FACILITIES MASTER PLAN

COSUMNES RIVER COLLEGE

DECEMBER 2025

LOS RIOS COMMUNITY COLLEGE DISTRICT

EST. 1970

COSUMNES RIVER COLLEGE

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LETTER FROM PRESIDENT

Message from the President

Cosumnes River College – Facilities Master Plan

Cosumnes River College has entered an exciting new chapter with the release of our updated Facilities Master Plan (FMP)—a strategic, long-range guide that will shape how our campus grows, modernizes, and serves students through 2030. Developed through extensive campus engagement and district collaboration, this plan reflects our mission and values of equity, inclusion, innovation, and student success.

The FMP outlines a thoughtful approach to renewing aging facilities, improving learning environments, strengthening safety and accessibility, and creating more welcoming, student-centered spaces. Key recommendations include the Replacement of the current Library, and the Animal Health buildings; modernization of Business Social Sciences (BSS), the Cafeteria, the Technology building, and the Pool and Aquatic Center. In addition, the Hawk Cares and Health & Wellness Renovation the expansion of Science and LRC tutoring spaces to name a few projects.

This plan honors CRC's unique campus character while incorporating sustainable practices and universal design to ensure our facilities remain adaptable, efficient, and accessible to all. It is a "living document" that allows us to respond to changing needs while maintaining a clear vision for the years ahead.

Thank you to the many faculty, staff, students, and partners whose input shaped this work. Together, we are building a campus that supports our community today—and inspires the generations of students who will follow.

Edward Bush
President, Cosumnes River College

VISION AND MISSION

OUR VISION

Cosumnes River College strives to create an inclusive and equitable environment by recognizing, addressing, and eliminating all forms of racism, discrimination, and oppression. We educate and empower all students and employees to achieve their goals and improve the well-being of their communities.

OUR MISSION

Cosumnes River College provides an innovative, equitable, and inclusive path for all students in our diverse communities to achieve their educational, career, and personal goals. We promote the timely attainment of associate degrees, certificates, and transfer to other institutions and support the pursuit of individual enrichment and career aspirations. We uphold excellence in teaching and learning through diverse educational opportunities and effective student services.

OUR VALUES

Cosumnes River College's culture is built upon a foundation of respect, compassion, empathy, and shared decision-making. We value equity, inclusion, cultural humility, innovation, academic integrity, and sustainability. We embrace anti-racism and social justice for the communities we serve.

OUR COMMITMENT TO EQUITY

Education should belong to everyone. To nourish this inclusion, CRC champions equity, diversity, social justice, and environmental sustainability as foundational to academic, campus, and community life. We work with the communities we serve towards a just and fair inclusion into society in which all people can participate, prosper, and reach their full potential. We commit to equity driven decision-making, planning, and reflective processes that are responsive to the diverse identities and experiences in our community.

We seek to empower marginalized voices, nurture our many identities and social circumstances, foster cultural responsiveness, and stand against all manifestations of discrimination, including (but not limited to) those based on: ability statuses, age, ancestry, body size, citizenship/immigration status, economic status, educational status, employment status, ethnicity, food/housing insecurity, gender, gender identity, gender expression, incarceration experience, language, marital/partner status, military/veteran status, national origin, neurodiversity, political affiliation, pregnancy/reproductive status, race/racial identity, religion, sex, and sexual orientation.

CONTENTS

SECTION 1. PROCESS + PARTICIPATION

PLANNING PROCESS

PROCESS SUMMARY

Cosumnes River College is an active evolving resource for the greater Sacramento region. The purpose of this document is to establish a framework for continued development and investments into the campus to ensure that CRC remains a valuable asset to the community.

This Facilities Master Plan update was developed through a series of meetings and reviews by Cosumnes River College administration, faculty, and staff with a formal submission and review by the Cosumnes River College Resources Committee and Participatory Governance Council. This Facilities Master Plan (FMP) is intended to be an update to the 2019 FMP and a "living" document, which will provide a flexible framework to guide planning of the college construction projects through 2030.

It is important to differentiate between a Facilities Master Plan, a Detailed Facilities Plan, and actual building designs. The primary goal of the Facilities Master Plan is to identify the general location of future buildings, which current facilities should be modernized, which should be demolished, and the placement of future roadways, parking lots, and pedestrian walkways to improve access to and around the campus. The Facilities Master Plan should also provide the sequencing for projects as well as the general architectural standards that should be incorporated in all projects. It is not the goal of the Facilities Master Plan to identify specifically which departments will be housed within new construction and what secondary effects will follow the primary moves. Detailed Facilities Plan and building designs will ensure the program needs of future occupants are met and that the campus aesthetics are maintained.

The Facilities Master Plan identifies:

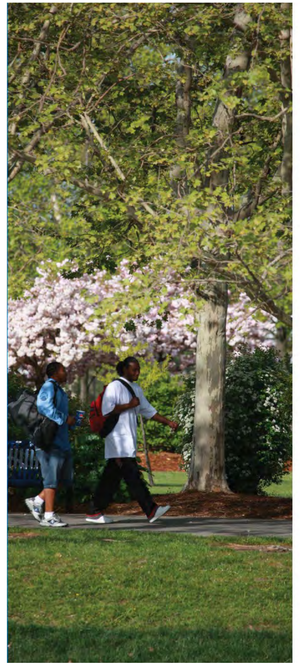
- **Design guidelines for future building and landscaping projects**
- **Long-term facility needs/capacity and infrastructure requirement**
- **Future projects to address the program needs, including modernization and expansion projects**
- **Improved vehicular and pedestrian access**
- **Future project locations**

TASKS	DATE	February 2025	March 2025	April 2025	May 2025	June 2025	July 2025	August 2025	September 2025	October 2025	November 2025
Phase I - Data Compilation											
Meet and confer with the District's management staff and others											
Compile and review existing materials and other data relating to the District's existing FMP											
Consult and coordinate with others engaged by the District in review and update of the District's Sustainability Plan, EMP, Space Utilization Studies, and other District institutional plans											
Develop processes and procedures for update / revision of the FMP											
Develop a schedule indentifying activities to complete the update/revision of the FMP and the time for completing such activities.											
Phase I Workshop	TBD										
Review Materials: An Itemization of the existing materials and other data reviewed along with a confirmation that reviews of such materials and other data have been completed											
Processes and Procedures. A written statement setting forth processes and procedures to be implemented to develop the updated/revised FMP											
FMP Schedule. A written and graphic description of the activities necessary for development of the updated/revised FMP											
Phase II - Data Analysis											
Non-invasive observations of facilities situatied thereon and confirm accuracy and completeness of materials and data obtained/reviewed in Phase I of Consultant Services.											
Data Verification. Written summaries of the extent to which the Consultant has confirmed the accuracy and completeness of materials and other data reviewed in Phase I.											
Phase III - Development of Alternatives											
Analyze and prepare alternatives for space utilization, access, land use, pedestrian/vehicular circulation.											
Analyze and prepare alternatives for infrastructure, utility services, traffic circulation, including mass transportation, and parking, and building systems supporting facilities and alternatives.											
When the preferred facilities alternative has been determined by the District, the Consultant shall refine and further define the District selected preferred development alternative.											
Phase III First Workshop	TBD										
Phase III Second Workshop	TBD										
Space Inventory Assessments. Written summaries of the sufficiency of existing space inventory.											
Facilities Development Alternatives. Written summaries of alternatives to development of facilities and assressments of feasibility of facilities development alternatives.											
Graphic materials illustrating the preferred facilities development alternative.											
Preferred Development Alternatives. Written summary of the Distreict selected preferred facilities development alternative											
Graphic materials illustrating the preferrred facilities development alternative.											
Phase IV - FMP Preparation											
Refine and further define the preferred development alternative for graphic presentations in the final updated / revised FMP											
Identify specific discrete projects to be completed as part of the preferred development alternative and establish priorities to development of identified projects											
Identify projects eligible for state funding and identify strategies to maximize state funding for such projects											
Prepare drafts of the updated/revised FMP											
Prepare final draft of update/revised FMP											

CAMPUS ENGAGEMENT

CAMPUS ENGAGEMENT

Great effort was taken by the entire team to make this FMP process an open and inclusive one. Meetings included two Open Forums, four Task Group meetings, two meetings with the Participatory Governance Committee, one meeting with the Resources Committee and three Executive Meetings. Participation was robust and informed directly the conclusions reached in the FMP. All minutes from these meetings are in the Appendix.



LIST OF PARTICIPANTS

The CRC Facilities Master Plan update was performed under the direction of Facilities and Administrative staff from both Cosumnes River College and Los Rios Community College District. The FMP update was researched and prepared by Lionakis with input from district and campus staff, faculty, and administration.

The core team members included;

Edward Bush, President, Cosumnes River College

Robert Montañez, Vice President, Instruction & Student Learning, Cosumnes River College

Tadael Emiru, Vice President, Student Services, Cosumnes River College

Theresa Tena, Vice President, Administrative Services, Cosumnes River College

Michael Lawlor, Associate Vice President Instruction and Student Learning, Cosumnes River College

Dana Wassmer, Associate Vice President Economic and Workforce Development, Cosumnes River College

Hong Pham, Associate Vice President Counseling and Student Services, Cosumnes River College

Jonathan McMurtry, Associate Principal, Lionakis

Sam Wolfgram, Associate Principal, Lionakis

The Facilities Master Plan (FMP) was developed by the Facilities Master Plan Task Group below.

Lauren Wagner	Chris Raines	Dave Andrews
Gwen Adao	Briana Ellis	Melaine Huyck-Aufdermaur
Jessica Mow	Gladis Sanchez	Mollyanna Robinson
Andrey Chepurnoy	Tyler Rollins	Trevor Stevenson
Emmie Oesterman	Katy Wilson	Julie Elliott
Michael Frigm	Ric Hass	Scott Crosier
Joseph Meyer	Pablo Manzo	

The FMP was then reviewed and recommended for approval to the Resource Committee and the Participatory Governance Council and subsequently approved by the College President.

SECTION 2. EXISTING CONDITIONS

OVERVIEW

The Los Rios Community College District is a two-year public college district serving over 73,000 students in the greater Sacramento region. The District currently includes: American River College, Cosumnes River College, Sacramento City College, and Folsom Lake College. The District also has Education Centers in Davis, West Sacramento, Natomas, Placerville, Elk Grove, and Rancho Cordova. The District's 2,400 square mile service area includes Sacramento and El Dorado Counties and parts of Yolo, Placer, and Solano Counties.

This Facilities Master Plan update focuses on Cosumnes River College and its Education Center in Elk Grove. Since its founding in 1970, Cosumnes River College has lived by the motto: "commitment, quality and innovation."

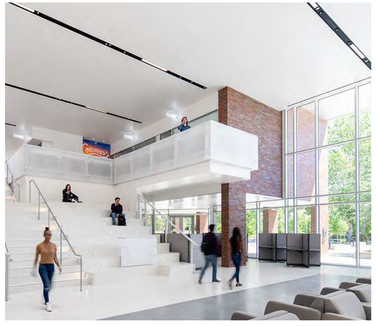
- Commitment to meeting community needs
- Quality programs and services for students
- Innovative teaching techniques and state-of-the-art equipment

"To provide the best overall education in California's community colleges, Cosumnes River College is committed to teaching excellence, student success, and educational leadership." Cosumnes River College has an enrollment of approximately 14,439 (Fall 2018) students with 62.4% of the student population under the age of 25, and 11.5% over the age of 39. Most students attend part time with 38.2% taking fewer than 6 units, 38.2% enrolled in 6 to 11.9 units, and 26.2% enrolled in 12 or more units.

Cosumnes River College (CRC) is a student-centered, open-access community college dedicated to preparing students for an ever changing future. CRC courses and programs empower our diverse students to earn certificates or degrees, transfer to other educational institutions, or attain other lifelong academic or career aspirations. Cosumnes River College is an active evolving resource for the greater Sacramento region. The purpose of this document is to establish a framework for continued development and investments into the campus to ensure that CRC remains a valuable asset to the community.

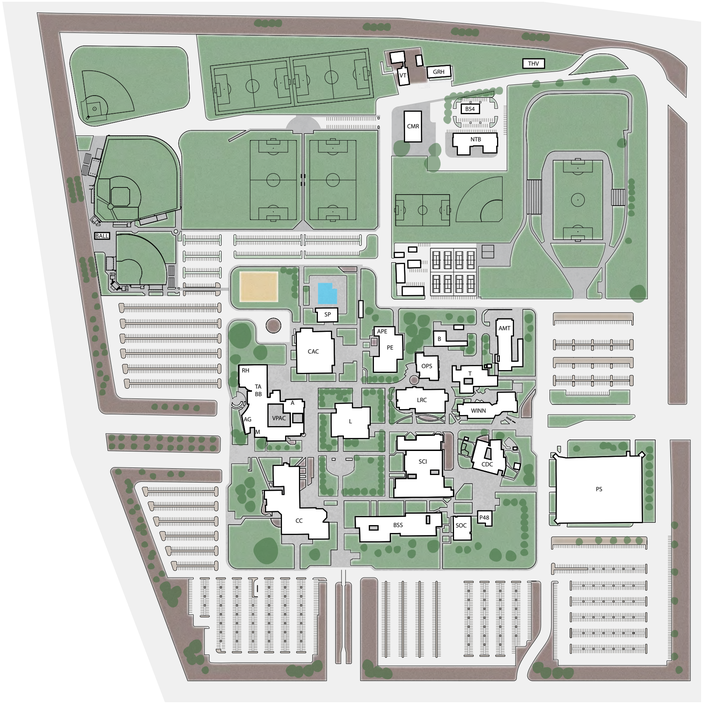
The Cosumnes River College campus covers approximately 150 acres in the area between Cosumnes River Boulevard north, Calvine Road south, Bruceville Road east and Center Parkway west.

The central core of the campus is built on an elevated plane raising it above the surrounding neighborhoods and parking lots, providing visibility and presence for its higher education purpose. This upper level contains most of the buildings and pedestrian circulation. The upper level is organized in a grid pattern with four major circulation elements terminating at the Library building in the center of campus. With its plane elevated even higher than the upper level, the Library can be seen from almost any point within the campus and serves as a reference point for wayfinding. A large open quad with a stage and water feature south of the Library building helps to define the structure and is used as open air gathering space for students, faculty, and staff.



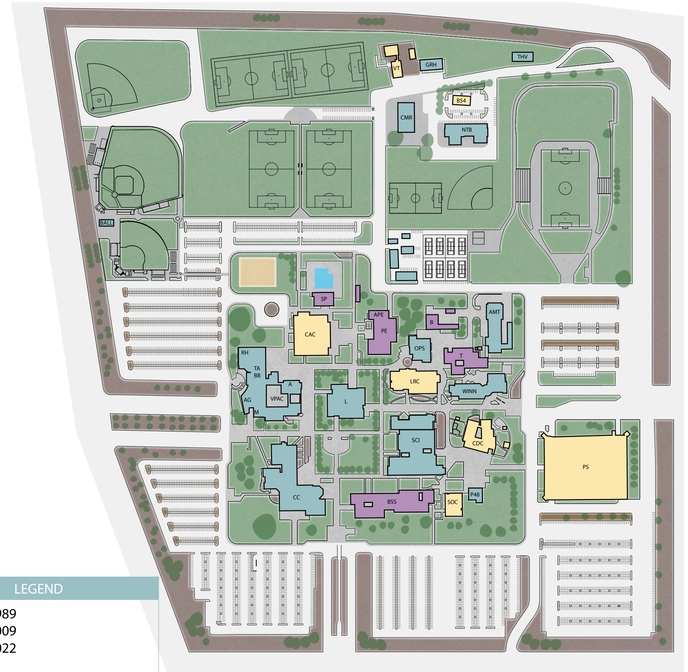
EXISTING CAMPUS

BLDG	Building Name
A	Art Rooms
AG	Art Gallery
AMT	Automotive
APE	Adaptive PE
B	Boiler Room
B54	Referee Building
BALL	Baseball/Softball Pressbox/Storage
BB	Black Box Theatre
BSS	Business and Social Science
CAC	Community and Athletic Center
CC	College Center
CDC	Child Development Center
CMR	Custodial Maintenance and Receiving
GRH	Greenhouse
L	Library Building
LRC	Learning Resource Center
M	Music Rooms
NTB	North Technical Building
OPS	Operation and Public Safety
PE	Physical Education/Athletics
PS	Parking Structure
RH	Recital Hall
SCI	Science
SOC	Southeast Office Complex
SP	Swimming Pool
T	Technology
TA	Theatre Arts
THV	Tiny House Village
VT	Veterinary Technology
VPAC	Visual and Performing Arts Center
WINN	Winn Center



DEVELOPMENT HISTORY

BLDG	Building Name	Year Built	Renovated
A	Art Rooms	1995	2013
AG	Art Gallery	1995	2013
AMT	Automotive	1970	2022
APE	Adaptive PE	1970	
B	Boiler Room	1970	
B54	Referee Building	1975	
BALL	Baseball/Softball Pressbox/Storage	2012	
BB	Black Box Theatre	1995	2013
BSS	Business and Social Science	1975	
CAC	Community and Athletic Center	2008	
CC	College Center	1990	2020
CDC	Child Development Center	2001	
CMR	Custodial Maintenance / Receiving	1975	2012
GRH	Greenhouse	2011	
L	Library Building	1970	
LRC	Learning Resource Center	2005	
M	Music Rooms	1995	2013
NTB	North Technical Building	2012	
OPS	Operation and Public Safety	2012	
PE	Physical Education/Athletics	1970	
PS	Parking Structure	2004	
RH	Recital Hall	1995	2013
SCI	Science	1995	2010
SOC	Southeast Office Complex	2003	
SP	Swimming Pool	1970	
T	Technology	1970	
TA	Theatre Arts	1995	2013
THV	Tiny House Village	2020	
VT	Veterinary Technology	1982	1997
VPAC	Visual and Performing Arts Center	1995	2014
WINN	Winn Center	2013	



INSTITUTIONAL STRATEGIC PLAN HIGHLIGHTS

AREA 1: EQUITY

Foster an equitable and anti-racist institutional environment across decision-making, employee development & support, and instructional practices.

Strategy 1: Use representative demographic data, disaggregated student outcomes data, and student experience feedback to inform and support decision-making throughout the institution.

Strategy 2: Continue integration of student services with instructional programs to reduce equity gaps.

Strategy 3: Recruit, hire, retain, and support employees reflective of CRC student demographics.

Strategy 4: Prioritize employee professional development to increase race-conscious and equity-minded practices.

AREA 2: ACCESS AND SUCCESS

Facilitate equitable access, success, and on-time completion through effective pathways and practices.

Strategy 1: Focus outreach and marketing to improve enrollment of under-served populations (adult learners, dual enrollment, justice-involved, foster youth, LGBTQIA+, DI students), aiming to increase certificates, associate degrees, and ADTs.

Strategy 2: Establish an equitable onboarding process by removing barriers and supporting students in entering their educational paths.

Strategy 3: Use program maps to promote timely completion of educational goals.

Strategy 4: Employ instructional and student-services practices that remove barriers, retain students on their path, and improve equity in completion.

Strategy 5: Facilitate on-time completion and maximize enrollment via student-centered course scheduling across modalities.

AREA 3: TEACHING AND LEARNING

Goal: Cultivate an exemplary, accessible, and equitable learning experience for students and employees.

Strategy 1: Provide culturally relevant curriculum and instruction.

Strategy 2: Foster interdisciplinary collaboration and flexible, contextualized learning opportunities.

Strategy 3: Promote and sustain a culture of innovation, reflection, and collaboration among students and employees.

Strategy 4: Prioritize professional development for innovative, equity-minded instructional practices.

AREA 4: WORKFORCE DEVELOPMENT

Goal: Enhance equitable career and technical education (CTE) opportunities to meet regional and industry needs.

Strategy 1: Enhance promotion of CTE programs to students, employers, and community partners.

Strategy 2: Scale CTE programs to meet current regional industry needs.

Strategy 3: Develop new CTE programs aligned with emerging regional industry needs.

Strategy 4: Create early college pathways for high-school students to accelerate CTE program completion.

Strategy 5: Enhance work-based learning and job access through industry partnerships.

Strategy 6: Ensure equitable access into career tracks.

AREA 5: WORKING AND LEARNING ENVIRONMENT

Goal: Foster an equitable, effective, and fulfilling learning and working environment.

Strategy 1: Enhance college processes and resource allocations to support institutional effectiveness, remove barriers, and create sustainable workloads.

Strategy 2: Provide a safe and healthy environment.

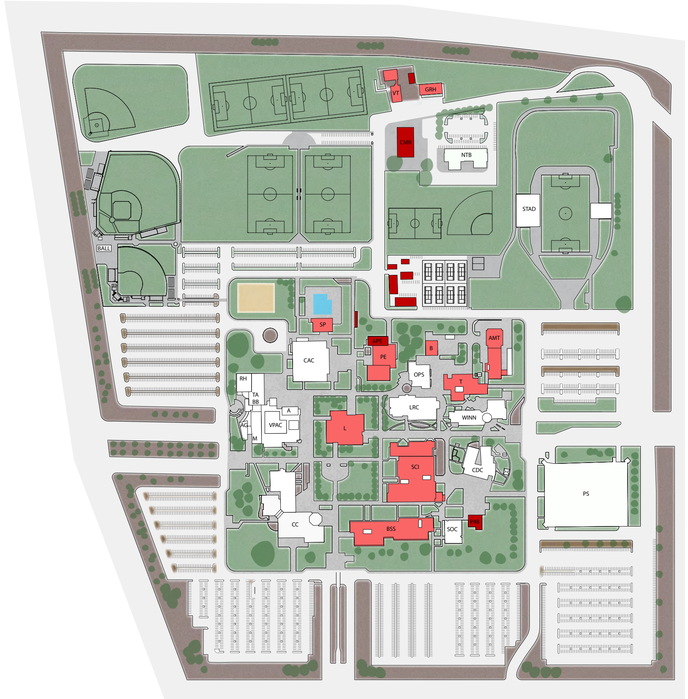
Strategy 3: Offer accessible and relevant professional development for all employees.

Strategy 4: Provide innovative, sustainable technology and facilities to support flexible learning for a diverse campus community.

Strategy 5: Foster campus culture that addresses systemic inequities and promotes respectful engagement among all constituencies.

FACILITIES CONDITION INDEX

BLDG	BUILDING	CONDITION	PRIORITY
APE	ADAPTIVE PE	161.3%	
GRH	AGRICULTURAL GREENHOUSE	124.8%	
VT	ANIMAL HEALTH TECH	130.0%	2
AMT	AUTOMOTIVE	124.4%	
BALL	BB / SB PRESSBOX / STORAGE	0.0%	
B	BOILER PLANT	110.8%	
BSS	BUSINESS SOCIAL SCIENCES	122.0%	3
OPS	CAMPUS OPERATIONS	0.0%	
CDC	CHILD DEVELOPMENT CENTER	4.8%	11
CC	COLLEGE CENTER (HAWKS CARE)	21.4%	7
CAC	COMMUNITY & ATHLETIC CTR	30.6%	
STAD	CONC STAND / RESTRM / TICKET	0.0%	12
CMR	CUSTODIAL, MAINT, @ RECE	164.2%	10
	DSPS's	161.5%	
LRC	LEARNING RESOURCE CENTER	0.0%	8
L	LIBRARY	114.6%	1
NTB	NORTHEAST TECHNICAL BLDG	0.0%	
PS	PARKING STRUCTURE	0.0%	
	PE SB - STORAGE / PRESS BOX	171.6%	
	PHYSICAL ED STORAGE	0.0%	
PE	PHYSICAL EDUCATION	111.2%	13
	RECEIVING - BAR	33.8%	
	SB / BB CONCESSIONS / RR	0.0%	
SCI	SCIENCE	131.6%	9
	SCIENCE PORTABLES	86.5%	
	SOCCER	0.0%	
	SOFTBALL	0.0%	
SOC	SOUTHEAST OFFICE COMPLEX	4.5%	
SP	SWIMMING	128.4%	6
T	TECHNOLOGY	129.3%	5
VPAC	VISUAL & PERFORMING ARTS	26.1%	14 & 15
WINN	WINN CENTER	0.0%	
N RD	NORTH ROAD	NA	16
CAF	CAFETERIA	NA	4



CAMPUS FORUM

Two public forums were held during the FMP process. The Purpose and Actualization of the FMP were shared with the attendees. Input from the attendees is listed below:

FMP PURPOSE

Educational Strategic Plan: The FMP is a reflection of the Strategic Plan and determines what facilities are needed to meet that plan.

Post-Covid World: The college modality has changed to be both on campus and virtual learning. The FMP must reflect this reality,

Space Utilization: Individual design options will not be part of the FMP. They will be addressed when each building enters the actual design phase.

FMP ACTUALIZATION

Projects are paid for using both local and state funds.

Local Funds: The district is planning to pursue a local bond in 2026. If passed, these funds are available to fund projects that would not qualify for state funds and for supplementing State funds.

Matching State Funds

Timeline: In general, the plan is to have one project per campus per year at most given the design process and campus disruption during construction.

INPUT FROM ATTENDEES

1. Welcoming and public facilities are essential to serve the communities' need for gathering.

2. Facilities are a student space and contribute to a flourishing campus life.

3. Faculty values having a voice in project design due to concerns pertaining to a single or shared office approach.
The concerns are as follows:
- Privacy for mental health
- Limited space for preparation
- Limited storage for teaching tools
- Reduced office hours
- Challenge for faculty serving in multiple roles

4. Hawks Cares Center needs improvements in size and quality. Specifically 217A and 217B urgently need modernization.

5. The number of classrooms on campus is limiting to the functionality of the college.

6. Athletic amenities such as ping pong, basketball, etc. in public spaces on campus engage students on campus.

7. Honors program currently enrolls 400 students while the capacity is 15 students.

8. A guiding concept for improvements should be to have a welcoming place for students between/after classes as well as inspiring students to stay on campus.

SPACE UTILIZATION STUDY SUMMARY

BACKGROUND & PURPOSE

Cosumnes River College, part of the Los Rios Community College District, initiated the Space Utilization Study in response to evolving instructional modalities, hybrid work trends, and changing student expectations. The college sought to create compelling, future-ready learning and work environments and optimize space usage across campus.

GOALS OF THE STUDY

-Explore hybrid work models for faculty and classified professionals.

-Analyze classroom usage and demand.

-Identify real estate efficiencies for classroom and office spaces.

-Inform CRC's Facilities Master Plan with strategic, research-backed insights.

KEY FINDINGS

Hybrid Work & Learning is Permanent: A lasting shift to dual modalities (on-ground & online) is shaping space and engagement needs.

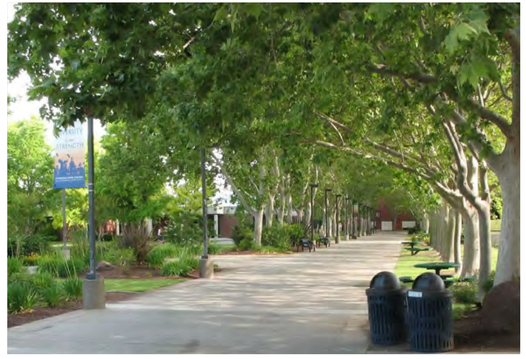
Faculty/Staff Office Inefficiency: Hierarchical, siloed designs do not align with modern hybrid work preferences.

Community Matters: Students, faculty, and staff value a vibrant, inclusive campus community.

Student Success Focus: Every stakeholder group is aligned around improving student outcomes.

Shared Ratios: Enhancing community areas and student interaction zones.

Classified Professionals: Move toward activity-based workspaces and greater space sharing, increasing collaboration and space efficiency.



SECTION 3. FRAMEWORK

OVERVIEW

Enrollment has remained consistent with gradual growth at CRC including Hybrid / On-line classes. In-person enrollment has increased, and the improvement of on-campus life is hopefully to follow. While growth at the CRC campus is not supported by the data, replacement, and renovation of existing buildings on campus will create a campus environment that will appeal to students and faculty alike.

ENROLLMENT FORECAST

BACKGROUND & PURPOSE

This chart displays total enrollments and enrollments by modality in CRC courses on Day 1 of Spring 2022 through Spring 2025 semesters.

KEY FINDINGS

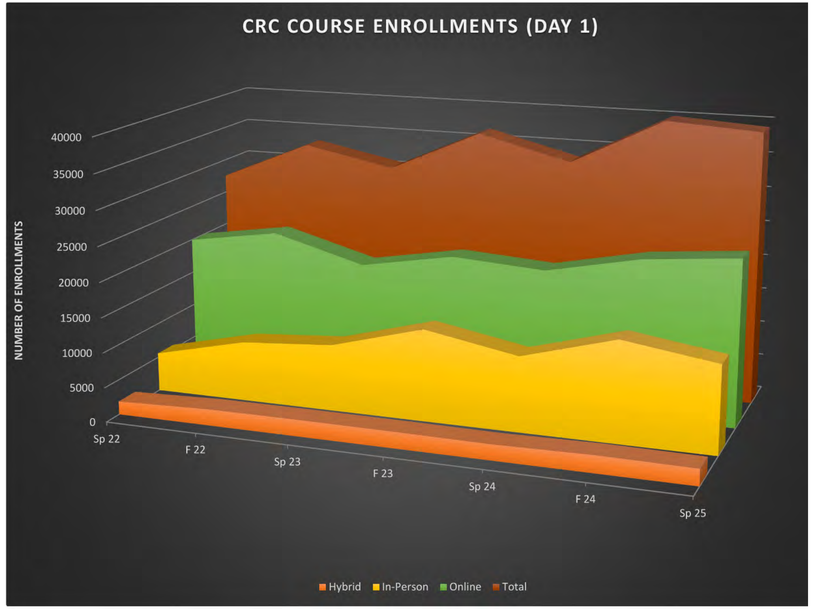
- Total course enrollments have increased about 10% each year between 2022 and 2024

- Hybrid enrollment remained fairly constant during this time

- Online enrollment has remained fairly constant between Fall 2022 and Fall 2024

- In-Person enrollment increased 69% between Fall 2022 and Fall 2024

Days to Term	Term	Enrollment
20	Fall, 2019	37,647
20	Spring, 2020	36,190
20	Fall, 2020	33,867
20	Spring, 2021	31,234
20	Fall, 2021	31,866
20	Spring, 2022	27,491
20	Fall, 2022	31,715
20	Spring, 2023	30,335
20	Fall, 2023	36,010
20	Spring, 2024	33,951
20	Fall, 2024	38,880
20	Spring, 2025	38,030



SPACE INVENTORY

FUSION2
Space Inventory

Building Summary Report (current)

230 - Los Rios Community College District

232 - Cosumnes River College

Bldg#	Building Name	Year Built	Rooms	Stations	ASF	OGSF	Efficiency	Ownership	Construction	Plan
1	Library	1970	104	1,152	44,865	70,692	63.5%	Owned in fee simple	Fire resistive - Concrete	P
2	Science	1970	72	614	34,695	48,730	71.2%	Owned in fee simple	Fire resistive - Concrete	P
3	Physical Education	1970	22	85	18,150	26,937	67.4%	Owned in fee simple	Fire resistive - Concrete	P
4	Swimming	1970	20	2	3,475	5,841	59.5%	Owned in fee simple	Fire resistive - Concrete	P
5	Technology	1970	31	146	11,667	16,987	68.7%	Owned in fee simple	Fire resistive - Concrete	P
6	Automotive	1970	10	108	13,449	16,762	80.2%	Owned in fee simple	Fire resistive - Concrete	P
7	Business Social Sciences	1975	80	954	23,402	42,308	55.3%	Owned in fee simple	Ordinary Masonry	P
8	College Center	1990	148	416	47,872	70,872	67.5%	Owned in fee simple	Wood Frame	P
9	Visual & Performing Arts	1995	70	834	38,578	47,738	80.8%	Owned in fee simple	Ordinary Masonry	P
10	Community & Athletic Ctr	1999	41	387	36,801	48,200	76.4%	Owned in fee simple	Fire resistive - Concrete	P
11	Child Development Center	2001	34	314	11,429	18,799	60.8%	Owned in fee simple	Wood Frame	P
12	Southeast Office Complex	2003	53	52	5,658	8,844	64.0%	Owned in fee simple	Wood Frame	P
13	Learning Resource Center	2005	72	729	29,702	45,628	65.1%	Owned in fee simple	Fire resistive - Concrete	P
14	Campus Operations	2007	32	30	7,243	10,715	67.6%	Owned in fee simple	Light Incombustible Frame	P
15	Winn Center	2013	73	789	24,413	41,479	58.9%	Owned in fee simple	Light Incombustible Frame	P
16	Parking Structure	2013	7	0	274,885	585,577	46.9%	Owned in fee simple	Fire resistive - Concrete	P
28	Boiler Plant	1970	6	0	7,193	7,413	97.0%	Owned in fee simple	Fire resistive - Concrete	P
48	DSPSs	1975	6	16	1,947	2,514	77.4%	Owned in fee simple	Wood Frame	T
49	Custodial, Maint. & Rece	1975	13	5	7,891	10,770	73.3%	Owned in fee simple	Light Incombustible Frame	P
50	Animal Health Tech.	1982	16	39	5,289	6,075	87.1%	Owned in fee simple	Light Incombustible Frame	P
51	Agricultural Greenhouse	2011	2	0	5,713	5,820	98.2%	Owned in fee simple	Light Incombustible Frame	P
52	Northeast Technical Bldg	2012	14	89	11,918	13,475	88.4%	Owned in fee simple	Light Incombustible Frame	P
54	Receiving - BAR	1994	2	1	1,084	1,125	96.4%	Owned in fee simple	Light Incombustible Frame	P
61	Adaptive P.E.	1973	2	1	1,754	2,218	79.1%	Owned in fee simple	Wood Frame	T
71	Science Portables	2005	24	74	12,217	15,375	79.5%	Owned in fee simple	Wood Frame	T
72	Physical Ed Storage	1975	1	0	323	350	92.3%	Owned in fee simple	Wood Frame	T
73	PE SB-Storage/Press Box	1975	2	0	419	522	80.3%	Owned in fee simple	Wood Frame	P
77	Conc Stand/Restr/Ticket	1977	5	1	658	2,052	32.1%	Owned in fee simple	Light Incombustible Frame	P
79	Baseball Storage	2012	1	0	581	625	93.0%	Owned in fee simple	Light Incombustible Frame	P
80	Baseball Press Box	2012	1	0	219	240	91.3%	Owned in fee simple	Light Incombustible Frame	P
81	SB/BB Concession/RR	2012	3	1	353	1,227	28.8%	Owned in fee simple	Light Incombustible Frame	P
82	Softball Storage	2012	1	0	581	625	93.0%	Owned in fee simple	Light Incombustible Frame	P
83	Softball Press Box	2012	1	0	219	240	91.3%	Owned in fee simple	Light Incombustible Frame	P
84	Soccer Storage/Press Box	2012	3	8	729	840	86.8%	Owned in fee simple	Light Incombustible Frame	P
85	Soccer Concession/RR	2012	3	1	353	1,227	28.8%	Owned in fee simple	Light Incombustible Frame	P
35	**Building(s)**		**975**	**6,848**	**685,725**	**1,178,842**	**58.2%**			

SPACE CAPACITY

Report Generated: 02/07/2025 — **Capital Outlay Plan Page 2 of 6**

FUSION — **Campus Capacity/Load Ratios**
Planning

Los Rios Community College District (230)
Cosumnes River College (232)

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
2	**Library Modernization**										
		0	0	2029-30					71,491		
Cosumnes River College									206%		
9	**Performing Arts Renovation**										
		0	0	2029-30					71,491		
Cosumnes River College									206%		
13	**Technology Building Modernization**										
		0	0	2031-32							71,491
Cosumnes River College											203%
19	**Elk Grove Phase 3**										
		3,000	4,754	2034-35							
Cosumnes River College											
24	**Business Building Modernization**										
		0	0	2035-36							
Cosumnes River College											
32	**New Instructional Space**										
		6,000	9,509	2036-37							
Cosumnes River College											

Lecture Summary / Totals		**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
Lecture ASF	Actual*/Projected WSCH	32,917	33,378	33,841	34,308	34,777	35,073	35,196
45,111	Cumulative Capacity	71,491	71,491	71,491	71,491	71,491	71,491	71,491
	Capacity/Load Ratio	217%	214%	211%	208%	206%	204%	203%

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FUSION — **Campus Capacity/Load Ratios**
Planning

Los Rios Community College District (230)
Cosumnes River College (232)

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
2	**Library Modernization**										
		0	0	2029-30					43,907		
Cosumnes River College									143%		
9	**Performing Arts Renovation**										
		0	0	2029-30					43,907		
Cosumnes River College									143%		
13	**Technology Building Modernization**										
		0	0	2031-32							43,907
Cosumnes River College											141%
15	**CDC Relocation**										
		0	0	2033-34							
Cosumnes River College											
19	**Elk Grove Phase 3**										
		7,200	2,802	2034-35							
Cosumnes River College											
24	**Business Building Modernization**										
		0	0	2035-36							
Cosumnes River College											
32	**New Instructional Space**										
		8,000	3,113	2036-37							
Cosumnes River College											

Lab Summary / Totals		**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
Lab ASF	Actual*/Projected WSCH	29,045	29,451	29,860	30,271	30,685	30,947	31,055
121,435	Cumulative Capacity	43,907	43,907	43,907	43,907	43,907	43,907	43,907
	Capacity/Load Ratio	151%	149%	147%	145%	143%	142%	141%

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FUSION **Campus Capacity/Load Ratios**

Planning

Los Rios Community College District (230)
Cosumnes River College (232)
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
2	**Library Modernization**										
		0	0	2029-30					448		
	Cosumnes River College								131%		
9	**Performing Arts Renovation**										
		0	0	2029-30					448		
	Cosumnes River College								131%		
44	**Culinary Modernization**										
		0	0	2030-31						448	
	Cosumnes River College									130%	
13	**Technology Building Modernization**										
		-271	-2	2031-32							446
	Cosumnes River College										128%
14	**Physical Education Renovation**										
		0	0	2032-33							
	Cosumnes River College										
15	**CDC Relocation**										
		0	0	2033-34							
	Cosumnes River College										
19	**Elk Grove Phase 3**										
		2,400	12	2034-35							
	Cosumnes River College										
24	**Business Building Modernization**										
		0	0	2035-36							
	Cosumnes River College										
32	**New Instructional Space**										
		2,000	10	2036-37							
	Cosumnes River College										
Office Summary / Totals					**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
		Office ASF		Actual*/Projected FTE	330	333	336	339	342	345	348
		78,442		Cumulative Capacity	448	448	448	448	448	448	448
				Capacity/Load Ratio	136%	135%	133%	132%	131%	130%	129%

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FUSION **Campus Capacity/Load Ratios**

Planning

Los Rios Community College District (230)
Cosumnes River College (232)
Campus Library Capacity/Load Ratio

No.	Project	Lib ASF	Occupancy	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
2	**Library Modernization**									
		0	2029-30					25,515		
	Cosumnes River College							65%		
15	**CDC Relocation**									
		0	2033-34							
	Cosumnes River College									
19	**Elk Grove Phase 3**									
		1,800	2034-35							
	Cosumnes River College									
Library Summary / Totals				**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
	Library ASF	Actual*/Projected ASF		37,670	37,966	38,461	38,959	39,459	39,763	39,868
	25,515	Cumulative Capacity		25,515	25,515	25,515	25,515	25,515	25,515	25,515
		Capacity/Load Ratio		68%	67%	66%	65%	65%	64%	64%

Report Generated: 02/07/2025 **Capital Outlay Plan Page 6 of 6**

FUSION **Campus Capacity/Load Ratios**

Planning

Los Rios Community College District (230)
Cosumnes River College (232)
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
2	**Library Modernization**									
		0	2029-30					3,511		
	Cosumnes River College							30%		
32	**New Instructional Space**									
		600	2036-37							
	Cosumnes 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		11,064	11,188	11,313	11,438	11,563	11,630	11,639
	3,511	Cumulative Capacity		3,511	3,511	3,511	3,511	3,511	3,511	3,511
		Capacity/Load Ratio		32%	31%	31%	31%	30%	30%	30%

CAPACITY LOAD RATIOS

The campus is over built in most room types except Library and AV/TV. This assessment, combined with the FCI Report data, informs the general direction of this FMP towards modernization of existing buildings to replace or remodel them, but no new growth projects. All future growth in this FMP is assumed to happen at the Elk Grove Center.

Room Type Summaries

Lecture ASF		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	Outlook Assessment	Adjustment Options
	Actual*/Projected WSCH	36,830	37,243	37,656	38,069	38,292	38,242	38,355		
45,111	Cumulative Capacity	71,491	71,491	71,491	71,491	71,491	71,491	71,491		
	Capacity/Load Ratio	194%	192%	190%	188%	187%	187%	186%	**Overbuilt**	Adjust Schedule or Reduce Area

Lab Summary / Totals		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032		
	Actual*/Projected WSCH	32,497	32,861	33,225	33,590	33,787	33,815	33,843		
121,435	Cumulative Capacity	43,907	43,907	43,907	43,907	43,907	43,907	43,907		
	Capacity/Load Ratio	135%	134%	132%	131%	130%	130%	130%	**Overbuilt**	Adjust Schedule or Reduce Area

Office Summary / Totals		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032		
	Actual*/Projected FTE	333	336	339	342	345	348	351		
78,442	Cumulative Capacity	448	448	448	448	448	448	448		
	Capacity/Load Ratio	135%	133%	132%	131%	130%	129%	128%	**Overbuilt**	Adjust Schedule or Reduce Area

Library Summary / Totals		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032		
	Actual*/Projected ASF	40,505	40,951	41,397	41,844	42,082	42,108	42,135		
25,515	Cumulative Capacity	25,515	25,515	25,515	25,515	25,515	25,515	25,515		
	Capacity/Load Ratio	63%	62%	62%	61%	61%	61%	61%	**Underbuilt**	Need +/- additional **15,000 SF**

AV/TV Summary / Totals		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032		
	Actual*/Projected ASF	11,404	11,525	11,645	11,766	11,827	11,829	11,832		
3,511	Cumulative Capacity	3,511	3,511	3,511	3,511	3,511	3,511	3,511		
	Capacity/Load Ratio	31%	30%	30%	30%	30%	30%	30%	**Underbuilt**	Need +/- additional **8,000 SF**
								8,321		

SECTION 4. RECOMMENDATIONS

OVERVIEW

DESIGN PRINCIPLES

The primary objective of new projects must be to support the college's mission, vision, values and goals. The site, architectural and landscape designs must strive to create an educational environment that supports exceptional programs and services and maximizes access to best serve students and the community. Each project must follow the aesthetic elements that make CRC unique. This document is dedicated to continuing existing characteristics for open space, pedestrian circulation, parking and architectural and landscape design features that are repeated throughout the campus, while introducing creativity and uniqueness into each project. In addition, projects should incorporate design practices that are consistent with the college's vision and values of respect for humanity and the environment by using sustainable and universal design practices.

PLANNING PRINCIPLES

UNIVERSAL DESIGN

Project designs should incorporate universal design concepts to ensure that buildings, classrooms and exteriors of the campus are usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. All projects should include at least one gender-neutral, single-stall restroom whenever possible. Walkways, building entrances, signage, furniture, and other elements of the campus environment should be designed to maximize accessibility for all people.

DESIGN REVIEW

All proposed projects should be reviewed for conformance with the guidelines established in this master plan document. Any variances from these guidelines should be carefully considered based on overriding programmatic requirements in balance with maintaining the aesthetic elements that make CRC unique.

CAMPUS HERITAGE

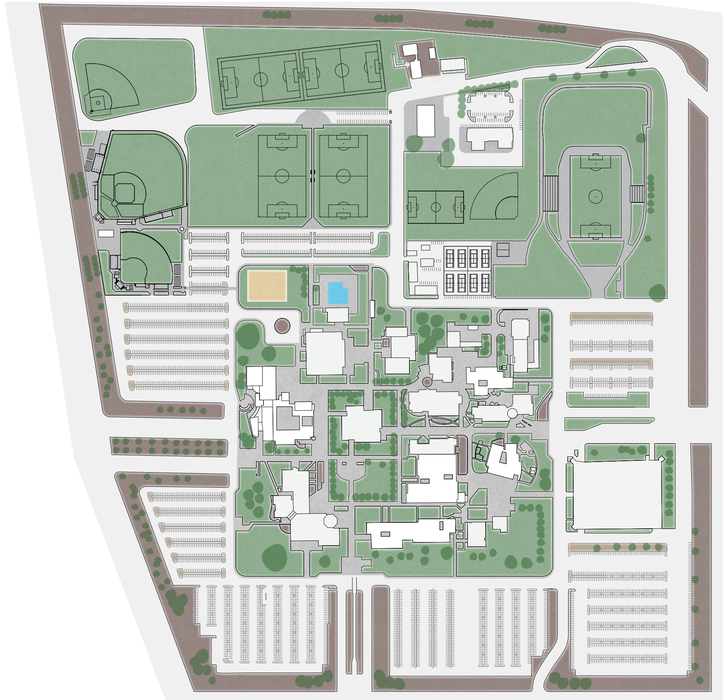
The Cosumnes River College campus and surrounding region are within the traditional lands of two indigenous California groups, the Nisenan, and the Miwok. The stories of the Nisenan and Miwok are in some respects comparable to those of other indigenous peoples elsewhere in California. A presentation that provides a summary of the current state of knowledge concerning the prehistoric setting of the CRC campus can be found in the Appendix.

FACILITIES MASTER PLAN

EXISTING ELEMENTS

The following section will show the importance of different elements that exist on campus, such as vehicular Circulation, Pedestrian Circulation, Campus Identitiy, and Pedestrian Wayfinding.

These help visitors and students to find their way around campus quickly and efficiently, while also adding a thematic scheme to the campus.



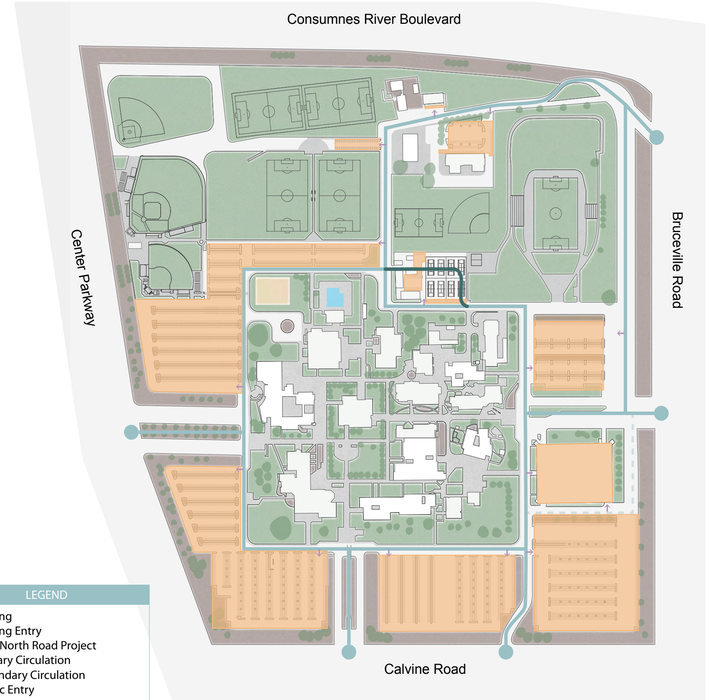
VEHICULAR CIRCULATION

PARKING

The purpose of the Circulation and Parking Guidelines is to provide for safety and efficiency in the on-site circulation and parking areas. The guidelines address pedestrian, service and emergency vehicles as well as student and staff vehicles by identifying east and south site connection.

Street level parking on four sides of the current campus provides the potential for expansion, though it is not needed at this time. With the construction of a new parking structure next to lot E, the campus has 2,000 additional parking spaces for students. The small five-foot berm that separates the college parking lots from street traffic is an important treatment to continue as it provides for a more picturesque view of the campus for vehicular traffic driving past the college. Careful consideration musth be given to the potential conflicts of vehicle and pedestrian traffic.

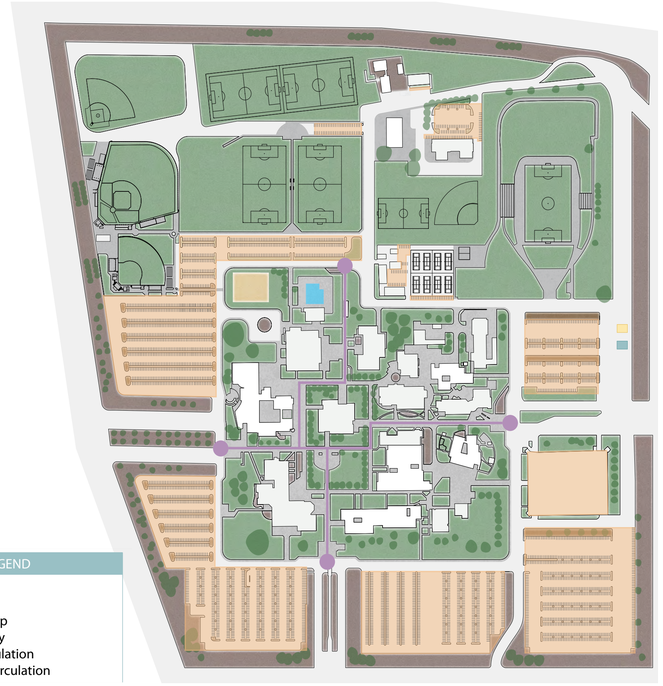
Vehicle access to the central campus is provided from entrance roads off Center Parkway(West), Bruceville Road(East) and Calvine Road(South). Access to the north part of campus is provided by an entrance off Bruceville Road, just south of Cosumnes River Blvd. An additional entrance off Calvine Road with a stop light accommodates the increase in vehicle traffic. On-site vehicle circulation appears to be sufficiently sized and routed for current traffic loads with the exception of service access around the northeast area of the college. To improve pedestrian and vehicular access to the facilities, programs and services on the north side of campus, a new road, accessible walkways and parking are included in the Master Plan providing a stronger connection to the campus core. Speed bumps should be installed at the north campus roads in order to slow down traffic and to improve pedestrian safety.



PEDESTRIAN CIRCULATION

PEDESTRIAN CIRCULATION

The grid-patterned circulation concept allows for efficient pedestrian circulation between buildings. Deviations from the grid pattern for pedestrian circulation are acceptable and encouraged but walkways should follow the anticipated path of travel and meet the needs of all students, including those with disabilities. Except for the northeast section of the campus, all buildings are well interconnected without adding further hardscape. Increased vehicular and pedestrian access should be added to incorporate the northeast section of the college with the main campus. The main circulation walkways (axis) originating in the parking lots and terminating at the Library in the center of the campus are of adequate width in their paving section as well as their associated green space. Future circulation improvements should consider a variety of pedestrian safety measures, including more bicycle lanes, sidewalks on outside of south and west entrances allowing for better pedestrian and bicycle traffic flow.



CAMPUS IDENTITY

GENERAL GUIDELINES

The upper level appears large enough to accommodate projected future projects for the time period covered by this plan. Building additions and new buildings should be sited to maintain the open feel of the campus. Space between buildings should be viewed as important as actual building mass. The existing buildings are humanly scaled with horizontal bands of concrete and vertical support elements of brick or brick veneer. Large glazing areas provide relief to the long horizontal elevations. Newer additions have replaced some of the brick elements of the original buildings with cement plaster and substituted the horizontal concrete bands with metal fascia panels. The brick wing walls in some of the newer designs have been replaced with round concrete columns.

