

February 2024

# CRC Space Utilization Study

---

Los Rios Community College District | Cosumnes River College

## Engagement Report

**Steelcase**  
Applied Research + Consulting



# Content

## 01 Executive Summary

## 02 Strategic Intent

## 03 Insights

## 04 Strategic Design Brief

- Experience Principles
- Experience Evolution
- Concept Map
- Work Settings + Attributes

## 05 Scenario Development

- Classroom Utilization Key Findings + Scenarios
- Work Mode Study Key Findings
- Scenario Definition + Details
- Foundational Pillars
- Scenarios Overview
- Overview: BSS Experience
- Overview: College Center Experience

## 06 Appendix

01.

# Executive Summary

---

# Executive Summary

## Context and Outcomes

Events over the past few years have led to an evolution in instructional modalities and increased interest by Faculty and Classified Professionals for more choice and control in how and where they do their work. There has also been an adjustment in Student perspective on the purpose of Cosumnes River College (CRC) campus and its role in both learning and community.

The CRC Executive Team is interested in thoughtfully considering a range of hybrid options to create modern and compelling work and learning experiences that will support enhanced student outcomes. Associated with this is interest in considering the impact the shift in modalities has on classroom scheduling, inventory, design and potential reuse of any excess space.

To explore a range of hybrid office and classroom solutions CRC has engaged the Applied Research + Consulting Team (ARC) and launched the Space Utilization Study. The goals of this are to:

- Explore how CRC Faculty and Classified Professionals work, model a range of hybrid solutions and determine the appropriate direction for the future workplace for each group
- Explore classroom usage patterns and the associated demand, model a range of scenarios and provide input into current classroom design options
- Utilize the results of this study to update and evolve the Facilities Master Plan

### The outcomes for this engagement include:

- Ensuring CRC's Executive Team understands hybrid, the continuum of hybrid solutions and key variables
- Understanding at a high-level Student perspective and aspirations for the campus experience
- Defining a range of hybrid scenarios (3 options) at varying points along the hybrid continuum and developing concept designs for both Faculty and Classified Professionals
- Documenting the advantages and disadvantages of each scenario and the implications for Employee and Student experience, organizational performance, and real estate requirements
- Supporting CRC Executive Team in determining scenarios that fit best with their culture
- Providing key information to support implementation of the chosen hybrid strategy (worker types, work modes, sharing ratios, I to We ratio, typology, settings, concept designs and impacts on behavior, process and technology)
- Defining a range of scenarios for classrooms across a spectrum of utilization targets and levels of student demand
- Considering reuse and repurpose options for excess space
- Identifying change management implications of transitioning to a more defined hybrid strategy

# Executive Summary

## Engagement Approach Design Thinking + Wholistic

The Applied Research + Consulting approach is user-centered, research-based and comprehensive. Vital to this process is the utilization of the Work Experience Model. This model guides the engagement effort and focuses on CRC's ambitions. Through the lens of culture, process, tools and space, we are better able to understand the strategic needs of CRC.



This engagement employed various research methods and activities to more fully understand the organizational goals, cultural readiness, instructional/work patterns at a high level and implications of a hybrid strategy and shifting modalities across CRC. The research methods employed for CRC are outlined to the right.

- Direction setting and education work session with CRC Executive Team and Leaders
- Work Experience Survey to Faculty, Classified Professionals and Students
- Work Modes Study to Classified Professionals
- Co-Design Workshops with Faculty, Classified Professionals and Students
- Observation of approx. 50 classrooms, 3 Faculty office areas and 4 Classified Professional work areas
- Review and analysis of Ad Astra classroom scheduling data
- Analysis, synthesis and initial scenario development
- Initial scenario review with CRC Executive Team and District Leaders
- Detailed development of scenarios
- Typology and Worksettings developed for the future workplace
- Detailed review of scenarios and all supporting information
- Scenarios adjusted as needed and final report prepared
- Final review with CRC Executive Team and District Leaders

# Executive Summary

## Overview of Contents + Usage

This report and the supporting appendices are intended to be a Playbook that informs the Facilities Master Plan through the lenses of Culture, Process, Tools & Technology and Space. The Strategic Intent section addresses the “why”; the Insight and Experience Principles provide insight to the current and future experience; the Strategic Design Brief provides the building blocks of the future design; and the Scenarios provide a range of options and supporting information for the potential solutions.

### **Strategic Intent**

---

Defines the rationale for a new hybrid and classroom direction which support shifting modalities and includes the Central Question, Critical Success Factors and Foundational Pillars.

### **Insights + Experience Principles**

---

Insights offer a deep understanding of what is happening at CRC today and are linked to the Experience Principles which broadly define the experience to be supported by the scenarios.

### **Strategic Design Brief**

---

Defines the building blocks for all scenarios for Faculty, Classified Professionals and Classrooms. Key elements include the Concept Map, Work settings and supporting information.

### **Scenarios**

---

Scenarios represent a continuum of hybrid and Classroom solutions for CRC. Each has a differing impact on the Student, Faculty and Classified Professional experience, organizational performance and real estate requirements. The scenarios have been defined in a manner that will enable CRC to migrate among the scenarios over time.

# Executive Summary

## Scenarios – Future Alternatives

Three scenarios were developed each for Faculty areas, Classified Professional areas and Classroom utilization. These scenarios are unique to CRC and are based on their strategic direction, foundational pillars and their ranking, work mode data, how people work on a day-to-day basis and changing modality patterns and evolving student preferences.

For Faculty and Classified Professionals each Scenario represents progression along the hybrid continuum, reflects increasing levels of change and is contrasted to the As-Is environment which represents a fourth scenario. Classroom Scenarios are based on varying levels of utilization and on-ground demand. These Scenarios will aid the CRC Executive Team in understanding the range of alternatives and will support an effective discussion of the varying impacts on the experience of Students, Faculty, Classified Professionals and the effectiveness of the Organization.

The ultimate intent of this effort is to inform the long-term Facilities Master Plan and not necessarily drive an immediate change. Each of the Scenarios developed is viable, however transitioning to any Scenario will represent change requiring a focused and effective change management effort and sponsorship by Leaders of the various stakeholder groups.

An overview of the scenarios for Faculty and Classified Professionals is shown below; additional details including advantages, disadvantages, detailed concept designs and 3D images for each may be found later in this document. Classroom scenarios are defined later in this document and include the impact on the number of classrooms required along with updated designs.

### Faculty

---

#### Scenario 01

- All Faculty are hybrid, with no sharing and time spent on campus as today
- Faculty offices are redesigned to better accommodate Student/Faculty interaction
- Faculty communities are created with offices located around a Department hub

#### Scenario 02

- Faculty offices are designed to be assigned and shared by two Faculty members
- Communities are designed with a wider range of unassigned drop-in spaces for Faculty to work when they don't need their private office
- Areas are introduced where Students can congregate informally before and after class

#### Scenario 03

- Faculty offices are assigned to a Department but unassigned to specific Faculty Members and are shared on a 3:1 ratio
- Increase in Faculty capacity by integrating Faculty numbers from SOC building
- Additional unassigned enclosed spaces are included in Faculty communities to support individual concentration and small group interaction

### Classified Professionals

---

#### Scenario 01

- Hierarchical planning methodology updated
- Equitable formal hybrid program for non-peak periods
- Updated design in office areas
- Enhanced space in Student Services delivery area

#### Scenario 02

- Activity-based work planning methodology
- Equitable formal hybrid program for non-peak periods
- Worker types introduced, sharing of desks and offices for hybrid and remote workers at 2:1 and 10:1
- Quantity of group, collaborative and social space increased over scenario 1

#### Scenario 03

- Equitable formal hybrid program for non-peak periods
- Worker types and desk sharing are evolved with 70% hybrid sharing at 2.5 to 1
- Private offices reduced in number
- Quantity of group, collaborative and social space significantly enhanced over scenario 2
- Front porches and transition zones for departments introduced

# Executive Summary

## Key Insights

The key insights reflect the analysis and synthesis of multiple sources of data gathered during the Discovery Phase with CRC. These insights offer a deeper understanding of what is happening at CRC today and will inform and drive considerations and recommendations for the Facilities Master Plan. Details about the four insights and the research findings that informed them are included later in this report.

A summary of the four Key Insights is below:

1

### United Around Student Success

---

Student success is the cornerstone of CRC. Leaders, Faculty, Classified Professionals and Students are all focused on Student success as their primary goal. Our research indicated it is more than words in a mission statement on a website: the focus is real and tangible in all interactions.

3

### Dual Modality is Here to Stay

---

The goal from CRC Leadership is to be able to offer both on ground and online courses. Hybrid learning and working is a key part of implementing dual modalities. Offering dual modalities requires that having choice and control over how to work, teach and learn is a priority now and in the future.

2

### Power + Potential of a Vibrant Community

---

The power of a vibrant community was voiced passionately and consistently by all constituents during the Discovery activities. Community was described as relationship building, networking, coaching, supporting diversity and strengthening ties to the external community. During recent years, the growth of online learning and hybrid working has diminished the strength of the College community. There is a strong desire to build back a vibrant, tangible and social community to be experienced by all constituents.

4

### Capitalizing on the Classroom Experience

---

Prior to the pandemic, approximately 90% of instruction was done on ground in existing classrooms. Today, due to a significant and potentially permanent shift in modalities, classroom utilization remains below pre-pandemic levels. Classroom utilization is less than optimal, potentially due to a broad number of constraints and issues. Since these classrooms are spread out across the campus, it currently gives the impression of emptiness and isolation, contributing to the perception of a lack of community.



# Executive Summary

## Real Estate Savings

The results of the Space Utilization Study indicate excess space exists at CRC. This is due to a broad number of historical and current factors which are typical across higher education and many corporate sectors. These include:

- A permanent shift in instructional modality to an approximate equal split between on-ground and online courses has resulted in excess classroom capacity
- Use of hierarchical planning methodology for Classified Professionals and Faculty tend to result in buildings and spaces being cellular, inflexible and expensive to adjust
- Space design is not matched to how people actually work; effective implementation of hybrid programs require an honest assessment of how work is currently done and matching the space solution to this reality
- An incremental focus to facilities development and construction has resulted in new facilities which tend to mirror the historical space solution vs a “bottoms up approach” which would take into consideration changes in work, instruction and related aspects
- From a strategic level there appears to be limited measurement and pro-active management of space based on utilization; this is not surprising given laser like focus on student success but means space opportunities are not readily realized and addressed

Addressing excess space generally has 3 typical alternatives. However, as a public institution located on a dedicated campus each of these options have their own unique set of opportunities and challenges.

### 1

#### Eliminate Excess Space

This option consists of demolishing, selling or transferring ownership of the excess space. While this option is possible, it may be difficult to sell or transfer ownership of space located on a campus.

### 2

#### Repurpose Excess Space

This option consists of adopting alternative uses for excess space that is consistent with the Colleges' permissions. We have defined a viable option as part of our engagement which is a Coworking and Innovation Hub. This like many repurpose options requires sufficient space be available in a single location as small spaces scattered across the campus can be challenging to repurpose.

### 3

#### Eliminate + Repurpose Excess Space

This option blends the other two options and probably represents the best potential for the College should there be interest in optimizing the space used.

# Executive Summary

## Real Estate Savings - Classrooms

The analysis of classroom utilization data and scenario modeling indicate the potential for significant reductions in classrooms and / or repurposing of the associated space. The documented savings on this page are based on:

- Analysis of Classrooms, Lab / Lecture and Lab rooms
- Focus on Monday through Thursday usage patterns – driving higher levels of utilization on Friday, Saturday and Sundays would increase the savings opportunity
- Modality levels consistent with the current situation

We believe scenario 3 represents the most viable representation of real estate savings related to classrooms as it has an appropriate balance between achievable scheduling levels and ability to accommodate growth. For Scenario 3 Peak utilization is set to 85% and Non-Peak is set to 40% of total course demand hours specified. The real estate saving opportunity is:

- The number of excess aggregate classrooms at current modality and demand levels is **32** which is approximately **35.5% of classrooms**
- The number of excess classrooms at current modality levels and a 10% increase in current demand levels is **26** or approximately **29% of classrooms**

Note Lab utilization is higher than for Classrooms and Lab / Lecture rooms. There is potential that a “**universal classroom**” could support higher levels of utilization but was not explored in this analysis.

### Classroom Utilization Scenario 3

Monday - Thursday (4 days)

Peak @ 85% utilization, Non Peak @ 40% of course demand specified

	Classroom	Lab/Lect	Lab	Total
<b>Current Demand</b>	1012	500	485	1997
Current # Rooms	44	28	19	91.0
Required # Rooms	29.8	14.7	14.3	58.7
Excess # Rooms	14.2	13.3	4.7	32.3
% Excess	32.4%	47.5%	24.9%	35.5%
<b>Current Demand Plus 10%</b>	1113	550	534	2197
Current # Rooms	44	28	19	91.0
Required # Rooms	32.7	16.2	15.7	64.6
Excess # Rooms	11.3	11.8	3.3	26.4
% Excess	25.6%	42.3%	17.4%	29.0%

**The current average size of a BSS classroom is 680 sq ft, which results in potential real estate savings on Current Demand of 21,760 sq ft and potential real estate savings on Current Demand plus 10% of 17,680 sq ft.**

# Executive Summary

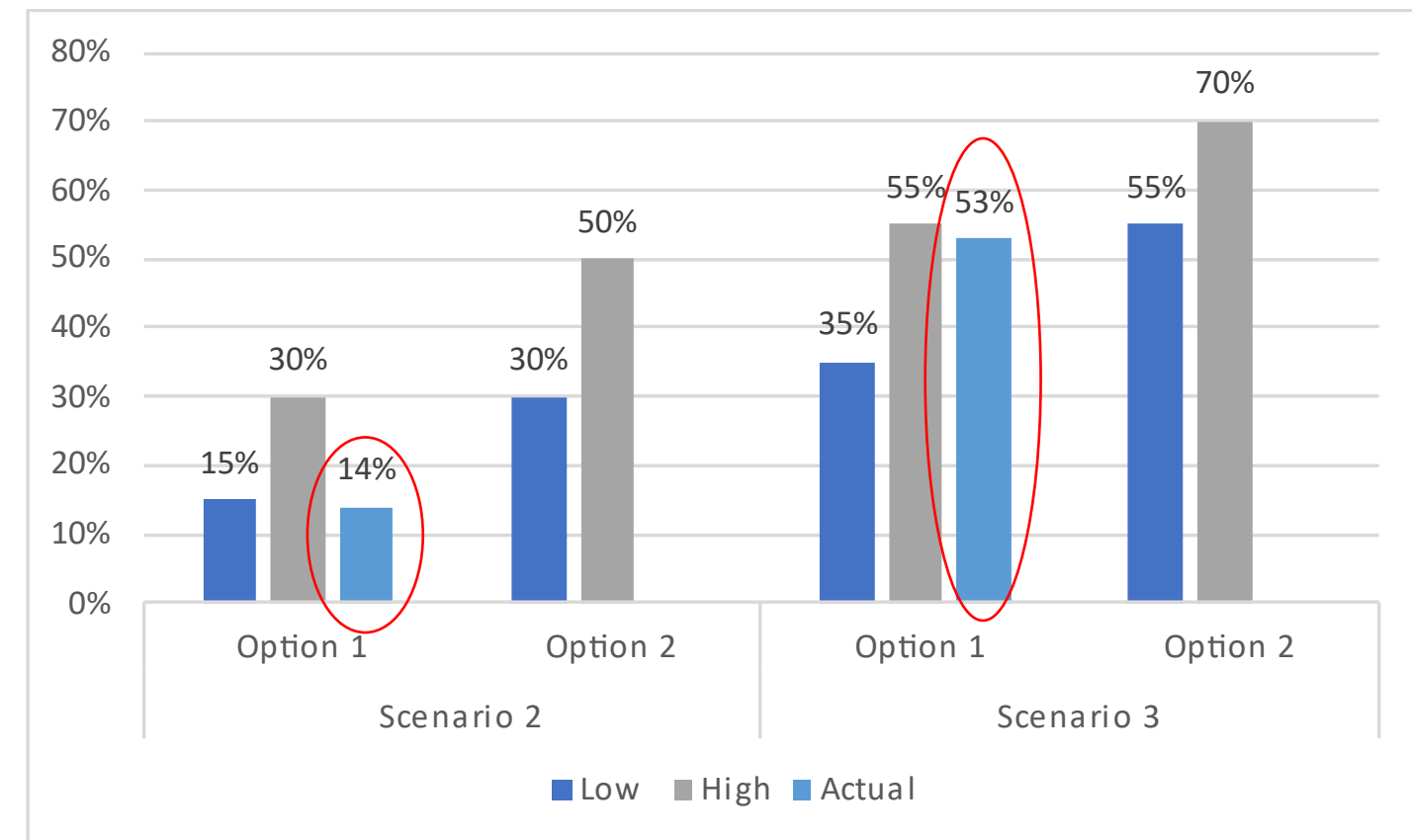
## Real Estate Savings – Faculty Spaces

The analysis of Faculty work patterns, preferences, union agreements and shifts in modalities indicate the potential for a significant reduction in the volume of space dedicated to Faculty offices. The potential reduction varies by scenario and is discussed below.

Office sharing strategies use some portion of the excess space generated to provide an improved community experience which includes a range of open and enclosed group and individual spaces. This increased support for community enhances both effectiveness and experience and is frequently helpful in change management efforts.

- Scenario 2 introduces a Faculty office sharing ratio of 2:1
  - ✓ Option 1 – much of the excess space resulting from office sharing is used to enhance Faculty communities and Student interaction areas. The real estate saving potential by reducing the number of Faculty Offices is 15% - 30%. **Our Scenario 2 achieves 14%**
  - ✓ Option 2 – little to none of the excess space resulting from office sharing is used to support Faculty communities and Student interaction areas. The real estate saving potential is 30% - 50%
- Scenario 3 introduces a Faculty office sharing ratio of 3:1
  - ✓ Option 1 – much of the excess space resulting from office sharing is used to enhance Faculty communities and Student interaction areas. The real estate saving potential by reducing the number of is 35% - 55%. **Our Scenario 3 achieves 53%**
  - ✓ Option 2 – little to none of the excess space resulting from office sharing is used to support Faculty communities and Student interaction areas. The real estate saving potential is 55% - 70%

Range of potential real estate savings from implementing varying scenarios and associated options



A well designed and executed pilot is advisable to better understand the potential usage patterns of community spaces and should guide selection of the most relevant option.

# Executive Summary

## Real Estate Savings – BSS & SOC Example

The development of a strategy which addresses evolving modalities and hybrid working is both an art and a science. There are a wide range of factors to be taken into consideration which include Faculty work patterns, preferences, union agreements, shifts in modalities and structure of buildings. In addition, the proper placement of scenarios on the hybrid continuum requires thoughtful consideration of a number of other strategic factors which include but are not limited to:

- Student experience and success
- Faculty experience and effectiveness
- Balancing flexibility, organizational effectiveness and cost
- Change management considerations

Given the age of the BSS building, its many constraints and the likelihood of its replacement in the not-too-distant future we chose to develop a new building (of approx. the same size) to replace it. The result was used as the basis to demonstrate the 3 hybrid scenarios, the associated concepts and real estate savings. **Note our scenarios are conservative due to sensitivity to Faculty related to sharing.**

- Scenario 1 – accommodates everything in the current BSS, provides larger and better equipped offices and Faculty and student community spaces (no real estate reduction)
- Scenario 2 – introduces office sharing at 2:1, increased Faculty and student community spaces and reduced classrooms by 29% (**15.2% real estate reduction**)
- Scenario 3 – is a version of scenario 2 which increases the office sharing ratio to 3:1 and eliminates the SOC building (**29.1% real estate reduction**)

Classroom Reduction of 29%, Group Space Optimization and Potential SOC Elimination (Scenario 3 only)

Category	Scenario 1: 1:1 sharing ratio	Scenario 2: 2:1 sharing ratio	Scenario 3: 3:1 sharing ratio
CONNECTION ZONE	10,118	9,375	11,528
LEARNING ZONE	17,061	12,113	12,113
COMMUNITY (OFFICE)	6,146	3,584	4,101
TECHNOLOGY AREA	721	721	721
COMMUNITY (HUDDLE)	3,993	5,145	4,628
COMMUNITY TOTAL	10,861	9,451	9,451
BSS Total Sq Ft Required	38,040	30,939	33,092
SOC Total Sq Ft Required	8,633	8,633	0
Total Square Footage	46,672	39,572	33,092
Total Real Estate Savings		15.2%	29.1%
<i>Note: numbers are square feet</i>			

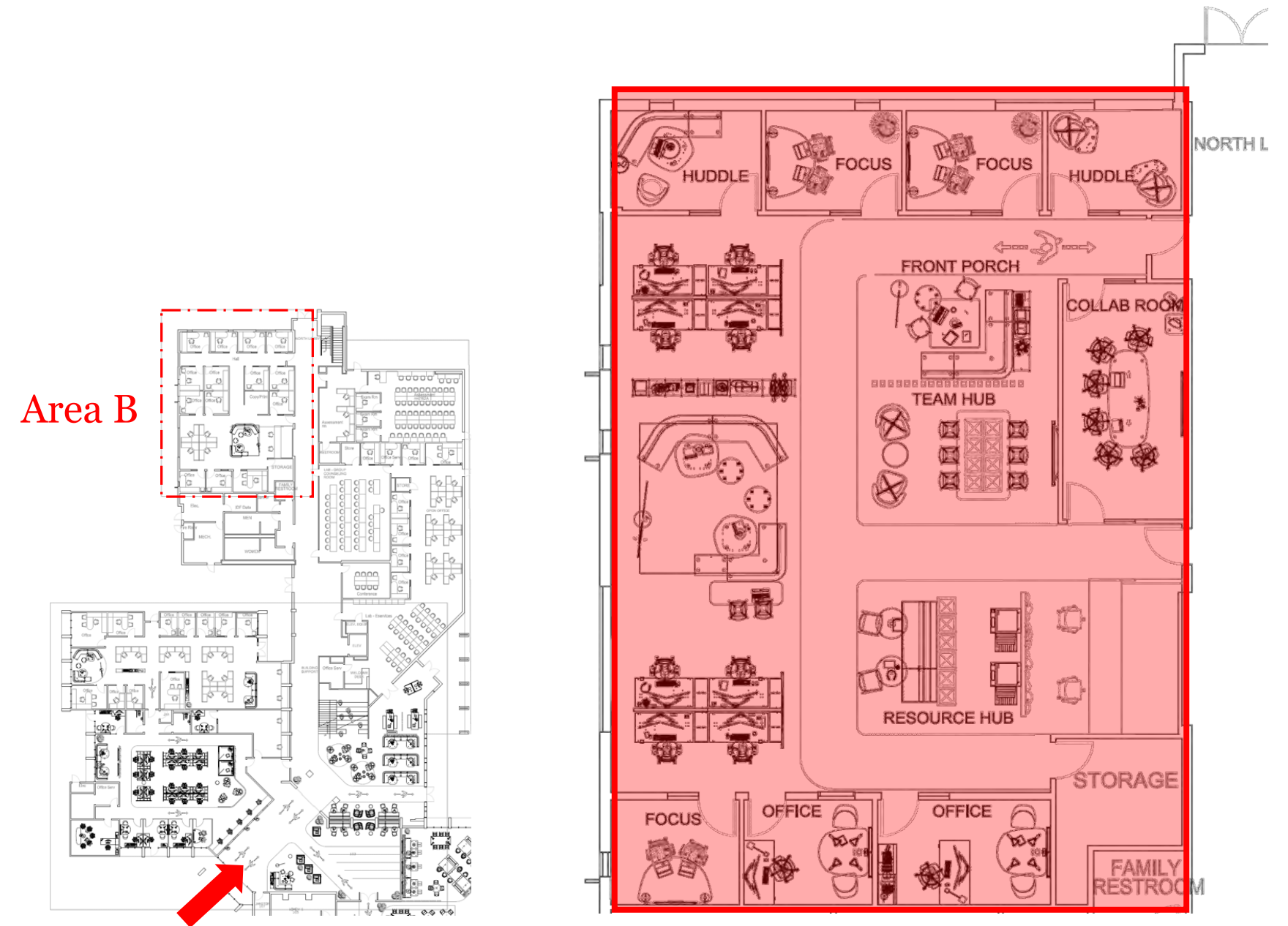
# Executive Summary

## Real Estate Savings – Classified Professional Spaces

Potential real estate savings for Classified Professionals at the College Center is more challenging than is the case for the BSS. The primary reason is Classified Professional areas in the building are generally small, compartmentalized, and utilize hierarchical planning which limits the ability to save space. The integration of student areas also complicate matters. We believe in the future a “bottoms up” new building would offer greater flexibility, better experiences and increased real estate savings.

Work patterns, preferences, union agreements, shifts in modalities and fluctuating periods of occupancy based on service demands related to students are the basis for this analysis. Our efforts indicate the opportunity to reduce real estate in Scenario 3 and to accommodate headcount growth and surge headcount in Scenarios 2 and 3. This is outlined below.

- Base Headcount Accommodated
  - ✓ All Scenarios support the total number of people in the building today. The support provided varies on the specifics of the hybrid scenario implemented
- Real Estate Savings
  - ✓ Scenarios 1 and 2 utilize the same amount of real estate. However, there is an enhanced employee experience in moving from Scenario 1 to 2. **Scenario 3 provides the opportunity to reduce the real estate by 3078 sq ft or increase the headcount capacity by approximately 52 people (40% increase)**
- Surge Headcount Accommodated
  - ✓ Hybrid solutions expand the number of group and collaborative seats to enhance employee experience and support the varying number of people during high and low occupancy
  - ✓ In Scenarios 2 and 3 there is an excess of group seats which can support additional capacity / occupancy of people



**Potential Real Estate Saving of 3,078 sq ft or Additional headcount capacity of 52 people at 2.5:1 sharing ratio**

# Executive Summary

## Next Steps

The key next steps for CRC's Executive Team are to align on the appropriate direction and scenarios for Classrooms, Faculty and Classified Professional areas and a point of view on addressing excess space. Based on these positions an implementation approach and time-line can be developed. Typically for projects like this clients utilize a phased approach to implementing the new strategy which spreads the cost and change management effort over a number of years. Below are additional considerations for implementation. We encourage further discussions on this topic with CRC Executive Team and the Applied Research + Consulting team.

## Pilot + Measure

Regardless of the scenario selected for Faculty, Classified Professionals or Classrooms, the result will be a significant shift in the experience for all audiences. Few organizations implement a shift of this type across all buildings and groups at one time. Generally, a phased approach to implementation is taken which spreads the transition over a number of years.

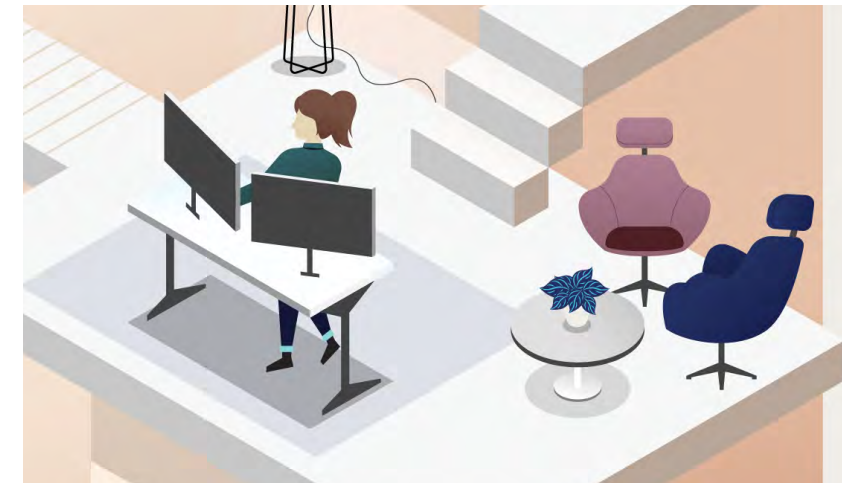
This phased approach offers the ability to spread the cost and effort of the new learning and work experience over time. It also provides the opportunity to use the first phase as a pilot to measure and evolve the various aspects of the selected scenario (behavior, process, technology and space) and the associated change management program.

## Change Management

All scenarios in this document represent moderate to significant change. Transitioning people into a new experience without adequate preparation can result in limited success. Change management should be a key part of CRC's implementation efforts.

Ultimately, how change is managed matters tremendously. People will draw conclusions based on the actual changes made, and on how the change process is managed. When managed well, it has positive impacts on engagement, wellbeing and performance of all relevant audiences.

We encourage further discussions on this topic with CRC and the Applied Research + Consulting team.



02.

# Strategic Intent

---

# Central Question

A Central Question sets the intent and gives clarity to the goals of an initiative. It defines direction, assists with transition, and promotes a shared understanding of the opportunity. The Central Question for the Space Utilization Study was co-developed with CRC's Executive Team and Senior Leaders.

How might we evolve our College  
to **inspire** a **diverse** body of **Students**  
to **achieve** their **goals**,  
provide a **best-in-class** service experience,  
support the **evolving instructional modality mix** and  
enable the **effective transition** to “**hybrid**” work  
for **Faculty, Staff and Administrators**,  
while **enhancing** the overall **effectiveness** of the College?

This Central Question was shared with participants of all Faculty and Classified Professional workshops. We recommend it continues to be shared and refined as the learning and work experience evolve.



# Critical Success Factors

*Critical Success Factors* outline an organization's **key objectives** and **drivers over the next 3 to 5 years**. They provide context for strategic projects which are intended to impact people's experience and effectiveness.

*The Critical Success Factors* are based on the input derived from CRC's Leadership during one-on-one Interviews and were validated in the Leadership Workshop.

These *Critical Success Factors* have anchored and guided the Space Utilization Project and the resulting scenarios.

## Student Learning

---

- Understand and meet evolving student educational and service needs
- Offer best education available that allows the students to achieve their goals to successfully complete their curriculum path
- Ensure a seamless and equitable approach for the student experience from application, enrollment to onboarding, through instruction and on to graduation, transfer and workforce development
- Define and evolve indicators of student success for both online and on ground and measure to address any equity and achievement gaps

## Instructional Methods

---

- Balance student preferences in modality mix based on robust past data and future predictions with course success measures
- Leverage faculty strengths in the various modalities and enhance skills as needed
- Strengthen relationships with High School partners to make them aware of the potential within CRC and the ability for dual enrollment
- Strengthen partnerships with local business, non-profits and corporations to identify and respond to workforce development needs

## Talent

---

- Develop a comprehensive plan to strengthen future attraction and retention efforts across all employee groups
- Attract and retain the best Faculty with both content and facilitation skills especially for the courses in highest demand
- Provide and encourage professional development for Faculty and Classified Professionals for personal and student success

## Student Services

---

- Create a tailored and nuanced experience for students to obtain the services that are appropriate for them
- Infuse opportunities for meaningful and constructive collaboration between Instruction and Students Services
- Strive for more collaboration and cross pollination of ideas between different Student Service Groups to create awareness of those offerings that could be shared with a wider student audience
- Build community between Students, Faculty and Classified Professionals through environments that invite people to meet and interact casually and comfortably

## Institution

---

- Maintain commitment to financial stability and increase additional sources of consistent funding (Classified Professionals)
- Leverage existing and new methods, messages and audiences to promote growth in student enrollment and student retention
- Maintain an innovative and nimble mindset by experimenting with new ideas through open and inclusive conversations with all stakeholders
- Nurture a flexible mindset to capitalize on evolving opportunities for student success; reduce resistance to change; and encourage Faculty to take a leadership position in the effort
- Explore classroom environment alternatives to maximize on ground and HyFlex learning support
- Maintain flow of innovation, learnings and best practices from CRC to the District

# Foundational Pillars

Foundational Pillars have been developed from our interviews and workshop with CRC's Executive Team, Administrators and Steelcase's global research. These Pillars played a key role in envisioning the appropriate scenarios for the future learning and work experience at CRC.

## College Community

---

The College experience promotes a culture of equity, belonging and inclusion, linked to CRC values.

## Success Rates

---

Successful course completion, graduation and transfer rates are evaluated, measured and prioritized.

## Innovation

---

Emerging technologies and trends are embraced with an open mindset.

## Flexibility + Balance

---

Faculty and Classified Professionals have choice and control over where work is done and how they connect with students.

## Work Experience

---

The on-ground experience for Faculty and Classified Professionals is enhanced to entice and increase in-person presence.

## Professional Growth

---

Critical skills and capabilities are prioritized, developed and supported through learning communities.

## Campus Experience

---

Classroom, social, athletic, community, food/beverage and other amenities serve as a magnet for on-ground presence.

## Learning + Development

---

Students have choice and control over where and when learning, access to mentors and networking occurs.

03.

# Insights

---

# Insights Overview

This section reflects the analysis and synthesis of multiple sources of data gathered during the Discovery Phase with CRC Leaders, Faculty, Classified Professionals and Students. All our research indicated that the desire for Student success drives the heartbeat of CRC. Details about the four insights and the research findings that informed them are included in this section. These insights offer a deeper understanding of what is happening at CRC today and will inform and drive the development of the future space utilization strategy, considerations and recommendations. A summary of the four Insights is below:

## Insight 1

### United Around Student Success

---

Student success is the cornerstone of CRC.

Leaders, Faculty, Classified Professionals and Students are all focused on Student success as their primary goal.

Our research indicated it is more than words in a mission statement on a website: the focus is real and tangible in all interactions.

## Insight 2

### Power + Potential of a Vibrant Community

---

The power of a vibrant community was voiced passionately and consistently by all constituents during the Discovery activities.

Community was described as relationship building, networking, coaching, supporting diversity and strengthening ties to the external community.

During recent years the growth of online learning and hybrid working has diminished the strength of the College community and there is a strong desire to build back a vibrant, tangible, and social community to be experienced by all constituents.

## Insight 3

### Dual Modality is Here to Stay

---

The goal from CRC Leadership is to be able to offer both on ground and online courses.

Hybrid learning and working is a key part of implementing dual modalities.

Offering dual modalities requires that having choice and control over how to work, teach and learn is a priority now and in the future.

## Insight 4

### Capitalizing on the Classroom Experience

---

Prior to the pandemic, approximately 90% of instruction was done on ground in existing classrooms.

Today, due to a significant and potentially permanent shift in modalities, classroom utilization remains below pre-pandemic levels.

Classroom utilization is less than optimal, potentially due to a broad number of constraints and issues.

Since these classrooms are spread out across the campus, it currently gives the impression of emptiness and isolation, contributing to the perception of a lack of community.

# Insight 1

## United around Student Success

Student success is the cornerstone of CRC. Leaders, Faculty, Classified Professionals and Students are all focused on Student success as their primary goal. Our research indicated it is more than words in a mission statement on a website: the focus is real and tangible in all interactions.

- CRC Leaders recognize that with all the changes of the last few years, it is important not to assume that they know what Students desire in their College experience
- Faculty voiced the importance of Cohort programs to help students learn; Students voiced a desire to participate in formal and informal group learning
- Tech literacy, training, access to adequate equipment and software is essential for both Faculty and Students to contribute to Student success
- Classified Professionals within Students Services treasure cross team collaboration to learn more about each other's services so they can serve Students more effectively
- Classified Professionals and Faculty recognize the importance of their professional development to better serve Students
- Students desire clearer direction from Counsellors on the choice of which field of study will more likely lead to future success
- Students identified that Graduation is the end goal for everyone and seeing people graduate is inspirational in helping them achieve their goals
- There is a desire by students to hear from professionals in their career program to better understand the realities of their choice, confirm their decision and begin networking
- Students want to embrace more diversity beyond the classroom through networking with a wider range of Students, Faculty and external community e.g. "opportunities to debate world issues, problems and beliefs in healthy ways"
- Students desire more and better places to study on campus, alone and with others
- Students expressed that new technologies could improve their capacity to learn

FOUNDATIONAL PILLARS	Classified Group 1 online	Classified Professionals In person	Faculty	CRC Executive Team
College Community	1	2	2	1
Success Rates	2	3	3	2

This chart illustrates that all constituents ranked Student Success in the Top 3 of the Foundational Pillars.

- Foundational Pillars ranking



During the collage building activity, Students expressed the belief that everything offered on campus is geared towards helping them succeed.

- Student Workshop

*"We also think that teacher interaction that is outside of just lectures is super important."*

- Student Workshop participant

*"Study sessions and seeing other people study motivates me."*

- Student Workshop participant

# Supporting Research

Summaries of recent relevant literature

## Insight 1

### United Around Student Success

Student success is the cornerstone of CRC. Leaders, Faculty, Classified Professionals and Students are all focused on Student success as their primary goal. Our research indicated it is more than words in a mission statement on a website: the focus is real and tangible in all interactions. Our research indicated it is more than words in a mission statement on a website: the focus is real and tangible in all interactions.

### Latinx and the Community College: Promoting Pathways to Postsecondary Degrees

This study focuses on the importance of Faculty-Student interaction (formal or informal) and the strong role it plays in Latinx Student success at community colleges.

Latinx Students are more likely to utilize “lifelines” such as Faculty, to navigate their community college experience. These mentoring relationships are key, and lead to higher rates of success. Limited access for part-time Faculty to physical space on campus to meet with Students is one barrier to mentoring. Creating environments that foster Student-Faculty relationships are explored.

Edna Martinez, Nancy Acevedo-Gil, and Enrique G. Murillo, Jr. California State University, San Bernardino Association of Mexican American Educators (AMAE) Journal © 2017, Volume 11, Issue 2

### Lorain County Community College: Building a Culture of Student success rooted in an Institution’s own data and needs

Lorain Community College, working with the Bill and Melinda Gates Foundation, improved Student success and now provides a roadmap for other community colleges.

Key take aways:

- Start with the data so everyone has the same facts
- Leadership must take an active role
- Make Student success top priority
- Create partnerships and pilot ideas before you scale

Change doesn’t happen overnight, but LCC is finally seeing results.

By Jeffrey Selingo, 2020 Bill and Melinda Gates Foundation report, [www.gatesfoundation.org](http://www.gatesfoundation.org)

*“We think that **teacher interaction outside of just lectures is super important.**”*

### Short- and Long-Term Impacts of Engagement Experiences with Faculty and Peers at Community Colleges

This study links Faculty-Student engagement to positive outcomes for community college Students. The author stresses the importance and impact of Faculty mentorship and peer engagement.

Interaction experiences, especially meeting with Faculty, improve Student success. Results show engaging with faculty outside of class positively impacts achievement and retention of Students. Study groups and school club participation also impacts success.

Lauren Schudde, The Review of Higher Education, Vol. 42, No.2, Winter 2019, pp. 385-426. Published by Johns Hopkins University Press

# Insight 2

## Power + Potential of a Vibrant Community

The power of a vibrant community was voiced passionately and consistently by all constituents during the Discovery activities. Community was described as relationship building, networking, coaching, supporting diversity and strengthening ties to the external community. During recent years the growth of online learning and hybrid working has diminished the strength of the College community and there is a strong desire to build back a vibrant, tangible, and social community to be experienced by all constituencies.

- Leaders and Faculty expressed that College is not only an academic experience but also a social experience and that building softs skills is equally important to help Students succeed
- Leaders recognized the importance of the opportunity to support and connect with the outside community including partnering with local businesses on campus
- The main reason for Faculty and Classified Professionals to come to campus is to connect with Students; Students also desire that same connection. However, hybrid work has curtailed in person connections between Faculty and Students
- Students recognize that while attending classes and achieving their academic goals are the primary reason to attend CRC, they want more opportunities to create longer-lasting connections and community with each other through both academic and social activities
- A source of pride for the students is the diversity that exists on campus; opportunities, spaces, programs and events to acknowledge and embrace that diversity are desired
- Students expressed a desire to enhance the outdoor spaces across the campus and create a more inviting, inclusive and fun academic environment
- Food is recognized as a community builder and the community has been negatively impacted due to the cafeteria being closed, limiting opportunities for Students, Faculty and Classified Professionals to gather over food and drink



Connecting with Students, Faculty and Peers, and being part of the College community rank highly across all survey groups as reasons to come to Campus.

- Space Utilization Survey



Image most often chosen in Student collages to illustrate the importance of diversity and connection.

- Student Workshop

*“On this campus, I noticed there's no reason to stay, you get in, you do your class, you get out. We need space where there's art, there's music, there's singing, there's laughing, there's dancing.”*

- Student Workshop

*“Being technologically connected, we have become socially disconnected.”*

- Student Workshop

# Supporting Research

Summaries of recent relevant literature

## Insight 2

### Power & Potential of a Vibrant Community

The power of a vibrant community was voiced passionately and consistently by all constituents during the Discovery activities. Community was described as relationship building, networking, coaching, supporting diversity and strengthening ties to the external community. During recent years the growth of online learning and hybrid working has diminished the strength of the College community and there is a strong desire to build back a vibrant, tangible, and social community to be experienced by all constituents.

### Generation Z: Educating and Engaging the Next Generation of Students

To recruit, educate and graduate Gen Z Students, Colleges, Universities and Community Colleges need to understand their needs and characteristics such as:

- Info & technology (esp. video)
- Applied learning & skills for jobs
- Hands on learning opportunities
- Individual learning, then reinforce in peer group
- Well-being

Institutions of Higher Learning can engage with Gen Z by creating spaces to encourage community on campus for social action and interpersonal learning.

Corey Seemiller and Meghan Grace, Published online in Wiley Online Library ([wileyonlinelibrary.com](http://wileyonlinelibrary.com))  
© 2017 by American College Personnel Association and Wiley Periodicals, Inc. DOI: 10.1002/abc.21293

### Meeting the Needs of Generation Z Latinx Community College Students

Gen Z Latinx Students make up a large portion of the population of community college Students. Latinx Students typically want to stay close to family but also have a need to fit in to the College community. This process of forming their own identity at school while maintaining relationships at home can be challenging. Latinx Students, like many Gen Z require social support from Faculty, friends, classmates and counselors. The authors recommend College administrators provide support for these Students including mental health, and culturally supportive resources.

Alison Airhart and Jennifer A. Spielvogel, Diverse, September 29, 2022, pp. 29-30  
[www.diverseeducation.com](http://www.diverseeducation.com)

*“Being **technologically connected**, we have become **socially disconnected**.”*



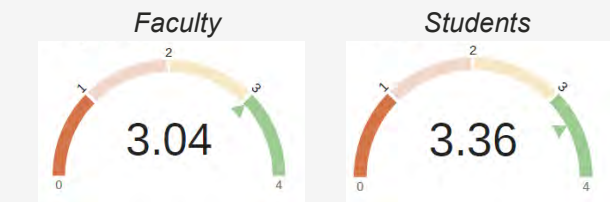
# Insight 3

## Dual Modality is Here to Stay

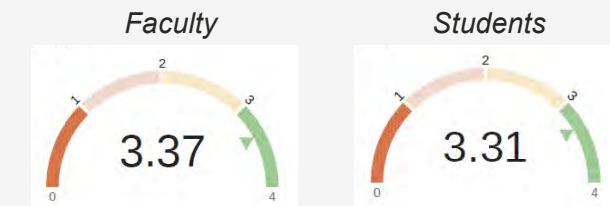
The goal from CRC Leadership is to be able to offer both on ground and online courses. Hybrid learning and working is a key part of implementing dual modalities. Offering dual modalities requires that having choice and control over how to work, teach and learn is a priority now and in the future.

- Our research indicates that in the next 5 years the average CRC Leader response to ideal long-term modality mix was on-ground 58% and online 42% approximately
- Leaders and Faculty recognize there is a challenge in the online teaching experience for Students and it requires investment in the right people, training and tools
- Leaders and Faculty are cognizant that Students don't understand how to evaluate the trade-offs between online and on ground learning as often Students don't understand how they learn most effectively emphasizing the importance of Career counselling to optimize overall Student success
- Leaders and Faculty recognize there is an increasing amount of new technologies, software and apps available to support learning but at a cost
- From the perspective of Faculty, it is difficult to build relationships with Students online and recognize if they are struggling
- Students expressed the desire to be back on Campus not only to build community but also because they might not have a conducive learning environment at home
- Students desire to be able to do both online and on ground learning on the Campus
- There is a tension between the perceived equity between Faculty and Classified Professionals over having choice and control around work from home
- The evolution in modality over the last 5 years is significant and indicates that there is an excess capacity of classrooms

### Satisfaction of in-classroom experience:



### Satisfaction of online / at-home experience:



This chart represents the degree of satisfaction with the experience in the classroom and online between Students and Faculty. There is very little difference, however Student respondents have a slightly higher experience in classroom and Faculty have a slightly higher experience online.

- Space Utilization Survey

*“Students will end up taking some classes online and some on ground – means students on campus will need a space to take online classes too”*

– Faculty Workshop Participant

*“Combine old and new methods of learning... new technologies can increase our capacity to learn.”*

– Student Workshop Participant

# Supporting Research

Summaries of recent relevant literature

## Insight 3

### Dual Modality is Here to Stay

The goal from CRC Leadership is to be able to offer both on ground and online courses. Hybrid learning and working is a key part of implementing dual modalities. Offering dual modalities requires that having choice and control over how to work, teach and learn is a priority now and in the future.

### Online Learning Still in High Demand at Community Colleges

Data shows there is increased Student interest in online courses, despite a trend toward back to in-person learning. Community Colleges are trying to understand the post-pandemic landscape and want Students to choose the modality that supports their own success.

This results in more questions. How to meet the tech needs of Students who don't have internet access at home? Students who don't live nearby? Students who work? Students who are parents? Community colleges must address online teaching techniques and learning methods to meet the demands of Students.

Sara Weissman, Inside Higher Ed, July 7, 2023  
[insidehighered.com/news/institutions/community-college/2023/07/07/](https://insidehighered.com/news/institutions/community-college/2023/07/07/)

### Institutional change to support online learners: A case study for Student success

This is a case study in institutional change. Based on data Wake Technical CC (Raleigh, NC) targeted Student success in online courses. Community College Students often struggle with online courses while juggling work, transportation and childcare responsibilities.

The article presents guiding questions for Community College leaders when planning for improving the Student experience and supporting online Student success.

Bartek, C., Pellegrino, L., Cutler White, C., & Clayton, A. B. (2022). Institutional change to support online learners: A case study for student success. In C. Cutler White & A. B. Clayton (Eds.), *Expanding community college opportunities: Access, transfer, and completion*. New Directions for Community Colleges, 198, pp. 135–148. John Wiley & Sons, Inc. <https://doi.org/10.1002/cc.20516>

*“Combine old and new methods of learning... new technologies can increase our capacity to learn.”*

### “We Will Not Go Back to What We Had” Faculty’s Efforts to Deliver Effective Distance Education in the LACC District

This report resulted from the Leveraging Technology and Engaging Students (LTES) research in the Los Angeles Community College District. After the Covid pandemic, neither Faculty or Students wanted to go backwards. “Having options, I think is key to help each Student and give them the opportunity to get in the door whether it’s through the computer or in person at the school” reflected one Faculty member. In response to Student demand during the pandemic, LACC modified its course offerings with more online and hybrid options. The recommendation is to leverage these innovations and teaching methods to increase Student success.

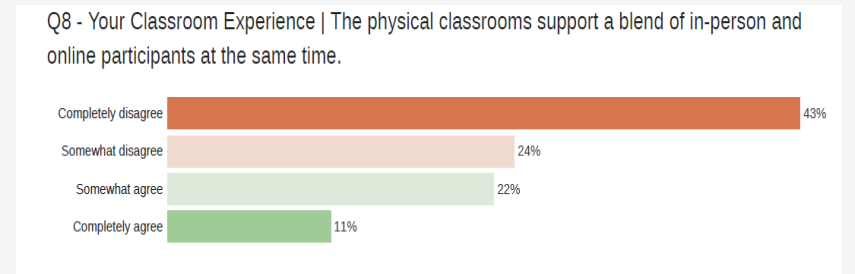
Center for Education Policy Research, August 2023, Elise Swanson, Rachel Worsham and Soumya Mishra

# Insight 4

## Capitalizing on the Classroom Experience

Prior to the pandemic, approximately 90% of instruction was done on ground in existing classrooms. Today, due to a significant and potentially permanent shift in modalities, classroom utilization remains below pre-pandemic levels. Classroom utilization is less than optimal, potentially due to a broad number of constraints and issues. Since these classrooms are spread out across the campus, it currently gives the impression of emptiness and isolation, contributing to the perception of a lack of community.

- The average classroom is dated and does not provide the optimal student learning experience; the focus appears to be on adding classroom capacity and repeating the same style of the past, rather than re-vitalizing the current classroom experience
- The design of the classrooms are predominantly set up for lecture style delivery with a fixed furniture arrangement and white board walls in the front of the room; there is limited opportunity for instructors to vary their teaching style
- Some classrooms are over 40 years old, and some are as new as 3 years old, providing a different learning experience
- Faculty expressed concern that Classrooms are not well equipped with technology for virtual and in-person meetings/classes, creating an inequitable learning experience between those in the room and those online
- While the HyFlex rooms offer more visibility to the Instructor and the content, they don't provide visibility of the Students to each other
- Students expressed the desire to use classrooms to help them connect through rigorous discussions with each other and their instructor
- Students believe the ideal classroom should be one that provides energy and allows access to daylight, nature, food and drinks to elevate the experience
- Survey responses from Faculty and Students indicate opportunities for improvement in the classrooms around comfortable seating, a place for belongings, and power for mobile devices
- The process for removing discarded or unused equipment is cumbersome and is rarely used, which results in cluttered classrooms



Survey results indicate the majority of classes are a combination of online and in-person yet responses indicate classrooms do not support a blend of in-person and online participants at the same time (67% disagreement).  
- *Space Utilization Survey Data*



*Typical Classroom*

*“Having rows and rows of seats where no-one engages and everyone just listens is not inspiring”*  
- Student Workshop

*“Outdoor learning spaces are desired ...communal and versatile”*  
- Student Workshop

# Supporting Research

Summaries of recent relevant literature

## Insight 4

### Capitalizing on the Classroom Experience

Prior to the pandemic, approximately 90% of instruction was done on ground in existing classrooms. Today, due to a significant and potentially permanent shift in modalities, classroom utilization remains below pre-pandemic levels. Classroom utilization is less than optimal, potentially due to a broad number of constraints and issues.

Since these classrooms are spread out across the campus, it currently gives the impression of emptiness and isolation, contributing to the perception of a lack of community.

### **The Impact of Learning Space Design on Learner Experience and Collaboration**

Although the focus of this review was on medical education, there are applications to higher education in general. Learning environments need to adapt to reflect the dynamic and changing reality. The author states “whether digital or physical, learning spaces are the most important contemporary infrastructure requirement for learning”

College administrators should begin thinking of learning spaces as a combined investment in the future of the institution and the outcomes of its Students.

Jodie Penrod, Educause Review, Wednesday, November 17, 2021, Teaching and Learning

### **The New Generation of Students: How colleges can recruit, teach, and serve Gen Z**

This summary from The Chronicle of Higher Education includes many details on this new generation on college campuses. Regarding space and utilization, this quote is interesting “They don’t care about the rock-climbing walls built for millennials and boomer parents. Services are the college new amenities”

This generation cares about finances and value. They want an education they can afford that will result in a job. For example, they want a discount for Students who take classes at off times (late afternoon or weekends) which could help campuses better utilize classroom space.

The Chronicle of Higher Education, The New Generation of Students: How colleges can recruit, teach and serve Gen Z

*“Outdoor learning spaces are desired ...communal and versatile.”*

### **Recognizing Campus Landscapes as Learning Spaces**

There are benefits to providing more options for learning and restoration in public and outdoor spaces on college campuses.

Outdoor spaces provide nature and ecological study, but mostly foster belonging and provide areas to gather.

This approach recognizes the entire campus landscape as a holistic and dynamic experience. By integrating the outdoors as learning space, the institution also showcases its educational value.

Catherine G. School, Gowri Betrabet Gulwadi, Journal of Learning Spaces, Vol. 1, No. 1, 2015

04.

# Strategic Design Brief

- Work Experience Principles
  - Work Experience Evolution
  - Concept Map
  - Work Settings and Attributes
-

# Strategic Design Brief

The Strategic Design Brief is the reference document that defines the Learning and Work Experience strategy. The Brief serves to guide decision making for a project from the beginning of the strategic planning process to the implementation and adoption of the solution. The objective of the Strategic Design Brief is to define the basic directives for the development of a future learning and work experience that links CRC's business priorities, desired culture and objectives for the future.

This brief was developed in conjunction with knowledge derived from ARC's global experience and Steelcase's global education research on work, worker, the student and the Institution. It is intended to assist CRC's Project team in the development of the planning and design of physical space, the technology strategy and the change management process.

## Leveraging Space + Technology

These guidelines and conceptual recommendations help to further illustrate how the learning and work experience can be enriched by leveraging space and technology differently than is currently being done. This creates a link of how space and technology can be integrated to support CRC's strategic objectives and desired learning and work experience. This section is organized as follows:

### Experience Principles

---

A set of principles and attributes aligned with the key opportunities and insights to drive behavioral, spatial and technology strategies for the future learning and work experience.

### Experience Evolution

---

A set of recommendations to provide an essential shift between today vs tomorrow's learning and work experience in the areas of culture, process, technology and space.

### Concept Map

---

A concept drawing documents a menu of group and individual spaces and defines the strategic relationships.

### Work Settings and Attributes

---

Detailed recommendations for individual and group settings take into consideration space, technology and people and behavior.

### Concept Map Applied

---

Application of design concepts to a typical floor plan to allow CRC Executive Team, Faculty, Classified Professionals and Students Leaders to visualize the actual solution and how it will work.

## 04. Strategic Design Brief

# Experience Principles

# Learning + Work Experience

## Foundation + Principles

### Foundation

We have learned through Steelcase's global research and our consulting efforts that the best employee experience and organizational performance result from a strategic and holistic approach to learning and work environments. It cohesively integrates process, culture/behavior, tools/technology and space.

Culture and Process are the components that drive results in organizations. These include the habits related to how people behave, the things people do and how work gets done. Tools and Space enable people in their learning and work experience, helping them to perform more effectively.

On the following slides we define the Work Experience principles for CRC and link each to the solution elements (culture, process, tools and space).





# Experience Principles

## Foundation + Principles

### Principles

Experience principles define the performance attributes of the environment that encompass all elements of the learning and work experience. These principles represent the summary of our data collection and synthesis efforts. They provide a lens for the design of the new environments and help to bridge the Critical Success Factors, Foundational Pillars, Key Findings, Insights and Recommendations for CRC's future learning and work experience.



### 1. Encouraging College Community

How might we create a vibrant, joyful community which transcends the virtual world and positively strengthens the culture of the CRC?

### 2. Enabling Choice + Control

How might we provide an optimized experience and a range of flexible settings that allow Students, Faculty and Classified Professionals to choose the best places in support of their study and work?

### 3. Fostering a Culture of Continuous Learning

How might we promote a culture of continuous learning to share knowledge, experiences, best practices across CRC and support professional development and Student success?

### 4. Embracing Diversity

How might we develop empathy and equity, encouraging dynamic interactions between people with a diversity of perspectives and backgrounds?

### 5. Integrating Digital + Physical (Dual Modality)

How might we provide a consistent and seamless experience that connects Students, Faculty and Classified Professionals to their learning, teaching and administrative activities whether in person or online?

# Experience Principles



## Principle + Recommendations

### 1. Encouraging College Community

*How might we create a vibrant, joyful community which transcends the virtual world and positively strengthens the culture of CRC?*

Recent events have resulted in significant shifts in learning and working patterns. The strength of the College community has been diminished since the shift to online learning and hybrid working. This has also impacted the levels of vibrancy, density, sense of connectedness and expectations around building community.

Place is the most visible artifact of culture and has the potential to shape behavior. A strategic approach to the working and learning experience can promote the behaviors that contribute to growth, organizational transformation and a shared sense of belonging. Building community, connecting Students, Faculty and Classified Professionals and developing networks will lead to deeper engagement and a strong commitment to Student success and the mission of CRC.

#### Considerations

- Provide destinations and group spaces at key intersection points that help foster meaningful connections and relationships within and across all constituents
- Design an inviting, comfortable aesthetic that encourages informal conversations and supports serendipitous interactions
- Explore engaging ways to celebrate and acknowledge contributions and successes across the College by maximizing the use of analog and digital display
- Provide views into surrounding spaces, both interior and exterior, to build awareness and understanding of Department and Student activities
- Consider a variety of tools to bring people together, socialize and have fun e.g., digital and analog games, chalkboards, food and drink, etc.
- Create and evolve rituals, norms and protocols that will promote and build community



# Experience Principles



## Principle + Recommendations

### 2. Enabling Choice + Control

*How might we provide an optimized experience and a range of flexible settings that allow Students, Faculty and Classified Professionals to choose the best places in support of their study and work?*

Offering greater choice and control of when, where and how to learn and work can help increase satisfaction, minimize potential resistance to change, and contribute to wellbeing.

Recognizing differing styles and balancing solutions to support them will be key drivers in successfully creating a desirable and productive learning and working experience. Providing equitable guidelines and empowering people to align on what works best for them will lead to greater adoption of hybrid working.

A greater variety of spaces allows people to choose the best place to learn and work based on specific activities and personal preference. This also encourages movement and increases opportunities for connecting and interacting. The goal is to create a flexible learning and working experience that recognizes there isn't a "one-size-fits-all" solution, and that activities and preferences vary everyday all day.

#### Considerations

- Provide choice and control through a greater variety of spaces that support different activities for teaching, learning and working
- Create flexible settings that enable individuals and groups to adapt spaces based on their activities and needs
- Ensure Leaders empower and trust individuals to choose how, when and where to work most effectively through the development of equitable guidelines
- Make it easy people to locate and connect with others while working either on-ground or remotely
- Develop protocols and processes for use and personalization of spaces for successful on-ground hybrid experience



# Experience Principle

## Principle + Recommendations

### 3. Fostering a Culture of Continuous Learning

*How might we promote a culture of continuous learning to share knowledge, experiences, best practices across CRC and support professional development and Student success?*

Over the past few years people became more isolated from each other relative to the work they do and the classes they take. The ability to learn from what others are doing was limited. This design principle is closely aligned with “Encouraging College Community.” By creating spaces that bring people together both formally and informally allows for the opportunity to share best practices and build new and different relationships between Students, Classified Professionals and Faculty.

Continuous learning is predominately a social process which helps to build trust and community among all constituents. This happens in many ways ranging from face-to-face, online synchronous and asynchronous learning, mentoring, problem solving and collaboration. Supporting this variety appropriately will ensure a culture of learning is strengthened across CRC.

#### Considerations

- Create inspiring spaces that celebrate and broadcast Student successes past and present
- Explore ways to socialize and share best practices across the College from the Faculty and Classified Professionals’ perspective as part of a learning culture
- Create spaces that address multiple learning modes, formal and informal to capture, visualize and share experiences with career professionals
- Provide a variety of spaces to support individual Student study and project activities
- Enable views into Department communities to gain awareness and appreciation of one another’s activities and contributions
- Extend the classroom experience by designing areas that support Student /Faculty interactions before and after class



# Experience Principle

## Principle + Recommendations

### 4. Embracing Diversity

*How might we develop empathy and equity, encouraging dynamic interactions between people with a diversity of perspectives and backgrounds?*

Acknowledging that great ideas can come from any part of the College and its people, CRC encourages people to openly share new and different perspectives. This promotes engagement, nourishes a sense of belonging, while simultaneously contributing to safe and honest discussions based on different background and points of view.

At CRC the Center for Inclusion and Belonging (CIB) “strives to empower students to explore, affirm, and celebrate their individual and intersectional identities and define success for themselves. Each center and program promotes a sense of belonging and develops student leadership to work toward social change on campus and in the community.”

The physical environment should be an enabler to enhance this exploration of ideas and meaningful interactions.

- Break down barriers by removing walls and opening up the space to support the cross pollination of people from different backgrounds and perspectives
- Provide broad scale technology in key locations to celebrate significant moments and contributions of the CIB
- Maximize the use of the Campus Quad to encourage face-to-face events to promote Student participation in CIB
- Create safe places throughout the Campus that encourage people to be candid in sharing new perspectives on local and world issues
- Provide spaces to encourage meetings and events with external community groups to foster discussions about local diversity issues and challenges



# Experience Principle

## Principle + Recommendations

### 5. Integrating Digital + Physical (Dual Modality)

*How might we provide a consistent and seamless experience that connects Students, Faculty and Classified Professionals to their learning, teaching and administrative activities whether in person or online?*

Providing a consistent, dependable and seamless virtual and on-ground experience is fundamental to successfully supporting future ways of learning, teaching and working.

People participating remotely have a vastly different experience from those who are in the same room. Managing the complexities of presence disparities for online participants is critical for creating a connected and engaging experience.

When the reality of presence disparity isn't addressed, the overall learning and collaboration experience can easily become unpleasant and taxing, with participants feeling strained physically, cognitively and emotionally.

#### Considerations

- Provide reliable technology and tools for use by individuals so that connecting across the campus and at home is improved and optimized
- Enhance the HyFlex experience in classrooms to more effectively support online learning and Student engagement
- Create settings in Faculty and Classified Professional communities that support the use of analog and digital tools to capture, visualize, share and display information
- Consider using digital communications at the entrances of Department communities to share information and learnings
- Create protocols and consistent processes to ensure inclusion and an equitable experience for all participants, whether located on-site or remotely
- Provide the appropriate training and resources needed to support the adoption and use of existing and future technology



# Insights + Experience Principles Linkages



The matrix to the right illustrates the correlation between the Insights that emerged from the Discovery Process and the Experience Principles developed for CRC.

The Experience Principles define the performance attributes of the workplace that encompass all elements of the work and learning experience (culture, process, tools and space).

These principles represent the summary of our data collection and synthesis efforts. Illustrating the connections to the Insights begins to provide a visible and explicit roadmap from strategic objectives through to workplace design.

Key:

- Primary Linkages
- Secondary Linkages

		Insights			
		United Around Student Success	Power + Potential of a Vibrant Community	Dual Modality is Here to Stay	Capitalizing on the Classroom Experience
Experience Principles	Encouraging College Community	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Enabling Choice + Control	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	Fostering a Culture of Continuous Learning	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
	Embracing Diversity	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	Integrating Digital + Physical	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

## 04. Strategic Design Brief

# Experience Evolution



# Future Experience

## Evolution Overview

### Learning and Work Experience of Today vs. Future

The following page describes elements of the current learning and work experience at CRC and compares them to elements of the desired future experience as uncovered during the Discovery process. This provides a clear contrast and an aspirational goal for the future learning and work experiences based on the drivers and enablers of the Work Experience Model and the resulting Experience Principles.



