Santa Barbara City College

Program, Location, & Land Use Master Plan

Step 1: Discovery

Step 2: Program

Final Report
September 2015

ABA

A N D E R S O N   B R U L É   A R C H I T E C T S

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STEP 2 – PROGRAM

Next Steps

1   Introduction to PLLUMP

Context

In 2013, Santa Barbara City College (SBCC) determined that a comprehensive long-range facilities master plan focused on student success was a priority for the campus. Existing facilities and operations struggled to meet SBCC's current needs. The long-range facilities master plan would develop a holistic and strategic approach for modifying facilities and operations to optimally support SBCC's current and future needs. In support of this effort, the Program Location and Land Use Master Plan (PLLUMP) project began in February 2014 to establish long-term goals and guiding principles for the college, including a detailed study of potential program locations for student support services, operational and administrative services, and select educational and personal enrichment programs on all three campuses: Main, Wake and Schott. SBCC selected Anderson Brulé Architects (ABA) to lead SBCC through the effort.

The goals of the PLLUMP project are to:
- Determine a 15-year facilities vision for SBCC's future;
- Ensure efficient and effective use of college facilities to support the institution's mission, education programs, and support services;
- Facilitate a participatory SBCC Program Location and Land Use Master Plan process;
- Establish a communication plan and outreach effort aligned to the project process to build advocacy for the SBCC Program Location and Land Use Master Plan; and,
- Communicate milestones and schedule for PLLUMP to the campus community.

Note: The Master Plan is not the same as the "Facilities Modernization Plan" effort or Measure S. The PLLUMP's focus is to shift or reallocate existing SBCC program spaces to improve the educational experience for all students. Additionally, this study is not about enrollment growth; rather, it is about creating facilities improvements that will improve organization and planning for the SBCC campuses. Environmental stewardship is also an important consideration for the study.

This study consists of two phases:
- **Phase I – Participatory Governance Process Plan:** A pre-planning study to establish an appropriate and effective participatory process for the creation of the PLLUMP was completed in 2014.
- **Phase II – SBCC PLLUMP:** Three steps leading to the development of SBCC program location recommendations to improve the efficiency and effectiveness of the college's educational services, and establishment of a long-range planning vision for the college. Phase II is divided into Steps:

  Step 1 – Discovery (August-November 2014)
  Step 2 – Program (November 2014-May 2015)
  Step 3 – Master Plan (Future Scope)

During the Discovery Step, ABA led an assessment of services and programs offered at

each campus and defined the modifications and improvements needed to increase efficiency and effectiveness for SBCC as a whole. The vision and key concepts discovered during the first step of this phase lay the foundation for building a successful long-range planning vision for the college in the second step. The Discovery Step was conducted from August through November 2014 and concluded after input and information was gathered from the Core Team, Board of Trustees, focus groups, and College Planning Council.

During the Program Step, ABA prepared conceptual recommendations for educational and administrative program locations for each campus based on a series of "scenario" studies. This step also included the definition and goals for the SBCC Aesthetic Design Standards.

Completion of the Discovery and Program Steps, prepares the college to embark on **Phase 3, the Master Plan**. Phase 3, the Master Plan includes the development of the selected scenario into a master planning document to complete the long-range plan for the college.

Process Overview

In any planning effort, a truly collaborative process and a well-defined vision yields the most effective solutions to address the needs, issues, objectives, and concerns of all involved. At the beginning of the PLLUMP process, the Core Team created a Project Vision, which established the goals and purpose of the project, the steps to achieve success, and a clear framework and support for bringing together the right people, with the right information, at the right time.

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."

Participatory Governance

SBCC approaches decision making and governance as a partnership among constituent groups with a shared vision and understanding of the college's mission, allowing for a collaborative process with diverse perspectives from representatives throughout the college community. The process of discovery and planning for the PLLUMP involved a Core Team of decision-makers as well as individuals from the following governance bodies, including:

- College Planning Council + (CPC+)
  - Academic Senate
  - Classified Consultation Group
  - Planning and Resources
  - Advancing Leadership Committee
  - President's Cabinet
- Governance Body Focus Groups (GBFG)
  - Academic Senate
  - Classified Consultation Group
  - Student Senate

- o Advancing Leadership Committee (ALC)
- o President's Cabinet
- ▪ Project Management Team (PM)
- ▪ Infrastructure Services Group (ISG)
  - o Facilities - Grounds, Custodial, Maintenance
  - o Security and Emergency Response (SER)
  - o Information Technology (IT)
  - o Athletics
  - o Food Services
  - o Commuter Programs
  - o Sustainability
  - o Waste Management (WM)
- ▪ User Groups (UG)
  - o Educational Program Coordination Council (EPCC)
  - o Center for Lifelong Learning (CLL)
  - o Deans Council, Department Chairs
  - o Student Services Leadership Team
  - o Business Services/IT/ HR Managers Group
  - o Planning and Resources Group

Each of these representatives participated as appropriate to their roles within the college and provided input and direction for the discovery and planning process. For more information on SBCC's process of participatory governance and decision-making, please see the *Santa Barbara City College Resource Guide to Governance and Decision-Making.*

Community Engagement

Equally important to the college is community outreach to gather input on the planning efforts. Understanding adjacent community goals and creating alignment between these goals and the PLLUMP's guidelines is crucial to the plan's success. To gather community input for this project, the college included a wide array of external stakeholders, including environmental consultants, the Coastal Commission, the Metropolitan Transportation District (MTD), the City and County of Santa Barbara. In addition, the college held community meetings at each of the three campuses and met with leadership of the Center for Lifelong Learning to share the college's vision, goals, and ideas for future development and to receive community input. A summary of input from the community meetings can be found in Section 4: Key Issues, Opportunities, and Challenges.

Process Map

After the process was established during Phase I, a detailed project process diagram was developed to organize and outline participant groups, participant roles, project steps, meetings, milestones, tasks, and schedule. This Process Map was regularly updated to reflect progress and to help schedule and outline next steps.

Immediately below is an overview of the Process Map. The Process Map indicates each major step in the process and also shows the subdivision of each step into smaller sets of meetings or "trips." The outline of each trip, their respective meetings, and intended outcomes follow. An enlarged version of the process map is available at the end of this section.
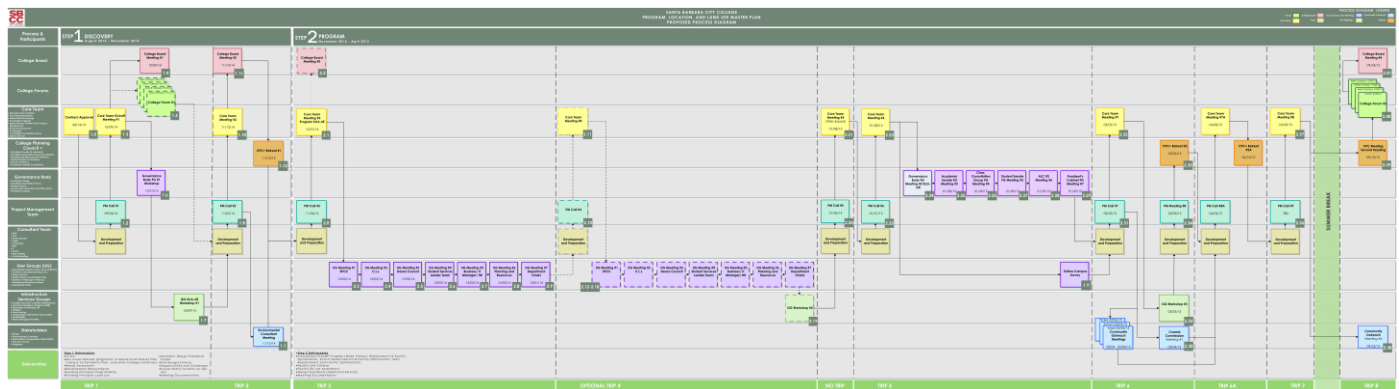
Process Map Overview

Trip 1 | **Core Team Kick Off, Meeting #1**

October 9, 2014
- Draft Master Plan Vision
- Preliminary Categorization of Educational Program
- Dates for Core Team Meeting #5 and Interim Core Team Meetings

Board of Trustees Meeting #1
October 9, 2014
- Shared Understanding of PLLUMP Process

Governance Body Focus Group #1
October 10, 2014
- Establish a Shared Understanding of the Master Plan Process and Participants
- Establish a Shared Understanding of the Governance Body Role
- Needs Assessment for College District and Specific Campuses
  - Key Issues for Land Planning
  - Key Issues for Programming
  - Opportunities and Challenges
- Draft Master Plan Vision
- Draft Guiding Principles for College
  - Project Goals and Shared Assumptions
  - Discuss SBCC Educational Programs and Service Goals per Campus

ISG Kick Off Workshop #1
October 9, 2014
- Establish a Shared Understanding of the Master Plan Process and Participants
- Establish a Shared Understanding of the Governance Body Role
- Needs Assessment for College District and Specific Campuses
  - Key Issues for Land Planning
  - Key Issues for Programming
  - Opportunities and Challenges
- Draft Master Plan Vision
- Draft Guiding Principles for College
  - Project Goals and Shared Assumptions
  - Discuss SBCC Educational Programs and Service Goals per Campus

Trip 2 | **Core Team Meeting #2**
November 13, 2014
- Shared Understanding of Trip 1 Workshops, Focus Groups, and Meetings Outcome
- Final Draft Vision Statement
- Final Draft of Land Use Guiding Principles
- Final Educational Program Guiding Principles
- Approval of Agenda for CPC+

Board of Trustees Meeting #2
November 13, 2014
- Shared understanding of District Mission and Core Principles as they relate to PLLUMP
- Gather input on existing District efforts and future district opportunities as they relate to PLLUMP

Environmental Consultant Meeting
November 13, 2014
- Establish a shared understanding of Coastal Commission, Project Requirements, Constraints, and Expectations

CPC+ Retreat #1
November 14, 2014
- Shared Understanding of Input and Guidance to Date
- Validation of Input and Guidance to Date

Trip 3 | **Core Team Program Kick Off, Meeting #3**
December 1, 2014
- Shared Understanding of Outcome from Step 1 – Discovery
- Shared Understanding of Project Plan
- Direction for Survey and User Group Meetings
- Validation of Aesthetic Design Standards Outline

User Group Meeting – Department Chairs
December 1, 2014
- Shared Understanding of Project Process and Schedule
- Shared Understanding of Step 1: Discovery Outcome
- Shared Understanding of Project Plan for Programming
- Input on Key Issues and Needs

User Group Meeting – EPCC

December 2, 2014
- Shared Understanding of Project Process and Schedule
- Shared Understanding of Step 1: Discovery Outcome
- Shared Understanding of Project Plan for Programming
- Input on Key Issues and Needs

User Group Meeting – Deans Council

December 2, 2014
- Shared Understanding of Project Process and Schedule
- Shared Understanding of Step 1: Discovery Outcome
- Shared Understanding of Project Plan for Programming
- Input on Key Issues and Needs

User Group Meeting – Planning and Resources

December 2, 2014
- Shared Understanding of Project Process and Schedule
- Shared Understanding of Step 1: Discovery Outcome
- Shared Understanding of Project Plan for Programming
- Input on Key Issues and Needs

User Group Meeting – CLL

December 3, 2014
- Shared Understanding of Project Process and Schedule
- Shared Understanding of Step 1: Discovery Outcome
- Shared Understanding of Project Plan for Programming
- Input on Key Issues and Needs

User Group Meeting – Student Services Leadership Team

December 3, 2014
- Shared Understanding of Project Process and Schedule
- Shared Understanding of Step 1: Discovery Outcome
- Shared Understanding of Project Plan for Programming
- Input on Key Issues and Needs

User Group Meeting – Business Services/IT/ HR Managers

December 3, 2014
- Shared Understanding of Project Process and Schedule
- Shared Understanding of Step 1: Discovery Outcome
- Shared Understanding of Project Plan for Programming
- Input on Key Issues and Needs

Trip 4	This trip was an optional service available to the PLLUMP. It was decided that the following meetings were not necessary at that time: • Core Team Meeting #4 • User Group Meeting #1 • User Group Meeting – Department Chairs • User Group Meeting – EPCC • User Group Meeting – Deans Council • User Group Meeting – Planning and Resources • User Group Meeting – CLL • User Group Meeting – Student Services Leadership Team • User Group Meeting – Business/IT Manager/HR
No Trip (Web-based)	**Core Team Meeting #5** January 8, 2015 • Validation of Emerging Scenarios • Shared Understanding of Key Concepts for Program • Direction on Site Criteria • Direction on Survey
Trip 5	**Core Team Meeting #6** January 28, 2015 • Shared Understanding of Project Process • Shared Understanding of Step 1 – Discovery Outcome • Shared Understanding of Step 2 – Program Progress to Date • Gain Input on Office Standards and Scenario Explorations • Validation of Core Service Delivery and Input on Program Locations **Academic Senate Focus Group** January 28, 2015 • Shared Understanding of Project Process • Shared Understanding of Step 1 – Discovery Outcome • Shared Understanding of Step 2 – Program Progress to Date • Validate Scenario Explorations and Core Service Delivery • Gain Input on Program Locations and Office Standards **Classified Consultation Group Focus Group** January 28, 2015 • Shared Understanding of Project Process • Shared Understanding of Step 1 – Discovery Outcome • Shared Understanding of Step 2 – Program Progress to Date • Validate Scenario Explorations and Core Service Delivery • Gain Input on Program Locations and Office Standards

ALC Focus Group
January 29, 2015
- Shared Understanding of Project Process
- Shared Understanding of Step 1 – Discovery Outcome
- Shared Understanding of Step 2 – Program Progress to Date
- Validate Scenario Explorations and Core Service Delivery
- Gain Input on Program Locations and Office Standards

President's Cabinet Focus Group
January 29, 2015
- Shared Understanding of Project Process
- Shared Understanding of Step 1 – Discovery Outcome
- Shared Understanding of Step 2 – Program Progress to Date
- Validate Scenario Explorations and Core Service Delivery
- Gain Input on Program Locations and Office Standards

Student Senate Focus Group
January 30, 2015
- Shared Understanding of Project Process
- Shared Understanding of Step 1 – Discovery Outcome
- Shared Understanding of Step 2 – Program Progress to Date
- Validate Scenario Explorations and Core Service Delivery
- Gain Input on Program Locations

Online Student Survey
February 9 - 13, 2015
- Gain Input on Course Scheduling, Program Locations, Student-Focused Campus Organizational Issues, and Operational Priorities

Online Employee Survey
February 9 - 13, 2015
- Gain Input on Program Locations, Student-Focused Campus Organizational Issues, and Operational Priorities

Trip 6 | **Core Team Meeting #7**
March 3, 2015
- Create a Shared Understanding of Input and Feedback to Date
- Gain Direction on CPC+ and Infrastructure Service Groups Presentations

Coastal Commission Meeting
March 4, 2015
- Shared Understanding of PLLUMP
- Shared Understanding of Land Use Practices
- Gain Input on Community Priorities

Community Outreach Meeting – Schott
March 4, 2015

- Shared Understanding of PLLUMP
- Shared Understanding of Land Use Practices
- Gain Input on Community Priorities

ISG Workshop #3
March 5, 2015
- Receive Feedback on Program and Program Location
- Identify Key Issues in Facilities Infrastructure Considerations

Community Outreach Meeting – Main
March 5, 2015
- Shared Understanding of PLLUMP
- Shared Understanding of Land Use Practices
- Gain Input on Community Priorities

CPC+ Retreat #2
March 6, 2015
- Create a Shared Understanding of Input and Feedback to Date
- Gather Feedback on Scenario and Program Concepts

Community Outreach Meeting – Wake
March 6, 2015
- Shared Understanding of PLLUMP
- Shared Understanding of Land Use Practices
- Gain Input on Community Priorities

Trip 6A | **Core Team Meeting #7A**
April 8, 2015
- Create a Shared Understanding of the Program to Date
- Gain Direction on Scenario Testing
- Prepare for CPC+ Presentation

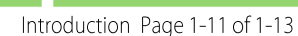**CPC+ Retreat #2A**
April 10, 2015
- Create a Shared Understanding of the Program to Date
- Gain Input on Scenario Testing

