I.   INTRODUCTION

The Los Angeles Community College District is currently undertaking the largest public sector sustainable building effort in the United States, funded by its Proposition A/AA and J Bond Programs. The Bond Programs are providing more than $5.7 billion for new construction and modernization projects for the nine Los Angeles Community Colleges.

Purpose:

LACCD Design Guidelines shall serve as a framework to support the design and construction initiatives on the campuses. The Design Guidelines, which include various Standards, Policies, and Procedures, have been prepared to establish a consistent representation of quality standards and requirements for use by the Project and Design Teams. These components are as follows:

Design Guidelines Components:

1. INTRODUCTION: OVERVIEW, OBJECTIVES, PROCESS AND GOALS.

This chapter gives a broad overview of the District, its campuses and general goals, the processes of the district and the DSA and format requirements for deliverables.

2. BASELINE DESIGN STANDARDS.

The first Chapter is devoted to interior building standards and is organized by room or space. It provides required square footage allocations and baseline design standards. The second chapter provides district wide general design standards.

3. SUSTAINABILITY STANDARDS.

The Sustainability Standards provide sustainability references, credits and specifies standards required on all new design and construction projects.

4. CAD STANDARDS.

The CAD Standards provide CAD references, usage instruction and specifies CAD standards required on all new design and construction projects.

5. BIMS STANDARDS.

The BIMS Standards provides BIM references, usage instruction and specifies BIMS standards required on all new design and construction projects.

6. LACCD PRODUCT RESOURCE LIBRARY.

This provides District-wide general and sustainable specifications and campus specific specifications. Links to the Districts E-catalog for furniture specification, and links to other sustainable product selection resources are also provided.

7. GLOSSARY.

Provides definitions of terms used in the Guidelines

8. APPENDIX.

This includes reference material. Sample drawings of past projects as organized by room and space can be found here. Together, these components establish the Design Guidelines for all LACCD facilities. The Design Guidelines do not, however, relieve the A/E from full design responsibility for the design adequacy of the project. The A/E's responsibility includes verifying and ensuring the accuracy and completeness of the LACCD data as furnished, and compliance with all applicable codes and regulations. A/E design solutions are required to be compliant with the more stringent applicable requirements of current national, state and local building codes and standards, including, but not limited to: the current edition of the California Building Code, current DSA updates (IR's), NFPA 101 Life Safety Code; CALOSHA General Industry Standards. If conflicts should arise between the requirements of the Design Guidelines, Building Codes, etc., the discrepancies should be brought to the attention of the LACCD Building User Group Leader for review and direction.

II. OBJECTIVES

Because of the recent significant increase in student attendance at all of the campuses, LACCD has developed new objectives that include expanding educational access, enabling student's opportunity for success, supporting student learning, developing a District-wide culture of service and accountability, and promoting the collaboration of all stakeholders to explore new resources and external partnerships. In an effort to facilitate the implementation of these objectives, the following teaming concepts have been developed to direct and manage the success of all future design and construction projects.

A. THE PROJECT TEAM

1. BUILDING USER GROUP.

The Building User Group members are the primary stakeholders (user group) in the project. The team is comprised of practicing educators, LACCD District administrators and professional technical staff, maintenance and operation personnel. The objective of this Team is to define the specific program requirements in terms of functional areas and academic goals and will oversee its development into a concrete, physical environment. The team will be an integral participant in the development of the project from program inception to user move-in and occupancy. The Building User Group will also be responsible for defining the project schedule and funding budget.

2. DESIGN TEAM.

The Design Team, who consists of Architects, Engineers, Interior Designers, and specialty consultants (as needed to meet the requirements of the project) are responsible for developing the project from the Program phase, to 2-D and 3-D design and construction documents that will be used for the construction of the project. In addition, the Design Team will incorporate the LACCD Design Guideline requirements as well as the applicable state and local governing agency requirements into the design.

3. CONSTRUCTION TEAM.

The Construction Team, who consists of the General Contractor and subcontractors, are responsible for constructing the project based on the design delineated by the Design Team.

4. DSA PARTNERSHIP.

A Memorandum of Understanding (dated 5/12/08) was developed between LACCD and DSA to facilitate their design review.

