LOS RIOS COMMUNITY COLLEGE DISTRICT

AMERICAN RIVER COLLEGE

FACILITIES MASTER PLAN

December 2025

PREPARED FOR:

LOS RIOS COMMUNITY COLLEGE DISTRICT

ARC

PREPARED BY:

Multistudio

Space Utilization Study (SUS) - Central Question

The Central Question developed by, Steelcase AR+C, in collaboration with ARC's Executive Team and Senior Leaders. The Multistudio team will continue to share it as a north star in the 2025 Master Plan engagements.

How might we **evolve** to inspire a diverse body of Students, to **achieve** their goals, provide an **elevated** service experience, ensure **inclusive, equitable** education, support the evolving instructional **modality mix**, provide **flexibility** for learning and working while continuing to build a sense of **belonging** for all and enhancing the overall **effectiveness** of the College?

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INTRODUCTION

Multistudio

Introduction

The 2025 American River College (ARC) Facilities Master Plan provides a comprehensive road-map for advancing student success, equity, and community engagement through strategic investment in facilities and open spaces for the next ten years.

Stakeholder Engagement Process

A Space Utilization Study (SUS) executed by the Steelcase Applied Research + Consulting team was leveraged to factor into the Space Planning Principles and Site Guidelines that drive the master plan.

The SUS goals were to understand the impact of evolving modalities and work patterns; identify potential real estate savings and provide opportunities to enhance the experience of all constituents.

The SUS included a deep research process that included:

1. College leadership interviews
2. Senate leadership interviews
3. Classroom utilization
4. Experience survey
5. Work Modes study
6. Real-time observation
7. Workshops
8. Synthesis

To inform this planning effort after the SUS, the design team conducted interviews with representatives from a range of divisions, departments, and programs to better understand their specific needs. These conversations explored how facilities could more effectively support academic and operational goals. Faculty and staff were asked to consider planning from both the “outside-in”—how outdoor spaces could be intentionally used for learning, working, and connecting—and the “inside-out,” identifying key programmatic nuances that should inform the early stages of any design effort.

A recurring theme in the interviews was concern about the gap between initial user input and final building outcomes. In some recent projects, participants described disappointment when features critical to supporting their programs were value-engineered out during later phases. To build trust and maintain alignment, it is recommended that user groups engaged early in the design process continue to be informed throughout each stage. This ongoing communication can help ensure that program-supporting elements are preserved where possible—or that stakeholders understand when and why compromises must be made.

Guiding Principles from the Space Utilization Study and 10 Imperatives from the Educational Master Plan

Every facility planning decision is grounded in American River College’s mission: to place students first by providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community. An inclusive planning approach is essential to supporting ARC’s vision—to transform the future of all students and the ARC community through equitable, student-centered education.

The Guiding Principles from the Space Utilization Study are:

1. Put Students first in instruction on-ground, on-line and service experiences
2. Maintain and enhance excellence in instruction across all modalities
3. Foster a mindset to re-imagine the future and embrace change
4. Understand changing needs of the community and respond quickly with course offerings
5. Proactively address aging, sub-par facilities and buildings

Introduction (Continued)

The 10 imperatives from the Educational Master Plan must be supported by the campus environment:

1. Close the Opportunity Gap
2. Prepare Students for an Ever-Changing Landscape of Work
3. Integrate Essential Skills
4. Tailor Experiences to the Individual
5. Strengthen Connections to Employers
6. Stimulate Exemplary Teaching and Learning
7. Adapt the Physical Campuses
8. Achieve Operational Effectiveness
9. Cultivate Financial Sustainability
10. Bolster Advocacy, Collaboration, and Coordination

Site Guidelines and Planning Principles

Site Guidelines and Space Planning Principles are provided for future design teams to use as a foundation before beginning project-specific stakeholder engagement with students, faculty, and staff. These principles aim to ensure that physical spaces on campus reflect ARC's mission, values, and long-term goals.

Site Guidelines for planning from the "Outside-In"

The Site Guidelines draw from the concepts of Connection, Learning and Community from the Space Utilization Study and include Access and Circulation, Vehicular Access, Vehicular Circulation, Transit Access, Transit Hub, Bicycle Trail Network and Open Space. A section on Campus Identity details the "big bones" of the 25-year master plan's outdoor areas: Entry Plaza, Central Plaza, Promenade and the Main Quad – the heart of the campus.

Space Planning Principles for planning from the "Inside-Out"

The Space Planning Principles use the concepts of Connection, Learning and Community from the Space Utilization Study to organize space for core learning and work environments. The principles serve as design guidelines that contain main spatial ingredients for future solutions. They define the inter-relationship between the different spaces and combine key settings together into zones.
The plan is organized in three interrelated components:

Prioritized Projects (1–15)

Fifteen near-term projects identified for the next 5–10 years, ranked by Facility Condition Index (FCI) and program need. These projects modernize outdated facilities, improve accessibility, and create outdoor spaces that enhance student life. Each project directly contributes to the broader campus framework while addressing immediate academic and operational needs.

Program Summaries:

Snapshots of academic and support programs not included in the prioritized list but still critical to ARC's mission. Derived from faculty interviews, these summaries document emerging needs and ensure readiness for future development.

25-Year Master Plan:

The 25-year plan is a long-range vision for campus growth, including four new buildings that will complete a cohesive campus composition. Together with smaller open spaces secondary in hierarchy such as courtyards and small plazas, the massing of these strategically placed future buildings will frame the Entry Plaza, Central Plaza, Promenade and the Main Quad – the heart of the campus.

The Promenade is the unifying spine of the plan. Serving as a vital north-south connector through the campus culminating in the future Main Quad, it organizes pedestrian circulation, improves accessibility, and provides a sequence of spill-out learning and social activity to foster a vibrant student experience along the corridor. As projects are implemented, each will contribute to the development of the Promenade and adjacent civic spaces, reinforcing a recognizable identity and cohesive campus experience.
Taken together, the 2025 Master Plan creates a flexible, forward-looking framework. It addresses urgent modernization needs, positions ARC for long-term growth, and reinforces the campus as a vibrant, welcoming environment for learning and community connection.

Letter from the President

Facilities Master Plan: Building ARC's Future Together

For more than 70 years, American River College has been a place where innovation, access, and community come together to transform lives. The American River College 2025 Facilities Master Plan provides a comprehensive roadmap with a students-first focus that will guide how we continue to build, renovate, and modernize our campus over the next decade. This plan reflects our shared vision for creating learning and working environments that are flexible, sustainable, and centered on student and employee success.

The Facilities Master Plan represents the collective insight and commitment of our campus community, including students, faculty, classified professionals, and administrators, whose input helped define the priorities and values that shape our path forward. Through surveys, interviews, workshops, and campus discussions, we heard what matters most: spaces that inspire innovation in teaching and learning, foster belonging and well-being, and strengthen our connections to one another and to the broader community we serve.

Thanks to the continued generosity and trust of our community, we have been able to bring several transformative projects to life over the past decade, including the Diane Bryant STEM Innovation Center, the Career Technical Education Building, and the upcoming Natomas STEAM Building. These modern facilities expand access to high-quality education, particularly in the STEM and career education fields, and prepare students for meaningful careers in a rapidly evolving workforce. Each project stands as a testament to our mission of providing equitable opportunity and excellence in education for all.

As responsible stewards of public funding, we take great pride in ensuring that every dollar invested supports student learning, strengthens community partnerships, and creates lasting opportunities for future generations. Looking ahead, the 2025 Facilities Master Plan offers a framework for thoughtful growth and continued investment in spaces that align with the needs of our students, employees, and the Sacramento region. The projects outlined in this plan will not only enhance our physical campus but also advance the economic and cultural vitality of the communities we serve.

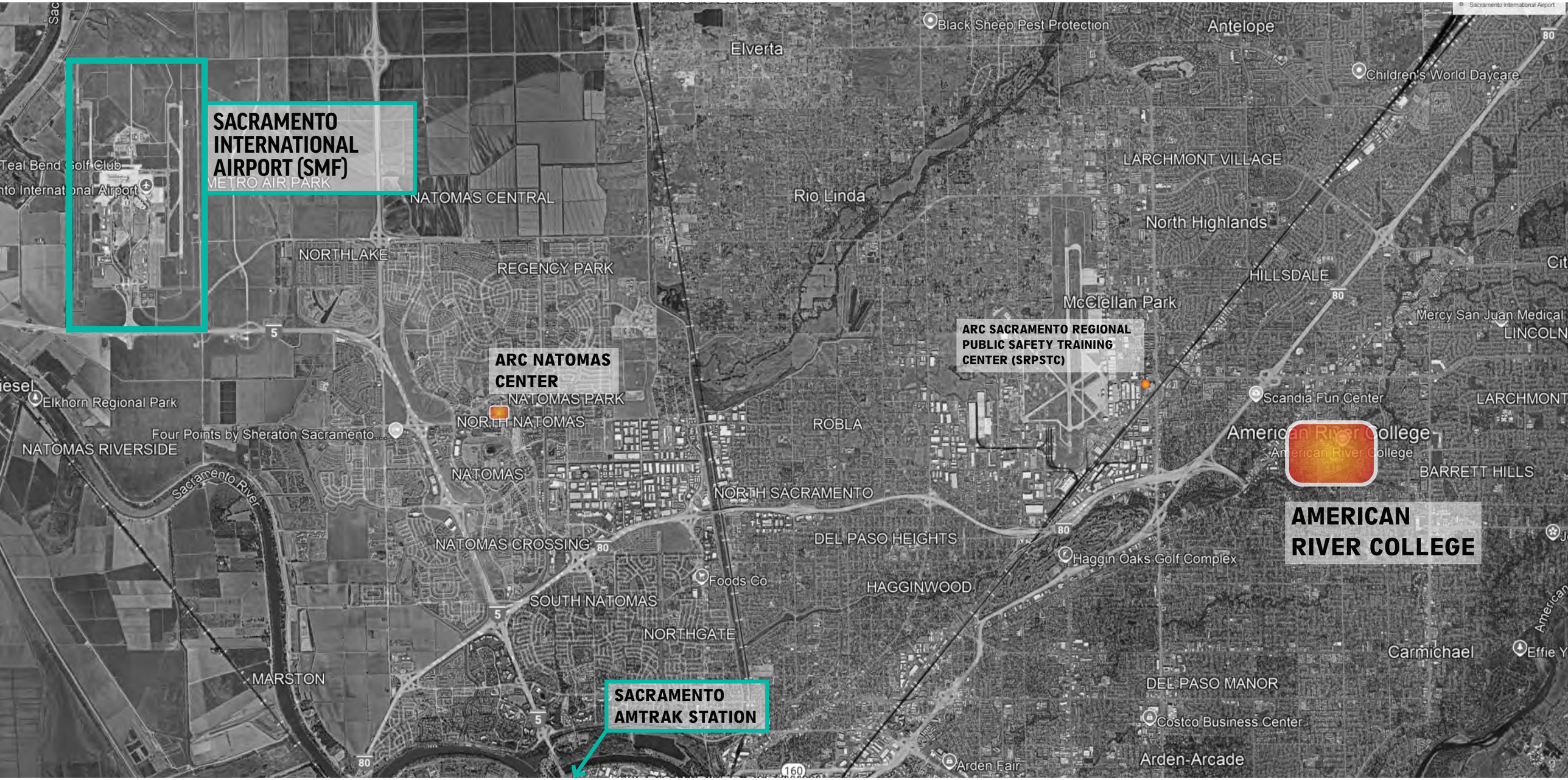
The 2025 Facilities Master Plan is more than a document; it is a commitment to designing a campus that inspires, supports, and evolves with our students, employees, and community for years to come. It reflects the heart of who we are at American River College: a college dedicated to access and excellence, rooted in care, and ready to meet the future with purpose and pride. Together, we will continue to build spaces that embody our mission and fulfill our promise to empower every student to learn, grow, and belong here.

In Community,

Dr. Lisa Cardoza
President
American River College

District Overview

The Los Rios Community College District - American River College (ARC) Campus is comprised of the main campus, the Sacramento Regional Public Safety Training Center (SRPSTC) and the Natomas Center. This facilities Master Plan is focused on the main campus with acknowledgment that the Natomas Center and SRPSTC provide references for campus cohesion.



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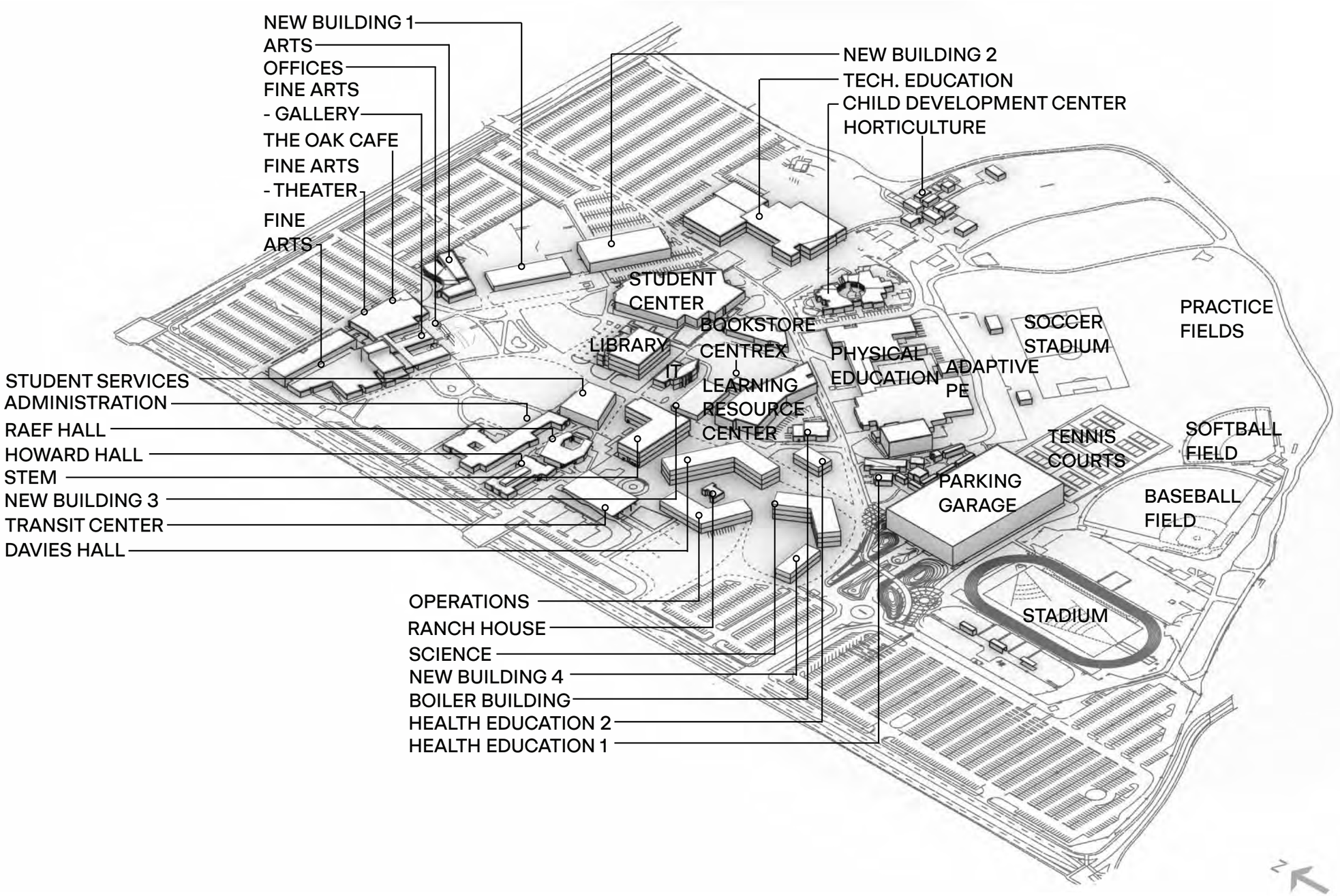
American River College Campus

25 year build out plan.



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Vision and Mission

ARC MISSION

‘American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.’

10 IMPERATIVES from the EDUCATIONAL MASTER PLAN
1. Close the Opportunity Gap
2. Prepare Students for an Ever-Changing Landscape of Work
3. Integrate Essential Skills
4. Tailor Experiences to the Individual
5. Strengthen Connections to Employers
6. Stimulate Exemplary Teaching and Learning
7. Adapt the Physical Campuses
8. Achieve Operational Effectiveness
9. Cultivate Financial Sustainability
10. Bolster Advocacy, Collaboration, and Coordination

Land Acknowledgment Statement

“We acknowledge the land which we occupy at American River College as the traditional home of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Nisenan, Maidu, and Miwok people.”

01-

PROCESS + PARTICIPATION

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1.1 Planning the Process

The workshop descriptions, activities, and project matrix outline the Processes and Procedures to accommodate presentations, interviews, collective activities, and reviews/feedback.

11 March 2025

1. Community Engagement:
Community engagement is integrated throughout the process. Working together, we translate the stakeholder's shared vision into architecture that supports your vision.

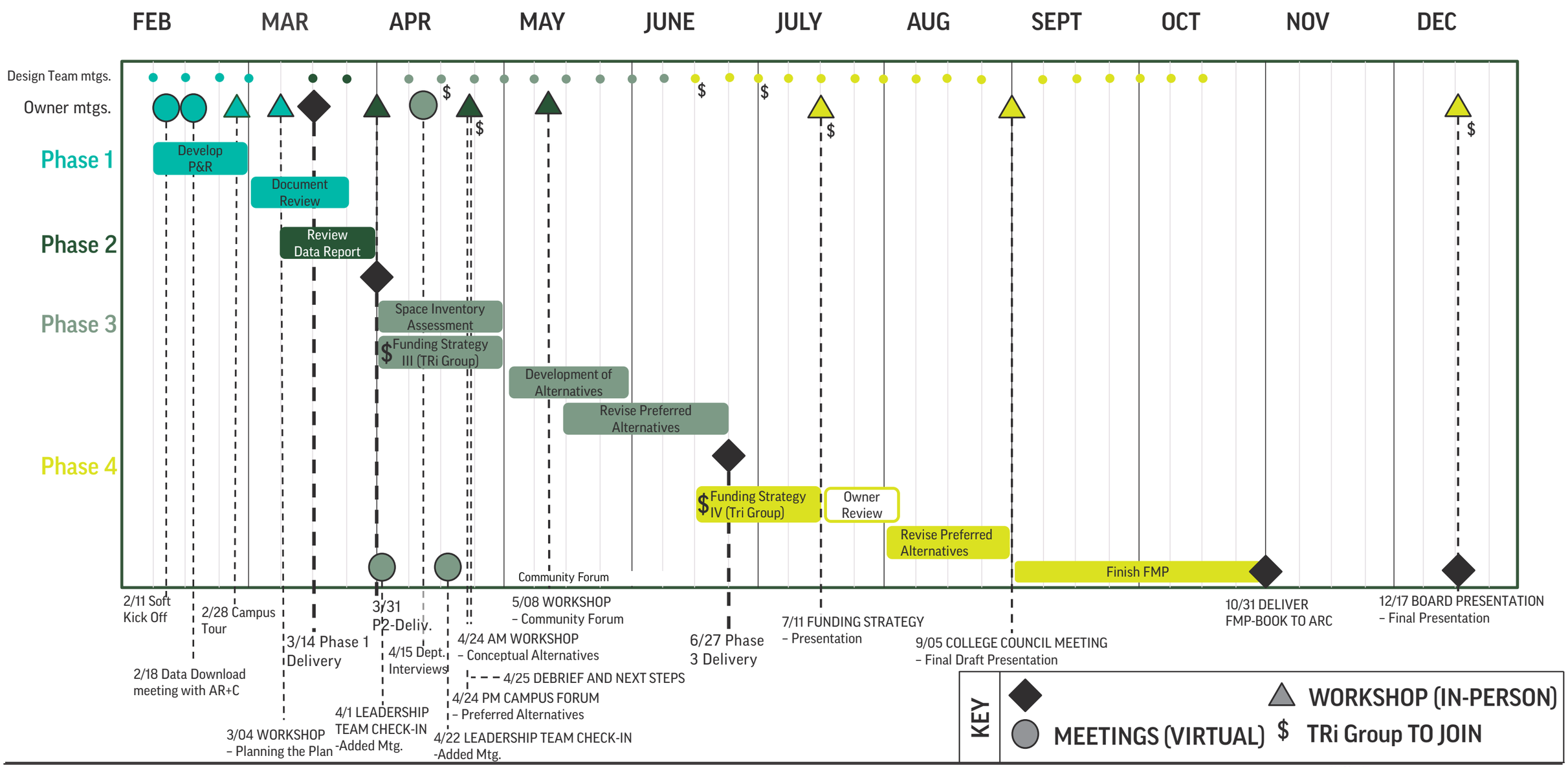
Programming is distinguished from design in that it focuses on problem solving first before proposing design solutions. Planning is about optimizing available resources to deliver the highest educational value for the money invested. Planning sets the foundation for future design scope fully aligned with the vision for American River College.

DISCOVERY PROCESS: Our highly collaborative, rigorous and data-driven process results in a clear blueprint to move forward through the Master Plan. It represents a symbiotic blend of forward-thinking educational and environmental design principles and practices. All the potential workshops and activities associated with the Facility Master Planning Process are listed below:

Workshop	Date	Length (hours)	Community	Stakeholders involved
Campus Tour Our team studies the opportunities and constraints of the campus.	February 28	4		-Project Team - District Management Staff -Applied Research Consultants (AR+C)
PHASE I WORKSHOP **Planning the Plan** PURPOSE: Describe activities necessary to complete the review and update of the FMP, process and procedures to update and revise the FMP, schedule, and integration of it with the Sustainability Plan.	March 4	2		-Project Team - District Management Staff -Applied Research Consultants (AR+C)
PHASE iii DEPARTMENT INTERVIEWS	April 15	2 sessions 2 hrs. each		-ARC Campus Planning Team (Faculty and Classified Professionals) -Applied Research Consultants (AR+C)
PHASE III WORKSHOP **Conceptual Alternatives** PURPOSE: Share Development Alternatives including summaries of facilities inventories, relationships between facilities and District educational/strategic objectives and enrollment projections + how these affect infrastructure and utility services. Engage participants in a Preliminary Project Prioritization exercise and draw out which Alternative is preferred or a combination of elements from multiple Alternatives.	April 24 morning	2		-ARC Leadership Committee -Tri Group -Applied Research Consultants (AR+C)
DISTRICT-WIDE WORKSHOP **Preferred Alternative(s)** PURPOSE: All four design teams for each campus share work-in-progress for cross pollination, equity and consistency district-wide while reinforcing the ethos of each campus. Potential for a district-wide FMP website as a public relations communication tool. Architecture teams would not be asked to produce anything extra for this meeting that was not in their scope.	April 25 Morning	2		-Project Team - District Management Staff -All LRCCD Campus Master Planning Architects for all campuses -Applied Research Consultants (AR+C)
PHASE III WORKSHOP **Refined Alternatives** PURPOSE: Present FMP Final Draft for input before the summer break	May 8th	2		-ARC Leadership Committee -Applied Research Consultants (AR+C) -ARC Campus Planning Team (Faculty and Classified Professionals) -ARC Councils
PHASE IV FUNDING STRATEGY PURPOSE: Present Funding strategies and potential funding sources	July 11th	2		-Project Team – District Management Staff -ARC Leadership Committee -TRi Group -Applied Research Consultants (AR+C)
COLLEGE COUNCIL MEETING **FMP Final Draft Presentation** PURPOSE: Present Final FMP	Sept. 5th	2		-Project Team - District Management Staff -ARC Campus Planning Team (Faculty and Classified Professionals) -ARC Students -ARC Councils -Community Partners (all welcome)
BOARD PRESENTATION **FMP Final Draft Presentation** PURPOSE: Present Final FMP for Board Adoption	Dec, 17th 2025	2		-Project Team - District Management Staff -ARC Councils - Board of Trustees

1.2 Campus Engagement

This Facilities Master Plan (FMP) followed the schedule below. The team worked to acquire feedback from the LRCCD-FM and ARC Leadership Committee, Campus Planning Team including Faculty, Classified Professionals, and the general community.



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1.3 Acknowledgments

Thank you kindly for your kind participation and wealth of knowledge to help in for and steer this 2025 Facilities Master Plan for Los Rios Community College District - American River College Campus

CAMPUS MASTER PLANNING LEADERSHIP COMMITTEE

Lisa Cardoza	President
Koue Vang	Vice President, Administration*
David Miramontes-Quiñones	Vice President, Student Services*
Angela Milano	Vice President, Instruction*
Minh La	IT Supervisor*
Margaret Lednicky	Director, Admin Services*
Josef Meyer	Director, Facilities Planning*

*Also included in the Campus Planning Team

CAMPUS PLANNING TEAM

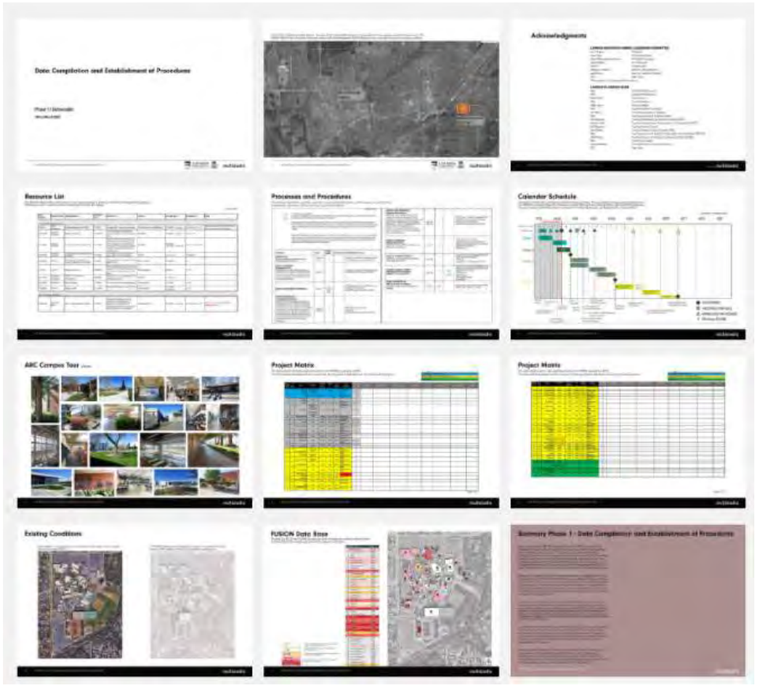
Brenda Buckner	Classified Senate
Mary Goodall	Classified Senate
Brian Knirk & Corianne Arrieta	Arts
Lingling Zhang, Sandara Camarena & Kirsten Corbin	Business
Robin Borcz & Carina Hoffpauir	English
Jen Kirkman & Sandra Wyrick	Health & Education, Nursing
Eric Black & Steven Roberson	Kinesiology & Athletics
Patrick Hoggan & Adam Windham	Language & Communications
Ted Ridgeway & Michelle Brock	Mathematics & Computer Science (STEM)
Jennifer West	Manufacturing, Construction, & Transportation (MCT)
Ted Ridgeway & Melissa Fish	Natomas Center
Josh Weiner	People, Culture, & Society (PCS)
Mary Goodall, Stacey Burrows, & Munaf Neji	Science
Mike Payne & Daniel Slutsky	Science, Technology, Engineering, & Math (STEM)
Nisha Beckhorn	Counseling
Aracelia Badilla & Mikenna Modesto	Library & Learning Resource Center

Funding Analysis prepared by: TRiGroup

Master Planning prepared by: Multistudio

1.4 Collective Efforts

Through a series of on-ground and virtual workshops the Campus Master Planning Leadership Committee, Campus Planning Team, members of the faculty, classified professionals, students, and members of the public came together. The participation in Multistudio and TriGroup lead activities fostered discourse, exchange of ideals, and helped to shape the collective master planning efforts. Each voice was given the space and time to be heard.

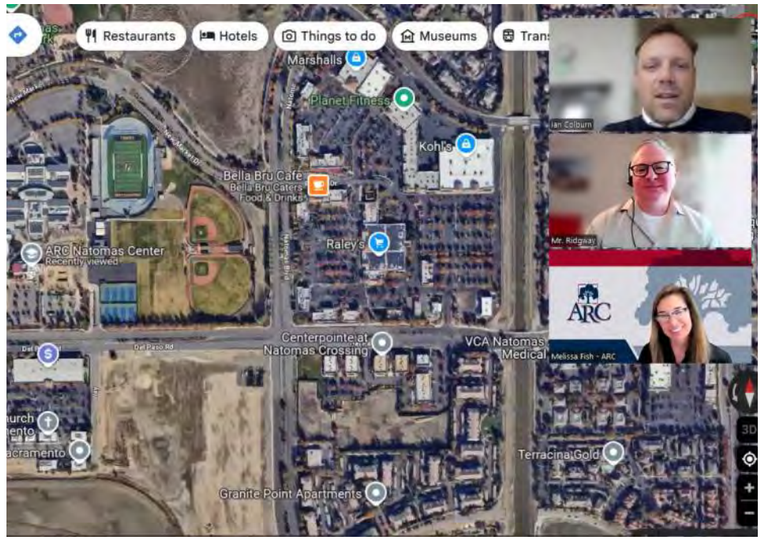


WORKSHOP 01

PLANNING THE PLAN

An understanding of the necessary tools, time-frame and key points of interaction were established in the kick off workshop. Guided by the Campus Master Planning Leadership Committee and the expansion of the 2019 Facilities Master Plan document the solid framework for the 2025 Master Plan Book was established.

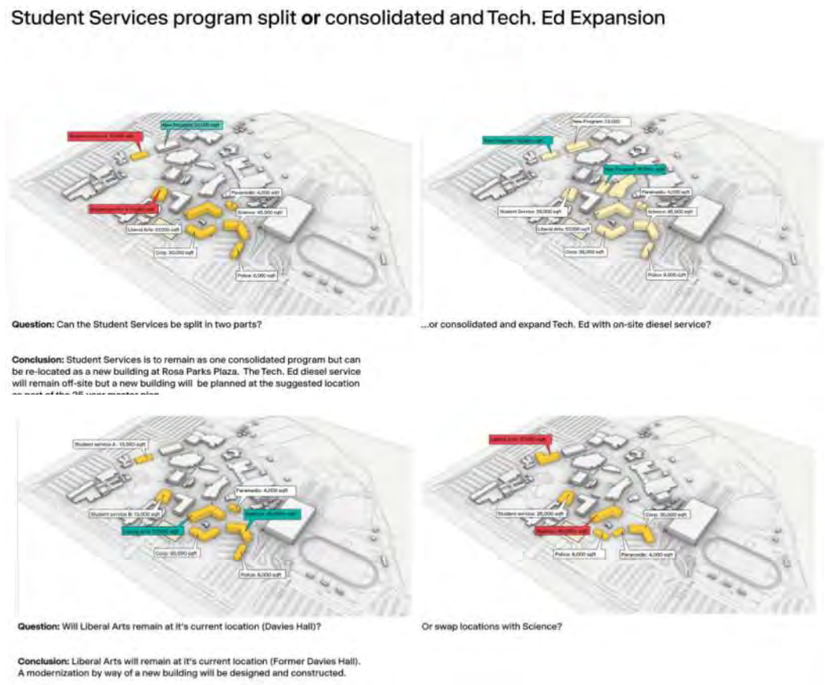
Additionally the evolution of long term campus vision began to emerge from the discussion session.



FEEDBACK

DEPARTMENT INTERVIEWS

Through virtual and on-ground interviews each academic department and including Classified Professionals from maintenance, operations, IT, and administration, responded to the same set of questions issued prior to the discussions. The prompts facilitated an open forum encouraging each to express their needs in a comfortable venue. Many departments brought forward initiatives shedding light on the crucial aspects of campus that were later incorporated into the plan.

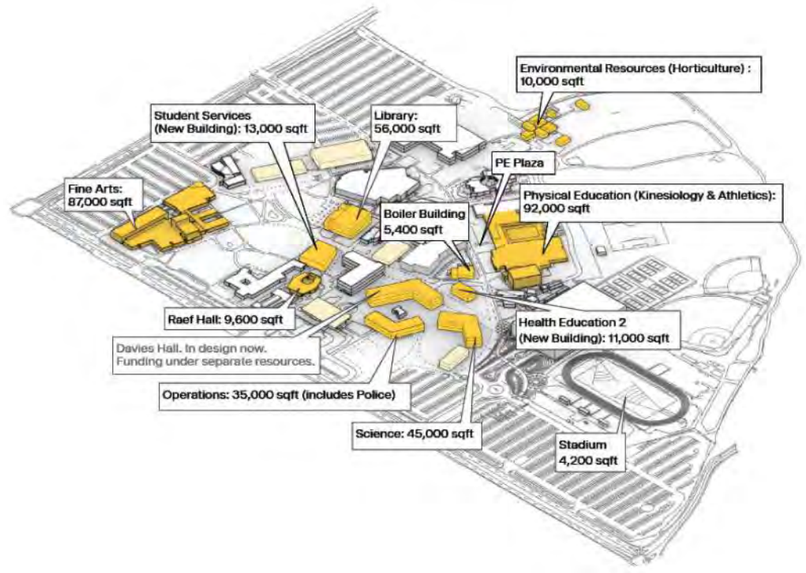


WORKSHOPS 02 AND 03

CONCEPTUAL AND PREFERRED ALTERNATIVES

The first workshop focus was to establish the conceptual alternatives and provide a quick feedback loop of questions and answers with the Leadership Committee. Upon understanding the conceptual direction, preferred alternatives were then presented for feedback from the Classified Professionals and Faculty. The preferences reflected the interview responses, while new activities, such as dot polling and prioritization helped further solidify the collective direction of the plan.

1.4.1 Collective Efforts



WORKSHOP 04

COMMUNITY FORUM

An-ground workshop with a virtual connection was held as a public summary review. Presentations of progress to date, incorporation of the ‘Big Ideas’, faculty, student, and classified professionals feedback and new comments were discussed and collected. An overview of funding strategies were presented and reviewed.

PRESENTATION

FUNDING STRATEGY

In a presentation to the Campus Planning Leadership Committee the funding strategy was provided in detail by TriGroup. The open discussion lead to refinements targeting local and statewide pursuits. Examples of the final report pages and sustainability strategies were also explored and established.

MEETING

COLLEGE COUNCIL MEETING

A final presentation to the wider group inclusive of the public was presented including all diagrams and the 10yr and 25 year outlook plans. The American River College reviewed the plan and iterations of the book. The final plan is will be presented to and approved by the Board by 2025 year’s end.

02-

EXISTING

CONDITIONS

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EXISTING CONDITIONS

2.1 Overview

The 153 acres site once known as Cameron Ranch has transformed and grown into one of the 10 largest community colleges in the state of California. The vision of the college, “transform the future of all students and our community through inclusive, equitable education“, is further reinforced by the commitment and implementation of this 2025 Facilities Master Plan.

2.2 Existing Campus

Aerial Imagery - Google Earth has provided the aerial imagery, most recently dated is from March 2024. The existing campus hosts over 60+ buildings some of which are temporary structures scheduled to be relocated or removed. The open spaces across campus are a woven tapestry that cater to a pedestrian campus environment while accommodating campus operations carts, maintenance pick-up trucks, bicycles, and the scooters. Most recently the campus has received new STEM and Tech Ed buildings while upgrading their digital connectivity with outdoor wi-fi and fiber optics network.

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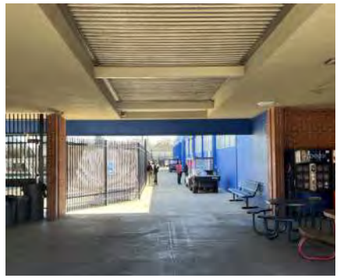
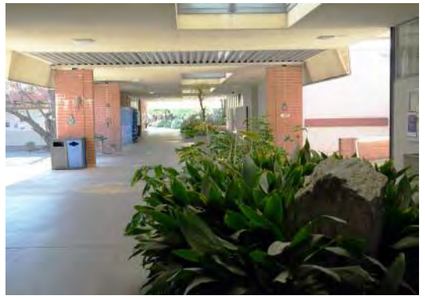
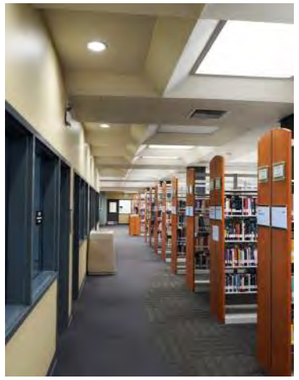
ARC Campus Tour 2/28/2025



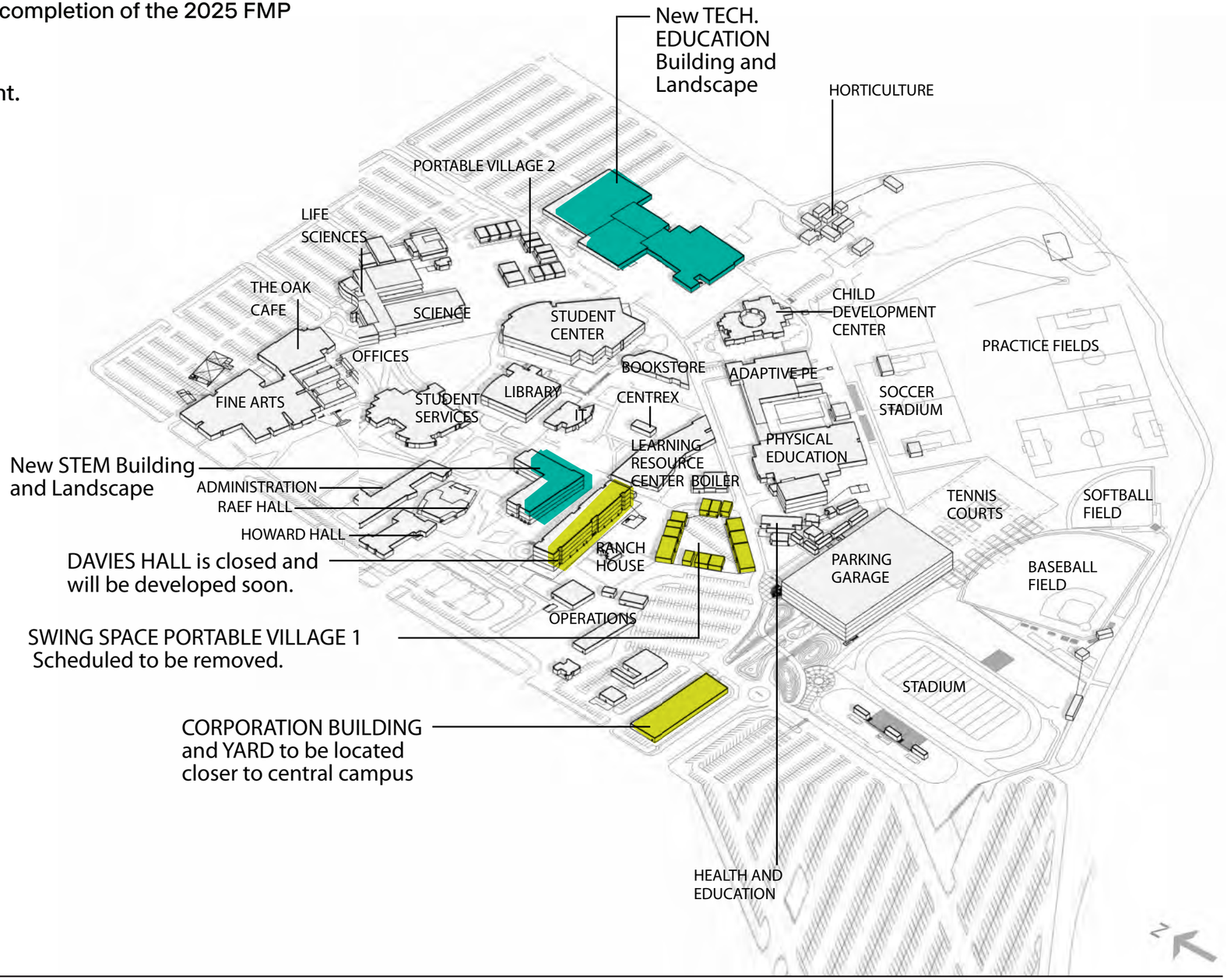




Updates on Campus from 2019 to Present

Multistudio developed the Facilities Master Plan (FMP) for the ARC campus in 2019 under our previous firm name Gould Evans. The FMP and existing 3D model for this 2025 update are accurate and will be updated to be complete by the time the completion of the 2025 FMP delivery.

The diagram illustrates the campus changes from 2019 to present.



Legend

New Building and adjacent Landscape

Demolished or scheduled to be Moved

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2.3 Development History

This Facilities Master Plan is informed by current and past planning efforts by the District, College and local agencies. Following is a list of resources used in developing this master plan update:

ARC Facilities Master Plan, 2019 Gould Evans (Multistudio)
The existing Campus Master Plan document that provides the foundation for the continued evolution of the campus identified in this 2025 plan.

Space Utilization Study, 2024 Steelcase AR+C
The analysis of existing spaces and the exploration of hybrid options to create modern and compelling learning and work experiences for both office and classrooms, for Students, Faculty, and Classified Professionals provides the bases for understanding the needs of the ARC Campus.

ARC- Facilities Usage Report Matrix, 2024 ARC
The facilities usage report provides a comparison to the Steelcase findings regarding campus usage through out the day during the week on a yearly basis for 2024.

Building Inventory, 2024 FUSION
A roster of current buildings on campus including their age, year of construction, gross square footage and any recent modernizations completed. LRCCD provided the ACAD to check against.

Facilities Condition Index (FCI), FUSION
An assessment report with the year built, renovation date, total current repair cost, replacement value and FCI %, a measure of the relative condition of the campus building stock.

The Long Range Capital Needs Plan (LRCNP), 2024 FUSION
– As provided by the Los Rios Community College District, outlines potential projects, assignable square footage and dates for occupancy. These projects can potentially receive funding from the state as well as matched local bond funding. Some projects are listed on LRCNP already finished, others still on-going.

Transportation Master Plan (TAP), 2009 Fehr & Peers
This report was prepared to study and make recommendations on all aspects of transportation, access and parking at ARC. A campus committee worked with the consultant to do extensive research and outreach to determine the best options for parking, roadway, transit and pedestrian and bicycle access improvements. Many of the recommendations of this report are incorporated into the Master Plan update. It is suggested that this report be updated and work be done with Regional Transit (RT) to develop.

Lessons of the Thirty Year Transit Network Experiment, 2025 ARC Professor of Math Benjamin Etgen
A retrospective account of the greater Sacramento Area of the last 30 years. The in-depth look reviews multimodal transportation and the effects on the American River College Campus.

Utility Master Plan, 2012 Wood Rodgers
The Utility Master Plan provides a framework that allows the campus to address utility improvements in the context of broader campus needs. Utilities that provide service to the campus and are documented in the plan include water, sanitary sewer, storm drainage, hydronics, natural gas, electrical, communications and compressed air.

Sustainability Presentation, 2024 ARC
Long term planning LRCCD goals, relevant code requirements and local climate risks, outlining project decision-making.

Technology Master Plan, 2024–2030 ARC
The aim of this plan is to provide reliable access to current technological resources for ARC staff, faculty and students. The plan is currently implementing campus wide Wi-Fi in exterior spaces as well as upgrading rooms for Hi-flex capabilities.

2.4 Institutional Strategic Plan Highlights

The 2025-2031 Strategic Plan is in the process of being developed. During the 2016-2017 academic year, American River College embarked upon a strategic planning process that was shaped by three college-wide summits and resulted in a deliberate redesign that is touching every aspect of the institution including its governance and planning structures. The outcome included the adoption of revised mission and vision statements as well as a formally articulated commitment to social justice and equity:

COMMITMENT TO SOCIAL JUSTICE AND EQUITY:

American River College Strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, trans-formative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing out community.

The Strategic Plan establishes American River College's mid-range goals and major strategies. The strategic goals are the broad outcomes that the institution, as a whole, hopes to achieve. The strategies are approaches by which the institution expects to make progress towards achieving the goals.

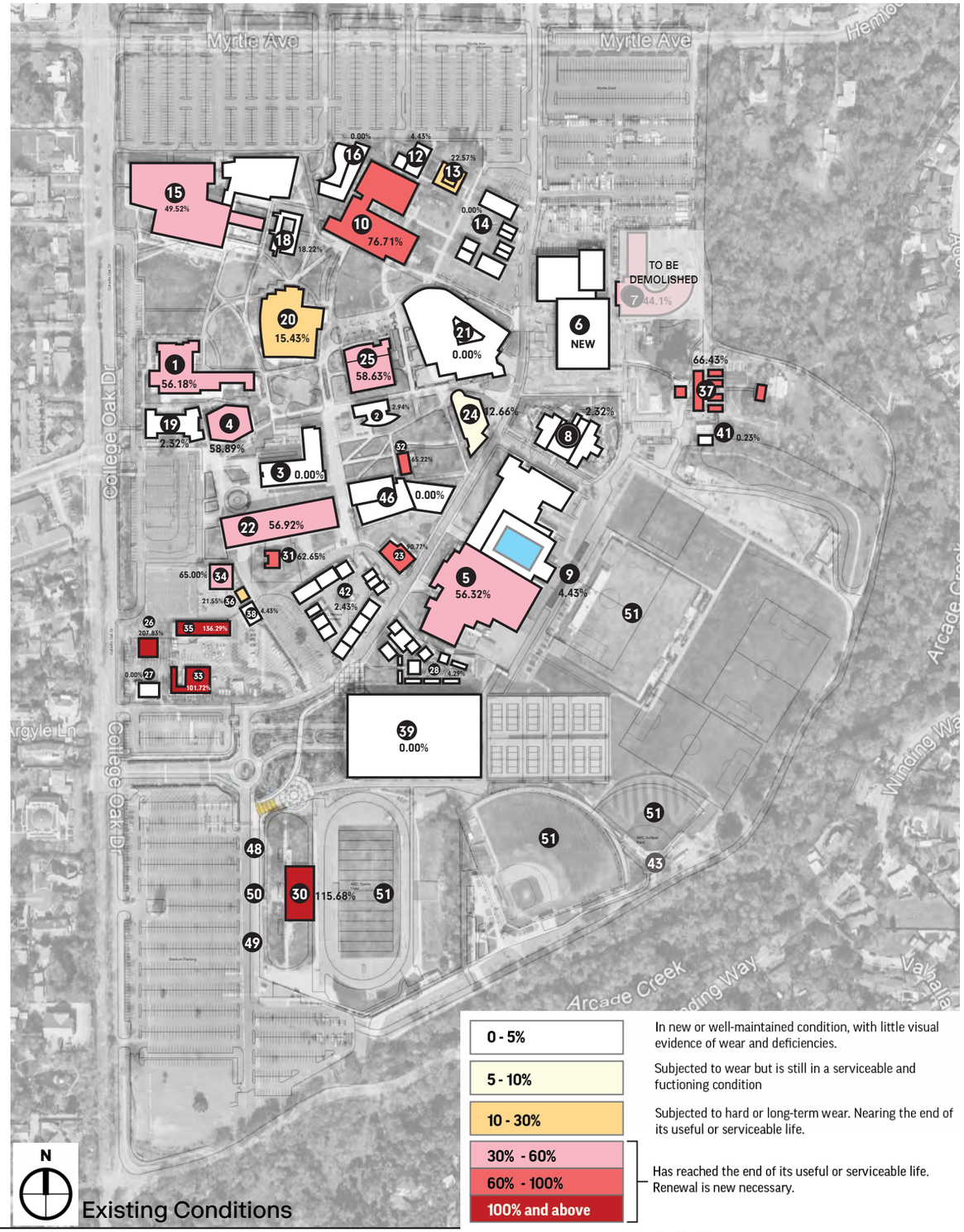
2.5 Facilities Condition Index (FCI)

The Facility Condition Index (FCI) provides a theoretical objective indication of a facility's overall condition. The FCI is defined as the ratio of the cost of current needs divided by the current replacement value (CRV) of the facility. The legend chart presents the industry standard ranges and cut-off points.

FUSION2 Assessment

Facility Condition Index Report by Campus

Bldg #	Facility Name	Bldg #	Gross Area (Sq. Ft.)	Year Built	Renovated	Cost Model	Cost/Sq. Ft	Repair Cost	Replacement Value	FCI%
1	Administration	1	25,141	1958	1979	CC Admin 1SwCP TW	$477.00	$6,747,729.96	$12,010,950.13	56.18%
2	Instructional Tech. Ctr.	2	6,543	2000		CC Lab 1SwCP SF	$514.00	$99,035.90	$3,366,209.12	2.94%
3	STEM	3	55,578	2020		CC Class MSwCP P&B	$436.00	$0.00	$24,270,303.18	0.00%
4	Raef Hall	4	9,654	1963		CC Class 1SwCP TW	$467.00	$2,657,991.16	$4,513,654.24	58.89%
5	Physical Education	5	91,791	1958	2007	CC Gym MSnCP TW	$614.00	$31,757,164.14	$56,382,078.81	56.32%
6	Technical Education	6	108,890	2024		CC Class 1SwCP CF	$486.00	$23,385,272.23	$53,017,083.35	44.11%
8	Child Development Ctr.	8	16,617	2001		CC Class 1SwCP TW	$467.00	$180,402.43	$7,769,151.91	2.32%
9	Adaptive PE.	9	2,078	2001		CC Modular WF	$336.00	$30,962.51	$699,710.90	4.43%
10	Science	10	39,213	1958	2003	CC Class 1SwCP TW	$467.00	$14,063,831.77	$18,333,739.77	76.71%
12	**Science Portables 12**	12	5,533	2000	2003	CC Modular WF	$336.00	$82,442.53	$1,863,089.70	4.43%
13	Science Offices	13	4,815	1992		CC Class 1SwCP TW	$467.00	$508,054.82	$2,251,216.61	22.57%
14	Computer/ Math Complex	14	16,586	2018		CC Modular MF	$360.00	$0.00	$5,971,259.06	0.00%
15	Fine Arts	15	86,744	1958	2014	CC Class 1SwCP TW	$467.00	$20,082,999.44	$40,556,497.15	49.52%
16	Life Science	16	12,706	2012		CC Class 1SwCP P&B	$444.00	$0.00	$5,644,280.91	0.00%
18	Fine Arts Offices	18	5,451	1992		CC Admin 1SwCP TW	$477.00	$474,559.82	$2,604,179.99	18.22%
19	Howard Hall	19	11,793	2003		CC Class 1SwCP TW	$467.00	$128,030.68	$5,513,727.42	2.32%
20	Student Services	20	29,114	1992	2015	CC SC 1SwCP TW	$515.00	$2,314,654.26	$15,002,303.91	15.43%
21	Student Center	21	50,172	2013		CC Class 1SwCP P&B	$444.00	$0.00	$22,287,491.10	0.00%
22	Davies Hall	22	85,556	1967	1976	CC Class MSwCP C-I-P	$454.00	$22,138,947.08	$38,891,486.28	56.92%
23	Boiler Building	23	5,330	1982		CC Block Elect/Mech	$3,087.00	$14,938,302.91	$16,457,487.26	90.77%
24	Bookstore	24	11,925	1982	1995	CC SC 1SwCP TW	$515.00	$778,110.29	$6,144,895.04	12.66%
25	Library	25	55,266	1972	2010	CC Lib MSnCP CF	$566.00	$18,347,500.69	$31,292,785.84	58.63%
26	Operations	26	2,367	1976	2000	CC Admin MSwCP WF	$416.00	$2,048,105.13	$985,480.27	207.83%
27	Sign Shop	27	2,637	1976	2000		$0.00	$418,726.62	$0.00	0.00%
28	Health and Education	28	13,716	2005		CC Lab 1SwCP SF	$514.00	$302,723.22	$7,056,537.42	4.29%
30	Stadium	30	4,129	1963		CC Stadium	$234.00	$1,122,376.17	$970,205.31	115.68%
31	Ranch House	31	1,730	1936		CC House 1SnCP WF	$398.00	$431,976.81	$689,516.78	62.65%
32	Centrex	32	1,360	1967		CC Block Electrical	$870.00	$772,184.96	$1,183,903.76	65.22%
33	Warehouse 3	33	7,681	1976	1981	CC Trade Shop	$267.00	$2,090,760.35	$2,055,401.33	101.72%
34	Warehouse 1	34	4,900	1981		CC M & O TW	$398.00	$1,269,851.74	$1,953,602.90	65.00%
35	Warehouse 2	35	6,646	1976		CC SHED SF	$79.00	$722,045.71	$529,797.16	136.29%
36	Shop 1	36	700	1985		CC Trade Shop	$267.00	$40,362.09	$187,316.88	21.55%
37	Environmental Res.	37	9,105	1979		CC Lab MSnCP CF	$531.00	$3,217,072.12	$4,842,455.13	66.43%
38	Campus Police Bldg.	38	2,145	2001		CC Modular WF	$336.00	$31,960.82	$722,271.35	4.43%
39	Parking Structure	39	489,601	2013		CC Parking Structur	$89.00	$0.00	$44,008,241.59	0.00%
41	Grounds Shop	41	1,500	2000		CC Trade Shop	$267.00	$920.44	$401,393.31	0.23%
42	**Swing Space Portables**	42	23,454	2005		CC Modular WF	$336.00	$184,644.33	$7,897,506.92	2.34%
43	Softball Conc./SB/RR	43	3,111	2005		CC Block Electrical	$870.00	$0.00	$2,708,179.85	0.00%
46	Learning Resource Center	46	29,436	2005	2005	CC Lib MSwCP SF	$526.00	$0.00	$15,486,228.26	0.00%
48	Concession Stand	48	192	2009		CC Trailer WF	$281.00	$1,782.35	$54,084.40	3.30%
49	Concession/Restroom	49	1,280	2016		CC Restroom Bldg.	$511.00	$0.00	$654,475.22	0.00%
50	Press Box/Ticket	50	243	2016		CC Metal Press Box	$78.00	$0.00	$18,975.66	0.00%
51	Field/Soccer/Football St	51	1,919	2016			$0.00	$0.00	$0.00	0.00%
60	Regional Public Safety C	60	33,849	1985		CC Class MSnCP CF	$500.00	$3,372,525.99	$16,936,315.76	19.91%



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

2.6 Community Forum

Multistudio and American River College Campus Master Planning Leadership team conducted a Community Forum on Campus the 8th of May 2025. The intentions of the forum were to update the general community, inclusive of citizens, students, faculty, classified professionals, and planning committee on the master planning progress to date. The participatory activities at the forum collected critical and essential feedback from the members regarding priorities, current conditions, history, and development across the campus over time. The feedback and work has significantly shaped the 2025 Facilities Master Plan.

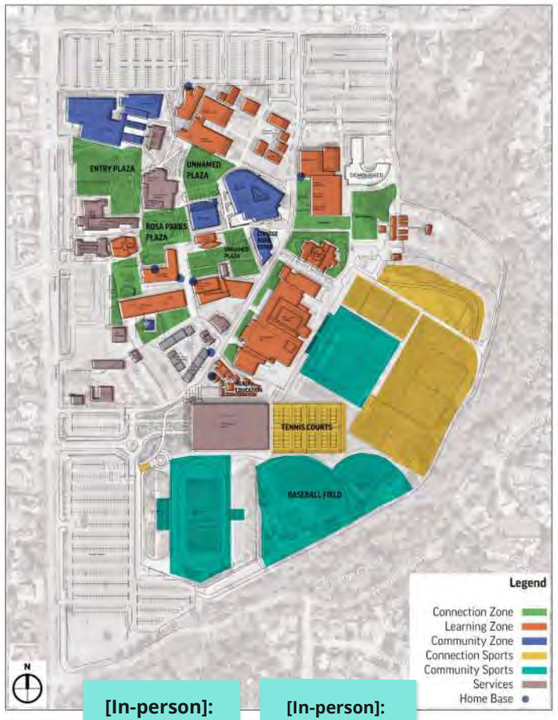
Campus Attributes

American River College Map

4700 College Oak Drive, Sacramento, CA 95841 | (916) 484-8011 | arc.losrios.edu

Connection, Learning, and Community

The concepts of spaces defined by the SUS document of **Connection**, **Learning**, **and Community** can be applied at the campus level to the buildings, open spaces, and circulation areas as a driver for campus organization. The concept is expanded to further clarify the outdoor spaces as they relate to the public and students, faculty and classified professionals. Included in the support of **Community Sports** are the paid venues and stadiums. While the practice areas are a way for students, faculty, and classified professionals participate in **Connection Sports**. The mix of all across campus is vital to encouraging a diverse, active, and vibrant atmosphere.

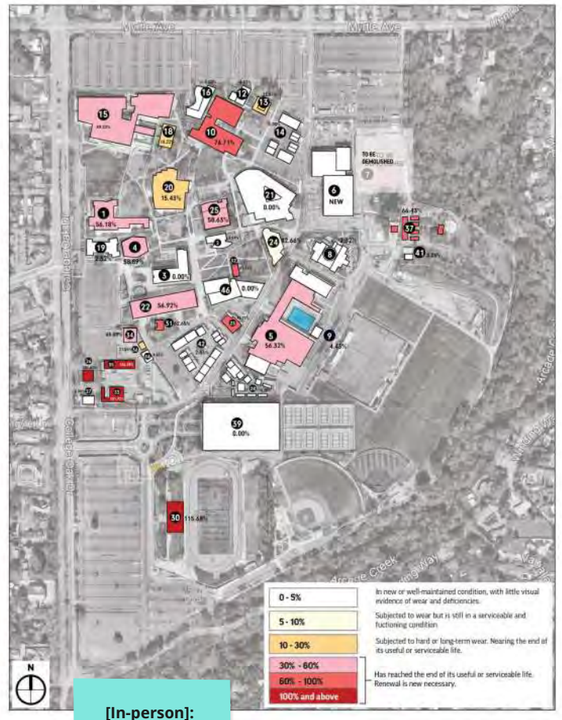


[In-person]: Book Store will eventually evolve to virtual

[In-person]: Ranch house should be preserved & used as archive

FUSION Data Base and Facility Condition Index

The Facility Condition Index (FCI) provides a theoretical objective indication of a facility's overall condition. The FCI is defined as the ratio of the cost of current needs divided by the current replacement value (CRV) of the facility. The legend chart presents the Industry standard ranges and cut-off points.



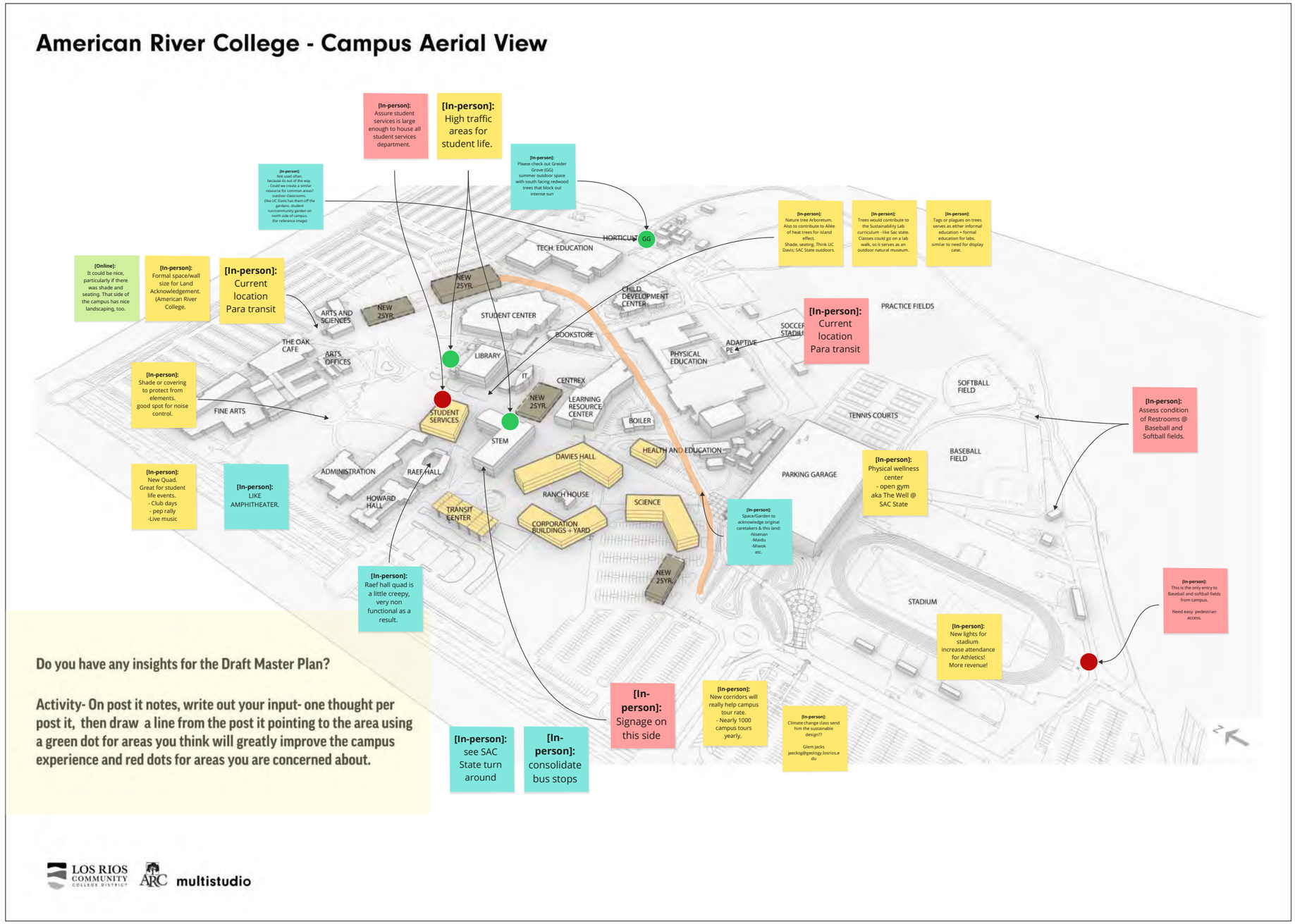
[In-person]: Stadium needs major revamp… starting w/ turf to hose more events

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC multistudio

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

2.6.1 Community Forum-Campus

Both digital and in-person comments added to posters facilitated crucial discussions to gain the community perspective on how their campus currently functions and can be enhanced.



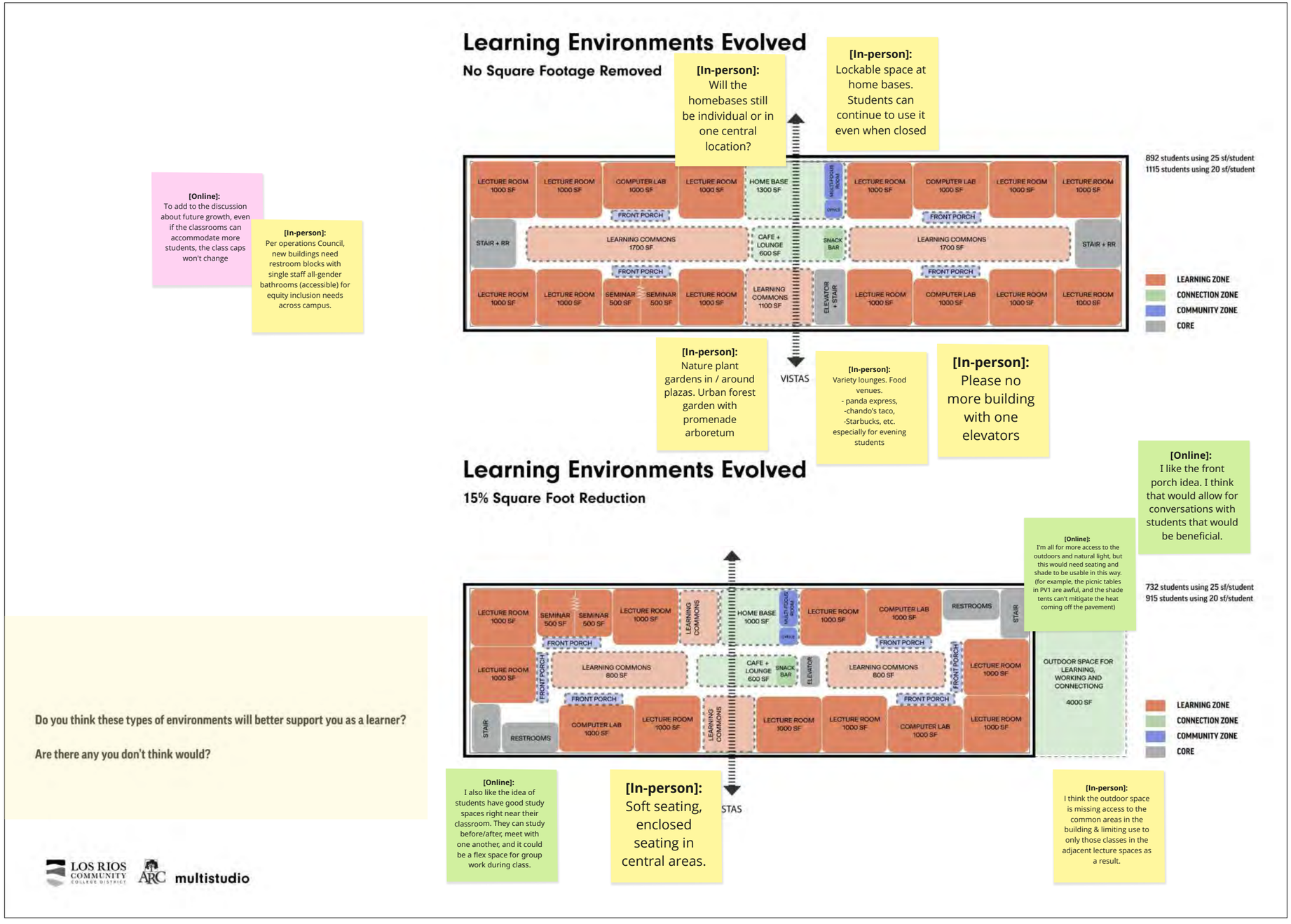
Why Planning by Community Matters

"If we are talking about a facilities master plan, we need to create a sense of belonging for our students by developing our Home Base model as supportive pathway communities tailored to specific fields of study, serving as one-stop support centers...that would make a big scary campus feel more welcoming."

—Faculty Workshop Participant, American River College, Los Rios CCD

2.6.2 Community Forum-Example

A series of example learning environments facilitated discussions generating comments to help shape the future of learning spaces as they evolve.



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

2.6.3 Community Forum-Guides

Detailed diagrams provide clarity of program adjacencies and functionality between programs and interfacing with the outdoors. Community feedback on such diagrams informs the guidelines captured later in the 2025 Facilities Master Plan document.

Design Guidelines Work in Progress
Science Classrooms

GENERAL:

- Planning needs to factor in safety such as carrying chemicals from one place to another and bio-hazards such as class II bacteria genes.
- Utility elevators needed to move chemicals safely and other learning tools such as cadavers on gurneys.
- Biology and Chemistry should be adjacent to each other for waste management safety
- Cadaver room location is critical

FACULTY OFFICES:

- Collaborative meeting and working space
- Small lab office with desk for the Lab Tech is key
- Dean's office adjacent to other offices
- Adjunct faculty desk in a collaborative room. (Huddle Room)

LABS:

- Ability to reconfigure lab spaces. Provide conduit and raceways
- Provide mobile storage
- Provide mobile whiteboard/display
- Instructor's demonstration area at the front
- Lab Tech station in the Lab

COLLABORATION COMMONS:

- Permanent display cases for delicate learning tool artifacts of high value, and impromptu presentations
- Student and /or faculty open collaboration space

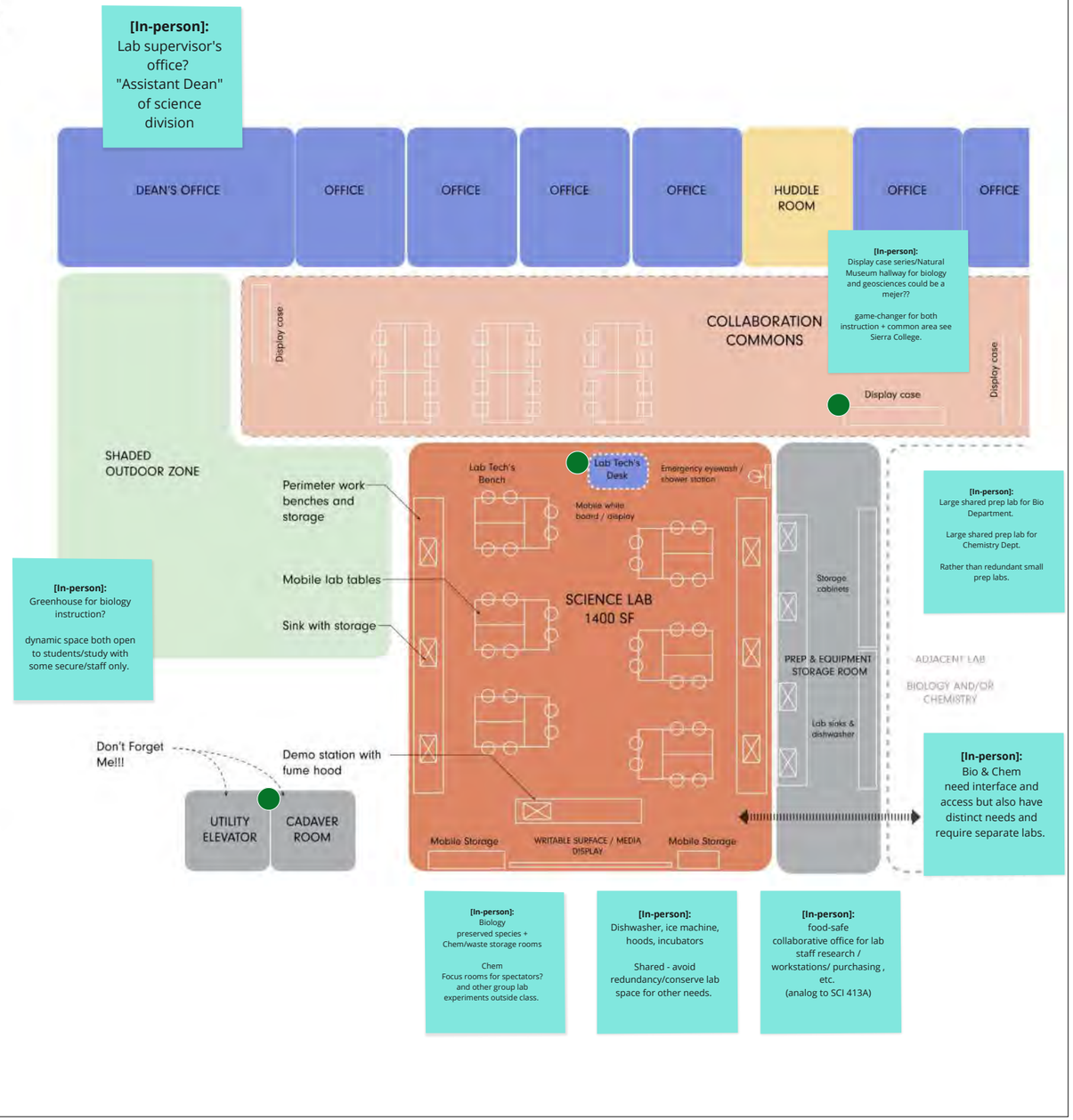
PREP ROOM:

- Need more prep space and storage space
- Include prep sink and dishwasher
- Linear prep room shared between adjacent labs

Do you have any insights for the Draft Master Plan?

Activity - On post it notes, write out your input- one thought per post it, then draw a line from the post it pointing to the area using a green dot for areas you think will greatly improve the campus experience and red dots for areas you are concerned about.

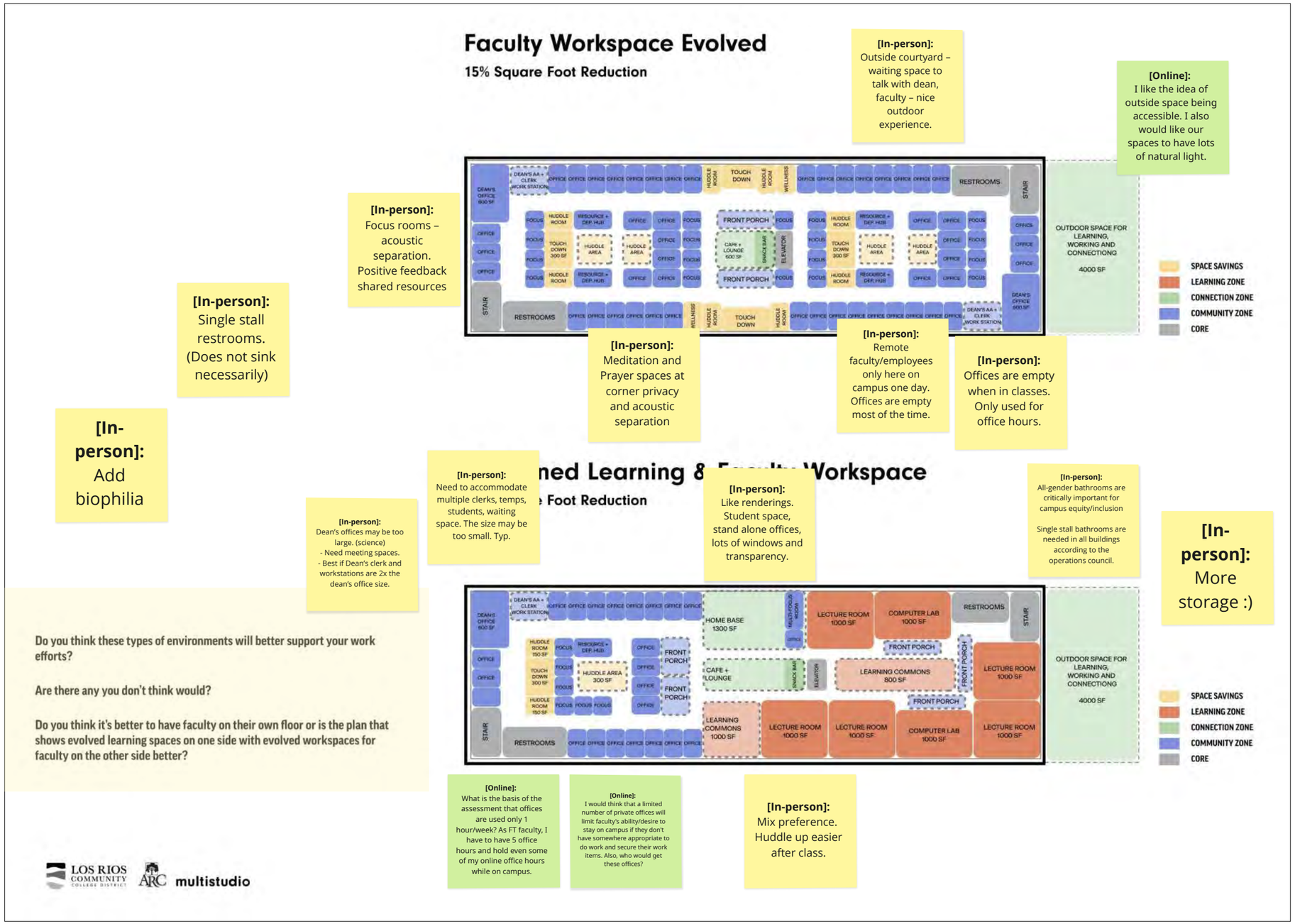
LOS RIOS COMMUNITY COLLEGE DISTRICT ARC multistudio



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

2.6.4 Campus Forum-Workspace

A series of example workspace environments facilitated discussions generating comments to help shape the future of spaces utilized throughout the day by faculty and students alike.



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

2.7 Space Utilization Study Summary

Provided by Steelcase AR+C the study presents an in-depth look at the spaces across campus, and suggests the optimal utilization, qualities and improvements.

August 2024

Space Utilization Study

Engagement Report

American River College

Steelcase
Applied Research + Consulting

AMERICAN RIVER COLLEGE

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

Space Utilization Study (SUS) - Steelcase AR+C

2.7 Space Utilization Study Summary

Steelcase's Applied Research Consulting (AR+C) Team conducted a comprehensive Space Utilization Study (SUS) post-COVID at American River College with the following goals:

- Explore how ARC Faculty and Classified Professionals work, model a range of hybrid solutions and determine the appropriate direction for the future workplace for each group
- Explore classroom usage patterns and the associated demand, model a range of scenarios and provide input into current classroom design options
- Utilize the results of this study to update and evolve the 2025 Facilities Master Plan

The Study suggests next steps based on the conclusion that there is excess space:

"The key next steps for ARC'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 cost and change management effort over a number of years."

The Study suggests additional considerations for implementation which would require further discussions on the topic of change management with the ARC Executive Team and the Applied Research + Consulting team. The approach described on page 13 entails Pilot Projects and measuring the outcome over time as part of a Change Management Program.

The SUS is very building-focused and reflects evolved learning environments that support American River College's mission that places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

The following pages are exemplary in providing a summary of the document that has been embraced and incorporated as part of the American River College 2025 Facilities Master Plan.

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 American River College (ARC) campus and its role in both learning and community. There has also been increased interest by Faculty and Classified Professionals for more choice and control in how and where they do their work.

The ARC Executive Team is interested in thoughtfully considering a range of hybrid 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 hybrid office and classroom solutions ARC has engaged the Applied Research + Consulting Team and launched the Space Utilization Study. The goals of this are to:

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

The outcomes for this engagement include:

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

Executive Summary

Engagement Approach
Design Thinking + Wholistic

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

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

- Direction setting and education work session with ARC Executive Team and Leaders
- 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
- Workshop with Davies Hall replacement Project team
- Observation of approximately 17 buildings/portable villages including approx. 45 classrooms, 6 Faculty office areas, 7 Classified Professional work areas and the Natomas Center
- Review and analysis of classroom scheduling data
- Analysis, synthesis and initial scenario development
- Initial scenario review with ARC 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 ARC Executive Team and District Leaders

Executive Summary

Scenarios – Future Alternatives

Three scenarios were developed each for Faculty areas, Classified Professional areas and Classroom utilization. These scenarios are unique to ARC 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 the hybrid continuum, reflects increasing levels of change and is contrasted to the As-Is environment which represents a fourth scenario. Classroom Scenarios are based on varying levels of utilization and on-ground demand.

These Scenarios will aid the ARC Executive Team in understanding the range of alternatives and will support an effective discussion of the varying impacts on the experience of Students, Faculty, Classified Professionals and the effectiveness of the Organization.

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

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

Faculty

Scenario 01

- All Faculty are hybrid, with no office sharing and time on campus is as it is today
- Faculty offices will be redesigned to better accommodate Student and Faculty interaction
- Faculty communities will be created with offices located around a Department Hub
- Areas will be introduced where Students can congregate informally before and after class

Scenario 02

- Faculty offices are designed to accommodate the workstyle and artifacts of two Faculty members assigned to an office (shared on a 2:1 ratio)
- Community Zones will be designed with a wider range of unassigned drop-in spaces for Faculty to work when they don't need their private office
- Expanded areas where Students can congregate informally before and after class

Scenario 03

- Faculty offices are assigned to a department but unassigned to specific Faculty Members and are shared on a 3:1 ratio
- The use of offices can be determined and managed by the department
- Additional unassigned enclosed spaces will be included in Faculty Community Zone to support individual concentration and small group interaction

Classified Professionals

Scenario 01

- Hierarchical planning methodology (updated)
- Formal updated hybrid program for non-peak periods
- Office to workstation ratio will be unchanged
- Updated design in office areas with increase in collaborative space, if possible

Scenario 02

- Activity-based work planning methodology
- Formal updated hybrid program for non-peak periods
- Formal desk sharing introduced; 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

Scenario 03

- Activity-based work planning methodology
- Formal updated hybrid program for non-peak periods
- Desk sharing enhanced with 70% hybrid sharing at 2:5:1 + Temporary Classified share at 5:1
- Quantity of group, collaborative and social spaces significantly enhanced over scenario 2
- Front porches and transition zones for departments introduced

Executive Summary

Key Insights

The key Insights reflect the analysis and synthesis of multiple sources of data gathered during the Discovery Phase with ARC. The goal of inspiring Student success was evident throughout our interactions with all ARC constituents. These Insights reflect that goal and offer a deeper understanding of what is happening at ARC 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 is below:

Insight 1

Cultivating the Optimal Experience

Modalities and work processes have evolved but buildings, processes and behaviors have not made appropriate adjustments. There is a wide range of experiences due to the diversity in many aspects of the Campus including building age, design and maintenance. In addition, the Portables, initially installed as temporary, have become a permanent fixture on the Campus.

Insight 2

Evolving the Instructional Experience

The shift in modalities has driven a change in many elements associated with instruction. While methods, processes, skillsets and technology for in-person instruction are well established, there are growing pains associated with online and hybrid instruction. The experience for students varies widely whether on ground or online, impacting overall success rates. In addition, the on-ground experience is inconsistent varying by building age and permanent vs. temporary.

Insight 3

Nurturing the Community

There are strong ties and bonds within Departments and with their associated Students. However, inter-departmental silos tend to exist based on campus geography, structure of Departments and the growth in online instruction and hybrid working. The many changes over recent years, have led to frustration, tensions and an associated impact on morale and organization affiliation.

Insight 4

Embracing New Opportunities

There are signs of innovation happening in a number of areas at ARC (e.g., HomeBases, HyFlex, online instruction). While this innovation has been generally well-received, consensus in workshops conducted was that further innovation holds significant promise in streamlining Student experience and supporting Instructional and other activities. However, in some instances there is an expectation of what appears to be a status quo (e.g., replacement of Davies Hall).

Executive Summary

Real Estate Savings

The results of the Space Utilization Study indicate excess space exists at ARC. There are also a broad number of processes and perspectives which are limiting the ability to realize additional real estate savings. These are typical across higher education and many corporate sectors. 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
- Buildings expanding reactively over time has resulted in a range of constraints making it difficult to optimize and repurpose them in the future
- An incremental focus to facilities development and construction has resulted in new facilities which tend to mirror the historical space solution vs a “bottoms up approach” which would take into consideration changes in work, instruction and related aspects
- From a strategic level there appears to be limited measurement and pro-active management of space based on utilization; this is not surprising given laser like focus on Student success but means space opportunities are not readily realized and addressed

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

Option 1

Eliminate Excess Space

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

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.

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

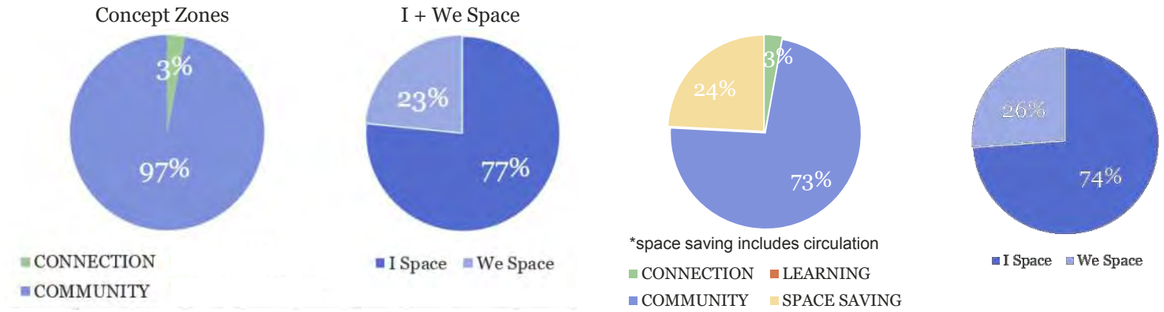
Eliminate + Repurpose Excess Space

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.

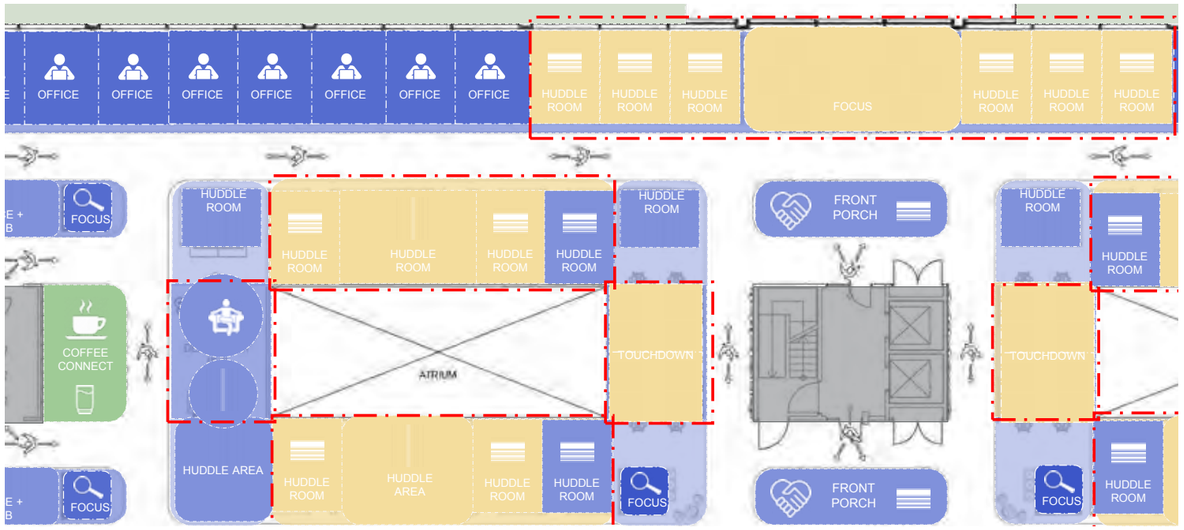
2.7.2 Space Utilization Study (SUS) - Key Takeaways for Teaching, Learning and Working

The Community Zone includes offices. The SUS reflects a change in how faculty can work in the future to have a higher level of collaboration ("We Space") while balancing the amount of time they need for heads down focused work ("I Space"). This change comes with much higher efficiency in the use of space which will make room for more space to be dedicated to Learning Zones and Connection Zones.

The Davies Hall scenario for the Third Floor as it was versus how it could have been renovated is also a strong illustration of the difference between an old model of campus offices compared to a new model.

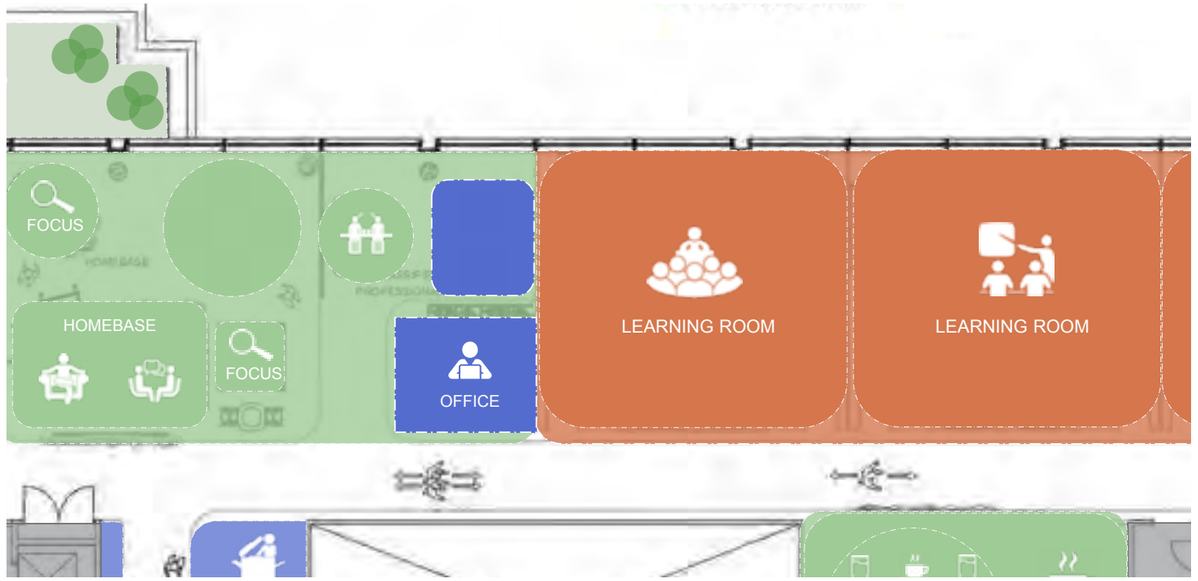


Left: A double-loaded corridor plan consists of 97% offices, mostly single occupancy
Right: The "space-saving" zones are carved out to include new spatial typologies such as Huddle Rooms and Huddle Areas for collaboration, Focus Rooms, and Touchdown Rooms with 'hoteling' workstations.



The Community Zones re-imagined have a variety of space types to support different work modalities.

The Connection Zone is the only zone that includes factoring in the use of the outdoors via the Courtyard spatial typology. The campus Master Plan must include a strong focus on the use of the outdoors optimizing the beautiful campus and taking advantage of the Northern California temperate climate. Courtyards will be only one of the space types planned to support the school community. Just as the SUS was seeking opportunities inside the existing buildings believed to be under-capacity, the Multistudio team is seeking opportunities from the "outside-in", analyzing dead spaces between buildings, enhancing existing quads for place-making and creating better flows between buildings.



The key takeaway is to use these scenario studies to inform the Space Program for new construction. If the campus is at 100% utilization, it will not be possible to subtract classrooms for the creation of Connection Zones in a building renovation. However, new construction projects can utilize the percentages of space types. The Space Program for faculty and classified professionals, for renovations, can be based on the SUS scenarios, as the same amount of workspace can be renovated to accommodate the same number of staff within an existing footprint. However, this will require change management. To explore this, Multistudio will collaborate with the ARC leadership team and the Steelcase Applied Research Consulting team to assess the potential for a small pilot project on campus as a next step after the completion of the Master Plan.

2.7.3 Central Question

Moving the central question forward into the 2025 Facilities Master Plan provides a guide for decision making and

ARC | Space Utilization Study

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 ARC's Executive Team and Senior Leaders.

How might we evolve our college
to inspire a diverse body of Students
to achieve their goals,
provide an elevated service experience,
ensure inclusive, equitable education,
support the evolving instructional modality mix,
provide flexibility for learning and working
while continuing to build a sense of belonging for all
and enhancing the overall effectiveness of the College?

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

2.7.4 Key Insights

The adoption of such insights should be applied to all projects at commencement of each.

ARC | Space Utilization Study

Insights

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

Insight 1

Cultivating the Optimal Experience

Modalities and work processes have evolved but buildings, processes and behaviors have not made appropriate adjustments.

There is a wide range of experiences due to the diversity in many aspects of the Campus including building age, design and maintenance.

In addition, the Portable buildings, initially installed as temporary, have become a permanent fixture on the Campus.

Insight 2

Evolving the Instructional Experience

The shift in modalities has driven a change in many elements associated with instruction. While methods, processes, skillsets and technology for in-person instruction are well established, there are growing pains associated with online and hybrid instruction.

The experience for Students varies widely whether on ground or online, impacting overall success rates.

In addition, the on-ground experience is inconsistent varying by building age and whether permanent vs. temporary.

Insight 3

Nurturing the Community

There are strong ties and bonds within Departments and with their associated Students.

However, inter-departmental silos tend to exist based on campus geography, structure of Departments and the growth in online instruction and hybrid working.

The many changes over recent years, have led to frustration, tensions and an associated impact on morale and organization affiliation.

Insight 4

Embracing New Opportunities

Signs of innovation are happening in a number of areas at ARC (e.g., HomeBases, HyFlex, online instruction).

While this innovation has been generally well-received consensus in workshops conducted was that further innovation holds significant promise in streamlining Student experience and supporting Instructional and other activities.

However, in some instances there is an expectation of what appears to be a status quo (e.g., replacement of Davies Hall).

Supporting Research

Summaries of recent relevant literature

"There are short-term challenges of keeping our organizations thriving and at the same time, imagining for the long-term future"

Sukhwant Jhaj,
VP Academic Innovation and Student Achievement
Arizona State University

Insight 1

Cultivating the Optimal Campus Experience

In recent years, modalities and work processes have evolved but the buildings and processes have in some instances not made appropriate adjustments.

Contrasts in many aspects including building age, design, services, maintenance and infrastructure have resulted in disparity in the quality of experience both on ground and online.

In addition, the Portable buildings, initially installed as temporary, have become a permanent fixture on the Campus.

The Backlog That Could Threaten Higher Ed's Viability: A big bill for deferred maintenance is coming due

Deferred maintenance is a persistent problem for higher education. The backlog of needs on campuses now threatens the viability of many institutions.

The recent spike in inflation means building and maintenance costs have increased, while enrollment has been flat or declining. Questions about the value of a degree as well as a shift to hybrid and online courses point to a need to rethink construction on college campuses.

Carlson, Scott, (2023), *The Backlog that Could Threaten Higher Ed's Viability,* The Chronicle of Higher Education, March 31, 2023, https://www.chronicle.com/article/the-backlog-that-could-threaten-higher-eds-viability?sra=true

What We Now Know About Campus Space and Student Success

In the first episode of the podcast *The Evolving Campus*, Sukhwant Jhaj, VP for academic innovation and Student achievement at ASU discusses post-pandemic shifts in thinking.

Ways college campuses can better serve students and support learning:

- Rethink synchronous learning spaces
- Focus on building interactivity in online learning; create integrated experiences
- Design classrooms to facilitate new ways of working; bring people together
- Provide training for new technologies that will impact Students' future (e.g., AI, machine learning)

Carlson, Scott, (12-1-21), Designing for student success, The Evolving Campus, Learning Futures Project, Spotify, https://open.spotify.com/episode/4P4gMmOKCmrAirSKUmZbIX

Meeting Students Where They Are: colleges shift thinking and design to be more Student-ready

Community colleges are aware of the need to design for Student readiness and engagement. Becoming a more equity-focused college means identifying what Students need, then delivering solutions that create a feeling of belonging, and meet their current and future learning needs and goals.

Tarrant County College in Fort Worth, Texas (TCC) is a good example:

- Co-designing facilities (with Faculty and Students)to promote Student success
- Creating consistent design across colleges to enable equity of experience
- Meeting Students where they are; providing tools and resources

Finkel, Ed. 2023 *"Meeting Students Where They Are",* Community College Journal 93(5): 12-19

Insight 2
Evolving the Instructional Experience

The shift in modalities has driven a change in many elements associated with instruction.

While methods, processes, skillsets, and technology for in-person instruction are well established, there are growing pains associated with online and hybrid instruction.

Students' experiences vary widely whether on ground or online, impacting overall success rates. In addition, the on-ground experience is inconsistent, varying by building age and whether permanent vs. temporary.

- The on-ground instructional experience for Students varies widely based on the age of the building and whether temporary versus permanent
- Classrooms are designed to support traditional lecture style instruction with limited ability to flex to support evolving instructional styles (e.g., active learning)
- Faculty commented that the ability to have visual and immediate feedback from Students is much stronger on ground than during classes online
- Both Faculty and Students value the informal interaction before and after classes, but these are not well supported in the current on ground environment or online
- HyFlex-enabled classrooms are evolving however, the experience for both Faculty and Students is not seamless or optimal
- There is a variety of in-between spaces in close proximity to classrooms being used by Students for homework, problem solving and connecting with Instructors but they are limited in number and inconsistent
- Student interest in online classes has changed dramatically since Covid, and during workshops with Leadership and Faculty, the belief is the current rate of online instruction will not vary significantly over the next five years (between 40-45% online)
- Faculty commented that Hybrid and online classes require different skill sets and training in the use of associated tools, techniques, and technology
- Faculty mentioned that developing an online course requires more effort than developing the same course for in-person instruction
- Faculty expressed the desire for support from online instructional experts in the development and implementation of online courses to ensure an optimal Student experience
- It is apparent that many Students choose online due to lifestyle, work and family constraints however, Faculty are concerned that this may not be the ideal method of instruction for all Students and this is supported by ARC success rate statistics for Fall 2023

Supporting Research

Summaries of recent relevant literature

> *"The focus should be on a big-picture question... is this a high-quality learning experience for students?"*
>
> Bethany Simunich
> VP for innovation and Research, Quality Matters

Insight 2

Evolving the Instructional Experience

The shift in modalities has driven a change in many elements associated with instruction.

While methods, processes, skillsets, and technology for in-person instruction are well established, there are growing pains associated with online and hybrid instruction.

Students' experiences vary widely whether on ground or online, impacting overall success rates. In addition, the on-ground experience is inconsistent, varying by building age and whether permanent vs. temporary.

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How Can We Improve Online Learning at Community College?: voices from online Instructors and Students

Rapid growth of online learning in community college has exposed low course completion and performance scores. This study identifies effective practices that support learning from both Instructors' and Students' perspectives. The goal is to identify successful practices and methods that improve online courses.

Some themes from this research:

- Facilitate Instructor-Student interaction
- Proactive outreach, timely support
- Quality feedback on assignments
- Discussion and forum activities
- Varied materials, diverse media for content delivery

Li, Qiu Jie, Xuehan Zhou, Brad Bostian and Di Xu, 2021, *How can we Improve Online Learning at Community Colleges?, Vol. 25,* Online Learning Consortium

Equity Through Innovation in Teaching and Learning: A student-centered approach

The California Community Colleges (CCC) has adopted an equity-imperative approach to reform systems. This commentary describes the collaborative process used to move from vision to action based on guiding principles such as:

1. Maintain equity as a central goal and driver for change
2. Support college access, persistence, and completion
3. Prepare Students for college, career, and lifelong learning

This is a road map for putting equity at the center of everything, designed for Leaders and Educators at any Institution.

Lowe A, Leal-Carrillo N, Guiney C, Diaz A. Equity through innovation in teaching and learning: A student-centered approach to systemwide implementation of direct assessment CBE. Competency-based Education. 2021;6:e01237. https://doi.org/10.1002/cbe2.1237

As Colleges Focus on Quality in Online Learning, Advocates Ask: What about in-person courses?

Online and in-person courses are not interchangeable, but lines between them are beginning to blur. Many colleges offer hybrid courses with components of both. Higher Education must focus on inclusive quality course design and delivery by:

- Providing materials in formats accessible to all learners
- Fostering community outside of the classroom
- Measuring, documenting and use data to inform instruction

To achieve this goal, it is essential to prioritize resources and professional development; provide Faculty with digital fundamentals training for teaching and course design.

Swaak, Taylor, 2023, As Colleges Focus on Quality in Online Learning, Advocates Ask: What about in-Person Courses, The Chronicle of Higher Education, 3-2-23

Insight 3
Nurturing the Community

There are strong ties and bonds within Departments and with their associated Students.

However, inter-departmental silos tend to exist based on campus geography, structure of Departments and the growth in online instruction and hybrid working.

The many changes that have happened over recent years, have led to frustration, tensions and an associated impact on morale and organization affiliation.

- The size of the campus and the physical distribution of people and departments have played a played a role in developing and maintaining silos
- The closure of Davies Hall and the distribution of Faculty and departments across the Campus have impacted relationships, networks and the sense of community
- Students desire to connect with Instructors beyond the Classroom but there is a lack of spaces to appropriately enable this
- Students commented that they tend to remain in the areas nearest their classrooms and are not fully aware of all the amenities and networking opportunities available on other parts of the campus
- While in its' infancy, the HomeBase concept provides students with an overall sense of belonging and inclusion and is valued by Students, Faculty and Classified Professionals
- Students commented on the importance of the Student Programs to help build their support networks and access to spaces to get together with like-minded Students
- Classified Professionals recognize the importance of maintaining strong relationships both in person and online to support Student demand
- Classified Professionals hope for more opportunities to work with other departments, to build wider connections with colleagues and increase awareness of other services for Students
- Both Classified Professionals and Faculty commented that communication has suffered due to many changes over the years, multiple channels of communication and lack of clarity on how to find information as required
- The Foundational Pillar of College Community was ranked as one of the most important pillars for the ideal future work experience by participants in workshops with Leadership, Faculty and Classified Professionals

Supporting Research

Summaries of recent relevant literature

"Deeper connections that go beyond learning course content can make the ordinary [experience] extraordinary."

Insight 3

Nurturing the Community

There are strong ties and bonds within Departments and with their associated Students.

However, inter-departmental silos tend to exist based on campus geography, structure of Departments and the growth in online instruction and hybrid working.

The many changes that have happened over recent years, have led to frustration, tensions and an associated impact on morale and organization affiliation.

Students Seek Stronger Connections With Professors but Rarely Take the Lead

Based on IHE "Student Voice" survey results, many Students do not realize their role in connecting with Faculty, and do not take advantage of office hours on campus.

Most Students report that they never visit with Professors during office hours. Those who do say they visit just once or twice a semester.
Some reasons why:

- Perceived faculty stress, overwork
- Bias, faculty of another race
- Fear of faculty pushback

Faculty offices may not be the best space for connecting, the classroom is better. Students and Faculty want to connect, but lack the tools and supporting space to do so.

Ezarik, Melissa and Chris Ryan, 2022, Survey, *Students Want Connections with Professors but May Not Initiate Them,* Inside Higher Ed, 5-19-22

Why One College is Hiring a "Vibrant-Campus-Community Coordinator"

Colleges are dealing with widespread Student disconnection since the pandemic. Investing in Student life is an effective antidote. University of Virginia's College at Wise is trying to attract and retain Students and reinvigorate the campus by marketing Student clubs, hosting events and dealing with conflicts.

This article presents a case for jump starting Student engagement on campus by hiring a coordinator to facilitate these programs. Some are skeptical that this is enough to solve the engagement problem, others believe it will help Students stay connected.

Hatch, Brianna, 2022, Why One College is Hiring a "Vibrant-Campus-Community Coordinator, "The Chronicle of Higher Education, 8-2-22

Caring Campus: Faculty Leadership in Student Success

Caring Campus/Faculty is a program that brings together a group of college Faculty to develop behaviors to increase Students' connection to the college.

Research suggests that Students who feel a sense of belonging in the college community have improved course completion and persistence in college. This may be most important for racial minorities, first-gen and international Students. Participating Faculty and the College Community also benefit from this program.

CC/F is an example of an equity initiative designed to influence college culture and support underserved Students, as well as engage Faculty.

Barnett, Elisabeth A. and Cho, Selena (January 2023), Caring Campus: Faculty Leadership in Student Success, CCRC Community College Research Center, Teachers College, Columbia University

Insight 4
Embracing New Opportunities

Signs of innovation are happening in a number of areas at ARC (e.g., HomeBase, HyFlex, online instruction).

While this innovation has been generally well-received consensus in workshops conducted was that further innovation holds significant promise in streamlining Student experience and supporting Instructional and other activities.

However, in some instances there is an expectation of what appears to be a status quo (e.g., replacement of Davies Hall).

- The pandemic provided the impetus to shift to digital methods and work processes however technology and methods supporting HyFlex and hybrid instruction are still evolving
- The HomeBase concept is proving successful but it's still in its infancy with room to grow and develop
- The shift to online instruction is significant and has resulted in new course materials being developed and offered, however Faculty recognize this effort requires unique skills and capabilities
- There is a feeling among a number of Faculty that an expert in online learning would be a good investment to drive further success
- Workshop participants recognize that many operational and Student facing processes and systems are inefficient and do not provide a choreographed experience for the users
- The desire for innovation is impacted by current processes, difficulty in gaining alignment and decision making
- It appears in some instances Innovation is viewed as a one-time activity rather than a process to support and evolve experience (e.g., classrooms built many years ago have not evolved)
- There are examples of best practice across the Campus and other Los Rios Colleges but it is not clear how these practices are shared
- While innovation is appreciated, there appears to be a constituency who are hesitant to embrace new ideas and highly value the status quo

Supporting Research

Summaries of recent relevant literature

"I'm willing to take risks and try to implement disruptive innovations, since I believe it's the best solution for our Students"

Community College leader

Insight 4

Embracing New Opportunities

Signs of innovation are happening in a number of areas at ARC (e.g., HomeBase, HyFlex, online instruction).

While this innovation has been generally well-received consensus in workshops conducted was that further innovation holds significant promise in streamlining Student experience and supporting Instructional and other activities.

However, in some instances there is an expectation of what appears to be a status quo (e.g., replacement of Davies Hall).

Community Colleges Need to Evolve as Students' Needs Do

The future of Community Colleges is full of potential. There exists an opportunity to address historic achievement gaps, put equity at the center of all programs and build partnerships and collaborations.

Community Colleges have a strong history of being sites of innovation and nimbleness. They provide hope for a future in which these institutions will continue to make an impact on the lives of Students and their families.

Eddy, Pamela, 2019, Survey, *Community Colleges Need to Evolve as Students' Needs Do,* Harvard Business Review, 9-30-19

Creating a Culture of Student Success Innovation through Institutional Coaching

This article highlights the role of institutional coaches in supporting Community Colleges' transformational change, such as been shown with guided pathways. Coaching is a proven strategy for facilitating growth and change for both individuals and organizations.

This article suggests that through coaching, Community Colleges can cultivate a culture of Student success innovation, and continuous improvement. Using coaches will strengthen the Colleges' ability to implement change and new ideas.

Miller, J. M.,Wetzstein, L., & Girardi, A. (2023). Creating a culture of student success innovation through institutional coaching. In E. Cox Brand (Ed.), Student success center network. New Directions for Community Colleges, 201, pp. 79–88. JohnWiley & Sons, Inc.

Artificial Intelligence, Real Career Training: Community Colleges Step Up as More Careers Require AI-Related Skills"

Community Colleges have recognized the increased demand for artificial intelligence (AI) related skills.

Community Colleges have recently been proactive in developing curriculum and courses that cater to this growing need. Students want these courses and certificates to prepare them for the future.

Colleges are at different stages of this process, but they are posed to train many Students for jobs in this rapidly expanding industry.

Finkel, Ed. 2024,, "Artificial Intelligence, Real Career Training: Community Colleges Step Up as More Careers Require AI-Related Skills" Community College Journal 94 (5) 26-33

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Lowe, Aisha, Nadia Leal-Carrillo, Chantee Guiney, and Amparo Diaz. 2021. *Equity through Innovation in Teaching and Learning: A Student-centered Approach to Systemwide Implementation of Direct Assessment CBE*. Vol. 6 Wiley. doi:10.1002/cbe2.1237.

Martinez, Edna, Sharon Velarde Pierce, and Isela Peña. 2023. *"You've Got to Put the Student First": Faculty Advisors as Educators and Emotional Laborers in Community College Baccalaureate Contexts*. Vol. 52 SAGE Publications. doi:10.1177/00915521231201449.

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2.7.5 Space Utilization Study (SUS) Summary

In conclusion, the study is very useful. Many of the concepts have been adopted to move the 2025 Master Plan forward when it comes to zoning, space planning, and project development. The Steelcase document in it's entirety should be a compliment document to the 2025 Facilities Master Plan.

Multistudio suggests engaging Steelcase after the 2025 Master Plan has been completed to begin pilot projects in existing buildings not only to begin the change management process, but also as part of a public relations campaign to raise awareness for students and faculty regarding the 2025 Master Plan to build excitement and gain support. The pilot project in an existing building could then be used to inform the space planning and interior design for the replacement building for Davies Hall -the next new building on the campus.

Essential Shifts

From		To
Experiences for both Students, Faculty and Classified Professionals vary widely across the Campus due to differences in building age, design and condition.	→	**Design Standards, Guidelines and Processes are developed** to ensure Students, Faculty and Classified Professionals at ARC will have an equitable experience in all buildings across the Campus.
The increase in online learning and hybrid working has impacted the levels of vibrancy, density on ground, sense of connectedness and community across all constituents.	→	**Intentionally designed group spaces** that encourage informal conversations and support serendipitous interactions will provide destinations to build meaningful connections across all constituents.
The extended time apart, due to both the pandemic and the closure of Davies Hall has eroded social capital and trust between Employees and Leadership.	→	**Informal social areas created to bring people together** both formally and informally will allow them the opportunity to socialize, repair and rebuild trust.
Current standards for the allocation of space are based on hierarchical planning with assigned individual spaces which do not adequately support the shift in the way people are working today.	→	**Greater choice and control** of when, where and how to learn and work will help increase satisfaction, minimize potential resistance to change, and contribute to wellbeing.
The average classroom experience is standardized based on a fixed furniture arrangement set up for lecture style delivery. There is limited opportunity for instructors to vary their teaching style to enhance Student learning.	→	By **reimagining Classroom designs into flexible and fluid solutions,** rigorous discussions and group work between Students and Instructors will be enabled and energized.
Students who participate in synchronous online classes, have an inequitable experience compared to students who are in the classroom, due to technology challenges.	→	**A rich technology enabled environment**, **using both analog and digital tools is created** to support multiple learning preferences providing a seamless, equitable experience among participants for online synchronous learning.

2.7.6 Experience Concept Zones - Renovation / Building Projects

All modernization projects, renovations, new construction, and out door space improvements should work toward incorporating a balance of 'Concept Zones' at the appropriate percentages.

Connection Zone
Spaces for All

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

- Coffee + Connect
- Courtyards
- HomeBase

Learning Zone
Students + Faculty

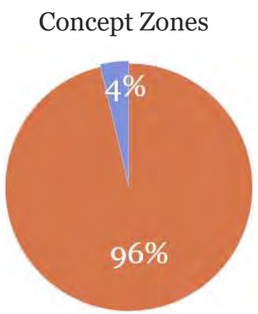
This zone supports formal and informal learning, wherever learning happens.

- Classrooms
- Student Learning Commons

Community Zone
Faculty + Classified Professionals

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

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



Left: Current campus building shows 29 classrooms of various sizes including 2 labs. The 4% Community Zone are offices.
Right: Future campus building shows 18 classrooms of various sizes with existing space carved out for Connection Zone spaces such as courtyards, Café Bar & Lounge, Snack Bar, and additional Home Base areas to serve as commons.

Target percentages for a balanced project

Connection Zone- 30-40%

Learning Zone- 50-60%

Community Zone- 5-10%

2.7.7 Experience Concept Zones - Existing Campus

The concepts of spaces defined by **Connection**, **Learning**, and **Community** can be applied at the campus level to the buildings, open spaces, and circulation areas as a driver for campus organization. The concept is expanded to further clarify the outdoor spaces as they relate to the public and students, faculty and classified professionals. Included in the support of **Community Sports** are the paid venues and stadiums. While the practice areas are a way for students, faculty, and classified professionals participate in **Connection Sports**. The mix of all across campus is vital to encouraging a diverse, active, and vibrant atmosphere.

Legend

- Connection Zone
- Learning Zone
- Community Zone
- Connection Sports
- Community Sports
- Services
- Home Base

Existing Conditions

Multistudio

2.8 Campus Experience Survey

The Steelcase Applied Research Team conducted a Work Experience Survey to Faculty, Classified Professionals as one of 15 research methods to inform the Space Utilization Study. This survey gave the Facility master planning team qualitative data insights to inform the plan. Key takeaways are on the following pages.

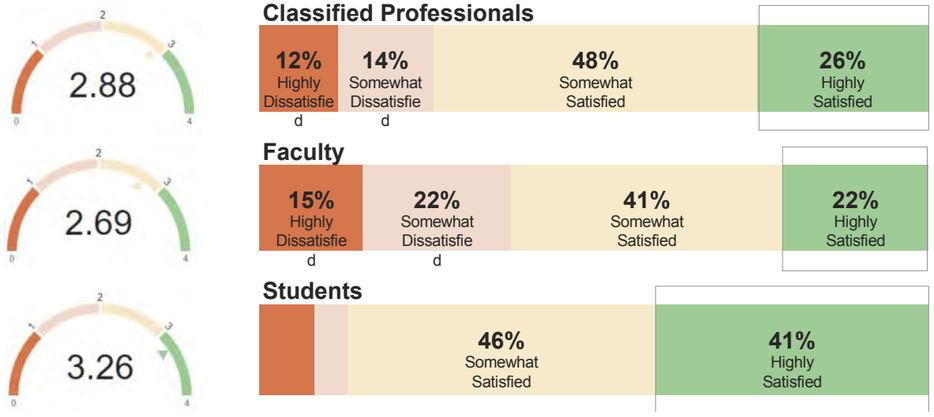
2.8.1 Campus Experience Survey

The Steelcase Applied Research Team conducted a Work Experience Survey to Faculty, Classified Professionals.

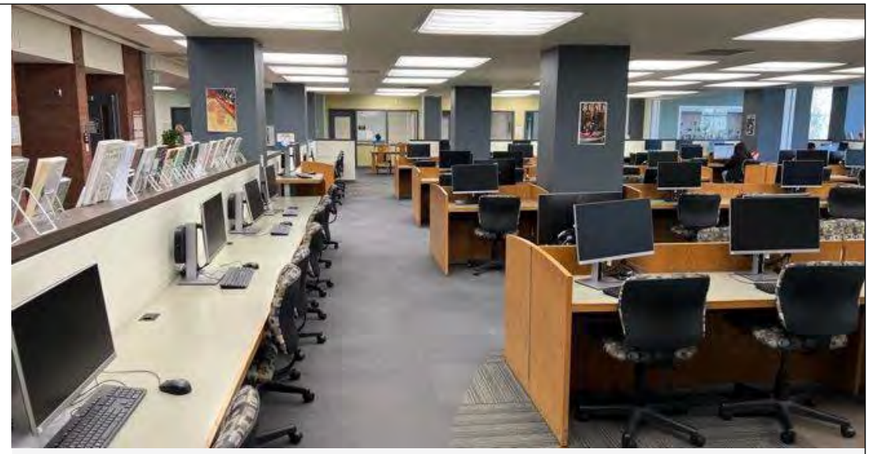
ARC | Space Utilization Study

Insight 1
Cultivating the Optimal Campus Experience

To what extent are you satisfied or dissatisfied with your **On Campus** experience?
- Experience Survey Results



*The chart above indicates that the majority of survey respondents **are not "highly satisfied" with the On Campus experience***



Many large spaces on campus were unoccupied, creating a **sense of isolation** and a **lack of energy** and **buzz**
- Observation Study

"The College doesn't look like a College anymore…just a bunch of **construction huts**"
– Faculty Workshop Participant

"The fear is that you are in them [Portables] for more than 5 years. The Portables at Athletics have **been there for 20 years**…"
– Faculty Workshop Participant

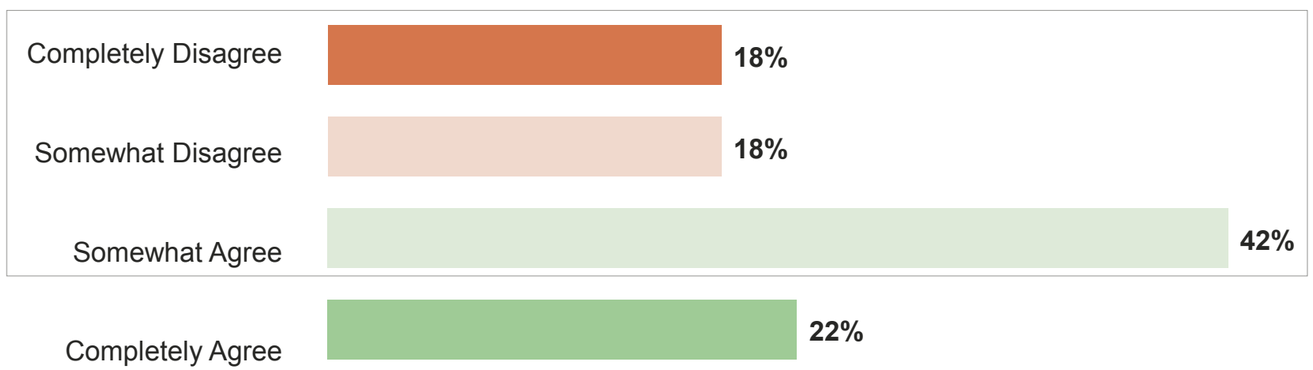
"The cafeteria closes early. Even if people want to stay [on campus] longer, you **have to leave** because you're hungry"
– Student Workshop Participant

2.8.2 Campus Experience Survey

The Steelcase Applied Research Team conducted a Work Experience Survey to Faculty, Classified Professionals.

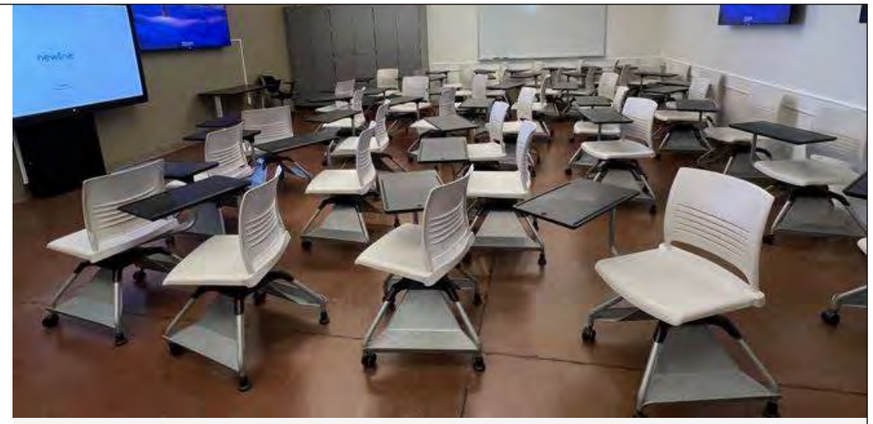
Insight 2
Evolving the Instructional Experience

Do the **physical classrooms** support a blend of in-person and online participants at the same time?
- Student Experience Survey Results



78%

*The chart above indicates that the majority of Student respondents (78%) **do not "completely agree"** that the classrooms support a blend of in-person and online participants at the same time*



"Typically, we have rows of chairs in classrooms, and people just hide out in the back, but I love the idea of a more active/engaged learning environment"
– Student Workshop Participant

ARC Success Rates by Modality – Fall 2023

	Overall	African American*	Hispanic Latino*
In-Person	74.0%	59.0%	70.0%
Online Asynchronous	71.0%	56.0%	67.0%
Online Synchronous	74.0%	52.0%	71.0%
Hybrid	71.0%	57.0%	66.0%

Success rates for ARC Students indicate that, in general, in-person has higher success rates than other modalities
"

Long-Term Modality exercise results

	ARC Leaders Team 1	ARC Leaders Team 2	Workshop Average
On ground	60.0%	60.0%	60.0%
Online	40.0%	40.0%	40.0%

The chart above reflects the Leadership perspective on long-term shifts in modalities
- Leadership Workshop

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

2.8.3 Campus Experience Survey

The Steelcase Applied Research Team conducted a Work Experience Survey to Faculty, Classified Professionals.

The Experience Survey showed that Connecting with Students, Faculty, and Peers and being part of the College Community ranked highly among all survey respondents as reasons to come to Campus. The fact that all constituents consistently ranked College Community in the Top 2 of the Foundational Pillars for the ideal future experience is important. Not only are the buildings an opportunity to nurture students, but so is the use of the outdoors as intentionally programmed space. This insight perpetuates the need for **Nurturing the Community.**

Insight 3
Nurturing the Community

All constituents consistently ranked **College Community** in the **Top 2** of the Foundational Pillars for the **ideal future experience**

FOUNDATIONAL PILLARS	ARC Executive Team	Classified Group 1 In-person	Classified Group 2 In-person	Faculty Group 1 In-person	Faculty Group 2 Online	Davies Hall Project Team Online
Success Rates	1	1	4	2	3	3
College Community	2	2	1	1	1	1

Foundational Pillars were developed following our interviews with ARC Leaders and Administrators and were ranked by workshop participants to indicate priorities for the ideal future learning and work experience. These Pillars will play a key role in envisioning the appropriate scenarios for the future learning and work experience at American River College.

Primary reasons to come to campus:

- Connection to Students
- Connection to my Professors
- To be a part of my College Community
- To connect + collaborate with peers

Connecting with Students, Faculty, and Peers and being part of the College Community rank highly among all survey respondents as reasons to come to Campus.
- Experience Survey

"If we are talking about facilities master plan, we need to build [classrooms] around the **HomeBases**…that would make a big scary campus feel **more welcoming**."
- Faculty Workshop Participant

"Most students stay in their **designated areas**, so I learn by going to different areas of campus to see and hear what's going on… We should encourage students to explore the **entire campus**."
- Student Workshop Participant

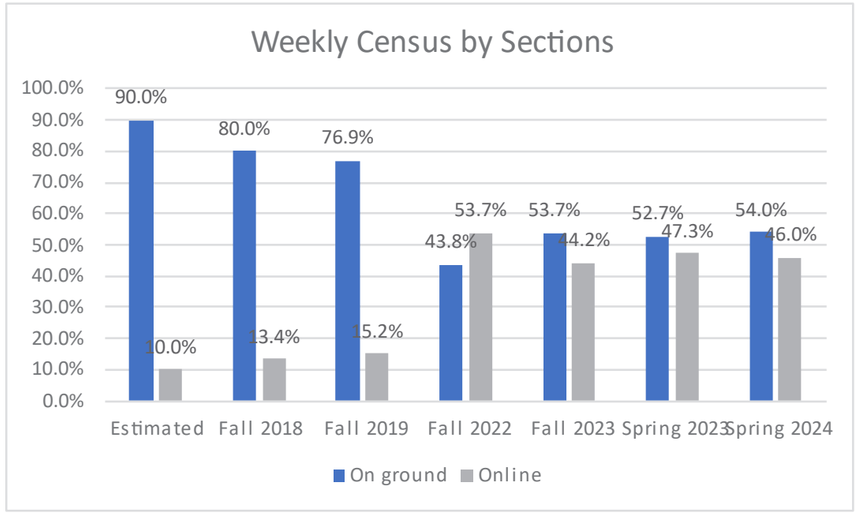
2.8.3 Campus Experience Survey

The Steelcase Applied Research Team conducted a Work Experience Survey to Faculty, Classified Professionals.

The insight of Embracing New Opportunities shows how pre-COVID learning was mostly in-person, then a shift occurred with many students using a hybrid model in which they also learned remotely. Spatial typologies such as the Home Base for each division can be further developed to support student needs in the 2025 Master Plan's Space Program.

Insight 4
Embracing
New Opportunities

Shift in Modality
- ARC Weekly Census Report



The above graphic documents the evolution in modality from Pre Covid to Spring 2024 (Sections data is used here however the WSCH data is almost identical)

While in its' infancy, the HomeBase concept provides students with an overall sense of belonging and inclusion and is valued by Students, Faculty and Classified Professionals

Image of a HomeBase
- Observation Study

"Coming in new, there isn't a checklist of services. It's like a **Treasure Hunt** to find out what's available."
- Student Workshop Participant

"It takes **a lot of work** to develop the online course materials … I better get that class again"
- Faculty Workshop Participant

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

03-

FRAMEWORK

3.1 Framework Overview

"Transform the future of all students and our community through inclusive, equitable education."

—ARC Vision 2020-2031

The vision to develop the campus as a welcoming learning community is core to who ARC is as an institution. Supporting students to achieve their goals at ARC requires many cooperating elements. Projects in the Facilities Master Plan (FMP) should build on what is working by leveraging the momentum ARC has already developed, while connecting new initiatives in a meaningful and effective way that allows every ARC professional to more effectively play their part in supporting student success.

Integrating ARC's work across these areas into the design of the new projects presents an opportunity to have meaningful impacts for students and staff. Research on even small interventions – when they are targeted to just the right time and place to meet a student's needs – has shown that even as little as 30 minutes can produce measurable impacts to students' sense of belonging that persists for years afterward. Imagine a student having that key conversation, perhaps even in an accidental encounter with a faculty member or peer, that gives them the boost they need to succeed. What if it wasn't an accident at all? What if those chance encounters were something the given FMP project designed for from the beginning?

The future of teaching and learning at ARC will be built by the education professionals in ARC's community, and FMP projects should provide the tools and spaces they need to innovate while also sustaining what is efficient and effective in their current practice.

The 2025 Facilities Master Plan (FMP) represents the convergence of ARC's educational vision, institutional goals, and research-based insights into the evolving nature of learning and work. Together, these frameworks provide a road-map for an adaptable, inclusive, and student-centered campus environment. By aligning physical space with ARC's values of equity, belonging, and innovation, the plan ensures that every investment made in the built environment strengthens the College's capacity to transform lives—today and well into the future.

The following pages include highlights from ARC's Strategic Goals 2023-2030, the 2020-2031 ARC Educational Master Plan and the Steelcase Space Utilization Study's Guiding Principles and essential post-COVID shifts showing how the 2025 Master Plan is in support of these goals.

3.1.1 Framework Overview

The 10 imperatives from the Educational Master Plan must be supported by the campus environment:

1. Close the Opportunity Gap
How can the 2025 FMP projects support this imperative?

Provide culturally representative design, accessible and adaptable infrastructure, inclusive signage and amenities, and spaces that promote a strong sense of belonging. For example, the design and renovation of Home Bases are an opportunity to support this goal including post occupancy evaluations to evaluate them through an equity lens.

2. Prepare Students for an Ever-Changing Landscape of Work
How can the 2025 FMP projects support this imperative?

The Plan includes expansion to support career education programs that include industry-standard labs and equipment to mirror real job settings such as the future Science, Environmental Resources, Health Education 2 building and their associated outdoor spaces.

3. Integrate Essential Skills
How can the 2025 FMP projects support this imperative?

Space Planning Principles provide design guidelines for:

Flexible classrooms and labs that encourage collaboration and active learning to naturally reinforce communication and problem-solving skills.

Plan for Student Learning Commons to serve as shared-use spaces that bring together students from different programs.

Ensuring all learning spaces support current and emerging technologies — including strong Wi-Fi, smart-boards, devices, and collaborative platforms.

Designing student-centered indoor and outdoor gathering areas that foster dialogue, public speaking, and civic or cultural events.

Focus Rooms, Huddle Rooms, Wellness Rooms, and Home Bases as zones where all students can process learning and build self-awareness. Environments that support reflection help students internalize essential skills, not just practice them.

For faculty, providing a variety of work settings that support collaboration for consistent integration of essential skills across programs.

4. Tailor Experiences to the Individual
How can the 2025 FMP projects support this imperative?

Designing flexible spaces that can host a greater variety of experiences will provide multiple means for students to get what they need for their learning.

5. Strengthen Connections to Employers
How can the 2025 FMP projects support this imperative?

The 2025 Master Plan projects include spaces that invite industry collaboration, support work-based learning, and reflect real-world professional environments. Through dedicated employer engagement areas, industry-aligned facilities, and visible career pathways, the campus becomes a bridge between education and employment.

The 10 imperatives from the Educational Master Plan must be supported by the campus environment (continued):

6. Stimulate Exemplary Teaching and Learning
How can the 2025 FMP projects support this imperative?

Creating new, innovative spaces can feed educational innovation, support educators to continue to raise the bar in their use of exemplary teaching methods (like embedding emerging technologies or cognitively engaging experiential learning).

7. Adapt the Physical Campuses
How can the 2025 FMP projects support this imperative?

Through a combination of renovation, reconfiguration, sustainability upgrades, and space optimization, the Plan ensures that campus facilities remain flexible, future-ready, and aligned with evolving student needs, teaching practices, and environmental conditions.

8. Achieve Operational Effectiveness
How can the 2025 FMP projects support this imperative?

The Plan supports ARC's goal of achieving operational effectiveness by optimizing space use, integrating technology, and designing flexible, efficient environments. By reducing redundancies, lowering costs, and streamlining support services (i·e "one-stop" support hubs like the Home Bases), the Master Plan ensures that campus operations are aligned with student success, sustainability, and institutional resilience.

9. Cultivate Financial Sustainability
How can the 2025 FMP projects support this imperative?

The Plan shapes how the ARC invests in facilities, uses its land and buildings, and manages infrastructure — all of which have major financial implications. This goal is supported by:

- → Reducing long-term maintenance and operating costs
- → Right-Sizing campus buildings
- → Designing flexible spaces that can be used by multiple programs or departments
- → Supporting revenue-generating activities that can host community events
- → Leverage capital and state funding strategically
- → Showing the community a plan to justify potential bond measures and the long-term ROI
- → Aligning facilities with enrollment and program demand

10. Bolster Advocacy, Collaboration, and Coordination
How can the 2025 FMP projects support this imperative?

Methods of collaboration are evolving quickly as technology advances and higher education responses to systemic change. Readiness to engage in new methods of coordination and collaboration will require future-ready projects that can quickly and easily implement emerging technology. This facility-based nimbleness will allow ARC to capitalize on opportunities to build new partnerships quickly and efficiently.

3.1.2 Framework Overview

ARC's Strategic Goals, 2023-2030

1. **Students First** - The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically under-served and marginalized, persist, learn, and succeed.

→ How can the 2025 Master Plan projects support this goal?

By thoughtfully organizing how each Home Base functions — from physical layout to program flow to how students are welcomed and supported. Post-occupancy evaluations are recommended to collect and analyze data to track how well each Home Base is doing. This includes both usage (how many students engage) and outcomes (are they improving success rates?). Evaluating Home Bases through an equity lens would include collecting data to answer these questions:

→ Are students from under-served or historically marginalized groups connecting with Home Base services early and meaningfully?

→ Are students staying enrolled term-to-term, especially those who face more barriers?

→ Are students completing courses, earning credentials, and achieving their goals at equitable rates?

2. **Clear and Effective Paths** - The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.

3. **Exemplary Teaching, Learning & Working Environment** - The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high- quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

→ How can the 2025 FMP projects support this goal?

The projects are an opportunity to engage faculty and students in planning the design of hybrid learning and work environments to support different learning and work modalities. There are signs of innovation happening in several areas at ARC (e.g., Home Bases, HyFlex, on-line instruction), so further innovation holds significant promise in supporting this goal.

4. **Vibrancy and Resiliency** - The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.

→ How can the 2025 FMP projects support this goal?

The 2025 FMP outlines practical design strategies that directly support the goal of fostering a campus environment that is welcoming, inclusive, and safe. These strategies are intended to ensure that all students and employees — especially those from historically marginalized backgrounds — feel seen, respected, and supported.

In alignment with ARC's Institutional Equity Plan and Sustainability Plan, FMP projects will prioritize physical environments that reflect the college's equity-focused values and long-term environmental responsibility. This includes culturally representative design, accessible and adaptable infrastructure, inclusive signage and amenities, and spaces that promote a strong sense of belonging. It also includes evaluating and enhancing sustainability practices in buildings and landscapes to ensure healthy, resilient, and environmentally just campus spaces for current and future generations.

3.1.3 Framework Overview

Space Utilization Study, 2024 Steelcase Applied Research + Consulting (AR+C)

The Steelcase Space Utilization goals were to understand the impact of evolving modalities and work patterns; identify potential real estate savings and provide opportunities to enhance the experience of all constituents.

The analysis of existing spaces and the exploration of hybrid options to create modern and compelling learning and work experiences for both office and classrooms, for Students, Faculty, and Classified Professionals provides the bases for understanding the needs of the ARC Campus.

The Guiding Principles from the Space Utilization Study are:

1. Put Students first in instruction on-ground, on-line and service experiences
2. Maintain and enhance excellence in instruction across all modalities
3. Foster a mindset to re-imagine the future and embrace change
4. Understand changing needs of the community and respond quickly with course offerings
5. Proactively address aging, sub-par facilities and buildings

Some of the essential post-COVID shifts in the SUS are outlined as follows:

FROM:	TO:
The increase in on-line learning and hybrid working has impacted the levels of vibrancy, density on ground, sense of connectedness and community across all constituents.	**Intentionally designed group spaces** that encourage informal conversations and support serendipitous interactions will provide destinations to build meaningful connections across all constituents.
The extended time apart, due to both the pandemic and the closure of Davies Hall has eroded social capital and trust between Employees and Leadership.	**Informal social areas created to bring people together** both formally and informally will allow them the opportunity to socialize, repair and rebuild trust.
Current standards for the allocation of space are based on hierarchical planning with assigned individual spaces which do not adequately support the shift in the way people are working today.	**Greater choice and control** of when, where and how to learn and work will help increase satisfaction, minimize potential resistance to change, and contribute to wellbeing.
The average classroom experience is standardized based on fixed furniture arrangement set up for lecture style delivery. There is limited opportunity for instructors to vary their teaching style to enhance Student learning.	By **re-imagining Classroom designs into flexible and fluid solutions**, rigorous discussions and group work between Students and Instructors will be enabled and energized.
Students who participate in synchronous on-line classes have an inequitable experience compared to students who are in the classroom, due to technology challenges.	**A rich technology enabled environment, using both analog and digital tools is created** to support multiple learning preferences providing a seamless, equitable experience among participants for on-line synchronous learning.

The 2025 Facilities Master Plan conveys ARC's educational mission through a clear spatial framework that unites buildings and open spaces into a cohesive campus form. Each project contributes to this composition, strengthening the relationships between learning, movement, and community life. The plan emphasizes connection and legibility—how circulation, landscape, and built form work together to create a sense of place that is both functional and inspiring. Guided by design excellence and a commitment to equity, wellness, and innovation, it positions the campus to evolve gracefully over time while remaining rooted in the College's enduring values.

3.2 Enrollment Forecast

What does this all mean? Off-campus Weekly Student Contact Hours (WSCH) are trending to decrease over time. On-campus WSCH is trending to decrease over time with the Physical Education (PE) WSCH trending to increase by 2028 then decreasing thereafter. The peak increase for PE is likely attributed to the 2028 Olympics.

Los Rios Community College District																					
Type/Year	FY2023 - 2024		FY2024 - 2025		FY2025 - 2026		FY2026 - 2027		FY2027 - 2028		FY2028 - 2029		FY2029 - 2030		FY2030 - 2031		FY2031 - 2032		FY2032 - 2033	
WSCH	559303		561253		563209		565172		567142		569119		571103		573094		575092		577096	
American River College																					
Type/Year	FY2023 - 2024		FY2024 - 2025		FY2025 - 2026		FY2026 - 2027		FY2027 - 2028		FY2028 - 2029		FY2029 - 2030		FY2030 - 2031		FY2031 - 2032		FY2032 - 2033	
WSCH	34.7	194414	34.3	192510	33.6	189238	32.9	185942	32.2	182620	31.5	179272	30.8	175900	30	171928	30	172528	30	173129
Off-Campus WSCH	67.5	131268	40	77004	40	75695	40	74377	40	73048	40	71709	40	70360	40	68771	40	69011	40	69252
On-Campus WSCH	32.4	63146	60	115506	60	113543	60	111565	60	109572	60	107563	60	105540	60	103157	60	103517	60	103877
Lecture WSCH	64.0	40432	35	40427	35	39740	35	39048	35	38350	35	37647	35	36939	35	36105	35	36231	35	36357
Lab WSCH	29.3	18521	60	69304	60	68126	60	66939	60	65743	60	64538	60	63324	60	61894	60	62110	60	62326
PE WSCH	6.64	4193	5	5775	5	5677	5	5578	5	5479	5	5378	5	5277	5	5158	5	5176	5	5194
Cosumnes River College																					

Source: Fusion

3.3 Space Inventory

Provided by Fusion Database February 2025.