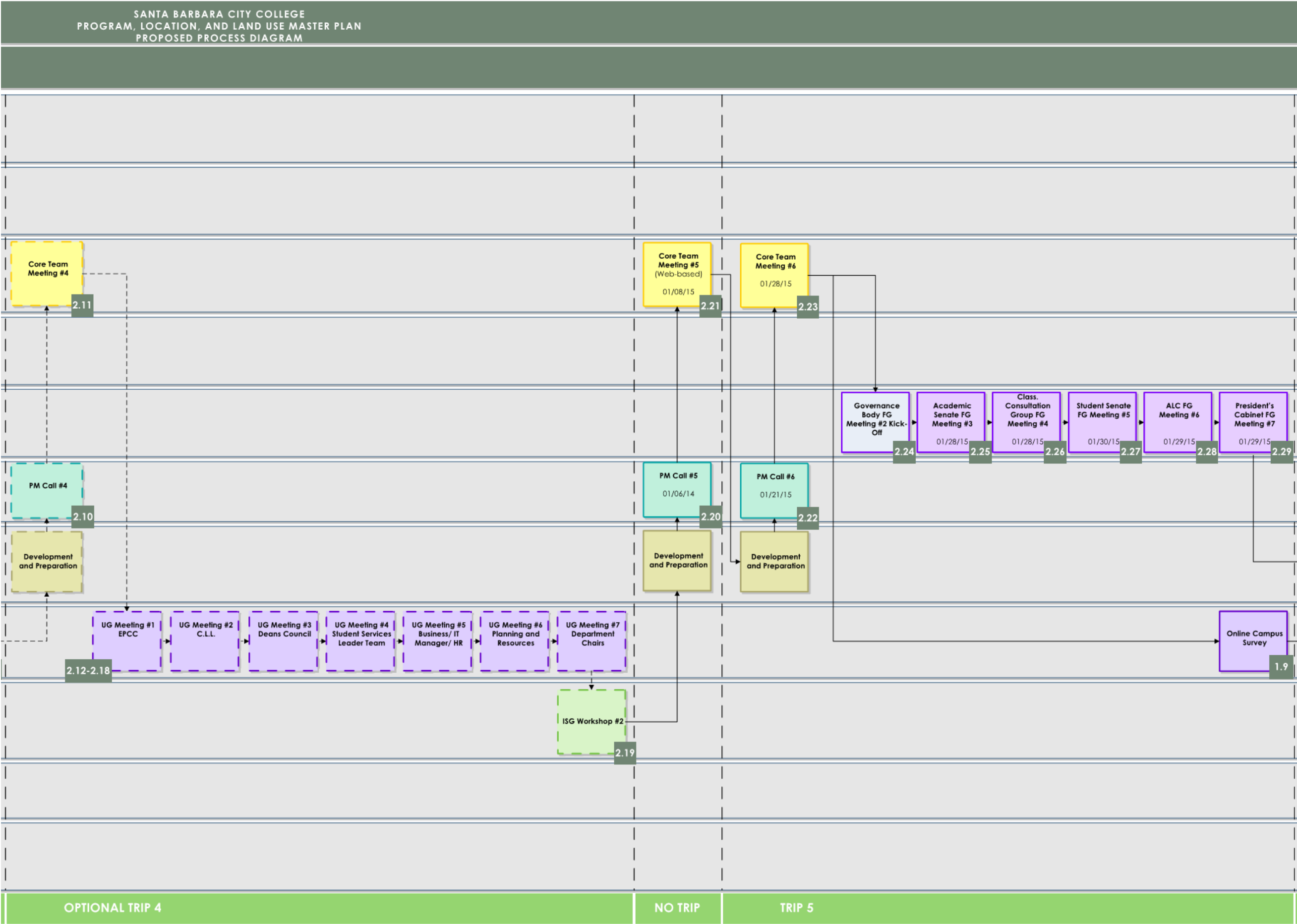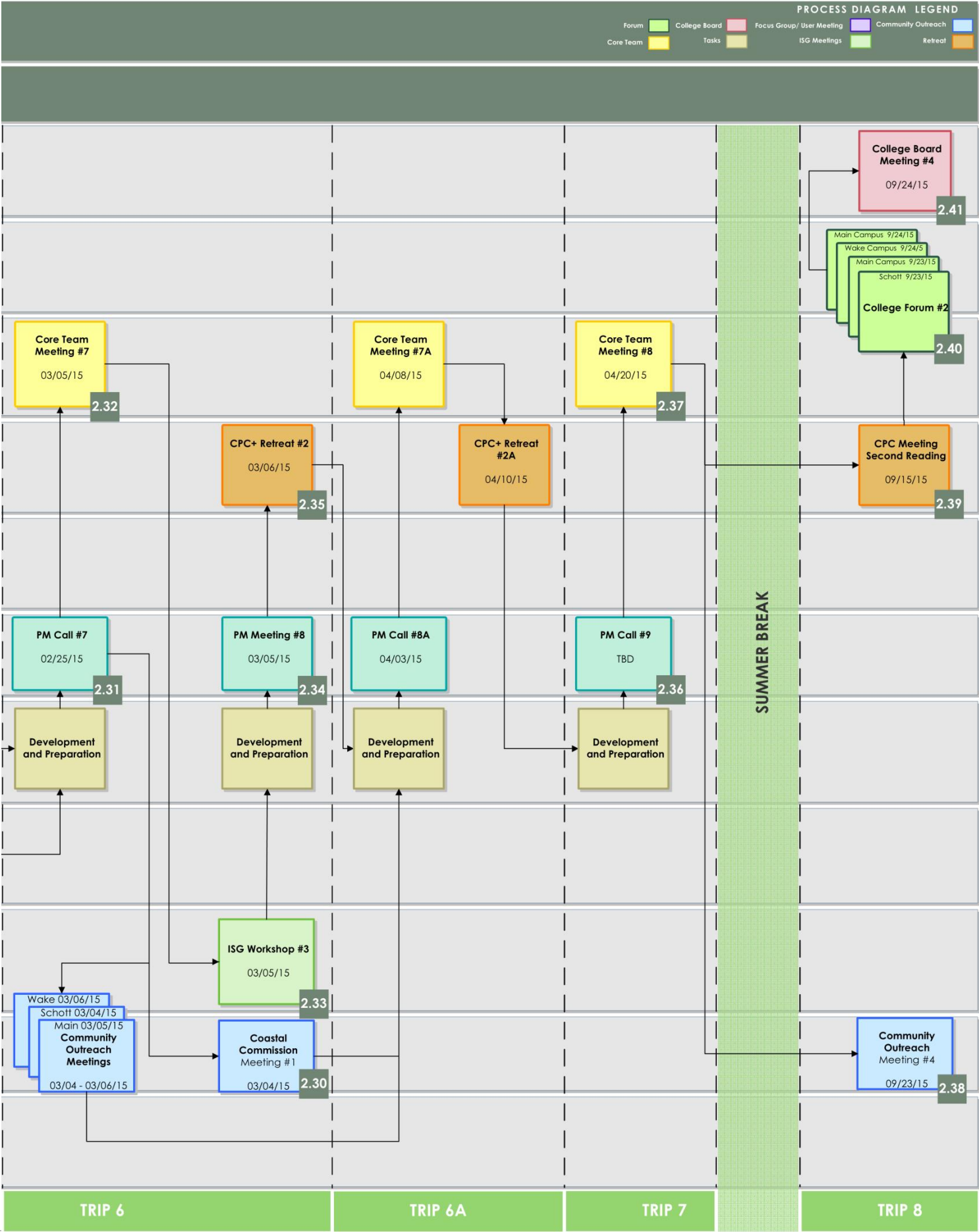Trip 7 | **Core Team Meeting #8 (Web-based)**
April 20, 2015
- Create a Shared Understanding of the Recommendations and Final Information Needed to Complete the Draft
- Gain Input on Final Recommendations
- Confirm Schedule for Review and Approval

SBCC

| Process & Participants | **STEP 1 DISCOVERY** August 2014 – November 2014 | **STEP 2 PROGRAM** November 2014 - April 2015 |

College Board
- College Board Meeting #1 — 10/09/14 — 1.4
- College Board Meeting #2 — 11/13/14 — 1.11
- College Board Meeting #3 — 2.2

College Forums
- Main Campus 8/21/14
- Main Campus 9/9/14
- Schott Campus 9/10/14
- Main Campus 9/11/14
- College Forum #1 — 1.5

Core Team
- Executive Vice President
- Vice President Business
- Instructional Technology
- IT Academic Support
- Senior Director Facilities and Campus Development
- VP Human Resources
- IT Manager
- IT Classified Consultation Group
- Library Director

- Contract Approval — 08/14/14 — 1.0
- Core Team Kickoff Meeting #1 — 10/09/14 — 1.3
- Core Team Meeting #2 — 11/13/14 — 1.10
- Core Team Meeting #3 Program Kick off — 12/01/14 — 2.1

College Planning Council +
- Academic Senate (2 members)
- Classified Consultation Group (2 members)
- Planning and Resources (2 members)
- Student Senate (2 members)
- ALC (2 members)
- Presidents Cabinet (2 members)

- CPC+ Retreat #1 — 11/14/14 — 1.12

Governance Body
- Academic Senate
- Classified Consultation Group
- Student Senate
- Advancing Leadership Committee (ALC)
- Presidents Cabinet

- Governance Body FG #1 Workshop — 10/10/14 — 1.6

Project Management Team
- PM Call #1 — 09/04/14 — 1.2
- PM Call #2 — 11/05/14 — 1.8
- PM Call #3 — 11/24/14 — 2.0

Consultant Team
- A&A
- Civil
- Environmental
- Traffic
- Landscape
- MEP
- IT
- Fusion
- Way-Finding
- Cost-Estimating

- Development and Preparation
- Development and Preparation
- Development and Preparation

User Groups (UG)
- Educational Program Coord. Council (EPCC)
- Center for Life-long Learning (C.L.L)
- Deans Council
- Student Services Leadership Team
- Business/ IT Manager/ HR Group
- Planning and Resources Group
- Department Chairs

- UG Meeting #1 EPCC — 12/02/14 — 2.3
- UG Meeting #2 C.L.L. — 12/03/14 — 2.4
- UG Meeting #3 Deans Council — 12/02/14 — 2.5
- UG Meeting #4 Student Services Leader Team — 12/03/14 — 2.6
- UG Meeting #5 Business/ IT Manager/ HR — 12/03/14 — 2.7
- UG Meeting #6 Planning and Resources — 12/02/14 — 2.8
- UG Meeting #7 Department Chairs — 12/01/14 — 2.9

Infrastructure Services Groups
- Facilities-Grounds, Custodial, Maintenance
- Security & Emergency Response (SER)
- Information Technology (IT)
- Athletics
- Food Services
- Transportation Alternatives Group (TAG)
- Sustainability
- Waste Management (WM)

- ISG Kick-off Workshop #1 — 10/09/14 — 1.7

Stakeholders
- Renters
- Environmental Consultant
- Metropolitan Transportation District (MTD)
- City and Council
- Neighbors

- Environmental Consultant Meeting — 11/13/14 — 1.1

Deliverables

Step 1 Deliverables
- Vision
- Key issues Defined (Alignment to Educational Master Plan, Campus Sustainability Plan, and other College Initiatives)
- Needs Assessment
- Development Requirements
- Guiding Principles Programming
- Guiding Principles Land use
- Aesthetic Design Standards
- Scope
- Site Design/Criteria
- Opportunities and Challenges
- Future Shifts/ location list per site
- Meeting Documentation

Step 2 Deliverables
- Conceptual PLLUMP Program (Wake Campus Replacement & Facility Optimization, Schott Modernization & Facility Optimization, Main Replacement and Facility Optimization)
- Facility Site Criteria
- Facility Re-use Assessment
- Design Standards (Additional Service)
- Meeting Documentation

TRIP 1 | **TRIP 2** | **TRIP 3**

SANTA BARBARA CITY COLLEGE
PROGRAM, LOCATION, AND LAND USE MASTER PLAN
PROPOSED PROCESS DIAGRAM

Core Team Meeting #4 **2.11**		Core Team Meeting #5 (Web-based) 01/08/15 **2.21**	Core Team Meeting #6 01/28/15 **2.23**				

Governance Body FG Meeting #2 Kick-Off **2.24**	Academic Senate FG Meeting #3 01/28/15 **2.25**	Class. Consultation Group FG Meeting #4 01/28/15 **2.26**	Student Senate FG Meeting #5 01/30/15 **2.27**	ALC FG Meeting #6 01/29/15 **2.28**	President's Cabinet FG Meeting #7 01/29/15 **2.29**

PM Call #4 **2.10**		PM Call #5 01/06/14 **2.20**	PM Call #6 01/21/15 **2.22**

Development and Preparation	Development and Preparation	Development and Preparation

UG Meeting #1 EPCC	UG Meeting #2 C.L.L.	UG Meeting #3 Deans Council	UG Meeting #4 Student Services Leader Team	UG Meeting #5 Business/ IT Manager/ HR	UG Meeting #6 Planning and Resources	UG Meeting #7 Department Chairs	Online Campus Survey
2.12-2.18							**1.9**

ISG Workshop #2 **2.19**

OPTIONAL TRIP 4	NO TRIP	TRIP 5

2 Executive Summary

Understanding the Problem

As a public community college dedicated to the success of each student . . .
Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.
— SBCC Mission Statement

Santa Barbara City College (SBCC) plays a vital and significant role in the local community, educating a vast majority of local students and serving as the county's sixth largest employer. Founded in 1909, SBCC is one of the oldest community colleges in California. In response to changing student demographic and educational needs, innovation and change in educational methods and technologies, and aging facilities and land use constraints, SBCC leadership commissioned a "Program Location and Land Use Master Plan" to help ensure SBCC's continued ability to contribute to the needs of its students and the Santa Barbara community. Anderson Brulé Architects (ABA) was selected to conduct the effort.

Through outreach and engagement with campus leaders, users, stakeholders, and community representatives, the key issues and outcomes for a facilities master plan were identified as:

- **Campus Organization**: A comprehensive facilities master plan that organizes selected academic, administrative, and service programs effectively and defines a clear purpose for each campus.
- **Circulation and Transportation:** Circulation and transportation systems updated to contemporary standards and the needs of current users.
- **Student Support:** Student services that are easily found through co-location, appropriate adjacencies and available when or where they are needed.
- **Employee Support:** Staff workspaces and infrastructure promoting the quality and efficiency of work as well as staff recruitment and retention.
- **Land Use:** An efficient and effective overall campus environment that promotes excellence in campus planning.
- **Technology Infrastructure:** Meeting the needs and expectations of users and advances in technology standards across all campuses,
- **Sustainability:** Promoting and sustaining contemporary sustainability models.
- **Community:** Though adult education, life-long learning, and distance learning, become increasingly accessible to the community.

Through a successful Program Location and Land Use Master Plan (PLLUMP), 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.

Framing the Solution

Service & Program Organizational Model

Reflecting the educational and learning needs and objectives of the SBCC students, a Service and Program Organization Model emerged. The relationship between its elements defined the organizational structure needed for a cohesive and coordinated college system and formed the foundation for the Guiding Principles, Key Concepts and the development and assessment of program location and land use options.

The Service and Program Organizational Model identifies the distinct "Transfer and Degree," "Career and Technical," and "Personal Enrichment" educational themes which motivate students in pursuit of their studies. "College Prep and Career Development" (ie., noncredit) was identified as an additional distinct goal across the greater "Transfer and Degree" and "Career and Technical" themes. The Model also acknowledges the essential role that educational and support "Core" services play in enabling the success of all SBCC students and learners. "Personal Enrichment" acknowledges SBCC's commitment to lifelong learning as an integral part of the college's service and program model.

SBCC
Service & Program Organizational Model
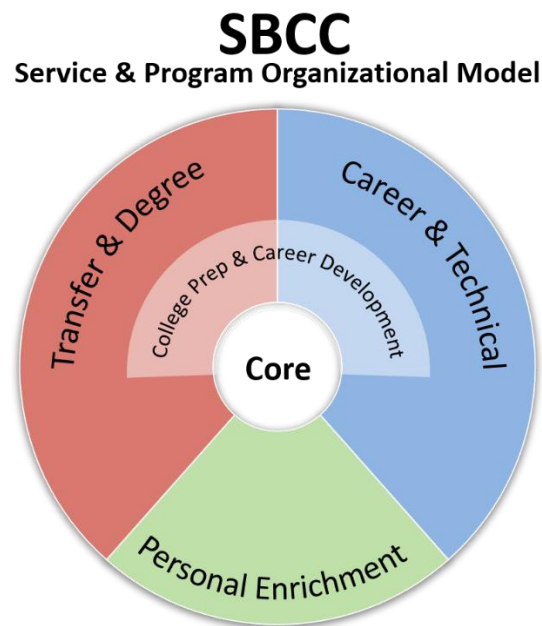
Guiding Principles and Key Concepts The eventual translation of this Model into a Program Location and Land Use Master Plan is enabled by a set of Guiding Principles and Key Concepts.

GUIDING PRINCIPLES		
Educational Program Locations	Land Planning	Core Services
• Organize campuses based on related academic intent and locate programs accordingly to meet students' educational needs. • Develop a cohesive, comprehensive single-service model for student support services. • Develop standardized physical working environments for employees, organized for student access and employee efficiency. • Foster community collaboration to create a culture of community and encourage the responsible stewardship of campus resources.	• Define a formal process for working with regulatory agencies. • Refine environmental standards that align with SBCC's Sustainability Plan. • Create safe, visible, and clear ingress and egress to the campuses. • Separate motorized vehicle, non-motorized vehicle and pedestrian circulation. • Strategize effective alternative transportation and course scheduling. • Create safe and secure campuses. • Modernize, centralize, and maintain campus utilities. • Preserve and protect significant historical structures. • Develop strategy for housing SBCC students.	• Achieve equitable student services across all three campuses; a baseline of services will be provided – no matter which campus a student attends.

<u>Key Concepts</u>

One College across Three Campuses - While each campus might support a select group of students with distinct goals and needs, all three locations will contribute to SBCC's mission to provide a diverse learning environment that inspires curiosity and discovery and fosters opportunity for all. Each campus should play its individual part in contributing to this holistic, overarching mission and also enable students and employees to feel connected and identify as a part of SBCC.

Departmental Organization - Provide a campus-wide organizational framework to support strong departments and effective interdepartmental interactions.

Student Success Planning - "Student Success" encompasses the services, programs, and areas that support students outside of instructional time and together form a holistic "Student Success" network: Learning Commons, Student Services Center, and Specialized Programs.

Facility Reuse Since the facilities on each campus have evolved independently over time, it is not surprising that each campus presents different options for facility reuse.

SBCC's assessment of the <u>Main Campus</u> facility conditions resulted in a variety of building and site specific resolutions, varying from "no changes needed" to a need for demolition and replacement.

The <u>Wake Campus</u> was determined by SBCC to be in poor condition, with a large percentage of temporary and portable structures, buildings not designed for their intended use, existing hazardous materials, and building systems at the end of their usable lifespans. Reconstruction of the campus is necessary since neither renovation nor expansion of the existing facilities is appropriate. There is also an opportunity to increase the open space on this campus to reduce the heat island effect of the parking lot, implement required water retention, and make the campus more environmentally sustainable.

An assessment by SBCC of the <u>Schott Campus</u> determined that the historically significant building on the campus is highly valued by the college and community and should be preserved and upgraded to best meet the needs of the students. An expansion could provide permanent facilities to replace temporary facilities on the site, allowing for their removal. There is also an opportunity to increase the open space on this campus to reduce the heat island effect of the parking lot, implement required water retention, and make the campus more environmentally sustainable.

Program Requirements

Based on the SBCC Vision and the Guiding Principles established by SBCC Leadership and Stakeholders, a "Proposed Program" was developed that outlines the space needed for planned services and educational programs included in PLLUMP. Maintaining a no-enrollment growth approach, the Proposed Program identifies additional space needed to accommodate existing unmet needs and future changes to service delivery. Within the Proposed Program, SBCC facilities needs were organized in five primary areas:

- Instructional Space
- Learning Commons
- Student Support
- Administrative Services
- General Employee Space

Program Components	Existing NSF	Proposed NSF	Change
Instructional - Classrooms	85,989	94,641	8,652
Instructional - Labs	58,462	62,732	4,270
Instruction - Support	168,576	11,399	23,061
Learning Commons		58,710	
Student Support		36,222	
Administrative Services		22,746	
General Employee		62,560	
TOTAL	**313,027**	**349,010**	**35,983**

This table reflects the campus program allocations of the recommended scenario:

	Main Campus	Wake Campus	Schott Campus	Total
Existing NSF	246,771	43,518	22,738	313,027
Projected NSF	243,715	80,736	24,559	349,010
Change	-3,056	37,218	1,821	35,983
Development Capacity*	268,970	87,036	29,033	385,039

Development Capacity thresholds are explained in detail in Section 8 Facility Reuse

Finding the Solution

To consider the various distinct ways in which the Main, Wake, and Schott campuses might best achieve the vision and goals established for the Program Location and Land Use Master Plan, multiple program scenarios were created, evaluated, discussed, and revised. The scenarios evolved through an extensive process of participatory governance involving stakeholders across the three campuses, the surrounding neighbors, and the community and were built upon the SBCC key educational themes of Transfer and Degree, Career and Technical, and Personal Enrichment. With a goal of ensuring program contiguity, the scenarios were based on varied configurations at each site of the three key academic themes.