# Learning + Work Experience



## Essential Shifts

From	To
<p>The strength of the College community has been diminished since the shift to online learning and hybrid working.</p>	<p><b>Building community, and developing networks between Students, Faculty and Classified Professionals</b> will lead to deeper engagement and a stronger commitment to Student success and the mission of CRC.</p>
<p>People have become more isolated from each other and the ability to learn from what others are doing has been limited (Students, Faculty and Classified Professionals).</p>	<p><b>A Culture of Continuous Learning is Strengthened.</b> Various modes of learning ranging from face-to-face, online synchronous and asynchronous learning, mentoring, problem solving and collaboration will be supported to build trust and community among all constituents.</p>
<p>Current standards for the allocation of space are based on hierarchical planning and assigned offices and workstations. However, people are working in a hybrid manner but eligibility for hybrid working is not equitable.</p>	<p><b>Equitable guidelines</b> will allow people to have choice over where, when and how to work which will increase satisfaction and minimize potential resistance to change.</p>
<p>Although the Center for Inclusion and Belonging (CIB) promotes diversity and a sense of belonging, Students acknowledge there is a lack of opportunities to network on campus with people from various backgrounds and points of view.</p>	<p><b>Re-designed interior and exterior spaces incorporating purposeful connection zones</b> will support the cross pollination between people from different backgrounds and perspectives.</p>
<p>The average classroom experience is standardized based on a fixed furniture arrangement set up for lecture style delivery. There is limited opportunity for instructors to vary their teaching style to enhance student learning.</p>	<p>By <b>reimagining Classroom designs into flexible and fluid solutions</b>, rigorous discussions and group work between Students and Instructors will be enabled and energized.</p>
<p>Students who participate in synchronous online classes, have an inequitable experience compared to students who are in the classroom, due to technology challenges.</p>	<p><b>A rich technology enabled environment, using both analog and digital tools is created</b> to support multiple learning preferences allowing an equitable experience among participants.</p>

## 04. Strategic Design Brief

# Concept Map

# Concept map

## Overview of zones

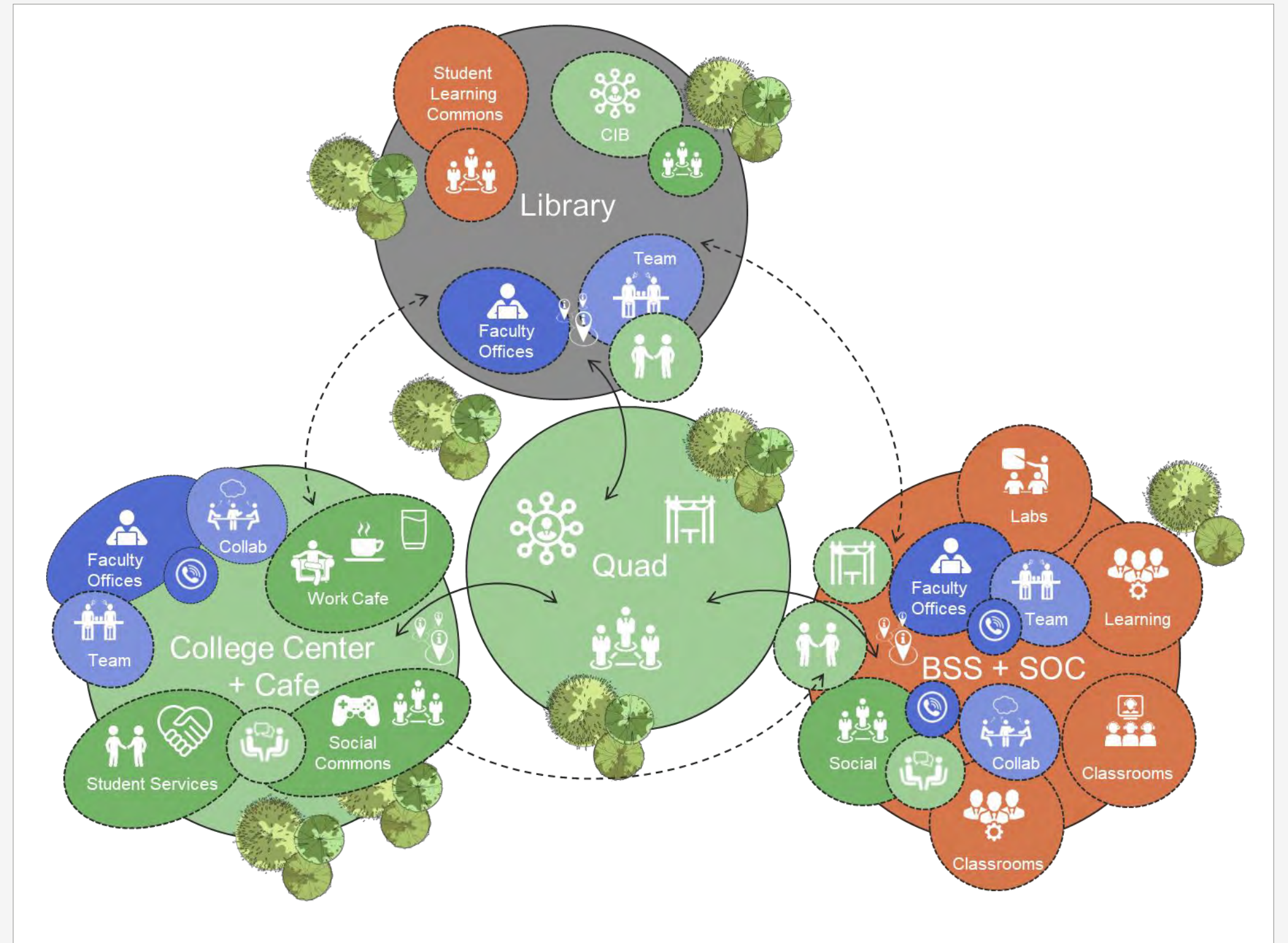
The Concept Map is an inventory of settings which represent a new approach to CRC's future learning and work environment.

Insights from the Discovery process have been combined and blended with Steelcase research to form an aspirational vision of CRC's future learning and work experience. These shifts are brought to life in the following Concept Map of Spaces.

### The Concept Map of Spaces:

- Identifies the main spatial ingredients for future solutions
- Defines the inter-relationship between the different spaces and combines key settings together into zones
- Maps the flow of spaces through buildings without consideration of the physical limitations of the building structure

The Concept Map does not represent the quantity of the spaces, nor the square feet allocated to each space type. The final number of spaces and their sizes will be determined during future implementation efforts.



# Concept map

## Overview of zones

The Concept Map of Spaces consists of 3 zones that differ in terms of the activities supported:

### Connection Zone

*Spaces for All*

This zone comprises the heart of the campus with settings that support community, encouraging Faculty, Classified Professionals and Students to gather, socialize and collaborate.

- Café
- Social Commons
- Student Services Center
- Courtyards
- Student Program Space\*
- Coworking + Innovation Hub\*

*\* not included in the Scenarios*

### Learning Zone

*Students + Faculty*

This zone supports formal and informal learning, wherever learning happens.

- Classrooms
- Student Learning Commons

### Community Zone

*Faculty + Classified Professionals*

This zone is comprised of a variety of settings that support both individual and collaborative work for Faculty and Classified Staff.

- Front Porch
- Department Hub
- Meeting Room
- Focus Room
- Private Office
- Workstation



## 04. Strategic Design Brief

# Worksettings + Attributes

# Worksettings overview

## Connection Zone

Café



Social Commons



Student Services Center



Courtyards



Student Program Space



Coworking + Innovation Hub



## Learning Zone

Classrooms



Student Learning Commons



## Community Zone

Front Porch



Department Hub



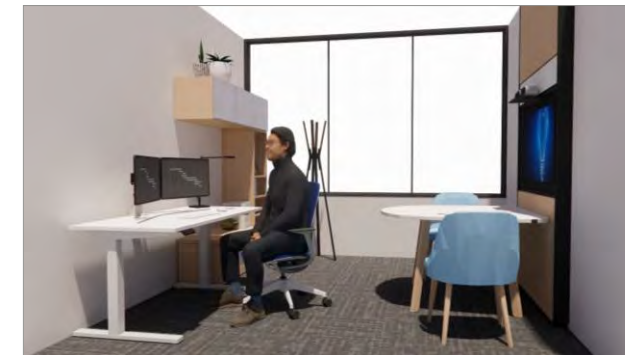
Meeting Room



Focus Room



Private Office



Workstation



# Zone Overview

## Connection Zone



## Connection Zone Settings

This zone comprises the heart of the campus with settings that support community, encouraging Faculty, Classified Professionals and Students to gather, socialize and collaborate.

- **Café**
- **Social Commons**
- **Student Services Center**
- **Courtyards**
- **Student Program Space**
- **Coworking and Innovation Hub**

## Design Intent

The Connection Zone is an ecosystem of settings which support the learning goals of the College. While these settings support individual and group learning they also support the development of relationships, enhancement of the College's culture and provide a venue for collegiate debate and exploration of ideas.

This zone is centered around the main Quad and leverages the outdoor areas and the great weather of Northern California.

The Coworking and Innovation Hub is included as an opportunity for repurposing of excess space and represents a financial opportunity for the College and a growth opportunity for Faculty and Students.

Key:

- Connection
- Learning
- Community



# Worksettings

## Connection Zone | Café

---

The Café is a key element of the heart of the campus where Students, Faculty and Classified Professionals can come together over food and drinks for connecting, studying, and working with each other. It is an inviting and energizing destination that attracts people from across the campus. It is a flexible, fun area for celebrations, social get-togethers, learning and informal meetings. It should be designed with a broad range of settings to accommodate individuals and group preferences. It also has a separate coffee lounge which can be accessed throughout the day. If possible, the Café should extend to outdoor courtyards to take advantage of the temperate Northern California weather and views to the beautiful campus environment.



# Worksettings

## Connection Zone | Café

---

### Space

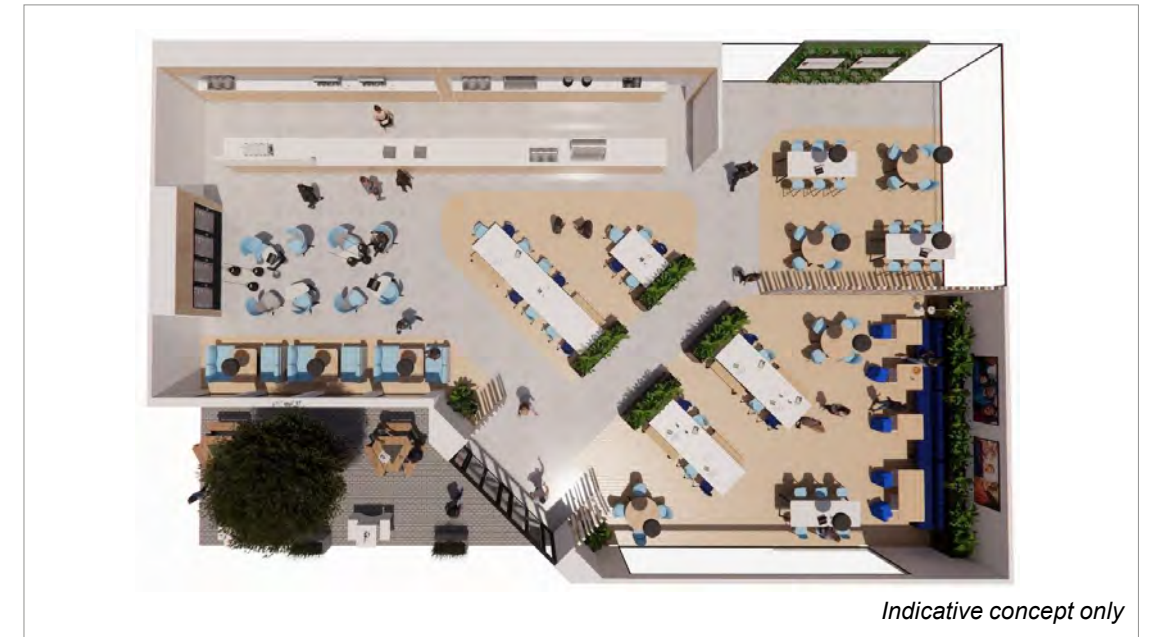
- Locate centrally within the campus
- Design with a variety of settings that support eating, learning, and working, for individuals and groups of various sizes
- Include informal coffee lounge area
- Use different levels of lighting to enhance the design and experience
- Provide access to views of the outdoors and integrate café settings outside

### Tools + Technology

- Consider digital information displays to provide up-to-date information about the College, resources, events and activities
- Incorporate technology that allows the space to be used for large presentations / gatherings
- Include Wi-Fi and access to power throughout for mobile devices

### People + Behavior

- Encourage Faculty, Classified Professionals and Leaders to use the Café to foster informal connections with Students
- Incorporate Student artwork and cultural events where possible
- Offer food and beverage options that appeal to the diversity of the College



# Worksettings

## Connection Zone | Social Commons

The Social Commons is designed to encourage Students to network with other Students from various backgrounds in a fun, welcoming environment. Located near the Café, it is a casual space devoted to supporting Student activities and events such as gaming, socializing, relaxing, watching sports etc. Proximity to the Café allows access to food and drink in a more informal setting. It's a place to take a break before and after classes or attending events. Ideally it is viewed as a destination to meet up with friends. It is equipped with the latest technology to support both personal and shared devices.



*Indicative concept only*

# Worksettings

## Connection Zone | Social Commons

### Space

- Consider location of Social Commons in close proximity to the Café
- Design a comfortable, inviting and inclusive environment
- Include a variety of settings to accommodate individuals and small groups
- Use vertical surfaces to display Student artwork and photography

### Tools + Technology

- Provide large broadcasting displays to celebrate achievements and announce upcoming College and student programs and events
- Include access to power and WiFi for personal devices such as laptops, phones, chargers, etc.
- Provide digital displays and consoles for gaming and amplified sound for special events

### People + Behavior

- Promote an environment of inclusivity and community
- Encourage students to use the space to meet and build relationships with each other
- Provide access to analog (board and card games) and consider access to digital gaming (PS and XBOX)
- Emphasize the space as a way to promote wellbeing and relieve stress



# Worksettings

## Connection Zone | Student Program Space

The Student Program Space offers a place for Students within a community of interest to gather, connect, demonstrate affiliation and identity. Each space is owned by an individual student interest community. However, a macro approach to these spaces is also possible where a larger space is utilized by a number of communities of interest. These spaces offer an environment for students to study between classes and socialize. These spaces are generally small but can vary in size based on the size of the community of interest and their mission or charter. Some communities of interest also offer a range of support to their constituents and may have support staff incorporated into their space. Ideally these spaces should be flexible as the communities of interest may arise, evolve and disappear over time.



*Indicative concept only*

# Worksettings

## Connection Zone | Student Program Space

### Space

- Space should support group socialization and individual study
- Provide display areas for materials related to the community of interest
- Display student artwork
- Include workstations for Classified Professionals supporting the community of interest if appropriate

### Tools + Technology

- Include Wi-Fi and power access throughout
- Consider digital information displays to provide up-to-date information about the community of interest, College, events and activities
- Incorporate technology that allows the space to be used for presentations / gatherings / events

### People + Behavior

- Establish protocols for how the space is to be used
- Establish protocols for materials display and for student artwork



# Worksettings

## Connection Zone | Student Services Center

The Student Services Center is an opportunity to re-imagine the delivery of Student services in a more personal and hosted format versus a traditional customer service window format. The re-imagined Center has a flexible front of house to handle the volume in peak periods and a static back of house design concept to support Classified Professions during the rhythm of fluctuating demand. A more flexible front of house concept will allow the space to convert to a different design during periods of low demand. There will be more casual vignettes to maximize the use of the space during the semester and support a variety of Student activities whether waiting for a service or meeting friends on route to the Social Commons or Café. It will also support casual meetings of Classified Professionals and Faculty due to its close proximity to their Department areas and the Café.



# Worksettings

## Connection Zone | Student Services Center

### Space

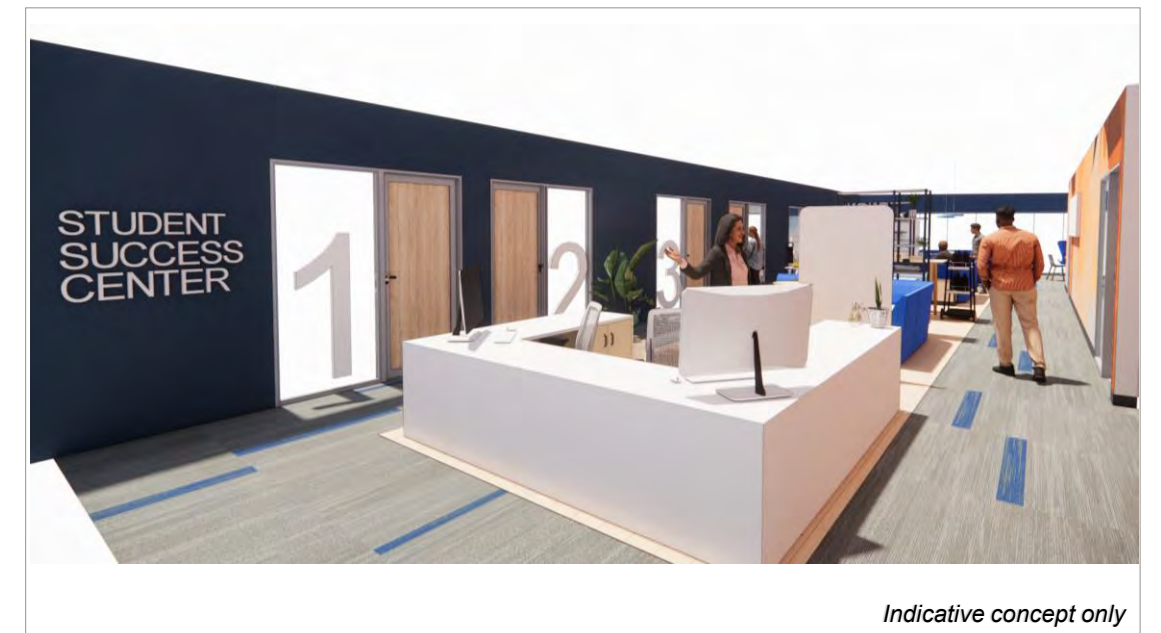
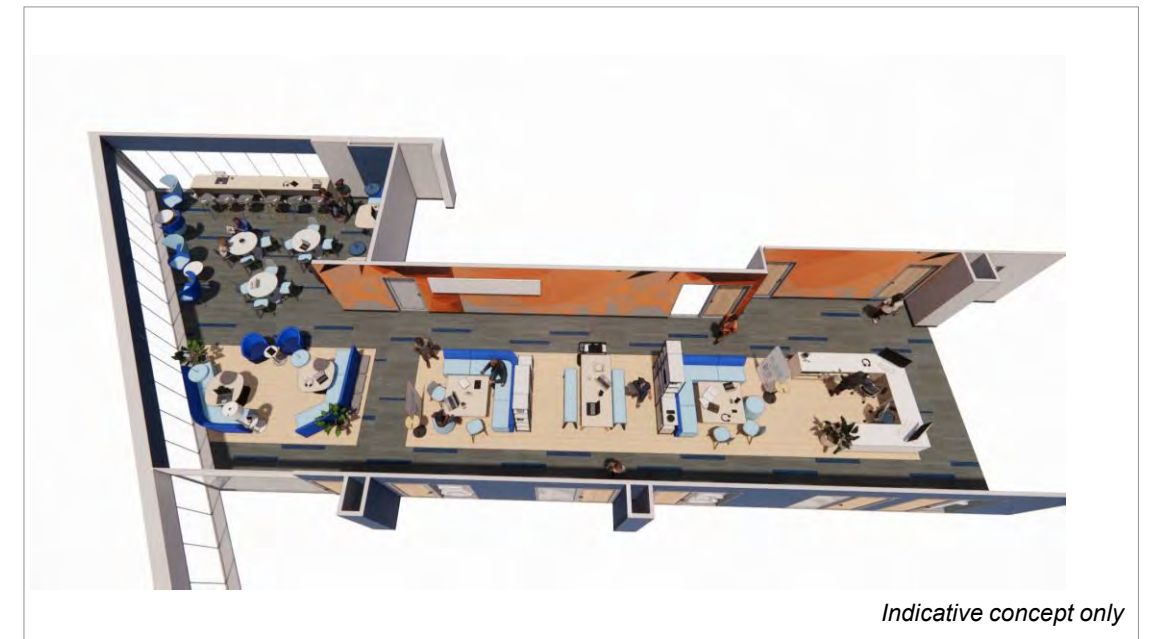
- Locate in close proximity to Social Commons and Café
- Create an open and fluid environment that supports a hosted services concept in the “front of house” which can morph in periods of low demand
- Design small collaborative settings in the “front of house” to support waiting and social activities
- Design the back of house to support the rhythm of the fluctuating demand during the semester based on the Community Zone settings

### Tools + Technology

- Include digital and analog vertical displays to provide Student Services information and way finding to offices, Social Commons and Cafe
- Offer consistent and seamless technology solutions in “ back of house” to support in person and virtual connections
- Consider camera angles, headphones to minimize visual and acoustical distractions nearby
- Include Wi-Fi and access to power for personal devices such as laptops, phones, chargers, etc.

### People + Behavior

- Consider a “Concierge” role to welcome and guide Students
- Offer a welcoming environment that creates a sense of inclusion and belonging





# Worksettings

## Connection Zone | Courtyards

Courtyards are outdoor areas which constitute the connective tissue of the Campus leading to the central large Quad, which is the heart of the Campus. All the courtyards are active, energizing, inviting and both a circulation path and a destination. They are conveniently located both within and next to most of the College buildings and offer appropriate views into the buildings. These spaces are a destination for Students, Faculty and Classified Professionals to socialize, learn and work outdoors. The vibrancy of these outdoor settings offer the opportunity to build community by creating awareness of Student Programs and hosting events.



# Worksettings

## Connection Zone | Courtyards

---

### Space

---

- Enhance existing Courtyards with a range of comfortable settings to support individual and small group activities
- Provide shading elements such as canopies, umbrellas, screens and planters
- Incorporate Student murals where appropriate and the ability to hang banners
- Design the selections of finishes and aesthetics to complement the surrounding area and withstand the elements

### Tools + Technology

---

- Provide access to Wi-Fi and exterior-rated power
- Consider security lighting for evening classes and events

### People + Behavior

---

- Encourage use of the Courtyards through the planning and communication of special events
- Support the different work modes from focus and respite, to collaboration and socialization
- Establish guidelines to ensure proper use and maintenance



# Zone Overview

## Learning Zone



### Learning Zone Settings

This zone supports formal and informal learning, wherever learning happens.

- **Classrooms**
- **Student Learning Commons**

### Design Intent

The Learning Zone is an ecosystem of settings that support the core function of the College which is student learning and success.

Classroom settings are reconceptualized to offer an enhanced student and instructor experience. At the same time these Classrooms offer greater flexibility in how the courses are conducted and how students interact with the instructor and each other.

The intent is to improve the Classroom technology to reduce the burden on Faculty. Simultaneously Students, are ensured of an equitable visual and sound related experience whether on-ground or in person.

The Student Learning Commons concept is introduced to provide Students with places to connect and work before or after attending a class.

Key:

- Connection
- Learning
- Community

# Worksettings

## Learning Zone | Classrooms

Classrooms are designed to support the current and evolving instructional methodologies. This flexibility allows various methods of teaching and learning to be implemented while supporting the unique requirements of the courses being taught. The typical classrooms can flex between traditional lecture-mode, to group-mode, to discussion-mode and back again. The improved HyFlex technology allows the learning experience to be equitable for both in-person and virtual participants. Technology and tools are integrated in smart ways to make it easy and intuitive for everyone to use.



*Indicative concept only*

# Worksettings

## Learning Zone | Classrooms

---

### Space

---

- Provide easily reconfigurable furniture that support Faculty preferences for teaching
- Ensure each student has adequate worksurface space for writing materials and storage for personal belongings
- Provide access to natural light and views to the outdoors where possible
- Utilize finishes and materials that create an energizing and inspiring environment



### Tools + Technology

---

- Provide intuitive technology for Faculty to connect organizational and personal devices to display digital content
- Incorporate appropriate technology to ensure all classroom participants, both in-person and virtual, can both see and hear all materials being presented and discussed
- Provide multiple cameras to give virtual participants an accurate context of the classroom to remain engaged in discussions
- Utilize vertical surfaces to allow Faculty and Students to display content, both analog and digital (ex: whiteboards, monitors)
- Include Wi-Fi and access to power throughout for mobile devices



### People + Behavior

---

- Provide training for Faculty to maximize the use of the technology and the flexibility of the classroom options
- Include access to technology support for troubleshooting and assistance if required
- Establish and display protocols that outline how to restore the classroom for the next class



# Worksettings

## Learning Zone | Student Learning Commons

Located near Classrooms, the Student Learning Commons provides a place for Students to touch down before or after class. The Commons should allow Students to create, collaborate, and focus in both group and individual settings. The group settings will create an inviting atmosphere for studying and informal learning in between classes, while the Focus settings will support individual study. All spaces within the Student Learning Commons should be available on a first-come, first-serve basis.



# Worksettings

## Learning Zone | Student Learning Commons

### Space

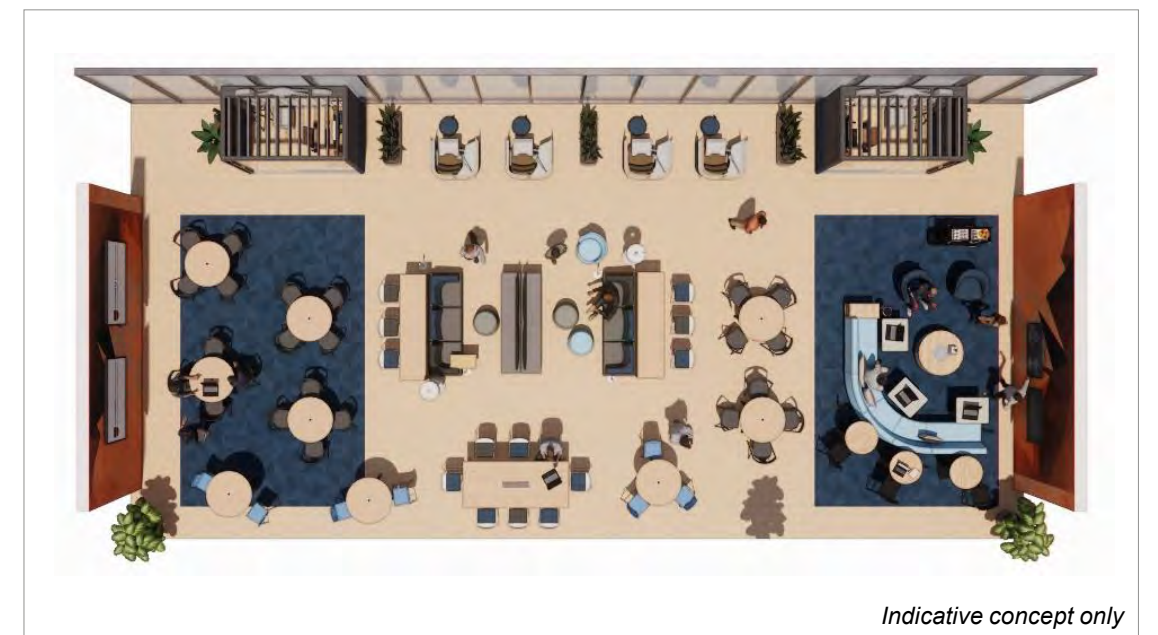
- Locate the Learning Commons near classrooms
- Design the space with a variety of settings to support both small groups and individuals
- Energize the space with views to the outdoors
- Incorporate a range of furniture settings to create separation and add interest across the open space
- Offer adequate worksurface space for Students to spread out materials
- Support a variety of postures to allow Students to choose the appropriate seating

### Tools + Technology

- Provide moveable whiteboards and tackboards to allow Students to display and create content, and provide temporary visual privacy
- Consider including monitors with quick and easy connections for Students to project digital content and connect with virtual participants
- Include Wi-Fi and access to power throughout for mobile devices

### People + Behavior

- Communicate and encourage Students to use the space to extend their learning experience before and after class
- Establish protocols that are visible to all users to encourage appropriate behaviors which will create an inviting and inclusive space for all



# Zone Overview

## Community Zone



## Community Zone Settings

This zone is comprised of a variety of settings that support both individual and collaborative work for Faculty and Classified Staff.

- Front Porch
- Department Hub
- Meeting Room
- Focus Room/Phone Booth
- Private Office
- Workstation

## Design Intent

The Community Zone is an ecosystem of worksettings that support Faculty and Classified Professionals in the variety of activities they undertake in their day-to-day work. All four work modes (Focus, Collaboration, Learning, Socializing) are supported, and the settings are intended to optimize the effectiveness of each mode.

The Community Zone will be an element of all Department areas to build community among peers and will be distributed across the campus. The goal is for each Community Zone to provide a similar experience.

Key:

- Connection
- Learning
- Community



# Worksettings

## Community Zone | Front Porch

The Front Porch is the initial threshold for welcoming, orienting and accommodating visitors to an Academic or Administrative Department. It forms the first impression of the culture and mission of the Department and sets the tone for the experience. Visitors can access up-to-date information, quickly orient themselves to the space and learn about the Department they are visiting. The Front Porch allows Classified Professionals or Faculty to greet students and visitors as they inquire about services or academics.



# Worksettings

## Community Zone | Front Porch

### Space

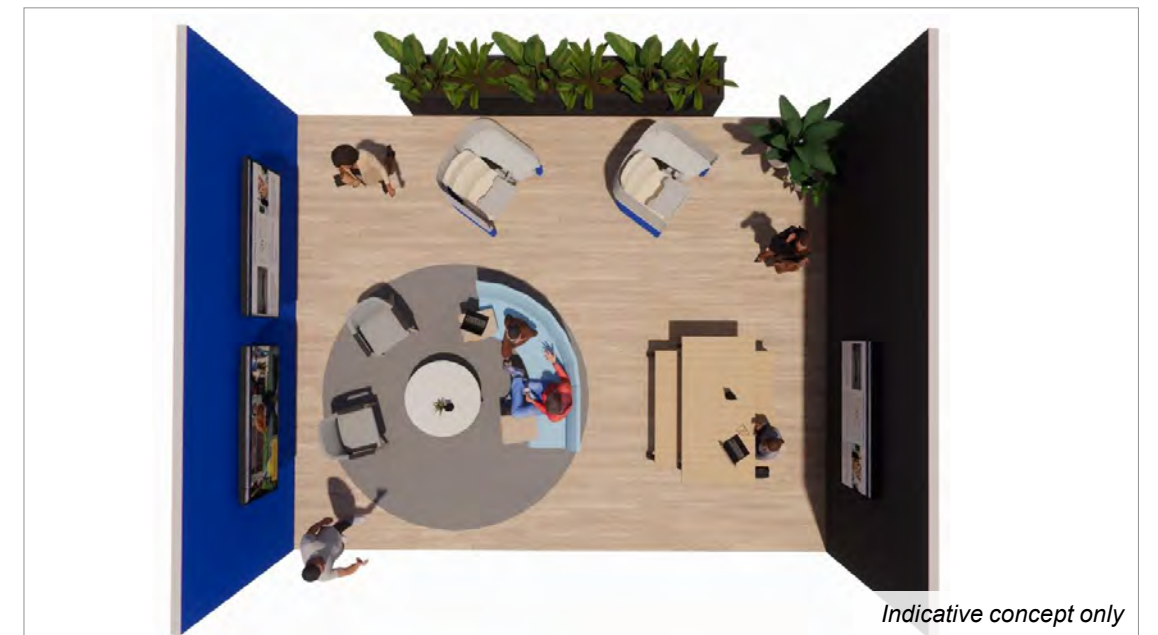
- Create a welcoming atmosphere through the application of finishes, fabrics, furniture and artwork
- Incorporate artifacts that illustrate the vision and mission of the department as well as past and present accomplishments
- Create display points to share up-to-date and relevant information about the College, the Department, Services and Programs
- Design for views into the Department's interior
- Provide a range of seating options for comfortable waiting and quick informal meetings
- Integrate various lighting levels to create a warm and friendly atmosphere

### Tools + Technology

- Consider different creative formats for communicating relevant messages – digital, analog and /or publications
- Include Wi-Fi and access to power throughout for mobile devices

### People + Behavior

- Encourage Faculty or Classified Professionals to use the Welcome Area for small, quick informal meetings when appropriate
- Develop a process to keep content fresh, relevant and updated regularly



# Worksettings

## Community Zone | Department Hub

The Department Hub is a casual space adjacent to the primary individual work areas for Faculty and Classified Professionals. It is owned by the Department, providing a home-base and sense of connection for the individuals, both Resident and Hybrid. The Hub supports individual work and provides people with the ability to quickly transition to scheduled and spontaneous collaboration or find moments of respite and rejuvenation. A coffee station is included to house drinks and store snacks and lunches. The Department Hub incorporates layered levels of privacy creating a perceived separation between individual and group work. The space evokes a relaxed and residential atmosphere to encourage conversations, informality and a shared sense of community.



Indicative concept only

# Worksettings

## Community Zone | Department Hub

---

### Space

---

- Create a welcoming and friendly atmosphere through the application of finishes, fabrics, furniture and artwork
- Use both solid and translucent vertical elements to create varying degrees of privacy
- Provide a range of settings and postures to support informal conversations and meetings
- Include elements of greenery, access to natural light, and views to the outdoors where possible

### Tools + Technology

---

- Incorporate digital technology where appropriate
- Include whiteboards for analog display and capturing content
- Supplement acoustical privacy with sound-masking as needed
- Include access to power and WiFi for personal devices such as laptops, phones, chargers, etc.

### People + Behavior

---

- Create a relaxed atmosphere which draws people in and allows colleagues to connect
- Encourage Leaders to work in the Department Hub to model behavior and ensure use
- Establish protocols that promote the intended use of the space



# Worksettings

## Community Zone | Meeting Room

The Meeting Room is located within the vicinity of the Department area. It is an enclosed bookable room for people to meet and come together. It supports various types of collaborative work such as reviewing and evaluating, informing and presenting or generating information. The technology provided supports collaboration that is both face-to-face and virtual and offers an equitable experience for those in the room and those participating virtually.



*Indicative concept only*

# Worksettings

## Community Zone | Meeting Room

---

### Space

---

- Provide views into the room by incorporating transparent and opaque glass
- Provide seating for “primary” participants and “secondary” participants, with sightlines to the camera(s) and screen(s) for virtual participants
- Design the size based on department requirements
- Offer a variety of surfaces to display content (ex: digital screens, whiteboards, tack boards, etc.)

### Tools + Technology

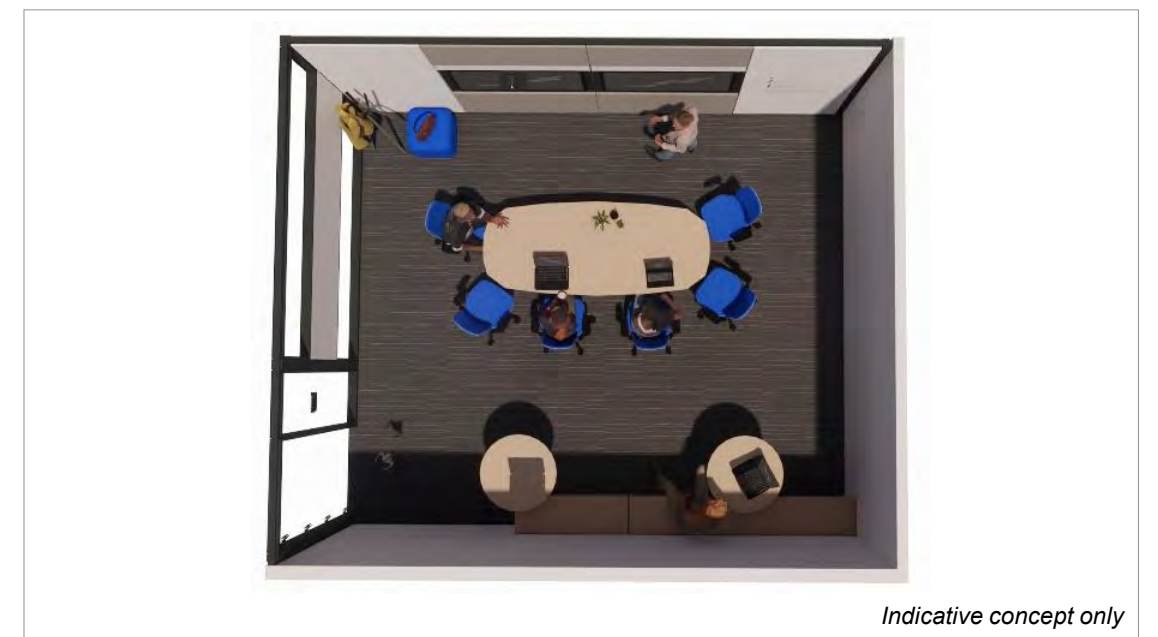
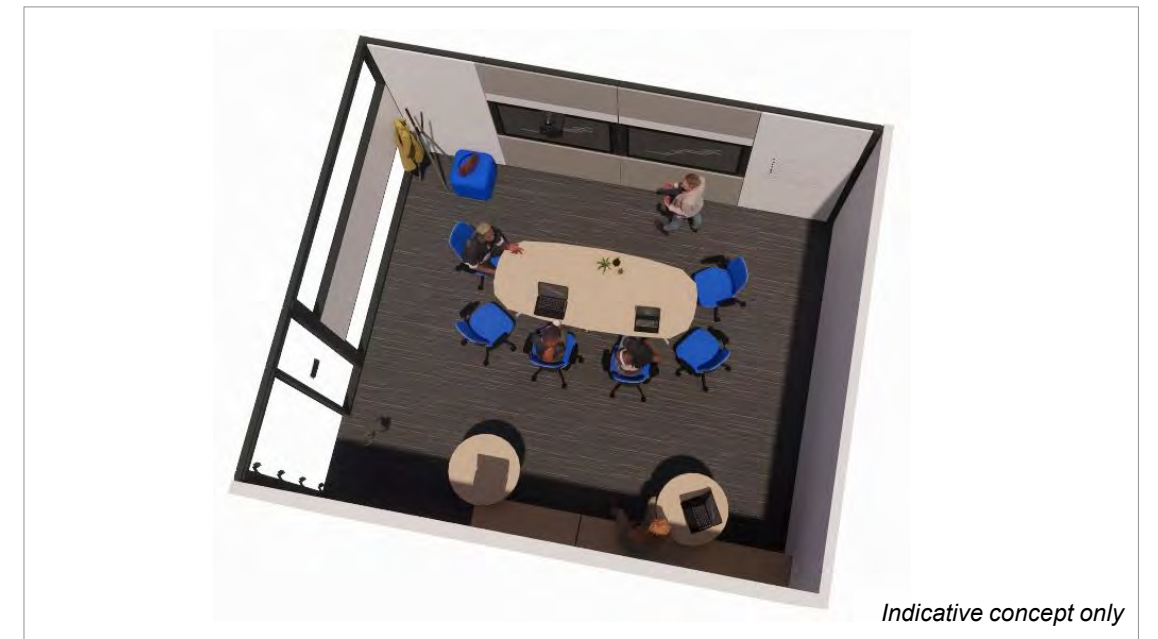
---

- Offer a consistent, seamless technology experience for both in-room and virtual participants
- Integrate an in-room booking system and information board to automate the room-booking process
- Supplement acoustical privacy with sound-masking as needed to prevent unwanted transfer of conversations to other spaces
- Provide whiteboards for display and capture of information
- Include access to power and WiFi

### People + Behavior

---

- Develop protocols that promote the intended use and behaviors
- Provide reservation methods that allow for booking rooms but prevent long-term block bookings or “squatting”



# Worksettings

## Community Zone | Focus Room

---

The Focus Room is located within the Community Zone and is a small enclosed room for 1-3 people. It is designed to be multi-purpose in support of individual heads-down focus work, small meetings, Office Hour sessions with Students or private discussions. It is both reservable and available on-demand to provide accessibility to all Faculty and Classified Professionals. The technology provided supports face-to-face and virtual connection and the experience is consistent and seamless.



*Indicative concept only*

# Worksettings

## Community Zone | Focus Room

---

### Space

---

- Plan size to support 1-3 people
- Consider including freestanding Phone Booths, where appropriate, that provide flexibility and create space division in open spaces
- Provide alternative settings to support different postures and preferences
- Enable penetration of natural light into the space where possible
- Mix transparent and opaque glass on Focus Rooms to balance visibility and privacy
- Provide backgrounds with whiteboard, artwork, or brand identification for an enhanced video experience for virtual calls

### Tools + Technology

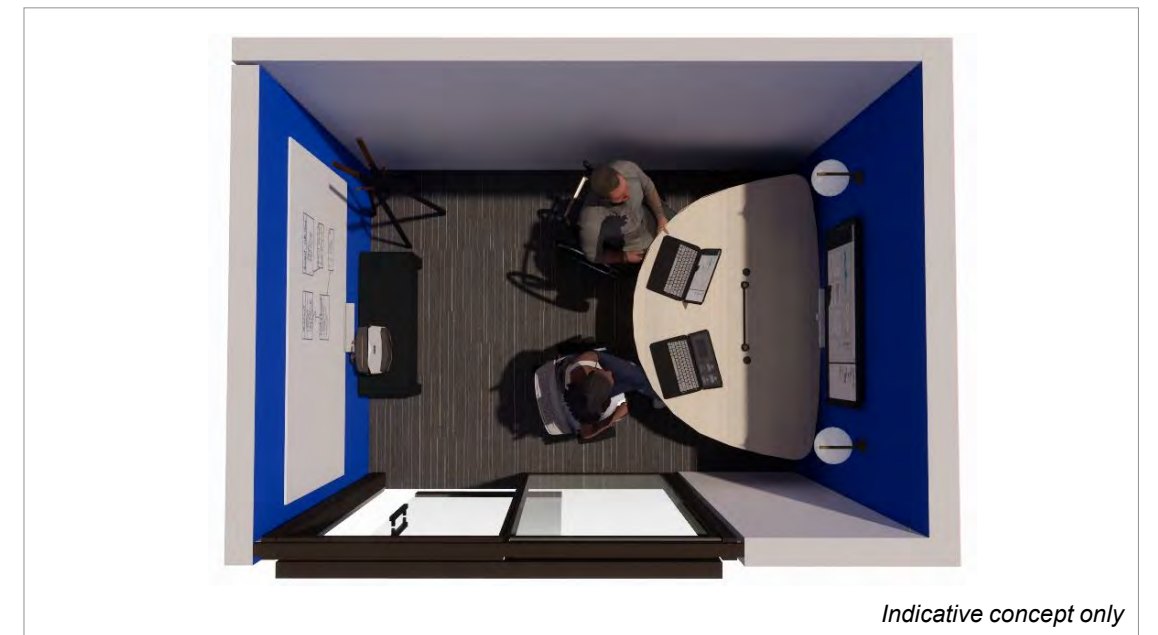
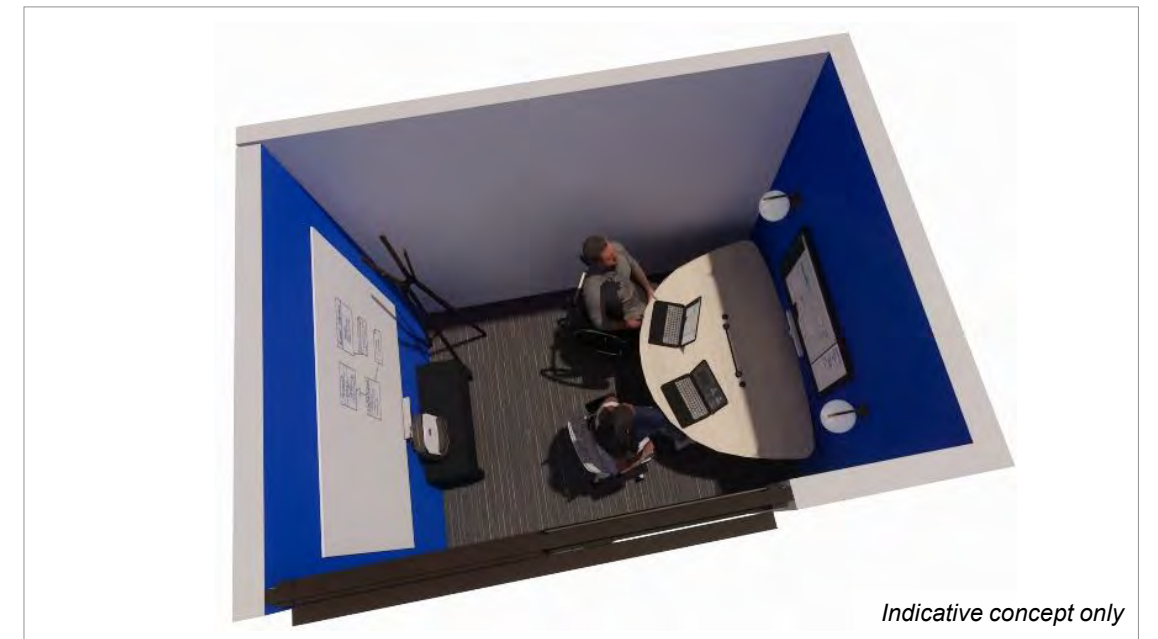
---

- Supply multiple monitors and docking stations where appropriate
- Include video technology to allow for virtual collaboration
- Consider lighting to enhance user camera appearances; avoid lighting directly overhead
- Offer consistent and seamless technology solutions that are easy to connect to
- Supplement acoustical privacy with sound-masking as needed
- Include Wi-Fi and access to power throughout

### People + Behavior

---

- Develop and communicate protocols that promote the intended use and behaviors
- Provide a combination of Focus Rooms that are both reservable and non-reservable / available on a first-come, first-served basis
- Include methods to signaling availability
- Provide reservation methods that allow for booking some of the Focus Rooms but prevent long-term block bookings





# Worksettings

## Community Zone | Private Office

---

The Private Office is to support individual work, small or one-on-one meetings, virtual calls with audio and visual needs, and confidential conversations. The private office is located within the Community Zone to promote interactions with Students or other Faculty and Classified Professionals. The Office may be assigned, unassigned or shared, depending on the hybrid strategy being implemented to support Faculty and Departmental needs. Designing the Private Office with a kit-of-parts will ensure future flexibility and provides the user with a range of choices within the setting. Integrating storage, tools and digital technologies in the Private Office ensures that personal workstyles, collaboration and the creative process are supported.



*Indicative concept only*

# Worksettings

## Community Zone | Private Office

---

### Space

---

- Design the Private Office for multi-use by including a collaboration space for an additional one to two people
- Develop a kit of parts to provide flexibility and greater choice within the individual setting
- Include both transparent and solid boundaries to vary levels of privacy but still allow daylight to extend through the space
- Include semi-transparent glass walls or transparent sidelights to provide both visual privacy and views to the exterior
- Provide height adjustable desks to allow users to shift from seated to standing positions
- Consider the storage and display needs for Faculty and Classified Professionals: lockable, open shelving for books, diplomas etc.

### Tools + Technology

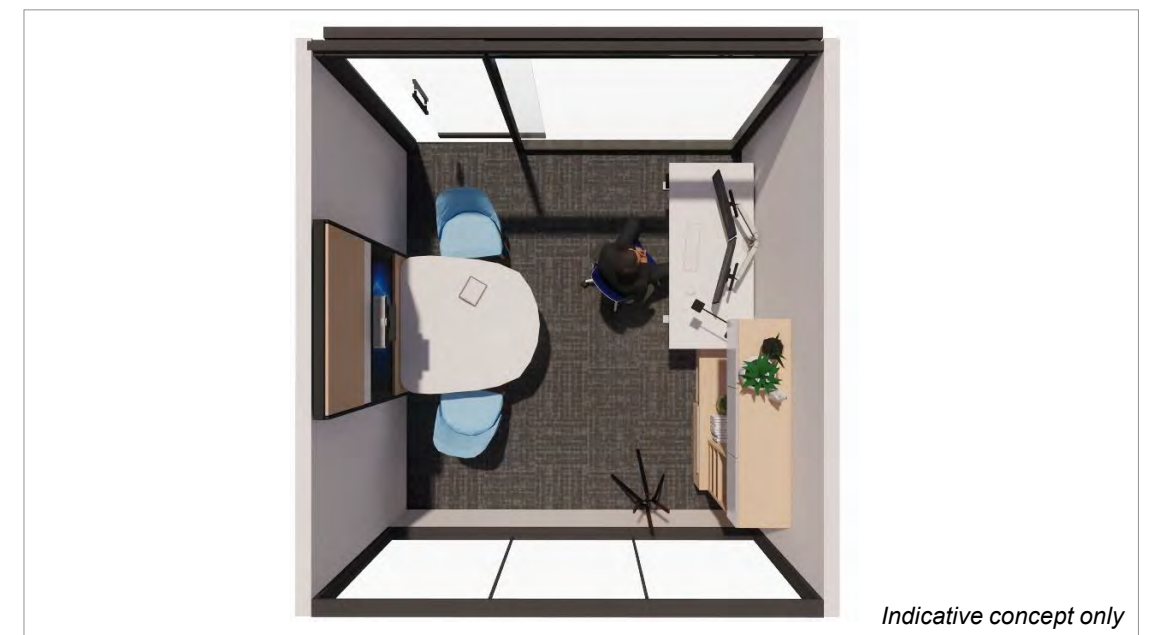
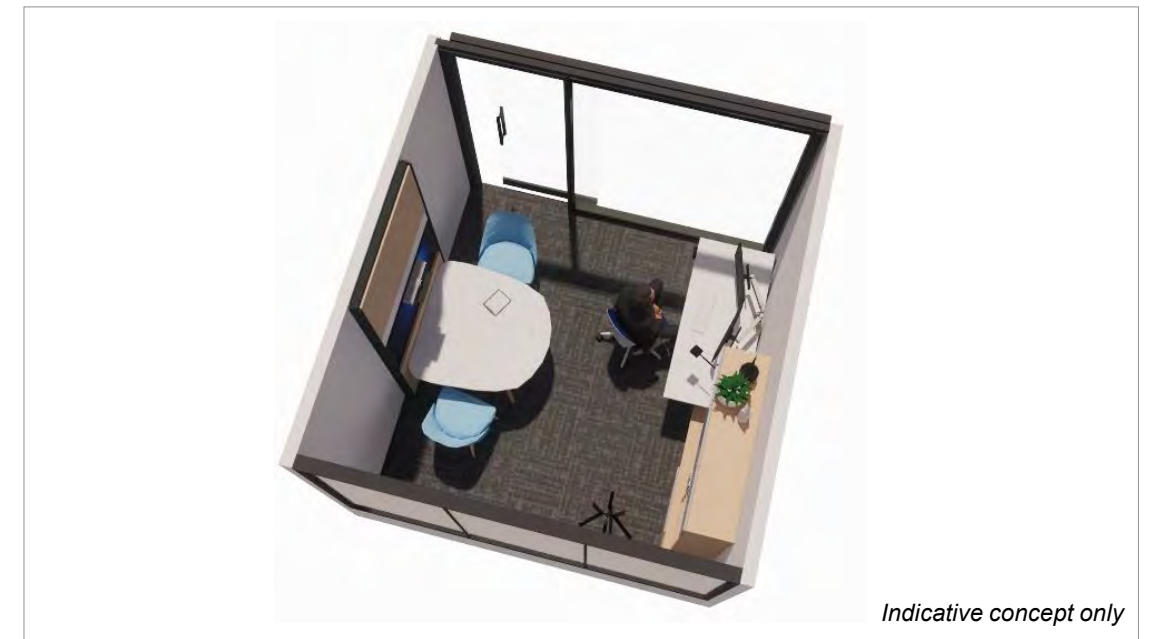
---

- Provide consistent and seamless technology solutions to support in person and virtual connections
- Supply dual or curved monitors and docking stations at the desk where appropriate
- Include Wi-Fi and desktop access to power throughout

### People + Behavior

---

- Develop protocols that promote the intended use and behaviors, recognizing that faculty have different work activities and work styles that vary by individual and department
- Create a welcoming environment for Students to interact with Faculty during Office Hours
- Establish protocols for signaling the need for privacy



# Worksettings

## Community Zone | Workstation

The Workstation supports individual work in the Department. There is a combination of assigned Workstations for Residents and unassigned Workstations for Hybrid and Remote workers. The unassigned workstations can be scheduled in advance or available on a walk-up-and-use basis. These unassigned Workstations provide Hybrid and Remote Classified Professionals or Adjunct Faculty with choice of where to work in the Community Zone. Designing the Workstation with a kit-of-parts will ensure future flexibility and provides the user with a range of choice within the setting. Focus work will happen throughout the Community Zone and the spacing and density of individual Workstations should be considered to minimize visual and acoustical distractions



*Indicative concept only*

# Worksettings

## Community Zone | Workstation

### Space

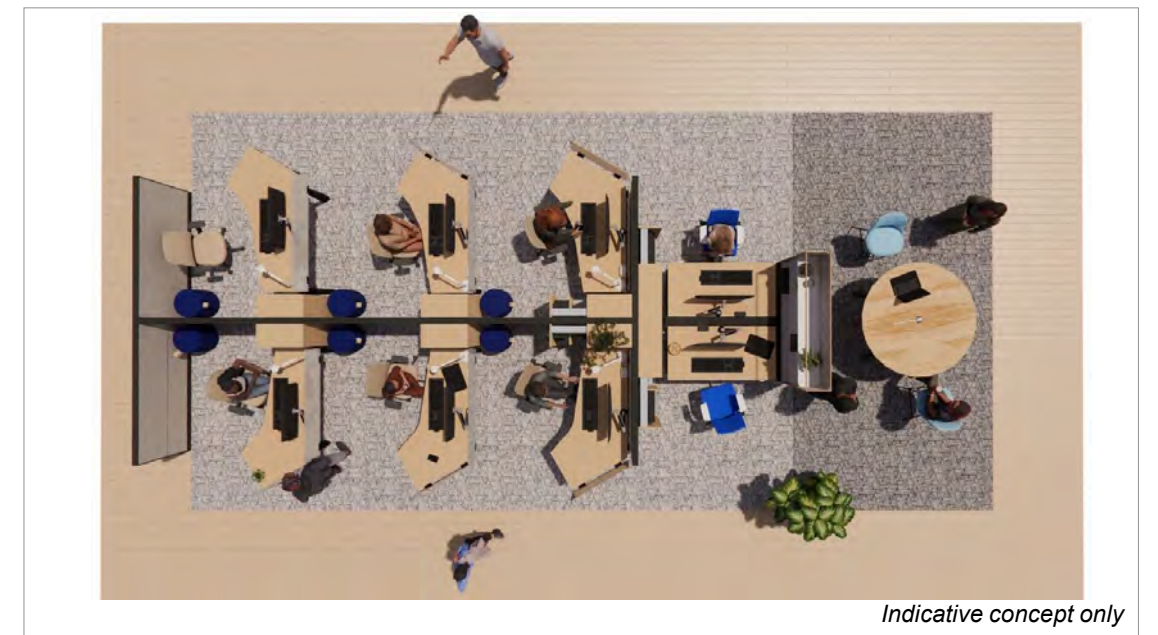
- Develop a kit of parts (including work tools, task lights etc.) to provide flexibility and give users greater choice within the individual setting
- Provide height adjustable workstations to allow users to shift from seated to standing positions
- Reduce the height of panels to provide more access to daylight, greater visibility and more open communication
- Include freestanding screening elements to signal a need for privacy and no interruptions
- Consider Benching workstations as an option for Hybrid and Remote workers
- Identify individual and group storage needs both at a workstation and Department Hub level

### Tools + Technology

- Offer consistent and seamless technology solutions and tools to effectively support in person and virtual connections
- Consider appropriate sound masking to minimize auditory distractions
- Include Wi-Fi and desktop access to power throughout for mobile devices

### People + Behavior

- Develop protocols to communicate accepted behaviors in the workstations and Department Hub.
- Establish protocols for scheduled video calls to occur in enclosed spaces to minimize distractions in the open neighborhood

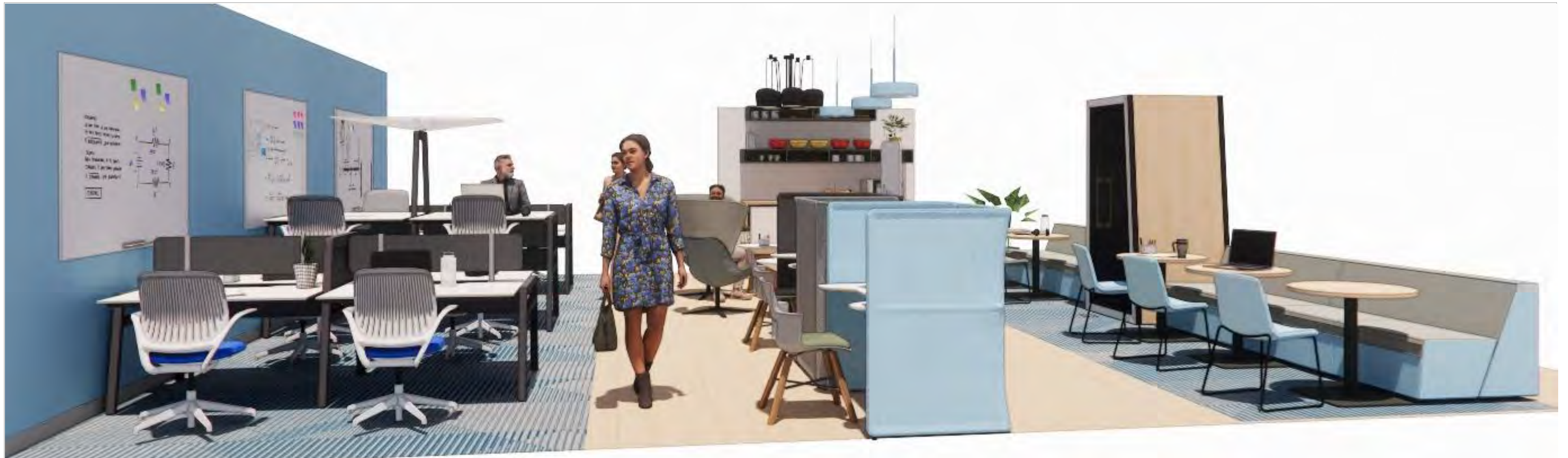


# Worksettings

## Connection Zone | Coworking + Innovation Hub

---

The Coworking & Innovation Hub is an environment which offers an opportunity to repurpose excess space on campus. It provides a curated environment which enables industry and academic collaborations; supports local innovation and entrepreneurship; offers an exciting coworking environment for businesses; and provides opportunities for Faculty and Students to leverage and broaden their skills and knowledge. This space is hosted and zoned to support a broad range of individual and group work. It has the ability to provide both coffee and catered food based on the needs of the businesses and individuals using the space. The Hub generates revenue for the College through coworking memberships, business meetings and events and other fee-based activities. Faculty and Students have the opportunity to support or lead events based on their desires, the charter of the hub and the needs of the business community.



# Worksettings

## Connection Zone | Coworking + Innovation Hub

### Space

- Locate the hub near parking for easy access by potential users of the space
- Create a relaxed, differentiated and professional atmosphere
- Include a broad range of settings to support individual work and group meetings
- Design zones to support concurrent use by several individuals and groups
- The space should be flexible to allow easy reconfiguration for larger events and activities

### Tools + Technology

- Consider digital information display to provide up-to-date information about daily events and way-finding
- Provide white boards, tack space, and other display areas and surfaces to enable capturing ideas throughout the space
- Support virtual presence for external participants
- Include Wi-Fi and power access throughout

### People + Behavior

- Provide amenities for refreshments with coffee, hot and cold water, fridge and catering
- Consider the role of a concierge / host in the space to ensure effective use and provide a great experience for users
- Provide opportunities for Faculty to conduct events or support businesses
- Offer Student opportunities to support events, faculty and businesses



05.