230 - Los Rios Community College District

231 - American River College

Bldg#	Building Name	Year Built	Rooms	Stations	ASF	OGSF	Efficiency	Ownership	Construction	Plan
1	Administration	1958	84	178	16,780	25,141	66.7%	Owned in fee simple	Fire resistive - Concrete	P
2	Instructional Tech. Ctr.	2000	15	72	5,042	6,543	77.1%	Owned in fee simple	Wood Frame	P
3	STEM	2020	73	837	35,975	55,578	64.7%	Owned in fee simple	Light Incombustible Frame	P
4	Raef Hall	1963	6	313	5,492	9,654	56.9%	Owned in fee simple	Fire resistive - Concrete	P
5	Physical Education	1958	76	226	69,700	91,791	75.9%	Owned in fee simple	Fire resistive - Concrete	P
6	Technical Education	2024	139	0	0	108,890	0.0%	Owned in fee simple	Fire resistive - Concrete	P
8	Child Development Ctr.	2001	28	0	11,353	16,617	68.3%	Owned in fee simple	Wood Frame	P
9	Adaptive PE.	2001	2	1	1,744	2,078	83.9%	Owned in fee simple	Light Incombustible Frame	P
10	Science	1958	54	600	28,173	39,213	71.8%	Owned in fee simple	Ordinary Masonry	P
12	Science Portables 12	2000	4	64	4,921	5,533	88.9%	Owned in fee simple	Wood Frame	T
13	Science Offices	1992	23	25	2,665	4,815	55.3%	Owned in fee simple	Ordinary Masonry	P
14	Computer/ Math Complex	2018	17	327	12,259	16,586	73.9%			
15	Fine Arts	1958	131	1,472	59,920	86,744	69.1%	Owned in fee simple	Light Incombustible Frame	P
16	Life Science	2012	12	132	8,023	12,706	63.1%	Owned in fee simple	Wood Frame	P
18	Fine Arts Offices	1992	21	27	3,116	5,451	57.2%	Owned in fee simple	Light Incombustible Frame	P
19	Howard Hall	2003	63	79	7,631	11,793	64.7%	Owned in fee simple	Wood Frame	P
20	Student Services	1992	98	256	18,054	29,114	62.0%	Owned in fee simple	Wood Frame	P
21	Student Center	2013	69	934	38,452	50,172	76.6%	Owned in fee simple	Fire resistive - Concrete	P
22	Davies Hall	1967	0	0	0	85,556	0.0%	Owned in fee simple	Fire resistive - Concrete	P
23	Boiler Building	1982	6	1	4,766	5,330	89.4%	Owned in fee simple	Heavy Timber	P
24	Bookstore	1982	9	10	10,546	11,925	88.4%	Owned in fee simple	Ordinary Masonry	P
25	Library	1972	83	685	31,530	55,266	57.1%	Owned in fee simple	Fire resistive - Concrete	P
26	Operations	1976	7	13	1,571	2,367	66.4%	Owned in fee simple	Wood Frame	P
27	Sign Shop	1976	4	15	1,784	2,637	67.7%	Owned in fee simple	Fire resistive - Concrete	P
28	Health and Education	2005	41	135	9,278	13,716	67.6%	Owned in fee simple	Wood Frame	P
30	Stadium	1963	6	0	1,650	4,129	40.0%	Owned in fee simple	Fire resistive - Concrete	P
31	Ranch House	1936	7	8	1,292	1,730	74.7%	Owned in fee simple	Wood Frame	P
32	Centrex	1967	2	0	1,256	1,360	92.4%	Owned in fee simple	Fire resistive - Concrete	P
33	Warehouse 3	1976	14	3	6,939	7,681	90.3%	Owned in fee simple	Light Incombustible Frame	P
34	Warehouse 1	1981	8	3	4,848	4,900	98.9%	Owned in fee simple	Light Incombustible Frame	P
35	Warehouse 2	1976	2	0	6,380	6,646	96.0%	Owned in fee simple	Light Incombustible Frame	P
36	Shop 1	1985	2	0	547	700	78.1%	Owned in fee simple	Light Incombustible Frame	P
37	Environmental Res.	1979	10	71	7,975	9,105	87.6%	Owned in fee simple	Light Incombustible Frame	P
38	Campus Police Bldg.	2001	11	4	1,774	2,145	82.7%	Owned in fee simple	Light Incombustible Frame	P
39	Parking Structure	2013	6	0	235,746	489,601	48.2%		Fire resistive - Concrete	P
41	Grounds Shop	2000	3	0	1,365	1,500	91.0%	Owned in fee simple	Light Incombustible Frame	P
42	Swing Space Portables	2005	49	497	19,072	23,454	81.3%	Owned in fee simple	Wood Frame	T
43	Softball Conc./SB/RR	2005	4	0	2,740	3,111	88.1%	Owned in fee simple	Fire resistive - Concrete	P
46	Learning Resource Center	2005	50	623	21,956	29,436	74.6%	Owned in fee simple	Light Incombustible Frame	P
48	Concession Stand	2009	1	0	190	192	99.0%	Owned in fee simple	Light Incombustible Frame	T
49	Concession/Restroom	2016	1	0	368	1,280	28.8%	Owned in fee simple	Light Incombustible Frame	P
50	Press Box/Ticket	2016	2	1	211	243	86.8%	Owned in fee simple	Light Incombustible Frame	P
51	Field/Soccer/Football St	2016	3	0	1,812	1,919	94.4%	Owned in fee simple	Light Incombustible Frame	P
60	Regional Public Safety C	1985	42	774	22,081	33,849	65.2%	Owned in fee simple	Fire resistive - Concrete	P
44	**Building(s)**		**1,288**	**8,386**	**726,977**	**1,378,197**	**52.7%**			

3.3 Space Inventory

The FUSION data base information provided February 2025 has been reviewed for building square footages and construction qualities. The Construction has been compared to the existing conditions and the Steelcase AR+C SUS document and found to be 99% accurate. Updates in RED need to be made in FUSION.

FUSION2
Space Inventory

Building Summary Report (current)

230 - Los Rios Community College District

231 - American River College

Bldg#	Building Name	Year Built	Rooms	Stations	ASF	OGSF	Efficiency	Ownership	Construction	Plan
1	Administration	1958	84	178	16,780	25,141	66.7%	Owned in fee simple	Fire resistive - Concrete	P
2	Instructional Tech. Ctr.	2000	15	72	5,042	6,543	77.1%	Owned in fee simple	Wood Frame	P
3	STEM	2020	73	837	35,975	55,578	64.7%	Owned in fee simple	Light Incombustible Frame	P
4	Raef Hall	1963	6	313	5,492	9,654	56.9%	Owned in fee simple	Fire resistive - Concrete	P
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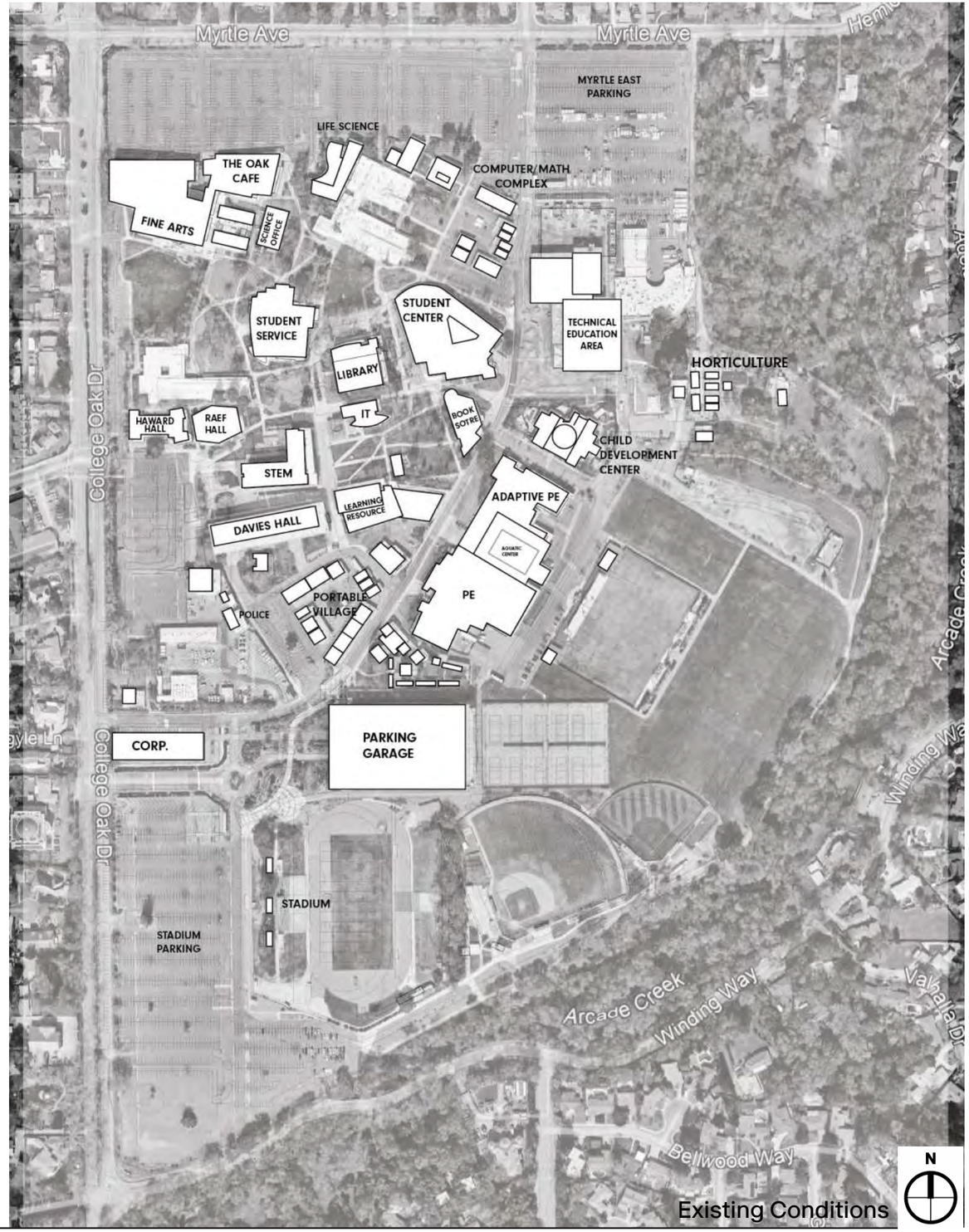
8	Child Development Ctr.	2001	28	0	11,353	16,617	68.3%	Owned in fee simple	Wood Frame	P
9	Adaptive PE.	2001	2	1	1,744	2,078	83.9%	Owned in fee simple	Light Incombustible Frame	P
10	Science	1958	54	600	28,173	39,213	71.8%	Owned in fee simple	Ordinary Masonry	P
12	Science Portables 12	2000	4	64	4,921	5,533	88.9%	Owned in fee simple	Wood Frame	T
13	Science Offices	1992	23	25	2,665	4,815	55.3%	Owned in fee simple	Ordinary Masonry	P
14	Computer/ Math Complex	2018	17	327	12,259	16,586	73.9%	Owned in fee simple	Wood Frame	T
15	Fine Arts	1958	131	1,472	59,920	86,744	69.1%	Owned in fee simple	Light Incombustible Frame	P
16	~~Life Science~~ Arts	2012	12	132	8,023	12,706	63.1%	Owned in fee simple	Wood Frame	P
18	Fine Arts Offices	1992	21	27	3,116	5,451	57.2%	Owned in fee simple	Light Incombustible Frame	P
19	Howard Hall	2003	63	79	7,631	11,793	64.7%	Owned in fee simple	Wood Frame	P
20	Student Services	1992	98	256	18,054	29,114	62.0%	Owned in fee simple	Wood Frame	P
21	Student Center	2013	69	934	38,452	50,172	76.6%	Owned in fee simple	Fire resistive - Concrete	P
22	Davies Hall	1967	0	0	0	85,556	0.0%	Owned in fee simple	Fire resistive - Concrete	P
23	Boiler Building	1982	6	1	4,766	5,330	89.4%	Owned in fee simple	Heavy Timber	P
24	Bookstore	1982	9	10	10,546	11,925	88.4%	Owned in fee simple	Ordinary Masonry	P
25	Library	1972	83	685	31,530	55,266	57.1%	Owned in fee simple	Fire resistive - Concrete	P
26	Operations	1976	7	13	1,571	2,367	66.4%	Owned in fee simple	Wood Frame	P
27	Sign Shop	1976	4	15	1,784	2,637	67.7%	Owned in fee simple	Fire resistive - Concrete	P
28	Health and Education	2005	41	135	9,278	13,716	67.6%	Owned in fee simple	Wood Frame	P
30	Stadium	1963	6	0	1,650	4,129	40.0%	Owned in fee simple	Fire resistive - Concrete	P
31	Ranch House	1936	7	8	1,292	1,730	74.7%	Owned in fee simple	Wood Frame	P
32	Centrex	1967	2	0	1,256	1,360	92.4%	Owned in fee simple	Fire resistive - Concrete	P
33	Warehouse 3	1976	14	3	6,939	7,681	90.3%	Owned in fee simple	Light Incombustible Frame	P
34	Warehouse 1	1981	8	3	4,848	4,900	98.9%	Owned in fee simple	Light Incombustible Frame	P
35	Warehouse 2	1976	2	0	6,380	6,646	96.0%	Owned in fee simple	Light Incombustible Frame	P
36	Shop 1	1985	2	0	547	700	78.1%	Owned in fee simple	Light Incombustible Frame	P
37	Environmental Res.	1979	10	71	7,975	9,105	87.6%	Owned in fee simple	Light Incombustible Frame	P
38	Campus Police Bldg.	2001	11	4	1,774	2,145	82.7%	Owned in fee simple	Light Incombustible Frame	P
39	Parking Structure	2013	6	0	235,746	489,601	48.2%	Owned in fee simple	Fire resistive - Concrete	P
41	Grounds Shop	2000	3	0	1,365	1,500	91.0%	Owned in fee simple	Light Incombustible Frame	P
42	Swing Space Portables	2005	49	497	19,072	23,454	81.3%	Owned in fee simple	Wood Frame	T
43	Softball Conc./SB/RR	2005	4	0	2,740	3,111	88.1%	Owned in fee simple	Fire resistive - Concrete	P
46	Learning Resource Center	2005	50	623	21,956	29,436	74.6%	Owned in fee simple	Light Incombustible Frame	P
48	Concession Stand	2009	1	0	190	192	99.0%	Owned in fee simple	Light Incombustible Frame	T
49	Concession/Restroom	2016	1	0	368	1,280	28.8%	Owned in fee simple	Light Incombustible Frame	P
50	Press Box/Ticket	2016	2	1	211	243	86.8%	Owned in fee simple	Light Incombustible Frame	P
51	Field/Soccer/Football St	2016	3	0	1,812	1,919	94.4%	Owned in fee simple	Light Incombustible Frame	P
60	Regional Public Safety C	1985	42	774	22,081	33,849	65.2%	Owned in fee simple	Fire resistive - Concrete	P
44	**Building(s)**		**1,288**	**8,386**	**726,977**	**1,378,197**	**52.7%**			



Existing Conditions

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

3.3.1 Space Inventory - Qualities Matrix

Matrix of campus projects articulating building square footage, intentions, and qualities.

EXISTING BUILDINGS
2025 MASTER PLAN PROJECTS
OUTDOOR SPACES
PROMENADE/PE PLAZA

FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
1	**Administration**	**none**	**16,780**	**25,141**	**See Admin. Open Space**	**66.7%**	**Fire Resistive - Concrete**	**56.18%**	Modernization of existing offices, counseling and meeting spaces. Upgrades to façade.	**1.** Improve the image of the building on the Quad; **2.** Contribute to the coordinated, efficient student experience of the campus.	Current location on the west edge of the campus provides good visibility to public.	**1.** Modernization of administration and counseling spaces to better serve students.	Relocation of personnel during construction. Need some flex space for	Student Services, Student Center, OR One-Stop Center.	Pedestrian circulation needs to be maintained along the all edges of building and connects students to necessary services. Maintain accessible access from visitor parking areas.
1a	**Administration Open Space**	**none**	**n/a**	**n/a**	**59,649**	**n/a**	**n/a**	**n/a**	Planted, hardscape, and low wall landscape area around the existing building.	**1.** Maintain existing. **2.** Improve plantings on Quad side.	Plantings to support building/campus aesthetic.	Improve Quad side.	Coordinate work with façade improvements.	Quad, Student Services, Howard Hall, and Raef Hall	Hardscape for ADA and pedestrian access to all entries and to circumnavigate the building.
2	**Instructional Tech. Ctr.**	**none**	**5,042**	**6,543**	**See IT Open Space**	**77.1%**	**Wood Frame**	**2.94%**	IT building.	1. Maintain for future use. 2. Fit out existing space as a workshop/mock-up room.	Central to campus.	Move temporary instructional classroom programs out of the building. Open space adjacent to Promenade could be programmed with out door activities.	n/a	Library, Centrex	Pedestrian circulation at perimeter of the building, access for pick-up truck and deliveries.
2a	**IT Open Space**	**none**	**n/a**	**n/a**	**31,962**	**n/a**	**n/a**	**n/a**	Softscape small events plaza with hard scape paths	Maintain for future use.	Compliments IT building as shared space.	Maintain.	n/a	Library, Centrex	Maintain hardscape paths and maintenance access to IT building.
3	**STEM**	**Built 2020**	**35,975**	**55,578**	**See STEM Court**	**64.7%**	**Light Incombustible Frame**	**0.00%**	New building and landscape constructed on 2020. No new recommendation at this time.	Contribute to the new image for the new STEM sub-zone of campus.	Adjacent to the STEM educational offerings include the relocated science building.	Reinforce the STEM site area and campus Promenade.	When elevator breaks down, there is no access to additional elevator. Recommend min. 2 elevators in each new building.	New Science building, Davies Hall and Promenade.	Defined circulation routes serving the building and connections to the Promenade are priority. Stem Court serves the building as a space of respite.
3a	**STEM Court**	**New 2020**	**n/a**	**n/a**	**59,856**	**n/a**	**n/a**	**n/a**	Tree shaded fore court with stone benches, low level plants and hardscape.	Maintain for future use.	Supports STEM students and entry plaza.	Outdoor education opportunities and furnishings.	Coordinate with future work on Student Services building and Landscape	Student Servies, Reaf Hall, STEM, Promenade	Slow pedestrian path among the shade trees, benches and plants. Maintain direct pedestrian path around on north side of court.
4	**Raef Hall**	**none**	**5,492**	**9,654**	**See Raef Hall Open Space**	**56.9%**	**Fire Resistive - Concrete**	**58.89%**	Renovation of existing spaces to provide modern tiered lecture type learning facilities. Future growth of the campus would necessitate the construction of additional instructional space to accommodate increased enrollment.	1. Meet students' need for instructional space. 2. Modernization of campus building stock to provide engaging learning environment. 3. Additional instructional space to accommodate a larger student population.	Current location. New space could be accommodated through an addition, horizontal or vertical should be explored.	Maintain and enhance the largest instructional space on campus.	Additional instruction space could be used on campus adjacent to building OR structural considerations for an upper levels addition.	STEM and STEM Court, Student Services, Administration, Howard Hall	Enhance the circulation routes between the transit center on western edge of campus and the Promenade.
4a	**Raef Hall Open Space**	**none**	**n/a**	**n/a**	**25,157**	**n/a**	**n/a**	**n/a**	Planted, hardscape, and low wall landscape area around the existing building. Entry court, hardscape, and partially under roof with concrete benches.	**1.** Ensure ADA access to lower and upper part of building. (No interior ADA access to raked seating) **2.** Improve entry court.	Supports Raef Hall ADA circulation around the exterior of the building.	Entry court improvements.	ADA access.	Entry Plaza, STEM Court, Howard Hall, Student Services	Enhance the circulation routes between the transit center on western edge of campus and the Promenade.

3.3.1 Space Inventory - 2 of 10

EXISTING BUILDINGS
2025 MASTER PLAN PROJECTS
OUTDOOR SPACES
PROMENADE/PE PLAZA

FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
5	**Physical Education**	**none**	**69,700**	**91,791**	**211,992**	**75.9%**	**Fire Resistive - Concrete**	**56.32%**	Modernization of Locker rooms, main Gym and offices.	**1.** Provide modern facilities and amenities for student and faculty use. **2.** Update locker rooms with new flooring, showers and storage.	Interfaces between academic campus and sports facilities.	Improve overall health and cleanliness of facilities as well as provide more storage options for students.	Tight between pool and gym along the main connector path to the sports facilities.	Athletic facilities, PE Plaza, CDC, LRC, Boiler Building, Paramedics, Health Ed.	Accessible paths around entire building and to entries. Pedestrian connector next to the pool is an important connection to center campus and Athletics.
5a	**PE Plaza**	**Bumps**	**n/a**	**n/a**	**34,064**	**n/a**	**n/a**	**n/a**	Redesign of PE access roadway as a pedestrian mall and campus event space.	**1.** Create a community outdoor space for students and faculty. **2.** Limit general traffic within the campus.	Current location of the campus access road, west side of the Physical Education building.	Hydronic improvements should be included with construction of pedestrian improvements.	Maintain Firetruck access. Slow existing traffic.	Physical Education, Tech Plaza, Garage Plaza, CDC, LRC, Boiler Building, Paramedics, Health Ed.	Pedestrian circulation to PE Connector and the surrounding buildings.
5b	**PE Connector**	**none**	**n/a**	**n/a**	**12,174**	**n/a**	**n/a**	**n/a**	Pedestrian Connection between PE Plaza and Soccer Stadium	**1.** Increase width. **2.** Improve connection experience, branding.	Connects PE Plaza and Soccer Stadium as primary route.	Special and aesthetic improvements. Branding.	Fence around pool impedes the path but may be needed at its location for the pool deck space at the interior.	Physical Education, Pool, Soccer Stadium	Primary pedestrian connection between PE Plaza and Soccer Stadium and between PE and Pool. Width needs to accommodate pick up truck deliveries.
6	**Technical Education/ Vocation**	**built 2024**	**0**	**108,890**	**168,518**	**0.0%**	**Fire Resistive - Concrete**	**44.11%**	The project has been constructed as both the Technical Education/Vocation center for Automobile and Small Engine Repair. A net increase of square footage of 33,647 sq.ft. is attributed to the addition of the Mortuary Studies to the building.	The building will be fully occupied by end of 2025	Corner of campus for ease of vehicle access.	**1.** Fully occupied building has ample shared spaces for other departments to utilize. **2.** Outdoor spaces can be used for events, gatherings, and outdoor classrooms. **3.** Expand or build a new building for Diesel.	This site is isolated from major campus space.	Horticulture, Tech. Plaza, Tech. Garden, CDC	Pedestrian: improved circulation to and from the rest of campus is necessary. Vehicular: Parking is adequate adjacent to the building. Cycling: Adequate Parking
6a	**Technical Education Plaza**	**built 2024**	**n/a**	**n/a**	**128,482**	**n/a**	**n/a**	**n/a**	Hardscape entry court plaza with stone benches, low level plants, and programmed electrical connections.	Maintain for future use.	Terminus plaza at the end of the PE Plaza.	**1.** Work with PE plaza to slow traffic further.	Enhance connections to main campus.	PE Plaza, Tech. Ed., Student Center, CDC, Bookstore	Pedestrian: improved circulation to and from the rest of campus is necessary. Vehicular: slow traffic through plaza, maintain Firetruck access Cycling: define path
6b	**Technical Education Garden**	**built 2024**	**n/a**	**n/a**	**40,036**	**n/a**	**n/a**	**n/a**	Softscape to east of Tech. Ed. Building	To be completed 2026	Garden for Tech. Ed. Building	**1.** Quiet back garden in opposition to Tech. Plaza at Entry. **2.** Access to parking for Events	To be completed 2026	Tech. Ed., Parking, Horticulture	Path from Parking to Tech. Ed
7	**Tech. Ed. /Voc. Portable**	**to be removed**	**n/a**	**in the new Tech. Ed. Building**	**n/a**	**n/a**	**Wood Frame**	**Scheduled for Demo**	Rented swing space portables can be relocated anywhere on campus for various uses.	Remove from campus	Remove from campus	Remove from campus	Remove from campus	Tech Ed. Building	Remove from campus
8	**Child Development Center**	**none**	**11,353**	**16,617**	**See CDC Open Space**	**68.3%**	**Wood Frame**	**2.32%**	Education classrooms for Childe Development.	Maintain for future use.	Near student center.	Interior modernization.	Coordinate with Tech. Ed and Tech. Plaza	Tech. Ed., PE, Horticulture, Book Store	Pedestrian walk around entire building and outdoor programmed spaces.
8a	**Child Development Center Open Space**	**none**	**n/a**	**n/a**	**73,101**	**n/a**	**n/a**	**n/a**	Planted, hardscape, and low wall landscape area around the existing building.	**1.** Maintain existing. **2.** Improve plantings on PE Plaza side.	Site for outdoor education of CDC	Improve plantings on PE Plaza side.	Coordinate use with Tech. Plaza to the North	PE Plaza, Horticulture, Practice Fields, Physical Education	Hardscape for ADA and pedestrian access to all entries and to circumnavigate the building.

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

3.3.1 Space Inventory - 3 of 10

EXISTING BUILDINGS
2025 MASTER PLAN PROJECTS
OUTDOOR SPACES
PROMENADE/PE PLAZA

FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
9	**Adaptive P.E.**	**none**	**1,744**	**2,078**	**211,992**	**83.9%**	**Light Incombustible Frame**	**4.43%**	New wing was renovated	Provide modern facilities and amenities for student and faculty use.	Supports PE	Maintain for future use	Coordinate upgrades with PE in the future.	Physical Education, Soccer Stadium	Pedestrian and Vehicular access are adequate.
10	**Science**	**none**	**28,173**	**39,213**	**See Science Court**	**71.8%**	**Ordinary Masonry**	**76.71%**	Relocate science classrooms to new STEM Complex. New building to house new labs and classrooms.	New building and laboratory spaces to meet 21st century classroom and laboratory standards and needs, improve health and safety, and holistically improve student learning experience through meaningful space design.	In proximity to the new STEM building to centralize the Science educational offerings in an area on the west central part of campus.	**1.** Improve student education and transfer opportunities through access to modernized equipment, **2.** To centralize the Science fields in one area on campus to foster interdisciplinary interaction and learning, creating a Science complex. **3.** The Science complex would serve to advertise to the community ARC's leadership and commitment to train future students.	Relocating science building from current location to new building. Can only move once. Accommodating spaces for students and faculty during change.	Corporation Building, Science Court, Promenade, (close to STEM building to enhance recognizable STEM complex).	Pedestrian access and circulation from the future Transit Center and campus Promenade. Provide Ease of loading/unloading from Corporation Yard.
10a	**Science Court**	**none**	**n/a**	**n/a**	**84,510**	**n/a**	**n/a**	**n/a**	Shaded, hardscape and softscape with seating.	Quiet space, programmed to conduct experiments.	Adjacent to Corporation Yard for loading/unloading for Science buildings.	New landscape built with new building.	Work with Corporation Yard for loading/unloading access and keeping the area quiet.	Science, Corporation Yard, Promenade	Provide access for deliveries.
13	**Science Offices**	**none**	**2,665**	**4,815**	**See Science Court**	**55.3%**	**Ordinary Masonry**	**22.57%**	Offices to support Science Faculty and Science Buildings	**1.** Move science offices to new building. **2.** Keep building for Arts Offices	Move office to new building near Science group of buildings. Keep building for Arts Offices.	Consolidate all Science Faculty near the Science group of buildings to increase student to faculty interactions.	Coordinate Arts to move into Science offices after the Science Dept. vacates the offices to move into the new Science building.	Fine Arts Building, Gallery, and Quad.	Defined circulation routes serving the building and connections to the Promenade are priority.
15	**Fine Arts Building**	**none**	**59,920**	**86,744**	**See Fine Arts Open Space**	**69.1%**	**Light Incombustible Frame**	**49.52%**	Modernization of storage, classrooms, and increasing space for other programs.	**1.** Replace outdated classrooms for the Art department, including technology to access modern teaching practices. **2.** Increased space for ceramics, photography, sculpture and gallery management programs. **3.** A new Kaneko Gallery with additional exhibit space. **4.** Modernization of building and building systems to support programs and activities.	At corner of campus interfaces with public for more community interaction and use.	**1.** Create a modern, safe and welcoming space for the students and the public for the arts community on campus. **2.** The Kaneko Gallery and use of PAC is a focal source for the college's Gallery Management Certificate. **3.** Improved student education and learning opportunities as well as match existing updated facilities.	On-going programming and lack of storage.	Between public community and near main entry to campus, Quad, New Program 1	Maintain clearly defined circulation routes and create a defined connection to the Quad.
15a	**Fine Arts Open Space**	**none**	**n/a**	**n/a**	**141,722**	**n/a**	**n/a**	**n/a**	Planted, hardscape, and low wall landscape area around the existing building.	**1.** Maintain existing. **2.** Improve plantings on parking side.	n/a	Improve plantings on parking side.	Coordinate use and access with Quad	Between public community and near main entry to campus, Quad, New Bldg 1	Hardscape for ADA and pedestrian access to all entries and to circumnavigate the building.

3.3.1 Space Inventory - 4 of 10

EXISTING BUILDINGS
2025 MASTER PLAN PROJECTS
OUTDOOR SPACES
PROMENADE/PE PLAZA

FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
16	**Arts**	**none**	**8,023**	**12,706**	**28,445**	**63.1%**	**Wood Frame**	**0.00%**	Arts building with offices.	Maintain for future use.	Supports Fine Arts building and landscape	**1.** Maintain. **2.** Expand for additional offices	Coordinate access to Quad.	New Building 1, Quad, Parking	Hardscape for ADA and pedestrian access to all entries and to circumnavigate the building.
18	**Offices**	**none**	**3,116**	**5,451**	**See Office Plaza**	**57.2%**	**Light Incombustible Frame**	**18.22%**	Office building shared by Arts and Science. Once science moves more office space will be available.	Modernization of Fine Arts division and faculty offices.	Supports Fine Arts building.	Easy access from fine arts building, as well as student center. Improve faculty experience with updated technology	Stand alone building that is disconnected from Fine arts building, galley and classrooms.	Fine Arts Building, Quad	Easy access to Fine Arts Building
18a	**Office Plaza**	**none**	**n/a**	**n/a**	**30,578**	**n/a**	**n/a**	**n/a**	Planted, hardscape, and low wall landscape area around the existing building.	1. Maintain existing. 2. Improve plantings on quad facing side.	n/a	Improve plantings on quad facing side.	Coordinate use and access with Quad	Fine Arts building, Quad, and New Bldg 1	Hardscape for ADA and pedestrian access to all entries and to circumnavigate the building.
19	**Howard Hall**	**none**	**7,631**	**11,793**	**See Howard Hall Open Space**	**64.7%**	**Wood Frame**	**2.32%**	Classroom building.	Maintain for future use.	Supports various academics.	Maintain.	Close proximity to adjacent buildings.	Administration, Raef Hall, Transit Center	Hardscape for ADA and pedestrian access to all entries and to circumnavigate the building. Direct access to Transit Center
19a	**Howard Hall Open Space**	**none**	**n/a**	**n/a**	**28,945**	**n/a**	**n/a**	**n/a**	Planted, hardscape, and low wall landscape area around the existing building.	**1.** Maintain existing. **2.** Improve plantings on Transit Center side	n/a	Improve Transit Center side.	Close proximity to adjacent buildings.	Administration, Raef Hall, Transit Center	Hardscape for ADA and pedestrian access to all entries and to circumnavigate the building. Direct access to Transit Center
20	**Student Services**	**none**	**18,054**	**29,114**	**32,070**	**62.0%**	**Wood Frame**	**15.43%**	AKA- Welcome Center. New 2-Story Building at location of Rosa Parks Plaza	Consolidated one-stop for all student services.	Demolish at existing location and move to proposed to create Quad.	New building on the Quad. New planning to reorganize services.	Services are year-round so relocation will need to be considered.	Administration, Raef Hall, STEM Court, Promenade	Access from the Quad. Hardscape for ADA and pedestrian access to all entries and to circumnavigate the building. Direct access to Entry Plaza.
20a	**Quad**	**none**	**n/a**	**n/a**	**259,198**	**n/a**	**n/a**	**n/a**	Open space for all to gather. Amphitheater at west side to accommodate large events. Hardscape paths and softscape plantings.	Provide a centrally located recognizable campus Quad. Multipurpose use throughout the year hosting many events at all scales.	Terminus of the Promenade visible on College Oak Dr.	Reorganize campus, relocate and consolidate student services. Add new Amphitheater.	Relocate student services to a new building at Rosa Parks Plaza.	Administration, Student Services, Promenade, Library, Student Court, Student Center, New Bldg. 1, New Bldg. 2, Arts, Fine Arts, Amphitheater	Pedestrian and loading vehicular access including fire truck access.
20b	**Amphitheater**	**none**	**n/a**	**n/a**	**57,768**	**n/a**	**n/a**	**n/a**	Hardscape theater seating, shade structure, and rigging grid over stage.	Host events. Provide identity and visibility of campus.	West side of Quad.	Hold events.	Coordinate with Quad	Quad, Fine Arts, Administration	Pedestrian and loading vehicular access including fire truck access.
21	**Student Center**	**none**	**38,452**	**50,172**	**See Student Court**	**76.6%**	**Fire Resistive - Concrete**	**0.00%**	Food services, open space for gathering and studying, events, and offices.	Maintain for future use.	Central to campus, adjacent to Quad.	Maintain.	Coordinate with Quad	Quad, Student Court, Library, New Bldg. 2, Tech. Plaza PE Plaza, Bookstore, Book Plaza	Hardscape for ADA and pedestrian access to all entries and to circumnavigate the building. Better connection across Tech. Plaza
21a	**Student Court**	**none**	**n/a**	**n/a**	**189,211a**	**n/a**	**n/a**	**n/a**	Hardscape and tables for out door meetings, eating, and studying	Maintain for future use.	Supports Student Center	Maintain.	Coordinate with Book Plaza	Student Center, Library, Quad, Book Plaza	Pedestrian access.

3.3.1 Space Inventory - 5 of 10

EXISTING BUILDINGS
2025 MASTER PLAN PROJECTS
OUTDOOR SPACES
PROMENADE/PE PLAZA

FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
22	**Davies Hall**	**to be demoed**	**0**	**85,556**	**See Central Plaza**	**0.0%**	**Fire Resistive - Concrete**	**56.92%**	Replacement of Davies Hall is being done under an emergency replacement process and will be shown as being demolished.	Modernization of educational spaces to serve the needs of students and faculty, creating a new engaging learning environment.	At its current footprint within STEM Complex.	**1.**Improved and modernize the west face of the campus. **2.** Highlight the original Ranch House. **3.** Reinforce the STEM area.	Must use the same site location.	Central Plaza, STEM Building, Promenade, Ranch Court, Ranch House, Entry Plaza, Paramedics	Pedestrian circulation needs to be maintained along the edges of the new building. Access and presence on the Promenade is important.
22a	**Central Plaza**	**none**	**n/a**	**n/a**	**67,543**	**n/a**	**n/a**	**n/a**	Hardscape plaza with seating and good wayfinding.	Plaza to orient visitors to access paths to the 3 main parts of campus: services, academics, and sports.	Central to campus and first introduction to orientation.	Improved campus wayfinding	Coordinate with Davies Hall Re-construction.	Davies Hall, STEM, Entry Plaza, Promenade, LRC, New Bldg. 3	Pedestrian orientation.
23	**Boiler Building**	**none**	**4,766**	**5,330**	**21,973**	**89.4%**	**Ordinary Masonry**	**90.77%**	Block building houses the recently replace campus boiler.	New Roof, Repoint block.	Central to campus	1. Extend roof for outdoor use under shade. 2. Improve pedestrian paths around building.	Keep full access for maintenance and future replacement.	PE Plaza, Paramedics, LRC, Promenade, PE	Path along north edge to access Athletics is needed.
24	**Bookstore**	**none**	**10,546**	**11,925**	**See Book Plaza**	**88.4%**	**Ordinary Masonry**	**12.66%**	Stucco building bookstore	Maintain for future use.	Central to campus	Improve PE plaza façade and plantings.	Coordinate loading from PE plaza	Student Center, Book Plaza, Centrex, LRC, PE Plaza, CDC	Pedestrian circulation needs to be maintained along edges of building. Provide bike parking.
24a	**Book Plaza**	**none**	**n/a**	**n/a**	**71,813**	**n/a**	**n/a**	**n/a**	Softscape small events plaza with hard scape paths	Maintain for future use.	Compliments Bookstore as shared space.	Maintain.	Coordinate connection with Student Court	Bookstore, Centrex, LRC, ITC, Student Center, Student Court	Maintain hardscape paths and maintain access to Centrex.
25	**Library**	**none**	**31,530**	**55,266**	**38,409**	**57.1%**	**Fire Resistive - Concrete**	**58.63%**	Study space and stacks. Outdoor space under roof on south side.	1. Improve study spaces, more requested. 2. Move stacks off-site if more space is required	Central to campus, adjacent to Quad.	Reconfigure interior.	Coordinate with Connection to Quad.	Quad, Student Court, ITC, Promenade	Maintain hardscape around building and maintenance access.
26	**Operations (Corporation Building)**	**none**	**1,571**	**2,367**	**See Operations Site**	**66.4%**	**Wood Frame**	**207.83%**	Demo existing building, and build new to consolidate various operations programs, shops, and warehouses.	Consolidate operations in a single building in an easily accessible location with room to expand.	Direct access to College Oak Dr. for loading and easy access. South of STEM Complex. Central (north/south to campus)	Consolidate Police, Shop, Sign Shop, Warehouses 1, 2, 3 in a new building that can expand. -Potentially add campus printing to the facility.	Direct access to College Oak Dr. for loading and easy access.	Corporation Yard, Transit Center, Ranch House, Science Building	Large vehicular access and deliveries, central (north south) to campus for maintenance access to other buildings.
26a	**Operations (Corporation Yard)**	**none**	**n/a**	**n/a**	**2.7 acres minimum**	**n/a**	**n/a**	**n/a**	Consolidation and relocation of current corporation yard uses to the west side of the campus, adjacent to College Oak Drive.	**1.** Operations Yard for various on-going maintenance and projects. **2.** Open space for Police Corp. instructional space	The west side of the campus, just south of STEM Complex, adjacent to College Oak Drive.	New yard with consolidated programs.	Direct access to College Oak Dr. for loading and easy access. Coordinate separation from Science Court Potentially provide landscape screening around yard	Corporation Building, Transit Center, Science Court, New Building 4	Good access from College Oak Drive and to the rest of campus. Minimize pedestrian conflicts with delivery trucks.

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

3.3.1 Space Inventory - 6 of 10

EXISTING BUILDINGS
2025 MASTER PLAN PROJECTS
OUTDOOR SPACES
PROMENADE/PE PLAZA

FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
27	Sign Shop	none	1,784	2,637	See Operations Site	67.7%	Fire Resistive - Concrete	0.00%	Demo existing building and prep for future Corporation Yard and building development. Move to better location on campus.	Consolidate operations in an accessible location with room to expand.	Direct access to College Oak Dr. for loading and easy access. South of STEM Complex. Central (north/south to campus)	Consolidate Operations.	Coordinate with Operations.	Corporation Yard, Transit Center, Ranch House, Science Building	Good access from College Oak Drive and to the rest of campus. Minimize pedestrian conflicts with delivery trucks.
28	Health Education 1	none	9,278	13,716	See Health Education Open Space	67.6%	Wood Frame	4.29%	Maintain small village of prefabricated buildings and courtyards.	Maintain	Adjacent to Promenade	Maintain	Running out of space. Coordinate with new Paramedics building.	Parking Garage, PE, Paramedics Bldg.	Need vehicular access for pick-ups and deliveries.
28a	Health Education Open Space	none	n/a	n/a	100,442	n/a	n/a	n/a	Small hard and softscape spaces between the collection of Health Ed buildings.	Maintain	Support Health Ed buildings program	Program spaces.	Coordinate with loading into the small spaces.	PE, PE Plaza, Paramedics, Parking Garage, Soccer Stadium	Maintain pedestrian friendly paths for ADA accessibility.
30	Stadium	none	1,650	4,129	423,913	40.0%	Fire Resistive - Concrete	115.68%	Modernization of Bleachers, Snack Bar, Visitor Access, Restrooms, Field, Track and Entrance.	Safety, accessibility, and well being upgrades.	Easy public access from parking lots.	1. Improve visitor access to bleachers, snack bars and restrooms. 2. Increase diversity of visitors to ARC campus.	Ample Parking is required close by.	Parking Garage, Tennis Courts, Baseball Field	1. Maintain connectivity and access from the south parking lots and garage. 2. Establish clearly defined pedestrian routes to the Promenade and PE plaza and the rest of campus.
31	Ranch House	none	1,292	1,730	See Ranch Court	74.7%	Wood Frame	62.65%	Historic Cameron Ranch house.	Maintain as jewel on campus.	Historically significate.	Modernization could house some offices.	Historic. Must be maintained. Ensure visibility from Entry Plaza and Paramedics Plaza.	Davies Hall, Operations, Science, Ranch Court	Pedestrian access from Entry Plaza, Paramedics Plaza, and Promenade. Vehicular access for maintenance
31a	Ranch Court	none	n/a	n/a	21,118	n/a	n/a	n/a	Softscape court with Hardscape paths at building edges.	Provide space around Ranch House. Connect Promenade and Entry Plaza.	Around Ranch House	Softscape around Ranch House and Hardscape path against buildings.	Coordinate with Davies Hall.	Operations, Davies Hall, Science, Ranch House	Pedestrian access from Entry Plaza, Paramedics Plaza, and Promenade. Vehicular access for maintenance
32	Centrex	none	1,256	1,360	31,289	92.4%	Fire Resistive - Concrete	65.22%	IT building housing the IT campus connections.	Façade Updates	Central to campus	Integrate façade aesthetic into campus.	Location must be maintained.	LRC, New Building 3, ITC, Book Plaza	Need vehicular (small and large) access for maintenance
33	Warehouse 3	none	6,939	7,681	See Operations Site	90.3%	Light Incombustible Frame	101.72%	Demo existing building, and incorporate into New Operations (Corporations Building)	Support Operations as required.	Access to loading yard and deliveries	Consolidate Operations and improve organization.	Coordinate with access to the Shop.	Corporation Yard, Transit Center, Ranch House, Science Building	Need vehicular access for pick-ups and deliveries.
34	Warehouse 1	none	4,848	4,900	See Operations Site	98.9%	Light Incombustible Frame	65.00%	Demo existing building, and incorporate in Operations (Corporations Building)	Support Operations as required.	Access to loading yard and deliveries	Consolidate Operations and improve organization.	Coordinate with access to the Shop.	Corporation Yard, Transit Center, Ranch House, Science Building	Need vehicular access for pick-ups and deliveries.

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EXISTING BUILDINGS
2025 MASTER PLAN PROJECTS
OUTDOOR SPACES
PROMENADE/PE PLAZA

FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
35	Warehouse 2	none	6,380	6,646	See Operations Site	96.0%	Light Incombustible Frame	136.29%	Demo existing building, and incorporate in Operations (Corporations Building)	Support Operations as required.	Access to loading yard and deliveries	Consolidate Operations and improve organization.	Coordinate with access to the Shop.	Corporation Yard, Transit Center, Ranch House, Science Building	Need vehicular access for pick-ups and deliveries.
36	Shop 1	none	547	700	See Operations Site	78.1%	Light Incombustible Frame	21.55%	Demo existing building, and incorporate in Operations (Corporations Building)	Support Operations as required.	Operations	Consolidate Operations and improve organization.	Separate from Operations offices for noise.	Corporation Yard, Transit Center, Ranch House, Science Building	Need vehicular access for pick-ups and deliveries.
37	Environmental Resources (Horticulture)	none	7,975	9,105	261,331	87.6%	Light Incombustible Frame	66.43%	Modernize existing buildings and greenhouses facilities and classroom spaces.	Update current facilities to improve safety, cleanliness and growth of student programs.	Access to outdoor forested space.	**1.** Provide better connections to and from the facility through the future PE Plaza and walkways. **2.** Some program to move into New Science Building	This site is isolated from major campus space.	Technical Education	Improve pedestrian circulation from the west of Tech Education. Ensure bike parking is provided.
37a	Environmental Resources (Horticulture) Entry Plaza	none	n/a	n/a	121,442	n/a	n/a	n/a	Hardscape paths entry to buildings with shade.	Provide paths to buildings and shade area to wait, drop-off.	Supports buildings and greenhouses.	Upgrade paths and connect better to main campus.	Coordinate with Tech Plaza, PE Plaza.	Horticulture Buildings, Tech. Garden, Tech. Ed, Practice Fields 2	Pedestrian and ADA upgrades throughout.
37b	Environmental Resources (Horticulture) Garden	none	n/a	n/a	137,845	n/a	n/a	n/a	Forested research garden.	Are for expansion and natural forest for research.	Supports buildings and greenhouses.	Area for program expansion.	Coordinate with Practice Fields 2	Horticulture Buildings, Practice Fields 1	Trail access, Bike Path Connection across forest bridge.
38	Campus Police Building	none	1,774	2,145	112,354	82.7%	Light Incombustible Frame	4.43%	Demo existing building, and incorporate in Operations (Corporations Building)	Consolidate program with Operations and utilize Corporation Yard for instruction space.	Central to campus	Consolidate Operations and improve organization.	Coordinate with Operations.	Corporation Yard, Transit Center, Ranch House, Science Building	Pedestrian access from Ranch Court.
39	Parking Structure	none	235,746	489,601	See Garage Plaza	48.2%	Fire Resistive - Concrete	0.00%	Multilevel vehicular parking structure	Keep well maintained for future use as central parking structure to campus.	Close to Stadium and Central to campus.	New screening to existing exposed structure. Could	Entry and Exit from Garage Plaza only.	Stadium, Tennis Cours, Baseball Field	Vehicular access.
39a	Garage Plaza	none	n/a	n/a	202,874	n/a	n/a	n/a	Soft scape plantings and hardscape paths with elevated bridge over.	Maintain for future use.	At entry to parking garage.	Connect with Promenade	Coordinate connection with Promenade and Paramedics Plaza	Parking Garage, Promenade, Science, Stadium, Parking, PE Plaza	Vehicular entry and exit to parking garage below pedestrian and bicycle bridge above.
41	Grounds Shop	none	1,365	1,500	261,331	91.0%	Light Incombustible Frame	0.23%	Maintain for future use.	Keep well maintained for future use.	Back of campus, isolated.	Keep well maintained.	Coordinate with Horticulture	Horticulture Garden, Horticulture Plaza, Practice Fields 2	Small and large vehicular access.
42	Swing Space Portables	none	19,072	23,454	n/a	81.3%	Wood Frame	2.34%	Owned swing space portables that have become permanent.	Remove from campus.	Can be relocated/removed.	Remove from campus	Owned and the end of their life. Need to be removed.	Health Ed, Boiler, Parking Garage	As required by space needs.
43	Softball Conc./SB/RR	none	2,740	3,111	See Softball Field	88.1%	Fire Resistive - Concrete	0.00%	Maintain for future use.	Keep well maintained for future use.	Current Location.	Modernize restrooms and concessions.	Access by public is compromised with only one entry into the field from the south.	Practice Fields 3, Baseball, Tennis Courts	Pedestrian and vehicular access need to be improved.

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EXISTING BUILDINGS
2025 MASTER PLAN PROJECTS
OUTDOOR SPACES
PROMENADE/PE PLAZA

FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
46	**Learning Resource Ctr.**	**none**	**21,956**	**29,436**	**49,075**	**74.6%**	**Light Incombustible Frame**	**0.00%**	Student resource and study center and offices.	Keep well maintained for future use.	Central to Academic Campus.	Modernization of interiors.	Coordinate south side for better pedestrian circulation to Athletics	Promenade, Davies Hall, STEM, New Building 3, Centrex, PE Plaza, Boiler Building, Paramedics Plaza	Improve circulation on south side of building and relationship to Promenade.
48	**Concession Stand**	**none**	**190**	**192**	**See Stadium**	**99.0%**	**Light Incombustible Frame**	**3.30%**	Retail sales during events.	Modernize and upgrade finishes	Near Stadium	Modernize and upgrade finishes	Small may need to expand to accommodate capacity	Stadium, Parking Garage	TBD
49	**Concession Restroom**	**none**	**368**	**1,280**	**See Stadium**	**28.8%**	**Light Incombustible Frame**	**0.00%**	Restroom during events.	Modernize and upgrade finishes	Near Stadium	Modernize and upgrade finishes	Small may need to expand to accommodate capacity	Stadium, Parking Garage	TBD
50	**Press-box/Ticket**	**none**	**211**	**243**	**See Stadium**	**86.8%**	**Light Incombustible Frame**	**0.00%**	Ticket sales and press offices during events.	Modernize and upgrade finishes	Near Stadium	Modernize and upgrade finishes	May need new data and electrical upgrades.	Stadium, Parking Garage	TBD
51	**Field /Soccer/ Football St**	**none**	**1,812**	**1,919**	**See Site Info**	**94.4%**	**Light Incombustible Frame**	**0.00%**	Stadium and Soccer Fields	Upgrade for safety.	Inside Stadium and Soccer Stadium	Upgrade to synthetic turf or upgrade current natural turf conditions.	Coordinate with current acceptable comparison conditions.	Parking Garage, Tennis Courts, Garage Plaza	Good conditions for college level sports.
60	**Regional Public Safety Center (McClellan)**	**none**	**22,081**	**33,849**	**n/a**	**65.2%**	**Fire Resistive - Concrete**	**19.91%**	Off-campus McClellan building for public safety personnel instruction.	Upgrade spaces and roof.	Off Campus	Upgrade interiors.	Coordinate with main campus Operations.	Off-campus	Ample vehicular parking, pedestrian access around building to entries is adequate.
New	**New Building 1**	**none**	**New**	**13,000 (New)**	**See New Plaza 1**	**New**	**New**	**New**	New Building program yet to be defined.	New Building with two or more stories on the Quad to provide more academic space and offices. Arts program to be considered.	Establishes the northern border portion of the Quad.	New Building and New Plaza 1	Coordinate with the Quad.	Quad, Arts, New Building 2, New Plaza 1, North Parking Lot	Pedestrian and ADA access to all entries. Small vehicle vehicular maintenance access.
New	**New Plaza 1**	**none**	**n/a**	**n/a**	**66,651**	**n/a**	**n/a**	**n/a**	Softscape plaza with ample shade trees. Hardscape plaza for medium size gatherings.	Gathering and buffer space between building and parking. Easy access paths from parking.	Buffer to parking.	Outdoor education opportunities and furnishings.	Coordinate with Arts and New Building 2 Site.	North Parking Lot, New Building 1, New Building 2, New Plaza 2	Pedestrian and ADA access to all entries. Small vehicle vehicular maintenance access.
New	**New Building 2**	**none**	**New**	**22,000 (New)**	**See New Plaza 2**	**New**	**New**	**New**	New Building program yet to be defined.	New Building with 2 or more stories on the Quad to provide more academic space and offices. Tech Ed. (Diesel) program to be considered.	Infill building to connect Quad and Tech Ed.	New Building and New Plaza 2	Coordinate with Quad.	Quad, Arts, New Building 2, New Plaza 1, North Parking Lot	Pedestrian and ADA access to all entries. Small vehicle vehicular maintenance access.
New	**New Plaza 2**	**none**	**n/a**	**n/a**	**189,211**	**n/a**	**n/a**	**n/a**	Softscape plaza with ample shade trees. Hardscape plaza for medium size gatherings.	Gathering and buffer space between building and parking. Easy access paths from parking.	Buffer to parking.	Outdoor education opportunities and furnishings.	Coordinate with Tech. Ed. and New Building 1 Site	North Parking Lot, New Building 2, New Building 1, New Plaza 1, Tech. Plaza, Tech. Building, Northeast Parking Lot	Pedestrian and ADA access to all entries. Small vehicle vehicular maintenance access.

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EXISTING BUILDINGS
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FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
New	**New Building 3**	**none**	**New**	**14,000 (New)**	**22,699**	**New**	**New**	**New**	New Building program yet to be defined.	New Building with 2 or more stories on the Promenade to provide more academic space and offices. STEM program to be considered.	Infill building to help establish the Promenade.	New Building and Promenade upgrades	Coordinate with Promenade and Centrex (IT)	Promenade, IT, Centrex, Book Plaza, Learning Resource Center (LRC)	Pedestrian and ADA access to all entries. Small vehicle vehicular maintenance access.
New	**New Building 4**	**none**	**New**	**12,000 (New)**	**84,510**	**New**	**New**	**New**		New Building with 2 or more stories. Science program to be considered.	Expansion for Science and defines the campus entry experience near Garage Plaza	New Building	Coordinate with Science, Science Court, Corp Yard	Science, Science Court, Garage Plaza	Pedestrian and ADA access to all entries. Small vehicle vehicular maintenance access.
New	**Health Education 2**	**none**	**New**	**11,000 (New)**	**See Health and Education Plaza**	**New**	**New**	**New**	New building and instructional space for Paramedic program	Improved instructional space and facilities o support the program and teaching methods.	Within the Health and Kinesiology & Athletics area of campus. Near Promenade	Provision of updated/state-of-the-art learning facilities. Provision of dedicated program facilities.	Coordinate with Promenade	Health Ed., Promenade, Physical Education, Boiler Building, Paramedics Plaza	Easy pedestrian access to Health and Education Village
New	**Health Education Plaza**	**none**	**n/a**	**n/a**	**58,255**	**n/a**	**n/a**	**n/a**	Softscape plaza to south of building and hardscape plaza to north to provide connection between PE Plaza and Promenade	Provide exterior support spaces to the Paramedics building, including space under shade, hardscape plaza, and loading.	Around Paramedics building.	New gathering plaza for Health Ed, terminus plaza at end of PE Plaza and Promenade.	Coordinate with Health Ed.	Health Ed., Promenade, Physical Education, Boiler Building, Paramedics Plaza	Circumnavigate the building, provide Paramedics building loading, connect PE Plaza and Promenade
New	**Transit Center**	**none**	**New**	**17,331 (New)**	**See Transit Center Open Space**	**New**	**New**	**New**	Construction of a on-campus, dedicated location for transit operations.	Improve transit accessibility to campus for commuters and para-transit users..	West edge of campus along College Oak Drive, with a direct connection to the Promenade.	**1.** Improve safety for transit users accessing campus.	Loss of parking on the west side of campus to accommodate transit center.	N/A	Pedestrian circulation to the surrounding buildings and to campus Promenade.
	Transit Center (Bus turn-around & Parking)	**none**	**n/a**	**n/a**	**79,376**	**n/a**	**n/a**	**n/a**	A dedicated drop-off for students, faculty and staff near the heart of the campus. Provides improved access to the Welcome and Support Center and the northern end of campus.	Improve campus access and drop-off through a dedicated route. Reduce congestions within existing parking lots that accommodate drop-off Create an enhanced, welcoming access point to the campus.	Near the heart of campus with direct access to the Entry Plaza and Central Plaza	New campus access point for visitors. Provide shading as part of the drop off experience. Should include bike parking.	Funding.	Transit Center, STEM, Davies Hall	Defined pedestrian and cycle circulation routes that serve the buildings and connections to the Campus Promenade, providing campus access, are priority.
	Entry Plaza	**none**	**n/a**	**n/a**	**54,650 (Shade Structure: 17,331)**	**n/a**	**n/a**	**n/a**	Hardscape open space with concrete base of former Miner's Oak Tree. Soft scape plantings.	Improve plaza hardscape as welcome mat to campus. Improve plantings and sculpture art work.	Adjacent to transit center, west side of campus central north/south.	**1.** Hardscape and planting improvements to welcome visitors to campus. **2.** Sculpture opportunity on the base of the former Minor's Oak.	Coordinate with Transit Centered potential shade structure overhead.	Transit Center, STEM, Davies Hall, Raef Hall	Vehicular drop-off, open space for pedestrians to gather before entering/leaving campus.
	Baseball Field	**none**	**n/a**	**n/a**	**200,272**	**n/a**	**n/a**	**n/a**	Natural grass field and bleacher seating at home plate	Maintain for future use.	Away from parking and traffic. Closer to vegetated side of campus.	Improve Pedestrian and Vehicular access	Only one point of access from south	Softball Field, Tennis Courts, Stadium, Parking Garage	Pedestrian, vehicular and bike access.

3.3.1 Space Inventory - 10 of 10

EXISTING BUILDINGS
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FUSION Bldg#	Project	Change since 2019	FUSION ASF	FUSION GSF	SITE	FUSION SF Efficiency	FUSION Construction	FUSION FCI%	Description	Goals & Objectives	Criteria for Location	Opportunities	Constraints	Program Adjacency	Circulation
	Practice Fields 1	**none**	**n/a**	**n/a**	**56,681**	**n/a**	**n/a**	**n/a**	Open natural grass practice fields for various sports and activities.	Maintain for future use.	Away from parking and traffic. Closer to vegetated side of campus.	Define field functions with field lining.	Awkward shapes for specific fields. Coordinate with Practice Fields 2, 3, and Soccer Stadium	Soccer Stadium Practice Fields 2, 3, PE, and CDC Open	Pedestrian, vehicular and bike access.
	Practice Fields 2	**none**	**n/a**	**n/a**	**136,991**	**n/a**	**n/a**	**n/a**	Open natural grass practice fields for various sports and activities.	Maintain for future use.	Away from parking and traffic. Closer to vegetated side of campus.	Define field functions with field lining.	Awkward shapes for specific fields. Coordinate with Practice Fields 2, 3, and Soccer Stadium	Horticulture Garden, Horticulture, CDC, Practice Fields 1 and 3.	Pedestrian, vehicular and bike access.
	Practice Fields 3	**none**	**n/a**	**n/a**	**351,267**	**n/a**	**n/a**	**n/a**	Open natural grass practice fields for various sports and activities.	Maintain for future use.	Away from parking and traffic. Closer to vegetated side of campus.	Define field functions with field lining.	Coordinate with Practice Fields 2, 3, and Soccer Stadium	Soccer Stadium, Practice Fields 2, Softball Field, Tennis Courts	Pedestrian, vehicular and bike access.
	Promenade	**none**	**n/a**	**n/a**	**Included in adjacent sites**	**n/a**	**n/a**	**n/a**	Primary pedestrian path through campus, between the future Quad and Parking Structure, connecting campus spaces and destinations.	1. Improve overall accessibility to classrooms and buildings for students, visitors and staff. 2. Limit and control vehicular access through the center of campus. 3. Program the outdoor space with activities that bring people and energy to the Promenade	**1.** Bisects campus from Parking Structure to the Quad. **2.** Connects with established pedestrian connections to serve campus buildings. **3.** Provides the side of each site that should have the primary entry.	1. Each building site should improve the Promenade it is adjacent too. 2. Create a recognizable open space for gathering and movement across the campus. 3. Outdoor programmed space.	Each building site should improve the Promenade it is adjacent too. Coordinate with adjacent sites and overall Promenade.	Quad, Student Services, Library, IT, STEM, New Building 3, LRC, Central Plaza, Davies Hall, Boiler Building, Paramedics, Science, Health Ed., Parking Garage, Garage Plaza	Create a well-defined continued pedestrian pathway.
51	**Soccer Stadium**	**none**	**n/a**	**n/a**	**241,002**	**n/a**	**n/a**	**n/a**	Stadium has seating on west side with concessions and restrooms.	Maintain for future use.	Away from parking and traffic. Closer to vegetated side of campus.	Improve Pedestrian and Vehicular access	Coordinate with PE and practice fields.	PE, Practice fields 1 and 3, Tennis Courts	Pedestrian, vehicular and bike access.
51	**Softball Field**	**none**	**n/a**	**n/a**	**94,732**	**n/a**	**n/a**	**n/a**	Natural Grass Field and bleacher seating at home plate.	Maintain for future use.	Away from parking and traffic. Closer to vegetated side of campus.	Improve Pedestrian and Vehicular access	Only one point of access from south	Practice Fields 3, Baseball, Tennis Courts	Pedestrian, vehicular and bike access.
51	**Tennis Courts**	**none**	**n/a**	**n/a**	**118,276**	**n/a**	**n/a**	**n/a**	Outdoor tennis courts with fencing enclosures.	Maintain for future use.	Away from parking and traffic. Closer to vegetated side of campus.	Improve Pedestrian and Vehicular access	Minimal parking.	Soccer Stadium, Practice Fields 3, Baseball Field, Softball Field, Parking Garage	Pedestrian, vehicular and bike access.

3.4 Space Capacity

SUS document by AR+C states in the Executive Summary page 10 that for M-T (no time frame stated) the Peak usage is 85% and Non Peak is at 40%. However, the peak usage in the ARC internal Facilities Usage Report and E-Mail for M-T (7am-9pm) states that the peak usage is weighted average of 84.63%. Many of the classes are taught virtually, although the faculty and students would prefer classes to be in-person. Those classes are virtual simply because of a lack of availability of classrooms between the peak hours of M-Th 9-3. Upon further investigation the SUS report notes an Average 85% peak utilization Monday-Thursday (no time duration is noted). The SUS lacks data directly from students regarding when they want to take classes and from faculty to find out if they prefer teaching in-person or remotely. The 2 studies reveal a relatively equal average usage at 85%.

Average 85%

Monday - Thursday (4 days)

Peak @ 85% utilization, Non Peak @ 40%

	Lecture	Combo	Lab	Total
Current Hours Course Demand	1055	322	924	2301
Current # Rooms	44	16	35	95
Required # Rooms	31.0	9.5	27.2	67.7
Excess # Rooms	13.0	6.5	7.8	27.3
% Excess	29.5%	40.8%	22.4%	28.8%

The current average size of a classroom is approx. 753 sq ft, which results in potential real estate savings on Current Demand of 20,331 sq ft

Steelcase AR+C Document Page 10

Weighted Average 84.63%

Spring 2024	Original Count	Original Peak Usage	Revised Count	Revised Peak Usage
Lecture Rooms	44	79.5%	27	96.3%
Lab Rooms	35	80.0%	35	82.9%
Computer Rooms	16	75.0%	16	81.3%

I went ahead and applied the same analysis to Fall 2024 data, which gave the following results:

Fall 2024	Room Count	Peak Usage
Lecture Rooms	27	100.0%
Lab Rooms	35	80.0%
Computer Rooms	16	68.8%

ARC Email 1/10/2025

3.5.1 Capacity Load Ratios

As of September enrollment in 2025 the capacity of American River College is trending toward an increase in students. This includes both on-ground and remote.

FUSION Campus Capacity/Load Ratios

Planning

Los Rios Community College District (230)
American River College (231)

Campus Lecture Capacity/Load Ratio

No. Project	Lect ASF	WSCH	Occupancy	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
39 Technical Building Remodel	-1,363	-2,383	2023-24							
American River College										
43 Demolish/Remove Swing Portables	-3,805	-6,652	2028-29				78,409			
American River College							208%			
1 Davies Hall Replacement Health and Safety	-6,863	-11,998	2029-30					66,411		
American River College								180%		
7 Corporation Yard Modernization	0	0	2029-30					66,411		
American River College								180%		
18 Science Modernization	0	0	2032-33							
American River College										
26 Horticulture/Environmental Resources Modernization	0	0	2035-36							
American River College										
31 Fine Arts Modernization - Building 10 and Existing Art Classrooms	0	0	2039-40							
American River College										
33 Raef Hall Modernization	0	0	2041-42							
American River College										
35 New Instructional Space 1	4,000	6,339	2043-44							
American River College										

Lecture Summary / Totals		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Lecture ASF	Actual*/Projected WSCH	39,740	39,048	38,350	37,647	36,939	36,105	36,231
55,177	Cumulative Capacity	85,061	85,061	85,061	85,061	78,409	66,411	66,411
	Capacity/Load Ratio	214%	218%	222%	226%	212%	184%	183%

FUSION Campus Capacity/Load Ratios

Planning

Los Rios Community College District (230)
American River College (231)

Campus Lab Capacity/Load Ratio

No. Project	Lab ASF	WSCH	Occupancy	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
39 Technical Building Remodel	1,494	465	2023-24							
American River College										
4 Paramedics Classroom	0	0	2028-29				69,334			
American River College							107%			
43 Demolish/Remove Swing Portables	-11,680	-4,545	2028-29				64,789			
American River College							100%			
1 Davies Hall Replacement Health and Safety	0	0	2029-30					64,789		
American River College								102%		
18 Science Modernization	0	0	2032-33							
American River College										
26 Horticulture/Environmental Resources Modernization	0	0	2035-36							
American River College										
28 Kinesiology & Athletics Modernization	0	0	2037-38							
American River College										
31 Fine Arts Modernization - Building 10 and Existing Art Classrooms	0	0	2039-40							
American River College										
35 New Instructional Space 1	12,000	4,669	2043-44							
American River College										

Lab Summary / Totals		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Lab ASF	Actual*/Projected WSCH	68,126	66,939	65,743	64,538	63,324	61,894	62,110
165,241	Cumulative Capacity	69,334	69,334	69,334	69,334	64,789	64,789	64,789
	Capacity/Load Ratio	102%	104%	105%	107%	102%	105%	104%

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

3.5.2 Capacity Load Ratios

The campus is working to balance the load ratios through removal of temporary portables, new construction of Davies Hall, and relocation/consolidation of dispersed departments.

Report Generated: 02/11/2025 **Capital Outlay Plan Page 4 of 7**

FUSION **Campus Capacity/Load Ratios**

Planning

Los Rios Community College District (230)
American River College (231)

Campus Office Capacity/Load Ratio

No. Project	Off ASF	FTE	Occupancy	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
39 Technical Building Remodel										
	-133	-1	2023-24							
American River College										
4 Paramedics Classroom										
	0	0	2028-29				570			
American River College							98%			
43 Demolish/Remove Swing Portables										
	-2,398	-14	2028-29				556			
American River College							95%			
1 Davies Hall Replacement Health and Safety										
	0	0	2029-30					556		
American River College								95%		
7 Corporation Yard Modernization										
	0	0	2029-30					556		
American River College								95%		
11 DO Police Building										
	1,766	10	2031-32							566
American River College										97%
18 Science Modernization										
	0	0	2032-33							
American River College										
23 Administration Building Modernization										
	0	0	2033-34							
American River College										
28 Kinesiology & Athletics Modernization										
	0	0	2037-38							
American River College										
31 Fine Arts Modernization - Building 10 and Existing Art Classrooms										
	0	0	2039-40							
American River College										
33 Raef Hall Modernization										
	0	0	2041-42							
American River College										
35 New Instructional Space 1										
	4,000	20	2043-44							
American River College										

Office Summary / Totals		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Office ASF	Actual*/Projected FTE	584	584	584	584	584	584	584
99,907	Cumulative Capacity	570	570	570	570	556	556	556
	Capacity/Load Ratio	98%	98%	98%	98%	95%	95%	95%

Report Generated: 02/11/2025 **Capital Outlay Plan Page 6 of 7**

FUSION **Campus Capacity/Load Ratios**

Planning

Los Rios Community College District (230)
American River College (231)

Campus Library Capacity/Load Ratio

No. Project	Lib ASF	Occupancy	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
43 Demolish/Remove Swing Portables									
	-562	2028-29				45,292			
American River College						73%			
1 Davies Hall Replacement Health and Safety									
	0	2029-30					45,292		
American River College							74%		

Library Summary / Totals		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Library ASF	Actual*/Projected ASF	65,922	64,719	63,510	62,295	61,071	59,644	59,803
45,854	Cumulative Capacity	45,854	45,854	45,854	45,854	45,292	45,292	45,292
	Capacity/Load Ratio	70%	71%	72%	74%	74%	76%	76%

Report Generated: 02/11/2025 **Capital Outlay Plan Page 7 of 7**

FUSION **Campus Capacity/Load Ratios**

Planning

Los Rios Community College District (230)
American River College (231)

Campus AV/TV Capacity/Load Ratio

No. Project	AV/TV ASF	Occupancy	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
1 Davies Hall Replacement Health and Safety									
	0	2029-30					1,936		
American River College							11%		
18 Science Modernization									
	0	2032-33							
American River College									
35 New Instructional Space 1									
	650	2043-44							
American River College									

AV/TV Summary / Totals		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
AV/TV ASF	Actual*/Projected ASF	19,463	19,072	18,681	18,289	17,896	17,445	17,458
1,936	Cumulative Capacity	1,936	1,936	1,936	1,936	1,936	1,936	1,936
	Capacity/Load Ratio	10%	10%	10%	11%	11%	11%	11%

3.6 FMP Space Program

The items highlighted in gray are included in the 2025 Facilities Master Plan Priority Projects List

FUSION Bldg#	Project	FUSION ASF	FUSION GSF	FUSION FCI%
1	Administration	16,780	25,141	56.18%
2	Instructional Tech. Ctr.	5,042	6,543	2.94%
3	STEM	35,975	55,578	0.00%
4	Raef Hall	5,492	9,654	58.89%
5	Physical Education	69,700	91,791	56.32%
6	Technical Education/ Vocation	0	108,890	44.11%
7	Tech. Ed. /Voc. Portable	n/a	in the new Tech. Ed. Building	Scheduled for Demo
8	Child Development Center	11,353	16,617	2.32%
9	Adaptive P.E.	1,744	2,078	4.43%
10	Science	28,173	39,213	76.71%
13	Science Offices	2,665	4,815	22.57%
15	Fine Arts Building	59,920	86,744	49.52%
16	Arts	8,023	12,706	0.00%
18	Offices	3,116	5,451	18.22%
19	Howard Hall	7,631	11,793	2.32%
20	Student Services	18,054	29,114	15.43%
21	Student Center	38,452	50,172	0.00%
22	Davies Hall	0	85,556	56.92%

FUSION Bldg#	Project	FUSION ASF	FUSION GSF	FUSION FCI%
23	Boiler Building	4,766	5,330	90.77%
24	Bookstore	10,546	11,925	12.66%
25	Library	31,530	55,266	58.63%
26	Operations (Corporation Building)	1,571	2,367	207.83%
27	Sign Shop	1,784	2,637	0.00%
28	Health Education 1	9,278	13,716	4.29%
30	Stadium	1,650	4,129	115.68%
31	Ranch House	1,292	1,730	62.65%
32	Centrex	1,256	1,360	65.22%
33	Warehouse 3	6,939	7,681	101.72%
34	Warehouse 1	4,848	4,900	65.00%
35	Warehouse 2	6,380	6,646	136.29%
36	Shop 1	547	700	21.55%
37	Environmental Resources (Horticulture)	7,975	9,105	66.43%
38	Campus Police Building	1,774	2,145	4.43%
39	Parking Structure	235,746	489,601	0.00%
41	Grounds Shop	1,365	1,500	0.23%
42	Swing Space Portables	19,072	23,454	2.34%

FUSION Bldg#	Project	FUSION ASF	FUSION GSF	FUSION FCI%
43	Softball Conc./SB/RR	2,740	3,111	0.00%
46	Learning Resource Ctr.	21,956	29,436	0.00%
48	Concession Stand	190	192	3.30%
49	Concession Restroom	368	1,280	0.00%
50	Press-box/Ticket	211	243	0.00%
51	Field /Soccer/ Football St	1,812	1,919	0.00%
60	Regional Public Safety Center (McClellan)	22,081	33,849	19.91%
New	New Building 1	New	13,000 (New)	New
New	New Building 2	New	22,000 (New)	New
New	New Building 3	New	14,000 (New)	New
New	New Building 4	New	12,000 (New)	New
New	Health Education 2	New	11,000 (New)	New
New	Transit Center	New	17,331 (New)	New

04-

RECOMMENDATIONS

4.1 Overview

Site Guidelines and Space Planning Principles are provided for future design teams to use as a foundation before beginning project-specific stakeholder engagement with students, faculty, and staff. These principles aim to ensure that physical spaces on campus reflect ARC's mission, values, and long-term goals.

4.2 Planning Principals

Site Planning from the "Outside-In"
The Site Guidelines draw from the concepts of Connection, Learning and Community from the Space Utilization Study and include Access and Circulation, Vehicular Access, Vehicular Circulation, Transit Access, Transit Hub, Bicycle Trail Network and Open Space. A section on Campus Identity details the "big bones" of the 25-year master plan's outdoor areas: Entry Plaza, Central Plaza, Promenade and the Main Quad – the heart of the campus.

Space Planning Principles for planning from the "Inside-Out"
The Space Planning Principles use the concepts of Connection, Learning and Community from the Space Utilization Study to organize space for core learning and work environments. The principles serve as design guidelines that contain main spatial ingredients for future solutions. They define the inter-relationship between the different spaces and combine key settings together into zones.

The plan is organized in three interrelated components:

Prioritized Projects (1–15)
Fifteen near-term projects identified for the next 5–10 years, ranked by Facility Condition Index (FCI) and program need. These projects modernize outdated facilities, improve accessibility, and create outdoor spaces that enhance student life. Each project directly contributes to the broader campus framework while addressing immediate academic and operational needs.

Program Summaries:
Snapshots of academic and support programs not included in the prioritized list but still critical to ARC's mission. Derived from faculty interviews, these summaries document emerging needs and ensure readiness for future development.

25-Year Master Plan:
The 25-year plan is a long-range vision for campus growth, including four new buildings that will complete a cohesive campus composition. Together with smaller open spaces secondary in hierarchy such as courtyards and small plazas, the massing of these strategically placed future buildings will frame the Entry Plaza, Central Plaza, Promenade and the Main Quad – the heart of the campus.

The Promenade is the unifying spine of the plan. Serving as a vital north-south connector through the campus culminating in the future Main Quad, it organizes pedestrian circulation, improves accessibility, and provides a sequence of spill-out learning and social activity to foster a vibrant student experience along the corridor. As projects are implemented, each will contribute to the development of the Promenade and adjacent civic spaces, reinforcing a recognizable identity and cohesive campus experience.

Taken together, the 2025 Master Plan creates a flexible, forward-looking framework. It addresses urgent modernization needs, positions ARC for long-term growth, and reinforces the campus as a vibrant, welcoming environment for learning and community connection.

SITE GUIDELINES

Multistudio

4.3 Access & Circulation

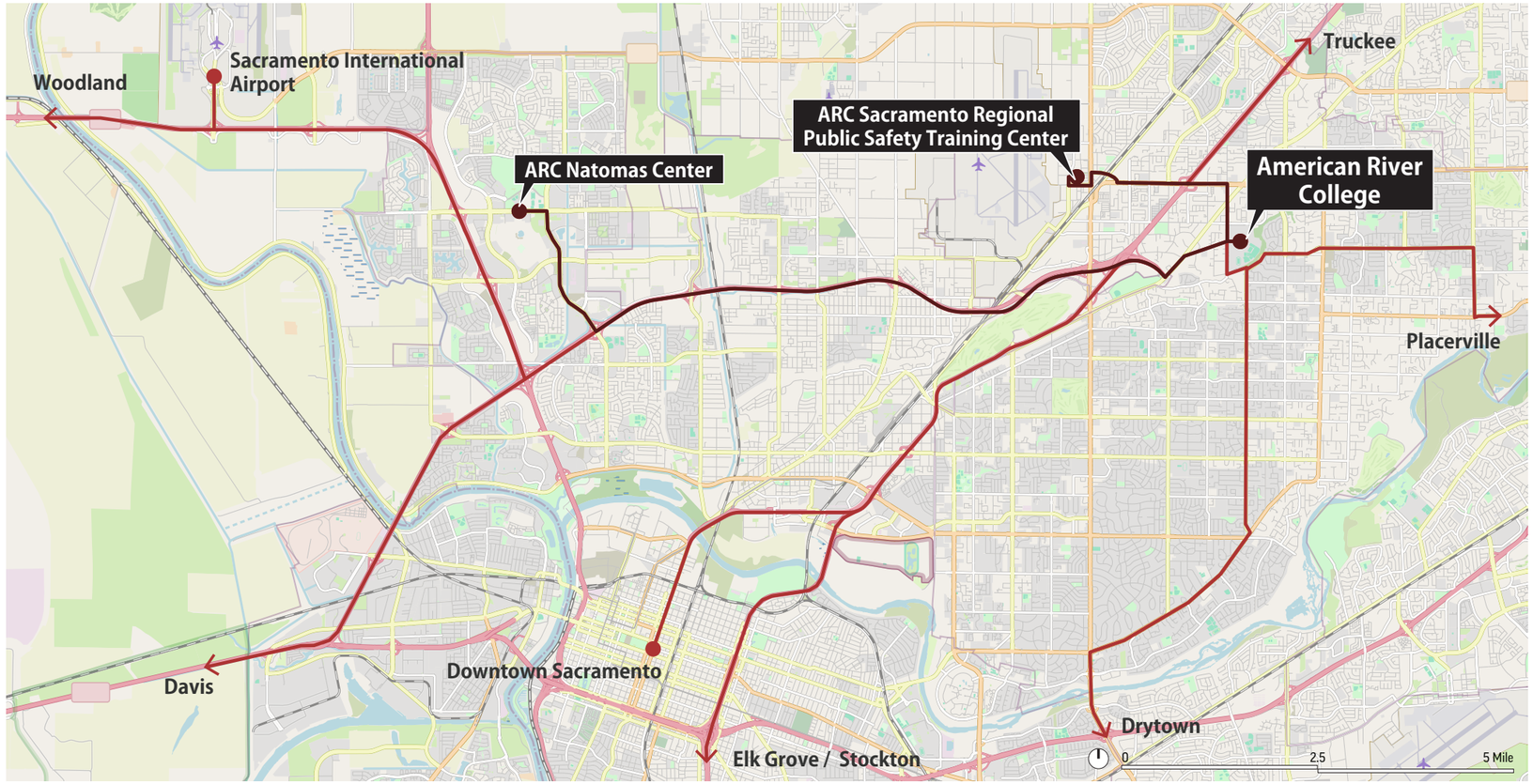
Access and circulation shape how students, faculty, and visitors experience and move through campus on a daily basis. A well-connected and intuitive circulation system is essential not only for wayfinding, but also for reinforcing campus identity, improving safety, and supporting inclusive access for all modes of travel.

Vehicular Access

4.3.1 Regional

American River College (ARC) benefits from strong regional connectivity, making it easily accessible to students, faculty, and staff commuting from across the greater Sacramento area. The campus is strategically positioned near major transportation corridors—including Interstate 5 (I-5) and Interstate 80 (I-80)—which provide direct connections to Downtown Sacramento, Sacramento International Airport, UC Davis, and surrounding residential communities.

These routes also link ARC to its sister campuses and key educational and employment hubs throughout the region, reinforcing the college's role as a central and accessible destination for higher education.
With the majority of students arriving by private vehicle, the surrounding highway network plays a vital role in supporting ARC's educational reach and operational capacity. The vehicle dependence underscores the importance of maintaining efficient traffic flow, intuitive wayfinding, and adequate parking infrastructure on campus.



Vehicular Circulation

4.3.2 Private

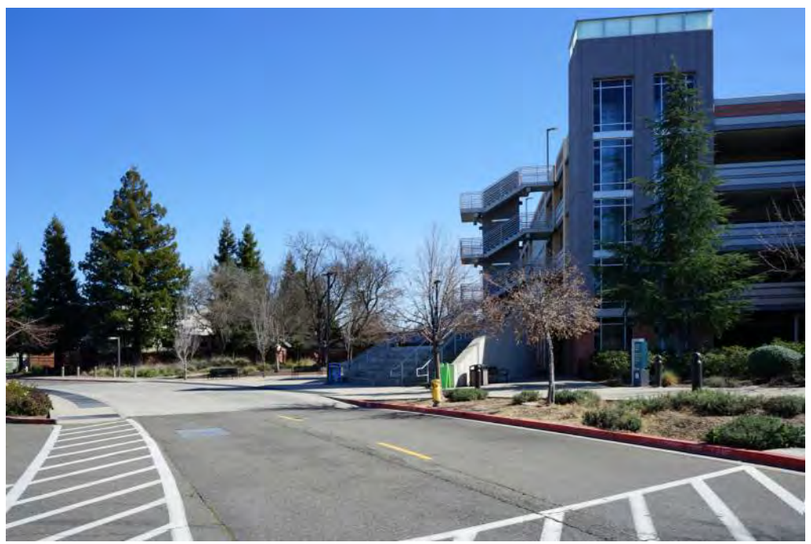
The American River College (ARC) campus sits in a predominantly suburban setting, bordered by College Oak Drive to the west, Myrtle Avenue to the north, and Arcade Creek to the east and south. This orientation limits vehicular access to the north and west edges of campus, concentrating traffic flow through a series of designated entry points and internal circulation routes.

Campus Access

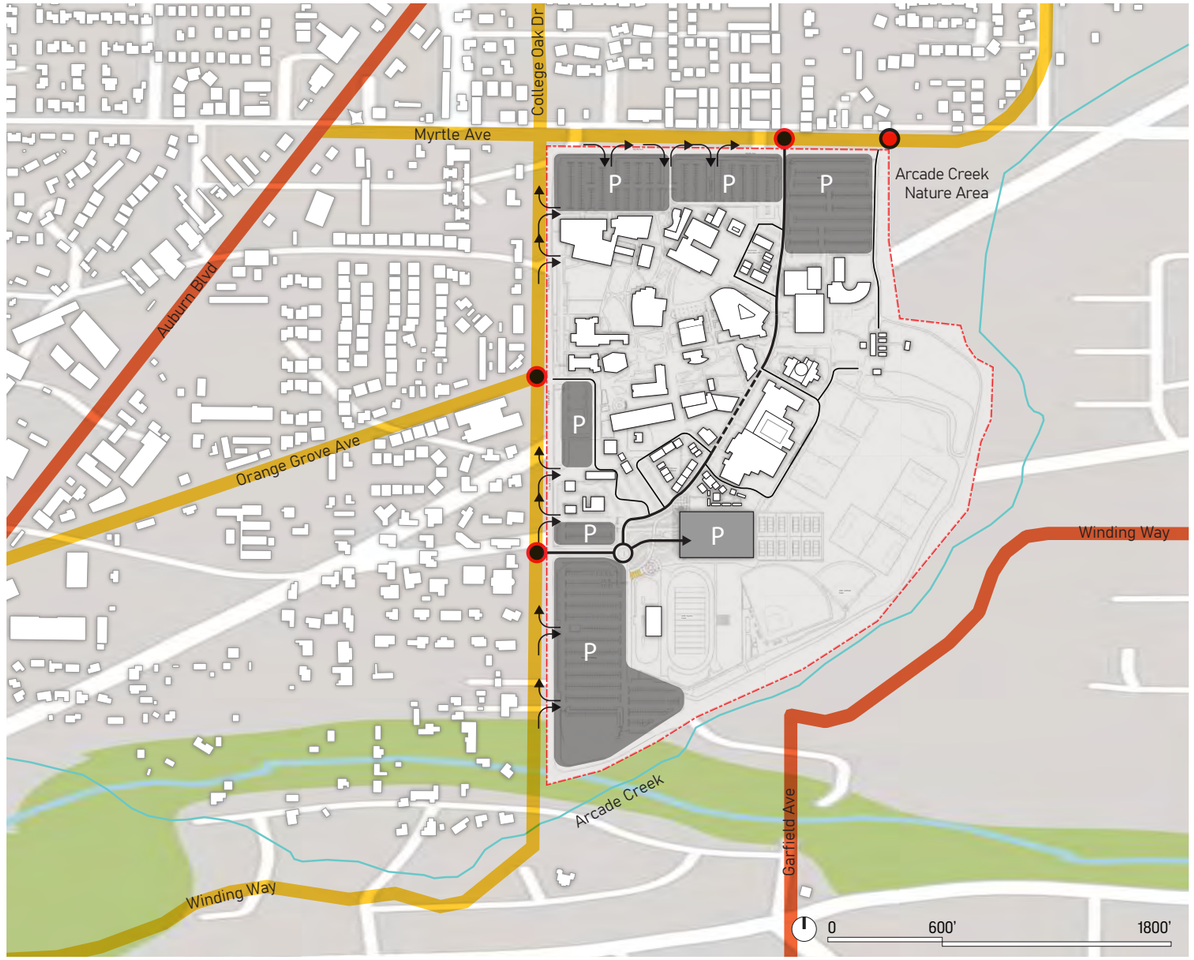
Private vehicles remain the primary mode of access, based on the 2009 Transportation, Access and Parking Master Plan (TAP-MP) Private vehicles account for over 90% of trips during morning peak hours. The campus is accessible via:

- Four signalized intersections along College Oak Drive and Myrtle Avenue, enabling full access and turning movements to interior roads and parking.
- Multiple right-in, right-out along College Oak Drive and Myrtle Avenue, providing access to the campus perimeter parking.

Once on campus, primary vehicular circulation follows Beaver Lane, which provides direct access from College Oak Drive to the central structured parking garage and extends diagonally across campus. A portion of this route becomes restricted to emergency and service vehicles only (to be confirmed). This restriction helps reduce conflicts with pedestrians—particularly near the Kinesiology & Athletics complex.



View of the Central Parking Structure from Beaver Lane



Legend

- Arterials
- Collectors
- Local Streets
- Signalized Intersection
- All-Way Stop Intersection
- Right-In, Right-Out Access
- Primary Vehicular Circulation
- Secondary Vehicular Circulation
- Limited Vehicular Circulation
- Parking

Multistudio

Transit Access

4.3.3 Bus

Compared to private vehicle travel, transit access to American River College (ARC) and its satellite campuses is generally less direct and more time-consuming. The Sacramento Regional Transit (SacRT) Blue Line provides a valuable light rail connection between the main campus and key regional destinations, including Downtown Sacramento and the Sacramento Valley Station—offering a convenient option for transit-dependent students and those arriving via Amtrak or regional bus services.

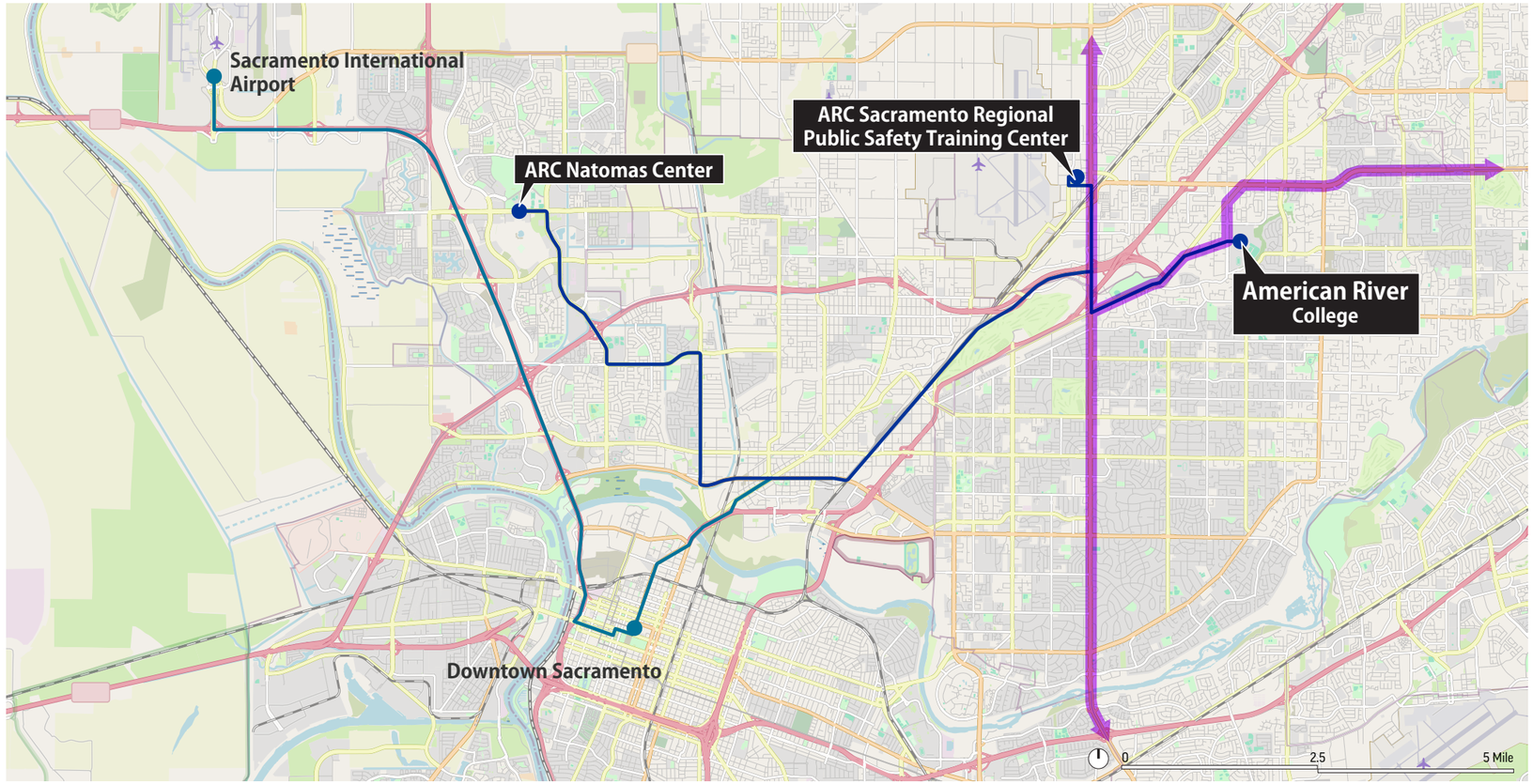
However, transit connections between campuses or from outlying communities often involve multiple transfers or longer wait times, limiting overall convenience and accessibility.

The main ARC campus is strategically located along the Sacramento Area Council of Governments' (SACOG) designated **Madison Medium-Distance High-Capacity Transit (HCT) Corridor.** This corridor is planned for long-term transit enhancements, including:

- → Transit signal priority
- → Upgraded stations with enhanced amenities
- → Potential express or limited-stop bus service

Although the campus is not directly on the Watt HCT Corridor, it remains in close proximity to this planned full Bus Rapid Transit (BRT) route—one of the region's most significant future transit investments.

Together, the Madison and Watt corridors represent a broader opportunity to position ARC as a well-connected transit hub. Leveraging these regional improvements can help advance equity, sustainability, and mobility goals outlined in SACOG's 2024 Regional Transit Network Plan.



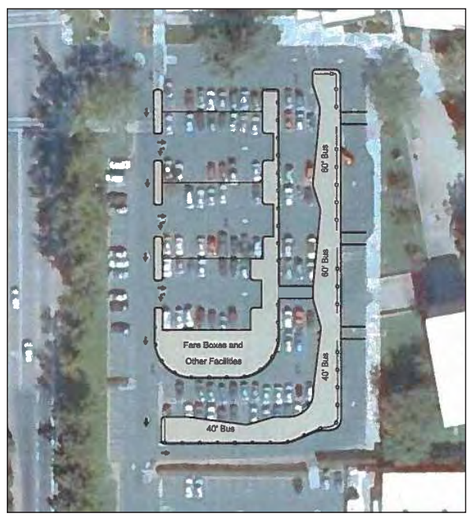
Transit Hub

4.3.4 Buses and Drop-Off

Public transit service is concentrated along the perimeter of campus, with key routes running on Orange Grove Avenue, Myrtle Avenue, College Oak Drive, and Winding Way. These corridors form a transit-accessible edge, connecting ARC to the broader Sacramento region.

Among them, the intersection of College Oak Drive and Orange Grove Avenue stands out as a naturally strong location for a transit access hub. It hosts multiple existing bus stops and lies directly along the **Madison Medium-Distance High-Capacity Transit (HCT) Corridor**, identified in SACOG's **Regional Transit Network Plan**. This location supports the proposed On-Campus Transit Center in Lot E, as outlined in the American River College Transportation, Access and Parking Master Plan (2009). The center would enhance pedestrian safety, streamline bus operations, and create a more cohesive arrival experience.

In addition to transit, ARC is well-positioned to strengthen active transportation connectivity. The existing pedestrian bridge across Arcade Creek to the east, and the proposed pedestrian and bicycle connection at the south edge of campus, provide clear opportunities to link ARC into the surrounding regional trail and bike-way network, expanding low-stress access for cyclists and pedestrians alike.



On-Campus Transit Center in Lot E
(Source: American River College Transportation, Access and Parking Master Plan 2009)

Legend

- Medium Distance HCT Corridors
- Bus Line
- Pedestrian Paths
- Bike Lane
- Future / Proposed Trail

Bicycle Trail Network

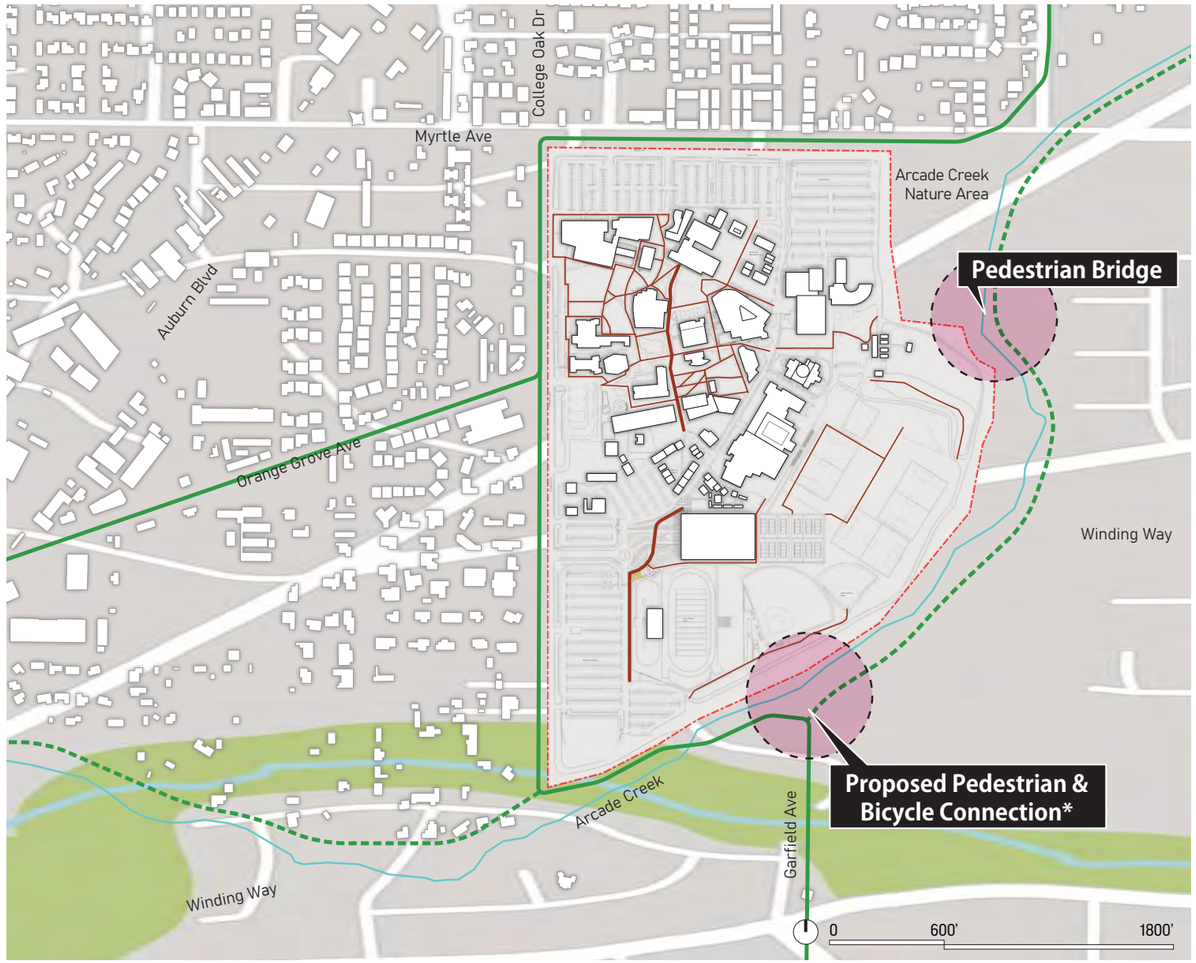
4.3.5 Bicycle

American River College has significant potential to strengthen its pedestrian and bicycle connectivity, making the campus more accessible, equitable, and sustainable. While public transit routes are concentrated along the campus perimeter, active transportation networks can help bridge the gap between these corridors and the academic core. Bicycle facilities currently run along College Oak Drive, Myrtle Avenue, Orange Grove Avenue, and a portion of Winding Way (south of campus), offering access to campus for cyclists. However, there is a greater opportunity to enhance regional bike connectivity through the implementation of the future/proposed TOD trail along Arcade Creek. This trail would better integrate ARC into Sacramento's broader trail and bike-way network, making cycling to campus safer and more appealing.

The existing pedestrian bridge across Arcade Creek on the northeast edge of campus should be leveraged and enhanced as part of future planning. Together with the Proposed Pedestrian & Bicycle Connection, at the south edge of campus, as identified in the 2009 American River College Transportation, Access and Parking Master Plan, these two connectors could significantly improve access from adjacent neighborhoods and open space systems.

The ARC's existing on-campus pedestrian pathway network provides a strong foundation for expansion. By extending these internal paths to meet regional trails and bike lanes, the college can create a seamless, low-stress active transportation system, supporting sustainable mobility and reinforcing ARC as a walkable, bike-friendly campus.

Existing Pedestrian Bridge
(*Source: Google Earth*)



Multistudio

4.4 Open Space

The open space network at American River College plays a central role in shaping the campus experience. From large gathering lawns and quiet courtyards, these spaces frame the daily movement of students, faculty, and staff, linking key destinations across campus and providing opportunities for gathering, recreation, and reflection for both academic life and informal connection.

Open Space Network

4.4.1 System

Nature is a defining element of the ARC campus experience, deeply embedded in its setting and spatial structure. This is especially evident in the campus's relationship with Arcade Creek, a significant natural corridor that frames the campus to the east and south. The creek not only defines the southeastern boundary but also contributes to a distinct ecological identity that sets the campus apart.

Adjacent to the creek, a broad band of mature trees forms a natural green buffer, providing a soft transition between the natural landscape and the built campus. This buffer offers a sense of immersion in nature, particularly along the edges of the athletic and academic areas, and enhances the outdoor experience of students engaged in sports and recreation.

Between this green edge and the academic core lies a series of open-air sports facilities, including fields, courts, and the stadium. Together, these facilities establish a major activity zone that anchors the southeastern end of the campus.

Running through the center of the campus is the main north-south pedestrian spine, the campus's primary circulation route and a key organizational element. It connects major destinations and serves as the backbone of campus life, shaping daily movement and gathering.

Along and beyond this spine unfolds a system of open spaces and quads, each with its own scale, identity, and function. These spaces support a wide range of uses, from everyday circulation to informal gathering and programmed events.

Legend

- Quads
- Pedestrian Spine
- Open Air Sport Facilities
- Green Buffer

Open Space Sites

4.4.2 Collective Effort to Define the Campus

The campus features a generous amount of open space, though it exists in varying stages of completion and integration. Many of these areas serve as key connections between buildings, programmed outdoor spaces, parking areas, and landscaped buffer zones. To realize their full potential, these spaces should be approached as intentional projects—planned and prioritized with the same rigor as building development.

Like building projects, open space initiatives require clear guiding criteria to help determine their sequence and importance. Thoughtful development of these areas over time will elevate the overall quality and coherence of the campus environment, reinforcing the planning principles of the Master Plan and complementing future building improvements.

CENTER
TRANSIT CENTER

PLAZAS
ENTRY PLAZA
CENTRAL PLAZA
TECH. PLAZA
HORTICULTURE ENTRY PLAZA
PE PLAZA + CONNECTOR
BOOK PLAZA
GARAGE PLAZA
NEW PLAZA 1
NEW PLAZA 2
OFFICE PLAZA
HEALTH EDUCATION PLAZA

GARDENS
TECH. GARDEN
HORTICULTURE GARDEN

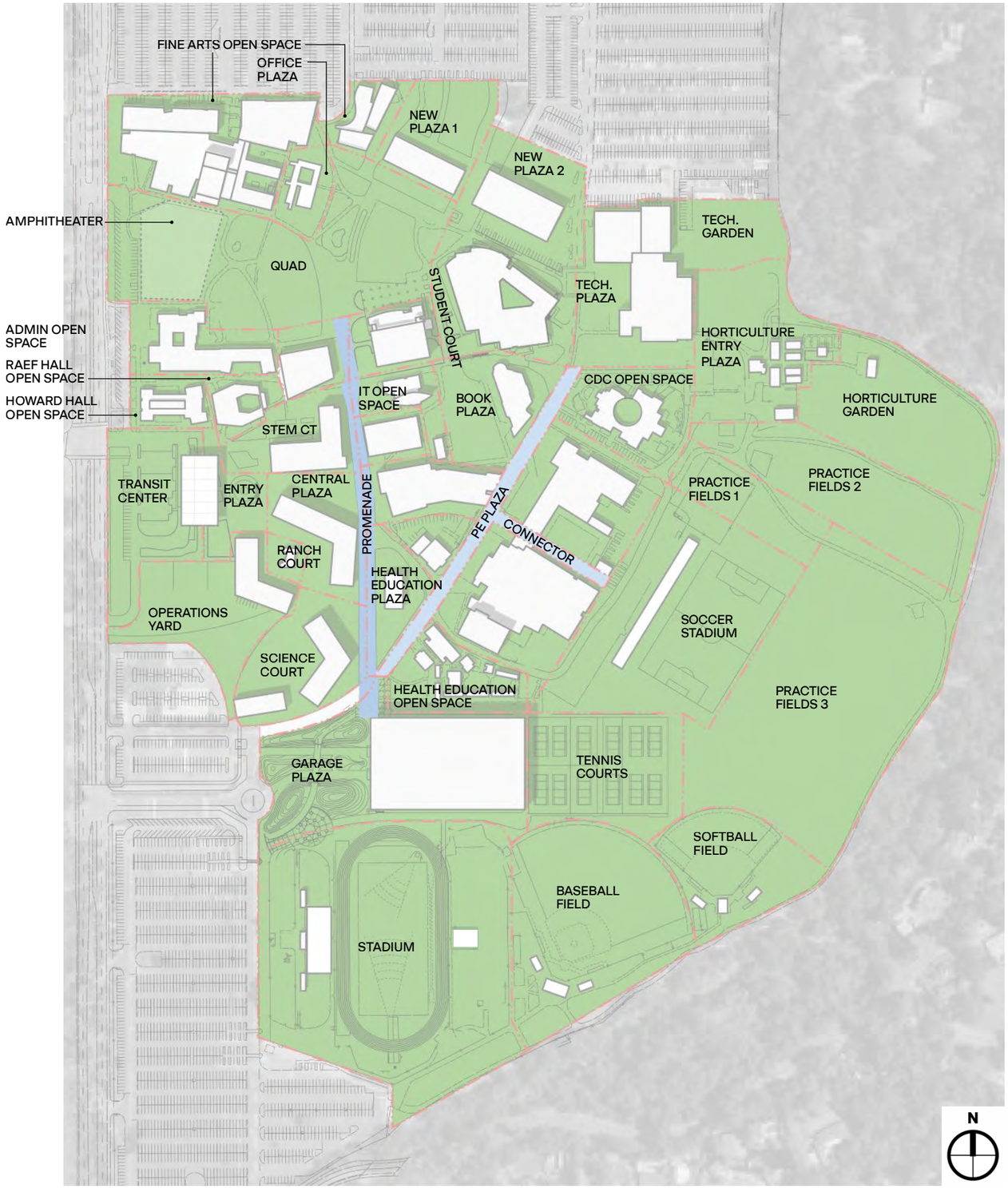
QUADS
QUAD

COURTS
STUDENT COURT
STEM COURT
RANCH COURT
SCIENCE COURT
TENNIS COURT

FIELDS
FOOTBALL STADIUM
SOCCER STADIUM
BASEBALL FIELD
SOFTBALL FIELD
PRACTICE FIELDS 1
PRACTICE FIELDS 2
PRACTICE FIELDS 3

OPEN SPACE
ADMINISTRATION OPEN SPACE
RAEF HALL OPEN SPACE
HOWARD HALL OPEN SPACE
FINE ARTS OPEN SPACE
CHILD DEVELOPMENT CENTER OPEN SPACE
HEALTH EDUCATION OPEN SPACE
IT OPEN SPACE

YARD
OPERATIONS YARD

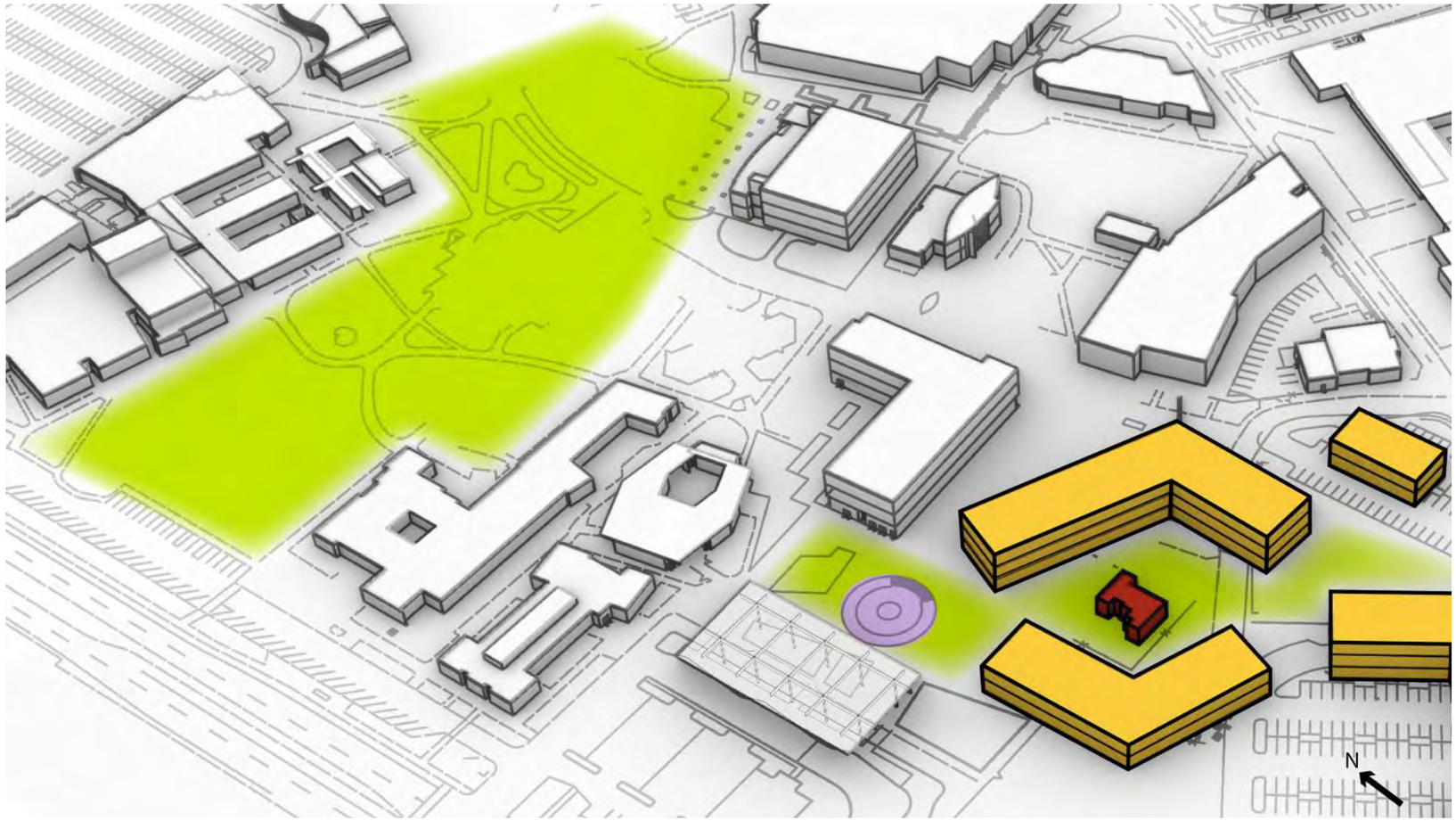


Multistudio

4.5 Campus Identity

The identity of American River College—both today and into the future—is rooted in its history, commitment to knowledge, spirit of growth, and strong sense of compassion and community. As the 2025 Master Plan is implemented, a more cohesive and intentional campus identity can be achieved through thoughtful application of its Planning Principles.

Key physical and cultural characteristics—such as historic elements, open spaces, building scale, and placement—must be approached with deliberate care. Together, these elements shape the overall character of the campus and support a unified, enduring sense of place.



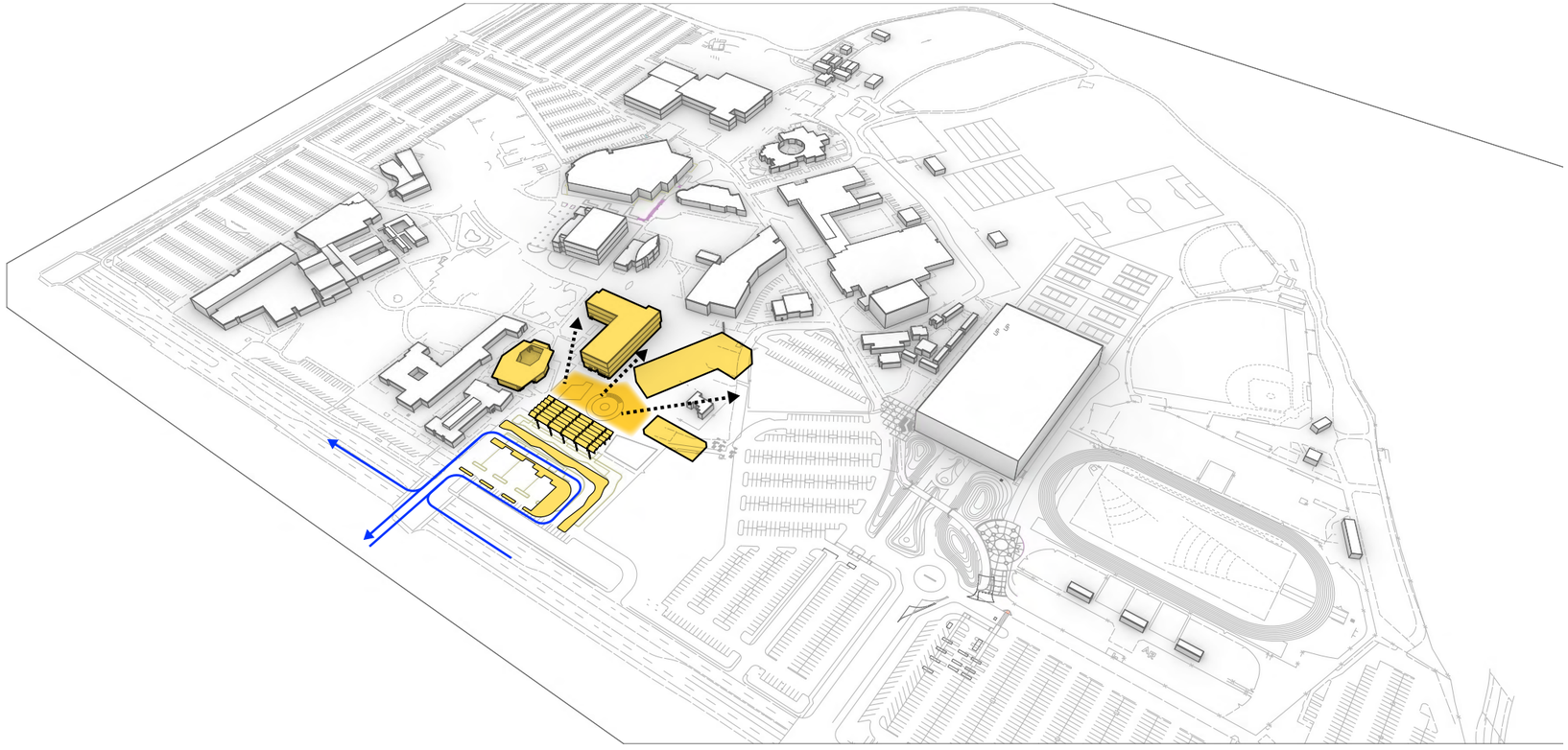
Entry Plaza

4.5.1 Shade as Signifier

American River College is uniquely positioned to elevate its transit accessibility through the development of an On-Campus Transit Center, as indicated in the ARC Transportation, Access and Parking Master Plan (2009). Located in Lot E, near the site of the future Davies Hall, this area presents a significant opportunity to establish a welcoming and identifiable Transit Gateway and Entry Plaza that reflects ARC's commitment to equity, sustainability, and multimodal access.

By consolidating bus arrivals at this location and enhancing the surrounding public realm, the campus can define a primary transit-oriented entrance—a central point of arrival for students, staff, and visitors. The vision includes a shaded plaza with solar panel structures, offering both climate comfort and renewable energy generation, while providing a strong visual identity for those arriving by transit. This environment not only shelters users from the elements but also reinforces ARC's sustainability goals and civic presence.

Strategically positioned, the gateway connects directly to the main academic spine and unlocks multiple pedestrian pathways throughout the campus. It re-imagines Lot E from a functional transit zone into a civic front door, shaping first impressions and supporting seamless movement into the core of the college. Anchored by the future Davies Hall, the entry plaza becomes both a mobility hub and social commons—welcoming, legible, and deeply integrated into the ARC experience.



Lycée Français Louis Massignon, Bouskoura, Morocco
(Source: Studio Erick Saillet)

University of Toronto Mississauga Campus, Mississauga, Canada
(Source: Riley Snelling)

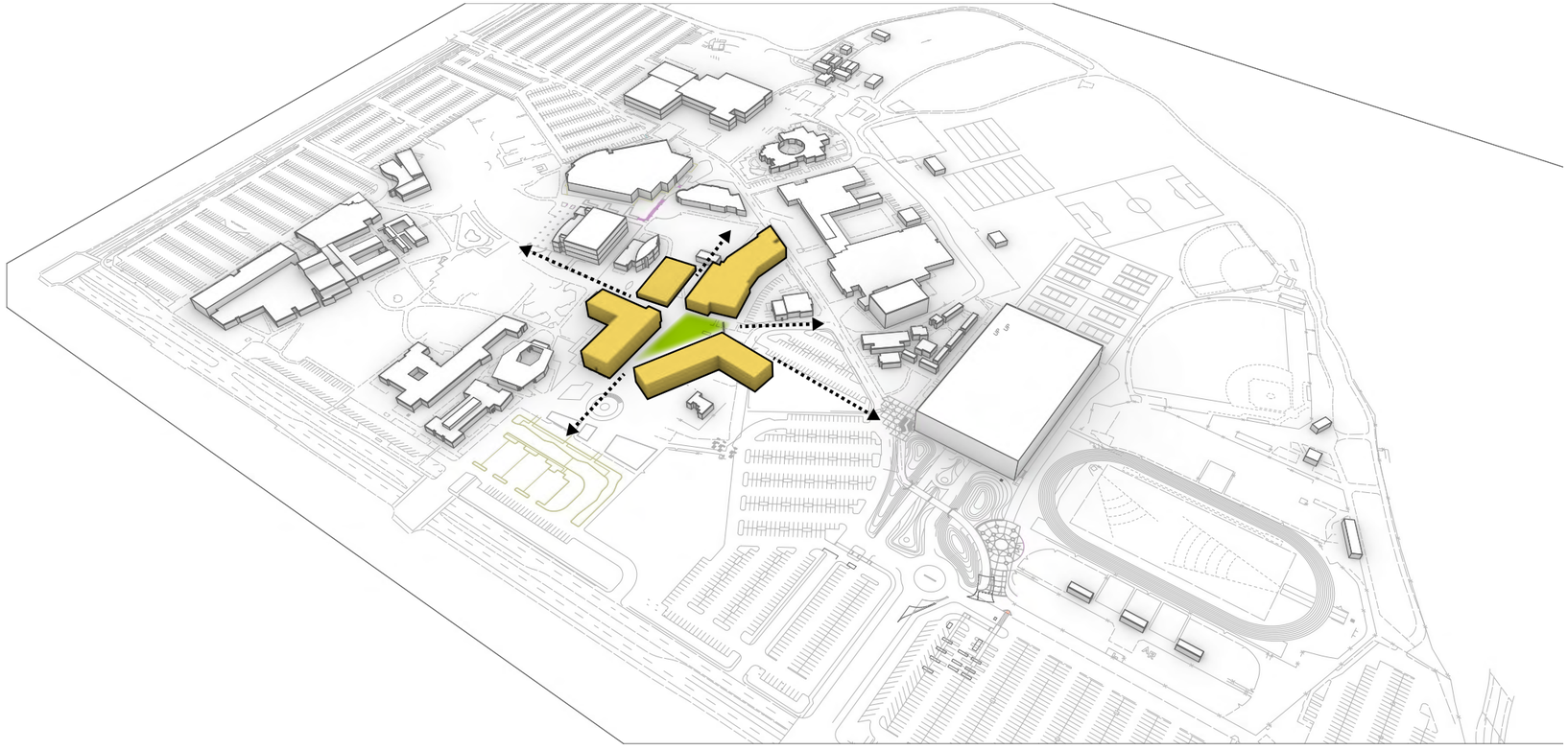
Central Plaza

4.5.2 Orientation

A few steps from Gateway Plaza, at the intersection of the Diane Bryant STEM Innovation Center, Davies Hall, and the Learning Resources Center (LRC), a new central plaza is envisioned as the heart of campus. The upcoming renovation of Davies Hall presents a unique opportunity to re-imagine the sense of place and arrival at this important crossroads.

Building on ARC's existing network of open spaces, the new plaza introduces a defined spatial anchor, framed and activated by both current and future buildings. It promotes indoor-outdoor flow, supports spill-out learning and social activities, and offers a welcoming place to meet, gather, and pause—enhancing student life and informal interaction.

Located along the campus's primary pedestrian spine, the plaza serves as a connective hub, linking key academic and social destinations through a network of accessible pathways. Its strategic placement and open configuration enhance visibility and spatial clarity, reinforcing the identity of the campus core through the thoughtful integration of landscape, circulation, and community space.



Medallia Offices, San Mateo, California
(Source: Hines)

Sacred Heart University Campus, Fairfield, Connecticut
(Source: Jane Messinger, Robert Benson, Anton Grassl/ESTO)

Pedestrian Spine

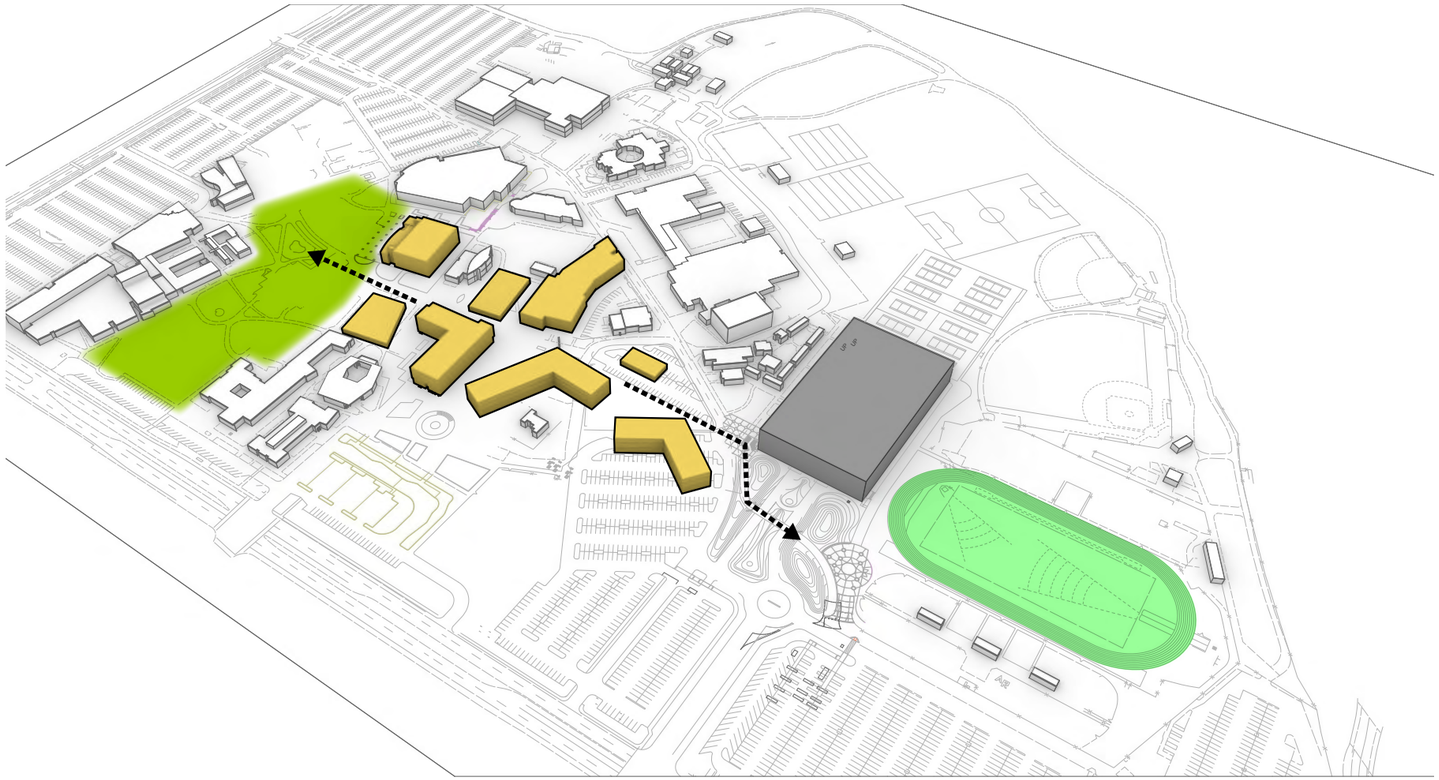
4.5.3 Promenade

The main pedestrian promenade serves as a vital north-south connector through campus. While this spine exists today, it currently lacks a strong identity and spatial legibility, limiting its function as a true organizing element in the campus experience.

Today, the promenade is defined by an abundance of open landscape and scattered building placement, which weakens its visual coherence and limits opportunities for activation.

However, there is a significant opportunity to reinforce the spine by strategically locating future buildings to better frame the corridor, establish a stronger sense of enclosure, and support a more dynamic and engaging public realm.

This interventions would enhance the flow between indoor and outdoor spaces, encourage spill-out learning and social activity, and foster a more vibrant student experience along the corridor. Strengthening the spine's spatial definition would also improve campus navigation, guiding movement from the main quad in the north to the stadium in the south. Through these efforts, the promenade can evolve into a recognizable, legible, and lively backbone of the American River College campus.



View of the existing Pedestrian Spine

The Goods Line, Haymarket, Sydney, Australia
(Source: Florian Groehn)

CSU Long Beach Peterson Hall, Long Beach, California, United States
(Source: SWA)

Quad

4.5.4 Main Quad

As the northern anchor of the main north-south pedestrian promenade, there is a compelling opportunity to create a larger, unified Main Quad by consolidating the existing Entry Plaza, Connecting Plaza, and Student Quad (naming to be confirmed) into a single, cohesive open space.

Currently, the Welcome and Support Center sits between these areas, interrupting the visual and functional continuity of what could otherwise become a true campus green. By integrating these adjacent zones, American River College can establish a generous, multipurpose central quad—an open space that serves as both a spatial anchor and a unifying element for the campus core.

The enhanced Quad would support a wide range of uses. Along its edges: spill-out learning, informal gathering, and everyday social activity. At its center: passive recreation, concerts, campus celebrations, and large-scale events such as commencement.

Framed by academic and student-serving buildings, the Main Quad would offer a strong sense of place—serving as a flexible, welcoming campus commons that is memorable in both daily life and milestone moments.

The University of Tokyo, Tokyo, Japan
(Source: Landscape Design)

Stanford Campus Center, Stanford, California
(Source: SWA)

Sacred Heart University Campus, Fairfield, Connecticut
(Source: Jane Messinger, Robert Benson, Anton Grassl/ESTO)

Secondary Open Space

4.5.5 Secondary Open Space Network

ARC's campus includes a network of existing open spaces that, with intentional design, can be leveraged and reinforced to create a more cohesive and intelligible open space system. By strengthening this system's identity and hierarchy, the campus can promote clearer orientation, encourage social activity, and enhance the student experience across multiple zones. One key opportunity begins at Gateway Plaza and extends eastward toward the Ranch House and the Health & Education (HeEd) 710–716 buildings. This sequence of secondary open spaces and internal courtyards offers a powerful complement to the campus's larger public realms. Collectively, these nodes add character and functional variety, helping form a "village-like" district—a cluster of buildings and shared greens that evoke intimacy, connection, and a sense of place.

The existing internal courtyard at HeEd 710–716 already expresses this intimate identity. When connected to the Ranch House and framed by future buildings, the area has the potential to honor the legacy of the Portable Village while introducing a new generation of permanent structures designed around shared courts and smaller-scale gathering spaces. This would create a district that is both human-scaled and historically grounded, celebrating the site's past while embracing its future. A second opportunity lies just east of the proposed Main Quad, at the Tech Plaza, the open space fronting the newly opened Career Technical Education (CTE) Building. Already beloved by the campus community, this plaza draws students throughout the day. Strengthening pedestrian connections to this space and ensuring new buildings are oriented to frame and engage with it will help integrate it into the broader open space network and reinforce its identity as a key destination on campus.

View of the Career Technical Education (CTE) building and Tech. Plaza

View of the Health & Ed (HeEd) 710-716 buildings' courtyard

North Campus Corporate Campus, Dallas, Texas
(Source: SWA)

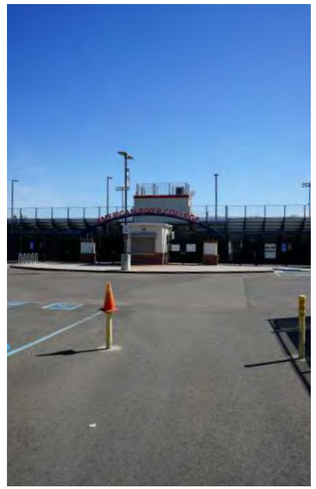
4.6 Pedestrian Wayfinding

4.6 Connected Campus

Pedestrian way-finding across the ARC campus is supported by a network of marked pathways, signage, and open sight-lines that help students, staff, and visitors navigate between key destinations such as classrooms, administrative buildings, parking lots, and common areas. The master plan seeks to improve the 'mental map' by enhancing the recognizability of the north/south Promenade as the predominate organizer. Necessarily the cross connection east/west paths are further articulated by increased density of the buildings and guiding individuals from the main transportation hub deeper into campus and through to the athletic department and sports fields, horticulture, and eastern forest. The cross connection paths solidify a connected campus.

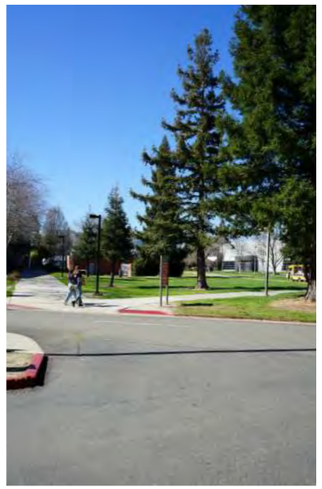
View of cross connector from STEM Building to the left and former Davies Hall to the right

View of the cross connector at Physical Education toward Main Campus



View from cross connector toward Soccer Stadium

View of PE Plaza toward Tech. Ed Plaza



View of cross connector from PE Plaza toward STEM Building

4.7 Signage

4.7.1 Directional Clarity

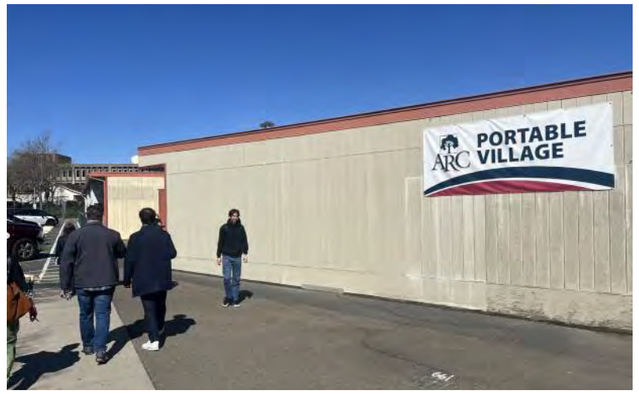
While the current pedestrian way-finding system provides basic directional assistance, there are several opportunities for improvement to make navigation more intuitive, accessible, and engaging for all campus users. Many existing signs could benefit from clearer typography, consistent color schemes, and standardized iconography that aligns with the college's visual identity. Interactive digital kiosks or QR codes linking to mobile maps could provide real-time navigation support, including information about building accessibility, construction detours, and event locations. Enhancing visibility with better lighting and larger way-finding markers at key decision points—such as pathway intersections and building entrances—would reduce confusion and improve safety, especially after dark.

Finally, incorporating environmental cues such as distinctive paving patterns, landscape features, and public art can help create a more intuitive "mental map" of the campus, making orientation feel natural and memorable for both new and returning pedestrians.

Campus Zones

Science Building Signage

Student Services Building Signage



Portable Village Temporary Signage

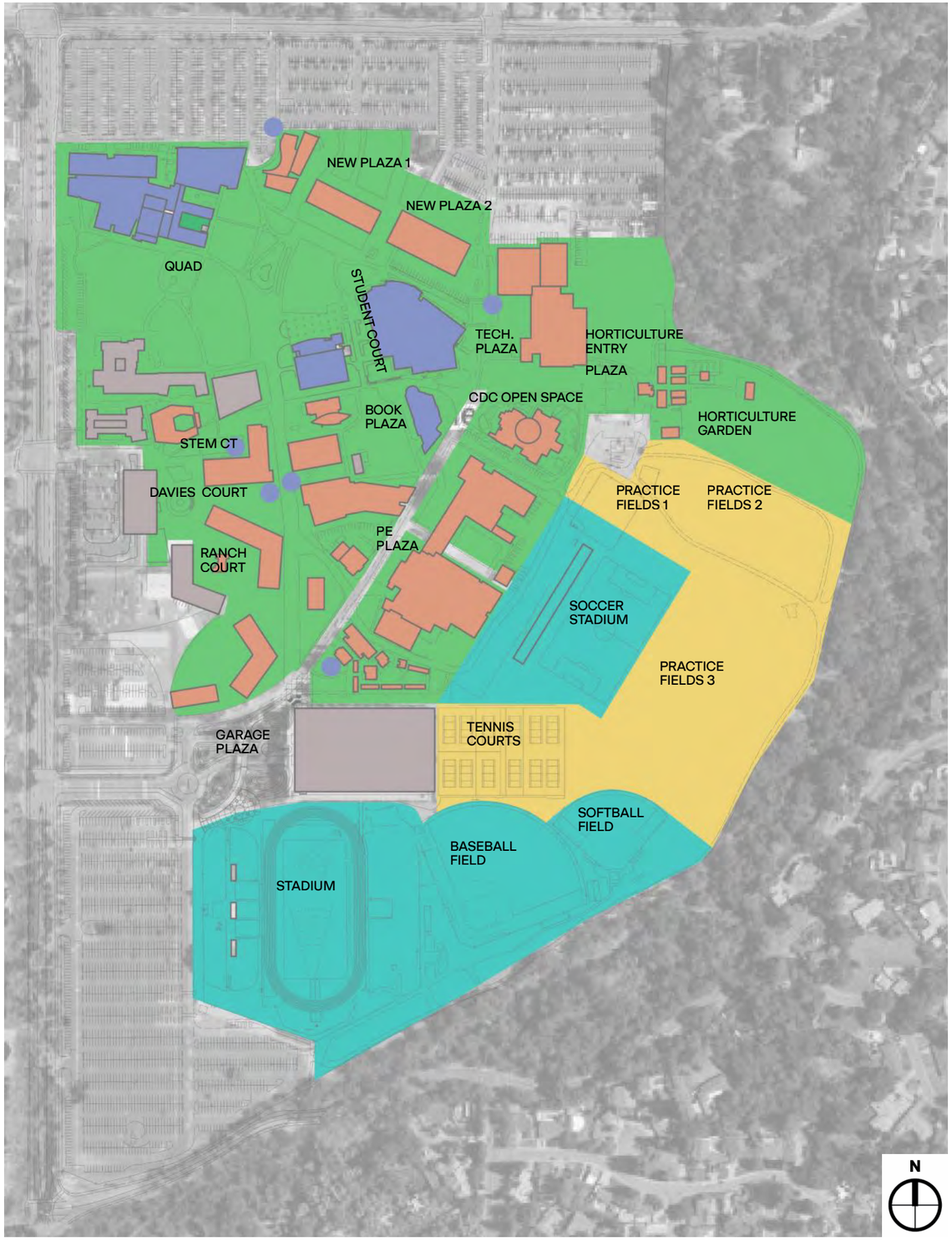
STEM Building Signage at Promenade

4.8 Project Descriptions

The list of prioritized projects for the 2025 Facilities Master Plan are denoted on the typical 10 year timeline as well as looking 25 years into the future. The major orientation and collection spaces of the campus master plan will be shaped over time by the renovations, new construction, and open spaces projects.

4.8.1 Experience Campus Classifications

The concepts of spaces defined by the SUS document of **Connection**, **Learning**, and **Community** can be applied at the campus level to the buildings, open spaces, and circulation areas as a driver for campus organization. The concept is expanded to further clarify the outdoor spaces as they relate to the public and students, faculty and classified professionals. Included in the support of **Community Sports** are the paid venues and stadiums. While the practice areas are a way for students, faculty, and classified professionals participate in **Connection Sports**. The mix of all across campus is vital to encouraging a diverse, active, and vibrant atmosphere.

