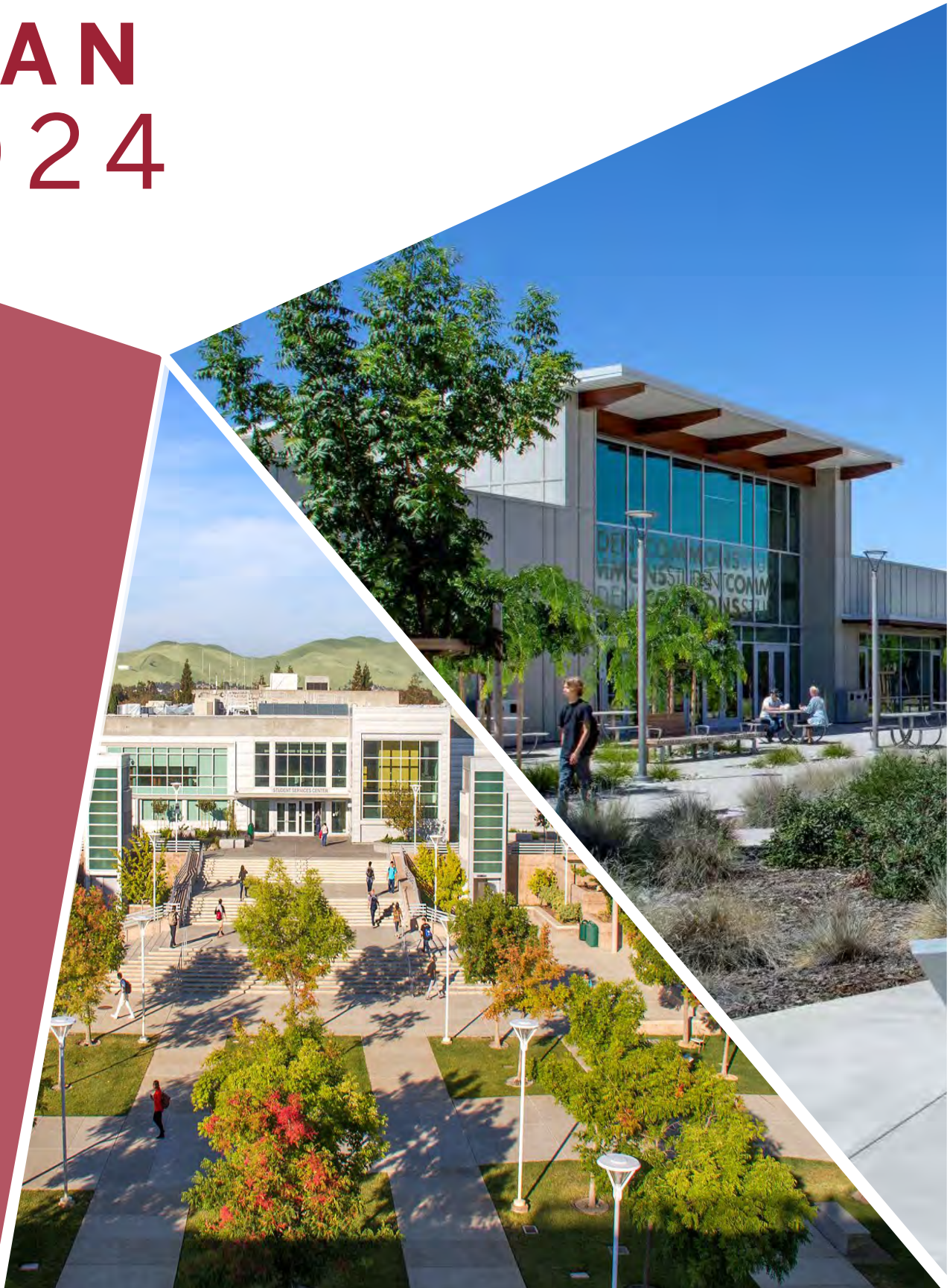
LOS MEDANOS COLLEGE

FACILITIES PLAN 2024



INTRODUCTION

Letter from the President 4
Introduction to the College 8
Planning Foundation 9
Engagement 10
Common Themes 16

EXISTING CONDITIONS

Campus Context 18
Building & Land Analysis 24
Mobility & Access 28
Space Utilization 36
Additional Assessments 44
Space Program 54

FUTURE VISION

Big Ideas 62
College Complex 64
Campus Plan 68
Project Phasing 76
Brentwood Center 104

INTRODUCTION

LETTER FROM THE PRESIDENT

Letter from the President inserted here.

To be inserted

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FOCUS GROUPS

Art
Basic Needs Center
Brentwood Center
Campus Signage
Child Development Center
College Complex users
Counseling
English
Equity & Inclusion
Facilities
Information Technology & Systems
KAC & Athletics
Learning Communities
Library
LMC Associated Students
Math
Nursing
Drama / Music
Planning & Institutional Effectiveness
Police Services
Sciences
Social Sciences
Student Services
Student Union
Tutoring
Veterans

INTRODUCTION

THE PURPOSE OF THE FACILITIES PLAN

The Facilities Plan (FP) serves as a blueprint, guiding Los Medanos College (LMC) toward its future endeavors with precision. Rooted in a structured framework, it articulates fundamental principles and unveils opportunities through meticulous data-driven planning and ongoing collaboration with College stakeholders. This document outlines the process, discoveries, and vision for LMC's future trajectory.

The FP is a living document that will evolve as we implement projects and conditions change.

COLLEGE PHILOSOPHY

Los Medanos College (LMC) is a public community college in Pittsburg, California, established in 1974, serving students in the East Bay area. It offers academic programs, career training, and transfer opportunities, including associate degrees, certificates, and workforce training in various fields such as business, health sciences, humanities, social sciences, and STEM. Committed to student success, equity, diversity, and community engagement, LMC remains a vital educational institution in the region.

MISSION

The mission of Los Medanos College is to provide quality education that prepares students for transfer to four-year institutions, career advancement, and lifelong learning. The college is committed to fostering student success, equity, diversity, and community engagement.

VALUES

- **Affordable and Accessible Education** to a diverse student population.
- **Quality Academic and Career Technical Programs** that prepare students for further education or immediate entry into the workforce.
- **Strong Transfer Opportunities** to four-year institutions for those seeking to pursue bachelor's degrees.
- **Comprehensive Support Services** to ensure student success and well-being.
- **Active Engagement** with the local community, contributing to social, cultural, and economic development.
- **Diversity and Inclusion** to foster a supportive learning environment.

PLANNING FOUNDATION

EDUCATIONAL MASTER PLAN

LMC's 2020-2025 Educational Master Plan (EMP) functions as the blueprint for the College's organizational development and the fulfillment of its mission. LMC's EMP serves as a guide for developing goals and initiatives of the College's other planning efforts, including facilities planning. The FP builds on the foundational priorities defined in the District Strategic Plan and the LMC EMP. The EMP includes five goals.

Goal 1
Strengthen a culture of equity, diversity, inclusion, and racial justice.

Goal 2
Increase and maximize equitable opportunities for students to successfully complete courses and programs.

Goal 3
Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields.

Goal 4
To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course level and program-level achievement, expand and deepen educational, workforce, and community partnerships.

Goal 5
Effectively utilize institutional resources to meet the needs critical to the College mission.

TECHNOLOGY PLAN

LMC's 2022-28 Technology Master Plan was built on the idea that technology can be used in enhancing the educational experience, administrative processes, and communication strategies. The goals and objectives are the result of interactive participation and collaboration among the College's constituency groups where goals emerged from the review of various institutional plans and projects, and were developed with an emphasis on ensuring that the College's technological environment meets the needs of current and future students.

STUDENT EQUITY AND ACHIEVEMENT PLAN

LMC's Student Equity and Achievement Plan is informed by the efforts of the previous plan, the work the College undertook with USC's Race & Equity Center, the findings of the LMC Stands Against Racism professional learning series, and the Pathways Pilot Project, together which provided the race conscious, transformative, equity centered framework to establish significant goals and activities designed to increase student outcomes ranging from access to persistence and to completion.

ENGAGEMENT

PROCESS

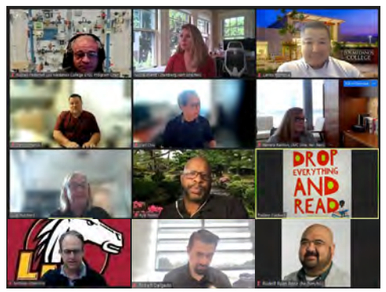
Engagement with LMC stakeholders informed every phase of the FP process, from Discovery & Analysis to Draft and Final Plan preparation. Interviews with key programs and departments, meetings with shared governance groups, and College-wide surveys resulted in a diversity of voices steering the direction of the plan.

MEETINGS

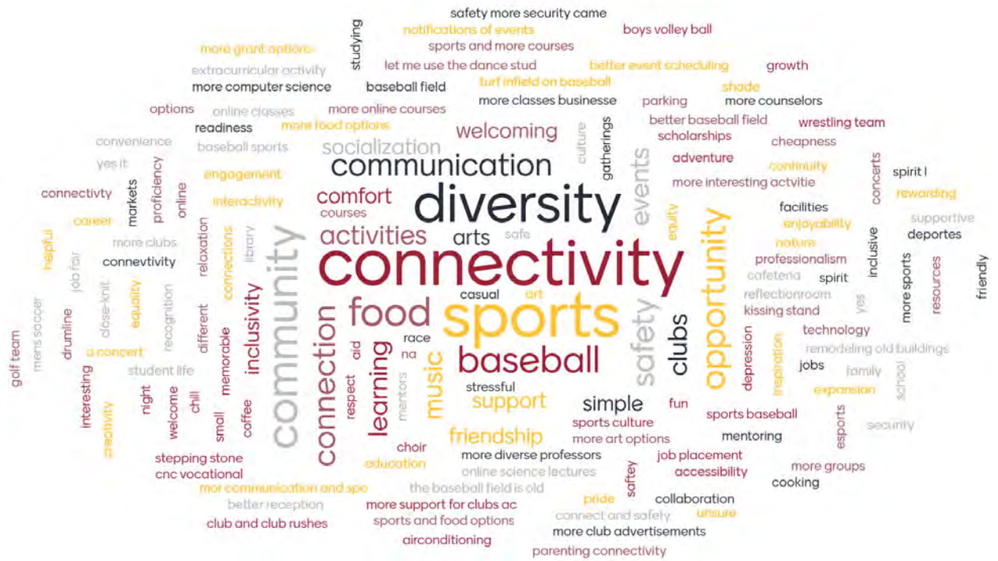
Regular milestone meetings with the Steering Committee (list of members on following spread) provided overarching direction for the FP.

From the interviews with focus group participants, several major themes emerged, which are captured in the Common Themes section of this chapter. Concepts such as creating a sense of welcoming on campus and prioritizing connectivity were voiced by faculty, staff, and students alike. These themes led to the development of the FP priorities and recommendations for the campus short- and long-term vision. The full list of focus groups are found on the following spread.

Additionally, the planning team met with Academic Senate, Classified Senate, Associated Students, and Shared Governance Council at key points in the process to ensure regular feedback and provide the opportunity for consensus-building.



Student Survey - "What would you like to see in your LMC experience?"



COLLEGE-WIDE SURVEYS

In October 2023, the District distributed two surveys to the entire LMC community: one to all students, and one to all employees of the College. The purpose of the survey was to gather information about the ways that users interact with the physical campus. The survey polled respondents on topics including: the experience of LMC campus, where activity occurs, how users move through campus, and opinions on the future of the campus.

The surveys garnered excellent engagement from respondents:

- **805** students
- **76** employees

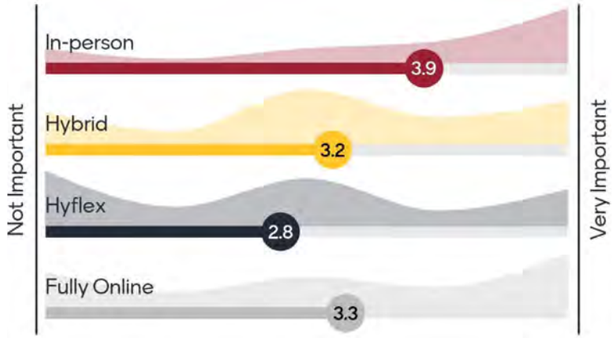
The feedback obtained via the survey was essential to complementing the quantitative analysis of campus undertaken by the planning team and contributed to informed recommendations of the plan. Excerpts from the survey results are featured on the following pages.

STUDENT SURVEY RESULTS

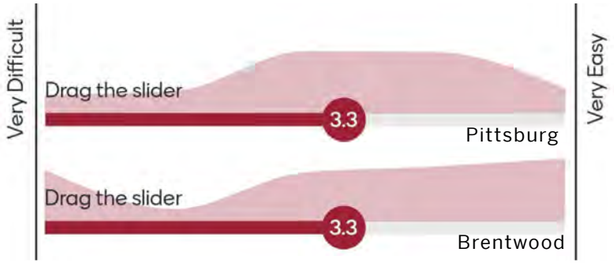
Where is the heart of campus?

- "I do a lot of activities in the student union."
- "All of the learning community groups make it a social center for everyone."
- "The Math Lab is my favorite place on campus, an extremely helpful environment and the tutors are amazing and friendly!"
- "Because the student union is where students can bond inform connections and work together on assignments."

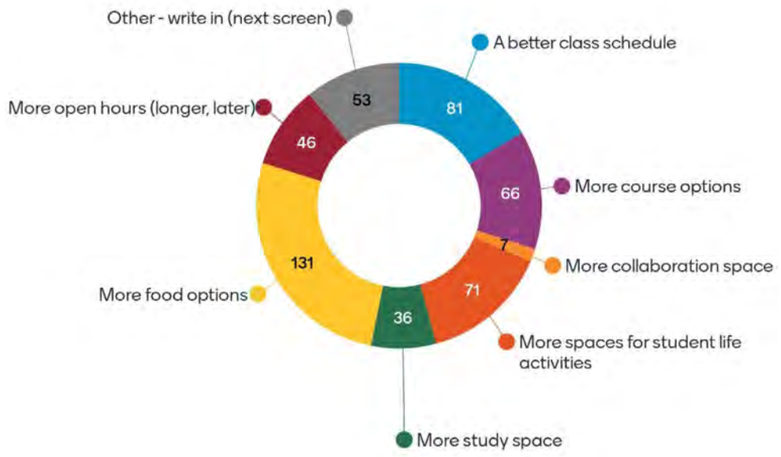
How important are the following options for taking classes or labs?



How difficult is it to find buildings/rooms on campus?



What would keep you on campus longer?

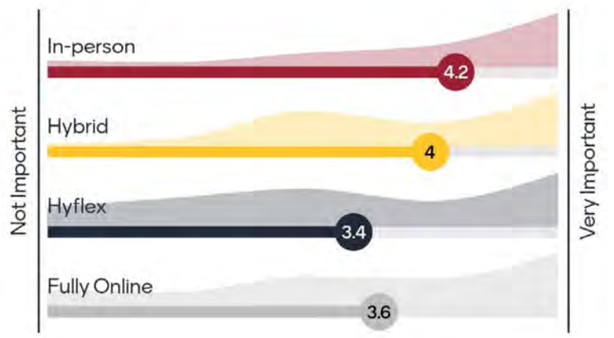


EMPLOYEE SURVEY RESULTS

Where do you gather with colleagues?

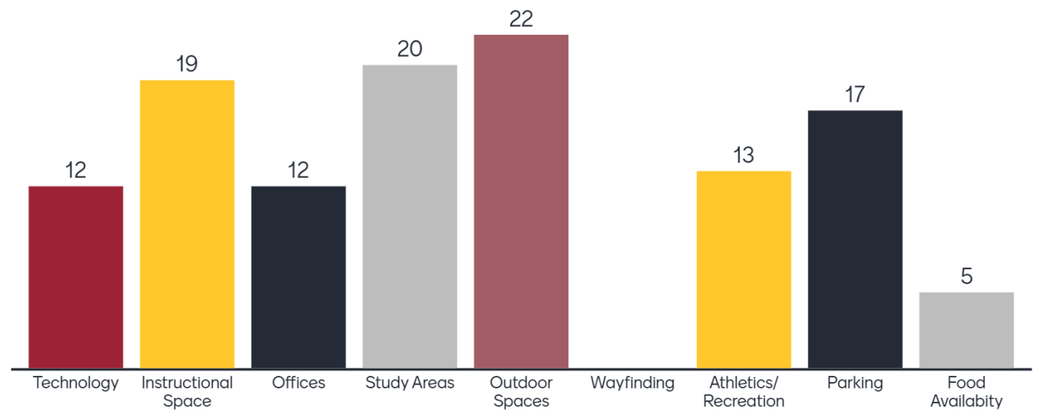
- "The gallery and the library are wonderful."
- "I work closely with the Learning Communities and other employees in the Student Union."
- "I often bump into colleagues in the halls in the Core building, or sometimes I make a point to go find them in their offices. Sometimes we also meet up in and around the Student Union."

Looking into the future, how important will the following instruction delivery methods be?



How difficult is it to find IT, HR, payroll, or business services on campus?

What spaces/functions on the campus are currently most successful?



COMMON THEMES

LMC's Common Themes represent key concepts that have steered the analysis, options, and recommendations outlined in the FP.

These nine overarching topics reflect areas that students, faculty, and staff deem significant for the plan. Throughout the engagement process, these themes emerged repeatedly, underscoring their widespread importance and relevance to the campus community.

These themes are not just isolated concepts but rather interwoven threads that weave through various aspects of the FP. They serve as touchstones, anchoring discussions, analyses, and decision-making processes, ensuring alignment with the collective vision and priorities of stakeholders. By integrating these recurring ideas into the fabric of the plan, the FP aims to foster a holistic and sustainable approach to campus development that addresses the diverse needs and aspirations of LMC's constituents.

BELONGING & INCLUSION
- Reflect student identity & culture
- Artwork, murals & branding
- Equitable spaces for student groups

CAMPUS & STUDENT LIFE
- Reinvigorate the College Complex
- Inviting in/outdoor gathering space
- Spaces for celebration & ceremony

ACADEMIC & ADMIN SUPPORT
- Consolidating student services
- Study/collaboration / meeting spaces
- Academic program co-location

SUSTAINABILITY
- Life-cycle cost analysis
- Reduction in lake
- EV vehicle support

CIRCULATION & WAYFINDING
- Loop road completion
- Clear wayfinding to student services
- Signage integrated with online tools

SAFETY & SECURITY
- Improve lighting, cameras
- Secure buildings and grounds
- Integrate emergency response system

TECHNOLOGY
- Reliable Wi-fi
- Student access to resources
- Innovative learning technology

FLEXIBILITY
- Optimize space utilization
- Flexible classrooms
- Plan that adapts to emerging needs

ATHLETICS
- Update track and fields
- Utilize opportunity sites
- Covered stadium seating

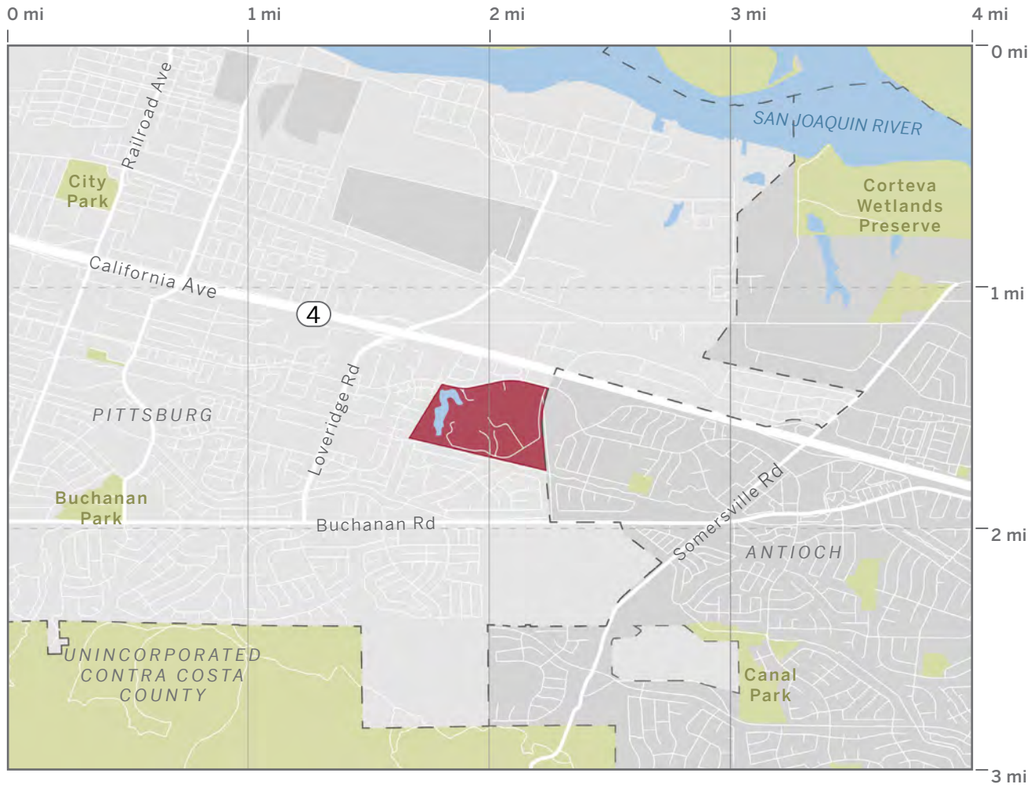
EXISTING CONDITIONS

CAMPUS CONTEXT

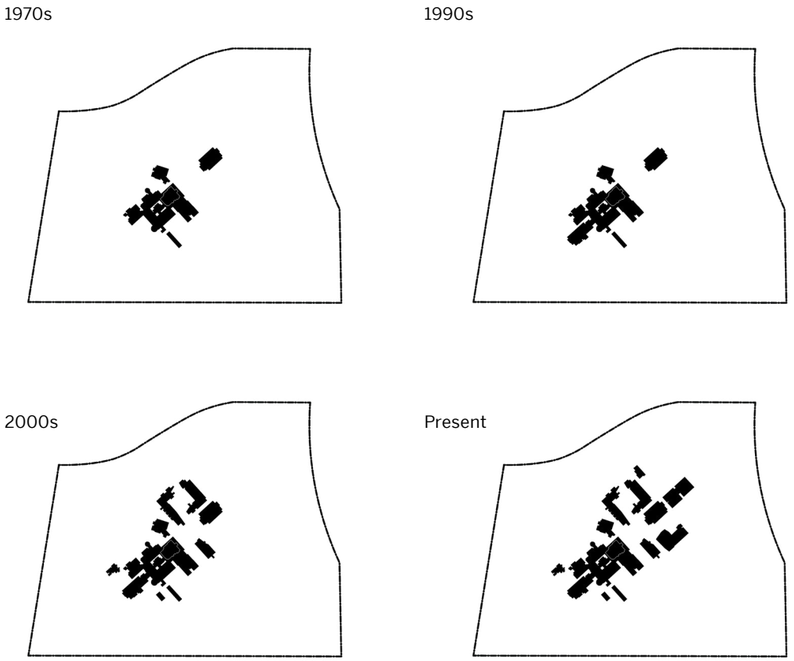
Constructed in 1974, Los Medanos College's Pittsburg Campus is located on a 120-acre site off CA-4, near the Antioch city line.