Future building proportions as well as other design elements should be in conformance with existing architectural expression. All buildings or building additions should appear as an integrated part of an overall design concept.

New construction should strive to maximize energy efficiency and promote environmentally-sustainable practices. Leadership in Energy and Environmental Design (LEED) building standard should be incorporated into new construction with the goal of designing to a minimum of LEED silver standard.

Building entrances should be covered to prevent water intrusion to improve safety and clearly marked for easy wayfinding. Exterior and interior material should be durable and easy to maintain.

FUTURE GROWTH

Future growth for the college is considered to happen at the Elk Grove Center when additional growth space is needed to service the community. The Elk Grove Center map is included in this FMP on page 29.

BUILDING ADDITIONS

A number of buildings at Cosumnes River College are designed with a system of open corridors that connect building elements under the same roof. This layout can make it challenging to add square footage in an efficient and cost-effective manner. If additional square footage in a specific facility is needed, careful consideration shall be given to the consolidation of educational programs and building mass.

UNIQUE CAMPUS CHARACTER

Cosumnes River College was developed with a vision of using simple, expandable landscape concepts. There are four main quadrants elevated above the surrounding community on gently sloping berms. There are wide steps at each entrance and the college library building, the central and highest point, is surrounded by trees. A fountain sits in front of the library building with a large grassy area and tables for students to gather. The building blocks of design are simple geometric shapes and suggest that higher education begins with foundational concepts. The signage, landscaping, brick buildings and paving combinations reinforce this theme throughout the campus.

The campus "grid" is a building block of integration for the upper level. The trees that line the four corridors surrounding the central library form a square, and from this square, perpendicular walkways divide the campus in quadrants and ultimately take pedestrians north to the athletic fields; or west, south and east to the main entrances and parking lots. These straight corridors keep the layout of the campus simple, while providing an infinite number of possibilities for expansion by division. This foundational concept is beautiful in its application at CRC through the placement of buildings, walkways, and open spaces. The theme is artfully carried out by grid-like windows, fences, trellises, and other elements. Plant materials should maintain open views of the campus and prevent hiding places.

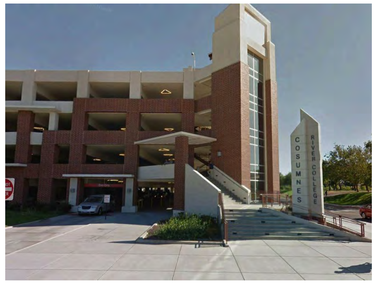
BUILDING MATERIALS

To ensure the continuity of design at CRC, there should be adherence to some basic building materials. When appropriate, environmentally-sustainable building materials should be selected. Allowable basic materials should be limited to the following:

- Glass
- Poured-in-place concrete or pre-cast concrete
- Brick/ Brick Veneer
- Pre-finished metal panel
- Cement Plaster

MECHANICAL EQUIPMENT

If mechanical equipment must be roof mounted, it must be adequately screened from view. Mechanical screens may consist of any architecturally-suitable material conforming to the design of the building. Energy efficiency should be considered when selecting mechanical equipment.



PEDESTRIAN WAYFINDING

PURPOSE

The purpose of the signage guidelines is to establish prescriptive and performance guidelines for a coordinated graphic system within the Cosumnes River College campus that provides for building identification and information communication in a distinctive and cohesive manner.

The signage guidelines apply to four separate categories of signage:

1. Building Identification Signage
2. Information/Directory Signage
3. Vehicular Control Signage
4. Temporary Signage

BUILDING IDENTIFICATION SIGNAGE

Building identification signage must be a metal sign of white typography with the building name in large type against an orange background and the building room numbers and program/service descriptions in smaller typography against a navy blue background.

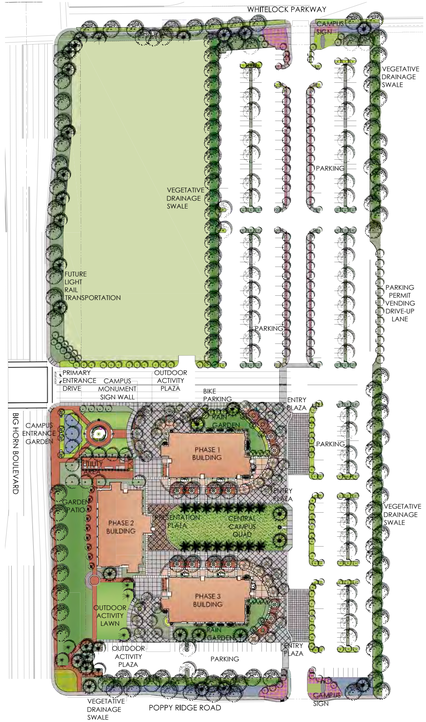
DIRECTIONAL / VEHICULAR CONTROL / TEMPORARY SIGNAGE

Directional signage at the parking lot level directs vehicles to the appropriate parking lots. The way-finding signage on campus walkways directs pedestrian to the various facilities. Primary directional signage for general wayfinding to parking lots and buildings shall use the school colors with a white typography on a navy blue background with orange trim. Secondary directional signage used for other purposes (e.g., Daily Permit Machines) must be a metal sign of dark blue typography and white background with a dark blue trim. The use of red on signs is limited to stop, yield, and prohibition signs. Signs required by the Americans with Disabilities Act (ADA) must be white typography on a blue background. The use of reflective material for typography and directional arrows is recommended. Temporary signs for short term advertising or directional signs do not have to comply.

AFFORDABLE STUDENT HOUSING PROJECT

The District applied for an affordable student housing grant in FY 2021-22 from the State of California to construct a housing project for CRC students. While the State has yet to confirm the final grant amount, the district has purchased a property two blocks from the campus as a site for the planned housing project. Currently, the project is expected to house approximately 140-160 students and will begin design once funding is finalized.

ELK GROVE CENTER



SUSTAINABILITY

In addition to effectively meeting the programmatic objectives, projects should be designed to maximize sustainability and reduce long-term operating costs to ensure effective use of resources and provide an environmentally responsible academic setting. As a general goal, all projects should be designed to a minimum of Leadership in Energy and Environmental Design (LEED) silver standards. Strategies should be used to reduce energy and water usage and promote integrated waste management practices. The college should evaluate opportunities to generate energy such as the use of photovoltaics to offset long-term energy cost and to further improve sustainability by adding net zero energy, net zero water and net zero waste milestones when practical.

Sustainability is an aspiration but limited due to funds available. The version of LEED certification will be clarified per project. There are no current plans by the district to bring existing buildings up to LEED silver in remodels, but new builds and expansions will be a minimum of LEED silver.

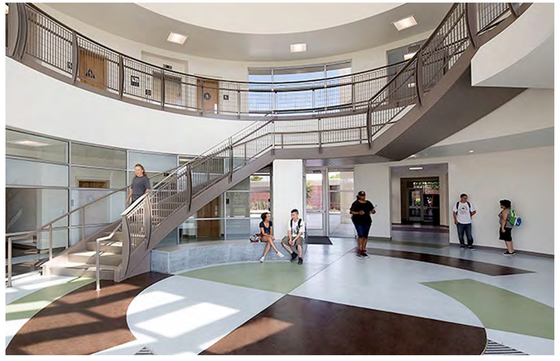
Storm water management involves strategies and practices designed to reduce runoff, control erosion, and maintain water quality after construction. Key approaches include both nonstructural and structural Best Management Practices (BMPs):

Nonstructural BMPs - include preserving natural areas, clustering development to minimize disturbance, maximizing vegetation, and protecting riparian and wetland areas.

Structural BMPs - focus on maximizing infiltration by retaining vegetated areas, reducing impervious surfaces, and capturing rainwater for reuse or groundwater recharge. Specific measures include silt fences, earth dikes, drainage swales, sediment traps, and energy dissipaters at storm drain outlets.

During construction, stormwater management requires controlling erosion and preventing sediment and pollutants from leaving the site through site-specific plans that incorporate BMPs consistent with EPA's National Pollutant Discharge Elimination System (NPDES) permits. This includes preventing soil loss by wind and water, protecting topsoil, and maintaining pollution control measures post-construction.

For construction projects disturbing less than one acre, compliance with local ordinances or Best Management Practices is mandatory, while larger projects require obtaining Construction Activities Storm Water General Permits.



SECURITY & SAFETY

EMERGENCY TELEPHONES

Outdoor emergency telephones have been installed at strategic locations throughout the campuses. These blue phones, when accessed, will automatically connect the caller to the Los Rios Police Department.

EMERGENCY ALERTS

In the event of an emergency or disaster, Los Rios will provide critical information to students and employees via an emergency alert system. Emergency alerts are issued via text, phone calls, and email.

Cosumnes River College is committed to maintaining a safe learning environment and supporting an ongoing comprehensive safety program. The Los Rios Police Department (LRPD) employs sworn police officers who are certified through California Peace Officers Standards and Training (POST) and are responsible for protecting life and property across the district.

LRPD has excellent working relationships with other law enforcement agencies and emergency service providers in our neighboring communities. These strong partnerships help support more effective responses in emergency situations.

CAMPUS SECURITY

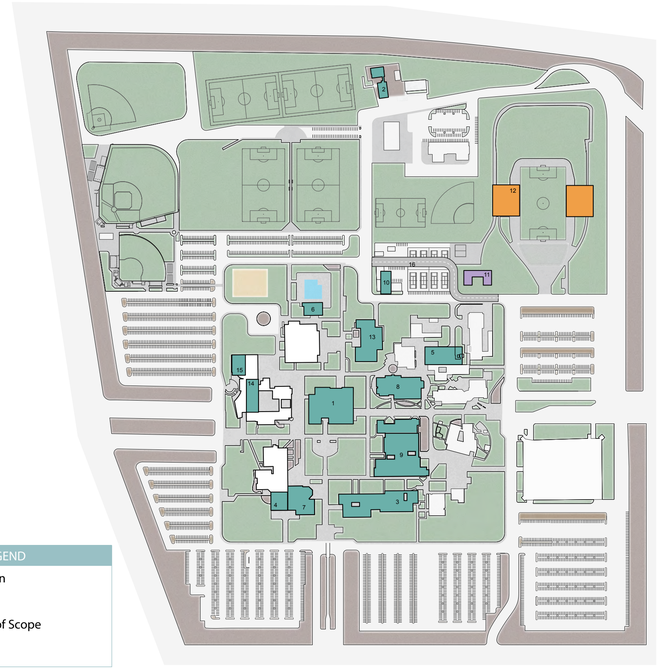
Campus fencing needs to be fully enclosed leading into the south parking lots. Perimeter fencing encompasses 90% of the campus which provides overall protection / security.

Situational awareness continual viewing, observing and partnerships:

- The perimeter fencing should be completed to limit unauthorized access. Adding additional fencing to the south parking lot entry points would assist with controlling access
- Adding extra cameras to higher vantage points (add additional cameras to the garage) would dramatically increase the perimeter viewing capabilities along with the campus viewing.
- Additional perimeter patrols would increase visibility, add an additional deterrent and assist with liability and could make the campus more secure.

PROJECT DESCRIPTIONS

1. Library Replacement
2. Animal Health Tech Project
3. BSS Modernization
4. Cafeteria Modernization
5. Technology Building Modernization
6. Pool and Aquatic Center Modernization
7. New Hawks Care and Health and Wellness Renovation
8. LRC Tutoring Second Floor Remodel
9. Science Classrooms
10. Custodial and Maintenance Building Modernization
11. New CDC
12. Stadium Expansion
13. PE Building Modernization
14. Black Box Theater Modernization
15. Recital Hall Modernization
16. North Road Project



PHASED DEVELOPMENT

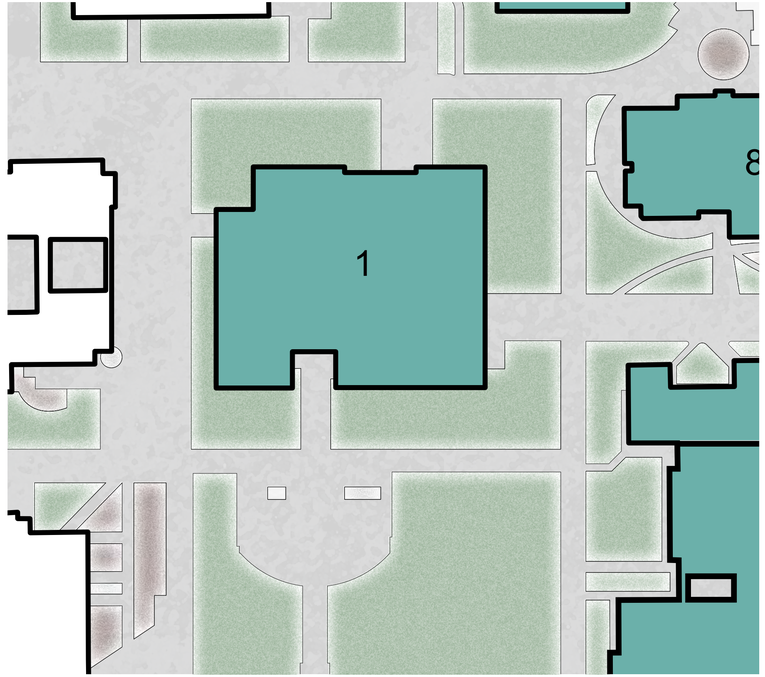
1. LIBRARY RENOVATION

GOALS AND OBJECTIVES :

The Library is located in the center of the campus.

The existing three story, with utility basement, 70,692 sqft building contains open stack reading rooms, study rooms, classrooms, and offices. It was originally constructed in 1970 and there has been no remodel to date.

The Modernization project demolishes the old 70,692 Gross Square Feet (GSF) building and constructs a new permanent two-story 70,000 GSF Replacement Library on the current Library site. The new Library will house a total of 44,865 Assignable Square Feet (ASF). The total ASF includes 5,460 ASF of Classroom space, 3,020 ASF of Laboratory space, 4,110 ASF of Office space, 22,775 ASF of Library space, 2,170 ASF of AV/TV space, and 7,330 ASF of Other space. This meets all of the project criteria and is the least cost alternative.



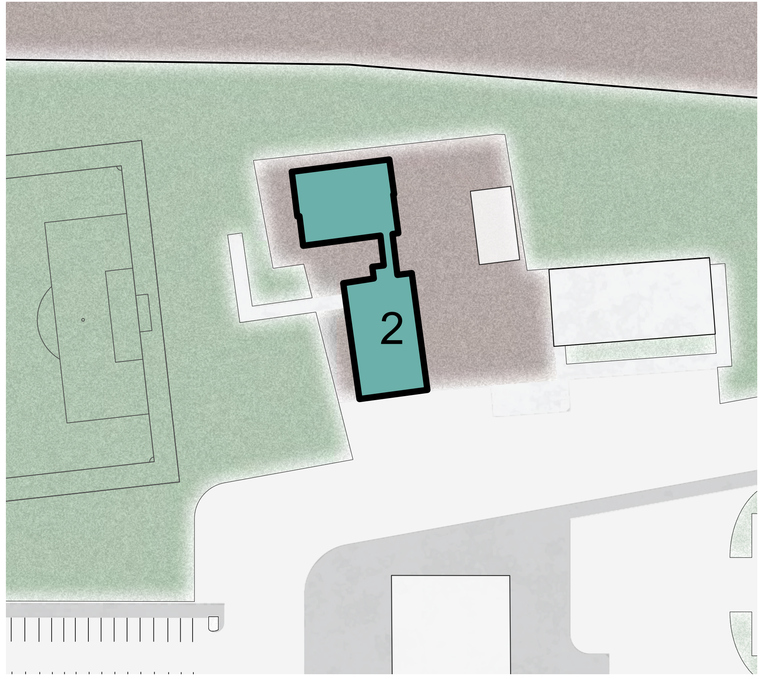
2. ANIMAL HEALTH TECH PROJECT

GOALS AND OBJECTIVES :

The existing Animal Health Tech facility consists of a kennel building and a lab, or classroom building. The kennel building will remain as part of this project. Renovation will take place in the lab/classroom building. The existing treatment/lab room will expand into the current classroom space.

The existing building interior will be demolished to the stud for the remodel. The existing toilets will remain and be modified as needed to bring up to code compliance.

New wayfinding will be added with a new canopy and signage added to denote the south east entrance.

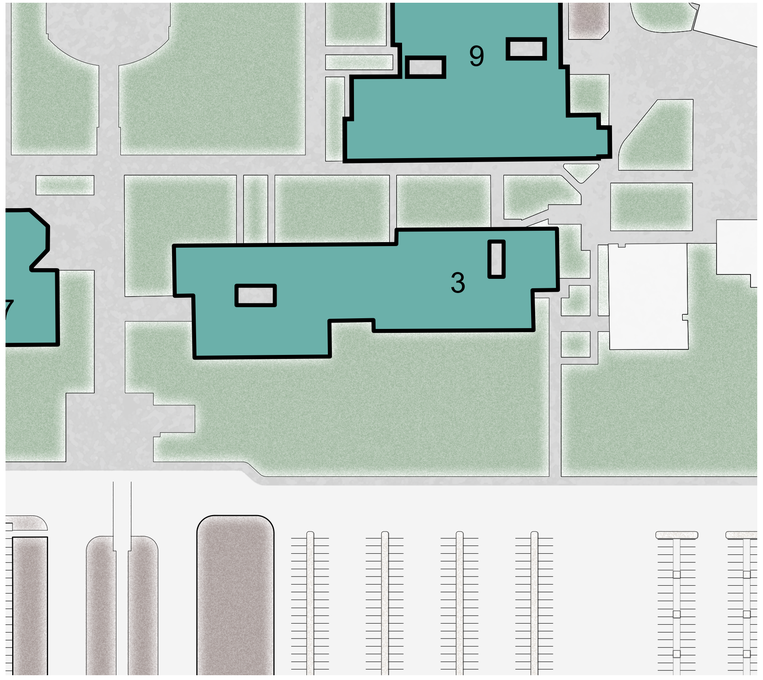


3. BUSINESS & SOCIAL SCIENCE (BSS) MODERNIZATION

GOALS AND OBJECTIVES :

BSS is one of the oldest buildings on the campus, built in the 1970's with an approximate square footage of 42,000 sq ft. Currently, classrooms are designed for traditional lecture mode, with the instructor at the front of the room and minimal ability to adapt the furniture within the room.

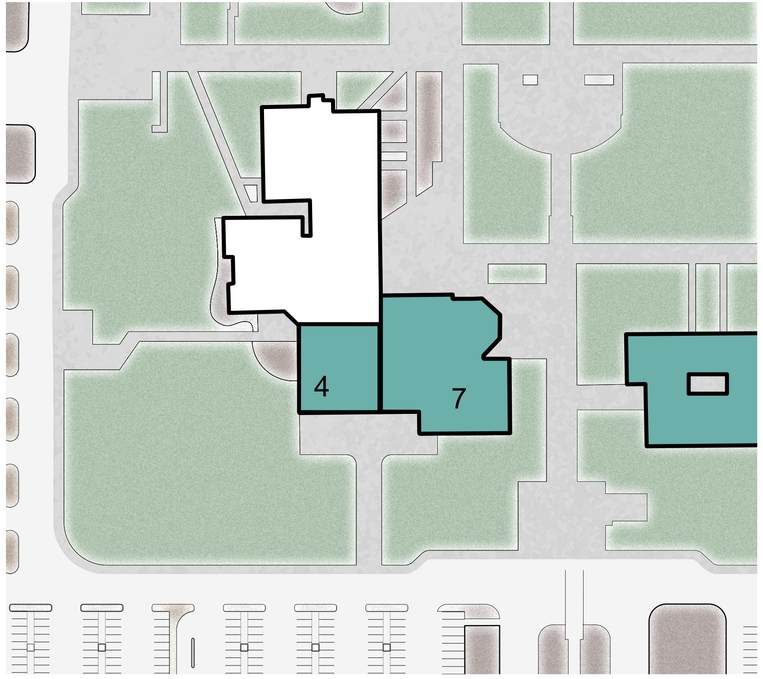
The goal in this modernization is to expand and enhance Faculty communities and Student interaction area to provide an upgraded learning experience.



4. CAFETERIA MODERNIZATION

GOALS AND OBJECTIVES :

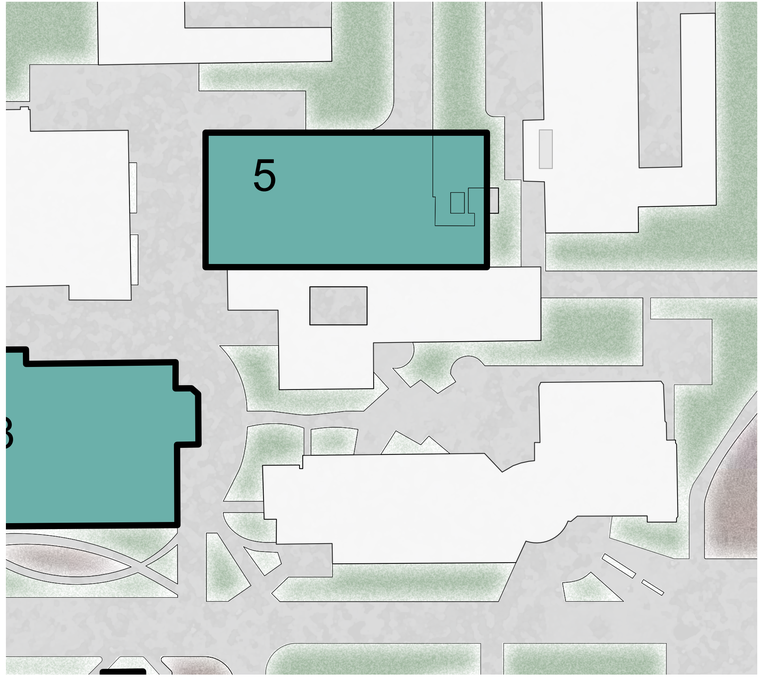
The goal of the cafeteria modernization is to refresh the space from cashiers to an activated space. This project will better serve students and staff with a more modern look and better functionality.



5. TECHNOLOGY BUILDING MODERNIZATION

GOALS AND OBJECTIVES :

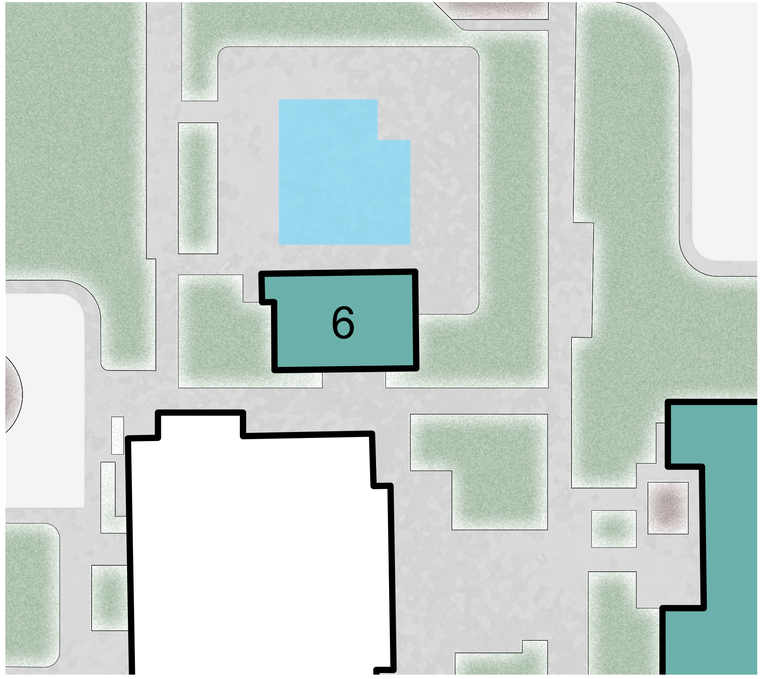
This project demolishes and replaces the existing Technology building to improve the instructional space by addressing infrastructure deficiencies and providing interior gathering and study space. The building consists of classroom space and Makerspace Labs with an emphasis on Career Education programs.



6. POOL & AQUATICS CENTER MODERNIZATION

GOALS AND OBJECTIVES:

A. Chilled Water Loop Completion
B. Central Plant Chiller Replacement
C. Pool Refurbishment – Deck, Liner
D. Pool Solar Heating (Sustainability)

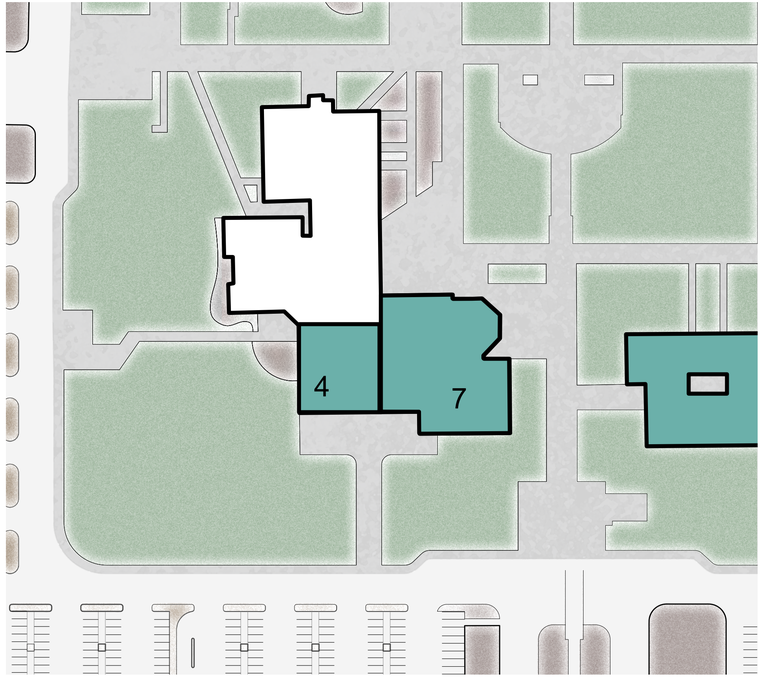


7. NEW HAWK CARES AND HEALTH & WELLNESS RENOVATION

GOALS AND OBJECTIVES :

The current bookstore will be remodeled to create space for Health and Wellness along with a new Hawk Cares center. This area will be committed to supporting the holistic well-being of its students and will address not only their academic and basic needs, but also their physical, mental, and emotional health.

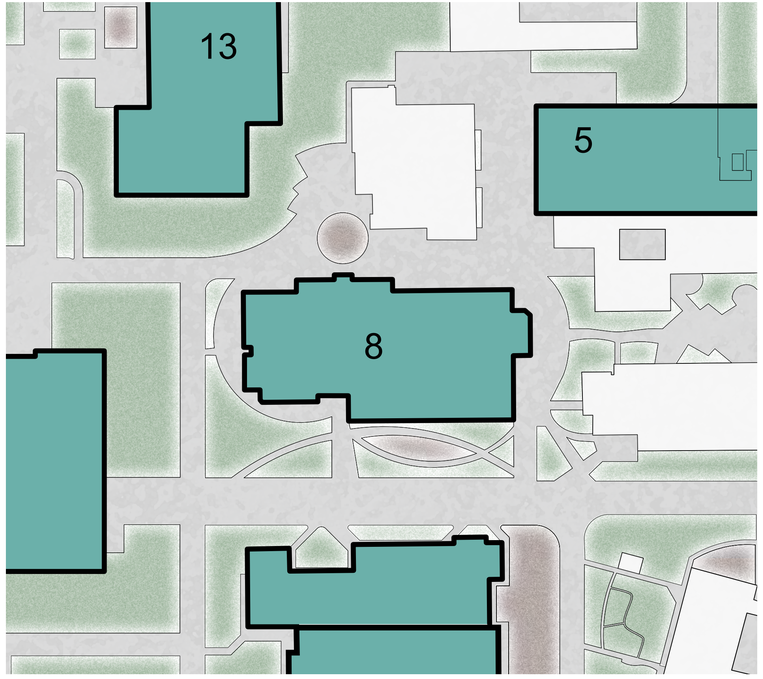
The integrated space will serve as a comprehensive Health, Wellness, and Basic Needs Center. This space will be designed to reduce barrier to access and streamline student support in a centralized and welcoming environment.



8. LEARNING & RESOURCE CENTER (LRC) TUTORING SECOND FLOOR REMODEL

GOALS AND OBJECTIVES :

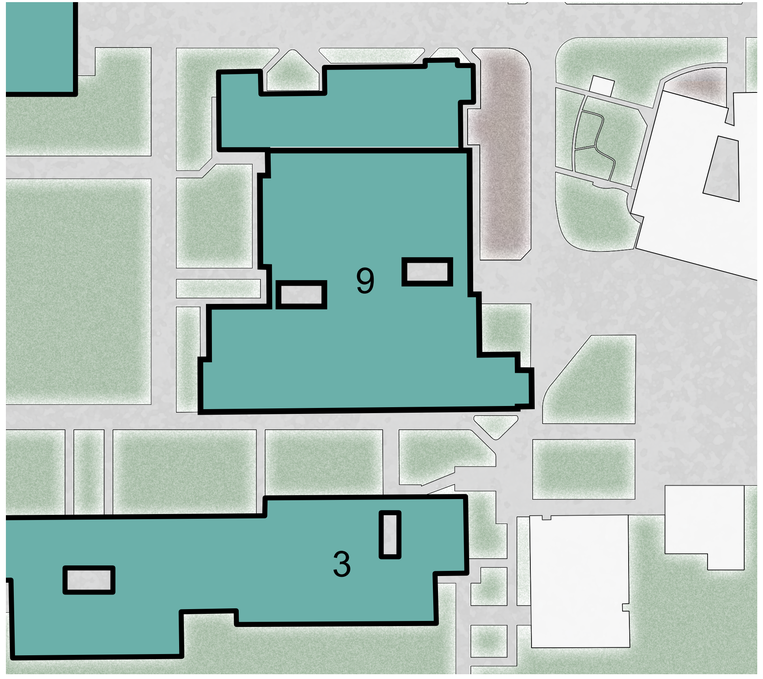
The LRC project will redesign the lab spaces so staff can better serve students. One of these lab space will be a large lab with a central help desk for students to quickly find the help they need.



9. SCIENCE CLASSROOMS

GOALS AND OBJECTIVES :

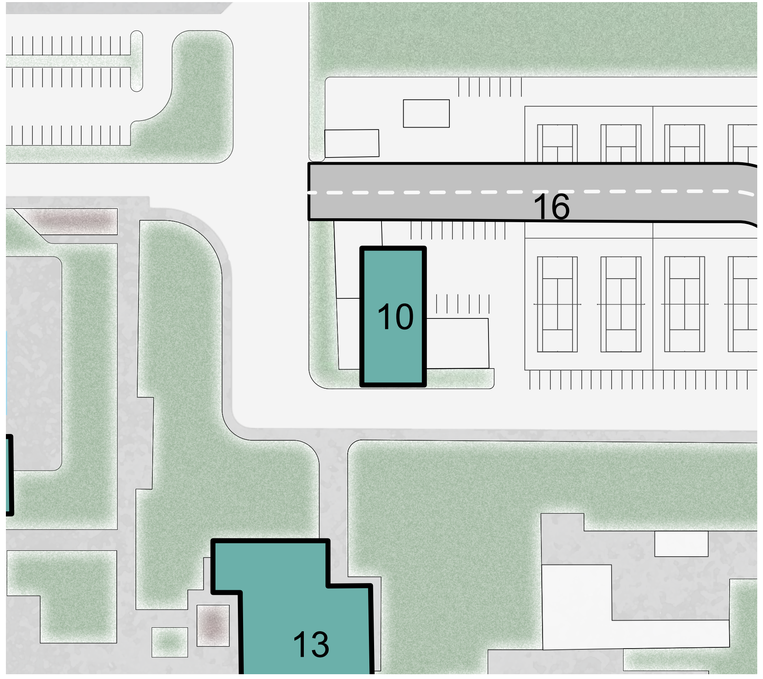
Two additional lab spaces are needed in the science building, along with increased lecture facilities for classes that are in high demand.



10. CUSTODIAL AND MAINTENANCE BUILDING MODERNIZATION

GOALS AND OBJECTIVES :

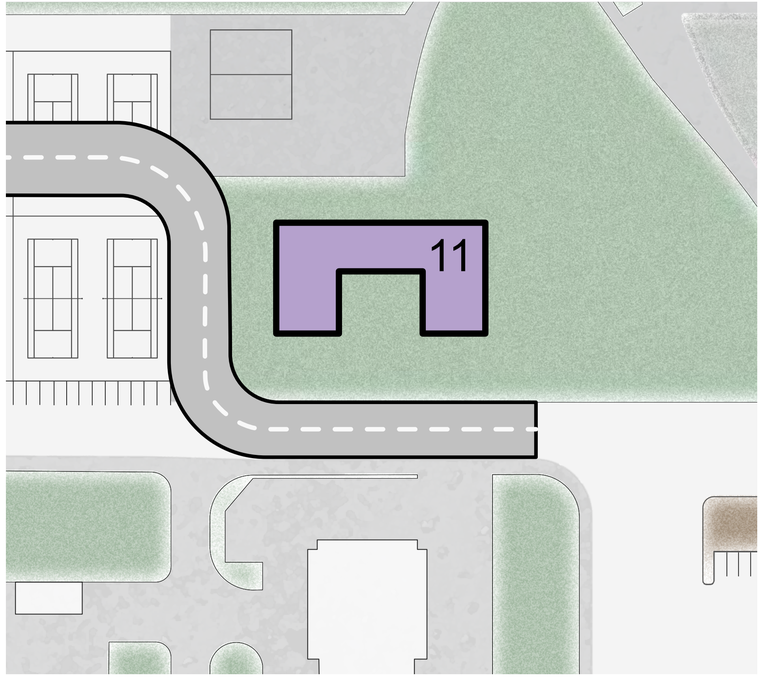
This project will consolidate the Operations Department, including Custodial, Maintenance, Receiving, and Printing Services, into a single building. Centralizing these essential units will greatly enhance coordination and efficiency, ensuring that the department serving the entire campus is no longer isolated at the far north end of campus and freeing up space in current locations.



11. NEW CHILD DEVELOPMENT CENTER (CDC)

GOALS AND OBJECTIVES :

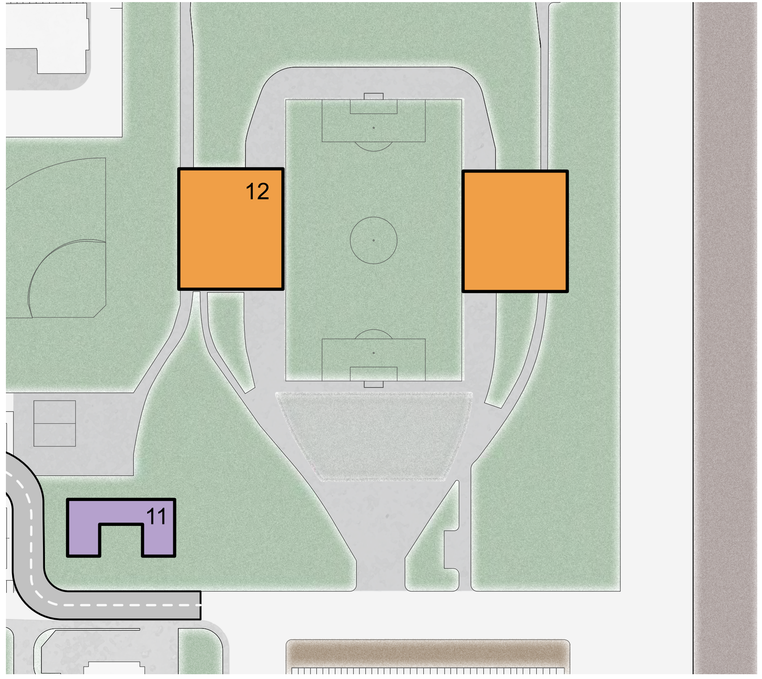
This project will replace the existing Child Development Center, located on the east side of the campus, with a new CDC building to meet the growing need for increased capacity of childcare slots on the campus for student parents. The building will also provide an improved site that could handle increased enrollment in the Early Childhood Education program. Additionally, this project aims to provide a safer drop off and pick up locations for parents.



12. STADIUM EXPANSION

GOALS AND OBJECTIVES :

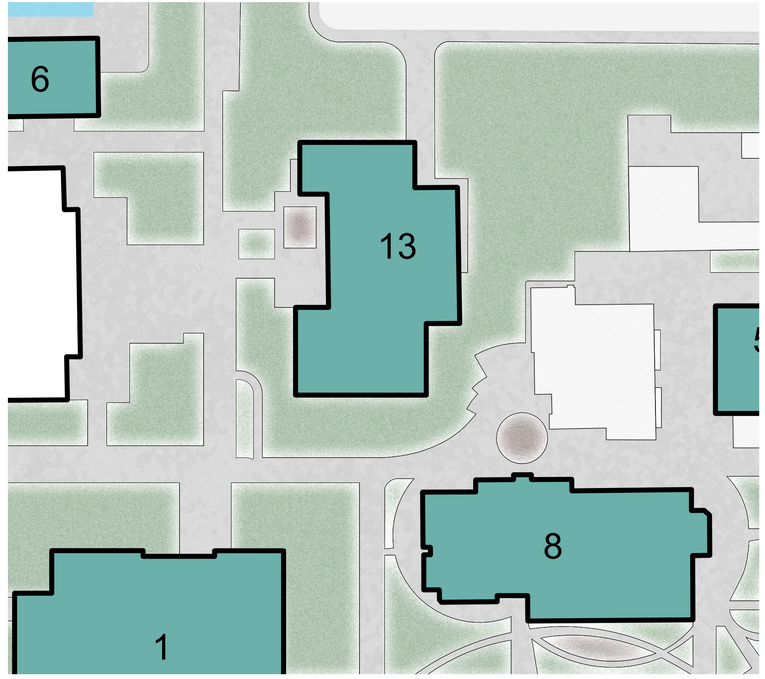
The stadium expansion will include a stadium lighting upgrade, along with providing additional seating capacity for large campus events like commencement.



13. PE BUILDING MODERNIZATION

GOALS AND OBJECTIVES :

This project will modernize the existing Physical Education building to meet college needs and improve safety and accessibility.The project will also upgrade the HVAC system and address other issues to improve function and energy efficiency.



14 & 15. BLACK BOX THEATER, RECITAL HALL, & VPAC MODERNIZATIONS

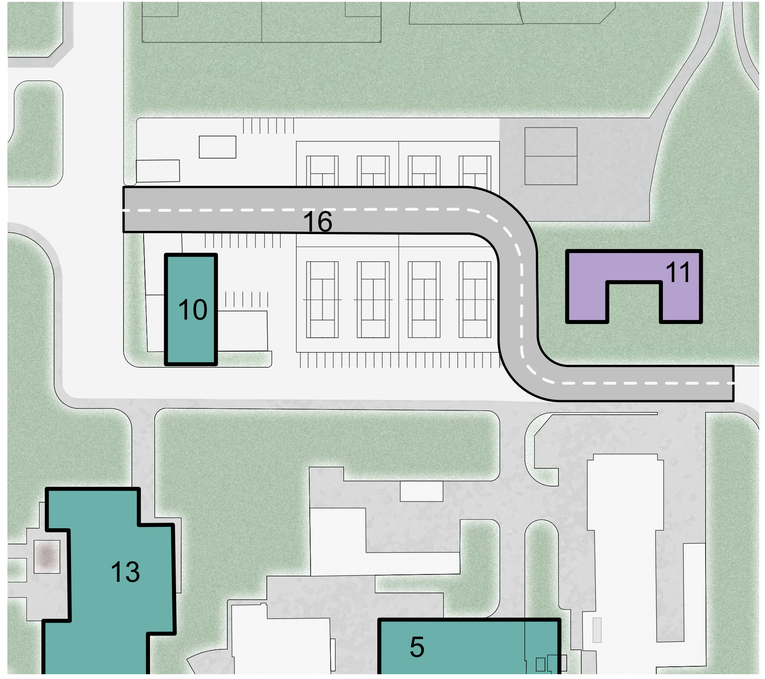
GOALS AND OBJECTIVES :

These projects will modernize the existing Black Box Theater, Recital Hall, and VPAC spaces to meet college needs and improve safety and accessibility. The projects will also upgrade the HVAC system and address other issues to enhance functionality and improve energy efficiency.

16. NORTH ROAD PROJECT

GOALS AND OBJECTIVES :

This project is identified as a redesign of the north side of campus loop road to provide additional building pads for future campus development and growth.



SECTION 5. APPENDIX

LIONAKIS

MEETING MINUTES

CRC Facilities Master Plan
025026
Task Group Meeting

Meeting Number: 1
Meeting Date: 2/20/2025

Attendees: Theresa Tena - VP, Administration; Chris Raines - Director, Admin Services; Michael Lawlor - AVP, Instruction; Dana Wassmer - AVPI Economic Workforce; Brianna Ellis - Assoc Dean Student Succ&Equity; Gladis Sanchez - Dean, Learning Resources & College Tech; Gwen Adao - Student Support Specialist, Jessica Mow - Student Support Specialist; Mollyanna Robinson - Operations Technician; Trevor Stevenson - Receiving Clerk/Storekeeper; Emmie Oesterman - IT and Media Services Supervisor; Scott Crosier - Professor - Geography/GIS; Katy Wilson - Faculty Researcher; Lauren Wagner - Professor-Communications; Michael Frigm - Professor- Culinary Arts Management; Melaine Hüyck-Aufdermaur - Faculty Librarian, Dept Chair; Laura Knauss – Lionakis; Jonathan McMurtry – Lionakis; Sam Wolfgram – Lionakis; John Hughes – Steelcase; Frances Graham – Steelcase; Joseph Meyer, Dir Facilities Planning & Construction DO FM

CC:

Item No.	Action	Subject/Comment
1.1		**Introductions, Roles, and Responsibilities**
1.2		**Critical Success Factors Exercise**

A. Lionakis led an exercise to determine what is important to the group from a larger, outcome standpoint. The following were identified:
1. Improve accessibility and mobility by providing Universal Design, not just ADA compliance.
2. Improve safety on campus.
3. Improve the quality of service to students.
4. "Don't do what we always do". Think outside the box with an open perspective.
5. Share and understand the Capital Outlay (State) Process.
6. Provide adequate technology for all programs.
7. Provide Wayfinding for the campus.
8. Incorporate housing and design for a 24/7 campus.
9. Pragmatic design approach with highly functional spaces.
10. Incorporate student feedback on access and safety.
11. Include as many voices as possible.
12. Include Sustainability.
13. Align Instructional Space needs to programs. For example, Vet Tech was cited for not being up to current standards.
14. Meet the needs of students where they are, in person and remote.
15. Prepare for future demand.
16. Preserve the beauty of the campus.
17. Incorporate the Steelcase document.
18. Emphasize Community Space.
19. Reimagine the BSS Building.
20. Address the quality of spaces including lighting.
21. Build community relationships i.e., Community Ed classes and after-hours community use of the campus.

22. Create a balance of Social and Work / Classroom areas.
23. Identify and understand Swing Space needs

1.3 **Review 2019 FMP / Current FUSION Report**

A. Jonathan shared the attached 2019 plan, and the group reviewed the planned projects, and which had been completed. While the "Current Projects" have been completed, none of the "Identified Projects" have been completed. It was noted that the New Instructional Space will not likely be included in the FMP despite the fact that the college is growing as CRC is NOT eligible for a growth project based on FUSION Analysis.

1.4 **Review of State Facilities Prioritization Process**

A. Sam shared the attached FUSION information. Additional time will be spent on FUSION at the next meeting.
B. There was a discussion of classes that have waiting lists. This may be used to determined where growth is appropriate. STEM is certainly popular as are transfer courses and English.

1.5 **Establish Goals for FMP**

A. Jonathan shared that typically an FMP follows an Educational Master Plan (EMP) which identifies intended growth in various programs. While there is no current EMP to inform this FMP, the college's Strategic Plan will be followed.
B. The Strategic Plan will be uploaded to the shared folder for everyone.

1.6 **Steelcase Document Discussion**

1. Jonathan shared that the Steelcase document will be incorporated in the FMP. The group was requested to share issues that came out of that process which are important to the group and the following were listed:
2. Provide functional spaces.
3. The process should be transparent.
4. Meet student needs both short and long term.
5. Address underutilized spaces.

1.7 **Review Proposed Process**

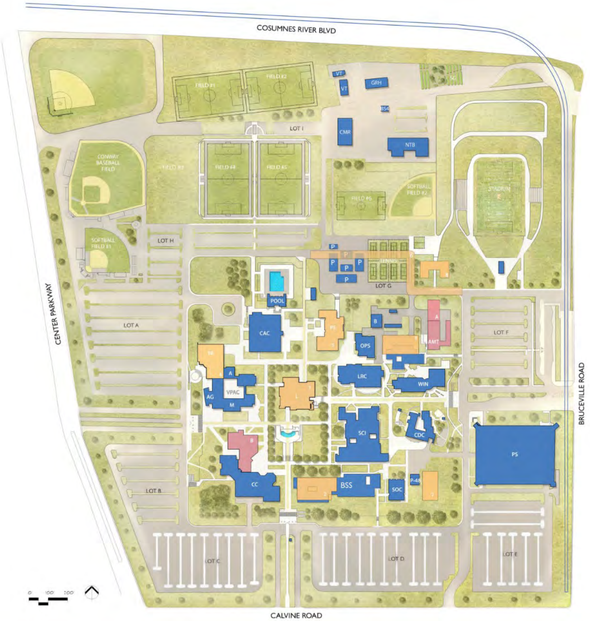
A. Jonathan shared the Preliminary Schedule for the project. It is expected that we will have Task Group meetings in the spring before faculty goes on summer break. Lionakis will use that work to create a draft document, which will be reviewed and edited in the Fall when faculty return.

1.8 **Next Steps**

A. An agenda for the next meeting based on the findings will be sent.

The next meeting is scheduled for 3/4/25 at 9:30 AM.

These notes represent Lionakis' understanding of the discussion and events of the meeting. These notes form the basis of future work. Should there be any incomplete or inaccurate information contained herein, please notify this office immediately for appropriate action. This report, if not corrected within five (5) days of receipt, shall be acknowledged as an accurate report of the events that took place at this meeting.



COSUMNES RIVER COLLEGE 2030 MASTER PLAN

EXISTING BUILDINGS

- B BOILER ROOM
- BSS BUSINESS & SOCIAL SCIENCE
- BS4 BUILDING S4
- CAC COMMUNITY & ATHLETIC CENTER
- CC COLLEGE CENTER
- CDC CHILD DEVELOPMENT CENTER
- CMR CUSTODIAL MAINTENANCE & RECEIVING
- GRH GREENHOUSE
- L LIBRARY
- LRC LEARNING RESOURCE CENTER
- NTB NORTHEAST TECHNICAL BUILDING
- OPS OPERATIONS & PUBLIC SAFETY
- P PORTABLES (SWING SPACE)
- PE PHYSICAL EDUCATION
- PS PARKING STRUCTURE
- P-48 PORTABLE-48
- P-76 PORTABLE-76
- SCI SCIENCE
- SG SUSTAINABLE GARDEN
- SOC SOUTHEAST OFFICE COMPLEX
- SP SWIMMING POOL
- T TECHNOLOGY
- VPAC VISUAL & PERFORMING ARTS CENTER
  - A ART (LIGHTING GRID REPLACEMENT)
  - AG ART GALLERY
  - M MUSIC
  - TA THEATRE ARTS (IMPROVE RECITAL HALL ACCESSIBILITY, CONTROL BOARD/RELOCATION, RECITAL HALL ACOUSTICAL IMPROVEMENTS)
- VT VETERINARY TECHNOLOGY
- WIN WINN CENTER

CURRENT PROJECTS

A. AUTOMOTIVE TECH BUILDING
B. COLLEGE CENTER EXPANSION

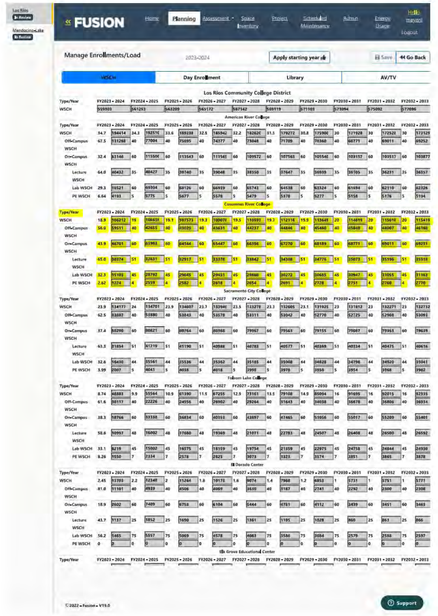
IDENTIFIED PROJECTS

1. LIBRARY REPLACEMENT
2. BS BUILDING REPLACEMENT (INCLUDING THE DATA CENTER)
3. TECHNOLOGY BUILDING
4. PERFORMING ARTS RENOVATION (THEATER FLYSPACE)
5. PHYSICAL EDUCATION RENOVATION
6. NORTH ROAD
7. NEW INSTRUCTIONAL SPACE
8. NEW CDC BUILDING

LEGEND

- CONCRETE SIDEWALK
- ASPHALT ROAD
- PRIMARY AXIS

COSUMNES RIVER COLLEGE LIONAKIS



Facilities Master Plan Task Group Sign-In List

	Title	Contact Info
Administrators		
1. Theresa Tena	Vice President, Administration	Theresa.Tena@crc.losrios.edu
2. Chris Raines	Director, Administrative Services	Christopher.Raines@crc.losrios.edu
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4. Dave Andrews	Professor- Horticulture	AndrewD@CRC.losrios.edu
5. Michael Frigm	Professor- Culinary Arts Management	FrigmM@crc.losrios.edu online
6. Melaine Huyck-Aufdermaur	Faculty Librarian, Dept Chair	huyck-m@crc.losrios.edu online
7. Ric Hass	Adjunct Professor-Fire Tech	HaasR@crc.losrios.edu

LIONAKIS

MEETING MINUTES

CRC Facilities Master Plan
025026
Task Group Meeting

Meeting Number: 2
Meeting Date: 3/4/2025

Attendees: Pablo Manzo, Associate Vice Chancellor, Facilities Management; Theresa Tena - VP, Administration; Michael Lawlor - AVP, Instruction; Brianna Ellis - Assoc Dean Student Success & Equity; Gladis Sanchez - Dean, Learning Resources & College Tech; Tyler Rollins – Dean, Business & Computer Science; Gwen Adao - Student Support Specialist, Mollyanna Robinson - Operations Technician; Andrey Chepurney – Senior IT Specialist; Trevor Stevenson - Receiving Clerk/Storekeeper; Emmie Oesterman - IT and Media Services Supervisor; Katy Wilson - Faculty Researcher; Dave Andrews – Professor, Horticulture; Michael Frigm - Professor- Culinary Arts Management; Melaine Huyck-Aufdermaur - Faculty Librarian, Dept Chair; Rick Hass – Adjunct Professor, Fire Tech; ; Joseph Meyer, Dir Facilities Planning & Construction DO FM; Jonathan McMurtry – Lionakis; Sam Wolfgram – Lionakis

CC: Chris Raines - Director, Admin Services; Dana Wassmer - AVP/ Economic Workforce; Jessica Mow - Student Support Specialist; Scott Crosier - Professor - Geography/GIS; Lauren Wagner – Professor-Communications; Laura Knauss – Lionakis

Item No.	Action	Subject/Comment
2.0		**Introductions, Meeting Minutes** A. Self-Introductions were made. B. Theresa mentioned the minutes are available in the shared drive. Jonathan asked the group to review and feel free to comment if anything was misheard / misrepresented.
2.1		**Goals for the FMP** A. Jonathan presented the goals for the FMP: 1. Projects are funded by the state based on either Cap Load Ratio or Facilities Conditions Index (FCI). Other projects can be funded by the district using local bond funds. 2. The main goal for the Task Group is to assist and recommend a priority order for the project list that will be developed. 3. Gladis asked if anticipated growth is reflected in the state funding models. Jonathan said unfortunately it is not, neither is online as the models are only for actual building space. 4. Concerns were also raised regarding the adequacy of space for various programs – given the state funding practices do not account for future growth or underbuilt facilities. 5. Pablo shared that the district is anticipating a local bond in November of 2026 and thanked the group for attending this collaborative process.
2.2		**Review State Facilities Prioritization Process** A. Sam presented the attached slides outlining the process. Takeaways include: a. FMP's are generally based on Education Master Plans, or in our case the college's Strategic Plan. b. Based on the Capacity Load Ratio from the Chancellor's Office FUSION Report, the campus is over built in all but Library and AV/TV c. Michael F. asked about the timing of projects like culinary. The Task Group will advise on the project list order. Pablo added that strategies for receiving state funding will also inform the project order, as well as not building any space type past 110% of capacity. d. If an existing building's remodel would cost more than 50% of the cost for replacing that building, the building must be replaced or brought up to code which is very costly. Pablo added that this is why replacement is often the correct option. e. Julie E. mentioned that it is difficult to stay in a building when under construction. Pablo shared that this option is based on funding. f. Julie E. shared that STEM is a growing program and should be identified in the FMP. g. Trevor S. shared with the group that the FCI is completed by the Chancellor's Office and so we don't have control of that analysis. Gladis S. questioned the library's accessibility, but because we are likely replacing the library, these issues won't be addressed until then. h. A discussion on Assignable Square Footage (ASF) vs. Gross Square Footage (GSF) was had. Jonathan shared that when a building is replaced, the ASF will remain constant, but the GSF will vary to meet current code. Lionakis i. Gladis S. requested examples of Library and AV/TV space. Jonathan will upload the Chancellor's Office Standards to the shared folder for reference. j. Trevor S. asked why labs are shown as over built. The team clarified that the Labs room type code is not specific to one department, but to the entire campus. k. Pablo shared that the Project Priority List will not be changed by the district, but project order at the district level will be determined by strategy to make projects competitive for receiving funding by the state. Using district funds to pay for 50% of a project's cost will generally make us competitive so projects will have to be phased, usually no more than one per campus per year.
2.3		**Review of FMP Process** A. Jonathan outlined the FMP Team composition: Executive or Core Group, this Task Group, and the rest of the college community. This Task Group's role is to represent the rest of the college community and advising the Executive Group who will make the final decisions. a. Michael asked what the process for the district will be for all the FMP's. Pablo reiterated that the priority lists will be determined by each campus. b. Gladis S. asked if local bonds could cover several projects in the district. Pablo said yes but likely not all at the same time. B. Jonathan shared the attached schedule. a. Task Group meetings will be held in the spring and Fall, and Lionakis will create content based on input during the summer. Lionakis b. Lionakis will work with Theresa to identify dates for the Public Forums.
2.4		**Next Steps** A. The Task Group was assigned to consider projects they think should be addressed in the FMP. The agenda for the next meeting will be a working session to discuss, list and possibly prioritize proposed projects.