# Scenario Development

- Classroom Utilization Key Findings + Scenarios
  - Work Modes Study Key Findings
  - Scenario Definition and Details
-

## 05. Scenario Development

# Classroom Utilization Key Findings + Scenarios



# Classroom Usage

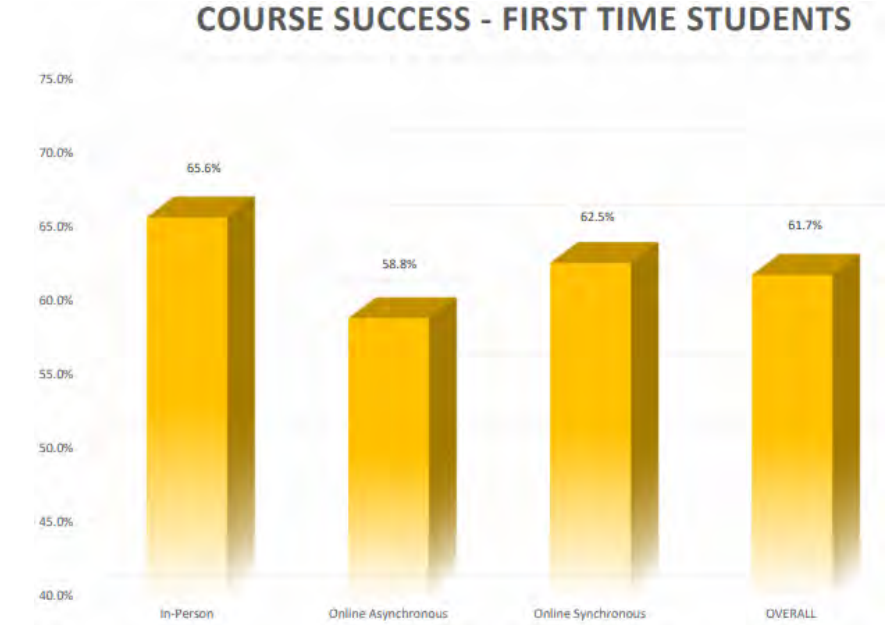
## Patterns, Constraints + Opportunities

This section explores classroom usage patterns, evolving modalities, CRC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here is derived from a number of sources, which include:

- Census reports for Fall 2018, Fall 2019, Fall 2022 and Fall 2023
- Ad Astra classroom scheduling data for Fall 2022 and Fall 2023
- CRC Leader workshop results from long term modality exercise
- CRC modality success report

The opportunities indicated by analysis of the data in this section and the associated three classroom scenarios could be significant for repurposed or reduced space. However, there are a number of potential realities, which will need to be considered before the full impact can be determined. These include but are not limited to:

- Constancy of student interest in the current modality mix
- Appropriateness of encouraging Students in lower success categories to emphasize on-ground classes
- Operational implications of shifting some instruction to other than Monday - Friday
- Willingness and appropriateness of Faculty to teach other than Monday – Thursday and in the afternoon / evening
- Timing and transportation constraints of adjunct faculty who teach on multiple campuses
- Ability of support capabilities to clean, service and maintain facilities and technology



# Classroom Usage

## Key Findings / Opportunities

- Current utilization levels (**Monday - Sunday**) indicate excess capacity in the stock of all 3 types of classrooms – average utilization is: classroom 25.7%, lab/lecture 23.7% and lab 32.6%
- Current utilization levels (**Monday - Thursday**) indicate excess capacity in the stock of all 3 types of classrooms – average utilization is: classroom 40.1%, lab/lecture 31.9% and lab 45.6%
- Utilization levels for **Friday, Saturday and Sunday** classes are all quite low – Sunday 5%, Saturday 4% or less and Friday 9% or less
- Peak utilization of all classroom types tends to be in the morning hours 9am – 3pm
- There has been a **significant shift in modalities** between 2018 and 2023 – on-ground has shifted from the mid 80s% to mid 50s%
- There has been a slight reduction in the stock of classrooms between 2019 and 2023, however there still has been significant reduction in utilization for 2 of the 3 types of classroom – classroom utilization reduced by 29.4% and lab/lecture utilization reduced by 31.8%, lab utilization has seen a slight reduction in utilization 2.1%
- CRC Leader response to ideal long-term modality mix varied but when the result from the 4 teams were averaged the result was on-ground 58.3% and online 41.8%. This is very similar to the current situation in the Fall 2023 Weekly Enrollment Census statistics report where Section data indicates on-ground 55.8% and online 44.2%
- Student success by modality generally indicates that on-ground has higher success than online
- Scenario and demand modeling indicates excess capacity in classrooms exist and it appears Scenario 3 (which generally matches Fall 2019 scheduling and demand patterns) would be a potential target for further investigation and implementation

# Usage Patterns 2019 Fall vs 2023 Fall

## Monday - Friday

**Classroom Utilization By Time of Day**  
Monday - Friday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Classrooms	2019 Fall	35.8%	74.2%	80.6%	72.6%	70.2%	70.0%	58.0%	41.2%	31.6%	36.8%	44.6%	35.4%	18.4%	7.0%	48.3%
	2023 Fall	17%	57%	73%	65%	55%	56%	40%	20%	16%	27%	29%	14%	6%	3%	34.3%
	Net Change	-19.0%	-17.2%	-7.8%	-7.2%	-14.8%	-13.6%	-18.0%	-21.2%	-16.0%	-9.4%	-15.2%	-21.2%	-12.0%	-3.8%	-14.0%
	% Change	-53.1%	-23.2%	-9.7%	-9.9%	-21.1%	-19.4%	-31.0%	-51.5%	-50.6%	-25.5%	-34.1%	-59.9%	-65.2%	-54.3%	-29.0%
Lab / Lecture Rooms	2019 Fall	20.0%	57.4%	66.2%	61.4%	57.4%	59.8%	45.6%	26.6%	21.2%	23.6%	38.0%	35.8%	26.2%	11.6%	39.3%
	2023 Fall	13%	36%	44%	41%	43%	50%	39%	21%	20%	13%	20%	18%	14%	6%	27.1%
	Net Change	-7.0%	-21.0%	-22.6%	-20.8%	-14.0%	-9.8%	-6.2%	-5.2%	-1.0%	-10.6%	-18.2%	-17.4%	-12.6%	-5.2%	-12.3%
	% Change	-35.0%	-36.6%	-34.1%	-33.9%	-24.4%	-16.4%	-13.6%	-19.5%	-4.7%	-44.9%	-47.9%	-48.6%	-48.1%	-44.8%	-31.2%
Lab Rooms	2019 Fall	17%	47%	52%	54%	45%	56%	50%	46%	42%	18%	18%	32%	32%	25%	38.1%
	2023 Fall	16%	47%	59%	59%	56%	54%	51%	34%	32%	15%	22%	35%	35%	23%	38.3%
	Net Change	-1.0%	-0.2%	7.0%	5.2%	10.4%	-2.4%	1.0%	-12.6%	-10.4%	-3.4%	4.4%	3.2%	3.2%	-2.0%	0.2%
	% Change	-6.0%	-0.4%	13.5%	9.7%	22.9%	-4.3%	2.0%	-27.3%	-24.8%	-18.7%	24.7%	10.1%	10.1%	-7.9%	0.4%

This slide documents changes in usage patterns between Fall 2019 and Fall 2023 for each of the 3 classroom types. The focus is on Monday – Friday across all potential course times (Sundays are not included as not all room types have data for Sunday; Saturdays are not included due to very low usage levels).

Net Change is defined as the utilization difference between Fall 2019 and Fall 2023.

% Change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type is shown in the text box to the right.

### Classrooms

- Utilization decreased for all times in the range
- The average utilization reduction is 29%

### Lab/Lecture

- Utilization decreased for all times in the range
- The average utilization reduction is 31%

### Labs

- Utilization varies positive and negative across all times in the range but there was no net change

# Usage Patterns 2019 Fall vs 2023 Fall

## Monday - Thursday

**Classroom Utilization By Time of Day**  
Monday - Thursday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Classrooms	2019 Fall	41.0%	86.0%	93.0%	85.5%	83.5%	85.0%	72.0%	51.5%	39.5%	46.0%	55.8%	44.3%	23.0%	8.8%	58.2%
	2023 Fall	19%	69%	87%	78%	65%	68%	48%	24%	18%	34%	36%	18%	8%	4%	41.1%
	Net Change	-21.8%	-17.5%	-6.0%	-7.8%	-18.3%	-17.3%	-24.3%	-27.8%	-21.3%	-12.3%	-19.5%	-26.5%	-15.0%	-4.8%	-17.1%
	% Change	-53.0%	-20.3%	-6.5%	-9.1%	-21.9%	-20.3%	-33.7%	-53.9%	-53.8%	-26.6%	-35.0%	-59.9%	-65.2%	-54.3%	-29.4%
Lab / Lecture Rooms	2019 Fall	20.8%	64.8%	76.8%	70.8%	66.5%	71.3%	55.3%	32.5%	26.5%	29.5%	47.5%	44.8%	32.8%	14.5%	46.7%
	2023 Fall	14%	42%	51%	46%	50%	59%	47%	25%	24%	16%	25%	23%	17%	8%	31.9%
	Net Change	-7.3%	-22.8%	-25.8%	-24.5%	-16.8%	-12.3%	-8.8%	-7.5%	-2.3%	-13.3%	-22.8%	-21.8%	-15.8%	-6.5%	-14.8%
	% Change	-34.9%	-35.1%	-33.6%	-34.6%	-25.2%	-17.2%	-15.8%	-23.1%	-8.5%	-44.9%	-47.9%	-48.6%	-48.1%	-44.8%	-31.8%
Lab Rooms	2019 Fall	21%	59%	64%	63%	53%	67%	59%	58%	53%	23%	22%	40%	40%	32%	46.6%
	2023 Fall	20%	54%	67%	67%	65%	64%	62%	41%	38%	17%	28%	44%	44%	29%	45.6%
	Net Change	-1.3%	-5.5%	3.5%	4.0%	11.8%	-3.0%	2.8%	-17.0%	-14.3%	-5.5%	5.5%	4.0%	4.0%	-2.5%	-1.0%
	% Change	-6.0%	-9.3%	5.5%	6.3%	22.3%	-4.5%	4.6%	-29.4%	-27.1%	-24.2%	24.7%	10.1%	10.1%	-7.9%	-2.1%

This slide documents changes in usage patterns between Fall 2019 and Fall 2023 for each of the 3 room types. The focus is on Monday – Thursday across all potential course times (Sundays are not included as not all room types have data for Sunday and Friday / Saturdays are not included due to very low usage levels).

Net change is defined as the utilization difference between Fall 2019 and Fall 2023. % change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type is shown in the text box to the right.

### Classrooms

- Utilization decreased for all times in the range
- The average utilization reduction is 29%

### Lab/Lecture

- Utilization decreased for all times in the range
- The average utilization reduction is 31%

### Labs

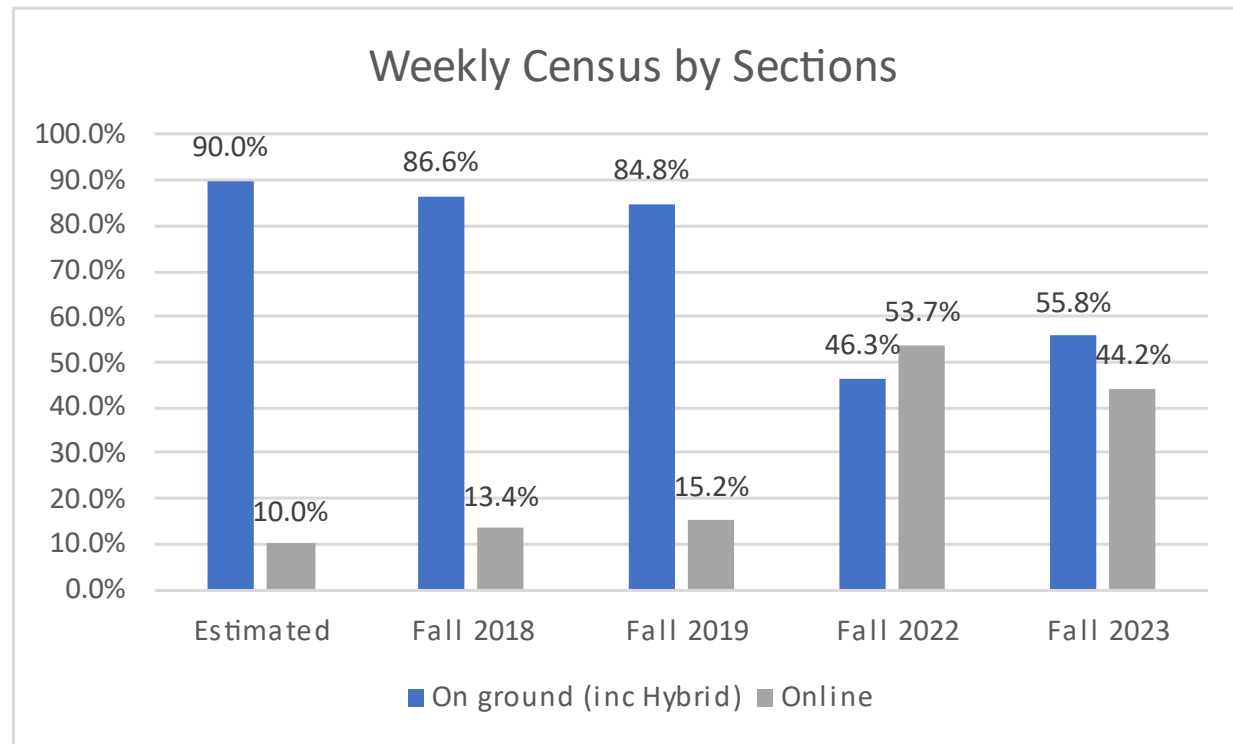
- Utilization varies positive and negative across all time in the range but there was no net change

# Evolution - Online vs On-Ground

## On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

	Estimated Prior COVID	Fall 2018 Sections	Fall 2019 Sections	Fall 2022 Sections	Fall 2023 Sections
On ground (inc Hybrid)	90.0%	86.6%	84.8%	46.3%	55.8%
Online	10.0%	13.4%	15.2%	53.7%	44.2%

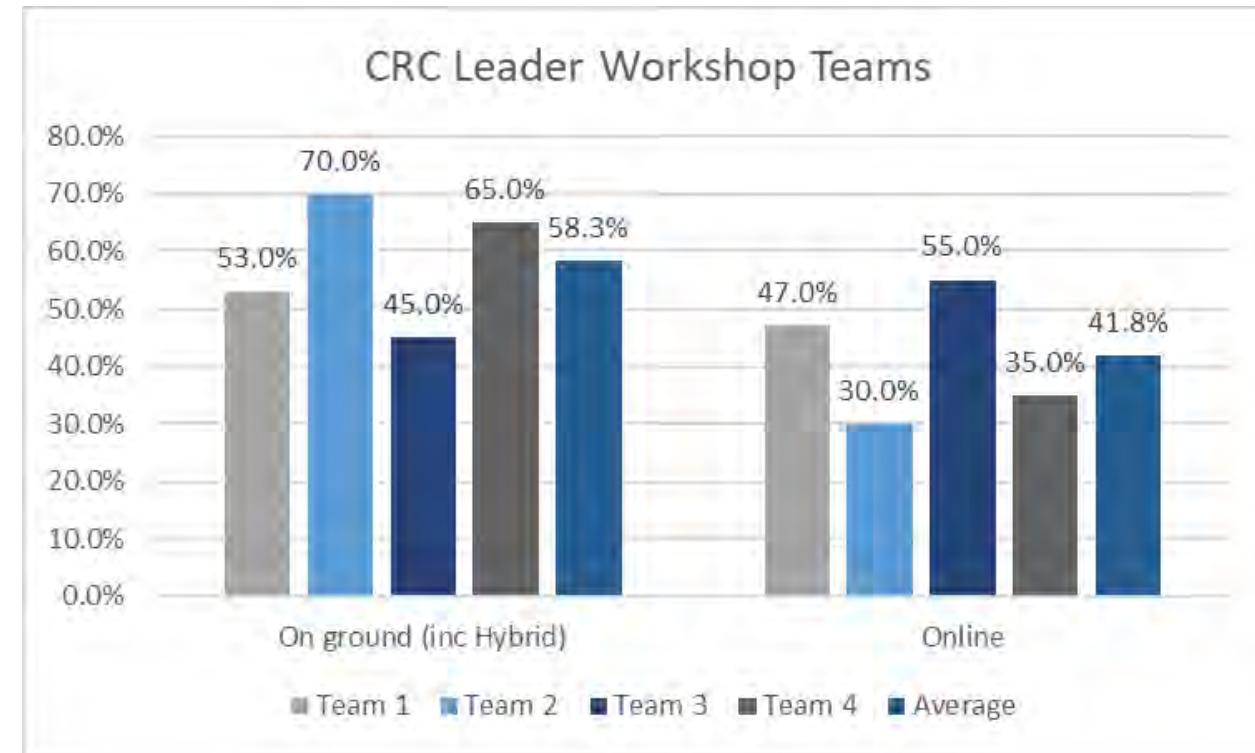


The above graphic documents the evolution in modality from Pre Covid to Fall 2023 (Sections data is used here however the WSCH data is almost identical). While the data is limited there are two trends which are apparent.

- Prior to Covid on-ground courses were slowly declining over time as a percentage of the modality mix
- After Covid on-ground courses are slowly growing as a percentage of the modality mix

## CRC Leader Workshop Long Term Modality Exercise Results

	CRC Leaders				Workshop Average
	Team 1	Team 2	Team 3	Team 4	
On ground (inc Hybrid)	53.0%	70.0%	45.0%	65.0%	58.3%
Online	47.0%	30.0%	55.0%	35.0%	41.8%



The above graphic is from the CRC Leader workshop where each team was asked to suggest what they thought was the long-term modality mix that would be ideal for their students. The graphic indicates the results of each team for this exercise and the average of the responses.

Of particular interest the average from this exercise is quite close to the Fall 2023 modality numbers from the Sections data from the Enrollment Census Statistics.

Note: Team 2 mostly represented Science and Performing Arts and Team 4 mostly represented Student Services and Instructional & Student Learning, who generally have a higher on-ground presence.

# Classroom Scenarios

This slide explore a range of scenarios which vary utilization levels and demand for courses based on pre and post pandemic patterns (including current modality which is very near consensus on long term steady state modality levels). The analysis also estimates the resulting impact on the inventory of classrooms. The three scenarios are:

- Scenario 1 – Peak utilization is set to 80% and Non-Peak is based on adjusted Fall 2023 actual course demand hours
- Scenario 2 – Peak utilization is set to 80% and Non-Peak is set to 35% of total course demand hours specified
- Scenario 3 – Peak utilization is set to 85% and Non-Peak is set to 40% of total course demand hours specified

Scenario 3 has slightly higher utilization for Classrooms than was the case in Fall 2019 and was used as proof of concept (utilization levels realistically achievable). There is potential that a “**universal classroom**” could support higher levels of utilization but was not explored in this analysis.

For each Scenario a range of classroom demand is considered for each classroom type. Here demand represents growth / decline in student population and / or changes in modality. The demand levels considered include:

- Current demand less 10%
- Current demand (Fall 2023)
- Current demand increased by 10%
- Current demand increased by 20%

**Scenario 3 indicates there is an excess number of classrooms. For current course demand hours, the excess is 35.5% and for current course demand hour +10% the excess is 29.0% (based on current inventory of classrooms in Fall 2023).**

The opportunities illustrated by the modeling on these three slides indicate the potential for significant reductions in classrooms and / or repurposing of the associated space. As in all modeling situations, there are potential realities, constraints and Leadership decisions which will need to be considered before the full impact can be determined.

## Classroom Utilization Scenario 1 Monday - Thursday (4 days)

Peak @ 80% utilization, Non Peak @ actual scheduled course demand

	Classroom	Lab/Lect	Lab	Total
<b>Current Demand Less 10%</b>	911	450	437	1797
Current # Rooms	44	28	19	91.0
Required # Rooms	34.2	15.5	13.5	63.1
Excess # Rooms	9.8	12.5	5.5	27.9
% Excess	22.4%	44.8%	29.0%	30.6%
<b>Current Demand</b>	1012	500	485	1997
Current # Rooms	44	28	19	91.0
Required # Rooms	38.0	17.2	15.0	70.1
Excess # Rooms	6.1	10.8	4.0	20.9
% Excess	13.8%	38.6%	21.1%	22.9%
<b>Current Demand Plus 10%</b>	1113	550	534	2197
Current # Rooms	44	28	19	91.0
Required # Rooms	41.7	18.9	16.5	77.1
Excess # Rooms	2.3	9.1	2.5	13.9
% Excess	5.1%	32.5%	13.2%	15.2%
<b>Current Demand Plus 20%</b>	1214	600	582	2396
Current # Rooms	44	28	19	91.0
Required # Rooms	45.5	20.6	18.0	84.1
Excess # Rooms	-1.5	7.4	1.0	6.9
% Excess	-3.5%	26.4%	5.3%	7.5%

## Classroom Utilization Scenario 2 Monday - Thursday (4 days)

Peak @ 80% utilization, Non Peak @ 35% course demand specified

	Classroom	Lab/Lect	Lab	Total
<b>Current Demand Less 10%</b>	911	450	437	1797
Current # Rooms	44	28	19	91.0
Required # Rooms	30.8	15.2	14.8	60.8
Excess # Rooms	13.2	12.8	4.2	30.2
% Excess	29.9%	45.6%	22.2%	33.1%
<b>Current Demand</b>	1012	500	485	1997
Current # Rooms	44	28	19	91.0
Required # Rooms	34.3	16.9	16.4	67.6
Excess # Rooms	9.7	11.1	2.6	23.4
% Excess	22.1%	39.6%	13.5%	25.7%
<b>Current Demand Plus 10%</b>	1113	550	534	2197
Current # Rooms	44	28	19	91.0
Required # Rooms	37.7	18.6	18.1	74.4
Excess # Rooms	6.3	9.4	0.9	16.6
% Excess	14.3%	33.5%	4.9%	18.3%
<b>Current Demand Plus 20%</b>	1214	600	582	2396
Current # Rooms	44	28	19	91.0
Required # Rooms	41.1	20.3	19.7	81.1
Excess # Rooms	2.9	7.7	-0.7	9.9
% Excess	6.6%	27.5%	-3.8%	10.8%

## Classroom Utilization Scenario 3 Monday - Thursday (4 days)

Peak @ 85% utilization, Non Peak @ 40% of course demand specified

	Classroom	Lab/Lect	Lab	Total
<b>Current Demand Less 10%</b>	911	450	437	1797
Current # Rooms	44	28	19	91.0
Required # Rooms	26.8	13.2	12.8	52.9
Excess # Rooms	17.2	14.8	6.2	38.1
% Excess	39.1%	52.8%	32.4%	41.9%
<b>Current Demand</b>	1012	500	485	1997
Current # Rooms	44	28	19	91.0
Required # Rooms	29.8	14.7	14.3	58.7
Excess # Rooms	14.2	13.3	4.7	32.3
% Excess	32.4%	47.5%	24.9%	35.5%
<b>Current Demand Plus 10%</b>	1113	550	534	2197
Current # Rooms	44	28	19	91.0
Required # Rooms	32.7	16.2	15.7	64.6
Excess # Rooms	11.3	11.8	3.3	26.4
% Excess	25.6%	42.3%	17.4%	29.0%
<b>Current Demand Plus 20%</b>	1214	600	582	2396
Current # Rooms	44	28	19	91.0
Required # Rooms	35.7	17.6	17.1	70.5
Excess # Rooms	8.3	10.4	1.9	20.5
% Excess	18.8%	37.0%	9.9%	22.5%

## 05. Scenario Development

# Work Modes Study Key Findings

# Hybrid Approach

## Hybrid, Worker Profiles + Work Modes

Traditionally, workplaces have been planned so that each person is assigned a personal workspace, reflecting a 1:1 person to seat ratio. In a hybrid workplace for many employees, work can occur at home, in the office and other places. For some of these hybrid employees, individual workspaces in the office are unassigned, and when in the office these employees select worksettings that match their current mode of work and their personal preference.

The key underlying factor for most effective hybrid workplace strategies is the definition of worker profiles and types. These are based on how individuals work and their level of mobility/choice today and in the future. Other factors that should be considered when developing a hybrid strategy are:

- Cultural strengths and weaknesses of the organization
- Job function requirements
- Current and desired degree of choice
- Personal suitability or situation
- Resources to train and develop the hybrid worker
- Availability of mobile technology and infrastructure

The profiles developed for this engagement are based on a study of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's Workspace Futures team have expanded the knowledge associated with the concept of work modes and we have leveraged that information in this engagement.

**Alone**  
Routine Tasks

Working by yourself doing tasks that don't require significant focus and/or privacy including email or casual correspondence.

**Alone**  
Deep Focus Work

Working by yourself doing tasks that require significant focus and/or privacy as in creating content, building spreadsheets or reading documents.

**Collaborate**  
Sharing information

Working with at least one other person and sharing information which could be a typical meeting to update people or reviewing project progress.

**Collaborate**  
Creating content

Working with at least one other person and creating content, idea sharing, brainstorming or innovation as in a product development meeting, or a problem-solving session.

**Socialize**  
Building connections

Spending time with others in a relaxed setting as in planned or chance encounters, team bonding exercises, or celebrations.

**Other**

This mode captures activities such as taking personal time, exercising, taking a break, lunch, etc. that occur throughout the workday.



# Work Mode Study

## Key Findings

- Across the organization the predominant work mode is alone routine; on average 61% of time is spent in alone work and the predominant worker profiles are profile 3 and 4
- All 8 worker profiles are present, and their distribution varies by department, location and level (as would be expected)
- The higher the level within the organization the greater the percentage of time spent in collaborative activities
- When considering the effectiveness of work, focus work has a higher percentage of time targeted at home than collaborative work or socialization
- Calculated time in the office is similar across all departments except Instructional Services is somewhat higher; the days in the office vary between 1.90 and 2.74
- Calculated time in the office varies by level and increases as level increases, however the difference is not significant
- While there is variation by department, location and level, the predominant size of collaborative activities is 6 persons or less

Alone  
Routine Tasks

Alone  
Deep Focus Work

Collaborate  
Sharing information

Collaborate  
Creating content

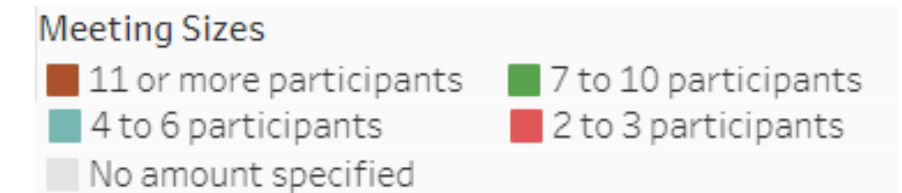
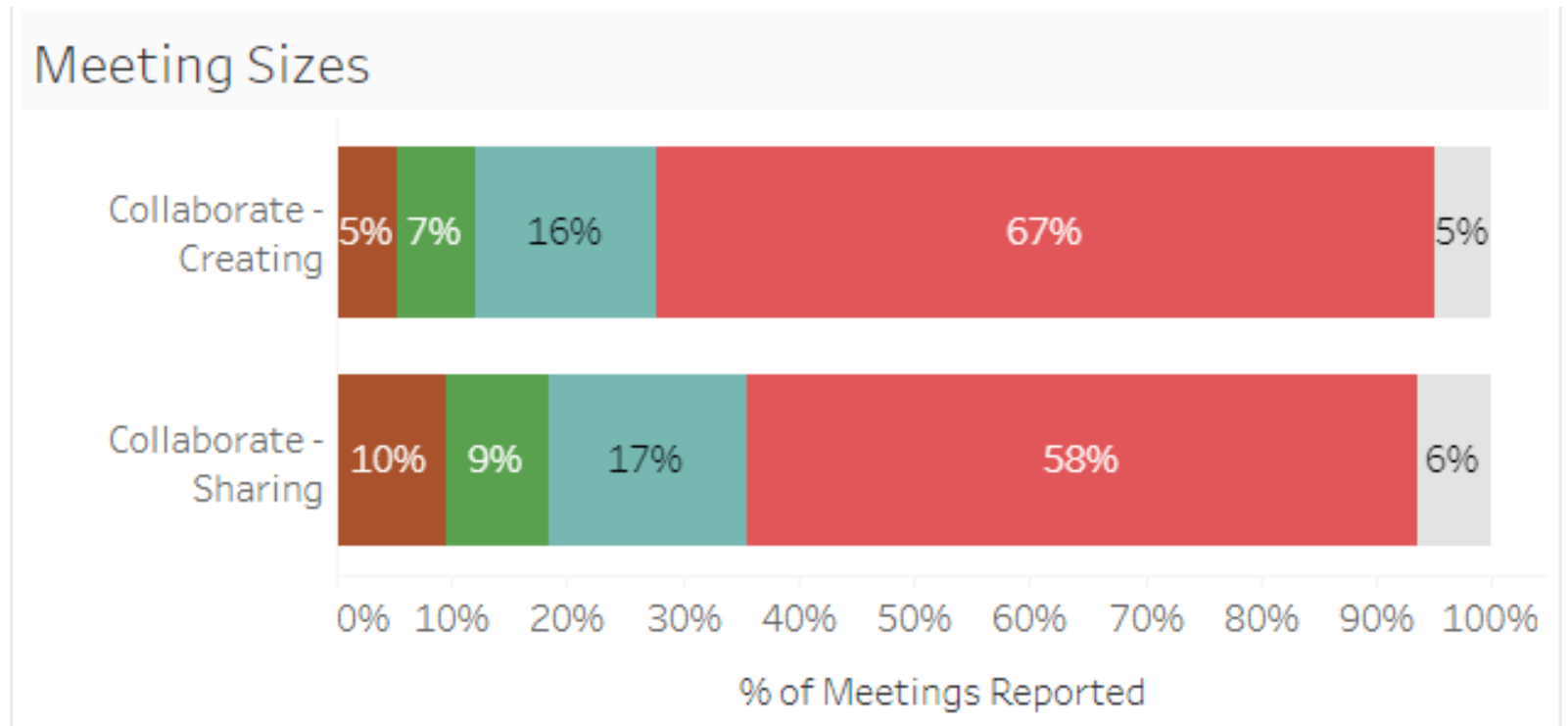
Socialize  
Building connections

Other

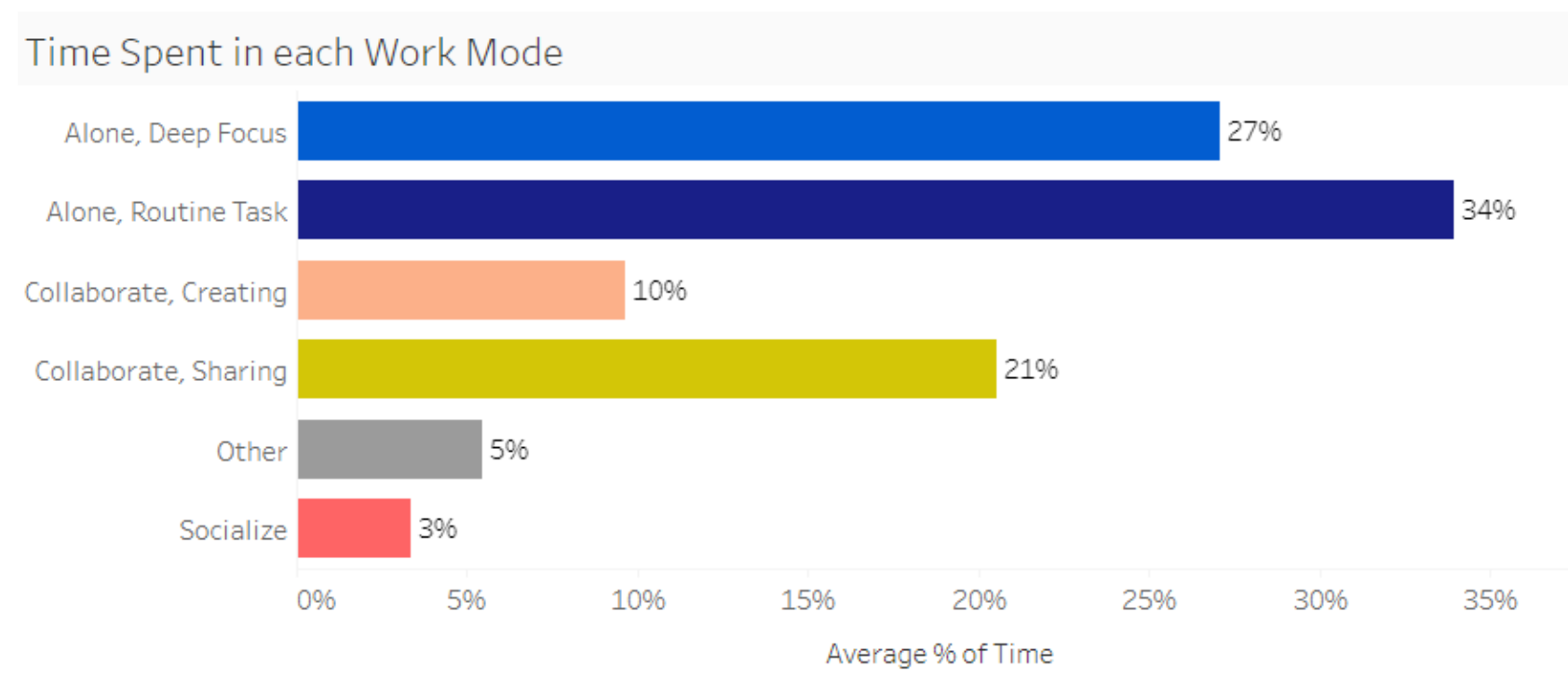
# Collaborative Meeting Sizes

The Work Mode Study collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At CRC, in general, meetings tend to be small.

- The most frequent meeting size is 2 – 3 participants
- The second most frequent meeting size is 4 - 6 participants
- Approximately 83% of collaborative creating sessions include 2 to 6 participants
- Approximately 75% of collaborative sharing sessions include 2 to 6 participants



# Work Mode Aggregate Profile



This chart indicates the average percentage of time respondents spend in each work mode. Data here is aggregated across all departments, locations and levels. Items of note at the aggregate level are:

- 61% of time is spent in alone work
  - The predominant work mode is alone routine task
- 31% of time is spent in collaborative work
  - The predominant collaborative activity is sharing
- 3% of time is spent in socializing

The appendix contains pages which break out CRC's work mode results into 8 unique profiles. This is sufficiently detailed to see unique aspects of how work is done without introducing undue and unwarranted complexity.

It should be noted that the various subdivisions (department, level and location) we are analyzing may or may not have all profiles. The percentage of time in each work mode will vary based on the unique work patterns associated with a given profile in a specific subdivision.

# Work Effectiveness

## By Department

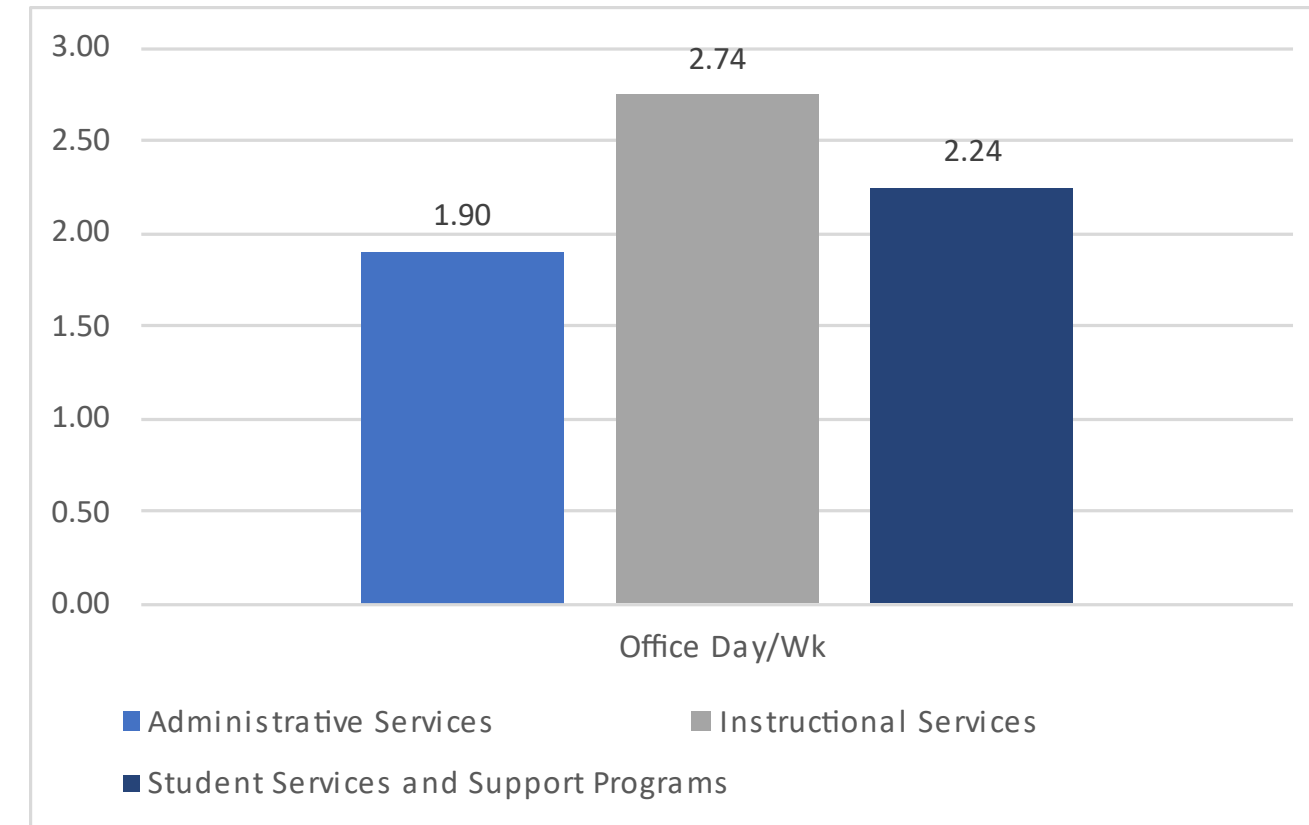
The table on this page is based on aggregating all responses across all work mode responses to the question “where would you be most effective: office or home?”

The data shows that Classified Professionals believe from an effectiveness / productivity perspective there is less reason for alone work to be done in the office as compared to collaborative work and socialization. The table illustrates this for the entire team member population. **Supporting detail for each department is found in the appendix.**

The numbers at the top of each bar represent the days per week the average person believes would be most effective to spend in the office by department. These are derived by weighting by headcount “effectiveness” responses and by work mode across each profile for each department.

The results from all departments are similar except for Instructional Services whose data indicates a somewhat higher need to be in the office.

Given the manner work modes overlap during a typical day, it would probably be better to view these “days per week in the office” as “hours per week in the office”.



All Results	Effectiveness	
	% Home	% Office
Alone - deep focus	77.3%	22.7%
Alone - routine task	63.7%	36.3%
Collaborate - sharing	33.3%	66.7%
Collaborate - creating	36.4%	63.6%
Socialize	19.6%	80.4%
No response and no preference removed from calculations		

Note: Other results are not shown due to insufficient data

## 05. Scenario Development

# Scenarios Definition + Details

# Scenarios

## Overview

This section identifies six potential scenarios for CRC's consideration: three scenarios for BSS Faculty and Classrooms and three scenarios for the College Center experience. These scenarios are based on the synthesis of all data from this engagement including but not limited to the following items.

- CRC Executive Team interviews and workshop
- Interviews with select Classified Professionals and key members of the Faculty Senate
- Experience Survey and Work Mode Study
- Classroom utilization history
- Workshops with Students, Faculty and Classified Professionals
- Consultation with external educational experts
- Steelcase research

The intent of these scenarios is to provide CRC Leadership with a range of solutions to inform future decision making for the Campus Master Plan. Each of the scenarios will have varying impacts on the Student, Faculty and Classified Professionals' experience, their overall effectiveness and future real estate requirements.

In implementing any hybrid solution there are a number of key factors which are necessary for success. These include:

- Leadership alignment and behaviors that demonstrate endorsement
- From line Leaders fully understand the strategy and consistently apply it to ensure equity and inclusion
- Processes are evaluated and adjusted to support the new hybrid strategy
- A robust technology platform is implemented to enhance individual and group work, support virtual connections and provide a great learning and work experience
- An effective Change Management program is developed and implemented to ensure successful adoption of all elements of the new hybrid strategy including behaviors, process, technology and space

## Scenario Development

Scenario development is both an art and a science and is heavily influenced by a range of factors investigated during the discovery phase of the ARC consulting effort. These factors include but are not limited to:

- What CRC is seeking to achieve as represented by its Critical Success Factors
- The unique development of foundational pillars for CRC's strategy and their relative ranking by Leaders, Faculty and Classified Professionals
- Results of the Work Mode Study and the view of days needed in the office to be effective
- Observation study and analysis of classroom utilization data

In developing the scenarios for CRC there were five key aspects which drove the positioning of the solution along the hybrid continuum. These include the following:

- Highly ranked foundational pillars of College Community, Success Rates and Flexibility + Balance
- The desire among all constituents to build a stronger sense of community
- The implementation of an equitable hybrid policy (one for Faculty and one for Classified Professionals)
- Work mode assessment which indicated between 2 to 3 days in the office per week to ensure effectiveness for Classified Professionals
- Union agreement for time in the office for Faculty

## 05. Scenario Development

# Foundational Pillars

# Foundational Pillars

Foundational Pillars have been developed from our interviews, interaction and workshop with CRC Leaders and Administrators and Steelcase global research. These Pillars represent areas which are important to the long-term success of CRC and their forced ranking plays a key role in envisioning the appropriate scenarios for the future experience of Students, Faculty and Classified Professionals.

## College Community

---

The College experience promotes a culture of equity, belonging and inclusion, linked to CRC values.

## Flexibility + Balance

---

Faculty and Classified Professionals have choice and control over where work is done and how they connect with students.

## Campus Experience

---

Classroom, social, athletic, community, food/beverage and other amenities serve as a magnet for on-ground presence.

## Success Rates

---

Successful course completion, graduation and transfer rates are evaluated, measured and prioritized.

## Work Experience

---

The on-ground experience for Faculty and Classified Professionals is enhanced to entice and increase in-person presence.

## Learning + Development Flexibility

---

Students have choice and control over where and when learning, access to mentors and networking occurs.

## Innovation

---

Emerging technologies and trends are embraced with an open mindset.

## Professional Growth

---

Critical skills and capabilities are prioritized, developed and supported through learning communities.



# Ranking of Foundational Pillars

This page documents the ranking of Foundation Pillars from each Workshop conducted with CRC Leaders, Faculty and Classified Professionals. *The Foundational Pillars are ranked in ascending order from 1 to 8 (1 being the MOST important and 8 being the LEAST important).*

The results indicate alignment between all groups with the Foundational Pillars of College Community and Success Rates being ranked in the top three. This alignment is in keeping with the CRC Mission Statement and was evident in our interactions with all constituencies.

Flexibility and Balance over where work is done is ranked higher by Faculty and Classified Professionals than CRC Executive Team. This could be because the focus of Classified Professionals at this moment is on the desire to work from home more often and the perceived inequities around the hybrid policy.

The gaps represent opportunities for creating awareness of what is most important for the future CRC experience.

FOUNDATIONAL PILLARS	CRC Executive Team	Classified Group 1 online	Classified Group 2 In person	Faculty
College Community	1	1	2	2
Success Rates	2	2	3	3
Innovation	3	4	5	5
Campus Experience	4	7	8	8
Learning + Development	5	5	4	4
Work Experience	6	8	7	7
Flexibility + Balance	7	3	1	1
Professional Growth	8	6	6	6

## 05. Scenario Development

# Scenarios Overview

# Scenarios Overview: BSS Experience

## Faculty and Classrooms

Note - BSS building will be reimagined using existing location and approximately the same square footage, but no other constraints are included in these scenarios

### As Is

Resident	0%
Hybrid (no ratio, no %)	100%
Remote	0%

- The space is comprised of classrooms and faculty offices with one Division suite
- Hybrid exists for all Faculty but it is ad hoc
- Sharing of individual space is not supported
- There is little if any collaborative space and no area for coffee or socialization
- Heavy personalization of offices and sidelights on offices are often covered
- There are no Student experience areas outside the classrooms
- Classrooms are dated and generally support traditional lecture mode with limited display technology
- There are approx. 46 offices and 1 Division office

### Scenario 1

Resident	0%
Hybrid (no ratio, no %)	100%
Remote	0%

- All faculty are hybrid, with no sharing and time on campus is as it is today
- Faculty offices will be redesigned to better accommodate Student and Faculty interaction
- Faculty communities will be created with offices located around a Department Hub and possibly a coffee area
- Faculty communities will have access to views and outdoor spaces.
- Instructional Services will be integrated into Faculty communities as appropriate
- Classroom designs will be based on a “kit of parts” furniture concept to support a variety of configurations
- Areas will be introduced where Students can congregate informally before and after class
- Moderate change management required

### Scenario 2

Resident	0%
Hybrid (2:1 ratio, shared offices)	100%
Remote	0%

- Faculty offices are designed to accommodate the workstyle and artifacts of two Faculty members assigned to an office
- Communities will be designed with a wider range of unassigned drop-in spaces for Faculty to work when they don’t need their private office
- Areas will be included where Students can congregate informally before and after class
- Settings will be considered for Students to take online classes while on campus
- Classroom designs are as in Scenario 1
- Limited reduction in real estate possible
- Significant change management required

### Scenario 3

Resident	0%
Hybrid (3:1 ratio, unassigned)	100%
Remote	0%

- Faculty offices are assigned to a department but unassigned to specific Faculty Members and are shared on a 3:1 ratio
- Increase in Faculty offices by integrating Faculty numbers from SOC building
- Additional unassigned enclosed spaces will be included in Faculty community to support individual concentration and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- The use of the offices can be determined and managed by the department
- Classroom designs are as in Scenarios 1 + 2
- Significant reduction in real estate achieved
- Significant change management required

## 05. Scenario Development

# Overview: BSS Experience

# Scenario As Is: BSS Experience

## Faculty + Classrooms

The current environment in the BSS is designed for Classrooms and Faculty Offices. It is a single-story structure with a common roof creating internal courtyards and circulation space. The classrooms and the offices are open to interior corridors that are in turn open to the outside and exterior courtyards.

There are several open entrances to the interior corridors. Safety is considered an issue in the existing building because of the inability to lockdown during an emergency. In addition, the unhoused often seek shelter here.

BSS is one of the oldest buildings on the Campus, built in the 1970's. This building is identified on the Masterplan as a potential tear down and has been chosen by the Applied Research + Consulting team to illustrate the scenarios, based on square footage only. The square footage being used in the scenarios is approx. 42,000 sq ft.

Currently, classrooms are designed for traditional lecture mode, with the instructor at the front of the room and minimal ability to adapt the furniture within the room. Most classrooms have access to daylight, but the blinds are often closed. The age of the classrooms is evident in their appearance.

Faculty offices open to the interior corridors. They are small with little to no access to views to the outside. During our observation of the Faculty areas most appeared to be empty.

### Defining Characteristics

- The space is comprised of classrooms and faculty offices with one Divisional suite
- Hybrid exists for all Faculty, but it is ad hoc
- Sharing of individual space is not supported
- There is little if any collaborative space and no area for coffee or socialization
- Heavy personalization of offices and sidelights on offices are covered
- There are no Student experience areas outside the classrooms
- Classrooms are dated and generally support traditional lecture mode with limited display technology
- There are approximately 46 offices and 1 Division office

# Scenario One: BSS Experience

## BSS refined for an upgraded experience

In Scenario One the goal is to reimagine the current square footage of BSS in a potentially new enclosed building. The new building will be designed to make better use of space, build community, increase utilization and enhance the Faculty and Student experience. It will include Classrooms, Faculty offices, support areas and appropriate community spaces to promote interaction between Students and Faculty.

In Scenario One all Classrooms will be upgraded to easily accommodate a variety of teaching styles and Student interactions, based on the subject and Instructor preference. Views to outdoor spaces will be incorporated where possible. Areas where Students congregate informally before and after class will be considered.

In Scenario One the primary objective is to arrange Faculty offices in centralized communities, while maintaining individual assigned offices. Although all Faculty are Hybrid, all Faculty are still assigned a private office.

The intent of Scenario One is to provide an upgraded learning experience that:

- Modernizes the classroom with flexible settings to support active learning
- Extends the Student experience within the building beyond just the classroom
- Provides individual offices and workstations on a 1:1 ratio
- Promotes interaction between Faculty members through the community concept
- Provides informal interaction between Faculty and Students

### Design Characteristics

- Faculty will be 100% hybrid with no sharing of offices
- Faculty offices will be redesigned to better accommodate Student/Faculty interaction
- Faculty communities will be created with offices located around a Department hub which includes a coffee area
- These communities will have access to views and outdoor spaces
- Instructional Services will be integrated into Faculty community zones as appropriate
- Classroom designs will be based on a “kit of parts” furniture concept to support a variety of configurations
- If space allows, areas will be introduced where Students can congregate informally before and after class
- New processes and protocols will be introduced as appropriate to support enhancements in the Student and Faculty areas

---

### 100% Hybrid Workers

(1:1 ratio)

---

### Moderate level

of Change Management effort required

---

### Shift in real estate

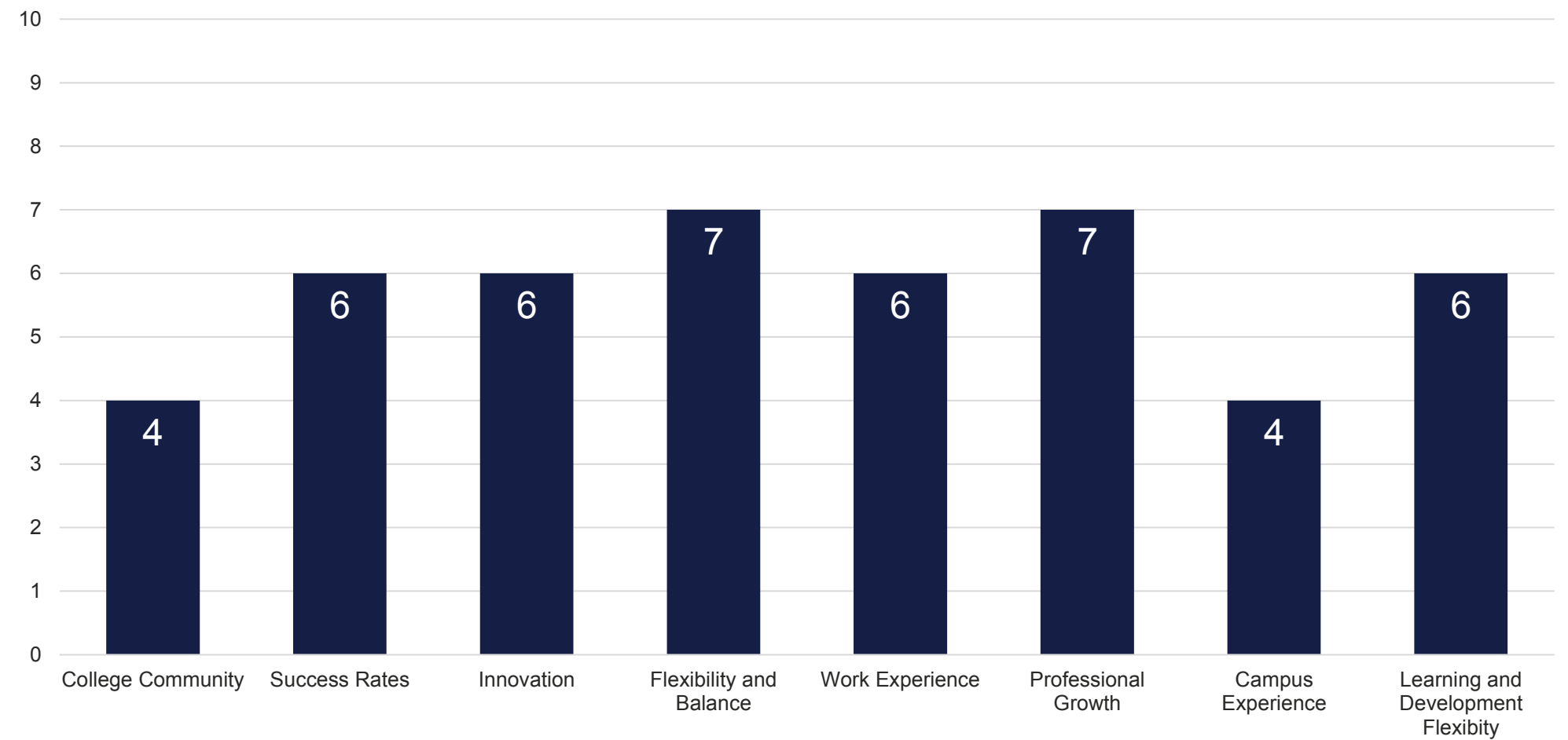
No change in real estate required

# Scenario One: BSS Experience

## Potential outcomes

- Level of Flexibility + Balance and Professional Growth are supported more highly than the other pillars since Faculty maintain their current hybrid approach, assigned offices and have the opportunity to grow professionally through enhanced in-person connections while in BSS
- The exchange of ideas will be increased by bringing people together, through increased in-person presence which should result in more Innovation and an improved Work Experience
- Success Rates could be positively impacted by the creation of flexible classrooms that support a variety of teaching and learning styles
- If space allows, areas will be introduced where Students can congregate informally before and after class supporting a moderate degree of Learning Flexibility
- College Community and sense of belonging is supported to a lesser degree because the focus is primarily on the Faculty Community versus the College Community as a whole
- The Campus Experience is slightly enhanced because of the variety of classrooms and spaces to increase Student interaction

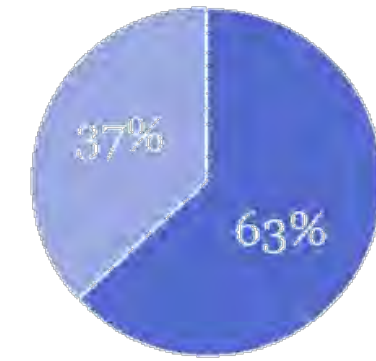
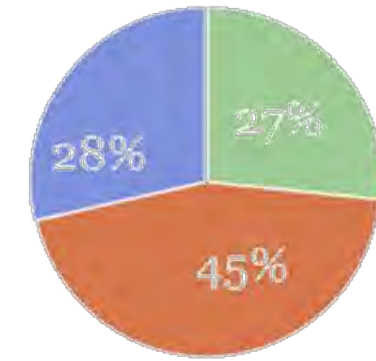
## BSS Experience — Scenario One



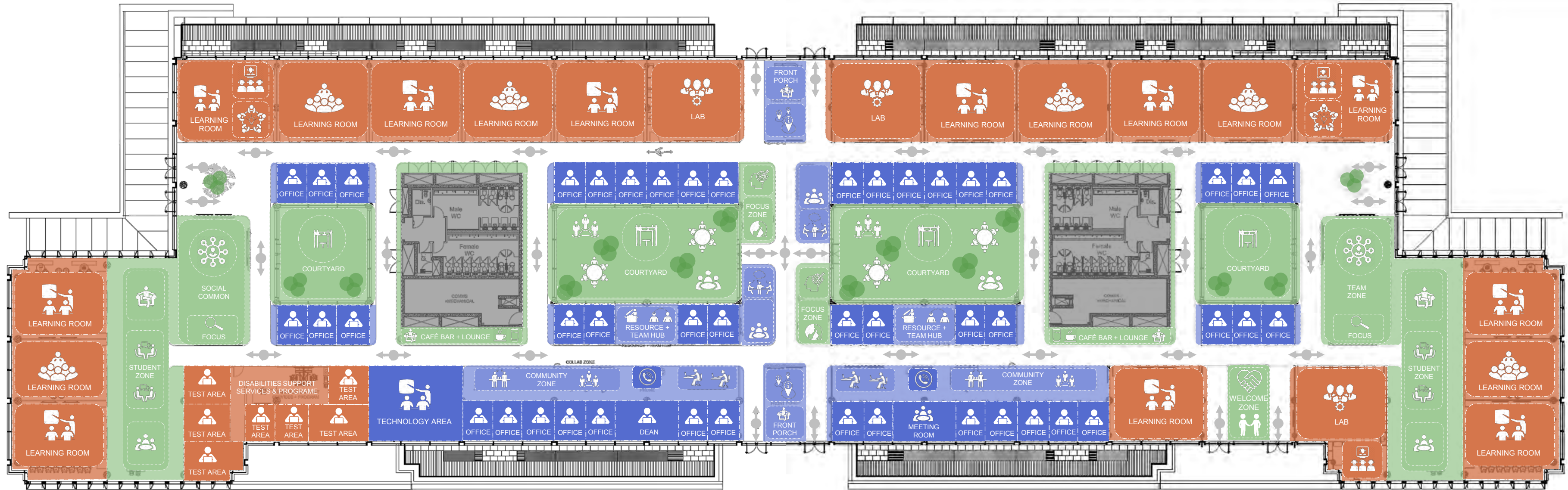
**The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.**

# Scenario One: BSS Experience

Community Space

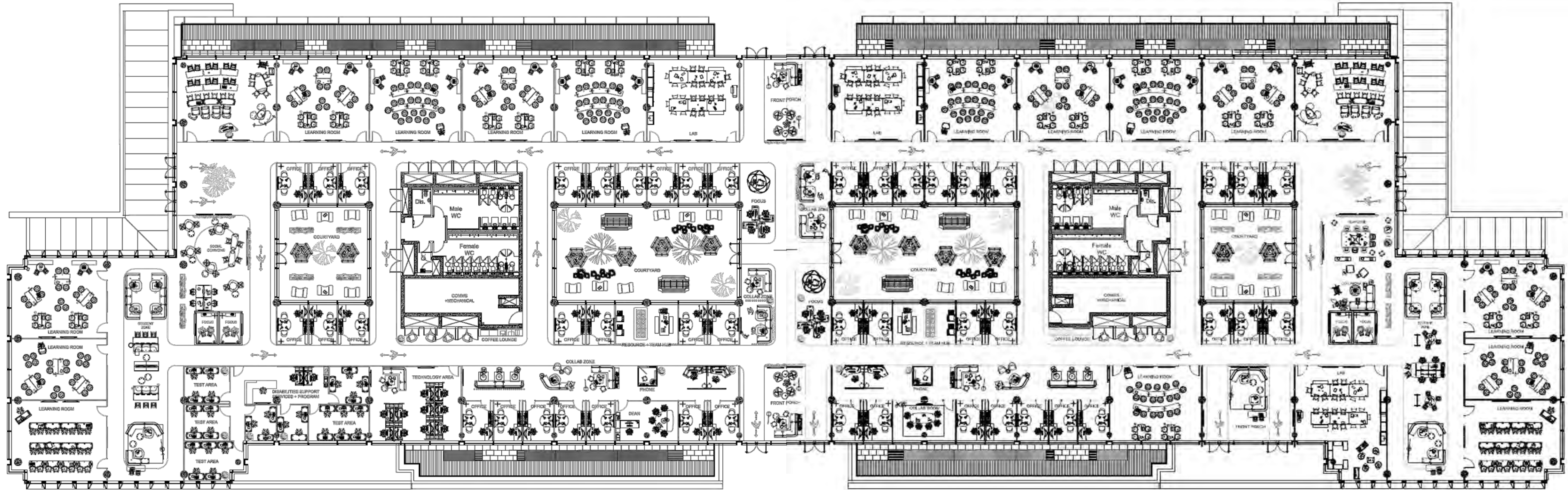


CONNECTION LEARNING COMMUNITY I Space We Space





# Scenario One: BSS Experience



	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	51	100%	1	51
Remote	0	0%	1	0
	51	100%		51
			<b>Offices</b>	<b>47</b>
			<b>Workstations</b>	<b>4</b>

- 20 Classrooms – (includes 3 x Labs)
- 1 DSSP
- 1 Technology Area
- 48 Offices – (includes 1 x Dean Office)
- 4 Workstations

# Scenario Two: BSS Experience

## BSS redefined for an upgraded experience

In Scenario Two the concepts of Scenario One will be further reimagined and the sharing of Faculty Offices will be introduced by implementing an office sharing ratio of 2:1. The resulting excess space will be used to expand and enhance Faculty communities and Student interaction areas.

The intent of Scenario Two is to provide an upgraded learning experience and further enhanced Student and Faculty interactions that:

- Offers Students an enhanced learning experience before, during and after classes
- Better matches the office solution with Faculty work patterns
- Provides Faculty an enhanced work experience through a broad range of settings
- Leverages a hybrid workforce to better utilize square footage through sharing offices

### Design Characteristics in addition to Scenario One

- Faculty offices are designed to accommodate the workstyle and artifacts of two Faculty members assigned to an office
- Faculty communities will be designed with a wider range of unassigned drop-in spaces for Faculty to work when they don't need their private office
- If space allows, informal settings will be introduced where Students can congregate casually before and after class
- New processes and protocols will be introduced as appropriate to support new workstyles

---

### 100% Hybrid Workers

(2:1 ratio)

---

### Moderate level

of Change Management effort required

---

### Shift in real estate

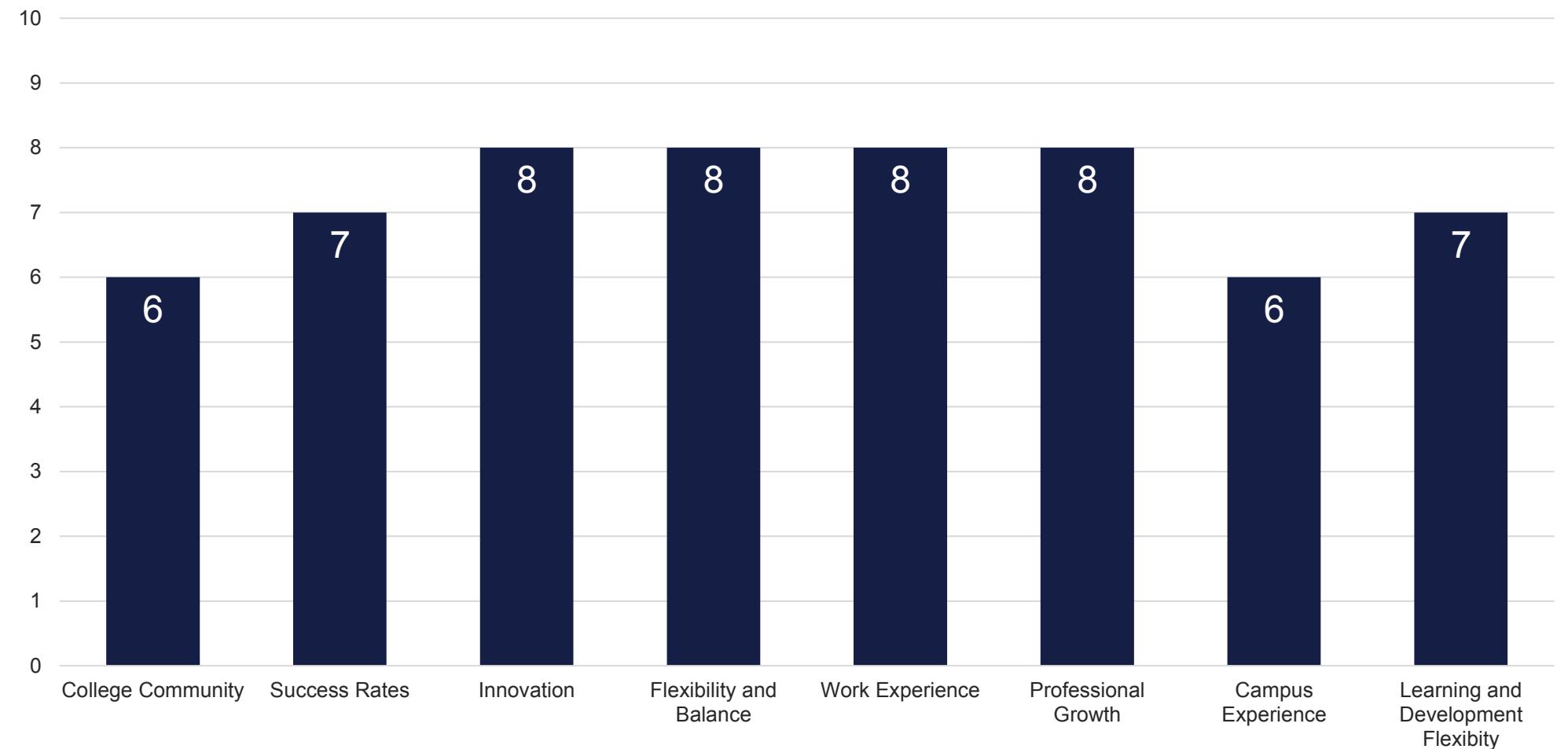
No reduction in real estate is shown on the following plans. However real estate reduction is possible through elimination of select Student and Faculty collaborative areas.