The campus is bordered by single-family housing to the south and multi-family housing and commercial uses to the north along East Leland Road.

LMC-Pittsburg is located relatively near the Pittsburg Center BART Station, connected by 15-minute bus/30-minute walk. Several Tri Delta Bus lines serve the campus directly, with County Connection bus lines operating nearby. The campus is located within a Metropolitan Transportation Commission (MTC) Equity Priority Community, and a future Mobility Hub on the campus is part of future county planning projects.



Pittsburg Campus Development Over Time



Since the construction of its first buildings, the campus has undergone significant growth and development. Initially established on a smaller scale that included the College Complex, Gymnasium, and Child Study Center, the campus has expanded its facilities, infrastructure, and services to accommodate a growing student body and offer a wider range of programs and resources.

The most recent additions to the campus include the Kinesiology & Athletics Complex, Student Union, and the Campus Safety Center. The College Complex also underwent renovation since the last Facilities Plan, with an investment and significant update to the Student Services part of the Complex.

Existing Conditions - Pittsburg Campus

LEGEND	
CC	College Complex
CO	Core Building
CSC	Campus Safety
CSC	Child Study Center
EL	ETEC Lab
F	Cafeteria
Gym	Gym Annex
KAC	Kinesiology & Athletics Complex
L	Library
MA	Math
M&O	Maintenance & Operations
MU	Music
SC	Science
SS	Student Services
SU	Student Union

410,863
Gross SF

304,096
Assignable SF

Los Medanos College has a presence in the far East Contra Costa County with the Brentwood Center.

Course offerings include general education requirements, transfer courses, computer science, business, biological and physical sciences, and other occupational training. Students may complete an associate degree at the Brentwood Center, as well as pursue a variety of other educational goals.

The LMC Pittsburg Campus and Brentwood Center are about a 20 minute drive apart. Due to travel time (around 1.5-3 hours), headways, and need for transfers, transit options are challenging between the campuses.

Existing Conditions - Brentwood Center

54,973
Gross SF

41,174
Assignable SF

Located on a 17.5 acre property, the Brentwood Center was completed in 2021 and officially opened in 2022. The center is designed to accommodate up to 5,000 students.

The single-story building includes 15 instructional classrooms, four science labs, library resources, computer lab, student bookstore, and food services. There is also a “Student Commons” area, which provides space for gathering/learning outside of the classroom.

Additional District-owned parcels are located adjacent to the Brentwood Center and present opportunity for future development.

BUILDING & LAND ANALYSIS

BUILDING ANALYSIS

BUILDING USE

This diagram depicts the predominant use by building based on space use codes, which classify assignable space of facilities. Most of the buildings include a mix of uses, including classrooms, offices, and other spaces, within the buildings.

Building Use - Pittsburg Campus

LEGEND

- Classroom
- Office
- Assembly
- Special Use - Childcare
- Lab
- Study
- Special Use - Athletics
- Support

CAMPUS ZONES

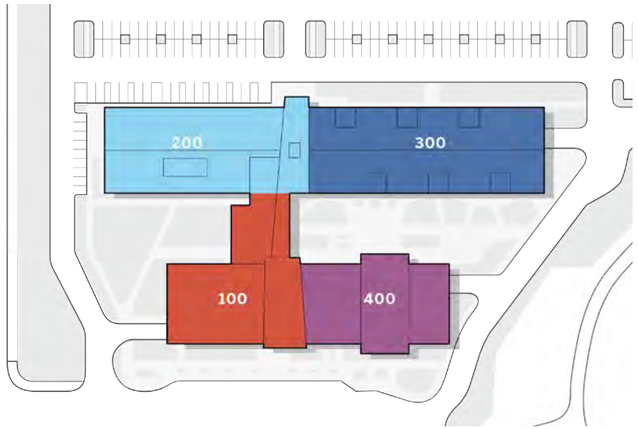
The campus is organized by zones related to use and activity. Academic and Student Life/Administration comprise the core of campus. Athletics is located to the north and east, and Support buildings are to the periphery.

Campus Zones - Pittsburg Campus

LEGEND

- Academic
- Administration
- Support
- Student Life
- Athletics

Building Use - Brentwood Center



LEGEND

- Classroom
- Office
- Lab
- Study

BUILDING USE

This diagram depicts the predominant use by building wing based on space use codes, which classify assignable space of facilities.

Student Services - Brentwood Center

STUDENT SERVICES

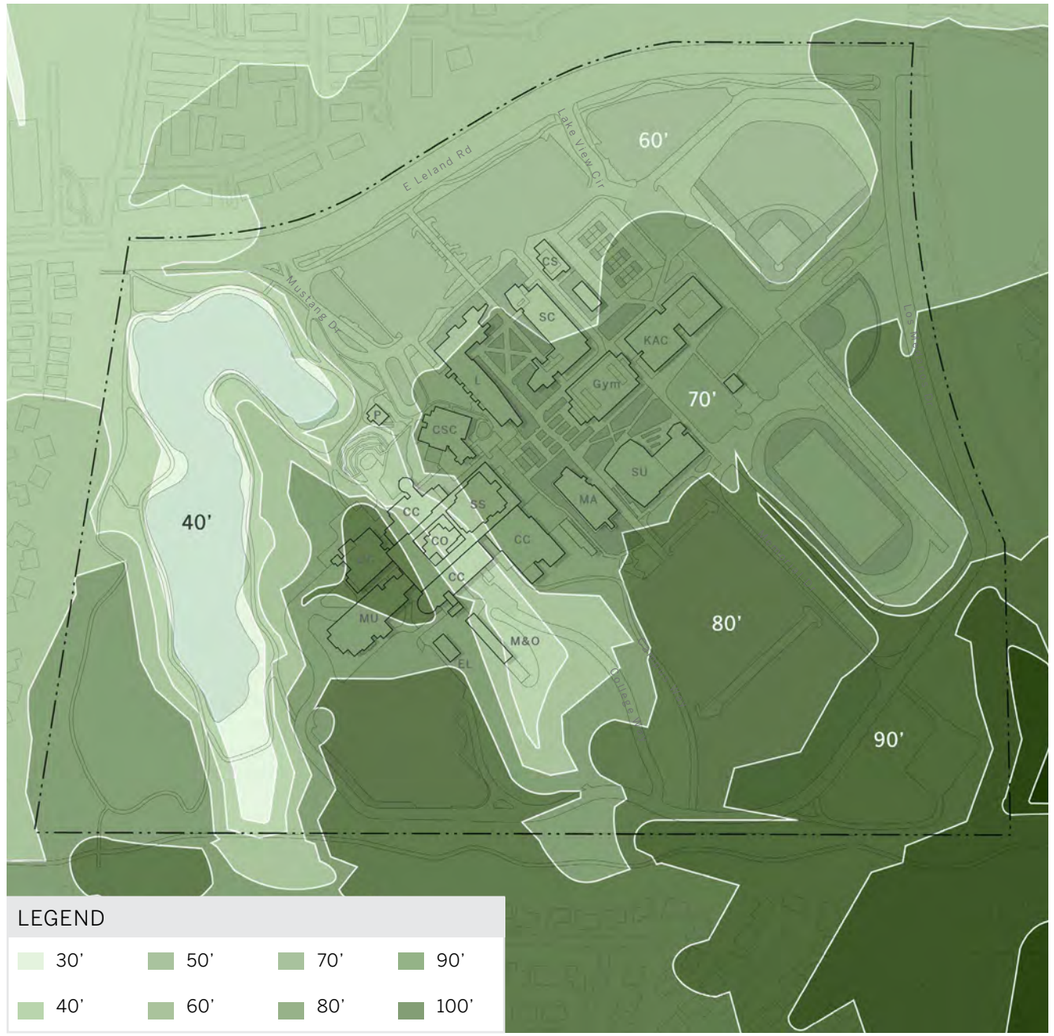
Student Services at the Brentwood Center are located in the 200 wing of the building and include Admissions & Records, Assessment, Bookstore, Counseling, Disabled Student Services, Financial Aid, Library Services, Police Services, Technical Support, and Transfer Services.

LAND ANALYSIS

TOPOGRAPHY

While there are changes in elevation across the site, much of the core of campus is located at the same grade, creating an accessible pedestrian realm between the main buildings. While the siting of the College Complex straddles steep changes in elevation in the center of the campus, the Complex itself poses accessibility challenges to users.

Topography - Pittsburg Campus



LEGEND

- 30'
- 40'
- 50'
- 60'
- 70'
- 80'
- 90'
- 100'

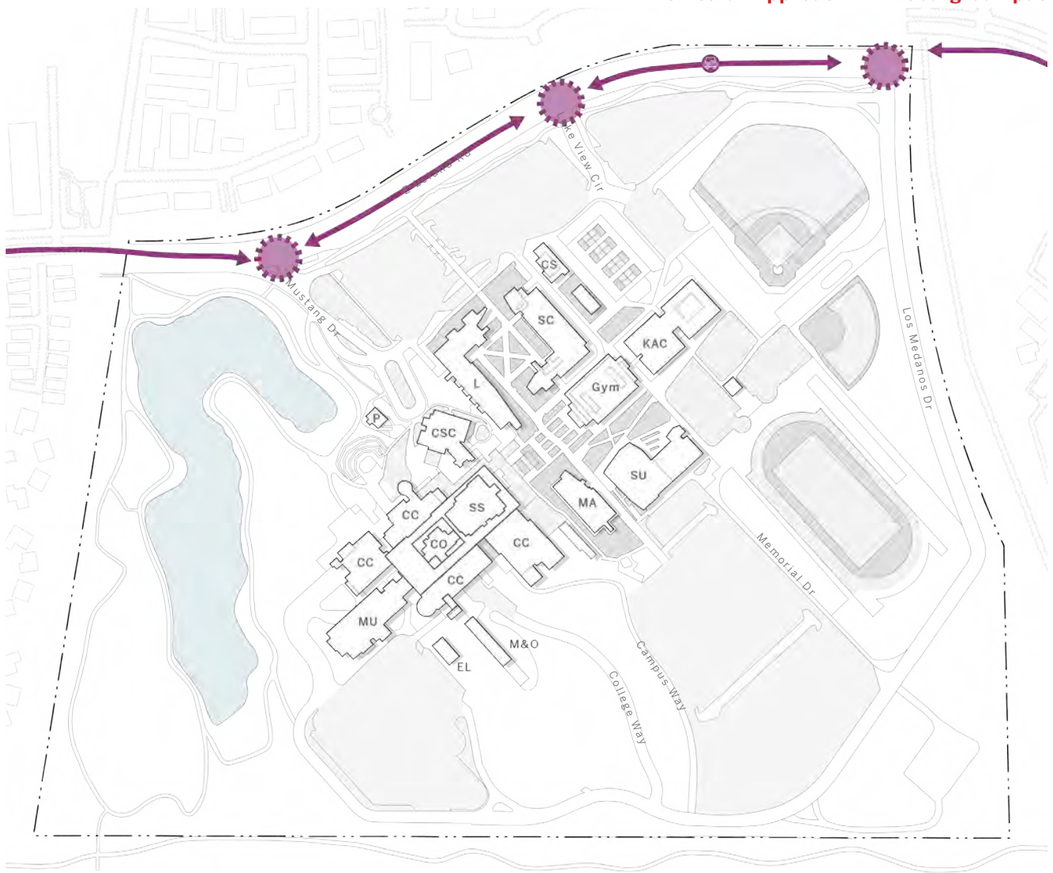
MOBILITY & ACCESS

VEHICULAR

VEHICULAR APPROACH

The campus is approached exclusively via East Leland Road at the north. Workshop participants noted some pain points with traffic entering the campus from East Leland Road and with entry signage

Vehicular Approach - Pittsburg Campus



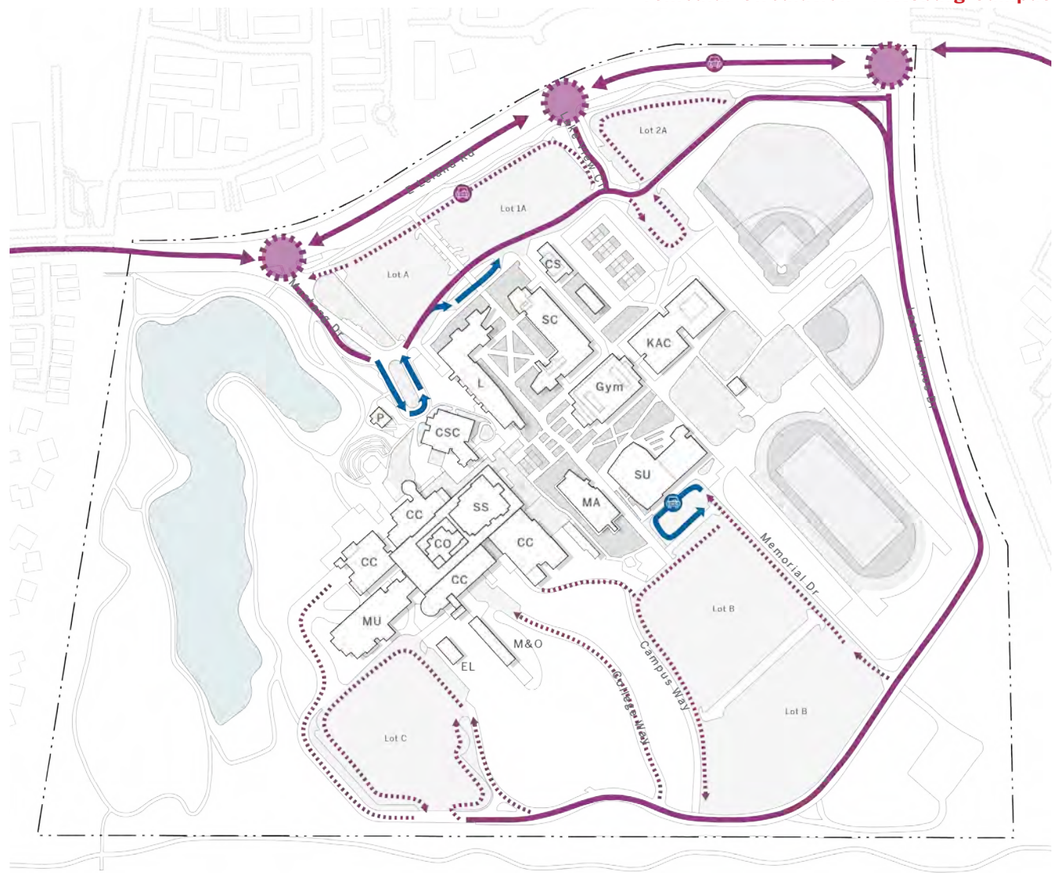
LEGEND

- Campus Gateway
- Vehicular Approach

VEHICULAR CIRCULATION

Most students and employees access the campus by automobile. The incomplete Loop Road (Los Medanos Drive) is a major challenge for users. The incomplete loop road posses safety challenges for emergency exiting and circulation.

Vehicular Circulation - Pittsburg Campus



LEGEND

- Campus Gateway
- Secondary Vehicular Route
- Parking Lot
- Primary Vehicular Route
- Drop-Off Route

PARKING

There are 1,671 parking spots on campus. Analysis demonstrated that there is generally sufficient parking available, but future development should be considerate to impacts on parking capacity.

	FTES	STUDENT TO PARKING RATIO
2024	5,299	3:1
2034	6,272	4:1

Parking - Pittsburg Campus

TRANSIT

BUS CIRCULATION

The bus stop is located at the Mustang Drive entrance and can be accessed in under ten minutes throughout campus. Stakeholders voiced a desire for a continuous shuttle to/from the nearby BART station.

Note: This diagram is based on Google Maps reported walk times, which are based on 3 mi/hr walk speeds and are not reflective of all mobility levels.

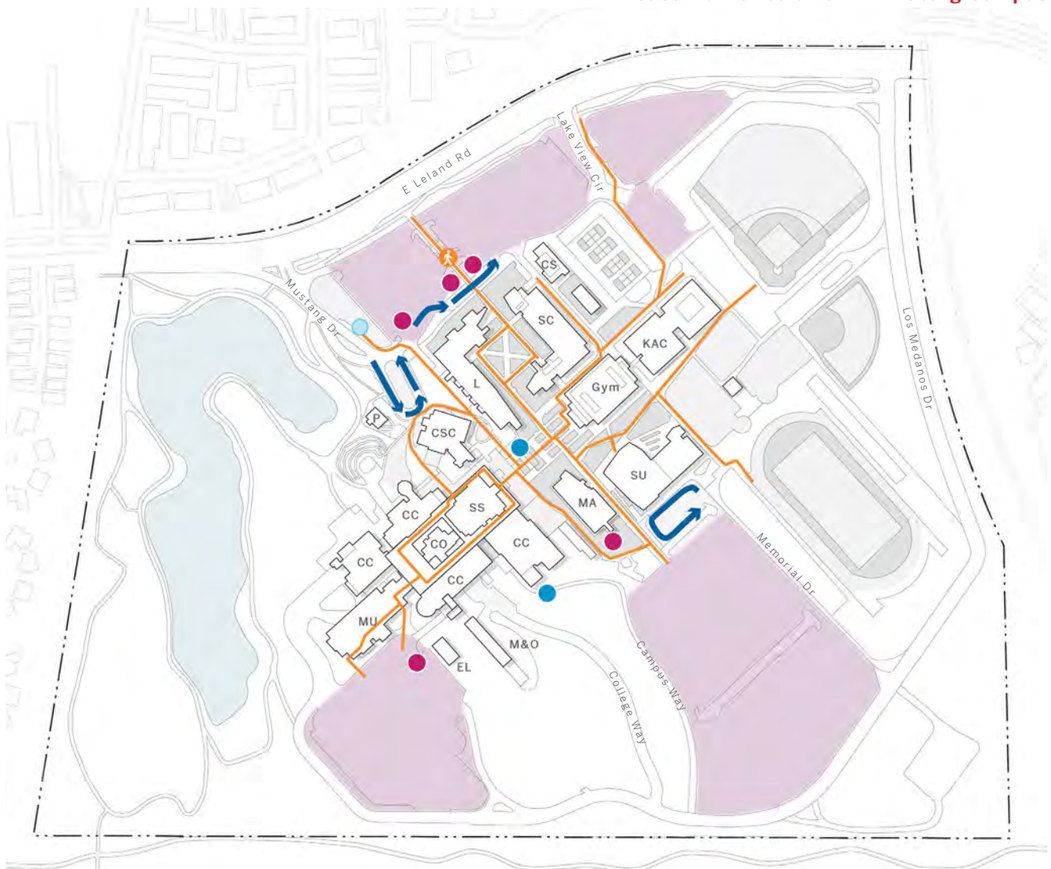
Bus Circulation - Pittsburg Campus

PEDESTRIAN

PEDESTRIAN CIRCULATION

The structure of the College Complex and other changes in elevation influence pedestrian activity on campus and affects navigation. Pedestrian amenities are strong in the core of campus and more limited at the periphery. However, ADA accessibility remains an area for improvement in the College Complex and in the transition area between the College Complex and newer buildings to the East of the college.

Pedestrian Circulation - Pittsburg Campus



LEGEND

- Pedestrian Route
- Drop-Off Route
- Bus Stop
- Parking Lot
- ADA Parking
- ADA Entrance

OPEN SPACE

The campus features several distinct types of open space, including a central campus plaza environment, athletic fields, a dedicated nature preserve, and a scenic lake with surrounding trails and open lawns.

Open Space - Pittsburg Campus

LEGEND

- Pedestrian Route
- Open Lawn
- Nature Preserve
- LMC Lake Trails
- Athletic and Recreation Fields
- Campus Core
- Amphitheater

Vehicular Circulation - Brentwood Center

VEHICULAR CIRCULATION

Most students and employees access the campus by automobile. The center is accessed via Pioneer Square and Miwok Avenue.

LEGEND

- Campus Gateway
- Secondary Vehicular Route
- Parking Lot
- Primary Vehicular Route
- Drop-Off Route

Parking - Brentwood Center

PARKING

Analysis demonstrated that there is generally sufficient parking at the Brentwood Center.

LEGEND

- Parking Lot
- ADA Parking Spaces

Pedestrian & Transit - Brentwood Center

PEDESTRIAN & TRANSIT

A Tri Delta bus stop is conveniently located directly in front of the main entrance to the Brentwood Center on Pioneer Square, connecting the campus to the Brentwood Park & Ride and other connections. The pedestrian is inviting in the core of the site.

LEGEND

- Bus Stop
- Pedestrian Route
- Transit Route

Campus Core - Brentwood Center

SPACE UTILIZATION

The required utilization and space standards for classroom, laboratory, office, library, and audiovisual are included in the California Code of Regulations, Title 5, Chapter 8, Section 57020– 57032. These standards refer to the Board of Governors of the California Community Colleges Policy on Utilization and Space Standards dated September 2010.

These space standards, when applied to the total weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (allocated on a per student or per faculty member basis). The space standards and formulas used to determine both existing and future capacity requirements are summarized in the table on the following page (Prescribed Space Standards).

The space utilization assessment provides an overview of classroom and lab space use metrics to help inform future planning decisions. This data was used to evaluate the current and future needs of learning spaces of the DVC campus. The assessment analyzed classroom and class lab utilization data for a typical week during the Fall 2023 semester to provide the most up-to-date data.

Classroom utilization is measured by determining the following and is expressed as a percentage of the state standard target.

The following terms are used when calculating utilization rates:

- **Weekly Room Hours (WRH)**: number of hours per week a room is scheduled
- **Station Occupancy (%)**: percentage of stations occupied in a room
- **Weekly Student Contact Hours (WSCH)**: hours per week a station is occupied

These state standards are based on a classroom availability of 70 WRH (Mondays - Fridays, 8:00am - 10:00pm).

