

December 2024

Space Utilization Study

Engagement Report

Folsom Lake College

Steelcase

Applied Research + Consulting



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01.

Executive Summary

Executive Summary

Context and Outcomes

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

The FLC Executive Team is interested in thoughtfully considering options to create modern and compelling learning and work 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 flexible office and classroom solutions FLC has engaged the Applied Research + Consulting Team and launched the Space Utilization Study. The goals of this are to:

- Explore how FLC Faculty and Classified Professionals work, model a range of flexible working 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 FLC's Executive Team understands mobile/hybrid working, the continuum of solutions, key variables and implementation methods
- Understanding at a high-level of Student perspective and aspirations for the campus experience
- Defining a range of mobile/hybrid scenarios (2 options) at varying points along a 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 FLC Executive Team in determining scenarios that fit best with their culture
- Providing key information to support implementation of the chosen 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 mobile/hybrid strategy

Executive Summary

Engagement Approach Holistic + Research Based

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 FLC's ambitions. Through the lens of culture, process, tools and space, we are better able to understand the strategic needs of FLC.



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

- Direction setting work session with FLC Executive Team and Leaders
- Interviews and workshop with FLC Executive Team
- Interviews with Leaders from Academic and Classified Senates
- 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 approximately 13 buildings which included 35 classrooms and various Faculty and Classified Professional areas at FLC's Main Campus and El Dorado and Rancho Cordova Centers
- Review and analysis of classroom scheduling data
- Analysis, synthesis and initial scenario development
- Initial scenario review with FLC 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 FLC 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 Insights 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 workplace and classroom direction which supports shifting modalities and work patters; it includes the Central Question, Critical Success Factors and Foundational Pillars.

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.

Insights + Experience Principles

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

Scenarios

Scenarios represent a continuum of mobile/hybrid and Classroom solutions for FLC. 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 FLC to migrate among the scenarios over time.

Executive Summary

Key Insights

The key Insights reflect the analysis and synthesis of multiple sources of data gathered during the Discovery Phase with FLC. The goal of inspiring Student success was evident throughout our interactions with all FLC constituents. These Insights reflect that goal and offer a deeper understanding of what is happening at FLC today. The Insights 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 for FLC are shown on this page.

Insight 1

Building Community

Since the decline of COVID, more and more Students are returning to campus for on-ground instruction. While the modality presently hovers at 50% on-ground and 50% online, there is a genuine desire from Leaders, Students, most Faculty and Classified Professionals to bring more people to the campus to build community.

There is an opportunity for the campus to become a magnet to draw people together to learn, to serve, and to connect with each other both online and on-ground. This requires focused intervention to create an energetic and vibrant experience at all levels through activities, the arts, robust services, and well-rounded learning opportunities that can only come from people interacting with people.

Insight 3

Driving Positively towards the Future

FLC has a history of accommodating growth and providing great student experiences. As this expansion continues, it is natural to experience growing pains.

Interactions with key stakeholders in the study have surfaced opportunities for process improvement in Instructional Services, Student Services and Technology support. Acknowledging these growing pains is the first step toward resolving them.

Insight 2

Enriching the Student Experience

Focusing on Students is the heartbeat of FLC. This is evident in discussions with Leaders, Faculty, and Classified Professionals. Substantial effort goes into supporting and teaching a diverse body of Students to ensure their success.

Students believe their experience would be enriched by resolving issues around connections to Student Services and Faculty. Strengthening these connections will create a positive impact on their ability to enter the workforce at large as educated caring members of society.

Insight 4

Believing Space Matters

Place is the most visible artifact of culture. Space is a tool to shape behavior and an expression of a forward-leaning culture. As the youngest campus in the Los Rios District, FLC has benefited from a cohesive and intentional approach to the design of the Campus experience.

The opportunity exists to further enhance the Falcontude culture through evolving key aspects of the environment.

“First, we shape our buildings, and then they shape us”
~Churchill

Executive Summary

Scenarios – Future Alternatives

Two scenarios were developed each for Faculty and Classified Professionals areas and three scenarios were developed for Classrooms. These scenarios are unique to FLC and are based on the 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 a continuum and addresses both mobile / hybrid working strategies. Each scenario reflects increasing levels of change and is contrasted to the As-Is environment which represents a third scenario. Classroom Scenarios are based on varying levels of utilization and on-ground demand.

These Scenarios will aid the FLC 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 also defined later in this document and include the impact on the number of classrooms required along with updated designs.

Faculty

Scenario 01

- Formal hybrid program introduced and office sharing evolved for Faculty; Residents are assigned offices and must be in office 3+ days / week, Remote Workers rarely come to office and work in Community areas and Hybrid Workers share offices at 2:1 ratio
- Faculty offices for Hybrid Workers are designed to accommodate the workstyles and artifacts of two Faculty members assigned to an office and are shared on a 2:1 ratio (two individual seats)
- Community spaces will be designed with a wide range of settings to provide choice for Faculty
- Areas will be introduced where Students can congregate informally before and after class

Scenario 02

- Hybrid program evolved from scenario 1; Hybrid Faculty offices are assigned to a department but unassigned to specific Faculty members and are shared on a 3:1 ratio, Remote Workers are the same as scenario 1
- The use of offices can be determined and managed by the department
- Additional unassigned enclosed spaces will be included in Faculty Community areas to support focus work and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- Student areas enhanced over Scenario 1

Classified Professionals

Scenario 01

- Activity-based work planning methodology
- Existing limited hybrid program (Monday – Thursday on campus)
- Formal campus mobile program with sharing introduced; sharing of desks and offices for Campus Mobile workers at 1.3:1 + Temporary Classified share at 3:1
- Office to workstation ratio will be unchanged with offices included for counselors and senior leaders
- Updated design in office areas with increase in collaborative space, etc. if possible
- The Welcome Center and Library are redesigned

Scenario 02

- Activity-based work planning methodology
- Formal updated hybrid program for non-peak periods introduced
- Hybrid program with sharing of desks and offices for Hybrid and Remote Workers at 1.5:1 and 10:1 + Temporary Classified share at 3:1
- Quantity of group, collaborative and social spaces enhanced over scenario 1 with increased options for hybrid / remote workers
- Office to workstation ratio will be unchanged with offices included for counselors and senior leaders
- The Welcome Center and Library are redesigned

Executive Summary

Real Estate Savings

The results of the Space Utilization Study indicate excess space exists at FLC. There are also a broad number of processes and perspectives which are limiting the ability to realize real estate savings. These are typical across higher education. They include:

- A shift in instructional modality to an approximate equal split between on-ground and online courses has further increased excess classroom capacity
- Use of hierarchical planning methodology for Classified Professionals and Faculty tends 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
- 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.

Option 1

Eliminate Excess Space

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

Option 2

Repurpose Excess Space

This option consists of adopting alternative uses for excess space that is consistent with the College's permissions. Some Institutions have considered Co-Working or Innovation Hubs as options and FLC has implemented partnerships with Sutter Health and Mountainside Middle College High School

However, repurpose options require sufficient space to be available in a single location as small spaces scattered across the campus can be challenging to repurpose.

Option 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 there is potential for reductions in classrooms and / or repurposing of the associated space. The savings opportunity documented on this page is based on:

- Analysis of Lecture and Lab rooms
- Focus on Monday through Thursday usage patterns – driving higher levels of utilization on Friday, Saturday and Sundays would further increase the savings opportunity
- Modality levels consistent with the current situation which for Lecture rooms is approximately 50% online and 50% on-ground
- Course demand hours are set to 20% above current level to account for growth in the student population (for lecture rooms and current modalities this supports an approximate 40% growth in student population)
- Including the new science building lab capacity net of labs removed from FL2

Three scenarios were developed and considered (details provided later in this document). 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 course demand hours specified which is slightly higher than best in class utilization among the 4 Los Rios Colleges. The real estate saving opportunity is:

- Approximately **39% of aggregate classrooms**

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

Scenario 3 @ 20% Demand Increase Including New Science Building

	Lecture	Lab	Total
Current Hours Course Demand Plus 20%	1582.8	409.2	1992
Available # Rooms	78	18	96
Required # Rooms	46.6	12.0	58.6
Excess # Rooms	31.4	6.0	37.4
% Excess	40.3%	33.1%	39.0%

The current average size of a classroom is approx. 753 sq ft, which results in potential real estate savings on Current Demand of 28,162 sq ft

Executive Summary

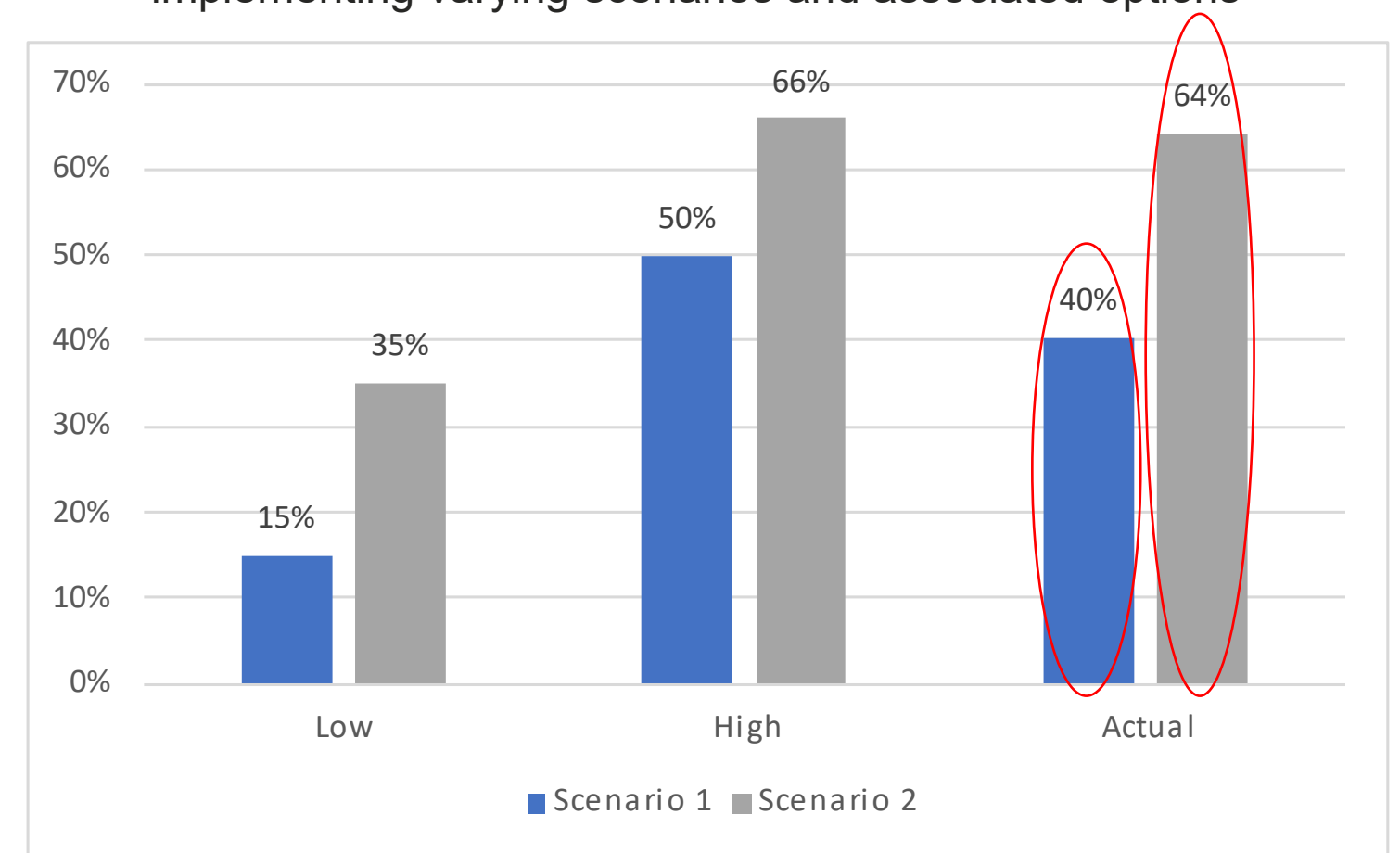
Real Estate Savings – Faculty Spaces

The analysis of Faculty work patterns, preferences, union agreements and shifts in modalities indicate the potential for a 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. Determining the aggregate reduction in space (Offices and supporting spaces) is difficult for FL1 and FI2 due to the distribution of Faculty and the range of potential supporting spaces in close proximity. This is further complicated by the bay sizes in FL2 where reductions result in space saved in a Faculty area which cannot readily be used for other purposes. **Faculty areas modeled in Scenarios 1 and 2 include more than sufficient community space, however due to the above factors space savings below is based purely on office space and excludes community areas.**

- **Scenario 1** formalizes and extends the current Faculty office sharing program
 - ✓ In this scenario 25% of Faculty own offices based on a 3+ day / week attendance requirement, 50% are hybrid with a requirement to be in the office weekly but less than 3 full days and they share offices at ratio of 2 to 1 and 25% of Faculty are remote with no requirement to be in the office weekly and they will share seating in the faculty community area
 - ✓ The range of real estate savings for this sharing ratio typically varies between 15% - 50%. Scenario 2 achieves a **40% reduction in real estate.**
- **Scenario 2** represents a step beyond Scenario 1s Faculty office sharing program
 - ✓ In this scenario 75% of Faculty are hybrid with minimal expectations to be in the office weekly with an accompanying sharing ratio of 3 to 1 and 25% of Faculty are Remote with no requirement to be in the office weekly and they will share seating in the faculty community area
 - ✓ The range of real estate savings for this sharing ratio typically varies between 35% - 66%. Scenario 3 achieves a **64% reduction in real estate.**

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 – FL1 Classified Professional Spaces

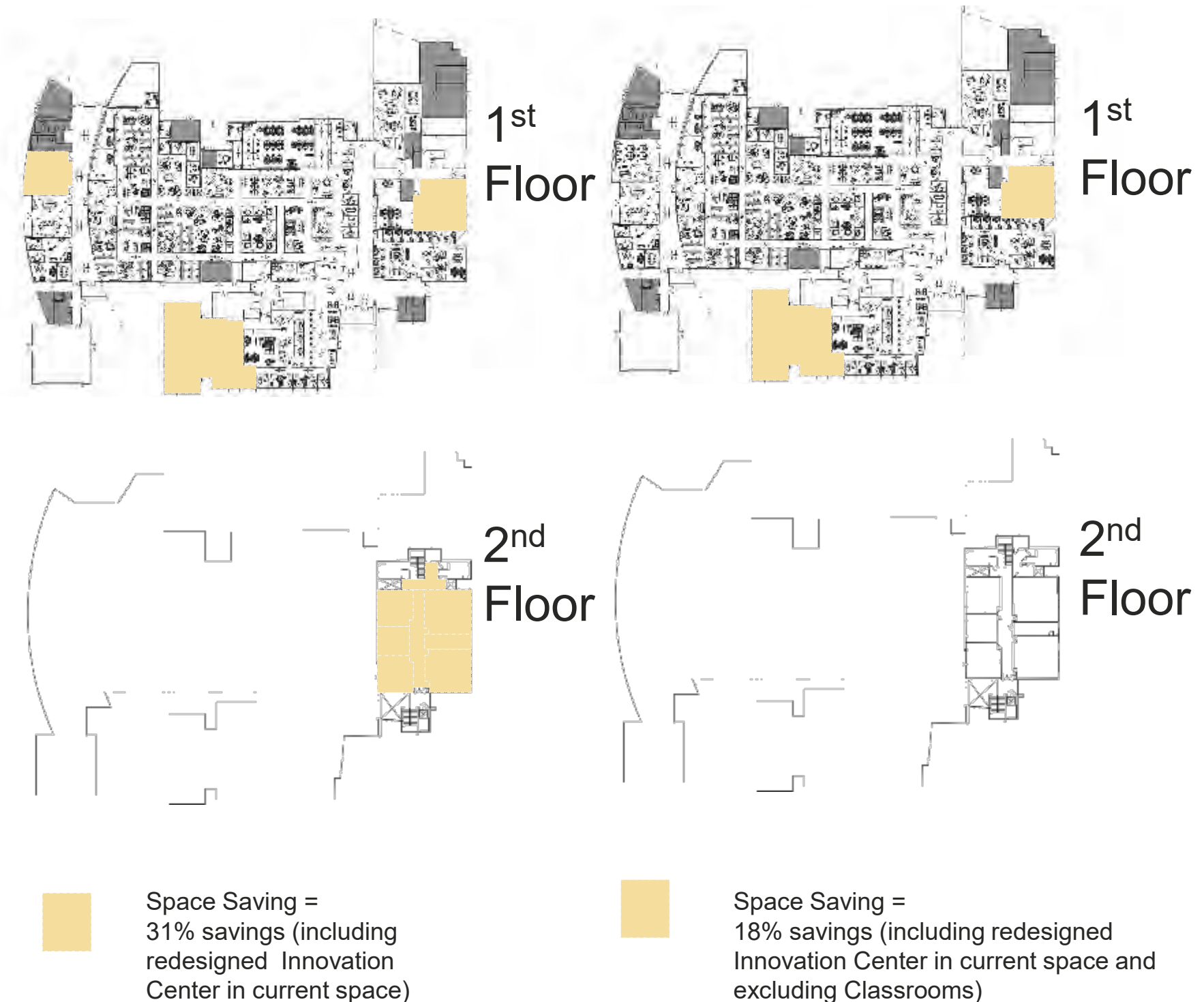
The analysis and scenario modeling for Classified Professionals takes into consideration their work patterns and preferences, plus the preferences by leadership to have a greater on campus presence. The potential reduction in space is realistic but is the same for each scenario based on two constraints:

- Space is allocated to employees in small departments (limits the benefits of sharing)
- Leadership's desire to limit the range of potential hybrid solutions

Differing workplace strategies are employed for Scenario 1 and Scenario 2 and are overviewed below and in greater detail in the Scenario section of this report.

- Scenario 1 utilizes a **Campus Mobile working strategy** along with the current Hybrid program of 4 days per week. This Scenario introduces two worker types; Residents who own workstations or offices and Campus Mobile worker who share workstations or offices at 1.3:1.
- Scenario 2 utilizes a **formal Hybrid strategy** which while conservative in nature is more advanced than the current 4 day per week program. This Scenario introduces 3 worker types; Residents who own workstations or offices, Hybrid Workers who are in the office 3 days per week and share workstations or offices at 1.5:1 and remote workers who share workstations or offices at 10:1.

Two version of space savings are shown on this page. The first reflects total savings including transfer of Faculty Offices to FL2. The second reflects total savings including both the transfer of Faculty offices and the reduction of classrooms in FL2. Given the desire to expand and potentially relocate the Innovation Center this space is excluded from both versions.



Executive Summary

Real Estate Savings – FL2 Building & Innovation Center

This slide illustrates the net real estate savings for FL2 including and excluding an expanded and redesigned Innovation Center.

The current Innovation Center is approximately 1851 square feet and consideration is being given to expanding its size and potentially relocating it to FL2. As part of this engagement a new design concept was developed for the Innovation Center which includes expanding the footprint to 4,230 square feet.

The images and statistics on the right of this slide indicate a new design concept and the space savings implications for FL2 with and without the expanded Innovation Center. Additional detail on the new conceptual design is included later in this document.



Space Saving = 26% savings (excluding Innovation Center)

Space Saving = 13% savings (with expanded Innovation Center)
Note: Current Innovation Center is 1851 sqft redesigned is 4230 sqft

Executive Summary

Next Steps

The key next steps for FLC'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 the Facilities Master Plan can be updated, and an implementation approach can be developed. Typically for projects like this clients utilize a phased approach to implementing the new strategy which spreads the effort, cost and change management over a number of years. Below are additional considerations for implementation. We encourage further discussions on this topic with 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.

The first phase of a large implementation effort (floor or building) is sometimes treated as a pilot. Other organizations choose to pilot key aspects of the selected scenario individually or in smaller areas (new classroom design, new faculty area, etc.). In all instances the results of the pilot are used to evolve and refine the new solution based on measurement and feedback.

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 FLC's implementation efforts.

While piloting is frequently used to validate and evolve new strategic workplace and classroom directions, in all cases change management is critical to ensure effective outcomes and appropriate learnings from these 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.



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 FLC's Executive Team and Senior Leaders.

How might we inspire a diverse body of Students to achieve their goals and contribute to their communities through an inclusive, equitable education while simultaneously providing opportunities to learn, work and connect in new and creative ways?

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 interviews with FLC Leaders and were validated in the Leadership Workshop.

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

External Community Relationships

- Strengthen partnerships with the local business community to identify emerging market / career ed opportunities
- Increase awareness of the benefits of dual enrollment at FLC to ensure every High School Student considers FLC first
- Encourage FLC Leaders to network and build relationships with the business community, local and state organizations
- Promote FLC services and resources to the Local Community to build awareness and enhance financials (e.g. grants, donations, rentals etc.)

Institution

- Honor shared governance through continued cultivation of relationships and collegial conversations
- Balance the fiscal responsibility of the business of FLC with the educational needs of the Students
- Develop strategies and policies unique to the needs of FLC while respecting the overall goals of the District Office
- Grow enrollment and increase Student success rates to ensure appropriate funding for staffing, resources and services
- Evolve processes to be more effective and efficient

Student Experience

- Build on and leverage the culture of the College to enhance Student experience ("Falcontude")
- Provide opportunities to build community through interaction, self-expression and camaraderie supported by Campus facilities
- Maximize transfer and certificate rates for Students
- Provide excellent customer service for the Student population
- Be nimble and innovative in course offerings, modalities, programs and services

Culture

- Maintain and enhance the strong sense of family and campus wide connections
- Continue to build on unity of direction and alignment of priorities
- Support an agenda of equity, access and serving the community
- Strive to ensure growth does not negatively impact the caring culture of the College

Instruction

- Enhance excellence in instruction across all modalities to improve Student success rates
- Provide professional development in online/hybrid instruction to elevate the quality and consistency of Student learning to be as engaging and vigorous as on-ground instruction
- Balance the academic portfolio between general education and career education
- Effectively prepare for growth in Student numbers as FLC specific career education opportunities increase

People

- Hire and develop the right people - Faculty, Staff and Leaders – to support the evolving learning and work environment
- Prepare for retirements and turnover with targeted planning to ensure effective knowledge transfer
- Ensure adequate number of Faculty and Staff to support growth in Student enrollment and new programs
- Balance the desire for flexibility and work life balance with the on-ground Student experience

Foundational Pillars

Foundational Pillars have been developed for this project based on interviews and a workshop with FLC's Executive Team and Steelcase's global research on higher education. These Pillars played a key role in envisioning the appropriate scenarios for the future learning and work experience at FLC.

College Community

The college experience promotes a culture of equity, inclusion, empathy and respect linked to the values of FLC.

Success Rates

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

Innovation

Continuous improvement in processes, systems, capabilities and programs to meet current and emerging Student and Constituent needs.

Flexibility + Balance

Faculty, Classified Professionals and Administrators have choice over where work is done and how they should support and connect with Students.

Work Experience

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

Communication

Communication is strengthened and prioritized to ensure transparency and understanding for all decision-making processes.

Campus Experience

Classrooms, community and social amenities provide opportunities to build connections and a supportive experience for Students.

Learning + Development Flexibility

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

Ranking of Foundational Pillars

This page documents the ranking of Foundation Pillars from each Workshop conducted with FLC 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 general alignment between all groups with the Foundational Pillars of College Community, Success Rates and Innovation being ranked in the top three. Faculty ranked Success Rates lower than the other two groups based on the perspective that Success Rates are the natural outcome of doing the other factors well.

Campus Experience was ranked fourth by Leaders but received the lowest ranking from Classified Professionals. This ranking was somewhat driven by the newness of the campus and the extent to which it has been well maintained.

Communication was ranked fifth by Leadership but was ranked first by Classified Professionals and eighth by Faculty. This disparity is perhaps due to Classified Professionals' perception that there is a lack of clear communication between them, Faculty and the administration and their desire to address this situation.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

03.

Insights

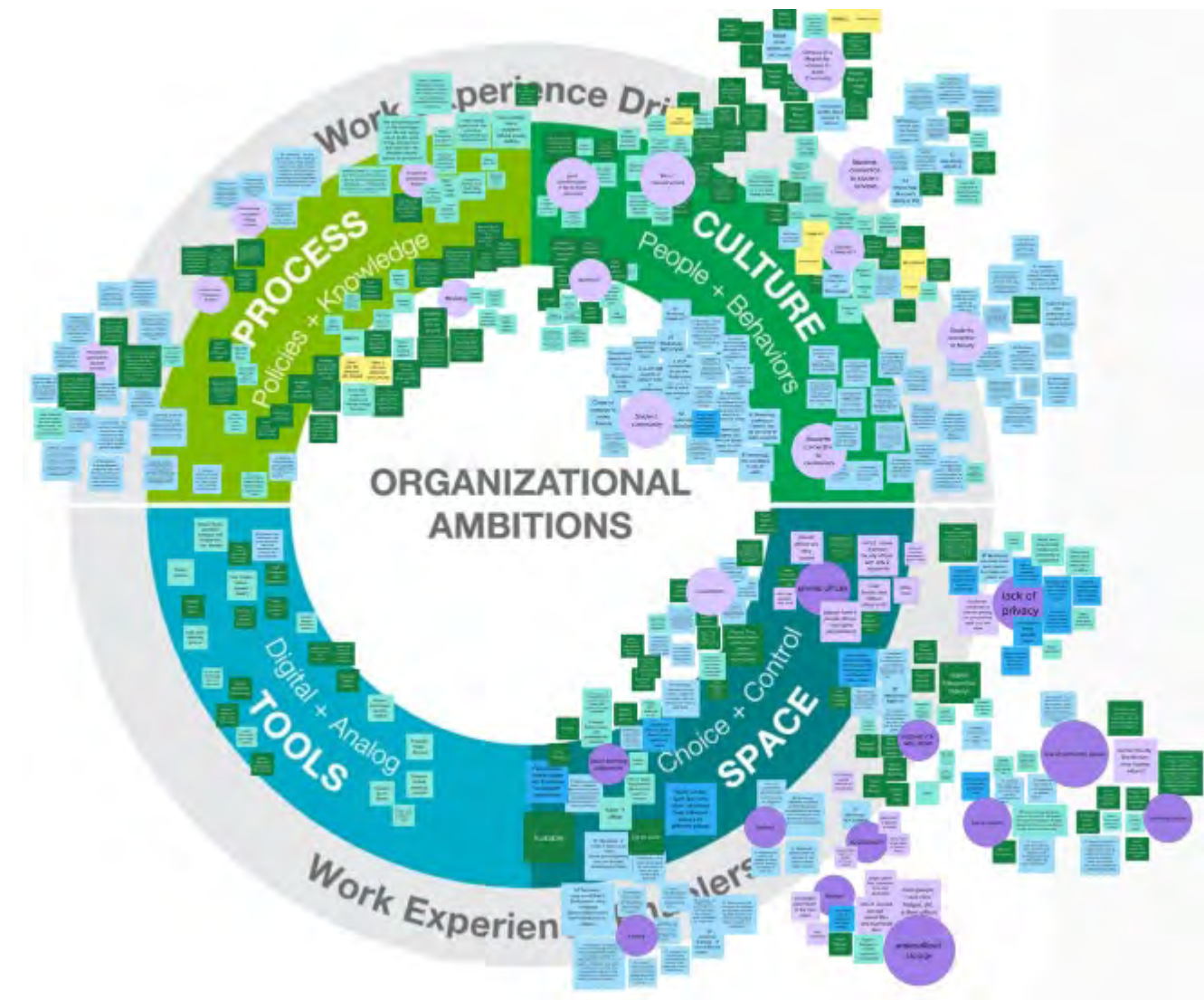
Insights

Overview

This section reflects the analysis and synthesis of multiple sources of data gathered during the Discovery Phase with FLC Leaders, Faculty, Classified Professionals and Students.

The goal of inspiring Student success was evident throughout our interactions with all FLC constituents. The Insights in this section reflect that goal and offer a deeper understanding of what is happening at FLC today.

These Insights 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 in this section.



Insights

This page summarizes the four Key Insights identified for this engagement with FLC. Details about the four Insights and the research findings that informed them are included in the following pages.

Insight 1

Building Community

Since the decline of COVID, more and more Students are returning to campus for on-ground instruction. While the modality presently hovers at 50% on-ground and 50% online, there is a genuine desire from Leaders, Students, most Faculty and Classified Professionals to bring more people to the campus to build community.

There is an opportunity for the campus to become a magnet to draw people together to learn, to serve, and to connect with each other both online and on-ground. This requires focused intervention to create an energetic and vibrant experience at all levels through activities, the arts, robust services, and well-rounded learning opportunities that can only come from people interacting with people.

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Focusing on Students is the heartbeat of FLC. This is evident in discussions with Leaders, Faculty, and Classified Professionals. Substantial effort goes into supporting and teaching a diverse body of Students to ensure their success.

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Interactions with key stakeholders in the study have surfaced opportunities for process improvement in Instructional Services, Student Services and Technology support. Acknowledging these growing pains is the first step toward resolving them.

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Place is the most visible artifact of culture. Space is a tool to shape behavior and an expression of a forward-leaning culture. As the youngest campus in the Los Rios District, FLC has benefited from a cohesive and intentional approach to the design of the Campus experience.

The opportunity exists to further enhance the Falcontude culture through evolving key aspects of the environment.

“We shape our buildings; thereafter they shape us.” ~ Churchill

Insight 1

Building

Community Matters

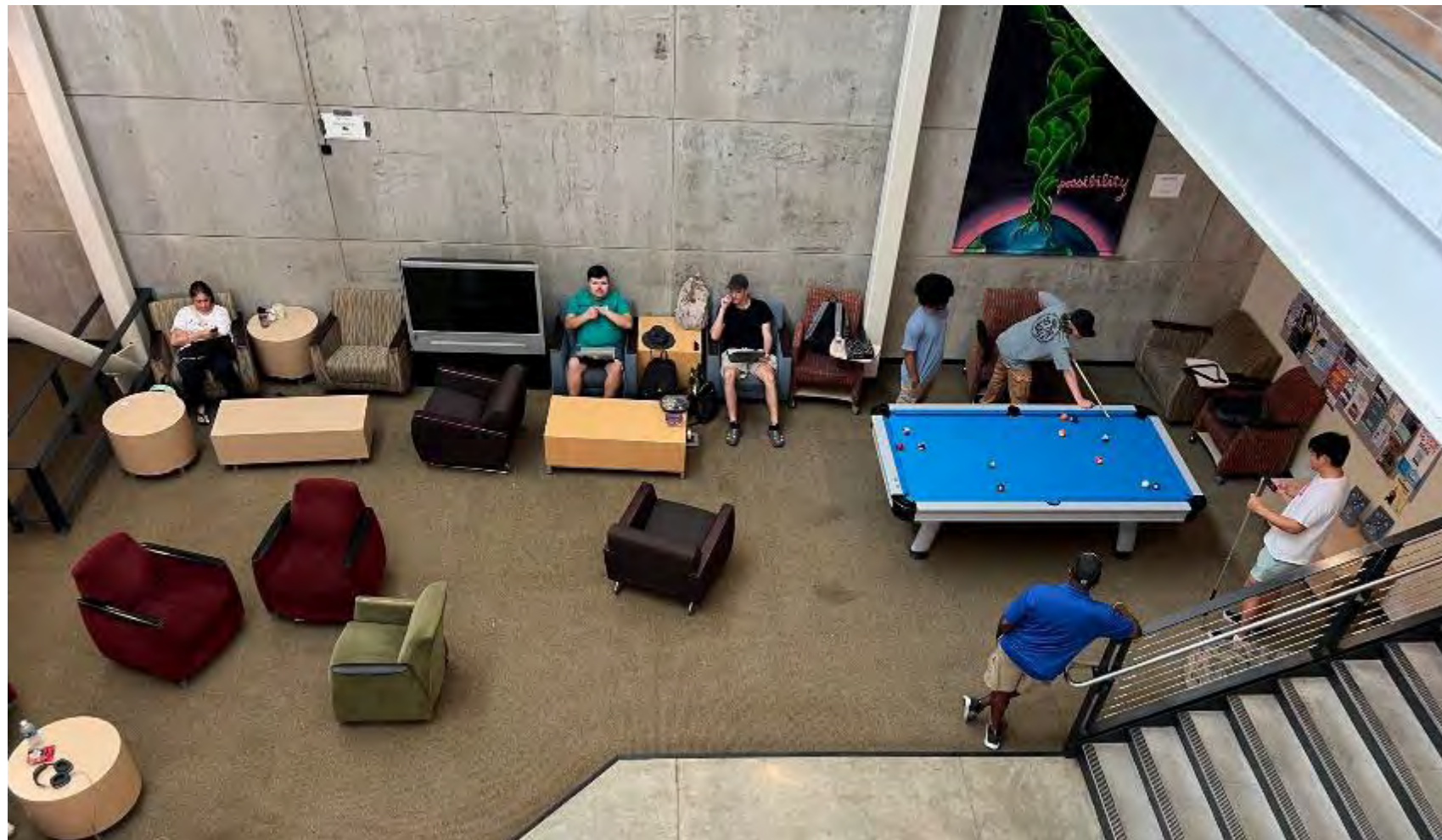
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There is an opportunity for the campus to become a magnet to draw people together to learn, to serve, and to connect with each other both online and on-ground. This requires focused intervention to create an energetic and vibrant experience at all levels through activities, the arts, robust services, and well- rounded learning opportunities that can only come from people interacting with people.

- While some Leaders believe that the modality will continue at a 50/50 ratio, others believe that the on-ground instruction will increase to 60%.
- All constituents recognize the importance of good communication in building a strong community and yearn for more and effective communication about events and policies.
- Faculty workshop participants voiced hope for a return to "College Hour" to create energy and vibrancy through special events e.g., public piano concerts, interpretive displays, and seminars.
- Faculty expressed concern about the weakening of their community due to reduced collaboration within and between departments resulting from Faculty related remote work.
- Faculty and Students stated the importance of building learning communities online and on-ground. Students outlined various ways to build community such as more campus activities, in class discussions and online discussion boards.
- Students believe the Innovation Center brings together diverse groups, inspires creativity, and infuses a passion for learning through experimentation.
- Students commented on the beauty of the campus and would like to see more activities and classes delivered outside.
- Student workshop participants expressed a desire to participate in Campus projects that allow them to make new connections through a common cause.
- Students desire a more collaborative learning environment where they can work with each other in a comfortable environment with access to food and drink. As an example, the library offers free coffee and various games to attract students.
- Classified Professionals would like to invite District employees to come to the Campus to be a part of College activities to strengthen relationships and be included in the FLC community.
- While Classified Professionals value the flexibility of hybrid and remote work, they fear a loss of collaboration with colleagues and interaction with Students.

Insight 1

Building Community Matters



Students socializing in Falcon's Roost
- Observation Study

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2

*“Faculty and Leadership ranked College Community as the **Number One Foundational Pillar** for the **ideal future campus experience.**”*

– Ranking of foundational Pillars

*“Our **community** has been **weakened** because so many Faculty are **working remotely**. This has **diminished our power, culture and presence.**”*

– Faculty Workshop Participant

*“Let’s **develop Community-based learning spaces** i.e. we have huge gorgeous spaces on campus, we need to have services together to make **department hubs** so you have a larger sense of **community**”*

– Classified Professional Workshop Participant

*“The **Campus comes alive on Wednesdays** with **outdoor Student Club activities**”*

– Student Workshop Participant

Insight 2

Enriching the Student Experience

Focusing on Students is the heartbeat of FLC. This is evident in discussions with Leaders, Faculty, and Classified Professionals. Substantial effort goes into supporting and teaching a diverse body of Students to ensure their success.

Students believe their experience would be enriched by resolving issues around connections to Student Services and Faculty. Strengthening these connections will create a positive impact on their ability to enter the workforce at large as educated caring members of society.

- Students recognize there is a diverse student population of all ages and demographics and want to welcome everyone to the campus to learn, use services and take part in activities.
- All constituents desire more planned and varied activities that bring everyone together.
- Students expressed concern about the lack of their ability to connect with Counselors, Faculty, and Student Services in a timely and consistent manner. They perceive the reason to be a combination of budget cuts, short staffing, and ineffective leadership.
- Students appreciate there are people on staff ready to support them but also recognize challenges to the support that is offered. “You may not feel like there are people here to support you, but there is always someone behind another person”.
- Students believe there is a lack of integration between Student Services departments. They feel that various support groups don't interact with each other effectively making it more difficult for students to get the assistance they need.
- Students hope that services are equally available and easily accessible both online and in person.
- Students are frustrated with the inability to get a timely appointment with an empathetic counselor and desire a consistent counselor throughout their time at FLC.
- Students would like more options for meeting with Faculty Professors. Although there are Office Hours, Students would like the option of an open area to meet more casually one on one with their Professors or go to an adjacent private space for confidential discussions.
- Falcon Cares shares space in the Welcome Center in an employee breakroom creating an uncomfortable situation for Students in need of supplies due to their socioeconomic condition.
- Students desire more themed casual, and comfortable places with access to food and drink to both study and socialize.
- Students hope for more individual and group study rooms as it is difficult to book or access the existing spaces.

Insight 2

Enriching the Student Experience



Students waiting in hallway before Class
- Observation Study



“More hours for Business Center, Financial Aid, Counseling. More Counselors period.”

– Image and comment above from Student Workshop Collage

*“We hope Students are **able to access services without appointments** - can drop in when convenient for them.”*

– Classified Professionals Workshop Participant

*“Need an open space along with private offices that would enable **students to feel more comfortable speaking their concerns {to Faculty}**, if it was confidential.”*

– Student Workshop Participant

*“What I was thinking about is that there should be **more unique styled rooms** and more compact rooms that kind of fit the style of a cafe or lounge”*

– Student Workshop Participant

Insight 3

Driving positively towards the Future

FLC has a history of accommodating growth and providing great student experiences. As this expansion continues, it is natural to experience growing pains.

Interactions with key stakeholders in the study have surfaced opportunities for process improvement in Instructional Services, Student Services and Technology support. Acknowledging these growing pains is the first step toward resolving them.

- Faculty feels that the course planning and scheduling process is challenging.
- The transition from Ad Astra has resulted in a system that has led to double booking causing frustration for Faculty, Students, and Classified Professionals.
- Faculty believe that to create an effective, equitable online learning experience for Students, specialized training and support is required.
- Although there is merit to an interdisciplinary approach to allocating offices to first year Faculty, consideration should be given to unique needs of select disciplines.
- Classified Professionals expressed hope that future relocations within campus facilities would result in the appropriate adjustment of the space based on the unique needs of the group moving in.
- There was consensus within the Classified Professionals workshop participants that being understaffed with permanent employees and relying on temps to fill in the gaps, is leading to burnout and the loss of valued employees.
- Students' ability to access Counselors is more and more of a challenge. There are frequent long wait times and a lack of in depth help on drop-in appointments.
- Students are frustrated with their lack of ability to access information easily and proposed creating an APP that would allow them to view all events that are happening on Campus.
- All constituents hope for continuous improvement in the support of technology, equipment and processes, especially in the hybrid classroom.

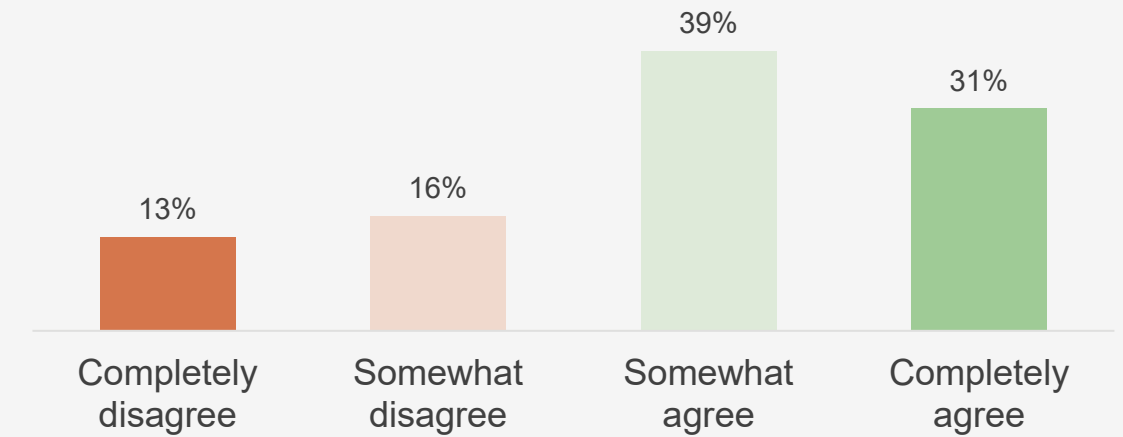
Insight 3

Driving positively towards the Future



Students building a collage of the ideal future campus experience.
- Student workshop

The typical classroom supports a blend of in-person and online participants at the same time



The majority of classes are a combination of in-person and online (72%). However, **69% of Students do not completely agree** that classrooms support a blend of in person and online learning.

– Experience Survey

“No one has the capability to make a schedule that will work for everyone. We used to have Ad Astra but **now it's like a guessing game.**”

– Faculty Workshop Participant

“We are getting more on the same page now. We all do the same things, let's do them the same way. **We shouldn't have 16 options for processes.**”

– Classified Professional Workshop Participant

“The drop-in appointments [with Counsellors] help a little bit, especially with quick questions. But for anything that needs more time, **you have to make an appointment and those take a really long time to get.**”

– Student Workshop Participant

Insight 4

Believing

Space Matters

Place is the most visible artifact of culture. Space is a tool to shape behavior and an expression of a forward-leaning culture. As the youngest campus in the Los Rios District, FLC has benefited from a cohesive and intentional approach to the design of the Campus experience.

The opportunity exists to further enhance the Falcontude culture through evolving key aspects of the environment.

"We shape our buildings; thereafter they shape us." ~ Churchill

- The proximity of the Library and the Welcome Center creates energy and flow influencing Student behaviors in a positive way.
- While Students value Falcon's Roost, they referenced a preference for a "Starbucks" atmosphere and layout; more themed, compact, and comfortable where people can relax, eat, and socialize.
- There appears to be a lack of cultural expression across and within buildings which creates a feeling of sameness.
- The Innovation Center is a prime example of how space can influence behavior and be a magnet for people to come together to learn and build relationships.
- Most classrooms are designed for traditional lecture style teaching limiting instructor choice, Student experience, and flexibility to support other pedagogies.
- All constituents voiced concern about the apparent lack of adjacencies between Student Services and programs making it difficult to navigate among them.
- Observation highlighted many underutilized areas across the campus, such as, lobbies, hallways, and outdoor areas which could be repurposed.
- The classroom utilization study highlights opportunities to reallocate, redesign, and improve existing spaces for all constituents.

Insight 4

Believing Space Matters



Library and Welcome Center influences Student behavior positively
- Observation Study



Students prefer unique vignettes over sea of tables.

– Student Workshop Discussion

“I want rooms to be more creative using walls, furniture, applying themes to **spark the creativity.**”

– Student Workshop Participant

“The majority of the classrooms here, **they all look the same.** They have the same desks. Not all desks are comfortable So what if we have an option to choose what desk feels comfortable for us?”

– Student Workshop Participant

“Trash utilitarian spaces, blank walls and technically inept classrooms.”

– Faculty Workshop Participants

04.

Strategic Design Brief

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

Strategic Design Brief

The Strategic Design Brief defines the Learning and Work Experience strategy for the future. The Brief serves to guide decision making for a project from the beginning of the strategic planning process through the implementation and adoption of the solution. The intent of the Strategic Design Brief is to ensure the design guidelines are connected to FLC's business priorities and desired culture.

This brief was developed based on knowledge derived during the consulting engagement and is supported by Steelcase's global research on education and work. It is intended to assist FLC's Project team in the development of the planning and design of physical space, the technology strategy and the change management process.

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.

Concept Map

A map that documents a menu of group and individual spaces for the future learning and work environments and defines the strategic relationships.

Concept Map Applied

Application of design concepts to a typical floor plan to allow FLC Executive Team, Faculty, Classified Professionals and Students to visualize the actual solution and how it will work. The various Concept Maps are contained in the Scenarios Section of this report.

Experience Evolution

Identifies essential shifts between today vs tomorrow's learning and work experience in the areas of culture, process, technology and space.

Work Settings and Attributes

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

04. Strategic Design Brief

Experience Principles

Experience Principles

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 are the enablers of the learning and work experience, helping people to perform more effectively.

On the following pages we define the Experience principles for FLC 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 to FLC's future learning and work experience.



1. *Encourage* College Community

How might we create a vibrant community which positively strengthens the culture of FLC?

2. *Foster* a Culture of Continuous Learning

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

3. *Create* Inspiring Experiences

How might we create inspiring experiences across the Campus to enhance learning, attract + develop Students and Employees, and promote Student success?

4. *Enable* 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?

5. *Integrate* 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 + Considerations

1.

Encourage College Community

How might we create a vibrant community which positively strengthens the culture of FLC?

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.

A strategic approach to the working and learning experience can promote the behaviors that contribute to growth and a shared sense of belonging. Building community by connecting Students, Faculty and Classified Professionals will lead to deeper engagement and stronger commitment to Student success and the mission of FLC.

Considerations

- Provide destinations and community areas 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
- Introduce a neighborhood design concept with integrated social hubs for each constituency group to connect, build trust and learn from each other
- 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, nutritious food and drink
- Create and evolve activities and protocols that will promote and build community
- Consider ways to offer extended services outside of peak hours



Experience Principle



Principle + Recommendations

2.

Foster a Culture of Continuous Learning

How might we promote a culture of continuous learning to share knowledge, experiences, best practices across FLC 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, the processes they use and the classes they take. The ability to learn from what others are doing and improve processes is challenging. This design principle is closely aligned with “Encourage 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, Faculty and Classified Professionals.

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 these appropriately will ensure a culture of learning and continuous improvement across FLC.

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 Administration, 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
- 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 Principles

Principle + Considerations

3.

Create Inspiring Experiences

How might we create inspiring experiences across the Campus to enhance learning, attract + develop Students and Employees, and promote Student success?

Place is the most visible artifact of culture and has the potential to shape behavior. How a space looks and feels says a lot about FLC's brand, culture, and priorities as well as the College's ability to attract and retain Students.

Designing the campus with inspiring, equitable learning and work environments can lead to a more positive mindset and greater resiliency. Creating more exposure to new ideas and developing ways to connect to the wider College, will strengthen the focus on Student success and overall sense of purpose.

Considerations

- Create vibrant spaces that are stimulating and inspiring where people feel a sense of comfort and belonging
- Provide smaller themed spaces for Students to both study and socialize
- Incorporate culturally inspired artwork and "Falcontude" branding to provide energy to otherwise undecorated spaces
- Consider a range of options for informal connections – lounge or standing height, planned or impromptu, for small or large groups
- Support the wellbeing of Student through intentionally designed spaces that reflect diversity
- Connect to the outdoors and weave natural elements into spaces for reflection, learning and work



Experience Principles

Principle + Considerations

4.

Enable 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 effective mobile or hybrid work programs.

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 and classrooms that enable individuals and groups to adapt spaces based on activities, needs and teaching styles
- Develop and communicate equitable guidelines to ensure all constituents are aware of how to maximize the ability to choose how, when and where to work most effectively
- Make it easy for 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 Principles

Principle + Considerations

5.

Integrate 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.

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

The purpose of integrating Digital + Physical is to create an authentic learning experience for everyone while connecting them to a wider community outside the classroom.

Considerations

- Provide reliable technology and tools for use by individuals so that connecting across the campus and from home is improved and optimized
- Provide appropriate training and resources to create content and support the adoption and use of technology to ensure Students and Faculty have an optimal learning and teaching experience
- Enhance the HyFlex experience in classrooms to more effectively support online learning and Student engagement
- Create settings in Faculty and Classified Professional areas 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 areas 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



Insight + Experience Principle Linkages

The matrix to the right illustrates the correlation between the Insights that emerged from the Discovery Process and the Experience Principles developed for FLC. This begins to provide a visible and explicit roadmap from strategic objectives through to workplace design.

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

Key:		Insights			
		Building Community	Enriching the Student Experience	Driving Positively toward the Future	Believing Space Matters
Experience Principles	Encourage College Community	●	●	○	●
	Foster a Culture of Continuous Learning	○	●	●	●
	Create Inspiring Experiences	●	●	○	●
	Enable Choice and Control	○	●	○	●
	Integrate Digital + Physical	○	●	●	○

04. Strategic Design Brief

Experience Evolution

Experience Evolution

Evolution Overview

Learning and Work Experience of Today vs. Future

The following page describes elements of the current learning and work experience at FLC 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 Experience Model and the resulting Experience Principles.



Experience Evolution



Essential Shifts

From		To
<p>Although physical presence on Campus is increasing, the sense of Community has been diminished due to the shift in modalities.</p>	<p>—————▶</p>	<p>Building community, and developing networks between Students, Faculty and Classified Professionals will lead to deeper engagement and a stronger commitment to Student success and the mission of FLC.</p>
<p>The increase in online learning and hybrid working has impacted the levels of vibrancy, density on-ground, and sense of connectedness across all constituents.</p>	<p>—————▶</p>	<p>Intentionally designed group spaces that encourage informal conversations and support serendipitous interactions will provide destinations to build meaningful connections across all constituents.</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>—————▶</p>	<p>A Culture of Continuous Learning will be Strengthened when various modes of learning ranging from face-to-face, mentoring, problem solving and collaboration are supported to build trust and community among all constituents.</p>
<p>Current standards for the allocation of space are based on hierarchical planning with assigned individual spaces which may not adequately support the shift in the way people are working today.</p>	<p>—————▶</p>	<p>Greater choice and control of when, where and how to learn and work (hybrid and mobile work) will help increase satisfaction, minimize potential resistance to change, and contribute to wellbeing.</p>
<p>The typical 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>—————▶</p>	<p>Reimagining Classroom designs into flexible and fluid solutions will enable and energize rigorous discussions and group work between Students and Instructors.</p>
<p>FLC has a beautiful campus with modern spacious buildings, but there is a lack of cultural expression and branding creating a feeling of sameness.</p>	<p>—————▶</p>	<p>Creating artfully designed spaces and events that are vibrant and echo the energy of the occupants will establish stronger connections between people and FLC.</p>

04. Strategic Design Brief

Concept Map

Concept Map

Overview of zones

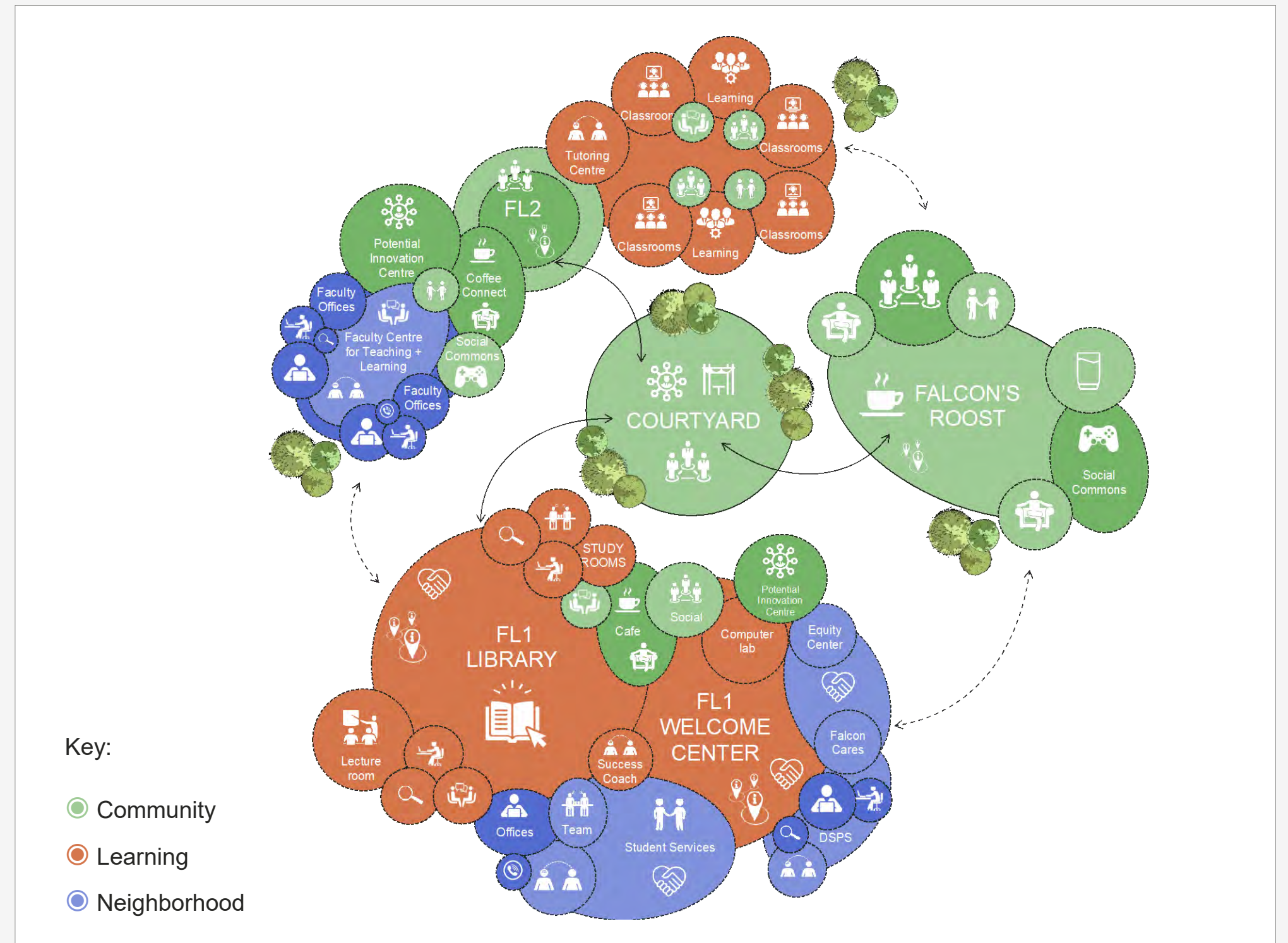
The Concept Map is an inventory of settings which represent a new approach to FLC's future learning and work environment.

Insights from the Discovery process have been combined and blended with Steelcase research to form an aspirational vision of FLC'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:

Community Zone

Spaces for All

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

- Coffee + Connect
- Courtyards

Learning Zone

Students + Faculty

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

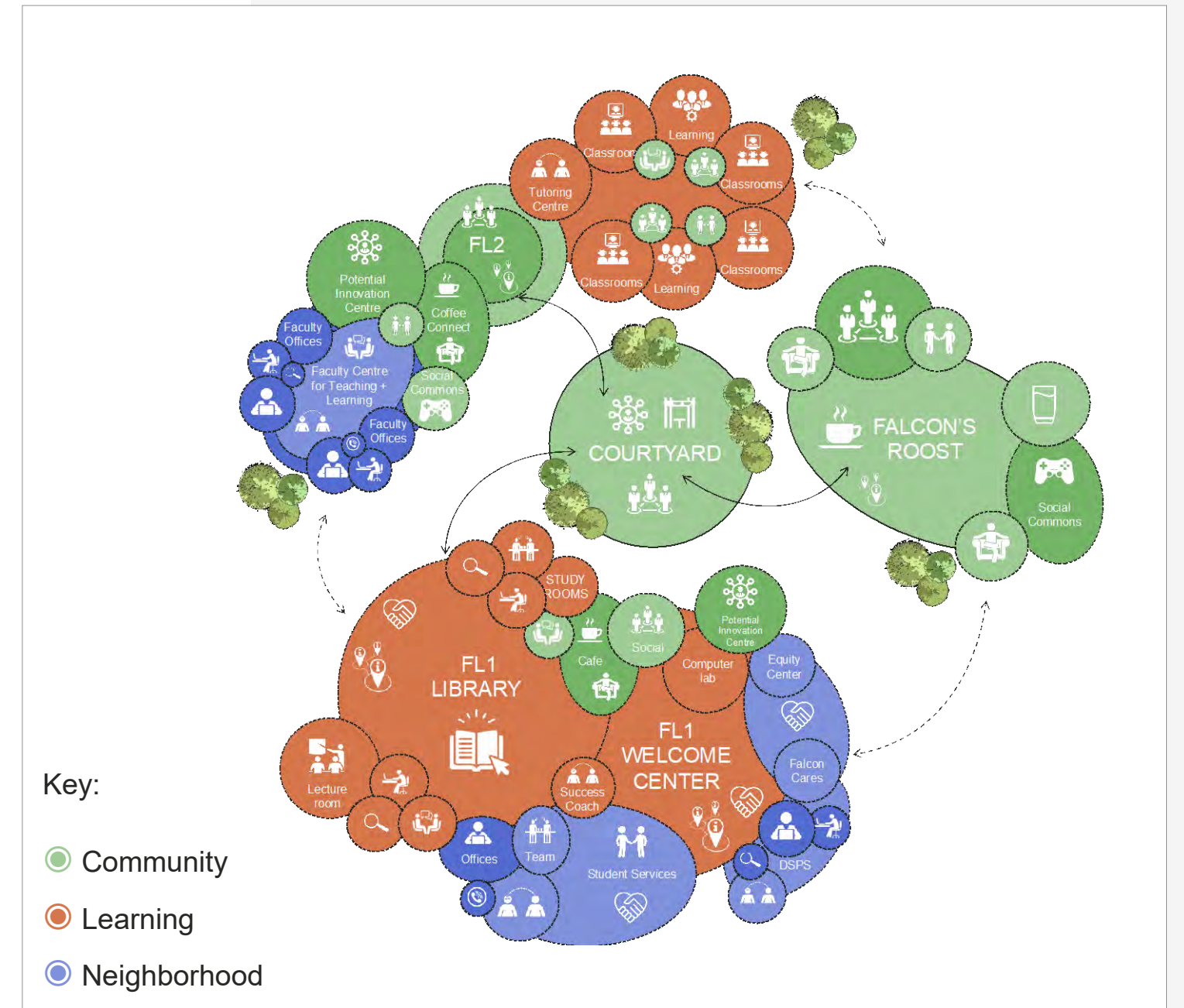
- Classrooms
- Student Learning Commons
- Faculty Center for Teaching + Learning
- Tutoring Center

Neighborhood 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/Pod
- Shielded Focus
- Workstation
- Private Office: Single Occupancy
- Private Office: Double Occupancy



04. Strategic Design Brief

Work Settings & Attributes

04. Strategic Design Brief

Worksettings + Attributes

Worksettings Overview

Community Zone

Coffee + Connect



Courtyards



Learning Zone

Tutoring Center



Student Learning Commons



Classrooms



Faculty Center for Teaching + Learning



Neighborhood Zone

Front Porch



Department Hub



Meeting Room



Focus Room/Pod



Shielded Focus



Workstation



Private Office: Single Occupancy



Private Office: Double Occupancy



Zone Overview

Community Zone



Community 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. Worksettings incorporated in the Community Zone include

- **Coffee + Connect**
- **Courtyards**

Design Intent

The Community 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.

Key:

- Community
- Learning
- Neighborhood

Worksettings

Community Zone | Coffee + Connect

Coffee + Connect is 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. It is centrally located and is a place to work, recharge and connect while offering healthy snack and drink options. It is separated and shielded from areas where focus work happens. It should be designed with a range of settings to accommodate individuals and group preferences. If possible, the Coffee + Connect should extend to outdoor courtyards to take advantage of the temperate Northern California weather and views to the beautiful campus environment. The space serves as a destination for intentional and chance encounters and promotes wellbeing and rejuvenation.,



Worksettings

Community Zone | Coffee + Connect

Space

- Locate centrally on the primary path, to act as a 'collision zone' where people connect, chat and share ideas
- Include a variety of settings that support eating, learning, and working, for individuals and groups of various sizes
- Consider informal lounge settings with a comfortable aesthetic where people can come together for work and study related discussions
- Use different levels of lighting to enhance the design and experience
- Provide access to views of the outdoors and introduce café settings outside, if possible

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 for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Encourage Faculty, Classified Professionals and Leaders to use the setting to foster informal connections with Students and peers
- Include a coffee and beverage experience to support the community rituals that bring people together
- Incorporate Student artwork and cultural events where possible
- Offer food and beverage options that appeal to the diversity of the College
- Develop protocols to ensure the area is kept clean for all users



Worksettings

Community Zone | Courtyards

Courtyards are an outdoor element of the Community Zone which leverage FLC's beautiful campus and the temperate Northern California climate. They are conveniently located both within and next to most of the College buildings or along major circulation routes and offer appropriate views into buildings where possible. These spaces are active, energizing, inviting and serve as destinations for Students, Faculty and Classified Professionals to socialize, study and work outdoors. The vibrancy of these outdoor settings offer the opportunity to build community by creating awareness of Student Programs and hosting events. Courtyards also allow users to rejuvenate and connect to nature, enhancing wellbeing.



Worksettings

Community 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 artwork 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 safety during 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



Indicative concept only



Indicative concept only

Zone Overview

Learning Zone



Learning Zone Settings

This zone supports formal and informal learning, wherever learning happens. Worksettings incorporated in the Learning Zone include:

- **Classrooms**
- **Student Learning Commons**
- **Faculty Center for Teaching and Learning**
- **Tutoring Center**

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 Classroom technology should be user friendly to ease 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. The Commons should include 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 or online classes while Students are on Campus.

Key:

- Community
- Learning
- Neighborhood

Worksettings

Learning Zone | Tutoring Center

Tutoring Centers are designed to support Students with a deeper level of instruction for a variety of subjects. The objective is for Students to be able to have one-on-one tutoring as well as learn from each other. This personalized learning environment is designed with multiple areas to accommodate various learning styles for both individual and group work. Technology and tools are integrated in smart ways to make it easy and intuitive for everyone to use. The space should be branded to create a welcoming and safe environment.



Worksettings

Learning Zone | Tutoring Center

Space

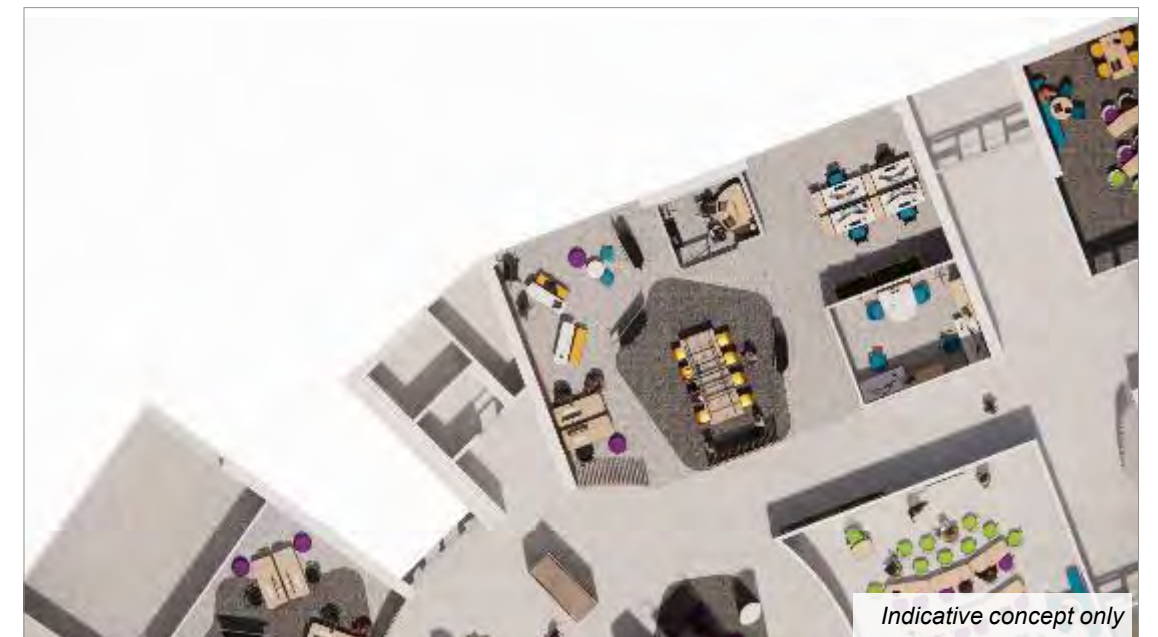
- Provide easily reconfigurable furniture that supports a variety of learning styles
- Ensure each Student has adequate workspace space to support side by side tutoring
- Provide adequate storage for personal belongings
- Utilize finishes and materials that create an energizing and inspiring environment

Tools + Technology

- Provide intuitive technology for Students to connect personal devices to display digital content to Tutors
- Utilize vertical surfaces to allow Tutors and Students to display content, both analog and digital (e.g., whiteboards, monitors)
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Provide training for Tutors to maximize the use of the technology and the flexibility of the various tutoring areas
- Include access to technology support for troubleshooting and assistance if required
- Establish and display protocols that outline how to restore the Center at the end of the day



Worksettings

Learning Zone | Faculty Center for Teaching + Learning

The Faculty Center for Teaching and Learning is situated within the Faculty Neighborhood and easily accessible for all. The intent of this Center is to encourage Faculty members to use the space to collaborate with people both inside and outside of the Department. The space is equipped with individual and group areas, complete with storage and display opportunities. It is viewed a learning center to share best practices, to learn new technology and to discuss and solve challenges. It is intended to be a preferred destination to entice Faculty to come to the Campus and re-establish relationships with colleagues. This space also has focus rooms, pods and shielded focus settings which can be used by Hybrid or Remote Faculty who may not have access to a private office when on campus.



Worksettings

Learning Zone | Faculty Center for Teaching + Learning

Space

- Provide a variety of distinct vignettes that support individual work and group collaboration
- Ensure adequate storage space for department materials
- Design appropriate lighting that highlights the vignettes providing interest in the space
- Utilize finishes and materials that create an energizing and inspiring environment

Tools + Technology

- Incorporate appropriate technology to support collaboration and learning
- Utilize vertical surfaces to allow Faculty and Students to display content, both analog and digital (e.g., whiteboards, monitors)
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Provide training for Faculty to maximize the use of the technology and the flexibility of the space
- Include access to technology support for troubleshooting and assistance if required
- Establish and display protocols that outline how to maintain the space



Worksettings

Learning Zone | Classrooms

Classrooms are designed to support the current and evolving instructional modalities and 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 classroom 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 supports Faculty preferences for teaching
- Ensure each Student has adequate workspace 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 hear and see 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 (e.g., whiteboards, monitors)
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

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. Enclosed pods offer Students a place to join online classes while remaining on Campus. 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
- Provide pods for Students to join online classes
- 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 workspace 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 access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

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 users to encourage appropriate behaviors which will create an inviting and inclusive space for all



Zone Overview

Neighborhood Zone



Neighborhood Zone Settings

This zone is comprised of a variety of settings that support both individual and collaborative work for Faculty and Classified Staff. Worksettings incorporated in the Neighborhood Zone include:

- **Front Porch**
- **Department Hub**
- **Meeting Room**
- **Focus Room/Pod**
- **Shielded Focus**
- **Workstation**
- **Private Office: Single Occupancy**
- **Private Office: Double Occupancy**

Design Intent

The Neighborhood 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 ultimate goal of the Neighborhood Zone is to build and enhance community within and between departments across the campus while optimizing support for all work modes. The goal is for each Community Zone to provide a similar experience.

Key:

- Community
- Learning
- Neighborhood

Worksettings

Neighborhood 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

Neighborhood Zone | Front Porch

Space

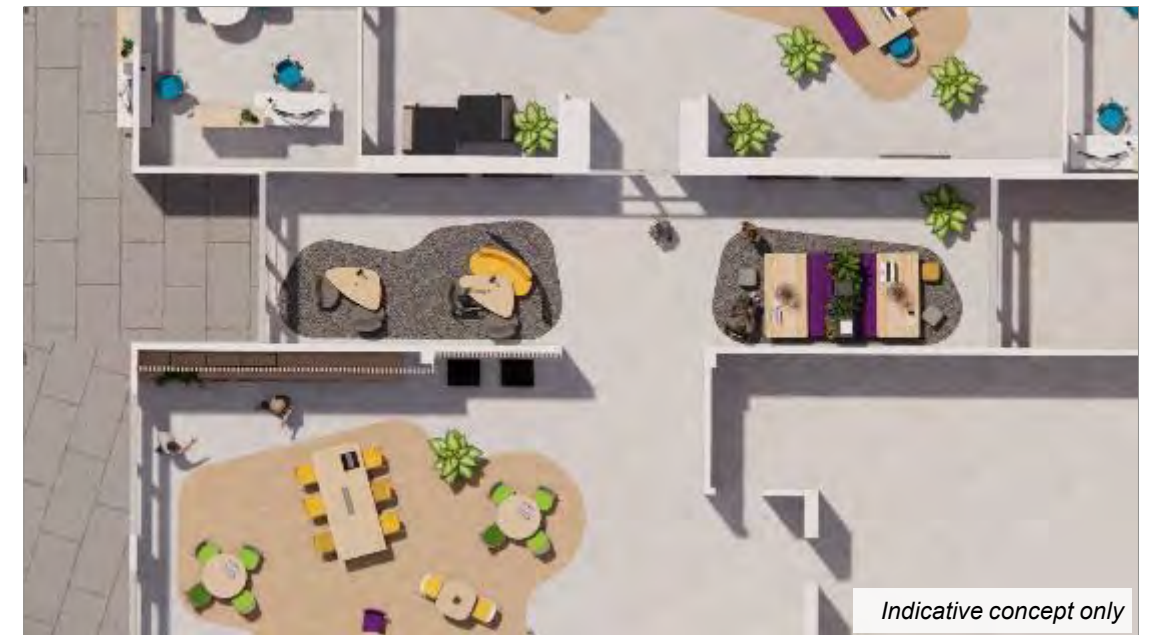
- Create a welcoming atmosphere through the application of finishes, fabrics, furniture and artwork
- Incorporate artifacts that illustrate the vision and mission of the department as well as past and present accomplishments
- Create display points to share up-to-date and relevant information about the 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 access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

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



Worksettings

Neighborhood Zone | Department Hub

The Department Hub is adjacent to the primary individual work areas for Faculty and Classified Professionals and contains a variety of casual individual and group spaces. It is owned by the Department, providing a sense of identity, belonging and connection point for all team members (Resident, Hybrid and Remote workers). It is flexible and can vary in size based on the scale and needs of the Program / Department. The Department Hub supports individual and group work and provides people with the ability to quickly transition to scheduled and spontaneous collaboration or find moments of respite and rejuvenation. It incorporates layered levels of privacy creating a perceived separation between individual and group work. It offers a range of storage for group related artifacts and materials as well as a resource center for printing and supplies. A coffee station is included to house drinks and store snacks and lunches. The space evokes a relaxed and residential atmosphere to encourage conversations, informality and a shared sense of community.



Worksettings

Neighborhood Zone | Department Hub

Space

- Create a welcoming and friendly atmosphere through the application of finishes, fabrics, furniture and artwork
- Consider a kit-of-parts to allow the setting to scale up or down depending on location, Department/Program size and needs
- 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
- Provide a resource center for easy access to storage, printers and various office supplies

Tools + Technology

- Incorporate digital technology where appropriate
- Include whiteboards for analog display and capturing content
- Provide multi-function devices with printing capability
- Supplement acoustical privacy with sound-masking as needed
- Include access to power and Wi-Fi 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
- Develop a process to ensure the resource center is routinely stocked and maintained
- Encourage users to keep the area clean & tidy



Worksettings

Neighborhood 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

Neighborhood Zone | Meeting Room

Space

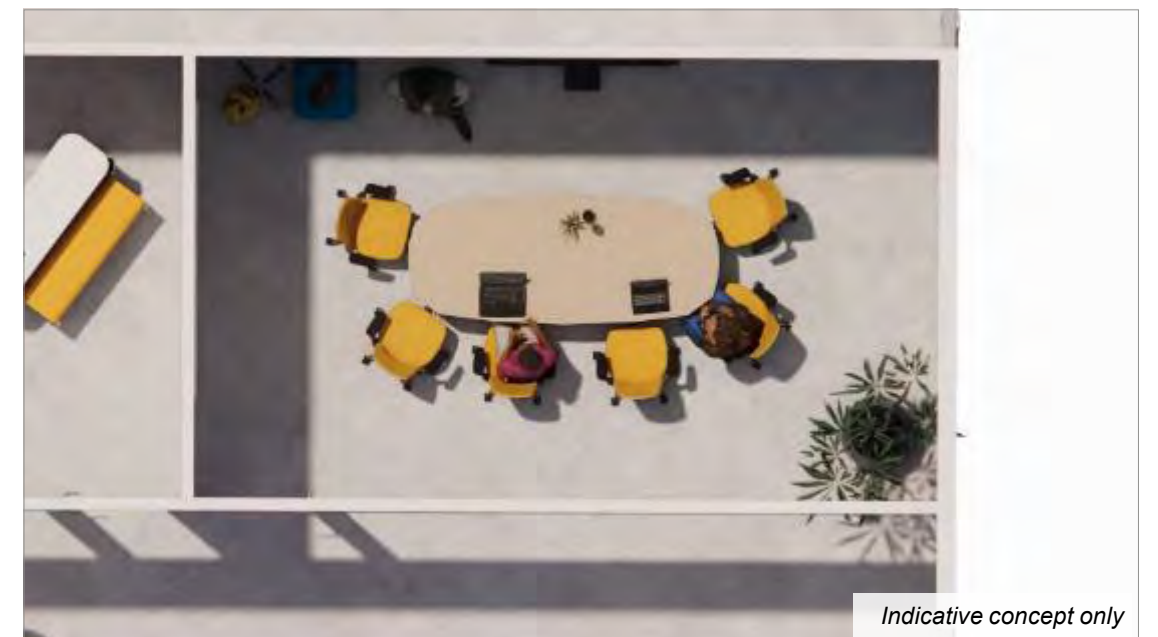
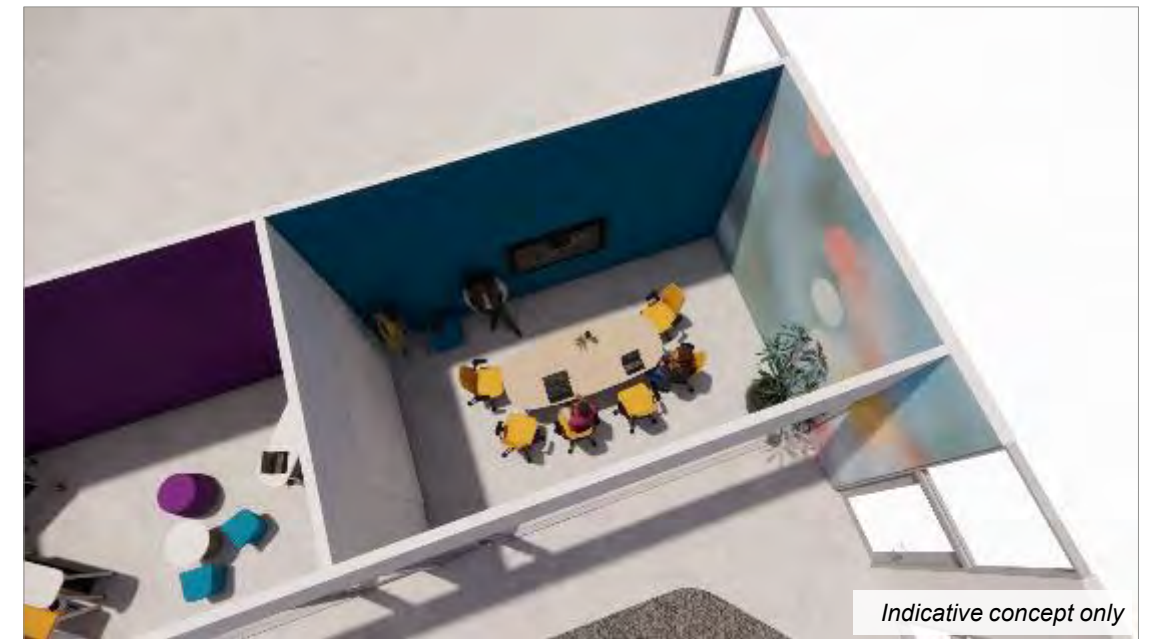
- Provide views into the room by incorporating transparent and opaque glass
- Design appropriately sized meeting rooms to accommodate 3-6 people and 6-8 people
- Provide seating for “primary” participants and “secondary” participants, with sightlines to the camera(s) and screen(s) for virtual participants
- 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 Wi-Fi

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

Neighborhood Zone | Focus Room/Pod

The Focus Room is located within the Neighborhood Zone and is a small enclosed room for 1-3 people or a fully enclosed booth for one person. It is designed to be multi-purpose in support of individual heads-down focus work, small meetings (physical or virtual), 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.