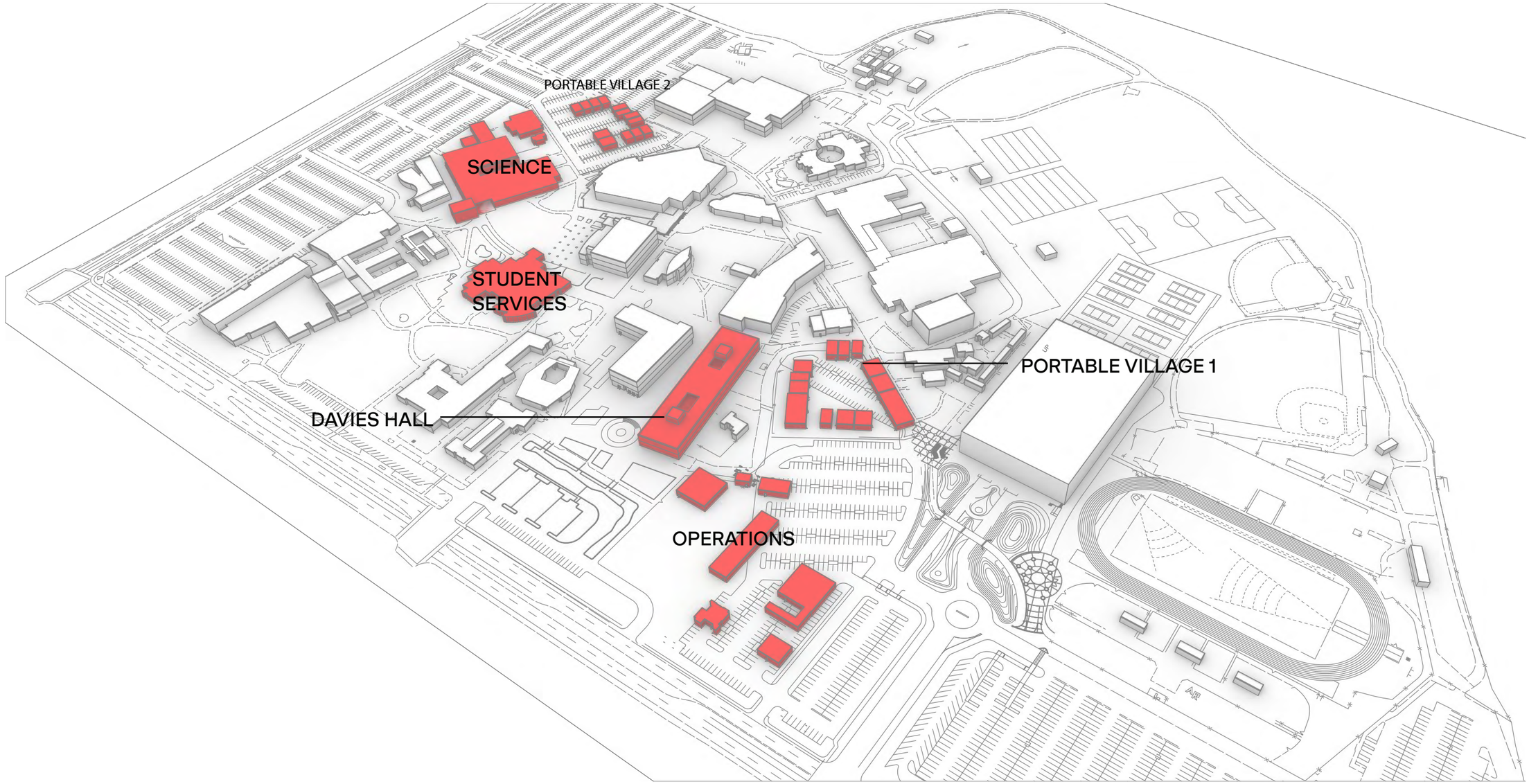


Legend

- Connection Zone
- Learning Zone
- Community Zone
- Connection Sports
- Community Sports
- Services
- Home Base

4.8.2 Identified Structures in Need of Replacement

Several buildings across campus have reached their end of useful or serviceable life use. This is primarily identified by the Fusion Conditions Index. When the index reaches 30% or greater modernizations are recommended. From 60-100% replacement is recommended. Additional factors unique to each campus may require recommendation of replacement for certain buildings. Davies Hall is currently in the design phase for it's replacement.



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

4.8.3 Consolidated Master Plan Updates - Over Existing Conditions

AMPHITHEATER
new

PROMENADE
developed with building projects

TRANSIT CENTER
work with Regional Transit (RT) to develop, new shade canopy

SCIENCE
buildings to be demolished, program consolidated and relocated

STUDENT SERVICES
building to be demolished and relocated as 2 story structure

RAEF HALL
modernization

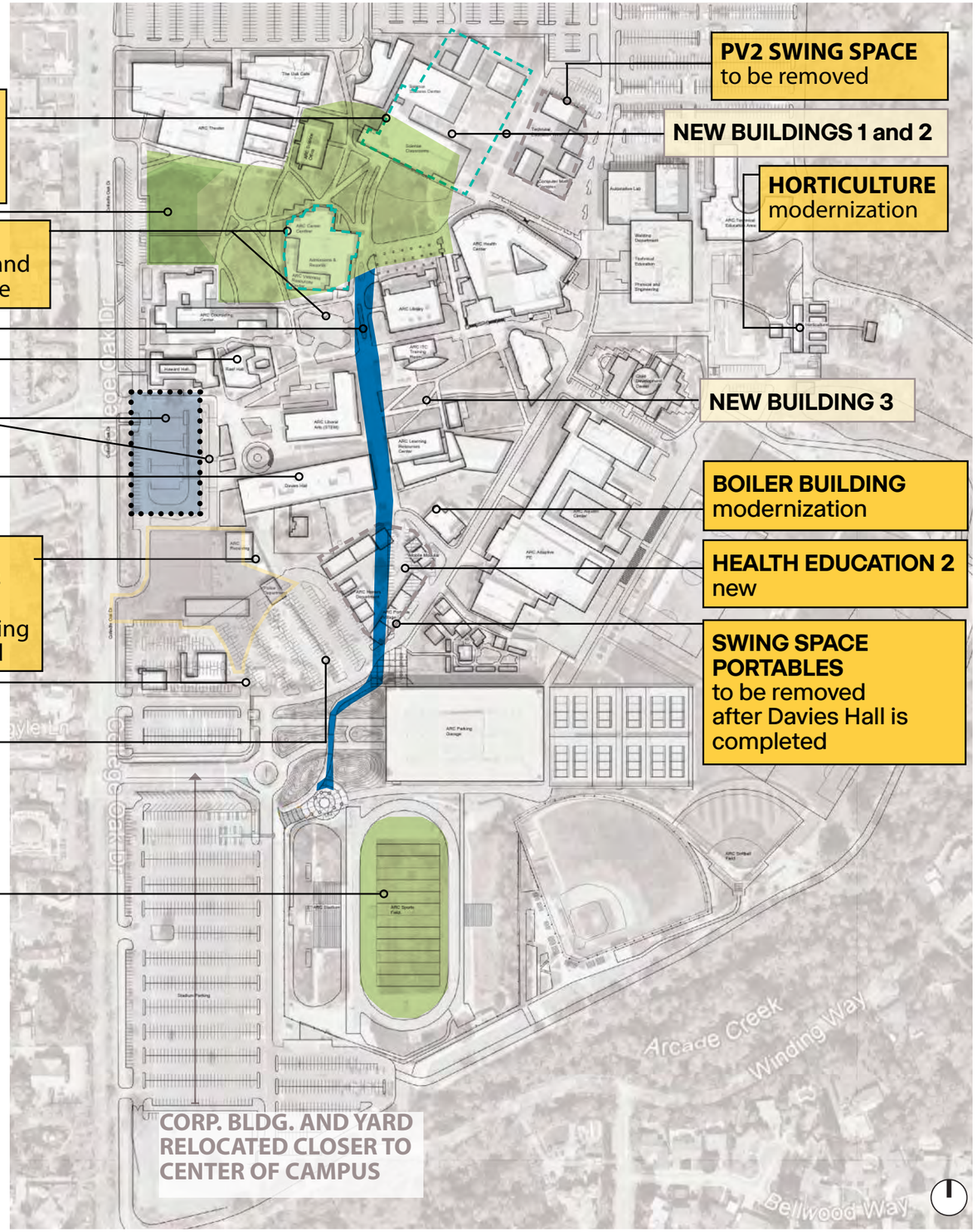
DAVIES HALL
new under separate funding as of July 2025

CORPORATION BUILDING (includes POLICE, WH1,2,3 SHOP) AND YARD
consolidated into one building and adjacent to 2.7acre yard

NEW BUILDING 4

SCIENCE
new

STADIUM
modernization



PV2 SWING SPACE
to be removed

NEW BUILDINGS 1 and 2

HORTICULTURE
modernization

NEW BUILDING 3

BOILER BUILDING
modernization

HEALTH EDUCATION 2
new

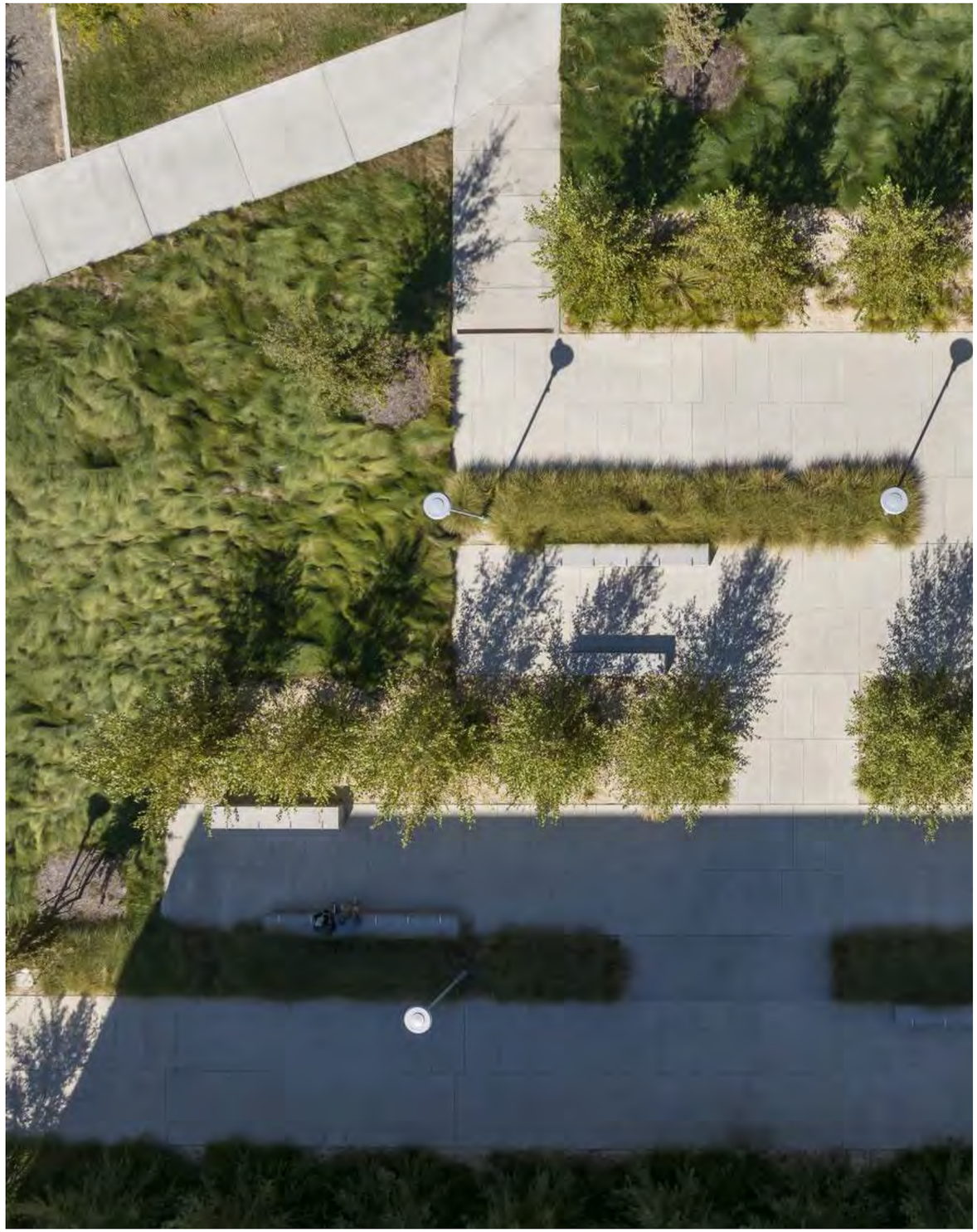
SWING SPACE PORTABLES
to be removed after Davies Hall is completed

Legend

- Promenade
- Consolidated program into new building
- Project Long Term
- Project Short
- Swing Space Portables to be removed

4.9 Sustainability

Help our people and their environment thrive.



SMUD

4.9.1 Agreement

Los Rios Community College District has elevated its sustainability commitment by establishing a long-term partnership with the Sacramento Municipal Utility District (SMUD). Under SMUD's Solar-shares program, more than 28 million kilowatt-hours of solar energy are allocated annually to District facilities, offsetting a consistent 60-75% of total campus energy, with all environmental benefits credited directly to Los Rios. This ensures that a significant portion of the district's electricity comes from clean, utility-scale solar generation, advancing progress toward state and District climate action goals.

The Solar-shares agreement provides reliable, cost-effective renewable energy with predictable pricing, reducing greenhouse gas emissions while supporting operational resilience across all campuses. Combined with ongoing efforts in energy efficiency, electrification, EV infrastructure, and water conservation, this clean energy supply underscores Los Rios's efforts to creating sustainable, healthy, and future-ready campuses for students, faculty, and the community.

Sustainability and Climate Resilience

4.9.2 Introduction

In alignment with the California Community College and Los Rios Community College District sustainability goals—as well as relevant code requirements and local climate risks, this section outlines a set of guiding principles to inform long-term planning and project decision-making. These principles are organized into four key categories:

- → **Campus & Site Improvements**
- → **Building Performance**
- → **Health & Wellbeing**
- → **Purchasing & Procurement**

Rather than prescribing specific actions or outcomes, these recommendations are intended to support informed decision-making over time, based on feasibility, available resources, and project scope. The goal is to help ensure the health, safety, and long-term resilience of American River College, while reinforcing its mission to place students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

Cover Page Image from "Leading the Way on Climate Action" by California Community Colleges, September 2024.

Sustainability Goals and Regulations

4.9.3 District Sustainability Goals

The American River Community College District is engaged in climate action with a focus on reducing greenhouse gas (GHG) emissions and promoting environmental stewardship. These principles are intended to inform decision-making at American River College, recognizing that implementation will be phased and responsive to resource availability. District plans are intended to align with the California Community Colleges (CCC) Climate Action and Sustainability Framework to the extent possible, given fiscal priorities.

When undertaking campus-wide improvements or individual projects, teams should reference key priorities outlined in the 2024 Los Rios Community College District Sustainability Plan. Goals include:

- → **A completed GHG inventory and established baseline; a Climate Action Plan has been released.**
- → **A 75% reduction in GHG emissions from baseline levels by 2030.**
- → **Carbon neutrality (100% reduction in GHG emissions) by 2035.**

To support these goals, new construction and major renovations are encouraged to pursue LEED or WELL Gold certification by 2030 where feasible, and existing buildings should work toward LEED O&M Gold or WELL Gold equivalent standards by 2035, based on funding and operational priorities. The District may evaluate each project's potential to incorporate current LEED and WELL certification standards, such as LEED v5.0.

Pursuing both LEED and WELL certifications, where possible, can maximize performance and community benefit, but this will depend ultimately on project scope and resources. Refer to the LEED v5.0 and WELL 2.0 Crosswalk in the Appendix for comparison.

Bio-design Institute Building A | Arizona State University
Tempe, AZ

Sustainability Goals and Regulations

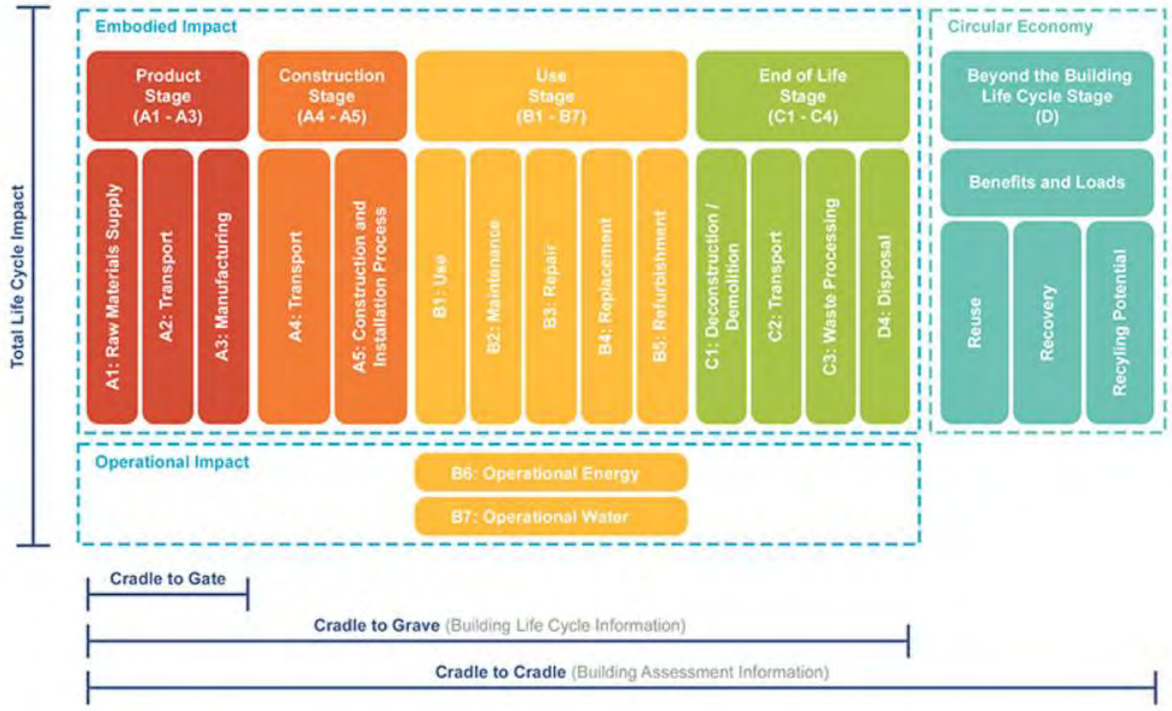
4.9.4 Code Compliance

All projects must comply with the most current California Energy Code (Title 24, Part 6) and California Green Building Standards Code (CAL Green). The 2025 Energy Code, effective January 1, 2026, emphasizes electrification, building performance, on-site solar energy generation (photovoltaics), and battery storage integration.

Projects must also meet the current California Green Building Standards Code (CAL Green), Part 11, Title 24. A significant update in the 2022 Intervening Code Cycle introduces embodied carbon limits. Projects over 50,000 square feet must also meet embodied carbon reduction requirements where applicable, complying with one of the following pathways:

- → **Building Reuse:** Reuse at least 45% of an existing structure and exterior; additions must be no more than double the reused structure. (Section 5.105.2)
- → **Performance Path:** Complete a Whole Building Life Cycle Assessment (WBLCA) demonstrating 10% lower embodied carbon emissions than a baseline design. (Section 5.409.2)
- → **Prescriptive Path:** Submit Environmental Product Declarations (EPDs) for key materials (steel, glass, mineral wool, concrete) that meet or fall below established thresholds for global warming potential. (Section 5.409.3)

These requirements align with the USGBC LEED framework, using shared metrics and approaches to evaluate and reduce embodied carbon.



https://browningday.com/news/lca-stages-matter-when-tracking-embodied-carbon/

4.9.5 Climate Resilience

Recognizing regional risks such as extreme heat and wildfire smoke, campus strategies should aim to enhance resilience over time. Design should prioritize passive survivability—ensuring buildings that remain safe and functional during infrastructure disruptions such as power outages. Enhancements to support long-term resilience should be integrated as budgets and building cycles allow.

Reference:

- → Integrated climate Adaptation and Resiliency Program, Extreme Heat and Community Resilience Round 1 Final Program Guide
- → Sacramento Ready
- → AIA Resilience Design Toolkit

Campus and Site Improvement

4.9.6 Mitigating Urban Heat Island Effect

Recommended strategies to reduce urban heat island effects should be prioritized during planning and implemented over time. These include:

- → Collaboration with local transit agencies to minimize parking needs.
- → Installing solar canopies over parking stalls.
- → Introducing trees and pedestrian pathways within parking zones
- → Increasing tree canopy coverage, with a goal of 90% native species such as Oaks by 2030.
- → Coordinating building geometry, entry points, circulation paths, and landscape design to provide shaded, thermally comfortable outdoor spaces.
- → Using cool materials with high solar reflectance index (SRI) value in paving and roofing.
- → Incorporating permeable paving and vegetation to increase previous surfaces, reduce thermal mass and enhance groundwater recharge.

Arizona State University Hassayamapa Academic Villages,
Tempe, Arizona

Campus and Site Improvement

4.9.7 Storm-water and Outdoor Water Use Management

Project designs should incorporate strategies to support low-impact development and enhance natural hydrology and minimize outdoor water use.

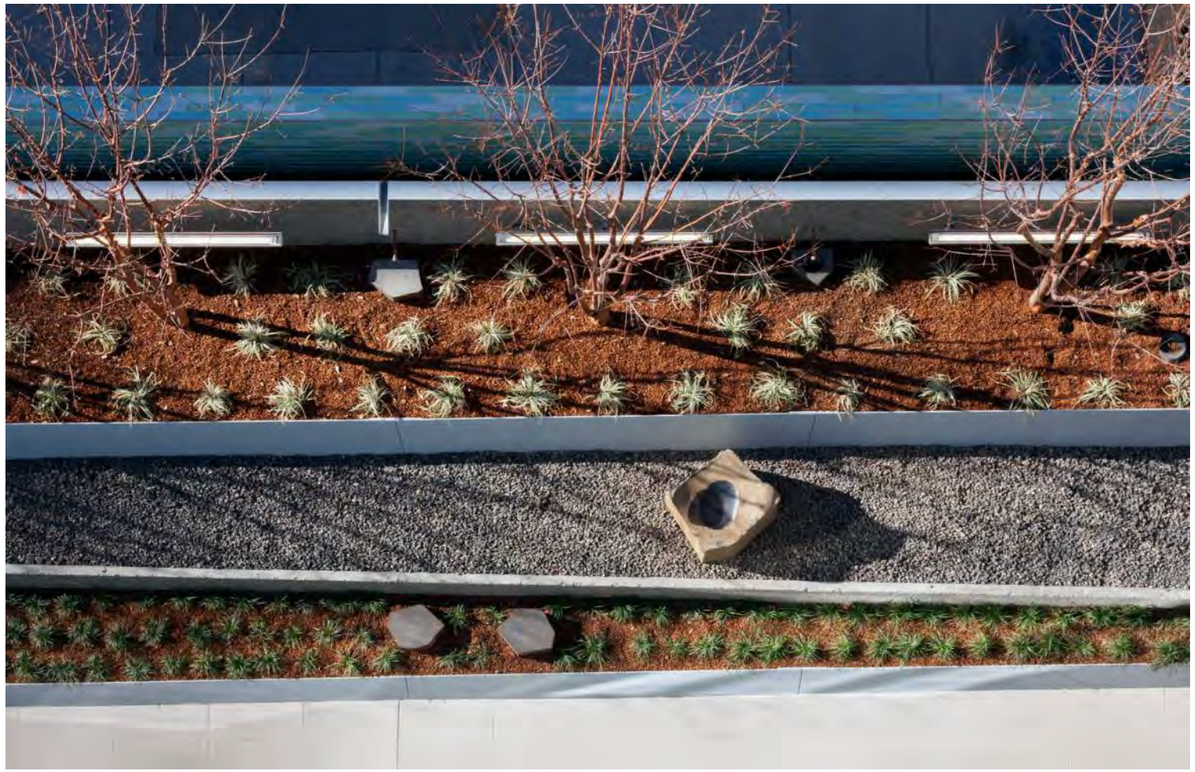
Sustainable Storm-water management strategies include:

- → **Optimize Infiltration:** Maximize previous areas through vegetated roofs, landscaping, and permeable surfaces in walkways and parking lots.
- → **Water Reuse:** Incorporate cisterns and rainwater harvesting systems to capture water for irrigation and other non-potable uses.
- → **Bio-retention Systems:** Use tree wells, bioswales, bio-retention basins, and rain gardens to filter and absorb runoff.

Minimizing Outdoor Water Use design strategies include:

- → **Drought-Tolerant Landscaping:** Prioritize native, climate-adapted, and low-water-use plant species to reduce irrigation needs.
- → **Efficient Irrigation Systems:** Implement drip or subsurface irrigation with smart controllers to optimize water use and reduce waste.
- → **Micro-climate Enhancements:** Incorporate shading and wind protection to improve plant health and landscape resilience.

All projects should reference the Sacramento Region Storm-water Quality Design Manual to support watershed protection and regional compliance.



750 Second Street Residence,
San Francisco, California

Building Performance

4.9.8 Energy Efficiency

To support campus energy reduction and decarbonization goals, projects should integrate energy-efficient strategies where practical and cost-effective. The project team should verify the Energy Use Intensity (EUI) reduction target early in the design process based on the campus EUI baseline. Life cycle cost analysis (LCCA) should inform project decisions, balancing first costs with long-term operational savings and resilience benefits.

Passive design strategies based on the region's hot-dry climate (CEC Climate Zone 12) should be prioritized in new construction and major renovations. Key considerations include:

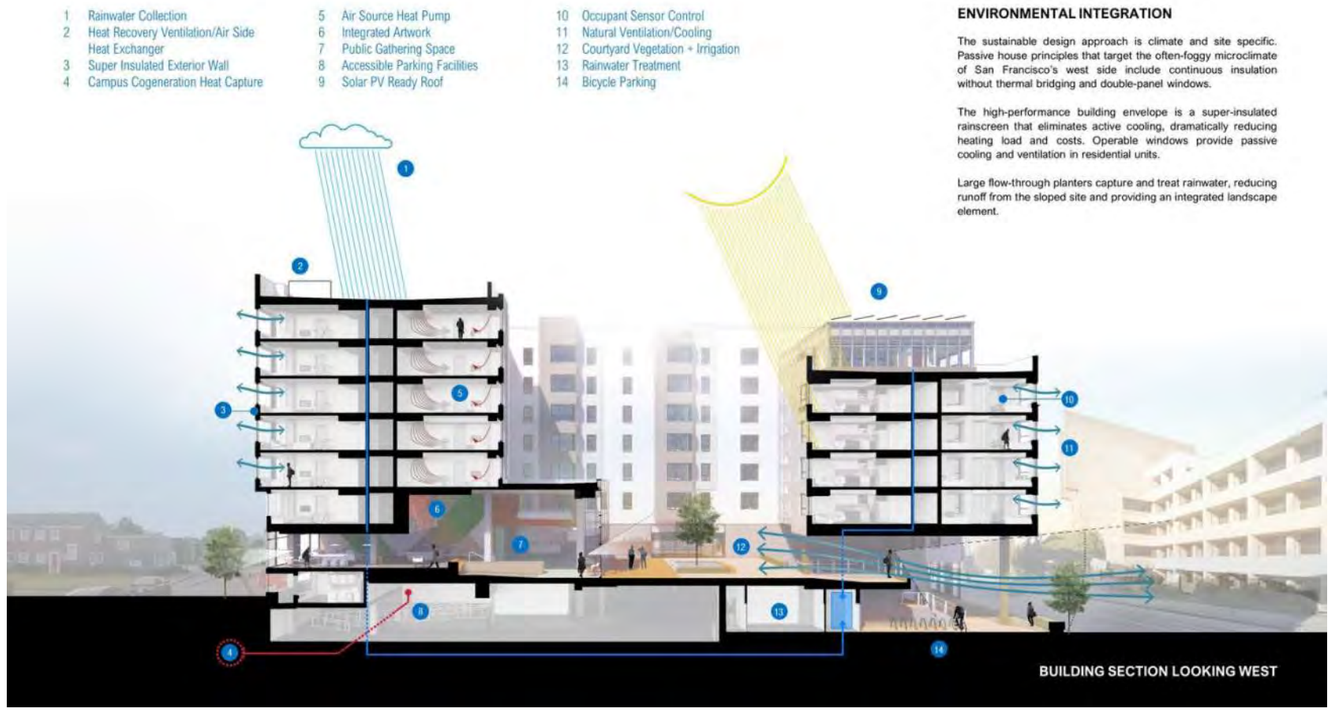
- **Passive Design and Optimize Building Orientation:** Since the building envelope has a significantly longer lifespan than mechanical systems, passive strategies should be prioritized over active ones. Optimize building orientation along the north-south axis to minimize solar heat gain and maximize daylight. Integrate deep overhangs, vertical fins, and exterior shading—especially on east and west façades. Design a high-performance envelope using cool roofs, continuous insulation, low-SHGC (Solar Heat Gain Coefficient) and low-U-value glazing, and thermal mass materials to stabilize indoor temperatures. Incorporate natural ventilation and night flushing where feasible. The building's geometry and envelope should aim to provide passive survivability during climate-related emergencies, such as power outages during extreme heat events.
- Daylighting and Lighting Efficiency: Balance daylight access, views, and visual comfort while maintaining an optimal window-to-wall ratio (WWR) of 20–40% (North: 30–40%, South: 20–30%, East: <20%, West: <15%). Use clerestories, light shelves, and skylights to bring in natural light without glare or overheating. Specify tunable LED lighting with zonal controls, occupancy sensors, and daylight sensors. The lighting design should meet or exceed the California Building Energy Efficiency Standards for Lighting Power Density (LPD).

Manzanita Square Student Housing, LEED Gold | San Francisco State University
San Francisco, CA

Building Performance

Energy Efficiency (Continue)

- → **High-Efficiency HVAC and Heat Recovery:** All-electric HVAC systems should be prioritized, particularly high-efficiency heat pumps (e.g., VRF, air-source). Consider using Dedicated Outdoor Air Systems (DOAS) with energy recovery ventilators (ERVs) to deliver energy-efficient ventilation and conditioning. Ceiling fans and individual thermal controls in open office areas can enhance comfort and reduce cooling loads.
- → **Plug Load Management, Smart Controls, and Commissioning:** Depending on the building type and program, plug loads can represent a significant portion of total energy use. Engage early with facilities staff and end users to address energy-efficient equipment use and behavior. Incorporate submetering and advanced Building Management Systems (BMS) with real-time energy monitoring to track and optimize energy use. Commission all systems in accordance with CAL Green Tier 1 or 2 requirements. Implement smart scheduling to manage peak demand and align with Sacramento Municipal Utility District's time-of-use rates.
- → **Solar Readiness and On site Generation:** Evaluate the building's solar and battery storage requirements in accordance with the latest California Energy Code. Maximize rooftop PV and consider solar carports where feasible. If pursuing a performance pathway that defers PV/battery installation, ensure pre-wiring for future systems is included in the scope. Establish early budget allocations to support solar readiness or full system installation.
- → **Climate Resiliency:** Building and landscape hardening strategies, along with indoor air quality sensors, should be considered to enhance wildfire resilience, as budget allows. Consider exceeding code-minimum solar and battery storage capacity to support critical systems—such as filtered air, lighting, and communications—during power outages.



Manzanita Square Student Housing, LEED Gold | San Francisco State University
San Francisco, CA

Building Performance

4.9.9 Indoor Water Efficiency

Encouraging the use of life cycle cost analysis (LCCA) will help guide investment decisions by balancing upfront costs with long-term operational savings. Water conservation should be integrated in renovation and new construction projects, guided by the following:

- → Installing high-efficiency, Water Sense-labeled fixtures with auto-shut off or sensor based flush valves.
- → Using efficient controls, monitoring systems, leak detection system, and submetering.
- → Exploring alternative water sources, such as rainwater harvesting or greywater reuse.

Low Flow Fixtures. Boys and Girls Clubhouse, St Helena and Calitoga.

Health and Wellbeing

4.9.10 Indoor Environmental Quality

Design strategies should support indoor environmental quality and occupant wellbeing, implemented progressively based on project scope and resources. Engaging students, faculty, and the community in sustainable building design transforms the campus into a living laboratory for climate resilience and wellbeing. Some best practices can be integrated in the following approaches to design:

- → **Wellbeing & Culture**
  Design spaces and programs that support physical and emotional health—through access to nature, optimizing daylight and views, specifying healthy materials, integrating indoor air monitoring system and dashboards, and a campus culture of climate optimism and agency.
- → **Stakeholder and Community Engagement**
  Integrate sustainability in design workshops that speak about climate justice, workforce training, and resilience—empowering participants with skills in energy efficiency, wildfire preparedness, and sustainable design.
- → **Curriculum Integration**
  Explore with faculty if building systems and data as teaching tools across disciplines, preparing students for green careers in energy, infrastructure, and environmental tech while reducing climate anxiety.

Engaging students, faculty, and the community to identify sustainable building features provides a unique opportunity to demonstrate the college's commitment to climate resiliency and wellbeing.

Missouri Innovation Campus, Kansas City, MO

Diane Bryant STEM Innovation Center, American River College | Sacramento, CA

Purchasing and Procurement

Sustainable procurement should guide purchasing decisions where practical, recognizing the impact of material and product selection on carbon emissions and waste generation. Key recommendations include:

→ **Material Transparency and Low-Carbon Sourcing**
Prioritize Red List–free, low-carbon, and responsibly sourced materials. Advocate for material transparency by specifying products with Environmental Product Declarations (EPDs) and Health Product Declarations (HPDs). Support local economies and reduce emissions by sourcing regionally where possible.

→ **Waste Reduction and Circular Economy**
Reduce waste by specifying durable, reusable, and repairable materials. Favor products that support a circular economy through manufacturer take-back programs. Coordinate early with contractors to set clear waste diversion goals that meet CAL Green Code (Title 24, Part 11).

→ **Sustainable Food and Waste Infrastructure**
Encourage sustainable food procurement and integrate food services—such as pantries or healthy food trucks—into projects where budgets allow. Including infrastructure that supports composting, food donation, and overall waste reduction.

Conclusion

The Sustainability and Climate Resilience principles outlined in this plan intend to serve as guiding strategies to help American River College work toward long-term environmental and community goals. Implementation will necessarily occur incrementally, driven by project scopes, available resources, and evolving regulations. Emphasizing flexibility and fiscal responsibility will ensure that sustainability investments support student success and campus resilience over time.

Glulam Beams. Michelle Obama School, Richmond, California

Just Food. Douglas County Food Bank, Lawrence, Kansas.

FSC-Certified Wood – Locally sourced with zero VOC biobased wood sealer.

Resilient Rubber Flooring – 60% recycled cork and rubber flooring engineered for high-performance fitness spaces.

Acoustic Felt Baffles – The baffles are made of 100% recycled PET with inherent antimicrobial and humidity resistence.

PVC-Free Carpet Tiles – 100% carbon neutral with 5% offset flooring solution with take back program.

Vegan Upholstery – PVC free, PFAS free with no flame retardant, plasticizers, PFC or antimicrobial.

Polished Concrete Flooring – Restored from the original subfloor for a sustainable, durable finish with zero VOC, PFAS free, and bio-polyurethane.

Healthy Material Pallette. San Jose State University Spartan Village, San Jose, California

PRIORITIZED PROJECTS

Multistudio

4.10 Introduction - Projects

The 2025 American River College (ARC) Facilities Master Plan establishes a comprehensive, phased strategy for advancing the College's mission through facilities investment. It is guided by principles of student success, equity, accessibility, and campus identity, and it organizes facilities improvements into three interrelated categories: Prioritized Projects, Program Summaries, and the 25-Year Master Plan.

PRIORITIZED PROJECTS (1–15)

The fifteen prioritized projects are the foundation of the 2025 Master Plan, selected for implementation within the next 5–10 years. Projects are ranked based on Facility Condition Index (FCI) and program urgency. High FCI scores indicate facilities with significant modernization needs, making them top priorities for investment. Together, these projects modernize outdated buildings, enhance safety, and ensure ADA compliance. They also emphasize the role of outdoor space, with each project contributing improvements to plazas, courtyards, and the Promenade. Examples include the modernization of Raef Hall, further development of the PE Plaza + Connector, and upgrades to the Library and Student Services.

Fifteen near-term projects identified for the next 5–10 years, ranked by Facility Condition Index (FCI) and program need. These projects modernize outdated facilities, improve accessibility, and create outdoor spaces that enhance student life. Each project directly contributes to the broader campus framework while addressing immediate academic and operational needs.

PROGRAM SUMMARIES

Beyond the prioritized list, program summaries provide concise descriptions of programs and their needs. These snapshots document program scope, degrees and certificates offered, and emerging facility needs as identified by faculty. While not immediate priorities, these summaries ensure that ARC maintains awareness of evolving requirements and is prepared to respond as funding and program growth allows.

25-YEAR MASTER PLAN

The long-range vision positions ARC for growth over the next quarter century. It identifies four new buildings to expand core programs. The new buildings will complete a cohesive campus composition. Together with smaller open spaces secondary in hierarchy such as courtyards and plazas, the massing of these strategically placed future buildings will frame the Entry Plaza, Central Plaza, Promenade and the Main Quad – the heart of the campus.

New Building 01 – Fine Arts Expansion: Adds studio and gallery space adjacent to the current Fine Arts building, reinforcing the arts precinct and framing the Main Quad.

New Building 02 – Tech Ed Expansion: Provides modern facilities for technical trades, with potential relocation of Diesel and Collision programs to the main campus, adjacent to the CTE building.

New Building 03 – STEM Expansion: Creates flexible, collaborative learning environments for Math and Computer Information Sciences, positioned east of the Diane Bryant STEM Innovation Center to form a unified STEM complex.

New Building 04 – Science Expansion: Expands capacity for science labs and classrooms, sited to frame a central Science Courtyard with the replacement Science Building.

Together, these facilities complete the campus composition envisioned in the Master Plan. Massing strategies establish a strong Entry Plaza, Central Plaza, and Main Quad as the heart of the campus.

THE PROMENADE – A UNIFYING ELEMENT

At the core of the Master Plan is the Promenade: a primary pedestrian spine running from the Parking Structure to the Main Quad. The Promenade is more than circulation—it guides movement from the Main Quad in the north to the stadium in the south enhancing the flow between indoor and outdoor spaces, encouraging spill-out learning and social activity, to foster a more vibrant student experience along the corridor.
Its goals are to improve accessibility, limit and control vehicular access through the campus core, add more trees to lower the heat island effect, and program outdoor spaces with activities that bring people and energy to the heart of campus. Each building site is designed to improve its adjacent section of the Promenade, ensuring continuity, visibility, and connection across the campus. Opportunities include shaded seating, outdoor classrooms, and event spaces, reinforcing the campus's civic identity.

CONCLUSION

The 2025 Facilities Master Plan balances near-term modernization with long-term vision. By addressing urgent facility needs, documenting program aspirations, and charting a clear course for future growth, the plan strengthens ARC's identity as a vibrant, accessible, and welcoming campus. Through the unifying framework of the Promenade, ARC will continue to foster student success, wellness, and community connection.

4.10 American River College Prioritized Projects

	PROGRAM SUPPORT PRIORITY LIST	ASSOCIATED OUTDOOR SPACE	FCI%
01	Science (+ Offices, Ranch House)	Science Court	76.71%
02	Operations Bldg (+ Police, Shop, WH 1,2,3)	Operations Yard	207.8%
03	Environmental Resources (Horticulture)	Entry Plaza and Garden	66.43%
04	Physical Education (Kinesiology & Athletics)	PE Plaza and Connector	56.32%
05	Boiler Building*	Service Access	90.77%
06	Stadium*	Field	0.00%
07	Transit Center*	Entry Plaza	New Project
08	Health Education 2 (New Building)	Health Education Plaza	4.29%
09	Raef Hall	Raef Entry Court	58.89%
10	n/a	PE Plaza (+ Connector)*	N/A
11	Fine Arts Building	Fine Arts Open Space	49.52%
12	Amphitheater*	Quad	New Project
13	n/a	Quad *	N/A
14	Library	Quad & Promenade	58.63%
15	Student Services	Quad	15.43%

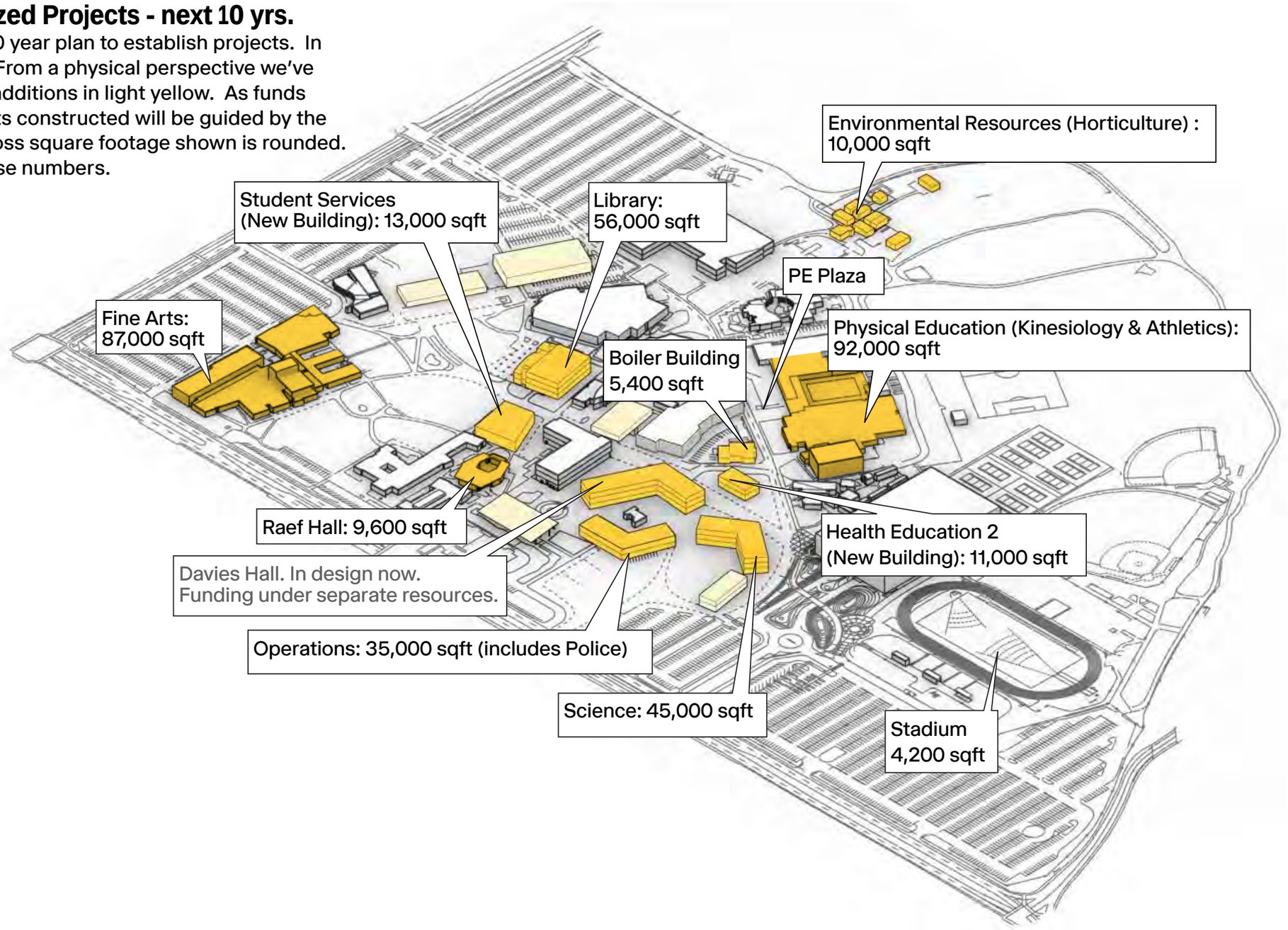
New Buildings 1, 2, 3, 4 (Part of the 25 year plan)

*Primarily Campus and Local Funding Sources

10 yr. Outlook

4.10.1 Facilities Master Plan - Prioritized Projects - next 10 yrs.

The Master Plan takes a look at the financial 10 year plan to establish projects. In the diagram they are denoted in dark yellow. From a physical perspective we've envisioned a 25 year plan which includes the additions in light yellow. As funds become available the prioritization of what gets constructed will be guided by the plan and the ARC Campus Administrators. Gross square footage shown is rounded. See Fusion Facilities Condition Index for precise numbers.

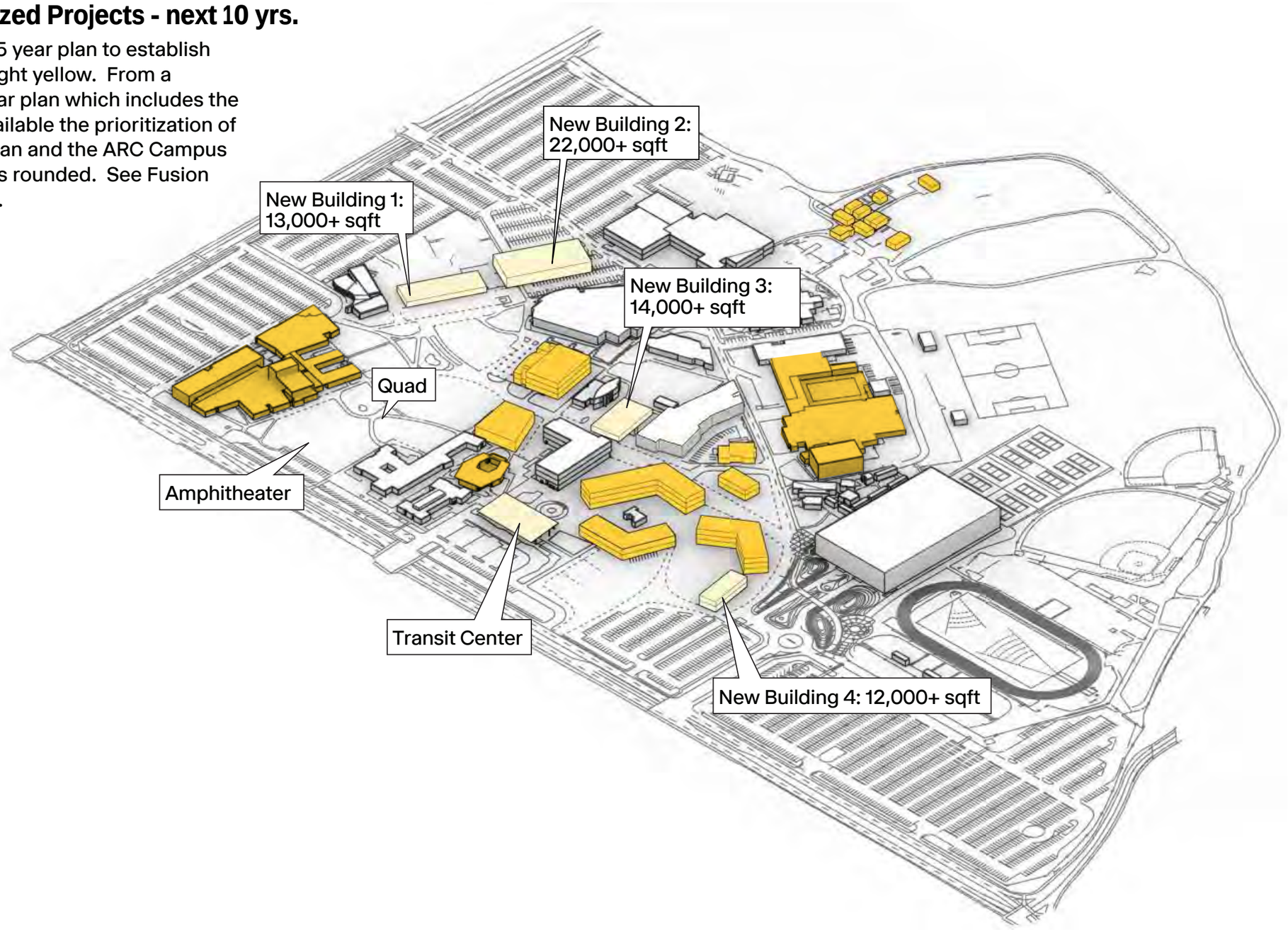


LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

25 yr. Outlook

4.10.2 Facilities Master Plan - Prioritized Projects - next 10 yrs.

The Master Plan takes a look at the physical 25 year plan to establish projects. In the diagram they are denoted in light yellow. From a financial perspective we've envisioned a 10 year plan which includes the additions in dark yellow. As funds become available the prioritization of what gets constructed will be guided by the plan and the ARC Campus Administrators. Gross square footage shown is rounded. See Fusion Facilities Condition Index for precise numbers.



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

01 STEM Complex - Science Building and Offices 44,028 SF COMBINED

Science Court 84,510 SF

PROGRAM DESCRIPTION

The Science program at ARC provides broad study in biological and physical sciences, preparing students for transfer to four-year programs and continuation in upper-division science courses.

The program includes a Science Success Center offering individualized instruction in reading and study skills to support student success in science classes. Students meet weekly with instructors for 30-minute sessions to discuss learning strategies and techniques that they apply in their courses.

The Natural Resources (NATR) Department is housed within the Science Division, delivering instruction through NATR courses and related offerings such as Science 492 and Environmental Resources (ER1 and ER2). The department is based near the Horticulture area. NATR degree and certificate programs also include coursework in Geography/Geology (GEOG/GEOL) and Biology (BIOL), reflecting the interdisciplinary nature of the curriculum. One faculty member currently teaches in both NATR and Environmental Resources programs.

PROGRAM VISION

State-of-the-art labs will enhance transfer opportunities and better prepare students for competitive fields. Clustering science disciplines in the complex will foster collaboration and interdisciplinary learning among students and faculty while serving as a visible symbol of ARC's leadership, commitment to student success, community engagement, and institutional excellence.

PROJECT DESCRIPTION

The STEM Complex will consist of two buildings and a central Science Courtyard, bringing labs, classrooms, and offices into a modern facility supporting 21st-century learning, health, and safety.

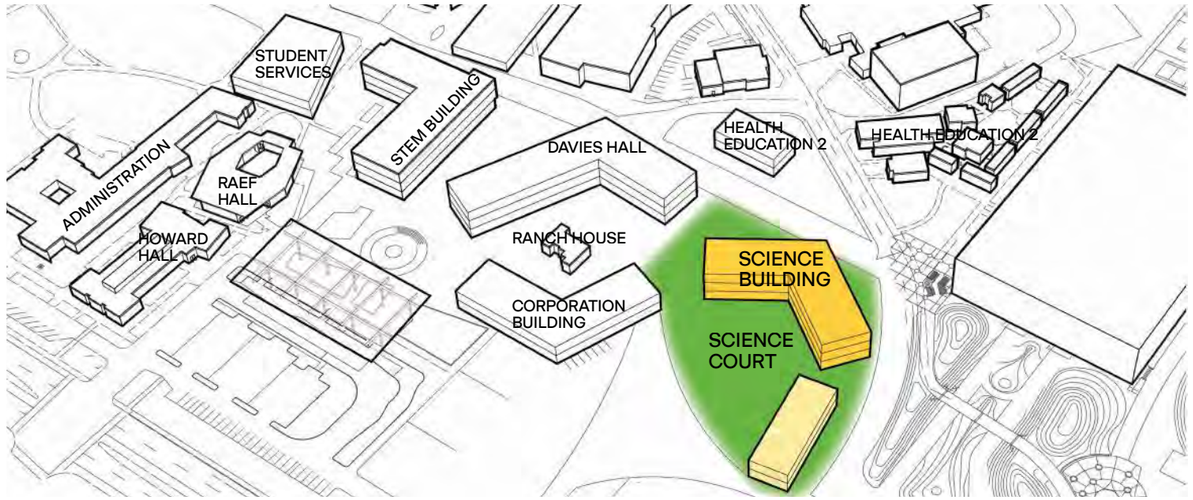
Larger Building: Three-story facility prioritized in the 10-year master plan. Temporary accommodations will be needed for students and faculty during construction. Existing Science offices can be reassigned to the Arts department once vacated.

Smaller Building (New Science Building 04): Two or more stories, included in the 25-year master plan for future expansion. Program assignment will be determined at a later stage.

OUTDOOR SPACE

Promenade Adjacent to STEM Complex: Programmed with trees to support the Sustainability Lab curriculum, creating an outdoor "natural museum." Tags or plaques on trees provide informal education for the broader community and formal learning for science labs.

Urban Forest Garden: Supports biodiversity with native and edible species, pathways, gathering spots, and educational signage.



Science Courtyard: Provides thermal comfort with shade, hard-scape, and soft-scape; includes seating for study, gatherings, and outdoor experiments.

Commemorative Garden: Honors the original land caretakers—the Nisenan, Maidu, and Miwok.

SITE & CIRCULATION CONSIDERATIONS

- Located in west-central campus. Science Courtyard adjacent to Corporation Yard for efficient loading/unloading.
- New Science Building 04 defines campus entry experience near Garage Plaza.
- ADA-accessible entries and pedestrian circulation from the future Transit Center and campus Promenade.
- Clearly defined routes connect buildings to the Promenade.
- Provisions for loading/unloading, deliveries, and small-vehicle maintenance access.

IMAGE / AESTHETICS

The STEM Complex should project a modern, high-tech character while remaining welcoming and compatible with the campus environment. Together with surrounding landscaping, it defines a "Science Zone" that supports learning, dining, and meaningful connections among students and faculty.

FUNDING & PACKAGING STRATEGY

Package with the Boiler Building project to capture energy and life-safety points. Right-size labs by confirming station counts, ventilation requirements, and code compliance to align utilization with program needs.

01 STEM - Science (Continued)

GENERAL
- Factor in safety such as carrying chemicals from one place to another and bio-hazards such as Class II bacteria genes.
- Utility elevators are needed to move chemicals safely and other learning tools such as cadavers on gurneys.
- Biology and Chemistry should be adjacent to each other for waste management safety.
- Cadaver room location is critical.

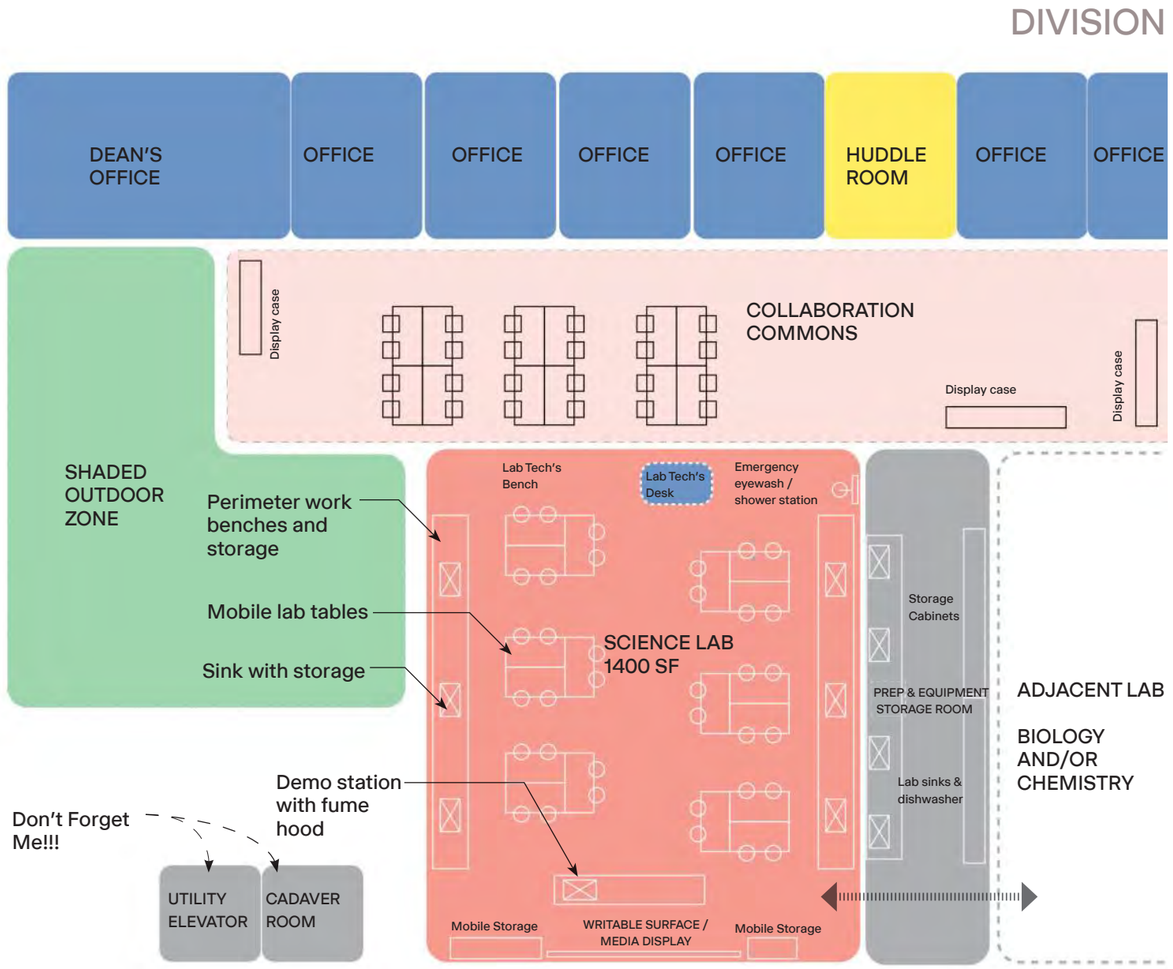
FACULTY OFFICES
- Collaborative meeting and working space.
- Small lab office with desk for the Lab Tech.
- Dean's office to be located adjacent to other offices.
- Provide adjunct faculty desks in a collaborative space.

LABS
- Provide conduit and raceways to support the faculty's ability to reconfigure lab spaces.
- Provide mobile storage.
- Provide mobile whiteboards and wall display areas.
- Locate the Instructor's demonstration area at the front.
- Locate a Lab Tech station in the Lab.

COLLABORATION COMMONS
- Permanent display cases for delicate learning tool artifacts of high value, and impromptu presentations. Its is critical for these learning tools to be easily accessible.
- Student and faculty open collaboration space is needed.

PREP ROOM
- Provide adequate prep space and storage space.
- Include a prep sink and dishwasher.

PROGRAM ADJACENCY
Shared learning and lab materials are used across both the Natural Resources and Environmental Resources departments, so storage and access must be designed to support cross-program use. This is especially important for overlapping courses such as Conservation Biology and Ornithology.



Existing Science Building | American River College
Sacramento, CA

Multistudio

02 Operations - Corporation Building, Campus Police, Shops and Warehouses 27,076 SF COMBINED

Operations Yard 2.7 acres minimum

SHARED RESOURCE

PROGRAM DESCRIPTION

Campus Operations at American River College plays a vital role in supporting the college's mission to provide an academically rich, inclusive environment where students can achieve their academic, career, and personal goals.

This department includes Custodial, Warehouse, Receiving, Office Operations, Print Services, and the Sign Shop, serving the main campus, the Sacramento Regional Public Safety Training Center, and the Natomas Center. Campus Operations also acts as a liaison between the District's Facilities Management Services and the Los Rios Police Department, providing college-wide logistical support and strategic coordination.

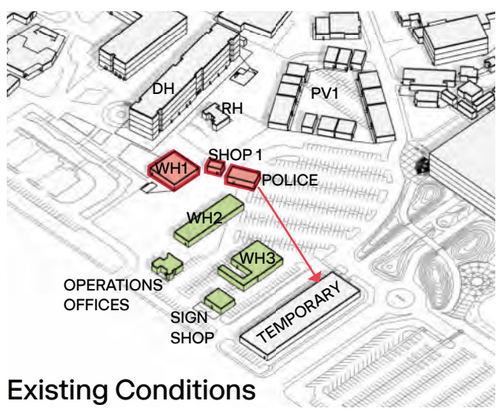
The Operations Yard, located on 2.7 acres, functions as the hub for receiving and distributing materials across campus.

PROGRAM VISION

Consolidate programs to improve access and overall operational efficiency while providing room for growth. The new building could house Campus Printing and accommodate operational expansion, enhance training opportunities, and support future program needs.

PROJECT DESCRIPTION

Demolish the existing Corp Building, Campus Police building, Shop 1 Building, Sign Shop Building, and Warehouses 1–3. Construct a new centralized Campus Operations facility with an adjacent Corporation Yard to consolidate all programs. Shops will be separated from Operations Offices to reduce noise conflicts.



Existing Conditions

Phase 1 - demolish and relocate Warehouse 1, Shop 1, and Police buildings into temporary structures, or elsewhere on campus

Phase 2 - construct new consolidated operations, WH1, WH2, WH3, shop 1, sign shop and police programs into one new building adjacent to the Ranch House

Phase 3 - move all programs into new building

OUTDOOR SPACE

The Operations Yard will support ongoing maintenance projects and include instructional space for Campus Police. Consider landscape screening around the yard to improve aesthetics and campus integration.

SITE & CIRCULATION CONSIDERATIONS

Locate the new Campus Operations building adjacent to the Corporation Yard for operational efficiency. Ensure direct vehicular access from College Oak Drive to support deliveries and maintenance operations. Provide access routes from the yard to campus buildings for maintenance, and separate pedestrian pathways from delivery and service traffic. The Campus Police portion will have pedestrian access from Ranch Court. The proposed site south of the STEM Complex provides central access between north and south campus areas.

IMAGE / AESTHETICS

The new building should reflect the design language of post-2021 campus construction, reinforcing visual cohesion and supporting a modern campus identity.

FUNDING & PACKAGING STRATEGY

If the project includes instructional spaces, package with an academic modernization project to strengthen state funding eligibility. For primarily non-instructional spaces, identify potential instructional areas for re-purposing to improve academic alignment and funding potential.

03 Environmental Resources (Horticulture) 9,105 SF COMBINED

Entry Plaza 121,442 SF and Garden 137,845 SF

PROGRAM DESCRIPTION

The Horticulture program prepares students for careers in plant cultivation, landscape design, and environmental sustainability. Emphasizing hands-on skills, the curriculum covers plant production, marketing, landscape maintenance, and the design and installation of both outdoor and indoor environments. Students gain knowledge in ornamental plants, turf grasses, fruit and non-fruit-bearing trees, vines, and shrubs. Additional focus areas include sustainable horticultural practices, integrated pest management, irrigation and water conservation, and soil and plant nutrition.

ARC offers Associate of Science (A.S.) degrees and certificates in arboriculture, floriculture, landscape horticulture and design, olericulture (vegetable production), pomology (fruit production), and viticulture (grape production). Work experience is integrated into the program, ensuring students graduate with applied skills. California's multi-billion-dollar horticulture industry provides diverse employment opportunities, and ARC equips students with the expertise to succeed.

PROJECT DESCRIPTION

Some Environmental Resources (NATR) spaces are planned for relocation into the new Science Building as part of the 10-year STEM Complex plan. Existing NATR buildings and greenhouses will be modernized to improve safety, cleanliness, and program growth capacity.

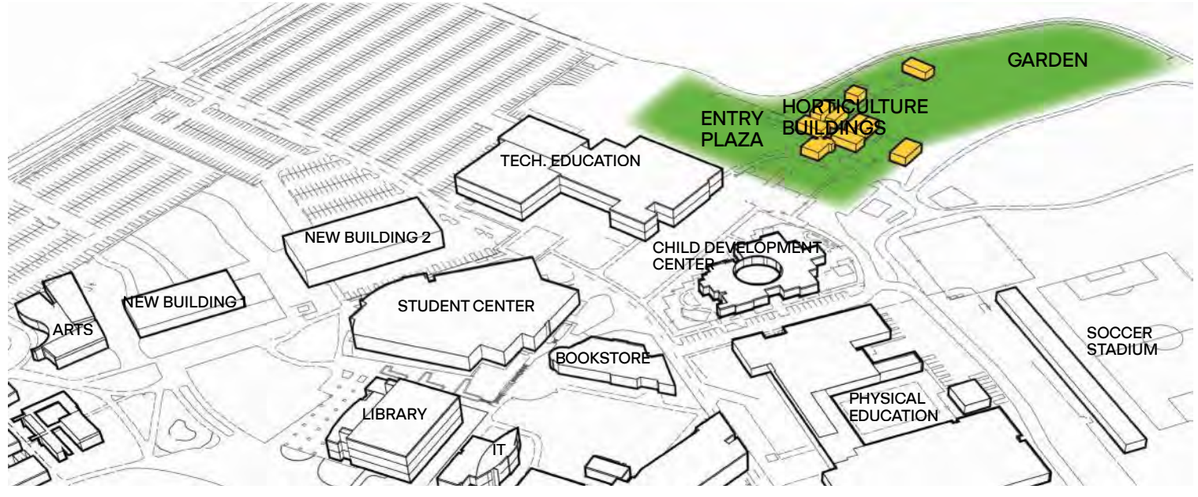
OUTDOOR SPACE

Located in the Environmental Resource Area in the northeast campus, somewhat isolated from major activity.

Program events, such as the Spring Plant Sale, occur southeast of the Manufacturing, Construction, and Transportation (MT) building and south of Parking Lot A off Myrtle Avenue.

Grider Grove—with its amphitheater, mature redwoods, and shaded setting—offers opportunities for expanded environmental education and community engagement.

User groups suggest outdoor classrooms and gathering spaces, similar to student-run community gardens at UC Davis.



SITE & CIRCULATION CONSIDERATIONS

Dedicated outdoor and forested areas are required to support applied learning.
Strengthen pedestrian circulation west of the Tech Education area and add bike parking for accessibility.
Improve connections via the future PE Plaza and campus-wide walkway system.

IMAGE / AESTHETICS

Modernized facilities should reflect the design quality of the new Science buildings, featuring updated finishes, enhanced functionality, and contemporary architectural character.

FUNDING & PACKAGING STRATEGY

Package improvements with site utilities and the Boiler Building project to address energy and infrastructure needs. Include greenhouse and code compliance upgrades, document workforce partnerships, and address deferred maintenance while aligning outdoor lab programs.

LONG-RANGE FACILITIES VISION

Grider Grove could be elevated as a signature outdoor learning and engagement asset. Expanded use could support outdoor classrooms, environmental education, and community events, strengthening the Horticulture program's identity and integration with the broader campus.

04 Physical Education (Kinesiology & Athletics) 91,791 SF COMBINED

PE Plaza 34,064 SF, Connector 12,174 SF, SITE 211,992 SF

PROGRAM DESCRIPTION

The Kinesiology & Athletics Division offers courses to improve physical fitness, sport-specific skills, and dance performance. Activity classes are open to all students unless otherwise noted. The division includes Adapted Physical Education, Fitness, Dance, Kinesiology, Recreation, and Sports.

The program emphasizes student success through hands-on instruction and community engagement. Facilities such as the Wellness Center and pool support student health while also providing opportunities for broader public access. Faculty and staff envision future development of a signature stadium to position ARC as a premier athletics destination in northern California.

PROGRAM VISION

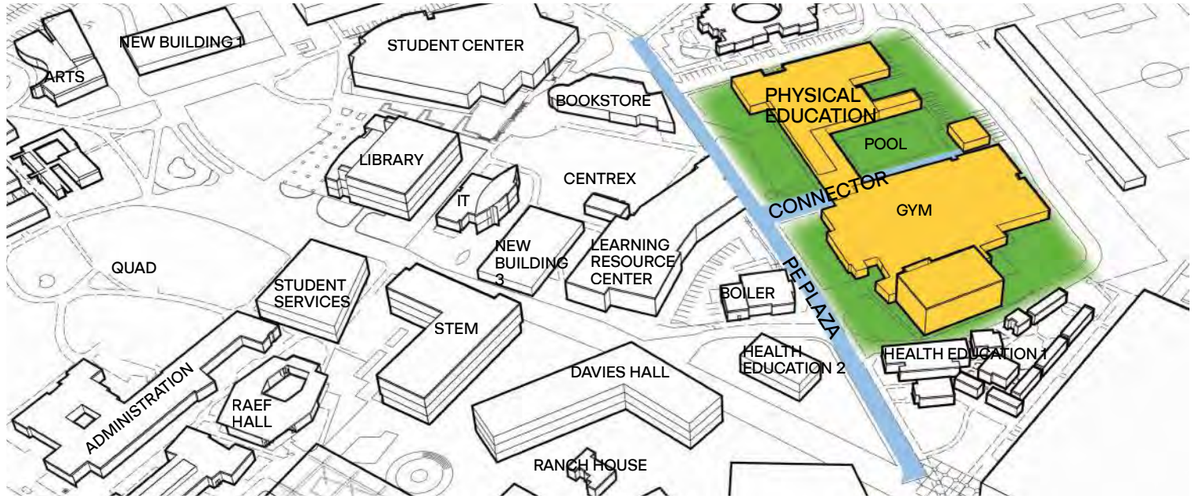
Over the next 10 years, modernizations and program growth will emphasize student success, wellness, and community engagement. Faculty envision expanded use of the Wellness Center (Cardio and Weight Rooms) and pool, with broader public access to strengthen ARC's role as a community hub.

Upgrades to locker rooms, the main gym, and faculty offices will improve cleanliness, functionality, and efficiency. A consolidated office suite will replace fragmented locations, and new flooring, showers, and storage will better support daily use.

To elevate ARC's athletic presence in northern California, user groups expressed interest in a signature stadium, comparable to facilities at Mount San Antonio College or Saddleback College. Modeled after The WELL at Sacramento State, a future Physical Wellness Center could integrate open gym space, fitness, and recreation programming, reinforcing ARC's commitment to lifelong wellness.

PROJECT DESCRIPTION

Planned modernizations include locker rooms, the main gym, and offices to improve functionality, cleanliness, and storage. Renovations will support student and faculty use, with upgraded flooring, showers, and storage options. Faculty and staff offices will be consolidated, replacing fragmented locations.

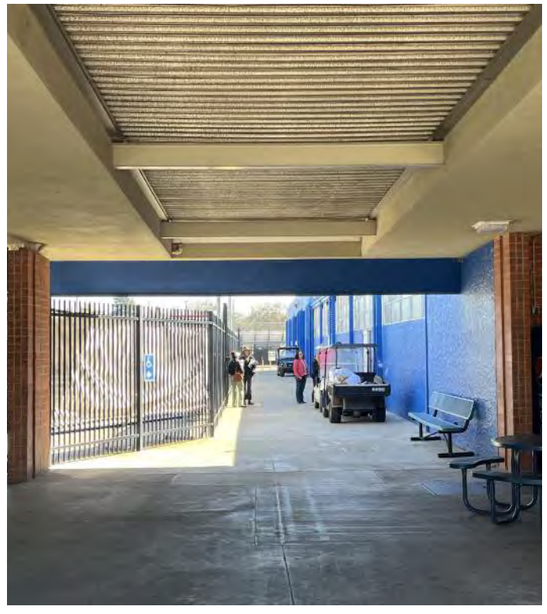


OUTDOOR SPACE

Outdoor circulation between the pool and gym will be enhanced as a key connector to athletics fields, including the Soccer Stadium. Proposed PE Plaza improvements will strengthen pedestrian connections to the campus core and Athletics complex.

SITE & CIRCULATION CONSIDERATIONS

- Facility is sited to interface effectively between academic areas and sports facilities, supporting instructional and recreational use.
- Accessible paths connect all building entries.
- Pedestrian connector next to the pool links the campus center and Athletics complex.
- Future PE Plaza will serve as a major connector, improving pedestrian circulation and campus integration.



Connector at Physical Education Building looking east toward Soccer Stadium
American River College | Sacramento, CA

04 Kinesiology & Athletics (Continued)

IMAGE / AESTHETICS

Although the current scope is limited to modernizations, any new Kinesiology & Athletics facility should reflect the contemporary architectural language established in post-2021 campus projects. Visual consistency will reinforce ARC's evolving identity and campus unity.

FUNDING & PACKAGING STRATEGY

Prioritize instructional spaces such as classrooms, labs, and training rooms for state funding, while spectator amenities and related facilities may be supported through local funding. Facility upgrades should include site utilities and consider long-term code and energy improvements.

LONG-RANGE FACILITIES VISION

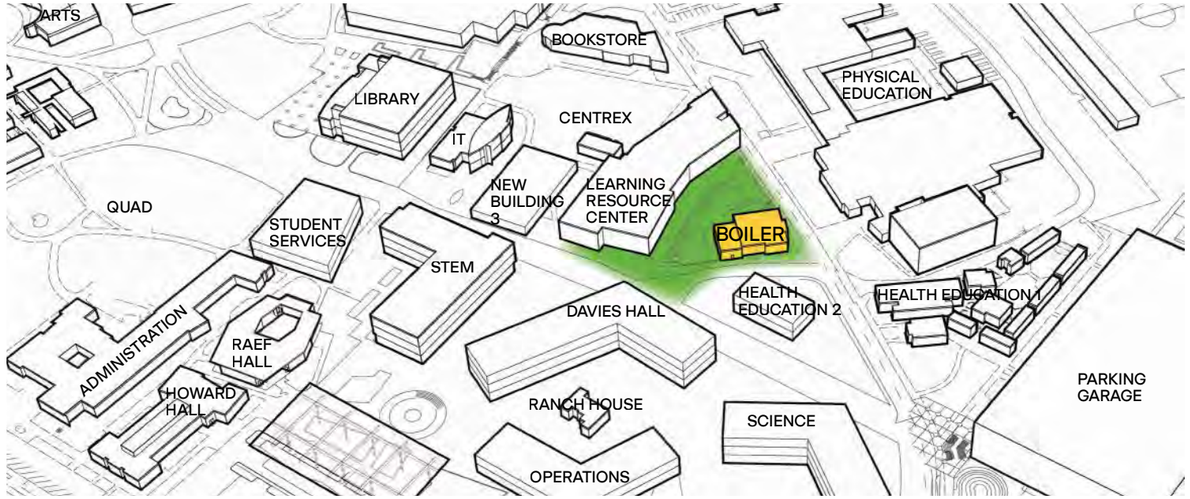
- Future replacement of the Athletics building could follow a two-story design similar to Las Positas College, with Adaptive PE spaces, locker rooms, and offices on the ground level, and additional offices or an indoor track on the upper level.
- Flexible, multi-purpose instructional and event spaces with movable partitions would accommodate meetings, events, and instructional use.
- Additional square footage is needed to support Adaptive PE, student study halls, high-efficiency storage, mud rooms, and expanded locker rooms for 500–600 student-athletes.
- Expansion of the current track to meet USA Track & Field standards would enable hosting of large-scale events and strengthen ARC's regional athletics presence.
- Maintaining natural grass fields remains a priority for safety and reduced injuries compared to artificial turf.

Basketball Gym Looking East | American River College
Sacramento, CA

05 Boiler Building 4,766 SF

Service Access 21,973 SF

SHARED RESOURCE



Boiler Building West Facade | American River College
Sacramento, CA

PROGRAM DESCRIPTION

The centrally located Concrete Masonry Unit (CMU) block building houses the recently replaced campus boiler. The boiler is the system that provides hot water and heating for campus buildings. It heats water and sends hot water or steam through pipes to warm classrooms, offices, and other spaces.

PROJECT DESCRIPTION

The roof will be replaced, and the CMU block will be re-pointed, meaning the old, cracked mortar between blocks will be removed and replaced with new mortar. This process strengthens the wall, prevents water intrusion, and extends the life of the building. There is also an opportunity to extend the roof to create shaded outdoor space and to improve pedestrian paths around the building.

OUTDOOR SPACE

Extending the roof could provide shaded outdoor use, while upgrades to pedestrian paths would improve circulation and connectivity with adjacent facilities.

SITE & CIRCULATION CONSIDERATIONS

The Boiler Building requires full access for maintenance and future replacement, so it must remain independent, with circulation around all sides. It is adjacent to the future PE Plaza, Paramedics Building, Learning Resource Center (LRC), and the Promenade. The path north of the Boiler Building, across from the LRC and connecting to the PE Plaza, can be enhanced as a secondary pedestrian walkway. When the new Davies Hall is built, it will frame the Entry Plaza on the west side of campus, establishing a direct cross campus connection to the PE Plaza.

IMAGE / AESTHETICS

Exterior masonry work will maintain the building's utilitarian character while improving durability.

FUNDING & PACKAGING STRATEGY

Funding strategies include treating this as an infrastructure project packaged with academic modernizations. Quantifying Greenhouse Gas and Energy Use Intensity (EUI) reductions will be important. ARC can pursue utility incentives and applicable federal direct-pay benefits. Key funding scoring levers include:

- Energy & Greenhouse Gas reduction
- Reliability and Code Compliance
- Bundle with Science and Horticulture to strengthen modernization scoring

06 Stadium - Seating, Concessions, Restrooms, Press-box, Tickets 4,766 SF COMBINED
Field and Open Space 423,913 SF COMBINED

SHARED RESOURCE

PROGRAM DESCRIPTION
The American River College Stadium, also known as Beaver Stadium, is a multi-use facility hosting football, track and field, and other athletic competitions. The stadium serves both ARC athletic teams and the broader community, underscoring its importance to the college and local residents. It is open to the public for outdoor events, including use of the running track and attendance at home games.

Home games at Beaver Stadium in 2024 drew an average of 1,750 spectators. The ARC Beavers football team and the men's track and field team have both demonstrated notable success in recent seasons, highlighting the stadium's potential as a regional athletics hub.

PROGRAM VISION
Over the next 10 years, improvements to the stadium aim to increase the diversity of visitors and enhance safety and well-being. Upgrades to bleachers, snack bars, and restrooms will improve accessibility, supporting all visitors, including spectators with disabilities.

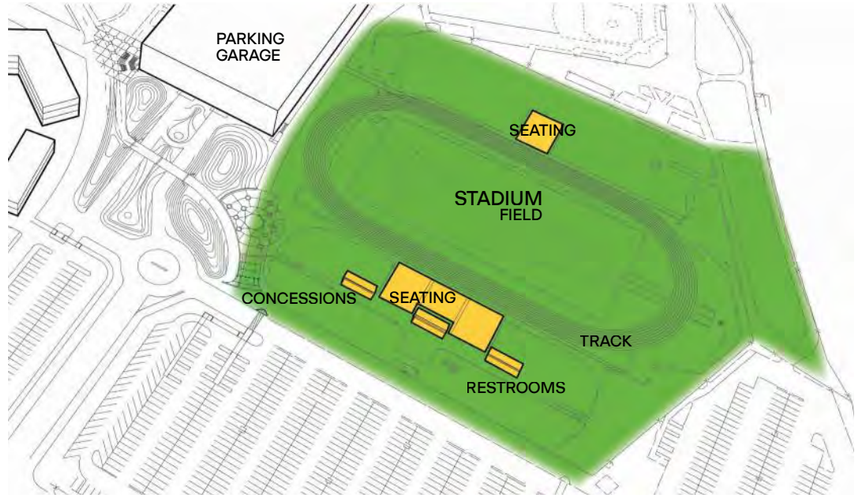
PROJECT DESCRIPTION
Planned upgrades focus on meeting current accessibility codes and improving overall facility functionality. Work includes:
- Modernization of bleachers, snack bar, visitor access, restrooms, field, track, and entrance areas.
- Removal of berms to create formal seating and ADA-compliant walkways.
- Accessibility improvements to the press box and related amenities.

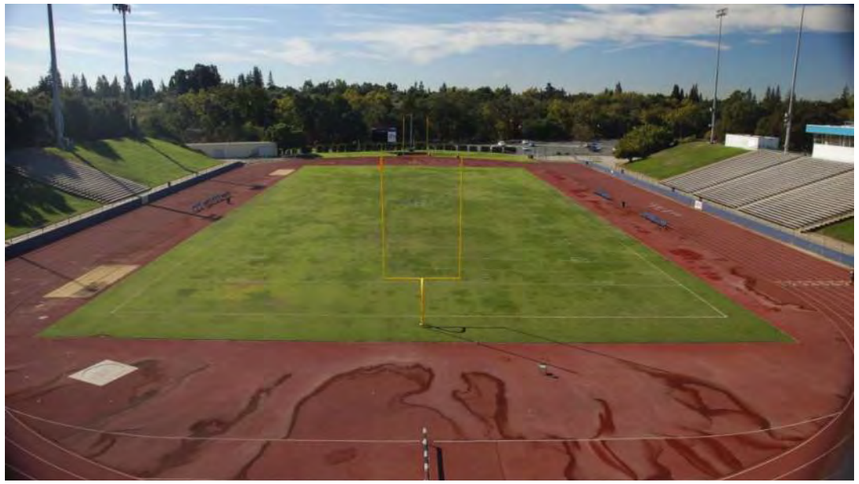
SITE & CIRCULATION CONSIDERATIONS
The stadium is adjacent to the parking garage, Tennis Courts, and Baseball Field. Maintaining easy public access from south parking lots and the parking garage is critical. Conceptual circulation improvements could include clearly defined pedestrian routes to the Promenade, PE Plaza, and campus core, supported through hard-scape and soft-scape landscape enhancements.

IMAGE / AESTHETICS
Hard-scape and soft-scape landscape enhancements can improve wayfinding and overall visual cohesion.

FUNDING & PACKAGING STRATEGY
This project should be decoupled from academic scopes and treated as a Local safety/ADA project. Scope can be limited to ADA compliance, egress, and lighting safety if seeking any state support; otherwise, the project can proceed entirely with local funding.

LONG-RANGE FACILITIES VISION
- Consider developing a signature stadium comparable to Mount San Antonio College or Saddle back College of the North, which could elevate ARC's athletics profile.
- New stadium lighting could extend event hours, increase attendance, and potentially generate additional revenue.
- The field should remain natural grass to prioritize athlete safety.
- Future pedestrian access improvements to the Baseball and Softball fields could enhance connectivity, as these areas currently only have south-side access.
- Restroom conditions at baseball and softball fields should be assessed for potential renovation as part of long-range planning.





Stadium Looking South | American River College
Sacramento, CA

07 Transit Center - Shade Structure 17,331 SF
Bus Turn-around and Parking 134,026 SF Entry Plaza 54,650 SF

TRANSIT ACCESS BACKGROUND

The Transit Center will serve as a critical hub for student, staff, and visitor arrival on campus. ARC is strategically located along the Sacramento Area Council of Governments' (SACOG) Madison Medium-Distance High-Capacity Transit (HCT) Corridor, which is planned for long-term enhancements including:
- Transit signal priority
- Upgraded stations with enhanced amenities
- Potential express or limited-stop bus service

Although the campus is not directly on the Watt HCT Corridor, it remains in close proximity to this future Bus Rapid Transit (BRT) route-one of the region's most significant transit investments. Together, the Madison and Watt corridors provide a broader opportunity to position ARC as a well-connected transit hub, advancing equity, sustainability, and mobility goals outlined in SACOG's 2024 Regional Transit Network Plan.

PROGRAM VISION

Over the next 10 years, the Transit Center aims to improve safety and transit accessibility for commuters and para-transit users. Located in Lot E near the future Davies Hall, this site offers the opportunity to establish a welcoming and identifiable Transit Gateway and Entry Plaza. Enhancements will reflect ARC's commitment to equity, sustainability, and multimodal access while creating a clear, functional, and visually engaging campus arrival point.

PROJECT DESCRIPTION

Planned work includes:
- Construction of an on-campus, dedicated transit hub, initially featuring a solar shade canopy, aligned with the SMUD partnership.
- Consolidation of bus stops to define a primary transit-oriented entrance, including signage on the west side of the STEM building facing College Oak Drive, similar to the Sacramento State University turnaround model.
- Creation of a shaded plaza with solar panels to provide comfort, renewable energy, and a strong visual identity.
- Enhanced multimodal access, including bike paths and bus stop improvements, to reduce car dependency and support sustainable transportation.

These improvements will enhance user comfort, support sustainability goals, and reinforce the campus's civic presence.

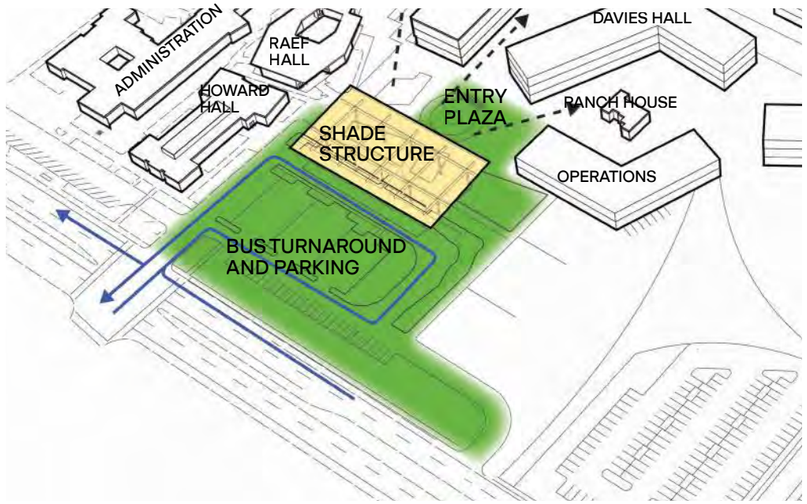
SITE & CIRCULATION CONSIDERATIONS

The intersection of College Oak Drive and Orange Grove Avenue is a naturally strong location for a transit hub. Planned improvements include:
- Clear pedestrian circulation connecting surrounding buildings, the campus Promenade, and the Entry Plaza.
- Streamlined bus operations and improved pedestrian safety.
- Integration of Lot E as a cohesive arrival experience, supporting multimodal access from regional transit corridors.
- Consolidated bus stops and signage to improve clarity for visitors and students, enhancing the overall circulation network.

IMAGE / AESTHETICS

The Transit Gateway re-imagines Lot E from a functional transit zone into a civic front door, anchoring the campus experience. Linked to the future Davies Hall, the Entry Plaza will function as both a mobility hub and social commons—welcoming, legible, and integrated into the academic core. Hard-scape, landscape, solar shade structures, and strategic signage will reinforce identity and support seamless movement across campus.

SHARED RESOURCE



FUNDING & PACKAGING STRATEGY

Develop an Initial Project Proposal (IPP) including:
- Transit demand and utilization analysis
- Partnerships and MOUs with clinical or academic partners if applicable
- Space efficiency metrics and swing space planning

This approach ensures a data-informed, well-supported project scope while aligning with regional transit priorities.

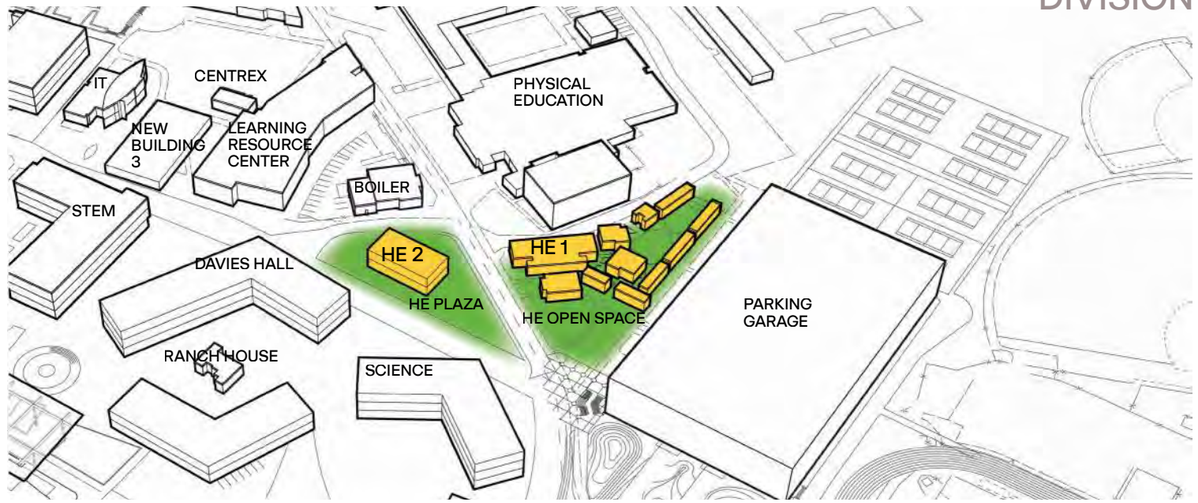
LONG-RANGE FACILITIES VISION

Future considerations include:
- Expansion of the Bicycle Trail Network and related active transportation amenities.
- Enhanced open spaces and civic frontages connected to the Entry Plaza.
- Further integration with SACOG's Regional Transit Network Plan, the 2009 Transportation, Access, and Parking Master Plan (Fehr & Peers), and Benjamin Etgen's (Math Professor at ARC) Lessons of the Thirty Year Transit Network Experiment.

08 Health Education - Health Ed. (HE 1) Existing 13,716 SF Health Ed. 2 (HE 2) 11,000 SF (Continued)

Health Ed 1 Open Space 100,442 SF Health Ed 2 Plaza 58,255 SF

DIVISION



PROGRAM DESCRIPTION

The Health & Education Division (HED) at ARC includes the following programs:

- Gerontology
- Nutrition/Foods
- Paramedic/EMT
- Respiratory Care
- SLPA (Speech-Language Pathology Assistant)
- Healthcare Interpreting / Allied Health / HEED
- Certified Nursing Assistant (CNA)
- Early Childhood Education

The Nursing Program is part of HED, which also includes EMT, CNA (housed in a portable on the south side), Respiratory Therapy, Nutrition, Funeral Services, and Child Development. HED supports a broad range of workforce-oriented health and education programs serving students seeking professional certification or transfer pathways.

PROGRAM VISION

The Nursing Program is planning an expansion to meet high demand:

• Current enrollment is 40 students per semester, with over 500 applications twice a year. The expansion will increase capacity to 60 students per semester and 70 every other semester.

• The LVN (Licensed Vocational Nursing) Bridging Program is limited to 10 seats, but could expand to 20–25 seats with adequate facilities.

• Curriculum enhancements include Applied Theory with immersive technology, such as simulation and Virtual Reality (VR). While the Area Lab currently accommodates VR, the Simulation Lab and classroom require significant upgrades.

PROJECT DESCRIPTION

The plan is to maintain the small cluster of brick buildings and courtyards which house the Nursing & Allied Health program. The buildings are adjacent to the Promenade, Parking Garage, and PE Building. As part of the scope of work, consider:

• Improvements to lighting and safety in outdoor circulation and courtyard areas.

• Space planning to consolidate offices and support flexible learning and simulation labs.

• Enhancements to create functional, safe, and accessible outdoor areas for students and staff.

OUTDOOR SPACE

• Existing bathrooms require outdoor travel, which presents safety and accessibility concerns in the evenings due to the need for improving the outdoor lighting. Lighting is needed to improve safety for evening use.

• Portions of the courtyard near the Dean's office are noisy currently serving as an extension of the Home Base and may require relocation to improve learning and office adjacencies.

• Opportunities exist to restore or create green space while maintaining functionality and security.

Health Education
American River College
Sacramento, CA

FUNDING & PACKAGING STRATEGY

Key funding levers include program growth, workforce alignment, simulation labs, and clinical partnerships.

Prepare an Initial Project Proposal (IPP) that includes:

• Demand and utilization analysis

• Clinical partnerships and memorandum of understanding (MOUs)

08 Health Education - Health Ed. (HE 1) Existing 13,716 SF Health Ed. 2 (HE 2) 11,000 SF (Continued)

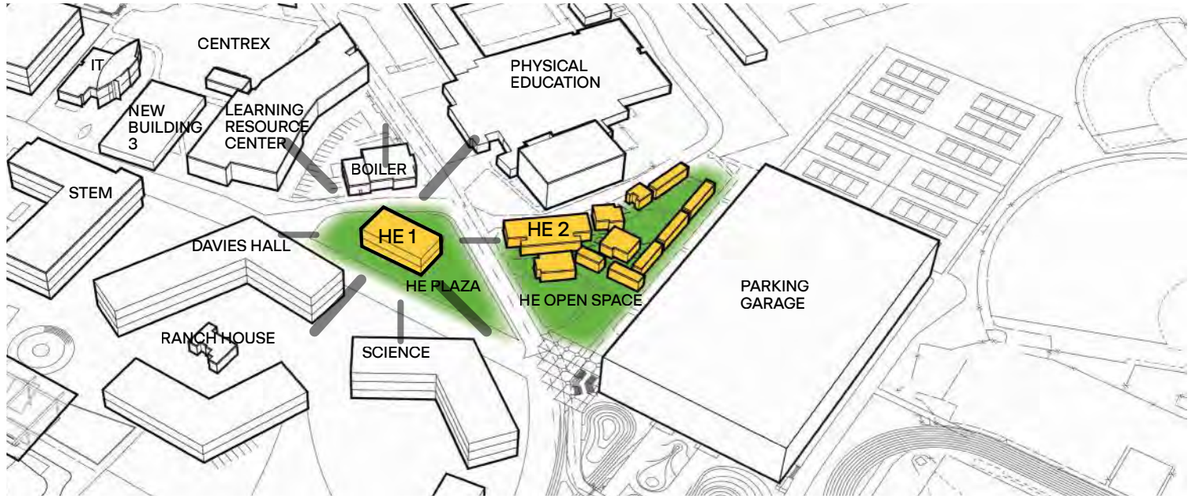
Health Ed 1 Open Space 100,442 SF Health Ed 2 Plaza 58,255 SF

• Space efficiency metrics

LONG-RANGE FACILITIES VISION

Without expansion, the Nursing Program risks losing annual grant funding or may need to reduce program capacity. In the long term, a new multi-story **Nursing and Emergency Education Building** is envisioned to cluster HED programs into a single cohesive facility, including the CNA (Certified Nursing Assistant) and EMT (Paramedics) programs. Consideration should be given to returning the Respiratory Therapy Program from the McClellan Center to the main campus.

This building would support expansion, consolidate offices with flexible cubicle layouts, and improve adjacency for simulation labs, classrooms, and student services. A new building could also include the Simulation Lab, and computer labs for 40 students which could be shared with other divisions. The offices and classrooms could be on the ground level with the upper level used for 50% Simulation Lab and 50% Skills Lab.



KLA - New Amenities Building | Milpitas, California
Multistudio

09 Raef Hall 9,654 SF

Raef Hall Open Space 25,157 SF

PROGRAM BACKGROUND
Raef Hall contains the largest lecture halls on campus and serves multiple instructional divisions. The facility is not currently ADA accessible and no longer aligns with ARC's goals for modern, innovative learning environments established by recent projects such as the STEM Innovation Center and the Technical Education Building.

PROGRAM VISION
Create engaging, inclusive large-format learning environments that meet ADA standards, integrate contemporary instructional technology, and reflect ARC's commitment to student success.

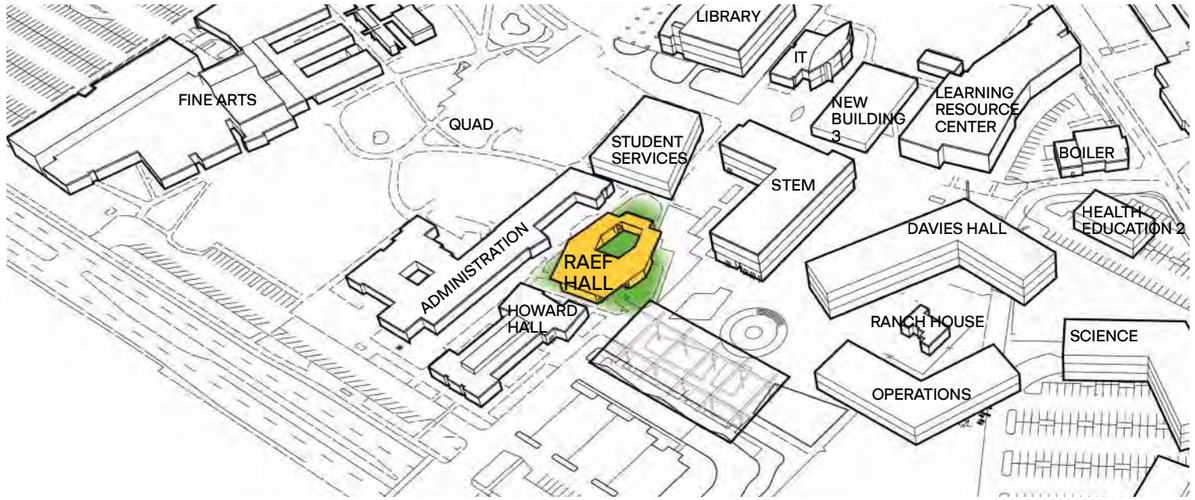
PROJECT DESCRIPTION
Renovate Raef Hall's lecture halls to deliver state-of-the-art, ADA-accessible instructional spaces. Improvements will prioritize accessibility, acoustics, technology integration, visibility, and flexible seating to enhance student engagement and instructional effectiveness.

OUTDOOR SPACE
Transform the Raef Hall Quad into a welcoming, functional environment that supports studying, dining, and informal gatherings through shade, planting, seating, and lighting. User feedback indicates the space is currently underutilized and uninviting, presenting a clear opportunity for improvement.

SITE & CIRCULATION CONSIDERATIONS
Raef Hall is adjacent to the STEM Innovation Center, Student Services, Administration, and Howard Hall. Enhance pedestrian routes between the Transit Center on the west edge of campus and the Promenade to reinforce a connected, walkable core.

IMAGE / AESTHETICS
Renovations should present a modern, high-tech character harmonious with the broader campus palette. Interiors should achieve the quality of recent campus projects to ensure visual continuity and institutional identity.

SHARED RESOURCE



Raef Hall Main Entry | American River College
Sacramento, CA

Raef Hall Interior
American River College
Sacramento, CA

10 Physical Education Plaza 34,064 SF + Connector 12,174 SF

PE Open Space 211,992 SF

PROGRAM DESCRIPTION

The Athletics & Kinesiology Division seeks stronger community connection by improving access to the Wellness Center (Cardio and Weight Rooms) and pool. The PE Plaza + Connector advances that vision by creating a student-focused, event-capable outdoor environment and clear pedestrian linkages.

PROGRAM VISION

Develop a civic-facing PE Plaza that ties Athletics and Kinesiology facilities to the campus core, supports outdoor learning and campus events, and reduces vehicular conflicts. The PE Connector will strengthen branded, intuitive pedestrian routes between the PE Plaza, Soccer Stadium, and pool.

PROJECT DESCRIPTION

Redesign the access roadway in front of the PE building as a pedestrian-oriented mall and event space through landscape, shade, seating, and lighting improvements. Widen and formalize the Connector pathway between the PE Plaza and Soccer Stadium and from the PE building to the pool to accommodate daily traffic and event use.

OUTDOOR SPACE

Provide shaded seating zones, flexible gathering areas, and clear wayfinding to support wellness programming, student life, and community events.

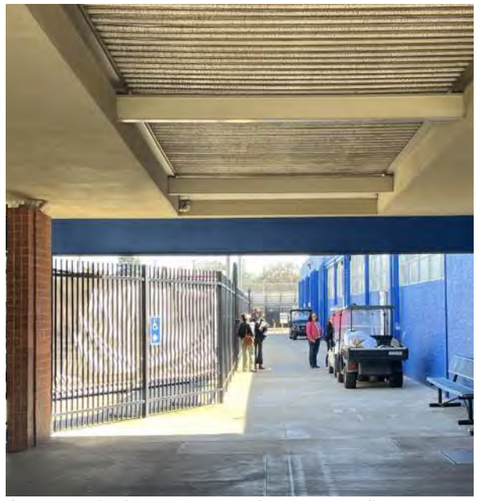
SITE & CIRCULATION CONSIDERATIONS

Located on the west side of the PE building, the Plaza relates to the Tech Plaza, Garage Plaza, Child Development Center (CDC), LRC, Boiler Building, Paramedics, and Health Education. Maintain fire apparatus access and calm traffic with fire-approved bollards. Separate pedestrian paths from service routes; the width of the Connector must accommodate pickup truck deliveries. Evaluate feasibility of relocating the pool fence to improve path continuity while preserving pool deck needs.

IMAGE / AESTHETICS

Use durable, contemporary hard-scape, shade structures, lighting, and planting consistent with post-2021 campus projects to create a recognizable identity for the Athletics precinct.

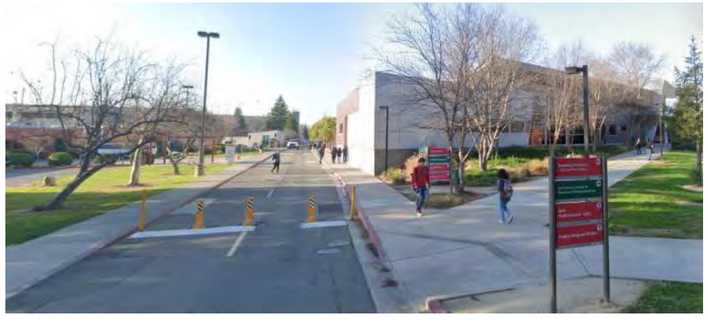
SHARED RESOURCE



Connector looking east towards soccer stadium
American River College | Sacramento, CA

Connector looking west toward center of campus
American River College | Sacramento, CA

PE Plaza looking north
American River College | Sacramento, CA



PE Plaza looking south
American River College | Sacramento, CA

Multistudio

11 Fine Arts 86,744 SF

Fine Arts Open Space 141,722 SF

PROGRAM DESCRIPTION

The Art Department offers a broad spectrum of studio and academic coursework across 2-D and 3-D practices—ceramics, photography, drawing, painting, sculpture, printmaking, jewelry, blacksmithing, color and materials—alongside art history and gallery operations. The Kaneko Gallery hosts rotating exhibitions and an annual student competition; ARC's Permanent Collection includes works by artists such as Andy Warhol, Jack Ogden, Gary Pruner, Luther Gerlach, and Ruby Chacón.

PROGRAM VISION

Create a modern, safe, and welcoming arts environment aligned with the quality of the STEM Innovation Center and Tech Ed Building. Modernize classrooms and building systems; upgrade technology to support contemporary pedagogy; and expand capacity where needed for ceramics, photography, sculpture, and gallery management. Bring Photography back on-ground to strengthen instruction. Address Theater repair needs and power upgrades to meet advancing technical requirements. Support Commercial Music's applied learning and Hy-Flex teaching with appropriately sized studios. Anticipate Interior Design's evolving transfer degree needs. Provide a new on-ground classroom for the growing Fashion program, which has outgrown the Theater Costume Shop.

PROJECT DESCRIPTION

Modernize storage and classrooms within the Fine Arts building. Space will be increased by reconfiguration to support programs and public-facing activities.

OUTDOOR SPACE

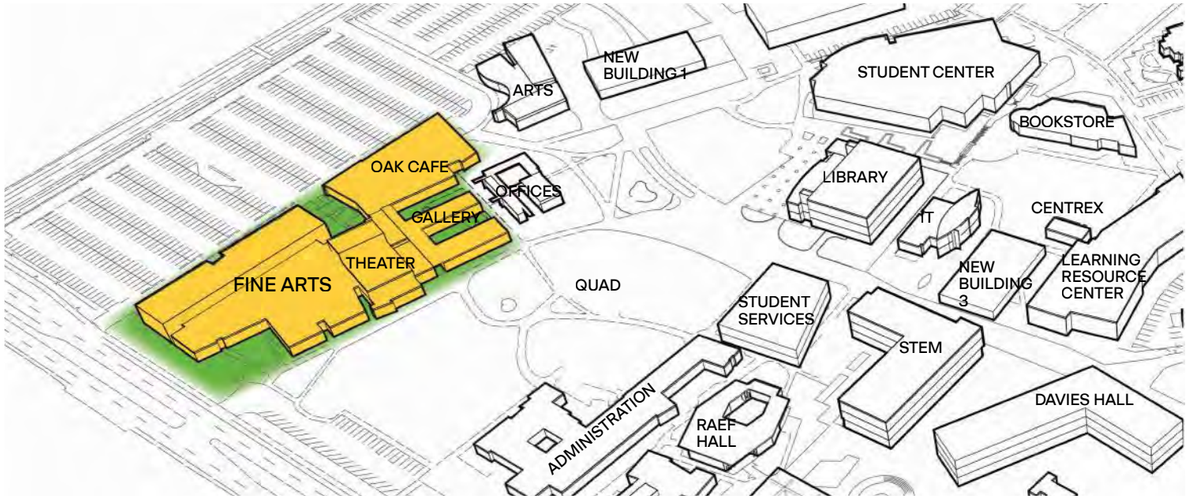
Upgrade the small plaza between The Oak Café and the Fine Arts building with shade, planting, and seating to support Music, Theater, Fashion, Culinary Arts, and Art students. Maintain and enhance the Fine Arts Yard for major student outdoor activities.

SITE & CIRCULATION CONSIDERATIONS

Prominent location near the main campus entry provides strong community interface. Maintain clear circulation and strengthen connections to the adjacent Quad and the 25-Year Master Plan's New Building 1 site. The new Kaneko Gallery needs better way-finding signage for the public.

IMAGE / AESTHETICS

Express the arts identity through durable, flexible, daylight-sensitive interiors and gallery-quality finishes while aligning exterior improvements with the campus design language.



Fine Arts Main Entry | American River College
Sacramento, CA

Culinary Arts Main Entry | American River College
Sacramento, CA

12 Amphitheater 57,768 SF

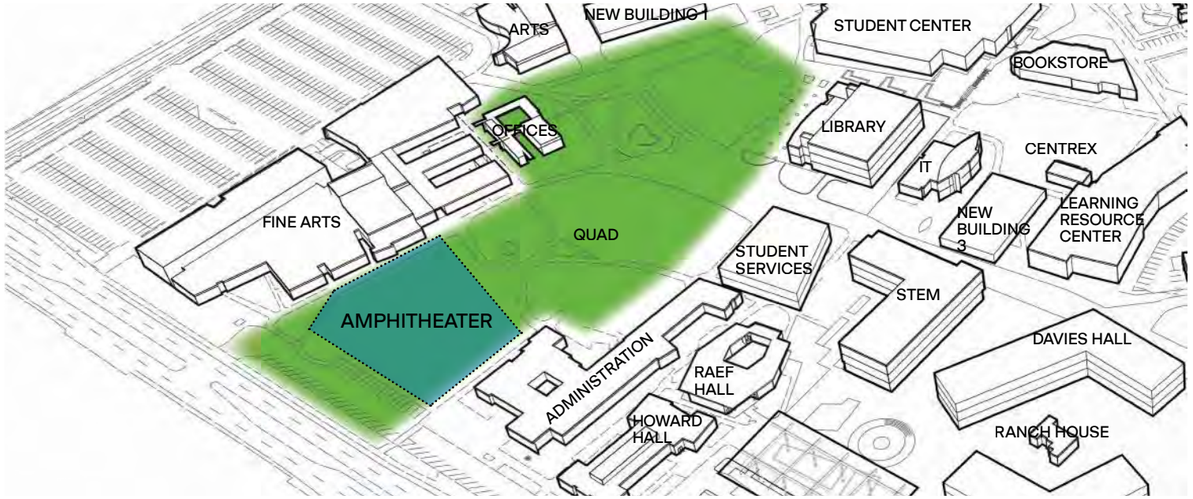
PROGRAM VISION
Unify the northern anchor of the main north-south Promenade by consolidating the Entry Plaza, Connecting Plaza, and Student Quad (naming to be confirmed) into a single, cohesive Main Quad with an amphitheater. The enhanced open space becomes the campus heart—supporting daily spill-out learning, informal gathering, and large events (concerts, celebrations, commencement).

PROJECT DESCRIPTION
Develop a flexible amphitheater within a larger, unified Quad, with integrated shade, accessible seating terraces, power, lighting, and durable landscape/hard-scape to support events at multiple scales.

SITE & CIRCULATION CONSIDERATIONS
Preferred amphitheater location is on the west side of the Quad with a stage and shade structure. Visibility from College Oak Drive strengthens campus identity and wayfinding.

IMAGE / AESTHETICS
A signature but context-sensitive venue that blends landscape and architecture—using planting, shade structures, and integrated seating to create a memorable civic space aligned with campus materials and forms.

SHARED RESOURCE



Ampitheater Rendering
Multistudio

13 Quad 289,776 SF

PROGRAM VISION
Create a functional, inclusive, and thermally comfortable central gathering space with shade, seating, and strong accessibility—capable of daily academic use and large student-life events. Relocate the Student Services building to the current Rosa Parks Plaza. In doing so this will open space to re-imagine the collection of plazas as the core of a recognizable campus heart, the Quad. Within, incorporate an amphitheater to support club days, pep rallies, live music, commencement, and other programming.

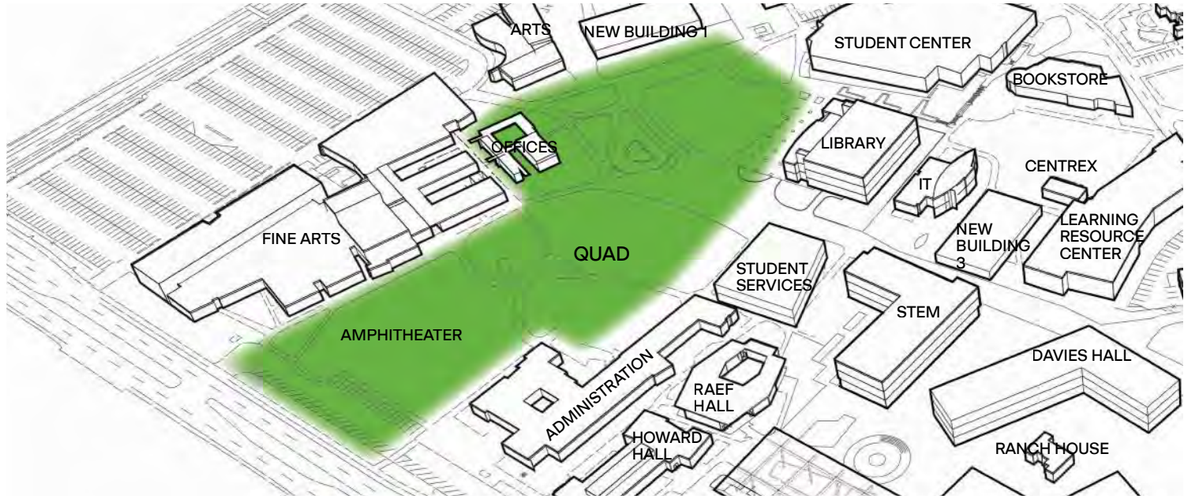
PROJECT DESCRIPTION
Develop a new, centrally located Quad at the culmination of the Promenade inclusive of an amphitheater on its west side. Enhance existing landscape with durable hard-scape paths, shade structures, planting, and event infrastructure. This reorganization is part of the 25-year plan and includes relocating and consolidating Student Services to a new 2 story building at the current Rosa Parks Plaza.

SITE & CIRCULATION CONSIDERATIONS
Site the Quad at the Promenade terminus, visible from College Oak Drive and adjacent to the re-organized campus shown in the 25-year plan. The Quad and Amphitheater will relate directly to Administration, Student Services, the Promenade, Library, Student Court, Student Center, Fine Arts, New Building 1, and New Building 2. Ensure service and fire access while prioritizing safe, intuitive pedestrian routes.

IMAGE / AESTHETICS
Leverage a cohesive palette of paving, shade, planting, furnishings, and lighting to create a legible campus common that unifies adjacent districts.

FUNDING & PACKAGING STRATEGY
This project could present a donor-supported opportunity.

SHARED RESOURCE



Lawrence Public Library - Community Quad
Multistudio

14 Library 55,256 SF & Learning Resource Center 29,436 SF

Library Open Space: 38,409 SF LRC Open Space: 49,075 SF

SHARED RESOURCE

PROGRAM DESCRIPTION

The LRC (Learning Resource Center) houses the Tutoring Center, Beacon Program Supplemental Instruction, ESL (English as a Second Language) Center, RAD (Reading Across the Disciplines) and WAC (Writing Across the Curriculum) Center, and a staffed Computer Lab. These services provide in-person and on-line support for study skills, technology use, writing, and discipline-specific learning. Hybrid and on-ground formats are critical for collaboration and hands-on support; technology access and after-hours IT assistance remain ongoing needs. Summer offerings skew more asynchronous due to student schedules; updated scheduling tools would improve efficiency. With many Davies Hall programs temporarily located in the LRC, current capacity is constrained.

PROGRAM VISION

As on-ground attendance rebounds (recent data indicates up to 75% on-ground), expand and configure learning environments to support independent work, small and large group collaboration, peer learning, hybrid instruction, and technology-rich study. When Davies Hall reopens, right-size LRC spaces to balance returning programs and evolving enrollment.

PROJECT DESCRIPTION

Reconfigure study areas and book stacks to increase high-quality study space. Relocate selected stacks off-site as needed to prioritize active learning zones, collaboration rooms, and technology-enabled study spaces.

OUTDOOR SPACE

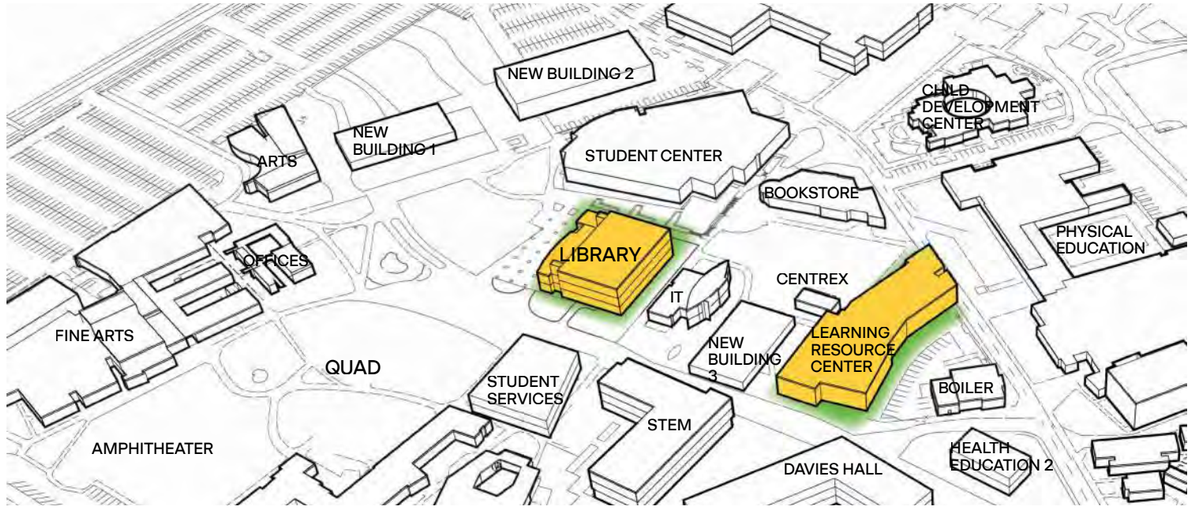
Develop the covered south-side area into a thermally comfortable, weather-protected outdoor study zone with lighting, power, and durable furnishings; maintain hard-scape for maintenance access.

SITE & CIRCULATION CONSIDERATIONS

Centrally located near Davies Hall, ITC, the Quad, Student Court, and the Promenade. Improve south-side pedestrian circulation and strengthen connections to the Promenade and future Quad.

IMAGE / AESTHETICS

Provide varied, adaptable interiors—acoustic zoning, writable surfaces, flexible furniture, collaboration rooms, and technology integration—to support a full spectrum of learning modalities.



Lawrence Public Library - Community Quad
Multistudio

Multistudio

15 Student Services 29,114 SF

Student Services Open Space 32,070 SF

PROGRAM DESCRIPTION

Consolidated, one-stop student services into a 2-story new building at the current Rosa Parks Plaza. The new services building will be providing academic, personal, and transfer support, including Counseling and Transfer Services; TRIO Student Support Services; Extended Opportunity Programs and Services (EOP&S); CARE (single heads of households receiving CalWORKs) and NextUp (foster youth) students.; Disability Services and Programs for Students (DSPS); Basic Needs Center (Beaver Cares); CalWORKs; tutoring; career services; and technology support—advancing equitable access and student success.

PROGRAM VISION

A new Student Services building on the Quad will reorganize and co-locate services for a clear, welcoming, and efficient student experience.

PROJECT DESCRIPTION

The Student Services Center (Welcome Center) will be a new two-story facility at Rosa Parks Plaza. The existing location will be demolished to help frame the new Quad. Because services operate year-round, plan for interim housing to ensure continuity during construction.

OUTDOOR SPACE

Consider a formal Land Acknowledgment space at the northern entry of the Promenade—a contemplative garden recognizing the Nisenan, Maidu, and Miwok peoples.

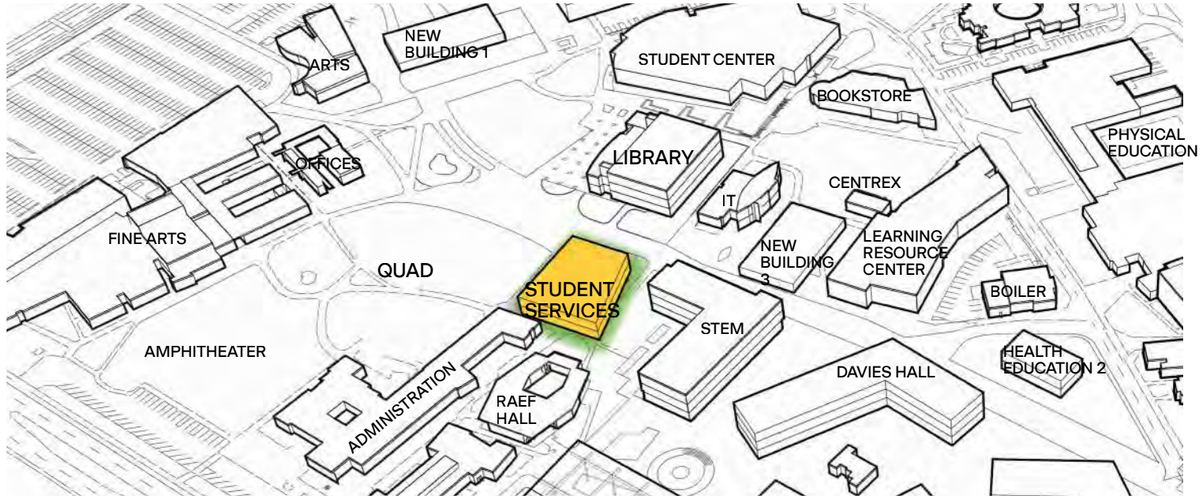
SITE & CIRCULATION CONSIDERATIONS

Site adjacent to Administration, Raef Hall, STEM Court, and the Promenade with direct access from the Quad and Entry Plaza. Provide code-compliant hard-scape and clear pedestrian routes to all entries.

IMAGE / AESTHETICS

Express a modern, student-forward civic presence aligned with the design language of post-2021 campus buildings to reinforce identity and campus unity.

SHARED RESOURCE



Morgan State University Student Center

PROGRAM SUMMARY

Multistudio

4.11 Program Departmental Summary

ARC is organized into a variety of academic departments and home bases that support students in their educational and career goals. The main campus houses departments such as English, Mathematics, Science, Fine and Applied Arts, Business, and Technical Education, each providing specialized instruction and resources. To further support student success, ARC's home bases—Arts, Business, and Communication; Health and Education; People, Culture, and Society; and Science, Technology, Engineering, and Math (STEM)—offer dedicated spaces where students can connect with success coaches, counselors, and peer mentors who understand their specific academic and career goals.

In addition to the main campus, ARC's Natomas Center extends access to general education and transfer-level courses in a smaller, community-focused environment.

The Regional Public Safety Training Center (RPSTC) serves as another key location, offering advanced facilities and training programs in law enforcement, firefighting, and emergency medical services.

Together, these campuses, departments, and home bases form a comprehensive network that helps ARC students succeed in their educational and professional pursuits.

Sacramento Regional Public Safety Training Center

Natomas Campus

- Home Base Locations
- Arts
- Business
- Health and Education
- Language and Communication
- Manufacturing Construction, and Transportation
- People, Culture, and Society
- Public Safety
- STEM
- Services
- Athletics
- Children's Development Center
- Shared Resource

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

Administration - Counseling, Transfer & Human Career Development 25,141 SF

Administration Open Space 59,649 SF

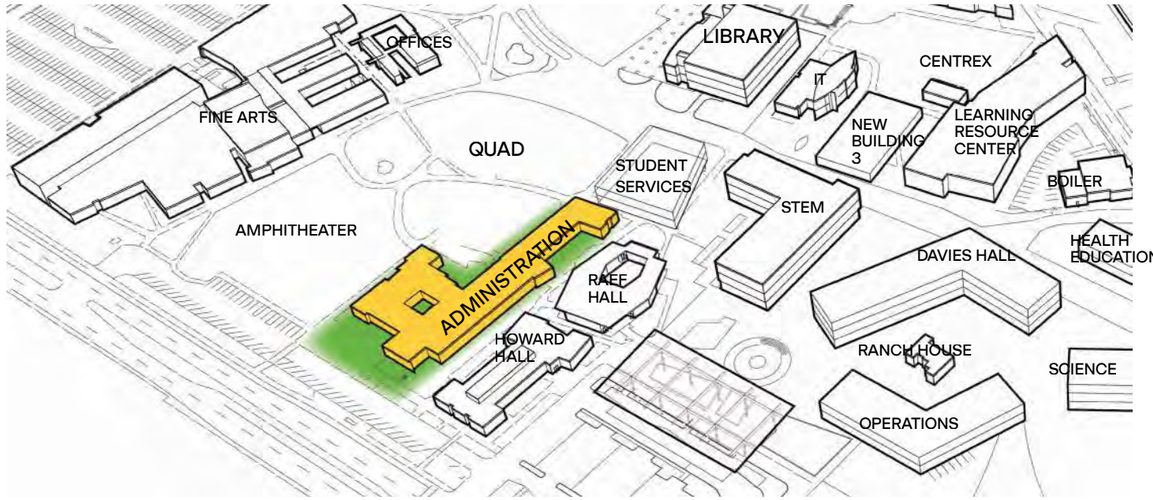
SHARED RESOURCE

COUNSELING & TRANSFER SERVICES BACKGROUND

ARC Counseling provides students with academic, career, personal, and crisis counseling necessary to reach their goals. Counselors help students develop an educational plan of courses needed to get an associate degree, transfer to a four-year institution, or complete a certificate – even if they are unsure of their educational goal.

NEEDS

- Counselors should be more intentionally located within each Home Base to foster stronger relationships with students.
- The Counseling building requires upgrades, especially in the lobby area, to better support staff gatherings, collaboration, and moments of respite.
- Additional bike racks and lockers are needed across campus to better support students who commute by bicycle.



HUMAN CAREER DEVELOPMENT BACKGROUND

American River College's Human Career Development courses are designed to help students achieve success in college through a variety of classes, which include study skills, career exploration, college success, transferring to four-year institutions, life skills, peer mentoring, and academic learning strategies for students with specific learning disabilities.

Currently, about 60% of the classes are on-line, with the remaining 40% being a mix of in-person and hybrid formats. However, this percentage may be skewed due to the college's Dual Enrollment Program, which caters to high school students. The vision for the future is a 50-50 split between on-line and on-ground/hybrid classes.

The flexibility of asynchronous on-line classes is nice, but the inclusive and interactive learning experiences are also important. We should offer both on-line and on-ground learning modalities to cater to different student preferences and needs. More accurate is data is needed on student success rates in different learning modalities.

NEEDS

- Updated Hy-Flex classrooms that effectively support hybrid learning.
- Inviting, interactive spaces where students can gather, study, and socialize.
- Dedicated, subject-specific classrooms, along with shared common areas that promote collaboration and help build community among students.

PROGRAM ADJACENCY

Current location on the west edge of the campus Student Services, and the Student Center

OPPORTUNITIES

Create improved facade and signage as it is a prominent building on the Quad.

CIRCULATION

Pedestrian circulation needs to be maintained along the edges of the building to connect students to necessary services.
Maintain accessible access from visitor parking areas.

Instructional Technology Center 6,543 SF

IT Open Space 31,962 SF

The ARC Information Technology (IT) department offers a wide variety of services to the college community.
Those services include:

- Desktop – hardware or software issues; install printer, software, or workstation; software new user
- Network – access permission, activate jack, connectivity issues
- Phone Issues – including requesting a new phone
- Programming – maintenance and new project
- Server – database issues, install or migrate server, updates/backups
- Other services include general technology consultations, email problems, and purchasing or requesting equipment

Based on a pattern seen in the interviews with faculty, it appears that technology is a source of frustration for many. The IT team would like to find a space on campus to create a demonstration room for the IT department to test and showcase new technology. This idea can be taken a step further and be included as part of a pilot project for future projects to include furniture and other accordances as well. For example, a new typical conference room or huddle room can be mocked up for faculty to be invited to use the space for its purpose and fill out a survey after the experience to inform design decisions.

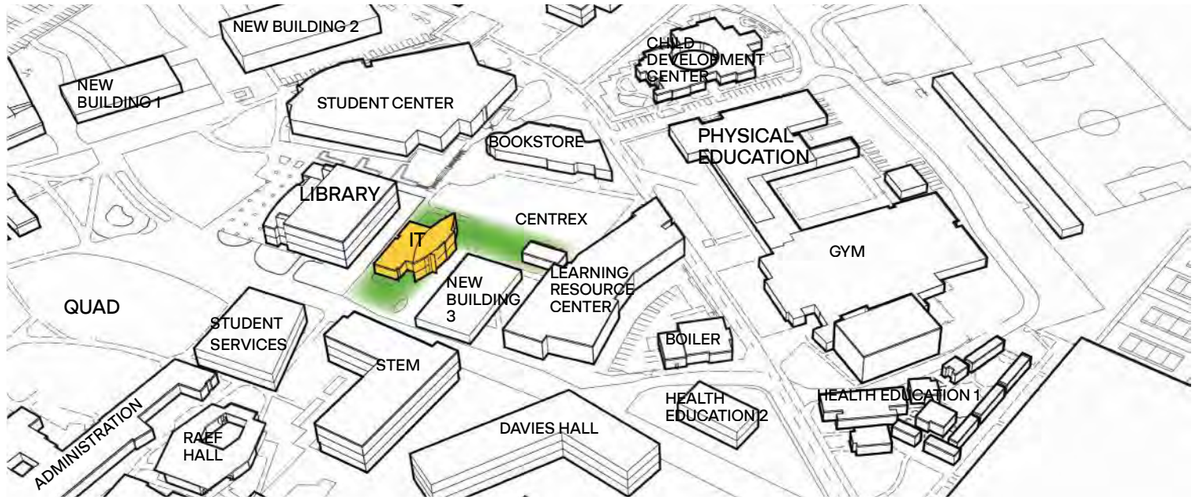
NEEDS & STATUS OF WORK IN PROGRESS

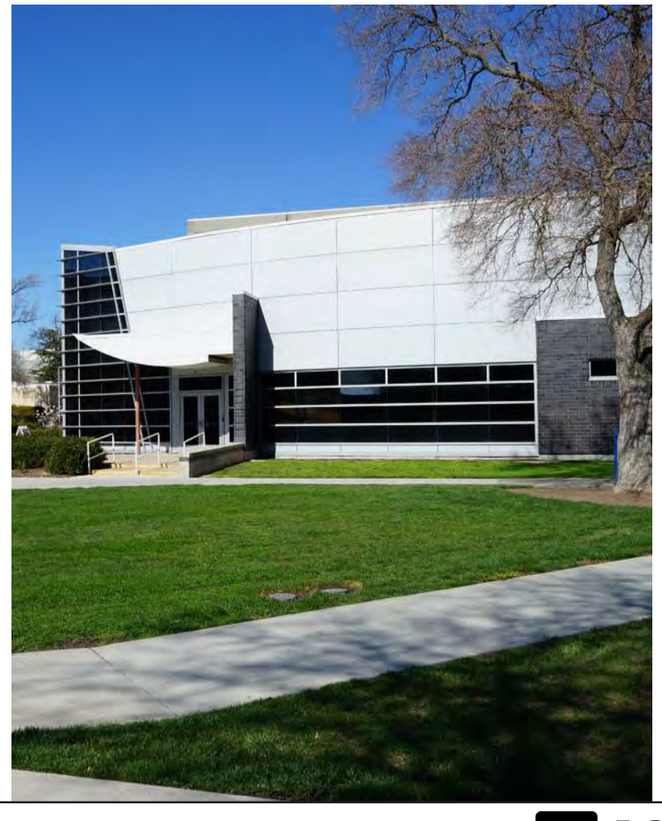
- The Centrex building requires upgrades such as better insulation androofing replacement.
- Efforts are ongoing to expand campus-wide Wi-Fi to exterior areas.
- The final stretch of fiber is being installed at the practice fields to complete the campus-wide fiber loop.

RECOMMENDATIONS

- All buildings need to be equipped with conduit to allow for the future installation or reconfiguration of HyFlex (Hybrid-Flexible) classrooms, with Room 103 cited as a successful example.
- Electrical and data systems should include oversized panels to support future expansion.

SHARED RESOURCE





PROGRAM ADJACENCY
Library and Learning Resource Center

OPPORTUNITIES
There is an opportunity for the new facility to reflect the design language of newer campus buildings constructed after 2021, reinforcing visual cohesion and supporting a modern campus identity.

CIRCULATION
Pedestrian and small maintenance vehicle access

STEM - Math & Computer Information Science 55,578 SF

STEM Court 59,856 SF

PROGRAM DESCRIPTION

The Math & Computer Information Science Division offers a wide range of courses in the following categories:

- CISA – Computer Applications
- CISC – Computer Core
- CISN – Computer Networking
- CISP – Computer Programming
- CISS – Computer Security
- CISW – Computer World Wide Web

These programs equip students with technical and analytical skills relevant to today's rapidly evolving digital economy, preparing them for careers in IT, cyber-security, software development, and web technologies.

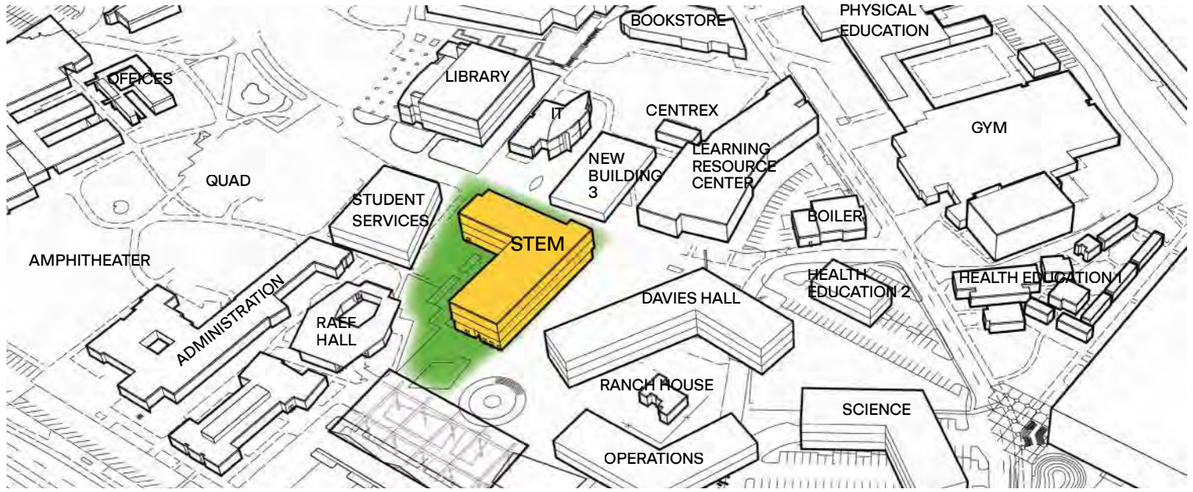
BACKGROUND

The division currently delivers approximately 60% of its courses on-line, primarily due to space constraints. Faculty indicated a preferred balance of 70% on-ground and 30% on-line instruction, with daytime classes prioritized and evening options available for working students.

The Math Department continues to face longstanding space limitations, often holding classes in peripheral buildings. As on-campus enrollment grows, the urgency for more permanent, subject-specific classrooms increases.

NEEDS

- Flexible Instructional Spaces: Faculty emphasized the need for dedicated, adaptable classrooms that can support a variety of instructional formats, including group collaboration and independent work.
- Collaborative Learning Areas: There is increasing demand for collaborative space, and faculty are interested in adapting existing computer labs to better facilitate teamwork and applied learning.
- Permanent Classroom Space: Classrooms for both Math and Computer Information Science should be relocated to a permanent facility, ideally near the Diane Bryant Innovation Center, to help create a centralized and cohesive STEM complex.
- Improved Outdoor Spaces: Outdoor areas between STEM, Davies Hall, and the Fine Arts Yard are frequently used for informal learning and student engagement. These spaces would benefit from enhancements such as shade structures, seating, and tables to improve functionality and comfort.
- High traffic areas for student life at the Library and STEM building entry area.



PROGRAM ADJACENCY

There is strong support for consolidating Math and Science programs near the STEM building to create a unified, interdisciplinary STEM complex.

IMAGE/AESTHETICS

Currently a good example of the future campus standard regarding materials and concepts.

CIRCULATION

The development of a planned transit hub remains a priority. As a major arrival point for students, it should be clearly integrated into campus pedestrian and transit circulation strategies.

Diane Bryant STEM Innovation Center | American River College, Sacramento CA
Multistudio

History, People, Culture & Society

Entry Plaza 54,650 SF

PROGRAM DESCRIPTION

The People, Culture & Society (PCS) division serves approximately 11,000 students and is the second-largest division at American River College. It comprises the following departments:

- Anthropology & Sociology
- Humanities (Religious Studies)
- History
- Political Science
- Ethnic Studies
- Philosophy
- Psychology and Human Services

This division has several unique instructional and facility needs, particularly as it prepares to be housed in the new Davies Hall replacement building.
Currently, PCS does not use classrooms designed to support the HyFlex (Hybrid-Flexible) teaching and learning model. As the college moves forward with the design of the new facility, many PCS departments will require dedicated instructional spaces with specialized features to support their pedagogical goals. Critical needs include:

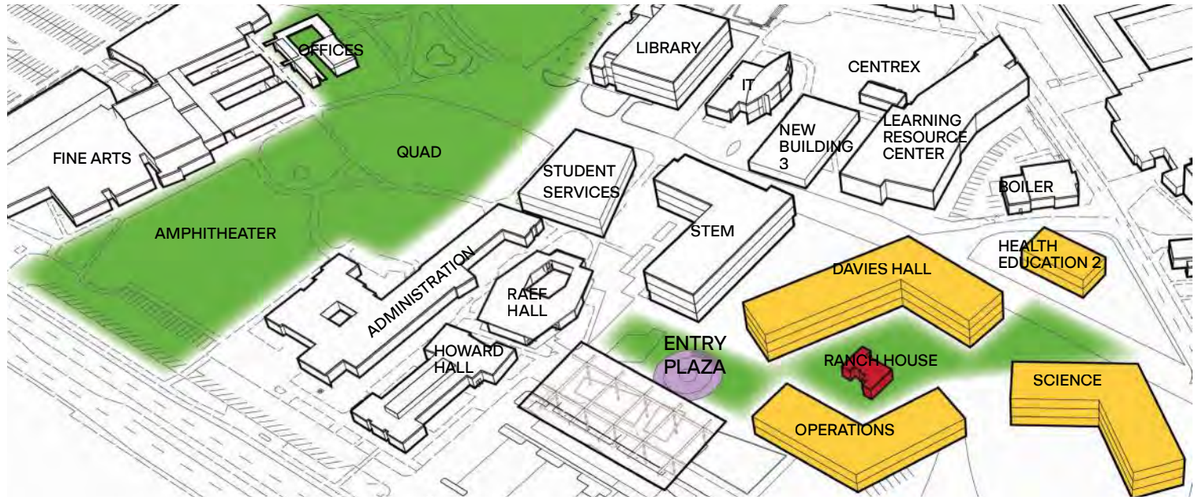
- Storage and display cases for teaching artifacts in Anthropology, Psychology, and History
- A wet lab to support Psychology instruction
- A specialized air-ventilated unit for mannequin storage in Anthropology

PROGRAM ADJACENCY
The PCS division will be located in the new Davies Hall replacement building, which will serve as a central hub for instruction in the humanities and social sciences.

DAVIES HALL: IMAGE/AESTHETICS

- The new facility should serve as a landmark building for students entering the campus core from the adjacent parking structure.
- It should define the street edge along the new south parking lot, enhancing campus orientation and identity.
- There is an opportunity for the design to reflect the contemporary architectural language established by new campus buildings constructed after 2021, promoting visual cohesion and reinforcing ARC's evolving campus identity.