The graphics on the following pages represent these metrics on the building scale across LMC campus. See appendix for full utilization study.

Prescribed Space Standards (for a Campus with less than 140,000 WSCH)

Category	Formula	Rates/Allowance
Lecture	Assignable Square Feet/Student Station	20
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	48
	Station use/week (hours)	31.68
Laboratories	Assignable Square Feet/Student Station	Varies
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	Assignable Square Feet per Full Time Equivalent instructional staff member	140
Library/LRC/Study/ Tutorial	Base Assignable Square Feet Allowance	3,795
	Assignable Square Feet/1st 3,000 DGE*	3.83
	Assignable Square Feet/3001–9,000 DGE	3.39
	Assignable Square Feet/DGE>9,000 DGE	2.94
Instructional Media AV/TV	Base ASF Allowance	3,500
	Assignable Square Feet/1st 3,000 DGE	1.50
	Assignable Square Feet/3001–9,000 DGE	0.75
	Assignable Square Feet/DGE>9,000 DGE	0.25

CLASSROOMS

WEEKLY ROOM HOURS - CLASSROOMS

In Fall 2023, no buildings achieved the state target of 48 hours per week average Weekly Room Hours.

Weekly Room Hours - Classrooms - Pittsburg Campus

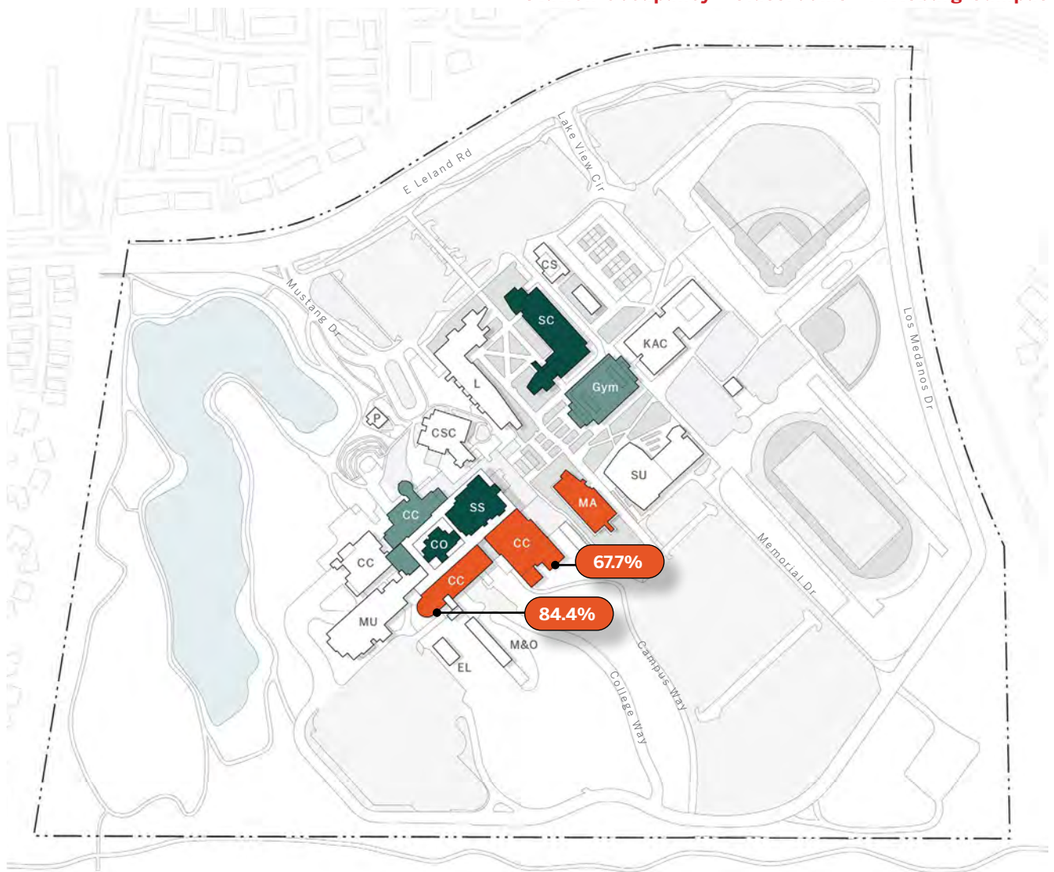
LEGEND

- 0-10 hrs
- 10-20 hrs
- 20-48 hrs
- Above 48 hrs *(State Standard for campuses less than 140,000 WSCH)*
- Bldgs with no classrooms
- Bldgs lack scheduling data

STATION OCCUPANCY - CLASSROOMS

In Fall 2023, two buildings achieved the state target of a 66% average Station Occupancy Rate.

Station Occupancy - Classrooms - Pittsburg Campus



LEGEND

- 0-30%
- 30-50%
- 50-66%
- Above 66% *(State Standard)*
- Bldgs with no classrooms
- Bldgs lack scheduling data

LABS

WEEKLY ROOM HOURS - LABS

In Fall 2023, no buildings achieved the state target of 27.5 hours per week average Weekly Room Hours.

Weekly Room Hours - Labs - Pittsburg Campus

LEGEND

- 0-10 hrs
- 10-20 hrs
- 20-27.5 hrs
- Above 27.5 hrs *(State Standard)*
- Bldgs with no laboratories
- Bldgs lack scheduling data

STATION OCCUPANCY - LABS

In Fall 2023, EL achieved the state target of a 85% average Station Occupancy Rate.

Station Occupancy - Labs - Pittsburg Campus

LEGEND

- 0-30%
- 30-60%
- 60-85%
- Over 85% *(State Standard)*
- Bldgs with no laboratories
- Bldgs lack scheduling data

Weekly Room Hours - Classrooms - Brentwood Center

WEEKLY ROOM HOURS - CLASSROOMS

In Fall 2023, the center did not achieve the state target of 48 hours per week average Weekly Room Hours.

LEGEND

- 0-10 hrs
- 10-20 hrs
- 20-48 hrs
- Above 48 hrs *(State Standard for campuses less than 140,000 WSCH)*
- Bldgs with no classrooms
- Bldgs lack scheduling data

Station Occupancy - Classrooms - Brentwood Center

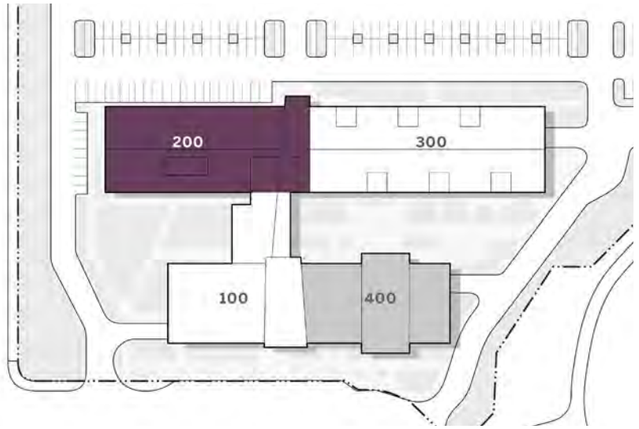
STATION OCCUPANCY - CLASSROOMS

In Fall 2023, the center did not achieve the state target of a 66% average Station Occupancy Rate.

LEGEND

- 0-30%
- 30-50%
- 50-66%
- Above 66% *(State Standard)*
- Bldgs with no classrooms
- Bldgs lack scheduling data

Weekly Room Hours - Labs - Brentwood Center



WEEKLY ROOM HOURS - LABS

In Fall 2023, the center did not achieve the state target of 27.5 hours per week average Weekly Room Hours.

LEGEND

- 0-10 hrs
- 10-20 hrs
- 20-27.5 hrs
- Above 27.5 hrs *(State Standard)*
- Bldgs with no laboratories
- Bldgs lack scheduling data

Station Occupancy - Labs - Brentwood Center

STATION OCCUPANCY - LABS

In Fall 2023, the center achieved the state target of a 85% average Station Occupancy Rate in the 200 wing.

LEGEND

- 0-30%
- 30-60%
- 60-85%
- Over 85% *(State Standard)*
- Bldgs with no laboratories
- Bldgs lack scheduling data

FACILITES CONDITION ASSESSMENT

FACILITIES CONDITION INDEX (FCI)

FACILITIES CONDITION INDEX (FCI)

The Facilities Plan process included a Facilities Condition Assessment which determined deferred maintenance needs and FCI of each building. The FCI is a formula measuring the ratio of the cost to correct existing facility deficiencies against the current replacement value of the facility, as illustrated in the example below.

Building Replacement Value	*$1,000,000*
÷	
Cost of Correcting Building	*$100,000*
	0.10
Facilities Condition Index	***10%***

The higher the FCI score, the poorer the condition of a facility. The purpose of this score is to compare buildings by condition as well as to inform decision makers on building renewal funding versus new construction. The FCI of buildings shown in the diagram is classified under four categories:

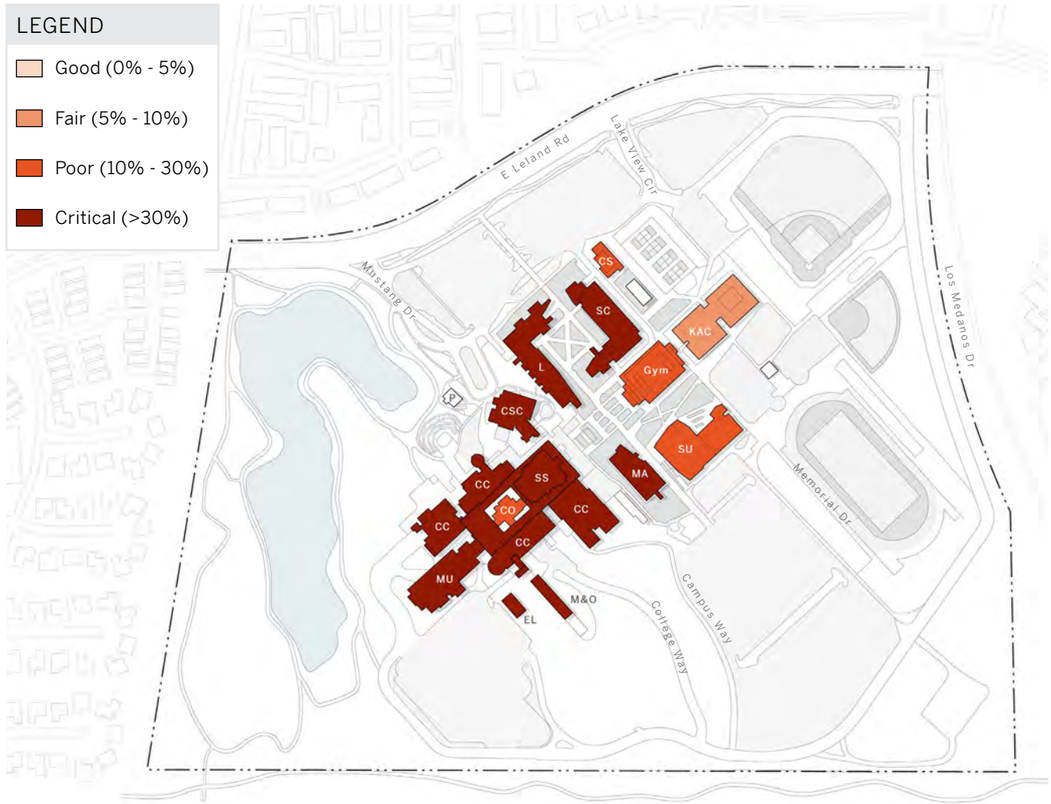
- Good (0% - 5%)
- Fair (5% - 10%)
- Poor (10% - 30%)
- Critical (>30%)

These buildings with a “poor” score include:

- Maintenance & Utility (135.00%)
- College Complex (66.40%)
- Child Study Center (48.00%)
- Music Addition (41.00%)
- EE TEC Portable Classroom (38.40%)
- Science (32.70%)
- Library (31.10%)
- Math Building (30.60%)

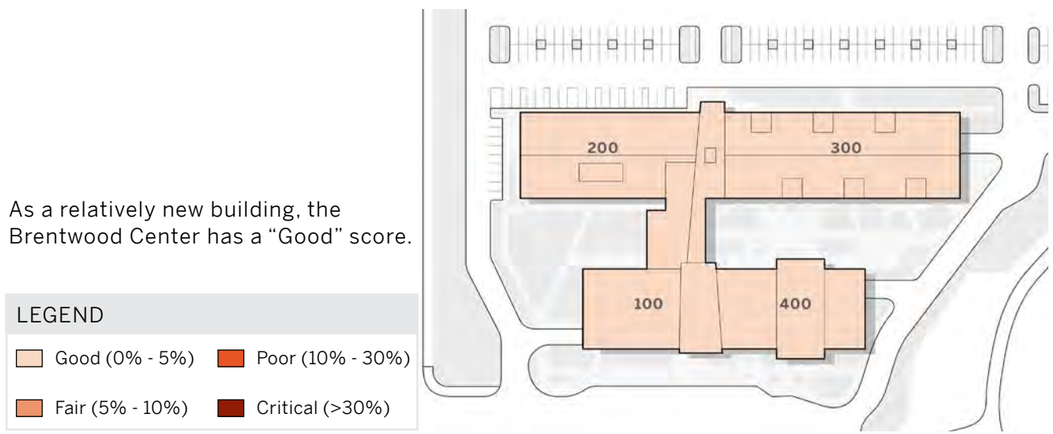
While not all of these buildings will require demolition and immediate replacement, they will soon require upgrades and renovations that may exceed their replacement value.

Facilities Condition Index - Pittsburg Campus



Facilities Condition Index - Brentwood Center

As a relatively new building, the Brentwood Center has a “Good” score.

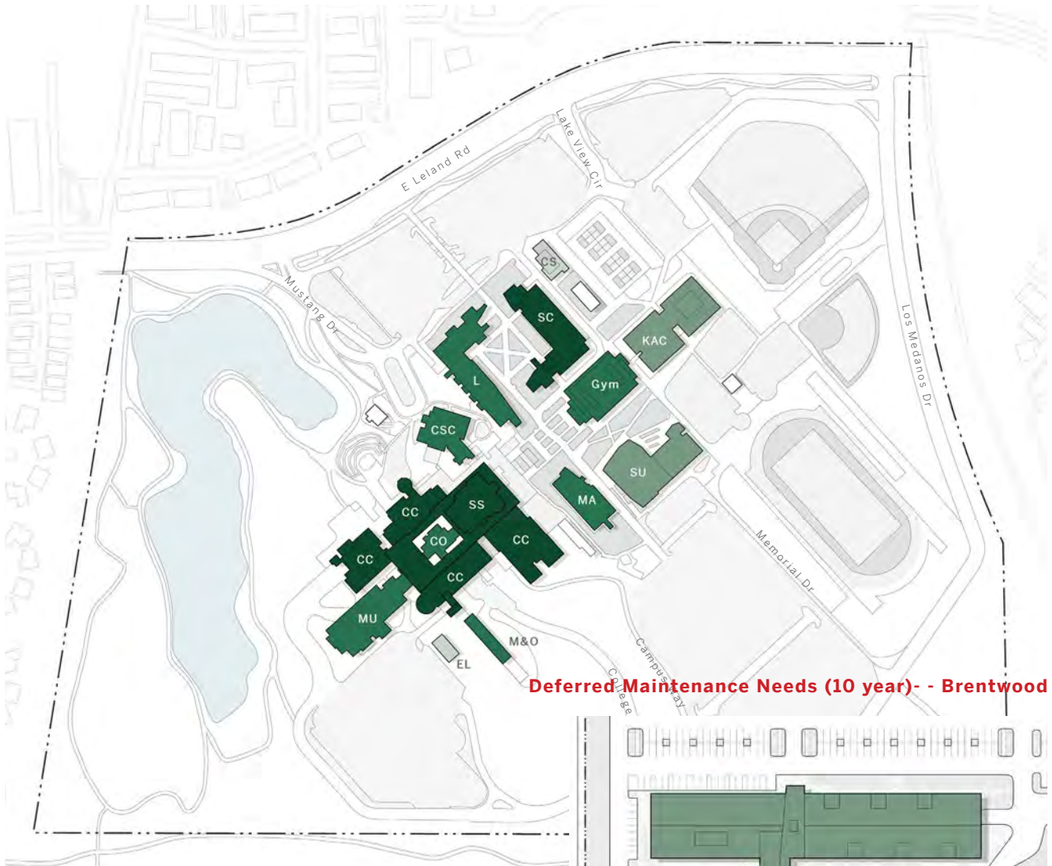


DEFERRED MAINTENANCE

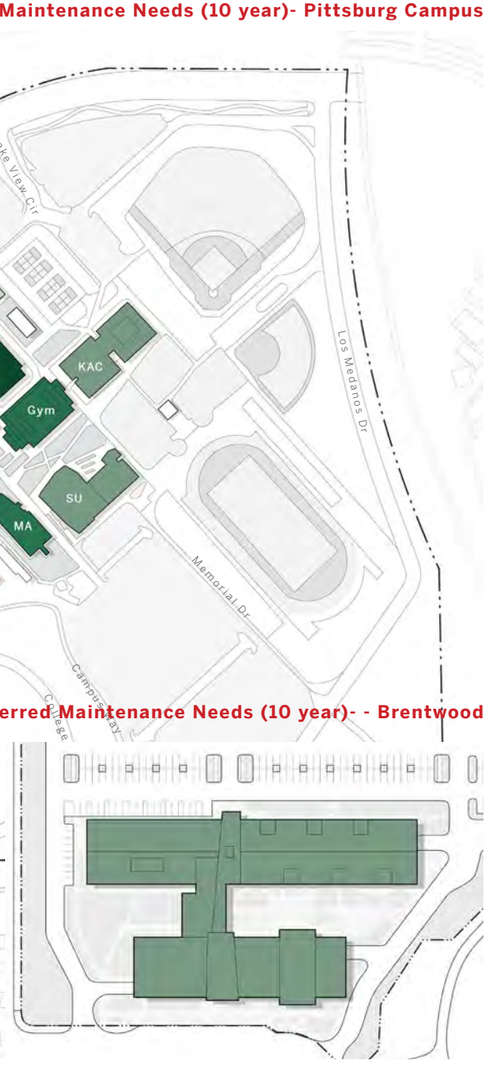
DEFERRED MAINTENANCE NEEDS - 10 YEARS

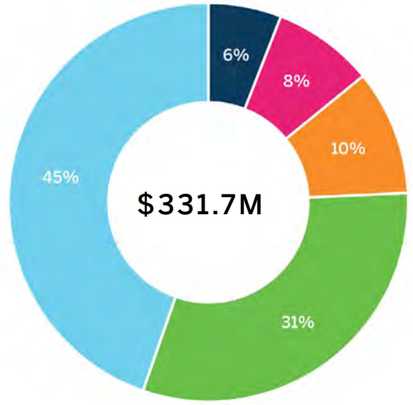
These deferred maintenance costs outline the needs within the Facilities Plan 10 year timeline.

Deferred Maintenance Needs (10 year)- Pittsburg Campus



Deferred Maintenance Needs (10 year)- - Brentwood

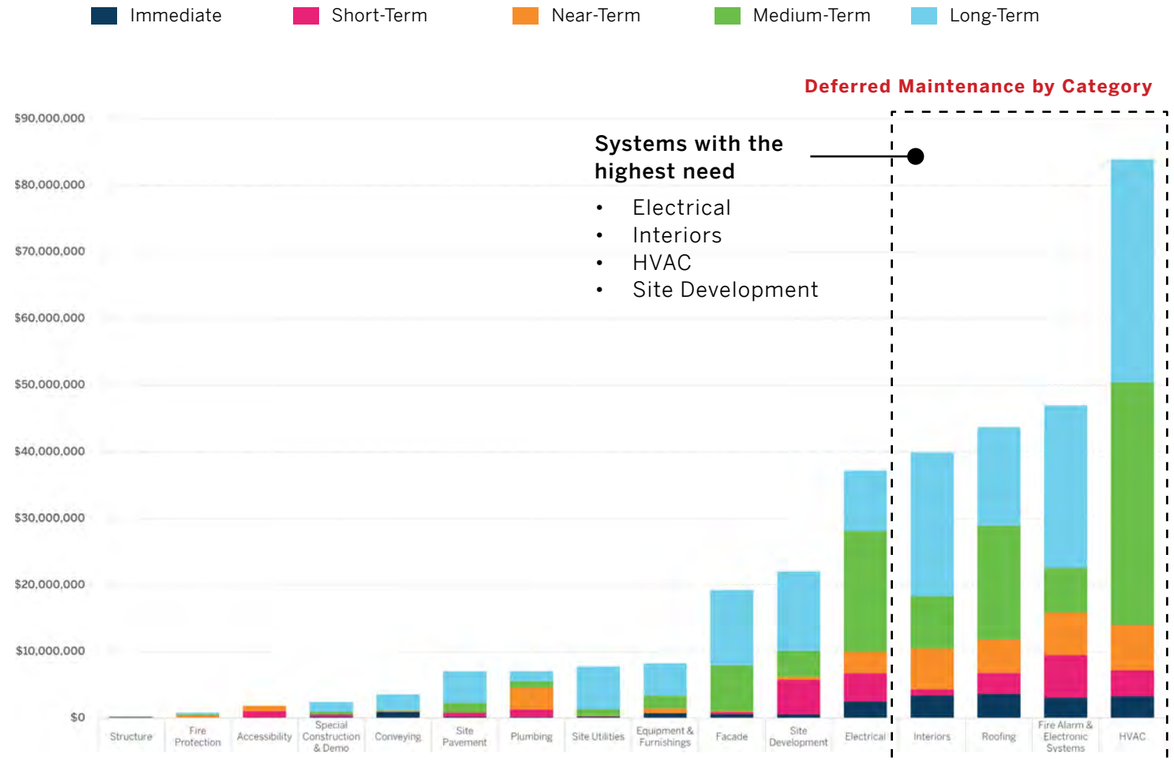




Deferred Maintenance by Phase

DEFERRED MAINTENANCE NEEDS - 20 YEARS

The Facilities Condition Assessment found that the campus will require significant investment in deferred maintenance, totaling $331.7 million over the next 20 years. Urgent projects include equipment upgrades, roofing repairs, and infrastructure enhancements to ensure the longevity and functionality of campus facilities. Deferred maintenance costs only include the cost to replace systems like for like. They do not include construction mark ups like labor or the cost to replace for other systems, such as ones that might help to reach sustainability goals. The costs also do not include other renovations or building improvements. Further information on the study is located in the appendix in the Facilities Condition Assessment.