Through the program scenario testing process, it became clear that given the space needs of the three educational themes and campus size constraints, a strong organizational principle would be needed to accommodate thematic blending when locating the educational programming across the three campuses. Through this process a program scenario arose which was responsive to both educational needs and site constraints, meeting the community need for access to life-long learning on both the Wake and Schott campuses while still addressing the Vision and Guiding Principles of the PLLUMP project. Although initial scenarios organized programs by teaching categories, the recommended scenario, inspired by community request, instead emphasizes common interests, resource requirements, and collaborative opportunities between programs and is also uniquely suited to the conceptual model.

In this scenario:

The Wake Campus is envisioned as a hands-on, technical campus comprised of individual instructional programs with specialized needs. The campus would be organized into "zones" sharing and unified by a central "commons" (shared/core services). Conceptually this campus would focus on life-long learning, self-contained educational programs and their associated general education needs. It would include specialized facilities which are needed by the arts and applied technologies programs and classes.

The smaller Schott Campus is envisioned as an academic and life-long learning campus comprised of programs that are lecture- and dialogue-based courses requiring a typical classroom setting. Schott Campus space would be organized to facilitate interactions between and among faculty, teachers, and students. Without the demands of highly specialized spaces, occupancy could be fluid and would be organized to allow for the greatest flexibility and efficiency of use through shared resources.
The Main Campus houses the remaining program needs for CTE and Transfer and Degree.

The scenario program location options developed throughout the PLLUMP process were evaluated against the Educational Program Location Guiding Principles.

Organize campuses based on related academic intent ("themes") and locate programs accordingly to meet students' educational needs.

The recommended scenario applies the concept of educational themes and creates another level of definition by understanding the types of learning needs. By establishing Schott as a highly adaptable learning environment for lecture- and dialogue-based courses, the facility will support student learning and success and maximize efficient facility use. Establishing Wake as a cohesive campus focused on the arts and applied technologies will allow for the design of specific lab environments to support specific learning needs. Maintaining the existing environment of the Main Campus is well suited to the mixed demands of Transfer and Degree related studies.

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

Core Services were identified with a priority of student access to fundamental services. The Student Service Organizational concepts address the needs and delivery of different services. Comprehensive, shared, fundamental services are an integral to the concepts established in the recommended Scenario.

Develop standardized physical working environments for employees, organized for student access and employee efficiency.

The consolidation of spaces and resources, supporting a standard approach to working environments is common to all campuses in the recommended Scenario. These include office standards applied to all employees, offices and work hubs designed to ensure appropriate assignment of and access to consistent work environments, and standards for conferencing and support spaces to ensure appropriate support for work environments.

Foster community collaboration to create a culture of community stewardship and appropriate use of campus resources.

Establishing the recommended Scenario's guiding concepts at the Wake and Schott campuses will encourage local community interaction in the life of the college and promote integration of the community and the campus. Further concepts of open space development and adaptability in usage will shape the campuses into a strong community asset.

Implementing the Solution

While the PLLUMP process thus far has developed these recommendations as a basis for determining educational program locations, it will be in the next step of Master Planning that SBCC will see the further refinement of many of the topics explored throughout Discovery and Programming.

To successfully complete the Master Plan, the following must continue to be developed and refined through a shared governance process:

- **Existing Conditions Reports:** Key findings of conditions developed with existing information from the last bond measure.
- **Opportunities and Constraints:** Identify opportunities and constraints for optimizing sites, maximizing effective use, and preserving campus and building assets.
- **Exterior Program:** This should include (but not be limited to) parking, educational areas, service areas, and student areas.
- **Program Adjacencies:** Validate proposed adjacencies for services and educational programs.
- **Core Student Service Delivery:** Refine a hub-and-spoke model, identifying what type of service delivery is appropriate to each service.
- **Conceptual Campus Layouts:** Develop fit diagrams and site layouts, utilizing adjacencies and Scenario recommendations to define specific program locations.
- **Technical Standards:** Create a holistic and single place for future technical standards in the development of architectural and landscape design, including references to existing standards

3 Background and Context

Santa Barbara City College Overview

SBCC is a comprehensive community college offering a wide range of associate degree, certificate, and transfer programs. It is one of the 12 universities, colleges, and technical schools in Santa Barbara County (*Santa Barbara County Colleges,* Accessed April 2015. www.countyoffice.org/ca-santa-barbara-county-colleges/) and is part of the California Community College (CCC) system. "SBCC fills a critical need for the local economy, not only by training new workers, but also by affording county residents the opportunity to continue to improve their skills and help them adapt to the changing requirements of local employers" (*SBCC Economic Impact Study*, March 2011).

Community College Role

The State of California has a three-tier system of higher education, including the University of California (UC), California State University (CSU), and the CCC. The 10 UC campuses admit the top 12.5% of high school applicants and have a total student population of 240,000. The 23 CSU campuses admit the top 33.3% applicants and have a total of 460,000 students. The 112 California Community Colleges are available to all, therefore they admit the top 100% of applicants. In 2014-15, approximately 2.3 million students were enrolled in the CCC system statewide. The CCC education system's goal is to provide transfer preparation, career and technical education, and foundational skills to its students. Statistics show that 51% of all CSU graduates and 30% of UC graduates are community college transfers, and of the 112 colleges, SBCC is ranked fifth in the number of transfers to UC.

As part of the state's community college system, SBCC is subject to regulatory requirements specific to the CCC's Finance and Facilities Planning Division, as well as the regulations of the California Division of the State Architect related to building and site alterations or construction. In addition, SBCC's Main Campus is located in a coastal zone, therefore the California Coastal Commission regulations for land use and public access must be followed.

History

Founded in 1909, SBCC is one of the oldest community colleges in California. In the late 1950s the Main Campus moved to its present site on the Santa Barbara Mesa, a 74-acre bluff overlooking the harbor and Pacific Ocean. The Schott and Wake campuses – originally the old Garfield School and the Cathedral Oaks School, respectively – were acquired in the 1970s and later named for Alice F. Schott and Selmer O. Wake.

The majority of buildings on the three campuses were built between 1930 and 1970, and modular buildings have been added as necessary over the years to prevent overcrowding and accommodate for swing space during construction projects. The campus buildings' age and deteriorating state began to affect the quality of the educational environment, so in 2013 the College began a new stage of long-range planning for capital improvement projects. This planning effort has included the development of the Program Location and Land Use Master Plan (PLLUMP) as well as future bond programs which outline and prioritize which campus facilities need renovation or replacement.
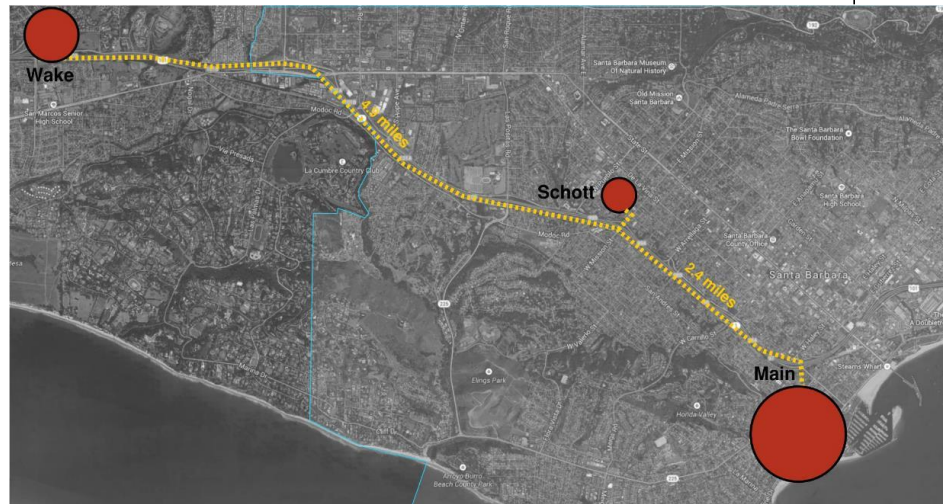
Campus Locations and Distances

As illustrated above, the Main and Schott Campus' are distributed across the City of Santa Barbara while the Wake Campus is located in the County of Santa Barbara. Outside of these primary campuses, the College also uses off-campus locations as well to provide its instructional program.

Mission Statement

SBCC's mission statement expresses its dedication to the success of each student:

As a public community college dedicated to the success of each student . . .
Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

Educational Master Plan Strategic Direction and Goals

SBCC's strategic direction and goals, as defined in the institutions Educational Master Plan, are as follows: (*For further explanation and details please reference the Educational Master Plan.*)

1. Foster student success through exceptional programs and services;
2. Provide facilities and institute practices that optimally serve college needs;
3. Use technology to improve college processes; and
4. Involve the college community in effective planning and governing.

External Influences

Demographic data from the City of Santa Barbara indicates the following (*US Census Bureau 2010 Demographic Profile Data Survey* and the State of California Employment Development Department):

Population
Approximately 90,412 people reside in the City of Santa Barbara, the highest percentage of which are age 20-29. The median age is 36.8, which is above the state average. The population breakdown is as follows:

Age	Percent
0-9	10.6%
10-19	11.3%
20-29	18.2%

30-39	14.2%
40-49	12.7%
50-59	13.1%
60-69	9.5%
70-79	5.1%
80+	5.2%

Source: www.factfinder.census.gov, 2010
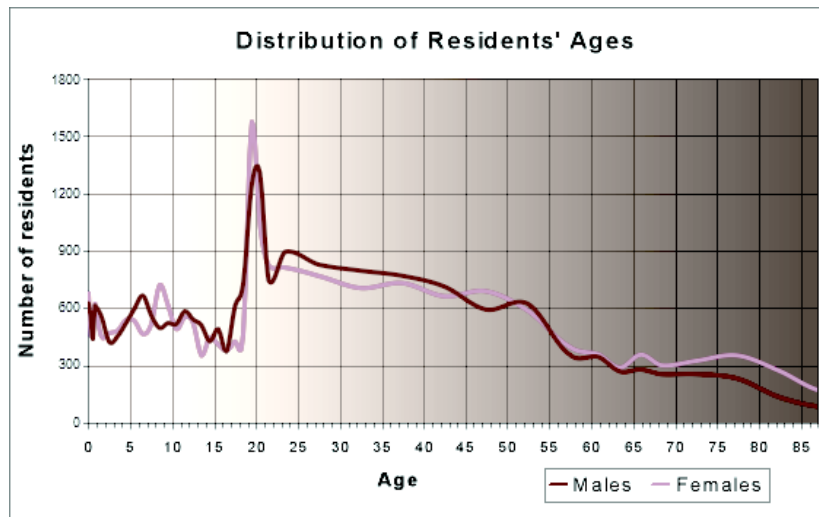
Source: www.city-data.com, 2014

Approximately 49.6% of the population is male and 50.4% is female. About 54% of the total households are family-occupied, while 46% are non-family households, likely attributed to the large student population residing in Santa Barbara. The estimated median household income is $64,766, compared to $58,328 statewide. The median house or condo value is $834,700 in 2012, significantly up from $469,300 in 2000.

Language

Language Spoken at Home	Percent
English only	60.9%
Spanish	32.0%
Other Indo-European	4.1%
Asian/Pacific Islander	2.3%
Other languages	0.6%

Source: www.factfinder.census.gov, 2009-2013

Race & Ethnicity

Race	Percent
White	54.8%

Hispanic	38%
Asian	3.3%
Two or more races	1.9%
African American	1.3%
American Indian/ Alaskan Native	.4%
Other Non-White	.3%
Unknown	0%

Source: www.city-data.com, 2014

Place of Birth	Percent
Native	74.5%
Foreign born	25.5%

Source: www.factfinder.census.gov, 2009-2013

Of the 25.5% that are foreign born, 33.2% are naturalized US citizens and 66.8% are not US citizens.

World Region of Birth of Foreign Born	Percent
Latin America	73.3%
Europe	11.9%
Asia	11.0%
Northern America	1.8%
Africa	1.0%
Oceania	1.0%

Source: www.factfinder.census.gov, 2009-2013

Educational Attainment

Santa Barbara residents have a relatively high level of education, with over 83% of the population (25 years or older) achieving high school graduation or higher. Approximately 40.3% of the population is currently enrolled in college or graduate school, while 69.4% have attended college or received a degree.

Educational Attainment	Percent
Less than 9th grade	9.8%
9th – 12th grade, no diploma	6.9%
High school graduate	13.8%
Some college, no degree	20.5%
Associate's degree	7.2%

| Bachelor's degree | 23.7% |
| Graduate or professional degree | 18.0% |

Source: www.factfinder.census.gov, 2009-2013

Veteran Status

5.8% of the Santa Barbara's population is civilian veterans, compared to 6.7% in the State of California (*American Fact Finder,* US Census Bureau, Published 2013, Web, Accessed April 2015, www.factfinder.census.gov).

Labor Market & Economy

Below is a list of Santa Barbara County's largest employers (for age 16 and over) as of June 2010.

Company or Organization	Employment
Vandenberg Air Force Base	6,330
University of California at Santa Barbara	6,230
County of Santa Barbara	4,025
Santa Barbara School Districts	2,500
Santa Barbara Cottage Hospital	2,468
Santa Barbara City College	2,281
Santa Maria-Bonita School District	1,886
U.S. Postal Service	1,881
Chumash Casino Resort	1,627
Raytheon Electronic Systems	1,500

Source: SBCC Economic Impact Study, March 2011

Approximately 68.9% of the population is in the labor force, while the overall unemployment rate is 5.7%. Industries employing the highest percentage of workers include educational services, health care, and social assistance at 22.3%, followed by professional, scientific, management and administrative, and waste management services at 17%, and arts, entertainment, recreation, accommodation, and food services at 15.8% (*American Fact Finder,* US Census Bureau, Published 2013, Web, Accessed April 2015, www.factfinder.census.gov).

Occupations with the fastest job growth are home health aides, physical therapist assistants, stonemasons, veterinary technologists and technicians, and personal care aides. Most residents commute between 5-20 minutes to their jobs and 66% drive their car to work.

**Internal
Influences**

Demographic data from the Santa Barbara City College indicates the following (*College Facts*, Published 2014, Web, Accessed February 2015, www.sbcc.edu/about/collegefacts.php):

Students Served (credit and non-credit) 2013-2014
30,687

Faculty and Staff
SBCC is the sixth largest employer in Santa Barbara County, with a total workforce of 2,281. The student to faculty ratio is 47:1.

Employment Status	Number of Employees
Adjunct Faculty	540
Full-time Staff and Management	364
Full-Time Faculty	236

Demographics (credit and non-credit) 2013-2014

Ethnicity	Percent
White	42%
Hispanic	39%
Asian	8%
Two or more races	3%
Unknown	3%
African American	3%
American Indian/ Alaskan Native	1%
Other Non-White	1%
Gender	**Percent**
Female	52%
Male	46%
Unknown	2%
Unit Load	**Percent**
Part Time	63%
Full Time	37%
Day/Evening	**Percent**
Day Only	52%
Evening Only	10%
Day and Evening	22%
Online/Weekend/Other	16%
Age	**Percent**
Under 25	60%
26-34	18%
35-44	10%
45-54	7%
55-60	3%
61-65	1%

65+	2%

Who Attends SBCC? (2013-14 Unduplicated Annual Headcount)

Area of Origin	Number	Percent
Tri-County:	21,615	70%
SB County	*19,727*	*64%*
Ventura County	*1,718*	*6%*
SLO County	*170*	*<1%*
Elsewhere in CA	6,100	20%
Out-of-State	1,277	4%
International	1,695	6%
Total	**30,687**	

As shown above, 70% of SBCC students are from the Tri-Counties area (64% from Santa Barbara County alone); 20% from other counties in California; 4% from out of state; and 6% are international. 46% of the June 2013 local high school graduates (Carpinteria Unified School District and Santa Barbara Unified School District) enrolled in SBCC in the fall semester 2013. Approximately 2,080 local high school students were enrolled as dual enrollment students in the fall semester 2013, and 1,987 students were enrolled in the spring semester 2014 (*College Facts*, Published 2014, Web, Accessed February 2015, www.sbcc.edu/about/collegefacts.php).

Student Achievement (Credit) 2013-2014
Degrees Awarded: 1,964
Certificates Awarded: 746
Successful Course Completion Rate (Grade of A, B, C or CR): 74.3%
Transfers to UC and CSU*: 988
Reflects 2012–2013 data, as 2013–2014 data are not yet available

It is worth noting that many students attend SBCC to learn English, basic math skills, advance occupational skills, or for personal enrichment, and do not aspire to earn a degree or certificate or to transfer to a four-year college.

According to the California Postsecondary Education Commission, the majority of students who transfer from SBCC to a four-year institution attend UC Santa Barbara. In 2009/2010 (the most recent data available), 435 of SBCC's 960 transfer students went on to UCSB. Other universities selected by SBCC students include UC Berkeley, San Francisco State University, CSU Northridge, and UCLA, among others. Full data on this subject can be found at www.cpec.ca.gov in the SBCC Transfer Pathway Chart.

Economic Impact
According to the SBCC Economic Impact Study compiled in March 2011, the "estimated output impact to the Santa Barbara County economy directly attributable to SBCC during the 2009-2010 academic year was $22.6 million, which led to indirect impacts of approximately $5.1 million and induced impacts of $96.3 million. In total, impacts amounted to an estimated $124 million," as shown in the table below.

Aggregated Industries	Direct	Indirect	Induced	Total
Agriculture	$0	$27,232	$551,110	$578,343
Extractive Industries	$0	$84,569	$575,667	$660,236
Utilities	$158,630	$75,353	$1,596,037	$1,830,020
Construction	$12,275,624	$72,239	$836,012	$13,183,875
Manufacturing	$111,785	$586,328	$4,564,972	$5,263,085
Wholesale	$4,207,117	$464,752	$4,106,803	$8,778,672
Transportation/Warehousing	$77,963	$240,520	$1,384,848	$1,703,331
Retail	$1,750,375	$161,073	$9,543,567	$11,455,015
Information	$73,807	$344,077	$3,074,324	$3,492,208
Finance, Insurance, Real Estate	$207,589	$655,353	$25,909,179	$26,772,121
Services	$3,370,176	$2,267,326	$41,246,935	$46,884,437
Professional	$830,200	$1,670,373	$5,970,113	$8,470,685
Business Support	$380,799	$238,360	$1,665,153	$2,284,312
Education	$527,117	$7,339	$2,109,694	$2,644,150
Medical	$25,998	$170	$18,791,928	$18,818,096
Human, Civic, Social	$56,070	$26,525	$1,720,766	$1,803,361
Recreation, Hospitality	$1,088,819	$177,921	$8,252,695	$9,519,436
Personal	$461,174	$146,637	$2,736,587	$3,344,398
Private Households	$0	$0	$233,239	$233,239
Government	$319,315	$124,660	$2,683,151	$3,127,125
Total	**$22,552,380**	**$5,103,481**	**$96,305,846**	**$123,961,707**

Source: SBCC Economic Impact Study, March 2011

Summary and Conclusions

SBCC plays a vital and significant role in the local community, educating a vast majority of local students and serving as the county's sixth largest employer. The following is a summary of statistical research.

