SBCC Program Location and Land Use Master Plan

Governance Body Focus Group Meetings
January 28th – 30th, 2015

Anderson Brulé Architects
Introduction & Agenda Review
Context, Purpose, & Intended Results

Context:

Step 1 – The Discovery Process was conducted from August through November. Step 2 – Program began with User Group meetings. The context of this meeting is to review key findings in the program and program location concepts based on User Group input and Core Team refinement.

This input and feedback will be used in the finalization of PLLUMP program and location for review at the CPC+ Retreat.
Context, Purpose, & Intended Results

The purpose of this meeting is to:

- Review Project Process
- Review Step 1 – Discovery Outcome
- Review Step 2 – Program Progress to Date
- Review Scenario Explorations & Core Service Delivery
- Discuss Program Locations & Office Standards

The intended results of this meeting are:

- Shared Understanding of Project Process
- Shared Understanding of Step 1 – Discovery Outcome
- Shared Understanding of Step 2 – Program Progress to Date
- Validate Scenario Explorations & Core Service Delivery
- Gain Input on Program Locations & Office Standards
Agenda

- Introduction / Review Agenda
- Background Review
  - Process
  - Outcome of Step 1 – Discovery
  - Progress of Step 2 – Program
- Scenario Explorations
- Core Service Delivery
- Program Locations
- Office Standards
- Next Steps
- Conclusion
Background Information for Governance Body Process Review
Framework for Our Work

SBCC PLLUMP Process Vision Statement:

“SBCC will develop a Program Location and Land Use Master Plan that will establish long-term goals and guiding principles associated with land planning, facility program locations, internal/external connections, circulation, parking within the parameters of the technical requirements of the site, the regulatory environment, the College sustainability guidelines and budget considerations.”
Project Plan – Master Plan Overview

- **Step 1: Discovery**
  - Defining Vision & Objectives for the Project Outcome
  - Defining Key Participants & Deliverables – Process Map
  - Define Guiding Principles for the SBCC PLLUMP
  - Define Organization for Programs & Services

- **Step 2: Program**
  - Architectural Program for each Affected College Program

- **Step 3: Scenarios**
  - Rapid Proto-typing – Conceptual Fit Diagrams & Land Use
    - Guiding Principles as Criteria for Review
    - Opportunities & Constraints
  - Develop Scenarios Based on Best Approach
    - Review Scenarios against Guiding Principles
    - Review Cost Models associated with Scenarios
  - Select Final Scenario – SBCC PLLUMP
Goals & Deliverables

- Step 2: Programming
  - Conceptual PLLUMP Program
    - Wake Campus Replacement & Facilities Optimization
    - Schott Modernization & Facility Optimization
    - Main Modernization & Facility Optimization
  - Facility Site Criteria
  - Facility Re-Use Assessment
  - Aesthetic Design Standards
  - Meeting Documentation
Framework for Our Work

Assumptions

- The focus of the PLLUMP is to shift/re-allocate existing program spaces to improve the educational experience for all students.
- The PLLUMP is not about program growth
Framework for Our Work

- Program Exclusions
  - Drama/Music/Theater
  - Fine Arts Department (sculpture, etc.)
  - Orfalea Early Learning Center
  - Marine Diving Technology
  - Biological & Physical Sciences
  - PE
  - Facilities & Operations
  - Culinary Arts (at main campus)
  - Bookstore
  - Library
Process Map
Note: Opportunities for employee input are outlined in blue.
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Background Information for Governance Body

Outcome of Step 1 – Discovery

- Project Vision Statement
- Service & Program Organizational Diagram
- Guiding Principles – Educational Program Locations
- Guiding Principles – Land Planning
- Core Services
SBCC PLLUMP Project Vision Statement

“Santa Barbara City College’s facilities will support the mission of the institution as one college across three campuses. Program location, land use, and design standards will be responsive to the educational needs of students and be sensitive to the impact on neighboring communities.”
Service & Program Organizational Model

SBCC
Service & Program Organizational Model

Transfer & Degree
College Prep & Career Development
Personal Enrichment

Career & Technical
Core
Guiding Principles – Educational Program Locations

- Goal 1: Organize campuses based on related academic intent (“themes”) and locate programs accordingly in order to meet students’ educational needs.

- Goal 2: Develop a cohesive, comprehensive single service model for student support services.

- Goal 3: Develop standardized physical working environments for employees, organized for student access and employee efficiency.

- Goal 4: Foster community collaboration to create a culture of community stewardship and appropriate use of campus resources.
Guiding Principles – Land Planning

- Goal 1: Develop a strategic, collaborative and proactive process for working with regulatory agencies to foster productive decision making and positive outcomes.

