

**2009 Peralta Community College District
Integrated Educational and Facilities Master Plan**
March 19, 2009

Acknowledgements



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March 19, 2009

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Letter from the Chancellor



During the past twelve months, the four Peralta colleges have been developing and completing their respective Educational Master Plans. This was a critical link in the master planning process and is the foundation for the development of the 2009 Integrated Educational and Facility Master Plan for each college. These documents were utilized to present a framework and direction to the recently completed Facility Master Plans, which will serve as a guideline regarding future instructional and support service programs as well as improvements in facilities throughout the district.

Because master planning is a continuous and transparent process that depends upon the involvement from all segments of the district, the 2009 Integrated Educational and Facility Master Plans should be reviewed annually and updated as necessary to provide a long-term vision for future development of our facilities at all our campuses. The completion of the 2009 Integrated Educational and Facility Master Plan is a vital component that will contribute to the future success of our district by providing options for future facilities and support services and will contribute to supporting our future students with the finest educational experience possible.

I would like to personally thank the faculty, staff, administrators, students and everyone involved for their invaluable input, time and energy spent on the planning process.

Elihu Harris

Chancellor
Peralta Community College District

Introduction to Process

SCOPE OVERVIEW

The 2009 Peralta Community College District Integrated Educational and Facilities Master Plan (“Plan”) is a consolidation, on a district-wide bases, of the individual 2009 College Integrated Educational and Facilities Master Plans (“College Plans”). However, additional information has been included in the financial section regarding current capital outlay projects, budgets and a prioritized list of all proposed projects. It is a guiding document for the District, including educational master planning, facilities planning and financial plans input and projections. This Plan, like the College Plans, was constructed on the foundation of the colleges’ Educational Master Plans. These Educational Master Plans were developed over the past twelve months with contributions from the administration, faculty and staff of the Colleges and the District and completed independently of this process. The 2009 Peralta Community College District Integrated Educational and Facilities Master Plan provides specific direction and parameters for the implementation of programs and activities relating to the educational, support service and facility programs with a District-wide perspective. These five Integrated and Educational Master Plans are meant to be the “bridging documents” between the Educational Master Plans developed by the faculty, staff and administrators at the colleges and the Facilities Master Plans, developed by WLC Architects and Maas Companies Inc. in consultation with the college faculty, staff and administrators.

The goal of the *2009 Peralta Community College District Integrated Educational and Facilities Master Plan* is to assist the Distict in projecting the educational programs, support services and facilities that will be needed through the year 2022. The Plan provides direction for improving the College’s services to students and the community. It is a dynamic document, flexible enough to adjust to new issues and needs that may arise, which will guide decision-making at the institution for years to come. The Plan is not a destination in itself, rather, it is a starting point from which discussions and decisions will be made over the coming months and years.

The *2009 Peralta Community College District Integrated Educational and Facilities Master Plan* includes both qualitative input and quantitative data. This information, from stakeholders at the colleges and from the service area demographic information, was used to explain the changes that occurred in the past, and to forecast the needs for the future. In addition to several recommendations concerning instructional programs, enrollment management and marketing, the Plan also lays out the future facilities space needs for the District through the year 2022 including projected costs and funding options.

The objectives of the Plan were:

- To bring together educational components—the physical, programmatic and human resources of the District—into a long-range plan that will support facility development and decision-making for the future.
- To identify and allocate academic and support services space through the year 2022.
- To provide the facility master planners with appropriate and quantified space, by category, that meets State Educational Code and Title V-Administrative Code standards.
- To position the District to take the next step in the planning process—forecasting space into the physical dimensions of buildings that meet State criteria and identifying a finance plan and strategy to meet the future facility needs of the District.

The planning process included the following tasks:

- Conducting an overview and assessment of the District and the area it serves.
- Conducting data research on the historic growth of student enrollment and weekly student contact hours (WSCH).
- Completing a physical capacity analysis—determining the viability of the physical space to support the current program of instruction and support services.
- Assessing the internal environment of the colleges and the district relative to the current composition and profile of the students served.
- Conducting an external environmental scan—viewing the District in relationship to its service area and external environment.

The planning process included, but was not limited to, the following areas to create a platform to support the forecast of future needs and directions of the District:

- Incorporated the data of the *2008 Educational Master Plans* that were developed internally by the colleges and verifying the information that was provided to the Peralta Community College District by the independent consultant, Chuck McIntyre, for that planning process.
- Conducting a section level analysis of the current programs of instruction.
- Creating a baseline curriculum that reflects current WSCH values by discipline or program, by Division and by college.
- Integrating the qualitative input with quantitative data for each college and the District.

Defining the capacities for WSCH generation in the future and determining the needs for space through year 2022:

- For each college, creating a WSCH generated forecast for each discipline or program.
- Quantifying the academic space needs in assignable square feet (ASF) for the future.
- Quantifying each college's total space needs (both instructional and support space) in assignable square feet (ASF) for the future.
- Evaluating space needs for consistency with the Title V - Administrative Code standards of the State.
- Producing a surplus/deficit analysis for future space requirements.



Framework for the Plan

OVERVIEW

The framework for the *2009 Peralta Community College District Integrated Educational and Facilities Master Plan* commences with an analysis of the students who attend the four Colleges within the College District. This analysis reviews the demographics of students who attend classes at any location in the District. In general, it is a summary of the specific demographic studies completed for each College's master plan but it also aggregates the information into a District-wide assessment.

The geographical area used for the District-wide demographic study is an overlay of the individual College service area rings as identified in each College's master plan. It has been drawn to reflect a unique geographical service area for the District. The data has been extracted from the ESRI National Data Base System which is the same system used by both federal and State governmental agencies in projecting future

demographics for the greater Oakland area. In addition, the information has been summarized to provide a comprehensive perspective of the students attending classes throughout the District. One notable variance from the College demographic studies is that the District study looks at student demographics on a District-wide basis thus eliminating the obvious overlap of demographic information among the Colleges. Consequently, the District-wide demographic study and the resulting analysis provides a unique assessment of the student population and eliminates the potential skewing of data due to overlap of the four Colleges' service areas.

As was the case in the individual College master plans, the students enrolled in classes throughout the District and their educational needs are the basis for the instructional programs and support services provided by each College. As part of the District-wide planning process it was determined that the

programs and services offered at each College would need to be reviewed and assessed by a representative master planning committee comprised of faculty, staff and administrators from all Colleges and the District office. This master planning committee role is to review the recommendations included in each College's master planning documents and develop a phased, integrated master plan for the



District that will address these proposed recommendations on a District-wide basis. The intent of this shared governance process is to allow the stakeholders at all levels within the College/District structure to provide input and recommendations for the delivery of instructional programs and student support services at all Colleges within the District in a cost-effective yet responsive manner to address the needs of current and future students.

The framework of the District plan also creates baselines or reference points from which future programs, services and facilities are developed throughout the District. The base line reference points for the District plan are the same as those established for the individual master plans; that is Fall Semester—2007. Therefore, all external and internal environmental scan information included in the District Plan is based on 2007-08 information.

THE DISTRICT-WIDE STRATEGIC PLAN

Overlying the entire planning process at the District is the *District-wide Strategic Plan—2nd Edition, April 2008*. This Plan, which was the product of over two years of discussions, is the overlying or umbrella plan from which all other planning documents emanate. Include in this Plan is a Mission Statement and also the Goals for the District:

Mission Statement

We are a collaborative community of Colleges.

Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development.

We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives.

Together with our partners, we provide our diverse students and communities with equitable access to the educational resources,

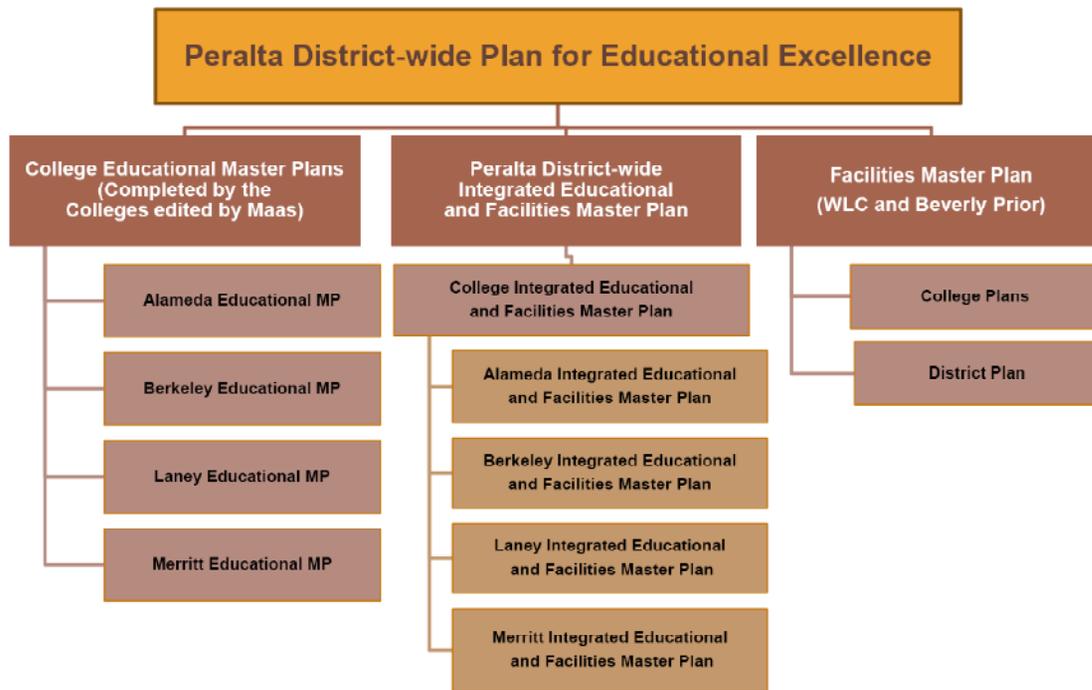
experiences, and life-long opportunities to meet and exceed their goals.

Goals

- Students - Advance Student Access, Equity, and Success
- Communities - Engage Our Communities and Partners
- Programs - Build Programs of Distinction
- Collaboration - Create a Culture of Innovation and Collaboration
- Resources - Develop Resources to Advance and Sustain our Mission

THE PLANNING PROCESS

Following the development of the *District's Strategic Plan*, each College, using the Mission Statement and accompanying goals as a guide, prepared an Educational Master Plan. This Master Plan identified the educational and support services provided by the College for the foreseeable future. Next, this information, along with other support plans including the Technology Plan, the Staffing Plan and the Finance Plan, provided the planning documentation that served as the baseline information for the preparation of



the 2009 *Integrated Educational and Facilities Master Plans* for the Colleges.

As a final step in the process, the District-wide master planning committee and consultants utilized this information to create this master plan which is entitled, *“District Integrated Educational and Facilities Master Plan*

The District reviews its strategic planning priorities annually. The goals and objectives as stipulated in the *Strategic Plan* and the *Educational Master Plans* (EMP), are implemented during the subsequent academic year. One of the key elements of the planning process at the Colleges and the District is the integration of all planning documents at both the College level and the District level. The chart illustrates how the

components of the master planning process have been integrated into one, overall master planning process.

PLANNING ASSUMPTIONS

As part of the District-wide strategic planning process, a number of planning assumptions were developed that impact not only the District, but as should be the case, the Colleges. In preparing the *District-wide Integrated Educational and Facilities Master Plan*, a review was made of the District’s planning assumptions to determine how these assumptions could be integrated into both the College and District-wide process such that all master planning documents would reinforce and support the *District-wide Strategic Plan*. With minor modification of semantics, not content, the following District planning assumptions have been used as the guide posts for the development of both the College and District master planning documents.

The planning assumptions are as follows:

1. **Population Change:** As the mix of service area population ages shifts, curriculum and programming changes that address the educational and social needs of the population, as well as student recruitment and retention strategies will become increasingly important for the District.
2. **Diversity:** There will be an ever-increasing number of non-native English speaking students, which will require the District to adjust its educational and support service delivery systems.
3. **Student Profile:** There will be unique student profiles at each college, thus requiring the District to establish a unique series of support services for each college.
4. **Enrollment and Access:** Overall, the District will grow in student enrollment if the District maintains a well-planned focus on enrollment management

(recruitment and retention strategies), improving services to better serve students and assure continued improvement in facilities.

5. **Student Success and Retention:** Partnerships among the various segments of education—K-12 schools, community colleges, and four-year institutions—contribute to greater student success and student retention. Vital student support services including ease of admission, financial aid, tutorial



services and counseling will be critical for student success.

6. **Choice, Convenience and Delivery Systems:** There is an unmet demand for upper division higher education in the greater Oakland-Berkeley area. The increasing demand for distance education will continue. When alternative providers are clearly available, it challenges the district to better understand and meet the needs and desires of students. Accommodating class schedules, facilities and alternate instructional delivery systems need to be planned and implemented for each college within the district.
7. **Student Achievement:** The changing CSU General Education (GE) patterns may correlate to the current declining trend in transfers to California State Universities. However, beginning in 2008, it appears the economic constraints will override these issues and the CSU System will be impacted by student enrollment.

8. **Jobs, Careers and Global Education:** The need for career technical degree options, skills certification and job training programs and other short-term programs will continue to increase. Those individuals who have obtained skills needed in a competitive marketplace may later seek opportunities for skills upgrade, career development, general education and lifelong learning that can lead to high levels of education attainment. Economic globalization has begun to break down the borders of traditional service areas of the District.
9. **Socio-economic Divide:** The socio-economic divide within the greater East Bay area and with neighboring counties will continue to challenge the District in planning and offering programs and services.
10. **Fiscal Underfunding:** Given the overall negative fiscal outlook for the State of California, funding will continue to be severely limited in the near future, therefore directly challenging the District and its colleges to achieve optimal enrollment levels as defined in the Educational Master Plans for the Colleges.
11. **Attracting and Retaining Faculty and Staff:** The College will continue to face a challenge in faculty and staff recruitment and retention. The ability to provide consistent and high quality programs is contingent upon the ability of the District to attract, hire and retain qualified employees.
12. **New and Modernized Facilities:** Improvements to facilities and equipment throughout the District will enhance programs and attract students, faculty and staff.
13. **Changing Technology:** The District will continue to increasingly employ technology to enhance teaching and learning in creative and cost-effective ways. There will be a continuing need to maintain pace with emerging technology in all facets of the organization.
14. **Professional Development:** The District needs to continue building and enhancing cultural awareness and diversity training. In addition, faculty and staff will continue to be challenged by the complex mission of the District and the Colleges and the varied level of student preparedness. Employees require continuous training and development to deliver effective teaching and learning as well as to remain current regarding efficient operational processes, policies and procedures. One effective means to fundamentally influence the teaching and learning environment is through the support of faculty and staff professional development.

15. **Accountability Expectation:** Public scrutiny of educational institutions will continue. Student learning outcomes (SLO's) and assessments are currently a theme of emphasis for planning and operation of educational institutions. The accrediting commission has placed major emphasis on the development of SLO's for all programs and services provided by the District and the Colleges. This will continue to be a major issue in future accreditation visits to the District. The cost of programs and accountability for student

performance will occupy a high priority spot on the agendas of the District and the Colleges.

16. **Meeting Community Needs:** The district needs to be innovative, flexible and more responsive in order to adapt curriculum to the needs of the County residents and industries.

As discussed earlier in this section, the District and Colleges planning efforts are anchored to its mission, vision and strategic directions and are centered on its *Educational Master Plan*. The *Educational Master Plans* for the Colleges specify broad goals, objectives,

and action plans. In turn, the *2009 District Integrated Educational and Facilities Master Plan* utilizes this baseline information to establish the priorities for facilities and the resulting financing strategies to fund the identified projects. All Colleges within the Peralta Community College District must closely interact with each other and constantly assess how their planning efforts correlate with the District's Strategic Plan. Common among all planning efforts is the commitment to a culture of evidence, shared governance, District-wide participation and leadership transparency.



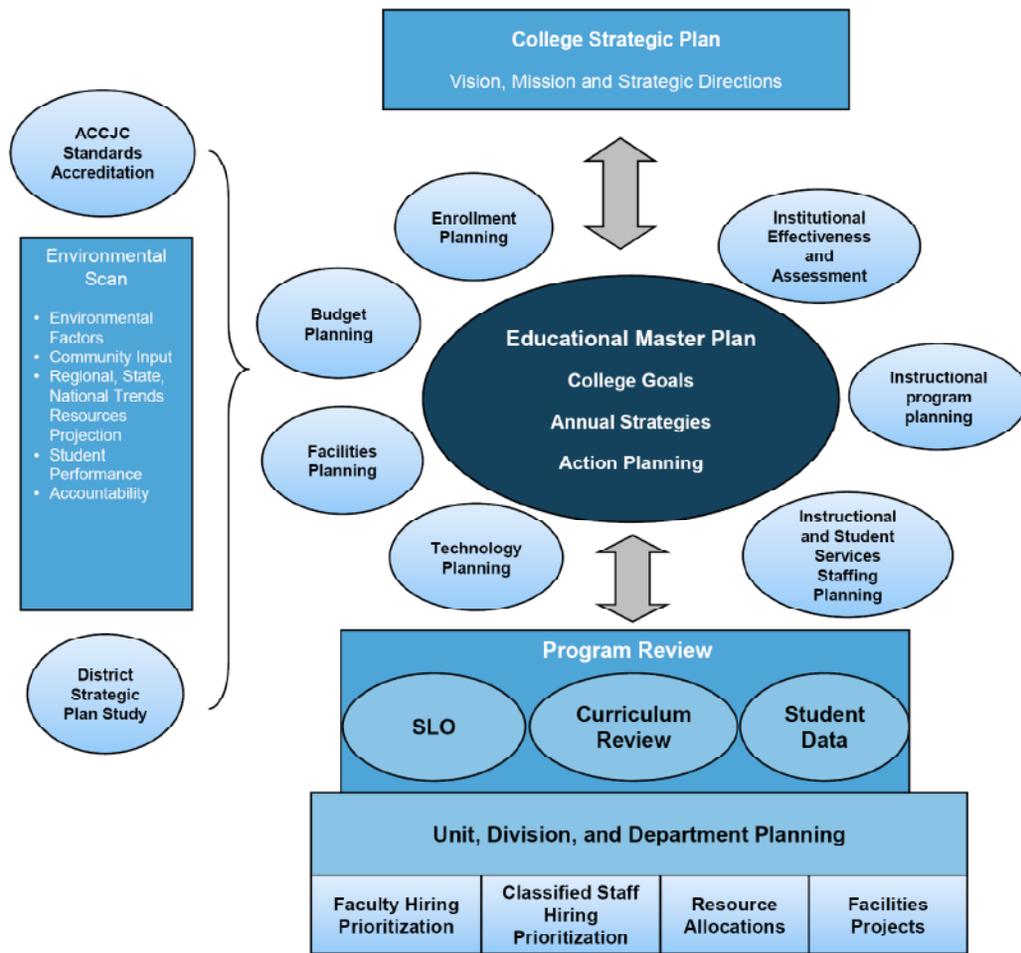
FORMAT OF PLAN

In the sections that follow, an integrated, detailed analysis is presented of facility and financial requirements needed to implement the 2009 District Integrated Educational and

Facilities Master Plan. All recommendations and strategies are based on the Strategic Plan and the Educational Master Plans previously developed by the Colleges and the District.

Included in the 2009 District5 Integrated Educational and Facilities Master Plan are the following sections:

- External Environmental Scan
- Internal Environmental Scan
- Future Capacities
- Determination of Future Space Needs
- The Financial Plan
- Total Cost of Ownership
- Recommendations
- Glossary of Terms



BOARD OF TRUSTEE’S APPROVAL OF PLAN

As part of the planning approval process, the 2009 District Integrated Educational and Facilities Master Plan will be reviewed utilizing the shared governance process for the Colleges and the District. Upon approval of the draft Plans by the constituent shared governance groups, the College Plans and the District Plan will be presented to the Peralta Community College District Board of Trustees for approval.