# Scenario Two: BSS Experience

## Potential outcomes

- By introducing the concept of shared offices in Scenario Two the solution more accurately matches usage levels, and more space can be reimaged into common areas to promote presence and increase energy that comes from people being together
- The connection spaces should lead to the exchange of more Innovative ideas, creating a stronger Learning Community
- Flexibility + Balance is enhanced by offering Faculty a variety of places to work when they come to the BSS
- The Faculty community design, which includes unassigned private spaces and connection spaces, will entice Faculty to come to the BSS and improve the Work Experience
- Areas will be introduced where Students can congregate informally before and after class providing a greater degree of Learning Flexibility than Scenario One
- Success Rates will continue to be positively impacted by the creation of flexible classrooms as well as cross learning between Students that occurs in their connection spaces
- College Community and the Campus Experience are supported to a greater degree than Scenario One because there are more opportunities to bring people together, creating a sense of belonging and inclusion

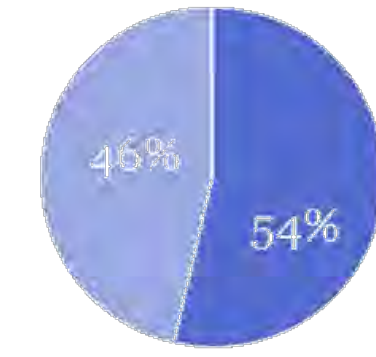
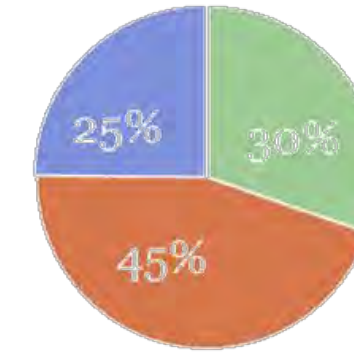
## BSS Experience — Scenario Two



**The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.**

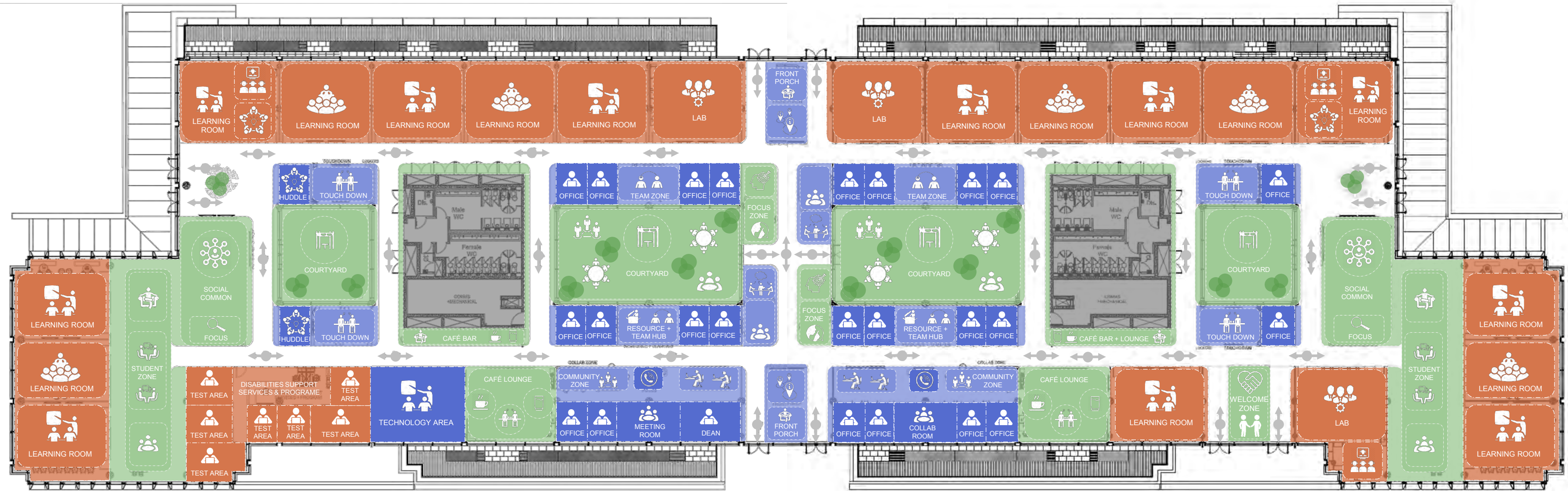
# Scenario Two: BSS Experience

Community Space

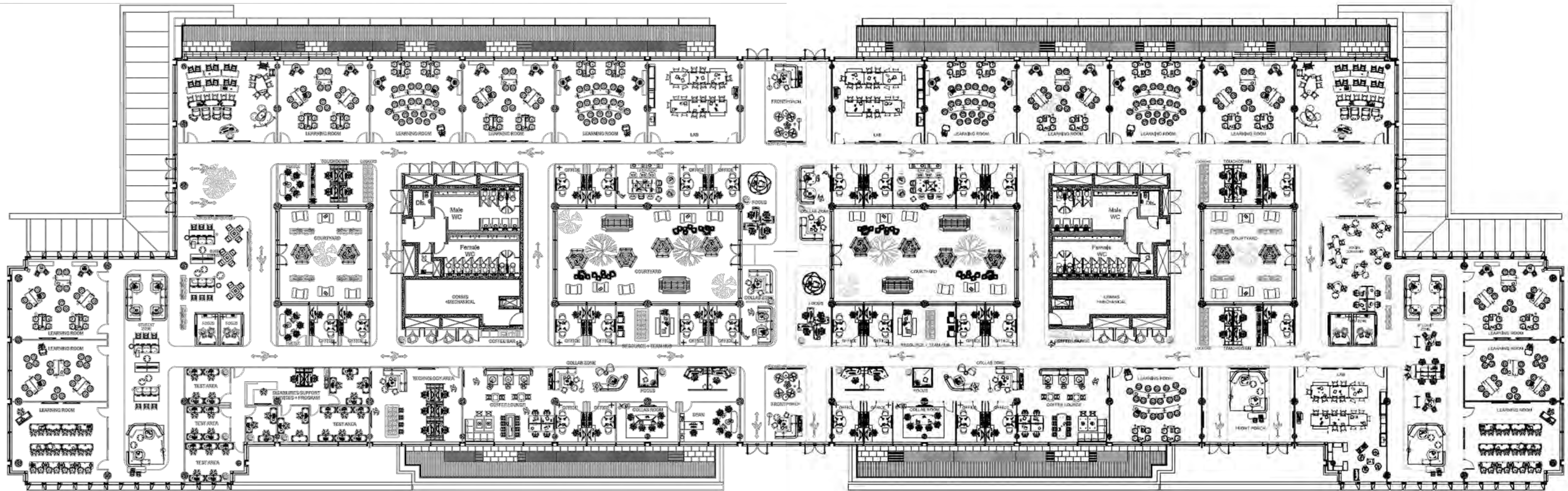


CONNECTION LEARNING COMMUNITY

I Space We Space



# Scenario Two: BSS Experience



	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	51	100%	2	22.5
Remote	0	0%	1	0
	51	100%		22.5
<b>Offices</b>				<b>22.5</b>
<b>Workstations</b>				<b>4</b>
<b>Large Office</b>				<b>1</b>

- 20 Classrooms – (includes 3 x Labs)
- 1 DSSP
- 1 Technology Area
- 25 Offices – (includes 1 x Dean Office)
- 4 Workstations

# Scenario Three: BSS Experience

## BSS transformed for an upgraded experience

In Scenario Three, as in Scenarios One and Two, the objective is to arrange Faculty offices in centralized neighborhoods. However, by implementing an office sharing ratio of 3:1, this will free up additional space to integrate more Faculty into the building and enhance Faculty neighborhoods and Student interaction areas.

The intent of Scenario Three is to provide an upgraded learning experience that:

- Offers Students a further enhanced learning experience before, during and after classes
- Provides Faculty a further enhanced work experience through a broad range of settings
- Further leverages a highly hybrid workforce to better utilize square footage through sharing offices at an increased sharing ratio

### **Design Characteristics in addition to Scenarios One + Two**

- Faculty offices are assigned to a department but unassigned to specific Faculty Members and are shared on a 3:1 ratio
- Increase in Faculty capacity (integrate Faculty from SOC building)
- Additional unassigned enclosed spaces will be included in Faculty community to support individual concentration and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- The use of the offices can be determined and managed by the department
- New processes and protocols will be introduced as appropriate to support new workstyle and how shared offices are managed

---

### **100% Hybrid Workers**

(3:1 ratio)

---

### **Significant level**

of Change Management effort required

---

### **Shift in real estate**

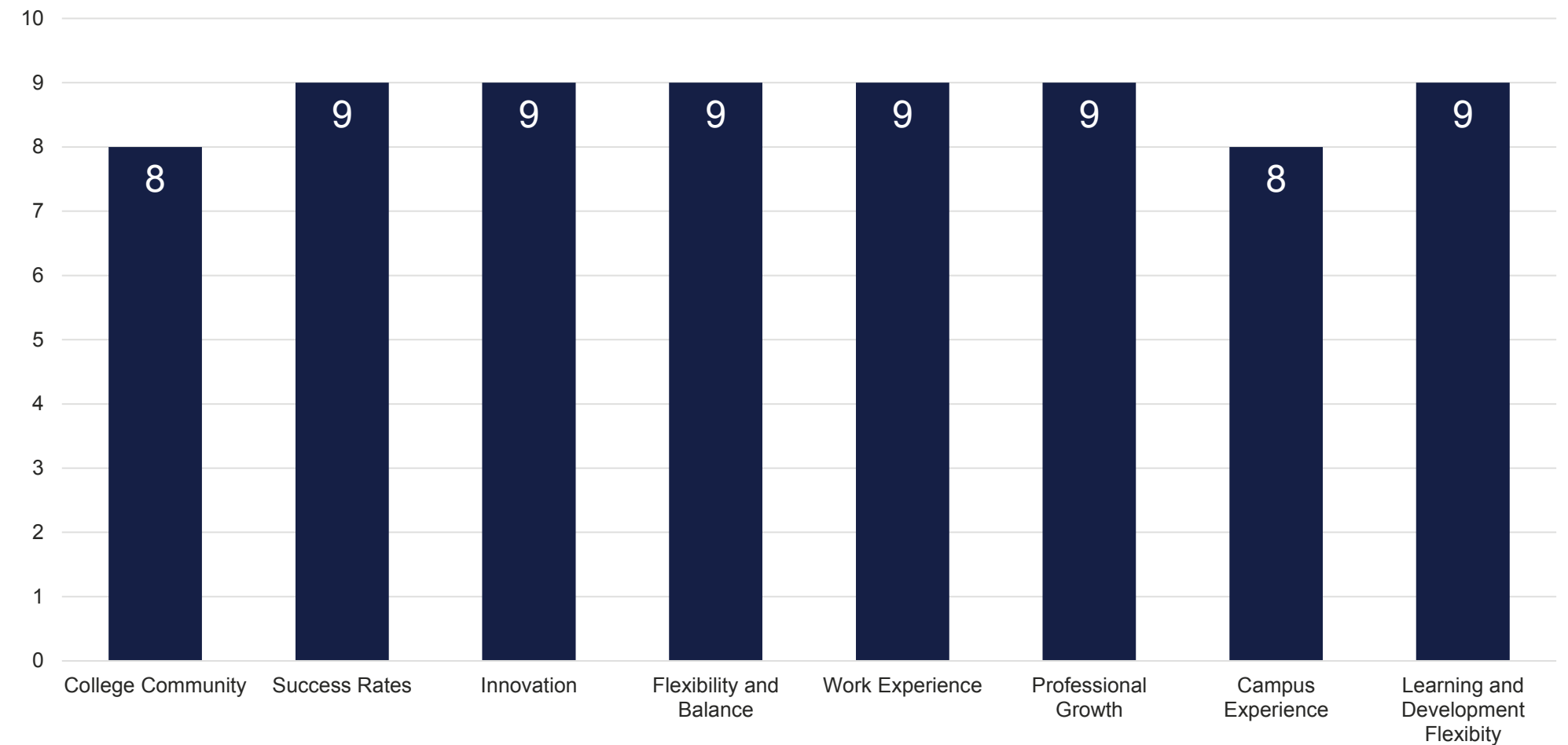
Significant reduction in real estate achieved through incorporating all headcount of SOC. SOC building eliminated.

# Scenario Three: BSS Experience

## Potential outcomes

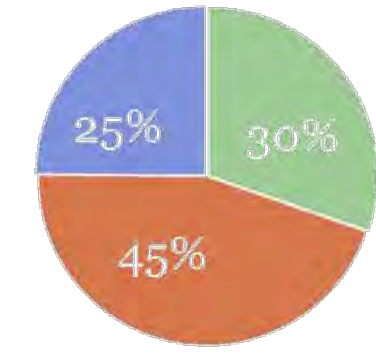
- By transforming the available square footage in Scenario Three, all Pillars can reach their maximum potential, positively impacting the learning and work experience
- By implementing an office sharing ratio of 3:1, additional space will be freed up not only to integrate more Faculty into the building but will also enhance Faculty neighborhoods, Student interaction areas and community spaces
- In Scenario Three Flexibility + Balance is further promoted; Innovation and Professional Growth are accelerated; and the on-site Work Experience is significantly enhanced
- Students will view the BSS connection areas as a preferred destination to study and socialize with each other which will positively impact their learning and lead to greater success
- The additional Faculty accommodated in BSS increases cross discipline interaction and further enhances College Community and the Campus Experience
- Better utilization of real estate is achieved and Faculty headcount growth is accommodated by increasing office sharing ratios

**BSS Experience — Scenario Three**

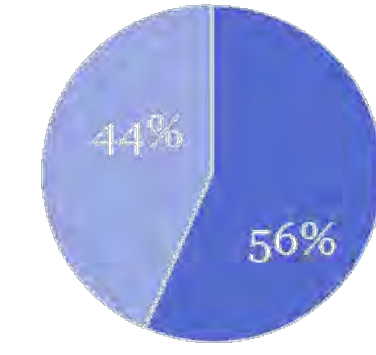


**The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.**

# Scenario Three: BSS Experience Including SOC

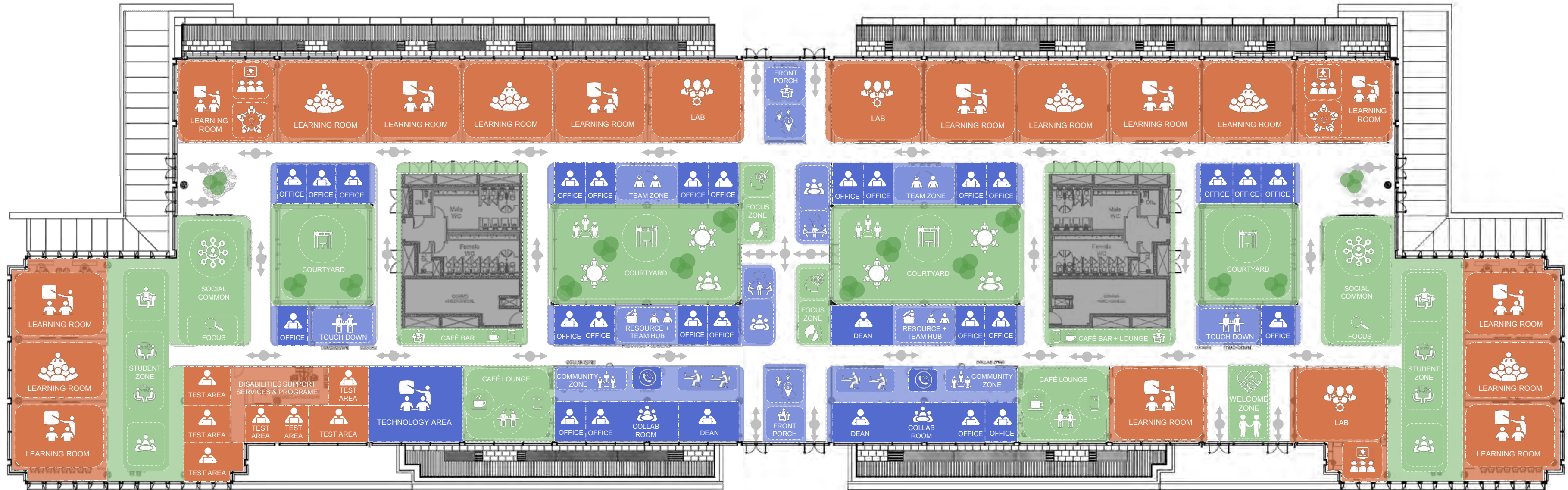


## Community Space



CONNECTION LEARNING COMMUNITY

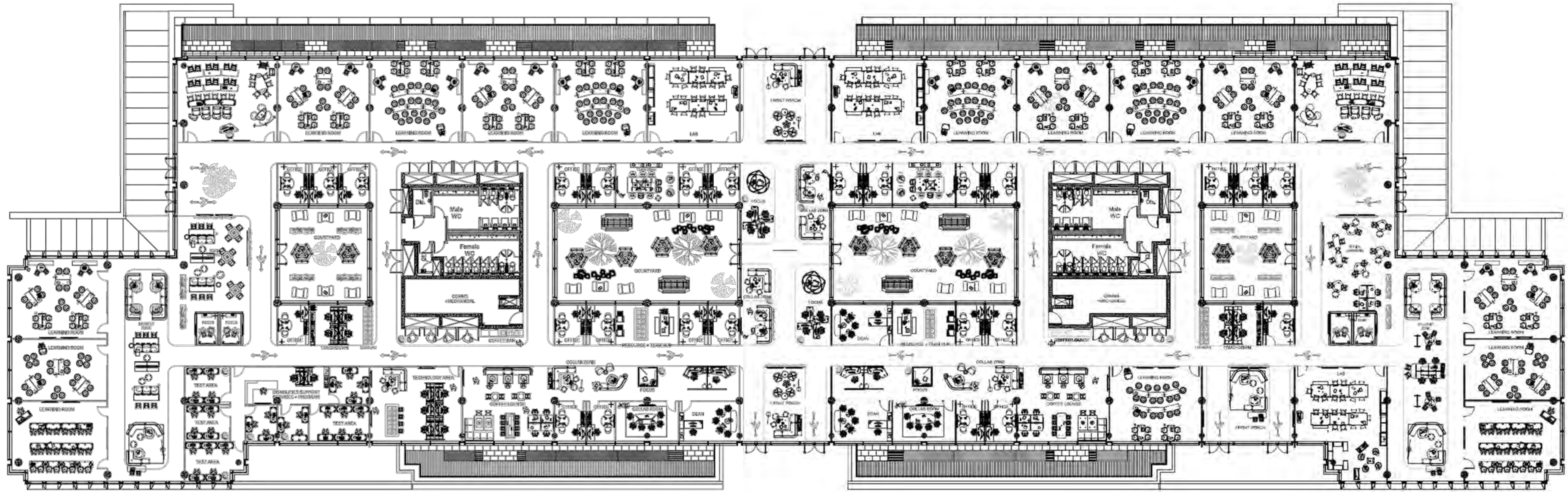
I Space We Space





# Scenario Three: BSS Experience

## Including SOC

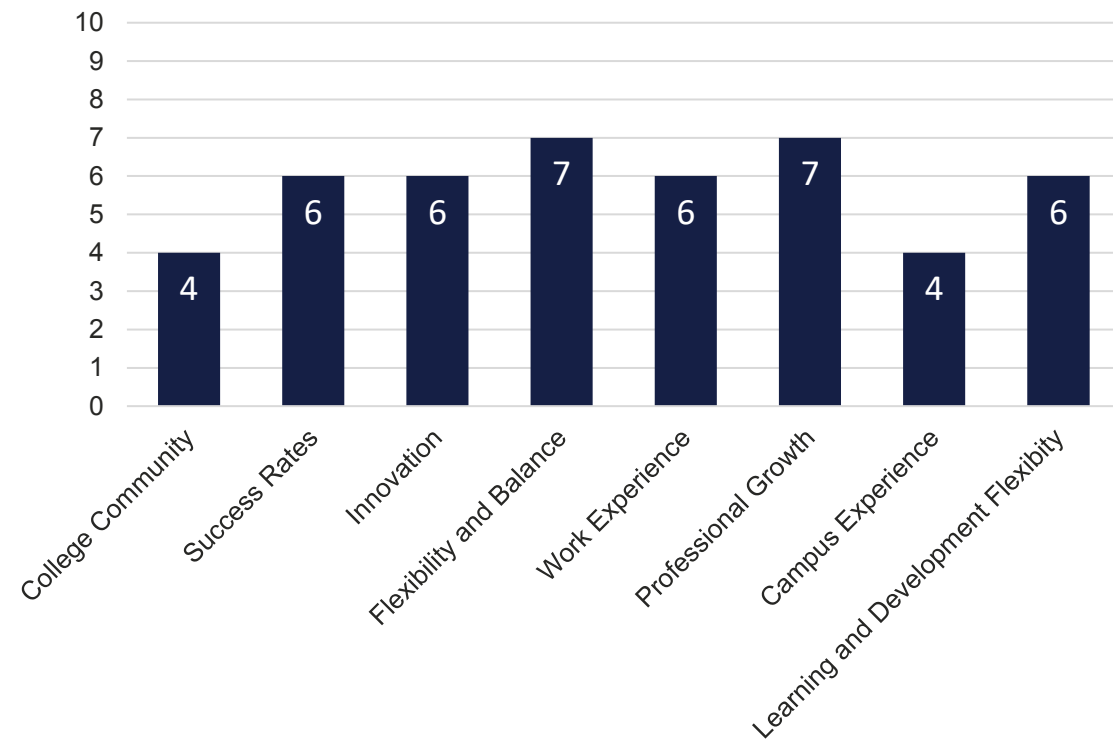


	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	100	100%	3	33.3
Remote	0	0%	1	0
	100	100%		33.3
<b>Offices</b>				<b>31.0</b>
<b>Workstations</b>				<b>2.6</b>
<b>Large Office</b>				<b>3</b>

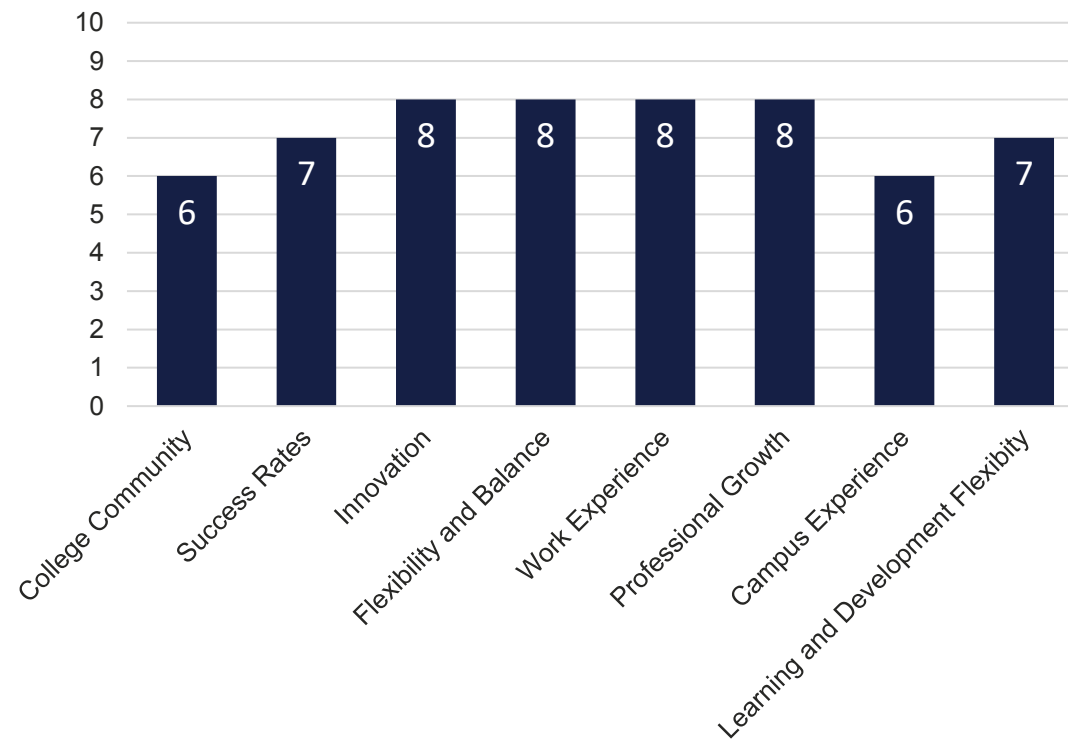
- 20 Classrooms – (Includes 3 x Labs)
- 1 DSSP
- 1 Technology Area
- 30 Offices – (Includes 3 x Dean)
- 4 Workstations

# Scenarios Comparison

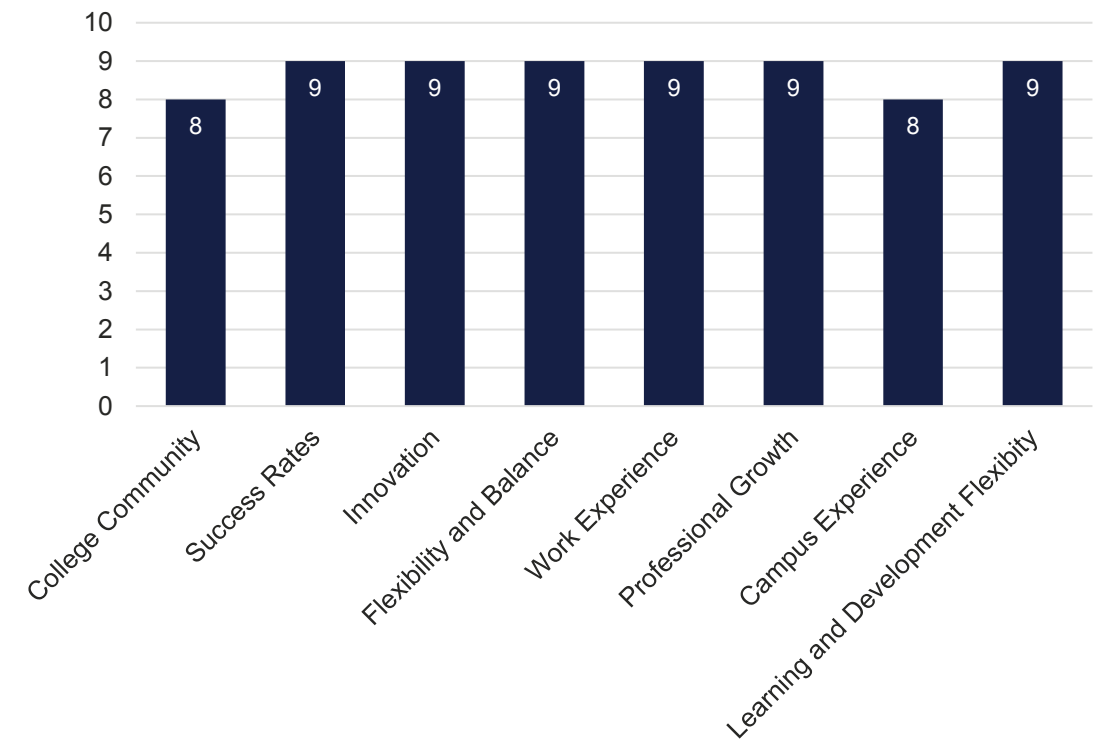
### BSS Experience — Scenario One



### BSS Experience — Scenario Two



### BSS Experience — Scenario Three



The charts above indicates how each Scenario supports the Pillars ranked by CRC Leadership Team. The Pillars are rated from 1-10 in each scenario.

## 05. Scenario Development

# Overview: College Center Experience

# Scenarios Overview: College Center Experience

Student and Classified Professionals

## As Is Scenario 1 Scenario 2 Scenario 3

As Is	Scenario 1	Scenario 2	Scenario 3
Resident (1:1 ratio, 60-100% time) 100%	Resident 0%	Resident (1:1 ratio, 80-100% time) 40%	Resident (1:1 ratio, 80-100% time) 20%
Hybrid 0%	Hybrid (1:1 ratio, 60% time) 100%	Hybrid (2:1 ratio, 60% time) 50%	Hybrid (2.5:1 ratio, 60% time) 70%
Remote 0%	Remote 0%	Remote (10:1 ratio) 10%	Remote (10:1 ratio) 10%

- Hierarchical planning methodology
- Limited group, collaborative and social spaces for employees and students
- Offices and workstations owned
- Limited, ad hoc and inconsistent hybrid program
- Highly compartmentalized cellular departmental space due to high number of interior walls
- Student lobby with predominately traditional customer service window approach to most services

- Hierarchical planning methodology (updated)
- Equitable formal hybrid program for non-peak periods
- Office to workstation ratio will be unchanged
- Updated design in office areas with reuse of existing furniture, increase of collaborative space, etc. if possible
- Re-imagined delivery of Student Services in a more personal and hosted format
- Limited adjustment of walls
- Outdoor space integrated into experience with linkage to cafeteria
- Little change in real estate requirement
- Moderate change management required

- Activity-based work planning methodology
- Equitable formal hybrid program for non-peak periods
- Worker types and desk sharing introduced - sharing of desks and offices for hybrid and remote workers at 2:1 and 10:1
- Quantity of group, collaborative and social spaces **enhanced** over scenario 1 with enhanced options for hybrid / remote workers
- Potential further upgrade of Student Service areas
- Moderate adjustment of walls
- Possible adjustment in office to workstation ratio
- Additional capacity achieved
- Significant change management required

- Activity-based work planning methodology
- Equitable formal hybrid program for non-peak periods
- Worker types and desk sharing enhanced with 70% hybrid sharing at 2:5:1
- Private offices assigned only to CRC President and Executive Management team and resident leaders OR Leadership Community created
- Quantity of group, collaborative and social spaces **significantly enhanced** over scenario 2
- Front porches and transition zones for departments introduced
- Potential further upgrade of Student Service areas
- Non-structural walls are removed or repositioned
- Reduction in real estate + additional capacity achieved
- Significant change management required

# Scenario As Is: College Center

## Classified Professionals + Student Experience

The current environment in the College Center is designed for Student Services, Classified Professionals and the CRC Executive Team. Classified Professional and the CRC Executive team work areas are based on a hierarchical planning methodology, where space is allocated by level. The layout is predominantly workstations surrounded by private offices. With a limited range of settings, the design is highly standardized and repetitive. All workstations and private offices are assigned on a 1:1 ratio.

Prior to the pandemic, people worked in the office every day. However currently many Classified Professionals work a hybrid schedule, but the policy (3 days a week in the office) is inconsistently applied between departments. The combination of enclosed spaces and a low level of density has resulted in an environment that is quiet and low in vibrancy.

The main lobby of the building is designed for Student Services. Students access these services by going to a traditional customer service window based on the type of service they are seeking. Some Students wait in a lounge area for their turn, which is acknowledged on digital displays. There is an ebb and flow of Students in this space depending on semester timing. An adjacent area set up with computers is available when Students prefer to access services online.

This building is also connected to the campus cafeteria, which is being renovated but scheduled to open in 2024. Since the cafeteria has been closed the opportunity to build community through interaction over food and drink has been diminished.

### Defining Characteristics

- The space is segmented with departments behind doors that open onto hallways
- Limited ad hoc and inconsistent hybrid program
- Departments are comprised of predominantly private offices that open onto a workstation area with very little collaborative space
- Sharing of individual space is not supported
- Coffee areas are randomly integrated into the workstation area
- Personalization of workstations and offices along with artifacts celebrating holidays are visible throughout the building
- The space is heavily weighted to individual settings with limited group and collaborative settings
- Student lobby with a traditional teller window approach to most services



# Scenario One: College Center

## College Center refined for an upgraded experience

In Scenario One the goal is to make better use of the space to build community and increase common space utilization for all employees, Students and guests. By making limited adjustments to the existing infrastructure these spaces will be better connected to each other instead of being segmented.

In this and later Scenarios the waiting area for Student Services is redesigned to provide a more welcoming and enhanced experience. This requires creating a flexible front of house to handle the volume in peak periods and a static back of house design concept to support the rhythm of the fluctuating demand. A more flexible front of house concept will allow the space to a broad range of activities and modes.

Scenario One allows for all offices and workstations to remain as existing in a 1:1 ratio but the implementation of a hybrid strategy is possible, consistently applying 3 days a week in the office during non-peak periods. While this approach will maintain individual ownership of offices and provide equity for the hybrid policy, it will not maximize office space utilization.

The intent of Scenario One is to provide people with an upgraded work experience that:

- Leverages existing offices and workstations on a 1:1 ratio
- Supports equitable hybrid working during non-peak periods
- Provides an enhanced community experience in common areas
- Enhances Student experience by offering multi-functional spaces

### Design Characteristics

- All worker are hybrid except during peak demand periods
- Private offices and workstations are assigned on 1:1 ratio
- Collaborative settings will increase in the common areas and will be sized to accommodate the average meeting size of 6 or less
- Social spaces in common areas, which are also linked to the Café, are designed to be welcoming and encourage community within and across departments and with Students
- Adjacent outdoor spaces will be designed to support activities in the College Center in addition to being a transition zone to the rest of the Campus
- Digital and analog vertical display will be enhanced for communication, celebration and branding
- Elements of existing furniture and infrastructure will remain and be re-used as appropriate
- Limited adjustment or reimagining of walls
- The workspace design is supported by appropriate behavioral protocols and rituals to ensure community building, equity across groups, appropriate levels of noise, sufficient density and amenities
- New processes and protocols will be introduced as appropriate to support enhancements in the Student Services experience.

---

### 100% Hybrid Workers

in office 3 days a week in non-peak periods  
(1:1 ratio)

---

### Moderate to significant level

of Change Management effort required

---

### Shift in real estate

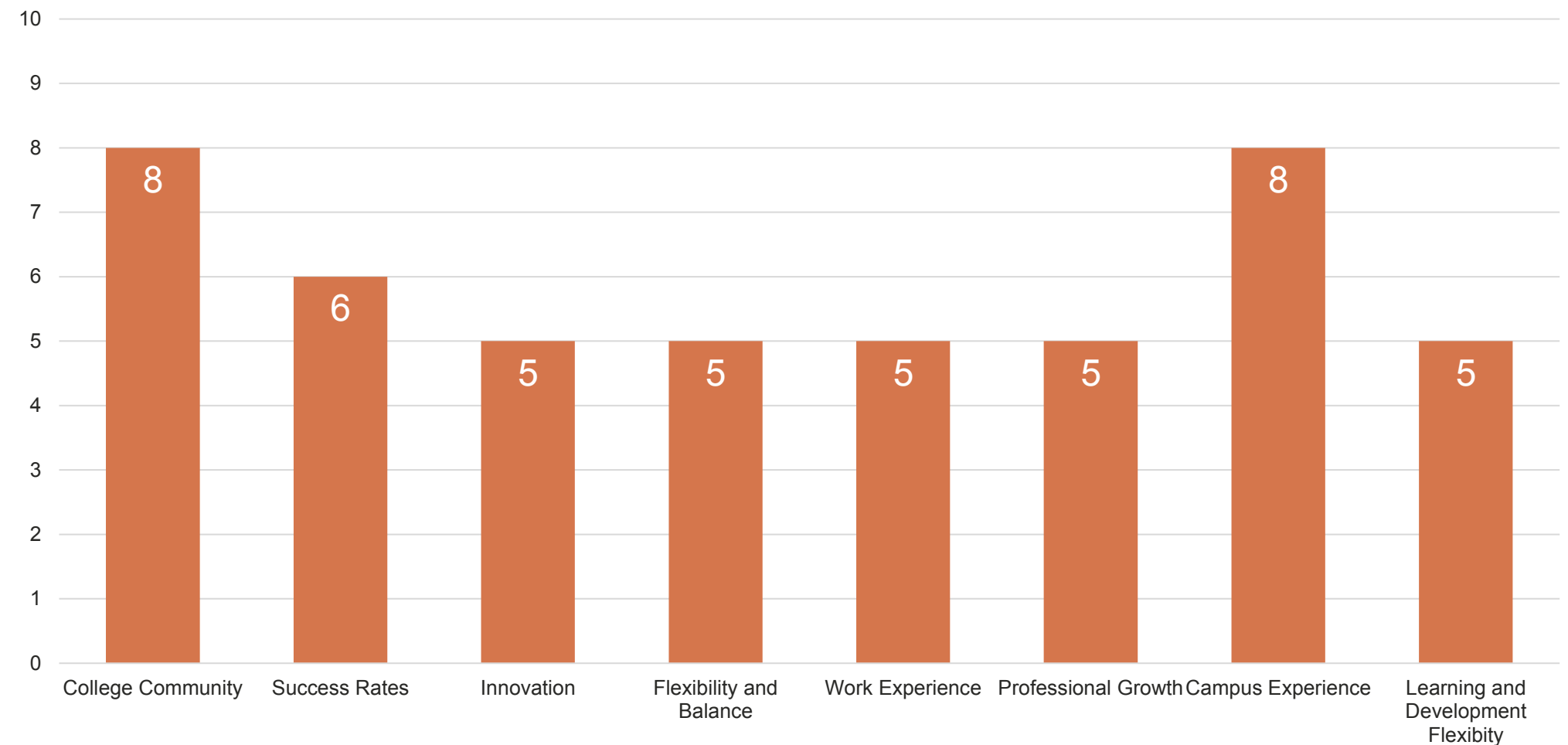
No reduction in real estate but the space will support additional headcount especially in peak season

# Scenario One: College Center

## Potential outcomes

- College Community and Campus Experience are enhanced by making better use of the space on the First Floor of the College Center to build community and increase common space utilization for all employees, students and guests
- By reimagining the delivery of Student Services and creating connection with the Campus Café, people should be drawn to these spaces from across the Campus
- Students will view the College Center as a preferred destination to access services, build networks and socialize with each other which will positively impact their learning experience and lead to greater success
- Scenario One allows for all offices and workstations to remain as existing on a 1:1 ratio maintaining existing Flexibility + Balance
- Innovation, Work Experience and Professional Growth have the potential to increase due to the introduction of the connection spaces on the First Floor

## CC Experience — Scenario One



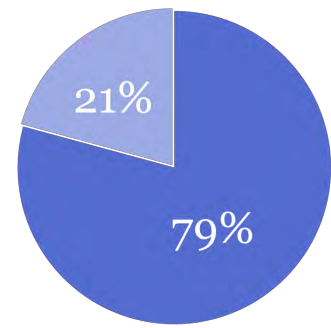
The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.



# Scenario One: College Center Level 01

## Area A

Community Space



■ I Space ■ We Space



## Area A

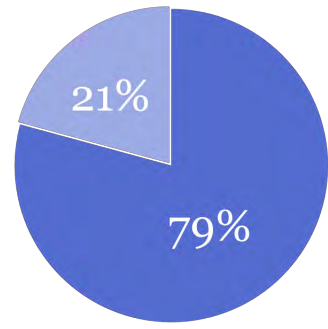


	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	128	100%	1	128
Remote	0	0%	1	0
	128	100%		128
			<b>Offices</b>	<b>65</b>
			<b>Workstations</b>	<b>63</b>

# Scenario One: College Center Level 01

## Area A

Community Space



■ I Space ■ We Space



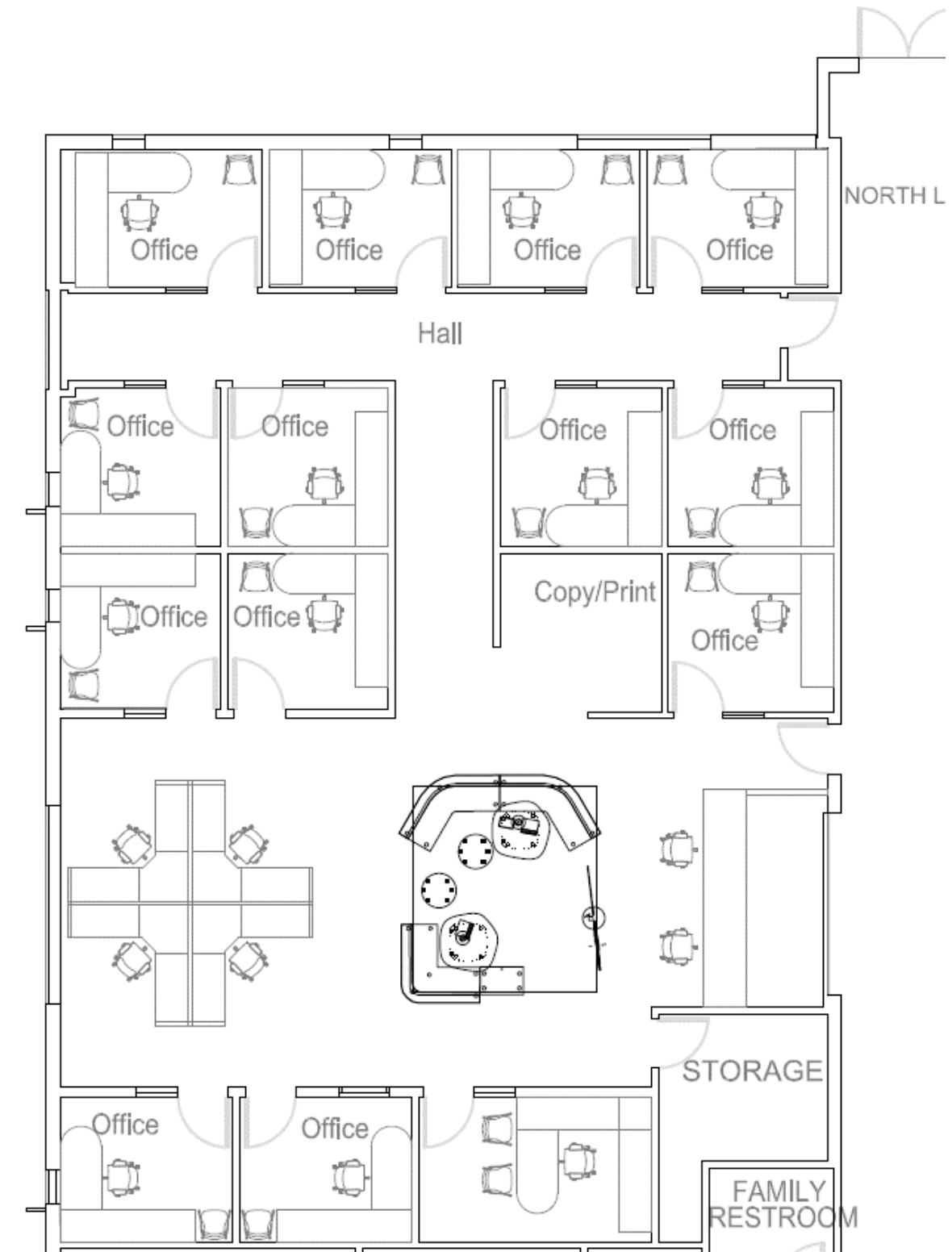
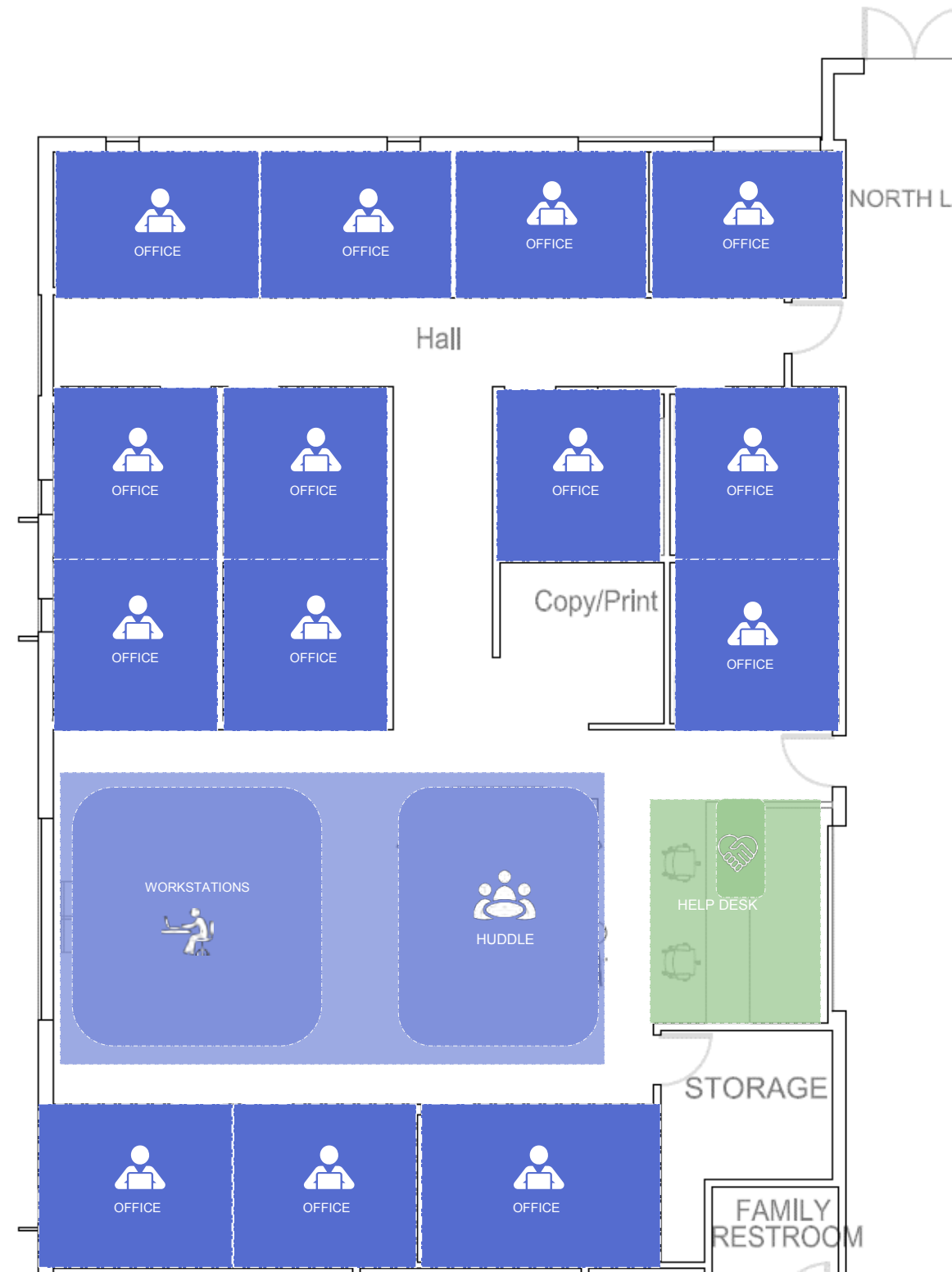
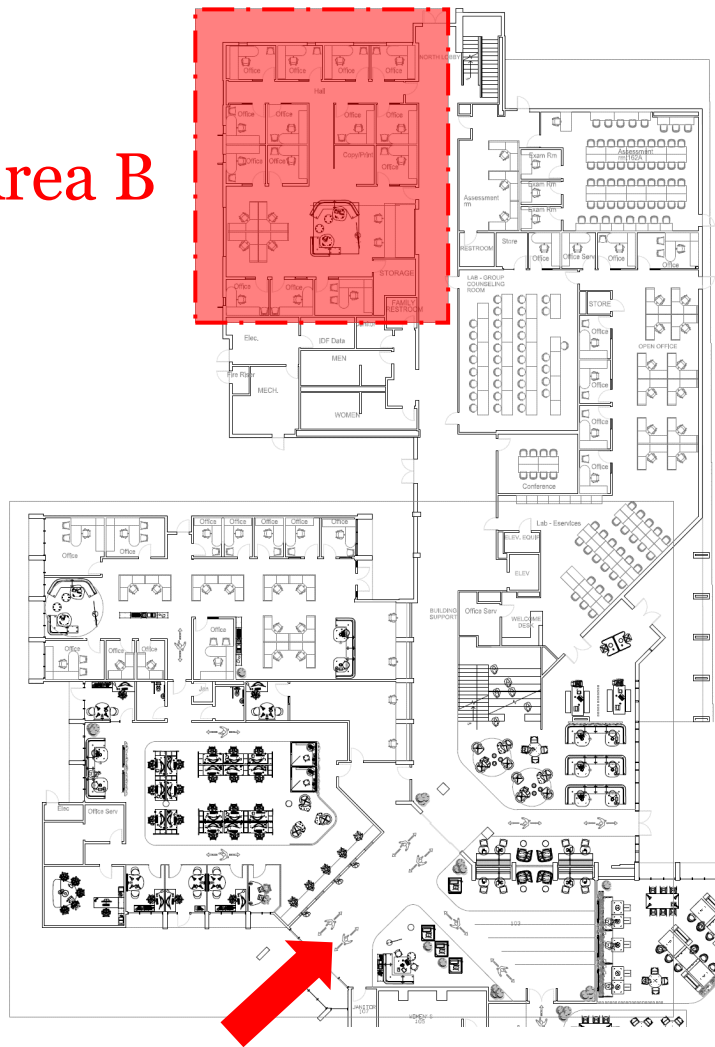
## Area A



# Scenario One: College Center Level 01

## Area B

## Area B



# Scenario One: College Center Level 02

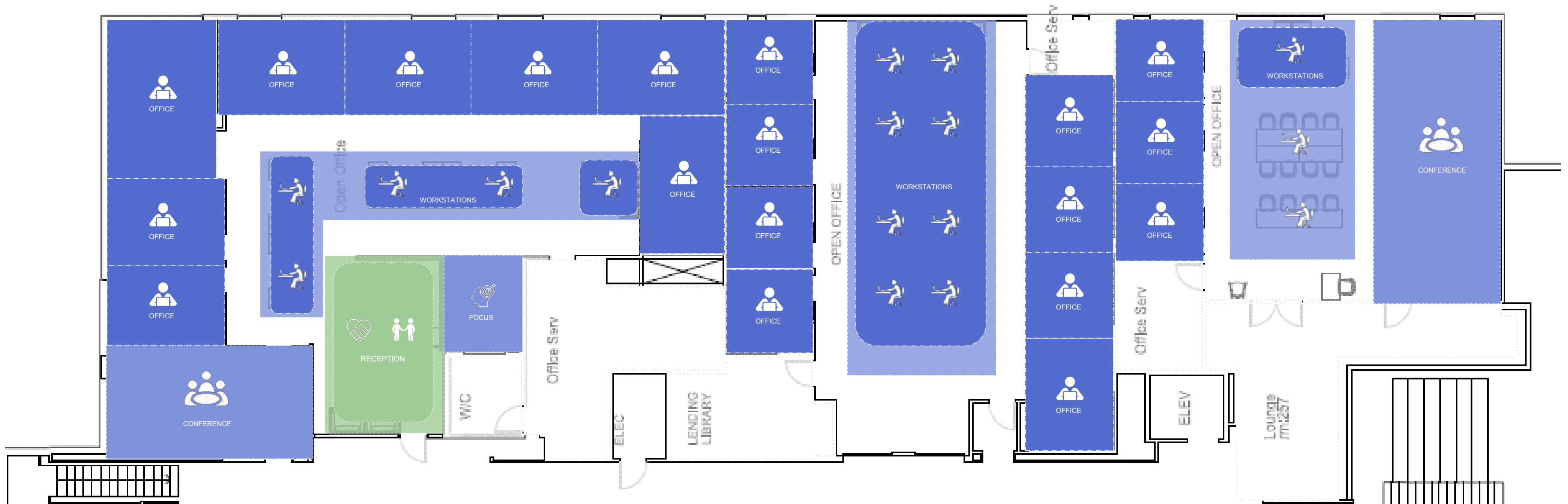
## Area C



# Scenario One: College Center Level 02

## Area D

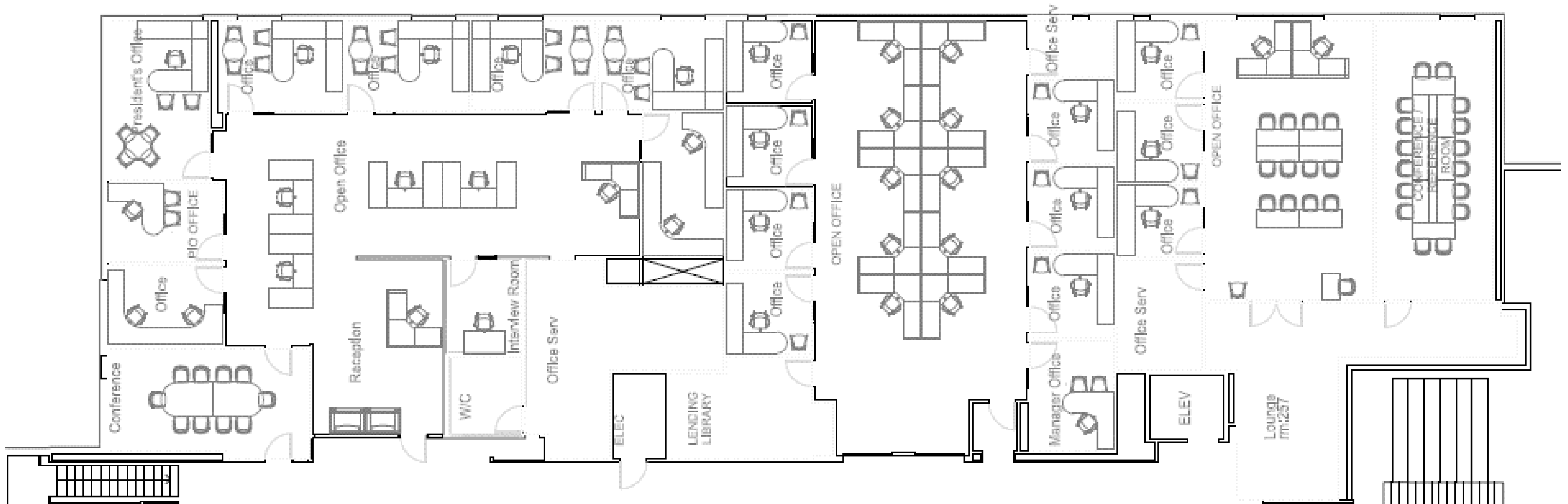
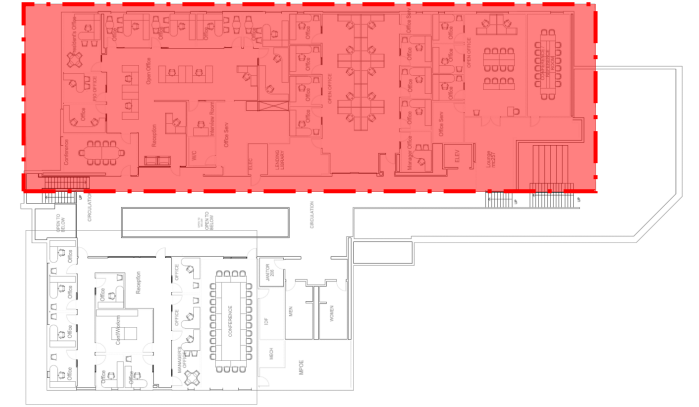
Area D



# Scenario One: College Center Level 02

Area D

Area D



# Scenario Two: College Center

## College Center redefined for an enhanced employee experience

In Scenario Two the goal is to further enhance the experience by providing better utilization of department areas while retaining the Student Services design of Scenario One. By introducing moderate adjustments to the existing infrastructure/walls and opening up more spaces, it will allow better interconnection within departments.

Scenario Two, as in Scenario One, the waiting area for Student Services is redesigned to provide a more welcoming and enhanced experience.

Scenario Two introduces a more defined and formal Hybrid solution. This is done by assigning profiles to individuals such as: Resident workers, who come to the office 4-5 days a week and are assigned an office/workstation; Hybrid workers who come to the office 3 days a week in non-peak periods with a sharing ratio of 2:1 and Remote workers who rarely come into the office at a sharing ratio of 10:1.

This hybrid solution will free up space to allow a true community concept to be designed, providing a range of places for a variety of individual and group activities.