- Goal 2: Develop environmental standards that align with SBCC Sustainability Plan and effectively protect and utilize natural resources, while meeting or exceeding regulatory requirements.

- Goal 3: Provide safe, visible, and clear ingress and egress.

- Goal 4: Provide separate motorized vehicle, non-motorized vehicle (e.g. bicycles, skateboards, etc.), and pedestrian circulation that is clear, intuitive, accessible and safe.

- Goal 5: Reduce peak demand for parking through effective alternative transportation and strategic course scheduling.
Guiding Principles – Land Planning

- Goal 6: Ensure that all campuses are safe and secure.

- Goal 7: Develop a strategy for modernizing, centralizing, and maintaining campus utilities.

- Goal 8: Establish criteria for significant historical structures and preserve and protect facilities that meet this criteria.

- Goal 9: Develop a strategy for the housing of SBCC students.
Core Service Concepts

- Core Services should be
  - Available at all campuses, at an appropriate scale and capacity
  - Clustered together at each campus
  - Adjacent to Administrative Services at Wake & Schott

- Other Services/Programs not identified as Core Services do not need to be offered at all campuses
Core Service Concepts

- Core Student Services
  - Admissions, Records, & Registration
  - Assessment Center
  - Cashiers Office
  - Counseling Services
  - Disabled Student Programs and Services (DSPS)
  - Enrollment Services
  - Financial Aid
  - Health & Wellness
  - Library
  - Tutoring

- Core Campus Services
  - Campus Store
  - Fiscal Services
  - Food Services
  - Grounds, Maintenance, & Custodial
  - Information Technology
  - Parking & Transportation
  - Purchasing & Warehouse
  - Scheduling
  - Security
  - Human Resources
Background Information for Governance Body

Step 2 - Program

Purpose
Course Scheduling
Site Criteria
Space Program – Purpose

- Describes Space Needs
  - Qualitatively
    - Space Type
    - Infrastructure Needs
  - Quantitatively
    - Number of Spaces
    - Size of Spaces
    - Number of Seats/Stations

- Describes Adjacencies/Location
  - Proposed Campus Location
  - Existing Location
  - Service & Program Operational Model Theme
  - Adjacency to Other Uses
Space Program – Course Scheduling

- Understand space-time needs of courses
- Review course scheduling from the last 4 years
- Calculate and translate space-time course demands to facility needs
Site Criteria Guidelines Overview

- Appropriate Use
  - Educational Themes
  - Level of Demand Based on Program Projections
  - Potential for Reuse

- Capacity
  - Square Footage
  - Parking
  - Housing

- Sustainability & C3 Requirements

- Adjacent Property Zoning
  - Setbacks
  - Height Limits
Main Campus Adjacent Zoning
Wake Campus Adjacent Zoning
Schott Campus  Adjacent Zoning

SERVICE + ENVIRONMENT = EXPERIENCE
Clarifying Questions

- **Process**
  - Scope
  - Process Map

- **Outcome of Step 1 – Discovery**
  - Project Vision Statement
  - Service & Program Organizational Diagram
  - Guiding Principles Educational Program Locations
  - Guiding Principles – Land Planning
  - Core Services

- **Progress on Step 2 – Program**
  - Purpose
  - Course Scheduling
  - Site Criteria

- **Background**
  - User Group Input
  - Core Team Input
Discussion Focus Areas

- Scenario Explorations
- Core Service Delivery
- Program Locations
- Office Standards
Scenario Explorations – Discussion
Service & Program Organizational Model

SBCC
Service & Program Organizational Model

Transfer & Degree
College Prep & Career Development
Personal Enrichment

Career & Technical
Core

SERVICE + ENVIRONMENT = EXPERIENCE
Scenario Concepts

- **Scenario 1**
  - Transfer & Degree at Main
  - CLL and noncredit at Schott
  - CTE and noncredit at Wake

- **Scenario 2**
  - Transfer & Degree at Main
  - Health Technology/Nursing and noncredit at Schott
  - CLL, CTE, and noncredit at Wake

- **Scenario 3**
  - Transfer & Degree at Main
  - Administration (*unknown what this might include*) and noncredit at Schott
  - CLL, CTE, and noncredit at Wake
Scenario Concepts

Assumptions

- Block Schedule – Maximum Available Hours
  - Monday through Thursday: 8 am – 9:35 pm
  - Friday: 8 am – 5 pm
- All campuses have same hours of operation
- Will incorporate goals for classroom efficiency
Discussion on Scenarios
Core Services – Review
Core Service Concepts

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  - Grounds, Maintenance, & Custodial
  - Human Resources
  - Information Technology
  - Parking & Transportation
  - Purchasing & Warehouse
  - Scheduling
  - Security
  - Financial Aid
  - Health & Wellness
  - Library
  - Tutoring
Service Delivery

