LOS RIOS COMMUNITY COLLEGE DISTRICT

SACRAMENTO CITY COLLEGE
EST. 1916

2025 FACILITIES MASTERPLAN

HMC Architects
DESIGN FOR GOOD

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Letter from the President

Facilities Master Plan for Sacramento City College: Continuing the Tradition, Evolving for Tomorrow

Sacramento City College began serving students in 1916 on the top floor of Sacramento High School. At the time, the institution was called Sacramento Junior College, and ten years later it moved to what was then the south end of the city, its current location at Sutterville and Freeport. For decades SCC was the only college between CSU Chico and University of Pacific in Stockton. One can feel this history today when walking onto the campus amid the mature landscaping and picturesque brick buildings.

Throughout its history, SCC has adapted its physical infrastructure to create the best possible learning environments for students. In recent years, the college has built a new Student Services building with modern workflow activities for Admission and Records, Financial Aid, and other services. On its second floor, the building houses a state-of-the-art photography lab. Even more recently, on the south end of campus, a new Natural Sciences Building and Mohr Hall have provided up-to-date lecture and lab facilities for disciplines in the sciences and for our health profession programs including nursing. These buildings, beautifully cased in brick to augment the historic feel of the campus, house the modern rooms and equipment students need to excel in their studies.

The Facilities Master Plan you are reading now addresses older buildings and outdoor locations on campus, facilities that need revitalizing to meet the needs of our modern students. This document has gone through a process of thorough planning with input from the college community including students, classified professionals, faculty, and administrators. It represents the collective vision and forward thinking of the college as a whole, a vision that is squarely focused on the needs of the students, how those needs have evolved over time, and how our faculty, staff, and administrators can best create environments of learning and fulfillment.

Indeed, Sacramento City College has a rich history in Sacramento. The institution is part of the fabric of the city and region. Its value is that it is directly tied to the community's educational and workforce needs. For that reason, we at the college are very conscious of spending public money wisely and focusing its use on the SCC mission of serving our local students in life-changing ways. This Facilities Master Plan helps to guide SCC's direction so the college will continue to be what it has been to generations of Sacramentans, a focal point of higher education that changes lives for the better.

Dr. Albert Garcia
President, Sacramento City College

Document Overview

The Sacramento City College (SCC) 2025 Facilities Master Plan provides a forward-looking framework to guide the future development of the campus in response to evolving academic needs, including the growing shift toward online and hybrid learning. Developed through a collaborative and data-informed process, this document captures key findings, outlines strategic analyses, and presents targeted recommendations to support SCC's long-term vision.

The information is organized into a series of chapters that document the planning process, assess existing conditions, identify future opportunities, and propose actionable strategies for campus improvement and transformation.

SECTION 01:
PROCESS + PARTICIPATION

The master planning process was designed to be inclusive and collaborative, with input from faculty, staff, students, and leadership. A range of engagement activities—including workshops, forums, one-on-one meetings and planning sessions—ensured broad participation. The steps of the planning process, the list of participants and a summary of the campus engagement activities are presented in this section.

SECTION 02:
EXISTING CONDITIONS

Planning was grounded in data from institutional reports, including enrollment projections and academic program needs. These inputs helped define the space program and guide long-term facility planning. This section describes the methodology used to connect planning needs to space requirements.

SECTION 03:
FRAMEWORK

An assessment of current facilities, infrastructure, and site conditions was conducted to identify strengths and challenges. This included brief analysis of building conditions, open space, circulation, and land use. The findings in this section informed the development of planning priorities and opportunities.

SECTION 04:
RECOMMENDATIONS

This section presents the vision for future campus development, including proposed facility projects, site improvements, and phased implementation. Recommendations were shaped by data, stakeholder input, and long-range institutional goals, and are illustrated through plans and diagrams.

SECTION 05:
APPENDIX

The appendix includes supporting materials developed during the planning process, such as space utilization studies, a campus forum summary, and meeting notes. These documents provide technical background for implementation and future updates to the plan.

District Overview

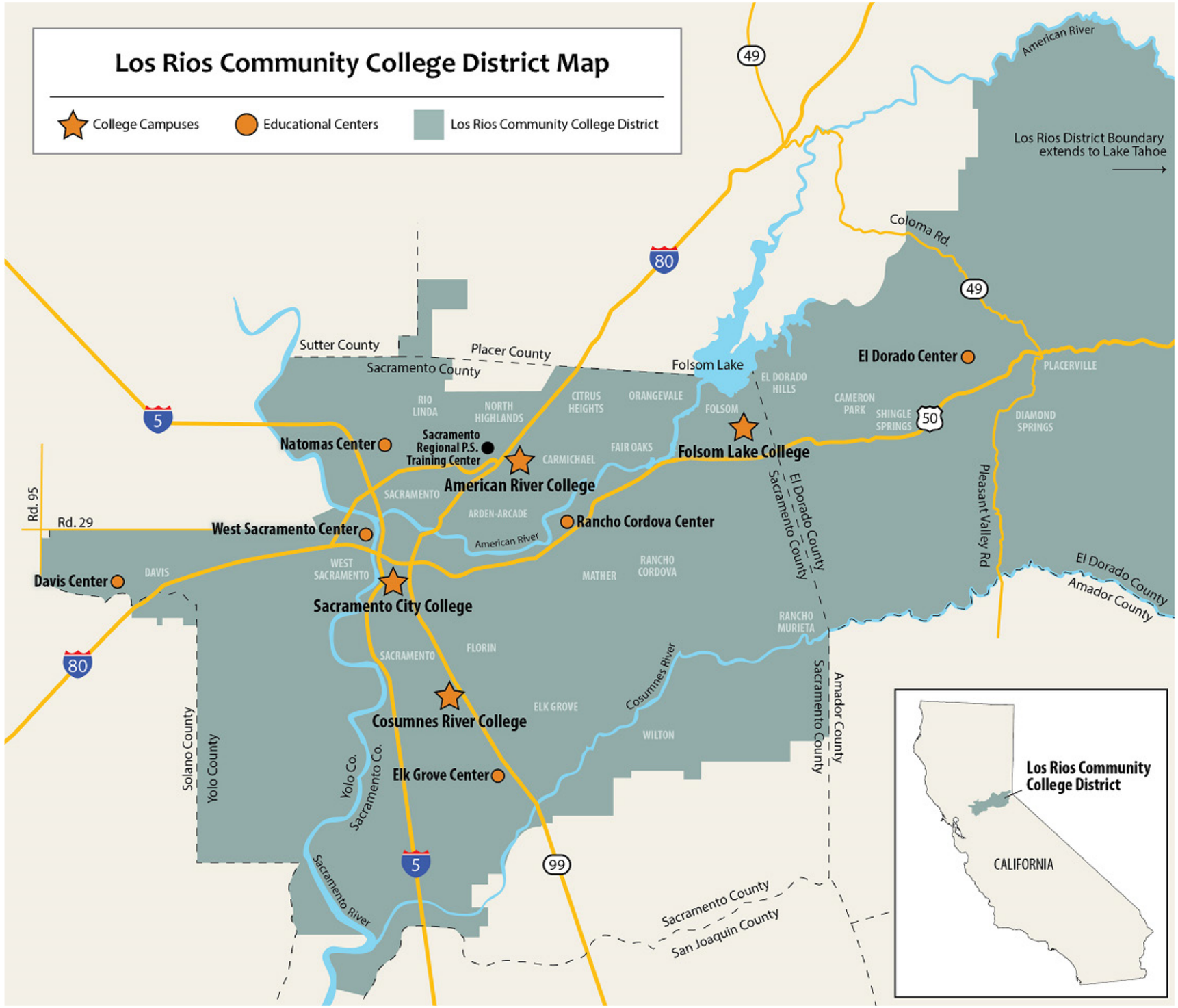
LOS RIOS COMMUNITY COLLEGE DISTRICT

The Los Rios Community College District (LRCCD) is one of California's largest public higher education systems, serving nearly 70,000 students in the greater Sacramento area. It encompasses four colleges: American River College, Sacramento City College, Cosumnes River College, and Folsom Lake College, with 13 total campus locations across Sacramento, El Dorado, Yolo, Placer, and Solano counties.

The district provides accessible, affordable education and offers associate degrees, transfer programs, and over 120 career-focused certificates.

Los Rios Community College District emphasizes student success through programs like Guided Pathways and the Los Rios Promise, which offers two years of free tuition for eligible first-time, full-time students. These efforts aim to streamline educational journeys and improve equity in access and completion.

The district serves a diverse student population, with strong representation from Hispanic/Latino, Asian, and African American communities. Many students are low-income or the first in their families to attend college. Equity and inclusion are core values, supported through dedicated resources and programs.



Sacramento City College

VISION, MISSION, AND VALUE

Our Values

- **Connect** with each other to create change.
- **Care** with courage and compassion.
- **Contribute** to an equitable community.
- **Commit** to something greater than yourself.

Our Vision

Imagine a college where...

- Every student feels connected.
- We value, celebrate, and uplift each other.
- We interrogate, disrupt, and dismantle racism and oppression.
- We treat each other with compassion.
- We make high-quality education and technology accessible to all.
- We leverage innovation to create possibilities for our community.
- We authentically engage and value the student voice.
- We celebrate the joys of learning.
- Every student determines their future.

We strive to be that college.

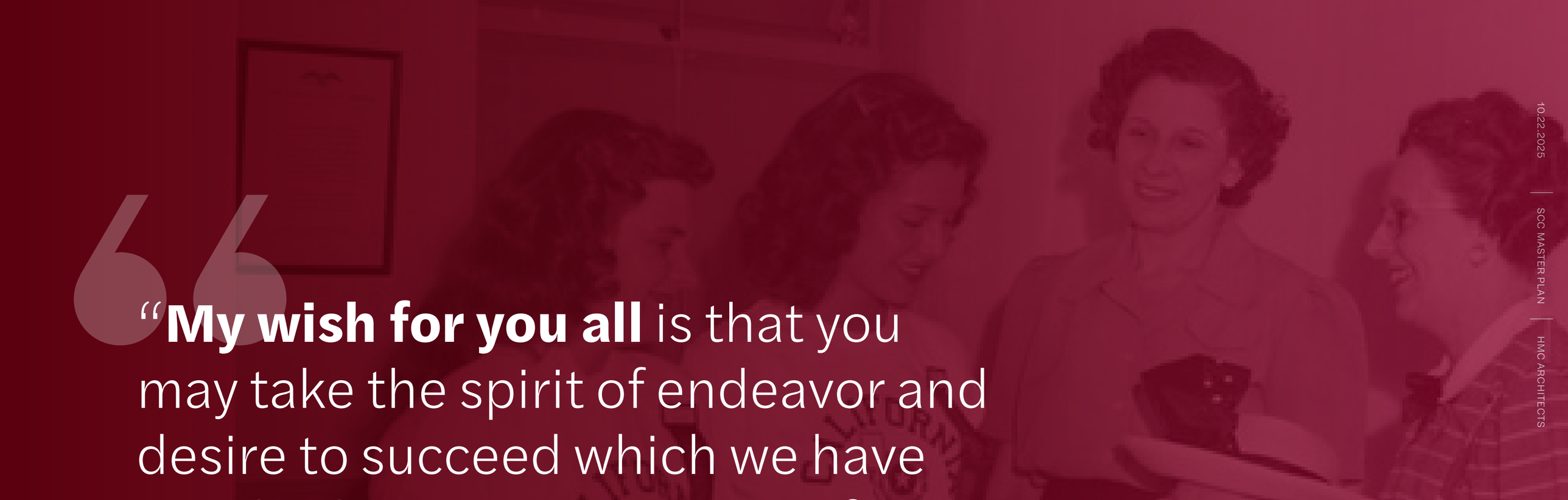
Our Mission

We are the People's College, empowering our students and community through education.

When we say, "we are the People's College," we mean that we are an open-access college serving the Sacramento/Yolo region, welcoming anyone who wants to get a college education.

We believe that education is a fundamental right that can transform lives and be a force for social change, and that this right should be made available to everyone.

We provide educational opportunities that rival the quality of programs at four-year colleges and universities, and we make these opportunities affordable, accessible, and equitable to all. Whether your educational path is to transfer to a four-year institution, enter directly into the workforce, build skills to advance in your career, or engage in personal enrichment, our degree and certificate programs are designed to fulfill student goals and contribute to the vitality of our community.

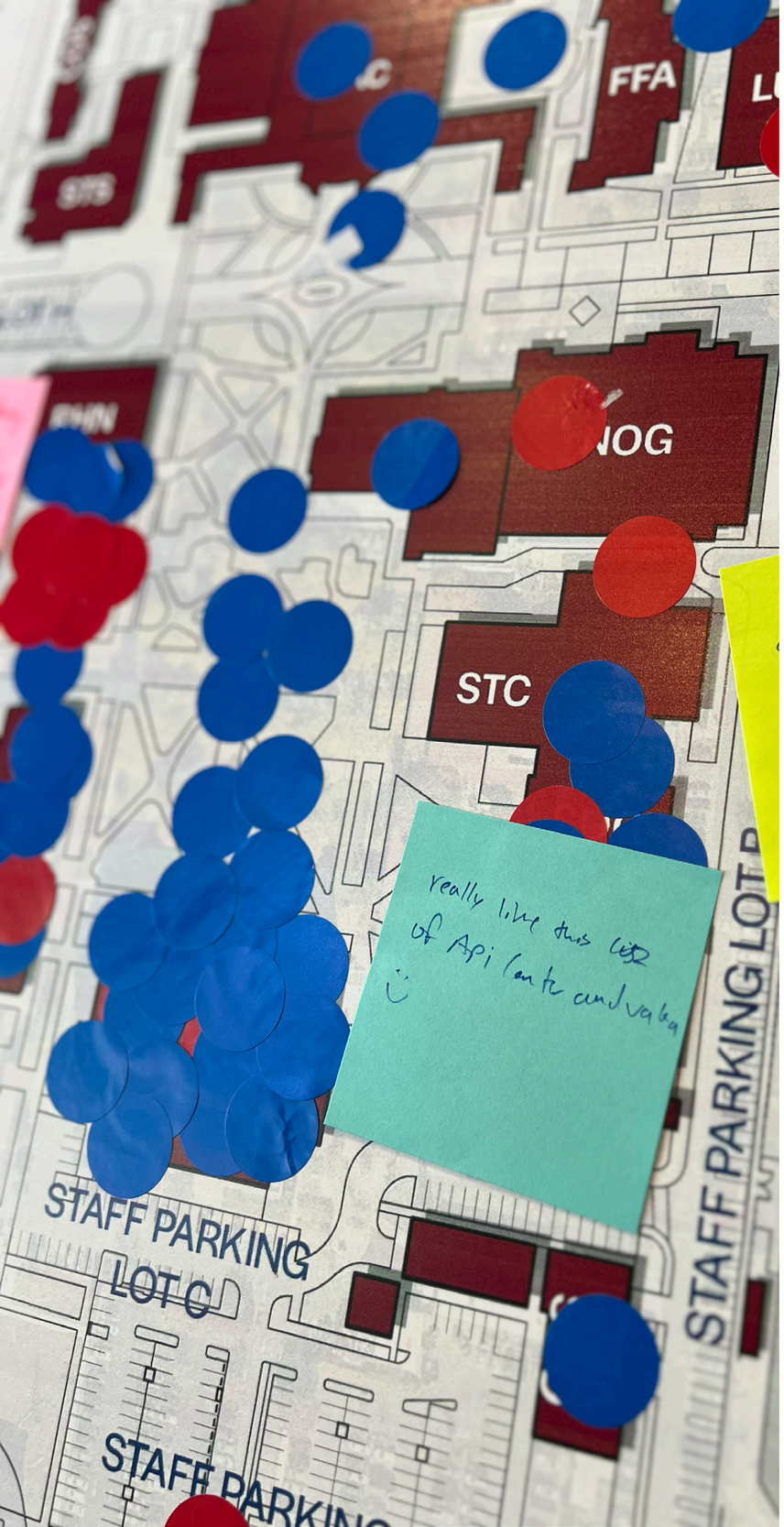


“**My wish for you all** is that you may take the spirit of endeavor and desire to succeed which we have watched grow in you, to your future undertakings, and that happiness and success may be your reward.”

–Belle Cooledge, Dean of Women, *The Pioneer*, 1931

SECTION 01

PROCESS & PARTICIPATION



Process Overview

The planning process includes an analysis of existing conditions to identify key planning issues to be addressed in the Facilities Master Plan (FMP). The FMP was developed from March 2025 to November 2025 through the collaborative process as described in the following pages.

Planning Process and Timeline

PART 1

PROJECT INITIATION & ORIENTATION

- Identify Planning Committee
- Establishing project goals
- Identify process and schedule
- Prepare to collect information required for planning

MAR 2025

PART 2

DISCOVERY & ANALYSIS

- Review space utilization studies, facilities conditions assessments
- Review existing relevant documents
- Review institutional strategic planning document
- Program analysis and needs assessments
- Conduct surveys, forums, and workshops

APR - JUN 2025

PART 3

EXPLORATION OF PLANNING CONCEPTS

- Create linkages between strategic and facilities master plan
- Develop Program Forecast
- Establish planning principles
- Explore campus development options
- Review initial recommendations with the committee

JUL - AUG 2025

PART 4

MASTER PLAN DOCUMENTATION

- Create final draft Facilities Master Plan
- Prepare Implementation Plan
- Review with Planning Committee and Boards
- Finalize Facilities Master Plan

SEP - NOV 2025

Campus Engagement

Planning Committee Workshops

Six workshops were held with the Campus Planning Committee to identify areas of concern with current campus facilities, discuss future programmatic needs, and to collect ideas for future campus improvements.

One-on-one meetings

Small-group and one-on-one meetings were held with members of the planning committee, campus and District staff, and campus faculty to allow in-depth discussions about specific issues relating to campus facilities planning.

Campus Forum

The design team conducted an all day, on-campus outreach event to solicit input from students, faculty, and staff about current conditions on the campus and to solicit ideas for future improvements. Participants provided valuable insight and perspective that contributed greatly to the final content of this report.

Planning Committee

SACRAMENTO CITY COLLEGE TEAM

Mitch Campbell, Vice President, Administration
Debbie Turner, Director, Administrative Services
Paul Estabrook, Dean, Technology and Innovation
Dr. Jennifer Laflam, Dean, Davis and West Sacramento Centers
Dr. Tonya Williams, Dean, Engagement and Completion
Alexander Adan, Media Services
Roberto Chacon-Gutierrez, Theater Arts & Film Department\
Dr. Debra Crumpton, Professor, Business Department
Craig Davis, Geography Department
Christine DeCamp, Instructional Services
Dr. Linda Delgadillo, Campus Interventions
Steve Hanson, Aquatics Department
Lisa Hayden, ASHE Student Ccenter
Dr. Lorena Jauregui, MESA/CCCP Coordinator
Dr. Norman Lorenz, Early Childhood Education Department
Viviane Ngassam, Natural Sciences Department

DISTRICT FACILITIES MASTER PLAN TEAM

Pablo Manzo, Associate Vice Chancellor, Facilities Management
Josef Meyer, Director of Facilities Planning and Construction

STEELCASE

Francis Graham
John Hughes

HMC ARCHITECTS

Arturo Levenfeld
Monisha Adnani
Benjamin White
Elsa Listiani

SECTION 02

EXISTING CONDITIONS

Overview

Sacramento City College and its Centers include a mix of historic and modern facilities shaped by decades of growth. The campuses offer a strong base for instruction and student services, with a variety of academic, administrative, and community spaces. However, aging buildings and infrastructure, disparate site improvements, limited wayfinding, and gaps in connectivity point to the need for targeted and coordinated upgrades. This assessment outlines current strengths and challenges to guide future planning.

Development History

1930's

1940's

1950's

1960's

1990's

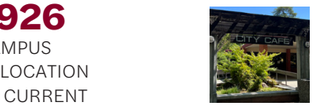
2025

Sacramento City College (SCC), founded in 1916 as part of Sacramento High School, is the oldest institution of higher education in Sacramento and the seventh oldest public community college in California. Originally named Sacramento Junior College, the college was established by Belle Cooledge and was created to offer an affordable college education and serve as a community hub. The first year of operation featured an all-female graduating class, demonstrating the college's early commitment to inclusion.

Sacramento City College expanded its reach regionally through the opening of the Davis Center at UC Davis and the West Sacramento Center in 1966 and 1999, respectively. Over the years, SCC has expanded to meet the evolving educational needs of the region. Today, it serves around 23,000 students annually with a broad range of programs, including transfer pathways, career training, and online learning.

1916
SCC FOUNDED

1926
CAMPUS RELOCATION TO CURRENT LOCATION

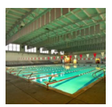


1928
HUGHES STADIUM OPEN (ORGINALLY SACRAMENTO STADIUM)

1939
CITY CAFE BUILT

1937
PERFORMING ART CENTER BUILT

1940s
WWII TRAINING PROGRAMS LAUNCHED



1953
HOOS POOL BUILDING BUIILT

1955
LOS RIOS COMMUNITY COLLEGE DISTRICT FORMED

1966
CLASSES OFFERED IN DAVIS

1970
RODDA HALL SOUTH, BUSINESS BUILDING, PERFORMING ARTS CENTER OPENED

1975
RODDA HALL NORTH OPENED

1999
SCC WEST SACRAMENTO CENTER OPENED

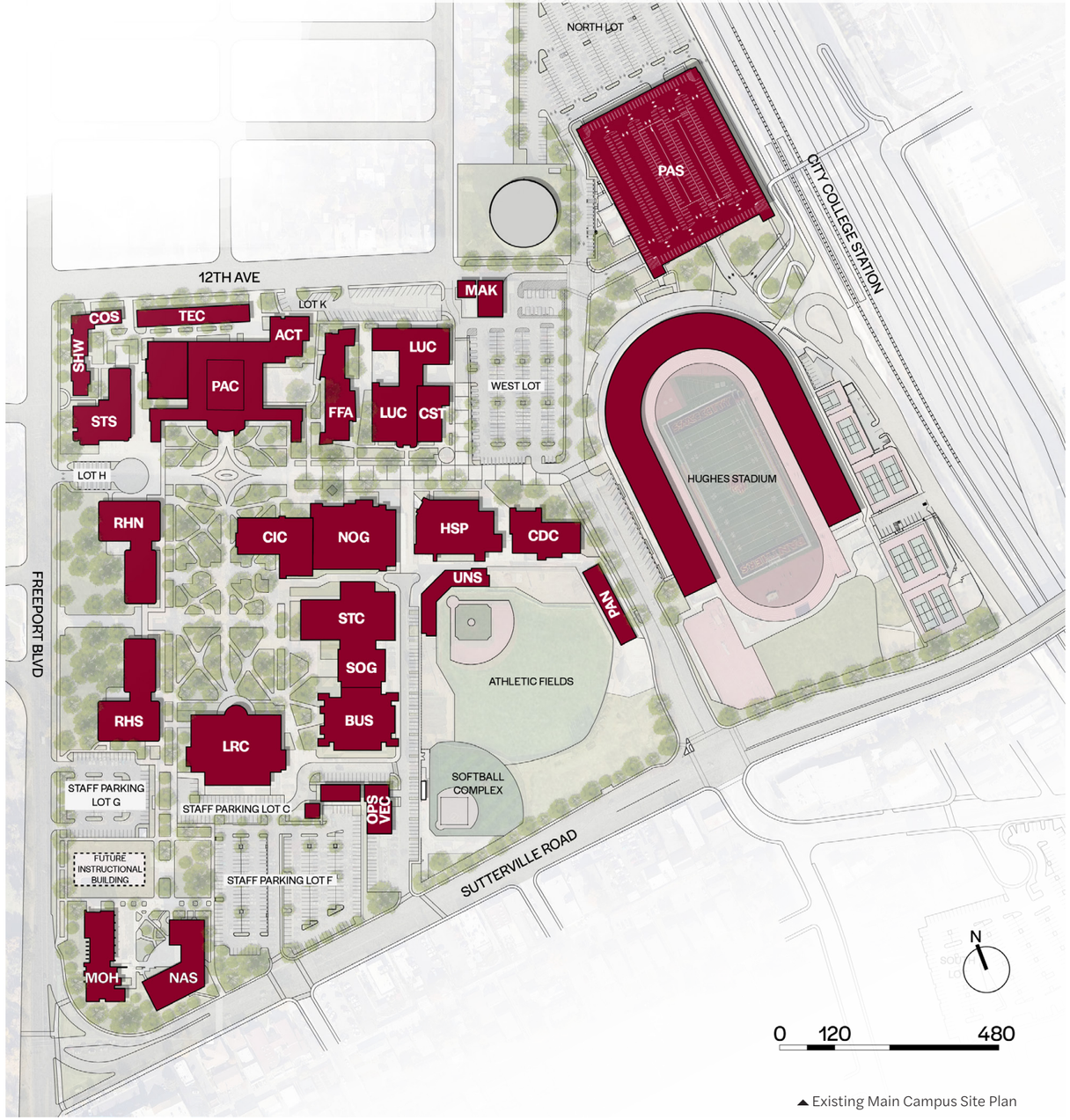
2012
SCC DAVIS CENTER NEW FACILITY OPENED

2013
LRC OPENED

2020
TRANSITION TO HYBRID LEARNING

LEGEND

ACT	ART COURT THEATER
BUS	BUSINESS BUILDING
CDC	CHILD DEVELOPMENT CENTER
CIC	CITY CAFE
COS	COSMETOLOGY BUILDING
CST	COLLEGE STORE
FFA	FISCHBACHER FINE ARTS BUILDING
HSP	HOOS SWIMMING POOL
LRC	JOAN DIDION LEARNING RESOURCE CENTER
LUC	LUSK CENTER
MAK	MAKER SPACE
MOH	MOHR HALL
NAS	NATURAL SCIENCE BUILDING
NOG	NORTH GYMNASIUM
OPS	OPERATIONS
PAC	PERFORMING ARTS CENTER
PAN	PANTHERS CARE
PAS	PARKING STRUCTURE
RHN	RODDA HALL NORTH
RHS	RODDA HALL SOUTH
SHW	STUDENT HEALTH & WELLNESS CENTER
SOG	SOUTH GYMNASIUM
STC	STUDENT CENTER
STS	STUDENT SERVICES
TEC	TECHNOLOGY
UNS	UNION STADIUM
VEC	VEHICLE COMPOUND



▲ Existing Main Campus Site Plan

Sacramento City College Main Campus

EXISTING CONDITION

Located at 3835 Freeport Boulevard, the 73-acre main campus blends historic architecture with modern facilities to serve the local community.

The campus features academic buildings arranged around courtyards and landscaped quads, creating opportunities for the connection of indoor and outdoor spaces.

Situated across Freeport Boulevard from Sacramento's William Land Park, the campus has a strong institutional presence that serves as a "bookend" to Sacramento's largest urban green space.

Key campus facilities include:

- The recently completed Natural Sciences Building, a 54,574-square-foot, LEED Gold-certified structure featuring advanced laboratories, classrooms, and collaborative spaces designed to support hybrid learning and student engagement.
- Mohr Hall, completed in 2020, offers modern academic labs and outdoor learning areas while maintaining the campus's traditional brick and terracotta aesthetic.
- Hughes Stadium, a 20,311-seat venue opened in 1928 and has served as a hub for athletic events and community gatherings since that time.

Additional facilities include the Performing Arts Center, Kondos and Russ Solomon Galleries, the Hulbe Observatory, and a Makerspace open to students, faculty, and staff.

West Sacramento Center

EXISTING CONDITION

Situated in the civic core of West Sacramento, the Center plays an important role in providing accessible higher education to the community. Its proximity to public transit and municipal services is a strength; however, the surrounding area lacks vibrancy and active street life, which affects the sense of arrival and engagement.

Building Overview

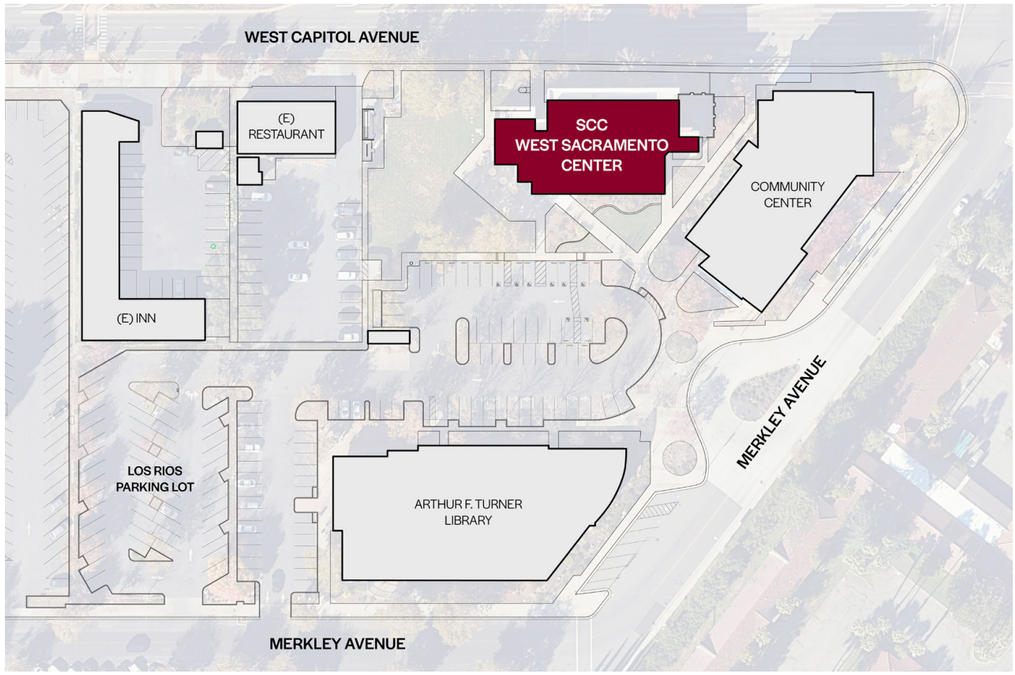
Year Built: 2010

Size: ~20,000 square feet

Facilities: General classrooms, computer labs, administrative offices, and student support services

Condition: Structurally sound and well-maintained

The facility is well-maintained and efficiently used, though its smaller scale limits flexibility for programming or future growth. Faculty workrooms are shared, and students have access to limited informal gathering or study spaces.



▲ Existing West Sacramento Center Site Plan

West Sacramento Center

EXISTING CONDITION

Needs & Opportunities for Improvement

- Interior modernization to improve learning environments and student experience
- Updated classroom technology and stronger Wi-Fi infrastructure
- Flexible student lounges or collaboration zones
- Enhanced exterior signage and campus branding
- Exploration of shared-use agreements or small-scale expansion to increase usable space

Campus Identity

The West Sacramento Center currently resembles a typical office building rather than an academic campus. Architectural and environmental branding interventions are needed to reinforce SCC's identity and create a more welcoming, student-centered atmosphere. The addition of these amenities will encourage students to spend more time at the Center and will help to create a sense of community.

.

Pedestrian Access

While the center is accessible by bus and foot, pedestrian connectivity is weak. Nearby sidewalks and crosswalks feel disjointed, and the site lacks a defined transition into an academic environment.

Wayfinding & Signage

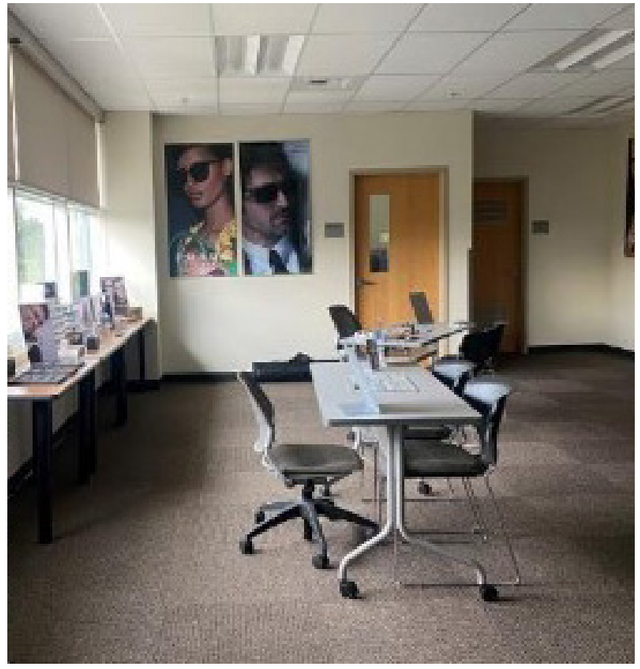
Current signage is minimal and lacks strong institutional presence. Interior wayfinding is functional but visually inconsistent, reducing clarity for new or first-time visitors.

Open Space & Gathering Areas

There is virtually no outdoor space for students. The absence of shaded seating or informal gathering areas limits opportunities for community-building and passive use.

Security & Safety

Security is a notable concern. Perimeter fencing and on-site safety measures need to be re-evaluated and redesigned to better protect students and staff while maintaining a sense of openness and accessibility



Davis Center

EXISTING CONDITION

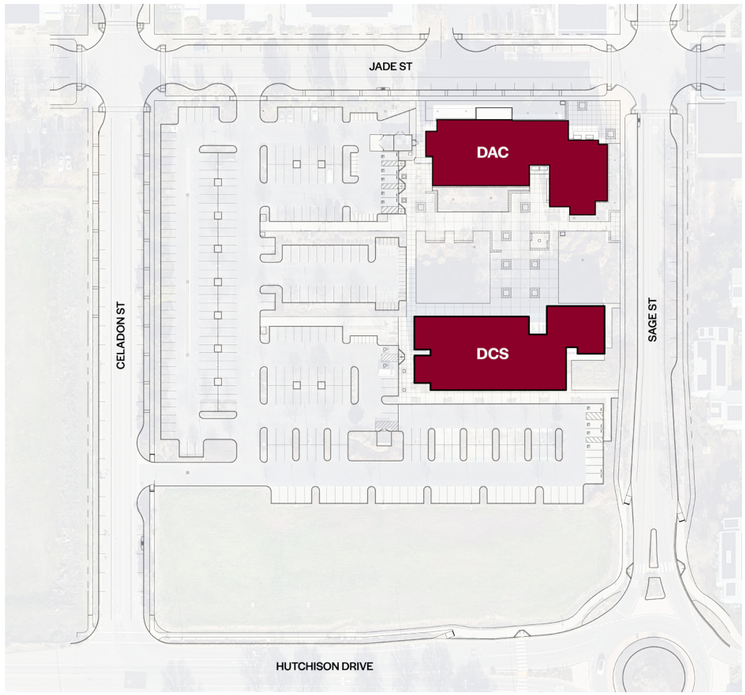
Located on the UC Davis campus, the Davis Center serves a diverse student body and benefits from strong connections to both academic and community resources. Its integration within the broader UC Davis environment supports collaboration and visibility, and students report that the location works well.

Building Overview

Year Built: Original facility in 2012; expansion completed in 2018

Facilities: Classrooms, student services, study areas, shared faculty workspaces, and reservable meeting rooms

Condition: Modern, flexible, and well-maintained



LEGEND

DAC DAVIS CENTER
DCS DAVIS CENTER SOUTH

▲ Existing Davis Center Site Plan

Davis Center

EXISTING CONDITION

Current Strengths

- Well-distributed study spaces with access to power, Wi-Fi, and daylight
- Bright, flexible, modern classrooms with consistent furniture and teaching tools
- Functional kit-of-parts approach allows for reconfiguration as needs evolve

Needs & Opportunities for Improvement

- Limited private office space for faculty; additional work areas may be needed as staffing increases
- Wayfinding could be enhanced to better distinguish between the two connected buildings
- Continued adaptability of academic and student service spaces should be monitored to meet evolving needs
- Spaces within the Center have an institutional character and tend to feel sterile. Future modernization projects could consider introducing a wider range of materials and colors to make the spaces more inviting.

Pedestrian Access

The center is well-connected within the UC Davis campus and accessible by bicycle, foot, and transit. Entrances are clear, though additional wayfinding elements could improve internal navigation.

Wayfinding & Signage

While navigation within the facility is generally intuitive, clearer signage—particularly distinguishing the two buildings—would help new visitors and reinforce the center's identity.

Open Space & Gathering Areas

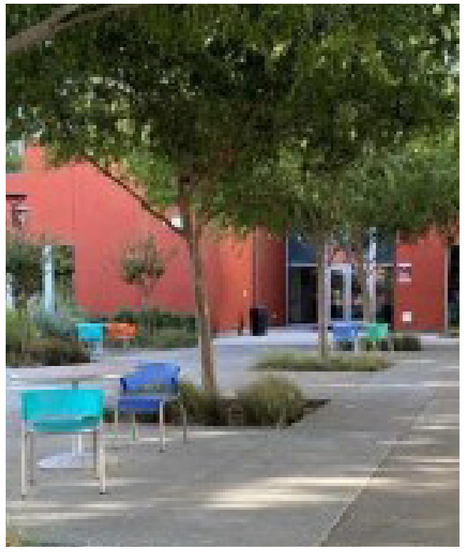
A built-in study area near the main entrance is a key gathering point for student groups and events, though opportunities may exist to create more varied student zones or informal seating areas.

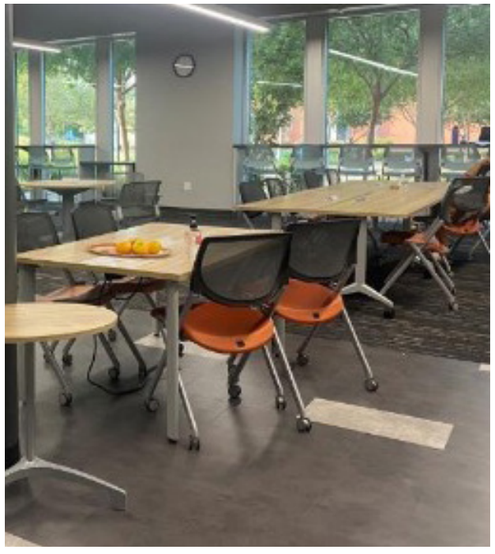
Campus Identity

The Davis Center successfully balances its identity as part of Sacramento City College while leveraging the benefits of its UC Davis location. Strengthening branding within the space could further emphasize SCC's presence and support student belonging.

Security & Safety

The Davis Center is located within the UC Davis campus, itself a relatively secure and safe environment. The Center is perceived as safe and welcoming by its users.





Institutional Strategic Plan Highlights

The Los Rios Community College District (LRCCD) Institutional Strategic Plan defines district-wide goals, outcomes, and measurable objectives that guide all college and district plans. It provides the foundation for all other plans, most importantly the college's Education Masterplan. The Institutional Strategic Plan highlights the following district-wide goals:

1. **Optimize student access, progress, momentum, and success.**
2. **Ensure equitable academic achievement across all racial, ethnic, socio-economic, and gender groups.**
3. **Provide exemplary teaching and learning opportunities.**
4. **Foster an outstanding working and learning environment.**
5. **Provide exemplary workforce and Career Technical Education programs that reflect the needs of the region served.**
6. **Create and promote a culture of environmental stewardship and sustainability at college**

Facilities Condition Index

MAIN CAMPUS

Sacramento City College participates in the California Community College Facility Condition Assessment Program, which provides a standardized tool for evaluating the condition of campus buildings and planning necessary repair work. A key metric used in this program is the Facility Condition Index (FCI), which compares the cost of correcting a facility's deficiencies to its total replacement value. Based on the FCI, each facility is categorized as follows:

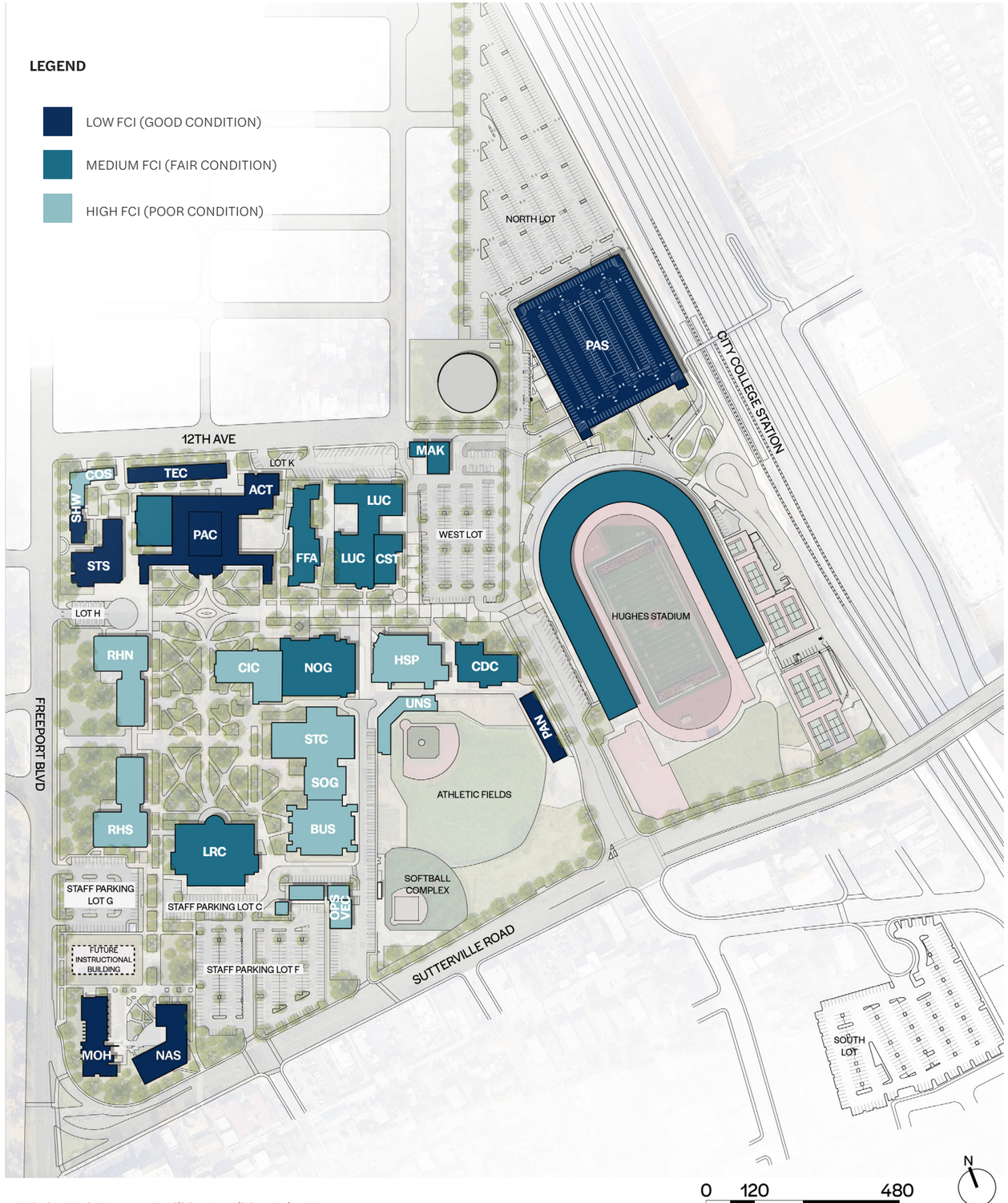
Low FCI (Good Condition):
FCI less than 30

Medium FCI (Fair Condition):
FCI between 31 and 60

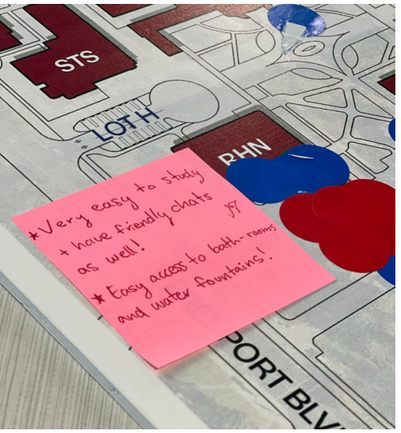
High FCI (Poor Condition):
FCI greater than 61

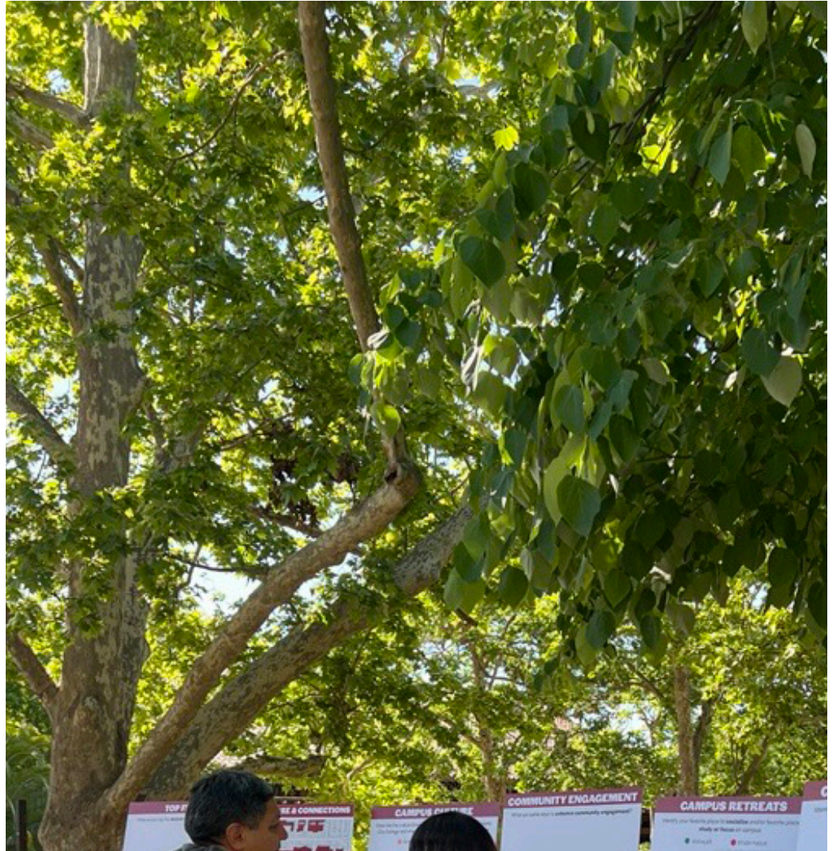
While most buildings were classified according to these thresholds, a few were adjusted to a different category based on additional factors—such as the suitability of the building for its current academic or programmatic use, or recent upgrades and renovations not fully reflected in the assessment data. These adjustments ensure that facility planning aligns more closely with current campus needs and program goals.

Most buildings at Sacramento City college were built in late 30's, 50's and 70's and several of them are in need of siginficant upgrades.



▲ Existing Main Campus Facilities Condition Index Map





Campus Forum

On May 6th 2025, Sacramento City College hosted an on-campus forum inviting the entire SCC community—including faculty, staff, and students—to participate in a collaborative dialogue centered on the future of the college. The forum served as a key milestone in the development of the Facilities Master Plan (FMP) and the articulation of a long-range vision for the campus.

Attendees took part in a series of interactive activities and structured discussions designed to solicit meaningful input on current campus conditions, future needs, and aspirational goals. These activities provided valuable insight into the community's priorities and expectations, ensuring the FMP reflects the collective vision of its stakeholders.

The following pages present a detailed summary of the forum's engagement process, key findings, and emerging ideas that will inform and shape the planning framework moving forward.

Some **key takeaways** from the session include:

Site and Safety

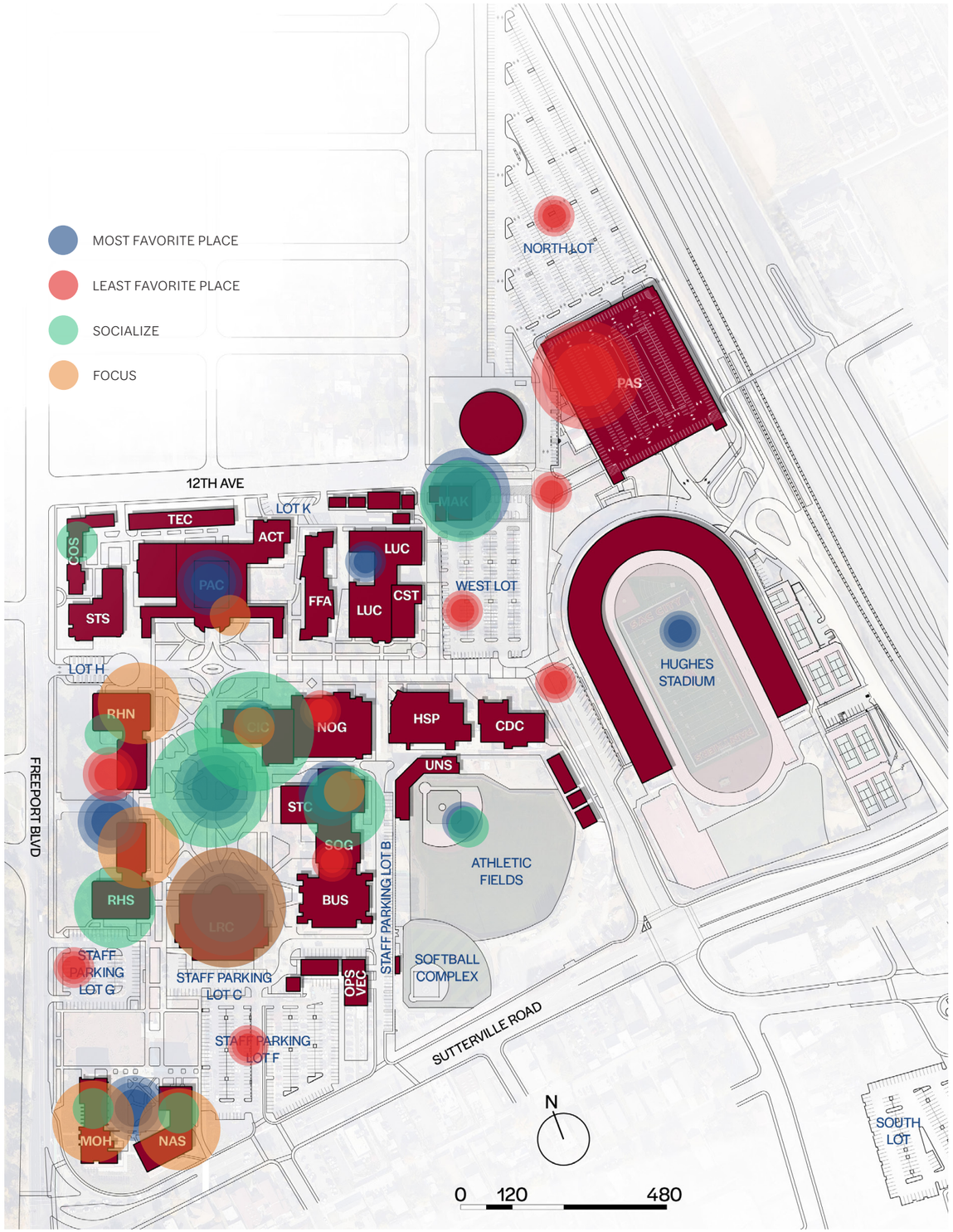
- Concerns for **security and safety**, especially for night classes and in the parking garage.
- Concern for **site pedestrian access safety**.
- The need for **more seating areas in the campus core,** more arts and updated signage and announcements for events.
- The need for a **clear pathway from parking and to the science building, addressing the disconnect** between the main campus and the new science building
- Confusion about student service locations due to **lack of signage.**

Programs

- Current **student support programs are working well**
- The desire for **more field trips and social events** in the core of campus, such as food trucks.

Facilities

- **Aging facilities,** with restrooms and elevators on the first floor being the dirtiest, and the need to **update classrooms.**
- **Lack of space for students to wait** for classrooms .
- **Underutilized spaces** in certain buildings like the quiet areas on 3rd floor of the LRC
- The **need for the Makerspace to grow**.
- The need for **facilities to accommodate a more diverse student group program,** such as the Pride Center and prayer room.
- More **trash cans and vending machines**



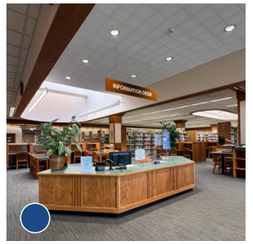
▲ Campus Impression & Campus RetreatMap

Campus Impressions

MOST FAVORITE VS. LEAST FAVORITE PLACES ON CAMPUS

The poll results indicate that both students and faculty members generally hold a positive perception of the campus environment. Among the most favored locations, the Learning Resource Center (LRC), the Makerspace, and the central Quad consistently ranked at the top. The recently constructed Science Building and Performing Arts Center were also highly regarded, emerging as close contenders among the most appreciated campus facilities.

Conversely, the North Parking Garage received the lowest favorability ratings, followed by general parking areas and key intersection zones. Security concerns were cited as the primary reason for these negative perceptions. Additional areas of concern included the existing gym facilities and Rodda Hall buildings, which drew a notable degree of dissatisfaction from respondents.



Campus Retreats

PLACES TO SOCIALIZE VS. PLACES TO FOCUS

As part of the campus forum, students, staff and faculty were invited to identify locations on campus where they prefer to focus and where they choose to socialize. The resulting map highlights key areas that support concentrated study as well as spaces that foster connection and community. These insights help illustrate how the campus is currently used and can guide improvements to better support both academic and social needs.

Campus Core & Connections

HOW THE QUAD IS USED AND WAYS TO IMPROVE ITS EXPERIENCE

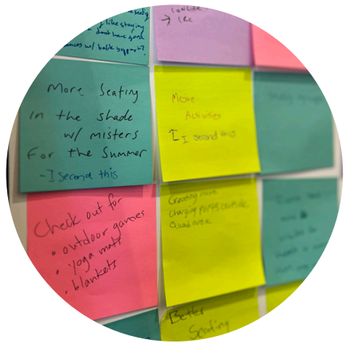
Survey respondents agreed agreed that the quad is the area on campus that they use to relax , meet friends, and is the main circulation path to get to their classes. Some suggested improvements include:

1 SEATING UNDER SHADED AREA

Most seating in the quad is in unshaded areas, making it uncomfortable for extended use.

2 MORE ARTS & ACTIVITIES

Many respondents believe the quad would benefit from additional art installations and well-promoted activities to create a more vibrant and engaging campus hub

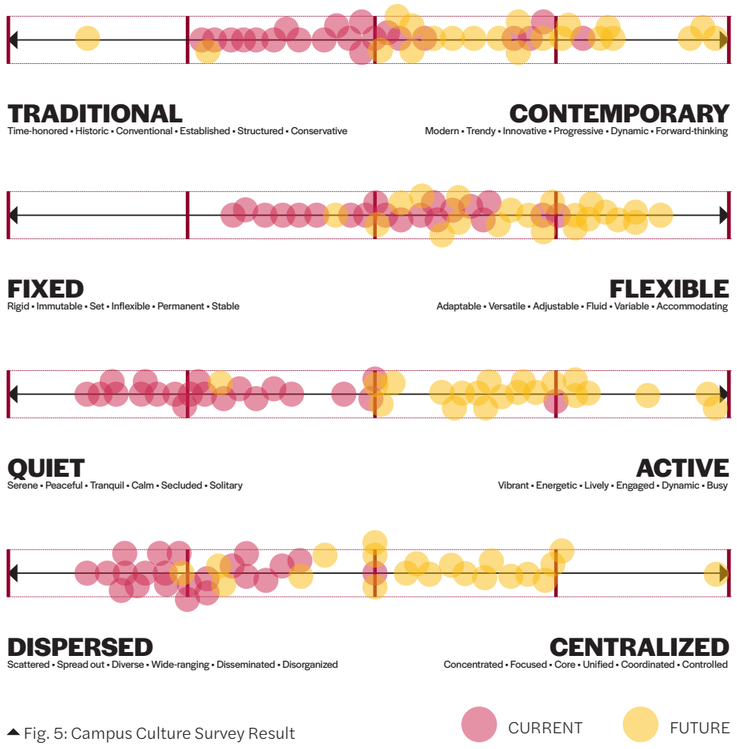


3 WORKING WELLNESS AMENITIES

Student respondents think the quad will benefit from working drinking fountains, charging ports, and a checkout system for amenities such as yoga mats, outdoor games, and picnic blankets.

Campus Culture

SCC IN THE EYES OF ITS USERS



▲ Fig. 5: Campus Culture Survey Result

Students at Sacramento City College describe the campus as grounded, calm, and historically structured—reflecting its long-standing roots in the community.

Many appreciate the peaceful atmosphere and the sense of tradition, but there's also a strong desire for change.

Students are looking for more energy on campus—more activity, more collaboration, and more opportunities to connect across programs and spaces. They want the college to feel more contemporary and flexible, both in how learning happens and how spaces are used.

There's a growing expectation for SCC to better reflect today's student needs: more coordinated resources, updated environments, and a stronger sense of community at the heart of campus life.

Support Academia

WAYS TO SUPPORT STUDENTS' ACADEMIC ACHIEVEMENT

We asked the participants to identify ways that the college can better support their academic life:

WARMER, MORE INVITING FACILITIES

Including better classrooms with flexible furniture and well daylit spaces, as well as windows on classrooms doors. The ability to utilize library space for a wider array of uses, a larger maker space, and expanded facilities for student-led clubs and activities (e.g. Panther Zone, RISE Center) emerged as strong desires.

ONLINE CLASSES & EASIER ACCESS TO OTHER CAMPUSES

More flexibility in taking online classes, and expanding the course offerings at the Davis Center

BETTER INFORMATION ABOUT ACADEMIC EVENTS

Participants noted a need for more academic-related events that are better promoted throughout campus. Suggestions included a one-page blog with a rotating list of information on events happening within a 30-day timeframe.

Community Engagement

WAYS TO ENHANCE COMMUNITY ENGAGEMENT

We asked the participants to identify ways to enhance community engagement on campus:

MORE CLUBS & SOCIAL EVENTS

Most of the participants feel like there is a lack of clubs and events on campus

BETTER PROMOTION

A majority of the participants felt that they do not have a clear idea on what events are happening on campus

BETTER TIMING

Most participants prefer morning events due to their class schedule

Desired Programs and Services

TOP PROGRAMS AND SERVICES

We asked the participants to list their desired programs and services on campus. The top responses are:

1 STUDENT WELLNESS SUPPORT

A desire for ehanced student wellness support in several forms, including increased availability of therapy and counseling sessions, more proactive student services, grieving space and prayer rooms, expanded and enhanced Pride Center, all-gender restrooms, and a “Panther’s Den” student space.

2 PRIVATE STUDY PODS

Small semi-private spaces for students to attend online courses or study that are appealing and that can accommodate other uses via flexible lounge-style furniture.

3 SUSTAINABILITY

Participants expressed strong interest in environmental sustainability, with a majority of respondents noting a perceived lack of convenient and affordable alternative transportation options.

4 OUTDOOR LEARNING

Multiple participants noted that the landscaped Quads at SCC were a significant factor in their decision to attend the College. Campus users expressed a desire for more shaded seating and art in the outdoor spaces, as well as enhanced audio capabilities for outdoor events.

100 Ideas

IDEAS FOR CAMPUS IMPROVEMENTS

Participants were asked to list their top priorities for campus improvements. The most frequently cited issues, ranked in order of response frequency, were as follows

SAFETY & SECURITY

- Students noted a perceived lack of safety and security on campus, particularly after dark, due to inconsistent lighting and the presence of dark corners and potential hiding places in the landscape and buildings.
- Multiple students expressed a perceived lack of security in the main parking garage during all hours of the day, but especially during evening hours.

INSTRUCTIONAL SPACES & FACILITIES IMPROVEMENT

Students and faculty emphasized the urgent need to improve facilities—especially bathrooms and drinking fountains in Rodda Hall North and South as well as the gym buildings, hallways and classrooms in both Rodda Halls, and the entire Business building

TRANSPARENCY

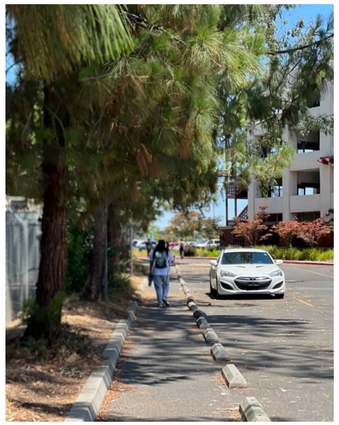
Many respondents expressed a need for greater transparency around campus events, security, and safety.

PARKING

Campus users expressed dissatisfaction with the current parking configuration, noting that the walk from the north parking lot to the buildings at the southeast corner of campus (i.e., Natural Sciences Building) feels burdensome and overly time-consuming.

Pedestrian Circulation & Wayfinding

MAIN CAMPUS



▲ Curtis Park Pedestrian Bridge:

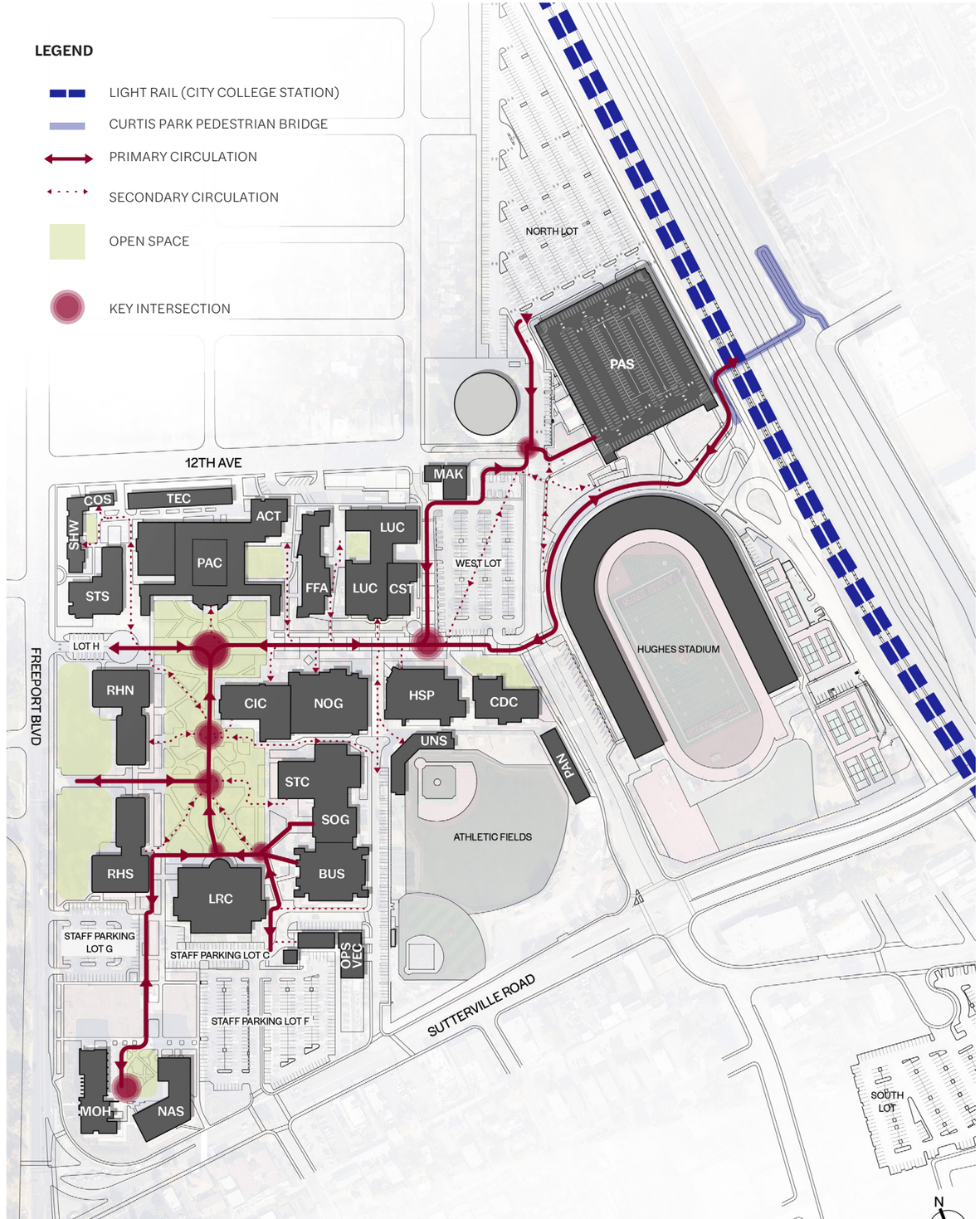
A dedicated pedestrian bridge connects the Curtis Park neighborhood to the campus, spanning over the Sacramento Regional Transit Light Rail and Union Pacific Railroad tracks.