- Santa Barbara has a high level of educational attainment.
- 41% of local residents are enrolled in a college or graduate school, compared to 29% in the California as a whole.
- 32% of full-time students in Santa Barbara are enrolled at SBCC.
- 18% of Santa Barbara's population is age 20-29, with a median age of 36.8, indicating a large student population and demonstrating that Santa Barbara is more than just a college town, with nearly 33% of the population over age 50.
- Approximately 93% of the population is white or Hispanic, significantly higher than the rest of California, and more than 60% are English speaking. The same is true of the SBCC population.
- SBCC employs 2,281 local residents, including faculty and staff.
- 70% of SBCC students are from the Tri-Counties area; 64% of those are from Santa Barbara alone.
- 46% of local high school graduates enroll in SBCC.
- In 2009/2010, 45% of transfer students were accepted and enrolled at UCSB.

4 Key Issues, Opportunities, and Challenges

Key Issues Defined

Early in the master planning process, focus groups and meetings were held with campus leaders and representatives, users, and the community to gather input and identify Key Issues, Opportunities, and Challenges, as described below.

Campus Organization

Key Issue:
Over the years, the use of SBCC campus buildings and grounds has adapted and grown organically and as space has been available. Although specific facility plans have been prepared previously, SBCC has not created a comprehensive master plan that organizes academic, administrative, and service programs effectively and defines a clear purpose for each campus.

Opportunities and Challenges:
- Create guiding principles to define the best locations for facilities based on effective student access and the most efficient use of campus academic, administrative, and support service programs.
- Centralize student services (e.g., admissions, registration, advising, financial aid, etc.), with decentralized delivery/locations.
- Ensure accessibility of support services necessary to achieve student goals, including:
  o Centralized student services
  o Centralized computer labs
  o Centralized counseling services
  o Large study spaces
  o Interior and exterior student hubs
- Organize academic and administrative programs to create fertile grounds for collaboration.
- Promote organizational synergy.

Circulation and Transportation

Key Issue:
Safe, efficient, and convenient access to each campus is essential. SBCC's current circulation and transportation systems have not been updated to contemporary standards or to the needs of current users.

Opportunities and Challenges:
- Improve accessibility – current ADA compliance is inadequate.
- Create standards for automobile, bicycle, and pedestrian circulation:
  o Separate pathways for different circulation types
  o Unique signage and materials for each circulation type
  o Improve safety for cars, bicycles, and pedestrians
- Improve parking and transportation solutions:
  o Reduce parking demand at peak times
  o Promote alternative transportation
  o Provide shuttle system between campuses, within campuses, and to satellite parking locations

	o Improve public transportation services
	o Extend academic schedule to include Fridays and Saturdays
	▪ Encourage traffic relief:
	o Improve academic scheduling to reduce traffic
	o Improve ingress and egress points on campuses
	o Incorporate traffic calming

Student Support

Key Issue:
Student access to essential student support services is currently fragmented across the campuses. Too often, student services are not available when or where they are needed.

Opportunities and Challenges:
- Critically assess all service delivery methods.
- Identify core services to be offered at all campuses:
  - Physical/permanent presence
  - Mobile/temporary presence
- Identify services unique to each campus:
  - Physical/permanent presence
  - Mobile/temporary presence
- Improve/expand online student services options.
- Align student services with student success:
  - Develop a stronger sense of community with the student body
  - Identify more accessible and effective ways to deliver student services
  - Increase student flow and success – e.g., graduation, employment

Employee Support

Key Issue:
Staff workspaces, schedules, and infrastructure vary significantly across organizational units, buildings, and campuses, affecting the quality and efficiency of work as well as staff recruitment and retention.

Opportunities and Challenges:
- Standardize employee support services, including:
  - Office design
  - Storage methodology
  - Collaboration hubs
- Develop college-wide conference space and conferencing strategies.
- Align schedules to expectations and needs:
  - Align staff schedules and facility use/maintenance
  - Develop flexible work locations/schedules

Land Use

Key Issue:
Current SBCC campus configurations suffer from the historical absence of well-formulated and consistently applied land-use standards, resulting in an inefficient and, in some instances, ineffective overall campus environment.

Opportunities and Challenges:
- Develop standards for land use, including:
  - Circulation
  - Security
  - Ambiance
  - Environment
  - Wayfinding

Technology Infrastructure

Key Issue:
The technology infrastructure supporting both academic and administrative computing varies across campuses and has not kept pace with the needs and expectations of users or advances in technology standards.

Opportunities and Challenges:
- Develop standards for IT infrastructure, including:
  - Classroom technology
  - Network and telephone
  - Security
- Deliver IT services consistently and effectively across the college and at each campus.

Sustainability

Key Issue:
SBCC standards and programs for sustainable design and environmentally responsible operations have improved dramatically in recent years, however current practices do not meet contemporary sustainability models.

Opportunities and Challenges:
- Increase/improve open space.
- Promote energy conservation.
- Demonstrate a commitment to LEED standards.
- Increase necessary maintenance.
- Develop/implement standards for waste management, lighting, HVAC, hardscape, landscape, turf, storm water control, and protected habitats.
- Demonstrate responsible stewardship of natural resources, especially water.

Community

Key Issue:
The concept of a college as a destination and "island" separate from its community is no longer relevant. With advances in adult education, life-long learning, and distance learning, as well as growth in part-time attendance, colleges are becoming increasingly accessible to their communities.

Opportunities and Challenges:
- Improve outreach and strengthen relationships with the community.
- Heighten sensitivity to the College's neighborhood impact.
- Embrace the College as a resource for the community.
- Integrate the College into the community as a whole.

- Expand community access to the College.
- Encourage student engagement/volunteering.
- Develop strategies for student housing.
- Foster communication between the College and the community.
- Improve the College's relationship with media; highlight SBCC's direction and success.
- Establish an effective working relationship with the County of Santa Barbara and the Coastal Commission.

5 Project Framework and Goals

Project Vision Statement

The Project Vision Statement defined by the Core Team at the beginning of the project established a clear framework for the PLLUMP and the goals and purpose of the project. Incorporating input from the Core Team, College Planning Council Plus, and focus groups, the vision statement was finalized as the following:

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.

Alignment to College Initiatives

Careful attention has been given to align this process with the initiatives and goals already established by the college. This process carefully follows the college's integrated planning process, as defined by the Educational Master Plan (see Appendix 8) in Section 2.0. The PLLUMP will address Goals 2, 3, 4, 6, and 7, as outlined in the SBCC College Plan 2011-2014 (see appendix 4), as well as the transportation strategies defined in the *Improving Student Access to SBCC* report (see appendix 6). Additionally, the PLLUMP will refer to the Transportation Demand Management Plan (see appendix 7) and align to the SBCC Campus Sustainability Plan (see appendix 5). Moving forward, the PLLUMP will be used to inform the Long Range Development Plan and Five Year Construction Plan.

The SBCC Board of Trustees was interviewed regarding the values, issues, goals, and parameters of success for the Facilities Master Plan. The following questions were asked of the Board:

- From a Board perspective, are there any overarching values that should be expressed within the Facilities Master Plan?
- As you think about our facilities into the future, what are the most essential elements that should be considered?
- What are the most critical issues for the integration of the Educational Master Plan with the Facilities Master Plan?
- What would be your measurement of success for the Educational Master Plan to be integrated with the Facilities Master Plan?

The outcome of the interview and summary of findings is as follows:

- Respect different kinds of environments for education and acknowledge that they contribute to educational success, including:
  - Appreciation of and design for a quiet learning environment
  - Creation of indoor and outdoor learning environments
- Respect the gifts the college has, and keep and protect views to the outside.
- Remember who we serve and create value for them:
  - Student needs should be reflected in the facilities
  - Students should be able to come in and feel that they are a part of these services

- o Think about student success – how they flow through campus and location of programs
- o Consider access across the continuum of student learners
- Consider what we are doing and not doing, and be transparent about how we make those decisions.
- Organize programs to create fertile ground for collaboration:
  - o Remember that teaching environments can be inside and outside
  - o Develop places/hubs for adjunct faculty
- Balance positive signage with negative signage messages.
- Be careful with resources, especially water.
- Foster communication for better community input and engagement.
- Gather input from faculty, staff, and students.
- Build a living document that can change over time, and create buildings that can change over time:
  - o Balance needs, look at flexibility and durability
  - o Value simplicity
  - o Continue to look for high value
  - o Create a measure for success and use it as a metric for success over time

Project Framework

The PLLUMP's focus is to shift and/or re-allocate existing college programmatic space to improve the educational experience for all students. The PLLUMP is **not** about enrollment growth; rather, it is about improved organization and planning associated with facilities improvements.

During pre-planning, a list of exclusions was created to determine which educational programs or facilities should **not** be included in the PLLUMP. The reasons for the exclusions varied, but were typically one of the following:

- Meets existing needs.
- Recently renovated or improved.
- Part of a future planned improvement.
- New or renovated facilities currently in development.
- Too specialized for general space re-allocation.
- Located off-site and is not appropriate for space re-allocation.

Program Exclusions
- Drama/Music/Theater
  - Garvin Theater
  - Drama/Music Complex
- Fine Arts Labs
  - Exclude courses that align to the fine arts labs
  - Include classroom-type courses
- Orfalea Early Learning Center
- Marine Technologies Building
- Biological and Physical Sciences Buildings
  - Earth and Biological Sciences
  - Physical Science
- Campus Center
  - Student Support Desk, Student Government, STEM, etc.
- Culinary Arts
  - Bakeshop
  - Gourmet Kitchen
  - Cafeteria Kitchen
- PE Facilities
- Facilities and Operations
- Bookstore

Service and Program Organizational Model

The Service and Program Organizational Model was developed through a critique and refinement process involving the Core Team, College Planning Council Plus, and focus groups, and serves as a visual representation of the college's delivery of student services and educational programs. The relationship between these elements illustrates the organizational adjacencies needed for a cohesive, coordinated college system.

SBCC
Service & Program Organizational Model
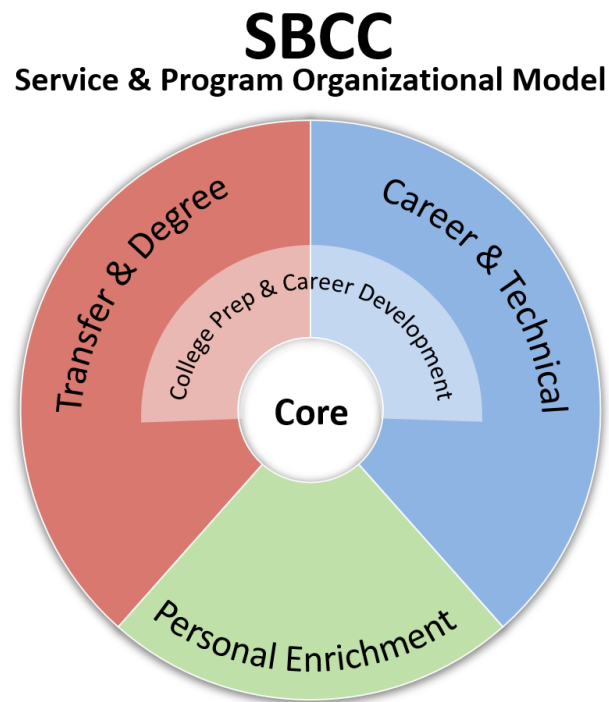
The outreach process identified "Transfer and Degree," "Career and Technical," and "Personal Enrichment" as three major themes in students' educational goals across each campus. In addition, "College Prep and Career Development" were identified as unique goals across the greater "Transfer and Degree" and "Career and Technical" themes. "Core Services" include student services and programs that universally support students across all three educational goals, and constitute the heart of educational program delivery.

6 Emerging Concepts

During the Discovery Step, the Core Team developed Guiding Principles to identify high-level goals for the PLLUMP and outlined Core Services to identify a baseline of uniform services that should be available to all students at all campuses.

Guiding Principles

The Guiding Principles established goals for the location of SBCC educational programs as well as overall land-use planning. The following reflects the PLLUMP's priorities in these two areas and strategies to identify methods of successful delivery.

Educational Program Locations

- **Educational Program Locations – Goal 1:**
  Organize campuses based on related academic intent ("themes") and locate programs accordingly to meet students' educational needs.
  - o Provide appropriate teaching and learning environments at all campuses.
  - o Determine capacity limitations across the entire college, including specific capacity at each campus, based on current and future planning.
  - o Provide faculty offices in practical locations to support student access and encourage a culture of collaboration.
  - o Provide support space for adjunct faculty in select locations to increase ease of student access and improve adjacencies to increase collaboration.

- **Educational Program Locations – Goal 2:**
  Develop a cohesive, comprehensive single-service model for student support services.
  - o Create a streamlined and coordinated delivery of career/academic/ transfer counseling, assessment, financial aid, orientation, and tutoring with clear and easy access for all students.
  - o Create a central physical hub for student support services to allow easy access to appropriate programs and services.
  - o Provide student support services through mobile services, virtual meetings, and scheduled appointments available at any campus.
  - o Provide equal access to student support services for all credit and noncredit programs and students.
  - o Eliminate duplication of services to avoid inefficient, confusing, and unnecessary resource expenditures.

- **Educational Program Locations – Goal 3:**
  Develop standardized physical working environments for employees, organized for student access and employee efficiency.
  - o Provide break areas.
  - o Ensure appropriate and adequate employee support services at all campuses through physical, mobile, or online service delivery methods.
  - o Develop a standard approach for storage to promote effective space utilization.

- Create a storage assessment and management program to review existing storage location and use, reduce inefficient or unnecessary storage, and track storage user, type, and service needs.
- Develop a reuse plan for underutilized or unneeded storage space.
  - Provide centralized and decentralized mail and copy services in strategic locations.
  - Utilize electronic scheduling for conference spaces, meeting areas, and classrooms.

- **Educational Program Locations – Goal 4:**
  Foster community collaboration to create a culture of community and encourage the responsible stewardship of campus resources.
  - Create open campus environments that invite appropriate community use of campus resources.

Land Planning

- **Land Planning – Goal 1**:
  Develop a strategic, collaborative and proactive process for working with regulatory agencies to foster productive decision making.

- **Land Planning – Goal 2:**
  Develop environmental standards that align with SBCC's Sustainability Plan and effectively protect and utilize natural resources, while meeting or exceeding regulatory requirements.
  - Respond to conditions such as drought, limited natural resources, and sensitive habitats and create protective designations where appropriate.
  - Integrate natural habitats into the campus exterior environment, both on the natural edges and in the three campus centers.
  - Preserve, balance, and improve open space, including the development of sensitive trails and pathways to and through campus while actively reducing non-permeable areas.
  - Meet and/or exceed the CCC System's requirements for energy efficiency and generation.
  - Demonstrate a commitment to sustainable design through alignment to LEED certification goals and other appropriate methodologies.
  - Understand site capacities and limitations and regulate use to avoid over-burdening resources.
  - Design a college-wide storm drainage and flood control plan and promote the use of water retention gardens and other natural means of conservation.
  - Create a standard waste management system that achieves 100% recycling, possibly through a central waste collection and sorting facility.
  - Clearly identify archeological, geological, topographic, and soil conditions.
  - Provide opportunities for outdoor teaching environments and student

gathering spaces, with an emphasis on creating points of student intersection and oases for student engagement.

- Provide access to power and Wi-Fi at exterior gathering locations.
- Provide a variety of space types and sizes conducive to student and employee needs.

o Develop a plan for grounds maintenance and operational support that coordinated with the approach for staffing

- **Land Planning – Goal 3:**
  Provide safe, visible, and clear ingress and egress to the campuses.

- **Land Planning – Goal 4:**
  Provide separate motorized vehicle, non-motorized vehicle (e.g., bicycles, skateboards, etc.), and pedestrian circulation that is clear, intuitive, accessible, and safe.
  o Provide equal access to all campuses by using Universal Design.
    - Rather than designing facilities for the average user, facilities should be designed for people with a broad range of abilities, ages, reading levels, learning styles, languages, cultures, and other characteristics.
  o Provide way-finding and signage to create clear direction at both campus and facility levels.
  o Improve main entries and exits to all campuses to increase safety, minimize traffic, and provide a welcoming experience.
  o Create paving and pathways to make pedestrian circulation primary, with motorized vehicle and non-motorized vehicle (e.g., bicycles, skateboards, etc.) circulation as secondary circulation paths.
  o Develop a coordinated plan with regulatory agencies for off-site improvements to traffic signals, bike lanes, and pedestrian circulation leading to campuses.

- **Land Planning – Goal 5:**
  Reduce peak demand for parking through effective alternative transportation and strategic course scheduling.
  o Reduce parking demand by extending class scheduling, shifting program locations, and offering virtual and mobile services to reduce students' needs to travel for educational and support services.
  o Increase parking opportunities in low impact areas.
  o Provide appropriate and secure bicycle parking.
  o Provide a college-wide shuttle system to all campuses to decrease traffic in surrounding areas.
  o Promote the use of electric automobiles by increasing the number of campus charging stations.
  o Increase and improve bicycle lanes to and through campus.

- **Land Planning – Goal 6:**
  Ensure that all campuses are safe and secure.

- o Provide security on all campuses during use hours.
- o Provide emergency services after hours.
- o Develop college-wide policies, procedures, and protocol for security staff that align to expectations and availability of resources on a 24/7 basis.
- o Designate clear locations for security services and staff at each of the campuses to improve service access and better enable people to report a problem or seek help.
- o Develop lighting standards that provide appropriate pathway lighting while remaining sensitive to light pollution and neighboring views.
- o Develop mitigation measures for addressing security issues associated with the homeless population.
- o Remove trash and graffiti from campuses to maintain clean and safe environments.

- **Land Planning – Goal 7:**
  Develop a strategy for modernizing, centralizing, and maintaining campus utilities.
  - o Create a utility map.

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

- **Land Planning – Goal 9:**
  Develop a strategy for housing SBCC students.
  - o Be a part of the solution for providing student housing.

Core Services

To achieve equitable student services across all three campuses, it is important to establish a baseline of services that will be provided – no matter where a student is located. Services may be delivered on location, virtually, or as a mobile service between campuses. Core Services are services that are:

- Available at all campuses, at an appropriate scale and capacity;
- Clustered together at each campus for ease of access and use; and
- Adjacent to Administrative Services at Wake and Schott.

Other services or programs not identified as Core Services are not required to be offered at all campuses.

The following outlines the two facets to Core Services: Core Students Services and Core Campus Services.

<u>Core Student Services</u>

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

<u>Core Campus Services</u>

- Campus Store
- Fiscal Services
- Food Services
- Grounds, Maintenance, and Custodial
- Human Resources
- Information Technology
- Parking and Transportation
- Purchasing and Warehouse
- Scheduling
- Security

7 Refined Concepts

Through the refinement process, additional direction around the Vision Statement, Service and Operational Model, and Emerging Concepts often had a significant impact on concepts of how programs and services were delivered and organized. These concepts are outlined below.

One College, Three Campuses

Established during Step 1, the project vision statement outlined the goals and purpose of the project:

"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."