The next meeting is scheduled for 3/27/25 at 2:00 PM in CC-259 Conference Room.

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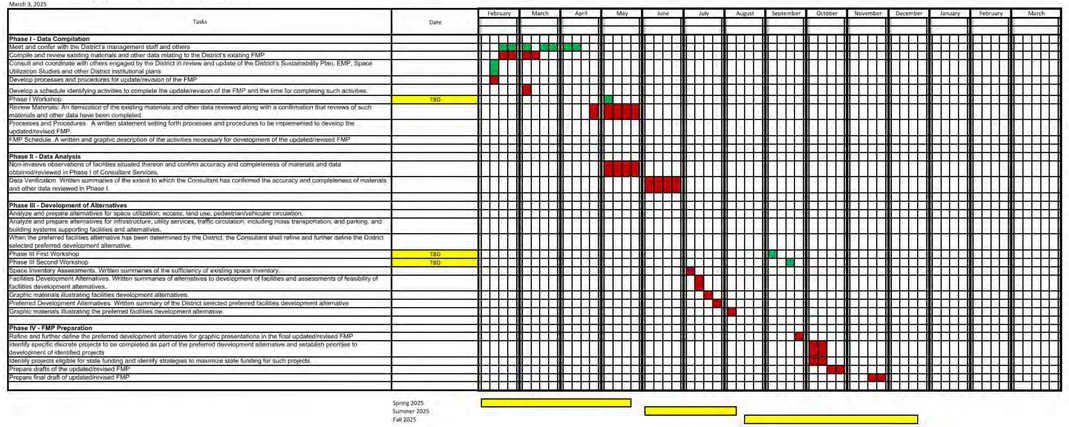
MEETING MINUTES

MARCH 4, 2025 TASK GROUP MEETING #2

Cosumnes River College Facilities Master Plan Proposed Schedule
March 3, 2025



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Pablo Manzo
Josh Meyer

LIONAKIS

MEETING MINUTES

CRC Facilities Master Plan
025026
Task Group Meeting

Meeting Number: 3
Meeting Date: 3/27/2025

Attendees: Pablo Manzo, Associate Vice Chancellor, Facilities Management; Theresa Tena - VP, Administration; Michael Lawlor - AVP, Instruction; Brianna Ellis - Assoc Dean Student Success & Equity; Gladis Sanchez - Dean, Learning Resources & College Tech; Tyler Rollins – Dean, Business & Computer Science; Gwen Adao - Student Support Specialist, Mollyanna Robinson - Operations Technician; Andrey Chepurney – Senior IT Specialist; Katy Wilson - Faculty Researcher; Michael Frigm - Professor- Culinary Arts Management; Melaine Huyck-Aufdermaur - Faculty Librarian, Dept Chair;; Lauren Wagner - Professor - Radio, TV, Film Production; Joseph Meyer, Dir Facilities Planning & Construction DO FM; Chris Raines - Director, Admin Services; John Hughes, Steelcase; Frances Graham, Steelcase; Jonathan McMurtry – Lionakis; Sam Wolfgram – Lionakis

CC: Dana Wassmer - AVPI Economic Workforce; Jessica Mow - Student Support Specialist; Scott Crosier - Professor - Geography/GIS; Trevor Stevenson - Receiving Clerk/Storekeeper; Emmie Oesterman - IT and Media Services Supervisor; Dave Andrews – Professor, Horticulture; Rick Hass – Adjunct Professor, Fire Tech; Laura Knauss – Lionakis

Item No.	Action	Subject/Comment
3.1		**Fusion Capacity Summary**
		A. Sam shared the attached Fusion Capacities for the campus.
	Josef	B. What is the calculation for hybrid attendance? Online vs in person? Josef to follow-up.
		C. AV/ITV Rooms were discussed. What is a Server Room? The definition is flexible and considered as ASF. Could be back of house or front of house.
	Josef	D. Josef to pull a building and campus level Room Type inventory.
3.2		**Facilities Condition Index (FCI) Report**
		A. Sam presented the attached FCI Report. Takeaways include: 1. Modernization can be a replacement or an extensive renovation to bring up to current needs. 2. State funds projects in two ways: Modernization (Can be replacement or modernization) and Growth categories.
3.3		**Prioritized Project List Discussion**
		A. The group engaged in a brainstorming session to review the projects listed in the 2019 FMP and projects that should be addressed in the 2025 FMP: 1. Pool Replacement and Aquatics Center Project. Pablo said this would probably will not be state funded. 2. Animal Health Tech Project 3. Hawk Cares which is the Basic Needs Center (currently in P-48). In addition, create student sticky space and hangout space. 4. LRC, on-going maintenance issues with water intrusions. (Windows are not working properly) 5. Science needs large classrooms (for 50 students) 6. Modernize the Eatery / Cafeteria (Dining and Food Order) 7. Library Replacement per the current FPP. 8. Modernization of custodial and maintenance building. 9. Modernization of the Book Store to include the Hawk Care and student sticky space. 10. BSS with science classrooms. 11. New CDC per the 2019 FMP. 12. Stadium Expansion / Improvements. 13. Greenway connection to student housing. 14. PE Building Renovation 15. Theater, Recital Hall, VPAC Modernization due to safety related issues. 16. North Road Project to CDC and to promote future growth. 17. Redesign of the second floor of Tutoring in LRC. This project would have a big impact and low budget. 18. Remove New Instruction Space from old FMP. 19. Athletics needs more Team Rooms. CAC should be upgraded with the Pool/Aquatics center.
	Chris	(After the meeting, Chris sent the attached email listing the safety issues)
3.4		**Next Meetings**
		A. The Task Group Meeting that was scheduled for April 24th was moved to May 1st at 2:30 – 4:00. B. Jonathan outlined for the Task Group their role in the upcoming Public Forum. Basically, the Forum is for Lionakis to share findings, recommendations by the Task Group, and then gather outside comment. The Task Group is not required to take part in the presentation but is welcome and encouraged to attend.

The next meeting is scheduled for 5/1/25 at 2:30 – 4:00 PM in CC-259 Conference Room.

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Room Type Summaries

		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	Outlook Assessment	Adjustment Options
Lecture ASF	Actual*/Projected WSCH	36,830	37,243	37,656	38,069	38,292	38,242	38,355		
45,111	Cumulative Capacity	71,491	71,491	71,491	71,491	71,491	71,491	71,491		
	Capacity/Load Ratio	194%	192%	190%	188%	187%	187%	186%	**Overbuilt**	Adjust Schedule or Reduce Area
Lab Summary / Totals		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032		
	Actual*/Projected WSCH	32,497	32,861	33,225	33,590	33,787	33,815	33,843		
121,435	Cumulative Capacity	43,907	43,907	43,907	43,907	43,907	43,907	43,907		
	Capacity/Load Ratio	135%	134%	132%	131%	130%	130%	130%	**Overbuilt**	Adjust Schedule or Reduce Area
Office Summary / Totals		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032		
	Actual*/Projected FTE	333	336	339	342	345	348	351		
78,442	Cumulative Capacity	448	448	448	448	448	448	448		
	Capacity/Load Ratio	135%	133%	132%	131%	130%	129%	128%	**Overbuilt**	Adjust Schedule or Reduce Area
Library Summary / Totals		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032		
	Actual*/Projected ASF	40,505	40,951	41,397	41,844	42,082	42,108	42,135		
25,515	Cumulative Capacity	25,515	25,515	25,515	25,515	25,515	25,515	25,515		
	Capacity/Load Ratio	63%	62%	62%	61%	61%	61%	61%	**Underbuilt**	Need +/- additional **15,000 SF**
AV/TV Summary / Totals		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032		
	Actual*/Projected ASF	11,404	11,525	11,645	11,766	11,827	11,829	11,832		
3,511	Cumulative Capacity	3,511	3,511	3,511	3,511	3,511	3,511	3,511		
	Capacity/Load Ratio	31%	30%	30%	30%	30%	30%	30%	**Underbuilt**	Need +/- additional **8,000 SF**
								8,321		

MEETING MINUTES MARCH 27, 2025 TASK GROUP MEETING #3

Facility Condition Index Report by Campus

Assessment

Facility Name	Bldg #	Gross Area (Sq. Ft.)	Year Built	Renovated	Cost Model	Cost/Sq. Ft	Repair Cost	Replacement Value	FCI%
Los Rios Community College District							**$893,473,471.52**	**$1,653,648,179.58**	**54.03%**
Cosumnes River College							**$202,562,061.74**	**$359,687,397.47**	**56.32%**
Parking Structure	16	585,577	2013		CC Parking S	$89.00	$0.00	$52,635,133.68	0.00%
College Center	8	70,872	1990	2020	CC SC 1SwC	$557.00	$8,446,167.98	$39,533,098.03	21.36%
Library	1	70,692	1970		CC Lib MSwC	$524.00	$42,506,119.33	$37,086,092.15	114.61%
Community & Athletic Ctr	10	48,200	1999	2008	CC Gym MSw	$609.00	$8,975,249.10	$29,357,749.11	30.57%
Learning Resource Center	13	45,628	2005		CC Lib MSwC	$526.00	$0.00	$24,004,811.23	0.00%
Visual & Performing Arts	9	47,738	1995	2014	CC Class 1Sv	$486.00	$6,063,909.35	$23,242,993.16	26.09%
Science	2	48,730	1970	2010	CC Class 1Sv	$467.00	$29,987,477.00	$22,783,340.71	131.62%
Business Social Sciences	7	42,308	1975		CC Class 1Sv	$486.00	$25,139,314.91	$20,599,198.85	122.04%
Winn Center	15	41,479	2013		CC Class MS	$436.00	$0.00	$18,113,424.48	0.00%
Boiler Plant	28	7,413	1970		CC Block Buil	$2,382.00	$19,562,262.47	$17,660,755.44	110.77%
Physical Education	3	26,937	1970		CC Gym MSw	$609.00	$18,241,629.62	$16,406,840.00	111.18%
Child Development Center	11	18,799	2001		CC Class 1Sv	$486.00	$442,185.46	$9,152,981.45	4.83%
Automotive	6	16,762	1970		CC Lab 1SwC	$514.00	$10,728,827.60	$8,623,627.89	124.41%
Technology	5	16,987	1970		CC Lab 1SwC	$501.00	$11,010,856.48	$8,516,764.79	129.28%
Science Portables	71	15,375	2005		CC Modular V	$336.00	$4,479,826.11	$5,177,119.85	86.53%
Campus Operations	14	10,715	2007		CC Admin 1S	$438.00	$0.00	$4,694,189.51	0.00%
Swimming	4	5,841	1970		CC Pool Hous	$725.00	$5,441,886.78	$4,238,968.83	128.38%
Southeast Office Complex	12	8,844	2003		CC Admin 1S	$440.00	$173,949.74	$3,891,756.85	4.47%
Northeast Technical Bldg	52	13,475	2012		CC Trade Shc	$267.00	$0.00	$3,605,849.88	0.00%
Custodial, Maint. & Rece	49	10,770	1975	2012	CC Trade Shc	$267.00	$4,733,035.60	$2,882,003.95	164.23%
Animal Health Tech	50	6,075	1982	1997	CC Class 1Sv	$444.00	$3,509,195.91	$2,698,646.82	130.04%
Conc Stand/Restr/Ticket	77	2,052	1977	2012	CC Restroom	$511.00	$0.00	$1,049,205.58	0.00%
DSPSs	48	2,514	1975	1998	CC Modular V	$336.00	$1,366,887.34	$846,522.23	161.47%
Adaptive P.E.	61	2,218	1973		CC Modular V	$336.00	$1,204,655.56	$746,852.15	161.30%
SB/BB Concession/RR	81	1,227	2012		CC Restroom	$511.00	$0.00	$627,375.85	0.00%
Soccer Concession/RR	85	1,227	2012		CC Restroom	$511.00	$0.00	$627,375.85	0.00%
Agricultural Greenhouse	51	5,820	2011		CC Greenhou	$51.00	$377,311.85	$302,406.09	124.77%
Receiving - BAR	54	1,125	1994		CC Trade Shc	$267.00	$101,602.43	$301,044.98	33.75%
Soccer Storage/Press Box	84	840	2012		CC Metal Pre	$78.00	$0.00	$65,594.86	0.00%
Baseball Storage	79	625	2012		CC Shed WF-	$100.00	$0.00	$62,498.24	0.00%
Softball Storage	82	625	2012		CC Shed WF-	$100.00	$0.00	$62,498.24	0.00%
PE SB-Storage/Press Box	73	522	1975	2012	CC Metal Pre	$78.00	$69,711.21	$40,762.52	171.02%
Baseball Press Box	80	240	2012		CC Metal Pre	$78.00	$0.00	$18,741.39	0.00%
Softball Press Box	83	240	2012		CC Metal Pre	$78.00	$0.00	$18,741.39	0.00%
Physical Ed Storage	72	350	1975		CC Connex B	$35.00	$0.00	$12,431.44	0.00%

From: Raines, Christopher
Sent: Wednesday, April 2, 2025 2:33 PM
To: Jonathan McMurtry
Cc: Manzo, Pablo; Meyer, Josef; Tena, Theresa
Subject: CRC FMP - Theater, Recital Hall and VPAC Safety Improvements

Hi everyone,

The safety improvements for the Cosumnes River College Black Box Theatre focus on enhancing accessibility and reducing hazards related to lighting and stage access. Key recommendations include:

1. **Safer Access to Lighting Grid. In progress; some addressed with new seating. Campus funding for this year is expected to be finalized.**
   - Eliminate the need for students and staff to crawl above the grid by improving access methods.
   - Reduce the frequency of grid access by replacing outdated lighting with LED fixtures that require less maintenance.
   - Introduce a DMX distribution network to decrease the need for manual adjustments.
   - Purchase telescopic lifts, boom lifts, and scaffolding for safer access to lighting.
2. **Seating Upgrades for Accessibility Completed 2024**
   - Install telescopic seating units (either fixed or movable) to improve access to the lighting grid.
   - Ensure seating capacity meets the minimum requirement of 99 seats.
3. **Lighting System Enhancements: Two of three items completed**
   - Upgrade to LED fixtures, reducing power consumption and maintenance needs.
   - Replace outdated dimming rack components to support the use of LED technology.
   - Improve house lighting with a zoned LED downlight system for better visibility and flexibility.
4. **Structural and Rigging Improvements. The SMSR fund project is waiting on funding**
   - Maintain and repair the pipe grid to ensure safety.
   - Install tracks for scenery movement to allow easier access to lighting.
   - Implement movable stage elements to improve flexibility and access.

COSUMNES RIVER COLLEGE

Christopher Raines

Director of Administrative Services

& Campus Facilities

Phone (916) 691-7251

Email raines@crc.losrios.edu

8401 Center Parkway Sacramento, CA 95823

Pablo Manzo online

Facilities Master Plan Task Group Sign-In List

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2. Chris Raines	Director, Administrative Services	Christopher.Raines@crc.losrios.edu
3. Michael Lawlor	AVP, Instruction & Student Learning	lawlorm@CRC.losrios.edu
4. Dana Wassmer	AVPI Economic & Workforce Develop	WassmeD@CRC.losrios.edu
5. Brianna Ellis	Assoc Dean Student Succ&Equity	EllisB2@crc.losrios.edu
6. Gladis Sanchez	Dean, Learning Resources & College Tech	SancheG@crc.losrios.edu
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5. Trevor Stevenson	Receiving Clerk/Storekeeper	StevenT@crc.losrios.edu
6. Emmie Oesterman	IT and Media Services Supervisor	oestere@crc.losrios.edu
7. Julie Elliott	Administrative Assistant	elliotj@CRC.losrios.edu online

Faculty	Title	Contact Info
1. Scott Crosier	Professor - Geography/GIS	CrosieS@crc.losrios.edu
2. Katy Wilson	Faculty Researcher	WilsonK@crc.losrios.edu online
3. Lauren Wagner	Lauren Wagner - Professor - Radio, TV, Film Production	WagnerL@crc.losrios.edu online
4. Dave Andrews	Professor- Horticulture	AndrewD@CRC.losrios.edu
5. Michael Frigm	Professor- Culinary Arts Management	FrigmM@crc.losrios.edu online
6. Melaine Huyck-Aufdermaur	Faculty Librarian, Dept Chair	huyck-m@crc.losrios.edu online
7. Ric Hass	Adjunct Professor-Fire Tech	HaasR@crc.losrios.edu

J Hughes Josef Meyer online
Frances Graham Pablo Manzo online

LIONAKIS

MEETING MINUTES

CRC Facilities Master Plan
025026
Public Forum #1

Meeting Number: 1
Meeting Date: 5/5/2025

Presenters: Pablo Manzo, Associate Vice Chancellor, Facilities Management; Theresa Tena - VP, Administration; Jonathan McMurtry – Lionakis; Sam Wolfgram – Lionakis

CC: CRC Task Group

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		6. *Athletic amenities such as ping pong, basketball, etc. in public spaces on campus engage students on campus.* 7. *Honors program currently enrolls 400 students while the capacity is 15 students.* 8. *A guiding concept for improvements should be to have a welcoming place for students between/after classes as well as inspiring students to stay on campus.*
5.3		**Facilities Condition Index** Sam presented the Facilities Condition Index Data (attached) A.
3.4		**Project Prioritization** Jonathan shared the draft Project Priortized List (attached) A.
		Public Input and Questions A. Jonathan shared the schedule. Last of the data gathering, work while faculty on break, more Forums in the Fall. B. *Q: Is funding aligned to the FMP? A: No, purely to align education plan to facilities.* C. *Q: What is the explanation behind Loop Road's shape? A: The shape allows the site for the Child Development Center (F) and Facilities.* D. *Q: How will this FMP affect the quality and funding of projects across the district? A: State funding scores are per college and not district.* E. *Q: What is the plan for bond support? A: Bond support is outside of facilities' scope.* F. *Q: Is the goal to complete projects over summer breaks? A: No, FMP projects are generally longer.* G. *Q: Will the community have another opportunity to voice opinions? A: Yes, after summer break and during the Fall Forum the community will be able to provide input.* H. *Q: Is the space utilization study complete? A: No, the space utilization study is used to consider spaces and users of these spaces will have the option to provide input on building design.* I. *Q: Are there updates on student housing? A: It is in flux currently while the search for a site continues.* J. *Q: Will current programs in the library remain in the new library? A: Yes* K. *Q: Is an assessment space for online learners a current or future need for facilities? A: Unanswered*

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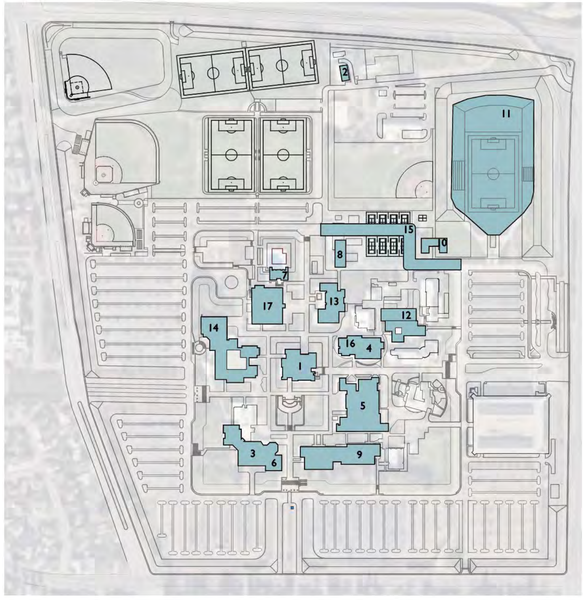
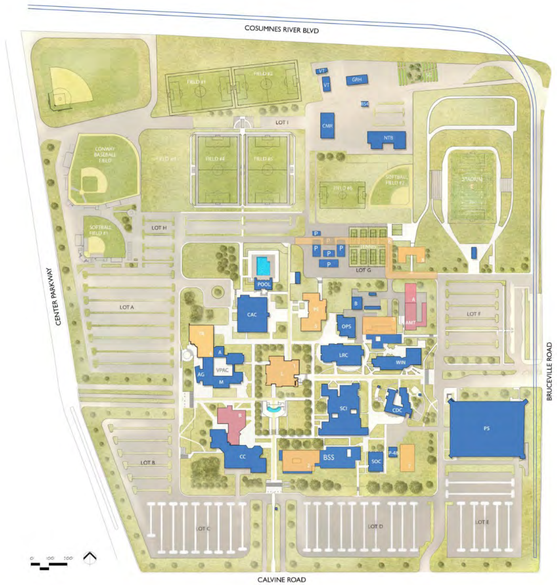


SITE PLAN PRIORITIZED LIST

1. Library Replacement
2. Animal Health Tech Project
3. Cafeteria Modernization
4. LRC Maintenance Issues
5. Science Classrooms
6. New Hawk Cares
7. Pool and Aquatic Center Modernization
8. Custodial and Maintenance Building Modernization
9. BSS Modernization
10. New CDC
11. Stadium Expansion
12. Technology Building Modernization
13. PE Building Modernization
14. Theater, Recital Hall, VPAC Modernization
15. North Road Project
16. LRC Tutoring Second Floor Remodel
17. Athletics Team Rooms Addition



COSUMNES RIVER COLLEGE
FROM THE 2019 MASTER PLAN

EXISTING BUILDINGS

B	BOILER ROOM
BSS	BUSINESS & SOCIAL SCIENCE
BS4	BUILDING 54
CAC	COMMUNITY & athletic CENTER
CC	COLLEGE CENTER
CDC	CHILD DEVELOPMENT CENTER
CMR	CUSTODIAL MAINTENANCE & RECEIVING
GRH	GREENHOUSE
L	LIBRARY
LRC	LEARNING RESOURCE CENTER
NTB	NORTHEAST TECHNICAL BUILDING
OPS	OPERATIONS & PUBLIC SAFETY
P	PORTABLES (SWING SPACE)
PE	PHYSICAL EDUCATION
PS	PARKING STRUCTURE
P-48	PORTABLE-48
P-76	PORTABLE-76
SCI	SCIENCE
SG	SUSTAINABLE GARDEN
SOC	SOUTHEAST OFFICE COMPLEX
SP	SWIMMING POOL
T	TECHNOLOGY
VPAC	VISUAL & PERFORMING ARTS CENTER
A	ART - LIGHTING GRID REPLACEMENT
AG	ART GALLERY
M	MUSIC
TA	THEATRE ARTS - IMPROVE RECITAL HALL ACCESSIBILITY - REPLACE RECITAL HALL SEATING - RECITAL HALL ACOUSTICAL IMPROVEMENTS
VT	VETERINARY TECHNOLOGY
WIN	WINN CENTER

CURRENT PROJECTS

A. AUTOMOTIVE TECH BUILDING
B. COLLEGE CENTER EXPANSION

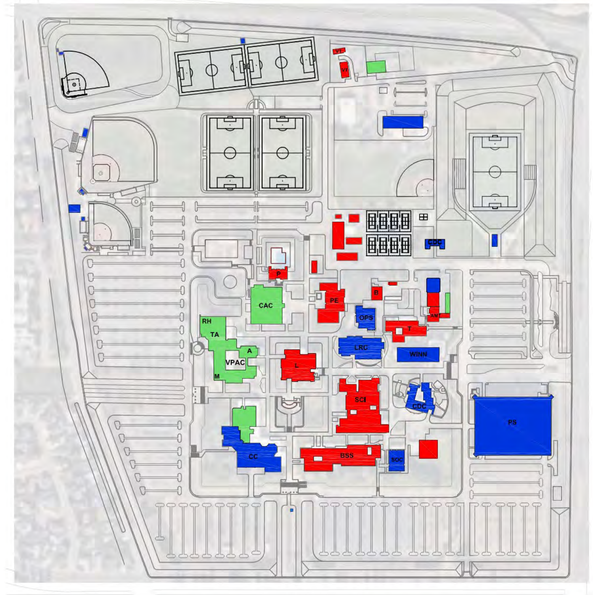
IDENTIFIED PROJECTS

1. LIBRARY REPLACEMENT
2. BS BUILDING REPLACEMENT (INCLUDING THE DATA CENTER)
3. TECHNOLOGY BUILDING
4. PERFORMING ARTS RENOVATION (THEATER FLYSPACE)
5. PHYSICAL EDUCATION RENOVATION
6. NORTH ROAD
7. NEW INSTRUCTIONAL SPACE
8. NEW CDC BUILDING

LEGEND

- CONCRETE SIDEWALK
- ASPHALT ROAD
- PRIMARY AXIS

COSUMNES RIVER COLLEGE LIONAKIS



SITE PLAN FCI

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LIONAKIS

MEETING MINUTES

CRC Facilities Master Plan
025026
Public Forum #2

Meeting Number: 6
Meeting Date: 10/13/2025

Presenters: Pablo Manzo, Associate Vice Chancellor, Facilities Management; Theresa Tena - VP, Administration; Jonathan McMurtry – Lionakis; Sam Wolfgram – Lionakis

CC: CRC Task Group

Item No.	Action	Subject/Comment
6.1		**Presentation of Major Findings and Project Priority List** Jonathan shared the previous Facilities Master Plan (attached).
6.2		**Public Input and Questions** The attendees then listed their priorities: A. Priorities 1. A concern about shared space to accommodate current needs was expressed. 2. A request to split the VPAC project into two separate projects was suggested.
6.3		**Next Steps** Sam presented the Facilities Condition Index Data (attached) A. The team shared that they would be taking the Public Forum input and meeting with several other on-campus committees before finalizing the FMP.

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CRC FMP Forum

October 13th, 2025

Agenda

- Introductions
- Presentation of Key Findings and Priority List
- Public Input and Questions
- Next Steps

MEETING MINUTES OCTOBER 13, 2025 PUBLIC FORUM #2

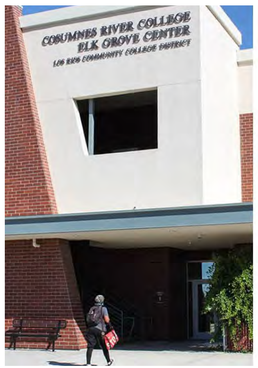
CRC Facilities Master Plan Task Group

- CRC Facilities Master Plan Task Group
- https://go.boarddocs.com/ca/Cosumnes/Board.nsf/goto?open&id=BS4OK869A59E

What is an FMP?

- Purpose of the FMP Process
  - Educational Strategic Plan
  - Post-Covid World
  - Space Utilization
- The FMP Process
- FMP Actualization
  - Local Funds
  - Matching State Funds
  - Timeline

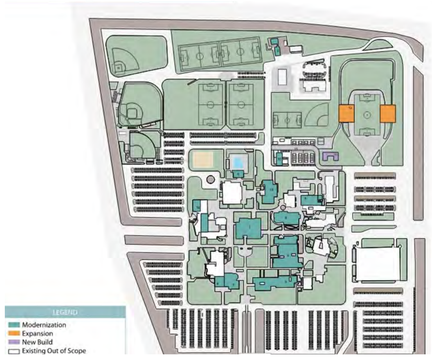
Presentation of Key Findings and Priority List



Key Findings

- Hybrid Work & Learning are Permanent: A lasting shift to dual modalities (on-ground & online) is shaping space and engagement needs.
- Faculty/Staff Office Inefficiency: Hierarchical, siloed designs do not align with modern hybrid work preferences.
- Community Matters: Students, faculty, and staff value a vibrant, inclusive campus community.
- Student Success Focus: Every stakeholder group is aligned around improving student outcomes.
- Shared Ratios: Enhancing community areas and student interaction zones.
- Classified Professionals: Move toward activity-based workspaces and greater space sharing, increasing collaboration and space efficiency.

MEETING MINUTES OCTOBER 13, 2025 PUBLIC FORUM #2



PROJECT PRIORITY LIST

1. Library Replacement
2. Animal Health Tech Project
3. BSS Modernization
4. Cafeteria Modernization
5. Technology Building Modernization
6. Pool and Aquatic Center Modernization
7. New Hawks Care and Health and Wellness Renovation
8. LRC Tutoring Second Floor Remodel
9. Science Classrooms
10. Custodial and Maintenance Building Modernization
11. New CDC
12. Stadium Expansion
13. PE Building Modernization
14. Black Box Theater, Recital Hall, VPAC Modernization
15. North Road Project

FACILITIES CONDITION INDEX

BLDG	BUILDING	CONDITION	PRIORITY
APE	ADAPTIVE PE	181.3%	
AGH	AGRICULTURAL GREENHOUSE	124.8%	
VT	ANIMAL HEALTH TECH	130.0%	2
AMT	AUTOMOTIVE	134.4%	
BALL	BB / SB PRESSBOX / STORAGE	0.0%	
B	BOILER PLANT	110.8%	
BSS	BUSINESS SOCIAL SCIENCES	122.3%	3
CPS	CAMPUS OPERATIONS	0.0%	
CDC	CHILD DEVELOPMENT CENTER	4.8%	11
CC	COLLEGE CENTER (HAWKS CAFÉ)	31.4%	7
CAC	COMMUNITY & ATHLETIC CTR	30.6%	
STAD	CONC STAND / RESTRM / TICKET	0.0%	12
CMB	CUSTODIAL MAINT. @ RECE	164.2%	10
	DSPS's	184.5%	
LRC	LEARNING RESOURCE CENTER	0.0%	8
L	LIBRARY	119.6%	1
NTB	NORTHEAST TECHNICAL BLDG	0.0%	
PS	PARKING STRUCTURE	0.0%	
	PE SB - STORAGE / PRESS BOX	127.0%	
	PHYSICAL ED STORAGE	0.0%	
PE	PHYSICAL EDUCATION	111.2%	13
	RECEIVING - BAR	33.8%	
	SB / BB CONCESSIONS / RR	0.0%	
SCI	SCIENCE	131.6%	9
	SCIENCE PORTABLES	86.3%	
	SOCCER	0.0%	
	SOFTBALL	0.0%	
SOC	SOUTHEAST OFFICE COMPLEX	4.5%	
SP	SWIMMING	178.4%	6
T	TECHNOLOGY	109.3%	5
VPAC	VISUAL & PERFORMING ARTS	26.1%	14
WINN	WINN CENTER	0.0%	
N RD	NORTH ROAD	NA	15
CAF	CAFETERIA	NA	4


Public Input and Questions


Next Steps

February 2024

CRC Space Utilization Study

Engagement Report

Los Rios Community College District | Cosumnes River College

Steelcase
Applied Research + Consulting

COSUMNES RIVER COLLEGE

Content

01.

Executive Summary

Executive Summary

Context and Outcomes

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

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

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

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

The outcomes for this engagement include:

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

Executive Summary

Engagement Approach
Design Thinking + Wholistic

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

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

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

Executive Summary

Overview of Contents + Usage

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

Strategic Intent

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

Strategic Design Brief

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

Insights + Experience Principles

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

Scenarios

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

Executive Summary

Scenarios – Future Alternatives

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

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

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

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

Faculty

Scenario 01

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

Scenario 02

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

Scenario 03

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

Classified Professionals

Scenario 01

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

Scenario 02

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

Scenario 03

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

Executive Summary

Key Insights

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

A summary of the four Key Insights is below:

1

United Around Student Success

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

2

Power + Potential of a Vibrant Community

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

3

Dual Modality is Here to Stay

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

4

Capitalizing on the Classroom Experience

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

Executive Summary

Real Estate Savings

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

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

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

1

Eliminate Excess Space

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

2

Repurpose Excess Space

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

3

Eliminate + Repurpose Excess Space

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

Executive Summary

Real Estate Savings - Classrooms

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

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

We believe scenario 3 represents the most viable representation of real estate savings related to classrooms as it has an appropriate balance between achievable scheduling levels and ability to accommodate growth. For Scenario 3 Non-Peak utilization is set to 40% and Peak utilization is set to 85% which is slightly higher than was the case in Fall 2019. The real estate saving opportunity for aggregate classrooms is:

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

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

Utilization Scenario 3
Monday - Thursday (4 days)

	Scenario 3 - Peak @ 85%, Non Peak @40%						
	Classroom		lab/Lecture		Lab		
	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Total
Utilization	85.0%	40.0%	85.0%	40.0%	85.0%	40.0%	N/A
Current Demand							
Current # Rooms	44		28		19		91.0
Required # Rooms	29.8		14.7		14.3		58.7
Excess # Rooms	14.2		13.3		4.7		32.3
% Excess	32.4%		47.5%		24.9%		35.5%
Current Demand Plus 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	32.7		16.2		15.7		64.6
Excess # Rooms	11.3		11.8		3.3		26.4
% Excess	25.6%		42.3%		17.4%		29.0%

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

Executive Summary

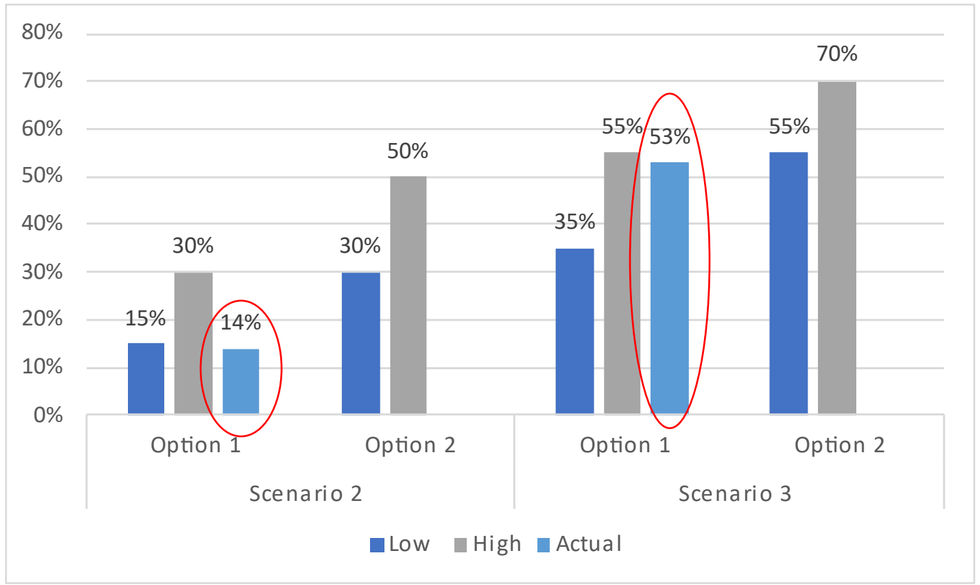
Real Estate Savings – Faculty Spaces

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

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

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

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



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

Executive Summary

Real Estate Savings – BSS & SOC Example

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

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

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

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

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

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

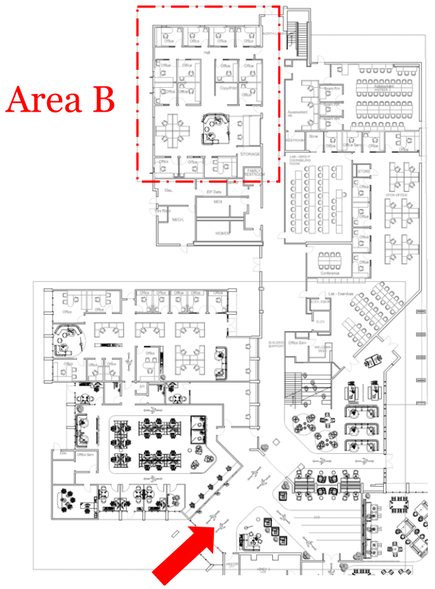
Executive Summary

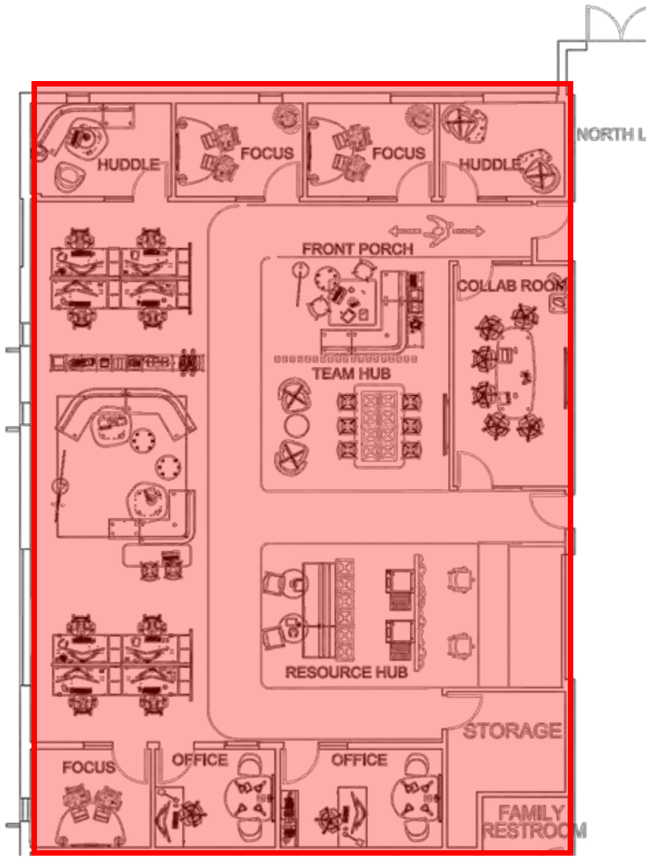
Real Estate Savings – Classified Professional Spaces

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

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

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



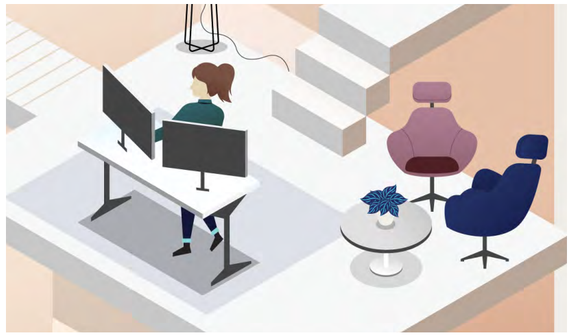


Potential Real Estate Saving of 3,078 sq ft or Additional headcount capacity of 52 people at 2.5:1 sharing ratio

Executive Summary

Next Steps

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



Pilot + Measure

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

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

Change Management

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

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

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

02.

Strategic Intent

Central Question

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

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

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

Critical Success Factors

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

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

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

Student Learning

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

Student Services

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

Instructional Methods

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

Institution

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

Talent

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

Foundational Pillars

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

College Community

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

Success Rates

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

Innovation

Emerging technologies and trends are embraced with an open mindset.

Flexibility + Balance

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

Work Experience

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

Professional Growth

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

Campus Experience

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

Learning + Development

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

03.

Insights

Insights Overview

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

Insight 1

United Around Student Success

Student success is the cornerstone of CRC.

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

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

Insight 2

Power + Potential of a Vibrant Community

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

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

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

Insight 3

Dual Modality is Here to Stay

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

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

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

Insight 4

Capitalizing on the Classroom Experience

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

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

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

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

Insight 1
United around Student Success

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

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

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

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

- Foundational Pillars ranking

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

- Student Workshop

> *"We also think that teacher interaction that is outside of just lectures is super important."*
> – Student Workshop participant

> *"Study sessions and seeing other people study motivates me."*
> – Student Workshop participant

Supporting Research

Summaries of recent relevant literature

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

Insight 1

United Around Student Success

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

Latinx and the Community College: Promoting Pathways to Postsecondary Degrees

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

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

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

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

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

Key take aways:

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

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

By Jeffrey Selingo, 2020 Bill and Melinda Gates Foundation report, www.gatesfoundation.org

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

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

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

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

Insight 2
Power + Potential of a Vibrant Community

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

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

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

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

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

> *"Being technologically connected, we have become socially disconnected."*
> – Student Workshop

Supporting Research

Summaries of recent relevant literature

Insight 2

Power & Potential of a Vibrant Community

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

Generation Z: Educating and Engaging the Next Generation of Students

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

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

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

Corey Seemiller and Meghan Grace, Published online in Wiley Online Library (wileyonlinelibrary.com)
 DOI: 10.1002/abc.21293

Meeting the Needs of Generation Z Latinx Community College Students

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

Alison Airhart and Jennifer A. Spielvogel, Diverse, September 29, 2022, pp. 29-30
www.diverseeducation.com

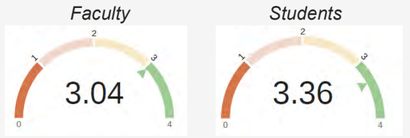
*"Being **technologically connected**, we have become **socially disconnected**."*

Insight 3
Dual Modality is Here to Stay

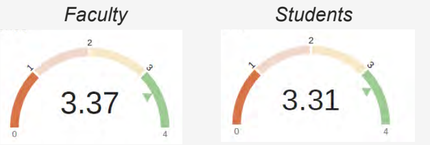
The goal from CRC Leadership is to be able to offer both on ground and online courses. Hybrid learning and working is a key part of implementing dual modalities. Offering dual modalities requires that having choice and control over how to work, teach and learn is a priority now and in the future.

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

Satisfaction of in-classroom experience:



Satisfaction of online / at-home experience:



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

> *"Students will end up taking some classes online and some on ground – means students on campus will need a space to take online classes too"*
> – Faculty Workshop Participant

> *"Combine old and new methods of learning… new technologies can increase our capacity to learn."*
> – Student Workshop Participant

Supporting Research

Summaries of recent relevant literature

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

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

Online Learning Still in High Demand at Community Colleges

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

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

Sara Weissman, Inside Higher Ed, July 7, 2023 insidehighered.com/news/institutions/community-college/2023/07/07/

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

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

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

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

"We Will Not Go Back to What We Had" Faculty's Efforts to Deliver Effective Distance Education in the LACC District

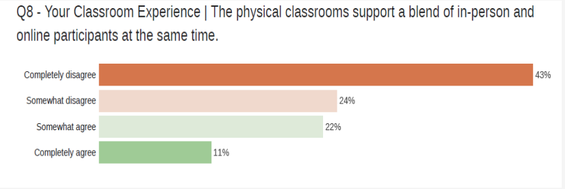
This report resulted from the Leveraging Technology and Engaging Students (LTES) research in the Los Angeles Community College District. After the Covid pandemic, neither Faculty or Students wanted to go backwards. "Having options, I think is key to help each Student and give them the opportunity to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

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

Insight 4
Capitalizing on the Classroom Experience

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

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



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

Typical Classroom

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

> *"Outdoor learning spaces are desired ....communal and versatile"*
> - Student Workshop

Supporting Research

Summaries of recent relevant literature

Insight 4

Capitalizing on the Classroom Experience

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

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

The Impact of Learning Space Design on Learner Experience and Collaboration

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

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

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

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

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

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

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

*"**Outdoor learning spaces** are desired ....communal and versatile."*

Recognizing Campus Landscapes as Learning Spaces

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

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

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

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

04.

Strategic Design Brief

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

Strategic Design Brief

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

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

Leveraging Space + Technology

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

Experience Principles

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

Experience Evolution

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

Concept Map

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

Work Settings and Attributes

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

Concept Map Applied

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

04. Strategic Design Brief

Experience Principles

Learning + Work Experience

Foundation + Principles

Foundation

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

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

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

Experience Principles

Foundation + Principles

Principles

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

1. Encouraging College Community

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

2. Enabling Choice + Control

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

3. Fostering a Culture of Continuous Learning

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

4. Embracing Diversity

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

5. Integrating Digital + Physical (Dual Modality)

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

Experience Principles

Principle + Recommendations

1.
Encouraging College Community

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

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

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

Considerations

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

Experience Principles

Principle + Recommendations

2.

Enabling Choice + Control

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

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

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

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

Considerations

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

Experience Principle

Principle + Recommendations

3.
Fostering a Culture of Continuous Learning

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

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

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

Considerations

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

Experience Principle

Principle + Recommendations

4.

Embracing Diversity

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

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

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

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

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

Experience Principle

Principle + Recommendations

5.

Integrating Digital + Physical (Dual Modality)

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

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

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

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

Considerations

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

Insights + Experience Principles Linkages

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

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

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

Key:

◉ Primary Linkages

◉ Secondary Linkages

		Insights			
		United Around Student Success	Power + Potential of a Vibrant Community	Dual Modality is Here to Stay	Capitalizing on the Classroom Experience
Experience Principles	Encouraging College Community	◉	◉	◉	◉
	Enabling Choice + Control	◉	◉	◉	◉
	Fostering a Culture of Continuous Learning	◉	◉	◉	◉
	Embracing Diversity	◉	◉	◉	◉
	Integrating Digital + Physical	◉	◉	◉	◉

04. Strategic Design Brief

Experience Evolution

Future Experience

Evolution Overview

Learning and Work Experience of Today vs. Future

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

Learning + Work Experience

Essential Shifts

From		To
The strength of the College community has been diminished since the shift to online learning and hybrid working.	→	**Building community, and developing networks between Students, Faculty and Classified Professionals** will lead to deeper engagement and a stronger commitment to Student success and the mission of CRC.
People have become more isolated from each other and the ability to learn from what others are doing has been limited (Students, Faculty and Classified Professionals).	→	**A Culture of Continuous Learning is Strengthened.** Various modes of learning ranging from face-to-face, online synchronous and asynchronous learning, mentoring, problem solving and collaboration will be supported to build trust and community among all constituents.
Current standards for the allocation of space are based on hierarchical planning and assigned offices and workstations. However, people are working in a hybrid manner but eligibility for hybrid working is not equitable.	→	**Equitable guidelines** will allow people to have choice over where, when and how to work which will increase satisfaction and minimize potential resistance to change.
Although the Center for Inclusion and Belonging (CIB) promotes diversity and a sense of belonging, Students acknowledge there is a lack of opportunities to network on campus with people from various backgrounds and points of view.	→	Re**-designed interior and exterior spaces incorporating purposeful connection zones** will support the cross pollination between people from different backgrounds and perspectives**.**
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 allowing an equitable experience among participants.

04. Strategic Design Brief

Concept Map

Concept map

Overview of zones

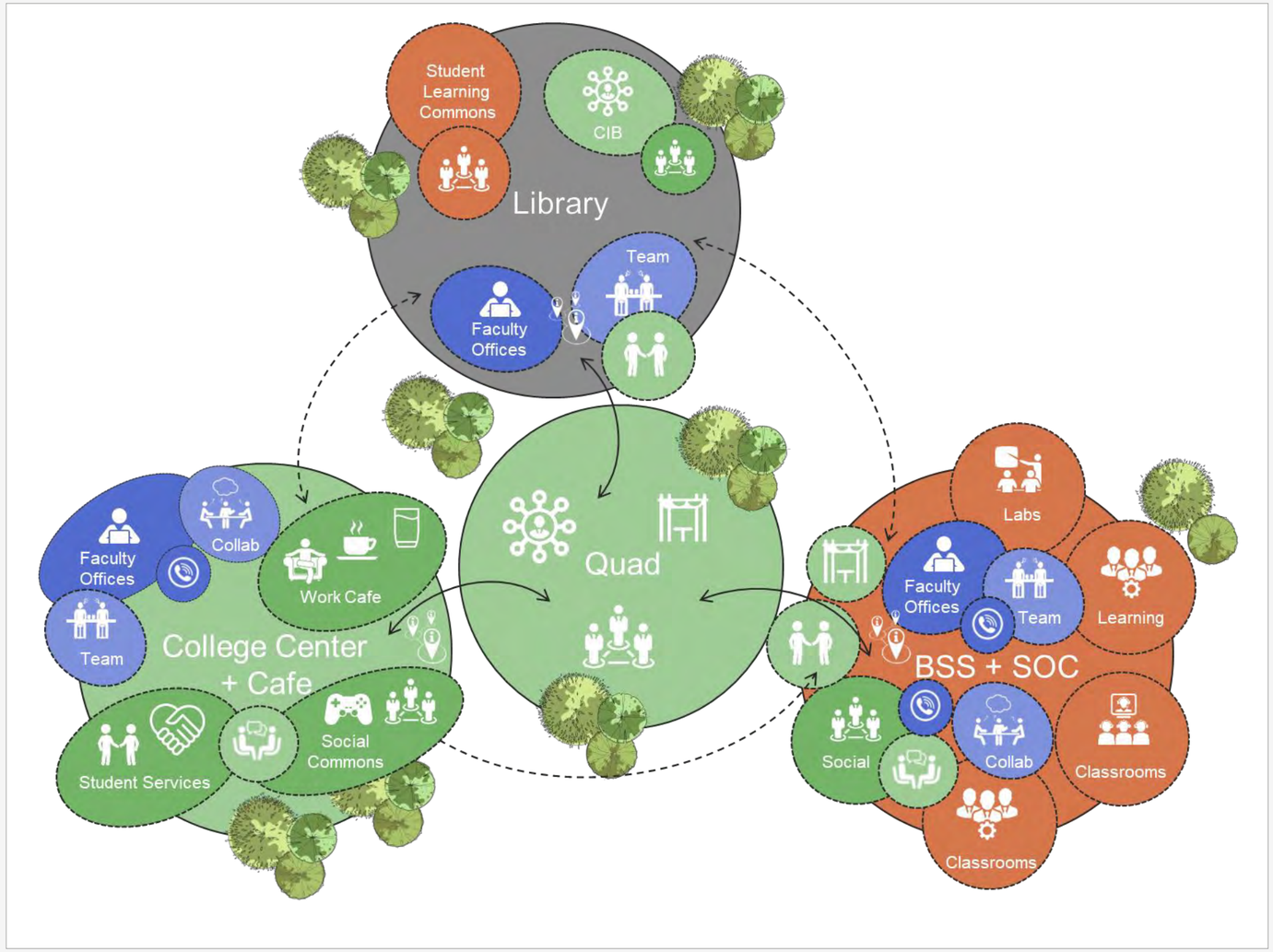
The Concept Map is an inventory of settings which represent a new approach to CRC's future learning and work environment.