SCC has the highest proportion of students walking to campus among the Los Rios colleges[1].

Pedestrian Circulation

- The northeast side of campus serves as the main pedestrian gateway, offering the most direct and clearly defined access.
- However, pedestrian routes along the campus perimeter often intersect with driveways & parking lots, creating unsafe conditions and frequent conflicts with vehicular traffic.
- Entry points on other campus edges are limited, poorly marked, or uninviting, making it challenging for students arriving from surrounding neighborhoods or public transit.
- Once inside, pedestrian circulation is fairly distributed between major buildings. However lack of proper wayfinding is a concern.
- Students report a lack of shading and weather protection along key walking paths, making circulation uncomfortable during hot or rainy days.

[1] walksacramento.org



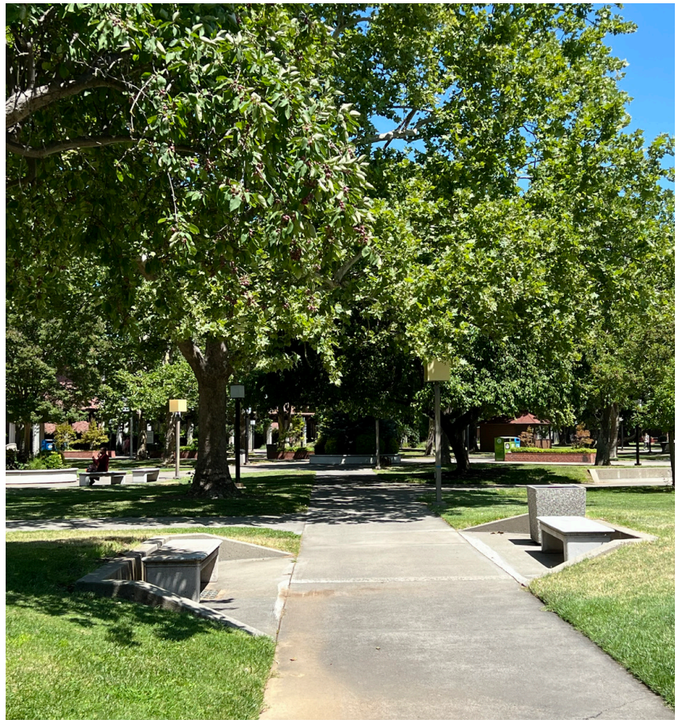
▲ Existing Main Campus Pedestrian Circulation & Open Space Map

Pedestrian Circulation & Wayfinding

MAIN CAMPUS

Open Spaces

- The main quad is the largest open space and the symbolic heart of campus—but students see it as underutilized and uninviting.
- The Quad lacks sufficient seating, shading, and activation, resulting in minimal daily use.
- There is strong potential for the Quad to become a vibrant social and activity hub with targeted improvements.
- The science quad, located near the main science building, is more frequently used by students.
- However, it feels disconnected from the campus core due to the physical barrier created by the LRC building, which limits visibility and flow.
- Across campus, students note a lack of flexible-use spaces that support both informal gathering and programmed events (e.g., pop-ups, performances, study lounges).
- Key amenities like Wi-Fi access, power outlets, seating variety, and landscaping are unevenly distributed or missing in open areas, diminishing the usability of outdoor spaces.
- Well-designed pedestrian circulation and open spaces are key to a safe, welcoming, and connected campus. Clear walkways support easy movement, while inviting open spaces encourage community, social interaction, and student well-being.



Pedestrian Circulation & Wayfinding

MAIN CAMPUS

Wayfinding Analysis

This wayfinding analysis is based on direct observation and feedback gathered from students and campus users. It highlights what is currently working well and identifies key areas where navigation and orientation could be improved to better serve diverse campus visitors.

Sample User Scenarios (based on common campus experiences):

First Time Visitor

Arriving by car, parking in the structure, and seeking to register at Admissions & Records.

First Day of Class

Arriving on campus and heading to their classrooms.

Searching for Support Services

Looking for student support spaces across campus.

Key Findings:

- **Clear Internal Circulation**

  Pedestrian routes inside campus are generally well-defined and intuitive, guiding users between major buildings and spaces.

- **Lack of Gateway Elements**

  The main pedestrian entrance (northeast side) is active but lacks prominent signage or landmarks to clearly mark arrival and orientation points.

- **Inconsistent Signage**

  Signage varies in style, scale, and placement across campus, which can confuse first-time visitors and create inconsistent wayfinding.

- **Weak Edge Wayfinding**

  Perimeter access points and parking areas lack visible markers or directional cues to guide users from arrival to their destinations.

- **Building Identification Challenges**

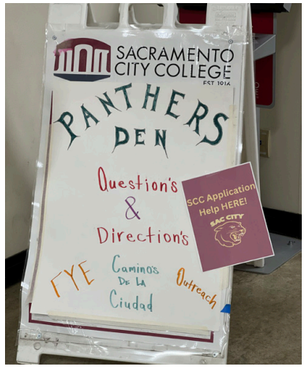
  Some buildings have limited visibility of identification signs from key pathways, complicating navigation for unfamiliar users.

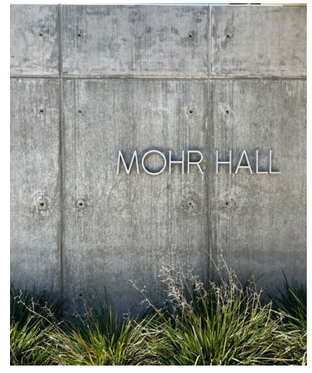
- **Disconnected Zones**

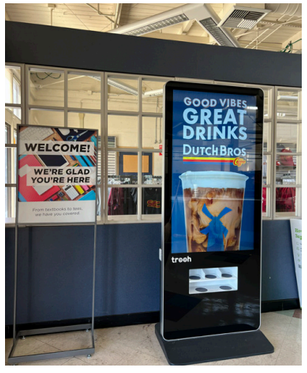
  Areas like the science quad feel physically and visually separated from the campus core, especially due to the barrier created by the LRC building.

- **Dispersed Support Spaces**

  Student support services are spread across different buildings and are not clearly highlighted by signage, making them difficult to locate.

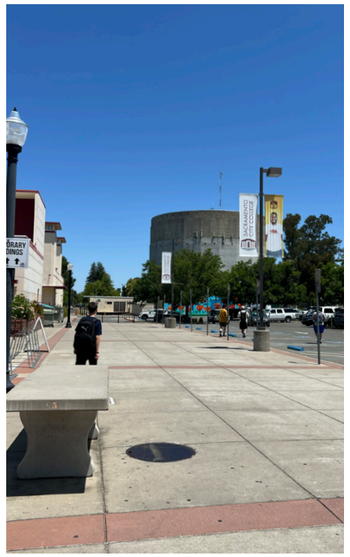






Campus Gateways

MAIN CAMPUS



The campus is welcoming to pedestrians approaching from Freeport Boulevard and 12th Avenue on the north side, with good sidewalks and clear access.

However, the south gateways are less inviting. Crossing busy Sutterville Road and navigating multiple vehicle entrances creates safety and comfort issues for pedestrians. Walkways from the South Lot are also poor, despite shuttle service.

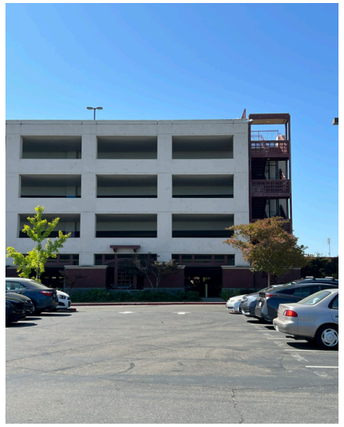
Access from the parking lot on the east side, near the LUC building, is especially problematic. This entry feels underwhelming and uninviting, failing to provide a positive first impression for students and visitors arriving at campus for the first time.

The City College Light Rail Station gateway is disconnected from the campus core by Hughes Stadium, forcing an indirect route with limited wayfinding, making access confusing for transit users.

Additionally, nearby neighborhoods like William Land Park lack sidewalks in some areas, further limiting pedestrian access.

Vehicular Circulation & Parking

MAIN CAMPUS



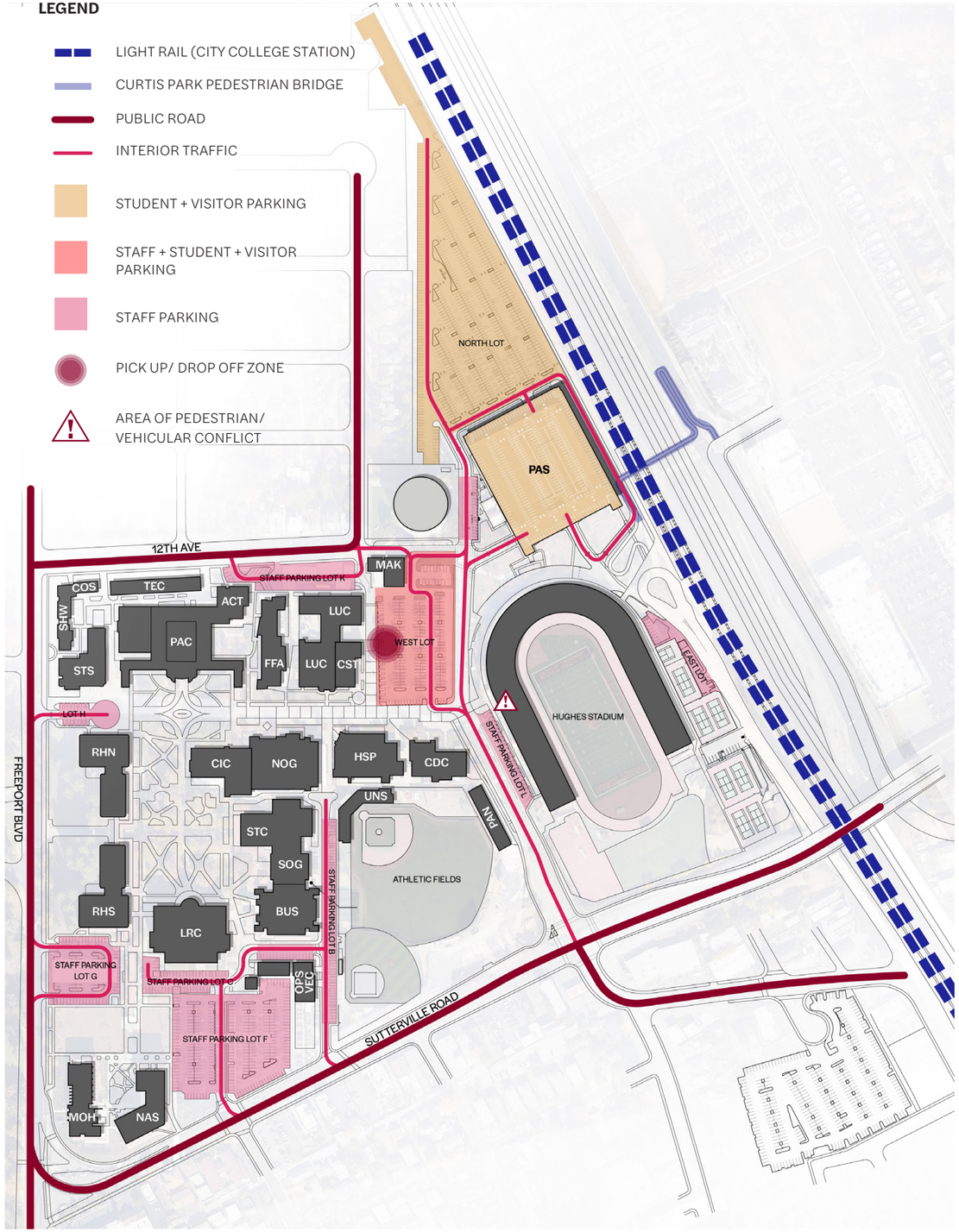
The facing graphic illustrates key vehicular circulation on campus, including main entry points, internal routes, parking areas, drop-off zones, transit stops, and emergency access routes. It provides a clear overview of how vehicles access and move through the campus.

Vehicular Circulation

- Primary campus access is from Freeport Boulevard and Sutterville Road, with limited secondary access from nearby neighborhood streets.
- Traffic congestion occurs during peak class times at major entry points.
- Internal vehicular circulation is constrained, with limited through-routes and tight turning areas.
- Conflicts occur between vehicles, pedestrians, near parking lot entrances and pedestrian crossings.
- Emergency and service access is generally adequate but limited near older buildings.
- Ride-share and drop-off areas are undefined, particularly along Freeport Boulevard.

Parking

- Surface parking is located along the campus perimeter, with large lots on the west and south sides.
- Parking is adequate during off-peak hours but limited during peak periods.
- Lots lack modern lighting, signage, and safe pedestrian access to the campus core.
- Students report frustration with the distance from remote lots and limited access to central areas; closer spaces are primarily reserved for staff.
- Safety concerns were raised regarding the parking garage, particularly during evening hours.
- Overlapping pedestrian routes and vehicle circulation create safety risks as drivers search for parking.
- Access from the nearby train station is unclear and conflicts with high-traffic vehicular zones.



▲ Existing Main Campus Vehicular Circulation Map

SCC Space Utilization Study

BY STEELCASE

A space utilization study was conducted by the Applied Research and Consulting Team at Steelcase to understand the change in student, faculty and staff study and work patterns and the implications on space.

GOALS:

- Understand, at a high-level, student perspectives and aspirations for the campus experience
- Investigate and document changes in faculty and classified professional work patterns
- Define a range of concept designs to accommodate both faculty and classified professionals
- Develop a range of Scenarios for classrooms across a spectrum of utilization targets and levels of Student demand
- Provide input to the facilities master plan

Overall Campus Experience

SPACE UTILIZATION STUDY: OBSERVATION FINDINGS

UNDERUTILIZED SPACE

The underutilization was generally widespread and based on increased online instruction, faculty adopting a hybrid work pattern and classified professionals required to be on campus only 4 days per week

A LIVELY QUAD

Activity levels on campus during the observation period ranged from moderate to bustling. Outdoor events in the quad often produced high attendance levels which greatly impacted the energy levels and contributed to a sense of community and connectedness.

STUDENT HUB: CITY CAFE

Despite there being limited options for food service, during this semester, the students were observed congregating in the **Cafe**.

Classroom and Student Experience

SPACE UTILIZATION STUDY: OBSERVATION FINDINGS

TRADITIONAL LECTURE-STYLE SETUP

Fixed lecture-style classrooms limit flexibility, collaboration, movement, and access to teaching tools and whiteboards.

MIX OF DIGITAL AND ANALOG TECHNOLOGY

Consistent analog and digital tech in most classrooms supports teaching and learning, though older buildings lack these standardized resources.

OBSTRUCTED SIGHTLINES

Obstructed sightlines from desks and projection screens over whiteboards reduced visibility of instructors and displays in several classrooms.

EXPERIENCE DISPARITY

Campus buildings vary widely; older ones lack daylight, comfort, and study spaces, while newer buildings offer well-designed, supportive environments.

ANALOG COMMUNICATION

Analog communication—bulletin boards, A-frames, and flyers—is widely used, fostering campus community and highlighting events along main circulation paths.

Classified Professional Spaces

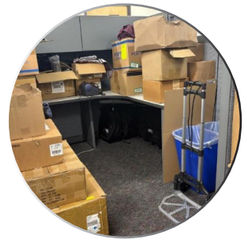
SPACE UTILIZATION STUDY: OBSERVATION FINDINGS

LACK OF PRIVACY AND FOCUS

Employees lack acoustic privacy when advising students; open offices and partial walls reduce confidentiality, affecting student comfort and quality of support.

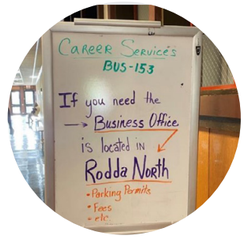
CONNECTING WITH COLLEAGUES

Classified staff lack central social spaces; small departmental break areas provide limited nourishment and connection options.



STORAGE

Some programs need extra storage, causing overflow in workstations, while others have underutilized, nearly empty storage units.



DISCONNECTED DEPARTMENTS

Student and Career Services spread across multiple buildings create confusion, disconnection, and difficulty navigating Rodda Hall's maze-like office layout.

FACULTY OFFICE EXPERIENCE DISPARITY

Faculty offices in older buildings lack daylight, updated furniture, and shared spaces, unlike newer, well-equipped, connected environments

Davis Center

SPACE UTILIZATION STUDY: OBSERVATION FINDINGS

KEY FINDINGS:

FLEXIBLE SPACES

The Davis Center services as a highly multipurpose facility, effectively accommodating a variety of evolving needs for faculty, staff, and students. Only three offices are assigned, while the rest of the faculty and staff share a communal workspace that includes workstations and a well-maintained multipurpose break, supply, and mail room. They also have access to reservable meeting rooms for confidential conversations or focused work.

WELL-PLANNED SPACES

Student study areas are provided throughout the center with access to power, Wi-Fi, and good lighting. A built-in desk near one main study area was thoughtfully designed for a multitude of purposes including for use by student groups, volunteers, and recruiters, and for different fairs and events.

Classrooms at Davis Center were bright and fresh. The furniture, technology, and analog tools are consistent throughout. This kit-of-parts approach makes moving furniture from space to space easier. Overall, the center felt cohesive and purposeful.

West Sacramento Center

SPACE UTILIZATION STUDY: OBSERVATION FINDINGS

KEY FINDINGS:

WIDE RANGE OF CLASSROOM STYLES

The West Sacramento Center offers a range of classroom styles, including lecture, lab, and active learning spaces, catering to various teaching methods and learning preferences. The new optical technician program space is well-appointed and is nicely situated with a lab space and adjoining “retail” space.

LIMITED FLEXIBILITY

A large student study area on the second floor was sparsely furnished with non-ergonomic, fixed furniture that limited flexibility. A dedicated study room and tutoring space were also sparsely furnished and offered little to no technology. In general, the furniture and technology throughout the center seemed more traditional and dated.

Faculty and staff areas were basic, and we learned staff would appreciate more space to collaborate and meet. Existing security concerns at the Center could be addressed by incorporating access control into exterior and major interior access points.

Classroom Usage

SPACE UTILIZATION STUDY: OBSERVATION FINDINGS

KEY FINDINGS

The Steelcase Space Utilization Study presented the following major findings:

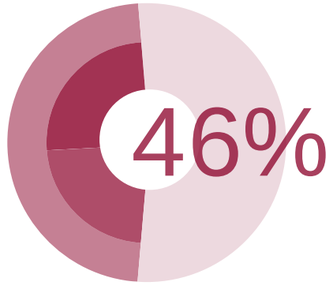
- There has been a significant shift in teaching modalities between 2018 and 2024; on-ground teaching has shifted from approximately 80% to roughly 50% and there does not appear to be a catalyst to change the current levels modality levels.
- The number of lecture and lab classrooms has remained unchanged between 2019 and 2024.
- Excess classroom capacity is indicated for all classroom types regardless of combination of course days considered:
    - Monday - Sunday average utilization by room type is 21.2% for lecture and 29.4% for lab.
    - Monday-Thursday average utilization by room type is 36% for lecture and 49.2% for lab.
    - Utilization levels for Friday, Saturday, and Sunday are all low for all classroom types - Sunday 0%, Saturday 0.6% or less, and Friday 9.2% or less.
    - Peak utilization of all classroom types tends to occur between the hours of 9:00 AM and 2:00 PM.
- SCC Leader response to ideal long-term modality mix varied; one team was unable to come to consensus and the other team results were on-ground 70% and online 30% which is different than the Fall 2024 Weekly Enrollment Census statistics report where section data indicates on-ground 50.7% and online 49.3%.
- Student success by modality generally indicates that overall, on-ground has higher success than online, however partially online: under 50% (hybrid) has equal or higher success rates than in-person in 2 of the 3 groups.
- Scenario and demand modeling indicate excess capacity in classrooms exist. It would be a potential target for further investigation and implementation.

Campus Experience Survey: Students

KEY FINDINGS

Select findings from the Experience Survey conducted for students are as follows:

4 of the **Top 5 reasons to come to the campus** are to fullfill class requirements, access tools and technology, find a quiet place to study and connect with professors



of student time is spent on campus, and of this time:

61% is spent in a **classroom**

and

39% is spent in **other places on campus**

60% of respondents **do not "completely agree"** that classroom support is a blend of in person and online learning

45% of respondents are **not "highly satisfied"** with the "on-campus experience",

40% of respondents are **not "highly satisfied"** with the "in-classroom experience", and

54% are **not "highly satisfied"** with the online experience

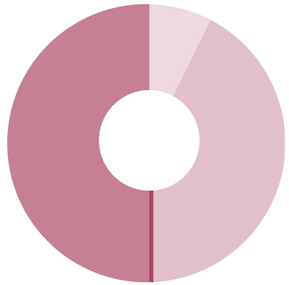
Campus Experience Survey: Faculty

KEY FINDINGS

Select findings from the Experience Survey conducted for faculty are as follows:

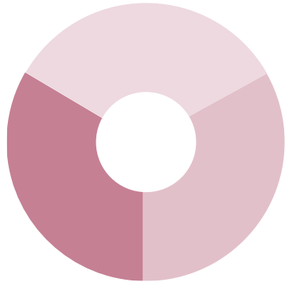
4 of the **Top 5 reasons to come to the campus** are to connect with and be visible to students, to connect with and collaborate with peers, and to be part of a community

50% of faculty time is spent **in a classroom**



43% of faculty time is spent on campus in an **assigned workspace**

34% of faculty time is spent **teaching**



35% of faculty time is spent **working alone**, either on routine tasks or deep focus

85%

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

67%

of respondents are **not "highly satisfied"** with the "on-campus experience",

65% of respondents are **not "highly satisfied"** with the "in-classroom experience", and

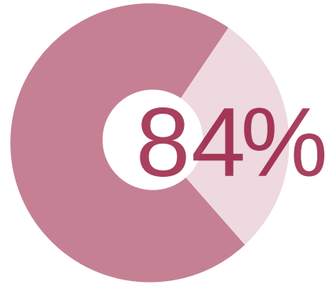
40% are **not "highly satisfied"** with the online experience

Campus Experience Survey: Classified Professionals

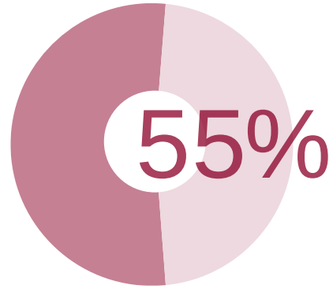
KEY FINDINGS

Select findings from the Experience Survey conducted for classified professionals are as follows:

4 of the **Top 5 reasons to come to the campus** are to connect with students, to be part of a community, be visible to students, and connect and collaborate with partners



of on campus time is spent in an assigned office or workstation



of classified professional's time during the day is spent working alone, either on routine tasks or in deep focus

53%

of respondents are **not "highly satisfied"** with the "on-campus experience",

80% of respondents are **not "highly satisfied"** with the "in-classroom experience", and

39% are **not "highly satisfied"** with the online experience

SECTION 03

FRAMEWORK

Overview

This section outlines the methods used to determine how much space—and what types—are needed to support instructional programs and student services through the 2030 Master Plan horizon. It includes the following subsections:

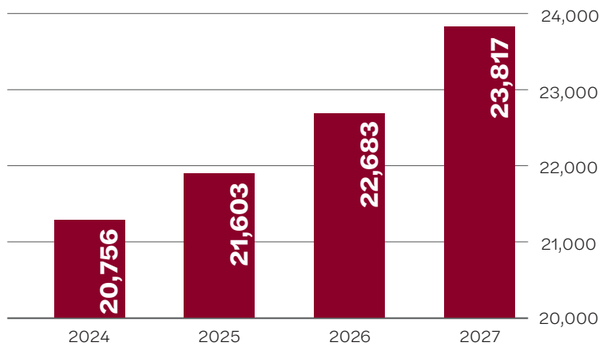
- Enrollment Forecasts
- Calculating Space Needs
- Space Inventory Analysis
- Facilities Master Plan Space Programs

Enrollment Forecast

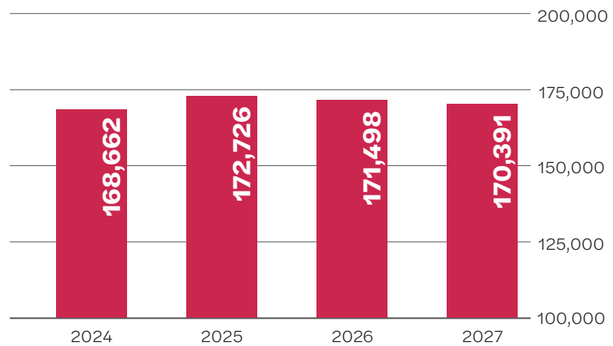
The Long-Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are published each year by the California Community Colleges Chancellor's Office (CCCCO).

These forecasts show expected enrollment growth over the next 10 years, using past data and an average growth rate to estimate future enrollment and WSCH for the District. For this analysis, Fall 2024 was used as the base year, and projections extend to Fall 2027.

SCC LONG RANGE ENROLLMENT FORECAST



SCC LONG RANGE WSCH FORECAST



Calculating Space Needs

To determine how much space a college needs, enrollment and program forecasts are matched with space standards set by Title 5 of the California Code of Regulations[1]. These rules guide how educational spaces should be planned and used on community college campuses. By applying these standards to student numbers or Weekly Student Contact Hours (WSCH), we can calculate how much space is needed, measured in assignable square feet (ASF).

ASF refers to the parts of a building that can be used by people—like classrooms, offices, and labs. Gross square feet (GSF) includes everything inside the building's exterior walls, including hallways, restrooms, and mechanical areas.

The table to the right lists the Title 5 standards used in this calculation. Each type of space is matched with the right kind of enrollment data to estimate how much ASF is needed. Adding all the space types together gives the total space requirement for the College.

PRESCRIBED SPACE STANDARDS

CATEGORY	FORMULA	RATES
CLASSROOMS	ASF/ STUDENT STATION	20
	STATION UTILIZATION RATE	66%
	AVERAGE HOURS ROOM / WEEK	53
LABS	ASF/ STUDENT STATION*	
	STATION UTILIZATION RATE	85%
	AVERAGE HOURS ROOM/ WEEK	37.5
OFFICES/ CONFERENCE	ASF PER FTEF	175
LIBRARY/ LRC	BASE ASF ALLOWANCE	3,795
	ASF/ 1ST 3,000 DGE	3.83
	ASF/ 3,001-9,000 DGE	3.39
	ASF/ >9,000 DGE	2.94
INSTRUCTIONAL MEDIA	BASE ASF ALLOWANCE	3,500
	ASF/ 1ST 3,000 DGE	1.50
	ASF/ 3,001-9,000 DGE	0.75
	ASF/ >9,000 DGE	0.25

*Varies per discipline

Note:
Day Graded Enrollment (DGE) is a unit used to calculate library and AV/TV space

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

[1] https://www.cde.ca.gov/ls/fa/title5regs.asp

Space Inventory Analysis

CAPACITY LOAD RATIO

Capacity/load ratios show the relationship between the amount of space available (by type) and the number of students using that space. Some space types, listed as "other," are not included in CCCCO's capacity/load analysis—these may include maintenance and operations areas that are important to the college's operations.

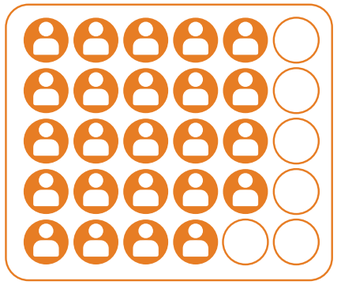
The capacity/load ratio measures how efficiently space is being used based on Title 5 standards.

- For classrooms, the expected use is 53 hours per week; lab use varies depending on the program.
- Ratios are calculated by space type and then totaled for each campus.

RIGHT-SIZED

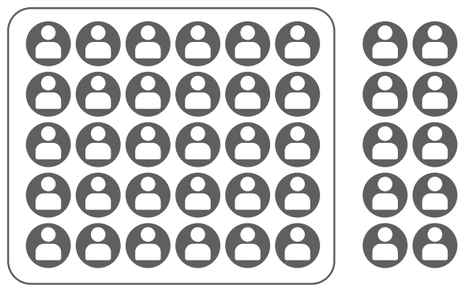
No. of seats = No. of students
100% capacity / load

OVER CAPACITY



No. of seats > No. of students
over 100% capacity / load

UNDER CAPACITY



No. of seats < No. of students
under 100% capacity / load

Space Inventory Analysis

A facilities inventory is a key tool for planning and managing college campuses. The FUSION database, managed by the California Community Colleges Chancellor's Office (CCCCO), includes details about buildings and rooms for every college and district in the state. This information helps with analyzing space use, planning for future needs, and funding requests.

Los Rios Community College District keeps a detailed Space Inventory for all district buildings, following state guidelines. It is updated every year and includes data on room types, space codes, and assignable square footage (ASF).

The 2025 Space Inventory Report was used as the basis for the analysis of space. This report is updated annually and reported to the Chancellor's Office to reflect the current usage of facilities and space on campus. The table includes a summary of the categories of space on the Sacramento City College campus and centers combined. It is important to note that the Space Inventory report includes all facilities on campus and centers that are in use, including temporary facilities.

SACRAMENTO CITY COLLEGE 2025 SPACE INVENTORY

ROOM USE CATEGORY	SPACE INVENTORY (ASF)	CAPACITY LOAD RATIO
LECTURE Classrooms, Support	58,676 sf	286%
LAB Labs, Support	135,231 sf	173%
OFFICE Offices, Support	86,998 sf	110%
LIBRARY Library, Study, Tutorial, Support	54,992 sf	111%
INSTRUCTIONAL MEDIA AV/TV, Technology, Support	94,628 sf	43%
OTHER PE, Assembly, Food Service, Lounge, Bookistore, Meeting, Data Process, Physical Plant, Health	366,150 sf	N/A
COLLEGE TOTAL	796,433 sf	

Facilities Master Plan Space Program

	A CURRENT INVENTORY (2025)	B MASTER PLAN SPACE PROGRAM	C DIFFERENCE (A-B)
LECTURE	58,676 sf	53,754 sf	-4,922 sf
LAB	135,231 sf	143,077 sf	7,846 sf
OFFICE	86,998 sf	87,678 sf	680 sf
LIBRARY	54,992 sf	52,383 sf	-2,609 sf
INSTRUCTIONAL MEDIA	94,286 sf	94,286 sf	0 sf
OTHER	366,250 sf	366,250 sf	0 sf

The Facilities Master Plan Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:

- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF listed as the FMP Program (B).
- The Current Inventory (A) was subtracted from the FMP Program (B) to result in the difference (C) that indicates the ASF need by types of space.

The FMP Space Program provides the basis for developing recommendations for future facilities. In order to accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed, the FMP Space Program outlines the quantity of space needed in each of the capacity load categories.

The space needs are indicated as Assignable Square Feet (ASF) and divided by a grossing factor to arrive at gross square footage (GSF). The State Chancellor's Office recommends grossing factors for community college facilities which average approximately 65% for instructional facilities.

The FMP Space Program indicates that following the removal of temporary facilities, there is a need for additional lab and instructional media space to support the 2030 program forecasts.

In addition, there is a need for additional space in non-capacity-load categories shown as other.

SECTION 04

RECOMMENDATIONS

Overview

The 2025 Facilities Master Plan (FMP) recommendations for the Sacramento City College campus integrate the condition and space utilization trends of existing facilities, enrollment projections, and the campus community's long-term vision for the future of development on the campus. The recommendations address the campus's current and future needs and are intended to be carried out in several phases, with each phase building on the work that was conducted in prior phases. The FMP plans and diagrams appear to be specific but are intended to allow future design teams, working in conjunction with the campus community, to identify and address issues and concerns specific to each project at the time it is carried out.

Recommendations for the future development of the campus are presented in the following sections:

- Planning Principals
- Facilities Master Plan
- Vehicular Circulation
- Pedestrian Circulation
- Campus Identity
- Wayfinding
- Proposed Projects
- Sustainability
- Security and Safety
- Phased Development

Planning Principles

The Facilities Master Plan is grounded by a set of Planning Principals that emerged through extensive discussions with the Planning Committee, college staff, and other campus stakeholders. The Principals express the driving ethos of the FMP and articulate the values and aspirations for the physical infrastructure of the campus. Each of the five Principals inform the recommendations in the FMP and serve as a guide to evaluating various planning options; and, they are intended as a framework to inform and evaluate each subsequent phase, and each project, in the FMP as it is implemented over time.

Facilities Planning Principles

Student Success

- Upgrading technology
- Address aging facilities
- Providing student collaboration spaces
- Develop campus to keep students on campus
- Learning Resource Center and Maker Space

Campus & Community

- Improve outdoor spaces to encourage collaboration
- Improve cafeteria spaces to provide additional food options
- Integration of public art on campus
- Enhance sense of belonging and pride
- Enhance campus security and safety
- Promote human connection and interaction

Effective & Efficient

- Improve space utilization
- Revisit use for LRC building
- Instructional spaces for CTE programs, such as aviation.
- Flexible spaces designed for a range of uses
- Maximize funding sources
- Renovate buildings for well-being

Stewardship of Resources

- People first: Exercise stewardship of campus community
- Preserve and enhance key campus facilities
- Prioritize long-term investments
- Protect natural resources

Access

- Improve campus street presence
- Creating welcoming campus gateways for student access
- Improving access to programs and services
- Enhance wayfinding

Facilities Master Plan

The 2025 Facilities Master Plan for Sacramento City College presents a high-level view of the future development of the campus. The FMP is based on specific qualitative and quantitative information collected from campus stakeholders, publicly available data, and District projections, but is sufficiently general so as to allow continued evaluation, input, and creativity by project teams and user groups when considering specific projects. The graphics presented in the plan are representational and project teams will work with specific user groups and campus leadership to define the character and features that will make each project a unique contribution to the fabric of the campus.

The projects proposed in the FMP fall into two categories, as shown on the right. Descriptions of each project follow the FMP. The projects are listed in the order of priority; a Phasing Plan that describes the sequence of project is presented on the following pages.

List of FMP Projects:

SCC Main Campus

Building Projects

- $ 1 Rodda Hall North renovation
- $ 2 New South Gym building
- $ 3 New Business, Student Center, Makerspace, and City Cafe Building
- $ 4 Hoos Pool renovation
- $ 5 Rodda Hall South renovation
- 6 Book store (CST) renovation
- 7 Learning Resource Center (LRC) renovation
- 8 Lusk Building (LUC) renovation
- 9 Music Room / Little Theater renovation
- 10 Cosmetology building (COS) renovation
- 11 Operations & Vehicle Compound (OPS/VEC) renovation
- 12 Future Insructional Building
- Campus FF&E improvements
- Campus technology improvements

Site Projects

1. Pedestrian crossing & west parking lot improvements
2. Parking & lighting upgrades
3. Security Improvements
4. Campus gateways improvements
5. Quad improvements
6. Campus-wide infrastructure projects
7. Freeport boulevard drop-off improvements
8. Sutterville road pedestrian improvements
9. UNS & Softball Complex infrastructure upgrades

Davis Center

Future instructional building

West Sacramento Center

FF&E and interior improvement projects

Future instructional building

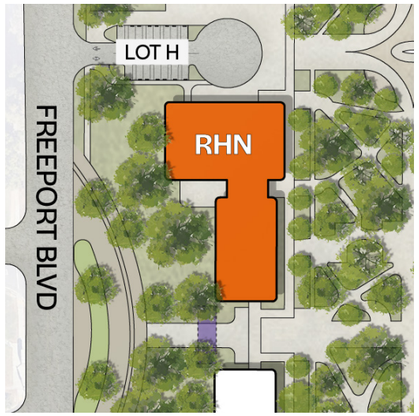
$ State-funded projects

▲ Proposed Main Campus Site Map

Proposed Projects

MAIN CAMPUS: PROPOSED RENOVATION PROJECT

Rodda Hall North Renovation

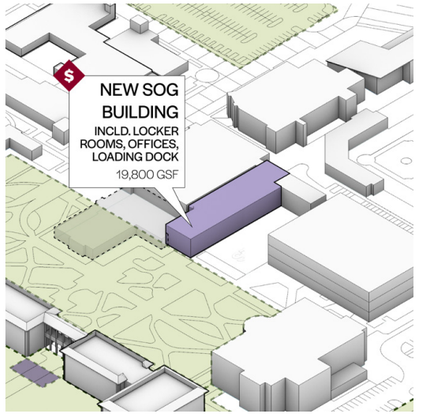


- State-funded major renovation project.
- Renovate interiors, building systems, and structure, as required.
- Temporarily move administrative, student, and instructional services to swing space.
- Relocate offices to swing space, relocate classrooms to other classrooms on campus; scheduling coordination will be required.
- Consolidate administrative, business, instructional, and student services into Rodda Hall North upon completion.

Proposed Projects

MAIN CAMPUS: NEW CONSTRUCTION

New South Gym (SOG)



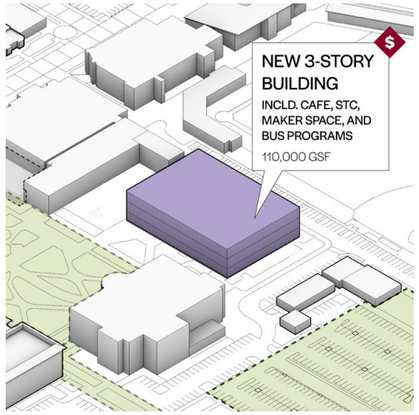
The existing South Gym will be demolished and replaced with a modern facility located directly adjacent to the North Gym, creating what will effectively function as a single facility for kinesiology and physical education programs. This addition could also include Kinesiology instructional spaces and physical education support areas such as locker rooms, team rooms, and training rooms — essentially spaces currently dedicated to Kinesiology and Physical Education in the existing South Gym building.

As shown in the Phasing Plan, demolition of the old South Gym and construction of the new facility is the necessary predecessor to the replacement of the Business building with a new building housing the Business program, Student Center, Makerspace, and City Café.

Proposed Projects

MAIN CAMPUS: NEW CONSTRUCTION

New Business, Student Center, Makerspace, and City Cafe Building



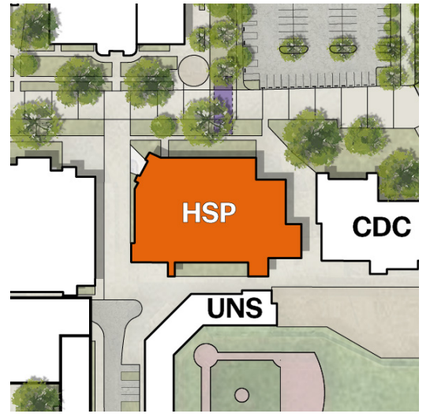
The new building at the heart of campus replaces the aging Business Building and consolidates the Student Center, Makerspace, and City Café into one building on the edge of the Quad. Conceived as a three-story structure of approx. 98,600 GSF, the building will house the City Café and Makerspace on the ground level to draw campus users and activate the Quad. The Business program and Student Center will occupy the second and third levels of the building, respectively. A conference space to accommodate large groups will share the third floor with the Student Center and will provide a much-needed facility to the Sacramento City College campus.

Construction of the new Business building will follow construction of the new South Gym, and will be preceded by demolition of the old City Café space, once the new Cafe is functioning in the new building.

Proposed Projects

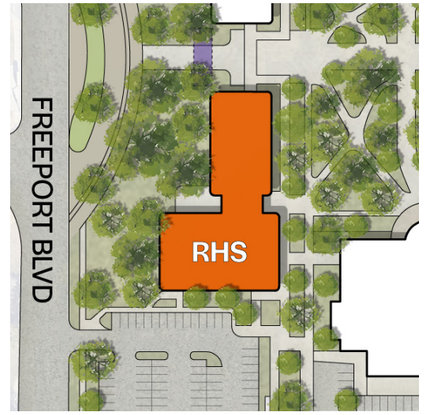
MAIN CAMPUS: PROPOSED RENOVATION PROJECTS

Hoos Pool (HSP) Renovation



- State-funded major renovation project: Structural improvements, interiors, and building systems upgrades
- Update pool facility, locker rooms, and support spaces.
- Obtain temporary access to off-campus pool during renovation.

Rodda Hall South Renovation

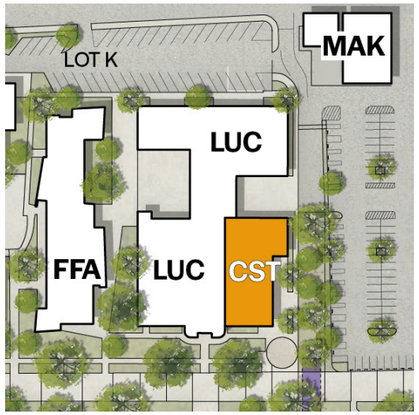


- State-funded major renovation project.
- Renovate interiors, building systems, and structure, as required.
- Reconfigure existing classrooms to improve efficiency and functionality; create spaces for collaboration and interaction.
- Program to include classrooms, offices, instructional services, and student services not located in Rodda Hall North.

Proposed Projects

MAIN CAMPUS: PROPOSED RENOVATION PROJECTS

Bookstore (CST)



- Minor renovation: Interiors and maintenance upgrades.
- Summer project to minimize disruption to campus.
- Final program is to be determined; interim use includes new bookstore with reduced footprint.
- Possible final uses include Student Engagement Center, Panther Lounge, or additional teaching space for CTE programs.

Learning Resource Center (LRC) Renovation

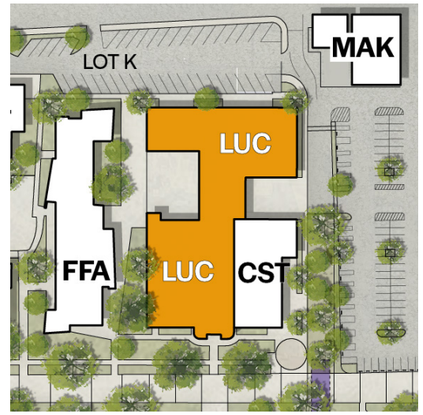
LA LAND ACKNOWLEDGEMENT

- Minor renovation: Interior and maintenance-related upgrades
- Reallocation of interior space to accommodate existing program (library and support spaces, tutoring, assessment) with new space allocated for student support programs, student gathering space, media center, staff development center, and offices.
- As an alternative to locating the Makerspace in the new Business/ Café/ Student Support building, the ground floor of the LRC could be reconfigured to accommodate that function.

Proposed Projects

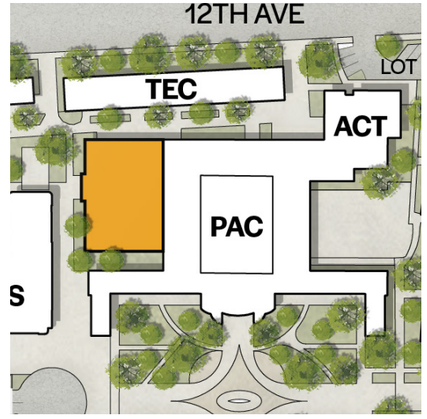
MAIN CAMPUS: PROPOSED RENOVATION PROJECTS

Lusk Building (LUC) Renovation



- Minor renovation: Building systems, interiors, and technology upgrades.
- Building's use for CTE-related education remains consistent; assess classroom areas and programs assigned to it. Improve clarity and efficiency of the building's interior layout relative to current program needs.

Music Room Renovation



- Minor renovation: Interiors, technology, and maintenance upgrades.
- Address access compliance issues.
- Summer project to minimize disruption to campus.
- No change to program.

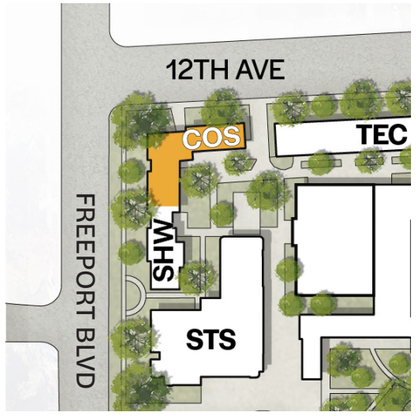
Proposed Projects

MAIN CAMPUS: PROPOSED RENOVATION PROJECTS

Operations and Vehicle Compound Renovation

- Minor renovation: Interiors and building systems upgrades.
- Perform maintenance to exterior vehicular spaces, including pavement and overhead canopy structures.
- No change to program.

Cosmetology (COS) Renovation

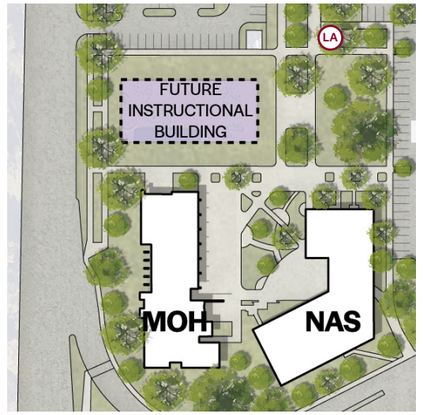


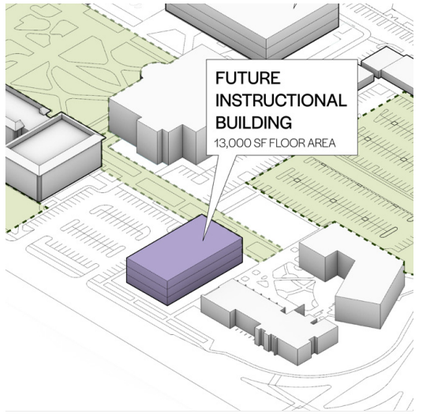
- Minor Renovation: Interiors, technology, FF&E, and building system upgrades.
- No change to program

Proposed Projects

MAIN CAMPUS: NEW CONSTRUCTION

Future Instructional Building





LA LAND ACKNOWLEDGEMENT

Originally identified in the 2019 Facilities Master Plan, the New Instructional Building will be located immediately north of Mohr Hall and will address future demand for additional instructional and support spaces. The building will include general classrooms, faculty offices, collaboration spaces, and program-specific spaces that are yet to be determined. Program spaces to be determined based on future education needs and trends.

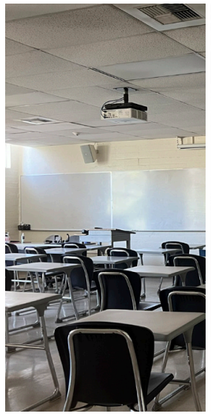
Proposed Projects

MAIN CAMPUS: PROPOSED RENOVATION PROJECTS

Campus FF&E Improvements

- Campus stakeholders expressed dissatisfaction with the state of campus fixtures, furniture, and equipment (FF&E); inconsistency in the quality of FF&E throughout campus was cited as a primary reason for dissatisfaction.
- Development of a long-term FF&E master plan, with input from campus stakeholders, will be useful to identify approaches to replacement that will satisfy user needs, meet the College's financial goals, and establish an equitable approach to implementation.

Campus Technology Upgrades

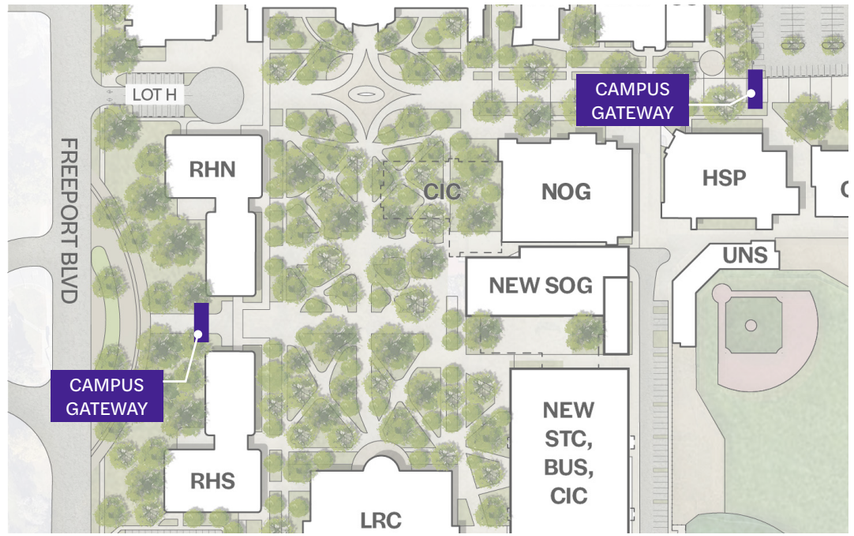


- Implement campus-wide technology upgrades to support the college's teaching mission and bring parity to the level and type of technology deployed throughout the campus.
- The selection and deployment of technology should be adaptable to ensure applicability across all subjects and modalities of teaching, and flexible to allow easy upgrades of critical equipment over time.

Proposed Projects

MAIN CAMPUS: SITE PROJECTS

Campus Gateway Improvements



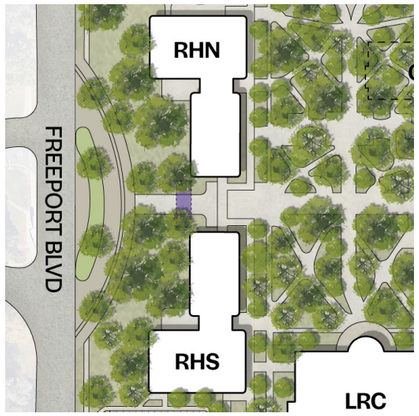
▲ Examples of Gateway design

Campus Gateways will create a sense of arrival for campus users and will enhance the identity of the SCC as a unique and important place. As part of a complete wayfinding strategy, gateways will aid pedestrian wayfinding and will help to orient campus visitors. Iconic by definition, the addition of gateways to Sacramento City College's campus is an opportunity to create memorable structures whose design exemplifies the spirt of the campus.

Campus-wide Infrastructure Projects

Proposed campus infrastructure projects include completing the central utility loop and upgrading building HVAC systems as they reach the end of their service life. These system improvements are planned to align with major building renovations to maximize efficiency, reduce disruption, and ensure the campus infrastructure continues to support a comfortable, sustainable, and resilient learning environment.

Freeport Boulevard Improvements



As noted in the discussion on Campus Gateways, street front improvements will enhance SCC's presence on Freeport Boulevard and will improve pedestrian wayfinding. The addition of a pick-up and drop off area will improve access to the campus and will improve circulation on Freeport Boulevard.

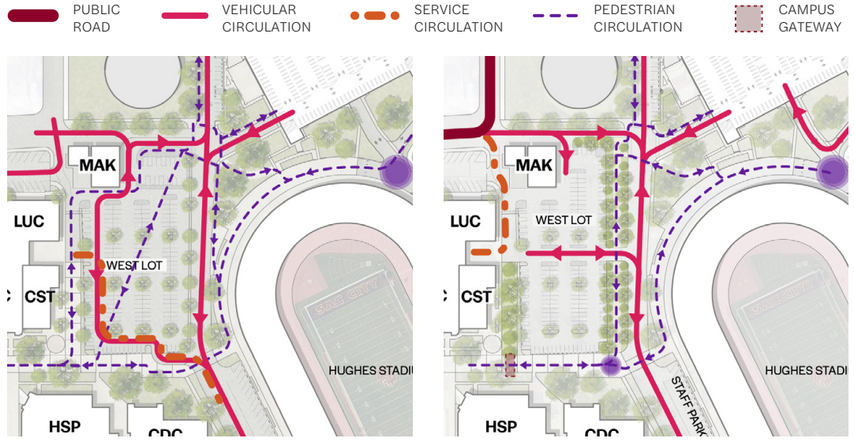
Proposed Projects

MAIN CAMPUS: SITE PROJECTS

Parking and Site Lighting Improvements

Parking and site lighting upgrades are planned to enhance campus safety and security during and after college hours. A quad lighting project is currently underway, and additional parking area lighting improvements will be evaluated and implemented as needed to ensure consistent illumination and a secure campus environment.

Pedestrian Crossing & West Lot Improvements



▲ Existing West Lot

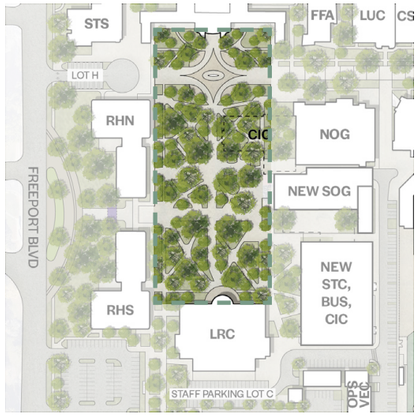
▲ Proposed West Lot Improvement

Improvements to the flow of pedestrian and vehicular traffic on Panther Parkway will increase safety and reduce traffic congestion during peak travel periods. Relocating the West Lot's driveway will reduce pedestrian and vehicular conflicts, and creating a clear and efficient path of travel for pedestrians using the North Lot, parking garage, and City College light rail station will improve user's safety and quality of experience.

Proposed Projects

MAIN CAMPUS: SITE PROJECTS

Quad Improvements



Relocating City Café to the new Business building will allow the current café structure to be demolished and will improve the sight lines, circulation paths, and the overall user experience of the Quad. Currently underutilized, the addition of shaded seating for individuals and groups will encourage visitors to use the Quad as a place for social connection and academic collaboration.

Safety and Security Improvements

Ongoing safety and security upgrades aim to create a secure campus environment for students, faculty, and staff. Projects include updating intrusion detection systems, designing buildings to minimize hidden nooks and corners, and improving lighting to eliminate poorly visible areas. Additional measures will ensure access to safety and security resources during and after hours. Further analysis is needed to identify needs and address concerns comprehensively, supporting a safe, welcoming, and well-monitored campus.

Proposed Projects

MAIN CAMPUS: SITE PROJECTS

Sutterville Road Pedestrian Improvements

Proposals to strengthen the presence and identify of the College on Sutterville Road include the addition of Campus Gateways at the most heavily used points of entry for pedestrians. The design of landscaping and fencing along Sutterville Road can be enhanced to provide a consistent and unified presence along the campus's southern edge and will further solidify the site's identity as an established institution of higher learning.

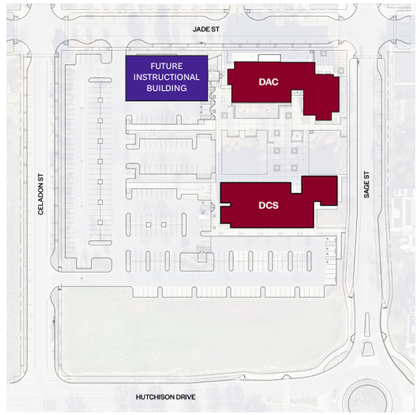
Union Stadium (UNS) and Softball Stadium (SOC) Infrastructure

Stormwater drainage improvements are needed at Union Stadium and the Softball Stadium. Additional improvements may be required at the time that drainage issues are addressed; a full assessment of these facilities is recommended at the time that infrastructure work is being planned.

Proposed Projects

DAVIS CENTER

Future Institutional Building



The Davis Center is in a prime location for an institute of higer education and is well designed to serve a range of academic needs; however, future growth of the Sacramento region will necessitate the eventual expansion of the Center. The Center's location in UC Davis's West Village development has sufficient free space to allow for a horizontal expansion of one of the Center's existing buildings, although negotiations with UC Davis will be required to determine the specific conditions for increasing the Center's footprint on the site.

Proposed Projects

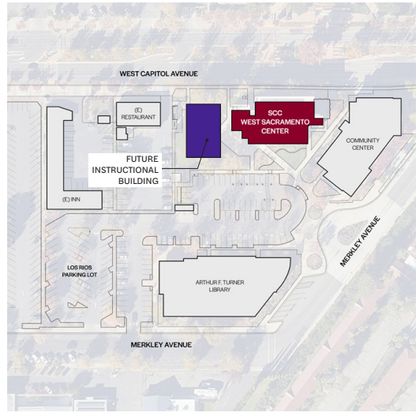
WEST SACRAMENTO CENTER

FF&E and Interior Improvement Projects

Proposed improvements at the West Sacramento Center include updated fixtures, furniture, and equipment (FF&E), interior space plan improvements, and enhanced site security.

Interior space plan improvements will bring consistency to the size and design of classroom spaces to increase flexibility and functionality for a wide range of uses, and increase the functionality of 3rd floor spaces for classroom and collaborative uses. FF&E improvements should improve the flexibility of classrooms and bring consistency to the ergonomics and aesthetic of the Center. Site security improvements include enhancements to building access control and the creation of safe and useable outdoor areas.

Future Instructional Building



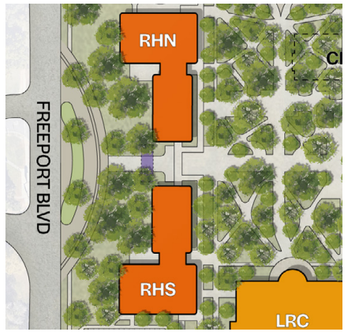
Similar to the Davis Center, expansion of the West Sacramento Center will be needed in the future to allow the Center to effectively serve the Sacramento region's growing population. While the site does have the physical space to allow for a horizontal expansion, negotiations with the City and County of Sacramento will be needed to determine the specifics of any future project.

Vehicular Circulation

MAIN CAMPUS

Recommendations for improving vehicular circulation fall into two main categories: Improving vehicular access to the campus, and improving vehicular circulation within the campus.

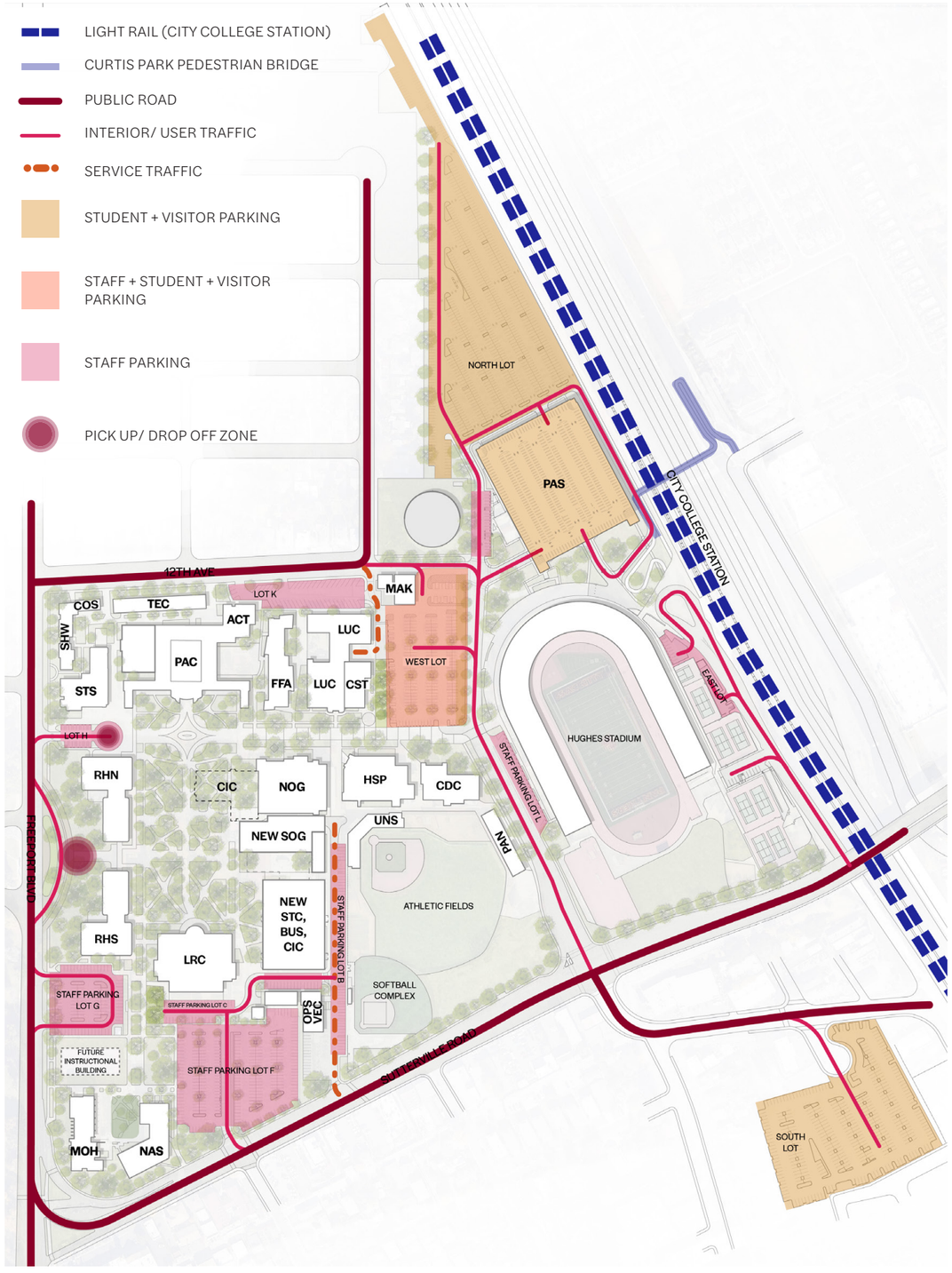
Vehicular Access to Campus



Vehicular access to the campus can be improved with the creation of a pick-up and drop-off area on Freeport Boulevard (see previous section). The addition of this feature will reduce the volume of cars that come into the campus, which in turn helps to improve circulation and safety within the campus boundaries.

Vehicular Circulation Within Campus

Vehicular circulation within the campus may be improved by separating service and delivery traffic from campus user's circulation routes. Limiting service traffic to East Road and via access points on 12th Avenue will ease traffic pressure on Panther Parkway, the West Lot, and in faculty and staff parking areas.