Deferred Maintenance by Category

ELECTRIFICATION STUDY

The electrification study aims to support the district in achieving its 2035 Districtwide Sustainability Goals, adopted by the 4CD Governing Board in 2022. It encompasses various components such as building benchmarking, electrical systems assessment, campus photovoltaic deployment assessment, building electrification strategy, district energy and carbon timeline, and utility costs. 4CD's sustainability goals, aim for impactful reductions in carbon emissions by 2035. The plan addresses these goals by proposing a blend of building replacement and renovation projects, renewable energy systems, and efficiency measures like LED lighting, building automation controls and HVAC electrification. Key targets for 2030 include a 75% reduction in GHG emissions and a 25% reduction in district energy use intensity, while 2035 goals aim for a 100% reduction in GHG emissions and a 40% reduction in district energy use intensity.

ENERGY USE INTENSITY

ENERGY USE INTENSITY

Energy Use Intensity (EUI) is a metric of energy performance expressed as energy consumption per gross square foot (GSF). Campus Level EUI for each academic year is determined by dividing annual energy consumption data by the campus's GSF. While EUI has improved over the years, thanks to energy efficiency measures and newer more efficient buildings coming online, at LMC it's still high in older buildings such as the College Complex. Maps below represent EUI by building.

EUI - Pittsburg Campus

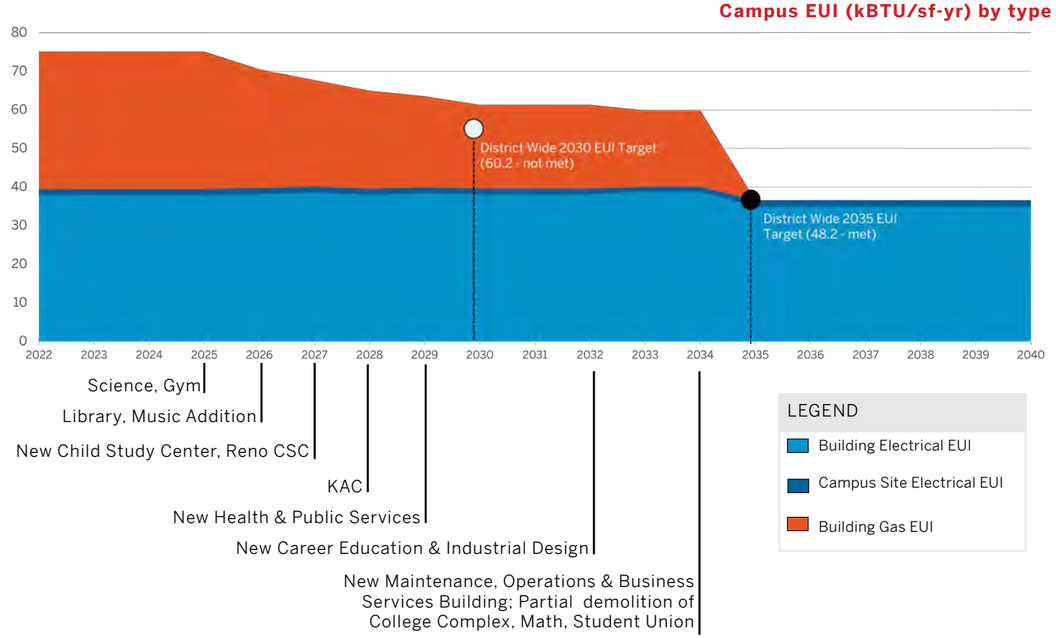
EUI - Brentwood Center

LEGEND (kBtu/ft2/year)

<40	41-50	51-60	61-70
71-80	81-90	91-100	101-110

The graph below shows the EUI dropping, as older buildings are replaced and energy efficiency measures are implemented, including electrification.

Campus EUI (kBTU/sf-yr) by type



Existing Pittsburg Campus PV

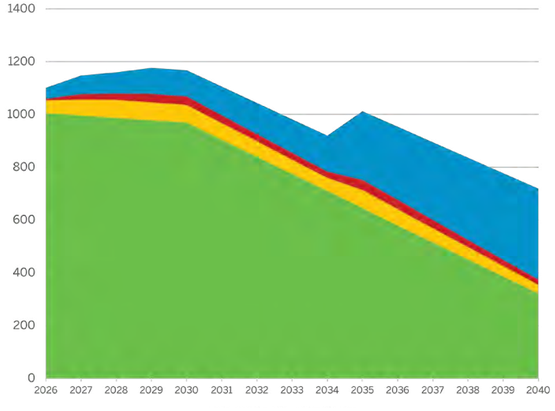
HVAC ELECTRIFICATION STRATEGY

The following matrix outlines the District-wide energy efficiency upgrades planned for LMC in order to meet 4CD energy and sustainability goals and their associated project cost. These are the energy efficiency projects that apply to the buildings not being replaced in this FP, but will require some efficiency measures to meet 4CD sustainability goals and reduce LMC operational costs, mainly in the utilities reductions.

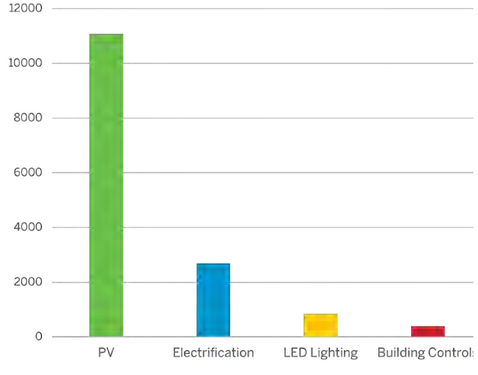
LMC (including Brentwood) Projects Cumulative Cost				
Lighting	Controls	Electrification	PV	Total
$683,600	$2,850,500	$9,741,600	$7,375,700	$20,651,400

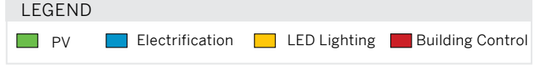
The graphs below display CO2 emission reductions by different measures from 2026 to 2040, including a total sum. PV installations starting in 2026, result in the highest notable decrease in emissions initially, while electrification, has a smaller impact. As the electric grid in California becomes cleaner, the impact of PV and other electrical consumption has a smaller impact on carbon reduction, and the remaining gas emissions become a dominant source of emissions that is harder to offset. Electrification is vital for meeting campus EUI targets, meeting code requirements and State mandates. PV is vital for offsetting annual utility costs.

Metric Tons of CO2 Averted, by Measure



Emissions Averted from 2026 to 2040

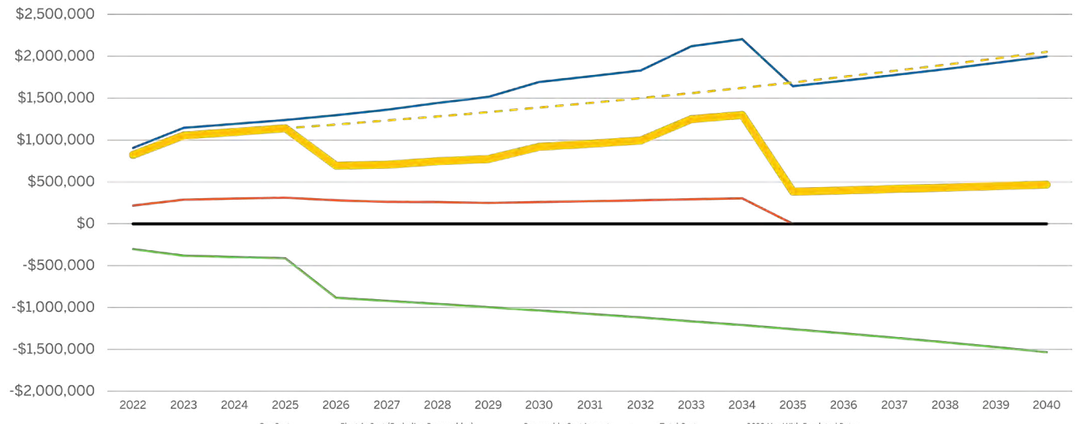


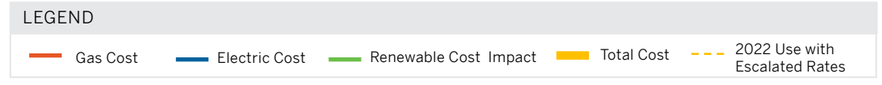


PV STRATEGY

The LMC campus currently has approximately 1,400 kW of PV arrays over parking lot B and C, offsetting 33% of the campus's annual electricity consumption. LMC also has an approved interconnection application with PG&E to install an additional 1,100 kW over Lot B. Based on future energy projections from reduced EUIs on FP projects (new building EUI's projected at 28-45) and additional efficiency projects, an additional 650 kW of PV may be required to reach 100% renewable offset and to reduce and control our overall annual utility costs.

Campus Energy Cost Over Time (Dollars)





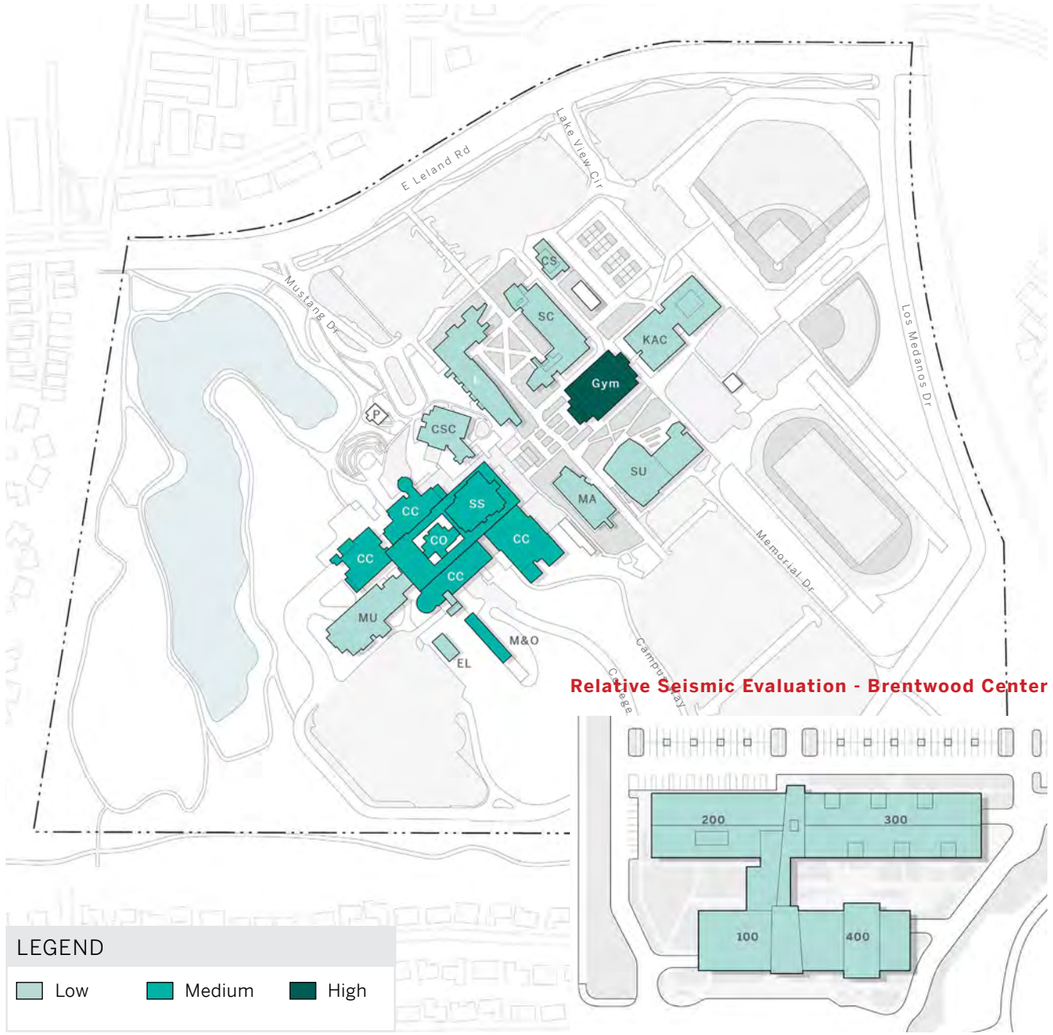
ADDITIONAL ASSESSMENTS

STRUCTURAL ASSESSMENT

RELATIVE SEISMIC EVALUATION

The Relative Seismic Evaluation shown for each building indicates its vulnerability to exhibiting a life safety hazard during a large earthquake, relative to other buildings in the District. The purpose of the established seismic levels is to assist the District with prioritization of future improvement projects.

Relative Seismic Evaluation - Pittsburg Campus



Relative Seismic Evaluation - Brentwood Center

UTILITY ASSESSMENT

The LMC Utility Assessment aims to evaluate existing wet utilities, recommending improvements and addressing future needs while considering potential conflicts with planned buildings. Sewer recommendations include replacing pumps and investigating frequent clogging issues. Water system suggestions involve replacing fountains, exercising valves, and testing hydrants for fire flow requirements. Storm drain system proposals include replacing pump stations, inspecting drainage pipes, and cleaning out inlets for proper flow. Implementation plans prioritize immediate actions, such as replacing drinking fountains and pump stations, irrespective of future building plans. Recommendations are tailored to each utility system's condition and location, ensuring efficient operation and maintenance. Additionally, the assessment provides insights for the sequence of utility projects, emphasizing the importance of addressing current issues while preparing for future campus developments. Overall, the assessment offers a comprehensive strategy for optimizing utility infrastructure, enhancing functionality, and mitigating potential disruptions to campus operations.

WAYFINDING ASSESSMENT

The wayfinding assessment features analysis of and recommendations for the campus signage program and wayfinding system. Areas studied include the “pre-journey” online experience, vehicular navigation and signage, parking, pedestrian network, placemaking, and accessibility.

Recommendations include the addition of vehicular wayfinding upon immediate arrival, redesign of the entry signage, and consistent and similar identification of all parking lots to assist in emergency response efficiency and help visitors navigate back to their cars. The assessment also recommends the future planning, design, and implementation of a comprehensive pedestrian signage program that provides wayfinding support and elevates the campus experience.

SPACE PROGRAM

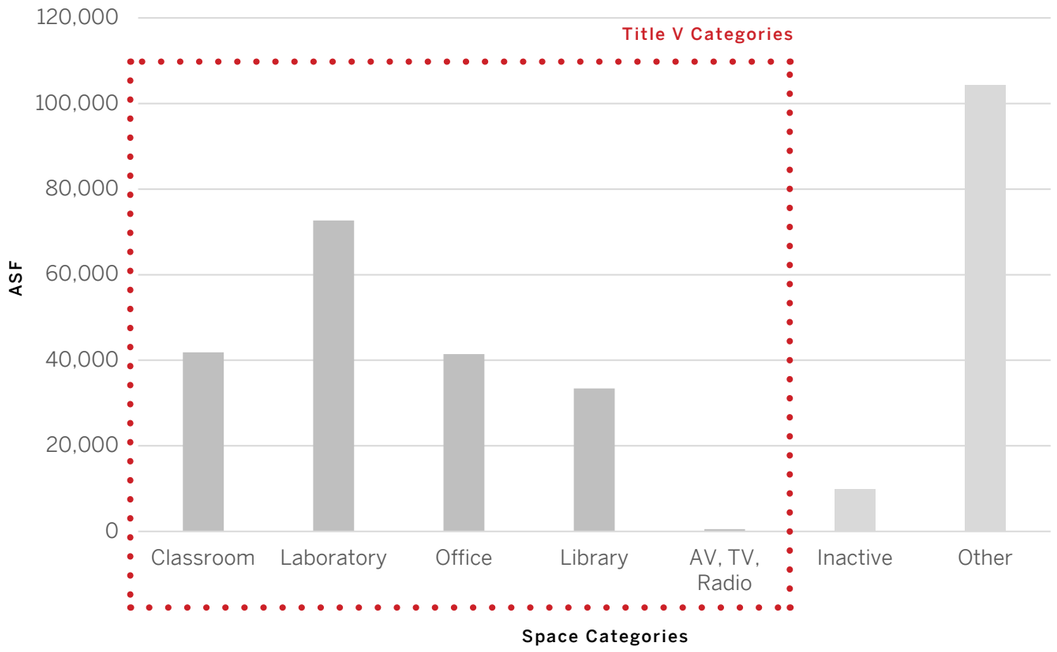
CODING SPACE (TITLE V)

The California Code of Regulations outlines guidelines for the California Community Colleges, including provisions related to coding space. These categories, illustrated below, serve as guidelines for allocating state funds for capital projects and ensure that community colleges efficiently allocate and manage their physical resources.

The existing spaces are inventoried by each college on the Facilities Utilization Space Inventory Options Net (FUSION), a database maintained by the California Community Colleges Chancellor's Office (CCCCO). FUSION includes descriptive data on buildings and rooms for each college and district within the state.

The inventory of facilities provided by FUSION is an essential tool in planning and managing college campuses. This information is indispensable for analyzing space utilization, projections, space needs, and capital outlay planning.

LMC 2023 Space Inventory



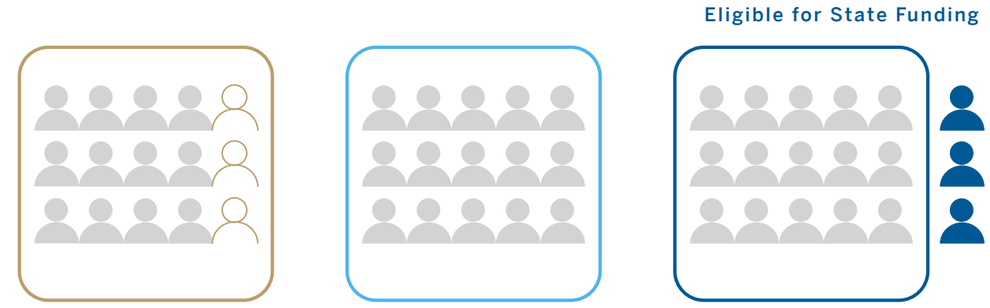
CAPACITY/LOAD

Space utilization on a community college campus is developed based on the analysis of capacity load ratios. Capacity load ratios represent the direct relationship between the amount of space available, by type, and the number of students participating in campus programs.

The capacity load ratio is a measure (expressed as a percentage) used to assess how much a particular space is being utilized relative to its maximum capacity. The calculation below is used to determine the capacity load ratio.

$$\text{Capacity Load} = \frac{\text{Current Occupancy (capacity)}}{\text{Enrollment Level (load)}} \times 100$$

Capacity Load Ratio Calculation



LOW USE
Over 100% cap/load
overbuilt

RIGHT USE
At 100% cap/load

HIGH USE
Under 100% cap/load
underbuilt

METHODOLOGY

Through the listed methodology below, the college is able to manage its space needs, ensure alignment between student and faculty resources, address overbuilt areas, and strategically reallocate space to better meet the evolving needs of its programs and services over the next decade.

1. **Adjusted Inventory**
   The 2023 Space Inventory was adjusted to reflect the proposed removal of several temporary and permanent buildings as identified in the *Future Vision* section. The space from these facilities were subtracted from the 2023 Space Inventory (gray bar) and reflected in the 'Adjusted Inventory' orange bar),

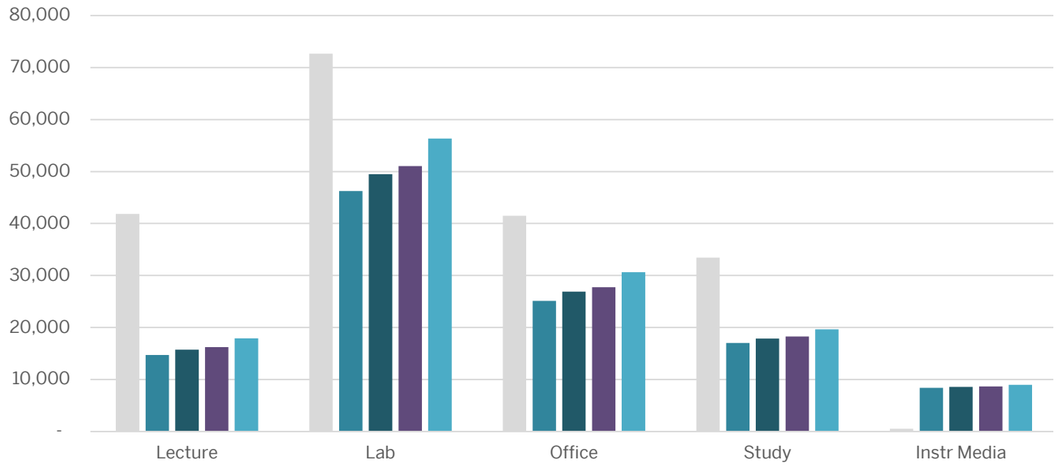
2. **Linear Growth Strategy**
   A linear percentage growth of 0.6% each year for the next five years, and 2% from 2029 to 2033, to all programs is applied. This ensures a steady and predictable trajectory of growth, providing a stable foundation for long-term planning.

3. **Online and In-person Learning Model**
   A consistent split of 60% in-person and 40% online learning has been implemented across all disciplines, regardless of their current distribution.

4. **Student Headcount Alignment**
   Student headcount will grow at the same rate as WSCH, implying that the average student load will remain constant over the next five years. This is important, especially for forecasting library space needs, which are predicated on headcount.

5. **FTEF Alignment**
   FTEF will grow at the same rate as WSCH. This implies that the WSCH per faculty load (FTEF) will remain constant over the next five years. This is important for forecasting office space, which is predicated on total FTEF.

2033 Space Projections Comparison, Pittsburg



LEGEND

2033 Space Needs (60% in-person/40% online):

Existing | 0% Growth | 0.6% Growth | 1% Growth | 2% Growth

SUMMARY OF FINDINGS

The Facilities Plans for LMC have been carefully developed through comprehensive review and analysis of multiple data sources. These sources have equipped each college with the necessary insights to establish objective planning outcomes and decisions. The table on the adjacent page highlights seven categories that were developed, analyzed, and reviewed throughout the planning process. Additionally, below is a definition of these data sources:

BUILDING AGE

This denotes the original construction date of the building. While the age may imply the construction technologies of that period, renovations over time may affect the building's current condition.

DEFERRED MAINTENANCE

This represents the estimated cost derived from assessing the condition of building systems, projecting the cost of necessary updates or maintenance over 10 years, and indicating the remaining life of components or systems. However, this data alone does not directly prioritize building renovations or projects.