External Environmental Scan

The College Plans contain detailed external environmental scans that discuss those external factors that may have a significant impact on the future of the Colleges. Following, is a summary of that information on a District level. This information was drawn from the McIntyre Report and additional data sources.

It is important to note that the future of the District will largely be shaped by the Board of Trustees, staff, contractors and vendors. External trends and conditions will also impact the District's immediate and long-term destiny. These trends and conditions—national, regional or local in scope—will influence the future direction of the District, its programs, curriculum, support services and operation.

THE DISTRICT IN RELATIONSHIP TO THE NATION

Overall, the District forms a part of a vast nationwide system of higher education. At any given time, the economic environment of the United States necessarily impacts the educational community generally and the District specifically. In addition, federal laws, regulations and policies can exert direct and indirect pressures on District leaders, staff and students. Currently, the state of the nation's economy, indeed the state of the world's economy, is at risk and will predictably bring substantial change to the educational environment for all learning institutions, including the Peralta Colleges.

According to a recent advance estimate by the Bureau of Economic Analysis (BEA), the Real Gross Domestic Product—the output of goods and services produced by labor and property located in the United States—decreased at an annual rate of 0.3% in the third quarter of 2008. This follows a weak second quarter report of annualized Real GDP growth of 2.8%. The BEA may



revise the third quarter estimate after receipt of additional data, but the outlook has begun to look somewhat grim.

The Bureau of Labor Statistics (BLS) has issued some more disturbing news: “Nonfarm payroll employment fell by 240,000 in October [2008], and the unemployment rate rose from 6.1 to 6.5%...” Unemployment had bottomed out in early 2007 at approximately 4.4%, but has risen lately at an accelerating rate. The BLS report continues: “Employment has fallen by 1.2 million in the first 10 months of 2008; over half of the decrease has occurred in the past 3 months. In October, job losses continued in manufacturing, construction, and several service-providing industries.” The Labor Department recently reported that the 516,000 unemployment claims for early November 2008 almost matches the heavy layoffs suffered immediately after the 9/11 attacks of 2001, and compares to the data seen during the deep recession of the early 1990’s. In short, evidence of a weak economy appears to be mounting at an

accelerated rate and indicates the probability of a deep and lasting recession.

Although the prices in crude oil, gasoline and diesel fuel have moderated recently, serious spikes in gasoline and diesel fuel costs have imposed a heavy toll on individuals, companies, government agencies, and other organizations. A return to higher prices at the pump may affect students who travel between their jobs, their homes, and College. The continuation of national military deployments will also affect enrollment at the Colleges.

As a general rule, if the economy flourishes then community College enrollments decrease. Conversely, when the economy flounders then enrollments tend to increase as more students seek to improve, expand, or change their job skills. As recently reported by the Austin Texas American-Statesman, community Colleges are “well-suited to serve the rising number of students who are older, less affluent, and who work or have families. The downturn in the

economy could boost enrollment even more as families try to stretch scarce dollars.” Rey Garcia, president of the Texas Association of Community Colleges says, “In tough economic times, folks tend to lean on community Colleges to retool their skill set.”

THE COLLEGE IN RELATIONSHIP TO THE STATE

The California economy has a direct influence on the Peralta Community College District. It affects jobs and services in the community and region, and impacts resources available for community College spending. As with the national economy, California’s economic prospects have shown serious weakness lately. The State reported the unemployment rate for September 2008 was 7.5%, according to the State Employment Development Department (EDD), worsening from 5.6% in September 2007. The EDD estimated the State’s unemployment rate for October 2008 at 8.2%, an extraordinary increase. The national rate, previously mentioned, has now risen to 6.5%.

After steady declines in unemployment since 2003, the last year has seen significant increases in Californians out of work. According to the U.S. Bureau of Labor Statistics, of the 17 metropolitan divisions that reported employment losses over the past year in the United States, three of the five biggest losses were in California, including Orange County, Los Angeles, and the Oakland area. The Oakland-Fremont-Hayward area reported 22,500 lost jobs, a 2.1% increase in joblessness.

The State has suffered a series of budget crises over the past several years. Although Governor Schwarzenegger has made a concerted effort to control State spending, the current challenges appear particularly daunting. As reported by the Sacramento Bee on Tuesday, November 12, the non-partisan Legislative Analyst issued a statement saying, “California will face



massive budget shortfalls through at least 2014 without immediate action by lawmakers and Gov. Arnold Schwarzenegger.” The Bee continues, “In the midst of high unemployment, shaky consumer confidence and plummeting investments, the State needs a slew of tax increases and spending cuts to resolve a \$27.8 billion problem over the next 20 months,” according to this official. Of the \$4.5 billion spending reduction now

proposed by the governor, over half, \$2.5 billion, would come from reductions in education funding. That includes a \$322 million cut for community Colleges, a cut of 10%. The Bee writes, “While Schwarzenegger proposed a \$2.5 billion mid-year cut in education spending, the legislative analyst said the reduction should be just \$1 billion because school districts already have locked in yearlong decisions on staff and class size.

The report suggested eliminating school cost-of-living adjustments while suspending professional development fees and raising community College fees.” Regardless of the specific short term outcome of the current budget crisis, community Colleges will suffer a significant impact. Clearly, community College districts that have built a sizeable reserve fund may weather the fiscal storm better than those that have not done so.

Enrollment

The anticipated cuts in community College budgets will collide with the apparent rise in enrollment demand. As a rule of thumb, two main factors traditionally influence enrollment growth in California's higher education system, Population Growth and Participation Rate (the ratio of the number of students attending community College to the population). The current and projected Economic Conditions will impose some significant, if not wholly predictable, negative consequences.

Population Growth

An increase in the State's College-age population generally causes a proportional increase in those who are eligible to attend postsecondary education. Although statewide population figures remain interesting, local trends carry more relevance. Please see below a discussion of current and projected data under the subsection, Local Population Growth.

Participation Rate

The participation rate is the number of people enrolled at a College (or District) per 1,000 people living in the service area. California maintains one of the highest participation rates in the nation, primarily because California has a more highly-developed and extensive system of community Colleges than most other states, facilitating local accessibility. A number of factors may influence participation rates in the future.

- Enrollments have seen a significant and sometimes dramatic increase around the country at community Colleges. Increases over a five or six year span that range from 15% to over 40% in some areas have been reported (e.g. 42% increase at a community College campus in Arlington, Texas). Similar increases are generally attributed to the diversion of new students away from more expensive universities during economic downturns and the return of older students for retraining as unemployment rises. California, with an unemployment rate significantly higher than the national figure, will surely experience these same effects.
- Cost. If the cost-per-unit can be kept low, community Colleges will continue to attract students and keep the demand for College instruction high. However, State budget cuts will endanger the ability of community Colleges to offer classes and services, possibly forcing administrators to impose hard caps on enrollments at each campus. Additionally, community College districts may require additional student fees. Interestingly, budget cuts and consequential enrollment caps at the two statewide four-year university systems will probably increase the likelihood that students will attend community Colleges to take transferable lower division classes, thereby further increasing demand.
- State funding comes in several forms, and financial aid opportunities represent an important part of the package of Sacramento's support. Any cutbacks in the availability of financial aid will probably affect the availability and attractiveness of postsecondary options.
- Historically speaking, the most significant bill passed by the California legislature that affected community College funding was Proposition 13 in 1978. This legislation diminished property tax

rates by 57% and resulted in a dramatic reduction in the amount of local property tax revenue available for cities, counties, and especially for schools. In 2000, Proposition 39 amended the California Constitution to allow school and community College districts and county offices of education to issue bonds for construction, reconstruction, rehabilitation or replacement of facilities. Proposition 39 also granted the authority to raise property taxes by more than the existing 1% annual growth rate limit to repay these bonds. A major caveat of Proposition 39 was the lowering of the vote requirement on a relative percentage basis. As a result, Proposition 39 allows community College districts to approve bond funding with 55% of the voter consent as opposed to 66.6%. In assessing the future impacts that the State of California could have on the District, funding will be the greatest. Funding formulas for community Colleges presently exist in a state of flux. While the mechanisms are in place, escalating costs in construction have caused the State to rethink how the gap can be narrowed between what the State allows and the actual (marketplace) cost of construction. Additionally, the competition for available State dollars through

statewide initiatives (bonds) has become very intense. In the 2006 fall election, State voters passed Proposition 1D. This authorized the State to sell bonds totaling \$10.4 billion to fund repairs and upgrades of educational facilities for K-12 schools, State Colleges, universities and community Colleges. Of this total, \$1.5 billion is designated for the State's community Colleges. The State's decision to raise and then reduce tuition fees (currently \$20/unit) for community Colleges created yet another impact and challenge for the District. The overall economic climate of the State of California and the annual budget debate regarding spending priorities make the budget process an annual challenge for all community College districts, especially now and for the next several years.

There is an in-depth analysis of participation rate data for the Peralta Community College District later in this Plan.



Economic Conditions

As noted above, pertinent to the Participation Rate, the current economic and fiscal challenges bode ill for the state’s community College system. Community Colleges in many areas of the nation have reported remarkable increases in enrollments at a time when they can least afford a flood of additional students.

The Oakland Tribune very recently quoted Martha Kanter, chancellor of Foothill-DeAnza Community College District: “Many students who planned to attend the Cal State schools may instead aim for community Colleges.” This comes in response to a preliminary decision by the chancellor of the CSU system, Charles Reed, that his Colleges will “no longer [be] able to accept everyone into next fall's freshman class” due to funding cuts by Sacramento. In addition, he plans to impose a system whereby admission priority will be given to freshman applicants from each campus' “service area.” That is, local students will get priority over applicants from areas near

other CSU campuses, and most definitely over international students or people wishing to enroll for a second bachelor's degree. In areas where a CSU campus capacity is tight or capped, some of the demand for transferable lower division sections will flow to nearby community Colleges. Increasing on-line opportunities may offer one of the only ways to quickly increase service to educational patrons, whether or not they need transferable credits.

THE COLLEGE IN RELATIONSHIP TO THE LOCAL REGION

The Peralta Community College District is comprised of four Colleges located in the San Francisco Bay Area. According to the most recent forecast by the Association of Bay Area Governments (ABAG),

“we expect that between 2005 and 2035 the Bay Area's population will grow by about 2 million people.” The following section contains detailed demographic data for the District Service Area.



The Area to be Served

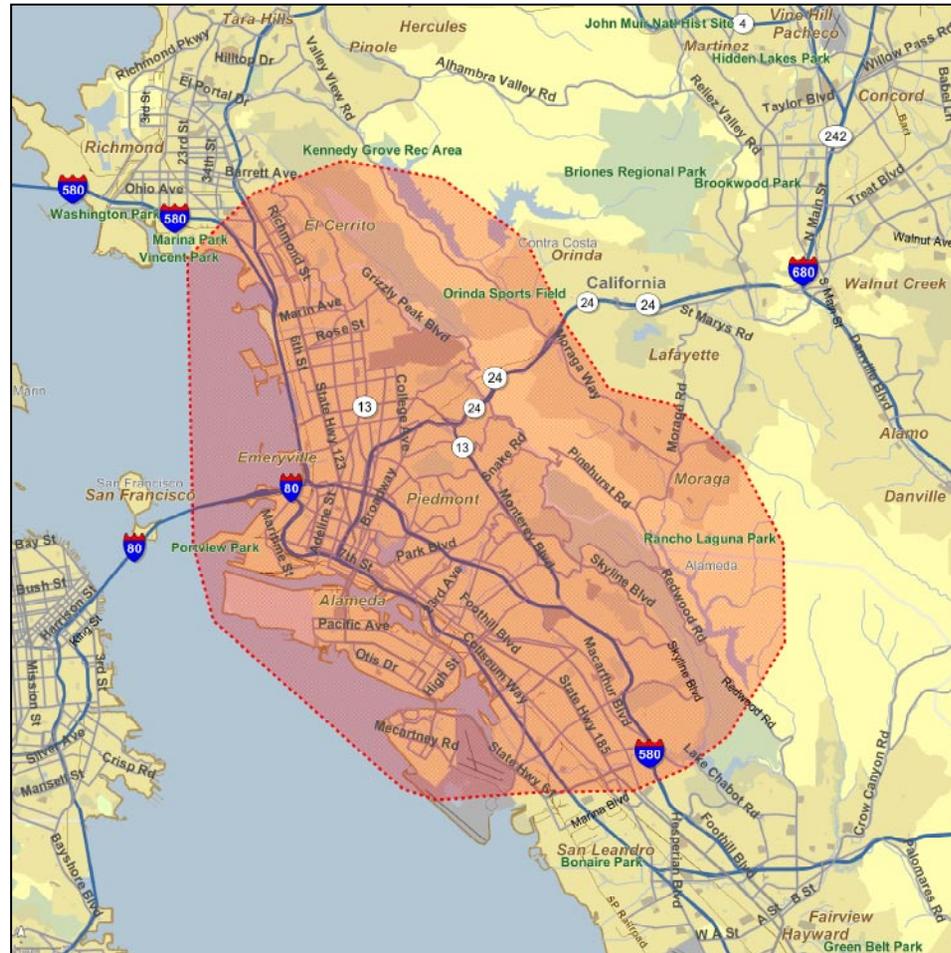
The District’s four Colleges are located in close proximity to one another. The farthest apart of the Colleges, Berkeley City College and Merritt College are separated by approximately 10 miles. College of Alameda and Laney College are the nearest to each other, separated by only 2 miles. Due to this proximity, the Colleges’ service areas have a great deal of overlap and, therefore, similar demographics.

As part of the process to assess conditions at the District, the Colleges’ service areas were examined. Based on an analysis of student origins by zip codes and input from the Colleges, these areas were determined to be best represented by circular geographic areas with five mile radii, and the Colleges at their centers. These five mile “effective service areas” encompass the majority of the enrollments at each College. See the site map containing these four College service areas.

The second site map included here includes a geographical region that encompasses the

four individual College service areas. It will be referred to here as the District Service Area. This District Service Area will serve as

the basis for the external environmental scan data that follow.



Snapshot of the Service Area

The District Service Area has a current (2008) population of 712,527 people. This population is growing at a rate of 0.31% per year. This rate of growth is quite a bit slower than that of the State (1.33%) and of the nation (1.23%).

Households by Income

The service area’s income level is close to that of the State. The median household income of \$62,314 is just above the State average (\$61,779), and the per capita income average of the service area, \$37,456, is quite a bit higher than that of the State (\$29,536). This indicates a smaller average household size in the service area as compared to the State as a whole.

Households in the service area earning less than \$50,000 comprise 40.9% of the total. This compares with 40.6% for the State of California. On the positive side, median household incomes in the service area are

DEMOGRAPHIC AND INCOME PROFILE – PERALTA COMMUNITY COLLEGE DISTRICT						
Summary	2000		2008		2013	
Population	695,957		712,527		723,764	
Households	275,790		280,633		283,997	
Families	153,793		155,946		156,598	
Average Household Size	2.46		2.48		2.49	
Owner Occupied HUs	127,431		133,549		131,393	
Renter Occupied HUs	148,359		147,084		152,604	
Median Age	34.9		36.0		36.5	
Trends: 2008-2013 Annual Rate	Area	State		National		
Population	0.31%	1.33%		1.23%		
Households	0.24%	1.23%		1.26%		
Families	0.08%	1.20%		1.05%		
Owner HHs	-0.32%	0.96%		1.07%		
Median Household Income	3.41%	3.04%		3.19%		
	2000		2008		2013	
Households by Income	Number	Percent	Number	Percent	Number	Percent
< \$15,000	46,801	17.0%	35,053	12.5%	29,149	10.3%
\$15,000 - \$24,999	30,323	11.0%	21,905	7.8%	19,427	6.8%
\$25,000 - \$34,999	30,283	11.0%	24,243	8.6%	19,202	6.8%
\$35,000 - \$49,999	39,502	14.3%	33,802	12.0%	26,386	9.3%
\$50,000 - \$74,999	47,957	17.4%	48,445	17.3%	50,165	17.7%
\$75,000 - \$99,999	29,263	10.6%	32,825	11.7%	34,454	12.1%
\$100,000 - \$149,999	28,829	10.4%	42,022	15.0%	51,533	18.1%
\$150,000 - \$199,999	10,901	4.0%	18,502	6.6%	18,510	6.5%
\$200,000+	12,066	4.4%	23,835	8.5%	35,167	12.4%
Median Household Income	\$46,083		\$62,314		\$73,694	
Average Household Income	\$66,969		\$93,858		\$116,139	
Per Capita Income	\$26,875		\$37,456		\$46,117	

Source ESRI Data Systems, 2008; Analysis by Maas Companies, Inc.

growing at a faster rate (3.41%) than for the State as a whole (3.04%).

Age Profile

Over the next five years, there will be a modest increase in population (about 11,200 people) in the Peralta District service area, including an increase of more than 7,700 in the 20-24 age group (+13.2%). During the same period, there will be a drop of 4,700 people (-11.0%) in the 10-14 age group and a drop of 3,300 people (-6.7%) in the 15-19 age group. This will certainly present some challenges with respect to capacity for growth.

The service area population has a median age of 34.9, a bit older than the state’s population, 34.3 years.

Another segment that will see significant growth over the next 5 years will be the 55-74 year old age group. These older learners will provide an opportunity for growth with new or expanded programs specifically targeted for this population.

AGE AND ETHNICITY PROFILE – PERALTA COMMUNITY COLLEGE DISTRICT						
	2000		2008		2013	
Population by Age	Number	Percent	Number	Percent	Number	Percent
0 - 4	43,086	6.2%	43,745	6.1%	45,700	6.3%
5 - 9	46,144	6.6%	40,862	5.7%	40,236	5.6%
10 - 14	42,628	6.1%	43,131	6.1%	38,380	5.3%
15 - 19	43,649	6.3%	49,376	6.9%	46,074	6.4%
20 - 24	55,584	8.0%	58,825	8.3%	66,576	9.2%
25 - 34	118,102	17.0%	109,433	15.4%	111,226	15.4%
35 - 44	110,360	15.9%	104,929	14.7%	95,175	13.1%
45 - 54	99,545	14.3%	101,659	14.3%	104,313	14.4%
55 - 64	56,351	8.1%	79,557	11.2%	87,197	12.0%
65 - 74	39,055	5.6%	38,870	5.5%	46,462	6.4%
75 - 84	29,977	4.3%	27,612	3.9%	26,307	3.6%
85+	11,474	1.6%	14,527	2.0%	16,119	2.2%
	2000		2008		2013	
Race and Ethnicity	Number	Percent	Number	Percent	Number	Percent
White Alone	301,436	43.3%	276,478	38.8%	262,424	36.3%
Black Alone	173,395	24.9%	170,485	23.9%	166,830	23.1%
American Indian Alone	4,176	0.6%	3,980	0.6%	3,863	0.5%
Asian Alone	118,788	17.1%	140,480	19.7%	154,261	21.3%
Pacific Islander Alone	2,988	0.4%	3,132	0.4%	3,187	0.4%
Some Other Race Alone	58,947	8.5%	70,401	9.9%	77,656	10.7%
Two or More Races	36,227	5.2%	47,572	6.7%	55,542	7.7%
Hispanic Origin (Any Race)	116,711	16.8%	140,629	19.7%	155,866	21.5%

Source ESRI Data Systems, 2008; Analysis by Maas Companies, Inc.