DIVISION



CIRCULATION & PUBLIC REALM
Pedestrian circulation must be preserved and enhanced along the edge of the new building.

A new plaza is envisioned between the Davies Hall replacement building and the existing Diane Bryant Innovation Center, creating a welcoming, active outdoor space that supports gathering and connection.

Historic Oak Platform, Sacramento, CA

PROGRAM ADJACENCY
Proximate to the new Science building and STEM building.

OPPORTUNITIES
Clean up existing planters and provide and educational exhibit of local and California plant ecosystems 'oak communities'.

Showcase on the platform tribal nations sculpture representing the Nisenan, Maidu, and Miwok people, caretakers of this land.

Define orientation court and relationship to the Historic Oak Platform and the existing Ranch House.

History, People, Culture & Society (Continued)

GENERAL
- Provide learning environments using state-of-the-art simulation technology to reduce the clinical time in which students need to travel to hospitals.

LANDSCAPE AND SAFETY IMPROVEMENTS
- Courtyard lighting upgrades for evening safety
- Landscape design improvements following Crime Prevention through Environmental Design Principles (CPTED)
- Provide a comfortable space for students to connect and work. This would address a noise issue stemming from an outdoor area used by students coming out of the Home Base adjacent to a Dean's office causing a lot of background noise.

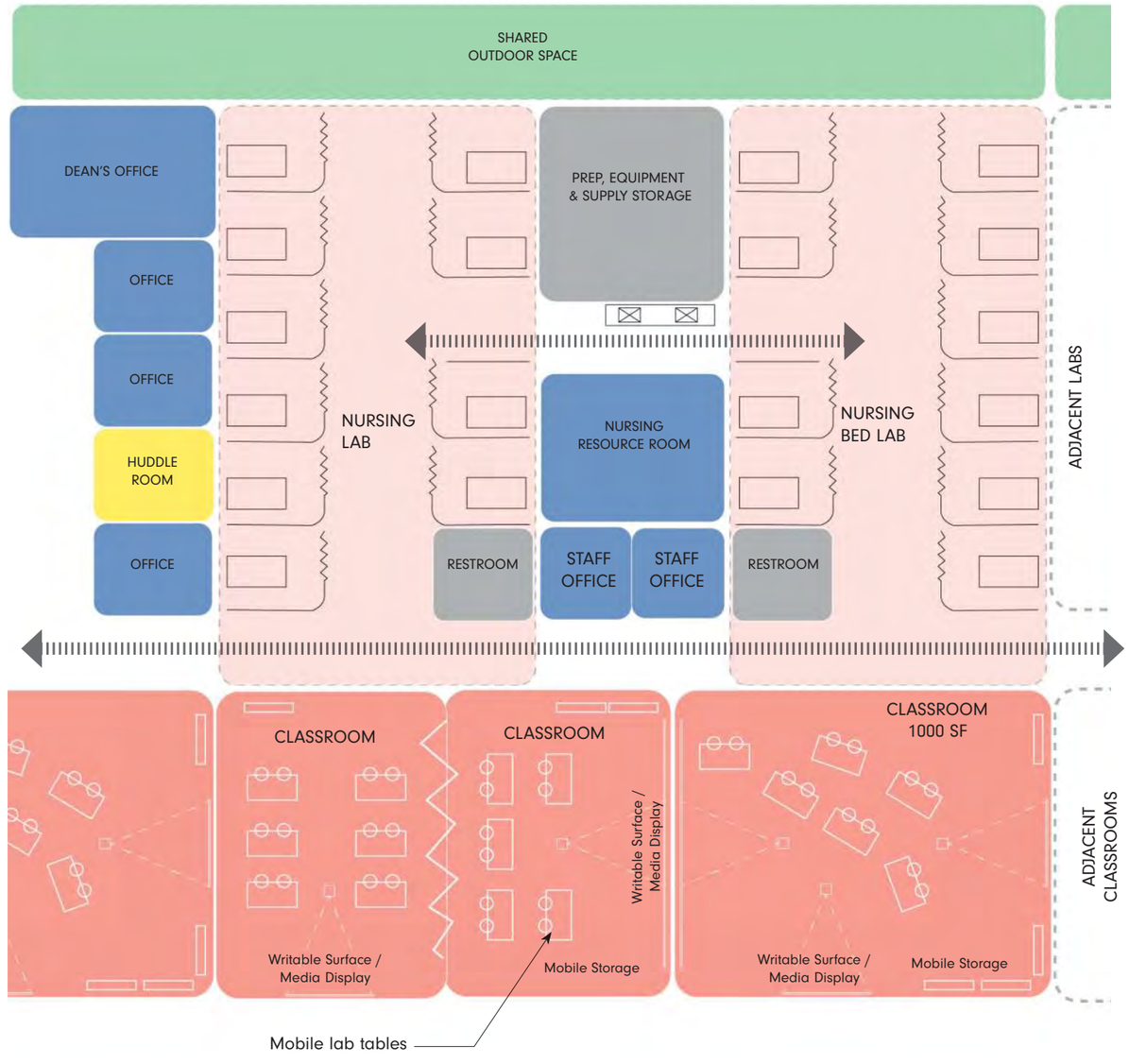
CLASSROOMS
- Provide conduit and raceways to support the need to reconfigure furniture and equipment.
- Provide space to accommodate 40 students.
- Provide multiple display screens for teaching and learning.
- Provide mobile storage
- Provide mobile whiteboards and wall display areas.

LABS
- The Skills Lab recently had three screens installed but it needs two more beds and stalls. There is not enough space between the beds.
- The Simulation Lab, adjacent classroom and storage room need to be reconfigured for it to be feasible to install new immersive technology equipment.

OFFICE AND STAFF SPACE:
- Faculty feels they are working in silos due to the constraints of being in separate small buildings.
- In a future building, work settings should support higher collaboration and communication while providing space for heads down work.

RECONFIGURATIONS TO SUPPORT A GRANT

Curriculum is being added for Applied Theory which includes immersive technology which includes simulation and Virtual Reality (VR). A grant has been applied for to install equipment. To install it, the storage space in between the Classroom and the Simulation Lab can be captured as part of a reconfiguration.



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

Davies Hall- Language & Communications 85,556 SF

Central Plaza 67,543 SF

PROGRAM DESCRIPTION

The Language & Communication division comprises the following departments:

- English as a Second Language (ESL)
- World Languages
- American Sign Language (ASL) Interpreting Preparation Program
- Deaf Studies/ ASL
- Speech Communication

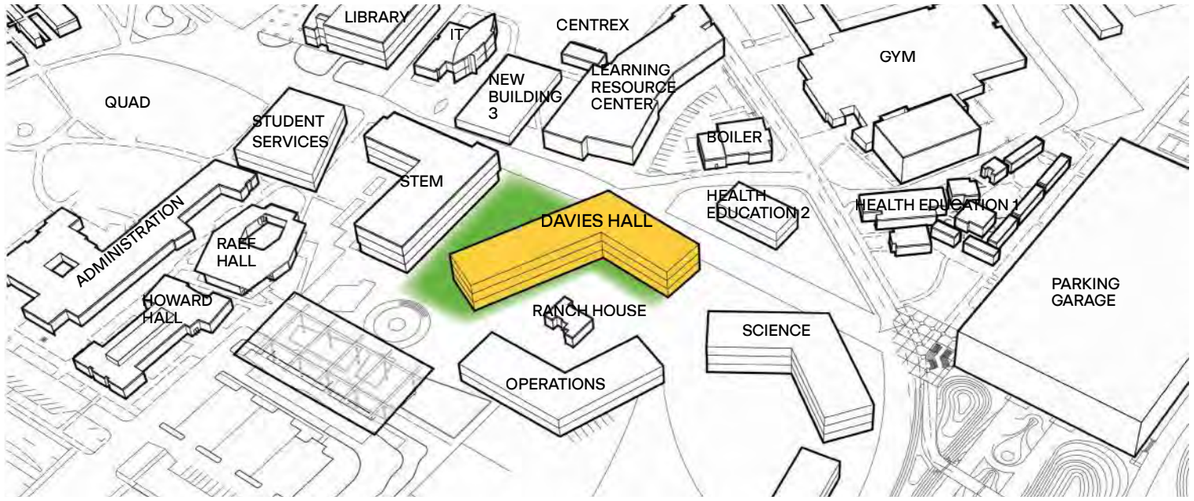
The Language and Communication Division at American River College offers a variety of courses in English as a Second Language (ESL) and English. The ESL courses cater to students at different proficiency levels, from Novice-High to Advanced, providing instruction in reading, writing, grammar, and speaking. On the other hand, the English courses focus on academic reading and writing, critical thinking through literature, and argumentative writing. The division aims to enhance students' language skills and communication abilities to support their academic and professional success.

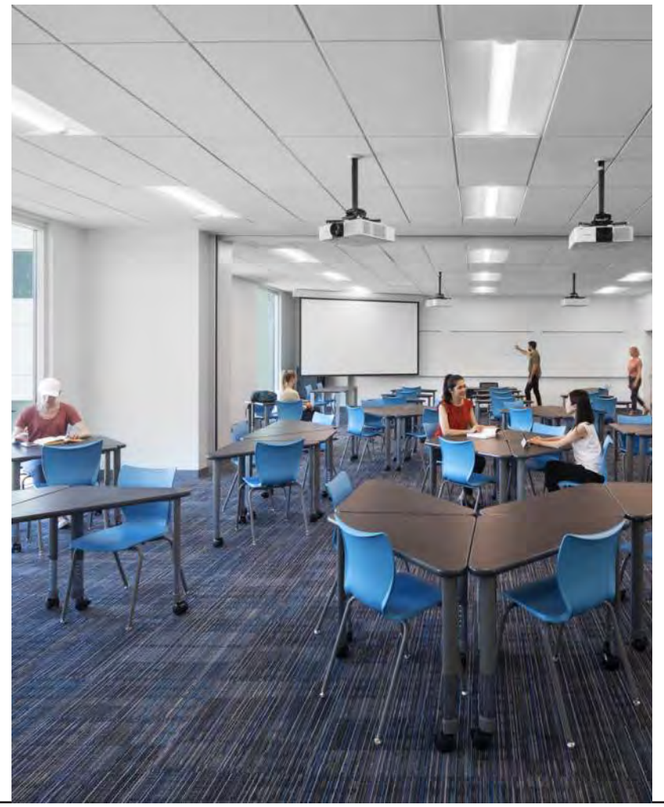
The number-one skill identified by employers is the ability to communicate clearly in both oral and written form. The number-two skill identified by employers is the ability to work effectively as a member of a group or team. Communication courses are vital to developing the communication skills necessary for personal and professional success.

Communication courses offer instruction and practice in a variety of communication settings. The program includes theory and practice in public speaking, group work, and interpersonal relationships. Critical thinking, listening, and communicating across cultures are also part of the program.

BACKGROUND

This division has several unique instructional and facility needs, particularly as it prepares to be housed in the new Davies Hall replacement building.
Approximately 75% of courses in the Language and Communication Division are delivered on-ground, with the remaining 25% offered on-line. Most on-ground classes utilize HyFlex (Hybrid-Flexible) classroom formats, in which about half of the students attend in person and half participate remotely. The division has been a pioneer in implementing and refining HyFlex classroom spatial typologies, addressing key challenges such as integrating large monitors, increasing room size for interaction, and providing technological support—particularly for ESL students.





Diane Bryant STEM Innovation Center | American River College, Sacramento CA
Multistudio

PROGRAM ADJACENCY

Proximate to the new Science building and STEM building.

OPPORTUNITIES

Primary landmark building for students approaching the campus core from the parking structure.
Define the street edge along the new south parking lot.
The new building may reflect some elements developed in STEM building.

CIRCULATION

Pedestrian circulation needs to be maintained along the edge of the new building.

Davies Hall- Language & Communications

The division's leadership in HyFlex instruction has established a model that supports both in-person and remote learners equally, emphasizing accessibility and quality in language acquisition. The classrooms are intentionally designed to foster engagement and accommodate diverse learning modalities essential to communication instruction, including auditory, visual, and kinesthetic learning.

NEEDS

- Classroom Size & Indoor/Outdoor Connections: Include larger-capacity classrooms (up to 35 students) that offer direct connections to outdoor learning spaces or gathering areas. These adjacent outdoor zones can serve as breakout spaces to support small-group collaboration, even if the full class does not use them simultaneously.

- Evolved Work Settings: Incorporate a variety of flexible workspaces and meeting areas for faculty and staff. Private offices are preferred over shared ones. Where shared offices are necessary, desks should be individually assigned and not shared among multiple users.

- Acoustic Quality: Classrooms must include integrated sound systems to support both in-person and remote audio clarity. This is essential for instruction involving audio samples and for ensuring all students—especially ESL learners—can follow along.

- Low-Noise HVAC: HVAC systems must operate quietly. Excessive background noise impairs students' ability to hear instructors, particularly when instructors have soft-spoken delivery styles. Acoustical considerations are critical to supporting effective communication.

- Flexible, Mobile Furniture: Lightweight, movable classroom furniture—including mobile whiteboards—is essential to support active learning pedagogies. Instructors frequently organize students into pairs or small groups, requiring furnishings that can be easily reconfigured to support dynamic instructional approaches.

- Visual Accessibility for Sign Language: For Sign Language instruction, classroom flexibility is critical. Students must be able to form circular seating arrangements to maintain line-of-sight for signing. Visual clarity is as essential as auditory clarity in these environments.

- Dual Display Surfaces: Two high-quality screens or side-by-side short-throw projectors are required in each classroom. A single screen is insufficient for language instruction, which often involves simultaneous display of visual aids, text, and video content.

- Dedicated Blank Wall for Signing: Classrooms must include a blank, unlit wall (i·e·, no windows or light sources behind it) for instructors to sign against. Background patterns or poor contrast can obscure visibility for remote students. The wall should have a consistent, mid-tone color (not too dark or too light) to ensure clear hand visibility for all skin tones. This visual clarity is as essential to Sign Language students as quiet is to spoken language learners.

DAVIES HALL: IMAGE/AESTHETICS

- The new facility should serve as a landmark building for students entering the campus core from the adjacent parking structure.
- It should define the street edge along the new south parking lot, enhancing campus orientation and identity.
- There is an opportunity for the design to reflect the contemporary architectural language established by new campus buildings constructed after 2021, promoting visual cohesion and reinforcing ARC's evolving campus identity.

CIRCULATION & PUBLIC REALM

Pedestrian circulation must be preserved and enhanced along the edge of the new building.

A new plaza is envisioned between the Davies Hall replacement building and the existing Diane Bryant Innovation Center, creating a welcoming, active outdoor space that supports gathering and connection.

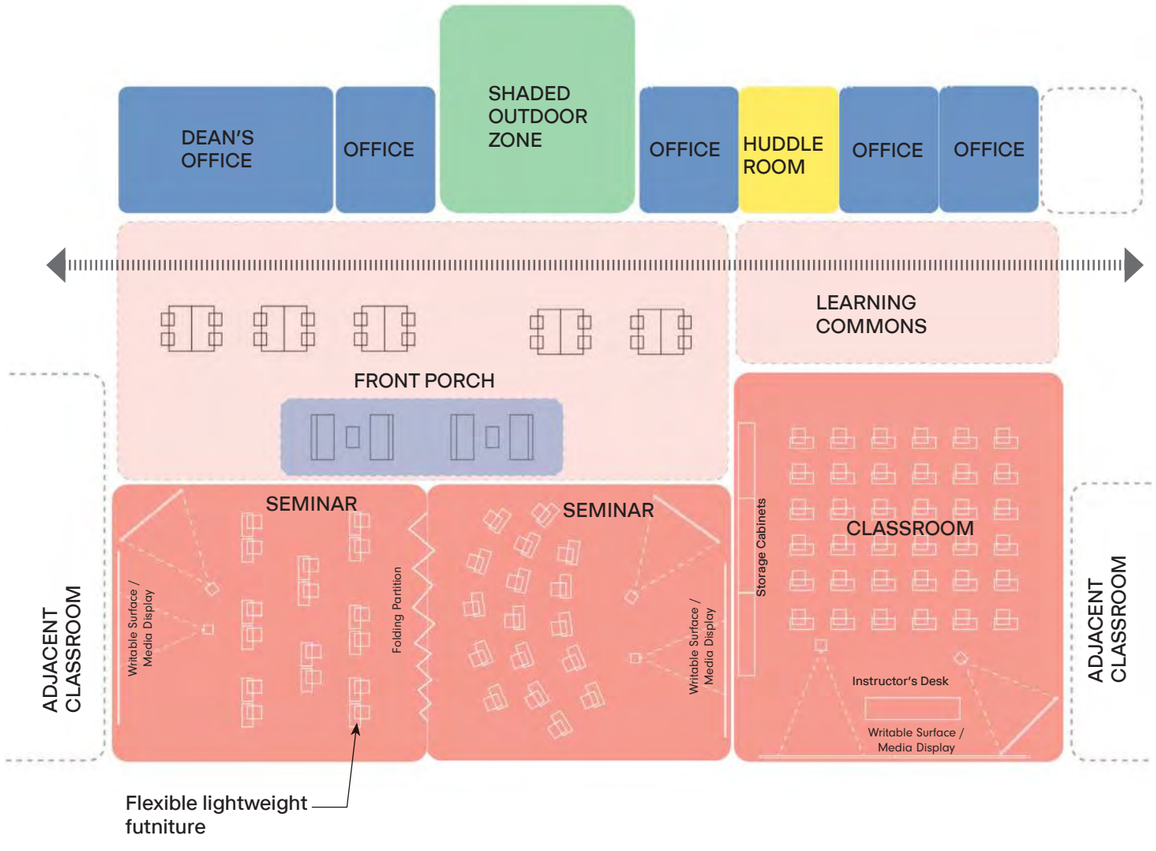
Davies Hall- Language & Communications

CLASSROOMS:
Incorporate flexible classroom designs with movable furniture and whiteboard spaces
The HyFlex classroom spatial typology refining the nuances to make the classrooms successful
Furniture needs be lightweight and mobile to support a flexible active learning environment
Larger capacity rooms (up to 35 students)

FACULTY OFFICES:
Incorporate flexible workspaces and meeting areas for faculty and staff
Prefer private office spaces over shared workspaces,
If shared offices, then provide individual desks
Deans office should be located in new Davies Hall plans

OUTDOOR SPACES:
Explore options for creating outdoor learning spaces and gathering areas with direct access to classrooms, good for breakouts and quick step outside but not necessarily great for full classes

INFRASTRUCTURE:
Sound systems in classrooms are key for audio communication and hearing audio samples
HVAC systems need to be quiet, so students can hear clearly. HVAC noise is a major issue if an instructor is soft-spoken
Minimum (2) High quality screens or short throw projectors side by side are needed.
A blank wall without back lighting is critical.



STEM- Business 55,578 SF

STEM Court 59,856 SF

PROGRAM DESCRIPTION

American River College's Business Division offers degrees, certificates, and courses designed to prepare students for immediate employment, career advancement, or transfer opportunities. Programs are structured to develop marketable skills in a wide range of fields, including business administration, entrepreneurship, finance, marketing, and public service.

Depending on the course of study, students may pursue careers as account executives, analysts, bank employees, buyers, clerks, data-entry specialists, entrepreneurs, financial planners, government workers, insurance representatives, investment counselors, managers, market researchers, office assistants, public administrators, purchasing agents, sales professionals, and stockbrokers, among many others.

BACKGROUND

The Business Division is currently housed in the Diane Bryant Innovation Center, a modern facility they moved into in 2021. Faculty and staff expressed overall satisfaction with the new building and highlighted that it meets their instructional and administrative needs well.

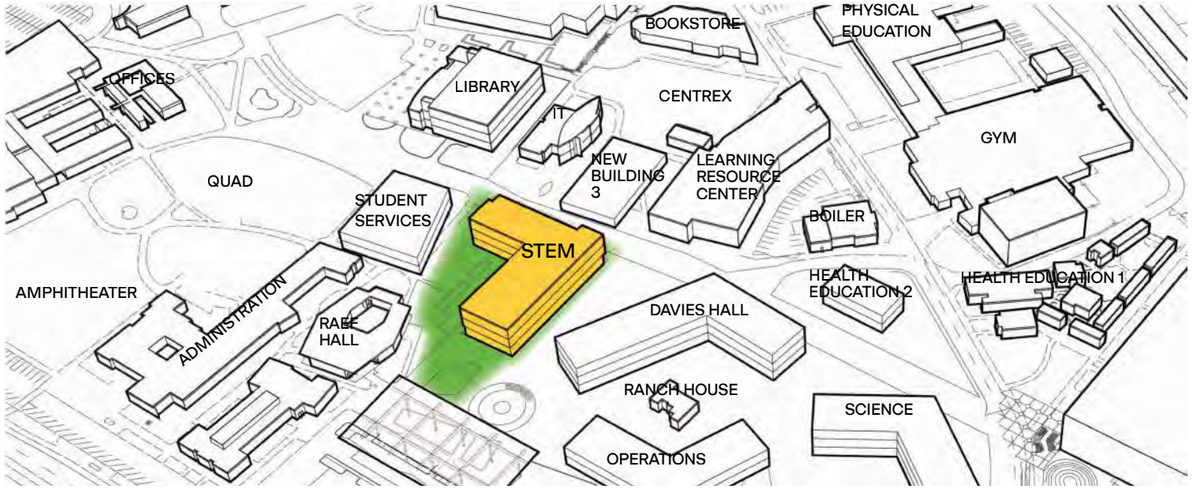
One safety-related concern was noted: the short leg of the L-shaped building feels isolated, particularly at night when exiting via the glazed staircase. The motion-activated lighting, which highlights movement as someone descends, can unintentionally heighten the sense of vulnerability during evening hours.

While this division does not anticipate any major building renovations or space additions in the near future, the discussion provided valuable input regarding campus-wide improvements.

CAMPUS-WIDE VISION

Although the Business Division is not seeking additional space, their insights support broader master planning goals. Ideas shared during the discussion include:

- **24-Hour Study Space:** Create a secure, welcoming study center—ideally located in the Student Center—that remains open 24 hours and includes access to food, enhancing student support and campus life.



- **Innovation Center Courtyard:** The courtyard framed by the two wings of the Diane Bryant Innovation Center presents an opportunity for landscape improvements. Adding more shaded areas and seating—especially on the north side where afternoon shade is naturally provided—would activate this space for informal learning, collaboration, and student engagement.

Diane Bryant STEM Innovation Center | American River College, Sacramento CA
Multistudio

PROGRAM ADJACENCY

Proximate to the new Science building and Liberal Arts building.

OPPORTUNITIES

Provide building signage

CIRCULATION

Pedestrian circulation needs to be maintained along the edge of the new building and landscape

Technical Education- Manufacturing, Construction & Transportation 168,518 SF

Tech Plaza 128,482 SF Tech Garden 40,036 SF

PROGRAM DESCRIPTION

The Manufacturing, Construction & Transportation (MCT) Division includes the following departments:

- Automotive Technology
- Automotive Collision Technology
- Design & Engineering Technology
- Electronics Technology, Energy
- Electrician Trainee
- Horticulture
- Welding Technology
- Diesel/Clean Diesel Technology

These programs prepare students for high-demand technical careers through hands-on learning and industry-aligned training, supporting workforce development in critical trades and technologies.

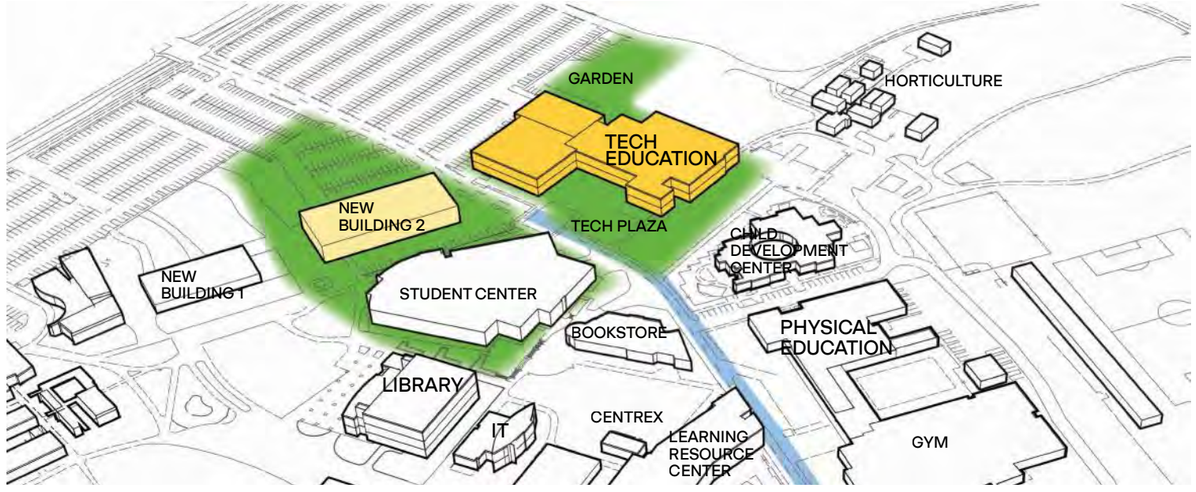
SPACE NEEDS

- New Facility Required: The MCT Division is housed in a facility that has reached the end of its useful life. There is a clear need for a replacement building. As part of this transition, there is strong interest in relocating the Diesel and Collision programs from the Mather Center to the main campus—ideally adjacent to the new Career Technical Education (CTE) building for programmatic synergy.
- Sync-Flex Instructional Spaces: New buildings should include Sync-Flex (synchronous flexible) classrooms to accommodate hybrid teaching models. Enhanced sound insulation between faculty offices is also needed to support focus and productivity.

CAMPUS-WIDE VISION

Insights from the MCT Division also inform broader planning recommendations for the 2025 Master Plan. These include:

- Extended Food Service Hours: Evening classes are common in Tech Ed programs. Extending the hours of campus food services would better support student and faculty needs.
- Green Infrastructure Planning: Campus-wide strategies are needed to accommodate electric vehicle (EV) and hydrogen fuel cell charging stations. Incorporating solar shade structures in parking areas would enhance sustainability and comfort.



- Pedestrian-Oriented Plaza: A redesigned plaza in front of the future MCT building could calm vehicular traffic, improve pedestrian safety, and serve as a gathering space for outdoor events.
- Outdoor Learning Infrastructure: Solar-powered plug-ins in plaza or open areas would support outdoor instruction, especially for hands-on programs.
- Horticulture Facility Replacement: The horticulture buildings and adjacent landscape are outdated and in immediate need of replacement. Modernized facilities are necessary to reflect industry standards and improve program delivery.

PROGRAM ADJACENCY

The MCT Division should be co-located near the new Career Technical Education building to enhance collaboration and share specialized resources.

IMAGE/AESTHETICS

The design of any new MCT facility presents an opportunity to align with the contemporary architectural language of campus buildings constructed since 2021. This visual consistency will reinforce ARC's evolving identity and strengthen campus cohesion.

CIRCULATION

Pedestrian circulation must be preserved and strengthened, ensuring clear and safe connections between the MCT facility and the central campus core.

Natomas Center

BACKGROUND

The Natomas Center is one of American River College's satellite campuses, located at 2421 Del Paso Road in Sacramento, CA 95835. It serves as a key site where ARC offers academic programs and student services. The Center provides essential resources and facilities designed to support students in achieving their educational goals, while also contributing to the college's broader mission of accessibility and community engagement.

NEEDS

- Transportation between the main ARC campus and the Natomas Center should be provided as a college-supported service to better connect the two sites and enhance student access.

- The Los Rios Community College District continues to explore ways to strengthen the connection between Natomas and the main ARC campus, ensuring students feel equally supported regardless of location.

- Adjacent areas to the Natomas Center may offer potential for future campus expansion.

- Additional on-campus food services are needed to encourage students to spend more time on site and fully engage in campus life.

PROGRAM ADJACENCY

Separate from main campus

OPPORTUNITIES

Expansion to adjacent LRCCD owned open land and potential to acquire more

CIRCULATION

Enhance transportation between main campus

Natomas Center| American River College
Sacramento, CA

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

Sacramento Regional Public Safety Training Center (RPSTC)

BACKGROUND

The Regional Public Safety Training Center (RPSTC), is located at the McClellan Center, 5201 Arnold Ave, McClellan Park, CA 95652. The facility is operated by American River College, is a purpose-built environment designed to support rigorous training and education for public safety professionals. The campus is organized to accommodate both entry-level and advanced in-service instruction, with spaces tailored to the operational needs of individuals as well as public and private agencies.

Each instructional area is planned to uphold the academic standards of the Los Rios Community College District, with facilities structured to support curricula certified by the California Commission on Peace Officers Standards and Training (POST) and the California State Fire Marshal's Office. The center's layout and program support an intensive, short-term training model, enabling high-impact, concentrated learning.

The architecture reinforces the center's mission by providing functional, adaptable training environments that prepare graduates from the core programs for careers in county and city law enforcement, including police, corrections, and probation services.

NEEDS

- The Center has recently received the green light to proceed with much needed renovations for mechanical upgrades and leak mitigation.

- The Los Rios Community College District continues to explore ways to strengthen the connection between RPSTC and the main ARC campus, ensuring students feel equally supported regardless of location.

PROGRAM ADJACENCY

Separate from the main campus at the McClellan Center

OPPORTUNITIES

The building has the capability to be expanded

CIRCULATION

Enhance transportation between main campus

Sacramento Regional Public Safety Training Center| American River College
McClellan Park, CA

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

4.12 Security & Safety

ARC is considered a safe campus according to 'College Tuition Compare'. It is patrolled by a dedicated police force: the Los Rios Police Department (LRPD). They are sworn officers responsible for protecting life and property on campus. There are safety infrastructure measures: emergency "blue-light" phones across campus for quick connection to police dispatch, and an emergency alert system (text / phone / email) for critical alerts.

The district recently introduced a safety-app — SAFE Los Rios — which lets students contact campus police discreetly, request escorts, share their location with friends, and submit tips. That's a strong sign the school is taking proactive steps.

CURRENT IMPROVEMENTS

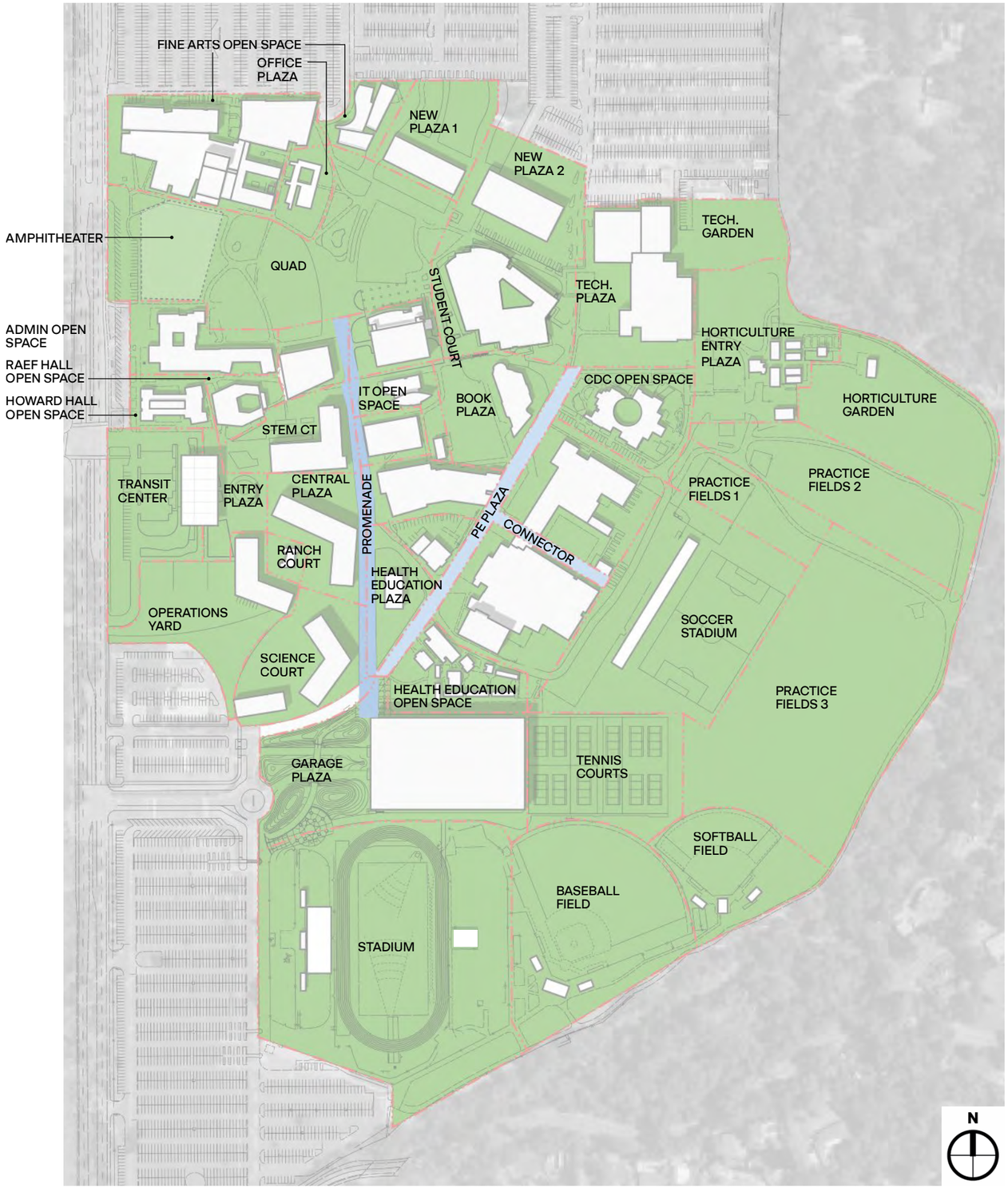
The campus is currently undergoing improvements to help fortify the comfortability of students, faculty and the public across the campus.

Fiber Optics, Exterior Wi-Fi, and Cameras

The fiber optic network is currently being extend along the most eastern edge of campus completing the full circuit. The extension allows for the ability to provide more exterior wi-fi across campus. Additionally, ARC has invested in updating security camera systems (higher-resolution cameras, better coverage) across parking lots, pedestrian areas, and major thoroughfares to monitor activity and aid investigations.

PLANNED IMPROVEMENTS

Improvements to the campus open spaces and pedestrian connectivity are planned as part of this Master Plan. As projects get built out particular attention should be paid to increasing lighting of public areas across the campus. The promenade in particular should receive a cohesive lighting strategy and fixture to articulate it as the main spine of campus connection.



PHASED

25 YEAR MASTER

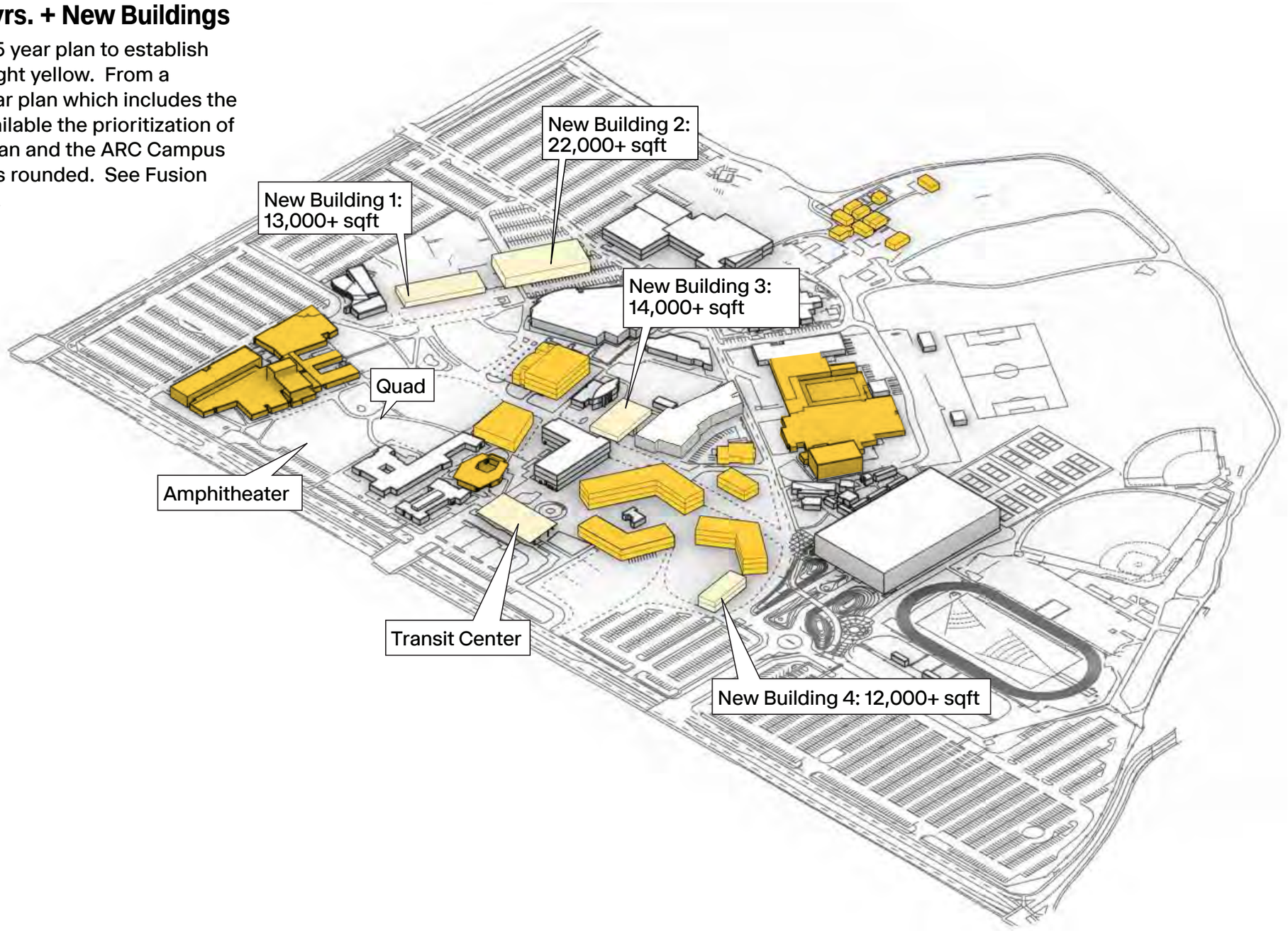
PLAN

Multistudio

25 yr. Outlook

4.13 Facilities Master Plan - next 25 yrs. + New Buildings

The Master Plan takes a look at the physical 25 year plan to establish projects. In the diagram they are denoted in light yellow. From a financial perspective we've envisioned a 10 year plan which includes the additions in dark yellow. As funds become available the prioritization of what gets constructed will be guided by the plan and the ARC Campus Administrators. Gross square footage shown is rounded. See Fusion Facilities Condition Index for precise numbers.



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

New Buildings 1 and 2

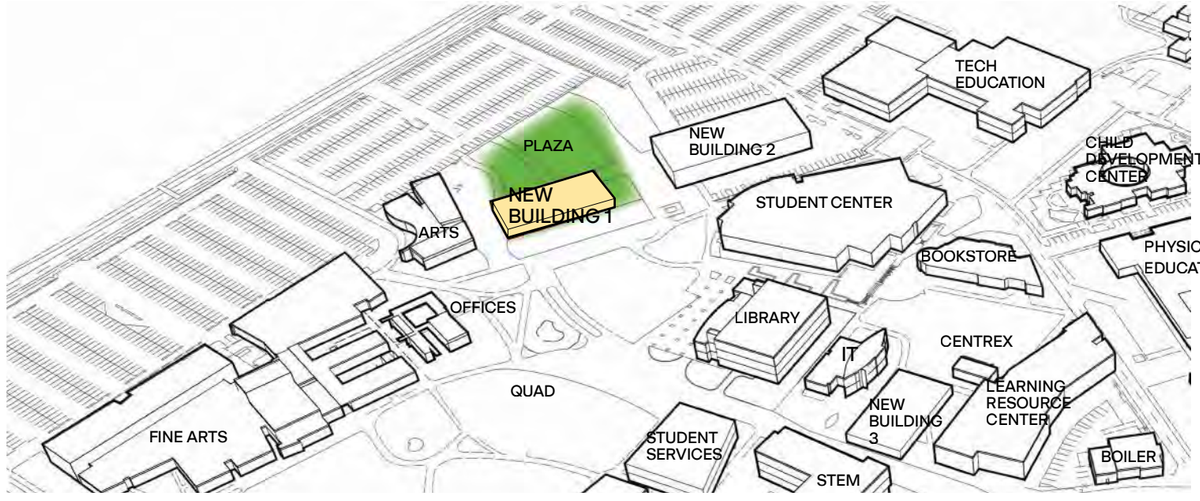
New Building 1 - Fine Arts Expansion, single story 13,000 SF
New Plaza 1 66,651 SF

PROGRAM DESCRIPTION
The Art Department offers comprehensive studio and academic coursework across 2-D and 3-D practices, including ceramics, photography, drawing, painting, sculpture, printmaking, jewelry, blacksmithing, and materials studies, along with art history and gallery operations. The Kaneko Gallery hosts rotating exhibitions and an annual student competition; ARC's Permanent Collection includes works by artists such as Andy Warhol, Jack Ogden, Gary Pruner, Luther Gerlach, and Ruby Chacón.

PROJECT DESCRIPTION
Construct a new facility to accommodate program growth and expanded studio capacity. The building will provide modernized, flexible classrooms and labs that respond to evolving practices in visual and performing arts.

SITE & CIRCULATION CONSIDERATIONS
Sited adjacent to the existing Fine Arts building, the new massing will frame the Quad, reinforcing the arts precinct's identity while contributing to a cohesive campus composition.

DIVISION

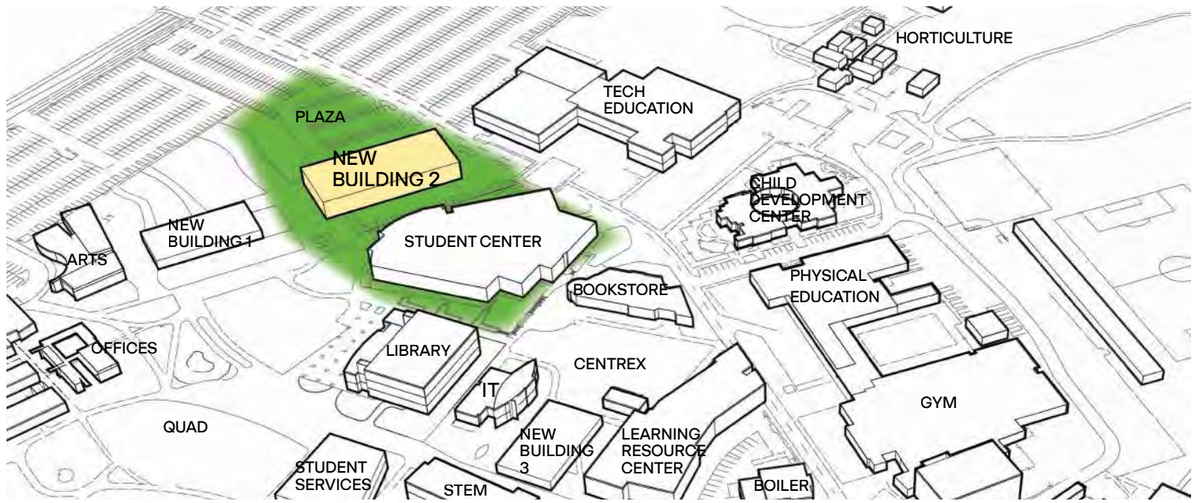


New Building 2 - Tech Education Expansion, single story 22,000 SF
New Plaza 2 189,211 SF

PROGRAM DESCRIPTION
The Manufacturing, Construction & Transportation (MCT) Division prepares students for high-demand technical careers through hands-on learning and industry-aligned training. Departments include Automotive Technology, Collision Repair, Design & Engineering Technology, Electronics and Energy, Electrician Trainee, Horticulture, Welding, and Diesel Technology. These programs directly support regional workforce development in critical trades and technologies.

PROJECT DESCRIPTION
Demolish outdated Science buildings and construct a new Tech Ed facility to support expansion. The building will integrate Sync-Flex classrooms to accommodate hybrid teaching models. Relocation of Diesel and Collision programs from the Mather Center to the main campus is a potential program priority.

SITE & CIRCULATION CONSIDERATIONS
Located adjacent to the Fine Arts expansion and the Career Technical Education (CTE) building, the site strengthens programmatic synergies. Massing frames the new Main Quad, reinforcing a cohesive campus core.



Multistudio

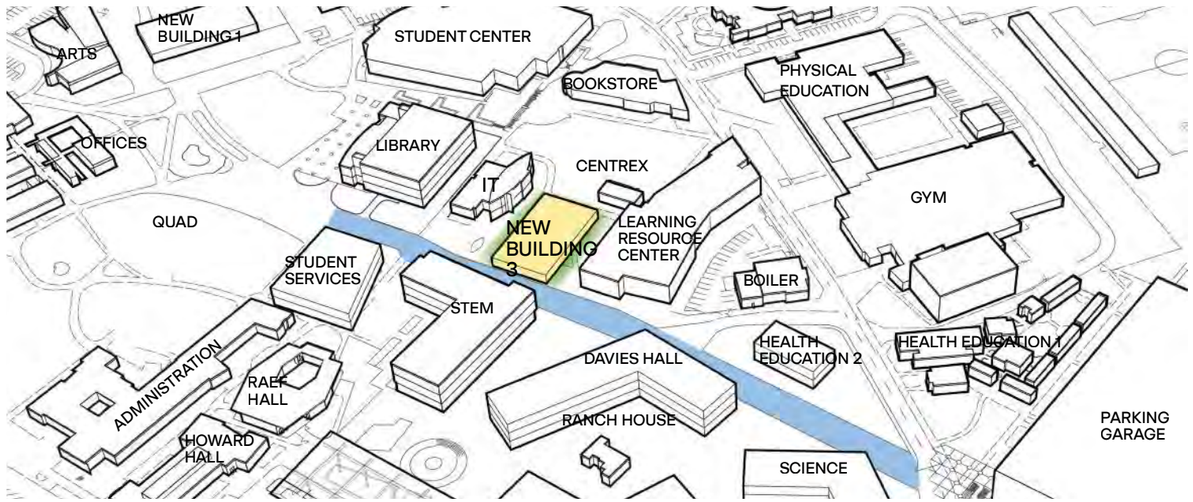
New Buildings 3 and 4 – Tech Ed Expansion

New Building 3 - STEM Expansion 22,699 SF
At the Central Plaza and along the Promenade

PROGRAM DESCRIPTION
The Math & Computer Information Science Division offers courses in computer applications, core computing, networking, programming, cyber-security, and web technologies. These programs equip students with technical and analytical skills for careers in IT, software development, web design, and cyber-security—fields essential to California's evolving digital economy.

PROJECT DESCRIPTION
Provide a new STEM facility to expand instructional capacity. The building will include:
- Flexible instructional spaces to support lecture, group work, and independent study.
- Collaborative learning areas designed to foster teamwork, applied learning, and industry-aligned projects.

SITE & CIRCULATION CONSIDERATIONS
Positioned east of the Diane Bryant STEM Innovation Center, the new building consolidates Math and Science programs into a unified STEM complex. Adjacency supports interdisciplinary collaboration and strengthens connections to the Promenade and Central Plaza.

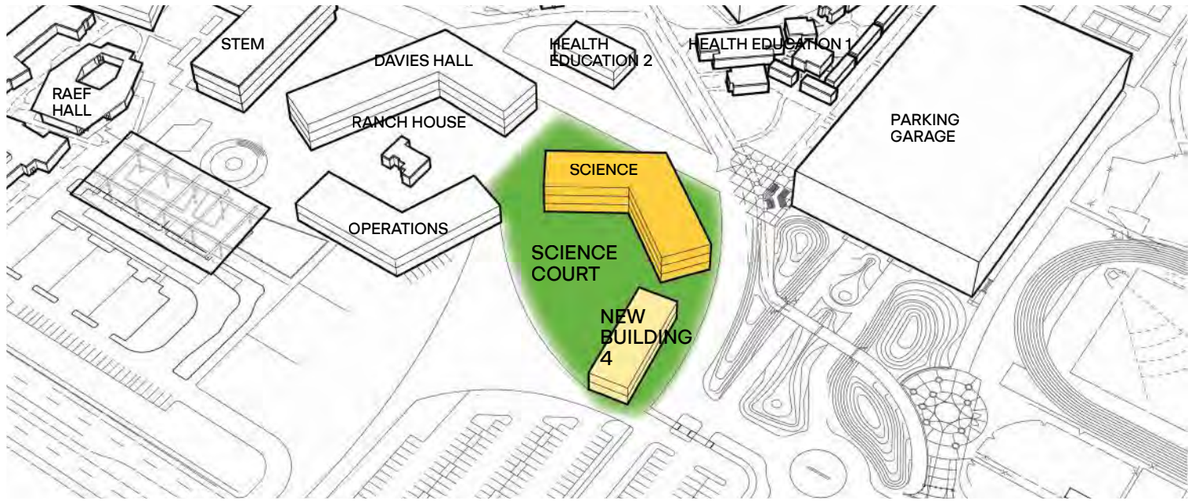


New Building 4 - Science Expansion 12,000 SF
Science Court 84,510 SF

PROGRAM DESCRIPTION
The Science Division provides broad study in the biological and physical sciences, preparing students for transfer and advanced coursework. The program includes the Science Success Center, individualized instruction in study skills, and interdisciplinary offerings in Natural Resources (NATR), Geography/Geology, and Biology. Degree and certificate programs reflect the program's interdisciplinary structure and regional workforce needs.

PROJECT DESCRIPTION
Construct a new Science facility to expand capacity for labs, classrooms, and offices. The building will support modern, safe, and adaptable science instruction aligned with 21st-century standards.

SITE & CIRCULATION CONSIDERATIONS
Located adjacent to the new replacement Science Building, the expansion will frame a central Science Courtyard. Together, the buildings create a science-focused precinct with strong connections to the Promenade, reinforcing identity and academic collaboration.



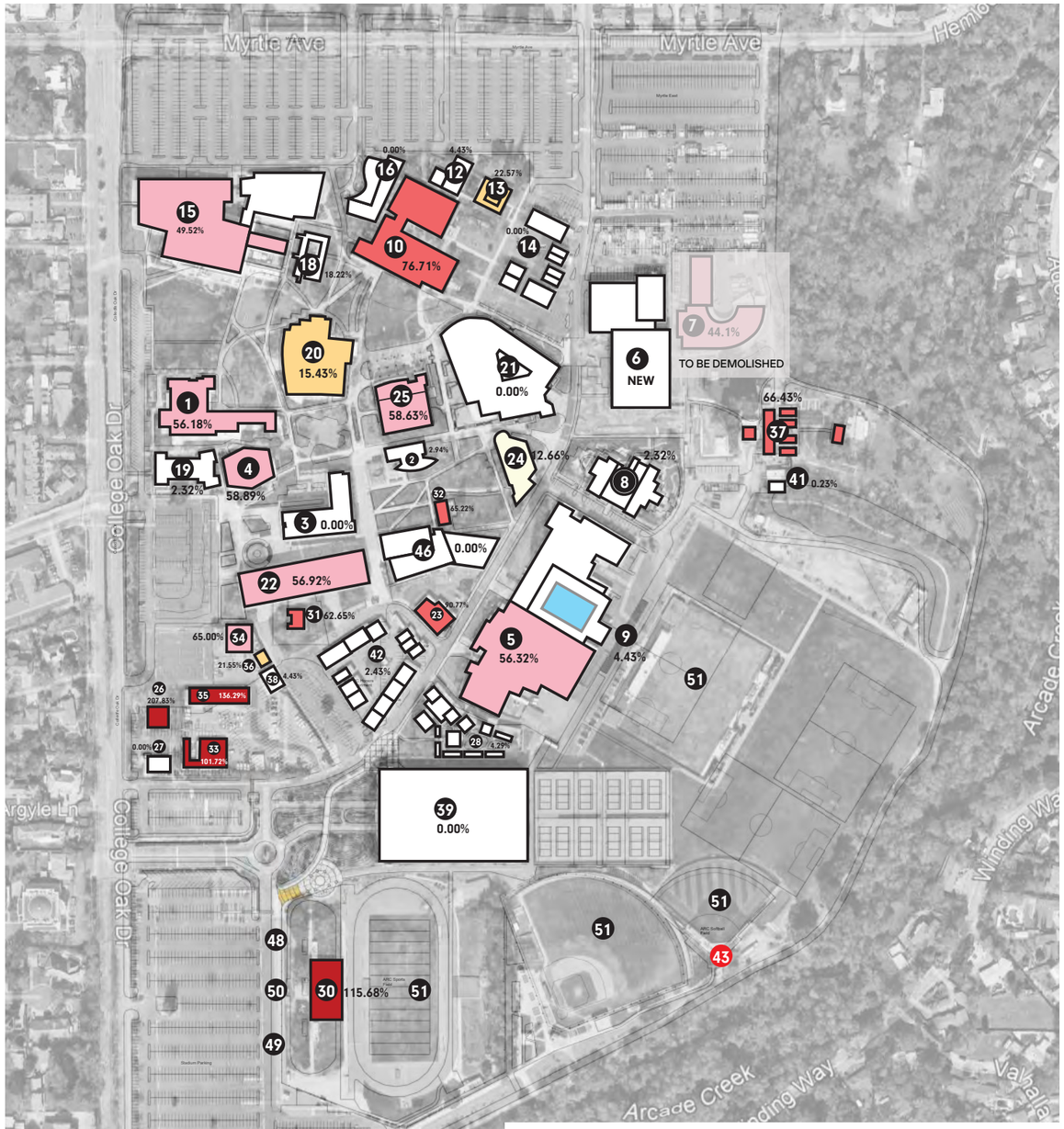
FUSION Data Base and Facility Condition Index (FCI)

The Facility Condition Index (FCI) provides a theoretical objective indication of a facility's overall condition. The FCI is defined as the ratio of the cost of current needs divided by the current replacement value (CRV) of the facility. The legend chart presents the industry standard ranges and cut-off points.

FUSION2 Assessment

Facility Condition Index Report by Campus

Bldg #	Facility Name	Bldg #	Gross Area (Sq. Ft.)	Year Built	Renovated	Cost Model	Cost/Sq. Ft	Repair Cost	Replacement Value	FCI%
1	Administration	1	25,141	1958	1979	CC Admin 1SwCP TW	$477.00	$6,747,729.96	$12,010,950.13	56.18%
2	Instructional Tech. Ctr.	2	6,543	2000		CC Lab 1SwCP SF	$514.00	$99,035.90	$3,366,209.12	2.94%
3	STEM	3	55,578	2020		CC Class MSwCP P&B	$436.00	$0.00	$24,270,303.18	0.00%
4	Raef Hall	4	9,654	1963		CC Class 1SwCP TW	$467.00	$2,657,991.16	$4,513,654.24	58.89%
5	Physical Education	5	91,791	1958	2007	CC Gym MSnCP TW	$514.00	$31,757,164.14	$56,382,078.81	56.32%
6	Technical Education	6	108,890	2024		CC Class 1SwCP CF	$486.00	$23,385,272.23	$53,017,083.35	44.11%
8	Child Development Ctr.	8	16,617	2001		CC Class 1SwCP TW	$467.00	$180,402.43	$7,769,151.91	2.32%
9	Adaptive PE.	9	2,078	2001		CC Modular WF	$336.00	$30,962.51	$699,710.90	4.43%
10	Science	10	39,213	1958	2003	CC Class 1SwCP TW	$467.00	$14,063,831.77	$18,333,739.77	76.71%
12	**Science Portables 12**	12	5,533	2000	2003	CC Modular WF	$336.00	$82,442.53	$1,863,089.70	4.43%
13	Science Offices	13	4,815	1992		CC Class 1SwCP TW	$467.00	$508,054.82	$2,251,216.61	22.57%
14	Computer/ Math Complex	14	16,586	2018		CC Modular MF	$360.00	$0.00	$5,971,259.06	0.00%
15	Fine Arts	15	86,744	1958	2014	CC Class 1SwCP TW	$467.00	$20,082,999.44	$40,556,497.15	49.52%
16	Life Science	16	12,706	2012		CC Class 1SwCP P&B	$444.00	$0.00	$5,644,280.91	0.00%
18	Fine Arts Offices	18	5,451	1992		CC Admin 1SwCP TW	$477.00	$474,559.82	$2,604,179.99	18.22%
19	Howard Hall	19	11,793	2003		CC Class 1SwCP TW	$467.00	$128,030.68	$5,513,727.42	2.32%
20	Student Services	20	29,114	1992	2015	CC SC 1SwCP TW	$515.00	$2,314,654.26	$15,002,303.91	15.43%
21	Student Center	21	50,172	2013		CC Class 1SwCP P&B	$444.00	$0.00	$22,287,491.10	0.00%
22	Davies Hall	22	85,556	1967	1976	CC Class MSwCP C-I-P	$454.00	$22,138,947.08	$38,891,486.28	56.92%
23	Boiler Building	23	5,330	1982		CC Block Elect/Mech	$3,087.00	$14,938,302.91	$16,457,487.26	90.77%
24	Bookstore	24	11,925	1982	1995	CC SC 1SwCP TW	$515.00	$778,110.29	$6,144,895.04	12.66%
25	Library	25	55,266	1972	2010	CC Lib MSnCP CF	$566.00	$18,347,500.69	$31,292,785.84	58.63%
26	Operations	26	2,367	1976	2000	CC Admin MSwCP WF	$416.00	$2,048,105.13	$985,480.27	207.83%
27	Sign Shop	27	2,637	1976	2000		$0.00	$418,726.62	$0.00	0.00%
28	Health and Education	28	13,716	2005		CC Lab 1SwCP SF	$514.00	$302,723.22	$7,056,537.42	4.29%
30	Stadium	30	4,129	1963		CC Stadium	$234.00	$1,122,376.17	$970,205.31	115.68%
31	Ranch House	31	1,730	1936		CC House 1SnCP WF	$398.00	$431,976.81	$689,516.78	62.65%
32	Centrex	32	1,360	1967		CC Block Electrical	$870.00	$772,184.96	$1,183,903.76	65.22%
33	Warehouse 3	33	7,681	1976	1981	CC Trade Shop	$267.00	$2,090,760.35	$2,055,401.33	101.72%
34	Warehouse 1	34	4,900	1981		CC M & O TW	$398.00	$1,269,851.74	$1,953,602.90	65.00%
35	Warehouse 2	35	6,646	1976		CC SHED SF	$79.00	$722,045.71	$529,797.16	136.29%
36	Shop 1	36	700	1985		CC Trade Shop	$267.00	$40,362.09	$187,316.88	21.55%
37	Environmental Res.	37	9,105	1979		CC Lab MSnCP CF	$531.00	$3,217,072.12	$4,842,455.13	66.43%
38	Campus Police Bldg.	38	2,145	2001		CC Modular WF	$336.00	$31,960.82	$722,271.35	4.43%
39	Parking Structure	39	489,601	2013		CC Parking Structur	$89.00	$0.00	$44,008,241.59	0.00%
41	Grounds Shop	41	1,500	2000		CC Trade Shop	$267.00	$920.44	$401,393.31	0.23%
42	**Swing Space Portables**	42	23,454	2005		CC Modular WF	$336.00	$184,644.33	$7,897,506.92	2.34%
43	Softball Conc./SB/RR	43	3,111	2005		CC Block Electrical	$870.00	$0.00	$2,708,179.85	0.00%
46	Learning Resource Center	46	29,436	2005	2005	CC Lib MSwCP SF	$526.00	$0.00	$15,486,228.26	0.00%
48	Concession Stand	48	192	2009		CC Trailer WF	$281.00	$1,782.35	$54,084.40	3.30%
49	Concession/Restroom	49	1,280	2016		CC Restroom Bldg.	$511.00	$0.00	$654,475.22	0.00%
50	Press Box/Ticket	50	243	2016		CC Metal Press Box	$78.00	$0.00	$18,975.66	0.00%
51	Field/Soccer/Football St	51	1,919	2016			$0.00	$0.00	$0.00	0.00%
60	Regional Public Safety C	60	33,849	1985		CC Class MSnCP CF	$500.00	$3,372,525.99	$16,936,315.76	19.91%



0 - 5%	In new or well-maintained condition, with little visual evidence of wear and deficiencies.
5 - 10%	Subjected to wear but is still in a serviceable and fuctioning condition
10 - 30%	Subjected to hard or long-term wear. Nearing the end of its useful or serviceable life.
30% - 60%	Has reached the end of its useful or serviceable life. Renewal is new necessary.
60% - 100%	
100% and above	

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

SPACE PLANNING PRINCIPLES

Multistudio

Learning Environments & Faculty Workplace Evolved

Recent events have significantly reshaped instructional modalities and shifted student perspectives on the role of the American River College (ARC) campus—not only as a place for learning but also as a hub for community connection. At the same time, interest has grown among faculty and classified professionals in having more choice and control over how and where they work.

To explore emerging needs in both instructional and professional spaces, ARC partnered with the Steelcase Applied Research + Consulting Team to conduct a Space Utilization Study. This effort aimed to:

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

KEY OUTCOMES

One of the key outcomes that were analyzed to inform both the Master Plan's Side Planning Guidelines and Space Planning Principles is a Concept Map of Spaces that:

- 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

Concept Map - Overview of Zones

Connection Zone
Spaces for All

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

- Coffee + Connect
- Courtyards
- HomeBase

Learning Zone
Students + Faculty

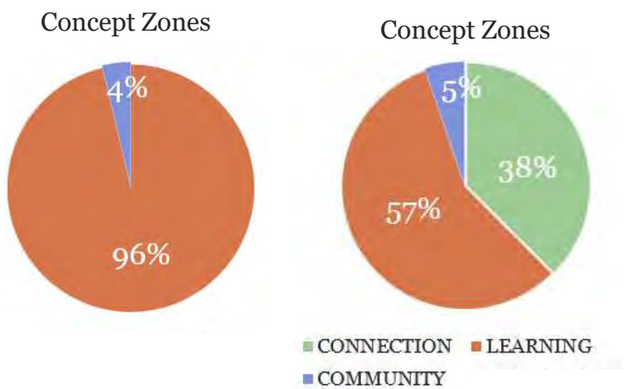
This zone supports formal and informal learning, wherever learning happens.

- Classrooms
- Student Learning Commons

Community Zone
Faculty + Classified Professionals

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

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



Left: Current campus building shows 29 classrooms of various sizes including 2 labs. The 4% Community Zone are offices.
Right: Future campus building shows 18 classrooms of various sizes with existing space carved out for Connection Zone spaces such as courtyards, Café Bar & Lounge, Snack Bar, and additional Home Base areas to serve as commons.

Target percentages for a balanced project

Connection Zone- 30-40%

Learning Zone- 50-60%

Community Zone- 5-10%

Multistudio

Learning Environments Continuum from the Steelcase Space Utilization Study

Another key outcome is the development of **three hybrid planning scenarios, using Davies Hall as an example** - each representing a different point along a design continuum. These can be summarized as:

- **Scenario 1 “Skip”:** A light-touch approach, maintaining more traditional layouts
- **Scenario 2 “Leap”:** A balanced approach, integrating flexible learning and working zones (used as the **baseline scenario** for this Master Plan)
- **Scenario 3 “Jump”:** A trans-formative scenario, significantly rethinking the traditional double-loaded **corridor model**

As Was

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

- The space is comprised of 41 classrooms, 2 Labs and 97 Faculty offices including 4 Dean suites
- Davies Hall is now condemned, and Faculty and Classes have been distributed across the ARC Campus with many Faculty sharing offices
- Sharing of individual space was not supported
- There are 5 conference rooms and 2 workrooms for coffee or socialization
- Heavy personalization of offices
- There are no Student experience areas outside the classrooms
- Classrooms generally support traditional lecture mode with limited display technology

Scenario 1

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

- All Faculty are hybrid, with no office sharing and time on campus is as it is today
- Faculty offices will be redesigned to better accommodate Student and Faculty interaction
- Faculty communities will be created with offices located around a Department Hub with a coffee area
- Faculty communities will have access to views and outdoor spaces if possible
- Areas will be introduced where Students can congregate informally before and after class
- Classroom designs will be based on a “kit of parts” furniture concept to support a variety of configurations
- Classrooms reduced by 30% based on utilization
- Moderate change management required

Scenario 2

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

- Faculty offices are designed to accommodate the workstyle and artifacts of two Faculty members assigned to an office and are shared on a 2:1 ratio
- Communities will be designed with a wider range of unassigned drop-in spaces for Faculty to work when they don’t need their private office
- Expanded areas where Students can congregate informally before and after class
- Settings will be considered for Students to take online classes while on campus
- Classroom designs and numbers are as in Scenario 1
- Significant change management required

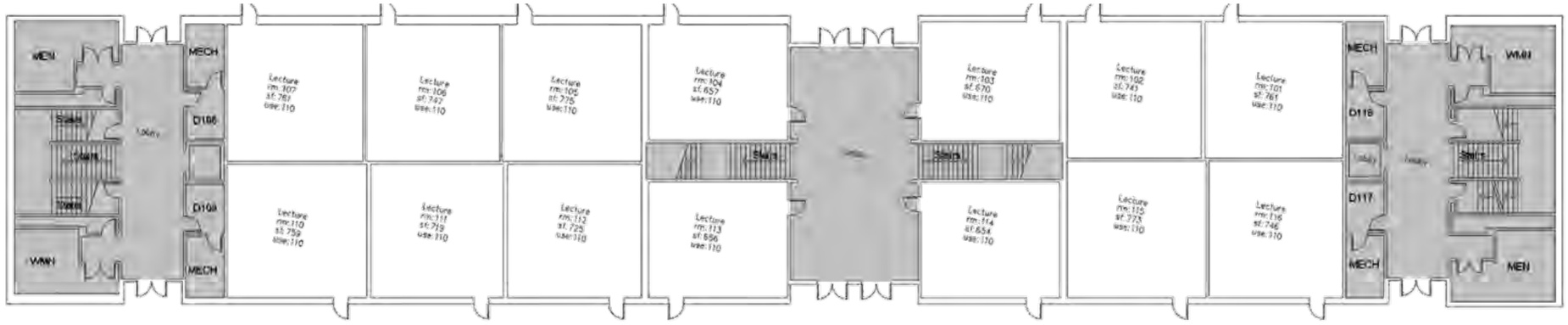
Scenario 3

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

- Faculty offices are assigned to a department but unassigned to specific Faculty members and are shared on a 3:1 ratio
- The use of offices can be determined and managed by the department
- Additional unassigned enclosed spaces will be included in Faculty community to support individual concentration and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- Classroom designs and numbers are as in Scenario 1
- Significant change management required

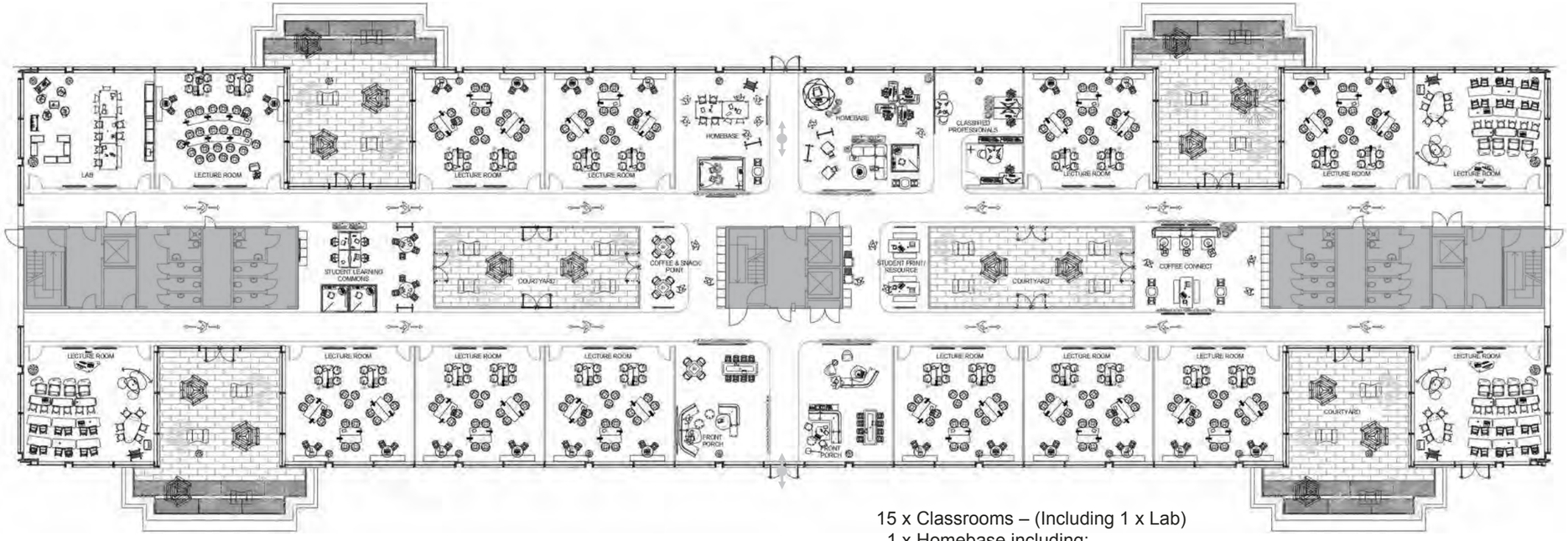
Learning Environments Continuum from the Steelcase Space Utilization Study

The conceptual diagram at the bottom of the page was created by the Steelcase Applied Research team to illustrate how space can be used more efficiently to provide a variety of learning settings to support different learning modalities simultaneously. The settings include spaces for connection to create a sense of belonging.



As Was - Classrooms

14 x Classrooms
(Varies in size)



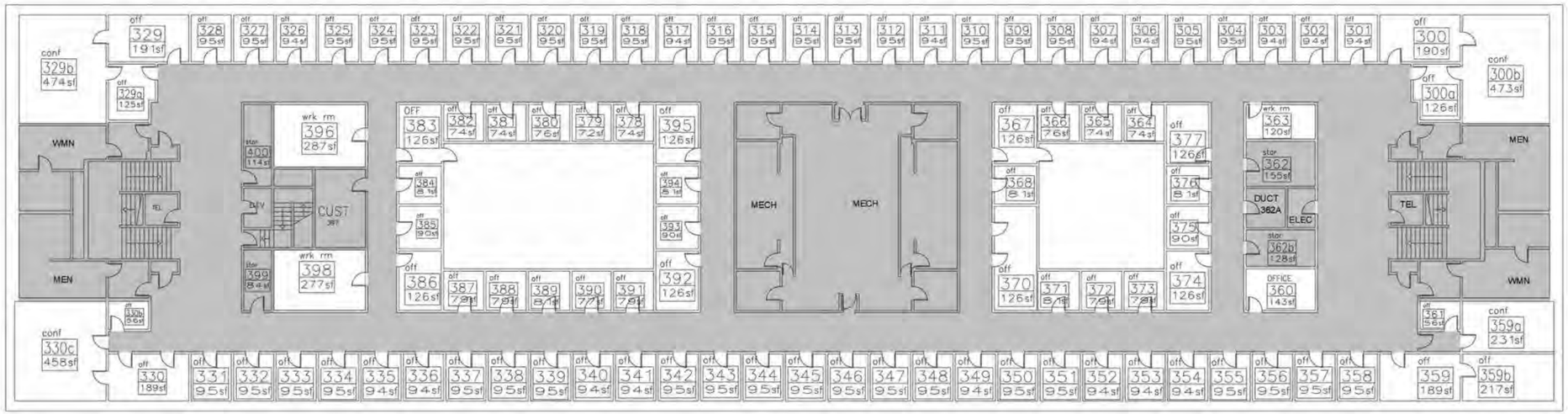
Scenario 1: "Skip"

15 x Classrooms – (Including 1 x Lab)
1 x Homebase including:
1 x Counsellor Office
2 x Classified Professionals Workstations

Multistudio

Faculty Workplace Continuum from the Steelcase Space Utilization Study

The academic workplace remains largely shaped by outdated facilities planning principles that haven't evolved in decades. As a result, many campuses miss opportunities to support how faculty actually work today. In contrast, contemporary corporate environments have embraced a broader range of work settings—designed to accommodate diverse work modes from quiet, heads-down focus to small group collaboration and larger meetings. This evolution offers a compelling model for academia: a more flexible, responsive workplace that empowers faculty with choices about how and where they work.

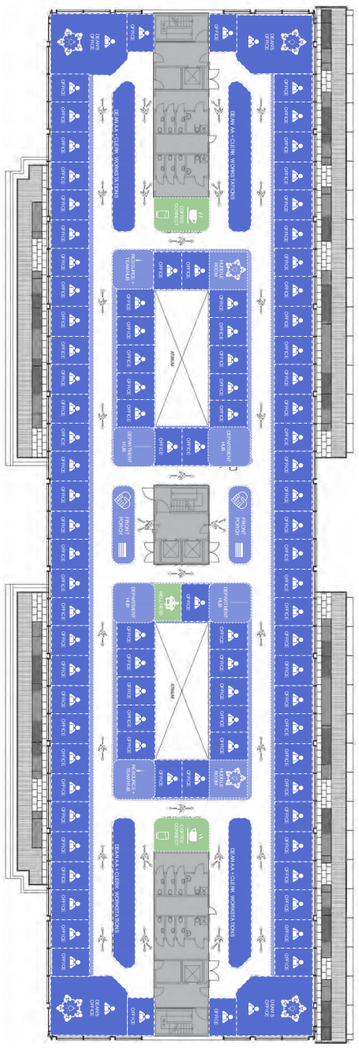


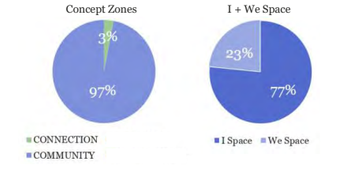
	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	117	100%	1	117
Remote	0	0%	1	0
	117	100%		117
			Offices	**93**
			Workstations	**20**
			Deans Office	**4**

4 x Deans Office
93 x Offices
(Varies in size)
20 x Workstations

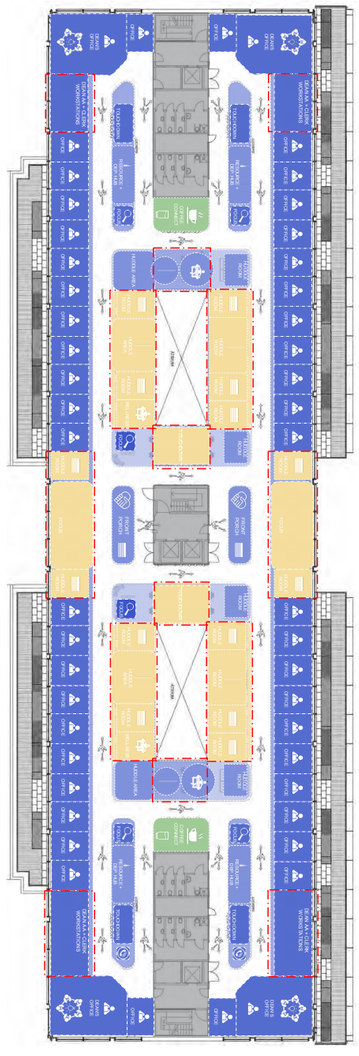
As Was - Offices

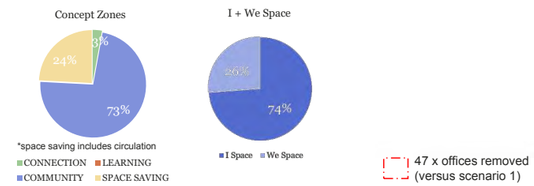
Faculty Workplace Continuum from the Steelcase Space Utilization Study



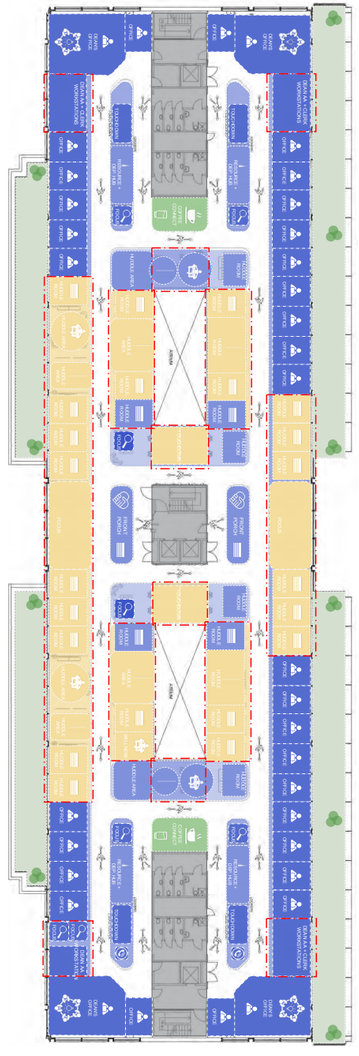


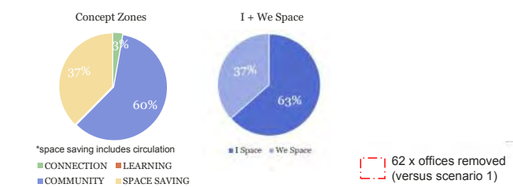
Scenario 1- “Skip”





Scenario 2- “Jump”





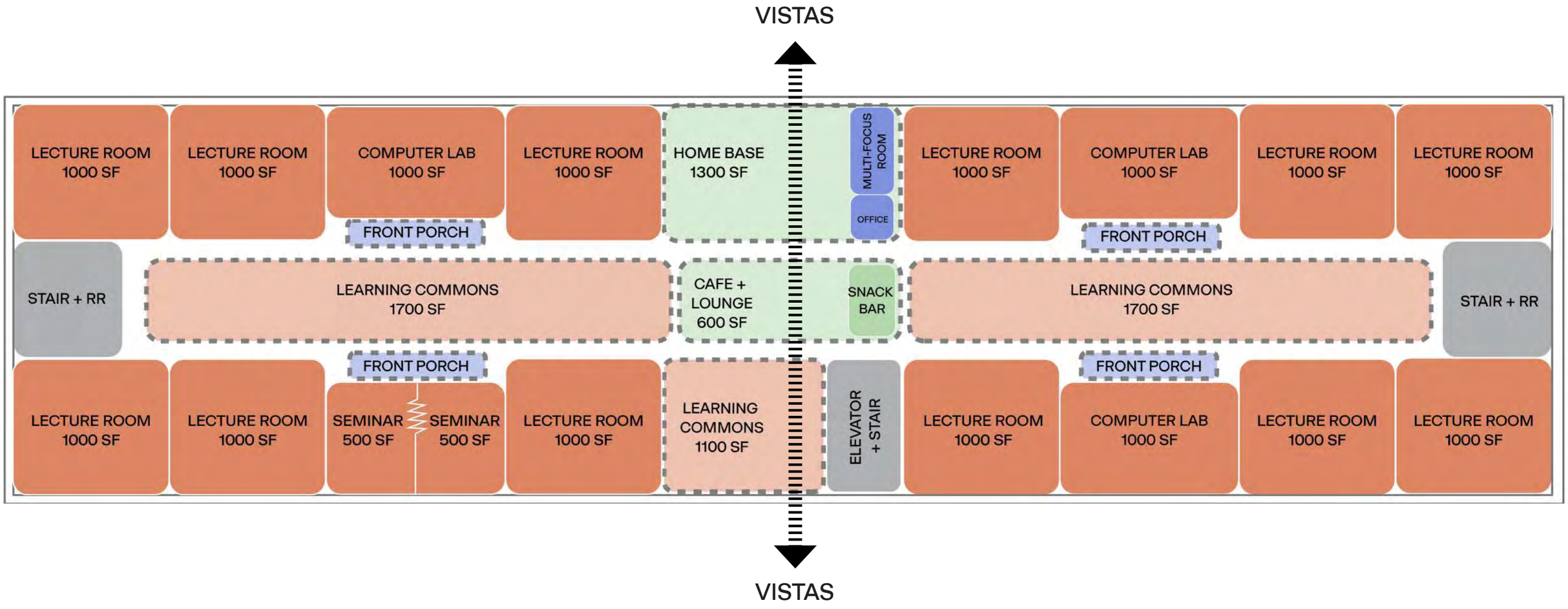
Scenario 1- “Leap”

01 Learning Environments Evolved Conceptual Diagram

Learning Environments Evolved in Davies Hall's existing First Floor footprint following Steelcase's Scenario One "Skip" Concept Diagram mapping the flow of spaces.

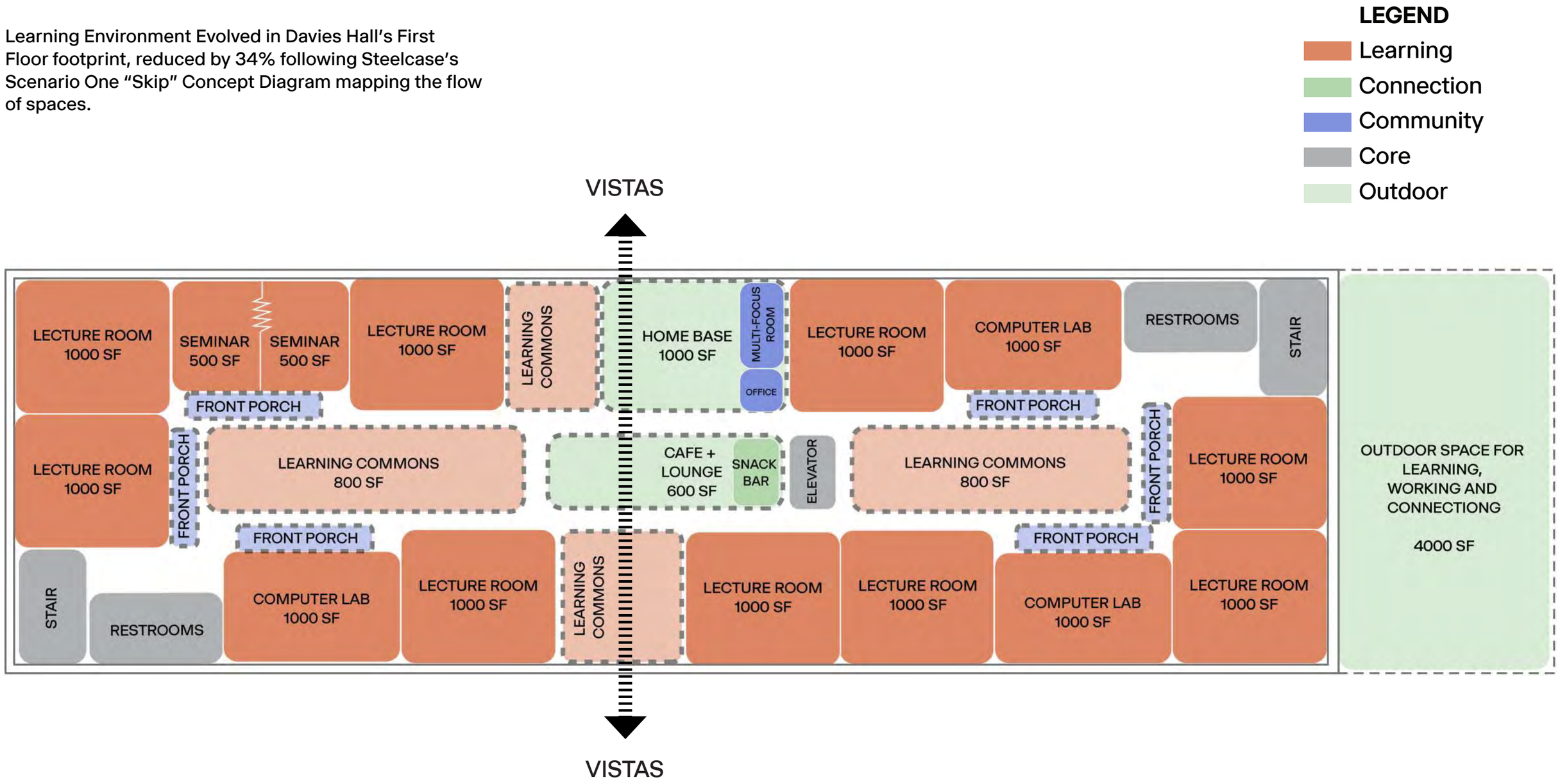
LEGEND

- Learning
- Connection
- Community
- Core



01 Learning Environments Evolved Conceptual Diagram

Learning Environment Evolved in Davies Hall's First Floor footprint, reduced by 34% following Steelcase's Scenario One "Skip" Concept Diagram mapping the flow of spaces.

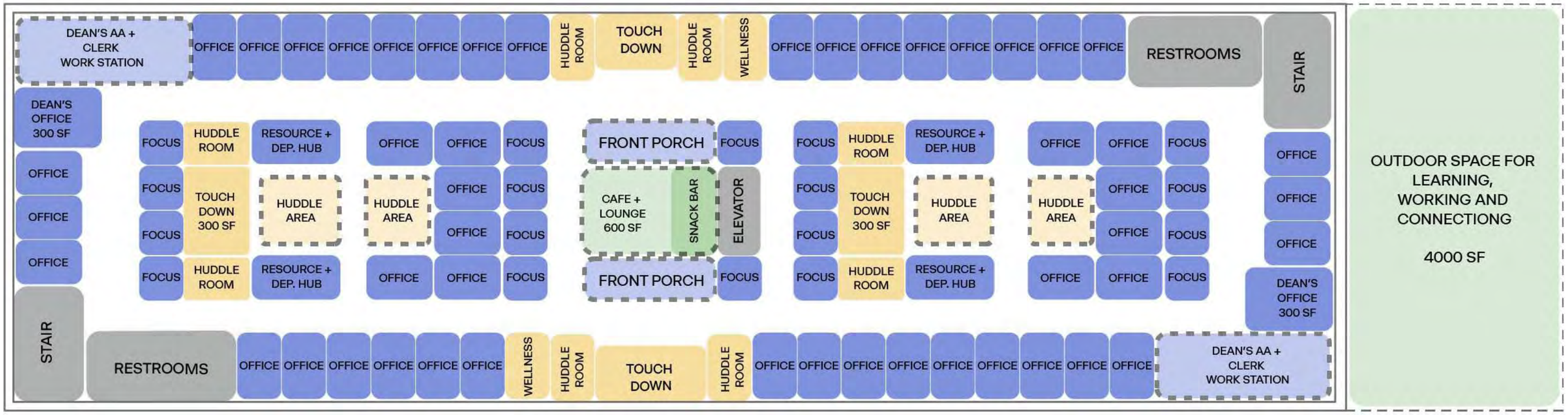


02 Faculty Workspace Optimized

Workplace Optimized: Demonstrates a variety of typologies supporting multiple work modalities (e.g., private, shared, collaborative, focus following Steelcase's Scenario Two "Jump" Concept Diagram mapping the flow of spaces.

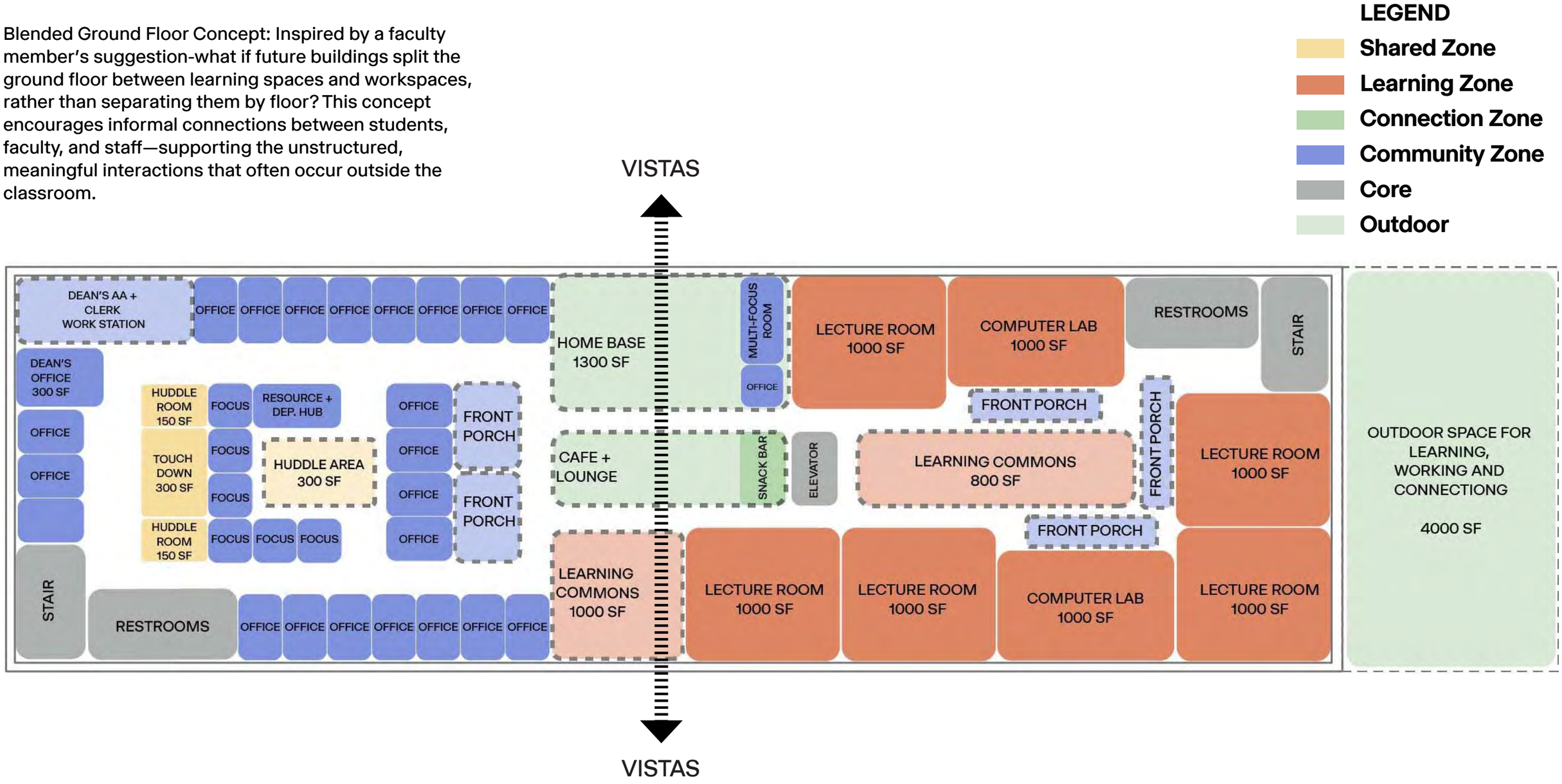
LEGEND

- **Shared**
- **Connection**
- **Community**
- **Core**
- **Outdoor**



02 Faculty Workspace and Learning Environments Optimized

Blended Ground Floor Concept: Inspired by a faculty member's suggestion-what if future buildings split the ground floor between learning spaces and workspaces, rather than separating them by floor? This concept encourages informal connections between students, faculty, and staff—supporting the unstructured, meaningful interactions that often occur outside the classroom.



Steelcase Applied Research Consulting Team's Work-settings + Attributes

The following pages show spatial typologies as a potential kit of parts for the working and learning settings that will support different learning and work modalities including those listed below:

Learning Modalities

Independent Study
Team Based
Team Collaboration
Peer to Peer
Professor Lecture
Using Technology
Project-Based
Remote
Internet-Based Research
Presenting
Performance-Based
Round-table Discussion
Interdisciplinary
Outdoors or Naturalist
Experiential
Hands-On

Work Modalities

Concentrate (Hard Focus)
Ideate (Soft Focus)
Collaborate
Socialize
Learn
Restore
Circulate

04. Strategic Design Brief

Worksettings + Attributes

Worksettings Overview

Connection Zone

Coffee + Connect

HomeBase

Courtyards

Learning Zone

Classrooms

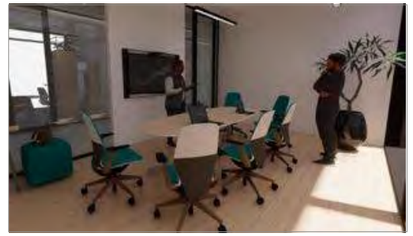
Student Learning Commons

Community Zone

Front Porch

Department Hub

Meeting Room



Focus Room/Pod

Shielded Focus

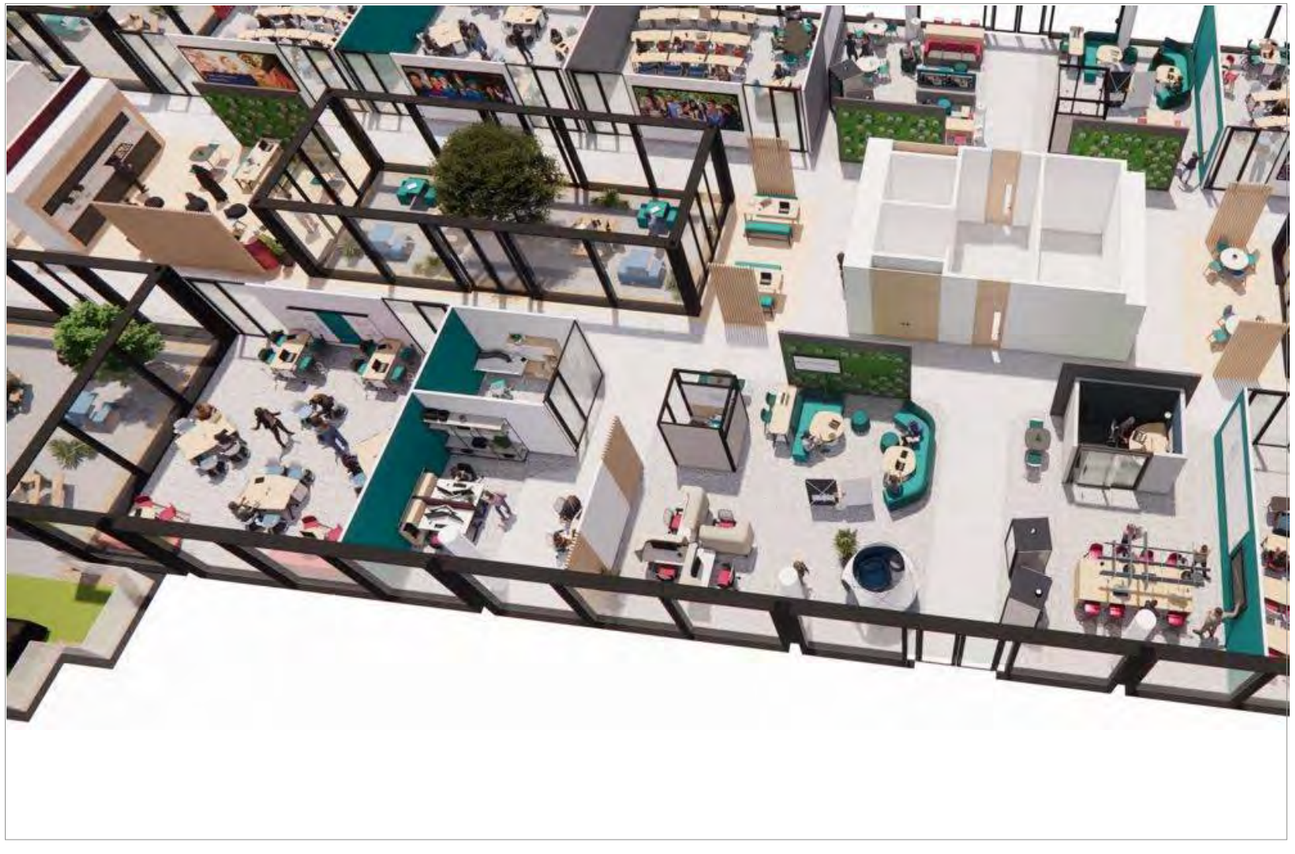
Workstation

Private Office: Single Occupancy

Private Office: Double Occupancy

Zone Overview

Connection Zone



Connection Zone Settings

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

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

Design Intent

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

Key:

- Connection
- Learning
- Community

Worksettings

Connection 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 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

Connection 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 discussion
- 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

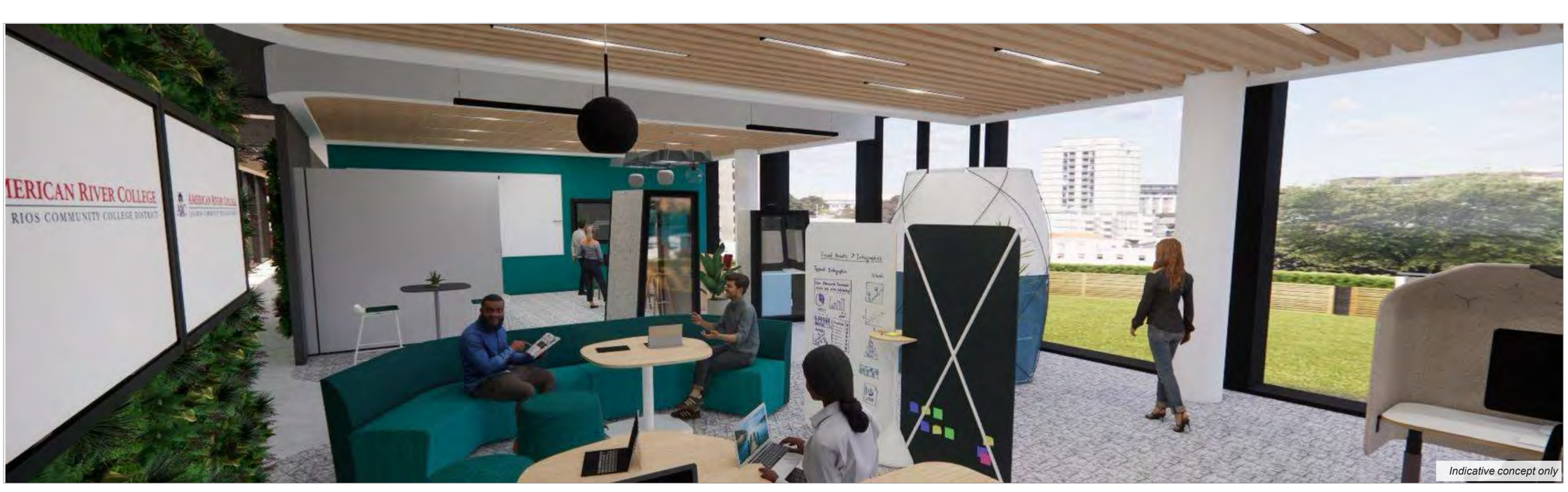
Indicative concept only

Indicative concept only

Worksettings

Connection Zone | HomeBase

The HomeBase offers a place for Students within a program/community of interest to gather, connect, and provides a sense of belonging. Each space is owned by a Department/field of interest and varies in size based on the scale of the program. These spaces offer a comfortable, fun, welcoming environment for Students to study between classes, seek resources and socialize. Within the HomeBase Students have access to Student Service Specialists, Peer Mentors, Counselors and Faculty. Ideally these spaces should be flexible to accommodate a range of activities both individual and group (e.g. workshops, events and project work). It is equipped with the latest technology to support both personal and shared devices.



Indicative concept only

Worksettings

Connection Zone | HomeBase

Space

- Design a comfortable, inviting and inclusive environment
- Include a variety of settings to accommodate individuals and small groups for studying and socializing
- Consider a kit-of-parts to allow the HomeBase to scale up or down depending on field of interest size and needs
- Provide display areas for materials and artifacts related to the HomeBase program
- Consider a range of methods to display Student artwork
- Include workstations for Classified Professionals supporting the HomeBase program
- Provide small coffee and nourishment area for Students

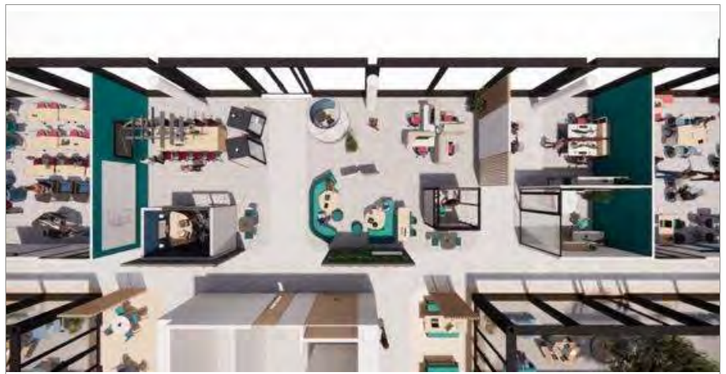
Tools + Technology

- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.
- Consider digital information displays to provide up-to-date information about the HomeBase, events, activities, resources, and to celebrate achievements and successes
- Incorporate technology that allows the space to be used for presentations / gatherings / events
- Provide access to laptops, desktop computers and printer services

People + Behavior

- Promote an environment of inclusivity and community
- Create equitable experiences across the HomeBase locations
- Encourage Students to use the space to meet and build relationships with each other
- Emphasize the space as a way to promote wellbeing and relieve stress
- Establish protocols for how the space is to be used
- Establish protocols for materials display and for Student artwork

Indicative concept only

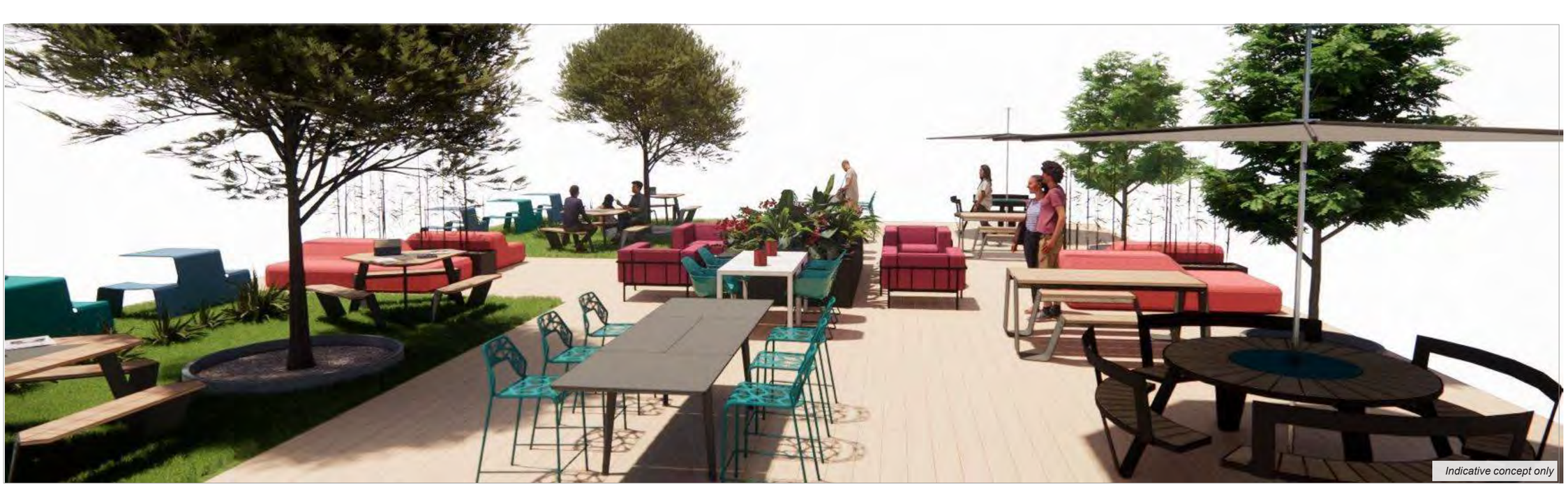


Indicative concept only

Worksettings

Connection Zone | Courtyards

Courtyards are an outdoor element of the Community Zone which leverage ARC'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

Connection Zone | Courtyards

Space

- Enhance existing Courtyards with a range of comfortable settings to support individual and small group activities
- Provide shading elements such as canopies, umbrellas, screens and planters
- Incorporate Student 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

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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**

Design Intent

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

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

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

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

- Connection
- Learning
- Community

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 classrooms can flex between traditional lecture-mode, to group-mode, to discussion-mode and back again. The improved Zoom/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.

Worksettings

Learning Zone | Classrooms

Space

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

Indicative concept only

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.

Indicative concept only

People + Behavior

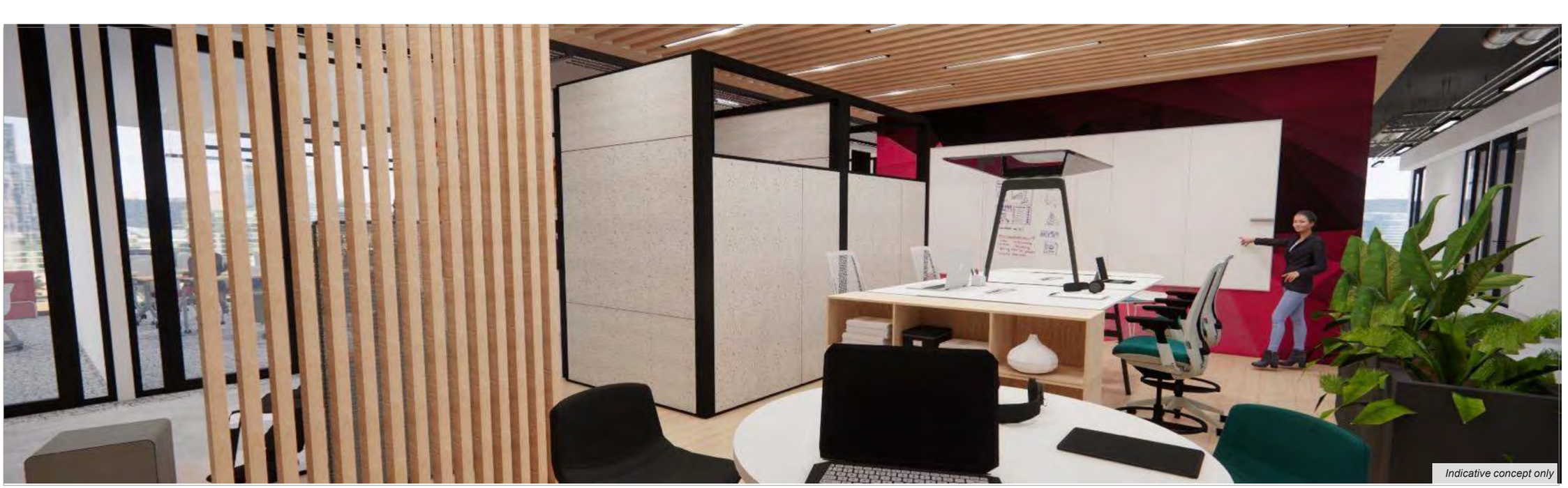
- Provide training for Faculty to maximize the use of the technology and the flexibility of the classroom options
- Include access to technology support for troubleshooting and assistance if required
- Establish and display protocols that outline how to restore the classroom for the next class

Indicative concept only

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 worksurface space for Students to spread out materials
- Support a variety of postures to allow Students to choose the appropriate seating

Tools + Technology

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

Indicative concept only

Indicative concept only

Zone Overview

Community Zone

Community Zone Settings

This zone is comprised of a variety of settings that support both individual and collaborative work for Faculty and Classified Staff. Worksettings incorporated in the Community 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 Community Zone is an ecosystem of worksettings that support Faculty and Classified Professionals in the variety of activities they undertake in their day-to-day work. All four work modes (Focus, Collaboration, Learning, Socializing) are supported, and the settings are intended to optimize the effectiveness of each mode.

The ultimate goal of the Community Zone is to build and enhance community within and between department across the campus. The goal is for each Community Zone to provide a similar experience.

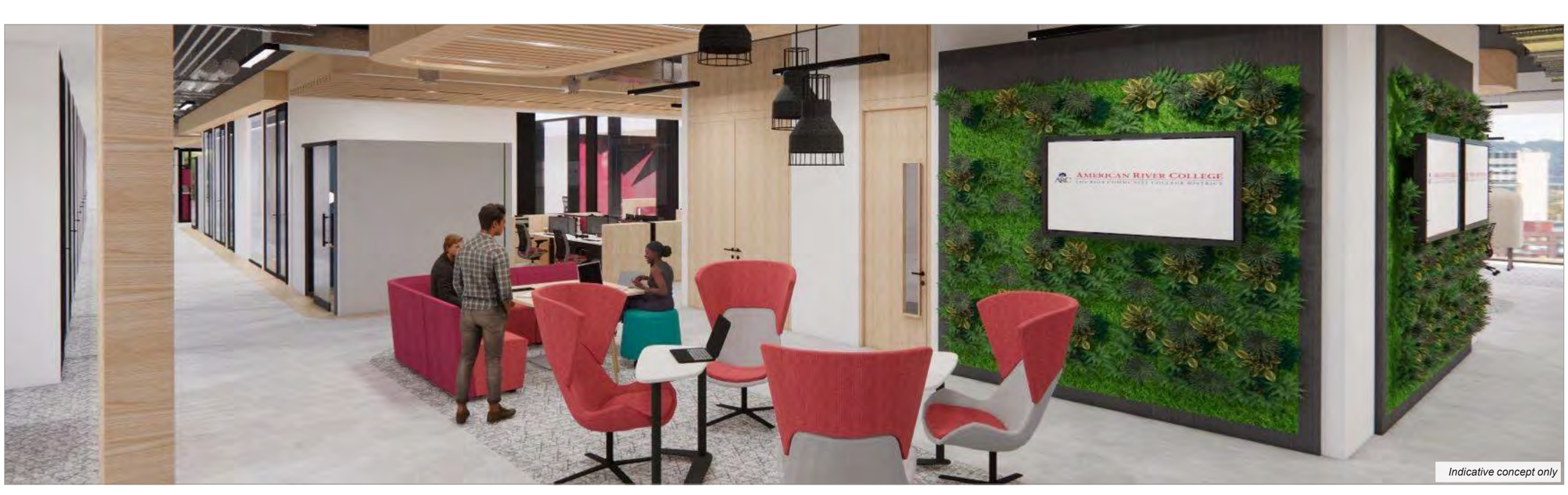
Key:

- Connection
- Learning
- Community

Worksettings

Community Zone | Front Porch

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



Indicative concept only

Worksettings

Community Zone | Front Porch

Space

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

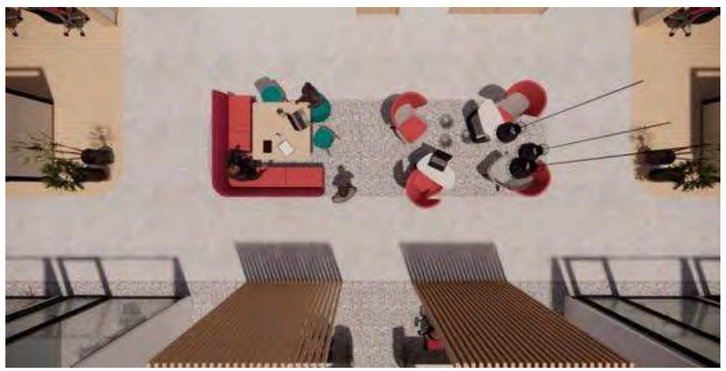
Tools + Technology

- Consider different creative formats for communicating relevant messages – digital, analog and /or publications
- Include 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

Indicative concept only



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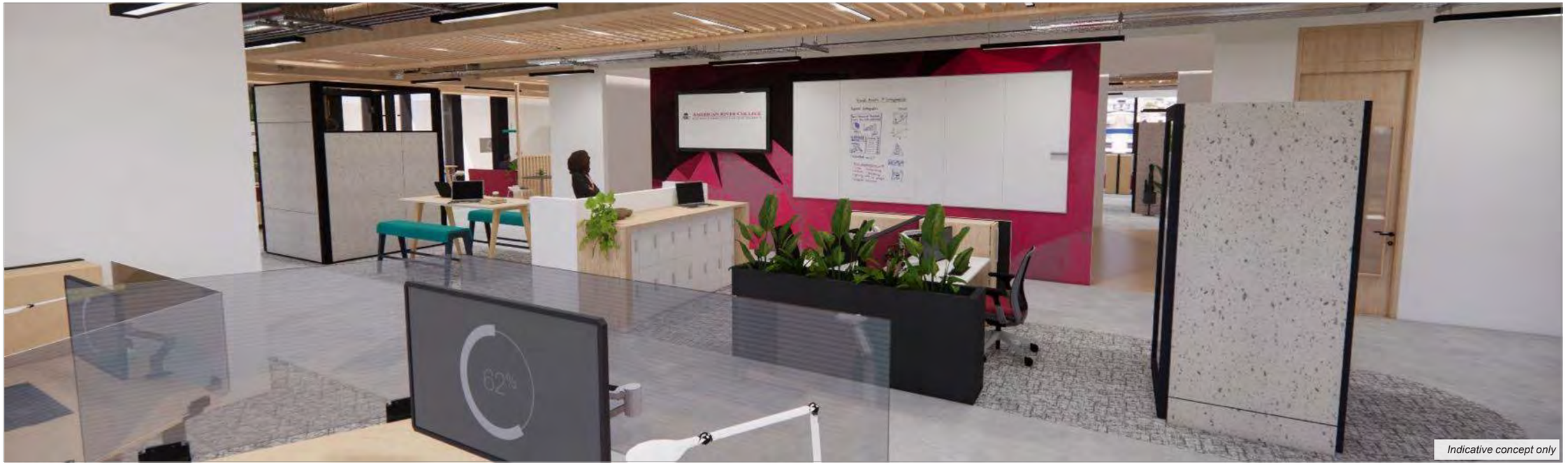
Worksettings

Community Zone | Department Hub

The Department Hub is adjacent to the primary individual work areas for Faculty and Classified Professionals and contains a variety of causal individual and group spaces. It is owned by the Department, providing a sense of identity, belonging and connection 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.



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Worksettings

Community 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

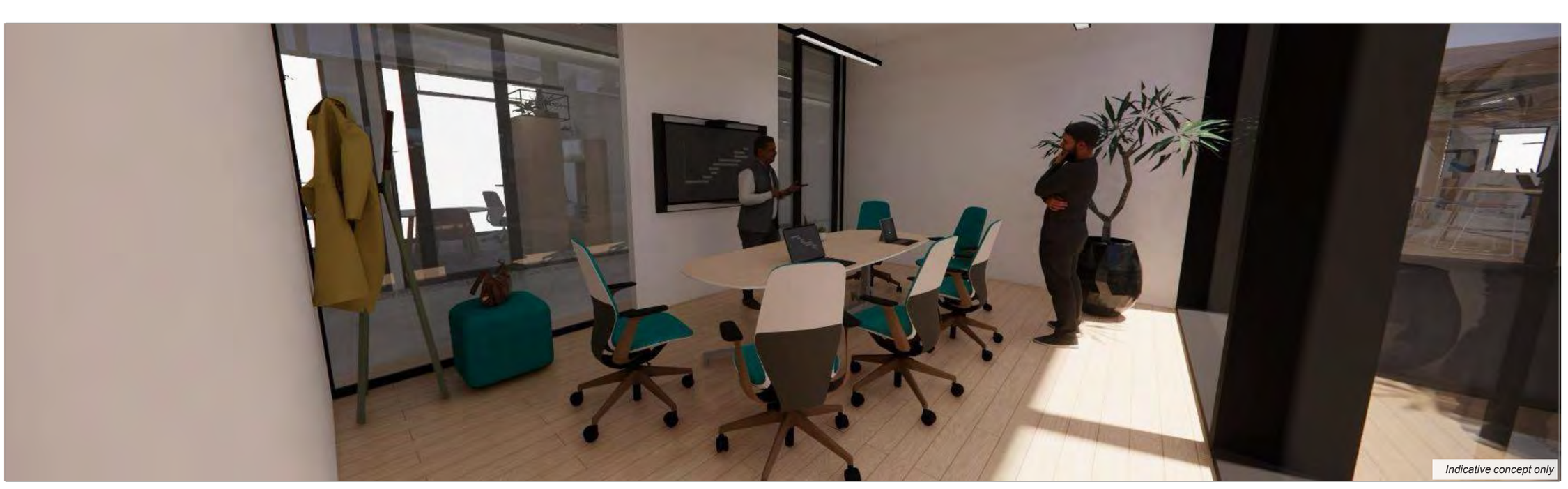
Indicative concept only

Indicative concept only

Worksettings

Community Zone | Meeting Room

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



Worksettings

Community Zone | Meeting Room

Space

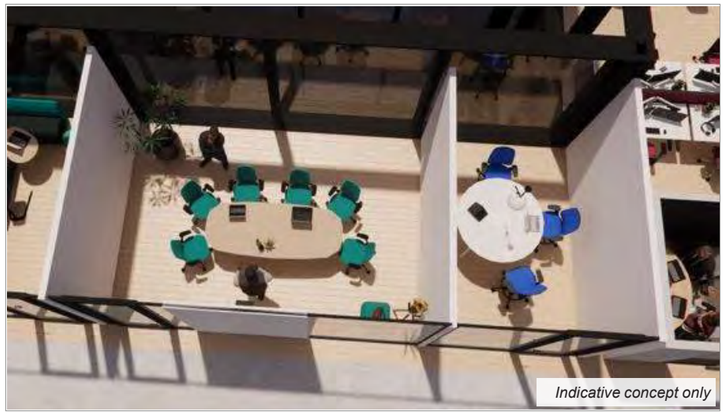
- Provide views into the room by incorporating transparent and opaque glass
- Design appropriately sized meeting rooms to accommodate 3-6 people and 6-8 people
- Provide seating for “primary” participants and “secondary” participants, with sightlines to the camera(s) and screen(s) for virtual participants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



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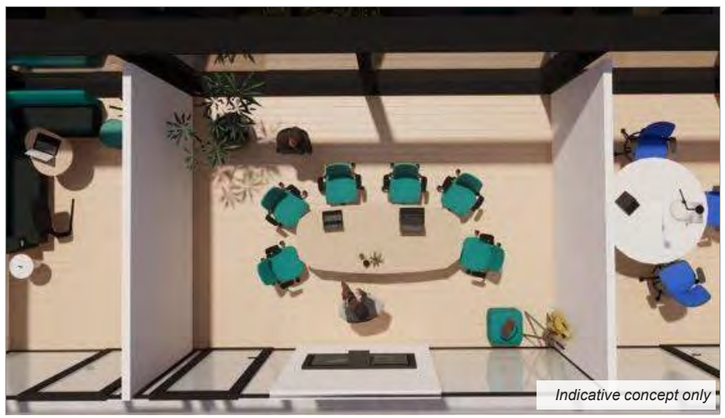

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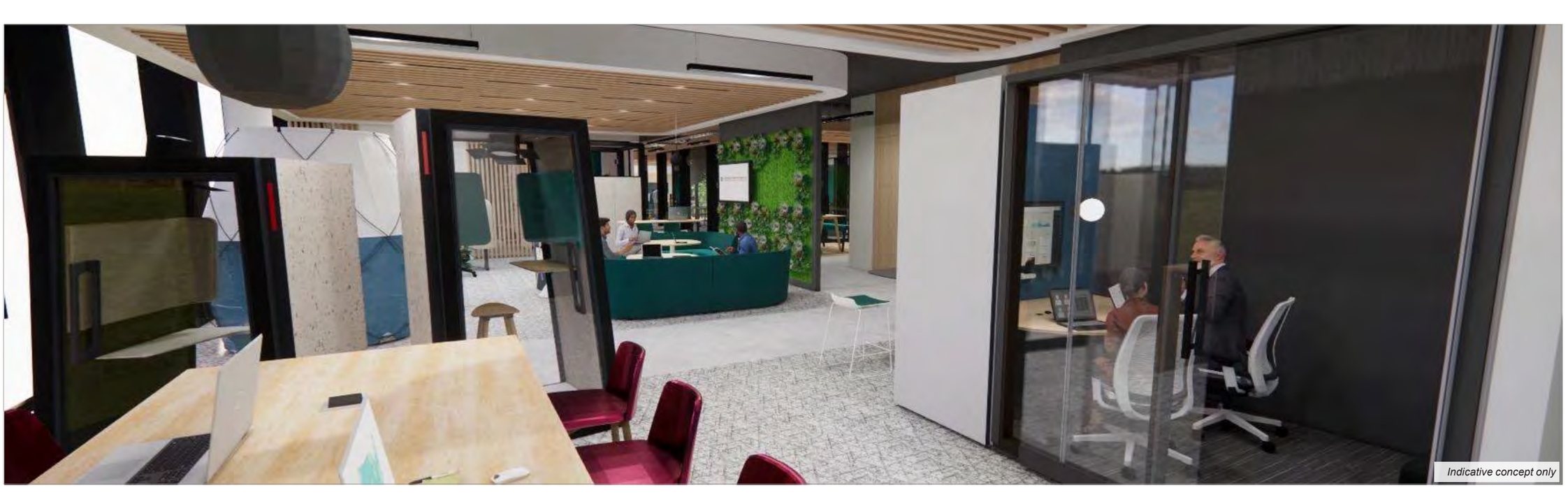
Worksettings

Community Zone | Focus Room/Pod

The Focus Room is located within the Community 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

Community Zone | Focus Room/Pod

Space

- Plan size to support 1-3 people
- Consider including freestanding Phone Booths/Pods, where appropriate, that provide flexibility and create space division in open spaces
- Provide alternative settings to support different postures and preferences
- Enable penetration of natural light into the space where possible
- Mix transparent and opaque glass on Focus Rooms/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 multiple monitors and docking stations where appropriate
- Include video technology to allow for virtual collaboration
- Consider lighting to enhance user camera appearances; avoid lighting directly overhead
- Offer consistent and seamless technology solutions that are easy to connect to
- Supplement acoustical privacy with sound-masking as needed
- Include Wi-Fi and access to power

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

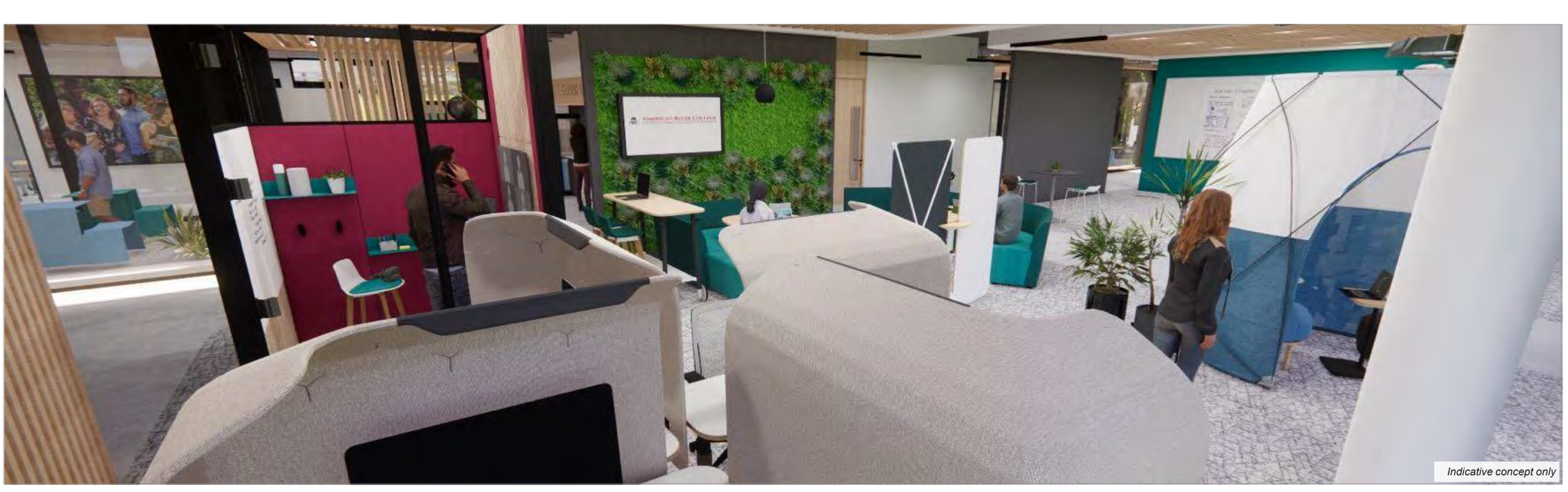
Indicative concept only

Indicative concept only

Worksettings

Community Zone | Shielded Focus

The Shielded Focus area includes a range of settings to conduct heads-down work within the Community 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.



Worksettings

Community Zone | Shielded Focus

Space

- Provide a series of enclosed, semi-enclosed and open sheltered work areas that are quiet, private areas within the Community 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

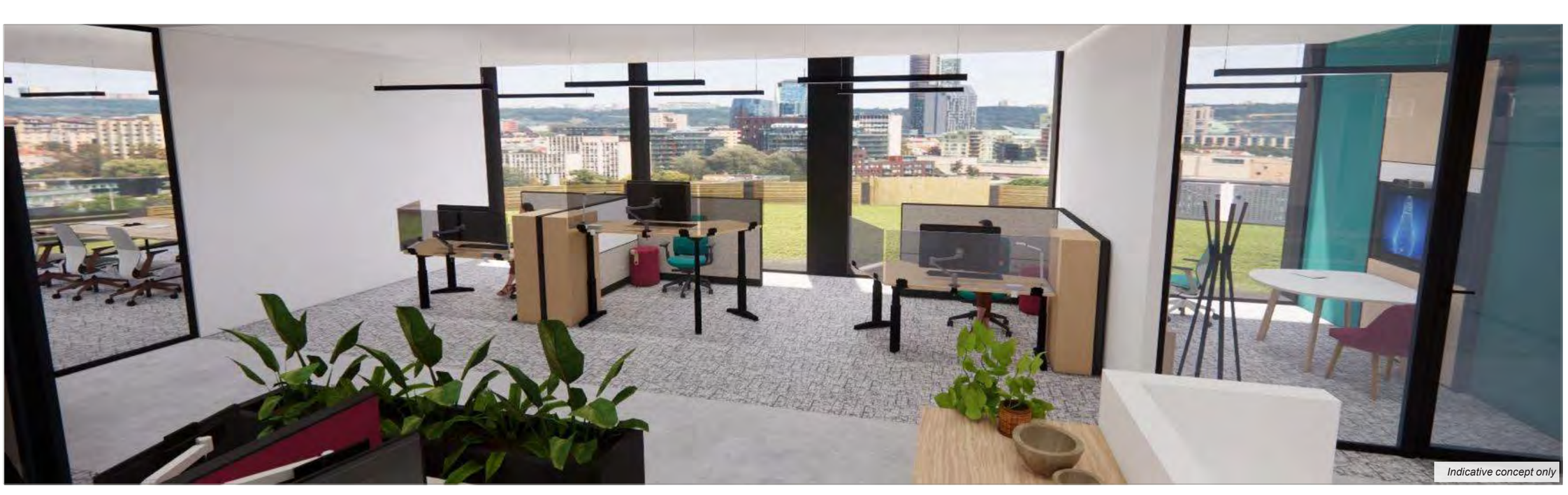
Indicative concept only

Indicative concept only

Worksettings

Community Zone | Workstation

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



Worksettings

Community Zone | Workstation

Space

- Develop a kit of parts (including work tools, task lights etc.) to provide flexibility and give users greater choice within the individual setting
- Provide height adjustable workstations to allow users to shift from seated to standing positions
- Reduce the height of panels to provide 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 both at a workstation and Department level

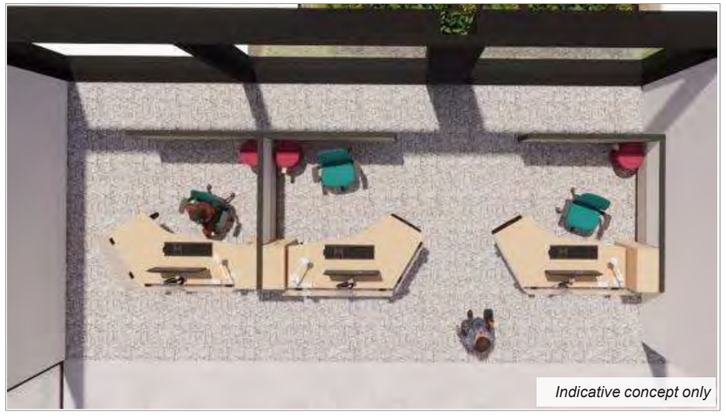
Tools + Technology

- Offer consistent and seamless technology solutions and tools to effectively support in person and virtual connections
- Consider appropriate sound masking to minimize auditory distractions
- Include 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

Indicative concept only

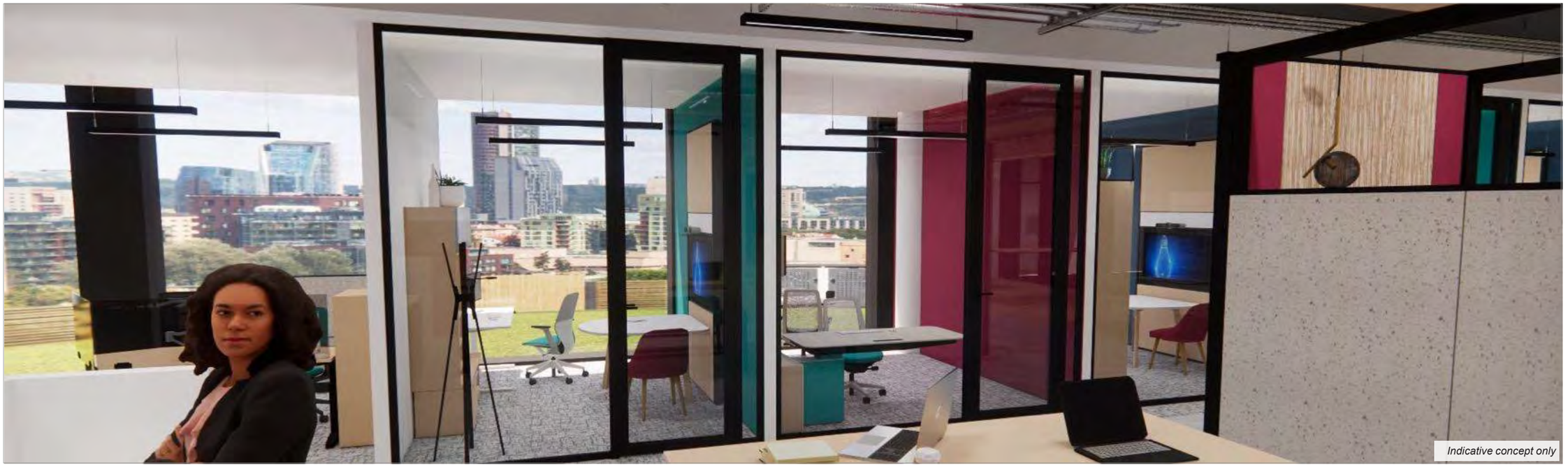


Indicative concept only

Worksettings

Community 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 Community 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

Community 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

Indicative concept only

Indicative concept only

Worksettings

Community 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 Community Zone in close proximity to alternative settings that support collaborative and social activities.

Worksettings

Community 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

Indicative concept only

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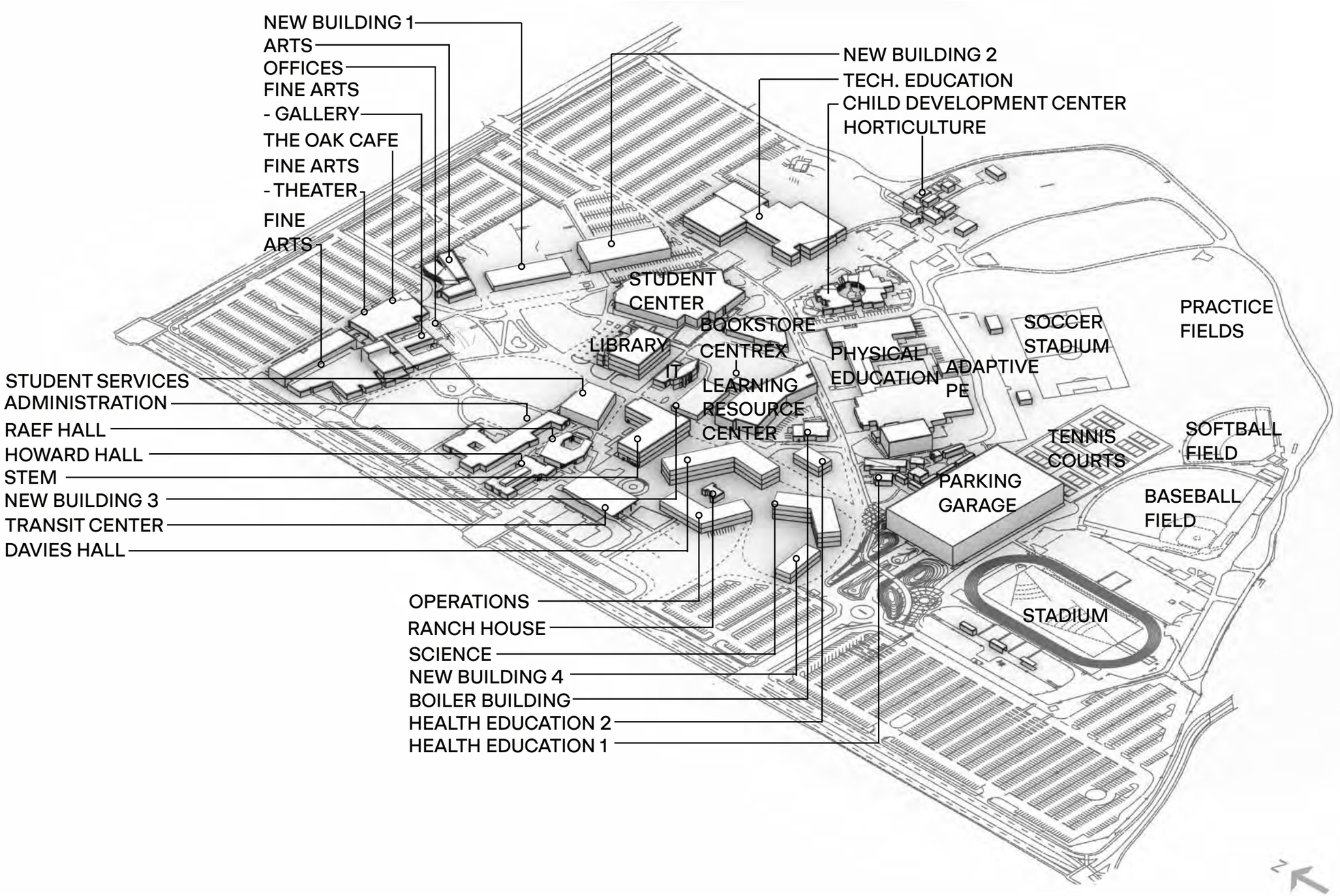
American River College Campus

25 year build out plan.