The concept of "one college across three campuses" increased in relevance as separate programs sought to understand their place within and their contribution to PLLUMP's singular facility plan, spread across multiple locations.

While each campus might support a select group of students with distinct goals and needs, all three locations will contribute to SBCC's mission to provide "a diverse learning environment that inspires curiosity and discovery… and fosters opportunity for all." Not every campus need be identical in appearance, services, or programs, but each should play its individual part in contributing to this holistic, overarching mission.

Departmental Organization

The academic department or program constitutes the foundation on which the higher education model is built. Faculty are organized by and appointed to departments in order to ensure the breadth and depth of academic skills needed to offer high quality degree and certificate programs. However, successful departments and academic disciplines do not exist in isolation. They are enlivened by being part of a college and the intellectual exchanges that occur within and across campuses.

Academic excellence, innovation, and advancement are promoted on campuses that recognize and support both departmental strengths and interdepartmental affinities within their campus plans. The goal of the PLLUMP is to provide a campus-wide organizational framework to support strong departments and effective interdepartmental interactions. Within that framework, detailed, department-specific program locations will be refined in subsequent steps.

Student Success Programming

SBCC consistently strives to support the academic and personal success of each of its students through "programs, services, courses, and resources" (*Student Success*, Published 2015, Web, Accessed May 2015, www.sbcc.edu/success/). The current student support network is well established and thorough, but also decentralized and difficult to navigate. "Student Success" was regarded as a singular system within PLLUMP in acknowledgement of the interdependence of these services from the perspective of their users.

Within the PLLUMP planning effort, the concept of "Student Success" encompasses the services, programs, and areas which support students outside of instructional time. The following areas provide distinct types of support within the PLLUMP Student Success Model, but together should form a holistic "Student Success" network:

- Learning Commons
- Student Services Center
- Specialized Programs
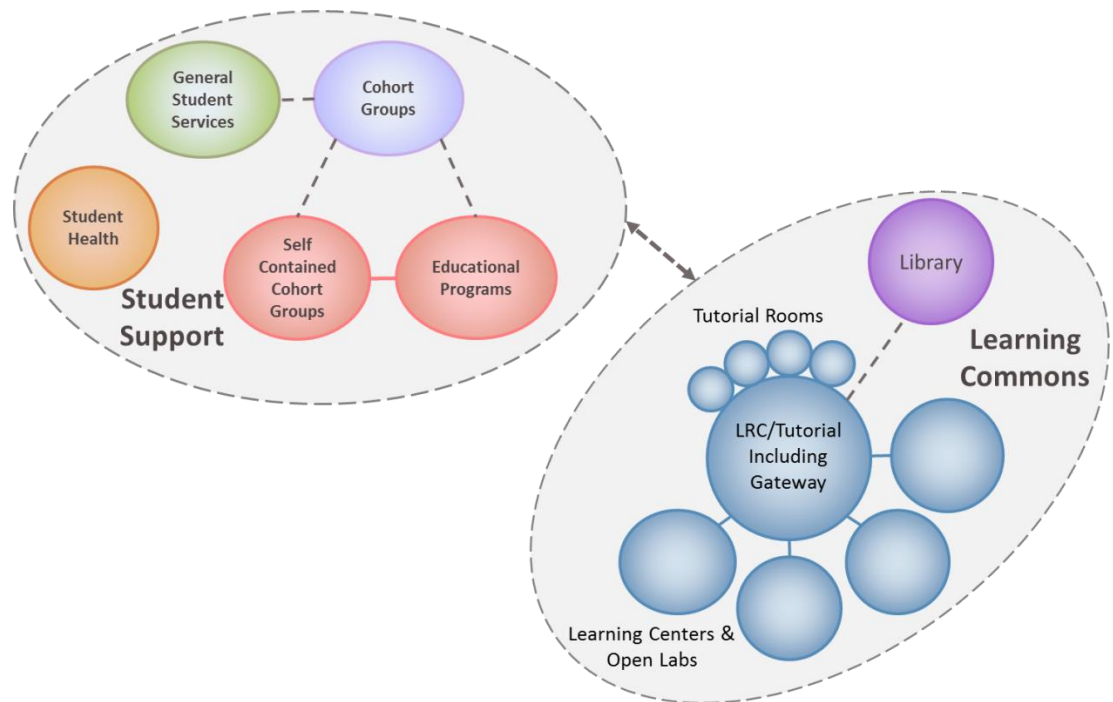
PLLUMP Student Success Model, as developed with the Core Team

8 Facility Reuse

Site Criteria Through the Discovery Step dialogues, site criteria guidelines were developed to promote better use of land and natural resources on each campus and across the campuses. These considerations should be used in conjunction with the SBCC Long Range Development Plan and SBCC District Sustainability Plan when implementing the PLLUMP. The site criteria guidelines are:

<u>Land Use</u>
- Appropriate Use:
    - Educational themes as a basis for organization
    - Level of demand based on program projections
    - Potential for reuse
- Capacity:
    - Square footage
    - Parking
    - Alternative Uses
- Sustainability and C3 Requirements
- Adjacent Property Zoning:
    - Setbacks
    - Height limits

<u>Natural Resources Management</u>
- Energy Use Reduction and Renewable Energy:
    - Plan for facilities to be energy efficient
    - Plan for 40% + renewable resources, move to Net Zero energy consumption
- Water Management and Use Reduction:
    - Rain water on-site collection and infiltration
    - Native and low irrigation planting
- Green House Gas Reduction:
    - 30% open space, of which 25% is vegetated
    - Reduce heat island effect (vegetation and shade, etc.)
    - Walkable site promoting non-motorized vehicles
    - Increase in public transportation

Main Campus

The Main Campus is located on 74 acres in a coastal zone, surrounded mainly by Residential, Hotel, and Multiple Residential zoning areas as well as Parks and Recreational zoning areas. The campus is densely built with pockets of open space, and its west and east portions are connected by a bridge.

Main Campus Adjacent Zoning

Wake Campus

The Wake Campus is built on 9.6 acres and is surrounded mainly by residential and some commercial property, approximately .25 miles from the Highway 101/Highway 1 access road. Buildings occupy approximately 20% of the site, while 47% of the site is occupied by parking and circulation. Currently, only 33% of Wake Campus land is open space.

Wake Campus Adjacent Zoning

Schott Campus

Built on 3.2 acres, the Schott Campus is surrounded by Hotel and Multiple Residential zoning areas as well as medical office and hospital facilities. Buildings occupy approximately 26% of the site, while more than 54% is occupied by surface parking and circulation. Only about 20% of the Schott Campus land is open space.
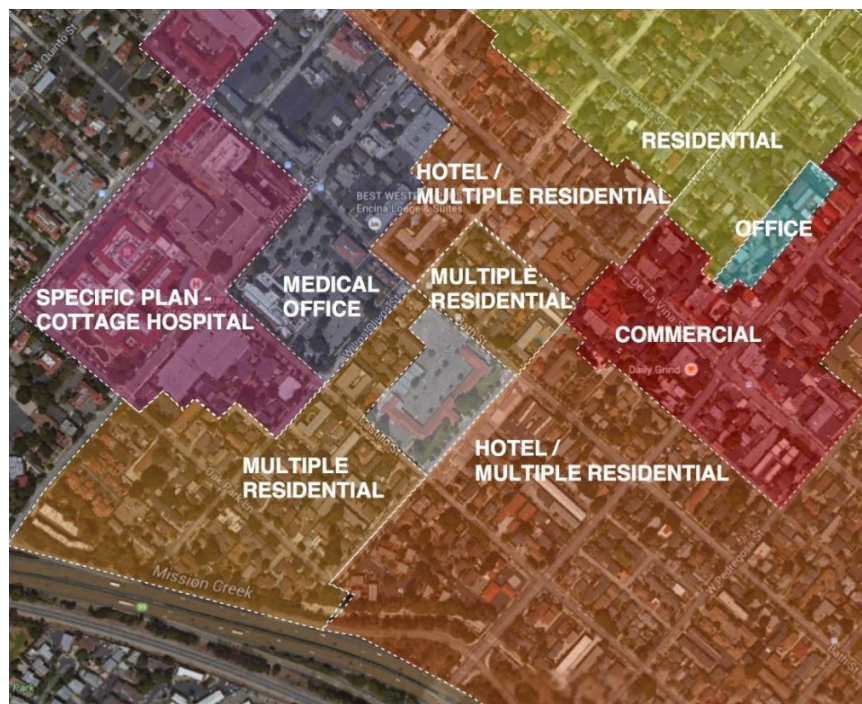
Schott Campus: Adjacent Zoning

Reuse Assessment and Development Capacity

Prior to the PLLUMP's initiation, SBCC conducted an internal evaluation of existing facilities to assess their age and current condition, ability to support contemporary academic programs, capacity to be renovated to better support academic programs, and the appropriateness of their use of campus land. Since the facilities on each campus have evolved independently over time, it is not surprising that each campus presents different options for facility reuse. Though a complete facility assessment was not conducted as a part of the PLLUMP, ABA conducted a preliminary review of each campus and its condition and agreed with SBCC's conclusions.

This information along with current capital plans, Land Planning Goals, and Site Criteria Guidelines were evaluated to determine the capacity for new development on each campus. Particular focus was given to the size, geography, and location of each distinct campus. Following this evaluation, estimates of development capacity for each campus was determined to serve as evaluation benchmarks for the next steps of scenario exploration *(see Section 11 Scenario Studies)*.

Introduction to Grossing

Net Square Feet (NSF) is the area required for the various needs described in the program document. It refers to the interior space of a room and is measured from the interior-face-of-wall to interior-face-of-wall. If the interior dimensions of a room are 10 feet by 10 feet, then the net square footage is 100, commonly expressed as "100 NSF."

Gross Square Footage (GSF) is the area required for the needs described in a building's program document, as well as wall thicknesses, circulation space, restrooms, mechanical shafts, and other building support spaces. A grossing factor is multiplied by the NSF to calculate GSF.

In campus planning, NSF is used to plan and manage individual program spaces and GSF is used to plan and manage campus buildings.

Grossing factors that account for building infrastructure, support, and circulation vary depending on building type and are affected by the building design. Academic spaces tend to have grossing factors in the range of 1.40 to 1.60; however, in the case of renovation, programming located to fit into existing space may be less efficient than programming planned into a new building space. For this development capacity study, grossing has been approximated based on existing utilization and proposed development. In Step 3 of the PLLUMP, appropriate grossing factors will be applied to the program after spaces have been assigned to specific buildings, either new or renovated.

For more information on grossing factors best practices, refer to Appendix 2.

Main Campus

The Main Campus contains a number of facilities of varying ages and conditions. SBCC's assessment of facility conditions resulted in a variety of resolutions, varying from "no changes needed" to a need for demolition and replacement. These findings are outlined below.

Note: the college is responding to a Notice of Violation from the California Coastal Commission regarding violations caused by a lack of due diligence. Some of the resolutions underway include the removal of temporary facilities constructed without approval and deemed unsafe during a recent structural assessment, as well as the re-approval of a new East Campus Classroom and Office Building to replace the above temporary structures.

LEGEND
- New/Replacement
- Demolition/Removal
- Modernization/Renovation
- No Changes
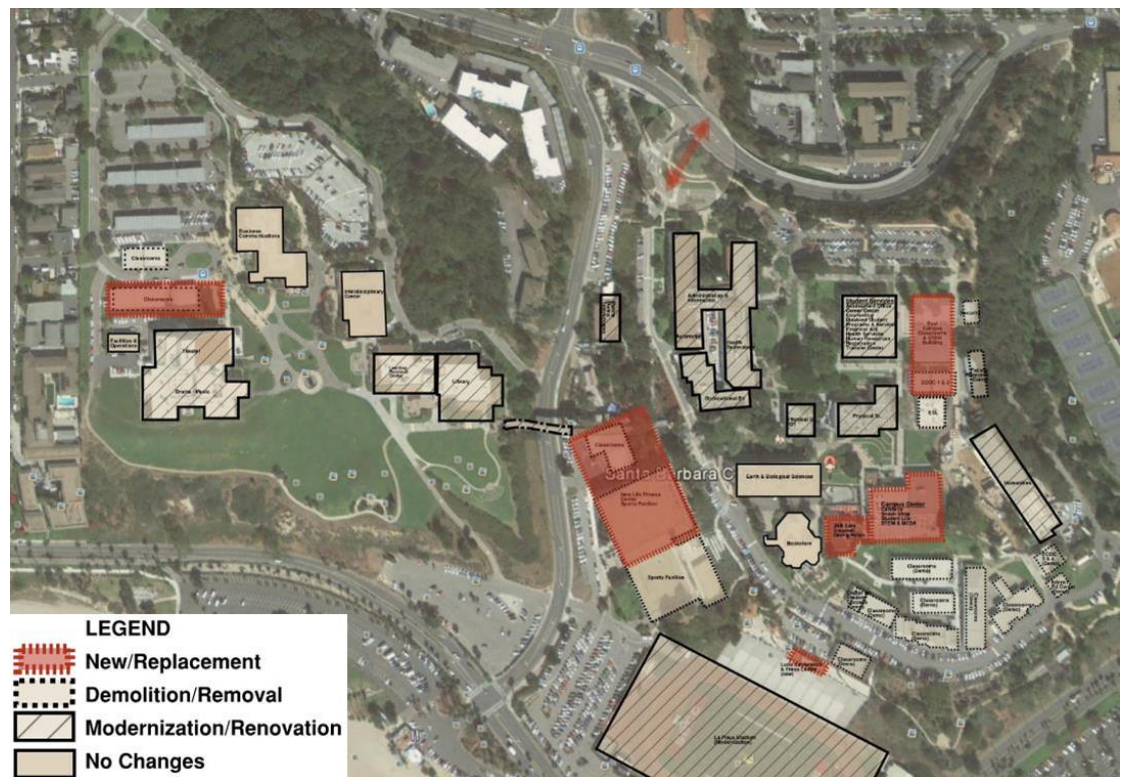
Main Campus Reuse Assessment

With the completion of the currently planned modular replacement projects, the Main Campus *(as addressed by the Program, Location, and Land Use Master Plan, refer to Section 5 Project Framework and Goals)* will have approximately 270,000 net square feet space available. Any future facilities plans for the Main Campus are assumed to be renovation, adaptive reuse, and/or replacement initiatives.

Wake Campus

In its assessment, the college determined the Wake Campus to be in poor condition and at the end of its usable lifespan. Reconstruction of the campus is necessary since neither renovation nor expansion are appropriate for the facilities due to their deteriorating conditions. The existing facilities were constructed using materials now regarded as dangerous to personal health (though previously accepted in standard construction methodology), and their current state poses a potential health hazard to facility users. While renovation could be considered to remove these materials, due to the age of the facility and its failure to meet current building codes it would likely not result in a cost savings as compared to new construction. New construction would better support SBCC's students with design tailored to their educational needs. Additionally, improved land planning would reduce the heat island effect and create more open space that could be used by the community.

Wake Campus Reuse Assessment

The Wake campus currently does not use land for the greatest potential of educational opportunities or efficient use of space. Nearly half of the land is used for on grade parking; there are no measures for water retention and management. There is limited open space for the community to use. The majority of the site is currently used as a parking lot creating a heat island effect. Considering the Guiding Principles and best practices in land planning, Wake would be better served with increased open space, connected to all buildings. The current site uses approximately 20% of the land for buildings. By maintaining this percentage and assuming a two story facility, the campus can increase space for community educational opportunities to approximately 87,000 net square feet while maintain the 20% ratio. This potential additional space will provide an opportunity to appropriately meet the needs of the current student enrollment.

Schott Campus

The college's assessment of the Schott campus determined that the historically significant building on campus is highly valued by the college and the community and should be preserved and upgraded to best meet the needs of the students. Modernizing the historic building would bring it up to building code while improving the interior aesthetics of the aging facility. An expansion would provide permanent facilities to replace existing temporary facilities on the site, allowing for their removal.

In their assessment, ABA additionally noted there is also an opportunity to increase the open space on this campus to reduce the heat island effect, implement water retention, and make the campus more environmentally sustainable.
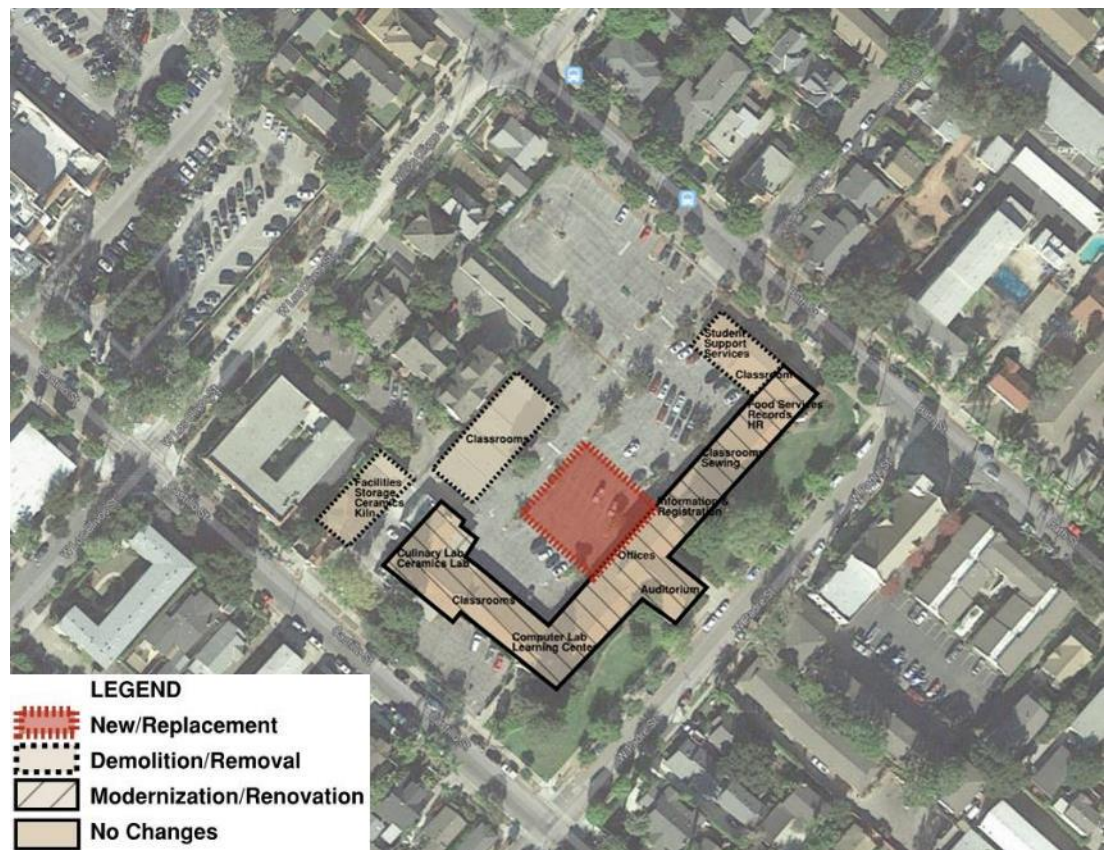
Schott Campus Reuse Assessment

The Schott Campus currently has various temporary structures that are planned for removal. Assuming the replacement of these temporary building areas with a 2 story addition and a reconfiguration of parking, the site would have the capacity of approximately 29,000 net square feet of facilities. This is in alignment with a previous study of this campus. This additional space will also provide an opportunity to appropriately meet the needs of the current student enrollment and enable the more effective and efficient utilization of space.