Worksettings

Neighborhood Zone | Focus Room/Pod

Space

- Design to support 1-3 people
- Consider including freestanding Phone Booths/Pods, where appropriate, that provide flexibility and create space division in open areas
- 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/Pods to balance visibility and privacy
- Provide backgrounds with whiteboard, artwork, or brand identification for an enhanced video experience for virtual calls

Tools + Technology

- Supply dual 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

People + Behavior

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



Worksettings

Neighborhood Zone | Shielded Focus

The Shielded Focus area includes a range of settings to conduct heads-down work within the Neighborhood Zone. Individuals can find a space to tuck away for deep focus work. Located in close proximity to the Focus Rooms and Pods, its fluid boundaries and appropriate protocols support uninterrupted focus work. Faculty and Classified Professionals come here to work alone, amongst peers. There are a variety of options in the Shielded Focus area including sheltered individual desks, semi-enclosed settings and fully enclosed Focus Rooms and Pods. Working in this area signals to others that an employee is in focus mode and prefers not to be interrupted. The range of individual settings provides users with options to meet their needs and individual preferences for how to focus.



Indicative concept only

Worksettings

Neighborhood Zone | Shielded Focus

Space

- Provide a series of enclosed, semi-enclosed and open sheltered work areas that are quiet, private areas within the Neighborhood Zone
- Include a variety of settings and postures to address individual preferences
- Consider high-back furniture and screens to create visual privacy
- Include soft furnishings & baffles to help improve acoustics
- Consider finishes and colors that create a relaxed feeling
- Locate on perimeter of the space away from major traffic routes
- Provide access to daylight and greenery

Tools + Technology

- Supply multiple monitors and docking stations where appropriate
- Consider appropriate sound masking to minimize auditory distractions
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Encourage people to work uninterrupted in a secluded and controlled space as needed
- Consider “No Phone Zone” protocol to reduce unwanted distractions
- Develop protocols that ensure concentration by discouraging external interruptions and collaboration within the zone
- Include protocols that discourage individuals from “squatting” in these settings for extended periods of time



Worksettings

Neighborhood Zone | Workstation

The Workstation supports individual work in the Departmental area. 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 are 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 Neighborhood 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 Neighborhood Zone and the spacing and density of individual Workstations should be considered to minimize visual and acoustical distractions



Indicative concept only

Worksettings

Neighborhood 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 greater visibility, more open communication and more access to daylight
- Include freestanding screening elements to signal the need for privacy and no interruptions
- Consider benching workstations as an option for Hybrid and Remote workers
- Identify individual and group storage needs

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 access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

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



Worksettings

Neighborhood Zone | Private Office: Single Occupancy

The Private Office is intended to support individual work, small meetings, virtual calls with audio and visual needs, and one-on-one confidential conversations. The Private Office is located within the Neighborhood Zone and enhances Office Hour sessions with Students and interactions with other Faculty and Classified Professionals. The Office may be assigned, unassigned or shared, and may accommodate artifacts of one or more staff member 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.



Worksettings

Neighborhood Zone | Private Office: Single Occupancy

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, credentials 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 access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

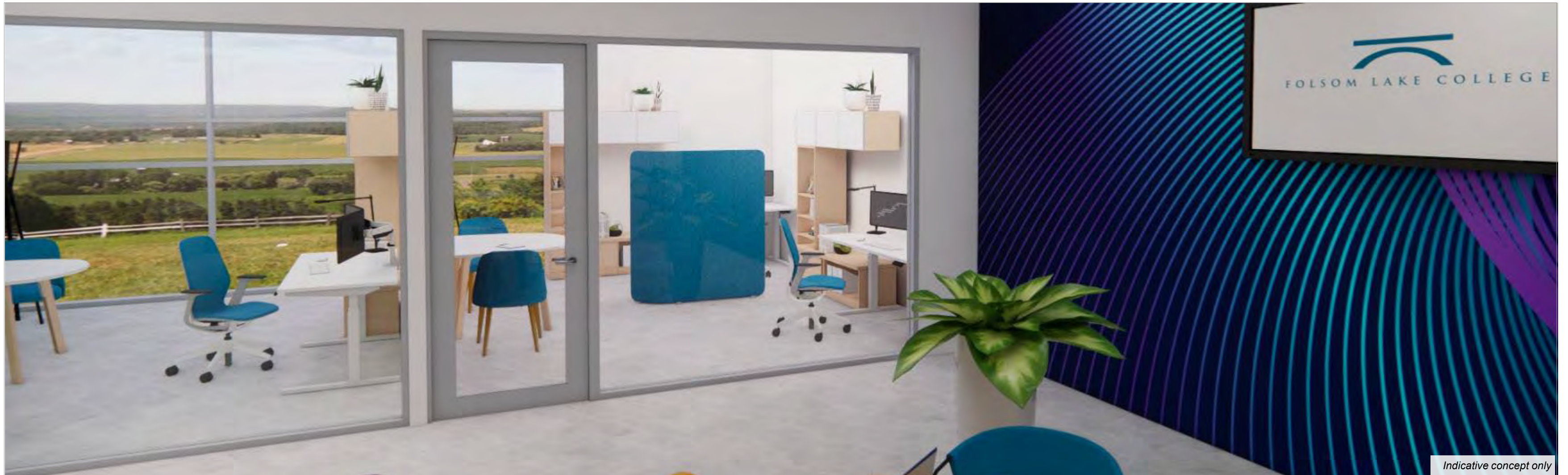
- Develop protocols that promote the intended use and behaviors, recognizing that work activities and work styles vary by individual and department
- Create a welcoming environment for Students to interact with Faculty during Office Hours
- Establish protocols for signaling occupancy, availability or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



Worksettings

Neighborhood Zone | Private Office: Double Occupancy

The Double Occupancy Private Office hosts multiple users and is designed to support the needs of up to two occupants using the office at the same time. Shielding elements within the office allow the two occupants to focus on individual work, while relieving concerns of privacy and concentration. Lockable storage keeps each occupant's belongings safe while others are using the space. The Office may be assigned, unassigned or shared depending on the hybrid strategy being implemented to support Faculty and Departmental needs. Designing the 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 ensures that personal workstyles and collaboration are supported. It is located in the Neighborhood Zone in close proximity to alternative settings that support collaborative and social activities.



Indicative concept only

Worksettings

Neighborhood Zone | Private Office: Double Occupancy

Space

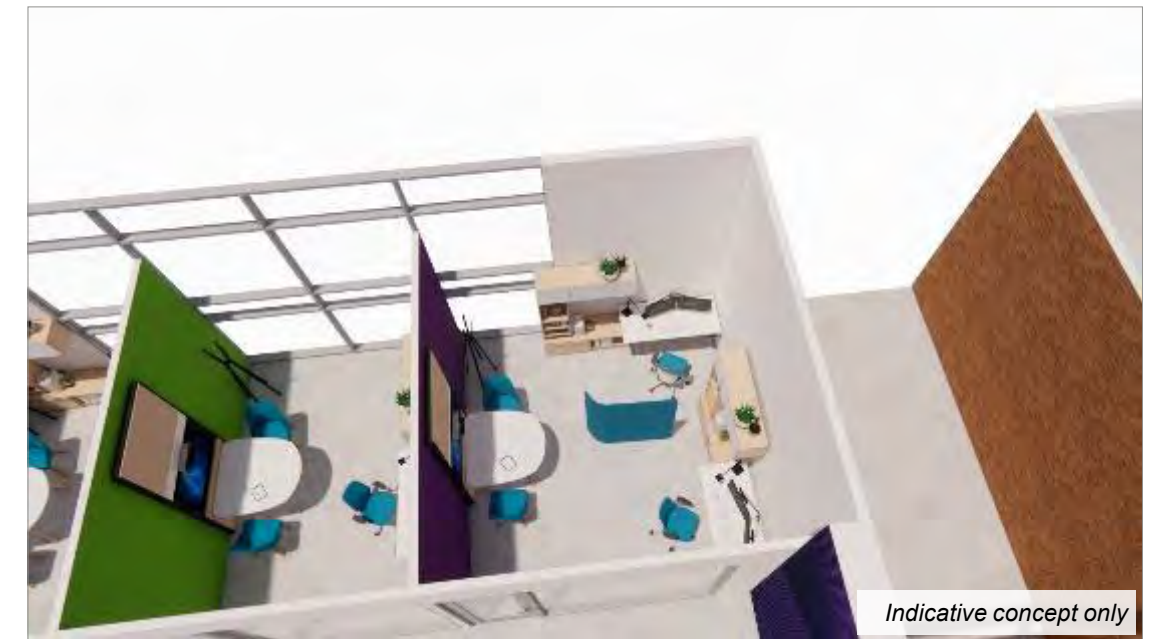
- Design the office to support all occupants' needs for work, display and storage
- Provide shielding elements to define each occupant's work area and support the need for focus
- Develop a kit of parts to provide flexibility and greater choice within the setting
- Include both transparent and solid 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, credentials 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
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

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



05.

Scenario Development

- Classroom Utilization Key Findings + Scenarios
 - Work Modes Study Key Findings
 - Foundational Pillars
 - Scenarios Defined – FL2 Cypress Hall
 - Scenarios Defined – FL1 Aspen Hall
-

Scenarios

Overview

This section identifies three sets of potential future-oriented scenarios for FLC's consideration. This includes one set of two scenarios for Faculty and Students (FL2 reimagination), one set of two scenarios for Classified Professionals and Students (FL1 reimagination) and one set of three scenarios for classrooms. These scenarios are based on the synthesis of all data from this engagement including but not limited to the following items.

- FLC Executive Team interviews and workshop
- Interviews with select members of the Classified Professional and Academic Senates
- Experience Survey and Work Mode Study
- Classroom utilization history
- Observation of Classrooms, and Faculty and Classified Professional space
- Workshops with Students, Faculty and Classified Professionals
- Consultation with external educational experts
- Steelcase research

The intent of these scenarios is to provide FLC 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.

The scenarios for Faculty and Classified Professionals are based on mobile working or hybrid strategies. In implementing solutions of this type there are a number of key factors which are necessary for success. These include:

- Leadership alignment and behaviors that demonstrate endorsement
- Front line leaders fully understand the strategy and consistently apply it to ensure equity and inclusion
- Processes are evaluated and adjusted to support the new 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 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 FLC consulting effort. These factors include but are not limited to:

- What FLC Executive Team is seeking to achieve as represented by the Critical Success Factors developed during this engagement
- The unique development of Foundational Pillars for FLC's strategy and their relative ranking by Leaders, Faculty and Classified Professionals
- Results of the Work Mode Study
- Observation study and analysis of classroom utilization data

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

- Highly ranked Foundational Pillars of College Community, Success Rates, Innovation and Communication
- The desire among all constituents to build a stronger sense of community
- The implementation of an equitable mobile / hybrid policy (one for Faculty and one for Classified Professionals)
- Work Mode Study results which indicate between 2 - 3 days in the office per week to ensure effectiveness for Classified Professionals
- Union agreements for time in the office for Faculty and Classified Professionals

05. Scenario Development

Classroom Utilization Key Findings + Scenarios

Classroom Usage

Patterns, Constraints + Opportunities

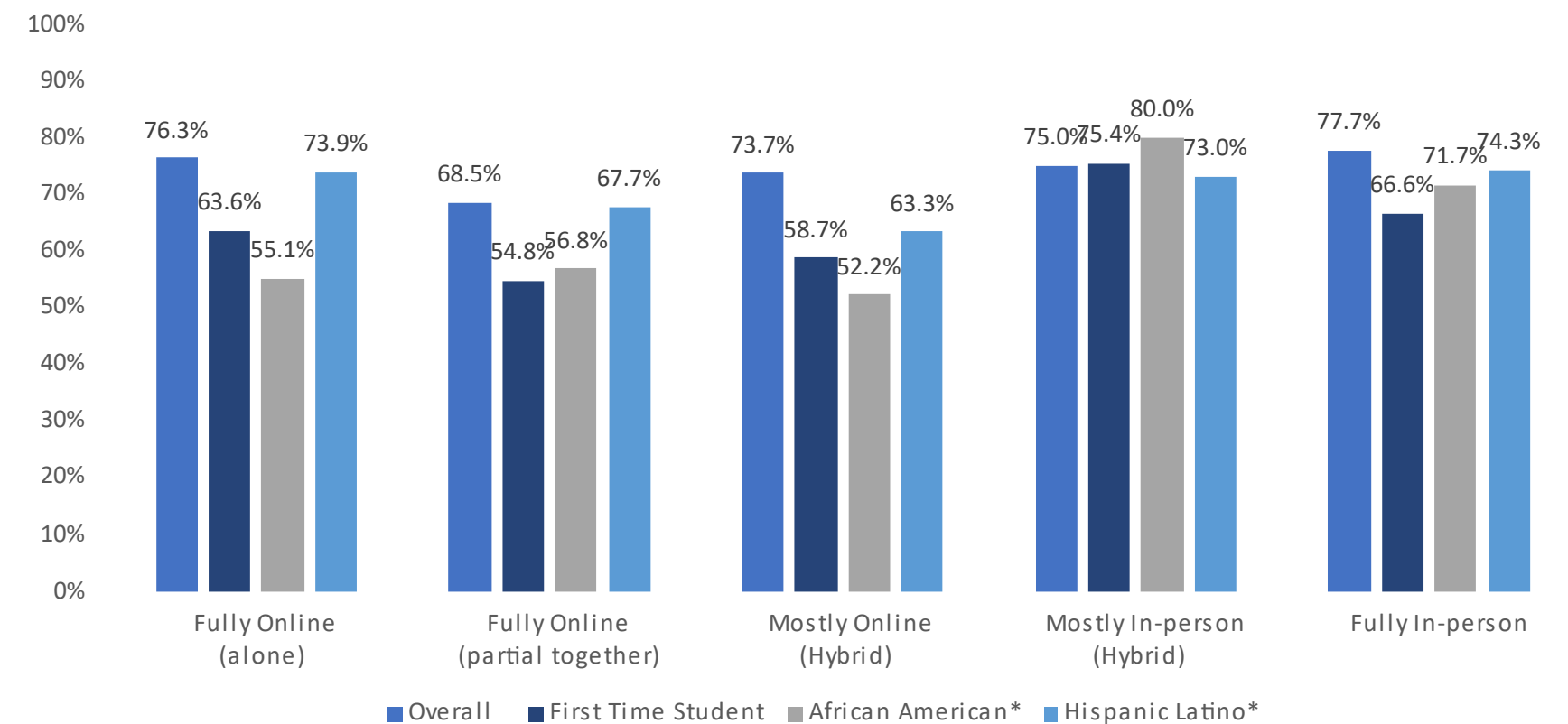
This section explores classroom usage patterns, evolving modalities, FLC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here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

- Census reports for Fall 2018, Fall 2019, Fall 2022, Spring 2023, Fall 2023, Spring 2024, and Fall 2024
- Classroom scheduling data for Fall 2019 and Fall 2024
- FLC Leader workshop results from the long-term modality exercise
- FLC 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 or to Non-Peak times
- 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

FLC Success Rates by Modality Spring 2024



The data in the chart above was provided by FLC and reflects historical success rates for key student groups by modality

Note: for 2018 and 2019 hybrid is included in online and for 2022, 2023 and 2024 it is included in on-ground

Classroom Usage

Key Findings

- There has been a **significant shift in modalities** between 2018 and 2024; on-ground instruction has shifted from the upper 70% range to the low 50% range and there does not appear to be a catalyst to change the current levels of modality
- The number of Lecture and Lab classrooms has remained unchanged between 2019 and 2024, however a new science building will open in 2025 which will increase the net number of Labs significantly
- Demand numbers for Lecture and Lab rooms include usage by the **Mountainside Middle College High School at El Dorado Center** which increases utilization percentages shown in this analysis
- Findings for Lecture rooms include:
 - ✓ Based on the shift in modality the demand for Lecture rooms and utilization have significantly declined from 2018 and 2024
 - ✓ **Monday – Sunday** average utilization is 19.1%
 - ✓ **Monday - Thursday** average utilization is 30.2%
 - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low – Friday 13.1%, Saturday 0% and Sunday 0%,
 - ✓ **Peak utilization** tends to be in earlier in the daytime hours of **9am – 2pm**
 - ✓ Excess capacity is indicated for lecture rooms regardless of the combination of course days and hours considered
- Findings for Lab rooms include:
 - ✓ Based on the shift in modality the demand for Lab rooms and utilization have slightly declined from 2018 and 2024
 - ✓ **Monday - Sunday** average utilization is 37.9%
 - ✓ **Monday - Thursday** average utilization 60.9%
 - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low – Friday 21.4%, Saturday 0% and Sunday 0%
 - ✓ **Peak utilization** tends to be throughout the daytime hours of **10am – 4pm** and even the other time slots have significant utilization
 - ✓ Using the logic for Scenario 3 Lab rooms are currently near capacity
- FLC Leader response to the **ideal long-term modality mix** varied but when the statistics from the 2 workshop teams were averaged the result was **on-ground 55% and online 45%** which is similar to the Fall 2024 Weekly Enrollment Census statistics report where Section data indicates **on-ground 49.2% and online 50.8%**
- Student success by modality generally indicates that on-ground has higher success rates than online, however there are notable differences between student demographics when it comes to on-ground and Partially Online Under 50% (mostly in-person) vs other instructional methods
- Scenario and demand modeling have identified:
 - ✓ **Lecture rooms have excess capacity across all scenarios**
 - ✓ **Lab rooms appears to be at capacity for Scenario 3 at current demand level**, however when the net add in Labs resulting from the new science building is considered there is significant excess capacity beyond a 20% increase in demand (see Table 2 on scenario modeling page)

Usage Patterns Fall 2019 vs Fall 2024

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
Lecture Rooms	2019 Fall	21.0%	53.3%	60.3%	55.4%	27.2%	52.1%	53.3%	29.5%	17.7%	24.9%	34.9%	31.5%	26.4%	19.2%	36.2%
	2024 Fall	17.7%	43.1%	55.1%	49.0%	35.1%	44.4%	42.8%	29.0%	11.0%	14.1%	14.1%	10.8%	6.4%	2.3%	26.8%
	Net Change	-3.3%	-10.3%	-5.1%	-6.4%	7.9%	-7.7%	-10.5%	-0.5%	-6.7%	-10.8%	-20.8%	-20.8%	-20.0%	-16.9%	-9.4%
	% Change	-15.9%	-19.2%	-8.5%	-11.6%	29.2%	-14.8%	-19.7%	-1.7%	-37.7%	-43.3%	-59.6%	-65.9%	-75.7%	-88.0%	-26.0%
Lab Rooms	2019 Fall	32.0%	62.0%	72.0%	76.0%	64.0%	60.0%	70.0%	72.0%	64.0%	54.0%	30.0%	52.0%	52.0%	44.0%	57.4%
	2024 Fall	32.0%	50.0%	68.0%	68.0%	58.0%	64.0%	66.0%	68.0%	58.0%	46.0%	24.0%	52.0%	46.0%	42.0%	53.0%
	Net Change	0.0%	-12.0%	-4.0%	-8.0%	-6.0%	4.0%	-4.0%	-4.0%	-6.0%	-8.0%	-6.0%	0.0%	-6.0%	-2.0%	-4.4%
	% Change	0.0%	-19.4%	-5.6%	-10.5%	-9.4%	6.7%	-5.7%	-5.6%	-9.4%	-14.8%	-20.0%	0.0%	-11.5%	-4.5%	-7.7%

This page documents changes in usage patterns between Fall 2019 and Fall 2024 for both room types. The focus is on Monday – Friday across all potential course times (Saturdays and Sundays are not included due to very low usage levels).

Net Change is defined as the utilization difference between Fall 2019 and Fall 2024. % Change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type are shown in the text box to the right.

Lecture

- Utilization decreased for all times in the range, except for 12PM
- The average utilization reduction is 26.0%

Labs

- Utilization decreases in all but 3 time slots
- The average reduction is 7.7%

Usage Patterns Fall 2019 vs Fall 2024

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
Lecture Rooms	2019 Fall	23.7%	60.6%	69.6%	65.1%	31.4%	63.5%	64.7%	35.6%	20.8%	30.4%	42.9%	38.8%	32.4%	23.7%	43.1%
	2024 Fall	18.6%	47.1%	62.2%	55.4%	37.5%	50.3%	48.7%	32.1%	12.5%	16.7%	17.3%	13.5%	8.0%	2.9%	30.2%
	Net Change	-5.1%	-13.5%	-7.4%	-9.6%	6.1%	-13.1%	-16.0%	-3.5%	-8.3%	-13.8%	-25.6%	-25.3%	-24.4%	-20.8%	-12.9%
	% Change	-21.6%	-22.2%	-10.6%	-14.8%	19.4%	-20.7%	-24.8%	-9.9%	-40.0%	-45.3%	-59.7%	-65.3%	-75.2%	-87.8%	-29.9%
Lab Rooms	2019 Fall	35.0%	67.5%	80.0%	82.5%	67.5%	62.5%	77.5%	85.0%	75.0%	65.0%	37.5%	65.0%	65.0%	55.0%	65.7%
	2024 Fall	37.5%	52.5%	72.5%	72.5%	60.0%	72.5%	77.5%	80.0%	67.5%	55.0%	30.0%	65.0%	57.5%	52.5%	60.9%
	Net Change	2.5%	-15.0%	-7.5%	-10.0%	-7.5%	10.0%	0.0%	-5.0%	-7.5%	-10.0%	-7.5%	0.0%	-7.5%	-2.5%	-4.8%
	% Change	7.1%	-22.2%	-9.4%	-12.1%	-11.1%	16.0%	0.0%	-5.9%	-10.0%	-15.4%	-20.0%	0.0%	-11.5%	-4.5%	-7.3%

This page documents changes in usage patterns between Fall 2019 and Fall 2024 for both room types. The focus is on Monday – Thursday across all potential course times (Fridays, Saturdays and Sundays are not included due to very low usage levels).

Net change is defined as the utilization difference between Fall 2019 and Fall 2024. % change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type are shown in the text box to the right.

Lecture

- Utilization decreased for all times in the range, except for 12PM
- The average utilization reduction is 29.9%

Labs

- Utilization decreased for all but 4 time slots
- The average utilization reduction is 7.3%

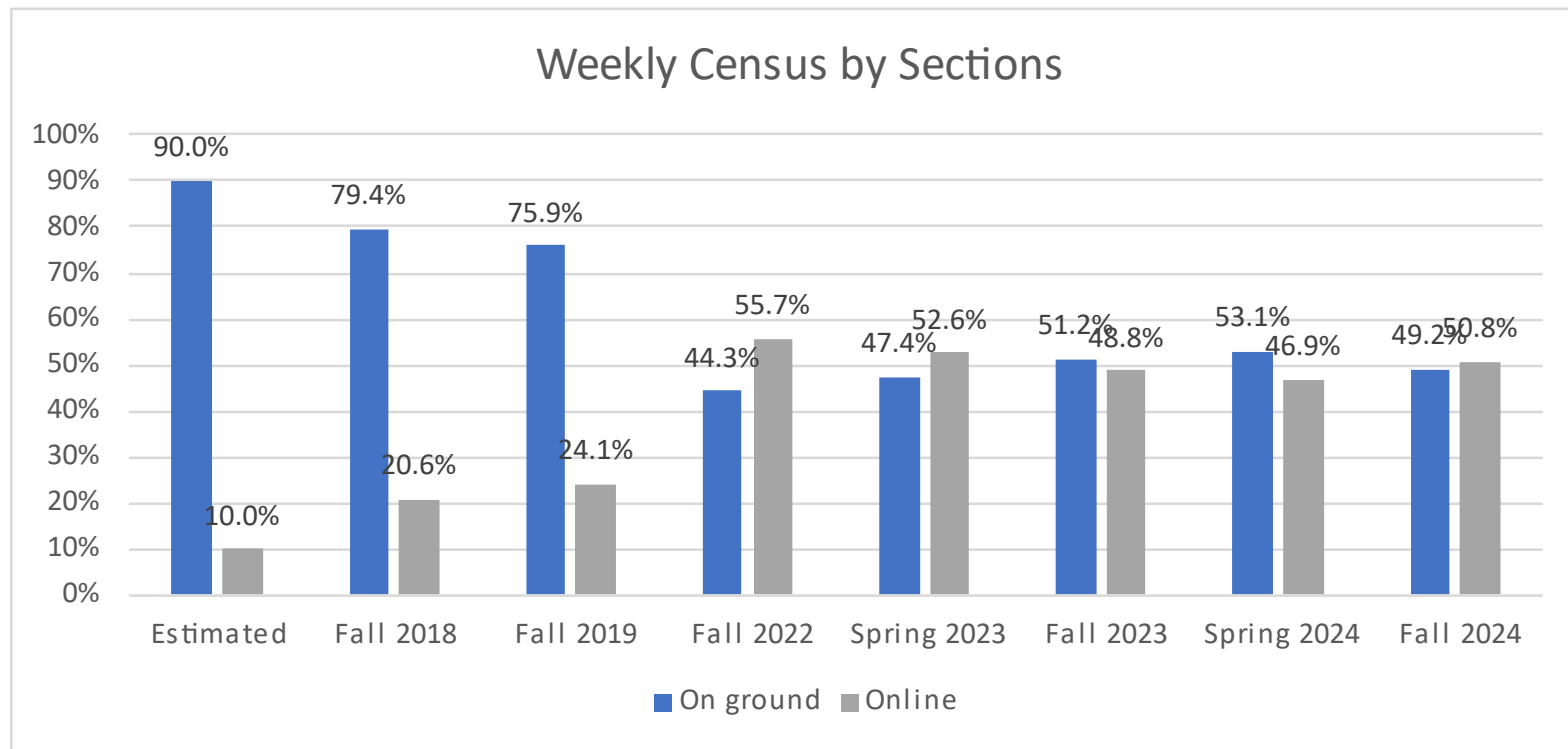
Evolution - Online vs On-Ground

On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

	Estimated Prior COVID	Fall 2018 Sections	Fall 2019 Sections	Fall 2022 Sections	Spring 2023 Sections	Fall 2023 Sections	Spring 2024 Sections	Fall 2024 Sections
On ground	90.0%	79.4%	75.9%	44.3%	47.4%	51.2%	53.1%	49.2%
Online	10.0%	20.6%	24.1%	55.7%	52.6%	48.8%	46.9%	50.8%

Note: for 2018 and 2019 hybrid is included in online and for 2022, 2023 and 2024 it is included in on-ground

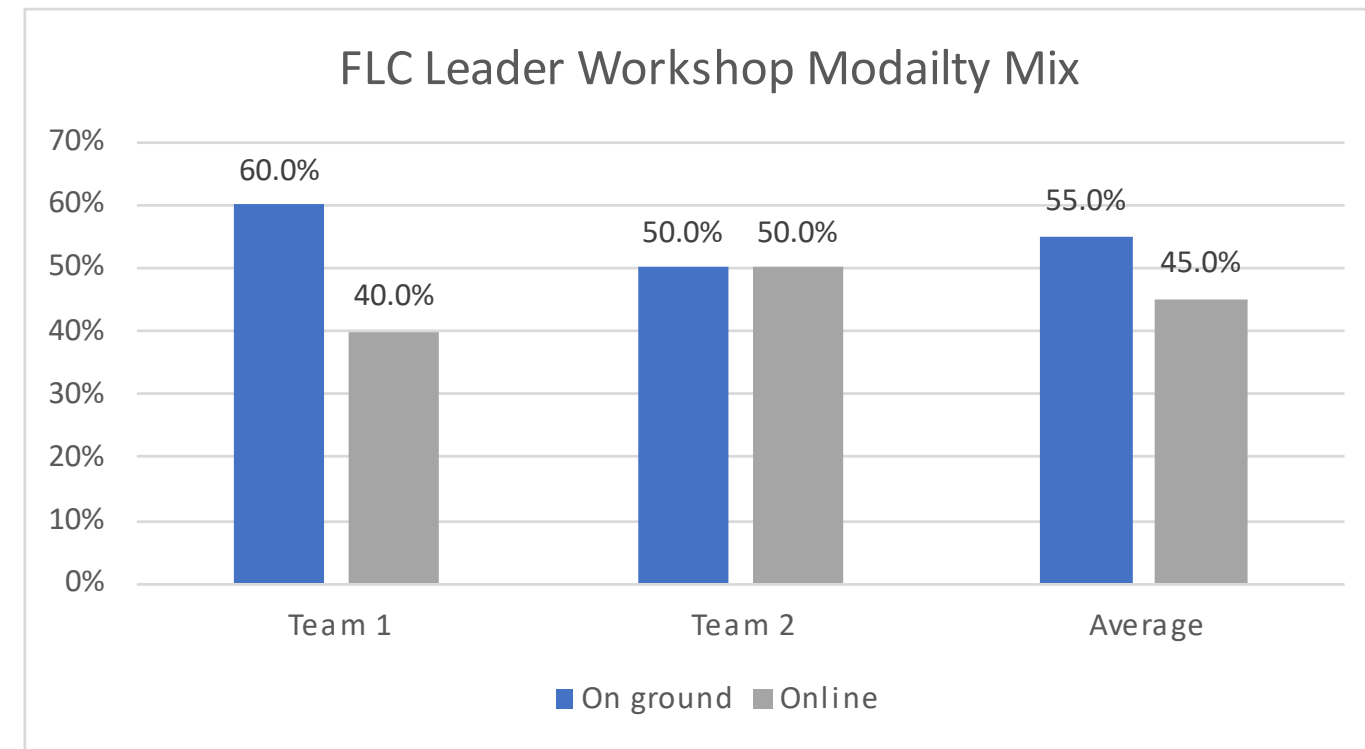


The above graphic documents the evolution in modality from Pre Covid to Fall 2024 (Sections data is used here however the WSCH data is almost identical). Two trends are apparent from the data above.

- Prior to Covid on-ground courses were slowly declining over time as a percentage of the modality mix
- From Spring 2023 on-ground courses have varied between 47.4% and 53.1% of the modality mix

Leader Workshop Long Term Modality Exercise Results

	FLC Leaders Team 1	FLC Leaders Team 2	Workshop Average
On ground	60.0%	50.0%	55.0%
Online	40.0%	50.0%	45.0%



The above graphic is from the FLC Leader workshop where each team was asked to suggest the long-term modality mix that would be ideal and achievable 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 similar to the modality mix from Sections data contained in the Enrollment Census Statistics for the last 4 semesters.

Classroom Scenarios

The following page explores a range of scenarios which vary target utilization levels and demand for courses based on current patterns. The analysis also estimates the resulting impact on the inventory of classrooms. The three scenarios considered are:

- Scenario 1 – Peak utilization is set to 80% and Non-Peak is based on Fall 2024 actual course demand hours
- Scenario 2 – Peak utilization is set to 80% and Non-Peak is set to 35% of course demand hours specified
- Scenario 3 – Peak utilization is set to 85% and Non-Peak is set to 40% of course demand hours specified

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

- Current demand less 10%
- Current demand (Fall 2024)
- Current demand increased by 10%
- Current demand increased by 20%

The Peak and Non-Peak targets for Scenario 3 are based on best-in-class results within the Los Rios District College system and hence are realistic and achievable.

We believe Scenario 3 most accurately represents the classroom opportunities and challenges for FLC. It indicates:

- For lecture rooms
 - ✓ At current course demand levels there is a **50.3% excess in Lecture rooms**
 - ✓ In absolute terms the excess capacity would support a near doubling in demand and if current modalities extend into the future this would represent a near doubling of the student population
 - ✓ The distribution of lecture rooms across 3 locations is a somewhat limiting factor and should be considered in further analysis
- For lab rooms
 - ✓ Current course and Lab planning is effective which is indicated by utilization in Scenario 3 at current demand levels
 - ✓ At current demand levels Labs are near capacity
 - ✓ While the new science building should alleviate the capacity limitations for this room type, analysis indicates **significant excess capacity (approx. 33.3%)** will result beyond a 20% increase in demand (see note and Table 2 on the following page)
 - ✓ Further investigation, demand modeling and capacity investigation for labs is indicated

We are using the version of Scenario 3 which includes the net add of Labs from the new science building (see Table 2 on following page) in modeling scenarios for Faculty and classrooms. **This represents an aggregate reduction of 39% in classrooms.**

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 Scenarios

Table 1

	Classroom Utilization Scenario 1 Monday - Thursday (4 days)			Classroom Utilization Scenario 2 Monday - Thursday (4 days)			Classroom Utilization Scenario 3 Monday - Thursday (4 days)		
	Peak @ 80% utilization, Non Peak @ actual scheduled course demand			Peak @ 80% utilization, Non Peak @ 35% course demand specified			Peak @ 85% utilization, Non Peak @ 40% of course demand specified		
	Lecture	Lab	Total	Lecture	Lab	Total	Lecture	Lab	Total
Current Hours Course Demand Less 10%	1187.1	306.9	1494	1187.1	306.9	1494	1187.1	306.9	1494
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	44.1	7.6	51.7	40.2	10.4	50.6	34.9	9.0	43.9
Excess # Rooms	33.9	2.4	36.3	37.8	-0.4	37.4	43.1	1.0	44.1
% Excess	43.5%	23.6%	41.2%	48.5%	-3.9%	42.5%	55.2%	9.7%	50.1%
Current Hours Course Demand	1319	341	1660	1319	341	1660	1319	341	1660
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	49.0	8.5	57.4	44.7	11.5	56.2	38.8	10.0	48.8
Excess # Rooms	29.0	1.5	30.6	33.3	-1.5	31.8	39.2	0.0	39.2
% Excess	37.2%	15.1%	34.7%	42.8%	-15.4%	36.1%	50.3%	-0.3%	44.5%
Current Hours Course Demand Plus 10%	1450.9	375.1	1826	1450.9	375.1	1826	1450.9	375.1	1826
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	53.9	9.3	63.2	49.1	12.7	61.8	42.7	11.0	53.7
Excess # Rooms	24.1	0.7	24.8	28.9	-2.7	26.2	35.3	-1.0	34.3
% Excess	31.0%	6.6%	28.2%	37.0%	-27.0%	29.8%	45.3%	-10.3%	39.0%
Current Hours Course Demand Plus 20%	1582.8	409.2	1992	1582.8	409.2	1992	1582.8	409.2	1992
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	58.8	10.2	68.9	53.6	13.9	67.4	46.6	12.0	58.6
Excess # Rooms	19.3	-0.2	19.1	24.4	-3.9	20.6	31.4	-2.0	29.4
% Excess	24.7%	-1.9%	21.7%	31.3%	-38.5%	23.4%	40.3%	-20.4%	33.4%

Notes:

1. Classrooms used by MMCHS are included in the room count and the associated usage is included in the utilization numbers.
2. The net add of Labs from the New Science building is not included in the table to the left as the building is not currently available. However, the Table 2 below demonstrates the impact on classrooms resulting from the net add of 18 Labs (12 new less 4 removed from FL2)) at a course demand which is 20% above the current levels. As science courses are predominately done on-ground the 20% increase reflects approximately a 20% increase in the student population.

Table 2

	New Science Building Adjustment - Current Demand +20%		
	Lecture	Labs	Total
Available # Rooms	78	18	96
Required # Rooms	46.6	12	58.6
Excess # Rooms	31.4	6	37.4
% Excess	40.3%	33.3%	39.0%

05. Scenario Development

Work Modes Study Key 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 employees, 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

- FLC's response rates to this study were below what is typical. Due to this a number of filters of the results had insufficient data to be presented in this document. This limited the findings and also suggests that while the broad direction of the findings are valid, they should not be viewed as definitive.
- Across the organization the predominant work mode is alone at 59% with alone routine at 35% and alone deep focus at 24%.
- The predominant worker profile is Profile 4 which is characterized by a high percentage of alone routine work
- All 8 worker profiles are present, and their distribution varies by demographics (as would be expected).
- When considering the effectiveness of work, alone work has a higher percentage of time targeted at home than collaborative work or socialization.
- Calculated time in the office varies by level which is to be expected (data for other views is not available). Leaders' results indicate 3.9 days and Classified Professionals indicate 3.16 days in the office.
- Based on the low response rate and work with similar clients we suggest approximately 2 to 3 days a week or 16 to 24 hours a week in the office be targeted for hybrid workers.
- Given the high percentage of individual work, implementing less than 4 days per week in the office is realistic, however it will require understanding student patterns and developing and managing a schedule to ensure Classified Professionals provide adequate coverage. We believe data from student "check-in" for services can be used to support this planning effort.

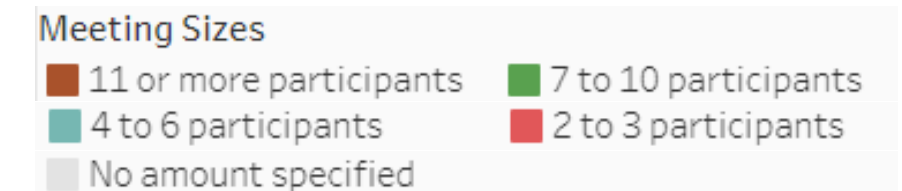
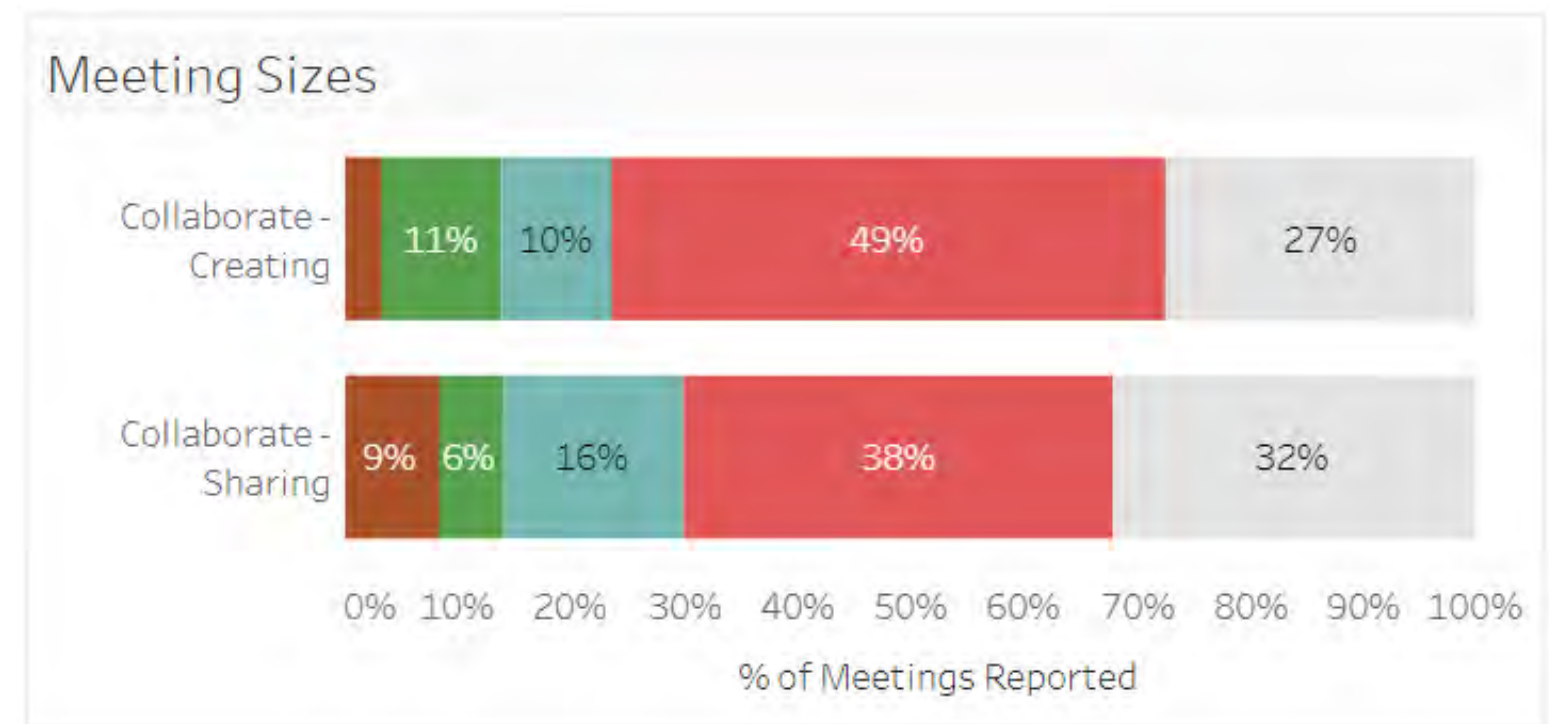


Collaborative Meeting Sizes

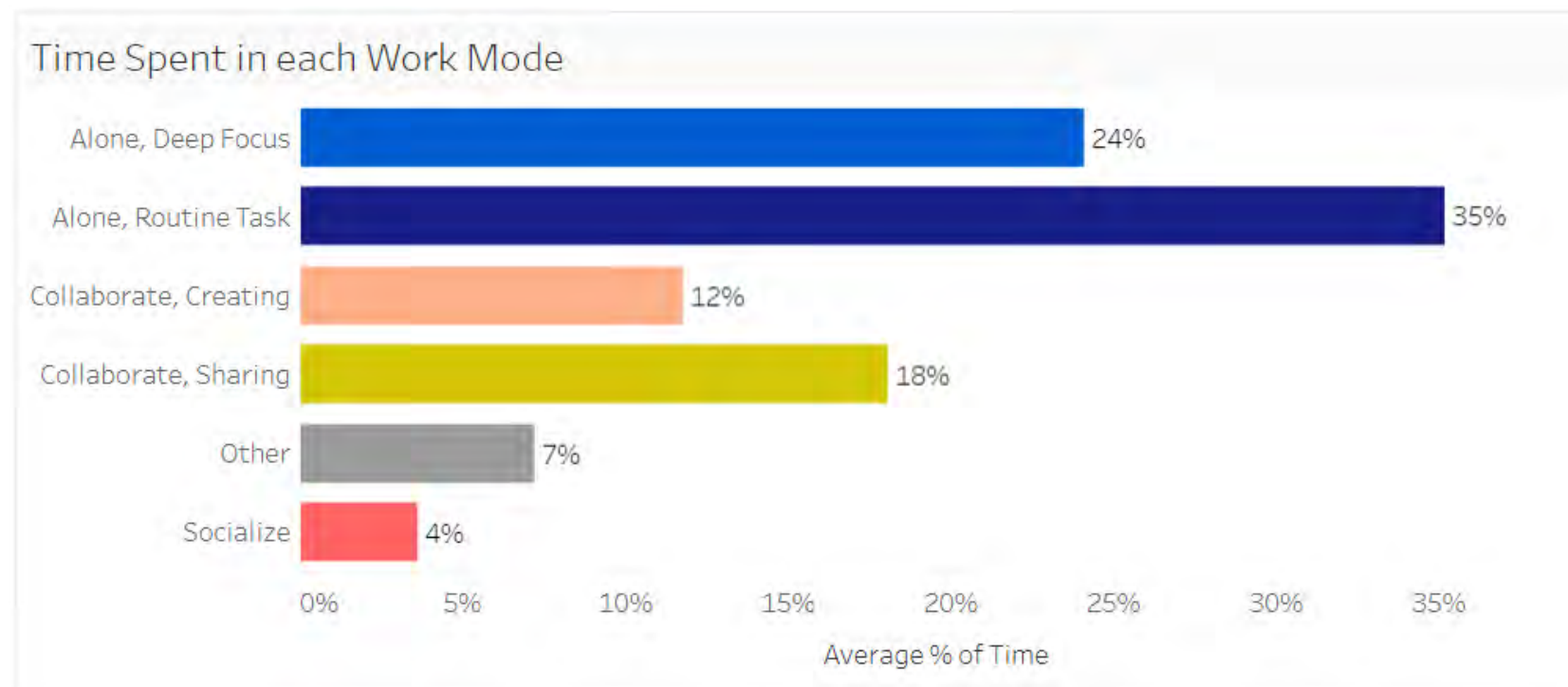
The work mode capability collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At FLC, in general, meetings tend to be small.

- The most frequent meeting size is 2 to 3 participants
- The second next most frequent meeting size is 4 to 6, however for collaborate creating there are equal amounts in the 7 to 10 meeting size category
- Approximately 59% of collaborative creating sessions include 2 to 6 participants
- Approximately 54% of collaborative sharing sessions include 2 to 6 participants

Note in calculating percentages above “No amount specified” was removed from the total.



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
- 59% of time is spent in alone work
- The predominant collaborative activity is sharing
- 30% of time is spent in collaborative work
- 4% of time is spent in socializing

In the appendix of this report are four pages that show the breakdown of FLC'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) analyzed may or may not have all 8 profiles and 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 level

The tables on this page are based on aggregating responses by level across all work mode instances to the question “Where would you be most effective: office or home?”

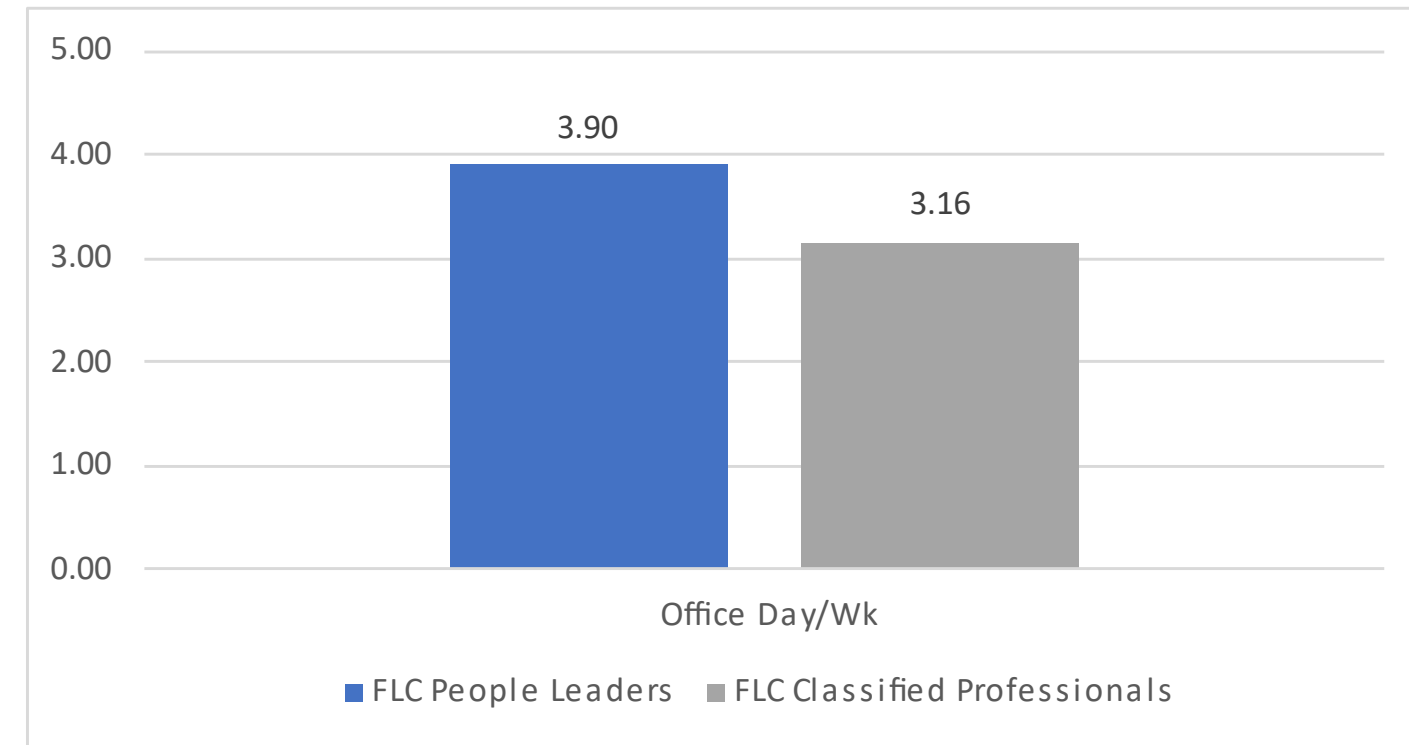
The data shows that in most instances employees at all levels believe from an effectiveness / productivity perspective work can be blended between home and the office. Also, the data from both groups indicate there is less reason for alone work to be done in the office as compared to collaborative work and socialization. People Leaders indicated higher effectiveness in the office than Classified Professionals.

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

The results indicate that People Leaders believe there is a higher need to be in the office than Classified Professionals by about a day.

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”.

Note: the response rate was insufficient to report breakouts for Executive, Manager, and Supervisor. Data that was collected is aggregated together as FLC People Leaders.



FLC People Leaders	Effectiveness	
	% Home	% Office
Alone - deep focus	39.7%	60.3%
Alone - routine task	21.4%	78.6%
Collaborate - sharing	14.3%	85.7%
Collaborate - creating	18.0%	82.0%
Socialize		100.0%
No response and no preference removed from calculations		

FLC Classified Professionals	Effectiveness	
	% Home	% Office
Alone - deep focus	54.1%	45.9%
Alone - routine task	39.5%	60.5%
Collaborate - sharing	33.9%	66.1%
Collaborate - creating	22.0%	78.0%
Socialize	9.7%	90.3%
No response and no preference removed from calculations		

05. Scenario Development

Foundational Pillars

Foundational Pillars

Foundational Pillars have been developed for this project based on interviews and a workshop with FLC's Executive Team and Steelcase's global research on higher education. These Pillars played a key role in envisioning the appropriate scenarios for the future learning and work experience at FLC.

College Community

The college experience promotes a culture of equity, inclusion, empathy and respect linked to the values of FLC.

Success Rates

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

Innovation

Continuous improvement in processes, systems, capabilities and programs to meet current and emerging Student and Constituent needs.

Flexibility + Balance

Faculty, Classified Professionals and Administrators have choice over where work is done and how they should support and connect with Students.

Work Experience

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

Communication

Communication is strengthened and prioritized to ensure transparency and understanding for all decision-making processes.

Campus Experience

Classrooms, community and social amenities provide opportunities to build connections and a supportive experience for Students.

Learning + Development Flexibility

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

Ranking of Foundational Pillars

This page documents the ranking of Foundation Pillars from each Workshop conducted with FLC 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 general alignment between all groups with the Foundational Pillars of College Community, Success Rates and Innovation being ranked in the top three. Faculty ranked Success Rates lower than the other two groups based on the perspective that Success Rates are the natural outcome of doing the other factors well.

Campus Experience was ranked fourth by Leaders but received the lowest ranking from Classified Professionals. This ranking was somewhat driven by the newness of the campus and the extent to which it has been well maintained.

Communication was ranked fifth by Leadership but was ranked first by Classified Professionals and eighth by Faculty. This disparity is perhaps due to Classified Professionals' perception that there is a lack of clear communication between them, Faculty and the administration and their desire to address this situation.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

05. Scenario Development

Scenarios Defined

FL2 Cypress Hall

Scenarios Overview: FL2 Cypress Hall

Faculty, Students and Classrooms

Cypress Hall building interior will be reconceptualized and nonstructural walls will possibly be removed, but no other constraints are included in these scenarios

As Is

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

- Relevant spaces for Scenarios in FL1 and FL2 include approximately 22 instructional rooms, 50 Faculty offices and approx. 14 seats for Career Ed, Tutoring etc.
- Office sharing has been introduced for Adjunct and some Full-time Faculty; under consideration is 3-day minimum presence for Faculty office ownership
- Heavy personalization of offices
- There are no / limited Student experience areas outside the Classrooms
- Classrooms generally support traditional lecture mode with limited display technology
- Four Science and Lab Classrooms and select staff will be moved to the new Science building when it is complete

Note the Technology group will be moved to FL1 in these scenarios

Scenario 1

Resident (1:1 ratio, 60%+)	25%
Hybrid (2:1 ratio, <60%)	50%
Remote	25%

- Formal Hybrid program introduced and office sharing evolved for Faculty; Residents are assigned offices and must be in office 3+ days / week, Remote workers rarely come to office and work in Community areas and Hybrid workers share offices at 2:1 ratio
- Faculty offices for Hybrid workers are designed to accommodate the workstyles and artifacts of two Faculty members assigned to an office and are shared on a 2:1 ratio (two individual seats)
- Community spaces will be designed with a wide range of settings to provide choice for Faculty
- Areas will be introduced where Students can congregate informally before and after class
- Settings will be considered for Students to take online classes while on campus
- Classrooms reduced by 39% based on utilization and redesigned for flexibility
- Significant change management required

Scenario 2

Resident	0%
Hybrid (3:1 ratio, unassigned)	75%
Remote	25%

- Hybrid program evolved from Scenario 1; Hybrid Faculty offices are assigned to a department but unassigned to specific Faculty members and are shared on a 3:1 ratio, Remote workers are the same as Scenario 1
- The use of offices can be determined and managed by the department
- Additional unassigned enclosed spaces will be included in Faculty Community areas to support focus work and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- Student areas enhanced over Scenario 1
- Classroom designs and numbers same as Scenario 1
- Significant change management required

As Is: FL2 Cypress Hall

Faculty + Classrooms

Faculty and Classroom scenarios for FLC will integrate relevant spaces from FL1 and FL2 into a reconceptualized FL2 building.

FL1 currently houses several Classrooms and Faculty offices in addition to the Welcome & Student Success Center, the Library, the Innovation Center and a broad range of other spaces. FL2 houses predominantly Classrooms, Faculty offices, a Tutoring Center, Career Ed program and select members of the Technology group.

FL1 and FL2 were the first two buildings built on FLC's main campus and are of modern design, well maintained and generally provide a consistent experience for Student and Faculty. Lecture rooms support traditional lecture mode, with the instructor at the front of the room and minimal ability to adapt the furniture within the room. Lab rooms were designed to support the needs of the relevant subject area and 4 of these Labs will be transferring to the new Science building when it is complete in 2025.

The majority of Faculty offices in the two buildings open into the interior corridors and there is limited obvious support for Faculty dedicated social and collaborative activities within the buildings. During observation of Faculty areas most offices appeared to be empty a substantial portion of the time.

Office sharing has been adopted at a basic level for Adjunct and lower tenured Faculty, and this has resulted in a limited amount of space savings. A more formal hybrid program for Faculty offices is under consideration which would provide Faculty the opportunity to own an office if they are willing to commit to be on campus 3+ full days per week. All other Faculty would share offices.

Most classrooms have display technology which appears modern and worked well in all rooms where it was used or tested by our team.

Defining Characteristics

- The instructional space is comprised of approximately 22 classrooms and 50 Faculty offices
- Hybrid exists for all Faculty, but is ad hoc
- Sharing of Offices has been adopted for Adjunct and lower tenured Faculty
- There is heavy personalization of offices
- In the Faculty areas there is limited obvious collaborative and social space
- There are few Student experience areas in the proximity of Classrooms
- Lecture rooms generally supported traditional lecture mode and have effective display technology

As Is: FL2 1st Floor

Key:

- Community
- Learning
- Neighborhood



Actual Space Capacity:

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0	1	0
Hybrid	50	100%	1.2	42
Remote	0	0	1	0
	50	100%		42
Offices				42
Workstations				0
Deans Office				0

Notes:

1. Instructional Faculty from FL1 included in FL2 reconceptualization and included in population and seats above
2. Technology group from FL2 included in FL1 reconceptualization and not in population or seats above
3. Tutoring, Career Ed, etc. addressed in FL2 reconceptualization but not included in numbers above

As Is: FL2 2nd Floor

Key:

- Community
- Learning
- Neighborhood



Indicative concept only

Scenario One: FL2 Cypress Hall

FL2 Cypress Hall redefined for an upgraded experience

In Scenario One the goal is to reimagine the current square footage of FL2 (less 39% of classrooms from FL1 and FL2), integrate classrooms and Faculty offices from FL1 and introduce a formal hybrid program similar to what is currently being considered for Faculty. Some excess space will be used to introduce Faculty community and Student interaction areas.

The formal Hybrid program will realize 3 types of Faculty: Residents who are in the office 3+ days a week and will own an enhanced office; Hybrid who will be in the office weekly but less than 3 days and will share an office at 2:1; and, Remote who will not come to campus regularly and will utilize open and enclosed spaces in the new Faculty community areas when on campus.

Scenario One will provide an upgraded learning experience and will enhance Student and Faculty interactions. This will:

- Offer Students a better learning experience before, during and after classes
- Ensure greater choice and flexibility for Faculty
- Better match the office solution with Faculty work patterns
- Leverage a Hybrid workforce to better utilize square footage through sharing offices

Design Characteristics

- Resident Faculty offices are designed to provide an enhanced experience
- Hybrid Faculty offices are designed to accommodate the workstyle and artifacts of two Faculty members assigned to each office
- Faculty community areas will be designed with a range of unassigned drop-in spaces for Faculty to work when they don't need their private office
- Introduce areas where Students can congregate informally before and after class
- Settings will be considered for Students to take online classes while on campus
- Classrooms redesigned to enable flexibility to support enhanced Student and Faculty experience
- New processes and protocols will be introduced as appropriate to support new workstyles and sharing
- Significant change management required

25% Resident Workers

in office 3+ days a week
(1:1 ratio)

50% Hybrid Workers

in office weekly but less than 3 days a week
(2.1 ratio)

25% Remote Workers

Significant level

of Change Management effort required

Shift in real estate

26% Real Estate Saving

Scenarios One & Two: FL2 1st Floor

Option 1 – without Innovation Center

Key:

- Community
- Learning
- Neighborhood
- Real Estate Savings

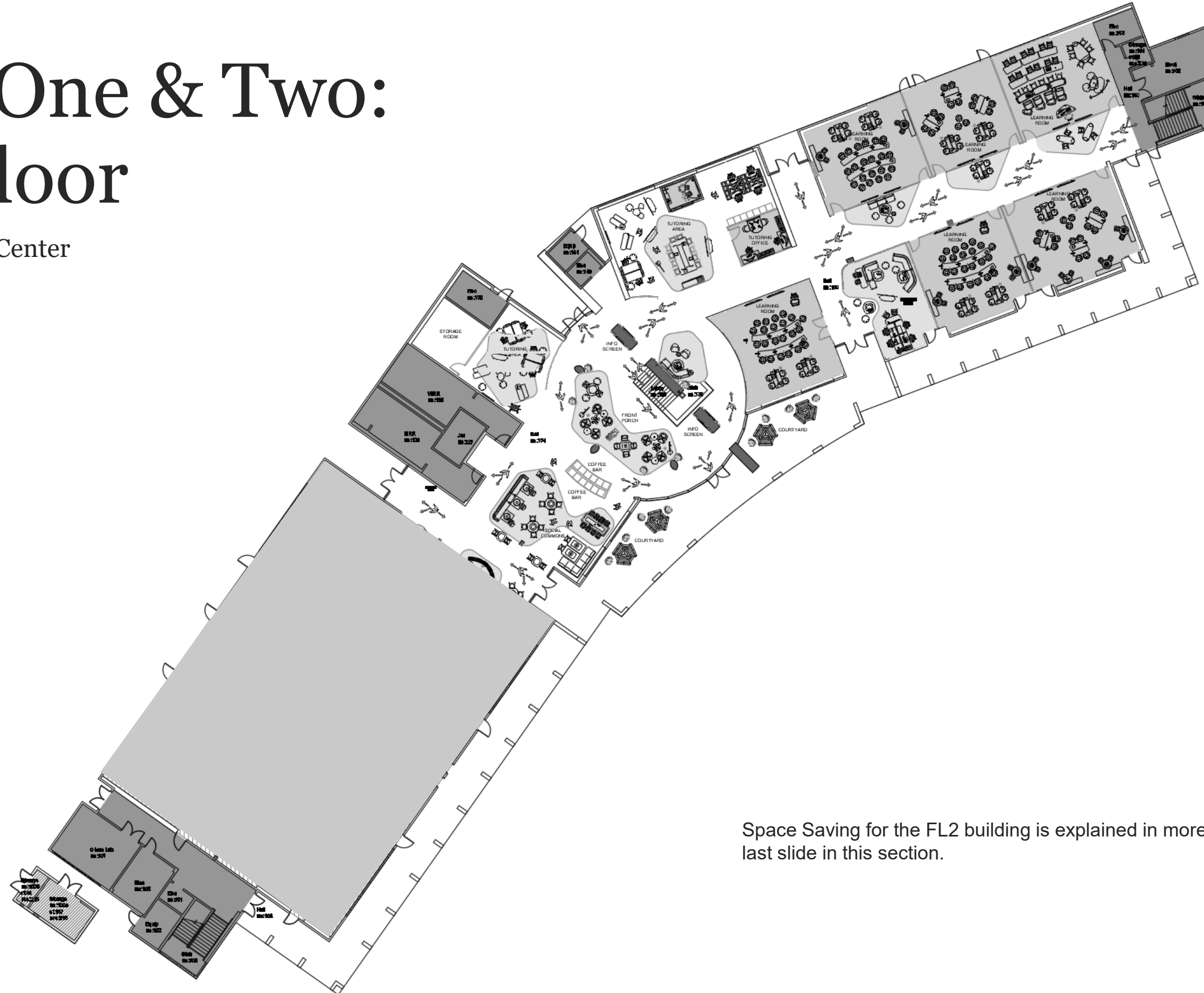


Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Indicative concept only

Scenarios One & Two: FL2 1st Floor

Option 1 – without Innovation Center



Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Scenarios One & Two: FL2 1st Floor

Option 2 – including expanded Innovation Center

Key:

- Community
- Learning
- Neighborhood
- Real Estate Savings



Space Saving for the FL2 building is explained in more detail on the last slide in this section. This slide illustrates space savings when the Innovation Center is moved to the reconceptualized design of this building and expanded from 1851 square feet to 4,230 square feet.

Indicative concept only

Scenarios One & Two: FL2 1st Floor

Option 2 – including expanded Innovation Center



Space Saving for the FL2 building is explained in more detail on the last slide in this section. This slide illustrates space savings when the Innovation Center is moved to the reconceptualized design of this building and expanded from 1,851 square feet to 4,230 square feet.

Scenario One: FL2 2nd Floor

Key:

- Community
- Learning
- Neighborhood



Scenario One: FL2 2nd Floor

Calculated Space Capacity:

	Number	%	Sharing	Req.
	People	Population	Ratio	Seats
Resident	12.5	25%	1	12.5
Hybrid	25	50%	2	12.5
Remote	12.5	25%	0	0
	50	100%		25
			Offices	25
			Workstations	0
			Deans Office	0

Designed Space Capacity:

Faculty:

- 12x Double occupancy office
- 14x Single occupancy office
- 10x Workstations

Other Areas:

- 1x Career Ed office
- 1x Science Support office
- 6x Classrooms



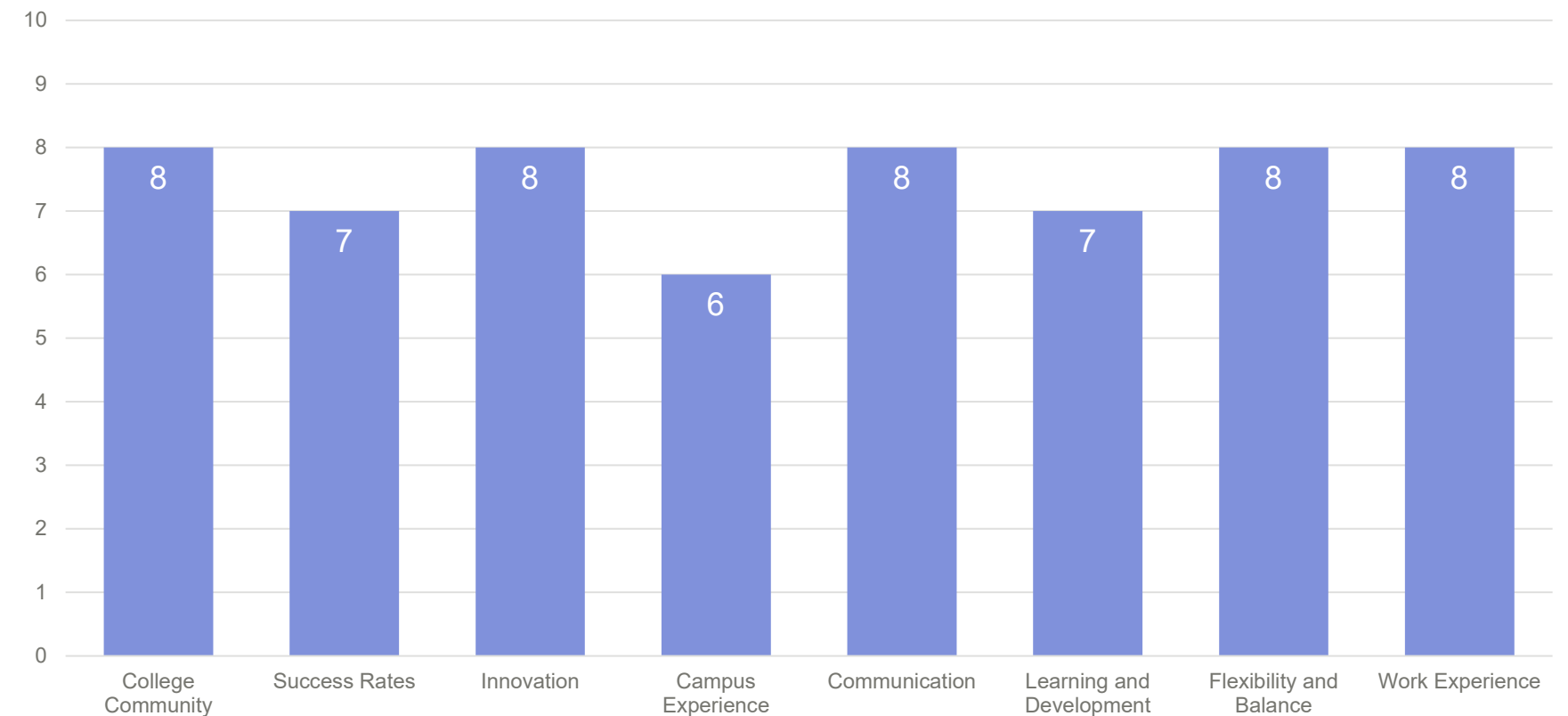
Indicative concept only

Scenario One: FL2 Cypress Hall

Potential outcomes

- College Community is enhanced by a higher level of Faculty presence and potentially greater levels of interaction with Students in Faculty offices and in Faculty / Student community areas
- Communication is supported by increased interactions in the social and collaborative spaces
- 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 Campus Experience
- The Campus Experience is slightly enhanced because of the variety of classrooms and spaces to increase Student interaction
- Learning Flexibility will be supported by introducing areas where Students can congregate informally before and after class
- Success Rates could be positively impacted by the creation of flexible classrooms that support a variety of teaching and learning styles
- Flexibility + Balance is supported though a formal Hybrid program which offer Faculty greater choice, control of where they work and the introduction of range of collaborative and social spaces

**FL2 Cypress Hall Experience
Scenario One**



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

Scenario Two: FL2 Cypress Hall

FL2 Cypress Hall transformed for an optimal experience

Scenario Two evolves the hybrid program utilized in Scenario One and provides enhanced Faculty community and Student areas. Faculty offices will be concentrated in central neighborhoods to support both individual and collaborative work and social interaction.

The evolved hybrid program will realize 2 types of Faculty: Hybrid who will be in the office weekly and will share offices at 3:1 and Remote who will not come to campus regularly and will utilize open and enclosed spaces in the new Faculty community areas when on campus.