FACILITY CONDITION INDEX (FCI)

This is a calculated ratio of known deferred maintenance costs to the projected cost of replacing the facility with its current construction. Although an FCI over 30% has been deemed by the State Chancellor's Office as a condition worth considering for replacement instead of renovation, this percentage alone does not dictate recommended actions for a building.

RELATIVE SEISMIC EVALUATION

This assesses the existing buildings' structural systems relative to current building or structural codes. It's essential to note that structural and building codes evolve regularly, and a higher relative seismic rating may indicate structural components potentially out of compliance with current codes, but not necessarily a life safety hazard.

QUALITATIVE (PROGRAMMING FEEDBACK)

This subjective dataset reflects feedback from college stakeholders gathered through surveys, meetings, or electronic messages. While less objective, this feedback gauges how well the facility is perceived to support the needs and experiences of students, faculty, staff, and others at LMC. However, it too, does not define the necessary actions for the building or campus location.

ENERGY USE INTENSITY (EUI)

Energy Use Intensity (EUI) is a metric of energy performance expressed as energy consumption per gross square foot (GSF). Campus Level EUI is determined by dividing annual energy consumption data by the campus's GSF.

UTILIZATION

The Utilization (% of Usage) column indicates the proportion of time a space is used for specific activities compared to the State standard, expressed as a percentage of total available room hours. A low percentage suggests low usage relative to the State standard, while over 100% indicates exceeding expected room use. Total Weekly Scheduled Hours represents the total number of hours all rooms within a building are scheduled for instructional activities weekly, including classroom and lab usage. Higher total hours suggest higher utilization and activity, while lower hours may indicate reduced foot traffic or usage intensity. Neither utilization measure should solely determine facility actions within the FP.

HOW THIS DATA WAS UTILIZED

The matrix below indicates each focus area for each building or campus location. Steinberg Hart facilitated numerous activities and workshops with the College, during which these datasets were collectively shared and evaluated. Within these sessions, Steinberg Hart guided college stakeholders through options to address and improve these conditions, which may have included addressing deferred maintenance, renovation, retrofit, demolition, replacement, or new construction. Graphic campus plans were developed to document progress plans, draft plans, and the final FP. The result of the process and the final FP are on the following pages of this document.

Building Assessment Data

Location	Building Age	Deferred Maintenance	Facility Condition Index (FCI)	Relative Seismic Evaluation	Qualitative (programmatic feedback)	Energy Use Intensity (EUI)	% of Usage (compared to State Standard)	Total Weekly Scheduled Hours
College Complex	1977	$84,640,523	66.40%	M		101.3	32%	623
Science	2008	$14,478,300	32.70%	L		55.4	58%	339
Library	2006	$9,273,800	31.10%	L		44.0		
Maintenance & Utility	1973	$6,474,341	135.00%	M		16.5		
Math Building	2008	$6,047,998	30.60%	L		61.6	31%	104
Music Addition	1994	$5,911,277	41.00%	L		83.2	18%	29
Child Study Center	1974	$5,443,661	48.00%	L		85.0	15%	4
Core Building	1974	$5,335,992	21.90%	M		86.2	24%	42
Gymnasium	1974	$5,037,285	29.40%	H		48.2		7
Student Union	2020	$3,185,965	12.80%	L		72.0		
Kinesiology / Athletics Center	2020	$2,044,453	7.90%	L		42.4	36%	35
Brentwood Education Center	2020	$1,161,588	2.5%	L		64.0	31%	268
Campus Safety Center	2019	$686,711	23.10%	L		63.0		
SC-ETEC	2008	$406,684	8.00%	L		15.0		
EE TEC Portable Classroom	2008	$318,276	38.40%	L		49.0	11%	3

FUTURE VISION

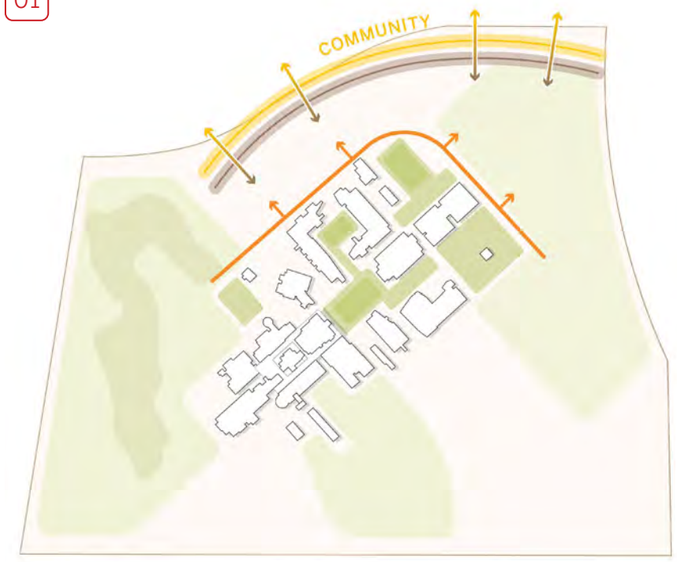
BIG IDEAS

The FP's "Big Ideas" establish a vision for a vibrant, connective Pittsburg campus that enhances the experience for students, faculty, staff, and the greater community.

Crafted through a collaborative process that incorporates insights from various stakeholders, the Campus Plan articulates a vision for a dynamic, interconnected campus aimed at enriching the experiences of all users. Rooted in the College priorities, this vision is structured around three essential components, each targeting distinct design interventions to meet the evolving needs of the LMC community both now and in the future:

01 Shift Campus to the North
02 Complete The Loop
03 Enhance Connectivity

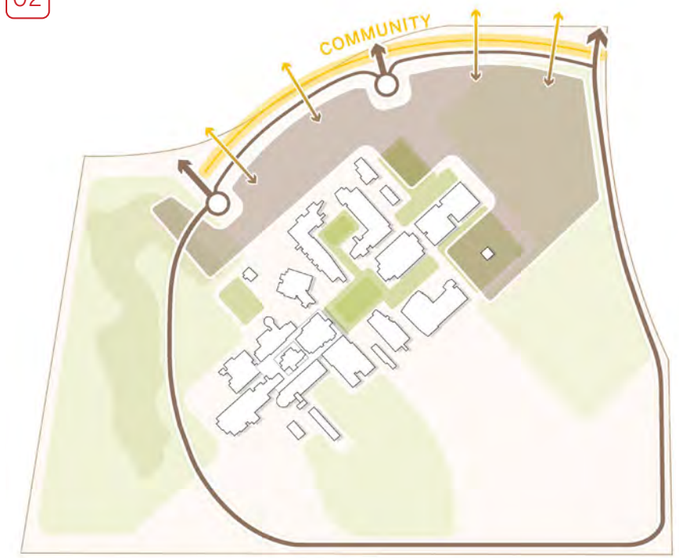
01



SHIFT CAMPUS TO THE NORTH

Grow and consolidate campus toward the north to enhance community connection and better unite the College.

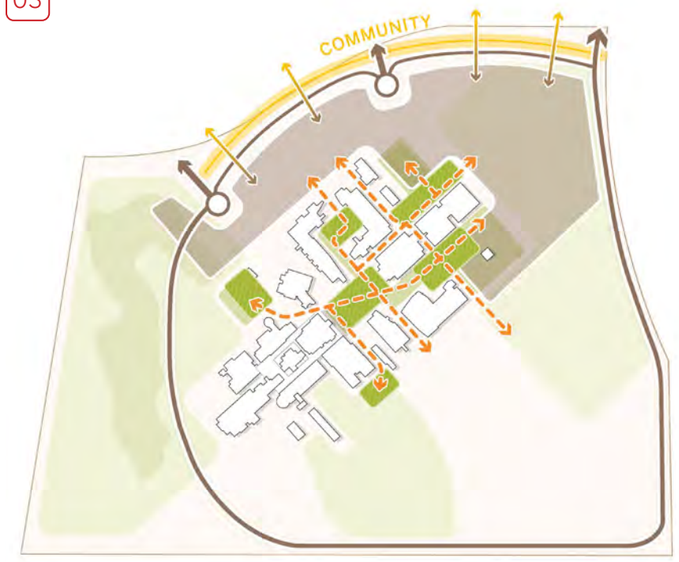
02



COMPLETE THE LOOP

Extend loop road to create a clear way to navigate campus.

03



ENHANCE CONNECTIVITY

Improve accessibility throughout campus with a welcoming pedestrian realm.

COLLEGE COMPLEX

LMC's 50 years is a legacy of innovation first initiated in the unique College Complex..

Conceptualized in the late 1960s in Pittsburg, California, LMC arose amidst a shifting economic landscape, aiming to address the community's need for accessible higher education. In response to the declining smokestack industry, the District spearheaded the creation of a local educational institution. Under the visionary leadership of President John Carhart, LMC embarked on a mission not only to impart education, but also to pioneer a novel learning approach.

INNOVATIVE EDUCATIONAL MODEL

Carhart championed a holistic educational model that prioritized curriculum development over infrastructure expansion. This visionary approach led to The adoption of educational clusters, fostering interdisciplinary collaboration among students as well as staff. This philosophy led to the completion of the College Complex in 1977, marking a significant milestone in LMC's journey, symbolizing its commitment to progressive educational ideals. Despite its imposing appearance, the College's architecture served as a conduit for its progressive educational philosophy. In essence, LMC's College Complex building went beyond being a physical structure; it embodied a vision of community engagement and local educational progress.

ADAPTATION TO CHANGING NEEDS

As LMC continued to grow and evolve, the need for updated facilities to match the changing educational landscape became apparent. In the early 2000s, with support of the community and the local bond measures, three new transformative buildings were completed, including the new Library (2006), Math building (2008), and Science building (2008). This collective planning and implementation effort to construct new facilities in response to emerging educational needs not only provided updated spaces for various academic spaces, but also helped shape a vibrant campus environment conducive to learning and collaboration. LMC continues to uphold the spirit of innovation, interdisciplinarity, and connectedness conceptualized by Carhart and early college leaders.

In recent years, LMC has further expanded its campus footprint with the addition of the Campus Safety Center (2019), Kinesiology and Athletics Complex (2020), and Student Union (2020). These modern structures have not only enhanced the campus's core but also rejuvenated its aesthetic, reflecting contemporary and inviting architectural trends, fostering inviting spaces for students, faculty, staff and community at large.

POST-PANDEMIC INSTRUCTIONAL MODALITY SHIFT

With the onset of the COVID-19 pandemic, student enrollment continued to decline. The remote instructional delivery gained momentum, resulting in an approximately 60/40 ratio of online to in-person attendance. This shift, much like with many higher education institutions, has contributed to a need for increased flexibility, technology application in all areas of the built environment. The shift in modality has also allowed LMC to thoughtfully engage in a dialogue regarding options in right sizing the campus facilities either by strategic renovations or new construction.

Weekly Room Hours - Classrooms - Pittsburg Campus

LONG RANGE FACILITIES CONSIDERATIONS FOR THE COLLEGE COMPLEX

As a part of the FP process, various stakeholder meetings in the fall of 2023 highlighted the challenges of the College Complex for the current and future planned instructional and student services needs. Summary of various dialogues that took place during the FP process are summarized below.

CTE DISCUSSIONS

Key takeaways from the meetings include the impact of limited space on various CTE programs, hindering growth, and ability to shift and adapt to changing teaching opportunities, collaboration, and safety measures. Additionally, the dispersion of CTE programs across campus presented challenges in student interaction and collaboration. Specific program needs were identified, such as the requirement for dedicated space for EVs and AVs in construction programs, and upgraded labs and security measures for Nursing, EMT, and VOTEC programs. Equipment upgrades and security enhancements were deemed necessary for Journalism, EMT, and VOTEC labs

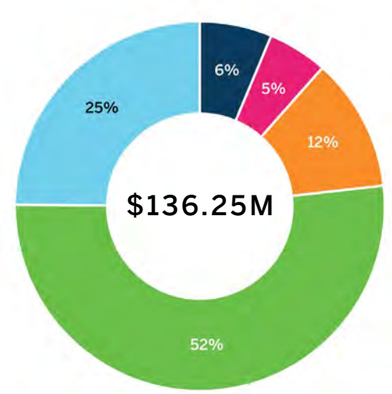
Regarding needs, it was suggested to create dedicated areas for EVs, AVs, diesel programs, and interdisciplinary projects. Climate-controlled labs, especially for welding, were recommended to enhance education quality. Short-term safety solutions at the Child Study Center (CSC) and investments in secure storage and alarm systems for expensive equipment were proposed. Facilitating collaboration between programs, upgrading labs in nursing, EMT, and VOTEC programs, and ensuring regular equipment maintenance were also highlighted as crucial actions to improve the overall educational experience.

COLLEGE COMPLEX USERS MEETINGS

The meetings also delved into various concerns within the College Complex, including inadequate cell coverage, noise disruptions between offices, confusion arising from insufficient signage for students, and safety apprehensions due to unhoused individuals entering the premises. Emphasis was placed on the necessity for regulated temperature, improved airflow, and heightened security measures. Departments like English, ESL, Social Sciences, Art, and Music encountered specific challenges, including Wi-Fi connectivity problems, outdated technology, and a lack of spaces for collaboration. Future strategies entail the creation of cross-disciplinary areas, updated signage, bolstered security, and enhanced communication of available resources.

These user group meetings underscored the urgency to rectify inadequate cell coverage and office noise, fortify security measures, enhance signage and wayfinding systems, upgrade Wi-Fi accessibility, establish collaborative student spaces, tackle aging infrastructure issues, and devise a comprehensive branding and communication plan for available resources within the complex.

In terms of needs and requests, there's a pressing demand for improved accessibility, heightened security protocols, revamped signage and wayfinding solutions, improved Wi-Fi connectivity, the establishment of collaborative spaces for students, the resolution of aging infrastructure concerns, and the formulation of an inclusive plan for branding and communicating available resources. These initiatives aim to enhance the overall environment and experience for both students and faculty within the College Complex.

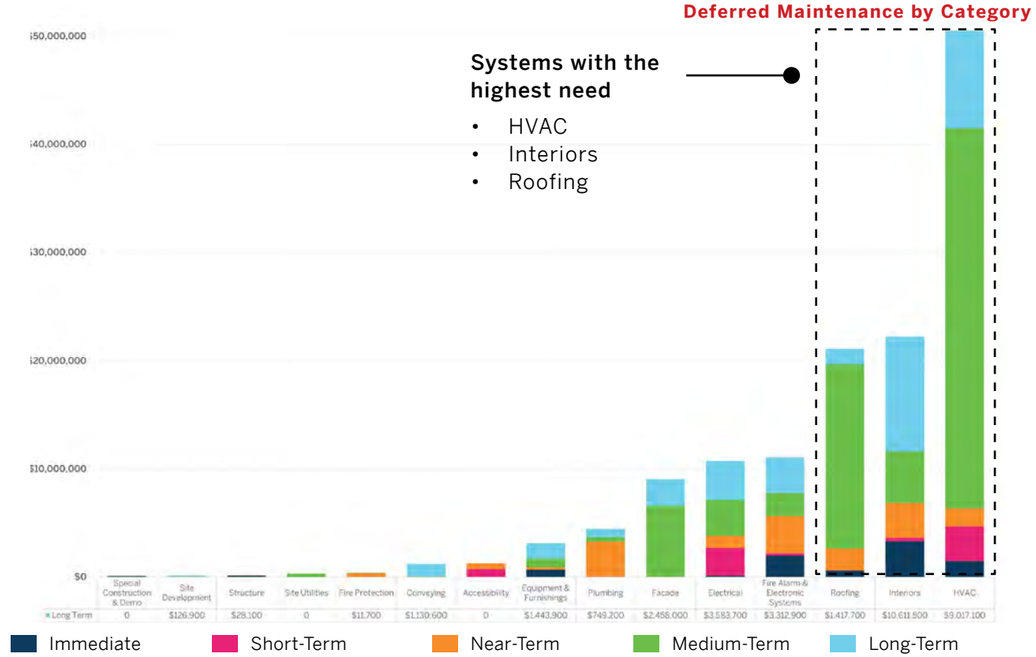


Deferred Maintenance by Phase

DEFERRED MAINTENANCE NEEDS

Moreover, the College Complex, Core, and Music Addition require significant investment in deferred maintenance, totaling $136.25 million over the next 20 years. Urgent projects include equipment upgrades, roofing repairs, and infrastructure enhancements to ensure the longevity and functionality of campus facilities. Deferred maintenance costs only include the cost to replace systems like for like. They do not include construction mark ups like labor or the cost to replace for other systems, such as ones that might help to reach sustainability goals. The costs also do not include other renovations or building improvements. *Further information on the study is located in the appendix in the Facilities Condition Assessment.*

Deferred Maintenance by Category



SPACE PROJECTIONS

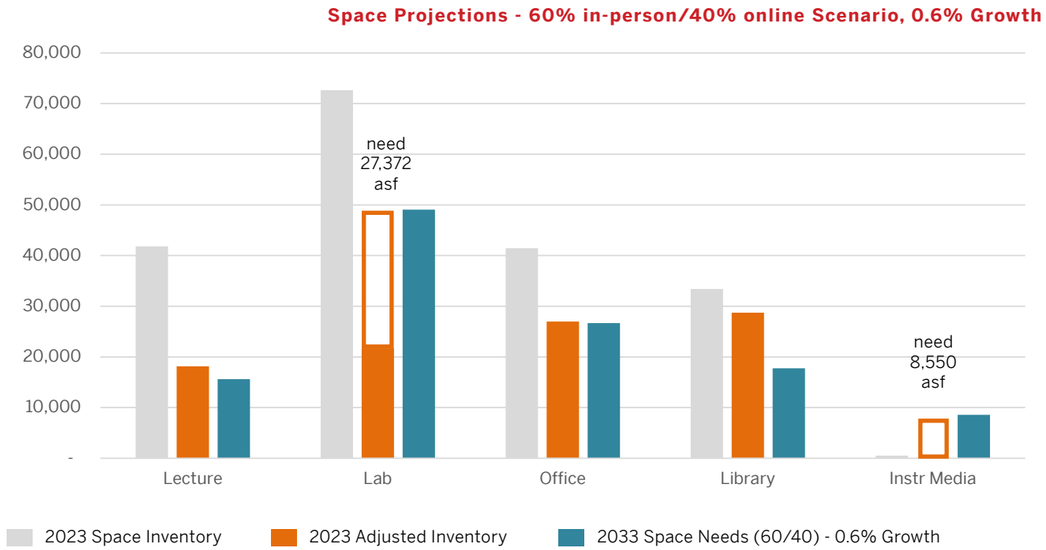
In the five decades following the construction of the College Complex, additional instructional spaces were developed to provide appropriate learning environments for new fields and more current instructional spaces. Following the rapid move to online instruction during the Covid 19 pandemic, use of instructional spaces in the College Complex are under scheduled given technological challenges and online course offerings in a variety of disciplines. In comparing Options 1 and 2 for space projection, it became evident that the College Complex harbors a substantial amount of underutilized space. Were the College Complex to be demolished, there would not be an additional requirement for lecture spaces, and the demand offices is significantly lower than the current capacity on campus, and even lab space demand exceeds current use, recognizing that the lab spaces are specifically designed for discipline-focused instruction,.

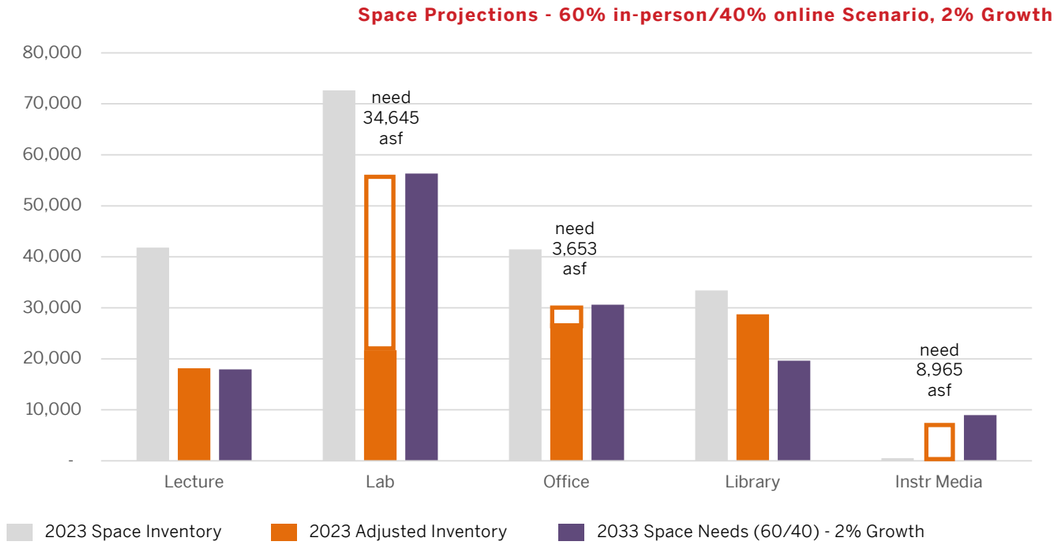
The ultimate decision for space projections involved adopting a planning scenario of 60/40 ratio of on-campus to online instruction, with a growth rate of 0.6% in the first five years and 2% in the following five years. This was the direction from the District as a way to find an approach that works with all of the Colleges, balancing the current and future needs. The following charts illustrate the spectrum of requirements between these growth scenarios, demonstrating that there remains an excess of lecture space and a reduced demand for labs and offices compared to the current campus capacity.

ADDITIONAL STUDIES

As a result of the completed assessments, including a facility condition and deferred maintenance, space utilization and projections, numerous user group meetings and college wide input, the planning team proceeded with two options. Option 1 includes renovation of the College Complex and Option 2 includes a partial demolition of and replacement of the College Complex. In order to address the partial demolition aspect, the planning team conducted an additional study, which encompassed structural analysis, rough order of magnitude cost estimating, and collaboration with architects and district representatives. The structural analysis involved evaluating retrofit, renovation, and demolition options for the College Complex to support the development of the FP. Additionally, the study involved developing an ASCE 41 “Tier 2” seismic evaluation report and accompanying seismic retrofit design sketches/ narratives. We developed rough order of magnitude cost estimates for the seismic retrofit solutions proposed for the LMC College Complex.