Development
Capacities
Summary

The table below illustrates the resulting development capacities for the college across its three campuses. The existing square footage indicates the existing net square footage of each campus's facilities, as reported by the college. Development capacity indicates hypothetical campus net square footages, considering the modification opportunities outlined above for each campus. This potential additional space could provide the opportunity to appropriately meet the needs of the current student enrollment and enable the more effective and efficient utilization of space.

	Main Campus*	Wake Campus	Schott Campus	Total
Existing Net Square Footage	246,771	43,518	22,738	313,027
Change in Square Footage	22,199	43,518	6,295	72,012
Development Capacity (Hypothetical Campus Net Square Footage)	268,970	87,036	29,033	385,039

Main Campus refers to the portions of campus affected by PLLUMP. Refer to Section 5 Project Framework and Goals.

9 Introduction to Programming

Program Framework

In the design and construction industry, "programming" is defined as the research and decision-making process that identifies the space needs of a project. Two separate programs were developed to support PLLUMP, as defined below:
1. SBCC PLLUMP – Existing Program
2. SBCC PLLUMP – Proposed Program

The Existing Program provides a comprehensive record of all SBCC spaces within the PLLUMP Program Framework *(as outlined in Section 5 Project Framework and Goals)*, based on FUSION (Facilities Utilization, Space Inventory Options Net), a database of California Community College facilities that tracks the condition assessments and develops cost modeling for maintenance projects (*Facilities Research (FUSION)*. Foundation for Community Colleges. Web. Accessed April, 2015. https://foundationccc.org/WhatWeDo/SystemSupportandServices/FacilitiesResearch(FUSION).aspx). The Existing Program was refined to reflect the PLLUMP scope of facilities as well as immediate future changes in facility utilization, such as the removal of specific portables and construction of the West Campus Classroom Building.

The Proposed Program outlines the space needs of services and educational programs included within the PLLUMP Program Framework. This description of space needs was developed by taking into consideration existing space usage, existing space needs, and future space needs. The Proposed Program outlines qualitative space type and infrastructure needs and the quantitative size of spaces, number of spaces, and number of seats or stations.

The Existing Program serves as a baseline of existing facilities within the PLLUMP Program Framework, indicated by room type and location. This record is useful for identifying some operational needs, but is not sufficient for addressing emerging models for program delivery. In contrast, the Proposed Program is a baseline that fully quantifies SBCC program needs within the PLLUMP Program Framework. This describes the known needs of the included programs and any foreseeable changes in needs, applying space standards where applicable.

Together, the Existing Program and Proposed Program form the basis for the PLLUMP Step 3. The Existing Program outlines *where* program elements can go, while the Proposed Program outlines *what* needs to be accounted for in the Master Plan.
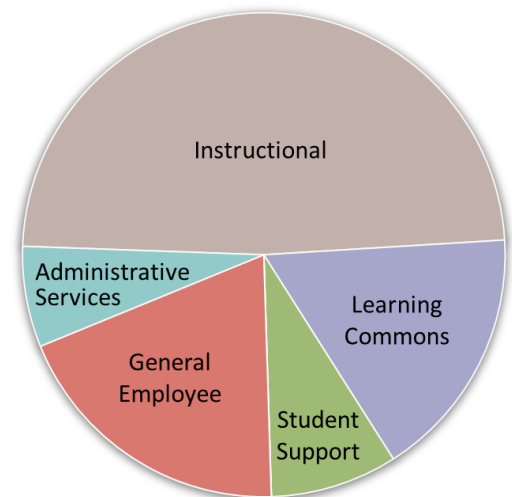
Proposed Program Component Overview

Within the Proposed Program, different space components were grouped under five primary areas, as shown below. Instructional, Learning Commons, and Student Support programming are directly related to Student Success, while General Employeee and Administrative Services are primarily associated with administation and operations.

It is important to note that Step 2 identifies space needs through net square footage only *(see Section 8 Facility Reuse – Introduction to Grossing).* The spaces listed are still conceptual and have not been assigned to specific buildings, and given the combination of existing and new spaces that will be analyzed in Step 3, grossing has not been factored into the program area totals for Step 2.

Overview of Proposed Program
- Instructional
  - Transfer and Degree
  - Career and Technical Education
  - Center for Lifelong Learning
  - Noncredit
- Learning Commons
  - Tutorial/Open Labs
  - Learning Centers
  - Library
  - Workspace
- Student Support
  - General Dependent
  - General Independent
  - Cohort Dependent
  - Cohort Independent
  - Core Service Hubs
- General Employee
  - Classified Workspace
  - Faculty Workspace
  - Support
  - Conference
- Administrative Services
  - Workspace
  - Support

10   Program Components

During the Proposed Program development phase, the PLLUMP Emerging Master Plan Guiding Concepts were applied to all areas of the facilities program, and unique considerations and organizing principles were applied to each program area.

Instructional Area

Organizing principles:
- All required instructional spaces should be collocated for each program. This includes:
  - Instructional classrooms
  - Instructional labs
- Department locations should promote cross-disciplinary relationships
  - Balance cross-fertilization and efficiency of student movement

Classroom Assumptions

Classroom counts were determined through analysis of four years of academic scheduling data. The space-time needs of SBCC courses were calculated with the following assumptions, as recommended by the Core Team:
- Hours of Operation:
  - Monday through Thursday: 8:00 am - 9:30 pm
  - Friday: 8:00 am - 1:00 pm
- Efficiency:
  - Due to block scheduling, 85% is considered the maximum potential efficiency of facility scheduling.
  - An additional 15% factor was included for inefficiencies which might develop or change overtime. This might include accommodation for:
    - Scheduling of sequential or concurrent courses
    - Appropriateness of classroom size and set-up
    - Constraints of student preference
    - Constraints of faculty availability
    - Class durations not aligned to block scheduling
  - Therefore, an overall efficiency of 72% (85% x 85%) was the final factor applied to scheduling to calculate classroom demand.

While classes are scheduled throughout the day and evening, the majority of classes are held Monday through Thursday 8:00 am - 6:00 pm. By changing this typical use period from 40 hours per week to 59 hours per week, the college is able to decrease its peak need and improve campus utilization and efficiency.

Efficiency of use was also considered in determining the total space-time demand for classrooms. For operational time demands such as block schedule passing periods and fitting classes with irregular durations into regular duration based block scheduling, a 15% inefficiency factor was applied. As outlined above, the total combined efficiency factor of 72% and the proposed new typical use period were used to determine the number of classrooms needed with irregular durations into regular duration based block scheduling.

Lab Assumptions

Lab counts were calculated independently of classroom needs. The term "lab" was used to encompass computer labs and specialized labs such as those for arts, construction, or nursing. After consultation with faculty, scheduling staff, and academic technology support staff, it became clear that labs are generally highly used, but their use is not readily traceable. Due to their specialized nature, labs often perform double- or triple-duty as spaces for instruction, study with instructional support, and study without instructional support. Scheduling alone could not determine an accurate level of use, so it was difficult to determine whether an increase or decrease in lab counts is needed. For these reasons, it was determined that labs should be maintained at their existing size and count for the purposes of the PLLUMP program.

The following chart outlines the total square footage required for instructional program areas, by the categories of lab and classroom.

Program Summary

Proposed Instructional Square Footage Details:

Program Area	Classroom – Instructional	Classroom – Support	Lab – Instructional	Lab – Support	TOTALS
Transfer & Degree	59,600	1,192	12,770	1,277	74,839
Career & Technical Education	15,400	308	30,108	4,871	50,687
Center for Lifelong Learning	10,441	1,045	15,180	2,055	28,721
Noncredit	9,200	184	4,674	467	14,525
TOTALS	94,641	2,729	62,732	8,670	168,772

Learning Commons

Organizing principles:

- The Learning Commons is conceptualized as a physical area composed of adjacent categories of spaces offering distinct types of student support, including:
    - Tutorial/open labs
    - Learning Centers
    - Library
    - Workspace
- The Learning Commons can provide a variety of quiet and active spaces, which is integral to addressing the varied demands of students for collaborative and study environments.
    - The categorization of spaces as quiet or active was not addressed during Step 2, but should be considered during Step 3.

Additionally, it should be recognized that the Learning Commons is based on existing square footages that have not been modified, with the exception of additional library square footage previously identified as an existing need.

Tutorial/ Open Labs

Tutorial/open labs provide space for students to meet with tutors. These spaces are generic in set-up and not tailored to any specific departments or divisions. Instead, a centralized approach gathers resources needed by all students into a single area for convenience and accessibility.

Learning Centers

Learning Centers provide a variety of department-focused study space including computer labs with hardware and software appropriate to each. These labs are intended for student study or tutorial outside of instructional time. The Learning Center concept would be staffed to support students at each Learning Center location.

Library

During the development of Step 2, current space allocations for the library were maintained and an expansion was added. Detailed assessment and reprogramming of the library should occur in Step 3.

Workspace

Workspaces specific to the Learning Commons operations should be collocated in or adjacent to the programs they support.

Program Summary

Learning Commons	Total
Tutorial / Open Labs	6,838
Learning Center	7,416
Library	44,066
Workspace	390
TOTALS	58,710

Student Support

Organizing principles:

- Student services should be collocated
- Maximize use of a one-stop shop, concierge approach
- Provide access to student services at all campuses

Organizational Diagram

While programming spaces necessary for student support, it became clear that establishing one singular, centralized hub location may not be feasible and a more detailed adjacency model was needed. While some key adjacencies were identified and considered in programming research (see Appendix 3) they did not fully reflect all the priorities for adjacency nor the specific user groups and operational needs of each service. A new model for organization was developed to reflect the unique characteristics of each student service and identify the priorities for adjacencies.

Each student support service can address either the general student body or specific cohort groups, and can either gain operational efficiency through collocation with other services or gain little operational benefit from collocation. These two types of characteristics form the below matrix.
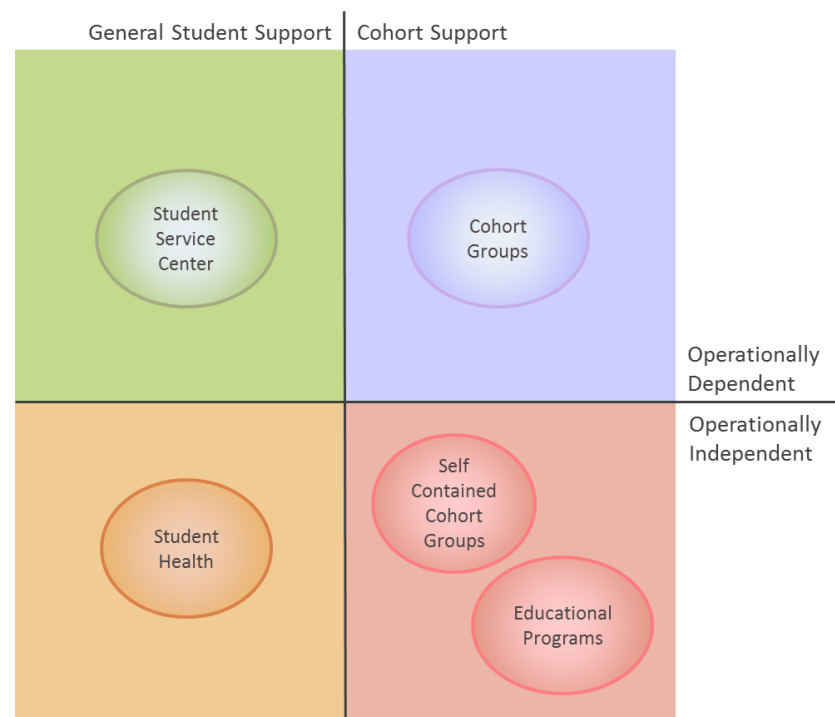
Student Service Organizational Diagram

For example, the Student Help Desk provides support to the general student population and its operational efficiency is enhanced by its collocation with the Admissions, Records, & Registration due to the high level of student referral between the two services, in addition to their similar resource needs. In contast, the Honors Program supports only a cohort of students and can function on its own.

SBCC student support services were categorized in the following manner:

	General Student Support	Cohort Support	
	• Academic Counseling • Admissions, Records, & Registration • Assessment Center • Career Center • Enrollment Services • Financial Aid • Student Help Desk • Student Services Kiosk • Transfer Center	• iPath • STEM • MESA • Express to Success/ESP/CASA	Operationally Dependent

	• Student Health & Wellness	• DSPS
		• EOPS, CARE, Foster Youth,
		  CalWORKs
		• Veterans' Support
		• International Students Support
		  Program
		
		• Honors Program
		• Study Abroad
		
		• Middle College
		• Dual Enrollment
			Operationally
			Independent

Delivery Model | From this categorical understanding of services, clear guiding concepts were identified to address the needs and operational efficiencies of the student service categories:

- Operationally dependent services:
  - Gain *efficiency* and *effectiveness* through collocation with dependent services
- Operationally independent services:
  - Do not gain *effectiveness* through collocation with other services
  - Gain *efficiency* through collocation within other independent services
  - Gain further *efficiency* through collocation within dependent services

While some services could stand alone, a singular Student Support Hub would be the most *efficient* means of service location and delivery. However, if a Student Support Hub were limited spatially and could not accommodate all student services in one location, adjacency priorities could be established based on the guiding concepts on the organizational diagram. These priorities are outlined below:
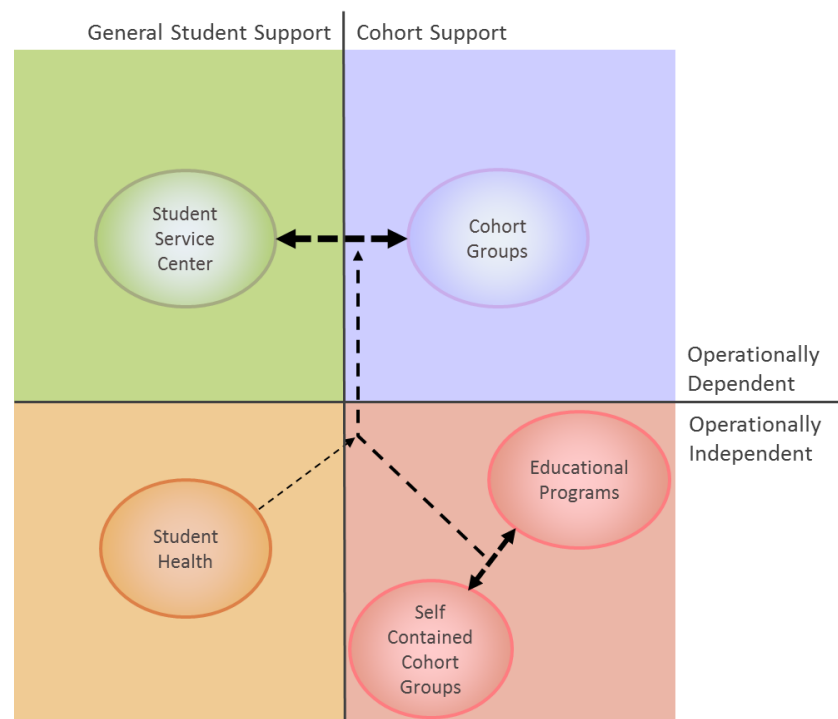
1. Collocate operationally dependent services.
2. Collocate cohort-independent services (Self Contained Cohort Groups and Educational Programs) together.
3. Collocate operationally dependent and cohort-independent services.
4. Collocate general-independent services with all other services.

The Student Support Hub concept outlined above addresses the opportunities at the Main Campus, but does not address the need for Core Services at the Wake and Schott campuses. To address these needs, Core Service Hubs were programmed independently from the Main Student Support Hub concept. These Core Service Hubs include access to:

- Human Resources
- Security
- Shared offices
- Drop-in workspaces
- Conference space

- Shared storage
- Student lounge
- Food services (physical space at Wake Campus; mobile service at Schott Campus)

Program Summary

Student Support Area	Total
General-Dependent (Student Service Center)	18,370
General-Independent (Student Health)	3,156
Cohort-Dependent (Cohort Groups)	848
Cohort-Independent (Self Contained Cohort Groups and Educational Programs	6,920
Core Service Hubs	6,928
TOTALS	36,222

Administrative Services

Organizational principles:
- Centralize receiving and distribution
- Minimize large truck deliveries on the Main Campus:
  - Provide loading dock for semi-trucks
  - Provide warehouse for long term storage

Warehouse & Loading Dock

Discussions with employees across the college illuminated a need for conscious planning of deliveries and vehicular circulation across campuses.

Business Services collectively articulated an approach for centralization of receiving and distribution that addressed these concerns and could be adopted over time. Centralization could encompass the following administrative services:
- Central Receiving loading dock
  - Serves custodial and facilities
- Large warehouse
  - 10,000 square foot facility to accommodate Central Receiving
- Small warehouse
  - Serves Main Campus
- Warehouse Workstations
  - Inventory control technician
  - Assistants
  - Student workers
  - Purchasing
  - Purchasing coordinator

Other Administrative Service elements that do not benefit from a consolidated locations would remain decentralized. This includes spaces such as custodial storage, theater storage, mail sorting, Campus Center loading dock (programmed into Campus Center replacement, already in concurrent development), and bookstore warehouse and loading dock (undergoing concurrent Bookstore Feasibility Study separate from the PLLUMP).

Program Summary

Administrative Services Area	Total
Workspace	1,080
Support	21,666
TOTALS	22,746

General Employee Area

Organizational principles:
- Develop and utilize a standard for employee support and amenities
  - Ensure adequate conferencing space and break rooms
- Develop and utilize a standard for faculty offices
- Centralize Administration at each campus
- Right-size Administration for each campus and its users' needs
- Include space for faculty to gather at Schott and Wake

Conferencing

During the Discovery phase, user groups repeatedly voiced a desire for more conferencing spaces and a standardized conferencing approach. The current lack of conferencing space limits the ability to collaborate. Conference rooms need to be accessible and distributed across all work spaces.

Through employee discussion and review, two standards were set for determining conferencing needs: one conference room per 20 classified employees and one conference room per 50 faculty. The decision to calculate needs differently for classified employees and faculty employees stemmed from a consideration of job roles and responsibilities. Faculty have a higher demand for meetings with individual students, which can often be more effectively and comfortably accommodated within private offices rather than relying on an outside conferencing space. Given these considerations, 31 conference rooms were programmed – more than doubling the quantity of existing meeting spaces.