The intent of Scenario Two is to provide employees and students with an upgraded work experience that:

- Provides access to shared/unassigned spaces by hybrid workers
- Builds stronger community within departments
- Supports increased density during peak periods
- Maximizes square footage utilization with a variety of spaces

### Design Characteristics in addition to Scenario One

- Private offices and workstations are assigned or shared based on worker profiles
- Introduces activity-based working and desk sharing
- Hybrid and Remote workers have access to shared workstations or offices on a **2:1** and **10:1** sharing ratio
- Percentage of Group space **moderately** increases to support team activity and Hybrid workers when they are in the office
- Moderate structural changes to existing walls and infrastructure
- Increased settings and technologies to support a higher volume of virtual meetings
- Protocols, social contracts and processes are developed within and between departments to address the new way of working and ensure connections and team effectiveness

---

#### **40% Resident Workers**

in office 4/5 days a week in non-peak periods  
(1:1 ratio)

---

#### **50% Hybrid Workers**

in office 3 days a week in non-peak periods  
(2:1 ratio)

---

#### **10% Remote Workers**

(10:1 sharing ratio)

---

#### **Moderate to significant level**

of Change Management effort required

---

#### **Shift in real estate**

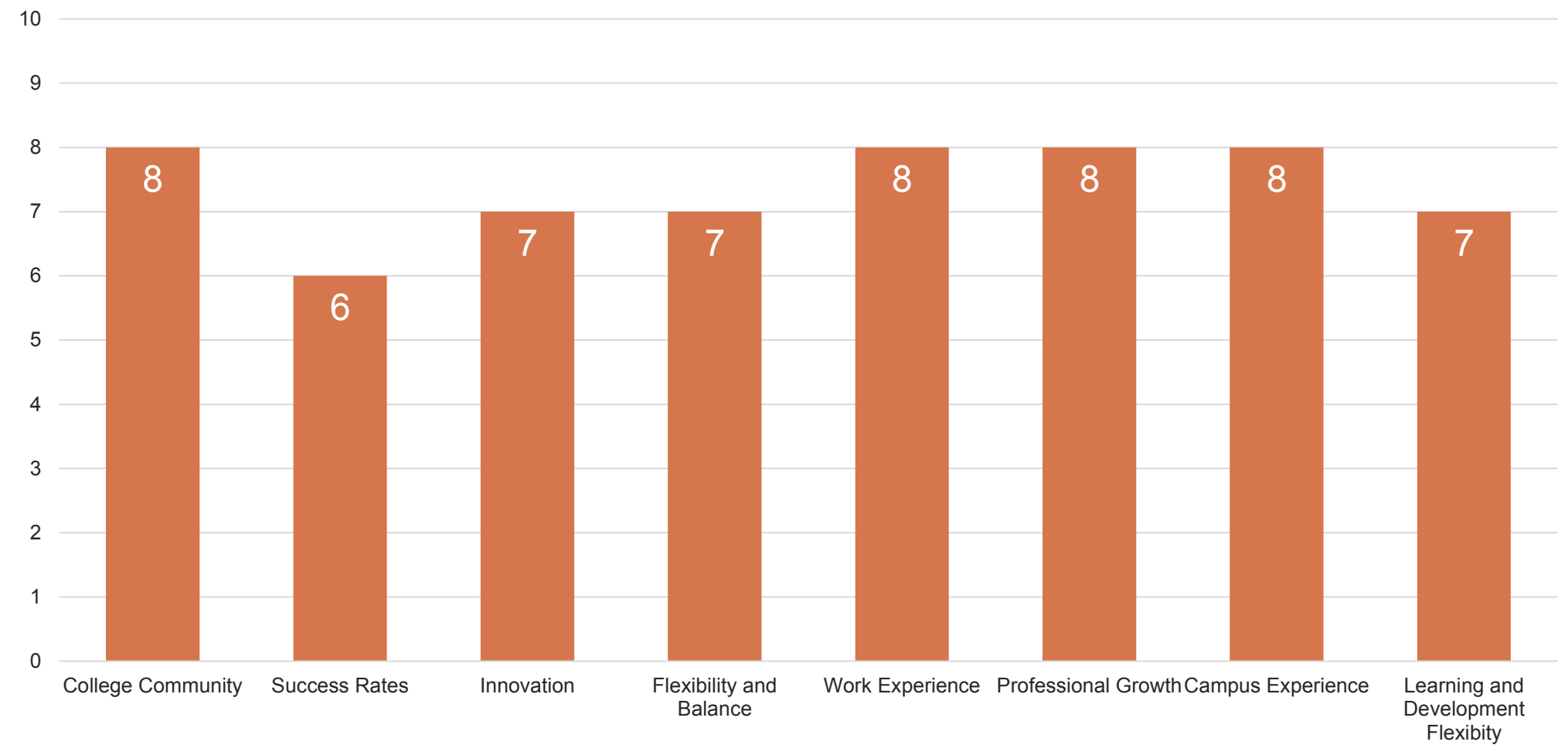
No reduction in real estate however  
additional headcount capacity achieved

# Scenario Two: College Center

## Potential outcomes

- College Community and Campus Experience are enhanced by making better use of the space on the First Floor of the College Center to build community and increase common space utilization for all employees, students and guests
- By reimagining the delivery of Student Services and creating connection with the Campus Café, people should be drawn to these spaces from across the Campus
- Students will view the College Center as a preferred destination to access services, build networks and socialize with each other which will positively impact their learning experience and lead to greater success
- By implementing a sharing ratio of 2:1, Scenario Two represents the opportunity to consistently apply a policy of 3 days a week in the office during non-peak periods, which would increase Flexibility + Balance
- Innovation, Work Experience and Professional Growth will increase due to space reallocation resulting in the redesign of diverse Department work areas
- Opportunities for increased interaction supports Professional Growth, sharing of ideas and will entice people to come to the campus to work

## CC Experience — Scenario Two



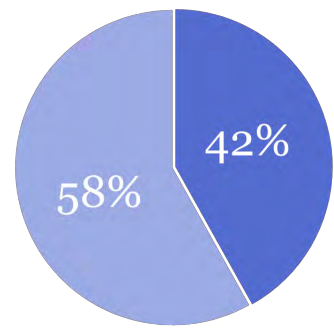
**The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.**



# Scenario Two: College Center Level 01

## Area A

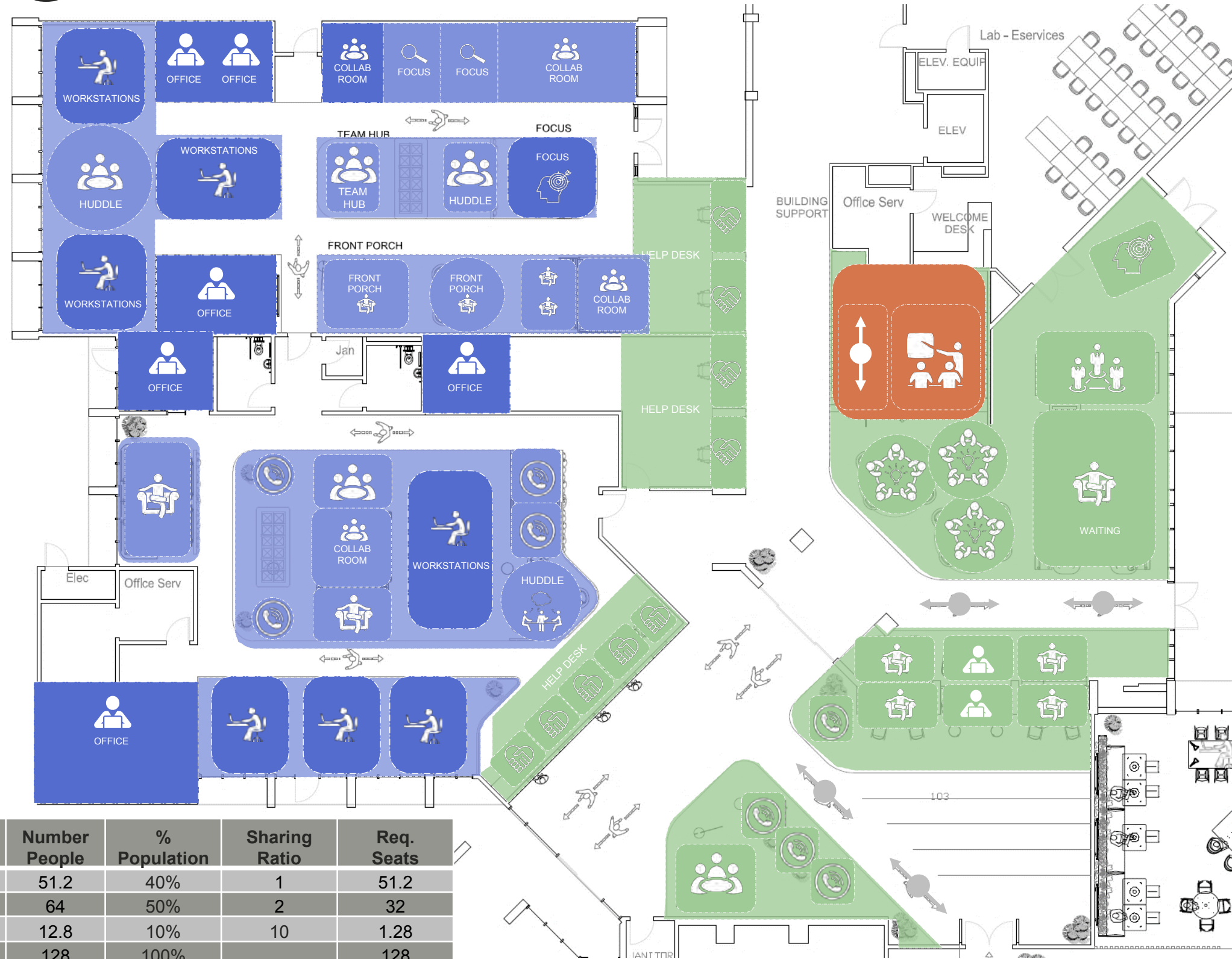
Community Space



■ I Space ■ We Space



## Area A

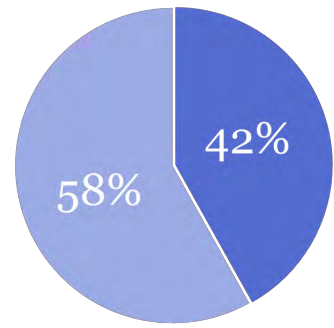


	Number People	% Population	Sharing Ratio	Req. Seats
<b>Resident</b>	51.2	40%	1	51.2
<b>Hybrid</b>	64	50%	2	32
<b>Remote</b>	12.8	10%	10	1.28
	128	100%		128
			<b>Offices</b>	<b>16</b>
			<b>Workstations</b>	<b>68.48</b>

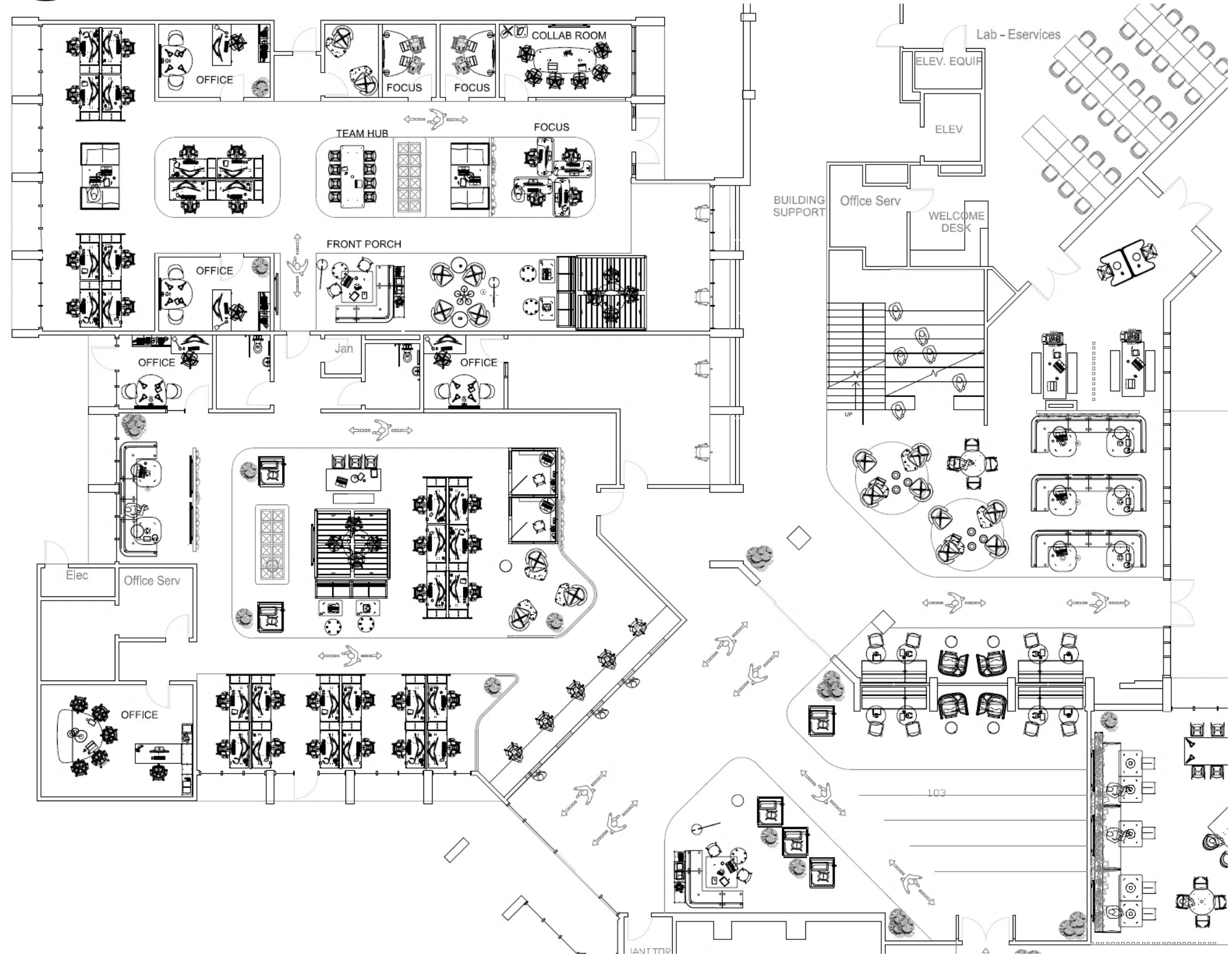
# Scenario Two: College Center Level 01

## Area A

Community Space



■ I Space ■ We Space

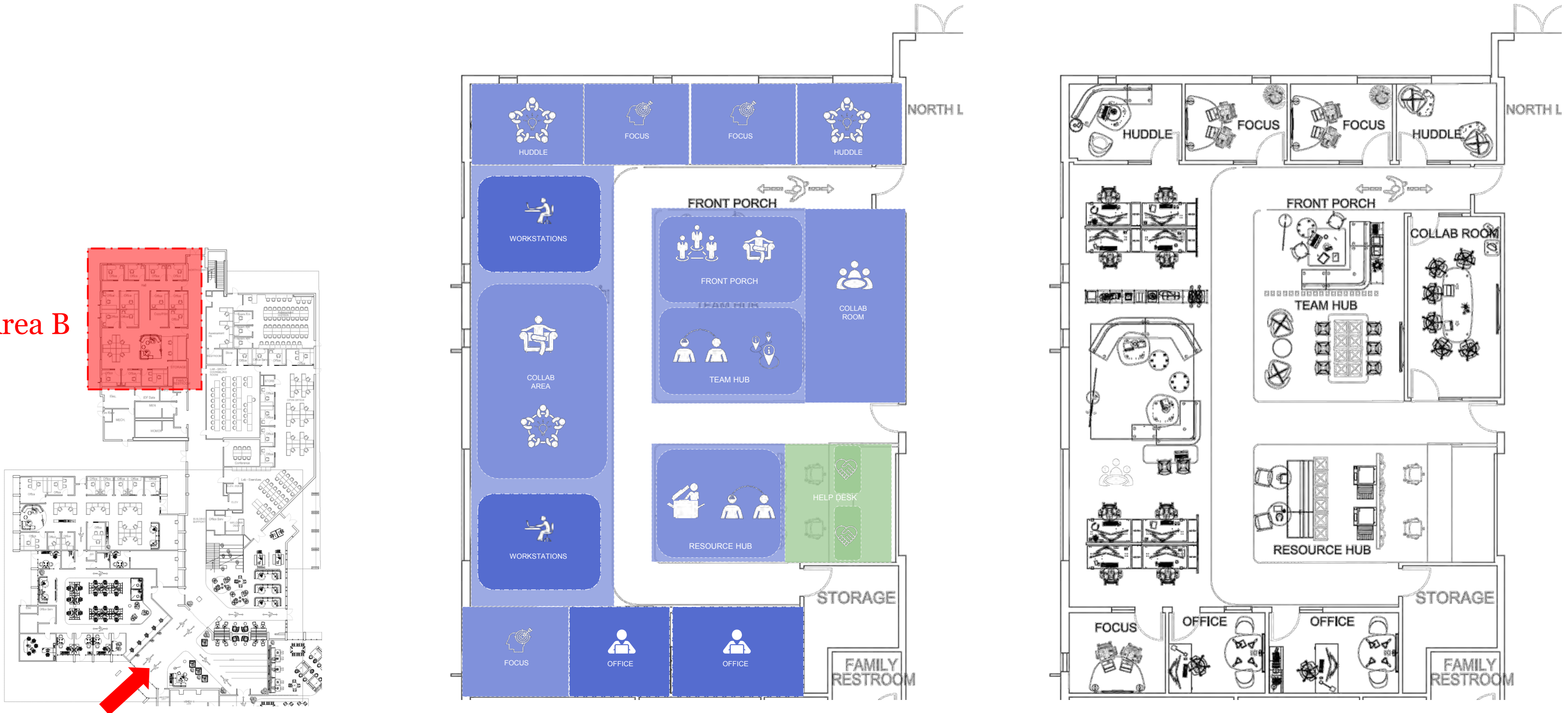


## Area A



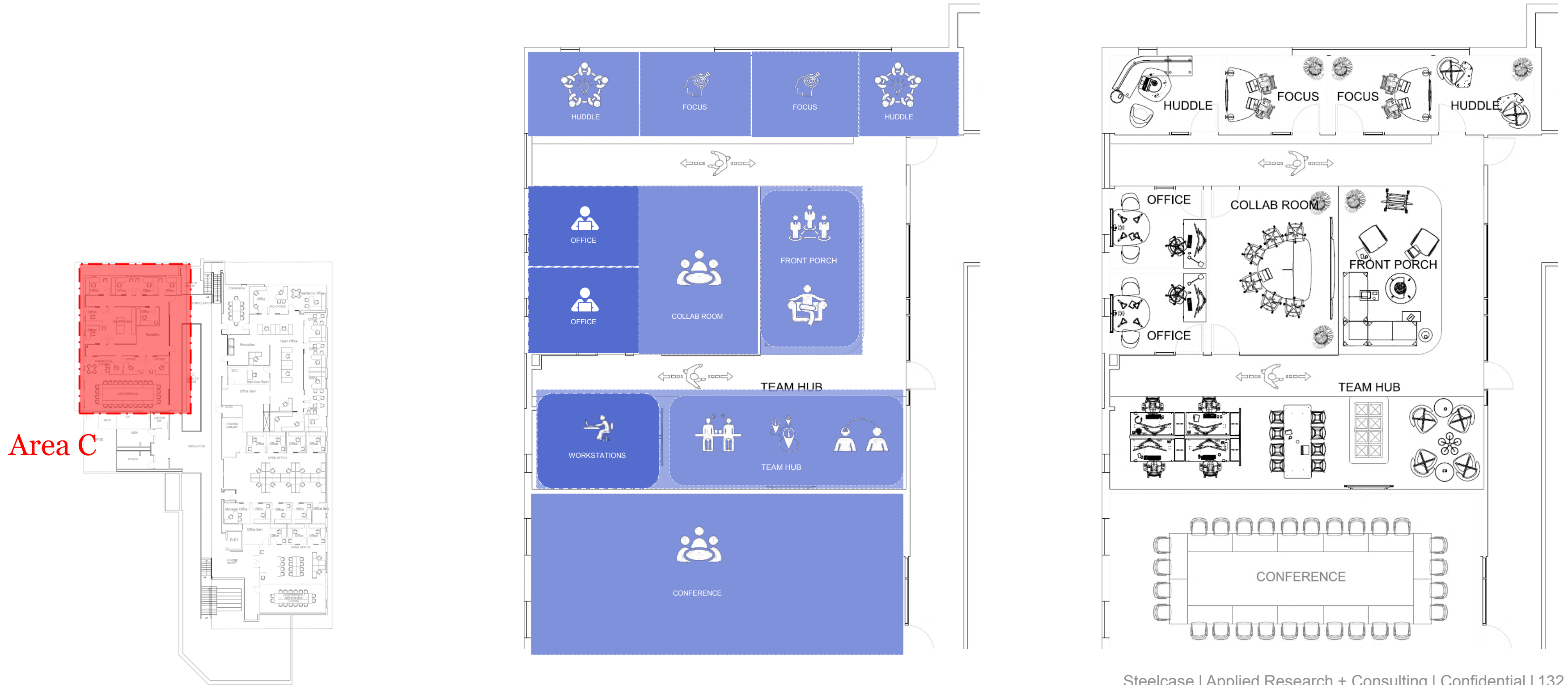
# Scenario Two: College Center Level 01

Area B



# Scenario Two: College Center Level 02

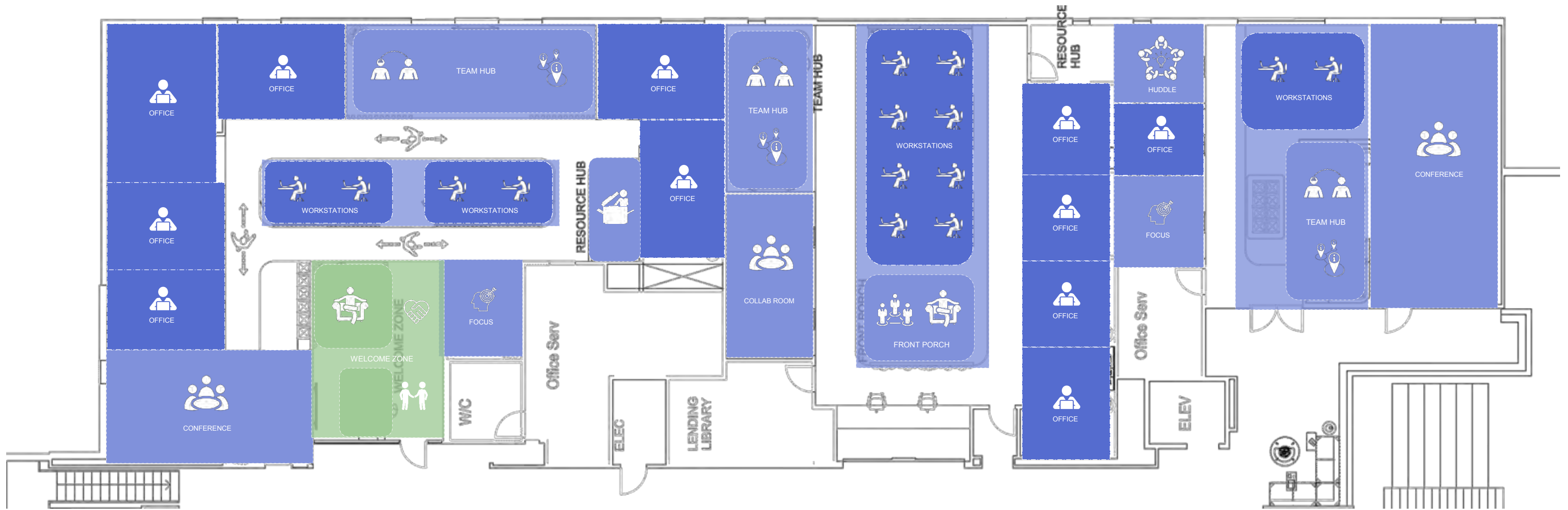
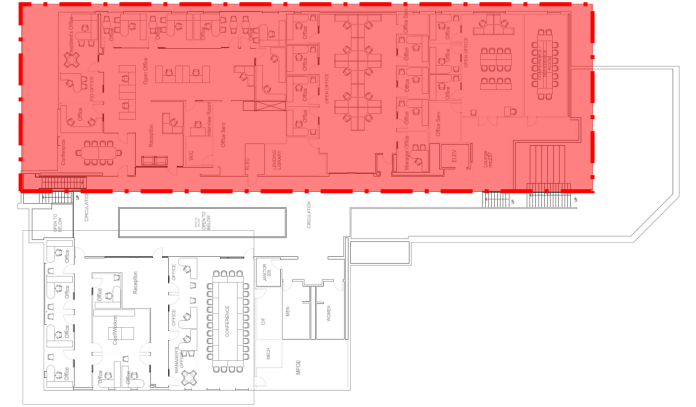
## Area C



# Scenario Two: College Center Level 02

## Area D

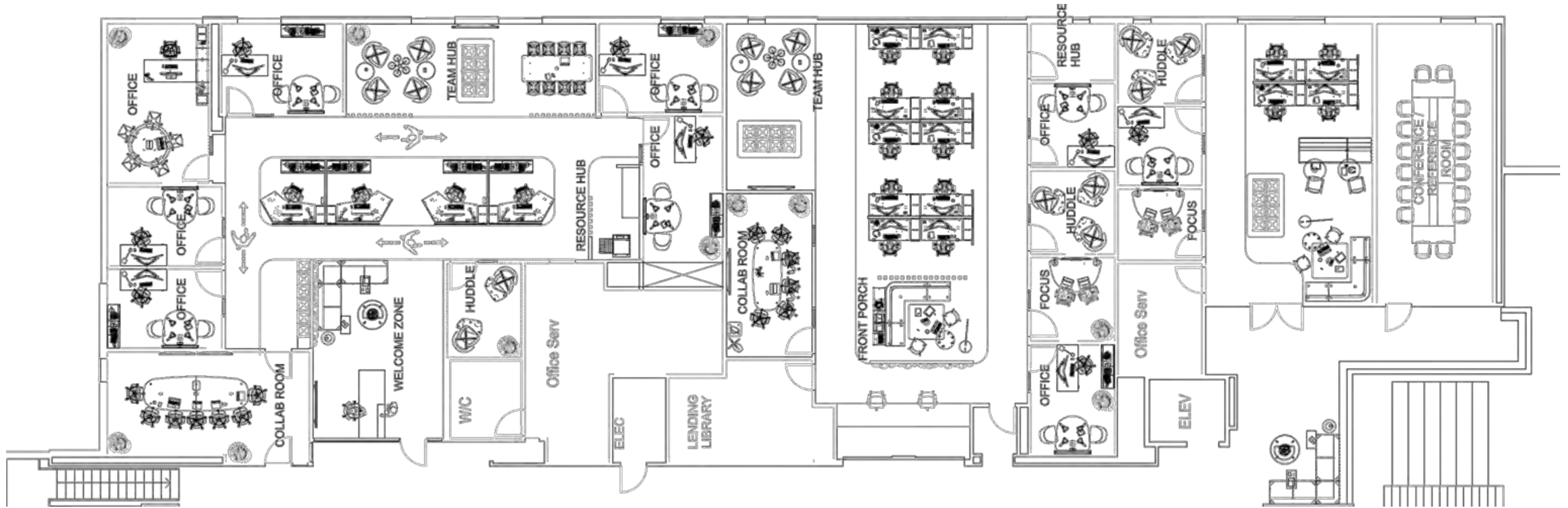
Area D



# Scenario Two: College Center Level 02

## Area D

Area D



# Scenario Three: College Center

## College Center transformed for an optimal hybrid experience

Scenario Three introduces a **more advanced** Hybrid solution and policy with a higher percentage of Hybrid workers and increased sharing ratios. This advanced Hybrid scenario does require a more proactive approach to why and when people come to the office.

By introducing significant modifications to the existing infrastructure/walls and opening up departments both to the hallway and to each other, better access, connection and integration within and between departments will be possible.

In Scenario Three, as in Scenarios One and Two, the waiting area for Student Services is redesigned to provide a more welcoming and enhanced experience.

The intent of Scenario Three is to provide people with an upgraded work experience that:

- Removes all assigned offices (except Executive Management and Residents based on worker profiles) and provides access to shared/unassigned open and enclosed spaces
- Brings equity between all levels and removes the hierarchical space assignment (except for Executive Management)
- Builds stronger community within and between departments
- Further increases density during peak periods and possibly accommodates future growth
- Further maximizes square footage utilization with a variety of spaces

### Design Characteristics in addition to Scenario Two

- Private offices are assigned only to CRC President and Executive Management team and Residents based on worker profiles
- Reinforces activity-based working and desk sharing
- Hybrid and Remote workers will have access to either shared offices or workstations on a **2.5:1** and **10:1** sharing ratio
- Percentage of Group space **significantly** increases to support team activity and Hybrid workers when they are in the office
- Non-structural walls are removed or repositioned
- Front porches to Departments and transition zones between departments will be included
- All settings and technologies support a higher volume of virtual meetings
- This scenario provides the greatest opportunity for real estate saving or increased density

---

### 20% Resident Workers

in office 4/5 days a week in non-peak periods  
(1:1 ratio)

---

### 70% Hybrid Workers

in office 3 days a week in non-peak periods  
(2.5:1 ratio)

---

### 10% Remote Workers

(10:1 sharing ratio)

---

### Significant level

of Change Management effort required

---

### Shift in real estate

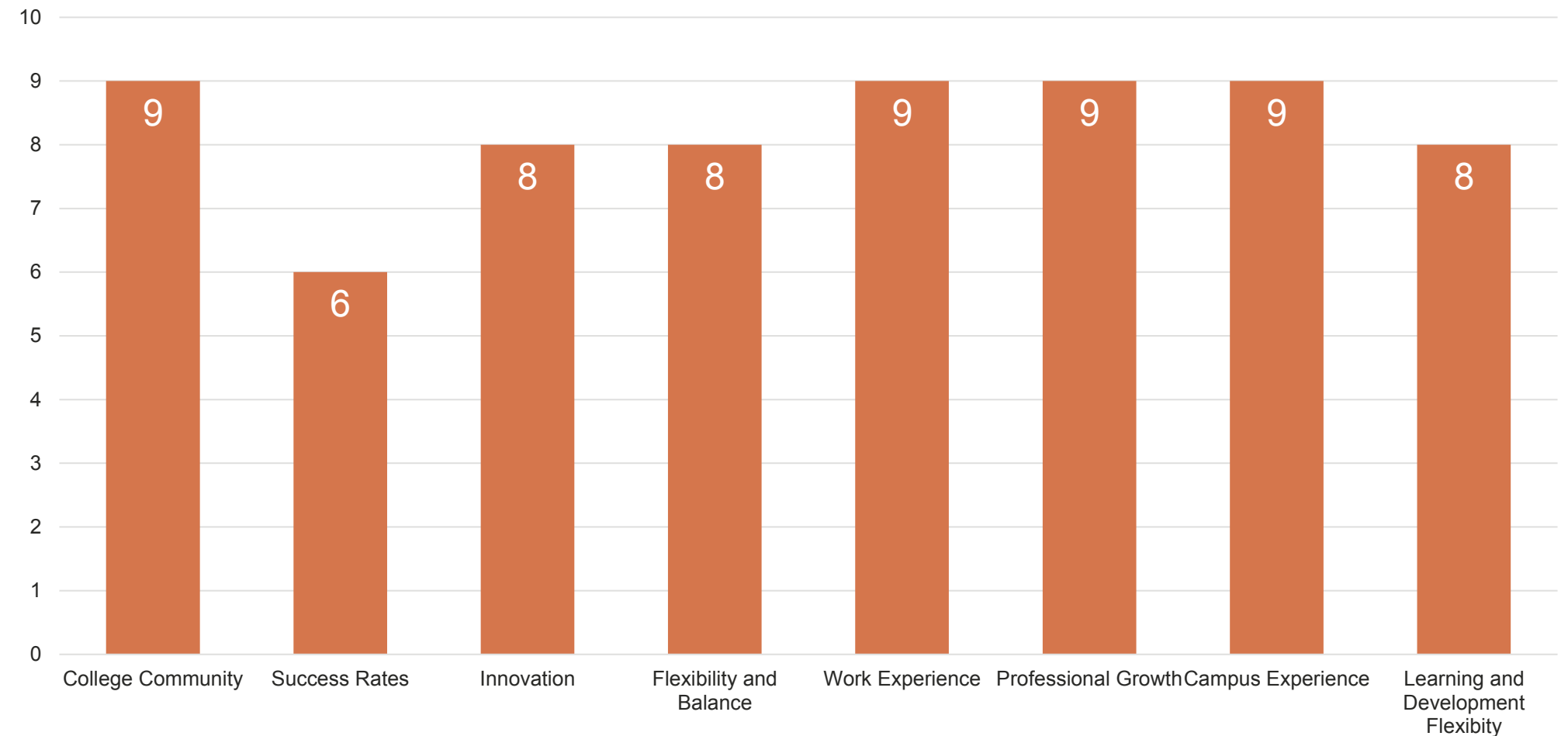
Potential Real Estate Saving of 3,078 sq ft and additional headcount capacity achieved

# Scenario Three: College Center

## Potential outcomes

- College Community and Campus Experience are significantly enhanced by making better use of the space on the First Floor of the College Center to build community and increase common space utilization for all employees, students and guests
- By reimagining the delivery of Student Services and creating connection with the Campus Café, people should be drawn to these spaces from across the Campus
- Students will view the College Center as a preferred destination to access services, build networks and socialize with each other which will positively impact their learning experience and lead to greater success
- Scenario Three represents a more proactive approach to Flexibility + Balance by having a higher percentage of hybrid workers operating within a sharing ratio of 2.5:1
- The significant increase in group space to support individual and team activities through the introduction of open transition zones between and within departments will significantly increase Innovation, Work Experience and Professional Growth

### CC Experience — Scenario Three



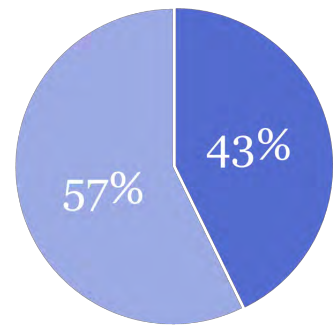
The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.



# Scenario Three: College Center Level 01

## Area A

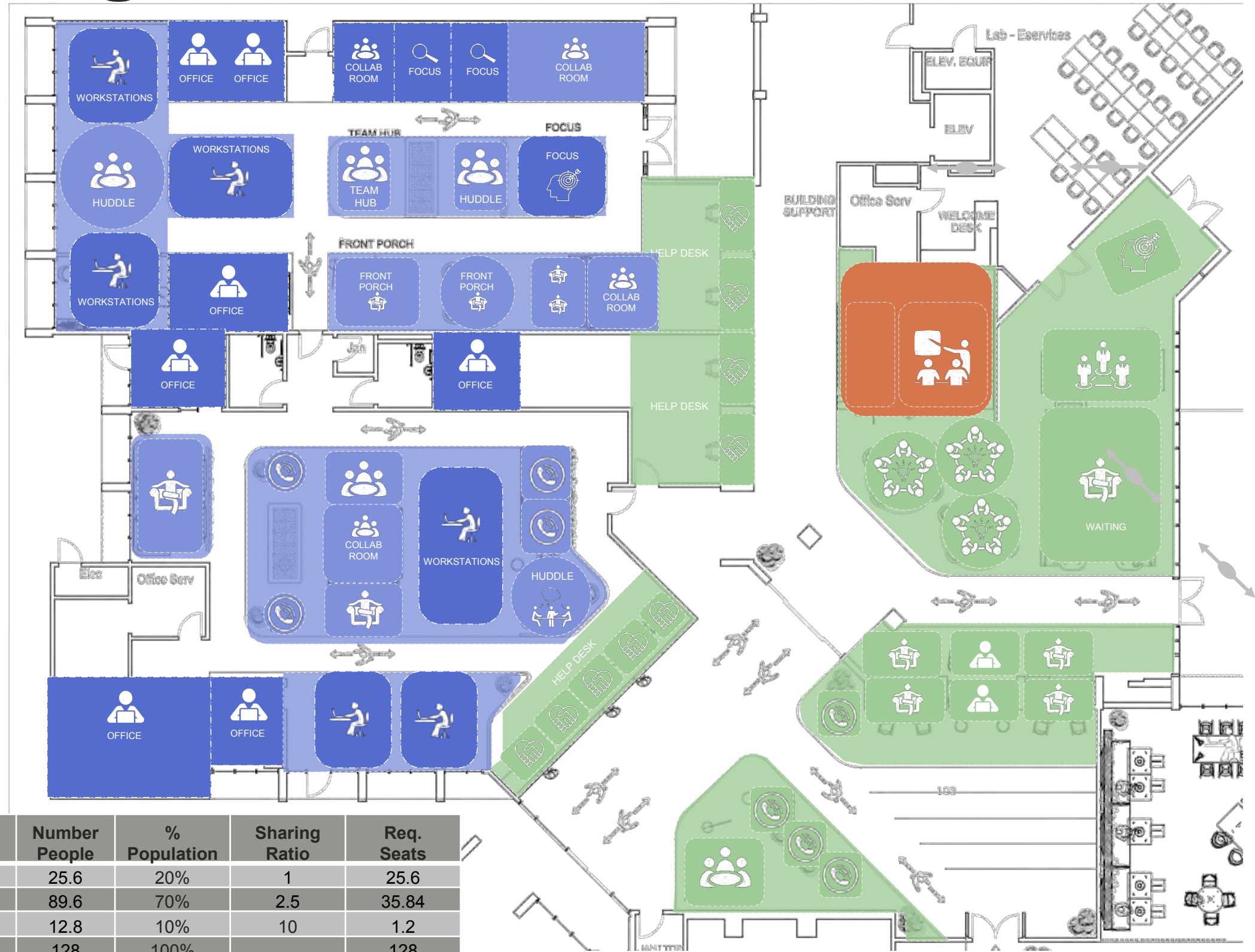
Community Space



■ I Space ■ We Space



## Area A

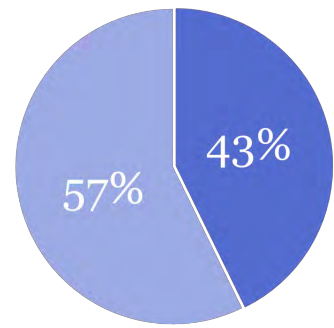


	Number People	% Population	Sharing Ratio	Req. Seats
Resident	25.6	20%	1	25.6
Hybrid	89.6	70%	2.5	35.84
Remote	12.8	10%	10	1.2
	128	100%		128
			<b>Offices</b>	<b>16</b>
			<b>Workstations</b>	<b>46.72</b>

# Scenario Three: College Center Level 01

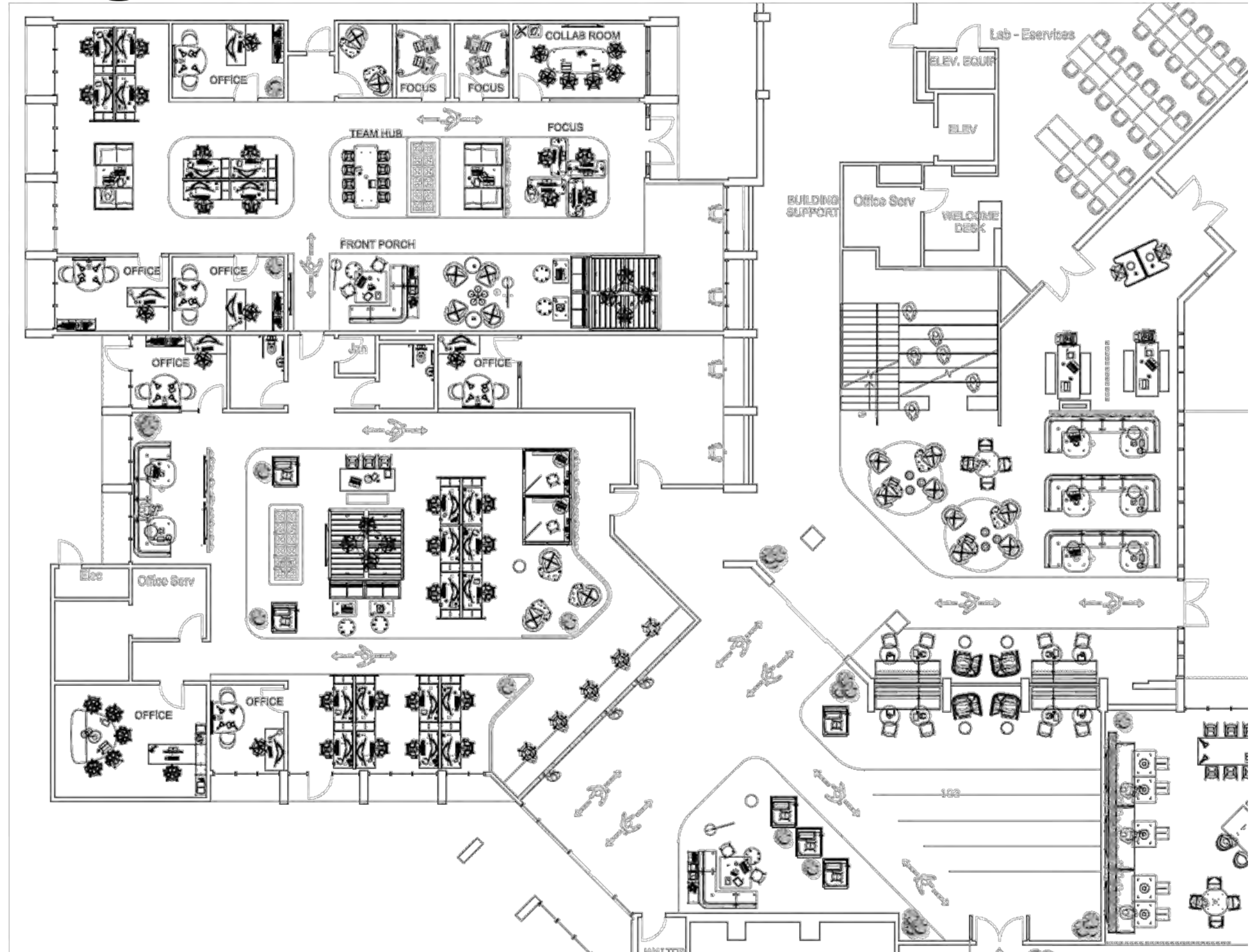
## Area A

Community Space



■ I Space ■ We Space

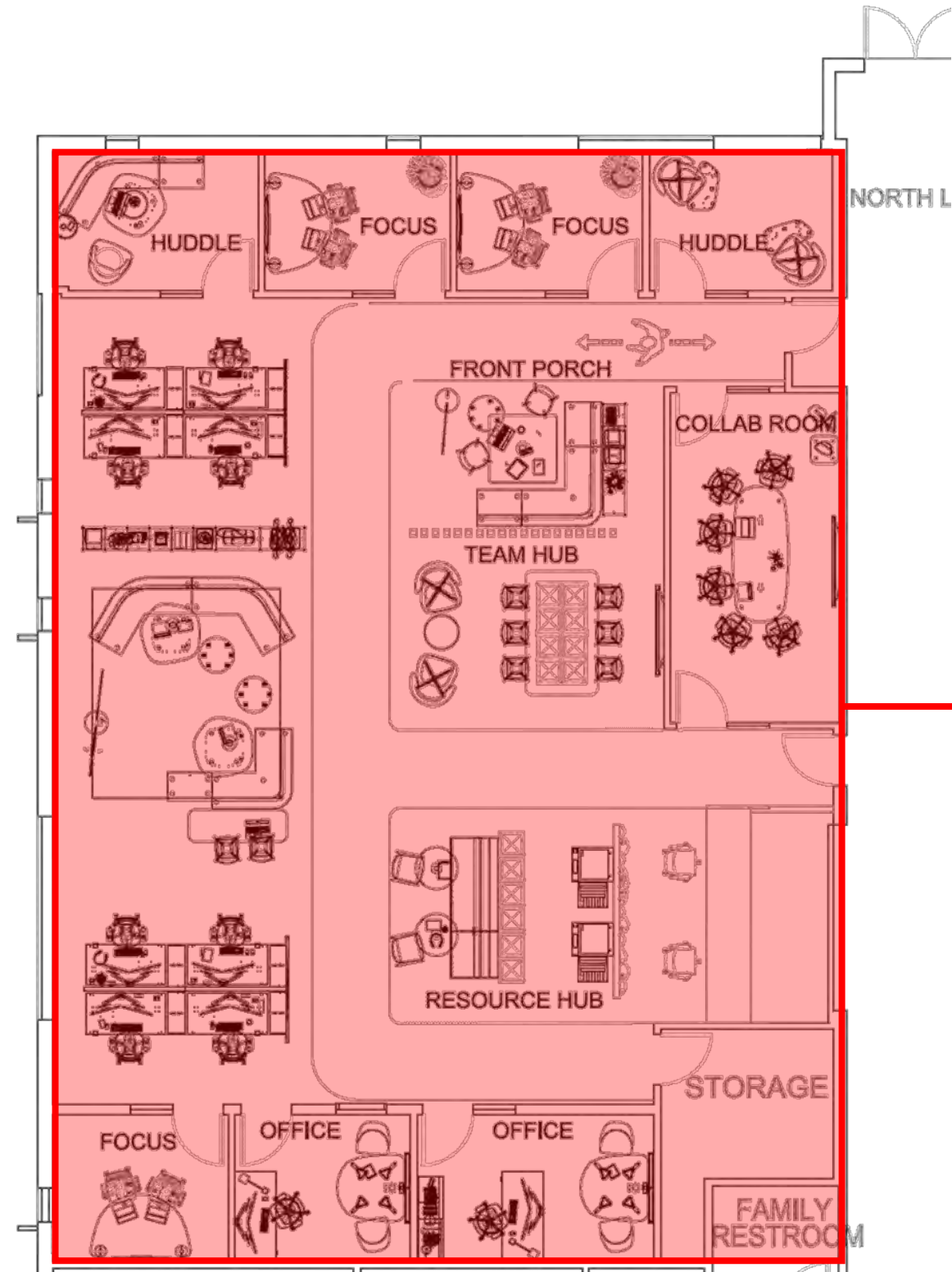
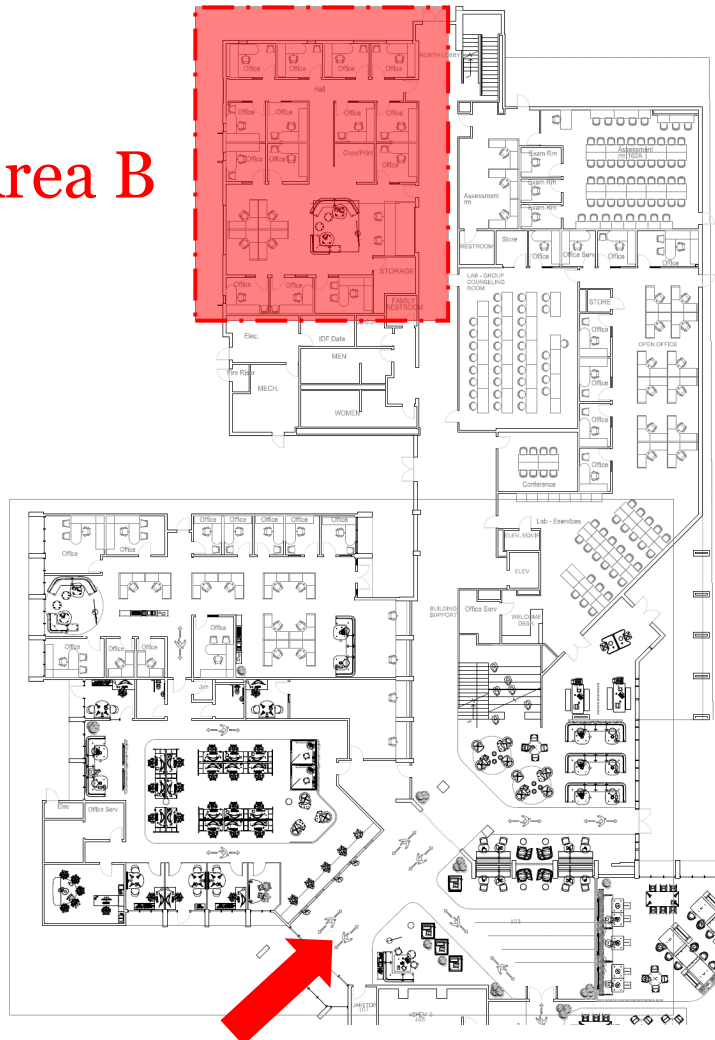
## Area A



# Scenario Three: College Center Level 01

## Area B

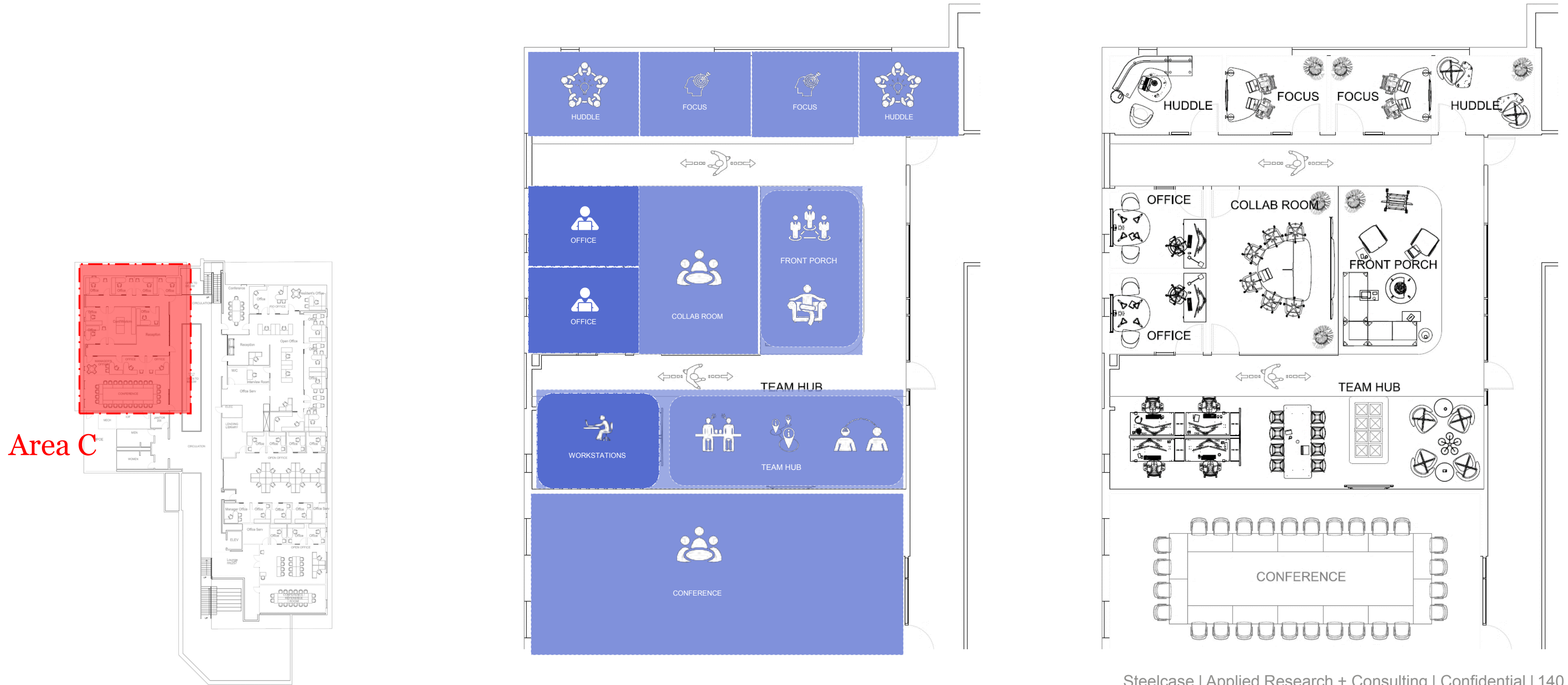
### Area B



Potential Real Estate Saving  
3,078 SQFT

# Scenario Three: College Center Level 02

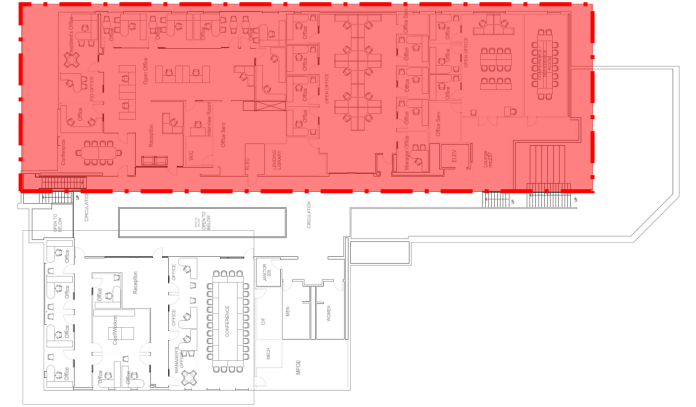
**Area C** No change from Scenario 2



# Scenario Three: College Center Level 02

Area D

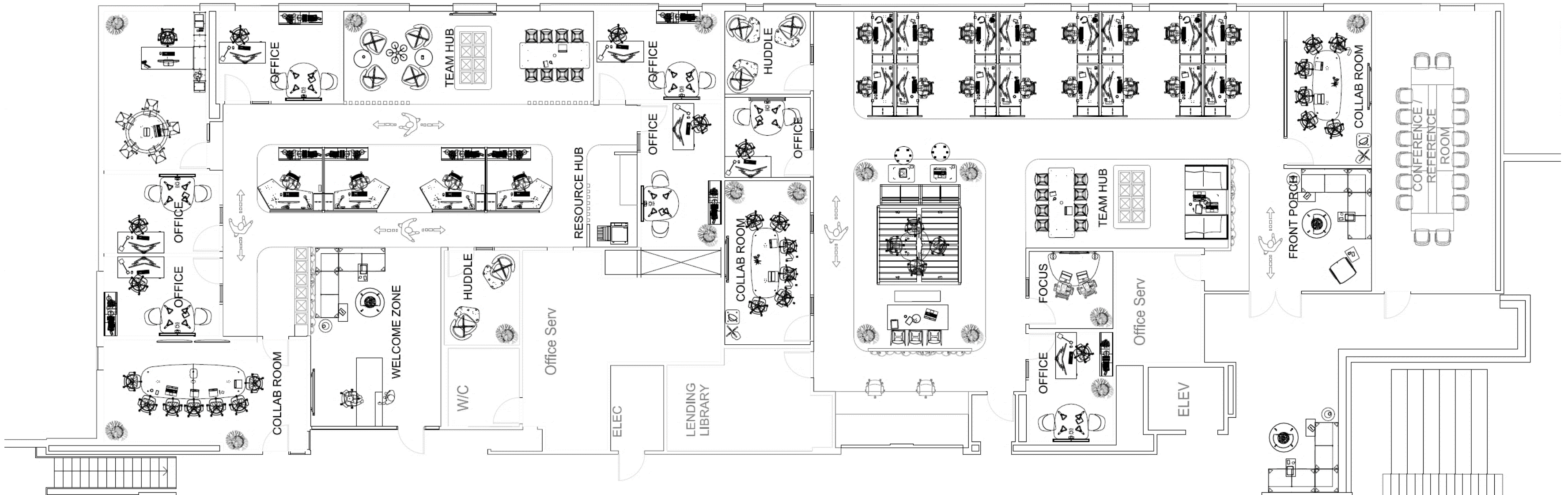
Area D



# Scenario Three: College Center Level 02

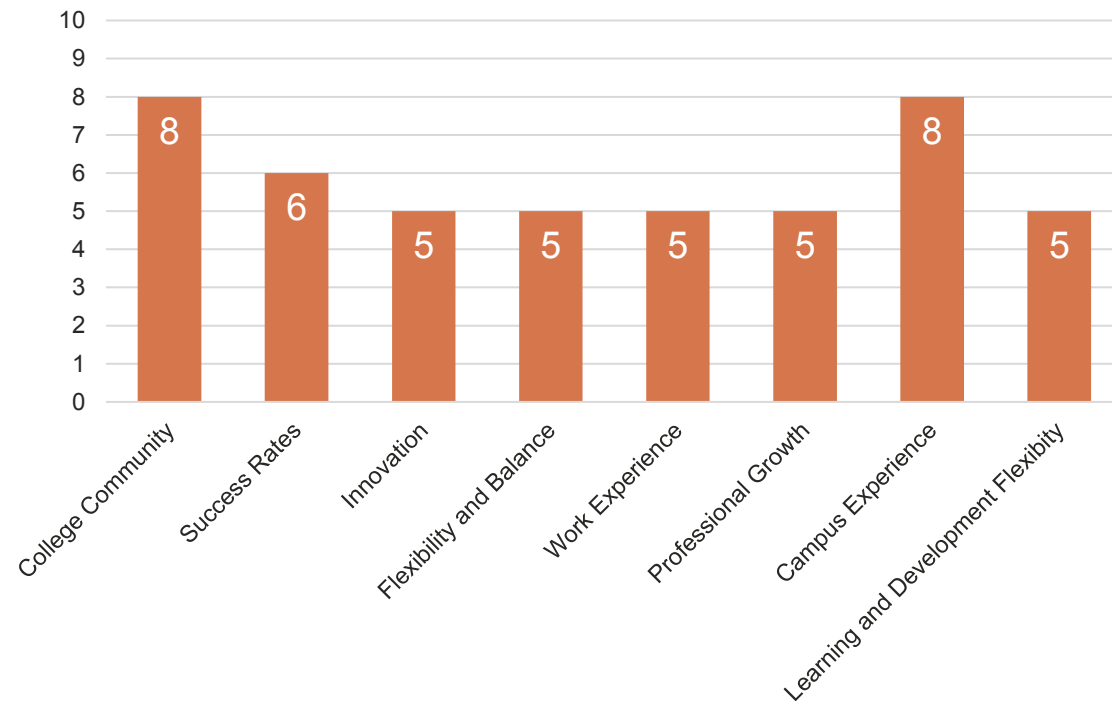
Area D

Area D

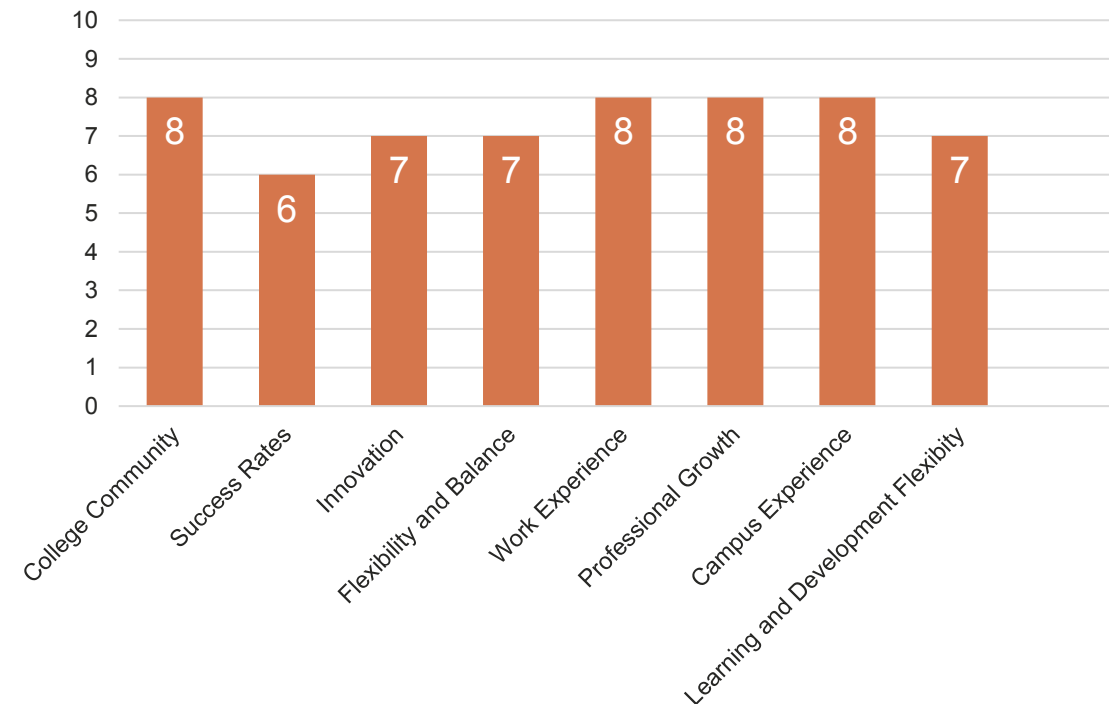


# Scenarios Comparison: College Center Experience

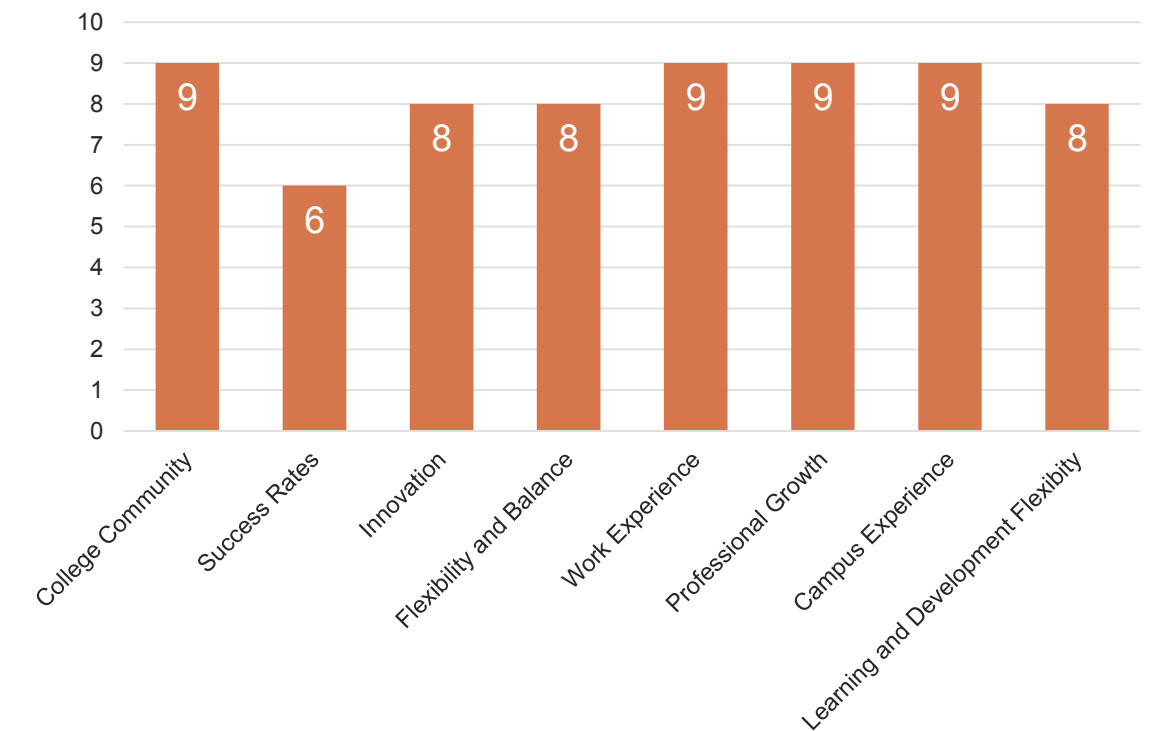
### CC Experience — Scenario One



### CC Experience — Scenario Two



### CC Experience — Scenario Three



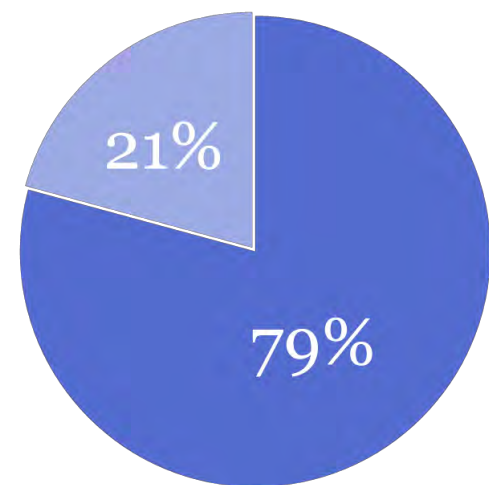
The charts above indicates how each Scenario supports the Pillars ranked by CRC Leadership Team. The Pillars are rated from 1-10 in each scenario.

# Scenario Comparisons: College Center Experience

## Scenario 01

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	128	100%	1	128
Remote	0	0%	1	0
	128	100%		128
			<b>Offices</b>	<b>65</b>
			<b>Workstations</b>	<b>63</b>

Community Space

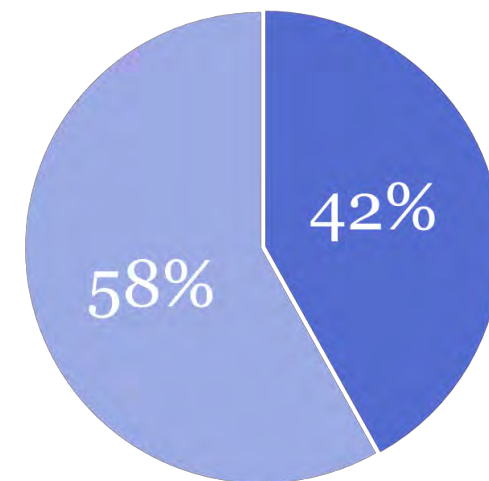


■ I Space ■ We Space

## Scenario 02

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	51.2	40%	1	51.2
Hybrid	64	50%	2	32
Remote	12.8	10%	10	1.28
	128	100%		128
			<b>Offices</b>	<b>16</b>
			<b>Workstations</b>	<b>68.48</b>

Community Space

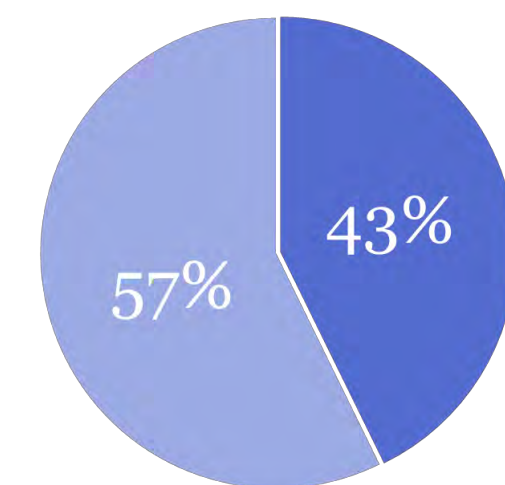


■ I Space ■ We Space

## Scenario 03

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	25.6	20%	1	25.6
Hybrid	89.6	70%	2.5	35.84
Remote	12.8	10%	10	1.2
	128	100%		128
			<b>Offices</b>	<b>16</b>
			<b>Workstations</b>	<b>46.72</b>

Community Space



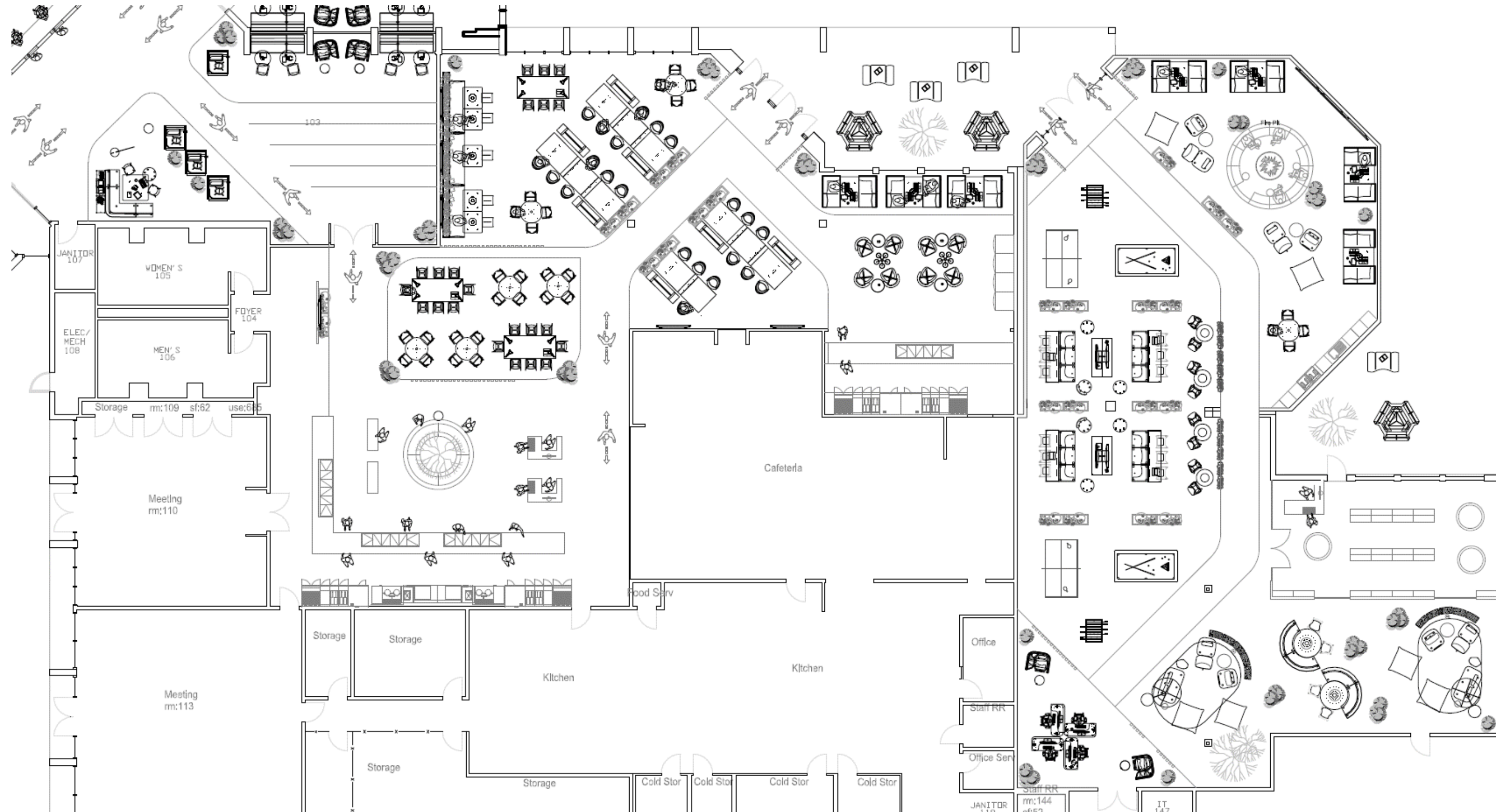
■ I Space ■ We Space



# College Center – Café + Social Commons



# College Center – Café + Social Commons



# Steelcase

Applied Research + Consulting

---

This document is strictly confidential and has been prepared for the exclusive use of Los Rios Community College District. This report has been developed by Steelcase Inc. and will remain its property. The contents may not be disclosed to any third party without first receiving written permission from Steelcase Inc.