Workforce Characteristics of the Local Region

Rate of Unemployment

Since the Bay Area’s bursting of the “dot com bubble” several years ago, the region has rebounded substantially. Today the area carries an unemployment rate noticeably lower than other areas of the State. According to California’s Employment Development Department (EDD), Alameda County has suffered an increase in the

unemployment rate from 4.9% in October 2007 to 7.1% in October 2008. Though a substantial increase, the statewide rate jumped to 8.0%.

Sources of Employment

The service-related employers in the area provide, by far, the most jobs (884,000) compared to goods-producing industries (168,700). However, since construction jobs suffered the largest losses of any sector, the goods-producing industries overall took the

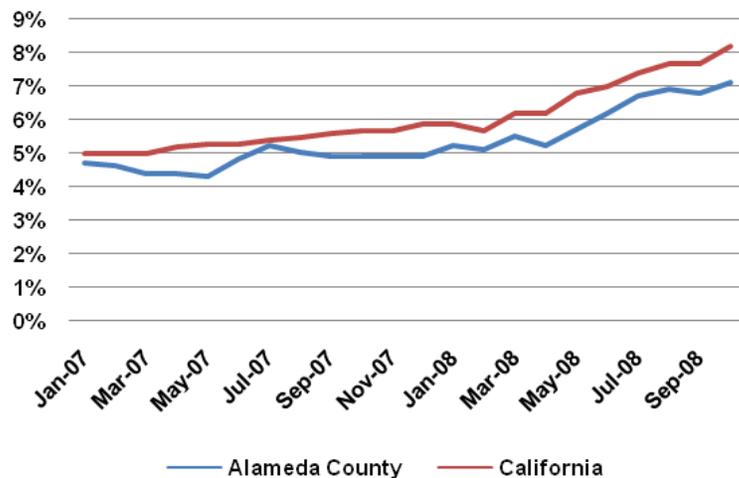
largest percentage losses, not the service providers. In their description of the job situation in the Oakland – Fremont - Hayward Metropolitan Statistical Area (MSA), the EDD says 22,500 jobs were lost over the last year since October 2007. That accounts for a 2.1% increase in

joblessness. The construction trades lost 6,100 jobs. Trade, transportation and utilities jobs declined by 5,300, mostly in retail positions. Financial jobs fell by 5,300. Not only are these job losses substantial, but the economic conditions suggest that the unemployment rate will continue to increase in the near future.

Growth Occupations

Since the current economic crisis causes the risks of forecasting to greatly increase, prudence dictates that no prognostications could be responsibly offered. However, the short-term job loss data suggests that in the upcoming economic turnaround, whenever it occurs, the region should experience a rebound in these same job sectors. Specifically, construction activity should resume when the consumer credit markets revive, and the retail jobs sector should closely match the recovery of the economy.

**ALAMEDA COUNTY UNEMPLOYMENT RATE
JANUARY 2007 - OCTOBER 2008**



Data References and Resources

References, resources and sources of information for the external environmental scan included the following:

- Alameda County
- Association of Bay Area Governments
- U.S. Department of Commerce, Bureau of Economic Analysis
- U.S. Department of Labor
- U.S. Department of Education, National Center for Education Statistics
- California Department of Education
- California Department of Finance, Economic Research Unit
- California Employment Development Department, Labor Market Information Division
- Center for Continuing Study of the California Economy
- California Community College Chancellor's Office
- ESRI BIS Marketing and Data Systems
- The Maas Companies Database
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Program of Instruction

OVERVIEW

Before forecasting future growth, it is necessary to begin with a benchmark or a baseline. For the purposes of this Plan (and the College Plans), the fall 2007 semester was used as the baseline. In the College Plans, the fall 2007 program of instruction was analyzed using several different metrics. This analysis then served as the basis for all future projections regarding the instructional programs.

BASELINE CURRICULUM

The fall 2007 semester was used as a starting point for determining each College’s “baseline curriculum.” Defining the current program of instruction served two primary purposes:

1. It assessed the current condition at the College from a curricular perspective; and

2. It provided a foundation from which the future programs of instruction could be projected.

The Baseline Program of Instruction by College Department

In the College Plans, the baseline curriculum was analyzed in some detail. For the purpose of this District Plan, summary data is provided in the following pages. The key elements of the current program of

instruction have been highlighted in this assessment. The College’s internal organizational structure (departments) was used as the format. The key elements included the number of net sections offered, average seats per section, WSCH generated, the full-time equivalent students (FTES), the full-time equivalent faculty (FTEF), and the number of lecture and laboratory hours produced.

PERALTA COMMUNITY COLLEGE DISTRICT - PROGRAM OF INSTRUCTION FALL 2007					
	COA	BCC	LANEY	MERRITT	DISTRICT
Net Class Sections Offered	447	381	892	493	2,213
Headcount	6,264	5,454	12,457	7,233	31,408*
Weekly Student Contact Hours	51,025	45,961	109,335	59,591	265,911
Full-Time Equivalent Students Per Semester (FTES)	1,701	1,532	3,644	1,986	8,864
Full-Time Equivalent Faculty (FTEF)	115	84	500	137	836

Source: Peralta Community College District Office of Institutional Research, analysis by Maas Companies
 * Unduplicated Headcount for the District from FUSION system

The Baseline Program of Instruction by TOP Code

So that community Colleges and educational centers can be evaluated with a common yardstick, the State has adopted the Taxonomy of Programs (TOP) Code instructional division format. This system

assigns standard classifications for each academic discipline and groups them into common instructed divisions so that the institution’s instructional program can be compared equally and fairly with those across the State. The TOP Code format is used by the State to determine space needs.

It is also the format that supports the District’s 5-Year Capital Construction Plan from which the capacity-to-load ratios of the College are derived. The instructional divisions of the College by TOP Code classification are translated in the following table.

BERKELEY CITY COLLEGE - CURRENT PROGRAM OF INSTRUCTION BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2007									
TOP CODE		NET SEC	ENR	ENR/ SEC	WSCH	FTES	FTEF	LEC WSCH	LAB WSCH
0500	BUSINESS & MANAGEMENT	18	499	27.7	1,342	45	2	1,338	5
0600	MEDIA & COMMUNICATIONS	9	288	32.0	975	32	2	564	410
0700	INFORMATION TECHNOLOGY	18	458	25.4	1,845	62	4	1,491	355
0800	EDUCATION	4	143	35.8	530	18	1	228	302
1000	FINE & APPLIED ART	69	2,294	33.2	8,436	281	14	3,461	4,976
1100	FOREIGN LANGUAGE	35	1,027	29.3	5,058	169	10	4,179	879
1200	HEALTH	8	346	43.3	2,452	82	3	642	1,810
1500	HUMANITIES	67	1,977	29.5	7,328	244	16	6,199	1,129
1600	LIBRARY SCIENCE	3	1,103	367.7	787	26	0	787	-
1700	MATHEMATICS	35	1,281	36.6	4,894	163	9	4,765	130
1900	PHYSICAL SCIENCES	10	332	33.2	1,810	60	3	1,042	768
2100	PUBLIC & Protective services	5	113	22.6	232	8	1	218	14
2200	SOCIAL SCIENCES	62	2,275	36.7	7,439	248	13	7,241	198
3000	COMMERCIAL SERVICES	12	257	21.4	338	11	1	48	290
4900	INTERDISCIPLINARY STUDIES	26	770	29.6	2,494	83	6	1,735	759
	TOTAL	381	13,163	34.5	45,961	1,532	84	33,937	12,023

COLLEGE OF ALAMEDA - CURRENT PROGRAM OF INSTRUCTION BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2007									
TOP CODE		NET SEC	ENR	ENR/ SEC	WSCH	FTES	FTEF	LEC WSCH	LAB WSCH
0500	BUSINESS & MANAGEMENT	20	597	29.9	2,209	74	5	2,201	8
0600	MEDIA & COMMUNICATIONS	12	379	31.6	1,247	42	2	722	525
0700	INFORMATION TECHNOLOGY	20	527	26.4	2,146	72	5	1,733	412
0800	EDUCATION	33	833	25.2	1,830	61	4	787	1,043
0900	ENGINEERING & INDUSTRIAL TECH	38	710	18.7	6,151	205	19	2,463	3,688
1000	FINE & APPLIED ART	28	844	30.1	2,728	91	5	1,119	1,609
1100	FOREIGN LANGUAGE	9	305	33.9	1,515	50	3	1,252	263
1200	HEALTH	29	825	28.4	4,180	139	9	1,094	3,086
1300	FAMILY & CONSUMER SCIENCES	12	358	29.8	1,406	47	3	829	577
1500	HUMANITIES	64	1,809	28.3	6,112	204	15	5,171	941
1600	LIBRARY SCIENCE	14	2,479	177.1	1,486	50	5	1,486	-
1700	MATHEMATICS	42	1,393	33.2	5,875	196	11	5,719	155
1900	PHYSICAL SCIENCES	10	250	25.0	1,443	48	4	830	612
2200	SOCIAL SCIENCES	82	2,855	34.8	8,808	294	16	8,574	234
4900	INTERDISCIPLINARY STUDIES	34	1,058	31.1	3,890	130	9	2,706	1,184
	TOTAL	447	15,222	34.1	51,025	1,701	115	36,687	14,338

LANEY COLLEGE - CURRENT PROGRAM OF INSTRUCTION BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2007									
TOP CODE		NET SEC	ENR	ENR/ SEC	WSCH	FTES	FTEF	LEC WSCH	LAB WSCH
0200	ARCHIT & ENVIRONMENTAL DESIGN	11	240	21.8	1,374	46	4	550	824
0500	BUSINESS & MANAGEMENT	56	2,811	50.2	6,368	212	11	6,345	23
0600	MEDIA & COMMUNICATIONS	26	754	29.0	2,650	88	6	1,535	1,115
0700	INFORMATION TECHNOLOGY	15	481	32.1	2,901	97	5	2,343	557
0800	EDUCATION	80	3,064	38.3	5,600	187	13	2,408	3,192
0900	ENGINEERING & INDUSTRIAL TECH	70	1,655	23.6	7,101	237	18	2,844	4,258
1000	FINE & APPLIED ART	113	3,841	34.0	13,525	451	25	5,548	7,977
1100	FOREIGN LANGUAGE	24	749	31.2	3,429	114	7	2,833	596
1200	HEALTH	24	1,095	45.6	6,074	202	9	1,590	4,484
1300	FAMILY & CONSUMER SCIENCES	25	683	27.3	3,814	127	10	2,249	1,565
1500	HUMANITIES	83	2,443	29.4	9,322	311	20	7,886	1,436
1600	LIBRARY SCIENCE	17	1,646	96.8	514	17	2	514	-
1700	MATHEMATICS	80	2,925	36.6	11,929	398	22	11,613	316
1900	PHYSICAL SCIENCES	25	798	31.9	5,694	190	11	3,277	2,416
2200	SOCIAL SCIENCES	93	3,623	39.0	11,405	380	18	11,102	303
3000	COMMERCIAL SERVICES	29	1,027	35.4	4,111	137	9	586	3,525
4900	INTERDISCIPLINARY STUDIES	121	3,596	29.7	13,524	451	29	9,407	4,117
	TOTAL	892	31,431	35.2	109,335	3,644	219	72,630	36,705

MERRITT COLLEGE - CURRENT PROGRAM OF INSTRUCTION BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2007										
TOP CODE	NET SEC	ENR	ENR/ SEC	WSCH	FTEF	FTEF	LEC WSCH	LAB WSCH		
0100 AGRICUL & NATURAL RESOURCES	44	1,107	25.2	3,499	117	9	1,840	1,659		
0300 ENVIRONMENTAL SCIENCES & TECH	1	18	18.0	26	1	0	26	-		
0500 BUSINESS & MANAGEMENT	35	982	28.1	2,469	82	7	2,460	9		
0600 MEDIA & COMMUNICATIONS	12	431	35.9	1,396	47	2	808	588		
0700 INFORMATION TECHNOLOGY	13	307	23.6	1,111	37	3	898	214		
0800 EDUCATION	23	1,151	50.0	1,994	66	6	858	1,137		
1000 FINE & APPLIED ART	25	701	28.0	2,803	93	6	1,150	1,653		
1100 FOREIGN LANGUAGE	9	242	26.9	1,084	36	2	896	188		
1200 HEALTH	72	2,448	34.0	15,188	506	37	3,976	11,212		
1300 FAMILY & CONSUMER SCIENCES	38	1,074	28.3	3,379	113	9	1,992	1,387		
1400 LAW	10	243	24.3	742	25	2	742	-		
1500 HUMANITIES	44	1,115	25.3	4,395	147	12	3,718	677		
1600 LIBRARY SCIENCE	6	1,857	309.5	303	10	2	303	-		
1700 MATHEMATICS	36	1,150	31.9	4,339	145	8	4,224	115		
1900 PHYSICAL SCIENCES	17	364	21.4	2,401	80	7	1,382	1,019		
2100 PUBLIC & PROTECTIVE SERVICES	27	1,119	41.4	7,063	235	6	6,645	418		
2200 SOCIAL SCIENCES	53	1,561	29.5	5,204	173	11	5,065	138		
4900 INTERDISCIPLINARY STUDIES	28	556	19.9	2,193	73	7	1,525	668		
TOTAL	493	16,426	33.3	59,591	1,986	137	38,509	21,081		

Source: Peralta Community College District Office of Institutional Research



**PRODUCTIVITY / ENROLLMENT
MANAGEMENT**

Following is the Productivity Report generated by the Committee for Strategic Educational Planning (CSEP) for all four of the Peralta Community College District Colleges.

PERALTA COMMUNITY COLLEGE DISTRICT - PRODUCTIVITY REPORT (Last 4 years)									
DEPARTMENT	ALAMEDA		BERKELEY		LANEY		MERRITT		NOTES
	Status	Terms	Status	Terms	Status	Terms	Status	Terms	
Administration of Justice							G	8	
African American Studies	WM	1	G	8	G	8	W	2	
American Sign Language			M	5					bcc: 30 students per class
Anthropology	G	5	G	8	GM	4	W	0	
Apparel Design & Merchandising	WM	3							coa: 15.5 proposed
Apprenticeship					W	0			lc: not a program
Arabic			GM	0					
Architecture/Engineering Tech					W	0			lc: grow, 12.5 proposed
Art	G	7	G6		G	7	W	0	
Asian American Studies	G	5	G	3	G	6			
Astronomy	WM	3	GM	7	G	8	W	0	
Auto Body and Paint	M	4							coa: 17.5 proposed
Automotive Technology	WM	5							coa: 15.5 proposed
Aviation Maintenance Tech	W	0							coa: 12.0 proposed
Aviation Operations	W	0							coa: 12.0 proposed
Banking and Finance					W	0			lc: part of business dept.
Biology	G	7	GM	4	G	8	G	8	
Business			M	3	G	7	W	0	lc: 17.0 proposed

PERALTA COMMUNITY COLLEGE DISTRICT – PRODUCTIVITY REPORT (Last 4 years)

DEPARTMENT	ALAMEDA		BERKELEY		LANEY		MERRITT		NOTES
	Status	Terms	Status	Terms	Status	Terms	Status	Terms	
Carpentry					M	6			lc: 14.5 proposed
Chemistry	WM	2	GM	7	G	7	M	3	mc: 15.0 is productive
Child Development							M	5	mc: 12.5 proposed
Chinese	G	5			GM	4	G	4	mc: only offered 4 terms
Communication (Speech)	G	6			G	5	G	7	
Community Social Service							M	8	
CIS	W	0	WM	1	W	2	W	1	coa: 14.0 proposed; bcc: growth in last 2 terms; lc: grow, 15.0 proposed; mc: 15.5 proposed
Construction Management					M	8			lc: 17.0 proposed
COPED					W	2			
Cosmetology					G	8			lc: 17.0 proposed
Counseling	WM	2			G	6	W	2	
Culinary Arts					G	5			lc: 13.0 proposed
Dance	G	6			G	8			
Dental Assisting	W	0							coa: 10.0 proposed
Diesel Mechanics	W	0							coa: 13.0 proposed
Economics	MG	3	M	7	G	8			
Education							W	0	
Electricity/Electronics Tech					G	7			lc: 17.0 proposed
Engineering					W	0			lc: grow, 11.0 proposed
English	W	0	M	0	M	0	W	1	bcc: grow, exception (14.17 Avg); lc: grow, 15.0 proposed
ESL	W	0	M	4	M	0	W	0	bcc: grow, exception (12.92 avg); lc: grow, 15.0 proposed
Environmental Control Tech					M	2			lc: grow, 12.5 proposed
Environmental Science							W	1	
Fire Science							W	1	

PERALTA COMMUNITY COLLEGE DISTRICT – PRODUCTIVITY REPORT (Last 4 years)									
DEPARTMENT	ALAMEDA		BERKELEY		LANEY		MERRITT		NOTES
	Status	Terms	Status	Terms	Status	Terms	Status	Terms	
French	W	0	GM	1	W	0			
Geography	W	1	GM	3	G	8	W	0	
Geology			GM	2	G	1	W	1	lc: 1 class, not a program
German	WM	1							
Graphic Arts					W	0			lc: 12.5 proposed
Health Education			GM	7	M	8	M	6	lc: not a program
Health Professions/Occupation	G	7	GM	4	M	2			lc: not a program
History	G	6	G	3	G	5	W	1	
Human Services			GM	0			W	0	
Humanities	W	1		8	G	8	W	0	
International Trade			W	0					
Japanese					G	7			
Journalism					W	0			
Labor Studies					W	0			lc: 12.5 proposed
Landscape Horticulture							G	7	mc: 14.5 proposed
Learning Resources					M	2			lc: includes DSPTS and specialized learning support courses, not a program
Library Information Studies	W	1			W	0			coa: new program; lc: not a program
Machine Shop					W	0			lc: 10.0 proposed
Management & Supervision					W	2			lc: part of business dept.
Mathematics	WM	2	G	8	G	5	G	6	
Media Communications					W	0			lc: grow, 10.5 proposed
Medical Assistant							W	0	
Mexican/Latin American Studies	W	1			W	0	W	1	
Multimedia Arts			G	4					bcc: last 4 terms high
Music	W	0			G	8	W	3	
Native American Studies					W	0	W	0	lc: 1-2 classes, not a program
Nursing (AD)							W	0	

PERALTA COMMUNITY COLLEGE DISTRICT – PRODUCTIVITY REPORT (Last 4 years)

DEPARTMENT	ALAMEDA		BERKELEY		LANEY		MERRITT		NOTES
	Status	Terms	Status	Terms	Status	Terms	Status	Terms	
Nursing (LVN)							W	0	
Nutrition/Dietetics							G	5	mc: 14.5 proposed
Paralegal							W	1	
Philosophy	WM	3	GM	5	G	8	W	0	
Photography					W	0			lc: 10.6 proposed
Physical Education	W	1			M	0	W	0	
Physical Science			GM	7	W	0			lc: only offered 2 terms
Physics	W	0			G	6	W	0	
Political Science	G	6			M	3	W	1	
Psychology	G	6	G	8	G	7	M	8	
Radiologic Science							M	5	mc: 13.5 proposed
Real Estate					M	7	W	4	lc: part of business dept., not a program
Recreation/Leisure Services							W	2	
Sociology	G	5	G	7	G	8			
Spanish	W	1	GM	0	M	3	W	0	
Theatre Arts					W	1			
Travel Industry			W	0					
Vietnamese	G	5							
Welding					M	4			lc: grow, 12.5 proposed
Wood Technology					W	1			lc: 12.5 proposed

Source: Peralta Community College District
 G – Grow
 M – Maintain
 W – Watch

bcc – Berkeley City College
 coa – College of Alameda
 lc – Laney College
 mc – Merritt College

Internal Environmental Scan

The internal scan looks at the characteristics of the students who attend College in the District. This information is absolutely essential when developing an understanding of the institution and forecasting future growth of enrollments and the program of instruction and support services.