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

05-

APPENDIX

5.1.1 Meeting Minutes

Workshop - Planning the Plan

Project	LRCCD-ARC-Facilites Master Plan	**Notes By**	Ian J. Colburn
Project No	1124-00150	**Location**	ARC Campus President Conference Room
Meeting Date/Time	04 March 2025 / 10:30-12:30	**Attachments**	Presentation.pdf
Attendees	Pablo Manzo - LRCCD FM Josef Meyer- LRCCD FM Brian Knirk - ARC President Margaret Lednicky - ARC Dirct. Admin. Svcs. Koue Vang - ARC VP Admin. Svcs.		Mariana Lavezzo - Multistudio AP Ian J. Colburn - Multistudio PM/Architect Zulhumar Turghun - Multistudio Designer

These notes are the Architect's record of this meeting. To revise these notes, send written comments to the Architect within one week of receipt.

Item	Action	Target
Data Compilation		
Multistudio has compiled the following to date: 3D Model (from original MP), ACAD,	LRCCD	7-Mar
LRCCD to provide full CAD file, upper and lower levels. Only Level 01 was received.	LRCCD	7-Mar
LRCCD (Adam Windham) to provide space utilization matrix and study	LRCCD	7-Mar
LRCCD to provide updated utilites master plan	LRCCD	7-Mar
SPACE UTILIZATION STUDY (SUS) - STEELCASE AR+C		
Utilization		
Peak utilization is at 100%, not 80% as noted in the SUS document. Compare SUS and	M*	14-Mar
ARC noted that - SUS lacks data directly from students on when they want to take classes, LRCCD to survey students	LRCCD	14-Mar
Many of the classes are taught virtually, although the faculty and students would prefer the class to be in-person. Those classes are virtual simply because of a lack of availability of rooms between the peak hours of M-Th 9-3. Multistudio thinks it would be good to send out a survey to faculty asking if they are currently teaching virtual classes but would prefer those to be in-person.	LRCCD	15-Mar
Hybrid model is still favorite in the campus..		
Zones		
Campus 'Zones' to be newly defined, based on SUS that shows -Connection 5%, -Learning 57%, -Community 38%. Review with School to make sure the zoning makes sense	M*	7-Mar
Homebases' are associated with each of the divisions. LRCCD to provide list of 'divisions'		7-Mar
Programming		
Square footage needs to be tied directly to the state funding formulas. M* to provide parameters with TRiGroup	M*	14-Mar
Example of science move-> build new then move, won't use portables and will only move once because of complexity of equipment and classrooms.		
Portables (or swing space) to remain as part of Campus asset and be relocated for future use if that make sense with the FMP		
Old science building could be come new lecture buildings (see Reif Hall with raked seating, it is at the end of it's life as well)	M*	7-Mar
Schedule		
All meetings to be ZOOM, Multistudio to update invites.	M*	7-Mar
Steelcase participation yet to be solidified. Multistudio to pin-point when it would be best	M*	7-Mar
Multiudio to supply spreadsheet with timeslots to Koue for scheduling class. prof/faculty	M*	7-Mar
4/15 - interviews to be 30 min. time slots and 1 to 2 members from ARC. Both on-ground and virtual will be offered. ARC to book to individual rooms.	LRCCD	7-Mar
4/25 District-Wide meeting is still TBD. -LRCCD to reach out to other teams to confirm	LRCCD	14-Mar

5.1.2 Meeting Minutes

Workshops - Alternatives

Project	LRCCD-ARC-Facilites Master Plan	**Notes By**	Ian J. Colburn
Project No	1124-00150	**Location**	ARC Campus President Conference Room
Meeting Date/Time	24 April 2025 / 10:30-12:30 and 2:00-4:00PM	**Attachments**	250424_ARC-FMP_WS_Alternatives_R1_NOTES.pdf
Attendees	Pablo Manzo - LRCCD FM Josef Meyer- LRCCD FM Margaret Lednicky - ARC Dirct. Admin. Svcs. Koue Vang - ARC VP Admin. Svcs. See Sign-In Sheets		Mariana Lavezzo - Multistudio AP Ian J. Colburn - Multistudio PM/Architect Zulhumar Turghun - Multistudio Designer (remote)

These notes are the Architect's record of this meeting. To revise these notes, send written comments to the Architect within one week of receipt.

Item	Action	Target
CAMPUS PLANNING		
PV1 Swing Space to be removed after Davies Hall is constructed.	LRCCD	2028
Transit Center at College Ave to be developed in coordination with the Sacramento Regional Transit system and campus transportation services.	LRCCD	2026
Shade structure at transit center should focus on campus presence and visiblilty to signify the entry to campus.	M*	27-Jun
Central Plaza to be developed as part of the Davies Hall reconstruction.	LRCCD	2026
Promenade to receive new buildings along it to help increase density at the core of campus and give the promenade more definition and presence.	M*	27-Jun
Quad to be planned with an ampitheater at the west side, should house a stage and over head structure for concerts and events.	M*	27-Jun
Quad to receive new structures adjacent to provide definition of the open space. Program of building should follow the master plan keeping departments collectively together.	M*	27-Jun
Tech Plaza is a good example of soft scape and hard scape and programmed outdoor spaces that should be replicated across campus. Multi to highlight in MP.	M*	27-Jun
Old Oak Tree platform location. Multi to determine suggested future use and capture in the MP. Indegenous sculpture and native plantings have been suggested.	M*	27-Jun
A connected plaza system across the south side of campus has been agreed to and will aid in enhancing the connectifvitey across the future science and health education buildings. Multi to capture in MP.	M*	27-Jun
Student services to be a new 2 story building at Rosa Parks Plaza to help consolidate the services programs and give definition to the Quad. Multi to capture in MP.	M*	27-Jun
ARC confimed Davies Hall will be purpose built for Liberal Arts.	M*	27-Jun
ARC confimed current Science buildings to be demolished and new built south of davies hall as per the MP.	M*	27-Jun
ARC confimed current new Operations (Corp.) building to be constructed and will include the Police pogram as well as consolidation all operations buildings into one 3-story structure. Multi to provide phasing plan for currenty and new site.	M*	27-Jun
Schedule		
Community Forum Workshop scheduled for the 8th of May	M*	8-May
Phase 3 Delivery schedule for the 27th of June	M*	9-May

5.1.3.1 Meeting Minutes

Workshop - Community Forum

Project	LRCCD-ARC-Facilites Master Plan	**Notes By**	Ian J. Colburn
Project No	1124-00150	**Location**	ARC Campus President Conference Room
Meeting Date/Time	08 May 2025 / 10:30-12:30 PT	**Attachments**	250507_ARC_FMP_workshop2-PRESENTED.pdf
Attendees	Pablo Manzo - LRCCD FM Josef Meyer- LRCCD FM Margaret Lednicky - ARC Dirct. Admin. Svcs. Koue Vang - ARC VP Admin. Svcs. See Sign-In Sheets		Lauren Maass - Multistudio Principle Mariana Lavezzo - Multistudio AP Ian J. Colburn - Multistudio PM/Architect Zulhumar Turghun - Multistudio Designer (remote) Peter Parenti - TRiGroup Scott Hanson - TRiGroup

These notes are the Architect's record of this meeting. To revise these notes, send written comments to the Architect within one week of receipt.

Item	Action	Target
Overview		
Purpose: Present progress on ARC Master Plan update, funding strategy, and gather feedback. Review of team: Multi Studio (master planning), Steelcase (space utilization study), Tri Group (funding analysis). Outline of session: -Introduction, funding analysis, master plan updates -Evolution of learning/workspaces -Interactive feedback stations		
Funding Strategy & Project Prioritization (Scott Hansen)		
3 Pillars of Project Prioritization: 1.Alignment with California Community College Chancellor's Office (CCCCO) funding priorities. 2.Criteria-based selection: Facility Condition Index (FCI), life safety, educational alignment, local funding leverage. 3.Strategic bundling of projects to enhance competitiveness. TriGroup to incorporate in final document.	TRi	1-Aug
Top 8 Prioritized Projects from a Funding standpoint: 1.Boiler/Central Plant (Life safety & energy efficiency) 2.Science Building Modernization 3.Horticulture/Environmental Resources Building 4.Kinesiology Applied Complex 5.Library (focus on modernization of library spaces) 6.Welcome & Support Center (Student Services) 7.West Transit Center (with solar integration) 8.Health & Education Annex (including EMT & CNA Skills Center) TriGroup to incorporate in final document. Multistudio to consider for final Prioritized Project List	Tri M*	1-Aug
Modernization Definition Clarified: -Retrofit or rebuild on existing footprint. -Must meet current codes (ADA, safety, energy) while retaining educational square footage. Multistudio to incoroporate in considering Prioritized Project List	M*	1-Aug
CAMPUS PLANNING (Ian C. and Marianna L.)		
Updates from Alternatives workshop have been incoroporated into the planning, presentations, and book.	M*	Closed
Learning & Workspace Design (John Hughes & Marianna L.)		
Steelcase Space Utilization Findings: -Students prioritize community, collaboration, and flexibility. -Disconnect identified: Leadership undervalued flexibility compared to faculty/staff perspectives. -Traditional classrooms and workspaces need redesign for hybrid learning and working models. ARC agreed that Multistudio is to incorporate into final FMP.	M*	1-Aug
Proposed Zones & Design Principles: -Community Zones: Socialization, collaboration (e.g., home bases, cafes, courtyards). -Learning Zones: Flexible classrooms, Learning Commons with informal learning spaces. -Work Zones: Hybrid workspaces for faculty/staff, incorporating private focus spaces, shared hubs, and wellness rooms. ARC agreed that Multistudio is to incorporate into final FMP.	M*	1-Aug
Space Efficiency Strategy: -Reducing building footprints while improving functionality. -Classroom space to increase from current 18 sq. ft/student to 25 sq. ft/student (exceeding state minimum). -Outdoor learning spaces prioritized. ARC agreed that Multistudio is to incorporate into final FMP.	M*	2-Aug

(Continued)

5.1.3.2 Meeting Minutes (Continued)

Workshop - Community Forum

Feedback & Key Concerns Raised by Attendees		
Space Needs & Enrollment: -Concern over reducing classroom capacity limiting future enrollment growth. -Importance of balancing efficiency with teaching effectiveness. Multistudio is to incorporate into final FMP.	M*	1-Aug
Accessibility Issues: -Elevator shortages in new buildings (insufficient for ADA needs). -Request to exceed code minimums proactively (e.g., multiple elevators). -Need for more inclusive design for disability services and private student spaces. Multistudio is to incorporate into final FMP.	M*	1-Aug
Sustainability & Climate Action: -Request to integrate climate change resilience in building design, not just energy systems. -Leverage existing campus assets like Grider Grove for environmental education and community engagement. Multistudio to schedule follow up meeting with new LRCCD Sustainability Lead	M*	1-Aug
Next Steps		
Design Guidelines Development (Summer 2025): -Will include department-specific needs, flexible design principles, and accessibility standards. -Stakeholder review sessions planned.	M*	9-Sep
Continued Community Engagement: -Survey open for further feedback. -Feedback stations and Miro boards used for collecting more input.	ARC	15-Sep
Long-Term Vision: -Aligning with 25-year infrastructure and growth goals. -Balancing immediate funding opportunities with long-term campus experience improvements.	ARC	2026
SCHEDULE		
Funding Strategy Meeting scheduled for the 11th of July	M*	11-Jul
College Council Meeting scheduled for the 9th of September	M*	9-Sep

5.1.4 Meeting Minutes

Workshop - Funding Strategy

Project	LRCCD-ARC-Facilites Master Plan	**Notes By**	Ian J. Colburn
Project No	1124-00150	**Location**	ARC Campus President Conference Room
Meeting Date/Time	11 July 2025 / 10:30-12:30 PT	**Attachments**	250714_ARC_Strategic_Local_Funding Plan.pdf and Recorded Presentation
Attendees	Pablo Manzo - LRCCD FM Josef Meyer- LRCCD FM Kaitlyn Collignon - LRCCD Public Info. Office Margaret Lednicky - ARC Dirct. Admin. Svcs. Koue Vang - ARC VP Admin. Svcs. Angela Milano - ARC VP Instruction Dr. David Miramontes-Quinones - ARC VP Student Services and Equity Minh La - LRCCD Senior IT		Lauren Maass - Multistudio Principle Mariana Lavezzo - Multistudio AP Ian J. Colburn - Multistudio PM/Architect Luca Giaramidaro - Multistudio PM/Architect Peter Parenti - TRiGroup Scott Hanson - TRiGroup Amanda Lewis - ARC Admin. Assistant III

These notes are the Architect's record of this meeting. To revise these notes, send written comments to the Architect within one week of receipt.

Item	Action	Target
Campus Programs		
PV1 will be removed after Davies Hall is constructed. Remove from the list.	M*	18-Jul
Sacramento Regional Public Safety Training Center (SRPSTC) at the McClellan Center was originally not part of the Master Plan scope, per kick off meeting. If scope is to be added ARC to provide extents of needs to add to the report. AM noted the potential add to the scope is due to expansion of the Health and Ed program. PM noted modernization of the building is not easy.	ARC	18-Jul
Fine Arts building scope is limited to a few room renovatoins and potenitally windows and the photolab. Scope to be captured in the Master Plan book but not as a full building scope project.	M*	18-Jul
STEM- 2nd elevator to be noted as an opportunity to add to the building.	M*	18-Jul
Boiler may be funded from campus or local funds rather than State as this is not an academic program. ARC to determine as funding phase 4 proceeds. Multistudio to keep on the list.	ARC	1-Oct
Multistudio to provide organized list to Joe at LRCCD - FM to orgainze call with cost estimator, Cumming.	ARC	18-Jul
Funding		
Funding applied for every July. This year Davies Hall Emergency funding was applied for. TRiGroup to note that ARC has a good track record with the state funding requests.	TRi	18-Jul
Funding strategy presentation to be shared with Executive Commitee. TRiGroup to hold specific ARC campus budget and other sensitive items out of the FMP Book. Stick to reporting on the timing, process, and eligibility of the projects.	TRi	18-Jul
Sustainability		
Alignment of financial expectations with sustainable goals concepts to capture in the FMP-meeting to be scheduled the week of 28th of July - 01st of Aug.	LRCCD	TBD
Schedule		
Next meeting to review DRAFT book TBD by M* and ARC. Target 2nd week of Aug.	M*	15th Aug

5.1 Meeting Minuets

College Council - Presentation

Project	LRCCD-ARC-Facilites Master Plan	**Notes By**	Ian J. Colburn
Project No	1124-00150	**Location**	ARC Campus President Conference Room
Meeting Date/Time	05 September 2025 / 12:00-2:00 PM PT	**Attachments**	250905_College Council-Presentation
Attendees	Pablo Manzo - LRCCD FM Josef Meyer- LRCCD FM Dr. Lisa Cardoza - ARC President Margaret Lednicky - ARC Dirct. Admin. Svcs. Koue Vang - ARC VP Admin. Svcs. See Sign-In Sheets		Mariana Lavezzo - Multistudio AP Ian J. Colburn - Multistudio PM/Architect Zulhumar Turghun - Multistudio Designer (remote)

These notes are the Architect's record of this meeting. To revise these notes, send written comments to the Architect within one week of receipt.

Item	Action	Target
Requested Information		
Letter from the President to include in final Master Plan Book.	ARC	15-Oct
Board Presentation date if not 12/10? Time and place?	ARC	15-Oct
Updated		
Sustainability section of book has been coordinated with ARC and reduced.	M*	Closed
Concept of project sites that include the out door space around the buildings was confimred by ARC and will be included in the final FMP indicated by red dashed 'property' lines on the Open Space section 4.5.2.	M*	15-Oct
Master Planning		
ARC requsted that Science be move to top of the priority list.	M*	15-Oct
Schedule		
Board Presentation mid-December TBD	M*	TBD

FUNDING

ARC STRATEGIC LOCAL FUNDING PLAN

Positioning for Future Success Through Prudent Financial Management

Presented to the ARC Executive Leadership
July 11, 2025

TRiGroup Strategies • Solutions • Management
LOS RIOS COMMUNITY COLLEGE DISTRICT ARC
Multistudio

Executive Summary

Strategic Funding Approach for Facilities Master Plan Through 2035

STRATEGIC FUNDING APPROACH

- Comprehensive $67.3-$92.4 million modernization program
- Triple funding strategy: State bonds, local GO bond, bridge financing
- Maintains existing tax rate while maximizing external funding
- Addresses critical life-safety and infrastructure needs
- Positions ARC for next FMP update and future opportunities

$ FINANCIAL HIGHLIGHTS

$61.5M

Unrestricted Reserves

1.3%

Debt Service Ratio

50%

State Reimbursement Available

ARC Strategic Local Fund

District Financial Strength

Demonstrating Fiscal Responsibility and Capacity

RESERVE POSITION

$61.5 million

unrestricted reserves, growing to **$67.9 million** by FY 2026-27

DEBT CAPACITY

Current debt service only **1.3%** of general fund (**$10M annually**)

TAX RATE STABILITY

Can fund local match without increasing existing **$0.025/$100** levy

Proposition 2 Opportunity

Leveraging $1.5 Billion State Investment in Community Colleges

PROPOSITION 2 DETAILS

State Commitment: $1.5 billion dedicated to community college facilities statewide

Reimbursement Rate: Up to 50% state funding for qualifying projects

Priority Categories: Life-safety, modernization, energy-efficiency projects

Competitive Process: High-scoring projects receive "Recommended for Funding" status

ARC STRATEGIC BENEFITS

Strategic Alignment: ARC projects designed to maximize state participation

Timing Advantage: First major state facility funding opportunity since 2016

Scoring Advantage: Life-safety and energy projects score highly

$1.5B

Available Statewide

District Financial Strength

Demonstrating Fiscal Responsibility

TRiGroup Strategies • Solutions • Management | LOS RIOS COMMUNITY COLLEGE DISTRICT ARC | Multistudio

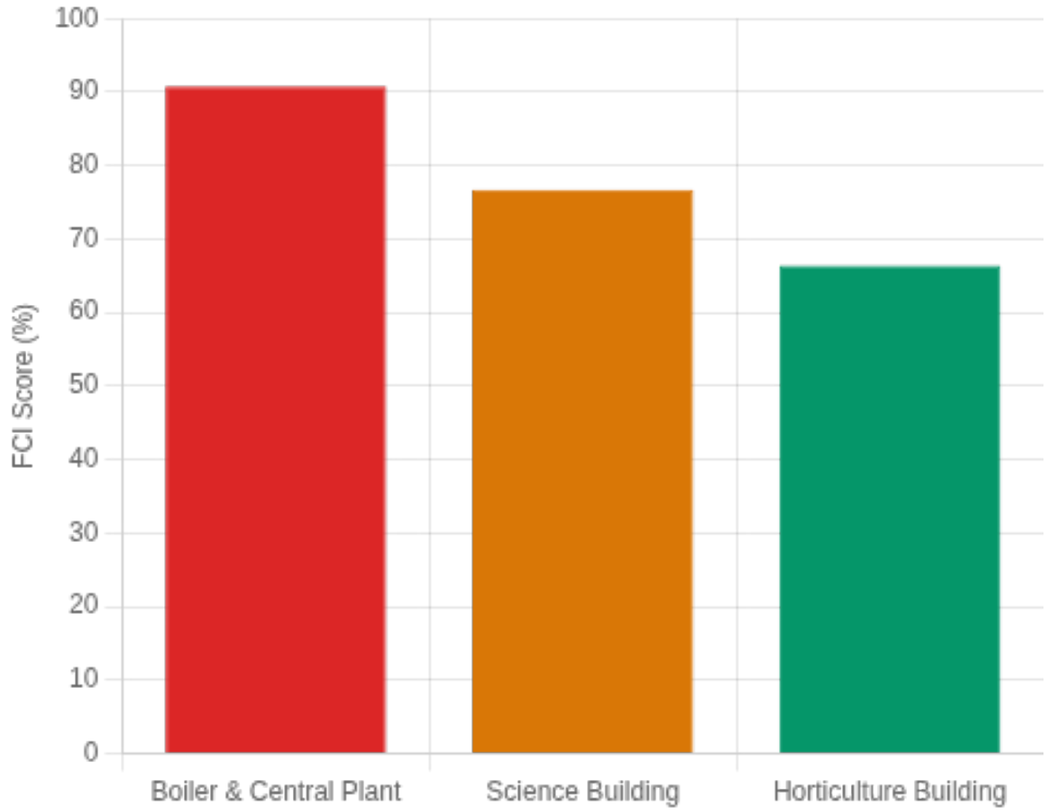
Eight Priority Projects Overview

Addressing Critical Infrastructure and Strategic Growth Areas

PROJECT CATEGORIES

- **Life-Safety Critical:** Boiler & Central Plant, Science Building, Horticulture Building
- **Instructional Enhancement:** STEM labs, health science simulation spaces
- **Energy Efficiency:** Net-zero ready building standards, renewable energy integration
- **Student Services:** Consolidated support centers and wellness facilities

FCI PRIORITY RANKINGS



Facility Condition Analysis

Data-Driven Prioritization Based on Risk and Impact

Building	FCI Score	Critical Issues	Priority Level
Boiler & Central Plant	**90.8%**	No sprinkler system, corroded equipment	Critical
Science Building	**76.7%**	Unreinforced masonry, substandard fume hoods	High
Horticulture Building	**66.4%**	Unbraced glazing, insufficient access	Medium

Workforce Alignment Strategy

Supporting High-Growth Career Programs

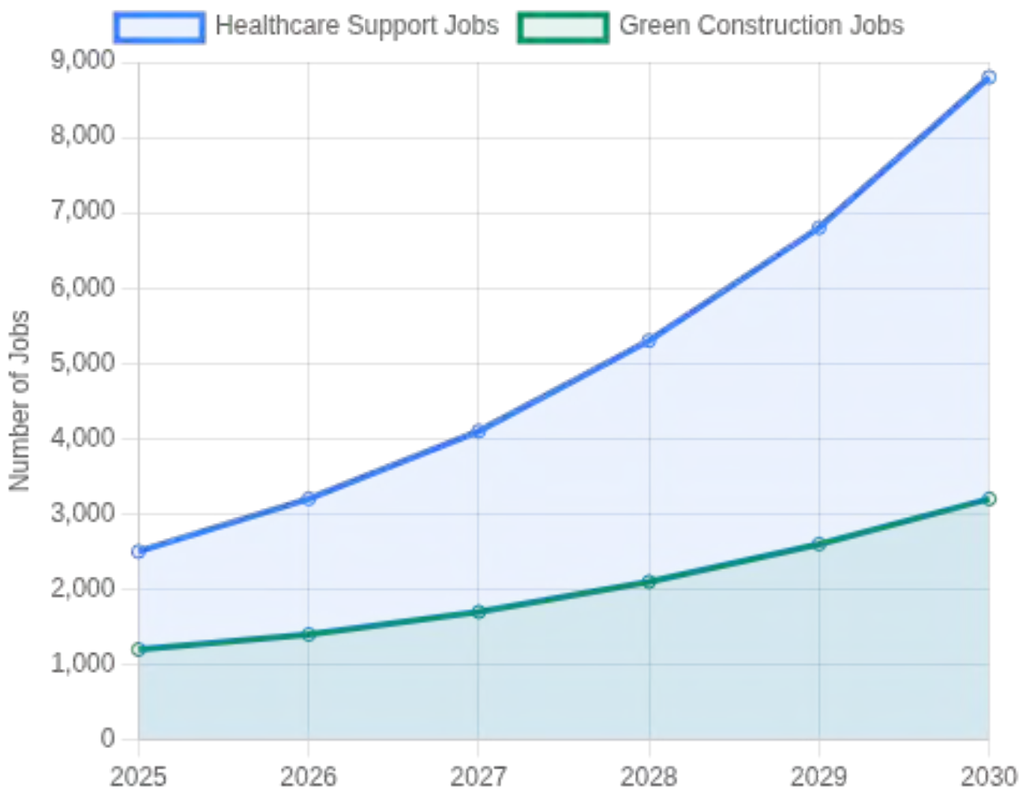
PROGRAM GROWTH & ALIGNMENT

Growing Programs: Certificate programs in health services, IT, clean-energy trades growing 8% annually

Strategic Sequencing: Priority projects support high-growth programs early in bond cycle

Industry Partnerships: Facilities designed to support certification programs and workforce development

REGIONAL JOB PROJECTIONS



Over 9,000 new jobs projected in healthcare support and green construction by 2030

Triple Funding Strategy

Maximizing External Resources While Maintaining Fiscal Discipline

STATE SHARE (PROPOSITION 2)

50%

Maximum Reimbursement

Up to 50% reimbursement for qualifying life-safety and modernization projects

LOCAL SHARE (GO BOND)

Nov 2026

Election Date

Rate-extension bond within existing levy limits, November 2026 election

BRIDGE FINANCING

0%

ECAA Interest Rate

COPs and ECAA loans for design and early construction phases

Implementation Timeline

Coordinated Milestones for Maximum Efficiency

KEY IMPLEMENTATION MILESTONES

Q2 FY 2025-26

Board adopts updated Facilities Master Plan
Foundation for state funding applications

Q3 FY 2025-26

Finalize project scopes and cost models
Detailed project planning and engineering

Q4 FY 2025-26

Secure COP bridge financing, officially file the GO bond for the November ballot
Financial instruments and community preparation

Q1 FY 2026-27

CCCCO Project Submittals (Due to the State by July 1, 2026, 5pm).
Strategically apply for state capital outlay funding, highlighting alignment with Prop 2 priorities and leveraging local match.

November 2026

Conduct GO bond election (55% approval threshold)
Community vote on local funding component

Q3 FY 2026-27

CCCCO releases project rankings
State funding determinations announced

FY 2027-28

Issue bonds and commence construction
Project implementation begins

Risk Mitigation Framework

Proactive Management of Implementation Challenges

POLICY & REGULATORY

- **Risk:** State disbursement delays
- **Mitigation:** COP liquidity and staged bidding

FINANCIAL & MARKET

- **Risk:** Interest rate fluctuations
- **Mitigation:** Early rate locks and multiple series

VOTER & COMMUNITY

- **Risk:** Tax fatigue concerns
- **Mitigation:** Transparent outreach and cost- benefit communicatio n

OPERATIONAL

- **Risk:** Contractor availability
- **Mitigation:** Long - lead procurement and phased construction

Risk Mitigation Framework

Proactive Challenge Management

Community Benefits

Strengthening Educational Excellence and Economic Impact

EDUCATIONAL EXCELLENCE

Students: Modern STEM labs, improved safety, enhanced learning environments

Faculty: Updated instructional technology, improved working conditions

COMMUNITY IMPACT

Community: Workforce development programs, economic development catalyst

Regional Economy: Construction jobs, enhanced workforce pipeline

$ TAXPAYER VALUE

$0

Tax Rate Increase

Energy Savings: Reduced operational costs through efficiency upgrades

Property Values: Improved facilities contribute to community asset value

Safety: Life-safety improvements protect students and staff

Energy Efficiency Focus

Sustainable Operations and Cost Savings

EFFICIENCY MEASURES

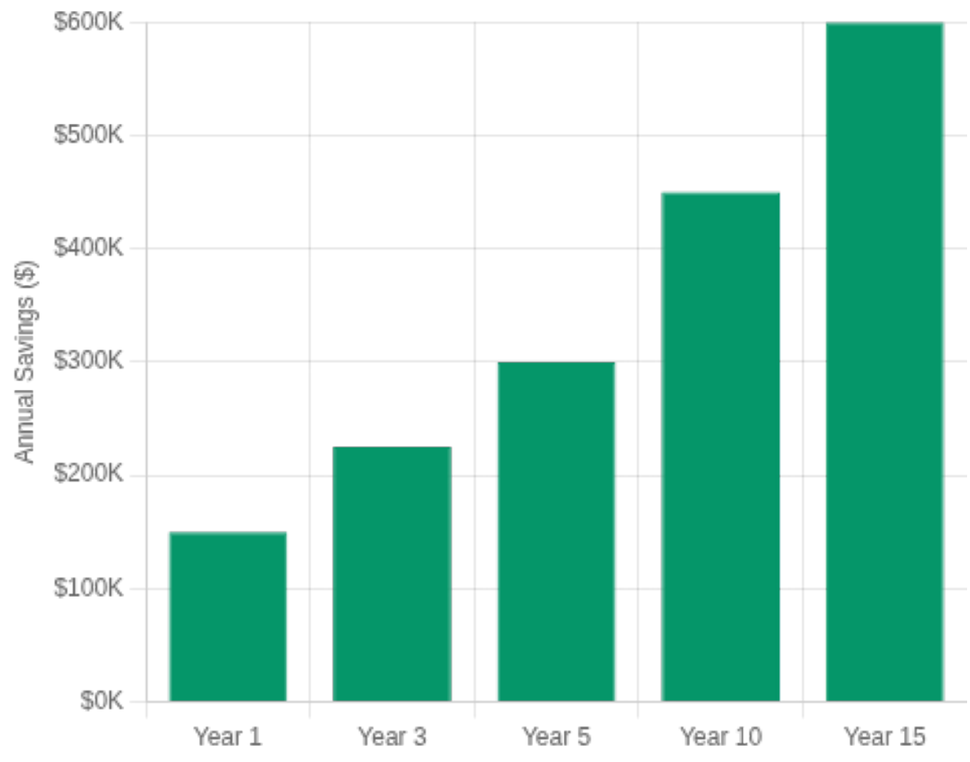
Net-Zero Ready Standards: High-efficiency systems and renewable energy integration

ECAA Loan Eligibility: Zero-interest financing for energy improvement projects, currently oversubscribed, but accepting applications.

Proposition 2 Bonus: Energy efficiency projects receive scoring advantages

Long-term Value: Reduced operating costs support ongoing financial sustainability

SAVINGS PROJECTIONS



Source: Hypothetical data depicting potential energy savings opportunities based on projected efficiency measures and Proposition Two incentives. Actual savings may vary.

Addressing Common Concerns

Evidence-Based Responses to Community Questions

COMMUNITY Q&A

"Property taxes are already too high"

Bond fits within current levy, no rate increase required

"Why so many projects at once?"

Phased implementation aligns with funding cycles and maximizes efficiency

"State funding may not arrive on time"

COPs and ECAA loans bridge cash-flow gaps and ensure project continuity

"Energy upgrades don't belong in bonds"

Energy projects yield operational savings and scoring bonuses for state funding

Competitive Advantage

Strategic Timing Creates Unique Opportunity

TIMING ADVANTAGES

Proposition 2 Window: New opportunity is already open for applications.

Market Conditions: Bond interest rates fluctuate, but time = money.

Project Readiness: FMP update positions ARC for immediate state application submission

STRATEGIC POSITIONING

Financial Strength: Strong reserves and low debt provide maximum flexibility

Community Support: Transparent process builds trust for voter approval

Alignment: Projects designed to maximize state scoring criteria

Unique Convergence
State funding + Market conditions + Institutional readiness

Beyond the Eight Projects

Positioning for Future Strategic Opportunities

CURRENT FOCUS

Foundation Building: Eight priority projects establish foundation for comprehensive modernization

Critical Needs: Addresses most urgent life-safety and infrastructure requirements

Strategic Impact: Maximizes state funding opportunities and community benefits

FUTURE POSITIONING

Future Readiness: Financial tools and processes position ARC for next FMP cycle

State Bond Preparation: Experience with Proposition 2 prepares for future statewide measures

Strategic Flexibility: Strong financial position enables response to emerging opportunities

Continuous Improvement: Phased approach allows for ongoing assessment and adjustment

Accountability and Transparency

Ensuring Responsible Stewardship of Public Resources

OVERSIGHT MEASURES

- **Independent Audits:** Required for all bond-funded projects with public reporting
- **Public Hearings:** Community input required before requesting state funds
- **Progress Tracking:** Regular reporting to Board and community on project status

COST CONTROLS

- **Competitive Bidding:** Transparent procurement processes
- **Professional Management:** Experienced project management oversight
- **Performance Metrics:** Measurable outcomes for safety, efficiencies, and educational impact

Accountability and Transparency Responsible Public Stewardship

Economic Impact

Catalyzing Regional Growth and Development

DIRECT ECONOMIC BENEFITS

- **Construction Jobs:** Direct employment during project implementation phases
- **Workforce Development:** Enhanced LRCCC programs support regional economic growth
- **Property Values:** Improved facilities contribute to community asset value

LONG-TERM GROWTH

- **Business Attraction:** Modern facilities support business recruitment and retention
- **Tax Base Growth:** Economic development generates future revenue for all public services
- **Talent Pipeline:** Enhanced educational programs supply skilled workforce

Economic Impact

Regional Growth Catalyst

Call to Action: Long-Term Planning = Strength

Next Steps for Board Consideration

BOARD ACTION ITEMS

Immediate

Review and provide feedback on Facilities Master Plan update
Foundation for all subsequent actions

Q2 FY 2025-26

Board adoption of updated FMP and Five-Year Capital Outlay Plan
Formal approval for state funding applications

Q4 FY 2025-26

Authorization for COP bridge financing and GO bond ballot placement
Enable financial implementation strategy

Ongoing

Community Engagement & Strategic Positioning
Transparent outreach and maintaining financial strength

Q4 FY 2028-29

Board Action updated FMP and Five-Year Capital Outlay Plan
Initiate RFQ/P process for a FMP update and position ARC for new CCCCO grant applications due July 1, 2030.

Securing ARC's Future Through Strategic Investment

KEY SUCCESS FACTORS

Financial Prudence

Strategic Timing

Community Benefit

Sustainable Approach

Future Positioning

CALL TO ACTION

"Together, we can ensure ARC remains a cornerstone of educational excellence and community development for generations to come."

ARC Facilities Planning Team (2025)

Securing ARC's Future Through Strategic Investment

KEY SUCCESS FACTORS

Financial Prudence

Strategic Timing

Community Benefit

Sustainable Approach

Future Positioning

CALL TO ACTION

"Together, we can ensure ARC remains a cornerstone of educational excellence and community development for generations to come."

ARC Facilities Planning Team (2025)

Los Rios Community College District
American River College

FUNDING STRATEGY SUPPORTING THE FACILITIES MASTER PLAN

Prepared for Los Rios Community College District Prepared by TRIGroup, Inc., & Multistudio August 2025

TRiGroup Strategies • Solutions • Management LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

American River College Funding Strategies to Support the Facilities Master Plan (Through 2035)

Updated August 15, 2025

EXECUTIVE SUMMARY

American River College (ARC) is updating its Facilities Master Plan (FMP) through 2035. Delivering the plan requires an integrated capital strategy that coordinates three primary sources of funding: state participation under Proposition Two,[1] a local general obligation (GO) bond measure targeted for November 2026,[2] and complementary public financing instruments, particularly Energy Conservation Assistance Act (ECAA) loans.[3] [25] Together, these sources are structured to remediate deferred maintenance, modernize instructional environments, improve energy performance, and harden campus infrastructure while holding the district's tax rate constant.

This report translates policy, finance, and program constraints into an actionable pathway for project execution. It identifies priority projects, sequencing logic, funding mechanisms, and governance practices that collectively de-risk delivery. It also addresses the July 4, 2025 federal changes to clean-energy tax credits and explains how ARC can continue to monetize direct pay while meeting domestic-content and vendor-diligence requirements.

Core Funding Principles

1. **Maximize state cost sharing.** Project scopes will be packaged to meet Proposition Two eligibility criteria and optimize scoring for life safety, modernization, and energy efficiency so that the state share approaches the allowable ceiling. The college will emphasize clearly documented hazards, code compliance, instructional impacts, and measurable operating savings to strengthen Final Project Proposal (FPP) scoring.[10]
2. **Protect fiscal resilience.** The proposed rate-extension GO bond will remain within existing levy limits and align with board-adopted reserve policies, preserving liquidity and credit strength across economic cycles. Reserve draws, if any, will be temporary and backfilled by state reimbursements and energy incentives.[2]
3. **Maintain schedule continuity.** Where timing gaps arise between state authorization and cash disbursement, the district will deploy zero-interest ECAA loans to carry design and early works so that critical-path activities are uninterrupted.[3] [25] The objective is to avoid stop-start construction patterns that elevate cost and risk.
4. **Optimize sequencing and timing.** Milestones will be synchronized with state submission windows, trustee actions, and community engagement to reduce schedule risk and escalation. Early enabling packages will be considered where they accelerate begin-construction evidence or mitigate lead-time risks for specialized equipment.

Federal update (effective July 4, 2025). H.R. 1 (the One Big Beautiful Bill Act) amended selected Inflation Reduction Act (IRA) provisions. Direct pay under Internal Revenue Code Section 6417 remains available to tax-exempt entities such as ARC, but schedules are tighter, domestic-content requirements are stricter, and vendor diligence is required to avoid prohibited-entity conflicts.[24] [26] [27] [29] ARC should memorialize procedures for domestic-content verification, begin-construction documentation, and Foreign Entity of Concern (FEOC) screening within standard procurement templates and owner-furnished specifications.

How to Read This Report

- **Acronyms Used in This Report**
- **Sections 1–2** orient you to the timeline and strategic context.
- **Section 3** details condition, capacity, and utilization data used to justify the sequence.
- **Section 4** provides the updated priority list and compliance table calibrated to CCCCO scoring.
- **Section 5** gives the project profiles.
- **Sections 6–7** outline funding capacity and the integrated financing strategy.
- **Section 8** addresses federal changes to IRA direct pay and the implications for procurement.
- **Sections 9–10** summarize risk and provide responses to common concerns.
- **Appendix A** contains the alignment matrix for submittal preparation and board communications.
- **REFERENCES** (Chicago Notes & Bibliography)

Acronyms Used in This Report

Acronym	Meaning
ARC	American River College
FMP	Facilities Master Plan

Acronym	Meaning
GO	General obligation (bond)
FY	Fiscal year
CCCCO	California Community Colleges Chancellor’s Office
IPP	Initial Project Proposal
FPP	Final Project Proposal
FCI	Facility Condition Index
STEM	Science, technology, engineering, and mathematics
EMT	Emergency Medical Technology
CNA	Certified Nursing Assistant
ADA	Americans with Disabilities Act

Acronym	Meaning
HVAC	Heating, ventilation, and air conditioning
PE	Physical education
SFID	School Facilities Improvement District
ECAA	Energy Conservation Assistance Act
IRA	Inflation Reduction Act
H.R. 1	One Big Beautiful Bill Act (federal tax and spending law enacted July 4, 2025)
HR	House of Representatives bill designation
FEOC	Foreign Entity of Concern
ITC	Investment Tax Credit
PTC	Production Tax Credit

Acronym	Meaning
AV	Assessed valuation
CAPEX	Capital expenditures
OPEX	Operating expenditures
O&M	Operations and maintenance
NPV	Net present value
ROI	Return on investment
FUSION	State capital outlay tracking system

Section 1. KEY MILESTONES & TIMELINES

Fiscal quarters: Q1 = Jul–Sep | Q2 = Oct–Dec | Q3 = Jan–Mar | Q4 = Apr–Jun | FY = fiscal year

Period	Milestone	Lead Responsibility
Q2 FY 2025–26 (Oct–Dec 2025)	Board adopts the updated Facilities Master Plan and the Five Year Capital Outlay Plan.[17] [19]	Board
Q3 FY 2025–26 (Jan–Mar 2026)	Submit first-wave Initial Project Proposals (IPPs) and the signed Five Year Capital Outlay Plan through FUSION, the state's capital outlay tracking system.[15] [16]	Facilities Planning
Q4 FY 2025–26 (Apr–Jun 2026)	Board resolution to place a November 2026 GO bond measure on the ballot; initiate outreach	Finance & Board & Communications
Q1 FY 2026–27 (1 Jul 2026)	Submit first-wave IPPs and the signed Five Year FMP in FUSION by 5pm[15] [16]	Facilities Planning
November 2026	Conduct GO bond election (55 percent approval threshold)[23]	Board & Elections
Q3 FY 2026–27 (Jan 2027)	California Community Colleges Chancellor's Office (CCCCO) releases IPP rankings; identify projects marked "Recommended for Funding."[22]	Chancellor's Office / Facilities Planning
Q1 FY 2027–28 (Jul–Sep 2027)	Submit Final Project Proposals (FPPs) for ranked projects.[21]	Facilities Planning

Decision gates and dependencies. Adoption of the FMP and Five Year Plan authorizes IPP packaging. A successful November 2026 rate-extension bond sets the local match for state-recommended projects. FPP development proceeds only for projects that qualify on the statewide priority list and meet readiness thresholds for scope, budget, schedule, and environmental compliance.

Deliverables and evidence. For each priority project, the college will produce a space program, code and hazard inventory, schematic-design narrative, and cost model at Class D/B levels. Submittals will include utilization proofs, NPV of energy measures, and cash-flow profiles that demonstrate local-match sufficiency under conservative AV and interest-rate assumptions.[16] [21]

Section 2. STRATEGIC CONTEXT

Proposition Two, approved by voters in November 2024, dedicates $1.5 billion to community college capital improvements with priority for life safety, modernization, and energy efficiency.[4] In a resource-constrained environment, competitive packaging is decisive. The CCCCO scoring construct emphasizes seismic safety, accessibility compliance, readiness, and quantifiable operating savings, which rewards careful scope definition and alignment to educational need.[10] Readiness is strengthened by completed programming, well-documented hazards, and a credible plan for swing space and phasing that protects instruction.[18]

Campus Vision Drivers

Drawing on the district mission and facilitated master-planning workshops,[5] the update advances four aims:

- **Flexible learning. Redesign STEM labs and health-science simulation spaces to support interdisciplinary pedagogy and industry certification. Include adaptable utilities, reconfigurable casework, and standardized safety systems to reduce rework across projects.**
- **Student-centered services. Create consolidated hubs that streamline advising, enrollment, and wellness. Provide universal design and co-location of high-demand services to reduce student friction and improve completion.**
- **Sustainability and resilience. Adopt net-zero-ready standards, renewable-energy canopies, and greywater systems that reduce operating costs and climate risk. Integrate energy storage where it supports resilience and demand-charge management.**
- **Campus cohesion. Improve outdoor learning and pedestrian connectivity, with clear wayfinding and shaded gathering spaces that support community events and informal learning.**

Enrollment and Workforce Trends

While full-time-equivalent enrollment has leveled, career pathways in health, information technology, and clean-energy trades are expanding at roughly 8 percent per year.[6] Regional projections indicate more than 9,000 new positions in healthcare support and green construction by 2030. The plan therefore balances large lecture capacity with modular career-technical labs and simulation spaces to match labor-market demand. Program sequencing will give early consideration to allied-health laboratories, basic-needs hubs, and essential infrastructure that removes capacity constraints in high-demand pathways.

Planning Principles

1. **Life safety first. Pursuant to the August 13, 2025 priority update, focus near-term effort on the Corp Building, Science Building, Horticulture Building, and Kinesiology & Athletics. Treat the Boiler Building & Central Plant as infrastructure packaged with academic scopes to maximize eligibility. Package scopes to present clear life-safety improvements, accessibility compliance, and hazardous-material abatement.**
2. **Workforce alignment. Sequence projects that expand high-demand programs such as Emergency Medical Technology and Certified Nursing Assistant, information technology, and skilled trades. Early delivery increases enrollment capacity and creates visible community benefits that support voter confidence.**
3. **Energy and cost efficiency. Apply Proposition Two and ECAA resources to scopes with verifiable operating savings and resilience benefits. Document energy measures with third-party calculators and include commissioning to ensure persistence of savings.**
4. **Community engagement. Maintain a structured stakeholder program with webinars, tours, and targeted surveying to sustain trust and build support ahead of the November 2026 election. Provide transparent dashboards for scope, schedule, budget, and change management once projects move into construction.**

Section 3. CONDITION AND CAPACITY ANALYSIS

This analysis synthesizes Facility Condition Index (FCI) data, detailed space-use studies, and code-compliance audits to prioritize investment by risk, academic impact, and regulatory urgency. Narrative references follow the August 13, 2025 ranking:

(1) Corp Building,
(2) Science,
(3) Horticulture
(4) Kinesiology & Athletics
(5) Boiler Building & Central Plant
(6) Stadium
(7) West Transit Center
(8) Health & Education (New Paramedics)

FCI Rankings

- **Boiler Building & Central Plant: 90.8% FCI. Replacement of thermal-generation equipment is urgent and should be coordinated with academic-building modernization to maintain eligibility and minimize campus disruptions.**
- **Science Building: 76.7% FCI. Lab systems and envelope failures jeopardize instructional continuity and can be addressed in a single modernization package that includes ventilation, exhaust, accessibility, and flexible-lab planning.**
- **Horticulture Building: 66.4% FCI. Legacy greenhouse systems constrain curriculum delivery and should be upgraded alongside classroom and lab modernization to raise utilization.**

Interpretive note. FCI values indicate relative condition; they do not, by themselves, determine priority. Priority is derived from a composite of condition, instruction, safety, readiness, and financing.

Space Utilization Analysis

Utilization remains below targets, indicating scheduling inefficiencies and latent capacity: lecture rooms operate at 47 percent versus a 70 percent target; career-technical labs at 28 percent versus an 85 percent target.[6] The college should standardize scheduling rules, right-size room counts during modernization, and pursue cross-listing where course conflicts suppress utilization.

Method highlights. Baselines reflect registrar data and room-by-room audits for the most recent academic year. Outliers were investigated and corrected in collaboration with academic departments. The resulting dataset supports defensible right-sizing and informs the programming of flexible rooms that serve multiple departments.

Section 4. UPDATED PROJECT PRIORITY LIST (AUGUST 13, 2025)

The matrix below translates the priority list into state alignment and funding implications.

Priority	Project	Likely CCCCO path	Utilization (current vs. target)	State points est.	Packaging strategy	Funding mix guidance	Notes
1	Corp Building	Low state alignment if largely administrative/support	N/A (non-instructional)	Low	If any instructional rooms exist, bundle with an academic modernization; otherwise plan local	Mostly local; consider energy-efficiency alternates only	If majority non-instructional, identify instructional areas for packaging or repurposing to improve academic alignment.
2	Science	Strong modernization candidate	Lecture 70→85; lab 60→85	High	Right-size lab counts to utilization targets; include ventilation and	State + local	Coordinate systems work with FPP scoring to maximize points.
3	Horticulture	Moderate to strong if instructional labs/classrooms are included	Labs 40→85	Medium	Pair greenhouse and code upgrades with classroom/lab modernization to strengthen scoring	State + local	Replace failing greenhouse systems; address ADA and life safety; consider phasing to reduce risk.
4	Kinesiology & Athletics	Moderate if instructional components are emphasized	Gym/classroom 55→85	Medium	Emphasize instructional PE and fitness labs and code needs; avoid athletics-only amenities	State + local	Focus on code, accessibility, and instructional areas; protect local funds to preserve state scoring.
5	Boiler Building	Strong when packaged with	N/A (infrastructure)	Medium	Package with academic buildings; document	Local + state (as part of package)	Target ECAA loans[12] [25], utility incentives, and

Priority	Project	Likely CCCCO path	Utilization (current vs. target)	State points est.	Packaging strategy	Funding mix guidance	Notes
	& Central Plant	academic modernization			operational savings and resilience		applicable federal direct-pay benefits.
6	Stadium	Low for state unless safety/ADA scope dominates	N/A (site/athletics)	Low	Limit to ADA/egress/lighting safety if seeking points; otherwise plan local	Mostly local	Consider deferring non-safety amenities to protect scoring; keep decoupled from academic scopes.
7	West Transit Center	Limited academic scoring; pursue external grants	N/A (site/transport)	Low	Package with sustainability and access improvements; pursue transportation grants	Local + external grants	Do not rely on CCCCO academic scoring.
8	Health & Education (New	Stronger if housed in academic space	Labs 50→85	High	Locate in an academic building;	State + local	IPP should include demand

Priority	Project	Likely CCCCO path	Utilization (current vs. target)	State points est.	Packaging strategy	Funding mix guidance	Notes
	Paramedics)				include clinical simulation; plan swing space		analysis, clinical partnerships, and workforce alignment.

Sequencing logic. Projects 2–5 form a coherent first tranche that pairs academic modernization with enabling infrastructure and high-scoring scopes. Projects 6–7 proceed as locally funded site enhancements or external-grant packages that do not dilute state scoring for academic buildings. Project 8 proceeds when host space is readied within the academic core.

Code Compliance Audit

Building	Fire & Life Safety	Seismic	Accessibility (ADA)	HVAC
Corp Building	To be confirmed during schematic review	Office structural review planned	Elevator, restroom, and path of travel to be confirmed	Aging air handlers and controls require evaluation
Science Building	Frequent false alarms (High)	Unreinforced masonry frame (High)	No second-floor elevator (High)	Substandard fume-hood exhaust (High)

Building	Fire & Life Safety	Seismic	Accessibility (ADA)	HVAC
Horticulture Building	None noted	Unbraced greenhouse glazing (Medium)	Insufficient ramp access (Medium)	Outdated intake controls (Low)
Kinesiology & Athletics	Egress and bleacher safety upgrades	Roof-structure bracing to be confirmed	Locker-room and seating accessibility upgrades	Ventilation upgrades for fitness areas
Boiler Building & Central Plant	No sprinkler system (High)	None noted	Entry thresholds > ½" (Medium)	Corroded combustion louvers (Medium)
Stadium	Field-lighting and egress-path safety	None noted	Seating, press-box, and path-of-travel improvements	Press-box ventilation check
West Transit Center	Site lighting and crosswalk safety	None noted	Accessible bus bays and curb ramps	None noted
Health & Education (New Paramedics)	Fire alarm and sprinkler to current code	Per host building if modernized in place	Fully accessible classroom and lab layouts	High ventilation rates and localized exhaust for simulation labs

Compliance pathway. Early conversations with the authority having jurisdiction should confirm performance-based options for ventilation and egress in legacy buildings. Accessibility upgrades will be captured in the project scopes to ensure barrier removal is comprehensive and aligned to state guidance.

Section 5. PRIORITY PROJECT PROFILES

Each profile, presented in priority order, summarizes the context, scope, and Proposition Two eligibility. The profiles are concise planning abstracts intended for IPP development and board briefings.

Cost Status (August 2025)

Cost figures are intentionally omitted in this draft. ARC's cost consultants will prepare and validate estimates for inclusion with the final FMP and subsequent board materials.

Priority	Project	Context	Scope anchors	Dependencies	Eligibility notes
1	Corp Building	Houses administrative and student-support functions with limited instruction.	Building-systems renewal; code and accessibility upgrades; universal design at service counters; wayfinding.	Coordinate with Student Center hub design to avoid duplicative investments.	Low alignment for state funds unless instructional rooms are present; otherwise local funding with efficiency alternates only.
2	Science Building	High FCI and central to STEM instruction.	Lab reconfiguration; new exhaust and fume hoods; envelope repair; accessibility	Swing-space identification; coordination with Boiler Building &	Strong modernization candidate with high scoring potential when packaged with ventilation, safety, and accessibility scopes.[10]

Priority	Project	Context	Scope anchors	Dependencies	Eligibility notes
			improvements; flexible teaching benches; safety and monitoring systems.	Central Plant for capacity and controls.	
3	Horticulture Building	Specialized instruction in plant sciences; greenhouse systems are end-of-life.	Greenhouse glazing and structure; climate control; lab-classroom modernization; outdoor learning yards; irrigation efficiency.	Phasing to maintain program continuity; align with site-utilities upgrades.	Moderate to strong if classroom and lab modernization is included with code compliance.
4	Kinesiology & Athletics	Mix of instructional PE and athletics functions.	Fitness labs; instructional courts; locker and restroom modernization; seismic and egress improvements; accessibility upgrades.	Coordinate with Stadium project to prevent scope overlap.	Moderate state alignment when instructional components and code scopes are emphasized.
5	Boiler Building & Central Plant	Critical campus infrastructure with very high FCI.	Replacement of thermal-generation equipment; distribution upgrades; controls	Deliver alongside academic modernization to maintain	Strong when packaged with academic buildings and documented operating savings.

Priority	Project	Context	Scope anchors	Dependencies	Eligibility notes
			integration; resilience measures.	eligibility and limit campus disruptions.	
6	Stadium	Site and athletics facility with limited instructional value.	ADA, egress, lighting, and safety improvements.	Keep decoupled from instructional modernization to avoid lowering state scoring.	Low state alignment except for safety and accessibility scopes.
7	West Transit Center	Access and circulation improvements that support campus connectivity.	Safe crosswalks; lighting; accessible bus bays; sustainability features.	Coordinate with city and regional partners for grant alignment.	Limited academic scoring; pursue external grants and local funds.
8	Health & Education (New Paramedics)	Expands allied-health capacity with clinical simulation.	Skills labs; simulation suites; debrief rooms; support spaces in an academic building.	Swing space during host-building modernization; clinical partnerships.	Strong when located in academic space with documented workforce alignment.

Section 6. FUNDING CAPACITY ASSESSMENT

Funding capacity rests on reserves, debt profile, and available levy room under multiple economic scenarios. Even with conservative assumptions, Los Rios Community College District (LRCCD) can meet local participation without increasing the levy. The analysis uses historical AV growth tempered to a conservative case and assumes interest rates that reflect current market conditions.

Unrestricted Reserves

Los Rios reports $61.5 million in unrestricted reserves for FY 2024–25, with a projected increase to $67.9 million by FY 2026–27, exceeding the 5 percent policy floor of roughly $33 million.[2] [7] Reserves provide working capital for design and early works and support credit strength during multi-year delivery.

Existing Debt Profile

Annual debt service on existing bonds totals roughly $10 million, or 1.3 percent of the general fund. Within the current levy, the district can issue up to $150 million in additional GO bonds before reaching an 8 percent debt-to-expenditure cap. The debt portfolio will benefit from careful structuring of series and amortization to match project cash flows and state reimbursement timing.

Tax-Rate Capacity

With 88 percent of assessed value within the School Facilities Improvement District (SFID), the district can place a rate-extension bond that covers the local match without increasing the existing $0.025 per $100 levy.[11] Rate-extension language and public communications will emphasize tax neutrality, visible campus improvements, and accountability.

Sensitivity Analysis

Under a 2 percent AV-growth case, bond capacity declines by approximately $70 million; at a 6 percent interest-rate case, capacity declines by approximately $40 million. Both outcomes are manageable within the district's broader fiscal posture. Contingencies include pacing issuances across series, deferring lower-priority amenities, and increasing the share of scopes that qualify for state participation or energy incentives.

Program controls. Governance will include a program management office; monthly dashboards to track budget, schedule, and risk; and change thresholds that trigger executive review. Independent cost estimating will be used at schematic and design-development milestones to validate budgets before bid.[20]

Section 7. INTEGRATED FUNDING STRATEGY

A phased strategy aligns external and local resources to sustain delivery:

1. State share (Proposition Two). Prioritize scopes qualifying for high-value life-safety and modernization categories to approach a 50 percent state share.
2. Local share (GO bond). Place a November 2026 rate-extension measure calibrated to cover the local match while maintaining the current levy.
3. Bridge financing. Utilize ECAA loans[12] [25] for schematic design, early works, and pre-bond procurement to hold schedule.
4. Grants and incentives. Monetize IRA direct-pay credits[9], as modified by H.R. 1, and pursue state efficiency financing to reduce net cost. Emphasize domestic content, credible begin-construction evidence, and supplier diligence to avoid elective-pay reductions or disallowance.[26] [27] [28] [29]

Cash Flow and Match Management

- State reimbursement timing. Assume lags between FPP approval and cash receipt. Use ECAA proceeds to maintain design and early-construction momentum.[25]
- Series structuring. Size initial bond series to fund preconstruction and early academic modernization while preserving capacity for mid-cycle issuance aligned to FPP approvals.
- Direct-pay planning. For eligible energy scopes, plan design and procurement to meet domestic-content and begin-construction standards. Document Investment Tax Credit (ITC) and Production Tax Credit (PTC) assumptions in the cash-flow model and include conservative haircuts where domestic content is not yet fully demonstrable.[13]
- Contingency and escalation. Maintain program contingency and escalation allowances that reflect market conditions. Update quarterly as bid results and commodity trends become available.

Implementation Timeline (Integrated with Funding)

Fiscal quarters: Q1 = Jul–Sep | Q2 = Oct–Dec | Q3 = Jan–Mar | Q4 = Apr–Jun | FY = fiscal year

Period	Milestone	Lead Responsibility
Q2 FY 2025–26 (Oct–Dec 2025)	Board adopts the updated FMP and the Five Year Capital Outlay Plan[17] [19]	Board
Q3 FY 2025–26 (Jan–Mar 2026)	Complete conceptual scopes, space programs, and Class D/B estimates; prepare draft IPPs in FUSION[16]	Facilities Planning
Q4 FY 2025–26 (Apr–Jun 2026)	Board resolution to place a November 2026 GO bond measure on the ballot; launch community outreach campaign	Finance & Board & Communications
Q1 FY 2026–27 (1 Jul 2026)	Submit first-wave IPPs and the signed Five Year Plan in FUSION by 5 p.m.[16]	Facilities Planning
November 2026	Conduct GO bond election (55 percent approval threshold)[23]	Board & Elections
Q3 FY 2026–27 (Jan 2027)	CCCCO releases IPP rankings; identify projects "Recommended for Funding."[22]	Chancellor's Office / Facilities Planning
Q1 FY 2027–28 (Jul–Sep 2027)	Submit FPPs for ranked projects[21]	Facilities Planning
FY 2027–28	Issue first bond series, award prime contracts, and commence priority design and construction[21]	Finance & Contracts

Section 8. FEDERAL POLICY UPDATE: H.R. 1 AND IRA DIRECT PAY (EFFECTIVE JULY 4, 2025)

Summary of changes. H.R. 1 was enacted on July 4, 2025. It narrows or accelerates several IRA incentives while leaving Section 6417 direct pay intact for tax-exempt entities. Implications for ARC are summarized below.[24] [26] [27] [28] [29]

Item	What changed under H.R. 1	Why it matters for ARC	Action for ARC
Direct pay (Section 6417)	Retained for tax-exempt entities; excessive elective-pay claims may incur a 20% penalty	ARC can continue to receive cash payments for eligible Investment Tax Credit (ITC) or Production Tax Credit (PTC) projects; compliance rigor is essential	Continue to use direct pay; implement internal controls to avoid excessive-payment penalties [29]

Item	What changed under H.R. 1	Why it matters for ARC	Action for ARC
Begin construction / placed in service	Tighter “physical work” standard and compressed windows for larger projects; small projects may retain a 5 percent safe harbor	Schedules for solar, storage, and similar scopes need earlier physical work	Advance early packages for site work, foundations, or equipment manufacturing to evidence physical work [28]
Domestic content	Fewer exceptions; non-compliant projects risk credit reduction or elective-pay haircut	Preserve full value by prioritizing U.S. steel, iron, and manufactured products	Add a domestic-content plan to bid documents; require mill certificates and component-origin documentation [26] [27]
FEOC restrictions	New limitations where a Foreign Entity of Concern is involved	Certain vendors or components may disqualify credits	Add FEOC screening to vendor diligence and contractual representations and warranties [27]
Transferability	Retained for taxable entities; limited relevance to a public college	Not a primary tool for ARC	Focus on direct pay; monitor partner use of transferability as needed [27]
Program scope	Residential and EV-related credits curtailed; adjustments to manufacturing credits	Reduced spillover for EV or residential-type scopes; 45X remains relevant upstream	Prioritize campus generation and storage; coordinate with suppliers benefiting from 45X [26]

Practical checklist for project teams.

1. Insert domestic-content and FEOC clauses in procurement documents.
2. Plan early physical work to meet begin-construction standards.
3. Track ITC/PTC assumptions and direct-pay filings within the program cash-flow model.
4. Maintain an auditable file for each energy project that includes origin documentation, mill certificates, and construction logs.
5. Coordinate with legal counsel on elective-pay attestations and any required registrations.

Bottom line. Direct pay remains a powerful tool for ARC, but delivery must be faster, procurement must satisfy domestic-content rules, and vendor diligence must be rigorous to protect value.[26] [27] [28] [29]

Section 9. RISK AND MITIGATION

Risks span four domains with corresponding mitigations:

Risk domain	Representative risks	Likelihood	Impact	Owner	Primary mitigations
Policy and regulatory	State disbursement lags; changes to scoring guidance	Medium	Medium	Facilities Planning	Maintain liquidity with ECAA; stage bids to match cash flow; keep scope aligned to scoring [10] [25]
Financial and market	Interest-rate volatility; construction-cost escalation	Medium	High	Finance	Lock rates opportunistically; right-size series; update cost indices quarterly

Risk domain	Representative risks	Likelihood	Impact	Owner	Primary mitigations
Voter and community	Tax fatigue; concerns about project selection	Medium	Medium	Communications	Transparent dashboards; community tours; emphasize tax neutrality and visible benefits[8]
Operational and supply chain	Contractor capacity; long-lead equipment	Medium	High	Program Management	Early procurement; prequalification; flexible phasing and swing space

Change control. Material scope changes will require documented justification tied to safety, instructional need, or compliance. Budget transfers above threshold will trigger board notification and an updated cash-flow model.

Section 10. COUNTER ARGUMENTS AND RESPONSES

Concern	Response
“Property taxes are already too high.”	The proposed bond is a rate extension that does not increase the tax rate.
“Why so many projects at once?”	Phased implementation aligns funding cycles with readiness to minimize disruption.
“State funding may not arrive in time.”	ECAA loans bridge cash-flow gaps so that design and early works proceed as scheduled.
“Energy upgrades do not belong in a bond.”	Energy scopes yield measurable operating savings and strengthen Proposition Two scoring.
“This plan is too complex for staff to manage.”	The program management office, independent cost estimating, and monthly dashboards provide structure and accountability while preserving flexibility.

APPENDIX A: CCCCO Alignment Matrix (Updated August 13, 2025)

Source: ARC_8.13.25_CCCCO_alignment_matrix_v4.xlsx

Priority	Project	Type	Likely CCCCO path	Key scoring levers	Packaging strategy	Preliminary funding mix guidance	Utilization (current vs. target)	State points est.	Notes
1	Corp Building	Modernization or non-instructional	Low alignment if largely administrative/support	Identify instructional use; ADA/code compliance where applicable	If instructional rooms exist, bundle with academic modernization; otherwise plan local	Mostly local; consider efficiency alternates only	N/A (non-instructional)	Low	If majority non-instructional, identify instructional areas for packaging or repurposing to improve alignment.
2	Science	Modernization	Strong modernization candidate	HVAC, fume-hood, and code compliance; lab modernization	Right-size lab counts to utilization targets; include ventilation and code scopes	State + local	Lecture 70→85; lab 60→85	High	Coordinate systems work with FPP scoring to maximize points.
3	Horticulture	Modernization	Moderate to strong if instructional labs/classrooms are included	Classroom/lab modernization and greenhouse upgrades	Pair greenhouse and code upgrades with classroom/lab	State + local	Labs 40→85	Medium	Replace failing greenhouse systems; address ADA and life safety;

Priority	Project	Type	Likely CCCCO path	Key scoring levers	Packaging strategy	Preliminary funding mix guidance	Utilization (current vs. target)	State points est.	Notes
					modernization				consider phasing.
4	Kinesiology & Athletics	Modernization	Moderate if instructional components are emphasized	Code/ADA; PE and fitness labs	Emphasize instructional PE and fitness labs and code needs	State + local	Gym/classroom 55→85	Medium	Focus on code, accessibility, and instructional areas; avoid athletics-only amenities.
5	Boiler Building & Central Plant	Modernization	Strong when packaged with academics	Operational savings, resilience, and deferred maintenance	Package with academic buildings to ensure eligibility	Local + state (as part of package)	N/A (infrastructure)	Medium	Target ECAA loans[3] [25], utility incentives, and direct-pay benefits.
6	Stadium	Modernization	Low unless safety/ADA scope dominates	ADA, egress, and lighting safety	Limit to safety if seeking points; otherwise plan local	Mostly local	N/A (site/athletics)	Low	Consider deferring non-safety amenities.
7	West Transit Center	Modernization	Limited academic scoring; pursue grants	Access and sustainability impacts	Package with sustainability and access improvements	Local + external grants	N/A (site/transport)	Low	Pursue transportation-grant partnerships.
8	Health & Education (New Paramedics)	Modernization	Stronger if located in academic space	Clinical simulation labs; workforce alignment	Locate in academic building; include clinical simulation; plan swing space	State + local	Labs 50→85	High	IPP should include demand analysis and clinical partnerships.

Use of Appendix A. The matrix is formatted for board workshops, public communications, and as a worksheet for IPP narrative drafting. Columns align to CCCCO criteria and the internal program controls described earlier.

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26	White & Case. “Amendments to IRA Tax Credits Following H.R. 1.” Insight Alert, Jul 2025. Summarizes retained direct pay and compressed timelines.
27	Sidley Austin. “The ‘One Big Beautiful Bill’ Act – Navigating the New Energy Landscape.” Client Update, Jul 2025. Notes domestic-content tightening and FEOC restrictions.
28	Reuters. “Trump Administration Unveils Stricter Subsidy Rules for Wind, Solar Projects.” Aug 15, 2025. Discusses begin-construction physical-work standard.
29	Internal Revenue Service. “Elective Pay and Transferability FAQs.” Updated 2024–2025. Background and compliance considerations for Section 6417 elective pay.

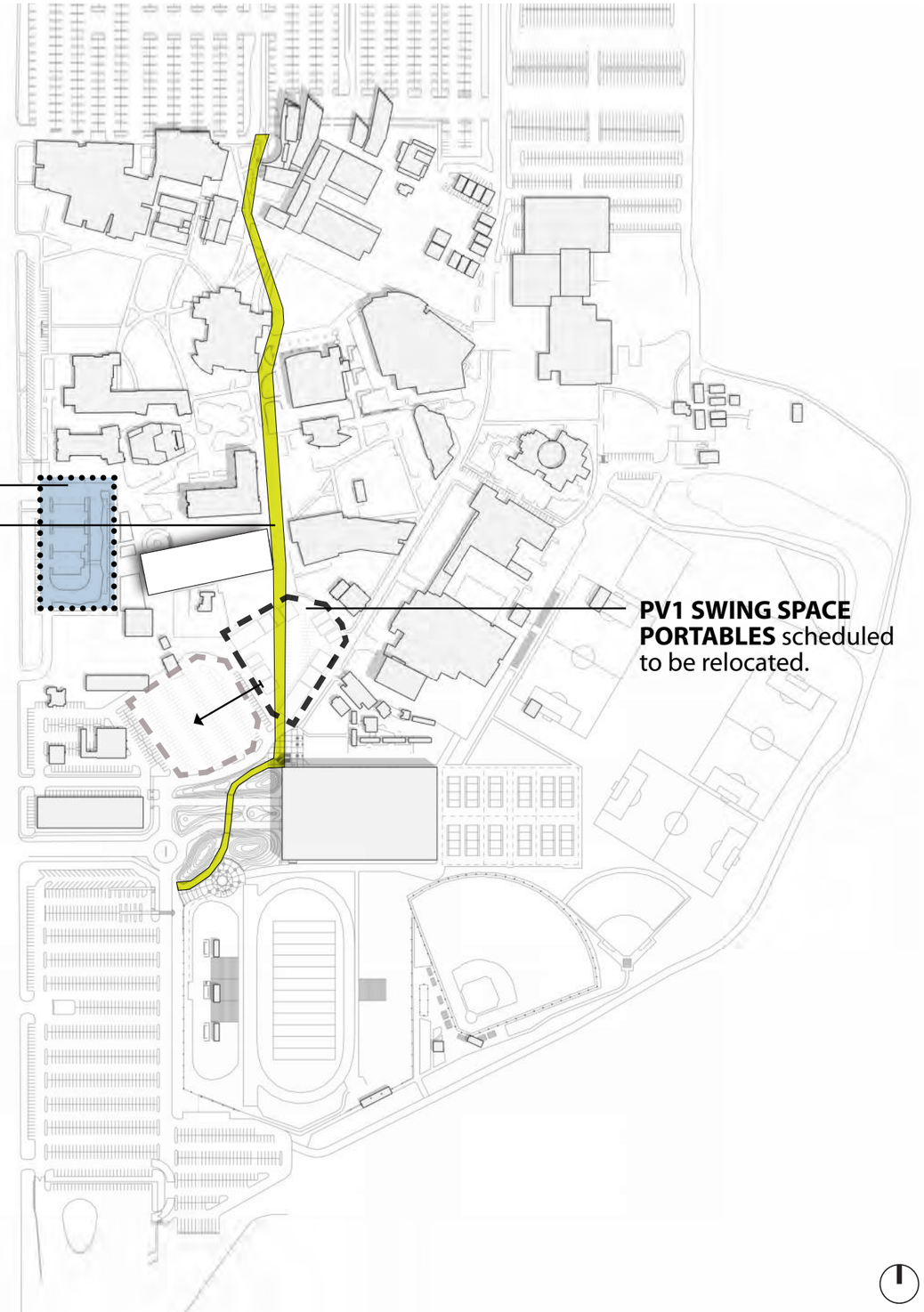
ALTERNATIVES
QUESTIONS ASKED AND ANSWERED

Multistudio

Concepts carried forward from 2019

TRANSIT CENTER
Start by building solar canopy

PROMENADE
to be more prominent



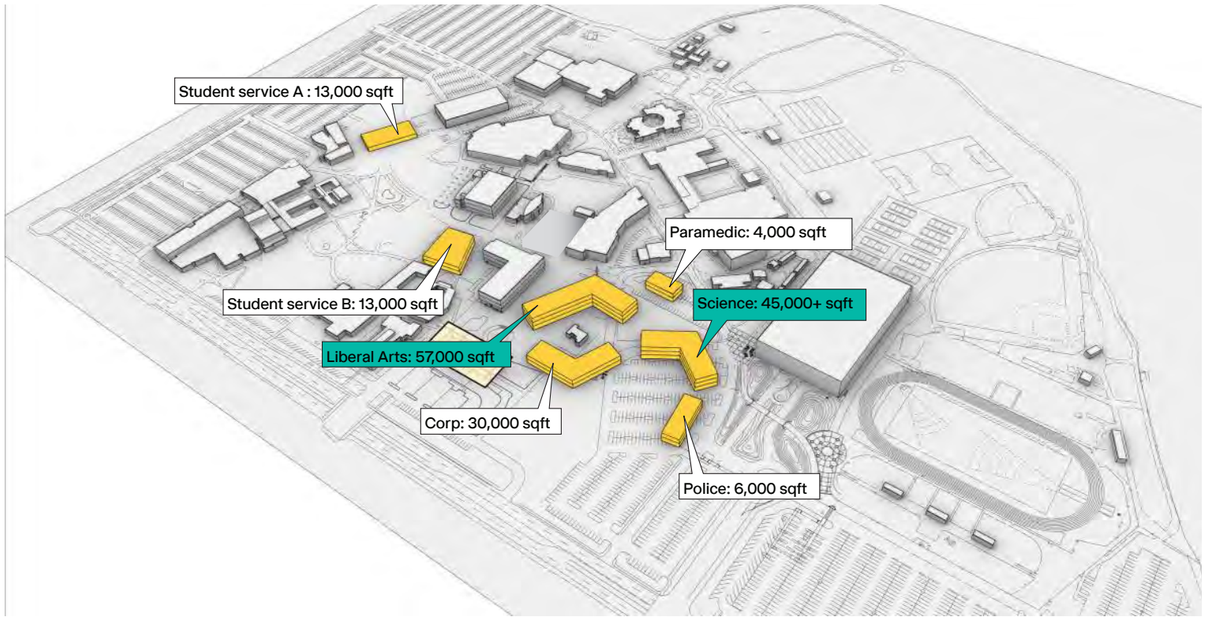
PV1 SWING SPACE PORTABLES scheduled to be relocated.

Legend

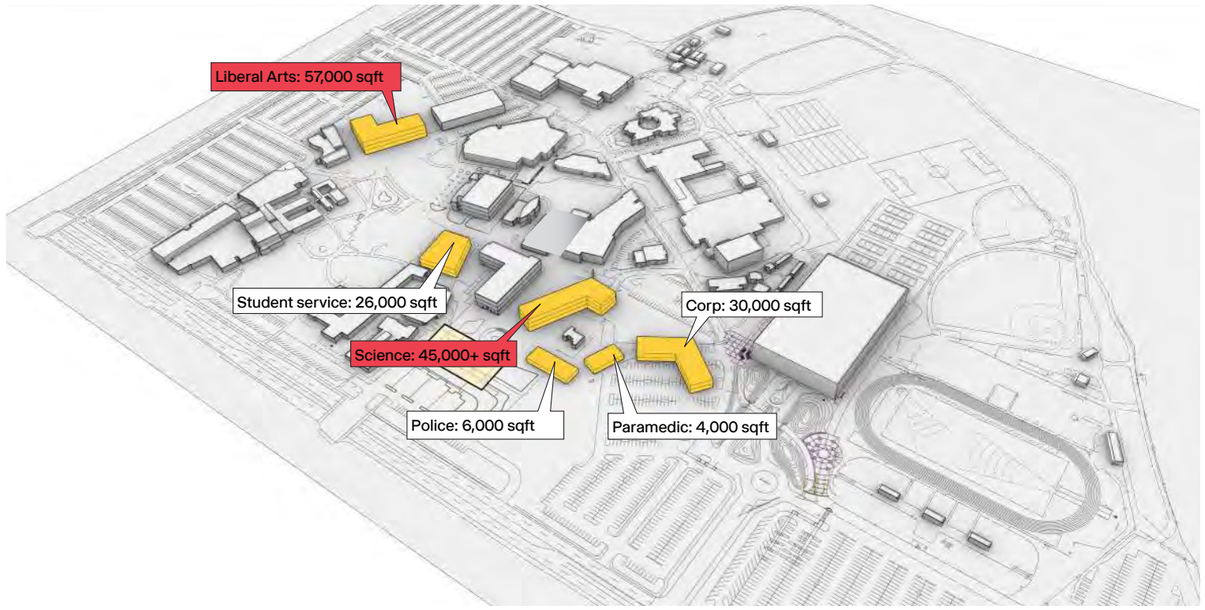
- Promenade
- Consolidated program into new building
- New Building
- Swing Space Portables to be moved

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

Liberal Arts at Davies Hall Location **or** Science Location



Question: Will Liberal Arts remain at it's current location (Davies Hall)?



Or swap locations with Science?

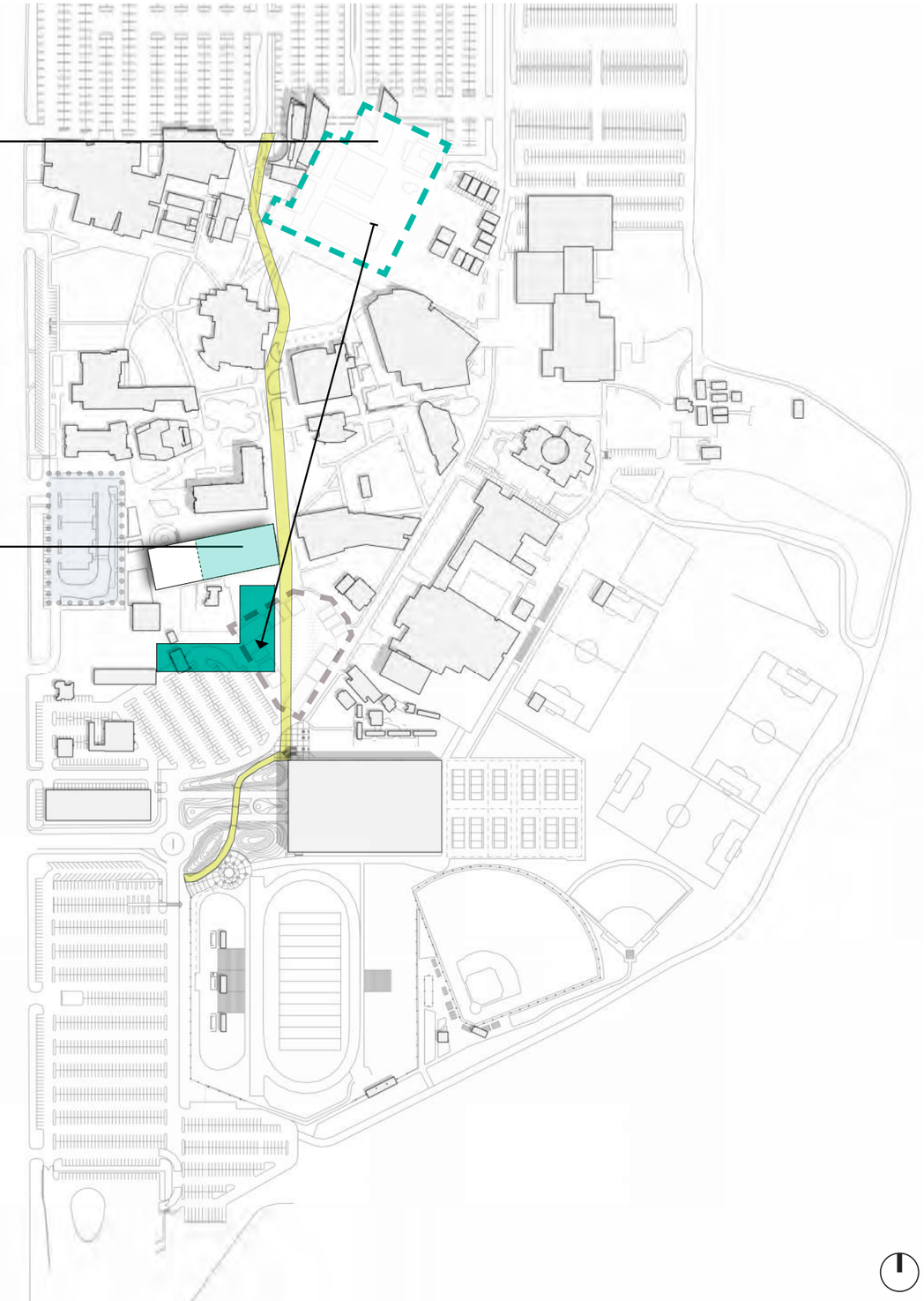
Conclusion: Liberal Arts will remain at it's current location (Former Davies Hall).
A modernization by way of a new building will be designed and constructed.

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

Concepts carried forward from 2019

SCIENCE
Consolidated program to be relocated.

DAVIES HALL
Smaller square footage, and scheduled to be **LIBERAL ARTS.**

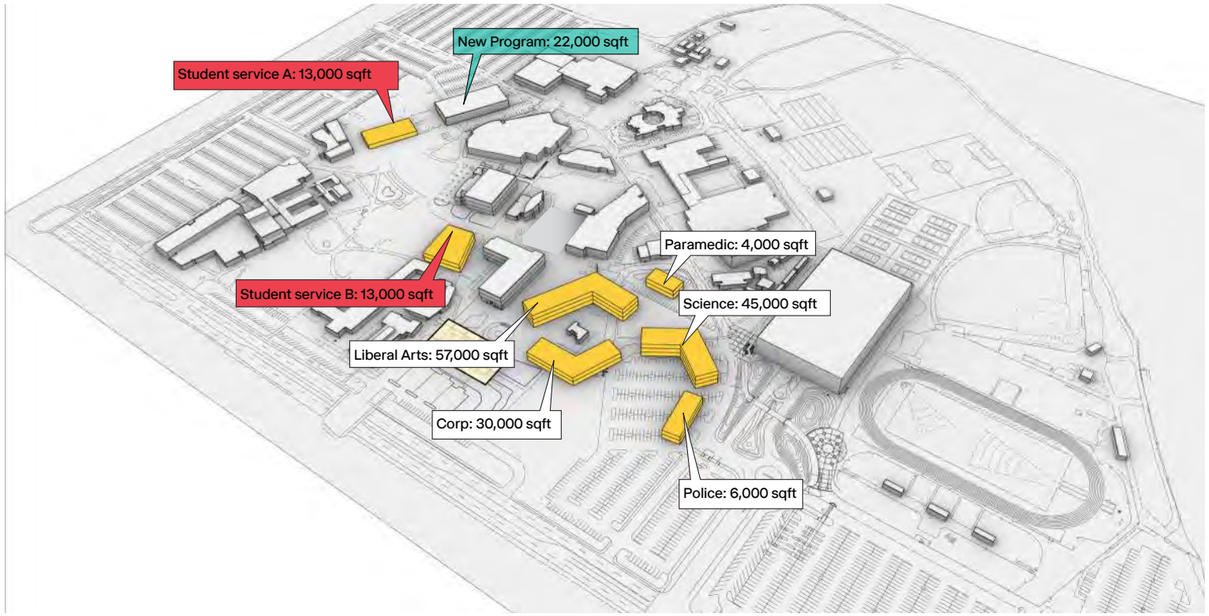


Legend

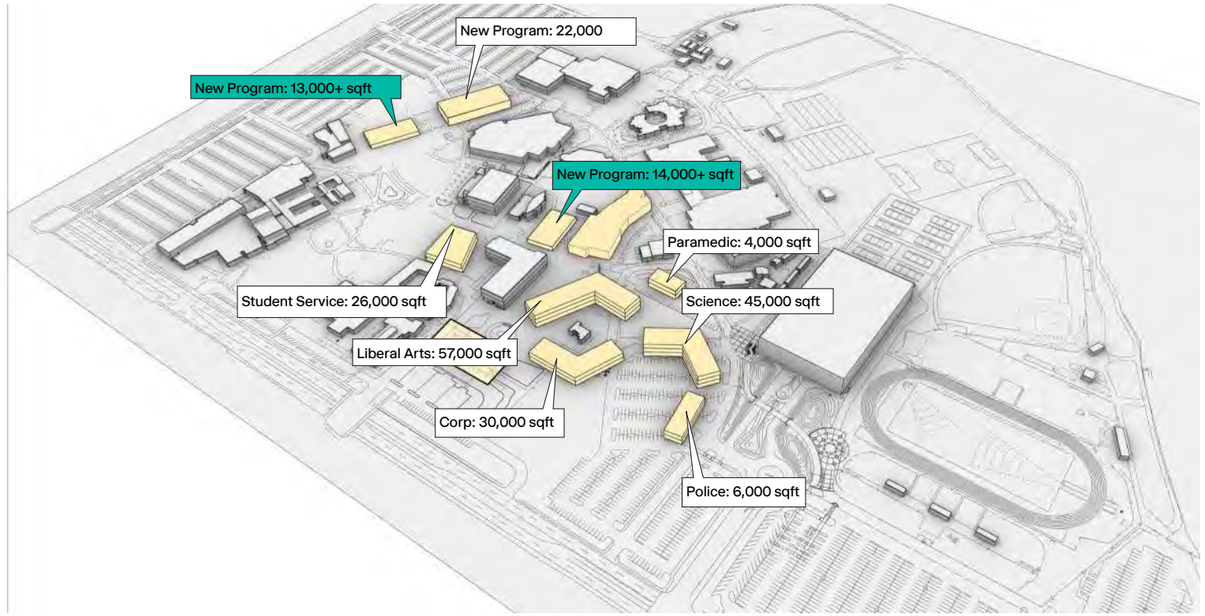
Promenade
Consolidated program into new building
New Building
Swing Space Portables to be moved

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

Student Services program split **or** consolidated and Tech. Ed Expansion



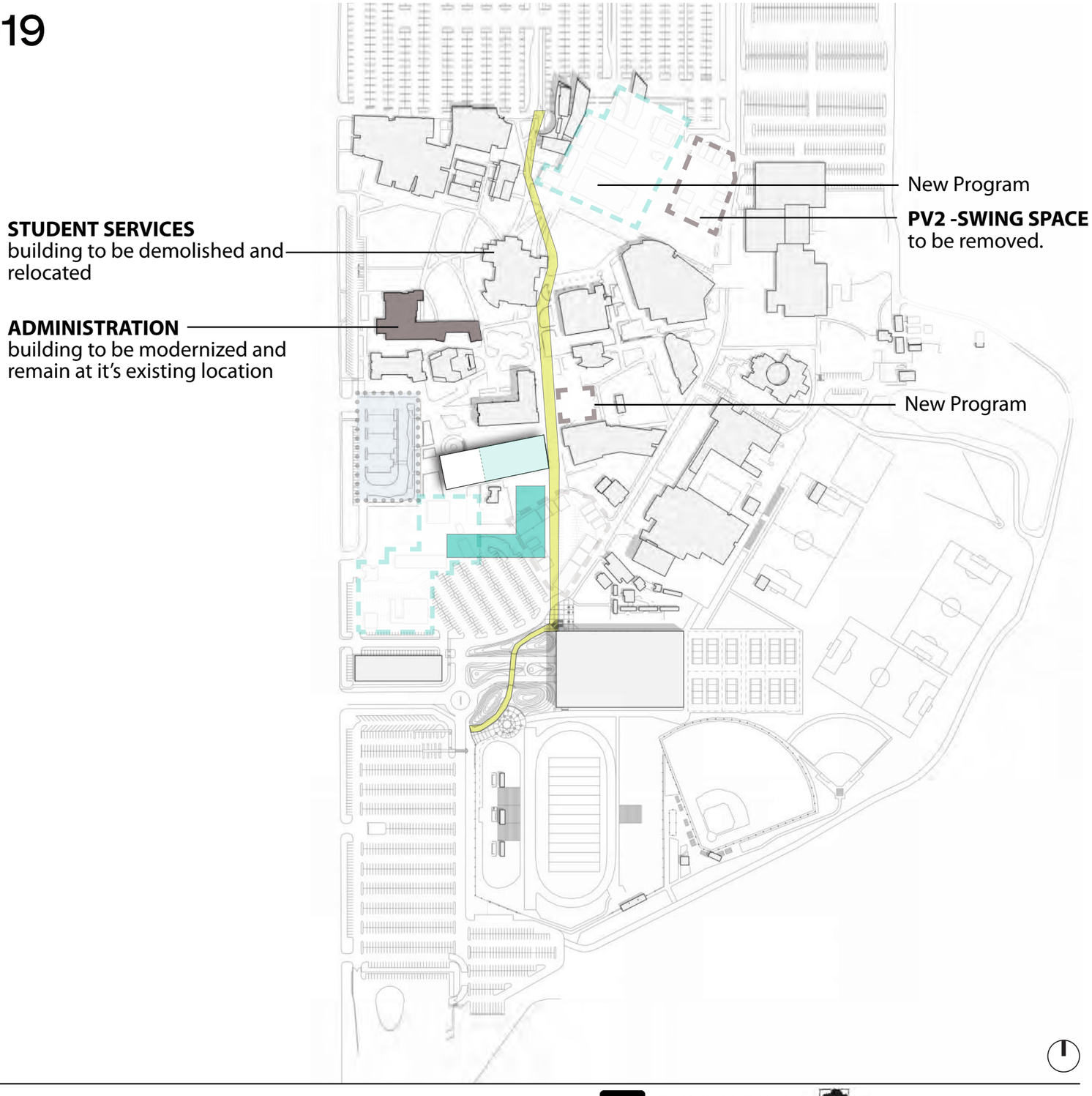
Question: Can the Student Services be split in two parts?



...or consolidated and expand Tech. Ed with on-site diesel service?

Conclusion: Student Services is to remain as one consolidated program but can be re-located as a new building at Rosa Parks Plaza. The Tech. Ed diesel service will remain off-site but a new building will be planned at the suggested location as part of the 25 year master plan.

Concepts carried forward from 2019



STUDENT SERVICES
building to be demolished and relocated

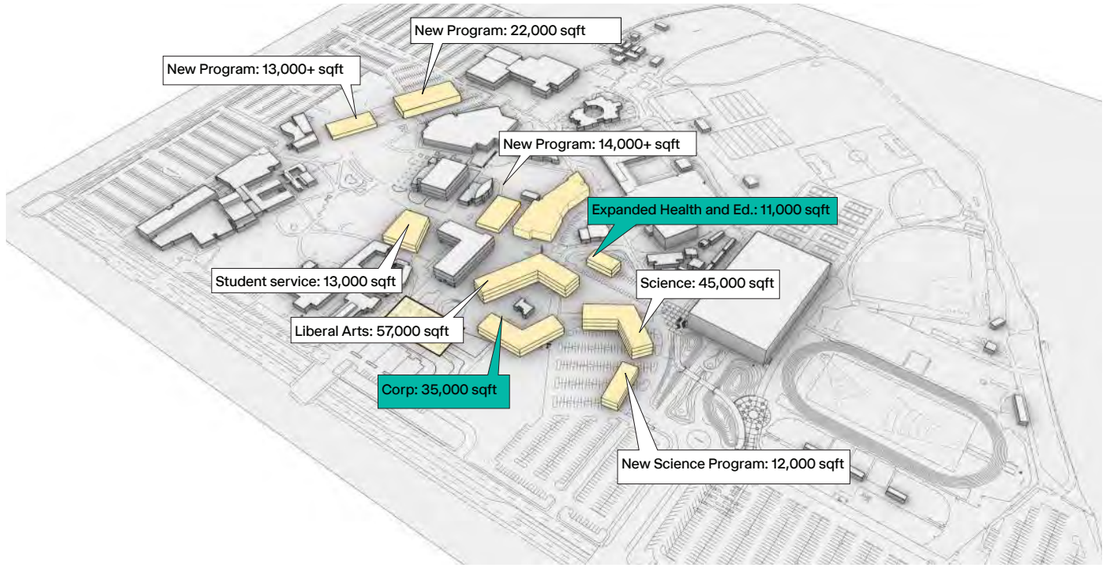
ADMINISTRATION
building to be modernized and remain at it's existing location

Legend

- Promenade
- Consolidated program into new building
- New Building
- Swing Space Portables to be moved

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

Police, Paramedics and Corp.



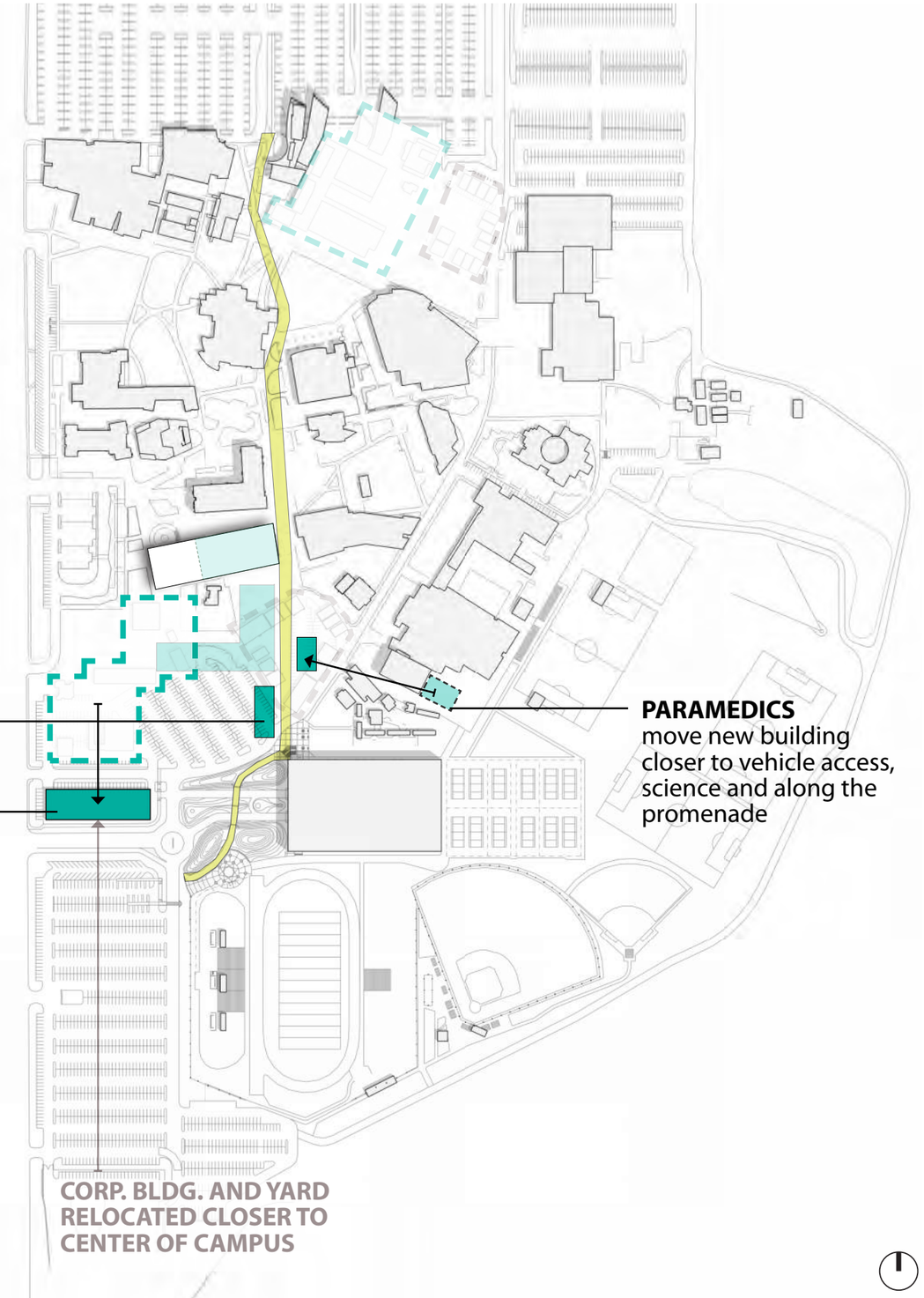
Questions: Can the Corporation Buildings be consolidated and relocated to frame the Ranch House with new Liberal Arts building to form a courtyard? And Can Health Ed be expanded to frame the promenade?

Conclusion: Corporation Buildings to be consolidated and relocated to frame the Ranch House with new Liberal Arts building to form a courtyard. Further studies to be provided to show phasing strategy.

Health Ed can be expanded and modernized with a new building to frame the promenade at the shown location.

Legend

- Promenade
- Consolidated program into new building
- New Building
- Swing Space Portables to be moved



LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

SPACE UTILIZATION STUDY

BY STEELCASE AR+C

Multistudio

5.4 Space Utilization Study

Provided by Steelcase AR+C the study presents an in-depth look at the spaces across campus, and suggests the optimal utilization, qualities and improvements.
The document is a companion to the 2025 American River College - Facilities Master Plan.

August 2024

Space Utilization Study

Engagement Report

American River College

Steelcase
Applied Research + Consulting

AMERICAN RIVER COLLEGE

LOS RIOS COMMUNITY COLLEGE DISTRICT ARC Multistudio

August 2024

Space Utilization Study

Engagement Report

American River College

Steelcase
Applied Research + Consulting

ARC
AMERICAN RIVER COLLEGE

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02 Strategic Intent

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- Experience Principles
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05 Scenario Development

- Classroom Utilization Key Findings + Scenarios
- Work Mode Study Key Findings
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- Overview: Davies Hall
- Overview: Welcome + Support Center

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- Classroom Utilization Key Findings
- Work Modes Study Key Findings
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- Workshop Key Findings
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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 American River College (ARC) campus and its role in both learning and community. There has also been increased interest by Faculty and Classified Professionals for more choice and control in how and where they do their work.

The ARC Executive Team is interested in thoughtfully considering a range of hybrid 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 hybrid office and classroom solutions ARC has engaged the Applied Research + Consulting Team and launched the Space Utilization Study. The goals of this are to:

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

The outcomes for this engagement include:

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

Executive Summary

Engagement Approach
Design Thinking + Wholistic

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

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

- Direction setting and education work session with ARC Executive Team and Leaders
- 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
- Workshop with Davies Hall replacement Project team
- Observation of approximately 17 buildings/portable villages including approx. 45 classrooms, 6 Faculty office areas, 7 Classified Professional work areas and the Natomas Center
- Review and analysis of classroom scheduling data
- Analysis, synthesis and initial scenario development
- Initial scenario review with ARC 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 ARC Executive Team and District Leaders

Executive Summary

Overview of Contents + Usage

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

Strategic Intent

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

Insights + Experience Principles

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

Strategic Design Brief

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

Scenarios

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

Executive Summary

Scenarios – Future Alternatives

Three scenarios were developed each for Faculty areas, Classified Professional areas and Classroom utilization. These scenarios are unique to ARC 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 the hybrid continuum, reflects increasing levels of change and is contrasted to the As-Is environment which represents a fourth scenario. Classroom Scenarios are based on varying levels of utilization and on-ground demand.

These Scenarios will aid the ARC Executive Team in understanding the range of alternatives and will support an effective discussion of the varying impacts on the experience of Students, Faculty, Classified Professionals and the effectiveness of the Organization.

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

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

Faculty

Scenario 01

- All Faculty are hybrid, with no office sharing and time on campus is as it is today
- Faculty offices will be redesigned to better accommodate Student and Faculty interaction
- Faculty communities will be created with offices located around a Department Hub
- Areas will be introduced where Students can congregate informally before and after class

Scenario 02

- Faculty offices are designed to accommodate the workstyle and artifacts of two Faculty members assigned to an office (shared on a 2:1 ratio)
- Community Zones will be designed with a wider range of unassigned drop-in spaces for Faculty to work when they don’t need their private office
- Expanded areas where Students can congregate informally before and after class

Scenario 03

- Faculty offices are assigned to a department but unassigned to specific Faculty Members and are shared on a 3:1 ratio
- The use of offices can be determined and managed by the department
- Additional unassigned enclosed spaces will be included in Faculty Community Zone to support individual concentration and small group interaction

Classified Professionals

Scenario 01

- Hierarchical planning methodology (updated)
- Formal updated hybrid program for non-peak periods
- Office to workstation ratio will be unchanged
- Updated design in office areas with increase in collaborative space, if possible

Scenario 02

- Activity-based work planning methodology
- Formal updated hybrid program for non-peak periods
- Formal desk sharing introduced; 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

Scenario 03

- Activity-based work planning methodology
- Formal updated hybrid program for non-peak periods
- Desk sharing enhanced with 70% hybrid sharing at 2:5:1 + Temporary Classified share at 5:1
- Quantity of group, collaborative and social spaces significantly enhanced over scenario 2
- Front porches and transition zones for departments introduced

Executive Summary

Key Insights

The key Insights reflect the analysis and synthesis of multiple sources of data gathered during the Discovery Phase with ARC. The goal of inspiring Student success was evident throughout our interactions with all ARC constituents. These Insights reflect that goal and offer a deeper understanding of what is happening at ARC 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 is below:

Insight 1

Cultivating the Optimal Experience

Modalities and work processes have evolved but buildings, processes and behaviors have not made appropriate adjustments. There is a wide range of experiences due to the diversity in many aspects of the Campus including building age, design and maintenance. In addition, the Portables, initially installed as temporary, have become a permanent fixture on the Campus.

Insight 2

Evolving the Instructional Experience

The shift in modalities has driven a change in many elements associated with instruction. While methods, processes, skillsets and technology for in-person instruction are well established, there are growing pains associated with online and hybrid instruction. The experience for students varies widely whether on ground or online, impacting overall success rates. In addition, the on-ground experience is inconsistent varying by building age and permanent vs. temporary.

Insight 3

Nurturing the Community

There are strong ties and bonds within Departments and with their associated Students. However, inter-departmental silos tend to exist based on campus geography, structure of Departments and the growth in online instruction and hybrid working. The many changes over recent years, have led to frustration, tensions and an associated impact on morale and organization affiliation.

Insight 4

Embracing New Opportunities

There are signs of innovation happening in a number of areas at ARC (e.g., HomeBases, HyFlex, online instruction). While this innovation has been generally well-received, consensus in workshops conducted was that further innovation holds significant promise in streamlining Student experience and supporting Instructional and other activities. However, in some instances there is an expectation of what appears to be a status quo (e.g., replacement of Davies Hall).

Executive Summary

Real Estate Savings

The results of the Space Utilization Study indicate excess space exists at ARC. There are also a broad number of processes and perspectives which are limiting the ability to realize additional real estate savings. These are typical across higher education and many corporate sectors. 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
- Buildings expanding reactively over time has resulted in a range of constraints making it difficult to optimize and repurpose them in the future
- An incremental focus to facilities development and construction has resulted in new facilities which tend to mirror the historical space solution vs a “bottoms up approach” which would take into consideration changes in work, instruction and related aspects
- From a strategic level there appears to be limited measurement and pro-active management of space based on utilization; this is not surprising given laser like focus on Student success but means space opportunities are not readily realized and addressed

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

Option 1
Eliminate Excess Space

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

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.

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 the 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, Combo 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

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 was the case in Fall 2019. The real estate saving opportunity is:

- Approximately **28.8% of** aggregate **classrooms**

There is potential that a "**universal classroom**" could support higher levels of utilization but was not explored in this analysis.

Note: Davies Hall classrooms have been excluded from the numbers above. If they were included the savings would be increased.

Classroom Utilization Scenario 3
Monday - Thursday (4 days)

Peak @ 85% utilization, Non Peak @ 40%

	Lecture	Combo	Lab	Total
Current Hours Course Demand	1055	322	924	2301
Current # Rooms	44	16	35	95
Required # Rooms	31.0	9.5	27.2	67.7
Excess # Rooms	13.0	6.5	7.8	27.3
% Excess	29.5%	40.8%	22.4%	28.8%

The current average size of a classroom is approx. 753 sq ft, which results in potential real estate savings on Current Demand of 20,331 sq ft

Executive Summary

Real Estate Savings – Faculty Spaces

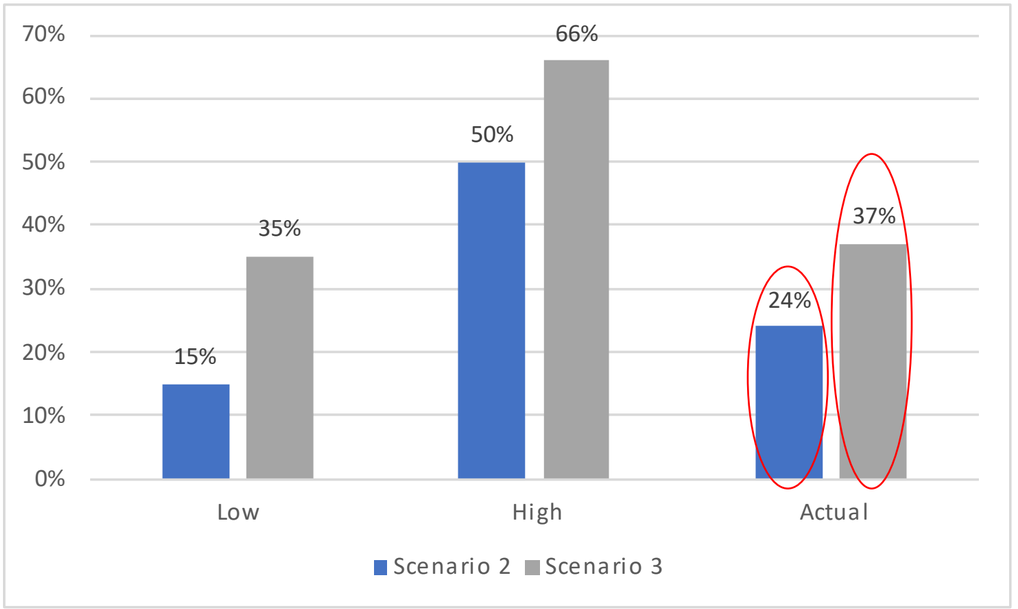
The analysis of Faculty work patterns, preferences, union agreements and shifts in modalities indicate the potential for a reduction in the volume of space dedicated to Faculty offices. The potential reduction varies by scenario and is discussed below.

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.

- **Scenario 2** introduces a Faculty office sharing ratio of 2:1
  - ✓ The range of real estate savings for this sharing ratio typically varies between 15% - 50%. Scenario 2 achieves a 24% reduction in real estate or supports an approximate 43% increase in Faculty headcount.

- **Scenario 3** introduces a Faculty office sharing ratio of 3:1
  - ✓ The range of real estate savings for this sharing ratio typically varies between 35% - 66%. Scenario 3 achieves a 37% reduction in real estate or supports an approximate 64% increase in Faculty headcount.

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 – Classified Professional Spaces

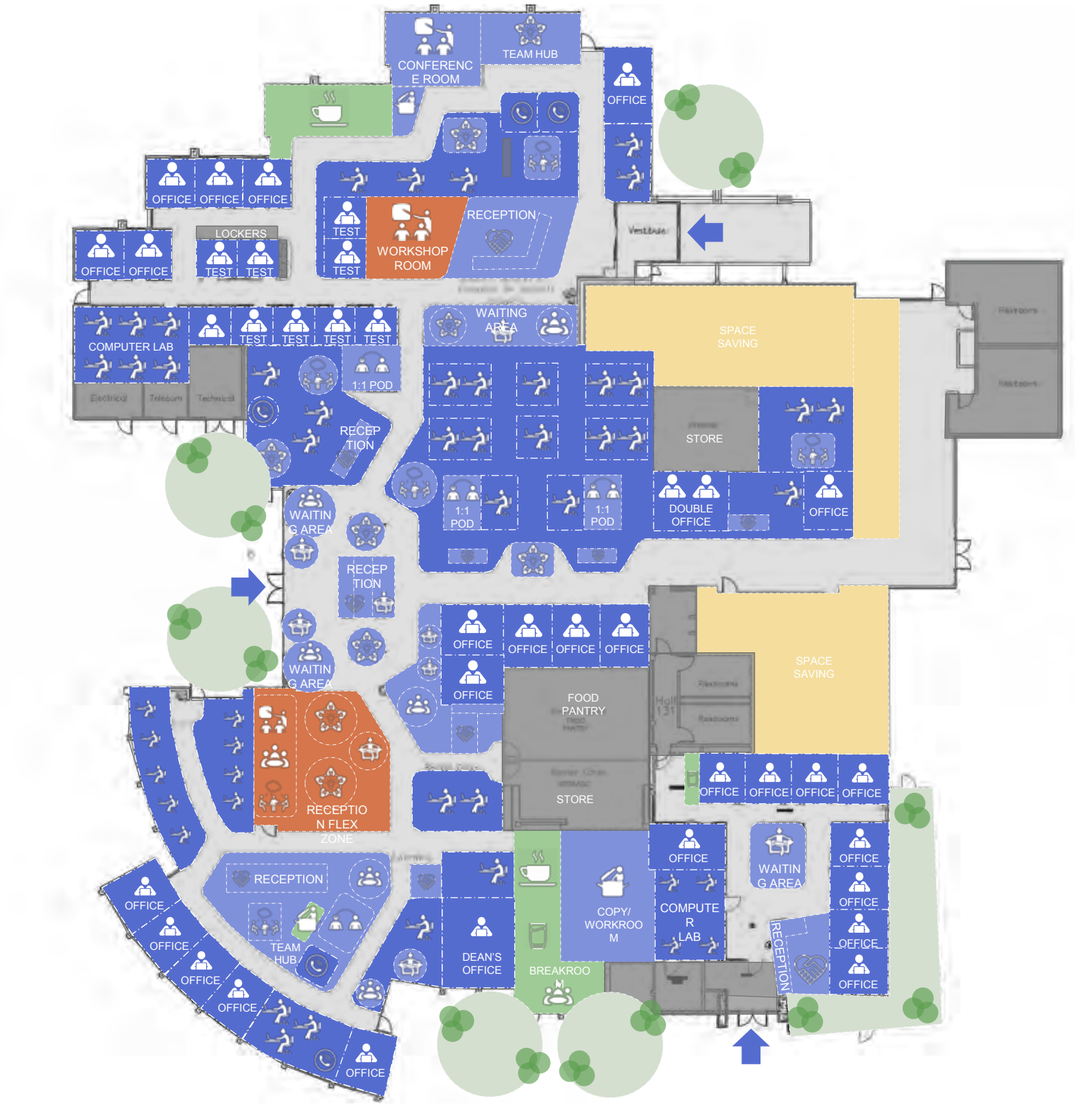
Potential real estate savings at the Welcome and Student Center, as the building is currently structured, is challenging due to a number of factors which serve to constrain all potential scenarios. These include:

- Multiple small buildings integrated into one with many structural walls
- Building envelope designed with unique shapes which result in areas which are difficult to integrate and optimize
- Space divided into many generally small areas

Our analysis and scenario modeling take into considerations the constraints above plus evolving work patterns, preferences, union agreements, shifts in modalities and fluctuating periods of occupancy based on service demands related to Students and semester timing.

Our efforts explored 3 unique scenarios and while the Student and Employee experience generally increased from Scenario 1 to 2 and then to 3. However, only Scenario 3 offered a reduction in real estate. This savings is represented by the light tan areas in the plan to the right of this slide and is 11% of the total area or 2,712 sq ft.

We believe in the future a “bottoms up” new building would offer greater flexibility, better experiences and increased real estate savings.



Potential Real Estate Saving of 2,712 sq ft or 11% reduction (light tan areas)

Executive Summary

Next Steps

The key next steps for ARC'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 cost and change management effort over a number of years. Below are additional considerations for implementation. We encourage further discussions on this topic with ARC Executive Team and the Applied Research + Consulting team.

Pilot + Measure

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

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

Change Management

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

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

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

02.

Strategic Intent

Central *Question*

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

How might we evolve our college
to inspire a diverse body of Students
to achieve their goals,
provide an elevated service experience,
ensure inclusive, equitable education,
support the evolving instructional modality mix,
provide flexibility for learning and working
while continuing to build a sense of belonging for all
and enhancing the overall effectiveness of the College?

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

Critical Success *Factors*

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

The Critical Success Factors are based on the input derived from interviews with ARC Leaders and were validated in the Leadership Workshop.

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

Student Learning Experience

- Put Students first, actively seek to understand Student needs and expectations for on ground and online experiences
- Enhance and leverage HomeBases and experiences for Students (based on Guided Pathways)
- Retain students and effectively support Student success (onboarding and HomeBases)
- Ensure Students feel welcomed, valued and part of the College community
- Provide informal access and visibility to College Leaders (i.e., President, Deans)

Instructional Methodology

- Maintain and enhance excellence in on ground instruction capabilities
- Enhance online and hybrid teaching capabilities in an increasingly competitive arena
- Evolve technology to support effective online experiences for Students and Faculty
- Adapt in a timely manner to evolving Student needs and competitive environment

Institution

- Understand changing needs of the community and respond quickly with course offerings
- Balance needs and interests of all employees with needs of Students and the College
- Bring community back into our College - public face, external partnerships, seeking funding
- Support professional development for employees
- Continue effort to ensure equity and inclusion
- Enhance ARC's marketing effort to high schools and expand dual enrollment

Evolution

- Build on past strengths while embracing future opportunities
- Continue current strong planning methods and efforts
- Elevate processes, systems and capabilities to meet evolving needs
- Ensure regular reviews of progress to plan to support goal achievement

Culture

- Grow empathy, respect and trust between all constituents
- Increase transparency among all audiences
- Increase speed of decision making and implementation efforts
- Adopt a mindset and willingness to reimagine the future and embrace change

Communication

- Ensure the perspective of all constituents are heard regularly
- Address feelings of loss of control by employee groups
- Reduce silos and broaden understanding across the College
- Explore how to enhance communication methods for employees

On Ground Experience

- Proactively address aging, sub-par facilities and buildings
- Provide improved experiences for Students, Faculty and Classified Professionals
- Ensure HomeBases provide great experiences and services for Students
- Leverage Davies Hall challenges to explore evolved experiences for Students and Faculty

Foundational Pillars

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

College Community

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

Success Rates

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

Innovation

Processes, systems and capabilities are evolved to meet emerging Student needs

Flexibility + Balance

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

Work Experience

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

Communication

Communication is strengthened to ensure regular two-way flow of information between all constituents.

Campus Experience

Classrooms, HomeBase communities, social and athletic amenities build connections and provide a supportive experience for Students.

Learning + Development Flexibility

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

Ranking of Foundational Pillars

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

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

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

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

FOUNDATIONAL PILLARS	ARC Executive Team	Classified Group 1 In-person	Classified Group 2 In-person	Faculty Group 1 In-person	Faculty Group 2 Online	Davies Hall Project Team Online
Success Rates	1	1	4	2	3	3
College Community	2	2	1	1	1	1
Communication	3	5	2	7	5	2
Learning + Development Flexibility	4	6	8	5	7	7
Campus Experience	5	7	6	3	6	5
Innovation	6	4	7	6	2	6
Flexibility + Balance	7	3	3	4	4	4
Work Experience	8	8	5	8	8	8

03.

Insights

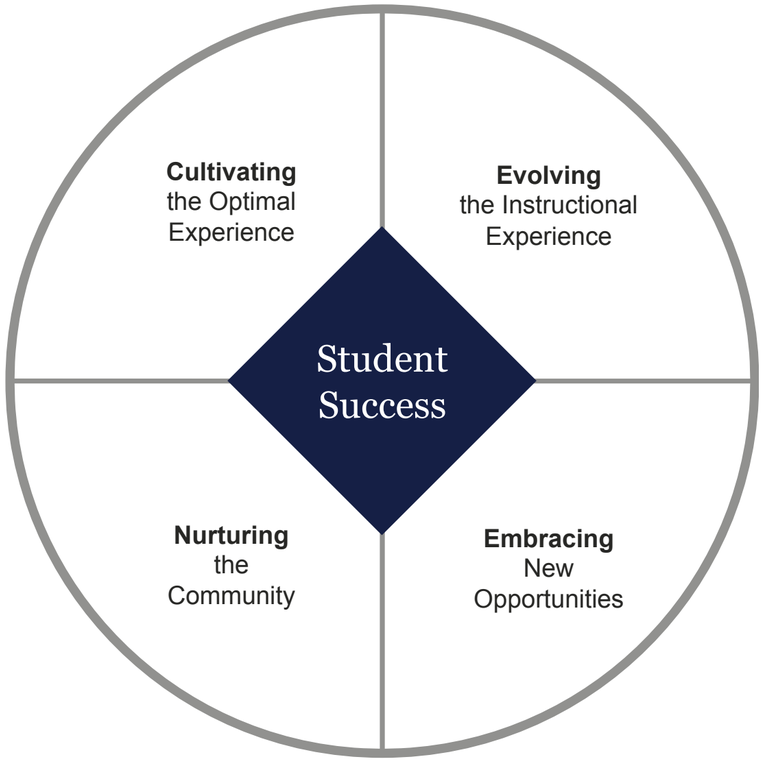
Insights

Overview

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

The goal of inspiring Student success was evident throughout our interactions with all ARC constituents. The Insights in this section reflect that goal and offer a deeper understanding of what is happening at ARC 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 identifies the four Key Insights identified for this engagement with ARC. Details about the four Insights and the research findings that informed them are included in the following pages.

Insight 1

Cultivating the Optimal Experience

Modalities and work processes have evolved but buildings, processes and behaviors have not made appropriate adjustments.

There is a wide range of experiences due to the diversity in many aspects of the Campus including building age, design and maintenance.

In addition, the Portable buildings, initially installed as temporary, have become a permanent fixture on the Campus.

Insight 2

Evolving the Instructional Experience

The shift in modalities has driven a change in many elements associated with instruction. While methods, processes, skillsets and technology for in-person instruction are well established, there are growing pains associated with online and hybrid instruction.

The experience for Students varies widely whether on ground or online, impacting overall success rates.

In addition, the on-ground experience is inconsistent varying by building age and whether permanent vs. temporary.

Insight 3

Nurturing the Community

There are strong ties and bonds within Departments and with their associated Students.

However, inter-departmental silos tend to exist based on campus geography, structure of Departments and the growth in online instruction and hybrid working.

The many changes over recent years, have led to frustration, tensions and an associated impact on morale and organization affiliation.

Insight 4

Embracing New Opportunities

Signs of innovation are happening in a number of areas at ARC (e.g., HomeBases, HyFlex, online instruction).

While this innovation has been generally well-received consensus in workshops conducted was that further innovation holds significant promise in streamlining Student experience and supporting Instructional and other activities.

However, in some instances there is an expectation of what appears to be a status quo (e.g., replacement of Davies Hall).

Insight 1
Cultivating the Optimal Campus Experience

In recent years, modalities and work processes have evolved but the buildings and processes have in some instances not made appropriate adjustments.

Contrasts in many aspects including building age, design, services, maintenance and infrastructure have resulted in disparity in the quality of experience both on ground and online.

In addition, the Portable buildings, initially installed as temporary, have become a permanent fixture on the Campus.

- The Campus is a mix of modern, old, and temporary e.g., buildings and processes, which impact the quality of experience
- Faculty and Classified Professionals expressed concern that temporary buildings (Portables) have become permanent, making the campus feel like a construction site
- All workshop participants commented on the difference in experience for Students and Employees who are on Campus for evening classes e.g., food / beverage services end earlier in the day
- Students, Faculty, and Classified Professionals commented about the lack of amenities on ground e.g., gym, prayer/meditation rooms
- Classified Professionals discussed the lack of work-life balance and expressed a desire for more focus on well-being
- Work areas are designed using a traditional hierarchical planning methodology and have limited ability to support collaboration, socialization, and rejuvenation
- Social and Student spaces exist but tend to be repetitive in design, lacking diversity
- Large-scale events are a draw and generate significant buzz in targeted areas however, much of the time, there is relatively low density and a lack of buzz and energy across the campus
- During the observation study, we saw many examples of inspiring artwork across the campus that provide visual interest and evoke feelings of inclusion as many of the pieces are Student or Instructor designed
- Once environments are implemented, there does not appear to be a process for updating them to provide a consistent experience and match evolving learning and work styles

Insight 1
Cultivating the Optimal Campus Experience

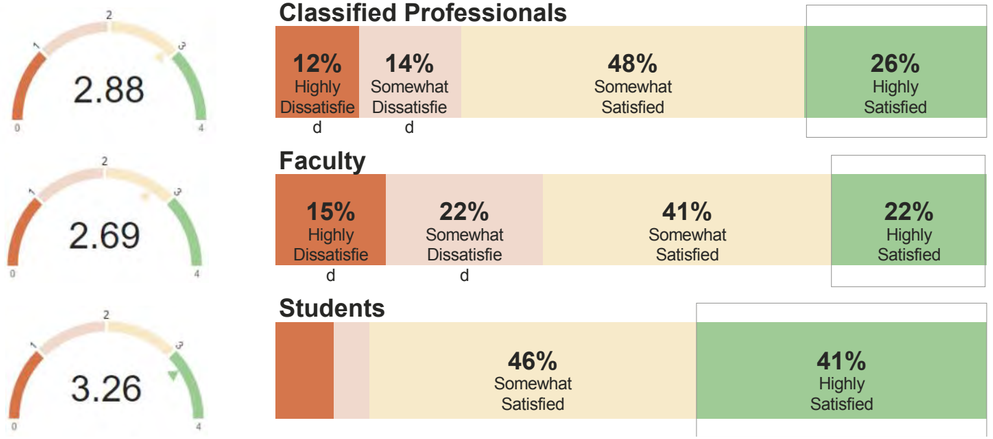
Many large spaces on campus were unoccupied, creating a **sense of isolation** and a **lack of energy** and **buzz**
- Observation Study

"The College doesn't look like a College anymore…just a bunch of **construction huts**"
– Faculty Workshop Participant

"The fear is that you are in them [Portables] for more than 5 years. The Portables at Athletics have **been there for 20 years**…"
– Faculty Workshop Participant

"The cafeteria closes early. Even if people want to stay [on campus] longer, you **have to leave** because you're hungry"
– Student Workshop Participant

To what extent are you satisfied or dissatisfied with your **On Campus** experience?
- Experience Survey Results



*The chart above indicates that the majority of survey respondents **are not "highly satisfied" with the On Campus experience***

Supporting Research

Summaries of recent relevant literature

> *"There are short-term challenges of keeping our organizations thriving and at the same time, imagining for the long-term future"*
>
> Sukhwant Jhaj,
> VP Academic Innovation and Student Achievement
> Arizona State University

Insight 1

Cultivating the Optimal Campus Experience

In recent years, modalities and work processes have evolved but the buildings and processes have in some instances not made appropriate adjustments.

Contrasts in many aspects including building age, design, services, maintenance and infrastructure have resulted in disparity in the quality of experience both on ground and online.

In addition, the Portable buildings, initially installed as temporary, have become a permanent fixture on the Campus.

The Backlog That Could Threaten Higher Ed's Viability: A big bill for deferred maintenance is coming due

Deferred maintenance is a persistent problem for higher education. The backlog of needs on campuses now threatens the viability of many institutions.

The recent spike in inflation means building and maintenance costs have increased, while enrollment has been flat or declining. Questions about the value of a degree as well as a shift to hybrid and online courses point to a need to rethink construction on college campuses.

Carlson, Scott, (2023), *The Backlog that Could Threaten Higher Ed's Viability,* The Chronicle of Higher Education, March 31, 2023, https://www.chronicle.com/article/the-backlog-that-could-threaten-higher-eds-viability?sra=true

What We Now Know About Campus Space and Student Success

In the first episode of the podcast *The Evolving Campus*, Sukhwant Jhaj, VP for academic innovation and Student achievement at ASU discusses post-pandemic shifts in thinking.

Ways college campuses can better serve students and support learning:

- Rethink synchronous learning spaces
- Focus on building interactivity in online learning; create integrated experiences
- Design classrooms to facilitate new ways of working; bring people together
- Provide training for new technologies that will impact Students' future (e.g., AI, machine learning)

Carlson, Scott, (12-1-21), Designing for student success, The Evolving Campus, Learning Futures Project, Spotify, https://open.spotify.com/episode/4P4gMmOKCmrAirSKUmZbIX

Meeting Students Where They Are: colleges shift thinking and design to be more Student-ready

Community colleges are aware of the need to design for Student readiness and engagement. Becoming a more equity-focused college means identifying what Students need, then delivering solutions that create a feeling of belonging, and meet their current and future learning needs and goals.

Tarrant County College in Fort Worth, Texas (TCC) is a good example:

- Co-designing facilities (with Faculty and Students)to promote Student success
- Creating consistent design across colleges to enable equity of experience
- Meeting Students where they are; providing tools and resources

Finkel, Ed. 2023 *"Meeting Students Where They Are",* Community College Journal 93(5): 12-19

Insight 2
Evolving the Instructional Experience

The shift in modalities has driven a change in many elements associated with instruction.

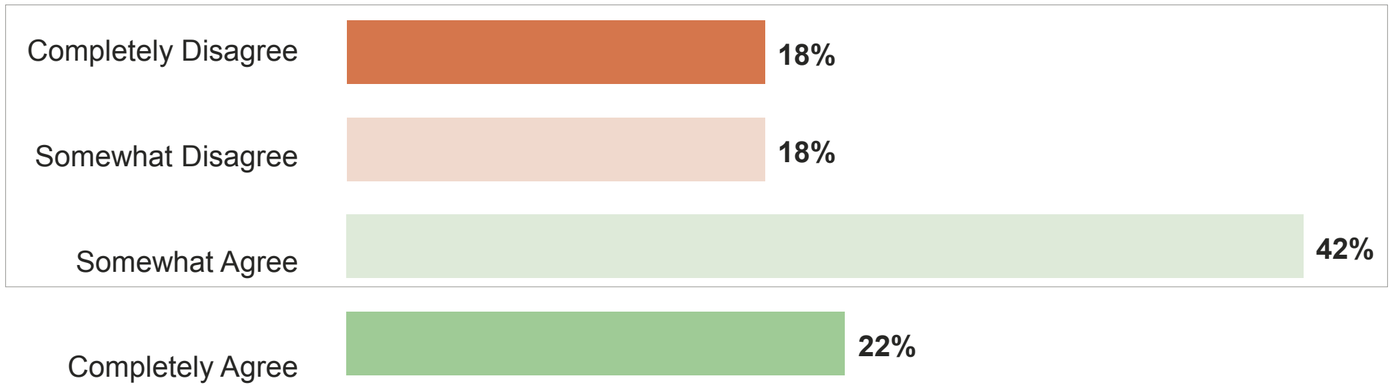
While methods, processes, skillsets, and technology for in-person instruction are well established, there are growing pains associated with online and hybrid instruction.

Students' experiences vary widely whether on ground or online, impacting overall success rates. In addition, the on-ground experience is inconsistent, varying by building age and whether permanent vs. temporary.

- The on-ground instructional experience for Students varies widely based on the age of the building and whether temporary versus permanent
- Classrooms are designed to support traditional lecture style instruction with limited ability to flex to support evolving instructional styles (e.g., active learning)
- Faculty commented that the ability to have visual and immediate feedback from Students is much stronger on ground than during classes online
- Both Faculty and Students value the informal interaction before and after classes, but these are not well supported in the current on ground environment or online
- HyFlex-enabled classrooms are evolving however, the experience for both Faculty and Students is not seamless or optimal
- There is a variety of in-between spaces in close proximity to classrooms being used by Students for homework, problem solving and connecting with Instructors but they are limited in number and inconsistent
- Student interest in online classes has changed dramatically since Covid, and during workshops with Leadership and Faculty, the belief is the current rate of online instruction will not vary significantly over the next five years (between 40-45% online)
- Faculty commented that Hybrid and online classes require different skill sets and training in the use of associated tools, techniques, and technology
- Faculty mentioned that developing an online course requires more effort than developing the same course for in-person instruction
- Faculty expressed the desire for support from online instructional experts in the development and implementation of online courses to ensure an optimal Student experience
- It is apparent that many Students choose online due to lifestyle, work and family constraints however, Faculty are concerned that this may not be the ideal method of instruction for all Students and this is supported by ARC success rate statistics for Fall 2023

Insight 2
Evolving the Instructional Experience

Do the **physical classrooms** support a blend of in-person and online participants at the same time?
- Student Experience Survey Results



78%

The chart above indicates that the majority of Student respondents (78%) ***do not "completely agree"*** *that the classrooms support a blend of in-person and online participants at the same time*

"Typically, we have rows of chairs in classrooms, and people just hide out in the back, but I love the idea of a more active/engaged learning environment"
– Student Workshop Participant

ARC Success Rates by Modality – Fall 2023

	Overall	African American*	Hispanic Latino*
In-Person	74.0%	59.0%	70.0%
Online Asynchronous	71.0%	56.0%	67.0%
Online Synchronous	74.0%	52.0%	71.0%
Hybrid	71.0%	57.0%	66.0%

Success rates for ARC Students indicate that, in general, in-person has higher success rates than other modalities
"

Long-Term Modality exercise results

	ARC Leaders Team 1	ARC Leaders Team 2	Workshop Average
On ground	60.0%	60.0%	60.0%
Online	40.0%	40.0%	40.0%

The chart above reflects the Leadership perspective on long-term shifts in modalities
- *Leadership Workshop*

Supporting Research

Summaries of recent relevant literature

"The focus should be on a big-picture question… is this a high-quality learning experience for students?"

Bethany Simunich
VP for innovation and Research, Quality Matters

Insight 2

Evolving the Instructional Experience

The shift in modalities has driven a change in many elements associated with instruction.

While methods, processes, skillsets, and technology for in-person instruction are well established, there are growing pains associated with online and hybrid instruction.

Students' experiences vary widely whether on ground or online, impacting overall success rates. In addition, the on-ground experience is inconsistent, varying by building age and whether permanent vs. temporary.

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How Can We Improve Online Learning at Community College?: voices from online Instructors and Students

Rapid growth of online learning in community college has exposed low course completion and performance scores. This study identifies effective practices that support learning from both Instructors' and Students' perspectives. The goal is to identify successful practices and methods that improve online courses.

Some themes from this research:

- Facilitate Instructor-Student interaction
- Proactive outreach, timely support
- Quality feedback on assignments
- Discussion and forum activities
- Varied materials, diverse media for content delivery

Li, Qiu Jie, Xuehan Zhou, Brad Bostian and Di Xu, 2021, *How can we Improve Online Learning at Community Colleges?, Vol. 25,* Online Learning Consortium

Equity Through Innovation in Teaching and Learning: A student-centered approach

The California Community Colleges (CCC) has adopted an equity-imperative approach to reform systems. This commentary describes the collaborative process used to move from vision to action based on guiding principles such as:

1. Maintain equity as a central goal and driver for change
2. Support college access, persistence, and completion
3. Prepare Students for college, career, and lifelong learning

This is a road map for putting equity at the center of everything, designed for Leaders and Educators at any Institution.

Lowe A, Leal-Carrillo N, Guiney C, Diaz A. Equity through innovation in teaching and learning: A student-centered approach to systemwide implementation of direct assessment CBE. Competency-based Education. 2021;6:e01237. https://doi.org/10.1002/cbe2.1237

As Colleges Focus on Quality in Online Learning, Advocates Ask: What about in-person courses?

Online and in-person courses are not interchangeable, but lines between them are beginning to blur. Many colleges offer hybrid courses with components of both. Higher Education must focus on inclusive quality course design and delivery by:

- Providing materials in formats accessible to all learners
- Fostering community outside of the classroom
- Measuring, documenting and use data to inform instruction

To achieve this goal, it is essential to prioritize resources and professional development; provide Faculty with digital fundamentals training for teaching and course design.

Swaak, Taylor, 2023, As Colleges Focus on Quality in Online Learning, Advocates Ask: What about in-Person Courses, The Chronicle of Higher Education, 3-2-23

Insight 3
Nurturing the Community

There are strong ties and bonds within Departments and with their associated Students.

However, inter-departmental silos tend to exist based on campus geography, structure of Departments and the growth in online instruction and hybrid working.

The many changes that have happened over recent years, have led to frustration, tensions and an associated impact on morale and organization affiliation.

- The size of the campus and the physical distribution of people and departments have played a played a role in developing and maintaining silos
- The closure of Davies Hall and the distribution of Faculty and departments across the Campus have impacted relationships, networks and the sense of community
- Students desire to connect with Instructors beyond the Classroom but there is a lack of spaces to appropriately enable this
- Students commented that they tend to remain in the areas nearest their classrooms and are not fully aware of all the amenities and networking opportunities available on other parts of the campus
- While in its' infancy, the HomeBase concept provides students with an overall sense of belonging and inclusion and is valued by Students, Faculty and Classified Professionals
- Students commented on the importance of the Student Programs to help build their support networks and access to spaces to get together with like-minded Students
- Classified Professionals recognize the importance of maintaining strong relationships both in person and online to support Student demand
- Classified Professionals hope for more opportunities to work with other departments, to build wider connections with colleagues and increase awareness of other services for Students
- Both Classified Professionals and Faculty commented that communication has suffered due to many changes over the years, multiple channels of communication and lack of clarity on how to find information as required
- The Foundational Pillar of College Community was ranked as one of the most important pillars for the ideal future work experience by participants in workshops with Leadership, Faculty and Classified Professionals

Insight 3
Nurturing the Community

All constituents consistently ranked **College Community** in the **Top 2** of the Foundational Pillars for the **ideal future experience**

FOUNDATIONAL PILLARS	ARC Executive Team	Classified Group 1 In-person	Classified Group 2 In-person	Faculty Group 1 In-person	Faculty Group 2 Online	Davies Hall Project Team Online
Success Rates	1	1	4	2	3	3
College Community	2	2	1	1	1	1

Foundational Pillars were developed following our interviews with ARC Leaders and Administrators and were ranked by workshop participants to indicate priorities for the ideal future learning and work experience. These Pillars will play a key role in envisioning the appropriate scenarios for the future learning and work experience at American River College.

Primary reasons to come to campus:

- Connection to Students
- Connection to my Professors
- To be a part of my College Community
- To connect + collaborate with peers

Connecting with Students, Faculty, and Peers and being part of the College Community rank highly among all survey respondents as reasons to come to Campus.
- Experience Survey

“If we are talking about facilities master plan, we need to build [classrooms] around the **HomeBases**…that would make a big scary campus feel **more welcoming**.”
- Faculty Workshop Participant

“Most students stay in their **designated areas**, so I learn by going to different areas of campus to see and hear what's going on… We should encourage students to explore the **entire campus**.”
- Student Workshop Participant

Supporting Research

Summaries of recent relevant literature

"Deeper connections that go beyond learning course content can make the ordinary [experience] extraordinary."

Insight 3

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There are strong ties and bonds within Departments and with their associated Students.

However, inter-departmental silos tend to exist based on campus geography, structure of Departments and the growth in online instruction and hybrid working.

The many changes that have happened over recent years, have led to frustration, tensions and an associated impact on morale and organization affiliation.

Students Seek Stronger Connections With Professors but Rarely Take the Lead

Based on IHE "Student Voice" survey results, many Students do not realize their role in connecting with Faculty, and do not take advantage of office hours on campus.

Most Students report that they never visit with Professors during office hours. Those who do say they visit just once or twice a semester.
Some reasons why:

- Perceived faculty stress, overwork
- Bias, faculty of another race
- Fear of faculty pushback

Faculty offices may not be the best space for connecting, the classroom is better. Students and Faculty want to connect, but lack the tools and supporting space to do so.

Ezarik, Melissa and Chris Ryan, 2022, Survey, *Students Want Connections with Professors but May Not Initiate Them,* Inside Higher Ed, 5-19-22

Why One College is Hiring a "Vibrant-Campus-Community Coordinator"

Colleges are dealing with widespread Student disconnection since the pandemic. Investing in Student life is an effective antidote. University of Virginia's College at Wise is trying to attract and retain Students and reinvigorate the campus by marketing Student clubs, hosting events and dealing with conflicts.

This article presents a case for jump starting Student engagement on campus by hiring a coordinator to facilitate these programs. Some are skeptical that this is enough to solve the engagement problem, others believe it will help Students stay connected.

Hatch, Brianna, 2022, Why One College is Hiring a "Vibrant-Campus-Community Coordinator, "The Chronicle of Higher Education, 8-2-22

Caring Campus: Faculty Leadership in Student Success

Caring Campus/Faculty is a program that brings together a group of college Faculty to develop behaviors to increase Students' connection to the college.

Research suggests that Students who feel a sense of belonging in the college community have improved course completion and persistence in college. This may be most important for racial minorities, first-gen and international Students. Participating Faculty and the College Community also benefit from this program.

CC/F is an example of an equity initiative designed to influence college culture and support underserved Students, as well as engage Faculty.

Barnett, Elisabeth A. and Cho, Selena (January 2023), Caring Campus: Faculty Leadership in Student Success, CCRC Community College Research Center, Teachers College, Columbia University

Insight 4
Embracing New Opportunities

Signs of innovation are happening in a number of areas at ARC (e.g., HomeBase, HyFlex, online instruction).

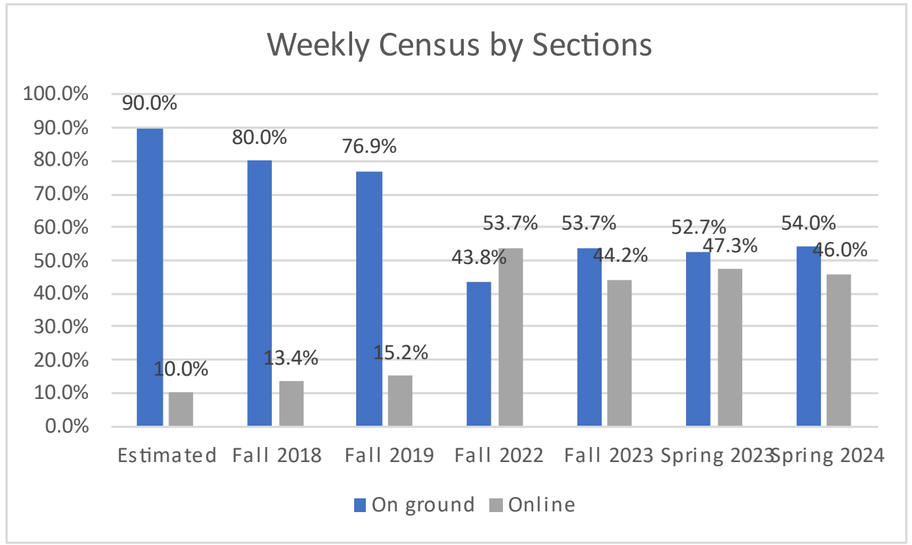
While this innovation has been generally well-received consensus in workshops conducted was that further innovation holds significant promise in streamlining Student experience and supporting Instructional and other activities.