For further information on the contents of this report, please contact:

John Hughes, Principal, Applied Research + Consulting



**John Hughes**

Steelcase Applied Research + Consulting  
[jhughes@steelcase.com](mailto:jhughes@steelcase.com)



**Frances Graham**

Steelcase Applied Research + Consulting  
[fgraham@steelcase.com](mailto:fgraham@steelcase.com)



**Lynn Lantaff**

Steelcase Applied Research + Consulting  
[llantaff@steelcase.com](mailto:llantaff@steelcase.com)



**Kristen Pfister**

Steelcase Applied Research + Consulting  
[kpfister@steelcase.com](mailto:kpfister@steelcase.com)



**Marisa Sergnese**

Steelcase Applied Research + Consulting  
Steelcase Learning  
[msergnes@steelcase.com](mailto:msergnes@steelcase.com)



**Richard Powley**

Steelcase Applied Research + Consulting  
[rpowley@steelcase.com](mailto:rpowley@steelcase.com)

**Steelcase**

Applied Research + Consulting

06.

# Appendix

- Classroom Utilization Findings
- Work Modes Study Findings
- Space Utilization Survey Key Findings
- Workshop Findings
  - Classified Professionals Workshop Key Findings
  - Faculty Workshop Key Findings
  - Student Workshop Key Findings
- Observation Findings
  - Classrooms
  - Classified Professionals Workspaces
  - Faculty Workspaces
  - Student Spaces

## 06. Appendix

# Classroom Utilization Findings

# Classroom Usage

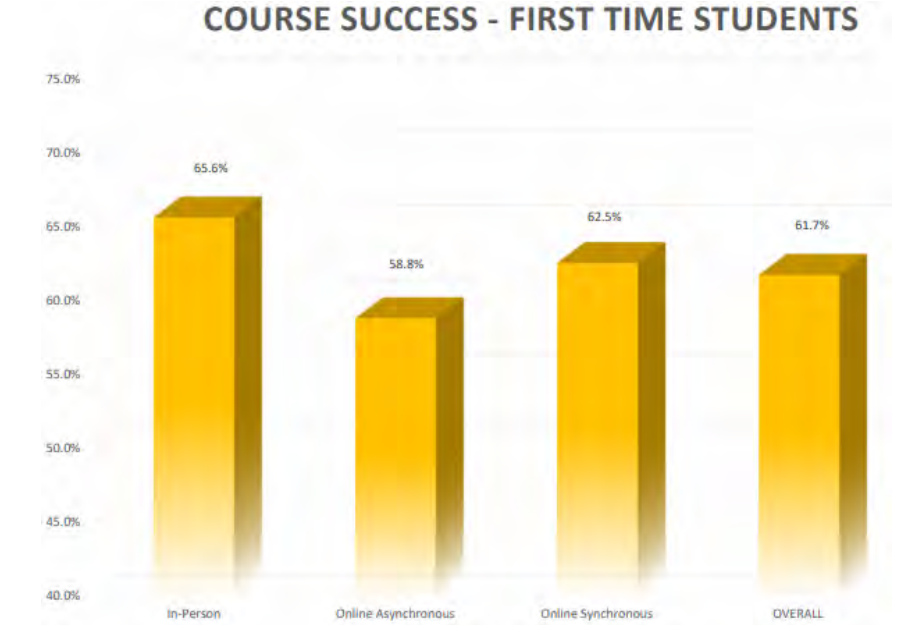
## Patterns, Constraints + Opportunities

This section explores classroom usage patterns, evolving modalities, CRC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here is derived from a number of sources, which include:

- Census reports for Fall 2018, Fall 2019, Fall 2022 and Fall 2023
- Ad Astra classroom scheduling data for Fall 2022 and Fall 2023
- CRC Leader workshop results from long term modality exercise
- CRC modality success report

The opportunities indicated by analysis of the data in this section and the associated three classroom scenarios could be significant for repurposed or reduced space. However, there are a number of potential realities, which will need to be considered before the full impact can be determined. These include but are not limited to:

- Constancy of student interest in the current modality mix
- Appropriateness of encouraging Students in lower success categories to emphasize on-ground classes
- Operational implications of shifting some instruction to other than Monday - Friday
- Willingness and appropriateness of Faculty to teach other than Monday – Thursday and in the afternoon / evening
- Timing and transportation constraints of adjunct faculty who teach on multiple campuses
- Ability of support capabilities to clean, service and maintain facilities and technology



# Classroom Usage

## Key Findings / Opportunities

- Current utilization levels (**Monday - Sunday**) indicate excess capacity in the stock of all 3 types of classrooms – average utilization is: classroom 25.7%, lab/lecture 23.7% and lab 32.6%
- Current utilization levels (**Monday - Thursday**) indicate excess capacity in the stock of all 3 types of classrooms – average utilization is: classroom 40.1%, lab/lecture 31.9% and lab 45.6%
- Utilization levels for **Friday, Saturday and Sunday** classes are all quite low – Sunday 5%, Saturday 4% or less and Friday 9% or less
- Peak utilization of all classroom types tends to be in earlier in the day hours 9am – 3pm
- There has been a **significant shift in modalities** between 2018 and 2023 – on-ground has shifted from the mid 80s% to mid 50s%
- There has been a slight reduction in the stock of classrooms between 2019 and 2023, however there still has been significant reduction in utilization for 2 of the 3 types of classroom – classroom utilization reduced by 29.4% and lab/lecture utilization reduced by 31.8%, lab utilization has seen a slight reduction in utilization 2.1%
- CRC Leader response to ideal long-term modality mix varied but when the result from the 4 teams were averaged the result was on-ground 58.3% and online 41.8%. This is very similar to the current situation in the Fall 2023 Weekly Enrollment Census statistics report where Section data indicates on-ground 55.8% and online 44.2%
- Student success by modality generally indicates that on-ground has higher success than online
- Scenario and demand modeling indicates excess capacity in classrooms exist and it appears Scenario 3 (which generally matches Fall 2019 scheduling and demand patterns) would be a potential target for further investigation and implementation

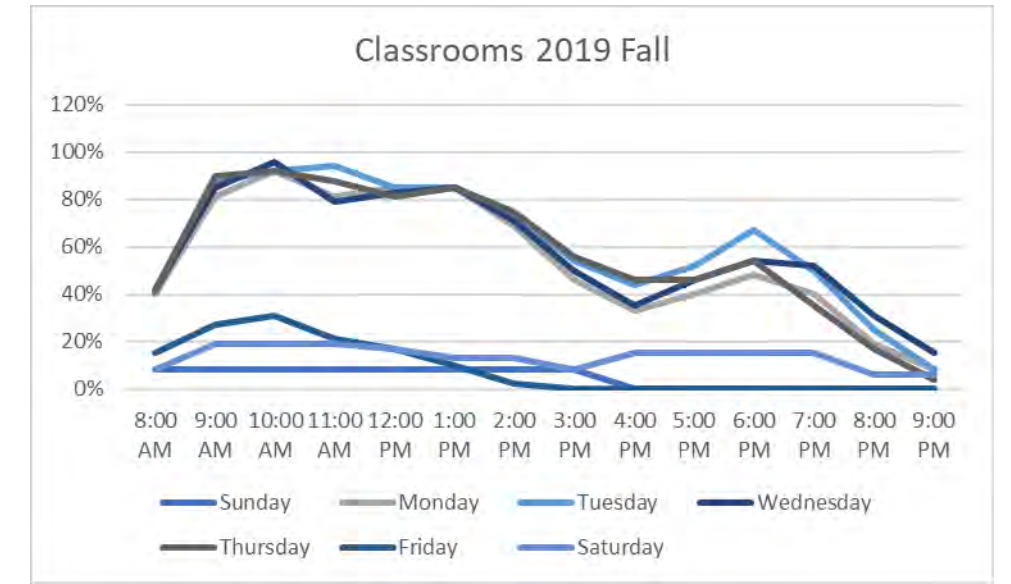


# Usage Patterns Classrooms 2019 vs 2023 Fall

## Summary of Classrooms 2019 Fall

Rooms 48

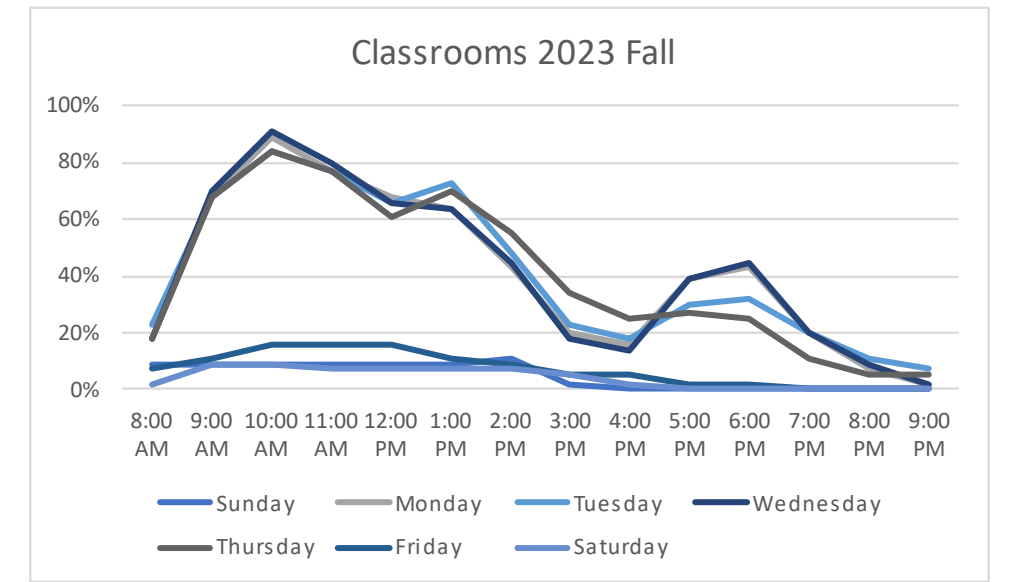
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Sunday	8%	8%	8%	8%	8%	8%	8%	8%	0%	0%	0%	0%	0%	0%
Monday	40%	81%	92%	81%	85%	85%	69%	46%	33%	40%	48%	40%	19%	8%
Tuesday	40%	88%	92%	94%	85%	85%	73%	54%	44%	52%	67%	50%	25%	8%
Wednesday	42%	85%	96%	79%	83%	85%	71%	50%	35%	46%	54%	52%	31%	15%
Thursday	42%	90%	92%	88%	81%	85%	75%	56%	46%	46%	54%	35%	17%	4%
Friday	15%	27%	31%	21%	17%	10%	2%	0%	0%	0%	0%	0%	0%	0%
Saturday	8%	19%	19%	19%	17%	13%	13%	8%	15%	15%	15%	15%	6%	6%



## Summary of Classrooms 2023 Fall

Rooms 44

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Sunday	9%	9%	9%	9%	9%	9%	11%	2%	0%	0%	0%	0%	0%	0%
Monday	18%	68%	89%	77%	68%	64%	43%	20%	16%	39%	43%	20%	7%	2%
Tuesday	23%	68%	84%	77%	66%	73%	48%	23%	18%	30%	32%	20%	11%	7%
Wednesday	18%	70%	91%	80%	66%	64%	45%	18%	14%	39%	45%	20%	9%	2%
Thursday	18%	68%	84%	77%	61%	70%	55%	34%	25%	27%	25%	11%	5%	5%
Friday	7%	11%	16%	16%	16%	11%	9%	5%	5%	2%	2%	0%	0%	0%
Saturday	2%	9%	9%	7%	7%	7%	7%	5%	2%	0%	0%	0%	0%	0%



This slide contrasts usage patterns of classrooms for fall semester of 2019 vs fall semester of 2023. For a broader view of aggregate usage by day and by hour please see analyses on the slides titled Usage Patterns Classrooms 2019 Fall, Usage Patterns Lab/Lecture 2019 Fall, Usage Patterns Lab 2019 Fall, Usage Patterns Classrooms 2023 Fall, Usage Patterns Lab/Lecture 2023 Fall, Usage Patterns Lab 2023 Fall.

**Note:** numbers in the matrices above represent percentage of time rooms used.

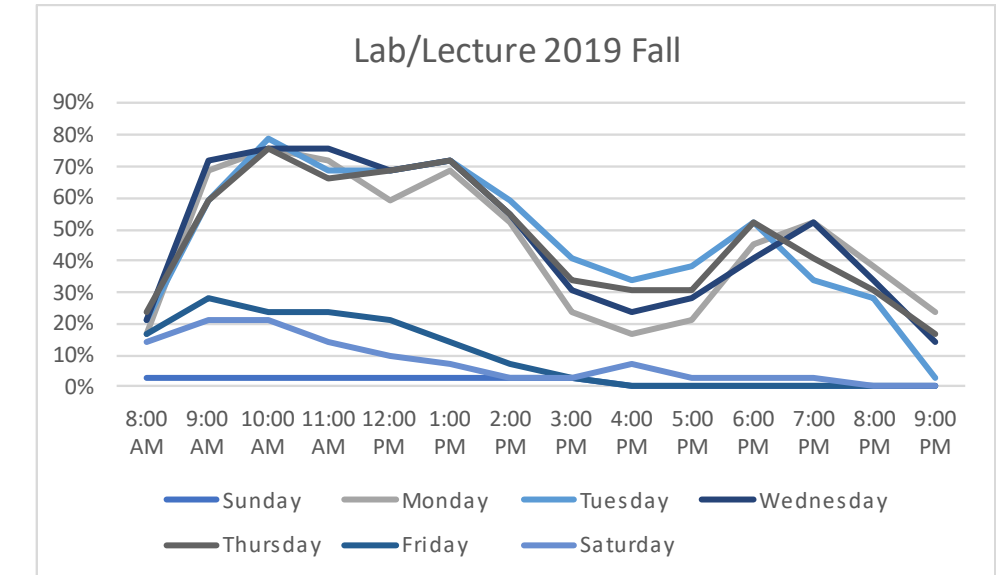
# Usage Patterns Lab/Lecture 2019 vs 2023 Fall

## Summary of Lab/Lecture 2019 Fall

Rooms

29

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Sunday	3%	3%	3%	3%	3%	3%	3%	3%	0%	0%	0%	0%	0%	0%
Monday	17%	69%	76%	72%	59%	69%	52%	24%	17%	21%	45%	52%	38%	24%
Tuesday	21%	59%	79%	69%	69%	72%	59%	41%	34%	38%	52%	34%	28%	3%
Wednesday	21%	72%	76%	76%	69%	72%	55%	31%	24%	28%	41%	52%	34%	14%
Thursday	24%	59%	76%	66%	69%	72%	55%	34%	31%	31%	52%	41%	31%	17%
Friday	17%	28%	24%	24%	21%	14%	7%	3%	0%	0%	0%	0%	0%	0%
Saturday	14%	21%	21%	14%	10%	7%	3%	3%	7%	3%	3%	3%	0%	0%

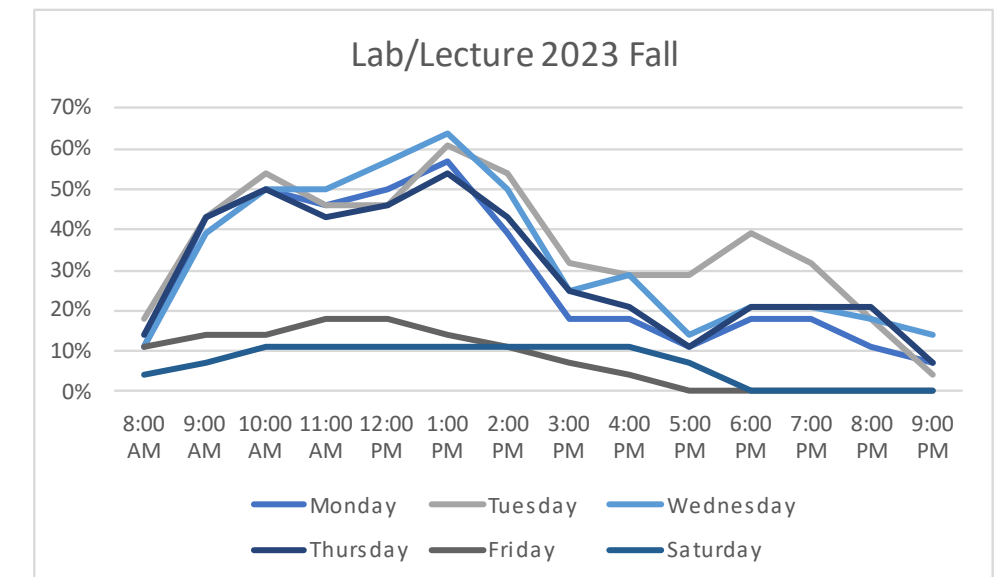


## Summary of Lab/Lecture 2023 Fall

Rooms

28

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	11%	43%	50%	46%	50%	57%	39%	18%	18%	11%	18%	18%	11%	7%
Tuesday	18%	43%	54%	46%	46%	61%	54%	32%	29%	29%	39%	32%	18%	4%
Wednesday	11%	39%	50%	50%	57%	64%	50%	25%	29%	14%	21%	21%	18%	14%
Thursday	14%	43%	50%	43%	46%	54%	43%	25%	21%	11%	21%	21%	21%	7%
Friday	11%	14%	14%	18%	18%	14%	11%	7%	4%	0%	0%	0%	0%	0%
Saturday	4%	7%	11%	11%	11%	11%	11%	11%	11%	7%	0%	0%	0%	0%



This slide contrasts usage patterns of Lab/Lecture rooms for fall semester of 2019 vs fall semester of 2023. For a broader view of aggregate usage by day and by hour please see analyses on the slides titled Usage Patterns Classrooms 2019 Fall, Usage Patterns Lab/Lecture 2019 Fall, Usage Patterns Lab 2019 Fall, Usage Patterns Classrooms 2023 Fall, Usage Patterns Lab/Lecture 2023 Fall, Usage Patterns Lab 2023 Fall. Also, data provided for Lab/Lecture for 2023 Fall did not have usage for Sunday.

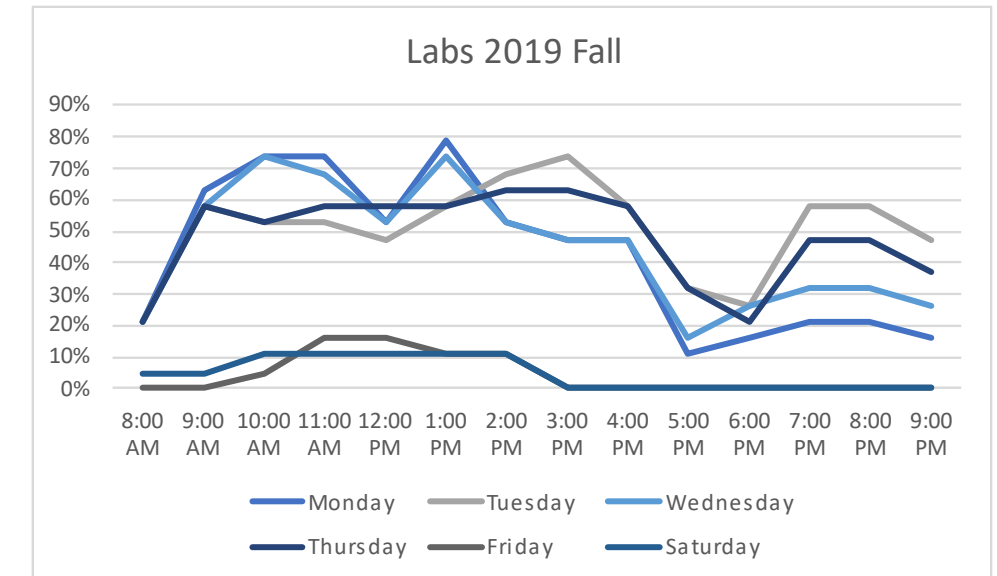
**Note: numbers in the matrices above represent percentage of time rooms used.**

# Usage Patterns Lab 2019 vs 2023 Fall

## Summary of Labs 2019 Fall

Rooms 19

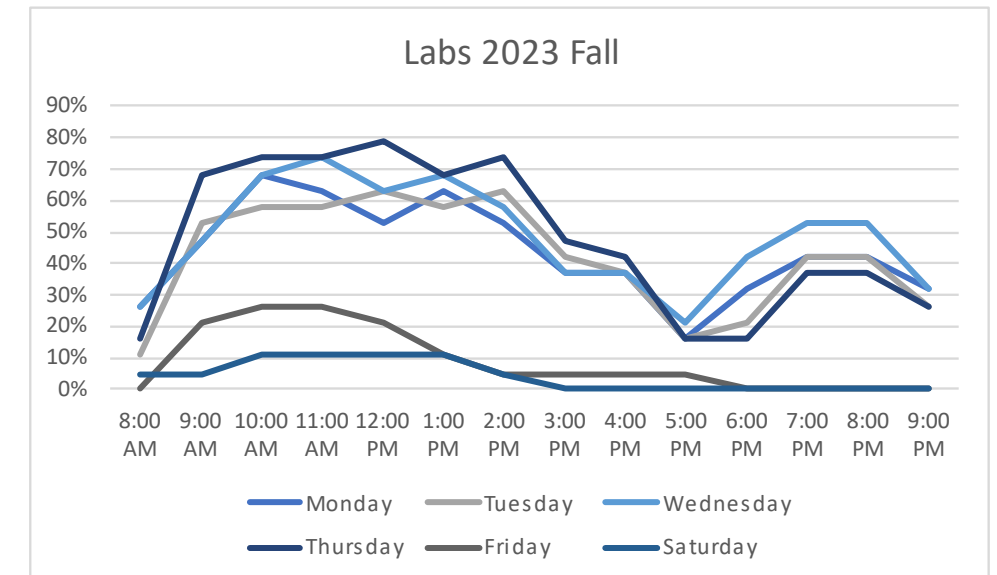
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	21%	63%	74%	74%	53%	79%	53%	47%	47%	11%	16%	21%	21%	16%
Tuesday	21%	58%	53%	53%	47%	58%	68%	74%	58%	32%	26%	58%	58%	47%
Wednesday	21%	58%	74%	68%	53%	74%	53%	47%	47%	16%	26%	32%	32%	26%
Thursday	21%	58%	53%	58%	58%	58%	63%	63%	58%	32%	21%	47%	47%	37%
Friday	0%	0%	5%	16%	16%	11%	11%	0%	0%	0%	0%	0%	0%	0%
Saturday	5%	5%	11%	11%	11%	11%	11%	0%	0%	0%	0%	0%	0%	0%



## Summary of Labs 2023 Fall

Rooms 19

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	26%	47%	68%	63%	53%	63%	53%	37%	37%	16%	32%	42%	42%	32%
Tuesday	11%	53%	58%	58%	63%	58%	63%	42%	37%	16%	21%	42%	42%	26%
Wednesday	26%	47%	68%	74%	63%	68%	58%	37%	37%	21%	42%	53%	53%	32%
Thursday	16%	68%	74%	74%	79%	68%	74%	47%	42%	16%	16%	37%	37%	26%
Friday	0%	21%	26%	26%	21%	11%	5%	5%	5%	5%	0%	0%	0%	0%
Saturday	5%	5%	11%	11%	11%	11%	5%	0%	0%	0%	0%	0%	0%	0%



This slide contrasts usage patterns of Lab rooms for fall semester of 2019 vs fall semester of 2023. For a broader view of aggregate usage by day and by hour please see analyses on the slides titled Usage Patterns Classrooms 2019 Fall, Usage Patterns Lab/Lecture 2019 Fall, Usage Patterns Lab 2019 Fall, Usage Patterns Classrooms 2023 Fall, Usage Patterns Lab/Lecture 2023 Fall, Usage Patterns Lab 2023 Fall.

**Note: numbers in the matrices above represent percentage of time rooms used.**

# Usage Patterns Classrooms 2019 Fall

## Summary of Classrooms 2019 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Sunday	3.84	3.84	3.84	3.84	3.84	3.84	3.84	3.84	0	0	0	0	0	0	30.7	672	4.6%
Monday	19.2	38.88	44.16	38.88	40.8	40.8	33.12	22.08	15.84	19.2	23.04	19.2	9.12	3.84	368.2	672	54.8%
Tuesday	19.2	42.24	44.16	45.12	40.8	40.8	35.04	25.92	21.12	24.96	32.16	24	12	3.84	411.4	672	61.2%
Wednesday	20.16	40.8	46.08	37.92	39.84	40.8	34.08	24	16.8	22.08	25.92	24.96	14.88	7.2	395.5	672	58.9%
Thursday	20.16	43.2	44.16	42.24	38.88	40.8	36	26.88	22.08	22.08	25.92	16.8	8.16	1.92	389.3	672	57.9%
Friday	7.2	12.96	14.88	10.08	8.16	4.8	0.96	0	0	0	0	0	0	0	59.0	672	8.8%
Saturday	3.84	9.12	9.12	9.12	8.16	6.24	6.24	3.84	7.2	7.2	7.2	7.2	2.88	2.88	90.2	672	13.4%
<b>Total</b>	<b>93.6</b>	<b>191.04</b>	<b>206.4</b>	<b>187.2</b>	<b>180.48</b>	<b>178.08</b>	<b>149.28</b>	<b>106.56</b>	<b>83.04</b>	<b>95.52</b>	<b>114.24</b>	<b>92.16</b>	<b>47.04</b>	<b>19.68</b>	<b>1,744.3</b>		
<b>Capacity</b>	336	336	336	336	336	336	336	336	336	336	336	336	336	336	4,704.0		
<b>Utilization per Hour</b>	<b>27.9%</b>	<b>56.9%</b>	<b>61.4%</b>	<b>55.7%</b>	<b>53.7%</b>	<b>53.0%</b>	<b>44.4%</b>	<b>31.7%</b>	<b>24.7%</b>	<b>28.4%</b>	<b>34.0%</b>	<b>27.4%</b>	<b>14.0%</b>	<b>5.9%</b>	<b>37.1%</b>		

## Summary of Classrooms 2019 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Sunday															0.0	672	0.0%
Monday	19.2	38.88	44.16	38.88	40.8	40.8	33.12	22.08	15.84	19.2	23.04	19.2	9.12	3.84	368.2	672	54.8%
Tuesday	19.2	42.24	44.16	45.12	40.8	40.8	35.04	25.92	21.12	24.96	32.16	24	12	3.84	411.4	672	61.2%
Wednesday	20.16	40.8	46.08	37.92	39.84	40.8	34.08	24	16.8	22.08	25.92	24.96	14.88	7.2	395.5	672	58.9%
Thursday	20.16	43.2	44.16	42.24	38.88	40.8	36	26.88	22.08	22.08	25.92	16.8	8.16	1.92	389.3	672	57.9%
Friday															0.0	672	0.0%
Saturday															0.0	672	0.0%
<b>Total</b>	<b>78.72</b>	<b>165.12</b>	<b>178.56</b>	<b>164.16</b>	<b>160.32</b>	<b>163.2</b>	<b>138.24</b>	<b>98.88</b>	<b>75.84</b>	<b>88.32</b>	<b>107.04</b>	<b>84.96</b>	<b>44.16</b>	<b>16.8</b>	<b>1,564.3</b>		
<b>Capacity</b>	192	192	192	192	192	192	192	192	192	192	192	192	192	192	2,688.0		
<b>Utilization per Hour</b>	<b>41.0%</b>	<b>86.0%</b>	<b>93.0%</b>	<b>85.5%</b>	<b>83.5%</b>	<b>85.0%</b>	<b>72.0%</b>	<b>51.5%</b>	<b>39.5%</b>	<b>46.0%</b>	<b>55.8%</b>	<b>44.3%</b>	<b>23.0%</b>	<b>8.8%</b>	<b>58.2%</b>		

This slide documents usage patterns of the 48 classrooms in this category for the fall semester of 2019. Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Sunday – Saturday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

**Note: numbers in the matrices above represent hours rooms are used.**

### Sunday – Saturday

- Average utilization is 37.1%
- Peak times for utilization are 9 am – 2 pm where utilization is between 61% and 53%
- Sunday, Friday and Saturday utilization is very low (under 14%)

### Monday – Thursday

- Average utilization is 58.2%
- Peak times for utilization are 9 am – 3 pm where utilization is between 93% and 72%
- Utilization levels shown for Monday – Thursday are somewhat lower they should be as they were not factored up for the courses that were conducted on Sunday, Saturday and Friday

# Usage Patterns Lab/Lecture 2019 Fall

## Summary of Lab/Lecture 2019 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Sunday	0.87	0.87	0.87	0.87	0.87	0.87	0.87	0.87	0	0	0	0	0	0	7.0	406	1.7%
Monday	4.93	20.01	22.04	20.88	17.11	20.01	15.08	6.96	4.93	6.09	13.05	15.08	11.02	6.96	184.2	406	45.4%
Tuesday	6.09	17.11	22.91	20.01	20.01	20.88	17.11	11.89	9.86	11.02	15.08	9.86	8.12	0.87	190.8	406	47.0%
Wednesday	6.09	20.88	22.04	22.04	20.01	20.88	15.95	8.99	6.96	8.12	11.89	15.08	9.86	4.06	192.9	406	47.5%
Thursday	6.96	17.11	22.04	19.14	20.01	20.88	15.95	9.86	8.99	8.99	15.08	11.89	8.99	4.93	190.8	406	47.0%
Friday	4.93	8.12	6.96	6.96	6.09	4.06	2.03	0.87	0	0	0	0	0	0	40.0	406	9.9%
Saturday	4.06	6.09	6.09	4.06	2.9	2.03	0.87	0.87	2.03	0.87	0.87	0.87	0	0	31.6	406	7.8%
<b>Total</b>	<b>33.93</b>	<b>90.19</b>	<b>102.95</b>	<b>93.96</b>	<b>87</b>	<b>89.61</b>	<b>67.86</b>	<b>40.31</b>	<b>32.77</b>	<b>35.09</b>	<b>55.97</b>	<b>52.78</b>	<b>37.99</b>	<b>16.82</b>	<b>837.2</b>		
<b>Capacity</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>203</b>	<b>2,842.0</b>		
<b>Utilization per Hour</b>	<b>16.7%</b>	<b>44.4%</b>	<b>50.7%</b>	<b>46.3%</b>	<b>42.9%</b>	<b>44.1%</b>	<b>33.4%</b>	<b>19.9%</b>	<b>16.1%</b>	<b>17.3%</b>	<b>27.6%</b>	<b>26.0%</b>	<b>18.7%</b>	<b>8.3%</b>	<b>29.5%</b>		

## Summary of Lab/Lecture 2019 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Sunday															0.0	406	0.0%
Monday	4.93	20.01	22.04	20.88	17.11	20.01	15.08	6.96	4.93	6.09	13.05	15.08	11.02	6.96	184.2	406	45.4%
Tuesday	6.09	17.11	22.91	20.01	20.01	20.88	17.11	11.89	9.86	11.02	15.08	9.86	8.12	0.87	190.8	406	47.0%
Wednesday	6.09	20.88	22.04	22.04	20.01	20.88	15.95	8.99	6.96	8.12	11.89	15.08	9.86	4.06	192.9	406	47.5%
Thursday	6.96	17.11	22.04	19.14	20.01	20.88	15.95	9.86	8.99	8.99	15.08	11.89	8.99	4.93	190.8	406	47.0%
Friday															0.0	406	0.0%
Saturday															0.0	406	0.0%
<b>Total</b>	<b>24.07</b>	<b>75.11</b>	<b>89.03</b>	<b>82.07</b>	<b>77.14</b>	<b>82.65</b>	<b>64.09</b>	<b>37.7</b>	<b>30.74</b>	<b>34.22</b>	<b>55.1</b>	<b>51.91</b>	<b>37.99</b>	<b>16.82</b>	<b>758.6</b>		
<b>Capacity</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>116</b>	<b>1,624.0</b>		
<b>Utilization per Hour</b>	<b>20.8%</b>	<b>64.8%</b>	<b>76.8%</b>	<b>70.8%</b>	<b>66.5%</b>	<b>71.3%</b>	<b>55.3%</b>	<b>32.5%</b>	<b>26.5%</b>	<b>29.5%</b>	<b>47.5%</b>	<b>44.8%</b>	<b>32.8%</b>	<b>14.5%</b>	<b>46.7%</b>		

This slide documents usage patterns of the 29 lab/lecture rooms in this category for the fall semester of 2019. Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Sunday – Saturday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

**Note: numbers in the matrices above represent hours rooms are used.**

### Sunday – Saturday

- Average utilization is 29.5%
- Peak times for utilization are 9 am – 2 pm where utilization is between 51% and 44%
- Sunday, Friday and Saturday utilization is very low (under 10%)

### Monday – Thursday

- Average utilization is 46.7%
- Peak times for utilization are 9 am – 3 pm where utilization is between 77% and 55%
- Utilization levels shown for Monday – Thursday are somewhat lower they should be as they were not factored up for the courses that were conducted on Sunday, Saturday and Friday

# Usage Patterns Labs 2019 Fall

## Summary of Labs 2019 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Monday	3.99	11.97	14.06	14.06	10.07	15.01	10.07	8.93	8.93	2.09	3.04	3.99	3.99	3.04	113.2	266	43%
Tuesday	3.99	11.02	10.07	10.07	8.93	11.02	12.92	14.06	11.02	6.08	4.94	11.02	11.02	8.93	135.1	266	51%
Wednesday	3.99	11.02	14.06	12.92	10.07	14.06	10.07	8.93	8.93	3.04	4.94	6.08	6.08	4.94	119.1	266	45%
Thursday	3.99	11.02	10.07	11.02	11.02	11.02	11.97	11.97	11.02	6.08	3.99	8.93	8.93	7.03	128.1	266	48%
Friday	0	0	0.95	3.04	3.04	2.09	2.09	0	0	0	0	0	0	0	11.2	266	4%
Saturday	0.95	0.95	2.09	2.09	2.09	2.09	2.09	0	0	0	0	0	0	0	12.4	266	5%
<b>Total</b>	<b>16.91</b>	<b>45.98</b>	<b>51.30</b>	<b>53.20</b>	<b>45.22</b>	<b>55.29</b>	<b>49.21</b>	<b>43.89</b>	<b>39.90</b>	<b>17.29</b>	<b>16.91</b>	<b>30.02</b>	<b>30.02</b>	<b>23.94</b>	<b>519.1</b>		
Capacity	114	114	114	114	114	114	114	114	114	114	114	114	114	114	1,596.0		
Utilization per Hour	15%	40%	45%	47%	40%	49%	43%	39%	35%	15%	15%	26%	26%	21%	32.5%		

## Summary of Labs 2019 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Monday	3.99	11.97	14.06	14.06	10.07	15.01	10.07	8.93	8.93	2.09	3.04	3.99	3.99	3.04	113.2	266	43%
Tuesday	3.99	11.02	10.07	10.07	8.93	11.02	12.92	14.06	11.02	6.08	4.94	11.02	11.02	8.93	135.1	266	51%
Wednesday	3.99	11.02	14.06	12.92	10.07	14.06	10.07	8.93	8.93	3.04	4.94	6.08	6.08	4.94	119.1	266	45%
Thursday	3.99	11.02	10.07	11.02	11.02	11.02	11.97	11.97	11.02	6.08	3.99	8.93	8.93	7.03	128.1	266	48%
Friday															0.0	266	0%
Saturday															0.0	266	0%
<b>Total</b>	<b>15.96</b>	<b>45.03</b>	<b>48.26</b>	<b>48.07</b>	<b>40.09</b>	<b>51.11</b>	<b>45.03</b>	<b>43.89</b>	<b>39.90</b>	<b>17.29</b>	<b>16.91</b>	<b>30.02</b>	<b>30.02</b>	<b>23.94</b>	<b>495.5</b>		
Capacity	76	76	76	76	76	76	76	76	76	76	76	76	76	76	1,064.0		
Utilization per Hour	21%	59%	64%	63%	53%	67%	59%	58%	53%	23%	22%	40%	40%	32%	46.6%		

This slide documents usage patterns of the 19 lab rooms in this category for the fall semester of 2019. Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Saturday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide. **Note statistics were not provided for Sunday.**

**Note: numbers in the matrices above represent hours rooms are used.**

### Monday – Saturday

- Average utilization is 32.5%
- Peak times for utilization are 9 am – 2 pm where utilization is between 47% and 40%
- Friday and Saturday utilization is very low (under 5%)

### Monday – Thursday

- Average utilization is 46.6%
- Peak times for utilization are 9 am – 5 pm where utilization is between 67% and 53%
- Utilization levels shown for Monday – Thursday are somewhat lower they should be as they were not factored up for the courses that were conducted on Saturday and Friday

# Usage Patterns Classrooms 2023 Fall

## Summary of Classrooms 2023 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Sunday	3.96	3.96	3.96	3.96	3.96	3.96	4.84	0.88	0.00	0.00	0.00	0.00	0.00	0.00	29.5	616	5%
Monday	7.92	29.92	39.16	33.88	29.92	28.16	18.92	8.80	7.04	17.16	18.92	8.80	3.08	0.88	252.6	616	41%
Tuesday	10.12	29.92	36.96	33.88	29.04	32.12	21.12	10.12	7.92	13.20	14.08	8.80	4.84	3.08	255.2	616	41%
Wednesday	7.92	30.80	40.04	35.20	29.04	28.16	19.80	7.92	6.16	17.16	19.80	8.80	3.96	0.88	255.6	616	42%
Thursday	7.92	29.92	36.96	33.88	26.84	30.80	24.20	14.96	11.00	11.88	11.00	4.84	2.20	2.20	248.6	616	40%
Friday	3.08	4.84	7.04	7.04	7.04	4.84	3.96	2.20	2.20	0.88	0.88	0.00	0.00	0.00	44.0	616	7%
Saturday	0.88	3.96	3.96	3.08	3.08	3.08	3.08	2.20	0.88	0.00	0.00	0.00	0.00	0.00	24.2	616	4%
<b>Total</b>	<b>41.80</b>	<b>133.32</b>	<b>168.08</b>	<b>150.92</b>	<b>128.92</b>	<b>131.12</b>	<b>95.92</b>	<b>47.08</b>	<b>35.20</b>	<b>60.28</b>	<b>64.68</b>	<b>31.24</b>	<b>14.08</b>	<b>7.04</b>	<b>1,109.7</b>		
Capacity	308	308	308	308	308	308	308	308	308	308	308	308	308	308	4,312.0		
Utilization per Hour	14%	43%	55%	49%	42%	43%	31%	15%	11%	20%	21%	10%	5%	2%	25.7%		

## Summary of Classrooms 2023 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Sunday															0.0	616	0%
Monday	7.92	29.92	39.16	33.88	29.92	28.16	18.92	8.80	7.04	17.16	18.92	8.80	3.08	0.88	252.6	616	41%
Tuesday	10.12	29.92	36.96	33.88	29.04	32.12	21.12	10.12	7.92	13.20	14.08	8.80	4.84	3.08	255.2	616	41%
Wednesday	7.92	30.80	40.04	35.20	29.04	28.16	19.80	7.92	6.16	17.16	19.80	8.80	3.96	0.88	255.6	616	42%
Thursday	7.92	29.92	36.96	33.88	26.84	30.80	24.20	14.96	11.00	11.88	11.00	4.84	2.20	2.20	248.6	616	40%
Friday															0.0	616	0%
Saturday															0.0	616	0%
<b>Total</b>	<b>33.88</b>	<b>120.56</b>	<b>153.12</b>	<b>136.84</b>	<b>114.84</b>	<b>119.24</b>	<b>84.04</b>	<b>41.80</b>	<b>32.12</b>	<b>59.40</b>	<b>63.80</b>	<b>31.24</b>	<b>14.08</b>	<b>7.04</b>	<b>1,012.0</b>		
Capacity	176	176	176	176	176	176	176	176	176	176	176	176	176	176	2,464.0		
Utilization per Hour	19%	69%	87%	78%	65%	68%	48%	24%	18%	34%	36%	18%	8%	4%	41.1%		

This slide documents usage patterns of the 44 classrooms in this category for the fall semester of 2023 (this is 4 less classrooms than in 2019). Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Sunday – Saturday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

**Note: numbers in the matrices above represent hours rooms are used.**

### Sunday – Saturday

- Average classroom is 25.7%
- Peak times for utilization are 10 am – noon where it varies between 55% and 49%
- Sunday, Friday and Saturday utilization is very low (under 7%)

### Monday – Thursday

- Average utilization is 41.1%
- Peak times for utilization are 9 am – 3 pm where it varies between 87% and 48%%
- Utilization levels shown for Monday – Thursday are somewhat lower they should be as they were not factored up for the courses that were conducted on Sunday, Saturday and Friday

# Usage Patterns Lab/Lecture 2023 Fall

## Summary of Lab/Lecture 2023 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Monday	3.08	12.04	14	12.88	14	15.96	10.92	5.04	5.04	3.08	5.04	5.04	3.08	1.96	111.2	392	28%
Tuesday	5.04	12.04	15.12	12.88	12.88	17.08	15.12	8.96	8.12	8.12	10.92	8.96	5.04	1.12	141.4	392	36%
Wednesday	3.08	10.92	14	14	15.96	17.92	14	7	8.12	3.92	5.88	5.88	5.04	3.92	129.6	392	33%
Thursday	3.92	12.04	14	12.04	12.88	15.12	12.04	7	5.88	3.08	5.88	5.88	5.88	1.96	117.6	392	30%
Friday	3.08	3.92	3.92	5.04	5.04	3.92	3.08	1.96	1.12	0	0	0	0	0	31.1	392	8%
Saturday	1.12	1.96	3.08	3.08	3.08	3.08	3.08	3.08	3.08	1.96	0	0	0	0	26.6	392	7%
<b>Total</b>	<b>19.32</b>	<b>52.92</b>	<b>64.12</b>	<b>59.92</b>	<b>63.84</b>	<b>73.08</b>	<b>58.24</b>	<b>33.04</b>	<b>31.36</b>	<b>20.16</b>	<b>27.72</b>	<b>25.76</b>	<b>19.04</b>	<b>8.96</b>	<b>557.5</b>		
Capacity	168	168	168	168	168	168	168	168	168	168	168	168	168	168	2,352.0		
Utilization per Hour	12%	32%	38%	36%	38%	44%	35%	20%	19%	12%	17%	15%	11%	5%	23.7%		

## Summary of Lab/Lecture 2023 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Monday	3.08	12.04	14	12.88	14	15.96	10.92	5.04	5.04	3.08	5.04	5.04	3.08	1.96	111.2	392	28%
Tuesday	5.04	12.04	15.12	12.88	12.88	17.08	15.12	8.96	8.12	8.12	10.92	8.96	5.04	1.12	141.4	392	36%
Wednesday	3.08	10.92	14	14	15.96	17.92	14	7	8.12	3.92	5.88	5.88	5.04	3.92	129.6	392	33%
Thursday	3.92	12.04	14	12.04	12.88	15.12	12.04	7	5.88	3.08	5.88	5.88	5.88	1.96	117.6	392	30%
Friday															0.0	392	0%
Saturday															0.0	392	0%
<b>Total</b>	<b>15.12</b>	<b>47.04</b>	<b>57.12</b>	<b>51.80</b>	<b>55.72</b>	<b>66.08</b>	<b>52.08</b>	<b>28.00</b>	<b>27.16</b>	<b>18.20</b>	<b>27.72</b>	<b>25.76</b>	<b>19.04</b>	<b>8.96</b>	<b>499.8</b>		
Capacity	112	112	112	112	112	112	112	112	112	112	112	112	112	112	1,568.0		
Utilization per Hour	14%	42%	51%	46%	50%	59%	47%	25%	24%	16%	25%	23%	17%	8%	31.9%		

This slide documents usage patterns of the 28 lab/lecture rooms in this category for the fall semester of 2023 (this is 1 less lab/lecture room than in 2019). Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Saturday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide. **Note statistics were not provided for Sunday.**

**Note: numbers in the matrices above represent hours rooms are used.**

### Monday – Saturday

- Average utilization is 23.7%
- Peak times for utilization are very low with the Peak of 44%
- Friday and Saturday utilization is very low (under 8%)

### Monday – Thursday

- Average utilization is 31.9%
- Peak times for utilization are 10 am – 3 pm where it varies between 59% and 46%
- The utilization levels shown for Monday – Thursday are somewhat lower they should be as they were not factored up for the courses that were conducted on Saturday and Friday



# Usage Patterns Labs 2023 Fall

## Summary of Labs 2023 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Monday	4.94	8.93	12.92	11.97	10.07	11.97	10.07	7.03	7.03	3.04	6.08	7.98	7.98	6.08	116.1	266	44%
Tuesday	2.09	10.07	11.02	11.02	11.97	11.02	11.97	7.98	7.03	3.04	3.99	7.98	7.98	4.94	112.1	266	42%
Wednesday	4.94	8.93	12.92	14.06	11.97	12.92	11.02	7.03	7.03	3.99	7.98	10.07	10.07	6.08	129.0	266	49%
Thursday	3.04	12.92	14.06	14.06	15.01	12.92	14.06	8.93	7.98	3.04	3.04	7.03	7.03	4.94	128.1	266	48%
Friday	0	3.99	4.94	4.94	3.99	2.09	0.95	0.95	0.95	0.95	0	0	0	0	23.8	266	9%
Saturday	0.95	0.95	2.09	2.09	2.09	2.09	0.95	0	0	0	0	0	0	0	11.2	266	4%
<b>Total</b>	<b>15.96</b>	<b>45.79</b>	<b>57.95</b>	<b>58.14</b>	<b>55.10</b>	<b>53.01</b>	<b>49.02</b>	<b>31.92</b>	<b>30.02</b>	<b>14.06</b>	<b>21.09</b>	<b>33.06</b>	<b>33.06</b>	<b>22.04</b>	<b>520.2</b>		
Capacity	114	114	114	114	114	114	114	114	114	114	114	114	114	114	1,596.0		
Utilization per Hour	14%	40%	51%	51%	48%	47%	43%	28%	26%	12%	19%	29%	29%	19%	32.6%		

## Summary of Labs 2023 Fall

Rooms

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total	Capacity	Utilization per Day
Monday	4.94	8.93	12.92	11.97	10.07	11.97	10.07	7.03	7.03	3.04	6.08	7.98	7.98	6.08	116.1	266	44%
Tuesday	2.09	10.07	11.02	11.02	11.97	11.02	11.97	7.98	7.03	3.04	3.99	7.98	7.98	4.94	112.1	266	42%
Wednesday	4.94	8.93	12.92	14.06	11.97	12.92	11.02	7.03	7.03	3.99	7.98	10.07	10.07	6.08	129.0	266	49%
Thursday	3.04	12.92	14.06	14.06	15.01	12.92	14.06	8.93	7.98	3.04	3.04	7.03	7.03	4.94	128.1	266	48%
Friday															0.0	266	0%
Saturday															0.0	266	0%
<b>Total</b>	<b>15.01</b>	<b>40.85</b>	<b>50.92</b>	<b>51.11</b>	<b>49.02</b>	<b>48.83</b>	<b>47.12</b>	<b>30.97</b>	<b>29.07</b>	<b>13.11</b>	<b>21.09</b>	<b>33.06</b>	<b>33.06</b>	<b>22.04</b>	<b>485.3</b>		
Capacity	76	76	76	76	76	76	76	76	76	76	76	76	76	76	1,064.0		
Utilization per Hour	20%	54%	67%	67%	65%	64%	62%	41%	38%	17%	28%	44%	44%	29%	45.6%		

This slide documents usage patterns of the 19 lab rooms in this category for the fall semester of 2023 (same number of labs as for 2019). Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Saturday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide. **Note statistics were not provided for Sunday.**

**Note: numbers in the matrices above represent hours rooms are used.**

### Monday – Saturday

- Average utilization is 32.6%
- Peak times for utilization are 10 am – 2 pm where it varies between 51% and 47%
- Friday and Saturday utilization of classrooms are very low (under 9%)

### Monday – Thursday

- Average utilization is 45.6%
- Peak times for utilization are 9 am – 3 pm where it varies between 67% and 54%
- The utilization levels shown for Monday – Thursday are somewhat lower they should be as they were not factored up for the courses that were conducted on Saturday and Friday

# Usage Patterns 2019 Fall vs 2023 Fall

## Monday - Friday

**Classroom Utilization By Time of Day**  
Monday - Friday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Classrooms	2019 Fall	35.8%	74.2%	80.6%	72.6%	70.2%	70.0%	58.0%	41.2%	31.6%	36.8%	44.6%	35.4%	18.4%	7.0%	48.3%
	2023 Fall	17%	57%	73%	65%	55%	56%	40%	20%	16%	27%	29%	14%	6%	3%	34.3%
	Net Change	-19.0%	-17.2%	-7.8%	-7.2%	-14.8%	-13.6%	-18.0%	-21.2%	-16.0%	-9.4%	-15.2%	-21.2%	-12.0%	-3.8%	-14.0%
	% Change	-53.1%	-23.2%	-9.7%	-9.9%	-21.1%	-19.4%	-31.0%	-51.5%	-50.6%	-25.5%	-34.1%	-59.9%	-65.2%	-54.3%	-29.0%
Lab / Lecture Rooms	2019 Fall	20.0%	57.4%	66.2%	61.4%	57.4%	59.8%	45.6%	26.6%	21.2%	23.6%	38.0%	35.8%	26.2%	11.6%	39.3%
	2023 Fall	13%	36%	44%	41%	43%	50%	39%	21%	20%	13%	20%	18%	14%	6%	27.1%
	Net Change	-7.0%	-21.0%	-22.6%	-20.8%	-14.0%	-9.8%	-6.2%	-5.2%	-1.0%	-10.6%	-18.2%	-17.4%	-12.6%	-5.2%	-12.3%
	% Change	-35.0%	-36.6%	-34.1%	-33.9%	-24.4%	-16.4%	-13.6%	-19.5%	-4.7%	-44.9%	-47.9%	-48.6%	-48.1%	-44.8%	-31.2%
Lab Rooms	2019 Fall	17%	47%	52%	54%	45%	56%	50%	46%	42%	18%	18%	32%	32%	25%	38.1%
	2023 Fall	16%	47%	59%	59%	56%	54%	51%	34%	32%	15%	22%	35%	35%	23%	38.3%
	Net Change	-1.0%	-0.2%	7.0%	5.2%	10.4%	-2.4%	1.0%	-12.6%	-10.4%	-3.4%	4.4%	3.2%	3.2%	-2.0%	0.2%
	% Change	-6.0%	-0.4%	13.5%	9.7%	22.9%	-4.3%	2.0%	-27.3%	-24.8%	-18.7%	24.7%	10.1%	10.1%	-7.9%	0.4%

This slide documents changes in usage patterns between Fall 2019 and Fall 2023 for each of the 3 classroom types. The focus is on Monday – Friday across all potential course times (Sundays are not included as not all room types have data for Sunday; Saturdays are not included due to very low usage levels).

Net Change is defined as the utilization difference between Fall 2019 and Fall 2023.  
% Change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type is shown in the text box to the right.

### Classrooms

- Utilization decreased for all times in the range
- The average utilization reduction is 29%

### Lab/Lecture

- Utilization decreased for all times in the range
- The average utilization reduction is 31%

### Labs

- Utilization varies positive and negative across all times in the range but there was no net change

# Usage Patterns 2019 Fall vs 2023 Fall

## Monday - Thursday

**Classroom Utilization By Time of Day**  
Monday - Thursday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Classrooms	2019 Fall	41.0%	86.0%	93.0%	85.5%	83.5%	85.0%	72.0%	51.5%	39.5%	46.0%	55.8%	44.3%	23.0%	8.8%	58.2%
	2023 Fall	19%	69%	87%	78%	65%	68%	48%	24%	18%	34%	36%	18%	8%	4%	41.1%
	Net Change	-21.8%	-17.5%	-6.0%	-7.8%	-18.3%	-17.3%	-24.3%	-27.8%	-21.3%	-12.3%	-19.5%	-26.5%	-15.0%	-4.8%	-17.1%
	% Change	-53.0%	-20.3%	-6.5%	-9.1%	-21.9%	-20.3%	-33.7%	-53.9%	-53.8%	-26.6%	-35.0%	-59.9%	-65.2%	-54.3%	-29.4%
Lab / Lecture Rooms	2019 Fall	20.8%	64.8%	76.8%	70.8%	66.5%	71.3%	55.3%	32.5%	26.5%	29.5%	47.5%	44.8%	32.8%	14.5%	46.7%
	2023 Fall	14%	42%	51%	46%	50%	59%	47%	25%	24%	16%	25%	23%	17%	8%	31.9%
	Net Change	-7.3%	-22.8%	-25.8%	-24.5%	-16.8%	-12.3%	-8.8%	-7.5%	-2.3%	-13.3%	-22.8%	-21.8%	-15.8%	-6.5%	-14.8%
	% Change	-34.9%	-35.1%	-33.6%	-34.6%	-25.2%	-17.2%	-15.8%	-23.1%	-8.5%	-44.9%	-47.9%	-48.6%	-48.1%	-44.8%	-31.8%
Lab Rooms	2019 Fall	21%	59%	64%	63%	53%	67%	59%	58%	53%	23%	22%	40%	40%	32%	46.6%
	2023 Fall	20%	54%	67%	67%	65%	64%	62%	41%	38%	17%	28%	44%	44%	29%	45.6%
	Net Change	-1.3%	-5.5%	3.5%	4.0%	11.8%	-3.0%	2.8%	-17.0%	-14.3%	-5.5%	5.5%	4.0%	4.0%	-2.5%	-1.0%
	% Change	-6.0%	-9.3%	5.5%	6.3%	22.3%	-4.5%	4.6%	-29.4%	-27.1%	-24.2%	24.7%	10.1%	10.1%	-7.9%	-2.1%

This slide documents changes in usage patterns between Fall 2019 and Fall 2023 for each of the 3 room types. The focus is on Monday – Thursday across all potential course times (Sundays are not included as not all room types have data for Sunday and Friday / Saturdays are not included due to very low usage levels).

Net change is defined as the utilization difference between Fall 2019 and Fall 2023. % change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type is shown in the text box to the right.

### Classrooms

- Utilization decreased for all times in the range
- The average utilization reduction is 29%

### Lab/Lecture

- Utilization decreased for all times in the range
- The average utilization reduction is 31%

### Labs

- Utilization varies positive and negative across all time in the range but there was no net change

# Classroom Numbers vs Usage by Year

## Classroom Numbers

	2019 Fall	2023 Fall	% Change
Classrooms	48	44	-8.3%
Lab / Lecture Rooms	29	28	-3.4%
Lab Rooms	19	19	0.0%
Total	96	91	-5.2%

## Classroom Utilization Overall

	2019 Fall			2023 Fall		
	Mon - Sat	Mon - Fri	Mon - Thur	Mon - Sat	Mon - Fri	Mon - Thur
Classrooms	42.5%	48.3%	58.2%	29.2%	34.3%	41.1%
Lab / Lecture Rooms	34.1%	39.3%	46.7%	23.7%	27.1%	31.9%
Lab Rooms	32.5%	38.1%	46.6%	32.6%	38.3%	45.6%

This slide documents the changes in the number of rooms between Fall 2019 and Fall 2023. It further considers the overall utilization of the 3 room types when the days of instruction are varied from Monday – Saturday, to Monday – Friday to Monday – Thursday.

### Classrooms

- Room were reduced in number by 8.4% between Fall 2019 and Fall 2023
- Utilization statistics declined between Fall 2019 and Fall 2023 across all instruction day combinations

### Lab/Lecture

- Rooms were reduced in number by 3.4% between Fall 2019 and Fall 2023
- Utilization statistics declined between Fall 2019 and Fall 2023 across all instruction day combinations

### Labs

- Utilization remained constant

# Peak + Non-Peak Utilization

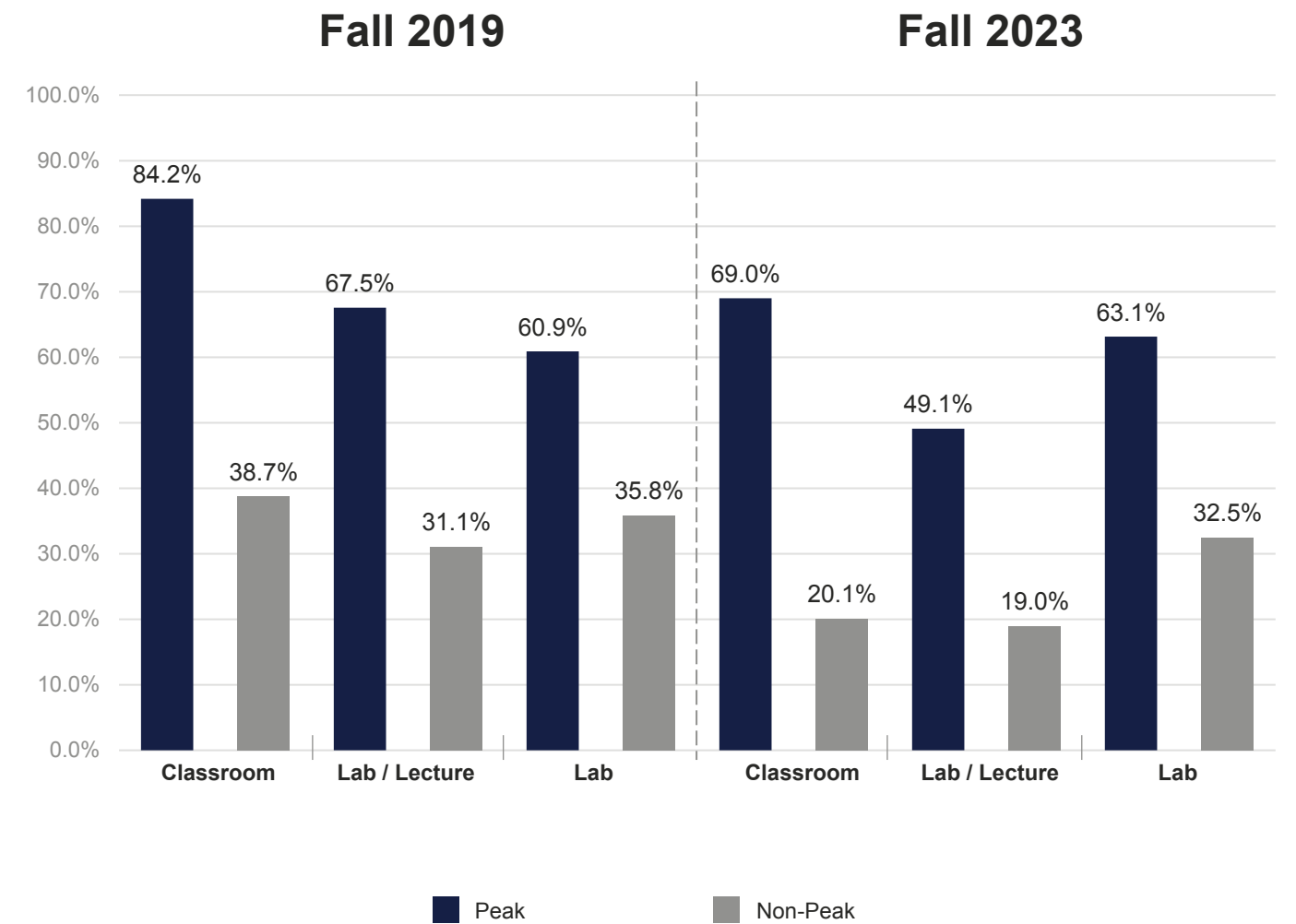
## Utilization Peak and Non Peak

Monday - Thursday

Fall 2019						Fall 2023					
Classroom		Lab/Lecture		Lab		Classroom		Lab/Lecture		Lab	
Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak
84.2%	38.7%	67.5%	31.1%	60.9%	35.8%	69.0%	20.1%	49.1%	19.0%	63.1%	32.5%

Peak is 9 am - 2 pm

Non Peak is 8 - 9 am and 3 - 10 pm



This slide documents and contrasts the change in Peak and Non-Peak utilization for each of the three classroom types for the fall 2019 and fall 2023 semesters. Fall 2019 Peak and Non-Peak utilization for Classrooms appears as best in class at CRC and will serve as the basis for Scenario 3 later in this section.