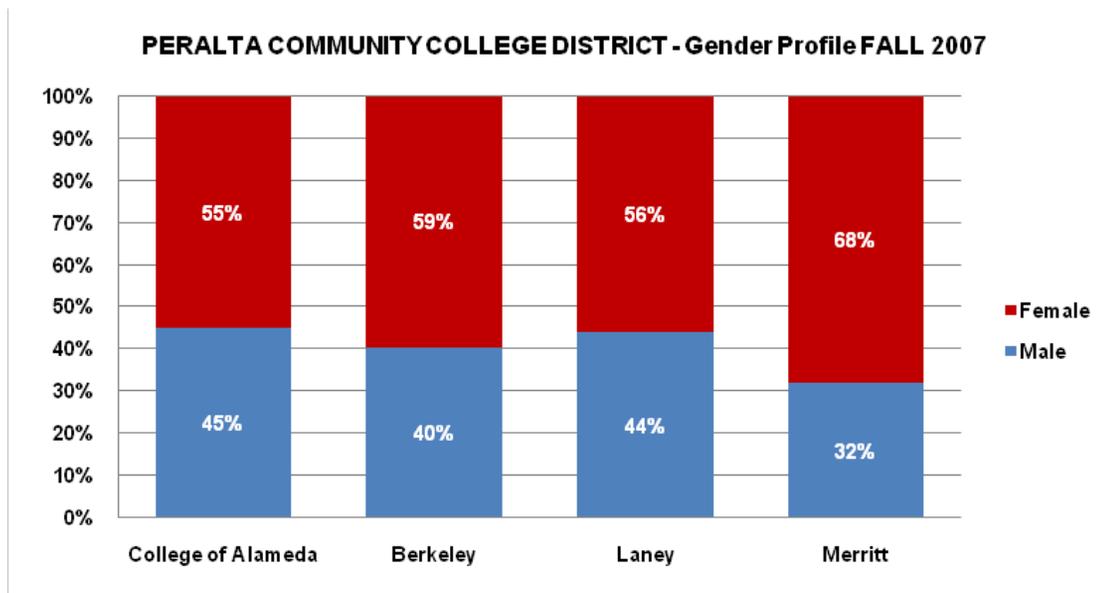
STUDENT DEMOGRAPHIC PROFILE

The consulting team utilized data included in the Colleges' Educational Master Plans as well as data in the environmental scan provided to the District by the McIntyre Group. The individual College Plans contain detailed internal scan data about the students that attend each College including profiles of age, race/ethnicity, unit load, time of day and gender. For the purpose of this Plan, some summary data follows.

Gender Profile

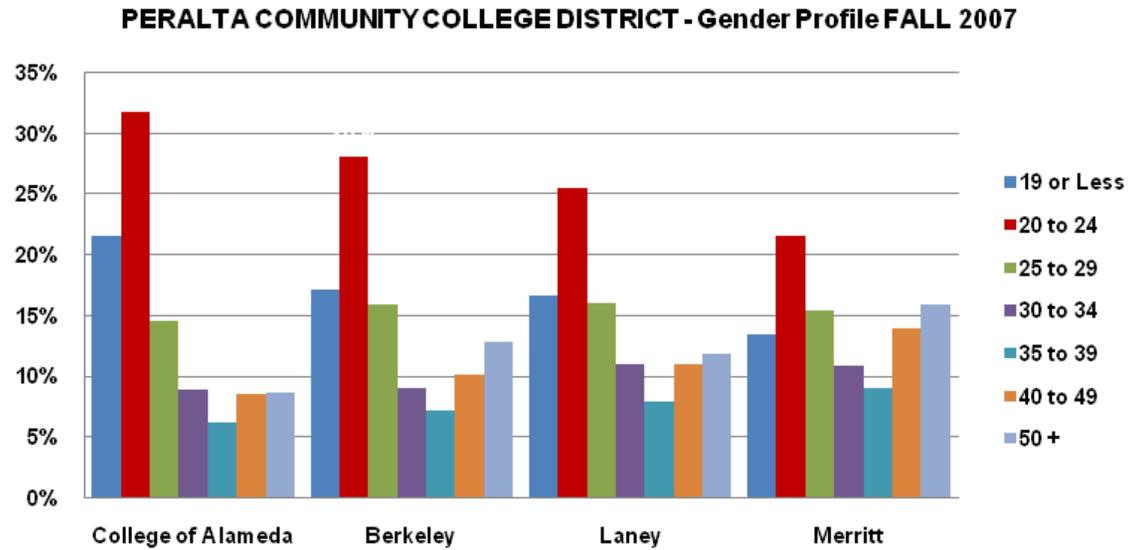
The ratio of female to male students varied among the four Colleges. Merritt College diverged the most significantly from the statewide average. Females outnumbered males at Merritt College in the fall of 2007 by a greater than 2:1 margin. College of Alameda, Laney College and Berkeley were

much closer to the statewide average with female to male ratios of 55:45, 46:44 and 59:40 respectively.



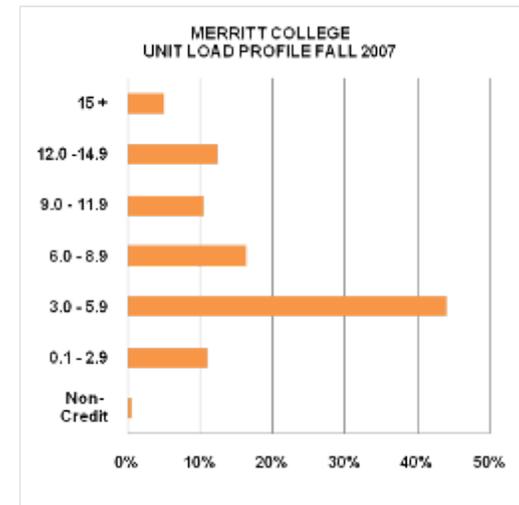
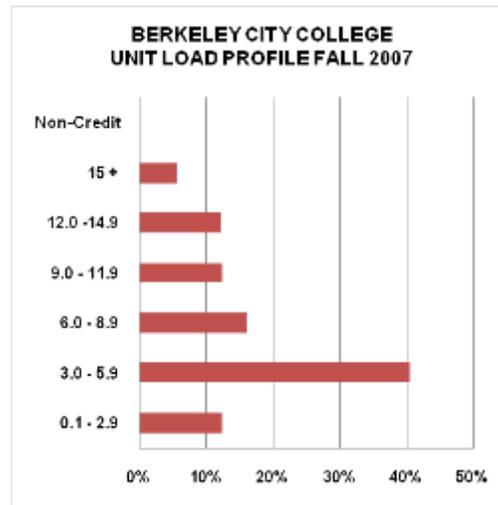
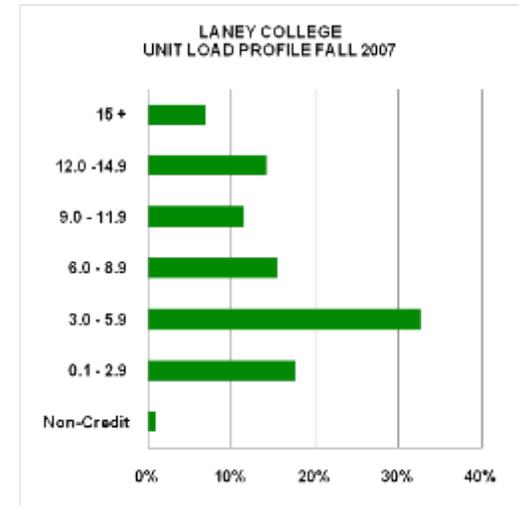
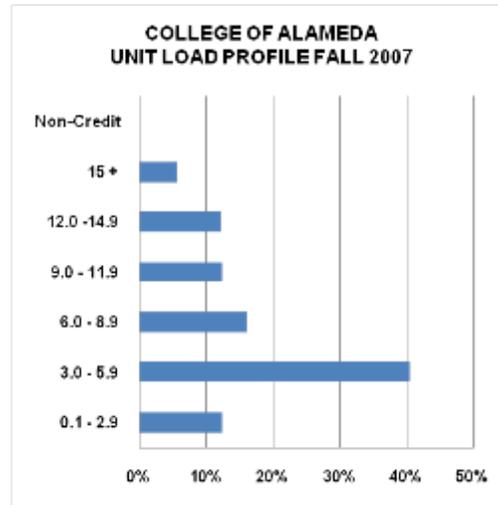
Age Profile

The student age profiles varied quite a bit between the Colleges. At all four Colleges, the largest age segment is 20-24 year olds. As the graph shows, College of Alameda has the largest percentage of students in this range, nearly one-third. Merritt College has a much flatter, more evenly distributed age profile. Merritt College also has the highest percentage of students over 50 years of age.



Unit Load

A full-time student is defined as one who takes at least 12 units in a given semester. Laney and Merritt Colleges had the highest percentage of students carrying a full-time load in the fall 2007 semester (25.8% and 23.0% respectively). College of Alameda and Berkeley City College had lower percentages of full-time students at 18.0% and 17.5% respectively.



Future Capacities

KEY ELEMENTS

Several key elements were referenced in the process of determining the future capacities at the Colleges and the District. Those that received the closest attention included the following.

Capacity for Future Growth

One of the most important elements for determining future capacity is growth of the population base, or “natural growth.” In all four College service areas, projections of future population growth were low. This will limit natural growth. Another element to consider is population growth among the ages most likely to attend College. Throughout the District, between 2008 and 2013, the population of 10 to 19 year olds is projected to decrease as a percentage of the overall service area population. This will further limit enrollment growth occurring as a result of service area population growth.

There are however, some growth opportunities. These opportunities will require the College to develop and adjust curriculum, schedules and delivery systems to attract these students.

One such opportunity is in the age group from 20 to 24 years old. The demographic data currently projects 13.2% growth in this age group over the next five years. At the same time, there will be a sizeable increase in age groups 55 to 74 years of age.

New students coming to the Peralta Colleges will likely be older than

the current average student age. Adding classes designed for retraining professionals, enhancing job skills and for retirees should be considered.

The effects of these trends will start to be noticed sometime around the year 2011. From this point on to the year 2022, the





College will need to become even more creative in its efforts to attract new students to the campus. Another strategy might be to include more compacted or accelerated classes, (e.g., 8 week sessions) and weekend offerings.

EXISTING CURRICULUM

In order to forecast future space needs, one first needs to forecast the future program of instruction. The starting point for this process is a baseline program of instruction. For the purposes of this Plan, the fall 2007 semester will be used as the baseline

semester. This baseline will be used as the initial benchmark for forecasting future capacities of the College.

Looking ahead for the next five years, curricular content will most likely not undergo wholesale changes or deviate far from where it is today. The existing program of instruction, therefore,

provides a solid foundation from which the future program of instruction can be determined.

The Internal and External Elements

In order to develop a growth model for the future program of instruction at the College, the consulting team paid close attention to the knowledge gained and input assimilated via the College's Educational Master Plan. The team also utilized the internal and external environmental scans prepared by Chuck McIntyre. Additionally, data from the

Maas Database was used for the forecasting process and ultimately, the calculation of future space needs.

Weekly Student Contact Hours (WSCH)

Changing trends on community College campuses across the State have often had the effect of creating higher levels of student enrollment but decreasing the amount of time that a student spends on-campus using the facilities. The gauge for measuring the need for space has shifted accordingly. Where institutions once used enrollments to measure future needs for facilities, today's measurement centers around the number of hours that a student spends on campus pursuing his/her education. This measurement is referred to as contact hours, the number of hours a student is engaged in the program of instruction at the institution. This is the only measurement that accurately determines the total student demand on facilities. It is the key to determining the future program of instruction and the future capacities of the District.

GROWTH RATE TARGETS FOR WSCH AND ENROLLMENT

To address the capacities for future WSCH and enrollment growth, a planning model was created. The model used relied on credit-WSCH as the primary measure for determining growth. Projections were made consistent with the scope of the Plan, projecting growth to the year 2022.

FUTURE GROWTH RATE BY COLLEGE

The process of determining growth rates for the headcount and WSCH at the Colleges involved several steps. Some of the steps were data driven and some were subjective. Specifically:

- The base line growth rates for the Peralta Community College District Service Area as developed as part of the environmental scanning process completed in June 2008 by the McIntyre Group.
- Maas Companies independent review of the McIntyre Group information as well as further research and analysis of the service area demographics. Data sources researched included:

- The California Community College Chancellor's Office data system as summarized in the FUSION System
- The California Department of Finance Demographics Unit population projections for Peralta Community College District enrollment and demographic data for the years 2008-2017
- The Association of Bay Area Governments (AMBAG) population projections, employment trends and zip code demographics.
- ESRI data systems, Fairfax, Virginia, as used by the United States Government for census data and projections, economic forecasts, household composition, age, income level, ethnicity and level of education.
- California Employment Development Department (EDD) Data for the greater East Bay Area including job profiles, growth and employment opportunities.
- California State University data base information for CSU's 10-year enrollment projections for the greater Oakland, East Bay/San Jose service areas.
- Discussions with the California Community College Fiscal Services Unit staff in an effort to determine a general consensus regarding long range projections (2009-2018) for future operational funding for Community Colleges.

Each of these data sources was reviewed and, in turn, a series of weighted, composite projections were developed for the future student enrollment for the District. The final 2022 enrollment projection for the District is a mathematical weighted average of the individual projections.

As noted above, most data sources will provide a 10-year projection through the year 2018. The Chancellor's Office data on FUSION projects through the year 2017. At the request of the District staff, for master planning purposes, Maas Companies staff then developed an estimate for the future growth of the District through the year 2022. Based on the Company's analysis, this is when a future enrollment of 45,000 students may be achieved. Based on current student enrollment patterns, the 45,000 level of duplicated student enrollment would

equate to 25,500 Full Time Equivalent Students (FTES). This calculation is based on the 2007-08 CCF-320 fiscal report filed by the District with the State for operational funding purposes. According to this report, in 2007-08, students attending the Colleges in the Peralta Community College District enrolled in an average of 8.5 hours of class per week. This is significantly below the statewide average of 10.0 hours per week. The following table summarizes this information for the College and the District:

PCCD DATA FOR FALL SEMESTER 2007		
COLLEGE	WSCH/ENR	FTES/ENR
BCC	8.4	0.562
COA	8.1	0.543
LANEY	8.8	0.585
MERRITT	8.2	0.549
DISTRICT	8.5	0.564

Statewide Average = 10.0 WSCH/ENR. or 0.67 FTES/ENR

As mentioned in the College master plans, it is not critical to the planning process that the projected enrollment be achieved in 2022. But, more important is that when the District achieves an enrollment of 45,000 students or 25,500 FTES, the instructional programs, support services and facilities will be in place to meet the needs of the students. That is the planning objective this Plan hopes to achieve.

The Chancellor's Office projects a more rapid growth rate on the FUSION System (see table). The consulting team took this into consideration when developing the Colleges' growth projections, but felt that over the 15 year time horizon used in this Plan, growth would not proceed at that rate. There are a few reasons for this conclusion.

First, with the current and ongoing budget difficulties in the State, funded growth is going to be constrained. The Colleges will find it difficult to accommodate the demand for community College enrollment within prevailing budget parameters.

PERALTA COMMUNITY COLLEGE DISTRICT GROWTH PROJECTION FROM FUSION		
YEAR	HEADCOUNT	WSCH
2007	31,408	277,173
2008	32,542	287,180
2009	33,799	298,275
2010	35,098	309,735
2011	36,382	321,068
2012	37,697	332,675
2013	39,012	344,279
2014	40,369	356,251
2015	41,772	368,632
2016	43,213	381,352
2017	44,733	394,764

Source: FUSION System, California Community Colleges Chancellor's Office, Average WSCH/Enrollment = 8.82

Second, The Chancellor's Office projections seem to be driven primarily by robust recent growth trends that the consulting team feels are unlikely to be sustained over the longer term. Growth at community Colleges does not generally proceed in a linear manner. Enrollment levels generally undergo cyclical expansion and contraction due to internal and external factors. Over the 15 year planning horizon, there will be periods where enrollment increases rapidly and others where it actually falls.

DETAILED ASSESSMENT OF THE COLLEGE SERVICE AREAS

As summarized in the previous section, the data elements identified from the various data sources included the following quantitative factors:

Demographic Data

- Population growth
- Population age profile (growth by age range)
- Household growth
- Household Income levels
- Service area educational achievement
- ethnicity

College Enrollment Data

- Enrollment zip code analysis
- High School/CSU enrollment data

Other Information

- State Funding
- Economic forecast
- Employment data
- Service area participation rate

The quantitative and qualitative analysis of each College's service area demographics is one of the most important factors to consider when developing a future enrollment projection for specific Colleges and the District. The factor used to assess the rate at which students attend a given community College is entitled ***Student Participation Rate (SPR)***. The student participation rate is defined as the ratio of the number of students attending the College per 1,000 in population in the College's service area. In California, community Colleges have student participation rates (SPR) ranging from as low as 5 students/1,000 population to as high as 75 students/1,000 population. The average SPR in the State is 55 Students/1,000 population. Typically, the participation rate is impacted by the proximity of adjacent Colleges, travel times for students, access to public transportation and the curriculum of a given College. In the case of the Colleges in the Peralta Community College District, the service areas for the four Colleges have a

significant amount of geographical overlap and a student can typically commute to any College campus in less than 30 minutes. The 30 minute guideline is used by the California Post Secondary Education Commission (CPEC) and the California Community College Chancellor's Office as a distance guideline for establishing future educational centers or campuses based on studies by CPEC staff of student enrollment patterns in California community Colleges. (Storey/Maas, 1988).

The following site map shows a composite overlay of the 5-mile service areas of the four Colleges in the Peralta Community College District. If an assumption is made that a student can travel at least 5 miles in 30 minutes to reach a campus, the ring diagrams demonstrate the potential travel time for students attending the Colleges in the District.

COLLEGE SERVICE AREAS 5-Mile Rings



Due to the overlap of the College service areas and in turn, each service area's population, it is very difficult to validate an accurate student participation rate for each College. However, a student participation rate can be approximated for each College if each College's service area is adjusted mathematically to reflect the total population in the District. In other words, the service areas are apportioned to the various Colleges taking into account service area overlap.

To determine the District-wide student participation rate, an effective service area was constructed, including the entire area covered by the individual 5-mile campus rings. That service area is shown in the following site map.



Given that the 2007 population in the District was approximately 710,000 residents and the District enrolled 31,408 in 2007, the Student Participation Rate for the District in 2007 was 44.1 Students/1,000 population. In 2007, the statewide participation rate for community Colleges was 55 Students/1,000 population. The District service area

PCCD ADJUSTED STUDENT PARTICIPATION RATE (SPR)*		
COLLEGE	2007	2022
BCC	37.9	55.1
COA	38.4	50.4
LANEY	67.7	67.0
MERRITT	44.2	55.7
DISTRICT	48.3	59.4

*SPR = Students enrolled at the College per 1,000 people in service area

population in 2022 is projected to be approximately 745,000 residents. Thus, pursuant to the enrollment projection methodology previously discussed, the Student Participation Rate for the District in 2022 will be 59.5 Students/1,000 population which, given the proximity of the Colleges and the demographics of the area, is achievable.

Summarized in the following table is the adjusted student participation rate for each College and the District as projected through 2022:

It must be noted that a key to ensuring this improvement in student participation rate is the availability of public transportation between the Colleges. In cooperation with the area transit district(s), a system of public

transportation, on a regular basis, throughout the day and evening hours needs to be established between the Colleges. Such a service will allow students who do not have private transportation to use reliable and affordable, public transportation to attend the Colleges. Remember, “Proximity and Access Result in Participation!”