▲ Proposed Main Campus Vehicular Circulation Map

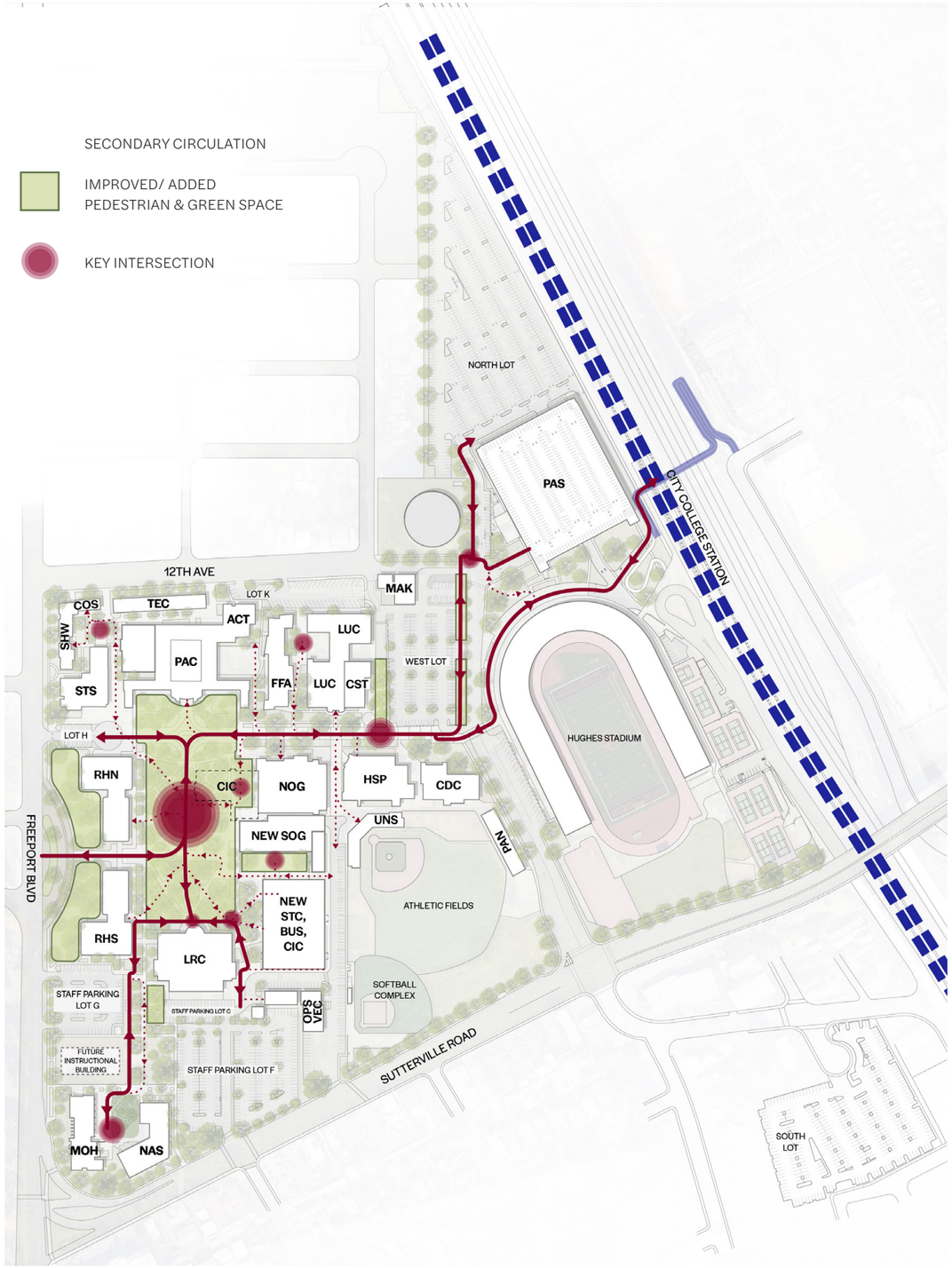
Pedestrian Circulation

MAIN CAMPUS

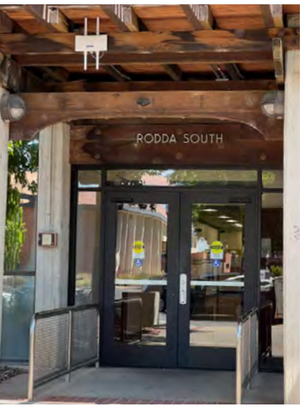
The major components of pedestrian movement consist of movement from parking to program areas; circulation from transit stops to program areas; circulation between program areas; and, movement of pedestrians entering and departing campus. Many of the recommendations in this FMP are directly or indirectly associated with pedestrian movement, such as campus gateways, pedestrian improvements to Sutterville Road, circulation improvements at the West Lot, and wayfinding improvements, to name a few. Taken together, the intent of these improvements is to increase the clarity, efficiency, and safety of pedestrian circulation on the campus.

▲ New Science Building Quad vs. Main Quad

The opportunity exists to reinforce pedestrian circulation pathways between the south end of campus near Mohr Hall and the Quad. This will become especially important when the new academic building adjacent to the Mohr Hall is completed.



▲ Proposed Main Campus Pedestrian Circulation Map



Campus Identity & Wayfinding

MAIN CAMPUS

Sacramento City College has a long history as a center for learning and community in Sacramento. Strengthening the campus identity along Freeport Boulevard and Sutterville Road will make the campus more visible, welcoming, and connected to the neighborhood.

External Identity

Frontages along Freeport and Sutterville should signal that this is a vibrant, active campus. Enhancements could include improved wayfinding, landscaping, signage, and building treatments that highlight signature structures like Rodda Hall, Mohr Hall, and the Natural Sciences Building, creating a strong first impression for visitors and passersby.

Internal Identity

Within the campus, pedestrian pathways, open spaces, and gathering areas should encourage interaction and engagement. Clear circulation from the street edges into the quad and between key buildings will help make the campus feel more approachable, connected, and centered on student activity.

Wayfinding

The projects described in this FMP, when completed, will organize campus programs to increase the efficiency of space utilization as well as the movement of people and vehicles on the campus. The opportunity exists to maximize the impact and efficacy of those changes by developing a comprehensive, campus-wide wayfinding strategy that incorporates the future state of the campus.

Primary issues that should be considered while developing a wayfinding package include:

- **Install Clear Directional Signs**
  Place easy-to-read signs at key points to guide pedestrians and drivers.
- **Provide Campus Maps**
  Position detailed maps at major entrances, parking areas, and high-traffic locations.
- **Mark Buildings Clearly**
  Label all buildings with visible and consistent signage for easy identification.
- **Ensure Accessibility**
  Design all signage to be ADA-compliant, including braille and other accessible features.
- **Integrate Technology**
  Use digital wayfinding tools, such as interactive kiosks and mobile apps, for real-time navigation.
- **Maintain Aesthetic Consistency**
  Ensure all signage reflects the college's branding and aesthetic.
- **Enhance Safety**
  Include emergency information and evacuation routes in the signage system.

These actions will create a more effective, user-friendly, and inclusive wayfinding system, enhancing the overall campus experience.

Sustainability

Environmental sustainability has been a central component of California Community College's planning efforts since 2013, when the California Community College Board of Governors released the first system-wide sustainability plan. That plan evolved and in 2019 the Climate Change and Sustainability Policy was adopted by the California Community College Board of Governors. The 2019 policy aligned with state policy goals and efforts that detail statewide energy conservation, greenhouse gas reduction, de-carbonization, sustainability, and climate change mitigation measures.

The 2019 Climate Change and Sustainability Policy has since been revised into a framework that establishes systemwide goals and targets, and integrates a comprehensive approach to leverage both colleges' physical and social impact footprint. This framework, titled the Climate Action and Sustainability Framework ("Framework"), is intended to,

"inspire and empower institutions to act on bold climate commitments and to create innovative climate solutions. It also recognizes district-level progress is achieved at different stages. As such, the Framework first asks California's community colleges to establish benchmarks. Next, the Climate Action and Sustainability Framework asks districts and colleges to track progress towards the goals for 2025, 2030, and ultimately 2035, the target year for the state of California to reduce greenhouse gas emission by 100% below the baseline."[1]

The Framework provides metric-based sustainability goals across eight areas of activity as listed below. Each Community College District is responsible, with support from the Chancellor's Office, for implementing measures to meet these goals on a District-wide basis.

1. **Greenhouse Gas Emission Reduction**
2. **Green Buildings**
3. **Energy**
4. **Water**
5. **Purchasing & Procurement**
6. **Waste**
7. **Transportation**
8. **Food Systems**

Not all of these areas of emphasis are within the purview of this Facilities Master Plan, which is focused on the physical infrastructure of Sacramento Community College. Purchasing and Procurement, and Food Systems and managed by the District separately and are distinct from campus facilities management activities.

[1] California Community College Chancellor's Office. "California Community Colleges Board of Governors Climate Action and Sustainability Framework". 2025. Online: https://www.cccco.edu/-/media/CCCCO-Website/docs/data-resources/californiacommunitycollegesboardofgovernorsclimateactionandsustainabilityframeworka11y-1.pdf. Retrieved August 1, 2025.

Sustainability

While the Framework encourages Districts and Colleges to meet specific sustainability metrics, discretion is given to those entities to identify the optimal approach to sustainable design based on their portfolio of projects, budget, and by taking local considerations into account. Sustainability goals adopted for the Los Rios Community College District and Sacramento City College include:

Greenhouse Gas Emission Reduction

- Creation of an emissions inventory baseline and climate action plan.
- Elimination of greenhouse gas emissions by 2035, with incremental goals of reaching a 75% reduction in GHG emissions by 2030.
- Tracking and reporting GHG inventory at the District and College level.
- Promoting the use of alternative transportation to reduce transport-based GHG emissions.

Green Building

- Benchmark the energy use intensity (EUI) for existing buildings, development of Zero Net Energy (ZNE) and campus electrification strategies, and conduct Leadership in Energy and Environmental Design (LEED) or WELL assessment of existing buildings.
- Design of all new buildings to achieve a minimum of LEED Silver certification and to strive for LEED Gold certification when feasible.
- Reduction of natural gas in buildings by 30% by 2030 and by 75% by 2035.
- Strive for all new buildings and major renovations to be constructed as ZNE and certified Zero Carbon, and for all existing buildings to be LEED Operations and Maintenance (O&M) Silver or WELL Silver equivalent.

Water

- Consider local benchmarks for potable water usage; identify potential non-potable water resources, create a landscape zoning map and irrigation metering strategy.
- Reduce potable water consumption by 25% by 2030, and achieve 50% reduction in potable water use by 2035. The majority of this reduction will be achieved through management of landscape irrigation systems and landscape design.
- Adopt best practices for stormwater management such as the California Community College Model Stormwater Management Program, and/or other local or regional best-practice approaches that respond to local needs and opportunities.

Energy

- Establish a campus EUI score and conduct Effective Useful Life (EUL) analysis of all gas-using appliances and systems; plan for electrification of systems with EUL of less than 10 years.
- Strive to reduce EUI by 25% and 40% compared to the campus benchmark by by 2030 and 2035, respectively.
- Annually produce or procure 75% of site electrical consumption using renewable energy by 2030. This may be accomplished via renewable energy purchase agreements in lieu of on-site renewable generation.

Transportation

- Develop electrical vehicle (EV) charging infrastructure to encourage faculty, staff, and students to use EVs;
- Make pedestrian and bicycle access improvements;
- Encourage the use of zero-emission vehicles via actions such as issuing green parking permits by 2030.

Implementation

As described in this plan, Sacramento City College has limited need for new buildings. As such, the most significant opportunities to advance Campus sustainability will likely be found in the environmental optimization of existing buildings, landscaping, and site infrastructure. Design teams working on building modernizations, system upgrades, and site improvements should use the goals described above as a baseline for environmental performance and should seek to improve on these metrics where circumstances allow. The creation of EUI and carbon emissions baselines is an important first step in sustainable facility management, and these baselines can be periodically revisited to assess progress. When new facilities are planned, design teams are encouraged to pursue building designs that exceed the recommendations noted above and that emphasize energy and water efficiency, elimination of greenhouse gas emissions, and that contribute to high levels of occupant health and wellness.

Phased Development

The FMP recommendations for Sacramento City College outline a vision for the campus's future, including renovations, facility replacements, and campus-wide site improvements.

The campus will be transformed in phases, described on the following pages. Project sequencing was guided by the following considerations:

- Position SCC to take full advantage of state funding opportunities
- Keep campus functions flowing logically
- Minimize disruption to daily operations
- Reduce the number of moves required
- Limit the need for temporary swing space

LEGEND

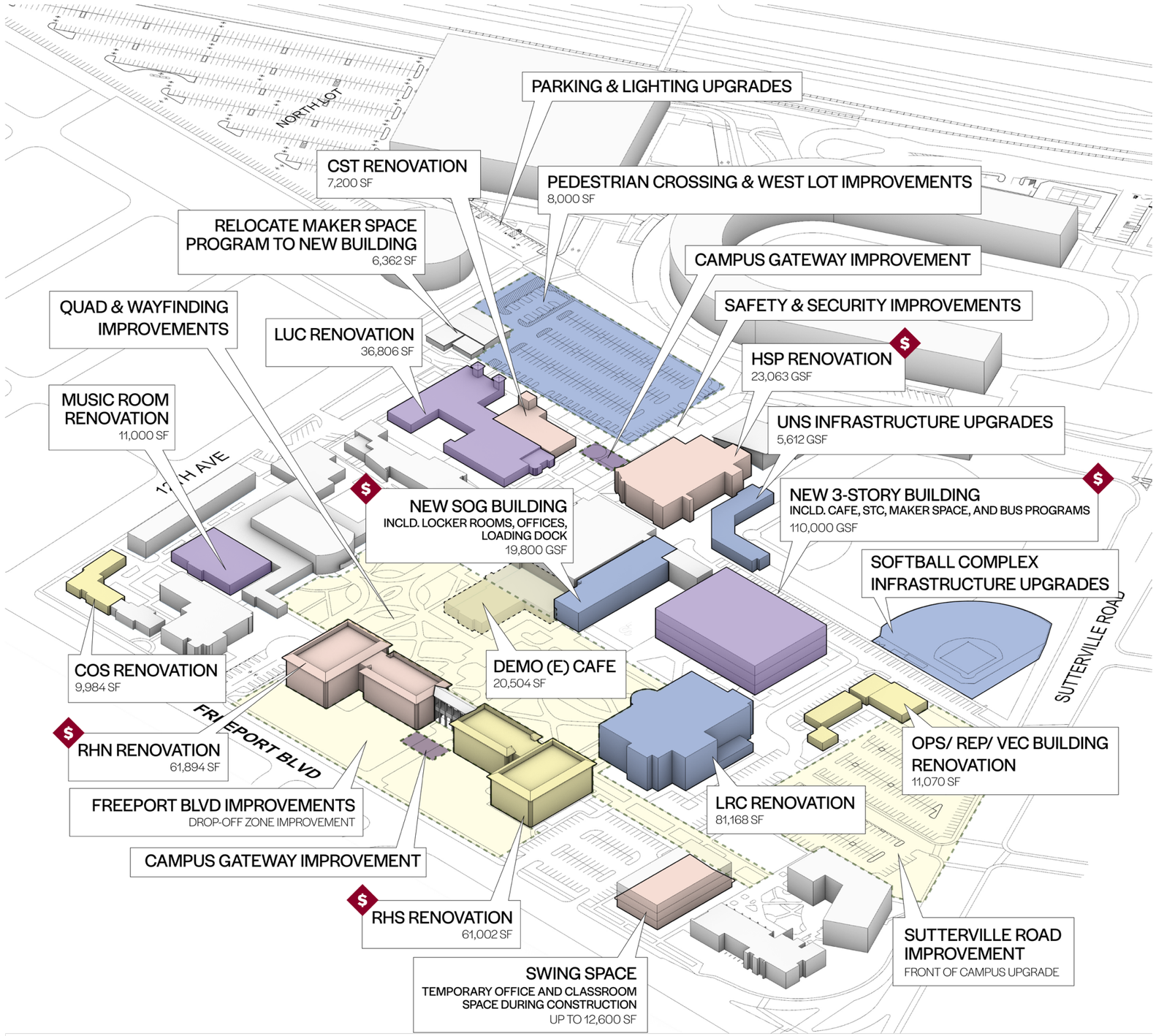
Potential state-funded projects

PHASE 1
(RHN, HSP, CST)

PHASE 2
(Demo STC, New SOG Building, LRC, UNS Infrastructure)

PHASE 3
(Demo SOG + BUS Building, New STC/CIC/ BUS Building, LUC, PAC's Music Room)

PHASE 4
(RHS, Demo CIC, COS, OPS/VEC)



Project Priority List

PROGRAM SUPPORT PRIORITY LIST		AREA (SF)	FCI OF (E) FACILITY
$ 01	Rodda Hall North (RHN) renovation	61,894	120%
$ 02	New South Gym (SOG) and Business (BUS) building	51,774	STC/SOG 111% BUS 118% CIC 127%
$ 03	Hoos Pool (HSP) building renovation	23,063	159%
$ 04	Rodda Hall South (RHS) renovation	61,002	129%
05	Bookstore (CST) renovation	8,088	23%
06	Library (LRC) renovation	81,168	19%
07	Lusk building (LUC) renovation	28,718	23%
08	Music room renovation	12,274	25%
09	Cosmetology building (COS) renovation	9,984	129%
10	OPS/VEC building renovation	5,817	121%
11	**West Sacramento Center:** FFE & Interior Improvement Projects	26,425	0%
12	**West Sacramento Center:** Future Instructional Building	25,000	
13	**Davis Center:** Future Instructional Building	25,000	

SITE IMPROVEMENT PROJECTS

01 Pedestrian crossing & west lot improvements

02 Parking & lighting upgrades

03 Safety and security Improvements

04 Campus gateways improvements

05 Quad improvements

06 Campus-wide infrastructure projects

07 Freeport boulevard drop-off improvements

08 Sutterville road pedestrian improvements

INFRASTRUCTURE UPGRADES

01 UNS and softball complex infrastructure upgrades

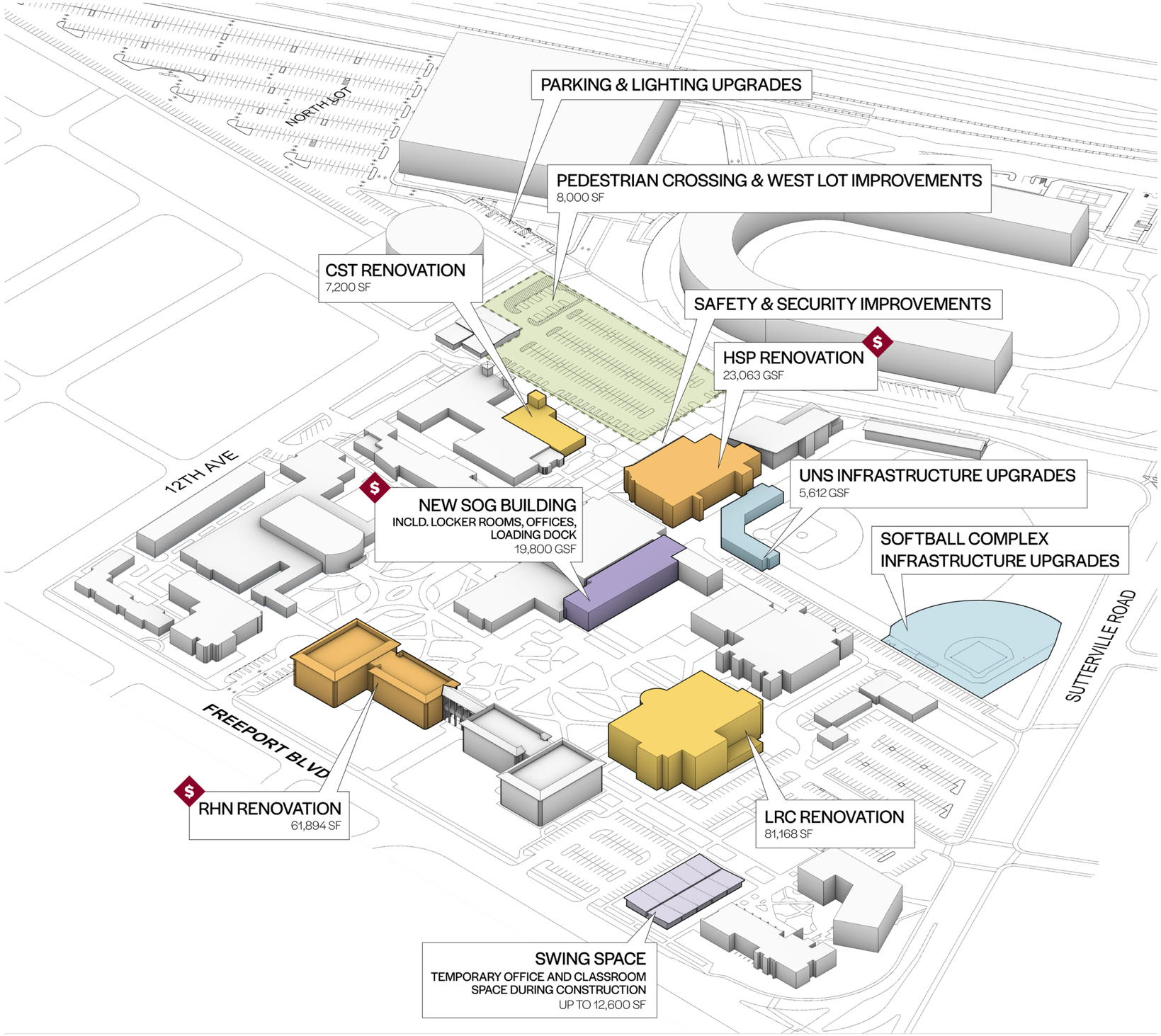
$ State-funded projects

10-year Outlook

MAIN CAMPUS:
PHASED DEVELOPMENT

The 10- and 25-year outlook provides a framework for how the campus can grow and adapt over time. It outlines a series of renovations, new buildings, infrastructure improvements, and open space enhancements that align with the district's long-term goals and evolving program needs.

Strategic phasing ensures these improvements can be implemented efficiently, supporting a more equitable, functional, and connected campus for students and the broader community.

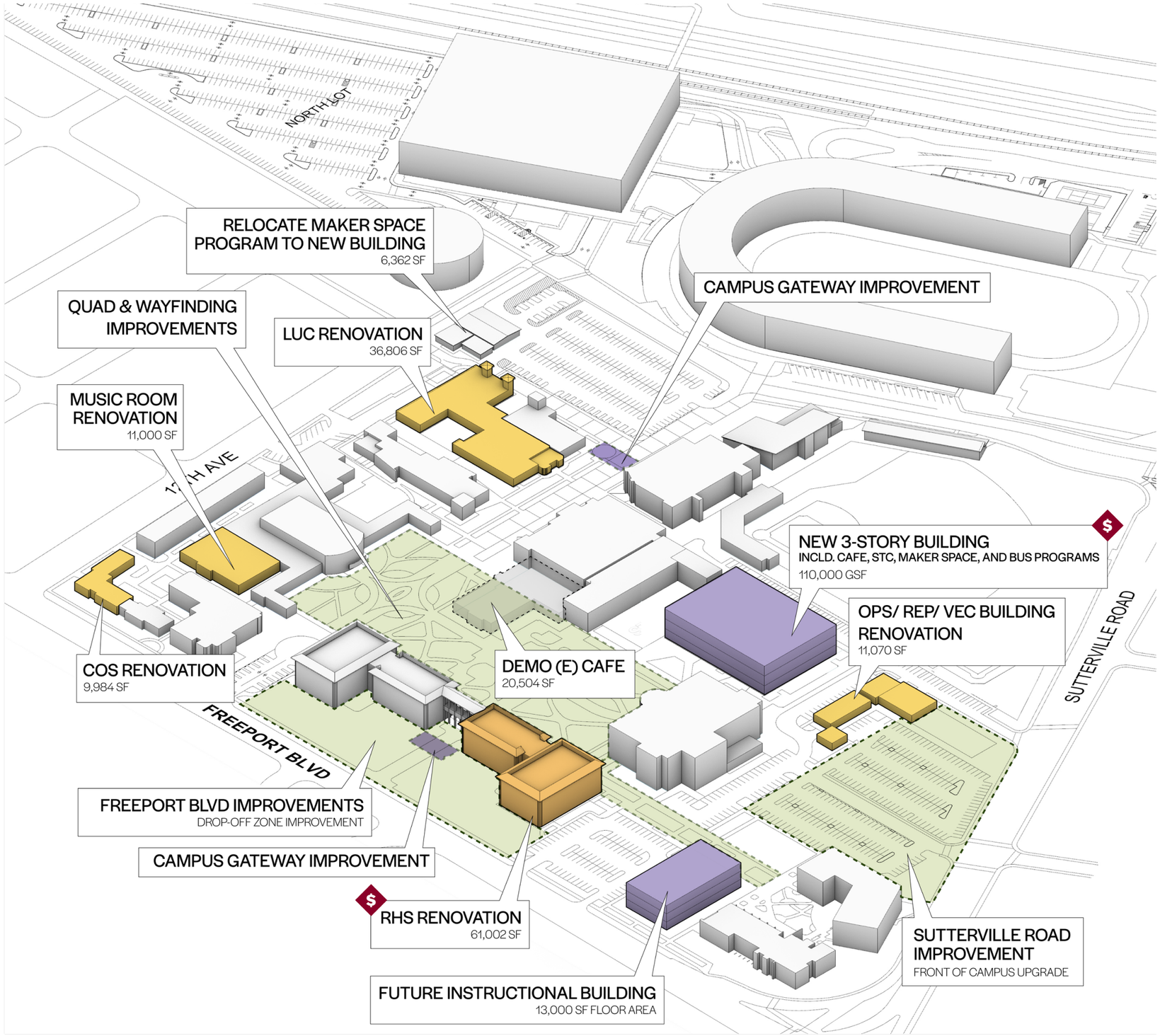


LEGEND

- POTENTIAL STATE FUNDED PROJECTS
- MAJOR RENOVATION PROJECTS (Structural, interior, and systems upgrades)
- MINOR RENOVATION PROJECTS (Interior and maintenance upgrades)
- NEW BUILDING
- INFRASTRUCTURE IMPROVEMENT PROJECTS

25-year Outlook

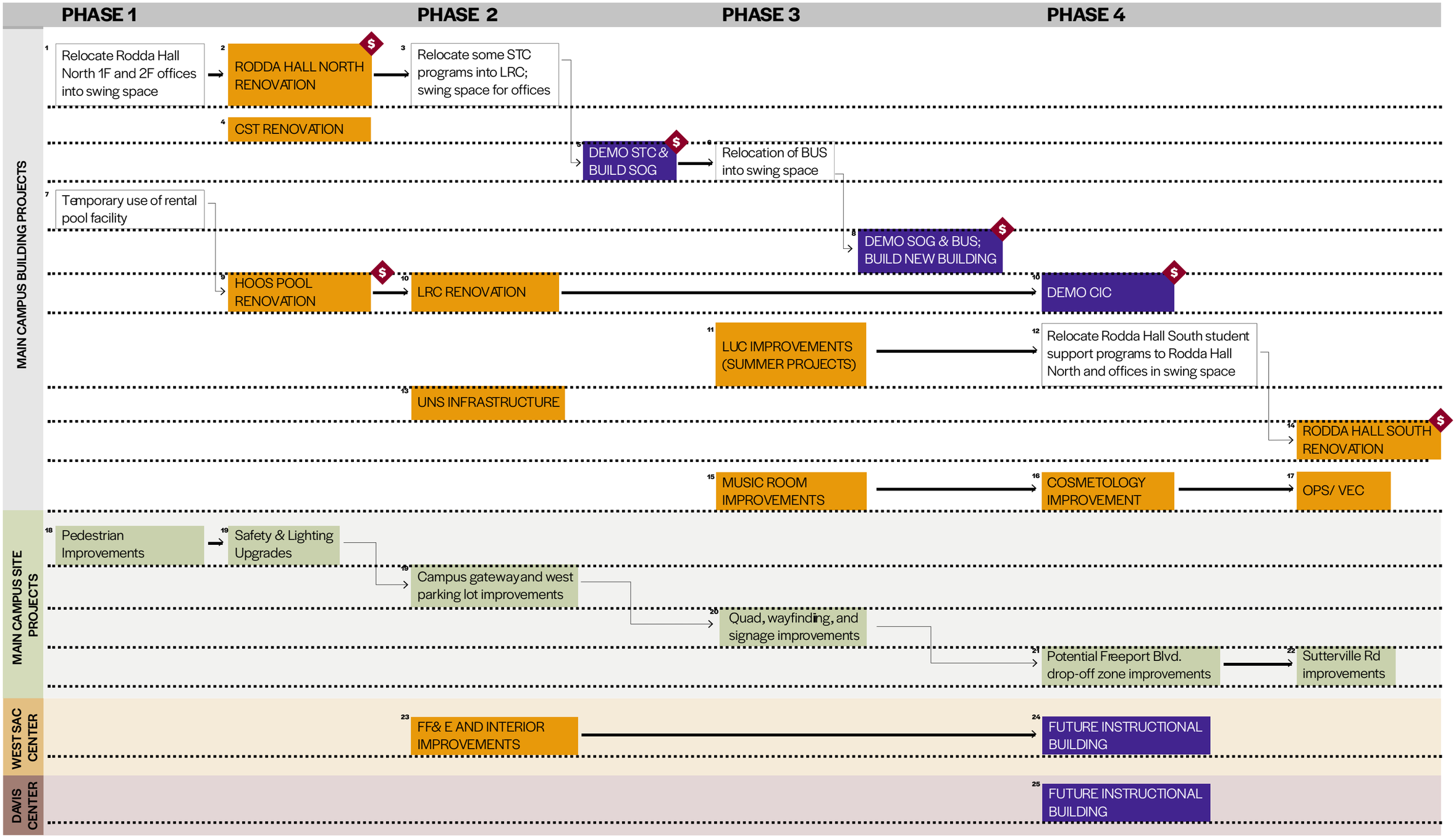
MAIN CAMPUS:
PHASED DEVELOPMENT



LEGEND

- POTENTIAL STATE FUNDED PROJECTS
- MAJOR RENOVATION PROJECTS (Structural, interior, and systems upgrades)
- MINOR RENOVATION PROJECTS (Interior and maintenance upgrades)
- NEW BUILDING
- INFRASTRUCTURE IMPROVEMENT PROJECTS

Phased Development Timeline



SECTION 05

APPENDIX

Facilities Master Plan Meeting Minutes

APPENDIX

03.28.25 FACILITIES MASTER PLAN COMMITTEE MEETING (KICK OFF)

MEETING DATE: March 28, 2025

MEETING LOCATION: Sacramento City College

MEETING TIME: 1:00 PM

ATTENDEES:

Name	Department
Pablo Manzo	Associate Vice Chancellor, Facilities Management
Mitch Campbell	Vice President, Administration
Tonya Williams	Dean, Engagement and Completion
Steve Hanson	Aquatics
Jennifer Laflam	Dean, Davis and West Sacramento Centers
Paul Estabrook	Dean, Technology and Innovation
Norman Lorenz	Early Childhood Education
Viviane Ngassam	Natural Sciences
Christine DeCamp	Instructional Services
Lorena Jauregui	MESA/CCCP Coordinator
Roberto Chacon-Gutierrez	Theatre Arts & Film
Linda Delgadillo	Campus Interventions
Lisa Hayden	ASHE Student Center
Craig Davis	Geography
Alexander Adan	Media Services
Francis Graham	Steelcase (via video)
John Hughes	Steelcase (via video)
Arturo Levenfeld	HMC Architects
Monisha Adnani	HMC Architects
Benjamin White	HMC Architects

Meeting Notes:

1. HMC team introduced themselves to attendees, followed by introductions by all present.
2. Monisha Adnani (HMC) introduced and described the Facilities Master Plan (FMP) process and timeline, consisting of:
    a. Part 1: Project Initiation & Orientation (March 2025)
    b. Part 2: Discover & Analysis (April – June, 2025)
    c. Part 3: Exploration of Planning Concepts (July – August, 2025)
    d. Part 4: Master Plan Documentation (September – November, 2025)
3. Monisha noted that purpose of this meeting is to introduce Planning Committee to FMP process, provide opportunity for Committee to share initial thoughts, and for design team to gather input on big-picture issues. The design team will not be addressing detailed design issues specific to individual buildings during the FMP process, but will take those into account when creating list of priorities for future improvements.
4. Following summary of Institutional Strategic Plan, 2019 Master Plan, and overview of Davis and West Sacramento Centers, Monisha opened the floor for discussion and input from attendees. The following items were noted:
    a. Shared office spaces are difficult for remote teaching. It was noted that faculty may be better served with smaller offices (sim. to those in Rodda North) or “hoteling” spaces could be used for remote teaching.
    b. The sound system in the Performing Arts Center is currently in the process of being upgraded.
    c. The existing bookstore is underutilized and could be repurposed to different use, such as a Student Union. The space acts as a front door for campus given that most students arrive via light rail and / or the parking garage.
    d. Attendees inquired if student housing is part of the FMP process. Pablo Manzo stated that it is not, due to inability of student housing to qualify for state funding. Pablo noted that District will look into state funding for student housing again as part of an effort separate from the FMP process.
    e. Attendees noted that the lack of a centralized, cross-discipline media center is a missing opportunity on campus. Such a facility could combine film, graphic design, broadcast media, etc. The facility could also act as a student lounge and area for public speaking / guest speakers.
    f. Group noted that Los Rios Centers (Davis and West Sacramento) should be included in FMP effort due to connection of Centers to main campus; it was noted that the health of the Centers depends on successful partnership with the main campuses in the LRCCD system.
    g. Attendees emphasized that the ability to reconfigure / repurpose spaces as needed to serve a range of uses and teaching modes is important, and that this consideration applies to IT infrastructure and furniture selection in addition to architectural design elements. Pablo

Facilities Master Plan Meeting Minutes

APPENDIX

03.28.25 FACILITIES MASTER PLAN COMMITTEE MEETING (KICK OFF) (CONTINUED)

h. Monisha noted that HMC had visited the West Sacramento Center. Dean Laflam informed HMC the Center hosts in-demand science classes for Pre-Health occupation training, but the facility was not designed for that purpose, and that upgrades to accommodate lab and science spaces would be beneficial.

i. Dean Laflam noted that there are collaboration programs between the West Sacramento Center and area high schools via the City Scholars program. High School students come to the Center if they have transportation, which is a limiting factor in who can attend classes at the Center.

j. Francis Graham (Steelcase) noted that one of the significant findings from the Steelcase space utilization study was the current lack of, and need for, community space / a community building that fosters interaction at the level of student-student, student-faculty, and faculty-faculty.

k. John Hughes (Steelcase) noted the following items from the Steelcase study:
    i. The campus has more lecture spaces than required by program;
    ii. There is a wide disparity (in quality and provision of amenities) between the older and newer facilities;
    iii. Spaces on campus need the ability to flex based on desired use;
    iv. There is a large discrepancy in classroom sizes across the campus and Centers; in some cases the rooms are too small to accommodate the desired use.

l. Attendees asked if campus security is part of FMP process. Pablo noted that it should be included. Faculty noted that there are several places on campus that are difficult to observe and that tend to attract unhoused people or general loitering. Design team to investigate further.

m. Monisha asked group what they think the campus should be known for. Answers included:
    i. 100-year legacy; oldest Community College in Sacramento.
    ii. Quality of education and resources for students.
    iii. Accessibility to diverse population.
    iv. “People’s College”
    v. Educational sanctuary.
    vi. Legacy – it’s inspirational.
    vii. Possibility.
    viii. Scrappy, resilient, going against the grain.
    ix. City center – campus is the donut hole, at center of parks.
    x. A place for everyone.
    xi. Experience should be positive for all users: more welcoming with signage and improved wayfinding, reduced barriers to access things that students need quickly.
    xii. A place where you belong.
    xiii. Wayfinding, beauty, and look and feel like a University.

n. Monisha asked group what academic programs are likely to evolve, what new programs are likely to be introduced, and what do new programs need to be successful and grow? Group responses included:
    i. More hybridized media programs are needed; those that merge all media arts (photography, film, animation, game design, fashion, etc).
    ii. Vocational programs need to expand while remaining flexible to respond to changing industry demands. Examples included HVAC, aviation, and nursing. Attendees noted that nursing program should be housed on main campus.
    iii. Programs that help retain first generation college students need more space, currently housed in “really small closet(s)”.
    iv. Solar / renewable energy program tied to educational program was noted as being desired.

o. Monisha informed group that HMC will conduct campus-wide forum to collect insight from students and other campus staff. HMC to coordinate logistics with Mitch and campus team.

p. Monisha inquired as to what other campus groups the FMP team should meet with to collect input. Attendees noted the following:
    i. Coordinators of Cultural Engagement Centers
    ii. Academic Senate
    iii. Budget Committee
    iv. Classified Senate
    v. EITC – Technology
    vi. Public Safety
    vii. Disability Cultural Awareness Committee
    viii. To help ensure participation, attendees noted that HMC should meet the committees during their meeting times as opposed to trying to arrange additional meetings for them. Meetings will likely be most efficient if held remotely.

End of comments. HMC to coordinate next Planning Committee meeting with Mitch and Pablo, who will coordinate with Committee.

Facilities Master Plan Meeting Minutes

APPENDIX

04.18.25 FACILITIES MASTER PLAN COMMITTEE MEETING

MEETING DATE: April 18, 2025

MEETING LOCATION: Sacramento City College + Online

MEETING TIME: 1:00 PM

ATTENDEES:

Name	Department
Pablo Manzo	Associate Vice Chancellor, Facilities Management
Mitch Campbell	Vice President, Administration
Debbie Turner	Director, Administrative Services
Josef Meyer	Director of Facilities Planning and Construction
Tonya Williams	Dean, Engagement and Completion
Steve Hanson	Aquatics
Jennifer Laflam	Dean, Davis and West Sacramento Centers
Paul Estabrook	Dean, Technology and Innovation
Norman Lorenz	Early Childhood Education
Viviane Ngassam	Natural Sciences
Christine DeCamp	Instructional Services
Lorena Jauregui	MESA/CCCP Coordinator
Roberto Chacon-Gutierrez	Theatre Arts & Film
Linda Delgadillo	Campus Interventions
Lisa Hayden	ASHE Student Center
Craig Davis	Geography
Alexander Adan	Media Services
Debra Crumpton	Professor, Business
Francis Graham	Steelcase (via video)
John Hughes	Steelcase (via video)
Arturo Levenfeld	HMC Architects
Monisha Adnani	HMC Architects
Benjamin White	HMC Architects

Meeting Notes:

1. Vice President Mitch Campbell discussed sign-in sheet procedures for meeting attendance.
2. Monisha Adnani, Ben White, and Arturo Levenfeld of HMC Architects introduced themselves, followed by introductions of those present, and remote (online) attendees.
3. Purpose of meeting is to discuss “broad strokes” of master planning goals and more generalized topics. Further exploration of more specific details will come into play during future meetings.
4. HMC team presented their PowerPoint featuring the meeting agenda, previous talking points, and various campus maps. Existing facilities conditions are color coded by need for renovation due to aging. This was further explained.
5. Monisha Adnani led the conversation regarding signage, wayfinding on campus, and the challenges of various building locations and uses. Attendees need for colorful spaces and inclusive areas. Technical issues and challenges were brought up, including usage (or lack thereof) for numerous existing buildings.
6. Other points made by Monisha Adnani included: prioritization of buildings due to age and usage; repairing buildings vs. demo of them; reusing or reimagining ways to utilize buildings with the lowest amount of disturbance to faculty and the student body.
7. Discussion was made regarding state funding vs. local funding. Some buildings could potentially be funded via state monies, which would free up more state dollars to implement various projects. Funding could potentially be shared within 4 campuses: Sacramento City College (SCC), Cosumnes River College (CRC), American River College (ARC) and Folsom Lake College (FLC). How can SCC get the largest amounts of funds allotted for their own upcoming projects?
8. Monisha noted that the Facilities Condition Index (FCI) is a statewide metric used to identify campus-level priorities for state funding. Pablo Manzo, Associate Vice Chancellor, explained that FCI isn’t about functionality, but rather how it is utilized to compete for state funds. He also discussed how a building might not be competitive now, but could be in the future.
9. Some talk was made about the quad and outdoor spaces: How these spaces are used and how they can better support campus programs and foster a sense of community on campus. More discussion will take place in the future regarding these aspects.
10. Parameters need to be defined, such as: size of lecture halls, location(s) for Student Services, wayfinding and signage, classroom spaces vs. office spaces.
11. Lorena Jauregui, Coordinator of the MESA program on campus, remarked about student spaces, welcoming areas, and the like. She mentioned the importance of areas where students could collaborate, as well as ‘hang out’, and pursue their studies. Comfortable and inviting furniture was suggested also.

Facilities Master Plan Meeting Minutes

APPENDIX

04.18.25 FACILITIES MASTER PLAN COMMITTEE MEETING (CONTINUED)

12. Vice President Campbell spoke regarding the age of some buildings, and how they may have been useful previously, but need updating and a new vision for usage.
13. Attendees discussed the possible repurposing of the Café space. Group noted that prior ideas included adding a second level to the existing dining area and/or modifying the existing space to make it a more inviting and active focal point in the Quad.
14. Attendees noted that the campus has a shortage of spaces to host large groups and/or large events, and that the spaces that can serve that purpose are difficult to book due to conflicting needs. Such spaces are needed on occasion, but not regularly. Flexibility and usage of existing, and possibly newly built areas are considerations.
15. Rodda Hall North and Rodda Hall South were discussed as possible candidates for renovation and repurposing.

Action Items:

1. Vice President Mitch Campbell to send out HMC's PowerPoint to anyone who would like a copy.
2. HMC's Monisha Adnani will discuss lessons learned, as well as observations about the condition of existing facilities during the next meeting.
3. HMC will schedule meetings with stakeholder groups (list provided to HMC by Mitch) to collect additional input.
4. Participants to email Vice President Campbell with further comments or items that were left out of the discussion.

Next meeting: HMC to coordinate next Planning Committee meeting with Mitch and Pablo, who will coordinate with Committee.

Facilities Master Plan Meeting Minutes

APPENDIX

06.16.25 FACILITIES MASTER PLAN STAKEHOLDER MEETING

MEETING DATE: June 16, 2025

MEETING LOCATION: Online

MEETING TIME: 10:00 AM

ATTENDEES:

Name	Department
Paul Estabrook	Dean, Technology and Innovation
Richard Gentry	Chair, Department Chairs Council at SCC Main Campus
Monisha Adnani	HMC Architects
Benjamin White	HMC Architects
Elsa Listiani	HMC Architects

Meeting Notes:

A. State Funding and Priorities:

1. State funding prioritizes seismic safety, instructional spaces, and high-demand programs (e.g., Allied Health).
2. PE and administrative offices rank lower in funding priority.
3. Goal: maximize bond funds (~$500M) and supplement with state funding (~$250M).
4. Focus on projects that increase enrollment and student retention by creating a sense of belonging on campus.

B. LUC Building and Infrastructure

1. The LUC building requires major renovation to address aging infrastructure and ADA compliance.
2. Bookstore needs to be addressed; potential to repurpose space for lab use.
   a. Suggest relocating the bookstore near the café and reconfiguring current space for larger, more accessible labs.
   b. CTE is a major student attraction, and it is currently located in a high-visibility area on campus. There is a desire to turn the building into CTE-focused building.
3. ADA concerns have impacted access to parts of the building—particularly for large equipment.
4. Restroom limitations: the building converted from multiple stalls to single-user restrooms, which is insufficient for current needs.
5. The HVAC program (established in 2001) currently occupies most of the building.
   a. The HVAC program will remain in place, requiring building upgrades to support it.
   b. The building has self-maintained chillers and boilers, raising questions about maintenance responsibilities.
   c. Flexible power infrastructure is needed to support evolving lab requirements and program changes. Suggest looking into flexible lab models like the Davis Center, including floor outlets.
   d. There is a transformer located adjacent to the building currently serves the facility, pulling additional power would be doable.
6. A former roll-up door up the ramp in the loading dock area was replaced with a window; this must be restored for large equipment access while meeting ADA standards.
   a. There is a desire to repurpose the loading dock and add additional roll-up doors to facilitate program expansion into the former bookstore space.
7. Large lab spaces are in good condition structurally but need cosmetic refreshes and smart infrastructure upgrades (e.g., painting, modern utilities).

06.16.25 FACILITIES MASTER PLAN STAKEHOLDER MEETING (CONTINUED)

8. The program currently also has an electrical classroom in Rhoda Hall North that is not ADA compliant due to stair-only access.
9. Makerspace and manufacturing areas are associated with the CTE program and house key equipment. There is a potential to create a connection between the two.
    a. Makerspace could use gated yard space for outdoor program activities and maneuverability.
10. Some spaces can undergo summer renovations, while others can be shut down longer if not in regular use.
11. Potential to improve presence with murals, signage, or new addition to create a welcoming “front door.”

C. Student Amenities & Campus Integration

1. Building currently feels unwelcoming, especially for evening students as the building was originally designed for aviation with industrial features.
    a. Consider creating a more welcoming entry to the building, potentially with new lecture space and a formal front entrance.
    b. Possibility of expanding into the adjacent parking lot to accommodate growing programs.
2. Desire to add community spaces (e.g., lounges, kitchens). Currently only a microwave and fridge are available.

D. Safety & Technology

1. Wi-Fi has been upgraded using program funding and is currently functioning well.
2. Manual key system still in use, requiring up to 10 keys for full access—no modern key system in place.
3. Water barriers have been installed on the ground for moisture control.

E. Campus-Wide Needs

1. Lighting and security improvements on campus are necessary, especially for nighttime visibility.
2. Wayfinding is a major issue, especially in the PAC and LUC buildings.
    a. HMC recommends developing a campus-wide wayfinding master plan, potentially using touchscreen kiosks or mobile apps.
3. Campus signage should include interactive or digital elements for improved navigation.
4. Tech building experiences network/Wi-Fi issues.
5. COSMO building has HVAC problems; modernization efforts are underway to reduce institutional appearance.
6. Outdoor “paddock” area could benefit from partial covering for equipment and training use.
7. Parking lot expansion ongoing; ADA compliance and power supply for new electric vehicles in progress.

F. Key Priorities

1. ADA upgrades across multiple buildings, but especially in LUC building.
2. Restroom improvements in LUC and other outdated facilities.
3. Beautification and modernization of learning spaces in LUC.
4. Strategic repurposing of space, particularly for the bookstore and CTE expansion.
5. Improved wayfinding, safety, and infrastructure to support current and future programmatic needs.
6. Security improvement: lighting, gates, fencing, and locks campus wide.
7. Review infrastructure needs: power, network capacity, Wi-Fi reliability, and HVAC system support.

End of Minutes.

Facilities Master Plan Meeting Minutes

APPENDIX

06.23.25 FACILITIES MASTER PLAN COMMITTEE MEETING: WEST SACRAMENTO & DAVIS CENTER

MEETING DATE: June 23, 2025

MEETING LOCATION: Online

MEETING TIME: 11:30 AM

ATTENDEES:

Name	Department
Josef Meyer	Director of Facilities Planning and Construction
Dr. Jennifer Laflam	Dean, West Sacramento and Davis Center
Monisha Adnani	HMC Architects
Benjamin White	HMC Architects
Elsa Listiani	HMC Architects

Meeting Notes:

A. Davis Center

1. Flexible, adaptable design with “kit of parts.”
2. The center is recently built and in a good condition.
3. Any new project scope would be limited to new furniture and light refreshing, with major updates likely needed in ~10 years.

B. West Sacramento Center

1. The center currently has a strong program presence (Optometry).
2. Building conditions:
    a. The building has good structure but dated feel.
    b. Entry and student services do not feel welcoming.
    c. Small classrooms reduce flexibility.
    d. 3rd floor feels unfinished (originally for city use).
    e. Interiors need refreshing and tech upgrades; windows are a highlight.
3. Academic needs:
    a. The center currently has no built-in labs; some classrooms converted to labs (esp. chemistry). There has been debates on labs needs due to center’s proximity to main campus.
    b. There is a plan for possible lab sharing program with Washington School District (Fall 2027).
4. Enrollment/programming:
    a. Centers must meet 1,000 FTEs annually (currently ~20% online).
    b. West Sac Center currently serves healthcare, nearby middle and high school programs, General Education programs, and evening ESL.
    c. There has been a strong, growing demand for in-person academic service; scheduling middle/ high school use in the morning and center programs in the evening to maximize all-day activity

06.23.25 FACILITIES MASTER PLAN COMMITTEE MEETING: WEST SACRAMENTO & DAVIS CENTER (CONTINUED)

5. Student experience:
    a. The center needs more student meeting spaces that avoid “high school” aesthetic.
    b. The center would benefit from the addition of covered, secured outdoor space, and the redesign or extension of fencing boundary to create safe, usable outdoor/green areas.
    c. There is currently a courtyard fence project proposal under discussion with Los Rios.
6. Community integration:
    a. There has been a decline in student use of community center café post-pandemic.
    b. The community center next door is heavily used by older citizen’s program.
    c. There is a potential synergy between middle/high school, college, and senior programs.
7. Funding challenges:
    a. Interior/FFE upgrades are ineligible for state funding (not 50+ years old). There is an opportunity to explore masterplan and bond-support options.
8. Security concerns:
    a. Security is an ongoing issue in West Sac location.
    b. Enclosing area would improve safety and community feel.
    c. The center would benefit from a shift in focus from building-level fixes to campus-level planning, potentially creating quad/shared art & education complex with community center.

C. Action Items

1. HMC to explore adding West Sac Center upgrades into the masterplan and securing bond support.
2. Review fencing design and propose extended/enclosed boundary to improve security and create outdoor space.
3. Advance discussion with Los Rios on adding a courtyard fence for the south side.
4. Explore partnership with Washington School District for shared labs (target: Fall 2027).
5. Evaluate lab needs in relation to proximity to main campus.
6. Plan interior and tech refresh for West Sac Center (student spaces, meeting rooms, classrooms).
7. Develop strategy to integrate middle college HS, adult career ed, and senior programs into facilities use.
8. Assess opportunities to strengthen community ties (e.g., theater, community center café).
9. Shift planning lens from building-level to campus-level improvements for West Sac Center.

Facilities Master Plan Meeting Minutes

APPENDIX

08.08.25 FACILITIES MASTER PLAN STAKEHOLDER MEETING

MEETING DATE: August 8, 2025

MEETING LOCATION: Online

MEETING TIME: 1:00 PM

ATTENDEES:

Name	Department
Pablo Manzo	Associate Vice Chancellor, Facilities Management
Mitch Campbell	Vice President, Administration
Monisha Adnani	HMC Architects
Benjamin White	HMC Architects
Elsa Listiani	HMC Architects

Meeting Notes:

A. Building Priorities

1. HMC proposed classifying the buildings into three categories:
    a. Buildings shown in red are not a priority because they were recently completed, and they may be revisited in the next master plan for MEP updates.
    b. Buildings in orange (RHN, RHS, HSP) as needing updates.
    c. Buildings in yellow would be candidates for interior-only renovations.

B. Option 1: New SOG building and 2 story STC and BUS building

1. HMC proposed demolishing STC and BUS and constructing a new building.
    a. The team proposed separating SOG from the new STC and BUS buildings and have it built adjacent to but separate from NOG to avoid seismic complications, while adding more support and gathering spaces.
    b. The new building would include a centrally located large event space that will provide the campus with more gathering spaces.
2. Site Improvements
    a. HMC proposed improving the West lot, turning it into more of a campus entrance with proper drop-off zone, and converting the green space next to the makerspace into a plaza to serve as a new campus entry point.
        i. Based on the campus forum result, participants expressed dissatisfaction with parking at the north end and walking through the lot
        ii. The team identified pedestrian conflicts between the parking garage and the makerspace and agreed that the intent is to direct pedestrians from the southeast corner of the garage to join the flow from the light rail station.
        iii. The team noted that landscape design could improve the West Lot pedestrian experience by directing flow and preventing students from cutting across parking.
        iv. The team discussed revisiting the West Lot entry, possibly moving it closer to PAS to improve pedestrian safety.
        v. HMC will review the traffic report and propose a detailed solution for the West Lot.
    b. The team agreed to strengthen the accessway and create a drop-off zone along Freeport Boulevard, which will be a two-lane road.
    c. The group agreed to enhance another pedestrian access route through Sutterville Road.

Facilities Master Plan Meeting Minutes

APPENDIX

08.08.25 FACILITIES MASTER PLAN STAKEHOLDER MEETING (CONTINUED)

3. LUC and College Store:
    a. The group raised concerns about the layout and functionality of the LUC building, noting its lack of student gathering or study space despite weekend use.
        i. The group noted challenges in planning swing space for LUC and discussed relocating programs instead of renovating the building.
    b. The team suggested converting CST into a mini café or study space to become a campus engagement hub.
        i. The SCC bookstore contract will expire in July 2026, and the new model will shift away from warehousing books toward order-and-pickup service.
        ii. The campus will move the bookstore to the north end and convert the south end into a student gathering space with conferencing capacity.
        iii. Mitch noted that a designer is prepared to begin work, and a subcommittee may oversee the bookstore project separate from the FMP.
        iv. The CST renovation and student space will serve the entire campus, not just tech students, and may remain open on weekends for LUC users.
    c. The team agreed that the FMP should document the bookstore change, even if implemented earlier through campus funding.
4. Phasing and Future Space
    a. The group agreed to rank projects within each color category and present a phased development plan.
    b. The team confirmed that STC will retain its existing program functions and that SOG will house the current South Gym functions.
        i. HMC will calculate the square footage of a potential future building north of NAS and MOH and clarify whether the adjacent Native American garden area can be used.
        ii. HMC noted that design details such as hybrid classrooms and support spaces will be defined during building design.
    c. The team decided to use existing campus square footage for cost estimation purposes.
    d. The district submitted Rodda Hall North for FPP state funding, which is expected in two years. Rodda Hall South and Hoos Pool will be submitted for the next state funding cycle.
5. Swing Space Planning:
    a. The district noted that simultaneous construction of SOG and the new building would require temporary swing space, which is unlikely to occur.
    b. The team agreed that the master plan must address swing space locations.
        i. The group discussed potential swing space in Lot F and Lot C using portables.
        ii. The group acknowledged that gyms lack swing space and may require offsite arrangements.
        iii. The group agreed that swing space should remain close to the campus core rather than in the North Lot, which may be too remote.
        iv. The group agreed to exclude the South Lot from the masterplan.

C. Option 2: New SOG and 3-story STC, BUS, and CIC building

1. HMC proposed demolishing CIC, restoring the quad, and integrating a café into a new three-story student hub.
    a. The 3-story student hub would include a first-floor café and student center, second-floor instructional and office spaces, and a third-floor conference area with a rooftop terrace.
    b. The district requested examples of similar precedents and expressed support for the idea.
    c. The district emphasized the need to retain the brick aesthetic of the LRC as part of campus identity.
2. The group noted the need for netting to protect the building from baseball foul balls and discussed avoiding terracotta tiles.
3. The team agreed that opening the quad would improve the campus environment.
    a. The group discussed enhancing the campus entrance near MOH and NAS with landscaping and signage.
    b. The group agreed that opening the quad and improving landscaping would strengthen connections to NAS and MOH.
4. HMC proposed presenting only Option 2 to the planning committee, but consensus favored showing both options.
5. Facilities and Site Improvements:
    a. The group confirmed that UNS requires only drainage improvements and should be classified as infrastructure.
    b. The softball field requires bathroom upgrades and protective netting but will likely be funded at the campus level, not through the master plan.
    c. HMC to reclassify UNS as infrastructure and note softball improvements as general campus needs.

08.08.25 FACILITIES MASTER PLAN STAKEHOLDER MEETING (CONTINUED)

D. Gateway and Quad Improvements

1. HMC proposed adding signage at the north entry to enhance Sac City College's campus gateway and improving the quad with purposeful seating, shade, and study spaces.
    a. The team discussed balancing student use with concerns about unhoused individuals occupying the space.
    b. The district expressed concern about replacing green space with too much hardscape, especially with the current low student presence on campus.
    c. HMC emphasized that activating the quad with student use could deter unhoused occupation.
2. The campus will proceed with a quad lighting project using acorn fixtures to improve evening safety.

E. Funding and Next Steps

1. The group agreed not to pursue Certificates of Participation (COPs) to avoid district debt.
2. The group confirmed that the bond program will rely only on General Obligation Bonds.
3. HMC noted that the master plan will focus on phasing rather than detailed funding numbers.
4. The group scheduled the next meetings for August 29, September 12, and September 26 (optional).

Next meeting: 1:00 PM on Friday, August 29, 2025 in LRC room #121

Facilities Master Plan Meeting Minutes

APPENDIX

08.29.25 FACILITIES MASTER PLAN COMMITTEE MEETING

MEETING DATE: August 29, 2025

MEETING LOCATION: Sacramento City College Learning Resource CEnter

MEETING TIME: 1:00 PM

ATTENDEES:

Name	Department
Pablo Manzo	Associate Vice Chancellor, Facilities Management
Mitch Campbell	Vice President, Administration
Josef Meyer	Director of Facilities Planning and Construction
Tonya Williams	Dean, Engagement and Completion
Steve Hanson	Aquatics
Jennifer Laflam	Dean, Davis and West Sacramento Centers
Paul Estabrook	Dean, Technology and Innovation
Norman Lorenz	Early Childhood Education
Lorena Jauregui	MESA/CCCP Coordinator
Linda Delgadillo	Campus Interventions
Alexander Adan	Media Services
Debra Crumpton	Professor, Business
Monisha Adnani	HMC Architects
Benjamin White	HMC Architects
Elsa Listiani	HMC Architects

Meeting Notes:
(A copy of the slide presentation shown during the meeting follows these notes)

A. Measures of Success: Planning Principals

a. HMC shared "Measure of Success" that may be used for goal setting and defining success of the whole of the facilities master plan (FMP) as well as for individual components. These are intended as high-level principals, to be used as a guiding framework for campus projects over the next 10-20 years. HMC identified four categories, with each containing specific areas of evaluation; a table showing this is included below. Individual projects are not expected to address each item listed; rather, the idea is that each project should address at least 2-3 of the items listed under each category, or as many as possible given the specifics of each individual project.

Student Success • Upgrading technology • Address aging facilities • Provide student collaboration spaces • Develop campus to keep students on campus • LRC and Maker Space improvements	Access • Improve campus presence from street • Create welcoming gateways to campus • Improve access to programs and services • Enhance wayfinding
Campus & Community • Improve outdoor spaces to encourage collaboration • Improve cafeteria and provide additional food options • Public art • Enhance sense of belonging and pride • Enhance campus security and safety • Continually improve campus sustainability	Effective & Efficient • Improve space utilization • Revisit use for LRC building • Instructional spaces for aviation. • Maximize funding sources • Renovate buildings for well being

The group provided the following feedback:

1. Revise "Instructional spaces for aviation" to "Instructional spaces for CTE programs, such as aviation".
2. SCC is currently looking into the bookstore more closely. There will still be a physical bookstore, but it's space requirement will be reduced.
3. SCC needs flexibility for CTE programs.
4. Add "Flexible Spaces" to the list

08.29.25 FACILITIES MASTER PLAN COMMITTEE MEETING (CONTINUED)

5. Take into consideration how the teaching and learning environment will change in the future (esp. with respect to technology). Design teams need to engage with faculty who teach.
6. Human connection will remain the unchanging factor; should be taken into consideration in future projects.
7. Instruction drives technology and not vice-versa. Instruction should inform what kind of technology is needed in space.
8. Design of facilities should accommodate range of uses; buildings should not be designed / tailored for specific faculty.

B. 2019 Master Plan Timeline

a. Group discussed the timeline for implementation of the masterplan. Pablo noted that the FMP is a long-term outlook that will span many years, and that timing of individual projects is dependent on availability of funds and where a specific project falls in terms of priority (as identified by the State's scoring system). Funding for projects may be via bond funds or from local / campus funds. LRCC is likely to pursue a new bond in 2026. New projects are required to be submitted to the state for approval at least three years before beginning design work.

b. Projects that are not competitive for state funding will be more competitive in future years; aging of projects increases results in higher FCI and therefore higher likelihood of receiving funding. Proposed phasing plans will be designed with this in mind.

c. State funding allows for one project per year. Pablo noted that to minimize disturbance with campus operations, campus will not want to carry out more than one major project at a time; LRCCD preference is for one project every other year. Therefore, addressing all proposed projects is 10-20 year undertaking.

d. Rodda Hall North and the CRC have already been submitted to State for funding consideration. These will be included in Round 1 of proposed phasing.

C. 2025 Facilities Condition Index (FCI)

a. HMC reviewed FCI scoring methodology with group: Score of 0% - 5% indicates building is in good condition; up to 10% is considered fair condition; over 10% is considered poor condition; and, over 100% indicates more cost effective to replace building than to modernize.

b. Based on FCI, many of the current buildings at SCC are in need of modernization. Two buildings – Hoos Pool and Hughes Stadium – have FCI scores greater than 100%. However, these buildings may not be competitive for state funding due to their lack of classroom space. This means that buildings with FCI of less than 100% will be priority for modernization / replacement.

D. Proposed Planning Options

HMC presented two concept plans for discussion:

a. Planning Option 1

i. Planning Option 1 includes the demolition and replacement of the south gym and business buildings (new two-story building), new pedestrian access and creation of campus gateways, renovation of the CRC to house student support programs, reconfiguration of west parking lot, major modernizations in several buildings, minor renovations in buildings throughout campus, and assorted site improvements. See attached slide for additional information.

1. The group provided the following feedback:
   a. Sutterville Road feels like the backside of campus. Improvements could be made to welcome pedestrians and to improve campus presence.
   b. Shipping and receiving and campus central plant will be impacted by replacement of SOG/STC/SOG/BUS buildings; needs to be accounted for in phasing plan. Possible swing space needed for shipping and receiving during construction.
   c. Monisha noted that SOG/BUS buildings can be demolished separately, eliminating need for swing space for SOG (North gym can take classes).
   d. SOG is currently used for cultural engagement and use programs must remain open during construction because Community Colleges are required to have those services available to students. Construction noise will be a concern.
   e. HMC noted that swing space options include:
      i. Empty lot north of Mohr Hall, split with the space next to MAK.
      ii. Staff parking lot F.
      iii. LRC could serve as swing space for some programs, to be investigated.

b. Planning Option 2

i. Planning option #2 is similar to Option #1 but adds the demolition of the existing cafeteria space to the program, as well as enhancements to the design of the campus's exterior spaces.

ii. The café would be reconstructed as part of the new Business building, resulting in a three-story building (cafeteria on ground floor, academic uses on levels 2 and 3). My combining the café with multiple other uses, the new building would become the center of campus activity.

iii. Site improvements include connecting the southern portion of campus (with Mohr Hall and the Natural Science Building) to the main quad with landscaping and circulation improvements.

1. Included in this concept is making the land acknowledgement monument a more prominent part of the campus. At present, the monument is adjacent to parking and feels unimportant.