Scenario Two will provide an upgraded experience that:

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

Design Characteristics in addition to Scenario One

- Faculty offices are assigned to a department but unassigned to specific Faculty Members and are shared on a 3:1 ratio
- The use of offices will be determined and managed by each department
- Additional unassigned enclosed spaces will be included in Faculty community areas 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
- Areas where Students can congregate informally before and after class will be expanded and enhanced

0% Resident Workers

in office 3+ days a week
(1:1 ratio)

75% Hybrid Workers

in office weekly but less than 3 days a week
(3.1 ratio unassigned)

25% Remote Workers

Significant level

of Change Management effort required

Shift in real estate

26% Real Estate Saving

Scenario Two: FL2 2nd Floor

Key:

- Community
- Learning
- Neighborhood



Indicative concept only

Scenario Two: FL2 2nd Floor

Calculated Space Capacity:

	Number	%	Sharing	Req.
	People	Population	Ratio	Seats
Resident	0	0%	1	0
Hybrid	37.5	75%	3	12.5
Remote	12.5	25%	0	0
	50	100%		12.5
			Offices	12.5
			Workstations	0.0
			Deans Office	0

Designed Space Capacity:

Faculty:

13x Double occupancy office

10x Workstations

Other Areas:

1x Career Ed office

1x Science Support office

6x Classrooms

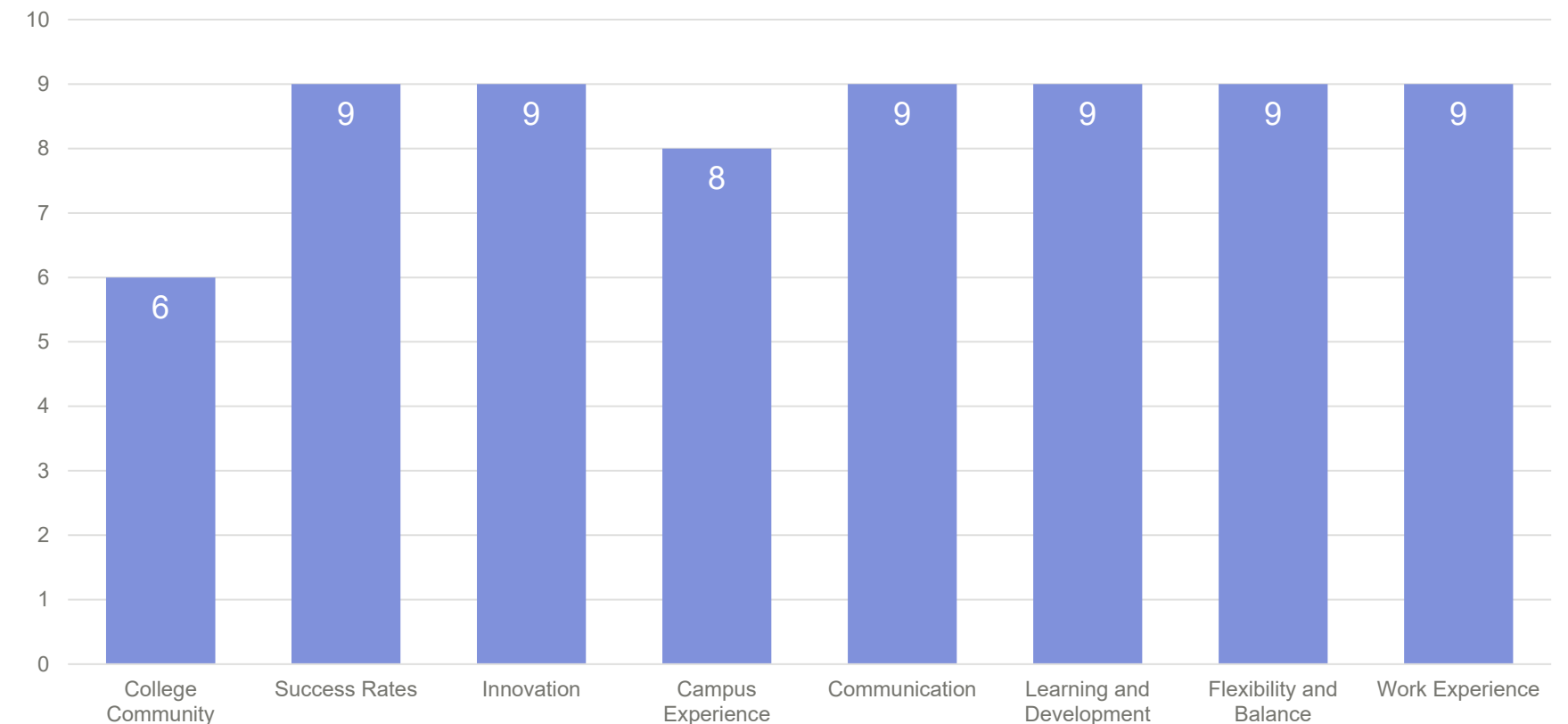


Scenario Two: FL2 Cypress Hall

Potential outcomes

- By transforming the available square footage in Scenario Two, all Pillars except College Community can reach their maximum potential, positively impacting the Learning and Work Experience plus Success Rates
- College Community is reduced in this scenario as Faculty will potentially be on campus less often vs Scenario 1. If in Scenario 1 Faculty presence does not change from the current situation then for both Scenarios the score is the same at 6
- Campus Experience and Innovation are optimized since there are more opportunities to bring people together to build relationships, creating a sense of belonging and inclusion while also supporting the transfer of ideas and knowledge
- Campus and Work Experiences will be increased by implementing a formal Hybrid program and office sharing for Hybrid Faculty which will provide additional space to enhance Faculty neighborhoods, Student interaction areas and community spaces
- Students will view the connection areas in FL2 as a preferred destination to study and socialize with each other which will positively impact their learning and lead to improved campus presence and Success Rates
- Communication is enhanced by increased interactions in the social and collaborative spaces
- Flexibility + Balance for Faculty is further promoted with offices available along with a broad range of open, enclosed and social spaces

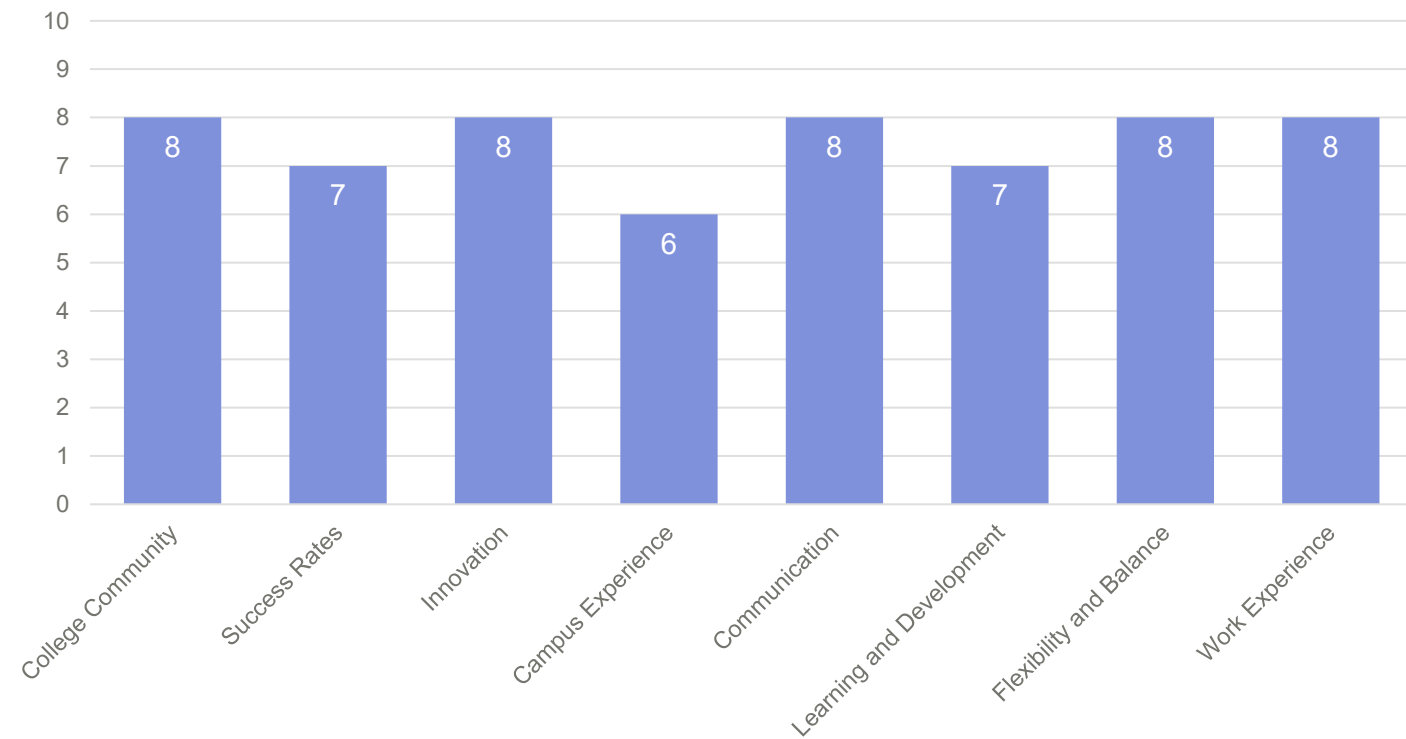
FL2 Cypress Hall Experience
Scenario Two



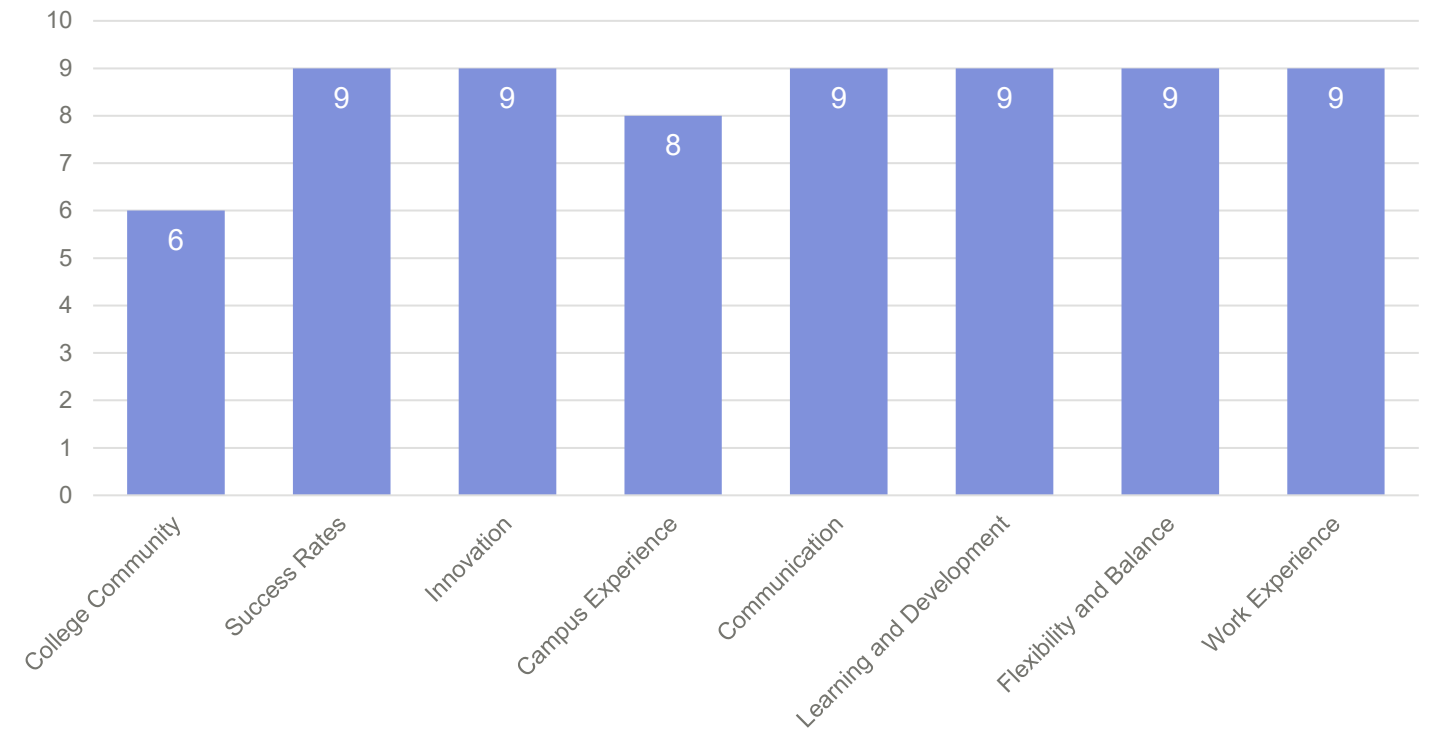
The chart above indicates how the Scenario supports the Pillars ranked by FLC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Comparison: FL2 Cypress Hall

Scenario One



Scenario Two



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

Scenario Two: FL2 Cypress Hall

Real Estate Savings – FL2 Building & Innovation Center

This page illustrates the net real estate savings for FL2 including and excluding an expanded and redesigned Innovation Center.

The current Innovation Center is approximately 1851 square feet and consideration is being given to expanding its size and potentially relocating it to FL2. As part of this engagement a new design concept was developed for the Innovation Center expanding the footprint to 4,230 square feet.

The images and statistics on the right of this page indicate a new design concept and the space savings implications for FL2 with and without the expanded Innovation Center. Additional detail on the new conceptual design is included later in this document.



Space Saving =
26% savings (excluding
Innovation Center)

Space Saving =
13% savings (with expanded Innovation Center)
Note: Current Innovation Center is 1851 sqft
redesigned is 4230 sqft

05. Scenario Development

Scenarios Defined

FL1 Aspen Hall

Scenarios Overview: FL1 Aspen Hall

Classified Professionals and Students

Aspen Hall building interior will be reconceptualized and nonstructural walls will possibly be removed, but no other constraints are included in these scenarios

As Is

Resident (1:1 ratio, 80-100% time)	100%
Hybrid	0%
Remote	0%
Temporary Classified (varies, varies)	N/A%

- Hierarchical planning methodology
- Limited group, collaborative and social spaces for employees and students
- Offices and workstations predominately assigned
- Highly compartmentalized departmental space due to high number of interior walls
- Limited hybrid program with no sharing (5 days per week optional Monday – Thursday on campus)
- Temporary Classified group of approx. 30 people with limited informal sharing

Scenario 1

Resident (1:1 ratio, 80-100% time)	60%
Campus Mobile (1.3:1 ratio, 80–100%)	40%
Remote (10:1 ratio)	0%
Temporary Classified (3:1 ratio, varies)	N/A

- Activity-based work planning methodology
- Existing limited hybrid program (Monday – Thursday on campus)
- Formal Campus Mobile program with sharing introduced; sharing of desks and offices for Campus Mobile workers at 1.3:1 + Temporary Classified share at 3:1
- Office to workstation ratio will be unchanged with offices included for Counselors and Senior Leaders
- Updated design in office areas with increase in collaborative space if possible
- The Welcome Center and Library are redesigned
- Non-structural walls are removed or repositioned
- Moderate change management required

Scenario 2

Resident (1:1 ratio, 80-100% time)	40%
Hybrid (1.5:1 ratio, 60% time)	50%
Remote (10:1 ratio)	10%
Temporary Classified (5:1 ratio, varies)	N/A

- Activity-based work planning methodology
- Formal updated Hybrid program for non-peak periods introduced
- Hybrid program with sharing of desks and offices for Hybrid and Remote workers at 1.5:1 and 10:1 + Temporary Classified share at 3:1
- Quantity of group, collaborative and social spaces enhanced over Scenario 1 with increased options for Hybrid / Remote workers
- Office to workstation ratio will be unchanged with offices included for Counselors and Senior Leaders
- The Welcome Center and Library are redesigned
- Non-structural walls are removed or repositioned
- Significant change management required

As Is: FL1 Aspen Hall

Classified Professionals + Student Experience

Scenarios for FLC Classified Professionals will integrate relevant spaces from FL1 and FL2 into a reconceptualized FL1 building. The focus of these Scenarios include:

- For FL1, all areas which contain Classified Professionals and related non instructional Faculty including the Library and Counseling staff
- For FL2, the Technology group residing in this building

FL1's workplace was originally developed using a hierarchical planning methodology and the layout of the space is predominantly private offices and workstations. There are many physical barriers (walls and doors) which sub divide and compartmentalize the space offering limited flexibility. The range of settings is limited and there is little collaborative space. There are approximately 40 Temporary Classified workers. All workstations and offices are assigned with a 1:1 ratio except for the Temporary Classified workforce who share with a variable ratio. Prior to the pandemic, people worked in the office every day. However currently many Classified Professionals are hybrid workers (4 days a week in the office).

The main lobby of the building is designed for orienting Students to the appropriate Services including Welcome & Student Success Center, Admissions & Records, Center for Excellence, Community Room, Counseling Equity Center, Financial Aid, Innovation Center Makerspace, Library and Undocu-Falcons Center. The Welcome & Student Success Center and the Library are linked together in a large area with a moderate range of settings.

FL1 also has a number of classrooms and offices for Instructional Faculty. These spaces and people will be incorporated into the scenarios for FL2 to provide a consistent experience for Students and Faculty.

Defining Characteristics

- The building is segmented and compartmentalized by walls, doors, offices and hallways
- Wayfinding is challenging due to the number of barriers and limited signage
- Departments are comprised of predominantly private offices that open onto a workstation area with very few group and collaborative settings
- Some Department and Program areas lack spaces to support confidential conversations with Students
- Sharing of individual space only occurs for a limited number of Temporary or flexible workers
- Coffee stations are ad hoc and the official break rooms are not optimal
- Personalization of workstations and offices along with artifacts are visible throughout the building
- Limited hybrid program for all workers
- Student check-in occurs in the Welcome Center and Students transition to the appropriate area for their service interaction

As Is: FL1 1st Floor

Key:

Connection

Learning

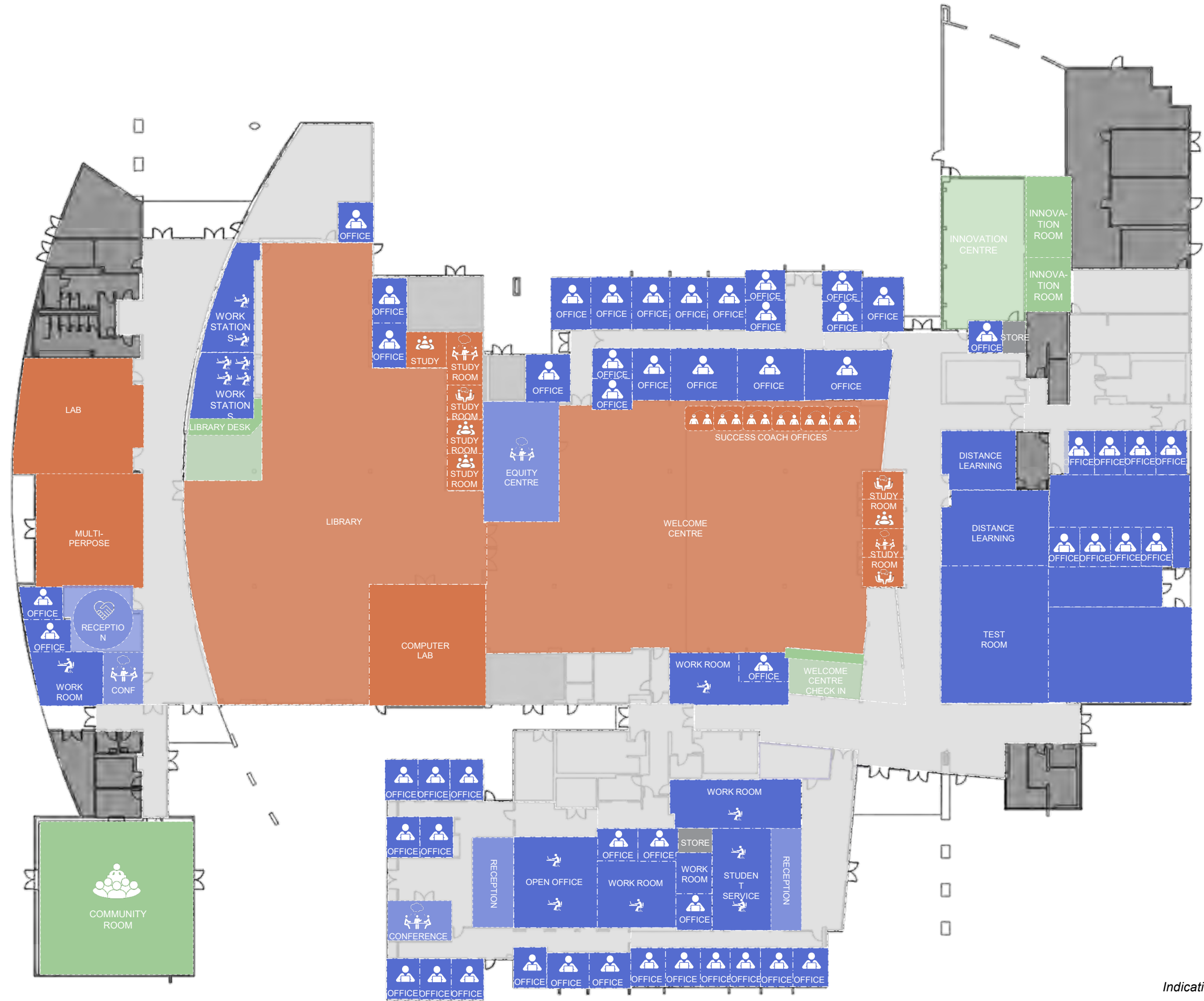
Community

Actual Space Capacity:

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	57	100%	1	57
Hybrid	0	0%	1	0
Temporary	30	N/A	varies	24
Remote	0	0%	1	0
	87	100%		81
			Offices	33
			Workstations	24
			Temp Classified	24

Notes:

1. Instructional Faculty from FL1 included in FL2 reconceptualization and not in population or seats above
2. Technology group from FL2 included in FL1 reconceptualization and included in population and seats above

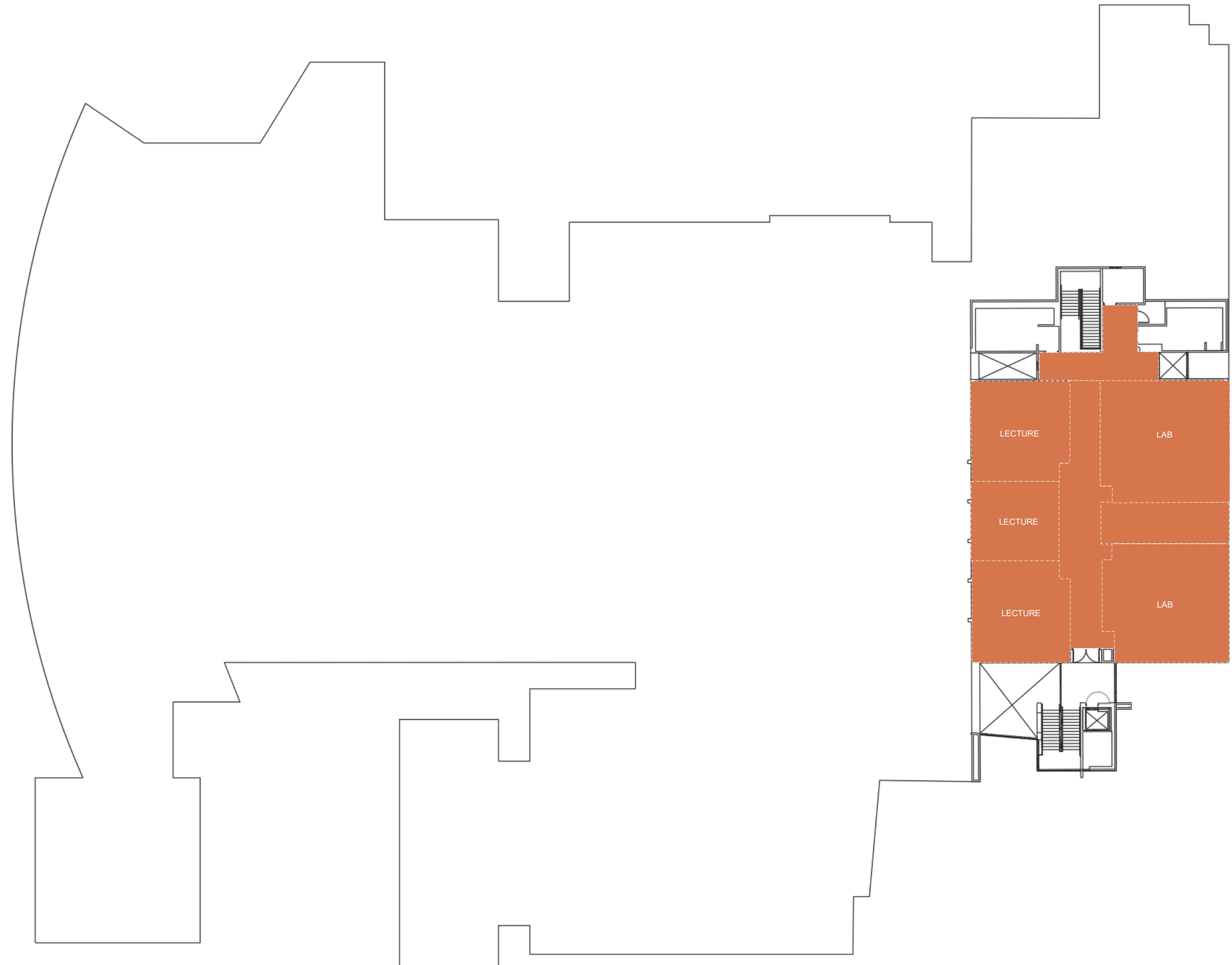


Indicative concept only

As Is: FL1 2nd Floor

Key:

- Connection
- Learning
- Community



Scenario One: FL1 Aspen Hall

FL1 Aspen Hall redefined for enhanced experience

In Scenario One the goal is to reimagine the current square footage of FL1 to enhance community, improve communication and provide better experiences for Employees, Students and guests while saving space. This will be accomplished by implementing Mobile Working and removing walls where appropriate.

This Scenario introduces a Mobile Working strategy with 3 types of workers. Resident workers are in the office 4+ days a week and will own a workstation or office; Campus Mobile workers are in the office 4+ days a week and will share offices or workstations; and Temporary Classified workers who are in the office when needed will share individual spaces.

In both Scenario 1 and Scenario 2, the Welcome & Student Success Center and the Library are redesigned to provide enhanced experiences for Students, Faculty and Classified Professionals throughout the year.

Scenario One will provide Employees and Students with an upgraded experience that:

- Builds stronger community and communication within departments
- Provides an enhanced community experience in common areas
- Enhances Student experience by offering multi-functional spaces
- Better matches the design to how work is actually done

Design Characteristics

- All workers remain on the current one day a week remote program and no additional time is allocated to working away from the campus
- Introduces Activity-based working and sharing for Campus Mobile and Temporary workers
- Campus Mobile workers have access to shared workstations or offices on a **1.3:1** sharing ratio and Temporary Classified workers have a sharing ratio is **3:1**
- Updated design in office areas with increase in collaborative space
- If possible, collaborative settings will increase in the common areas and will be sized to accommodate the average meeting size of 3 or less
- Enhanced Welcome & Student Success Center and Library with greater integration and improved experience
- Select nonstructural walls removed
- Protocols, social contracts and processes are developed within and between departments to address the new way of working and ensure connections and team effectiveness

60% Resident Workers (non temp)
in office 4/5 days a week in non-peak periods
(1:1 ratio)

40% Campus Mobile Workers (non temp)
in office 4/5 days a week in non-peak periods
(1.3:1 ratio)

0% Remote Workers (non temp)
(10:1 sharing ratio)

Temporary Classified Workers
(3:1 sharing ratio)

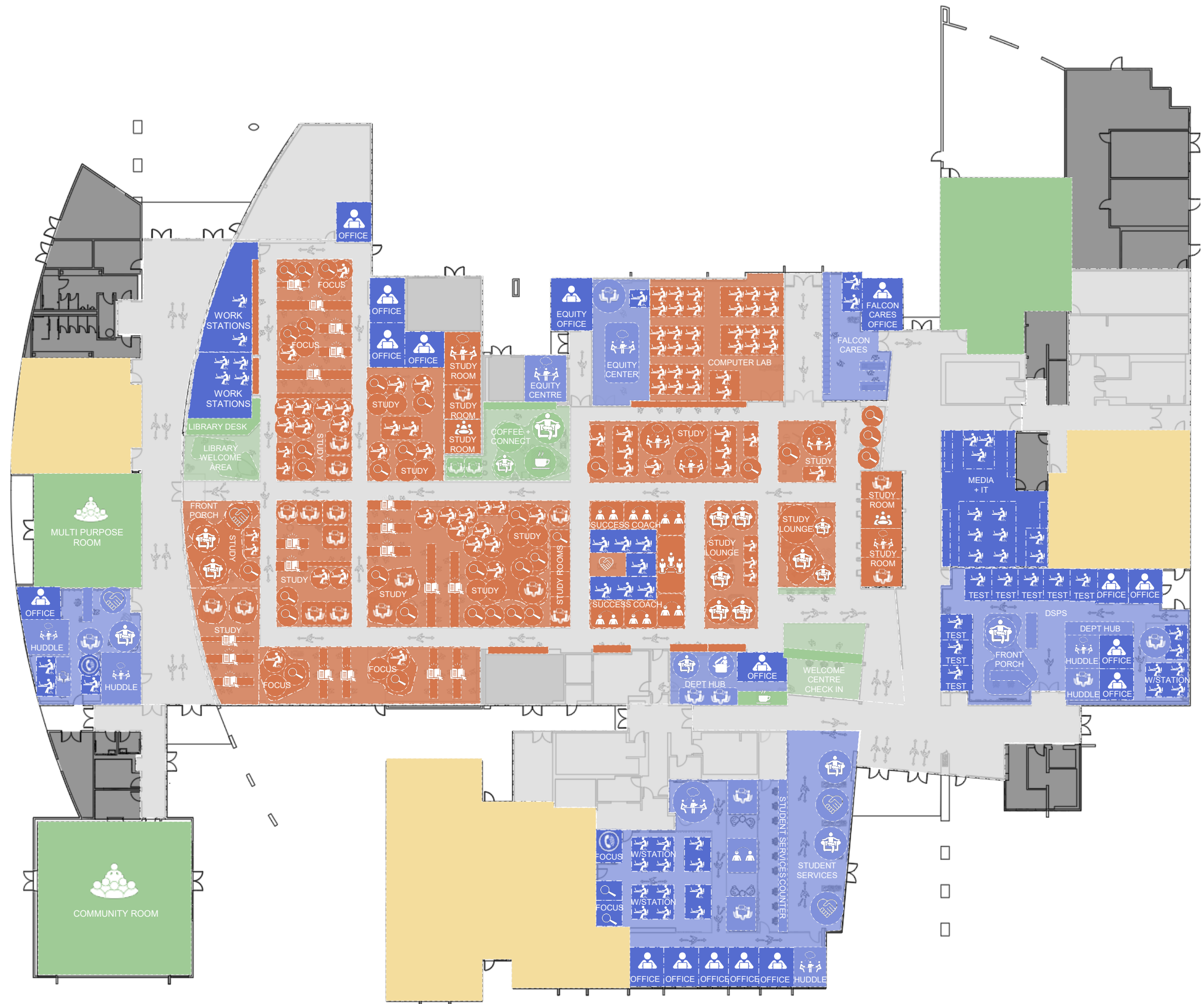
Significant level
of Change Management effort required

Shift in real estate
31% Real Estate Saving

Scenario One: FL1 1st Floor

Key:

- Community
- Learning
- Neighborhood
- Real Estate Savings



Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Scenario One: FL1 1st Floor

Calculated Space Capacity:

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	34.2	60%	1	34.2
Hybrid	22.8	40%	1.3	17.5
Temporary	30	N/A	3	10.0
Remote	0	0%	1	0.0
	87	100%		61.7
Offices				19.6
Workstations				32.1
Temp Classified				10.0

Designed Space Capacity:

- 23x Offices
- 36x Workstations
- 14x Temp Workstation

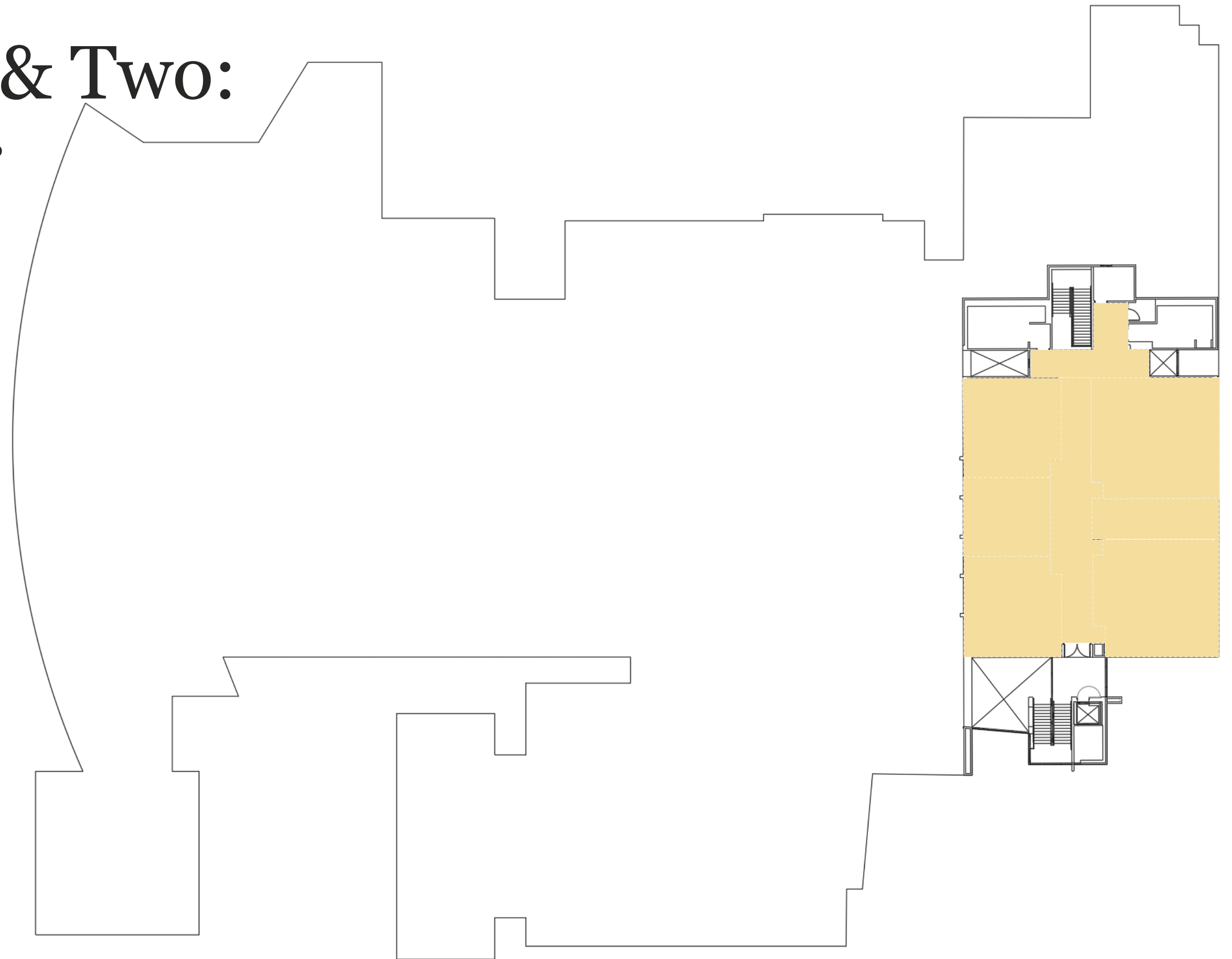
Note designed capacity is greater than calculated capacity due to small departments and a moderate sharing ratio



Scenarios One & Two: FL1 2nd Floor

Key:

- Community
- Learning
- Neighborhood
- Real Estate Savings



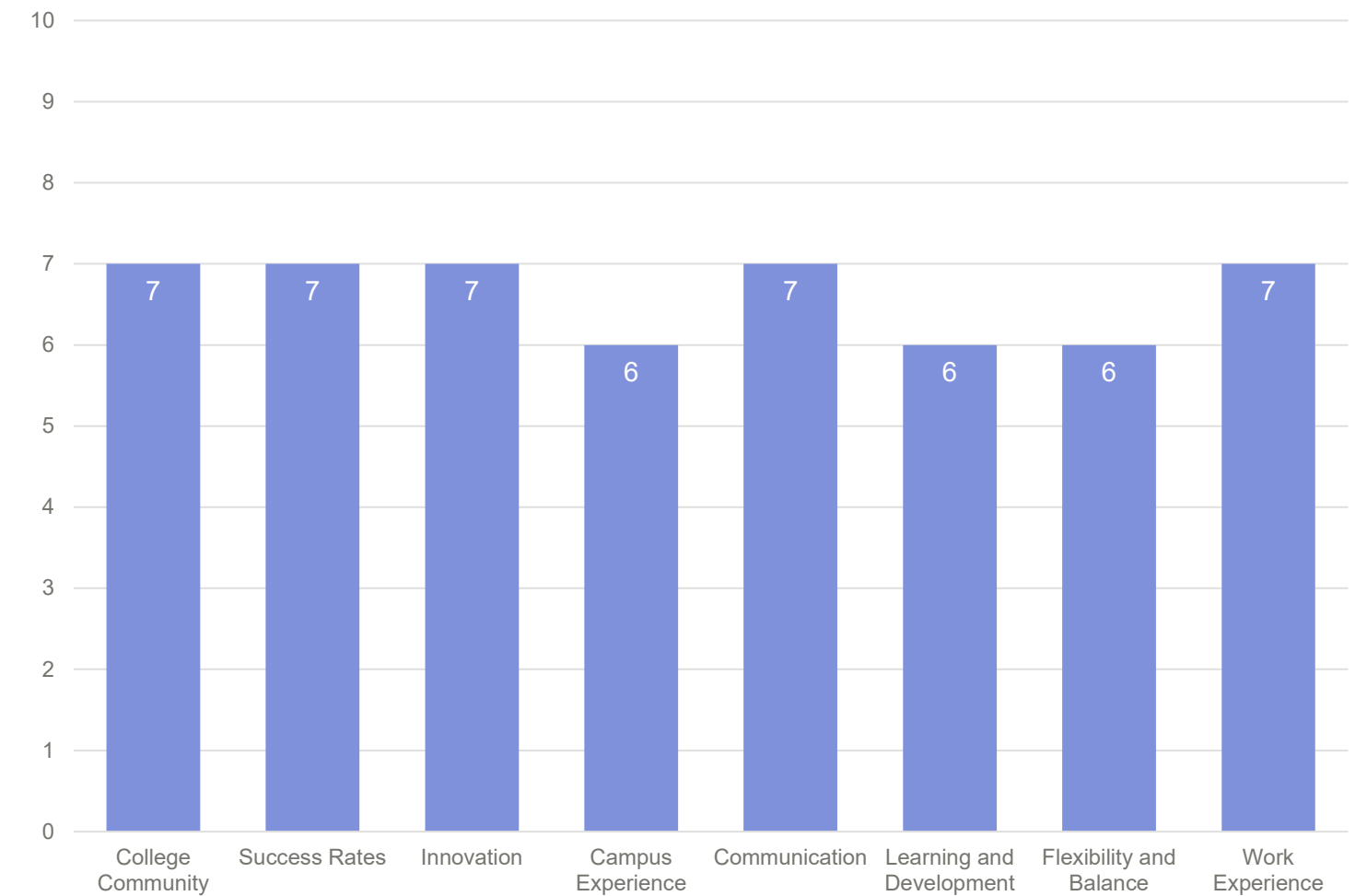
Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Scenario One: FL1 Aspen Hall

Potential outcomes

- College Community and Campus Experience are improved by removing walls and introducing mobility which will increase interactions between Classified Professionals. Enhancing the Welcome Center and Library will encourage greater connection among all people on campus
- Mobile working introduces sharing of space and a broader range of settings which increase Flexibility and Balance and Work Experience
- Innovation will be positively impacted by an upgraded environment and experience which pulls people to the campus and encourages greater interaction
- Communication will be enhanced by removal of additional walls and incorporating increased digital and analog signage and branding
- Success Rates and Learning and Development will be enhanced by greater choice of when and where Students can study, socialize, and interact with Faculty and Classified Professionals

**FL1 Aspen Hall
Scenario One**



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

Scenario Two: FL1 Aspen Hall

FL1 Aspen Hall transformed for an optimal hybrid experience

Scenario Two introduces a formal Hybrid solution and policy with four worker types and sharing of space for all except Residents. This hybrid solution will effectively match how people work, further improve the amount of group/collaborative space, enhance the overall experience and free up more space than Scenario One.

By introducing significant modifications to the existing infrastructure e.g., removing walls, the space within and between departments will be more open. This will potentially provide better access, connection and integration within and across Teams and Programs.

Scenario Two will provide upgraded experiences which:

- Ensure a Hybrid program that recognizes and supports unique work patterns
- Further enhance community and communication within and between departments
- Provide greater diversity of spaces to further improve Student experience
- Accommodate future growth
- Maximize square footage utilization

Design Characteristics in addition to Scenario One

- Further reinforces Activity-based working and broadens sharing of offices and workstations
- Hybrid and Remote workers will have access to either shared offices or workstations on a **1.5:1** and **10:1** sharing ratio + Temporary Classified workers sharing ratio is increased to **5:1**
- Percentage of group space increased 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

40% Resident Workers (non temp)
in office 4/5 days a week in non-peak periods
(1:1 ratio)

50% Hybrid Workers (non temp)
in office 3 days a week in non-peak periods
(1.5:1 ratio)

10% Remote Workers (non temp)
(10:1 sharing ratio)

Temporary Classified Workers
(5:1 sharing ratio)

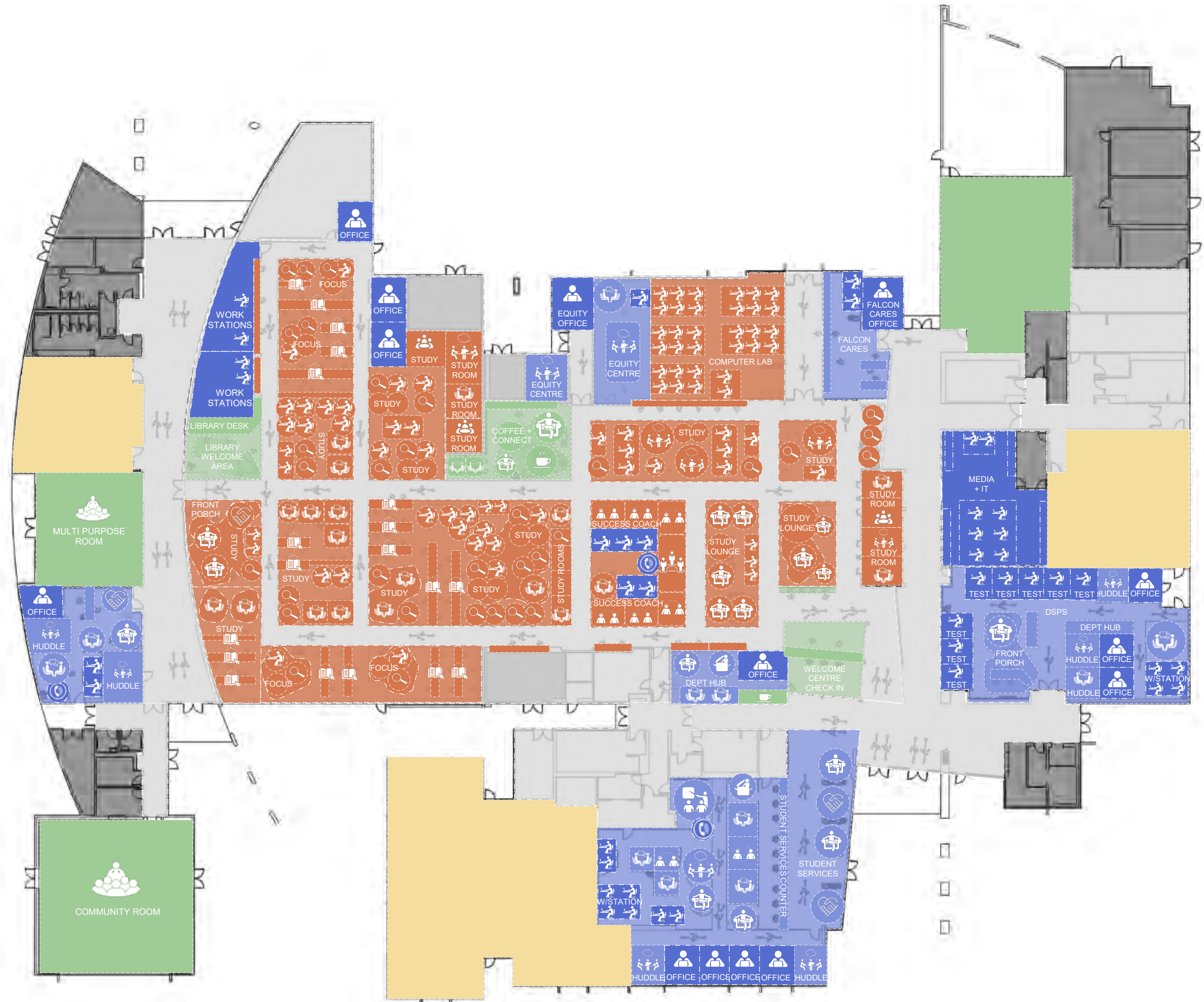
Significant level
of Change Management effort required

Shift in real estate
31% Real Estate Saving

Scenario Two: FL1 1st Floor

Key:

- Community
- Learning
- Neighborhood
- Real Estate Savings



Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Scenario Two: FL1 1st Floor

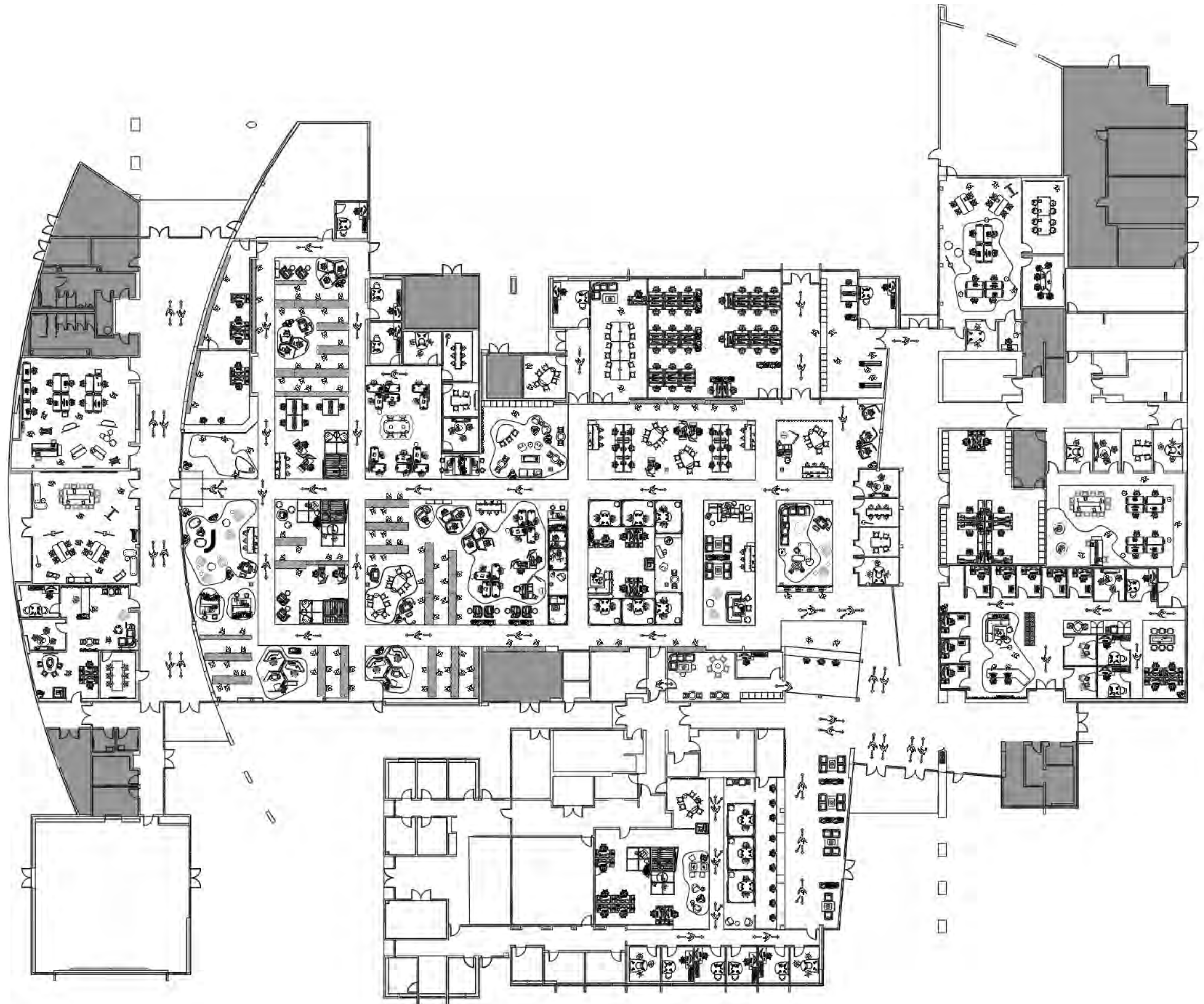
Calculated Space Capacity:

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	22.8	40%	1	22.8
Hybrid	28.5	50%	1.5	19.0
Temporary	30	N/A	5	6.0
Remote	5.7	10%	10	0.6
	87	100%		48.4
Offices				15.9
Workstations				26.5
Temp Classified				6.0

Designed Space Capacity:

- 20x Offices
- 27x Workstations
- 8x Temp Workstation

Note designed capacity is greater than calculated capacity due to small departments and a moderate sharing ratio

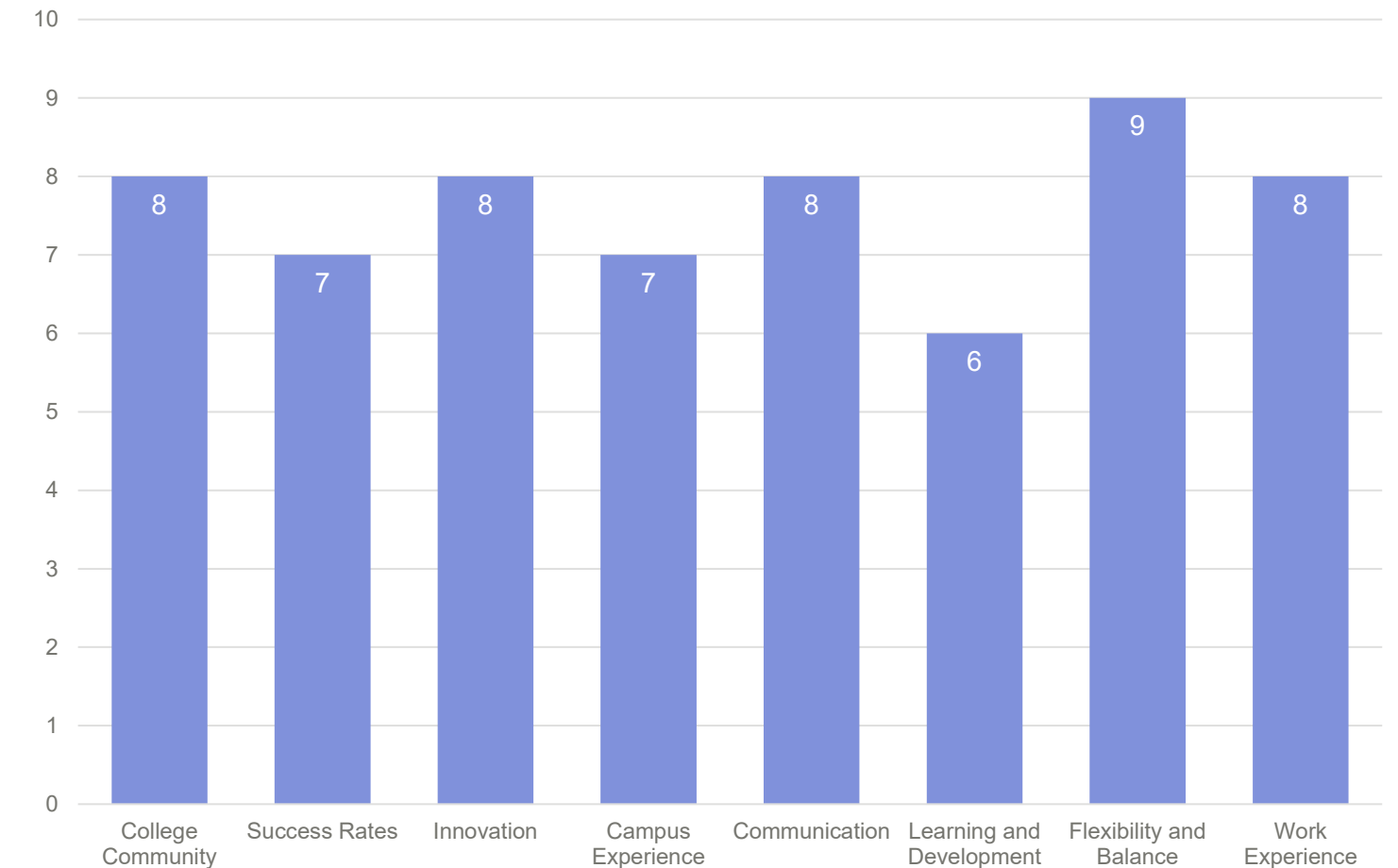


Scenario Two: FL1 Aspen Hall

Potential outcomes

- Flexibility + Balance is significantly increased through the introduction of a formal Hybrid program which if implemented thoughtfully should have no negative impact on Students or Faculty
- The Hybrid program will increase the percentage of group and social space which will more effectively support individuals and teams across all work modes positively impacting Innovation, Work Experience and Campus Experience
- Communication and Innovation will be further enhanced by higher levels of interaction between Hybrid and Resident workers who have higher levels of mobility
- College Community is moderately improved due to higher levels of interaction between all audiences and significantly improved experiences

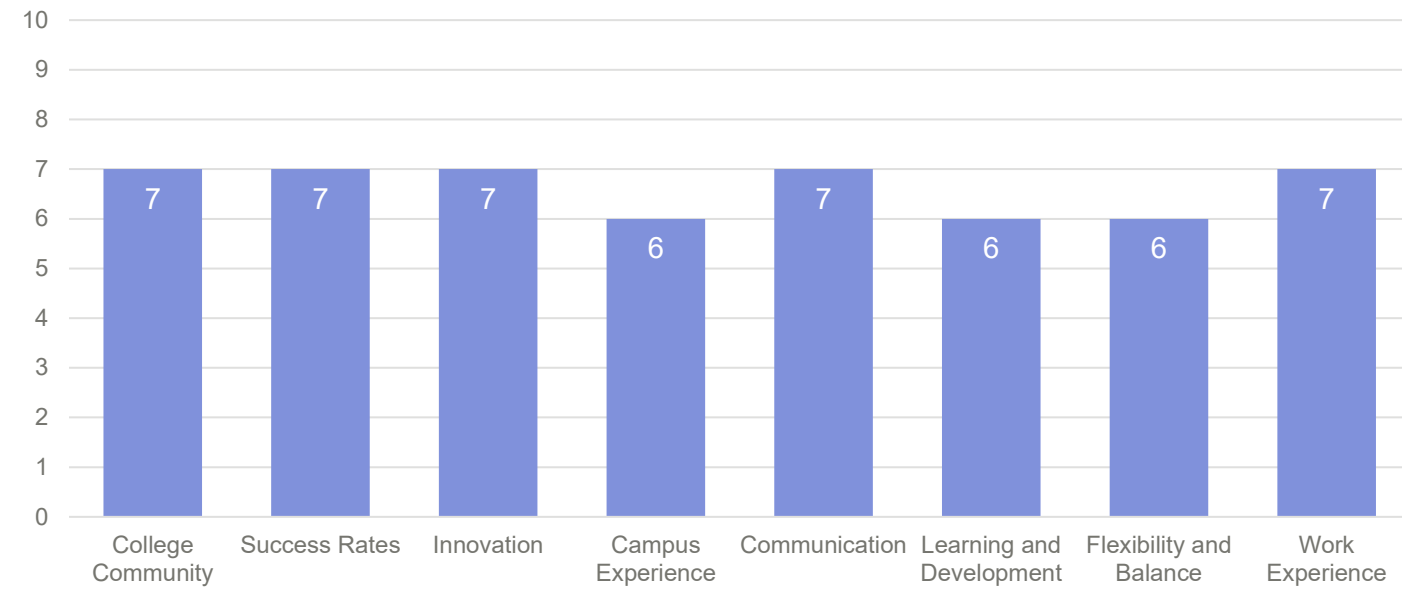
FL1 Aspen Hall
Scenario Two



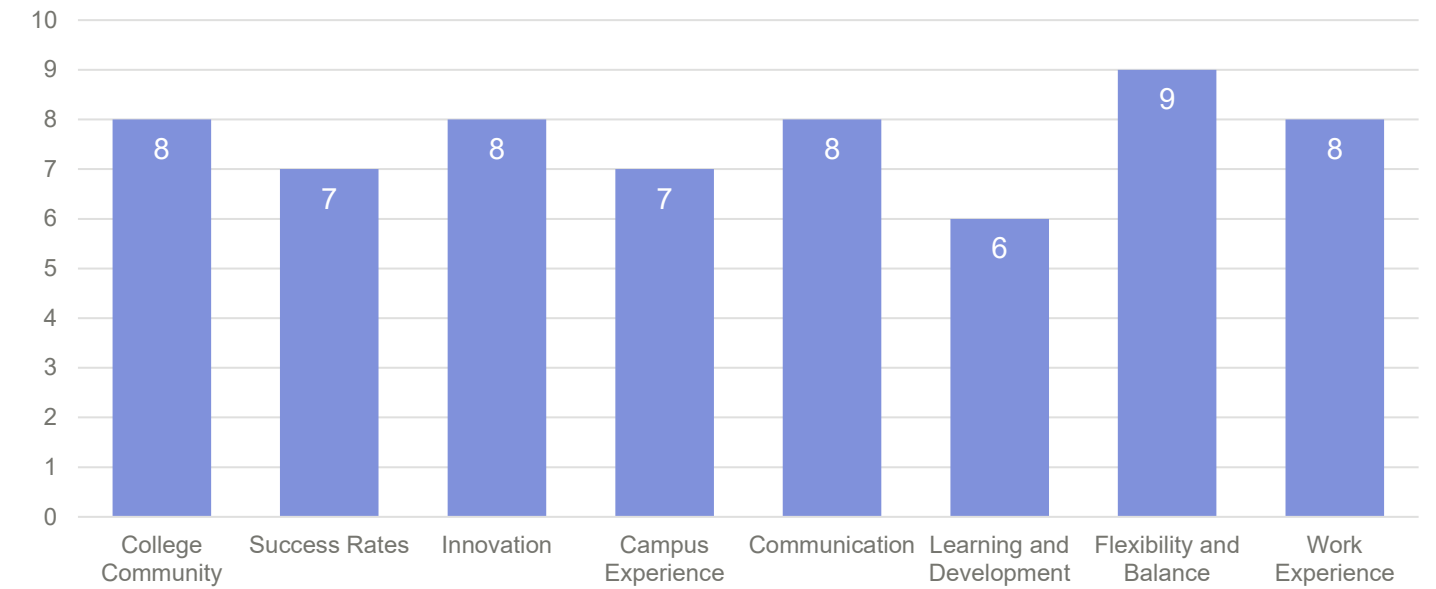
The chart above indicates how the Scenario supports the Pillars ranked by FLC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Comparison: FL1 Aspen Hall

Scenario One



Scenario Two



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

Scenario Two: FL1 Aspen Hall

Real Estate Savings – FL1 Classified Professional Spaces

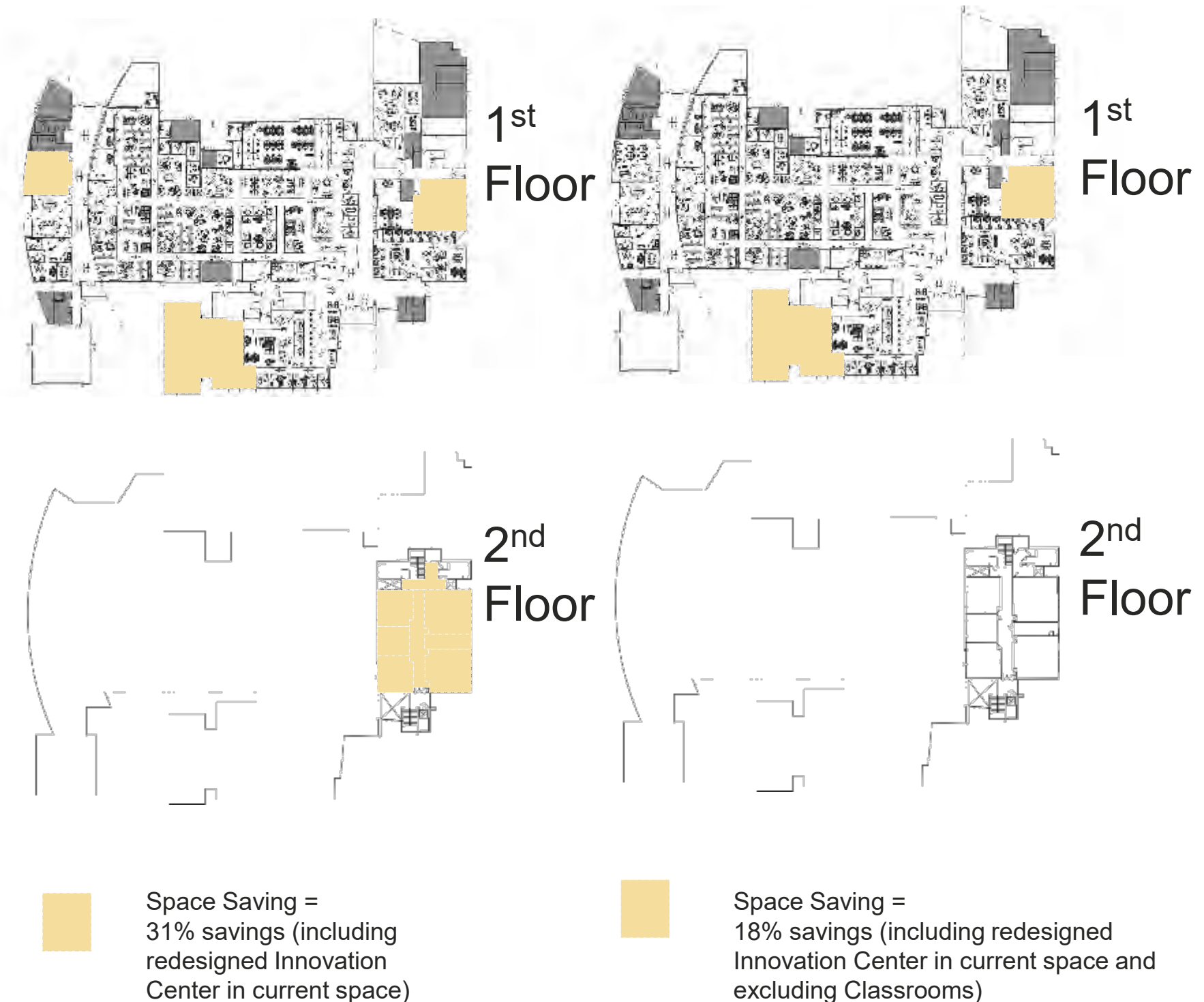
The analysis and Scenario modeling for Classified Professionals takes into consideration their work patterns and preferences, plus the preferences by leadership to have a greater on campus presence. The potential reduction in space is realistic but is the same for each scenario based on two constraints:

- Space is allocated to employees in small departments (limits the benefits of sharing)
- Leaderships desire to limit the aggressiveness of potential hybrid solutions

Differing workplace strategies are employed for Scenario 1 and Scenario 2 and are overviewed below and in greater detail in the Scenario section of this report.

- Scenario 1 utilizes a **Campus Mobile working strategy** on top of the current 4 days per week hybrid program. This Scenario introduces two worker types; Residents who own workstations or offices and Campus Mobile worker who share workstations or offices at 1.3:1.
- Scenario 2 utilizes **formal Hybrid strategy** which while conservative in nature is more advanced than the current 4 day per week program. This Scenario introduces 3 worker types; Residents who own workstations or office, Hybrid workers who are in the office 3 days per week and share workstations or offices at 1.5:1 and Remote workers who share workstations or offices at 10:1.

Two versions of space savings are shown on this page. The first reflects total savings including transfer of Faculty Offices to FL2. The second reflects total savings including both the transfer of Faculty offices and the reduction of classrooms in FL2. Given the desire to expand and potentially relocate the Innovation Center this space is excluded from both versions.



Summary

Next Steps

The key next steps for FLC'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 the Facilities Master Plan can be updated, and an implementation approach can be developed. Typically for projects like this clients utilize a phased approach to implementing the new strategy which spreads the effort, cost and change management over a number of years. Below are additional considerations for implementation. We encourage further discussions on this topic with 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.

The first phase of a large implementation effort (floor or building) is sometimes treated as a pilot. Other organizations choose to pilot key aspects of the selected scenario individually or in smaller areas (new classroom design, new faculty area, etc.). In all instances the results of the pilot are used to evolve and refine the new solution based on measurement and feedback.

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 FLC's implementation efforts.

While piloting is frequently used to validate and evolve new strategic workplace and classroom directions, in all cases change management is critical to ensure effective outcomes and appropriate learnings from these 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.



Steelcase

Applied Research + Consulting

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06.

Appendix

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

06. Appendix

Classroom Utilization Key Findings

Classroom Usage

Patterns, Constraints + Opportunities

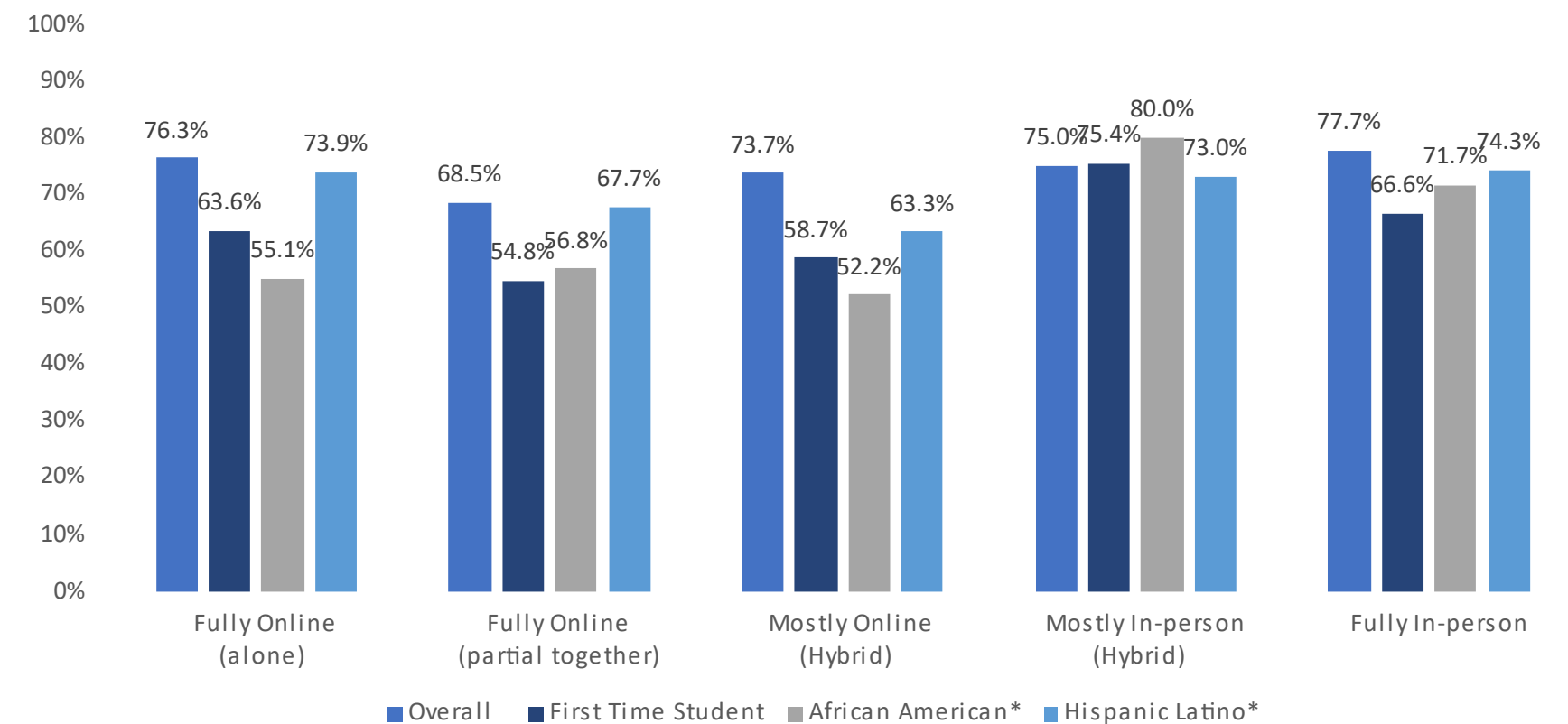
This section explores classroom usage patterns, evolving modalities, FLC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here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

- Census reports for Fall 2018, Fall 2019, Fall 2022, Spring 2023, Fall 2023, Spring 2024, and Fall 2024
- Classroom scheduling data for Fall 2019 and Fall 2024
- FLC Leader workshop results from the long-term modality exercise
- FLC 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 or to Non-Peak times
- 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

FLC Success Rates by Modality Spring 2024



The data in the chart above was provided by FLC and reflects historical success rates for key student groups by modality

Note: for 2018 and 2019 hybrid is included in online and for 2022, 2023 and 2024 it is included in on-ground

Classroom Usage

Key Findings

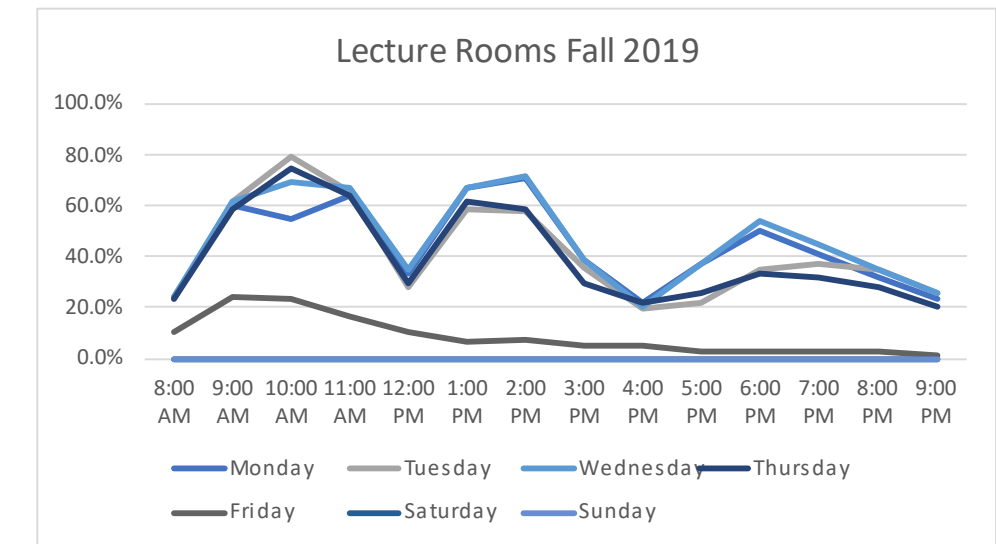
- There has been a **significant shift in modalities** between 2018 and 2024; on-ground instruction has shifted from the upper 70% range to the low 50% range and there does not appear to be a catalyst to change the current levels of modality
- The number of Lecture and Lab classrooms has remained unchanged between 2019 and 2024, however a new science building will open in 2025 which will increase the net number of Labs significantly
- Demand numbers for Lecture and Lab rooms include usage by the **Mountainside Middle College High School at El Dorado Center** which increases utilization percentages shown in this analysis
- Findings for Lecture rooms include:
 - ✓ Based on the shift in modality the demand for Lecture rooms and utilization have significantly declined from 2018 and 2024
 - ✓ **Monday – Sunday** average utilization is 19.1%
 - ✓ **Monday - Thursday** average utilization is 30.2%
 - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low – Friday 13.1%, Saturday 0% and Sunday 0%,
 - ✓ **Peak utilization** tends to be in earlier in the daytime hours of **9am – 2pm**
 - ✓ Excess capacity is indicated for lecture rooms regardless of the combination of course days and hours considered
- Findings for Lab rooms include:
 - ✓ Based on the shift in modality the demand for Lab rooms and utilization have slightly declined from 2018 and 2024
 - ✓ **Monday - Sunday** average utilization is 37.9%
 - ✓ **Monday - Thursday** average utilization 60.9%
 - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low – Friday 21.4%, Saturday 0% and Sunday 0%
 - ✓ **Peak utilization** tends to be throughout the daytime hours of **10am – 4pm** and even the other time slots have significant utilization
 - ✓ Using the logic for Scenario 3 Lab rooms are currently near capacity
- FLC Leader response to the **ideal long-term modality mix** varied but when the statistics from the 2 workshop teams were averaged the result was **on-ground 55% and online 45%** which is similar to the Fall 2024 Weekly Enrollment Census statistics report where Section data indicates **on-ground 49.2% and online 50.8%**
- Student success by modality generally indicates that on-ground has higher success rates than online, however there are notable differences between student demographics when it comes to on-ground and Partially Online Under 50% (mostly in-person) vs other instructional methods
- Scenario and demand modeling have identified:
 - ✓ **Lecture rooms have excess capacity across all scenarios**
 - ✓ **Lab rooms appears to be at capacity for Scenario 3 at current demand level**, however when the net add in Labs resulting from the new science building is considered there is significant excess capacity beyond a 20% increase in demand (see Table 2 on scenario modeling page)

Usage Patterns Lecture Fall 2019 vs Fall 2024

Lecture Rooms Percent Scheduled - Fall 2019

Rooms

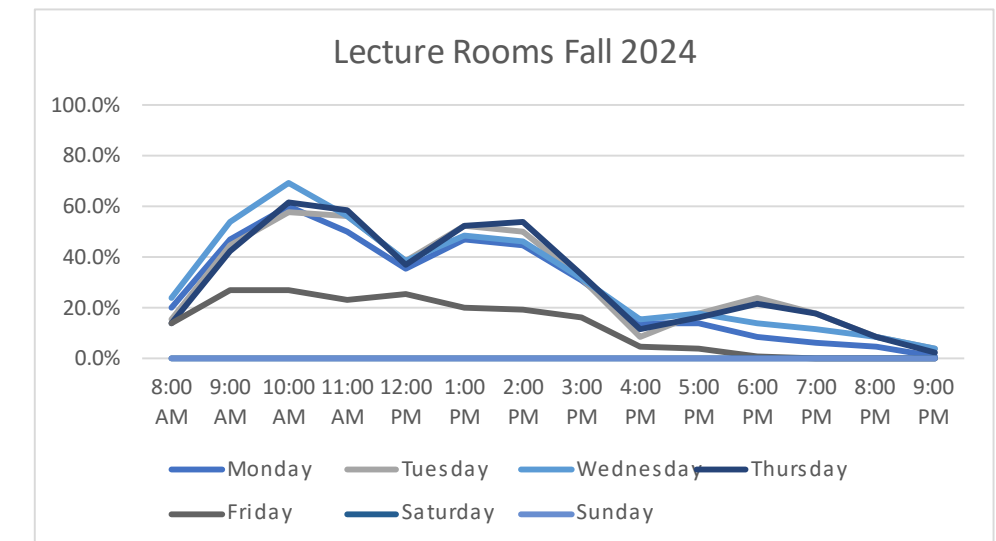
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	24.4%	60.3%	55.1%	64.1%	33.3%	66.7%	70.5%	38.5%	21.8%	37.2%	50.0%	41.0%	32.1%	23.1%
Tuesday	23.1%	61.5%	79.5%	65.4%	28.2%	59.0%	57.7%	35.9%	19.2%	21.8%	34.6%	37.2%	34.6%	25.6%
Wednesday	24.4%	61.5%	69.2%	66.7%	34.6%	66.7%	71.8%	38.5%	20.5%	37.2%	53.8%	44.9%	34.6%	25.6%
Thursday	23.1%	59.0%	74.4%	64.1%	29.5%	61.5%	59.0%	29.5%	21.8%	25.6%	33.3%	32.1%	28.2%	20.5%
Friday	10.3%	24.4%	23.1%	16.7%	10.3%	6.4%	7.7%	5.1%	5.1%	2.6%	2.6%	2.6%	2.6%	1.3%
Saturday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Lecture Rooms Scheduled Hours - Fall 2024

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
Monday	20.5%	47.4%	60.3%	50.0%	35.9%	47.4%	44.9%	30.8%	14.1%	14.1%	9.0%	6.4%	5.1%	1.3%
Tuesday	15.4%	44.9%	57.7%	56.4%	38.5%	52.6%	50.0%	32.1%	9.0%	17.9%	24.4%	17.9%	9.0%	3.8%
Wednesday	24.4%	53.8%	69.2%	56.4%	38.5%	48.7%	46.2%	32.1%	15.4%	17.9%	14.1%	11.5%	9.0%	3.8%
Thursday	14.1%	42.3%	61.5%	59.0%	37.2%	52.6%	53.8%	33.3%	11.5%	16.7%	21.8%	17.9%	9.0%	2.6%
Friday	14.1%	26.9%	26.9%	23.1%	25.6%	20.5%	19.2%	16.7%	5.1%	3.8%	1.3%	0.0%	0.0%	0.0%
Saturday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



This page contrasts usage patterns of Lecture rooms for Fall semester of 2019 vs Fall semester of 2024. For a broader view of aggregate usage by day and by hour please see analyses on the pages titled Usage Patterns Lecture Fall 2019, Usage Patterns Lab Fall 2019, Usage Patterns Lecture Fall 2024, and Usage Patterns Lab Fall 2024.

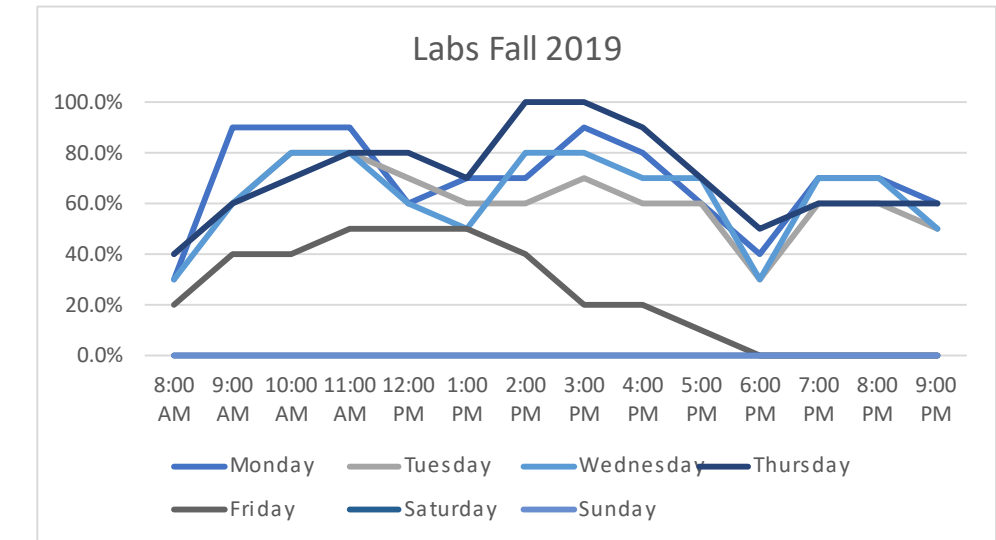
Note: numbers in the matrices above represent percentage of time rooms used.