The higher than average participation rate for Laney College must be considered when developing a future student enrollment projection for the Colleges and the District. The proposed 2022 enrollment projection assumes that Laney College will continue to maintain its SPR of 67 students/1,000 population while the other three Colleges must implement strategies to increase the participation rate at

their respective Colleges to the projected 2022 student participation rates as listed in the above table. This assumption is a major factor utilized to project the 2022 student enrollment at the Colleges and the District.

SUBJECTIVE ELEMENTS

Balancing Enrollment Among the Colleges

In addition to the balancing of student participation rates, as listed in the previous section, there are other subjective considerations that must be implemented when projecting growth at the Colleges in the District. The first subjective consideration is determining what is the theoretical ideal student enrollment or FTES at a given College. The second consideration is the political ramifications and the process that must be implemented to achieve the proposed student enrollment plan for the Colleges.



Campus Size

Historically, Laney College has been the “big kid on the block”. In 2007, the College generated approximately 41% of the Full Time Equivalent Students (FTES) for the District with a headcount of approximately 12,000 students.

Laney College has a campus footprint that is physically constrained by the surrounding city. The campus does not have significant vacant land for new facilities. One of the only options for growth is to build upward. Additionally, during the planning workshops, stakeholders expressed concern

about the institutional look and feel of the campus and lack of green space and “people” spaces within the campus. A tour of the campus validates these concerns and supports the planning assumption that an ideal community College campus should enroll no more than 12-15,000 students.

Given the projected population growth in the District and the options available for development at other sites, this enrollment guideline is in the best interests of the students and is achievable as part of the 2022 projections in the *Integrated Educational and Facilities Master Plan*.

and at the Colleges ultimately agree upon where the instructional programs will be located throughout the four Colleges in the District. Also a determination will need to be made regarding the level of student support services at each College. Some programs, such as health and wellness programs will be concentrated primarily at one campus. Career technical programs will be concentrated at another. Future administrators and faculty will have to make decisions regarding the consolidation and/or distribution of instructional programs.

The demographic analysis and the analysis of each College’s service area supports the ability of the District to relocate programs to identified campuses. The challenges inherent in the relocation of instructional programs is the long-term history of the programs at their current locations and the need for a very clear, well-understood plan for the relocation of each program. The relocation of instructional programs and the implementation of an enrollment management plan for the Colleges is a

PERALTA COMMUNITY COLLEGE - GROWTH FORECAST 2007-2022			
COLLEGE	WSCH		ANNUAL GROWTH FORECAST
	2007	2022	
COLLEGE OF ALAMEDA	51,025	76,909	2.8%
BERKELEY CITY COLLEGE	45,961	77,040	3.5%
LANEY COLLEGE	109,335	136,104	1.5%
MERRITT COLLEGE	59,591	84,744	2.4%
DISTRICT-WIDE	267,918	376,819	2.3%

Source: Peralta Community College District Office of Institutional Research, Analysis by Maas Companies

Program Consolidation and Balance

The other major consideration for implementing the enrollment management program for the Colleges and the District is the process by which the stakeholders at the District

political problem not a logistical or instructional delivery system problem. It can be done successfully but it will require a significant amount of deliberation and planning by all stakeholders at the Colleges and the District. In those discussions, it will be critical to maintain the posture of:

- What is in the best interests of students
- How the District can improve the opportunities and instructional delivery systems for students
- Increasing enrollment in the identified instructional programs
- Not allowing individual issues and concerns to derail the process.

DISTRICT GROWTH

With all of the factors and key planning elements taken into consideration, credit-WSCH generation and student headcount growth was forecast for each College in the District. These annual growth rates range from a high of 3.5% for Berkeley City College to a low of 1.5% for Laney College. WSCH and headcount is projected to grow

at 2.3% annually for the District as a whole. **This growth is not expected to be linear.** Specifically, credit-WSCH generation is anticipated to grow from the fall 2007 level of 267,918 to 376,819 by 2022.

The most important outcome of the forecasting process was to assure that when a certain level of WSCH was achieved, the College had in place (or will have constructed) new or remodeled facilities to meet the space demands for academic and support services. Whether that level of WSCH is reached exactly in the year 2022 is not of utmost importance. What is key is that to accommodate this future level of WSCH, the College knows what its space needs will be and has planned accordingly. The

forecasting model that was used for the College achieves this standard.

PROFILE OF THE FUTURE PROGRAM OF INSTRUCTION

Space needs for the future cannot be determined without first determining the capacity of the future program of instruction. To achieve this, each College's current (baseline) program of instruction was used as the basis for the future forecast.

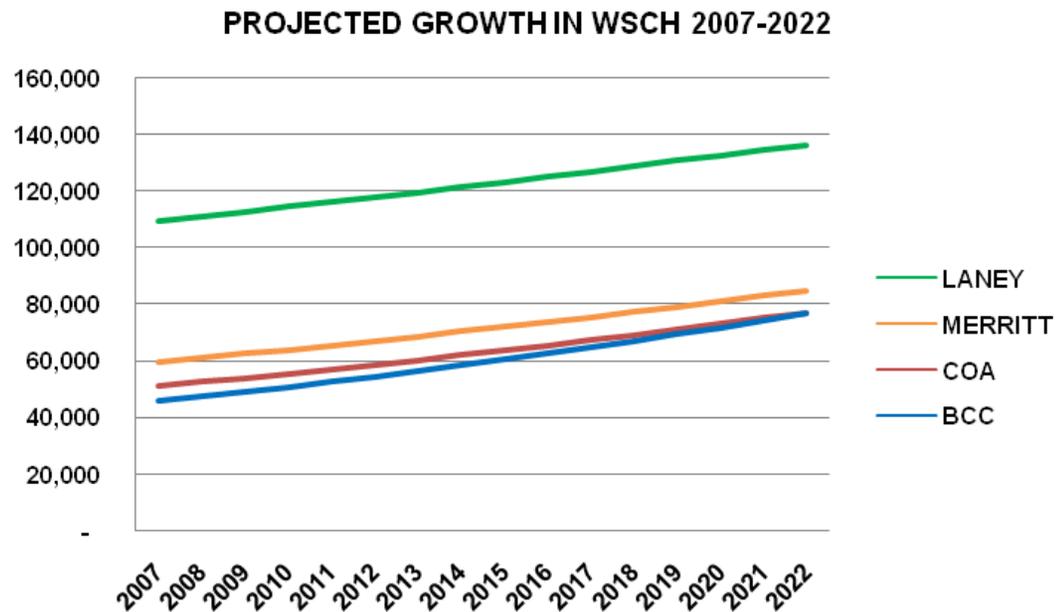


The projections for the future program of instruction are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. It is very likely that the curriculum will change relative to its content over the next fifteen years. The more important consideration and assumption, however, was that there will be a curriculum of some sort and that it will have a certain number of class sections, enrolled students, credit-WSCH, lecture hours and laboratory hours. While the program of instruction could be forecast forward using a generic curriculum and similar results obtained, the existing program of instruction at the Colleges offered the most current and accurate form for the forecasting process.

The Colleges' forecast of their future programs of instruction also relied heavily on several references and planning documents. Some of the more critical documents reviewed include:

- The 2008 *Peralta Community College District Report 17 ASF/OGSF Summary & Capacities Summary*, a facilities inventory recorded annually with the State Chancellor's Office.
- The Peralta Community College District's 5-Year Construction Plan.
- The 2007 fall semester data reports depicting sections offered, WSCH generated, lecture/lab ratios, seat-count and full-time equivalent faculty loads as provided via Peralta Community College District, Office of Institutional Research.
- The Maas Companies database, containing data and information from 80 community Colleges throughout the State of California.

The graph, below, illustrates the forecast for WSCH generation by each College through the year 2022.



Determination of Future Space Needs

SPACE REQUIREMENTS: ACADEMIC PROGRAM OF INSTRUCTION

All space needs are driven by the program of instruction and its relative growth or decline for the future. This is what drives the institution, including the need for all space required for support services.

CAP / LOAD ANALYSIS

The State Chancellor’s Office tracks how efficiently a College uses space in five space categories. These categories are lecture (classroom), laboratory, office (includes offices for faculty and staff as well as student services space), library and AV/TV (instructional media). The measure used is called the capacity to load ratio or, cap/load ratio. This is the ratio of the space the College has divided by the space the College needs. This need is calculated and is based on formulae in Title 5 of the California Education Code.

Simply put, if the ratio is above 100% the College has more space than it needs (the State is unlikely to fund additional facilities in that space category). If the ratio is below 100% the College needs additional space (the College may qualify for State funding for additional space in that space category).

The State Chancellor’s Office considers space needs on a per College basis. In other words, each College has cap/load ratios for the five space categories, and these ratios indicate whether that College is overbuilt or requires additional space.

The table shows the cap/load ratios for the four Colleges in the District. These are based on the current WSCH generated by the

PERALTA DISTRICT / COLLEGES CAPACITY LOAD ANALYSIS					
College	Lecture	Laboratory	Office	Library	AV/TV
Berkeley	112%	80%	118%	75%	43%
College of Alameda	128%	185%	155%	102%	67%
Laney	111%	128%	114%	62%	24%
Merritt	163%	92%	114%	92%	28%
District	141%	120%	155%	81%	36%

Source: Peralta Community College District 5-Year Capital Construction Plan, analysis by Maas Companies

Colleges. The following section will look out to the year 2022.

ACADEMIC SPACE NEEDS

The following tables show the projected space needs for the academic program of instruction at the District’s Colleges for the target year 2022. The tables present the key elements that define the future programs of instruction and identify the assignable (usable) square feet (ASF) that will be required to meet the academic space demands. Though some of the calculations use the TOP Code instructional

division format, the space needs data have been presented using the instructional departments of the College for convenience.

**SPACE REQUIREMENTS:
ALL PROGRAMS AND SERVICES OF THE
COLLEGE**

Using the allowable standards referenced in the California Code of Regulations Title 5 for calculating space (see Attachment A at the end of this Plan) and each College's current space inventory (*Peralta Community College District Report 17, ASF/OGSF Summary & Capacities Summary, October 2008*) the future space needs of each college have been determined for instructional and support service space categories.

The tables on the following pages show the current inventory of existing facilities at the College, the future space qualification and the net need by space category.



Berkeley City College



Berkeley City College currently has 88,687 ASF (assignable or useable square feet of space) and by the year 2022 (or when WSCH reaches 77,040 for a given semester) the College will need 282,885 ASF of space, triple the space the College has today. The total “net need” for space will be 194,198 ASF by the year 2022.

The State Chancellor’s Office monitors five space categories for funding consideration/support. These categories are classroom, laboratory, office/ conference, library/LRC and instructional media (AV/TV). An analysis of the College’s total space needs shows that by the year 2022 the College will need additional space in all of these five categories:

1. Classroom (12,483 ASF)
2. Laboratory (24,647 ASF)
3. Office (57,073 ASF)
4. Library (22,440 ASF)
5. AV/TV–Instructional media (10,668 ASF)

BERKELEY CITY COLLEGE 2022 TARGET YEAR SPACE REQUIREMENTS				
SPACE CATEGORY	DESCRIPTION	CURRENT INVENTORY	2022 TITLE V QUALIFICATION	NET NEED
0	INACTIVE	17,360	0	(17,360)
100	CLASSROOM	14,424	26,907	12,483
210-230	LABORATORY	22,192	45,971	23,779
235-255	NON CLASS LABORATORY	0	868	868
300	OFFICE/CONFERENCE	16,427	73,500	57,073
400	LIBRARY	6,383	28,823	22,440
520-525	PHYS ED (INDOOR)	0	35,000	35,000
530-535	AV/TV	1,866	12,534	10,668
540-555	CLINIC/DEMONSTRATION	0	10,555	10,555
610-625	ASSEMBLY/EXHIBITION	3,398	9,137	5,739
630-635	FOOD SERVICE	0	5,482	5,482
650-655	LOUNGE/LOUNGE SERVICE	1,589	3,441	1,852
660-665	MERCHANDISING	585	7,622	7,037
670-690	MEETING/RECREATION	2,025	3,043	1,018
710-715	DATA PROCESSING/COMP	402	5,000	4,598
720-770	PHYSICAL PLANT	1,910	13,800	11,890
800	HEALTH SERVICES	126	1,200	1,074
<i>Total</i>		88,687	282,885	194,198

Source: Peralta Community College District Report 17; Maas Companies projections - Calculations based on California Code of Regulations Title 5, Chapter 8, Section 57028

There are additional needs in all of the discretionary support service space categories as well. These include 11,890 ASF of physical plant, 5,482 ASF of food service, 5,739 ASF of assembly/ exhibition and 4,598 ASF of data processing space.

College of Alameda



College of Alameda currently has 213,971 ASF (assignable or usable square feet of space) and by the year 2022 (or when WSCH reaches 76,909 for a given semester) the College will need 233,397 ASF of space. The total “net need” for space (19,426 ASF) through the year 2022 is relatively small.

The Plan projects a healthy growth rate of 2.8% per year through 2022, but only a small need for new space. This indicates that the existing space is not configured in the most effective way to deliver the program of instruction and support services.

The State Chancellor’s Office monitors five space categories for consideration of funding support. These categories are classroom, laboratory, office/conference, library/LRC and instructional media (AV/TV). An analysis of the College’s total space needs shows that by the year 2022 the College will need

COLLEGE OF ALAMEDA 2022 TARGET YEAR SPACE REQUIREMENTS				
SPACE CATEGORY	DESCRIPTION	CURRENT INVENTORY	2022 TITLE 5 QUALIFICATION	NET NEED
0	INACTIVE	22,718	0	(22,718)
100	CLASSROOM	18,448	26,156	7,708
210-230	LABORATORY	72,726	57,316	(15,410)
235-255	NON CLASS LABORATORY	0	900	900
300	OFFICE/CONFERENCE	17,393	20,509	3,116
400	LIBRARY	22,381	29,626	7,245
520-525	PHYS ED (INDOOR)	27,051	35,000	7,949
530-535	AV/TV	3,532	12,620	9,088
540-555	CLINIC/DEMONSTRATION	6,106	3,791	(2,315)
580	OTHER	0	0	-
610-625	ASSEMBLY/EXHIBITION	3,746	9,479	5,733
630-635	FOOD SERVICE	8,426	5,687	(2,739)
650-655	LOUNGE/LOUNGE SERVICE	3,730	3,435	(295)
660-665	MERCHANDISING	2,344	7,851	5,507
670-690	MEETING/RECREATION	1,157	3,156	1,999
710-715	DATA PROCESSING/COMP	1,467	5,000	3,533
720-770	PHYSICAL PLANT	2,419	11,671	9,252
800	HEALTH SERVICES	327	1,200	873
Total		213,971	233,397	19,426

Source: Peralta Community College District Report 17; Maas Companies projections - Calculations based on California Code of Regulations Title 5, Chapter 8, Section 57028

additional space in four of these five categories:

1. Classroom (7,708 ASF)
2. Office (3,116 ASF)
3. Library/LRC (7,245 ASF)
4. AV/TV–instructional media (9,088 ASF)

The College is currently overbuilt in laboratory space by 14,510 ASF; this number is the net of the laboratory and non-class laboratory space

category needs. This does not, however, mean that there are too many laboratories on campus. Instead, it means that the laboratory spaces may not be configured in the best way to accommodate the program of instruction. This can be rectified through the remodel or renovation of some of these laboratory spaces in the future capital construction plan.

There are additional needs in the discretionary support service space categories of physical education (indoor), physical plant, assembly/exhibition, data processing and health services.



Laney College



Laney College currently has 352,137 ASF (assignable or usable square feet of space) and by the year 2022 (or when WSCH reaches 136,104 for a given semester) the College will need 371,792 ASF of space. The total “net need” for space (19,655 ASF) through the year 2022 is relatively small.

The State Chancellor’s Office monitors five space categories for consideration of funding support. These categories are classroom, laboratory, office/conference, library/LRC and instructional media (AV/TV). An analysis of the College’s total space needs shows that by the year 2022 the College will need additional space in three of these five categories:

1. Classroom (1,583 ASF)
2. Library/LRC (22,123 ASF)
3. AV/TV–instructional media (11,569)

The College is currently overbuilt in laboratory space by 29,345 ASF; this number is the net of

LANEY COLLEGE 2022 TARGET YEAR SPACE REQUIREMENTS				
SPACE CATEGORY	DESCRIPTION	CURRENT INVENTORY	2022 TITLE 5 QUALIFICATION	NET NEED
0	INACTIVE	0	0	-
100	CLASSROOM	41,182	42,765	1,583
210-230	LABORATORY	140,451	109,716	(30,735)
235-255	NON CLASS LABORATORY	90	1,480	1,390
300	OFFICE/CONFERENCE	48,388	36,294	(12,094)
400	LIBRARY	21,839	43,962	22,123
520-525	PHYS ED (INDOOR)	38,468	35,000	(3,468)
530-535	AV/TV	2,575	14,144	11,569
540-555	CLINIC/DEMONSTRATION	5,900	10,877	4,977
580	OTHER	2,065	4,647	2,582
610-625	ASSEMBLY/EXHIBITION	10,807	15,574	4,767
630-635	FOOD SERVICE	14,896	9,344	(5,552)
650-655	LOUNGE/LOUNGE SERVICE	7,133	6,079	(1,054)
660-665	MERCHANDISING	7,159	11,935	4,776
670-690	MEETING/RECREATION	6,201	5,186	(1,015)
710-715	DATA PROCESSING/COMP	2,577	5,000	2,423
720-770	PHYSICAL PLANT	2,267	18,589	16,322
800	HEALTH SERVICES	139	1,200	1,061
Total		352,137	371,792	19,655

Source: Peralta Community College District Report 17; Maas Companies projections - Calculations based on California Code of Regulations Title 5, Chapter 8, Section 57028

the laboratory and non-class laboratory space category needs. As discussed previously with College of Alameda, this does not necessarily mean that there are too many laboratories on campus. Instead, it means that the laboratory spaces may not be configured in the best way to accommodate the program of instruction. This can be rectified by including the renaming

and reconfiguration of some spaces in the future capital construction plan.

There is evidence of additional needs in the discretionary support service space categories of physical plant, clinic/demonstration, assembly/ exhibition, data processing and health services.

Merritt College



Merritt College currently has 219,030 ASF (assignable or usable square feet of space) and by the year 2022 (or when WSCH reaches 84,744 for a given semester) the College will qualify for a total of 261,341 ASF of space. The total “net need” for space through the year 2022 is 42,311 ASF.

The State Chancellor’s Office monitors five space categories for consideration of funding support. These categories are classroom, laboratory, office/conference, library/LRC and instructional media (AV/TV). An analysis of the College’s total space needs shows that by the year 2022 the College will need additional space in three of these five categories:

1. Laboratory (14,190 ASF)
2. Library/LRC (10,596 ASF)
3. AV/TV–instructional media (10,831 ASF).

The College is currently overbuilt in lecture (classroom) space by 13,825 ASF. This

MERRITT COLLEGE 2022 TARGET YEAR SPACE REQUIREMENTS				
SPACE CATEGORY	DESCRIPTION	CURRENT INVENTORY	2022 TITLE 5 QUALIFICATION	NET NEED
0	INACTIVE	0	0	-
100	CLASSROOM	39,728	25,903	(13,825)
210-230	LABORATORY	57,120	70,329	13,209
235-255	NON CLASS LABORATORY	0	981	981
300	OFFICE/CONFERENCE	30,305	22,598	(7,707)
400	LIBRARY	21,016	31,612	10,596
520-525	PHYS ED (INDOOR)	31,977	35,000	3,023
530-535	AV/TV	2,000	12,831	10,831
540-555	CLINIC/DEMONSTRATION	6,010	5,436	(574)
580-585	GREENHOUSE	4,581	3,593	(988)
590	OTHER	448	1,633	1,185
610-625	ASSEMBLY/EXHIBITION	1,186	10,323	9,137
630-635	FOOD SERVICE	5,178	6,194	1,016
650-655	LOUNGE/LOUNGE SERVICE	5,940	3,785	(2,155)
660-665	MERCHANDISING	1,786	8,417	6,631
670-690	MEETING/RECREATION	5,350	3,438	(1,912)
710-715	DATA PROCESSING/COMP	3,315	5,000	1,685
720-770	PHYSICAL PLANT	2,695	13,067	10,372
800	HEALTH SERVICES	395	1,200	805
Total		219,030	261,341	42,311

Source: Peralta Community College District Report 17; Maas Companies projections - Calculations based on California Code of Regulations Title 5, Chapter 8, Section 57028

indicates that the classroom spaces may not be configured in the best way to accommodate the program of instruction. This can be rectified by renovating some of the existing classroom facilities, sizing them more appropriately for the classes being held in them.