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

The Concept Map of Spaces:

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

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



Concept map

Overview of zones

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

Connection Zone
Spaces for All

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

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

Learning Zone
Students + Faculty

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

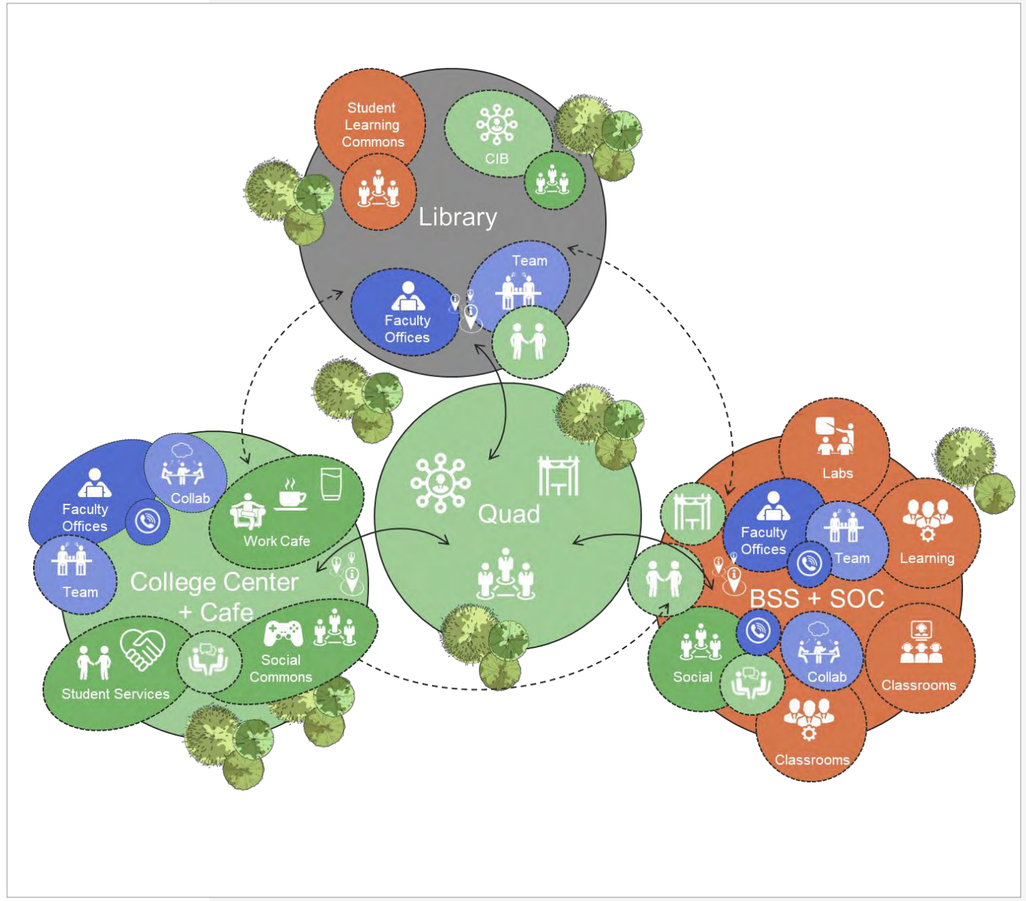
- Classrooms
- Student Learning Commons

Community Zone
Faculty + Classified Professionals

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

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

** not included in the Scenarios*



04. Strategic Design Brief

Worksettings + Attributes

Worksettings overview

Connection Zone

Café

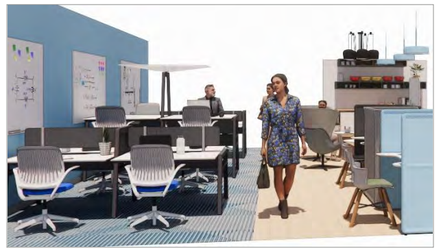
Social Commons

Student Services Center

Courtyards

Student Program Space

Coworking + Innovation Hub



Learning Zone

Classrooms

Student Learning Commons

Community Zone

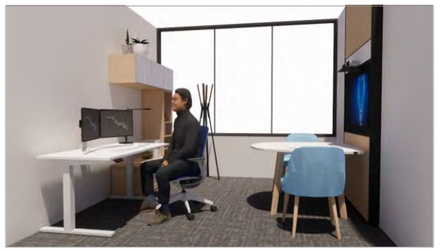
Front Porch

Department Hub

Meeting Room

Focus Room

Private Office



Workstation

Zone Overview

Connection Zone

Connection Zone Settings

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

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

Design Intent

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

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

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

Key:

- Connection
- Learning
- Community

Worksettings

Connection Zone | Café

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

Worksettings

Connection Zone | Café

Space

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

Tools + Technology

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

People + Behavior

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

Indicative concept only

Indicative concept only

Worksettings

Connection Zone | Social Commons

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

Worksettings

Connection Zone | Social Commons

Space

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

Indicative concept only

Tools + Technology

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

People + Behavior

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

Indicative concept only

Worksettings

Connection Zone | Student Program Space

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

Worksettings

Connection Zone | Student Program Space

Space

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

Tools + Technology

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

People + Behavior

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

Indicative concept only

Indicative concept only

Worksettings

Connection Zone | Student Services Center

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

Worksettings

Connection Zone | Student Services Center

Space

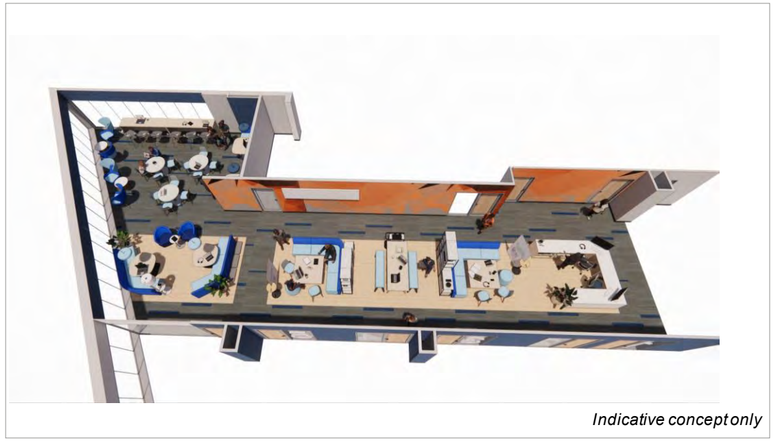
- Locate in close proximity to Social Commons and Café
- Create an open and fluid environment that supports a hosted services concept in the “front of house” which can morph in periods of low demand
- Design small collaborative settings in the “front of house” to support waiting and social activities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

Tools + Technology

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

People + Behavior

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



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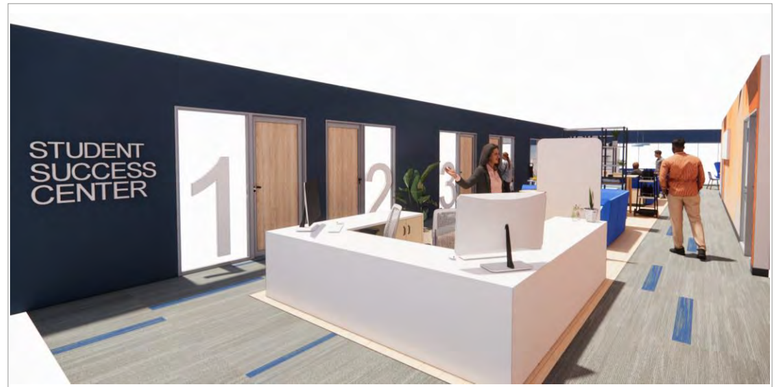

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Worksettings

Connection Zone | Courtyards

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

Worksettings

Connection Zone | Courtyards

Space

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

Tools + Technology

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

People + Behavior

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

Indicative concept only

Indicative concept only

Zone Overview

Learning Zone

Learning Zone Settings

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

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

Design Intent

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

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

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

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

Key:

- Connection
- Learning
- Community

Worksettings

Learning Zone | Classrooms

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

Worksettings

Learning Zone | Classrooms

Space

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

Tools + Technology

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

People + Behavior

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


Indicative concept only


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Worksettings

Learning Zone | Student Learning Commons

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

Worksettings

Learning Zone | Student Learning Commons

Space

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

Tools + Technology

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

People + Behavior

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

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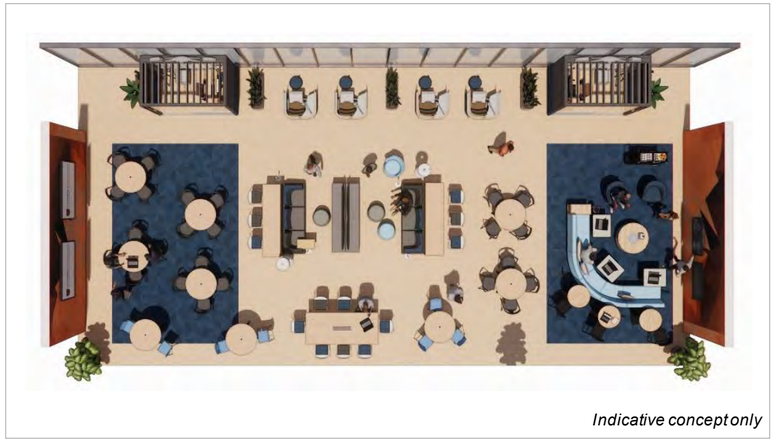

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Zone Overview

Community Zone

Community Zone Settings

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

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

Design Intent

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

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

Key:

- Connection
- Learning
- Community

Worksettings

Community Zone | Front Porch

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

Worksettings

Community Zone | Front Porch

Space

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

Tools + Technology

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

People + Behavior

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

Worksettings

Community Zone | Department Hub

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

Indicative concept only

Worksettings

Community Zone | Department Hub

Space

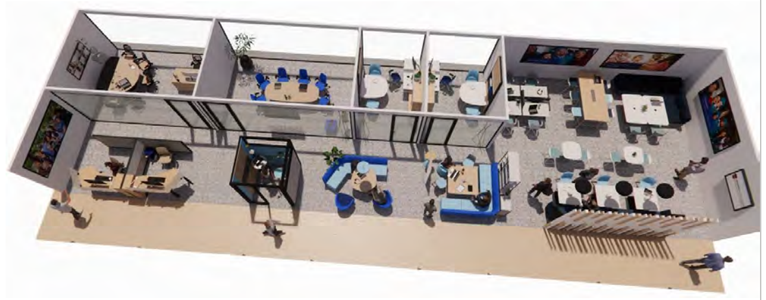
- Create a welcoming and friendly atmosphere through the application of finishes, fabrics, furniture and artwork
- Use both solid and translucent vertical elements to create varying degrees of privacy
- Provide a range of settings and postures to support informal conversations and meetings
- Include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

Tools + Technology

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

People + Behavior

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



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

Tools + Technology

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

People + Behavior

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

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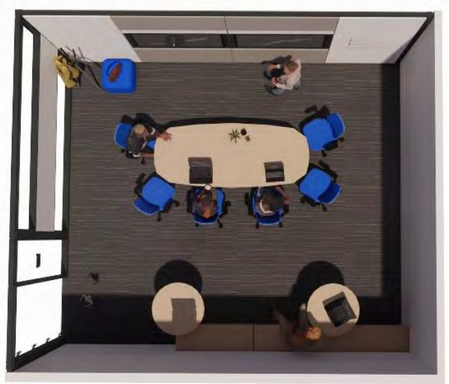

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Worksettings

Community Zone | Focus Room

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

Indicative concept only

Worksettings

Community Zone | Focus Room

Space

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

Tools + Technology

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

People + Behavior

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

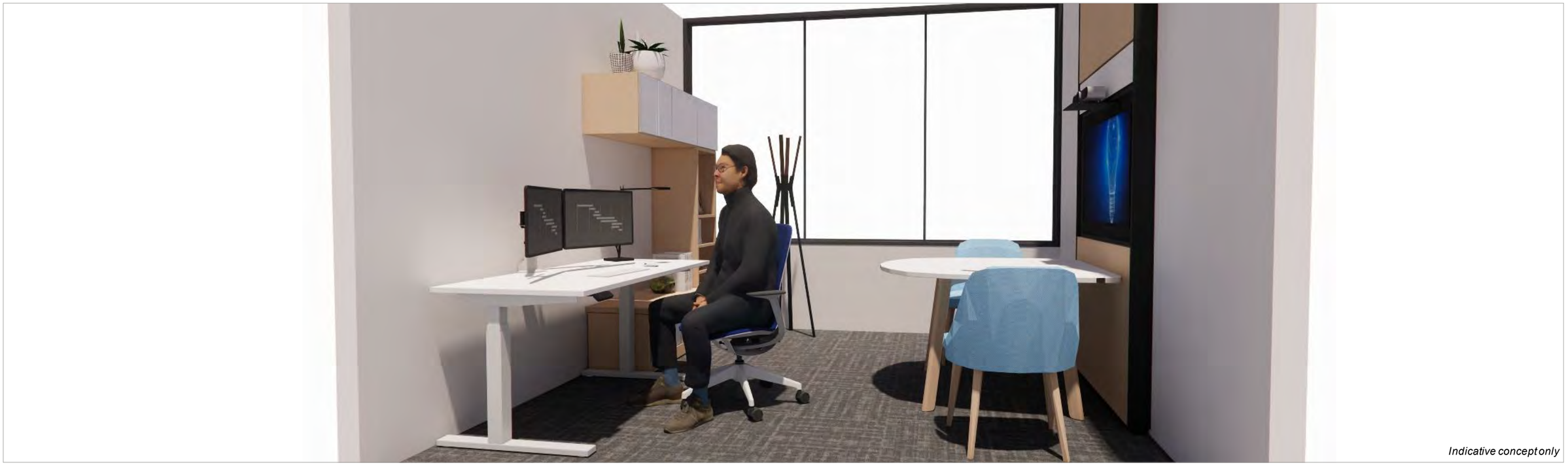
Indicative concept only

Indicative concept only

Worksettings

Community Zone | Private Office

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



Indicative concept only

Worksettings

Community Zone | Private Office

Space

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

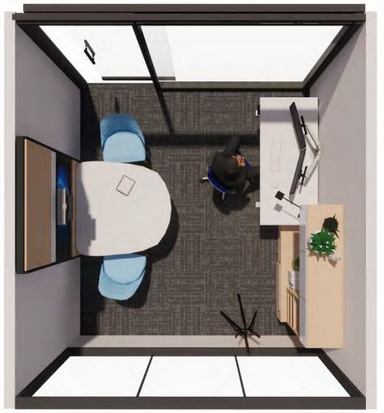
Tools + Technology

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

People + Behavior

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

Indicative concept only



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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

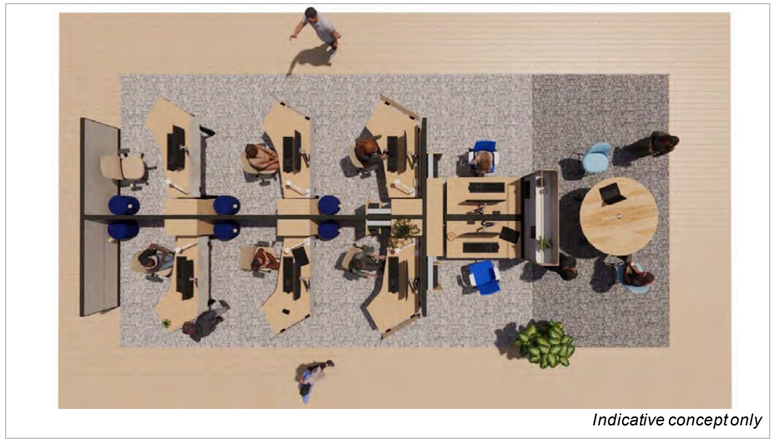
- Develop a kit of parts (including work tools, task lights etc.) to provide flexibility and give users greater choice within the individual setting
- Provide height adjustable workstations to allow users to shift from seated to standing positions
- Reduce the height of panels to provide more access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

Tools + Technology

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

People + Behavior

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



Worksettings

Connection Zone | Coworking + Innovation Hub

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

Worksettings

Connection Zone | Coworking + Innovation Hub

Space

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

Tools + Technology

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

People + Behavior

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

Indicative concept only

Indicative concept only

05.

Scenario Development

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

05. Scenario Development

Classroom Utilization Key Findings + Scenarios

Classroom Usage

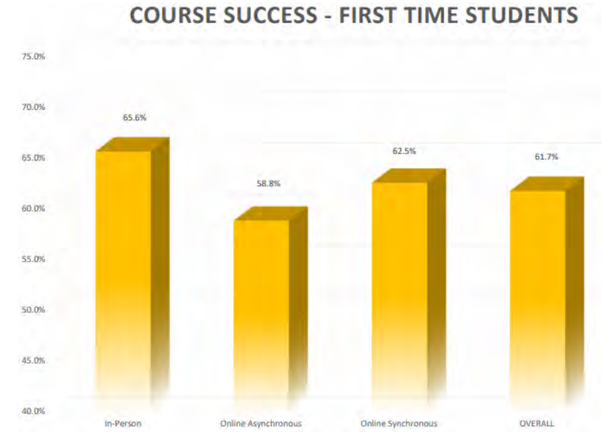
Patterns, Constraints + Opportunities

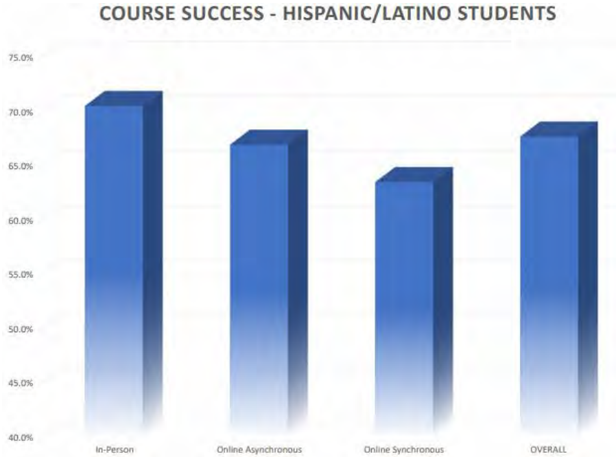
This section explores classroom usage patterns, evolving modalities, CRC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here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

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

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

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





Classroom Usage

Key Findings / Opportunities

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

Usage Patterns 2019 Fall vs 2023 Fall

Monday - Friday

Classroom Utilization By Time of Day
Monday - Friday

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

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

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

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

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

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

Usage Patterns 2019 Fall vs 2023 Fall

Monday - Thursday

Classroom Utilization By Time of Day
Monday - Thursday

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

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

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

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

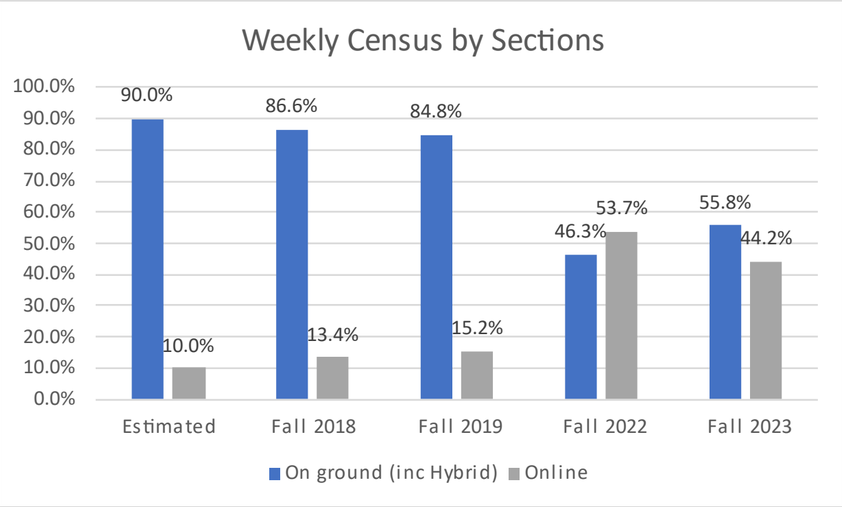
Lab/Lecture
- Utilization decreased for all times in the range
- The average utilization reduction is 31%

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

Evolution - Online vs On-Ground

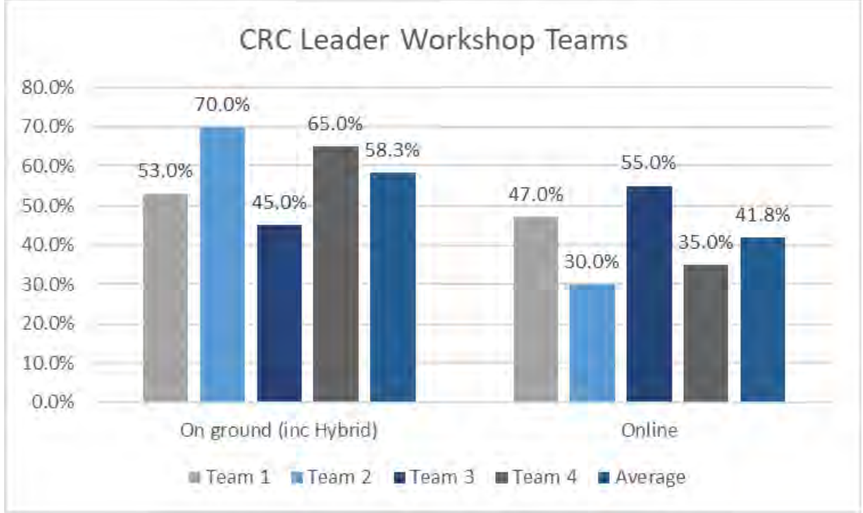
On Ground vs Online Class Mix Evolution

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



CRC Leader Workshop Long Term Modiality Exercise Results

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



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

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

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

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

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

Classroom Scenario 1

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

- Scenario 1 – Non-Peak utilization is set to the Fall 2023 level and Peak utilization is set to 80%
- Scenario 2 – Non-Peak utilization is set to 35% and Peak utilization is set to 80%
- Scenario 3 – Non-Peak utilization is set to 40% and Peak utilization is set to 85%

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

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

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

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

Utilization Scenario 1
Monday - Thursday (4 days)

	Scenario 1 - Peak @ 80%, Non Peak @ Actual						
	Classroom		lab/Lecture		Lab		
	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Total
Utilization	80.0%	20.1%	80.0%	19.0%	80.0%	32.5%	N/A
Current Demand							
Current # Rooms	44		28		19		91.0
Required # Rooms	38.0		17.2		15.0		70.1
Excess # Rooms	6.1		10.8		4.0		20.9
% Excess	13.8%		38.6%		21.1%		22.9%
Current Demand Less 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	34.2		15.5		13.5		63.1
Excess # Rooms	9.8		12.5		5.5		27.9
% Excess	22.4%		44.8%		29.0%		30.7%
Current Demand Plus 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	41.7		18.9		16.5		77.1
Excess # Rooms	2.3		9.1		2.5		13.9
% Excess	5.1%		32.5%		13.2%		15.2%
Current Demand Plus 20%							
Current # Rooms	44		28		19		91.0
Required # Rooms	45.5		20.6		18.0		84.1
Excess # Rooms	-1.5		7.4		1.0		6.9
% Excess	-3.5%		26.4%		5.3%		7.5%

Classroom Scenarios 2 + 3

Utilization Scenario 2
Monday - Thursday (4 days)

	Scenario 2 - Peak @ 80%, Non Peak @ 35%						
	Classroom		lab/Lecture		Lab		
	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Total
Utilization	80.0%	35.0%	80.0%	35.0%	80.0%	35.0%	N/A
Current Demand							
Current # Rooms	44		28		19		91.0
Required # Rooms	34.3		16.9		16.4		67.6
Excess # Rooms	9.7		11.1		2.6		23.4
% Excess	22.1%		39.6%		13.5%		25.7%
Current Demand Less 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	30.8		15.2		14.8		60.8
Excess # Rooms	13.2		12.8		4.2		30.2
% Excess	29.9%		45.6%		22.2%		33.1%
Current Demand Plus 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	37.7		18.6		18.1		74.4
Excess # Rooms	6.3		9.4		0.9		16.6
% Excess	14.3%		33.5%		4.9%		18.3%
Current Demand Plus 20%							
Current # Rooms	44		28		19		91.0
Required # Rooms	41.1		20.3		19.7		81.1
Excess # Rooms	2.9		7.7		-0.7		9.9
% Excess	6.6%		27.5%		-3.8%		10.8%

Utilization Scenario 3
Monday - Thursday (4 days)

	Scenario 3 - Peak @ 85%, Non Peak @40%						
	Classroom		lab/Lecture		Lab		
	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Total
Utilization	85.0%	40.0%	85.0%	40.0%	85.0%	40.0%	N/A
Current Demand							
Current # Rooms	44		28		19		91.0
Required # Rooms	29.8		14.7		14.3		58.7
Excess # Rooms	14.2		13.3		4.7		32.3
% Excess	32.4%		47.5%		24.9%		35.5%
Current Demand Less 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	26.8		13.2		12.8		52.9
Excess # Rooms	17.2		14.8		6.2		38.1
% Excess	39.1%		52.8%		32.4%		41.9%
Current Demand Plus 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	32.7		16.2		15.7		64.6
Excess # Rooms	11.3		11.8		3.3		26.4
% Excess	25.6%		42.3%		17.4%		29.0%
Current Demand Plus 20%							
Current # Rooms	44		28		19		91.0
Required # Rooms	35.7		17.6		17.1		70.5
Excess # Rooms	8.3		10.4		1.9		20.5
% Excess	18.8%		37.0%		9.9%		22.5%

05. Scenario Development

Work Modes Study Key Findings

Hybrid Approach

Hybrid, Worker Profiles + Work Modes

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

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

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

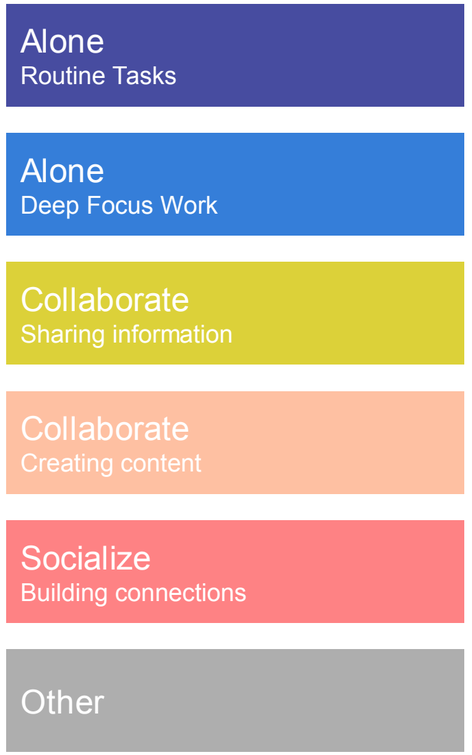
The profiles developed for this engagement are based on a study of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's Workspace Futures team have expanded the knowledge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

Alone Routine Tasks	Working by yourself doing tasks that don't require significant focus and/or privacy including email or casual correspondence.
Alone Deep Focus Work	Working by yourself doing tasks that require significant focus and/or privacy as in creating content, building spreadsheets or reading documents.
Collaborate Sharing information	Working with at least one other person and sharing information which could be a typical meeting to update people or reviewing project progress.
Collaborate Creating content	Working with at least one other person and creating content, idea sharing, brainstorming or innovation as in a product development meeting, or a problem-solving session.
Socialize Building connections	Spending time with others in a relaxed setting as in planned or chance encounters, team bonding exercises, or celebrations.
Other	This mode captures activities such as taking personal time, exercising, taking a break, lunch, etc. that occur throughout the workday.

Work Mode Study

Key Findings

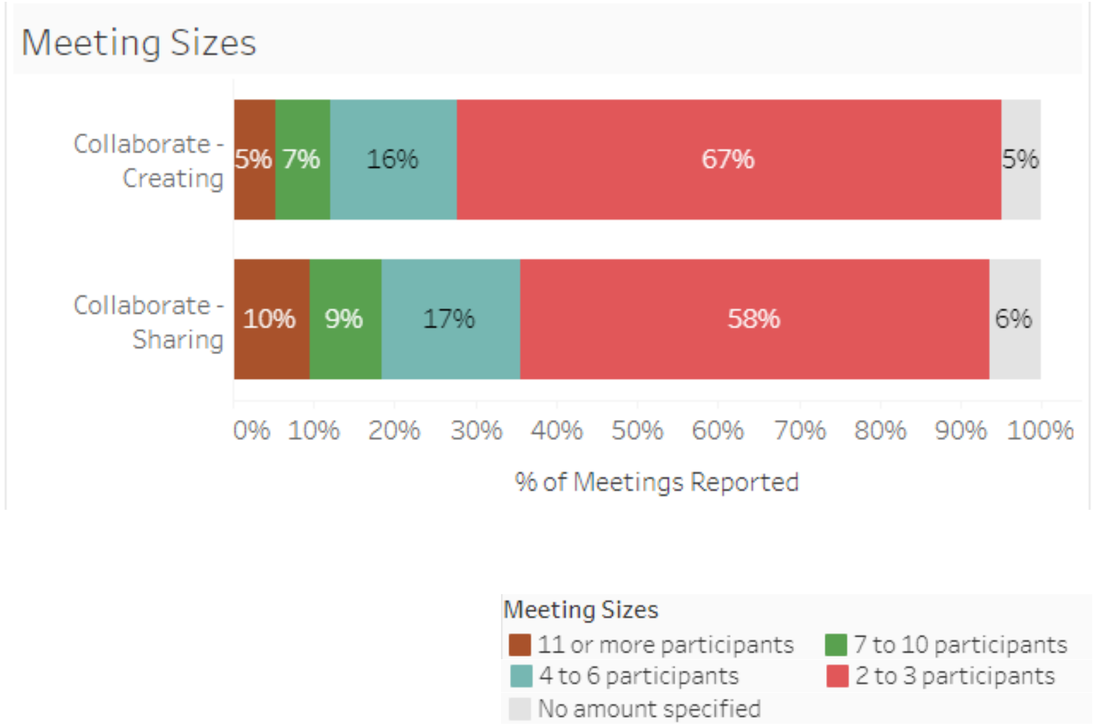
- Across the organization the predominant work mode is alone routine; on average 61% of time is spent in alone work and the predominant worker profiles are profile 3 and 4
- All 8 worker profiles are present, and their distribution varies by department, location and level (as would be expected)
- The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



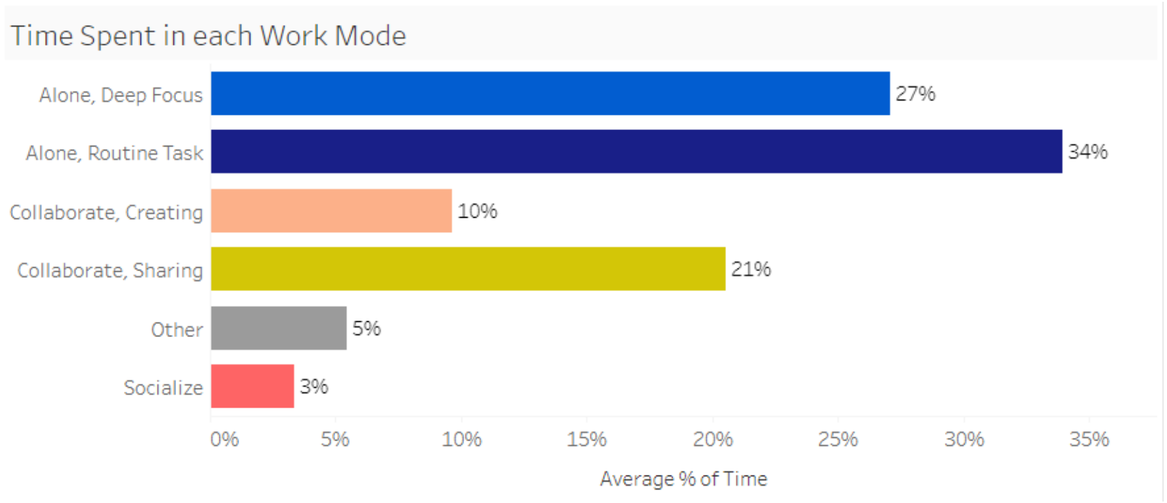
Collaborative Meeting Sizes

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

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



Work Mode Aggregate Profile



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

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

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

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

Work Effectiveness

By Department

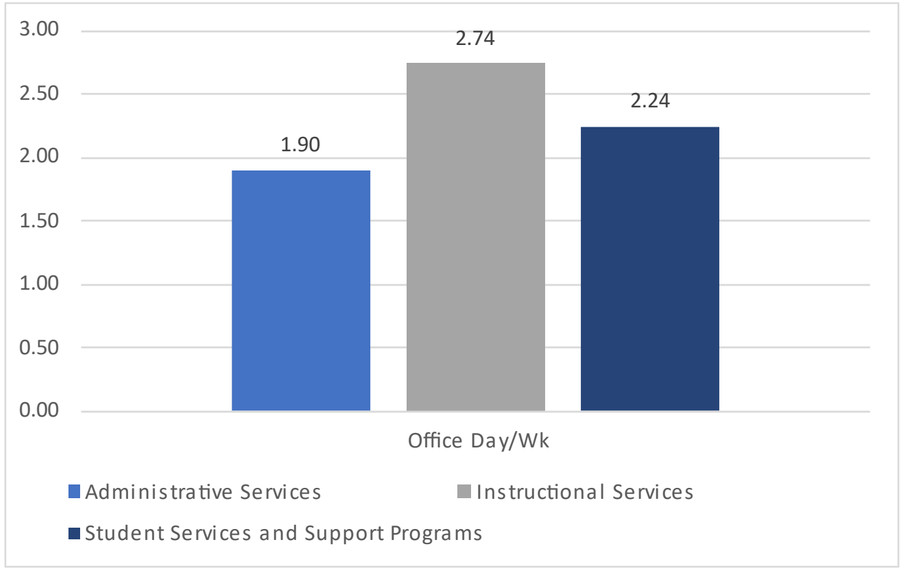
The table on this page is based on aggregating all responses across all work mode responses to the question “where would you be most effective: office or home?”

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

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

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

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



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

Note: Other results are not shown due to insufficient data

05. Scenario Development

Scenarios Definition + Details

Scenarios

Overview

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

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

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

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

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

Scenario Development

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

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

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

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

05. Scenario Development

Foundational Pillars

Foundational Pillars

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

College Community

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

Flexibility + Balance

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

Campus Experience

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

Success Rates

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

Work Experience

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

Learning + Development Flexibility

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

Innovation

Emerging technologies and trends are embraced with an open mindset.

Professional Growth

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

Ranking of Foundational Pillars

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

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

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

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

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

05. Scenario Development

Scenarios Overview

Scenarios Overview: BSS Experience

Faculty and Classrooms

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

As Is

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

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

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

05. Scenario Development

Overview: BSS Experience

Scenario As Is: BSS Experience

Faculty + Classrooms

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

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

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

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

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

Defining Characteristics

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

Scenario One: BSS Experience

BSS refined for an upgraded experience

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

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

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

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

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

Design Characteristics

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

100% Hybrid Workers
(1:1 ratio)

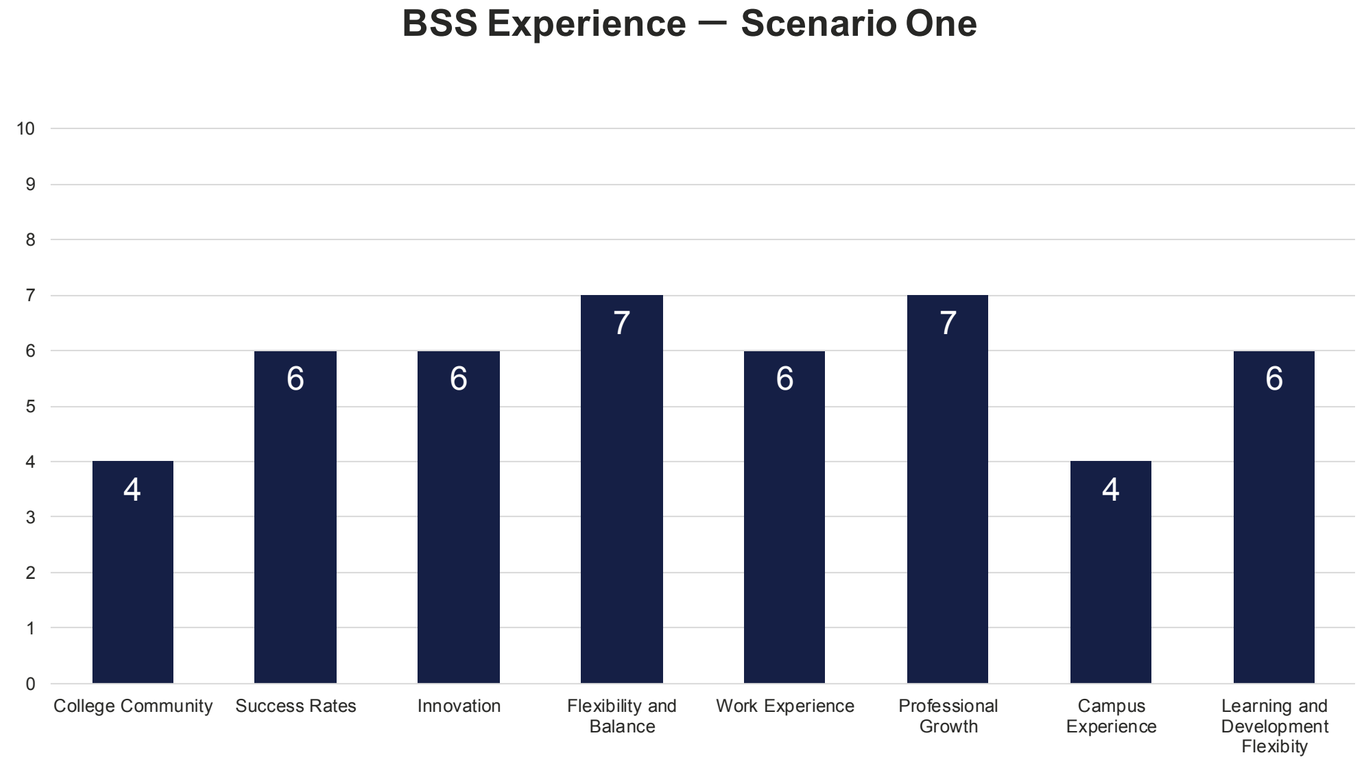
Moderate level
of Change Management effort required

Shift in real estate
No change in real estate required

Scenario One: BSS Experience

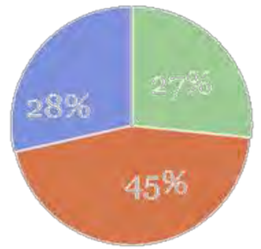
Potential outcomes

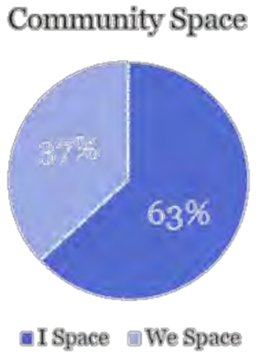
- Level of Flexibility + Balance and Professional Growth are supported more highly than the other pillars since Faculty maintain their current hybrid approach, assigned offices and have the opportunity to grow professionally through enhanced in-person connections while in BSS
- The exchange of ideas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

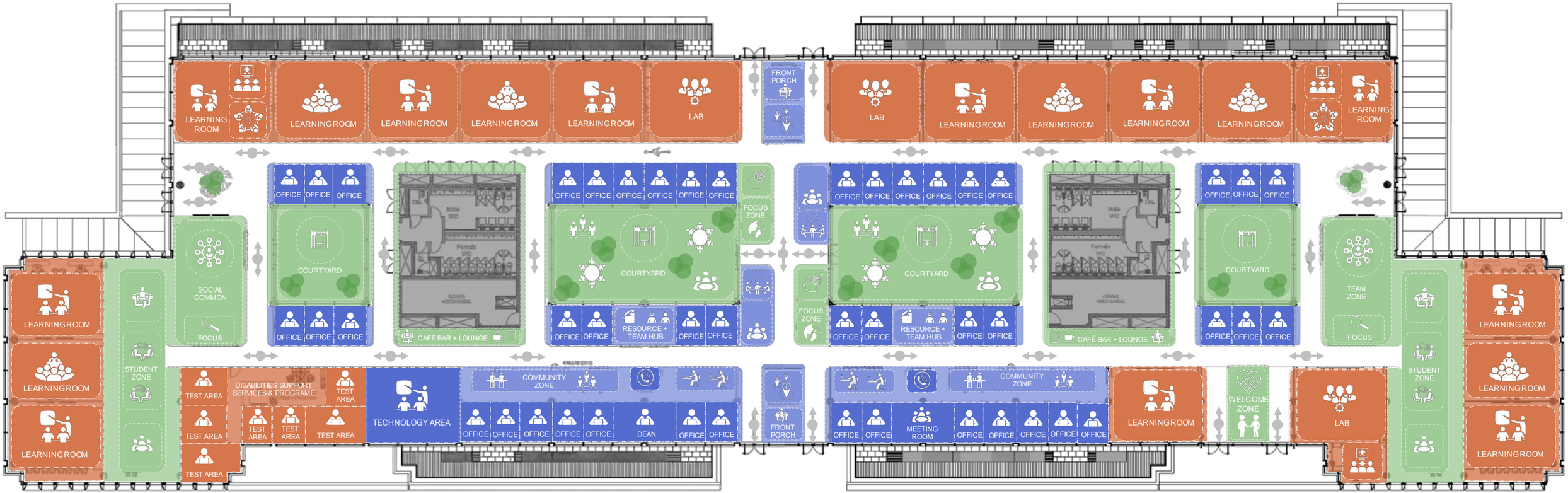


The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.

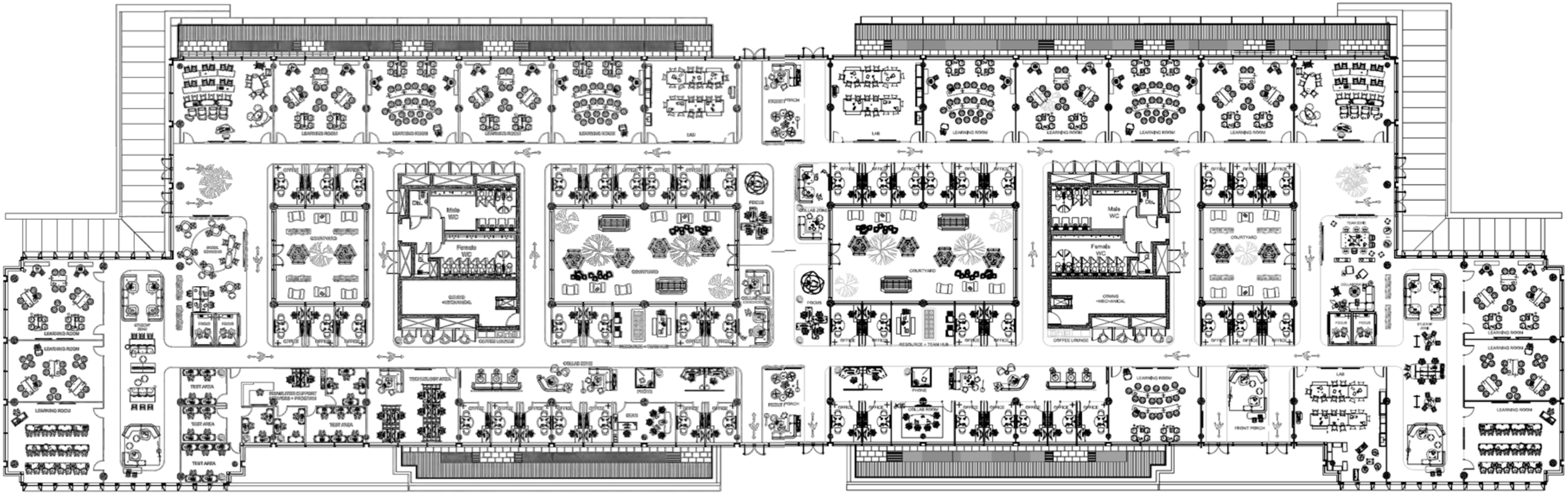
Scenario One: BSS Experience







Scenario One: BSS Experience



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

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

Scenario Two: BSS Experience

BSS redefined for an upgraded experience

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

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

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

Design Characteristics in addition to Scenario One

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

100% Hybrid Workers
(2:1 ratio)

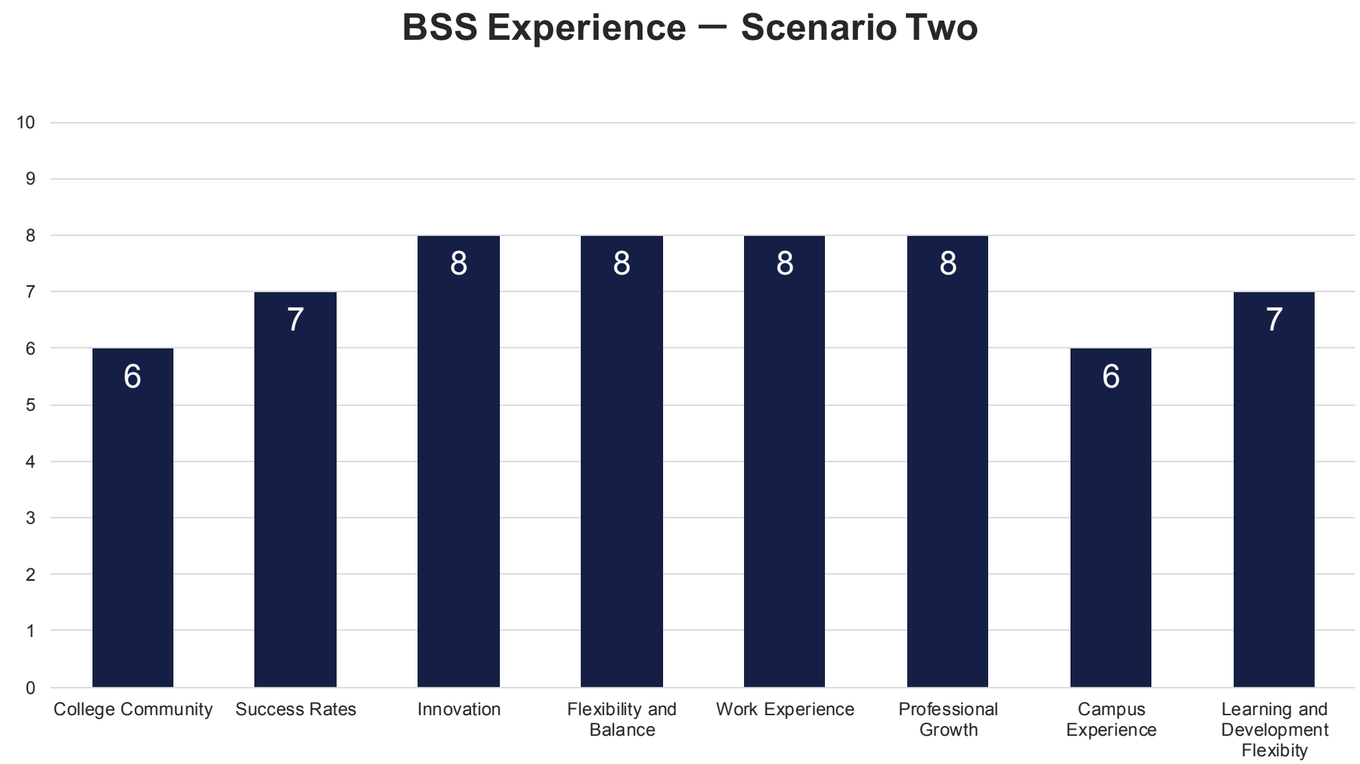
Moderate level
of Change Management effort required

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

Scenario Two: BSS Experience

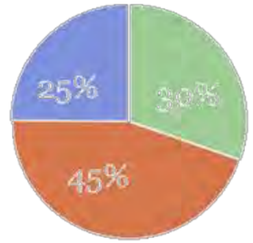
Potential outcomes

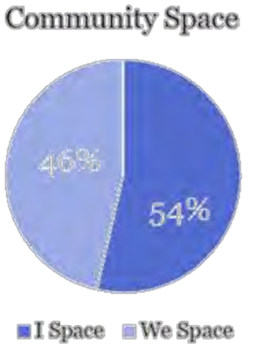
- By introducing the concept of shared offices in Scenario Two the solution more accurately matches usage levels, and more space can be reimagined into common areas to promote presence and increase energy that comes from people being together
- The connection spaces should lead to the exchange of more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

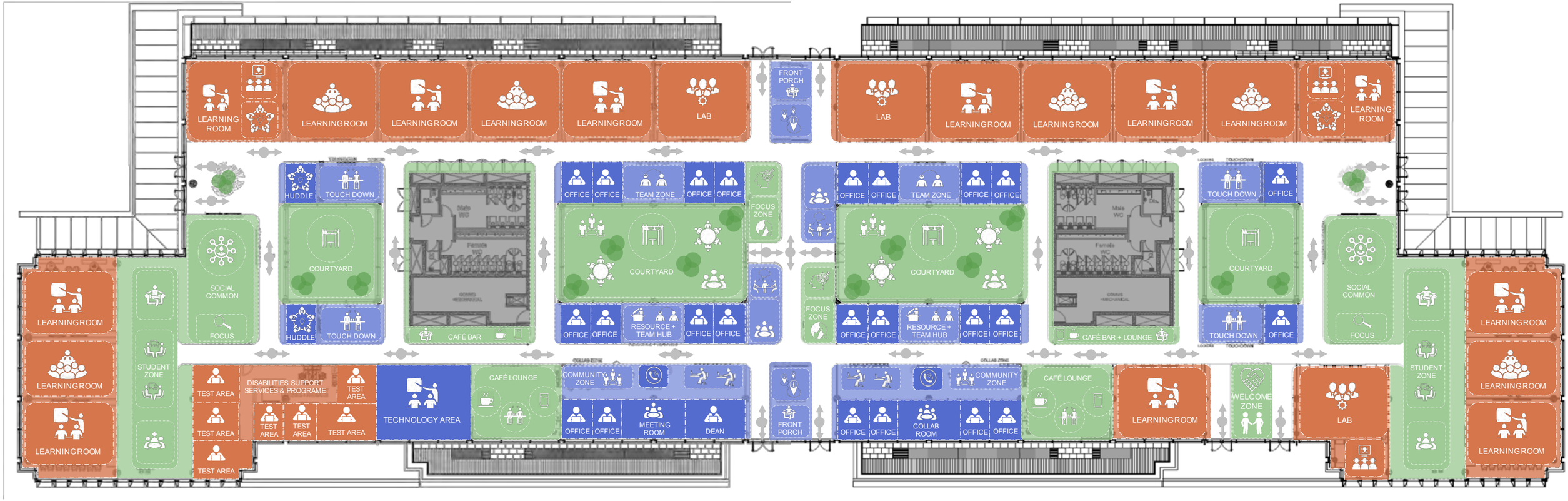


The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.