Usage Patterns Lab Fall 2019 vs Fall 2024

Lab Rooms Percent Scheduled - Fall 2019

Rooms

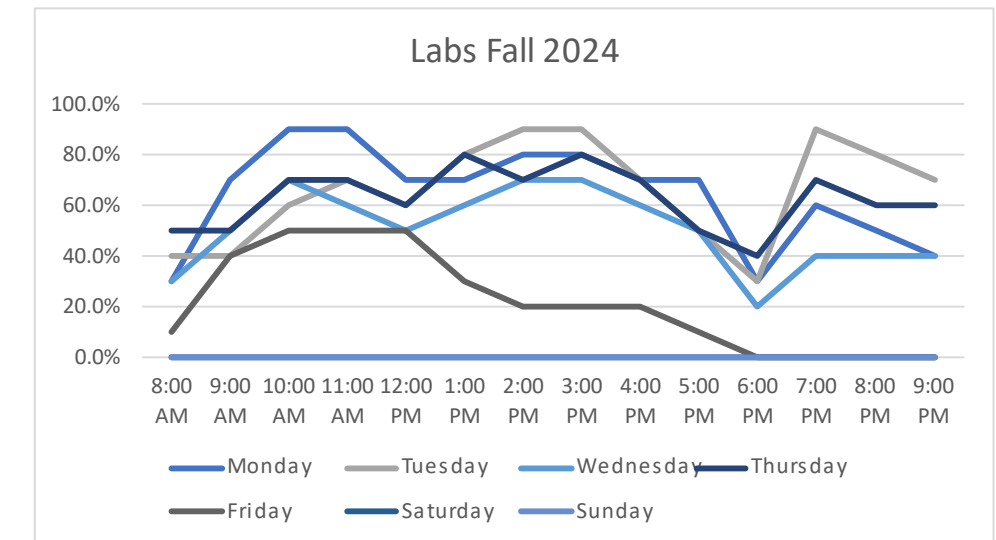
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	30.0%	90.0%	90.0%	90.0%	60.0%	70.0%	70.0%	90.0%	80.0%	60.0%	40.0%	70.0%	70.0%	60.0%
Tuesday	40.0%	60.0%	80.0%	80.0%	70.0%	60.0%	60.0%	70.0%	60.0%	60.0%	30.0%	60.0%	60.0%	50.0%
Wednesday	30.0%	60.0%	80.0%	80.0%	60.0%	50.0%	80.0%	80.0%	70.0%	70.0%	30.0%	70.0%	70.0%	50.0%
Thursday	40.0%	60.0%	70.0%	80.0%	80.0%	70.0%	100.0%	100.0%	90.0%	70.0%	50.0%	60.0%	60.0%	60.0%
Friday	20.0%	40.0%	40.0%	50.0%	50.0%	50.0%	40.0%	20.0%	20.0%	10.0%	0.0%	0.0%	0.0%	0.0%
Saturday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Lab Rooms Scheduled Hours - Fall 2024

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
Monday	30.0%	70.0%	90.0%	90.0%	70.0%	70.0%	80.0%	80.0%	70.0%	70.0%	30.0%	60.0%	50.0%	40.0%
Tuesday	40.0%	40.0%	60.0%	70.0%	60.0%	80.0%	90.0%	90.0%	70.0%	50.0%	30.0%	90.0%	80.0%	70.0%
Wednesday	30.0%	50.0%	70.0%	60.0%	50.0%	60.0%	70.0%	70.0%	60.0%	50.0%	20.0%	40.0%	40.0%	40.0%
Thursday	50.0%	50.0%	70.0%	70.0%	60.0%	80.0%	70.0%	80.0%	70.0%	50.0%	40.0%	70.0%	60.0%	60.0%
Friday	10.0%	40.0%	50.0%	50.0%	50.0%	30.0%	20.0%	20.0%	20.0%	10.0%	0.0%	0.0%	0.0%	0.0%
Saturday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



This page contrasts usage patterns of Lab rooms for Fall semester of 2019 vs Fall semester of 2024. For a broader view of aggregate usage by day and by hour please see analyses on the pages titled Usage Patterns Lecture Fall 2019, Usage Patterns Lab Fall 2019, Usage Patterns Lecture Fall 2024, and Usage Patterns Lab Fall 2024.

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

Usage Patterns Lecture Fall 2019

Lecture Rooms Scheduled Hours - Fall 2019

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 Hrs	Capacity Hrs	Utilization Per Day
Monday	19	47	43	50	26	52	55	30	17	29	39	32	25	18	482	1092	44.1%
Tuesday	18	48	62	51	22	46	45	28	15	17	27	29	27	20	455	1092	41.7%
Wednesday	19	48	54	52	27	52	56	30	16	29	42	35	27	20	507	1092	46.4%
Thursday	18	46	58	50	23	48	46	23	17	20	26	25	22	16	438	1092	40.1%
Friday	8	19	18	13	8	5	6	4	4	2	2	2	2	1	94	1092	8.6%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1092	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1092	0.0%
Total Hrs	82	208	235	216	106	203	208	115	69	97	136	123	103	75	1976		
Capacity Hrs	546	546	546	546	546	546	546	546	546	546	546	546	546	546	7644		
Utilization Per Hour	15.0%	38.1%	43.0%	39.6%	19.4%	37.2%	38.1%	21.1%	12.6%	17.8%	24.9%	22.5%	18.9%	13.7%	25.9%		

Lecture Rooms Scheduled Hours - Fall 2019

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 Hrs	Capacity Hrs	Utilization Per Day
Monday	19	47	43	50	26	52	55	30	17	29	39	32	25	18	482	1092	44.1%
Tuesday	18	48	62	51	22	46	45	28	15	17	27	29	27	20	455	1092	41.7%
Wednesday	19	48	54	52	27	52	56	30	16	29	42	35	27	20	507	1092	46.4%
Thursday	18	46	58	50	23	48	46	23	17	20	26	25	22	16	438	1092	40.1%
Friday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1092	0.0%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1092	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1092	0.0%
Total Hrs	74	189	217	203	98	198	202	111	65	95	134	121	101	74	1882		
Capacity Hrs	312	312	312	312	312	312	312	312	312	312	312	312	312	312	4368		
Utilization Per Hour	23.7%	60.6%	69.6%	65.1%	31.4%	63.5%	64.7%	35.6%	20.8%	30.4%	42.9%	38.8%	32.4%	23.7%	43.1%		

This page documents usage patterns of the 78 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 Monday – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of This page.

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

Monday - Sunday

- Average utilization is 25.9%
- Peak times for utilization are 9 am – 2 pm where utilization is between 43% and 19.4%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 43.1%
- Peak times for utilization are 9 am – 2 pm where utilization is between 69.6% and 31.4%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Labs Fall 2019

Lab Rooms Percent Scheduled - Fall 2019

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 Hrs	Capacity Hrs	Utilization Per Day
Monday	3	9	9	9	6	7	7	9	8	6	4	7	7	6	97	140	69.3%
Tuesday	4	6	8	8	7	6	6	7	6	6	3	6	6	5	84	140	60.0%
Wednesday	3	6	8	8	6	5	8	8	7	7	3	7	7	5	88	140	62.9%
Thursday	4	6	7	8	8	7	10	10	9	7	5	6	6	6	99	140	70.7%
Friday	2	4	4	5	5	5	4	2	2	1	0	0	0	0	34	140	24.3%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	0.0%
Total Hrs	16.0	31.0	36.0	38.0	32.0	30.0	35.0	36.0	32.0	27.0	15.0	26.0	26.0	22.0	402		
Capacity Hrs	70	70	70	70	70	70	70	70	70	70	70	70	70	70	980		
Utilization Per Hour	22.9%	44.3%	51.4%	54.3%	45.7%	42.9%	50.0%	51.4%	45.7%	38.6%	21.4%	37.1%	37.1%	31.4%	41.0%		

Lab Rooms Percent Scheduled - Fall 2019

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 Hrs	Capacity Hrs	Utilization Per Day
Monday	3	9	9	9	6	7	7	9	8	6	4	7	7	6	97	140	69.3%
Tuesday	4	6	8	8	7	6	6	7	6	6	3	6	6	5	84	140	60.0%
Wednesday	3	6	8	8	6	5	8	8	7	7	3	7	7	5	88	140	62.9%
Thursday	4	6	7	8	8	7	10	10	9	7	5	6	6	6	99	140	70.7%
Friday															0	140	0.0%
Saturday															0	140	0.0%
Sunday															0	140	0.0%
Total Hrs	14.0	27.0	32.0	33.0	27.0	25.0	31.0	34.0	30.0	26.0	15.0	26.0	26.0	22.0	368		
Capacity Hrs	40	40	40	40	40	40	40	40	40	40	40	40	40	40	560		
Utilization Per Hour	35.0%	67.5%	80.0%	82.5%	67.5%	62.5%	77.5%	85.0%	75.0%	65.0%	37.5%	65.0%	65.0%	55.0%	65.7%		

This page documents usage patterns of the 10 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 page.

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

Monday - Sunday

- Average utilization is 41%
- Peak times for utilization are 9 am – 4 pm where utilization is between 54.3% and 42.9%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 65.7%
- Peak times for utilization are 9 am – 5 pm where utilization is between 85% and 62.5%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Lecture Fall 2024

Lecture Rooms Scheduled Hours - Fall 2024

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 Hrs	Capacity Hrs	Utilization Per Day
Monday	16	37	47	39	28	37	35	24	11	11	7	5	4	1	302	1092	27.7%
Tuesday	12	35	45	44	30	41	39	25	7	14	19	14	7	3	335	1092	30.7%
Wednesday	19	42	54	44	30	38	36	25	12	14	11	9	7	3	344	1092	31.5%
Thursday	11	33	48	46	29	41	42	26	9	13	17	14	7	2	338	1092	31.0%
Friday	11	21	21	18	20	16	15	13	4	3	1	0	0	0	143	1092	13.1%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1092	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1092	0.0%
Total Hrs	69	168	215	191	137	173	167	113	43	55	55	42	25	9	1462		
Capacity Hrs	546	546	546	546	546	546	546	546	546	546	546	546	546	546	7644		
Utilization Per Hour	12.6%	30.8%	39.4%	35.0%	25.1%	31.7%	30.6%	20.7%	7.9%	10.1%	10.1%	7.7%	4.6%	1.6%	19.1%		

Lecture Rooms Scheduled Hours - Fall 2024

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 Hrs	Capacity Hrs	Utilization Per Day
Monday	16	37	47	39	28	37	35	24	11	11	7	5	4	1	302	1092	27.7%
Tuesday	12	35	45	44	30	41	39	25	7	14	19	14	7	3	335	1092	30.7%
Wednesday	19	42	54	44	30	38	36	25	12	14	11	9	7	3	344	1092	31.5%
Thursday	11	33	48	46	29	41	42	26	9	13	17	14	7	2	338	1092	31.0%
Friday															0	1092	0.0%
Saturday															0	1092	0.0%
Sunday															0	1092	0.0%
Total Hrs	58	147	194	173	117	157	152	100	39	52	54	42	25	9	1319		
Capacity Hrs	312	312	312	312	312	312	312	312	312	312	312	312	312	312	4368		
Utilization Per Hour	18.6%	47.1%	62.2%	55.4%	37.5%	50.3%	48.7%	32.1%	12.5%	16.7%	17.3%	13.5%	8.0%	2.9%	30.2%		

This page documents usage patterns of the 78 Lecture rooms in this category for the Fall semester of 2024 (same number of Labs rooms as 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 – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of This page.

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

Monday - Sunday

- Average utilization is 19.1%
- Peak times for utilization are 9 am – 2 pm where utilization is between 39.4% and 25.1%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 30.2%
- Peak times for utilization are 9 am – 2 pm where utilization is between 62.2% and 37.5%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Labs Fall 2024

Lab Rooms Scheduled Hours - Fall 2024

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 Hrs	Capacity Hrs	Utilization Per Day
Monday	3	7	9	9	7	7	8	8	7	7	3	6	5	4	90	140	64.3%
Tuesday	4	4	6	7	6	8	9	9	7	5	3	9	8	7	92	140	65.7%
Wednesday	3	5	7	6	5	6	7	7	6	5	2	4	4	4	71	140	50.7%
Thursday	5	5	7	7	6	8	7	8	7	5	4	7	6	6	88	140	62.9%
Friday	1	4	5	5	5	3	2	2	2	1	0	0	0	0	30	140	21.4%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	0.0%
Total Hrs	16.0	25.0	34.0	34.0	29.0	32.0	33.0	34.0	29.0	23.0	12.0	26.0	23.0	21.0	371		
Capacity Hrs	70	70	70	70	70	70	70	70	70	70	70	70	70	70	980		
Utilization Per Hour	22.9%	35.7%	48.6%	48.6%	41.4%	45.7%	47.1%	48.6%	41.4%	32.9%	17.1%	37.1%	32.9%	30.0%	37.9%		

Lab Rooms Scheduled Hours - Fall 2024

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 Hrs	Capacity Hrs	Utilization Per Day
Monday	3	7	9	9	7	7	8	8	7	7	3	6	5	4	90	140	64.3%
Tuesday	4	4	6	7	6	8	9	9	7	5	3	9	8	7	92	140	65.7%
Wednesday	3	5	7	6	5	6	7	7	6	5	2	4	4	4	71	140	50.7%
Thursday	5	5	7	7	6	8	7	8	7	5	4	7	6	6	88	140	62.9%
Friday															0	140	0.0%
Saturday															0	140	0.0%
Sunday															0	140	0.0%
Total Hrs	15.0	21.0	29.0	29.0	24.0	29.0	31.0	32.0	27.0	22.0	12.0	26.0	23.0	21.0	341		
Capacity Hrs	40	40	40	40	40	40	40	40	40	40	40	40	40	40	560		
Utilization Per Hour	37.5%	52.5%	72.5%	72.5%	60.0%	72.5%	77.5%	80.0%	67.5%	55.0%	30.0%	65.0%	57.5%	52.5%	60.9%		

This page documents usage patterns of the 10 Lab rooms in this category for the Fall semester of 2024 (same number of Labs rooms as 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 – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of This page.

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

Monday - Sunday

- Average utilization is 37.9%
- Peak times for utilization are 10 am – 4 pm where utilization is between 48.6 and 41.4%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 60.9%
- Peak times for utilization are 10 am – 4 pm where utilization is between 80% and 60%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Fall 2019 vs Fall 2024

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
Lecture Rooms	2019 Fall	21.0%	53.3%	60.3%	55.4%	27.2%	52.1%	53.3%	29.5%	17.7%	24.9%	34.9%	31.5%	26.4%	19.2%	36.2%
	2024 Fall	17.7%	43.1%	55.1%	49.0%	35.1%	44.4%	42.8%	29.0%	11.0%	14.1%	14.1%	10.8%	6.4%	2.3%	26.8%
	Net Change	-3.3%	-10.3%	-5.1%	-6.4%	7.9%	-7.7%	-10.5%	-0.5%	-6.7%	-10.8%	-20.8%	-20.8%	-20.0%	-16.9%	-9.4%
	% Change	-15.9%	-19.2%	-8.5%	-11.6%	29.2%	-14.8%	-19.7%	-1.7%	-37.7%	-43.3%	-59.6%	-65.9%	-75.7%	-88.0%	-26.0%
Lab Rooms	2019 Fall	32.0%	62.0%	72.0%	76.0%	64.0%	60.0%	70.0%	72.0%	64.0%	54.0%	30.0%	52.0%	52.0%	44.0%	57.4%
	2024 Fall	32.0%	50.0%	68.0%	68.0%	58.0%	64.0%	66.0%	68.0%	58.0%	46.0%	24.0%	52.0%	46.0%	42.0%	53.0%
	Net Change	0.0%	-12.0%	-4.0%	-8.0%	-6.0%	4.0%	-4.0%	-4.0%	-6.0%	-8.0%	-6.0%	0.0%	-6.0%	-2.0%	-4.4%
	% Change	0.0%	-19.4%	-5.6%	-10.5%	-9.4%	6.7%	-5.7%	-5.6%	-9.4%	-14.8%	-20.0%	0.0%	-11.5%	-4.5%	-7.7%

This page documents changes in usage patterns between Fall 2019 and Fall 2024 for both room types. The focus is on Monday – Friday across all potential course times (Saturdays and Sundays are not included due to very low usage levels).

Net Change is defined as the utilization difference between Fall 2019 and Fall 2024. % Change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type are shown in the text box to the right.

Lecture

- Utilization decreased for all times in the range, except for 12PM
- The average utilization reduction is 26.0%

Labs

- Utilization decreases in all but 3 time slots
- The average reduction is 7.7%

Usage Patterns Fall 2019 vs Fall 2024

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
Lecture Rooms	2019 Fall	23.7%	60.6%	69.6%	65.1%	31.4%	63.5%	64.7%	35.6%	20.8%	30.4%	42.9%	38.8%	32.4%	23.7%	43.1%
	2024 Fall	18.6%	47.1%	62.2%	55.4%	37.5%	50.3%	48.7%	32.1%	12.5%	16.7%	17.3%	13.5%	8.0%	2.9%	30.2%
	Net Change	-5.1%	-13.5%	-7.4%	-9.6%	6.1%	-13.1%	-16.0%	-3.5%	-8.3%	-13.8%	-25.6%	-25.3%	-24.4%	-20.8%	-12.9%
	% Change	-21.6%	-22.2%	-10.6%	-14.8%	19.4%	-20.7%	-24.8%	-9.9%	-40.0%	-45.3%	-59.7%	-65.3%	-75.2%	-87.8%	-29.9%
Lab Rooms	2019 Fall	35.0%	67.5%	80.0%	82.5%	67.5%	62.5%	77.5%	85.0%	75.0%	65.0%	37.5%	65.0%	65.0%	55.0%	65.7%
	2024 Fall	37.5%	52.5%	72.5%	72.5%	60.0%	72.5%	77.5%	80.0%	67.5%	55.0%	30.0%	65.0%	57.5%	52.5%	60.9%
	Net Change	2.5%	-15.0%	-7.5%	-10.0%	-7.5%	10.0%	0.0%	-5.0%	-7.5%	-10.0%	-7.5%	0.0%	-7.5%	-2.5%	-4.8%
	% Change	7.1%	-22.2%	-9.4%	-12.1%	-11.1%	16.0%	0.0%	-5.9%	-10.0%	-15.4%	-20.0%	0.0%	-11.5%	-4.5%	-7.3%

This page documents changes in usage patterns between Fall 2019 and Fall 2024 for both room types. The focus is on Monday – Thursday across all potential course times (Fridays, Saturdays and Sundays are not included due to very low usage levels).

Net change is defined as the utilization difference between Fall 2019 and Fall 2024. % change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type are shown in the text box to the right.

Lecture

- Utilization decreased for all times in the range, except for 12PM
- The average utilization reduction is 29.9%

Labs

- Utilization decreased for all but 4 time slots
- The average utilization reduction is 7.3%

Classroom Numbers vs Usage by Year

Classroom Numbers

	2019 Fall	2024 Fall	% Change
Lecture Rooms	78	78	0.0%
Lab Rooms	10	10	0.0%
Total	88	88	0.0%

Classroom Utilization Daily Average

	Fall 2019		Fall 2024	
	Mon - Fri	Mon - Thur	Mon - Fri	Mon - Thur
Lecture Rooms	36.2%	43.1%	26.8%	30.2%
Lab Rooms	57.4%	65.7%	53.0%	60.9%

This page documents the changes in the number of rooms between Fall 2019 and Fall 2024. It further considers the overall utilization of the room types when the days of instruction are varied from Monday – Friday to Monday – Thursday.

Lecture

- Rooms counts stayed the same
- Utilization statistics declined between Fall 2019 and Fall 2024

Labs

- Room counts stayed the same
- Utilization statistics declined between Fall 2019 and Fall 2024

Peak + Non-Peak Utilization

Monday - Thursday

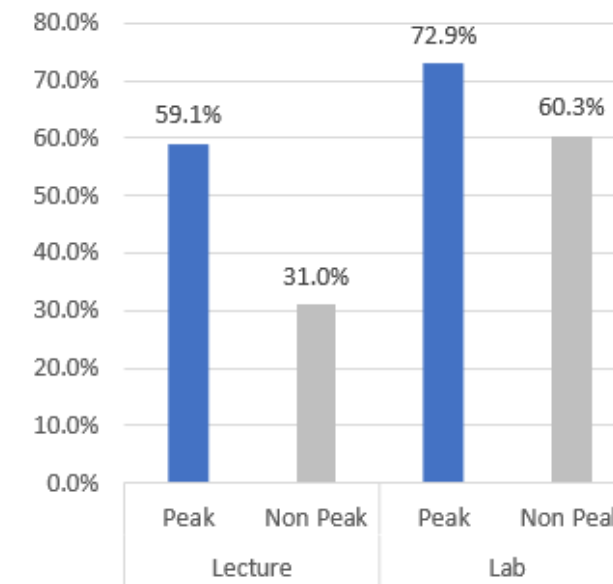
Fall 2019			
Lecture		Lab	
Peak	Non Peak	Peak	Non Peak
59.1%	31.0%	72.9%	60.3%

Peak is 9 am - 2 pm

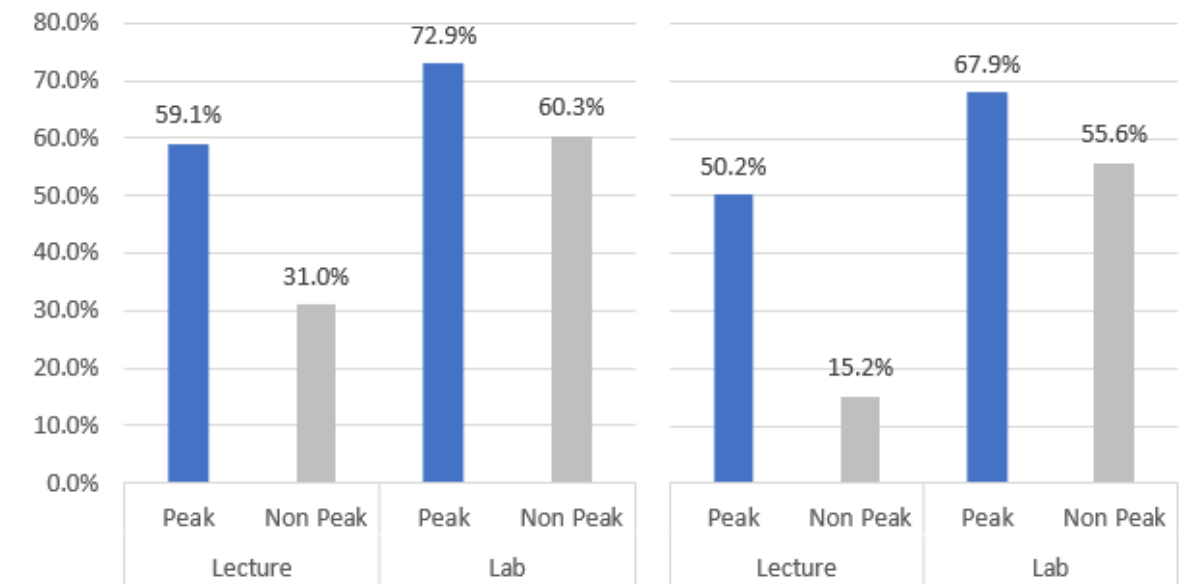
Non Peak is 8 - 9 am and 3 - 10 pm

Fall 2024			
Lecture		Lab	
Peak	Non Peak	Peak	Non Peak
50.2%	15.2%	67.9%	55.6%

Fall 2019



Fall 2024



This page documents and contrasts the change in Peak and Non-Peak utilization for both room types for the Fall 2019 and Fall 2024 semesters.

As noted earlier in this section utilization fell for Peak and Non-Peak for both lecture and lab rooms between Fall 2019 and Fall 2024.

Utilization + Course Requirement / Demand Changes

Fall 2019 Utilization & Requirement Change vs Fall 2024

Monday - Thursday (4 days)

	Lecture		Lab		Total
	Peak	Non-Peak	Peak	Non-Peak	
Fall 2019 Utilization	59.1%	31.0%	72.9%	60.3%	
Fall 2024 Utilization	50.2%	15.2%	67.9%	55.6%	
Fall 2019 Course Requirement / Demand		1882.0		368.0	2250.0
Fall 2024 Course Requirement / Demand		1319.0		341.0	1660.0
Percent Change		-29.9%		-7.3%	-26.2%

This page examines and compares utilization levels and course requirements for each classroom type for Fall 2019 and Fall 2024. Between 2019 and 2024 requirements / demand fell significantly for Lecture rooms and fell by a smaller amount for Lab rooms. This decline in demand and current utilization levels indicate 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.

Notes:

- Utilization numbers above are from FLC Fall 2019 and Fall 2024 utilization reports
- Fall 2019 and Fall 2024 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)

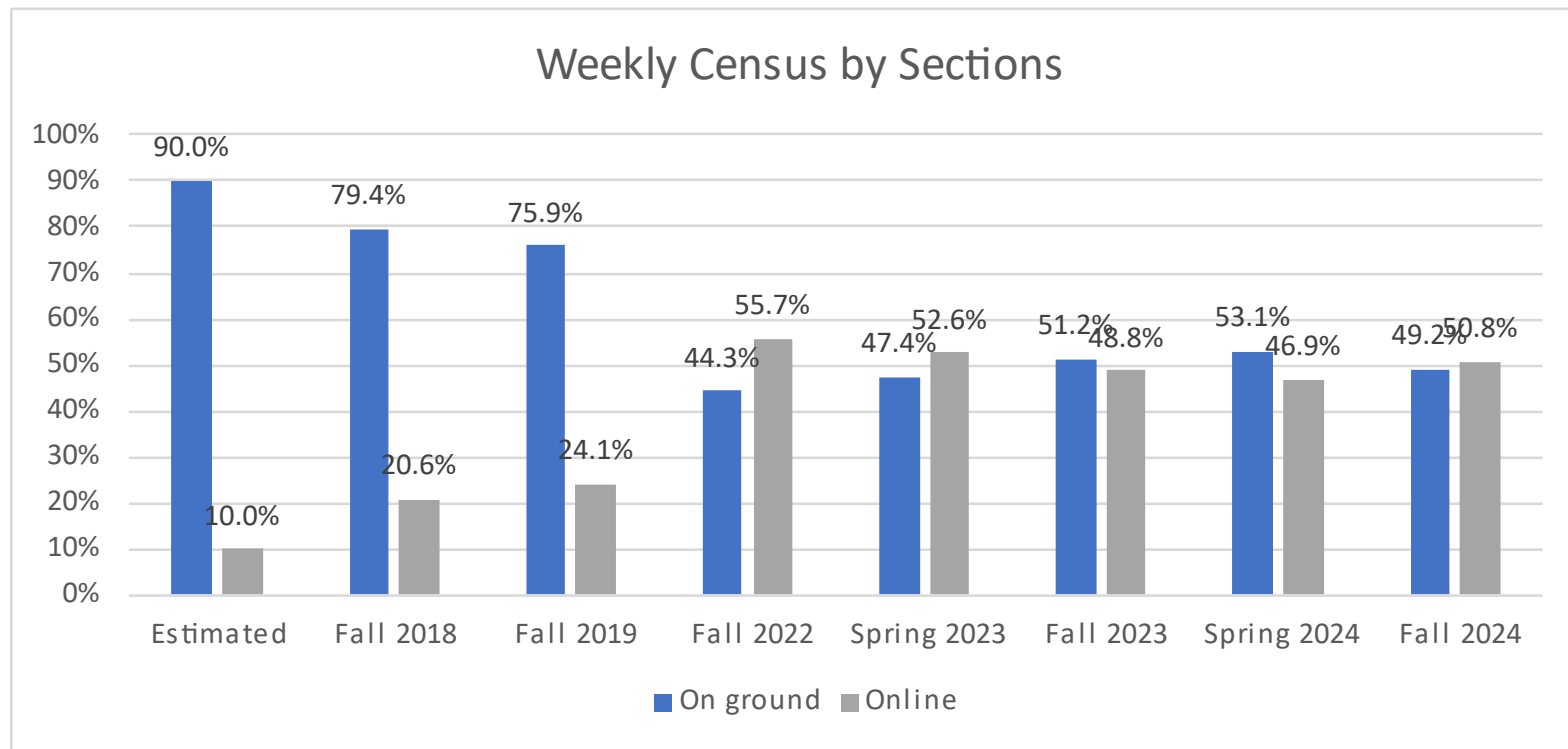
Evolution - Online vs On-Ground

On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

	Estimated Prior COVID	Fall 2018 Sections	Fall 2019 Sections	Fall 2022 Sections	Spring 2023 Sections	Fall 2023 Sections	Spring 2024 Sections	Fall 2024 Sections
On ground	90.0%	79.4%	75.9%	44.3%	47.4%	51.2%	53.1%	49.2%
Online	10.0%	20.6%	24.1%	55.7%	52.6%	48.8%	46.9%	50.8%

Note: for 2018 and 2019 hybrid is included in online and for 2022, 2023 and 2024 it is included in on-ground

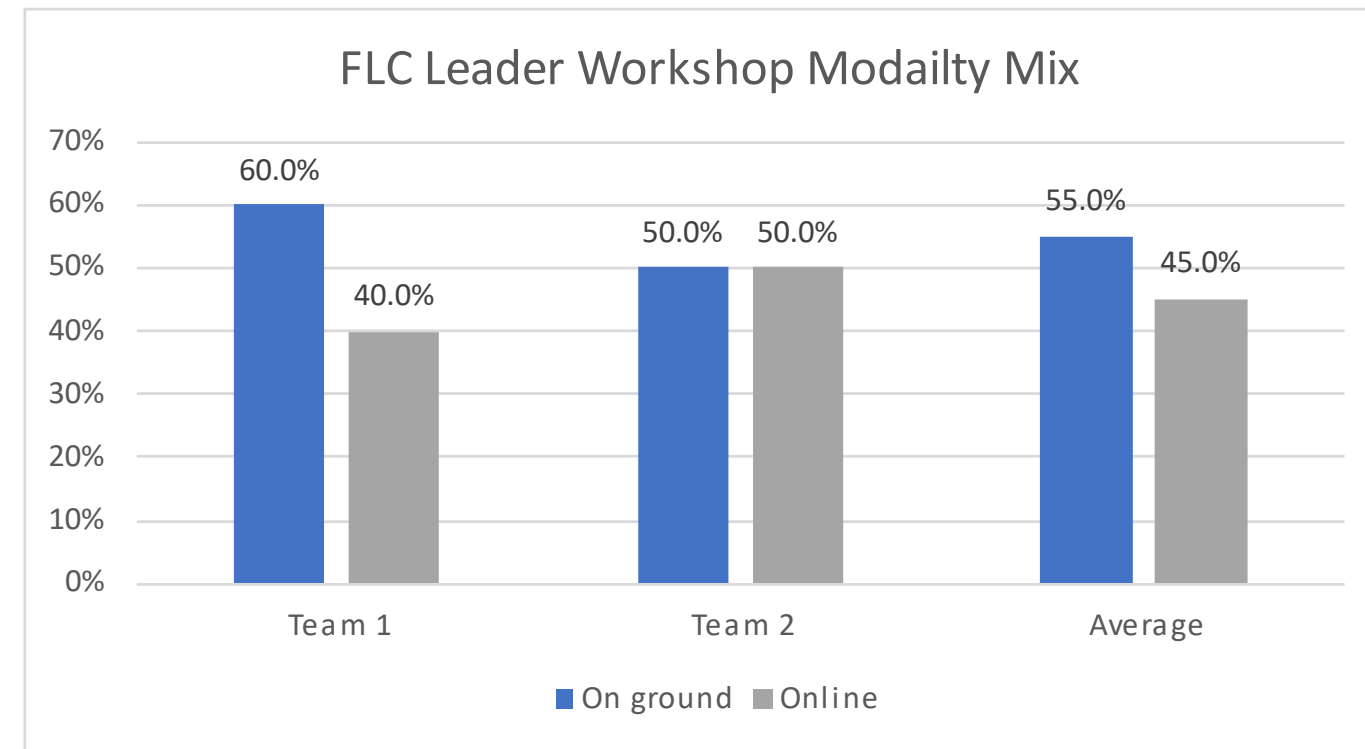


The above graphic documents the evolution in modality from Pre Covid to Fall 2024 (Sections data is used here however the WSCH data is almost identical). Two trends are apparent from the data above.

- Prior to Covid on-ground courses were slowly declining over time as a percentage of the modality mix
- From Spring 2023 on-ground courses have varied between 47.4% and 53.1% of the modality mix

Leader Workshop Long Term Modality Exercise Results

	FLC Leaders Team 1	FLC Leaders Team 2	Workshop Average
On ground	60.0%	50.0%	55.0%
Online	40.0%	50.0%	45.0%



The above graphic is from the FLC Leader workshop where each team was asked to suggest the long-term modality mix that would be ideal and achievable 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 similar to the modality mix from Sections data contained in the Enrollment Census Statistics for the last 4 semesters.

Success Rates by Modality

FLC Success Rates by Modality - Spring 2024

Instruction Mode	Presence Type	Overall	First Time Student	African American*	Hispanic Latino*
Fully Online - Asynchronous	Fully Online (alone)	76.3%	63.6%	55.1%	73.9%
Fully Online - Partially Sync	Fully Online (partial together)	68.5%	54.8%	56.8%	67.7%
Partially Online: 50%+ Online	Mostly Online (Hybrid)	73.7%	58.7%	52.2%	63.3%
Partially Online: Under 50%	Mostly In-person (Hybrid)	75.0%	75.4%	80.0%	73.0%
Lecture and Lab combined (in-person)	Fully In-person	77.7%	66.6%	71.7%	74.3%
	In-Person v Online Asynchronous	-1.4%	-3.0%	-16.6%	-0.4%
	In-Person v Online Synchronous	-9.2%	-11.8%	-14.9%	-6.6%

This page 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 the following instructional methods have success rates below the in-person success rates: Fully Online - Asynchronous, Fully Online – Partially Synchronous, and Partially Online 50%+ Online
- African American and First Time Students have lower success rates than the overall average for all instructional methods except for Partially Online Under 50%
- Hispanic Latino students have lower success rates than the overall average across all instructional methods

Classroom Scenarios

The following page explores a range of scenarios which vary target utilization levels and demand for courses based on current patterns. The analysis also estimates the resulting impact on the inventory of classrooms. The three scenarios considered are:

- Scenario 1 – Peak utilization is set to 80% and Non-Peak is based on Fall 2024 actual course demand hours
- Scenario 2 – Peak utilization is set to 80% and Non-Peak is set to 35% of course demand hours specified
- Scenario 3 – Peak utilization is set to 85% and Non-Peak is set to 40% of course demand hours specified

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

- Current demand less 10%
- Current demand (Fall 2024)
- Current demand increased by 10%
- Current demand increased by 20%

The Peak and Non-Peak targets for Scenario 3 are based on best-in-class results within the Los Rios District College system and hence are realistic and achievable.

We believe Scenario 3 most accurately represents the classroom opportunities and challenges for FLC. It indicates:

- For lecture rooms
 - ✓ At current course demand levels there is a **50.3% excess in Lecture rooms**
 - ✓ In absolute terms the excess capacity would support a near doubling in demand and if current modalities extend into the future this would represent a near doubling of the student population
 - ✓ The distribution of lecture rooms across 3 locations is a somewhat limiting factor and should be considered in further analysis
- For lab rooms
 - ✓ Current course and Lab planning is effective which is indicated by utilization in Scenario 3 at current demand levels
 - ✓ At current demand levels Labs are near capacity
 - ✓ While the new science building should alleviate the capacity limitations for this room type, analysis indicates **significant excess capacity (approx. 33.3%)** will result beyond a 20% increase in demand (see note and Table 2 on the following page)
 - ✓ Further investigation, demand modeling and capacity investigation for labs is indicated

We are using the version of Scenario 3 which includes the net add of Labs from the new science building (see Table 2 on following page) in modeling scenarios for Faculty and classrooms. **This represents an aggregate reduction of 39% in classrooms.**

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 Scenarios

Table 1

	Classroom Utilization Scenario 1 Monday - Thursday (4 days)			Classroom Utilization Scenario 2 Monday - Thursday (4 days)			Classroom Utilization Scenario 3 Monday - Thursday (4 days)		
	Peak @ 80% utilization, Non Peak @ actual scheduled course demand			Peak @ 80% utilization, Non Peak @ 35% course demand specified			Peak @ 85% utilization, Non Peak @ 40% of course demand specified		
	Lecture	Lab	Total	Lecture	Lab	Total	Lecture	Lab	Total
Current Hours Course Demand Less 10%	1187.1	306.9	1494	1187.1	306.9	1494	1187.1	306.9	1494
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	44.1	7.6	51.7	40.2	10.4	50.6	34.9	9.0	43.9
Excess # Rooms	33.9	2.4	36.3	37.8	-0.4	37.4	43.1	1.0	44.1
% Excess	43.5%	23.6%	41.2%	48.5%	-3.9%	42.5%	55.2%	9.7%	50.1%
Current Hours Course Demand	1319	341	1660	1319	341	1660	1319	341	1660
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	49.0	8.5	57.4	44.7	11.5	56.2	38.8	10.0	48.8
Excess # Rooms	29.0	1.5	30.6	33.3	-1.5	31.8	39.2	0.0	39.2
% Excess	37.2%	15.1%	34.7%	42.8%	-15.4%	36.1%	50.3%	-0.3%	44.5%
Current Hours Course Demand Plus 10%	1450.9	375.1	1826	1450.9	375.1	1826	1450.9	375.1	1826
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	53.9	9.3	63.2	49.1	12.7	61.8	42.7	11.0	53.7
Excess # Rooms	24.1	0.7	24.8	28.9	-2.7	26.2	35.3	-1.0	34.3
% Excess	31.0%	6.6%	28.2%	37.0%	-27.0%	29.8%	45.3%	-10.3%	39.0%
Current Hours Course Demand Plus 20%	1582.8	409.2	1992	1582.8	409.2	1992	1582.8	409.2	1992
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	58.8	10.2	68.9	53.6	13.9	67.4	46.6	12.0	58.6
Excess # Rooms	19.3	-0.2	19.1	24.4	-3.9	20.6	31.4	-2.0	29.4
% Excess	24.7%	-1.9%	21.7%	31.3%	-38.5%	23.4%	40.3%	-20.4%	33.4%

Notes:

1. Classrooms used by MMCHS are included in the room count and the associated usage is included in the utilization numbers.
2. The net add of Labs from the New Science building is not included in the table to the left as the building is not currently available. However, the Table 2 below demonstrates the impact on classrooms resulting from the net add of 18 Labs (12 new less 4 removed from FL2)) at a course demand which is 20% above the current levels. As science courses are predominately done on-ground the 20% increase reflects approximately a 20% increase in the student population.

Table 2

New Science Building Adjustment - Current Demand +20%

	Lecture	Labs	Total
Available # Rooms	78	18	96
Required # Rooms	46.6	12	58.6
Excess # Rooms	31.4	6	37.4
% Excess	40.3%	33.3%	39.0%

06. Appendix

Work Modes Study Key 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 employees, 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

- FLC's response rates to this study were below what is typical. Due to this a number of filters of the results had insufficient data to be presented in this document. This limited the findings and also suggests that while the broad direction of the findings are valid, they should not be viewed as definitive.
- Across the organization the predominant work mode is alone at 59% with alone routine at 35% and alone deep focus at 24%.
- The predominant worker profile is Profile 4 which is characterized by a high percentage of alone routine work
- All 8 worker profiles are present, and their distribution varies by demographics (as would be expected).
- When considering the effectiveness of work, alone work has a higher percentage of time targeted at home than collaborative work or socialization.
- Calculated time in the office varies by level which is to be expected (data for other views is not available). Leaders' results indicate 3.9 days and Classified Professionals indicate 3.16 days in the office.
- Based on the low response rate and work with similar clients we suggest approximately 2 to 3 days a week or 16 to 24 hours a week in the office be targeted for hybrid workers.
- Given the high percentage of individual work, implementing less than 4 days per week in the office is realistic, however it will require understanding student patterns and developing and managing a schedule to ensure Classified Professionals provide adequate coverage. We believe data from student "check-in" for services can be used to support this planning effort.

Alone
Routine Tasks

Alone
Deep Focus Work

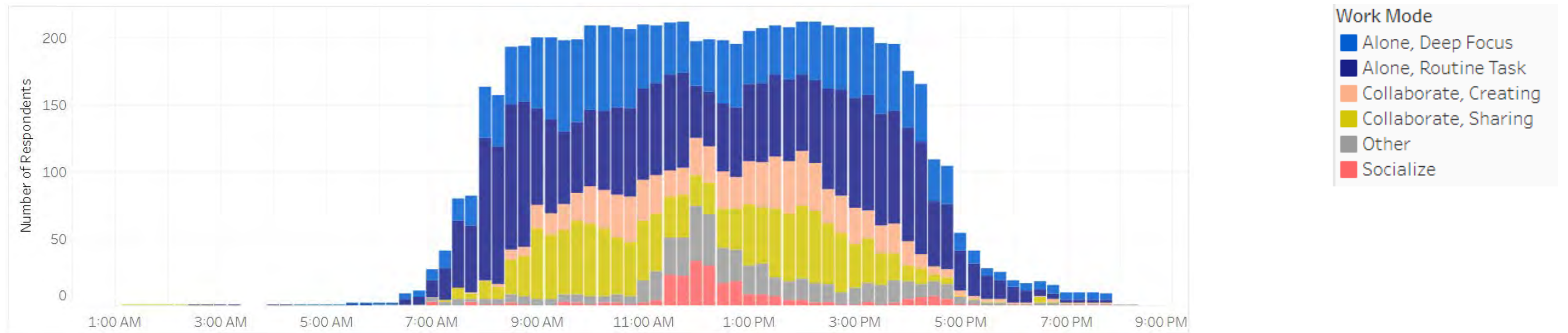
Collaborate
Sharing information

Collaborate
Creating content

Socialize
Building connections

Other

FLC Work Mode Study



The work mode effort for this engagement involved one execution of the Applied Research + Consulting team’s Work Mode Study for 140 People Leaders and Classified Professionals at FLC. 44 responses were received which represents a response rate of 31.4%. This response rate is lower than is typical and while the results for the broader population are usable, some of the subcategories (locations, departments and levels) have insufficient information and were aggregated together for the report. The responses from each Department follow:

- Administrative Services 11
- Instructional Services 12
- Student Services and Support Programs 14
- Other 5

The graph on this page documents the aggregate flow of work over a typical day at FLC 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

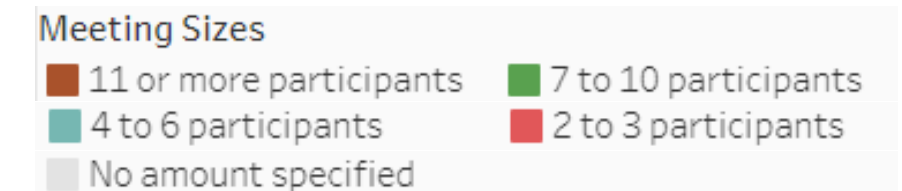
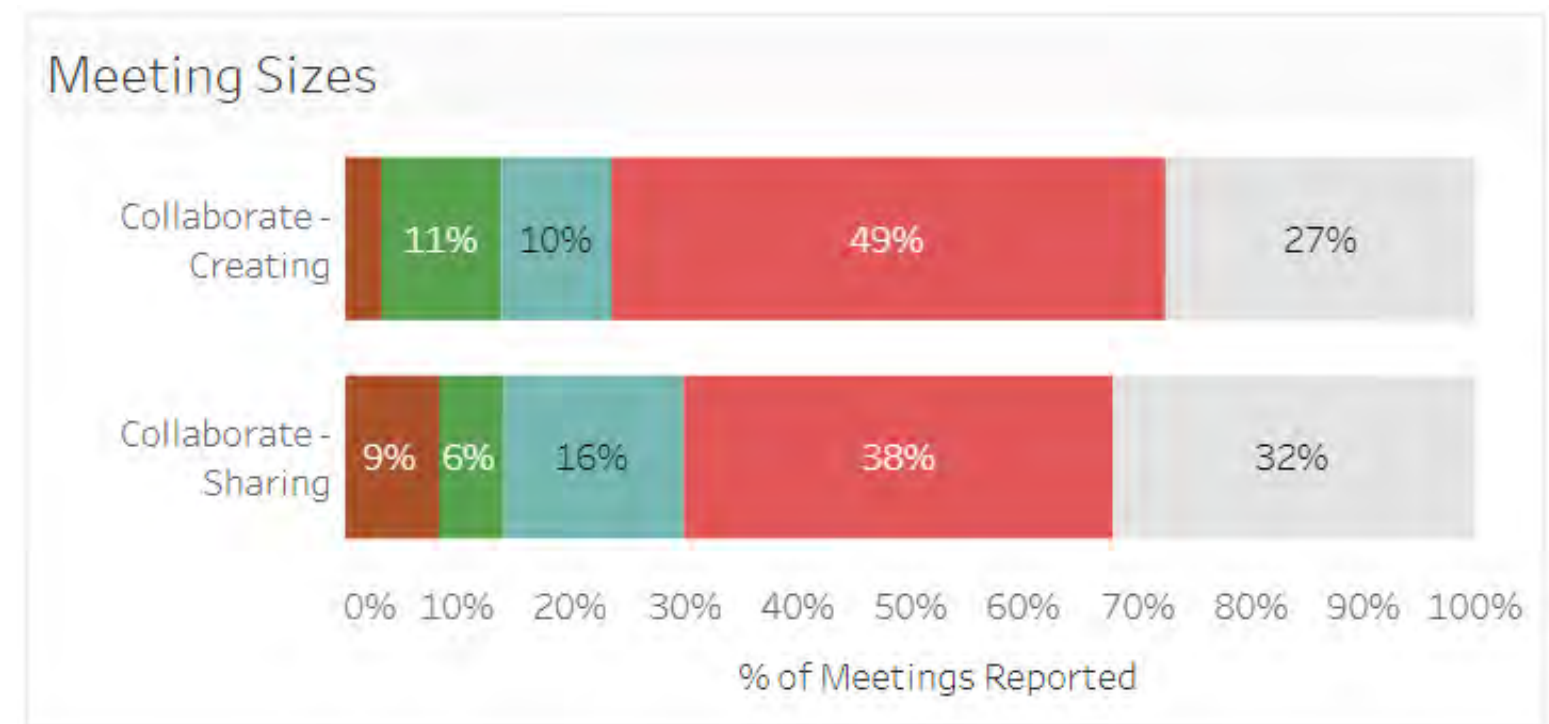
Please note, all work modes are important for an individual to be successful in their job and in general one work mode should not be unduly emphasized over another when considering the design of the workplace.

Collaborative Meeting Sizes

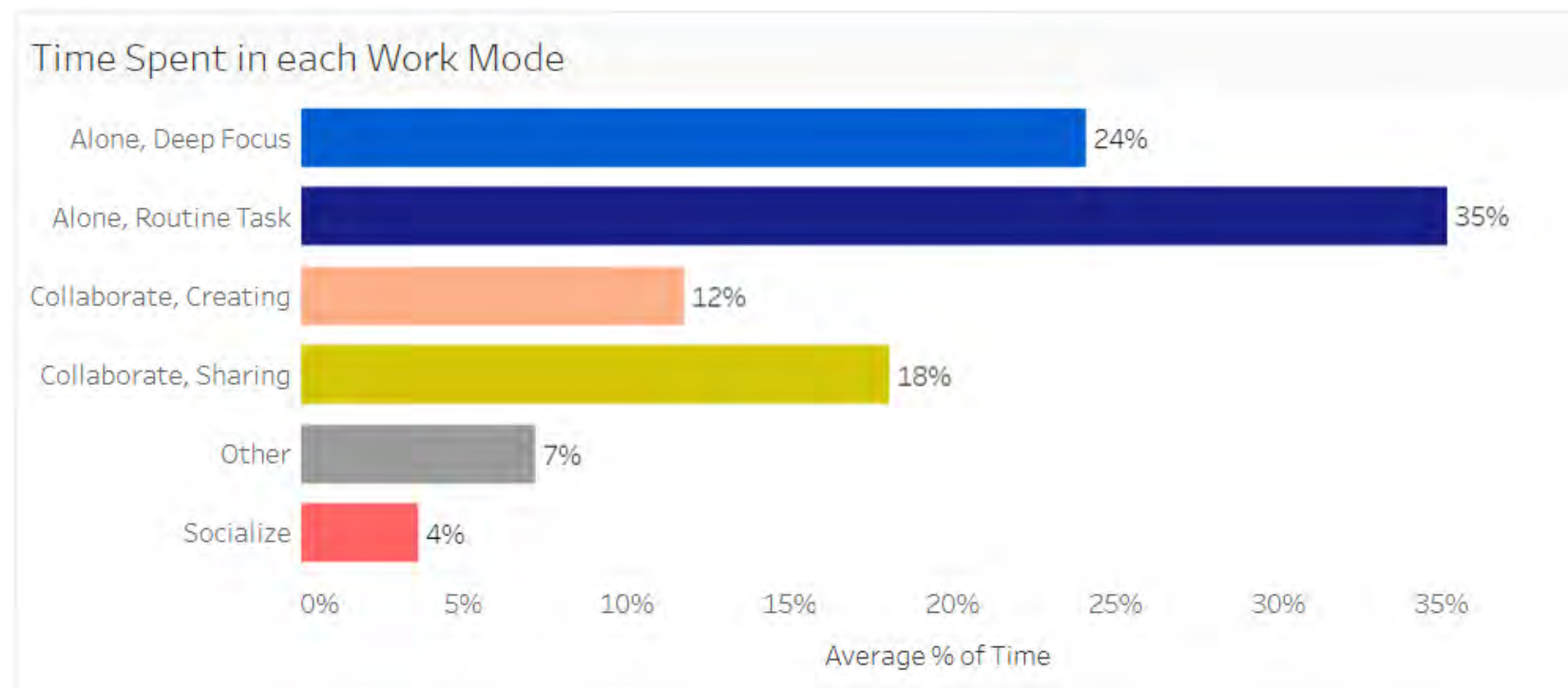
The work mode capability collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At FLC, in general, meetings tend to be small.

- The most frequent meeting size is 2 to 3 participants
- The second next most frequent meeting size is 4 to 6, however for collaborate creating there are equal amounts in the 7 to 10 meeting size category
- Approximately 59% of collaborative creating sessions include 2 to 6 participants
- Approximately 54% of collaborative sharing sessions include 2 to 6 participants

Note in calculating percentages above “No amount specified” was removed from the total.



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
- 59% of time is spent in alone work
- The predominant collaborative activity is sharing
- 30% of time is spent in collaborative work
- 4% of time is spent in socializing

In the appendix of this report are four pages that show the breakdown of FLC'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.

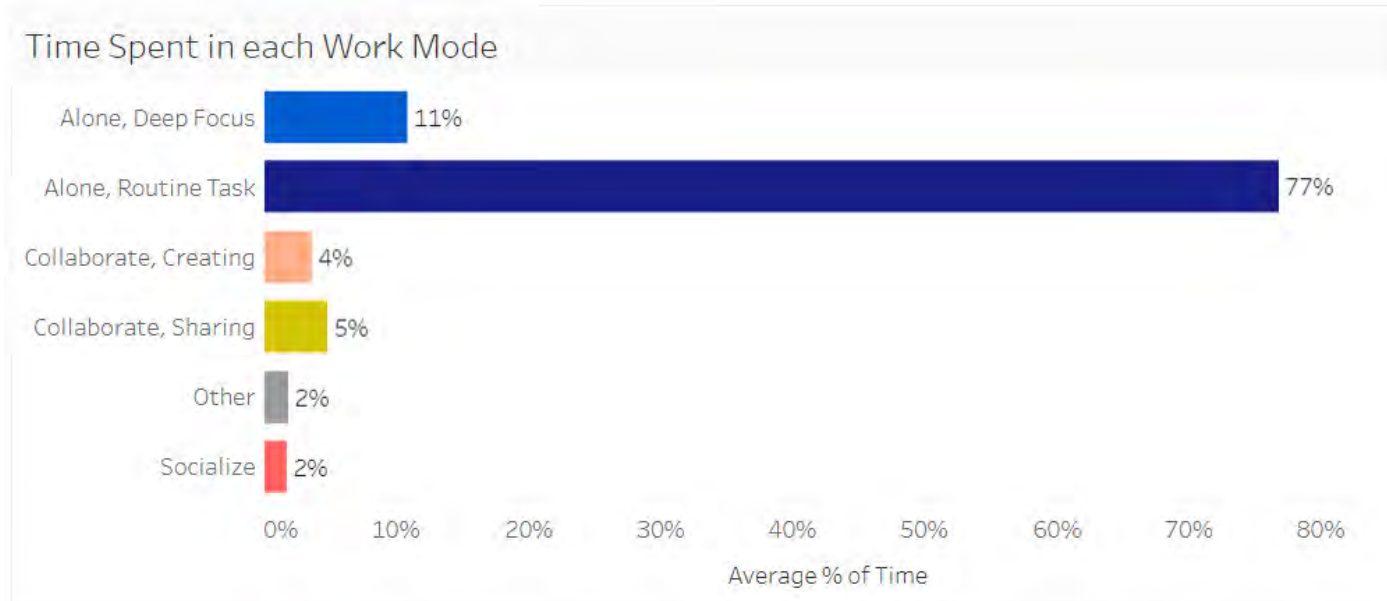
It should be noted that the various subdivisions (department, level and location) analyzed may or may not have all 8 profiles and the percentage of time in each work mode will vary based on the unique work patterns associated with a given profile in a specific subdivision.

Work Mode Profiles

Detail

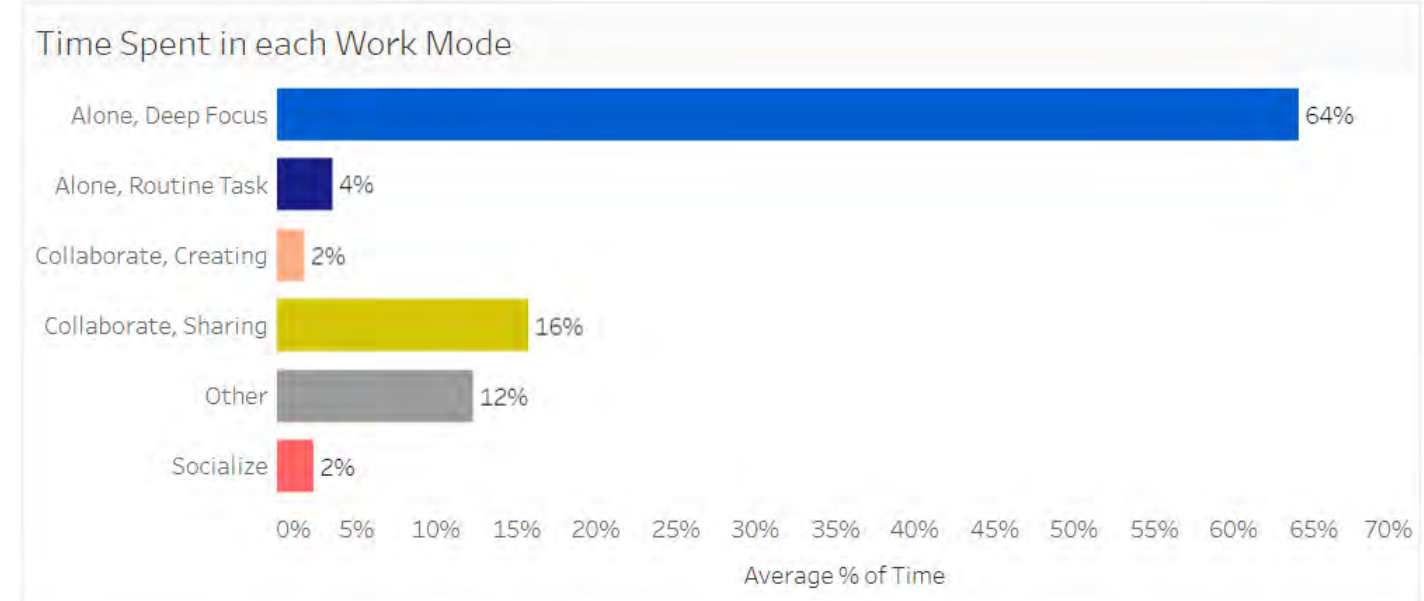
Profile 1

- High percentage of time in alone routine
- 88% of time in alone work
- 9% of time spent in collaborative work
- **11.9% of overall staff**



Profile 2

- High percentage of time spent in alone deep focus
- 68% of time spent in alone work
- 18% of time spent in collaborative work
- **2.4% of overall staff**

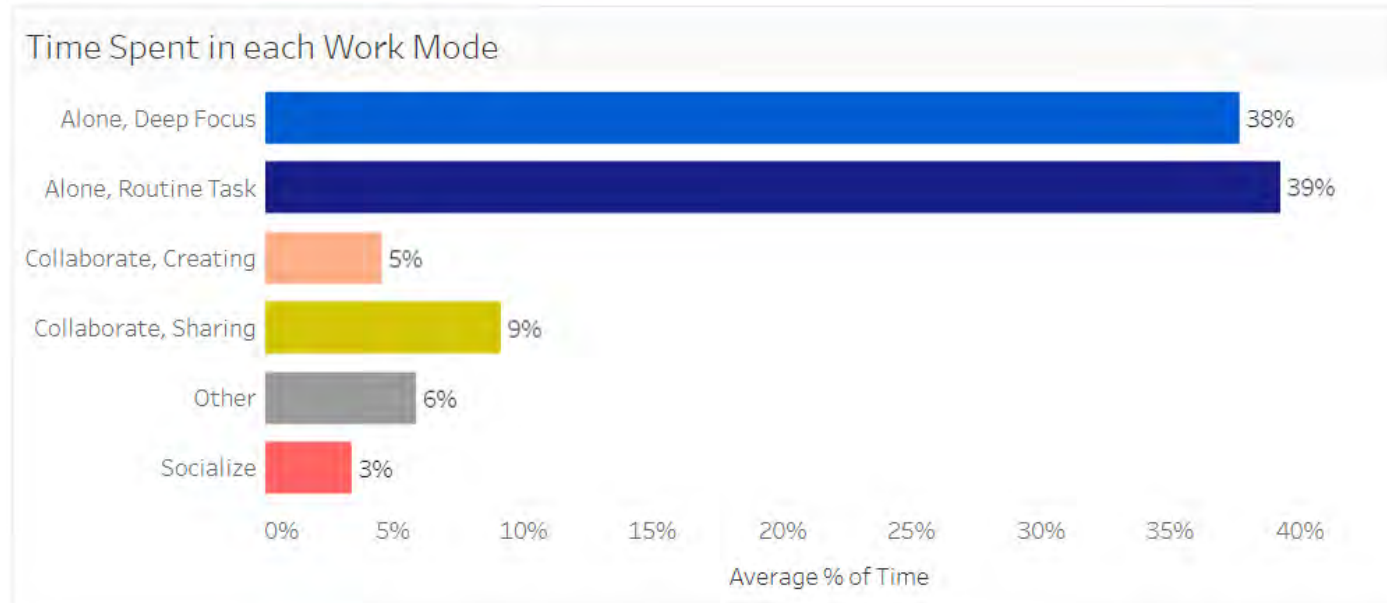


Work Mode Profiles

Detail

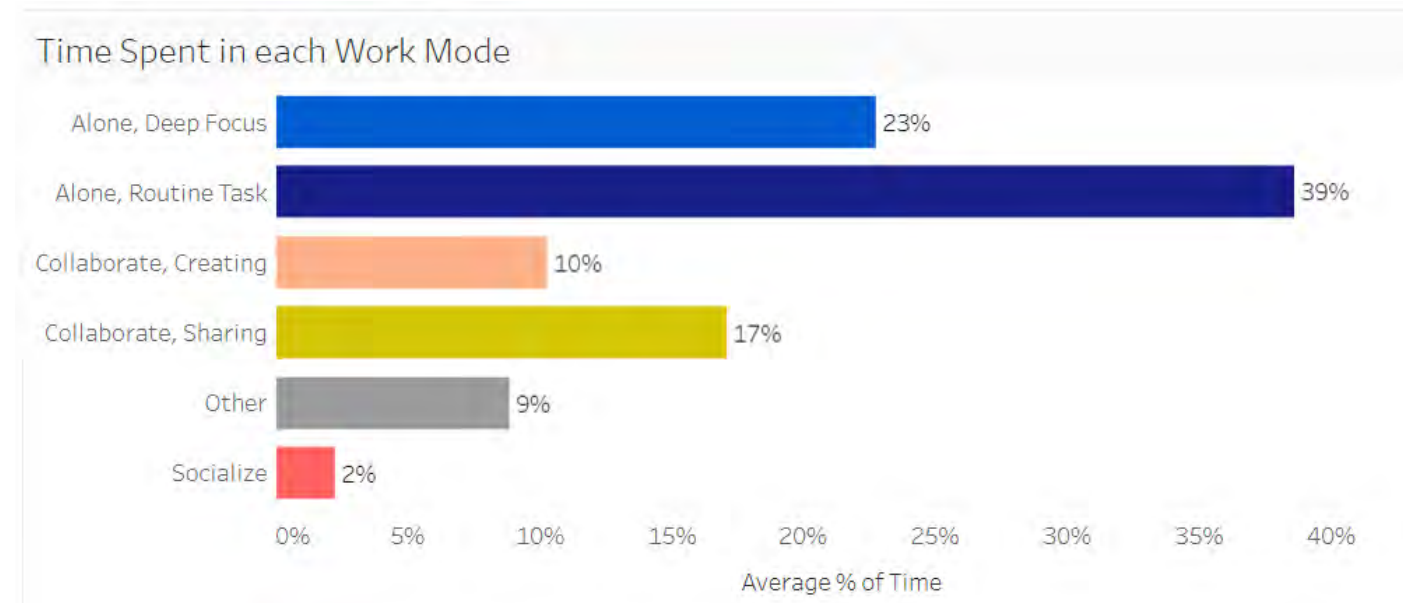
Profile 3

- High percentage of time spent in alone routine and deep focus
- Total of 77% of time spent in alone work
- 14% of time spent in collaborative work
- **21.4% of overall staff**



Profile 4

- High percentage of time spent in alone routine
- Total of 62% of time spent in alone work
- 27% of time spent in collaborative work
- **23.8% of overall staff**

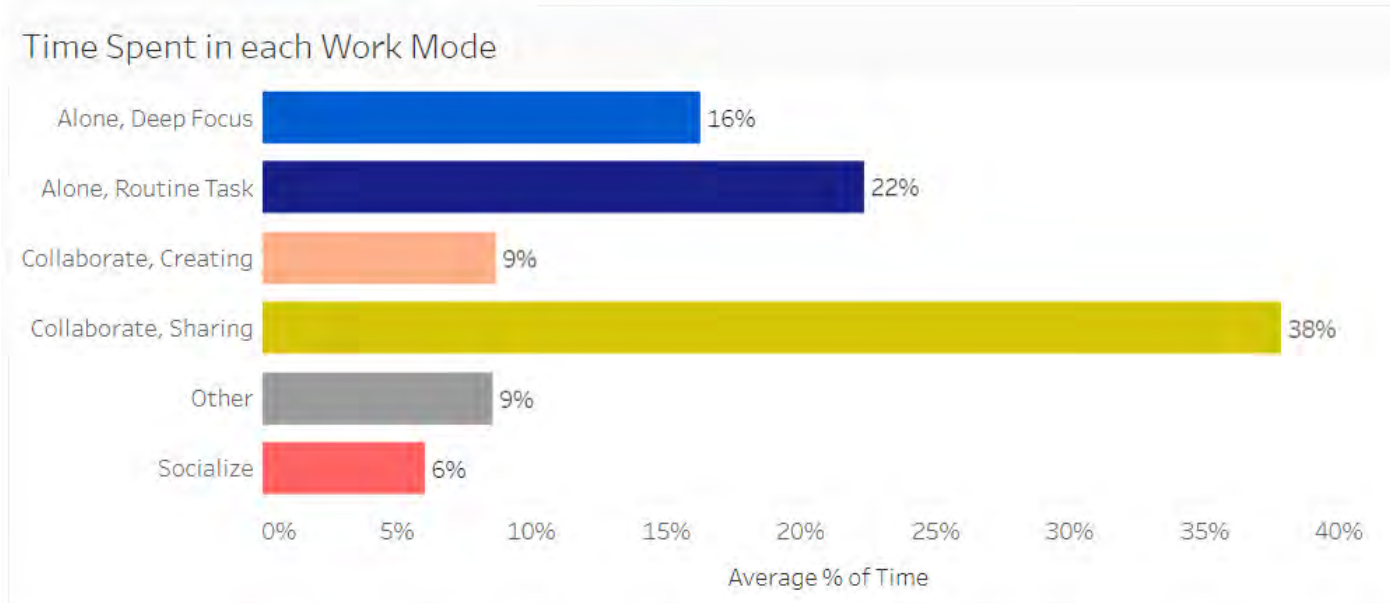


Work Mode Profiles

Detail

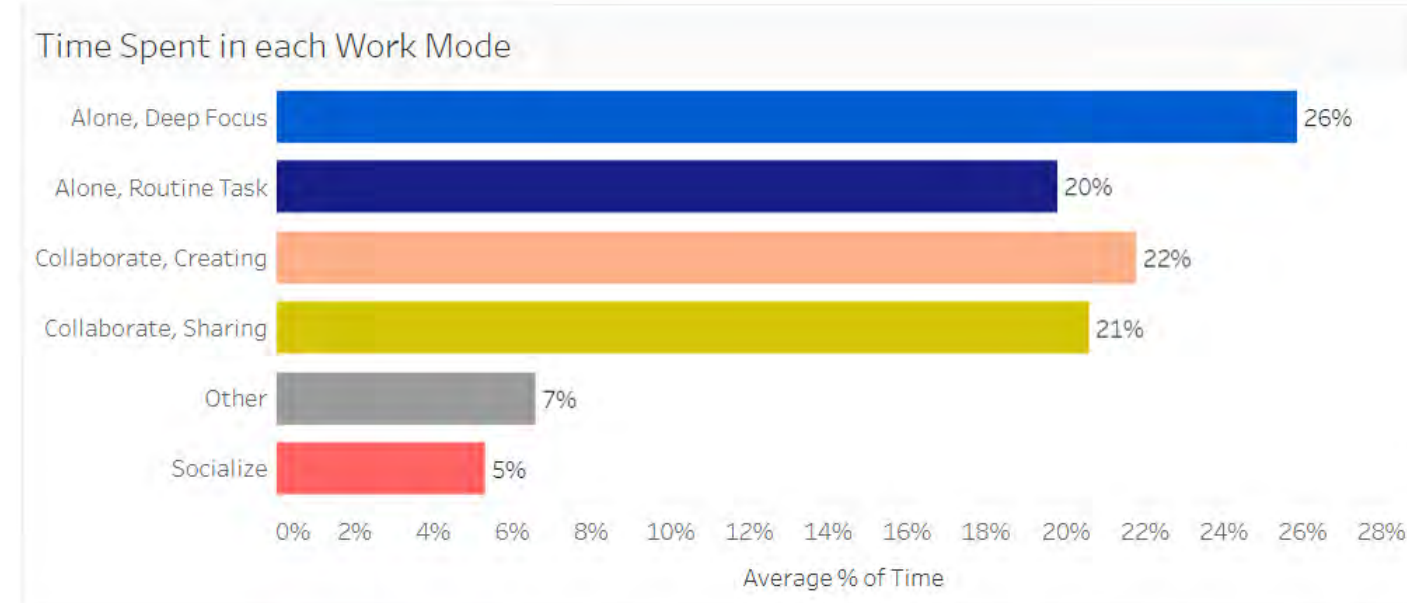
Profile 5

- High percentage of time in collaborative sharing
- 38% of time spent in individual work
- 47% of time spent in collaborative work
- **14.3% of overall staff**



Profile 6

- Equal percentage of time across alone and collaborate
- 46% of time spent in individual work
- 43% of time spent in collaborative work
- **19% of overall staff**

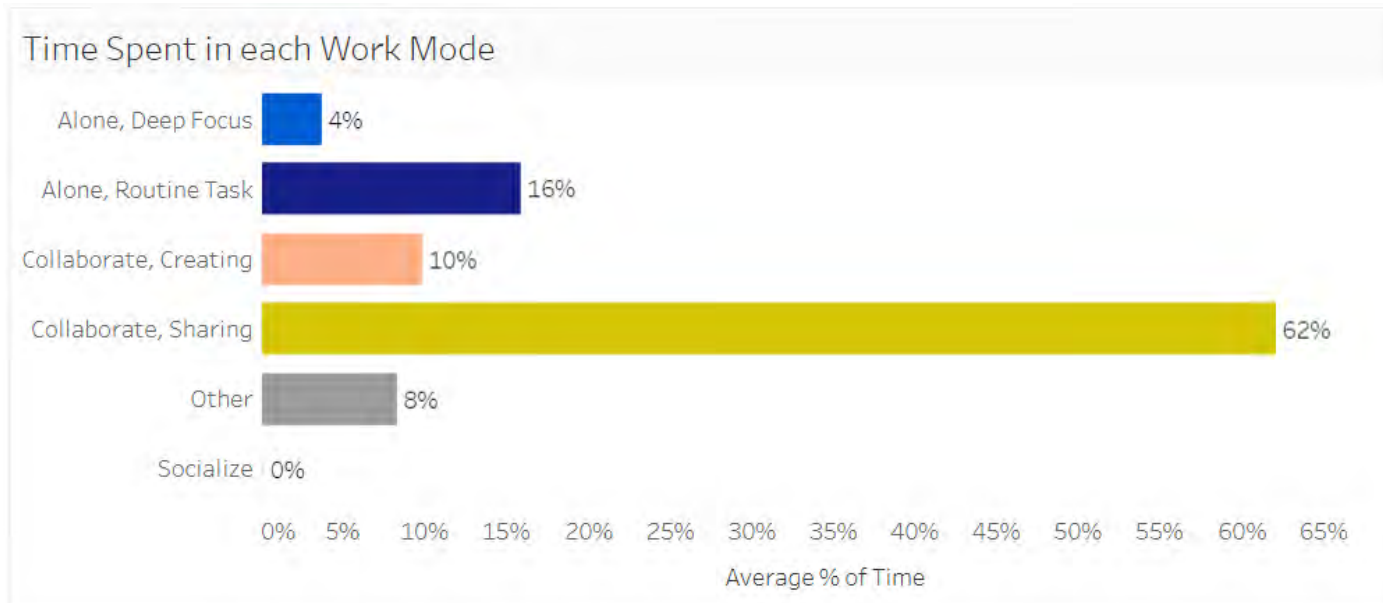


Work Mode Profiles

Detail

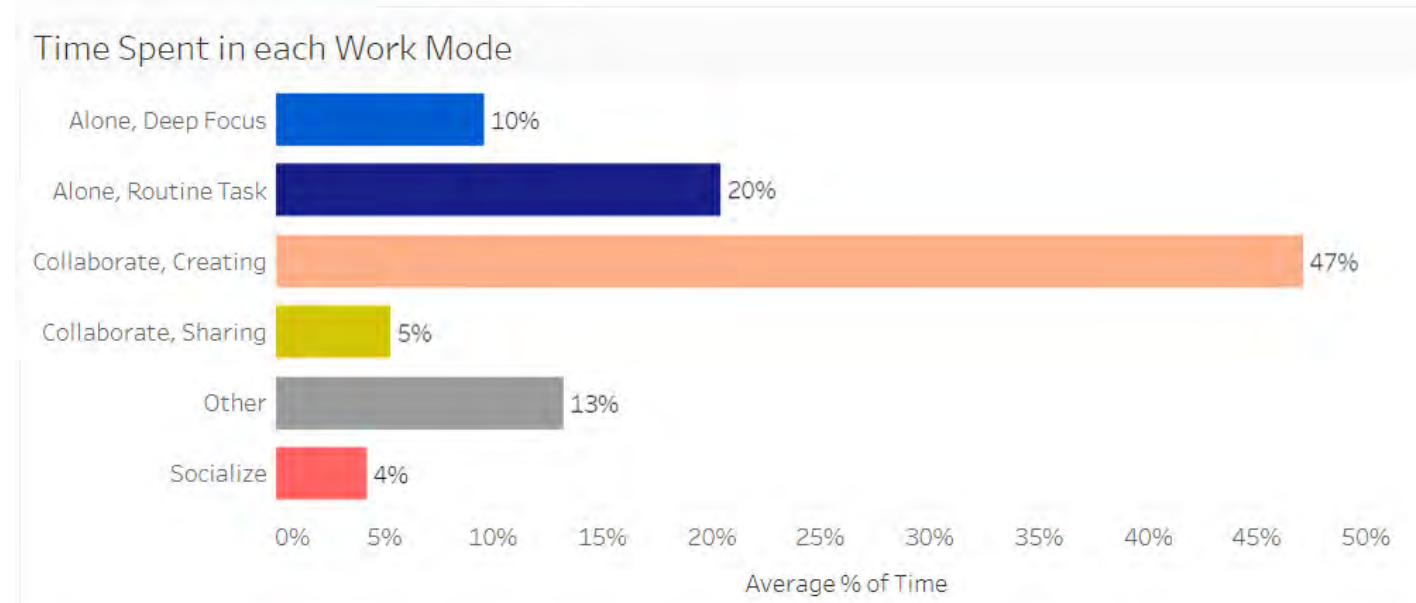
Profile 7

- High percentage of time in collaborative sharing
- 20% of time spent in individual work
- 72% of time spent in collaborative work
- **2.4% of overall staff**



Profile 8

- High percentage of time in collaborative creating
- 30% of time spent in individual work
- 52% of time spent in collaborative work
- **4.8% of overall staff**

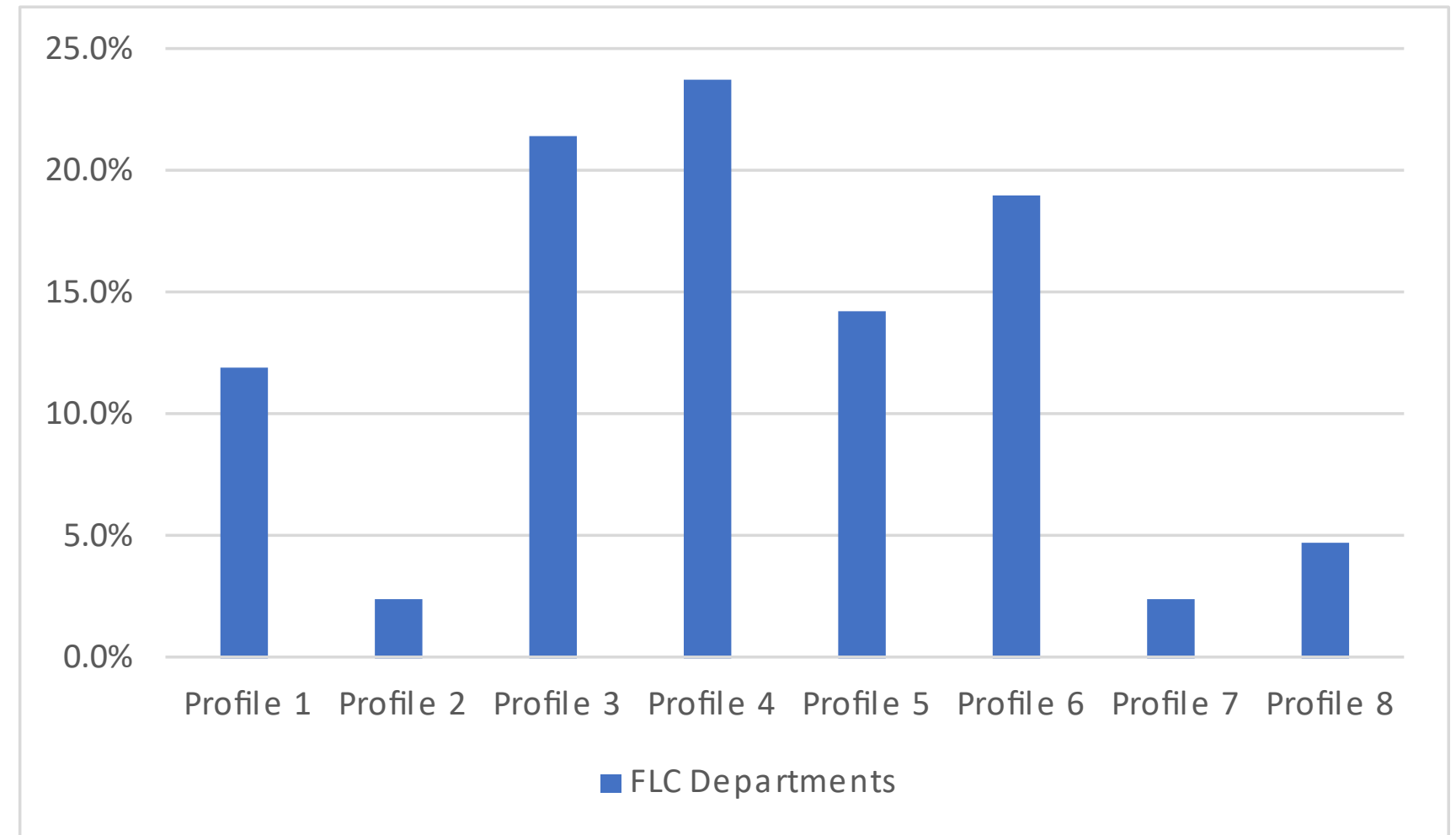


Work Mode Profiles

By Department & Location

The graphic on this page overviews the distribution of profiles by department. Due to limited participation across individual departments, all departmental data is shown as an aggregate. Similarly, due to limited participation by location all data is aggregated into one. Thus, the chart and table on this page represent both the departmental and locational summary for FLC. The blue cell in the table indicates that the predominant profile across the departments is profile 4.