SPACE PROJECTIONS SCENARIO PLANNING





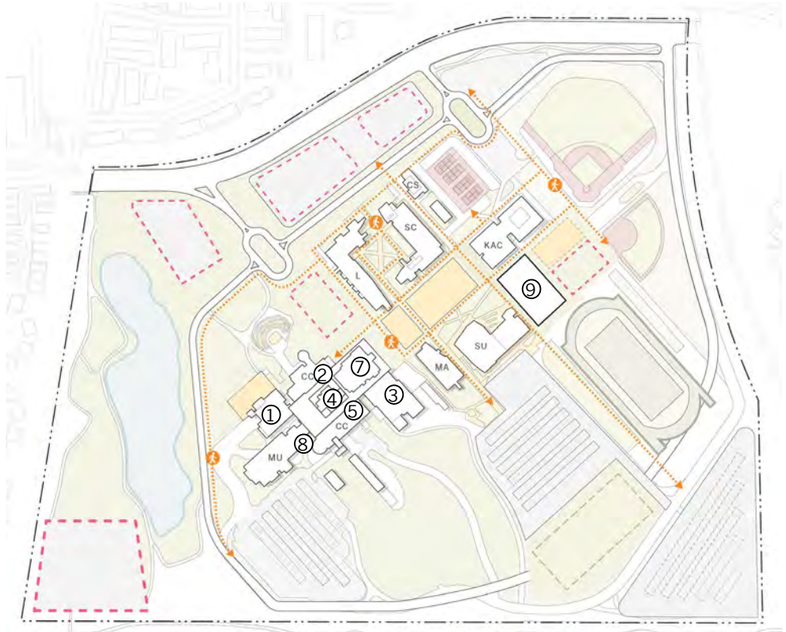
OPTION DEVELOPMENT

OPTION 1

Option 1 delves into the strategic investment of the College Complex, proposing the renovation of numerous existing programs while also considering the relocation of the Child Study Center to this central hub. The renovation strategy involves a careful balance, as it necessitates both swing space for ongoing operations and thoughtful sequencing to optimize the effectiveness of the renovations. Even with phased renovations, the impact on the college operations is anticipated to be significant as they relocate in and out of swing space locations. This would need to be remedied through careful although potentially costly swing space options The proposed renovations of the College Complex are projected to unfold over a considerable period, spanning from seven to 30 years. This extended timeline allows for meticulous planning and execution to ensure that each renovation phase enhances the functionality and efficiency of the facilities.

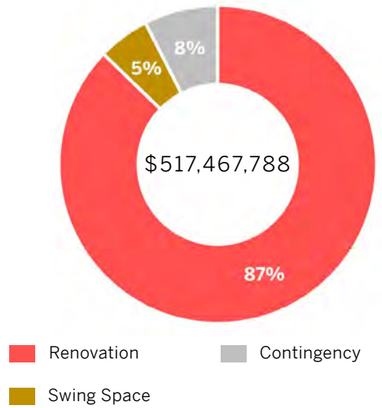
Given the insights from space utilization data and future projections, it becomes evident that the College is currently overbuilt. Consequently,the renovation plan prioritizes efficiency and sustainability, with only one new building, the Gymnasium, slated for construction within this option.

Option 1 - Pittsburg Campus



Option 1 - Cost Summary

RENOVATIONS	
Project 1 - Child Study Center	$12,388,187
Project 2 - Nursing/EMT/Public Services	$22,500,951
Project 3 - CTE	$45,844,375
Project 4 - M&O / Central Services	$13,996,674
Project 5 - Humanities/Social Sciences/Guided Pathways	$37,401,748
Project 7 - Student Services/Basic Needs/Welcome Center	$37,082,586
Project 8 - Music/Drama	$33,336,956
Structural Seismic Upgrade (Less Music Addition)	$53,968,927
Additional Renovation Costs	$169,776,313
OTHER	
Miscellaneous Sitework	$25,002,717
Swing Space	$27,172,860
Contingency	$38,995,492
TOTAL ESTIMATED CONSTRUCTION COST	**$517,467,788**



Option 1 - Cost Breakdown

NOTES:

- Main equipment $s (AHUs, Chillers, Electrical Gear) included with Core/Shell Renovation, this includes any mods. To building systems for campus-wide electrification (does not include campus loop or campus service).
- "Gut remodel" assumed for all renovation projects.
- M&O remodel assumed to be architectural finishes and minor remodel only.
- Electrification scope assume medium voltage loop not upgraded, nor priced, in this exercise. "Gut remodel" and Core/Shell Renovation scope accounts for removal and replacement of all major systems, including elimination of gas systems.

KEY TAKEAWAYS OF OPTION 1:

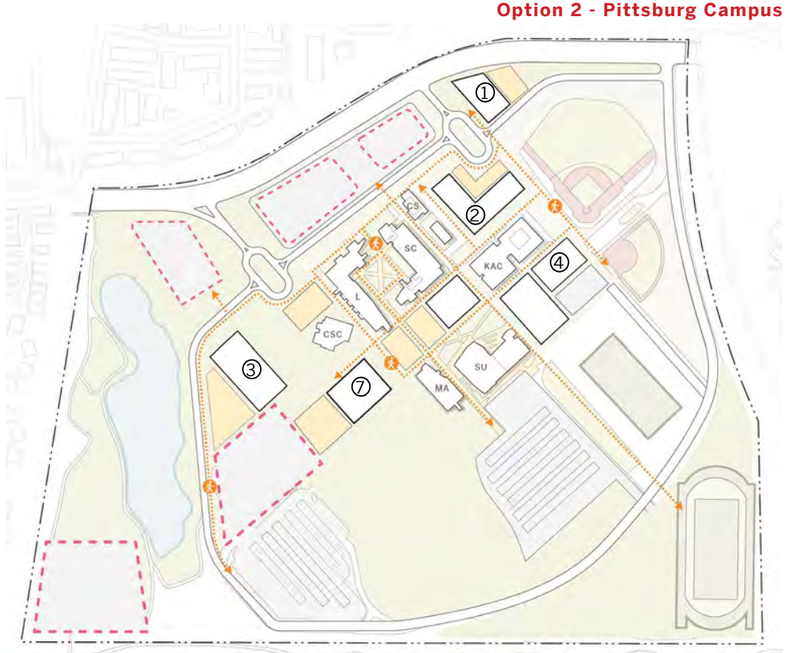
- **Strategic Investment:** Option 1 focuses on renovating existing programs in the College Complex and potentially relocating the Child Study Center to this central hub.
- **Extensive Renovation:** This option involves extensive renovation and the need to provide swing space for ongoing operations.
- **Extended Timeline**: Renovations are planned over 7 to 30 years, allowing for meticulous planning and execution.
- **Overbuilt:** Based on space utilization data, this option still leaves the College overbuilt, with more space than is needed for the projected enrollment growth.
- **Hidden Costs:** With a renovation at this magnitude, there is significant chance that unforeseen challenges will arise throughout the years increasing the overall cost of this option.

OPTION 2

Option 2 presents a comprehensive approach that involves a partial demolition of the existing College Complex, coupled with a focused renovation of the Student Services area within the building. This strategic move recognizes the need for revitalization while also acknowledging the constraints posed by the current layout and structure of the Complex. With the demolition of spaces currently occupied by programs, a series of new buildings are envisioned to rise in their place. The design of these new buildings is carefully curated to align with the evolving needs and pedagogical approaches of the programs they will house. Embracing the principles of Guided Pathways, the new facilities are meticulously planned to foster collaboration, innovation, and student success.

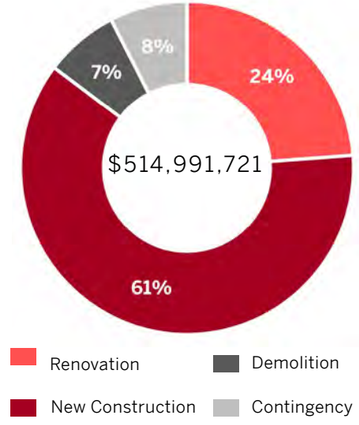
Furthermore, the revitalization initiative aims to redefine the campus landscape, emphasizing a shift towards the community and the front of the campus. By embracing contemporary architectural trends characterized by light, openness, and transparency, the new buildings will not only provide state-of-the-art facilities but also serve as iconic landmarks that reflect the institution's commitment to excellence and innovation in education. This forward-looking approach ensures that the campus infrastructure evolves in tandem with the ever-changing needs of students and the broader educational landscape while embracing the innovative history of LMC that started with the College Complex.

Option 2 - Pittsburg Campus



Option 2 - Cost Summary

RENOVATIONS	
Project 7 -Student Services	$46,752,185
Music Addition and Little Theater	$34,730,194
Structural Seismic Upgrade (Less Music Addition)	$15,852,020
Additional Renovation Costs	$25,346,363
NEW CONSTRUCTION	
Project 1 - Child Study Center	$38,149,984
Project 2 - Health and Public Services, Planetarium	$88,298,470
Project 3 - Career Education & Industrial Design Building	$132,375,872
Project 4 - Maintenance, Operations & Business Building	$57,756,864
OTHER	
College Complex Demolition	$30,241,985
Patch Back Walls, Systems, etc. after Demolition	$6,678,884
Contingency	$38,808,900
TOTAL ESTIMATED CONSTRUCTION COST	**$514,991,721**



Option 2 - Cost Breakdown

NOTES:

- Structural upgrade $/sf based on Option 1 diagrams. Surge space not included.
- Main equipment $s (AHUs, Chillers, Electrical Gear) included with Core/Shell Reno.
- "Gut remodel" assumed for all renovation projects.
- M&O to remain operational as long as possible.
- Building demolition to commence as the last of the College Complex Buildings is completed (SS Renovation), thus accounting for "worst case scenario" escalation.
- New site utility connections are included under "Miscellaneous" costs, and are assumed as 3% of the building cost.
- Electrification scope assume medium voltage loop not upgraded, nor priced, in this exercise. "Gut remodel" and Core/Shell Renovation scope accounts for removal and replacement of all major systems, including elimination of gas systems.
- All structural seismic and core/shell renovation assumed concurrent with renovation projects. Should seismic renovation occur out of sequence with renovations, tangential impacts (architectural, MEP systems) will arise and additional costs incurred ($7,000,000).

KEY TAKEAWAYS OF OPTION 2:

- **Comprehensive Approach:** Option 2 involves partially decommissioning the College Complex and renovating the Student Services area.
- **New Building Vision**: Decommissioning current program spaces will lead to the construction of new buildings designed to meet evolving needs and foster collaboration and student success.
- **Guided Pathways**: The new facilities are carefully designed to align with Guided Pathways principles, emphasizing collaboration, innovation, and student success.
- **Redefined Campus:** The initiative aims to redefine the campus landscape, emphasizing community and contemporary architectural trends.
- **Commitment to Excellence**: This forward-looking approach reflects the institution's dedication to excellence and innovation while honoring its innovative history.

FINAL DIRECTION

Option 2 emerged as the preferred direction due to its forward-thinking and comprehensive approach to revitalizing the campus. While Option 1 primarily focused on renovating existing programs within the College Complex, Option 2 took a more proactive stance by proposing a partial demolition of the complex alongside the renovation of the Student Services area. This strategic move not only, allows for the decommissioning of most of the inadequate College Complex but also creates space for the construction of new buildings meticulously designed to meet evolving program needs and promote collaboration among students. By aligning with the principles of Guided Pathways, these new facilities enhance the overall student experience and facilitate academic success.

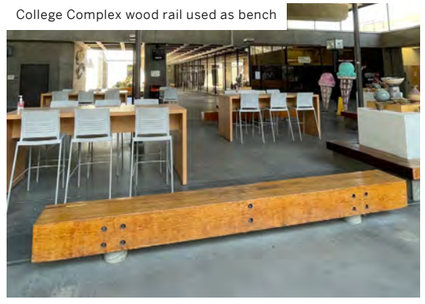
Furthermore, Option 2 redefines the campus landscape with an opportunity to add security, storage, and modern amenities. Emphasizing community and embracing contemporary architectural trends characterized by openness and transparency, this approach reflects LMC's commitment to providing an inspiring and innovative learning environment. Unlike Option 1, which risks leaving the College overbuilt and susceptible to hidden costs arising from unforeseen challenges during renovation, Option 2 offers a proactive and sustainable solution for the institution's future. By embracing change and prioritizing long-term viability, Option 2 sets the stage for continued excellence and innovation in education at LMC, building on the aspirations established 50 years ago.

Option 2 is introduced as the "Campus Plan" on the following pages.

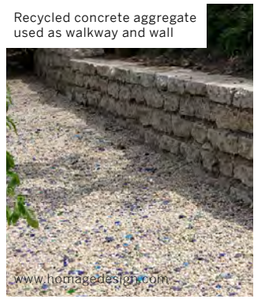
HONORING THE COLLEGE COMPLEX

There is an opportunity to honor the legacy pf the College Complex on the campus. The beautiful wood handrails, once guiding countless students, could find new purpose as inviting benches, offering a place for reflection and connection thoughout campus. The ground aggregate of the concrete could now pave pathways, preserving the essence of its history with each step. Rebar, long concealed within its structure, could undergo a transformation, emerging as captivating sculptures crafted by students, blending art and welding in a collaborative tribute. Finally, the koi pond that provides respite within the College Complex can be relocated on campus and become more accessible to the campus and greater community. With each repurposed element, the campus honors the resilience and creativity of the past, while forging an enduring testament to the institution's spirit of innovation that echoes through generations.

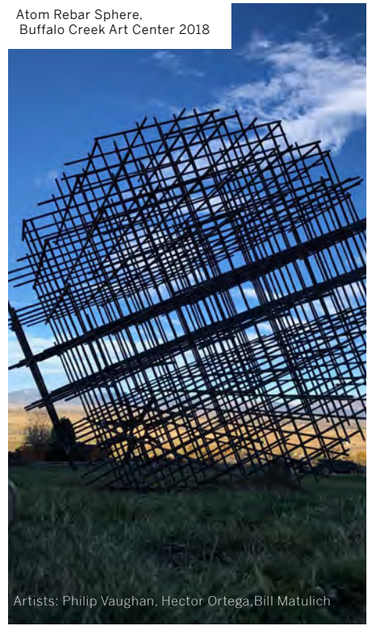
College Complex wood rail used as bench



Recycled concrete aggregate used as walkway and wall

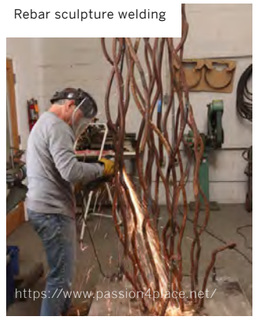


Atom Rebar Sphere,
Buffalo Creek Art Center 2018



Koi pond on campus

Rebar sculpture welding



CAMPUS PLAN

LEGEND

- Proposed New Construction
- Proposed Renovation
- Existing Building/Deferred Maintenance

PLAN OVERVIEW

Seven new buildings and three renovation projects are included in the FP, as illustrated on the preceding pages. These new buildings house a range of program based on current and future campus needs, and the renovations will enhance the existing campus environment and support student success.

Proposed New Construction (in alphabetical order)

- Athletic Fields & Stadium
- Career Education & Industrial Design
- Child Study Center
- General Academic Building
- Gymnasium
- Health & Public Services
- Maintenance, Operations & Business Services Building

Proposed Renovations (in alphabetical order)

- Child Study Center (new Welcome Center)
- College Complex (Student Services)

Proposed Demolition

In order to implement the plan, several buildings and sites require demolition. It is important to note that the removal of the buildings will occur over an extended period of time in order to limit disruption and minimize the need for swing space. The table to the right identifies each of the buildings to be demolished, the programs within, and the planned relocation for those programs.

Campus-wide Projects

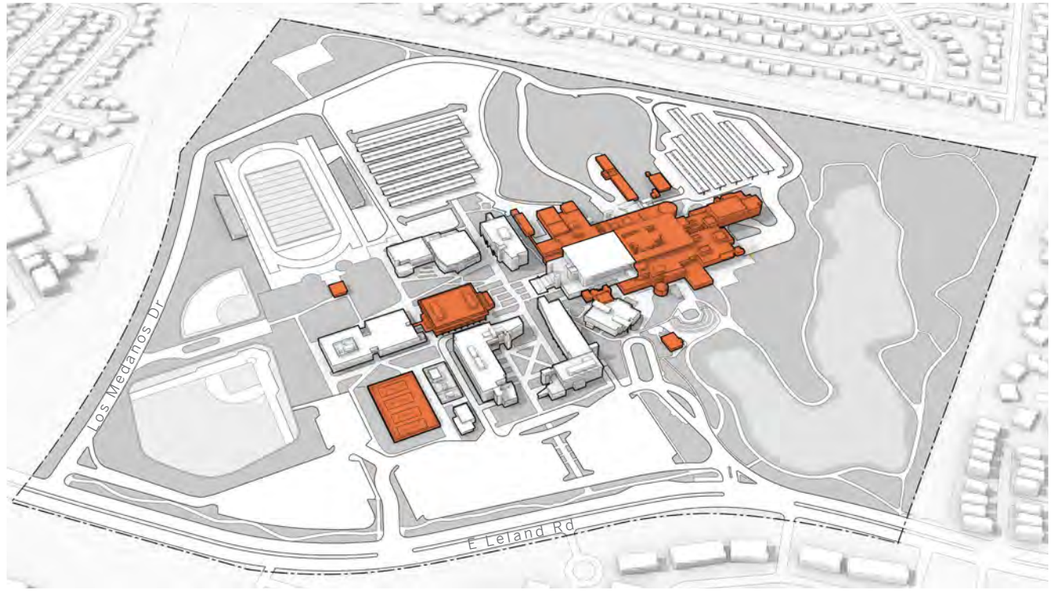
- Energy Conservation and Renewable Energy Projects
  - LED lighting upgrades
  - Building automation systems/HVAC controls upgrades
  - Provisions for building level electric and gas meters
  - Additional onsite solar PV

Deferred Maintenance

These projects keep existing campus facilities safe and in good condition throughout their years of service. Repair and maintenance help correct and prevent health and safety hazards, improving the long-term cost-effectiveness of facility operations.

PROPOSED DEMOLITION	EXISTING PROGRAM	GSF	PROGRAM RELOCATED TO
Child Study Center (partial)	Child Development	*13,197 GSF*	New Child Study Center
Pantry	Basic Needs	*1,440 GSF*	New Welcome Center
Gymnasium	Gymnasium	*19,940 GSF*	New Gymnasium
College Complex (partial)	Various	*TBD GSF*	Various
Core Building	Administration	*27,726 GSF*	New Maintenance, Operations & Business Services Building
Music Addition	Music	*13,345 GSF*	New General Academic Building
Concession	Support	*900 GSF*	New Stadium

Proposed Demolition



LEGEND

Proposed Demolition

PROJECT PHASING

The Facilities Plan recommendations in this chapter provide a comprehensive vision the next 20 years for the future development of the campus, including renovation, replacement of facilities, and campus-wide site and systems improvements. It's important to recognize that the transformation of the campus will unfold gradually over the next decade and beyond. All phases and subsequent projects are detailed within this section.

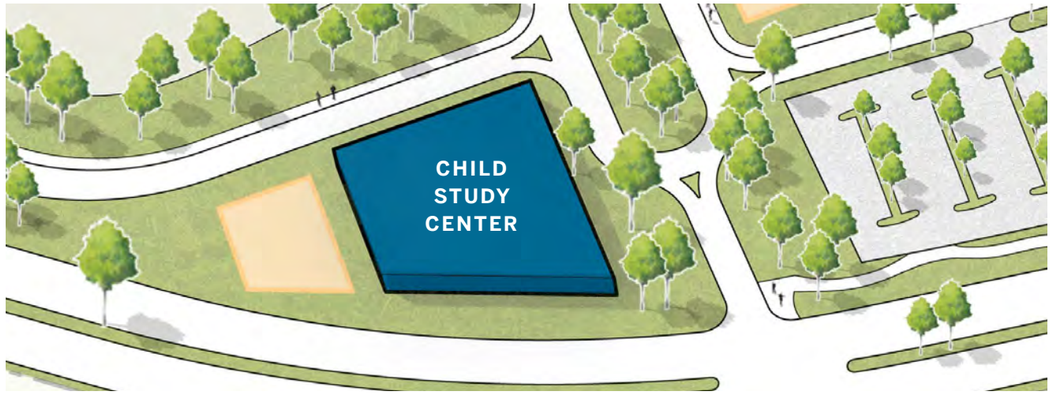
To ensure success and practicality, a master plan must remain adaptable and responsive to the evolving dynamics prevalent in higher education today. Variations in funding availability, program changes, and fluctuations in enrollment may necessitate adjustments to the plan, potentially leading to projects occurring out of sequence or differing from what's envisioned in this document.

With flexibility and responsiveness guiding the implementation strategy, the sequence of projects has been developed based on the following parameters:

- Address today's critical spaces needs early in the phasing
- Limit the number of moves and reduce the need for swing space and campus disruption
- Position LMC to maximize opportunities for funding

PROJECTS **GROUP A**

PROJECTS GROUP A (7-10 years)	ESTIMATED SIZE	
New Child Study Center	*18,000 GSF*	①
Health & Public Services *(with planetarium)*, Circulation & Site Improvements *(including Loop Road Connection)*	*38,400 GSF*	②
Career Education & Industrial Design *(CTE/Makerspace/ Auto/Welding/Art)*	*46,000 GSF*	③
Maintenance, Operations & Business Services Building *(Business Services/Central Services/ IT)*	*27,000 GSF*	④
Former Child Study Center Renovation as Welcome Center *(Basic Needs/Guided Pathways/EOPS)*	*13,200 GSF*	⑤



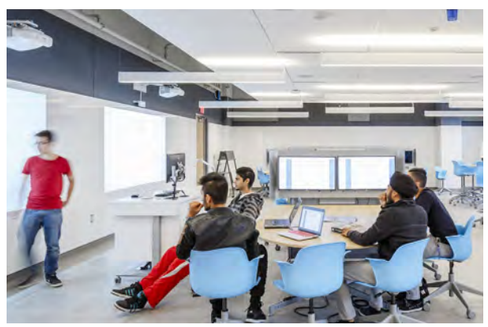
1 NEW CHILD STUDY CENTER

The existing Child Study Center (CSC) faces challenges in effectively serving its program, with identified issues related to maintenance, suboptimal location, and concerns about security and outdoor safety. In response, a strategic decision has been made to relocate the CSC near campus safety services and aligning with the master plan's direction. The new location not only addresses security and safety concerns but also introduces dedicated drop-off and pick-up points, along with open spaces tailored to support the programmatic needs of early childhood education. The increased size of the new building not only accommodates the current program more effectively but also provides room for future growth, ensuring the center can adapt and expand to meet the evolving needs of the community. This relocation represents a proactive step to overcome existing challenges, enhance the CSC's functionality, and align with long-term plans for campus development. The design will include a designated pick up and drop off area as well as required exterior safety elements specifically for the play area. During project planning the focus will be on ensuring safety priorities can be accomplished, which may result in identifying an alternative location.