The College has additional needs in the discretionary support service space categories of physical plant, clinic/demonstration, assembly/exhibition, data processing and health services.

The Financial Plan

The *2009 Peralta Community College District Integrated Educational and Facilities Master Plan*, and the individual College Plans, were developed around the concept of matching the future space needs of the Colleges with required funding. The goal has been to produce a viable building and facilities program for each College and the District. Thus, the District Plan has been developed to first establish an economically viable and efficient program of instruction and support services, and then to determine a facilities and financing plan that will support the identified needs for the District.

The Plan forecasts the future program of instruction and support services through the year 2022. The need for additional or remodeled space will occur in a phased manner over this 15-year period. The time frame for development will be driven both by growth in student headcount as well as by the availability of funds for capital construction.

The priorities and the identified projects do not change. The variables are time and funding. The following proposed facility program defines projects by site and location. The cost estimates for the projects are based on current construction costs as established by the State of California pursuant to California Construction Cost Index (CCI-5065). This index projects costs for projects that will be under construction during the 20010-11 fiscal year. An inflation factor of 3.5% has been added for each subsequent year of the plan.

For renovation projects, it is estimated that approximately \$375/ASF will be required to achieve the proposed level for renovation and remodel of existing buildings. All existing spaces will also need to be upgraded for technology and equipment. \$85/ASF has been budgeted for this category. Needed site improvements include: construction of parking lots, lighting ADA access routes, and development of fields and landscaping. The

cost to construct these improvements is estimated at \$25/ASF of assignable building area (ASF).

PROGRAM STATUS

Following, are summaries of the current bond programs.

BERKELEY CITY COLLEGE - PROGRAM REPORT ON BUDGETS AND COSTS									
Print Date 3/5/09									
Job #'s	BERKELEY COLLEGE	Bond "A"	Bond "E"	State Funds	Total Budget	A Costs	E Costs	Total Cost	Balance
A	E								
2335	Build out & Multi purpose	\$7,500,000			\$7,500,000	\$1,027,658		\$1,027,658	\$6,472,342
	Phase I FF&E	\$965,651			\$965,651	\$606,347		\$606,347	\$359,304
	Phase II IT-Computers	\$1,299,870			\$1,299,870	\$2,096,917		\$2,096,917	\$(797,047)
2323	Phase II FF&E..Furniture	\$1,303,000			\$1,303,000			\$-	\$1,303,000
2850	Vista College		\$37,191,352	\$28,533,000	\$65,724,352		\$62,724,350	\$62,724,350	\$3,000,002
	Delta plus or minus	\$(500,000)			\$(500,000)				\$(500,000)
	Phase II Small Jobs	\$1,760,000			\$1,760,000	\$416,911		\$416,911	\$1,343,089
	Parking			\$3,500,000	\$3,500,000			\$-	\$3,500,000
								\$-	
TOTAL		\$12,328,521	\$37,191,352	\$32,033,000	\$81,552,873	\$4,147,833	\$62,724,350	\$66,872,183	\$14,680,690

Source: Peralta Community College District Facilities Development Office
Rev 19, am1

COLLEGE OF ALAMEDA - PROGRAM REPORT ON BUDGETS AND COSTS										
Print date 3/5/09										
Job #'s		COLLEGE OF ALAMEDA	Bond "A"	Bond "E"	State Funds	Total Budget	A Costs	E Costs	Total Cost	Balance
A	E									
	2712	Bldg C/D, New Building	\$39,015,000	\$3,290,000		\$42,305,000		\$29,971	\$29,971	\$42,275,029
2341	2946	Bldg "A" Administration		\$17,785,239		\$17,785,239	\$3,551,275	\$12,307,174	\$15,858,449	\$1,926,790
		Phase I & II Small Jobs	\$9,681,456			\$9,681,456	\$5,605,771		\$5,605,771	\$4,075,685
		Phase I FF&E	\$4,670,200			\$4,670,200	\$1,764,361		\$1,764,361	\$2,905,839
		Contingency	\$4,000,000			\$4,000,000			\$-	\$4,000,000
		Phase II- IT- Computers	\$1,401,426			\$1,401,426	\$538,371		\$538,371	\$863,055
2320		Sidewalks	\$2,742,556			\$2,742,556	\$2,636,723		\$2,636,723	\$105,833
		Infrastructure-Utilities	\$15,000,000			\$15,000,000			\$-	\$15,000,000
		Access Road	\$1,069,500			\$1,069,500				\$1,069,500
		860 Atlantic - Swing	\$3,100,000			\$3,100,000				\$3,100,000
		Delta Plus or Minus	\$(3,803,854)			\$(3,803,854)				\$(3,869,500)
		Swing Space	\$1,200,000			\$1,200,000			\$-	\$1,200,000
	2701	Athletic Facilities		\$5,420,796		\$5,420,796		\$5,420,796	\$5,420,796	\$-
	2725	Underground Water Heating		\$149,449		\$149,449		\$149,449	\$149,449	\$-
	2717	One Stop Shop		\$12,777		\$12,777		\$12,777	\$12,777	
									\$-	
		Total	\$78,076,284	\$26,658,261	\$-	\$104,734,545	\$14,096,501	\$17,920,166	\$32,016,667	\$72,717,877

Source: Peralta Community College District Facilities Development Office

LANEY COLLEGE PROGRAM REPORT ON BUDGETS AND COST

Print date 1/26/09

LANEY COLLEGE	Bond "A" Projects	Bond "E"	State Funds	Total Budget	Comments
Exist Library Renov	\$2,000,000			2,000,000	
New Library & LRC	\$ 40,572,000	\$1,770,000	\$20,290,000	\$62,632,000	Hold for 2010-2011
Theater Modifications	\$-			\$0	Cancelled
Gymnasium Modification	\$-			\$0	Cancelled
Beg. Inn & Dining Room	\$7,671,534	\$4,000,000		\$11,671,534	Combined..Plus costs
Student Services	\$ 30,000,000			\$30,000,000	Des
Phase I &II Small Jobs	\$ 21,594,280			\$21,594,280	w Des/Const
Phase I FF&E	\$8,159,033			\$8,159,033	
Delta Plus or Minus	\$-			\$0	
Athletic & Fieldhouse	\$ 14,083,607			14,083,607	
Infrastructure-Utilities	\$8,000,000			8,000,000	was prev 15,000,000
Building E Dining Room	\$1,500,000			\$1,500,000	was prev 900,000
Phase II - IT - Computers	\$2,899,260			\$2,899,260	
FF&E for next 7 yrs	\$-			0	
Swing Space	\$3,000,000			\$3,000,000	was prev 5,000,000
Contingency	\$4,833,000			\$4,833,000	
Sub-total	\$ 142,812,704	5,770,000	20,290,000	\$168,872,714	
Possible New Work:					
ADA Items	\$2,814,989			\$2,814,989	ADA Estimate
ADA on Interior Roads	\$1,532,480			\$1,532,480	ADA Estimate
HVAC Repairs	\$1,000,000			\$1,000,000	Plug \$, Chevron finance?
Stair Repair	\$ 100,000			\$ 100,000	Plug \$
Drinking Fountains	\$ 150,000			\$ 150,000	Plug \$
HVAC in Tower	\$4,000,000			\$4,000,000	Chevron Finance ?
Solar Panels	?			?	Chevron Finance ?
Delta Plus or Minus	\$(9,597,469)			\$(9,597,469)	NEED DECISIONS !!!
Sub Totals	\$-			\$-	
OLD COMPLETED WORK					
Bldg A (Welcome Center)		\$1,850,000		\$1,850,000	Completed
New Arts		\$1,093,832		\$1,093,832	Completed
Bldg A Deck		\$ 300,000		\$ 300,000	Completed
Athletic Fields		\$10,782,433		\$10,782,433	Completed
Restrooms		\$175,000		\$ 175,000	Completed
Landscape		\$1,199,306		\$1,199,306	Completed
Multi-Purpose		\$699,999		\$ 699,999	Completed
Carpeting		\$250,000		\$ 250,000	Completed
Sub Totals	0	16,350,570	0	16,350,570	
GRAND TOTAL	\$ 142,812,714	\$22,120,150.00	\$20,290,000	185,223,284	

Notes:

1. Infrastructure of \$8,000,000 might include, new utilities to the new library/LRC; water main issues at E Building; New Chiller Plant; Domestic water line repairs; etc. Contingency of 5,000,000 needs to be kept with the very large new projects; Laney Athletic, Student Center and new library/LRC
2. Format of the Laney College Construction Plan is modified from that of the other Colleges based on the original documents provided by the District Facilities Development Office.

MERRITT COLLEGE - PROGRAM REPORT ON BUDGETS AND COSTS										
Print date 3/5/09										
Job #'s		MERRITT	Bond "A"	Bond "E"	State Funds	Total Budget	A Costs	E Costs	Total Cost	Balance
A	E									
NEW PROJECTS:										
2324	2947	Bldg L Library/Learning	\$4,900,000	\$3,000,000		\$7,900,000	\$492,892		\$492,892	\$ 7,407,108
	2707	New Science Bldg	\$46,247,038	\$9,195,150		\$55,442,188		\$1,428,749	\$ 1,428,749	\$ 54,013,439
		Child Development	\$6,112,000		\$6,111,000	\$12,223,000			\$-	\$ 12,223,000
	2709	Bldg T51-Horticulture	\$440,000		\$-	\$440,000		\$11,370	\$ 11,370	\$ 428,630
		Infrastructure-Utilities	\$4,000,000			\$4,000,000			\$-	\$ 4,000,000
	2711	"A" Trade Tech	\$60,000		\$-	\$60,000		\$55,598	\$ 55,598	\$ 4,402
		Phase I & II Small Jobs	\$19,900,000			\$19,900,000	\$3,105,899		\$ 3,105,899	\$ 16,794,101
		Phase I FF&E	\$5,610,850			\$5,610,850	\$2,226,379		\$ 2,226,379	\$ 3,384,471
		Phase II IT Items	\$1,635,660			\$1,635,660	\$2,096,917		\$ 2,096,917	\$ (461,257)
		Swing Space	\$700,000			\$700,000			\$-	\$ 700,000
		Contingency	\$4,200,000			\$4,200,000			\$-	\$ 4,200,000
OLD PROJECTS:						\$-			\$-	\$-
	2706	Building P & R		\$15,350,553		\$15,350,553		\$15,350,553	\$ 15,350,553	\$ (0)
	2949	Landscape		\$2,972,713		\$2,972,713		\$2,972,713	\$ 2,972,713	\$-
		"A" Student Center		\$2,716,018		\$2,716,018		\$2,716,018	\$ 2,716,018	\$-
		Genomics	\$1,350,000			\$1,350,000				\$ 1,350,000
	2703	Athletic Fields		\$5,450,908		\$5,450,908		\$5,450,908	\$ 5,450,908	\$-
		Delta Plus or Minus	\$(4,650,000)			\$(4,650,000)			\$-	\$(4,650,000)
	2719	Restrooms		\$153,184		\$153,184		\$153,184	\$153,184	\$ 0
Totals			\$90,505,548	\$38,838,526	\$6,111,000	\$135,455,074	\$7,922,087	\$28,139,094	\$ 36,061,181	\$ 99,393,893

Source: Peralta Community College District Facilities Development Office
Rev 19, am1

PERALTA COMMUNITY COLLEGE DISTRICT - CAPITAL OUTLAY PROJECTS PRIORITY LISTING

DISTRICT PROGRAM REPORT ON BUDGETS AND COSTS

Print date 3/5/09

Job #'s	DISTRICT	Bond "A"	Bond "E"	State	Total Budget	A Costs	E Costs	Total Cost	Balance	
A	E	Funds								
<i>District Wide Projects:</i>										
2328	2723	Security	\$3,285,414	\$499,575	\$3,784,989	\$1,038,364	\$499,573	\$1,537,937	\$2,247,052	
2325		Elevator Upgrades	\$250,000		\$250,000	\$15,689		\$15,689	\$234,311	
2316		Paving & Parking meters	\$2,000,000		\$2,000,000	\$1,584,669		\$1,584,669	\$415,331	
		Lighting	\$2,500,000		\$2,500,000			\$-	\$2,500,000	
		ADA Upgrade studies	\$250,000		\$250,000			\$-	\$250,000	
		Small Projects	\$2,233,455		\$2,233,455				\$2,233,455	
		Landscape	\$2,663,958		\$2,663,958	\$2,663,958		\$2,663,958	\$-	
		Contingency	\$1,800,000		\$1,800,000			\$-	\$1,800,000	
2705 & 2705-0		IT Infrastructure	\$950,000	\$32,539,695	\$33,489,695		\$35,217,759	\$35,217,759	\$(1,728,064)	
	2708	Irrigation Controllers		\$423,171	\$423,171		\$423,171	\$423,171	\$0	
		Pool Upgrades		\$377,187	\$377,187		\$377,187	\$377,187	\$-	
	2715	Roofs		\$2,372,475	\$2,372,475		\$2,178,426	\$2,178,426	\$194,049	
2334		Signage	\$2,680,500		\$2,680,500	\$1,510,050		\$1,510,050	\$1,170,450	
	2722	Paint rooms & doors		\$56,115	\$56,115		\$56,115	\$56,115	\$(0)	
		Roof COA gym and Laney D		\$299,999	\$299,999		\$299,999	\$299,999	\$-	
		Sidewalk Repair		\$62,067	\$62,067		\$62,067	\$62,067	\$-	
2337		Recycling	\$300,000		\$300,000	\$150,564		\$150,564	\$149,436	
		HVAC Duct Cleaning		\$104,000	\$104,000		\$104,000	\$104,000	\$-	
2344		Boilers & Energy	\$2,235,000		\$2,235,000	\$1,988,127		\$1,988,127	\$246,873	
2345		Atlantic Ave Renov	\$106,000		\$106,000	\$106,000		\$106,000	\$-	
		Sub-total District Wide	\$21,254,327	\$36,734,284	\$-	\$57,988,611	\$9,057,421	\$39,218,297	\$48,275,718	\$9,712,893

PERALTA COMMUNITY COLLEGE DISTRICT - CAPITAL OUTLAY PROJECTS PRIORITY LISTING									
<i>District Office Related</i>									
2940	District Office Renovation	\$1,563,034	\$1,636,966		\$3,200,000	\$1,358,129	\$1,614,440	\$2,972,569	\$227,431
2321 & 2313	Emergency Generators	\$ 1,000,000			\$1,000,000			\$-	\$1,000,000
	HVAC for main Dist. Office	\$1,900,000			\$1,900,000			\$-	\$1,900,000
	Add'l space for IT & Purchasing	\$2,000,000			\$2,000,000			\$-	\$2,000,000
	FF&E and IT	\$1,940,807			\$1,940,807	\$3,199,386		\$3,199,386	\$(1,258,579)
	District Office Sidewalks	\$1,650,000			\$1,650,000	\$517,669		\$517,669	\$1,132,331
	Subtotal District Office Related	\$10,053,841	\$1,636,966	\$-	\$11,690,807	\$5,075,184	\$1,614,440	\$6,689,624	\$5,001,183
	Grand Total	\$31,308,168	\$38,371,250	\$-	\$69,679,418	\$14,132,605	\$40,832,737	\$54,965,342	\$14,714,076

PERALTA COMMUNITY COLLEGE DISTRICT - PROGRAM RECAP BUDGET AND COST

	Bond "A"	Bond "E"	State Funds	Total Budget	A Costs	E Costs	Total Cost	Balance
Berkeley City College	\$12,328,521	\$37,191,352	32,033,000	\$81,552,873	\$4,147,833	\$62,724,350	\$66,872,183	\$14,680,690
College of Alameda	\$78,076,284	\$26,658,261	\$-	\$104,734,545	\$14,096,501	\$17,920,166	\$32,016,667	\$72,717,878
Laney College	\$142,812,714	\$20,931,231	\$20,290,000	\$184,033,945	\$32,653,094	\$18,246,817	\$50,899,911	\$133,134,034
Merritt College	\$90,505,548	\$38,838,526	\$6,111,000	\$135,455,074	\$7,922,087	\$28,139,094	\$36,061,181	\$99,393,893
District Wide Projects	\$31,308,168	\$38,371,250		\$69,679,418	\$14,132,605	\$40,832,737	\$54,965,342	\$14,714,076
General Overhead	\$14,000,000	\$2,733,387	\$-	\$16,733,387	\$5,030,690	\$2,390,984	\$7,421,674	\$9,311,713
Contingency Reserve	\$20,968,765	\$(11,524,007)		\$9,444,758			\$-	\$9,444,758
Total	\$390,000,000	\$153,200,000	\$58,434,000	\$601,634,000	\$77,982,810	\$170,254,148	\$248,236,958	\$353,397,042

Source: Peralta Community College District Facilities Development Office
 Print Date 3/5/09

PERALTA COMMUNITY COLLEGE DISTRICT - PROJECT LIST FROM FUSION*		
Project	Campus	
1 Bldg A -Student Services & Sidewalk	College Of Alameda	
2 Beginners' Inn Culinary Kitchen Renovation	Laney College	
3 Modernize Student Center (Bldg 12)	Laney College	
4 Athletic Complex, Baseball & Field Renovation	Laney College	
5 Science Complex	Merritt College	
6 Library Renovation	Merritt College	
7 Learning Resource Center	Laney College	
8 Modernize Trade Technology, Building	Merritt College	
9 Modernize Science Complex, Buildings	College Of Alameda	
10 Child Development Center	Merritt College	
11 Modernize Library, Bldg	College Of Alameda	
12 Modernize Theater, Bldg	Laney College	
13 Horticulture Building Renovation	Merritt College	
14 Modernize Gymnasium - Bldg G 34	College Of Alameda	
15 Modernize Gym & Lockers - Buildings	Laney College	
16 Remodel Old Library for Student Services	Laney College	
17 Renovation of Building D 184	Merritt College	
18 Renovations to Building B (Auto Tech)	College Of Alameda	

Source: FUSION, Data accessed on March 18, 2009

FACILITY PLANS

WLC Architects, in consultation with the staff of Maas Companies, Inc., has developed a detailed, phased Facility Master Plan for each College and the District. For those individuals interested in such information for a specific College or for District projects, please refer to the Facilities Master Plan for that particular location.

FINANCING OPTIONS

The table to the right provides a summary of the projected funds needed to support the proposed capital construction program. Based on this information, it is proposed the District consider the following options to obtain the necessary funds to implement the capital development program:

- State of California Capital Outlay Funding
- Scheduled Maintenance Funds from the State¹
- Joint Venture programs with Business and Industry
- Joint Venture programs with other Educational Institutions
- Fee Based Instructional Programs
- Private Donations
- Local Bond Issue(s)

A brief description and analysis of each of these funding options is provided on the following pages:

¹ These funds may be distributed by the State as a "Block Grant" that also includes funding for instructional equipment. The District would need to designate these funds for augmentation of the capital construction program.