It should be noted that departments have 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
FLC Departments	11.9%	2.4%	21.4%	23.8%	14.3%	19.0%	2.4%	4.8%

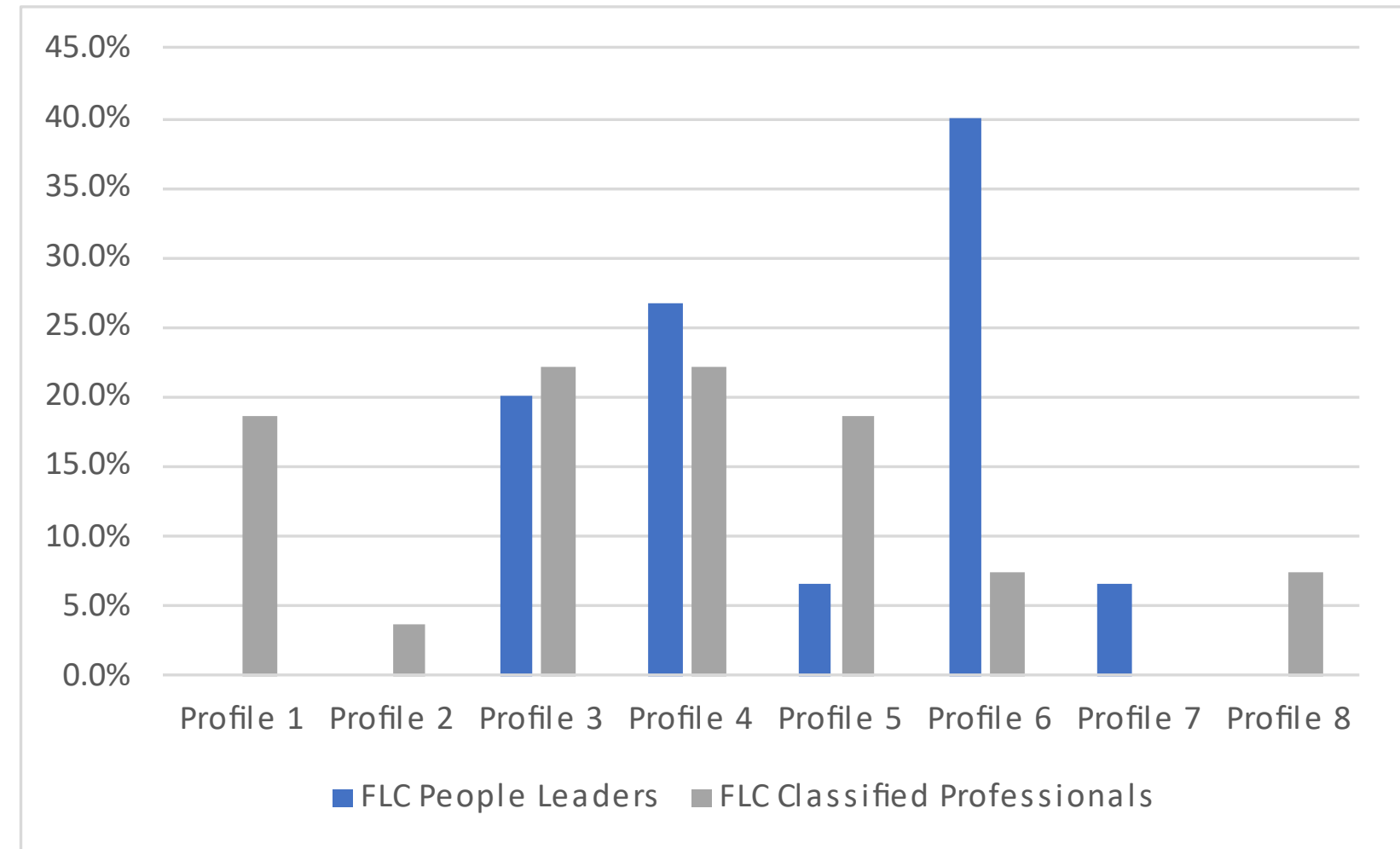
Work Mode Profiles

By Level

The graphics on This page illustrate the distribution of work profiles for people leaders and classified professionals. The blue cells indicate the predominant profile by level. There is a clear shift between people leaders and classified professionals. In essence this means the higher the level within the organization the greater the tendency to spend time in collaborative activities.

For FLC, the response rate was insufficient to provide data breakdowns for executive, manager, and supervisor thus they have been combined into people leaders.

- 46.7% of People Leaders are in profiles 1-4
- 66.7% of Classified Professional are in profiles 1-4



Level	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
FLC People Leaders	0.0%	0.0%	20.0%	26.7%	6.7%	40.0%	6.7%	0.0%
FLC Classified Professionals	18.5%	3.7%	22.2%	22.2%	18.5%	7.4%	0.0%	7.4%

Work Effectiveness

By level

The tables on this page are based on aggregating responses by level across all work mode instances to the question “Where would you be most effective: office or home?”

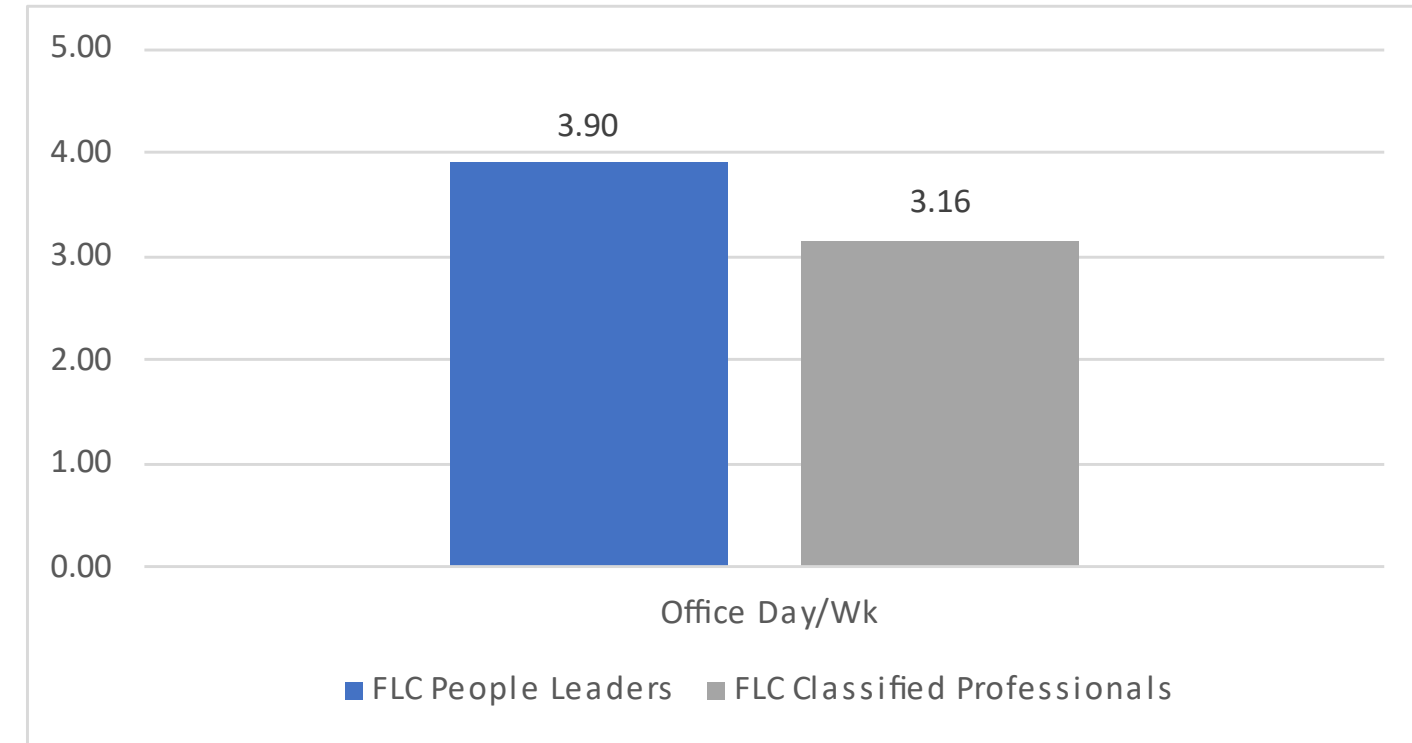
The data shows that in most instances employees at all levels believe from an effectiveness / productivity perspective work can be blended between home and the office. Also, the data from both groups indicate there is less reason for alone work to be done in the office as compared to collaborative work and socialization. People Leaders indicated higher effectiveness in the office than Classified Professionals.

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

The results indicate that People Leaders believe there is a higher need to be in the office than Classified Professionals by about a day.

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”.

Note: the response rate was insufficient to report breakouts for Executive, Manager, and Supervisor. Data that was collected is aggregated together as FLC People Leaders.



FLC People Leaders	Effectiveness	
	% Home	% Office
Alone - deep focus	39.7%	60.3%
Alone - routine task	21.4%	78.6%
Collaborate - sharing	14.3%	85.7%
Collaborate - creating	18.0%	82.0%
Socialize		100.0%
No response and no preference removed from calculations		

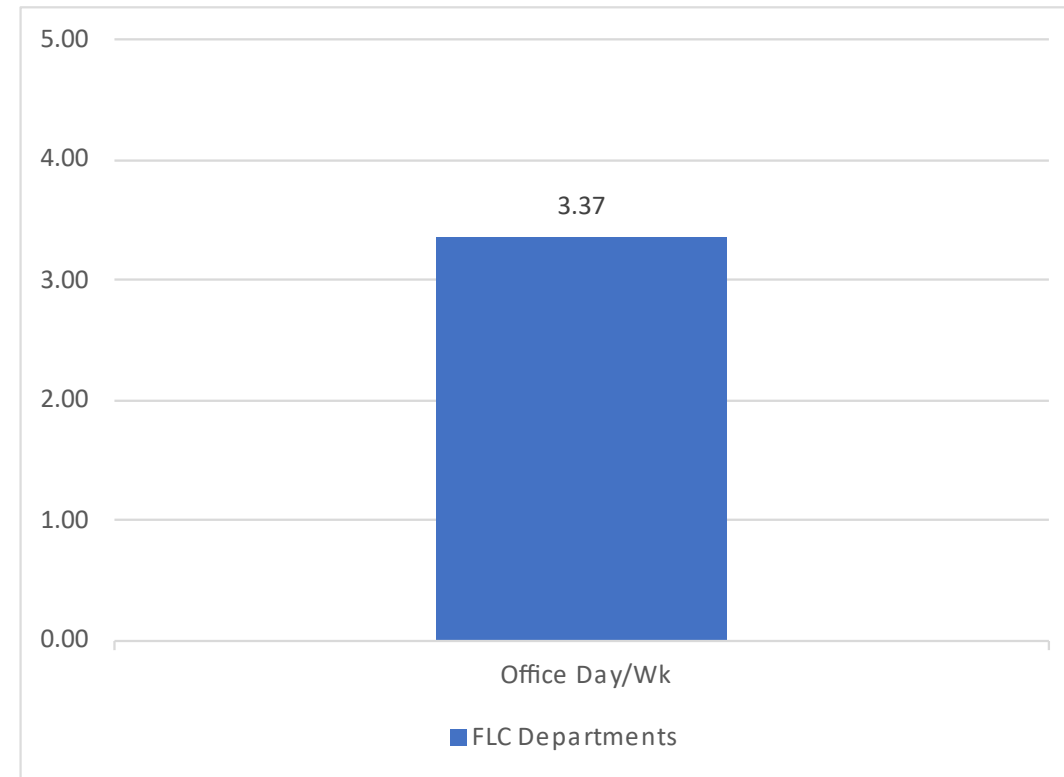
FLC Classified Professionals	Effectiveness	
	% Home	% Office
Alone - deep focus	54.1%	45.9%
Alone - routine task	39.5%	60.5%
Collaborate - sharing	33.9%	66.1%
Collaborate - creating	22.0%	78.0%
Socialize	9.7%	90.3%
No response and no preference removed from calculations		

Work Effectiveness

By Department

The table and graph on This page utilize the same logic and analysis used on the Work Effectiveness by level page earlier in this section.

Note: the response rate was insufficient to report breakouts for Administrative Services, Instructional Services, FLC Other and Student Services and Support Programs. Data that was collected is aggregated together as FLC Departments.



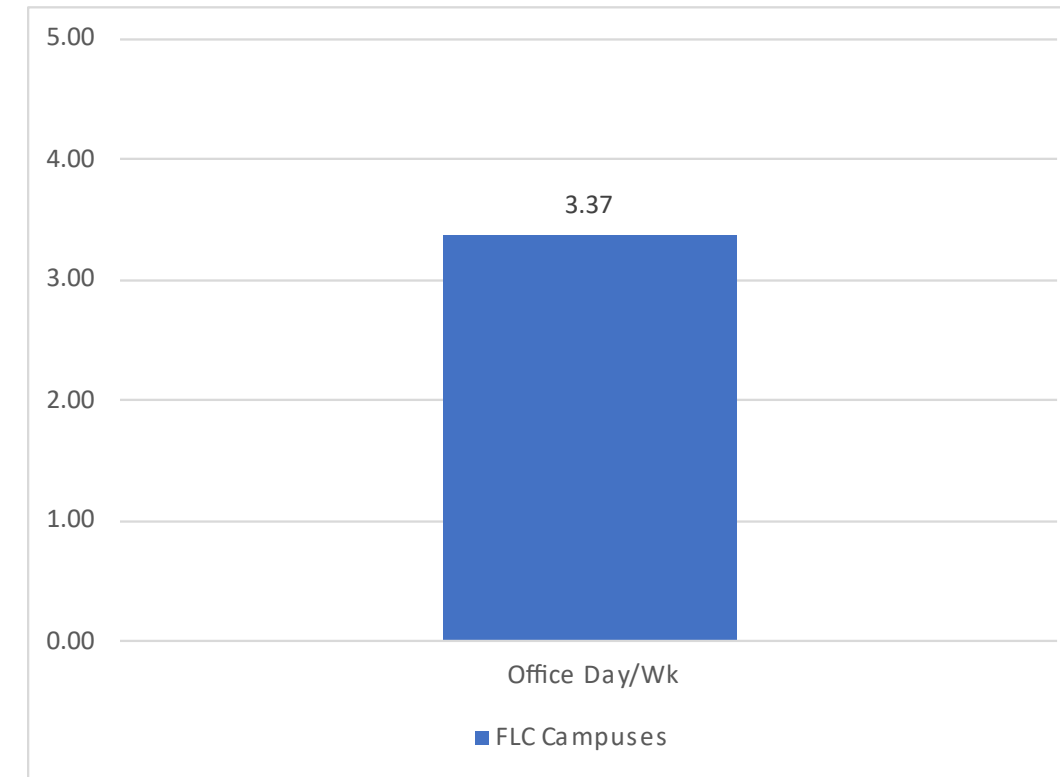
FLC Departments	Effectiveness	
	% Home	% Office
Alone - deep focus	49.6%	50.4%
Alone - routine task	35.5%	64.5%
Collaborate - sharing	27.8%	72.2%
Collaborate - creating	20.3%	79.7%
Socialize	7.7%	92.3%
No response and no preference removed from calculations		

Work Effectiveness

By Location

The table and graph on This page utilize the same logic and analysis used on the Work Effectiveness by level page earlier in this section.

Note: the response rate was insufficient to report breakouts for El Dorado Center and Rancho Cordova Center locations. Data that was collected is reported with Main Campus as FLC campuses.



FLC Campuses	Effectiveness	
	% Home	% Office
Alone - deep focus	49.6%	50.4%
Alone - routine task	35.5%	64.5%
Collaborate - sharing	27.8%	72.2%
Collaborate - creating	20.3%	79.7%
Socialize	7.7%	92.3%
No response and no preference removed from calculations		

06. Appendix

Observation Key Findings

Observation Overview

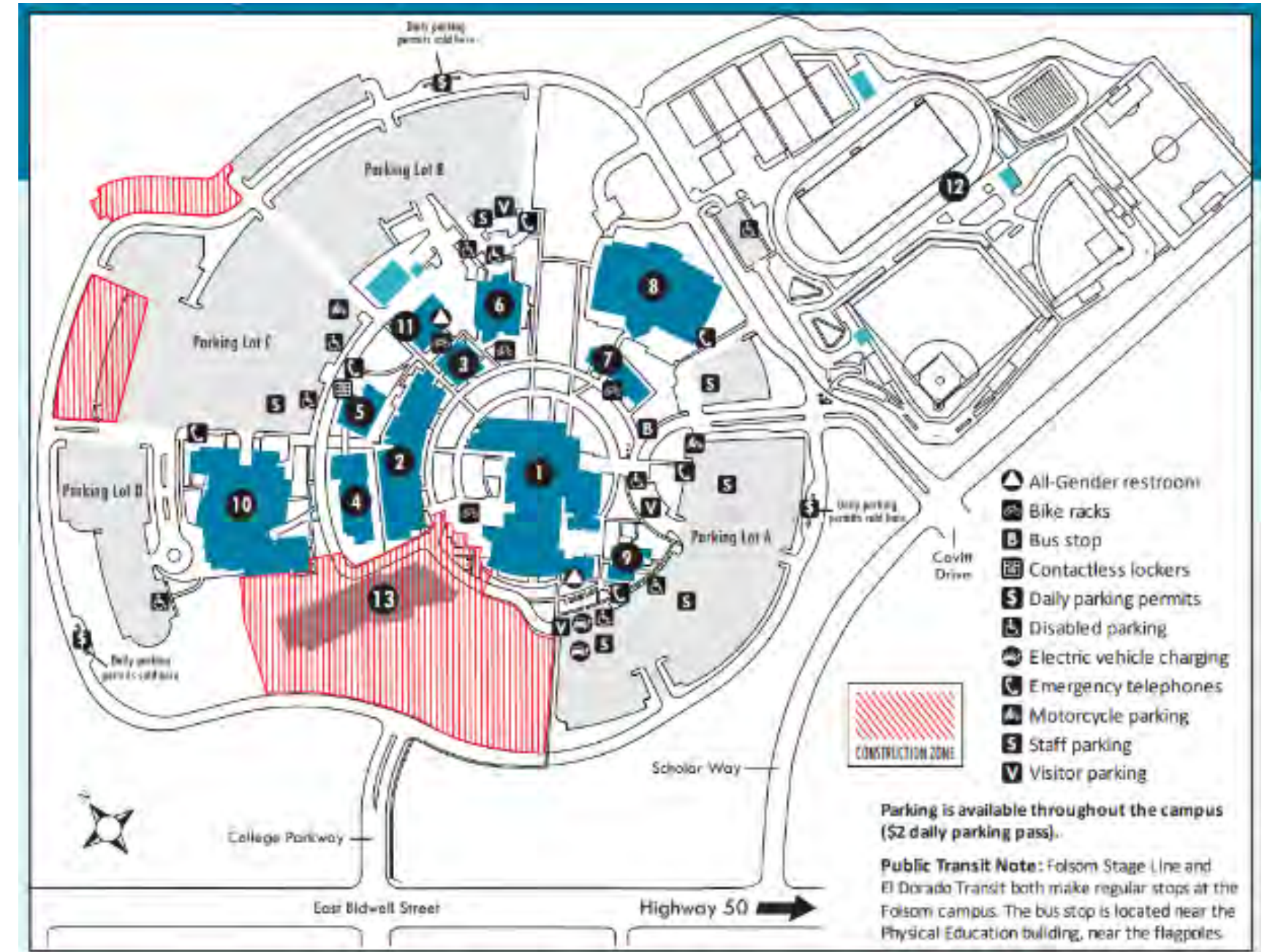
Intent + Overview

This section documents the results of the Observation Study conducted by the Applied Research + Consulting team during the Fall semester of 2024 at FLC's Main Campus and the El Dorado and Rancho Cordova Centers.

The intent of this effort was to gain a firsthand understanding of the current state of spaces where learning and work happens, to better understand how space is used and the relationship of spaces to one other. The observation effort included approximately 13 buildings, 35 classrooms and a broad range of Faculty and Classified Professional work areas.

The following pages contain general observations as well as a summary of findings for each space type observed:

- Classrooms
- Student Spaces
- Classified Professional Work Areas
- Faculty Work Areas
- El Dorado Center
- Rancho Cordova Center



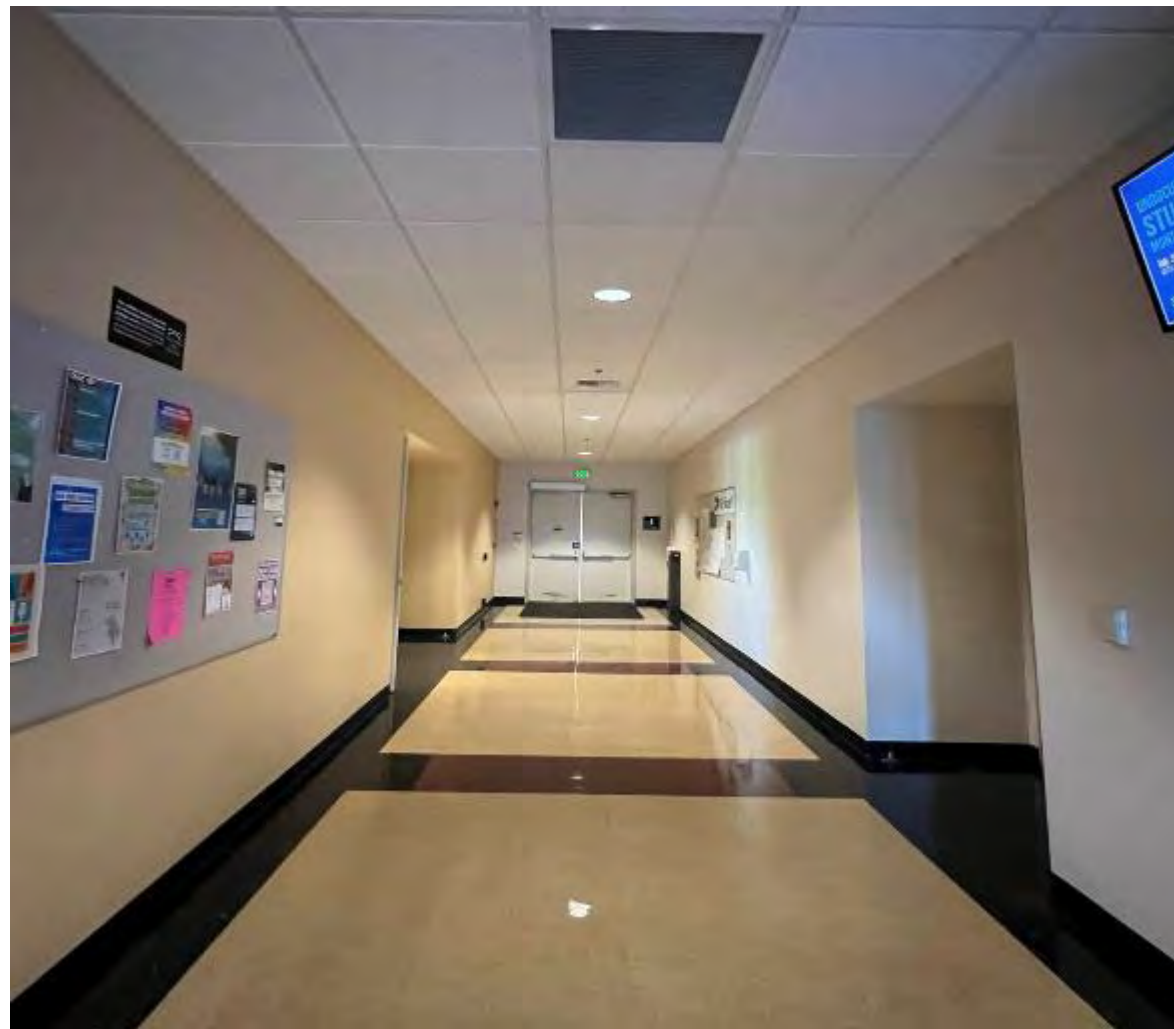
Observation Findings:

General

Campus Attributes

FLC is an impressive contemporary Campus. The Campus is beautifully landscaped with excellent views, walking trails, and well-defined traffic patterns between buildings. The buildings are well-maintained with great access to daylight.

The interiors of the buildings while generally modern have furniture and layouts which are traditional and feel austere without purposeful branding and artwork. However, the interiors are often enhanced with the addition of department display cases illustrating department awards and identity.



Observation Findings:

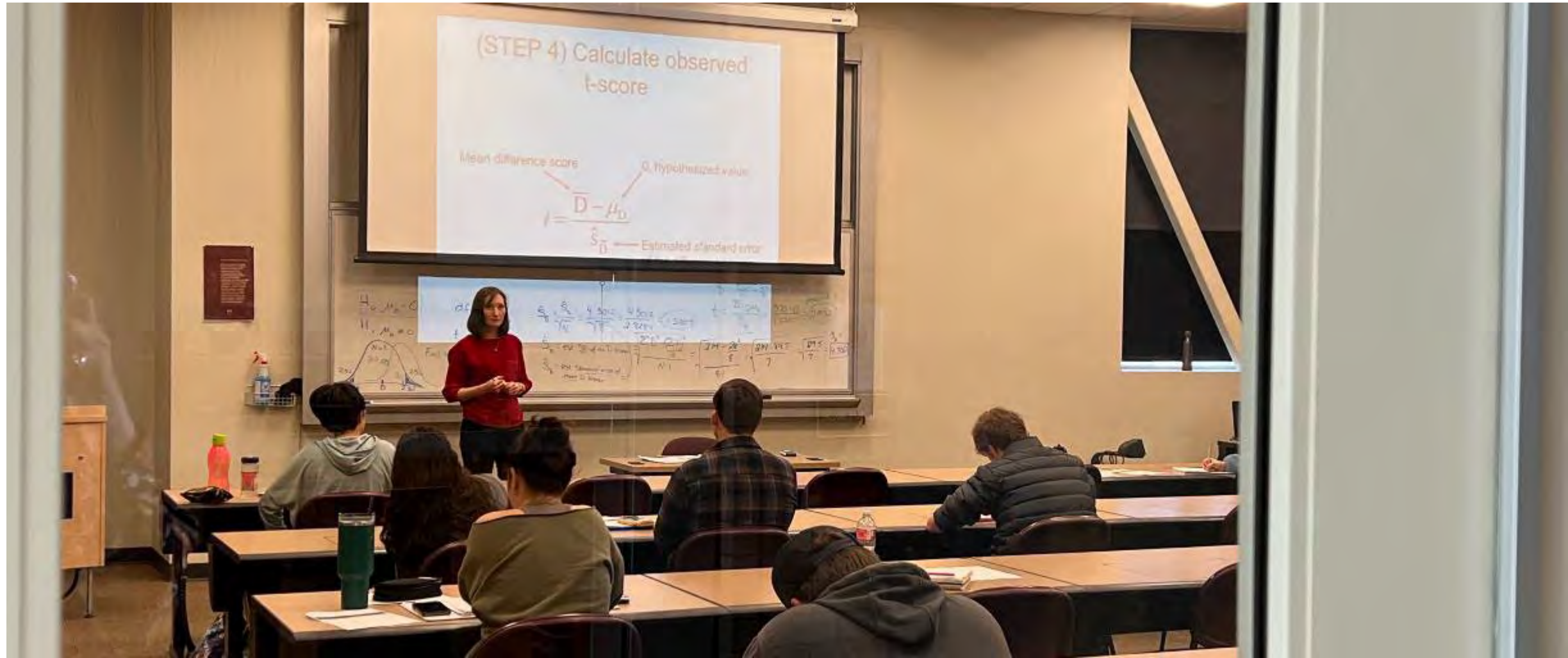
Classrooms

General Appearance

Classrooms appear to be organized, well-maintained and clean. Many classrooms benefit from large windows which offer ample natural light. The tall ceilings in these spaces help create bright, stimulating learning environments. Carpeted floors were mostly observed clean and without stains. Some tile floors showed signs of wear and tear.

Most classrooms are arranged for lecture style instruction which can limit flexibility for group work.

Classrooms are well equipped with whiteboards, tackable surfaces, and projector screens. In some situations, views of wall-mounted whiteboards are partially blocked by drop-down projection screens, limiting the instructor's ability to display a maximum amount of information.



Observation Findings:

Classrooms

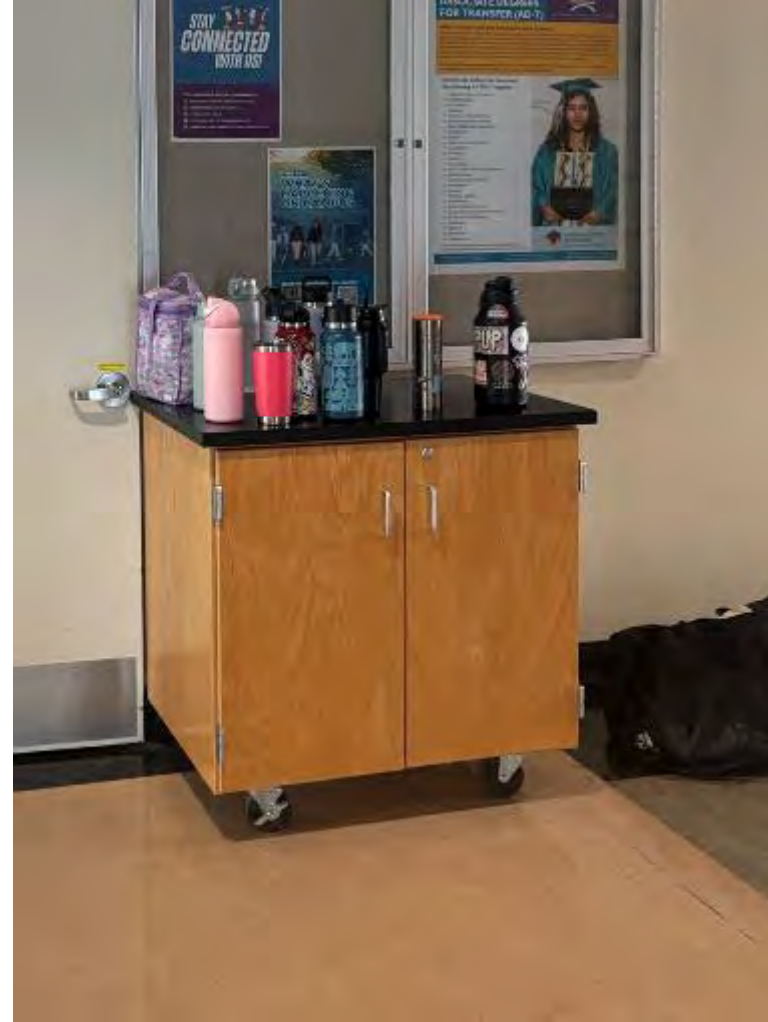
Before Class

Students waiting in the hallways before and after class were often observed standing against the wall or sitting on the floor. This situation impacts the before and after class experience and discourages interaction among students and their ability to get to know one another.

During Class

Many classrooms lack adequate individual storage for Students with no place for backpacks and personal belongings. This leads to Students placing these items on the floor, resulting in potential trip hazards.

Additionally, several classrooms have posted signs stating that no food or drink is allowed in the classrooms. Some classrooms provide storage outside the classroom to accommodate these items.



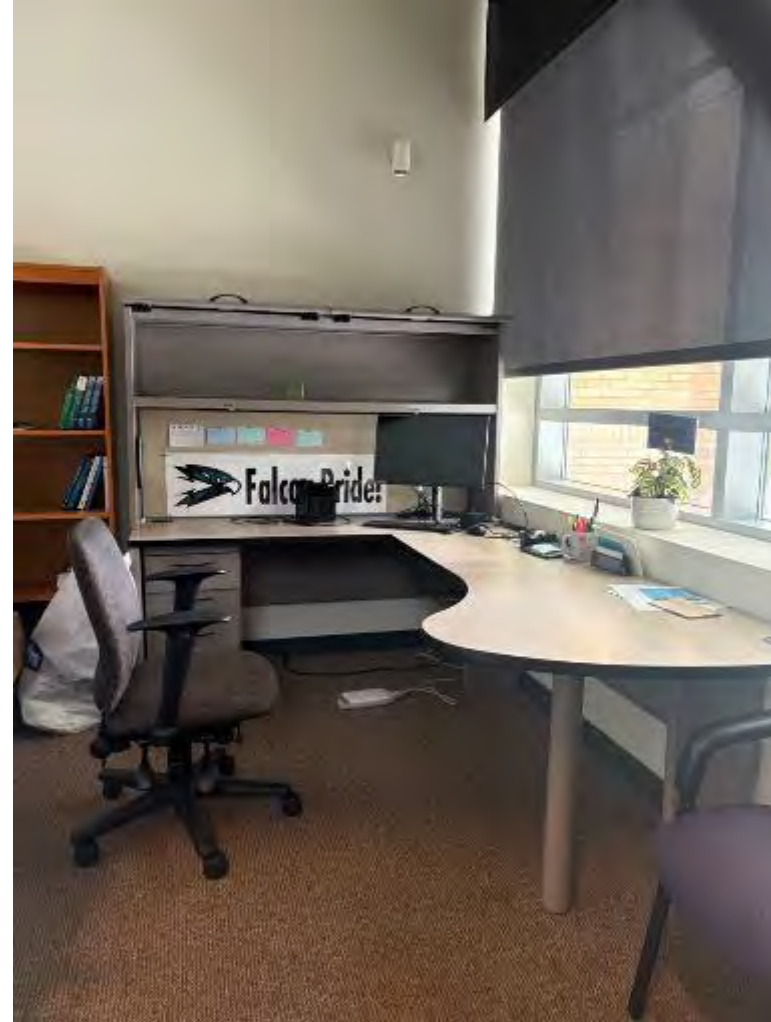
Observation Findings:

Faculty Spaces

Single and shared Offices

Offices are designed for single or multi occupancy. There appears to be a standard layout for most offices. However there also appears to be a lack of ability to store or display elements of personal interest and artifacts. This causes users to repurpose existing elements to accommodate their belongings, often making for a chaotic and messy appearance.

Other offices were devoid of personalization and had an abundance of unused storage. Many file cabinets and overhead units were observed almost empty.



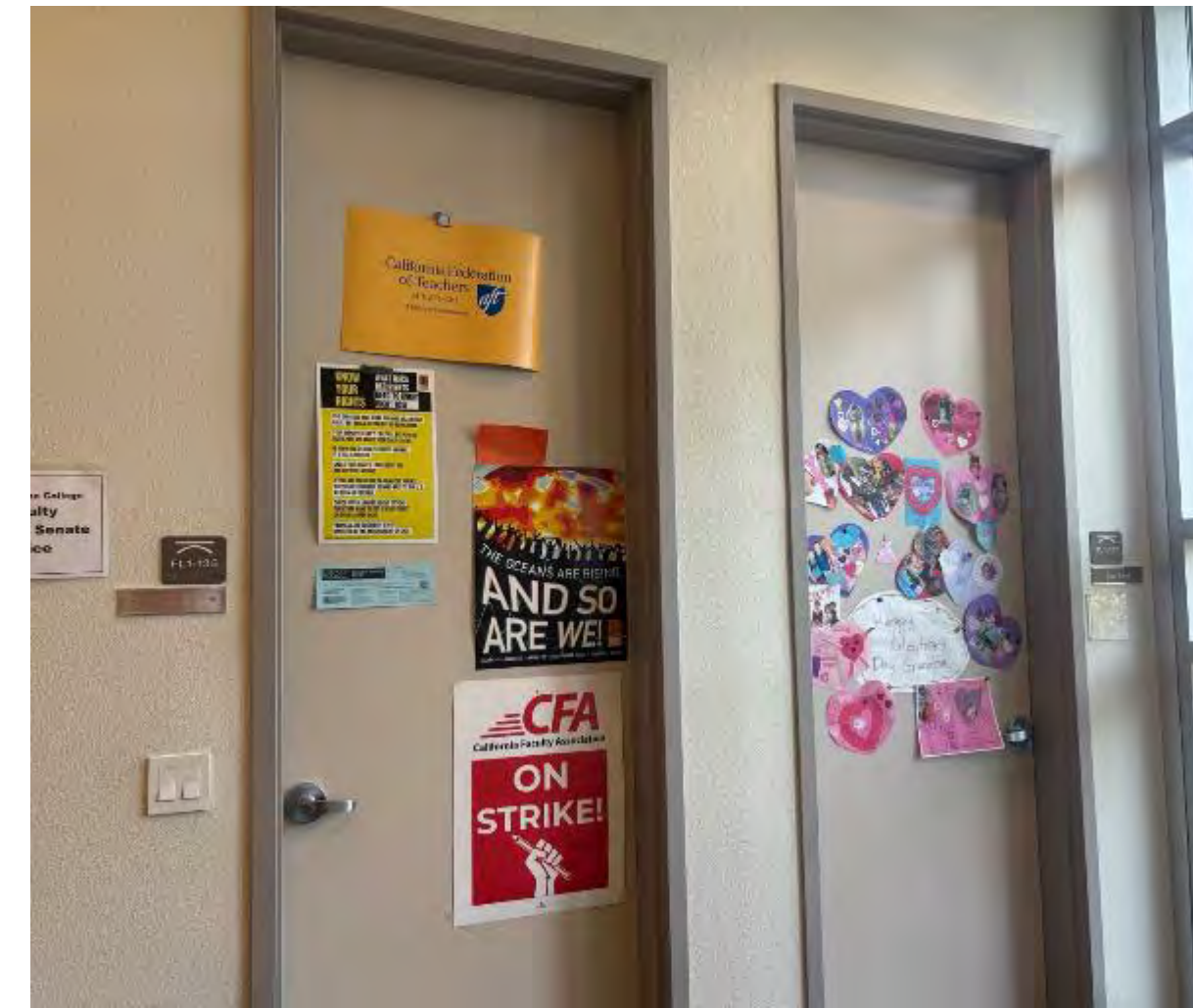
Observation Findings:

Faculty Spaces

Visual Connection – behind closed doors

During the observation period, most Faculty offices had closed and locked doors. Faculty offices do not have sidelights in the doors, making it impossible to know if anyone is inside. There is an attempt to share individual personalities through the decoration of the doors.

Having so many closed doors with lights off contributes to a sense of emptiness and feelings of low energy throughout these areas.



Observation Findings:

Faculty Spaces

Lack of places to socialize

Faculty offices lack access to informal spaces to socialize and connect with colleagues. While some work/mail rooms provide amenities (e.g., refrigerator, microwave and sink) there are no inviting areas to encourage people to socialize.

Several Faculty members have mini fridges and coffee/beverage stations in their offices. This is perhaps due to the lack of breakrooms or spaces to socialize nearby.



Observation Findings:

Classified Professional Spaces

Multi-function

Many of the Classified Professional work areas, unlike the Faculty spaces, are accessible to Students and are multifunctional. Not only are Students greeted and directed appropriately, but the work area also needs to support the employees working in the open plan and private offices. Some spaces serve as Student area, breakroom, and private office. This often leads to tight and dense areas with a lack of audio and visual privacy.

Many of the Classified Professional areas are challenged with having appropriate storage for a wide range of materials needed to support the various Student Service programs.



Observation Findings:

Classified Professional Spaces

Limited Breakrooms

Similar to the Faculty experience, there are limited breakrooms in the Classified Professional areas. As a result, there are many ad-hoc kitchen areas set up and the breakrooms that do exist serve as workrooms. These workrooms are not a welcoming, comfortable place where people could relax and connect with colleagues.

Some Programs appeared to require additional storage beyond what is currently available in their spaces. For example, in the Center for Excellence, one side of the back hallway was stacked with boxes and materials. Similarly, the Equity Center lacked storage for Employee and program materials and items were observed piled on top of storage containers and stacked on the floor.



Observation Findings:

Student Experience

Building Student Community

The spirit of Falcontude is evident throughout the Campus. Students were observed purposely connecting in a variety of locations across the Campus. The Welcome Center and the Library bring Students together to study. The Innovation Center brings Students together to create, to explore, and innovate together on personal and group activities. Falcon's Roost brings Students to eat, drink, socialize and play games together.

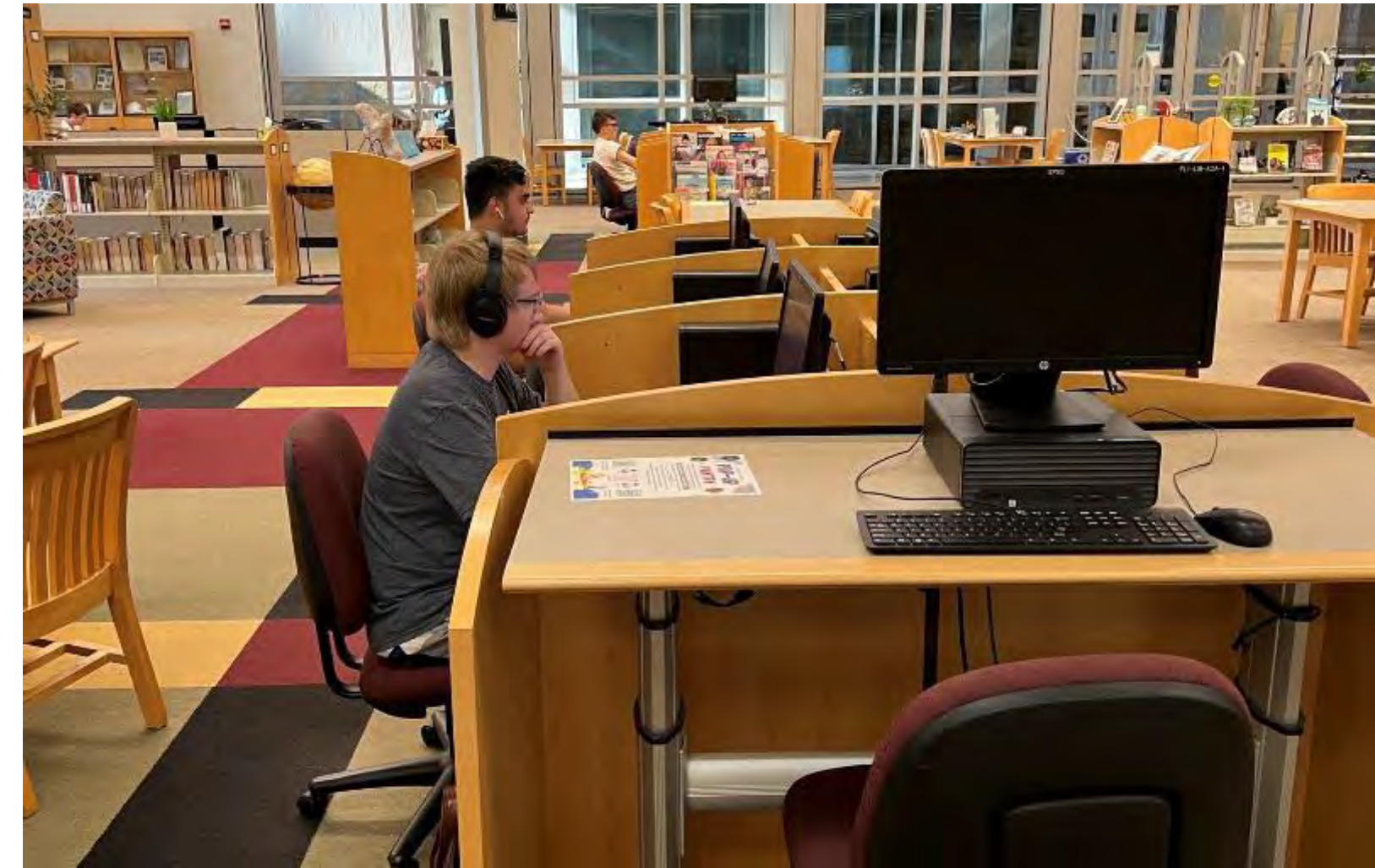


Observation Findings:

General

Dedicated Study Spaces

Students were observed utilizing a variety of places to study in the Welcome + Student Success Center and the Library. There are choices between both open, enclosed, individual, and group spaces. Some spaces are bookable and some are first come/first serve. While the private study rooms accommodate 3-5 people, these rooms were most often observed with only one person inside.



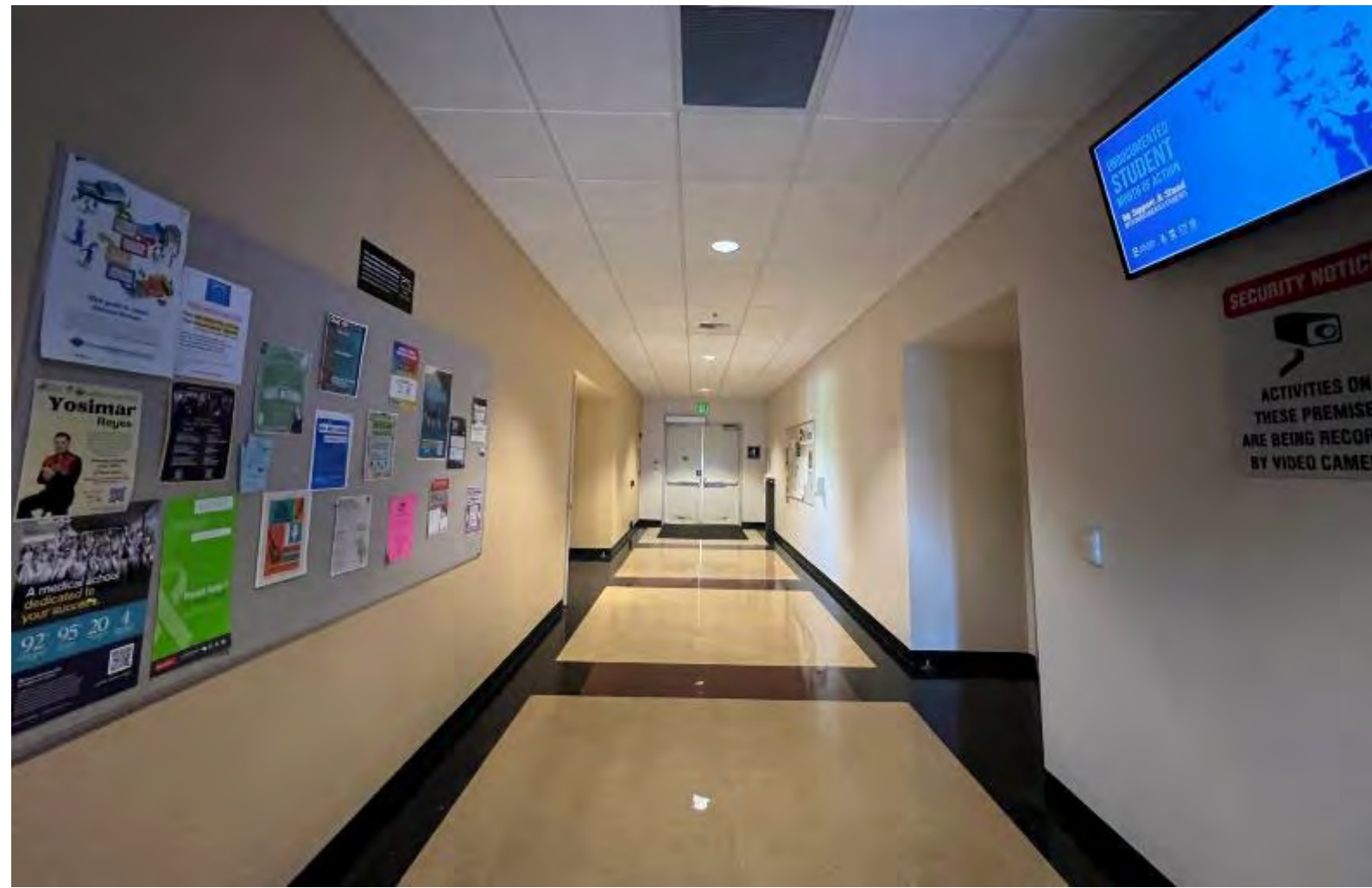
Observation Findings:

Student Experience

Information Sharing

There is a well-designed, branded, and coordinated plan for wayfinding on the Campus making it easy to navigate the way to classrooms and services.

Campus activities, services and events are promoted throughout the Campus in both digital and print format. In some instances, the display of print information seemed overwhelming. Monitors are strategically placed around campus in high traffic corridors and in areas where Students congregate. The information displayed appeared current and accessible to a wide audience.



Observation Findings:

El Dorado Center

El Dorado Center (EDC) serves a diverse range of Students and programs and there is ongoing effort to expand courses to increase enrollment. An example of this effort is the partnership with Mountainside Middle College High School (MMCHS). This charter school occupies dedicated space within EDC and operates on a hybrid schedule.

MMCHS classrooms support activity-based learning to foster collaboration and engagement. This contrasts with EDC's standard lecture-style rooms. Many areas of the EDC appear to be underutilized particularly in the Tutoring Center and Computer Lab.



Observation Findings:

Rancho Cordova Center

Rancho Cordova Center (RCC) is also focused on increasing enrollment and course offerings by partnering with the local community. The EMT spaces, part of the Center's Health Hub initiative, are designed to support health education classes. Due to the recent healthcare grant, plans are underway to convert the current Student lounge into a dedicated CNA/EMT lab.

Classrooms support a mix of active learning and lecture style instruction. The Center is designed with predominately classrooms and has very few places to gather and socialize. This contributes to the perception of a lack of energy due to having few Students and Faculty at the Center.

The Center is well maintained and takes advantage of natural light. Pin-up boards throughout the center are well organized .



06. Appendix

Workshop Key Findings

Workshops Overview

Intent + Overview

This section documents the results from workshops conducted with key stakeholder groups at Folsom Lake College by the Applied Research + Consulting team during the Fall semester of 2024. A total of four workshops were held: one with Leadership, and one each for Students, Classified Professionals and Faculty.

These workshops were intended to further engage Leaders, Students, Faculty and Classified Professionals in the discovery process, to better understand their perspective on the current experience at FLC, and to explore what would be valued in the future learning, campus and work experiences.

The following pages reflect a summary of the workshops including key findings and photos from the sessions.



Leadership Workshop

Overview

An in-person workshop was conducted with Executive Leadership on October 2nd with 11 participants (with one participant joining virtually).

This workshop was intended to engage Leadership in the discovery process, understand their perspective on the strategic direction for Folsom Lake College, and to explore future modality levels.

Two exercises were conducted to capture feedback from workshop participants: the ranking of the Foundational Pillars and the Ideal Future Modality levels.

The image on the right highlights the words shared by Leadership workshop participants to describe the ideal future campus experience.

A summary of the feedback from the Leadership workshop is provided in this section of the report.



Above is the list of words shared by Leadership to describe the ideal future campus experience.

Leadership Workshop



“The **work experience** and **campus experience** go hand in hand. If our Students come and they don't feel **welcome**, they are going to go somewhere else...”



“There are a lot of **Faculty interested in using AI**. We need to show **Students how to use it responsibly and ethically** ... utilizing it as a tool in our toolbox.”

“We need to focus on how to develop **engaging instruction** and enhance **online** instruction as well as **on-ground** instruction.”

Leadership Workshop

Exercise 1 Foundational Pillars

Foundational Pillars were developed before the workshop based on interviews with FLC Leaders. The intent of this exercise was for the Executive Team to force-rank the Pillars (from 1 to 8) in order of priority to achieve the ideal future experience.

FLC’s Executive team ranked the Foundational Pillar of College Community first as they recognized that a culture of equity, inclusion, empathy and respect were core aspects of their mission and values. Success Rates were ranked second as these represent the ultimate measure of success for the Students who the College strives to educate and support.

The Foundational Pillar of Innovation was ranked third as the leaders realized that innovating in instructional methods, core business processes and other aspects of their organization are critical to effectively supporting the growth in the Student population expected in the coming years and in also being a key member of the local community.

Campus Experience was ranked fourth and represents the importance of creating and evolving an on-ground experience which serves as a magnet for Students, Faculty and Classified Professionals to be present on campus.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

Leadership Workshop

Exercise 2 Modalities

This exercise is intended to explore the ideal future modality mix and potential enablers and barriers that would support or inhibit the shift

TEAM ONE:

60% on-ground, 40% online

BARRIERS

- Other colleges + pre-requisites
- Technology divide between Students and Faculty
- Faculty centered schedule vs Student driven schedule
- Some Online classes are less demanding which may not effectively prepare Students for what comes next

ENABLERS:

- Offering scheduling partnerships
- Classes that are complimentary and offered back-to-back in the same room
- Regular and renewable certification for online teaching

TEAM TWO:

50% on-ground, 50% online

BARRIERS

- Some Faculty may struggle evaluating Student learning levels and identifying cheating in the online environment
- Available professional development for online instruction
- K-12 may not be preparing students for online instruction

ENABLERS:

- Mandated professional development for online instruction
- Flexibility to convert some fully on-ground classes to blended online (i.e., lecture portion of Science classes)
- Majority of Career Education programs requires on-ground instruction
- Leverage AI where appropriate as a tool in our toolbox
- Create an enhanced campus experience to encourage more on-ground interaction

Student Workshop

Overview

A workshop was conducted in Falcon's Roost on October 29th with 9 students participating. This workshop was intended to further engage Students in the discovery process and to better understand their perspective of the campus experience at Folsom Lake College.

A collaging exercise was conducted to capture feedback from the Students on what the ideal future campus experience should be for Students at FLC.

The image on the right highlights the words shared by Student participants in the workshop to describe the ideal future Campus experience.



Above is the list of words shared by participants to describe the ideal future Campus experience.

Student Workshop

Key Findings

Common themes emerged from Students regarding the current and ideal future learning experience at Folsom Lake College.

Learning Experience

Students shared a preference for classrooms and furniture that support more effective collaboration. They also expressed the desire for more classrooms that better support Students joining online. Students would appreciate more individual study rooms that can be used for more than two hours at a time.

Inclusivity

Students desire a welcoming, inclusive environment for *all* Students but particularly non-traditional Students (e.g. older Students, single parents, etc.). They would also love to see more clubs dedicated to the different hobbies of the Student body (e.g. video games, flower arranging, etc.).

Wellbeing

Students shared a preference for more comfortable lounge furniture on campus, in both study and social spaces. Students expressed an interest in more outdoor activities and learning experiences. Students desire more involvement in campus beautification projects.

Infrastructure

Students commented on the importance of sustainability and how it is supported on Campus. They would appreciate more bike parking, better use of renewable energies and assigned lockers.

Support Services

Students shared frustrations over access to some Student Services. The hours are limited, and they experience scheduling challenges particularly with Counselors, noting it can take months to secure an appointment. Students would also prefer to have assigned Counselors versus Drop-In support from whoever is available. Student interns felt that Falcon Cares should have its own dedicated space because it is awkward for Students requiring food and other basic needs to enter the current space which also serves as a Staff breakroom.

Faculty Interactions

Students discussed their interactions with Faculty and desire more options on where these discussions could take place. They would appreciate both private spaces as well as casual open spaces.

Student Workshops

Collaging Exercise

Students workshop participants were divided into groups and asked to collectively build a collage using a selection of images. The collages served as a process by which Students could ideate, explore and share perspectives regarding the ideal future campus experience.

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 the feedback and key themes from the Student workshops are provided in this section of the report.



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

“We do have a lot of **Student clubs on campus**, but I don't think **online students** know about them.”



“People are here to **support** you. There is always someone behind another person. **Student services and Faculty** do a great **job** of supporting Students. **No one is alone.**”



“We have a lot of **walking trails**. I know they exist, but I've **never seen them**. It could be very **renewing for Students** to go out into nature.”

Classified Professional Workshop

Overview

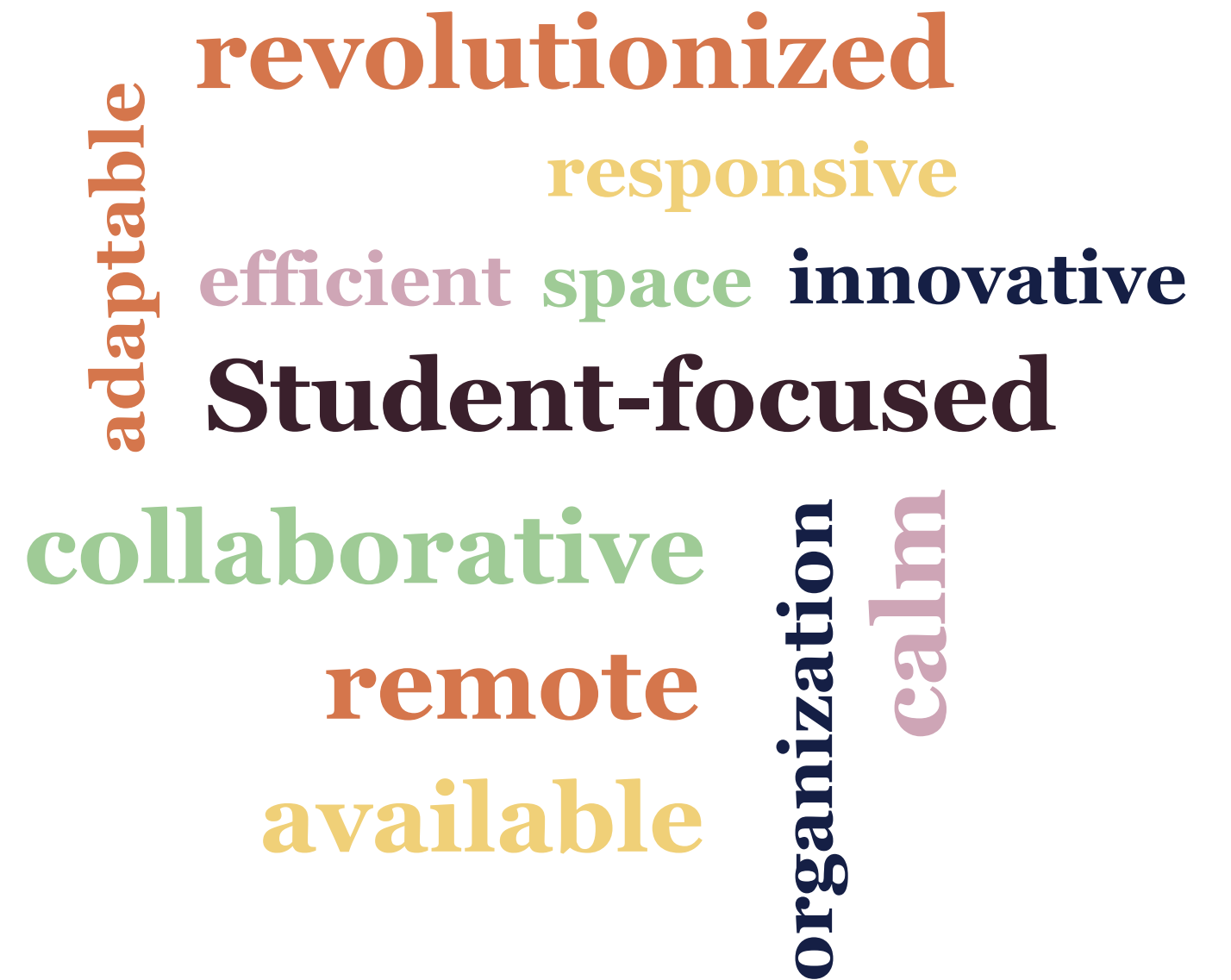
One workshop was conducted with representatives from Classified Professionals on October 30th with 12 participants.

This workshop was intended to further engage Classified Professionals in the discovery process, to better understand their perspective on the current experience at Folsom Lake College, and to explore what would be valued in the future work experience.

Two exercises were conducted to capture feedback from workshop participants: the Value Framework (Trash, Treasure, Hopes and Fears) and the ranking of the Foundational Pillars.

The image on the right highlights the words shared by Classified Professional workshop participants to describe the ideal future Campus experience.

A summary of the feedback and key themes from the Classified Professionals workshop is provided in this section of the report.



Above is the list of words shared by workshop participants to describe the ideal future Campus experience.

Classified Professionals

Key Findings

Common themes emerged from Classified Professionals regarding their current and ideal future work experience at Folsom Lake College.

Meaningful Connections

Workshop participants value connections with their colleagues and interactions with Students. They expressed a need for spaces and opportunities that foster a sense of community, where departments can work more cohesively and share resources effectively.

Preference for Hybrid

Employees value hybrid work arrangements; however, there are feelings of inequity around consistency and implementation. Employees are hopeful hybrid options will continue to be available, recognizing their positive impact on work-life balance and wellbeing.

Communication + Transparency

Workshop participants desire more transparent communication, particularly from Leadership. They feel decisions are often made without input or sufficient explanation. Staff want more consistency in processes and clearer communication regarding decisions that impact them. Classified Professionals strongly desire to be involved in the decision-making process to foster trust and build alignment.

Process Improvement

Classified Professionals expressed frustrations with current lack of process uniformity. Staff want more streamlined, consistent processes to promote standardization and improve efficiency.

Silos

Classified Professionals feel that Faculty needs consistently take precedence in decision making, scheduling and process development and implementation. This dynamic can lead to feelings of isolation, the creation of silos and a divide that undermines collaboration and overall organizational cohesion.

Repurposing Spaces

Workshop participants shared frustrations with being relocated into a space previously designed for other groups and not being able to make appropriate changes.

Classified Professionals Workshop

Exercise 1 Values Framework

The exercise is intended to capture elements of the work experience at Folsom Lake College that Classified Professionals treasure, want to trash, hope for, and fear in the future.

Value		Value	
<p>TREASURES</p> <ul style="list-style-type: none"> Remote Fridays Hybrid meeting options Collaboration and Student interactions Chill/relax space for Students to relax and feel safe (e.g., DSPS, Welcome Center, Innovation Center, Equity Center, and Library) Collaboration across departments Work relationships Flexible space and availability for Students 	<ul style="list-style-type: none"> Diversity of employees and Students Access to daylight and beautiful campus and facilities and spaces Co-workers Technology Flexibility to sometimes do jobs differently 	<p>HOPES</p> <ul style="list-style-type: none"> Keep two remote days and three on-ground More on-ground classes Vibrant college life/culture Work environment designed to meet the needs of the group Decision makers understand what Employees do prior to allocating space Sensory room for disabled Students Dedicated DSPS testing space Delay in backfilling positions Quiet spaces for deep focus Increased staffing to meet demand 	<ul style="list-style-type: none"> More consistent communication from leadership Time of service prioritized for permanent status Sustainability mindset around programming Services more convenient to Students Better, more equitable allocation of funds across departments Agile, user-friendly room scheduling software Community based learning spaces Maximizing technology and tools
<p>TRASH</p> <ul style="list-style-type: none"> Noisy restrooms next to offices Unfinished planning of new programs Decisions made by management without consultation of those impacted Letting go of supervisors before replacements are hired and trained Revolving door of management Lack of collaboration with Instructional Faculty Phones Faculty vs Classified divide 	<ul style="list-style-type: none"> Old technology Silos and disconnection IT space Repurposing existing spaces without adjusting for new usage and requirements Political decisions 	<p>FEARS</p> <ul style="list-style-type: none"> Insufficient communication, especially with rapid organizational changes Prioritize Faculty convenience over Student needs when scheduling Lack of consideration for disadvantaged students' needs when deciding online vs. on-ground courses Inadequate training for support workers to adapt to hybrid work models Ignore challenges of shared offices, including personal preferences Disregard for necessary changes, including 	<p>Don't Have</p> <ul style="list-style-type: none"> infrastructure improvements and increased resources Failure to promptly address safety concerns and building maintenance issues Inflexibility and lack of work-life balance, which can lead to burnout and poor morale AI replacing jobs Inability to accommodate and support Student and Faculty needs Decisions made without explanation
Have		Don't Have	
Don't Value			

Classified Professionals Workshop

Exercise 2 Foundational Pillars

Foundational Pillars were developed before the workshop based on interviews with FLC Leaders. The intent of this exercise was for Classified Professionals to force-rank the Pillars from 1 to 8 (1 being the MOST important and 8 being the LEAST important) to achieve the ideal future experience.

The results of this exercise indicate general alignment between Classified Professionals and FLC’s Executive team on two of the top three Foundational Pillars, Success Rates and Innovation.

The Foundational Pillar Communication is ranked higher in priority by Classified Professionals (no 1) than by FLC Executive team (no 5). This appears to reflect a general frustration by Classified Professionals with the amount and clarity of communication at FLC and likely there is also an element related to District based communications.

Campus Experience was rated low by Classified Professionals (no 8) while it was given a moderate ranking by the FLC Executive team (no 4). This seems to be driven by Classified Professionals balancing significant work requirements with limited support for community.

Significant gaps in rankings of Foundational Pillars represent opportunities for further investigation related to the future campus experience.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

Classified Professionals



“We are getting more on the same page now. We all **do the same things**. Let's do them **the same way**. We shouldn't have 16 options for processes.”



“The culture is one that **Classified doesn't matter**; we just have to wait until **Administration and Faculty decide** .”



" We need to have services together to make **department hubs** so you have a larger sense of **community**."



Faculty Workshop

Overview

One workshop was conducted with representatives from Faculty on October 30th with 7 participants.

The intent of this workshop was to further engage Faculty in the discovery process, to better understand their perspective on the current experience at Folsom Lake College and to explore what would be valued in the future.

Three exercises were conducted to capture feedback from Faculty: Identifying Barriers/Enablers to achieve Ideal Instructional Modalities, ranking of Foundational Pillars, and the Values Framework (Trash, Treasure, Hopes and Fears).

The image on the right highlights the words shared by Faculty workshop participants to describe the ideal future Campus experience.

A summary of the feedback and key themes from the Faculty workshops are provided in this section of the report.

fit for purpose
flexible
community
up to date
Student needs-meeting
joy
immersive

Above is the list of words shared by participants to describe the ideal future Campus experience.

Faculty Workshops

Key Findings

Common themes emerged from Faculty regarding their current and ideal future experience at FLC.

Enhancing Technology + Infrastructure

Faculty emphasized the importance of up-to-date tools and expanded access to diverse technologies for seamless learning experiences. There is a mismatch between available resources and class sizes, highlighting the need for more strategic investment in classroom infrastructure.

Privacy + Space Ownership

Workshop participants who work in shared offices expressed frustration with the lack of privacy and ownership they feel over their workspaces. They said it can hinder productivity and create uncomfortable situations for both Students and Faculty.

Faculty Collaboration + Connection

Workshop participants desire to strengthen collaboration and rebuild the sense of community that existed among Faculty pre-pandemic. They support creating spaces for informal interactions, knowledge-sharing, and cross-disciplinary connections, shared workspaces and a professional development hub.

Student Support

There was enthusiasm around developing more Student-centered spaces on campus where Students can socialize, collaborate, and relax. Faculty also discussed the need to address in-person Student services representation five days a week.

Flexible Scheduling

Faculty highlighted challenges with inefficient scheduling systems, particularly for non-traditional Students, and an outdated room booking system that complicates managing availability and resources.

Strengthening Communication

Workshop participants desire to strengthen communication and collaboration between Faculty, Staff and Administration. Faculty are eager to engage in open dialogue and participate in decision-making processes that affect their workspaces, teaching environments and Student Support Services.

Faculty Workshops

Exercise 1 Barriers/Enablers to achieve Ideal Instructional Modalities

The intent of this exercise was foster a discussion 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. This activity was done as one large group discussion.

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 text to the right reflects the enablers and barriers identified by the Faculty to achieving the desired future state.

<i>Modalities</i>	Pre-pandemic	Current State (from FLC)	Exercise Results: Group Discussion
Online	10%	50%	47%
on-ground	90%	50%	53%

Interestingly the results of this exercise differ very little from the modality mix at FLC over the last 4 semesters.

Some of the perceived **Barriers** to these shifts included:

- Student life circumstances
- General resistance from Students and Faculty
- Scheduling capabilities
- “Remote Fridays” – Students can’t access amenities and services on Fridays

Some of the perceived **Enablers** to these shifts included:

- Online instruction fatigue
- Providing resources + amenities
- Hands-on experiential learning opportunities

Faculty Workshops

Exercise 2 Foundational Pillars

Foundational Pillars were developed before the workshop based on interviews with FLC Leaders. The intent of this exercise was for Faculty to force-rank the Pillars from 1 to 8 (1 being the MOST important and 8 being the LEAST important) to achieve the ideal future experience.

The results of this exercise indicate general alignment between Faculty and FLC’s Executive team on two of the top three Foundational Pillars, College Community and Innovation.

The Foundational Pillar Success Rates is ranked higher in priority by and FLC’s Executive team (no 2) than by Faculty (no 6). Faculty ranked Success Rates lower based on the perspective that Success Rates are the natural outcome of doing the other Foundational Pillars well.

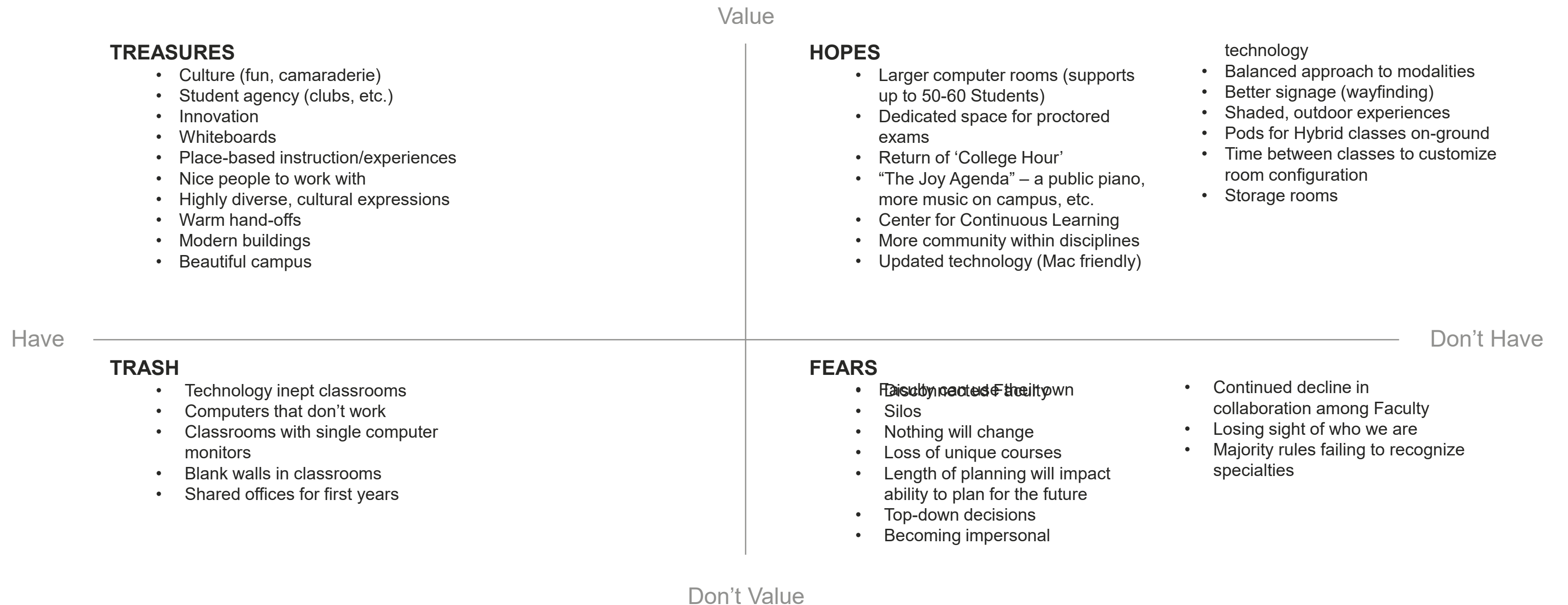
Campus Experience was rated higher in importance by Faculty (no 2) than by FLC’s Executive team (no 4). While the difference is not significant, Faculty's higher score is related to a desire for Classrooms which can flex, more effective support for Faculty community building and related social amenities.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

Faculty Workshops

Exercise 3 Values Framework Exercise

The exercise was intended to capture elements of the learning and work experience at Folsom Lake College that Faculty treasure, want to trash, hope for, and fear in the future.