08.29.25 FACILITIES MASTER PLAN COMMITTEE MEETING (CONTINUED)

iv. Those present agreed that demolition of the café would improve the look and functionality of the quad.
v. Mitch noted that the campus is currently undertaking a lighting improvement project for the Quad.

c. General comments for Planning Options 1 and 2:

i. Quad improvements

1. Need more shaded seating and areas for students to collaborate.
2. Need to balance use with presence of unhoused population.
3. Space should be observable and securable, while feeling welcome to the people who are supposed to be there.
4. One current issue is that the Quad is not frequently active, so it is comfortable for non-authorized people to use the space and want to be hidden. HMC noted that a potential remedy is activate the space through programmatic use, not just through physical design.
    a. Mitch noted that the Quad is already active, but more useable furniture and benches could be used. Currently the benches and seating are distributed mostly around the perimeter of the quad, but more could be located in shady areas within the quad.
    b. Participants noted that Quad furniture should be moveable to accommodate a variety of uses. Future design teams to investigate feasibility of moveable furniture in light of concerns for campus security.

ii. West Lot Improvements

1. HMC presented two concept plans for improving pedestrian flow from the north lot to the center of campus.
2. Goals:
    a. Improve pedestrian circulation coming from north lot
    b. Improve safety by reducing potential for pedestrian / vehicular interactions.
    c. Reduce backup of cars entering campus from Sutterville Road.
3. HMC noted that presented concepts examine pedestrian circulation around the west lot only, but that circulation issues begin at the North lot and that future design teams should begin their analysis at the North lot.
4. Pablo noted that traffic studies will need to be included in any revision to parking lot entry/exit points; HMC agreed.
5. Pablo and Mitch expressed preference for Option 2, but have concerns about loss of parking. Group noted that either solution could work and be good improvement to the campus.
6. It was suggested that green space be provided around Maker Space building. HMC noted that moving Maker Space to LRC is part of Planning Option proposals; it was noted that funds had recently been spent to upgrade Maker Space. Further discussion will be needed on this topic. For purposes of FMP, HMC will include option of relocating Maker Space to LRC.

d. Improvements to Davis and West Sacramento Centers

i. Davis Center

1. No projects proposed for Davis Center in FMP. There is opportunity for growth in Davis, but that will be beyond the timeline of the current FMP.

ii. West Sacramento Center

1. HMC noted that Center does not feel like an academic campus / facility, and that opportunity exists to enhance outdoor spaces to create more of a campus feeling. Creating useable outdoor spaces may require coordination with the City and County of Sacramento to create shared, protected, outdoor spaces for student and faculty use. Pablo noted that such collaboration would be difficult to execute, and that SCC is planning on putting fencing around Center property due to protect against use by unhoused.
2. HMC suggested that 3rd floor is underutilized and not well configured for academic use. Pablo noted that 3rd floor was originally going to be used by the City but that plan had not materialized, and that renovation of 3rd floor space is possible as a future project.

E. Next Steps

a. HMC to complete draft of phasing plan and review with Pablo, Josef, and Mitch.
b. HMC to share phasing plan with Planning Committee during next meeting.
c. HMC to continue to finalize planning options for FMP.
d. HMC to continue developing final draft of FMP.

Next meeting: 1:00 PM on Friday, September 26th in LRC room #121.

Facilities Master Plan Meeting Minutes

APPENDIX

09.05.25 FACILITIES MASTER PLAN COMMITTEE MEETING: PHASING CONSIDERATIONS

MEETING DATE: September 5, 2025

MEETING LOCATION: Online

MEETING TIME: 1:00 PM

ATTENDEES:

Name	Department
Pablo Manzo	Associate Vice Chancellor, Facilities Management
Josef Meyer	Director of Facilities Planning and Construction
Monisha Adnani	HMC Architects
Benjamin White	HMC Architects
Elsa Listiani	HMC Architects

Meeting Notes:

A. Swing Space

1. The campus does not have swing space for classrooms.
    a. HMC brought up the potential to use existing classroom spaces as swing spaces during construction. A lot of classroom spaces on campus are only used for 10–11 a.m. classes, is barely used on Mondays, and is not used at all on Fridays.

B. Phasing and Funding

1. Each project phase will occur in a three-year cycle.
2. Once the bond is approved, there will be multiple issuances over several years.
3. Phase 1 will be based purely on Facility Condition Index (FCI).
4. If the college waits for IPP, then some projects will need to be pushed into Phase 2.

C. Phase 1 Planning

1. Rodda Hall North will be the first project, and it will be submitted for state funding.
2. The CST renovation, including the bookstore, will be funded through college funding and does not require swing space.
3. Hoos Pool has been identified as a priority project, but it does not have swing space available.
    a. The college will need to rent a pool to provide temporary space.
4. Only one project can receive state funding per year, so Hoos Pool may be eligible for the second cycle of state funding.
5. Hoos Pool is potentially the next Initial Project Proposal (IPP) this year, but the timing will need to be worked out.

D. Phase 2 Planning

1. Rodda Hall South is a strong candidate for state funding.
2. Rodda Hall South will be completed first in Phase 2, before the Business (BUS) building.
3. The district will score Rodda Hall South and BUS building to compare competitiveness for state funding and determine priority. The district wants phasing order to reflect state funding competitiveness rather than faculty preference.

09.05.25 FACILITIES MASTER PLAN COMMITTEE MEETING: PHASING CONSIDERATIONS (CONTINUED)

a. If based only on condition, the BUS building should move up in priority.
b. Rodda Hall South and BUS may flip in order, but additional swing space may be required, particularly for parking lots.
c. Rodda Hall North and South can act as swing space for the BUS building.
    i. Rodda Hall North can provide swing space for offices but not classrooms.
    ii. Rodda Hall South can provide swing space for some student services and offices but not classrooms.

4. The new BUS / SOG building may be viable for state funding because it combines gym and classroom components, and the state recently funded several gym projects.

E. SOG and STC

1. The state will most likely view SOG and STC as one building for scoring. SOG and STC buildings currently score higher than BUS and RHS buildings.
2. The committee appeared to favor Option 2 in the previous facilities masterplan meeting: demolishing the café and building a three-story facility.
3. The district plans to fund SOG and STC as one project.
    a. Approval of BUS and SOG together would be ideal, but the district is concerned about committing up to $75 million for one campus project.
        i. The district prefers presenting BUS and SOG as one combined project with state funding to avoid full reliance on the local bond.
    b. Concerns remain about contractor laydown space because the site is tight.
    c. The district will demolish the SOG portion of the building and rebuild programs near the kitchen area.
    d. The district requires further discussions with faculty and administration due to the project's scale.
    e. The project may allow opening SOG before the entire building is complete, but the district should expect three years or more of on-campus construction.
    f. Pablo noted that the discussion may need to involve Mitch, Debby, and eventually the president, as the project carries political implications.
4. HMC anticipates this as a six-year phased project, with Design Development (DD) done in combination.
5. Proposed SOG/STC Phasing:
    a. Demolish the north of SOG (up to the expansion joint) and create swing space for locker rooms.
    b. Build new areas for SOG, loading dock, locker, and dance rooms. Plan for shipping and receiving.
    c. Demolish the remaining SOG and build the new structure, including cafeteria.
    d. Demolish the existing cafeteria.

F. Central Plant

1. The north central plant (main boiler room) must be addressed, as it serves offices.
2. The plant may need to be rebuilt unless a cost-effective option allows partial refresh and exterior upgrades.
3. HMC advised against building a two-story plant due to cost.

G. Other Buildings & Projects

1. LRC: The LRC is underutilized and can be improved with minor, non-structural renovations funded locally. Built 25 years ago, it scored only 106, lower than RHN and RHS.
2. LUSK Building: Summer project will update small classrooms; labs remain functional. Renovation will address maze-like layout and small lecture rooms. Swing space will use other campus classrooms. Reinforced concrete walls limit flexibility. Future bond may consider replacement.
3. Cosmetology: The program has already received improvements and may not require bond funding.
4. Site Projects: Current efforts include sprinklers, pedestrian improvements, parking, and lighting.
5. Freeport Drop-off Zone: Possible project requiring city approval but not guaranteed.
6. Campus Gateway and Parking Lot: Lower priority; requires district funding.
7. Sutterville Street Improvements: To occur after swing space work is completed.
8. Quad Improvements: Lower priority project.

H. Next Steps

1. HMC will refine the phasing timeline diagram and a phasing plan into a format that is clear to all stakeholders.
2. HMC recommends canceling the September 12 meeting to resolve phasing internally and reconvening on September 26 with the larger planning committee.

Next meeting: 1:00 PM on Friday, September 12, 2025

Facilities Master Plan Meeting Minutes

APPENDIX

09.12.25 FACILITIES MASTER PLAN COMMITTEE MEETING: PHASING CONSIDERATIONS

MEETING DATE: September 12, 2025

MEETING LOCATION: Online

MEETING TIME: 1:00 PM

ATTENDEES:

Name	Department
Pablo Manzo	Associate Vice Chancellor, Facilities Management
Mitch Campbell	Vice President, Administration
Monisha Adnani	HMC Architects
Benjamin White	HMC Architects
Elsa Listiani	HMC Architects

Meeting Notes:

A. Phasing Framework

1. The phasing process will be guided by three layers: programs, facility conditions, and state funding.
2. The bond program is not distributed every year and depends on district-wide college needs.
3. The bond will be issued in four phases, each lasting three to five years, and must be considered from a district-wide perspective rather than a college-level perspective.

B. Swing Space

1. The campus does not have swing space, which will require bond dollars and cause disruption to campus.
2. Rodda Hall North (RHN) is in line for funding and will be the first project. The project will focus only on the first and second floors.
    a. Rodda Hall North will require minimal swing space, with the main challenge being accommodating the 9am-12pm Tuesday-Thursday class block.
    b. It will require approximately 6,000 square feet of swing space and parking areas.
3. The group needs to discuss whether swing space can be avoided altogether, with only offices and programs moving into modulars while classrooms use other rooms or online formats.
    a. The college may reduce swing space needs by reverting some classrooms to online instruction, thereby reducing the cost of temporary classrooms.
    b. Suggestions included staggering class blocks to lessen pressure on swing space.
    c. Best option to place the swing spaces would be in the future building site north of the Mohr Hall and Natural Science Building.

C. Planning and Submissions

1. HMC to provide a high-level cost estimation in the Facilities Masterplan
2. The state clarified that colleges can only submit projects every other year.
    a. The district plans to submit projects every other year for SCC, prioritizing the most competitive projects until bond money runs out.
    b. Each college in the district will likely complete the top two to four projects on the priority list.

Facilities Master Plan Meeting Minutes

APPENDIX

09.12.25 FACILITIES MASTER PLAN COMMITTEE MEETING: PHASING CONSIDERATIONS (CONTINUED)

D. Project Priorities and Funding

1. The group confirmed the **state funding priority order as Rodda Hall North, followed by the new SOG and CIC building, Hoos Pool, and Rodda Hall South.**

a. The committee ranked BUS and RHN nearly equal, but Rodda Hall North is slated for state funding application this year, and the group emphasized the importance of maintaining its place in the queue.

b. If Rodda Hall North and Hoos Pool projects are pursued at the same time, local funding will be required.

c. Rodda Hall North and Rodda Hall South are more competitive for state funding than HSP.

d. The Hoos Pool renovation will address MEP and Department of Health requirements as a systems, maintenance, and repair project, without adding square footage.

e. The Business (BUS) building program is currently mostly online, and classrooms are used by other programs, so there may not be a need to add more swing space to accommodate for the business program during construction.

2. Locally funded projects will include LRC, CST, COS, MUSIC, and LUC renovations.

a. LRC modernization will remain interior only, without exterior modernization, as it is not a strong candidate for state funding

i. Opportunity for other programs to move into the LRC, which is currently underused and does not need all its space.

ii. The library trend is shifting toward becoming student service spaces, and the LRC can support that change.

iii. The LRC project can be phased over several years during summers and will be locally funded.

b. Removing CIC remains a wish list item but must be vetted against bond funding levels and district-wide projects.

c. The campus gateway should move up in priority, while Freeport should move to the end.

d. Quad improvements can be completed piecemeal, some through FF&E, with an eye for enhancement opportunities.

3. A large lecture room is not included in the scope because there is no programmatic justification, with only 10–12 events per year. It will be difficult to secure state funding for any new square footage additions to campus.

E. Next Steps

1. HMC to present the phasing proposal to the larger planning committee in the September 26th meeting.

Next meeting: 1:00 PM on Friday, September 26, 2025 in LRC room #121

Facilities Master Plan Meeting Minutes

APPENDIX

09.26.25 FACILITIES MASTER PLAN COMMITTEE MEETING

MEETING DATE: September 26, 2025

MEETING LOCATION: Sacramento City College Learning Resource Center

MEETING TIME: 1:00 PM

ATTENDEES:

Name	Department
Pablo Manzo	Associate Vice Chancellor, Facilities Management
Mitch Campbell	Vice President, Administration
Tonya Williams	Dean, Engagement and Completion
Jennifer Laflam	Dean, Davis and West Sacramento Centers
Paul Estabrook	Dean, Technology and Innovation
Lorena Jauregui	MESA/CCCP Coordinator
Debra Crumpton	Professor, Business
Monisha Adnani	HMC Architects
Benjamin White	HMC Architects
Elsa Listiani	HMC Architects

Meeting Notes:

A. Campus Renovation and Modernization Plans

1. The COS building underwent some renovations, but the updates were not as extensive as originally expected because of shifts in funding and changing priorities.
2. The makerspace building received several improvements, providing a good shell for evolving program needs, though the program is expected to grow further.
    a. The team discussed the possibility of relocating the makerspace into a new building to accommodate expansion.
    b. An outreach makerspace may be established in the new building to spark curiosity and direct participants toward the existing lab and makerspace.
    c. The makerspace building should be considered as part of a career education annex.
    d. HMC to remove the automotive program from consideration, keeping the focus on CTE.
3. The group emphasized maintaining the philosophy of creating flexible spaces rather than rigidly designed ones.
4. The infrastructure upgrades should remain generic in the masterplan to maximize flexibility.
5. The placement of the new building should allow for a 20-foot gap to improve circulation and separation.

B. Campus Renovation Phasing Plan

1. The group reviewed the Facilities Condition Index (FCI) scores to determine building priorities for renovation.
2. They discussed a phased renovation strategy to align with state funding opportunities while keeping the plan adaptable to future needs.
    a. Priority projects identified included Rhoda Hall North, Rhoda Hall South, the Lusk building, and the pool.
    b. The plan also includes addressing the former bookstore space in the Lusk building and adding the music portion of the Performing Arts Center (PAC) to renovation plans.
    c. The committee agreed to keep the master plan broad and high-level, avoiding overly specific program details that could quickly become outdated.

Facilities Master Plan Meeting Minutes

APPENDIX

09.26.25 FACILITIES MASTER PLAN COMMITTEE MEETING (CONTINUED)

C. New South Gym

1. Design for the new South Gym will incorporate locker rooms, instructional space, offices, and a loading dock.
    a. The group proposed moving kinesiology and physical education instructional spaces from the STC to the new South Gym footprint.
2. The affinity center will temporarily relocate to swing space and later move to either the Learning Resource Center (LRC) or the new business building.
3. The group highlighted the need for temporary relocation of certain programs during construction.

D. LRC and Business Building Planning

1. The LRC was discussed as a future campus hub, providing swing space for tutoring, assessment, student support, and a consolidated media center.
2. The new business building is expected to house instructional space, a café, and possibly a makerspace while maintaining a net-zero square footage balance.
    a. More detailed programming for the building will take place once projects are approved, working directly with building users to determine specific needs.
    b. The team will develop plans to transform the LRC into a campus hub, with the option to relocate makerspace to either LRC or the new business building, and determine future uses for the current makerspace building

E. Next Steps

F. The committee recognized the importance of documenting existing conditions and maintaining consistent architectural vocabulary within the master plan.

1. Draft of the masterplan to be presented at the October board retreat, with final presentation scheduled for December.
    a. HMC to assist in creating the presentation deck
    b. The committee agreed that community engagement prior to board approval is crucial and proposed a large campus meeting to gather input before the December presentation
2. The team will determine project sequencing to minimize campus impact and evaluate state funding opportunities.
    a. The district to coordinate on the phasing schedule and plans.
    b. Swing space locations for phased projects to be identified.

Space Utilization Study

Engagement Report January 2025

Sacramento City College

Steelcase
Applied Research + Consulting

SACRAMENTO CITY COLLEGE
EST. 1916

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01.

Executive Summary

Executive Summary

Context and Outcomes

The primary goal of the Space Utilization Study is to inform a long-term real estate strategy which will be embodied in the Facilities Master Plan.

Events over the past few years have led to an evolution in instructional modalities and an adjustment in Student perspective on the purpose of Sacramento City College (SCC) campus and its role in both learning and community. The SCC Executive Team is interested in thoughtfully considering options to create modern and compelling learning and work experiences that will support enhanced Student outcomes.

This study, conducted by the Applied Research + Consulting Team, will explore a range of flexible office and classroom solutions. This will be accomplished by:

- Exploring how SCC Faculty and Classified Professionals work, model a range of flexible working solutions to achieve employee effectiveness and maximize student learning
- Analyzing classroom usage patterns and the associated demand, model a range of Scenarios and provide input into current classroom design options
- Incorporating the results of this study to update and evolve the Facilities Master Plan

The outcomes for this engagement include:

- Creating a long-term real estate strategy embodied in the Facilities Master Plan to inform the evolution of the campus experience
- Understanding at a high-level of Student perspective and aspirations for the Campus experience
- Defining a range of scenarios at varying points along a continuum and developing concept designs for both Faculty and Classified Professionals based on how work is done
- Documenting the advantages and disadvantages of each Scenario and the implications for Employee and Student experience, organizational performance, and real estate requirements
- Supporting SCC Executive Team in determining Scenarios that fit best with their culture
- Providing key information to support implementation of the chosen strategy (worker types, work modes, sharing ratios, I to We ratio, typology, settings, concept designs and impacts on behavior, process and technology)
- Defining a range of Scenarios for classrooms across a spectrum of utilization targets and levels of Student demand
- Considering reuse and repurpose options for excess space
- Identifying change management implications of transitioning to a more defined mobile/hybrid strategy

Executive Summary

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

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 SCC. The research methods employed for SCC are outlined to the right.

- Direction setting and education work session with SCC Executive Team and Leaders
- Interviews and workshop with SCC Executive Team
- Interviews with leaders from Academic and Classified Senates
- Work Experience Survey to Faculty, Classified Professionals and Students
- Work Modes Study to Classified Professionals
- Co-Design Workshops with Faculty, Classified Professionals and Students
- Observation of approximately 19 Buildings, 51 Classrooms, multiple Faculty and Classified Professional work areas at SCC's Main Campus and the Davis and West Sacramento Centers.
- Review and analysis of classroom scheduling data
- Analysis, synthesis and initial Scenario development
- Initial Scenario review with SCC 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 SCC Executive Team and District Leaders

Executive Summary

Overview of Contents + Usage

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

Strategic Intent

Defines the rational for a new workplace and classroom direction which supports shifting modalities and work patters; it includes the Central Question, Critical Success Factors and Foundational Pillars.

Insights + Experience Principles

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

Strategic Design Brief

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

Scenarios

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

Executive Summary

Key Insights

The key Insights reflect the analysis and synthesis of multiple sources of data gathered during the Discovery Phase with SCC. The goal of inspiring Student success was evident throughout our interactions with all SCC constituents. These Insights reflect that goal and offer a deeper understanding of what is happening at SCC today. The Insights will inform and drive considerations and recommendations for the Facilities Master Plan. Details about the four Insights and the research findings that informed them are included later in this report.

A summary of the four Key Insights for SCC are shown on this page.

Insight 1

Reinvigorating the People's College

As pioneers and innovators of education in Sacramento, SCC has created a legacy of inclusion for over a hundred years and is known as the People's College. Building a strong community of Students, Faculty, Classified Professionals, Administrators and partnerships with local businesses is foundational to continuing the legacy.

The shift to online instruction has challenged the cultural norm strengthening of community through face-to-face interaction. Currently on Campus there are few places that encourage casual connections between Students, Faculty, and Classified Professionals. Developing places in which people can come together to build trust, collaborate, and learn is viewed as a priority.

Insight 2

Striving Towards Equity

Diversity and equity are the cornerstones of learning at SCC. Leadership is dedicated to achieving equity with student success to close the gap for marginalized students. If equity is about understanding all Students' unique perspectives and differences then more focus is required on policies and processes, curriculum, and classroom practices which offer options. In the spirit of achieving equity, all constituents expressed the desire to improve processes and practices, achieve equitable learning experiences, and increase choice in instructional modes.

Insight 3

Practicing Inclusive Collaboration

Effective and inclusive collaboration and communication is foundational to building trust and enhancing relationships across the People’s College. There is a desire from Leadership to promote open and transparent dialogue across all constituents. Participants in the discovery workshops revealed a fear of silos being strengthened due to lack of cooperation, communication, and teamwork across groups. Participants hope that a renewed focus on more effective communication and collaboration will ease existing tensions.

Insight 4

Reimagining Future Experiences

SCC has a prestigious Main Campus which reflects their historical significance in the community while keeping a focus on the future. Buildings that were designed and built in the early 20th century sit next to new contemporary state of the art buildings. Although the historical buildings have been renovated over the decades, there is still inconsistency in the experience people have between the old and the new. This contrast is due to building age, design, services, maintenance, and infrastructure and has implications for meaningful on-ground and online modalities.

Executive Summary

Scenarios – Future Alternatives

Two Scenarios were developed each for Faculty and Classified Professional areas and three Scenarios were developed for Classrooms. These Scenarios are unique to SCC and are based on the Strategic Direction, Foundational Pillars and their ranking, Work Mode data, how people work on a day-to-day basis and changing modality patterns and evolving Student preferences.

For Faculty and Classified Professionals each Scenario represents progression along a continuum and addresses both mobile / hybrid working strategies. Each Scenario reflects increasing levels of change and is contrasted to the As-Is environment which represents a third Scenario. Classroom Scenarios are based on varying levels of utilization and on-ground demand.

These Scenarios will aid the SCC 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

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

Scenario 02

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

Classified Professionals

Scenario 01

- Activity-based work planning methodology
- Existing limited hybrid program (Monday – Thursday on campus)
- Formal campus mobile program with sharing introduced; sharing of desks and offices for campus mobile workers at 1.3:1
- Office to workstation ratio will be unchanged
- Updated design in office areas with increase in collaborative space, etc. if possible
- Introduce Student experience and waiting areas
- Non-structural walls are removed or repositioned

Scenario 02

- Activity-based work planning methodology
- Formal updated hybrid program for non-peak periods introduced
- Formal sharing introduced; sharing of desks and offices for hybrid and remote workers at 1.5:1 and 10:1
- Quantity of group, collaborative and social spaces enhanced over scenario 1 with increased options for hybrid / remote workers
- Office to workstation ratio will be unchanged
- Expand Student experience and waiting areas
- Non-structural walls are removed or repositioned

Executive Summary

Real Estate Savings

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

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

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

Option 1
Eliminate Excess Space

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

Option 2
Repurpose Excess Space

This option consists of adopting alternative uses for excess space that is consistent with the College’s permissions. Some Institutions have considered Co-Working or Innovation Hubs as options.

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

Option 3
Eliminate + Repurpose Excess Space

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

Executive Summary

Real Estate Savings - Classrooms

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

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

Three Scenarios were developed and considered (details provided later in this document). We believe Scenario 3 represents the most viable representation of real estate savings related to classrooms as it has an appropriate balance between achievable scheduling levels and ability to accommodate growth. For Scenario 3 Peak utilization is set to 85% and Non-Peak is set to 40% of course demand hours specified which is slightly higher than best in class utilization among the 4 Los Rios Colleges. The real estate saving opportunity is:

- Approximately **36.4% of** aggregate **classrooms**

There is potential that a "**universal classroom**" could support higher levels of utilization but was not explored in this analysis.

Note: this savings likely understates the opportunity due to overstatement of classroom usage – see comments on Classroom Utilization – Key Findings page later in this document.

Classroom Utilization Scenario 3
Monday - Thursday (4 days)
Peak @ 85% utilization, Non Peak @ 40% of course demand specified

	Lecture	Lab	Total
Current Hours Course Demand	1713	579	2292
Current # Rooms	85	21	106
Required # Rooms	50.4	17.0	67.4
Excess # Rooms	34.6	4.0	38.6
% Excess	40.7%	18.9%	36.4%

The assuming an average size classroom of approx. 753 sq ft, this results in potential real estate savings on Current Demand of 29,066 sq ft

Executive Summary

Real Estate Savings – Faculty Spaces

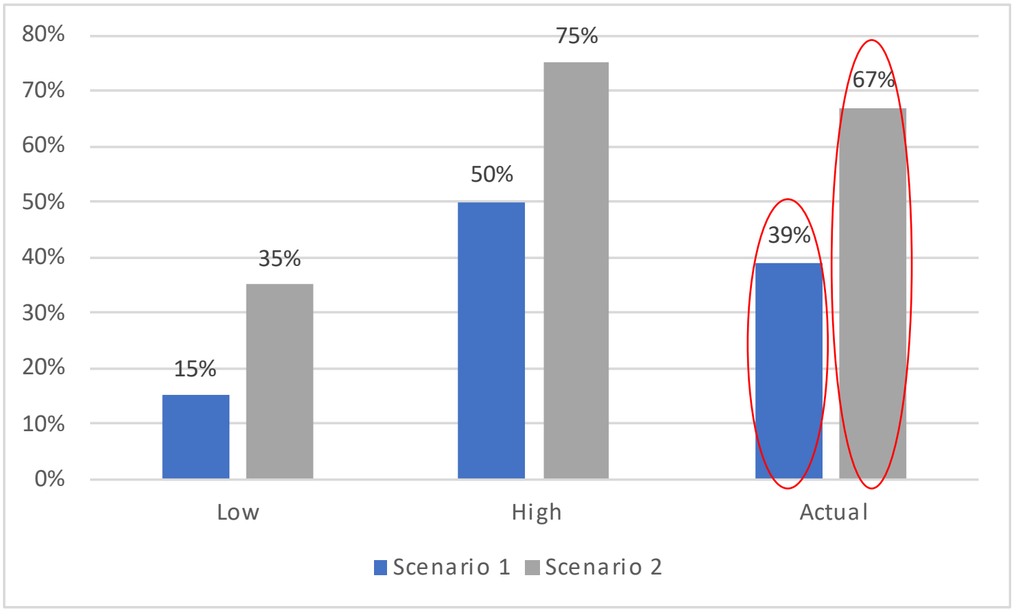
The analysis of Faculty work patterns, preferences, union agreements and shifts in modalities indicate the potential for a reduction in the volume of space dedicated to Faculty offices. The potential reduction varies by scenario and is discussed below.

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

- **Scenario 1** provides a formal hybrid program which offers a broad range of choice for office access
  - ✓ In this scenario 25% of Faculty own offices based on a 3+ day / week attendance requirement, 50% are hybrid with a requirement to be in the office weekly but less than 3 full days and they share offices at ratio of 2 to 1 and 25% of Faculty are remote with no requirement to be in the office weekly and they will share seating in the faculty community area
  - ✓ The range of real estate savings for a scenario like this typically varies between 15% - 50%
  - ✓ Scenario 1 achieves a **39% reduction in real estate**, but this percentage will be reduced based on the amount of community space implemented

- **Scenario 2** represents a step beyond Scenario 1's Faculty office sharing program
  - ✓ In this scenario 75% of Faculty are hybrid with minimal expectations to be in the office weekly with an accompanying sharing ratio of 3 to 1 and 25% of Faculty are Remote with no requirement to be in the office weekly and they will share seating in the faculty community area
  - ✓ The range of real estate savings for a scenario like this typically varies between 35% - 75%
  - ✓ Scenario 2 achieves a **67% reduction in real estate**, but this percentage will be reduced based on the amount of community space implemented

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

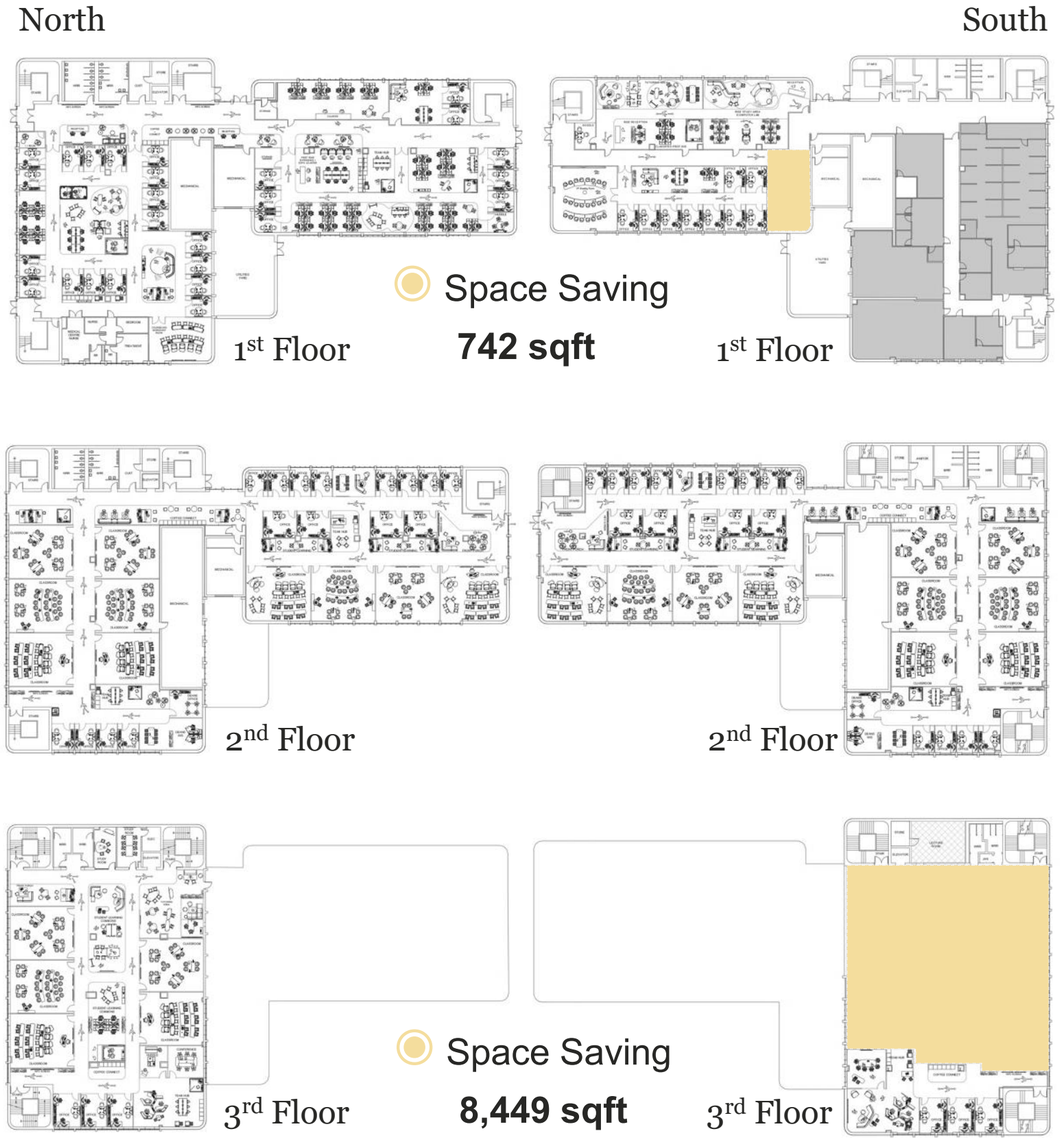
Real Estate Savings for Rodda Halls North and South

The analysis and scenario modeling for Rodda Hall North and South take into consideration the work patterns and preferences for all residents (Administrators, Classified Professionals and Faculty), plus the preferences by Leadership to have a greater on campus presence. Unlike the Space Utilization reports for most Los Rios campuses the potential real estate savings for SCC Classified Professionals are not provided separately. Rather the savings are aggregated across both buildings for all Employee groups and documented on this and the following page. This is driven by a number of complicating factors which resulted in a broad range of changes (many remedial) in both scenarios. These include:

- Average Classroom size for non labs is significantly smaller than desirable and was increased in both Scenarios from approximately 611 sf to between 755 and 800 sf. This negates some of the saving from the reduction in Classrooms based on low utilization.
- Offices vary greatly in size with approximately 44% averaging 72 sf (single occupancy) and 56% averaging 135 sf (executive and double occupancy). This was addressed by increasing the average office size to 118 sf which limited the savings from office sharing.
- For Faculty areas the aggregated savings on these pages take into consideration both the reduction in office space provided by sharing and also the increase in community, social and student spaces.
- Space is allocated to employees in small departments which limits the benefits of sharing.
- Leadership's desire to limit the range of potential hybrid solutions.

The strategies used for Classified Professionals in this effort and the aggregated real estate savings are overviewed on the next page.

Scenario One



Scenario One aggregate space savings is 9,191 sqft or 12%

Executive Summary

Real Estate Savings for Rodda Halls North and South

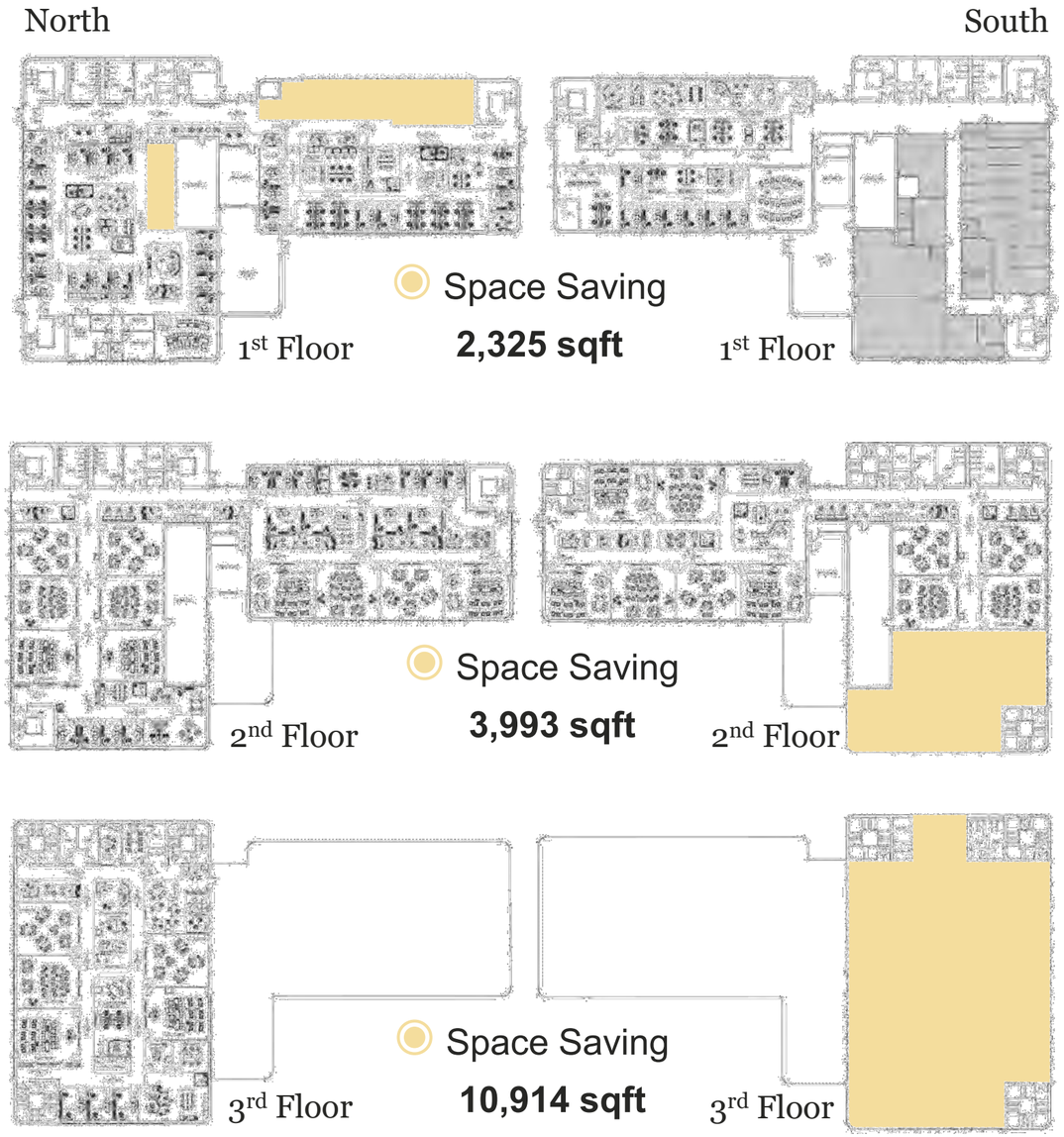
For Classified Professionals different workplace strategies are employed for Scenario 1 and Scenario 2. These are outlined below and addressed in greater detail in the Scenario section of this report.

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

The aggregated space savings for both Scenarios for Rodda Hall North and South are:

- **Scenario 1 space savings is approximately 9,191 sf or 12%**
- **Scenario 2 space savings is approximately 17,232 sf or 22%**

Scenario Two



Scenario Two aggregate space savings is 17,232 sqft or 22%

Executive Summary

Next Steps

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

Pilot + Measure

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

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

Change Management

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

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

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

02.

Strategic Intent

- Central Question
- Critical Success Factors
- Foundational Pillars

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 SCC's Executive Team and Senior Leaders.

How might we implement the vision of the People's College
by supporting Students to achieve their goals,
through an inclusive, equitable education
while simultaneously
providing dynamic opportunities to learn, work and connect
in new and creative ways?

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

Critical Success *Factors*

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

The Critical Success Factors are based on the input derived from interviews with SCC Leaders and were validated in the Leadership Workshop.

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

Community

- Enhance and support the vision of the People's College to ensure strong collegial connections leading to equitable achievement for all Students, especially the marginalized groups
- Proactively strengthen the historical symbiotic relationship between SCC and the greater Sacramento community to contribute to the vitality of the community and instill pride in the People's College
- Strive to strengthen the campus community in a mobile working and mixed modality instructional environment
- Recognize while online modality and hybrid is growing, physical presence is key for trust building, collaboration and collegial connections

Student Experience

- Provide enriching experiences for Students that lead to both educational and career success
- Create a competitive, achievement oriented educational environment to achieve equitable Student Success
- Ensure Students feel the commitment, energy and support from all Classified Professionals and Faculty
- Create energy and buzz across the campus to entice presence by bringing people together across perceived racial boundaries

Institution

- Focus on reducing the equity gap as a measure of success for the College as a whole
- Implement programs to grow student population (e.g., Mountainside Middle College High School) and reduce student loss rate
- Become nimbler in understanding, anticipating and responding to needs of Students and the greater Sacramento community
- Improve existing Student Service processes and internal administrative processes that are out of date, ineffective and time consuming
- Strengthen visibility and connections between the Main Campus and Davis and West Sacramento Centers

Instruction

- Effectively implement plan to close gap for marginalized Students
- Aspire for excellence in instruction across all modalities
- Strive to maintain consistent success rates across all modalities
- Ensure courses are meaningful and desirable for both transfer and career ed Students

Culture

- Continue to actively support equitable achievement, inclusion and social justice in action
- Encourage individual authenticity and promote open and transparent dialogue across all constituents
- Enhance the vitality and morale of the College to instill pride and joy about learning and working at SCC
- Encourage interpersonal connections across real and perceived boundaries to build trust and enhance relationships across the College

People

- Ensure diversity in all employee groups to mirror the Student population and create empathy and equity
- Hire the best person for the job
- Invest in professional development for Faculty and Classified Professionals
- Enhance succession planning and build a bench of future Leaders

Foundational Pillars

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

College Community

The college experience promotes a culture of equity, inclusion, empathy and respect linked to the values of the People's College.

Success Rates

Successful course completion, graduation and transfer rates are evaluated, measured and prioritized with a focus on closing the achievement gap for marginalized Student populations.

Innovation

Continuous improvement in processes, systems and capabilities to equitably meet current and emerging Student and Stakeholder needs.

Student Centered *

Faculty, Classified Professionals' and Administrators' priority is to support and connect with Students equitably.

Work Experience

The on-ground experience for Faculty, Classified Professionals + Administrators' is enhanced to have a positive effect on the Student Experience.

Communication

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

Campus Experience

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

Learning + Development Flexibility

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

** The Foundational Pillar about Flexibility + Balance was changed by the Executive team in the Leader workshop to Student Centered based on the belief that hybrid working by Faculty and Classified Professionals would be detrimental to Students and their success.*

Ranking of Foundational Pillars

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

The results indicate general alignment across all groups with the Foundational Pillars of College Community and Student Centered, which are two of the top three Pillars as ranked by Leadership.

There appears to be differing opinions on Success Rates with Leaders and one Faculty group ranking them high and the other three groups ranking them lower. The reasons for this discrepancy is based on the perspective by the other groups that Success Rates are the natural outcome of doing the other Foundational Pillars well.

Campus Experience is ranked similarly by SCC Leaders and Faculty and lower by Classified Professionals. This difference may be based on Classified Professionals having concern about their Work Experience.

Communication was ranked seventh by Leadership but was ranked higher by Classified Professionals and Faculty. This disparity is perhaps due to a perception of insufficient communication between Leadership, Classified Professionals and Faculty and the desire to address this situation.

FOUNDATIONAL PILLARS	SCC Executive Team	Classified Professional Workshop #1	Classified Professional Workshop #2	Faculty Workshop #1	Faculty Workshop #2
College Community	1	1	1	1	3
Success Rates	2	7	5	2	6
Student Centered	3	2	4	4	1
Campus Experience	4	6	7	3	2
Innovation	5	4	2	7	7
Learning + Development	6	8	8	8	5
Communication	7	3	3	5	4
Work Experience	8	5	6	6	8

03.

Insights

Insights

Overview

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

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

These Insights will inform and drive considerations and recommendations for the Facilities Master Plan. Details about the four Insights and the research findings that informed them are included in this section.

Insights

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

Insight 1

Reinvigorating the People's College

As pioneers and innovators of education in Sacramento, SCC has created a legacy of inclusion for over a hundred years and is known as the People's College. Building a strong community of Students, Faculty, Classified Professionals, Administrators and partnerships with local businesses is foundational to continuing the legacy.

The shift to online instruction has challenged the cultural norm of strengthening community through face-to-face interaction, socialization, and on-ground learning.

Currently on Campus there are few places that encourage casual connections between Students, Faculty, and Classified Professionals. Developing places in which people can come together to build trust, collaborate, and learn is viewed as a priority. All of these activities propel new ideas and different ways of thinking to achieve Student success.

Insight 2

Striving towards Equity

Diversity and equity are the cornerstones of learning at SCC. Leadership is dedicated to achieving equity with Student success to close the gap for marginalized Students. If equity is about understanding all Students' unique perspectives and differences then more focus is required on policies and processes, curriculum, and classroom practices which offer options.

In the spirit of achieving equity, all constituents expressed the desire to improve processes and practices, achieve equitable learning experiences, and increase choice in instructional modes.

Insight 3

Practicing Inclusive Collaboration

Effective and inclusive collaboration and communication is foundational to building trust and enhancing relationships across the People's College. There is a desire from Leadership to promote open and transparent dialogue across all constituents.

Participants in the discovery workshops revealed a fear of silos being strengthened due to lack of cooperation, communication, and teamwork across groups. Participants hope that a renewed focus on more effective communication and collaboration will ease existing tensions.

Insight 4

Reimagining Future Experiences

SCC has a prestigious Main Campus which reflects their historical significance in the community while keeping a focus on the future. Buildings that were designed and built in the early 20th century sit next to new contemporary state of the art buildings.

Although the historical buildings have been renovated over the decades, there is still inconsistency in the experience people have between the old and the new. This contrast is due to building age, design, services, maintenance, and infrastructure and has implications for meaningful on-ground and online modalities.

Insight 1
Reinvigorating the People's College

As pioneers and innovators of education in Sacramento, SCC has created a legacy of inclusion for over a hundred years and is known as the People's College. Building a strong community of Students, Faculty, Classified Professionals, Administrators and partnerships with local businesses is foundational to continuing this legacy.

The shift to online instruction has challenged the cultural norm of strengthening community through face-to-face interaction, socialization, and on-ground learning. Currently on Campus there are few places that encourage casual connections between Students, Faculty, and Classified Professionals. Developing places in which people can come together to build trust, collaborate, and learn is viewed as a priority. All of these activities propel new ideas and different ways of thinking to achieve Student success.

- Both Leaders and Faculty desire more presence and instruction on Campus. The consensus for the future on-ground modality ranges from 60% to 70% on average
- Interviews with Leadership reinforced the importance of collaborating with local businesses to offer relevant courses based on the employment needs of the community
- In ranking the Foundational Pillars, all constituents ranked College Community as No. 1 to achieve their goals in the future. The College Community Pillar is defined as “promoting a culture of equity, inclusion, empathy, and respect linked to the values of the People’s College”
- Faculty survey respondents indicated the primary reasons to come to Campus are connection and visibility to Students as well as being a requirement of their job
- Currently, there is a strong desire to bring all constituents on Campus more frequently while balancing the needs for flexibility
- Before Covid, the City Café was a vibrant center to relax, connect, and study. With the limited opening of the Café, the Library is now perceived by Students as the only gathering space but recognize that it is not ideal for socialization and building community with all constituents
- Although there is an increase in number of Students on-ground this semester, the Student Center is locked and closed, and the Café is not operating at full service
- Faculty and Classified Professionals treasure the ability to build informal connections but are currently challenged with a lack of places on Campus to meet and socialize
- There appears to be Student Club recruitment activity in the Quad on Wednesdays in attempt to build community
- Classified Professionals treasure the Caring Campus initiative that promotes an inclusive, welcoming, and guided experience but fear the loss of investment in the initiative
- Leaders and Students recognize the value of socialization, and that it can help with their success
- Fitness Center availability and access for enrolled Students was mentioned as an attractor to increase attendance on Campus
- Student workshop participants expressed how being a part of clubs can expand your network and introduce you to other opportunities
- The Maker Space and the RISE Program are great examples of bringing Students together to create empathy and equity across perceived racial boundaries

Insight 1
Invigorating the People's College

Diverse group of Students working in RISE community space
- Observation Study

FOUNDATIONAL PILLARS	SCC Executive Team	Classified Professional Workshop #1	Classified Professional Workshop #2	Faculty Workshop #1	Faculty Workshop #2
College Community	1	1	1	1	3
Success Rates	2	7	5	2	6
Student Centered	3	2	4	4	1
Campus Experience	4	6	7	3	2

*Leadership, Faculty and Classified Professionals ranked **College Community** as the **Number One** Foundational Pillar for the **ideal future campus experience.***

– Ranking of Foundational Pillars exercise

”We treasure being involved with Clubs and engaging with students.”

– Faculty Workshop Participant

“I hope we don’t lose investment in the Caring Campus initiative”

– Classified Professional Workshop Participant

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

– Student Workshop Participant

Insight 2
Striving towards Equity

Diversity and equity are the cornerstones of learning at SCC. Leadership is dedicated to achieving equity with Student success to close the gap for marginalized Students. If equity is about understanding all Students' unique perspectives and differences then more focus is required on policies and processes, curriculum, and classroom practices which offer options.

In the spirit of achieving equity, all constituents expressed the desire to improve processes and practices, achieve equitable learning experiences, and increase choice in instructional modes.

- Observation revealed that the majority of classrooms are set up for Lecture style instruction which limits flexibility to practice Active Learning
- Students desire that there be more thoughtful consideration of their individual learning styles, and that pedagogies flex as needed
- Students value the support they receive on Campus but especially one on one tutoring sessions and counseling
- Students commented that one of their obstacles to learning is they are challenged with both how to study and manage time
- Students expressed that classes of 40+ people can be intimidating and impersonal
- Faculty hope for parity in class size across the District e.g., 30 people at ARC and 40 people at SCC
- Faculty commented on the policy of students being able to take classes on several Los Rios Colleges and believed that it makes learning transactional and weakens the Student connection to a specific college
- While there is consensus among Leaders and Faculty workshop participants to offer more on-ground courses, they recognize the need to support a segment of their student population with on-line instruction due to socio economic conditions
- Faculty commented on the need for more resources and Professional Development to improve on-line instruction for both synchronous and asynchronous courses
- All constituents believe that more investment in advanced technology, HyFlex classrooms, and streamlined processes will lead to greater Student success
- Although Classified Professionals are dedicated to Student success, they expressed concern over more students being on campus and their ability to serve them without additional staffing
- Classified Professionals are frustrated with the current hiring process which increases the dependency on hiring temporary workers, diminishes the on-boarding process, and reduces the effective transfer of knowledge
- Classified Professionals hope for greater encouragement for Professional Development with more investment and resources to improve Student Services

Insight 2
Striving towards Equity

Example of Students attempting to work in groups in Classroom designed for lecture style instruction
- Observation Study

Students working together with Tutors in the Learning Skills and Tutoring Center.

– Observation Study

"There has been a drop off in enrollment in night classes on-ground. Students want to take these classes online."

– Faculty Workshop Participant

"An increased dependency on Temporary Classified Professional employees equals a huge increase in hiring + training, turnover + instability."

– Classified Professional Workshop Participant

"Being in a classroom with one teacher and 40 students feels kind of intimidating."

– Student Workshop Participant

Insight 3
Practicing Inclusive Collaboration

Effective and inclusive collaboration and communication is foundational to building trust and enhancing relationships across the People's College. There is a desire from Leadership to promote open and transparent dialogue across all constituents.

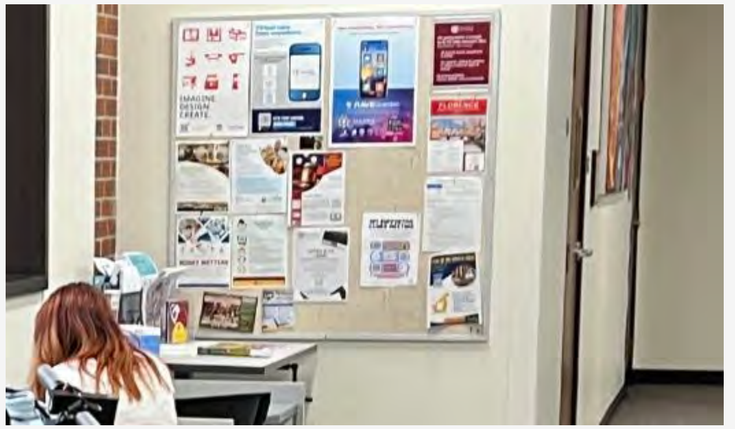
Participants in the discovery workshops revealed a fear of silos being strengthened due to lack of cooperation, communication, and teamwork across groups. Participants hope that a renewed focus on more effective communication and collaboration will ease existing tensions.

- Across all constituents, there is a strong desire for more transparent communications and consistent direction from Administration and the District
- Classified Professionals desire to collaborate more with Faculty and other divisions
- Classified Professionals feel they are underrepresented in decision making processes reinforcing a perceived hierarchy of importance
- The Faculty also feel they are not consulted on decisions which contributes to a lack of trust with Administration
- The Students also want more input to Administration, connection to Faculty, and interaction with each other
- Students voiced that the lack of clear and focused communication about events is hindering their ability to take part in activities, make friends, and build vital networks

- Physical space is instrumental in reinforcing silos through the distribution of Student Services across buildings and the segregation of Faculty offices
- The methods used to communicate are overwhelming, inconsistent and not user friendly e.g., pamphlets, posters, bulletin boards, web site, emails, newsletters
- Faculty treasure being involved with Student Clubs and building rapport with Students

Insight 3
Practicing Inclusive Collaboration

Student Services are accommodated in different buildings, resulting in potential silos between groups and confusion for Students.
- Observation Study



Example of a typical Bulletin board display used widely across the Campus to inform Students of resources and events
– Observation Study

""It's my first semester and if it wasn't for my colleague in Student Govt I wouldn't know about events or anything happening around campus. "
– *Student Workshop Participant*

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

– Classified Professional Workshop Participant

"There isn't good communication from Los Rios DO & Administration…people don't know what's going on and the website is not the place to find out."
– Faculty Workshop Participant

Insight 4
Reimagining Future Experiences

SCC has a prestigious Main Campus which reflects their historical significance in the community while keeping a focus on the future. Buildings that were designed and built in the early 20th century sit next to new contemporary state of the art buildings.

Although the historical buildings have been renovated over the decades, there is still inconsistency in the experience people have between the old and the new. This contrast is due to building age, design, services, maintenance, and infrastructure and has implications for meaningful on-ground and online modalities.

- In general, there is consensus on the positive impact of the beauty of the Campus and a desire to bring that inspiration into the interiors of the buildings
- All constituents recognize the widely differing experiences between the old and the new buildings and how processes, technology, and well being are impacted whether working, teaching or learning
- Observation highlighted the contrast between the ambience and usage between the outdoor café areas and the courtyard between the Natural Sciences building and Mohr Hall
- All constituents commented on the refreshing design details of the new Natural Sciences building and Mohr Hall because of the openness of the spaces, natural light, break rooms, Student areas, classrooms, and Faculty offices
- Because of the infrastructure of the old buildings, it is difficult to control variances in temperature. During observation contextual interviews, Faculty commented that sometimes they had to tell Students to bring blankets to class
- There does not appear to be a process for redesigning an existing space when a new user group is relocated there.
- From a Classified Professionals' perspective, there appears to be a one size fits all planning methodology without regard to the variety of spaces that a group might need
- There is a tension between private offices allocated to faculty and lack of private space for Classified Professionals especially when private offices are most often empty
- Students were observed studying in makeshift work areas in main circulation paths, hanging out in hallways before class, and hunkering down in stairwells
- The classroom utilization study highlights opportunities to reallocate, redesign, and improve existing spaces for all constituents
- Faculty hopes for more up to date technology and HyFlex classrooms since only 2 exist currently.
- Faculty and Classified Professionals hope for more funding and flexibility for technology and software that promote student and staff success.
- Faculty workshop participants expressed a desire for more artwork to promote the creativity of Students and Faculty

Insight 4
Reimagining Future Experiences

Mohr Hall Classroom that easily accommodates group work as contrasted with cumbersome group work in a Performing Arts Center Classroom
Classified Professional and Student Workshops

Photograph of Rodda Hall North and South historic architecture

– Observation Study

“Let’s get rid of sick buildings, bad HVAC systems along with offices with no windows.”

– Faculty Workshop Participant

“We need better work spaces around Student Services i.e. better acoustics/Privacy; Access; Flow of Movement."

– Classified Professional Workshop Participant

"We want inspiring art on Campus - more murals and design.”

– Student Workshop Participant

04.

Strategic Design Brief

- Experience Principles
- Experience Evolution
- Concept Map
- Worksettings and Attributes

Strategic Design Brief

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

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

This section is organized as follows:

Experience Principles

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

Concept Map

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

Concept Map Applied

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

Experience Evolution

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

Work Settings and Attributes

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

04. Strategic Design Brief

Experience Principles

Experience Principles

Foundation + Principles

Foundation

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

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

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

1. *Encourage*
the People's College Community

How might we create a vibrant community that positively enhances the culture of SCC to ensure Student success?

2. *Foster*
a Culture of Continuous Learning

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

3. *Create*
Inspiring Experiences

How might we design inspiring and equitable experiences across the Campus to enhance learning, working and teaching for all constituents?

4. *Reinforce*
Diversity + Equity

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

5. *Integrate*
Digital + Physical (Dual Modality)

How might we provide a consistent and seamless experience that connects Students, Faculty and Classified Professionals whether in person or online?

Experience Principles

Principle + Considerations

1.

Encourage the People's College Community

How might we create a vibrant community that positively strengthens the culture of SCC to ensure Student success?

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

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

Considerations

- Renovate existing community areas e.g., City Café and the Student Center to encourage people to make meaningful connections and relationships with each other
- Incorporate spaces that could support local business community functions to strengthen external relationships
- Design an inviting, comfortable aesthetic that allows informal conversations and supports serendipitous interactions
- Introduce a neighborhood design concept with integrated social hubs for each constituency group to connect, build trust and learn from each other
- Explore engaging ways to celebrate and acknowledge contributions and successes across the College by maximizing the use of analog and digital display
- Provide views into surrounding spaces, both interior and exterior, to build awareness and understanding of Department and Student activities
- Consider a variety of tools to bring people together, socialize and have fun e.g., digital and analog games, chalkboards, nutritious food and drink
- Create and evolve activities and protocols that will promote and build community

Experience Principle

Principle + Recommendations

2.

Foster a Culture of Continuous Learning

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

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

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

Considerations

- Explore ways to socialize and share best practices across the College from the Administration, Faculty and Classified Professionals’ perspective as part of a learning culture
- Create inspiring spaces that celebrate and broadcast Student successes past and present
- Create spaces that address multiple learning modes, formal and informal to capture, visualize and share experiences
- Provide a variety of spaces to support both 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
- Develop protocols and ensure Leaders exhibit the appropriate behavior as an example to all Employees

Experience Principles

Principle + Considerations

3.

Create
Inspiring Experiences

How might we design inspiring and equitable experiences across the Campus to enhance learning, working and teaching for all constituents?

As the oldest College in the Los Rios District, SCC has a blend of old and new buildings which shape the experience of the people that work and study in them. Since space is the most visible artifact of culture it has the potential to influence both positively and negatively the experiences in these building.

Redesigning the campus with inspiring, equitable learning and work environments can lead to more positive mindset and greater resiliency. Creating equitable experiences across the College will strengthen the focus on Student success and overall sense of purpose.

Considerations

- Create vibrant spaces within both new and legacy buildings that are stimulating and inspiring where people feel a sense of comfort and belonging
- Create new synergies between the Library, the City Café, the Student Center and the Quad to encourage movement and invigorate overlapping activities
- Incorporate culturally inspired artwork and branding to provide energy to all Campus buildings
- Support the wellbeing of Students thoughtfully through intentionally designed spaces that reflect diversity and identity
- Connect to the outdoors and weave natural elements into spaces for reflection, learning and work
- Design a range of flexible layouts for formal and informal spaces to provide choices in how the space is used

Experience Principle

Principle + Recommendations

4.

Reinforce
Diversity + Equity

How might we design space to highlight the importance of the Student Equity and Achievement Plan and be an enabler of increasing the success rates of people with a diversity of perspectives and backgrounds?

SCC has always encouraged people to openly share new and different perspectives. However, equity gaps with marginalized Students continue to exist.

Through the Student Equity and Achievement plan, SCC has identified and placed emphasis on the needs of Students of color, particularly African-American and Latinx students to close existing equity gaps. The physical environment should be considered as one of the enablers to achieve these goals.

Considerations

- Raise the visibility of the contributions of African American and Latinx Students through broad scale communication of significant moments and successes within all buildings on the Campus
- Promote the brand of Student Clubs and Programs within the brand of SCC through possible co-location to highlight their diversity while unifying cohesiveness within the College
- Evaluate all legacy buildings to assess the degree of renovation required to ensure equitable experiences
- Consider designing options for both on-ground and online instruction that focus on unique learning styles
- Explore redesigning tutoring centers to focus on the needs of marginalized Students versus continuing traditional design solutions
- Create a choice of safe places throughout the Campus that encourage sharing differing perspectives
- Provide spaces to encourage meetings and events with external community groups to foster discussions about local diversity issues and challenges

Experience Principles

Principle + Considerations

5.

Integrating Digital + Physical (Dual Modality)

How might we provide a consistent and seamless experience that connects Students, Faculty and Classified Professionals whether in person or online?

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

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

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

Considerations

- Provide reliable technology and tools for use by individuals so that connecting across the campus and from home is improved and optimized
- Provide appropriate training and resources to create content and support the adoption and use of technology to ensure Students and Faculty have an optimal learning and teaching experience
- Enhance the HyFlex experience in classrooms to more effectively support online learning and Student engagement
- Create settings in Faculty and Classified Professional communities that support the use of analog and digital tools to capture, visualize, share and display information
- Consider using digital communications throughout the Campus 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

Insight + Experience Principle Linkages

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

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

Key: ◉ Primary Linkages ◉ Secondary Linkages		Insights			
		Reinvigorating the People's College	Striving towards Equity	Practicing Inclusive Collaboration	Reimagining Future Experiences
Experience Principles	Encourage the People's College Community	◉	◉	◉	◉
	Foster a Culture of Continuous Learning	◉	◉	◉	◉
	Create Inspiring Experiences	◉	◉	◉	◉
	Reinforce Diversity + Equity	◉	◉	◉	◉
	Integrating Digital + Physical	◉	◉	◉	◉

04. Strategic Design Brief

Experience Evolution

Experience Evolution

Evolution Overview

Learning and Work Experience of Today vs. Future

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

Experience Evolution

Essential Shifts

From		To
Although physical presence on Campus is increasing, the sense of Community has been diminished due to the shift in modalities.	→	**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 SCC.
The increase in online learning and hybrid working has impacted the levels of vibrancy, density on-ground, and sense of connectedness across all constituents.	→	**Intentionally designed group spaces** that encourage informal conversations and support serendipitous interactions will provide destinations to build meaningful connections across all constituents.
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 will be Strengthened** when various modes of learning ranging from face-to-face, mentoring, problem solving and collaboration are supported to build trust and community among all constituents.
Current standards for the allocation of space are based on universal planning with assigned individual spaces which do not adequately support the shift in the way people are working today.	→	**Greater flexibility** in the way space is allocated will support the way people are actually learning and working (hybrid and mobile work) and will simultaneously maximize the use of space for an equitable environment.
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.	→	**Reimagining Classroom designs into flexible and fluid solutions** will enable and energize rigorous discussions and group work between Students and Instructors.
SCC is a prestigious campus with a blend of old and new buildings but lack visual display and communications emphasizing and celebrating the importance of achieving equity.	→	**Broad scale Communication Raise the Visibility** of the contributions of marginalized groups within all buildings on the Campus

04. Strategic Design Brief

Concept Map

Concept Map

Overview of zones

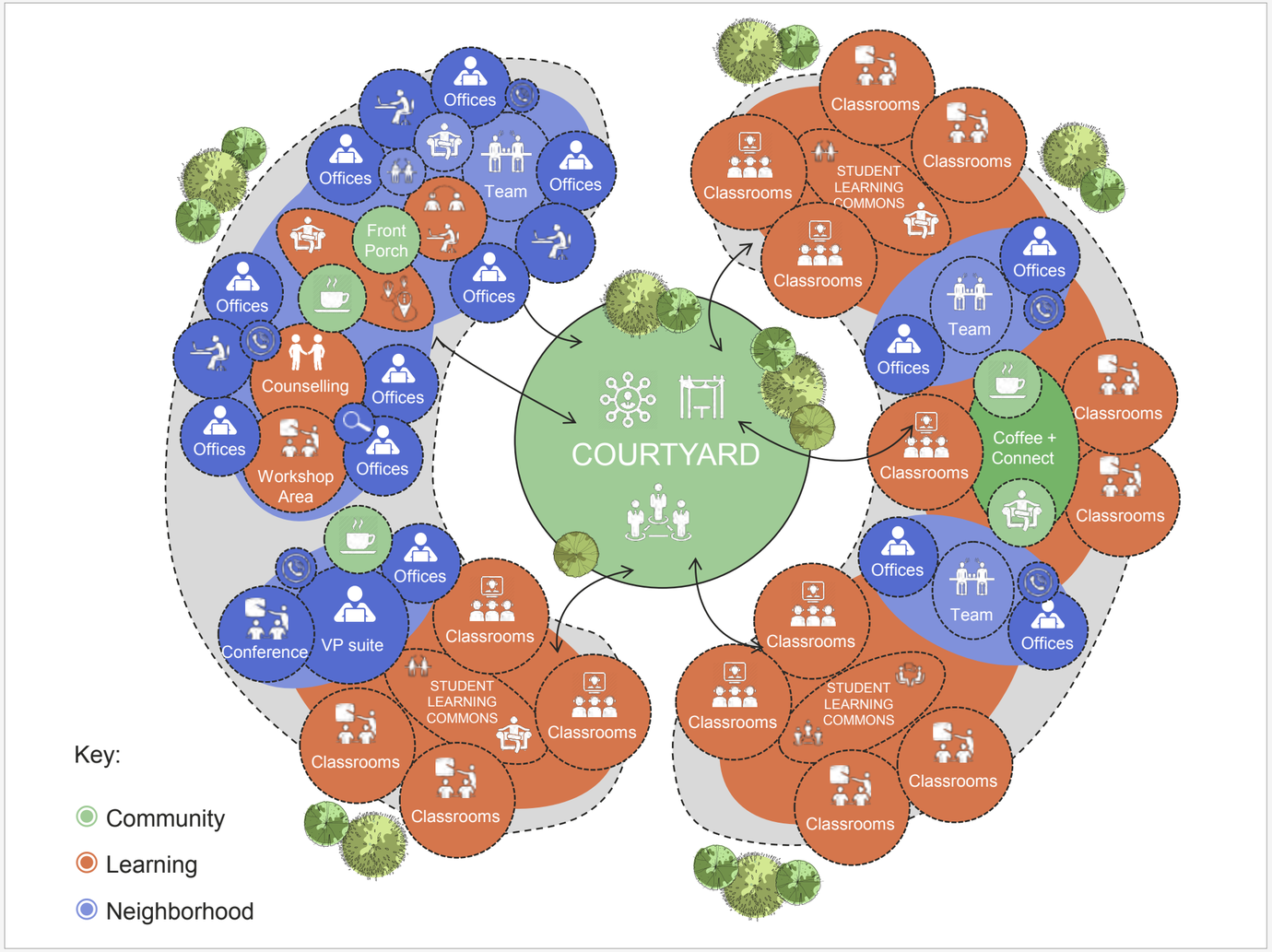
The Concept Map is an inventory of settings which represent a new approach to SCC's future learning and work environment.