As noted earlier in this section utilization fell for Peak and Non-Peak for all room types between fall 2019 and 2023.

# Utilization + Requirement Changes

## Fall 2019 Utilization & Requirement Change vs Fall 2023

Monday - Thursday (4 days)

	Actual Utilization					
	Classroom		Lab/Lecture		Lab	
	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak
	84.2%	38.7%	67.5%	31.1%	60.9%	35.8%
Fall 2019 Requirement	1564.3		758.6		495.5	
Fall 2023 Requirement	1214.4		599.8		582.3	
Percent Change	-22.4%		-20.9%		17.5%	

This slide documents course requirements for each classroom type for fall 2019 and 2023. Both Classroom and Lab/Lecture requirements fell by 20%+ and this indicates the current inventory of rooms has capacity to support growth in the student population, an increase in on ground modality and / or a reduction in space.

Lab requirements increased by 17.5% and were successfully accommodated by the current inventory of these spaces.

Notes:

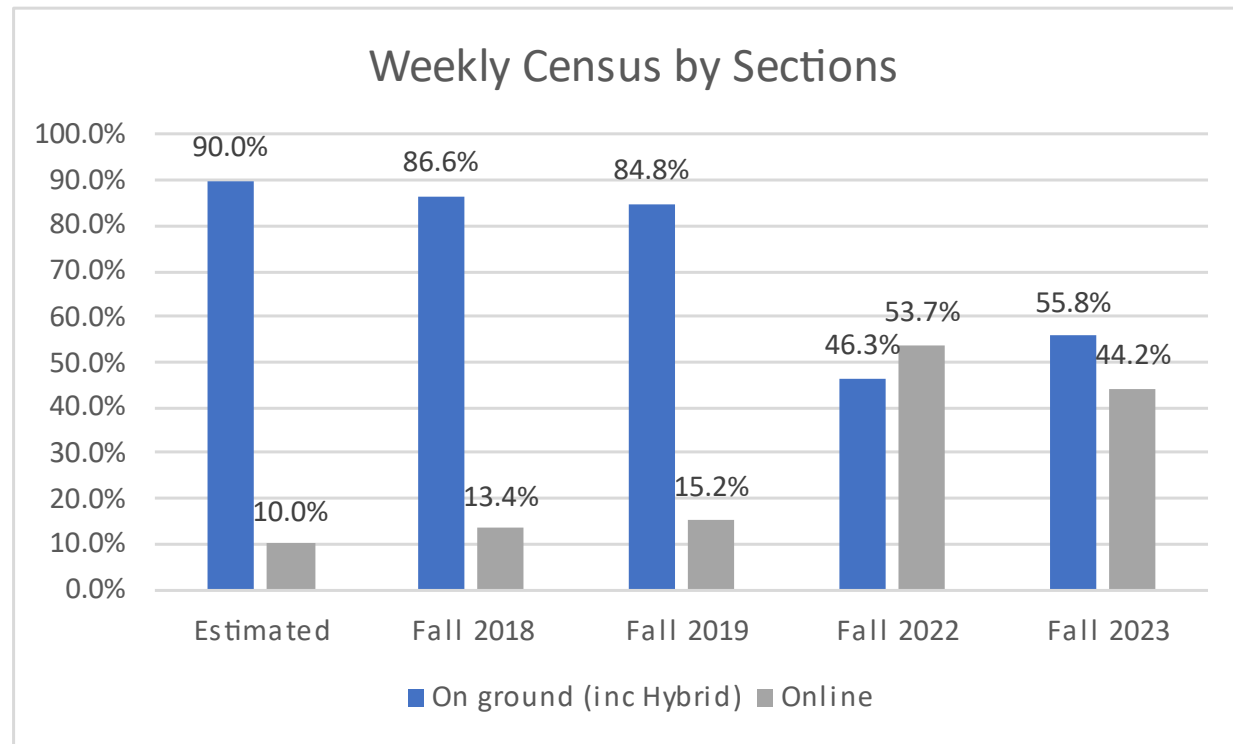
- Utilization numbers above are from CRC Fall 2019 utilization reports
- Fall 2019 and 2023 requirements are calculated in this section on the 6 pages titled Usage Patterns *ROOM TYPE YEAR* Fall and examine only Monday – Thursday data (as the other days have very low utilization)

# Evolution - Online vs On-Ground

## On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

	Estimated Prior COVID	Fall 2018 Sections	Fall 2019 Sections	Fall 2022 Sections	Fall 2023 Sections
On ground (inc Hybrid)	90.0%	86.6%	84.8%	46.3%	55.8%
Online	10.0%	13.4%	15.2%	53.7%	44.2%

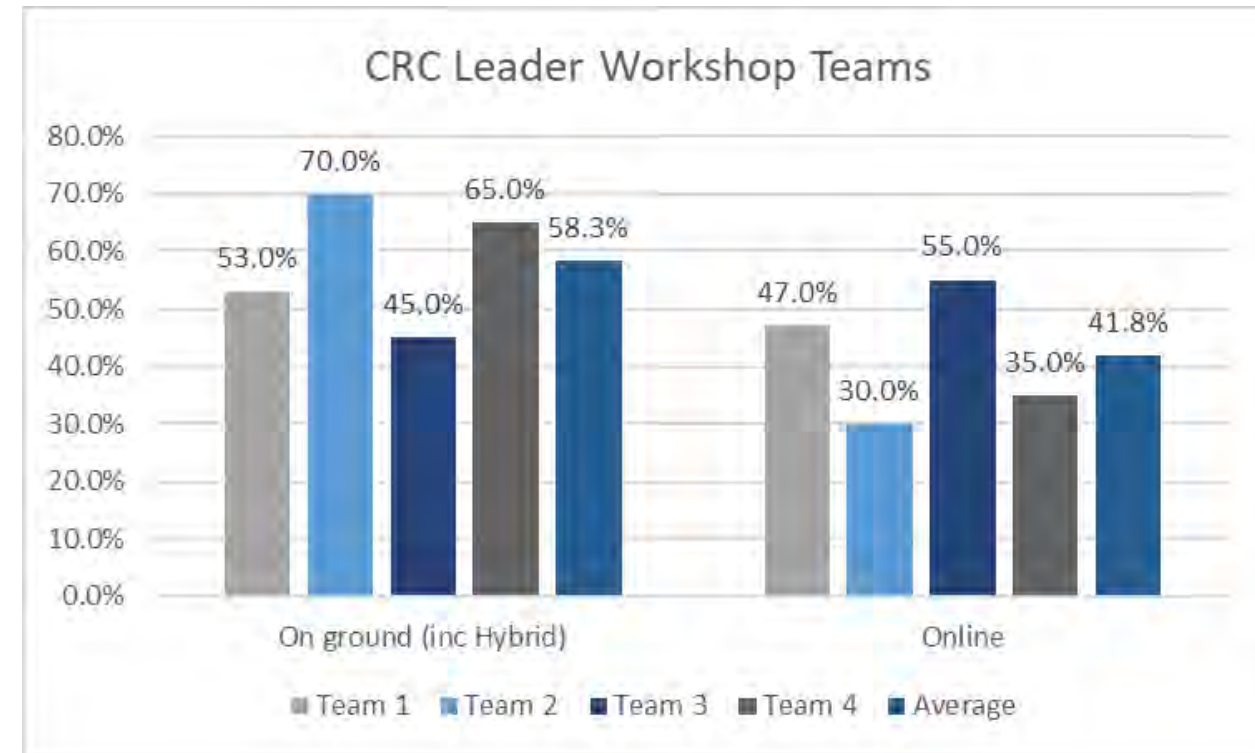


The above graphic documents the evolution in modality from Pre Covid to Fall 2023 (Sections data is used here however the WSCH data is almost identical). While the data is limited there are two trends which are apparent.

- Prior to Covid on-ground courses were slowly declining over time as a percentage of the modality mix
- After Covid on-ground courses are slowly growing as a percentage of the modality mix

## CRC Leader Workshop Long Term Modality Exercise Results

	CRC Leaders				Workshop Average
	Team 1	Team 2	Team 3	Team 4	Average
On ground (inc Hybrid)	53.0%	70.0%	45.0%	65.0%	58.3%
Online	47.0%	30.0%	55.0%	35.0%	41.8%



The above graphic is from the CRC Leader workshop where each team was asked to suggest what they thought was the long-term modality mix that would be ideal for their students. The graphic indicates the results of each team for this exercise and the average of the responses.

Of particular interest the average from this exercise is quite close to the Fall 2023 modality numbers from the Sections data from the Enrollment Census Statistics.

Note: Team 2 mostly represented Science and Performing Arts and Team 4 mostly represented Student Services and Instructional & Student Learning, who generally have a higher on-ground presence.

# Success Rates by Modality

## CRC Success Rates by Modality

	Overall	First Time Student	African American*	Hispanic Latino*
In-Person	74.1%	65.6%	64.0%	70.0%
Online Asynchronous	70.5%	58.8%	55.0%	67.0%
Online Synchronous	68.6%	62.5%	53.0%	64.0%
Overall	74.1%	61.7%	57.0%	67.0%

\* Note source bar charts did not have numbers so values are approx.

In-Person v Online Asynchronous	-3.6%	-6.8%	-9.0%	-3.0%
In-Person v Online Synchronous	-5.5%	-3.1%	-11.0%	-6.0%

This slide documents student success statistics by modality for various student groups. The consulting team are not in a position to comment on the statistical significance of these numbers; however, it does appear that:

- In all cases online success rates are below in-person success rates
- In all but one case online asynchronous has better success rates than online synchronous
- First time and African American students have significantly lower success rates than the average student across all modalities



# Classroom Scenarios

This slide explore a range of scenarios which vary utilization levels and demand for courses based on pre and post pandemic patterns (including current modality which is very near consensus on long term steady state modality levels). The analysis also estimates the resulting impact on the inventory of classrooms. The three scenarios are:

- Scenario 1 – Peak utilization is set to 80% and Non-Peak is based on adjusted Fall 2023 actual course demand hours
- Scenario 2 – Peak utilization is set to 80% and Non-Peak is set to 35% of total course demand hours specified
- Scenario 3 – Peak utilization is set to 85% and Non-Peak is set to 40% of total course demand hours specified

Scenario 3 has slightly higher utilization for Classrooms than was the case in Fall 2019 and was used as proof of concept (utilization levels realistically achievable). There is potential that a “**universal classroom**” could support higher levels of utilization but was not explored in this analysis.

For each Scenario a range of classroom demand is considered for each classroom type. Here demand represents growth / decline in student population and / or changes in modality. The demand levels considered include:

- Current demand less 10%
- Current demand (Fall 2023)
- Current demand increased by 10%
- Current demand increased by 20%

**Scenario 3 indicates there is an excess number of classrooms. For current course demand hours, the excess is 35.5% and for current course demand hour +10% the excess is 29.0% (based on current inventory of classrooms in Fall 2023).**

The opportunities illustrated by the modeling on these three slides indicate the potential for significant reductions in classrooms and / or repurposing of the associated space. As in all modeling situations, there are potential realities, constraints and Leadership decisions which will need to be considered before the full impact can be determined.

## Classroom Utilization Scenario 1 Monday - Thursday (4 days)

Peak @ 80% utilization, Non Peak @ actual scheduled course demand

	Classroom	Lab/Lect	Lab	Total
<b>Current Demand Less 10%</b>	911	450	437	1797
Current # Rooms	44	28	19	91.0
Required # Rooms	34.2	15.5	13.5	63.1
Excess # Rooms	9.8	12.5	5.5	27.9
% Excess	22.4%	44.8%	29.0%	30.6%
<b>Current Demand</b>	1012	500	485	1997
Current # Rooms	44	28	19	91.0
Required # Rooms	38.0	17.2	15.0	70.1
Excess # Rooms	6.1	10.8	4.0	20.9
% Excess	13.8%	38.6%	21.1%	22.9%
<b>Current Demand Plus 10%</b>	1113	550	534	2197
Current # Rooms	44	28	19	91.0
Required # Rooms	41.7	18.9	16.5	77.1
Excess # Rooms	2.3	9.1	2.5	13.9
% Excess	5.1%	32.5%	13.2%	15.2%
<b>Current Demand Plus 20%</b>	1214	600	582	2396
Current # Rooms	44	28	19	91.0
Required # Rooms	45.5	20.6	18.0	84.1
Excess # Rooms	-1.5	7.4	1.0	6.9
% Excess	-3.5%	26.4%	5.3%	7.5%

## Classroom Utilization Scenario 2 Monday - Thursday (4 days)

Peak @ 80% utilization, Non Peak @ 35% course demand specified

	Classroom	Lab/Lect	Lab	Total
<b>Current Demand Less 10%</b>	911	450	437	1797
Current # Rooms	44	28	19	91.0
Required # Rooms	30.8	15.2	14.8	60.8
Excess # Rooms	13.2	12.8	4.2	30.2
% Excess	29.9%	45.6%	22.2%	33.1%
<b>Current Demand</b>	1012	500	485	1997
Current # Rooms	44	28	19	91.0
Required # Rooms	34.3	16.9	16.4	67.6
Excess # Rooms	9.7	11.1	2.6	23.4
% Excess	22.1%	39.6%	13.5%	25.7%
<b>Current Demand Plus 10%</b>	1113	550	534	2197
Current # Rooms	44	28	19	91.0
Required # Rooms	37.7	18.6	18.1	74.4
Excess # Rooms	6.3	9.4	0.9	16.6
% Excess	14.3%	33.5%	4.9%	18.3%
<b>Current Demand Plus 20%</b>	1214	600	582	2396
Current # Rooms	44	28	19	91.0
Required # Rooms	41.1	20.3	19.7	81.1
Excess # Rooms	2.9	7.7	-0.7	9.9
% Excess	6.6%	27.5%	-3.8%	10.8%

## Classroom Utilization Scenario 3 Monday - Thursday (4 days)

Peak @ 85% utilization, Non Peak @ 40% of course demand specified

	Classroom	Lab/Lect	Lab	Total
<b>Current Demand Less 10%</b>	911	450	437	1797
Current # Rooms	44	28	19	91.0
Required # Rooms	26.8	13.2	12.8	52.9
Excess # Rooms	17.2	14.8	6.2	38.1
% Excess	39.1%	52.8%	32.4%	41.9%
<b>Current Demand</b>	1012	500	485	1997
Current # Rooms	44	28	19	91.0
Required # Rooms	29.8	14.7	14.3	58.7
Excess # Rooms	14.2	13.3	4.7	32.3
% Excess	32.4%	47.5%	24.9%	35.5%
<b>Current Demand Plus 10%</b>	1113	550	534	2197
Current # Rooms	44	28	19	91.0
Required # Rooms	32.7	16.2	15.7	64.6
Excess # Rooms	11.3	11.8	3.3	26.4
% Excess	25.6%	42.3%	17.4%	29.0%
<b>Current Demand Plus 20%</b>	1214	600	582	2396
Current # Rooms	44	28	19	91.0
Required # Rooms	35.7	17.6	17.1	70.5
Excess # Rooms	8.3	10.4	1.9	20.5
% Excess	18.8%	37.0%	9.9%	22.5%

## 06. Appendix

# Work Modes Study Findings

# Hybrid Approach

## Hybrid, Worker Profiles and Work Modes

Traditionally, workplaces have been planned so that each person is assigned a personal workspace, reflecting a 1:1 person to seat ratio. In a hybrid workplace for many employees work can occur at home, in the office and other places. For some of these team members, individual workspaces in the office are unassigned, and when in the office these people select work settings that match their current mode of work and their personal preference.

The key underlying factor for most effective hybrid workplace strategies is the definition of worker profiles and types. These are based on how individuals work and their level of mobility/choice today and in the future. Other factors that should be considered when developing a hybrid strategy are:

- Cultural strengths and weakness of the organization
- Job function requirements
- Current and desired degree of choice
- Personal suitability or situation
- Resources to train and develop the hybrid worker
- Availability of mobile technology and infrastructure

The profiles developed for this engagement are based on a deep understanding of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's Workspace Futures team have expanded the knowledge associated with the concept of work modes and we have leveraged that information in this engagement.

Alone  
Routine Tasks

Working by yourself doing tasks that don't require significant focus and/or privacy including email or casual correspondence.

Alone  
Deep Focus Work

Working by yourself doing tasks that require significant focus and/or privacy as in creating content, building spreadsheets or reading documents.

Collaborate  
Sharing information

Working with at least one other person and sharing information which could be a typical meeting to update people or reviewing project progress.

Collaborate  
Creating content

Working with at least one other person and creating content, idea sharing, brainstorming or innovation as in a product development meeting, or a problem-solving session.

Socialize  
Building connections

Spending time with others in a relaxed setting as in planned or chance encounters, team bonding exercises, or celebrations.

Other

This mode captures activities such as taking personal time, exercising, taking a mental break, lunch, etc. that occur throughout the workday.

# Work Mode Study

## Key Findings

- Across the organization the predominant work mode is alone routine, on average 61% of time is spent in alone work and the predominant worker profiles are profile 3 and 4.
- All 8 worker profiles are present, and their distribution varies by department, location and level (as would be expected).
- The higher the level within the organization the greater the percentage of time spent in collaborative activities.
- When considering the effectiveness of work, focus work has a higher percentage of time targeted at home than collaborative work or socialization.
- Calculated time in the office are similar across all departments except Instructional Services is somewhat higher. The days in the office vary between 1.90 and 2.74.
- Calculated time in the office varies by level and increases as level increases, however the difference is not significant. While there is variation by department, location and level, the predominant size of collaborative activities is 6 persons or less.

Alone  
Routine Tasks

Alone  
Deep Focus Work

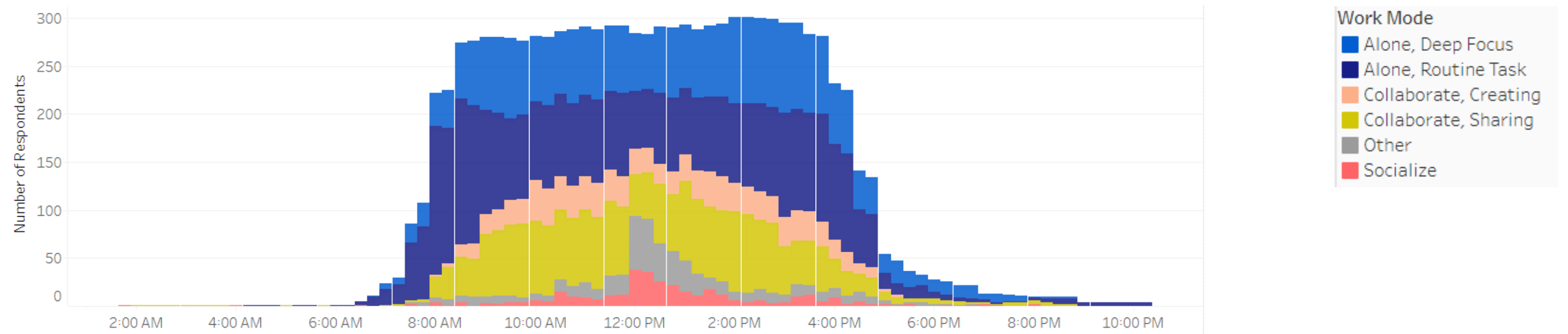
Collaborate  
Sharing information

Collaborate  
Creating content

Socialize  
Building connections

Other

# CRC Work Mode Study



The work mode effort for this engagement involved one execution of the Applied Research + Consulting team’s work mode capability for 199 classified professionals and managers at CRC. Sampling was not employed, and 58 responses were received which represents a response rate of 29.1%.

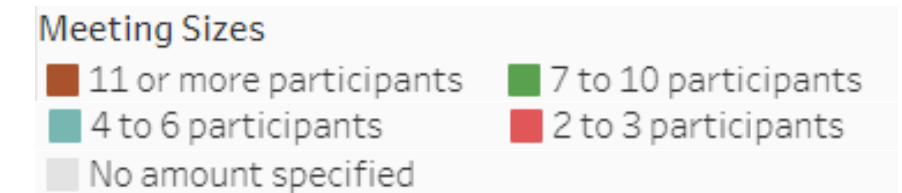
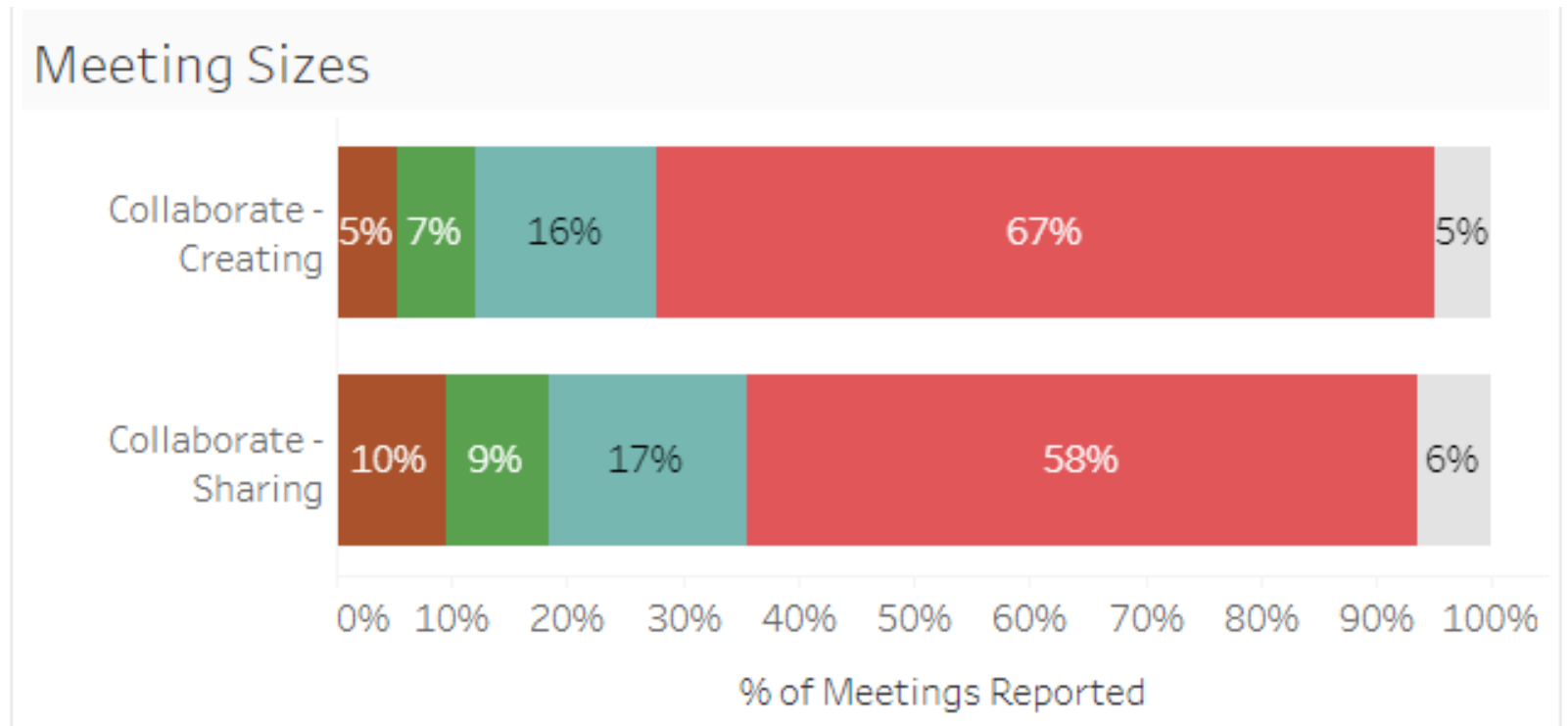
It is important be aware that all work modes are important for an individual to be successful in their job and in general one work mode should not be unduly emphasized over another in considering the workplace.

The graph on this page documents the aggregate flow of work over a typical day at CRC across all team members and locations. For a specific individual, the flow and blend of activities varies depending on job role, department, and level. Personal work style and preferences will also impact the blend of work modes for a given person

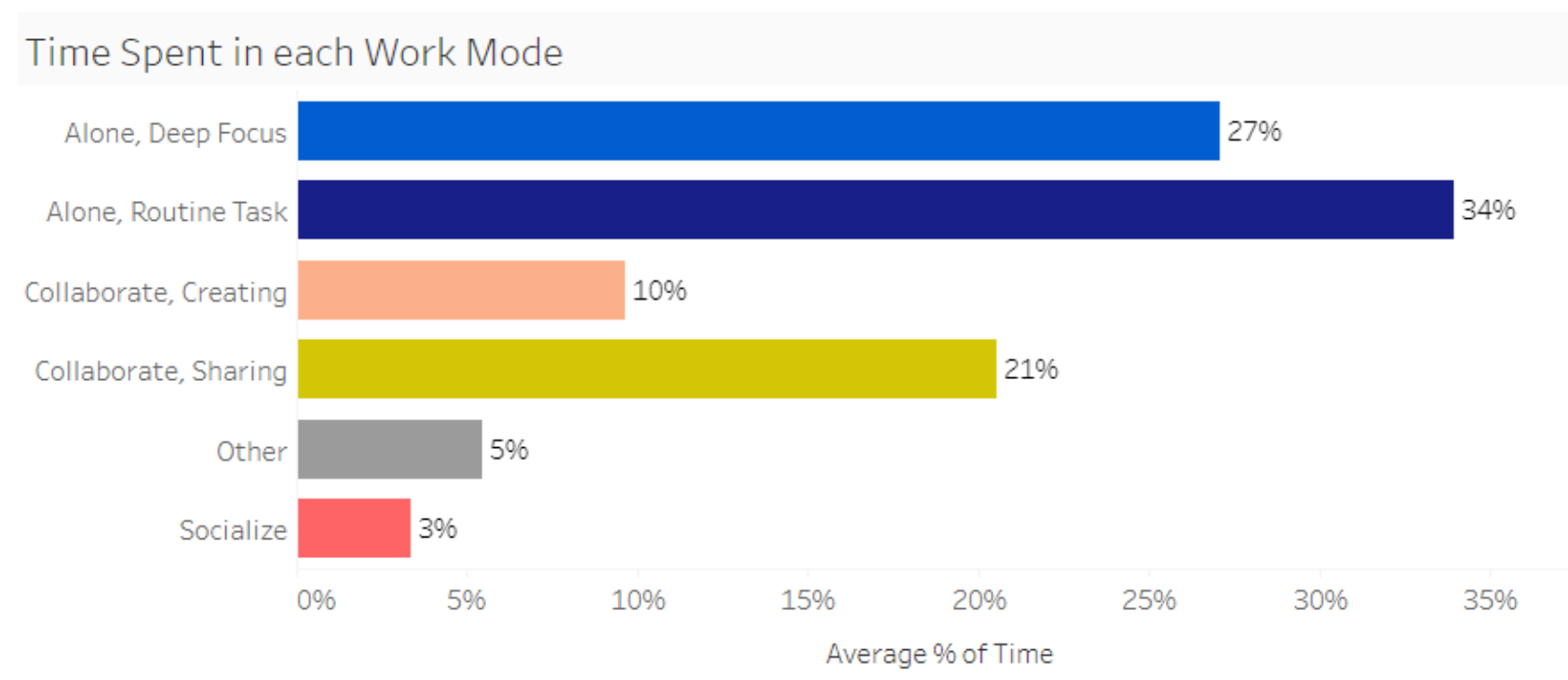
# Collaborative Meeting Sizes

The work mode capability collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At CRC, in general meetings tend to be small.

- The most frequent meeting size is 2 – 3 participants
- The second most frequent meeting size is 4 - 6 participants
- Approx. 83% of collaborative creating sessions include 2 to 6 participants
- Approx. 75% of collaborative sharing sessions include 2 to 6 participants



# Work Mode Aggregate Profile



This chart indicates the average percentage of time respondents spend in each work mode (data here is aggregated across all departments, locations and levels). Items of note at the aggregate level are:

- The predominant work mode is alone routine task
- 61% of time is spent in alone work
- The predominant collaborative activity is sharing
- 31% of time is spent in collaborative work
- 3% of time is spent in socializing

The following four pages break CRC's work mode results into 8 unique profiles. This is sufficiently detailed to see unique aspects of how work is done without introducing undue and unwarranted complexity.

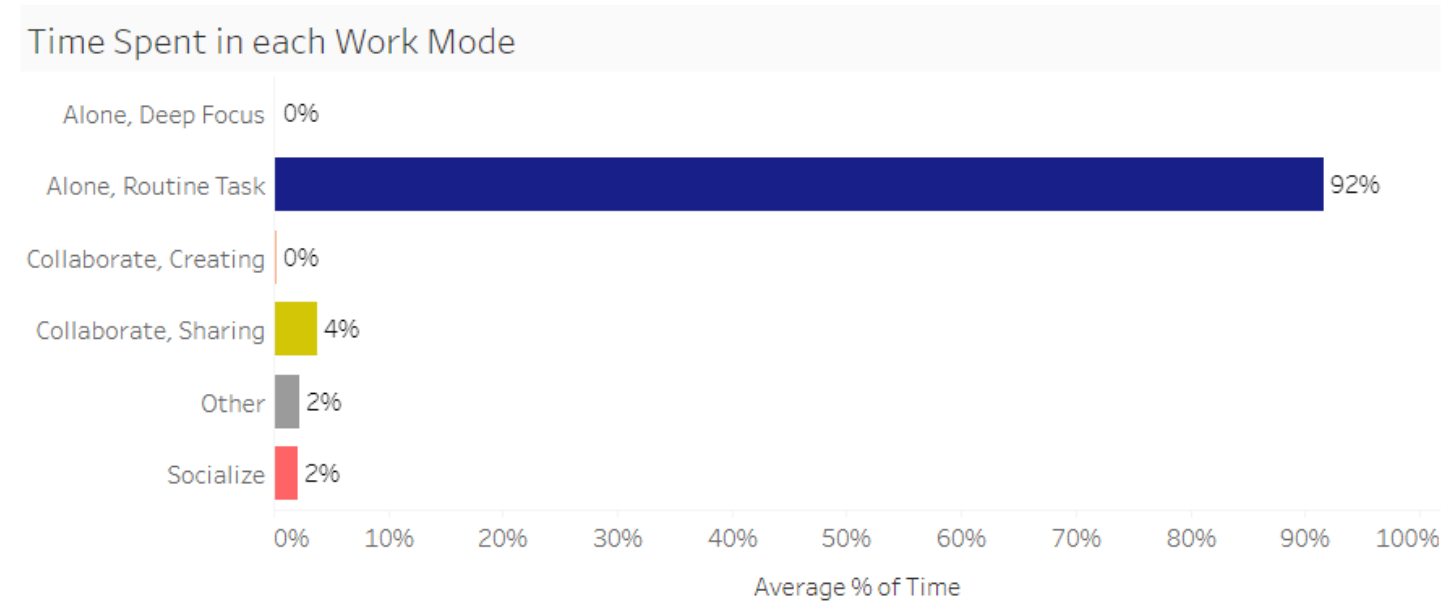
It should be noted that the various the subdivisions (department, level and location) we are analyzing may or may not have all profiles and the percent of time in each work mode will vary based on the unique work patterns associated with a given profile in a specific subdivision.

# Work Mode Profiles

## Detail

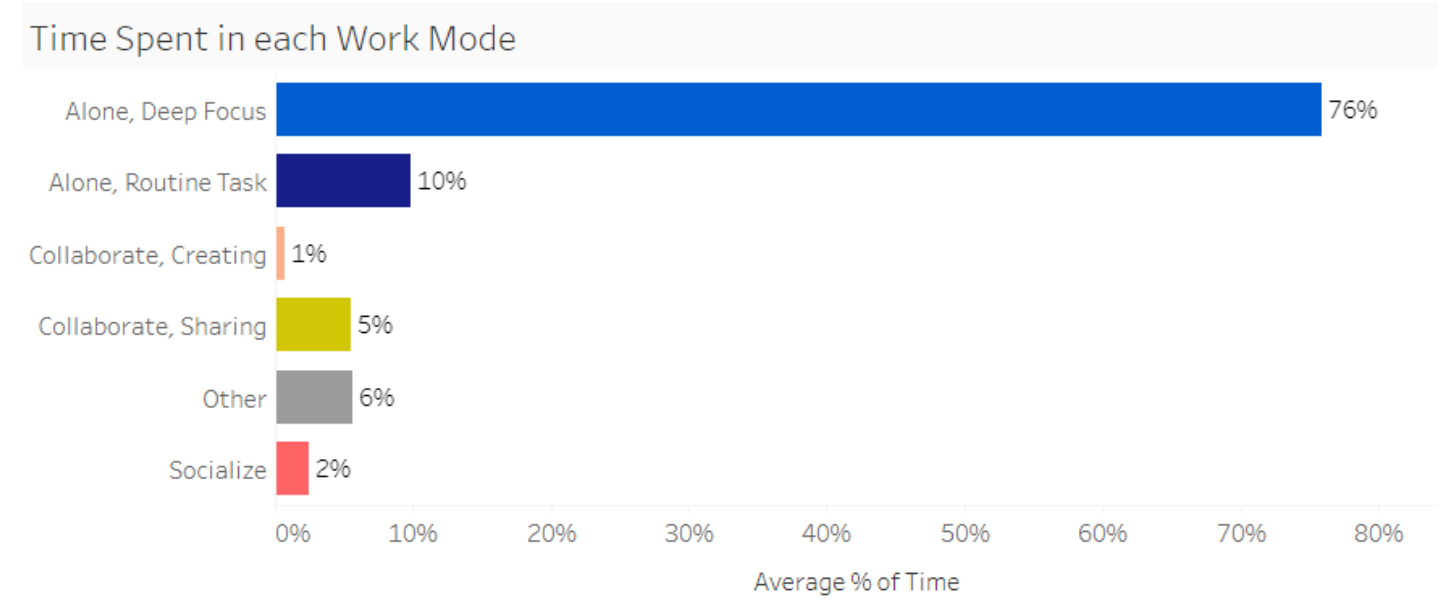
### Profile 1

- High percentage of time in alone routine
- 92% of time in all alone work
- 4% of time spent in all collaborative work
- **3.4% of overall staff**



### Profile 2

- High percentage of time spent in alone deep focus
- 86% of time spent in all alone work
- 6% of time spent in all collaborative work
- **12.1% of overall staff**



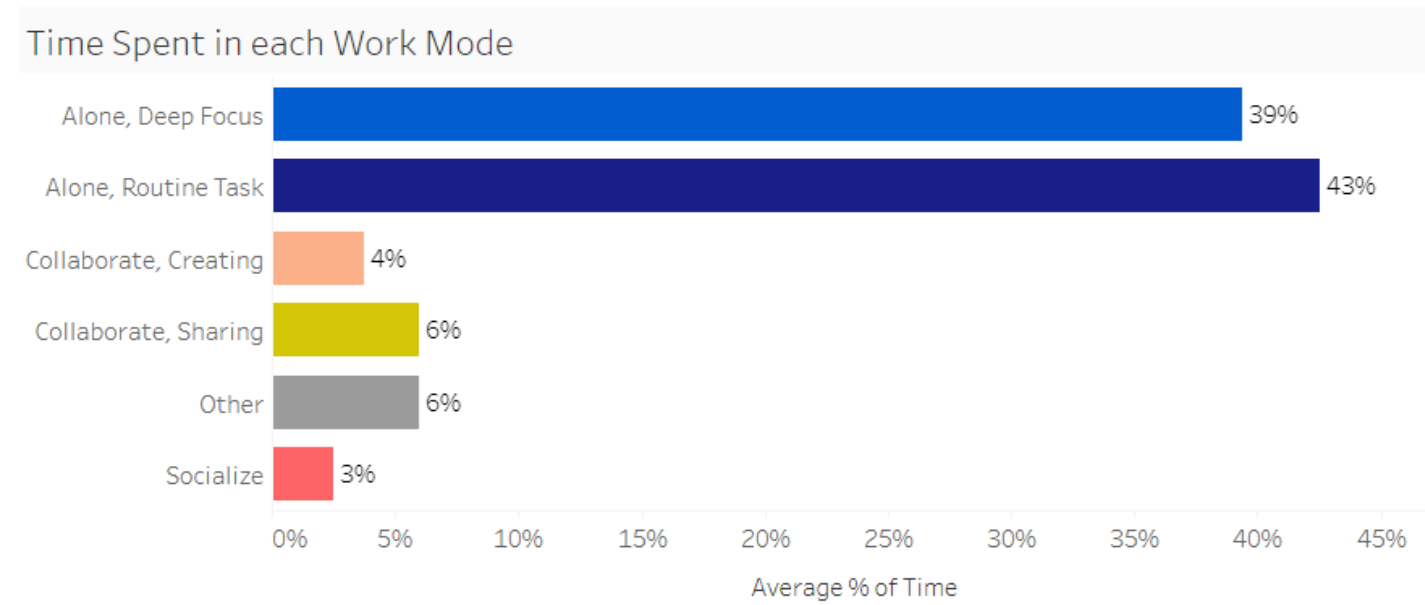


# Work Mode Profiles

## Detail

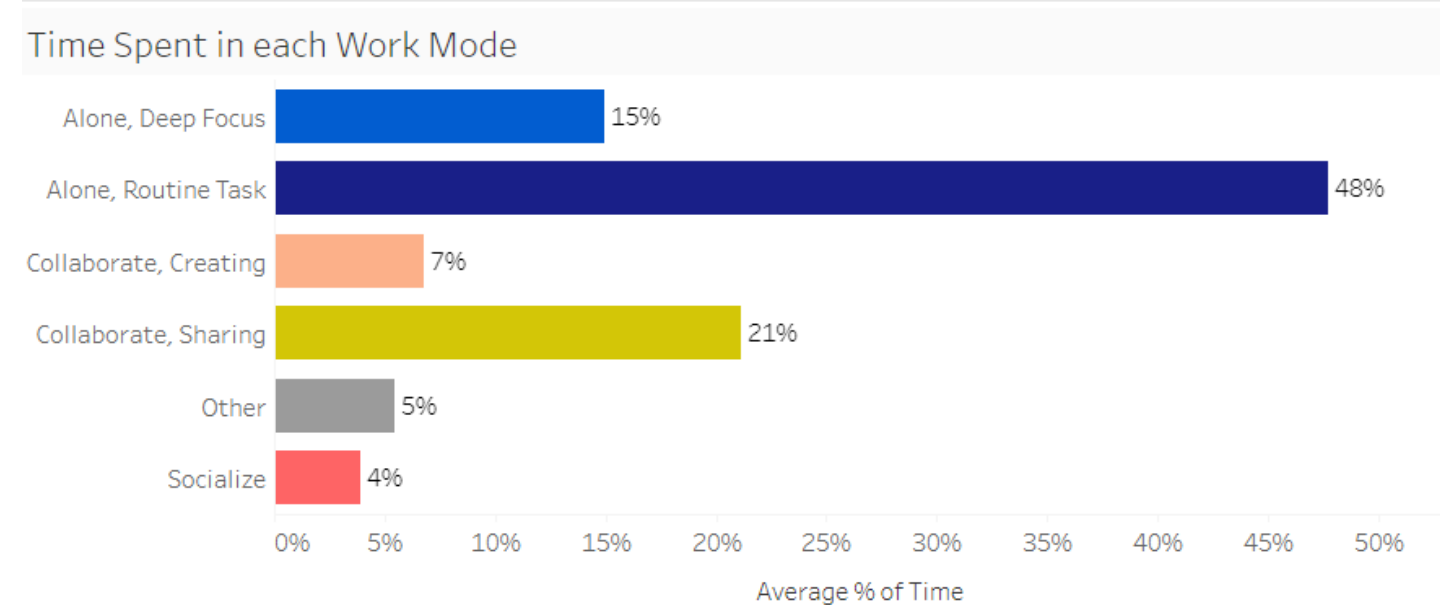
### Profile 3

- High percentage of time spent in alone routine
- Total of 82% of time spent in all alone work
- 10% of time spent in all collaborative work
- **19.0% of overall staff**



### Profile 4

- High percentage of time spent in alone routine
- Total of 63% of time spent in all alone work
- 28% of time spent in all collaborative work
- **25.9% of overall staff**

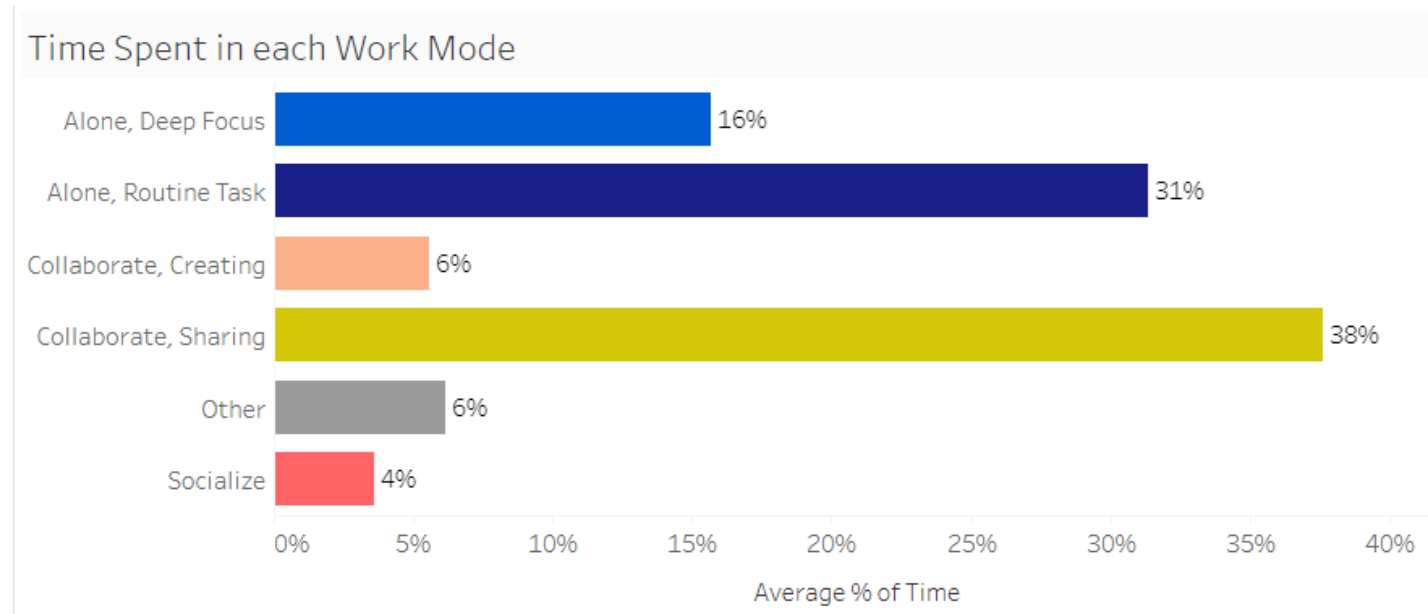


# Work Mode Profiles

## Detail

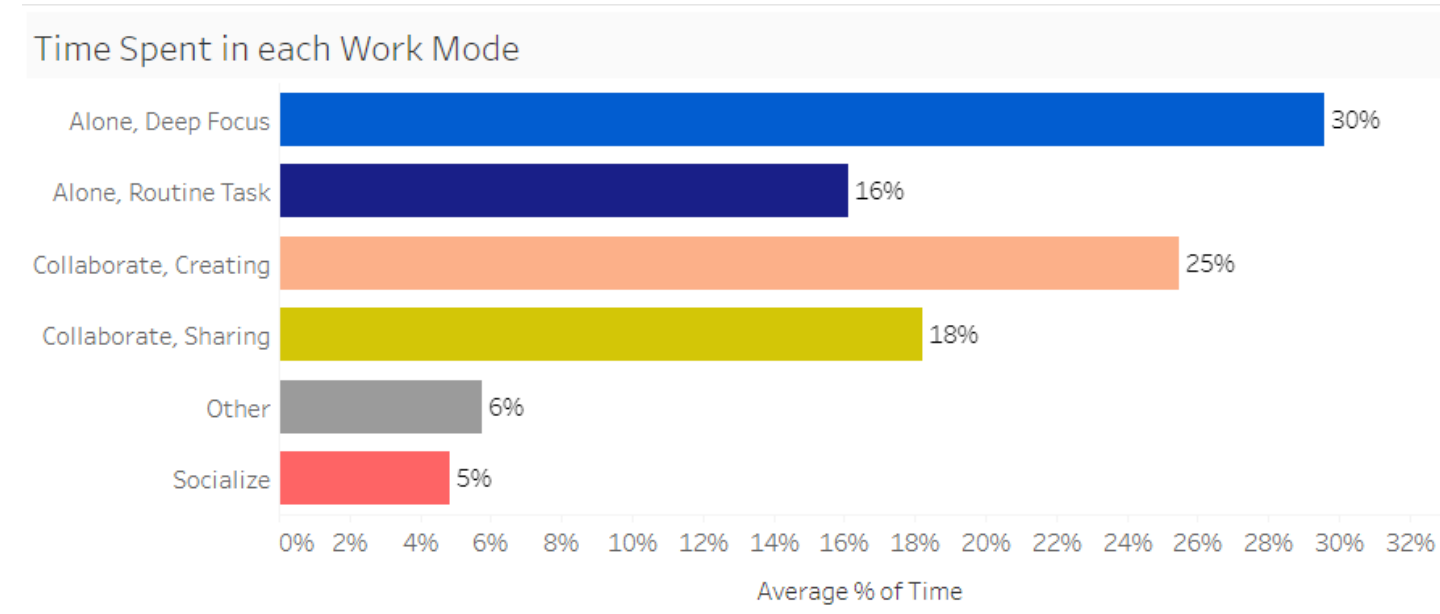
### Profile 5

- High percentage of time in collaborative sharing
- 47% of time spent in all individual work
- 44% of time spent in all collaborative work
- **12.1% of overall staff**



### Profile 6

- High percentage of time in collaborative creating and alone deep focus
- 46% of time spent in all individual work
- 43% of time spent in all collaborative work
- **10.3% of overall staff**

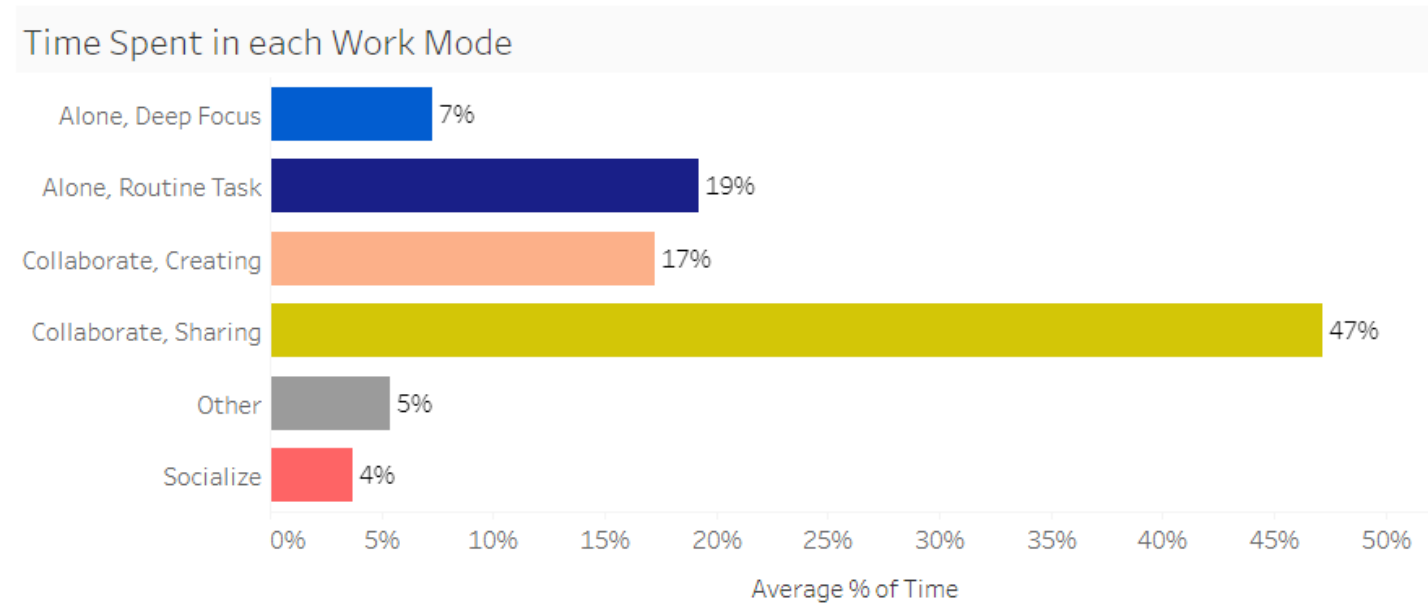


# Work Mode Profiles

## Detail

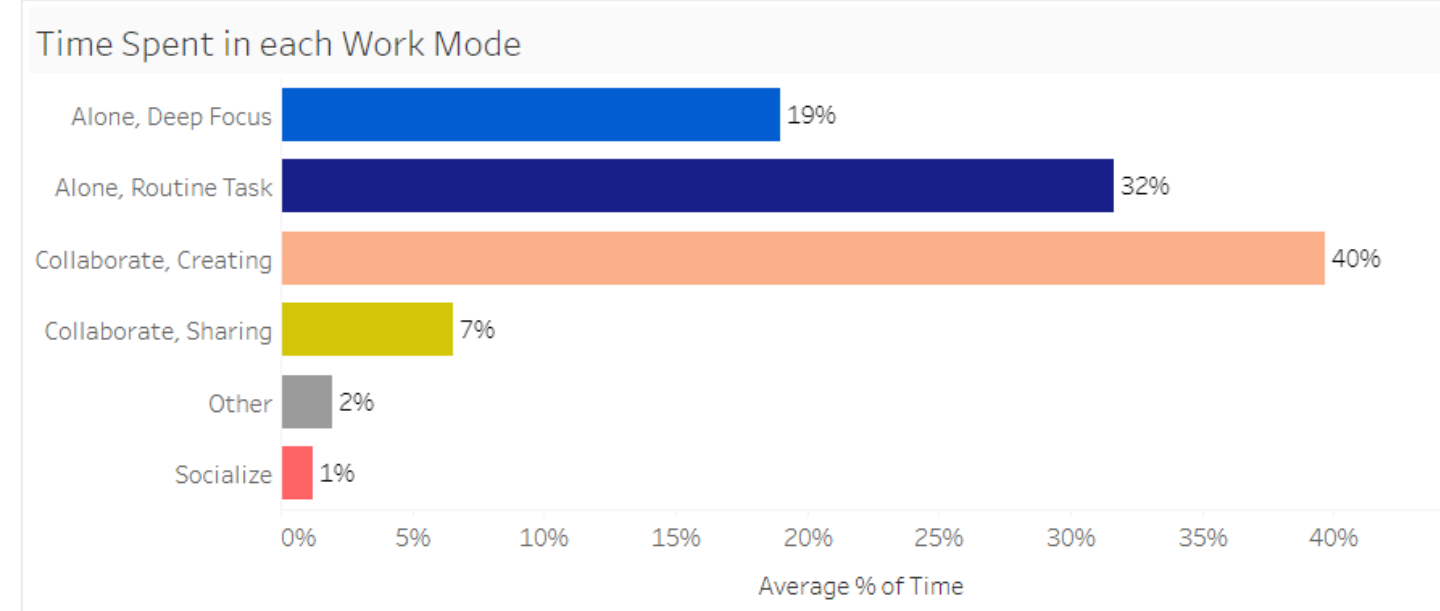
### Profile 7

- High percentage of time in collaborative sharing
- 26% of time spent in all individual work
- 64% of time spent in all collaborative work
- **13.8% of overall staff**



### Profile 8

- High percentage of time in collaborative creating
- 51% of time spent in all individual work
- 47% of time spent in all collaborative work
- **3.4% of overall staff**

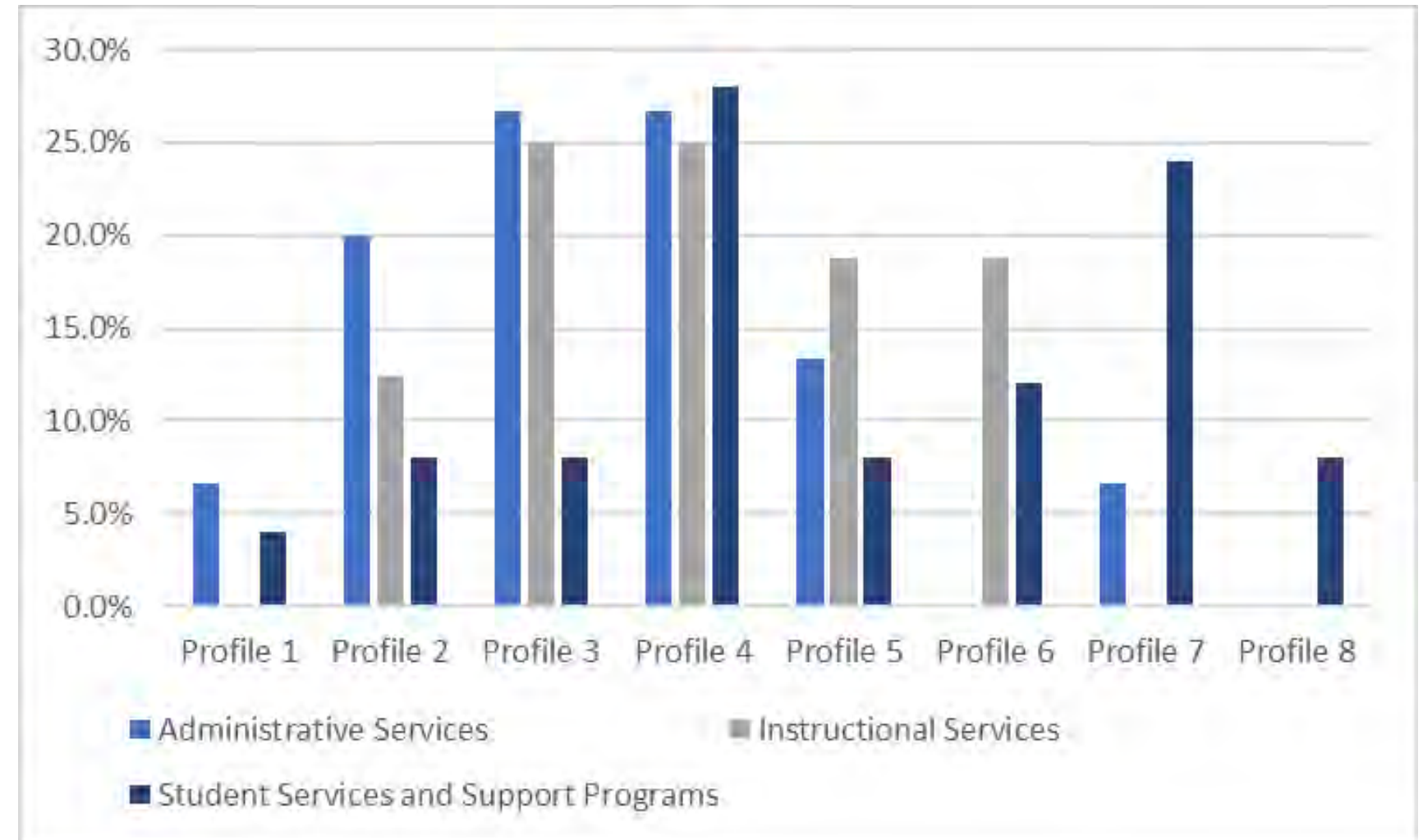


# Work Mode Profiles

## By Department

The graphic on this page overviews the distribution of profiles by department. The blue cells indicate the predominant profile by department. Profiles 3 and 4 are predominant for Administrative Services and Instructional Services. Profile 4 is predominant for Student Services and Support Programs.

It should be noted that each department has a range of profiles which represent a diversity of job roles and personal preferences for how to do a specific job.



Department	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
Administrative Services	6.7%	20.0%	26.7%	26.7%	13.3%	0.0%	6.7%	0.0%
Instructional Services	0.0%	12.5%	25.0%	25.0%	18.8%	18.8%	0.0%	0.0%
Student Services and Support Programs	4.0%	8.0%	8.0%	28.0%	8.0%	12.0%	24.0%	8.0%
Note: Other results are not shown due to insufficient data								

# Work Mode Profiles

## By Level

The graphics on this slide illustrate the distribution of work profiles by job level. The blue cells indicate the predominant profile by level. As job levels increase within the organization the distribution of profiles shift to the right (higher number profiles). In essence this means the higher the level within the organization the greater the tendency to spend time in collaborative activities.

- 74.4% of Classified Professional are in profiles 1-4
- 23.5% of Managers are in profiles 1-4



Level	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
Classified Professional	5.1%	15.4%	28.2%	25.6%	7.7%	5.1%	10.3%	2.6%
Manager	0.0%	5.9%	0.0%	17.6%	23.5%	23.5%	23.5%	5.9%

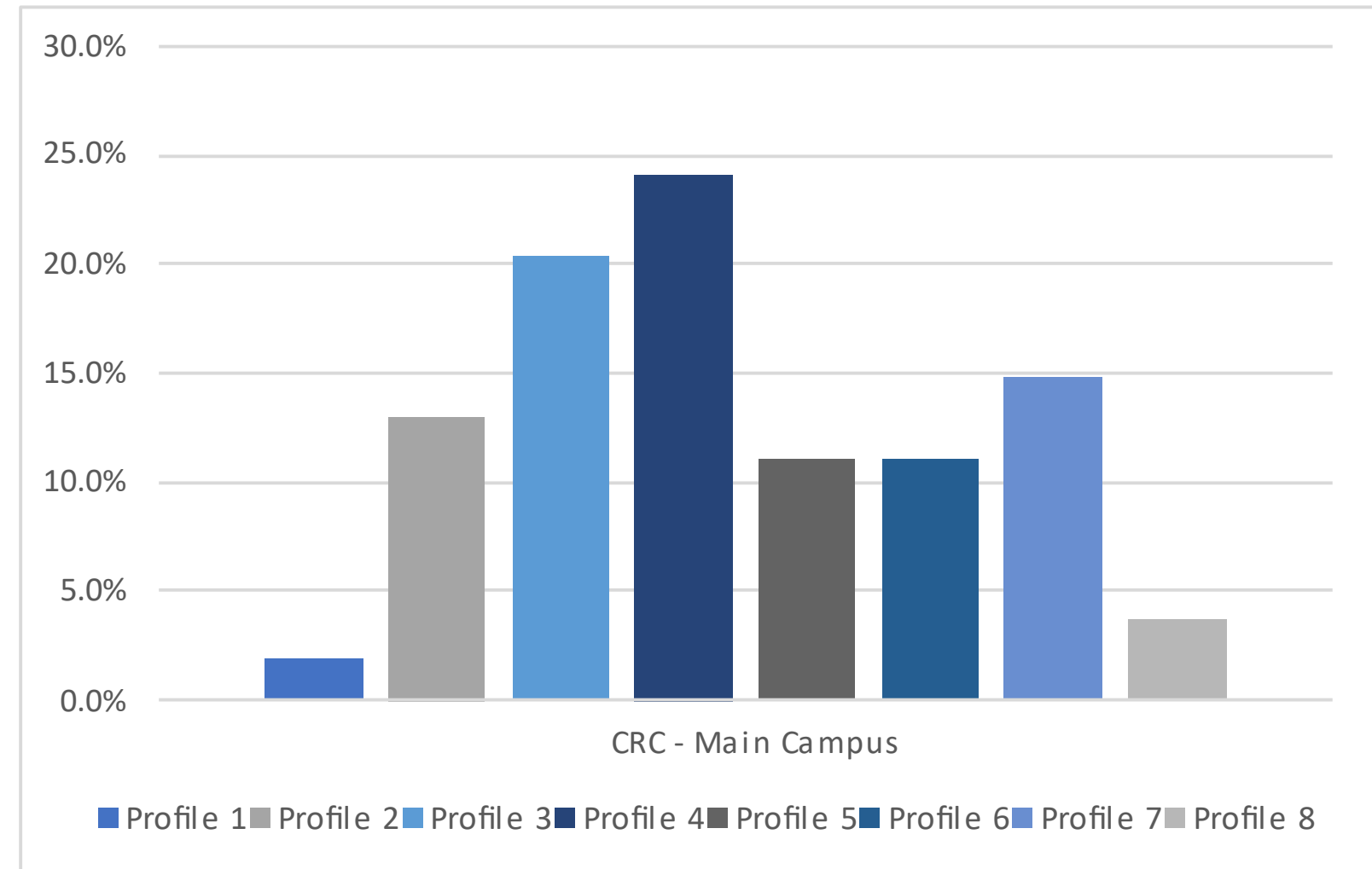
Note: Classified Supervisor results are not shown due to insufficient data

# Work Mode Profiles

## By Location

The graph and table on this slide illustrate the distribution of work profiles by location. The blue cells indicate the predominant profile by location. The distribution of profiles across locations is generally similar from one location to another.

