lot B, travels northward through the interior of the site, and terminates at the Lot J area — creating a continuous vehicular connection that integrates the land into the campus road network.

The plan also identifies an opportunity to expand parking within the Mohr-Fry site, north of the new road alignment adjacent to Lot J. This addition directly supports the increased activity generated by the Mohr-Fry Sustainability Center and Wellness Kinesiology and Aquatics facilities, addressing what the FMP already identifies as a convenience gap.

The capacity of the northern entry point to regularly handle two-way entry and exit movements should be evaluated as part of a traffic study. Hesperian Boulevard currently lacks a deceleration lane to accommodate vehicular stacking at this location. The existing signalized intersection shall remain the primary vehicular entry to this precinct.

Pedestrian Circulation

The recommended plan builds on the existing pedestrian framework to establish a direct, continuous connection from the campus core to the new facilities. The primary route expands the existing sidewalk along the west edge of Lot B, extending it northward with a new connecting path along the north side of Lot B — providing a direct pedestrian link to the Wellness Kinesiology and Aquatics Complex and the Mohr-Fry Sustainability Center. A secondary route is available through the interior of Lot B via the existing walkway network, offering an alternative path of travel for users arriving from parking, public transit, or the eastern campus edge.

All at-grade crossings should be oversized, incorporating pedestrian-scale lighting, high-visibility striping, and pedestrian actuation. Raised crosswalks with RRFBs (Rectangular Rapid Flashing Beacons) are recommended where warranted by volume or speed conditions.

The Mohr-Fry property site should be integrated into the campus Gladiator Trails system, as established in the 2025 FMP. The gardens or the open agricultural acre within the Phase 1 east half of the site provide a natural extension point for the trail network, connecting the existing campus loops into the site and reinforcing the programmatic relationship between the Mohr-Fry Sustainability Center, the working landscape, and active campus wellness infrastructure. Specific trail routing and loop alignment shall be determined during design and landscape development.

KEY:

- Renovation / Relocation
- New Building
 - Building 4: Mohr-Fry Sustainability Center
 - Building 5: Wellness, Kinesiology & Aquatics
- New Parking
- New Road
- New Pools
- Vehicular Circulation



IMPLEMENTATION

SITE MAINTENANCE AND STABILIZATION

Chabot College has initiated maintenance and land assessment activities on the Mohr-Fry property, reflecting the institution's commitment to responsible stewardship of the property from the point of acquisition. This early action is an important foundation for the planning work that follows.

Building on this momentum, this plan recommends that a comprehensive site stewardship plan be developed to bring the agricultural fields, gardens, and structures to a fully stabilized and maintainable baseline condition. The covenant-protected gardens and agricultural areas require continued attention, including harvesting of active crops, debris clearing, and establishment of routine maintenance protocols for the Iris Garden, House Garden, and open agricultural areas. Structures on the property require further cleaning, assessment, and stabilization to prevent further deterioration pending programmatic reuse decisions.

The stewardship plan would identify and address critical maintenance needs across the following areas: irrigation system assessment and repair, fertilization and pest control protocols, arborist evaluation of the existing tree canopy, horticulturist review of garden plantings, and development of an ongoing maintenance program. Irrigation systems should be upgraded to District standards and connected to campus systems where appropriate,

ensuring long-term operational consistency and reducing reliance on the site's existing well water infrastructure.

The property currently operates with well water and limited existing utilities. A comprehensive infrastructure study should be completed prior to building design for both the Mohr-Fry Sustainability Center and the Wellness Kinesiology and Aquatics Center. This study should assess existing utility capacity, identify required extensions or upgrades from the campus system, and establish a utility master plan to inform project budgeting and phasing.

FUTURE EDUCATIONAL PLANNING

Qualitative and quantitative data analysis was completed as part of this planning effort, including direct engagement with deans and program stakeholders to validate instructional needs and confirm program priorities. This work establishes a planning foundation for the projects identified herein.

The District is currently in the research phase of the next Educational Master Plan (EMP), with completion anticipated through 2027. It is recommended that the Mohr-Fry property be explicitly included in the EMP process — both as a physical resource and as a programmatic opportunity. The EMP should examine how the instructional programs planned for the site align with evolving enrollment patterns, workforce demand, and community need, and should generate updated data to further refine and validate the facility programming as capital projects advance toward implementation.

PROJECT IMPLEMENTATION

Prior to capital project delivery, the District shall complete an Environmental Impact Report (EIR) in compliance with the California Environmental Quality Act (CEQA). The EIR will evaluate the potential environmental effects of proposed development on property, including land use, traffic, noise, biological resources, and cultural resources. Completion of the EIR is a prerequisite to project approval and is recommended to be initiated early in the implementation timeline to avoid downstream delays to design and construction schedules.

The Mohr-Fry Sustainability Center is the priority capital project for the property and should advance to programming and design upon identification of funding.

The Wellness Kinesiology and Aquatics Center would be advanced as the next major capital investment on the NE Parcel. This project is critical in freeing up the next project sites for the continued implementation of the Facilities Master Plan. In parallel, design for the Health Professions (Nursing and Dental) building and the Automotive and Construction Trades facility could be initiated to achieve shovel-ready status. Both projects could be sequenced to follow demolition of the existing gymnasium facilities, and early design investment will reduce delivery time once that threshold is reached.

At project inception, sustainability goals and performance parameters should be defined to identify opportunities to implement sustainable design and construction practices that meet or exceed District standards and applicable Title 24 requirements.



PROGRAM OF WORK

The following diagram depicts the Facilities Master Plan from spring 2025 including the Mohr-Fry property and recommended development.

NEW CONSTRUCTION

- ① College Center
- ② Arts, Media & Communications
- ③ Health Professions (Nursing & Dental)
- ④ Mohr-Fry Sustainability Center
- ⑤ Wellness, Kinesiology & Aquatics Center
- ⑥ New Automotive and Construction Management Building

RENOVATION & REPURPOSING

- ⑦ Building 1600 Renovation & Expansion
- ⑧ Classroom Renovation (300, 500, 800)
- ⑨ STEAM Center – Building 3900 1st Fl Renova
- ⑩ Student Services Reorganization Renovation (Building 700)
- ⑪ Building 400 – Reorganization
- ⑫ Building 3400/1400 - Future Renovation/Repurpose

ATHLETIC FIELDS

- ⑬a Soccer
- ⑬b Softball
- ⑬c Practice Field

DEFERRED MAINTENANCE

- Refresh and renewal

SITE WORK -

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