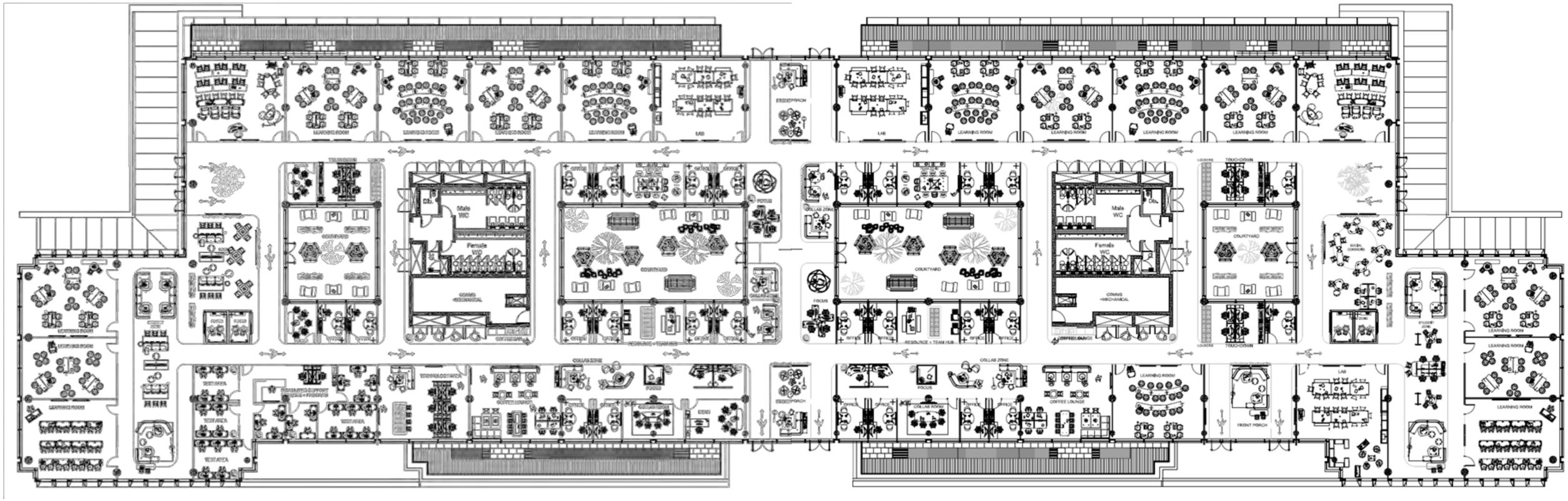
Scenario Two: BSS Experience







Scenario Two: BSS Experience



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

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

Scenario Three: BSS Experience

BSS transformed for an upgraded experience

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

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

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

Design Characteristics in addition to Scenarios One + Two

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

100% Hybrid Workers
(3:1 ratio)

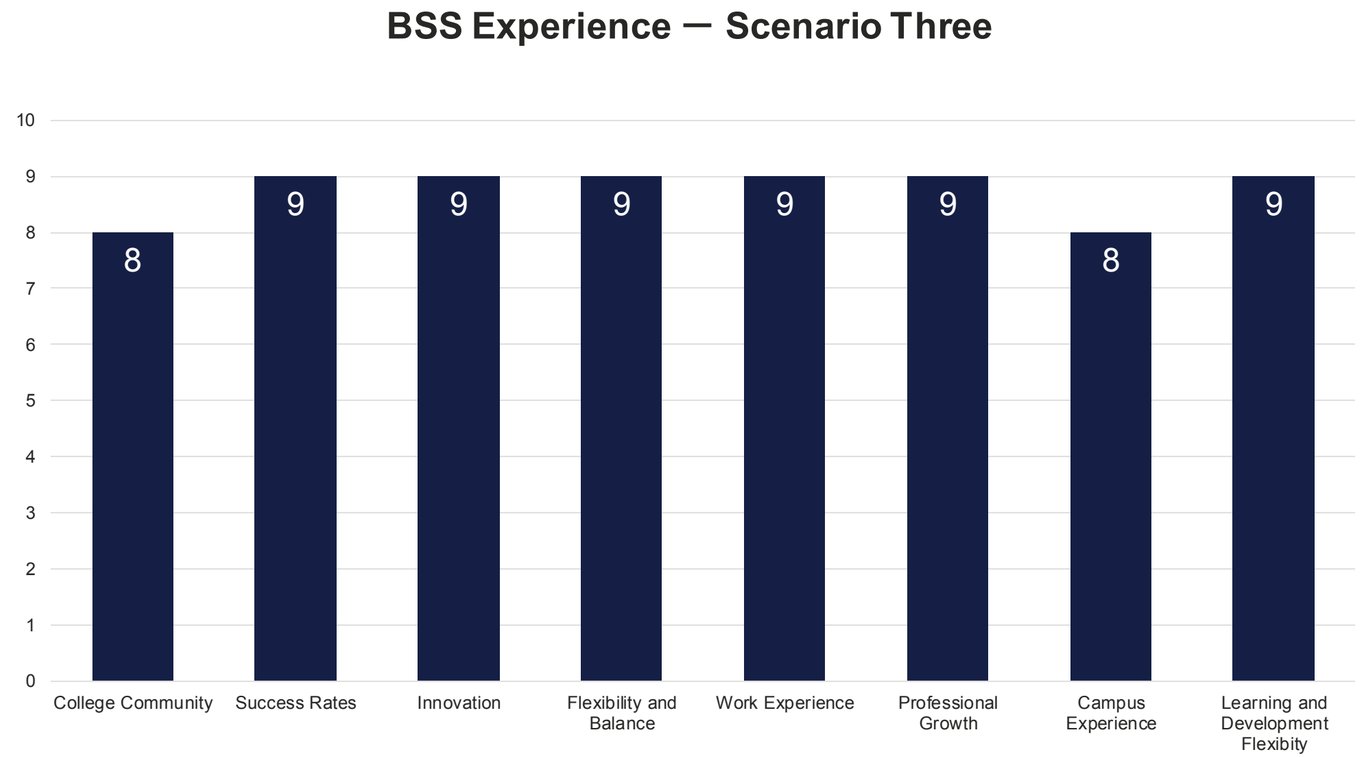
Significant level
of Change Management effort required

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

Scenario Three: BSS Experience

Potential outcomes

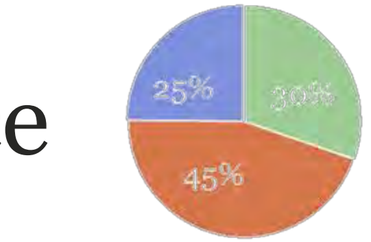
- By transforming the available square footage in Scenario Three, all Pillars can reach their maximum potential, positively impacting the learning and work experience
- By implementing an office sharing ratio of 3:1, additional space will be freed up not only to integrate more Faculty into the building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

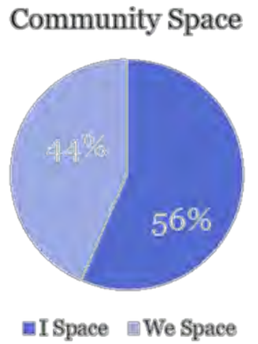


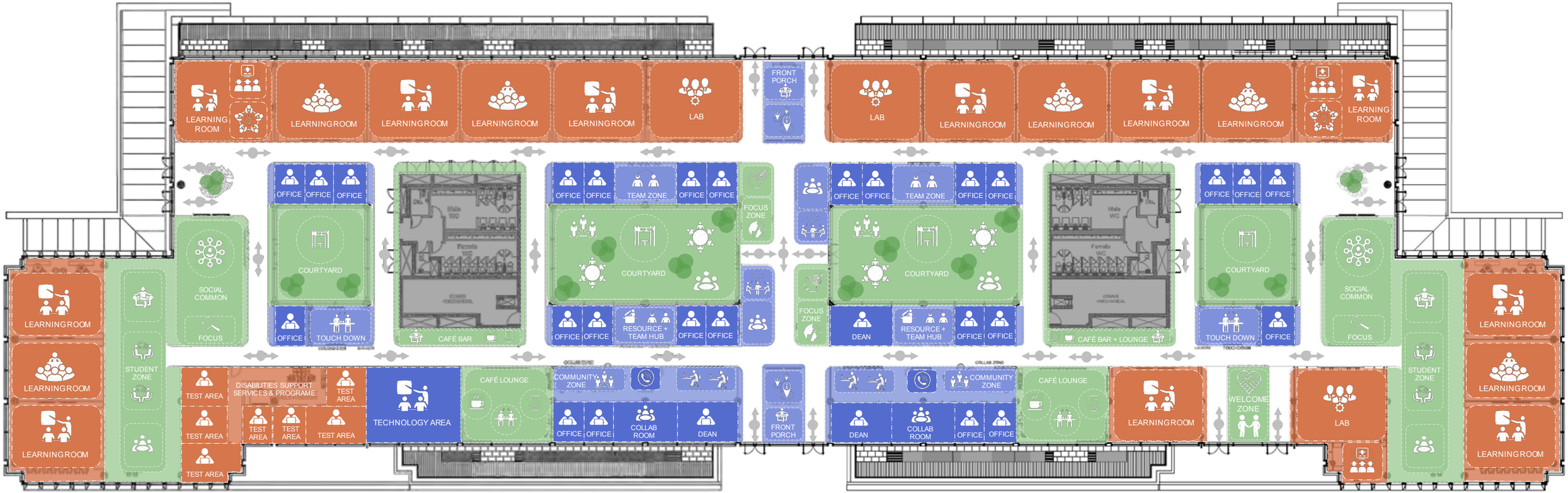
The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Three: BSS Experience

Including SOC

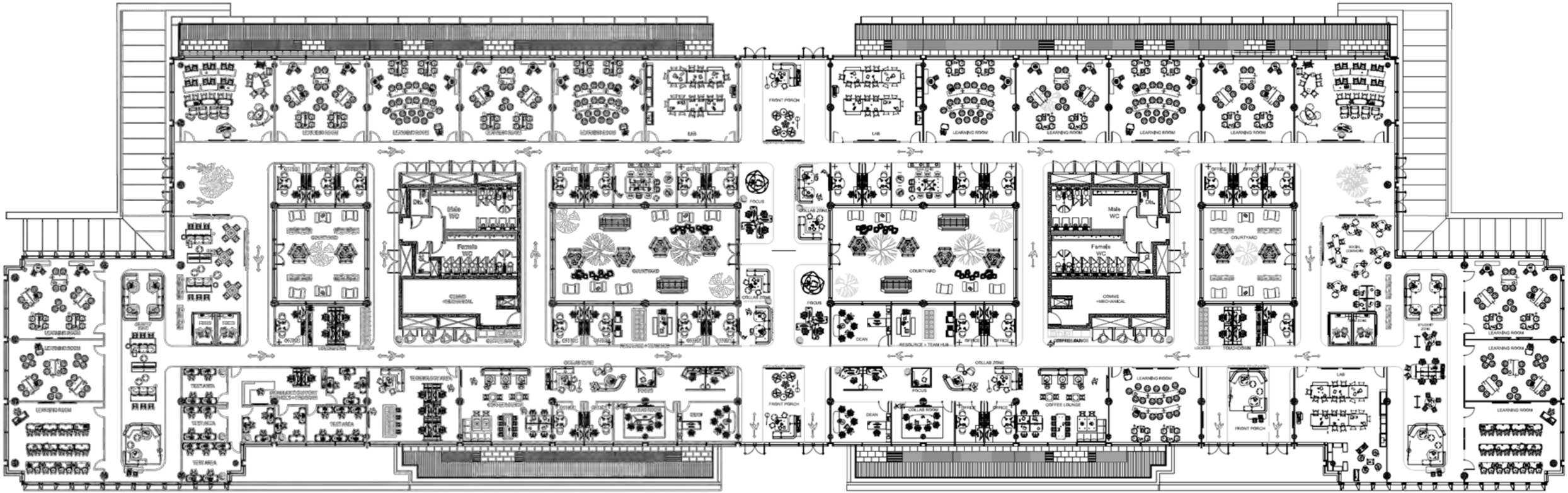






Scenario Three: BSS Experience

Including SOC

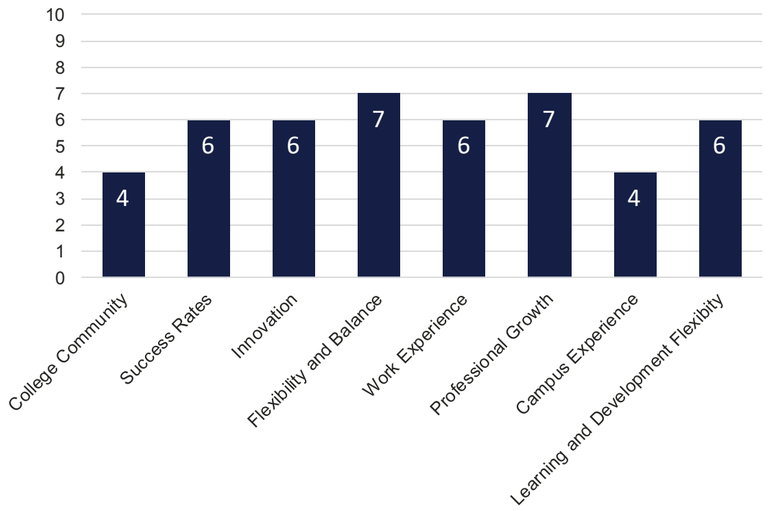


	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	100	100%	3	33.3
Remote	0	0%	1	0
	100	100%		33.3
			Offices	31.0
			Workstations	2.6
			Large Office	3

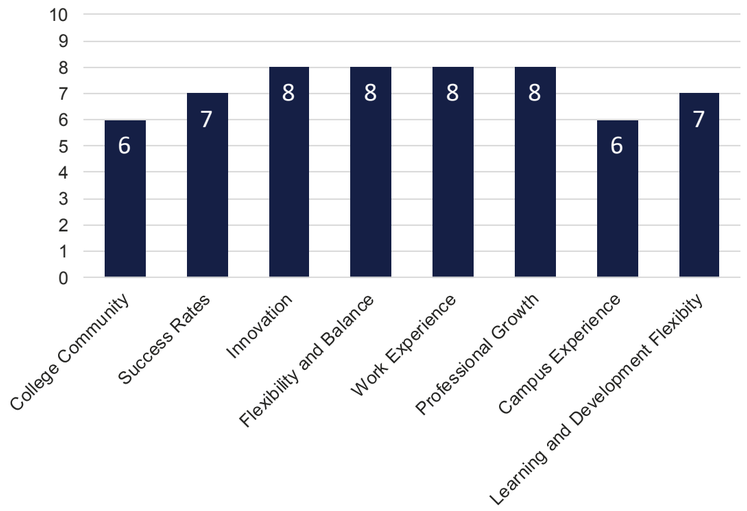
20 Classrooms – (Includes 3 x Labs)
1 DSSP
1 Technology Area
30 Offices – (Includes 3 x Dean)
4 Workstations

Scenarios Comparison

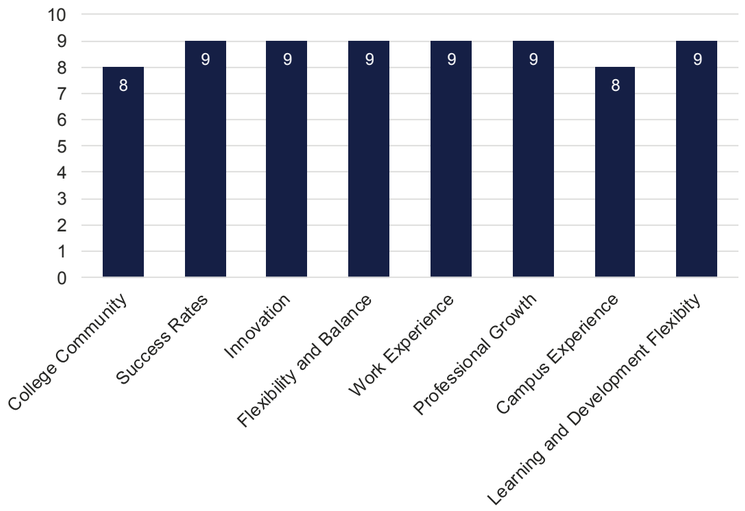
BSS Experience — Scenario One



BSS Experience — Scenario Two



BSS Experience — Scenario Three



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

05. Scenario Development

Overview: College Center Experience

Scenarios Overview: College Center Experience

Student and Classified Professionals

As Is

Resident (1:1 ratio, 60-100% time)	100%
Hybrid	0%
Remote	0%

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

Scenario 1

Resident	0%
Hybrid (1:1 ratio, 60% time)	100%
Remote	0%

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

Scenario 2

Resident (1:1 ratio, 80-100% time)	40%
Hybrid (2:1 ratio, 60% time)	50%
Remote (10:1 ratio)	10%

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

Scenario 3

Resident (1:1 ratio, 80-100% time)	20%
Hybrid (2.5:1 ratio, 60% time)	70%
Remote (10:1 ratio)	10%

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

Scenario As Is: College Center

Classified Professionals + Student Experience

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

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

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

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

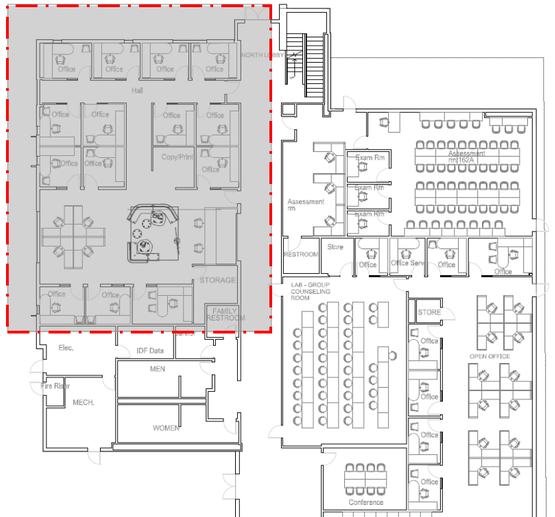
Defining Characteristics

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

College Center: Key to Floorplans

Level 01

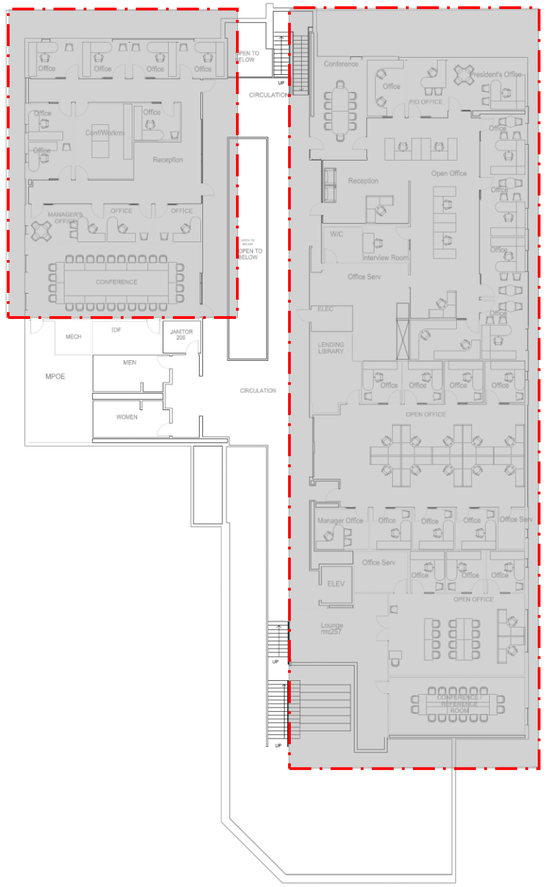
Area B



Area A

Level 02

Area C



Area D

Scenario One: College Center

College Center refined for an upgraded experience

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

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

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

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

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

Design Characteristics

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

100% Hybrid Workers
in office 3 days a week in non-peak periods (1:1 ratio)

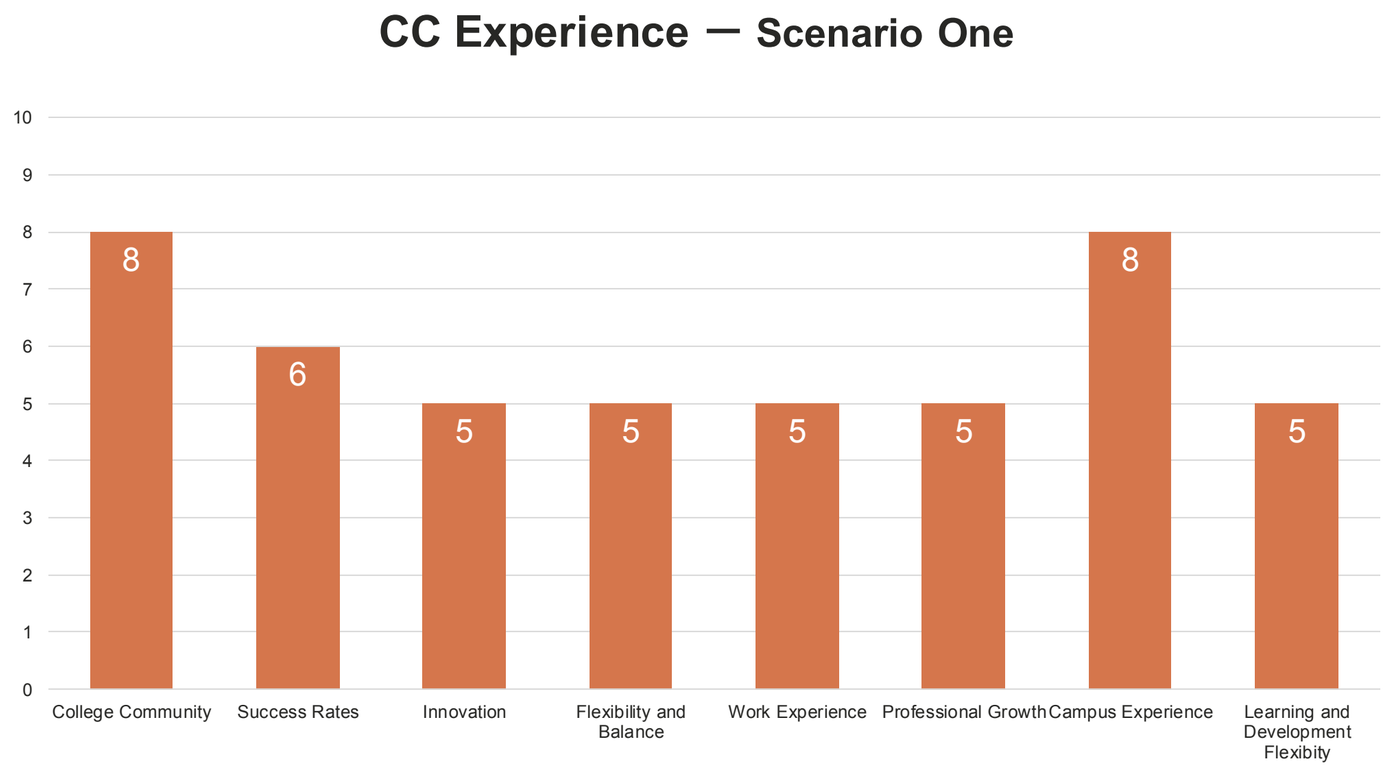
Moderate to significant level
of Change Management effort required

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

Scenario One: College Center

Potential outcomes

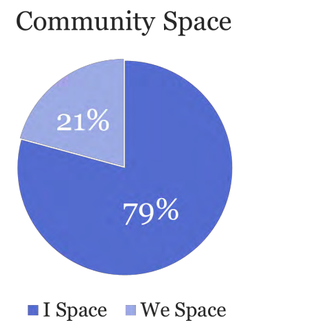
- College Community and Campus Experience are enhanced by making better use of the space on the First Floor of the College Center to build community and increase common space utilization for all employees, students and guests
- By reimagining the delivery of Student Services and creating connection with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

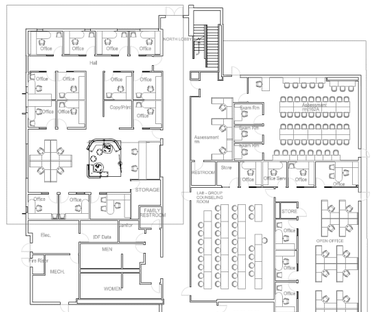


The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.

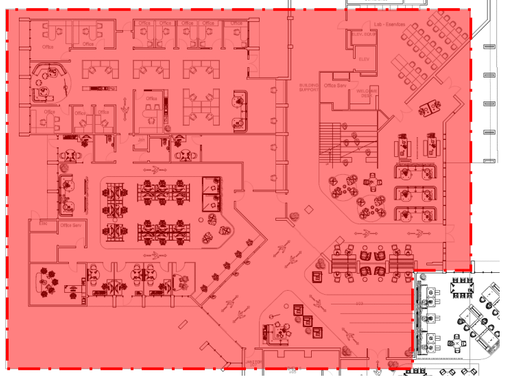
Scenario One: College Center Level 01

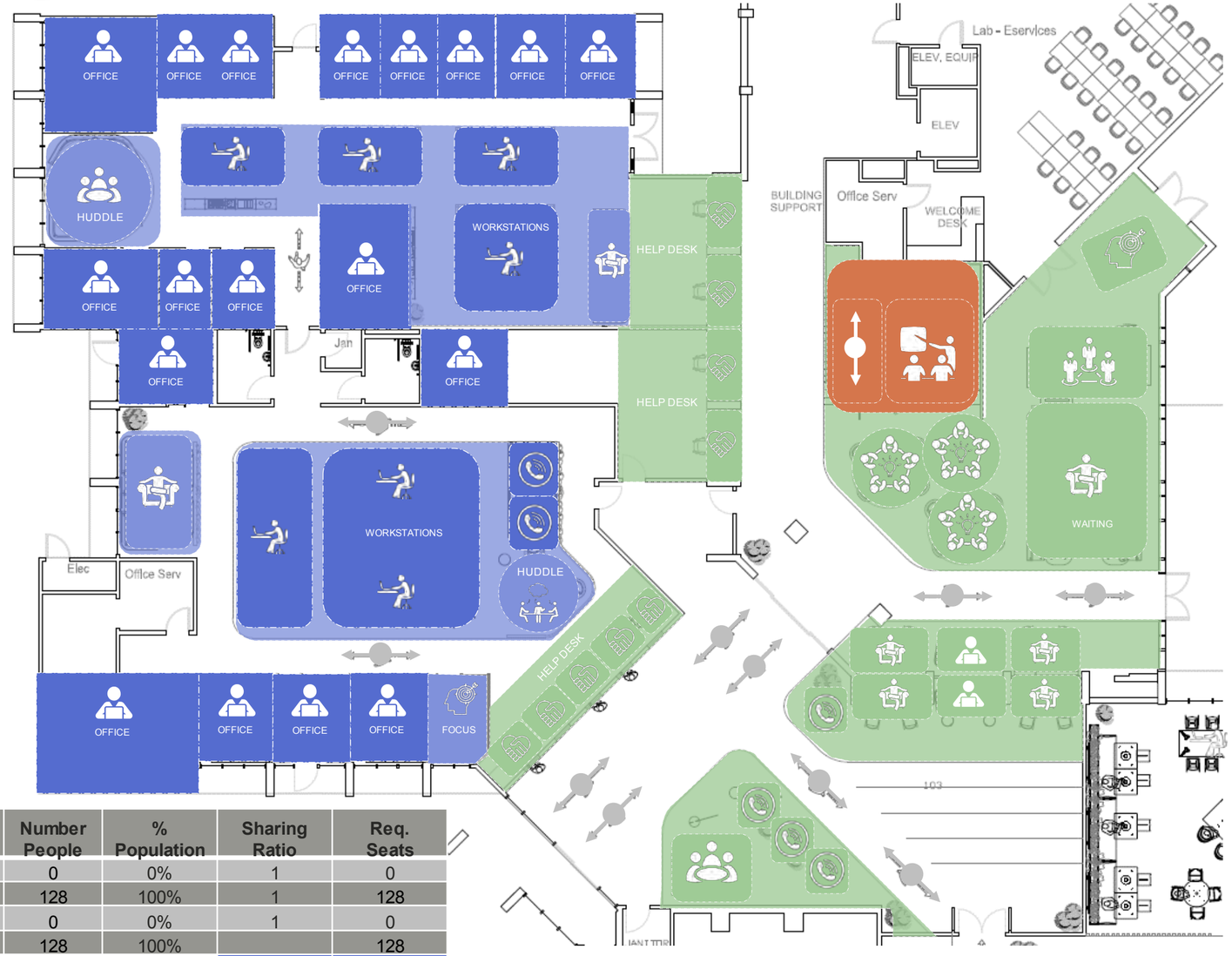
Area A





Area A

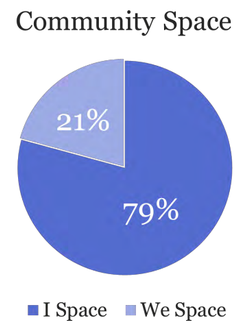


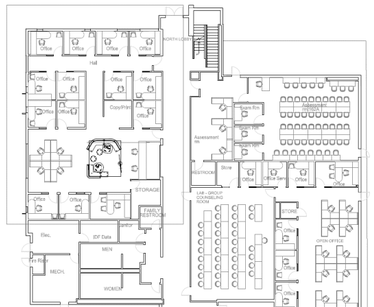


	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	128	100%	1	128
Remote	0	0%	1	0
	128	100%		128
			Offices	65
			Workstations	63

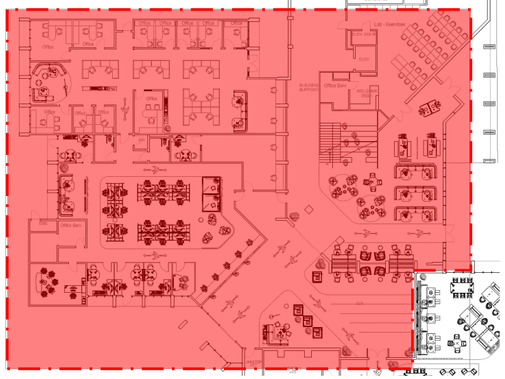
Scenario One: College Center Level 01

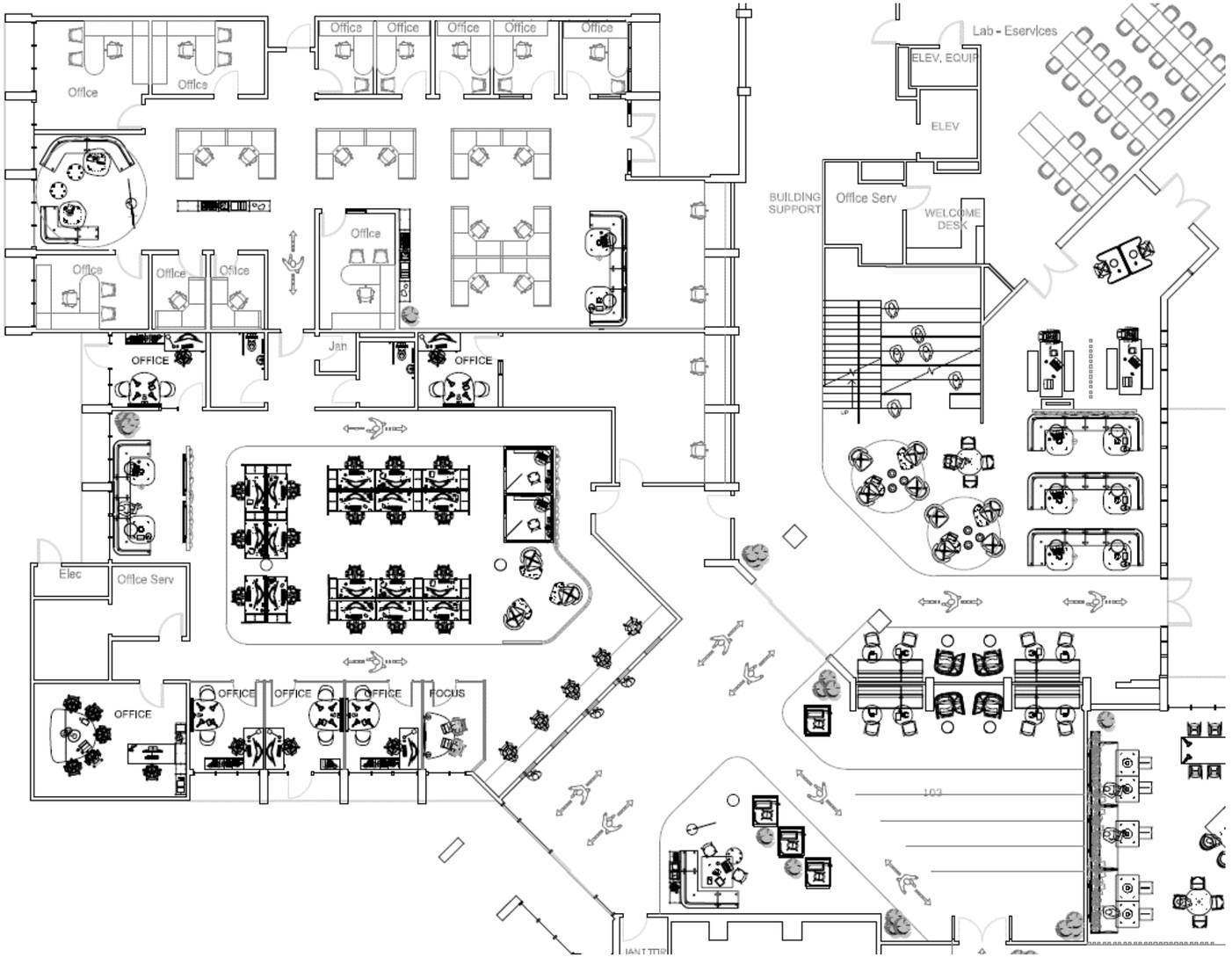
Area A





Area A

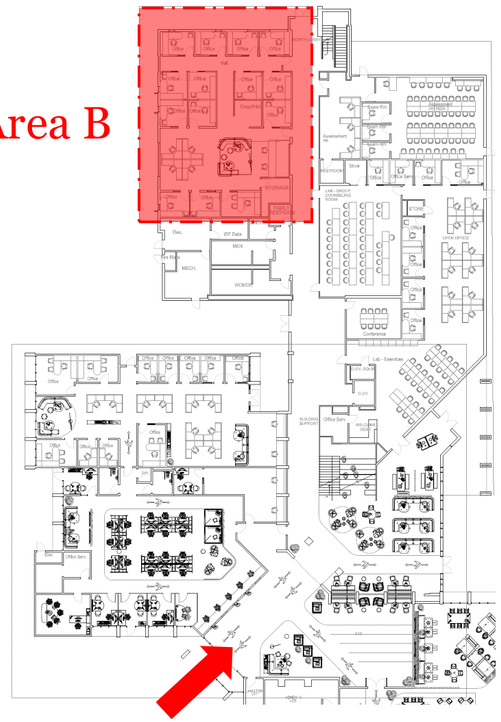


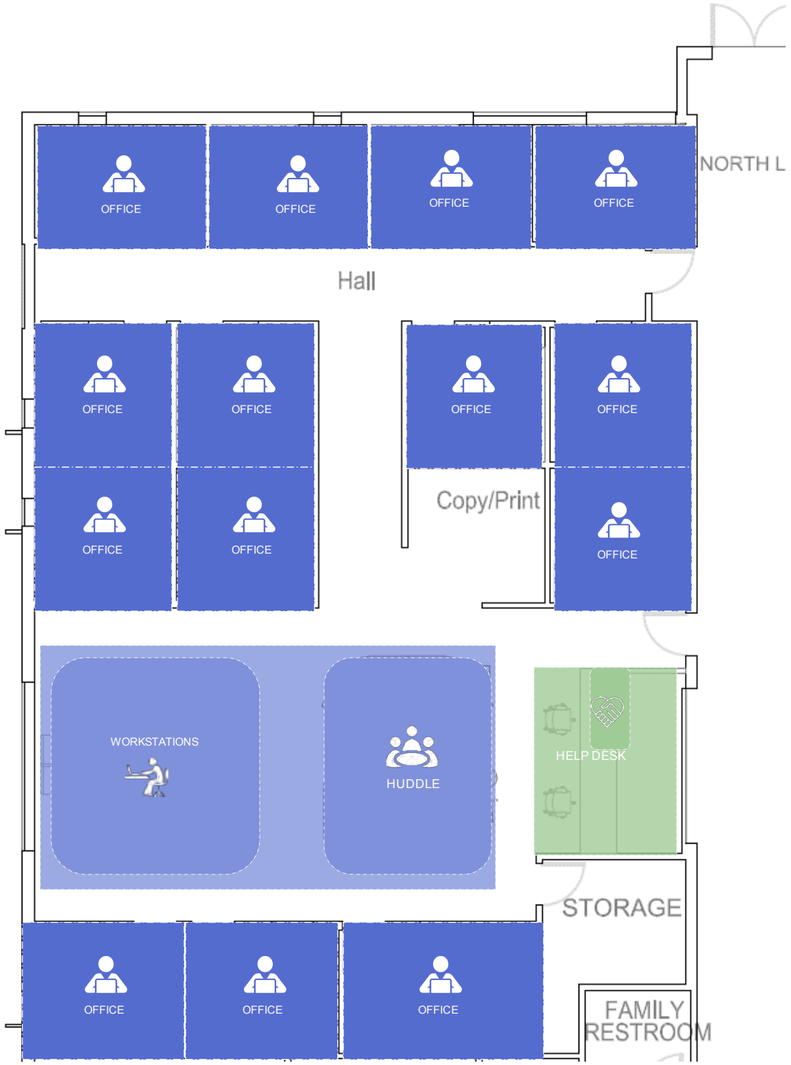


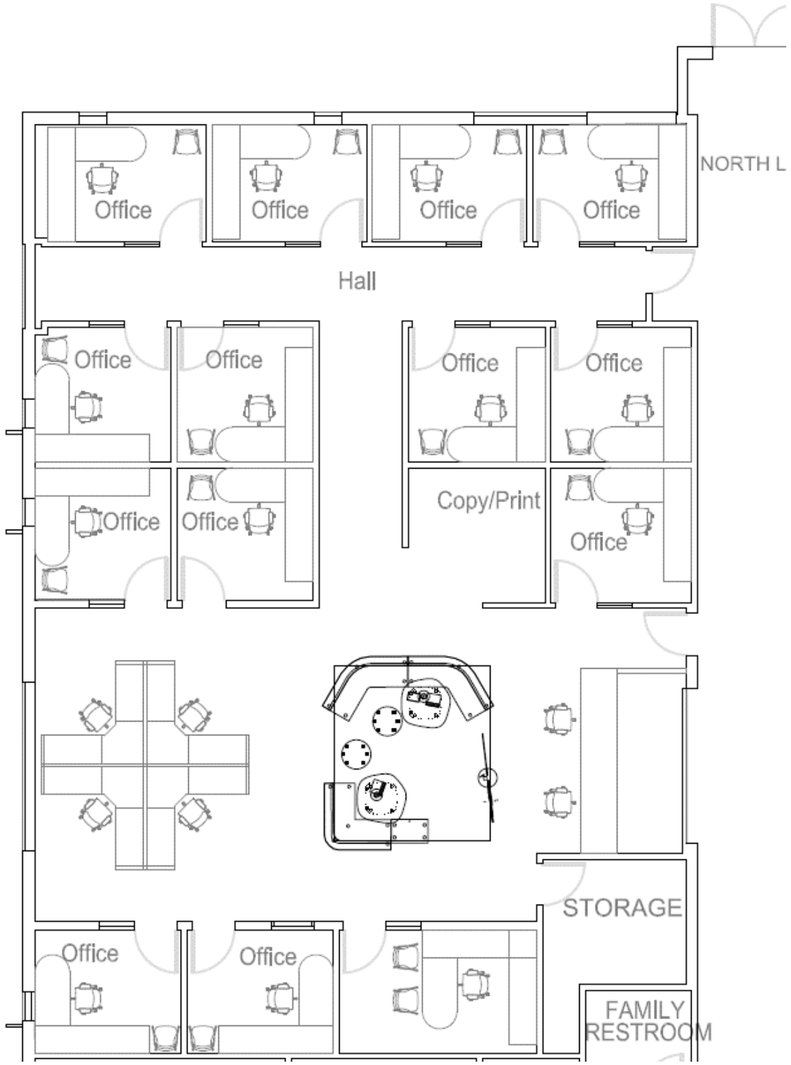
Scenario One: College Center Level 01

Area B

Area B

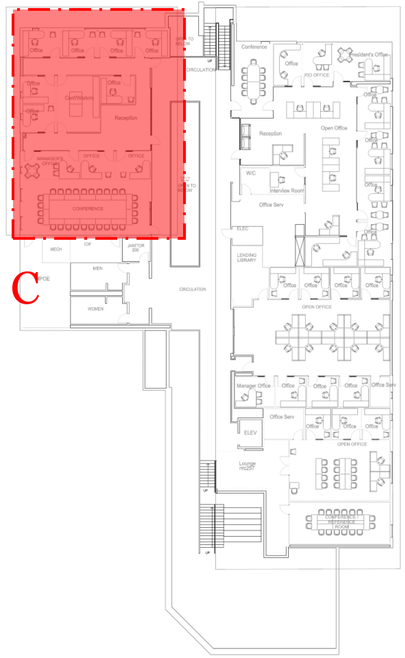




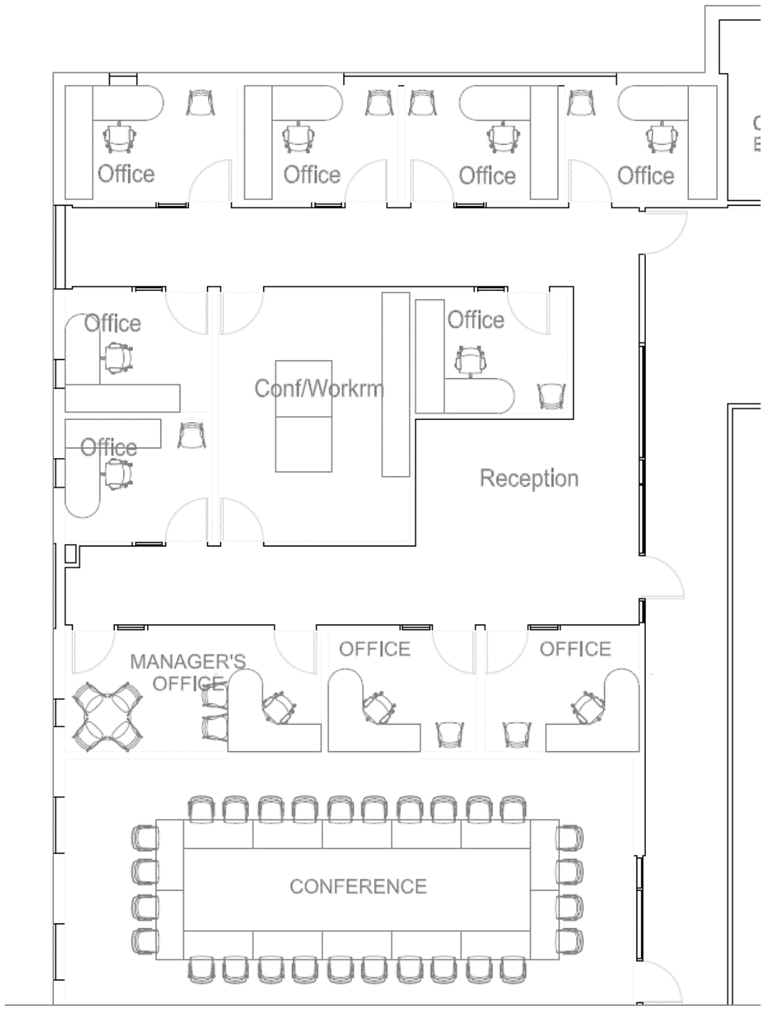


Scenario One: College Center Level 02

Area C

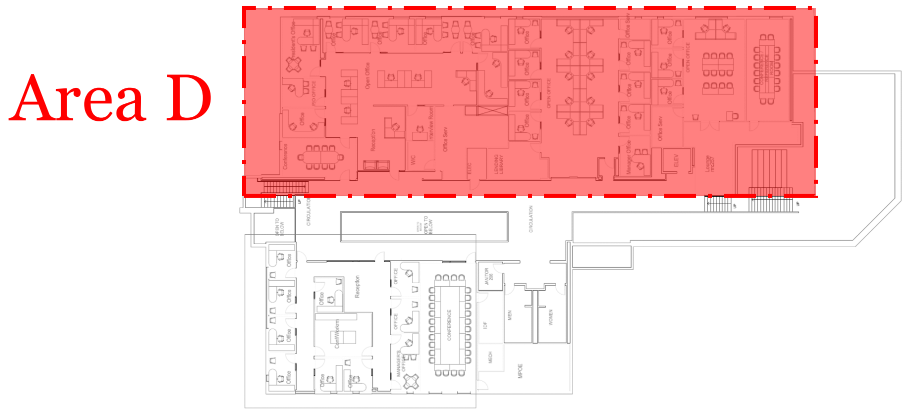


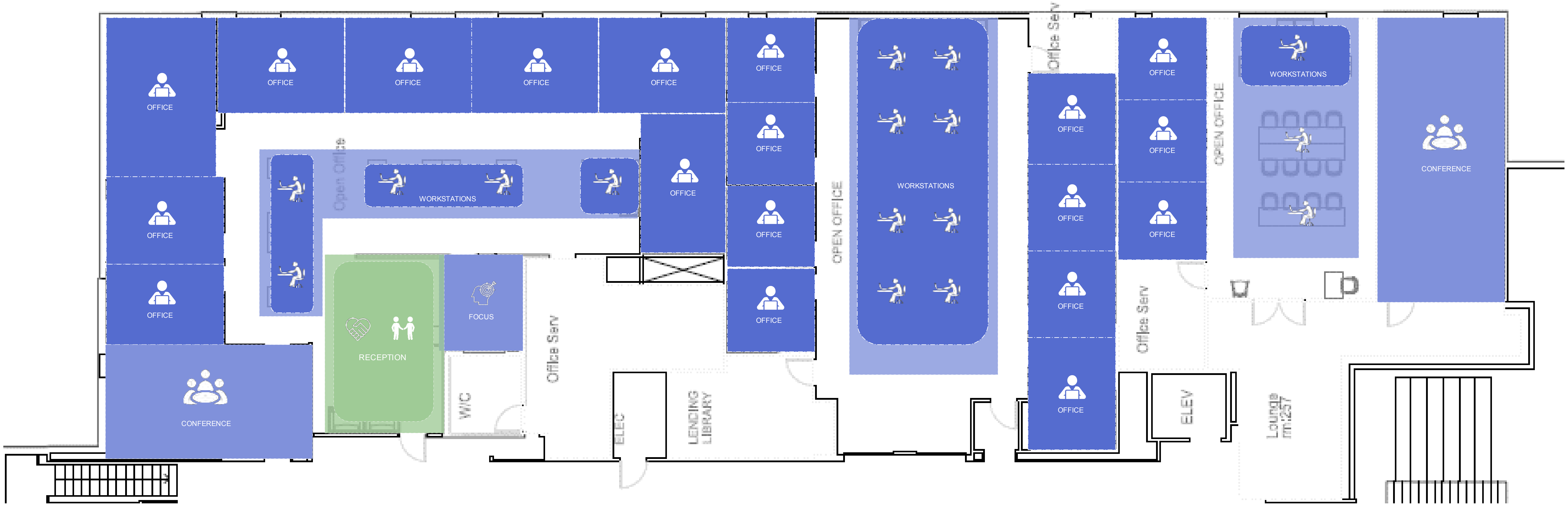
Area C



Scenario One: College Center Level 02

Area D

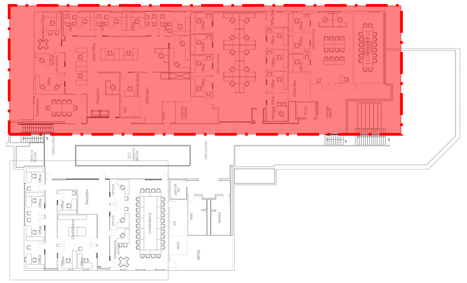


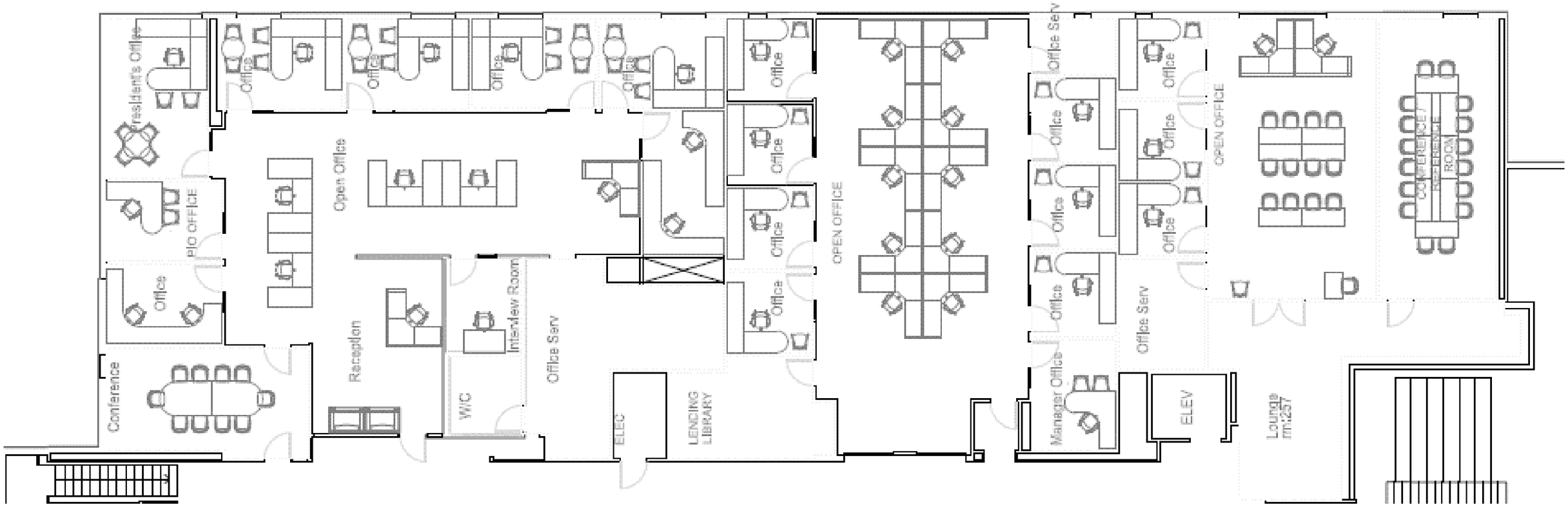


Scenario One: College Center Level 02

Area D

Area D





Scenario Two: College Center

College Center redefined for an enhanced employee experience

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

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

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

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

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

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

Design Characteristics in addition to Scenario One

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

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

50% Hybrid Workers
in office 3 days a week in non-peak periods (2:1 ratio)

10% Remote Workers
(10:1 sharing ratio)

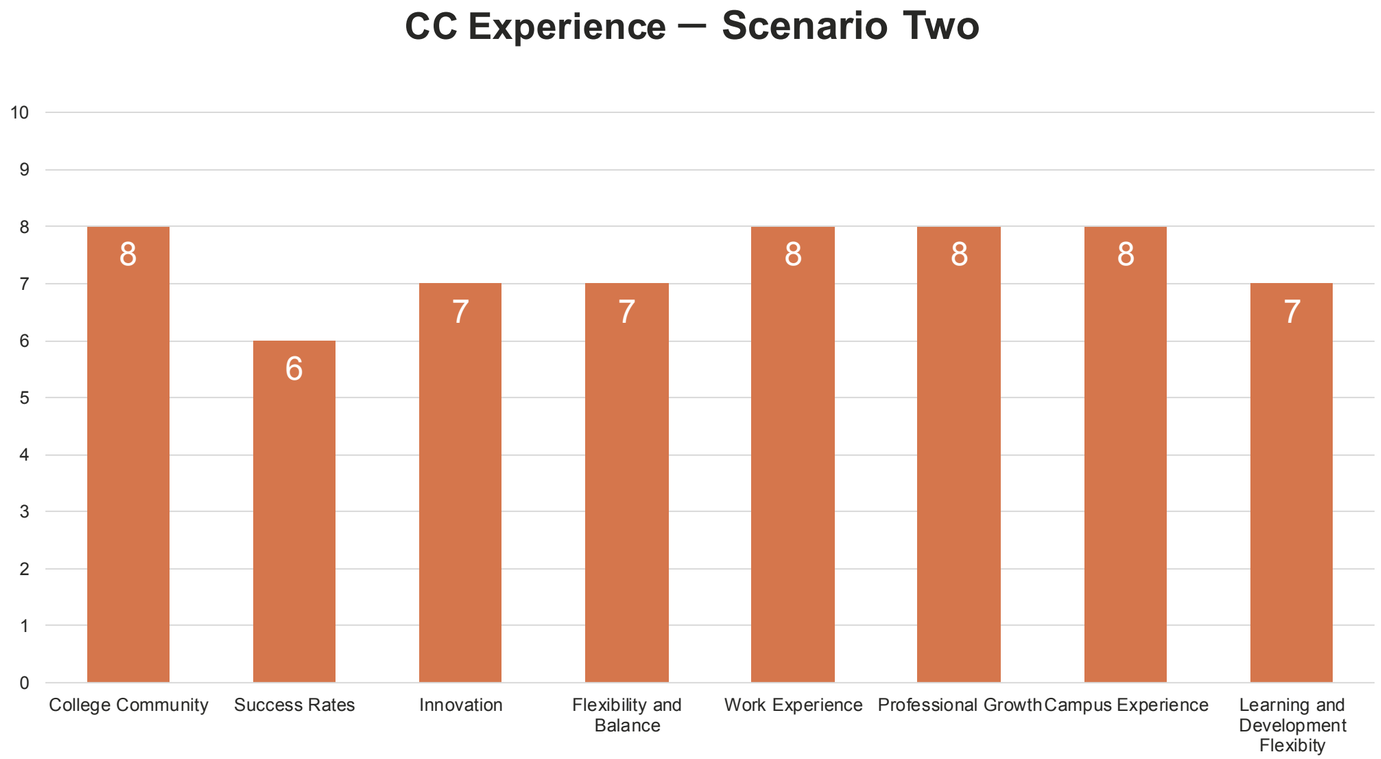
Moderate to significant level
of Change Management effort required

Shift in real estate
No reduction in real estate however additional headcount capacity achieved

Scenario Two: College Center

Potential outcomes

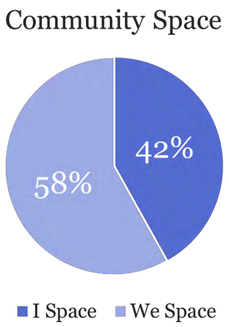
- College Community and Campus Experience are enhanced by making better use of the space on the First Floor of the College Center to build community and increase common space utilization for all employees, students and guests
- By reimagining the delivery of Student Services and creating connection with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



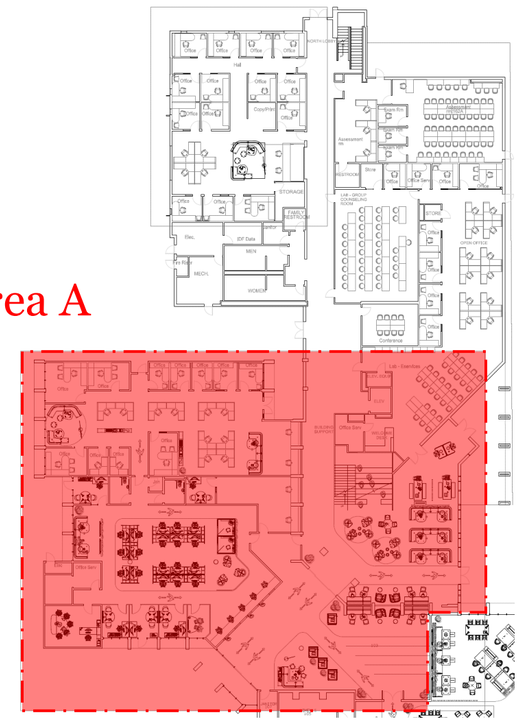
The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.