Faculty



“I feel the **silos** (by discipline) **building up**. We don’t have a history of them, but I **feel they are coming up.**”



“Let’s return to **College Hour** and have special events such as music and lectures that everyone can attend.”



“No matter what, you will **always have Faculty who don’t want to be here** but for those that are on the fence, **we need a ‘pull’.**”

06. Appendix

Space Utilization Survey Key Findings

Overview

In Fall 2024, Steelcase's Applied Research + Consulting team conducted **Experience Surveys** for the Folsom Lake College as part of the **Space Utilization Study**. The survey was conducted from September 3rd to 27th, 2024, gathering feedback from Students, Faculty, and Classified Professionals.

The objective of the Experience survey was to understand Students, Faculty, and Classified Professionals perspectives and experiences on-campus, in-classrooms, and online. These groups responded to the surveys as follows:

- **Students:**
 - The invitation was sent to all FLC Students, of which 275 responses were received, representing sufficient responses for the data to be usable
- **Faculty:**
 - 31.2% response rate (102 of 327 Faculty responded)
- **Classified Professionals:**
 - 23.7% response rate (94 of 396 Classified Professionals responded)

Report Overview

This document presents the survey findings, organized into three sections:

- The first section offers a comparison of high-level findings relating to satisfaction, time spent in various locations, and different work modes for the three respondent groups: Students, Faculty, and Classified Professionals.
- The second section consists of three subsections, one for each respondent group, providing an analysis of the key findings and highlighting demographic anomalies within each groups' data.
- The third section, the Appendix, contains detailed survey results for the Classified Professionals' department groups: Administrative Services, Instructional Services, and Student Services + Support Programs and Faculty tenure groups: Tenured, Tenured Track and Adjunct.



Students, Faculty, and Classified Professionals

Satisfaction

Satisfaction levels with the on-campus, in-classroom, and online experience was high overall.

Student satisfaction was consistently high for on-campus, in-classroom and online experiences with the lowest rating being for the online experience.

Similarly, Faculty satisfaction was consistently high for on campus, in-classroom and online experiences with little variation in the overall scores.

Classified Professionals had high scores for no-campus and online experiences, however their score for in-classroom experienter was only moderately high. This lower score for in-classroom experience is not surprising as Classified Professionals reported spending only 4% of their in-classroom.



The scores on the bars above are based on a 1 to 4 scale with 4 being the highest

Students, Faculty, and Classified Professionals

Time in Locations

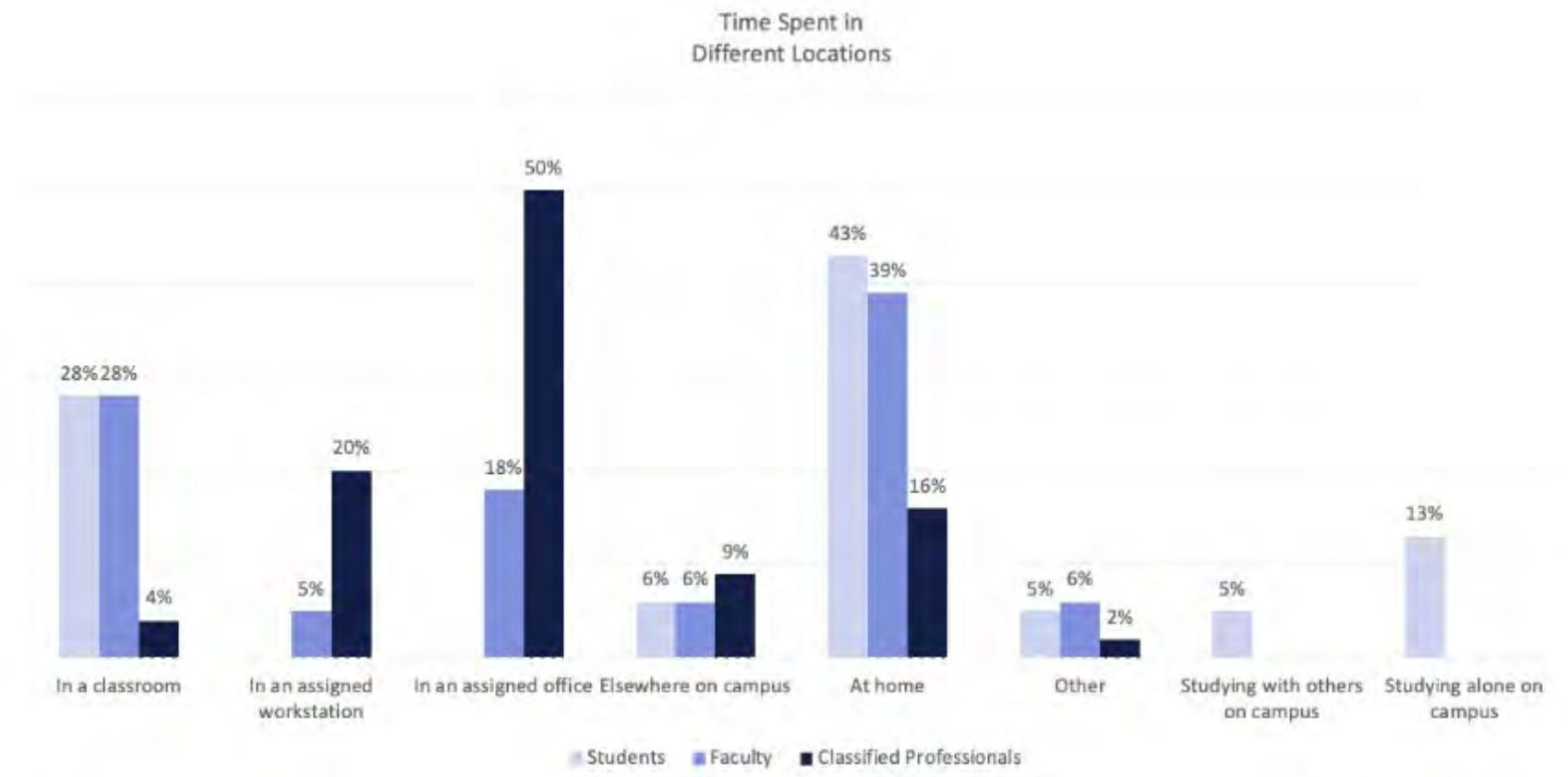
On Campus

Classified Professionals spent the largest portion of their time on campus (83%) compared with Faculty (57%) and Students (52%).

When on campus, Classified Professionals spent the majority of their time in an assigned office or workstation (84% of campus time), whereas Students and Faculty spent the majority of their time in a classroom (54% and 49% of campus time).

At Home

Students spent the largest proportion of time at home (43%), followed by Faculty (39%). Classified Professionals spent the least amount of time working from home by comparison (16%).



Faculty and Classified Professionals

Work Modes

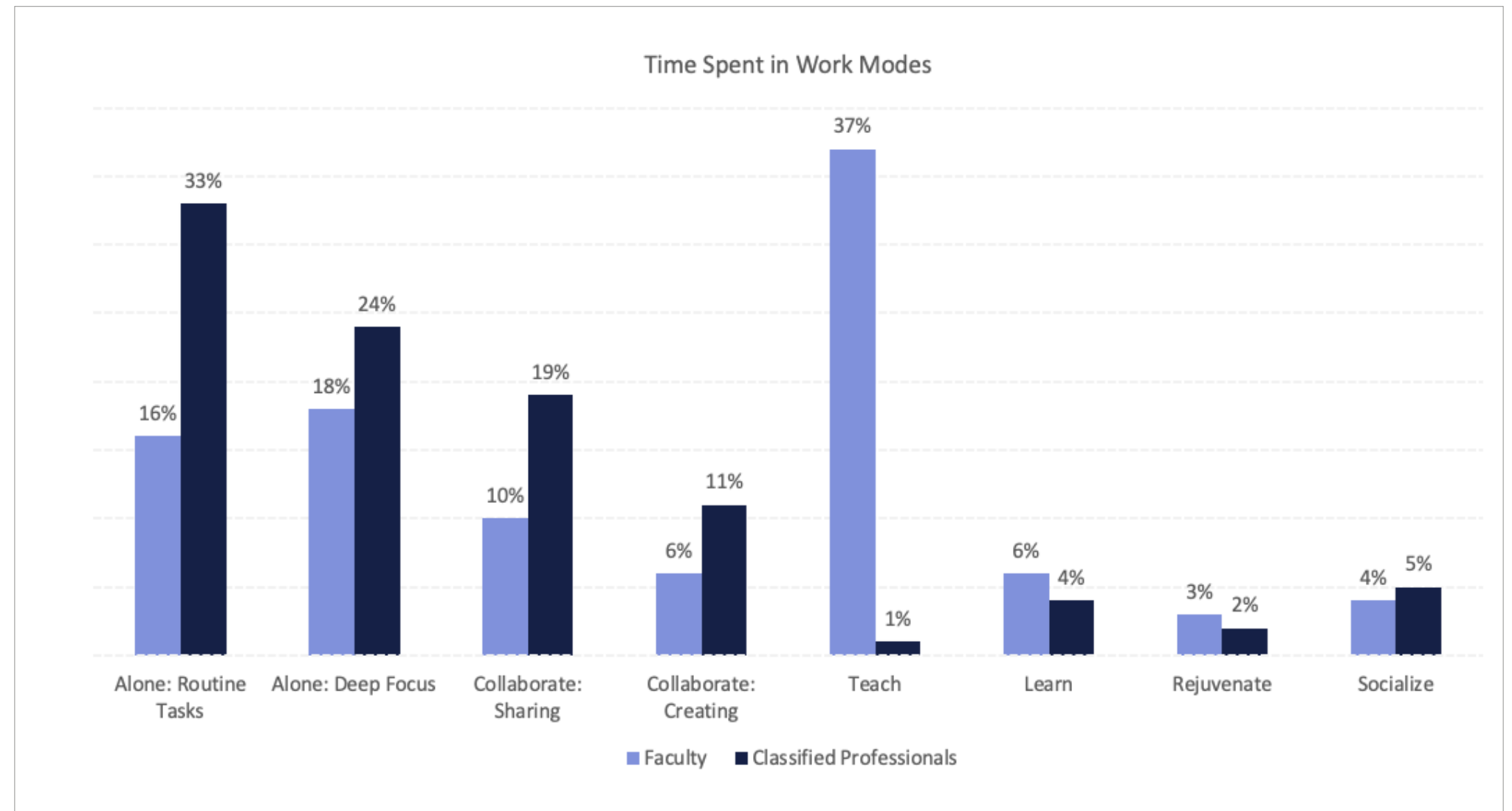
Faculty

Faculty spent 37% of their time teaching and 34% working alone on routine tasks or doing deep-focused work. Also, 20% of Faculty time is spent in some form of collaboration or socializing.

Classified Professionals

Classified Professionals spent 57% of their time working alone, and 35% collaborating or socializing.

The Work Mode Analysis section provides additional details on Work Modes for Classified Professionals. The data in both studies are aligned.



06. Appendix

Space Utilization Survey Key Findings

Students

Students

Key Findings

This page provides select Findings from the Experience Survey conducted for Students.



4

of the top 5 reasons to come to the campus are **fulfill class requirements, connect with professors, the vibrant learning environment** and to **access tools and technology**



52%

of Student time is spent on campus and of this time **54%** is spent **in a classroom**, and **46%** is spent **other places on campus**



69%

of respondents **do not “completely agree”** that **classrooms support a blend of in person and online learning**



40%

of respondents were not “highly satisfied” with the **“on-campus experience,” 40%** of respondents were not “highly satisfied with the **“in-classroom experience”**, and **58%** were not “highly satisfied” with the **“online experience”**

Students

Overview

This section presents the key findings from the Experience Survey conducted for Students from Folsom Lake College. The survey contained 24 questions focusing on the following areas:

- Campus experience
- Classroom experience
- Online experience
- Tools and technology
- Satisfaction
- Demographics

Survey Respondents

A total of 275 Students participated in the survey. The largest portion of respondents derived from the following demographic groups:

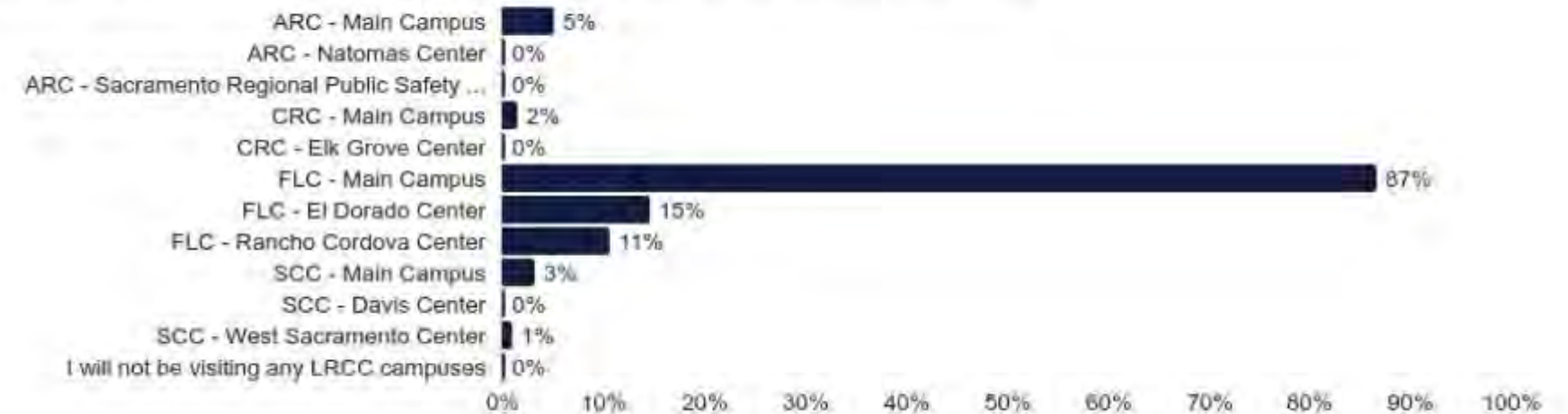
- Currently in their first semester at Los Rios CC (44%)
- 18-20 years old (53%)
- Female (48%)
- White race/ethnicity (51%)
- Not the first in their family to attend college (77%)
- Middle and above income level (50%)

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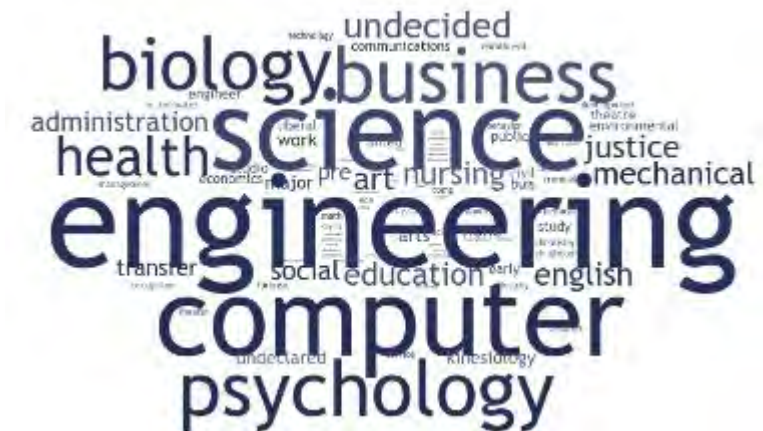
Q2 - What college are you primarily associated with in the Fall of 2024?



Q3 - Where You Are | Please select all campuses that you will be on in the Fall of 2024.



Q19 - Demographics | What is your major?



Students

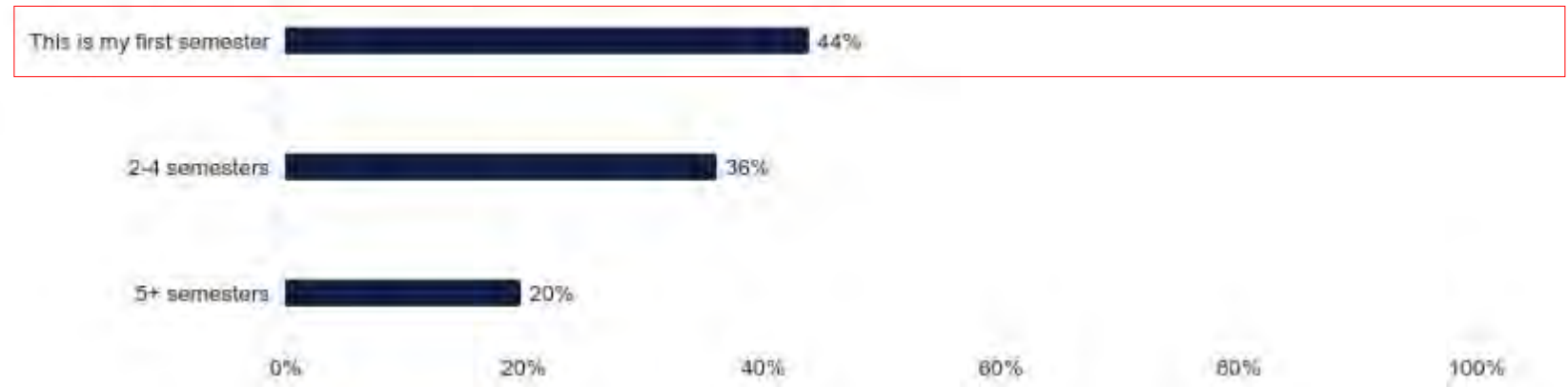
Analysis and Key Findings

The overall key findings from the survey completed by FLC Students are included on the following pages.

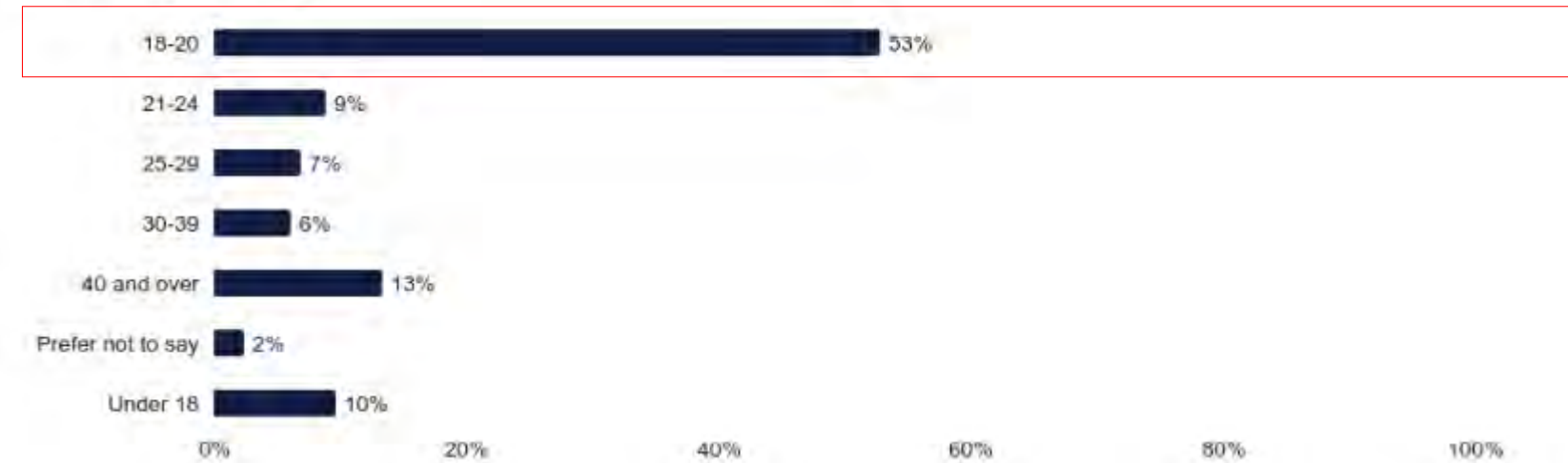
Additionally, demographic groups with significant deviations from average results - defined as a difference of 25% or 25 points or more – have been included under *Demographic Anomalies*. Demographic groups and survey questions with less than 10 respondents have been excluded from this analysis based on individual privacy concerns and the efficacy of this data. The resulting demographic groups excluded from the analysis of the Student survey include: Non-binary, African American, Filipino, Native American, and Pacific Islander.

(Demographic Reporting Continued on Next Page)

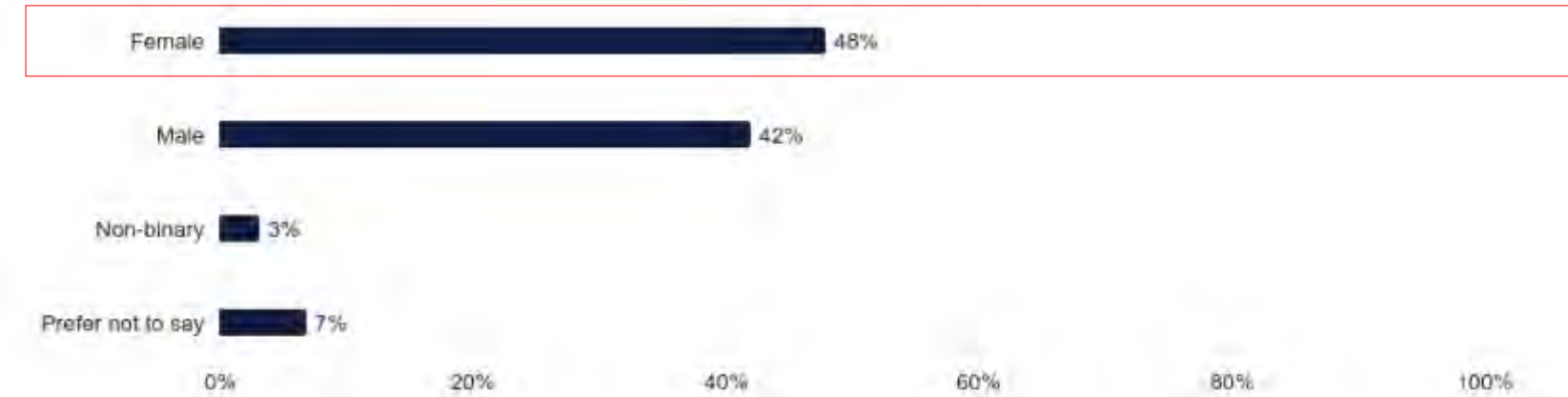
Q20 - Demographics | About how long have you been studying at Los Rios CC?



Q21 - Demographics | Age



Q22 - Demographics | Gender

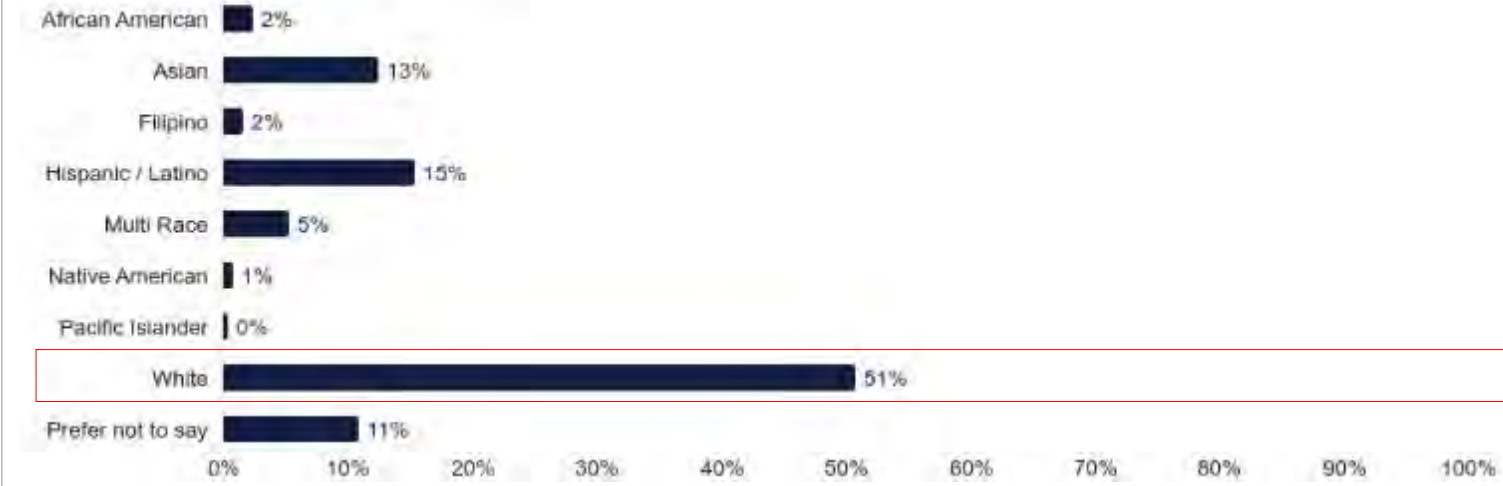


Highest response rate/s

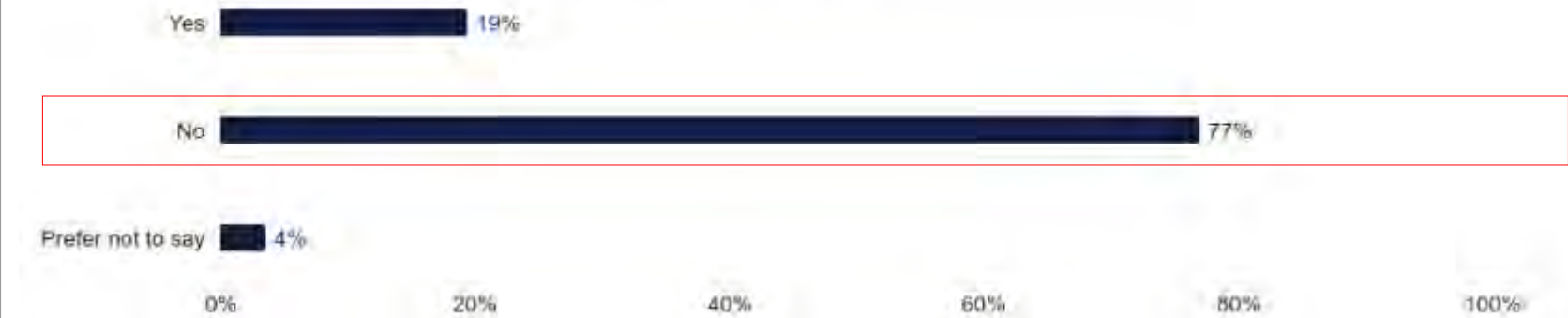
Students

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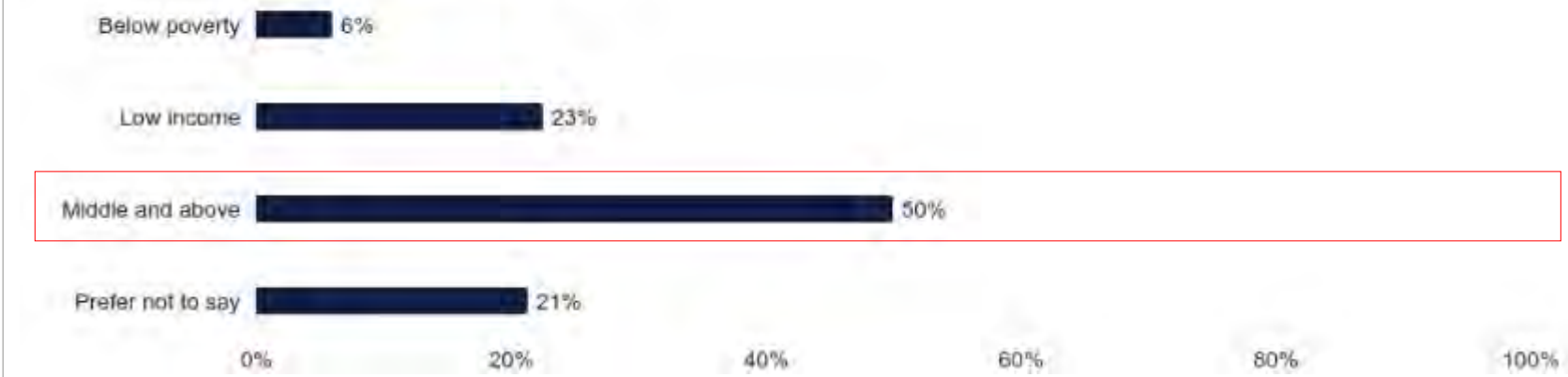
Q23 - Demographics | Race / Ethnicity



Q24 - Demographics | Are you the first in your family to attend college?



Q25 - Demographics | What is your income level?



 Highest response rate/s

Students

Time in Locations

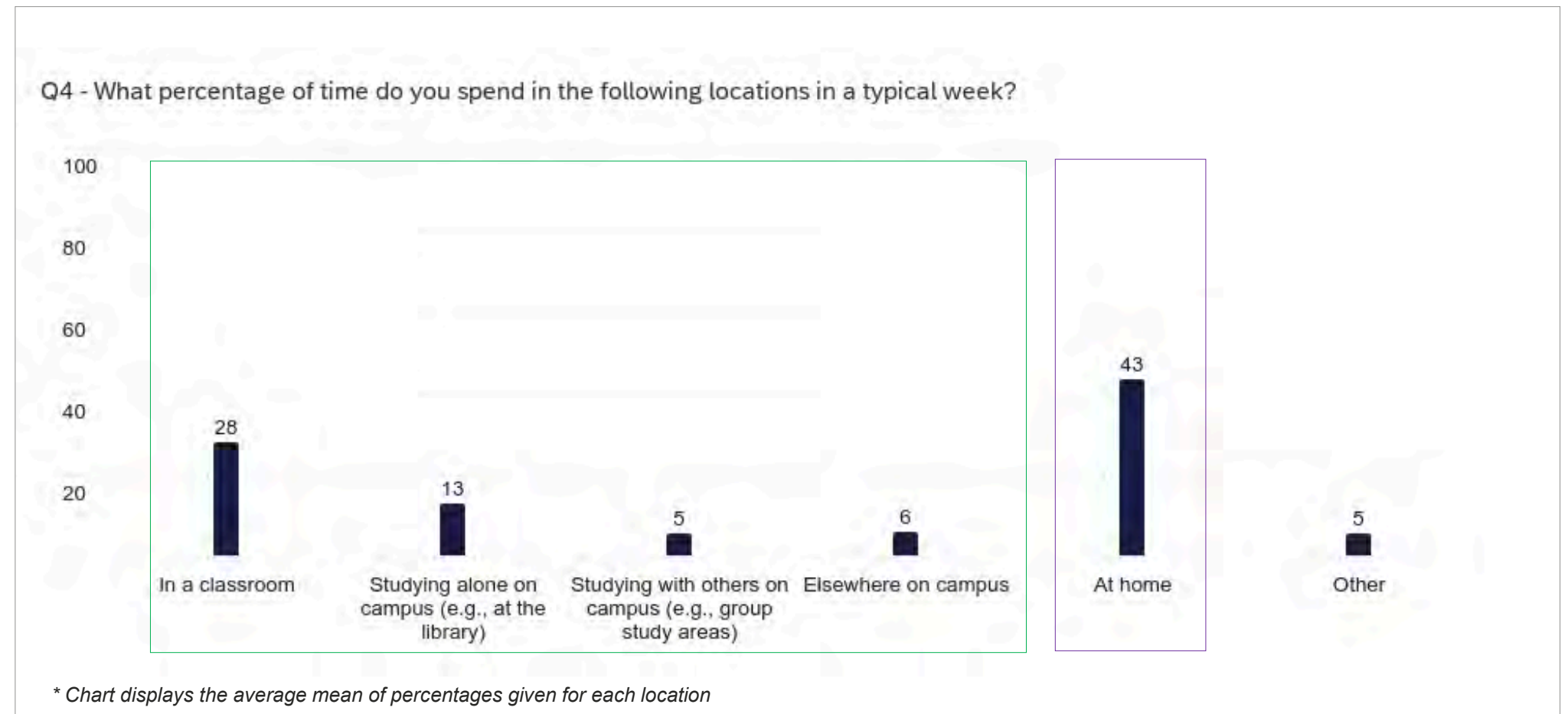
Overall, Students are spending somewhat similar amounts of time at home (43%) and on campus (52%).

When on campus, Students are spending the majority of their time in classrooms (54% of on campus time).

Demographic Anomalies

Q4:

- N/A



Students

Campus Experience

Students reported they are spending approximately half of their time on campus (52%). Overall, Students rated their on-campus experience highly (3.57 out of 4).

Demographic Anomalies

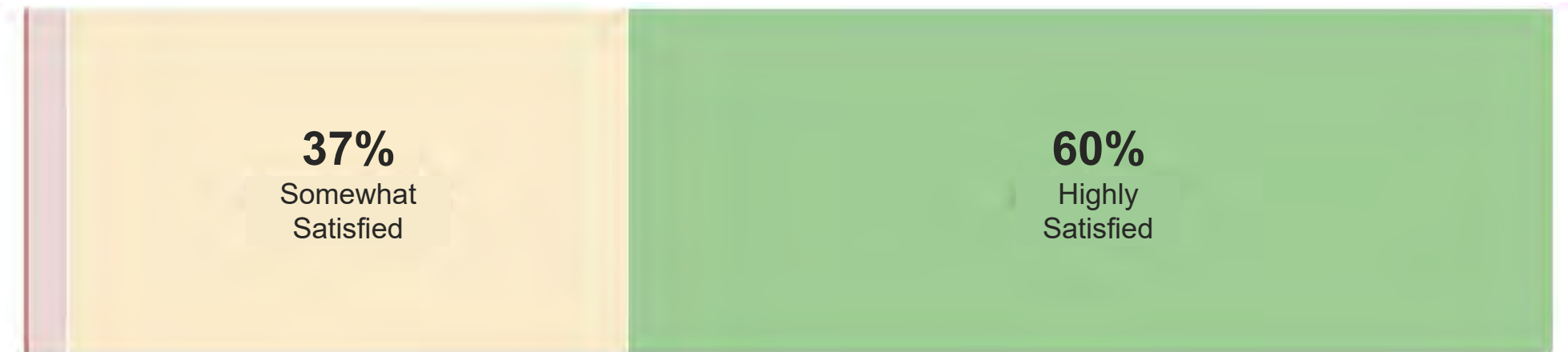
Q16:

- Respondents ages 21-24 scored their on-campus experience as 3.27.

Q16 - Satisfaction | ON CAMPUS experience



Satisfaction with the ON CAMPUS experience



Students

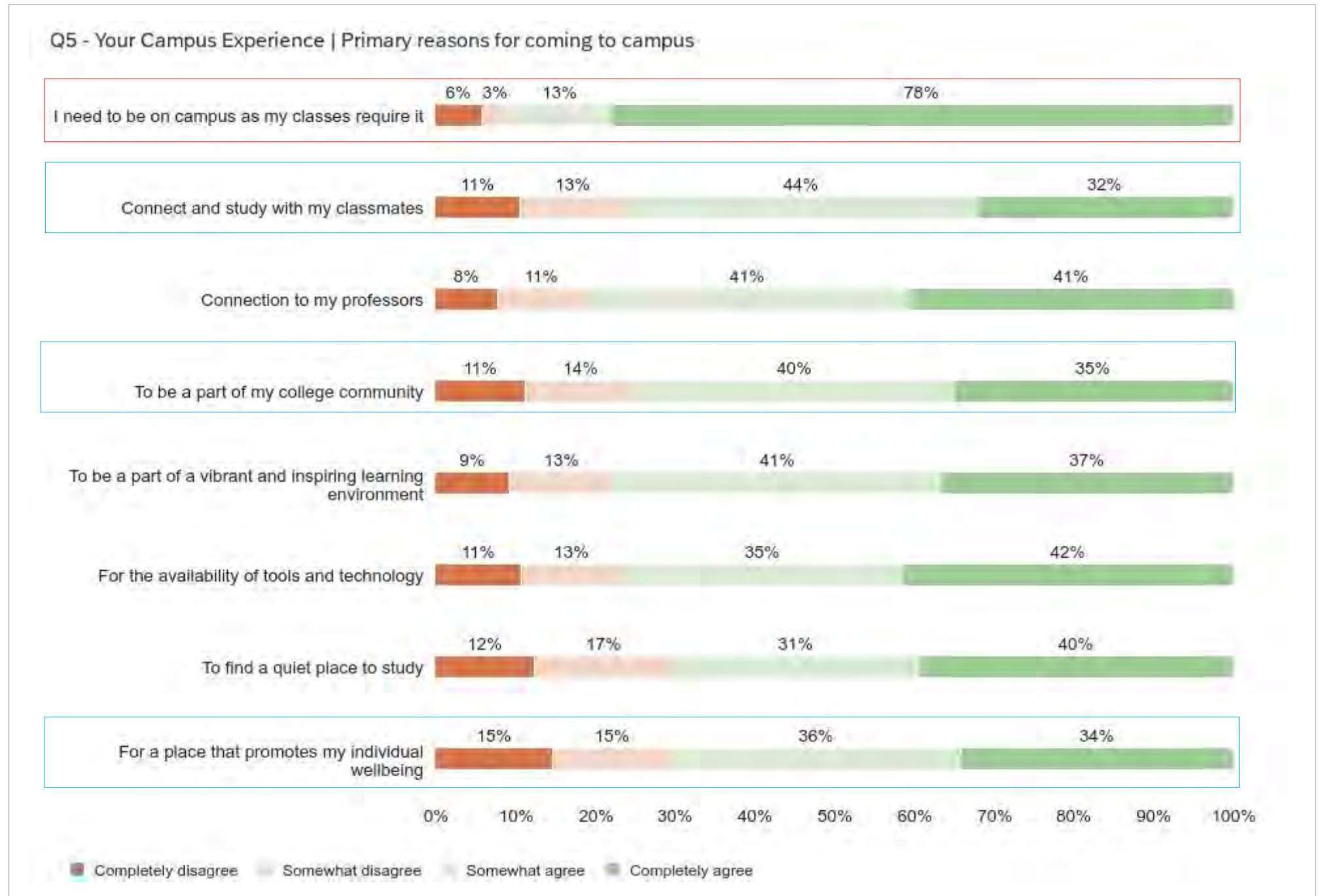
Campus Experience

The primary reason Students come on campus are to fulfill class requirements. This was followed by the need to access tools and technology, and to connect with professors, however, these reasons rank as distant second and third priorities.

Demographic Anomalies

Q5:

- 58% of Multi Race respondents 'completely agree' they come to campus to connect and study with classmates.



 Highest response rate/s
 Lowest response rate/s

Students

Importance of Campus Activities

Students reported that attending classes in-person and accessing resources (i.e., professors, class information) were the most important activities while on campus.

Social/collaborative aspects of the campus experience were reported to be important but to a lesser degree.

Generally, Students were satisfied with the ability to attend classes in-person and access resources. Their level of satisfaction with collaborating and socializing with classmates was lower.

Demographic Anomalies

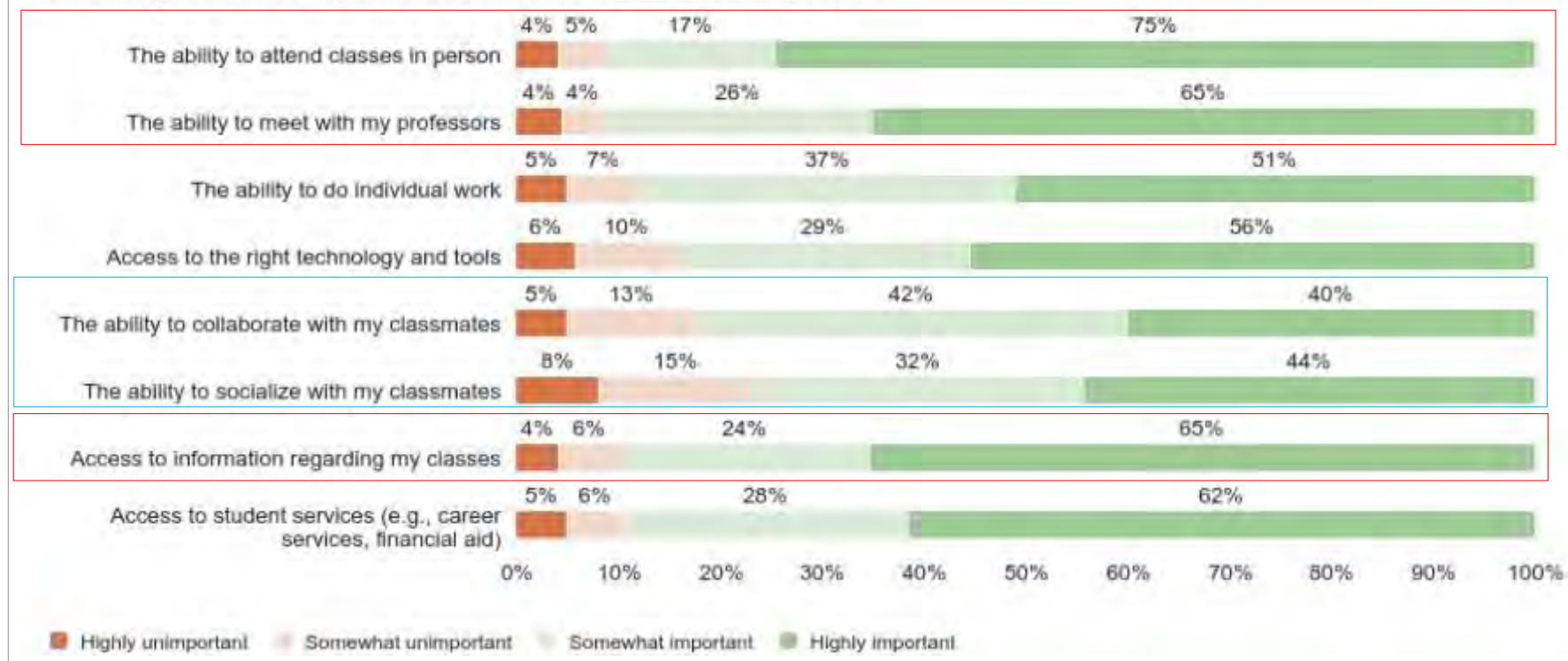
Q6:

- N/A

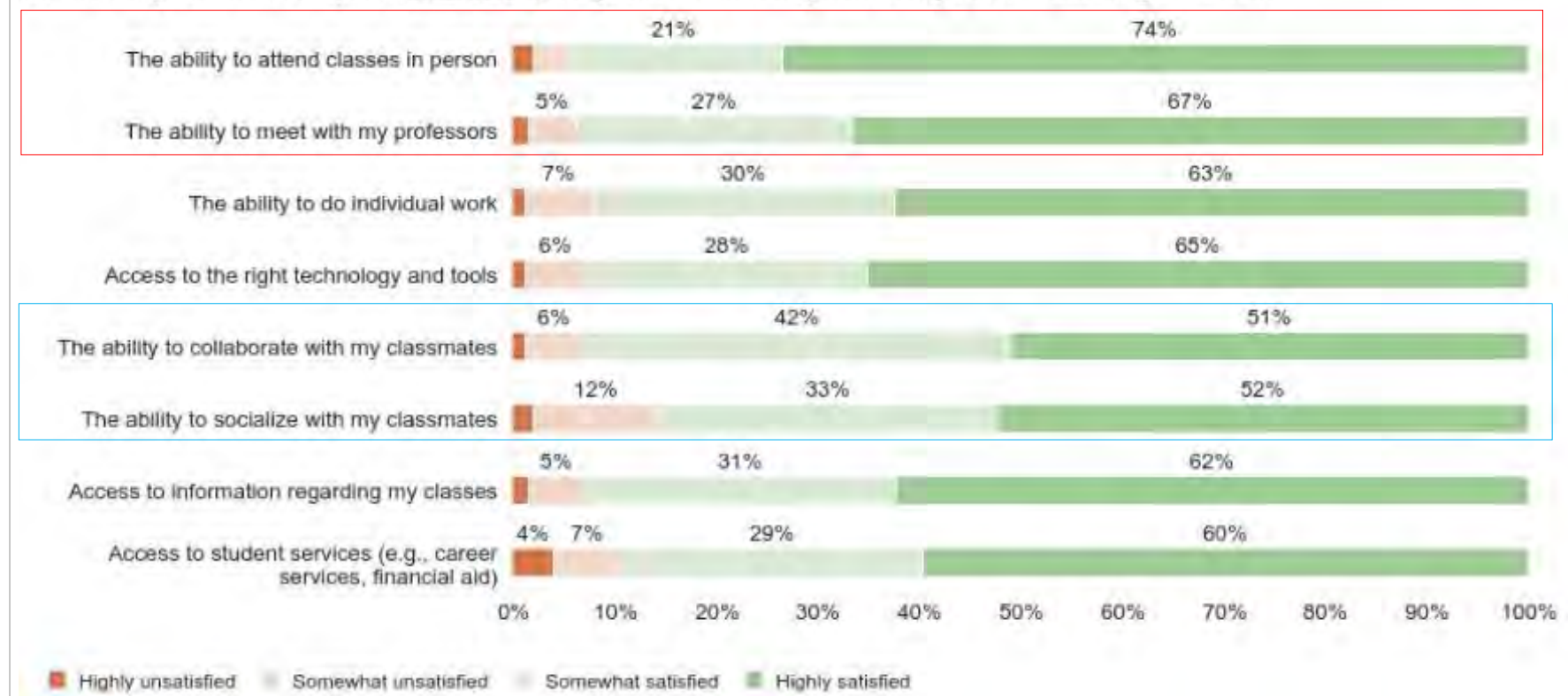
Q7:

- 48% of respondents ages 21-24 are 'highly satisfied' with their ability to attend classes in-person.
- 36% of respondents ages 25-29 are 'highly satisfied' with their ability to do individual work.
- 33% of respondents ages 25-29 are 'highly satisfied' with their ability to access information regarding their classes.
- 33% of respondents ages 25-29 are 'highly satisfied' with their ability to access Student services.
- 93% of respondents ages 40 and over are 'highly satisfied' with their ability to meet with professors.
- 77% of respondents ages 40 and over are 'highly satisfied' with their ability to socialize with their classmates.
- 33% of respondents below the poverty level are 'highly satisfied' with their ability to do individual work.

Q6 - When you are on campus, what activities are most important to you?



Q7 - When you are on campus, how satisfied are you with the ability to accomplish the following activities?



Highest response rate/s
 Lowest response rate/s

Students

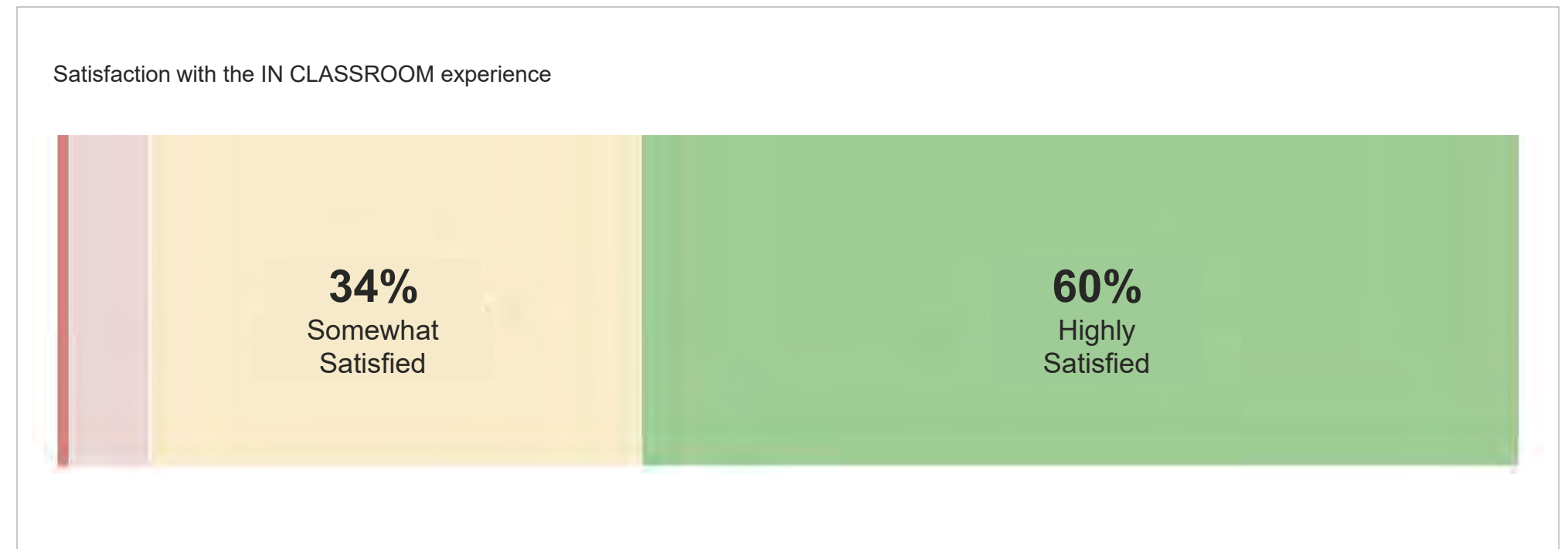
Classroom Experience

When on campus, Students are spending the majority of their time in classrooms (54% of on campus time). Students rated their in-classroom experience as high overall (3.53 out of 4).

Demographic Anomalies

Q17:

- N/A



Students

Classroom Experience

Students reported that almost three quarters of classes are a combination of in-person and online (72%). Yet less than a third of Students (31%) completely agreed that their classrooms supported a blend of in-person and online participation.

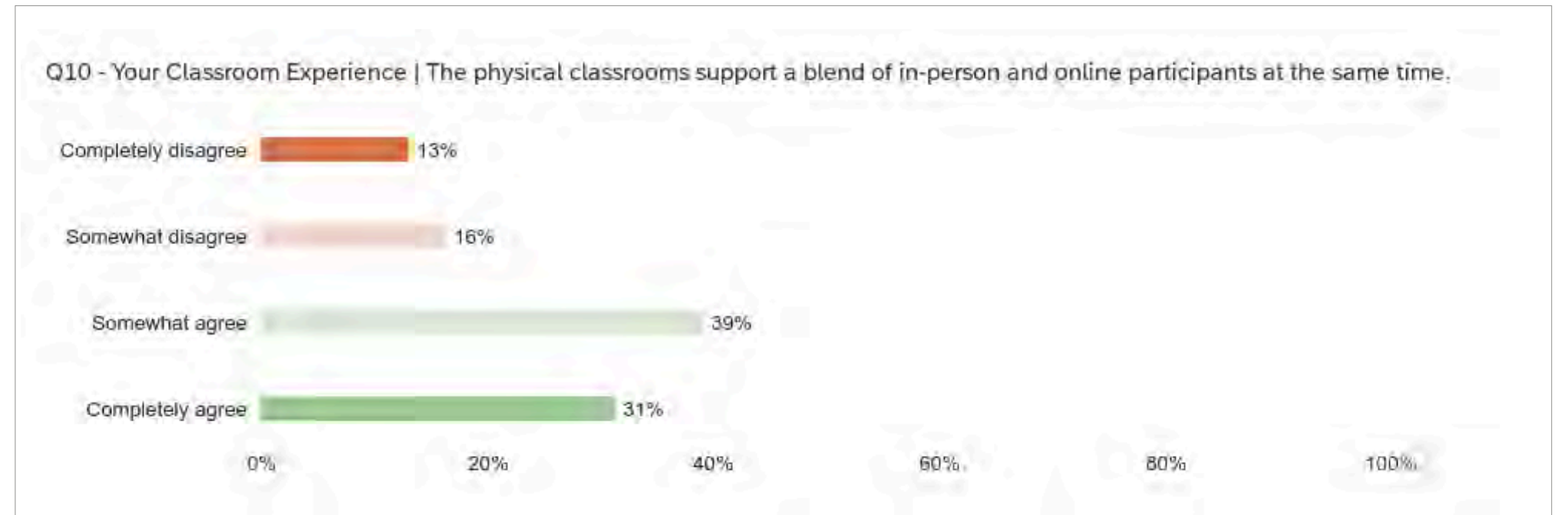
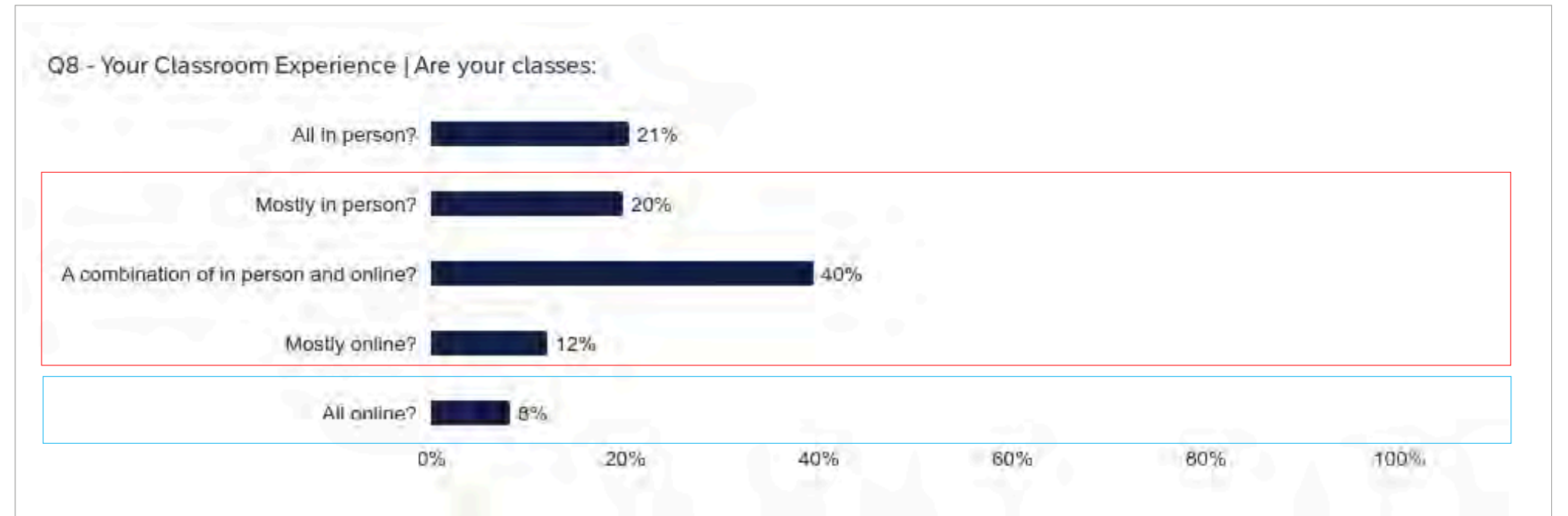
Demographic Anomalies

Q8:

- N/A

Q10:

- 58% of Multi Race respondents 'completely agree' their physical classroom supports a blend of in-person and online participants at the same time.



Highest response rate/s
 Lowest response rate/s

Students

Classroom Experience

Only about half of Student respondents (51%) strongly agreed that their physical classrooms provide a **vibrant learning environment**.

Approximately 60% of Student respondents fully agreed that their classrooms met their **physical learning needs**.

While the ability to hear and see content scored relatively high, overall classroom experience scores were moderate. Obvious areas for potential improvement include a place for personal belongings, power for mobile devices, the ability to cocreate and access to daylight.

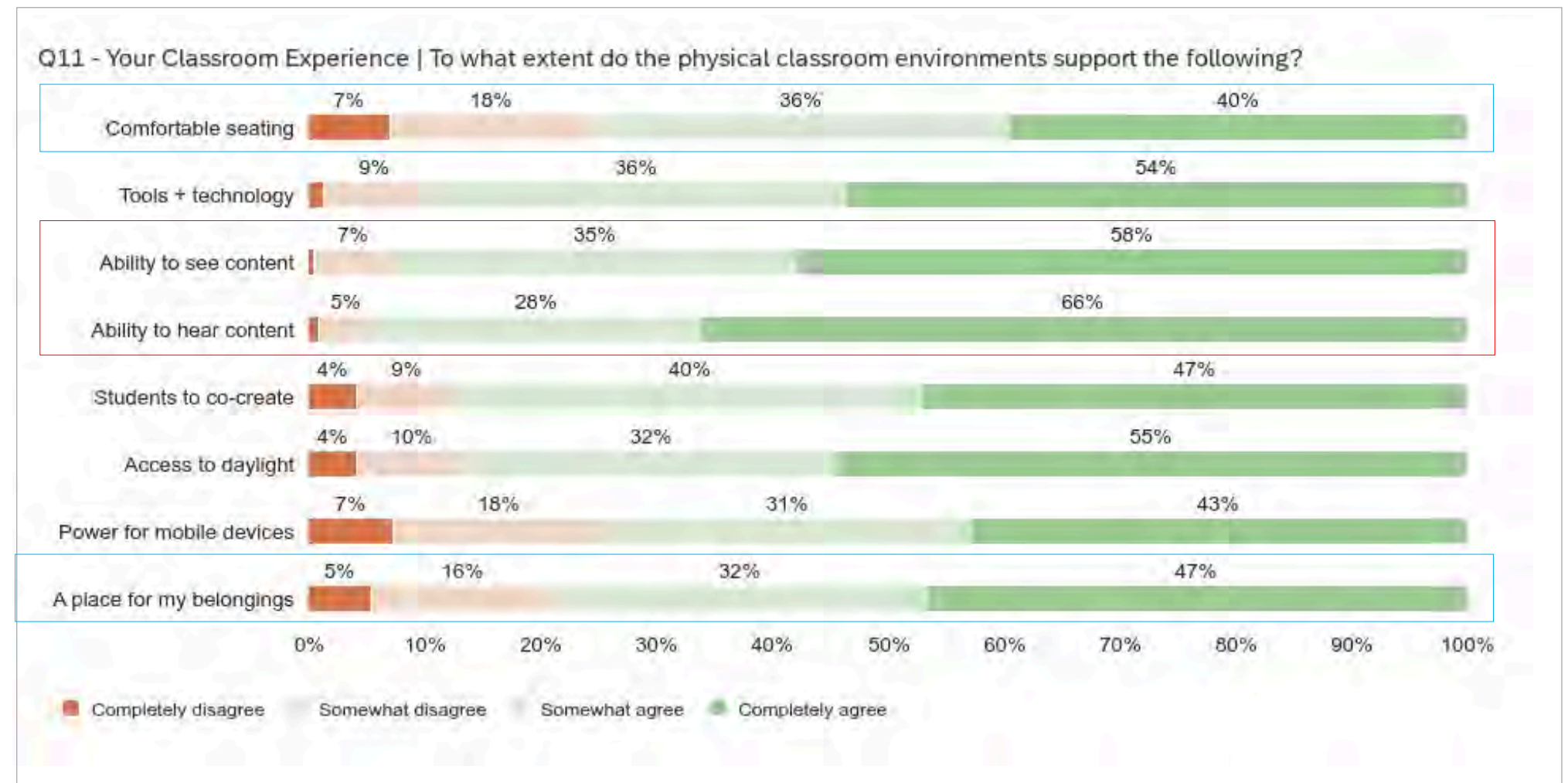
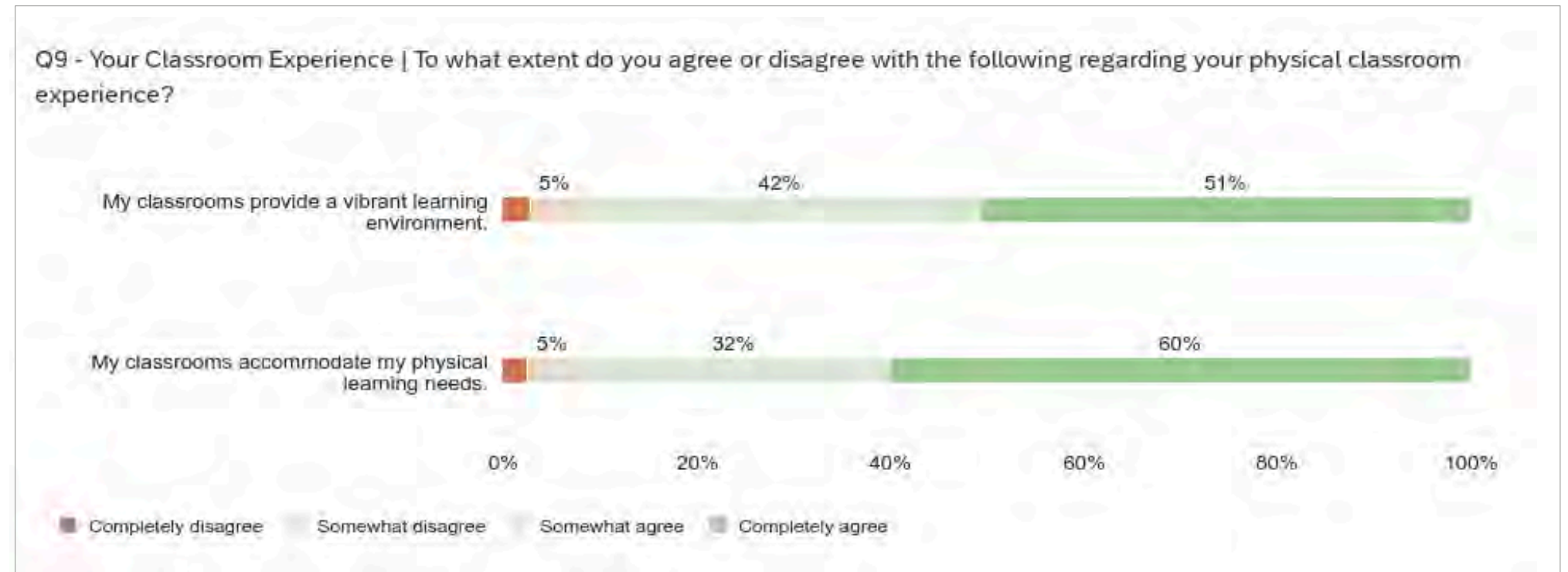
Demographic Anomalies

Q9:

- 87% of respondents under the age of 18 'completely agree' their classrooms accommodate their physical learning needs.
- 13% of respondents below the poverty level 'completely agree' their classrooms provides a vibrant learning environment.
- 31% of respondents below the poverty level 'completely agree' their classrooms accommodate their physical learning needs.

Q11:

- N/A



 Highest response rate/s
 Lowest response rate/s

Students

Online Experience

Students rated their online experience as high overall (3.17 out of 4). However, this experience scored lower than Students on-campus and in-classroom experiences.

While most Students felt they could access their professors and had the tools and technology they needed, less than half of Students reported they were engaged in their online classes. This finding is significant and warrants further exploration. Students access to their classmates also scored low within their online experience.

Demographic Anomalies

Q18:

- Respondents ages 21-24 scored their online experience as 2.89.
- Respondents ages 30-39 scored their online experience as 3.71.
- Respondents ages 40 and over scored their online experience as 3.59.

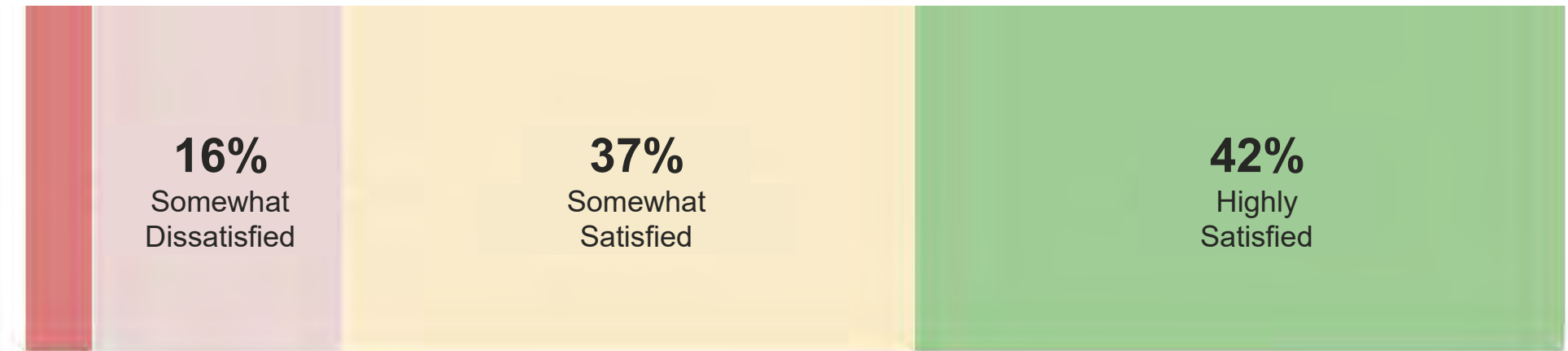
Q12:

- 33% of respondents ages 21-24 reported they have access to their professor as needed.
- 88% of respondents ages 25-29 reported they felt included in their class.
- 72% of respondents ages 40 and over reported they were engaged in their online classes.
- 89% of respondents ages 40 and over reported they have access to their professor as needed.

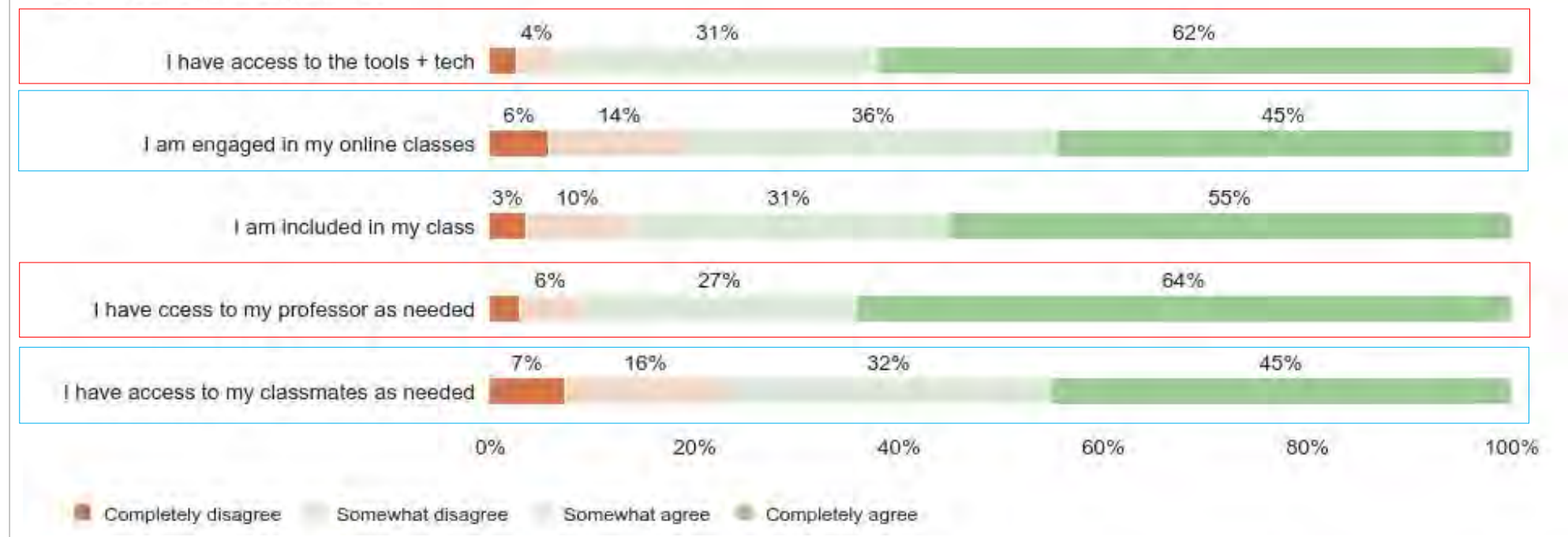
Q18 - Satisfaction | ONLINE experience



Satisfaction with the ONLINE experience



Q12 - Your Online Experience



 Highest response rate/s
 Lowest response rate/s

Students

Tools + Technology

Students reported the Wi-Fi network and technology that enables access and sharing of information were the most important technology elements. These elements were also found to have the highest levels of satisfaction.

Multiple monitors were deemed to be the technology element of least importance. Students also reported low satisfaction with the 'multiple monitors,' as well as with 'software collaboration tools' and 'flexible furniture.'

Demographic Anomalies

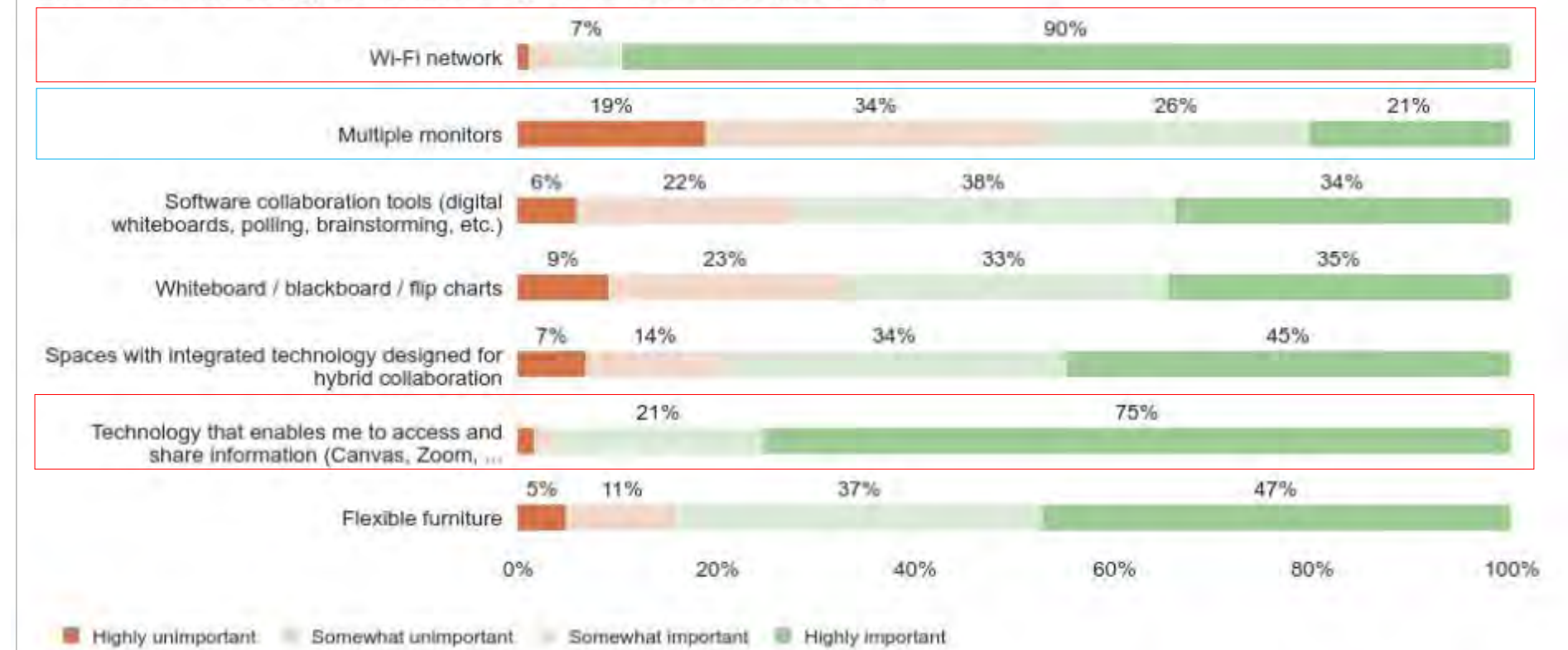
Q13:

- 79% of respondents ages 30-39 reported flexible furniture was a 'highly important' technology element.

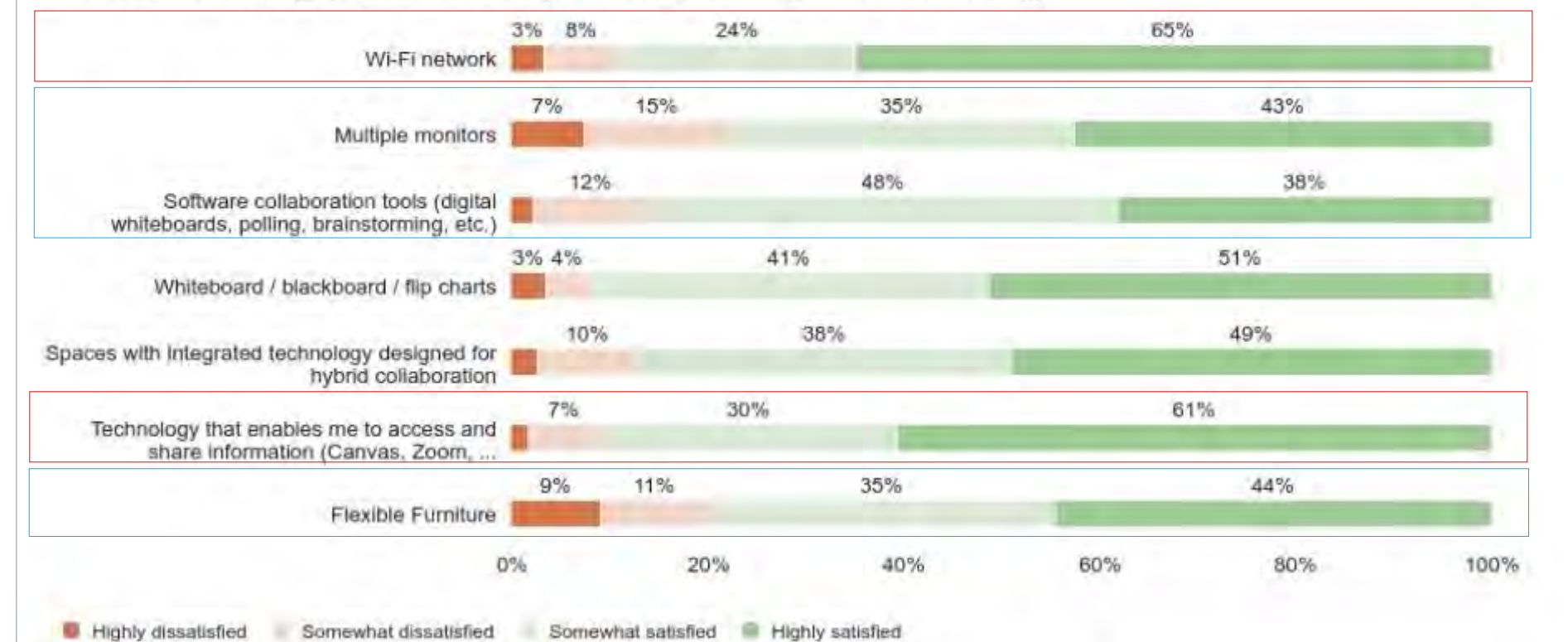
Q14:

- 83% of respondents ages 30-39 are 'highly satisfied' with multiple monitors.