B. UNDERSTAND AND DELIVER ON PROJECT EXPECTATIONS

It is very important for expectations and the process for the design work to be understood by all of the Project Team. The process is a long one from the first discussions of the need for the building to the date of the occupancy. Therefore it is critical for the process to be a meaningful one that captures and delivers the best solutions to the Building User Groups (BUG) needs and BuildLACCD's budgetary allowances. The Architectural Team, whether one firm or a combination of Architect and Interior Designer, is responsible to seek out all expectations and resulting requirements of the BUG team. This includes furniture, technology, equipment, data, phone, etc. and deliver a complete and usable project. All Project teams should develop an understanding of:

- The college culture
- The student population and their sensitivities
- The BUG's goals and desired outcomes
- The desired outcomes of the Prop A/J project

C. PLAN FOR THE FUTURE

1. CREATE DESIGNS THAT CAN ACCOMMODATE FUTURE CHANGE.

Architects and Designers cannot anticipate future technologies or pedagogic developments but should create flexible designs that will accommodate future change.

2. INCORPORATE TECHNOLOGY AND PLAN FOR THE FUTURE.

We know that technology will change and this change should be planned for as much as possible. (See #6 Below) Knowledge of current and future uses along with planned flexibility is vital to the success of the completed project.

3. ANTICIPATE FURNITURE RELOCATION.

Furniture plays a significant role in enabling a learning environment to be flexible. Consideration of room layout and choice of furniture can make a significant difference to learning outcomes. Also, allowing for a commonality of furnishings can facilitate a buildings organized appearance and anticipate the relocation of the product.

C. INCORPORATE SUSTAINABILITY STANDARDS (See LACCD Sustainability Standards)

D. STRIVE FOR DESIGN EXCELLENCE AND QUALITY

LACCD is committed to creating a high-quality education environment that fosters student achievement and well-being. All of the future structures on the campuses shall reflect a harmony of scale, building massing, and be designed with architectural features that support the long-term vision for growth of the campus. Building materials and energy systems shall be designed in accordance with LACCD's Sustainability requirements while providing for maximum long-term durability and minimal maintenance.
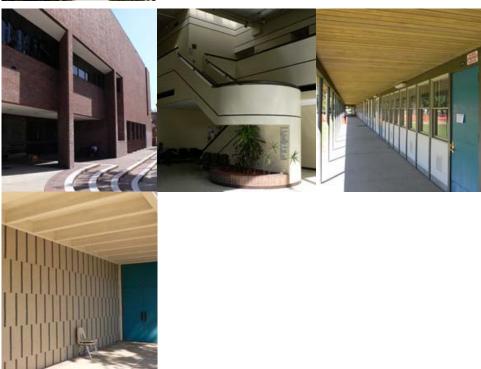
1. UNDERSTAND THE CONTEXT OF THE DESIGN PROJECT.

After reviewing the Building Program and campus master-planning documents, the starting point of all projects should be a site analysis, regardless if the project is a new building or an interior renovation. Identify the projects' constraints and potentials; analyze the context of the existing or new building with

respect to the building's and campuses architectural, and natural features. For those working on renovation projects, designers are encouraged to look hard for the underlying opportunities; for a taller ceiling, a view, to highlight the existing buildings details, or juxtapose a new aesthetic to the existing architecture.
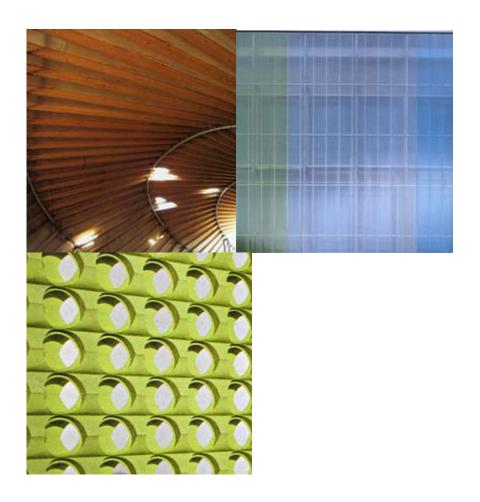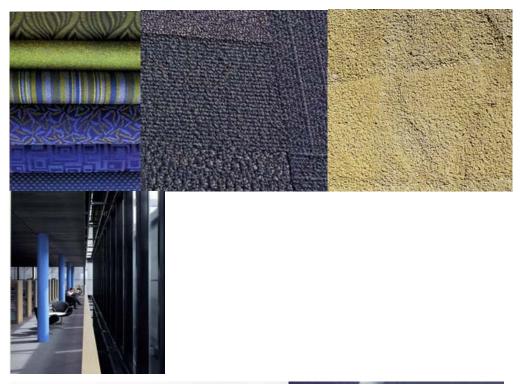
2. ARCHITECTURE, INSIDE AND OUT:

Designers and Architects are encouraged to explore the volumetric possibilities of an interior or architectural project to create bold 3 dimensional spaces. Differentiations of, and hierarchies of space serve to broaden ones experience and articulate the use of a space.
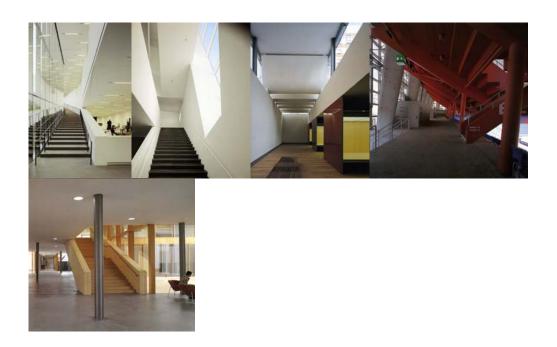
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Design Tools: Complimenting spatial designs, the creative use of form materials patterns textures color furnishings and lighting to name just a few opportunities to reinforce design concepts

3. DESIGN INNOVATION:

LACCD encourages innovative formal explorations, innovative uses of materials, and innovative programmatic explorations when possible. Environmental and technological issues can also inform innovative design concepts. In most cases, flexibility should be incorporated into each design scheme, and simplicity in the approach to product selection and purchases is preferred.

4. DESIGN QUALITY AND COORDINATION (see attached Design Quality Checklists)

An important part of ensuring design quality and excellence for each project is the coordination of work within and between the various disciplines that make up a project team. Following are checklist to assist in discovering some of the more common coordination and quality issues; that should not be overlooked. The incorporation of art into all projects is encouraged. Large or Small, LACCD understands that artwork can enrich the experience in any interior project, adding aesthetic and educational value. In the context of an interiors project, artwork can become a focal point or a device to enliven an otherwise simple space.

- 1. MATERIAL / FINISH CHECKLIST:
- 2. FLOOR/WALL/CEILING COORDINATION CHECKLIST
- 3. ARCHITECTURAL DRAWING CHECKLIST
- 4. STRUCTURAL CHECKLIST
- 5. MECHANICAL / PLUMBING CHECKLIST
- 6. ELECTRICAL CHECKLIST
- 7. FIRE PROTECTION CHECKLIST

5. THE VALUE OF ART

The incorporation of art into all projects is encouraged. Large or Small, LACCD understands that artwork can enrich the experience in any interior project, adding aesthetic and educational value. In the context of an interiors project, artwork can become a focal point or a device to enliven an otherwise simple space.

E. DESIGN WITHIN THE BUDGET

The success of the project's design is born from a thorough understanding of the Project's assigned budget. The overall budget is set by LACCD. But **the day-to-day understanding of the budget belongs to**:

- The Campus Team including the user members
- The Architectural Team and its consultants
- The CPM team.

1. COST ESTIMATING PARTICIPANTS.
    - The Architectural team
    - The CPM team via an in-house estimator
    - BuildLACCD's District team via in-house estimator

2. WHEN TO DO ESTIMATING.
    - (Including Furniture, Fixtures, Equipment, Technology, Data & Communications):
    - See Design/ Build Flow Chart & Design/ Bid/ Build Flow Chart

F. INTEGRATE TECHNOLOGY (see attachment)

III. OVERVIEW

A. BUILDING DESIGN PROGRAM

The Building Design Program defines the functional space requirements in terms of area and volume, adjacency relationships between area functions, and furnishings, fixtures, and equipment requirements.