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

The Concept Map of Spaces:

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

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



Concept Map

Overview of zones

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

Community Zone
Spaces for All

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

- Coffee + Connect
- Courtyards

Learning Zone
Students + Faculty

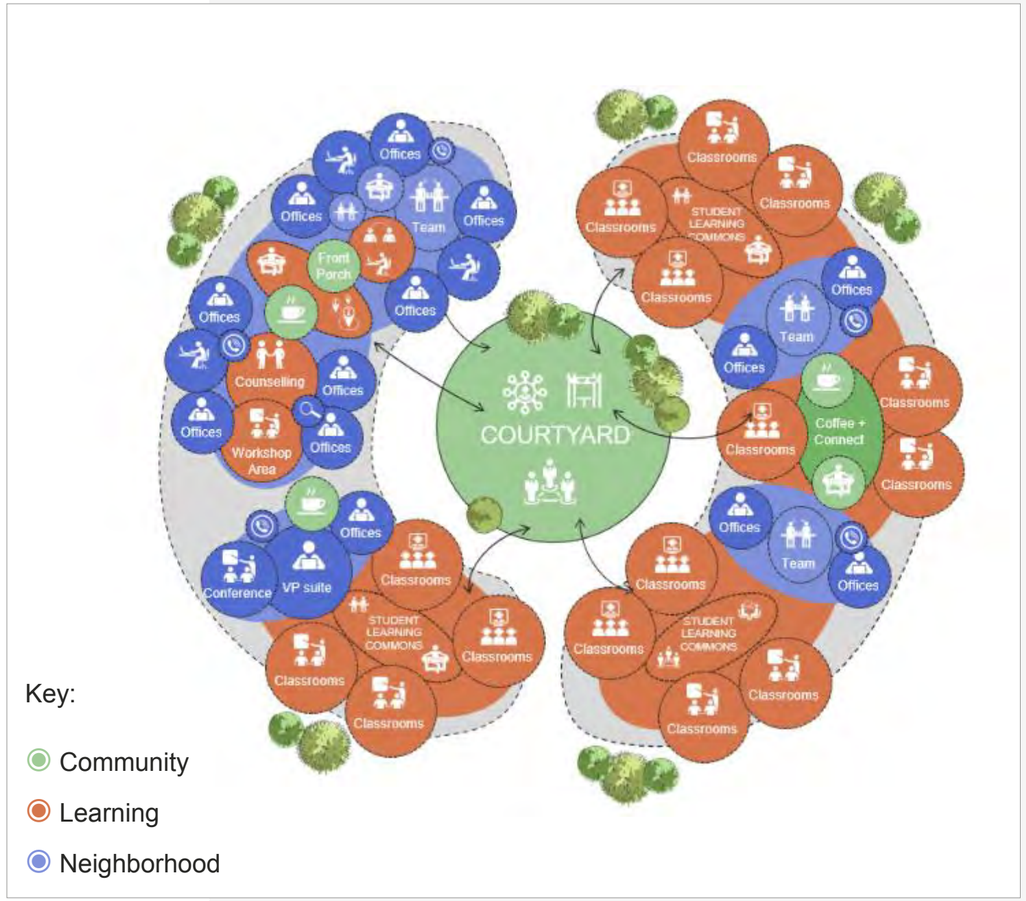
This zone supports formal and informal learning, wherever learning happens.

- Classrooms
- Student Learning Commons

Neighborhood Zone
Faculty + Classified Professionals

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

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



04. Strategic Design Brief

Worksettings + Attributes

Worksettings Overview

Community Zone

Coffee + Connect

Courtyards

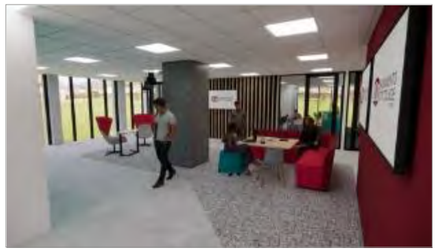
Learning Zone

Classrooms

Student Learning Commons

Neighborhood Zone

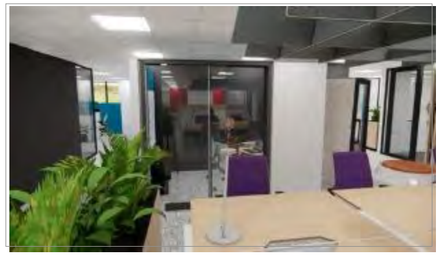
Front Porch



Department Hub

Meeting Room

Focus Room/Pod



Shielded Focus

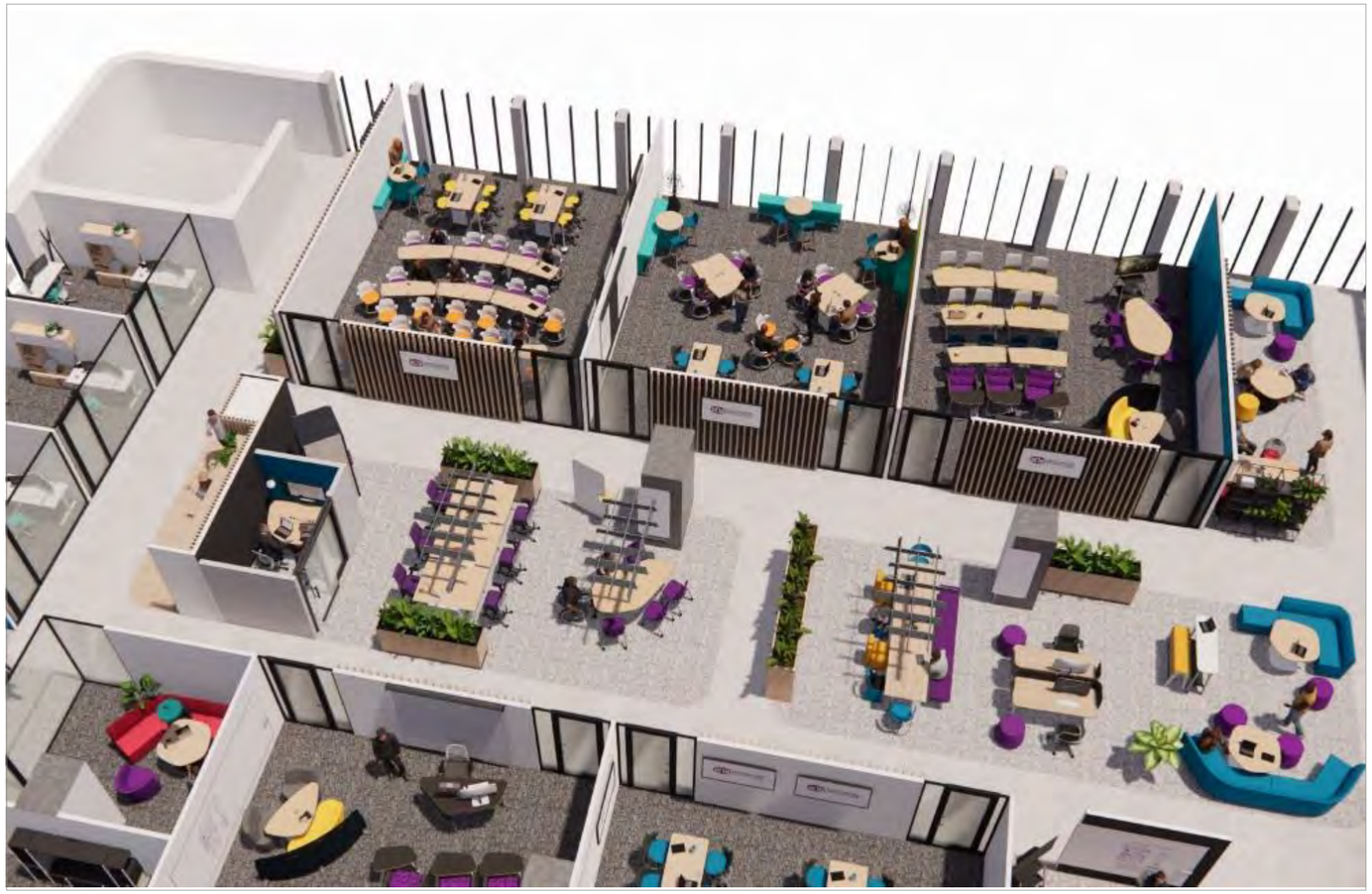
Workstation

Private Office: Single Occupancy

Private Office: Double Occupancy

Zone Overview

Community Zone



Community Zone Settings

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

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

Design Intent

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

Key:

- Community
- Learning
- Neighborhood

Worksettings

Community Zone | Coffee + Connect

Coffee + Connect is where Students, Faculty and Classified Professionals can come together over food and drinks for connecting, studying, and working with each other. It is an inviting and energizing destination. It is centrally located and is a place to work, recharge and connect while offering healthy snack and drink options. It is separated and shielded from areas where focus work happens. It should be designed with a range of settings to accommodate individuals and group preferences. If possible, the Coffee + Connect should extend to outdoor courtyards to take advantage of the temperate Northern California weather and views to the beautiful campus environment. The space serves as a destination for intentional and chance encounters and promotes wellbeing and rejuvenation.,

Indicative concept only

Worksettings

Community Zone | Coffee + Connect

Space

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

Tools + Technology

- Consider digital information displays to provide up-to-date information about the College, resources, events and activities
- Incorporate technology that allows the space to be used for large presentations / gatherings
- Include Wi-Fi and access to power for personal devices such as laptops, phones, chargers, etc.

People + Behavior

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

Worksettings

Community Zone | Courtyards

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

Indicative concept only

Worksettings

Community Zone | Courtyards

Space

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

Tools + Technology

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

People + Behavior

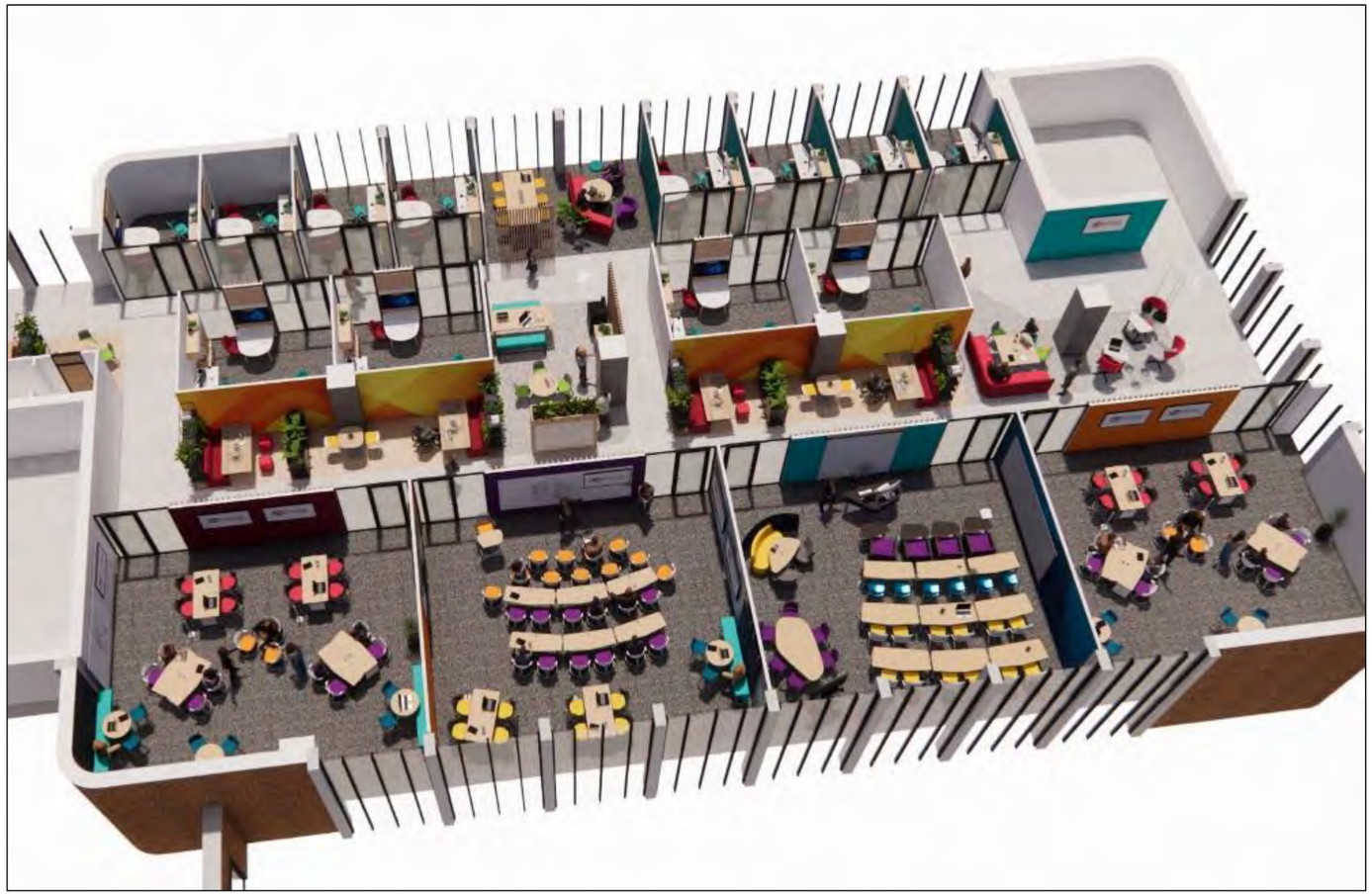
- Encourage use of the Courtyards through the planning and communication of special events
- Support the different work modes from focus and respite, to collaboration and socialization
- Establish guidelines to ensure proper use and maintenance

Indicative concept only

Indicative concept only

Zone Overview

Learning Zone



Learning Zone Settings

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

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

Design Intent

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

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

The Classroom technology should be user friendly to ease the burden on Faculty. Simultaneously Students are ensured of an equitable visual and sound related experience whether on-ground or in person.

The Student Learning Commons concept is introduced to provide Students with places to connect and work before or after attending a class. The Commons should include both group and individual settings. The Group settings will create an inviting atmosphere for studying and informal learning in between classes, while the Focus settings will support individual study or online classes while Students are on Campus.

Key:

- Community
- Learning
- Neighborhood

Worksettings

Learning Zone | Classrooms

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

Worksettings

Learning Zone | Classrooms

Space

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

Tools + Technology

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

People + Behavior

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

Indicative concept only

Indicative concept only

Worksettings

Learning Zone | Student Learning Commons

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

Worksettings

Learning Zone | Student Learning Commons

Space

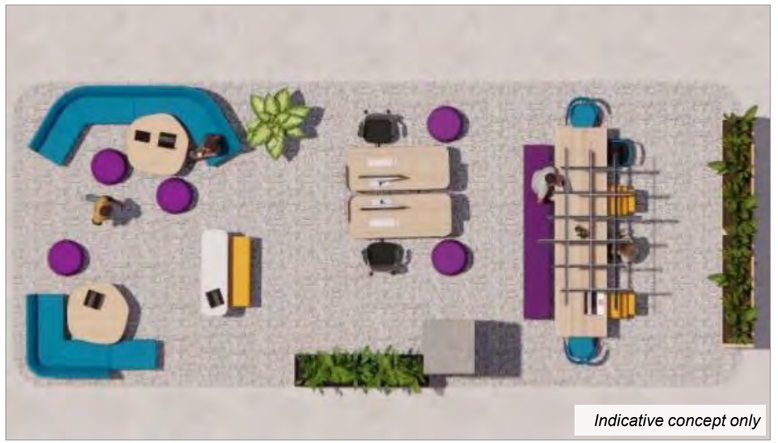
- Locate the Learning Commons near Classrooms
- Design the space with a variety of settings to support both small groups and individuals
- Provide pods for Students to join online classes
- Energize the space with views to the outdoors
- Incorporate a range of furniture settings to create separation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

Tools + Technology

- Provide moveable whiteboards and tackboards to allow Students to display and create content, and provide temporary visual privacy
- Consider including monitors with quick and easy connections for Students to project digital content and connect with virtual participants
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

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



Zone Overview

Neighborhood Zone

Neighborhood Zone Settings

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

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

Design Intent

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

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

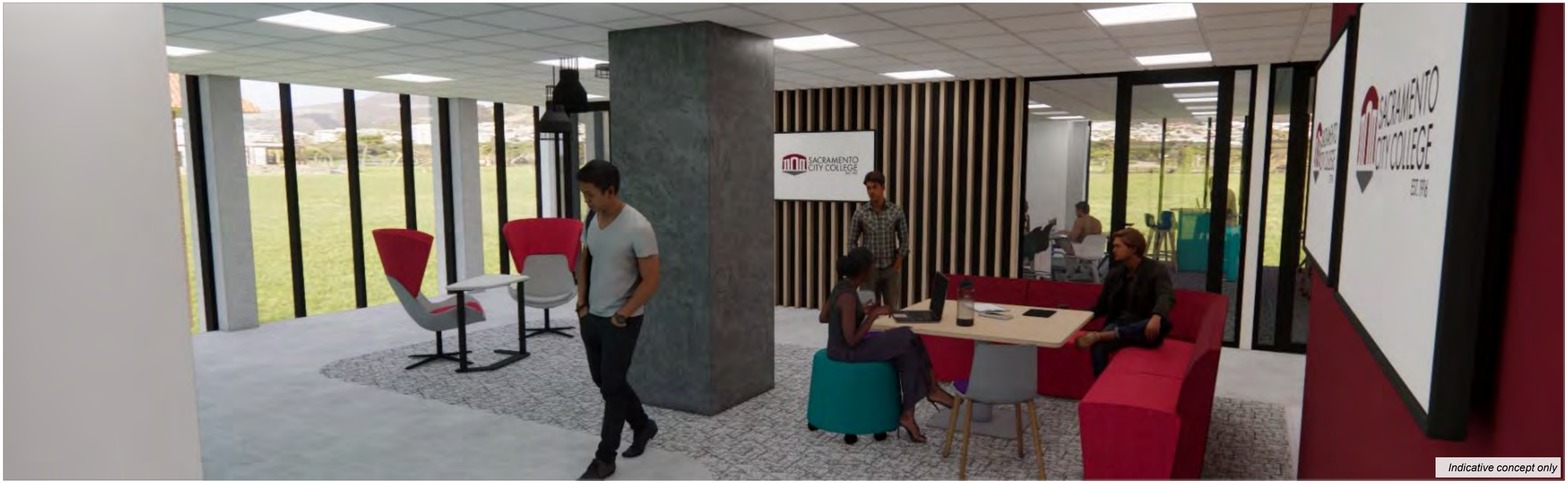
Key:

- Community
- Learning
- Neighborhood

Worksettings

Neighborhood Zone | Front Porch

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



Indicative concept only

Worksettings

Neighborhood Zone | Front Porch

Space

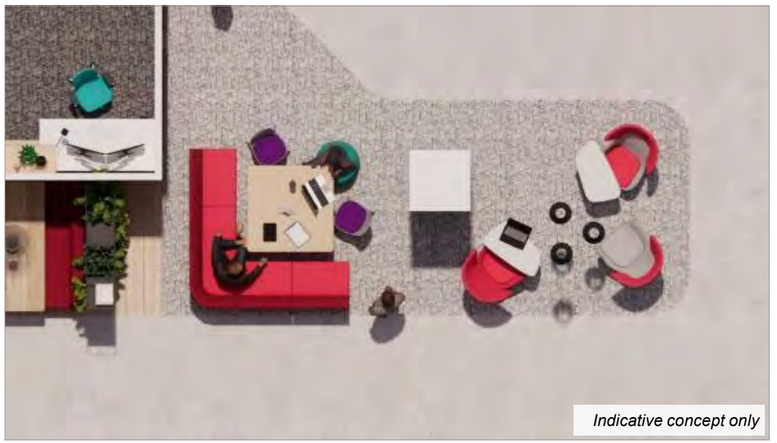
- Create a welcoming atmosphere through the application of finishes, fabrics, furniture and artwork
- Incorporate artifacts that illustrate the vision and mission of the department as well as past and present accomplishments
- Create display points to share up-to-date and relevant information about the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

Tools + Technology

- Consider different creative formats for communicating relevant messages – digital, analog and/or publications
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

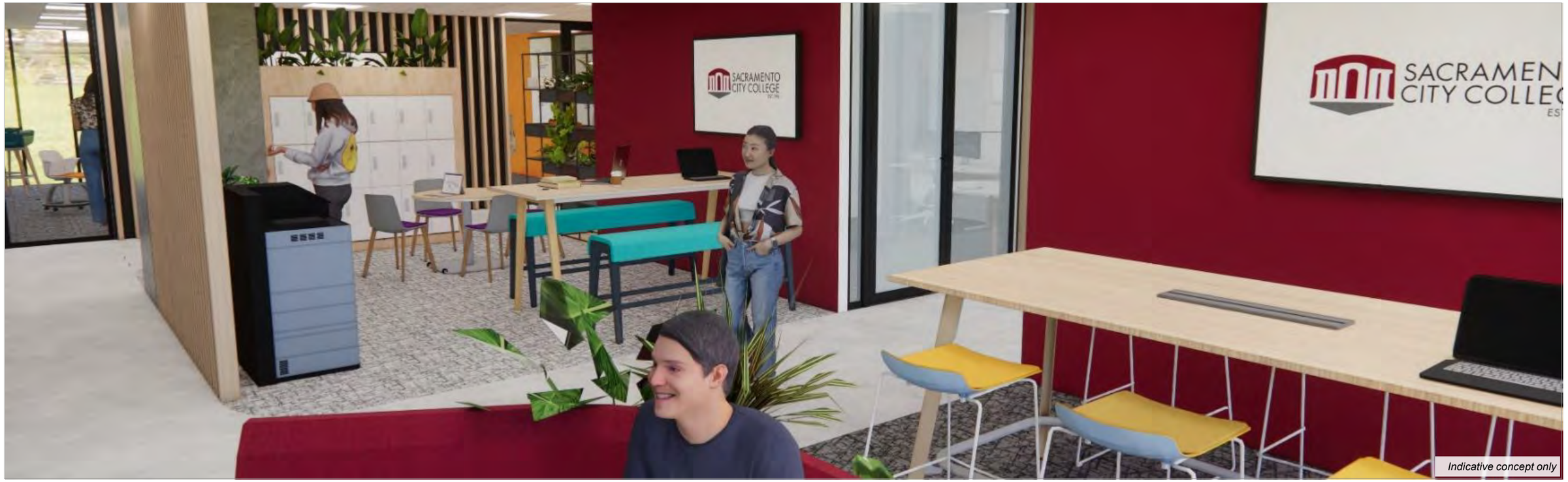
- Encourage Faculty or Classified Professionals to use the Front Porch for small, quick informal meetings when appropriate
- Develop a process to keep content fresh, relevant and updated regularly



Worksettings

Neighborhood Zone | Department Hub

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



Indicative concept only

Worksettings

Neighborhood Zone | Department Hub

Space

- Create a welcoming and friendly atmosphere through the application of finishes, fabrics, furniture and artwork
- Consider a kit-of-parts to allow the setting to scale up or down depending on location, Department/Program size and needs
- Use both solid and translucent vertical elements to create varying degrees of privacy
- Provide a range of settings and postures to support informal conversations and meetings
- Include elements of greenery, access to natural light, and views to the outdoors where possible
- Provide a resource center for easy access to storage, printers and various office supplies

Tools + Technology

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

People + Behavior

- Create a relaxed atmosphere which draws people in and allows colleagues to connect
- Encourage Leaders to work in the Department Hub to model behavior and ensure use
- Establish protocols that promote the intended use of the space
- Develop a process to ensure the resource center is routinely stocked and maintained
- Encourage users to keep the area clean & tidy

Indicative concept only

Indicative concept only

Worksettings

Neighborhood Zone | Meeting Room

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

Worksettings

Neighborhood Zone | Meeting Room

Space

- Provide views into the room by incorporating transparent and opaque glass
- Design appropriately sized meeting rooms to accommodate 3-6 people and 6-8 people
- Provide seating for “primary” participants and “secondary” participants, with sightlines to the camera(s) and screen(s) for virtual participants
- Design the size based on department requirements
- Offer a variety of surfaces to display content (ex: digital screens, whiteboards, tack boards, etc.)

Tools + Technology

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

People + Behavior

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

Worksettings

Neighborhood Zone | Focus Room/Pod

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

Worksettings

Neighborhood Zone | Focus Room/Pod

Space

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

Tools + Technology

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

People + Behavior

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

Worksettings

Neighborhood Zone | Shielded Focus

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

Worksettings

Neighborhood Zone | Shielded Focus

Space

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

Tools + Technology

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

People + Behavior

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

Worksettings

Neighborhood Zone | Workstation

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

Worksettings

Neighborhood Zone | Workstation

Space

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

Tools + Technology

- Offer consistent and seamless technology solutions and tools to effectively support in person and virtual connections
- Consider appropriate sound masking to minimize auditory distractions
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

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

Worksettings

Neighborhood Zone | Private Office: Single Occupancy

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

Worksettings

Neighborhood Zone | Private Office: Single Occupancy

Space

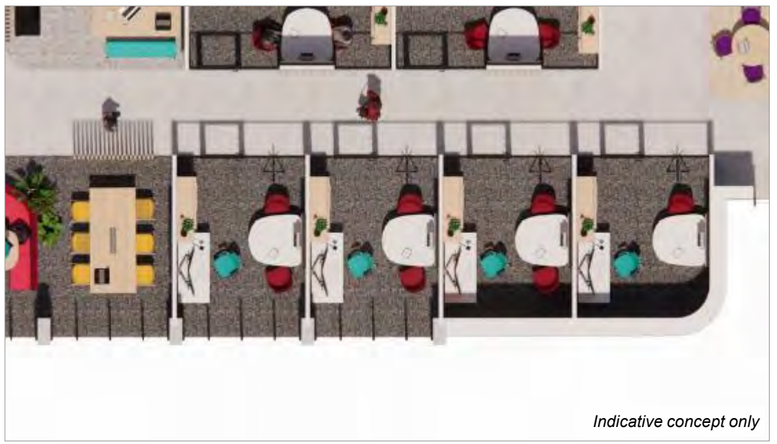
- Design the Private Office for multi-use by including a collaboration space for an additional one to two people
- Develop a kit of parts to provide flexibility and greater choice within the individual setting
- Include both transparent and solid boundaries to vary levels of privacy but still allow daylight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

Tools + Technology

- Provide consistent and seamless technology solutions to support in person and virtual connections
- Supply dual or curved monitors and docking stations at the desk where appropriate
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

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



Worksettings

Neighborhood Zone | Private Office: Double Occupancy

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

Worksettings

Neighborhood Zone | Private Office: Double Occupancy

Space

- Design the office to support all occupants' needs for work, display and storage
- Provide shielding elements to define each occupant's work area and support the need for focus
- Develop a kit of parts to provide flexibility and greater choice within the setting
- Include both transparent and solid boundaries to vary levels of privacy but still allow daylight to extend through the space
- Include semi-transparent glass walls or transparent sidelights to provide both visual privacy and views to the exterior
- Provide height adjustable desks to allow users to shift from seated to standing positions
- Consider the storage and display needs for Faculty and Classified Professionals: lockable, open shelving for books, credentials etc.

Tools + Technology

- Provide consistent and seamless technology solutions to support in person and virtual connections
- Supply dual or curved monitors and docking stations at the desk
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

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

05.

Scenario Development

- Classroom Utilization Key Findings + Scenarios
- Work Modes Study Key Findings
- Scenarios Defined – Faculty and Students
- Scenarios Defined - Classified Professionals and Students

Scenarios

Overview

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

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

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

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

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

Scenario Development

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

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

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

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

05. Scenario Development

Classroom Utilization Key Findings + Scenarios

Classroom Usage

Patterns, Constraints + Opportunities

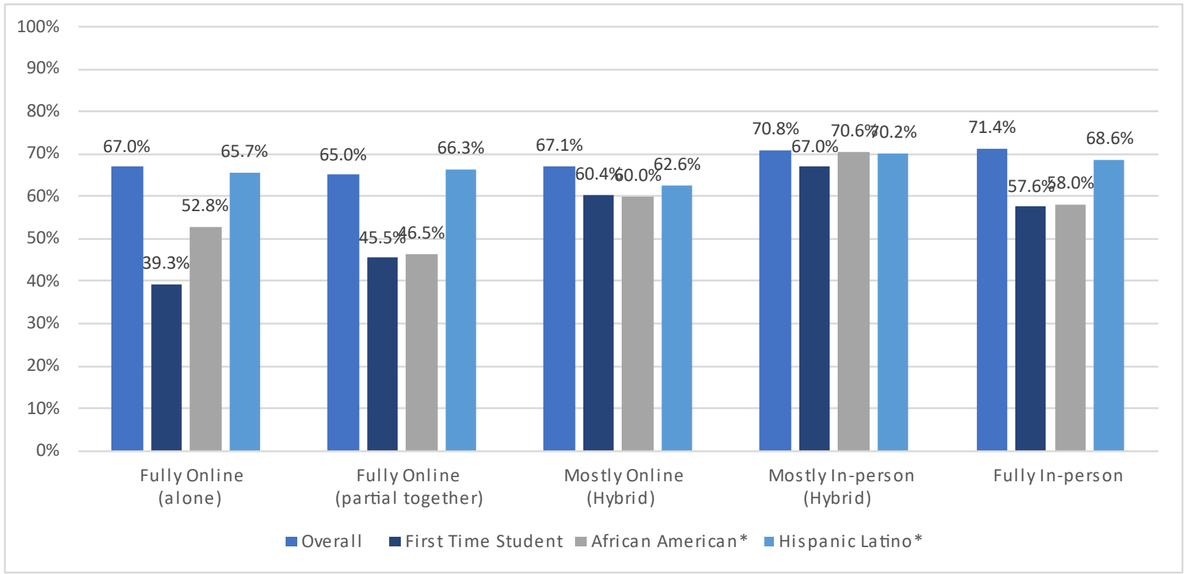
This section explores classroom usage patterns, evolving modalities, SCC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three Scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here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

- Census reports for Fall 2018, Fall 2019, Fall 2022, Spring 2023, Fall 2023, Spring 2024 and Fall 2024
- Classroom scheduling data for Fall 2019 and Fall 2024
- SCC Leader workshop results from long term modality exercise
- SCC 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 – Thursday or to Non-Peak times
- Willingness and appropriateness of Faculty to teach other than Monday – Thursday and in the afternoon / evening
- Timing and transportation constraints of Adjunct Faculty who teach on multiple campuses
- Ability of support capabilities to clean, service and maintain facilities and technology

SCC Success Rates by Modality Spring 2024



Classroom Usage

Key Findings

- There has been a **significant shift in modalities** between 2018 and 2024; on-ground has shifted from approximately 80% to roughly 50% and there does not appear to be a catalyst to change the current levels of modality
- The number of lecture and net lab classrooms has remained unchanged between 2019 and 2024
- Excess classroom capacity is indicated for all classroom types regardless of combination of course days considered
  - ✓ **Monday – Sunday** average utilization by room type is Lecture 21.2% and Lab 29.4%
  - ✓ **Monday - Thursday** average utilization by room type is Lecture 36.0% and Lab 49.2%
  - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low for all classroom types – Sunday 0%, Saturday 0.6% or less and Friday 9.2% or less
- **Peak utilization** of all classroom types tends to be in earlier in the day hours **9am – 2pm**
- SCC Leader response to **ideal long-term modality mix** varied; one team was unable to come to consensus and the other team's results were **on-ground 70% and online 30%** which is different than the Fall 2024 Weekly Enrollment Census statistics report where Section data indicates on-ground 50.7% and online 49.3%
- Student success by modality generally indicates that overall, on-ground has higher success than online, however Partially Online: Under 50% (hybrid) has equal or higher success rates than in-person in 2 of the 3 groups
- **Scenario and demand modeling indicate excess capacity in classrooms exist** and it appears Scenario 3 (which is generally similar to Fall 2019 scheduling and demand patterns) would be a potential target for further investigation and implementation

- **The data which underlies the analysis in this section was provided by SCC and there are aspects of the data which indicate the statistics in this analysis may not fully represent actual utilization. These aspects include:**
  - ✓ **Utilization statistics for Fall 2019 and Fall 2024 Lecture rooms are in some cases greater than 100%. SCC's explanation was this is the result of courses "double scheduled" due to variation in course patterns over a quarter. As SCC did not have a way to exclude this double counting, we believe the statistics in this analysis overstate utilization levels to some extent.**
  - ✓ **Utilization statistics for Fall 2019 and Fall 2024 Lab rooms do not appear to have utilization over 100% but this does not ensure "double scheduling" is not present and hence the utilization could be inflated. Also, the utilization statistic for Fall 2019 is much lower than expected. SCC's explanation is this results from the Lab buildings / rooms included in the study changing between 2019 and 2024. However, it should be noted the number of Lab rooms in the data provided for 2019 and 2024 was constant at 21.**

Usage Patterns Fall 2019 vs Fall 2024

Monday - Friday

Classroom Utilization By Time of Day
Monday - Friday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Lecture Rooms	2019 Fall	39.3%	64.9%	84.9%	66.6%	40.9%	76.9%	79.3%	58.6%	51.8%	46.6%	43.8%	38.6%	21.2%	8.0%	**51.5%**
	2024 Fall	11.1%	48.0%	79.5%	50.6%	26.1%	50.4%	43.5%	24.0%	17.4%	14.1%	18.1%	15.1%	10.6%	6.1%	**29.6%**
	Net Change	-28.2%	-16.9%	-5.4%	-16.0%	-14.8%	-26.6%	-35.8%	-34.6%	-34.4%	-32.5%	-25.6%	-23.5%	-10.6%	-1.9%	-21.9%
	% Change	-71.9%	-26.1%	-6.4%	-24.0%	-36.2%	-34.6%	-45.1%	-59.0%	-66.4%	-69.7%	-58.6%	-61.0%	-50.0%	-23.5%	-42.5%
Lab Rooms	2019 Fall	8.6%	13.3%	34.3%	31.4%	14.3%	23.8%	21.9%	12.4%	6.7%	12.4%	14.3%	11.4%	11.4%	1.9%	**15.6%**
	2024 Fall	31.4%	56.2%	68.6%	62.9%	41.9%	52.4%	56.2%	52.4%	48.6%	33.3%	23.8%	21.9%	18.1%	9.5%	**41.2%**
	Net Change	22.9%	42.9%	34.3%	31.4%	27.6%	28.6%	34.3%	40.0%	41.9%	21.0%	9.5%	10.5%	6.7%	7.6%	25.6%
	% Change	266.7%	321.4%	100.0%	100.0%	193.3%	120.0%	156.5%	323.1%	628.6%	169.2%	66.7%	91.7%	58.3%	400.0%	164.6%

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

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

Lecture
- Utilization decreased for all times in the range
- The average utilization reduction is 21.9%

Labs
- Utilization increased for all time in the range
- The average utilization increase is 25.6%

Usage Patterns Fall 2019 vs Fall 2024

Monday - Thursday

Classroom Utilization By Time of Day
Monday - Thursday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Lecture Rooms	2019 Fall	44.7%	76.5%	100.0%	77.9%	44.4%	88.8%	94.4%	70.9%	63.8%	58.2%	54.7%	48.2%	26.5%	10.0%	**61.4%**
	2024 Fall	12.9%	57.9%	97.1%	61.8%	31.2%	62.6%	54.4%	30.0%	21.8%	16.5%	21.5%	17.6%	12.1%	6.5%	**36.0%**
	Net Change	-31.8%	-18.5%	-2.9%	-16.2%	-13.2%	-26.2%	-40.0%	-40.9%	-42.1%	-41.8%	-33.2%	-30.6%	-14.4%	-3.5%	-25.4%
	% Change	-71.1%	-24.2%	-2.9%	-20.8%	-29.8%	-29.5%	-42.4%	-57.7%	-65.9%	-71.7%	-60.8%	-63.4%	-54.4%	-35.3%	-41.4%
Lab Rooms	2019 Fall	8.3%	11.9%	34.5%	34.5%	14.3%	26.2%	23.8%	15.5%	8.3%	15.5%	17.9%	14.3%	14.3%	2.4%	**17.3%**
	2024 Fall	38.1%	65.5%	81.0%	73.8%	51.2%	61.9%	67.9%	63.1%	57.1%	40.5%	28.6%	26.2%	22.6%	11.9%	**49.2%**
	Net Change	29.8%	53.6%	46.4%	39.3%	36.9%	35.7%	44.0%	47.6%	48.8%	25.0%	10.7%	11.9%	8.3%	9.5%	32.0%
	% Change	357.1%	450.0%	134.5%	113.8%	258.3%	136.4%	185.0%	307.7%	585.7%	161.5%	60.0%	83.3%	58.3%	400.0%	185.2%

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

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

Lecture
- Utilization decreased for all times in the range
- The average utilization reduction is 25.4%

Labs
- Utilization increased for all times in the range
- The average utilization increase is 32%

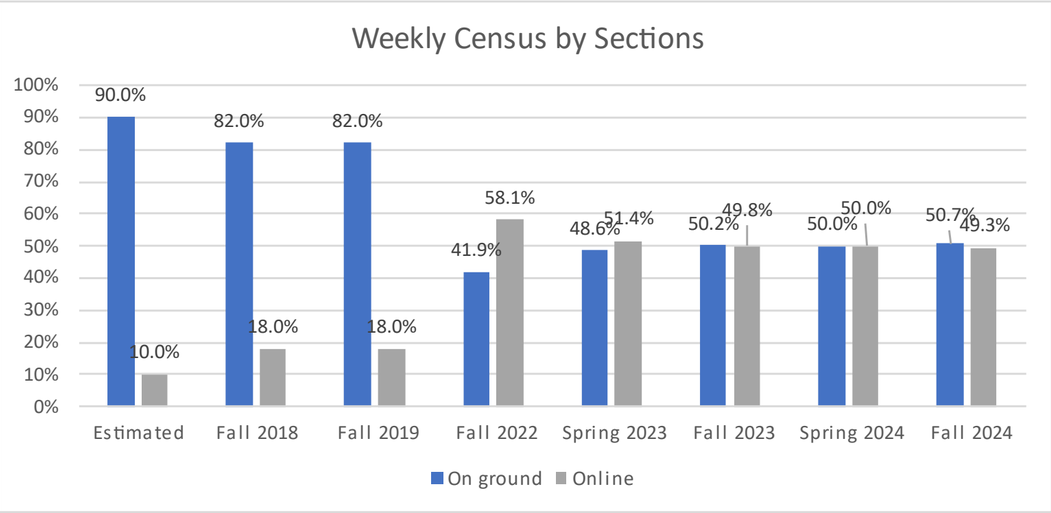
Evolution - Online vs On-Ground

On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

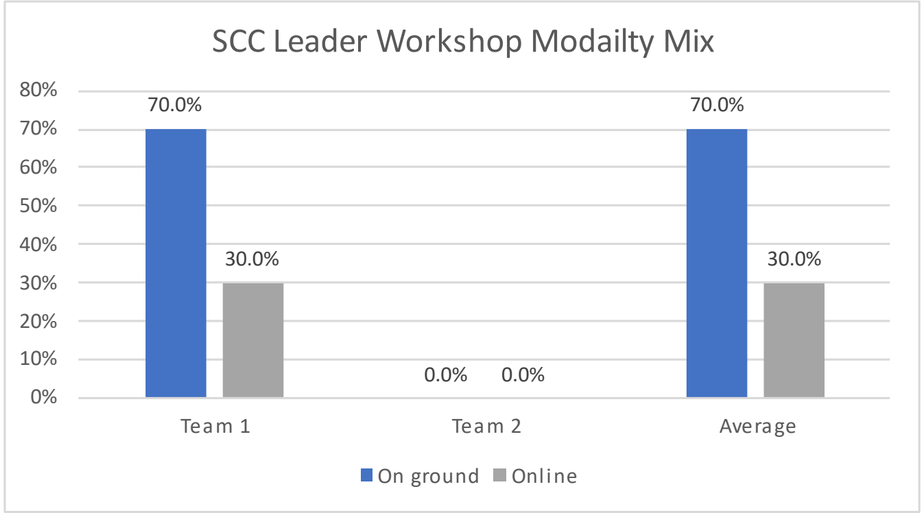
	Estimated Prior COVID	Fall 2018 Sections	Fall 2019 Sections	Fall 2022 Sections	Spring 2023 Sections	Fall 2023 Sections	Spring 2024 Sections	Fall 2024 Sections
On ground	90.0%	82.0%	82.0%	41.9%	48.6%	50.2%	50.0%	50.7%
Online	10.0%	18.0%	18.0%	58.1%	51.4%	49.8%	50.0%	49.3%

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



Leader Workshop Long Term Modality Exercise Result

	SCC Leaders		Workshop
	Team 1	Team 2	Average
On ground	70.0%	-	70.0%
Online	30.0%	-	30.0%



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

- Prior to Covid on-ground courses were constant or slowly declining over time as a percentage of the modality mix
- After Covid on-ground courses have varied between 41.9% and 50.7% of the modality mix

The above graphic is from the SCC 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 from each team for this exercise and the average of the responses.

Of note, Team 2 of SCC leaders could not come to consensus during the workshop's modality exercise. While the results of this exercise differed between the two teams, they were aligned in discussions on the importance of higher on-ground instructional modality in the future.

Classroom Scenarios

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

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

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

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

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

We believe Scenario 3 at current demand most accurately represents the classroom opportunities and challenges for SCC and indicates:

- For lecture rooms
  - ✓ At current course demand levels there is a **40.7% excess** in lecture rooms
  - ✓ In absolute terms this excess capacity would support a near doubling in demand and if current modalities extend into the future this would represent a near doubling of the student population
- For lab rooms
  - ✓ At current course demand levels there is a **18.9% excess** in lab rooms
  - ✓ Depending on the potential growth in demand for lab-based courses this excess capacity may or may not be significant and further investigation, demand modeling and capacity investigation for labs is indicated

We are using classroom Scenario 3 modeling Scenarios for Faculty and Classrooms which represents **an aggregate reduction of 36.4%** in Classrooms.

As in all modeling situations, there are potential realities, constraints and leadership decisions which will need to be considered before the full impact can be determined.

Classroom Scenarios

	Classroom Utilization Scenario 1 Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ actual scheduled course demand			**Classroom Utilization Scenario 2** Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ 35% course demand specified			**Classroom Utilization Scenario 3** Monday - Thursday (4 days) Peak @ 85% utilization, Non Peak @ 40% of course demand specified		
	Lecture	Lab	Total	Lecture	Lab	Total	Lecture	Lab	Total
Current Hours Course Demand Less 10%	1541.7	521.1	2062.8	1541.7	521.1	2062.8	1541.7	521.1	2062.8
Current # Rooms	85	21	106	85	21	106	85	21	106
Required # Rooms	58.2	15.8	74.0	52.2	17.6	69.8	45.3	15.3	60.7
Excess # Rooms	26.8	5.2	32.0	32.8	3.4	36.2	39.7	5.7	45.3
% Excess	31.6%	24.8%	30.2%	38.6%	16.0%	34.1%	46.7%	27.0%	42.8%
Current Hours Course Demand	1713	579	2292	1713	579	2292	1713	579	2292
Current # Rooms	85	21	106	85	21	106	85	21	106
Required # Rooms	64.6	17.6	82.2	58.0	19.6	77.6	50.4	17.0	67.4
Excess # Rooms	20.4	3.4	23.8	27.0	1.4	28.4	34.6	4.0	38.6
% Excess	24.0%	16.4%	22.5%	31.8%	6.7%	26.8%	40.7%	18.9%	36.4%
Current Hours Course Demand Plus 10%	1884.3	636.9	2521.2	1884.3	636.9	2521.2	1884.3	636.9	2521.2
Current # Rooms	85	21	106	85	21	106	85	21	106
Required # Rooms	71.1	19.3	90.4	63.8	21.6	85.4	55.4	18.7	74.2
Excess # Rooms	13.9	1.7	15.6	21.2	-0.6	20.6	29.6	2.3	31.8
% Excess	16.4%	8.1%	14.7%	25.0%	-2.7%	19.5%	34.8%	10.8%	30.0%
Current Hours Course Demand Plus 20%	2055.6	694.8	2750.4	2055.6	694.8	2750.4	2055.6	694.8	2750.4
Current # Rooms	85	21	106	85	21	106	85	21	106
Required # Rooms	77.6	21.1	98.6	69.6	23.5	93.1	60.5	20.4	80.9
Excess # Rooms	7.4	-0.1	7.4	15.4	-2.5	12.9	24.5	0.6	25.1
% Excess	8.8%	-0.3%	7.0%	18.1%	-12.0%	12.2%	28.9%	2.7%	23.7%

05. Scenario Development

Work Modes Study Key Findings

Hybrid Approach

Hybrid, Worker Profiles and Work Modes

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

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

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

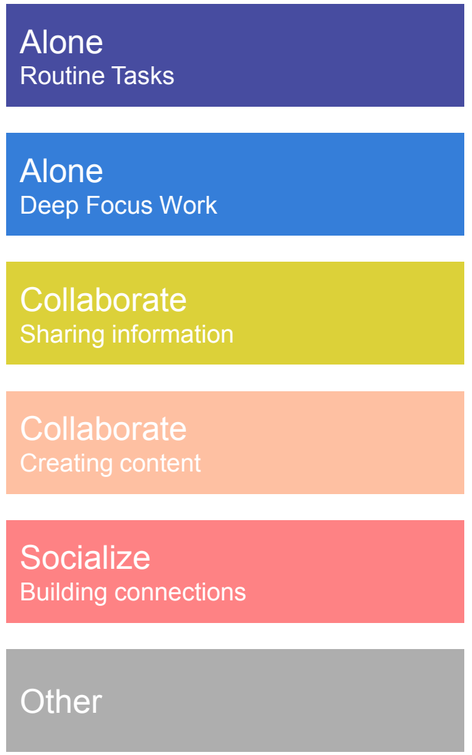
The profiles developed for this engagement are based on a deep understanding of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's Workspace Futures team have expanded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

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

Work Mode Study

Key Findings

- SCC's response rates to this study were below what is typical. Due to this a number of filters of the results had insufficient data to be presented in this document. This limited the findings and also suggests that while the broad direction of the findings are valid, they should not be viewed as definitive.
- Across the organization the predominant work mode is alone at 64% with alone routine at 34% and alone deep focus at 30%.
- A large portion of the population are heavy heads down workers
  - ✓ 69.2% of people work heads down 61+% of the time
  - ✓ 47.7% of people work heads down 81+% of the time
- The predominant worker profiles are profile 3 and 4 which are both characterized by a high percentage of alone work.
- All 8 worker profiles are present, and their distribution varies by department, location and level (as would be expected).
- When considering the effectiveness of work, alone work has a higher percentage of time targeted at home than collaborative work or socialization.
- Calculated time in the office varies by level which is to be expected (data for other views is not available) – Leaders 2.6 days / week and Classified Professionals 1.36 days/week. The lower range of days in the office (less than 2 days) does not seem to be appropriate for Student facing positions.
- Based on the low response rate and work with similar clients we suggest considering 2 to 3 days a week or 16 to 24 hours a week in the office be targeted for hybrid workers.
- Given the high percentage of individual work, implementing less than 4 days per week in the office is realistic, however it will require understanding Student patterns and developing and managing a schedule to ensure Classified Professionals provide adequate coverage. We believe data from Student "check in" for services can be used to support this planning effort.

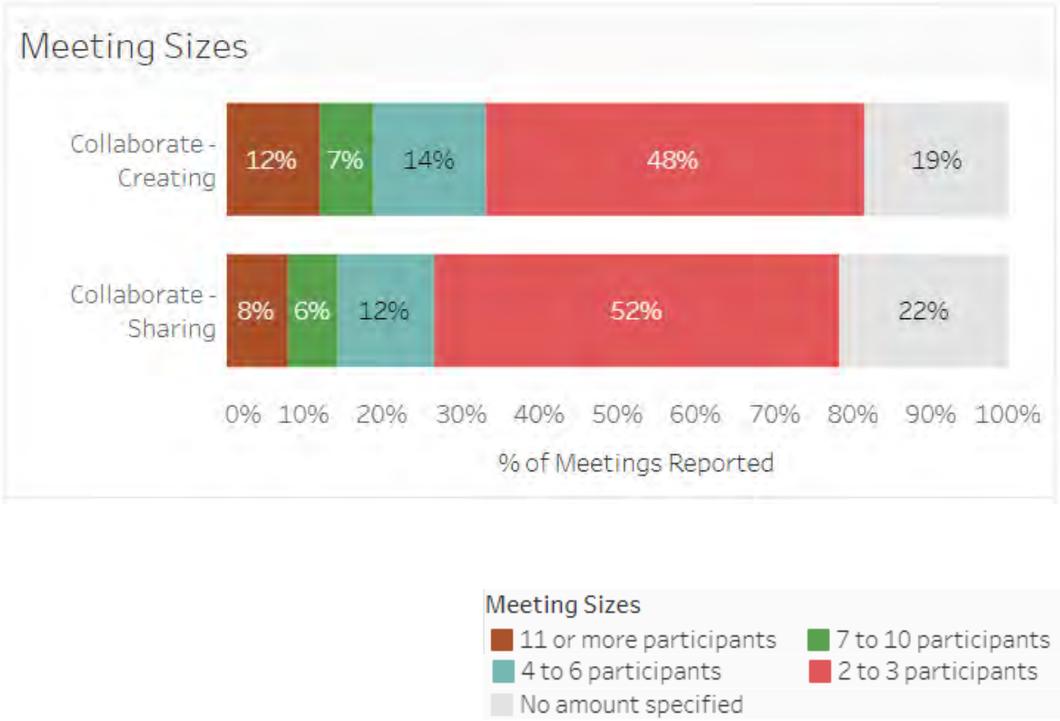


Collaborative Meeting Sizes

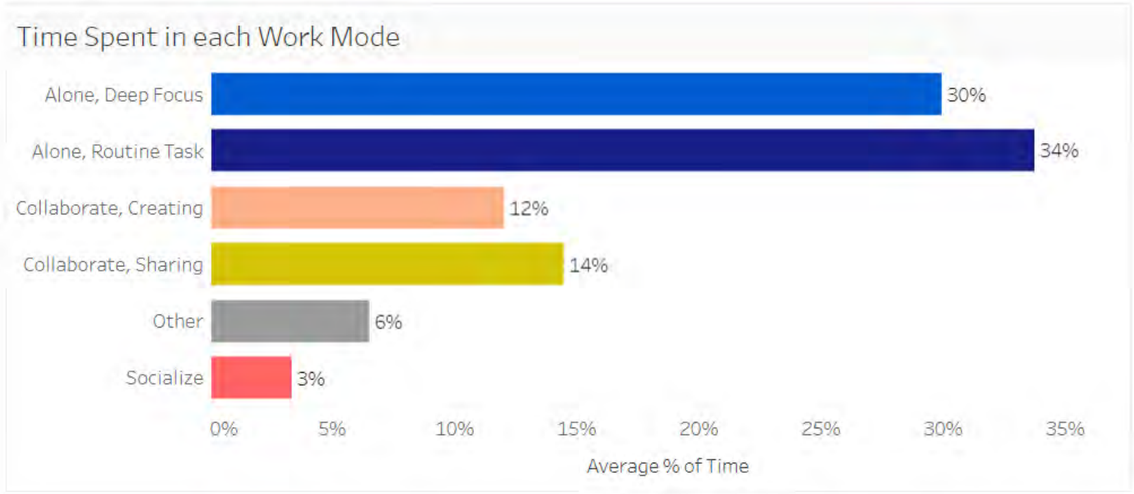
The work mode capability collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At SCC, in general, meetings tend to be small.

- The most frequent meeting size is 2 to 3 participants
- The second most frequent meeting size is 4 to 6 participants
- Approx. 62% of collaborative creating sessions include 2 to 6 participants
- Approx. 64% of collaborative sharing sessions include 2 to 6 participants

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



Work Mode Aggregate Profile



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

- The predominant work mode is alone routine task
- 64% of time is spent in alone work
- The predominant collaborative activity is sharing
- 26% of time is spent in collaborative work
- 3% of time is spent in socializing

In the appendix there are four additional pages that break SCC's work mode results into 8 unique profiles. This is sufficiently detailed to see unique aspects of how work is done without introducing undue and unwarranted complexity.

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

Work Effectiveness

By Level

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

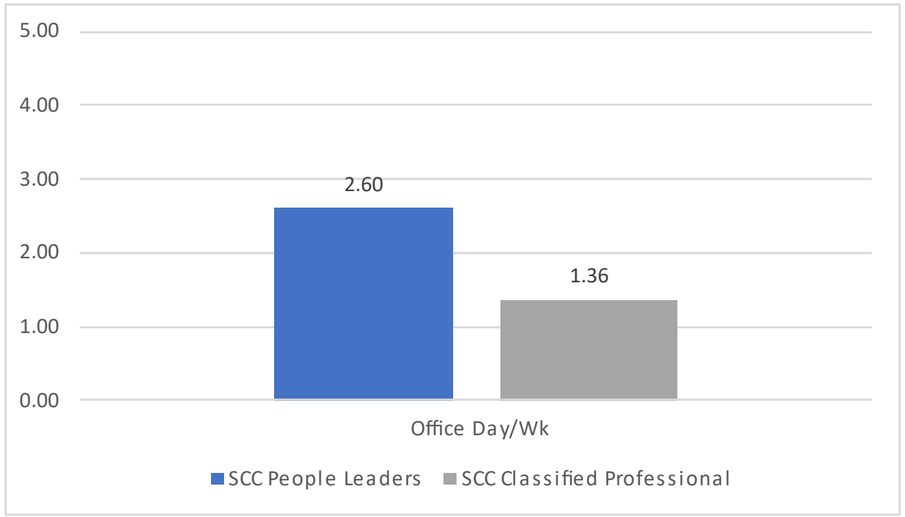
The data shows that in most instances team members at all levels believe from an effectiveness / productivity perspective work can be blended between home and the office. Also, the data from both groups indicate there is less reason for alone work to be done in the office as compared to collaborative work and socialization. Classified Professional results indicate a much lower need for individual work to be done in the office compared to People Leaders.

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

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

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

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



SCC People Leaders	Effectiveness	
	% Home	% Office
Alone - deep focus	63.4%	36.6%
Alone - routine task	58.0%	42.0%
Collaborate - sharing	41.1%	58.9%
Collaborate - creating	10.8%	89.2%
Socialize	7.1%	92.9%
No response and no preference removed from calculations		

SCC Classified Professional	Effectiveness	
	% Home	% Office
Alone - deep focus	91.6%	8.4%
Alone - routine task	87.6%	12.4%
Collaborate - sharing	37.3%	62.7%
Collaborate - creating	34.1%	65.9%
Socialize	65.7%	34.3%
No response and no preference removed from calculations		

05. Scenario Development

Foundational Pillars

Foundational Pillars

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

College Community

The college experience promotes a culture of equity, inclusion, empathy and respect linked to the values of the People's College.

Success Rates

Successful course completion, graduation and transfer rates are evaluated, measured and prioritized with a focus on closing the achievement gap for marginalized Student populations.

Innovation

Continuous improvement in processes, systems and capabilities to equitably meet current and emerging Student and Stakeholder needs.

Student Centered *

Faculty, Classified Professionals' and Administrators' priority is to support and connect with Students equitably.

Work Experience

The on-ground experience for Faculty, Classified Professionals + Administrators' is enhanced to have a positive effect on the Student Experience.

Communication

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

Campus Experience

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

Learning + Development Flexibility

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

** The Foundational Pillar about Flexibility + Balance was changed by the Executive team in the Leader workshop to Student Centered based on the belief that hybrid working by Faculty and Classified Professionals would be detrimental to Students and their success.*

Ranking of Foundational Pillars

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

The results indicate general alignment across all groups with the Foundational Pillars of College Community and Student Centered, which are two of the top three Pillars as ranked by Leadership.

There appears to be differing opinions on Success Rates with Leaders and one Faculty group ranking them high and the other three groups ranking them lower. The reasons for this discrepancy is based on the perspective by the other groups that Success Rates are the natural outcome of doing the other Foundational Pillars well.

Campus Experience is ranked similarly by SCC Leaders and Faculty and lower by Classified Professionals. This difference may be based on Classified Professionals having concern about their Work Experience.

Communication was ranked seventh by Leadership but was ranked higher by Classified Professionals and Faculty. This disparity is perhaps due to a perception of insufficient communication between Leadership, Classified Professionals and Faculty and the desire to address this situation.

FOUNDATIONAL PILLARS	SCC Executive Team	Classified Professional Workshop #1	Classified Professional Workshop #2	Faculty Workshop #1	Faculty Workshop #2
College Community	1	1	1	1	3
Success Rates	2	7	5	2	6
Student Centered	3	2	4	4	1
Campus Experience	4	6	7	3	2
Innovation	5	4	2	7	7
Learning + Development	6	8	8	8	5
Communication	7	3	3	5	4
Work Experience	8	5	6	6	8

05. Scenario Development

Scenarios Defined

Faculty and Students

Scenarios Overview

Rodda Hall North and South: Faculty and Student Experience

Note – Rodda Hall North and South interiors will be reconceptualized and nonstructural walls will possibly be removed, but no other constraints are included in these scenarios

As Is

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

- Relevant spaces for scenarios in Rodda Hall North and South include approximately 39 instructional rooms and 76 Faculty offices and 2 Deans suites
- Office sharing has been introduced for Adjunct and some full-time Faculty
- Heavy personalization of offices
- There are limited Student experience areas outside the classrooms
- Classrooms generally support traditional lecture mode with limited display technology
- Classrooms are on average smaller than typical (approximately 611 sf not including labs)
- Offices vary greatly in size with approximately 44% averaging 72 sf (single occupancy) and 56% averaging 135 sf (executive and double occupancy)

Scenario 1

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

- Formal hybrid program introduced and office sharing evolved for Faculty; Residents are assigned offices and must be in office 3+ days / week, Remote workers rarely come to office and work in Community areas, Hybrid workers share offices at 2:1 ratio
- Faculty offices for hybrid workers are designed to accommodate the workstyle and artifacts of two Faculty members assigned to an office and are shared on a 2:1 ratio (two individual seats)
- Community spaces will be designed with a wide range of settings to provide choice for Faculty
- Areas will be introduced where Students can congregate informally before and after class
- Settings will be considered for Students to take online classes while on campus
- Classrooms reduced by 36.4% based on utilization, redesigned for flexibility and increased in size to approximately 755 to 800 sf
- Typical office size increased to approximately 118 sf
- Significant change management required

Scenario 2

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

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

As Is

Rodda Hall North and South: Faculty and Student Experience

Faculty and Classroom scenarios for SCC will reconceptualize and integrate relevant spaces from Rodda Hall North and South.

Rodda Hall North and South are both older three-story buildings designed in a traditional format with a blend of Classrooms, Faculty Offices, Student support functions and Administrative areas.

Rodda Hall North and South currently contains approximately 39 Classrooms and 76 Faculty offices. In addition, Rodda Hall North also contains the Business Services Office, Counseling, EOPS/CARE, First Year Experience, Transfer Center, UNDOCU Center and a range of other spaces. Rodda Hall South also contains RISE, the Dental Clinic and related spaces. The Dental Clinic and related support areas are not in scope for this effort.

The majority of Faculty offices in the two buildings open into the interior corridors. There is minimal support for Faculty dedicated social and collaborative activities within the buildings. During observation of Faculty areas most offices appeared to be unoccupied a substantial portion of the time. Office sharing is not the norm but has been adopted at a basic level for select Adjunct and tenure track Faculty, and this has resulted in a limited amount of space savings.

Classrooms are smaller than is typical and 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 display technology some of which is dated and not always easy to use.

There are few Student experience / community areas outside of classrooms. Some desks are located in an ad hoc fashion in hallways and while a number of Student service offices have areas for Students to sit, the experience is fragmented and generally poor.