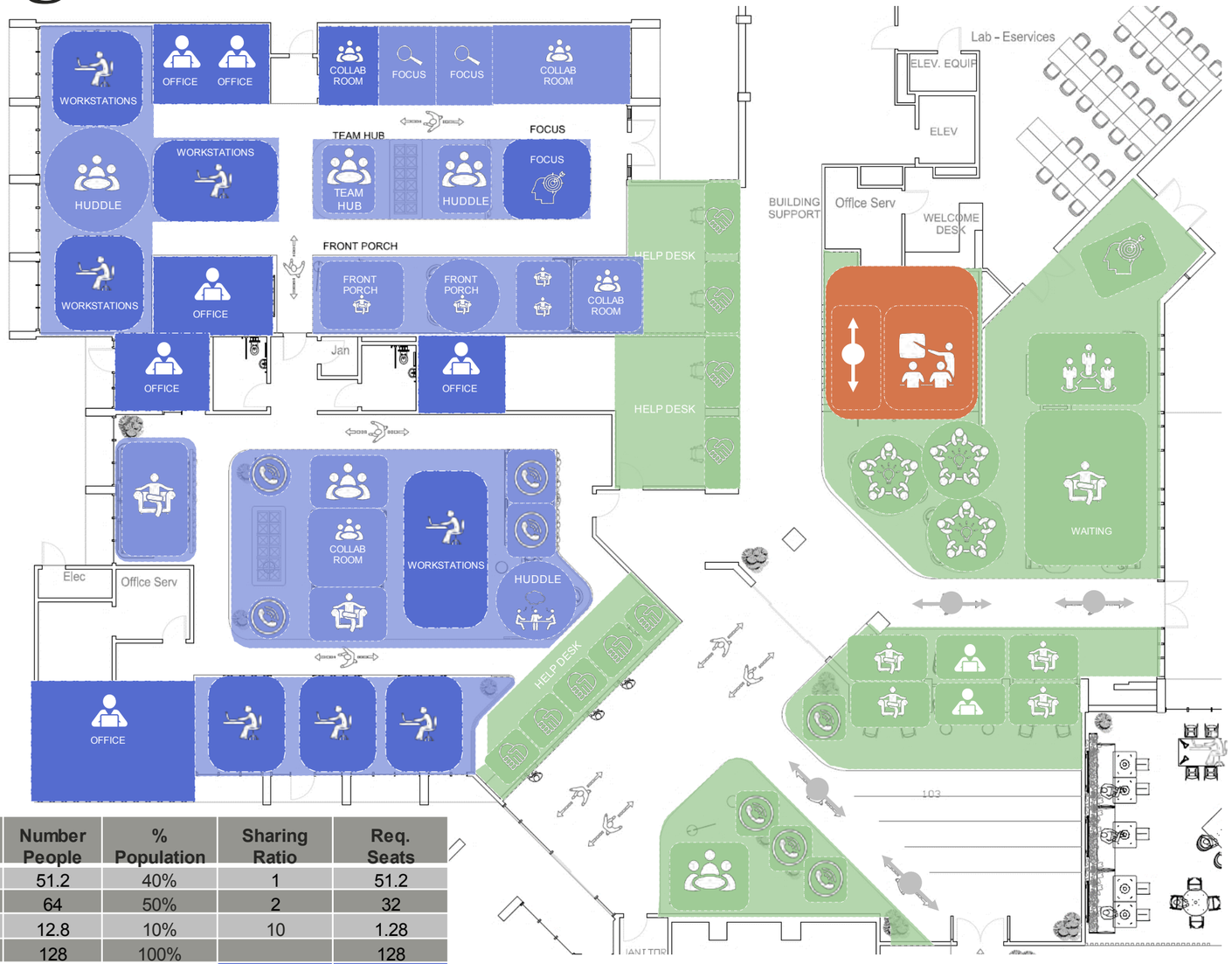
Scenario Two: College Center Level 01

Area A



Area A

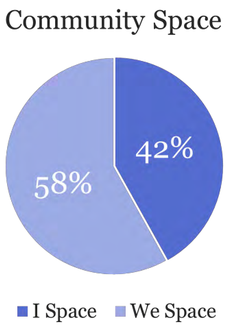




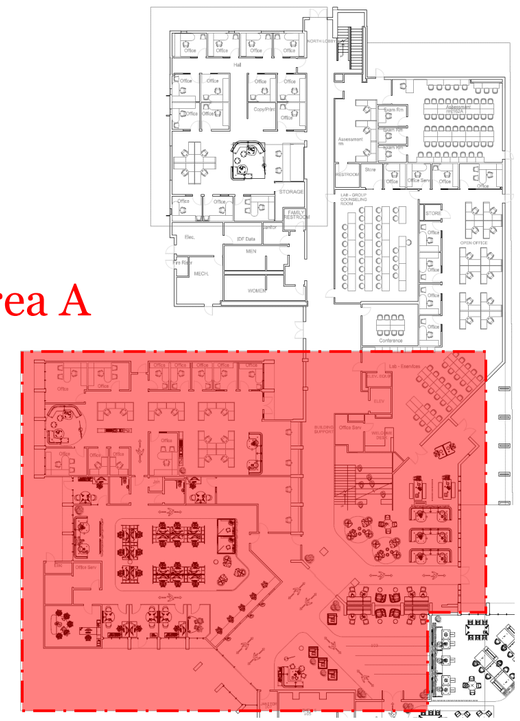
	Number People	% Population	Sharing Ratio	Req. Seats
Resident	51.2	40%	1	51.2
Hybrid	64	50%	2	32
Remote	12.8	10%	10	1.28
	128	100%		128
			Offices	16
			Workstations	68.48

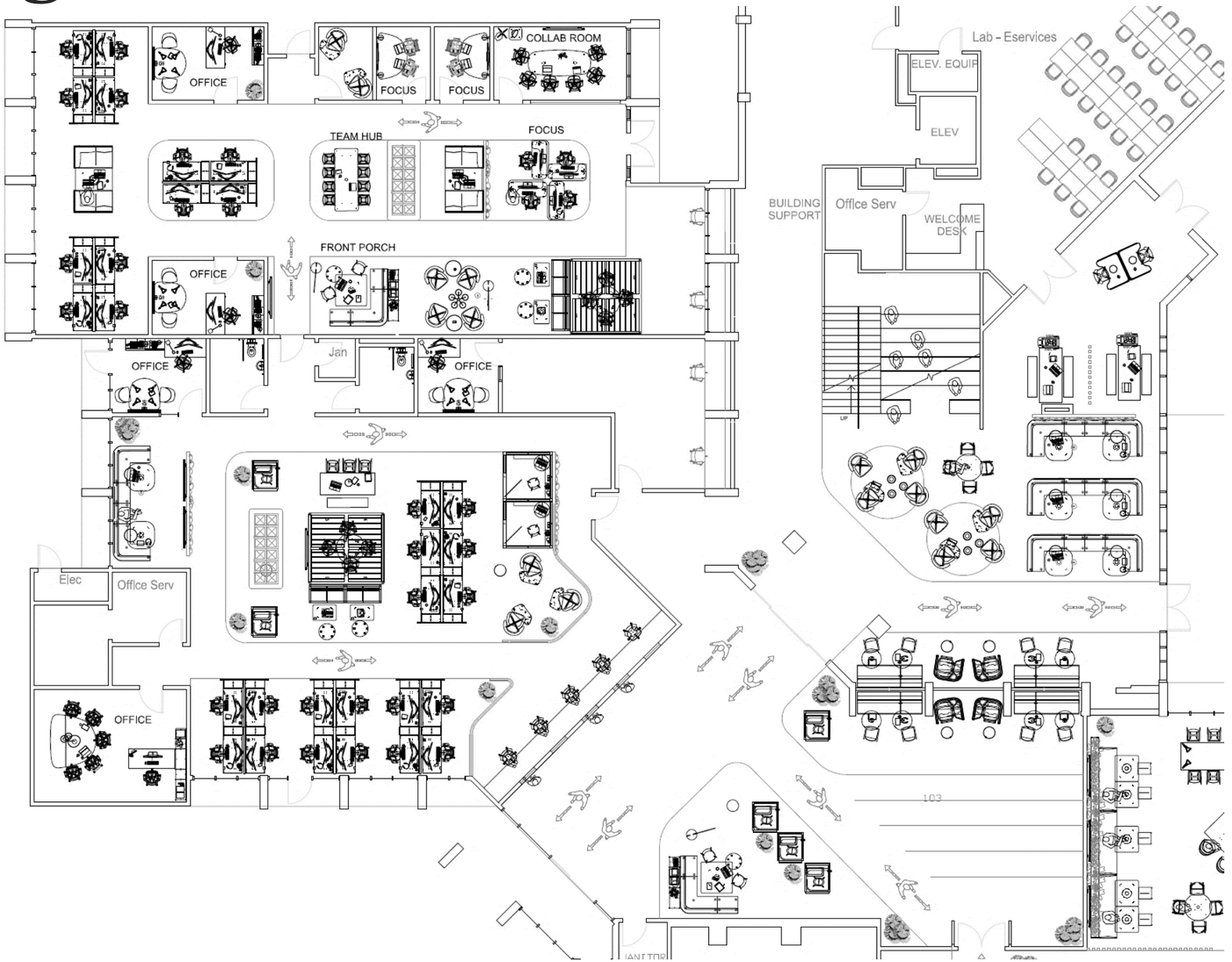
Scenario Two: College Center Level 01

Area A



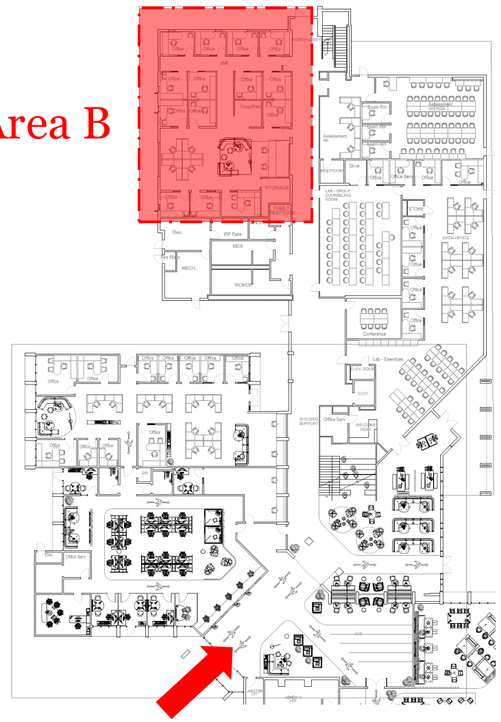
Area A

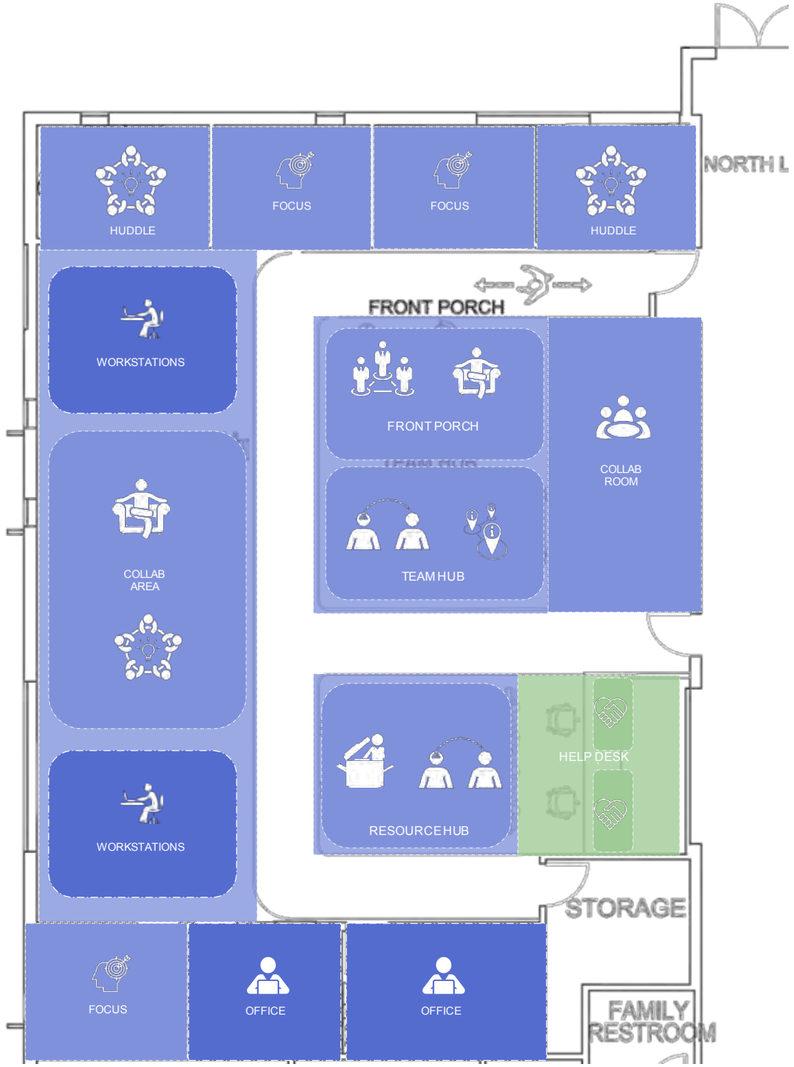


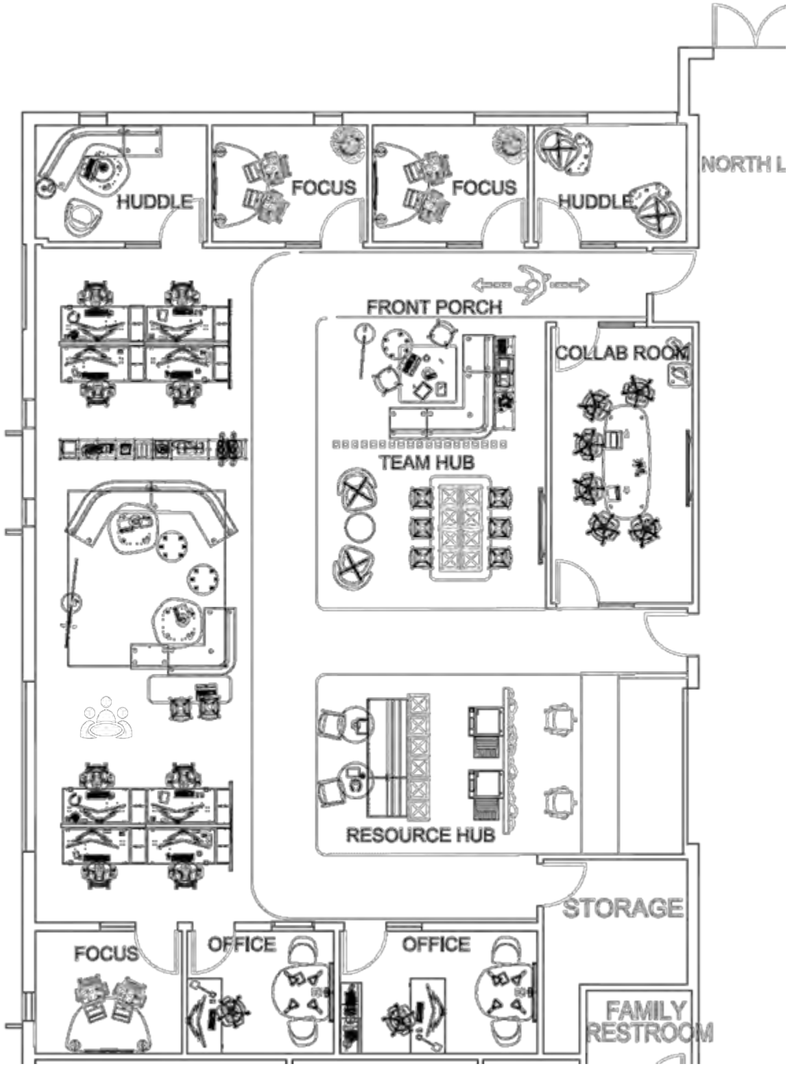


Scenario Two: College Center Level 01

Area B

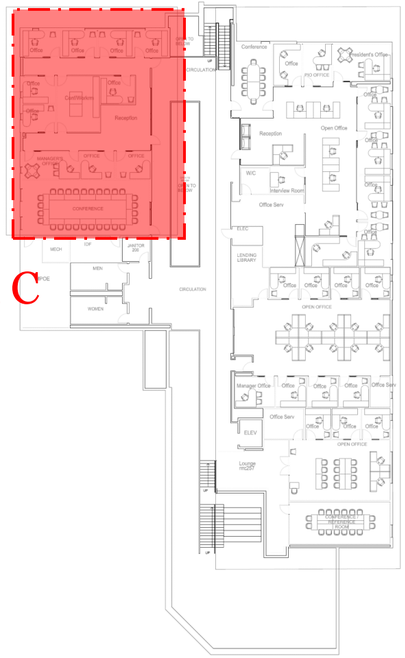




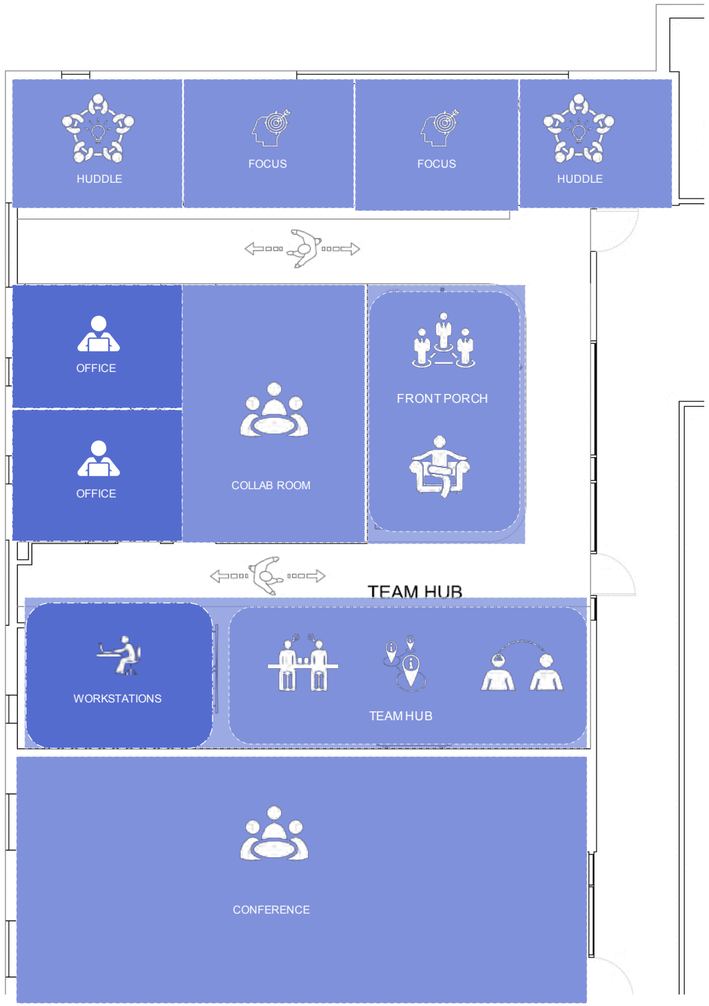


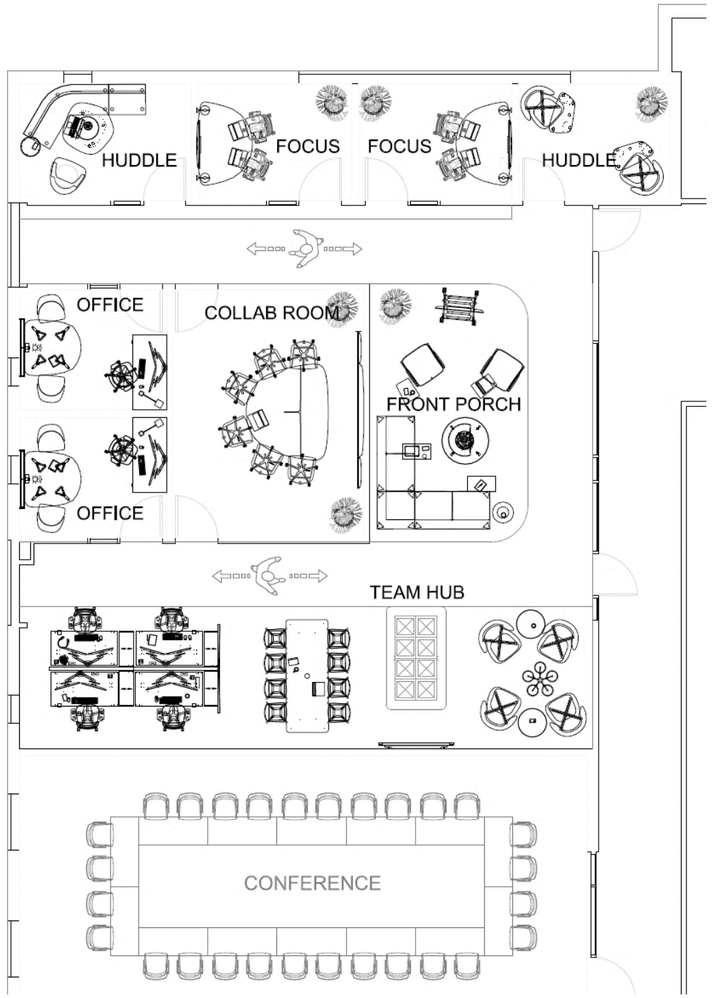
Scenario Two: College Center Level 02

Area C



Area C

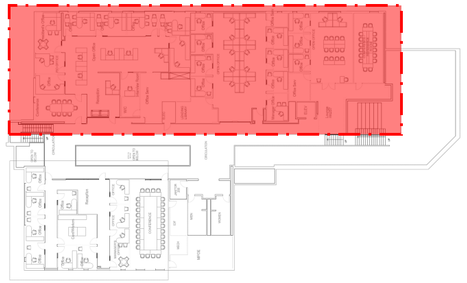


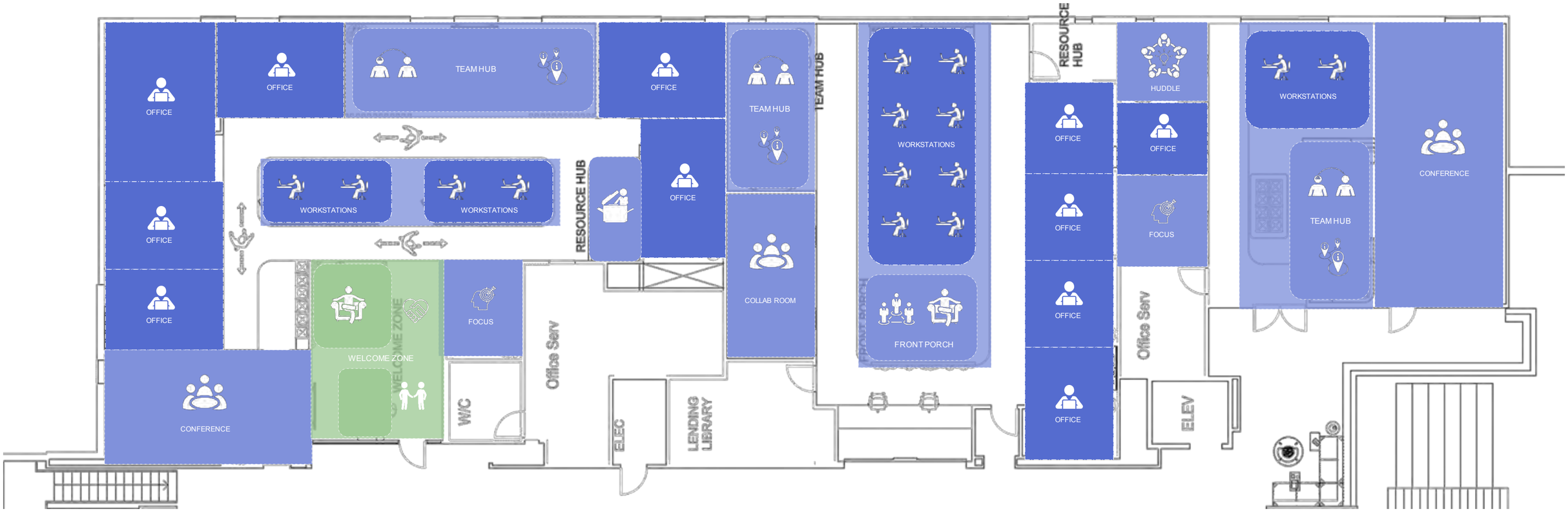


Scenario Two: College Center Level 02

Area D

Area D

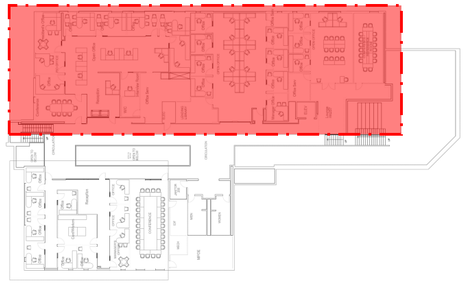


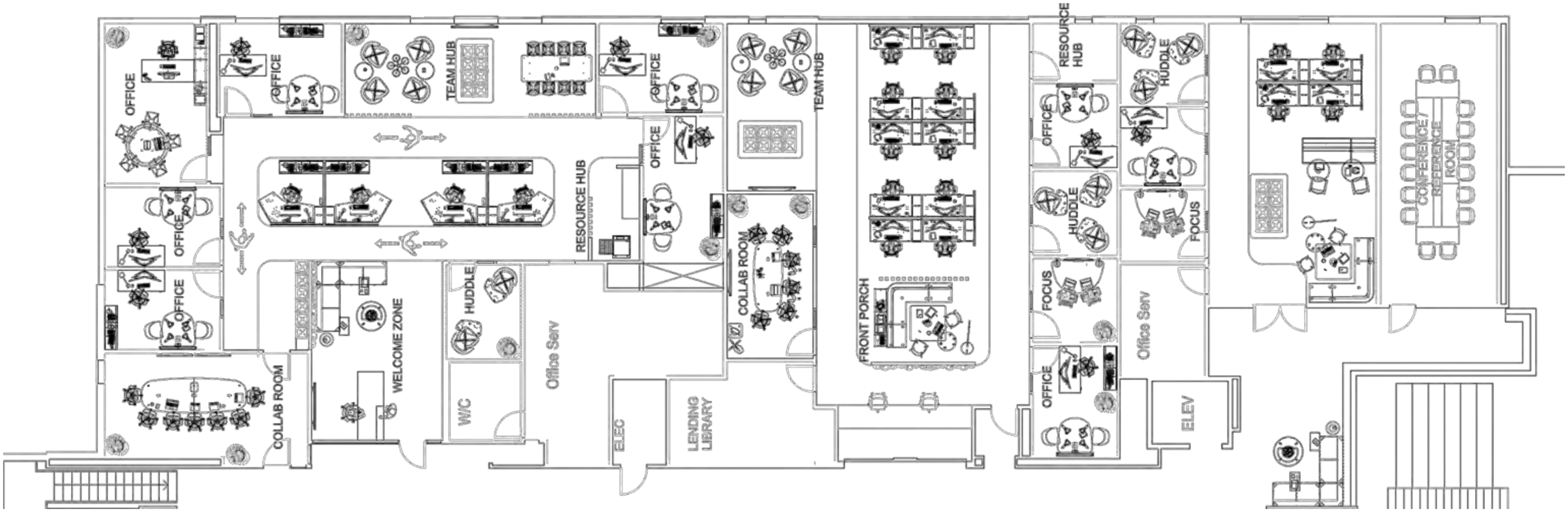


Scenario Two: College Center Level 02

Area D

Area D





Scenario Three: College Center

College Center transformed for an optimal hybrid experience

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

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

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

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

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

Design Characteristics in addition to Scenario Two

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

20% Resident Workers
in office 4/5 days a week in non-peak periods (1:1 ratio)

70% Hybrid Workers
in office 3 days a week in non-peak periods (2.5:1 ratio)

10% Remote Workers
(10:1 sharing ratio)

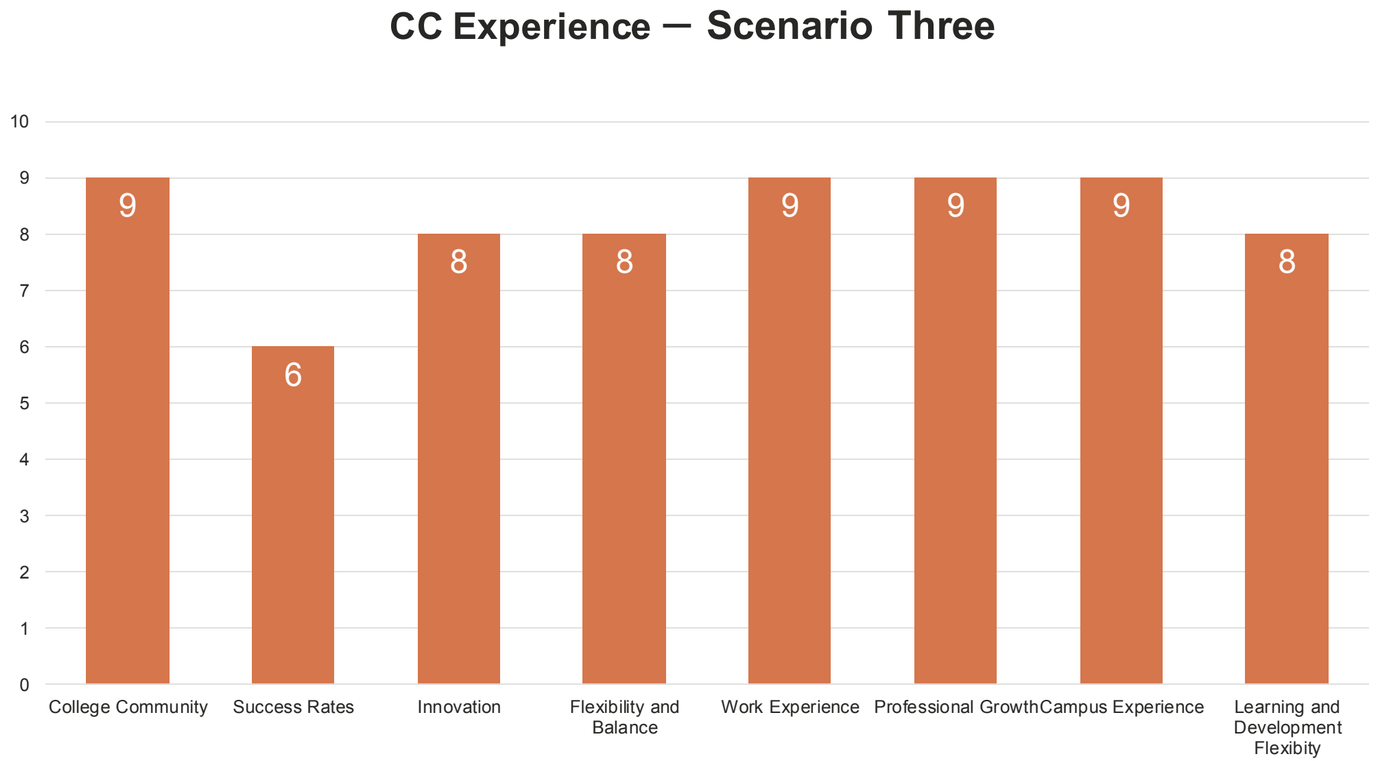
Significant level
of Change Management effort required

Shift in real estate
Potential Real Estate Saving of 3,078 sq ft and additional headcount capacity achieved

Scenario Three: College Center

Potential outcomes

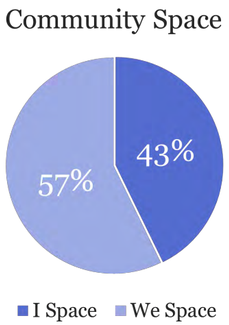
- College Community and Campus Experience are significantly enhanced by making better use of the space on the First Floor of the College Center to build community and increase common space utilization for all employees, students and guests
- By reimagining the delivery of Student Services and creating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



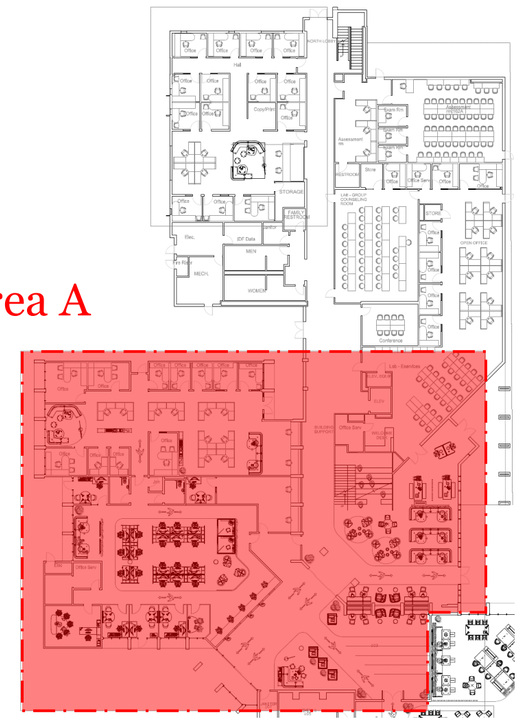
The chart above indicates how each Scenario supports the Pillars ranked by CRC Executive Team. The Pillars are rated from 1-10 in each scenario.

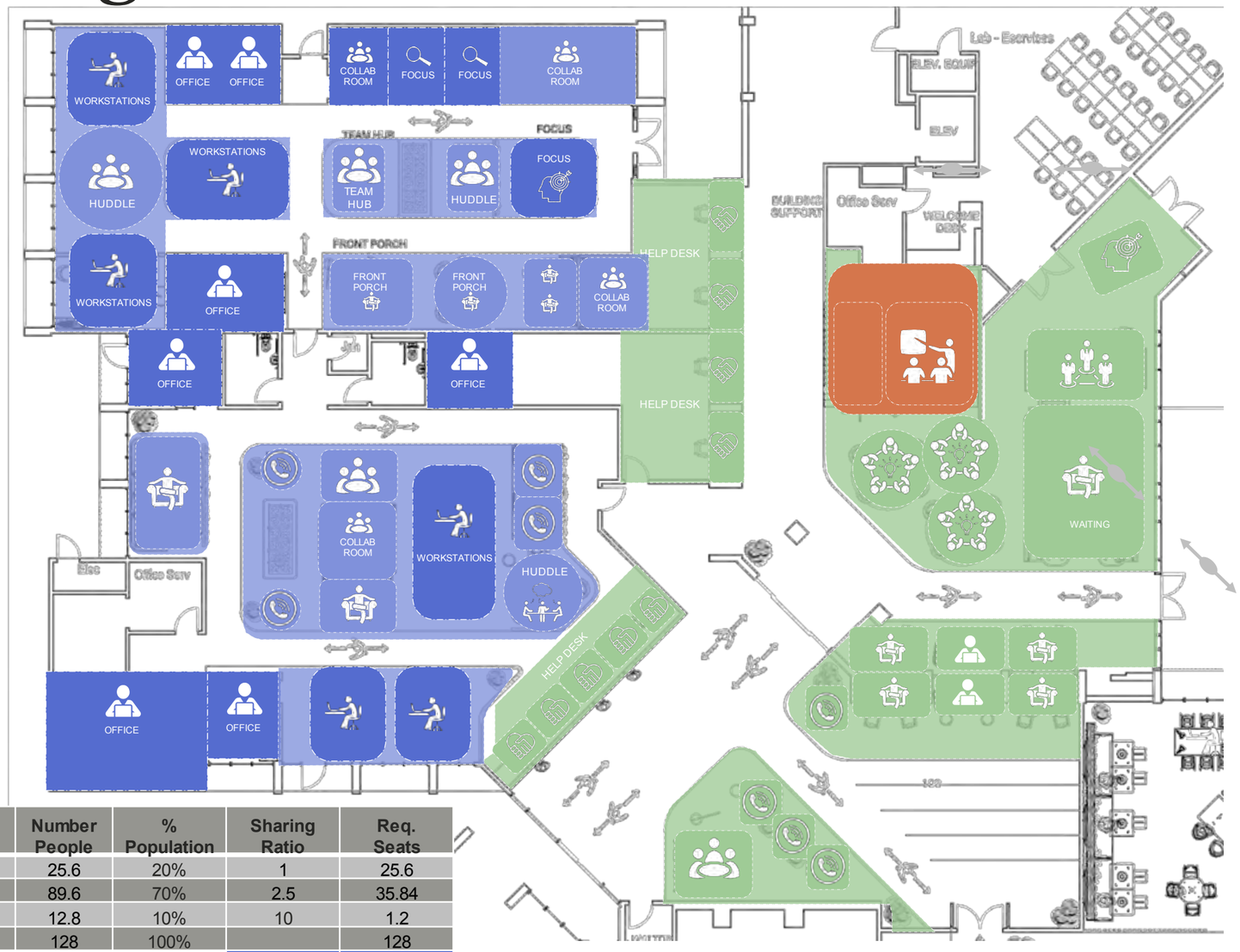
Scenario Three: College Center Level 01

Area A



Area A

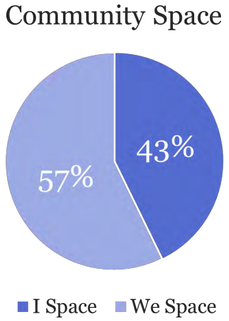




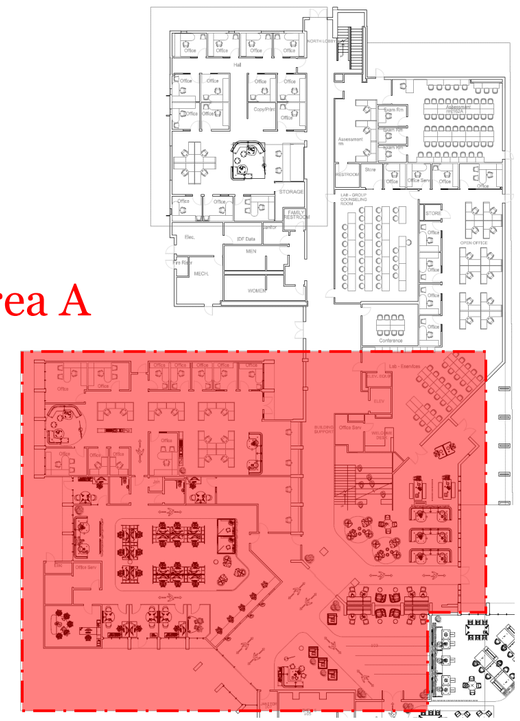
	Number People	% Population	Sharing Ratio	Req. Seats
Resident	25.6	20%	1	25.6
Hybrid	89.6	70%	2.5	35.84
Remote	12.8	10%	10	1.2
	128	100%		128
			Offices	16
			Workstations	46.72