Note: CRC Elk Grove results are not shown due to insufficient data



Location	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
CRC - Main Campus	1.9%	13.0%	20.4%	24.1%	11.1%	11.1%	14.8%	3.7%
Note: CRC Elk Grove results are not shown due to insufficient data								

# Work Effectiveness

## By Department

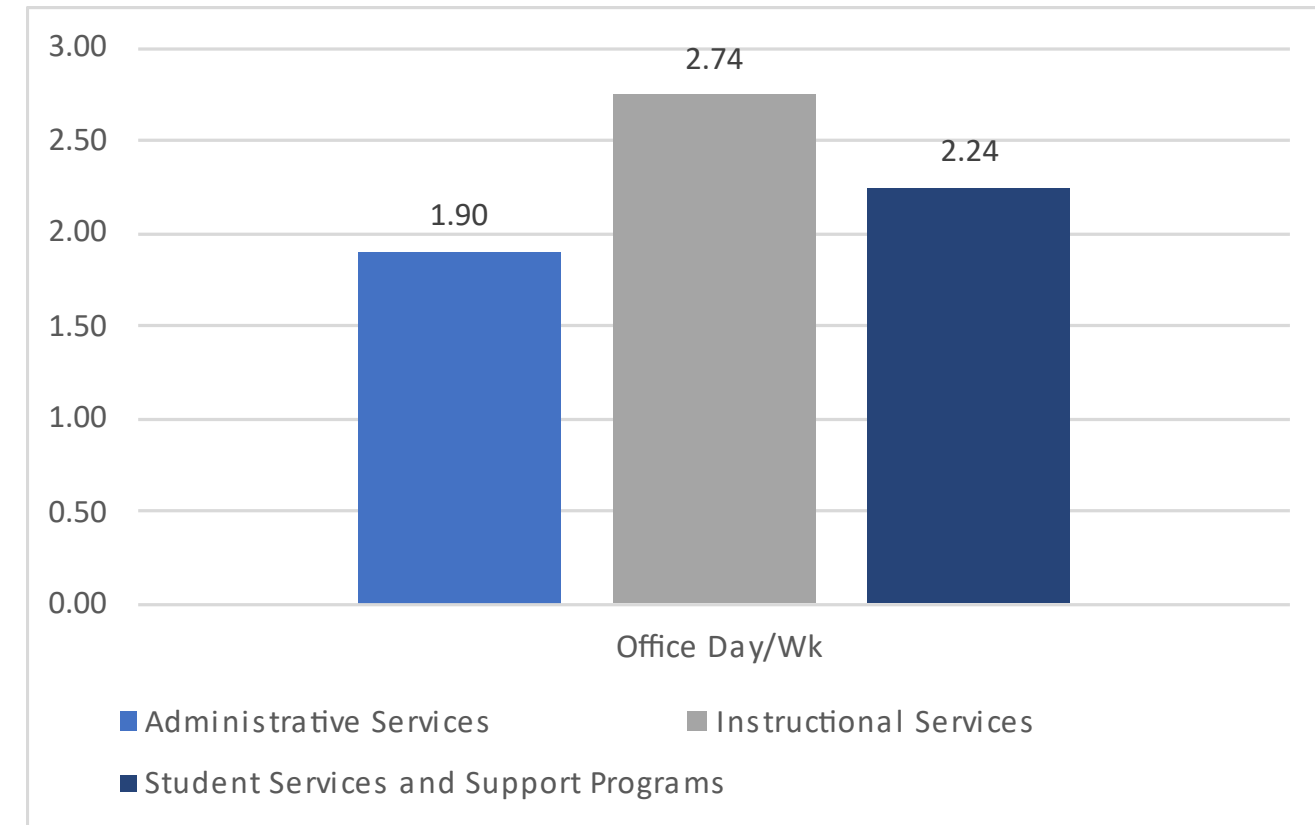
The table on this page is based on aggregating all responses across all work mode instances to the question “where would you be most effective” office or home?

The data shows that team members believe from an effectiveness / productivity perspective there is less reason for alone work to be done in the office as compared to collaborative work and socialization (the table illustrates this for the entire team member population). Supporting detail for each department is on the next page.

For the bar chart, the numbers at the top of each bar represent the days per week the average person believes would be most effective to spend in the office by department. These are derived by weighting by headcount “effectiveness” responses by work mode across each profile for each department.

The results from all departments are similar except for Instructional Services whose data indicates a somewhat higher need to be in the office.

Given the manner work modes overlap during a typical day, it would probably be better to view these “days per week in the office” as “hours per week in the office”.



All Results	Effectiveness	
	% Home	% Office
Alone - deep focus	77.3%	22.7%
Alone - routine task	63.7%	36.3%
Collaborate - sharing	33.3%	66.7%
Collaborate - creating	36.4%	63.6%
Socialize	19.6%	80.4%
No response and no preference removed from calculations		

Note: Other results are not shown due to insufficient data

# Work Effectiveness

## By Department – Supporting Detail

Administrative Services	Effectiveness	
	% Home	% Office
Alone - deep focus	86.2%	13.8%
Alone - routine task	70.1%	29.9%
Collaborate - sharing	37.9%	62.1%
Collaborate - creating	27.3%	72.7%
Socialize	33.3%	66.7%
No response and no preference removed from calculation.		

Instructional Services	Effectiveness	
	% Home	% Office
Alone - deep focus	62.1%	37.9%
Alone - routine task	58.0%	42.0%
Collaborate - sharing	28.8%	71.3%
Collaborate - creating	5.4%	94.6%
Socialize	15.4%	84.6%
No response and no preference removed from calculation.		

Student Services and Support	Effectiveness	
	% Home	% Office
Alone - deep focus	82.5%	17.5%
Alone - routine task	67.4%	32.6%
Collaborate - sharing	36.7%	63.3%
Collaborate - creating	57.7%	42.3%
Socialize	19.0%	81.0%
No response and no preference removed from calculation.		

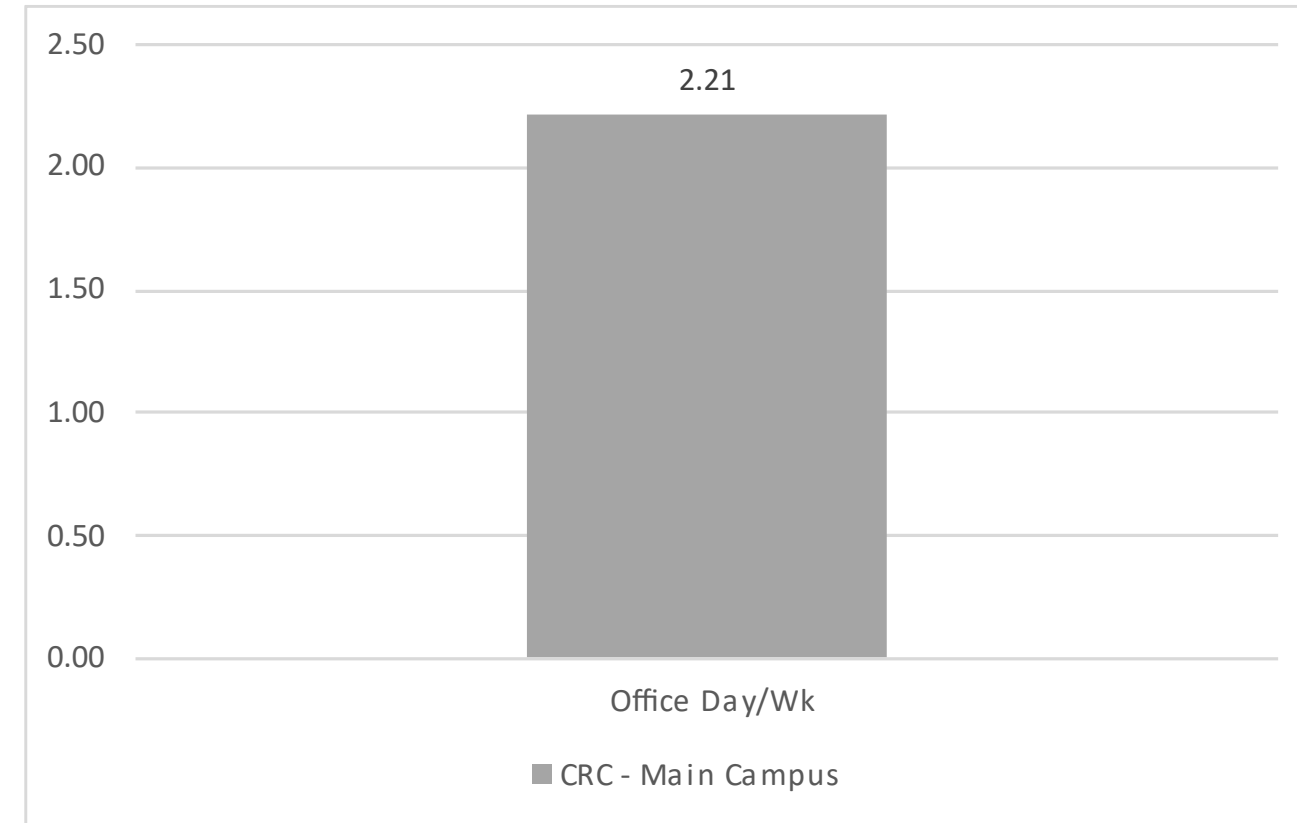


# Work Effectiveness

## By Location

The tables and graph on this slide utilize the same logic and analysis used on the Work Effectiveness by department page earlier in this section.

Note: CRC Elk Grove results are not shown due to insufficient data



CRC - Main Campus	Effectiveness	
	% Home	% Office
Alone - deep focus	80.9%	19.1%
Alone - routine task	65.3%	34.7%
Collaborate - sharing	33.9%	66.1%
Collaborate - creating	37.7%	62.3%
Socialize	21.1%	78.9%
No response and no preference removed from calculation		

Note: CRC Elk Grove results are not shown due to insufficient data

# Work Effectiveness

## By Level

The tables and graph on this slide utilize the same logic and analysis used on the Work Effectiveness by department page earlier in this section.

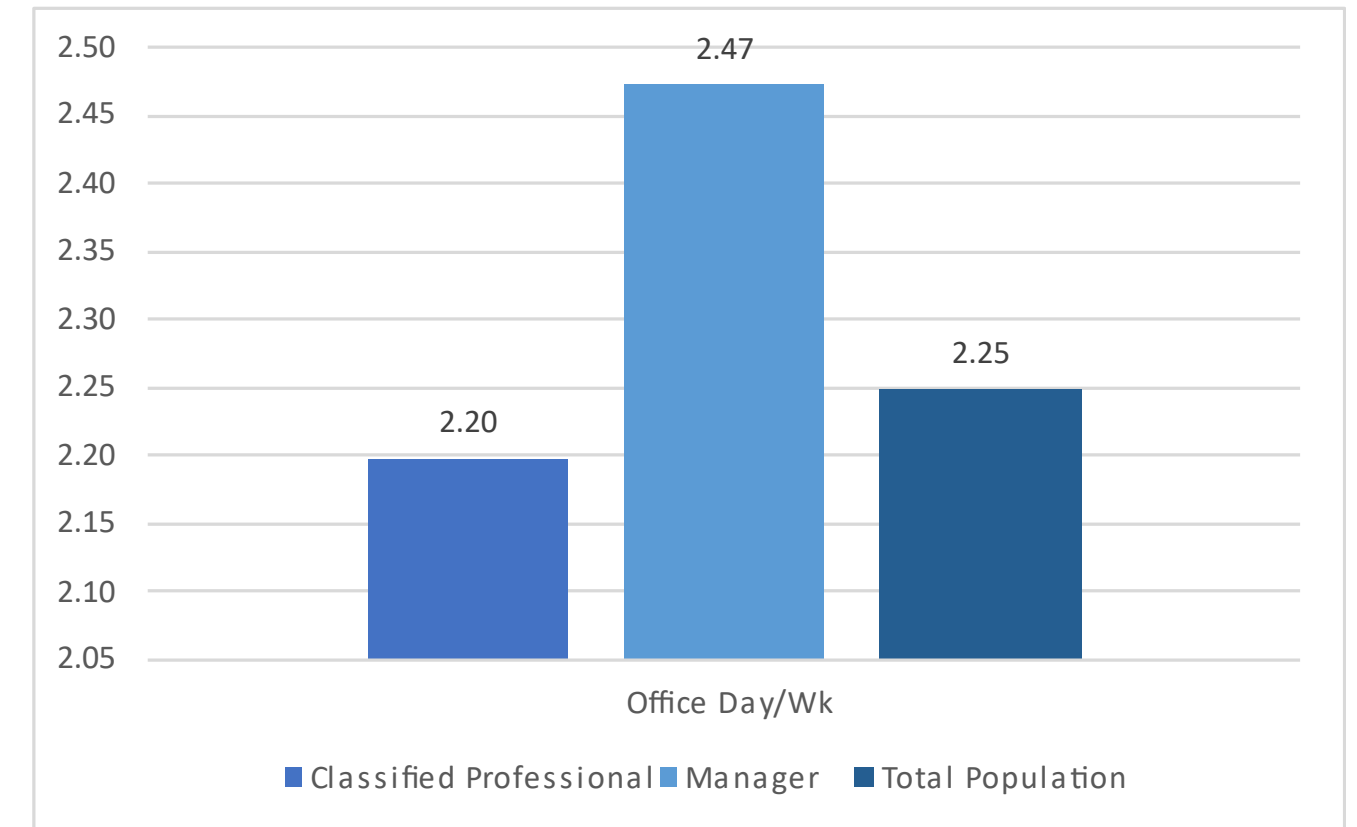
The data here indicates that as level within the organization increases the perspective on time in the office by work modes tends to increase.

Note: Classified Supervisor results are not shown due to insufficient data

Classified Professional	Effectiveness	
	% Home	% Office
Alone - deep focus	78.7%	21.3%
Alone - routine task	61.0%	39.0%
Collaborate - sharing	33.3%	66.7%
Collaborate - creating	41.7%	58.3%
Socialize	21.8%	78.2%
No response and no preference removed from calculations		

Manager	Effectiveness	
	% Home	% Office
Alone - deep focus	69.5%	30.5%
Alone - routine task	78.6%	21.4%
Collaborate - sharing	33.6%	66.4%
Collaborate - creating	32.4%	67.6%
Socialize	5.3%	94.7%
No response and no preference removed from calculations		

All Results	Effectiveness	
	% Home	% Office
Alone - deep focus	77.3%	22.7%
Alone - routine task	63.7%	36.3%
Collaborate - sharing	33.3%	66.7%
Collaborate - creating	36.4%	63.6%
Socialize	19.6%	80.4%
No response and no preference removed from calculation:		



Note: Classified Supervisor results are not shown due to insufficient data

**06.** Appendix

Space Utilization  
Survey  
Key Findings

# Space Utilization Survey

## Introduction

This section contains an overview of the Key Findings of the Space Utilization Surveys that were conducted for Cosumnes River College from the 25<sup>th</sup> of September to the 11<sup>th</sup> of October 2023. The respondents in the surveys are as follows:

- **CRC Faculty + Classified Professionals**
  - 234 responses
- **CRC Students**
  - 200 responses

The survey measured perspectives about current experiences on campus, online and in classrooms. The results were analyzed to understand what is important in a learning and work experience for CRC. However, the number of responses is lower than anticipated and should be considered when reviewing these results to establish a baseline for future decision-making impacting the CRC campus.

Results from all three groups are good overall, with satisfaction scores for on-Campus, in Classroom and online experience above 3 based on 4-point Likert scale.

Survey results indicates that all three groups come to campus primarily to connect with others, to have visibility to peers and leaders and to build community.

Overall survey scoring is typically based on a 4-point Likert scale:

- 4 representing the highest level of agreement and
- 1 representing the lowest.

A detailed report has been prepared including all survey results. These results are filtered by group. The results are provided in a separate pdf document titled “Space Utilization Study – CRC Survey Report”.



# Space Utilization Survey

## Classified Professionals

### Key Findings

Responses from Classified Professionals indicate they spend most of their time in an assigned office or workstation (76%). Their primary reasons to come to campus include connection and visibility to Students, to connect and collaborate with peers, to be a part of the College community and because their role requires it.

When responses from Administrative Services, Instructional Services, and Student Services + Support Programs are filtered by group and analyzed, their primary reason to come to campus vary but align based on their roles and who they support:

**Administrative Services**

1. My job requires it
2. Connection to leadership
3. Connect + collaborate with peers

**Instructional Services**

1. Connection to students
2. Connect + collaborate with peers
3. Visibility to students

**Student Services and Support Programs**

1. Connection to students
2. Visibility to students
3. Visibility to leadership

Responses indicate that the workspace supports individual work (70%) and effective collaboration (70%). However, scores drop when asked the degree to which the workspace supports how effectively people can complete work (48%). This is significant since respondents indicate most of their time is spent in the workspace.

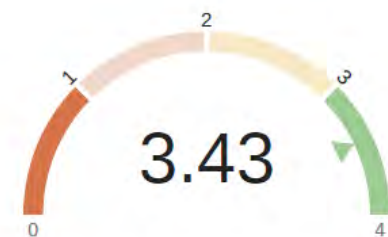
### Satisfaction of campus experience:



### Satisfaction of in-classroom experience:



### Satisfaction of online experience:



### Primary Reasons to come to campus:

- Connection to students (82%)
- Visibility to students (75%)
- To connect + collaborate with my peers (73%)
- To be a part of my College community (72%)
- I need to be on campus as my job requires it (72%)

### The workplace does:

- Support individual work (70%)
- Support effective collaboration (70%)
- Reflects my school's brand and culture (69%)
- Reflects the College's brand and culture (68%)

### The workplace does not:

- Support how effectively I can complete my work (48%)
- Accelerate decision making (46%)
- Nurture creativity + innovation (39%)
- Encourage learning & development (38%)

# Space Utilization Survey

## Faculty

### Key Findings

Faculty respondents report the average amount of time spent during the week; working at home is 36%, in a classroom is 28% or in an assigned office is 27%.

#### Workplace

80% of Faculty respondents agree that the workplace supports individual work; 87% of respondents have access to people relevant to do their job; 71% are satisfied with collaborative spaces for scheduled meetings; 71% are satisfied with the technology to connect virtually with others. However, improvements could be made in providing acoustically and visually private group spaces. Based on Faculty respondents it appears that socializing is not a priority and is not supported well in the workplace.

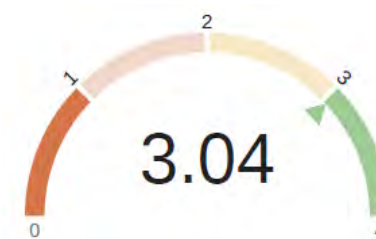
#### Classroom and Online Experience

Faculty responses indicate they are satisfied with both the in classroom and online experience. However, 67% of respondents report classrooms do not support the blend of in-person and online at the same time. Responses indicate that improvements could be considered to support comfortable seating, power for mobile devices, and storage for belongings.

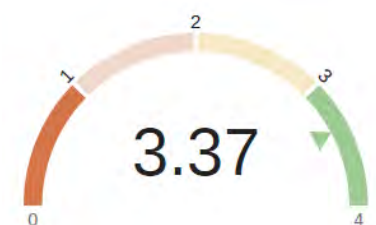
### Satisfaction of campus experience:



### Satisfaction of in-classroom experience:



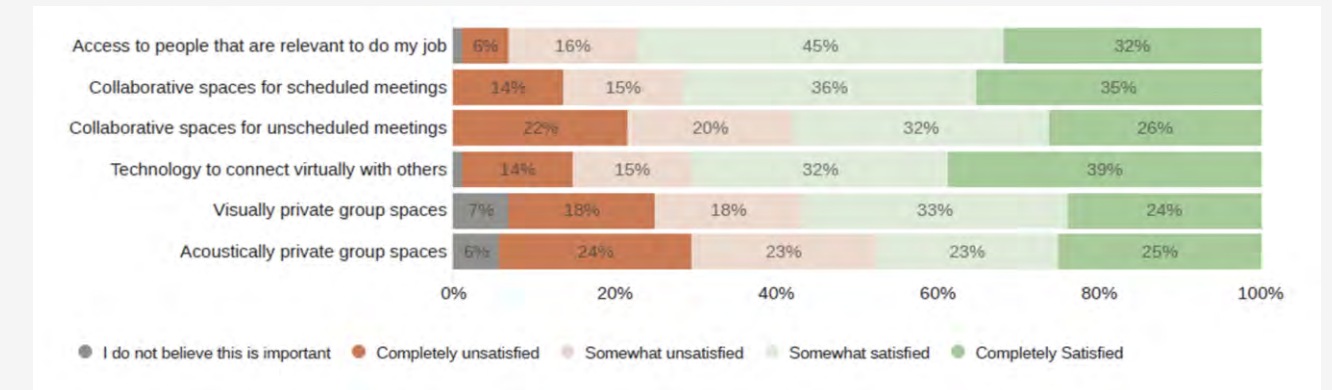
### Satisfaction of online experience:



### Primary Reasons to come to campus:

- Connection to students (91%)
- My job requires it (88%)
- Visibility to students (86%)
- To be part of a community (84%)

### Workplace Satisfaction when working with others:



### Classrooms do support:

- Ability to hear content (81%)
- Tools + technology (72%)
- Ability for students to co-create content together (72%)
- Ability to see content (65%)

### Classrooms do not support:

- Comfortable seating (57%)
- Power for mobile devices (55%)
- A place for my belongings (41%)
- Access to daylight (36%)

# Space Utilization Survey

## Students

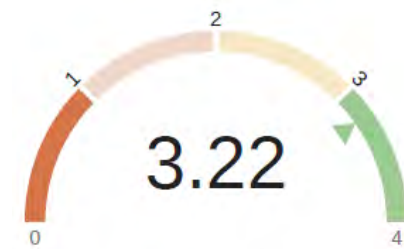
### Key Findings

Of the 200 responses from Students 86% are primarily associated with Cosumnes River College.

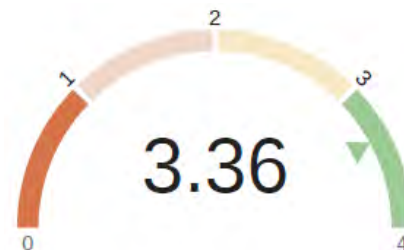
Student respondents indicate that 48% of their time they are on campus, and 47% of the time they are at home.

Satisfaction levels for on-campus, in-classroom and at home experiences are slightly higher for Student respondents than for both Classified Professionals and Faculty respondents. Student respondents were also more satisfied with the in-classroom experience when compared to Faculty respondents. Survey results indicate alignment between Faculty and Student responses around three elements that could be improved in the classroom: comfortable seating, a place for belongings, and power for mobile devices.

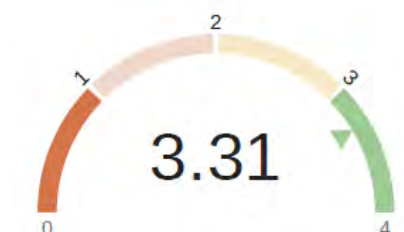
### Satisfaction of campus experience:



### Satisfaction of in-classroom experience:



### Satisfaction of online experience:



### Primary Reasons to come to campus:

- I need to be on campus as my classes require it (83%)
- Connection to my professors (82%)
- To be part of my College community (78%)
- For availability of tools + technology (77%)

### Classrooms do support:

- Ability to hear content (93%)
- Tools + technology (92%)
- Ability to see content (90%)
- Ability for students to co-create content together (90%)

### Classrooms do not support:

- Comfortable seating (31%)
- A place for my belongings (28%)
- Power for mobile devices (23%)
- Access to daylight (16%)

# Space Utilization Survey

## Classified Professionals, Faculty, Students | Time Spent in Different Locations

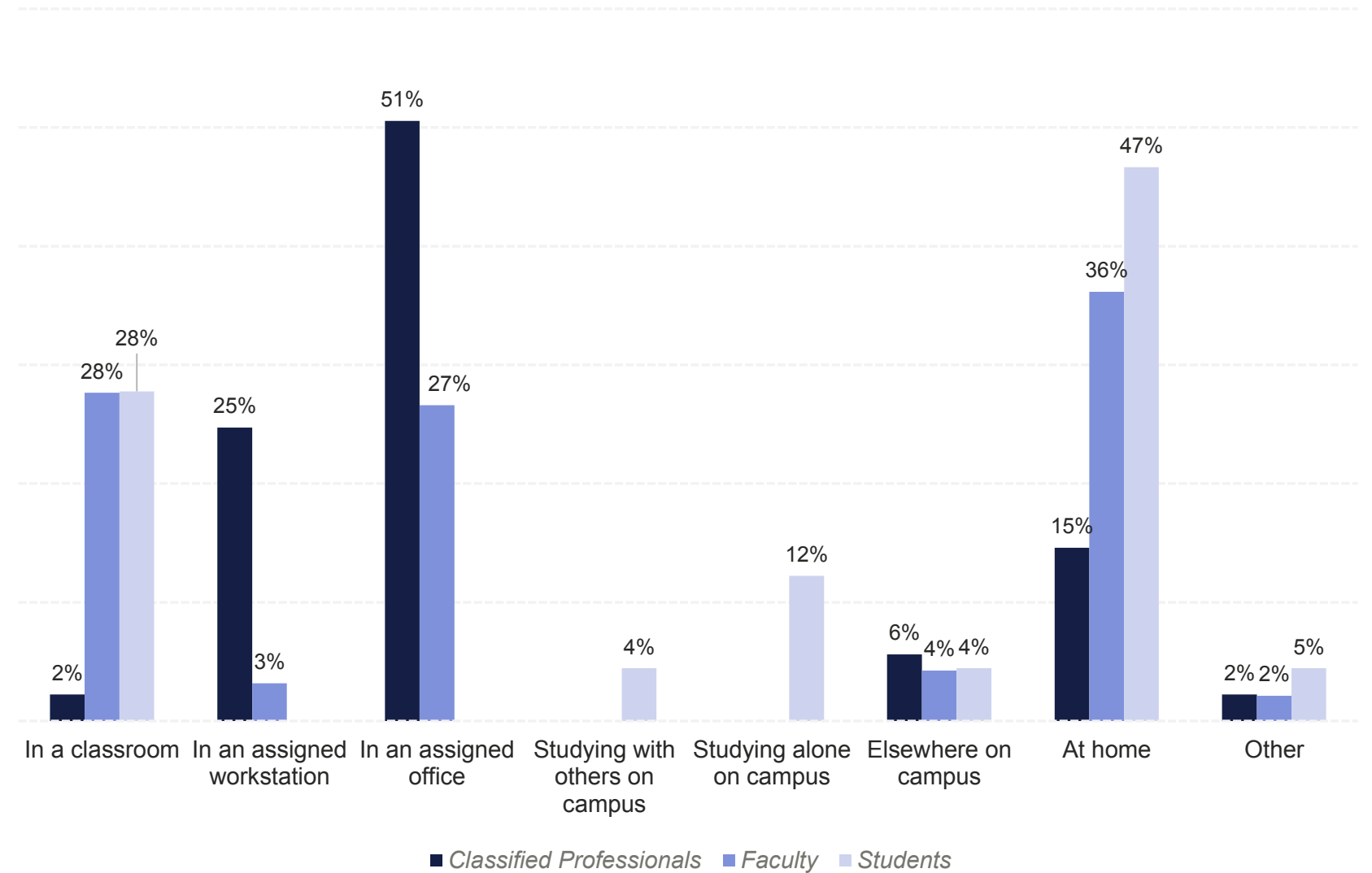
### Key Findings

Classified Professionals spend most of their time in an assigned location, either a workstation (25%) or a private office (51%).

Classified Professionals spend the least amount of at home (15%), while Faculty spend 36% of time at home.

Faculty and Students spend the same amount of time in the classroom (28%). Students spend an additional 20% of their time on campus.

Time Spent in Different Locations





# Space Utilization Survey

## Faculty + Classified Professionals | Time Spent in Work Modes

### Key Findings

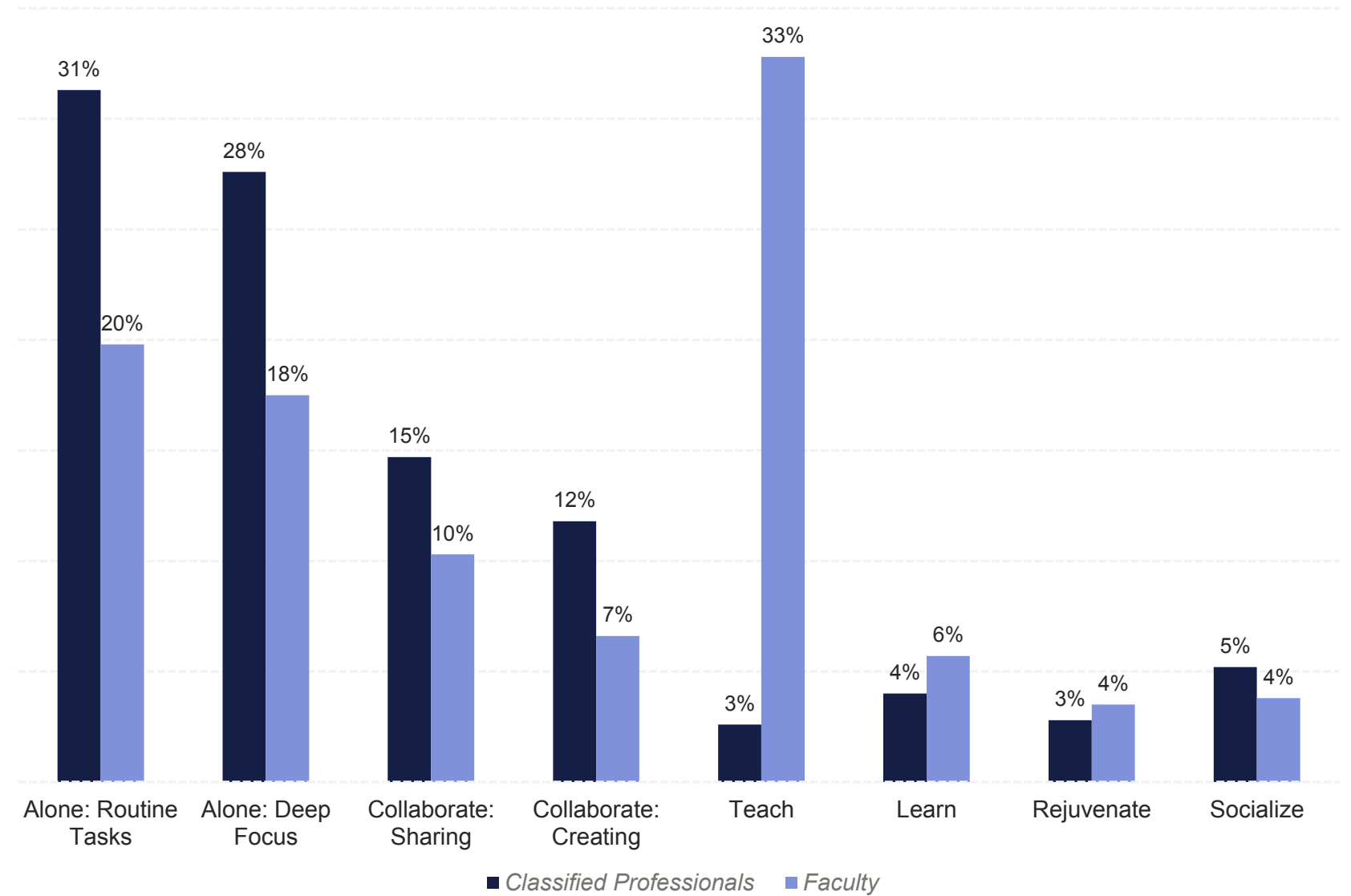
Faculty spend 33% of time Teaching and 38% of their time working alone in either routine tasks or deep focused work. Also, 31% of Faculty time is spent in some form of collaboration or socializing.

Classified Professionals spend the majority of their time working alone (59%).

Classified Professionals spend more time Collaborating (both Sharing and Creating) than Faculty.

*Additional detail on Work Modes for Classified Professionals is available through the Work Mode Analysis section. The data in both studies are aligned.*

Time Spent in Work Modes



## 06. Appendix

# Workshop Findings

# Classified Professionals Workshop Summary

## Workshop Overview

Two workshops were conducted with representatives from Classified Professionals: one in-person in the Winn Center Community Room in October with 11 participants, and one virtual workshop in November with 7 participants. Ten participants represented Student Services and Support Programs, three represented Instructional Services, and five represented Administrative Services.

The intent of the workshop was to further engage Classified Professionals in the discovery process, better understand their perspective on the current work experience at CRC and to explore what would be valued in the future. Two exercises were conducted to capture feedback from the Classified Professionals: Value Framework and Foundational Pillars.

### Exercise – Foundational Pillars

Foundational Pillars were developed prior to the workshop based on interviews with CRC Leaders. The intent of this exercise was for Classified Professionals to force-rank the Pillars to identify what is the most important in the future work experience.

Ranking of the Foundational Pillars by all groups in all workshops are shown in the graph to the right. They are ranked in ascending order from 1 to 8 (1 being the MOST important and 8 being the LEAST important).

While results vary between the participants in the two workshops, the top three most important pillars for Classified Professionals are College Community, Success Rates, Flexibility and Balance. These are in alignment with Faculty responses. Flexibility and Balance over where work is done is ranked significantly higher by Faculty and Classified Professionals than CRC Executive Team.

<i>FOUNDATIONAL PILLARS</i>	CRC Executive Team	Classified Group 1 online	Classified Group 2 In person	Faculty
College Community	1	1	2	2
Success Rates	2	2	3	3
Innovation	3	4	5	5
Campus Experience	4	7	8	8
Learning + Development	5	5	4	4
Work Experience	6	8	7	7
Flexibility + Balance	7	3	1	1
Professional Growth	8	6	6	6

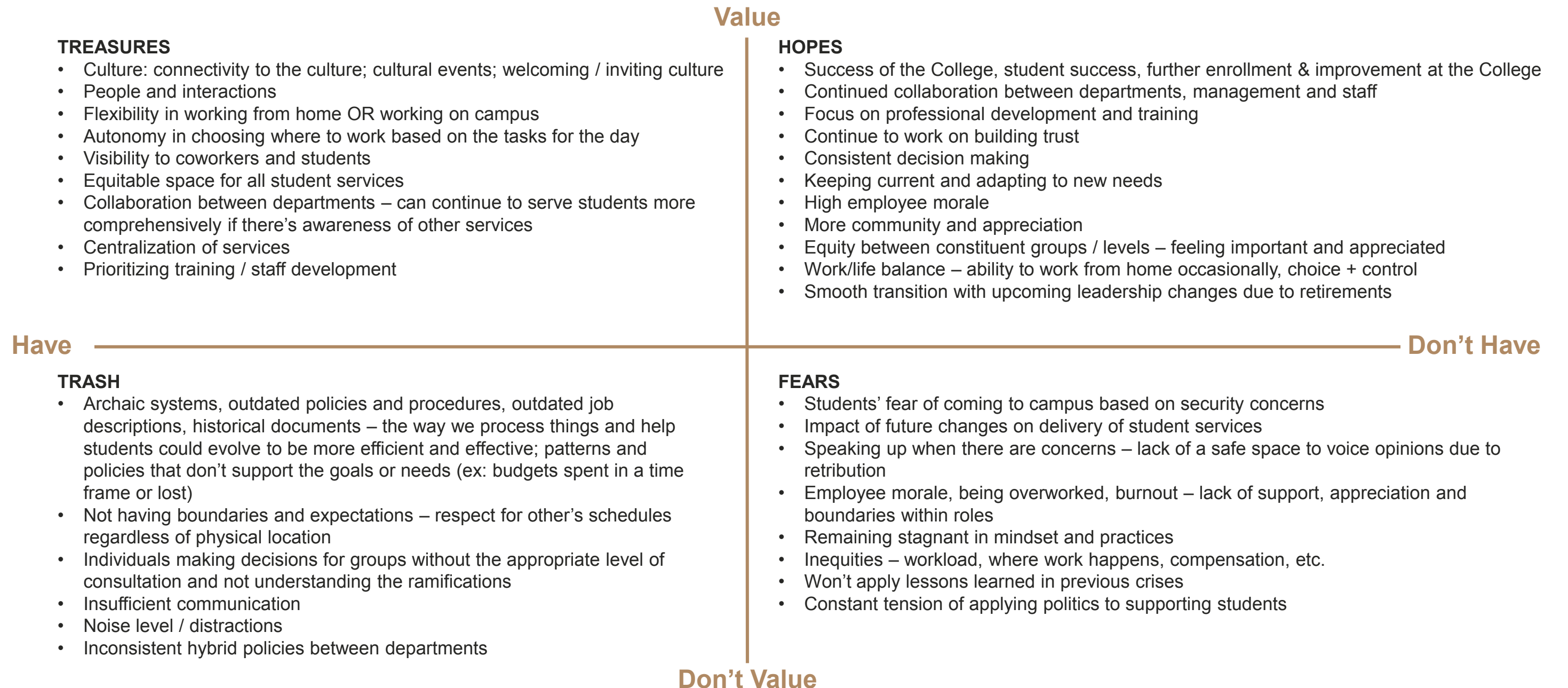
# Classified Professionals Workshop Summary

## Exercise – Values Framework

The intent of the Value Framework exercise was to capture elements of the work experience that Classified Professionals treasure, want to trash, fear and hope for in their work experience at CRC.

The graph to the right details the discussion. Note that these elements can be individual preferences and not necessarily experienced by all.

The discussion reflected a desired balance between doing what is necessary to support Student success and supporting an individual's needs and preferences to work effectively.



# Faculty Workshop Summary

## Workshop Overview

Two workshops were conducted with representatives from Faculty in November: one in-person in the Winn Center Community Room with 8 participants, and one virtual workshop with 10 participants.

The intent of this workshop was to further engage Faculty in the discovery process, better understand their perspective on the current experience at CRC and to explore what would be valued in the future. Four exercises were conducted to capture feedback from the Faculty: Work Modes, Where Non-Teaching Work Modes Happen, Barriers/Enablers, and Foundational Pillars.

### Exercise 1 – Work Modes

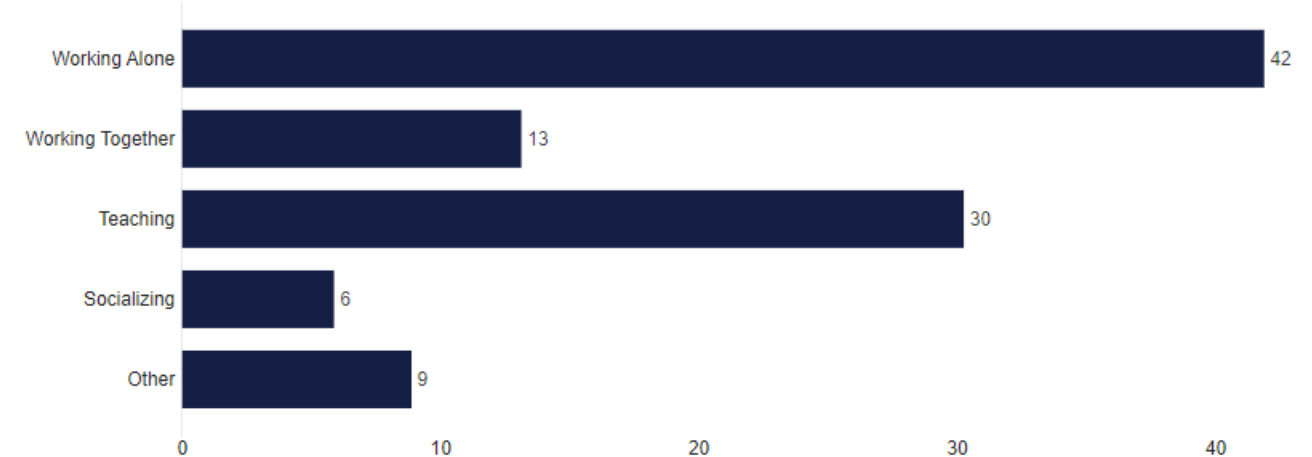
The intent of this exercise was to understand the work patterns of Faculty throughout the typical workday. To accomplish this, a survey was deployed to capture work modes. Work modes are a broadly accepted method for understanding work activities. The Work Modes used in this exercise are Working Alone, Working Together, Teaching, Socializing and Other. The first graph to the right summarizes the results of this exercise and indicate the following distribution of time: Teaching 30%, Working Alone 42% and collaborative activities (Working Together and Socializing) 19%. These results are similar to the results from the Space Utilization Survey.

### Exercise 2 – Where Non-Teaching Work Modes Happen

The intent of this exercise was to understand the optimal locations for Faculty to accomplish non-Teaching activities (Alone, Collaborate, Socialize). Discussions reflected that Alone Work, Collaborating, and Socializing happen in a broad range of locations both on and off campus.

Exercise 1 – Percentage of time spent in each work mode (in-person workshop)

Q1 - Percentage of time spent in each Work Mode throughout a typical day:



Exercise 2 – Where non-teaching work modes happen (in-person workshop)

Working Alone	Collaborating	Socializing
Private office	Private office	Other people's offices / departments
Home	Zoom at home	Break areas
Coffee shop	Library	Food / restaurants
Lab	Meeting rooms	Meeting rooms
	Whatever space is available	Walking on campus

# Faculty Workshop Summary

## Workshop Overview

### Exercise 3 – Barriers / Enablers

The intent of this exercise was to discuss and align on the optimal blend of time spent on ground versus online in the future for student success. Participants were also asked to discuss the enablers and barriers to achieve this percentage of time.

The graph below reflects the percentage of time spent in each modality pre-pandemic, the current state, and future state according to Faculty reflections. The graph to the right reflects the enablers and barriers identified by the Faculty to achieving the desired future state.

<i>Modalities</i>	<b>Pre-pandemic</b>	<b>Current State</b> (from workshop deck)	<b>Exercise Results: Future State</b>
<b>Online</b>	10%	47%	46%
<b>On Ground</b>	90%	53%	54%

While discussions indicated future modalities are similar to the current state, the enablers and barriers reflect that future success may vary based on a variety of issues, such as investment in technology, training processes and existing mindsets.

Enablers and Barriers to effective online / on ground courses in the future (Exercise 3)	
<b>Enablers</b>	<b>Barriers</b>
<ul style="list-style-type: none"> <li>Optimized learning environments for synchronous, group learning</li> <li>Investment in appropriate equipment, technology and training</li> <li>Support for Students and Faculty to build technology literacy (including spaces and access to the right technology)</li> <li>Flexible learning environments that provide both technology and instructional assistance for supporting in-person and virtual students</li> <li>Dedicated spaces on campus for students to take online courses</li> <li>Union support in allowing more online courses, enabling course decisions to be made by the program Dean</li> <li>Additional staffing support for online courses (IT support, AI usage, etc.)</li> <li>Reimagined learning methods by Faculty</li> <li>Prioritization for professional development (time, compensation, etc.)</li> <li>Well-designed courses intended for online learning, including intentional interaction with virtual students</li> </ul>	<ul style="list-style-type: none"> <li>Lack of standardized methods for teaching online to optimize outcomes</li> <li>Lack of equitable and appropriate access to equipment and technology</li> <li>Lack of technology literacy for both faculty and students</li> <li>Lack of immediate visibility to student work during online classes</li> <li>Inability to build relationships with students when they are online</li> <li>Limited engagement with students beyond the classroom</li> <li>Distractions / lack of quiet space / conducive learning space for effective online learning</li> <li>Lack of understanding about the impact of AI on the learning experience</li> <li>Lack of support for disability accommodations</li> <li>Perception / bias that online classes are inferior</li> <li>Lack of time to create accessible content</li> </ul>

# Faculty Workshop Summary

## Workshop Overview

### Exercise 4 – Foundational Pillars

Foundational Pillars were developed prior to the workshop based on interviews with CRC Leaders. The intent of this exercise is for Faculty to force-rank the Pillars to identify what is the most important in the future work experience.

Ranking of Foundational Pillars by all groups in all workshops are shown in the graph to the right. They are ranked in ascending order from 1 to 8 (1 being the MOST important and 8 being the LEAST important).

The top three most important pillars for Faculty are: Flexibility and Balance, College Community, and Success Rates. These are in alignment with Classified Professionals’ responses. Flexibility and Balance over where work is done is ranked significantly higher by Faculty and Classified Professionals than CRC Executive Team.

FOUNDATIONAL PILLARS	CRC Executive Team	Classified Group 1 online	Classified Group 2 In person	Faculty
College Community	1	1	2	2
Success Rates	2	2	3	3
Innovation	3	4	5	5
Campus Experience	4	7	8	8
Learning + Development	5	5	4	4
Work Experience	6	8	7	7
Flexibility + Balance	7	3	1	1
Professional Growth	8	6	6	6

# Student Workshop Summary

## Workshop Overview

Two workshops were conducted in the Center for Inclusion and Belonging in November with 47 students participating. The intent of this workshop was to further engage Students in the discovery process to better understand their perspective on the ideal Student experience at CRC.

Students were divided into groups and a collaging activity was introduced to ideate, explore and understand perspectives regarding the future. The following questions were considered:

- *What will help you be successful?*
- *What will inspire you?*
- *Where is the heart of the campus?*
- *What will make it feel like a community?*
- *How will you connect to Faculty?*
- *How will you connect with other students?*
- *What services / amenities are important to you?*

Students were highly engaged and provided robust and thoughtful feedback. A summary of topics that Students presented is provided on the following page.



*Above are images of Student groups creating collages during the workshops.*



*Above are images of a sampling of collages created by Student groups.*



# Student Workshop Summary

## Key Findings

Common themes emerged from students regarding their ideal future experience at CRC:

### Desire to Build Connection + Community

Students expressed a desire to build connections and community with others. They believe that learning is enhanced by deeper interaction and socializing with Students and Faculty.

### Achievement of Goals

Students believe that the current experience at CRC is geared towards helping them succeed and achieve their academic goals. However, there are opportunities to enhance the experience in the future.

### Lack of Awareness

Students are not always aware of services, programs, technology and spaces available to them; they must proactively seek them out. They expressed a desire to have more visibility to all that is offered.

### Celebrate Diversity

A source of pride for the students is the diversity that exists on campus. Further opportunities, programs, events and spaces to embrace and support diversity are desired.

### Holistic Services

There is a desire for more services to support the wellbeing of students and enhance their ability to thrive and learn. This extends beyond learning into the arena of emotional, physical and cognitive wellbeing.

### Safety

Physical safety is a concern in the current environment for Students while on campus. Students expressed hopes for a safe haven to learn, socialize and succeed.

### Inviting + Engaging Aesthetics

Students expressed a desire for enhanced outdoor spaces, connection to nature, display of student art, and comfortable settings across the campus. They recognize the campus has great potential, but it has not been fully realized. These elements will create an inviting, inclusive and fun academic environment.



*Images above are collage photos that were chosen most often between the Student groups.*

# Student Workshop Summary

## Comments from Students

This page includes examples of the comments made by Students during the Student Workshops. They reflect the themes from the discussions.

*“**Study sessions** and seeing other people study **motivates me.**”*

*“We think that **teacher interaction outside of just lectures** is **super important.**”*

*“On this campus, I noticed **there's no reason to stay. You get in, you do your class, you get out.** We need space where there's art, there's music, there's singing, there's laughing, there's dancing.”*

*“Being **technologically connected**, we have become **socially disconnected.**”*

*“Combine **old and new methods** of learning... **new technologies** can **increase our capacity to learn.**”*

*“There isn't a lot of **social encouragement** or space for clubs to meet.”*

*“Having **rows and rows of seats** where no-one engages and everyone just listens **is not inspiring.**”*

*“**Outdoor learning spaces** are desired ...communal and versatile.”*

## 06. Appendix

# Observation Findings

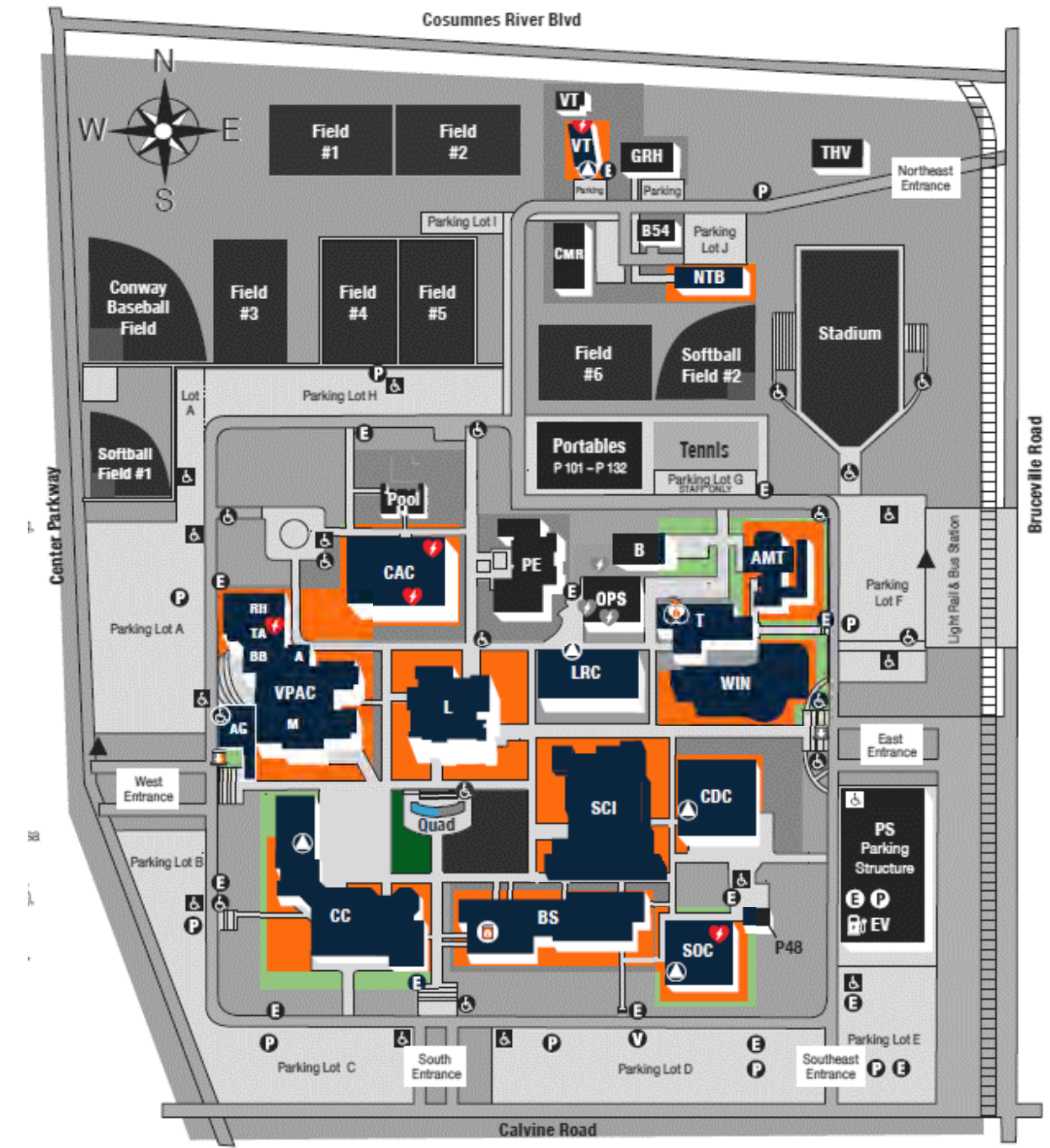
# Observation Overview

## Intent + Overview

Observations were conducted by Applied Research + Consulting team in October 2023 of unoccupied classrooms across the CRC Main Campus and the Elk Grove campus. Observations were also conducted of Faculty, Classified Professional and Student Spaces on the Main Campus.

The intent was to gain a firsthand understanding of the spaces where learning and work happen. Although we were restricted to observing only unoccupied spaces, we were able to record architectural details, classroom and office furniture arrangements and storage and technology elements. This helped us better understand how spaces were used and the relationship of spaces to each other.

The following pages reflect a summary of each space type observed: Classrooms, Faculty work areas, Classified Professional work areas and Student spaces.



# Observation Key Findings

## Classrooms

Overall, 56 unoccupied classrooms were observed in October. The rooms observed were categorized as: 37 Classrooms, 13 Lab/Lecture, 4 Computer Labs, 1 Laboratory, and 1 Classroom/Lecture. Of these 56 classrooms, 7 of them were considered HyFlex (5 classrooms, 1 computer lab, and 1 laboratory).

### Building Finishes

A variety of building finishes existed, depending upon the building. Classrooms were either carpeted or had hard-surface flooring, while ceilings were always 2'x4' or 2'x2 acoustic ceiling tiles. Wall surfaces were typically painted while some rooms were brick or other hard surfaces. The tiered classrooms (lecture) typically had acoustical panels on the walls. In addition to standard whiteboards at the front of the classrooms, bulletin boards or tack rails might exist for classroom displays. Most classrooms had access to daylight, but windows were often covered by blinds and had minimal views to the exterior. Several rooms had windows into adjacent spaces, such as computer labs, other classrooms or faculty work areas. Many of the classroom design elements are older and dated, which can inhibit both the student and instructor experience.

### Classroom Standards

Currently, classrooms are designed for traditional lecture-mode, with the instructor at the front of the room and minimal ability to adapt the room. Standard elements within the classrooms include large whiteboard surfaces at the front of the classroom, pull-down or wall-mounted projector screen(s), ceiling-mounted projectors, a teaching station with technology to connect to the projector, a freestanding tabletop podium and a DSPS desk. The HyFlex classrooms also include a large interactive monitor, a large non-interactive monitor, an audio bar, a camera and a headset/microphone combination for the professor.

### Furniture Options

Most of the classrooms observed had freestanding left and right-handed tablet desk seats in static rows. Some classrooms had freestanding tables in horizontal rows with stacking chairs. While the furniture is freestanding and could be moved, it is rarely rearranged. 5-star base chairs are used mostly in Computer Labs or in Learning Resource Center classrooms. Depending on the departments who utilize the individual classrooms, there may be reference materials on display, storage and special equipment within the room. The limited flexibility of the furniture in the classroom restricts the Instructor's ability to modify the classroom to enhance Student learning.



# Observation Key Findings

## Classified Professionals Workspaces

Classified Professional Departments were observed in the College Center and the Library. Common observations are as follows:

### Planning Approach

Departments are cellular and compartmentalized: suites are designed for a singular department, and spaces within are intended for the individual. Individual departments are separated from each other. Within the department, private offices are located along the perimeter with open workstations to the inside. Open workstations consisted of high-paneled cubicles offering a high degree of privacy. The separation of departments from each other inhibits cross-departmental collaboration, training, and interactions.

### Occupancy

There were more people present in Classified Professional departments than in Faculty spaces. However, workstations and temporary desks that were not occupied are being used as impromptu storage areas, creating visual clutter and unclear intent of spaces. There was limited visibility into private offices due to frosted sidelights. It appears that a hybrid policy is being practiced.

### Collaboration and Socialization

There are few natural gathering places for more than 2 people. Work rooms / break areas and corridors are the only space to connect with others beyond the individual work area. Common areas and individual spaces are personalized and decorated for the current season and holidays. There appears to be an emphasis on making the spaces fun and welcoming to students

### Acoustical Privacy

Free standing white noise devices were observed on the floor outside the doors of several offices, indicating the desire for additional acoustical privacy. Individuals typically take virtual calls at their desk, with or without visual and acoustical privacy, possibly creating disruptions.



# Observation Key Findings

## Faculty Workspaces

Observation of Faculty Workspace included the South Office Complex (SOC), the Division Offices and Faculty offices in the Winn Building, and a Dean suite in BSS West. Commonalities between the faculty areas observed are as follows:

### Planning Approach

Faculty office areas are based on hierarchical planning with Deans occupying the larger offices in their suite area and Faculty having smaller offices. Dean Suites consisted of private offices, two open workstations with a shared open work area with office supplies, copiers, and mailboxes. Sometimes there is a conference room and a small waiting area. The cellular design limits flexibility and growth.

### Occupancy

During the Observation, conducted during peak hours, the majority of Faculty private offices were empty. All doors to offices were closed and sidelights were most often covered. This appears to indicate a level of minimal occupancy and underutilized real estate. The impression of these spaces is one of isolation and emptiness.

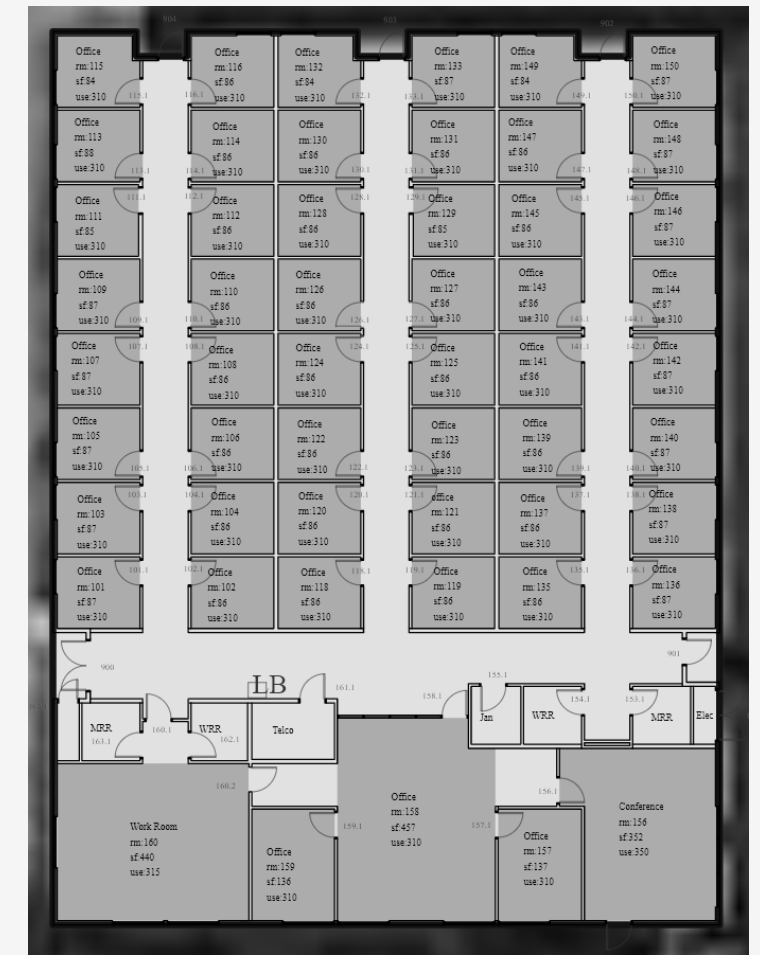
### Collaboration and Socialization

Observation yielded no indication of places for faculty to collaborate, socialize or co-mingle with Students. Most private office doors displayed a bulletin board; some were used with class schedules, office hours, and personalization. Others remained empty. Students and visitors wishing to connect with Faculty in person might feel discouraged and unwelcome.

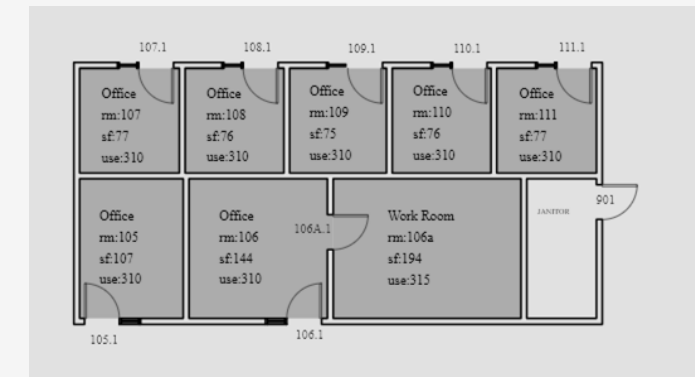
### Visual and Acoustical Privacy

The layout of the Faculty offices put a priority on the importance of visual and acoustical privacy. Almost every private office door observed was closed, and blinds or other tools blocked visibility inside. The desire for visual and acoustical privacy should be balanced with transparency and connection.

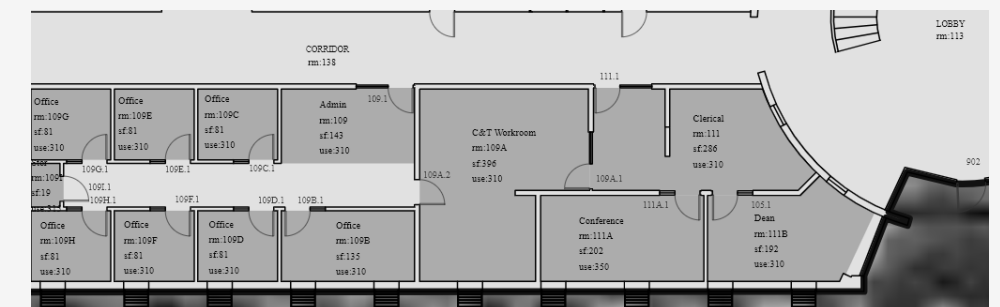
South Office Complex



BSS West Offices



Winn Building – Division Offices



# Observation Key Findings

## Student Areas

Student support spaces were observed primarily in the Library, with visits to the cafeteria (under construction), the grab-and-go food area and various outdoor spaces around campus. Commonalities observed with student areas are as follows:

### Planning Approach

Many Student spaces observed appear to be a destination for Students while others are hard to find such as study rooms in the Library. The Quad, outdoor courtyards and Visual and Performing Arts arenas appear to be destination spaces. Emphasis on Student gathering spaces are recommended to be a priority in future planning.

### Occupancy

The Campus appeared to be most active between the hours of 10am and 3pm. This level of activity is indicative of the dual modality experienced since the pandemic.

### Community

Students and Faculty were observed gathering on the Quad outside of the library for hosted events, food trucks, and at various outdoor furniture areas in between buildings. The soft seating area at the front of the Center for Inclusion and Belonging was used often and created a welcoming and inviting space for Students and visitors. There are extremely limited spaces to support casual connections between Faculty, Students and Classified Professionals, especially with the closing of the Cafeteria during the renovation. Students have a clear desire to gather. More intentional spaces could be created to support formal and informal gatherings, both indoors and outdoors.

### Diversity and Inclusion

Student artwork and photography was observed in most buildings as well as outdoor murals drawn by Students. Students value the diversity within the student body. Curated art and events can draw the CRC community together.





# Steelcase

Applied Research + Consulting

---

This document is strictly confidential and has been prepared for the exclusive use of Los Rios Community College District. This report has been developed by Steelcase Inc. and will remain its property. The contents may not be disclosed to any third party without first receiving written permission from Steelcase Inc.

For further information on the contents of this report, please contact:

John Hughes, Principal, Applied Research + Consulting



**John Hughes**

Steelcase Applied Research + Consulting  
[jhughes@steelcase.com](mailto:jhughes@steelcase.com)



**Frances Graham**

Steelcase Applied Research + Consulting  
[fgraham@steelcase.com](mailto:fgraham@steelcase.com)



**Lynn Lantaff**

Steelcase Applied Research + Consulting  
[llantaff@steelcase.com](mailto:llantaff@steelcase.com)



**Kristen Pfister**

Steelcase Applied Research + Consulting  
[kpfister@steelcase.com](mailto:kpfister@steelcase.com)



**Marisa Sergnese**

Steelcase Applied Research + Consulting  
Steelcase Learning  
[msergnes@steelcase.com](mailto:msergnes@steelcase.com)



**Richard Powley**

Steelcase Applied Research + Consulting  
[rpowley@steelcase.com](mailto:rpowley@steelcase.com)

**Steelcase**

Applied Research + Consulting