2 HEALTH & PUBLIC SERVICES

The Nursing and EMT programs, presently situated in the College Complex, face spatial challenges, including insufficient and inadequately sized spaces hindering potential growth. A strategic move is planned to relocate these programs to the north of campus, creating synergies with the Science, Kinesiology & Athletics Center (KAC), and Child Study Center programs and establishing a dedicated science and health science zone aligned with Guided Pathways. The new building will not only address the current limitations but also provide additional space for future College Complex adjustments, accommodating offices or general classrooms. This project also provides adjacent exterior spaces for training purposes. This forward-looking plan aligns with the college's growth trajectory over time, ensuring optimal utilization of space and fostering collaborative connections between related academic disciplines.

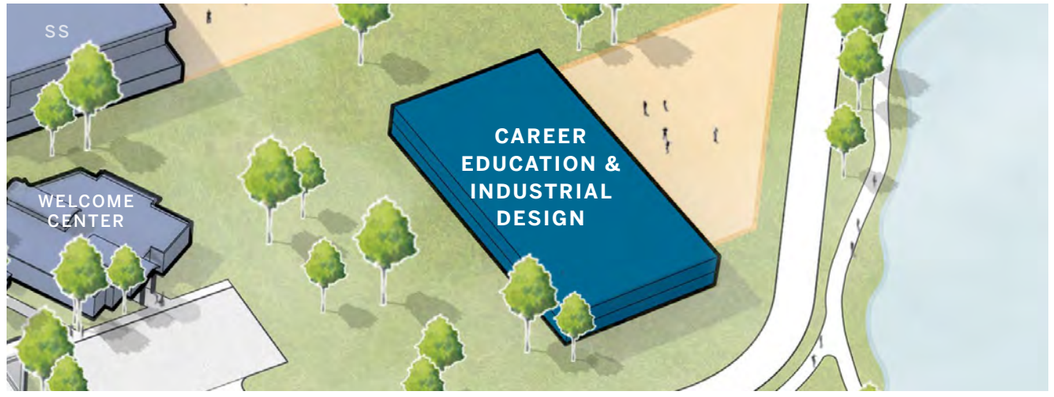
The planetarium will also be relocated to this building with an exterior access for community use.



2 CIRCULATION IMPROVEMENTS

Currently, the flow of traffic within the campus is restricted, resulting in inefficiencies in movement. The establishment of a loop road has long been a desire of the campus community. This endeavor carries the promise of significant change, addressing the issues caused by restricted circulation while bolstering safety and navigation for all users. More than just practical advantages, the loop road contributes significantly to shaping the campus's central area. Furthermore, incorporating parking lots accessible from the loop road aids in optimizing vehicular entry, lessening congestion, and promoting smoother traffic flow.

To establish the Loop Road, a portion of the Lake will need to be filled. This infill not only tackles deferred maintenance issues in the vicinity but also enhances outdoor areas and trails, benefiting both the campus and the broader community.



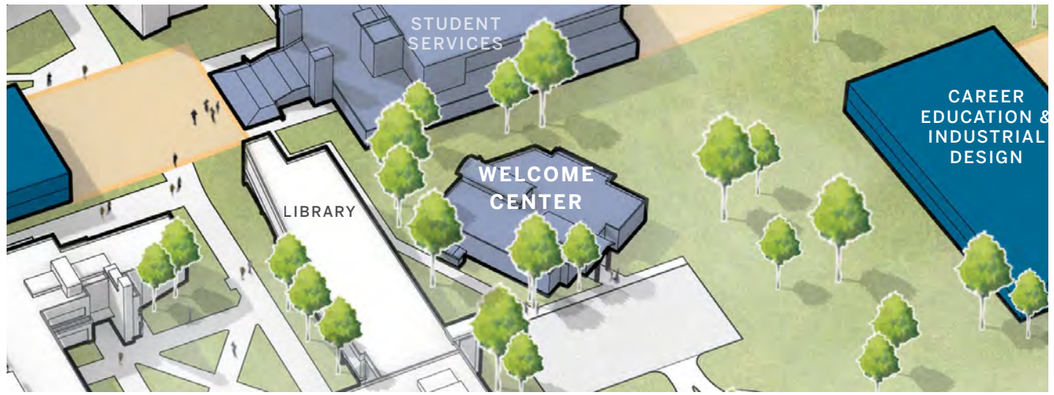
3 CAREER EDUCATION & INDUSTRIAL DESIGN

The demolition of the CTE and Art spaces within the College Complex underscores the necessity for their replacement. This arises from the realization that the current infrastructure no longer adequately meets the evolving needs of the campus community. Challenges such as space limitations, insufficient connectivity, and a lack of designated collaboration areas have highlighted the urgency for a comprehensive overhaul.

This cutting-edge facility is envisioned to become the centerpiece of the campus, boasting state-of-the-art laboratories and studios tailored to the requirements of CTE programs, PTEC, ETEC, Auto, Welding, Art, and makerspaces. With its innovative design and versatile spaces, the building aims to serve as a vibrant hub of collaboration and innovation. This project also provides generous outdoor lab and staging spaces for these programs. By fostering interdisciplinary interactions and access to the latest technology, the building will catalyze creativity and propel academic excellence.

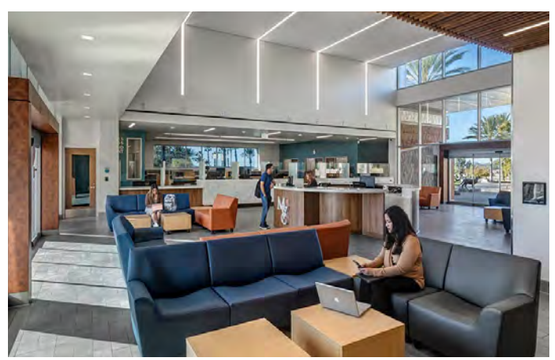
4 MAINTENANCE, OPERATIONS & BUSINESS SERVICES BUILDING

The new building will accommodate various administrative functions currently housed in the College Complex, such as Business Services, Maintenance and Operations, Central Services, and IT. Additionally, it will address the campus-wide demand for secure storage facilities. Situated adjacent to a newly constructed parking lot designated for Maintenance vehicles and other campus-service activities, the building aims to streamline operational efficiency and enhance accessibility for essential services.

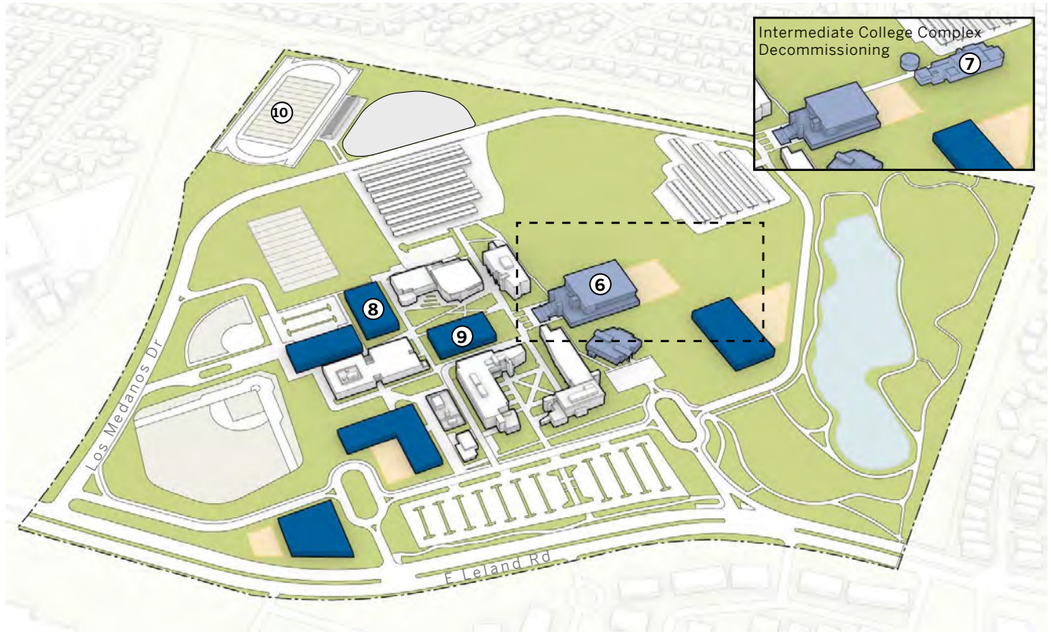


5 WELCOME CENTER (FORMER CSC RENOVATION)

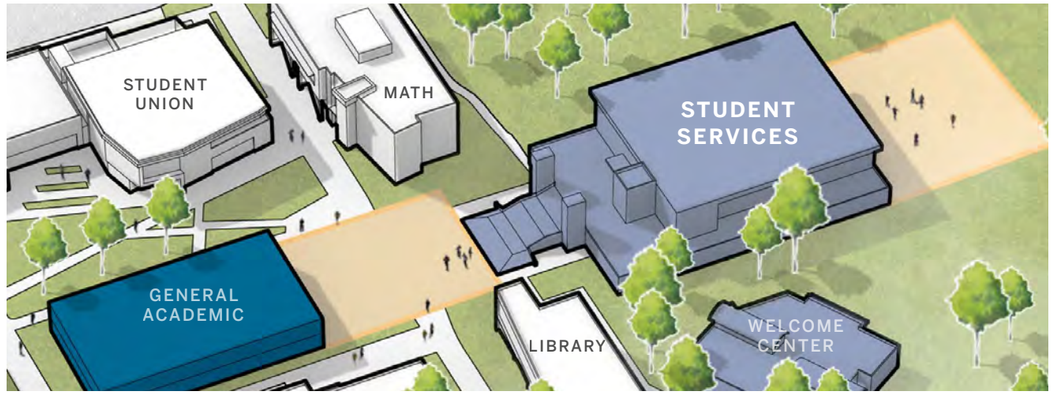
During the FP process, stakeholders emphasized the need for a Welcome Center at the campus entrance. This center symbolizes hospitality, greeting students and visitors and aiding navigation across campus. It alleviates navigation challenges by serving as a central hub, guiding individuals to various campus destinations, including Student Services. Located in the renovated Child Study Center near the transit center, it houses and ensures easy access to critical student services like Basic Needs, Guided Pathways, and EOPS. This strategic placement enhances accessibility and emphasizes the center's role as an entry point for all campus visitors. The Welcome Center embodies inclusivity and support, fostering a conducive environment for learning, growth, and student success.



PROJECTS **GROUP B**



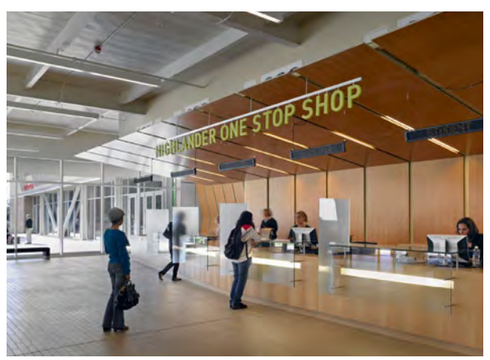
PROJECTS GROUP B (beyond 11 years)	ESTIMATED SIZE	
Student Services Renovation	*30,000 GSF*	⑥
Music Addition Renovation + Little Theater	*19,500 GSF*	⑦
Gymnasium	*30,000 GSF*	⑧
General Academic Building *(Humanities/ Social Sciences/Performing Arts)*	*25,000 GSF*	⑨
Athletic Fields & Stadium	*805,000 GSF*	⑩

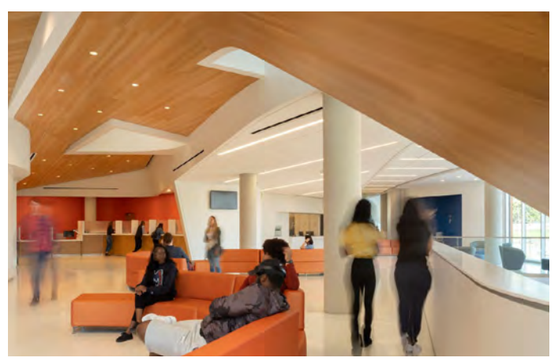


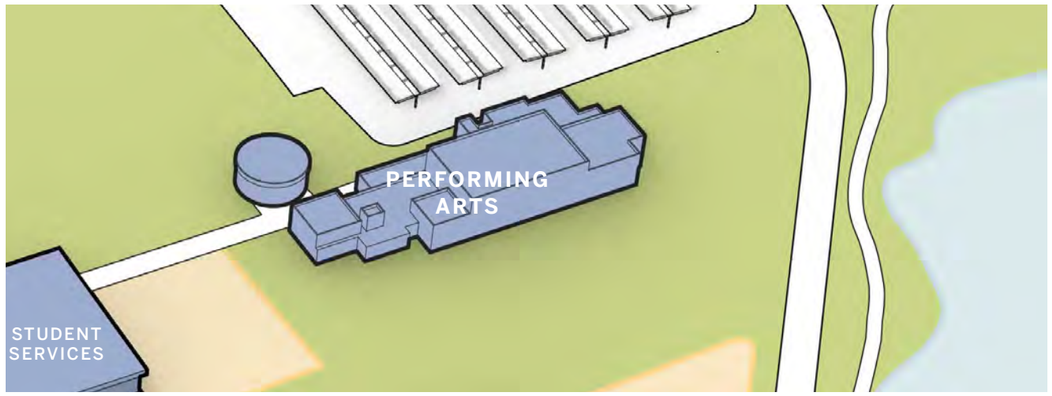
6 STUDENT SERVICES RENOVATION

In 2008, the renovation of Student Services marked a significant enhancement to this section of the existing complex, welcoming students with an expanded lobby. This integrated center not only improved access to services but also fostered a more cohesive environment for students. However, the increasing demands for student services over the past 15 years have resulted in space constraints within the Student Services building, emphasizing the urgent need for updated facilities to better cater to today's student population.

The upcoming renovation project will entail a modernization and strategic reorganization of interior spaces. As the one of the last remaining segments of the original College Complex, the building will undergo retrofitting to ensure it meets contemporary standards and functionality requirements. This initiative not only seeks to rejuvenate the structure but also highlights its historical significance as a key element of the institution's heritage.

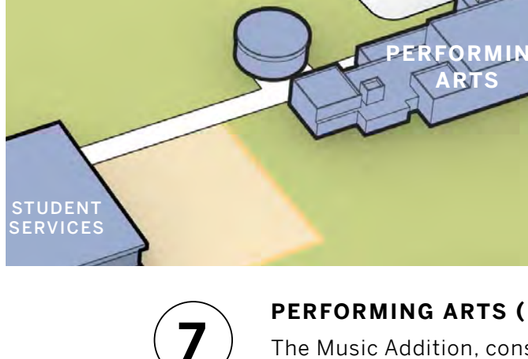


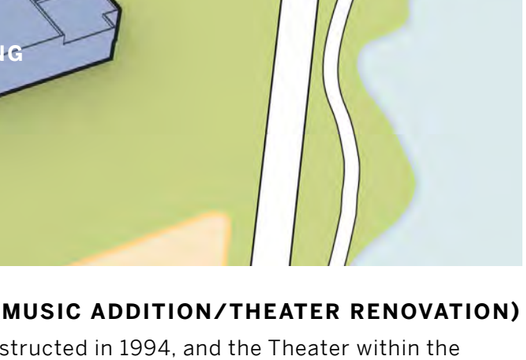


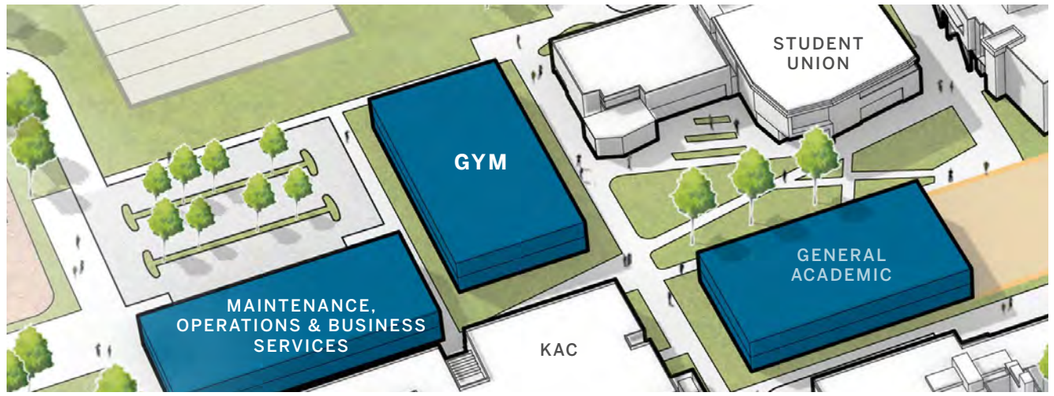


7 PERFORMING ARTS (MUSIC ADDITION/THEATER RENOVATION)

The Music Addition, constructed in 1994, and the Theater within the College Complex are slated for renovation to better accommodate the dynamic requirements of the Performing Arts, encompassing both music and drama. This initiative aims to modernize and enhance these facilities in the short term before moving to the General Academic Building at the core of the Campus. This renovation ensures they are equipped to meet the evolving demands of students, faculty, and the broader community engaged in artistic pursuits. By revitalizing these spaces, LMC reaffirms its commitment to fostering creativity, expression, and excellence in the performing arts domain.



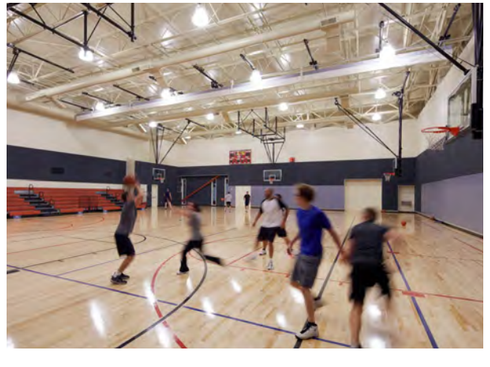


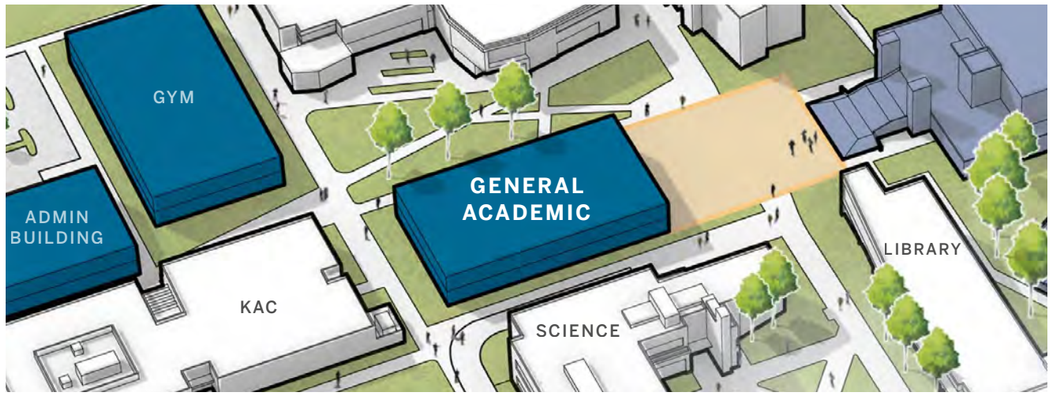


8 GYMNASIUM

The existing Gymnasium faces significant deferred maintenance challenges, despite recent funding efforts aimed at upgrades. However, these short-term solutions may not ensure its sustained functionality in the long run. Recognizing this, plans are underway to relocate the gymnasium to a new strategic location, bridging the KAC and the athletic fields. This relocation is part of a larger vision to create a cohesive Athletic & Recreation zone within the campus.

Scheduled for development within the 21 to 30-year horizon, the new Gymnasium symbolizes a forward-thinking investment designed to elevate the campus's recreational and athletic amenities. By strategically situating it between the KAC and the athletic fields, the new gym will facilitate seamless access for athletes and students alike. This integrated approach not only enhances the functionality of the athletic facilities but also fosters a sense of unity and purpose within the campus community.





9 GENERAL ACADEMIC BUILDING

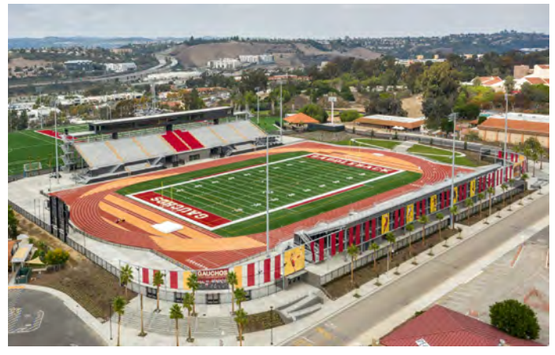
The General Academic Building stands as a pivotal long-term endeavor designed to meet the expanding academic requirements of the College. Strategically positioned at the site currently occupied by the Gym, this development not only facilitates the enhancement of academic resources but also fosters the creation of more open spaces at the heart of the campus.

The General Academic Building will also include a Black Box Theater and other supporting spaces for Performing Arts (Music/Drama) in the long term to enable the demolition of the Music Addition and College Complex.

Should the College choose to have a larger central open space on campus the General Academic Building could be located to another area of campus.

10 ATHLETIC FIELDS & STADIUM

The proposed stadium will not only support athletics programs on campus but will also provide much needed covered space for College events, including commencement ceremonies. The three synthetic fields, including football field, the soccer field, and the baseball field, will require replacement in order to remain usable for sports and recreation. The track will also require replacement.