<table>
<thead>
<tr>
<th>Location:</th>
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<tbody>
<tr>
<td><strong>Dedicated</strong> - A space that is always used or reserved for a particular use.</td>
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<tr>
<td><strong>Shared</strong> - A space that is or can be reserved at a particular time for a particular use. This time can be pre-set or as needed. This leaves the space available at other times for other uses. Specific requirements or restrictions on possible sharing &quot;partners&quot; should be specified in the comments area.</td>
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<thead>
<tr>
<th>Method:</th>
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<tbody>
<tr>
<td><strong>Mobile</strong> - A person, position, or set of resources that are not always present at a given location, but are present at a particular time. This time can be pre-set or reserved as needed.</td>
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<td><strong>Permanent</strong> - A person, position, or set of resources that is always present at a given location. It can still have operating or office hours.</td>
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<td><strong>Online</strong> – A set of resources or interface that is accessible through the internet.</td>
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Key Concepts for Service Discussion

- Program Location and Access
  - Administrative Services
- Centralized vs. Decentralized
  - Learning Support (Tutorial)
  - Computer Labs
  - Student Services (Admission, Financial Aid, Counseling etc.)
  - Specialized Programs (STEM, ESP, MESA, Honors, iPath etc.)
Program Adjacencies – Discussion
## Adjacency Concepts – Review

### Academic Program Adjacencies (not including excluded programs)

<table>
<thead>
<tr>
<th>Drafting/CAD</th>
<th>Ceramics</th>
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<tr>
<td>Interior Design</td>
<td>Design</td>
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<tr>
<td>Architecture</td>
<td>Drawing</td>
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<tr>
<td>Environmental Horticulture for Landscape</td>
<td>Painting</td>
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<tr>
<td>Construction Technology</td>
<td>Printmaking</td>
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<tr>
<td>Integrated and Product Design (future)</td>
<td>Sculpture</td>
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<tr>
<td>Exhibition Display &amp; Design (future)</td>
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<tr>
<td><strong>Certified Nursing Assistant/Home Health Aide</strong></td>
<td><strong>Journalism</strong></td>
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<td>Nursing</td>
<td>Multimedia Arts</td>
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<tr>
<td>Radiographic Imaging</td>
<td>Photography</td>
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<tr>
<td><strong>Business</strong></td>
<td><strong>Graphic Design</strong></td>
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<td><strong>Computer Applications</strong></td>
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<td>Accounting</td>
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<tr>
<td><strong>Math</strong></td>
<td><strong>Theatre Arts</strong></td>
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<tr>
<td><strong>English</strong></td>
<td>Film &amp; Media Studies</td>
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<td><strong>English Skills</strong></td>
<td>Film Production</td>
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<td><strong>Modern Languages</strong></td>
<td><strong>Alcohol &amp; Drug Counseling</strong></td>
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<td><strong>ESL</strong></td>
<td>Health Education</td>
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<td><strong>CIS</strong></td>
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<td><strong>Computer Science</strong></td>
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Adjacency Concepts – Review

- Educational Support (Student Services) Program Adjacencies
- Operational/Administrative Program Adjacencies
Discussion on Adjacencies
Office Standards – Discussion
Office Standards

- What are important criteria to consider in establishing office standards?
  - Position
  - Work mode
  - State Requirements
  - Shared Space

- What amenities are the highest priority for offices? Are they required at all offices?
  - Break rooms
  - Mailroom
  - Copy rooms
  - Meeting / collaboration space

- What are the considerations for adjunct faculty?
  - Storage
  - Reservable meeting & work space
Office Standards

- Develop collaborative, departmentally oriented office clusters

Linear / Adjacent Model

Linear / Separated Model

Collaboration Hub Model – A

Collaboration Hub Model – B
Office Standards
Linear / Separated

SERVICE + ENVIRONMENT = EXPERIENCE
Office Standards
Collaboration Hub Model – A

SERVICE + ENVIRONMENT = EXPERIENCE
Office Standards
Collaboration Hub Model – B
Discussion on Office Standards

- What are important criteria to consider in establishing office standards?
  - Position
  - Work mode
  - State Requirements
  - Shared Space

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Next Steps

Governance Body Meetings
- Classified Consultation, January 28th, 2015
- ALC, January 29th, 2015
- President’s Cabinet, January 29th, 2015
- Student Senate, January 30th, 2015

Student & Employee Surveys, February 9th-16th, 2015
Core Team 5, March 5th, 2015
CPC+, March 6th, 2015
Community Outreach Meetings, March 2015
Conclusion

Feedback on Meeting
Action Items
Thank you!