Defining Characteristics

- The instructional space is comprised of approximately 39 classrooms, 76 Faculty offices and 2 Deans suites
- Hybrid exists for all Faculty, but is ad hoc
- Sharing of Offices has been adopted for select Adjunct and tenure track Faculty
- There is heavy personalization of offices
- In the Faculty areas there is limited collaborative space and no area for coffee or socialization
- There are few Student experience / community areas in proximity of the Classrooms
- Lecture rooms generally supported traditional lecture mode and have display technology which is not always easy to use
- Classrooms are on average smaller than typical (approximately 611 sf not including labs)
- Offices vary greatly in size with approximately 44% averaging 72 sf (single occupancy) and 56% averaging 135 sf (executive and double occupancy)

As Is

Rodda Hall North

2nd Floor

Classified Professionals: As Is

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	85	100%	1	85
Hybrid	0	0%	1	0
Temporary	43	N/A	Varies	43
Remote	0	0%	1	0
	128	100%		128
			Offices	60
			Workstations	25
			Temp Classified	43

Faculty: As Is

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	76	100%	1	76
Remote	0	0%	1	0
	76	100%		76
			Offices	76
				2
			Workstations	4
			Deans Office	2
			Classrooms	39

Key:

- Community
- Learning
- Neighborhood

As Is

Rodda Hall South

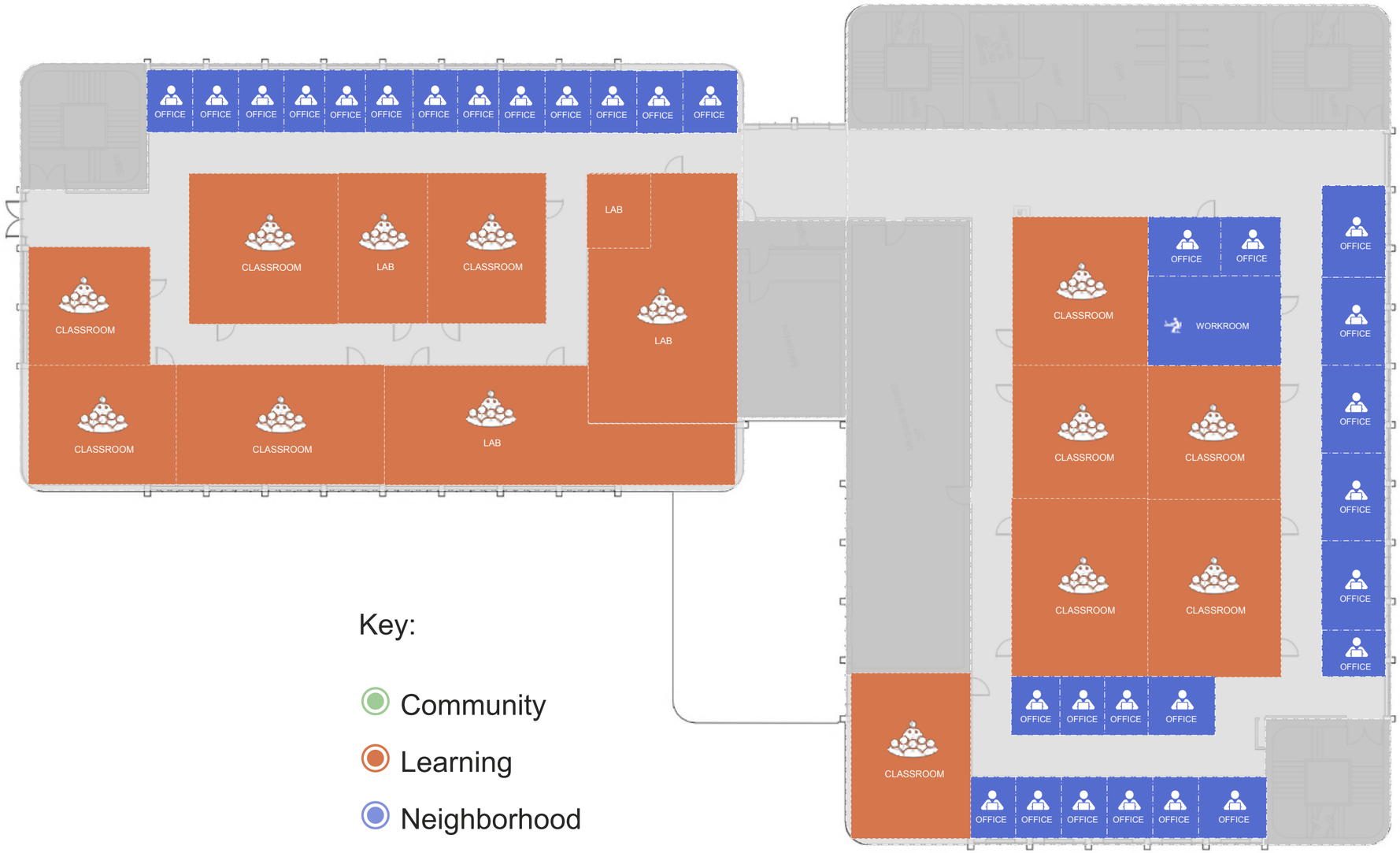
2nd Floor

Classified Professionals: As Is

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	85	100%	1	85
Hybrid	0	0%	1	0
Temporary	43	N/A	Varies	43
Remote	0	0%	1	0
	128	100%		128
			Offices	60
			Workstations	25
			Temp Classified	43

Faculty: As Is

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	76	100%	1	76
Remote	0	0%	1	0
	76	100%		76
			Offices	76
				2
			Workstations	4
			Deans Office	2
			Classrooms	39



Key:

- Community
- Learning
- Neighborhood

As Is

Rodda Hall North

3rd Floor

Classified Professionals: As Is

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	85	100%	1	85
Hybrid	0	0%	1	0
Temporary	43	N/A	Varies	43
Remote	0	0%	1	0
	128	100%		128
			Offices	60
			Workstations	25
			Temp Classified	43

Faculty: As Is

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	76	100%	1	76
Remote	0	0%	1	0
	76	100%		76
			Offices	76
				2
			Workstations	4
			Deans Office	2
			Classrooms	39

As Is

Rodda Hall South

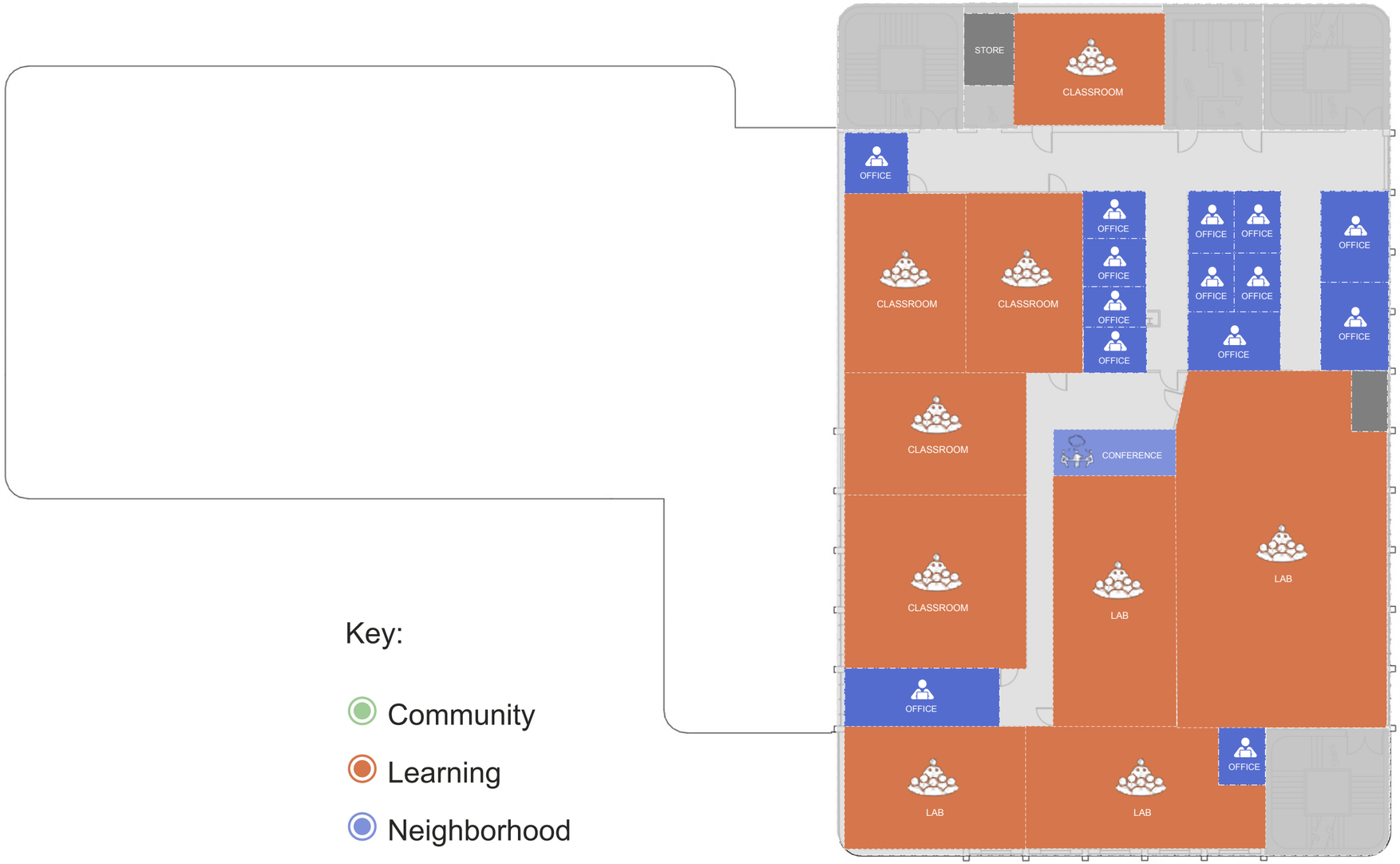
3rd Floor

Classified Professionals: As Is

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	85	100%	1	85
Hybrid	0	0%	1	0
Temporary	43	N/A	Varies	43
Remote	0	0%	1	0
	128	100%		128
			Offices	60
			Workstations	25
			Temp Classified	43

Faculty: As Is

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	76	100%	1	76
Remote	0	0%	1	0
	76	100%		76
			Offices	76
				2
			Workstations	4
			Deans Office	2
			Classrooms	39



Key:

- Community
- Learning
- Neighborhood

Scenario One

Rodda Hall North and South: Faculty and Student Experience

In Scenario One the goal is to reconceptualize and integrate relevant spaces, Classrooms and Faculty offices, from Rodda Hall North and South (less 36.4% of Classrooms) and introduce a formal hybrid program. Some excess space will be used to introduce Faculty community spaces and Student interaction areas.

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

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

- Offer Students an enhanced learning experience before, during and after classes
- Ensure greater choice for Faculty
- Better match the office solution with Faculty work patterns
- Provide Faculty with an enhanced work experience through a broad range of settings
- Leverage a hybrid workforce to better utilize square footage through sharing offices

Design Characteristics

- Resident Faculty offices are designed to provide an enhanced experience
- Hybrid Faculty offices are designed to accommodate the workstyle and artifacts of two Faculty members assigned to each office
- Faculty communities will be designed with a range of unassigned drop-in spaces for Faculty to work when they don’t need their private office
- Introduce areas where Students can congregate informally before and after class
- Settings will be considered for Students to take online classes while on campus
- Classrooms redesigned to enable flexibility to support enhanced Student and Faculty experience
- Classrooms reduced by 36.4% based on utilization, redesigned for flexibility and increased in size to approximately 755 to 800 sf
- Typical office size increased to approximately 118 sf
- New processes and protocols will be introduced as appropriate to support new workstyles and sharing
- Significant change management required

25% Resident Workers
in office 3+ days a week
(1:1 ratio)

50% Hybrid Workers
in office weekly but less than3 days a week
(2.1 ratio)

25% Remote Workers

Significant level
of Change Management effort required

Shift in real estate
12% aggregate Real Estate Saving across both buildings

Scenario One

Rodda Hall North

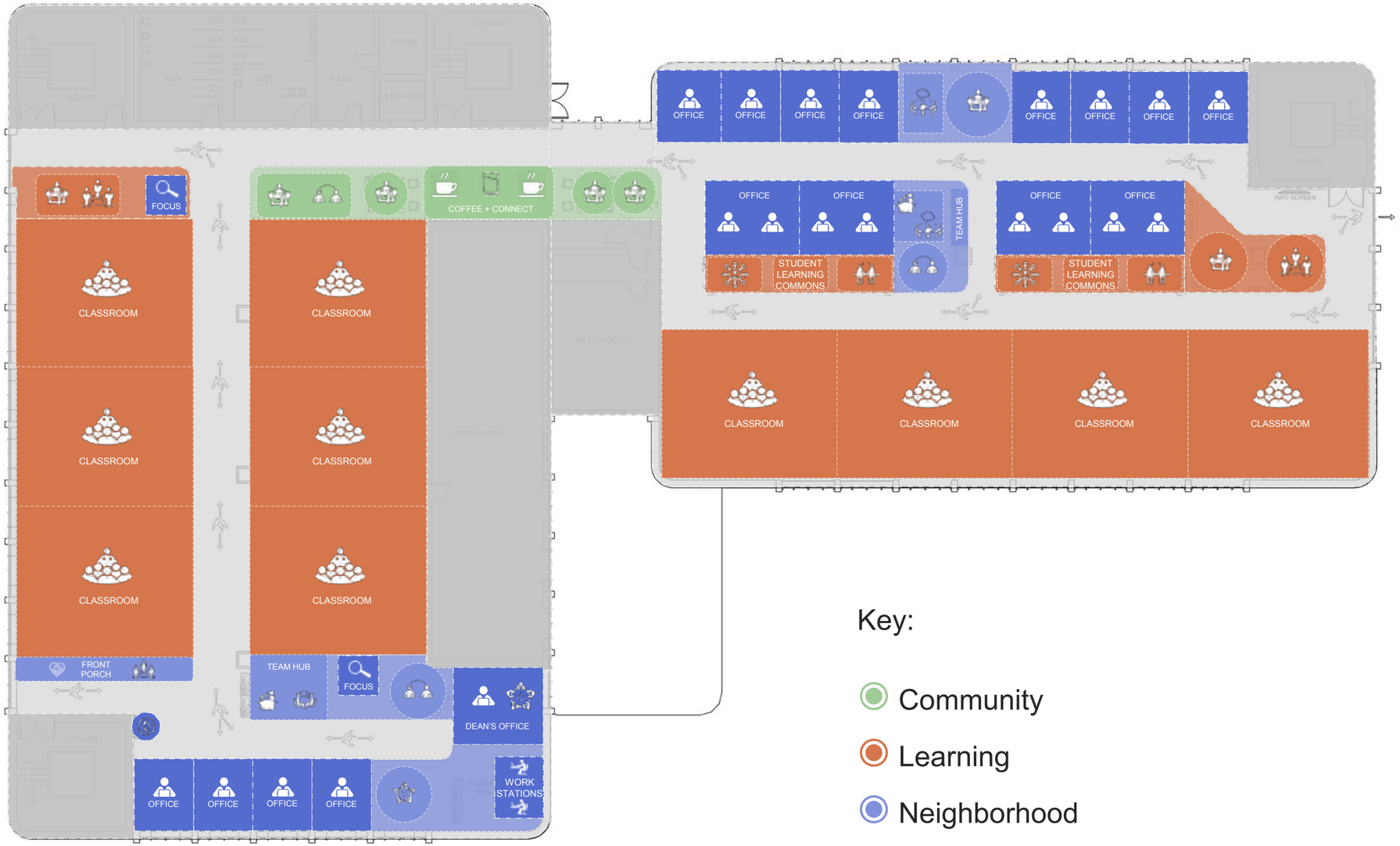
2nd Floor

Faculty: Scenario 1

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	19	25%	1	19
Hybrid	38	50%	2	19
Remote	19	25%	0	0
	76	100%		38

Offices	38
	2
Workstations	4
Dean's Office	2

Classrooms	24.8



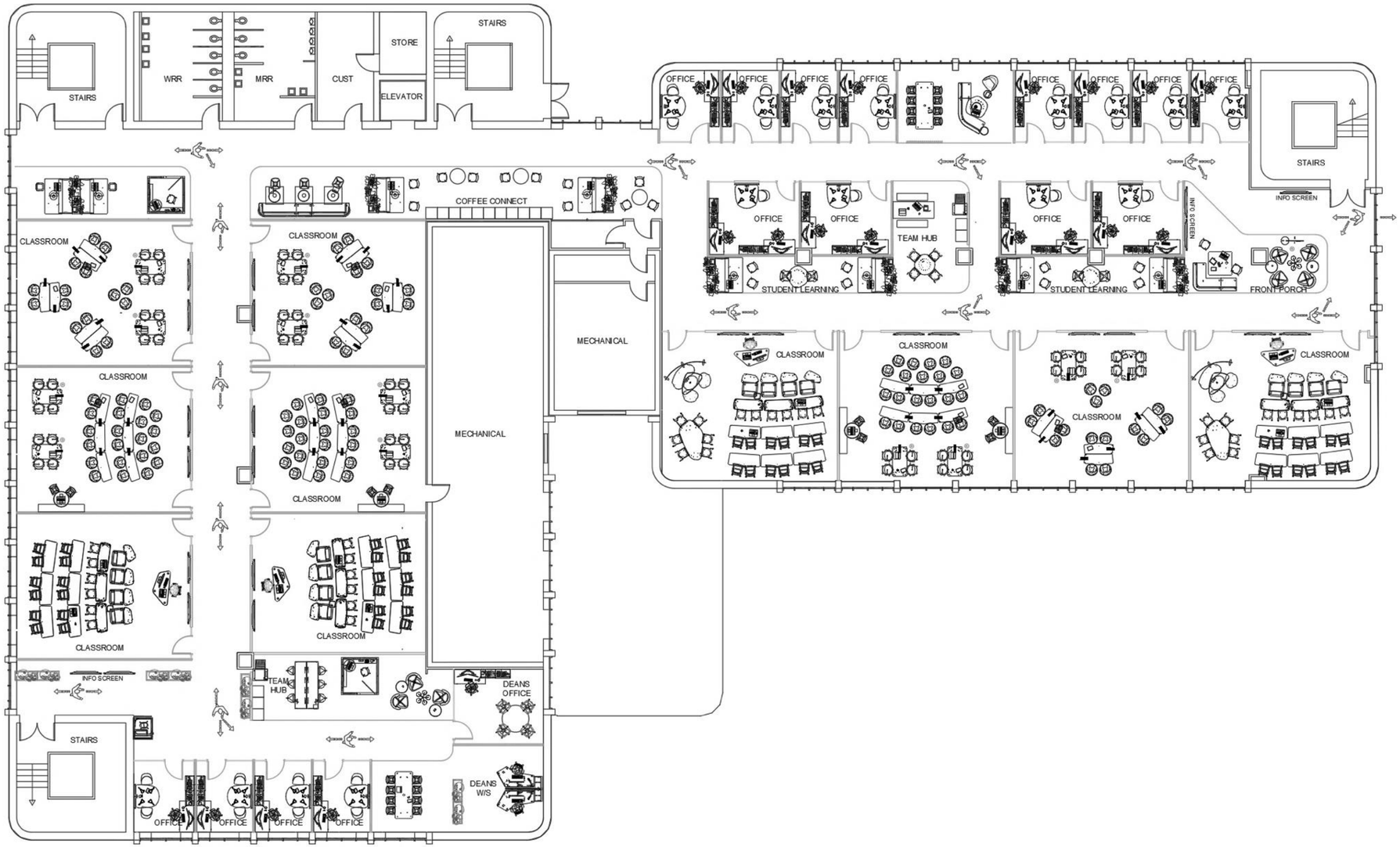
Key:

- Community
- Learning
- Neighborhood

Scenario One

Rodda Hall North

2nd Floor



Scenario One

Rodda Hall South

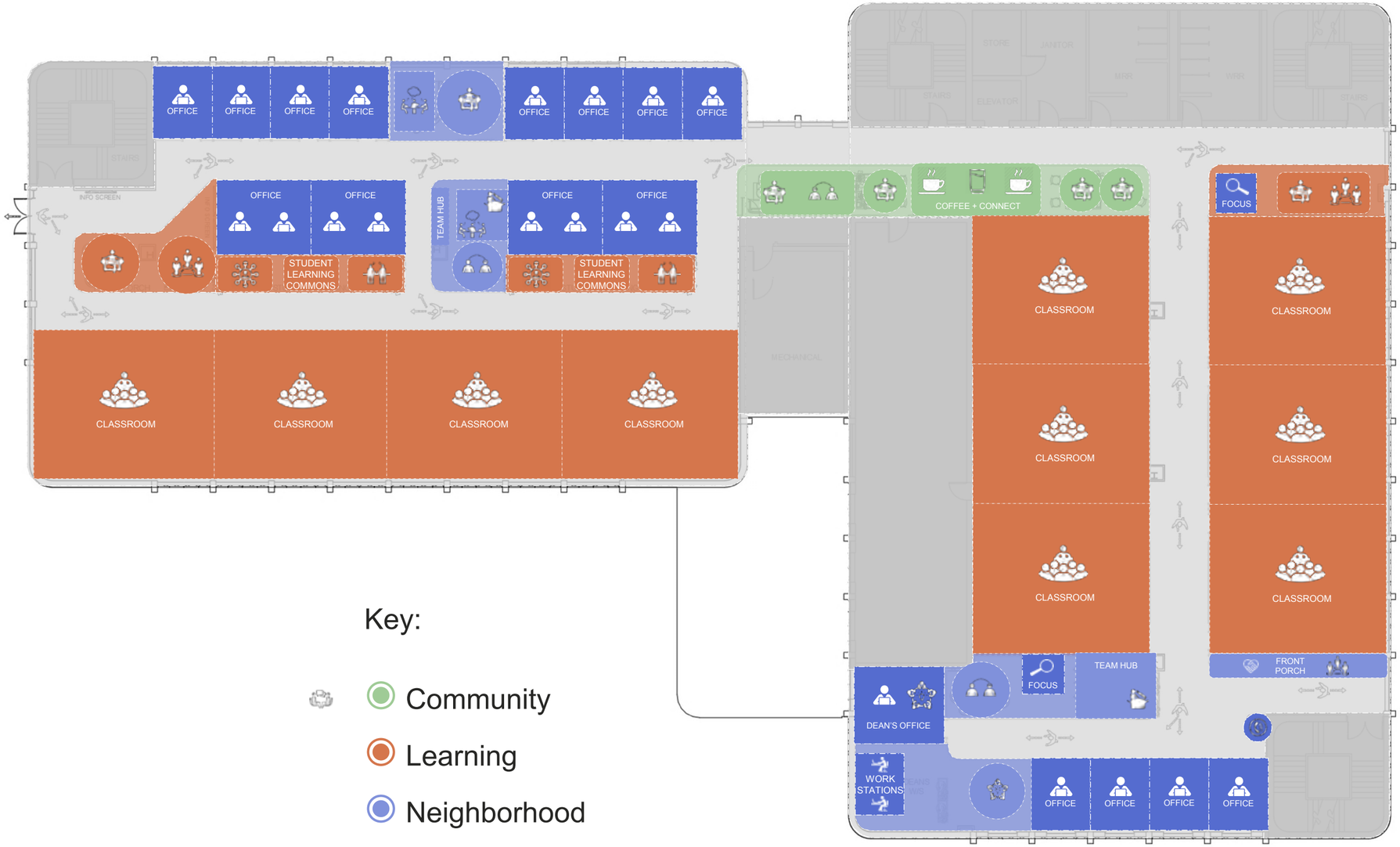
2nd Floor

Faculty: Scenario 1

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	19	25%	1	19
Hybrid	38	50%	2	19
Remote	19	25%	0	0
	76	100%		38

Offices	38
	2
Workstations	4
Dean's Office	2

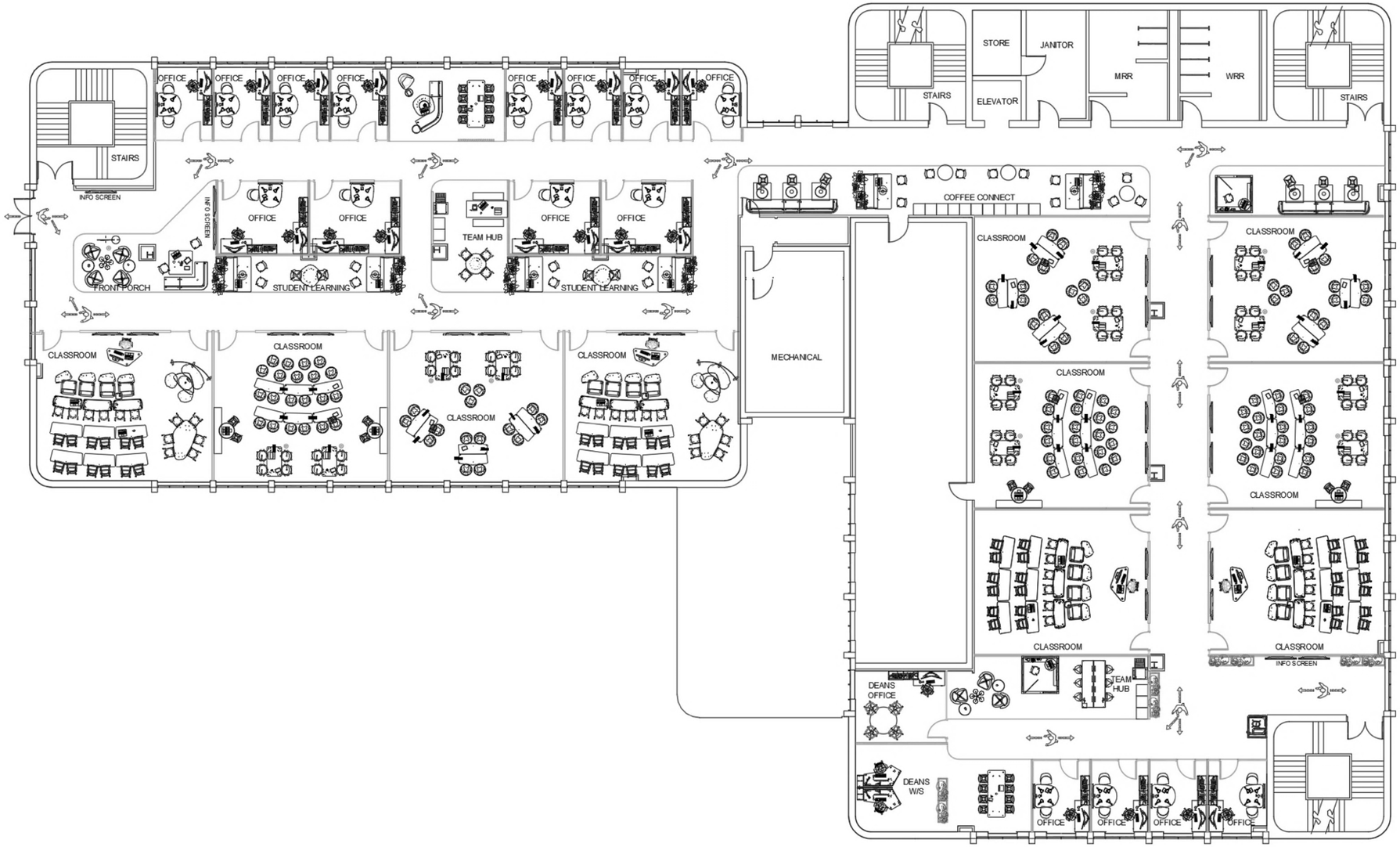
Classrooms	24.8



Scenario One

Rodda Hall South

2nd Floor



Scenario One

Rodda Hall North

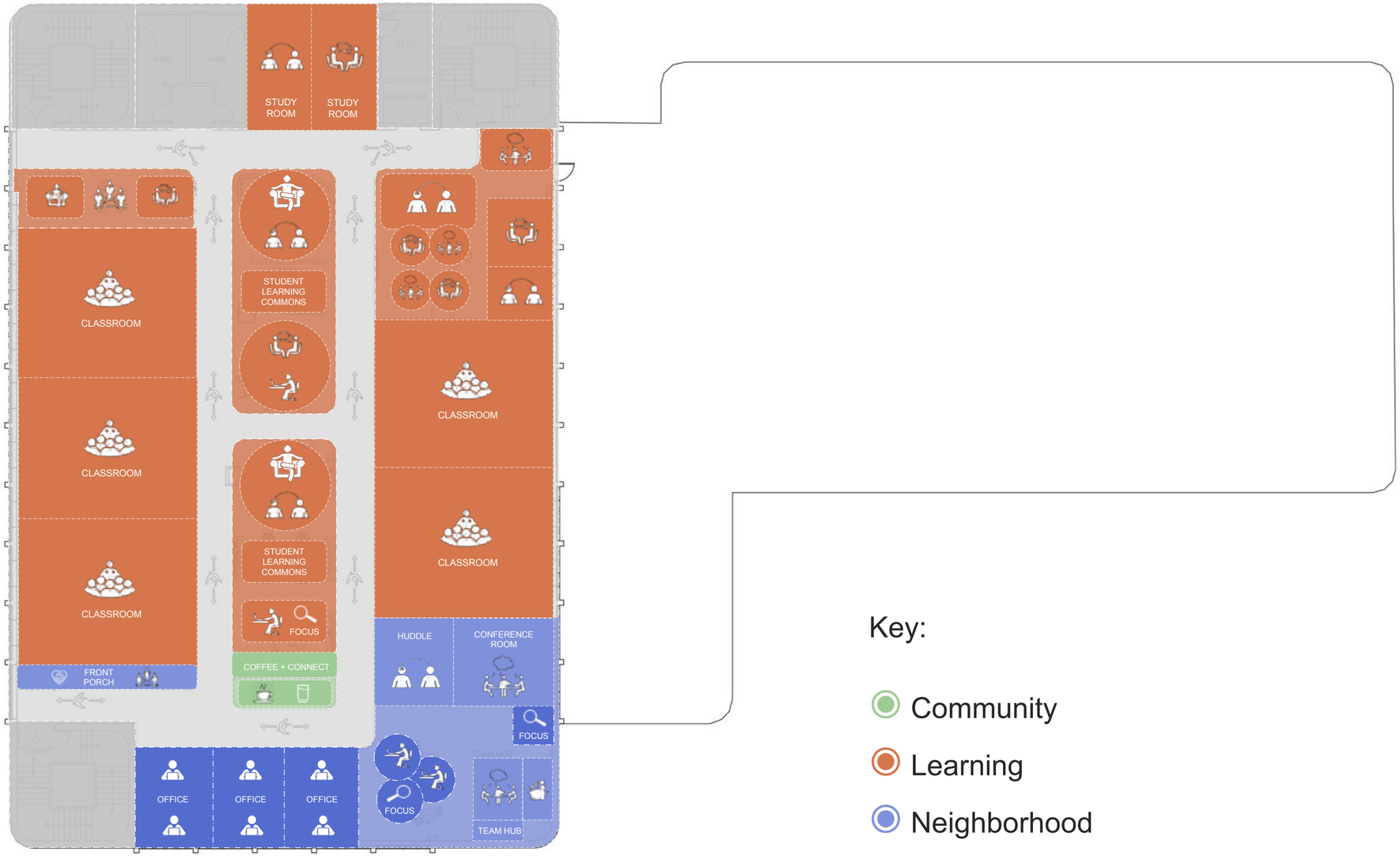
3rd Floor

Faculty: Scenario 1

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	19	25%	1	19
Hybrid	38	50%	2	19
Remote	19	25%	0	0
	76	100%		38

Offices	38
	2
Workstations	4
Dean's Office	2

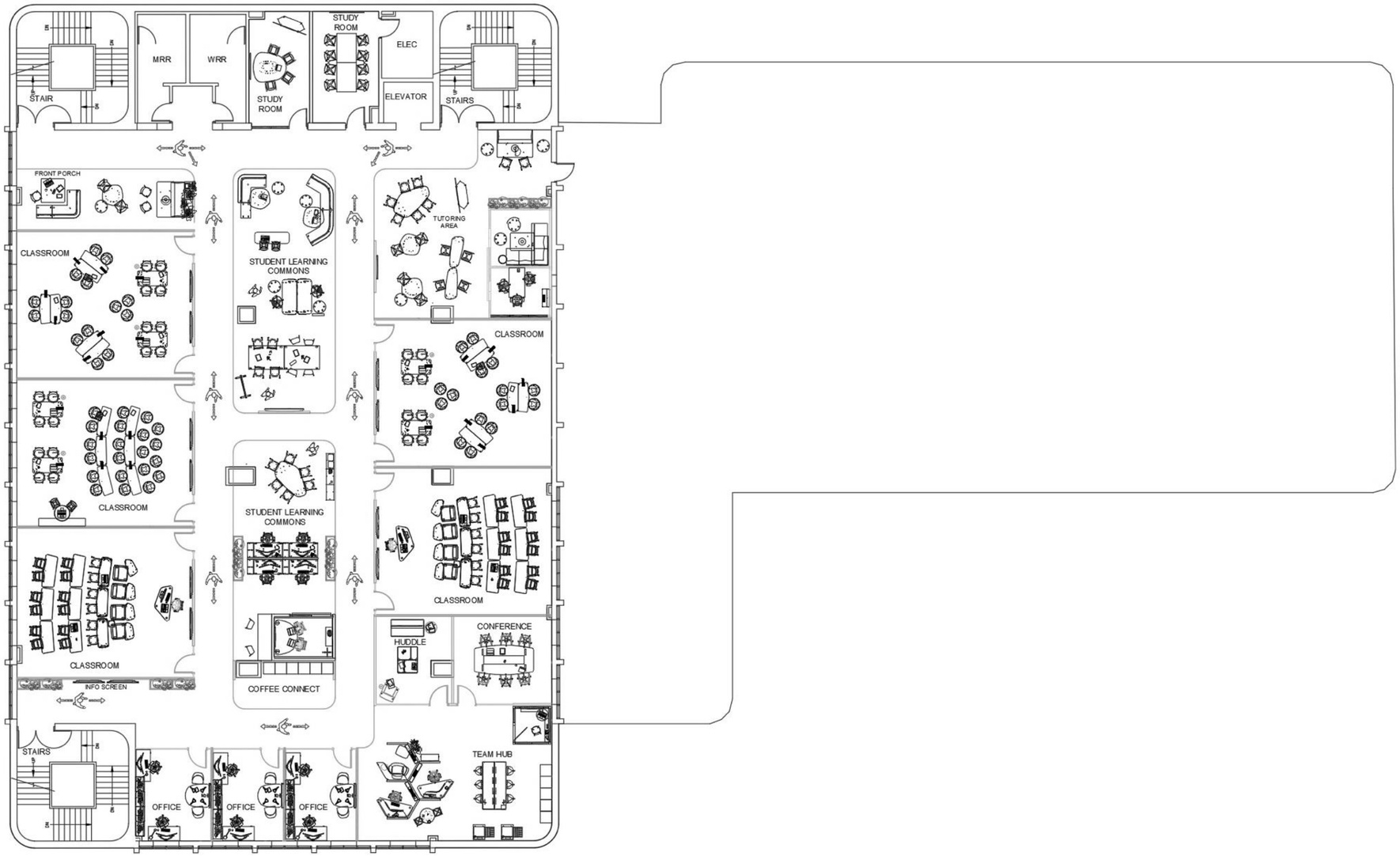
Classrooms	24.8



Scenario One

Rodda Hall North

3rd Floor



Scenario One

Rodda Hall South

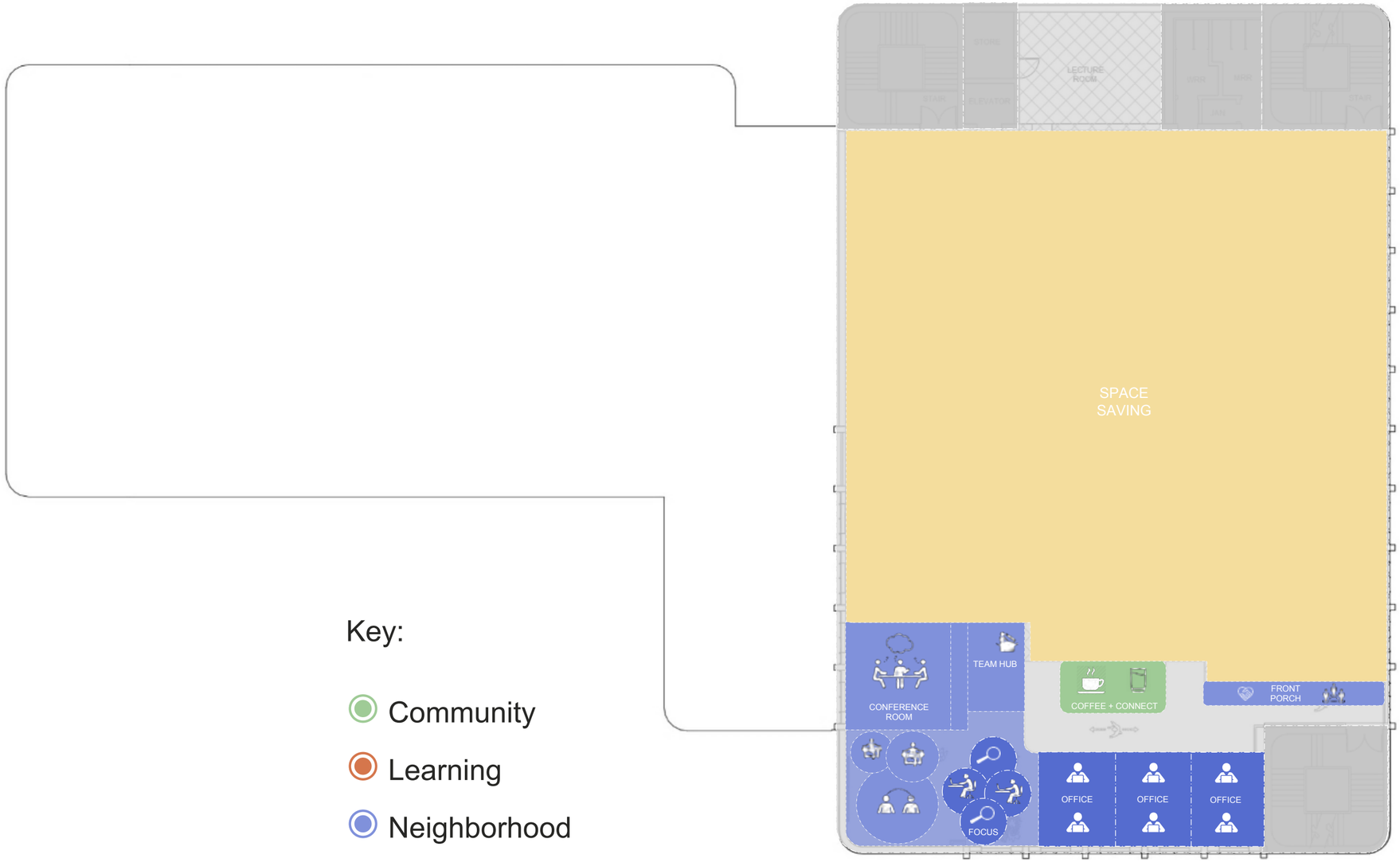
3rd Floor

Faculty: Scenario 1

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	19	25%	1	19
Hybrid	38	50%	2	19
Remote	19	25%	0	0
	76	100%		38

Offices	38
	2
Workstations	4
Dean's Office	2

Classrooms	24.8



Key:

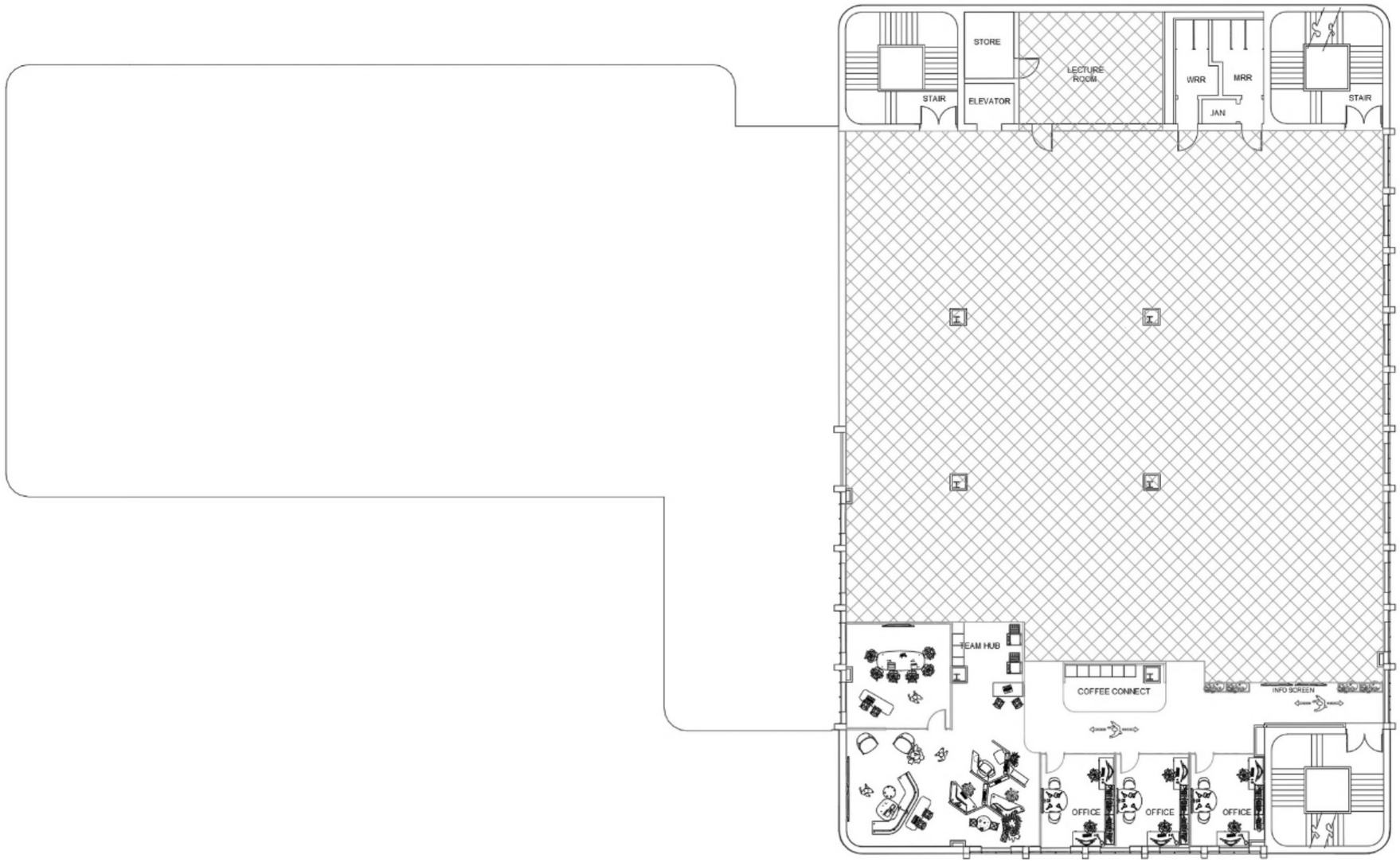
- Community
- Learning
- Neighborhood
- Space Saving

8,449 sqft

Scenario One

Rodda Hall South

3rd Floor

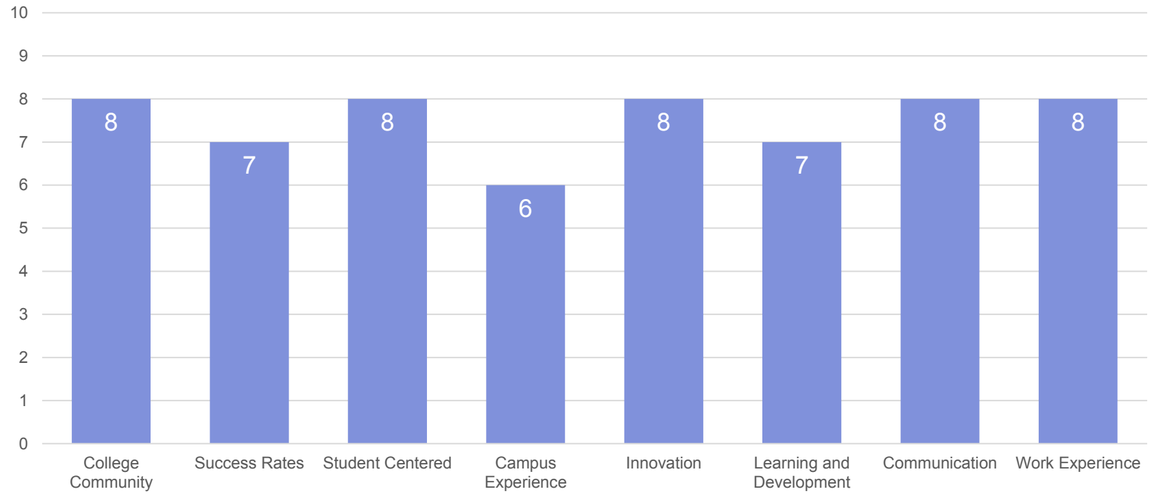


Scenario One

Faculty and Student Experience Outcomes

- College Community is enhanced by a higher level of Faculty presence and potentially greater levels of interaction with Students in Faculty offices and in Faculty / Student community areas
- Communication is supported by increased interactions in the social and collaborative spaces
- The exchange of ideas will be increased by bringing people together, through increased in-person presence which should result in more Innovation and an improved Campus Experience
- The Campus Experience is slightly enhanced because of the variety of classrooms and spaces to increase Student interaction
- Learning Flexibility will be supported by introducing areas where Students can congregate informally before and after class
- Success Rates could be positively impacted by the creation of flexible classrooms that support a variety of teaching and learning styles
- Work Experience and Student Centered is positively impacted for all audiences by greater levels of on-ground presence and enhanced experiences in reconceptualized spaces
- Work Experience is further supported though a formal Hybrid program which offer Faculty greater choice, control of where they work and the introduction of range of collaborative and social spaces

Rodda Hall North and South Experience



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

Scenario Two

Rodda Hall North and South: Faculty and Student Experience

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

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

Scenario Two will provide an upgraded experience that:

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

Design Characteristics in addition to Scenario One

- Faculty offices are assigned to a department but unassigned to specific Faculty Members and are shared on a 3:1 ratio
- The use of offices will be determined and managed by each department
- Additional unassigned enclosed spaces will be included in Faculty community areas to support individual concentration and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- Areas where Students can congregate informally before and after class will be expanded and enhanced

0% Resident Workers

75% Hybrid Workers
in office weekly but less than 3 days a week
(3.1 ratio unassigned)

25% Remote Workers

Significant level
of Change Management effort required

Shift in real estate
22% aggregate Real Estate Saving across both buildings

Scenario Two

Rodda Hall North

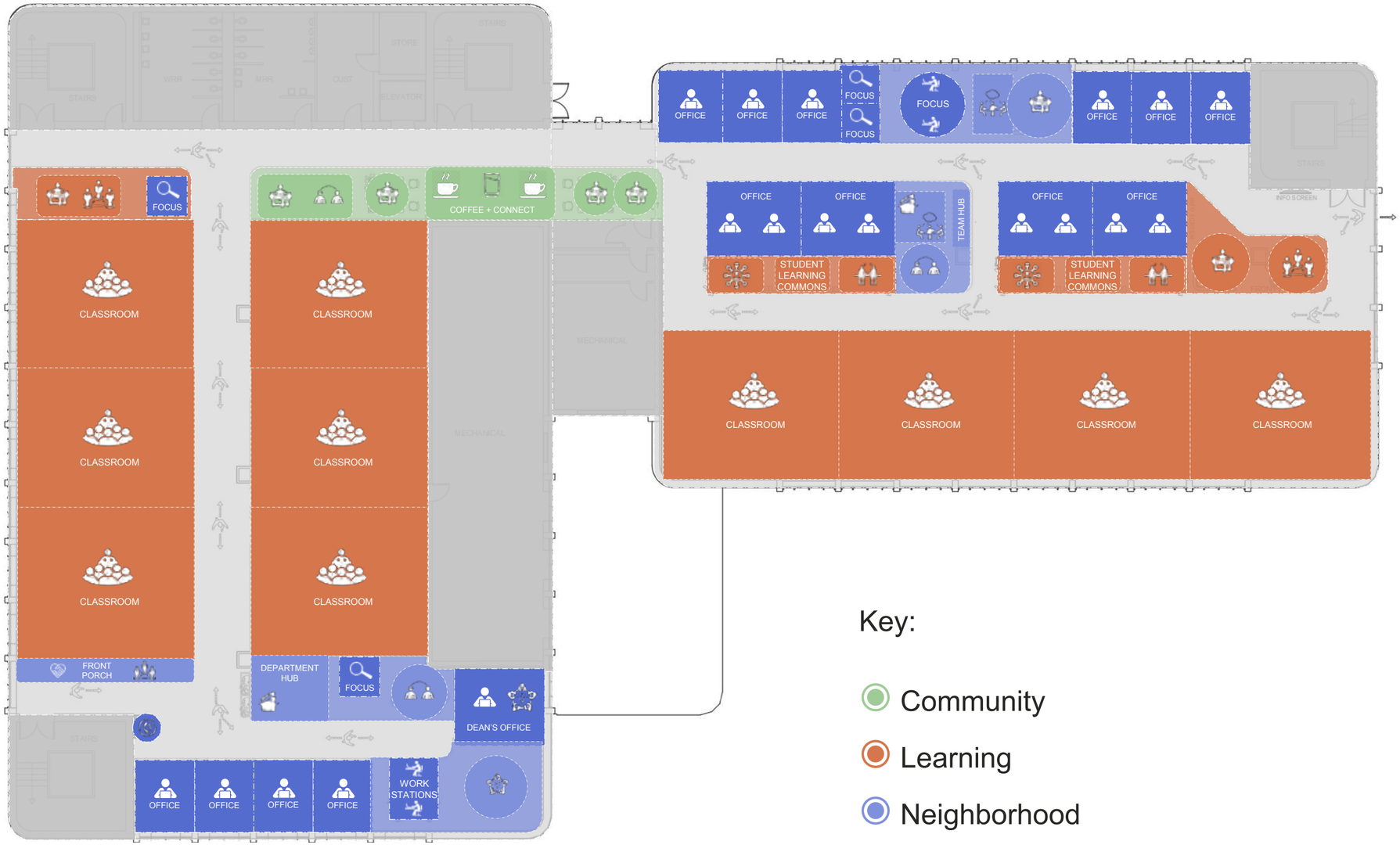
2nd Floor

Faculty: Scenario 2

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	57	75%	3	19
Remote	19	25%	0	0
	76	100%		19

Offices	19
	2
Workstations	4
Dean's Office	2

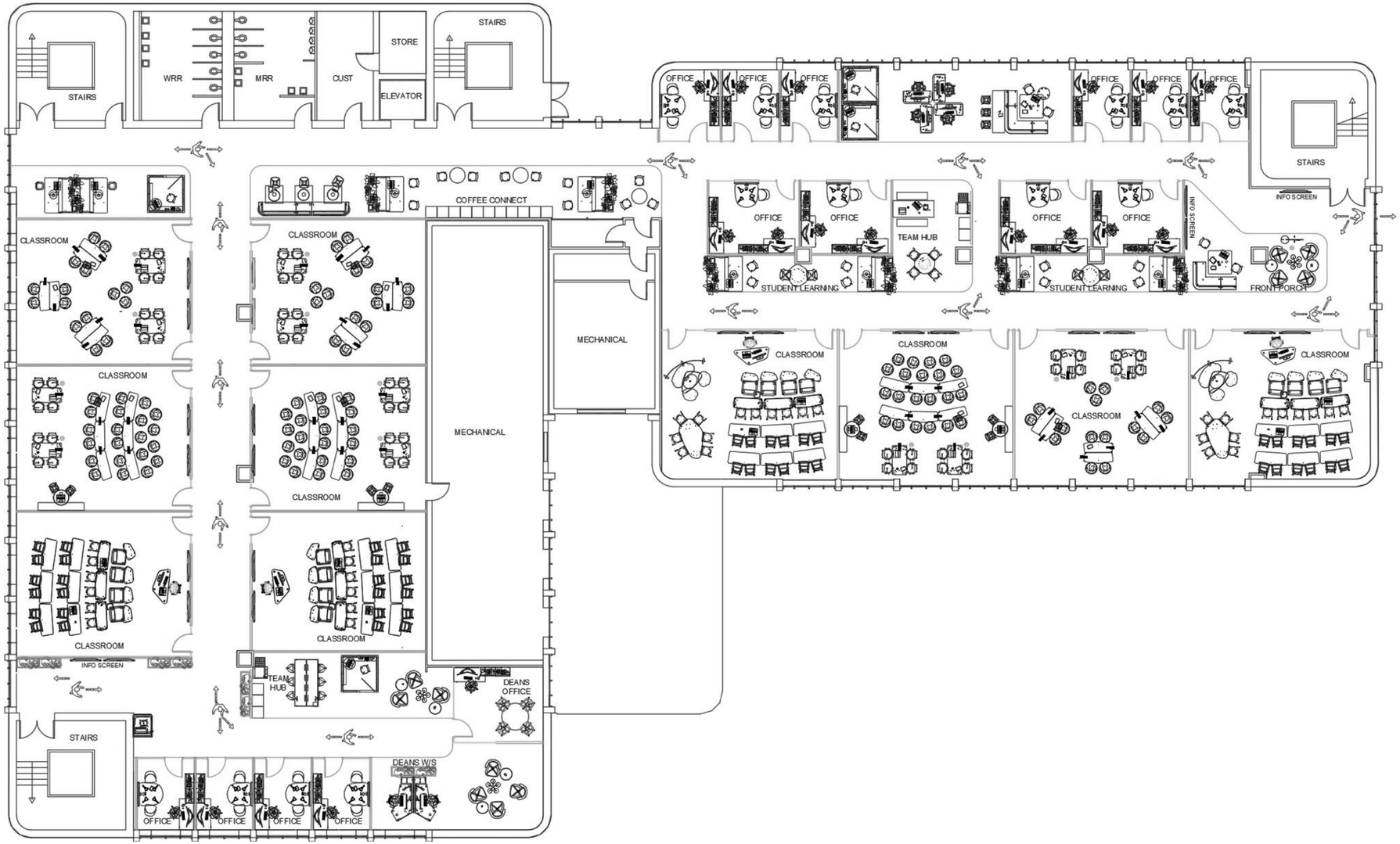
Classrooms	24.8



Scenario Two

Rodda Hall North

2nd Floor



Scenario Two

Rodda Hall South

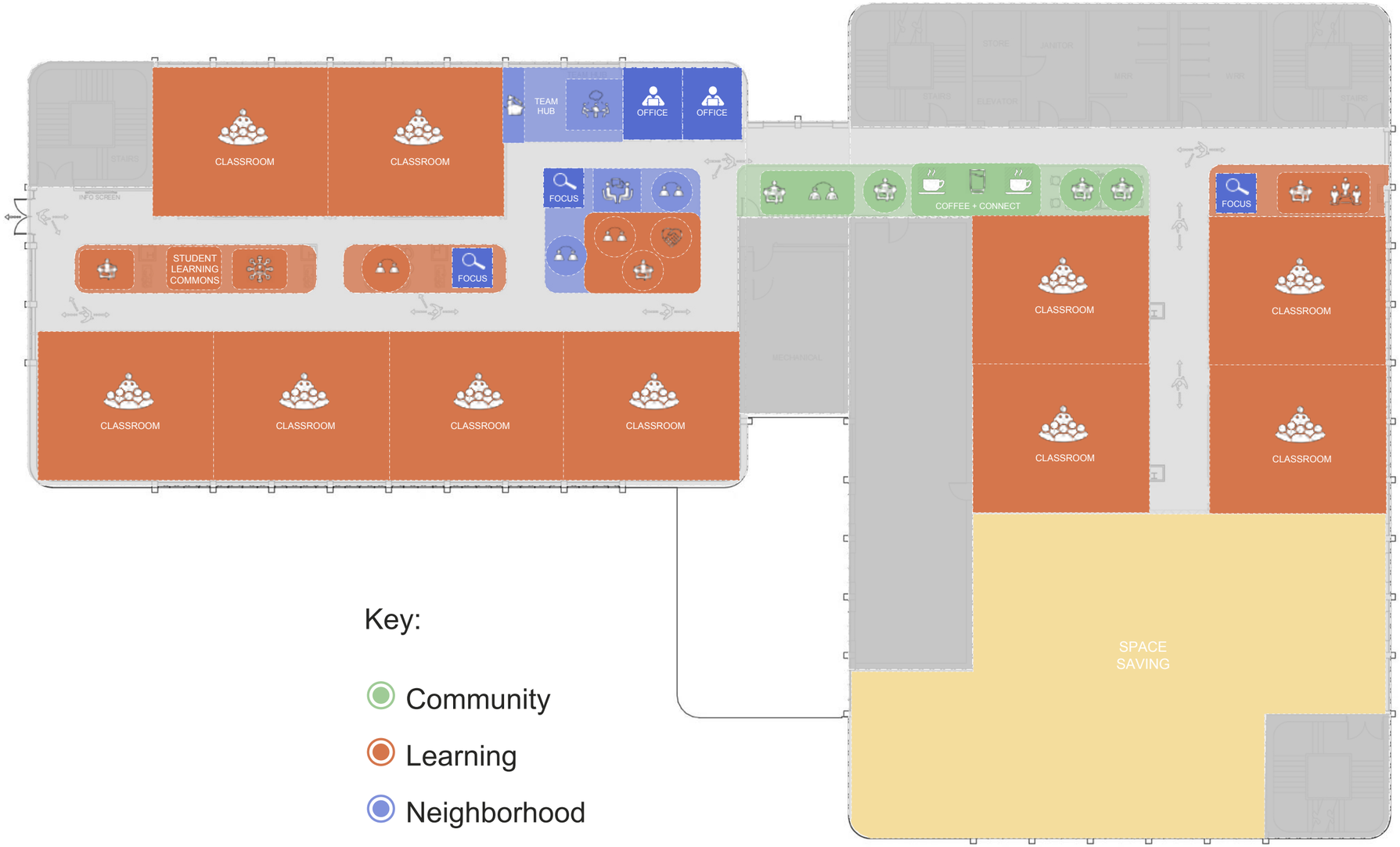
2nd Floor

Faculty: Scenario 2

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	57	75%	3	19
Remote	19	25%	0	0
	76	100%		19

Offices	19
	2
Workstations	4
Dean's Office	2

Classrooms	24.8



Key:

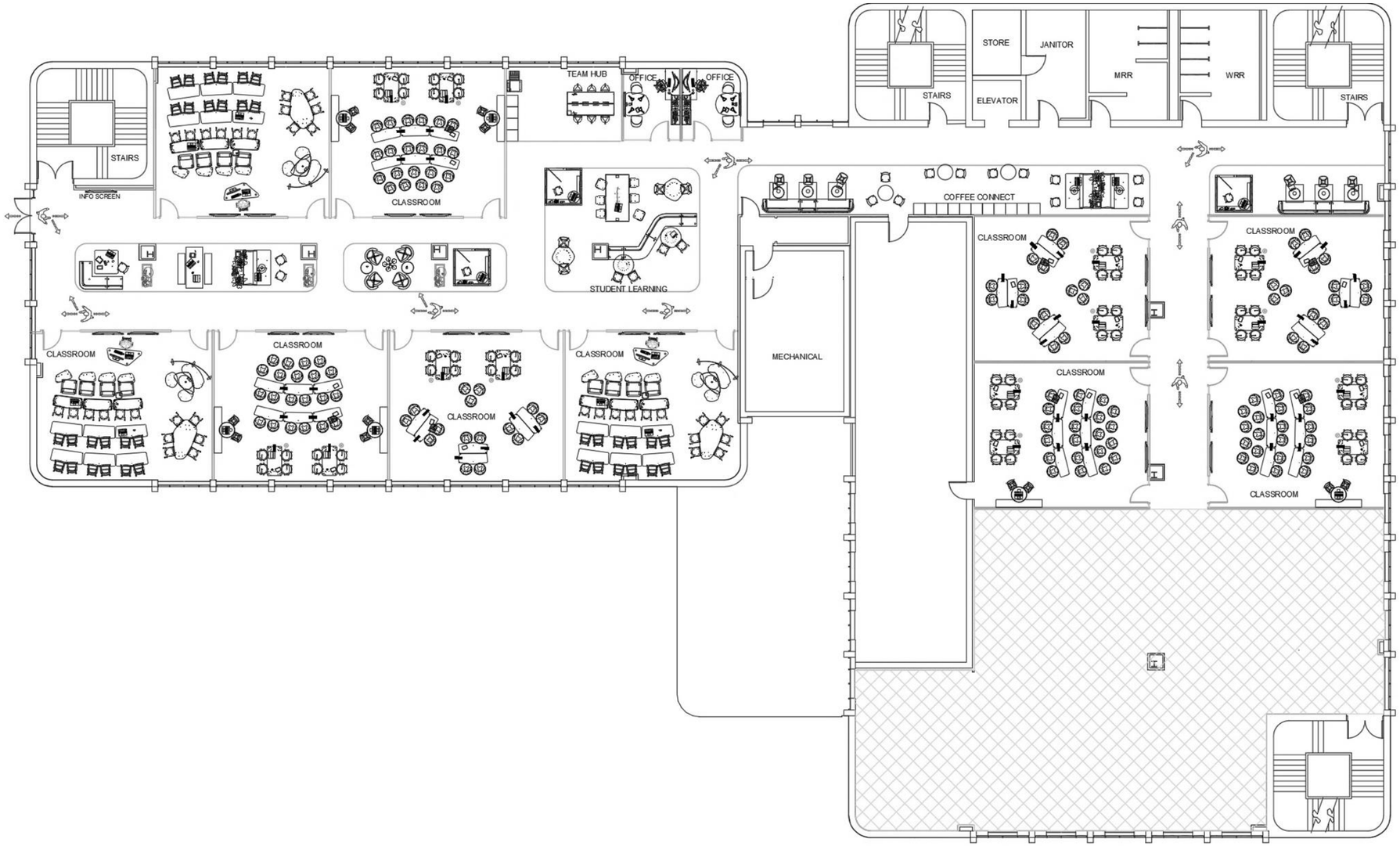
- Community
- Learning
- Neighborhood
- Space Saving

3,993 sqft

Scenario Two

Rodda Hall South

2nd Floor



Scenario Two

Rodda Hall North

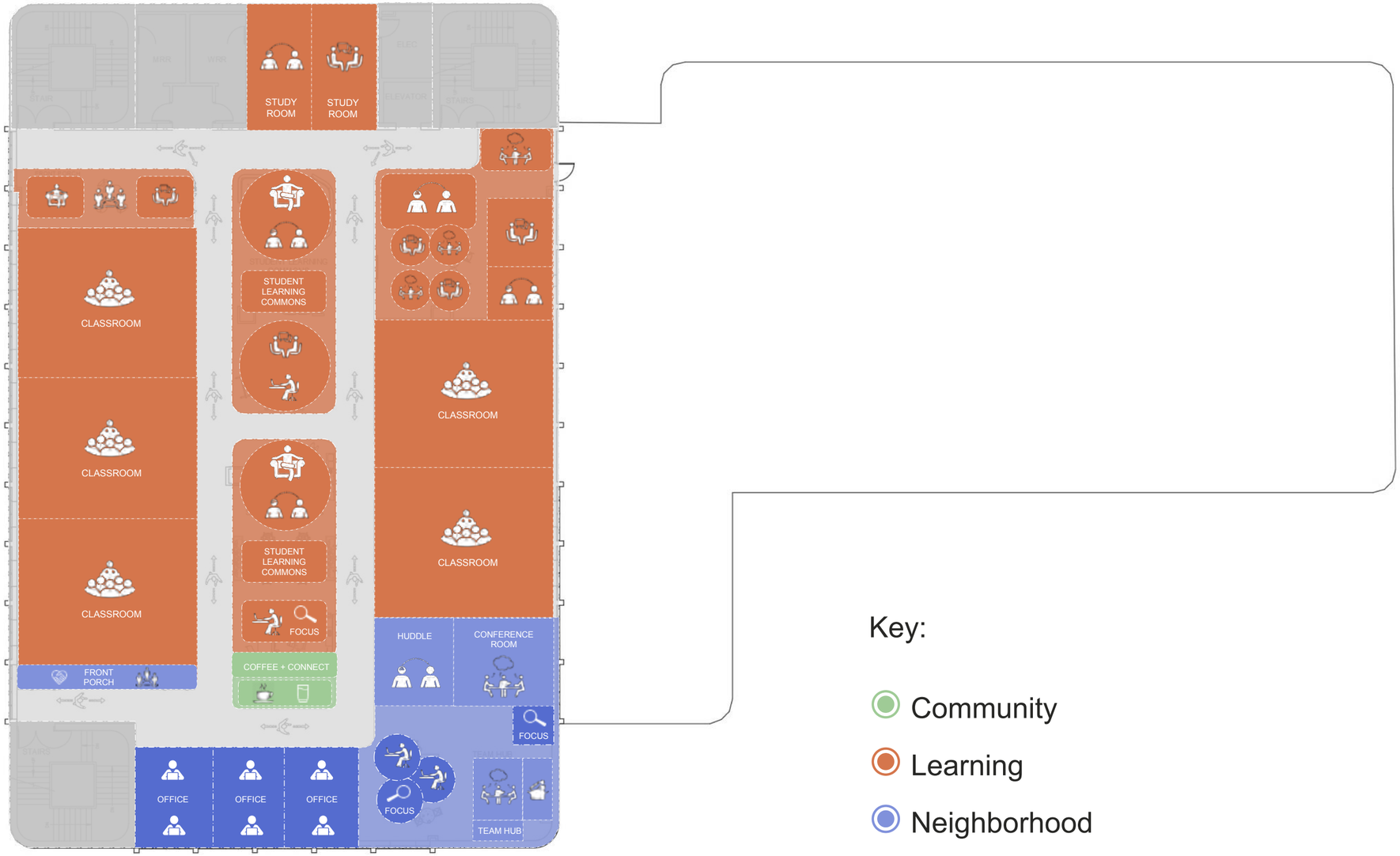
3rd Floor

Faculty: Scenario 2

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	57	75%	3	19
Remote	19	25%	0	0
	76	100%		19