Within this proposed count, room sizes were also considered. Conference rooms should generally be sized to fit 4-6 people comfortably, with every fifth conference room designed to fit 8-12 people. An additional large conference room for up to 30 people was also added to the program to address an existing and unmet need. To support conferencing for groups of 30 people or more, it was recommended that select classrooms be identified for this purpose and outfitted with appropriate technology to fit this need. Such technology might include videoconferencing capability and corresponding audio support.
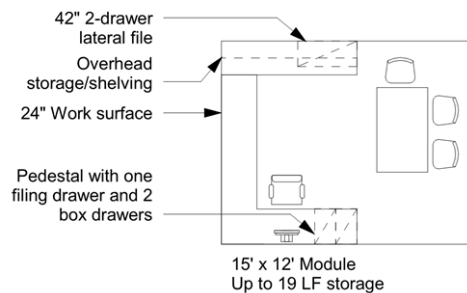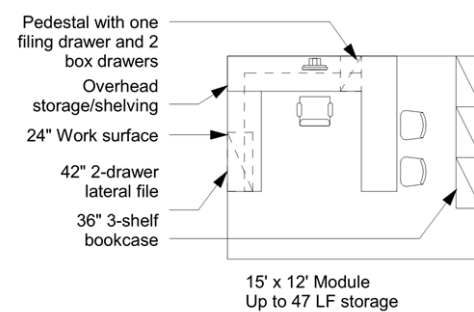
Support Spaces

A standardized approach was also developed for break rooms and copy space. Similar to conferencing, there was a desire for these to be distributed across all work spaces. One copy room and one break room should be allocated per every 50 employee workstations. A minimum of one set of copy and break rooms should be provided in each building containing workspaces, even if the minimum target of 50 employees is not met within a building.
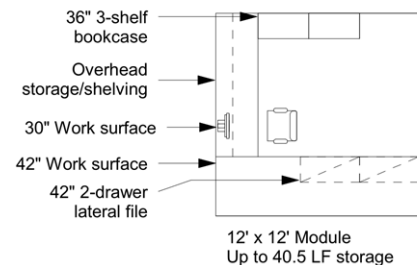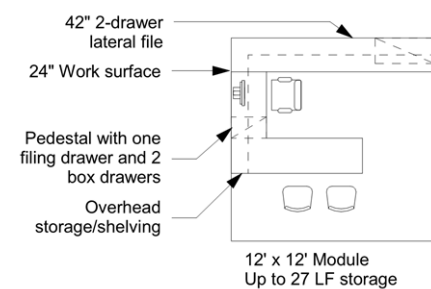
Classified Workspace

Discovery also uncovered a need for standardized workspaces. From these discussions, a range of work modes were developed to assist in the standardization of workspace sizing. Work modes were individually assigned to each position, taking into consideration the employee position and duties, including needs for confidentiality and conferencing.

The work modes illustrated below identify what might be found in each space. These are meant only as a representation of how a space could be configured and do not indicate what must be provided in each workspace. For recommended furniture and finishes, SBCC's furniture standards, pending at the time of this report, should be referenced. For work mode assignments, see Appendix 1.
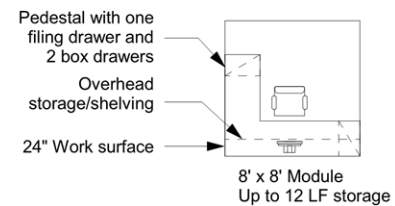
180 Square Foot Work Mode   *144 Square Foot Work Mode*

36" 3-shelf bookcase
24" Work surface
Overhead storage/shelving
Pedestal with one filing drawer and 2 box drawers

9' x 10' Module
Up to 29 LF storage

Pedestal with one filing drawer and 2 box drawers
42" 2-drawer lateral file
Overhead storage/shelving
24" Work surface

8' x 10' Module
Up to 26 LF storage

42" 2-drawer lateral file
24" Work surface
Overhead storage/shelving
Pedestal with one filing drawer and 2 box drawers

9' x 10' Module
Up to 25 LF storage

90 Square Foot Work Mode

36" Shared work surface
Overhead storage/shelving
Pedestal with one filing drawer and 2 box drawers
42" 2-drawer lateral file
24" Work surface

16' x 16' Module (4 Workstations)
Up to 17 LF storage

Pedestal with one filing drawer and 2 box drawers
Overhead storage/shelving
24" Work surface

8' x 8' Module
Up to 12 LF storage

64 Square Foot Work Mode

42" 2-drawer lateral file
Overhead storage/shelving
24" Work surface

8' x 6' Module
Up to 13 LF storage

Pedestal with one filing drawer and 2 box drawers
Overhead storage/shelving
24" Work surface

8' x 6' Module
Up to 8 LF storage

48 Square Foot Work Mode

Faculty Workspace

Similar to classified workspace, a concern was expressed during Discovery that faculty workspaces needed to be standardized.

The Core Team and CPC+ approved an approach of one dedicated office per full-time faculty member. Faculty offices would all be 90 square feet work mode and intradepartmentally collocated. A new conceptual hub layout approach was developed, diagrammatically illustrated below. Such a layout promotes collaboration and provides adjacent meeting space for faculty to meet with students, or for students to meet with students.
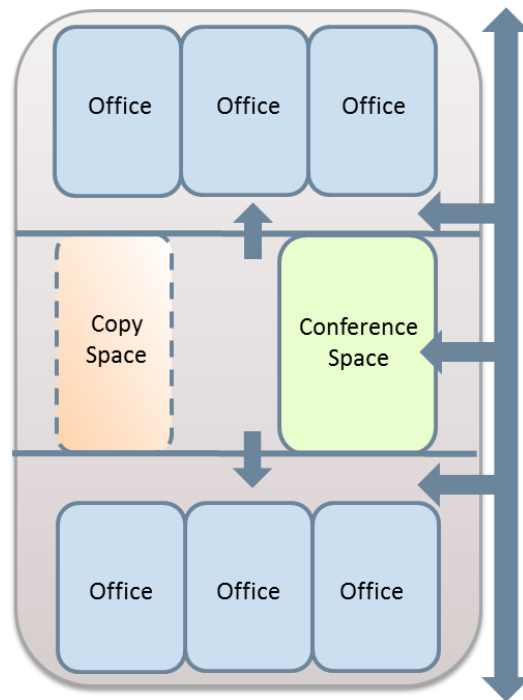
Fulltime Faculty Office Hub Concept

Meeting Room Concept

Private Office Concept

For adjunct and noncredit faculty, a shared, "hoteling" approach to offices was defined. Workstation hubs would bring together department employees and provide lockers, meeting rooms, and workstations.
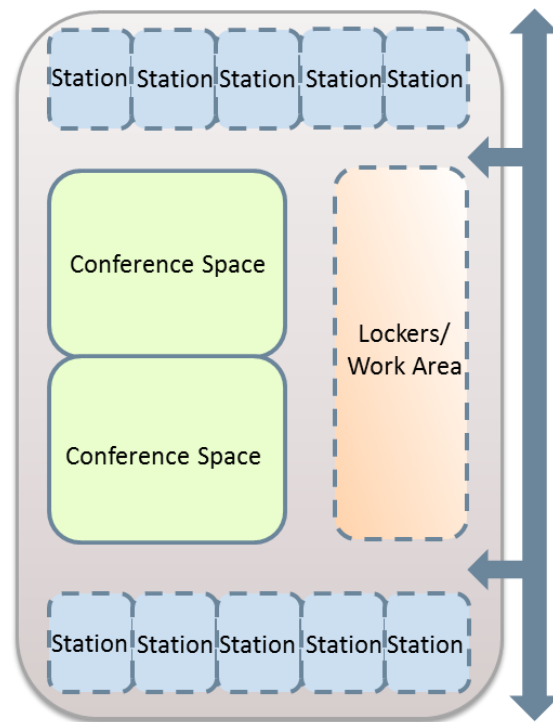
Adjunct and Noncredit Faculty Workstation Hub Concept

Meeting Room Concept
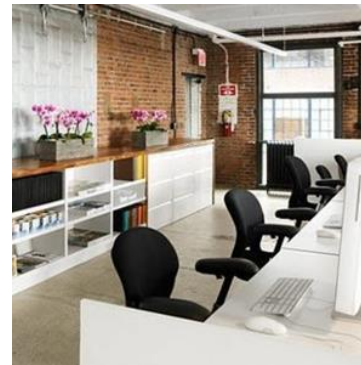
Hoteling Workstation Concept

Program Summary

General Employee Area	Total
Classified Workspace	25,782
Faculty Workspace	24,730
Support	7,048
Conference	4,400
TOTALS	62,560

Comparative Analysis of Proposed and Existing

As noted earlier, this study's focus is to shift/re-allocate existing program spaces to improve the educational experience for all students. The PLLUMP is **not** about enrollment growth; rather, it is about improved organization and planning associated with facilities improvements. Seemingly contrary to a no-enrollment growth approach, the existing and proposed program identifies spatial growth to accommodate existing unmet needs and future changes to service delivery as previously outlined in Section 9 Introduction to Programming.

Program Components	Existing NSF	Proposed NSF	Change
Instructional - Classrooms	85,989	94,641	8,652
Instructional - Labs	58,462	62,732	4,270
Instruction - Support		11,399	
Learning Commons		58,710	
Student Support	168,576	36,222	23,061
Administrative Services		22,746	
General Employee		62,560	
TOTAL	**313,027**	**349,010**	**35,983**

The Proposed Program developed to support the Master Plan describes the institution in terms of the key functions (identified as program components, above). However, the current FUSION space inventory system was not designed or maintained to report space data in this way. Given the number of PLLUMP space categories encompassed within each singular FUSION category, it is not possible to directly compare more detailed totals for existing space to each proposed space category within the program.

For example, one FUSION category which is uniquely distinguished is Office Service, defined as "a room that directly serves an office or group of offices as an extension of the activities in those rooms" (*Space Inventory Handbook*. Web, May 2015. http://extranet.cccco.edu/Portals/1/CFFP/Facilities/Reference_Materials/Policies/Space_Invntry_Hndbk_2007.pdf). For the interests of the PLLUMP, this category is quite broad since it encompasses Admissions vault rooms, Transfer Center computer stations, private restrooms in administrative offices, or internal corridors within any office suite. To the degree comparison is possible, subtotals have been outlined in the table above.

In aggregate, the 349,010 NSF proposed program is about 11% larger than the existing program. This is due to the program component growth outlined above and the specific development approaches outlined in Section 9 Introduction to Programming.

11 Scenario Studies

Introduction

To consider distinct criteria for ways in which Wake, Schott, and Main campuses might best achieve the vision and goals established for the PLLUMP, three scenarios were created. The purpose of the scenarios is to explore variations of programming groups and locations across the three campuses. The scenarios build upon the educational themes identified during Discovery and evolved through an extensive process of participatory governance involving stakeholders across the three campuses.
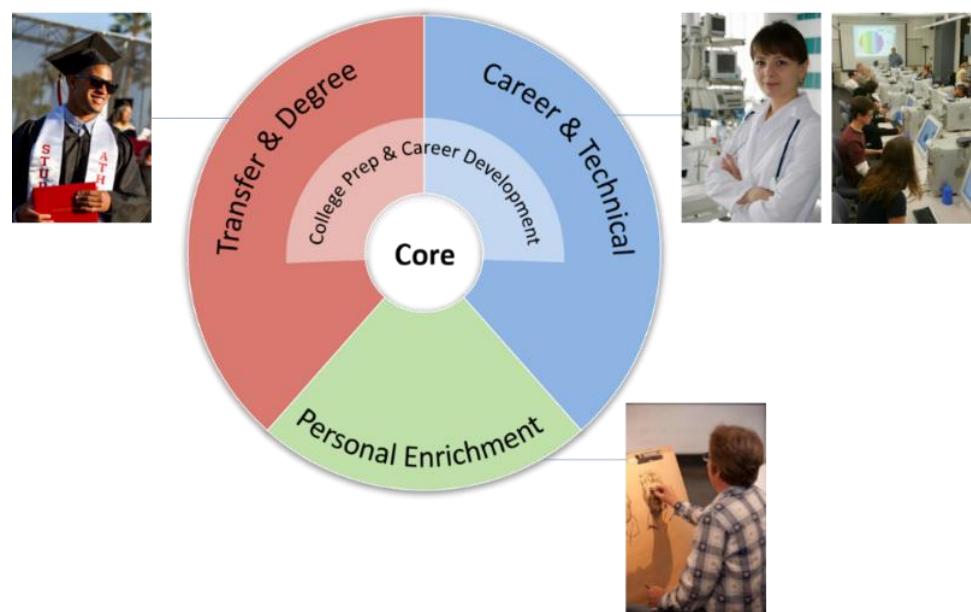
Service & Program Organizational Model, Developed during Phase 1

Each scenario represents a conceptual exploration of an approach for meeting student and employee needs, synthesizing the needs of each educational program as defined by the PLLUMP Proposed Program, and making the best use of each site. Opportunities and constraints were identified by exploring how programs might fit on the sites. At this stage, no single scenario was expected to yield a final solution from which the Master Plan would be created; instead, they were intended to facilitate learning by identifying opportunities for further development and refinement. The final Master Plan will evolve to reflect an entirely new approach, developed and refined from what was learned during each of these scenario explorations.

Scenario Development

With a goal of ensuring program contiguity, the initial scenarios were based on varied configurations at each site of the three key academic themes: Transfer and Degree, Career and Technical, and Personal Enrichment.

While defining these themes, academic programs were categorized into each thematic category. Career and Technical largely consisted of Career and Technical Education (CTE) programs. It also included some noncredit programs which were encompassed within the College Preparation and Career Development subset of both the Transfer and Degree and Career and Technical themes. The Personal Enrichment theme consisted of Center for Lifelong Learning (CLL) programs.

Due to its size, in all three scenarios the Transfer and Degree program was assumed to be based at the Main Campus. Scenario 1 prioritized the Schott Campus for CLL use and the Wake Campus for CTE, while Scenario 2 conversely prioritized the Schott Campus for CTE use and the Wake Campus for CLL. Scenario 3 looked at designating the Schott Campus as a predominantly administrative site.

These initial programming assumptions for the first three scenarios are summarized in the table below. These scenarios were reviewed and critiqued by college employees, and then brought forward to the community for similar review and critique.

	SCENARIO 1	SCENARIO 2	SCENARIO 3
Main Campus	• Transfer & Degree	• Transfer & Degree	• Transfer & Degree
Schott Campus	• CLL • Noncredit	• CTE - Health Technology / Nursing • Noncredit	• Noncredit • Administration (Non-instructional)
Wake Campus	• CTE (including Health Technology / Nursing) • Noncredit	• CLL • CTE • Noncredit	• CLL • CTE (including Health Technology / Nursing) • Noncredit

Community Outreach

Following initial development of the scenario criteria, SBCC held forums in the local community to collect input from students, adjacent neighbors, and stakeholders. Three community forums were held at Wake, Schott, and Main, where approximately 300 community members participated by providing input and feedback on each scenario. The purpose of the forums was to gain a shared understanding of PLLUMP process and goals, discuss land use practices, and gain input on community priorities.

Key Input

Community dialogue covered topics including site use, existing facilities, enrollment, adult education, sustainability, transportation, traffic safety, parking, housing, and funding. While many of these issues will be addressed in the Master Planning phase of PLLUMP, there were key discussion points that related to the scenarios being tested. The community emphasized their desire to explore the continued use of both the Wake and Schott locations for Personal Enrichment courses. SBCC considered this input and agreed that such an exploration should be considered as a fourth scenario.

Scenario Development

Based on input gathered from the community during these forums, Scenario 4 was developed to reflect a blending of programs, particularly across the Schott and Wake Campuses. This scenario tested the opportunities and constraints of siting Personal Enrichment and Career and Technical programs across both campuses.

	SCENARIO 4
Main Campus	• Transfer and Degree
Schott Campus	• CTE • CLL • Noncredit
Wake Campus	• CTE • CLL • Noncredit

Scenario Refinement

All four scenarios were tested based on the programmatic needs outlined through the scenario criteria. In addition to studying the instructional and administrative space required for each scenario, the explorations also took into consideration both the existing facility capacities and the hypothetical facility capacities as determined by land planning standards and previous master planning efforts.
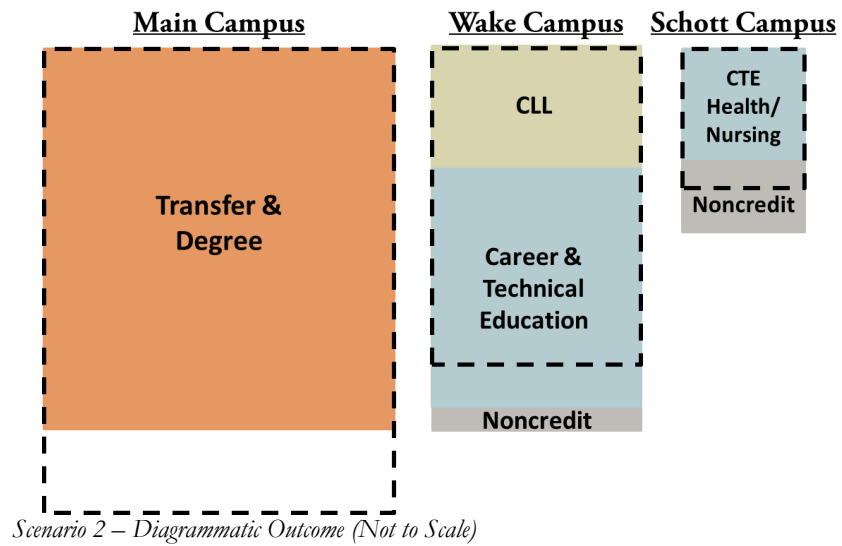
Scenarios 1-3 were driven predominately by the distinctions of the three key educational themes (Transfer and Degree, Career and Technical, and Personal Enrichment), around which the scenario criteria were established and organized. Scenario 4 relied to a greater extent on areas of shared interests or needs across programs as its organizational model. From these scenario explorations, key learning was distilled into opportunities and constraints, framing what can and cannot be accomplished at each of the campuses.