A. State of California Capital Outlay Funding

Funding through the California Community College Chancellor's Office is a long-standing source for funding capital construction projects. This process requires submission of an Initial Project Proposal (IPP) and a Final Project Proposal (FPP). Approvals through the State Chancellor's Office, and ultimately the Department of Finance and the legislature, typically take three years from application to receiving initial funding of a project, and five years before the project is completed and ready for occupancy.

A competitive point system drives the process, with all community Colleges competing for the same funding that the State has provided via a statewide bond program. This process generally requires each district to provide a percentage of its own funds as a "match" while the State provides the balance. In the past, 10-20% district funding was a norm. Recently, the percentage of local contribution has risen to 30-50% in matching funds. Districts that have passed local bonds are using those funds to gain additional "points" for their projects. Pursuant to State guidelines, the State will fund a maximum of one project per College per year. In reality, the pattern of funding has been less than the maximum due to the time it takes to plan and construct a project via this procedure. If the Peralta District can achieve the necessary "points" for a project to be funded, a reasonable expectation would be to have 4-5 projects funded by the State per campus over the next 20 years.

B. Scheduled(Deferred) Maintenance Funds from the State

As noted above, the State of California has historically funded local districts to assist in scheduled maintenance of facilities. Until 2002, funding occurred on a project-by-project basis. Since 2002, scheduled maintenance funding is included in an annually funded, block grant program that also includes funds for instructional and library equipment. There is a local match required for the use of these funds. It is not typically a large amount of funding (\$300,000-\$600,000/district/year) but it is an option to solve minor building renovation or maintenance issues.

C. Joint Venture programs with Business and Industry

Joint ventures with business and industry are an option the District needs to consider. These are frequently structured as job-based, educational training programs, on-campus, adjacent to a campus, or within the community. The concept

involves educational and training programs jointly developed with private business and industry at a specific site identified by the joint-venture partner. If the partner owns the site, rent-free facilities would be required. If the College owns the site, the cost of constructing the facility and the repayment of the construction loan for the building would be part of the joint-use agreement between the parties.

D. Joint Venture programs with other Educational Institutions

Joint venture options with other educational institutions would be similar in format to the joint venture program discussed in item C. However, rather than having a joint venture partner from business or industry, the District would have another educational institution as its partner. The education partners, via the joint venture agreement, would assume responsibility for the repayment of the construction loan in lieu of land lease payments and rent until the building cost is paid.

E. Fee Based Instructional Programs

The District has the option to develop a fee-based curriculum and compete with other public and private institutions for students who would not typically attend the traditional, State-funded, public instructional program of a community College. Any excess revenue generated from such activities could be used to fund future capital construction projects.



F. Private Donations

Private Colleges and universities have historically created capital campaigns to fund facilities. Unfortunately, the community Colleges have had limited success in such alternative funding efforts. Private businesses or educational institutions may wish to “partner” with the District. Typically, such donations frequently focus on the development of technology. In recent years, it has become very popular to develop business incubators with the University of California campuses. Using this concept, businesses or educational institutions could partner (by providing capital) with the District to develop advanced technology programs and educational facilities at any site throughout the District.

G. Local Bond Issue

The District has used this option twice. The first bond issue was Measure E for \$153.2 Million and the second bond issue was Measure A for \$390 Million. The current prioritized list of projects reflects the allocation of these local bond funds. Utilization of the remaining funds from these two issues needs to be assessed and prioritized. Both the District staff and the consultants have concluded that the remaining bond funds will not be sufficient to fund all projects included in the current Master Plan. If the Board of Trustees determines that an additional bond is a viable option, they may wish to once again request voter approval of additional bond funds. If this decision is made, pursuant to Proposition 39 guidelines, 55% of the voters must approve the issuance of bonds. There is a maximum limit of \$25/\$100,000 of assessed valuation that can be levied. Typically, the length of repayment of the obligation is 20-30 years. Elections to request voter approval of a Proposition 39 Bond must be held in conjunction with a general election such as the statewide primary or general elections. The district must follow very specific guidelines and procedures if it elects to pursue this option. Finally, a comprehensive, detailed plan of public information and justification for all projects that will be funded via the bond program must be shared with all constituencies.

SUGGESTED FINANCING PARAMETERS

The following general guidelines are suggested as the District considers the funding options for implementing the Integrated Educational and Facilities Master Plan:

1. The Governing Board, collaboratively with the District staff, should carefully review and assess all funding options. A series of Board workshops specifically designated for this purpose may be necessary.
2. The District must prioritize the projects included in the proposed Facilities Master Plan. This prioritization should be based on the specific needs as well as the source of potential funding.
3. The District must maximize State funding. This should be a primary criterion for the prioritization and timing of future projects.
4. Given that State funding will not meet the total funding needs of the District, consider requesting voter approval for a local bond to help in funding the proposed capital construction program.
5. Carefully assess the time line for implementing the Facilities Master Plan. Adjustment in the time line may provide additional funding options.
6. Respect the Plan. Any modifications must be carefully considered, as there will likely be unanticipated secondary effects. Treat the Plan as a “living” document that is used as a decision-making guide. Update the Facilities Master Plan periodically, as agreed upon, through a thoughtful planning and discussion process with all parties.
7. Assess the impact of inflation on the proposed project budgets. Given the current bidding climate, the proposed budgets may not be sufficient to cover the scope of work. In all likelihood, the Colleges and District will need to adjust the prioritization and funding of projects. Accelerating the construction time-line for identified projects will help reduce the impact of inflation.

Operating Budget Development

The previous sections of this Plan discussed the capital outlay projects proposed for the Colleges and the District through the year 2022. In addition to the capital outlay budget to construct or remodel facilities, it is essential the District address the operational budget for a given fiscal year that will not only include the maintenance and operation of any new facilities being occupied in that fiscal year but also the on-going operational budget for the Colleges and the District.

In February 2008, the District established a process for development of the annual operating budget for the Colleges and the District. A summary of that process is as follows:

The following planning and budgeting integration calendar was developed based on work of the District Wide Educational Planning Committee and the District Budget Advisory Committee. This integrates District-wide educational and budget

planning and encompasses education, facilities, staffing, IT, marketing, and is inclusive of the four Colleges and the communities served by the District.

RESEARCH PHASE

May/June

- Vice Chancellor, Educational Services oversees development of the *Annual Planning Budgeting Framework*, which has the following purposes: highlight emerging educational trends; assess effectiveness of prior strategic, educational and service center unit planning initiatives; document trends and issues regarding retention, persistence, basic skills improvement, degrees/certificates, transfer and productivity; review demographic and labor market trends; and preliminary budget forecast.

August

- Chancellor and Vice Chancellor, Education, provide overview of major planning and budgeting issues at Fall convocation.

DISTRICT WIDE AND COLLEGE PLANNING

September

- District Wide Education Master Plan Committee (DWEMPC) meets to review *Annual Planning Budgeting Framework* and develop planning and budgeting guidelines and methodologies. The Committee will develop agreements between the Colleges in areas requiring coordination.
- College Councils and/or educational committees review status of prior educational master plans, program reviews, and unit plans and identify preliminary areas of focus for future planning.
- District service centers review status of prior institutional reviews and unit plans and identify preliminary areas of focus for future planning.

October

- College Councils (or educational committees) and District service centers review District-wide planning and budget guidelines and modify/adapt to fit circumstances. College VP's and District Vice Chancellors prepare templates to update existing accelerated

program review/unit planning and distribute to instructional, student service and administrative programs.

- Units update their accelerated program reviews/unit plans and including updates to grow/maintain/watch action plans. These include program and service initiatives, and resource requests (faculty, staffing, professional development, equipment, facilities)

November

- College budget committees review recommendations from the College community, including faculty and staff hires, and statutory cost increases based on Educational Master Plan priorities.
- DWEMPC reviews compiled College and service center requests to identify any areas of potential collaboration or overlap between Colleges, or between Colleges and service centers. DWEMPC recommends solutions.
- SMT reviews DWEMPC recommendation

BUDGET DEVELOPMENT PHASE

January

- Governor’s proposed budget published
- Informational memorandums on the governor’s budget proposal to all constituent groups (Board of Trustees,

academic senate, budget advisory committee, faculty union, classified unions); SMT meet to review proposed budget.

- Chancellor’s budget advisory committee meets to review the governor’s proposed budget and begins to develop budget assumptions.

February

- Review Colleges’ actual FTES, review College/District expenditures for the first half of the fiscal year. Prepare estimate of spring/intercession FTES and expenditures.
- Chancellor approves targeted FTES to realize growth and over cap funding.
- Propose Board of Trustees’ budget workshop (February or March).
- Colleges’ budget priorities submitted to District office.
- District office begins preparation of preliminary budget allocation.

March

- Initial proposals submitted to Chancellor for the District budget.
- Review status of budget development with the academic senate and faculty union. Academic senate submits recommendation on budget process.

April

- Budget proposals reviewed by budget advisory committee.

May

- Discuss carry-over fund priorities and Colleges submission of justification
- Governor presents May revise to budget (May 15).
- Draft tentative budget submitted to Chancellor

June

- Tentative budget submitted to Board of Trustees at last June meeting (California Code of Regulations, section 589305[a]).

July

- Legislature approves and governor signs State budget by Jul 1.
- California Community Colleges State Chancellor’s budget workshop in Sacramento.
- Informational memorandums issued on proposed budget revenues to all constituent groups (Board of Trustees, academic senates, faculty union, and classified unions).
- Colleges meet with academic senates, faculty union, and classified unions on budget priorities.

- Colleges' revised budget priorities submitted to chancellor.
- Approved tentative budget input into financial accounting system

August

- Preliminary adopted budget available August 15 for chancellor's review.
- Comply with Title 5, section 58301 by publishing dates, time and locations where the public can review proposed adopted budget (budget must be available at least three days prior to public hearing).
- Adopted budget available for public review at the District office, each College library, and the offices of each College president.

September

- Board of Trustees holds public hearing and final budget is presented for approval (on or before September 15) [California Code of Regulations, section 58305 (c)].

- Completed annual financial report and adopted budget to be submitted by September 30th to the State Chancellor's Office, with a copy filed with the County of Alameda Office of Education [California Code of Regulations, section 58035 (d)].

In following this budget development calendar, it is further proposed first to provide each College with a base budget, which would include funding for fixed costs, and funding determined necessary to meet FTES goals for the academic year. This funding would be available by July 1st. If the State Chancellor's Office in any given fiscal year makes cuts in funding or provides additional funding, this could affect the base budget. Second, beyond providing a base budget for each College, the proposal is to determine annually the availability of

discretionary monies that could be divided among the Colleges. The distribution of these discretionary funds would be based on priorities set in the educational master plans (i.e., faculty positions, classified positions, funds for new program start up) and determined through a review process wherein the District-wide educational master planning committee and the District budget advisory committee would make recommendations to the Strategic Management Team with a final decision by the Chancellor on the allocation of the discretionary funds.

Total Cost of Ownership

As part of its institutional master planning process, the Peralta Community College District (PCCD) is committed to developing a systematic, College and District-wide approach for all planning and budgeting activities. This approach includes the assessment of all current functions and activities and the development of a District-wide process for the ongoing assessment of future programs, services and facilities. Preliminary discussions have suggested that the concept of “Total Cost of Ownership” (TCO) may be a viable approach to addressing this concern.

DEFINITION OF TOTAL COST OF OWNERSHIP (TCO)

Total Cost of Ownership (TCO), as used for College facilities, is defined for these purposes as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true,

effective cost of the facility including planning, design, constructing and equipping of the facility, and also the recurring costs to operate the facility over its useful lifespan (30-50 years). The one-time costs of capital construction and related costs shall be as listed on the JCAF-32 report developed by the California Community College Chancellor’s Office. The recurring or operational costs shall include staffing, institutional support services, replaceable equipment, supplies, maintenance, custodial services, technological services, utilities and related day-to-day operating expenses for the facility.

GREEN/SUSTAINABLE DESIGN

When designing new facilities or renovating existing ones, the College should consider “green” building technologies. Pursuant to a directive from the Board of Trustees the Colleges and District will implement a plan for Sustainable Design in accordance with

LEED Gold Standards. These sustainable requirements will be addressed by the architects for all future projects so as to reduce the ongoing operational costs of both new and remodeled facilities. The use of sustainable products and processes shall be included in the calculation of the Total Cost of Ownership for all proposed projects.

PURPOSE OF THE PROCESS

The College and District intend to develop a standardized procedure for determining the “Total Cost of Ownership” (TCO) for existing facilities as well as for remodeled or new facilities that may be constructed throughout the District. The basis for this procedure shall be the concept of TCO as it is typically used in areas such as information technology, governmental cost assessments and corporate budget analysis.

The purpose of TCO will be to provide an institutionally agreed upon, systematic procedure by which each existing facility in

the District is evaluated. This procedure will establish a quantitative database to assist the District and each College in determining the viability of existing facilities, as well as the feasibility of remodeling and/or constructing new facilities.

OBJECTIVES TO BE ACHIEVED

This procedure will carry the following objectives:

1. Establish an agreed upon systematic procedure for the evaluation of existing and proposed College facilities.
2. Utilize the concept of Total Cost of Ownership (TCO) to develop a process for the evaluation of College facilities that can be integrated into the overall TCO program of the District.
3. Develop a procedure for the assessment of existing and proposed facilities that utilizes existing data from College files as well as information from the statewide files of the California Community College Chancellor’s Office.

4. Ensure that the database developed for the procedure is compatible with current State reporting systems such as Fusion.
5. Design the prototype system in a manner that allows the District to annually update the information in the system and add additional data elements as needed as part of the institutional planning and budgeting process.

APPROVAL PROCESS

The College’s facilities planning module is a portion of the overall Total Cost of Ownership planning model to be developed by the District. As such, it must be integrated into the overall planning system and ultimately approved through the District and Colleges’ shared governance process.

INFRASTRUCTURE / UTILITY SYSTEMS

In addition to the capital construction cost for facilities, the District must also construct major infrastructure improvements at the project site(s) and possibly throughout the campus. As part of TCO, each building must assume a proportionate share of the

infrastructure capital improvement costs. The proportionate share or ratio for a particular facility is based on the Gross Square Footage (GSF) of that facility divided by the total Gross Square Footage (GSF) for the campus. In turn, this ratio is applied to the estimated total cost of the campus-wide infrastructure system. A typical present-value cost of a campus-wide infrastructure system has been estimated at \$29,800,000. The breakdown of costs by major category is shown in the following table. The table

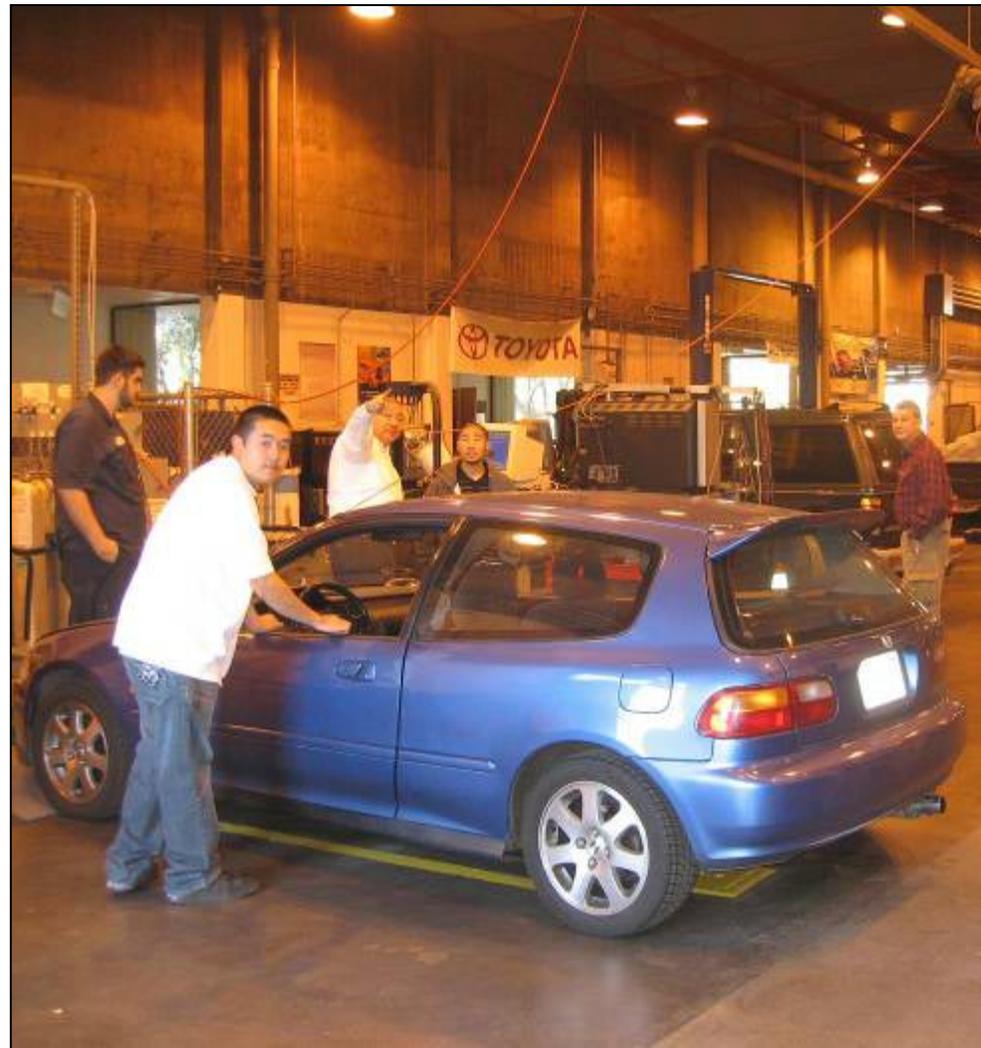
CAMPUS-WIDE INFRASTRUCTURE CAPITAL IMPROVEMENT COST	
SAMPLE DATA ONLY	
<i>Electricity</i>	\$3,900,000
<i>Water</i>	\$2,700,000
<i>Gas</i>	\$1,300,000
<i>Data/Communications</i>	\$5,500,000
<i>Sewer/Storm Drains</i>	\$4,400,000
<i>Roads, Parking, Landscaping</i>	\$7,100,000
<i>Grading, Misc. Improvements</i>	\$4,900,000
TOTAL	\$29,800,000

below provides the College with an outline of the information that will be needed to implement a TCO analysis for any proposed new or remodeled facilities.

SUMMARY OF PLANNING FOR GROWTH AND SUCCESS

Vitality and viability, taken together, define the charted waters of success. For the next fifteen years, the District should consider maintaining the growth momentum while carefully adjusting curriculum and program offerings. Changes in instructional programs need to be embraced by faculty and staff, relying upon trends, projections and other evidence, and fully utilizing program reviews as their primary analytical vehicle.

These efforts alone will not guarantee the completion of planning, implementation and ultimate success. Many elements affecting the success of the College must also be considered. Space utilization and Total Cost of Ownership, among others, should be factored into the growth planning equation.



Recommendations

The following recommendations have been developed for the Peralta Community College District:

1. Using the previously completed College Educational Master Plans and *College Integrated Educational and Facilities Master Plans* as guides, continue to implement an on-going, District-wide master planning process that will serve as the basis for recommendations regarding all future educational programs, support services, facility and financial decisions for the District with the intent to establish a balanced, cost-effective program of instruction for the District with “signature” or “magnet” programs identified for each college.
2. Develop a District-wide enrollment management program that shall include an annual assessment of the WSCH/FTEF ratio for all instructional programs at all Colleges with a 2022 District-wide average of 525 WSCH/FTEF. This program shall include a process for managing the student enrollment for each College in accordance with guidelines established in the McIntyre Report of June 2008 by establishing the number of net sections for each College as established in the educational and facility master planning documents for the Colleges and the District. To achieve the objective of 525 WSCH/FTEF it will be necessary for the District to determine specific locations for high cost and/or low enrollment instructional programs that must be offered to maintain a comprehensive, yet cost-effective instructional program for the District.
3. Establish a clearly defined District-wide articulation program among the four colleges to facilitate the matriculation of students among the Colleges and to provide students maximum opportunities for transfer to adjacent, four-year institutions.
4. Continue to aggressively pursue on-line and distance education programs for the District with a District-wide objective of offering a minimum of 20% of all course offerings via alternate delivery systems by the year 2022. Further, designate one college as the administrative location to manage the alternate delivery system instructional program.
5. Pursue the development of public/private partnerships for education/job training with employers in the service area. In addition, explore options with the four-year colleges and universities in the area for developing an

articulated 2 + 2 instructional program with classes offered either at the community college or at the partnering college/university. For each College in the District, identify partnership opportunities with public and private sector partners.