Offices	19
	2
Workstations	4
Dean's Office	2

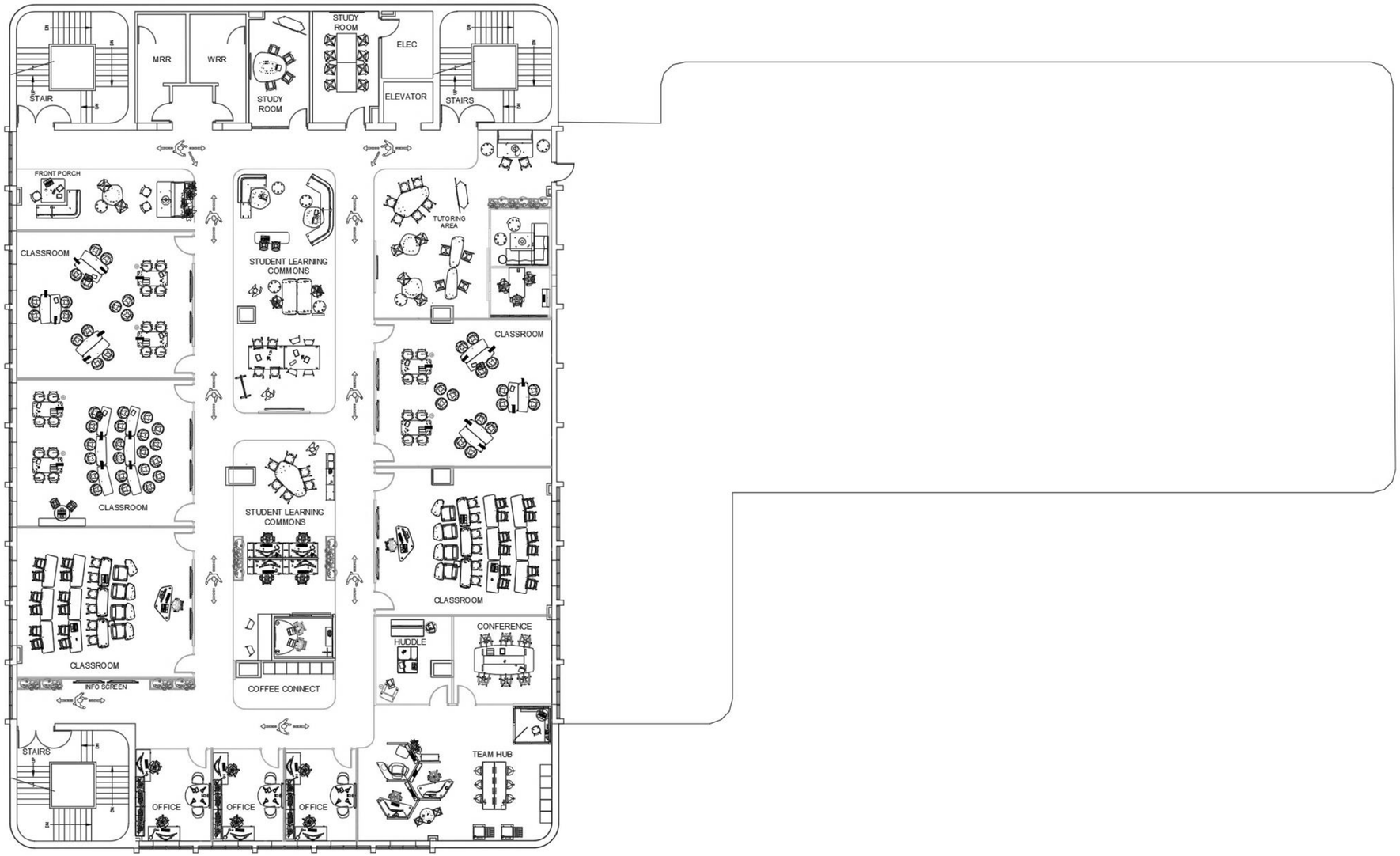
Classrooms	24.8



Scenario Two

Rodda Hall North

3rd Floor



Scenario Two

Rodda Hall South

3rd Floor

Key:

- Community
- Learning
- Neighborhood
- Space Saving

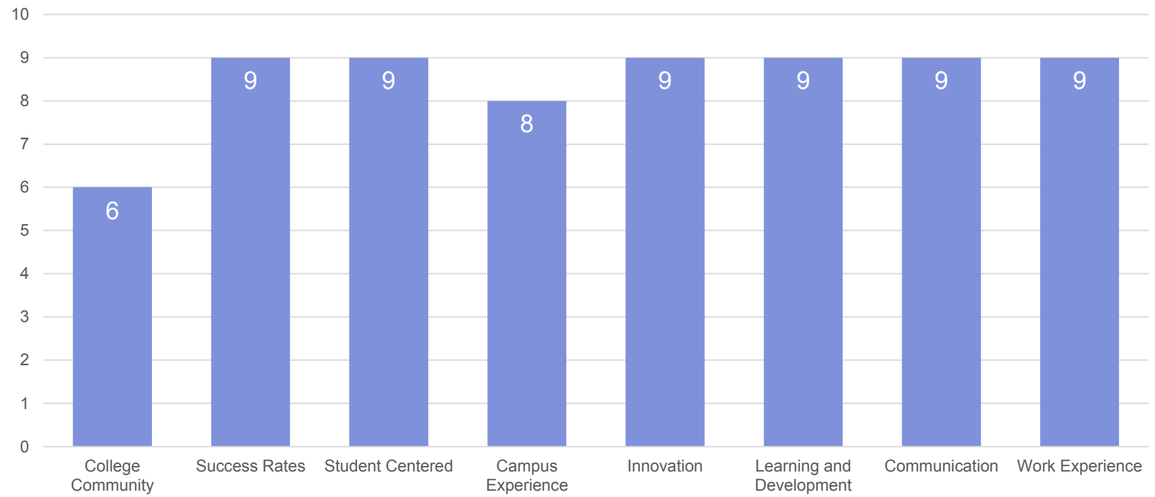
10,914 sqft

Scenario Two

Faculty and Student Experience Outcomes

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

Rodda Hall North and South Experience

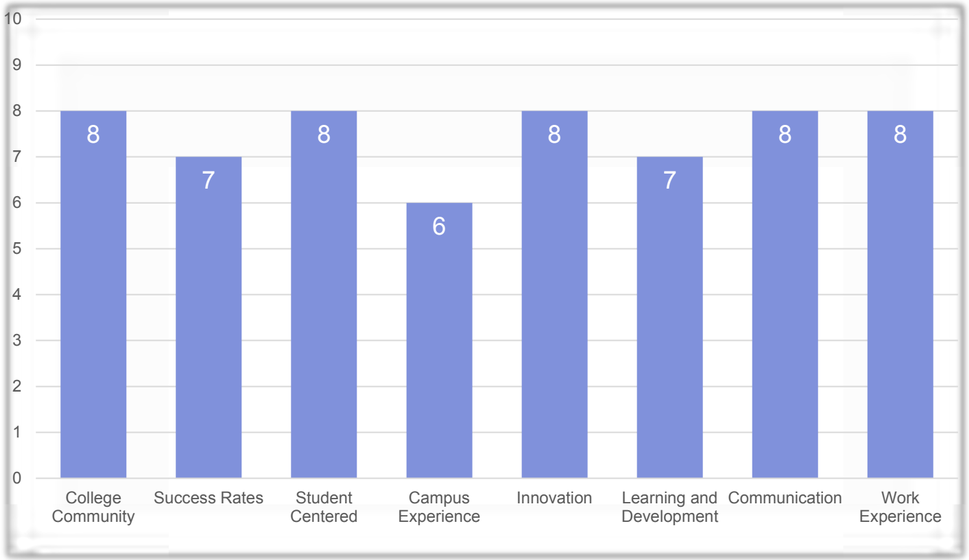


The chart above indicates how the Scenario supports the Pillars ranked by SCC Executive Team. The Pillars are rated from 1-10 in each scenario.

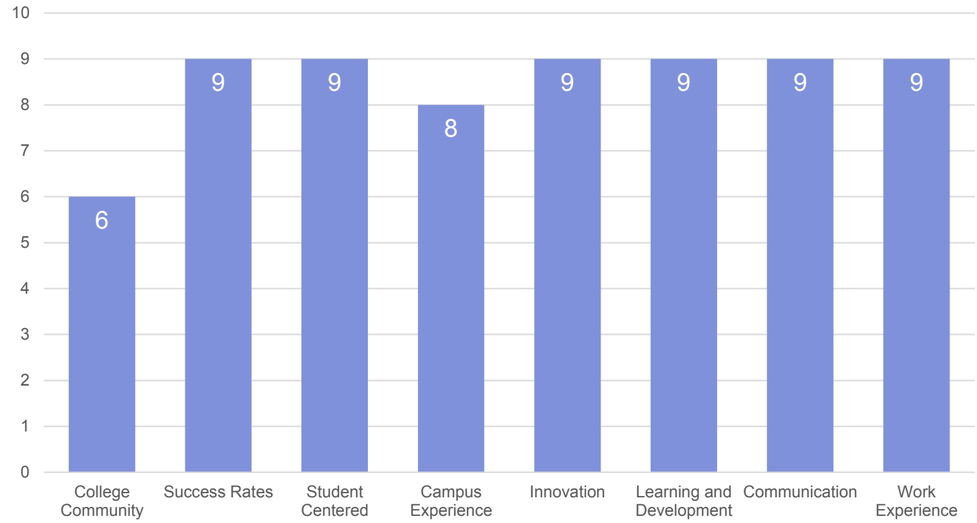
Scenario Comparison

Rodda Hall North and South: Faculty and Student Experience Outcomes

Scenario One



Scenario Two



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

05. Scenario Development

Scenarios Defined

Classified Professionals and Students

Scenarios Overview

Rodda Hall North and South: Classified Professionals + Student Services

Note – Rodda Hall North and South interiors will be reconceptualized and nonstructural walls will possibly be removed, but no other constraints are included in these scenarios

As Is

Resident (1:1 ratio, 80-100% time)	100%
Hybrid	0%
Remote	0%

- Universal planning methodology
- The space for Classified Professionals and non instructional Faculty accommodates approximately 128 people
- Limited group, collaborative and social spaces for Employees and Students
- Offices and workstations predominately assigned
- Highly compartmentalized departmental space due to high number of interior walls
- Limited hybrid program with no sharing (Monday – Thursday on campus)
- Offices vary greatly in size with approximately 44% averaging 72 sf (single occupancy) and 56% averaging 135 sf (executive and double occupancy)

Scenario 1

Resident (1:1 ratio, 80 -100% time)	50%
Campus Mobile (1.3:1 ratio, 80-100% time)	50%
Remote	0%

- Activity-based work planning methodology
- Existing limited Hybrid program (Monday – Thursday on campus)
- Formal Campus Mobile program with sharing introduced; sharing of desks and offices for Campus Mobile workers at 1.3:1
- Office to workstation ratio will be unchanged
- Typical office size increased to approximately 118 sf
- Updated design in office areas with increase in collaborative space, etc. if possible
- Introduce Student experience and waiting areas
- Non-structural walls are removed or repositioned
- Moderate change management required

Scenario 2

Resident (1:1 ratio, 80 - 100% time)	30%
Hybrid (1.5:1 ratio, 60% time)	60%
Remote (10:1 ratio)	10%

- Activity-based work planning methodology
- Formal updated Hybrid program for non-peak periods introduced
- Formal sharing introduced; sharing of desks and offices for Hybrid and Remote workers at 1.5:1 and 10:1
- Quantity of group, collaborative and social spaces enhanced over scenario 1 with increased options for Hybrid / Remote workers
- Office to workstation ratio will be unchanged
- Office sizes consistent with Scenario 1
- Expand Student experience and waiting areas
- Non-structural walls are removed or repositioned
- Significant change management required

As Is

Rodda Hall North and South: Classified Professionals + Student Services

Classified Professional scenarios for SCC will reconceptualize and integrate relevant spaces from Rodda Hall North and South.

Rodda Hall North and South are both older three-story buildings designed in a traditional format with a blend of Classrooms, Faculty Offices, Student support functions and Administrative areas.

Rodda Hall North and South currently contains approximately 39 Classrooms and 76 Faculty offices. In addition, Rodda Hall North also contains the Business Services Office, Counseling, EOPS/CARE, First Year Experience, Transfer Center, UNDOCU Center and a range of other spaces. Rodda Hall South also contains RISE, the Dental Clinic and related spaces. The Dental Clinic and related support areas are not in scope for this effort.

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

Many of the Student service areas have tried to create a place for Students to wait or study. In most all cases these spaces have been limited by budget and other factors and are generally tired and provide a suboptimal experience. Due to the number of walls separating service areas none of these spaces are linked and this results in what is essentially a patchwork solution with no synergy between the spaces.

Defining Characteristics

- The space for Classified Professionals and non instructional Faculty accommodates approximately 128 people
- The building is segmented and compartmentalized by walls, doors, offices and hallways
- Wayfinding is challenging due to the number of barriers and limited signage
- Departments are comprised of predominantly private offices that open onto a workstation area with very few group and collaborative settings
- Some Department and Program areas lack space which support confidential conversations for Student interactions
- Offices vary greatly in size with approximately 44% averaging 72 sf (single occupancy) and 56% averaging 135 sf (executive and double occupancy)
- Coffee stations are ad hoc and the official break rooms are not optimal
- Personalization of workstations and offices along with artifacts are visible throughout the building
- Limited hybrid program for all workers
- There is limited space for Student to study, wait or gather and the spaces that exist are small, not linked and provide a poor experience

As Is

Rodda Hall North

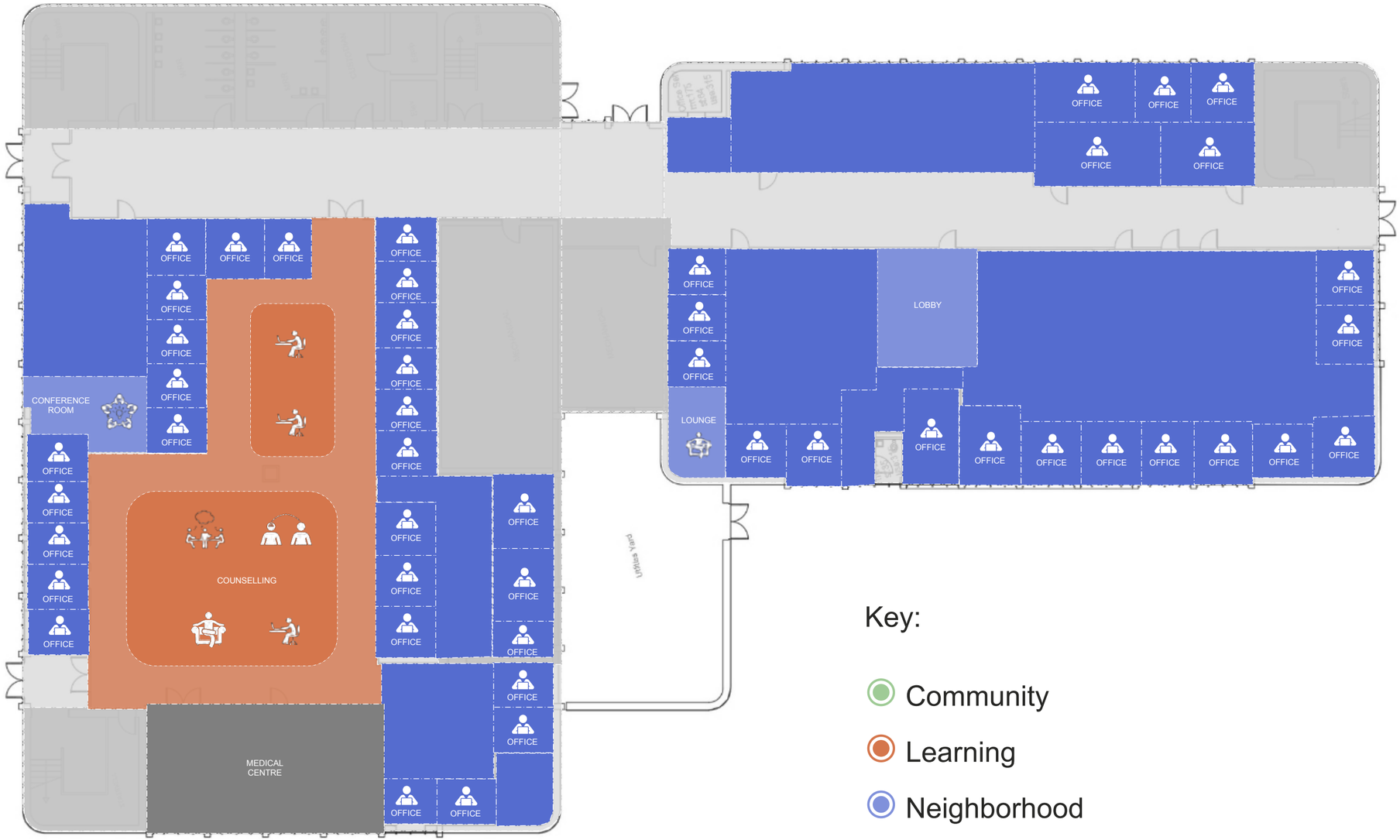
1st Floor

Classified Professionals: As Is

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	85	100%	1	85
Hybrid	0	0%	1	0
Temporary	43	N/A	Varies	43
Remote	0	0%	1	0
	128	100%		128
			Offices	60
			Workstations	25
			Temp Classified	43

Faculty: As Is

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	76	100%	1	76
Remote	0	0%	1	0
	76	100%		76
			Offices	76
				2
			Workstations	4
			Dean's Office	2
			Classrooms	39



Key:

- Community
- Learning
- Neighborhood

As Is

Rodda Hall South

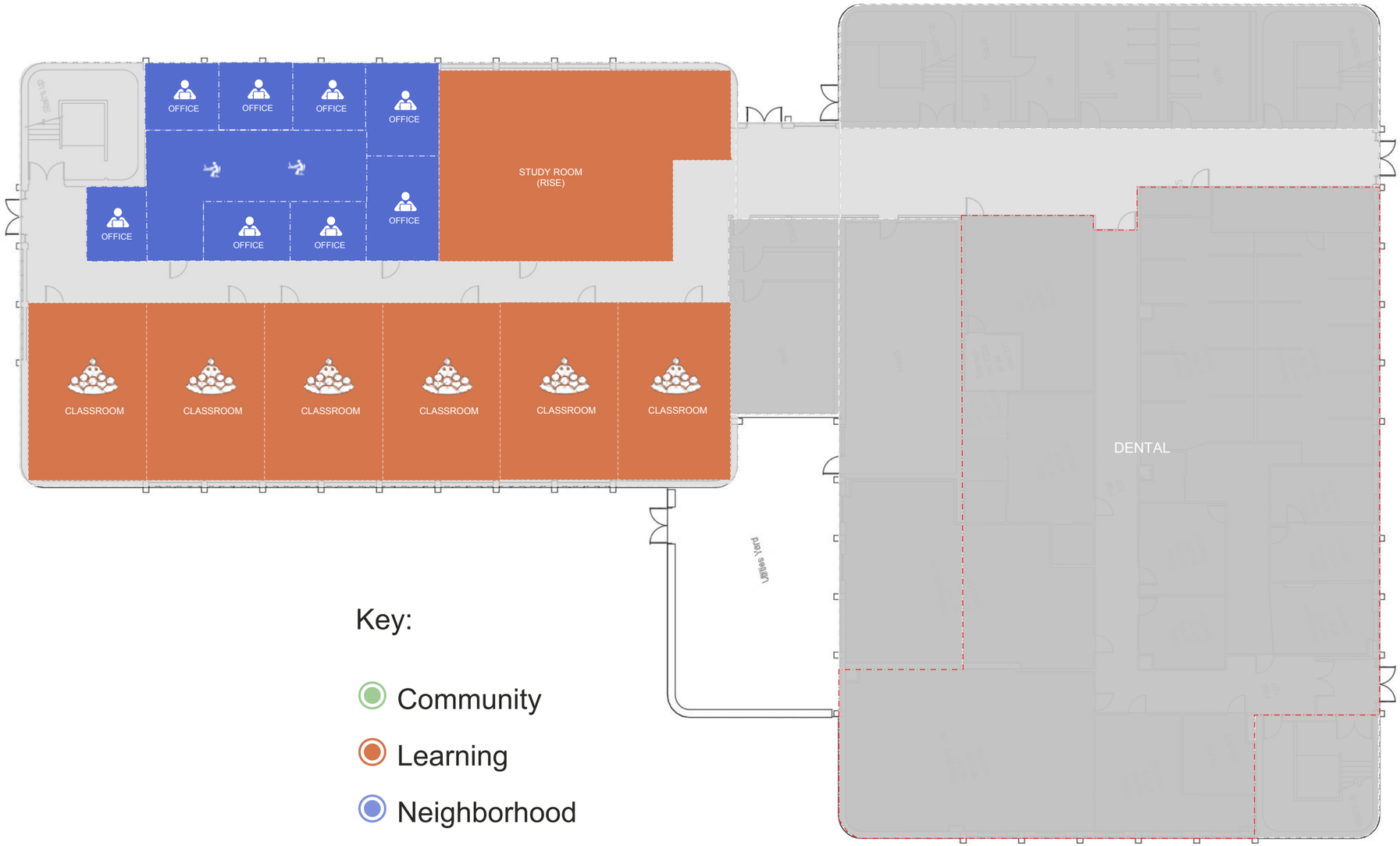
1st Floor

Classified Professionals: As Is

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	85	100%	1	85
Hybrid	0	0%	1	0
Temporary	43	N/A	Varies	43
Remote	0	0%	1	0
	128	100%		128
			Offices	60
			Workstations	25
			Temp Classified	43

Faculty: As Is

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0%	1	0
Hybrid	76	100%	1	76
Remote	0	0%	1	0
	76	100%		76
			Offices	76
				2
			Workstations	4
			Deans Office	2
			Classrooms	39



Key:

- Community
- Learning
- Neighborhood

Scenario One

Rodda Hall North and South: Classified Professionals + Student Services

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

This Scenario introduces a Mobile working strategy where there are two types of workers: Resident workers are in the office 4+ days a week and will own a workstation or office, and Campus Mobile workers are in the office 4+ days a week and will share offices or workstations.

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

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

Design Characteristics

- All workers remain on the current one day a week remote program and no additional time is allocated to working away from the campus
- Introduces activity-based working and sharing for Campus Mobile workers
- Campus Mobile workers have access to shared workstations or offices on a **1.3:1** sharing ratio
- Typical office size increased to approximately 118 sf
- Updated design in office areas with increase in collaborative spaces
- If possible, collaborative settings will increase in the common areas and will be sized to accommodate the average meeting size of 3 or less
- Introduce Student experience and waiting areas which are integrated where possible
- Select nonstructural walls removed
- Protocols, social contracts and processes are developed within and between departments to address the new way of working and ensure connections and team effectiveness

50% Resident Workers
in office 4/5 days a week in non-peak periods (1:1 ratio)

50% Campus Mobile Workers
in office 4/5 days a week in non-peak periods (1.3:1 ratio)

0% Remote Workers
(10:1 sharing ratio)

Significant level
of Change Management effort required

Shift in real estate
12% aggregate Real Estate Saving across both buildings

Scenario One

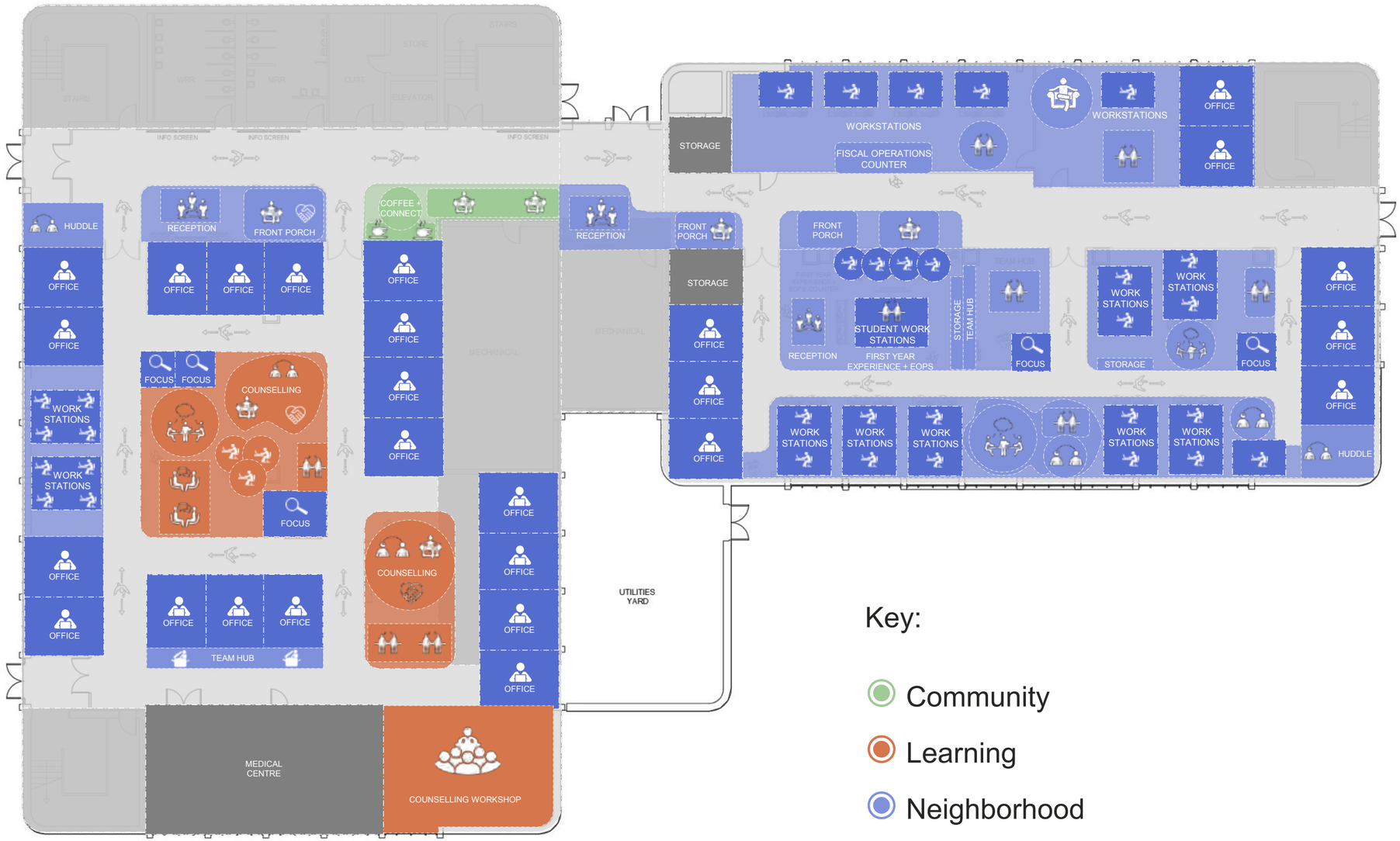
Rodda Hall North

1st Floor

Classified Professionals: Scenario 1

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	42.5	50%	1	42.5
Mobile in the office	42.5	50%	1.3	32.7
Temporary	43	N/A	3	14.3
Remote	0	0%	1	0.0
	128	100%		89.5

Offices	35.2
Workstations	39.9
Temp Classified	14.3



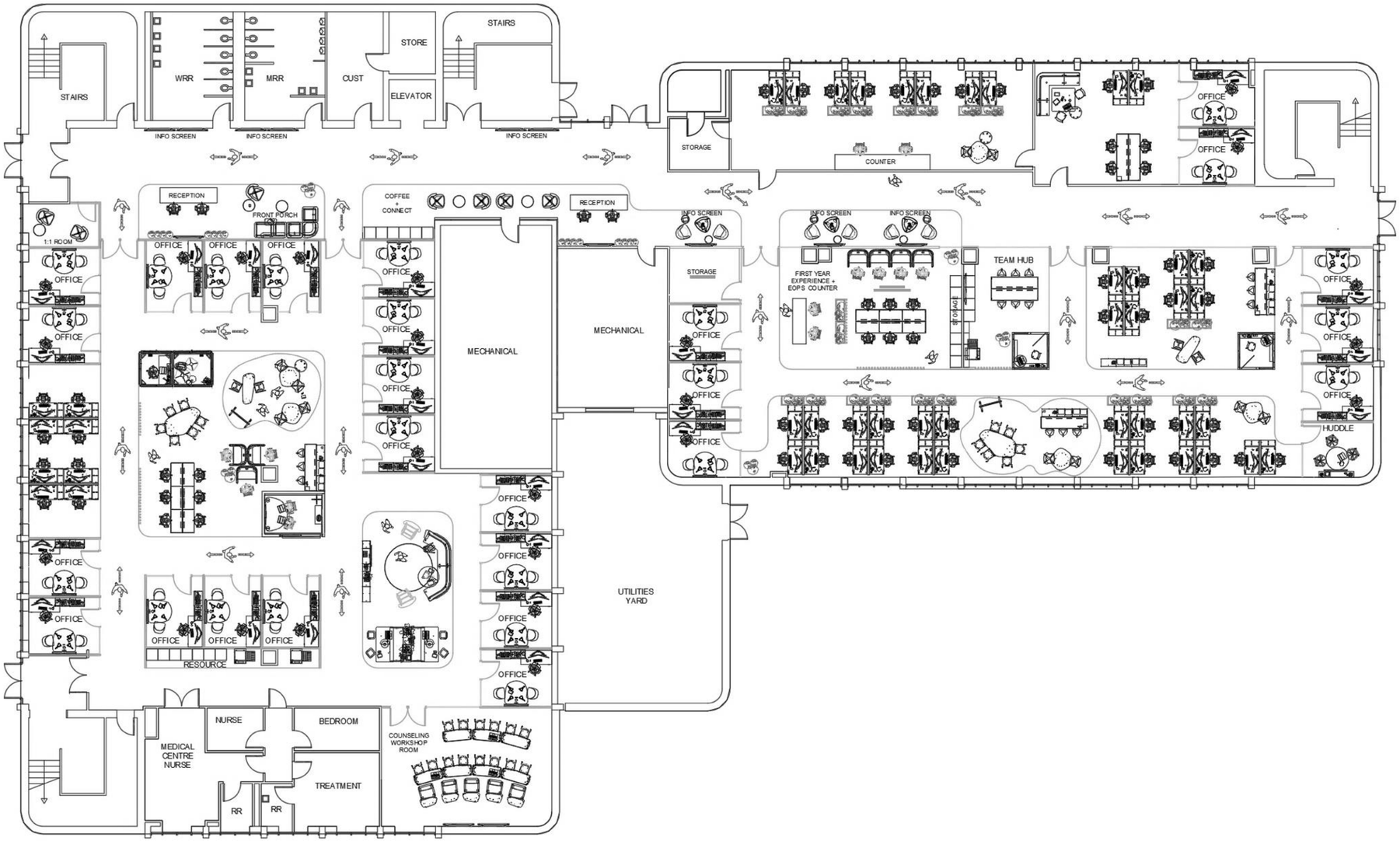
Key:

- Community
- Learning
- Neighborhood

Scenario One

Rodda Hall North

1st Floor


STAIRS
WRR
MRR
CUST
STORE
ELEVATOR
STAIRS
INFO SCREEN
INFO SCREEN
INFO SCREEN
STORAGE
COUNTER
OFFICE
OFFICE
RECEPTION
FRONT PORCH
COFFEE + CONNECT
RECEPTION
INFO SCREEN
INFO SCREEN
INFO SCREEN
1:1 ROOM
OFFICE
OFFICE
OFFICE
OFFICE
OFFICE
OFFICE
MECHANICAL
MECHANICAL
STORAGE
FIRST YEAR EXPERIENCE + EOPS COUNTER
TEAM HUB
OFFICE
OFFICE
OFFICE
OFFICE
OFFICE
OFFICE

Scenario One

Rodda Hall South

1st Floor

Classified Professionals: Scenario 1

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	42.5	50%	1	42.5
Mobile in the office	42.5	50%	1.3	32.7
Temporary	43	N/A	3	14.3
Remote	0	0%	1	0.0
	128	100%		89.5
			Offices	35.2
			Workstations	39.9
			Temp Classified	14.3

Key:

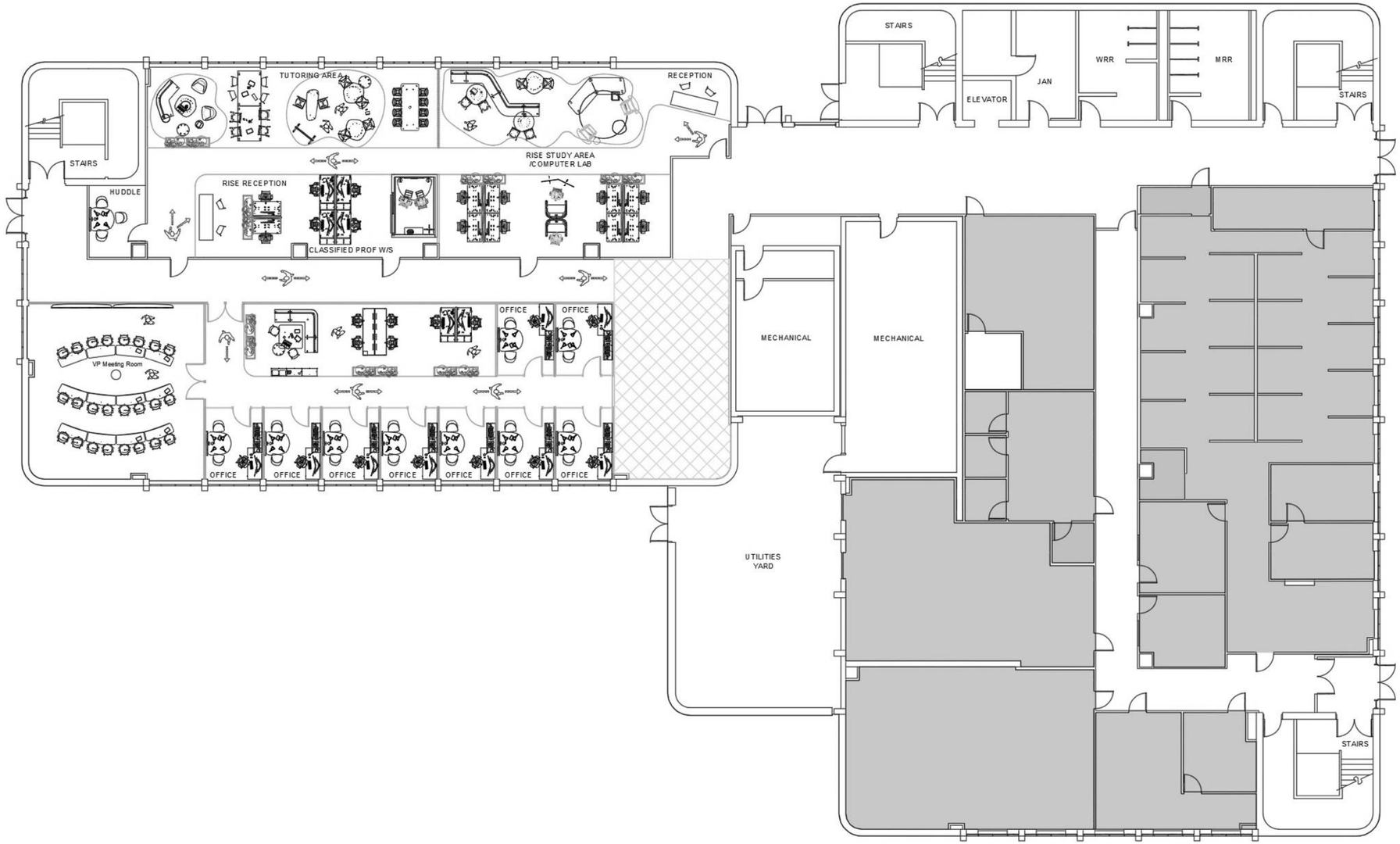
- Community
- Learning
- Neighborhood
- Space Saving

742 sqft

Scenario One

Rodda Hall South

1st Floor

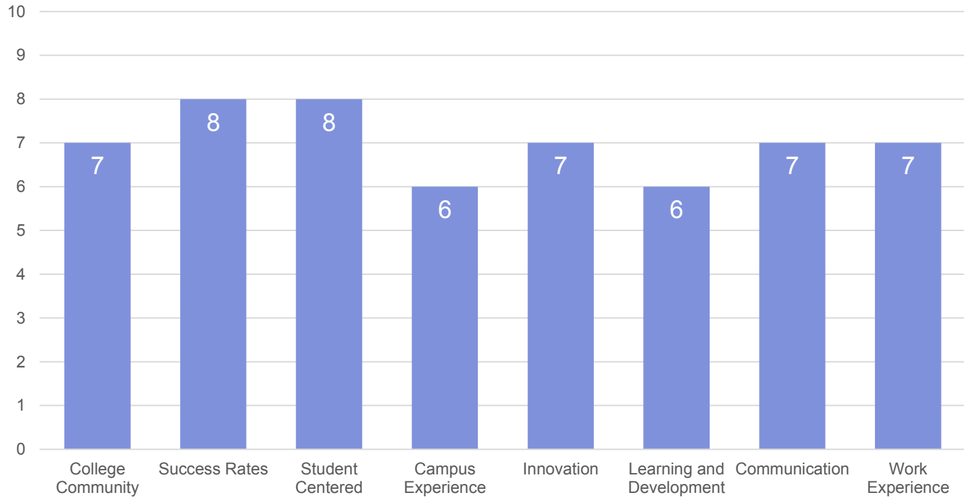


Scenario One

Classified Professionals + Student Services Outcomes

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

Rodda Hall North and South



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

Scenario Two

Rodda Hall North and South: Classified Professionals + Student Services

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

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

Scenario Two will provide upgraded experiences which:

- Ensure a Hybrid program that recognizes and supports unique work patterns
- Ensure meeting Student requirements during busy periods including at the start of semesters
- Further enhance community and communication within and between departments
- Provide greater diversity of spaces to further improve Student experience
- Accommodate future growth
- Maximize square footage utilization

Design Characteristics in addition to Scenario One

- Further reinforces activity-based working and broadens sharing of offices and workstations
- Hybrid and Remote workers will have access to either shared offices or workstations on a **1.5:1** and **10:1** sharing ratio
- Percentage of group spaces increased to support team activity and Hybrid workers when they are in the office
- Non-structural walls are removed or repositioned
- Front porches to Departments and transition zones between Departments will be included
- Student experience and waiting areas will be expanded and enhanced
- All settings and technologies support a higher volume of virtual meetings

30% Resident Workers
in office 4/5 days a week in non-peak periods (1:1 ratio)

60% Hybrid Workers
in office 3 days a week in non-peak periods (1.5:1 ratio)

10% Remote Workers
(10:1 sharing ratio)

Significant level
of Change Management effort required

Shift in real estate
22% aggregate Real Estate Saving across both buildings

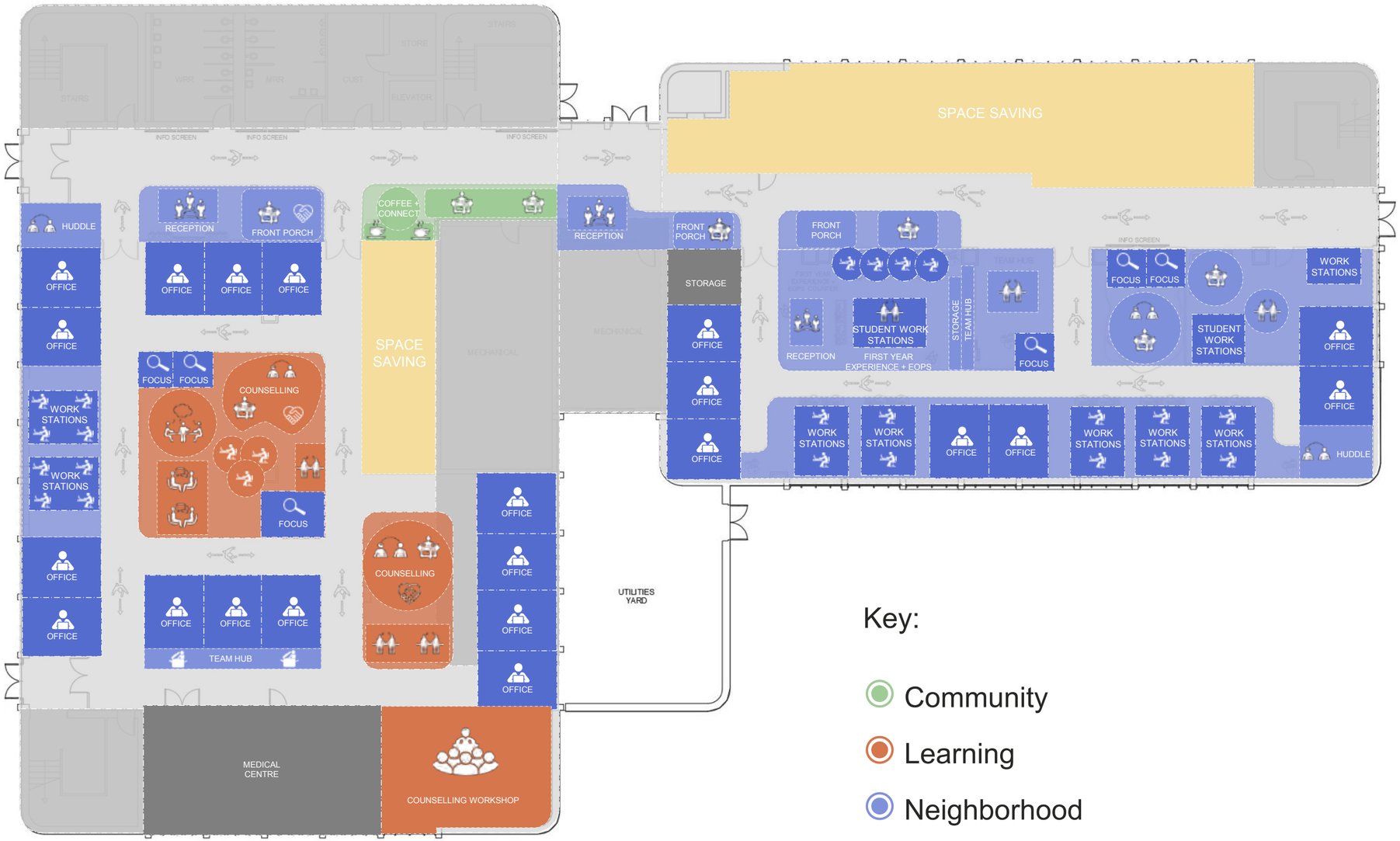
Scenario Two

Rodda Hall North

1st Floor

Classified Professionals: Scenario 2

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	25.5	30%	1	25.5
Hybrid	51	60%	1.5	34.0
Temporary	43	N/A	5	8.6
Remote	8.5	10%	10	0.9
	128	100%		69.0
			Offices	28.3
			Workstations	32.1
			Temp Classified	8.6



Key:

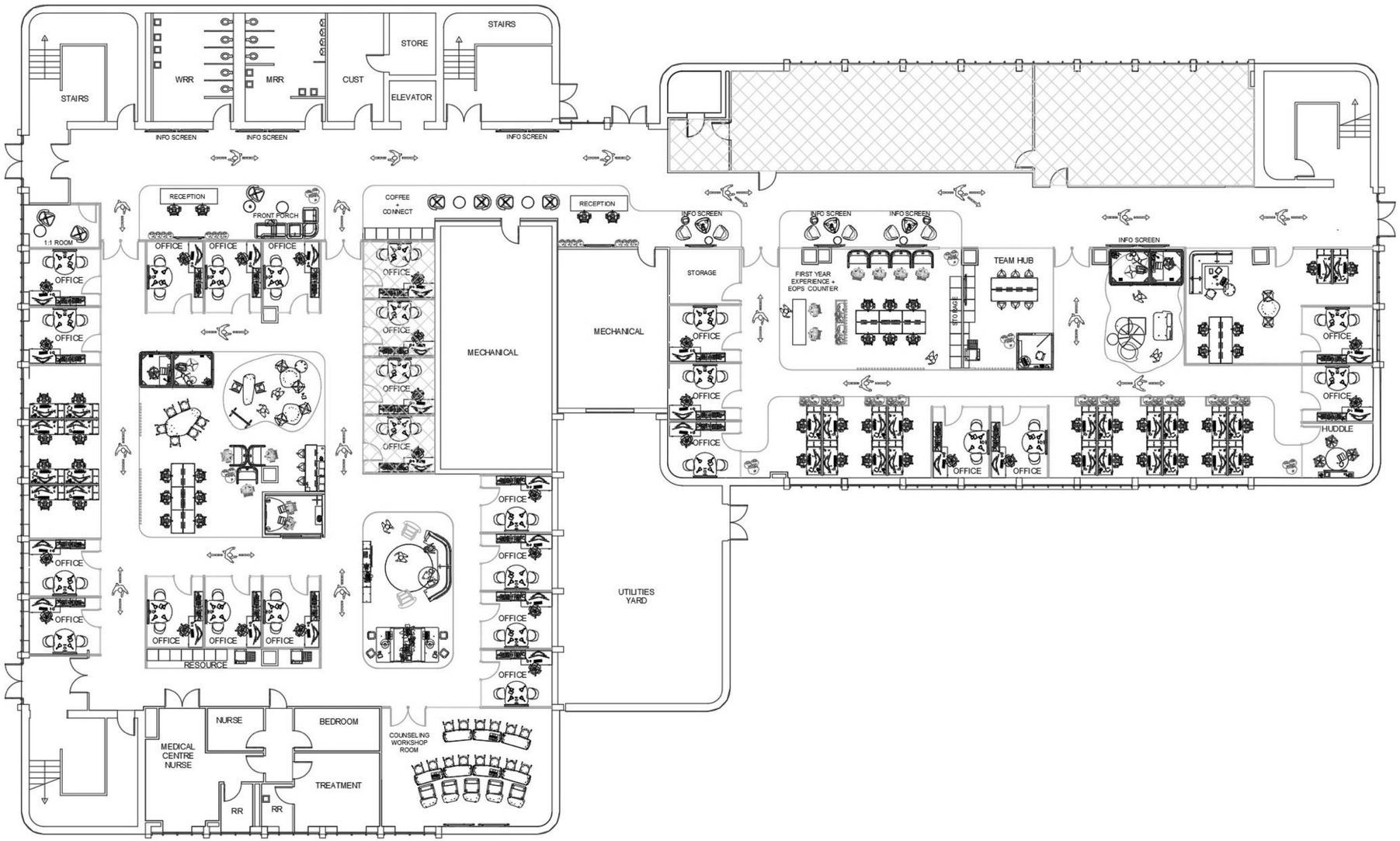
- Community
- Learning
- Neighborhood
- Space Saving

2,325 sqft

Scenario Two

Rodda Hall North

1st Floor



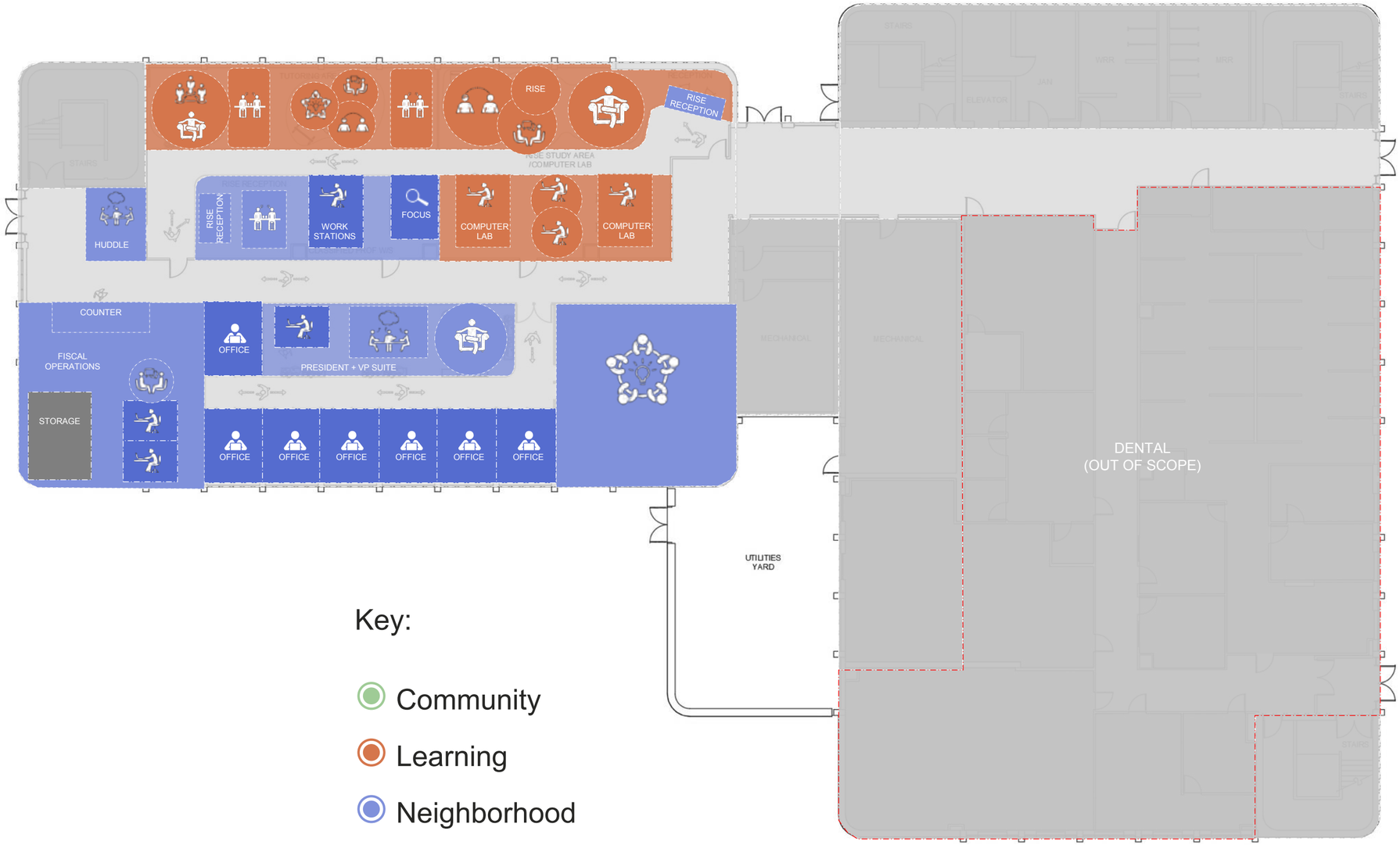
Scenario Two

Rodda Hall South

1st Floor

Classified Professionals: Scenario 2

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	25.5	30%	1	25.5
Hybrid	51	60%	1.5	34.0
Temporary	43	N/A	5	8.6
Remote	8.5	10%	10	0.9
	128	100%		69.0
			Offices	28.3
			Workstations	32.1
			Temp Classified	8.6



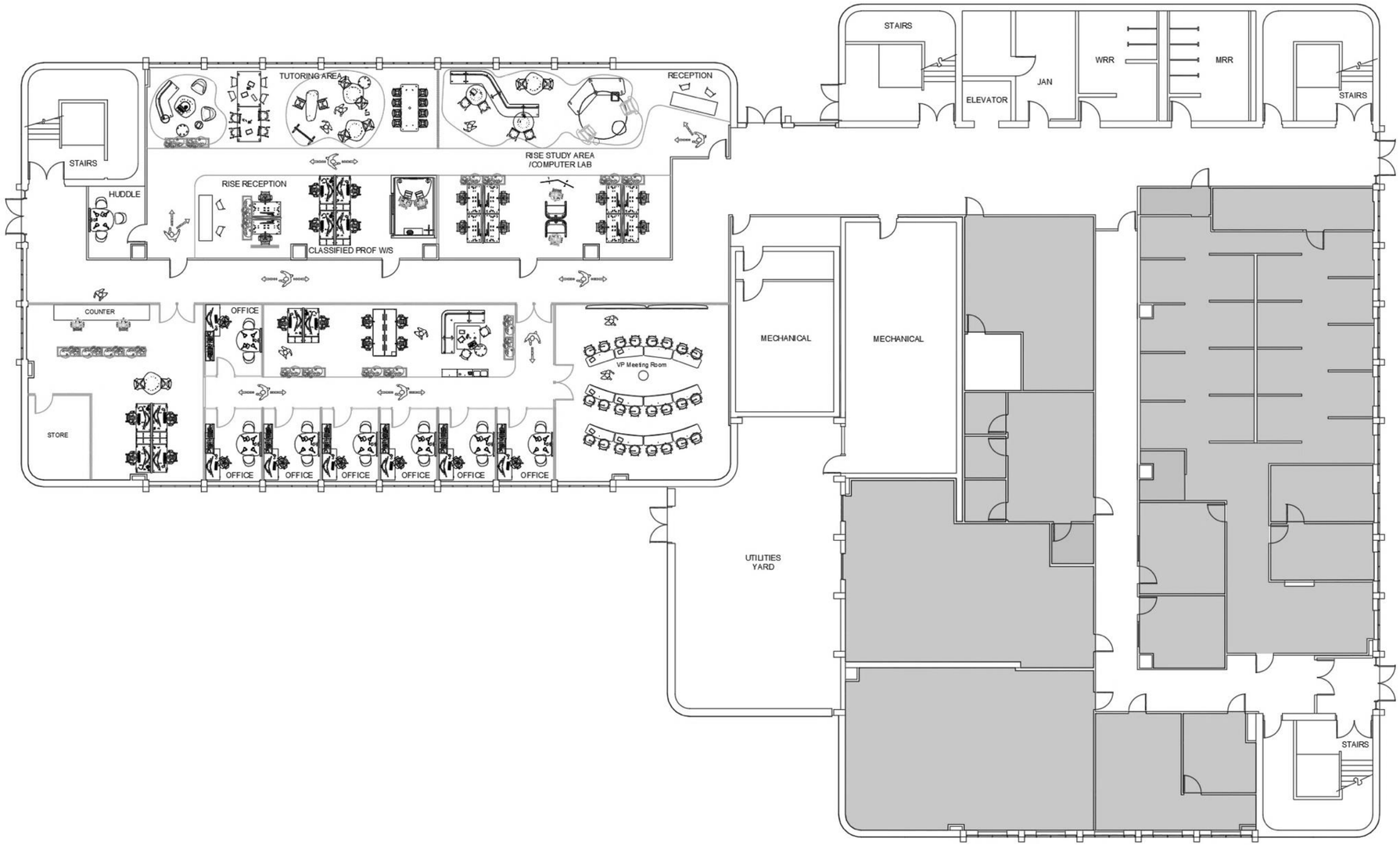
Key:

- Community
- Learning
- Neighborhood

Scenario Two

Rodda Hall South

1st Floor

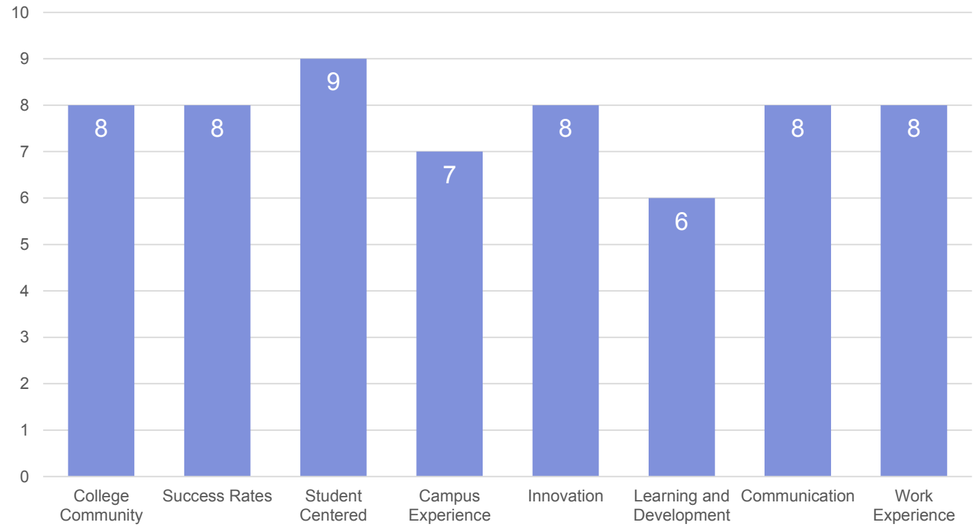


Scenario Two

Classified Professionals + Student Services Outcomes

- Student Centered is enhanced by providing a holistic and integrated experience for Students and their interactions with Classified Professionals
- The introduction of a formal Hybrid program significantly increases Work Experience by offering flexibility and balance and will not negatively impact the Student or Faculty experience
- The Hybrid program will increase the percentage of group and social space which will more effectively support individuals and teams across all work modes positively impacting Innovation, Work Experience and Campus Experience
- Communication and Innovation will be further enhanced by higher levels of interaction between Hybrid and Resident workers who have higher levels of mobility
- College Community is moderately improved due to higher levels of interaction between all stakeholders and significantly improved experiences
- Learning and Development and Success Rates are relatively unchanged from Scenario 1

Rodda Hall North and South

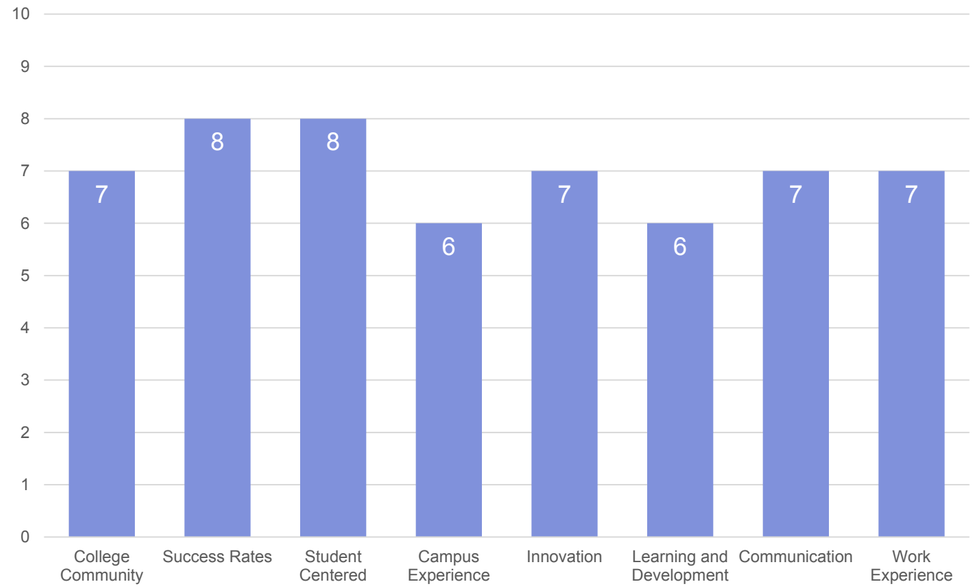


The chart above indicates how the Scenario supports the Pillars ranked by SCC Executive Team. The Pillars are rated from 1-10 in each scenario.