Scenario 1 Key Findings

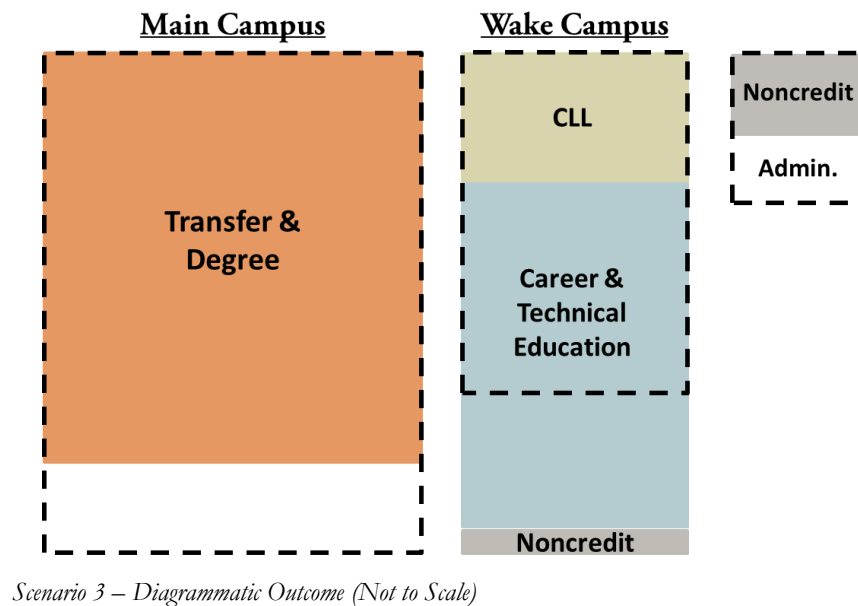*Scenario 1 – Diagrammatic Outcome (Not to Scale)*
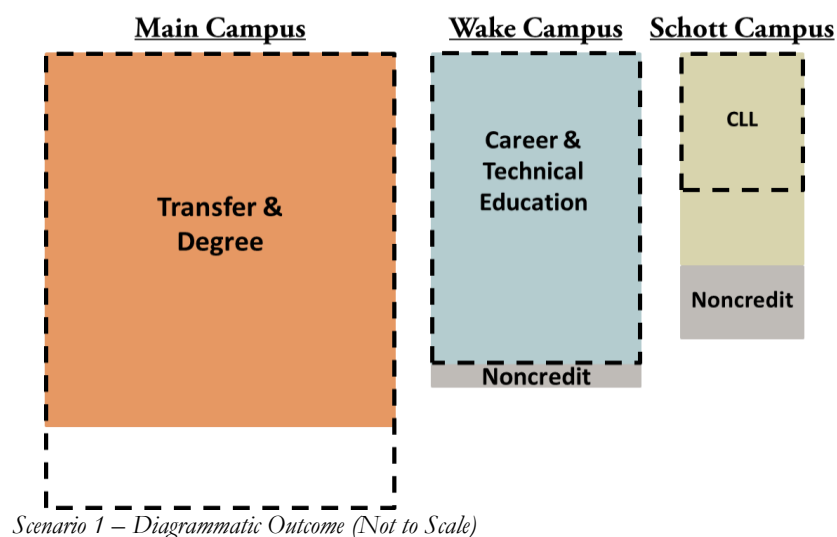
- With only Transfer and Degree located at Main, the campus is under-utilized.
  - Some Career and Technical or Personal Enrichment courses should be located at Main to balance campus capacities.
- All of CTE can fit at the Wake Campus:
  - This would require shifting the ratio of instructional to administrative space between campuses.
  - This would not leave any space for CLL to be located at Wake.
- All Career and Technical Education (CTE) programs and Center for Lifelong Learning (CLL) cannot fit within Wake and Schott, even when considering a reasonable threshold for expansion at the campuses.
  - Some CTE programming will have to be located at Main.

**Scenario 2
Key Findings**

Main Campus   **Wake Campus**   **Schott Campus**

Transfer & Degree	CLL	CTE Health/ Nursing
	Career & Technical Education	Noncredit
	Noncredit	

*Scenario 2 – Diagrammatic Outcome (Not to Scale)*

- All of CTE Health Technology/Nursing can fit at Schott.
  - Based on the current programs and courses, Health Technology/Nursing might or might not benefit from the proximity to Cottage Hospital at Wake.
- All of CLL cannot fit at Schott.

**Scenario 3
Key Findings**

Main Campus   **Wake Campus**

Transfer & Degree	CLL	Noncredit
	Career & Technical Education	Admin.
	Noncredit	

Scenario 3 – Diagrammatic Outcome (Not to Scale)

- Using Schott for Administration does not leave enough instructional space at Wake for all of CTE and CLL.

Scenario 4
Key Findings

Main Campus   **Wake Campus** **Schott Campus**

Scenario 4 – Diagrammatic Outcome (Not to Scale)
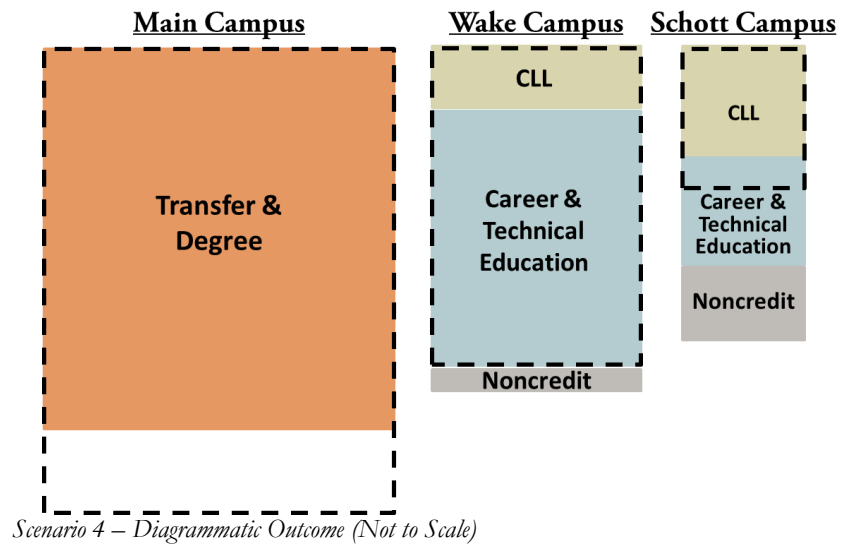
- All of CTE and CLL does not fit across the Wake and Schott campuses.
  - If the scenario were altered to allow CTE, CLL, or Noncredit to overflow onto Main, there would be enough space across the three campuses for all programs.
- When organized based on campus communities with shared needs, rather than by stricter educational themes, each campus could be better tailored for the shared needs of its students.

Scenario Study Outcome

Through the scenario testing, it became clear that given the size constraints of the three educational themes, a strong organizational principle would be needed to accommodate thematic blending when locating the educational programming across the three campuses.

Following the scenario studies and outcome analysis, the following approaches arose for a fifth scenario which was responsive to both educational needs and site constraints, while still addressing the Vision and Guiding Principles of PLLUMP.

These organization concepts are discussed in depth below and in Section 12 Findings and Recommendations.

Wake Campus

Wake was envisioned as a collection of technical programs all sharing a common need for specialized facilities. The skills and activities practiced here would conceptually relate to a self-sufficient community, offering the programs and training which might be needed in such an environment. These programs include:

- Automotive Technology
- Cosmetology
- Construction Academy *
- Drafting/CAD
- Interior Design
- Professional Development *
- Exhibition and Design
- Integrated Design
- Career Skills Institute *
- CLL – Arts, Craft, Performance **
- Noncredit – Short Term Vocational **

* *Currently provided on the Wake Campus*
** *Some of these courses are currently provided on the Wake Campus*

Schott Campus

Schott was envisioned as consisting of a small cohort of programs sharing instructional interests in lifestyle, knowledge, and intellectual pursuits. These programs include:

- CLL – Home and Family
- CLL – Body, Mind, Spirit
- CLL – Events, Language, Photo
- CLL – Nature, Science, Recreation
- Noncredit – AHS, ESL, GED

Main Campus

The Main Campus would house the remaining program needs for CTE and Transfer and Degree. These programs include:

- Transfer and Degree Programs
- Alcohol/Drug Counseling
- Allied Health
- Computer Information Systems
- Certified Nursing Assistant
- Computer Network Engineering & Electronics
- Diagnostic Medical Sonography

- Emergency Medical Technician
- Graphic Design and Photography
- Hotel Management
- Multimedia Arts and Technologies
- Marine Diving Technology
- Nursing
- Applied Photography
- Real Estate
- Radiographic and Imaging Sciences
- Vocational Nursing
- Computer Applications and Office Management
- Environmental Horticulture

Scenario Recommendation

Programs that are identified as belonging to the recommended concepts at the Wake and Schott campuses are not disadvantaged by their distances from the Main Campus; rather, separation becomes an advantage as each location can be better developed to address the specific needs of its students.

The following diagram demonstrates the instructional space distributions according to the recommended campus concept scenario:
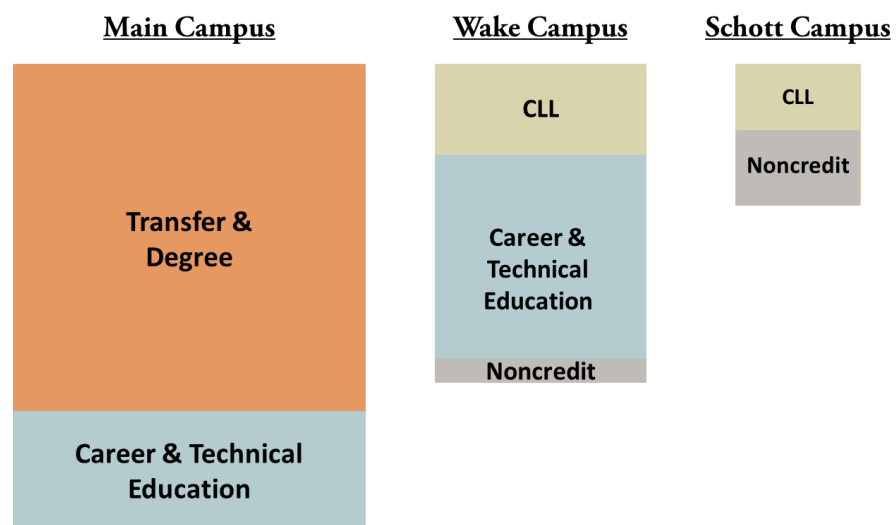
Scenario 5 - Recommended Scenario for Master Planning

This table reflects the campus program allocations of the recommended scenario:

	Main Campus	Wake Campus	Schott Campus	Total
Existing NSF	246,771	43,518	22,738	313,027
Projected NSF	243,715	80,736	24,559	349,010
Change	-3,056	37,218	1,821	35,983
Development Capacity*	268,970	87,036	29,033	385,039

Development Capacity thresholds are explained in detail in Section 8 Facility Reuse

12 Findings and Recommendations

Alignment to Initiatives

Although the Emerging Concepts for Master Planning *(outlined in Section 7 Refined Concepts)* outlined goals to be accomplished through the completion of the Master Plan (PLLUMP's Step 3), interim progress through the Proposed Program and Scenario Development has in itself accomplished many of these goals. Community initiatives also came to light during the Discovery phase, and the PLLUMP has been responsive to those needs. PLLUMP's evolving alignment to internal and community initiatives are detailed below.

PLLUMP Initiatives

Through the Discovery Phase (the collection of input from SBCC leadership, internal and external stakeholders, and community representatives), a set of Guiding Principles were developed for educational program locations and land planning. While the final Master Plan seeks to fully encompass all Guiding Principles by the end of Step 3, the following four Educational Program Location Guiding Principles were directly addressed and accomplished during the Programming Phase:

Guiding Principles

- *Organize campuses based on related academic intent ("themes") and locate programs accordingly to meet students' educational needs.*
    - o The Recommended Scenario's approach to Master Planning applies the concept of educational themes and creates another level of definition by understanding the types of learning needs.
    - o By establishing Schott as a highly adaptable learning environment for lecture- and dialogue-based courses, the facility will support student learning and success and maximize efficient facility use. Establishing Wake as a cohesive campus focused on the arts and applied technologies will allow for the design of specific lab environments to support specific learning needs. Maintaining the existing environment of the Main Campus is well suited to the mixed demands of Transfer and Degree related studies.

- *Develop a cohesive, comprehensive single-service model for student support services.*
    - o Core Services were identified in Step 1, with a priority of student access to fundamental services.
    - o The Student Service Organizational diagram developed during Step 2 illustrated a series of guiding concepts to address the needs and delivery of different services.
    - o Comprehensive, shared fundamental services are an integral to the concepts established in the Recommended Scenario.
    - o Step 3 will continue to refine these delivery methods.

- *Develop standardized physical working environments for employees, organized for student access and employee efficiency.*
    - o The commons aspect of the Wake and Schott campus concepts of the

Recommended Scenario consolidates spaces and resources, supporting a standard approach top working environments.
- o Develop and apply office standards for all employees.
- o Offices and work hubs ensure appropriate assignment of and access to consistent work environments.
- o Standards for conferencing and support spaces ensure appropriate support for work environments.

- ▪ *Foster community collaboration to create a culture of community stewardship and appropriate use of campus resources.*
  - o Establishing the Recommended Scenario's guiding concepts at the Wake and Schott campuses will encourage local community interaction in the life of the college and promote integration of the community and the campus.
  - o Further concepts of open space development and adaptability in usage will shape the campuses into a community asset.

Community Initiatives

The following documents were given thorough consideration throughout the PLLUMP process. Many of the principles were incorporated directly into PLLUMP's above initiatives.

- ▪ City of Santa Barbara Local Coastal Plan
- ▪ 2011 Land Use: Desired Neighborhood Qualities
- ▪ Goleta Valley Community Plan

Program Recommendations

The PLLUMP Proposed Program represents a holistic compilation of SBCC space needs, current as of its completion. This document should remain a living document, available for strategic planning and assessment. As FUSION is regularly updated to reflect facility use, so too should the PLLUMP Program be regularly maintained to reflect the detailed changes to SBCC's programmatic needs.

Key Findings of Steps 1 and 2

The current state of SBCC's information management is a significant constraint on the college's ability to efficiently and strategically manage its resources. Access to reliable and usable facilities information challenges the college's ability to allocate, adapt, and reallocate campus space to its changing strategic needs.

Students expect both personal and digital interactions that are high quality and efficient, and currently there are impediments to effective service delivery. Multiple and uncoordinated class scheduling systems, access to information only through a human intermediary, and the inability to efficiently track program needs all detract from the student's learning experience and impact the college's facility needs.

Schedule

Course scheduling for Center for Lifelong Learning, Noncredit, and Main Campus courses are currently conducted as separate efforts across two independent scheduling programs and with two different sets of term periods. On the Main Campus, priority rooms provide departments' de facto control of rooms and scheduling, before releasing

remaining classrooms availability to the rest of the college for infilled use. This decentralized approach to scheduling poses challenges to setting goals and tracking against those goals.

Course enrollment caps also pose a challenge to informed decision making. Though the Curriculum Advisory Committee sets the class enrollment goals, department heads have the ability to adjust the quantities. This succession of revision leads to confusion regarding final decisions and direction on enrollment targets. Additionally, the goals are set to reflect availability of facilities rather than ideal instructional sizing. This poses challenges when facilities adapt over time, but cannot rely on enrollment caps to inform facility needs.

Service Delivery

Despite advances in technology and connectivity, digital information is often not prioritized as a primary means for conducting business. Mail is hand-delivered, paychecks are physically distributed, and students are unable to use online resources to schedule meeting time with counselors. Such examples highlight a need to reanalyze service delivery as a whole, with the goal of streamlining services to improve accessibility and ease of use.

Information Management

While current information systems supporting financial and personnel/student management are well-maintained and able to support some degree of management reporting, facilities information systems are irregularly maintained and of limited strategic use. Similar to scheduling, the inability to track information makes it difficult to set goals, track against them, determine alignment to them, and plan for necessary allocation of resources to reach them.

Specific gaps in such information include data on existing technology and future technology needs, who occupies which offices, what spaces and resources are needed to support programs, and applied utilization of labs outside of instructional scheduling.

Master Plan Recommendations | Based on the direction on the Vision and Guiding Principles, campus locations were recommended for each identified space requirement. The recommendations follow an overall conceptual organization and provide a framework for the next steps of master plan development.

Program Locations | Multiple Scenarios for the organization and assignment of the required spaces to each campus were explored and evaluated. Based on the findings of that exploration, a solution to organize each campus by a specified programmatic theme or focus emerged. The recommendation of Scenario 5 applies the concept of educational themes and creates another level of definition by understanding the types of learning needs.

Zone and Commons Concept

Colleges are, in many respects, communities of faculty and students. Successful college campuses can support these communities by creating opportunities for community interaction and seamlessly delivering essential community services. The challenge of *One College across Three Campuses* is ensuring that each campus can effectively nurture and support a sense of community, both locally and as part of the college. The size and character of the Main Campus give it a sense of community identity. Because of the Schott and Wake campuses' smaller size and physical separation from the Main Campus, site-specific identity and community-building strategies will be important to their success.

The concepts proposed for the Wake and Schott campuses in the Recommended Scenario were developed as frameworks for organizing programs, services, and space on each of these campuses and promoting their sense of community.

The Wake Campus is envisioned as a hands-on, technical campus for the arts and applied technologies, comprised of individual "zones" (individual instructional programs) sharing and being unified by a central "commons" (shared/core services). In this model, the commons would provide shared teaching space and community and core services for the campus, such as educational technology and facilities support, local student services, lounge/café space, and other community resources. Each zone would include space and resources for faculty and staff, associated instructor support, and other zone (program) specific resources.

The Wake Campus' zones would be sited to reinforce actual and potential adjacencies and to promote resource sharing. Similarly, spaces within each zone would be designed to reinforce programmatic success and efficiency as well as to take advantage of the benefits of the community.

Specific zone locations would recognize current and desired programmatic interactions as well as the opportunities and limitations of the physical space.

Within each zone, space would be organized to optimize flexibility and function. Zones would be developed for faculty offices and workspaces, staff and administrative workspaces, specialized instructional space ("labs"), and specialized support services. Zone locations within each zone would also support both internal and external interactions.

The smaller Schott Campus is envisioned as an academic campus comprised of lecture- and dialogue-based courses with a shared academic interest in a broader intellectual area. At this campus, space would be organized to facilitate interactions between and among teachers and students. Programmatically-assigned space and program identities would be minimized. Without the structure of organized programs, occupancy of space could be fluid. Space would also be organized to allow for the greatest flexibility and efficiency of use through shared resources.

Of the four scenarios, Scenario 5 is uniquely suited to these conceptual models because it is not constrained by the college's teaching program categories.

Next Steps | While Steps 1 and 2 have developed a recommended facility Programs and Scenarios as a basis for educational program locations, Step 3 will see further refinement of many of the topics explored throughout Discovery and Programming. To successfully complete the Master Plan, the following must continue to be developed and refined:

- Existing Conditions Reports
  - o Key findings of conditions developed with existing information from the last bond measure.
- Opportunities and Constraints
  - o Identify opportunities and constraints for optimizing sites, maximizing effective use, and preserving campus and building assets.
- Exterior Program
  - o This should include (but not be limited to) parking, educational areas, service areas, and student areas.
- Program Adjacencies
  - o Validate proposed adjacencies for services and educational programs.
- Core Student Service Delivery
  - o Refine a hub-and-spoke model, identifying what type of service delivery is appropriate to each service.
- Conceptual Campus Layouts
  - o Develop fit diagrams and site layouts, utilizing adjacencies and Scenario recommendations to define specific program locations.
- Technical Standards
  - o Create a holistic and single place for future technical standards in the development of architectural and landscape design, including references to existing standards.

ABA