However, in some instances there is an expectation of what appears to be a status quo (e.g., replacement of Davies Hall).

- The pandemic provided the impetus to shift to digital methods and work processes however technology and methods supporting HyFlex and hybrid instruction are still evolving
- The HomeBase concept is proving successful but it's still in its infancy with room to grow and develop
- The shift to online instruction is significant and has resulted in new course materials being developed and offered, however Faculty recognize this effort requires unique skills and capabilities
- There is a feeling among a number of Faculty that an expert in online learning would be a good investment to drive further success
- Workshop participants recognize that many operational and Student facing processes and systems are inefficient and do not provide a choreographed experience for the users
- The desire for innovation is impacted by current processes, difficulty in gaining alignment and decision making
- It appears in some instances Innovation is viewed as a one-time activity rather than a process to support and evolve experience (e.g., classrooms built many years ago have not evolved)
- There are examples of best practice across the Campus and other Los Rios Colleges but it is not clear how these practices are shared
- While innovation is appreciated, there appears to be a constituency who are hesitant to embrace new ideas and highly value the status quo

Insight 4
Embracing New Opportunities

Shift in Modality
- ARC Weekly Census Report



The above graphic documents the evolution in modality from Pre Covid to Spring 2024 (Sections data is used here however the WSCH data is almost identical)

While in its' infancy, the HomeBase concept provides students with an overall sense of belonging and inclusion and is valued by Students, Faculty and Classified Professionals

Image of a HomeBase
- Observation Study

"Coming in new, there isn't a checklist of services. It's like a **Treasure Hunt** to find out what's available."
- Student Workshop Participant

"It takes **a lot of work** to develop the online course materials … I better get that class again"
- Faculty Workshop Participant

Supporting Research

Summaries of recent relevant literature

> *"I'm willing to take risks and try to implement disruptive innovations, since I believe it's the best solution for our Students"*
>
> Community College leader

Insight 4

Embracing New Opportunities

Signs of innovation are happening in a number of areas at ARC (e.g., HomeBase, HyFlex, online instruction).

While this innovation has been generally well-received consensus in workshops conducted was that further innovation holds significant promise in streamlining Student experience and supporting Instructional and other activities.

However, in some instances there is an expectation of what appears to be a status quo (e.g., replacement of Davies Hall).

Community Colleges Need to Evolve as Students' Needs Do

The future of Community Colleges is full of potential. There exists an opportunity to address historic achievement gaps, put equity at the center of all programs and build partnerships and collaborations.

Community Colleges have a strong history of being sites of innovation and nimbleness. They provide hope for a future in which these institutions will continue to make an impact on the lives of Students and their families.

Eddy, Pamela, 2019, Survey, *Community Colleges Need to Evolve as Students' Needs Do,* Harvard Business Review, 9-30-19

Creating a Culture of Student Success Innovation through Institutional Coaching

This article highlights the role of institutional coaches in supporting Community Colleges' transformational change, such as been shown with guided pathways. Coaching is a proven strategy for facilitating growth and change for both individuals and organizations.

This article suggests that through coaching, Community Colleges can cultivate a culture of Student success innovation, and continuous improvement. Using coaches will strengthen the Colleges' ability to implement change and new ideas.

Miller, J. M.,Wetzstein, L., & Girardi, A. (2023). Creating a culture of student success innovation through institutional coaching. In E. Cox Brand (Ed.), Student success center network. New Directions for Community Colleges, 201, pp. 79–88. JohnWiley & Sons, Inc.

Artificial Intelligence, Real Career Training: Community Colleges Step Up as More Careers Require AI-Related Skills"

Community Colleges have recognized the increased demand for artificial intelligence (AI) related skills.

Community Colleges have recently been proactive in developing curriculum and courses that cater to this growing need. Students want these courses and certificates to prepare them for the future.

Colleges are at different stages of this process, but they are posed to train many Students for jobs in this rapidly expanding industry.

Finkel, Ed. 2024,, "Artificial Intelligence, Real Career Training: Community Colleges Step Up as More Careers Require AI-Related Skills" Community College Journal 94 (5) 26-33

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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 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 objective of the Strategic Design Brief is to define the basic directives for the development of a future learning and work experience that links ARC's business priorities, desired culture and objectives for the future.

This brief was developed in conjunction with knowledge derived from the Applied Research + Consulting team's global experience and Steelcase's global education research on learning, work, Students, Faculty, workers and the Institution. It is intended to assist ARC's Project team in the development of the planning and design of physical space, the technology strategy and the change management process.

Leveraging Space + Technology

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

Experience Principles

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

Experience Evolution

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

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

Work Settings and Attributes

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

Concept Map Applied

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

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 enable people in their learning and work experience, helping them to perform more effectively.

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

Experience Principles

Foundation + Principles

Principles

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

1. *Encouraging*
College Community

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

2. *Cultivating*
Trust + Connection

How might we foster empathy and trust, encouraging dynamic interactions between Colleagues, Administration and Students to grow internal networks, promote sharing of best practices, and speed up decision making?

3. *Creating*
Inspiring Experiences

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

4. *Enabling*
Choice + Control

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

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

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

Experience Principles

Principle + Considerations

1.
Encouraging College Community

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

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, organizational transformation and a shared sense of belonging. Building community, connecting Students, Faculty and Classified Professionals and developing networks will lead to deeper engagement and a strong commitment to Student success and the mission of ARC.

Considerations

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

Experience Principles

Principle + Considerations

2.

Cultivating Trust + Connection

How might we foster empathy and trust, encouraging dynamic interactions between Colleagues, Administration and Students to grow internal networks, promote sharing of best practices, and speed up decision making?

This design principle is closely aligned with “Encouraging College Community.” With an extended time apart, due to both the pandemic and the Davies Hall closure, social capital between peers, mentors, and leadership needs to be rebuilt with in-person interactions. Restoring trust will be supported by building spaces for these interactions to occur both planned and through serendipitous encounters.

Creating spaces that bring people together both formally and informally will allow them the opportunity to socialize, repair and rebuild trust. Additionally, restoring the colocation of departments will help forge unity, promote the exchange of best practices and expedite decision making.

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

Considerations

- Provide spaces where people can share information or express emotions confidentially with a trusted coworker
- Break down barriers by removing walls and opening up the space to support the cross pollination of people
- Consider the location adjacencies of Student Services, HomeBases and amenities to strengthen connections between Students, Faculty and Classified Professionals
- Enable views into Department communities to gain awareness and appreciation of one another’s activities and contributions
- Support team building with casual spaces that encourage informal interactions
- Create spaces for communal activities, such as sharing a meal or gathering outside to help build connections and trust
- Explore ways to socialize and share best practices across the College from the Faculty and Classified Professionals’ perspective
- Develop communication strategies and methods to enhance transparency and build trust across all constituents

Experience Principles

Principle + Considerations

3.
Creating
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 ARC's brand and culture, influencing prospectives and current Student perceptions as well as the College's ability to attract and retain talent.

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 a variety of spaces to support individual Student study and project activities
- Extend the classroom experience by designing areas that support Student / Faculty interactions before and after class
- Continue to evolve the HomeBase concept – to provide a safe landing space for Students and authentic representation of the given area of interest
- Consider a range of options for informal connections – lounge or standing height, planned or impromptu, for small or large groups
- Support wellbeing throughout the campus in individual and communal spaces and with amenities e.g., prayer rooms, mother's room, etc.
- Encourage people to integrate appropriate time for restorative activities – signaling that taking a break is okay
- Connect to the outdoors and weave natural elements into spaces for reflection, learning and work

Experience Principles

Principle + Considerations

4.

Enabling
Choice + Control

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

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

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

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

Considerations

- Provide choice and control through a greater variety of spaces that support different activities for teaching, learning and working
- Create flexible settings that enable individuals and groups to adapt spaces based on activities, needs and the ebb and flow during semesters
- Ensure Leaders empower and trust individuals to choose how, when and where to work most effectively through the development of equitable guidelines
- Make it easy 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.

Integrating Digital + Physical (Dual Modality)

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

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

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

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

Considerations

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

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 ARC. 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:

◉ Primary Linkages

◉ Secondary Linkages

		Insights			
		Cultivating the Optimal Experience	Evolving the Instructional Experience	Nurturing the Community	Embracing New Opportunities
Experience Principles	Encouraging College Community	◉	◉	●	●
	Cultivating Trust + Connection	●	◉	●	◉
	Creating Inspiring Experiences	●	◉	◉	●
	Enable Choice + Control	●	●	◉	◉
	Integrating 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 ARC 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
Experiences for both Students, Faculty and Classified Professionals vary widely across the Campus due to differences in building age, design and condition.	→	**Design Standards, Guidelines and Processes are developed** to ensure Students, Faculty and Classified Professionals at ARC will have an equitable experience in all buildings across the Campus.
The increase in online learning and hybrid working has impacted the levels of vibrancy, density on ground, sense of connectedness and community across all constituents.	→	**Intentionally designed group spaces** that encourage informal conversations and support serendipitous interactions will provide destinations to build meaningful connections across all constituents.
The extended time apart, due to both the pandemic and the closure of Davies Hall has eroded social capital and trust between Employees and Leadership.	→	**Informal social areas created to bring people together** both formally and informally will allow them the opportunity to socialize, repair and rebuild trust.
Current standards for the allocation of space are based on hierarchical planning with assigned individual spaces which do not adequately support the shift in the way people are working today.	→	**Greater choice and control** of when, where and how to learn and work will help increase satisfaction, minimize potential resistance to change, and contribute to wellbeing.
The average classroom experience is standardized based on a fixed furniture arrangement set up for lecture style delivery. There is limited opportunity for instructors to vary their teaching style to enhance Student learning.	→	By **reimagining Classroom designs into flexible and fluid solutions,** rigorous discussions and group work between Students and Instructors will be enabled and energized.
Students who participate in synchronous online classes, have an inequitable experience compared to students who are in the classroom, due to technology challenges.	→	**A rich technology enabled environment**, **using both analog and digital tools is created** to support multiple learning preferences providing a seamless, equitable experience among participants for online synchronous learning.

04. Strategic Design Brief

Concept Map

Concept Map

Overview of zones

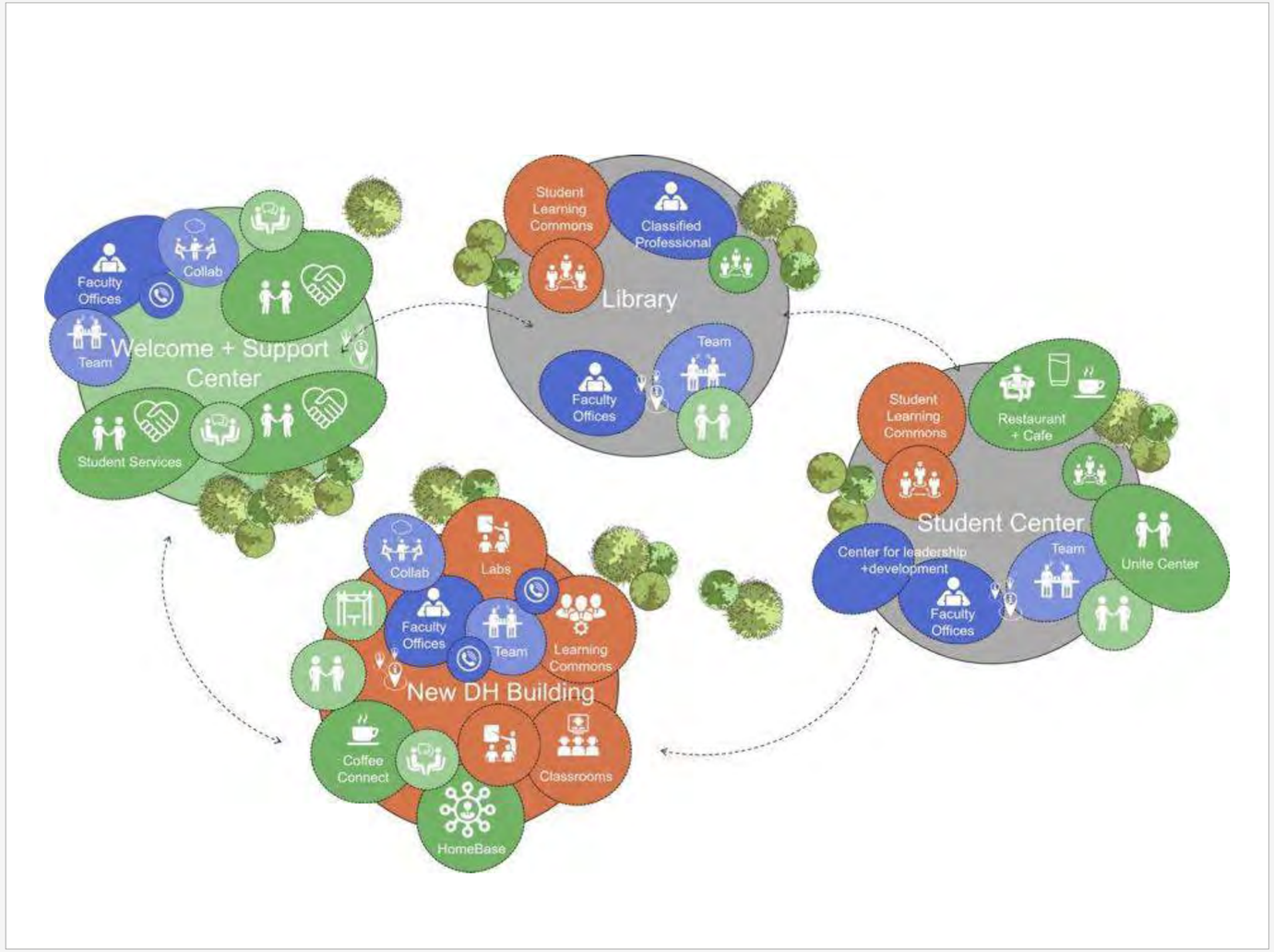
The Concept Map is an inventory of settings which represent a new approach to ARC's future learning and work environment.

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

The Concept Map of Spaces:

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

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



Concept Map

Overview of zones

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

Connection Zone
Spaces for All

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

- Coffee + Connect
- Courtyards
- HomeBase

Learning Zone
Students + Faculty

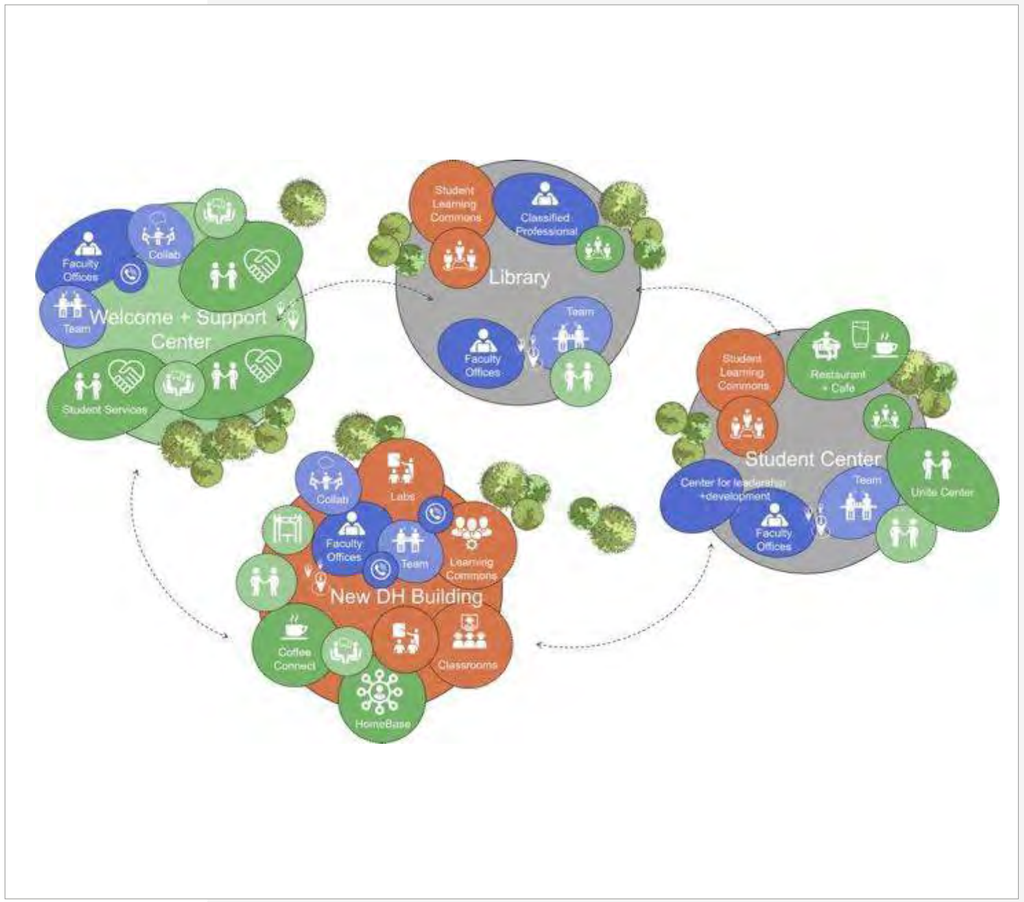
This zone supports formal and informal learning, wherever learning happens.

- Classrooms
- Student Learning Commons

Community Zone
Faculty + Classified Professionals

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

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



04. Strategic Design Brief

Worksettings + Attributes

Worksettings Overview

Connection Zone

Coffee + Connect

HomeBase

Courtyards

Learning Zone

Classrooms

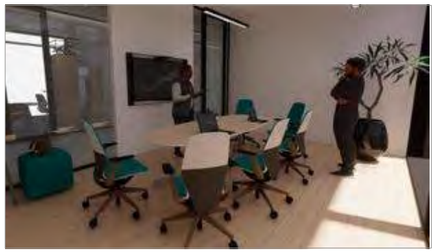
Student Learning Commons

Community Zone

Front Porch

Department Hub

Meeting Room



Focus Room/Pod

Shielded Focus

Workstation

Private Office: Single Occupancy

Private Office: Double Occupancy

Zone Overview

Connection Zone

Connection Zone Settings

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

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

Design Intent

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

Key:

- Connection
- Learning
- Community

Worksettings

Connection 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 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.,

Indicative concept only

Worksettings

Connection 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 discussion
- 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

Indicative concept only

Indicative concept only

Worksettings

Connection Zone | HomeBase

The HomeBase offers a place for Students within a program/community of interest to gather, connect, and provides a sense of belonging. Each space is owned by a Department/field of interest and varies in size based on the scale of the program. These spaces offer a comfortable, fun, welcoming environment for Students to study between classes, seek resources and socialize. Within the HomeBase Students have access to Student Service Specialists, Peer Mentors, Counselors and Faculty. Ideally these spaces should be flexible to accommodate a range of activities both individual and group (e.g. workshops, events and project work). It is equipped with the latest technology to support both personal and shared devices.

Indicative concept only

Worksettings

Connection Zone | HomeBase

Space

- Design a comfortable, inviting and inclusive environment
- Include a variety of settings to accommodate individuals and small groups for studying and socializing
- Consider a kit-of-parts to allow the HomeBase to scale up or down depending on field of interest size and needs
- Provide display areas for materials and artifacts related to the HomeBase program
- Consider a range of methods to display Student artwork
- Include workstations for Classified Professionals supporting the HomeBase program
- Provide small coffee and nourishment area for Students

Tools + Technology

- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.
- Consider digital information displays to provide up-to-date information about the HomeBase, events, activities, resources, and to celebrate achievements and successes
- Incorporate technology that allows the space to be used for presentations / gatherings / events
- Provide access to laptops, desktop computers and printer services

People + Behavior

- Promote an environment of inclusivity and community
- Create equitable experiences across the HomeBase locations
- Encourage Students to use the space to meet and build relationships with each other
- Emphasize the space as a way to promote wellbeing and relieve stress
- Establish protocols for how the space is to be used
- Establish protocols for materials display and for Student artwork

Indicative concept only

Indicative concept only

Worksettings

Connection Zone | Courtyards

Courtyards are an outdoor element of the Community Zone which leverage ARC'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

Connection Zone | Courtyards

Space

- Enhance existing Courtyards with a range of comfortable settings to support individual and small group activities
- Provide shading elements such as canopies, umbrellas, screens and planters
- Incorporate Student 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**

Design Intent

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

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

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

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

- Connection
- Learning
- Community

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 classrooms can flex between traditional lecture-mode, to group-mode, to discussion-mode and back again. The improved Zoom/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 worksurface space for writing materials and storage for personal belongings
- Provide access to natural light and views to the outdoors where possible
- Utilize finishes and materials that create an energizing and inspiring environment

Indicative concept only

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.

Indicative concept only

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

Indicative concept only

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.

Indicative concept only

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 worksurface space for Students to spread out materials
- Support a variety of postures to allow Students to choose the appropriate seating

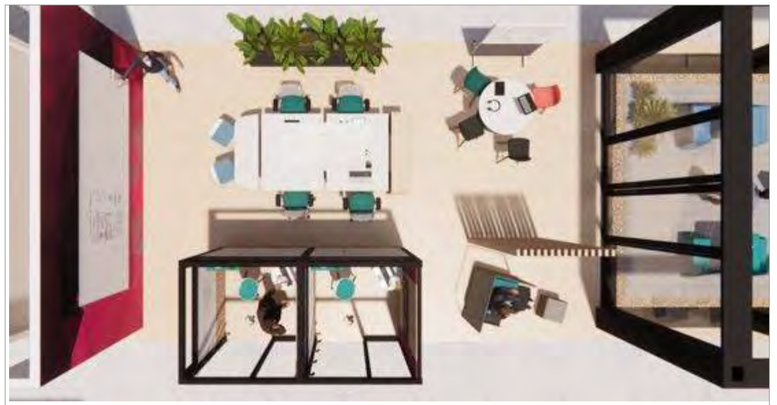
Tools + Technology

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

Indicative concept only



Indicative concept only

Zone Overview

Community Zone

Community Zone Settings

This zone is comprised of a variety of settings that support both individual and collaborative work for Faculty and Classified Staff. Worksettings incorporated in the Community 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 Community Zone is an ecosystem of worksettings that support Faculty and Classified Professionals in the variety of activities they undertake in their day-to-day work. All four work modes (Focus, Collaboration, Learning, Socializing) are supported, and the settings are intended to optimize the effectiveness of each mode.

The ultimate goal of the Community Zone is to build and enhance community within and between department across the campus. The goal is for each Community Zone to provide a similar experience.

Key:

- Connection
- Learning
- Community

Worksettings

Community Zone | Front Porch

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

Indicative concept only

Worksettings

Community Zone | Front Porch

Space

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

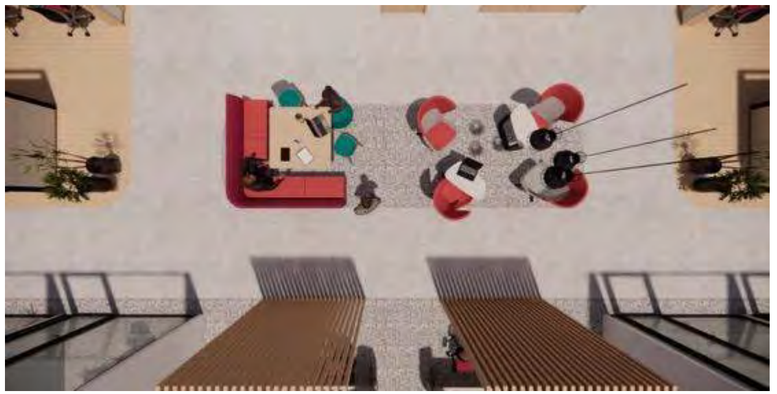
Tools + Technology

- Consider different creative formats for communicating relevant messages – digital, analog and /or publications
- Include 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

Indicative concept only

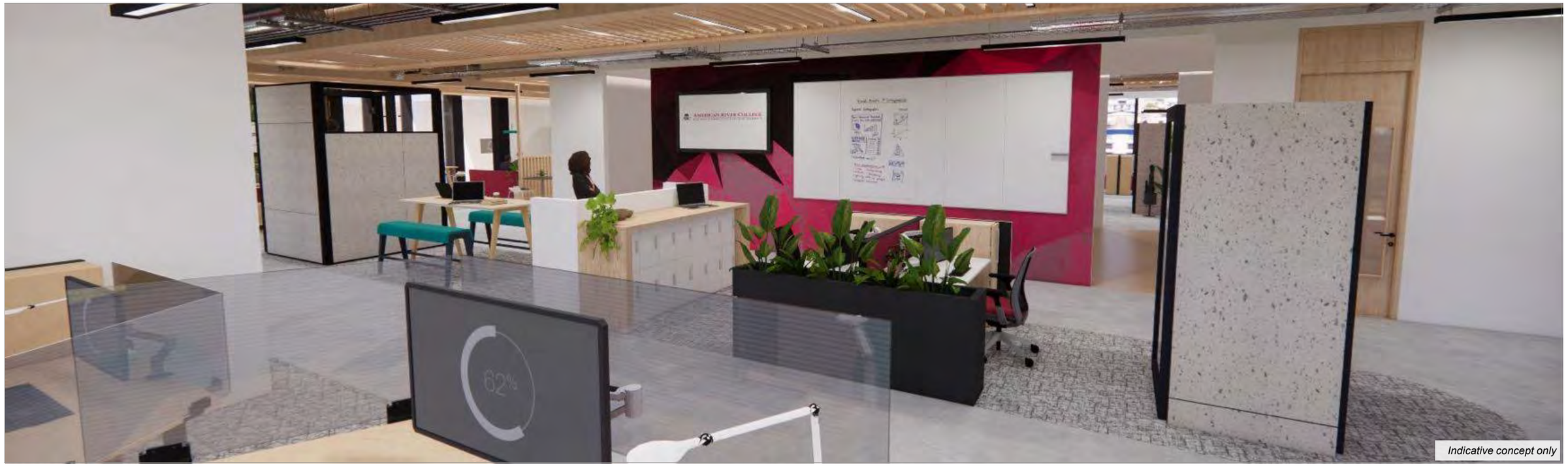


Indicative concept only

Worksettings

Community Zone | Department Hub

The Department Hub is adjacent to the primary individual work areas for Faculty and Classified Professionals and contains a variety of causal individual and group spaces. It is owned by the Department, providing a sense of identity, belonging and connection 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.



Indicative concept only

Worksettings

Community 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

Community Zone | Meeting Room

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

Worksettings

Community Zone | Meeting Room

Space

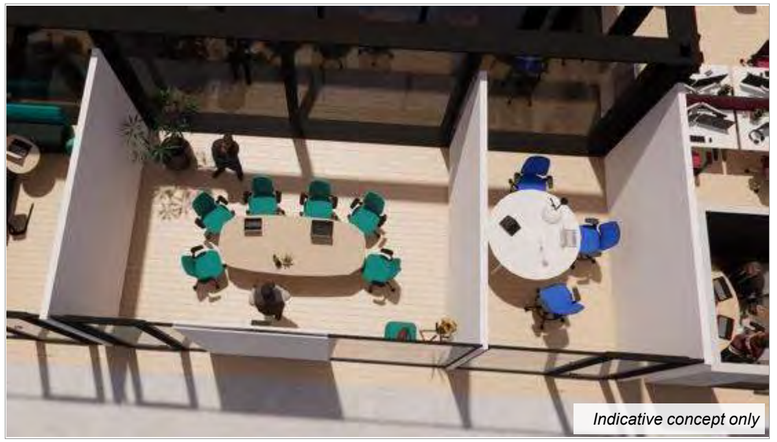
- Provide views into the room by incorporating transparent and opaque glass
- Design appropriately sized meeting rooms to accommodate 3-6 people and 6-8 people
- Provide seating for “primary” participants and “secondary” participants, with sightlines to the camera(s) and screen(s) for virtual participants
- Design the size based on department requirements
- Offer a variety of surfaces to display content (ex: digital screens, whiteboards, tack boards, etc.)

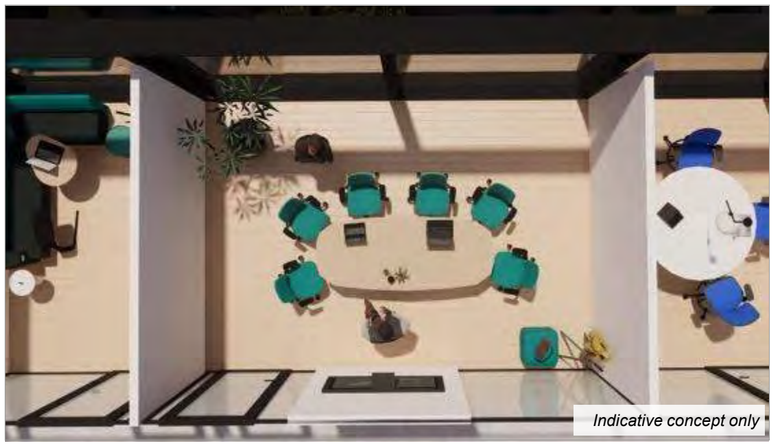
Tools + Technology

- 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

Community Zone | Focus Room/Pod

The Focus Room is located within the Community 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

Community Zone | Focus Room/Pod

Space

- Plan size to support 1-3 people
- Consider including freestanding Phone Booths/Pods, where appropriate, that provide flexibility and create space division in open spaces
- Provide alternative settings to support different postures and preferences
- Enable penetration of natural light into the space where possible
- Mix transparent and opaque glass on Focus Rooms/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 multiple monitors and docking stations where appropriate
- Include video technology to allow for virtual collaboration
- Consider lighting to enhance user camera appearances; avoid lighting directly overhead
- Offer consistent and seamless technology solutions that are easy to connect to
- Supplement acoustical privacy with sound-masking as needed
- Include Wi-Fi and access to power

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

Indicative concept only

Indicative concept only

Worksettings

Community Zone | Shielded Focus

The Shielded Focus area includes a range of settings to conduct heads-down work within the Community 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

Community Zone | Shielded Focus

Space

- Provide a series of enclosed, semi-enclosed and open sheltered work areas that are quiet, private areas within the Community 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

Indicative concept only

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.

Indicative concept only

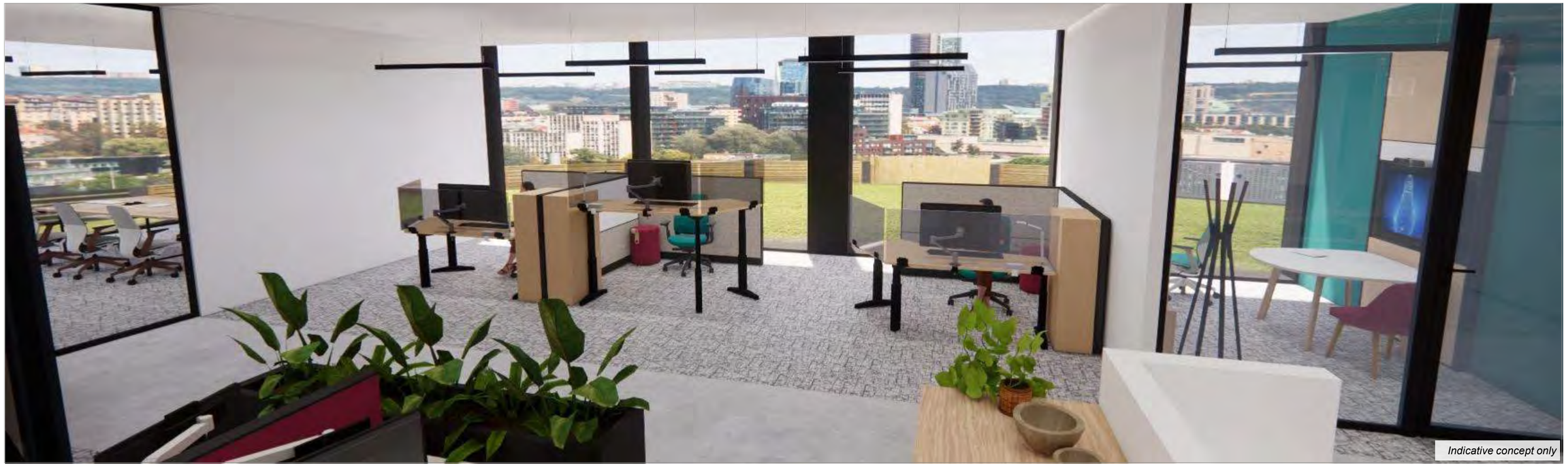
People + Behavior

- 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

Community Zone | Workstation

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



Worksettings

Community Zone | Workstation

Space

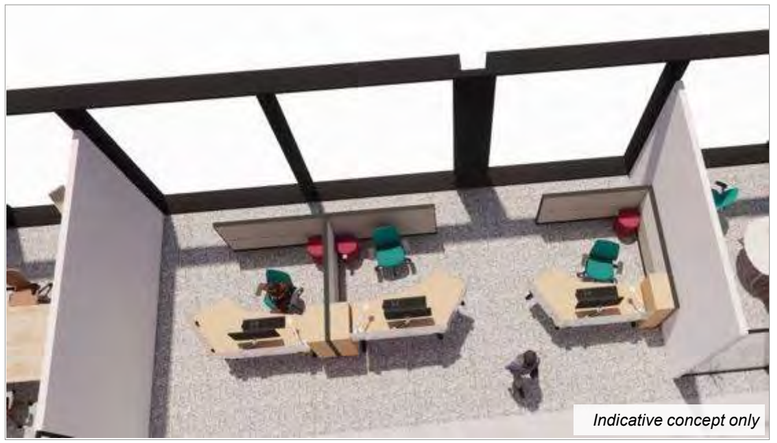
- Develop a kit of parts (including work tools, task lights etc.) to provide flexibility and give users greater choice within the individual setting
- Provide height adjustable workstations to allow users to shift from seated to standing positions
- Reduce the height of panels to provide greater visibility, 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 both at a workstation and Department level

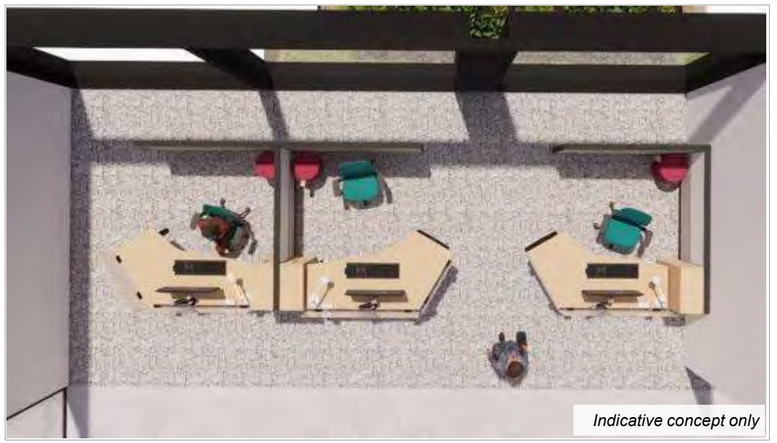
Tools + Technology

- Offer consistent and seamless technology solutions and tools to effectively support in person and virtual connections
- Consider appropriate sound masking to minimize auditory distractions
- Include 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

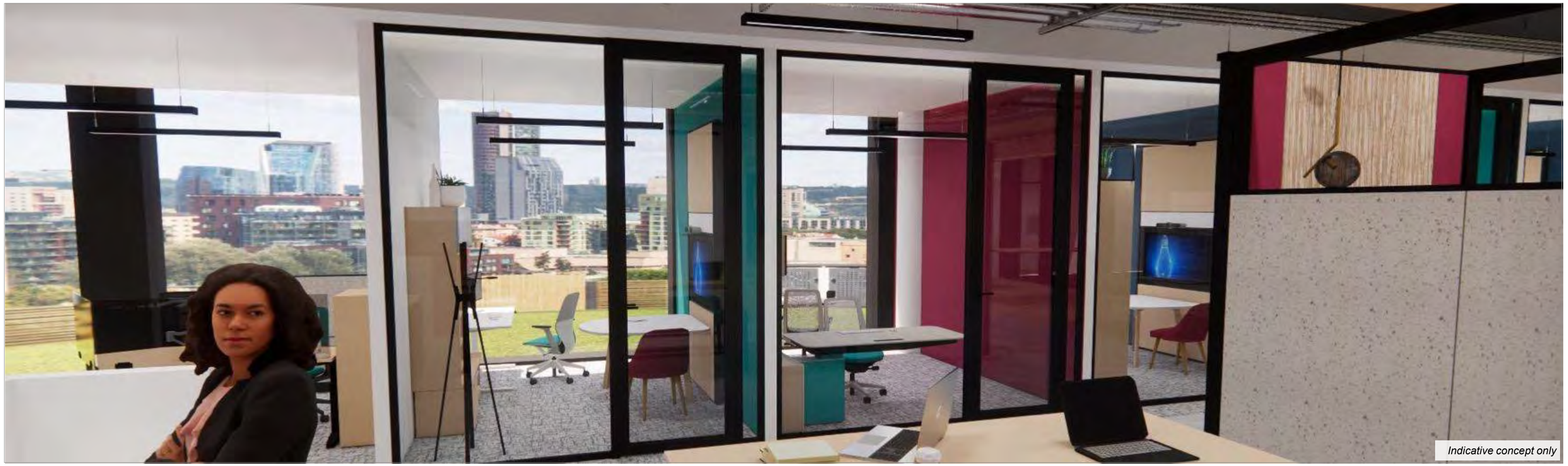




Worksettings

Community 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 Community 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

Community 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

Indicative concept only

Indicative concept only

Worksettings

Community 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 Community Zone in close proximity to alternative settings that support collaborative and social activities.

Worksettings

Community 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.

Indicative concept only

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.

Indicative concept only

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
- Scenario Definition and Details

05. Scenario Development

Classroom Utilization Key Findings + Scenarios

Classroom Usage

Patterns, Constraints + Opportunities

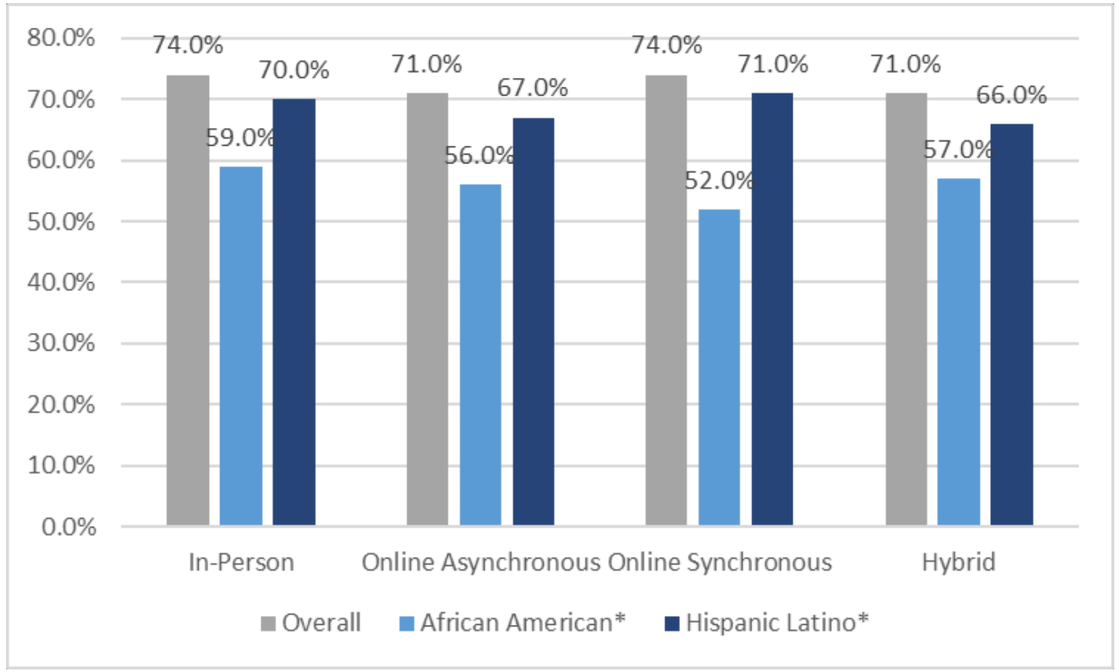
This section explores classroom usage patterns, evolving modalities, ARC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here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

- Census reports for Fall 2018, Fall 2019, Fall 2022, Fall 2023 and Spring 2024
- Classroom scheduling data for Fall 2019 and Spring 2024
- ARC Leader workshop results from long term modality exercise
- ARC 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

ARC Success Rates by Modality Spring 2024



Classroom Usage

Key Findings

- There has been a **significant shift in modalities** between 2018 and 2024; on-ground has shifted from approximately 80% to the mid 50s% and there does not appear to be a catalyst to change the current levels of modality
- A **significant reduction in the stock of classrooms** has occurred between 2019 and 2024 (126 to 95) yet utilization is still low
  - ✓ Lecture room number decreased by 40.5%
  - ✓ Combo room number decreased by 5.9%
  - ✓ Lab room number remained the same
- Excess classroom capacity is indicated for all classroom types regardless of combination of course days considered
  - ✓ **Monday – Sunday** average utilization by room type is Lecture 27.1%, Combo 21.3% and Lab 29.5%
  - ✓ **Monday - Thursday** average utilization by room type is Lecture 42.8%, Combo 35.9% and Lab 47.1%
  - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low for all classroom types – Sunday 0%, Saturday 6.1% or less and Friday 15.1% or less
- **Peak utilization** of all classroom types tends to be in earlier in the day hours **9am – 2pm**
- ARC Leader response to **ideal long-term modality mix** varied but when the statistics from the 2 teams in the Leadership workshop were averaged the result was **on-ground 60% and online 40%** which is similar to the Spring 2024 Weekly Enrollment Census statistics report where Section data indicates on-ground 54% and online 46%
- Student success by modality generally indicates that on-ground has higher success than online, however online synchronous has equal or higher success rates than in-person in 2 of the 3 groups
- **Scenario and demand modeling indicates excess capacity in classrooms exist** and it appears Scenario 3 (which is generally similar Fall 2019 scheduling and demand patterns) would be a potential target for further investigation and implementation

Usage Patterns Fall 2019 vs Spring 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	36.2%	69.5%	76.5%	75.1%	59.7%	54.6%	55.7%	37.8%	37.3%	23.8%	44.3%	45.4%	39.5%	19.7%	**48.2%**
	2024 Spring	27.7%	61.8%	60.9%	64.1%	48.6%	45.0%	48.6%	29.1%	26.8%	19.1%	35.5%	25.5%	21.4%	7.7%	**37.3%**
	Net Change	-8.5%	-7.6%	-15.6%	-11.0%	-11.1%	-9.6%	-7.0%	-8.7%	-10.5%	-4.7%	-8.9%	-20.0%	-18.1%	-12.0%	-11.0%
	% Change	-23.4%	-11.0%	-20.4%	-14.7%	-18.6%	-17.6%	-12.6%	-23.1%	-28.1%	-19.7%	-20.0%	-43.9%	-45.9%	-60.8%	-22.7%
Combo Rooms	2019 Fall	36.5%	51.8%	56.5%	71.8%	76.5%	56.5%	56.5%	67.1%	43.5%	30.6%	30.6%	44.7%	42.4%	28.2%	**49.5%**
	2024 Spring	5.0%	56.3%	56.3%	62.5%	41.3%	45.0%	31.3%	20.0%	13.8%	10.0%	35.0%	22.5%	15.0%	3.8%	**29.8%**
	Net Change	-31.5%	4.5%	-0.2%	-9.3%	-35.2%	-11.5%	-25.2%	-47.1%	-29.8%	-20.6%	4.4%	-22.2%	-27.4%	-24.5%	-19.7%
	% Change	-86.3%	8.7%	-0.4%	-12.9%	-46.1%	-20.3%	-44.7%	-70.2%	-68.4%	-67.3%	14.4%	-49.7%	-64.6%	-86.7%	-39.7%
Lab Rooms	2019 Fall	32.0%	56.0%	59.4%	56.6%	57.1%	60.0%	61.1%	47.4%	46.9%	36.0%	45.7%	38.3%	32.6%	23.4%	**46.6%**
	2024 Spring	10.9%	48.0%	54.3%	58.3%	49.1%	46.9%	54.3%	48.0%	46.3%	33.1%	27.4%	33.1%	27.4%	24.6%	**40.1%**
	Net Change	-21.1%	-8.0%	-5.1%	1.7%	-8.0%	-13.1%	-6.9%	0.6%	-0.6%	-2.9%	-18.3%	-5.1%	-5.1%	1.1%	-6.5%
	% Change	-66.1%	-14.3%	-8.7%	3.0%	-14.0%	-21.9%	-11.2%	1.2%	-1.2%	-7.9%	-40.0%	-13.4%	-15.8%	4.9%	-13.9%

This slide documents changes in usage patterns between Fall 2019 and Spring 2024 for each of the 3 classroom 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 Spring 2024. % Change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type is shown in the text box to the right.

Lecture
- Utilization decreased for all times in the range
- The average utilization reduction is 22.7%

Combo
- Utilization decreased for all but 2 time slots
- The average utilization reduction is 39.7%

Labs
- Utilization decreases in all but 3 time slots
- The average reduction is 13.9%

Usage Patterns Fall 2019 vs Spring 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	44.9%	79.7%	87.5%	85.1%	67.9%	64.9%	66.6%	45.3%	45.3%	29.4%	54.1%	55.1%	48.0%	23.6%	**56.9%**
	2024 Spring	31.8%	71.0%	69.3%	73.3%	54.0%	52.3%	55.1%	33.0%	30.7%	22.7%	42.6%	30.1%	25.0%	8.5%	**42.8%**
	Net Change	-13.1%	-8.7%	-18.2%	-11.8%	-13.9%	-12.6%	-11.4%	-12.3%	-14.6%	-6.7%	-11.4%	-25.0%	-23.0%	-15.1%	-14.1%
	% Change	-29.2%	-10.9%	-20.8%	-13.9%	-20.5%	-19.4%	-17.2%	-27.2%	-32.2%	-22.7%	-21.2%	-45.3%	-47.9%	-64.0%	-24.8%
Combo Rooms	2019 Fall	42.6%	54.4%	61.8%	76.5%	82.4%	66.2%	67.6%	82.4%	52.9%	38.2%	38.2%	55.9%	52.9%	35.3%	**57.7%**
	2024 Spring	6.3%	67.2%	67.2%	71.9%	48.4%	54.7%	37.5%	25.0%	17.2%	12.5%	43.8%	28.1%	18.8%	4.7%	**35.9%**
	Net Change	-36.4%	12.8%	5.4%	-4.6%	-33.9%	-11.5%	-30.1%	-57.4%	-35.8%	-25.7%	5.5%	-27.8%	-34.2%	-30.6%	-21.7%
	% Change	-85.3%	23.5%	8.8%	-6.0%	-41.2%	-17.4%	-44.6%	-69.6%	-67.5%	-67.3%	14.4%	-49.7%	-64.6%	-86.7%	-37.7%
Lab Rooms	2019 Fall	39.3%	66.4%	70.0%	68.6%	65.7%	67.9%	70.0%	56.4%	56.4%	43.6%	55.7%	47.1%	40.0%	28.6%	**55.4%**
	2024 Spring	13.6%	56.4%	62.9%	67.9%	56.4%	54.3%	63.6%	55.7%	52.9%	39.3%	32.9%	40.0%	33.6%	30.7%	**47.1%**
	Net Change	-25.7%	-10.0%	-7.1%	-0.7%	-9.3%	-13.6%	-6.4%	-0.7%	-3.6%	-4.3%	-22.9%	-7.1%	-6.4%	2.1%	-8.3%
	% Change	-65.5%	-15.1%	-10.2%	-1.0%	-14.1%	-20.0%	-9.2%	-1.3%	-6.3%	-9.8%	-41.0%	-15.2%	-16.1%	7.5%	-14.9%

This slide documents changes in usage patterns between Fall 2019 and Spring 2024 for each of the 3 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 Spring 2024. % change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type is shown in the text box to the right.

Lecture
- Utilization decreased for all times in the range
- The average utilization reduction is 24.8%

Combo
- Utilization decreased for all but 3 time slots
- The average utilization reduction is 37.7%

Labs
- Utilization decreased for all but 1 time slot
- The average utilization reduction is 14.9%

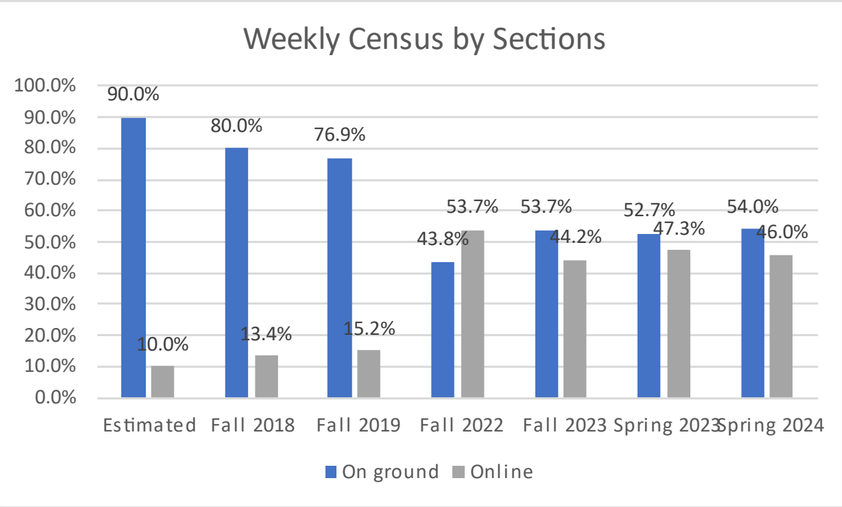
Evolution - Online vs On-Ground

On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

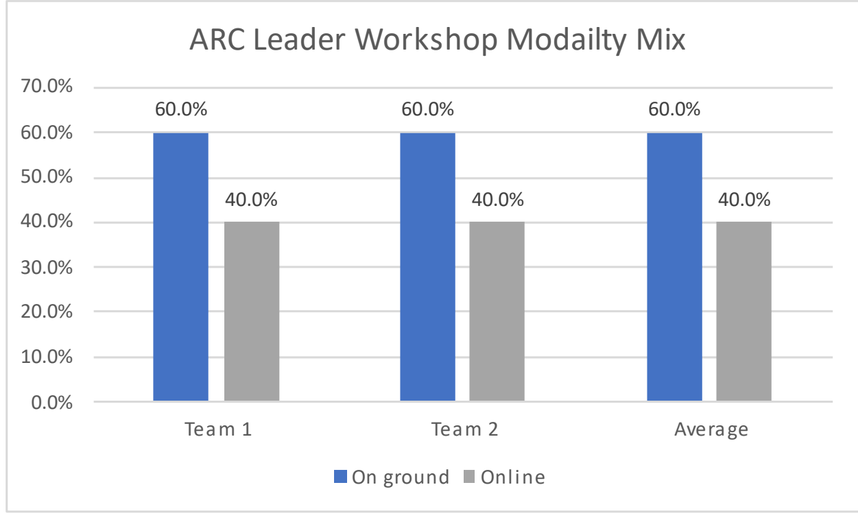
	Estimated	Fall 2018	Fall 2019	Fall 2022	Fall 2023	Spring 2023	Spring 2024
On ground	90.0%	80.0%	76.9%	43.8%	53.7%	52.7%	54.0%
Online	10.0%	13.4%	15.2%	53.7%	44.2%	47.3%	46.0%

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



Leader Workshop Long Term Modality Exercise Results

	ARC Leaders		Workshop
	Team 1	Team 2	Average
On ground	60.0%	60.0%	60.0%
Online	40.0%	40.0%	40.0%



The above graphic documents the evolution in modality from Pre Covid to Spring 2024 (Sections data is used here however the WSCH data is almost identical). While the data is limited there are two trends which are apparent.

- Prior to Covid on-ground courses were slowly declining over time as a percentage of the modality mix
- After Covid on-ground courses have varied between 43.8% and 54.0% of the modality mix

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

Of particular interest the average from this exercise is similar to the Spring 2024 modality numbers from Sections data contained in the Enrollment Census Statistics.

Classroom Scenarios

This and the following slide explore a range of scenarios which vary target utilization levels and demand for courses based on post pandemic 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 Spring 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 (Spring 2024)
- Current demand increased by 10%
- Current demand increased by 20%

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

Scenario 3 for current course demand hours indicates there is a 28.8% excess in total classrooms based on the current inventory of classrooms (Spring 2024).

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

Classroom Scenarios

	Classroom Utilization Scenario 1 Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ actual scheduled course demand				**Classroom Utilization Scenario 2** Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ 35% course demand specified				**Classroom Utilization Scenario 3** Monday - Thursday (4 days) Peak @ 85% utilization, Non Peak @ 40% of course demand specified			
	Lecture	Combo	Lab	Total	Lecture	Combo	Lab	Total	Lecture	Combo	Lab	Total
Current Hours Course Demand Less 10%	949.5	289.8	831.6	2070.9	949.5	289.8	831.6	2070.9	949.5	289.8	831.6	2070.9
Current # Rooms	44	16	35	95	44	16	35	95	44	16	35	95
Required # Rooms	30.9	10.4	23.7	65.1	32.1	9.8	28.2	70.1	27.9	8.5	24.5	60.9
Excess # Rooms	13.1	5.6	11.3	29.9	11.9	6.2	6.8	24.9	16.1	7.5	10.5	34.1
% Excess	29.7%	35.0%	32.2%	31.5%	26.9%	38.7%	19.6%	26.2%	36.5%	46.7%	30.1%	35.9%
Current Hours Course Demand	1055	322	924	2301	1055	322	924	2301	1055	322	924	2301
Current # Rooms	44	16	35	95	44	16	35	95	44	16	35	95
Required # Rooms	34.4	11.6	26.4	72.3	35.7	10.9	31.3	77.9	31.0	9.5	27.2	67.7
Excess # Rooms	9.6	4.4	8.6	22.7	8.3	5.1	3.7	17.1	13.0	6.5	7.8	27.3
% Excess	21.9%	27.7%	24.7%	23.9%	18.8%	31.9%	10.6%	18.0%	29.5%	40.8%	22.4%	28.8%
Current Hours Course Demand Plus 10%	1160.5	354.2	1016.4	2531.1	1160.5	354.2	1016.4	2531.1	1160.5	354.2	1016.4	2531.1
Current # Rooms	44	16	35	95	44	16	35	95	44	16	35	95
Required # Rooms	37.8	12.7	29.0	79.5	39.3	12.0	34.4	85.7	34.1	10.4	29.9	74.4
Excess # Rooms	6.2	3.3	6.0	15.5	4.7	4.0	0.6	9.3	9.9	5.6	5.1	20.6
% Excess	14.1%	20.5%	17.2%	16.3%	10.7%	25.1%	1.7%	9.8%	22.4%	34.9%	14.6%	21.6%
Current Hours Course Demand Plus 20%	1266	386.4	1108.8	2761.2	1266	386.4	1108.8	2761.2	1266	386.4	1108.8	2761.2
Current # Rooms	44	16	35	95	44	16	35	95	44	16	35	95
Required # Rooms	41.3	13.9	31.6	86.8	42.9	13.1	37.5	93.5	37.2	11.4	32.6	81.2
Excess # Rooms	2.8	2.1	3.4	8.3	1.1	2.9	-2.5	1.5	6.8	4.6	2.4	13.8
% Excess	6.3%	13.3%	9.6%	8.7%	2.6%	18.2%	-7.3%	1.6%	15.4%	29.0%	6.8%	14.5%

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

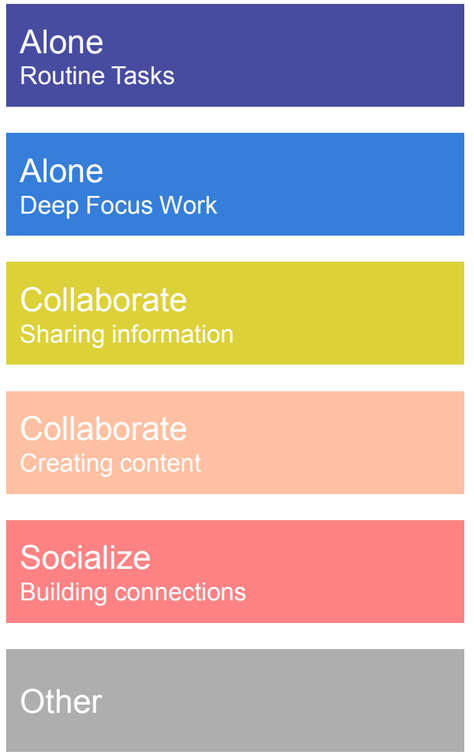
The profiles developed for this engagement are based on a deep understanding of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's Workspace Futures team have expanded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

- ARC's response rates to this instrument were below what is typical and due to this a number of views 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 College the predominant work mode is alone 64% with alone routine 31% and alone deep focus 33%.
- The predominant worker profiles are profile 3 and 4.
- All 8 worker profiles are present, and their distribution varies by department, location and level (as would be expected).
- When considering the effectiveness of work, alone work has a higher percentage of time targeted at home than collaborative work or socialization.
- Calculated days in the office vary between 1.49 and 2.38.
- Calculated time in the office varies by department (data for other views is not available) which is to be expected. However, the lower range of days in the office do not seem to be appropriate for Student facing positions.
- Based on the low response rate and work with similar clients we suggest 3 days a week or 24 hours a week in the office be targeted for hybrid workers.

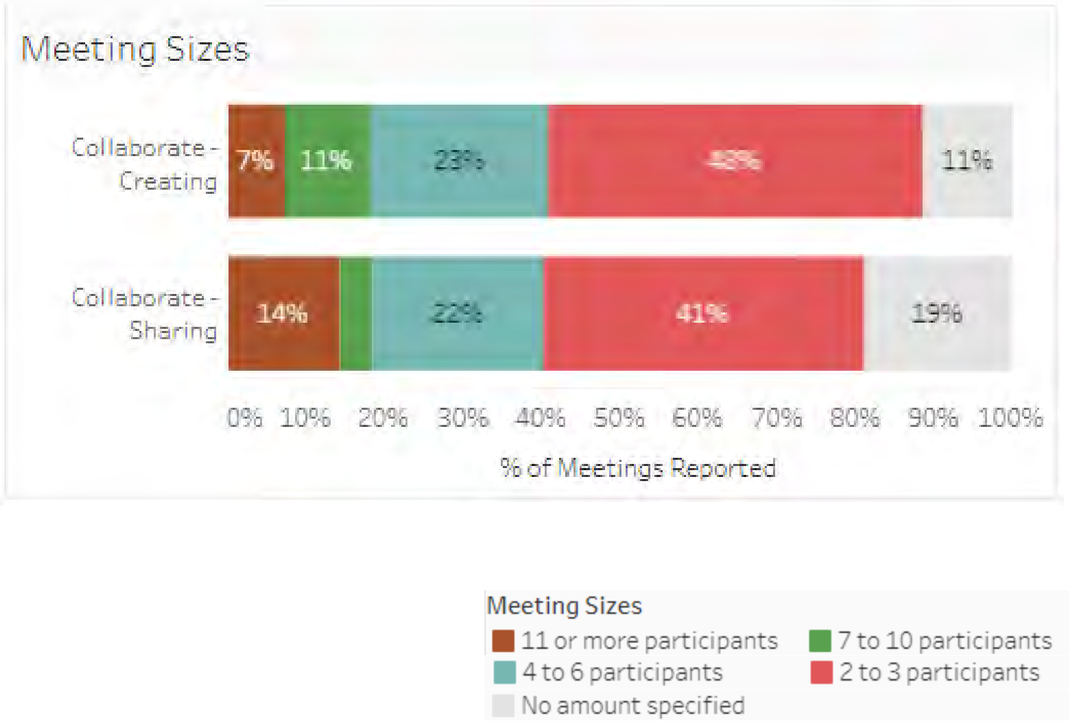


Collaborative Meeting Sizes

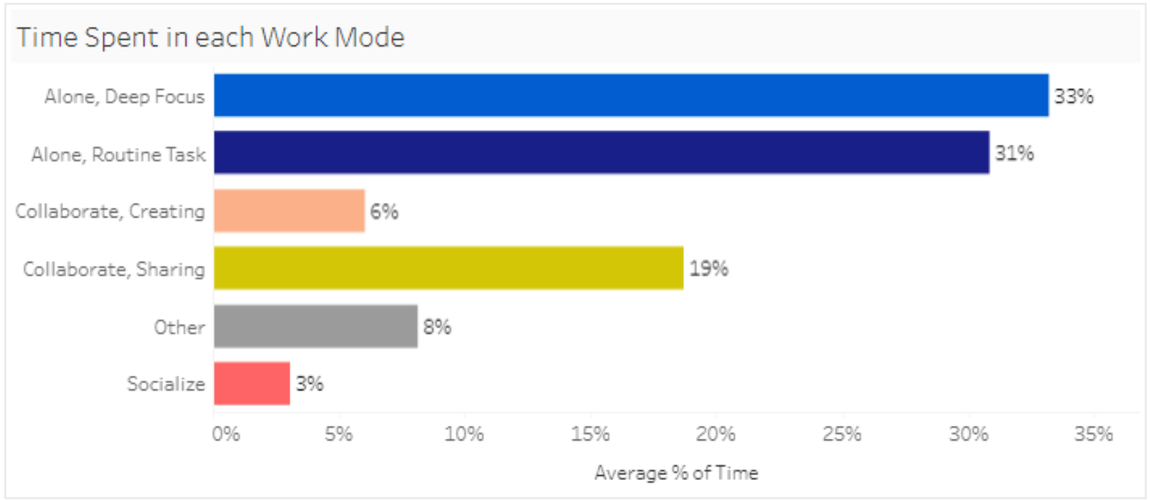
The work mode capability collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At ARC, in general, meetings tend to be small.

- The most frequent meeting size is 2 – 3 participants
- The second most frequent meeting size is 4 - 6 participants
- Approx. 79.7% of collaborative creating sessions include 2 to 6 participants
- Approx. 77.7% 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 aggerate level are:

- The predominant work mode is alone deep focus
- 64% of time is spent in alone work
- The predominant collaborative activity is sharing
- 25% of time is spent in collaborative work
- 3% of time is spent in socializing

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

Work Effectiveness

By Department

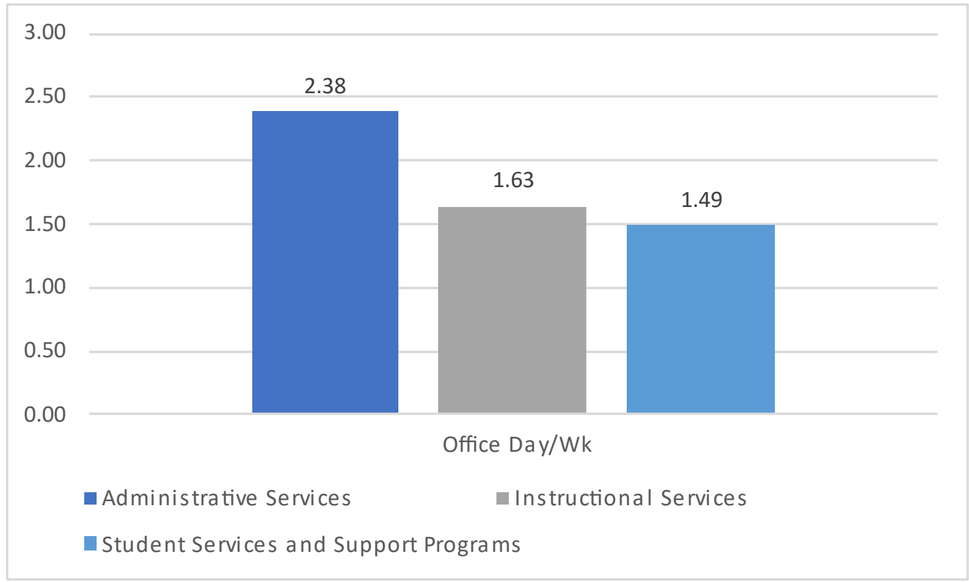
The tables on this page are based on aggregating responses by department across all work mode instances to the question “where would you be most effective” office or home?

The data shows that in most instances team members believe from an effectiveness / productivity perspective there is less reason for alone work to be done in the office as compared to collaborative work and socialization. Data from Administrative Services appears to vary from the other two groups with a higher percentage of alone deep focus in the office and a lower percentage of collaborative sharing in the office. This is not typical and is likely due to low response rates for this instrument.

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

The results from Instructional Services and Student Services and Support are similar. Administrative Services data indicates a higher need to be in the office.

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



Administrative Services	Effectiveness	
	% Home	% Office
Alone - deep focus	50.0%	50.0%
Alone - routine task	71.8%	28.2%
Collaborate - sharing	61.9%	38.1%
Collaborate - creating	0.0%	100.0%
Socialize	16.7%	83.3%
No response and no preference removed from calculations		

Instructional Services	Effectiveness	
	% Home	% Office
Alone - deep focus	77.9%	22.1%
Alone - routine task	78.2%	21.8%
Collaborate - sharing	48.4%	51.6%
Collaborate - creating	0.0%	100.0%
Socialize	25.0%	75.0%
No response and no preference removed from calculations		

Student Services and Support	Effectiveness	
	% Home	% Office
Alone - deep focus	85.8%	14.2%
Alone - routine task	87.7%	12.3%
Collaborate - sharing	58.3%	41.7%
Collaborate - creating	41.9%	58.1%
Socialize	36.1%	63.9%
No response and no preference removed from calculations		

05. Scenario Development

Scenarios Definition + Details

Scenarios

Overview

This section identifies three sets of potential future-oriented scenarios for ARC's consideration. This includes one set of three scenarios for Faculty and Students (Davies Hall reimagination), one set of three scenarios for Classified Professionals and Students (Welcome and Support Center 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.

- ARC 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
- Workshops with Students, Faculty and Classified Professionals
- Relevant Research Studies on Student Success by Joe Bly, ARC Psychology Student and VP Student Senate
- Consultation with external educational experts
- Steelcase research

The intent of these scenarios is to provide ARC 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.

Most scenarios include one or more elements of a hybrid solution. In implementing any hybrid solution there are a number of key factors which are necessary for success. These include:

- Leadership alignment and behaviors that demonstrate endorsement
- 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 hybrid strategy
- A robust technology platform is implemented to enhance individual and group work, support virtual connections and provide a great learning and work experience
- An effective Change Management program is developed and implemented to ensure successful adoption of all elements of the new hybrid strategy including behaviors, process, technology and space

Scenario Development

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

- What ARC is seeking to achieve as represented by its Critical Success Factors
- The unique development of Foundational Pillars for ARC'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 ARC there were five key aspects which drove the positioning of the solution along the hybrid continuum. These include the following:

- Highly ranked Foundational Pillars of College Community, Success Rates and Flexibility + Balance
- The desire among all constituents to build a stronger sense of community
- The implementation of an equitable hybrid policy (one for Faculty and one for Classified Professionals)
- Work Mode Study results which indicate between 2 to 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

Foundational Pillars

Foundational Pillars

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

College Community

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

Success Rates

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

Innovation

Processes, systems and capabilities are evolved to meet emerging Student needs

Flexibility + Balance

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

Work Experience

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

Communication

Communication is strengthened to ensure regular two-way flow of information between all constituents.

Campus Experience

Classrooms, HomeBase communities, social and athletic amenities build connections and provide a supportive experience for Students.

Learning + Development Flexibility

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

Ranking of Foundational Pillars

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

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

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

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

FOUNDATIONAL PILLARS	ARC Executive Team	Classified Group 1 In-person	Classified Group 2 In-person	Faculty Group 1 In-person	Faculty Group 2 Online	Davies Hall Project Team Online
Success Rates	1	1	4	2	3	3
College Community	2	2	1	1	1	1
Communication	3	5	2	7	5	2
Learning + Development Flexibility	4	6	8	5	7	7
Campus Experience	5	7	6	3	6	5
Innovation	6	4	7	6	2	6
Flexibility + Balance	7	3	3	4	4	4
Work Experience	8	8	5	8	8	8

05. Scenario Development

Scenarios Overview

- Davies Hall
- Welcome + Support Center Experience

05. Scenario Development

Scenarios Overview

- Davies Building

Scenarios Overview: Davies Building

Faculty, Students and Classrooms

Note – Davies Hall building will be reimagined using existing location and approximately the same square footage minus excess classrooms, but no other constraints are included in these scenarios

As Was

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

- The space is comprised of 41 classrooms, 2 Labs and 97 Faculty offices including 4 Dean suites
- Davies Hall is now condemned, and Faculty and Classes have been distributed across the ARC Campus with many Faculty sharing offices
- Sharing of individual space was not supported
- There are 5 conference rooms and 2 workrooms for coffee or socialization
- Heavy personalization of offices
- There are no Student experience areas outside the classrooms
- Classrooms generally support traditional lecture mode with limited display technology

Scenario 1

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

- All Faculty are hybrid, with no office sharing and time on campus is as it is today
- Faculty offices will be redesigned to better accommodate Student and Faculty interaction
- Faculty communities will be created with offices located around a Department Hub with a coffee area
- Faculty communities will have access to views and outdoor spaces if possible
- Areas will be introduced where Students can congregate informally before and after class
- Classroom designs will be based on a “kit of parts” furniture concept to support a variety of configurations
- Classrooms reduced by 30% based on utilization
- Moderate change management required

Scenario 2

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

- Faculty offices are designed to accommodate the workstyle and artifacts of two Faculty members assigned to an office and are shared on a 2:1 ratio
- Communities will be designed with a wider range of unassigned drop-in spaces for Faculty to work when they don’t need their private office
- Expanded areas where Students can congregate informally before and after class
- Settings will be considered for Students to take online classes while on campus
- Classroom designs and numbers are as in Scenario 1
- Significant change management required

Scenario 3

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

- Faculty offices are assigned to a department but unassigned to specific Faculty members and are shared on a 3:1 ratio
- The use of offices can be determined and managed by the department
- Additional unassigned enclosed spaces will be included in Faculty community to support individual concentration and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- Classroom designs and numbers are as in Scenario 1
- Significant change management required

As Was: Davies Hall

Faculty + Classrooms

Davies Hall is an older building that was designed in a traditional format with Classrooms and Faculty Offices. It is a three-story structure with two floors of Classrooms and one floor composed of Faculty Offices.

Classrooms were designed for traditional lecture mode, with the instructor at the front of the room and minimal ability to adapt the furniture within the room.

Faculty offices open to the interior corridors with minimal support for social and collaborative activities. During our observation of the Faculty areas across the ARC campus most offices appeared to be empty a substantial portion of the time.

Due to structural and seismic issues Davies Hall is now condemned, and Faculty and Classes have been distributed across the ARC Campus with many Faculty sharing offices. This situation and how to best resolve in the short and longer terms has resulted in stress among many Faculty members and ARC leadership.

The closure of Davies Hall has provided an ideal opportunity to reimagine the future experience for Faculty and Students. The Applied Research + Consulting team has chosen to focus our scenario development effort for Faculty and Students on recreating Davies Hall. The building to be modeled will be based on the square footage previously occupied with 30% less classrooms than in the original Davies Hall building (result of classroom utilization analysis).

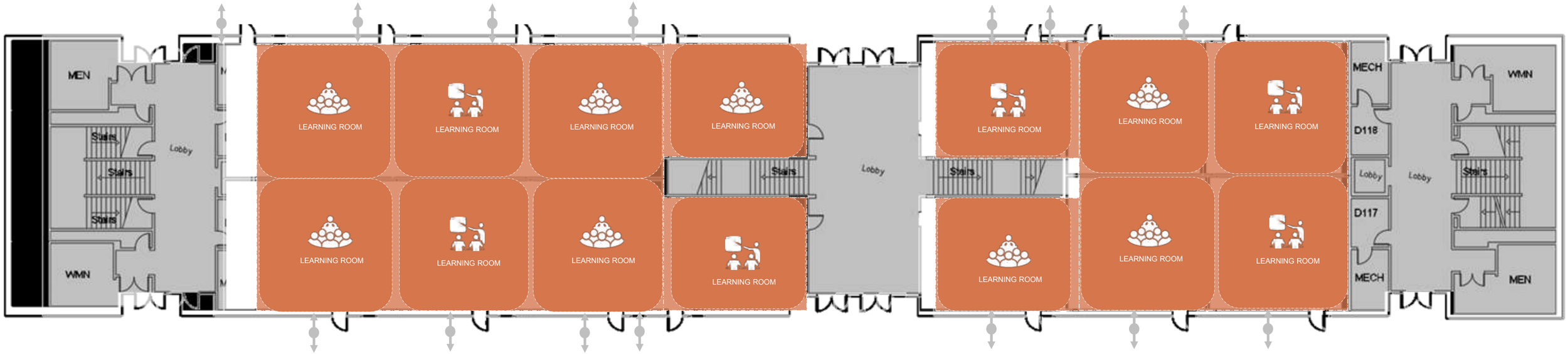
Defining Characteristics

- The space is comprised of 41 classrooms, 2 Labs and 97 Faculty offices including 4 Dean Suites
- Sharing of individual space was not supported
- There are 5 conference rooms and 2 workrooms for coffee or socialization
- Heavy personalization of offices
- There are no Student experience areas outside the classrooms
- Classrooms generally supported traditional lecture mode with limited display technology

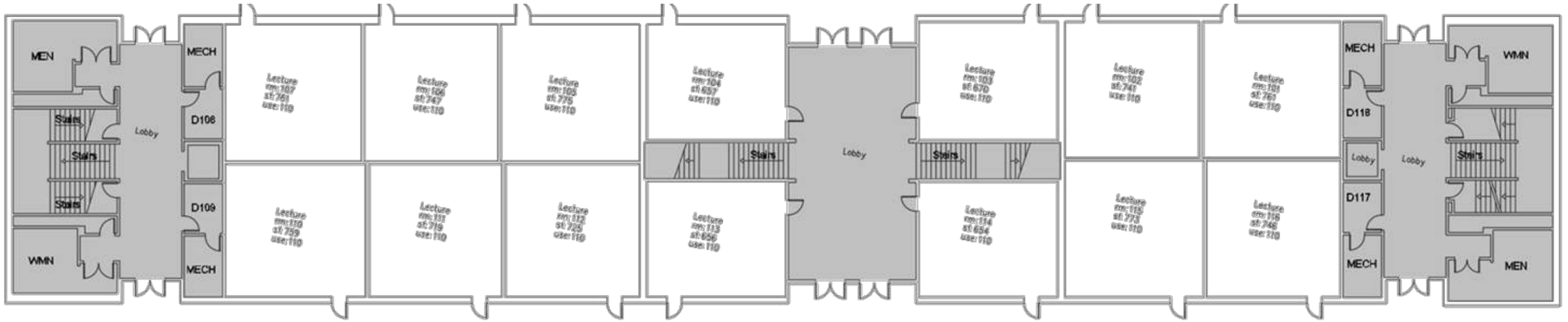
As Was: Davies Hall First Floor

Concept Zones

14 x Classrooms
(Varies in size)

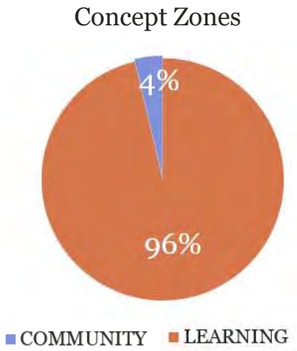


As Was: Davies Hall
First Floor

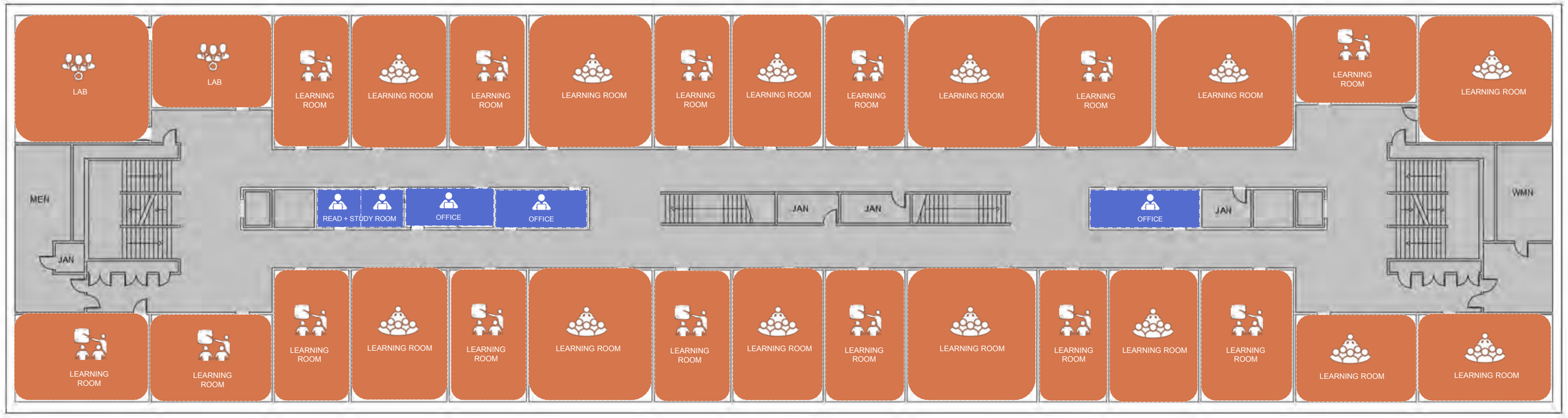


14 x Classrooms
(Varies in size)

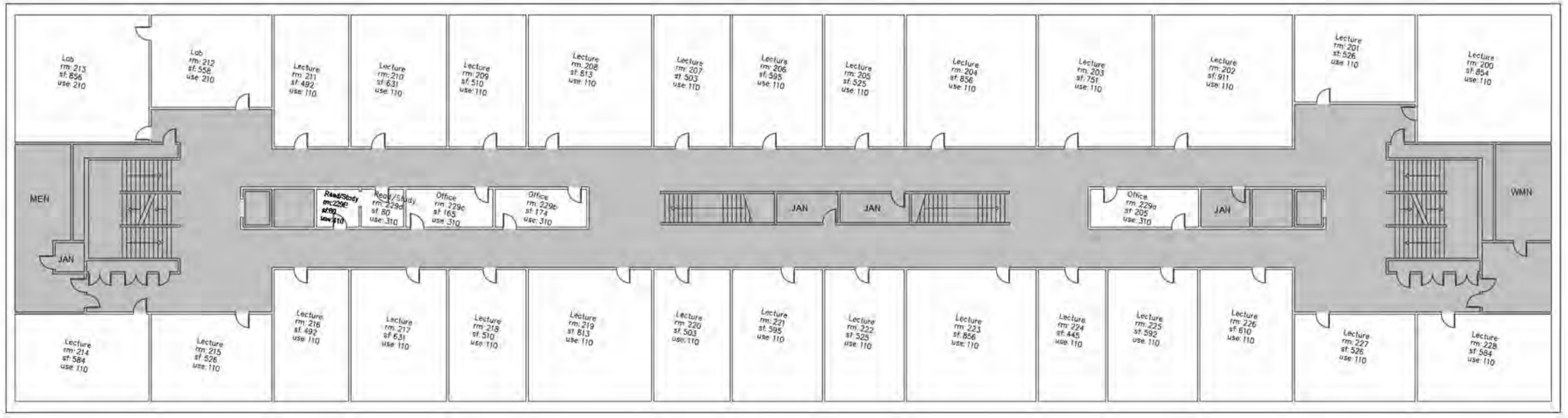
As Was: Davies Hall Second Floor



29 x Classrooms – (Including 2 x Labs)
(Varies in size)

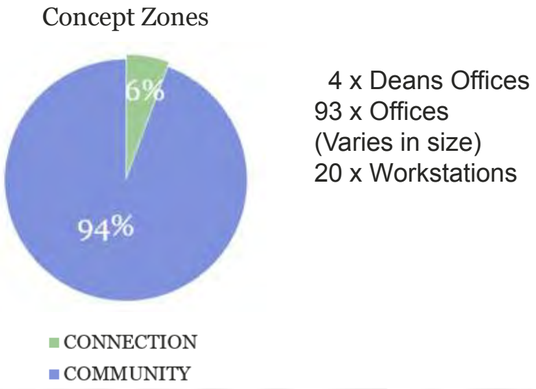


As Was: Davies Hall Second Floor

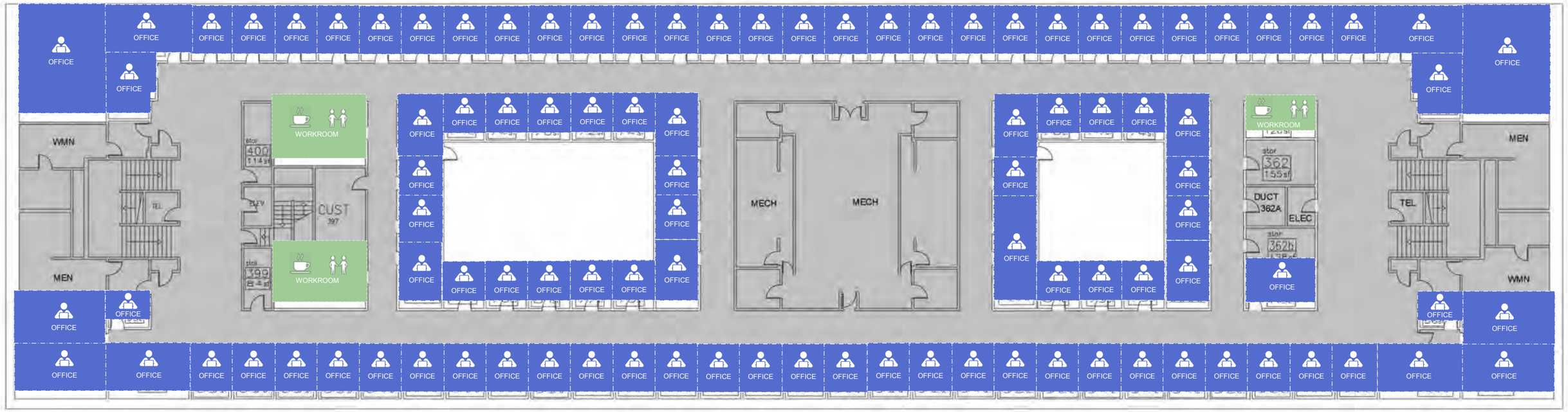


29 x Classrooms – (Including 2 x Labs)
(Varies in size)

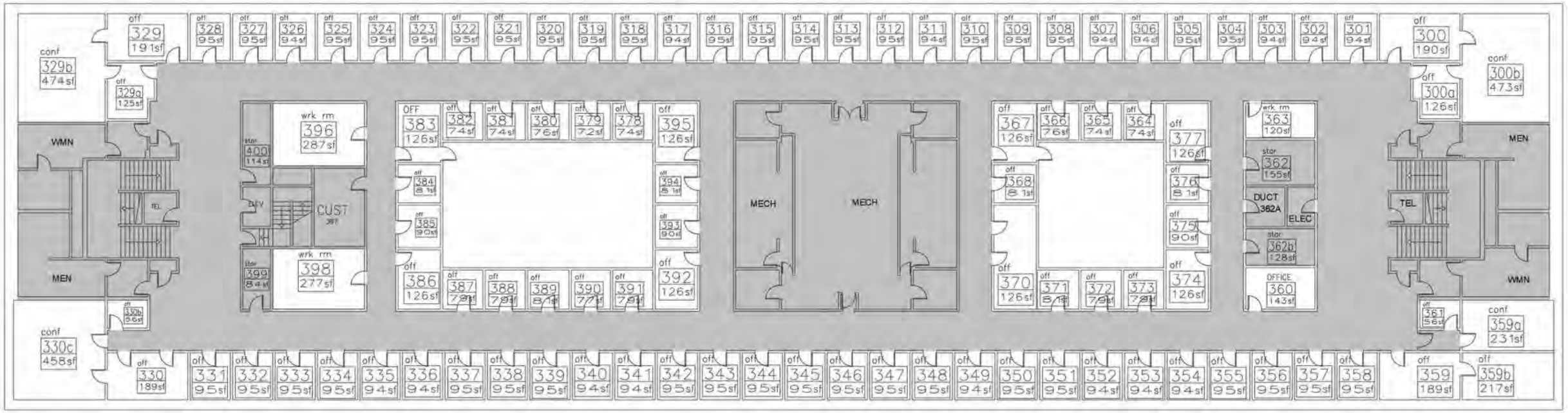
As Was: Davies Hall Third Floor



4 x Deans Offices
93 x Offices
(Varies in size)
20 x Workstations



As Was: Davies Hall Third Floor



	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	117	100%	1	117
Remote	0	0%	1	0
	117	100%		117
			Offices	93
			Workstations	20
			Deans Office	4

4 x Deans Office
93 x Offices
(Varies in size)
20 x Workstations

Scenario One: Davies Building

Davies Hall refined for an upgraded experience

In Scenario One the goal is to reimagine the current square footage of Davies Hall (less 30% of classrooms) in a potentially new building. The new building will be designed to make better use of space, build community, increase utilization and enhance the Faculty and Student experience. It will include Classrooms, Faculty offices, support areas and appropriate community spaces to promote interaction between Students and Faculty.

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

The primary objective in this scenario is to arrange Faculty offices in centralized communities, while maintaining individual assigned offices. Although all Faculty are Hybrid, all Faculty are still assigned a private office.

Scenario One will provide an upgraded experience that:

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

Design Characteristics

- All Faculty are hybrid, with no office sharing and time on campus is as it is today
- Faculty offices will be redesigned to better accommodate Student and Faculty interaction
- Faculty communities will be created with offices located around a Department Hub with a coffee area
- Faculty communities will have access to views and outdoor spaces if possible
- Classroom designs will be based on a “kit of parts” furniture concept to support a variety of configurations
- Classrooms reduced by 30% based on utilization
- Areas will be introduced where Students can congregate informally before and after class
- New processes and protocols will be introduced as appropriate to support enhancements in the Student and Faculty areas
- Moderate change management required

100% Hybrid Workers
(1:1 ratio)

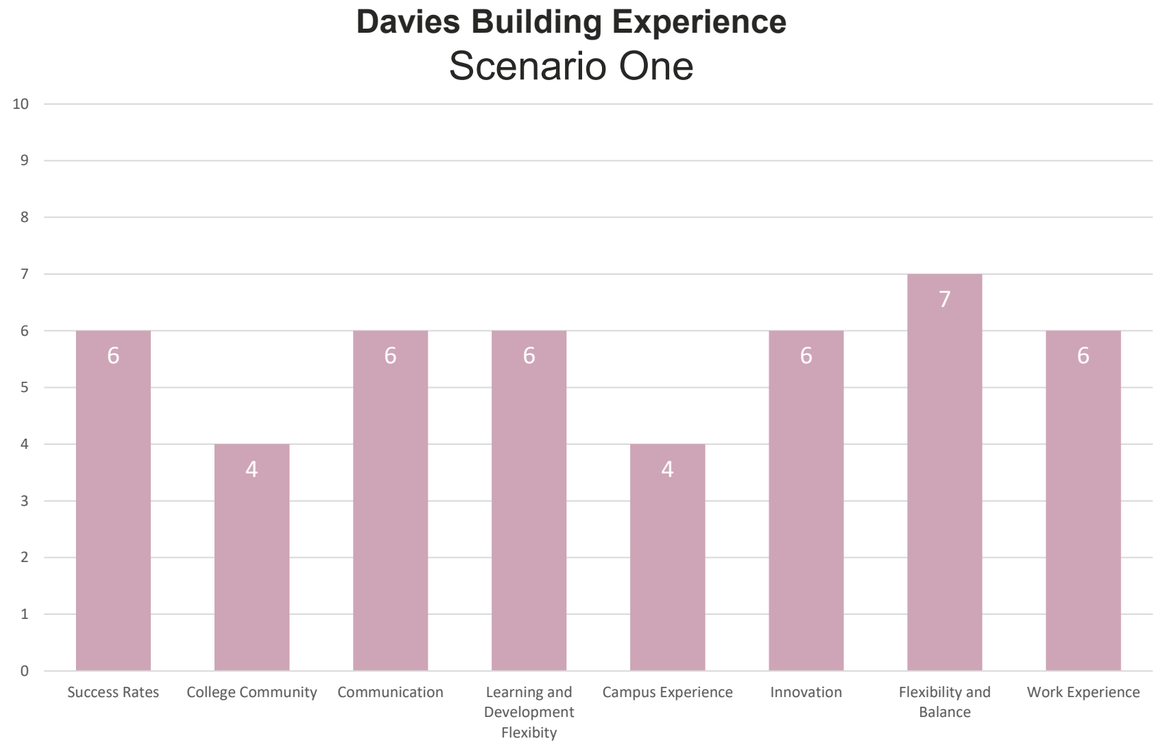
Moderate level
of Change Management effort required

Shift in real estate
30% reduction in classrooms

Scenario One: Davies Building

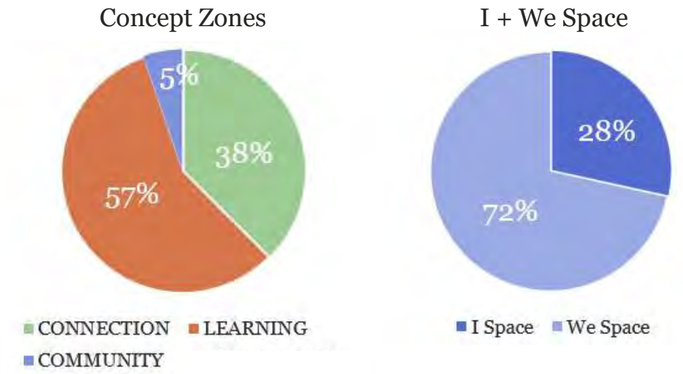
Potential outcomes

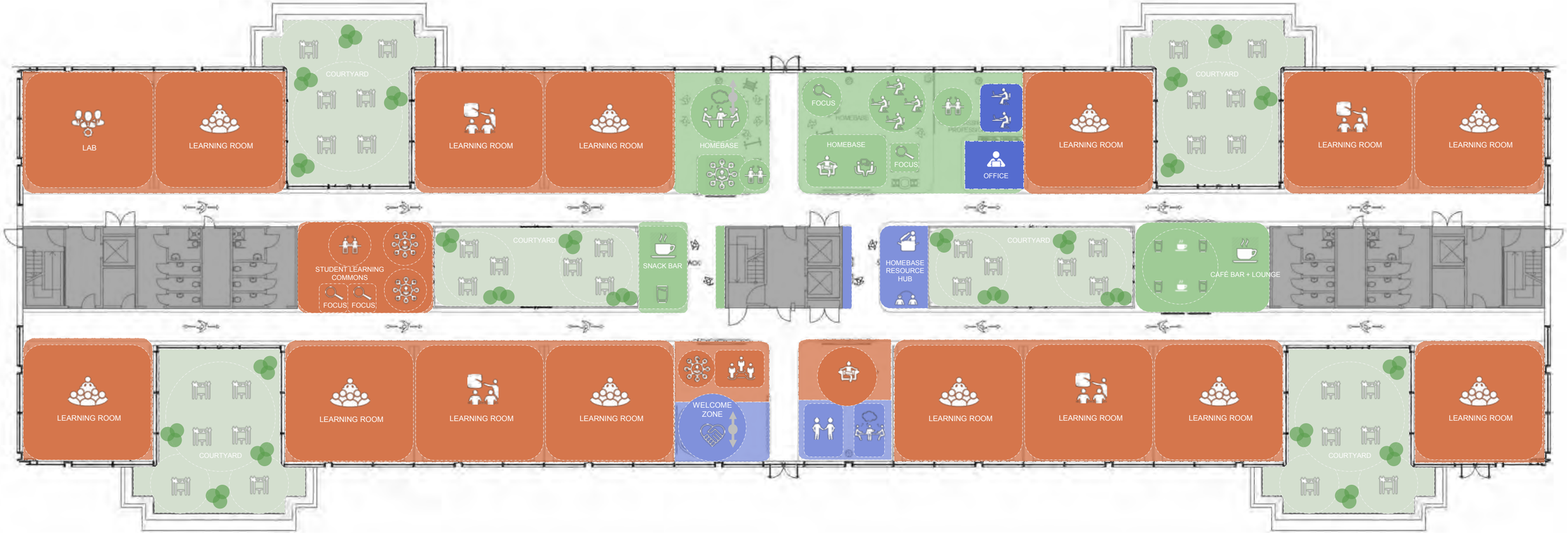
- Flexibility + Balance is supported more highly than the other pillars since Faculty maintain their current hybrid approach, their assigned offices and have an enhanced ability to connect with colleagues and Students through the introduction of collaborative and social spaces
- Success Rates could be positively impacted by the creation of flexible classrooms that support a variety of teaching and learning styles
- Areas will be introduced where Students can congregate informally before and after class supporting a moderate degree of Learning Flexibility
- The exchange of ideas will be increased by bringing people together, through increased in-person presence which should result in more Innovation and an improved Work Experience
- Communication is supported by increased interactions in the social and collaborative spaces
- College Community and sense of belonging is supported to a lesser degree because the focus is primarily on the Faculty Community versus the College Community as a whole
- The Campus Experience is slightly enhanced because of the variety of classrooms and spaces to increase Student interaction



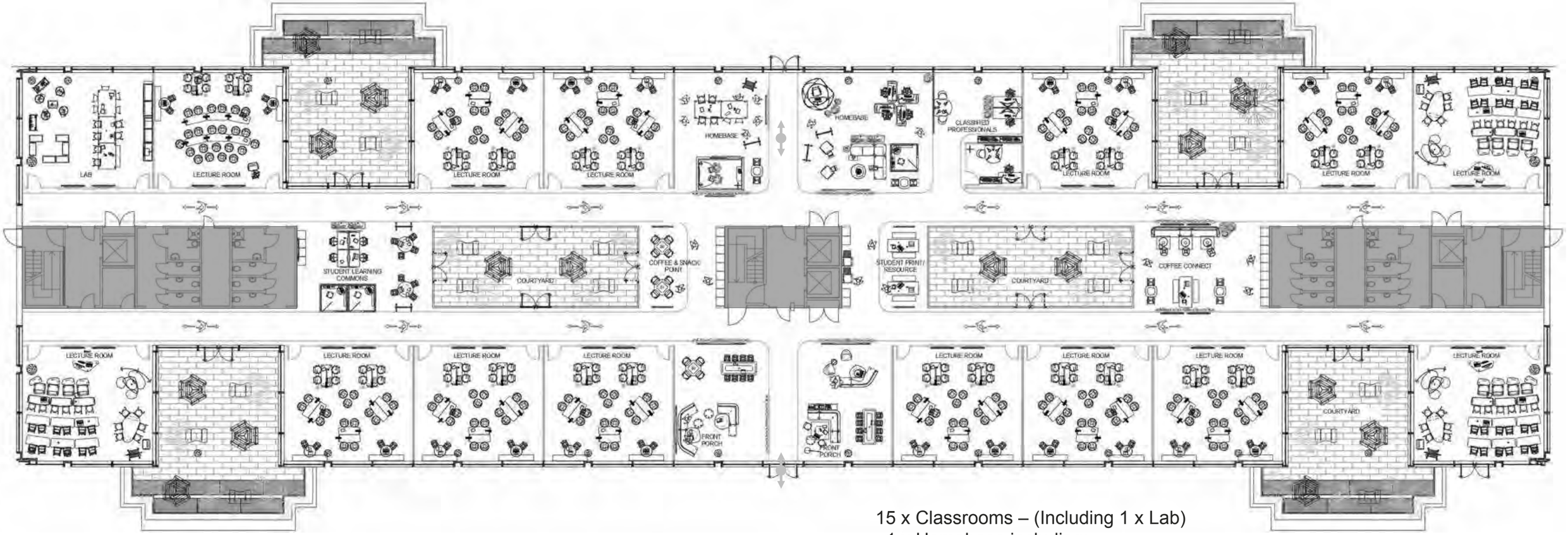
The chart above indicates how the Scenario supports the Pillars ranked by ARC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario One: Davies Building First Floor



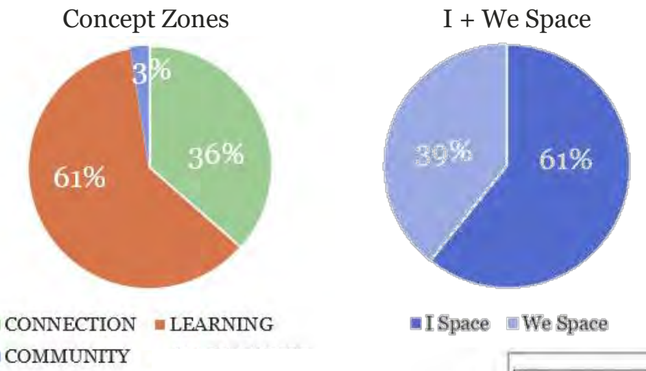


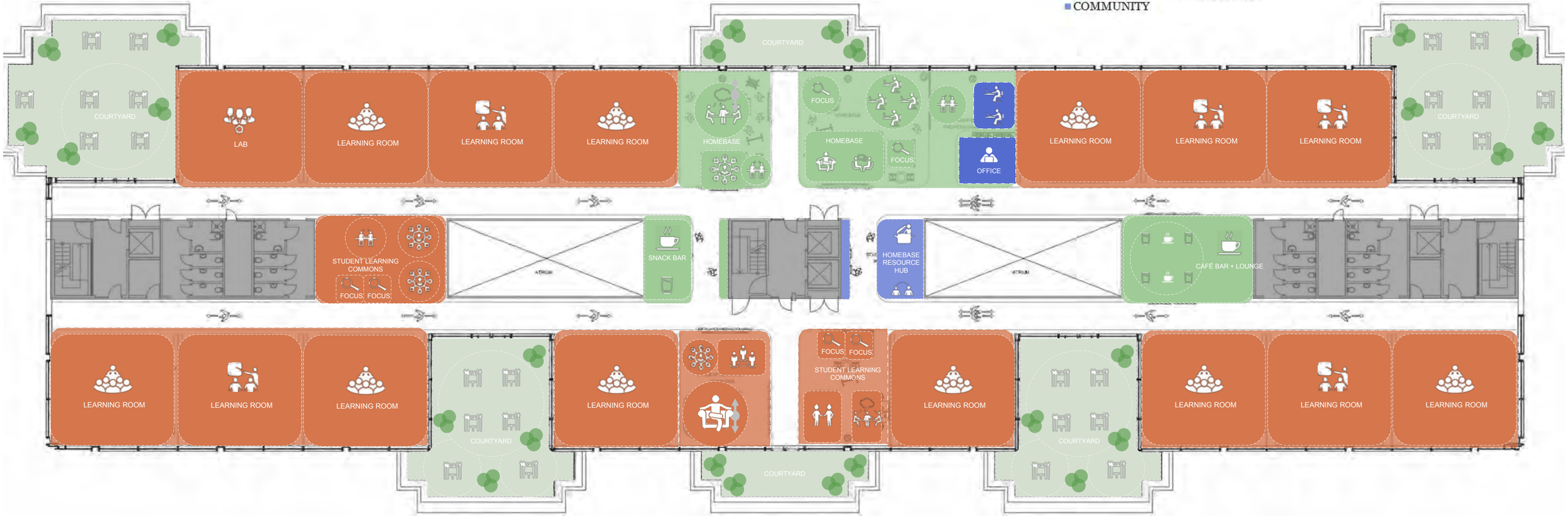
Scenario One: Davies Building First Floor



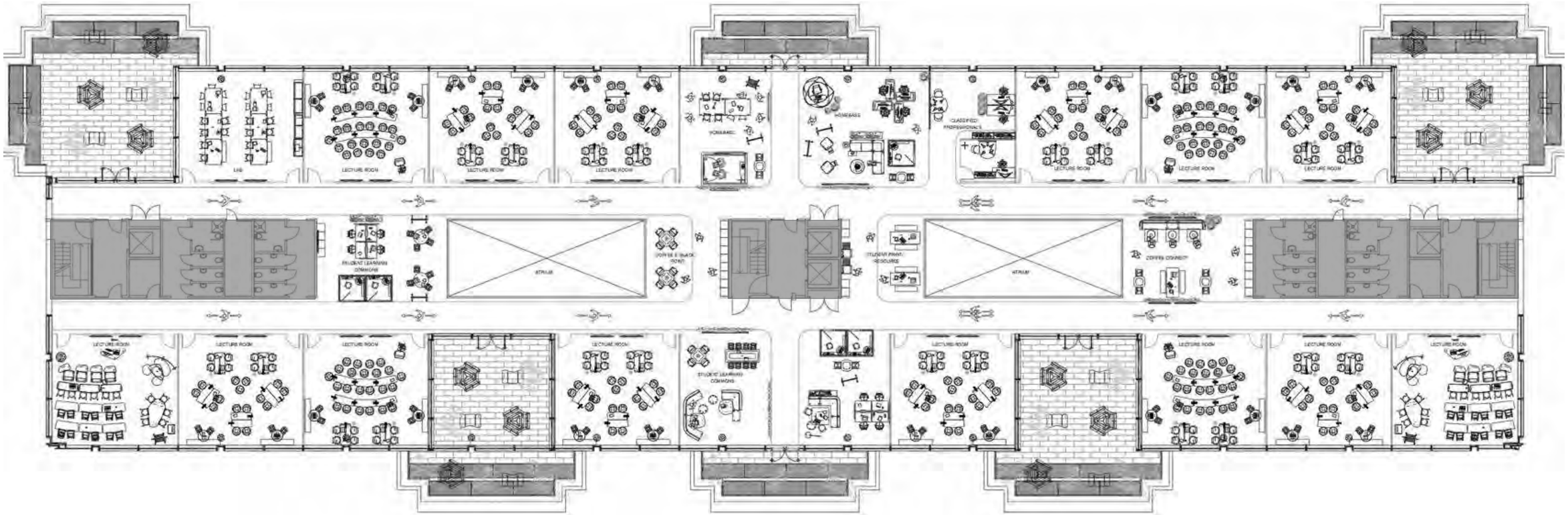
15 x Classrooms – (Including 1 x Lab)
1 x Homebase including:
1 x Counsellor Office
2 x Classified Professionals Workstations

Scenario One: Davies Building Second Floor



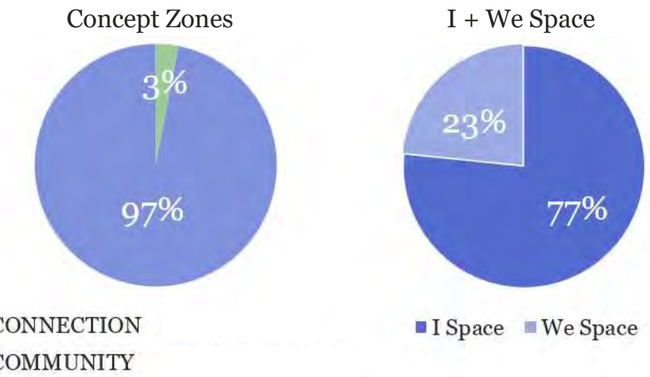


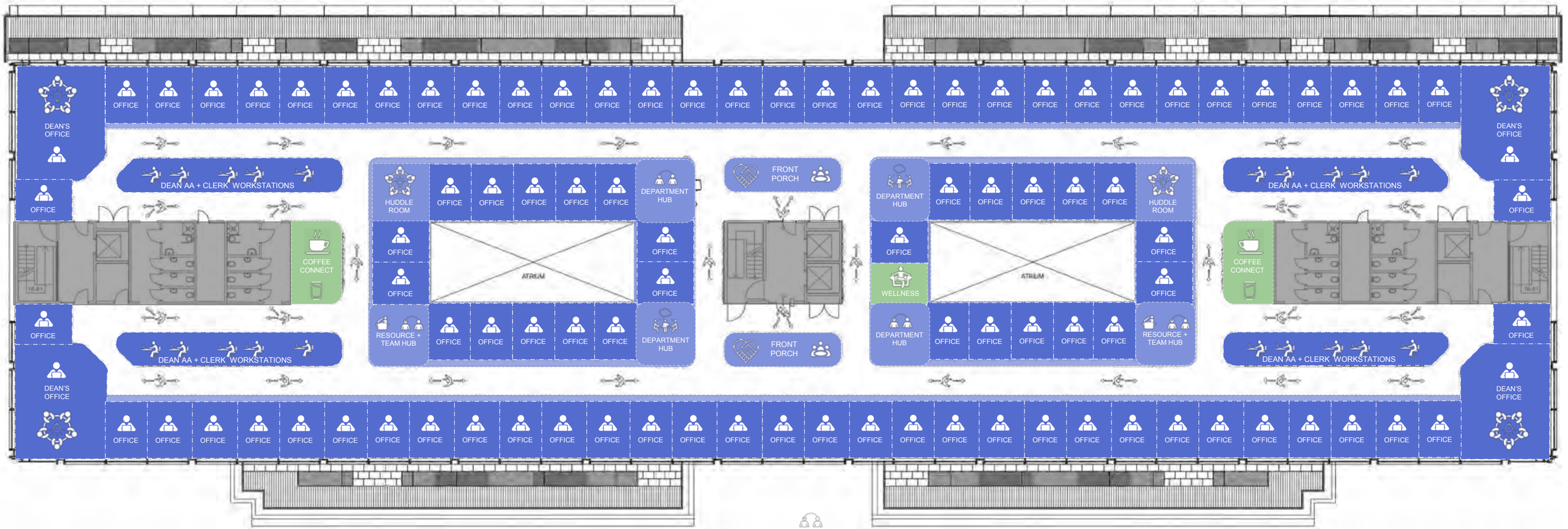
Scenario One: Davies Building Second Floor



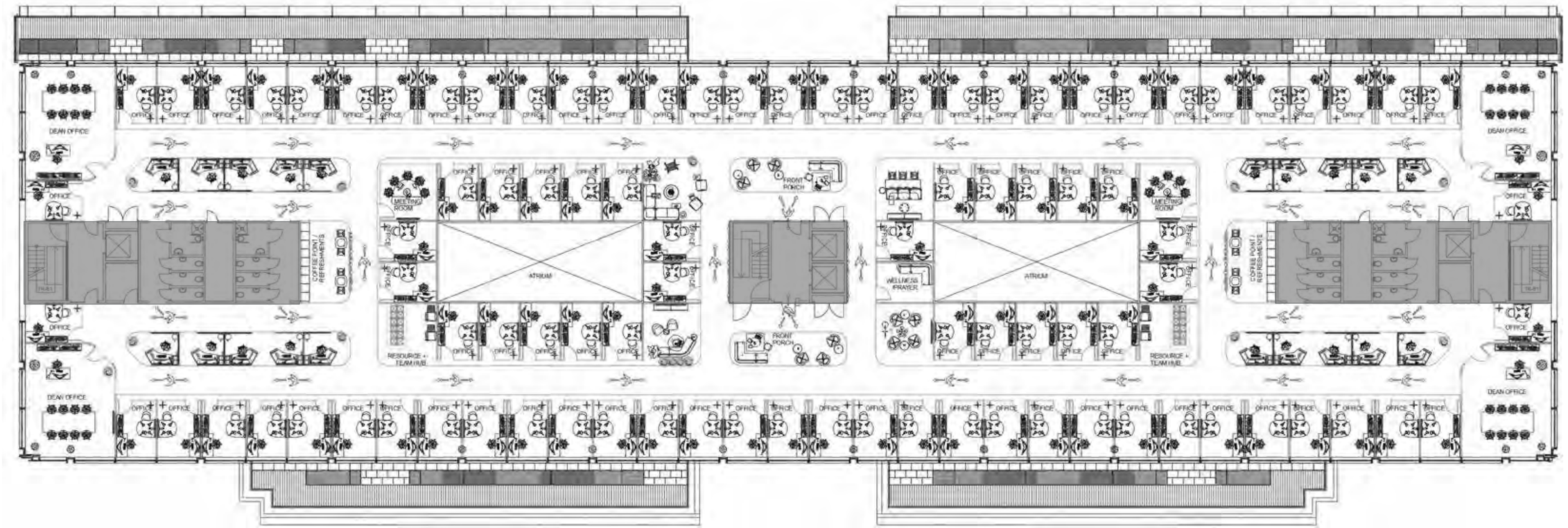
15 x Classrooms – (Including 1 x Lab)
1 x Homebase including:
1 x Counsellor Office
2 x Classified Professionals Workstations

Scenario One: Davies Building Third Floor





Scenario One: Davies Building Third Floor



	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	117	100%	1	117
Remote	0	0%	1	0
	117	100%		117
			Offices	**93**
			Workstations	**20**
			Deans Office	**4**

4 x Deans Offices
93 x Standard Offices
20 x Workstations

Scenario Two: Davies Building

Davies Hall redefined for an upgraded experience

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

Scenario Two will provide an upgraded learning experience and further enhanced Student and Faculty interactions that:

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

Design Characteristics in addition to Scenario One

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

100% Hybrid Workers
(2:1 ratio)

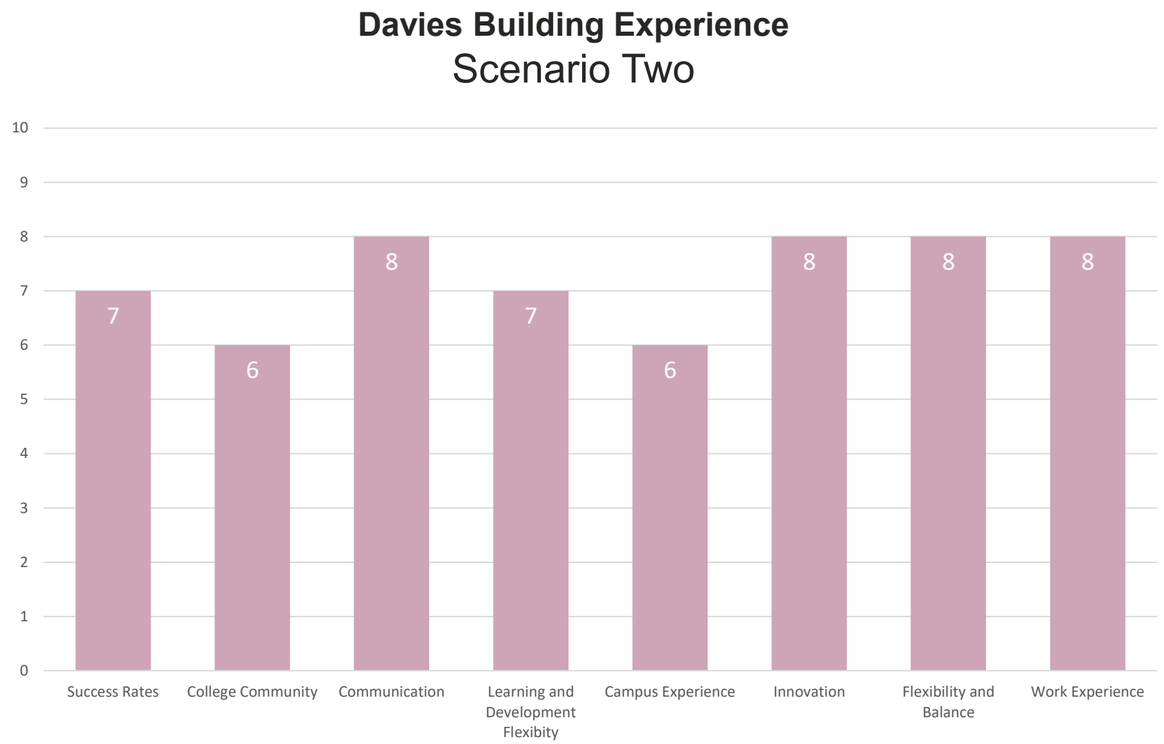
Moderate level
of Change Management effort required

Shift in real estate
30% reduction in classrooms + 24% real estate reduction due to Faculty office sharing

Scenario Two: Davies Building

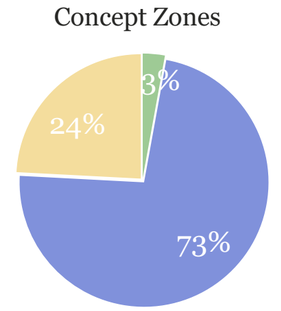
Potential outcomes

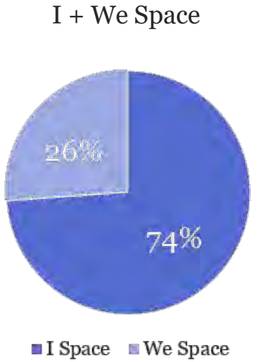
- By introducing the concept of shared offices in Scenario Two the solution more accurately matches usage levels, and more space can be reimagined into common areas to promote presence and increase energy that comes from people being together
- The connection spaces should lead to the exchange of more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

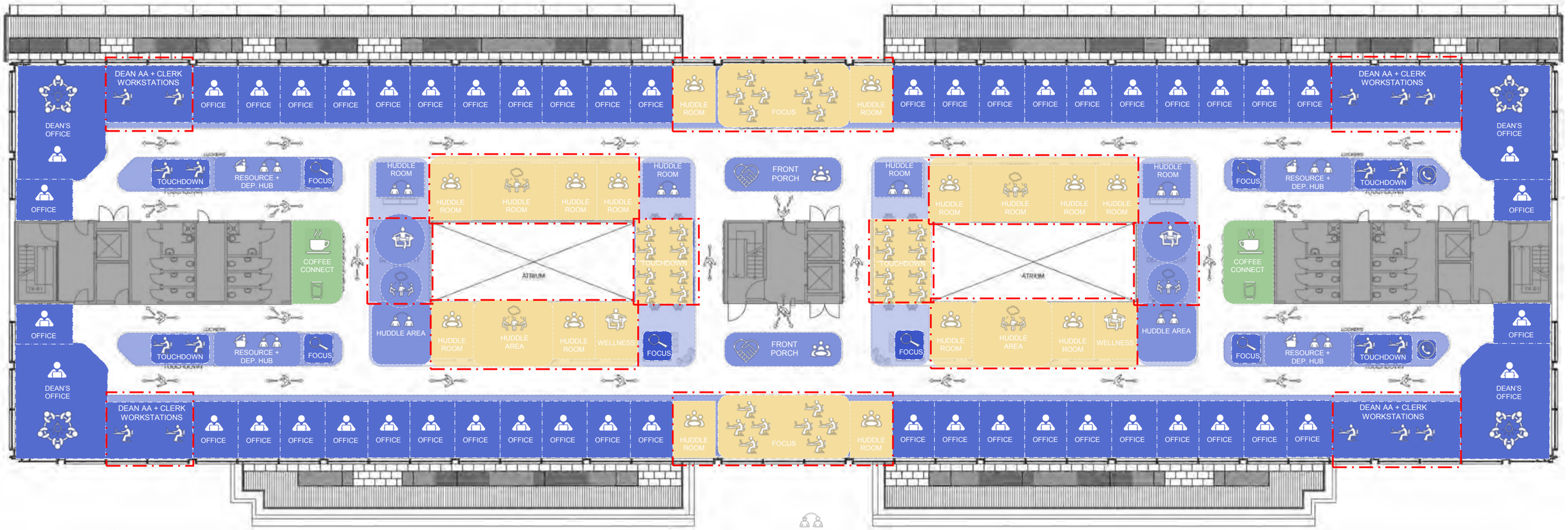


The chart above indicates how the Scenario supports the Pillars ranked by ARC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Two: Davies Building Third Floor

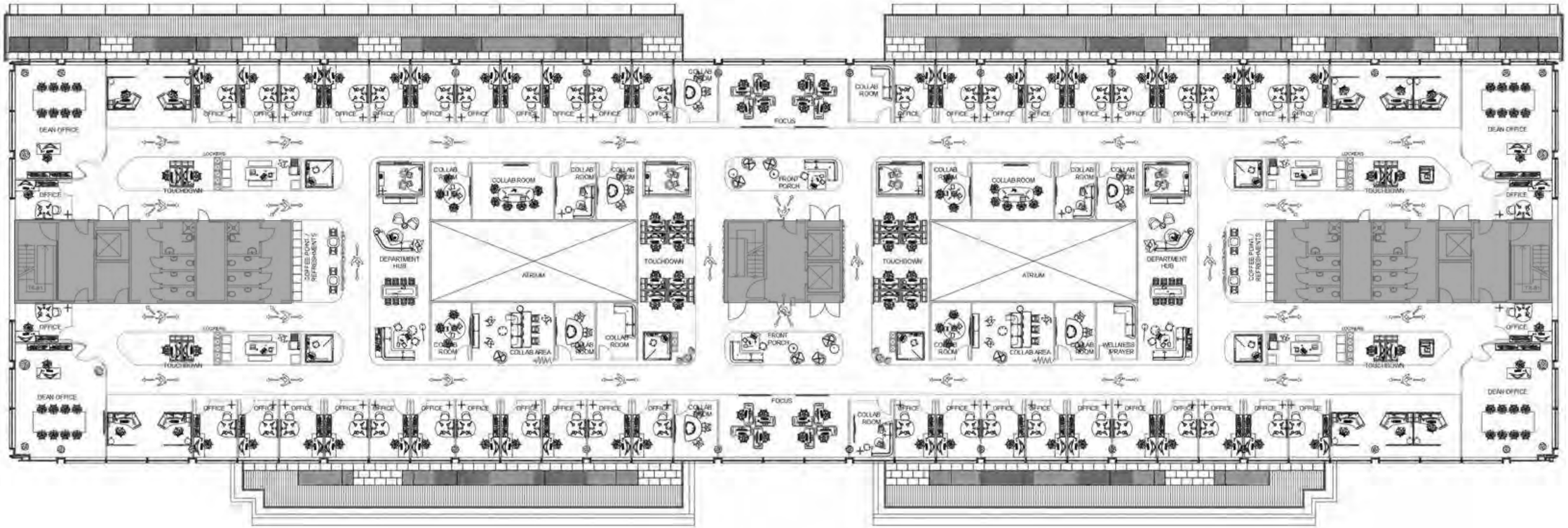






47 x offices removed
(versus scenario 1)

Scenario Two: Davies Building Third Floor



	Number People	% Population	Sharing Ratio	Req. Seats
Resident	4	0%	1	4
Hybrid	113	100%	2	56.5
Remote	0	0%	1	0
	117	100%		60.5
			Offices	**46.5**
			Workstations	**10**
			Deans Office	**4**

4 x Deans Offices
46 x Standard Offices
10 x Workstations

Scenario Three: Davies Building

Davies Hall transformed for an upgraded experience

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

Scenario three 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 broad range of settings
- Further leverages a highly hybrid workforce to better utilize square footage through sharing offices at an increased sharing ratio

Design Characteristics in addition to Scenarios One + Two

- Faculty offices are assigned to a department but unassigned to specific Faculty Members and are shared on a 3:1 ratio
- The use of the Faculty The use of the offices will be determined and managed by the department
- offices will be determined and managed by the department
- Additional unassigned enclosed spaces will be included in Faculty community to support individual concentration and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding

100% Hybrid Workers
(3:1 ratio)

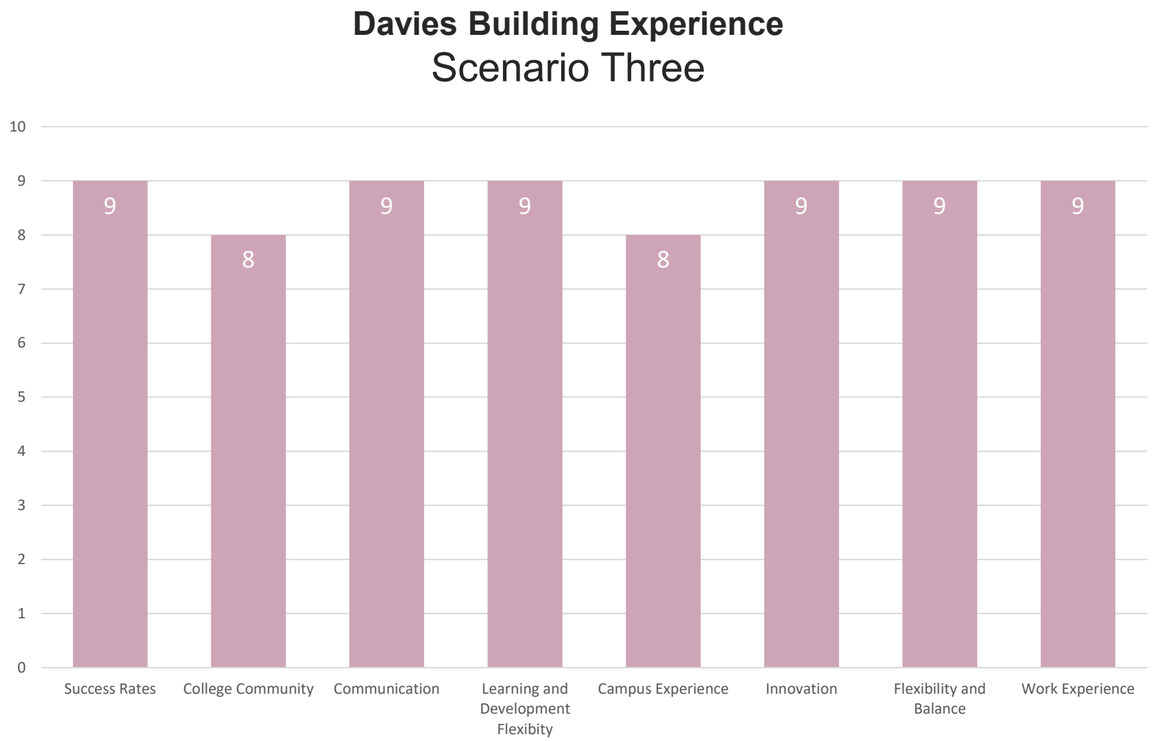
Significant level
of Change Management effort required

Shift in real estate
30% reduction in classrooms + 37% real estate reduction due to Faculty office sharing

Scenario Three: Davies Building

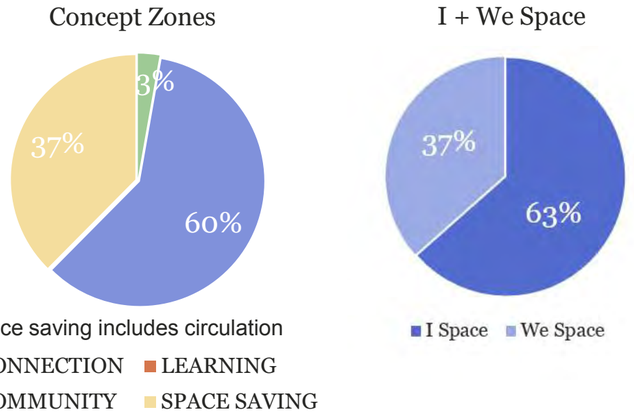
Potential outcomes

- By transforming the available square footage in Scenario Three, all Pillars can reach their maximum potential, positively impacting the learning and work experience
- By implementing an office sharing ratio of 3:1, additional space will be freed to enhance Faculty neighborhoods, Student interaction areas and community spaces
- In Scenario Three Flexibility + Balance is further promoted; Innovation is accelerated; and the on-site Work Experience is significantly enhanced
- Students will view the connection areas in Davies Hall as a preferred destination to study and socialize with each other which will positively impact their learning and lead to greater success
- College Community and the Campus Experience are supported to a greater degree than Scenario Two because there are more opportunities to bring people together, creating a sense of belonging and inclusion
- Communication is further enhanced by increased interactions in the social and collaborative spaces



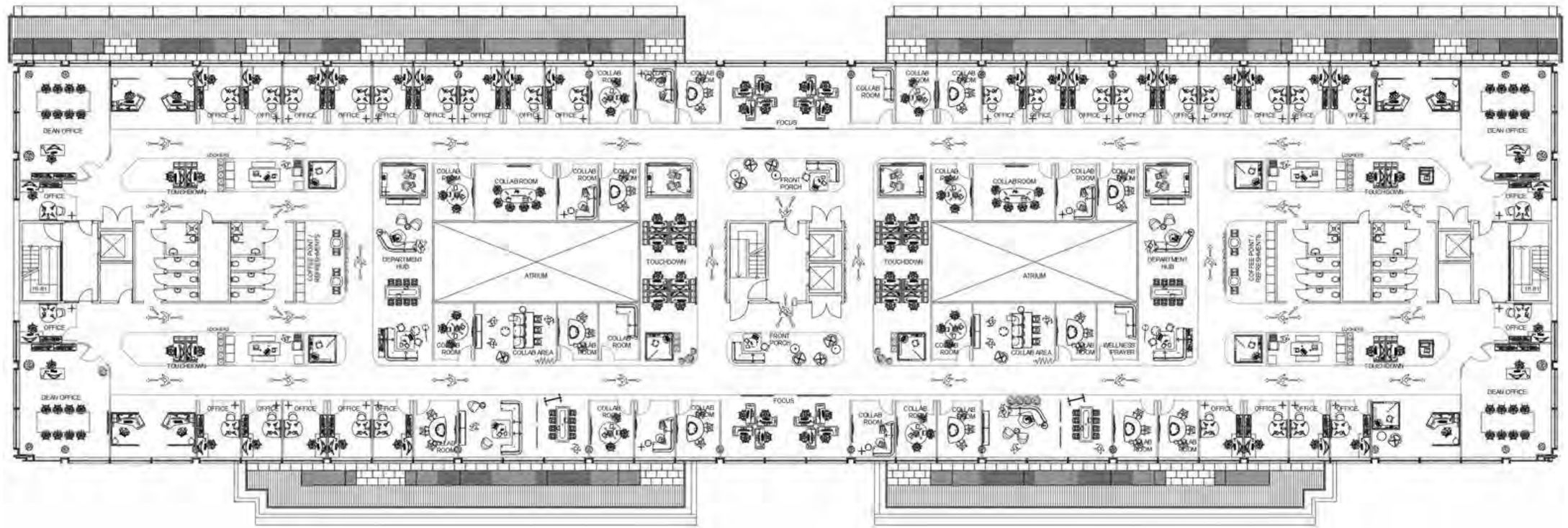
The chart above indicates how the Scenario supports the Pillars ranked by ARC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Three: Davies Building Third Floor



62 x offices removed
(versus scenario 1)

Scenario Three: Davies Building Third Floor



	Number People	% Population	Sharing Ratio	Req. Seats
Resident	4	0%	1	4
Hybrid	113	100%	3	37.7
Remote	0	0%	1	0
	117	100%		41.7
			Offices	**31**
			Workstations	**6.7**
			Deans Office	**4**

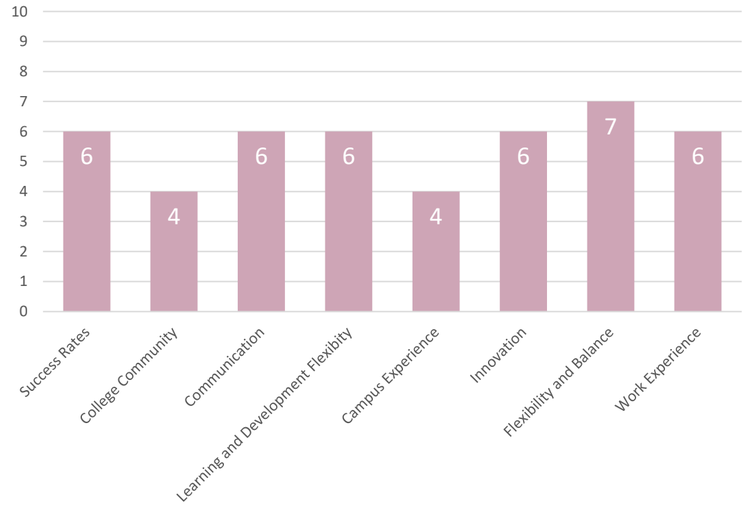
4 x Deans Offices
31 x Standard Offices
7 x Workstations

Scenarios One, Two and Three: Davies Building First Floor

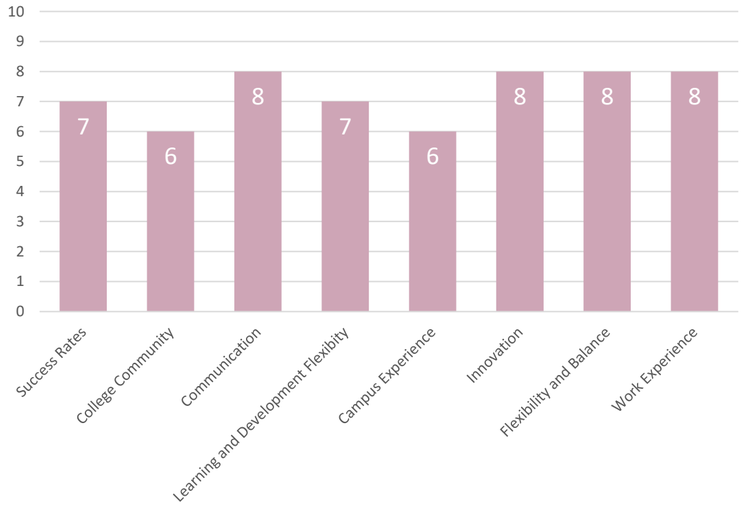
Scenario Two: Davies Building Third Floor

Scenario Comparison: Davies Building

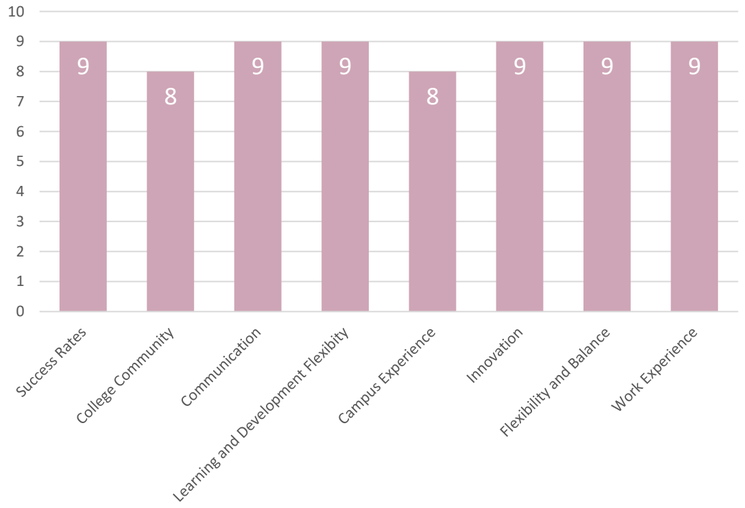
Scenario One



Scenario Two



Scenario Three



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

05. Scenario Development

Scenarios Overview

- Welcome + Support Center

Scenarios Overview: Welcome + Support Center

Classified Professionals and Students

Note – Welcome and Support Center building interior will be reconceptualized and nonstructural walls will possibly be removed, but no other constraints are included in these scenarios

As Was

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 owned
- Limited hybrid program
- Temporary Classified of approx. 120 people in shared “swing seats” with a variable ratio
- Highly compartmentalized departmental space due to high number of interior walls

Scenario 1 *

Resident (1:1 ratio, 80-100% time)	70%
Hybrid (1:1 ratio, 60% time)	30%
Remote	0%
Temporary Classified (varies, varies)	N/A

- Hierarchical planning methodology (updated)
- Formal updated hybrid program for non-peak periods
- Office to workstation ratio will be unchanged
- Updated design in office areas with increase in collaborative space, etc. if possible
- The Welcome Lobby is redesigned
- Limited adjustment of walls
- Temporary Classified seating unchanged
- Outdoor space integrated if possible
- Moderate change management required

* ***Scenario One was removed from the design and modeling effort (See comments below)***

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 (3:1 ratio, varies)	N/A

- Activity-based work planning methodology
- Formal updated hybrid program for non-peak periods
- Formal desk sharing introduced; 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
- The Welcome Lobby is evolved
- Moderate adjustment of walls
- Significant change management required

Scenario 3

Resident (1:1 ratio, 80-100% time)	20%
Hybrid (2.5:1 ratio, 60% time)	70%
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
- Desk sharing enhanced with 70% hybrid sharing at 2:5:1 + Temporary Classified share at 5:1
- Quantity of group, collaborative and social spaces **significantly enhanced** over scenario 2
- Front porches and transition zones for departments introduced
- Non-structural walls are removed or repositioned
- Significant change management required

Scenario As Is:
Welcome + Support Center

Classified Professionals + Student Experience

The current environment in the Welcome Center is designed for Student Services, Classified Professionals (Full Time and Temporary) and Faculty. The workplace has been developed using a hierarchical planning methodology, where space is allocated by level. The layout is predominantly workstations surrounded by private offices. With a limited range of settings, the design is somewhat standardized and repetitive. There is a large number of Temporary Classified workforce, approximately 120 people, who sit in workstations or offices. 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), and this program is limited and evolving.

There are many physical barriers (walls and doors) which sub divide and compartmentalize the space offering limited flexibility. The combination of enclosed spaces, the density of workstations and temporary accommodation of staff from the Admin Building has resulted in an environment that is tightly populated.

The main lobby of the building is designed for orienting Students to the appropriate Services including Financial Aid, Admissions and Records and Business Services. Students register for the services they are seeking at a Check-In Monitor at the Welcome Desk. Some Students wait in the open area for their turn, which is acknowledged on digital displays. There is an ebb and flow of Students in this space depending on semester timing. Each program has an adjacent area often set up with computers for Students to access the services.

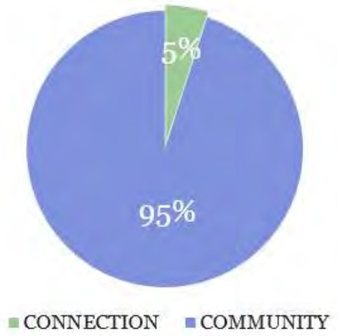
This building also supports a number of programs including Beaver Cares, CalWORKs, Career & Pathways, DSPS, EOP&S, Transfer Center, TRIO Center and Veteran Services. Each have their own dedicated area. The HomeBase for People, Culture & Society is also temporarily located here.