B. CAMPUS MASTERPLANNING DOCUMENTS

The Campus Aesthetic Guidelines are individually prepared by the various campuses and serve to outline their individual long-term strategies for transforming the campuses into more aesthetically appealing, pedestrian-friendly environment. Master-planning documents have been prepared for the following campuses: (see attachments)

1. LOS ANGELES TRADE TECH COLLEGE

2. LOS ANGELES MISSION COLLEGE

3. PIERCE COLLEGE

4. LOS ANGELES VALLEY COLLEGE

5. WEST LOS ANGELES COLLEGE

6. LOS ANGELES CITY COLLEGE

7. LOS ANGELES SOUTHWEST COLLEGE

8. EAST LOS ANGELES COLLEGE

9. LOS ANGELES HARBOR COLLEGE

C. CAMPUS MASTER PLANNING:

Each of the nine campuses has unique design strategies that have been articulated in their respective Campus Master-Planning documents. While the campuses vary significantly in terms of their campus layout, architectural design requirements, and contextual histories, there are common visions that are shared by all. Some of these common visions are outlined as follows:

D. CAMPUS DIRECTION

Develop an understanding of the existing physical environment in terms of community context and the direction for improvement. The desire for Educational and Institutional Excellence and increased Civic Engagement can be enhanced and articulated in the built environment to reflect the needs of the specific campuses.

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E. UNIFIED CAMPUS IDENTITY AND GLOBAL VISION

All of the campuses seek to improve their existing campus identity within their community in addition to enhancing their position and name recognition on a national level. Each of campuses have delineated a unique strategy for the design of new campus structures and renovation of existing structures by articulating a new campus vision, desired architectural character and design principals. The campus strategies are intended to serve as a framework to improve the design quality of the existing physical environment to establish a more cohesive and unified campus identity.

IV. PROCESS & DELIVERABLES

A. DSA PROCEDURES

1. DSA SUBMITTAL CHECKLIST DRAFT (see attachment)

2. BUILD LACCD MEMORANDUM OF UNDERSTANDING 05-12-08 (see attachment)

3. FURNITURE AND FIXTURE INCORPORATION

The DSA approvals relate to ADA Compliance. Although DSA does not specifically require furniture and fixture plans, they are an important component in understanding the usage of the space and it's functionality and accessibility. Including furniture and fixture plans in all submittals helps to alleviate the necessity for later changes to incorporate these elements after DSA approval. Preliminary furniture plans should be developed at the schematic stage to assure that the final approved architectural plans are those that are submitted to DSA.

4. INCORPORATION OF TECHNOLOGY

The furniture and fixture plans are also critical in the placement of all technology throughout the building. These locations must be fixed early in the planning and reviewed again for any changes or updates before slabs are poured and drywall installed. Thorough and ongoing coordination between technology and the furniture and fixtures is essential for a successful project.

B. LACCD PROCESS

1. FLOW CHART FOR DESIGN/ BUILD PROJECTS (see attachment)

2. FLOW CHART FOR DESIGN/ BID/ BUILD PROJECTS (see attachment)

3. SCOPE OF SERVICES FOR DESIGN/ BUILD PROJECTS (see attachment)

4. SCOPE OF SERVICES FOR DESIGN/ BID/ BUILD PROJECTS (see attachment)

C. DRAWING STANDARDS AND PRINTING

1. USE BUILD LACCD REPROGRAPHICS

All printing shall be done using Build-LACCD's master printing contract with approved print vendors.

2. LACCD CADD STANDARDS Revision 2.0, 09-24-04 (see CAD Standards Manual)

a. cadd_standards.zip (see attachment)

b. cadd_sheet_borders.zip (see attachment)

c. cadd_support_files.zip (see attachment)

d. cadd_furniture_symbols.zip (see attachment)

3. BIM STANDARD (See BIMS Manual)

The Building Information Model (BIM) will be developed by each specific Design Team and Construction Team throughout the entire project lifecycle and will include a wide range of design/construction information as well as 3-D visual information that will assist the Building User Group in understanding and evaluating the development of the design of the building(s). i.e. National Building Information Modeling Standard Version 1.0-Part 1: Overview, Principles, and standards 2007