Q13 - Tools + Technology | What technology elements are most important?



Q14 - Tools + Technology | How satisfied are you with the following tools and technology?



Highest response rate/s
 Lowest response rate/s

Students

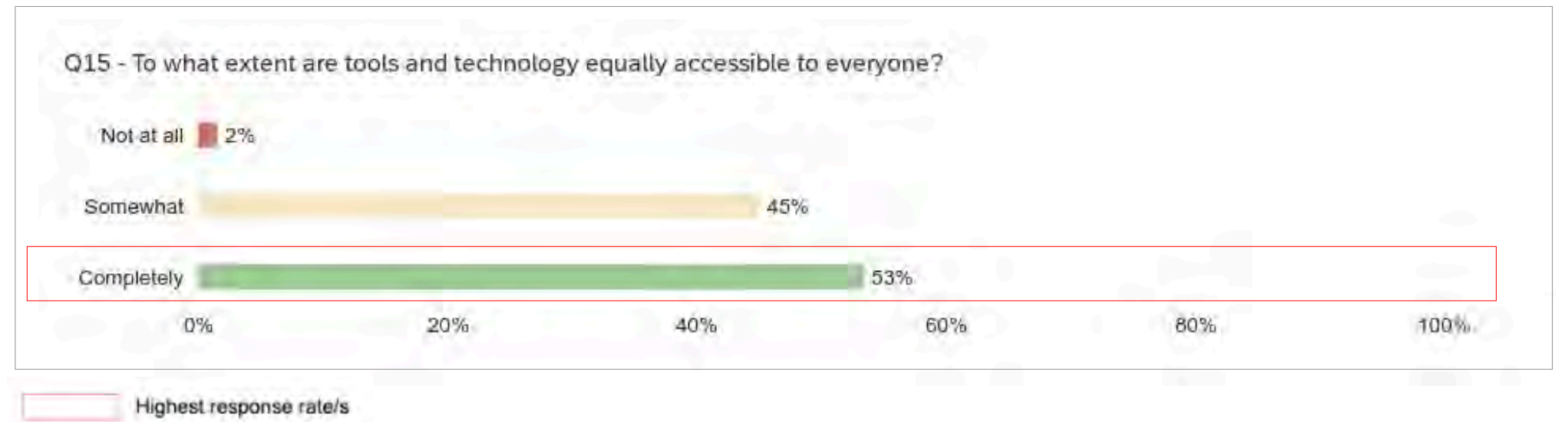
Tools + Technology

Slightly more than half of Student respondents (53%) reported that tools and technology were completely accessible to all.

Demographic Anomalies

Q15:

- N/A



06. Appendix

Space Utilization Survey Key Findings

Faculty

Faculty

Key Findings

This page provides select findings from the Experience Survey conducted for Faculty.

4

of the top 5 primary reasons to come to campus are **connection with and visibility to Students, being part of a community** and the **vibrant and inspiring environment**

23%

of Faculty time is spent on campus in an **assigned workspace**, and an additional **28%** of their time is spent in **a classroom**

34%

of Faculty time is spent working **Alone**, either on **Routine Tasks** or **Deep Focus**

23%

of Faculty time is spent **Teaching**

94%

of respondents **do not “completely agree”** that **classrooms support a blend of in person and online learning**

59%

of respondents were not “highly satisfied” with the “**on-campus experience**”, **62%** were not “highly satisfied” with “**in-classroom experience**”, and **56%** were not “highly satisfied” with the “**online experience**”

Faculty

Overview

This section contains an overview of key findings from the Experience Survey conducted for Faculty at Folsom Lake College. The survey contained 27 questions focusing on the following areas:

- Campus, classroom, online, and workplace experience
- Work from home experience
- Primary workspace
- Work modes
- Tools and technology
- Satisfaction
- Demographics

Survey Respondents

A total of 102 Faculty participated in the survey (31.2% response rate). Respondents primarily derived from 2 department groups and more than 13 areas of work. The largest portions of respondents included:

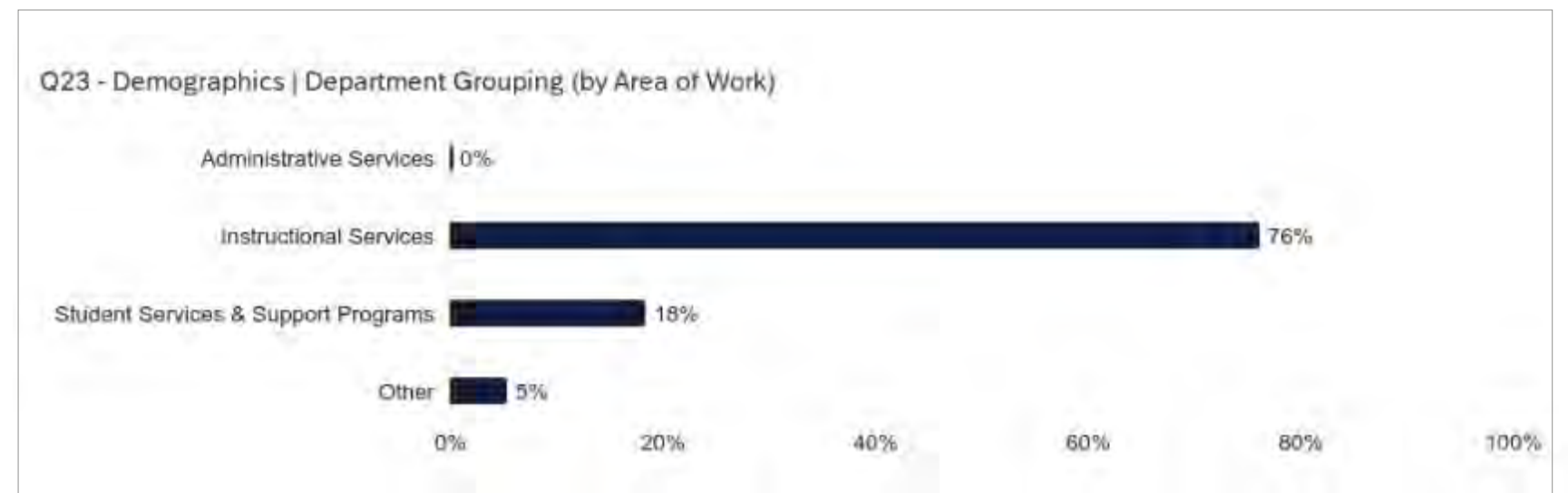
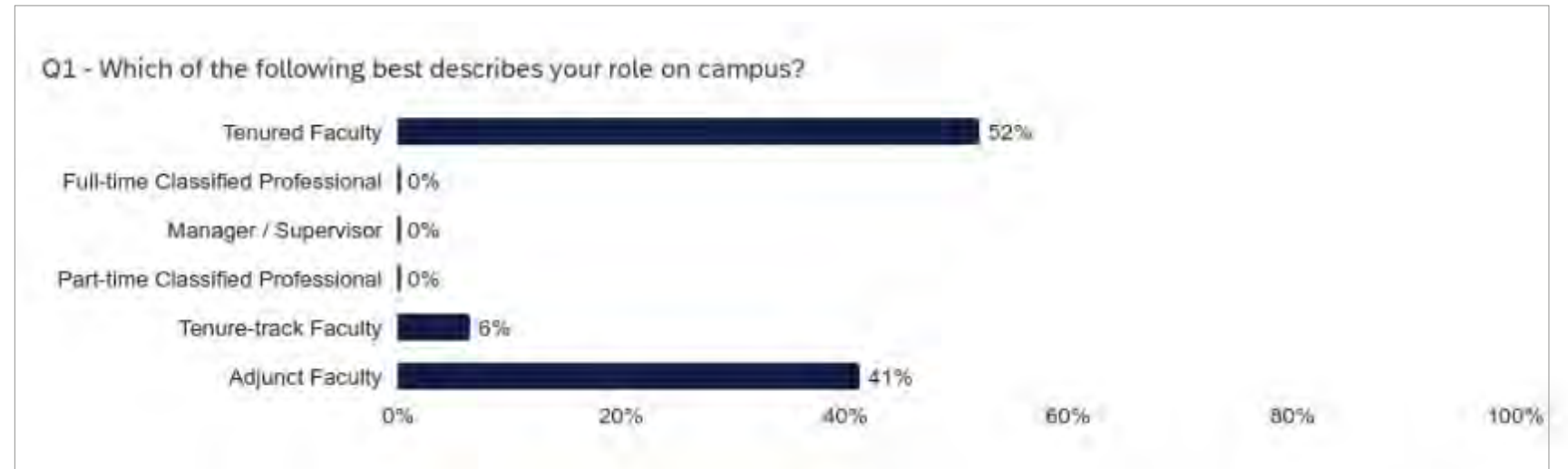
Department Group

- 76% of respondents from Instructional Services
- 18% of respondents from Student Services & Support Programs

Area of Work

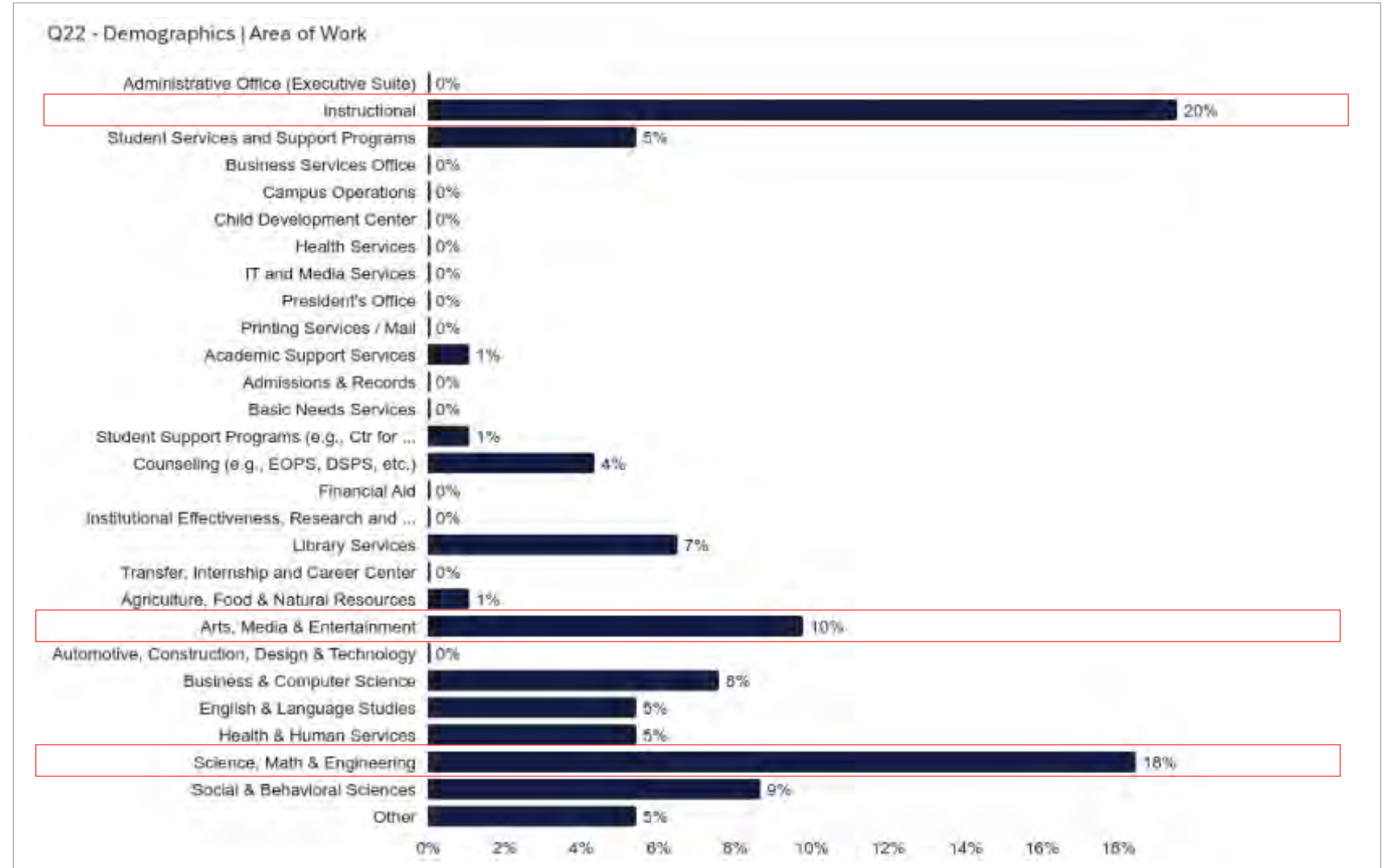
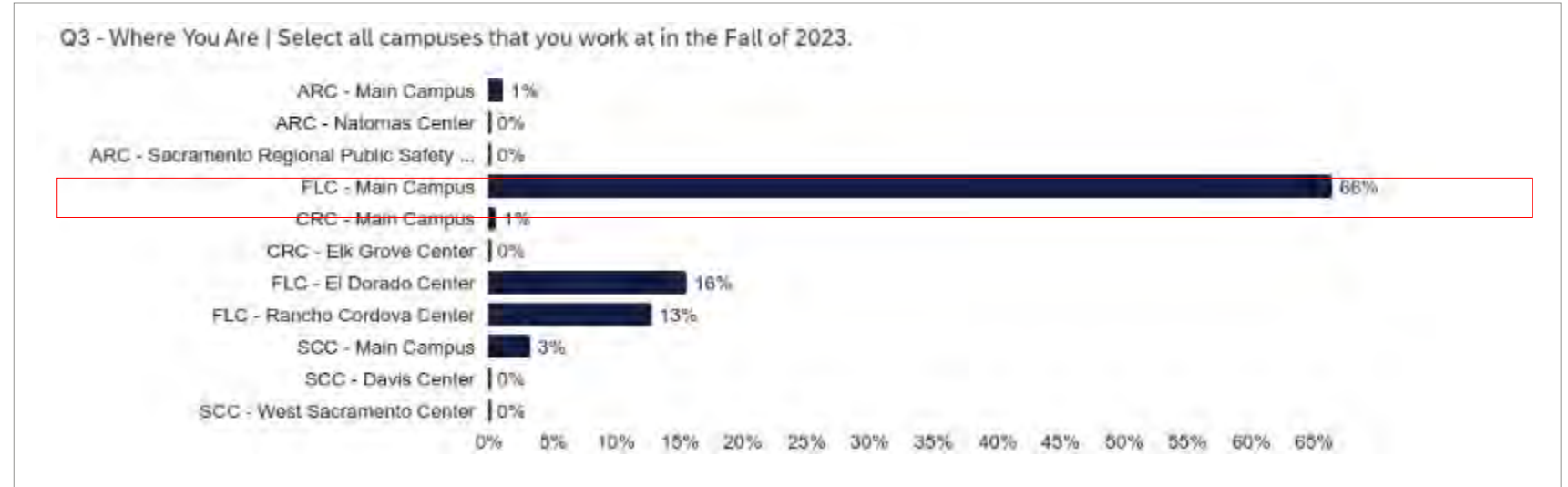
- 20% Instructional
- 18% Science, Math & Engineering
- 10% Arts, Media & Entertainment

(Continued on next page)



Faculty

Survey Respondents *(Continued)*



Highest response rate/s

Faculty

Survey Respondents *(Continued)*

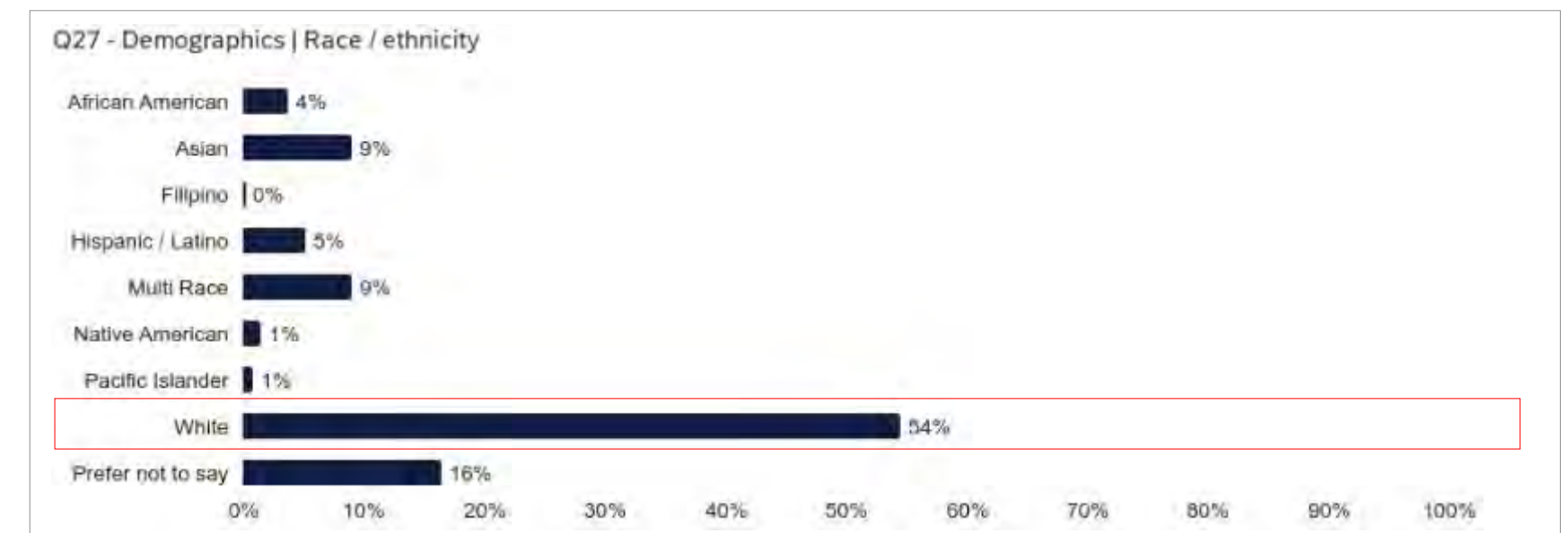
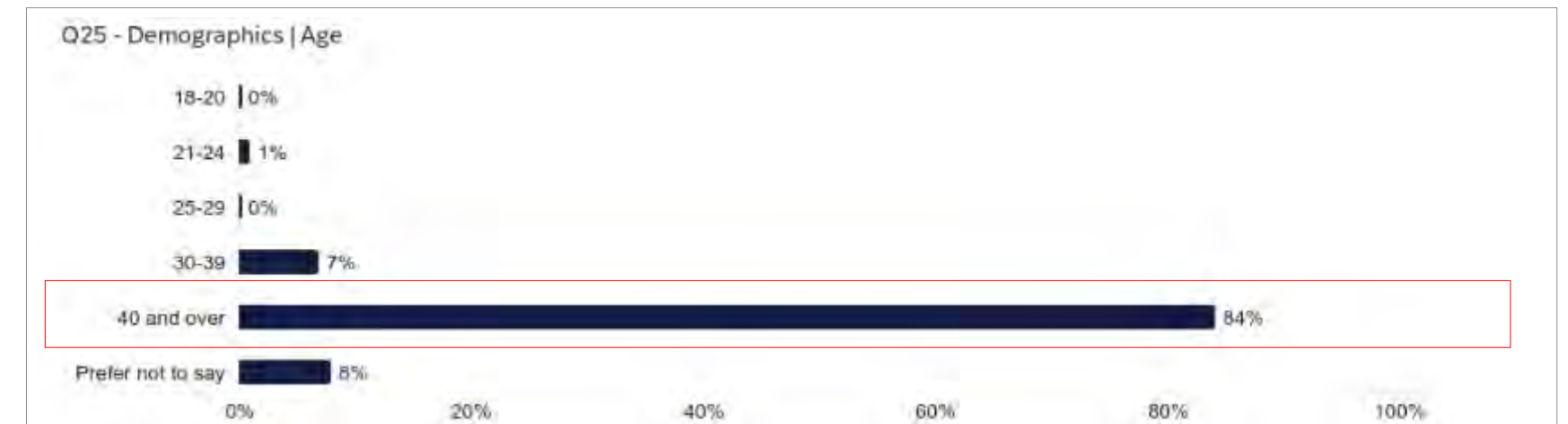
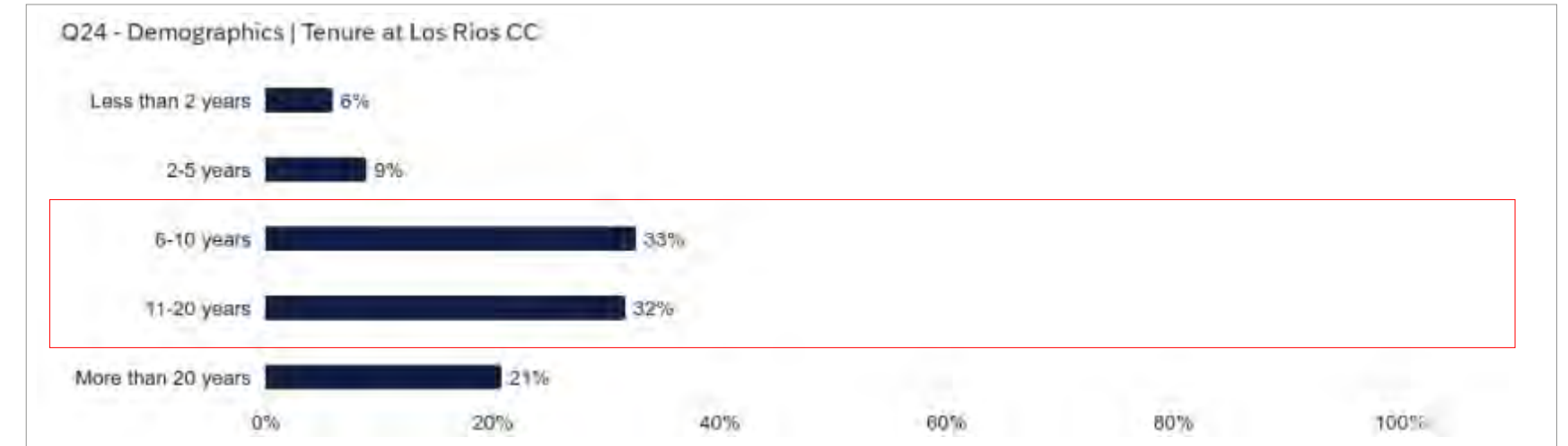
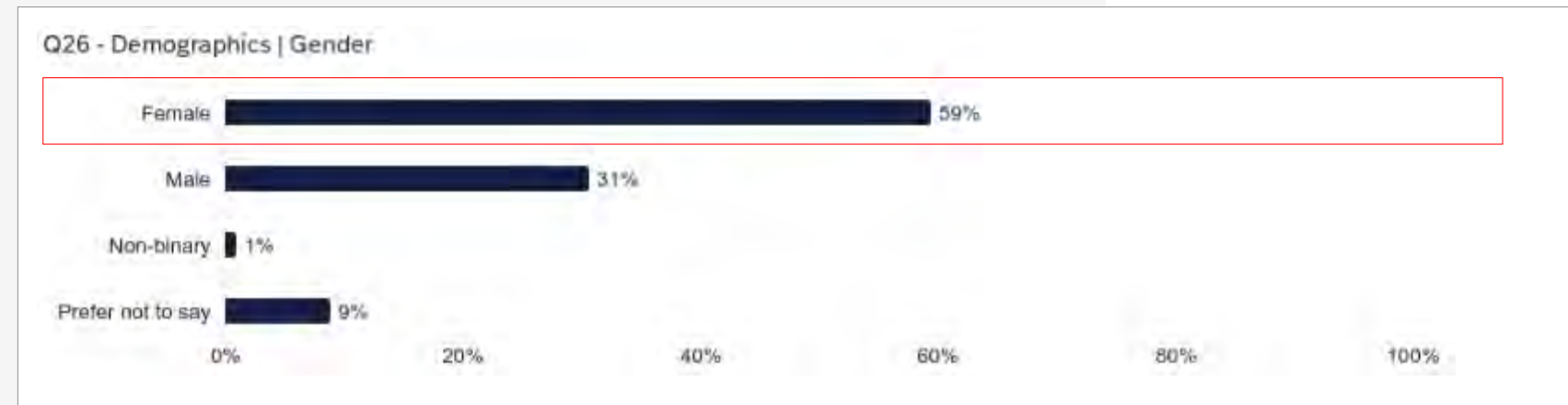
The largest portion of respondents came from the following demographic groups:

- 6-10 years and 11-20 years of tenure (65% combined)
- 40 years old and over (84%)
- Female (59%)
- White race/ethnicity (54%)

Analysis and Key Findings

The overall key findings from the survey completed by FLC Faculty are included on the following pages.

Additionally, demographic groups with significant deviations from average results - defined as a difference of 25% or 25 points or more – have been included under *Demographic Anomalies*. Demographic groups and survey questions with less than 10 respondents have been excluded from this analysis based on individual privacy concerns and the efficacy of this data. The demographic groups excluded from the analysis of the Faculty survey include: less than 2 years of tenure, 2-5 years of tenure, age 18-20, age 21-24, age 25-29, age 30-39, African American, Asian, Filipino, Hispanic/Latino, Multi Race, Native American, Pacific Islander, and Non-binary.



 Highest response rate/s

Faculty

Time in Locations

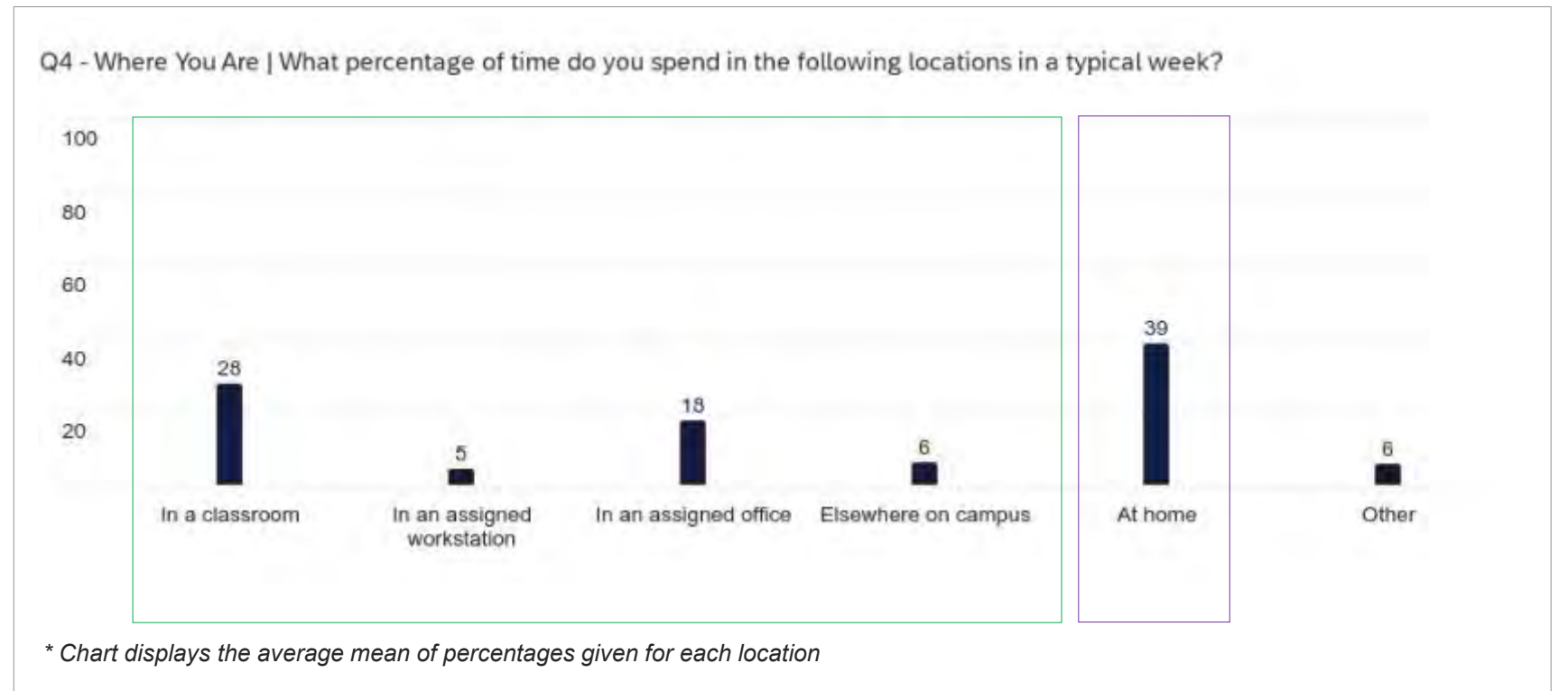
Faculty respondents indicated they spend more time on campus (57%) than at home (39%) in a typical week.

When on campus, Faculty respondents spent 49% of their time in a classroom and 32% in an assigned office.

Demographic Anomalies

Q4:

- N/A



Faculty

Campus Experience

Faculty respondents indicated they spend 57% of their time on campus. Overall, Faculty scored their on-campus experience as high (3.23 out of 4).

Demographic Anomalies

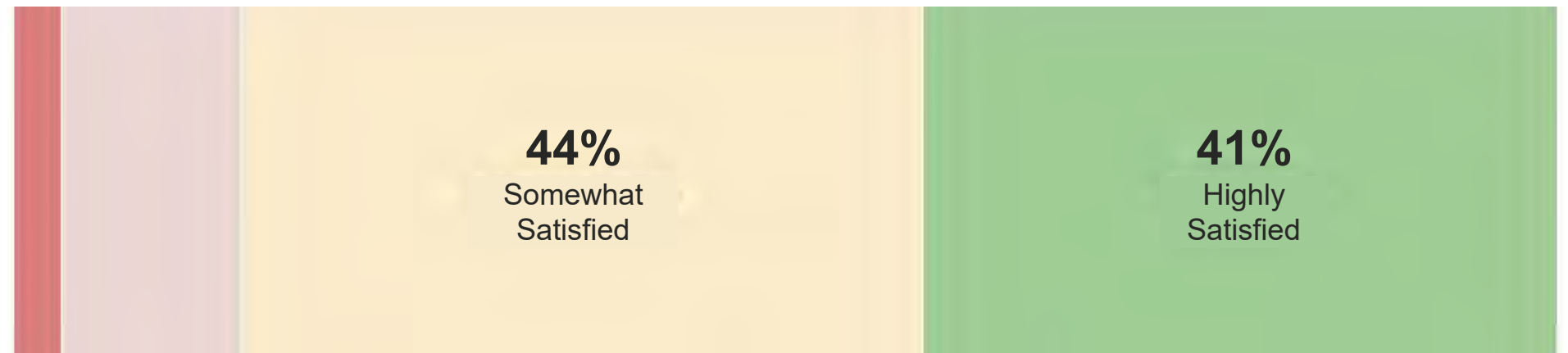
Q19:

- N/A

Q19 - Satisfaction: ON CAMPUS experience



Satisfaction with the ON CAMPUS experience



Faculty

Campus Experience

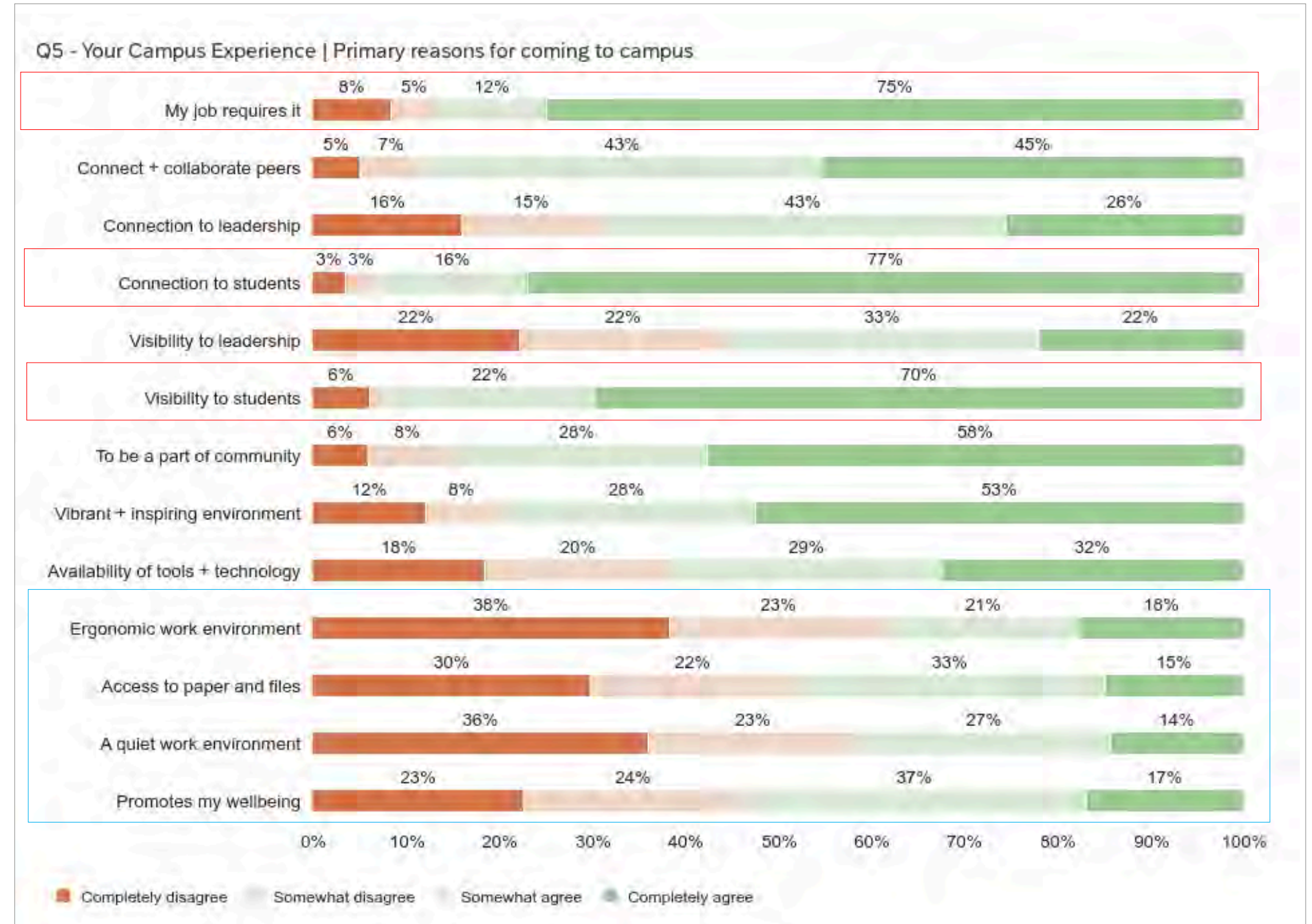
The primary drivers for Faculty to come on campus are it is a requirement of their job, and connection and visibility to Students. Also, of notable importance are to be part of a community and the vibrant and inspiring environment.

Wellbeing (ergonomics), productivity (quiet work environment), and access to paper and files, scored lowest as reasons for coming on campus.

Demographic Anomalies

Q5:

- N/A



Highest response rate/s
 Lowest response rate/s

Faculty

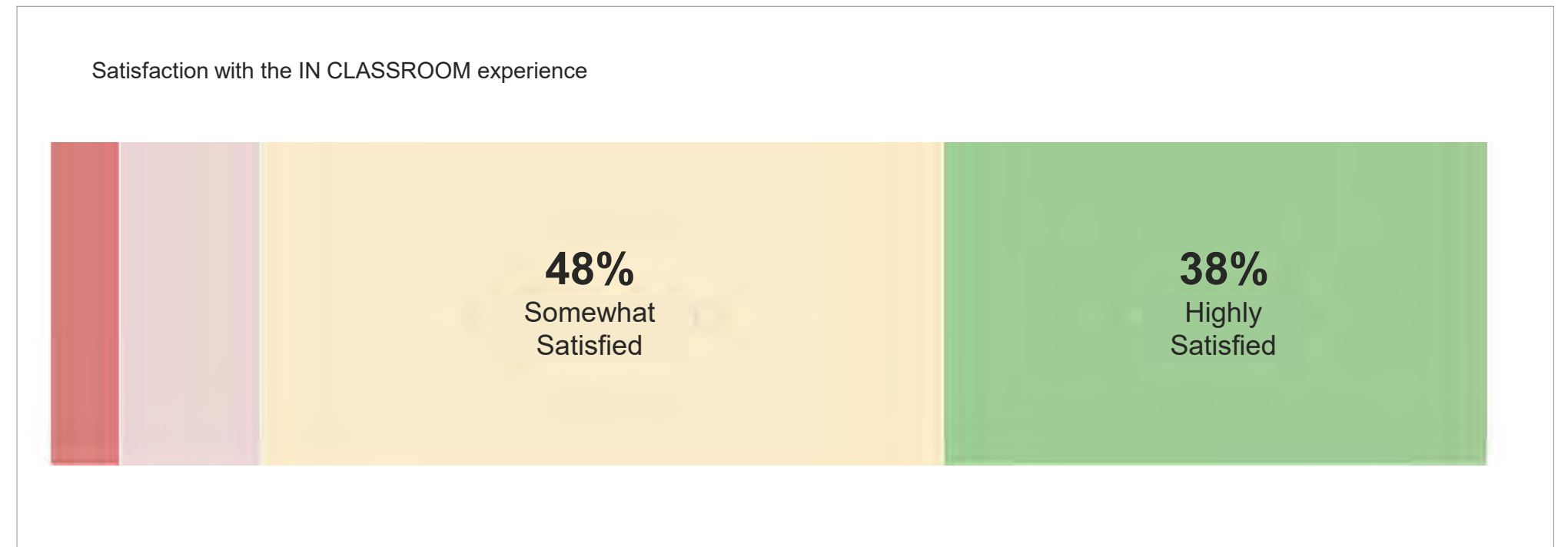
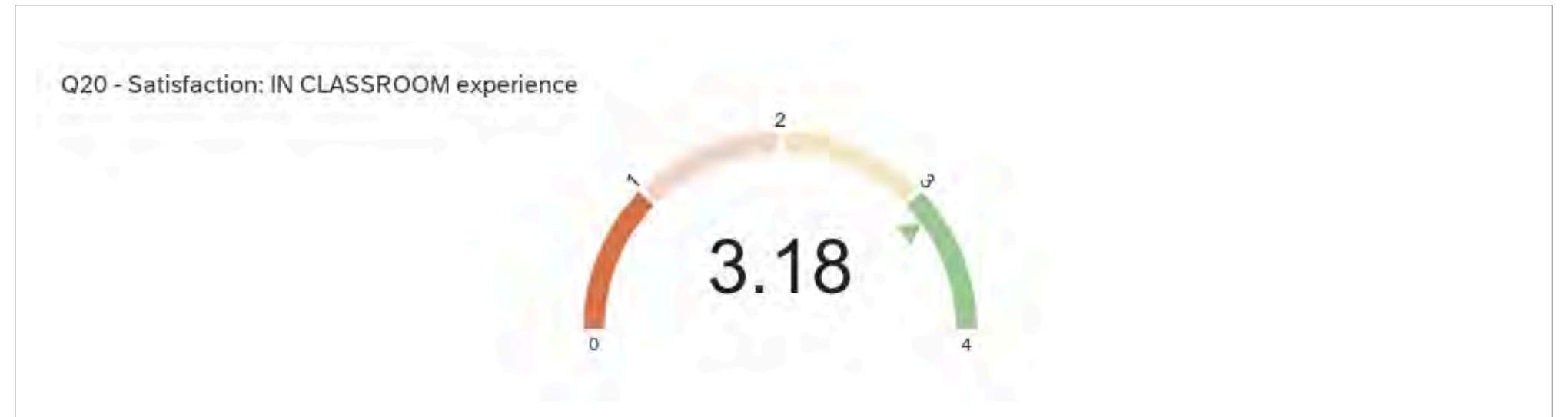
Classroom Experience

When on campus, Faculty respondents spent 49% of their time in a classroom. Faculty rated their in-classroom experience as high (3.18 out of 4).

Demographic Anomalies

Q20:

- N/A



Faculty

Classroom Experience

The majority of classes are a combination of in-person and online (61%), followed by all in-person (25%). However, more than half of Faculty respondents (56%) 'completely disagree' that their classrooms support a blend of in-person and online participation.

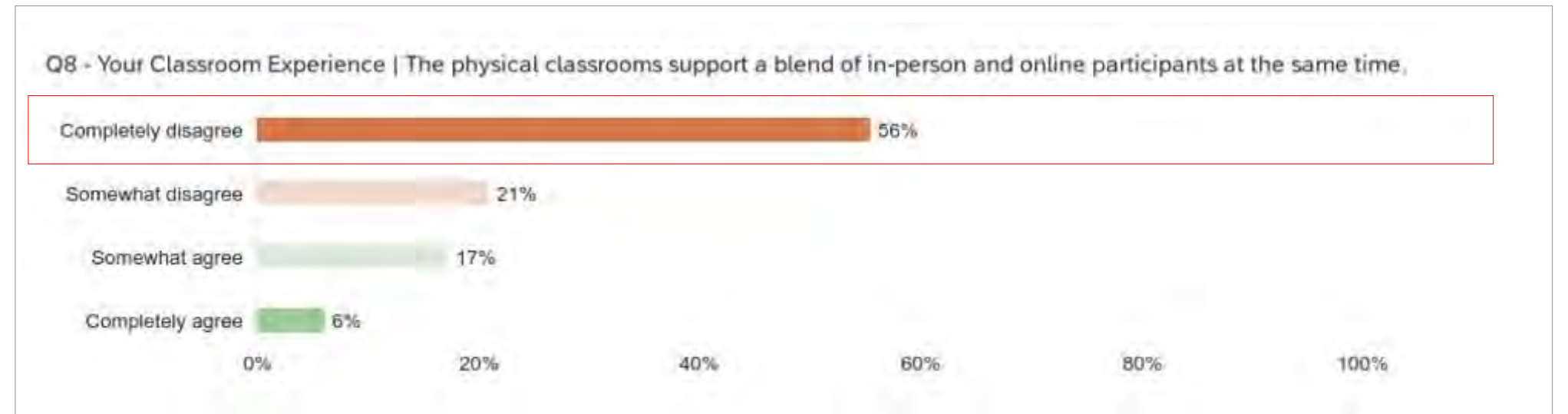
Demographic Anomalies


Q6:

- N/A

Q8:

- N/A



 Highest response rate/s

Faculty

Classroom Experience

Only about half of Faculty respondents ‘completely agree’ that the physical classroom environment supported a **vibrant learning environment, physical inclusivity, group learning, and their preferred pedagogy**. Further, scores relating to the classroom’s ability to **physically accommodate all Students** was considerably lower among Faculty than Students (43% vs. 60%).

Various factors associated with the physical learning environment scored low to moderate. Access to daylight and ability to hear content was perceived to be best enabled by the classroom environments. Support for comfortable seating and a place for personal belongings in classrooms received the lowest scores, aligning with Student responses.

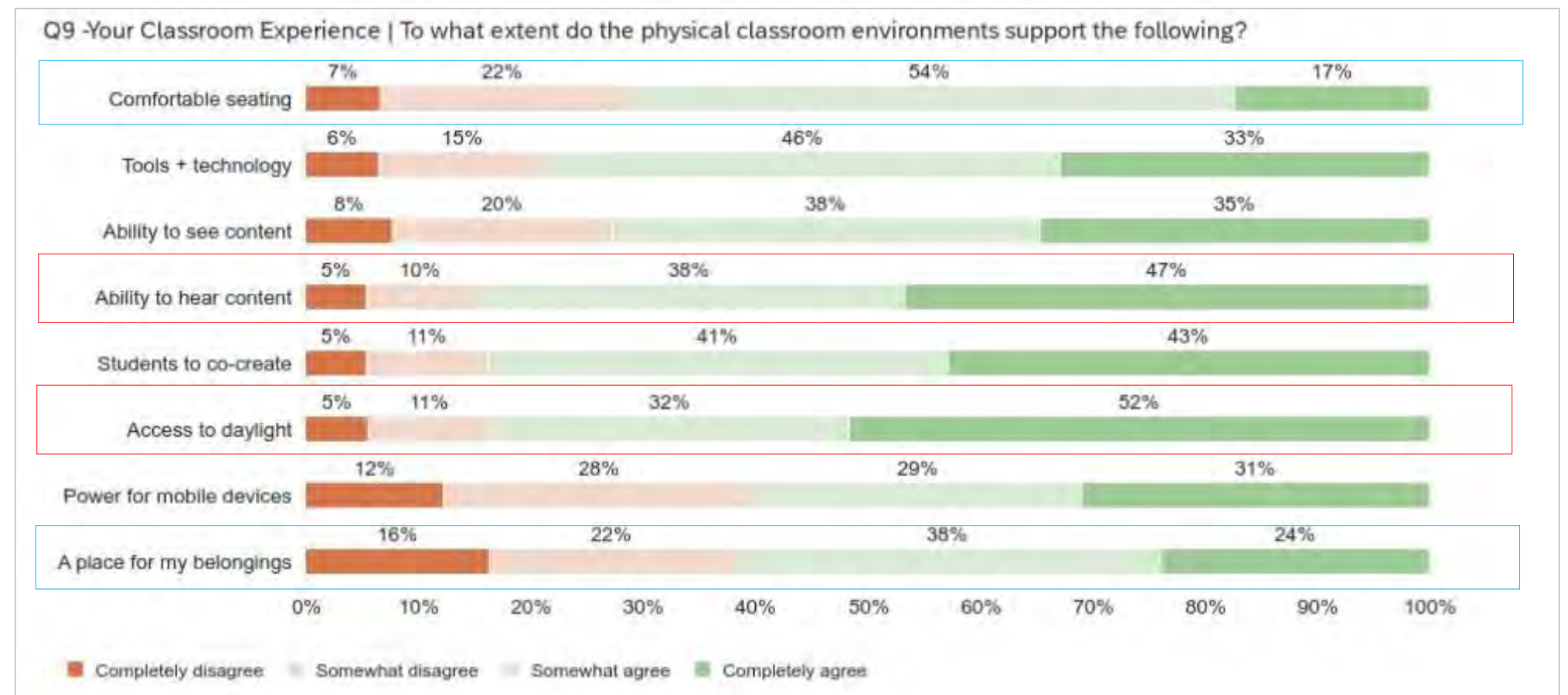
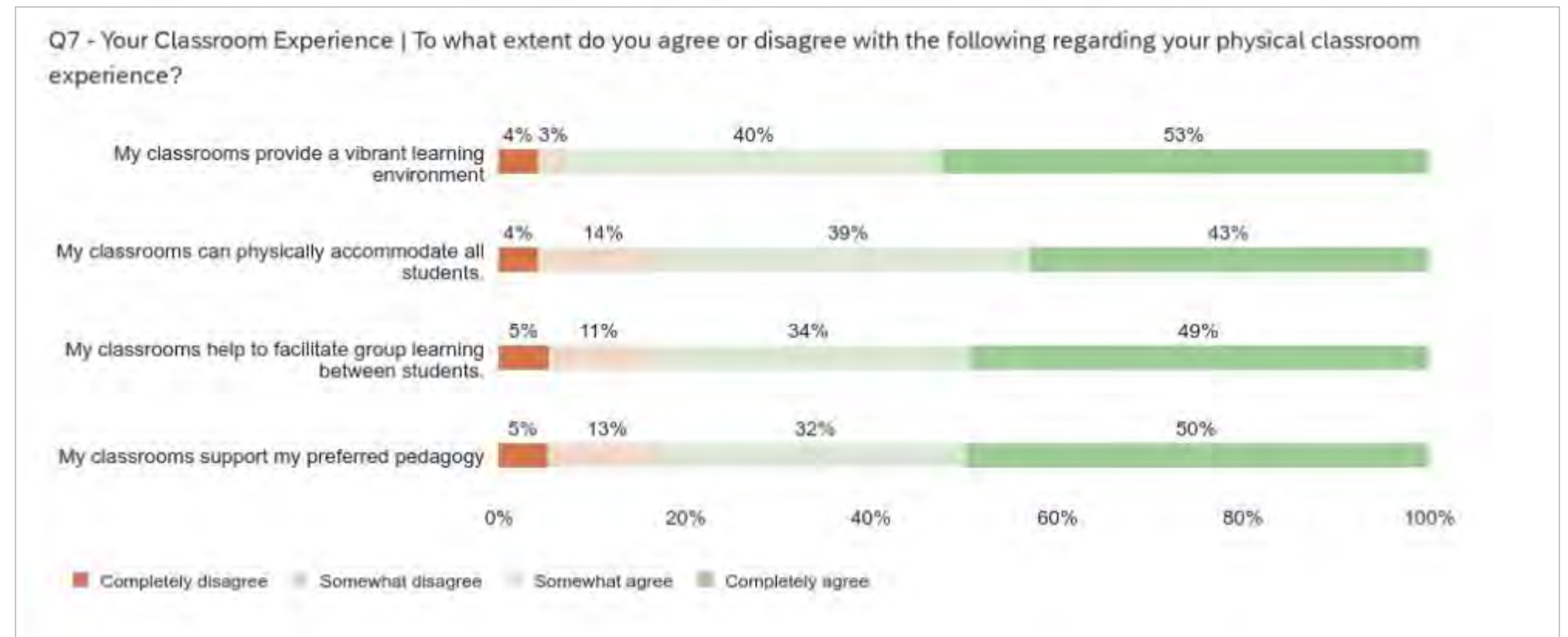
Demographic Anomalies

Q7:

- N/A

Q9:

- N/A



 Highest response rate/s
 Lowest response rate/s

Faculty

Primary Workspace

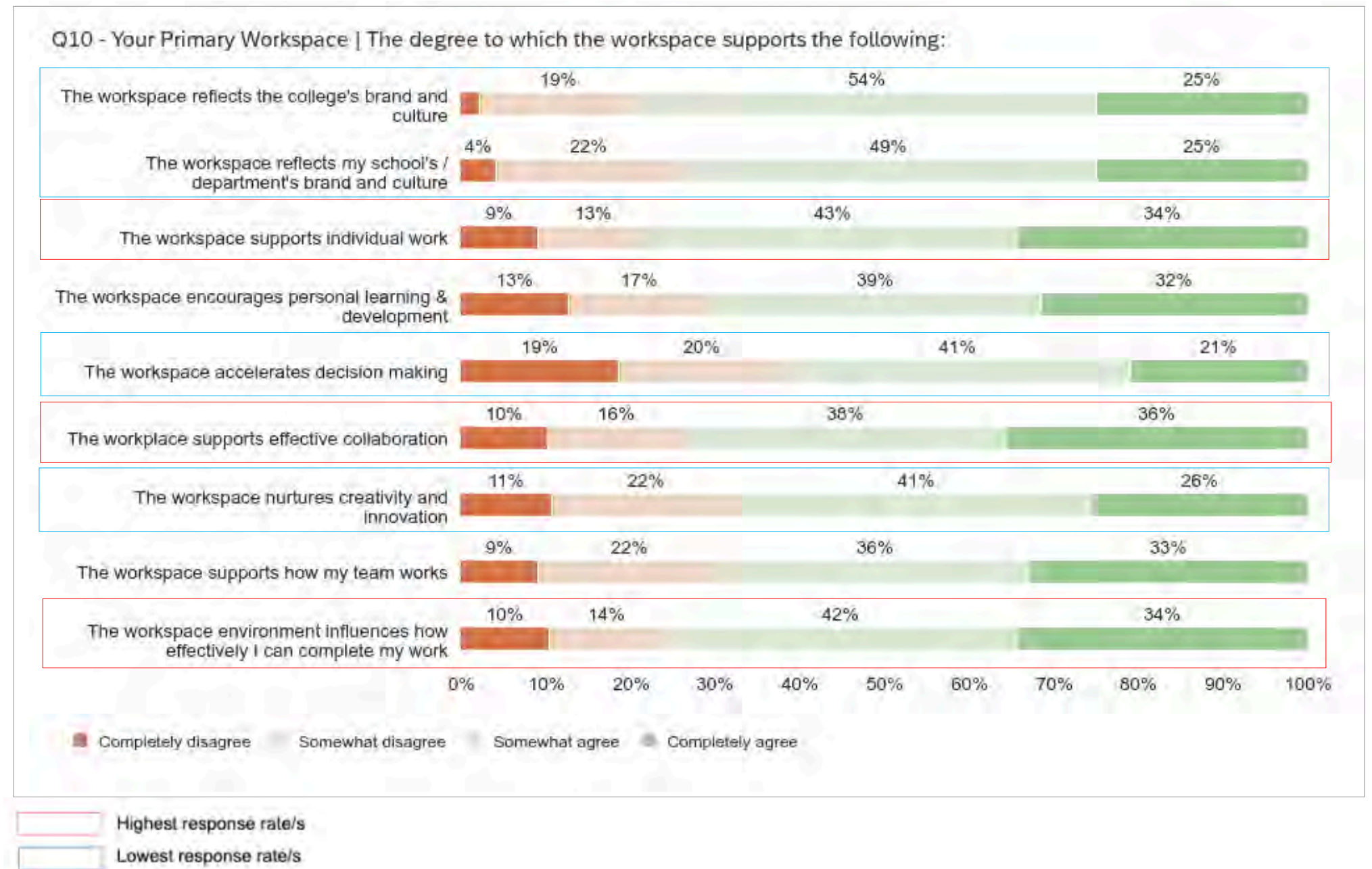
Faculty scored their primary workspace highest in areas relating to work productivity (i.e., supporting individual work, collaboration, and effective completion of work). However, these findings were only scored as low to moderate.

The primary workspace support for faster decision-making, creativity and innovation, and the college/department's brand and culture received the lowest scores overall.

Demographic Anomalies

Q10:

- N/A



Faculty

Working Alone, With Others, and From Home

When **working alone** on campus, Faculty respondents were most satisfied with their ability to do focused work and access private spaces. Accessing different spaces to do alone work proved to be more challenging.

When **working with others** on campus, Faculty respondents were most satisfied with the collaborative spaces and technology that allowed them to connect with others. Group spaces that provide visual and acoustic privacy scored lowest.

When **working from home**, Faculty respondents were most satisfied with Students' ability to access them. Satisfaction with the ability to connect with colleagues received the lowest overall score.

Demographic Anomalies

Q11:

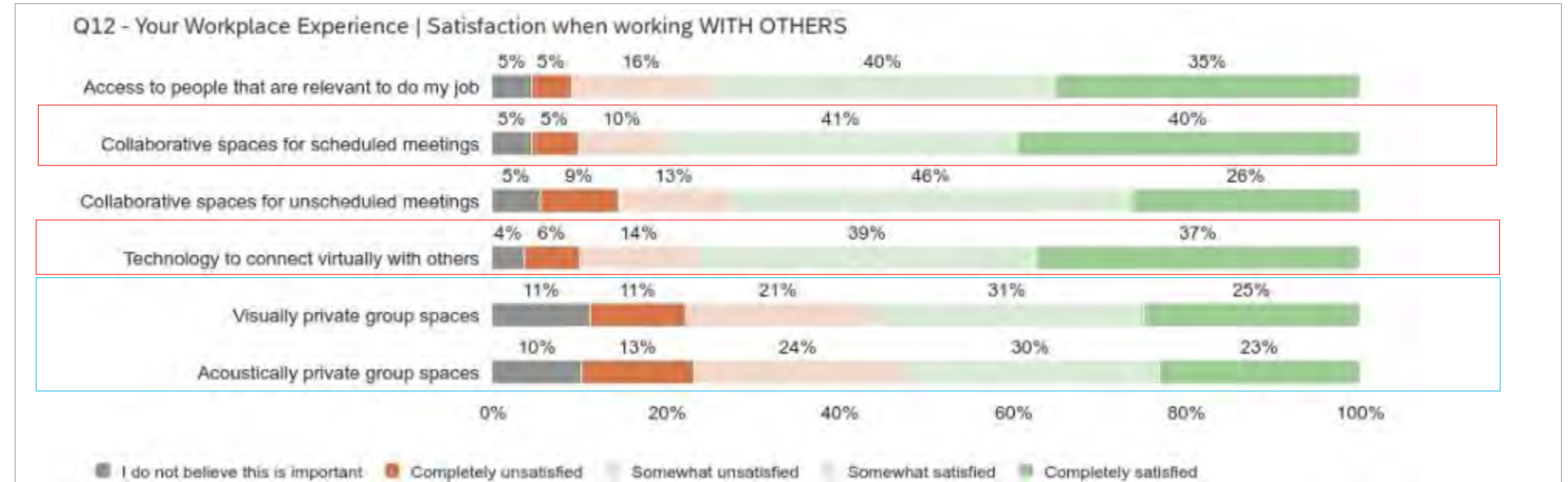
- N/A

Q12:

- N/A

Q13:

- N/A



 Highest response rate/s
 Lowest response rate/s

Faculty

Work Modes

The primary work mode for Faculty respondents was ‘teach’ followed by individual work (i.e., routine tasks, deep focus). Less than 5% of time is spent in the rejuvenate or socialize work modes.

Faculty respondents indicated they were the most satisfied with support for the work modes of alone – routine tasks, collaborative – sharing and teaching. While rejuvenate and socialize have room for improvement.

Faculty also indicated that alone - deep focus, ranked second in terms of time allocation, could be more effectively supported (only 43% completely satisfied).

Demographic Anomalies

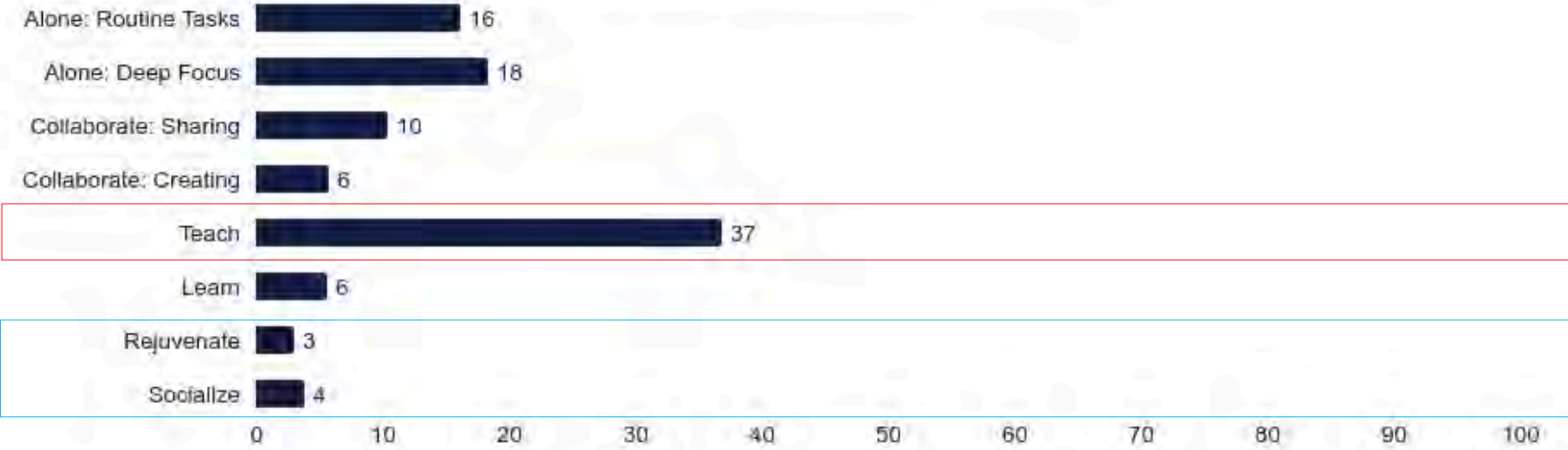
Q14:

- N/A

Q15:

- N/A

Q14 - Work Modes | Percentage of time spent in each work mode throughout the day



* Mean average of percentages identified by all question responses are shown for each work mode

Q15 - Work Modes | To what extent does your workplace support each of the following work modes?



 Highest response rate/s
 Lowest response rate/s

Faculty

Tools + Technology

Faculty reported that the Wi-Fi network, technology that enables access and sharing of information, and mobile devices were the technology elements they deemed most important.

Signaling presence and availability and the meeting reservation system ranked lowest in terms of importance overall.

Faculty reported they were most satisfied with the technology elements they considered most important (i.e., Wi-Fi network, technology that enables access and sharing of information, options to bring your own device).

The meeting space reservation system was considered to be the least important technology element. Technology designed for hybrid collaboration and flexible furniture also received low satisfaction scores.

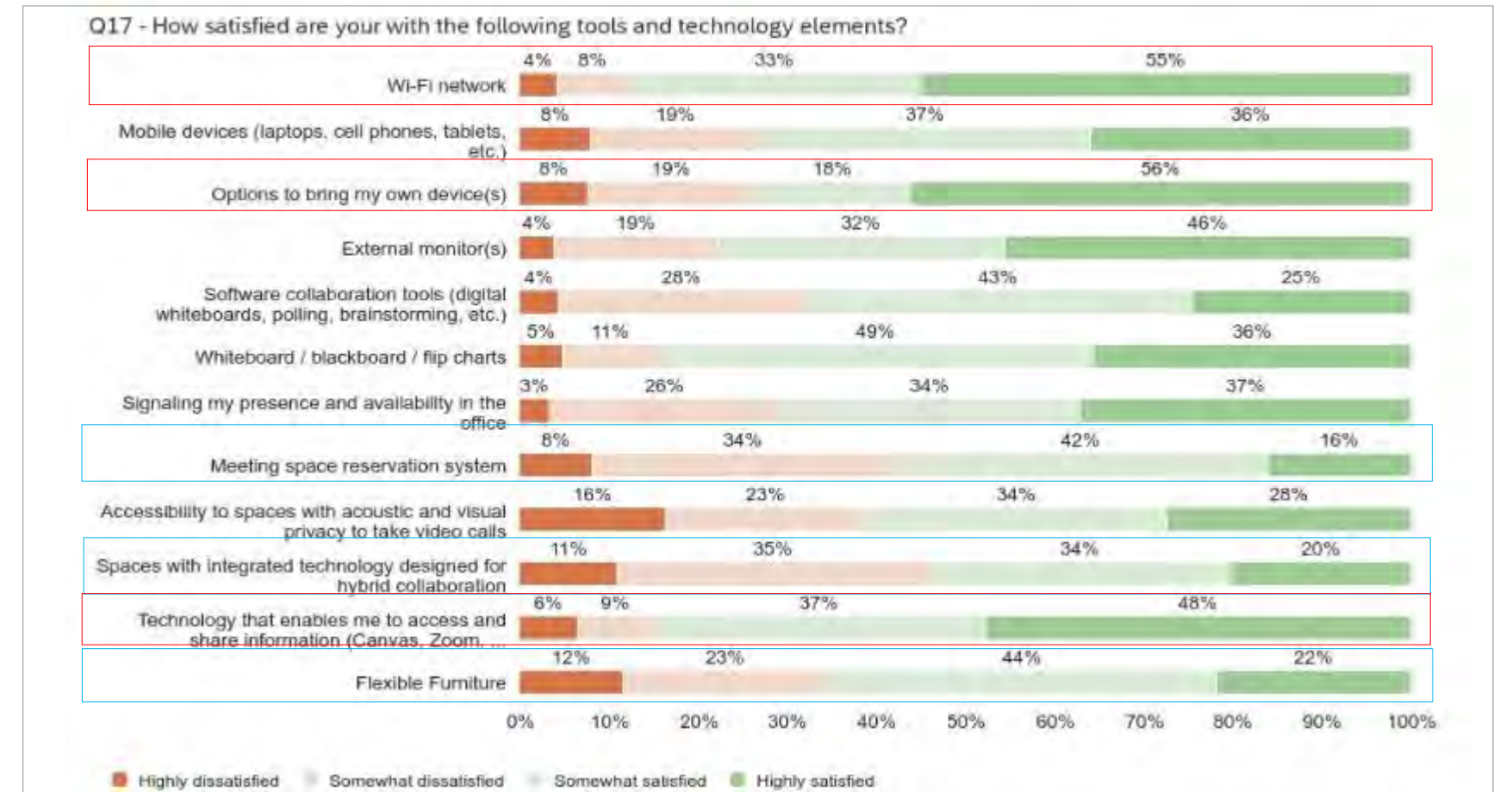
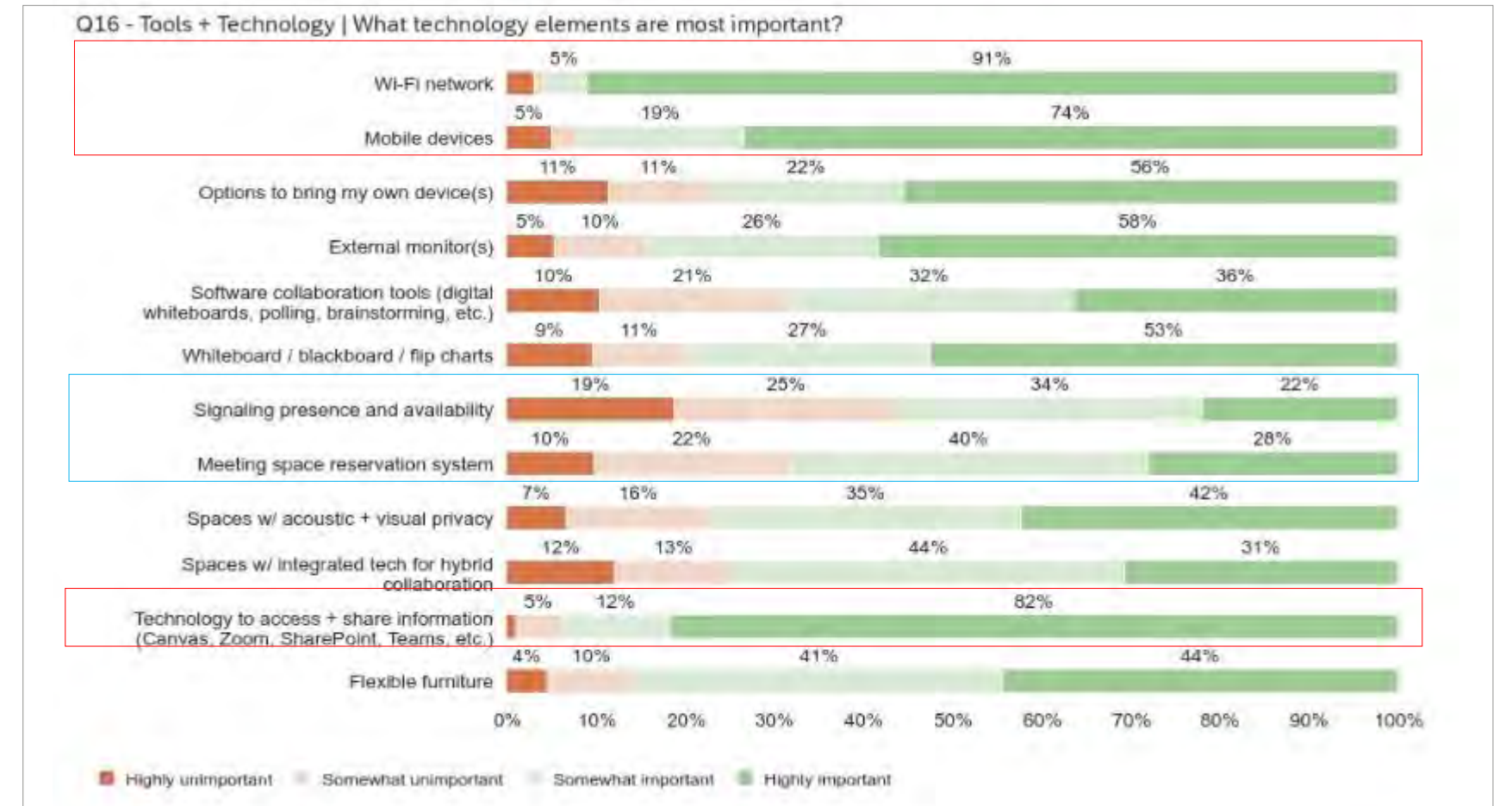
Demographic Anomalies

Q16:

- 30% of respondents with more than 20 years of tenure reported the Wi-Fi network was 'highly important'.

Q17:

- N/A



 Highest response rate/s
 Lowest response rate/s

Faculty

Tools + Technology

Faculty rated their online experience as high (3.22 out of 4).

Less than a quarter of Faculty respondents (21%) felt that tools and technology were completely accessible to everyone.

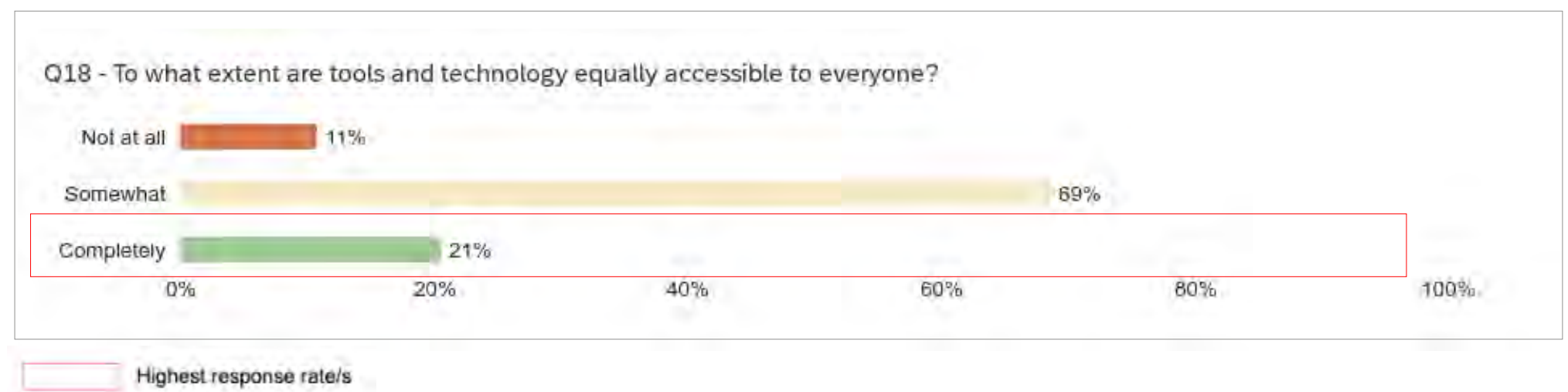
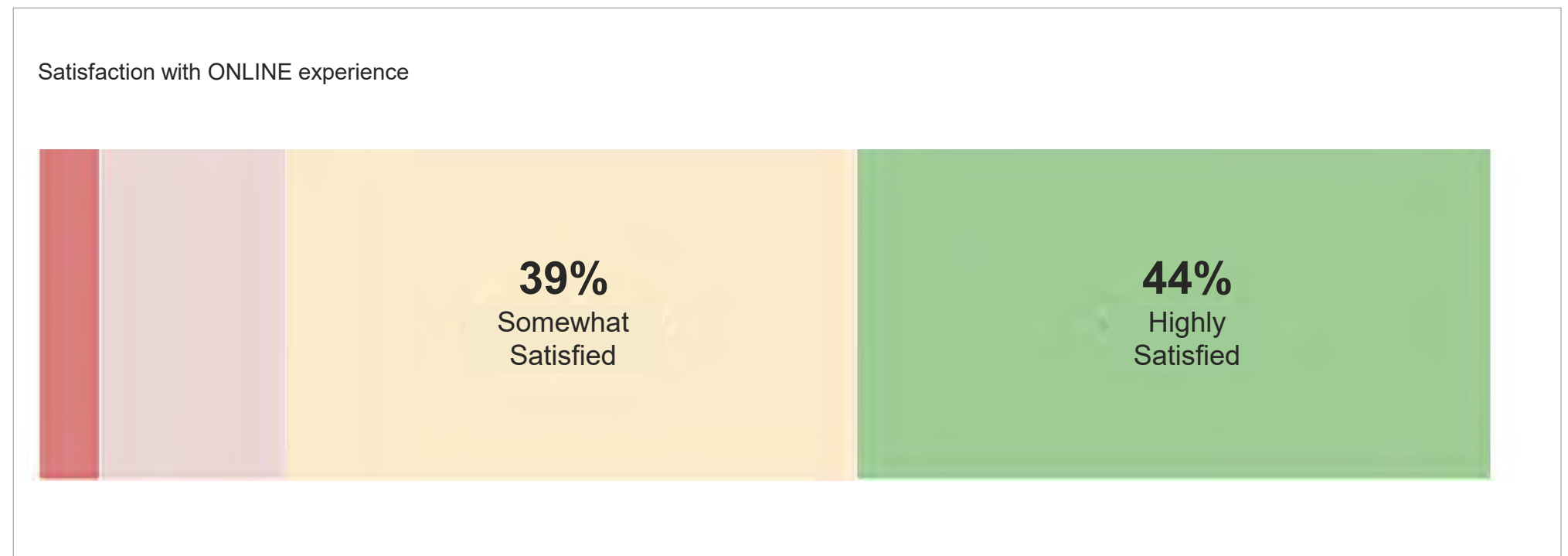
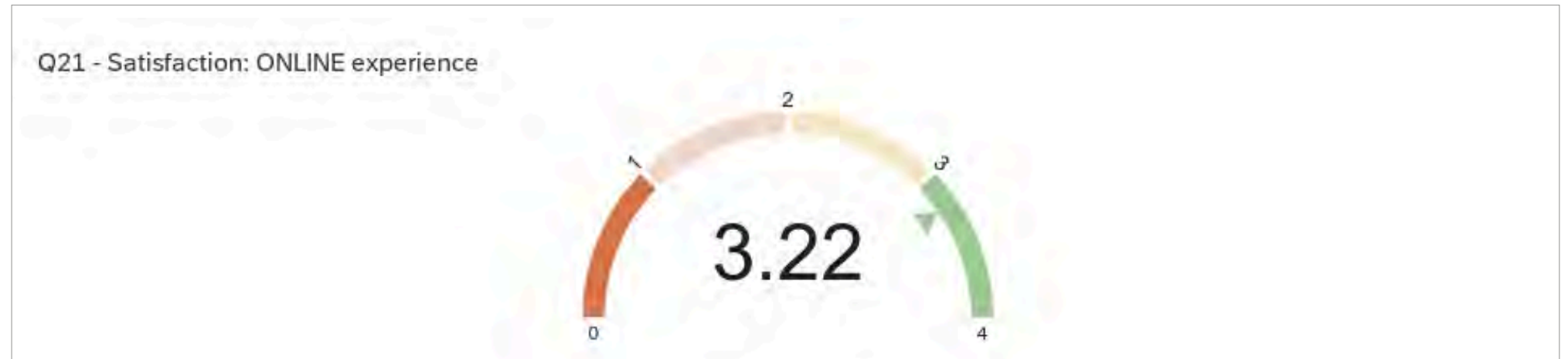
Demographic Anomalies

Q21:

- Male respondents scored their online experience as 2.86.