Defining Characteristics

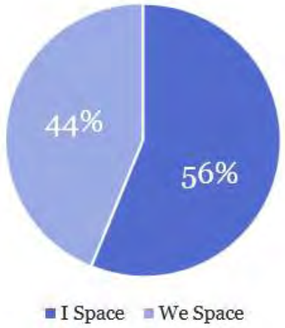
- The space, Departments and Programs are segmented and compartmentalized by walls, doors, offices and hallways
- Wayfinding is challenging due to the number of barriers and limited signage
- Departments are comprised of predominantly private offices that open onto a workstation area with very little collaborative space
- Some Department and Program areas lack space which support confidential conversations for Student interactions
- Sharing of individual space only occurs for a limited number of flexible workers
- Coffee stations are ad hoc and the official break room does not appear to be well used
- Personalization of workstations and offices along with artifacts are visible throughout the building
- Team branding of spaces exists but vary greatly across teams
- The space is heavily weighted to individual settings with limited group and collaborative settings
- Limited hybrid program for all worker
- Student check-in occurs digitally in the lobby and Students transition to the appropriate area for their service interaction

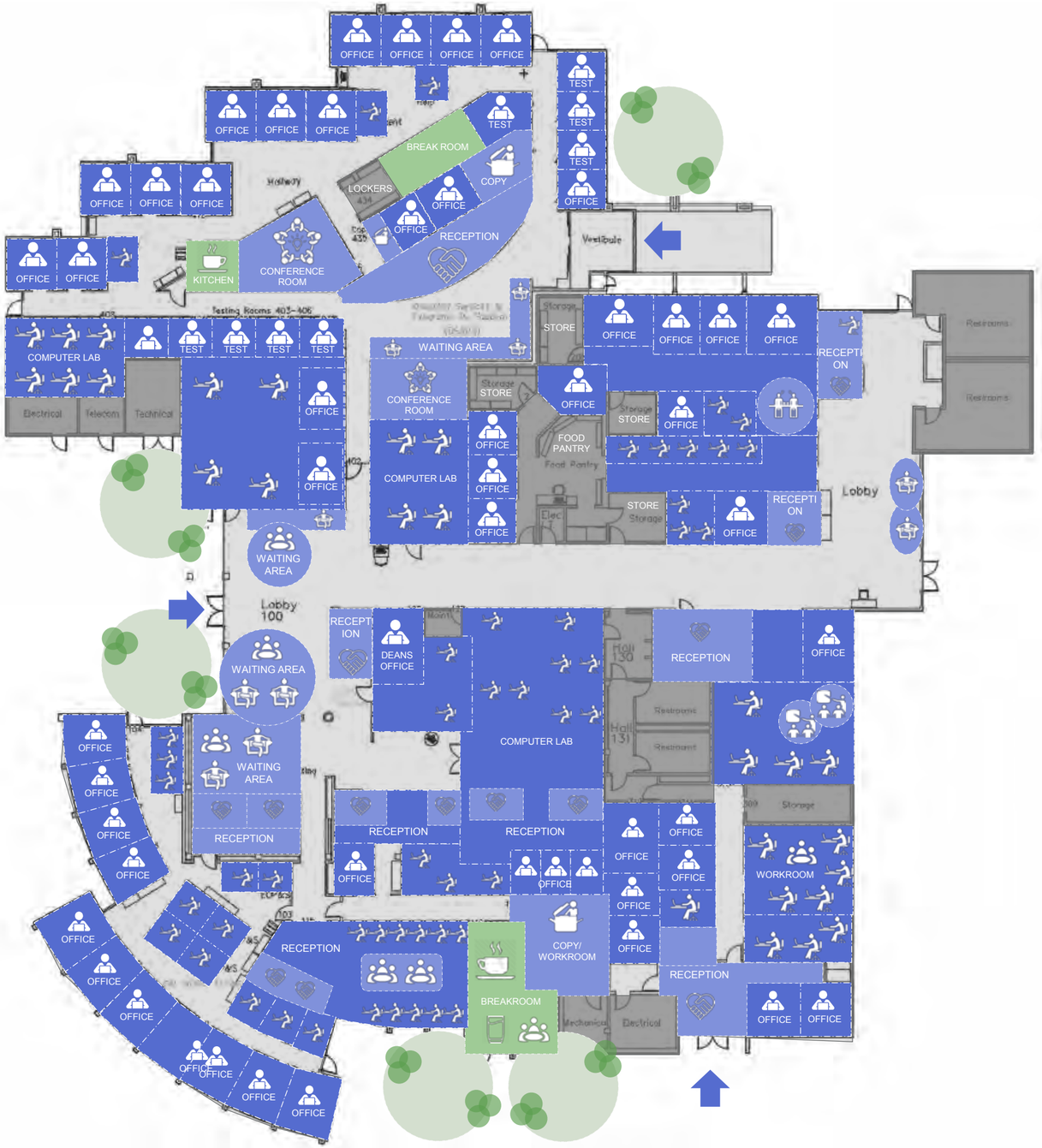
As Is: Welcome + Support Center

Concept Zones



I + We Space



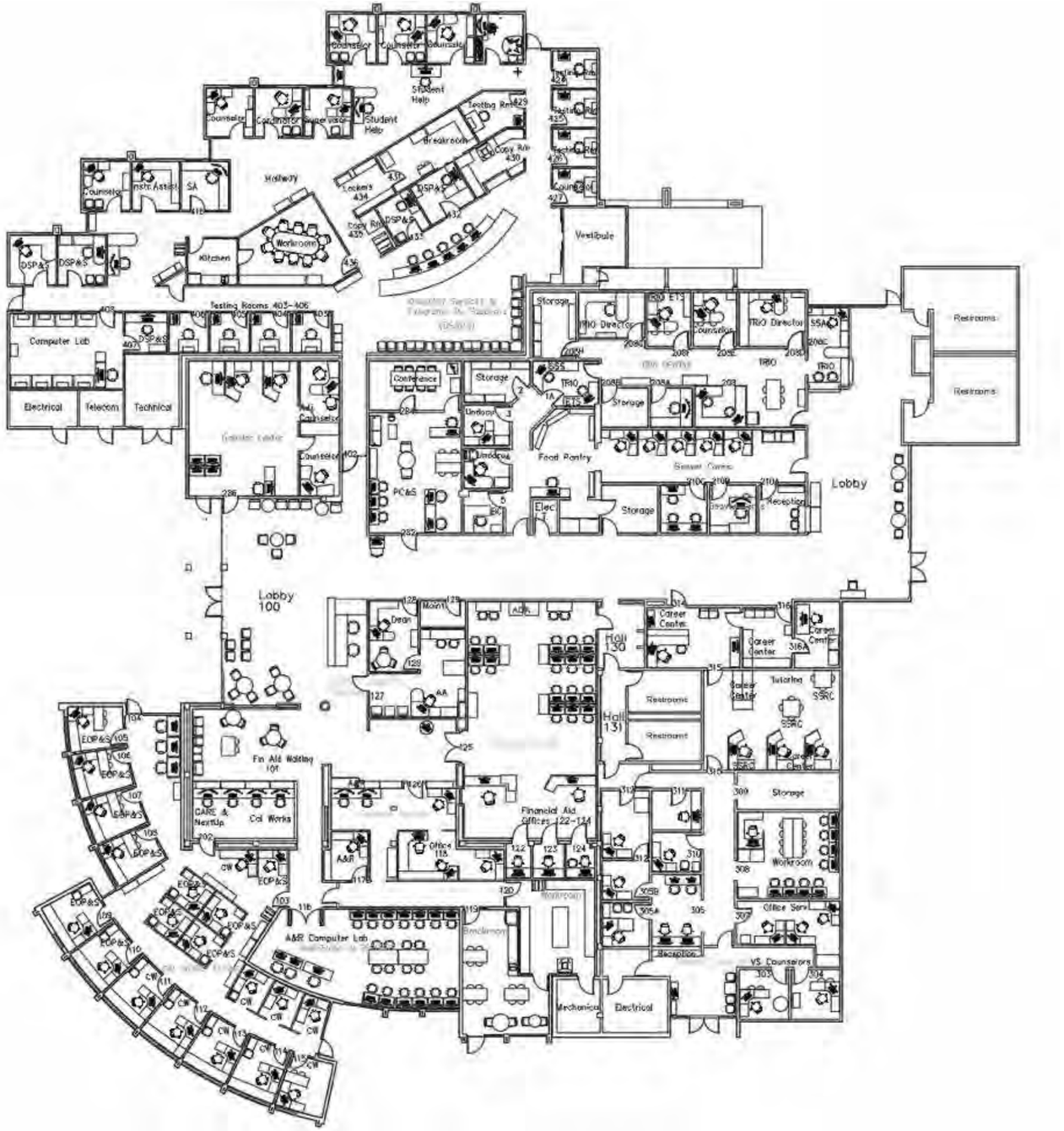


As Is: Welcome + Support Center

As-Is

	Number	%	Sharing	Req.	%
	People	Population	Ratio	Seats	People
Resident	57	100%	1	57	32%
Hybrid	0	0%	1	0	
Temporary	120	N/A	**varies**	**????**	68%
Remote	0	0%	1	0	
	177	100%		57	100%

Offices	11.3
Workstations	45.7
Swing Seats	?????



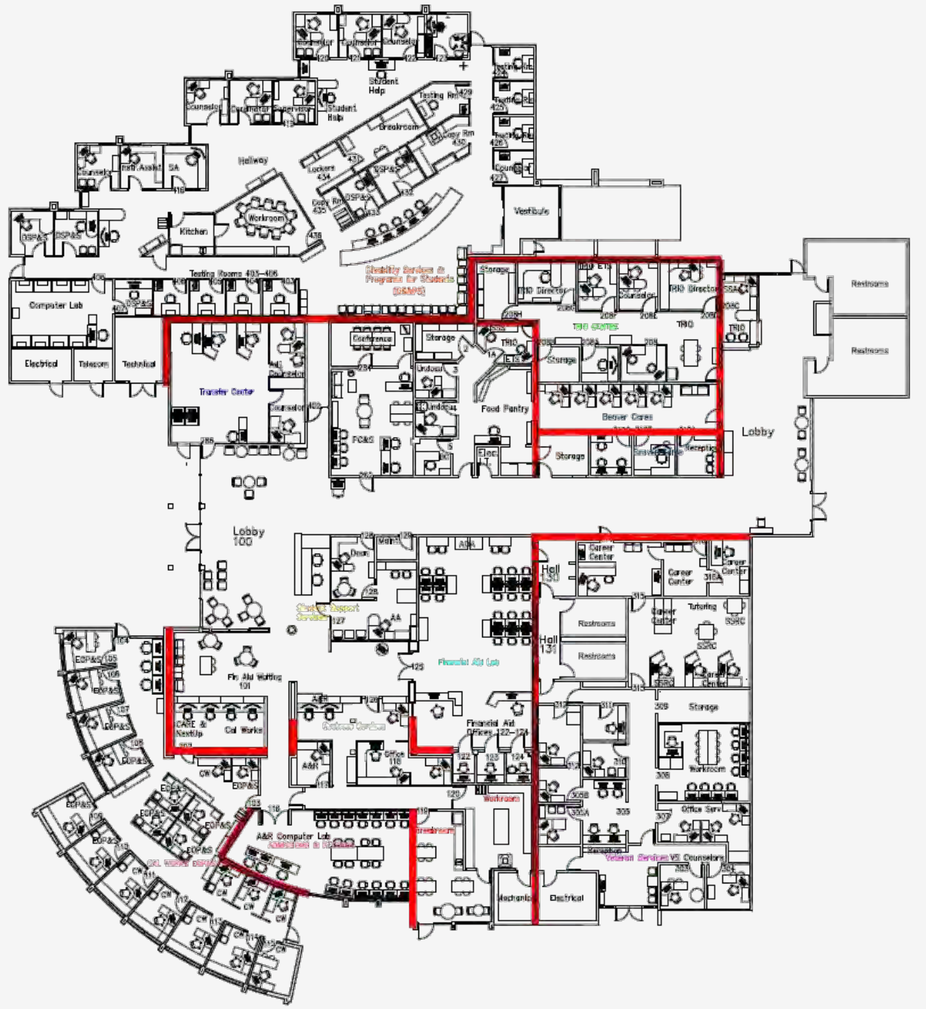
Scenario One: Welcome + Support Center

Scenario One was removed from the design and modeling effort.

Our initial modeling led to the realization that the constraints of this scenario offer limited improvements in employee experience and little to no real estate savings opportunity.

Key considerations include the following:

- Multiple buildings integrated into one with many structural walls
- Building envelope designed with unique shapes which result in areas which are difficult to integrate and optimize
- Space divided into many generally small areas
- New furniture applications could provide a somewhat improved experience, but the gain is not likely worth the investment required



Note red lines indicate internal structural walls

Scenario One: Welcome + Support Center

Welcome + Support Center refined for an upgraded experience

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

In this and later Scenarios the Welcome Lobby for Student Services is redesigned to increase utilization and provide enhanced experience for Students, Faculty and Classified Professionals throughout the year.

Scenario One introduces a more defined and formal Hybrid solution. This is done by assigning profiles to individuals such as: Resident workers who come to the office 4-5 days a week and Hybrid workers who come to the office 3 days a week in non-peak periods. While this scenario will maintain individual ownership of offices and provide equity for the hybrid policy, it will not maximize office space utilization. *Temporary Classified worker presence and seating is unchanged from As-Is.*

Scenario One will provide people with an upgraded work experience that:

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

Design Characteristics

- The majority of workers maintain their current work pattern of one day a week remote while 30% of workers are identified as more flexible workers
- Private offices and workstations are assigned on 1:1 ratio
- Updated design in office areas with increase in collaborative space, etc. if possible
- If possible, collaborative settings will increase in the common areas and will be sized to accommodate the average meeting size of 3 or less
- The Welcome Lobby is designed to encourage interaction and community within and across departments and with Students
- Adjacent outdoor spaces will be designed to support activities in the College Center in addition to being a transition zone to the rest of the Campus
- Digital and analog vertical display will be enhanced for communication, celebration, branding and wayfinding
- Elements of existing furniture and infrastructure will remain and be re-used as appropriate
- Limited adjustment or reimagining of walls
- The workspace design is supported by appropriate behavioral protocols and rituals to ensure community building, equity across groups, appropriate levels of privacy and sufficient density

70% Resident Workers (non temp)
in office 4/5 days a week in non-peak periods
(1:1 ratio)

30% Hybrid Workers (non temp)
in office 3 days a week in non-peak periods
(1:1 ratio)

0% Remote Workers (non temp)
N/A

Temporary Classified Workers
(current variable ratio)

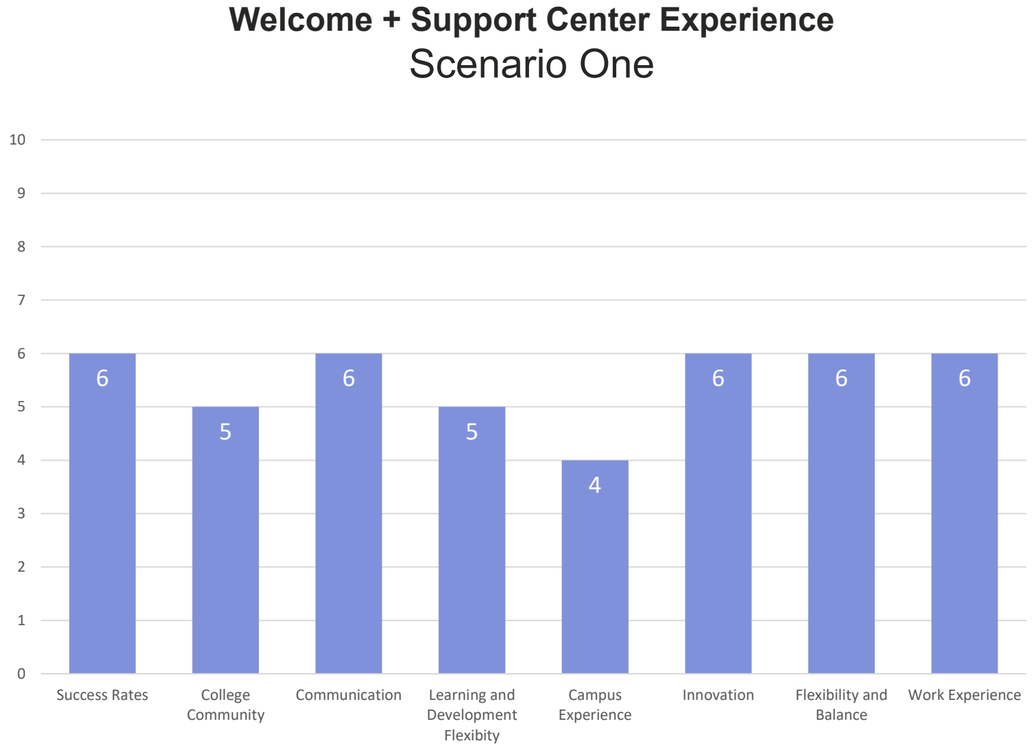
Moderate to significant level
of Change Management effort required

Shift in real estate
None

Scenario One: Welcome + Support Center

Potential outcomes

- College Community is slightly improved by making limited adjustments to walls and enhancing the Welcome Lobby to encourage connection between Students and Staff
- Scenario One introduces a slightly expanded hybrid program and allows for all offices and workstations to remain as existing on a 1:1 ratio which moderately increases Flexibility + Balance
- Innovation and Work Experience have the potential to increase due to the introduction of places for Staff to connect and work together
- Communication will be enhanced by opening up the space and incorporating more digital and analog signage and branding
- Campus Experience is not significantly impacted as this stand-alone facility focuses on supporting Student Services without connection to learning or social spaces



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

Scenario Two: Welcome + Support Center

Welcome + Support Center redefined for enhanced employee experience

Scenario Two further enhances experience and utilization of department, program and Student areas. By introducing moderate adjustments to the existing infrastructure/walls and opening up more spaces, it will allow better interconnection within departments.

This Scenario further evolves the Hybrid solution by introducing the Remote worker type and the sharing of offices and workstations. Also, the percentage of the population in each worker type evolves from Scenario One and Temporary Classified workers have a fixed sharing ratio.

The Welcome Lobby is further evolved to encourage interaction and community within and across departments and with Students.

This hybrid solution will free up space to evolve and enhance the community concept introduced in Scenario One, potentially offering a broader range of settings for individual and group activities.

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

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

Design Characteristics in addition to Scenario One

- Private offices and workstations are assigned or shared based on worker profiles
- Introduces activity-based working and desk sharing
- Hybrid and Remote workers have access to shared workstations or offices on a **1.5:1** and **10:1** sharing ratio + Temporary Classified workers sharing ratio is **3:1**
- Percentage of Group space **moderately** increases to support team activity and Hybrid workers when they are in the office
- Enhanced Welcome Lobby
- Moderate structural changes to existing walls and infrastructure
- Increased settings and technologies to support a higher volume of virtual meetings
- Protocols, social contracts and processes are developed within and between departments to address the new way of working and ensure connections and team effectiveness
- New processes and protocols will be introduced as appropriate to support new workstyles and sharing

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
(3:1 sharing ratio)

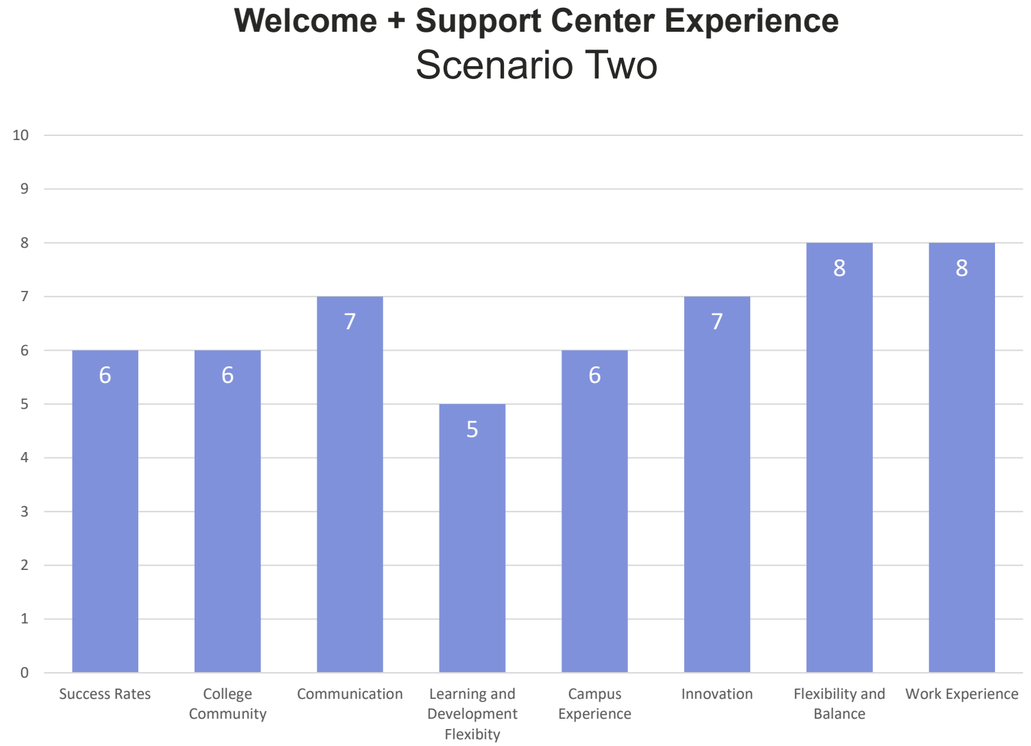
Significant level
of Change Management effort required

Shift in real estate
No saving in real estate

Scenario Two: Welcome + Support Center

Potential outcomes

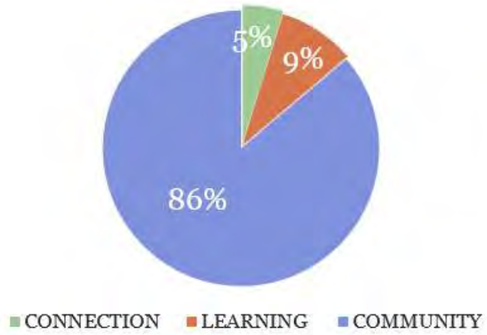
- College Community is moderately improved by making additional adjustments to walls and further enhancing the Welcome Lobby to encourage connection between Students and Staff
- Scenario Two expands the hybrid program and introduces sharing of space which increases Flexibility and Balance
- Innovation and Work Experience will increase due to space reallocation and opportunities for additional places for Staff to connect and work together
- Communication will be further enhanced by removal of additional walls and incorporating increased digital and analog signage and branding
- Campus Experience is not significantly impacted as this stand-alone facility focuses on supporting Student Services without connection to learning or social spaces



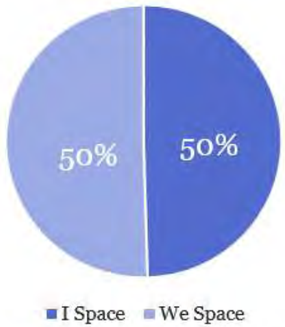
The chart above indicates how the Scenario supports the Pillars ranked by ARC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Two: Welcome + Support Center

Concept Zones



I + We Space



Scenario Two: Welcome + Support Center

Scenario 2

	Number	% non temp	Sharing	Req.	%
	People	Population	Ratio	Seats	People
Resident	22.8	40%	1	22.8	13%
Hybrid	28.5	50%	1.5	19.0	16%
Temporary	120	N/A	3	40.0	68%
Remote	5.7	10%	10	0.6	3%
	177	100%		82.4	100%

Offices	28.0
Workstations	15.0
Swing Seats	46.0
Actual	89.0

Scenario Two: Welcome + Support Center

Scenario Three: Welcome + Support Center

Welcome + Support Center transformed for an optimal hybrid experience

Scenario Three introduces a **more advanced** Hybrid solution and policy with a higher percentage of Hybrid workers and increased sharing ratios. This evolved hybrid solution will free up more space than Scenario Two and will further improve the amount of group space and enhance the overall experience.

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 Three will provide people with an upgraded work experience that:

- Ensures a hybrid program which recognizes and supports unique work patterns
- Provides enhanced access to shared/unassigned spaces by hybrid workers
- Builds stronger community within and between departments
- Further supports increased density during peak periods and possibly accommodates future growth
- Maximizes square footage utilization with a variety of spaces

Design Characteristics in addition to Scenario Two

- Further reinforces activity-based working and desk sharing
- Hybrid and Remote workers will have access to either shared offices or workstations on a **2.5:1** and **10:1** sharing ratio + Temporary Classified workers sharing ratio is increased to **5:1**
- Percentage of Group space **significantly** increases to support team activity and Hybrid workers when they are in the office
- Non-structural walls are removed or repositioned
- Front porches to Departments and transition zones between departments will be included
- All settings and technologies support a higher volume of virtual meetings

20% Resident Workers (non temp)
in office 4/5 days a week in non-peak periods
(1:1 ratio)

70% Hybrid Workers (non temp)
in office 3 days a week in non-peak periods
(2.5:1 ratio)

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

Temporary Classified Workers
(5:1 sharing ratio)

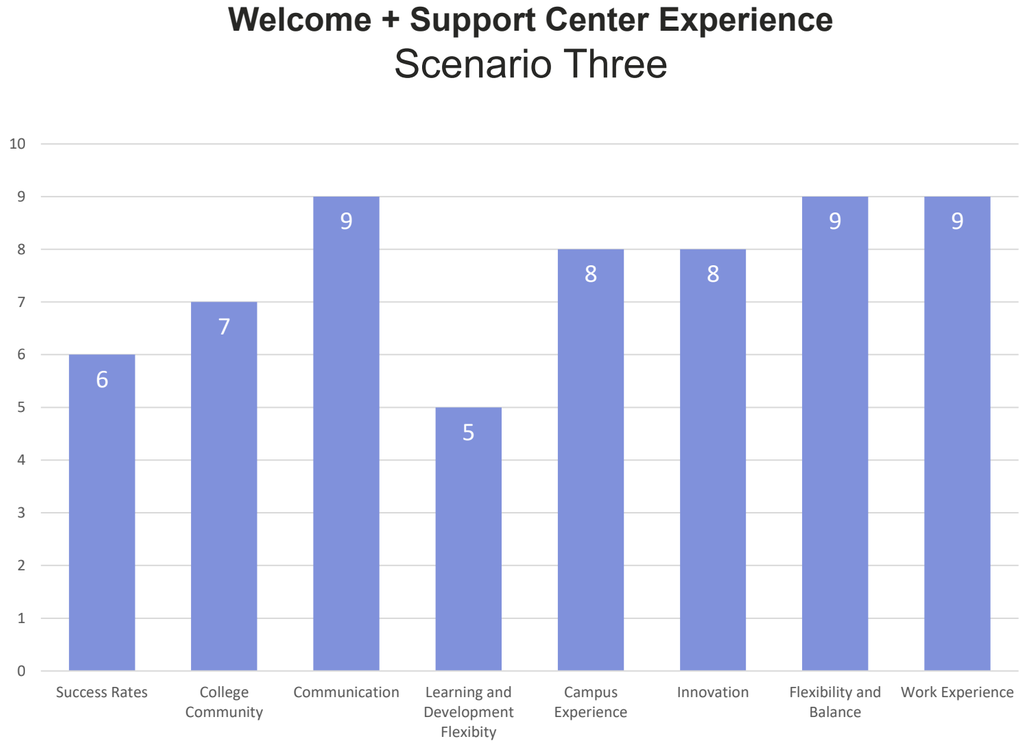
Significant level
of Change Management effort required

Shift in real estate
11% Real Estate Saving

Scenario Three: Welcome + Support Center

Potential outcomes

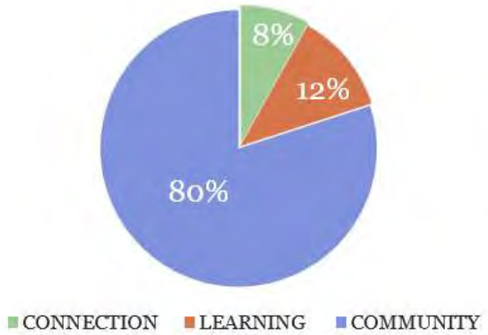
- College Community is significantly improved by making further adjustments to walls and the Welcome Lobby to encourage greater connection between Students and Staff
- Scenario Three represents a more proactive approach to Flexibility + Balance by having a higher percentage of hybrid workers operating within a sharing ratio of 2.5:1 + Temporary Classified workers sharing ratio is increased to 5:1
- The significant increase in group space to support individual and team activities through the introduction of open transition zones between and within departments will significantly increase Innovation and Work Experience
- Communication will be further enhanced by removal of additional walls and incorporating increased digital and analog signage and branding
- Campus Experience is not significantly impacted as this stand-alone facility focuses on supporting Student Services without connection to learning or social spaces



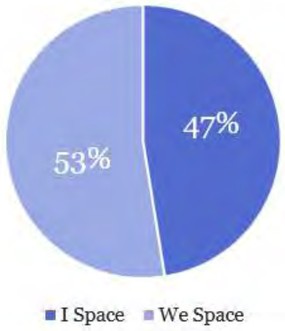
The chart above indicates how the Scenario supports the Pillars ranked by ARC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Three: Welcome + Support Center

Concept Zones



I + We Space



Space Saving = 2,712 sq ft

11% Real Estate Savings

Scenario Three: Welcome + Support Center

Scenario 3

	Number	% non temp	Sharing	Req.	%
	People	Population	Ratio	Seats	People
Resident	11.4	20%	1	11.4	6%
Hybrid	39.9	70%	2.5	15.96	23%
Temporary	120	N/A	5	24	68%
Remote	5.7	10%	10	0.57	3%
	177	100%		51.93	100%

Offices	22.0
Workstations	8.0
Swing Seats	31.0
Actual	61.0

Scenario Comparisons: Welcome + Support Center

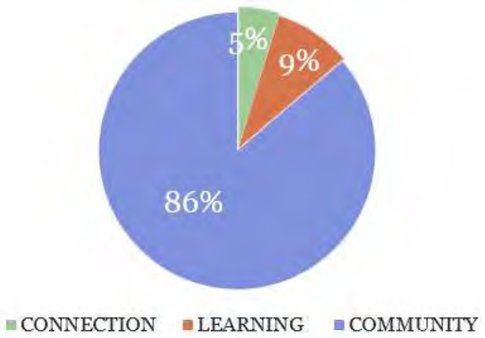
Scenario Two

Scenario 2

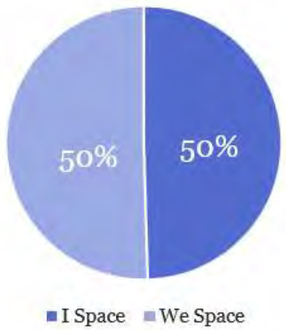
	Number	% non temp	Sharing	Req.	%
	People	Population	Ratio	Seats	People
Resident	22.8	40%	1	22.8	13%
Hybrid	28.5	50%	1.5	19.0	16%
Temporary	120	N/A	3	40.0	68%
Remote	5.7	10%	10	0.6	3%
	177	100%		82.4	100%

Offices	28.0
Workstations	15.0
Swing Seats	46.0
Actual	89.0

Concept Zones



I + We Space



Scenario Three

Scenario 3

	Number	% non temp	Sharing	Req.	%
	People	Population	Ratio	Seats	People
Resident	11.4	20%	1	11.4	6%
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Temporary	120	N/A	5	24	68%
Remote	5.7	10%	10	0.57	3%
	177	100%		51.93	100%

Offices	22.0
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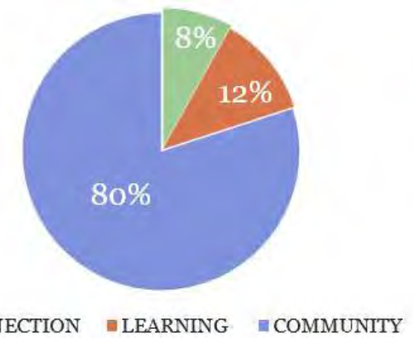
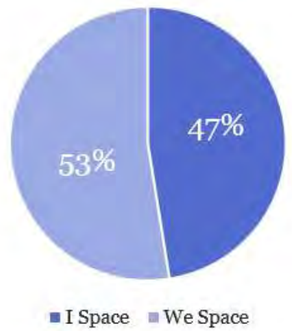
Concept Zones

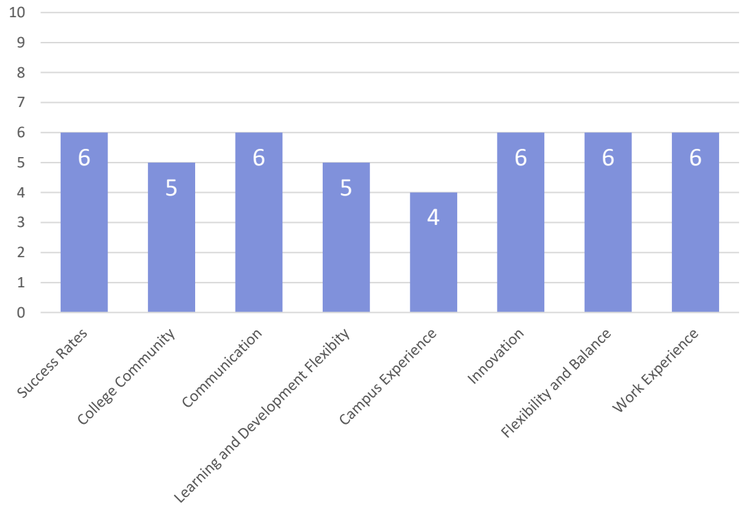


I + We Space

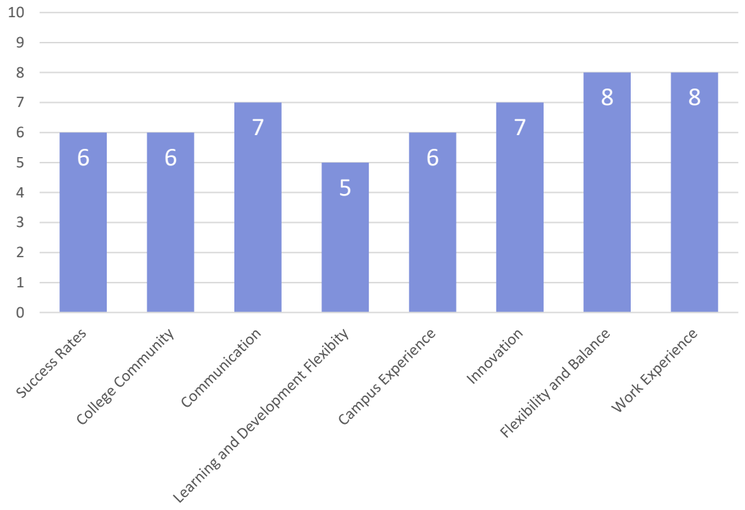


Scenario Comparison: Welcome + Support Center

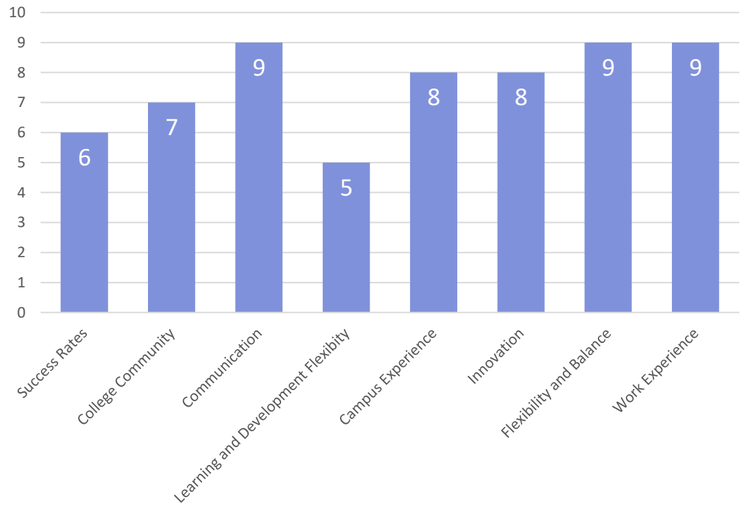
Scenario One



Scenario Two



Scenario Three



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

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06.

Appendix

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

06. Appendix

Classroom Utilization Key Findings

Classroom Usage

Patterns, Constraints + Opportunities

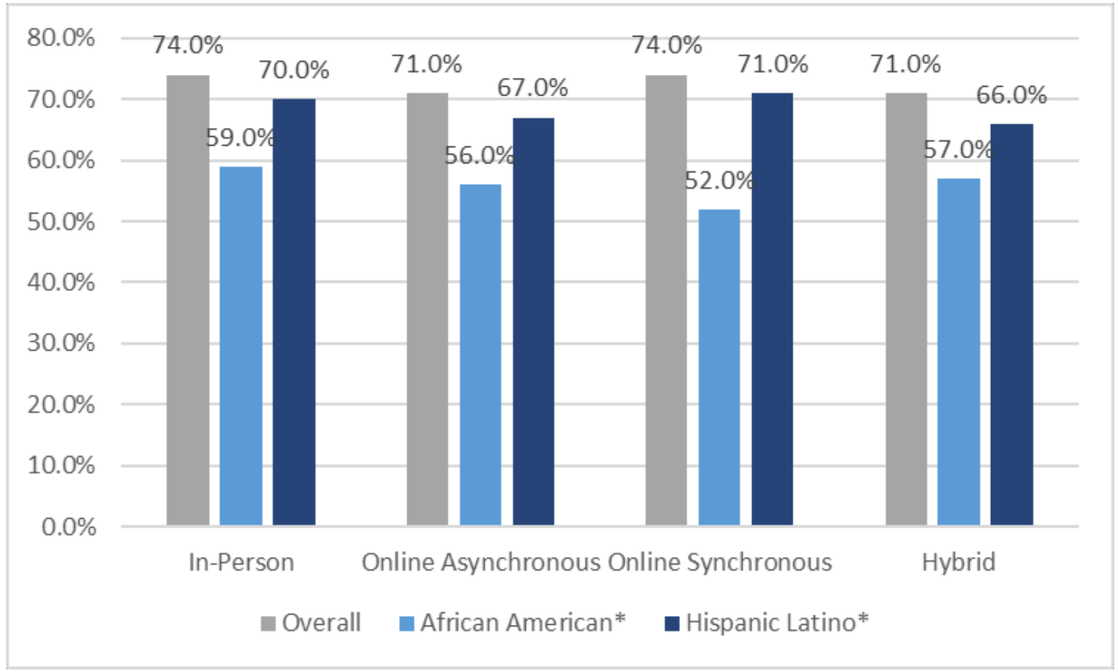
This section explores classroom usage patterns, evolving modalities, ARC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here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

- Census reports for Fall 2018, Fall 2019, Fall 2022, Fall 2023 and Spring 2024
- Classroom scheduling data for Fall 2019 and Spring 2024
- ARC Leader workshop results from long term modality exercise
- ARC 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

ARC Success Rates by Modality Spring 2024



Classroom Usage

Key Findings

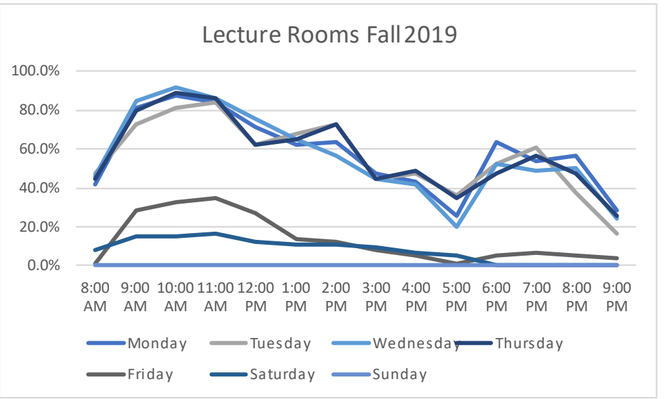
- There has been a **significant shift in modalities** between 2018 and 2024; on-ground has shifted from approximately 80% to the mid 50s% and there does not appear to be a catalyst to change the current levels of modality
- A **significant reduction in the stock of classrooms** has occurred between 2019 and 2024 (126 to 95) yet utilization is still low
  - ✓ Lecture room number decreased by 40.5%
  - ✓ Combo room number decreased by 5.9%
  - ✓ Lab room number remained the same
- Excess classroom capacity is indicated for all classroom types regardless of combination of course days considered
  - ✓ **Monday – Sunday** average utilization by room type is Lecture 27.1%, Combo 21.3% and Lab 29.5%
  - ✓ **Monday - Thursday** average utilization by room type is Lecture 42.8%, Combo 35.9% and Lab 47.1%
  - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low for all classroom types – Sunday 0%, Saturday 6.1% or less and Friday 15.1% or less
- **Peak utilization** of all classroom types tends to be in earlier in the day hours **9am – 2pm**
- ARC Leader response to **ideal long-term modality mix** varied but when the statistics from the 2 teams were averaged the result was **on-ground 60% and online 40%** which is similar to the Spring 2024 Weekly Enrollment Census statistics report where Section data indicates on-ground 54% and online 46%
- Student success by modality generally indicates that on-ground has higher success than online, however online synchronous has equal or higher success rates than in-person in 2 of the 3 groups
- **Scenario and demand modeling indicates excess capacity in classrooms exist** and it appears Scenario 3 (which is generally similar to Fall 2019 scheduling and demand patterns) would be a potential target for further investigation and implementation

Usage Patterns Lecture Fall 2019 vs Spring 2024

Lecture Rooms Percent Scheduled - Fall 2019

Rooms: 74

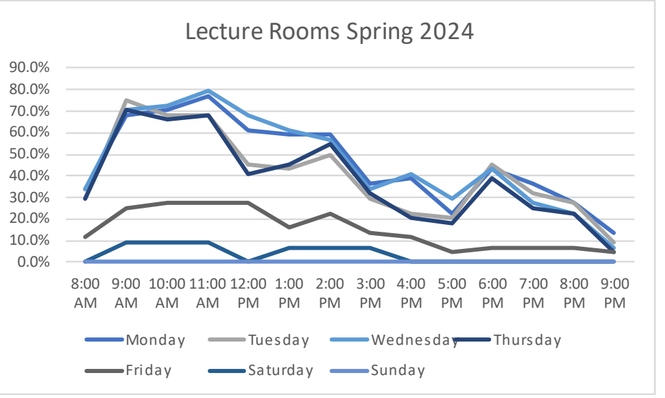
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	41.9%	81.1%	87.8%	83.8%	71.6%	62.2%	63.5%	47.3%	43.2%	25.7%	63.5%	54.1%	56.8%	28.4%
Tuesday	47.3%	73.0%	81.1%	83.8%	62.2%	67.6%	73.0%	44.6%	47.3%	36.5%	52.7%	60.8%	37.8%	16.2%
Wednesday	45.9%	85.1%	91.9%	86.5%	75.7%	64.9%	56.8%	44.6%	41.9%	20.3%	52.7%	48.6%	50.0%	24.3%
Thursday	44.6%	79.7%	89.2%	86.5%	62.2%	64.9%	73.0%	44.6%	48.6%	35.1%	47.3%	56.8%	47.3%	25.7%
Friday	1.4%	28.4%	32.4%	35.1%	27.0%	13.5%	12.2%	8.1%	5.4%	1.4%	5.4%	6.8%	5.4%	4.1%
Saturday	8.1%	14.9%	14.9%	16.2%	12.2%	10.8%	10.8%	9.5%	6.8%	5.4%	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 Percent Scheduled - Spring 2024

Rooms: 44

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	34.1%	68.2%	70.5%	77.3%	61.4%	59.1%	59.1%	36.4%	38.6%	22.7%	43.2%	36.4%	27.3%	13.6%
Tuesday	29.5%	75.0%	68.2%	68.2%	45.5%	43.2%	50.0%	29.5%	22.7%	20.5%	45.5%	31.8%	27.3%	9.1%
Wednesday	34.1%	70.5%	72.7%	79.5%	68.2%	61.4%	56.8%	34.1%	40.9%	29.5%	43.2%	27.3%	22.7%	6.8%
Thursday	29.5%	70.5%	65.9%	68.2%	40.9%	45.5%	54.5%	31.8%	20.5%	18.2%	38.6%	25.0%	22.7%	4.5%
Friday	11.4%	25.0%	27.3%	27.3%	27.3%	15.9%	22.7%	13.6%	11.4%	4.5%	6.8%	6.8%	6.8%	4.5%
Saturday	0.0%	9.1%	9.1%	9.1%	0.0%	6.8%	6.8%	6.8%	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 slide contrasts usage patterns of Lecture rooms for Fall semester of 2019 vs Spring semester of 2024. For a broader view of aggregate usage by day and by hour please see analyses on the slides titled Usage Patterns Lecture Fall 2019, Usage Patterns Combo Fall 2019, Usage Patterns Lab Fall 2019, Usage Patterns Lecture Spring 2024, Usage Patterns Combo Spring 2024 Fall and Usage Patterns Lab Spring 2024.

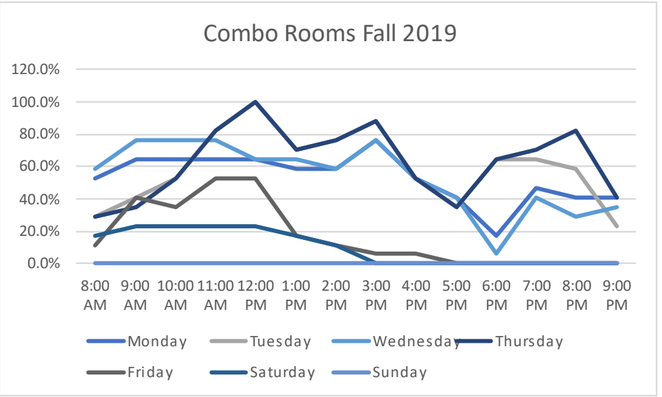
Note: numbers in the matrices above represent percentage of time rooms used.

Usage Patterns Combo Fall 2019 vs Spring 2024

Combo Rooms Percent Scheduled - Fall 2019

Rooms: 17

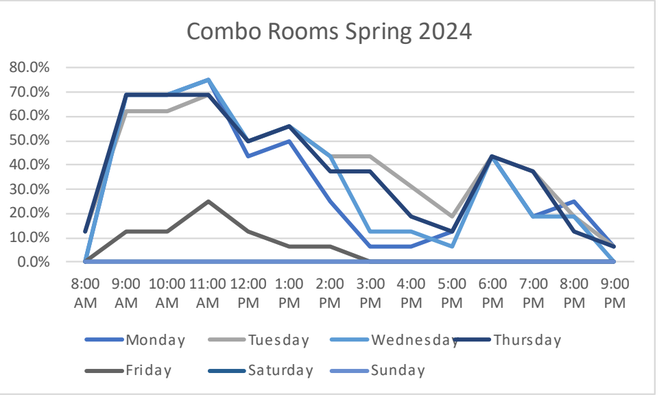
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	52.9%	64.7%	64.7%	64.7%	64.7%	58.8%	58.8%	76.5%	52.9%	41.2%	17.6%	47.1%	41.2%	41.2%
Tuesday	29.4%	41.2%	52.9%	82.4%	100.0%	70.6%	76.5%	88.2%	52.9%	35.3%	64.7%	64.7%	58.8%	23.5%
Wednesday	58.8%	76.5%	76.5%	76.5%	64.7%	64.7%	58.8%	76.5%	52.9%	41.2%	5.9%	41.2%	29.4%	35.3%
Thursday	29.4%	35.3%	52.9%	82.4%	100.0%	70.6%	76.5%	88.2%	52.9%	35.3%	64.7%	70.6%	82.4%	41.2%
Friday	11.8%	41.2%	35.3%	52.9%	52.9%	17.6%	11.8%	5.9%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Saturday	17.6%	23.5%	23.5%	23.5%	23.5%	17.6%	11.8%	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%



Combo Rooms Percent Scheduled - Spring 2024

Rooms: 16

	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	0.0%	68.8%	68.8%	75.0%	43.8%	50.0%	25.0%	6.3%	6.3%	12.5%	43.8%	18.8%	25.0%	6.3%
Tuesday	12.5%	62.5%	62.5%	68.8%	50.0%	56.3%	43.8%	43.8%	31.3%	18.8%	43.8%	37.5%	18.8%	6.3%
Wednesday	0.0%	68.8%	68.8%	75.0%	50.0%	56.3%	43.8%	12.5%	12.5%	6.3%	43.8%	18.8%	18.8%	0.0%
Thursday	12.5%	68.8%	68.8%	68.8%	50.0%	56.3%	37.5%	37.5%	18.8%	12.5%	43.8%	37.5%	12.5%	6.3%
Friday	0.0%	12.5%	12.5%	25.0%	12.5%	6.3%	6.3%	0.0%	0.0%	0.0%	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 slide contrasts usage patterns of Combo rooms for Fall semester of 2019 vs Spring semester of 2024. For a broader view of aggregate usage by day and by hour please see analyses on the slides titled Usage Patterns Lecture Fall 2019, Usage Patterns Combo Fall 2019, Usage Patterns Lab Fall 2019, Usage Patterns Lecture Spring 2024, Usage Patterns Combo Spring 2024 Fall and Usage Patterns Lab Spring 2024.

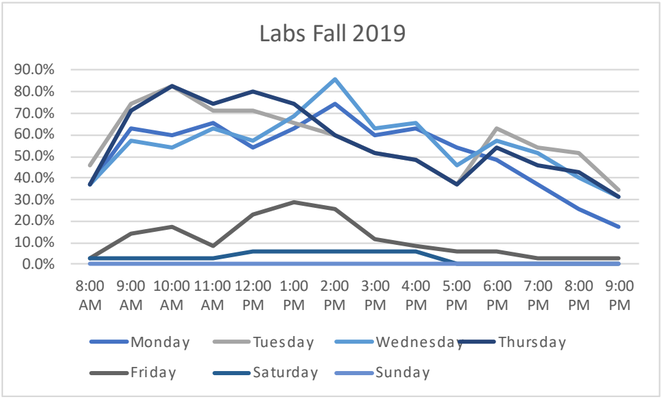
Note: numbers in the matrices above represent percentage of time rooms used.

Usage Patterns Lab Fall 2019 vs Spring 2024

Lab Rooms Percent Scheduled - Fall 2019

Rooms: 35

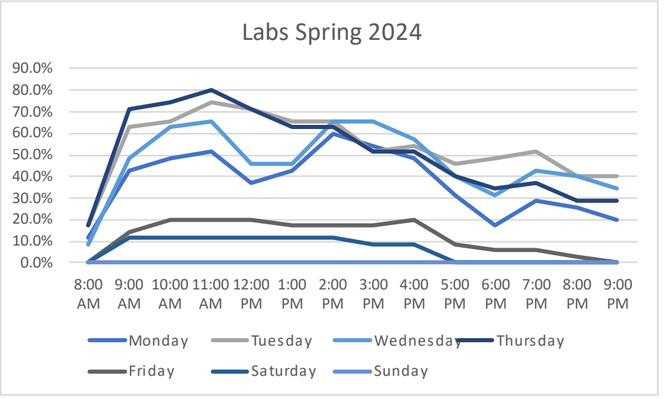
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	37.1%	62.9%	60.0%	65.7%	54.3%	62.9%	74.3%	60.0%	62.9%	54.3%	48.6%	37.1%	25.7%	17.1%
Tuesday	45.7%	74.3%	82.9%	71.4%	71.4%	65.7%	60.0%	51.4%	48.6%	37.1%	62.9%	54.3%	51.4%	34.3%
Wednesday	37.1%	57.1%	54.3%	62.9%	57.1%	68.6%	85.7%	62.9%	65.7%	45.7%	57.1%	51.4%	40.0%	31.4%
Thursday	37.1%	71.4%	82.9%	74.3%	80.0%	74.3%	60.0%	51.4%	48.6%	37.1%	54.3%	45.7%	42.9%	31.4%
Friday	2.9%	14.3%	17.1%	8.6%	22.9%	28.6%	25.7%	11.4%	8.6%	5.7%	5.7%	2.9%	2.9%	2.9%
Saturday	2.9%	2.9%	2.9%	2.9%	5.7%	5.7%	5.7%	5.7%	5.7%	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 Percent Scheduled - Spring 2024

Rooms: 35

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	11.4%	42.9%	48.6%	51.4%	37.1%	42.9%	60.0%	54.3%	48.6%	31.4%	17.1%	28.6%	25.7%	20.0%
Tuesday	17.1%	62.9%	65.7%	74.3%	71.4%	65.7%	65.7%	51.4%	54.3%	45.7%	48.6%	51.4%	40.0%	40.0%
Wednesday	8.6%	48.6%	62.9%	65.7%	45.7%	45.7%	65.7%	65.7%	57.1%	40.0%	31.4%	42.9%	40.0%	34.3%
Thursday	17.1%	71.4%	74.3%	80.0%	71.4%	62.9%	62.9%	51.4%	51.4%	40.0%	34.3%	37.1%	28.6%	28.6%
Friday	0.0%	14.3%	20.0%	20.0%	20.0%	17.1%	17.1%	17.1%	20.0%	8.6%	5.7%	5.7%	2.9%	0.0%
Saturday	0.0%	11.4%	11.4%	11.4%	11.4%	11.4%	11.4%	8.6%	8.6%	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 slide contrasts usage patterns of Lab rooms for Fall semester of 2019 vs Spring semester of 2024. For a broader view of aggregate usage by day and by hour please see analyses on the slides titled Usage Patterns Lecture Fall 2019, Usage Patterns Combo Fall 2019, Usage Patterns Lab Fall 2019, Usage Patterns Lecture Spring 2024, Usage Patterns Combo Spring 2024 Fall and Usage Patterns Lab Spring 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: 74

	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	31.0	60.0	65.0	62.0	53.0	46.0	47.0	35.0	32.0	19.0	47.0	40.0	42.0	21.0	**600.0**	1036	57.9%
Tuesday	35.0	54.0	60.0	62.0	46.0	50.0	54.0	33.0	35.0	27.0	39.0	45.0	28.0	12.0	**580.0**	1036	56.0%
Wednesday	34.0	63.0	68.0	64.0	56.0	48.0	42.0	33.0	31.0	15.0	39.0	36.0	37.0	18.0	**584.0**	1036	56.4%
Thursday	33.0	59.0	66.0	64.0	46.0	48.0	54.0	33.0	36.0	26.0	35.0	42.0	35.0	19.0	**596.0**	1036	57.5%
Friday	1.0	21.0	24.0	26.0	20.0	10.0	9.0	6.0	4.0	1.0	4.0	5.0	4.0	3.0	**138.0**	1036	13.3%
Saturday	6.0	11.0	11.0	12.0	9.0	8.0	8.0	7.0	5.0	4.0	0.0	0.0	0.0	0.0	**81.0**	1036	7.8%
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	**0.0**	1036	0.0%
Total Hrs	**140.0**	**268.0**	**294.0**	**290.0**	**230.0**	**210.0**	**214.0**	**147.0**	**143.0**	**92.0**	**164.0**	**168.0**	**146.0**	**73.0**	**2,579.0**		
Capacity Hrs	518	518	518	518	518	518	518	518	518	518	518	518	518	518	**7,252.0**		
Utilization Per Hour	27.0%	51.7%	56.8%	56.0%	44.4%	40.5%	41.3%	28.4%	27.6%	17.8%	31.7%	32.4%	28.2%	14.1%	**35.6%**		

Lecture Rooms Scheduled Hours - Fall 2019

Rooms: 74

	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	31.0	60.0	65.0	62.0	53.0	46.0	47.0	35.0	32.0	19.0	47.0	40.0	42.0	21.0	**600.0**	1036	57.9%
Tuesday	35.0	54.0	60.0	62.0	46.0	50.0	54.0	33.0	35.0	27.0	39.0	45.0	28.0	12.0	**580.0**	1036	56.0%
Wednesday	34.0	63.0	68.0	64.0	56.0	48.0	42.0	33.0	31.0	15.0	39.0	36.0	37.0	18.0	**584.0**	1036	56.4%
Thursday	33.0	59.0	66.0	64.0	46.0	48.0	54.0	33.0	36.0	26.0	35.0	42.0	35.0	19.0	**596.0**	1036	57.5%
Friday															**0.0**	1036	0.0%
Saturday															**0.0**	1036	0.0%
Sunday															**0.0**	1036	0.0%
Total Hrs	**133.0**	**236.0**	**259.0**	**252.0**	**201.0**	**192.0**	**197.0**	**134.0**	**134.0**	**87.0**	**160.0**	**163.0**	**142.0**	**70.0**	**2,360.0**		
Capacity Hrs	296	296	296	296	296	296	296	296	296	296	296	296	296	296	**4,144.0**		
Utilization Per Hour	44.9%	79.7%	87.5%	85.1%	67.9%	64.9%	66.6%	45.3%	45.3%	29.4%	54.1%	55.1%	48.0%	23.6%	**56.9%**		

This slide documents usage patterns of the 74 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 slide.

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

Monday - Sunday

- Average utilization is 35.6%
- Peak times for utilization are 9 am – 2 pm where utilization is between 56.8% and 40.5%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 56.9%
- Peak times for utilization are 9 am – 2 pm where utilization is between 87.5% and 64.9%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Combo Fall 2019

Combo Rooms Scheduled Hours - Fall 2019

Rooms: 17

	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	9.0	11.0	11.0	11.0	11.0	10.0	10.0	13.0	9.0	7.0	3.0	8.0	7.0	7.0	127.0	238	53.4%
Tuesday	5.0	7.0	9.0	14.0	17.0	12.0	13.0	15.0	9.0	6.0	11.0	11.0	10.0	4.0	143.0	238	60.1%
Wednesday	10.0	13.0	13.0	13.0	11.0	11.0	10.0	13.0	9.0	7.0	1.0	7.0	5.0	6.0	129.0	238	54.2%
Thursday	5.0	6.0	9.0	14.0	17.0	12.0	13.0	15.0	9.0	6.0	11.0	12.0	14.0	7.0	150.0	238	63.0%
Friday	2.0	7.0	6.0	9.0	9.0	3.0	2.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	40.0	238	16.8%
Saturday	3.0	4.0	4.0	4.0	4.0	3.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	24.0	238	10.1%
Sunday	0.0	4.0	4.0	4.0	4.0	3.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21.0	238	8.8%
Total Hrs	34.00	52.00	56.00	69.00	73.00	54.00	52.00	57.00	37.00	26.00	26.00	38.00	36.00	24.00	634.0		
Capacity Hrs	119	119	119	119	119	119	119	119	119	119	119	119	119	119	1,666.0		
Utilization Per Hour	28.6%	43.7%	47.1%	58.0%	61.3%	45.4%	43.7%	47.9%	31.1%	21.8%	21.8%	31.9%	30.3%	20.2%	38.1%		

Combo Rooms Scheduled Hours - Fall 2019

Rooms: 17

	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	9.0	11.0	11.0	11.0	11.0	10.0	10.0	13.0	9.0	7.0	3.0	8.0	7.0	7.0	127.0	238	53.4%
Tuesday	5.0	7.0	9.0	14.0	17.0	12.0	13.0	15.0	9.0	6.0	11.0	11.0	10.0	4.0	143.0	238	60.1%
Wednesday	10.0	13.0	13.0	13.0	11.0	11.0	10.0	13.0	9.0	7.0	1.0	7.0	5.0	6.0	129.0	238	54.2%
Thursday	5.0	6.0	9.0	14.0	17.0	12.0	13.0	15.0	9.0	6.0	11.0	12.0	14.0	7.0	150.0	238	63.0%
Friday															0.0	238	0.0%
Saturday															0.0	238	0.0%
Sunday															0.0	238	0.0%
Total Hrs	29.00	37.00	42.00	52.00	56.00	45.00	46.00	56.00	36.00	26.00	26.00	38.00	36.00	24.00	549.0		
Capacity Hrs	68	68	68	68	68	68	68	68	68	68	68	68	68	68	952.0		
Utilization Per Hour	42.6%	54.4%	61.8%	76.5%	82.4%	66.2%	67.6%	82.4%	52.9%	38.2%	38.2%	55.9%	52.9%	35.3%	57.7%		

This slide documents usage patterns of the 17 Combo 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 slide.

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

Monday - Sunday

- Average utilization is 38.1%
- Peak times for utilization are 9 am – 3 pm where utilization is between 61.3% and 43.7%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 57.7%
- Peak times for utilization are 9 am – 4 pm where utilization is between 82.4% and 52.9%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Labs Fall 2019

Lab Rooms Scheduled Hours - Fall 2019

Rooms: 35

	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	13.0	22.0	21.0	23.0	19.0	22.0	26.0	21.0	22.0	19.0	17.0	13.0	9.0	6.0	**253.0**	490	51.6%
Tuesday	16.0	26.0	29.0	25.0	25.0	23.0	21.0	18.0	17.0	13.0	22.0	19.0	18.0	12.0	**284.0**	490	58.0%
Wednesday	13.0	20.0	19.0	22.0	20.0	24.0	30.0	22.0	23.0	16.0	20.0	18.0	14.0	11.0	**272.0**	490	55.5%
Thursday	13.0	25.0	29.0	26.0	28.0	26.0	21.0	18.0	17.0	13.0	19.0	16.0	15.0	11.0	**277.0**	490	56.5%
Friday	1.0	5.0	6.0	3.0	8.0	10.0	9.0	4.0	3.0	2.0	2.0	1.0	1.0	1.0	**56.0**	490	11.4%
Saturday	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	0.0	0.0	0.0	0.0	0.0	**14.0**	490	2.9%
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	**0.0**	490	0.0%
Total Hrs	**57.0**	**99.0**	**105.0**	**100.0**	**102.0**	**107.0**	**109.0**	**85.0**	**84.0**	**63.0**	**80.0**	**67.0**	**57.0**	**41.0**	**1,156.0**		
Capacity Hrs	245	245	245	245	245	245	245	245	245	245	245	245	245	245	**3,430.0**		
Utilization Per Hour	23.3%	40.4%	42.9%	40.8%	41.6%	43.7%	44.5%	34.7%	34.3%	25.7%	32.7%	27.3%	23.3%	16.7%	**33.7%**		

Lab Rooms Scheduled Hours - Fall 2019

Rooms: 35

	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	13.0	22.0	21.0	23.0	19.0	22.0	26.0	21.0	22.0	19.0	17.0	13.0	9.0	6.0	**253.0**	490	51.6%
Tuesday	16.0	26.0	29.0	25.0	25.0	23.0	21.0	18.0	17.0	13.0	22.0	19.0	18.0	12.0	**284.0**	490	58.0%
Wednesday	13.0	20.0	19.0	22.0	20.0	24.0	30.0	22.0	23.0	16.0	20.0	18.0	14.0	11.0	**272.0**	490	55.5%
Thursday	13.0	25.0	29.0	26.0	28.0	26.0	21.0	18.0	17.0	13.0	19.0	16.0	15.0	11.0	**277.0**	490	56.5%
Friday															**0.0**	490	0.0%
Saturday															**0.0**	490	0.0%
Sunday															**0.0**	490	0.0%
Total Hrs	**55.0**	**93.0**	**98.0**	**96.0**	**92.0**	**95.0**	**98.0**	**79.0**	**79.0**	**61.0**	**78.0**	**66.0**	**56.0**	**40.0**	**1,086.0**		
Capacity Hrs	140	140	140	140	140	140	140	140	140	140	140	140	140	140	**1,960.0**		
Utilization Per Hour	39.3%	66.4%	70.0%	68.6%	65.7%	67.9%	70.0%	56.4%	56.4%	43.6%	55.7%	47.1%	40.0%	28.6%	**55.4%**		

This slide documents usage patterns of the 35 Lab rooms in this category for the Fall semester of 2019. Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Saturday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

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

Monday - Sunday

- Average utilization is 33.7%
- Peak times for utilization are 9 am – 2 pm where utilization is between 44.5% and 40.4%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 55.4%
- Peak times for utilization are 9 am – 2 pm where utilization is between 70.0% and 66.4%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Lecture Spring 2024

Lecture Rooms Scheduled Hours - Spring 2024

Rooms: 44

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	15.0	30.0	31.0	34.0	27.0	26.0	26.0	16.0	17.0	10.0	19.0	16.0	12.0	6.0	**285.0**	616	46.3%
Tuesday	13.0	33.0	30.0	30.0	20.0	19.0	22.0	13.0	10.0	9.0	20.0	14.0	12.0	4.0	**249.0**	616	40.4%
Wednesday	15.0	31.0	32.0	35.0	30.0	27.0	25.0	15.0	18.0	13.0	19.0	12.0	10.0	3.0	**285.0**	616	46.3%
Thursday	13.0	31.0	29.0	30.0	18.0	20.0	24.0	14.0	9.0	8.0	17.0	11.0	10.0	2.0	**236.0**	616	38.3%
Friday	5.0	11.0	12.0	12.0	12.0	7.0	10.0	6.0	5.0	2.0	3.0	3.0	3.0	2.0	**93.0**	616	15.1%
Saturday	0.0	4.0	4.0	4.0	0.0	3.0	3.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	**21.0**	616	3.4%
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	**0.0**	616	0.0%
Total Hrs	**61.0**	**140.0**	**138.0**	**145.0**	**107.0**	**102.0**	**110.0**	**67.0**	**59.0**	**42.0**	**78.0**	**56.0**	**47.0**	**17.0**	**1,169.0**		
Capacity Hrs	308	308	308	308	308	308	308	308	308	308	308	308	308	308	**4,312.0**		
Utilization Per Hour	19.8%	45.5%	44.8%	47.1%	34.7%	33.1%	35.7%	21.8%	19.2%	13.6%	25.3%	18.2%	15.3%	5.5%	**27.1%**		

Lecture Rooms Scheduled Hours - Spring 2024

Rooms: 44

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	15.0	30.0	31.0	34.0	27.0	26.0	26.0	16.0	17.0	10.0	19.0	16.0	12.0	6.0	**285.0**	616	46.3%
Tuesday	13.0	33.0	30.0	30.0	20.0	19.0	22.0	13.0	10.0	9.0	20.0	14.0	12.0	4.0	**249.0**	616	40.4%
Wednesday	15.0	31.0	32.0	35.0	30.0	27.0	25.0	15.0	18.0	13.0	19.0	12.0	10.0	3.0	**285.0**	616	46.3%
Thursday	13.0	31.0	29.0	30.0	18.0	20.0	24.0	14.0	9.0	8.0	17.0	11.0	10.0	2.0	**236.0**	616	38.3%
Friday															**0.0**	616	0.0%
Saturday															**0.0**	616	0.0%
Sunday															**0.0**	616	0.0%
Total Hrs	**56.0**	**125.0**	**122.0**	**129.0**	**95.0**	**92.0**	**97.0**	**58.0**	**54.0**	**40.0**	**75.0**	**53.0**	**44.0**	**15.0**	**1,055.0**		
Capacity Hrs	176	176	176	176	176	176	176	176	176	176	176	176	176	176	**2,464.0**		
Utilization Per Hour	31.8%	71.0%	69.3%	73.3%	54.0%	52.3%	55.1%	33.0%	30.7%	22.7%	42.6%	30.1%	25.0%	8.5%	**42.8%**		

This slide documents usage patterns of the 44 Lecture rooms in this category for the Spring semester of 2024 (this is 30 less Lecture rooms than in 2019). Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

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

Monday - Sunday

- Average utilization is 27.1%
- Peak times for utilization are 9 am – 2 pm where utilization is between 45.5% and 33.1%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 42.8%
- Peak times for utilization are 9 am – 2 pm where utilization is between 73.3% and 52.3%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Combo Spring 2024

Combo Rooms Scheduled Hours - Spring 2024

Rooms: 16

	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	0.0	11.0	11.0	12.0	7.0	8.0	4.0	1.0	1.0	2.0	7.0	3.0	4.0	1.0	72.0	224	32.1%
Tuesday	2.0	10.0	10.0	11.0	8.0	9.0	7.0	7.0	5.0	3.0	7.0	6.0	3.0	1.0	89.0	224	39.7%
Wednesday	0.0	11.0	11.0	12.0	8.0	9.0	7.0	2.0	2.0	1.0	7.0	3.0	3.0	0.0	76.0	224	33.9%
Thursday	2.0	11.0	11.0	11.0	8.0	9.0	6.0	6.0	3.0	2.0	7.0	6.0	2.0	1.0	85.0	224	37.9%
Friday	0.0	2.0	2.0	4.0	2.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.0	224	5.4%
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	0.0	224	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	0.0	224	0.0%
Total Hrs	4.00	45.00	45.00	50.00	33.00	36.00	25.00	16.00	11.00	8.00	28.00	18.00	12.00	3.00	334.0		
Capacity Hrs	112	112	112	112	112	112	112	112	112	112	112	112	112	112	1,568.0		
Utilization Per Hour	3.6%	40.2%	40.2%	44.6%	29.5%	32.1%	22.3%	14.3%	9.8%	7.1%	25.0%	16.1%	10.7%	2.7%	21.3%		

Combo Rooms Scheduled Hours - Spring 2024

Rooms: 16

	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	0.0	11.0	11.0	12.0	7.0	8.0	4.0	1.0	1.0	2.0	7.0	3.0	4.0	1.0	72.0	224	32.1%
Tuesday	2.0	10.0	10.0	11.0	8.0	9.0	7.0	7.0	5.0	3.0	7.0	6.0	3.0	1.0	89.0	224	39.7%
Wednesday	0.0	11.0	11.0	12.0	8.0	9.0	7.0	2.0	2.0	1.0	7.0	3.0	3.0	0.0	76.0	224	33.9%
Thursday	2.0	11.0	11.0	11.0	8.0	9.0	6.0	6.0	3.0	2.0	7.0	6.0	2.0	1.0	85.0	224	37.9%
Friday															0.0	224	0.0%
Saturday															0.0	224	0.0%
Sunday															0.0	224	0.0%
Total Hrs	4.00	43.00	43.00	46.00	31.00	35.00	24.00	16.00	11.00	8.00	28.00	18.00	12.00	3.00	322.0		
Capacity Hrs	64	64	64	64	64	64	64	64	64	64	64	64	64	64	896.0		
Utilization Per Hour	6.3%	67.2%	67.2%	71.9%	48.4%	54.7%	37.5%	25.0%	17.2%	12.5%	43.8%	28.1%	18.8%	4.7%	35.9%		

This slide documents usage patterns of the 16 Combo rooms in this category for the Spring semester of 2024 (this is 1 less Combo room than in 2019). Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

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

Monday - Sunday

- Average utilization is 21.3%
- Peak times for utilization are 9 am – 2 pm where utilization is between 44.6% and 22.3%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 35.9%
- Peak times for utilization are 9 am – 2 pm where utilization is between 71.9% and 37.5%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Labs Spring 2024

Lab Rooms Scheduled Hours - Spring 2024

Rooms: 35

	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	4.0	15.0	17.0	18.0	13.0	15.0	21.0	19.0	17.0	11.0	6.0	10.0	9.0	7.0	**182.0**	490	37.1%
Tuesday	6.0	22.0	23.0	26.0	25.0	23.0	23.0	18.0	19.0	16.0	17.0	18.0	14.0	14.0	**264.0**	490	53.9%
Wednesday	3.0	17.0	22.0	23.0	16.0	16.0	23.0	23.0	20.0	14.0	11.0	15.0	14.0	12.0	**229.0**	490	46.7%
Thursday	6.0	25.0	26.0	28.0	25.0	22.0	22.0	18.0	18.0	14.0	12.0	13.0	10.0	10.0	**249.0**	490	50.8%
Friday	0.0	5.0	7.0	7.0	7.0	6.0	6.0	6.0	7.0	3.0	2.0	2.0	1.0	0.0	**59.0**	490	12.0%
Saturday	0.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	0.0	0.0	0.0	0.0	0.0	**30.0**	490	6.1%
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	**0.0**	490	0.0%
Total Hrs	**19.0**	**88.0**	**99.0**	**106.0**	**90.0**	**86.0**	**99.0**	**87.0**	**84.0**	**58.0**	**48.0**	**58.0**	**48.0**	**43.0**	**1,013.0**		
Capacity Hrs	245	245	245	245	245	245	245	245	245	245	245	245	245	245	**3,430.0**		
Utilization Per Hour	7.8%	35.9%	40.4%	43.3%	36.7%	35.1%	40.4%	35.5%	34.3%	23.7%	19.6%	23.7%	19.6%	17.6%	**29.5%**		

Lab Rooms Scheduled Hours - Spring 2024

Rooms: 35

	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	4.0	15.0	17.0	18.0	13.0	15.0	21.0	19.0	17.0	11.0	6.0	10.0	9.0	7.0	**182.0**	490	37.1%
Tuesday	6.0	22.0	23.0	26.0	25.0	23.0	23.0	18.0	19.0	16.0	17.0	18.0	14.0	14.0	**264.0**	490	53.9%
Wednesday	3.0	17.0	22.0	23.0	16.0	16.0	23.0	23.0	20.0	14.0	11.0	15.0	14.0	12.0	**229.0**	490	46.7%
Thursday	6.0	25.0	26.0	28.0	25.0	22.0	22.0	18.0	18.0	14.0	12.0	13.0	10.0	10.0	**249.0**	490	50.8%
Friday															**0.0**	490	0.0%
Saturday															**0.0**	490	0.0%
Sunday															**0.0**	490	0.0%
Total Hrs	**19.0**	**79.0**	**88.0**	**95.0**	**79.0**	**76.0**	**89.0**	**78.0**	**74.0**	**55.0**	**46.0**	**56.0**	**47.0**	**43.0**	**924.0**		
Capacity Hrs	140	140	140	140	140	140	140	140	140	140	140	140	140	140	**1,960.0**		
Utilization Per Hour	13.6%	56.4%	62.9%	67.9%	56.4%	54.3%	63.6%	55.7%	52.9%	39.3%	32.9%	40.0%	33.6%	30.7%	**47.1%**		

This slide documents usage patterns of the 19 Lab rooms in this category for the Spring 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 slide.

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

Monday - Sunday

- Average utilization is 29.5%
- Peak times for utilization are 9 am – 2 pm where utilization is between 43.3% and 35.1%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 47.1%
- Peak times for utilization are 9 am – 4 pm where utilization is between 67.6% and 52.9%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Fall 2019 vs Spring 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	36.2%	69.5%	76.5%	75.1%	59.7%	54.6%	55.7%	37.8%	37.3%	23.8%	44.3%	45.4%	39.5%	19.7%	**48.2%**
	2024 Spring	27.7%	61.8%	60.9%	64.1%	48.6%	45.0%	48.6%	29.1%	26.8%	19.1%	35.5%	25.5%	21.4%	7.7%	**37.3%**
	Net Change	-8.5%	-7.6%	-15.6%	-11.0%	-11.1%	-9.6%	-7.0%	-8.7%	-10.5%	-4.7%	-8.9%	-20.0%	-18.1%	-12.0%	-11.0%
	% Change	-23.4%	-11.0%	-20.4%	-14.7%	-18.6%	-17.6%	-12.6%	-23.1%	-28.1%	-19.7%	-20.0%	-43.9%	-45.9%	-60.8%	-22.7%
Combo Rooms	2019 Fall	36.5%	51.8%	56.5%	71.8%	76.5%	56.5%	56.5%	67.1%	43.5%	30.6%	30.6%	44.7%	42.4%	28.2%	**49.5%**
	2024 Spring	5.0%	56.3%	56.3%	62.5%	41.3%	45.0%	31.3%	20.0%	13.8%	10.0%	35.0%	22.5%	15.0%	3.8%	**29.8%**
	Net Change	-31.5%	4.5%	-0.2%	-9.3%	-35.2%	-11.5%	-25.2%	-47.1%	-29.8%	-20.6%	4.4%	-22.2%	-27.4%	-24.5%	-19.7%
	% Change	-86.3%	8.7%	-0.4%	-12.9%	-46.1%	-20.3%	-44.7%	-70.2%	-68.4%	-67.3%	14.4%	-49.7%	-64.6%	-86.7%	-39.7%
Lab Rooms	2019 Fall	32.0%	56.0%	59.4%	56.6%	57.1%	60.0%	61.1%	47.4%	46.9%	36.0%	45.7%	38.3%	32.6%	23.4%	**46.6%**
	2024 Spring	10.9%	48.0%	54.3%	58.3%	49.1%	46.9%	54.3%	48.0%	46.3%	33.1%	27.4%	33.1%	27.4%	24.6%	**40.1%**
	Net Change	-21.1%	-8.0%	-5.1%	1.7%	-8.0%	-13.1%	-6.9%	0.6%	-0.6%	-2.9%	-18.3%	-5.1%	-5.1%	1.1%	-6.5%
	% Change	-66.1%	-14.3%	-8.7%	3.0%	-14.0%	-21.9%	-11.2%	1.2%	-1.2%	-7.9%	-40.0%	-13.4%	-15.8%	4.9%	-13.9%

This slide documents changes in usage patterns between Fall 2019 and Spring 2024 for each of the 3 classroom 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 Spring 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
- The average utilization reduction is 22.7%

Combo
- Utilization decreased for all but 2 time slots
- The average utilization reduction is 39.7%

Labs
- Utilization decreases in all but 3 time slots
- The average reduction is 13.9%

Usage Patterns Fall 2019 vs Spring 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	44.9%	79.7%	87.5%	85.1%	67.9%	64.9%	66.6%	45.3%	45.3%	29.4%	54.1%	55.1%	48.0%	23.6%	**56.9%**
	2024 Spring	31.8%	71.0%	69.3%	73.3%	54.0%	52.3%	55.1%	33.0%	30.7%	22.7%	42.6%	30.1%	25.0%	8.5%	**42.8%**
	Net Change	-13.1%	-8.7%	-18.2%	-11.8%	-13.9%	-12.6%	-11.4%	-12.3%	-14.6%	-6.7%	-11.4%	-25.0%	-23.0%	-15.1%	-14.1%
	% Change	-29.2%	-10.9%	-20.8%	-13.9%	-20.5%	-19.4%	-17.2%	-27.2%	-32.2%	-22.7%	-21.2%	-45.3%	-47.9%	-64.0%	-24.8%
Combo Rooms	2019 Fall	42.6%	54.4%	61.8%	76.5%	82.4%	66.2%	67.6%	82.4%	52.9%	38.2%	38.2%	55.9%	52.9%	35.3%	**57.7%**
	2024 Spring	6.3%	67.2%	67.2%	71.9%	48.4%	54.7%	37.5%	25.0%	17.2%	12.5%	43.8%	28.1%	18.8%	4.7%	**35.9%**
	Net Change	-36.4%	12.8%	5.4%	-4.6%	-33.9%	-11.5%	-30.1%	-57.4%	-35.8%	-25.7%	5.5%	-27.8%	-34.2%	-30.6%	-21.7%
	% Change	-85.3%	23.5%	8.8%	-6.0%	-41.2%	-17.4%	-44.6%	-69.6%	-67.5%	-67.3%	14.4%	-49.7%	-64.6%	-86.7%	-37.7%
Lab Rooms	2019 Fall	39.3%	66.4%	70.0%	68.6%	65.7%	67.9%	70.0%	56.4%	56.4%	43.6%	55.7%	47.1%	40.0%	28.6%	**55.4%**
	2024 Spring	13.6%	56.4%	62.9%	67.9%	56.4%	54.3%	63.6%	55.7%	52.9%	39.3%	32.9%	40.0%	33.6%	30.7%	**47.1%**
	Net Change	-25.7%	-10.0%	-7.1%	-0.7%	-9.3%	-13.6%	-6.4%	-0.7%	-3.6%	-4.3%	-22.9%	-7.1%	-6.4%	2.1%	-8.3%
	% Change	-65.5%	-15.1%	-10.2%	-1.0%	-14.1%	-20.0%	-9.2%	-1.3%	-6.3%	-9.8%	-41.0%	-15.2%	-16.1%	7.5%	-14.9%

This slide documents changes in usage patterns between Fall 2019 and Spring 2024 for each of the 3 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 Spring 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
- The average utilization reduction is 24.8%

Combo
- Utilization decreased for all but 3 time slots
- The average utilization reduction is 37.7%

Labs
- Utilization decreased for all but 1 time slot
- The average utilization reduction is 14.9%

Classroom Numbers vs Usage by Year

Classroom Numbers

	2019 Fall	2024 Spring	% Change
Lecture Rooms	74	44	-40.5%
Combo Rooms	17	16	-5.9%
Lab Rooms	35	35	0.0%
Total	126	95	-24.6%

Classroom Utilization Daily Average

	Fall 2019		Spring 2024	
	Mon - Fri	Mon - Thur	Mon - Fri	Mon - Thur
Lecture Rooms	48.2%	56.9%	37.3%	42.8%
Combo Rooms	49.5%	57.7%	29.8%	35.9%
Lab Rooms	46.6%	55.4%	40.1%	47.1%

This slide documents the changes in the number of rooms between Fall 2019 and Spring 2024. It further considers the overall utilization of the 3 room types when the days of instruction are varied from Monday – Friday to Monday – Thursday.

Lecture
- Rooms were reduced in number by 40.5% between Fall 2019 and Spring 2024
- Utilization statistics declined between Fall 2019 and Spring 2024 for both instruction day combinations

Combo
- Rooms were reduced in number by 5.9% between Fall 2019 and Spring 2024
- Utilization statistics declined between Fall 2019 and Spring for both combinations

Labs
- Rooms remained constant but utilization declined for both instruction day combinations

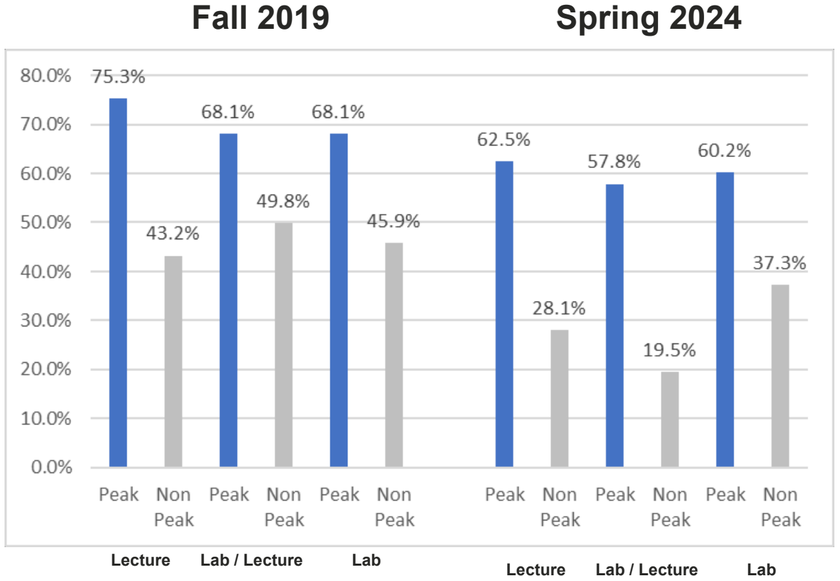
Peak + Non-Peak Utilization

Monday - Thursday

Fall 2019					
Lecture		Combo		Lab	
Peak	Non Peak	Peak	Non Peak	Peak	Non Peak
75.3%	43.2%	68.1%	49.8%	68.1%	45.9%

Spring 2024					
Lecture		Combo		Lab	
Peak	Non Peak	Peak	Non Peak	Peak	Non Peak
62.5%	28.1%	57.8%	19.5%	60.2%	37.3%

Peak is 9 am - 2 pm
Non Peak is 8 - 9 am and 3 - 10 pm



This slide documents and contrasts the change in Peak and Non-Peak utilization for each of the three classroom types for the Fall 2019 and Spring 2024 semesters. Fall 2019 Peak and Non-Peak utilization for Lecture rooms appears as best in class at ARC and will serve as the basis for Scenario 3 later in this section.

As noted earlier in this section utilization fell for Peak and Non-Peak for all room types between Fall 2019 and Spring 2024.

Utilization + Course Requirement / Demand Changes

Fall 2019 Utilization & Requirement Change vs Spring 2024

Monday - Thursday (4 days)

	Classroom						
	Lecture		Combo		Lab		
	Peak	Non-Peak	Peak	Non-Peak	Peak	Non-Peak	
Fall 2019 Utilization	75.3%	43.2%	68.1%	49.8%	68.1%	45.9%	
Spring 2024 Utilization	62.5%	28.1%	57.8%	19.5%	60.2%	37.3%	Total
Fall 2019 Course Requirement / Demand	2360.0		549.0		1086.0		3995.0
Spring 2024 Course Requirement / Demand	1055.0		322.0		924.0		2301.0
Percent Change	-55.3%		-41.3%		-14.9%		-42.4%

This slide examines and compares utilization levels and course requirements for each classroom type for Fall 2019 and Spring 2024. Between 2019 and 2024 requirements fell significantly for Lecture and Combo rooms and fell by a moderate amount for Lab rooms. This indicates the current inventory of rooms has capacity to support significant growth in the Student population, an increase in on ground modality and / or a reduction in space.

Notes:

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

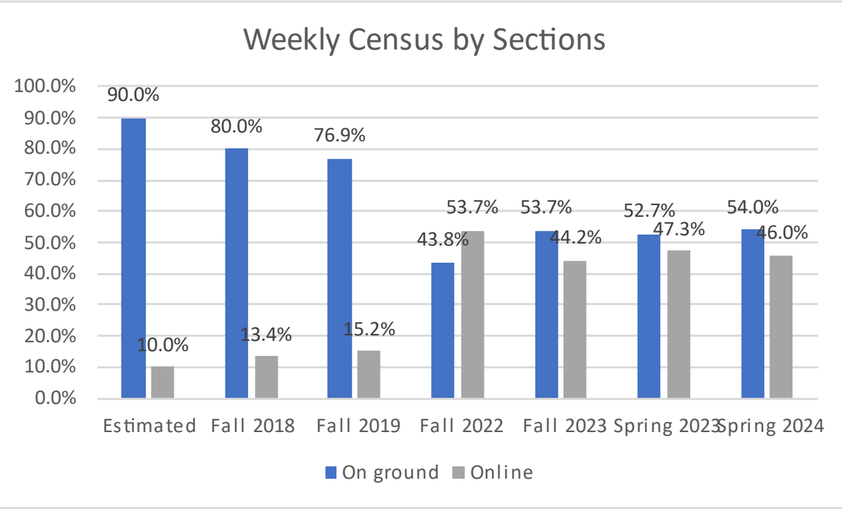
Evolution - Online vs On-Ground

On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

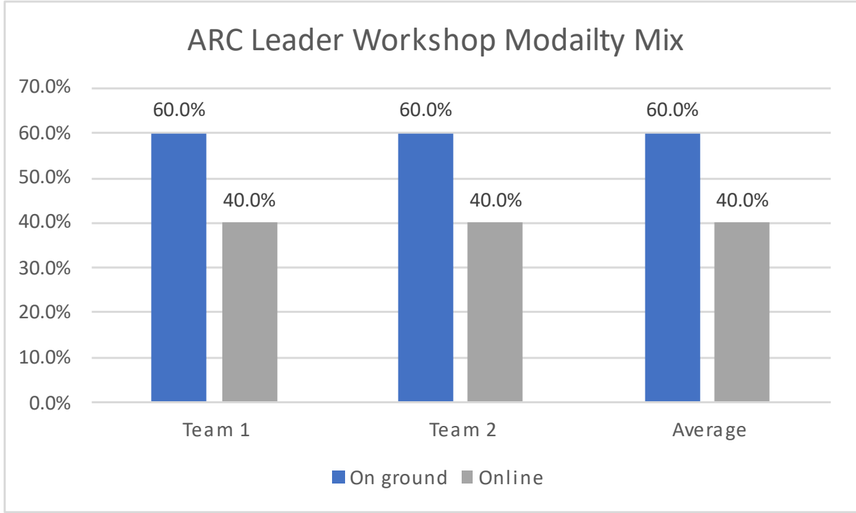
	Estimated	Fall 2018	Fall 2019	Fall 2022	Fall 2023	Spring 2023	Spring 2024
On ground	90.0%	80.0%	76.9%	43.8%	53.7%	52.7%	54.0%
Online	10.0%	13.4%	15.2%	53.7%	44.2%	47.3%	46.0%

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



Leader Workshop Long Term Modality Exercise Results

	ARC Leaders		Workshop
	Team 1	Team 2	Average
On ground	60.0%	60.0%	60.0%
Online	40.0%	40.0%	40.0%



The above graphic documents the evolution in modality from Pre Covid to Spring 2024 (Sections data is used here however the WSCH data is almost identical). While the data is limited there are two trends which are apparent.

- Prior to Covid on-ground courses were slowly declining over time as a percentage of the modality mix
- After Covid on-ground courses have varied between 43.8% and 54.0% of the modality mix

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

Of particular interest the average from this exercise is similar to the Spring 2024 modality numbers from Sections data contained in the Enrollment Census Statistics.

Success Rates by Modality

ARC Success Rates by Modality - Spring 2024

	Overall	African American*	Hispanic Latino*
In-Person	74.0%	59.0%	70.0%
Online Asynchronous	71.0%	56.0%	67.0%
Online Synchronous	74.0%	52.0%	71.0%
Hybrid	71.0%	57.0%	66.0%
In-Person v Online Asynchronous	-3.0%	-3.0%	-3.0%
In-Person v Online Synchronous	0.0%	-7.0%	1.0%

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

- In all cases online asynchronous success rates are below in-person success rates
- Online synchronous has equal or higher success rates than in-person in 2 of the 3 groups
- In all but one case online synchronous has better success rates than online asynchronous
- African American and Hispanic Latino students have lower success rates than the overall average all modalities

Classroom Scenarios

This and the following slide explore a range of scenarios which vary target utilization levels and demand for courses based on post pandemic 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 Spring 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 (Spring 2024)
- Current demand increased by 10%
- Current demand increased by 20%

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

Scenario 3 for current course demand hours indicates there is a 28.8% excess in total classrooms based on the current inventory of classrooms (Spring 2024).

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

Classroom Scenarios

	Classroom Utilization Scenario 1 Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ actual scheduled course demand				**Classroom Utilization Scenario 2** Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ 35% course demand specified				**Classroom Utilization Scenario 3** Monday - Thursday (4 days) Peak @ 85% utilization, Non Peak @ 40% of course demand specified			
	Lecture	Combo	Lab	Total	Lecture	Combo	Lab	Total	Lecture	Combo	Lab	Total
Current Hours Course Demand Less 10%	949.5	289.8	831.6	2070.9	949.5	289.8	831.6	2070.9	949.5	289.8	831.6	2070.9
Current # Rooms	44	16	35	95	44	16	35	95	44	16	35	95
Required # Rooms	30.9	10.4	23.7	65.1	32.1	9.8	28.2	70.1	27.9	8.5	24.5	60.9
Excess # Rooms	13.1	5.6	11.3	29.9	11.9	6.2	6.8	24.9	16.1	7.5	10.5	34.1
% Excess	29.7%	35.0%	32.2%	31.5%	26.9%	38.7%	19.6%	26.2%	36.5%	46.7%	30.1%	35.9%
Current Hours Course Demand	1055	322	924	2301	1055	322	924	2301	1055	322	924	2301
Current # Rooms	44	16	35	95	44	16	35	95	44	16	35	95
Required # Rooms	34.4	11.6	26.4	72.3	35.7	10.9	31.3	77.9	31.0	9.5	27.2	67.7
Excess # Rooms	9.6	4.4	8.6	22.7	8.3	5.1	3.7	17.1	13.0	6.5	7.8	27.3
% Excess	21.9%	27.7%	24.7%	23.9%	18.8%	31.9%	10.6%	18.0%	29.5%	40.8%	22.4%	28.8%
Current Hours Course Demand Plus 10%	1160.5	354.2	1016.4	2531.1	1160.5	354.2	1016.4	2531.1	1160.5	354.2	1016.4	2531.1
Current # Rooms	44	16	35	95	44	16	35	95	44	16	35	95
Required # Rooms	37.8	12.7	29.0	79.5	39.3	12.0	34.4	85.7	34.1	10.4	29.9	74.4
Excess # Rooms	6.2	3.3	6.0	15.5	4.7	4.0	0.6	9.3	9.9	5.6	5.1	20.6
% Excess	14.1%	20.5%	17.2%	16.3%	10.7%	25.1%	1.7%	9.8%	22.4%	34.9%	14.6%	21.6%
Current Hours Course Demand Plus 20%	1266	386.4	1108.8	2761.2	1266	386.4	1108.8	2761.2	1266	386.4	1108.8	2761.2
Current # Rooms	44	16	35	95	44	16	35	95	44	16	35	95
Required # Rooms	41.3	13.9	31.6	86.8	42.9	13.1	37.5	93.5	37.2	11.4	32.6	81.2
Excess # Rooms	2.8	2.1	3.4	8.3	1.1	2.9	-2.5	1.5	6.8	4.6	2.4	13.8
% Excess	6.3%	13.3%	9.6%	8.7%	2.6%	18.2%	-7.3%	1.6%	15.4%	29.0%	6.8%	14.5%

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 team members, individual workspaces in the office are unassigned, and when in the office these people select work settings that match their current mode of work and their personal preference.

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

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

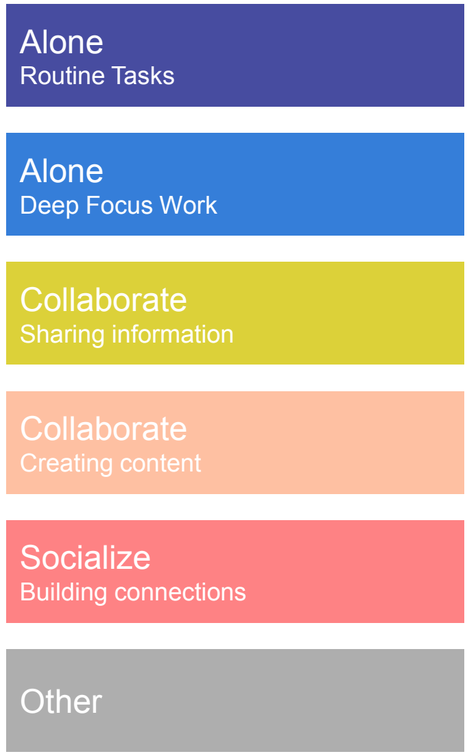
The profiles developed for this engagement are based on a deep understanding of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's Workspace Futures team have expanded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

Alone Routine Tasks	Working by yourself doing tasks that don't require significant focus and/or privacy including email or casual correspondence.
Alone Deep Focus Work	Working by yourself doing tasks that require significant focus and/or privacy as in creating content, building spreadsheets or reading documents.
Collaborate Sharing information	Working with at least one other person and sharing information which could be a typical meeting to update people or reviewing project progress.
Collaborate Creating content	Working with at least one other person and creating content, idea sharing, brainstorming or innovation as in a product development meeting, or a problem-solving session.
Socialize Building connections	Spending time with others in a relaxed setting as in planned or chance encounters, team bonding exercises, or celebrations.
Other	This mode captures activities such as taking personal time, exercising, taking a mental break, lunch, etc. that occur throughout the workday.

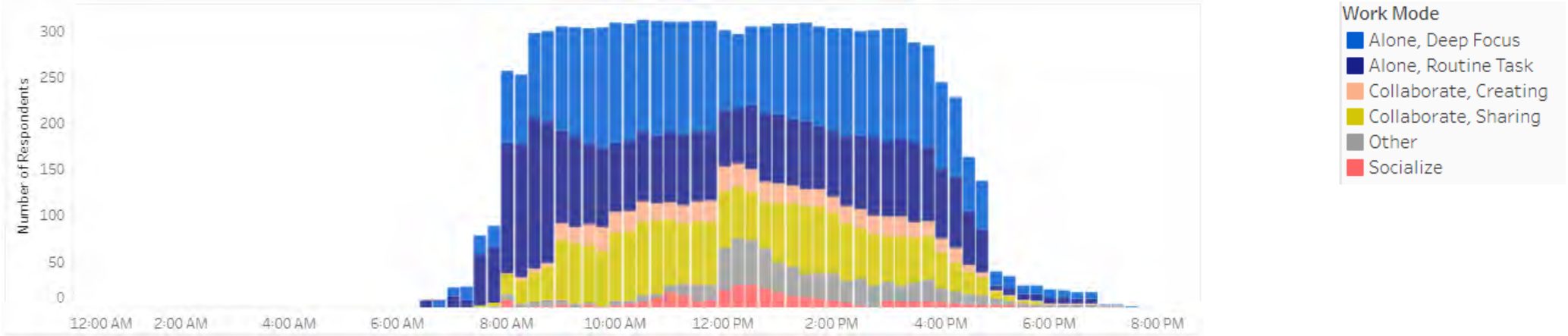
Work Mode Study

Key Findings

- ARC'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 64% with alone routine 31% and alone deep focus 33%.
- The predominant worker profiles are profile 3 and 4 which are characterized by a high percentage of alone work
- All 8 worker profiles are present, and their distribution varies by department, location and level (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 days in the office vary between 1.49 and 2.38.
- Calculated time in the office varies by department (data for other views is not available) which is to be expected. However, the lower range of days in the office do not seem to be appropriate for Student facing positions.
- Based on the low response rate and work with similar clients we suggest 3 days a week or 24 hours a week in the office be targeted for hybrid workers.



ARC Work Mode Study



The work mode effort for this engagement involved one execution of the Applied Research + Consulting team's Work Mode Study for 281 Classified Professionals and Classified Supervisors at ARC. 61 responses were received which represents a response rate of 21.7%. This response rate is lower than is typical and while the results for the broader population are usable, some of the subcategories (locations beyond the main campus and Classified Supervisors) have insufficient information and were excluded from reporting.

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

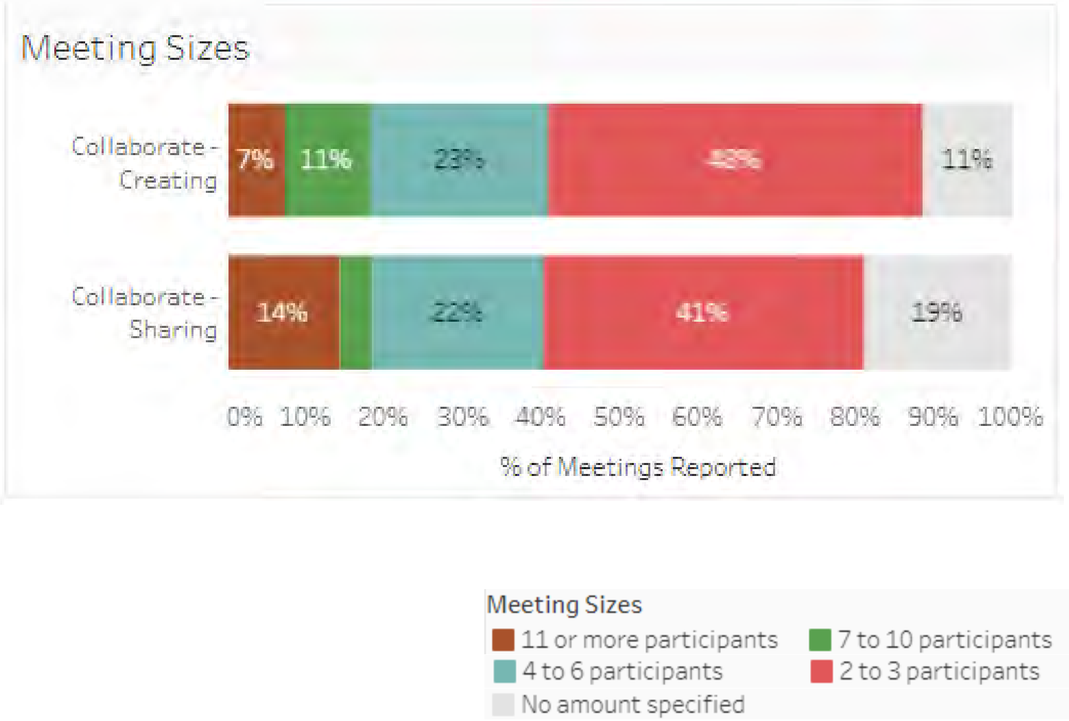
Please note, all work modes are important for an individual to be successful in their job and in general one work mode should not be unduly emphasized over another when considering the design of the workplace.

Collaborative Meeting Sizes

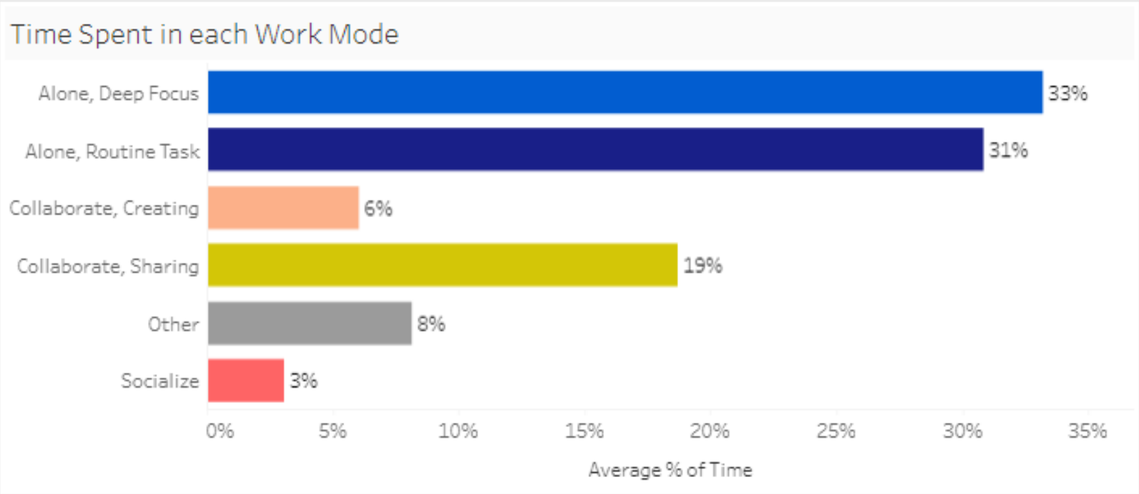
The work mode capability collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At ARC, in general meetings tend to be small.

- The most frequent meeting size is 2 – 3 participants
- The second most frequent meeting size is 4 - 6 participants
- Approx. 79.7% of collaborative creating sessions include 2 to 6 participants
- Approx. 77.7% 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 deep focus
- 64% of time is spent in alone work
- The predominant collaborative activity is sharing
- 25% of time is spent in collaborative work
- 3% of time is spent in socializing

The following four pages break ARC'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.

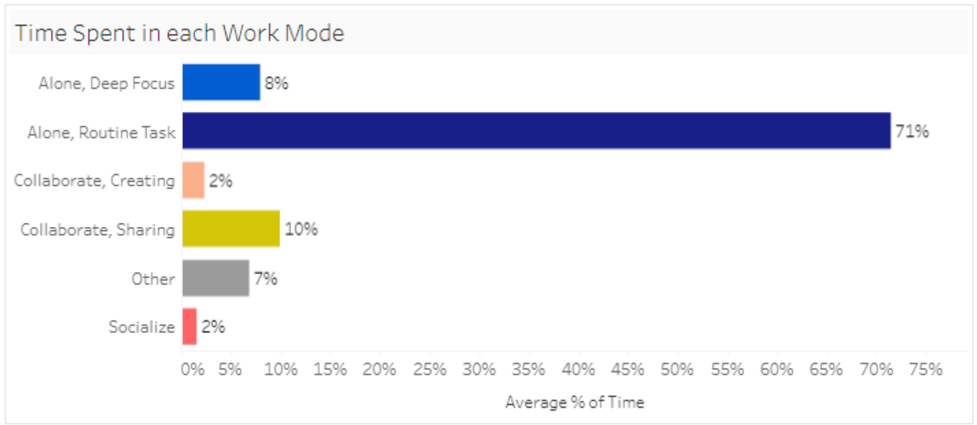
It should be noted that the various subdivisions (department, level and location) analyzed may or may not have all profiles and the percentage of time in each work mode will vary based on the unique work patterns associated with a given profile in a specific subdivision.

Work Mode Profiles

Detail

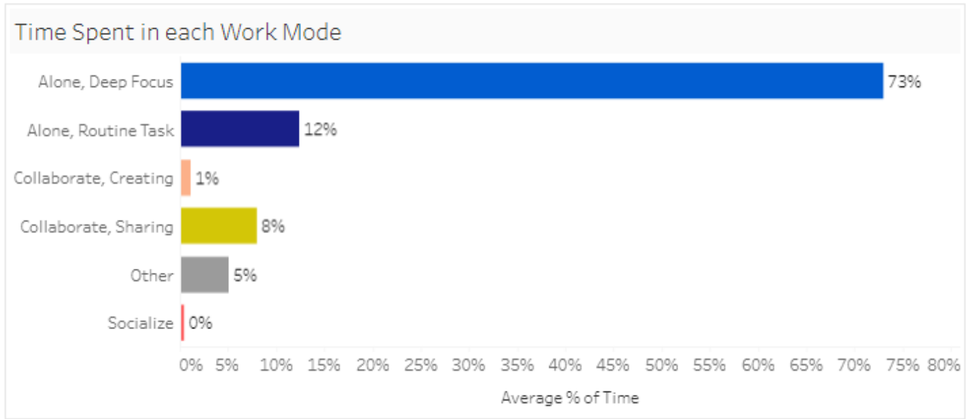
Profile 1

- High percentage of time in alone routine
- 79% of time in alone work
- 12% of time spent in collaborative work
- **4.3% of overall staff**



Profile 2

- High percentage of time spent in alone deep focus
- 85% of time spent in alone work
- 9% of time spent in collaborative work
- **18.3% of overall staff**

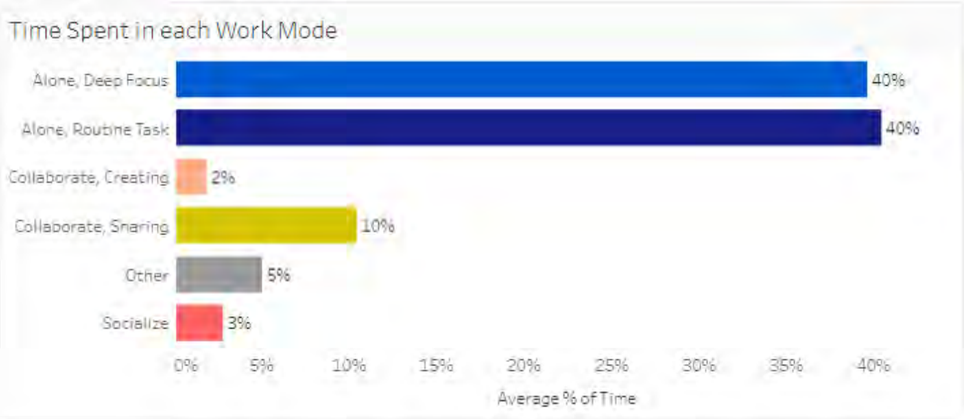


Work Mode Profiles

Detail

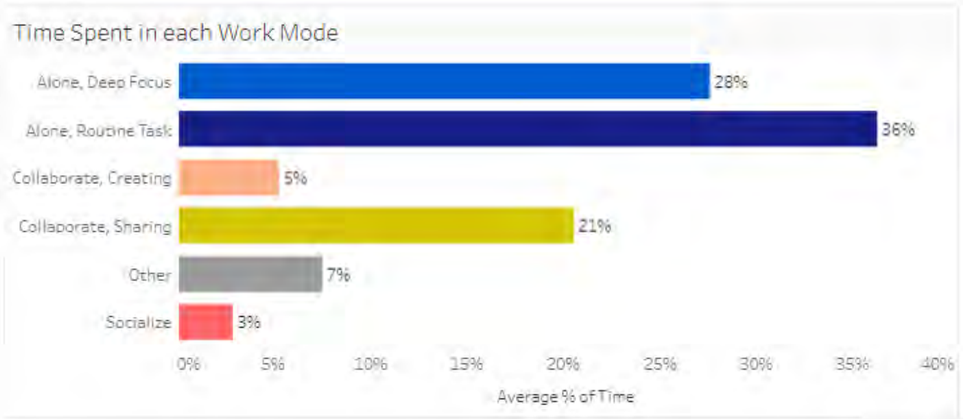
Profile 3

- High percentage of time spent in alone routine and deep focus
- Total of 80% of time spent in alone work
- 12% of time spent in collaborative work
- **27.5% of overall staff**



Profile 4

- High percentage of time spent in alone routine
- Total of 64% of time spent in alone work
- 26% of time spent in collaborative work
- **33.8% of overall staff**

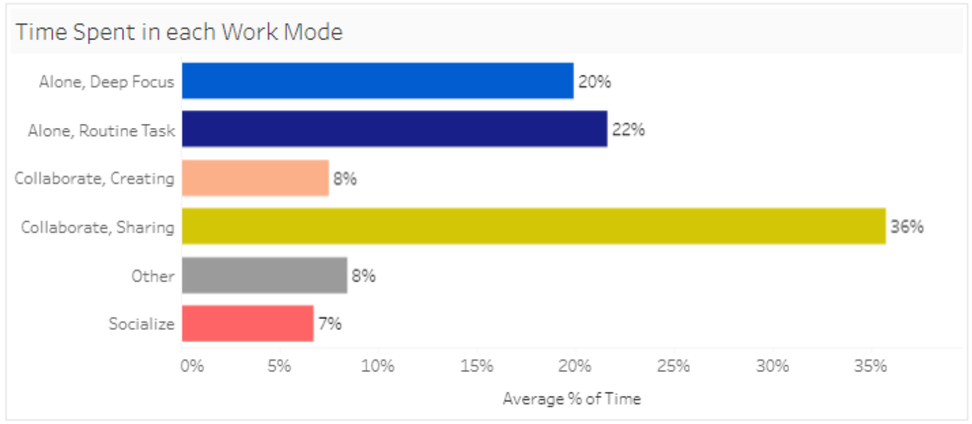


Work Mode Profiles

Detail

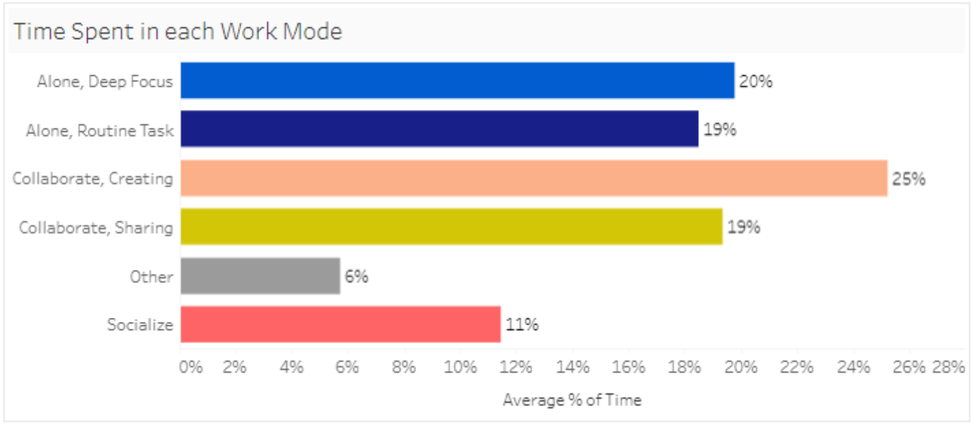
Profile 5

- High percentage of time in collaborative sharing
- 42% of time spent in individual work
- 44% of time spent in collaborative work
- **6.6% of overall staff**



Profile 6

- High percentage of time in collaborative creating
- 39% of time spent in individual work
- 44% of time spent in collaborative work
- **3.4% of overall staff**

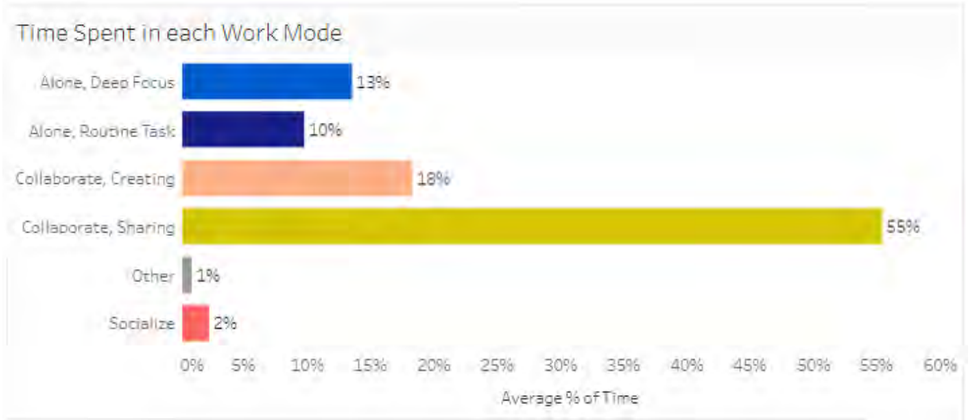


Work Mode Profiles

Detail

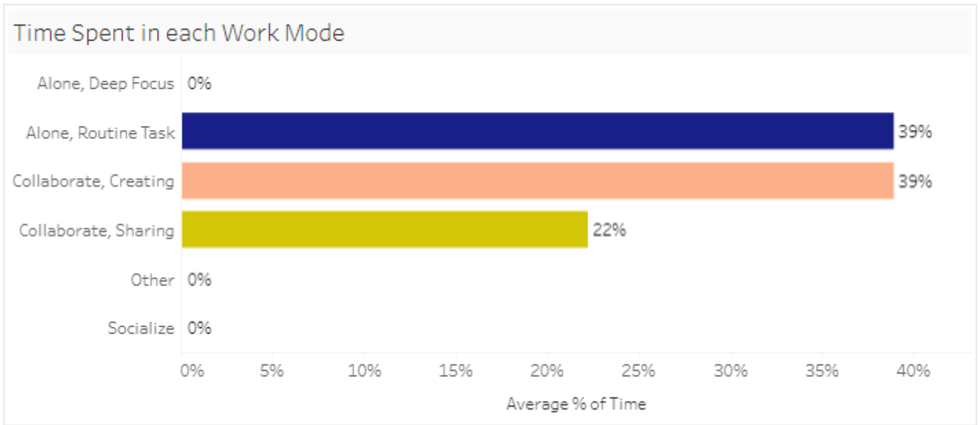
Profile 7

- High percentage of time in collaborative sharing
- 23% of time spent in individual work
- 73% of time spent in collaborative work
- **4.6% of overall staff**



Profile 8

- High percentage of time in collaborative creating and alone deep focus
- 39% of time spent in individual work
- 61% of time spent in collaborative work
- **1.6% of overall staff**

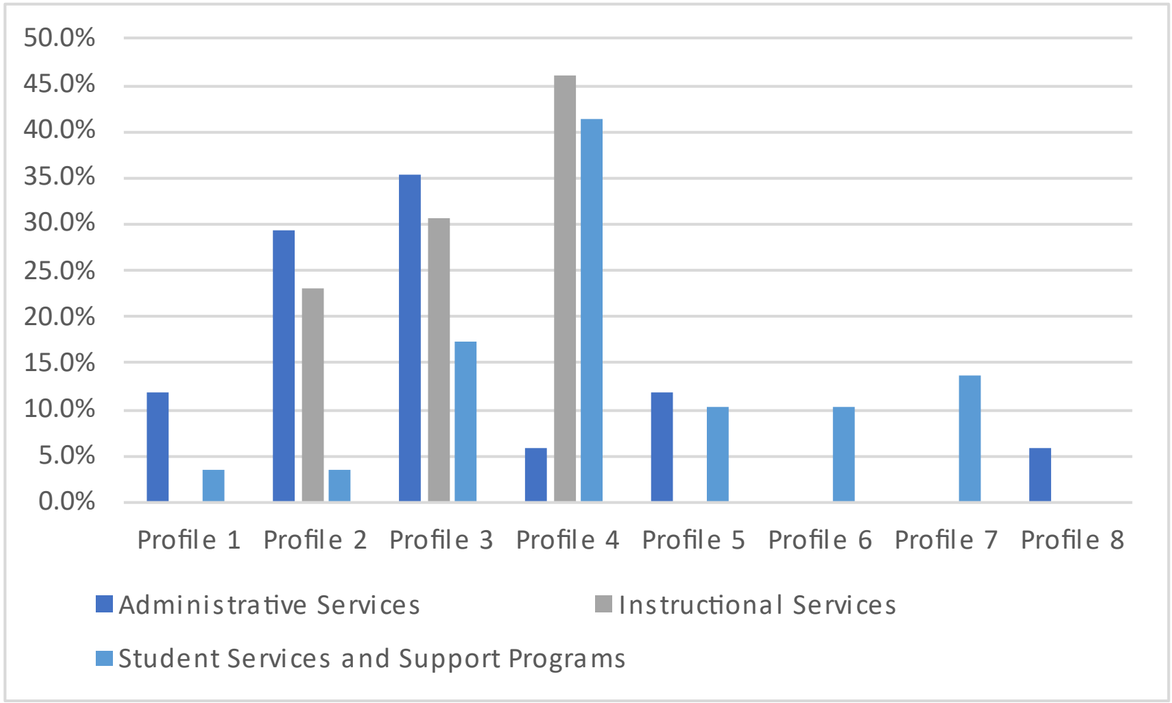


Work Mode Profiles

By Department

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

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



Department	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
Administrative Services	11.8%	29.4%	35.3%	5.9%	11.8%	0.0%	0.0%	5.9%
Instructional Services	0.0%	23.1%	30.8%	46.2%	0.0%	0.0%	0.0%	0.0%
Student Services and Support Programs	3.4%	3.4%	17.2%	41.4%	10.3%	10.3%	13.8%	0.0%

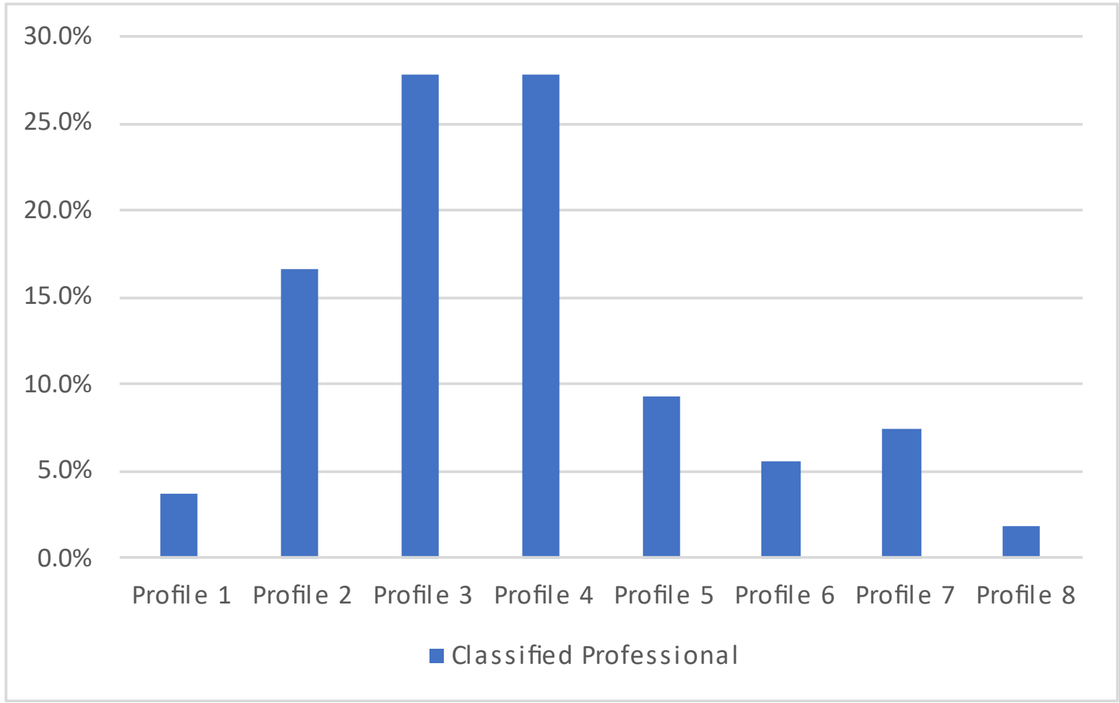
Work Mode Profiles

By Level

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

For ARC the response rate was insufficient to provide data for Classified Supervisors which means the distribution shift in profiles by job level is not available here.

- 75.9% of Classified Professional are in profiles 1-4



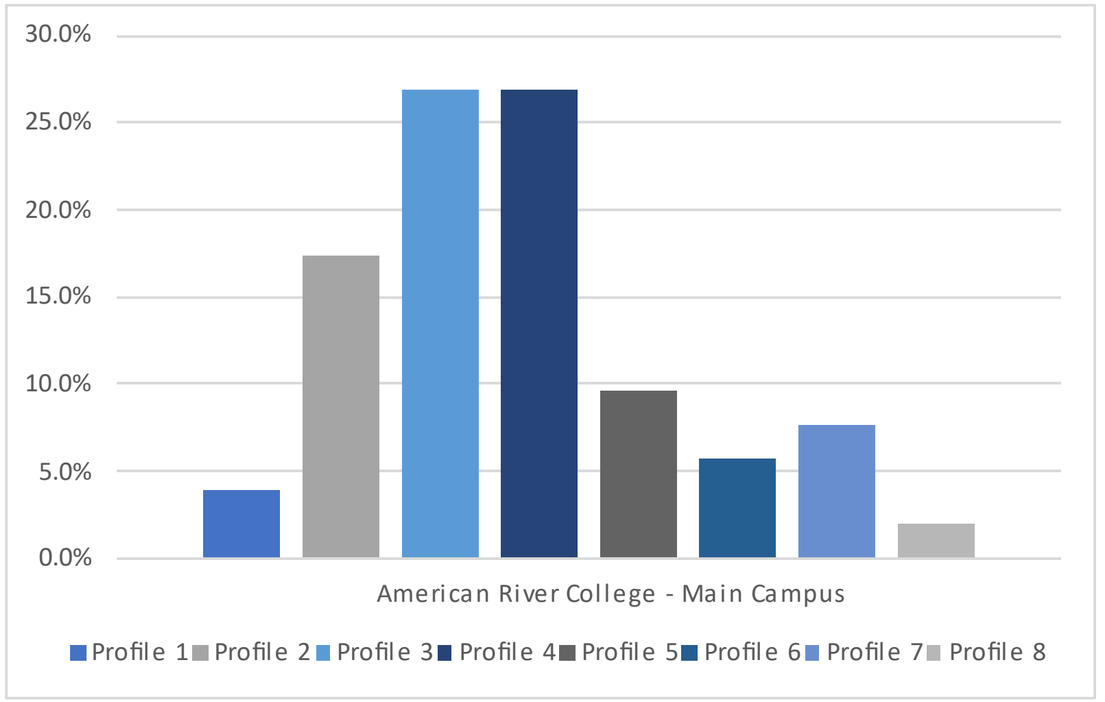
Level	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
Classified Professional	3.7%	16.7%	27.8%	27.8%	9.3%	5.6%	7.4%	1.9%
Note: Classified Supervisor results are not shown due to insufficient data								

Work Mode Profiles

By Location

The graph and table on this slide illustrate the distribution of work profiles by location. The blue cells indicate the predominant profile by location.

Note: the response rate was insufficient to provide data for Natomas Center and Sacramento Regional Public Safety locations.



Location	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
American River College - Main Campus	3.8%	17.3%	26.9%	26.9%	9.6%	5.8%	7.7%	1.9%
Note: Natomas Center and Sacramento Regional Public Saftey results are not shown due to insufficient data								

Work Effectiveness

By Department

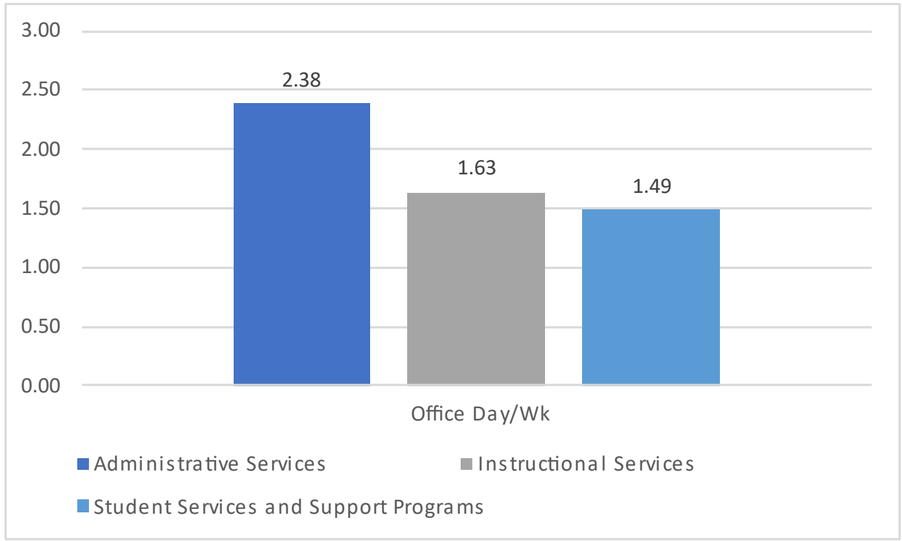
The tables on this page are based on aggregating data by department across all work mode responses to the question “where would you be most effective” office or home?

The data shows that in most instances team members believe from an effectiveness / productivity perspective there is less reason for alone work to be done in the office as compared to collaborative work and socialization. Data from Administrative Services appears to vary from the other two groups with a higher percentage of alone deep focus in the office and a lower percentage of collaborative sharing in the office. This is not typical and is likely due to low response rates for this Study.

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

The results from Instructional Services and Student Services and Support are similar. Administrative Services data indicates a higher need to be in the office.

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



Administrative Services	Effectiveness	
	% Home	% Office
Alone - deep focus	50.0%	50.0%
Alone - routine task	71.8%	28.2%
Collaborate - sharing	61.9%	38.1%
Collaborate - creating	0.0%	100.0%
Socialize	16.7%	83.3%
No response and no preference removed from calculations		

Instructional Services	Effectiveness	
	% Home	% Office
Alone - deep focus	77.9%	22.1%
Alone - routine task	78.2%	21.8%
Collaborate - sharing	48.4%	51.6%
Collaborate - creating	0.0%	100.0%
Socialize	25.0%	75.0%
No response and no preference removed from calculations		

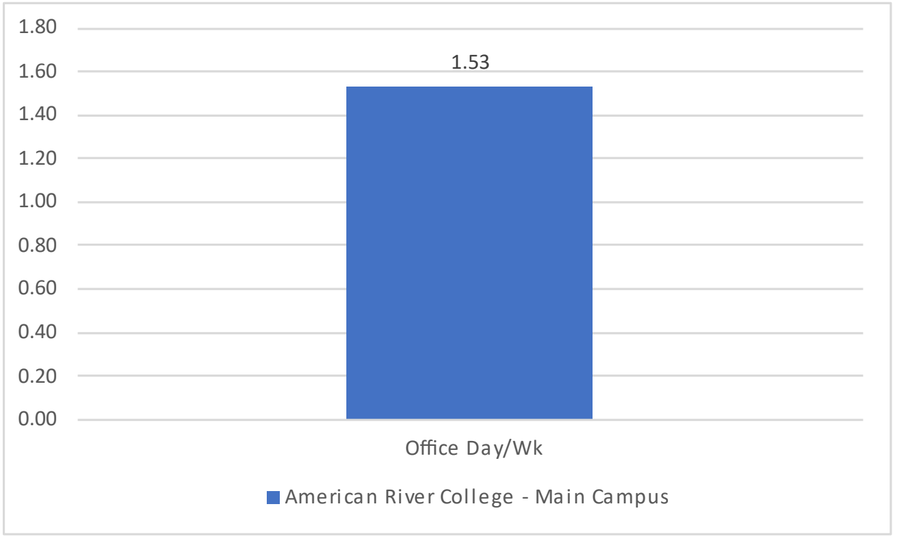
Student Services and Support	Effectiveness	
	% Home	% Office
Alone - deep focus	85.8%	14.2%
Alone - routine task	87.7%	12.3%
Collaborate - sharing	58.3%	41.7%
Collaborate - creating	41.9%	58.1%
Socialize	36.1%	63.9%
No response and no preference removed from calculations		

Work Effectiveness

By Location

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

Note: the response rate was insufficient to provide data for Natomas Center and Sacramento Regional Public Safety locations.



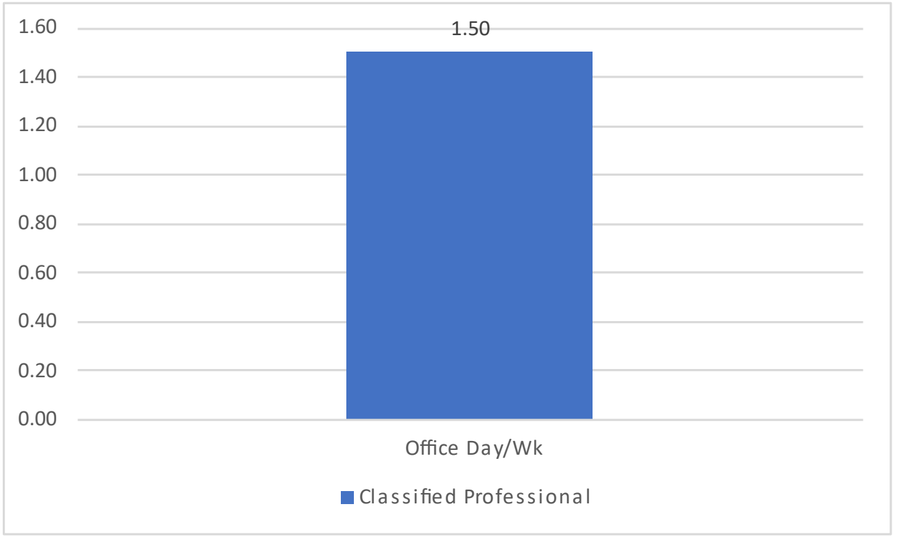
American River College - Main Campus	Effectiveness	
	% Home	% Office
Alone - deep focus	81.3%	18.8%
Alone - routine task	84.9%	15.1%
Collaborate - sharing	60.0%	40.0%
Collaborate - creating	40.3%	59.7%
Socialize	34.1%	65.9%
No response and no preference removed from calculations		

Work Effectiveness

By Level

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

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



Classified Professional	Effectiveness	
	% Home	% Office
Alone - deep focus	79.3%	20.7%
Alone - routine task	83.3%	16.7%
Collaborate - sharing	61.5%	38.5%
Collaborate - creating	44.8%	55.2%
Socialize	33.7%	66.3%
No response and no preference removed from calculations		

06. Appendix

Observation Key Findings

Observation Overview

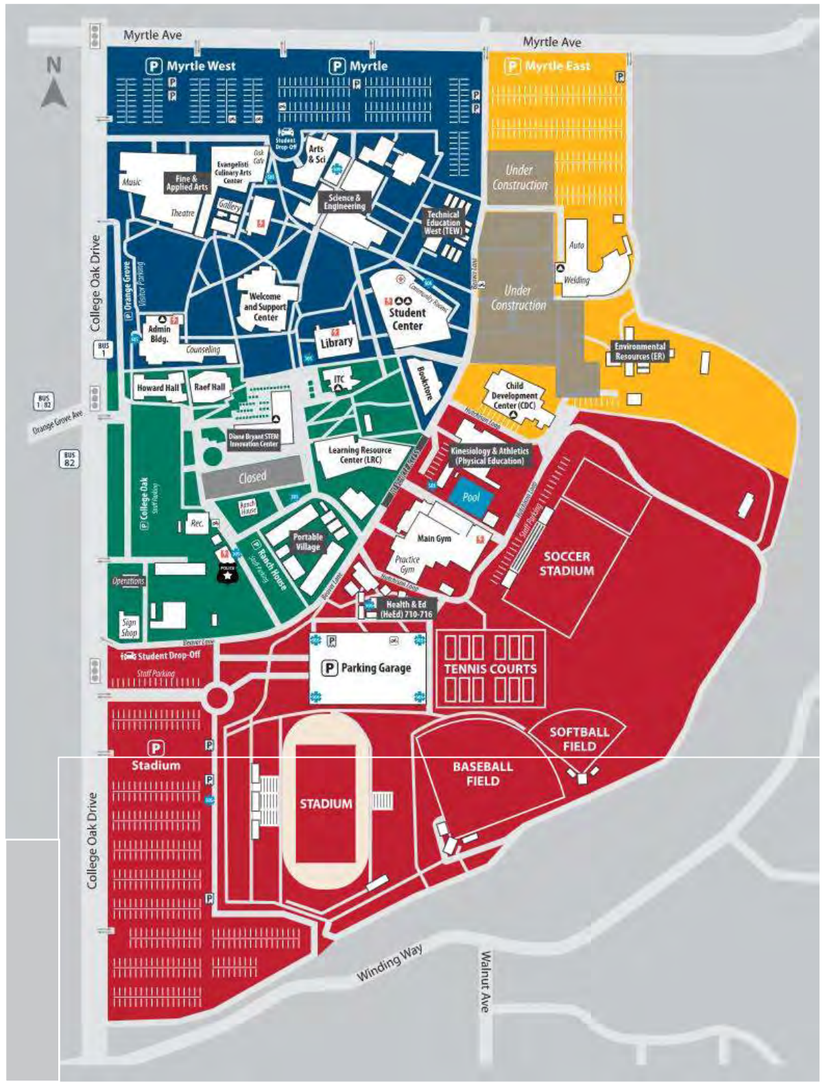
Intent + Overview

This section documents the results from Observation Study conducted by the Applied Research + Consulting team during the Spring semester of 2024 at ARC Main Campus and Natomas Campus.

The intent of this effort was to gain a firsthand understanding of the current state of spaces where learning and work happens, better understand how space is used and the relationship of spaces to one other. The observation effort included 17 Buildings/Portables including approximately 45 Classrooms, 6 Faculty Office areas, 7 Classified Professional work areas and the Natomas Center.

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

- Classrooms
- Faculty work areas
- Classified Professional work areas
- Student spaces
- Natomas Center



Observation Study Findings General

People are the Heart of the Campus

There is a palpable commitment to people – Students, Classified Professionals and Faculty – when on campus. This commitment is both demonstrated directly, through the celebration of people's roles and achievements and indirectly, through the wide range of services and support offered to individuals.

This observation is well aligned to the mission of ARC.

Food and Beverage Services and Amenities

Cafeteria and food/beverage services are open for limited hours and are not easily accessible on campus. Departments and HomeBases supply shelf stable snacks and beverages. Mini-fridges, kettles, microwaves etc. were observed in offices and workrooms across the Campus possibly in an effort to ensure easy access to these amenities outside of food service hours.

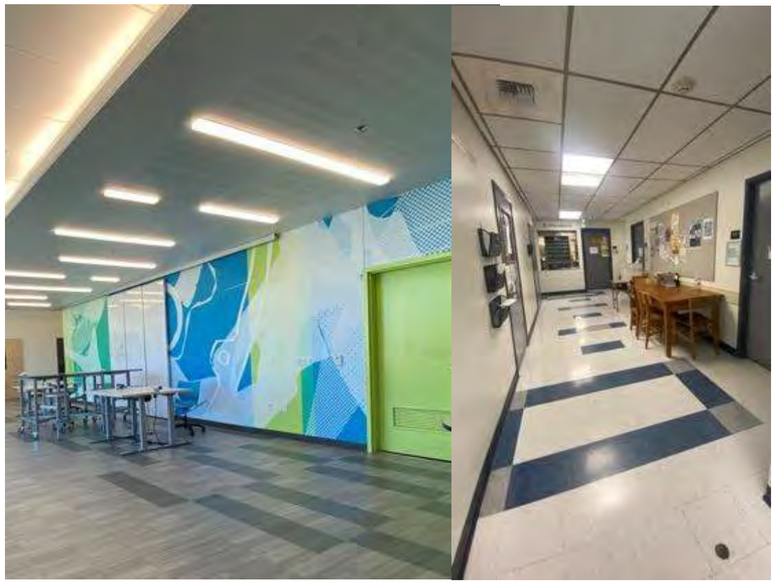
This limited access may result in Students not staying on campus for longer periods of time to study and work, and Faculty and Classified Professionals eating lunch etc. in their work areas.