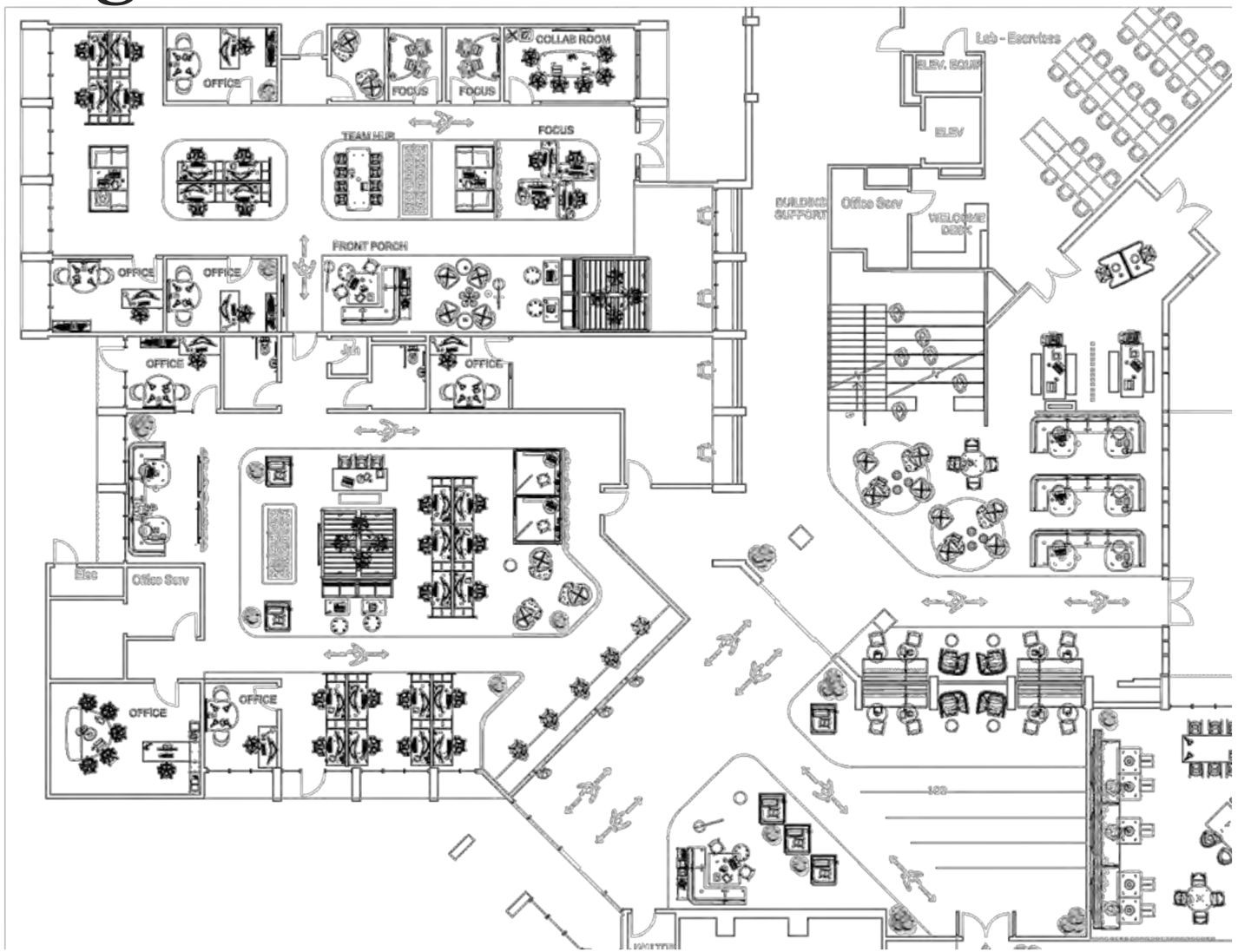
Scenario Three: College Center Level 01

Area A



Area A

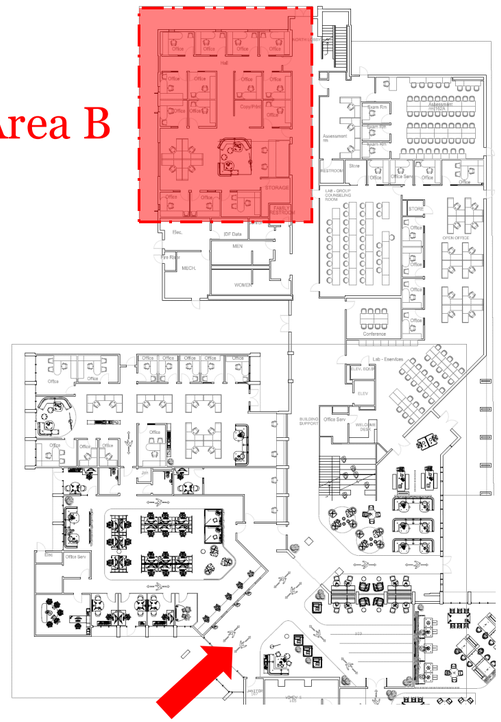


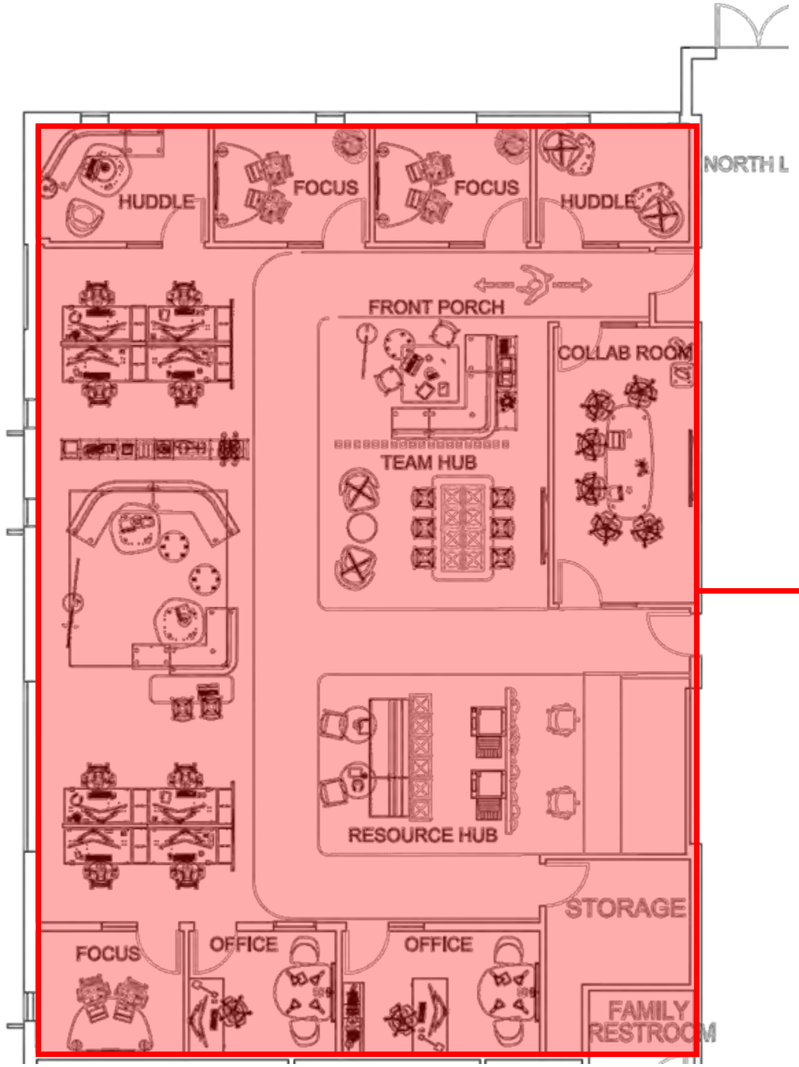


Scenario Three: College Center Level 01

Area B

Area B

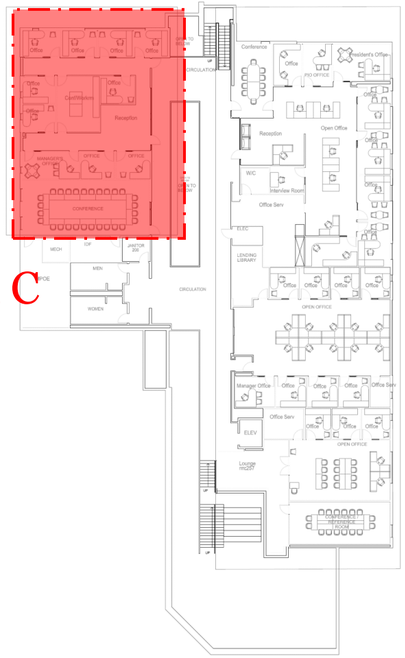


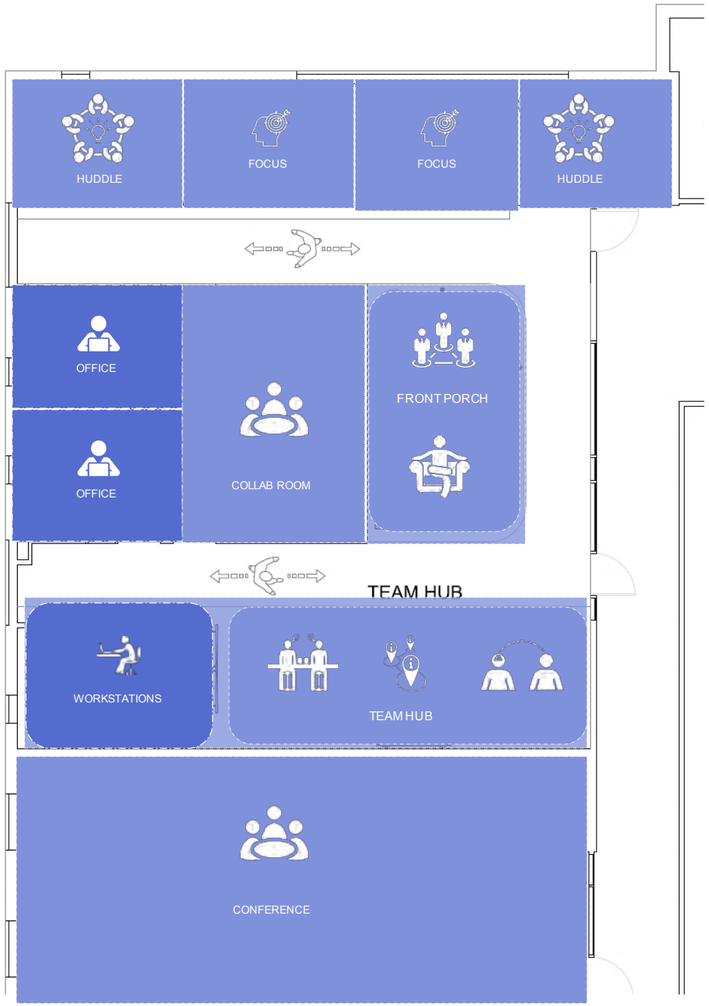


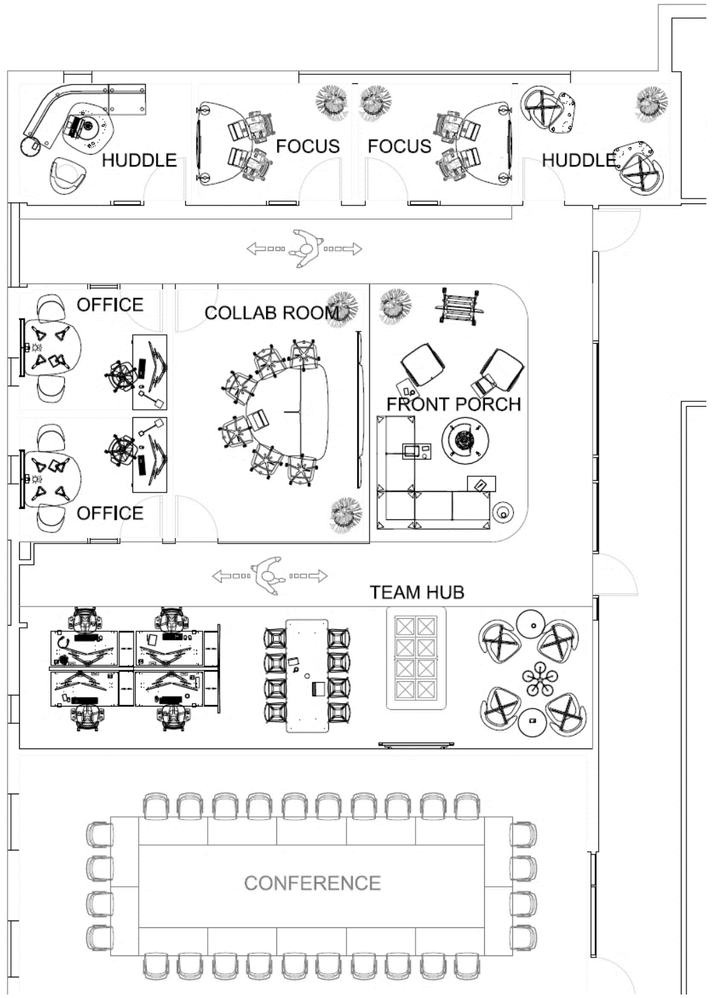
Potential Real Estate Saving
3,078 SQFT

Scenario Three: College Center Level 02

Area C No change from Scenario 2



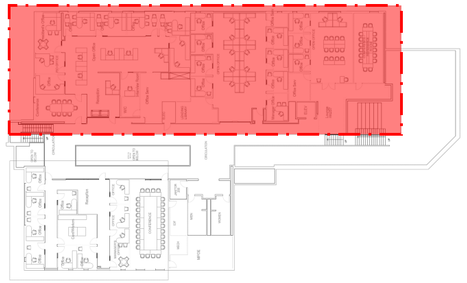




Scenario Three: College Center Level 02

Area D

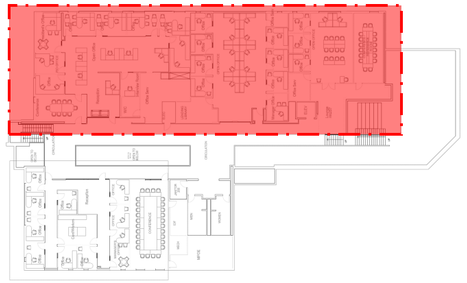
Area D

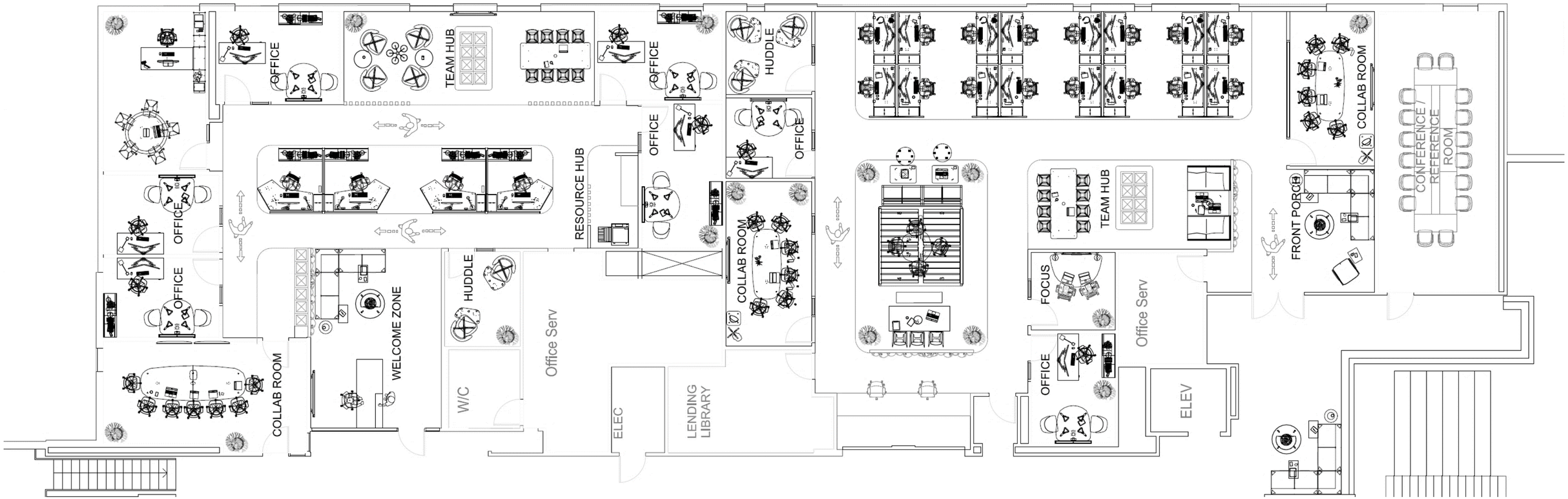


Scenario Three: College Center Level 02

Area D

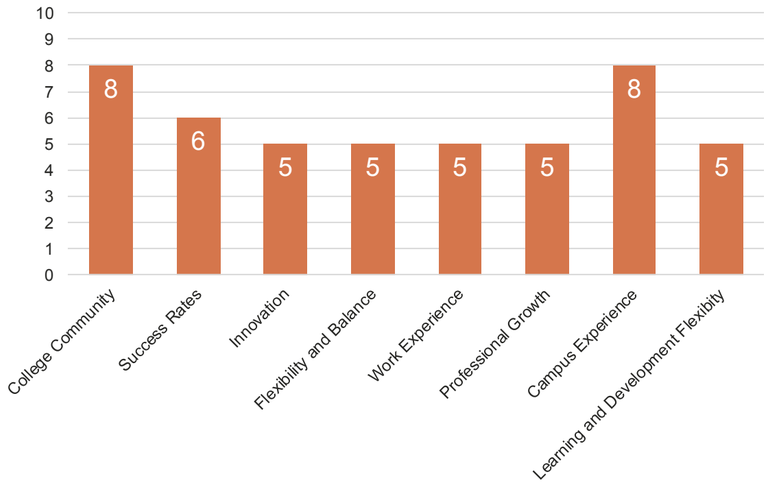
Area D



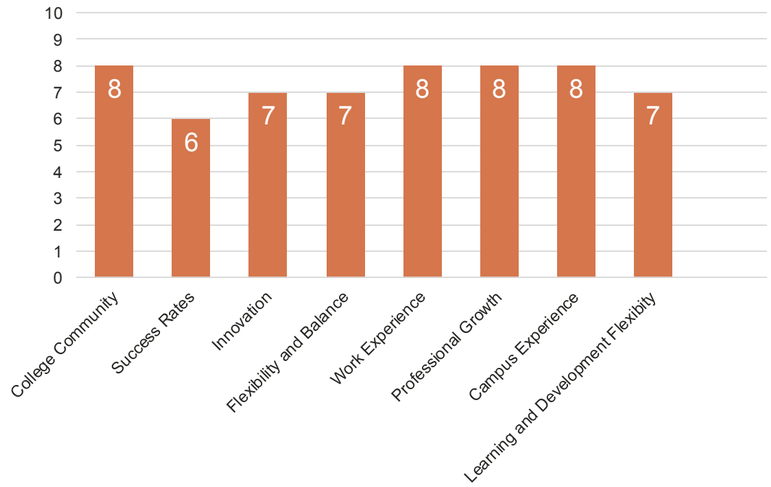


Scenarios Comparison: College Center Experience

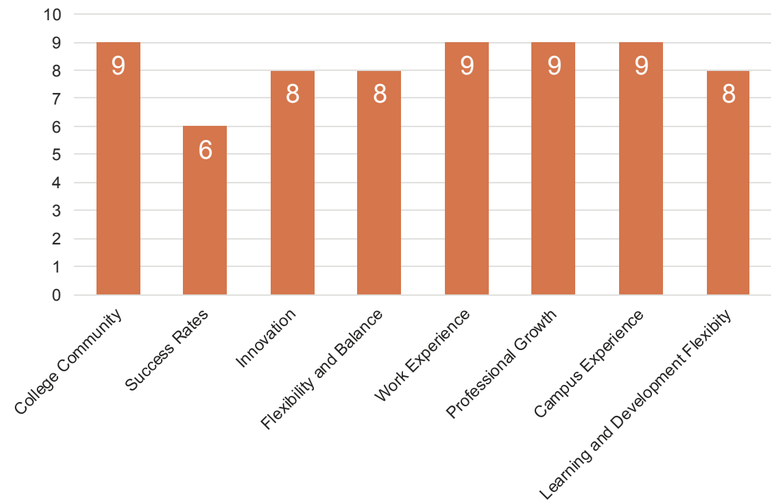
CC Experience — Scenario One



CC Experience — Scenario Two



CC Experience — Scenario Three



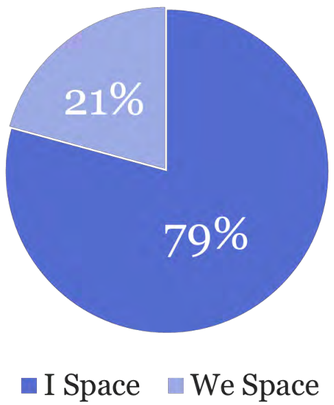
The charts above indicates how each Scenario supports the Pillars ranked by CRC Leadership Team. The Pillars are rated from 1-10 in each scenario.

Scenario Comparisons: College Center Experience

Scenario 01

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

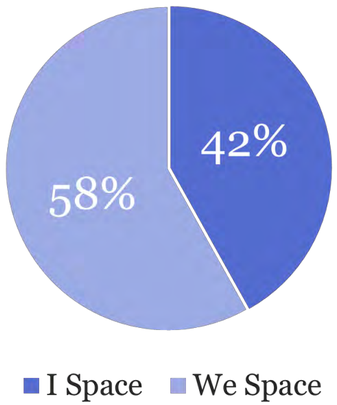
Community Space



Scenario 02

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

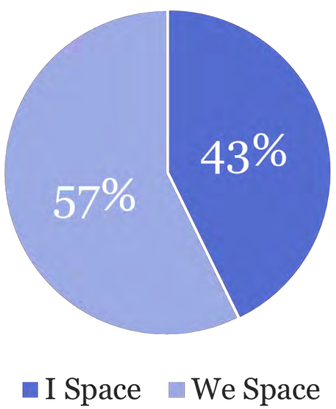
Community Space



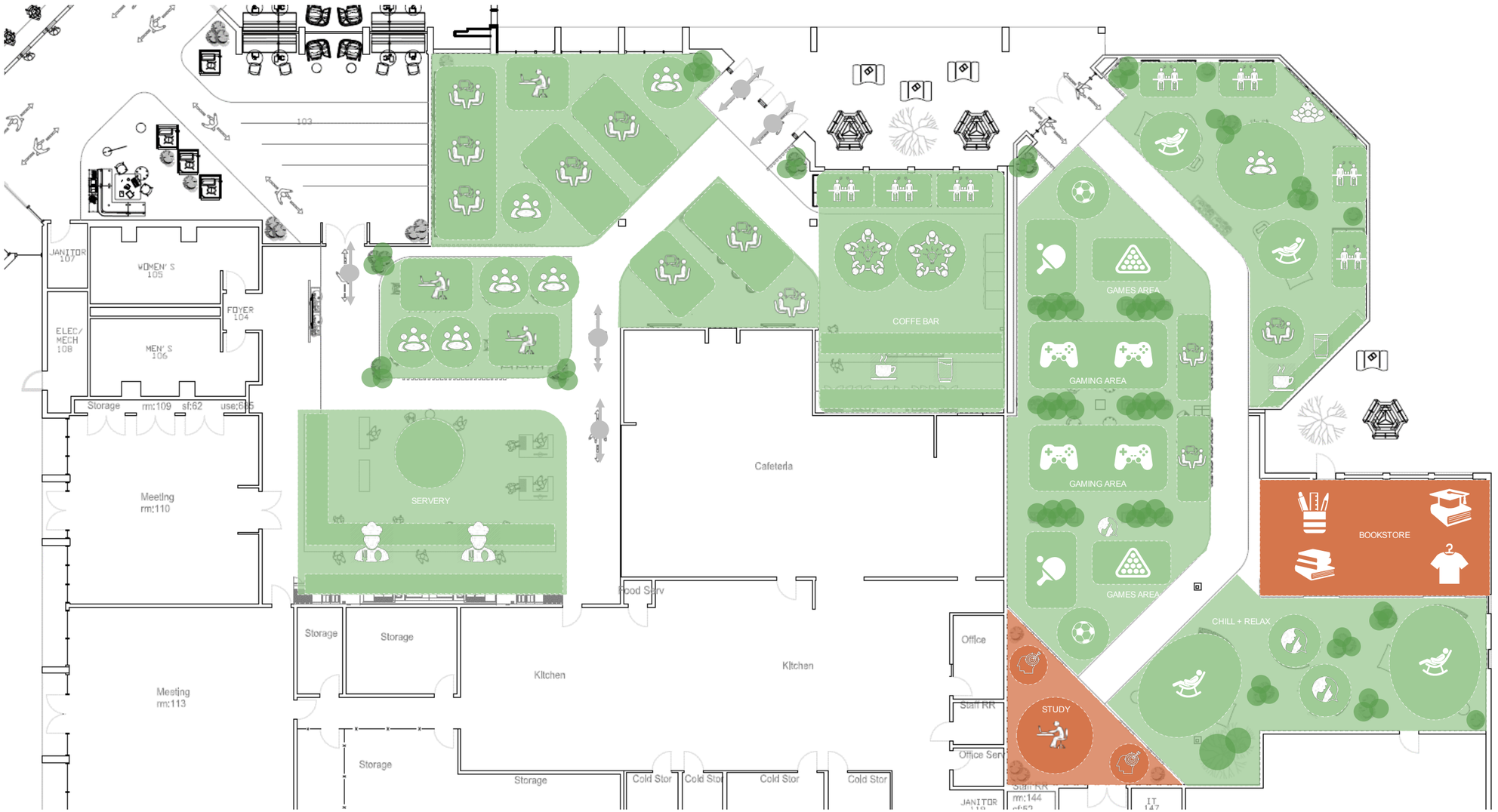
Scenario 03

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

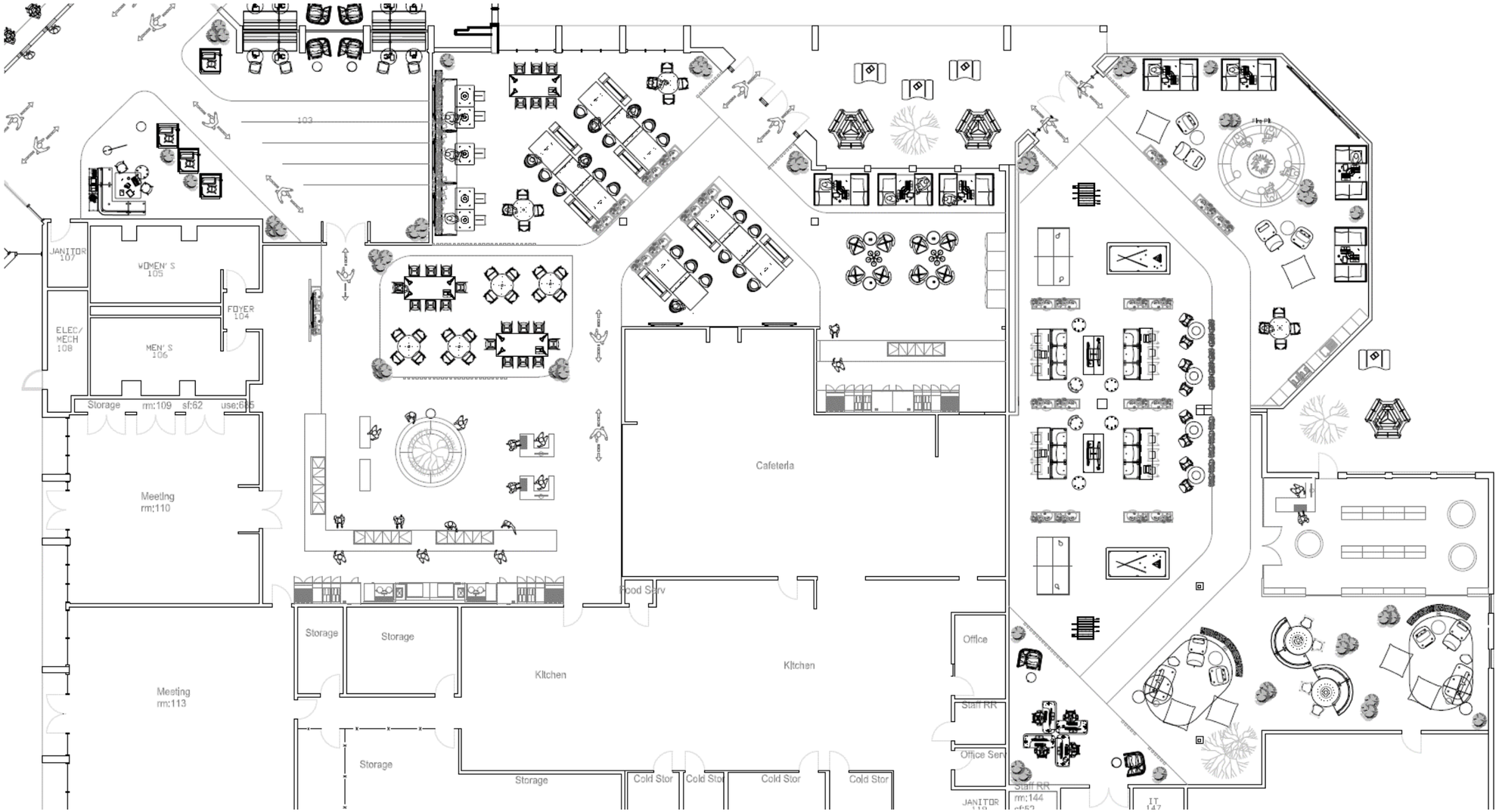
Community Space



College Center – Café + Social Commons



College Center – Café + Social Commons



Steelcase
Applied Research + Consulting

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06.

Appendix

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

06. Appendix

Classroom Utilization Findings

Classroom Usage

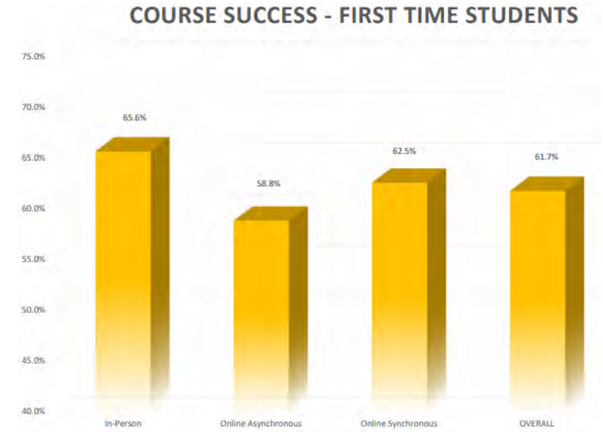
Patterns, Constraints + Opportunities

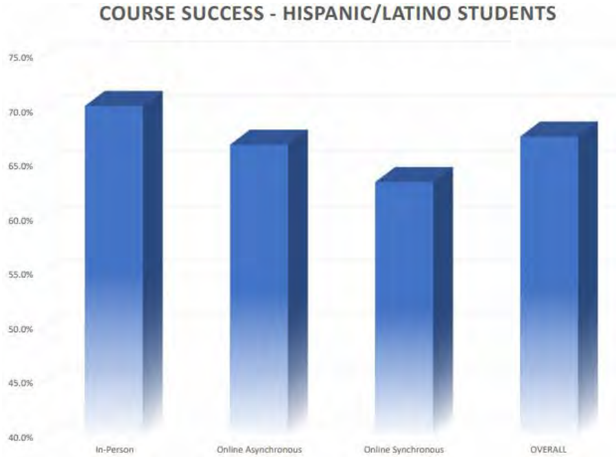
This section explores classroom usage patterns, evolving modalities, CRC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here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

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

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

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





Classroom Usage

Key Findings / Opportunities

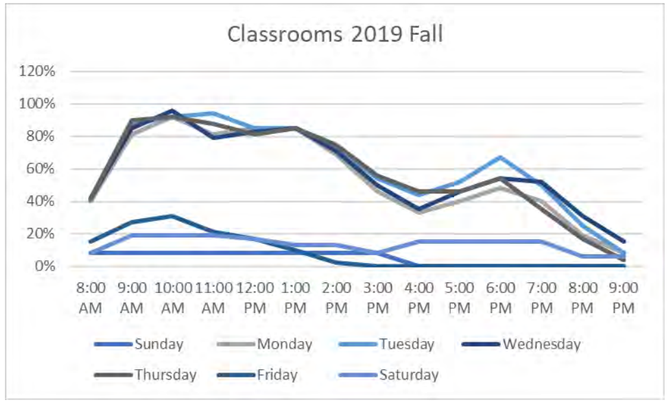
- Current utilization levels (**Monday - Sunday**) indicate excess capacity in the stock of all 3 types of classrooms – average utilization is: classroom 25.7%, lab/lecture 23.7% and lab 32.6%
- Current utilization levels (**Monday - Thursday**) indicate excess capacity in the stock of all 3 types of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

Usage Patterns Classrooms 2019 vs 2023 Fall

Summary of Classrooms 2019 Fall

Rooms: 48

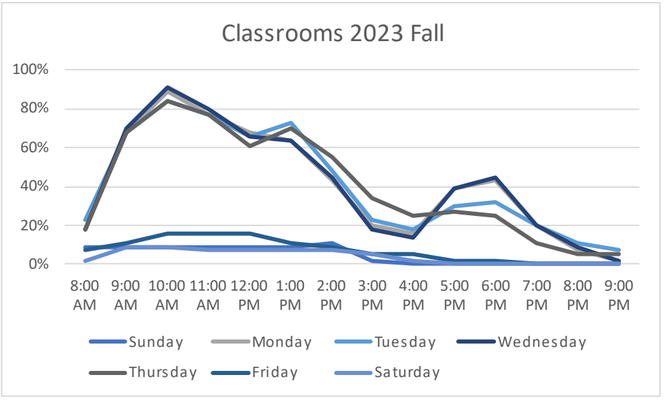
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Sunday	8%	8%	8%	8%	8%	8%	8%	8%	0%	0%	0%	0%	0%	0%
Monday	40%	81%	92%	81%	85%	85%	69%	46%	33%	40%	48%	40%	19%	8%
Tuesday	40%	88%	92%	94%	85%	85%	73%	54%	44%	52%	67%	50%	25%	8%
Wednesday	42%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



Summary of Classrooms 2023 Fall

Rooms: 44

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



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

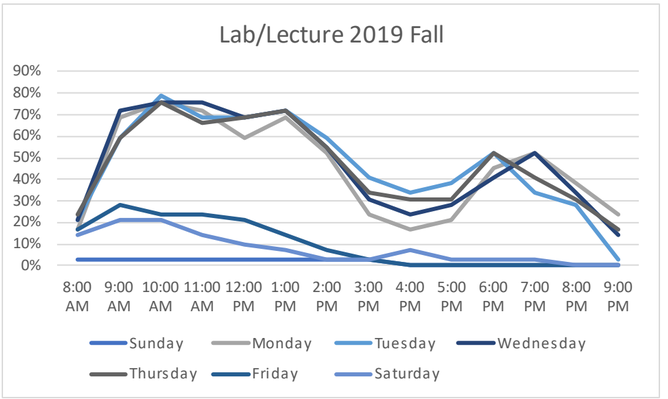
Note: numbers in the matrices above represent percentage of time rooms used.

Usage Patterns Lab/Lecture 2019 vs 2023 Fall

Summary of Lab/Lecture 2019 Fall

Rooms: 29

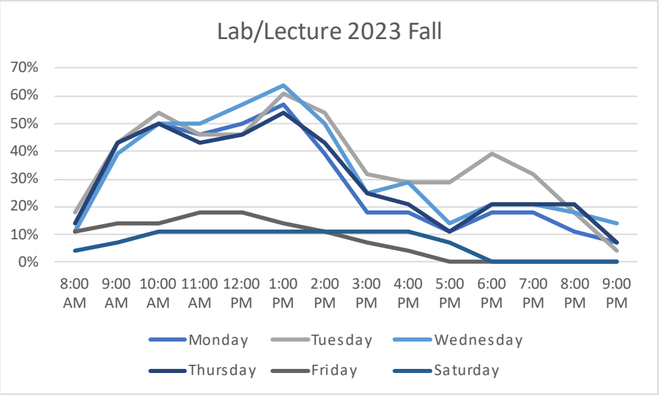
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Sunday	3%	3%	3%	3%	3%	3%	3%	3%	0%	0%	0%	0%	0%	0%
Monday	17%	69%	76%	72%	59%	69%	52%	24%	17%	21%	45%	52%	38%	24%
Tuesday	21%	59%	79%	69%	69%	72%	59%	41%	34%	38%	52%	34%	28%	3%
Wednesday	21%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



Summary of Lab/Lecture 2023 Fall

Rooms: 28

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



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

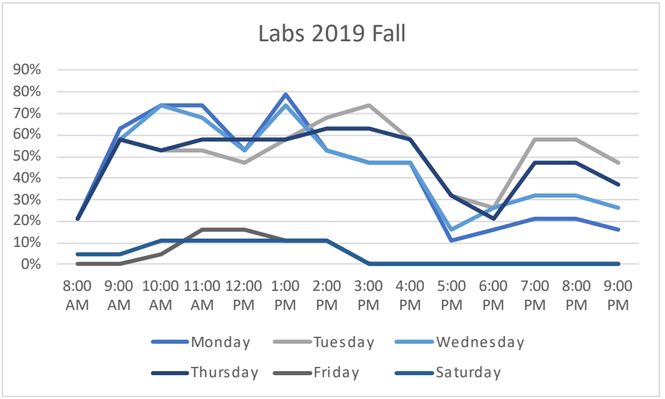
Note: numbers in the matrices above represent percentage of time rooms used.

Usage Patterns Lab 2019 vs 2023 Fall

Summary of Labs 2019 Fall

Rooms: 19

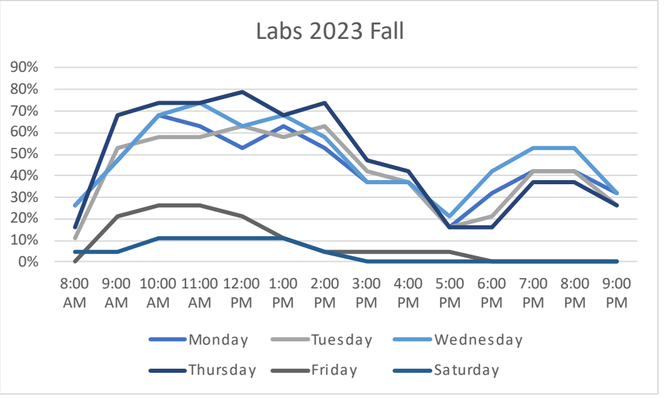
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	21%	63%	74%	74%	53%	79%	53%	47%	47%	11%	16%	21%	21%	16%
Tuesday	21%	58%	53%	53%	47%	58%	68%	74%	58%	32%	26%	58%	58%	47%
Wednesday	21%	58%	74%	68%	53%	74%	53%	47%	47%	16%	26%	32%	32%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



Summary of Labs 2023 Fall

Rooms: 19

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



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

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

Usage Patterns Classrooms 2019 Fall

Summary of Classrooms 2019 Fall

Rooms 48

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

Summary of Classrooms 2019 Fall

Rooms 48

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

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

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

Sunday – Saturday

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

Monday – Thursday

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

Usage Patterns Lab/Lecture 2019 Fall

Summary of Lab/Lecture 2019 Fall

Rooms 29

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

Summary of Lab/Lecture 2019 Fall

Rooms 29

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

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

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

Sunday – Saturday

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

Monday – Thursday

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

Usage Patterns Labs 2019 Fall

Summary of Labs 2019 Fall

Rooms: 19

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

Summary of Labs 2019 Fall

Rooms: 19

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

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

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

Monday – Saturday

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

Monday – Thursday

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

Usage Patterns Classrooms 2023 Fall

Summary of Classrooms 2023 Fall

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

Summary of Classrooms 2023 Fall

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

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

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

Sunday – Saturday

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

Monday – Thursday

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

Usage Patterns Lab/Lecture 2023 Fall

Summary of Lab/Lecture 2023 Fall

Rooms: 28

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

Summary of Lab/Lecture 2023 Fall

Rooms: 28

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

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

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

Monday – Saturday

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

Monday – Thursday

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

Usage Patterns Labs 2023 Fall

Summary of Labs 2023 Fall

Rooms: 19

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

Summary of Labs 2023 Fall

Rooms: 19

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

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

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

Monday – Saturday

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

Monday – Thursday

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

Usage Patterns 2019 Fall vs 2023 Fall

Monday - Friday

Classroom Utilization By Time of Day
Monday - Friday

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

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

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

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

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

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

Usage Patterns 2019 Fall vs 2023 Fall

Monday - Thursday

Classroom Utilization By Time of Day
Monday - Thursday

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

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

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

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

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

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

Classroom Numbers vs Usage by Year

Classroom Numbers

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

Classroom Utilization Overall

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

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

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

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

Labs
- Utilization remained constant

Peak + Non-Peak Utilization

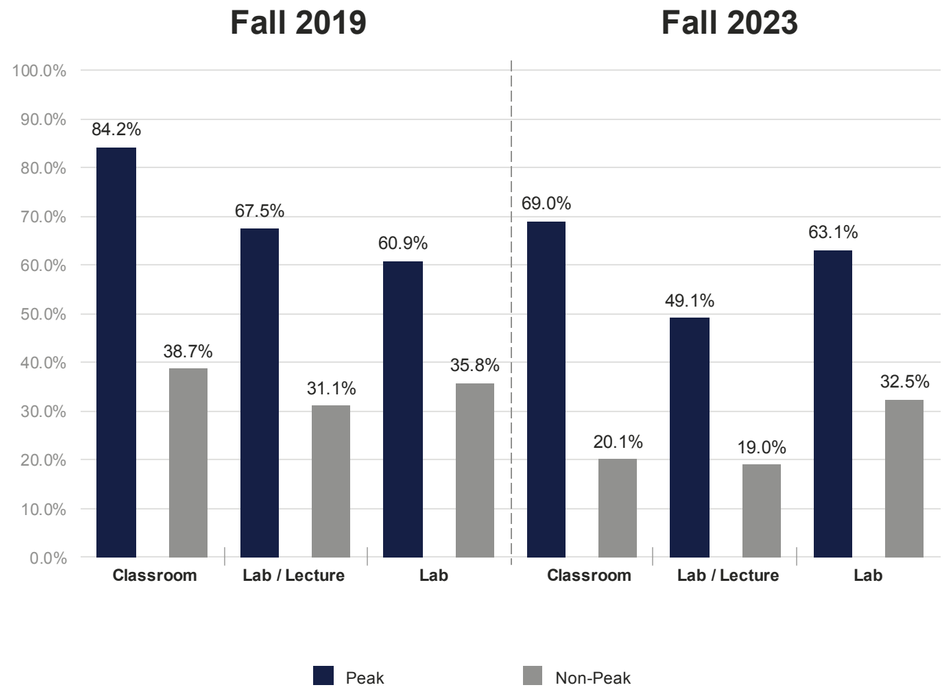
Utilization Peak and Non Peak

Monday - Thursday

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

Peak is 9 am - 2 pm

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



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

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

Utilization + Requirement Changes

Fall 2019 Utilization & Requirement Change vs Fall 2023

Monday - Thursday (4 days)

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

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

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

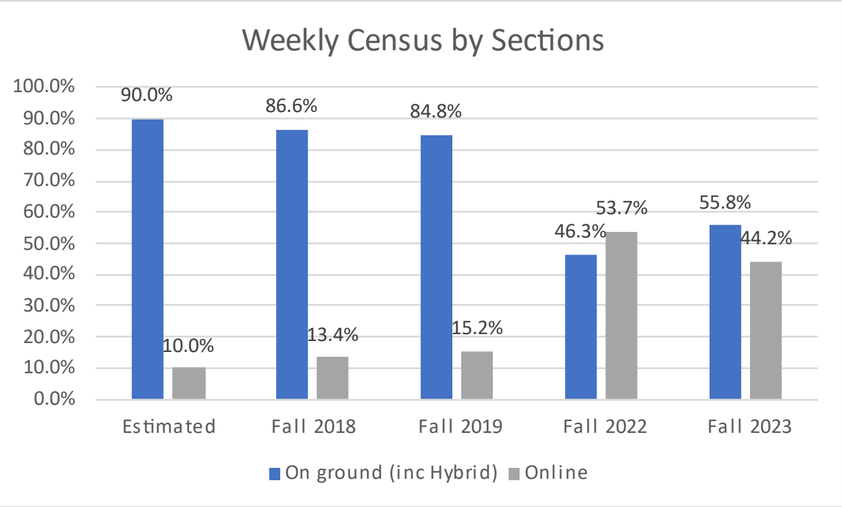
Notes:

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

Evolution - Online vs On-Ground

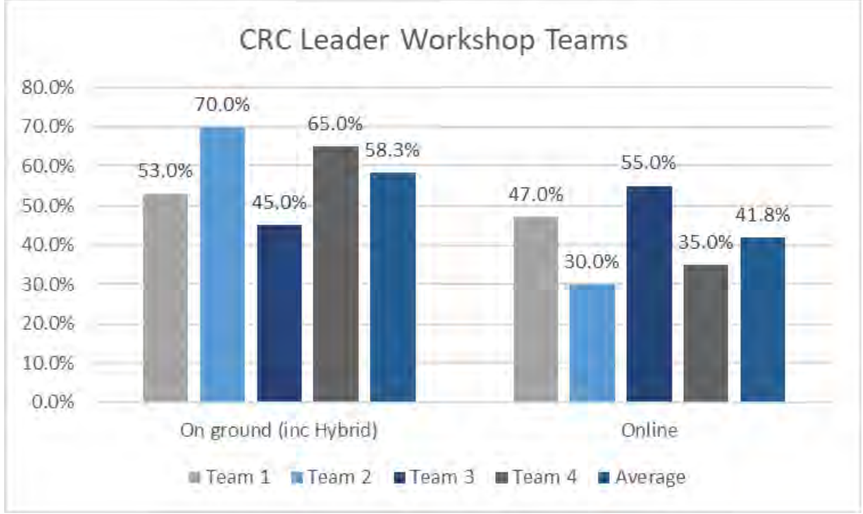
On Ground vs Online Class Mix Evolution

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



CRC Leader Workshop Long Term Modiality Exercise Results

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



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

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

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

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

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

Success Rates by Modality

CRC Success Rates by Modality

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

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

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

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

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

Classroom Scenario 1

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

- Scenario 1 – Non-Peak utilization is set to the Fall 2023 level and Peak utilization is set to 80%
- Scenario 2 – Non-Peak utilization is set to 35% and Peak utilization is set to 80%
- Scenario 3 – Non-Peak utilization is set to 40% and Peak utilization is set to 85%

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

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

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

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

Utilization Scenario 1
Monday - Thursday (4 days)

	Scenario 1 - Peak @ 80%, Non Peak @ Actual						
	Classroom		lab/Lecture		Lab		
	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Total
Utilization	80.0%	20.1%	80.0%	19.0%	80.0%	32.5%	N/A
Current Demand							
Current # Rooms	44		28		19		91.0
Required # Rooms	38.0		17.2		15.0		70.1
Excess # Rooms	6.1		10.8		4.0		20.9
% Excess	13.8%		38.6%		21.1%		22.9%
Current Demand Less 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	34.2		15.5		13.5		63.1
Excess # Rooms	9.8		12.5		5.5		27.9
% Excess	22.4%		44.8%		29.0%		30.7%
Current Demand Plus 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	41.7		18.9		16.5		77.1
Excess # Rooms	2.3		9.1		2.5		13.9
% Excess	5.1%		32.5%		13.2%		15.2%
Current Demand Plus 20%							
Current # Rooms	44		28		19		91.0
Required # Rooms	45.5		20.6		18.0		84.1
Excess # Rooms	-1.5		7.4		1.0		6.9
% Excess	-3.5%		26.4%		5.3%		7.5%

Classroom Scenarios 2 + 3

Utilization Scenario 2
Monday - Thursday (4 days)

	Scenario 2 - Peak @ 80%, Non Peak @ 35%						
	Classroom		lab/Lecture		Lab		
	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Total
Utilization	80.0%	35.0%	80.0%	35.0%	80.0%	35.0%	N/A
Current Demand							
Current # Rooms	44		28		19		91.0
Required # Rooms	34.3		16.9		16.4		67.6
Excess # Rooms	9.7		11.1		2.6		23.4
% Excess	22.1%		39.6%		13.5%		25.7%
Current Demand Less 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	30.8		15.2		14.8		60.8
Excess # Rooms	13.2		12.8		4.2		30.2
% Excess	29.9%		45.6%		22.2%		33.1%
Current Demand Plus 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	37.7		18.6		18.1		74.4
Excess # Rooms	6.3		9.4		0.9		16.6
% Excess	14.3%		33.5%		4.9%		18.3%
Current Demand Plus 20%							
Current # Rooms	44		28		19		91.0
Required # Rooms	41.1		20.3		19.7		81.1
Excess # Rooms	2.9		7.7		-0.7		9.9
% Excess	6.6%		27.5%		-3.8%		10.8%

Utilization Scenario 3
Monday - Thursday (4 days)

	Scenario 3 - Peak @ 85%, Non Peak @40%						
	Classroom		lab/Lecture		Lab		
	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Total
Utilization	85.0%	40.0%	85.0%	40.0%	85.0%	40.0%	N/A
Current Demand							
Current # Rooms	44		28		19		91.0
Required # Rooms	29.8		14.7		14.3		58.7
Excess # Rooms	14.2		13.3		4.7		32.3
% Excess	32.4%		47.5%		24.9%		35.5%
Current Demand Less 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	26.8		13.2		12.8		52.9
Excess # Rooms	17.2		14.8		6.2		38.1
% Excess	39.1%		52.8%		32.4%		41.9%
Current Demand Plus 10%							
Current # Rooms	44		28		19		91.0
Required # Rooms	32.7		16.2		15.7		64.6
Excess # Rooms	11.3		11.8		3.3		26.4
% Excess	25.6%		42.3%		17.4%		29.0%
Current Demand Plus 20%							
Current # Rooms	44		28		19		91.0
Required # Rooms	35.7		17.6		17.1		70.5
Excess # Rooms	8.3		10.4		1.9		20.5
% Excess	18.8%		37.0%		9.9%		22.5%

06. Appendix

Work Modes Study Findings

Hybrid Approach

Hybrid, Worker Profiles and Work Modes

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

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

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

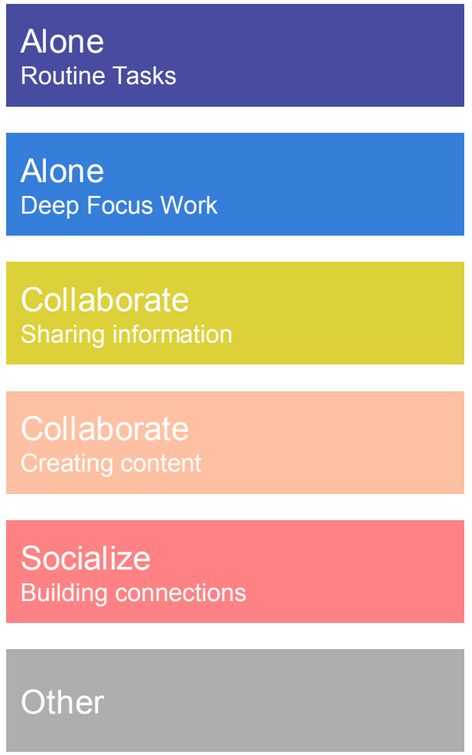
The profiles developed for this engagement are based on a deep understanding of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's Workspace Futures team have expanded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

Alone Routine Tasks	Working by yourself doing tasks that don't require significant focus and/or privacy including email or casual correspondence.
Alone Deep Focus Work	Working by yourself doing tasks that require significant focus and/or privacy as in creating content, building spreadsheets or reading documents.
Collaborate Sharing information	Working with at least one other person and sharing information which could be a typical meeting to update people or reviewing project progress.
Collaborate Creating content	Working with at least one other person and creating content, idea sharing, brainstorming or innovation as in a product development meeting, or a problem-solving session.
Socialize Building connections	Spending time with others in a relaxed setting as in planned or chance encounters, team bonding exercises, or celebrations.
Other	This mode captures activities such as taking personal time, exercising, taking a mental break, lunch, etc. that occur throughout the workday.

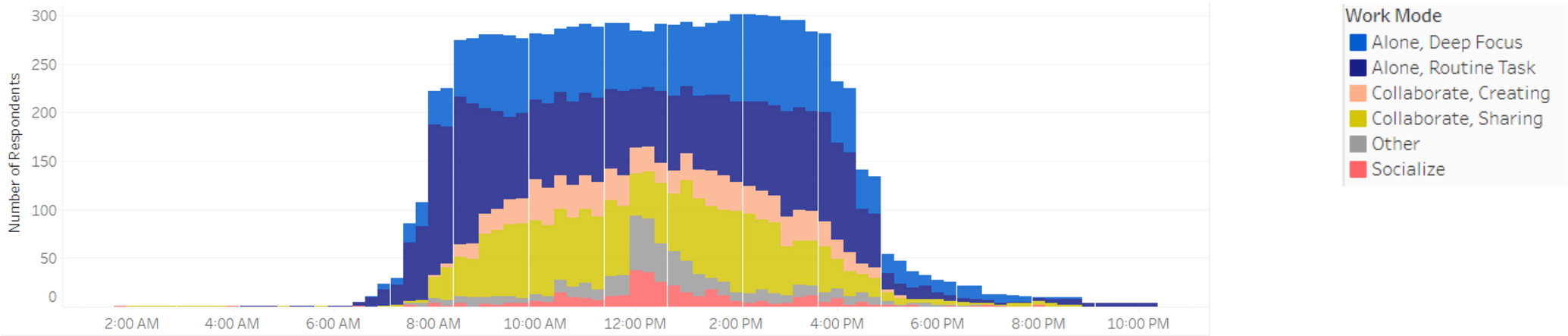
Work Mode Study

Key Findings

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



CRC Work Mode Study



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

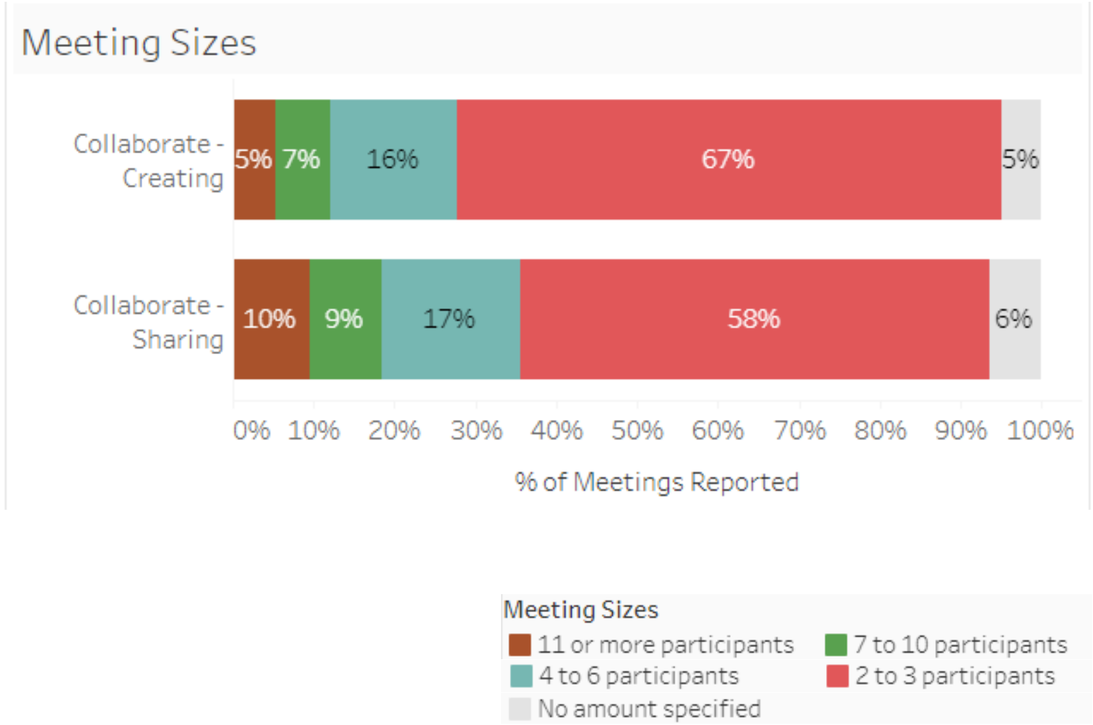
The graph on this page documents the aggregate flow of work over a typical day at CRC across all team members and locations. For a specific individual, the flow and blend of activities varies depending on job role, department, and level. Personal work style and preferences will also impact the blend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

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

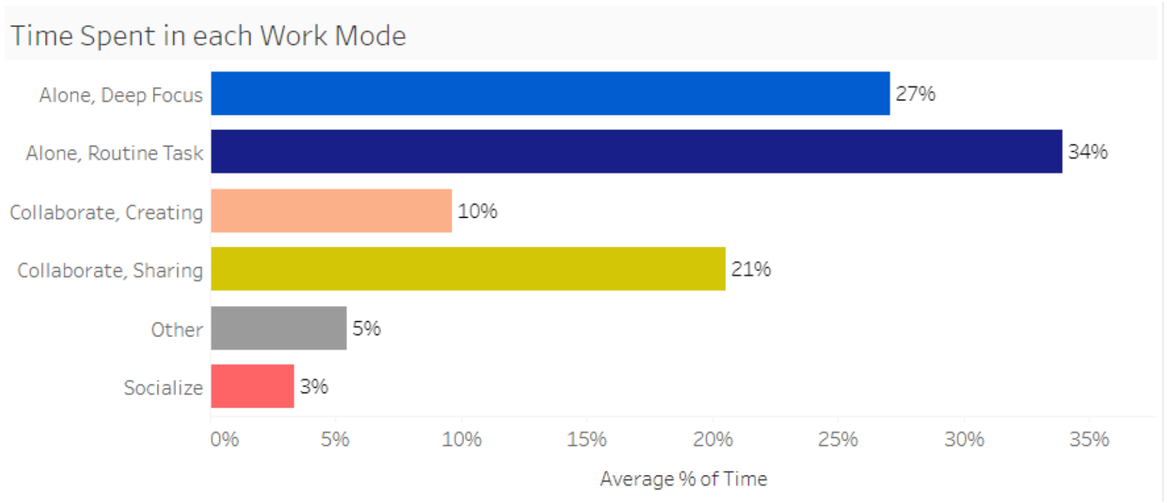
Collaborative Meeting Sizes

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

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



Work Mode Aggregate Profile



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

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

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

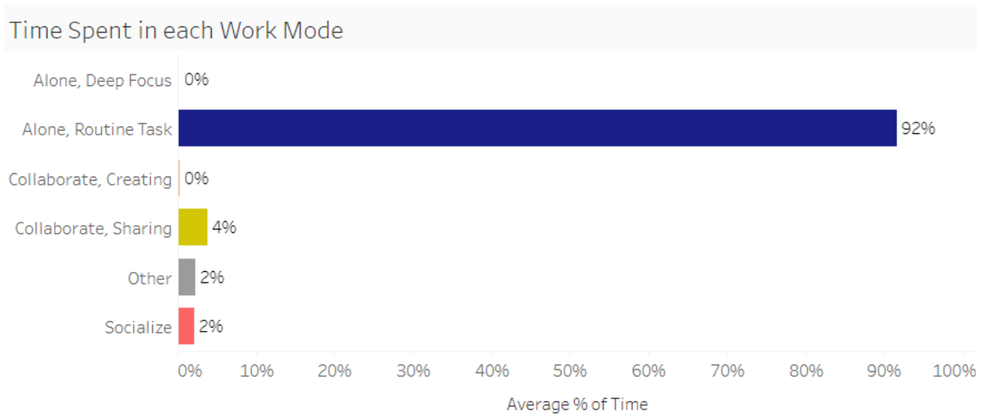
It should be noted that the various the subdivisions (department, level and location) we are analyzing may or may not have all profiles and the percent of time in each work mode will vary based on the unique work patterns associated with a given profile in a specific subdivision.