6. Implement the prioritized list of capital construction projects and budget as listed in the District's Facilities Master Plan. As part of that Plan, the District shall maximize the potential for state funding for future facilities and programs. In addition, sources of funding other than the State such as local, state and federal grants or funding via partnerships with either public or private entities should be pursued.
7. As part of the Board of Trustees approval of the Master Plans, ensure the adoption of the prioritized list of capital construction projects, the proposed

budget for each project and the funding source(s). This Plan shall serve as the basis for the equitable distribution of local bond funds and potential State funds for all Colleges in the District.

8. As part of the implementation process for the capital construction program, perform a Total Cost of Ownership (TCO) analysis for each project and review the operating budget to ensure sufficient funds are available to utilize the facility on an on-going basis.
9. Maintain necessary financial accounting systems for the capital construction program that will ensure compliance with all statutory requirements for local bond and state funds.
10. As part of the management of the capital construction program, establish an architectural review process that will ensure that sustainability requirements

and energy conservation guidelines and recommendations, at the LEED Gold level, have been incorporated into the design of all new or remodeled facilities.

11. Using an approved shared governance process, review the current curriculum at each College with the intent of developing and maintaining a cost-effective district-wide instructional program and, if necessary, the consolidation and/or relocation of programs to a particular college. Specific recommendations by the consultants are included in each College's *Integrated Educational and Facilities Master Plan*.

Attachment A: Space Determination Methodology

OVERVIEW

A combination of factors was used to arrive at future capacity requirements. These included identifying a future program of instruction, determining the amount of credit-WSCH generated, ascertaining the current space holdings of the District, and applying quantification standards outlined in Title 5 of the California Administrative Code. Title 5 standards define the tolerance thresholds for space.

PRESCRIBED STATE SPACE STANDARDS

The California Code of Regulations, Title 5 (Sections 57000-57140), establishes standards for the utilization and planning of most educational facilities in public community

Colleges. These standards, when applied to the total number of students served (or some variant thereof, e.g., weekly student contact hours), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants). The Title 5 space planning standards used to determine both existing and future capacity

requirements are summarized in the following tables.

Each space category of Title 5 is mathematically combined with its corresponding factors (see table below) to produce a total assignable square foot (ASF) capacity standard.

PRESCRIBED SPACE STANDARDS		
CATEGORY	FORMULA	RATES / ALLOWANCES
CLASSROOMS	ASF/Student Station	15
	Station utilization rate	66%
	Avg hrs room/week	34.98
TEACHING LABS	ASF/student station *	*
	Station utilization rate	85%
	Avg hrs room/week	23.37
OFFICES/CONFERENCE ROOMS	ASF per FTEF	140
LIBRARY/LRC	Base ASF Allowance	3,795
	ASF 1st 3,000 DGE	3.83
	ASF/3001-9,000 DGE	3.39
	ASF>9,000	2.94
INSTRUCTIONAL MEDIA AV/TV	Base ASF Allowance	3,500
	ASF 1st 3,000 DGE	1.50
	ASF/3001-9,000 DGE	0.75
	ASF>9,000	0.25

Source: California Code of Regulations Title 5, Chapter 8

STANDARDS FOR LECTURE SPACE

The formula for determination of lecture space qualification is based on the size of the College as measured by weekly student contact hours. Colleges generating more than 140,000 WSCH are allowed a factor of 42.9 ASF/100 WSCH. Smaller Colleges generating less than 140,000 WSCH are allowed a factor of 47.3 ASF/100 WSCH. College of Alameda is small enough to qualify for the larger multiplier.

STANDARDS FOR LABORATORY SPACE

Listed in the following table are the Title 5 State standards used to determine assignable square footage (ASF) for laboratory space. The standards offer measures in both ASF per student station and in ASF per 100 WSCH generated.

ASSIGNABLE SQUARE FEET FOR LABORATORY SPACE			
TOP CODE DIVISION	CODE	ASF/STATION	ASF/100 WSCH
Agriculture	0100	115	492
Architecture	0200	60	257
Biological Science	0400	55	233
Business/Mgmt	0500	30	128
Communication	0600	50	214
Computer Info Systems	0700	40	171
Education/PE	0800	75	321
Engineering Tech/Industrial Tech	0900	200	321 to 856
Fine/Applied Arts	1000	60	257
Foreign Language	1100	35	150
Health Science	1200	50	214
Consumer Ed/Child Development	1300	60	257
Law	1400	35	150
Humanities	1500	50	214
Library	1600	35	150
Mathematics	1700	35	150
Physical Science	1900	60	257
Psychology	2000	35	150
Public Affairs/Services	2100	50	214
Social Science	2200	35	150
Commercial	3000	50	214
Interdisciplinary	4900	60	257

Source: Maas Companies - Calculations based on California Code of Regulations Title 5, Chapter 8 Section 57028

NON-STATE SPACE STANDARDS

The State provides standards for utilization and planning for more than 60% of all types of spaces on campus. Capacity estimates for those remaining spaces, representing approximately 40%, are based on a combination of factors including the size and/or nature of the institution. Standards for the remaining types of spaces are presented in the following table. These standards were determined based on a national study of space and on approval of the State Chancellor's Office.

SPACE DETERMINATION FOR NON-STATE STANDARD FACILITIES		
CATEGORY OF SPACE	BASIS	ASF/ FACTOR
Non-class Laboratory	0.095 ASF per Student Headcount	0.095
Teaching Gym	Greater of 2.5 ASF per FTES or 35,000 ASF	2.5 – 35,000
Assembly/Exhibition	ASF Equal to Student Headcount	100%
Food Service	0.60 ASF per Student Headcount	0.60
Lounge	0.67 ASF per FTES	0.67
Bookstore	1,500 ASF plus 0.67 ASF per Student Headcount	0.75
Health Service	ASF Allowance	1,200
Meeting Room	0.333 ASF per Student Headcount	0.333
Childcare	Greater of 0.4 ASF per Student Headcount or 6,000 ASF (Also, see State Child Care Standards)	0.40 – 6,000
Data Processing	ASF Allowance	5,000
Physical Plant	ASF Allowance	5% of Total
All Other Space	ASF Allowance	2.5% of Total

Source: Maas Companies & State Chancellor's Office

Attachment B - Glossary of Terms

Academic Calendar Year:

Begins on July 1 of each calendar year and ends on June 30 of the following calendar year. There are two primary terms requiring instruction for 175 days. A day is measured by being at least 3 hours between 7:00 AM to 11:00 PM.

Basis/Rationale: $175 \text{ days} \div 5 \text{ days per week} = 35 \text{ weeks} \div 2 \text{ primary terms} = 17.5 \text{ weeks per semester}$.

$175 \text{ days} \times 3 \text{ hours} = 525 \text{ hours}$, which equals one (1) full-time equivalent student.

Notes: Community Colleges in California are required by code to provide instruction 175 days in an academic calendar year (excluding summer sessions).

ADA:

Americans with Disabilities Act: Public Law 336 of the 101st Congress, enacted July 26,

1990. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

Annual Five-Year Construction Plan:

That part of the Facility Master Plan that defines the current and proposed capital improvements the College will need to undertake over the next five years if it is to achieve the learning outcomes specified in its Master Plan.

Annual Space Inventory:

See 'Space Inventory'

API (Academic Performance Index):

The California's Public Schools Accountability Act of 1999 (PSAA) resulted in the development of the API for the

purpose of measuring the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year. (For details, visit <http://www.cde.ca.gov/ta/ac/ap/>).

ASF:

Assignable Square Feet: The sum of the floor area assigned to or available to an occupant or student station (excludes circulation, custodial, mechanical and structural areas, and restrooms).

Budget Change Proposal (BCP):

A document reviewed by the State Department of Finance and the Office of the Legislative Analyst which recommends changes in a State agency's budget.

CAD:

Computer Assisted Design

California Community College System Office:

The administrative branch of the California Community College system. It is a State agency which provides leadership and technical assistance to the 110 community Colleges and 72 community College districts in California. It is located in Sacramento and allocates State funding to the Colleges and districts.

Capacity:

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of ASF per 100 WSCH.

Capacity/Load Threshold Ratio (aka "Cap Load"):

The relationship between the space available for utilization (assignable square footage, or ASF) and the efficiency level at which the space is currently being utilized. The State measures five areas for Cap Load: Lecture, Laboratory, Office, Library and AV/TV. The Space Inventory (Report 17) provides the basis for this calculation.

Capital Construction Programs:

See 'Capital Projects'.

Capital Outlay Budget Change Proposal (COBCP):

A type of Budget Change Proposal regarding the construction of facilities and their related issues.

Capital Projects:

Construction projects, involving land, utilities, roads, buildings, and/or equipment which involve demolition, alteration, additions, or new facilities.

Carnegie Unit:

A unit of credit; a student's time of 3 hours per week is equivalent to one unit of credit.

CCFS:

320 ("The 320 Report"): One of the primary apportionment (funding) documents required by the State. It collects data for both credit and noncredit attendance. Three reports are made annually: the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. The importance of this report is whether the College or District is meeting its goals for the generation of full-time equivalent students.

Census:

An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term. Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.

DSA:

The Division of the State Architect (DSA) determines California's policies for building design and construction. It oversees the design and construction for K-12 public schools and community Colleges. Its responsibilities include assuring that all drawings and specifications meet with codes and regulations.

EAP (Early Assessment Program):

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for College-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. (For details, visit <http://www.calstate.edu/EAP/>).

Educational Centers:

A postsecondary institution operating at a location remote from the campus of the parent institution which administers it, and recognized by the Chancellor's Office as a Center.

Educational Master Plan:

A part of the College's Master Plan that defines the education goals of the College as well as the current and future curriculum to achieve those goals. The Educational Master Plan precedes and guides the Facilities Master Plan.

Enrollments (Unduplicated):

A student enrollment count (also referred to as "Headcount") based on an Individual Student Number or Social Security Number that identifies a student only once in the system.

Environmental Impact Report:

In accordance with the California Environmental Quality Act (CEQA), if a project is known to have a significant effect

on the environment then an EIR must be prepared. It provides detailed information about a project's environmental effects, ways to minimize those effects, and alternatives if reasonable.

Facilities:

All of the capital assets of the College including the land upon which it is located, the buildings, systems and equipment.

Faculty Load:

The amount of "teaching time" assigned/appropriated to a given instructional class, i.e. lecture or laboratory, for a given semester or for an academic year (two semesters). It is typically defined in terms of 15 "teaching hours" per week as being equal to one (1) full-time equivalent faculty; a "full faculty load." Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

Facilities Master Plan:

The Facilities Master Plan is an inventory and evaluation (condition/life span) of all owned facilities (the site, buildings, equipment, systems, etc.). It identifies regulations impacting those facilities and any deficiencies, and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities; identifies the deficiencies relative to those criteria; and defines a plan of correction. It draws on information contained in the Educational Master Plan.

Final Project Proposal (FPP):

The FPP identifies the project justification, final scope and estimated costs of all acquisitions, plus all infrastructure, facility and systems projects. It contains vital information including the JCAF 31 and JCAF 32 reports, the California Environmental Quality Act (CEQA) Final Notice of Determination, federal funds detail, an analysis of future costs, a project time schedule and an outline of

specifications. It is used by the Chancellor's Office and the Board of Governors to determine whether the project has met the criteria for State funding.

Five-Year Capital Construction Plan (5-YCP):

See Annual Five-Year Construction Plan

FTEF:

An acronym for “full-time equivalent faculty.” Used as measure by the State to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of “teaching time,” i.e. as being equal to one (1) full-time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.

FTES:

An acronym for a “full-time equivalent student.” Used by the State as the measure for attendance accounting verification. Also used as a student workload measure that

represents 525 class (contact) hours in a full academic year.

GSF:

An acronym for “gross square feet.” The sum of the floor areas of the building within the outside faces of the exterior walls; the “total space” assignable and non-assignable square feet combined.

Hardscape:

Refers to landscaping projects and components that involve everything but the plants that will be on the landscape.

Initial Project Proposal (IPP):

A document which provides information such as project costs, type of construction involved, relevance to Master Plans, capacity/load ratio analysis and project impact. The IPP identifies the institutional needs reflected in the Educational and Facility Master Plans and the 5-YCP. It is used to determine a project's eligibility for State funding before districts make significant resource commitments into preparing comprehensive FPPs.

Lecture:

A method of instruction based primarily on recitation with little or no hands-on application or laboratory experiences. It is based on what is called the "Carnegie unit"; a student's time of three hours per week is equivalent to one unit of credit. For lecture courses, each hour of instruction is viewed as one unit of credit (with the expectation of two hours outside of classroom time for reading and or writing assignments).

Laboratory:

A method of instruction involving hands-on or skill development. The application of the Carnegie unit to this mode of instruction is the expectation that the student will complete all assignments within the classroom hours. Therefore, three hours of in-class time are usually assumed to represent one unit of credit.

Master Plan:

An extensive planning document which covers all functions of the College or district. Master Plans typically contain a statement of purpose, an analysis of the community and its needs, enrollment and economic projections for the community, current educational program information and other services in relation to their future requirements; also educational targets and the strategies and current resources to reach those targets, and a comprehensive plan of action and funding.

Middle College:

Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on College campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level. They provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and under-represented in Colleges. While at the Middle College, students have the opportunity to take some College classes at no cost to themselves. (For details, visit <http://www.mcnc.us/faqs.htm>).

Punch List:

The items in a contract that are incomplete. If a job is designated as substantially complete for purposes of occupancy, then those remaining items to be completed or resolved form the punch list.

Report 17:

See Space Inventory Report.

Scheduled Maintenance Plan:

See Annual Five-Year Scheduled Maintenance Plan.

Service Area:

Any community College’s service area is usually defined by geography, political boundaries, commuting distances and the historical agreements developed with adjacent community Colleges. In most situations the district boundary is not the best measure of potential student participation at a given College, since students tend to look for options, including distance education.

SLOAC:

The Student Learning Outcomes and Assessment Cycle.

Space Inventory Report (“Report 17”):

A record of the gross square footage and the assignable (i.e. usable) square footage at a College. Provides information necessary for Capital Outlay Projects (IPP’s, FPP’s), Five-Year Construction Plan, space utilization of

the College or district and projecting future facility needs.

Key Components of Space Inventory:

Room Type (room use category):

Identifies room by use or function.

ASF (assignable square feet)

GSF (gross square feet)

Stations

Space Utilization:

Rooms or space are assigned for a particular use and function or a specific discipline or service. The State has a numeric code, a four-digit number that identifies the “type” of use that is supported by a particular room/space. (see TOP Code) Space Utilization: assumed by most faculty and staff on campus to mean the level or degree to which a room is utilized. It is the room’s capacity expressed as the percentage that the room is actually used.

Example: If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.

STAR Test:

Standardized Testing and Reporting developed by the California Department of Education. Under the STAR program, California students attain and are tested for one of five levels of performance on the CSTs (California Standards Tests) for each subject tested: advanced, proficient, basic, below basic, and far below basic. (For details, visit <http://star.cde.ca.gov/>).

Stations:

The total space to accommodate a person at a given task (classroom- laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.

Strategic Plan:

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc.

TOP Code:

The “Taxonomy of Programs” (TOP) is a common numeric coding system by which the College categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900’s).

Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of State purposes. Maas Companies commonly uses the two-digit designator for educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History

Total Cost of Ownership (TCO):

Total Cost of Ownership (TCO), as used for College facilities, is defined for these purposes as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true, effective cost of the facility including planning, design, constructing and equipping of the facility; and also the recurring costs to

operate the facility over the useful lifespan of the facility (30-50 years).

WSCH:

An acronym for “Weekly Student Contact Hours.” WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

WSCH/FTEF:

Represents the ratio between the faculty’s hours of instruction per week (“faculty load”) and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member’s load. The State productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

Examples: A faculty member teaching five sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class sections X 3 hours/week X 30 students = 450 WSCH/FTEF). A faculty member teaching three sections of Biology, each section meeting for six hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 students = 450 WSCH/FTEF).



Attachment C – Total Cost of Ownership Worksheets

The following tables can be used as worksheets to calculate the total cost of ownership for a new project.

ASSESSMENT FORMAT

Outlined in the table is a draft of the format that has been developed for the assessment of a proposed facility project. It can be used for either a new project or a remodeled project. The costs listed in the analysis must be obtained from the general operating fund of the district for the previous fiscal year.

TOTAL COST OF OWNERSHIP PROCEDURE - WORKSHEET	
College:	Dept/Division:
Date:	Planning Year:
Requestor:	
Project Title	
A. Name of Facility:	
B. State Inventory Building Number (If existing facility):	
C. Project Description:	
D. Project Justification:	
E. History of Building:	
F. Assignable Square Footage:	
G. Gross Square Footage:	
H. Initial Date of Occupancy:	
I. Programs/Services Housed in the Facility: _____ (Instructional Program/Support Svc.)	
J. Total Project Cost:	
1. Construction Cost	
2. Architecture/Engineering Other "soft" costs	
3. State Contribution	
4. Local Contribution	
5. TOTAL Project Cost	
K. Analysis of Interior Space:	
1. Classroom (100 space)	
2. Laboratory (200 space)	
3. Office (300 space)	
4. Library (400 space)	
5. AV/TV (500 space)	
6. All Other Space	
L. Weekly Student Contact Hour Capacity (WSCH):	
M. Capacity Load Ratio/Utilization of Facility	
1. Classroom Load (State Std.) 32-35 Hours/week	
2. Classroom Use (F-06) _____Hours/week	
3. Laboratory Load (State Std.) 28 -32 Hours/week	
4. Laboratory Use (F-06) _____Hours/week	

IMPLEMENTATION PROCESS

The table that follows provides the College with an outline of the information that will be needed to implement a Total Cost of Ownership (TCO) analysis for any proposed, new, or remodeled facilities.

TOTAL COST OF OWNERSHIP PROCEDURE - FISCAL ANALYSIS							
FACILITY: _____							
TCO FACTOR	2006	2007	2008	2009	2010	2011	2012
Assignable Square Feet							
Gross Square Feet							
Initial Date of Occupancy							
Total Cost for Facility							
Space Allocation							
Classroom							
Laboratory							
Office							
Library							
AV/TV							
All Other							
WSCH Capacity							
Capacity Load Ratios							
Classroom							
Laboratory							
Office							
Library							
AV/TV							
Faculty Costs (2 FTEF)							
Support Staff Costs (__FTE)							
Instructional Aide (___FTE)							
Facilities Mgt. (___FTE)							
Infrastructure Operating Costs (Prorated share of Total)							
Infrastructure Operating Costs (Prorated share of Total)							
Electrical							
Water/Sewer/Waste Mgt.							
Gas							
Maintenance/Operation Costs							
Custodial							
Service Contracts							
Supplies							
Maintenance/Operation Costs							
Landscaping/Grounds/Parking							
Equipment and Supplies							
Insurance Costs							
District-wide Indirect Cost Factor (0.668 of all other costs)							