Q18:

- N/A



06. Appendix

Space Utilization Survey Key Findings

Classified Professionals

Classified Professionals

Key Findings

This page provides select findings from the Experience Survey conducted for Classified Professionals.



4

of the top 5 primary reasons to come to campus are **connecting to Students and peers, being part of a community** and the **vibrant and inspiring environment**.



70%

of time is spent in an **assigned office** or **workstation**



57%

of Classified Professional's time during the day is spent working **Alone**, either on **Routine Tasks** or **Deep Focus**



53%

of respondents were not "highly satisfied" with the **"on-campus"** experience, and **39%** were not "highly satisfied" with the **"online experience"**

Classified Professionals

Overview

This section contains an overview of key findings from the Experience Survey conducted for Classified Professionals from Folsom Lake College. The survey contained 23 questions focusing on the following areas:

- Campus, classroom, online, and workplace experience
- Work from home experience
- Primary workspace
- Work modes
- Tools and technology
- Satisfaction
- Demographics

Survey Respondents

A total of 94 Classified Professionals responded to the survey (23.7% response rate). Respondents primarily derived from 3 department groups and more than 19 areas of work. The largest portions of respondents included:

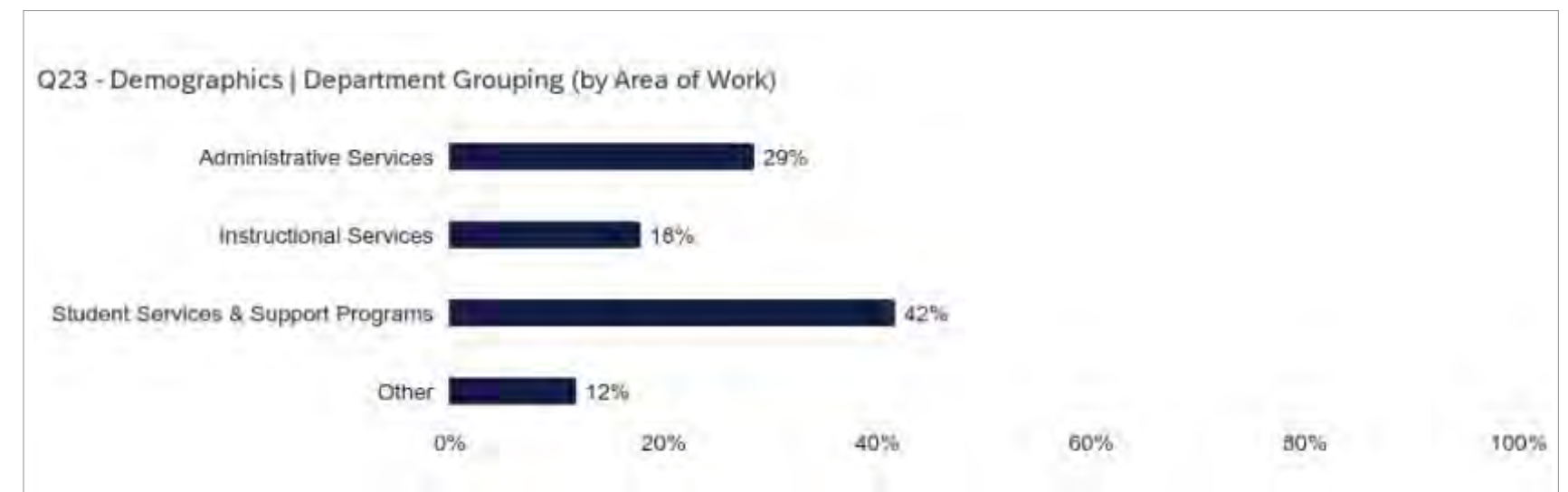
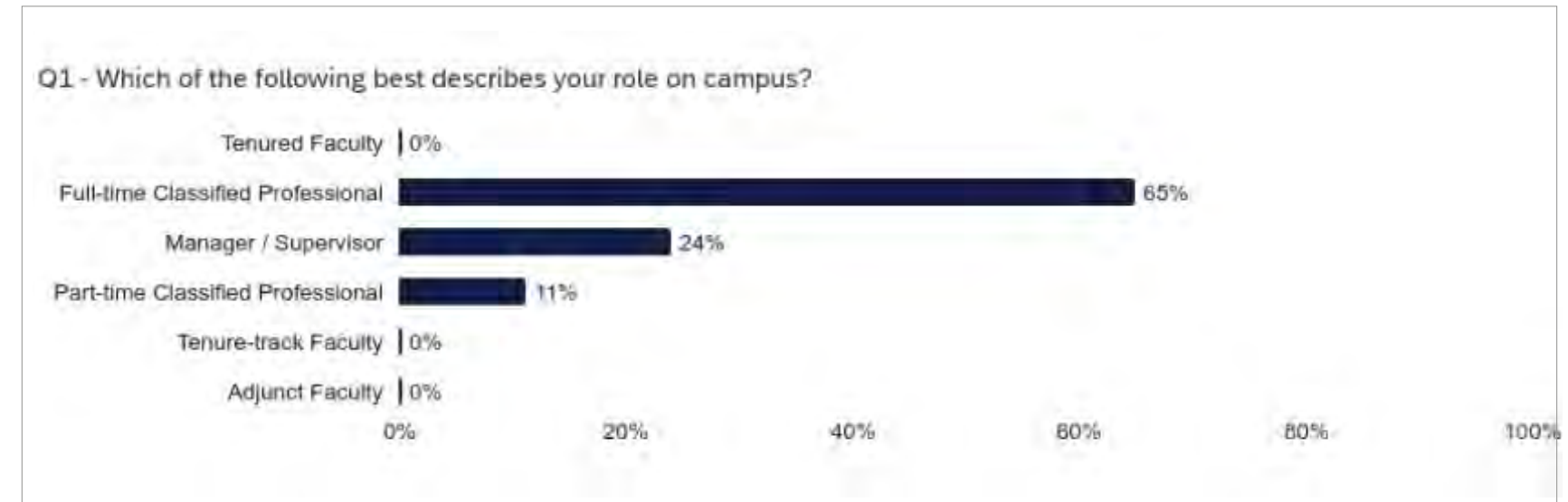
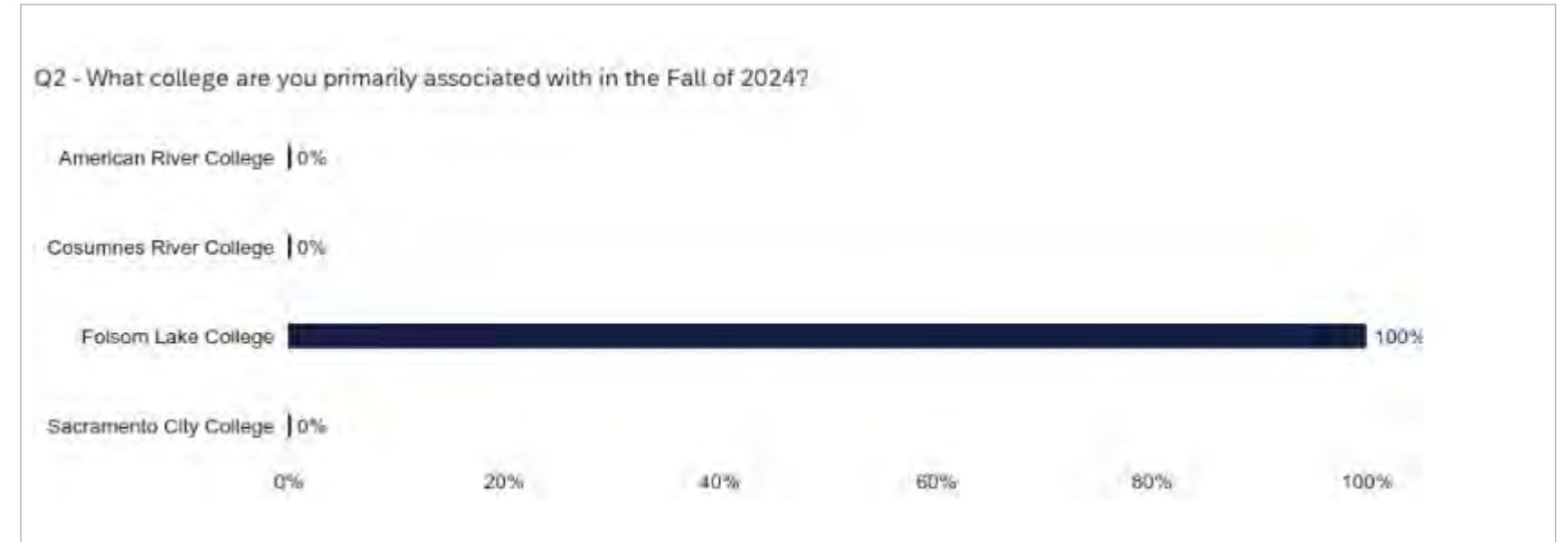
Department Group

- 42% of respondents were from Student Services & Support Programs
- 29% of respondents were from Administrative Services
- 18% of respondents were from Instructional Services

Area of Work

- 13% Student Services & Support Programs
- 10% IT and Media Services
- 10% Instructional

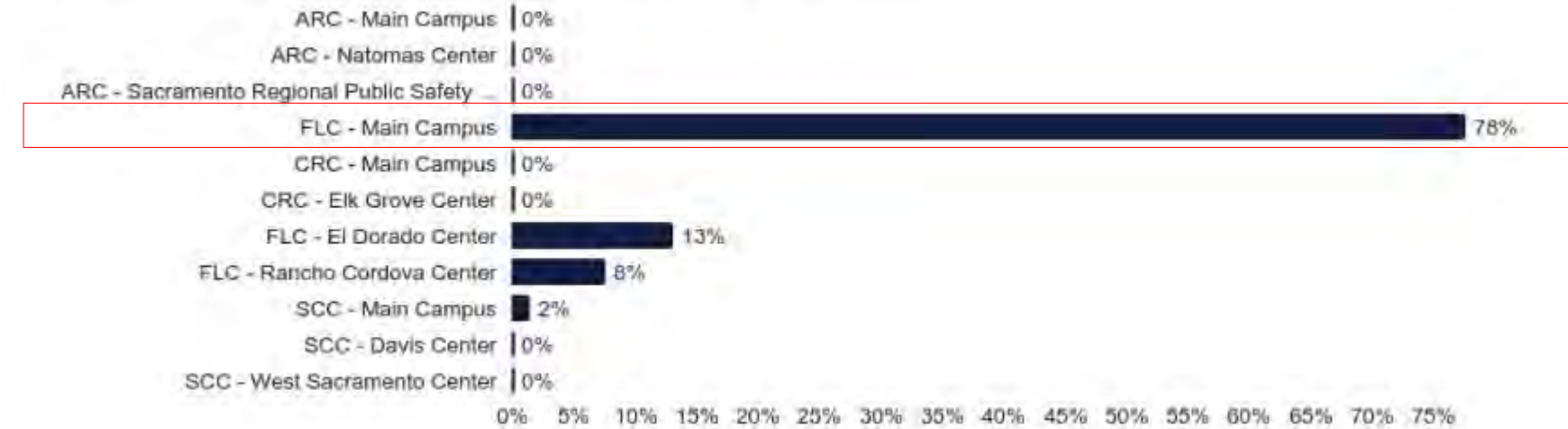
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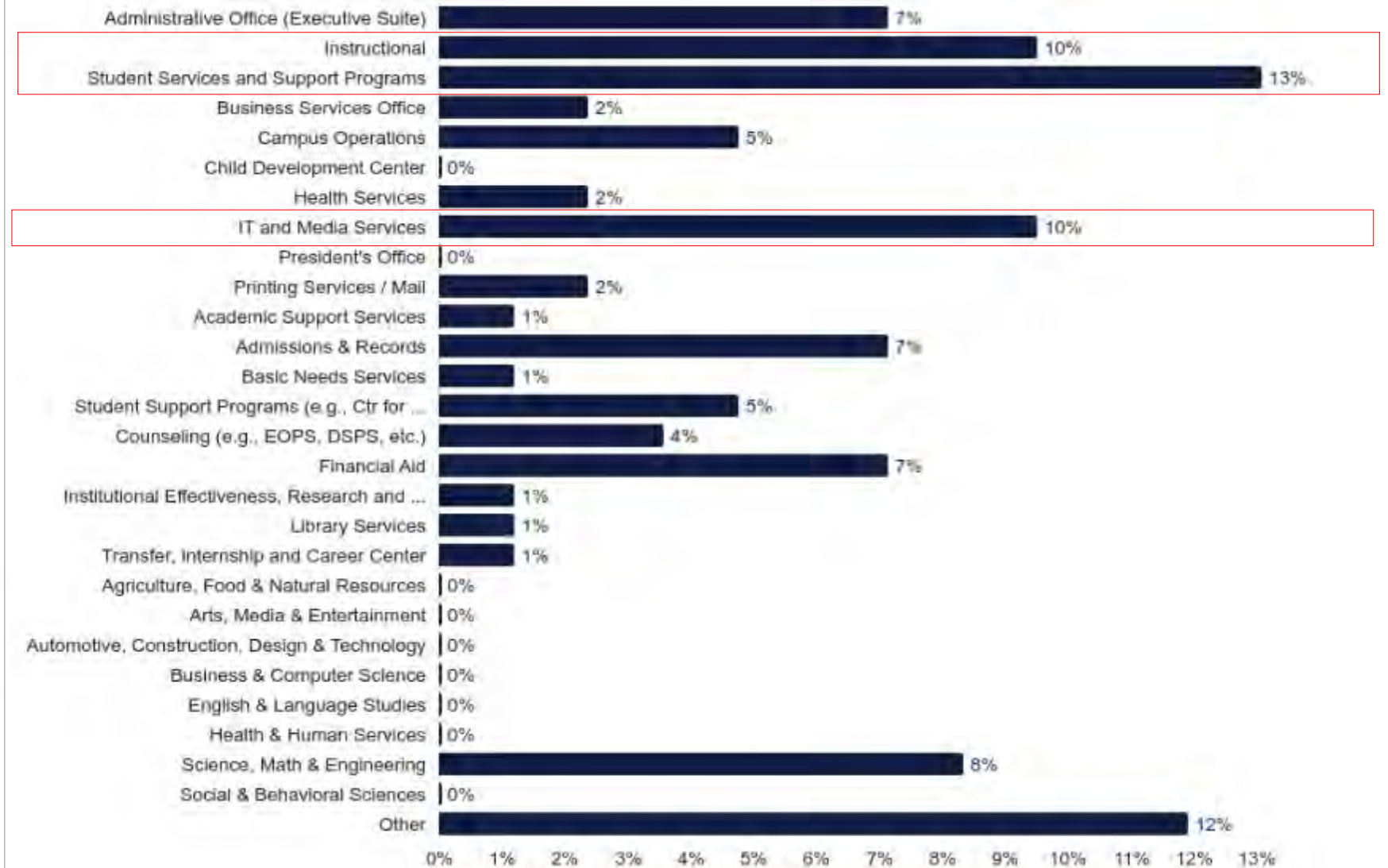
Classified Professionals

Survey Respondents (Continued)

Q3 - Where You Are | Select all campuses that you work at in the Fall of 2023.



Q22 - Demographics | Area of Work



Highest response rate/s

Classified Professionals

Survey Respondents (Continued)

The largest portion of respondents came from the following demographic groups:

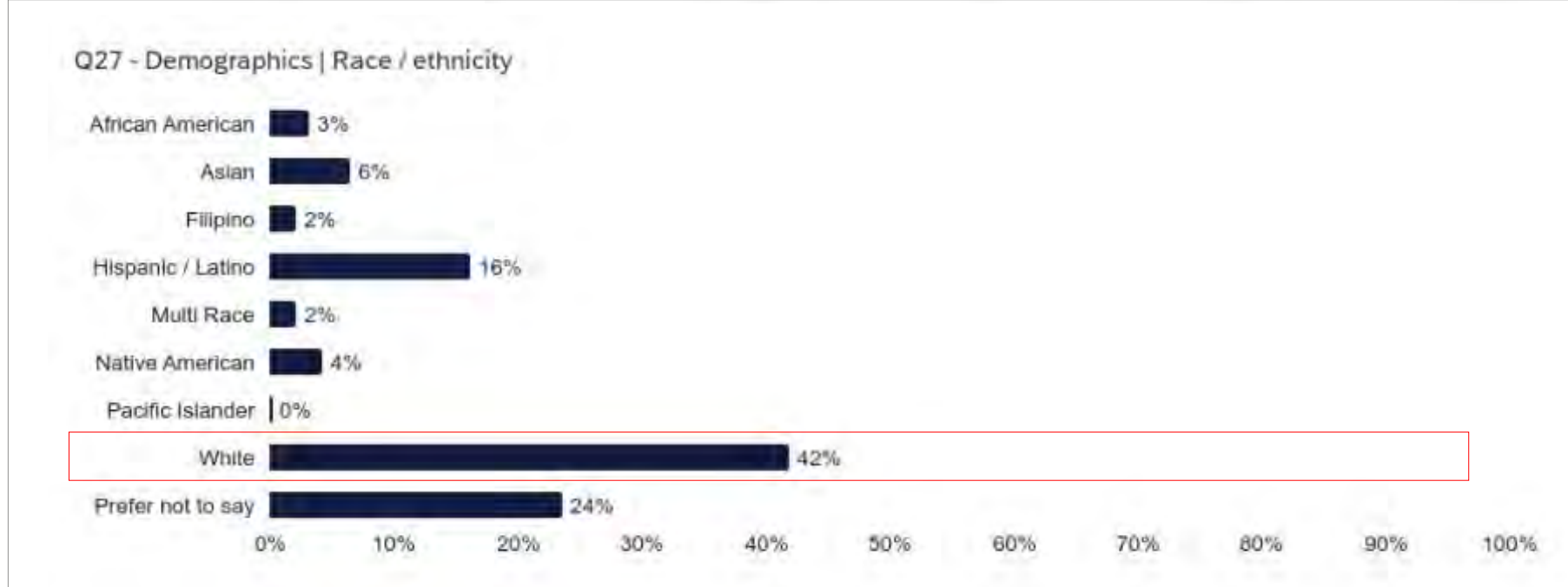
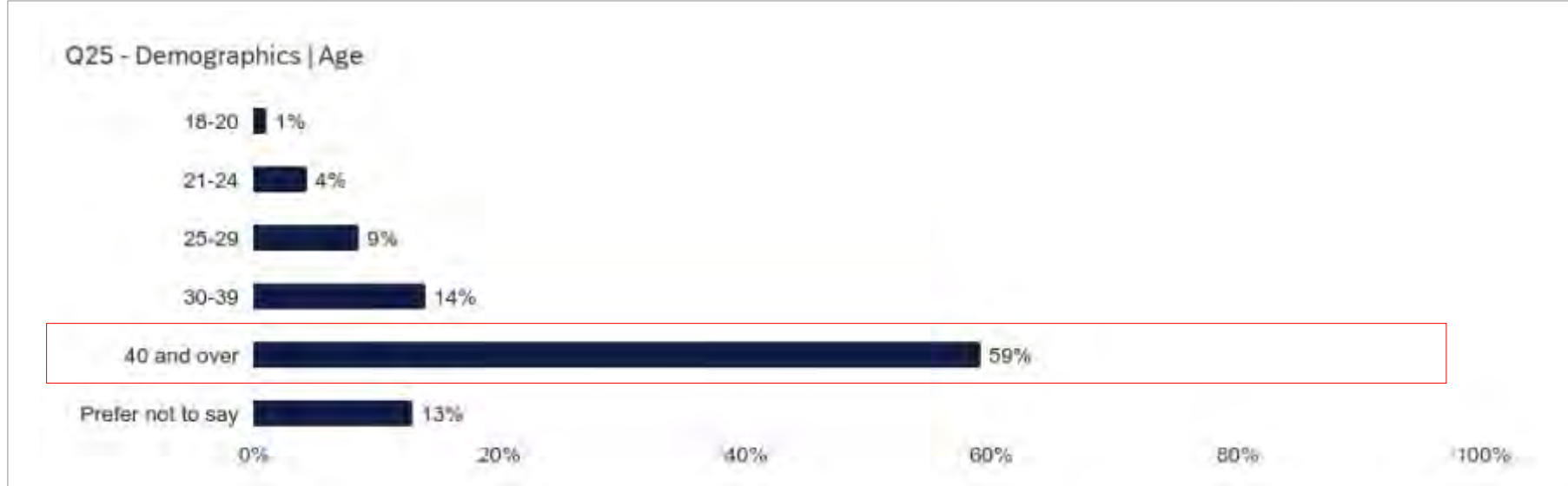
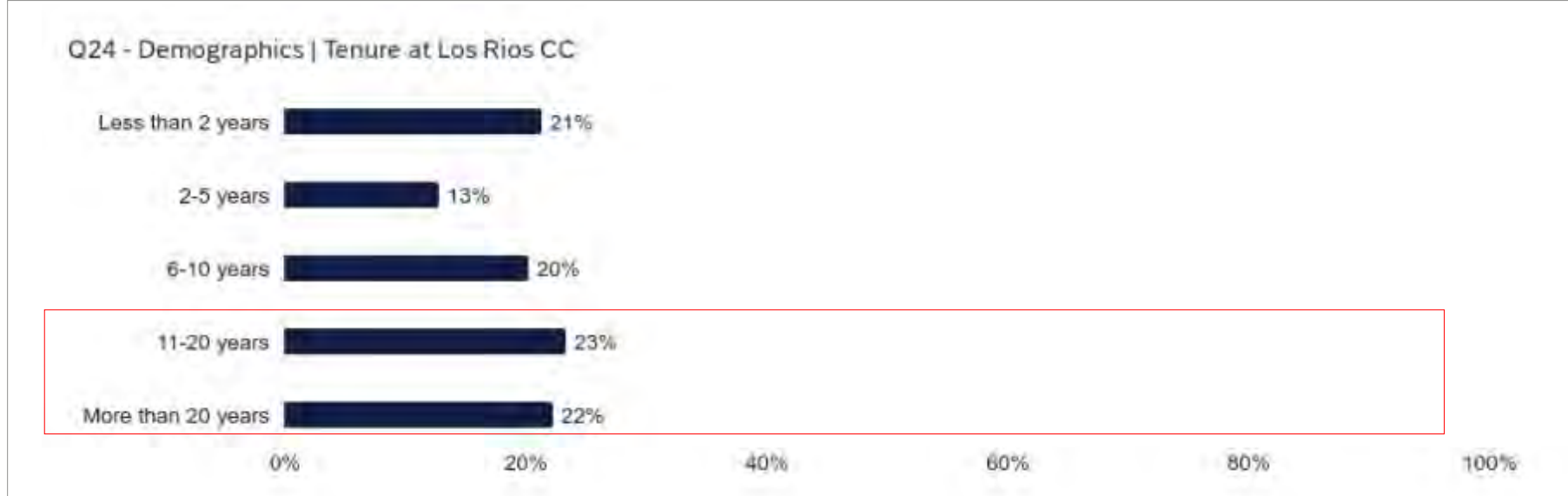
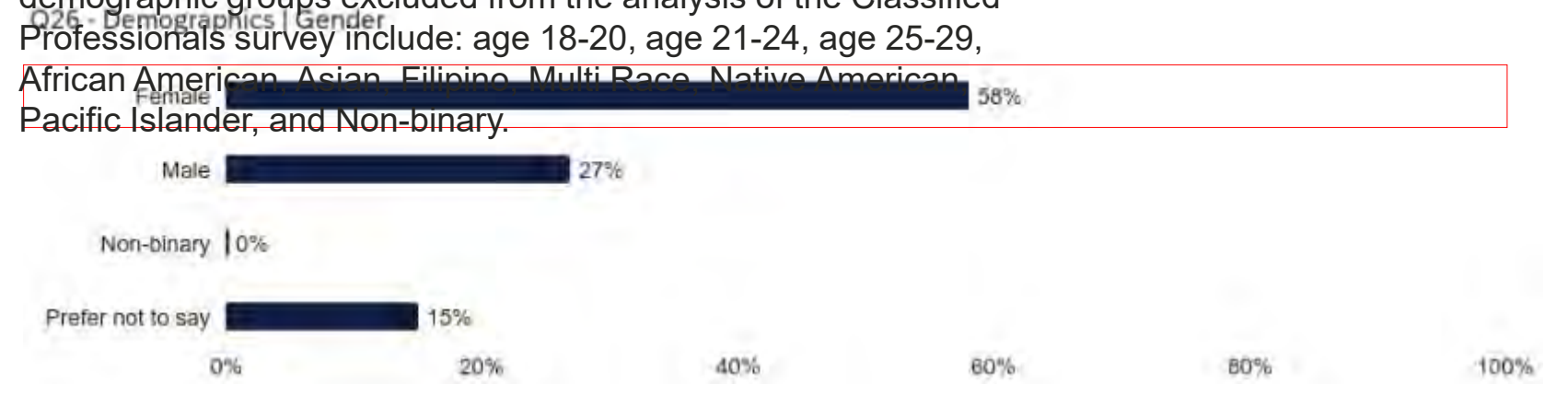
- More than 11 years of tenure (45%)
- Age 40 years and over (59%)
- Female (58%)
- White race/ethnicity (42%)

Analysis and Key Findings

The overall key findings from the survey completed by FLC Classified Professionals are included on the following pages.

Additionally, demographic groups with significant deviations from average results - defined as a difference of 25% or 25 points or more – have been included under *Demographic Anomalies*. Demographic groups and survey questions with less than 10 respondents have been excluded from this analysis based on individual privacy concerns and the efficacy of this data. The

demographic groups excluded from the analysis of the Classified Professionals survey include: age 18-20, age 21-24, age 25-29, African American, Asian, Filipino, Multi Race, Native American, Pacific Islander, and Non-binary.



Legend: [Red box] Highest response rate/s

Classified Professionals

Time in Locations

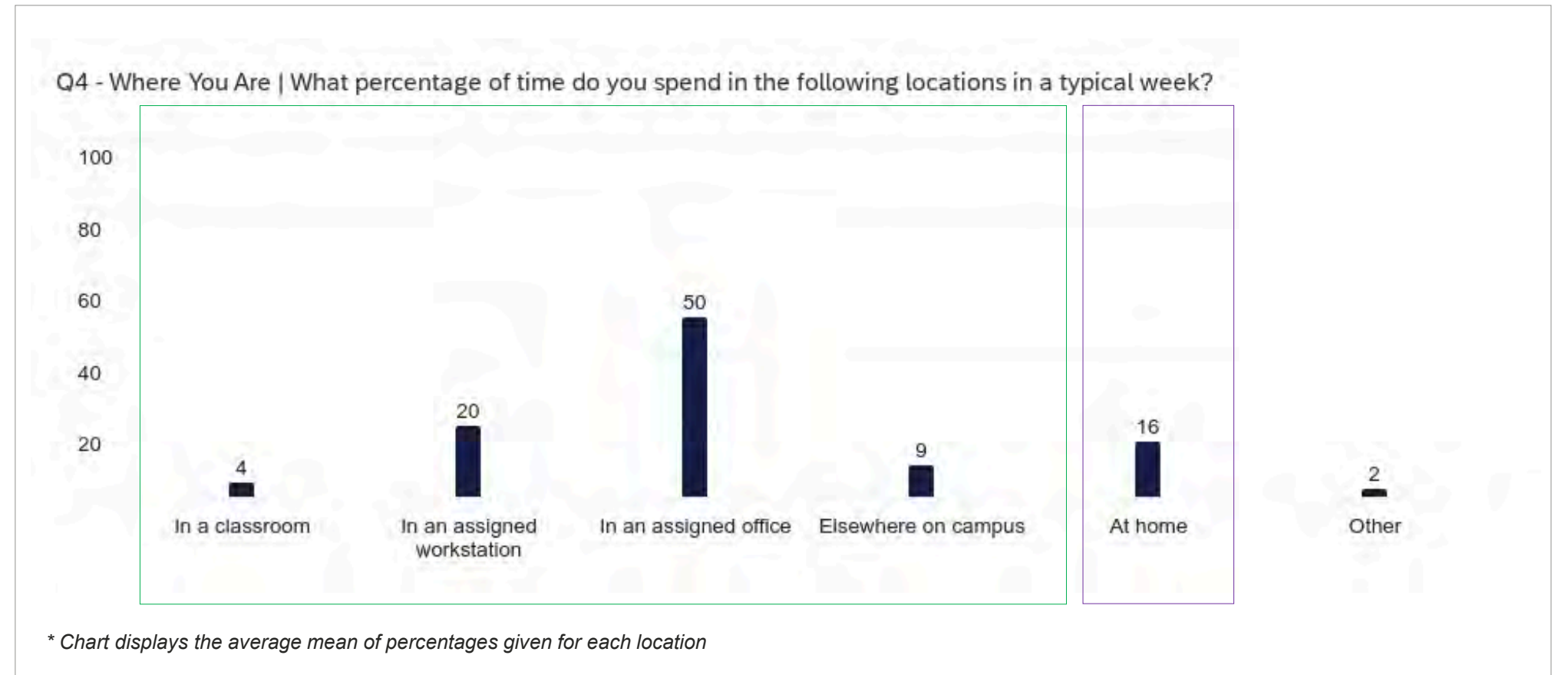
Classified Professionals spend the majority of their time on campus (83%) and a relatively small amount of their time working from home (16%).

When on campus, Classified Professionals spend the majority of their time in an assigned office (60%), followed by in an assigned workstation (24%).

Demographic Anomalies

Q4:

- N/A



Classified Professionals

Campus Experience

Classified Professionals spend the majority of their time on campus (83%) and rate their on-campus experience as high (3.30 out of 4).

Demographic Anomalies

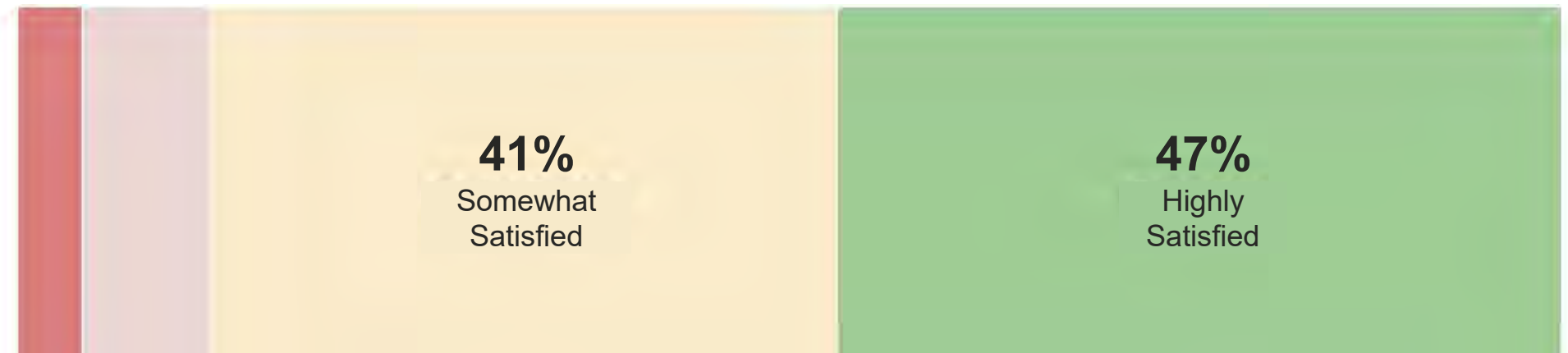
Q19:

- Respondents with 2-5 years of tenure scored their on-campus experience as 3.00.
- Respondents with more than 20 years of tenure scored their on-campus experience as 3.57.
- Male respondents scored their on-campus experience as 3.00.

Q19 - Satisfaction: ON CAMPUS experience



Satisfaction with ON CAMPUS experience



Classified Professionals

Campus Experience

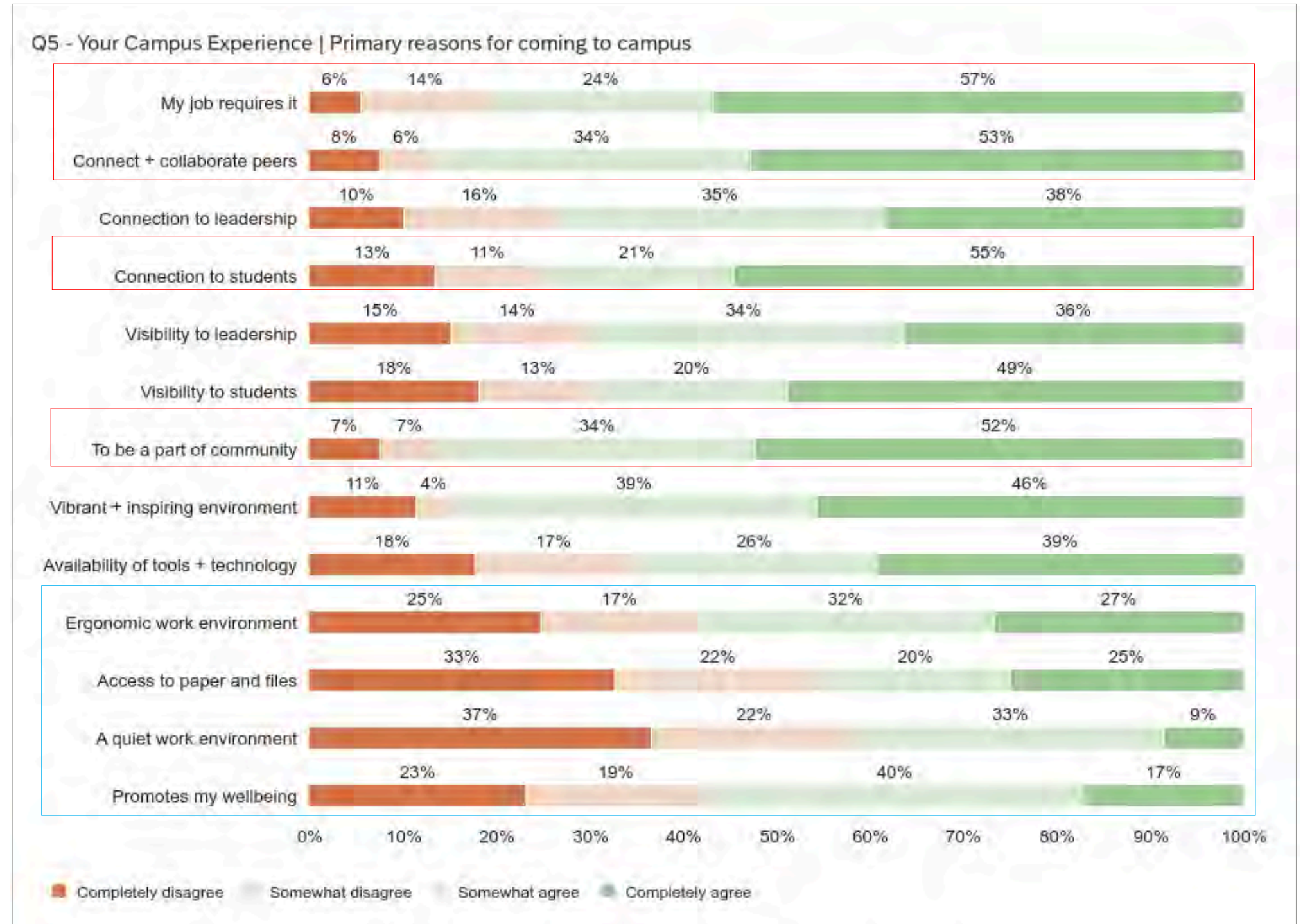
Classified Professionals primary reasons for coming on campus include it's a job requirement, connecting to Students and peers, being part of a community and the vibrant and inspiring environment.

Consistent with Faculty and Students, wellbeing, ergonomic support, and a quiet work environment received the lowest scores, suggesting these areas are key areas of challenge.

Demographic Anomalies

Q5:

- N/A



Classified Professionals

Classroom Experience

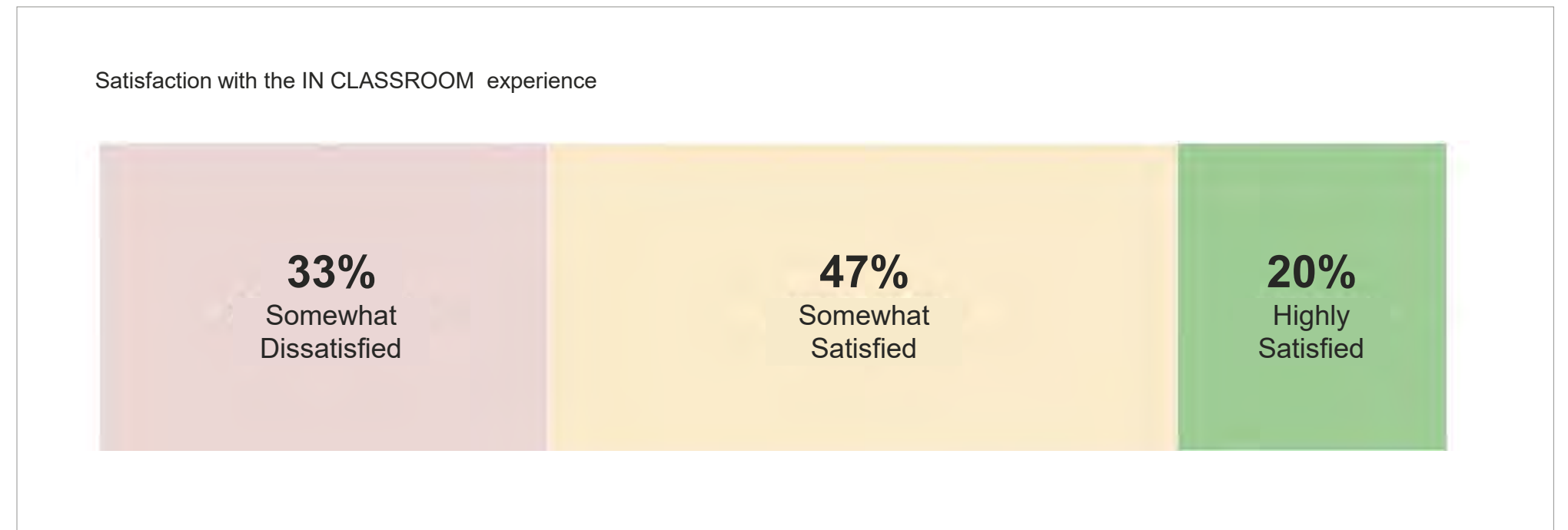
When on campus, Classified Professional respondents reported spending 5% of their time in a classroom.

Classified Professionals satisfaction with the in-classroom experience scored lowest in comparison with on-campus and online experiences. This score, however, was moderate overall (2.87 out of 4).

Demographic Anomalies

Q20:

- Respondents with 2-5 years of tenure scored their in-classroom experience as 2.33.
- Respondents with 6-10 years of tenure scored their in-classroom experience as 3.50.
- Respondents age 30-39 years scored their in-classroom experience as 2.00.
- Respondents age 40 years and over scored their in-classroom experience as 3.14.
- Hispanic respondents scored their in-classroom experience as 2.00.
- Male respondents scored their in-classroom experience as 2.60.



Classified Professionals

Primary Workspace

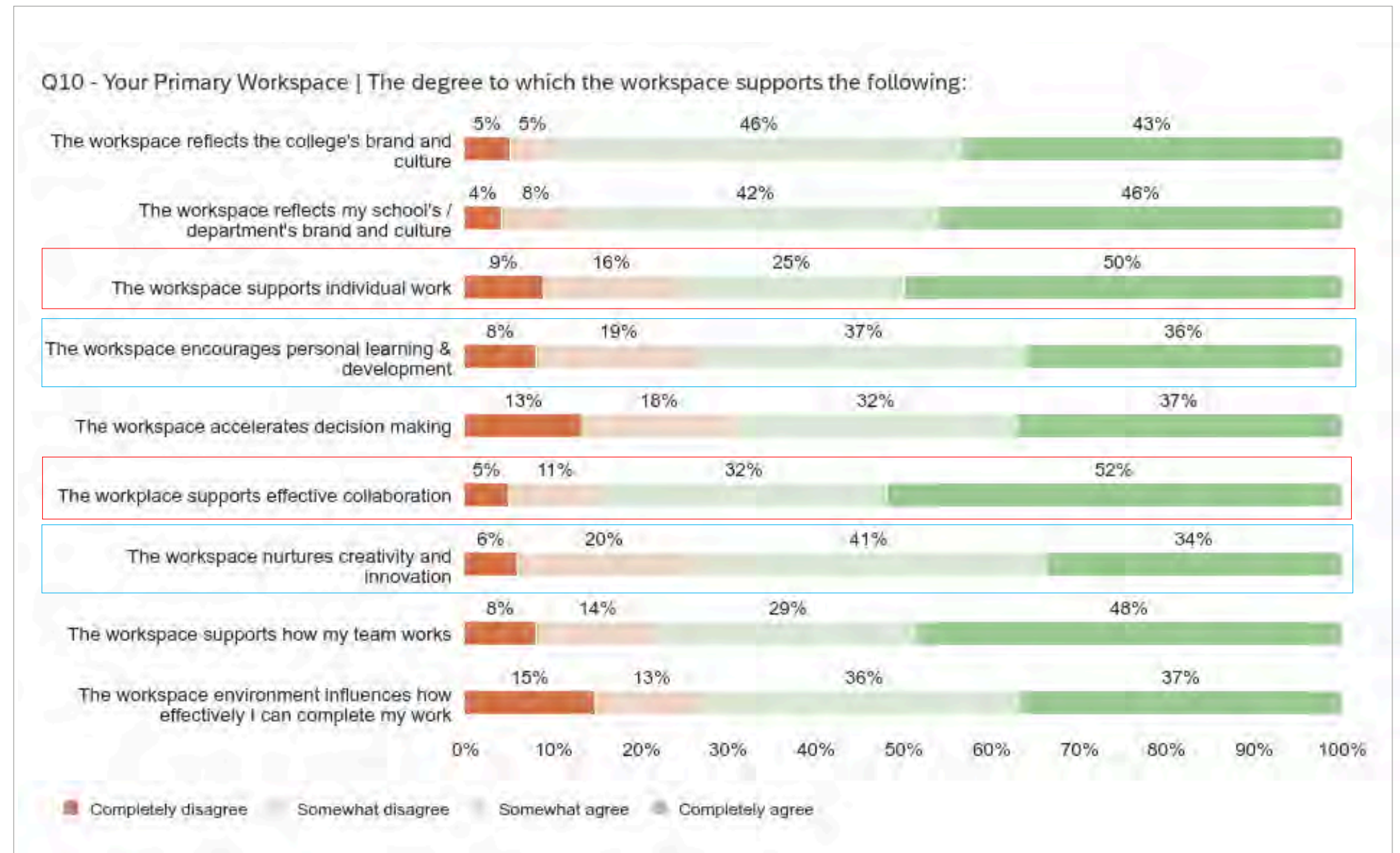
Classified Professionals reported their primary workspace best supports effective collaboration and individual work. These results are consistent with the findings from Faculty. It should be noted, however, these scores were still moderate overall.

The workspace ability to 'nurture creativity and innovation' and 'encourage personal learning and development' received the lowest scores, revealing important areas of focus and improvement.

Demographic Anomalies

Q10:

- 15% of respondents age 30-39 years 'completely agree' the workspace accelerates decision-making.



 Highest response rate/s
 Lowest response rate/s

Classified Professionals

Working Alone, With Others, and From Home

When **working alone** on campus, Classified Professionals reported the highest satisfaction with their ability to access tools/technology and information. Accessing different spaces to do alone work proved to be more challenging, consistent with findings from Faculty.

When **working with others** on campus, Classified Professionals were most satisfied with technology to connect virtually with others. Acoustically and visually private spaces for group work scored lowest, consistent with Faculty responses.

When **working from home**, Classified Professionals were most satisfied with access to necessary technology however satisfaction was high across all aspects of this question. Satisfaction with Students ability to easily access them ranked lowest, though still moderate overall. This was a significant difference from the results reported by Faculty.

Demographic Anomalies

Q11:

- 46% of respondents age 30-39 years are 'completely unsatisfied' with their choice of different places to work alone.

Q12:

- N/A

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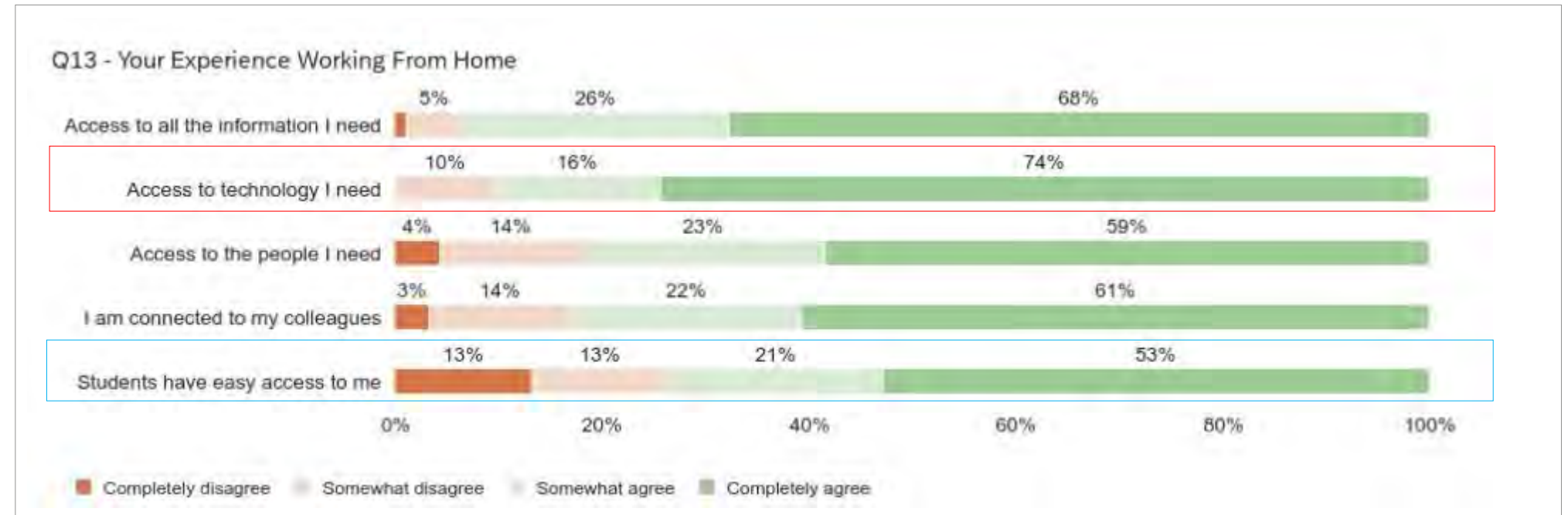
Classified Professionals

Working Alone, With Others, and From Home

Demographic Anomalies (Continued)

Q13:

- 80% of respondents with 11-20 years of tenure 'completely agree' that Students can easily access them.
- 30% of respondents with more than 20 years of tenure 'completely agree' they can access the people they need.
- 35% of respondents with more than 20 years of tenure 'completely agree' they are connected to their colleagues.
- 100% of respondents age 30-39 years 'completely agree' they can access the technology they need.
- 85% of respondents age 30-39 years 'completely agree' they can access the people they need.



 Highest response rate/s
 Lowest response rate/s

Classified Professionals

Work Modes

The primary work mode for Classified Professionals was individual work (i.e., routine tasks, deep focus) which constituted more than half of their time (57%). Relatively little time was spent in the 'teach' or 'rejuvenate' work modes.

The 'learn' work mode also constituted very little of Classified Professionals respondents time (<5%). This was also reflected in the low scores the primary workspaces received in supporting 'personal learning and development' (Q10) as well the extent to which the overall workplace supports learning (Q15).

The 'collaborate – sharing' work mode was perceived as being best supported by the workplace, followed by 'collaborate - creating' and 'alone - routine tasks.' It is important to note that all work modes were supported only to a low to moderate degree by the workplace.

A significant gap exists between the amount of time spent in the 'alone - deep focus' work mode and the extent to which it is being supported in the workplace. Closing this gap should be an area of focus moving forward.

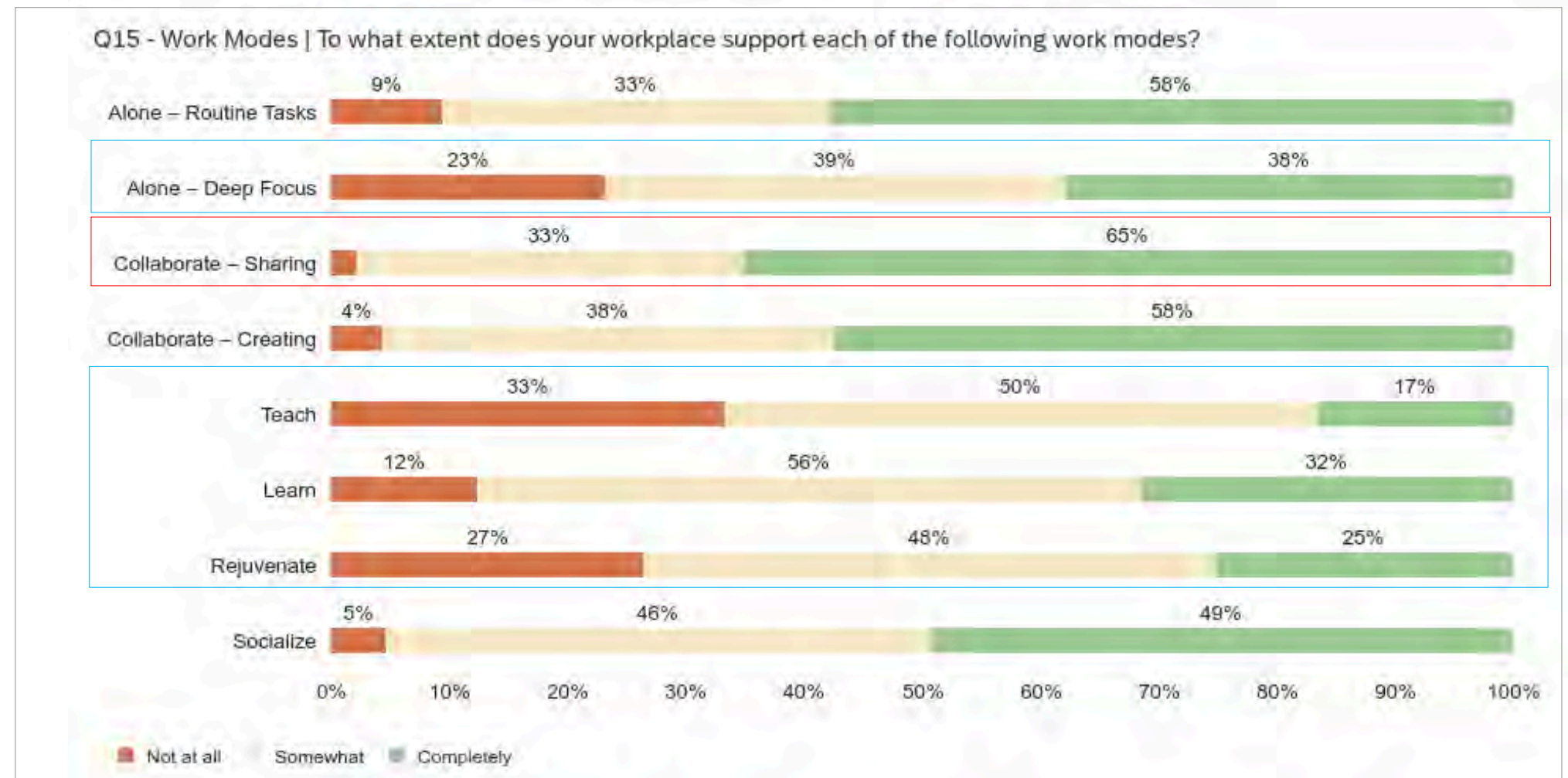
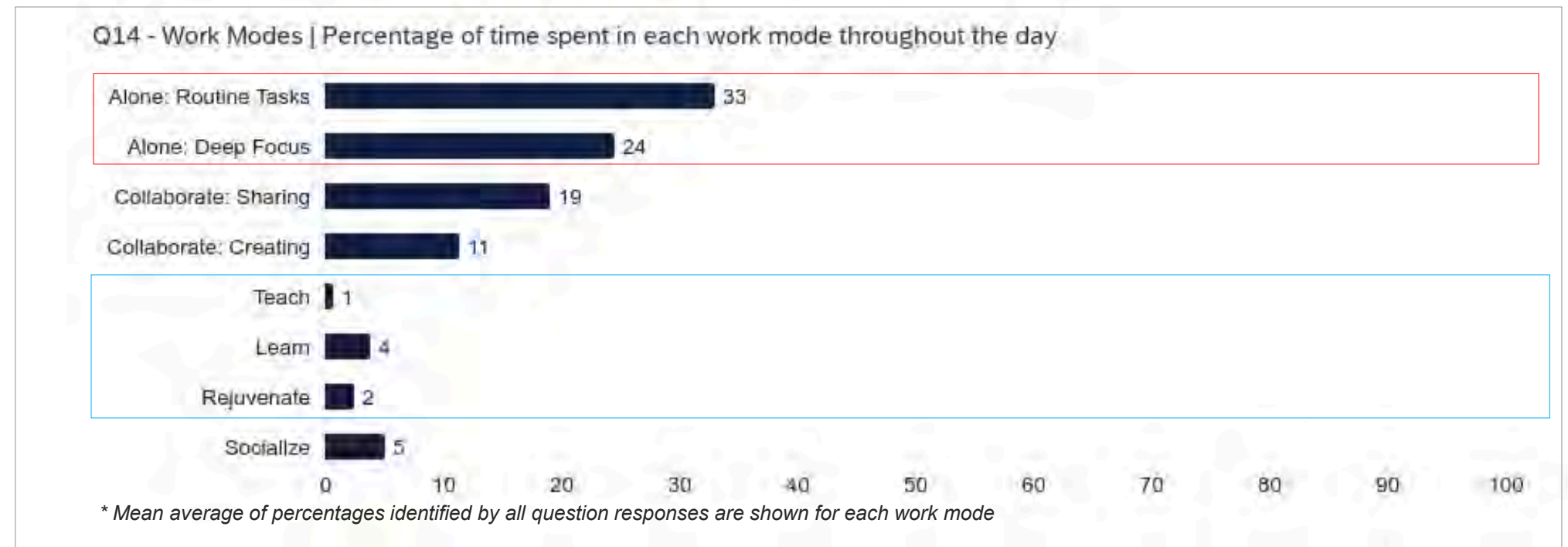
Demographic Anomalies

Q14:

- N/A

Q15:

- 60% of respondents with more than 20 years of tenure reported



- Highest response rate/s
- Lowest response rate/s

Classified Professionals

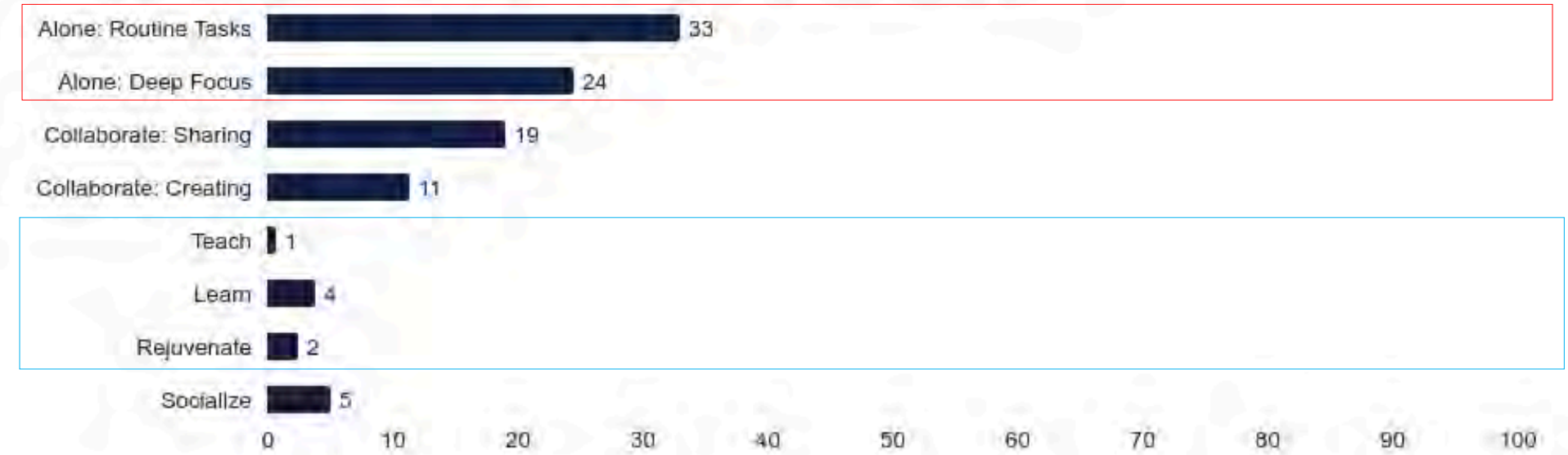
Work Modes

Demographic Anomalies (Continued)

Q15:

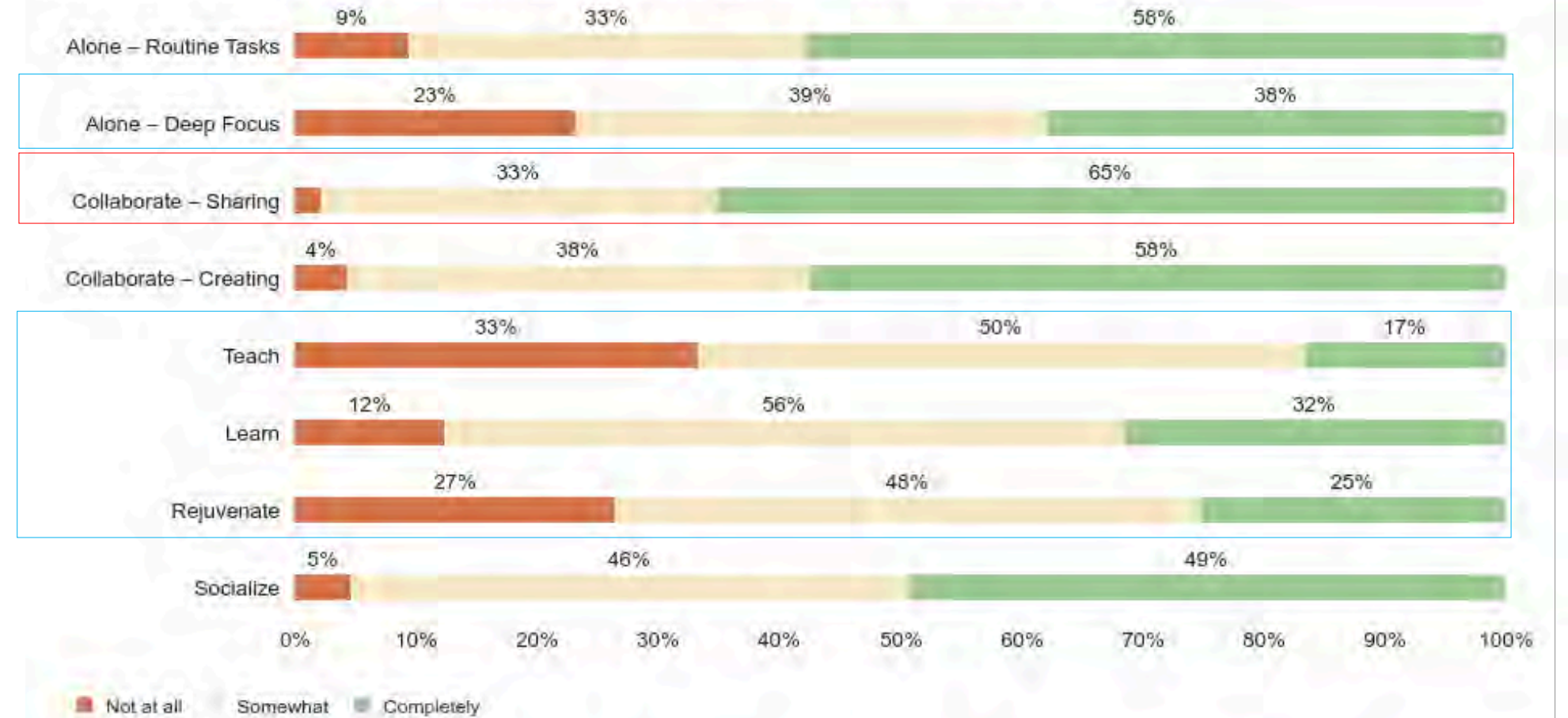
- 100% of respondents with 6-10 years of tenure reported the workplace 'somewhat' supports the 'teach' work mode.
- 100% of respondents with 11-20 years of tenure reported the workplace 'somewhat' supports the 'teach' work mode.
- 50% of respondents with 20 years or more of tenure reported the workplace 'completely' supports the 'teach' work mode.
- 50% of Hispanic respondents reported the workplace 'completely' supports the 'teach' work mode.

Q14 - Work Modes | Percentage of time spent in each work mode throughout the day



* Mean average of percentages identified by all question responses are shown for each work mode

Q15 - Work Modes | To what extent does your workplace support each of the following work modes?



Highest response rate/s
 Lowest response rate/s

Classified Professionals

Tools + Technology

Classified Professionals responded that the Wi-Fi network, mobile devices, external monitors and technology that enables access and sharing of information were the most important technology elements, consistent with Faculty and Student responses.

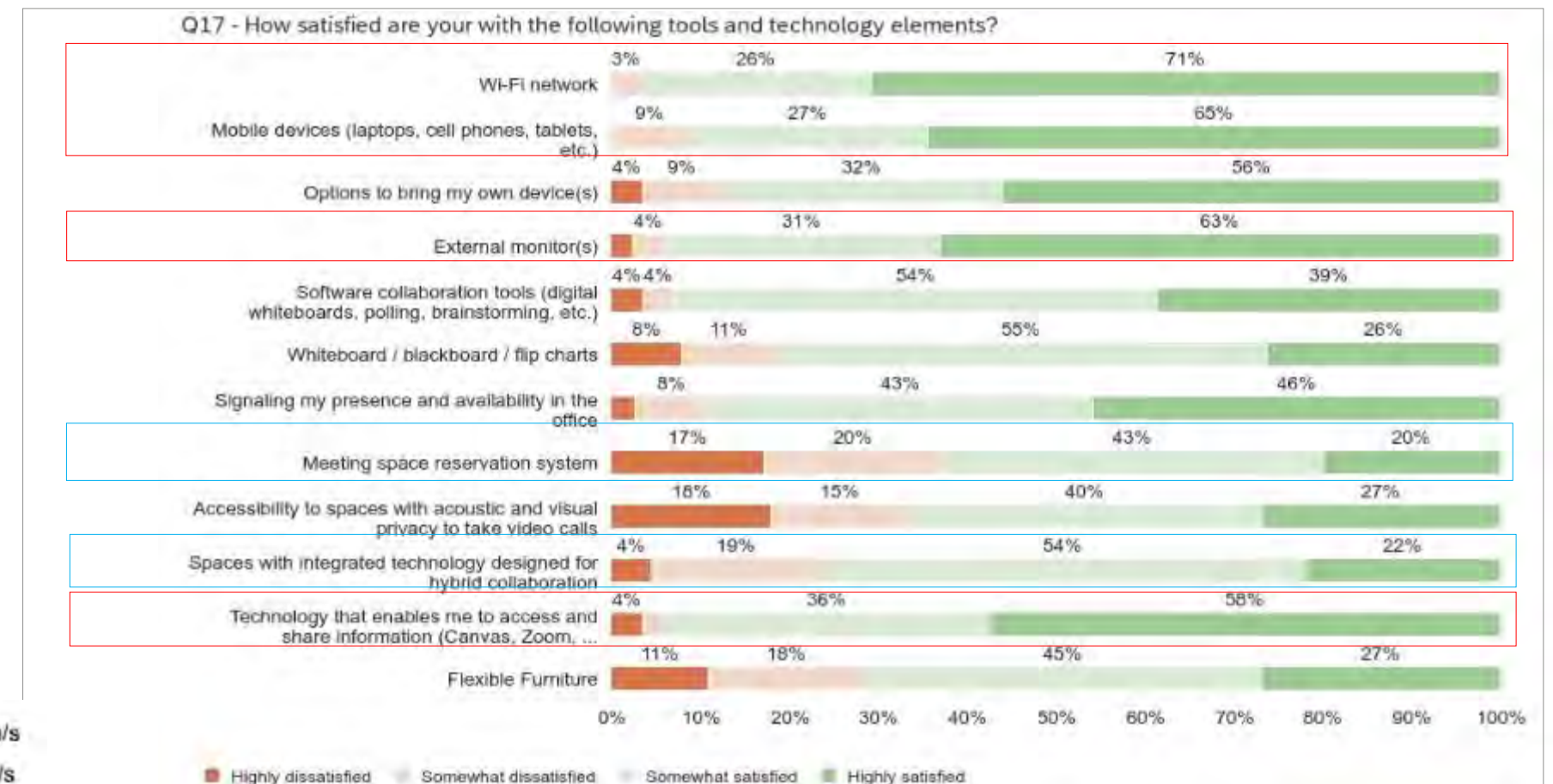
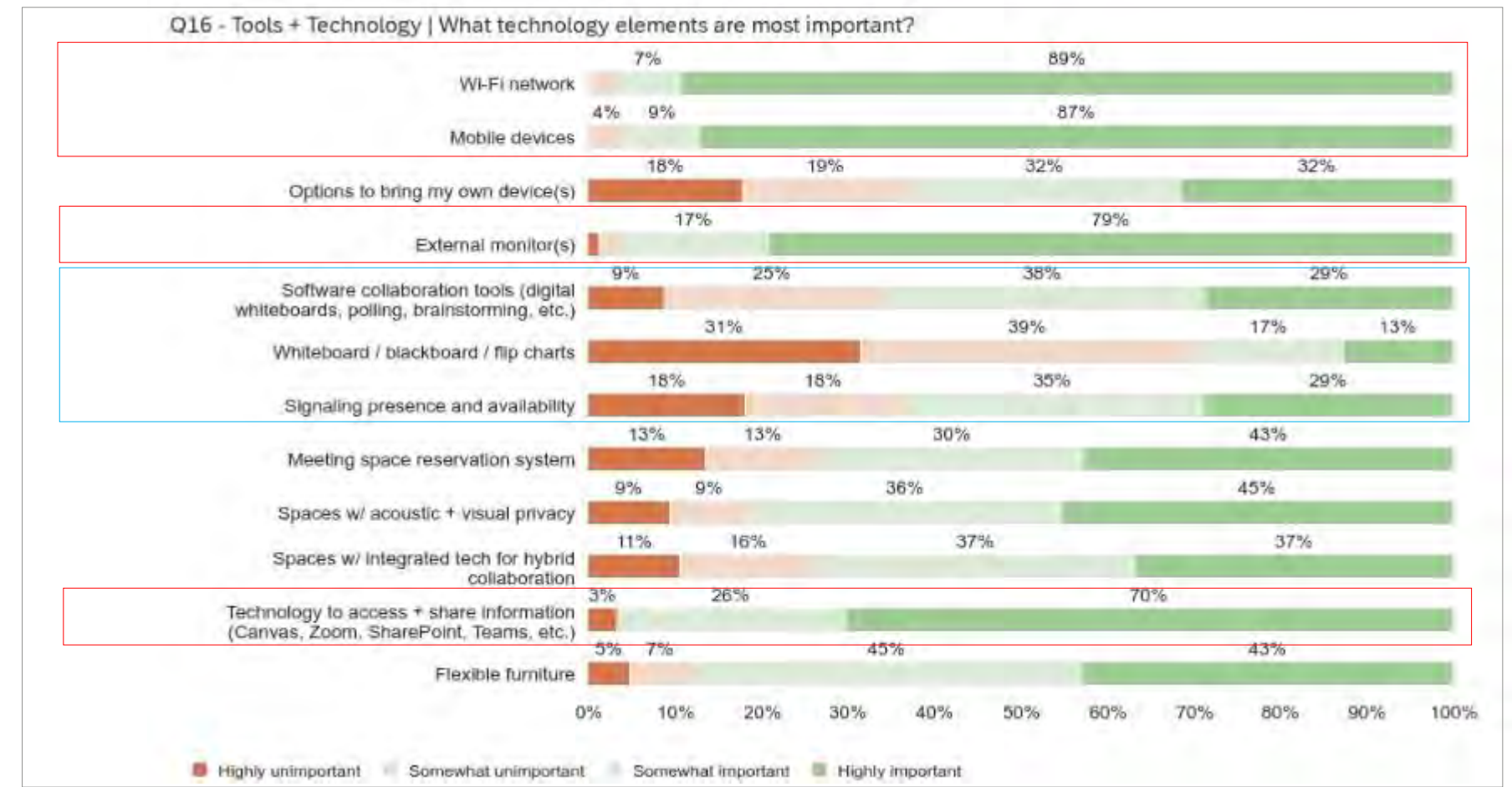
The Wi-Fi network and technology that enables access and sharing of information were also reported to have the high levels of satisfaction, consistent with Faculty and Student findings. Classified Professionals also scored mobile devices and external monitors as high overall.

The ability to signal presence and availability and the meeting space reservation system were considered to be the least important technology elements. The meeting reservation system, along with spaces with integrated technology designed for hybrid collaboration, received the lowest satisfaction scores, consistent with Faculty responses.

Demographic Anomalies

Q16:

- 70% of respondents with 2-5 years of tenure reported flexible furniture was 'highly important'.
- 13% of respondents with 6-10 years of tenure reported the meeting room reservation system was 'highly important'.
- 62% of respondents age 30-39 years reported signaling presence and availability was 'highly important'.



Legend for Q16 and Q17 charts:
 Highest response rate/s
 Lowest response rate/s

Classified Professionals

Tools + Technology

Classified Professionals rated their online experience as high overall (3.52 out of 4).

Less than half of Classified Professional respondents (41%) completely agreed that tools and technology are equally accessible to all.

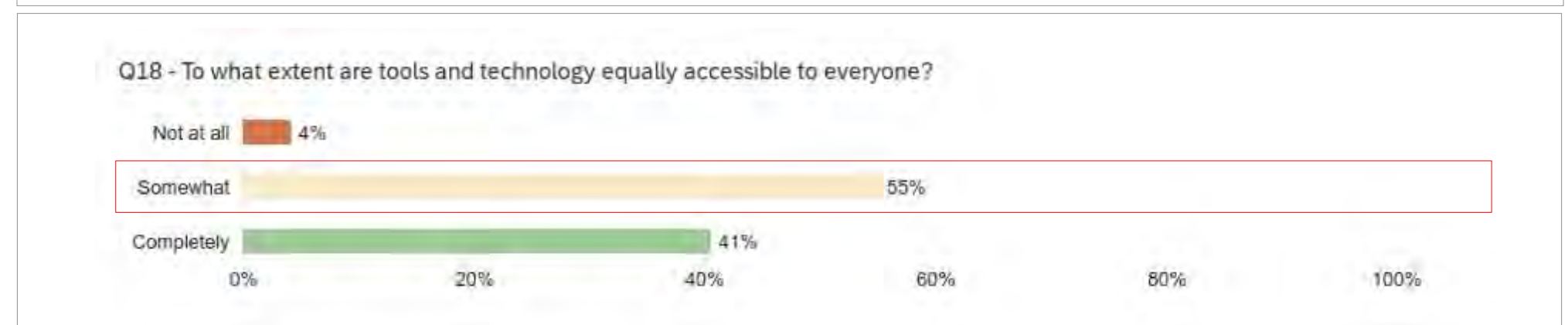
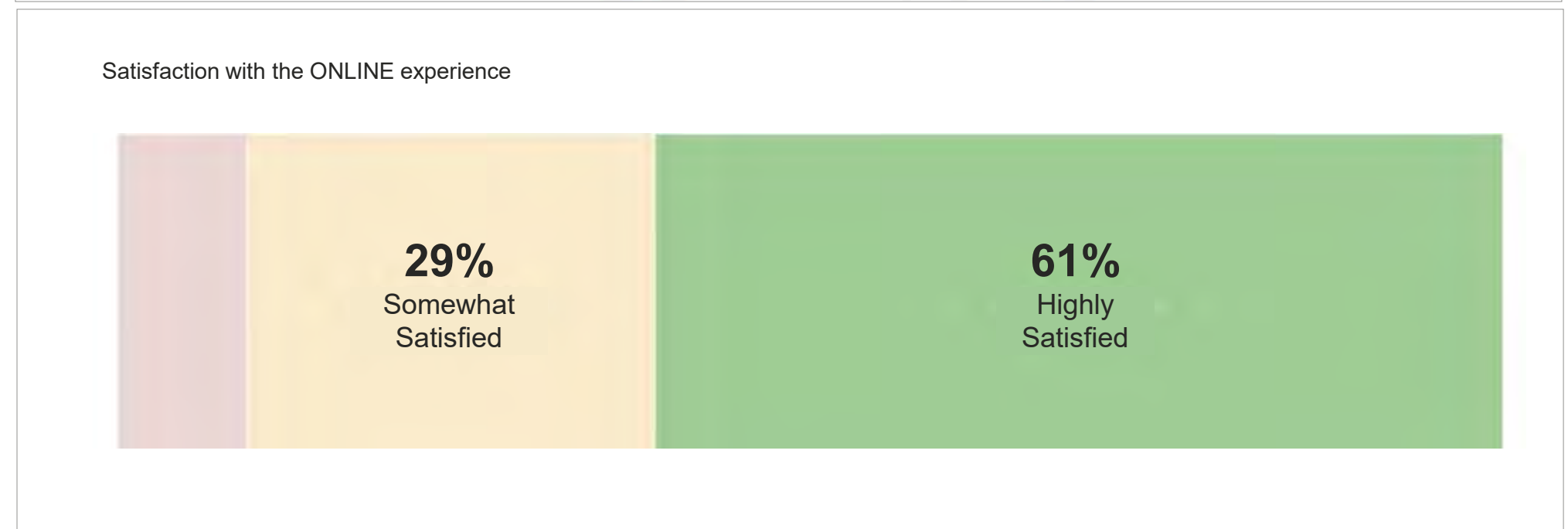
Demographic Anomalies

Q21:

- N/A

Q18:

- 69% of respondents age 30-39 years reported tools and technology are 'completely' equally accessible to everyone.



Highest response rate/s

Steelcase

Applied Research + Consulting

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