Work Mode Profiles

Detail

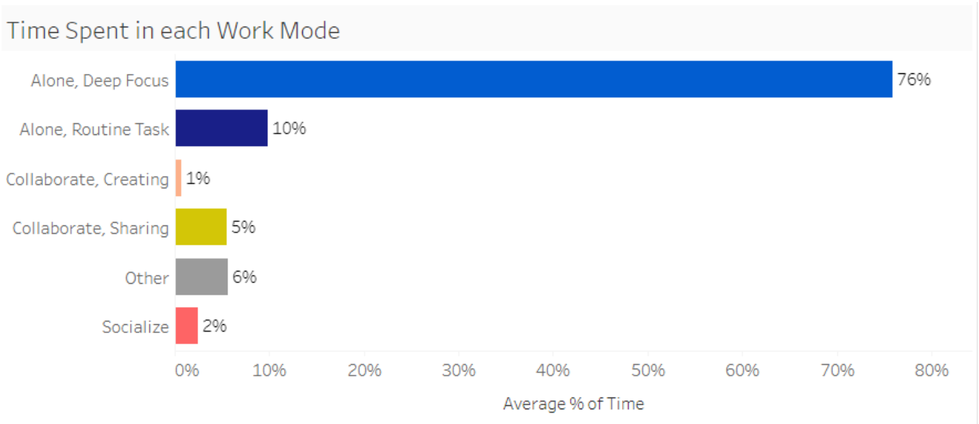
Profile 1

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



Profile 2

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

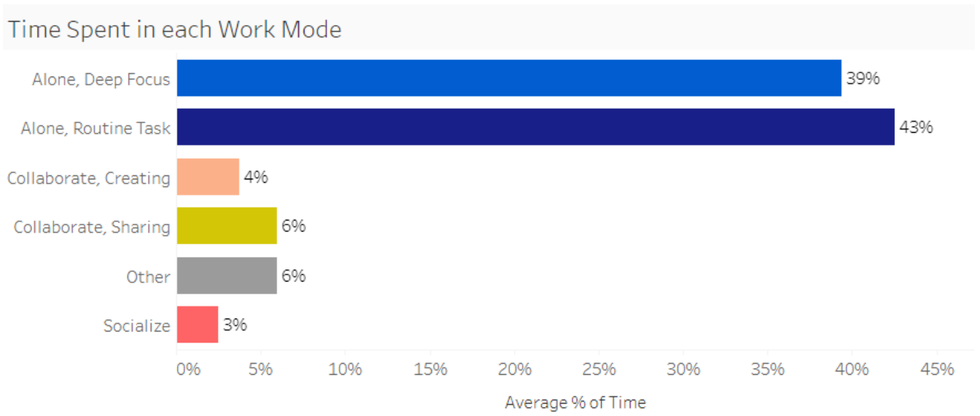


Work Mode Profiles

Detail

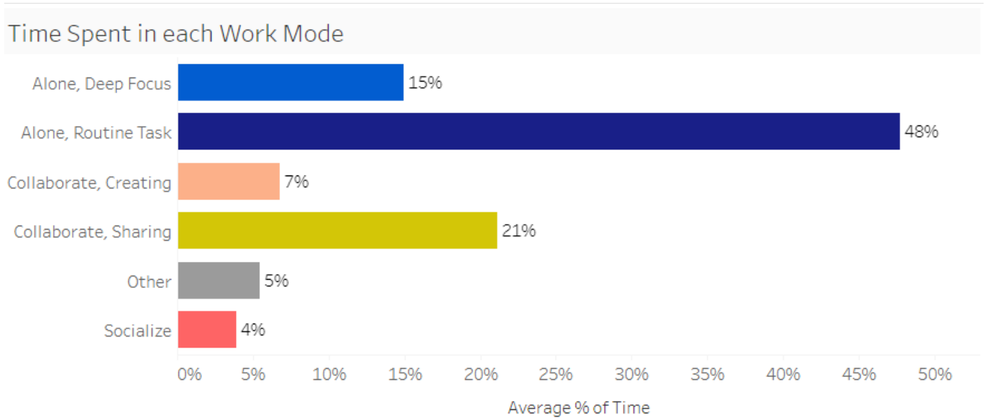
Profile 3

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



Profile 4

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

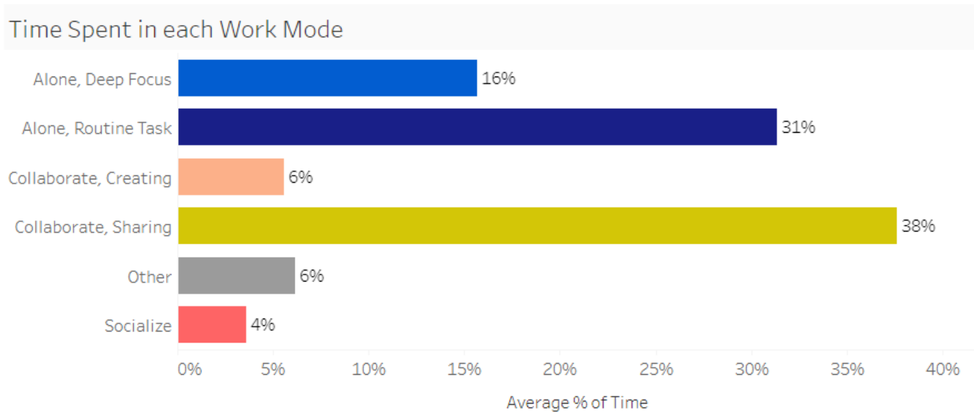


Work Mode Profiles

Detail

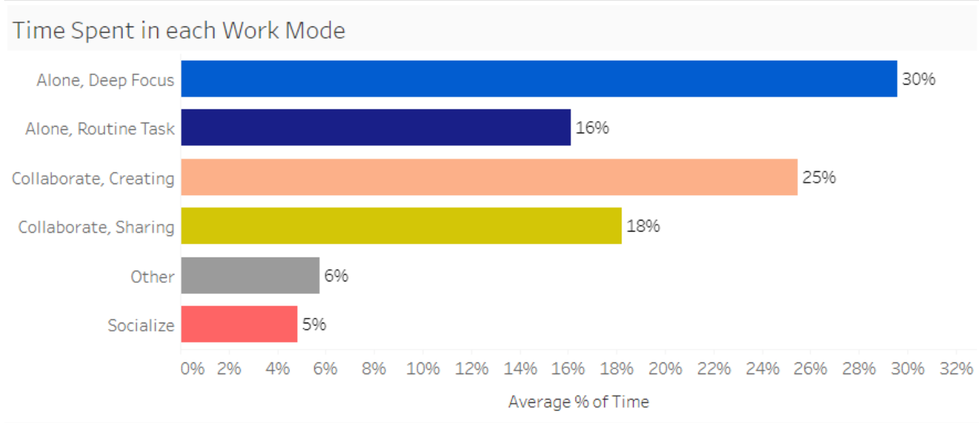
Profile 5

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



Profile 6

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

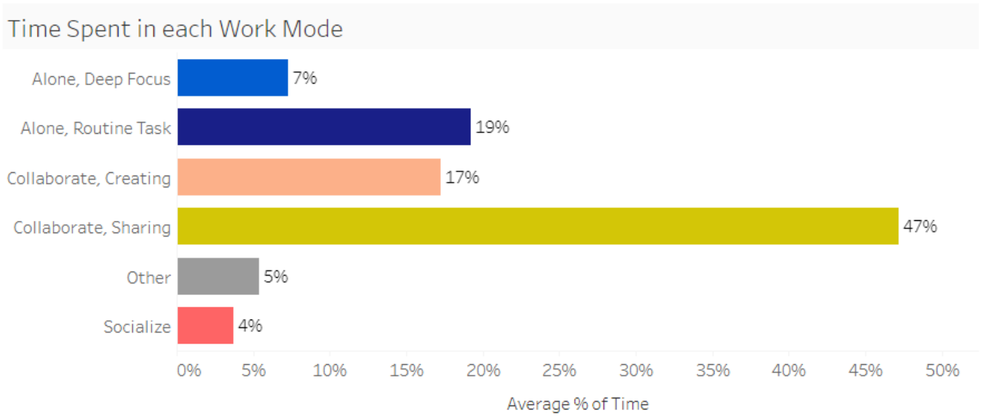


Work Mode Profiles

Detail

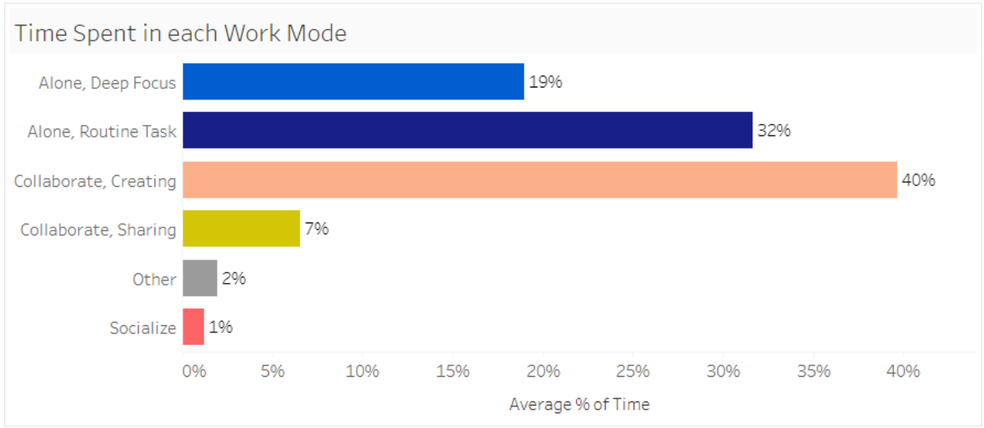
Profile 7

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



Profile 8

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

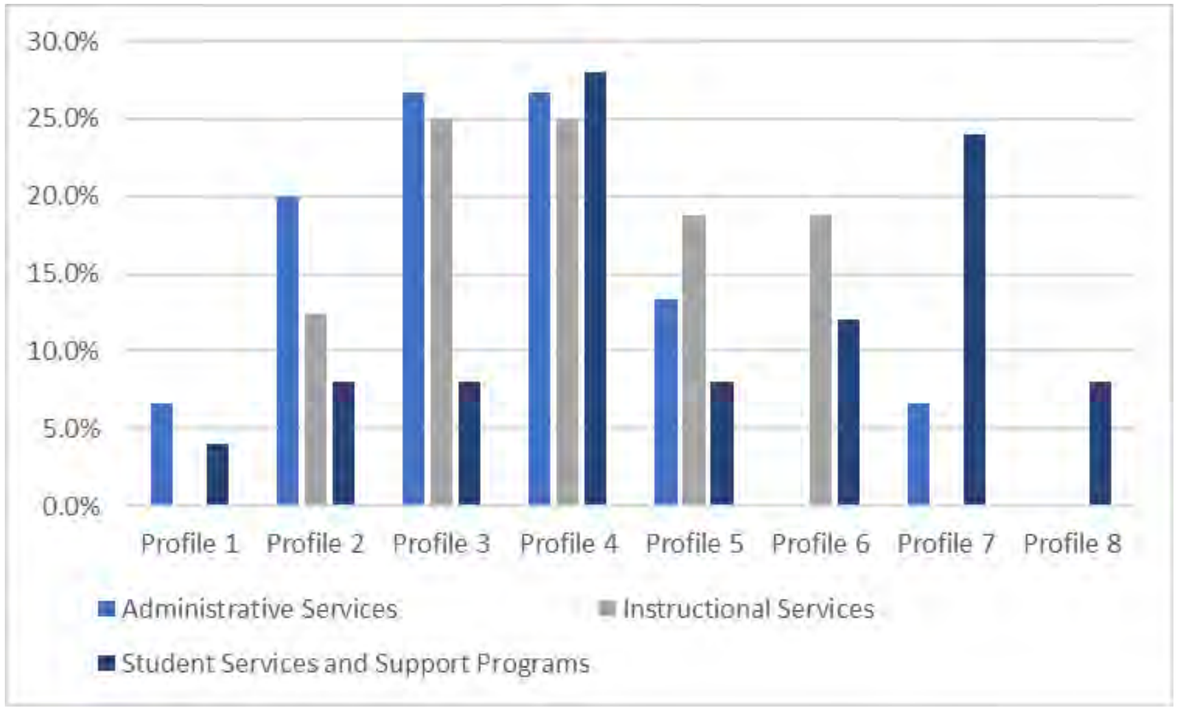


Work Mode Profiles

By Department

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

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



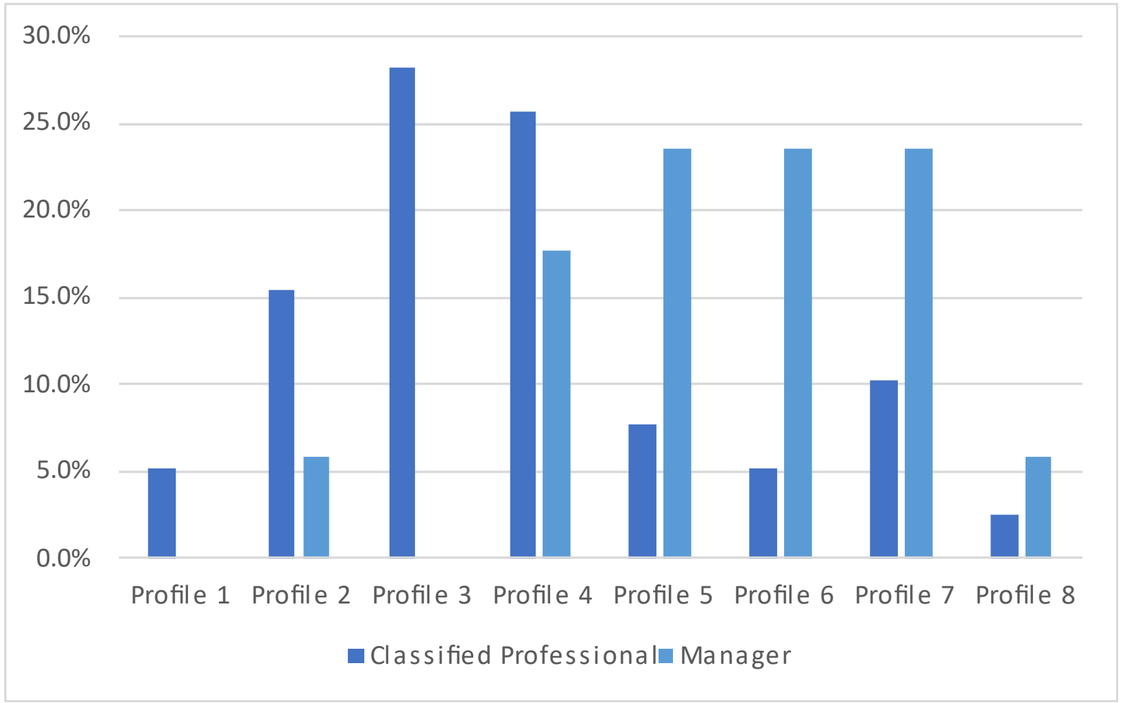
Department	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
Administrative Services	6.7%	20.0%	26.7%	26.7%	13.3%	0.0%	6.7%	0.0%
Instructional Services	0.0%	12.5%	25.0%	25.0%	18.8%	18.8%	0.0%	0.0%
Student Services and Support Programs	4.0%	8.0%	8.0%	28.0%	8.0%	12.0%	24.0%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

Work Mode Profiles

By Level

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

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



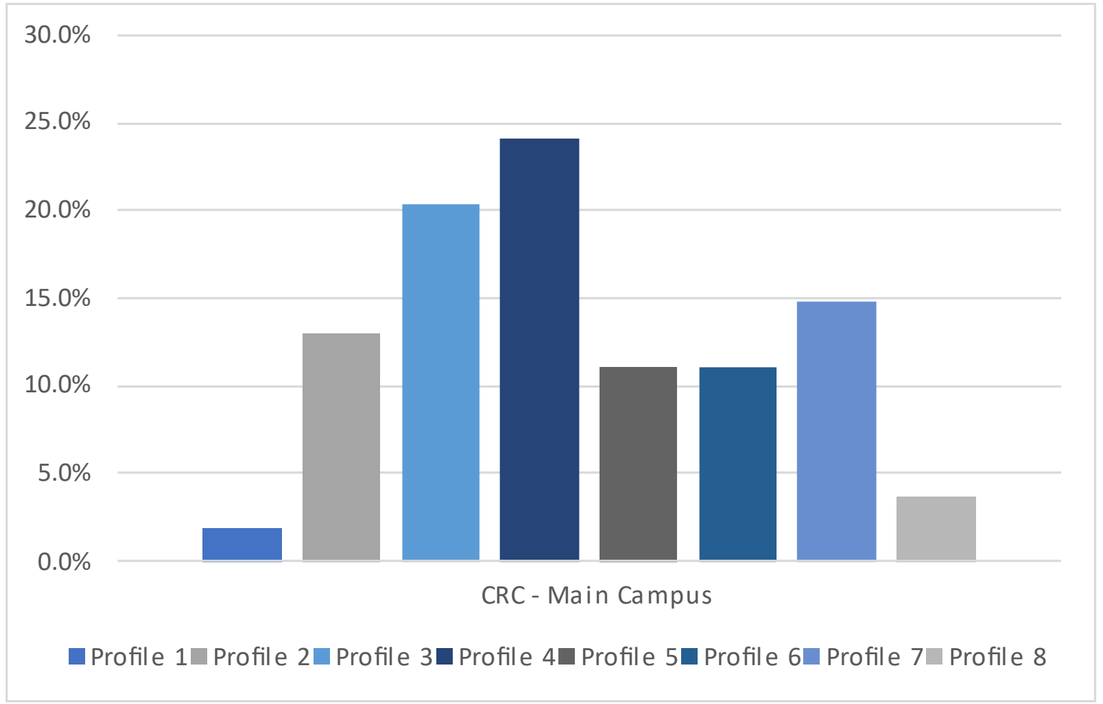
Level	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
Classified Professional	5.1%	15.4%	28.2%	25.6%	7.7%	5.1%	10.3%	2.6%
Manager	0.0%	5.9%	0.0%	17.6%	23.5%	23.5%	23.5%	5.9%
Note: Classified Supervisor results are not shown due to insufficient data								

Work Mode Profiles

By Location

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

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



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

Work Effectiveness

By Department

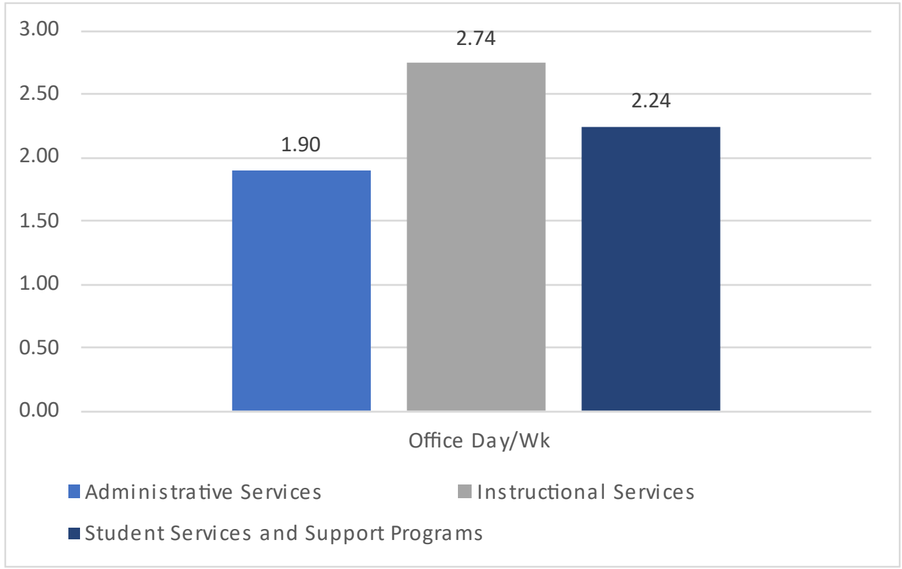
The table on this page is based on aggregating all responses across all work mode instances to the question “where would you be most effective” office or home?

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

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

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

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



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

Note: Other results are not shown due to insufficient data

Work Effectiveness

By Department – Supporting Detail

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

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

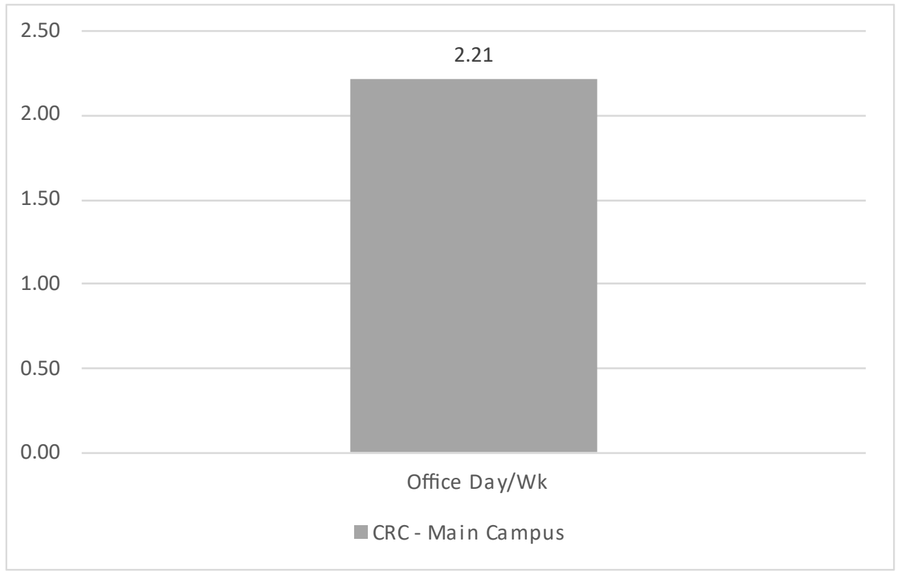
Student Services and Support	Effectiveness	
	% Home	% Office
Alone - deep focus	82.5%	17.5%
Alone - routine task	67.4%	32.6%
Collaborate - sharing	36.7%	63.3%
Collaborate - creating	57.7%	42.3%
Socialize	19.0%	81.0%
No response and no preference removed from calculations		

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



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

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

Work Effectiveness

By Level

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

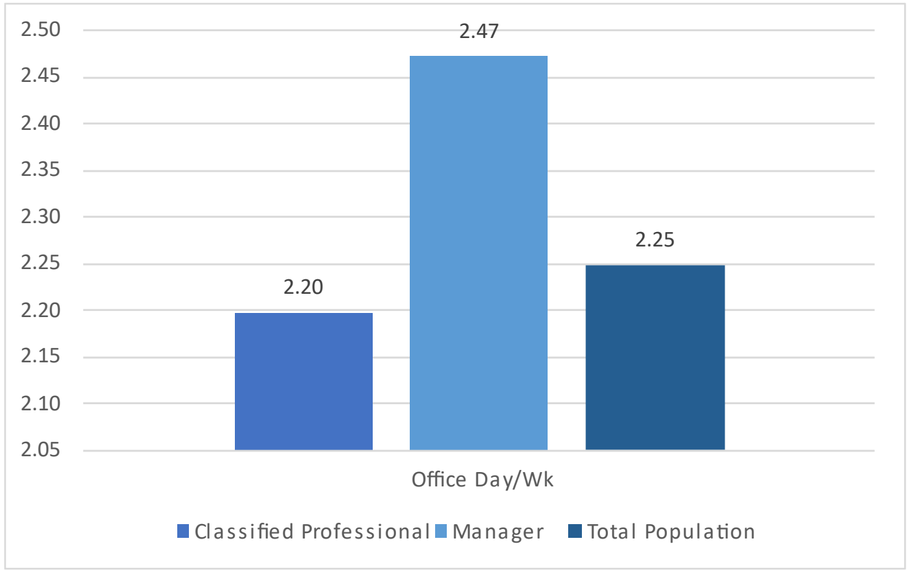
The data here indicates that as level within the organization increases the perspective on time in the office by work modes tends to increase.

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

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

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

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



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

06. Appendix

Space Utilization Survey Key Findings

Space Utilization Survey

Introduction

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

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

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

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

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

Overall survey scoring is typically based on a 4-point Likert scale:
- 4 representing the highest level of agreement and
- 1 representing the lowest.

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

Space Utilization Survey

Classified Professionals

Key Findings

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

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

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

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

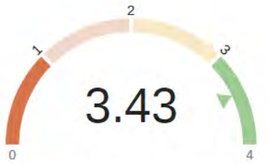
Student Services and Support Programs
1. Connection to students
2. Visibility to students
3. Visibility to leadership

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

Satisfaction of campus experience:

Satisfaction of in-classroom experience:

Satisfaction of online experience:



Primary Reasons to come to campus:

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

The workplace does:	The workplace does not:
• Support individual work (70%)	• Support how effectively I can complete my work (48%)
• Support effective collaboration (70%)	• Accelerate decision making (46%)
• Reflects my school's brand and culture (69%)	• Nurture creativity + innovation (39%)
• Reflects the College's brand and culture (68%)	• Encourage learning & development (38%)

Space Utilization Survey

Faculty

Key Findings

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

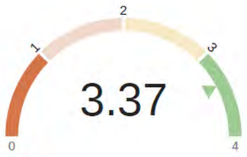
Workplace
80% of Faculty respondents agree that the workplace supports individual work; 87% of respondents have access to people relevant to do their job; 71% are satisfied with collaborative spaces for scheduled meetings; 71% are satisfied with the technology to connect virtually with others. However,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

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

Satisfaction of campus experience:

Satisfaction of in-classroom experience:

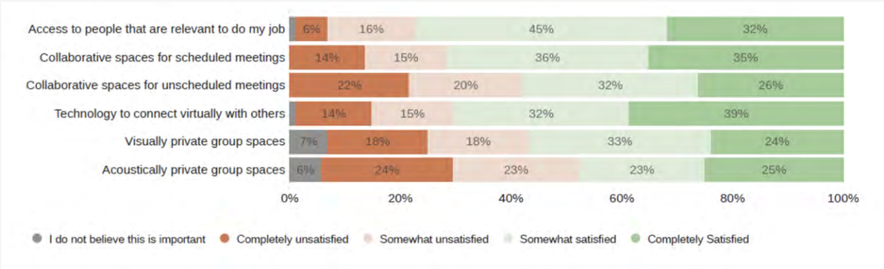
Satisfaction of online experience:



Primary Reasons to come to campus:

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

Workplace Satisfaction when working with others:



Classrooms do support:

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

Classrooms do not support:

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

Space Utilization Survey

Students

Key Findings

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

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

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

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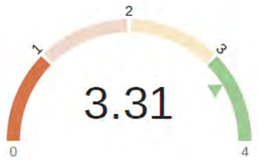
Satisfaction of campus experience:

Satisfaction of in-classroom experience:

Satisfaction of online experience:



Primary Reasons to come to campus:

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

Classrooms do support:	Classrooms do not support:
• Ability to hear content (93%)	• Comfortable seating (31%)
• Tools + technology (92%)	• A place for my belongings (28%)
• Ability to see content (90%)	• Power for mobile devices (23%)
• Ability for students to co-create content together (90%)	• Access to daylight (16%)

Space Utilization Survey

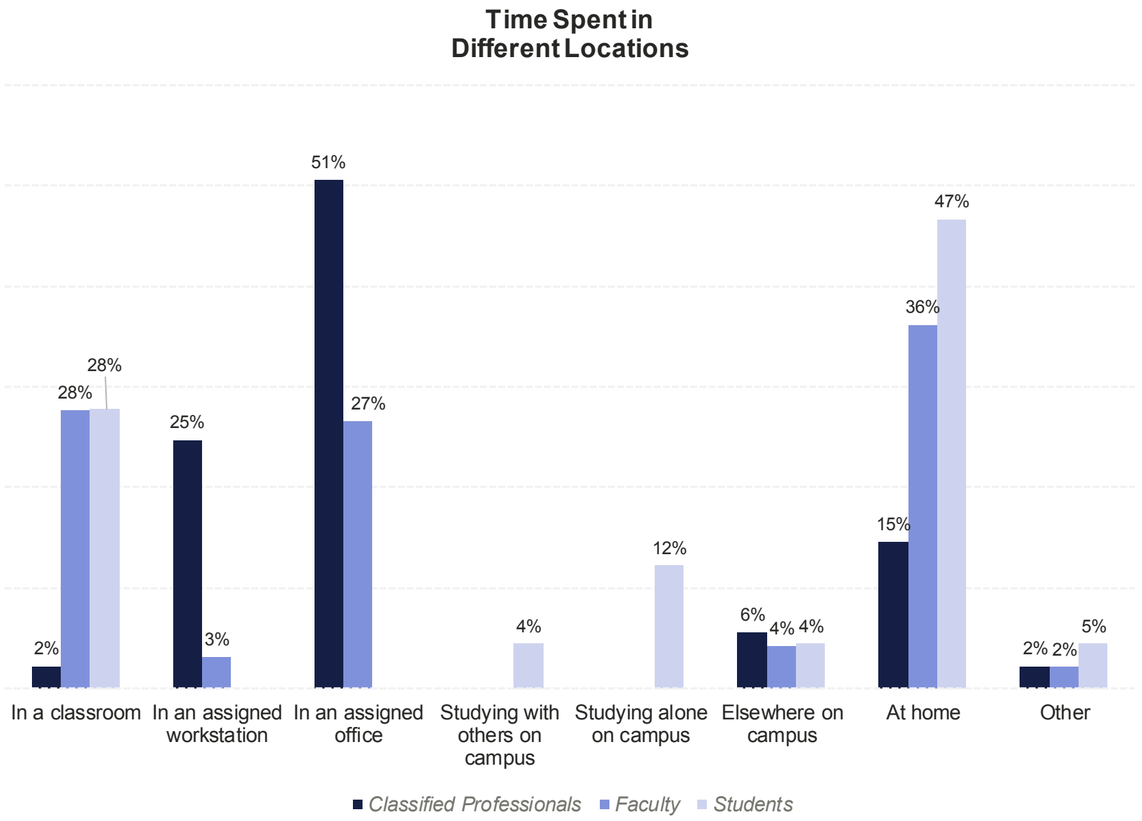
Classified Professionals, Faculty, Students | Time Spent in Different Locations

Key Findings

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

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

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



Space Utilization Survey

Faculty + Classified Professionals | Time Spent in Work Modes

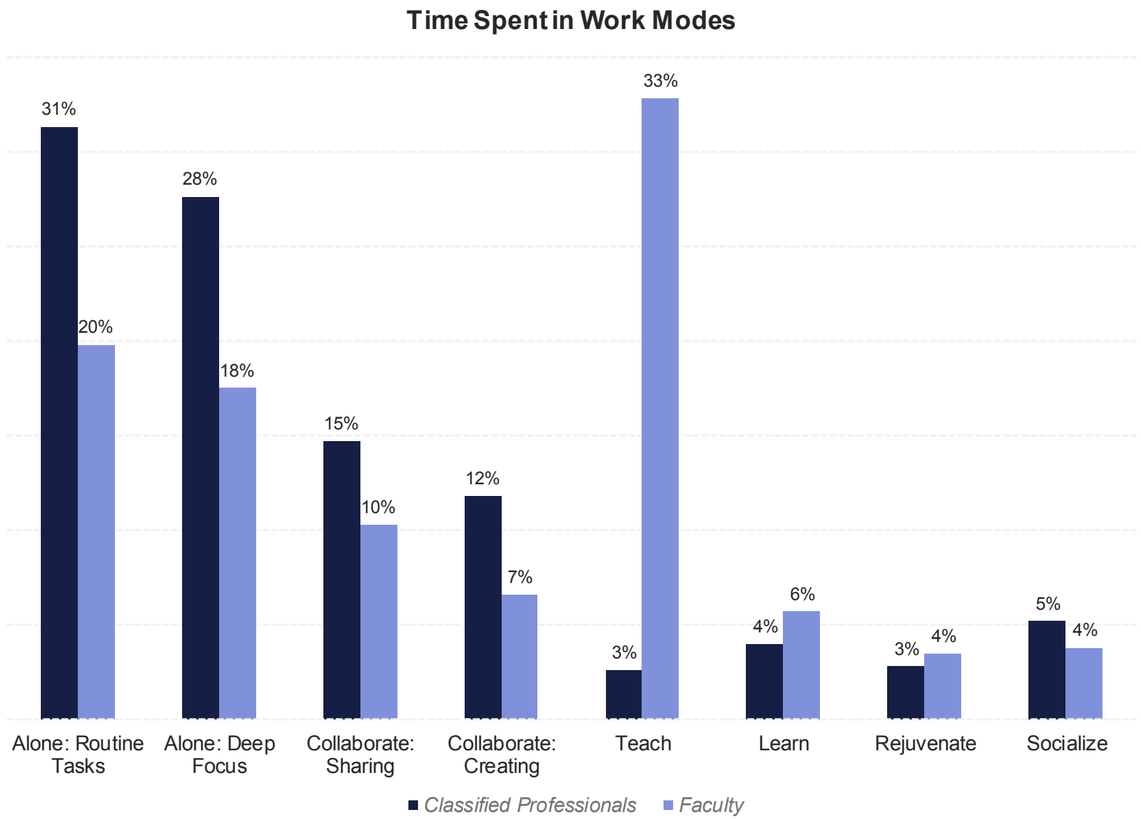
Key Findings

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

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

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

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



06. Appendix

Workshop Findings

Classified Professionals Workshop Summary

Workshop Overview

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

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

Exercise – Foundational Pillars

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

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

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

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

Classified Professionals Workshop Summary

Exercise – Values Framework

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

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

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

Value

Have — **Don't Have**

Don't Value

TREASURES

- Culture: connectivity to the culture; cultural events; welcoming / inviting culture
- People and interactions
- Flexibility in working from home OR working on campus
- Autonomy in choosing where to work based on the tasks for the day
- Visibility to coworkers and students
- Equitable space for all student services
- Collaboration between departments – can continue to serve students more comprehensively if there's awareness of other services
- Centralization of services
- Prioritizing training / staff development

HOPES

- Success of the College, student success, further enrollment & improvement at the College
- Continued collaboration between departments, management and staff
- Focus on professional development and training
- Continue to work on building trust
- Consistent decision making
- Keeping current and adapting to new needs
- High employee morale
- More community and appreciation
- Equity between constituent groups / levels – feeling important and appreciated
- Work/life balance – ability to work from home occasionally, choice + control
- Smooth transition with upcoming leadership changes due to retirements

TRASH

- Archaic systems, outdated policies and procedures, outdated job descriptions, historical documents – the way we process things and help students could evolve to be more efficient and effective; patterns and policies that don't support the goals or needs (ex: budgets spent in a time frame or lost)
- Not having boundaries and expectations – respect for other's schedules regardless of physical location
- Individuals making decisions for groups without the appropriate level of consultation and not understanding the ramifications
- Insufficient communication
- Noise level / distractions
- Inconsistent hybrid policies between departments

FEARS

- Students' fear of coming to campus based on security concerns
- Impact of future changes on delivery of student services
- Speaking up when there are concerns – lack of a safe space to voice opinions due to retribution
- Employee morale, being overworked, burnout – lack of support, appreciation and boundaries within roles
- Remaining stagnant in mindset and practices
- Inequities – workload, where work happens, compensation, etc.
- Won't apply lessons learned in previous crises
- Constant tension of applying politics to supporting students

Faculty Workshop Summary

Workshop Overview

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

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

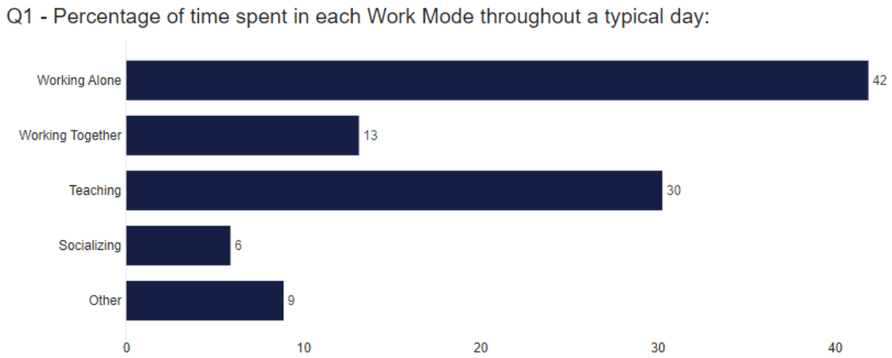
Exercise 1 – Work Modes

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

Exercise 2 – Where Non-Teaching Work Modes Happen

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

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



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

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

Faculty Workshop Summary

Workshop Overview

Exercise 3 – Barriers / Enablers

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

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

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

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

Enablers and Barriers to effective online / on ground courses in the future (Exercise 3)

Enablers	**Barriers**
• Optimized learning environments for synchronous, group learning	• Lack of standardized methods for teaching online to optimize outcomes
• Investment in appropriate equipment, technology and training	• Lack of equitable and appropriate access to equipment and technology
• Support for Students and Faculty to build technology literacy (including spaces and access to the right technology)	• Lack of technology literacy for both faculty and students
• Flexible learning environments that provide both technology and instructional assistance for supporting in-person and virtual students	• Lack of immediate visibility to student work during online classes
• Dedicated spaces on campus for students to take online courses	• Inability to build relationships with students when they are online
• Union support in allowing more online courses, enabling course decisions to be made by the program Dean	• Limited engagement with students beyond the classroom
• Additional staffing support for online courses (IT support, AI usage, etc.)	• Distractions / lack of quiet space / conducive learning space for effective online learning
• Reimagined learning methods by Faculty	• Lack of understanding about the impact of AI on the learning experience
• Prioritization for professional development (time, compensation, etc.)	• Lack of support for disability accommodations
• Well-designed courses intended for online learning, including intentional interaction with virtual students	• Perception / bias that online classes are inferior
	• Lack of time to create accessible content

Faculty Workshop Summary

Workshop Overview

Exercise 4 – Foundational Pillars

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

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

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

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Learning + Development	5	5	4	4
Work Experience	6	8	7	7
Flexibility + Balance	7	3	1	1
Professional Growth	8	6	6	6

Student Workshop Summary

Workshop Overview

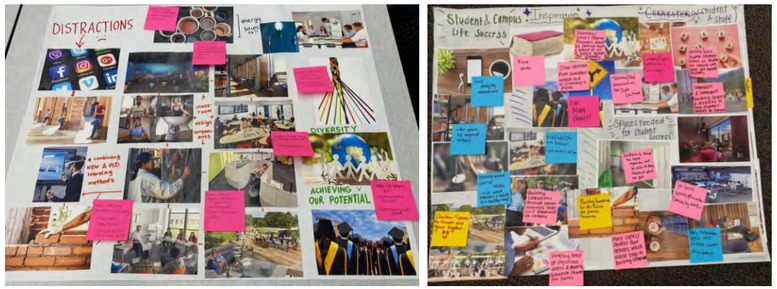
Two workshops were conducted in the Center for Inclusion and Belonging in November with 47 students participating. The intent of this workshop was to further engage Students in the discovery process to better understand their perspective on the ideal Student experience at CRC.

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

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

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

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



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

Student Workshop Summary

Key Findings

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

Desire to Build Connection + Community

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

Achievement of Goals

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

Lack of Awareness

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

Celebrate Diversity

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

Holistic Services

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

Safety

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

Inviting + Engaging Aesthetics

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

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

Student Workshop Summary

Comments from Students

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

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

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

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

*"Being **technologically connected**, we have become **socially disconnected**."*

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

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

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

*"**Outdoor learning spaces** are desired ….communal and versatile."*

06. Appendix

Observation Findings

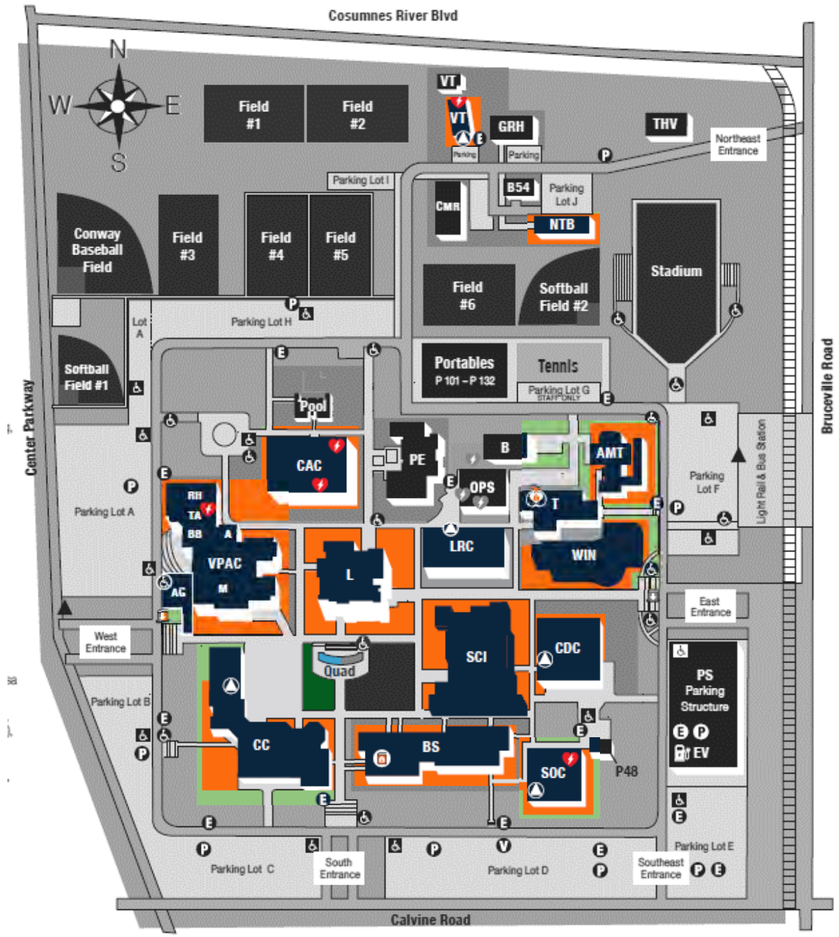
Observation Overview

Intent + Overview

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

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

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



Observation Key Findings

Classrooms

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

Building Finishes

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

Classroom Standards

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

Furniture Options

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

Observation Key Findings

Classified Professionals Workspaces

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

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

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

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

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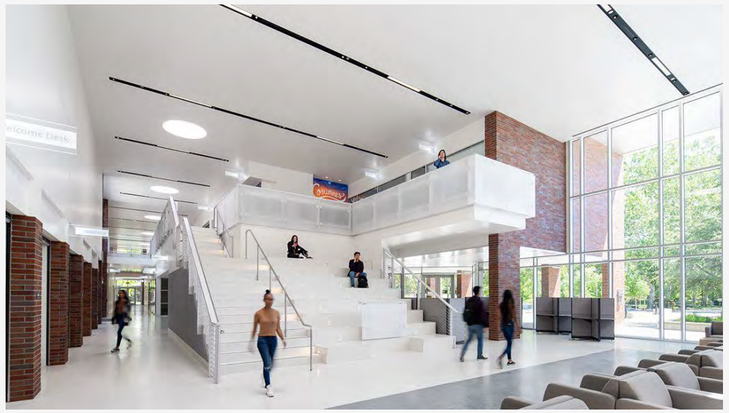
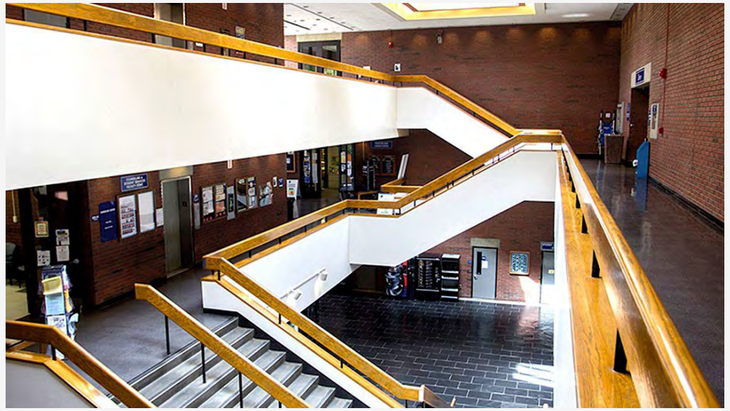




Observation Key Findings

Faculty Workspaces

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

Planning Approach

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

Occupancy

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

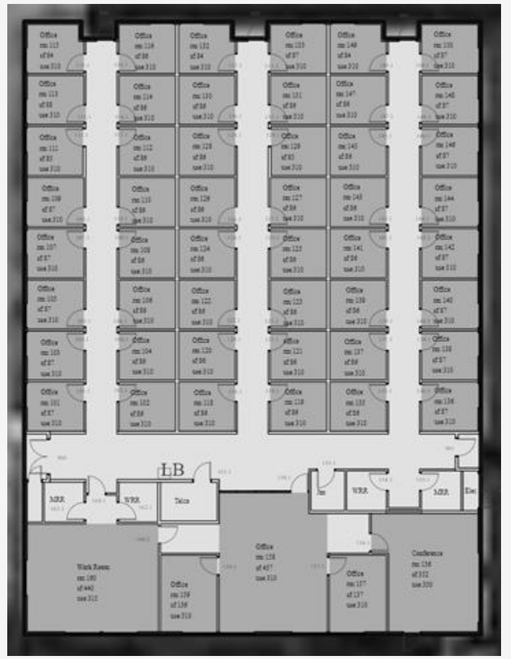
Collaboration and Socialization

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

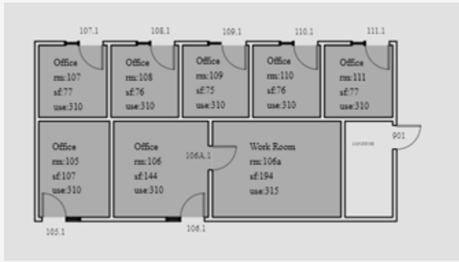
Visual and Acoustical Privacy

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

South Office Complex



BSS West Offices



Winn Building – Division Offices

Observation Key Findings

Student Areas

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

Planning Approach

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

Occupancy

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

Community

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

Diversity and Inclusion

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

Steelcase
Applied Research + Consulting

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Steelcase

Applied Research + Consulting

NATIVE AMERICAN CULTURAL OVERVIEW

EST. 1970

COSUMNES
RIVER COLLEGE

Native American Cultural Overview and Setting

Prehistory – Ethnography – History

SAS

Study Purpose

- ✓ Inform CRC students and employees
- ✓ Greater appreciation for those who came before us
- ✓ Help guide future developments on CRC campus

CRC Campus and surrounding region within traditional territories of two ethnographic period groups – Nisenan, and Plains Miwok

Other groups likely came and went over thousand of years

Movements spurred by climatic changes, economics, cultural pressures

Prehistory

Terminal Pleistocene – Early Holocene

- Pre-13,000 (+-) years
- Sites in region – very controversial
- Possibly re-deposited or result of natural factors (Calico Hills)

Paleo-Indian

- 13,000 – 11,000 years
- Characteristic fluted points
- Big-game hunters?

NATIVE AMERICAN CULTURAL OVERVIEW

Lower Archaic

- 10,550 – 7,500 years
- Technological, settlement, land-use shifts possibly linked to climate shifts
- Early trade networks established (e.g., shell from the coast, obsidian from distant sources)
- Few sites – mostly isolated projectile points
- Many sites probably buried – period of increased sedimentation

Middle Archaic (7,500-2,500) & Upper Archaic (2,500-900) years

- Warmer, drier conditions
- Stabilized landscapes
- Extended residential settlement
- Increased trade with distant groups

- Subsequent shift to cooler/wetter climate
- Return to dynamic landscapes (erosion)
- Increased cultural diversity
- Specialized technologies
- Increased use of acorn as a staple
- One of the best-understood periods in Valley

Emergent

- 900 to historic period
- Stable climate (with exceptions)
- Extensive archaeological record
- More diverse adaptations
- Bow & arrow appears
- Horticulture
- Increased use of mortars/pestles
- Fishing heavily emphasized
- Monetized shell beads
- Napa obsidian heavily used
- Early historic-era encounters

Ethnographic/Historic Period

- Seven language groups in Central Valley – “Penutian Stock”, shared linguistic, technological, economic traits
- Penutian peoples entered Central Valley late in time
- Nisenan and Plains Miwok occupied lands east of Sacramento River
- Boundaries likely fluid
- CRC essentially a border area

NATIVE AMERICAN CULTURAL OVERVIEW

The establishment of the Spanish mission system, the granting of large ranchos to Spanish and later Mexican citizens, introduced disease, and armed conflict decimated Plains Miwok and Nisenan populations.

The Gold Rush was the most significant blow to the population and lifeways of native peoples throughout California

Remnant populations continued to live in the region, but they were largely marginalized – primarily finding employment in the agriculture and ranching industries but maintaining many traditional practices.

Present-Day Communities

- Wilton Rancheria – Primarily represents the Plains Miwok
- Wilton first established in 1928, terminated in 1958, lost Federal recognition in 1964 but reorganized in 1990s, recognition restered in 2009
- Nisenan presently do not have a rancheria but today the Nevada City Rancheria Nisenan Tribe is working towards regaining federal recognition

Nisenan
of the Nevada City Rancheria

NATIVE AMERICAN CULTURAL OVERVIEW

CRC Campus – Archaeological Sensitivity

- Highly sensitive Riverbank Formation – alluvial deposits
- However – historic mapping shows no perennial water sources or seasonal drainages
- Landscape a dry, grassy, plain
- No documented prehistoric, or ethnographic resources
- Heavy development
- Campus retains a very low level of archaeological sensitivity

LIONAKIS

ARCHITECTURE
ENGINEERING
PLANNING
INTERIORS
GRAPHICS