Analog Communication

Analog appears to be the primary communication medium on campus. Bulletin boards hosting posters, flyers and event announcements were evident on most circulation paths. While this helps to create a sense of community and activity on Campus, these are not ideal as the primary source of information and communication.

With a high proportion of virtual Students, relying on printed analog communication methods may result in some Students not being able to access information in a consistent and reliable way.

Observation Study Findings General



Disparity of spaces

Many of the spaces across the campus provide a varied experience e.g., Student common areas, Classrooms, Classified Professional workspaces and Faculty offices. Some spaces are well lit, well ventilated and have good temperature regulation while others struggle with one or more of these issues.

There is also a great assortment of furniture components throughout campus. However, some are dated, less comfortable and less ergonomic than others.

Temporary becomes Permanent

Some Portable buildings, which were built to serve as a temporary solution to a space issue, have now been in place for decades. These buildings were observed in various stages of disrepair with issues ranging from inefficient ventilation and temperature control to broken window treatments and dated furniture.

Employing short term solutions over long term can signal inefficiencies and create a sense of a “less than” experience by those who utilize these spaces.

Navigating the Campus

Various methods of branding and signage were observed across campus. Ranging from professionally printed banners and maps to ad hoc paper signs, these are all intended to provide wayfinding for Students and visitors. However, the disparity can be confusing and promote feelings of impermanence. Specifically, Student Service programs are not always prominently advertised resulting in potential lack of awareness of what is available to Students.

Observation Study Findings General

Refresh + Respite

While the grounds of the ARC campus are well maintained and connect to nature, there is a general lack of wellness facilities across campus. Spaces where Students, Faculty, Staff and visitors can meditate or pray as well as spaces for nursing mother's, were not readily present or easily accessible.

Additionally, some features of the campus that could provide opportunities for rejuvenation are not clearly signed, e.g., the walking trail near Horticulture Department. Providing access to these types of spaces can help individuals in both their mental and physical health journeys.

Ebb and Flow on Campus throughout Semester

Activity levels on campus during the observation period, which was conducted on various days of the week, multiple times over a span of several months, ranged from very quiet to bustling. Higher attendance levels greatly impact the energy level on campus and contribute to a sense of community and connectedness.

It was observed that all buildings and spaces are continuously lit and heated/cooled regardless of attendance levels and in-person activities.

Community Artwork

There were many examples of inspiring, relevant installations of artwork in buildings and across the campus which adds visual interest and beautification to the campus experience. It also evokes feelings of inclusion – as many of the pieces are Student or Instructor designed and created.

Additionally, the existence of the James Kaneko and the Library Stairwell art galleries, demonstrate a commitment to the Arts, supporting ARC's mission "to encourage intellectual, personal and cultural development."

Observation Study Findings
Student Experience

HomeBases are Sought Out as a Destination

Each HomeBase has its own personality: some appeared cohesive and had newer furnishings, while others were more makeshift. This variation in the spaces may impact the quality of the Student experience.

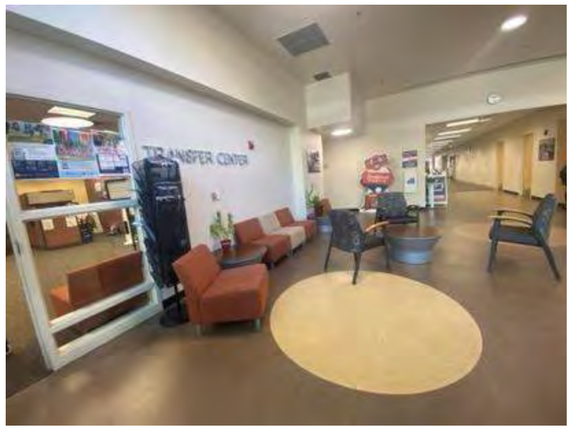
Students in the HomeBases were observed utilizing the lounge furniture, technology provided and enjoying the snacks and drinks offered.

Overall, these spaces appear to be used by Students as intended.

Underutilized Space

Many Student spaces on campus were observed to be vastly underutilized. For example, workstations and individual seating areas in the Library were mostly unoccupied and group study rooms were observed being used by one or two individuals, at most.

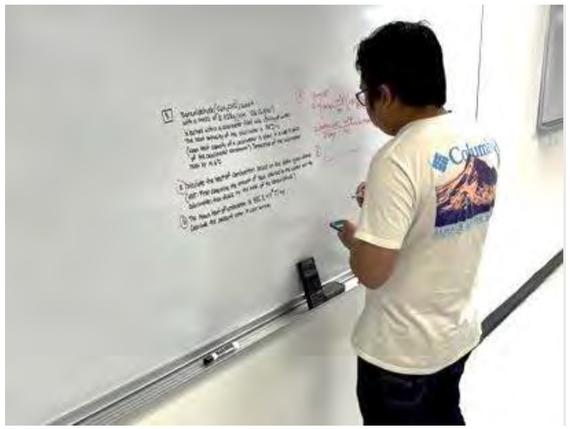
These study rooms were not well equipped with access to power or the ability to share digital content. Individual study carrels in the open areas of the library lacked visual privacy and did not include ergonomic seating. The workstations were often oriented with chair backs to the corridors which could lead to feelings of exposure and increased distractions while in use.



Spaces are Designed for a Moment in Time

Many Student Spaces, such as the Welcome Center, are designed to support the busiest times of the semesters.

The static design of these spaces does not adapt to the changing size of the Student population throughout the year. This results in the underutilization of these spaces and a feeling of low energy during less busy periods in the semester.



Active, On Ground Study Areas

Students seek study areas in close proximity to Classrooms and Faculty.

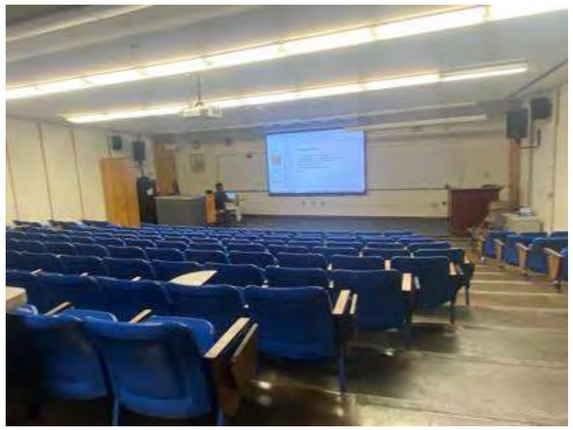
The study workspaces and whiteboards near Classroom areas (e.g. in the Chemistry building) were observed in use by Students. However, there were also some randomly placed study workspaces that appeared unused. Some of these lacked access to power which may be contributing to underutilization.

Observation Study Findings
Classroom + Learning Experiences

Keeping Up Appearances

Outdated and unused equipment (e.g., slide and overhead projectors) as well as mismatched furniture give the appearance of disorderliness in many Classrooms. Some of this extra furniture, it was noted, is there to accommodate the increased class size at the onset of the semester; however, observation was performed well into the semester, after class size had reduced and yet this furniture remained.

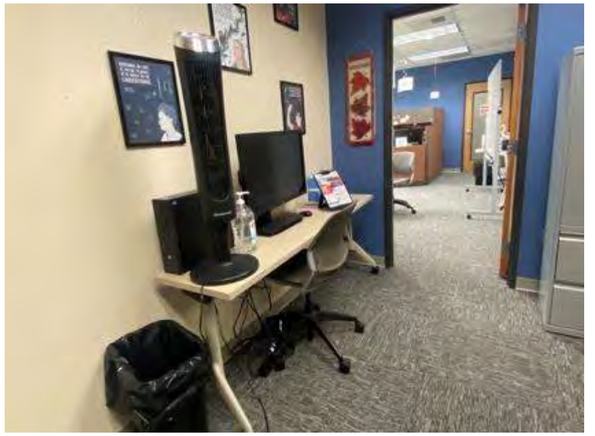
In many of the Classrooms in the Portables, broken and bent mini-blinds contribute to a sense of disrepair and neglect.



More than a Classroom

In addition to being used for teaching and learning, Classrooms were also observed being used by Faculty for office hours and ad hoc meetings with Students following class. These conversations are often an extension of the learning experience.

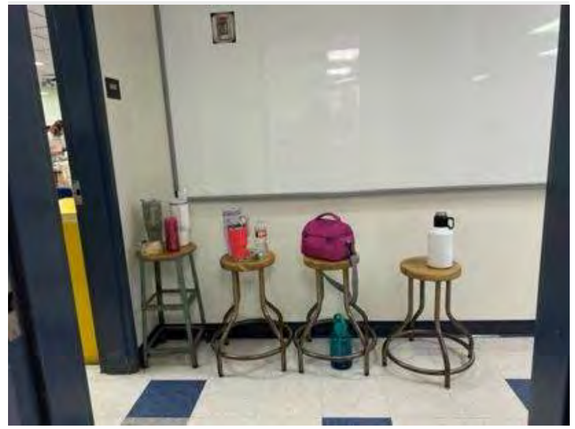
Students were observed working in Classrooms or labs outside of class hours; a practice noted as typically not being allowed. They were often utilizing workspace, supplies, or technologies they may not otherwise have access to. This demonstrates a potential unmet need.



Temperature Variation + Indoor Air Quality

During observation, there were noticeable swings in temperature from building to building and even between spaces within the same building. While some spaces in older buildings, e.g., the Portables, were generally warmer, even in newer buildings (e.g., STEM), there were extreme temperature variances depending on which side of the building you were on.

In some Classrooms (e.g. Chemistry labs) the ventilation appeared insufficient. Air purifiers and portable fans were observed in many Classrooms and offices to support these inconsistencies.

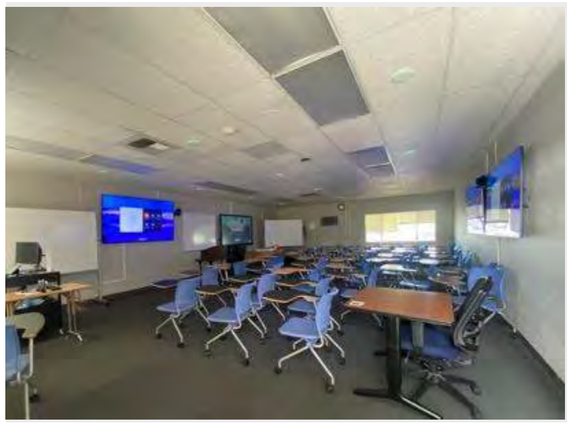


Student Access to Power + Storage

Many Classrooms and study areas observed lacked access to power for Student laptops, phones and other devices. Additionally, Students were often seen resting their bags, supplies and personal belongings on the floor due to a lack of convenient, accessible storage.

In the Chemistry building, where signage states food and beverage are not allowed in the Classrooms, lunch boxes and beverages were observed sitting on stools and the floor outside of the Classroom.

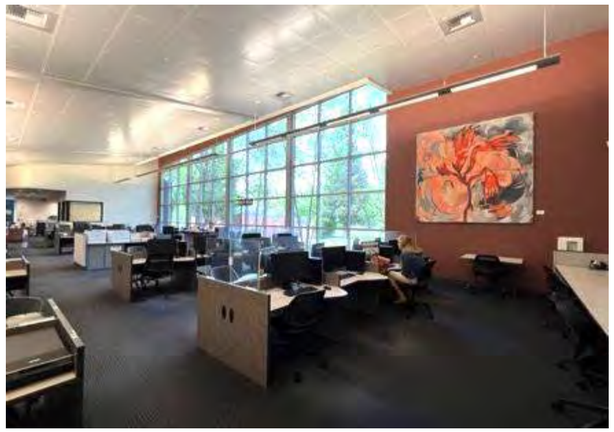
Observation Study Findings
Classroom + Learning Experiences



Room Setup + Accessibility

The furniture in the majority of Classrooms is setup to support lecture style learning which limits the interactions between Students and the Instructor. In newer Classrooms, where the furniture is more flexible and can support active learning, it is noted that these were not typically reconfigured and were not popular with Students (e.g. the triangular shaped desks in the STEM building).

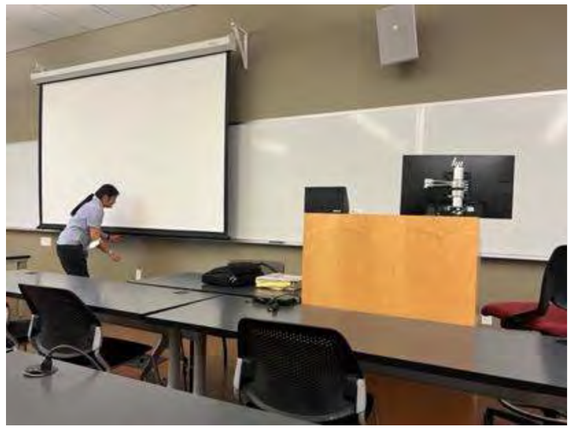
While the majority of the Classrooms observed provided at least one ADA accessible desk, these units often did not match the rest of the furniture in the space. This apparent aesthetic contrast, along with being placed apart from the rest of the desks, can create feelings of isolation.



Learning Resource Center

The Learning Resource Center (LRC) was observed in high use during the study. It offers several Student support services such as ESL and tutoring as well as amenities like computer labs and study rooms.

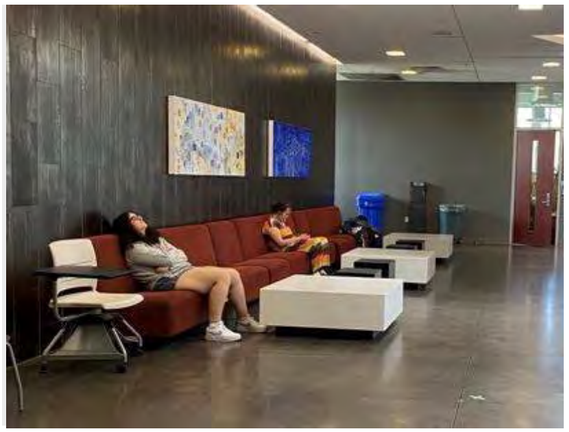
The building receives a lot of natural light from double story windows and skylights which make the study areas well lit and bright. Overall, the building appeared to well serve its target audiences.



Access to Information + Sightlines

During observation, some Student seating in Classrooms was discovered to have obstructed sightlines to either the Instructor, information being presented, or both. For example, one Professor shared she experienced difficulties with the Classroom desktop monitors which were mounted on the podium as they inhibited her ability to make eye contact with some of the Students.

Additionally, the nature of the shape of some Classroom made viewing the wall mounted whiteboards difficult. Student views in some seats were partially blocked by the drop-down monitor screen.



Supporting a Range of Postures

The majority of furniture observed on campus in Classrooms, study, social and dining spaces overwhelmingly consists of desk height tables and chairs. Occasionally standing height tables and stools were observed.

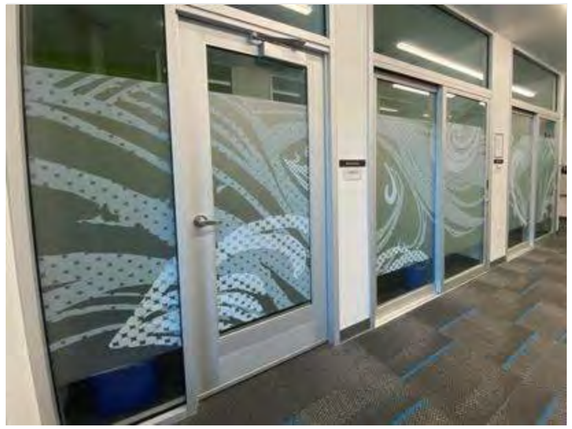
The few lounge settings noted, were in high use. Students were observed napping, resting and lounging. Power was not readily accessible near these lounge settings but if made available would likely encourage further use for studying and collaborating.

Observation Study Findings
Faculty Spaces

Moments of Gratitude + Celebration

Whiteboards in Faculty offices were used as tools for sharing information, celebrating milestones and passing along moments of gratitude. Sometimes the messages were outgoing for Students or colleagues, while other times, it served as a way for Students or colleagues to communicate back to Faculty.

With the transition to a more hybrid work style and the redistribution of Faculty around campus due to the Davies Hall closure, these whiteboards represent one way in which people have adapted to some of the challenges and are making the best of the situation.



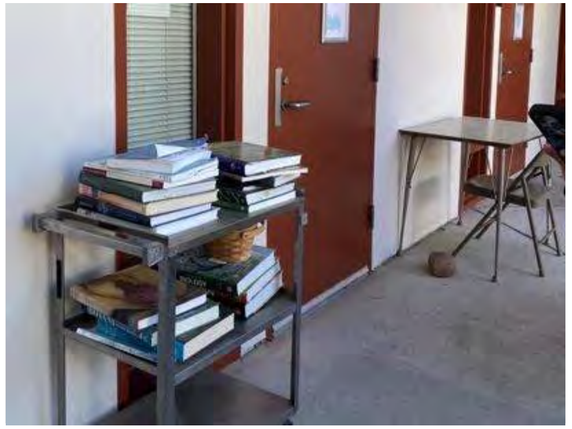
Office Occupancy

During the observation period, most Faculty offices were empty and locked. Having so many closed doors with lights off contributed to a sense of emptiness and feelings of low energy in the space.

Analog schedules are posted on office doors to communicate availability. During observation there were instances when schedules appeared out of date or inaccurate.

Classrooms as Extension of the Office

Faculty were observed holding office hours in the Classrooms – either before or after class. For some, this is due to the hands-on nature of the class (e.g. fashion and science labs) while for Adjunct Faculty it is because they don't have offices on campus. In either case, it makes the Professor more accessible to Students.

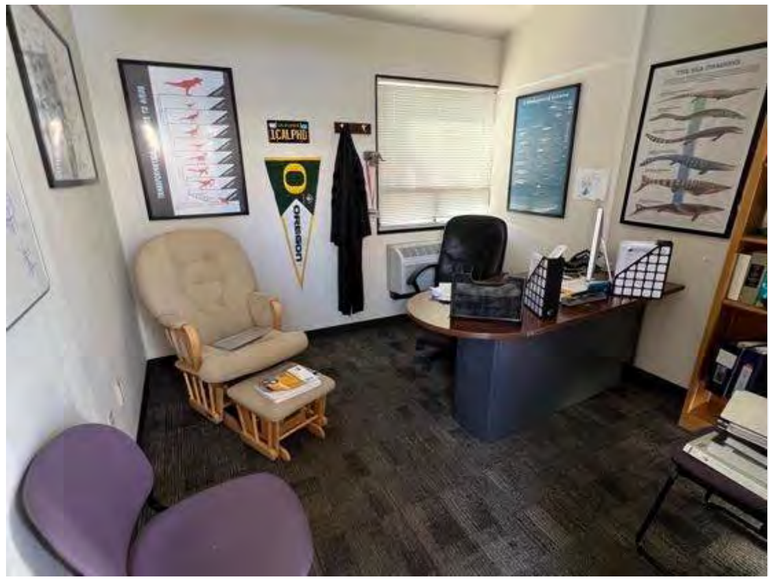


Ad hoc Welcome Areas for Students

Some Faculty offices have small tables, additional storage, and/or bookcases just outside of their offices. The tables were used to host books, materials or snacks for Students.

These examples of expanding one's assigned space into common areas (e.g. hallways, sidewalks, etc.) appear to be a workaround for lack of in-person connection and to create a welcome area for Students.

Observation Study Findings
Faculty Spaces



Personalization: Building empathy + connecting with Students

Many offices were observed displaying credentials and relevant personal artifacts, books and materials in an effort to connect with and relate to Students. Some offices achieved this in a more effective manner than others.

Bringing the Home to the Office

Several Faculty offices were observed utilizing non-standard furniture, storage, lighting and décor (e.g., window treatments). While these are attempts to personalize the space and bring comfort to the office owner, it can have the adverse affect for visitors.

Individual Storage

Many Faculty offices were observed with an abundance of materials, artifacts and paperwork. Often all available surfaces were being used to house storage making it difficult for the individual to have a clear space to work effectively.

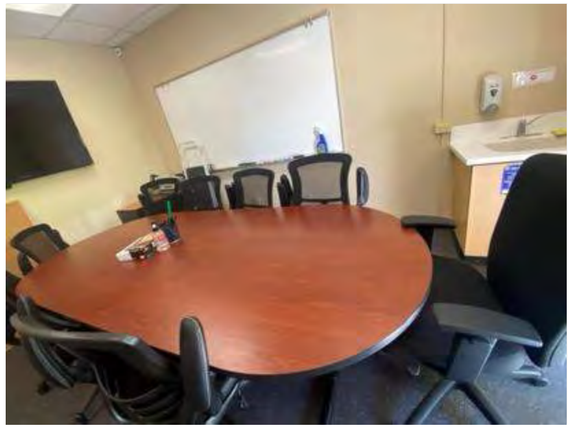
The volume of materials and storage within the office potentially makes it difficult to host visitors and conduct office hours with Students.

Observation Study Findings
Classified Professional Spaces

Ability to Connect with Colleagues

The design of many of the Classified Professional spaces are small and compartmentalized with limited social spaces to connect with colleagues. There are no centrally located coffee/nourishment bars within buildings. Departments and groups have refrigerators, microwaves, toaster ovens, etc. in their team areas to address this need.

Meeting this need within their own spaces, creates missed opportunities for connection across departments and teams for both colleague and Student interactions.



Harder Working Spaces

Several space types served multiple purposes (e.g., a meeting room/break room or a work/storage/break room). This doubling and tripling up of activities, results in each story activity not being well supported. Some adjacent outdoor spaces which may be appropriate to access during lunch or breaks were not observed being used by Staff.

Most meeting rooms were unused and empty during the Observation Study.

Storage Optimization

While most teams and groups have access to storage, the degree to which it is utilized greatly varies. Many storage units were observed half empty and/or appeared to store materials that had been accumulating over time. This results in storage areas feeling cluttered, disorganized and inefficient.

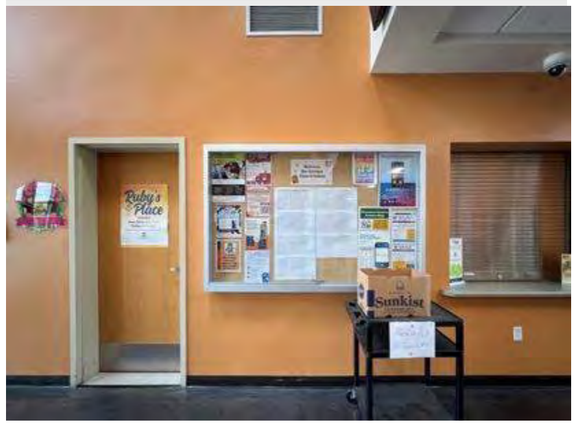
Due to increased needs, some groups are using non-traditional spaces for additional storage (e.g. private offices).

Evolving Work Processes

While some roles are becoming more centralized through the District and others are becoming more de-centralized (e.g., functional roles sitting in HomeBases) the spaces where these teams were previously located do not reflect these shifts.

In the Administrative building, for example, the Student walkup windows still exist even though they are no longer needed/used. This creates a feeling of low energy and isolation for building occupants.

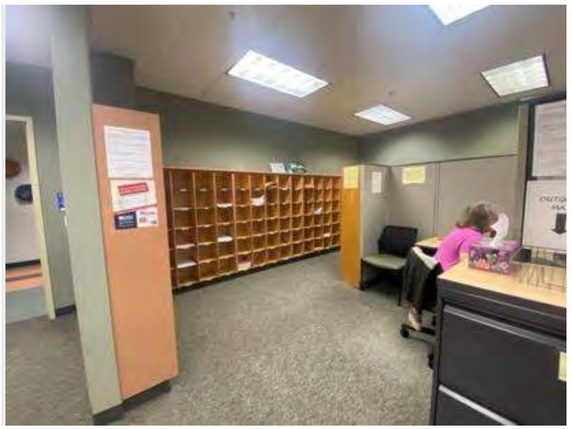
Observation Study Findings Natomas



HomeBase+

The Natomas building currently accommodates Classrooms, Faculty, Classified Professionals and Student Services. With its access to the Public Library, the High School and local shops and restaurants, it feels self-sufficient and exudes a strong sense of community.

Amenities were in close proximity and way-finding throughout this building was clear and convenient. This satellite campus feels successful in its implementation.



Shared Faculty + Staff Spaces

It was noted that only one office at Natomas is assigned. All other Faculty and Classified Professionals were observed sharing a communal workspace. This space serves as a workspace, breakroom, and supply/mail room. It was well maintained and observed in use by several individuals.

Directly adjacent to this space are two shared, reservable conference rooms – for use by Faculty and Classified Professionals for meetings or other private/focus work. It was noted that this model operates effectively for Natomas.

Community Pride

All spaces observed on the Natomas campus were clean, orderly and well maintained.

It was noted that this may be due in part to the smaller scale of Natomas and the fact that all spaces are shared. Faculty and Classified Professionals seem to feel a sense of pride in the spaces and therefore “do their part” in keeping it up to standard.

Classrooms

There are two styles of Classrooms at Natomas: Lecture and Computer Labs. The furnishings in both were modern, well maintained and provided a consistent aesthetic.

However, the layout of some Classrooms made viewing digital content on drop-down projection screens difficult.

06. Appendix

Workshop Key Findings

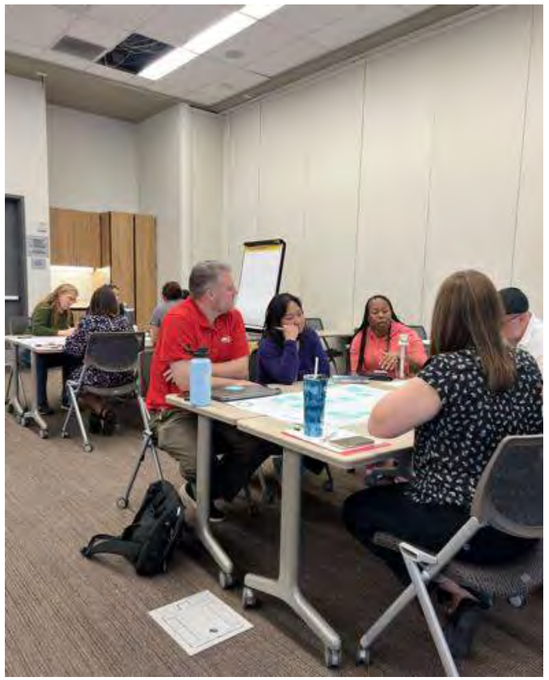
Workshops Overview

Intent + Overview

This section documents the results from workshops conducted with key stakeholder groups at American River College by the Applied Research + Consulting team during the Spring semester of 2024. A total of seven workshops were held and included two sessions with Students, two sessions with Classified Professionals and three sessions with Faculty, including one session with Faculty who previously were located in Davies Hall.

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

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



Student Workshops

Overview

Two workshops were conducted in the Center for Leadership and Development on April 17, 2024 with a total of 23 students participating. These workshops were intended to further engage Students in the discovery process and to better understand their perspective of the campus experience at American River College (ARC).

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

The image on the right highlights the words shared by Student participants in the workshops to describe the **ideal future learning experience**. The larger words were mentioned in both workshops.

Above is the list of words shared by participants to describe the **ideal future learning experience**. The larger words were mentioned in both workshops.

Student Workshops

Key Findings

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

Learning Experience

Both Student groups shared a preference for hands on, in person learning. Some Students mentioned a desire for more active learning classrooms in place of traditional rows of desks to better facilitate group work, create equitable experiences and encourage more interaction with Faculty. Students expressed feelings of presence disparity for online/asynchronous classes.

Communication

Most workshop participants shared they obtain information about events and opportunities through the Student newsletter, by word of mouth or in HomeBases. However, participants commented that Students lack awareness of how to effectively access information. Barriers such as which side of campus you park on and walk from, who you know, and social media presence affect how they learn about opportunities.

Community + Support

Students are seeking a strong community environment where they will be authentically accepted and upheld. Study groups, HomeBases and the Unite Center were a few examples of how Students feel they can connect and support one another. Students commented there is confusion around navigating available services and finding out how to access them, comparing it to a labyrinth and a treasure hunt.

Infrastructure

Students shared concerns over parking, access to public transit and amenities. Parking garages and lot closures cause disruption and disorientation. Students also shared frustration with food services on campus including limited hours, high food costs, instances of cross contamination (resulting in allergic reactions), as well as a lack of dietary and religious food options (e.g. Halal, vegan, Kosher, etc.).

HomeBases

While some Students reported utilizing HomeBases frequently, at least one participant did not know they existed. Those who use these spaces shared they enjoy the complimentary snacks and printing services. One Student suggested centralizing all HomeBases to help build community, while others liked having them near their department classrooms and Faculty. All agreed HomeBases should advertise more information about who they are, and the services offered.

Wellbeing

Students shared a strong preference for more comfortable lounge furniture on campus, in both study and social spaces. A desire for a fitness center, denoted walking paths/hiking trail access, and outdoor spaces that encourage and support physical fitness were some of the many ideas shared by Students to help address wellness on campus.

Diversity, Equity + Inclusion

Students spoke about a need for gender neutral bathrooms on campus. Additionally, more meditation/prayer rooms would also be appreciated and utilized. Students also shared difficulties experienced by disabled Students and visitors particularly regarding parking and building access.

Student Achievement

Workshop participants are proud to attend college (several are first generation college attendees for their families) but shared the difficulties they experience along the way. Many Students reported instances of near missed opportunities and frustrations in learning about and locating services and benefits that might be available to them (e.g. Financial Aid, scholarships, counseling, etc.).

Faculty Interactions

The majority of workshop participants shared a preference to be in person for learning and interacting with Faculty. Students expressed frustrations with asynchronous classes and feelings of being “left behind” due to the challenges it can create in communicating with Instructors. One Student shared feeling awkward about scheduling a Zoom for office hours, particularly if she only has one question, and admitted to often foregoing reaching out due to this, resulting in missed opportunities for connection.

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.

Student Workshops

"Most students **stay** in their **designated areas**, so I learn by going to different areas of campus to see/hear what's going on. We give tours here and it's amazing how many students will say 'I didn't know we had this.' We should be **encouraging students to explore** all of campus."

Quotes from Students during the Workshop

"The longer you are here [at ARC] the harder it is to **graduate.** There are a lot of **barriers.**"

"When an Instructor knows how to **captivate and engage** with students, it really makes a difference. It **can be difficult** to remain on topic **in bad learning environments.**"

“The **cafeteria closes early**. Even if people want to stay [on campus] longer, **you have to leave because you’re hungry**.”

“Typically, in classrooms, we have **rows of chairs** and people just hide out in the back, but I **love** the idea of a more **active/engaged learning environment**.”

Quotes from Students during the Workshop

“I chose the **lounge chairs** because you kind of need that here [on campus] to find a **space to chill out** for a while. If you're going to hang out after class, having **comfortable places to sit** would be better than some of the stuff they’ve got sitting around.”

Classified Professionals Workshops

Overview

Two in-person workshops were conducted with representatives from Classified Professionals: one session was held on April 3rd with 21 participants and the other on April 4th with 18 participants.

These workshops were intended to further engage Classified Professionals in the discovery process, to better understand their perspective on the current experience at American River 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 Professionals workshop participants to describe the **ideal future work experience**. The larger words were mentioned in both workshops.

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

Above is the list of words shared by workshop participants to describe the **ideal future work experience**. The larger words were mentioned in both workshops.

Classified Professionals

Key Findings

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

Meaningful Connections and Interactions

Workshop participants value connections with their colleagues and interactions with Students. They hope for more opportunities to work with other departments and to connect informally with colleagues. They recognize the importance of maintaining strong relationships both in person and online to support Student demand.

Impact of Hybrid Work on Student Services

Hybrid Work has been embraced and participants believe it has positively impacted how they support Students. Shifts in demand for in-person and/or online support can be responded to more flexibly. They believe demand for in-person support will increase as more Students return on-ground but expect online support will still be required.

Infrastructure Maintenance

There is a sense of frustration and belief that the current infrastructure is not keeping up with the changes in work process e.g., delays in infrastructure improvements and addressing safety concerns across the Campus.

Effective Communication

Workshop participants expressed the need for more transparent communication in the future. They highlighted several areas of potential improvement to increase transparency and awareness among employees and across departments e.g., the high volume of emails leads to missed communications; the current website is difficult to navigate for both Employees and Students.

Process Improvement

Workshop participants commented that many processes have been updated to support the shift to online working and learning. However, they hope for more a proactive response to changes required for the future rather than a reactive response, especially in the areas of onboarding, training and professional development.

Promote Work-Life Balance + Wellbeing

Classified Professionals value work-life balance and flexible schedules. They hope for an equitable hybrid program and continued autonomy over time and presence in the office.

Student-Centric Approach

There is a desire for an environment where every Student thrives but there is a concern that the pre-pandemic approach will not adequately support the demands of a new generation of Students. They hope that class schedules will prioritize Student demand for mixed modalities and ensure equitable considerations for disadvantaged students when deciding between online or in-person education.

Support and Resource Enhancement

Classified Professionals feel that recent employee turnover has negatively impacted some services and departments. They emphasized the need for additional staffing and resources, particularly in IT positions and Student Services e.g., increased demand for Interpreters / Translators and Counsellors.

Classified Professionals Workshops

Exercise 1
Values Framework

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

Value

TREASURES

- Hybrid work blending on ground and online
- Community built through social engagement, teamwork, and effective communication
- Meaningful connections among students and colleagues
- Balance of in-person and online Student interactions
- Dedicated, individual workspaces
- Autonomy over time and presence
- Work-life balance
- Ability to rejuvenate

HOPES

- Effective communication, leadership collaboration, and clear direction
- Supportive work environment with opportunities for growth, consistency, and flexibility
- Work-life balance and flexible schedules, including campus closure on Fridays
- Website clarity and accessibility for easier navigation
- Support for language diversity and Student accessibility
- Additional staffing and resources, including increased IT and Student services staffing
- Expedited hiring process and comprehensive technology training for new staff

Have — Don’t Have

TRASH

- Complex hiring and acquisition processes
- Deficient onboarding and training processes for new hires
- Challenges managing organizational changes effectively, including management transitions and program implementations
- Deficient communication, including late responses + anonymous emails
- Hostility and disregard for staff expertise and feedback
- Lack of transparency and resistance to change
- Inadequate workspace for students and inequitable office setups
- Inflexible work schedules and micromanagement of productivity
- Insufficient support, resources, spaces and amenities

FEARS

- Insufficient communication, especially with rapid organizational changes
- Scheduling practices which prioritize Faculty convenience over Student needs
- 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 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 bad morale

Don’t Value

Classified Professionals Workshops

Exercise 2
Foundational Pillars

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

The results indicate general alignment between Classified Professionals Workshop Groups and ARC Executive Team on the ranking of the Foundational Pillars Success Rates, College Community and Communication.

The Foundational Pillar Flexibility + Balance is ranked higher in priority by Classified Professionals (no 3) than ARC Executive leadership (no 7). This likely reflects the focus at this moment on the desire to work from home more often and the perceived inequities around the current hybrid policy.

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

FOUNDATIONAL PILLARS	ARC Executive Team	Classified Group 1 In-person	Classified Group 2 In-person	Faculty Group 1 In-person	Faculty Group 2 Online	Davies Hall Project Team Online
Success Rates	1	1	4	2	3	3
College Community	2	2	1	1	1	1
Communication	3	5	2	7	5	2
Learning + Development Flexibility	4	6	8	5	7	7
Campus Experience	5	7	6	3	6	5
Innovation	6	4	7	6	2	6
Flexibility + Balance	7	3	3	4	4	4
Work Experience	8	8	5	8	8	8

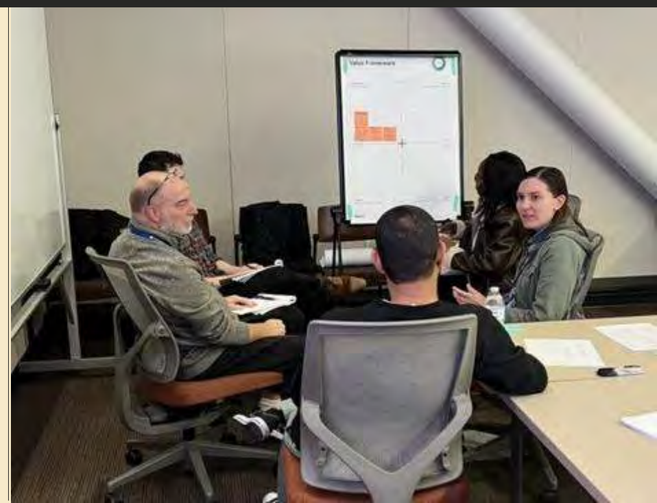
Classified Professionals

“There is **miscommunication** and **missed communications.** With the volume of emails, sometimes you miss important information or updates.”

“We need better **infrastructure** for hybrid…currently we find ways to **make it work**.”

“People schedule without thought. You have people grabbing classrooms **without thinking about the Student** [experience]”

Quotes from Classified Professionals during the Workshops



Faculty Workshops

Overview

Two workshops were conducted with representatives from Faculty: one in person workshop on April 16th with 8 participants, and one virtual workshop held on April 19th with 8 participants.

The intent of these workshops was to further engage Faculty in the discovery process, to better understand their perspective on the current experience at American River College and to explore what would be valued in the future.

Three exercises were conducted to capture feedback from Faculty: Ranking of the Foundational Pillars, identifying Barriers/Enablers to achieve Ideal Instructional Modalities, 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 learning and work experience**. The larger words were mentioned in both workshops.

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

Above is the list of words shared by participants to describe the **ideal future learning and work experience**. The larger words were mentioned in both workshops.

Faculty Workshops

Key Findings

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

Focus on Student Success

Faculty highly value their relationships with Students with a preference for in-person interactions. They expressed gratitude for the many services offered to Students as well as the Classified Professionals that support them (e.g. HomeBase Staff).

Importance of Connection

With the closing of Davies Hall, the importance of connection and community has been emphasized. Faculty value collaborating with colleagues and Students and appreciate having spaces in which to meet and mentor. Proximity and access are important to Faculty.

Lack of Trust

Faculty described decision making at ARC as “top-down” and believe there is a lack of transparency. They shared instances of territoriality and feel they are often pitted against one another for resources. The Davies Hall experience appears to have negatively impacted trust among a number of Faculty members.

Improving Equity + Inclusion

Faculty are looking to offer greater access to programs and events by providing additional interpretive services (e.g. ASL) so more Students have the opportunity to participate. Faculty believe departments and groups are siloed and acknowledge there is a benefit to all for more sharing of best practices across disciplines.

Creating Successful Online Experiences

With the increase in online instruction, additional time is often required to prepare and Faculty fear work creep. They shared examples of having to “chase enrollment” to ensure an in-person class and expressed frustration over online cheating. Faculty would value working with an Online Curriculum Coordinator or similar expert resource to provide training in digital course design and teaching .

Fear of Temporary becoming Permanent

There is a palpable fear from Faculty that the temporary Davies replacement strategy will become permanent. Faculty is concerned the look and feel of the portables does not convey an appropriate collegiate experience for existing and prospective Students and Staff.

Infrastructure

Faculty expressed concerns about facilities and infrastructures. They desire more modern, flexible spaces for learning environments and events, and the tools, technology and equipment to support both on ground and online modalities. Faculty also expressed a desire for better mass transit access.

Processes + Enhancing Efficiencies

Faculty expressed concerns over Students struggling to find appropriate resources and discussed ways to simplify processes for Students. Faculty feel the campus is hard to navigate and believe new Students might benefit from an enhanced on-boarding process.

Resources + Amenities

Faculty voiced concerns over a lack of faith/prayer spaces as well as food options for the diverse religious populations. Faculty wish to ensure there remains space for Student clubs and groups to meet on campus. Faculty would like to see food service and resources available on campus in the evenings.

Faculty Workshops

Exercise 1
Foundational Pillars

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

The ranking of the Foundational Pillars for each workshop session is shown to the right.

Participants from each Faculty workshop discussed how the loss of Davies Hall has furthered the desire to strengthen College Community. Group 1 participants also mentioned how proximity to colleagues allows for faster decision making.

During discussion about why Work Experience ranked lowest, participants expressed concern about the statement “entice and increase in-person presence” in the definition. Flexibility + Balance was ranked higher indicating preference for “choice and control over where work is done and how to connect with Students.”

Flexibility and Balance was ranked higher in priority by Faculty (no 4) than ARC Executive Team (no 7). This likely reflects the continued interest in hybrid and work from home.

FOUNDATIONAL PILLARS	ARC Executive Team	Classified Group 1 In-person	Classified Group 2 In-person	Faculty Group 1 In-person	Faculty Group 2 Online	Davies Hall Project Team Online
Success Rates	1	1	4	2	3	3
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Communication	3	5	2	7	5	2
Learning + Development Flexibility	4	6	8	5	7	7
Campus Experience	5	7	6	3	6	5
Innovation	6	4	7	6	2	6
Flexibility + Balance	7	3	3	4	4	4
Work Experience	8	8	5	8	8	8

Faculty Workshops

Exercise 2
Barriers/Enablers to achieve Ideal Instructional Modalities

The intent of this exercise was to discuss and align on the optimal blend of time spent on ground versus online, in the future, for Student success. Participants were also asked to discuss the enablers and barriers to achieve this percentage of time. This activity was done in two small groups.

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.

Modalities	**Pre-pandemic**	**Current State** (from ARC)	**Exercise Results: Future State Group 1A**	**Exercise Results Future State Group 1B**
Online	10%	45%	40%	30-25%
On Ground	90%	55%	60%	70-75%

Group 1B participants represented departments with higher on ground presence due to program requirements.

Discussions in both groups indicated a preference to shift future modalities to higher percentages of on ground instruction.

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

- Student life circumstances
- General resistance from Students and Faculty
- Time and cost of commute
- Lack of services and amenities for evening classes

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

- Online instruction fatigue
- Offering Students safe, supportive spaces (e.g. HomeBases)
- Providing resources + amenities
- Hands-on experiential learning opportunities

Faculty Workshops

Values Framework Exercise

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

Value

TREASURES

- Faculty Collegiality
- Focus on Equity
- Focus on Student Success
- HomeBases
- Student support services
- Authenticity
- Active learning
- Dedicated classrooms
- Student study spaces

HOPES

- Modern, updated facilities, technology and tools
- Translators/language access
- Improved resources and amenities (e.g. evening food service)
- Continued in-person work with Students
- Increased Student clubs + events
- Fully built out + staffed HomeBases
- More easily navigable Campus
- Better access to mass transit
- Online instruction support
- On-boarding for new students
- Better communication
- Single-person office

Have — Don’t Have

TRASH

- Top-down decision making
- Territoriality
- Fighting over resources
- Chasing enrollment
- Online cheating
- Poor communication
- Isolated and disconnected spaces
- Department silos
- Shared Faculty offices
- Overscheduling

FEARS

- Work creep
- Permanent portables
- Lack of transparency
- Non-tenure track hiring
- Subpar infrastructure
- Poor communication
- Losing students
- Shared offices
- Losing dedicated classrooms

Don’t Value

Faculty

"Students and Faculty **shouldn't have to worry** about whether the ceiling will fall apart when it rains…**some buildings shouldn't exist anymore**."

Quotes from Faculty during the Workshops

"I was in Davies Hall, now our department is scattered…that **locality and proximity** used to help so much in **speeding up decision making**."

"If we are talking about the Facilities Master Plan we need to build [classrooms] around the **HomeBases**…that would make a big scary campus feel more **welcoming**."

Davies Hall Project Team

Overview

A workshop was conducted with members from the Davies Hall Project Team on April 26th 2024. Included were seven Faculty members who had previously been based in Davies Hall, along with Derrick Booth, Margaret Lednicky and Lori Shull.

The intent of this session was to engage the Davies Hall Project Team in the discovery process, better understand their perspective on the past Davies Hall experience, their current experience and to explore priorities, concerns and what would be valued in the future.

Two exercises were conducted to capture feedback from this Team: ranking of Foundational Pillars and the Values Framework. The results and feedback are shared in this document.

The image on the right highlights the words shared by Davies Hall Project Team workshop participants to describe the **ideal future learning and work experience**.

A summary of the feedback and key themes from the workshop with Davies Hall Project Team are provided in this section of the report.

Above is the list of words shared by participants to describe the ideal future learning and work experience.

Davies Hall Workshop

Key Findings

Common themes emerged from Davies Hall Faculty regarding their past, current and ideal future experience at ARC.

Loss of Community

Faculty stressed the importance of maintaining connections with colleagues and building community with Students. Top of mind for Faculty is the loss of community and the challenges of maintaining connections to Students while currently spread across campus.

Lack of Trust

Faculty expressed fear that their feedback is not being heard by decision-makers. Participants also voiced concerns that their needs will not be addressed.

Proximity + Access

Faculty value in-person and quick access to colleagues, classrooms, and resources to best assist Students.

Space to Focus

Faculty commented that a lot of their work requires individual focus. They expressed a strong desire for spaces to support these quiet and heads-down activities.

Standard Infrastructure

There is a concern that the current infrastructure in the Portable Village provide less than optimal learning experiences e.g., ventilation, acoustics, facilities, furnishings and equipment.

Inspiring Destination

There is a desire to ensure American River College is a destination campus with inspiring and innovative experiences and spaces for Students and Faculty.

"The strength of **Davies Hall** was that all the **Faculty offices** were on the third floor, and everyone left their doors **open**... you could go up and down the hall. Without the **community**, it all falls apart.."

"Whatever we say, or are told, cannot just be **lip service**."

"My son will be attending next year as a freshman. I **fear** that he/or any Student will feel like the **portables** aren't up to the **standards of other colleges**."

Above are quotes from Faculty during the Davies Hall Workshop. They reflect the themes from the discussions.

Davies Hall Workshop

Exercise 1
Foundational Pillars

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

The ranking of the Foundational Pillars for each workshop session is shown to the right. The results for the Davies Hall Project Team are consistent with the results from the other two Faculty Workshop Groups (which are detailed earlier in this section).

During the discussion, participants commented on the importance of having a strong community and how it positively impacts both Student and Faculty experience. The closure of Davies Hall and feelings of isolation, while being spread across the campus, have highlighted the value of a strong, connected community.

Flexibility and Balance was ranked higher in priority by Faculty (no 4) than ARC Executive Team (no 7). This reflects the continued interest in hybrid and work from home by Faculty.

FOUNDATIONAL PILLARS	ARC Executive Team	Classified Group 1 In-person	Classified Group 2 In-person	Faculty Group 1 In-person	Faculty Group 2 Online	Davies Hall Project Team Online
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Flexibility + Balance	7	3	3	4	4	4
Work Experience	8	8	5	8	8	8

Davies Hall Workshop

Exercise 2 | Values Framework

The exercise is intended to capture elements of the ARC learning and work experience that Faculty treasure, want to trash, hope for, and fear in the future.

Value

Have

Don’t Have

Don’t Value

TREASURES

- Students have quick and easy access to professors
- Access to resources to be able to guide Students quickly
- Space to focus

HOPES

- Proximity to Students, resources, classrooms, and colleagues
- Good ventilation
- Access to a covered area similar to Howard Hall where Students can sit, work together or do homework before and after class
- Focus spaces for Faculty
- Ability to quickly access other colleagues
- A space that allows for innovation and inspiration for both Students and Faculty

TRASH

- Displaced class locations – being spread out over campus
- Time spent moving supplies across campus
- Overcrowded classrooms in portables
- Environments not conducive to group work
- Noise transfer

FEARS

- Students will not find ARC as a destination campus anymore
- Students will be in portables that are not up to the standard of other colleges
- Moving to online classes as a solution to solve the space issue
- No one asking “What should a classroom look like“
- Promises that are not kept, voices not being heard, and being paid lip service
- “Hybrid" (and utilization study results) will be used as justification for not replacing Davies Hall classrooms and offices

06. Appendix

Space Utilization Survey Key Findings

Overview

Introduction

This section contains an overview of **Key Findings** from the Survey conducted for Students, Faculty, and Classified Professionals from March 28th to April 22nd 2024. The survey measures perspectives about the **current experiences** and **patterns** on campus, online, and in classrooms.

Sampling was not employed, and the response levels were:

62.1% for Faculty
(215 of 346 Faculty responded)

86.5% for Classified Professionals
(211 of 244 Classified Professionals responded)

The invitation was sent to all Students, and there were **117 responses**, representing a low response rate; however, sufficient responses were received for the data to be usable.

A detailed report documenting the Experience Survey results is in a separate PDF titled "**Space Utilization Study: Experience Survey Report**."

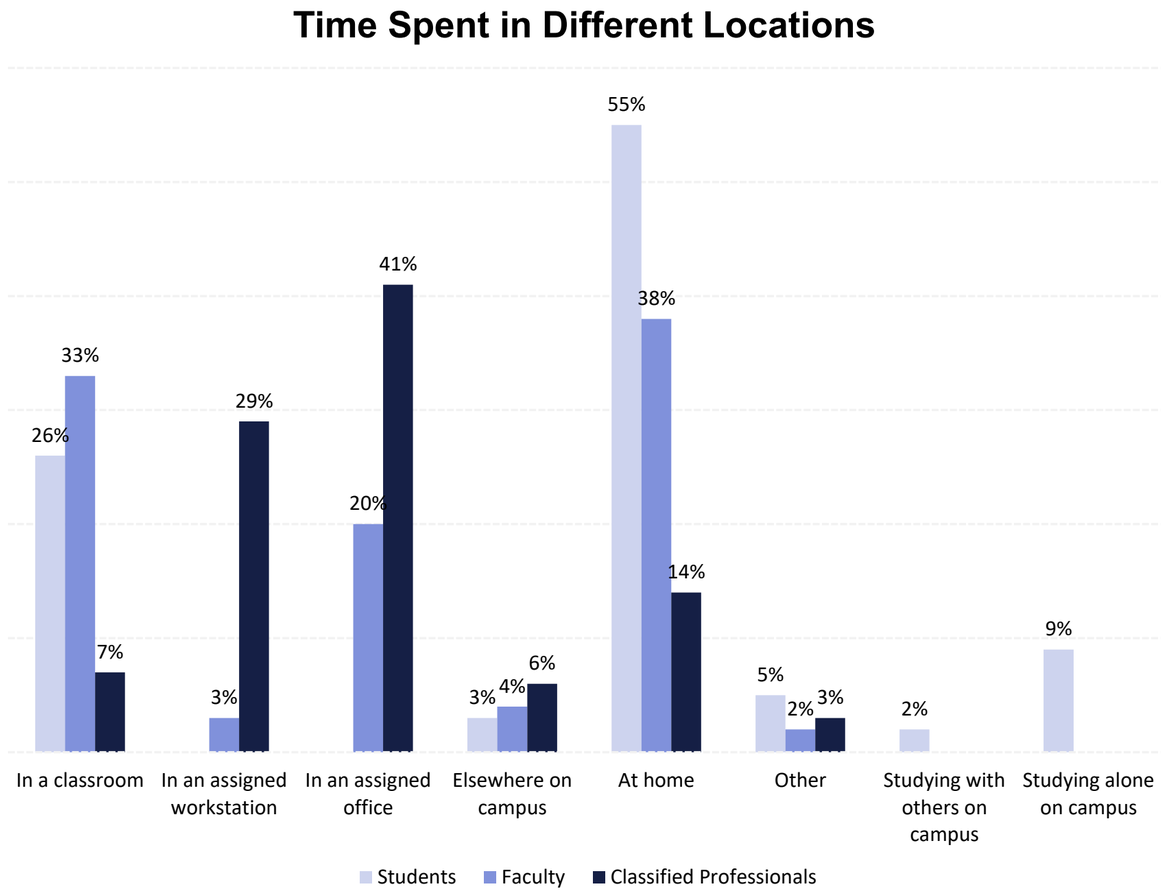
Students, Faculty, and Classified Professionals

Time in Locations

Workplace
Classified Professionals spent 70% of their time in an assigned workstation or office, and Faculty spent 23% in an assigned workstation or office.

Home
Students spent the most time at home, 55%, while Faculty spent 38%, and Classified Professionals spent the least, 14%.

Classroom
Time spent in classrooms was the second highest for both Students (26%) and Faculty (33%).



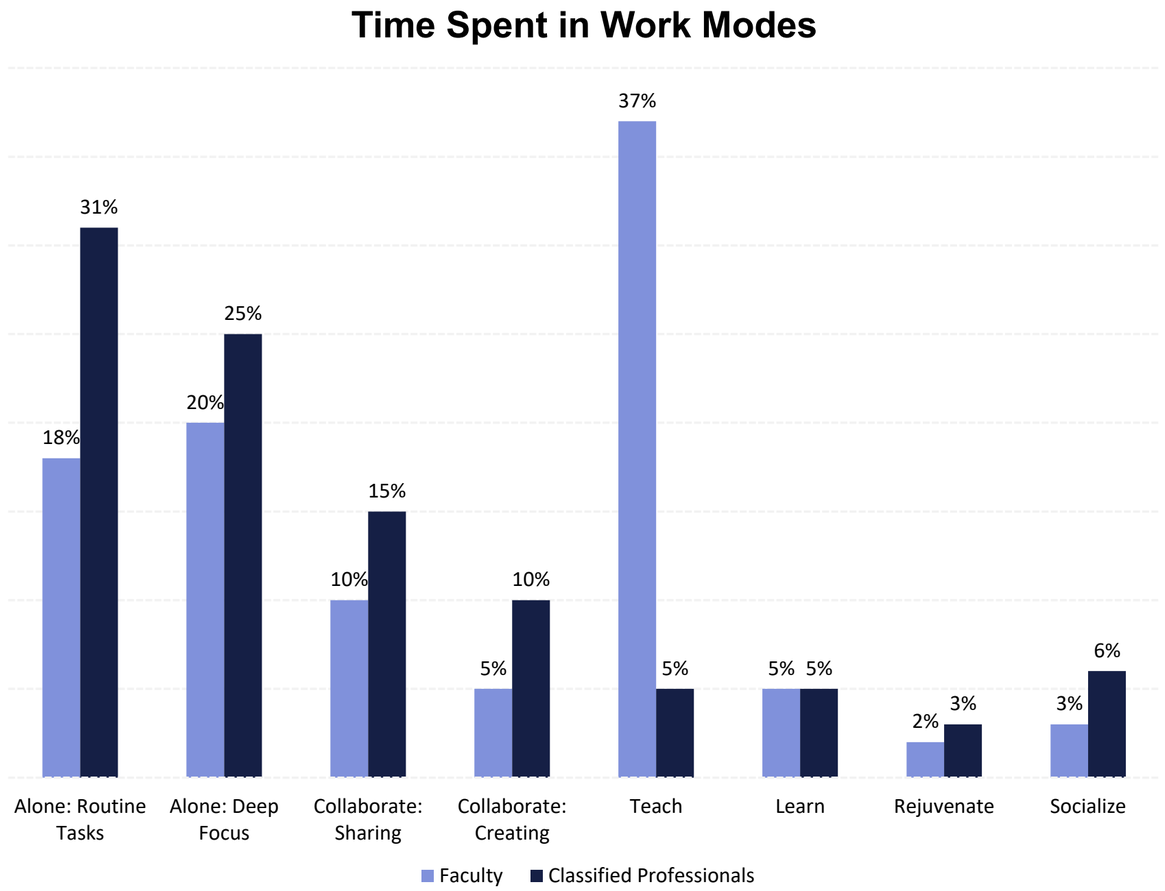
Faculty and Classified Professionals

Work Modes

Faculty
Faculty spent 37% of their time teaching and 38% working alone on routine tasks or doing deep-focused work. Also, 18% of Faculty time is spent in some form of collaboration or socializing.

Classified Professionals
Classified Professionals spent 56% of their time working alone, and 31% collaborating or socializing.

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



Students

Key Findings

This section contains an overview of **Key Findings** from the Space Experience Survey conducted for Students.

Satisfaction levels for on-campus, in-classroom, and at-home experiences are **slightly higher** for Student respondents than for Faculty and Classified Professionals respondents.

- **177** Students responded to the survey
- **35%** of respondents were over 40 years old
- **27%** of respondents were between 21 and 39 years old
- **32%** of respondents were between 18 and 20 years old

4

of the top 5 reasons to come to the campus are to be part of the **learning community** to help them **feel inspired** and **achieve success**

40%

of Student time is spent on campus and of this time **65%** is spent “**in a classroom,**” and **35%** is spent **elsewhere on campus**

78%

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,”** and **55%** of respondents were not “highly satisfied with the **“in-classroom experience”**

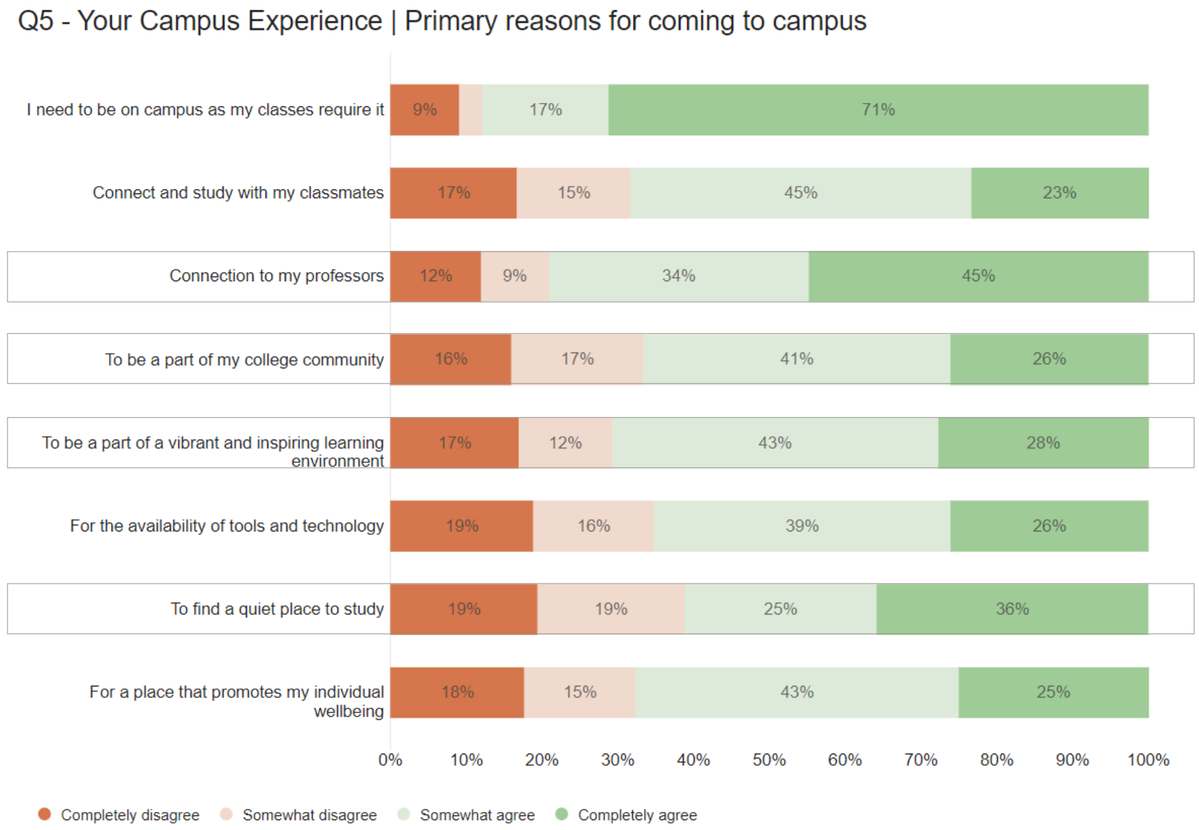
Students

Campus Attractors

4 of the top 5 reasons to come to the campus are to be part of the **learning community** to help them **feel inspired** and **achieve success**

Primary reasons to come to campus:

1. I need to be on campus as my classes require it
2. **Connection** to my professors
3. To find a **quiet place to study**
4. To be a part of the **vibrant** and **inspiring learning environment**
5. To be a part of my **College community**



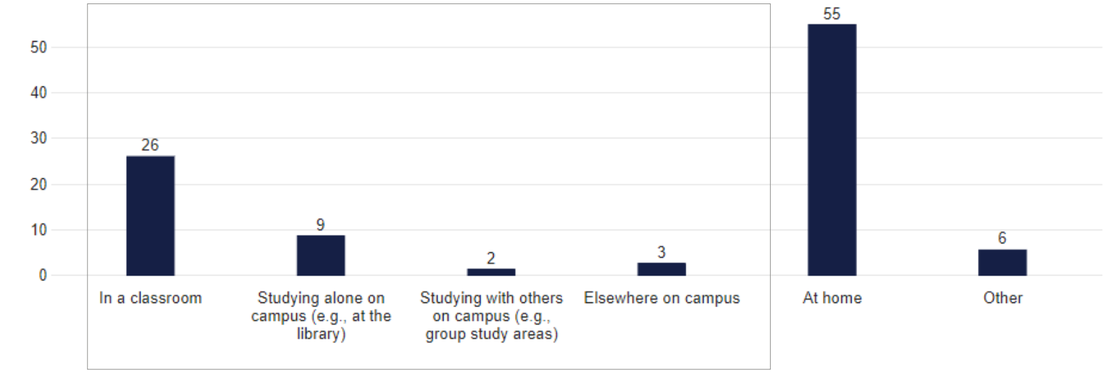
Students

Time in Locations

40% of Student time is spent on campus and of this time **65%** is spent “**in a classroom,**” and **35%** is spent **elsewhere on campus**

Respondents indicate the classroom experience adequately “**accommodates physical learning needs**”; however, **60%** of respondents indicate that the classroom could be more of “**a vibrant learning environment.”**

Q4 - What percentage of time do you spend in the following locations in a typical week?



Q9 - Your Classroom Experience | To what extent do you agree or disagree with the following regarding your physical classroom experience?

Students

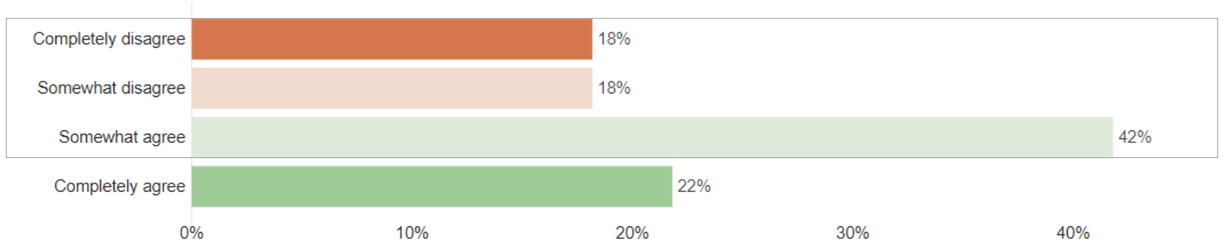
Learning Experience

78% of respondents **do not "completely agree"** that **classrooms support** a blend of **in person and online learning**

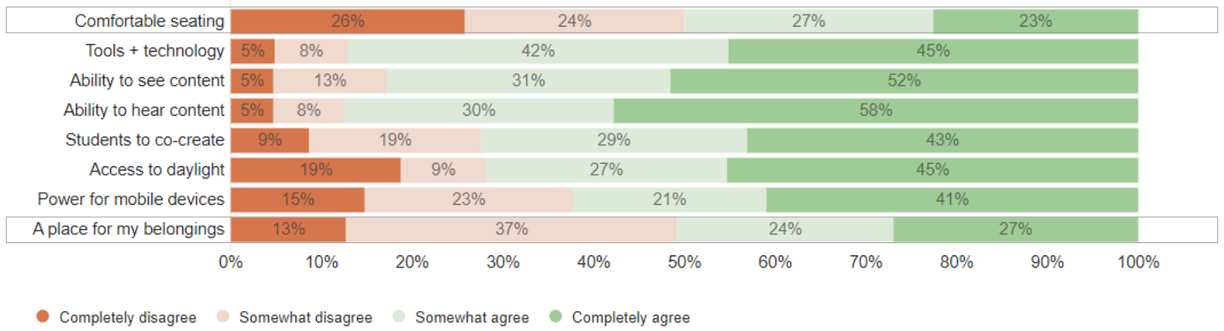
Respondents indicate the physical classroom supports **most of the environmental elements** shown on the table in response to Question 9 in the lower right-hand corner of this slide.

However, **almost two-thirds** of respondents do not "completely agree" classrooms provide "**comfortable seating"** or "**a place for their belongings**."

Q10 - Your Classroom Experience | The physical classrooms support a blend of in-person and online participants at the same time.



Q11 - Your Classroom Experience | To what extent do the physical classroom environments support the following?



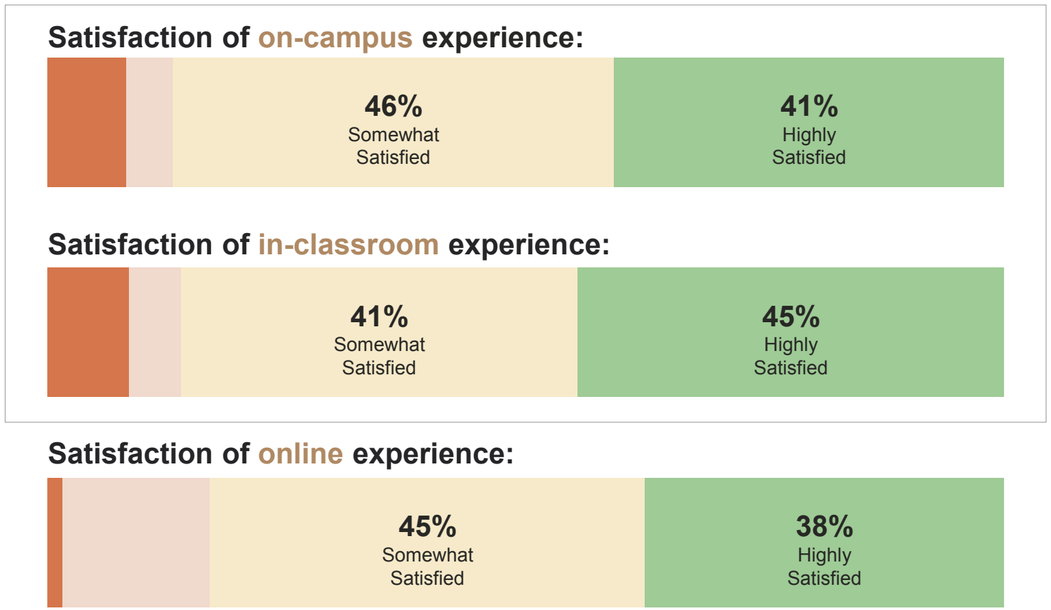
Students

General Satisfaction

59% of respondents were not “highly satisfied” with the “**on-campus experience,”** and **55%** of respondents were not “highly satisfied with the **“in-classroom experience”**

The bar charts to the right indicate satisfaction with **on-campus**, **in-classroom**, and **online experiences**. The results reveal there is room for improvement in each of these areas.

Q16-18 - To what extent are you **satisfied** or **dissatisfied** with your experiences?



Students

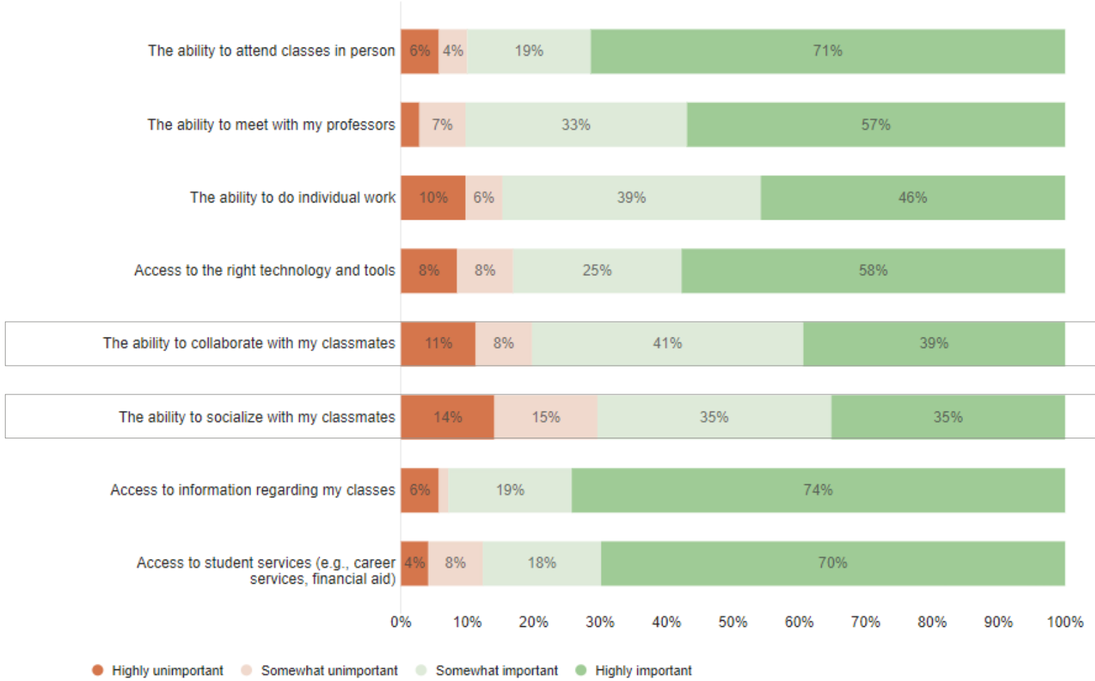
Campus Experience

Below is a side-by-side comparison of areas important to the overall campus experience and associated levels of satisfaction

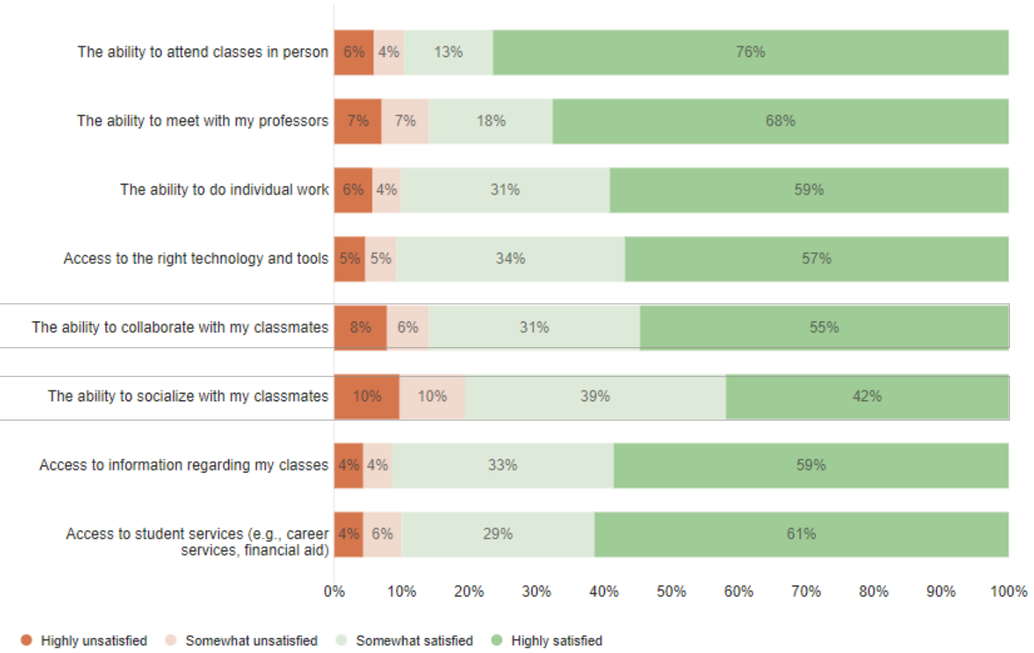
Respondents were **generally satisfied** with the majority of Campus Experience categories shown in the graphics below

Two categories, the ability to **“collaborate”** and **“socialize”** with my classmates, have relatively lower satisfaction ratings than the others

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?



Students

Tools + Technology

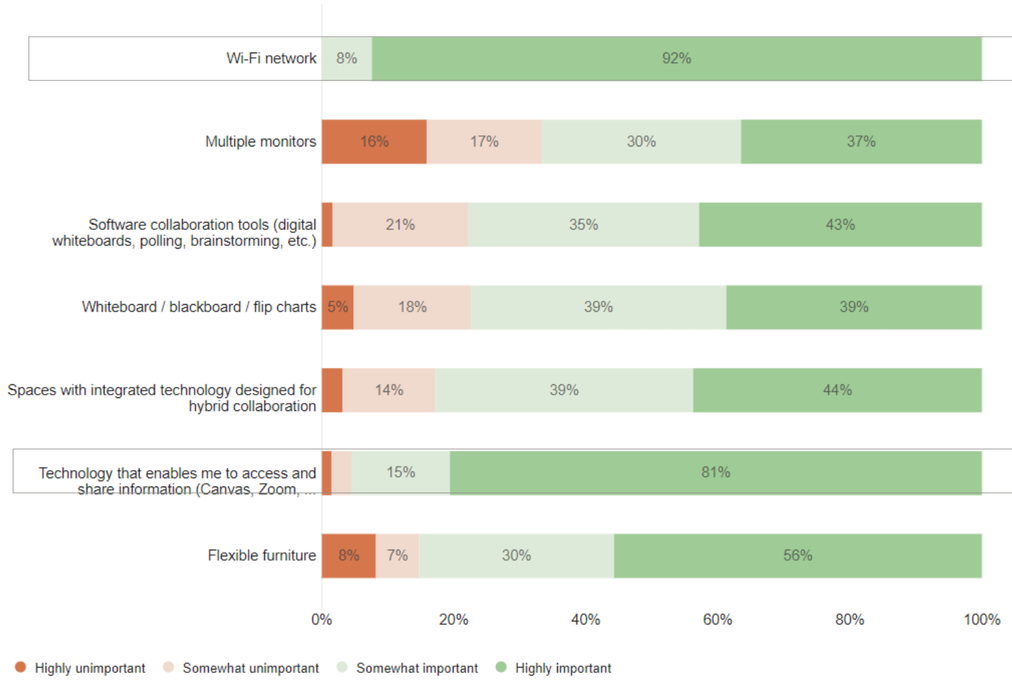
Below is a side-by-side comparison of tools and technology important to the overall campus experience and associated levels of satisfaction

92% of respondents indicate a “**Wi-Fi network**” is “highly important”; however, only 59% report being “highly satisfied”

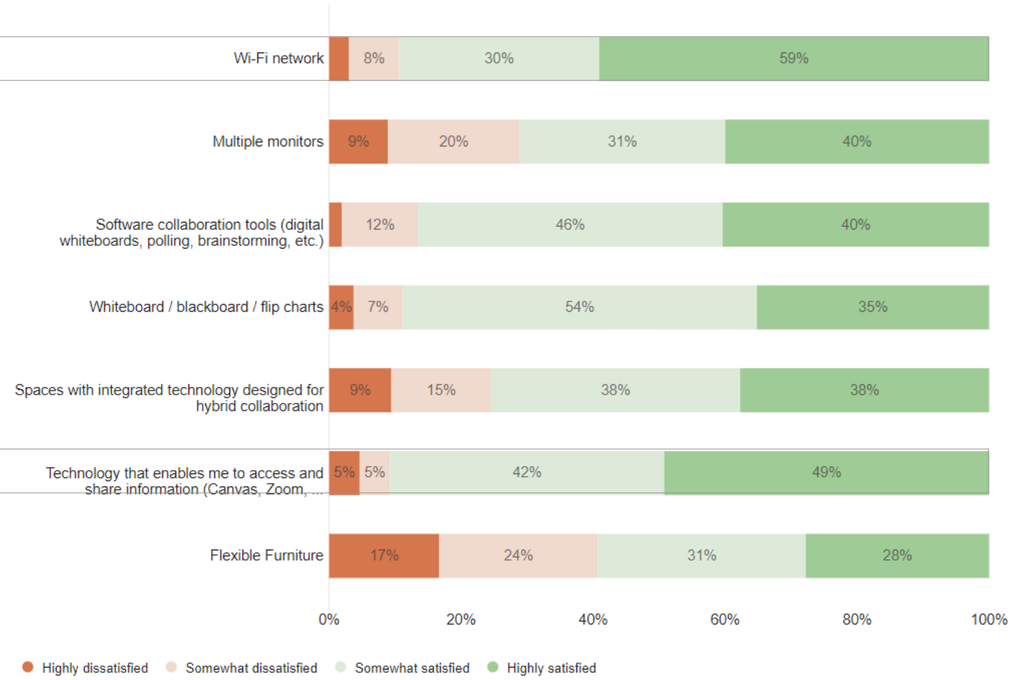
81% of respondents indicate that “**technology to access + share information** (Canvas, Zoom, SharePoint, Teams, etc.)” is “highly important”; however, only 49% report being “highly satisfied”

Both categories directly impact the quality and effectiveness of the **Learning Experience**

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



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



Faculty

Key Findings

This section contains an overview of **Key Findings** from the Space Experience Survey conducted for Faculty.

Faculty time was divided approximately into thirds between classrooms, assigned workspaces, and home.

- 215 Faculty responded to the survey (62% response rate)
- 87% of respondents work on the Main Campus
- 10% of respondents work at the Natomas Center
- Responses were received from Faculty representing **14 departments**. Below are the departments with the highest response rates:
    - 18% Science, Math & Engineering
    - 17% Instructional
    - 15% English & Language Studies

4

of the top 5 primary reasons to come to campus are to **build connections** and **join the college community**

23%

of Faculty time is spent on campus in an **assigned workspace,** and an additional **33%** of their time is spent **in a classroom**

38%

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

37%

of Faculty time is spent **Teaching**

89%

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

77+%

of respondents were not "highly satisfied" with the "**on-campus"** and **"in-classroom"** experiences

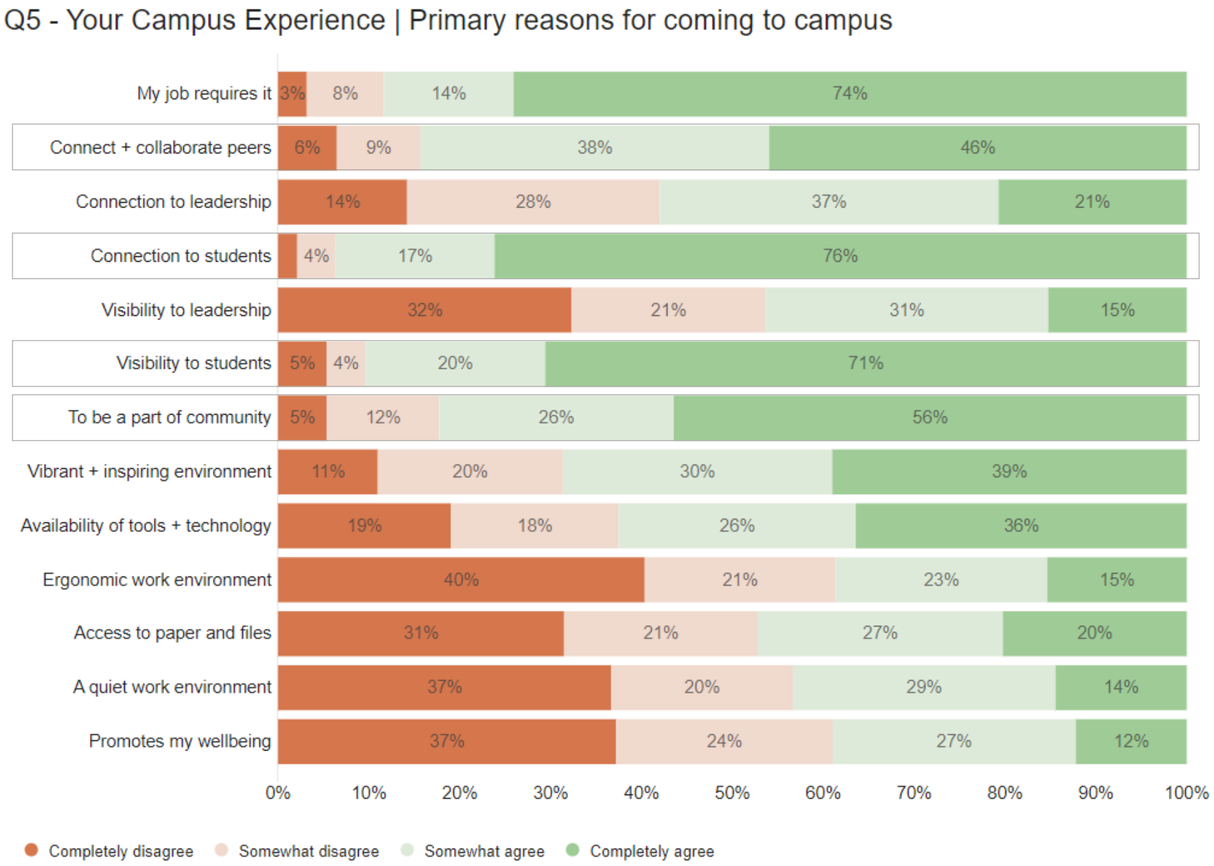
Faculty

Campus Attractors

4 of the top 5 primary reasons to come to campus are to **build connections** and **join the college community**

Primary reasons to come to campus:

1. **Connection** to students
2. I need to be on campus as my job requires it
3. **Visibility** to students
4. To be a part of my **College community**
5. To **connect** + **collaborate** with my peers



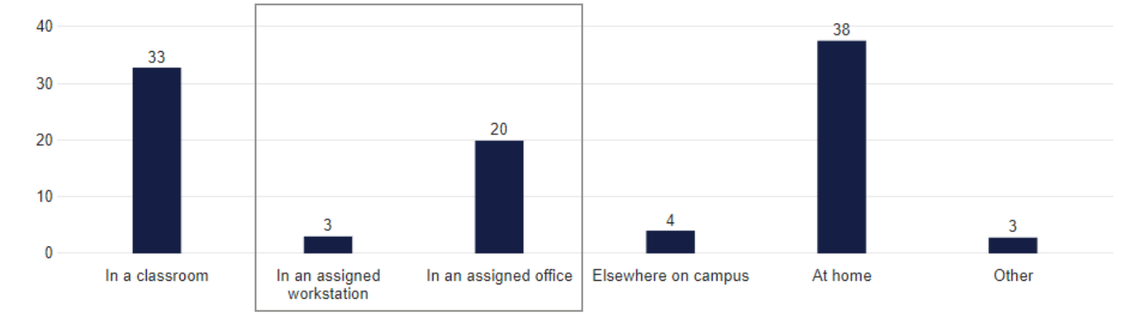
Faculty

Time in Locations

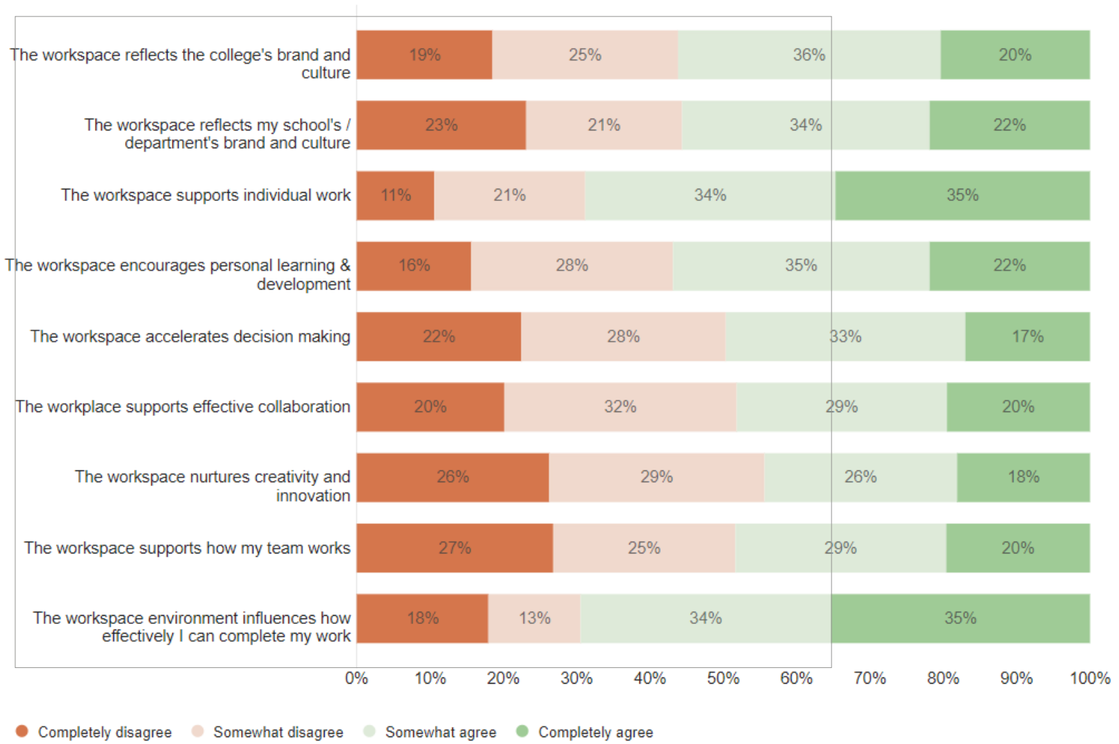
23% of Faculty time is spent on campus in an **assigned workspace,** and an additional **33%** of their time is spent **in a classroom**

More than 65% of respondents indicate that most elements related to their primary workplace, as identified in the graphic to the right, are **acceptable** but have significant opportunities for improvement.

Q4 - Where You Are | What percentage of time do you spend in the following locations in a typical week?



Q10 - Your Primary Workspace | The degree to which the workspace supports the following:



Faculty

Individual Work Experience

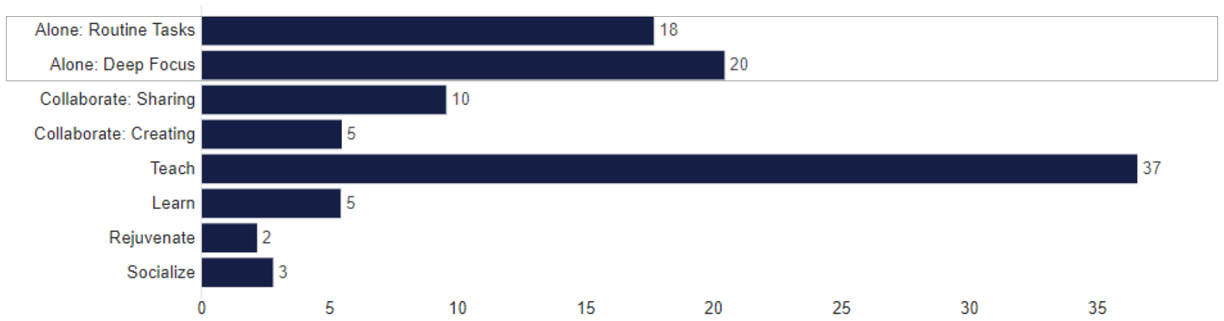
38% of Faculty time is spent working **Alone**, either on **Routine Tasks** or **Deep Focus**

63% of respondents indicate that the workplace does not "completely" support **Alone: Deep Focus** work.

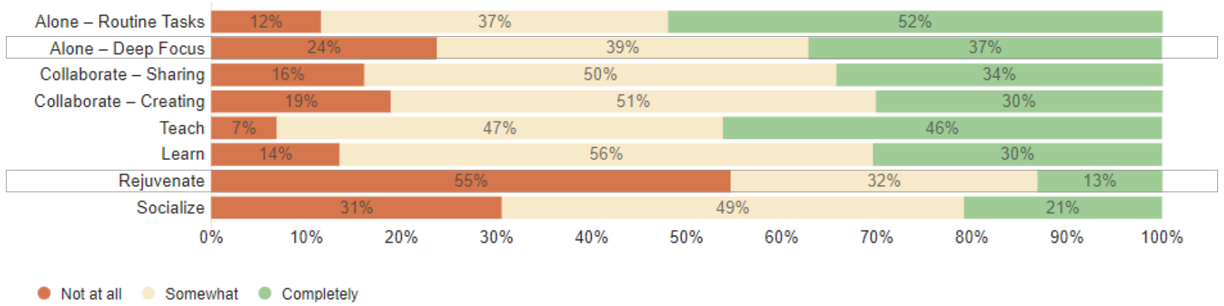
87% of respondents believe the workplace does not completely support **Rejuvenation**.

83% of respondents indicate they are not "completely satisfied" with the "**choice of different places"** when working alone.

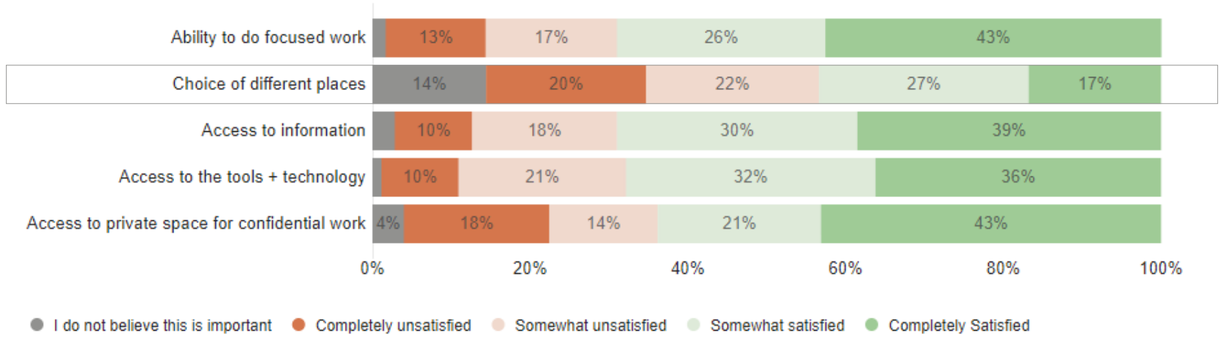
Q14 - Work Modes | Percentage of time spent in each work mode throughout the day



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



Q11 - Your Workplace Experience | Satisfaction when working ALONE



Faculty

Teaching Experience

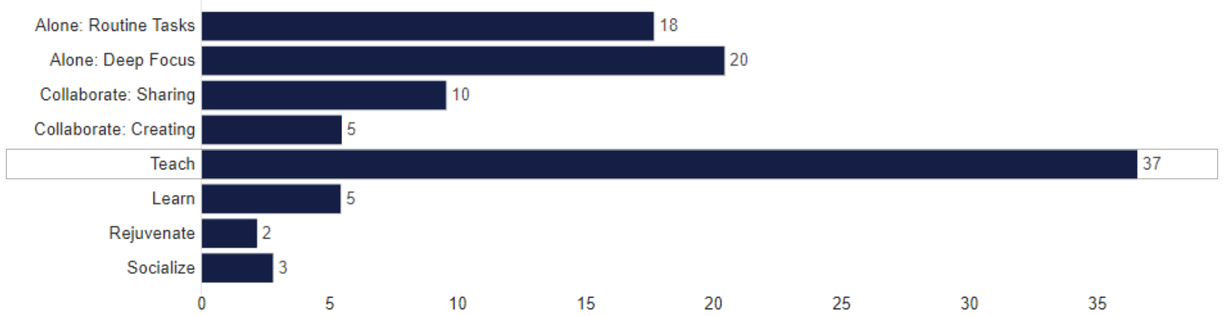
37% of Faculty time is spent **Teaching**

54% of respondents indicate the workplace does not “completely support” **Teaching**.

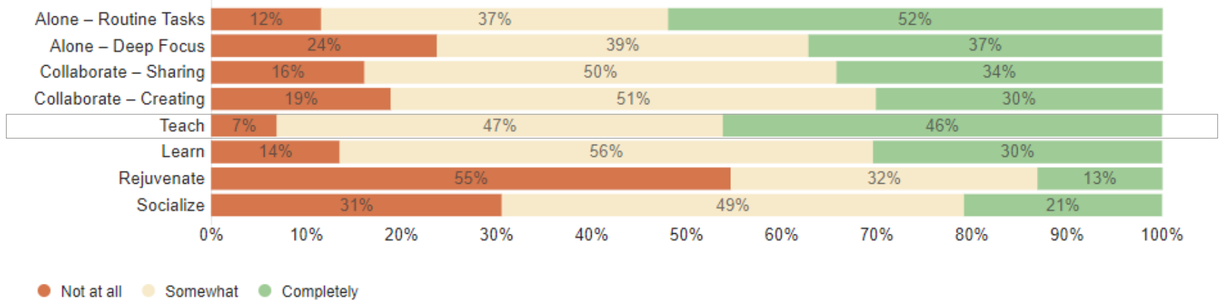
61% of respondents indicate they do not “completely agree” that “**classrooms help to facilitate group learning between students**”.

65% of respondents indicate they do not “completely agree” that “**classrooms support their preferred pedagogy.”** It is the lowest rating of the four categories.

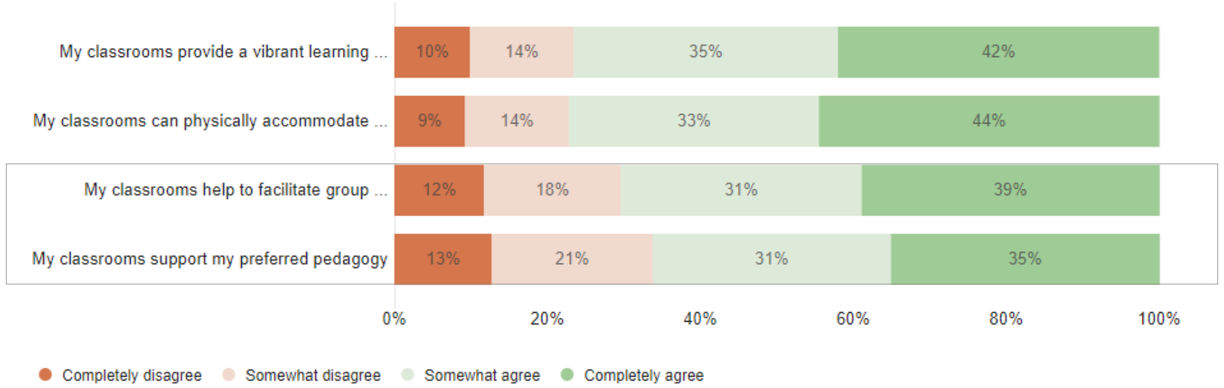
Q14 - Work Modes | Percentage of time spent in each work mode throughout the day



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



Q7 - Your Classroom Experience | To what extent do you agree or disagree with the following regarding your physical classroom experience?



Faculty

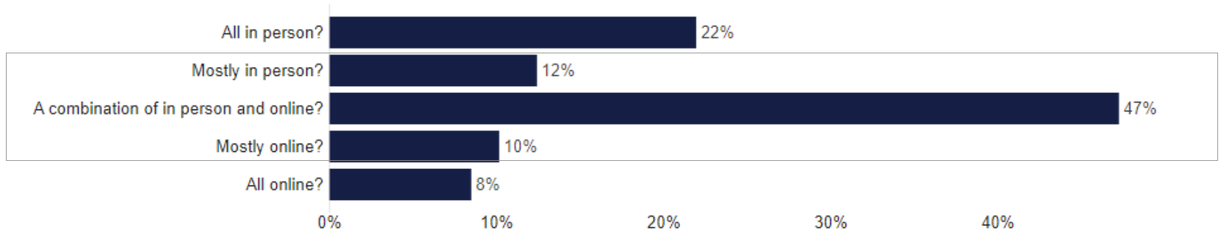
Teaching Experience

89% of respondents **do not "completely agree"** that **classrooms support** a blend of **in person and online learning**

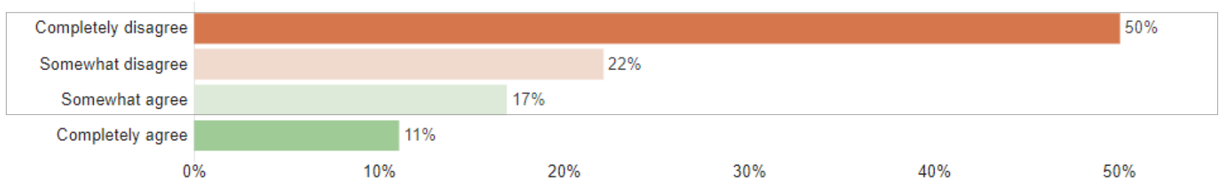
A significant percentage of Faculty conduct a blend of online and on ground courses.

Almost two-thirds of respondents indicate classrooms do not support the ability to **"see"** or **"hear"** content.

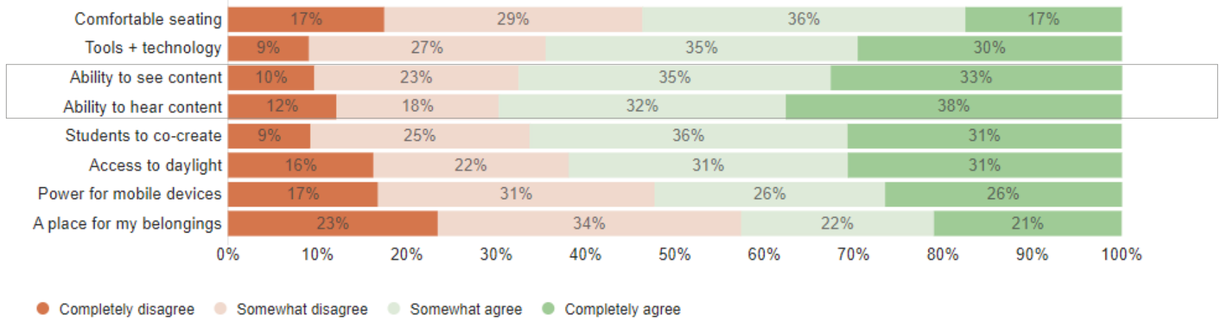
Q6 - Your Classroom Experience | Are your classes:



Q8 - Your Classroom Experience | The physical classrooms support a blend of in-person and online participants at the same time.



Q9 -Your Classroom Experience | To what extent do the physical classroom environments support the following?



Faculty

Collaborative Experience

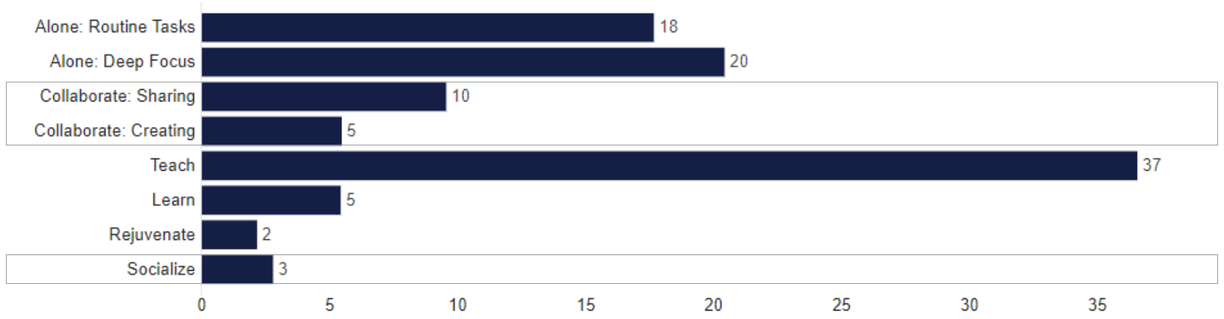
15% of Faculty time is spent **Collaborating**, either **Sharing** or **Creating**

Approximately two-thirds of respondents indicate the workplace does not “completely support” **Collaboration**, either **Sharing** or **Creating**.

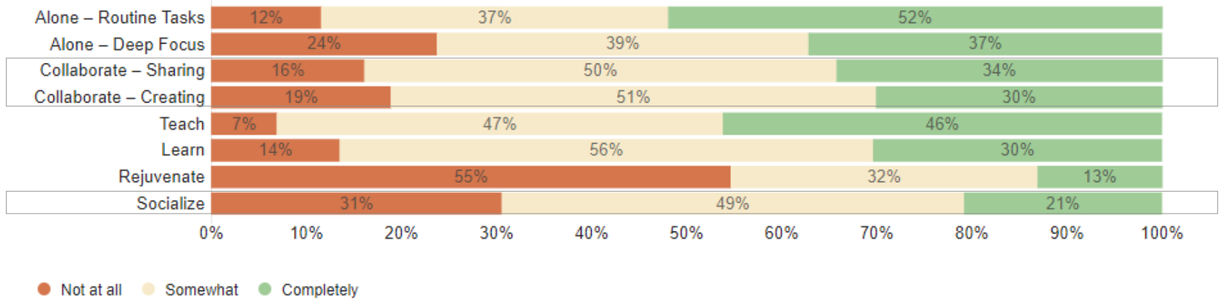
Faculty spend **3%** of their time in **Socialization**, however **80%** of respondents believe the workplace does not support it.

84+% of respondents indicate they are not “completely satisfied” with access to “**visually private”** and **“acoustically private”** group spaces or **“collaborative spaces for unscheduled meetings**.”

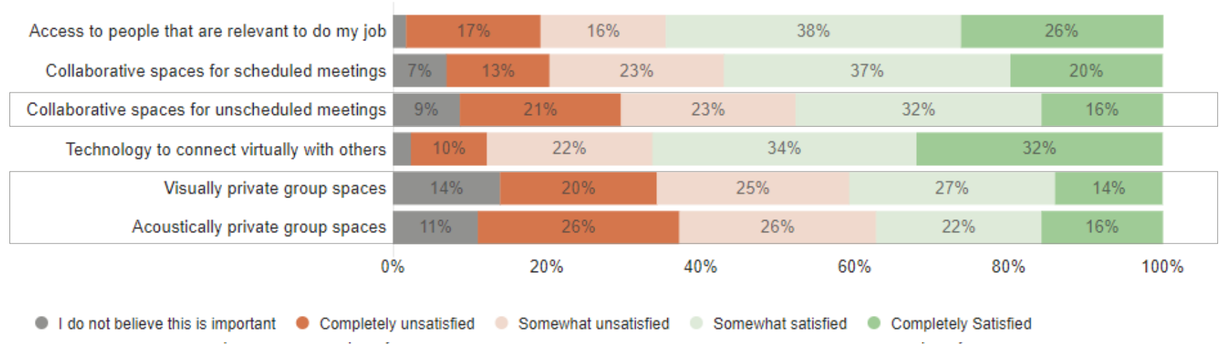
Q14 - Work Modes | Percentage of time spent in each work mode throughout the day



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



Q12 - Your Workplace Experience | Satisfaction when working WITH OTHERS



Faculty

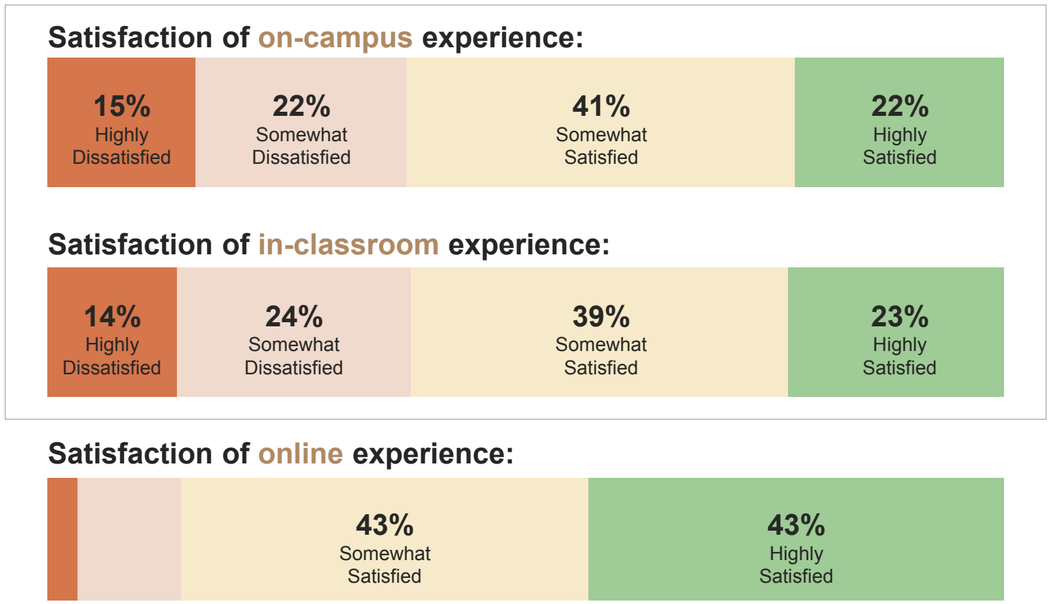
General Satisfaction

77+% of respondents were not “highly satisfied” with the “**on-campus**” and **“in-classroom”** experiences

The bar charts to the right indicate satisfaction with on-campus, in-class, and online experiences.

The results reveal there is room for significant improvement in the on-campus and in-class experiences and some improvement in the online experiences.

Q19-21 - To what extent are you **satisfied** or **dissatisfied** with your experiences?



Faculty

Tools and Technology

Below is a side-by-side comparison of tools and technology important to the overall campus experience and associated levels of satisfaction

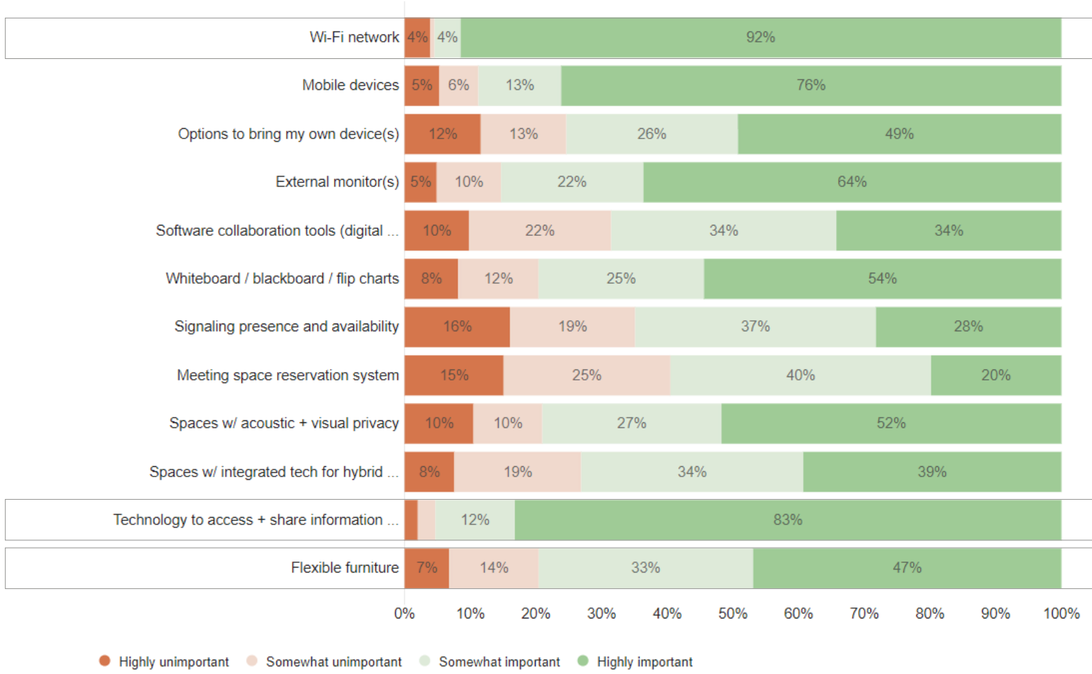
92% of respondents indicate that “**Wi-Fi network**” is “highly important”; however, only **50%** report being “highly satisfied”

83% of respondents indicate that “**technology to access + share information** (Canvas, Zoom, SharePoint, Teams, etc.)” is “highly important”; however, only **35%** report being “highly satisfied”

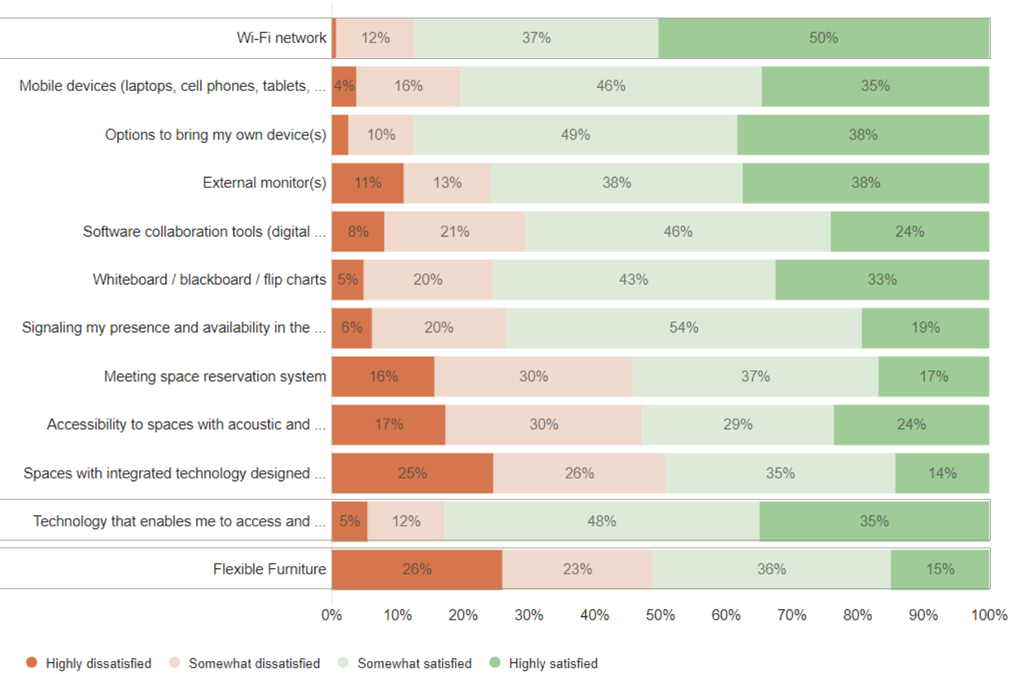
47% of respondents indicate that “**flexible furniture**” is “highly important”; however, only **15%** report being “highly satisfied”

These three categories directly impact the quality and effectiveness of **Teaching**

Q16 - Tools + Technology | What technology elements are most important?



Q17 - How satisfied are your with the following tools and technology elements?



Classified Professionals

Key Findings

This section contains an overview of **Key Findings** from the Space Experience Survey conducted for Classified Professionals.

Classified Professionals work primarily **alone** in focused activities in an **assigned office** or **workstation**.

- 211 Classified Professionals responded to the Survey (86.5% response rate)
- 18% of respondents were Manager/ Supervisor
- Responses were received from Classified Professionals representing **3 groups**:
    - 46% of respondents were from Student Services & Support Programs
    - 26% of respondents were from Instructional Services
    - 17% of respondents were from Administrative Services

4

of the top 5 primary reasons to come to campus are to **build connections** and **join the college community**

70%

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

56%

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

74%

of respondents were **not "highly satisfied"** with the "**on-campus"** experience

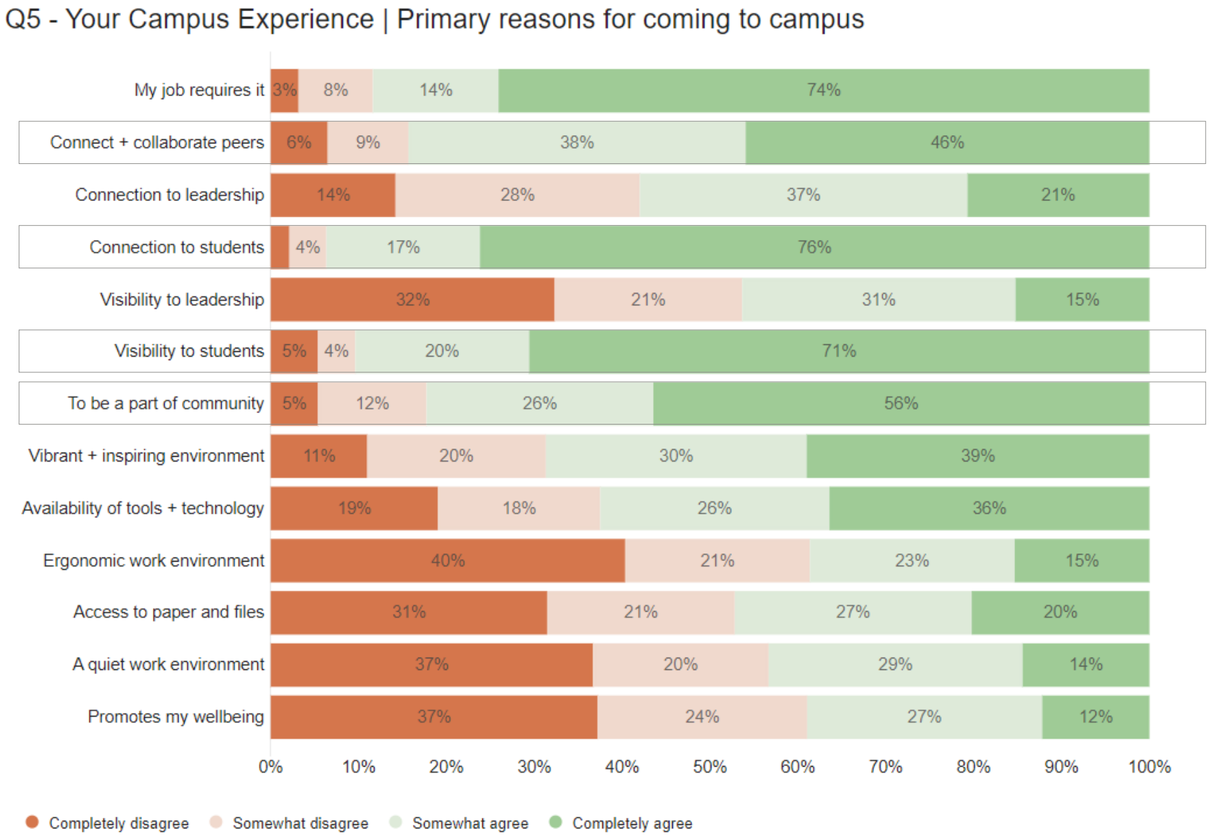
Classified Professionals

Campus Attractors

4 of the top 5 primary reasons to come to campus are to **build connections** and **join the college community**

Primary reasons to come to campus:

1. **Connection** to students
2. **Visibility** to students
3. I need to be on campus as my job requires it
4. To **connect** + **collaborate** with my peers
5. To be a part of my **College community**



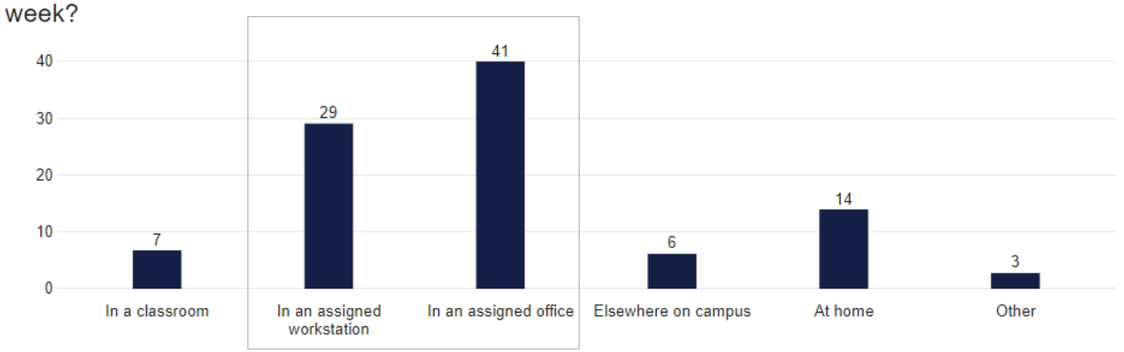
Classified Professionals

Time in Locations

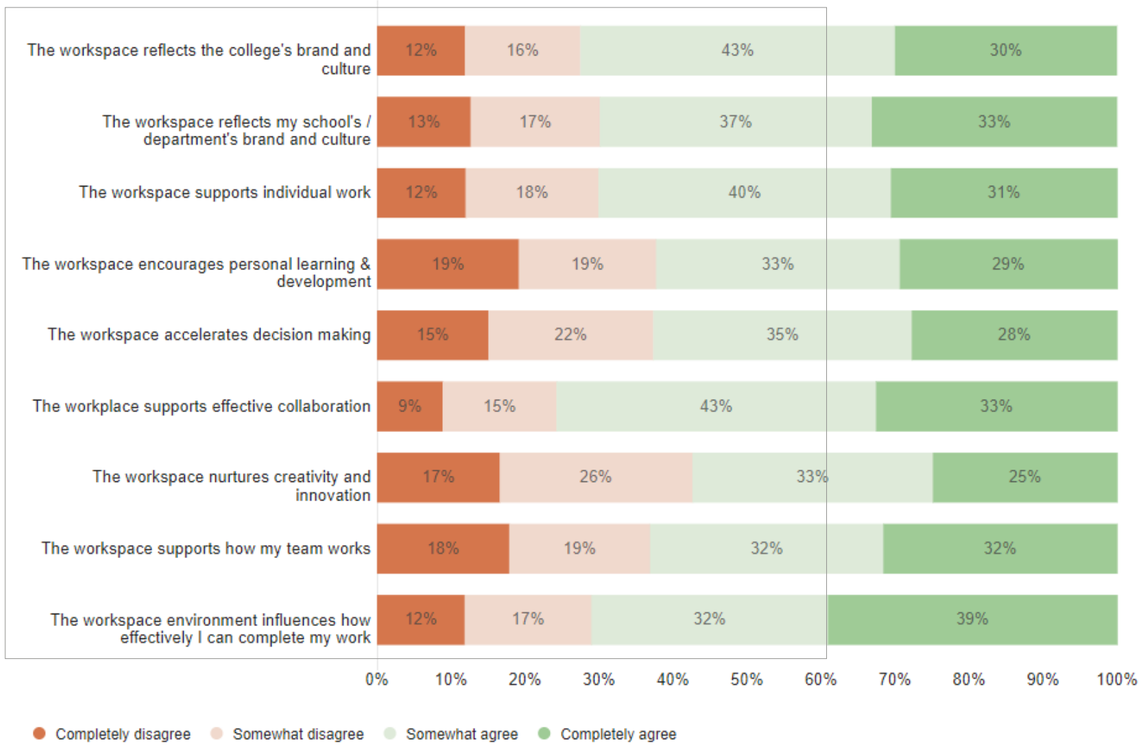
70% of time is spent in an **assigned office** or **workstation**

More than 60% of respondents indicate that most elements related to their primary workplace, as identified in the graphic to the right, are **acceptable** but have significant opportunities for improvement.

Q4 - Where You Are | What percentage of time do you spend in the following locations in a typical week?



Q10 - Your Primary Workspace | The degree to which the workspace supports the following:



Classified Professionals

Individual Work Experience

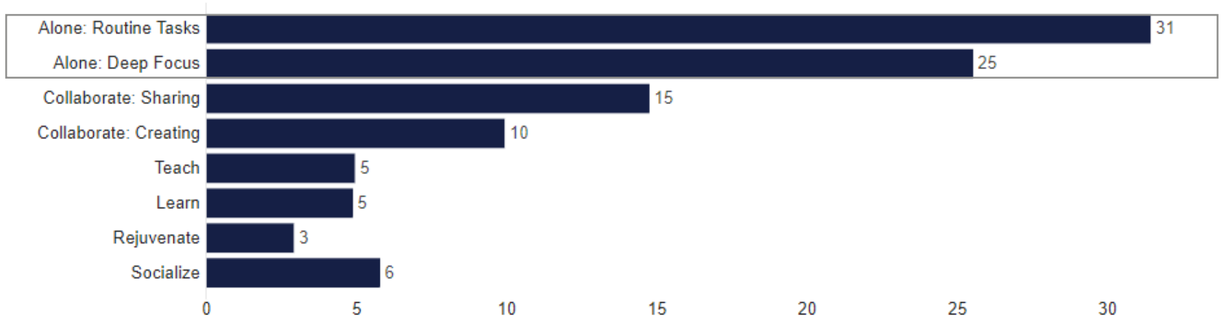
56% of Classified Professional's time during the day is spent working **Alone**, either on **Routine Tasks** or **Deep Focus**

68% of respondents indicate that the workplace does not "completely support" **Alone: Deep Focus** work.

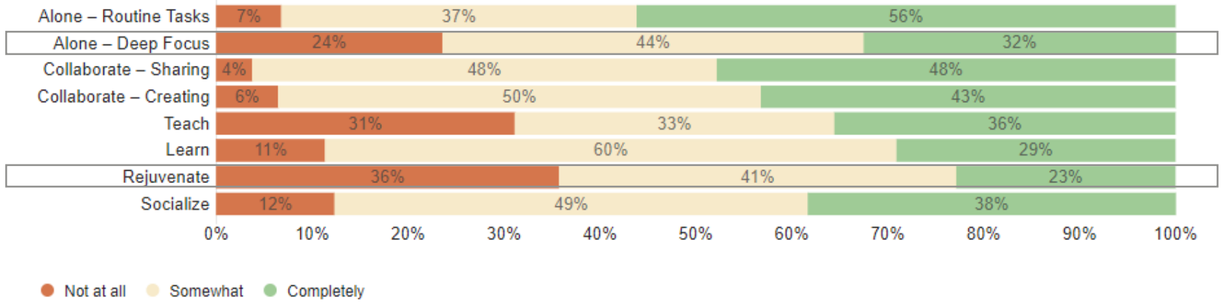
77% of respondents believe the workplace does not completely support **Rejuvenation**.

77% of respondents indicate they are not "completely satisfied" with the "**choice of different places"** when working alone. It is the lowest rating of the five categories.

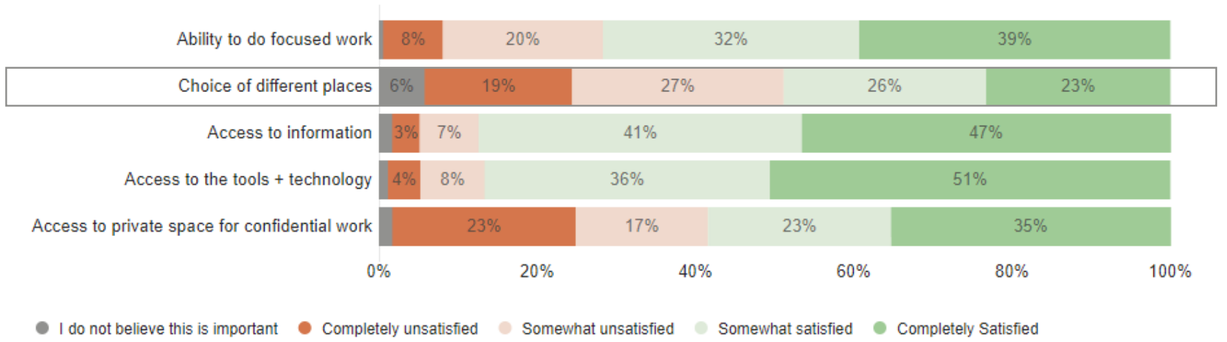
Q14 - Work Modes | Percentage of time spent in each work mode throughout the day



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



Q11 - Your Workplace Experience | Satisfaction when working ALONE



Classified Professionals

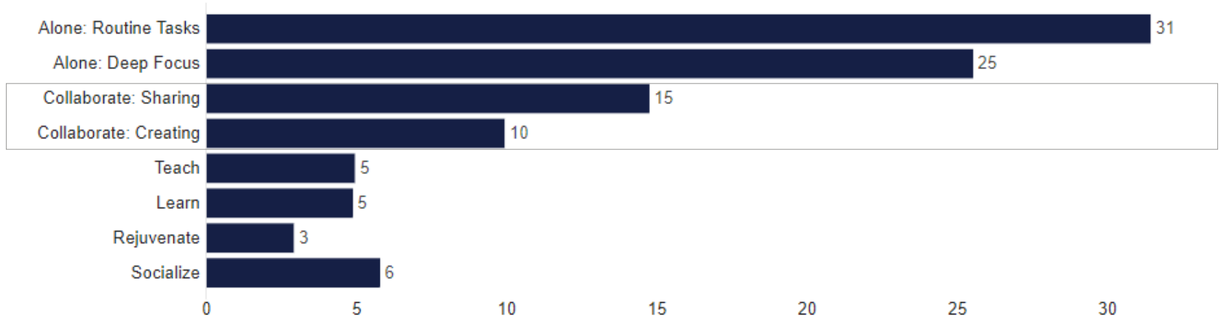
Collaborative Work Experience

25% of Classified Professional's time is spent **Collaborating**, either **Sharing** or **Creating**

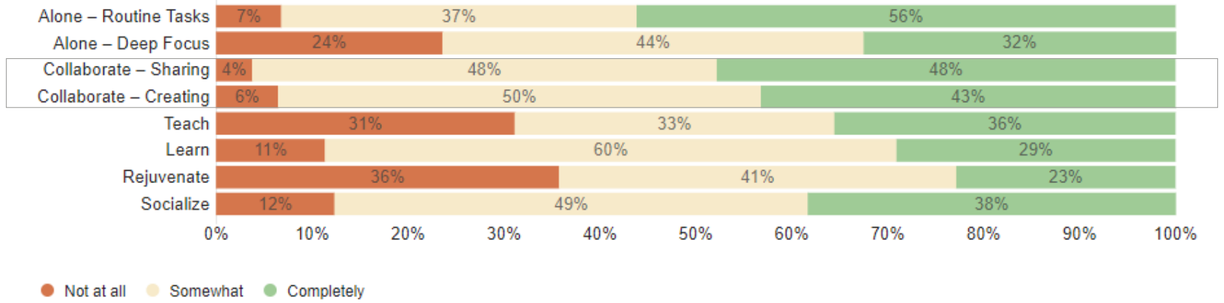
More than half of respondents indicate the workplace does not "completely support" **Collaboration**, either **Sharing** or **Creating**.

More than 75% of respondents indicated they are not "completely satisfied" with access to "**visually private"** and **"acoustically private"** group spaces and **"collaborative spaces for unscheduled meetings**."

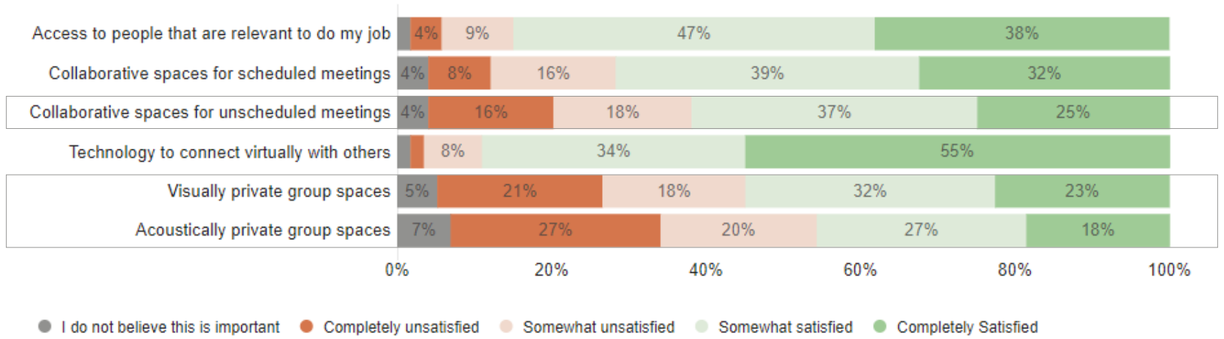
Q14 - Work Modes | Percentage of time spent in each work mode throughout the day



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



Q12 - Your Workplace Experience | Satisfaction when working WITH OTHERS



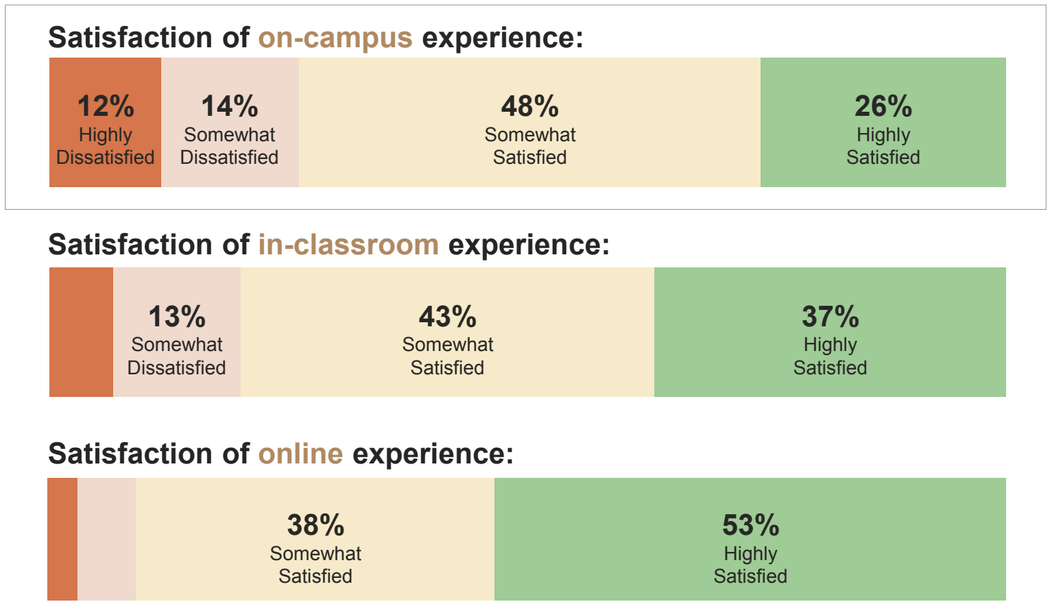
Classified Professionals

General Satisfaction

74% of respondents were **not "highly satisfied"** with the **on-campus experience**

The bar charts to the right indicate satisfaction with **on-campus**, **in-classroom**, and **online** experiences. The results reveal that there is room for significant improvement in the on-campus experience and improvement in the in-classroom and online experiences.

Q19-21 - To what extent are you **satisfied** or **dissatisfied** with your experiences?



Classified Professionals

Tools and Technology

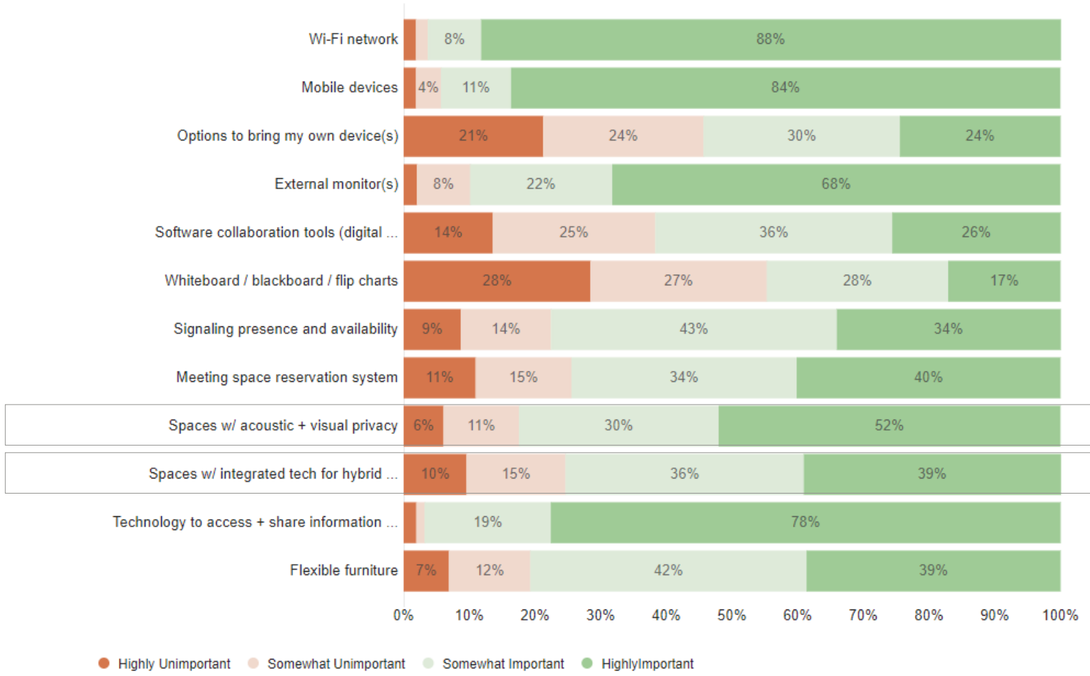
Below is a side-by-side comparison of tools and technology important to the overall campus experience and associated levels of satisfaction

52% of respondents indicate that “**access to space with acoustic and visual privacy**” is “highly important”; however, only **20%** report feeling “highly satisfied”

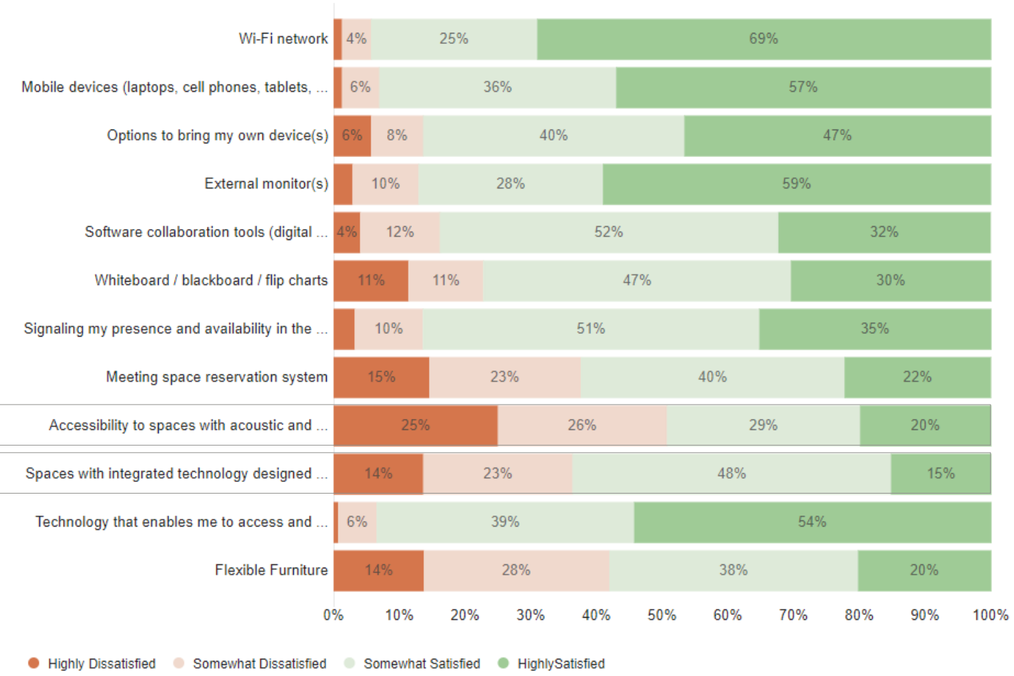
This category directly impacts the quality of **Alone: Routine Tasks,** especially **Alone: Deep Focus** work modes

39% of respondents indicate that “**spaces with integrated technology for hybrid collaboration**” are “highly important”; however, only **15%** report feeling “highly satisfied”

Q16 - Tools + Technology | What technology elements are most important?



Q17 - How satisfied are your with the following tools and technology elements?



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