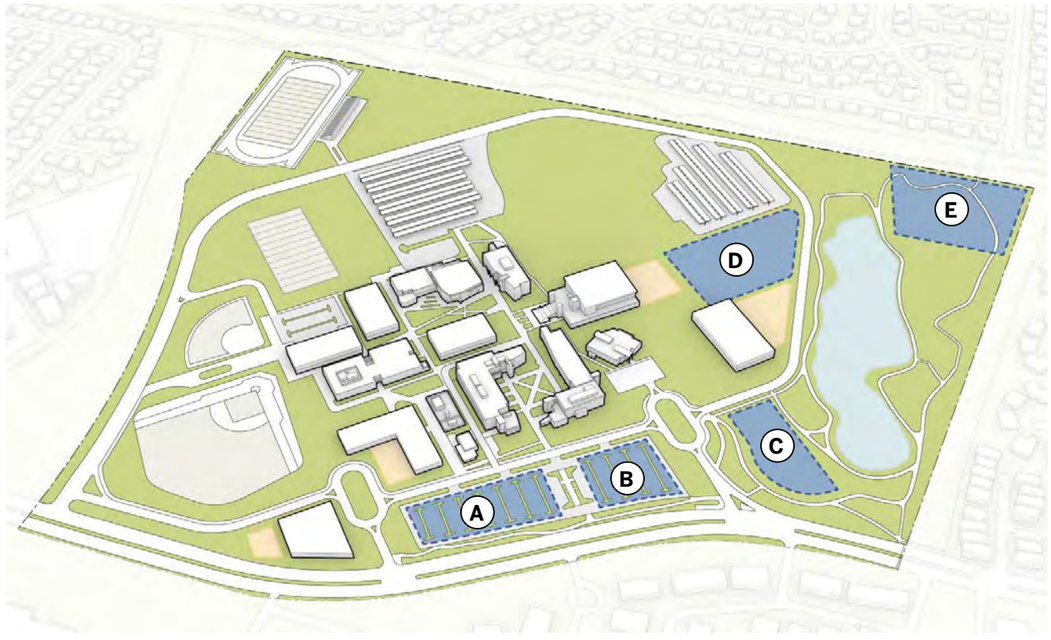


ADDITIONAL RENOVATIONS

Renovations for Group B include Library and Sciences, and longer-term renovations include KAC, Math, and Student Union. These projects address deferred maintenance issues identified in the Facilities Condition Assessment study and aim to ensure the continued good condition of the buildings.

FUTURE OPPORTUNITY SITES

During the planning process, the entire LMC campus was evaluated and considered during the site selection phase for the proposed projects. While some sites were not chosen for projects recommended in this plan, they are identified as potential future building sites of interest to the College. These sites are also available to relocate planned buildings if existing proposed locations do not continue to service the campus objectives.



FUTURE OPPORTUNITY SITES

Potential Building or Parking Site	A
Potential Building or Parking Site	B
Potential Building Site	C
Potential Housing Site	D
Potential Housing Site	E

HOUSING

Sites D & E may be of future interest to the College as it explores options for Student and/or Employee housing on the campus. Housing affordability is a key issue county-wide. The construction of future student and employee housing has the opportunity enhance the experience of campus for students and support their success by connecting them to key resources.

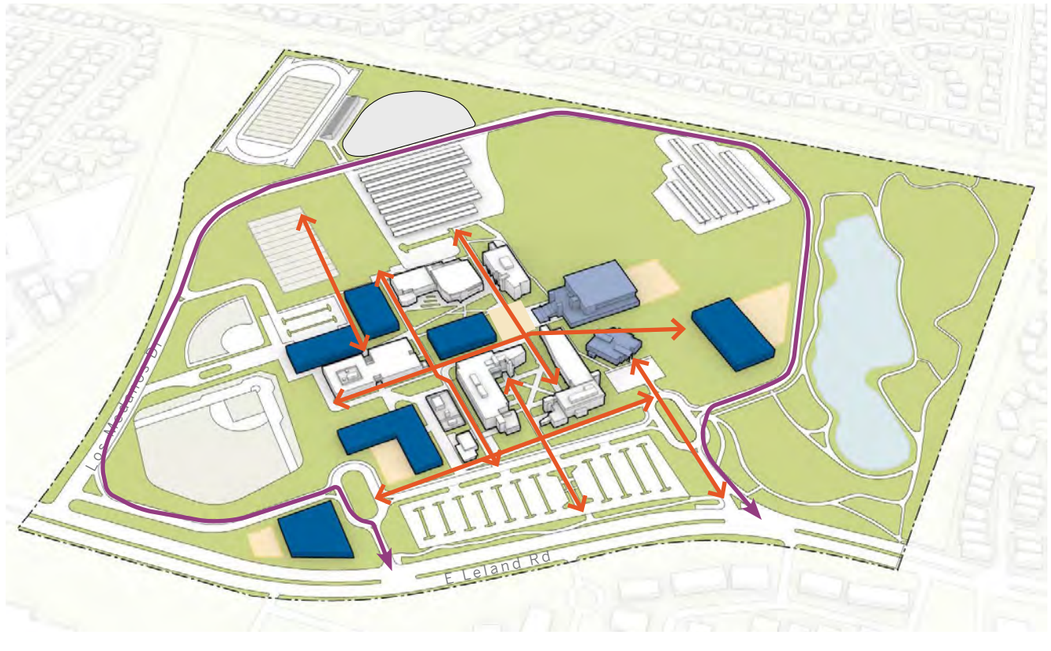
With these considerations in mind, potential sites for future phases of student and employee housing are identified as part of the FP. These potential sites will guide conversations around future development, allowing stakeholders to evaluate challenges, opportunities, assets, and trade-offs. Continuing to explore additional housing to support students and employees of the 4CD community is a goal of the FP.

TECHNOLOGY

Enhancements to the technological framework across campus are required to meet the increasing bandwidth demands of users. Addressing key areas identified by stakeholders will not only align with the goals of the District and College but also facilitate planning initiatives, accommodate growth, ensure safety, and promote equity. These include:

- Enhancing and expanding wireless connectivity both indoors and outdoors across all campuses.
- Enhancing and expanding cellular coverage.
- Providing network support to upgrade learning environment equipment.
- Upgrading instructional spaces with technology to flexibly support hybrid learning.

SITE IMPROVEMENT PROJECTS



PEDESTRIAN CIRCULATION & OPEN SPACES

The Loop Road does more than just keep traffic moving smoothly; it's designed to prioritize pedestrian circulation and connections. This holistic approach fosters a sense of cohesion and accessibility, creating a lively and interconnected atmosphere. Improved open spaces throughout the campus link important pedestrian pathways, forming vibrant hubs that invite interaction and engagement across the campus. Opportunities to add murals and bright colored furniture throughout the open spaces can foster a sense of belonging and identity on campus while providing unique spaces for students and staff to gather.


A nature playspace in Ohio. (Robin Moore)


"Lake Merritt Monster" in Oakland

PLAYSCAPES

Transforming the campus with integrated playscapes invites a realm of creative play and storytelling. These vibrant installations not only provide moments of respite amid academic pursuits but also serve as inclusive havens for students with children and community members alike. Through interactive art, such as abstract sculptures designed for leaping and crawling, the campus becomes a dynamic canvas for exploration and imagination.

OUTDOOR CELEBRATION AND MEMORIAL SPACES

The campus presents a prime opportunity for creating dedicated spaces tailored for celebration and ceremony. Whether marking academic achievements, cultural festivities, or communal milestones, these spaces can foster a sense of belonging and unity among students, faculty, and staff, enriching the campus experience and strengthening its community bonds.

FP COSTS

Costs are developed from high-level, dollars-per-square-foot ($/SF) based on similar, recent, and relevant construction. Caveats or adjustments have been made to reflect any particular known scope that may affect the $/SF. Total Cost includes construction, soft costs, escalation of 4% to estimated construction start.

NEW CONSTRUCTION	Size (GSF)	Construction Start	Total Cost
Child Study Center	18,000	2027	$38,149,984
Health & Public Services Building (w/Planetarium)	38,400	2029	$88,298,470
Lake Renovation (enabling work for H&PS)	26,000	2028	$3,258,892
Loop Road (enabling work for H&PS)	90,000	2028	$11,280,779
Career Education & Industrial Design Building	46,000	2032	$132,375,872
Maintenance, Operations & Business Building	27,000	2034	$57,756,864
Gymnasium	30,000	2040	$81,876,037
General Academic Building	25,000	2042	$73,797,602
Stadium	95,000	2044	$89,210,014
Athletic Fields	710,000	2044	$166,681,868

RENOVATIONS	Size (GSF)	Construction Start	Total Cost
Welcome Center (renovated CSC)	13,200	2029	$19,052,784
Student Services	30,000	2036	$46,752,185
Music Addition and Little Theater	19,500	2036	$34,730,194
College Complex Structural Seismic Upgrade	N/A	2036	$15,852,020
College Complex Additional Renovation Costs	N/A	2036	$25,346,363

OTHER			Total Cost
Pantry Demolition	1,440	2030	$136,654
College Complex Partial Demolition	145,826	2036	$30,241,985
Music Addition and Little Theater Demolition	19,500	2044	$3,316,734
Post Demolition Work			$6,678,884
Contingency			$38,808,900
TOTAL ESTIMATED CONSTRUCTION COST			**$963,603,085**

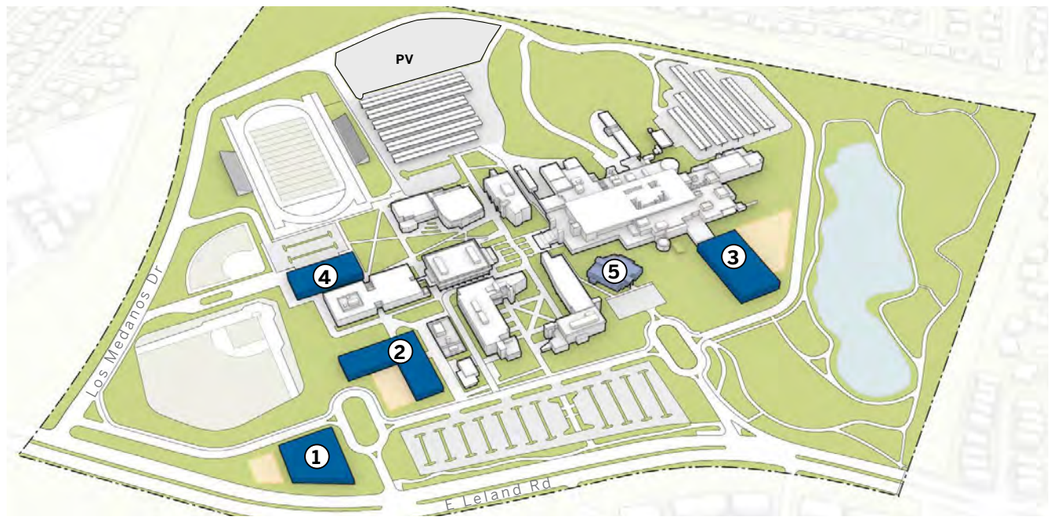
GROUP A COSTS ONLY

The costs below represent projects within Group A of the Facilities Plan.

NEW CONSTRUCTION	Size (GSF)	Construction Start	Total Cost
1. Child Study Center	18,000	2027	$38,149,984
2. Health & Public Services Building (w/ Planetarium)	38,400	2029	$88,298,470
Lake Renovation (enabling work for H&PS)	26,000	2028	$3,258,892
Loop Road (enabling work for H&PS)	90,000	2028	$11,280,779
3. Career Education & Industrial Design Building	46,000	2032	$132,375,872
4. Maintenance, Operations & Business Building	27,000	2034	$57,756,864

RENOVATIONS	Size (GSF)	Construction Start	Total Cost
5. Welcome Center (renovated CSC)	13,200	2029	$19,052,784

OTHER			Total Cost
Pantry Demolition	1,440	2030	$136,654
TOTAL ESTIMATED CONSTRUCTION COST			**$350,310,299**



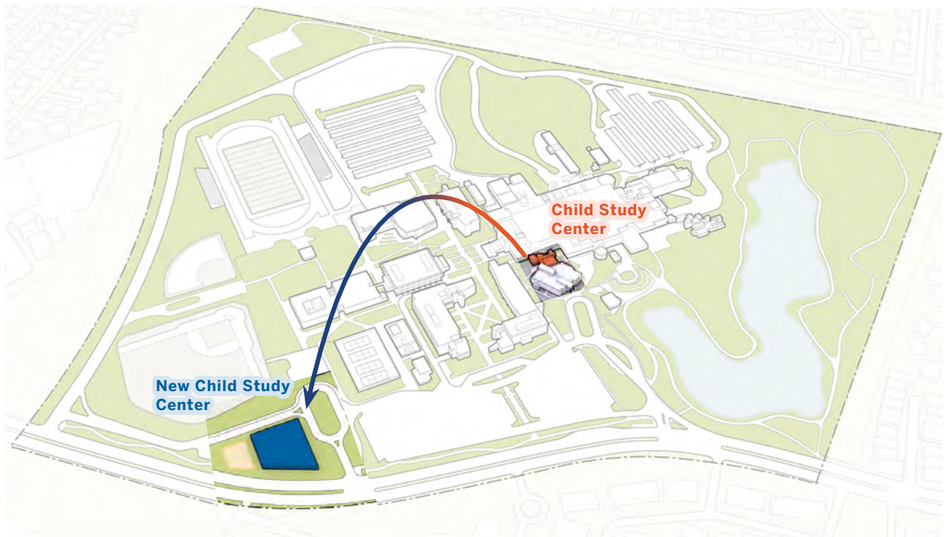
PHASED DEVELOPMENT

The FP presents an overall picture of the future developed campus over the next 10 years and beyond. To manage resources and mitigate disruptions the **FP Projects Group A** are broken down into sequential stages. While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

PROJECTS GROUP A (7-10 years)	Phase
New Child Study Center	1
Health & Public Services Building and Loop Road Connection	2
Career Education & Industrial Design Building	3
Maintenance, Operations & Business Building	4
Former Child Study Center Renovation as Welcome Center	5

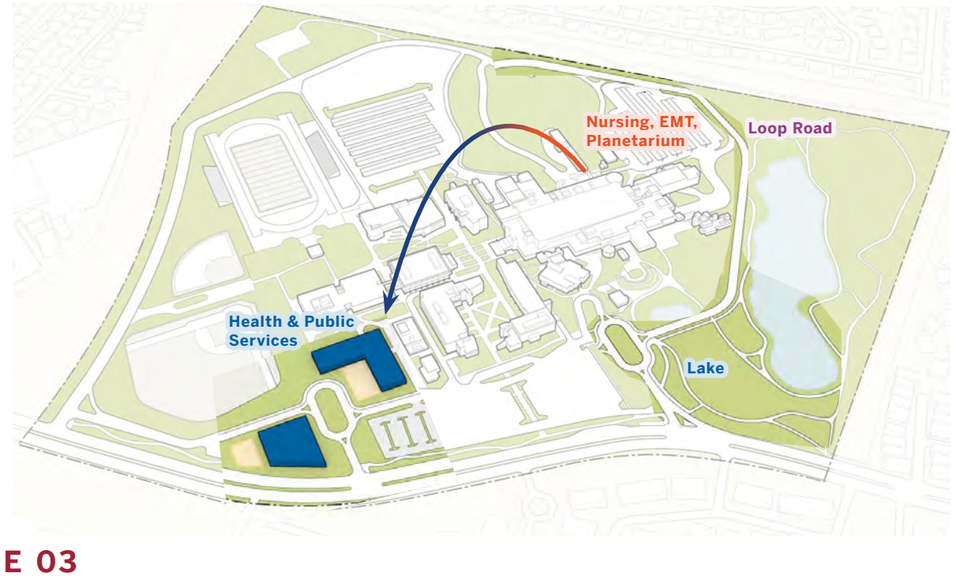
PHASE 01

1. Construction of New CSC
2. Construction of Round-a-bout
3. Move programs from old CSC
4. Partially demolish old CSC



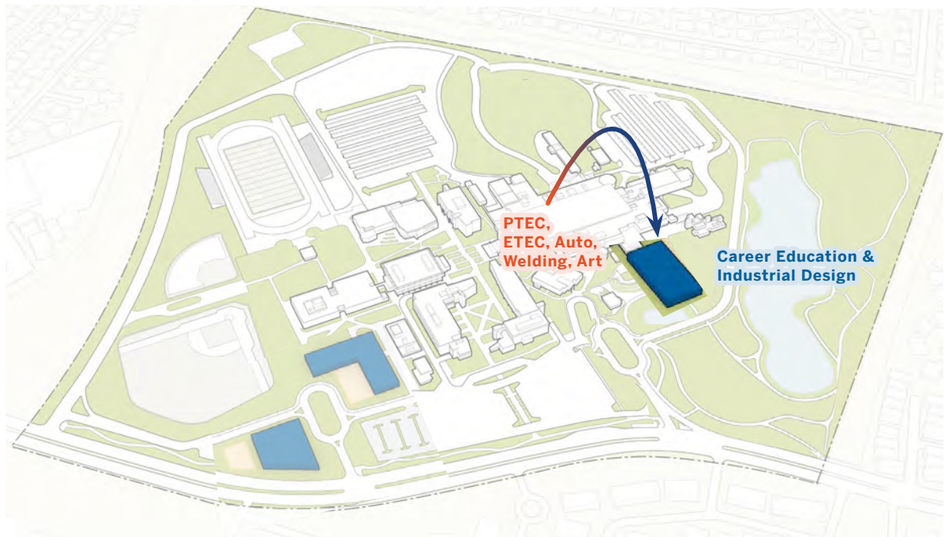
PHASE 02

1. Demolition of Tennis Courts and construction of Health and Public Services
2. Relocation of Nursing, EMT, and Planetarium from College Complex
3. Infill north-east corner of Lake
4. Construct Loop Road



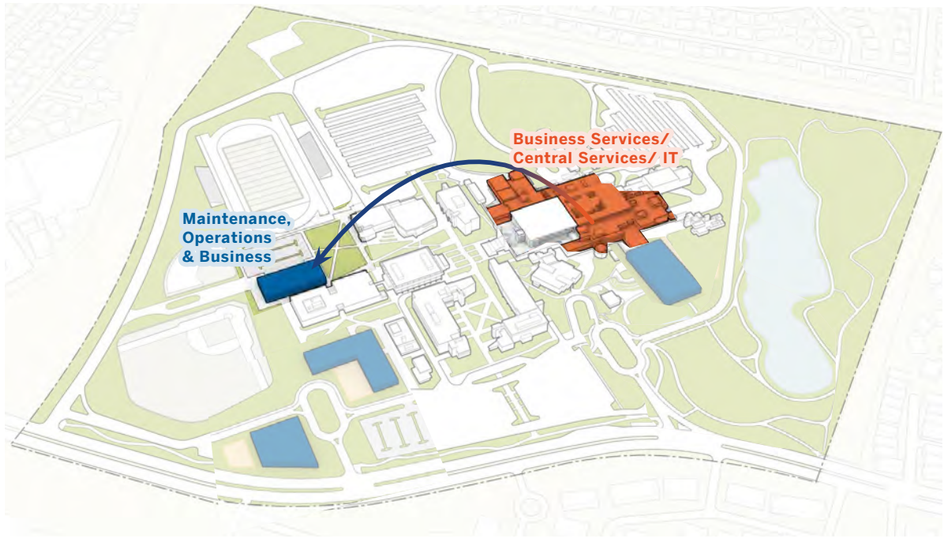
PHASE 03

1. Construction of Interdisciplinary Lab Building
2. Relocation of PTEC, ETEC, Auto, Welding, and Art from College Complex



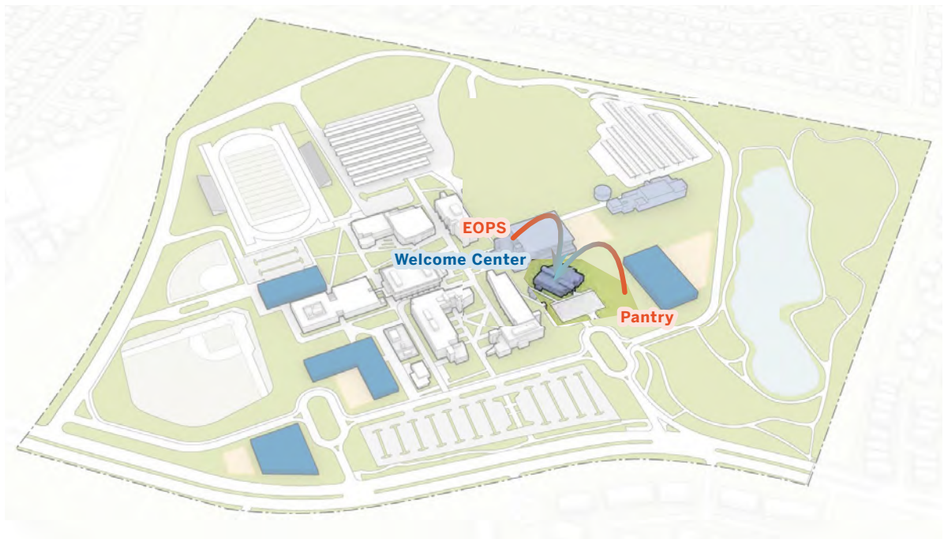
PHASE 04

1. Demolition of Concession
2. Construction of Administration/M&O Building
3. Relocation of Business Services/ Central Services/ IT from Core and College Complex
4. Partial demotion of College Complex



PHASE 05

1. Renovation of CSC to Welcome Center
2. Relocation of Basic Needs, Pantry, & EOPS
3. Demolition of Pantry



BRENTWOOD CENTER

In 2011, the acquisition of a 17.5-acre property paved the way for the development of the new Brentwood Center. With state-of-the-art facilities spanning 55,000 square feet, the center offers a wide range of amenities, including instructional classrooms, science labs, library resources, and student services. Designed to accommodate up to 5,000 students, the Brentwood Center, which opened in 2021, represents a significant investment in expanding educational opportunities within the community.

During the Brentwood Center stakeholder meeting in September 2023, various concerns and proposed improvements were addressed. The lack of clear signage, particularly for vital spaces such as the lactation room, was acknowledged. Participants reached a consensus on the necessity of establishing a designated welcome center to efficiently guide students. Attention was drawn to issues regarding faculty office accessibility, urging for consistency in naming and signage. Additionally, the importance of shaded areas, permanent signage at Marsh Creek, food options for students, improved event hosting areas, and maximizing the use of existing resources like the computer lab were emphasized.

Key takeaways from the discussion underscored the imperative to enhance signage in essential areas like the lactation room, establish a dedicated welcome center for students, maintain consistency in faculty office naming and signage, address the lack of shaded spaces, ensure permanent signage at Marsh Creek for better visibility, explore food offerings such as a café or coffee cart, optimize underutilized spaces like the computer lab for student study zones, and develop a formal event area within the campus.

Regarding needs and requests, there's a collective call for clear and prominent signage for essential facilities, the establishment of a dedicated welcome center for student guidance, consistent naming and signage for faculty offices, the installation of shaded areas in the quad, permanent and robust signage at Marsh Creek, the introduction of food options like a café or coffee cart, the utilization of underutilized spaces such as the computer lab for student study areas, and the creation of a formal event area within the campus. These initiatives aim to enhance overall functionality and the student and faculty experience at the campus.

District-Owned Parcels

Opportunity Areas - Brentwood Center

steinberg hart