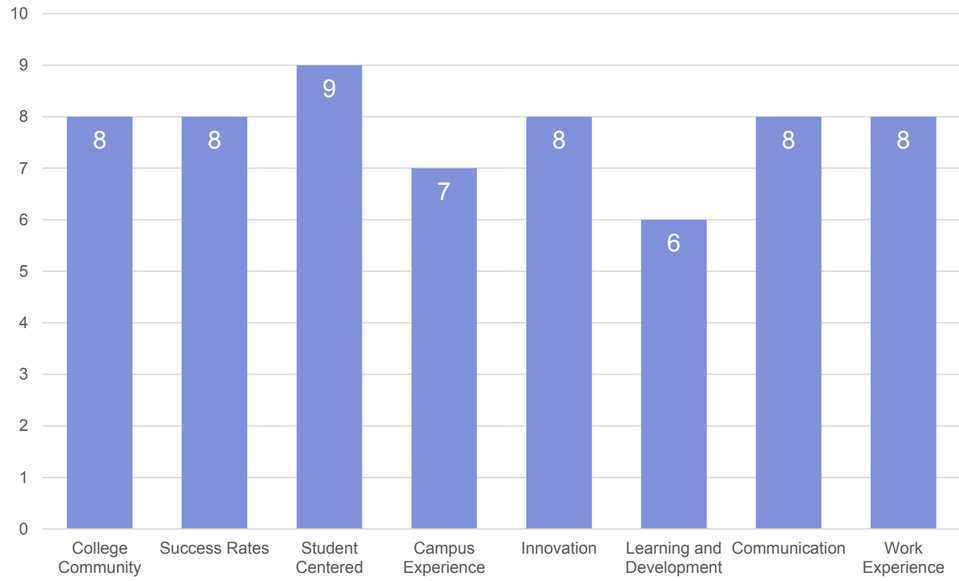
Scenario Comparison

Rodda Hall North and South: Faculty and Student Experience Outcomes

Scenario One



Scenario Two



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

Potential Real Estate Savings

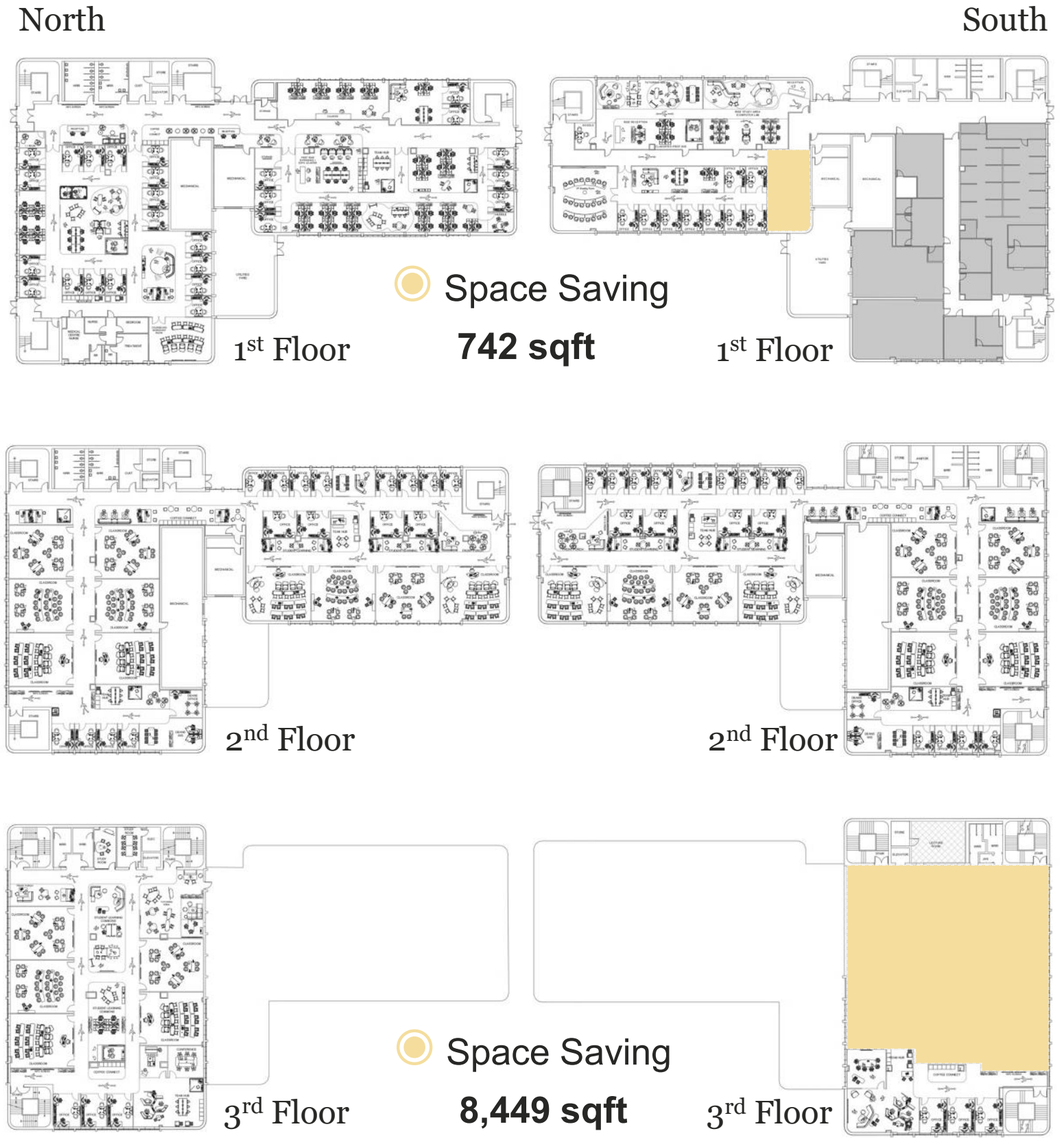
Real Estate Savings for Rodda Halls North and South

The analysis and scenario modeling for Rodda Hall North and South take into consideration the work patterns and preferences for all residents (Administrators, Classified Professionals and Faculty), plus the preferences by Leadership to have a greater on campus presence. Unlike the Space Utilization reports for most Los Rios campuses the potential real estate savings for SCC Classified Professionals are not provided separately. Rather the savings are aggregated across both buildings for all Employee groups and documented on this and the following page. This is driven by a number of complicating factors which resulted in a broad range of changes (many remedial) in both scenarios. These include:

- Average Classroom size for non labs is significantly smaller than desirable and was increased in both Scenarios from approximately 611 sf to between 755 and 800 sf. This negates some of the saving from the reduction in Classrooms based on low utilization.
- Offices vary greatly in size with approximately 44% averaging 72 sf (single occupancy) and 56% averaging 135 sf (executive and double occupancy). This was addressed by increasing the average office size to 118 sf which limited the savings from office sharing.
- For Faculty areas the aggregated savings on these pages take into consideration both the reduction in office space provided by sharing and also the increase in community, social and student spaces.
- Space is allocated to employees in small departments which limits the benefits of sharing.
- Leadership's desire to limit the range of potential hybrid solutions.

The strategies used for Classified Professionals in this effort and the aggregated real estate savings are overviewed on the next page.

Scenario One



Scenario One aggregate space savings is 9,191 sqft or 12%

Potential Real Estate Savings

Real Estate Savings for Rodda Halls North and South

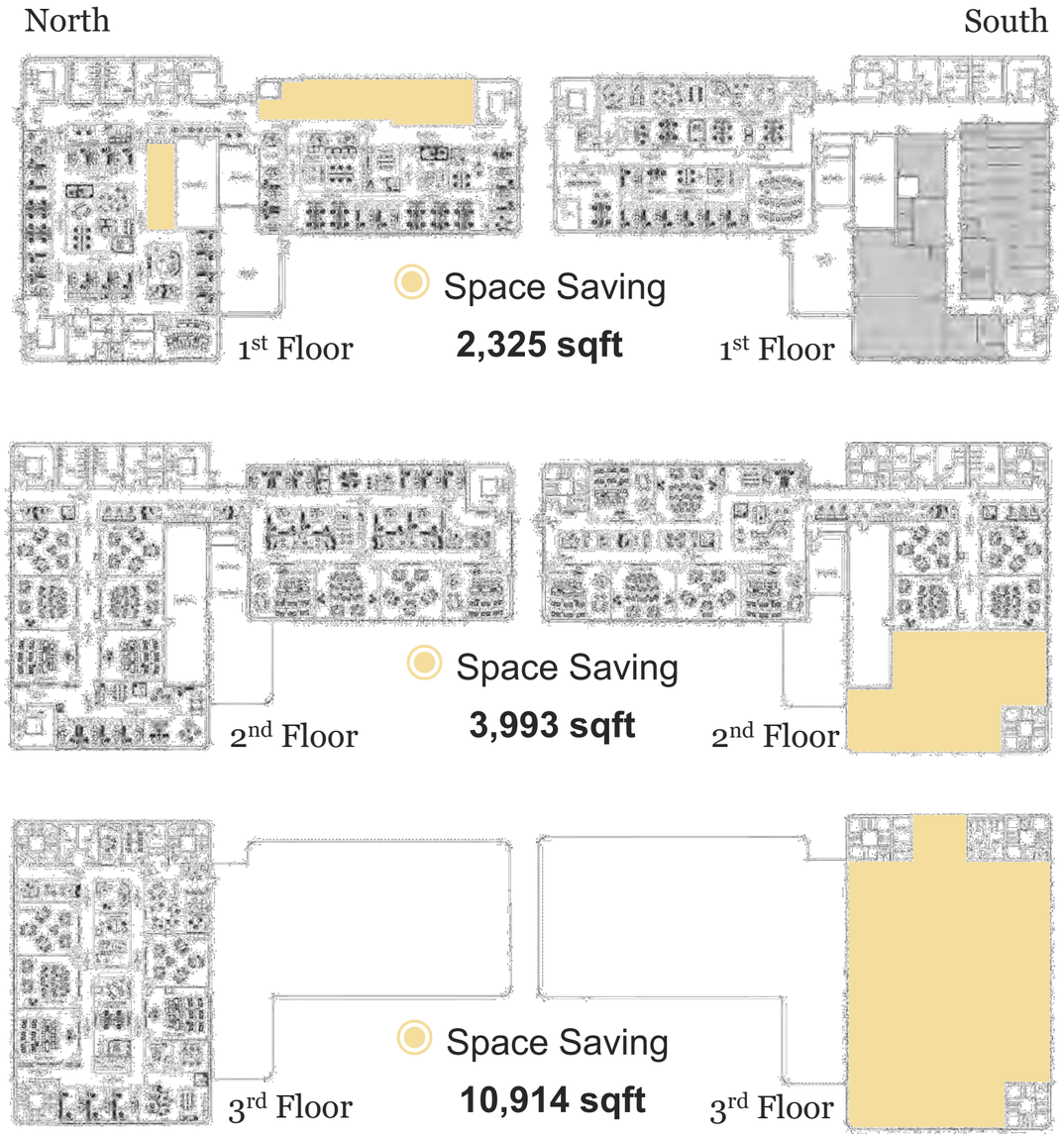
For Classified Professionals different workplace strategies are employed for Scenario 1 and Scenario 2. These are outlined below and addressed in greater detail in the Scenario section of this report.

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

The aggregated space savings for both Scenarios for Rodda Hall North and South are:

- **Scenario 1 space savings is approximately 9,191 sf or 12%**
- **Scenario 2 space savings is approximately 17,232 sf or 22%**

Scenario Two



Scenario Two aggregate space savings is 17,232 sqft or 22%

Summary

Next Steps

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

Pilot + Measure

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

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

Change Management

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

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

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

Steelcase
Applied Research + Consulting

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06.

Appendix

- Classroom Utilization Key Findings
- Work Modes Study Key Findings
- Observation Key Findings
  - General
  - Classrooms
  - Student Experience
  - Classified Professional Experience
  - Faculty Experience
  - Centers
- Workshop Key Findings
  - Leader Workshop Key Findings
  - Student Workshop Key Findings
  - Classified Professionals Workshop Key Findings
  - Faculty Workshop Key Findings
- Space Utilization Survey Key Findings

06. Appendix

Classroom Utilization Key Findings

Classroom Usage

Patterns, Constraints + Opportunities

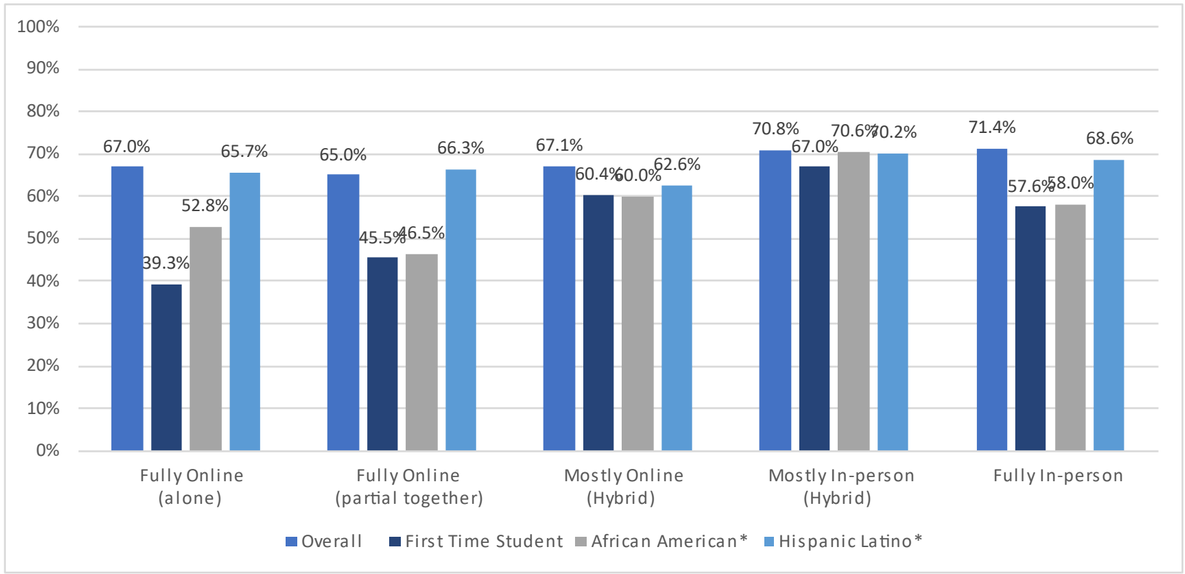
This section explores classroom usage patterns, evolving modalities, SCC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here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

- Census reports for Fall 2018, Fall 2019, Fall 2022, Spring 2023, Fall 2023, Spring 2024 and Fall 2024
- Classroom scheduling data for Fall 2019 and Fall 2024
- SCC Leader workshop results from long term modality exercise
- SCC 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 – Thursday or to Non-Peak times
- Willingness and appropriateness of Faculty to teach other than Monday – Thursday and in the afternoon / evening
- Timing and transportation constraints of Adjunct Faculty who teach on multiple campuses
- Ability of support capabilities to clean, service and maintain facilities and technology

SCC Success Rates by Modality Spring 2024



Classroom Usage

Key Findings

- There has been a **significant shift in modalities** between 2018 and 2024; on-ground has shifted from approximately 80% to roughly 50% and there does not appear to be a catalyst to change the current levels of modality
- The number of lecture and net lab classrooms has remained unchanged between 2019 and 2024
- Excess classroom capacity is indicated for all classroom types regardless of combination of course days considered
  - ✓ **Monday – Sunday** average utilization by room type is Lecture 21.2% and Lab 29.4%
  - ✓ **Monday - Thursday** average utilization by room type is Lecture 36.0% and Lab 49.2%
  - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low for all classroom types – Sunday 0%, Saturday 0.6% or less and Friday 9.2% or less
- **Peak utilization** of all classroom types tends to be in earlier in the day hours **9am – 2pm**
- SCC Leader response to **ideal long-term modality mix** varied; one team was unable to come to consensus and the other team's results were **on-ground 70% and online 30%** which is different than the Fall 2024 Weekly Enrollment Census statistics report where Section data indicates on-ground 50.7% and online 49.3%
- Student success by modality generally indicates that overall, on-ground has higher success than online, however Partially Online: Under 50% (hybrid) has equal or higher success rates than in-person in 2 of the 3 groups
- **Scenario and demand modeling indicates excess capacity in classrooms exist** and it appears Scenario 3 (which is generally similar to Fall 2019 scheduling and demand patterns) would be a potential target for further investigation and implementation

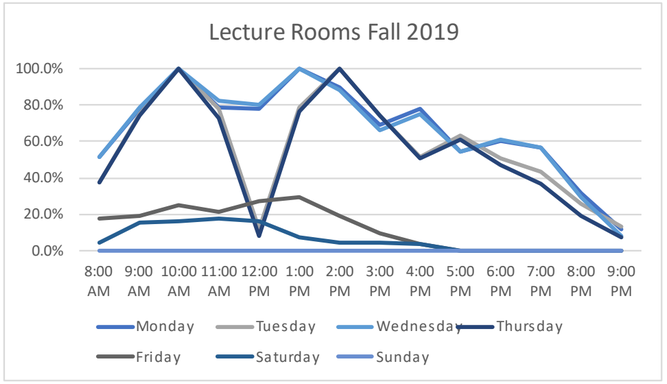
- **The data which underlies the analysis in this section was provided by SCC and there are aspects of the data which indicate the statistics in this analysis may not fully represent actual utilization. These aspects include:**
  - ✓ **Utilization statistics for Fall 2019 and Fall 2024 Lecture rooms are in some cases greater than 100%. SCC's explanation was this is the result of courses "double scheduled" due to variation in course patterns over a quarter. As SCC did not have a way to exclude this double counting, we believe the statistics in this analysis overstate utilization levels to some extent.**
  - ✓ **Utilization statistics for Fall 2019 and Fall 2024 Lab rooms do not appear to have utilization over 100% but this does not ensure "double scheduling" is not present and hence the utilization could be inflated. Also, the utilization statistic for Fall 2019 is much lower than expected. SCC's explanation is this results from the Lab buildings / rooms included in the study changing between 2019 and 2024. However, it should be noted the number of Lab rooms in the data provided for 2019 and 2024 was constant at 21.**

Usage Patterns Lecture Fall 2019 vs Fall 2024

Lecture Rooms Percent Scheduled - Fall 2019

Rooms: 85

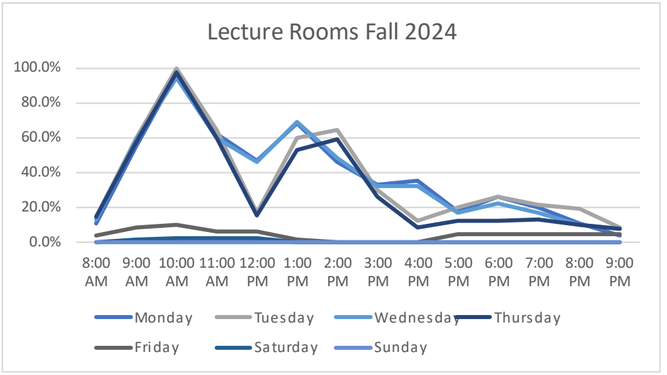
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	51.8%	77.6%	**100.0%**	78.8%	77.6%	**100.0%**	89.4%	69.4%	77.6%	54.1%	60.0%	56.5%	31.8%	11.8%
Tuesday	37.6%	75.3%	**100.0%**	77.6%	11.8%	78.8%	**100.0%**	74.1%	51.8%	63.5%	50.6%	43.5%	25.9%	12.9%
Wednesday	51.8%	78.8%	**100.0%**	82.4%	80.0%	**100.0%**	88.2%	65.9%	75.3%	54.1%	61.2%	56.5%	29.4%	8.2%
Thursday	37.6%	74.1%	**100.0%**	72.9%	8.2%	76.5%	**100.0%**	74.1%	50.6%	61.2%	47.1%	36.5%	18.8%	7.1%
Friday	17.6%	18.8%	24.7%	21.2%	27.1%	29.4%	18.8%	9.4%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Saturday	4.7%	15.3%	16.5%	17.6%	16.5%	7.1%	4.7%	4.7%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Lecture Rooms Scheduled Hours - Fall 2024

Rooms: 85

	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	10.6%	55.3%	96.5%	62.4%	47.1%	68.2%	45.9%	32.9%	35.3%	17.6%	25.9%	20.0%	10.6%	3.5%
Tuesday	14.1%	60.0%	**100.0%**	64.7%	16.5%	60.0%	64.7%	29.4%	11.8%	20.0%	25.9%	21.2%	18.8%	8.2%
Wednesday	12.9%	58.8%	94.1%	60.0%	45.9%	69.4%	48.2%	31.8%	31.8%	16.5%	22.4%	16.5%	9.4%	7.1%
Thursday	14.1%	57.6%	97.6%	60.0%	15.3%	52.9%	58.8%	25.9%	8.2%	11.8%	11.8%	12.9%	9.4%	7.1%
Friday	3.5%	8.2%	9.4%	5.9%	5.9%	1.2%	0.0%	0.0%	0.0%	4.7%	4.7%	4.7%	4.7%	4.7%
Saturday	0.0%	1.2%	2.4%	2.4%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



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

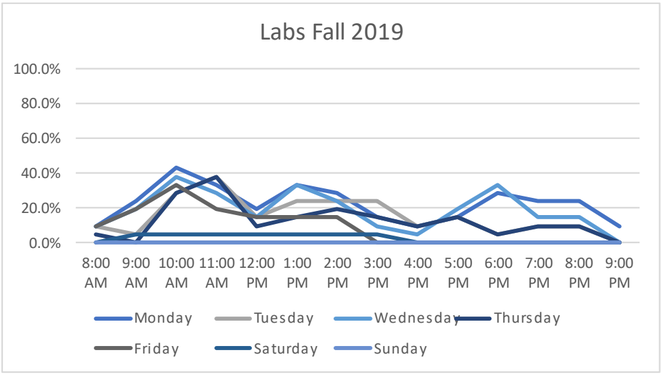
Note: numbers in the matrices above represent percentage of time rooms used. Additionally, bordered cells with bold font represent data that was originally presented above available capacity and have been adjusted down to reflect 100%.

Usage Patterns Lab Fall 2019 vs Fall 2024

Lab Rooms Percent Scheduled - Fall 2019

Rooms: 21

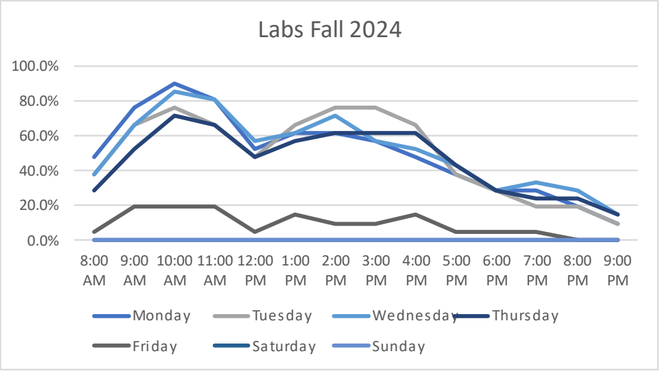
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	9.5%	23.8%	42.9%	33.3%	19.0%	33.3%	28.6%	14.3%	9.5%	14.3%	28.6%	23.8%	23.8%	9.5%
Tuesday	9.5%	4.8%	28.6%	38.1%	14.3%	23.8%	23.8%	23.8%	9.5%	14.3%	4.8%	9.5%	9.5%	0.0%
Wednesday	9.5%	19.0%	38.1%	28.6%	14.3%	33.3%	23.8%	9.5%	4.8%	19.0%	33.3%	14.3%	14.3%	0.0%
Thursday	4.8%	0.0%	28.6%	38.1%	9.5%	14.3%	19.0%	14.3%	9.5%	14.3%	4.8%	9.5%	9.5%	0.0%
Friday	9.5%	19.0%	33.3%	19.0%	14.3%	14.3%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Saturday	0.0%	4.8%	4.8%	4.8%	4.8%	4.8%	4.8%	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Lab Rooms Scheduled Hours - Fall 2024

Rooms: 21

	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	47.6%	76.2%	90.5%	81.0%	52.4%	61.9%	61.9%	57.1%	47.6%	38.1%	28.6%	28.6%	19.0%	9.5%
Tuesday	38.1%	66.7%	76.2%	66.7%	47.6%	66.7%	76.2%	76.2%	66.7%	38.1%	28.6%	19.0%	19.0%	9.5%
Wednesday	38.1%	66.7%	85.7%	81.0%	57.1%	61.9%	71.4%	57.1%	52.4%	42.9%	28.6%	33.3%	28.6%	14.3%
Thursday	28.6%	52.4%	71.4%	66.7%	47.6%	57.1%	61.9%	61.9%	61.9%	42.9%	28.6%	23.8%	23.8%	14.3%
Friday	4.8%	19.0%	19.0%	19.0%	4.8%	14.3%	9.5%	9.5%	14.3%	4.8%	4.8%	4.8%	0.0%	0.0%
Saturday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



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

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

Usage Patterns Lecture Fall 2019

Lecture Rooms Scheduled Hours - Fall 2019

Rooms: 85

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	44	66	**85**	67	66	**85**	76	59	66	46	51	48	27	10	**796**	1190	66.9%
Tuesday	32	64	**85**	66	10	67	**85**	63	44	54	43	37	22	11	**683**	1190	57.4%
Wednesday	44	67	**85**	70	68	**85**	75	56	64	46	52	48	25	7	**792**	1190	66.6%
Thursday	32	63	**85**	62	7	65	**85**	63	43	52	40	31	16	6	**650**	1190	54.6%
Friday	15	16	21	18	23	25	16	8	3	0	0	0	0	0	**145**	1190	12.2%
Saturday	4	13	14	15	14	6	4	4	3	0	0	0	0	0	**77**	1190	6.5%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	1190	0.0%
Total Hrs	**171**	**289**	**375**	**298**	**188**	**333**	**341**	**253**	**223**	**198**	**186**	**164**	**90**	**34**	**3143**		
Capacity Hrs	595	595	595	595	595	595	595	595	595	595	595	595	595	595	**8330**		
Utilization Per Hour	28.7%	48.6%	63.0%	50.1%	31.6%	56.0%	57.3%	42.5%	37.5%	33.3%	31.3%	27.6%	15.1%	5.7%	**37.7%**		

Lecture Rooms Scheduled Hours - Fall 2019

Rooms: 85

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	44	66	**85**	67	66	**85**	76	59	66	46	51	48	27	10	**796**	1190	66.9%
Tuesday	32	64	**85**	66	10	67	**85**	63	44	54	43	37	22	11	**683**	1190	57.4%
Wednesday	44	67	**85**	70	68	**85**	75	56	64	46	52	48	25	7	**792**	1190	66.6%
Thursday	32	63	**85**	62	7	65	**85**	63	43	52	40	31	16	6	**650**	1190	54.6%
Friday															**0**	1190	0.0%
Saturday															**0**	1190	0.0%
Sunday															**0**	1190	0.0%
Total Hrs	**152**	**260**	**340**	**265**	**151**	**302**	**321**	**241**	**217**	**198**	**186**	**164**	**90**	**34**	**2921**		
Capacity Hrs	340	340	340	340	340	340	340	340	340	340	340	340	340	340	**4760**		
Utilization Per Hour	44.7%	76.5%	100.0%	77.9%	44.4%	88.8%	94.4%	70.9%	63.8%	58.2%	54.7%	48.2%	26.5%	10.0%	**61.4%**		

This slide documents usage patterns of the 85 Lecture rooms in this category for the Fall semester of 2019. Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

Notes: numbers in the matrices above represent hours rooms are used. Additionally, bordered cells with bold font represent data that was originally presented above available capacity and have been adjusted down to reflect 100%.

Monday - Sunday

- Average utilization is 37.7%
- Peak times for utilization are 9 am – 2 pm where utilization is between 63% and 31.6%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 61.4%
- Peak times for utilization are 9 am – 3 pm where utilization is between 100% and 44.4%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Labs Fall 2019

Lab Rooms Percent Scheduled - Fall 2019

Rooms: 21

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	2	5	9	7	4	7	6	3	2	3	6	5	5	2	**66**	294	22.4%
Tuesday	2	1	6	8	3	5	5	5	2	3	1	2	2	0	**45**	294	15.3%
Wednesday	2	4	8	6	3	7	5	2	1	4	7	3	3	0	**55**	294	18.7%
Thursday	1	0	6	8	2	3	4	3	2	3	1	2	2	0	**37**	294	12.6%
Friday	2	4	7	4	3	3	3	0	0	0	0	0	0	0	**26**	294	8.8%
Saturday	0	1	1	1	1	1	1	1	0	0	0	0	0	0	**7**	294	2.4%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	294	0.0%
Total Hrs	**9.0**	**15.0**	**37.0**	**34.0**	**16.0**	**26.0**	**24.0**	**14.0**	**7.0**	**13.0**	**15.0**	**12.0**	**12.0**	**2.0**	**236**		
Capacity Hrs	147	147	147	147	147	147	147	147	147	147	147	147	147	147	**2,058**		
Utilization Per Hour	6.1%	10.2%	25.2%	23.1%	10.9%	17.7%	16.3%	9.5%	4.8%	8.8%	10.2%	8.2%	8.2%	1.4%	**11.5%**		

Lab Rooms Percent Scheduled - Fall 2019

Rooms: 21

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	2	5	9	7	4	7	6	3	2	3	6	5	5	2	**66**	294	22.4%
Tuesday	2	1	6	8	3	5	5	5	2	3	1	2	2	0	**45**	294	15.3%
Wednesday	2	4	8	6	3	7	5	2	1	4	7	3	3	0	**55**	294	18.7%
Thursday	1	0	6	8	2	3	4	3	2	3	1	2	2	0	**37**	294	12.6%
Friday															**0**	294	0.0%
Saturday															**0**	294	0.0%
Sunday															**0**	294	0.0%
Total Hrs	**7.0**	**10.0**	**29.0**	**29.0**	**12.0**	**22.0**	**20.0**	**13.0**	**7.0**	**13.0**	**15.0**	**12.0**	**12.0**	**2.0**	**203**		
Capacity Hrs	84	84	84	84	84	84	84	84	84	84	84	84	84	84	**1,176**		
Utilization Per Hour	8.3%	11.9%	34.5%	34.5%	14.3%	26.2%	23.8%	15.5%	8.3%	15.5%	17.9%	14.3%	14.3%	2.4%	**17.3%**		

This slide documents usage patterns of the 21 Lab rooms in this category for the Fall semester of 2019. Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Saturday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

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

Monday - Sunday

- Average utilization is 11.5%
- Peak times for utilization are 9 am – 2 pm where utilization is between 25.2% and 10.2%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 17.3%
- Peak times for utilization are 10 am – 2 pm where utilization is between 34.5% and 14.3%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Lecture Fall 2024

Lecture Rooms Scheduled Hours - Fall 2024

Rooms: 85

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	9	47	82	53	40	58	39	28	30	15	22	17	9	3	**452**	1190	38.0%
Tuesday	12	51	**85**	55	14	51	55	25	10	17	22	18	16	7	**438**	1190	36.8%
Wednesday	11	50	80	51	39	59	41	27	27	14	19	14	8	6	**446**	1190	37.5%
Thursday	12	49	83	51	13	45	50	22	7	10	10	11	8	6	**377**	1190	31.7%
Friday	3	7	8	5	5	1	0	0	0	4	4	4	4	4	**49**	1190	4.1%
Saturday	0	1	2	2	2	0	0	0	0	0	0	0	0	0	**7**	1190	0.6%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	1190	0.0%
Total Hrs	**47**	**205**	**340**	**217**	**113**	**214**	**185**	**102**	**74**	**60**	**77**	**64**	**45**	**26**	**1769**		
Capacity Hrs	595	595	595	595	595	595	595	595	595	595	595	595	595	595	**8330**		
Utilization Per Hour	7.9%	34.5%	57.1%	36.5%	19.0%	36.0%	31.1%	17.1%	12.4%	10.1%	12.9%	10.8%	7.6%	4.4%	**21.2%**		

Lecture Rooms Scheduled Hours - Fall 2024

Rooms: 85

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	9	47	82	53	40	58	39	28	30	15	22	17	9	3	**452**	1190	38.0%
Tuesday	12	51	**85**	55	14	51	55	25	10	17	22	18	16	7	**438**	1190	36.8%
Wednesday	11	50	80	51	39	59	41	27	27	14	19	14	8	6	**446**	1190	37.5%
Thursday	12	49	83	51	13	45	50	22	7	10	10	11	8	6	**377**	1190	31.7%
Friday															**0**	1190	0.0%
Saturday															**0**	1190	0.0%
Sunday															**0**	1190	0.0%
Total Hrs	**44**	**197**	**330**	**210**	**106**	**213**	**185**	**102**	**74**	**56**	**73**	**60**	**41**	**22**	**1713**		
Capacity Hrs	340	340	340	340	340	340	340	340	340	340	340	340	340	340	**4760**		
Utilization Per Hour	12.9%	57.9%	97.1%	61.8%	31.2%	62.6%	54.4%	30.0%	21.8%	16.5%	21.5%	17.6%	12.1%	6.5%	**36.0%**		

This slide documents usage patterns of the 85 Lecture rooms in this category for the Fall semester of 2024 (same number of Lecture rooms as in 2019). Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

Notes: numbers in the matrices above represent hours rooms are used. Additionally, bordered cells with bold font represent data that was originally presented above available capacity and has been adjusted down to 100% capacity.

Monday - Sunday

- Average utilization is 21.2%
- Peak times for utilization are 9 am – 2 pm where utilization is between 57.1% and 19%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 36%
- Peak times for utilization are 9 am – 2 pm where utilization is between 97.1% and 31.2%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Labs Fall 2024

Lab Rooms Scheduled Hours - Fall 2024

Rooms: 21

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	10	16	19	17	11	13	13	12	10	8	6	6	4	2	**147**	294	50.0%
Tuesday	8	14	16	14	10	14	16	16	14	8	6	4	4	2	**146**	294	49.7%
Wednesday	8	14	18	17	12	13	15	12	11	9	6	7	6	3	**151**	294	51.4%
Thursday	6	11	15	14	10	12	13	13	13	9	6	5	5	3	**135**	294	45.9%
Friday	1	4	4	4	1	3	2	2	3	1	1	1	0	0	**27**	294	9.2%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	294	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	294	0.0%
Total Hrs	**33.0**	**59.0**	**72.0**	**66.0**	**44.0**	**55.0**	**59.0**	**55.0**	**51.0**	**35.0**	**25.0**	**23.0**	**19.0**	**10.0**	**606**		
Capacity Hrs	147	147	147	147	147	147	147	147	147	147	147	147	147	147	**2,058**		
Utilization Per Hour	22.4%	40.1%	49.0%	44.9%	29.9%	37.4%	40.1%	37.4%	34.7%	23.8%	17.0%	15.6%	12.9%	6.8%	**29.4%**		

Lab Rooms Scheduled Hours - Fall 2024

Rooms: 21

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	10	16	19	17	11	13	13	12	10	8	6	6	4	2	**147**	294	50.0%
Tuesday	8	14	16	14	10	14	16	16	14	8	6	4	4	2	**146**	294	49.7%
Wednesday	8	14	18	17	12	13	15	12	11	9	6	7	6	3	**151**	294	51.4%
Thursday	6	11	15	14	10	12	13	13	13	9	6	5	5	3	**135**	294	45.9%
Friday															**0**	294	0.0%
Saturday															**0**	294	0.0%
Sunday															**0**	294	0.0%
Total Hrs	**32.0**	**55.0**	**68.0**	**62.0**	**43.0**	**52.0**	**57.0**	**53.0**	**48.0**	**34.0**	**24.0**	**22.0**	**19.0**	**10.0**	**579**		
Capacity Hrs	84	84	84	84	84	84	84	84	84	84	84	84	84	84	**1,176**		
Utilization Per Hour	38.1%	65.5%	81.0%	73.8%	51.2%	61.9%	67.9%	63.1%	57.1%	40.5%	28.6%	26.2%	22.6%	11.9%	**49.2%**		

This slide documents usage patterns of the 21 Lab rooms in this category for the Fall semester of 2024 (same number of Labs rooms as in 2019). Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of this slide.

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

Monday - Sunday

- Average utilization is 29.4%
- Peak times for utilization are 9 am – 2 pm where utilization is between 49% and 29.9%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday

- Average utilization is 49.2%
- Peak times for utilization are 9 am – 4 pm where utilization is between 81% and 51.2%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Fall 2019 vs Fall 2024

Monday - Friday

Classroom Utilization By Time of Day
Monday - Friday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Lecture Rooms	2019 Fall	39.3%	64.9%	84.9%	66.6%	40.9%	76.9%	79.3%	58.6%	51.8%	46.6%	43.8%	38.6%	21.2%	8.0%	**51.5%**
	2024 Fall	11.1%	48.0%	79.5%	50.6%	26.1%	50.4%	43.5%	24.0%	17.4%	14.1%	18.1%	15.1%	10.6%	6.1%	**29.6%**
	Net Change	-28.2%	-16.9%	-5.4%	-16.0%	-14.8%	-26.6%	-35.8%	-34.6%	-34.4%	-32.5%	-25.6%	-23.5%	-10.6%	-1.9%	-21.9%
	% Change	-71.9%	-26.1%	-6.4%	-24.0%	-36.2%	-34.6%	-45.1%	-59.0%	-66.4%	-69.7%	-58.6%	-61.0%	-50.0%	-23.5%	-42.5%
Lab Rooms	2019 Fall	8.6%	13.3%	34.3%	31.4%	14.3%	23.8%	21.9%	12.4%	6.7%	12.4%	14.3%	11.4%	11.4%	1.9%	**15.6%**
	2024 Fall	31.4%	56.2%	68.6%	62.9%	41.9%	52.4%	56.2%	52.4%	48.6%	33.3%	23.8%	21.9%	18.1%	9.5%	**41.2%**
	Net Change	22.9%	42.9%	34.3%	31.4%	27.6%	28.6%	34.3%	40.0%	41.9%	21.0%	9.5%	10.5%	6.7%	7.6%	25.6%
	% Change	266.7%	321.4%	100.0%	100.0%	193.3%	120.0%	156.5%	323.1%	628.6%	169.2%	66.7%	91.7%	58.3%	400.0%	164.6%

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

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

Lecture
- Utilization decreased for all times in the range
- The average utilization reduction is 21.9%

Labs
- Utilization increased for all time in the range
- The average utilization increase is 25.6%

Usage Patterns Fall 2019 vs Fall 2024

Monday - Thursday

Classroom Utilization By Time of Day
Monday - Thursday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Lecture Rooms	2019 Fall	44.7%	76.5%	100.0%	77.9%	44.4%	88.8%	94.4%	70.9%	63.8%	58.2%	54.7%	48.2%	26.5%	10.0%	**61.4%**
	2024 Fall	12.9%	57.9%	97.1%	61.8%	31.2%	62.6%	54.4%	30.0%	21.8%	16.5%	21.5%	17.6%	12.1%	6.5%	**36.0%**
	Net Change	-31.8%	-18.5%	-2.9%	-16.2%	-13.2%	-26.2%	-40.0%	-40.9%	-42.1%	-41.8%	-33.2%	-30.6%	-14.4%	-3.5%	-25.4%
	% Change	-71.1%	-24.2%	-2.9%	-20.8%	-29.8%	-29.5%	-42.4%	-57.7%	-65.9%	-71.7%	-60.8%	-63.4%	-54.4%	-35.3%	-41.4%
Lab Rooms	2019 Fall	8.3%	11.9%	34.5%	34.5%	14.3%	26.2%	23.8%	15.5%	8.3%	15.5%	17.9%	14.3%	14.3%	2.4%	**17.3%**
	2024 Fall	38.1%	65.5%	81.0%	73.8%	51.2%	61.9%	67.9%	63.1%	57.1%	40.5%	28.6%	26.2%	22.6%	11.9%	**49.2%**
	Net Change	29.8%	53.6%	46.4%	39.3%	36.9%	35.7%	44.0%	47.6%	48.8%	25.0%	10.7%	11.9%	8.3%	9.5%	32.0%
	% Change	357.1%	450.0%	134.5%	113.8%	258.3%	136.4%	185.0%	307.7%	585.7%	161.5%	60.0%	83.3%	58.3%	400.0%	185.2%

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

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

Lecture
- Utilization decreased for all times in the range
- The average utilization reduction is 25.4%

Labs
- Utilization increased for all times in the range
- The average utilization increase is 32%

Classroom Numbers vs Usage by Year

Classroom Numbers

	2019 Fall	2024 Fall	% Change
Lecture Rooms	85	85	0.0%
Lab Rooms	21	21	0.0%
Total	106	106	0.0%

Classroom Utilization Daily Average

	Fall 2019		Fall 2024	
	Mon - Fri	Mon - Thur	Mon - Fri	Mon - Thur
Lecture Rooms	51.5%	61.4%	29.6%	36.0%
Lab Rooms	15.6%	17.3%	41.2%	49.2%

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

Lecture
- Room counts remained the same between Fall 2019 and Fall 2024
- Utilization statistics declined between Fall 2019 and Fall 2024 for both instruction day combinations

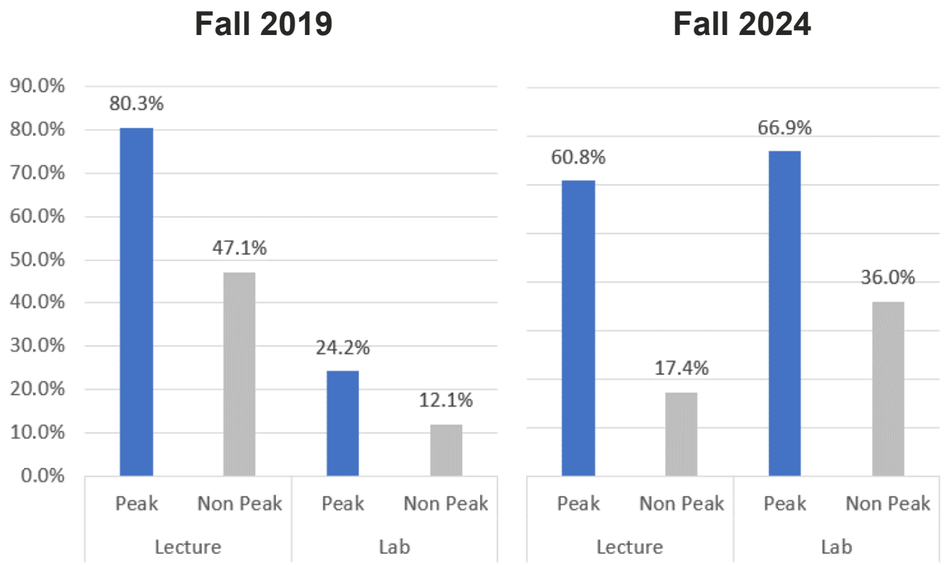
Labs
- Room counts remained the same between Fall 2019 and Fall 2024
- Utilization statistics increased between Fall 2019 and Fall 2024 for both instruction day combinations

Peak + Non-Peak Utilization

Monday - Thursday

Fall 2019				Fall 2024			
Lecture		Lab		Lecture		Lab	
Peak	Non Peak	Peak	Non Peak	Peak	Non Peak	Peak	Non Peak
80.3%	47.1%	24.2%	12.1%	60.8%	17.4%	66.9%	36.0%

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 classroom type for the Fall 2019 and Fall 2024 semesters. Fall 2019 Peak and Non-Peak utilization for Lecture rooms appears to equal best in class 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 Lectures room but increased for Lab rooms between Fall 2019 and Fall 2024.

Utilization + Course Requirement / Demand Changes

Fall 2019 Utilization & Requirement Change vs Fall 2024

Monday - Thursday (4 days)

	Lecture		Lab		
	Peak	Non-Peak	Peak	Non-Peak	
Fall 2019 Utilization	80.3%	47.1%	24.2%	12.1%	
Fall 2024 Utilization	60.8%	17.4%	66.9%	36.0%	Total
Fall 2019 Course Requirement / Demand	2921.0		203.0		3124.0
Fall 2024 Course Requirement / Demand	1713.0		579.0		2292.0
Percent Change	-41.4%		185.2%		-26.6%

This slide examines and compares utilization levels and course requirements for each classroom type for Fall 2019 and Fall 2024. Between 2019 and 2024 requirements fell significantly for Lecture rooms and increased significantly for Lab rooms. Please see comments on Key Findings page in this section regarding Lab utilization statistics for both Fall 2019 and Fall 2024.

Notes:

- Utilization numbers above are from SCC Fall 2019 and Fall 2024 utilization reports
- Fall 2019 and Fall 2024 requirements are calculated in this section on the 4 pages titled Usage Patterns *ROOM TYPE YEAR* Fall and examine only Monday – Thursday data (as the other days have very low utilization)

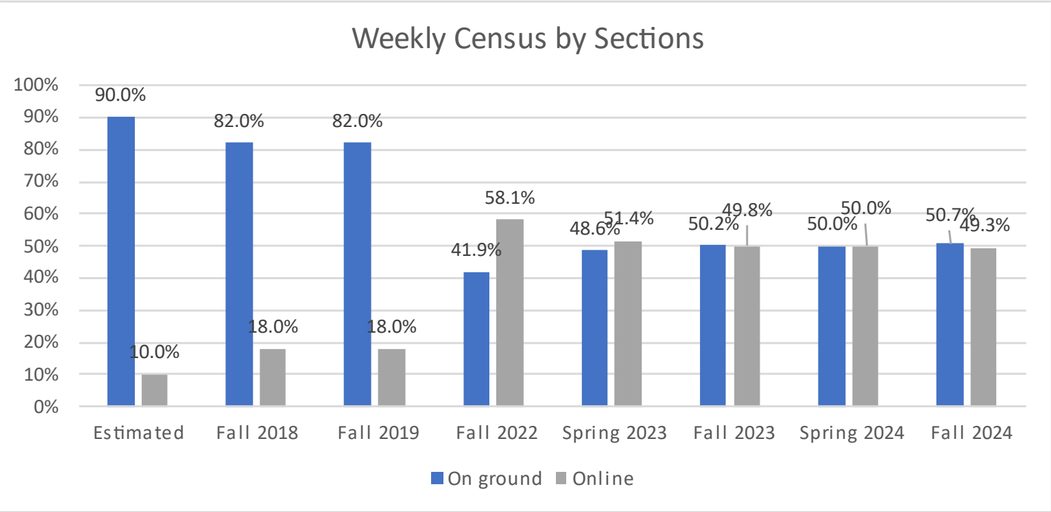
Evolution - Online vs On-Ground

On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

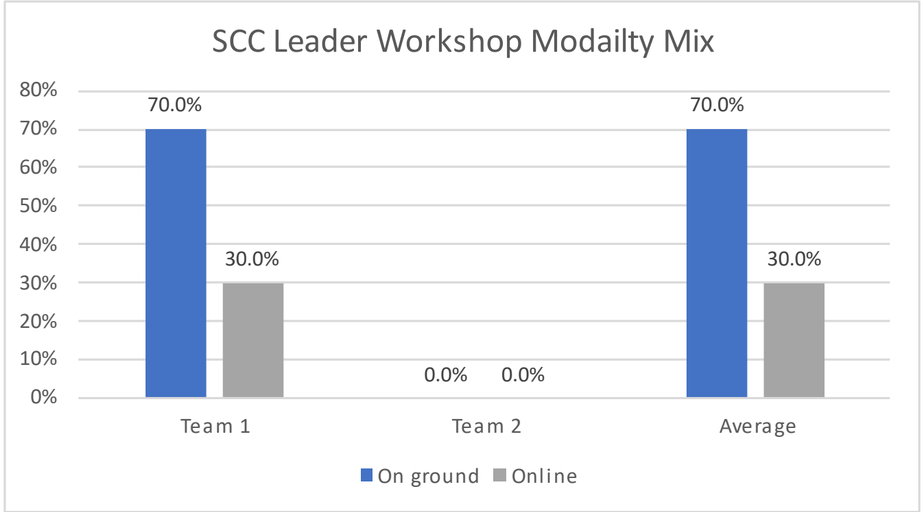
	Estimated Prior COVID	Fall 2018 Sections	Fall 2019 Sections	Fall 2022 Sections	Spring 2023 Sections	Fall 2023 Sections	Spring 2024 Sections	Fall 2024 Sections
On ground	90.0%	82.0%	82.0%	41.9%	48.6%	50.2%	50.0%	50.7%
Online	10.0%	18.0%	18.0%	58.1%	51.4%	49.8%	50.0%	49.3%

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



Leader Workshop Long Term Modality Exercise Result

	SCC Leaders		Workshop
	Team 1	Team 2	Average
On ground	70.0%	-	70.0%
Online	30.0%	-	30.0%



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

- Prior to Covid on-ground courses were constant or slowly declining over time as a percentage of the modality mix
- After Covid on-ground courses have varied between 41.9% and 50.7% of the modality mix

The above graphic is from the SCC 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 from each team for this exercise and the average of the responses.

Of note, Team 2 of SCC leaders could not come to consensus during the workshop's modality exercise. While the results of this exercise differed between the two teams, they were aligned in discussions on the importance of higher on-ground instructional modality in the future.

Success Rates by Modality

SCC Success Rates by Modality - Spring 2024

Instruction Mode	Presence Type	Overall	First Time Student	African American*	Hispanic Latino*
Fully Online - Asynchronous	Fully Online (alone)	67.0%	39.3%	52.8%	65.7%
Fully Online - Partially Sync	Fully Online (partial together)	65.0%	45.5%	46.5%	66.3%
Partially Online: 50%+ Online	Mostly Online (Hybrid)	67.1%	60.4%	60.0%	62.6%
Partially Online: Under 50%	Mostly In-person (Hybrid)	70.8%	67.0%	70.6%	70.2%
Lecture and Lab combined (in-person)	Fully In-person	71.4%	57.6%	58.0%	68.6%
	In-Person v Online Asynchronous	-4.4%	-18.3%	-5.2%	-2.9%
	In-Person v Online Synchronous	-6.4%	-12.1%	-11.5%	-2.2%

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:

- For Fully Online - Asynchronous (alone) and Fully Online - Partially Synchronous (partial together) success rates are below in-person success rates
- In all but one case Partially Online: Under 50% (hybrid) has the highest success rates across demographics
- First time students and African American have lowest success rates than the overall average across all modalities

Classroom Scenarios

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

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

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

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

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

We believe Scenario 3 at current demand most accurately represents the classroom opportunities and challenges for SCC and indicates:

- For lecture rooms
  - ✓ At current course demand levels there is a **40.7% excess** in lecture rooms
  - ✓ In absolute terms this excess capacity would support a near doubling in demand and if current modalities extend into the future this would represent a near doubling of the student population

- For lab rooms
  - ✓ At current course demand levels there is a **18.9% excess** in lab rooms
  - ✓ Depending on the potential growth in demand for lab-based courses this excess capacity may or may not be significant and further investigation, demand modeling and capacity investigation for labs is indicated

We are using classroom Scenario 3 modeling Scenarios for Faculty and Classrooms which represents **an aggregate reduction of 36.4%** in Classrooms.

As in all modeling situations, there are potential realities, constraints and leadership decisions which will need to be considered before the full impact can be determined.

Classroom Scenarios

	Classroom Utilization Scenario 1 Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ actual scheduled course demand			**Classroom Utilization Scenario 2** Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ 35% course demand specified			**Classroom Utilization Scenario 3** Monday - Thursday (4 days) Peak @ 85% utilization, Non Peak @ 40% of course demand specified		
	Lecture	Lab	Total	Lecture	Lab	Total	Lecture	Lab	Total
Current Hours Course Demand Less 10%	1541.7	521.1	2062.8	1541.7	521.1	2062.8	1541.7	521.1	2062.8
Current # Rooms	85	21	106	85	21	106	85	21	106
Required # Rooms	58.2	15.8	74.0	52.2	17.6	69.8	45.3	15.3	60.7
Excess # Rooms	26.8	5.2	32.0	32.8	3.4	36.2	39.7	5.7	45.3
% Excess	31.6%	24.8%	30.2%	38.6%	16.0%	34.1%	46.7%	27.0%	42.8%
Current Hours Course Demand	1713	579	2292	1713	579	2292	1713	579	2292
Current # Rooms	85	21	106	85	21	106	85	21	106
Required # Rooms	64.6	17.6	82.2	58.0	19.6	77.6	50.4	17.0	67.4
Excess # Rooms	20.4	3.4	23.8	27.0	1.4	28.4	34.6	4.0	38.6
% Excess	24.0%	16.4%	22.5%	31.8%	6.7%	26.8%	40.7%	18.9%	36.4%
Current Hours Course Demand Plus 10%	1884.3	636.9	2521.2	1884.3	636.9	2521.2	1884.3	636.9	2521.2
Current # Rooms	85	21	106	85	21	106	85	21	106
Required # Rooms	71.1	19.3	90.4	63.8	21.6	85.4	55.4	18.7	74.2
Excess # Rooms	13.9	1.7	15.6	21.2	-0.6	20.6	29.6	2.3	31.8
% Excess	16.4%	8.1%	14.7%	25.0%	-2.7%	19.5%	34.8%	10.8%	30.0%
Current Hours Course Demand Plus 20%	2055.6	694.8	2750.4	2055.6	694.8	2750.4	2055.6	694.8	2750.4
Current # Rooms	85	21	106	85	21	106	85	21	106
Required # Rooms	77.6	21.1	98.6	69.6	23.5	93.1	60.5	20.4	80.9
Excess # Rooms	7.4	-0.1	7.4	15.4	-2.5	12.9	24.5	0.6	25.1
% Excess	8.8%	-0.3%	7.0%	18.1%	-12.0%	12.2%	28.9%	2.7%	23.7%

06. Appendix

Work Modes Study Key Findings

Hybrid Approach

Hybrid, Worker Profiles and Work Modes

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

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

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

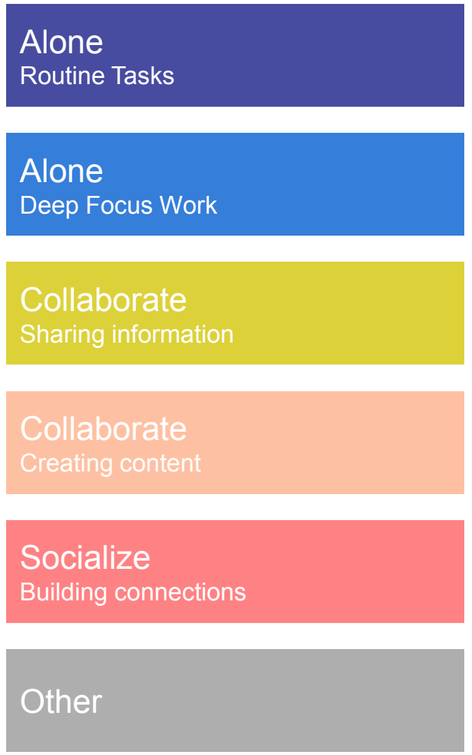
The profiles developed for this engagement are based on a deep understanding of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's Workspace Futures team have expanded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

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

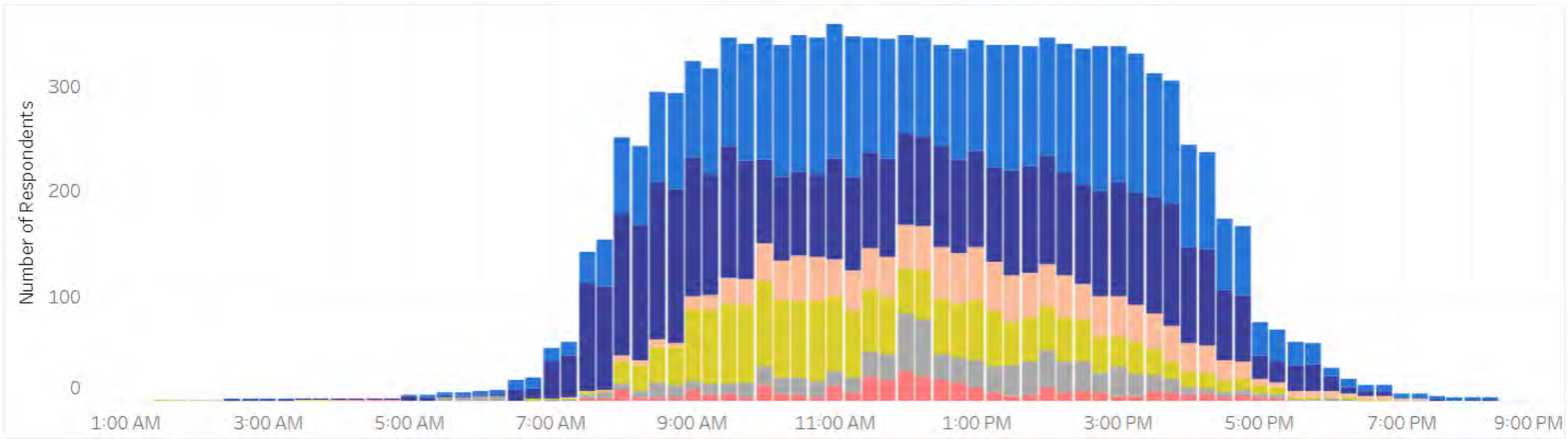
Work Mode Study

Key Findings

- SCC's response rates to this study were below what is typical. Due to this a number of filters of the results had insufficient data to be presented in this document. This limited the findings and also suggests that while the broad direction of the findings are valid, they should not be viewed as definitive.
- Across the organization the predominant work mode is alone at 64% with alone routine at 34% and alone deep focus at 30%.
- A large portion of the population are heavy heads down workers
  - ✓ 69.2% of people work heads down 61+% of the time
  - ✓ 47.7% of people work heads down 81+% of the time
- The predominant worker profiles are profile 3 and 4 which are both characterized by a high percentage of alone work.
- All 8 worker profiles are present, and their distribution varies by department, location and level (as would be expected).
- When considering the effectiveness of work, alone work has a higher percentage of time targeted at home than collaborative work or socialization.
- Calculated time in the office varies by level which is to be expected (data for other views is not available) – Leaders 2.6 days / week and Classified Professionals 1.36 days/week. The lower range of days in the office (less than 2 days) does not seem to be appropriate for Student facing positions.
- Based on the low response rate and work with similar clients we suggest considering 2 to 3 days a week or 16 to 24 hours a week in the office be targeted for hybrid workers.
- Given the high percentage of individual work, implementing less than 4 days per week in the office is realistic, however it will require understanding Student patterns and developing and managing a schedule to ensure Classified Professionals provide adequate coverage. We believe data from Student "check in" for services can be used to support this planning effort.



SCC Work Mode Study



The work mode effort for this engagement involved one execution of the Applied Research + Consulting team's Work Mode Study for 275 People Leaders and Classified Professionals at SCC. 66 responses were received which represents a response rate of 24%. This response rate is lower than is typical and while the results for the broader population are usable, some of the subcategories (locations, department, and level) have insufficient information and were aggregated for reporting. The responses from each Department follow:

- Administrative Services 11
- Instructional Services 14
- Student Services and Support Programs 30
- Other 10

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

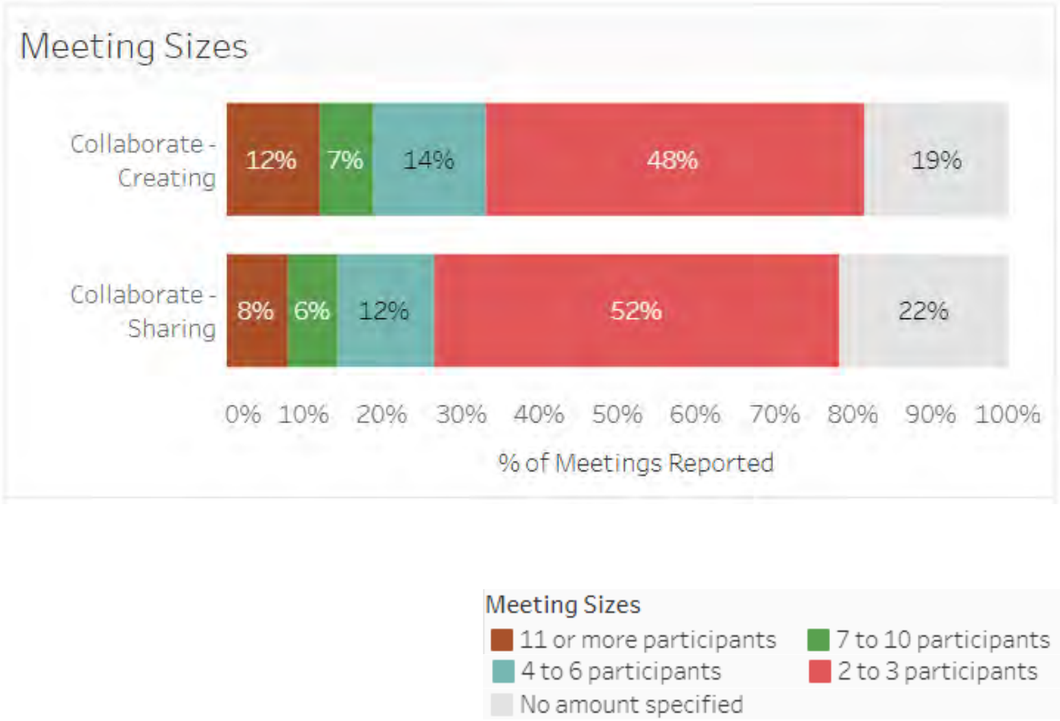
Please note, all work modes are important for an individual to be successful in their job and in general one work mode should not be unduly emphasized over another when considering the design of the workplace.

Collaborative Meeting Sizes

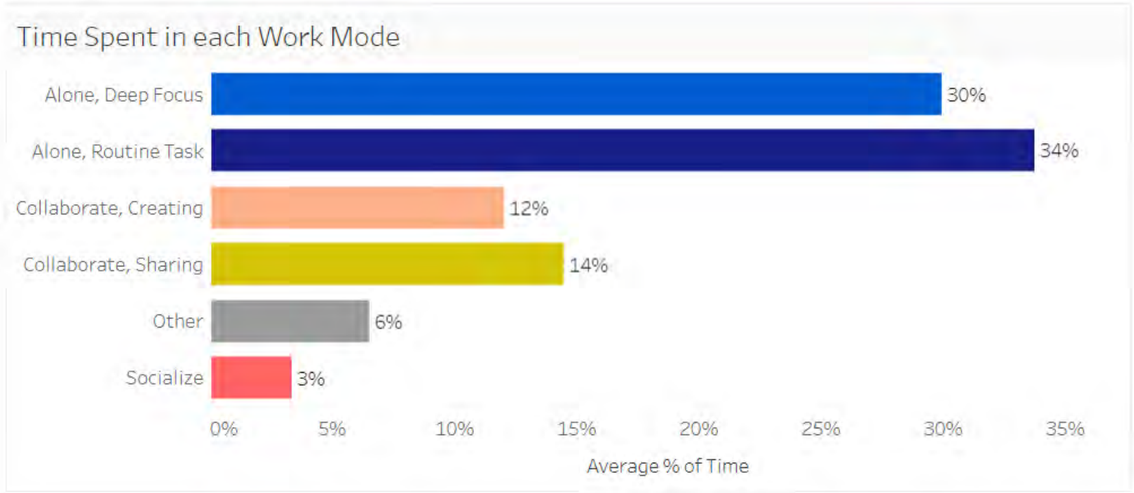
The work mode capability collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At SCC, in general, meetings tend to be small.

- The most frequent meeting size is 2 to 3 participants
- The second most frequent meeting size is 4 to 6 participants
- Approx. 62% of collaborative creating sessions include 2 to 6 participants
- Approx. 64% of collaborative sharing sessions include 2 to 6 participants

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



Work Mode Aggregate Profile



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

- The predominant work mode is alone routine task
- 64% of time is spent in alone work
- The predominant collaborative activity is sharing
- 26% of time is spent in collaborative work
- 3% of time is spent in socializing

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

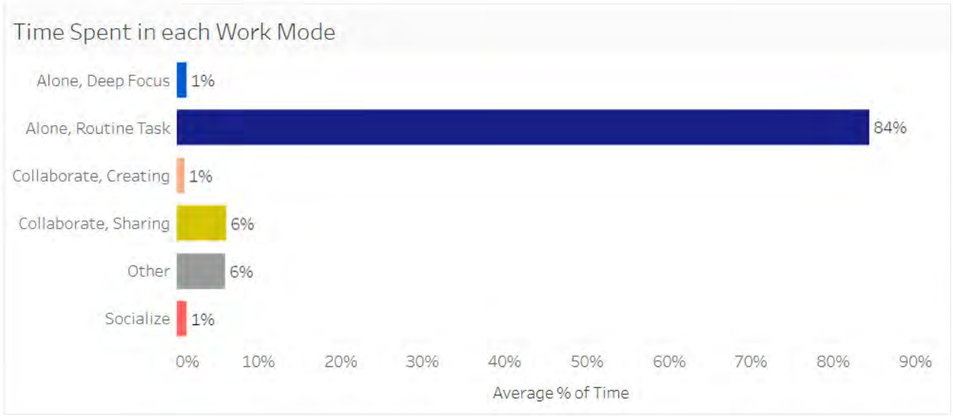
It should be noted that the various subdivisions (department, level and location) analyzed may or may not have all 8 profiles and the percent of time in each work mode will vary based on the unique work patterns associated with a given profile in a specific subdivision.

Work Mode Profiles

Detail

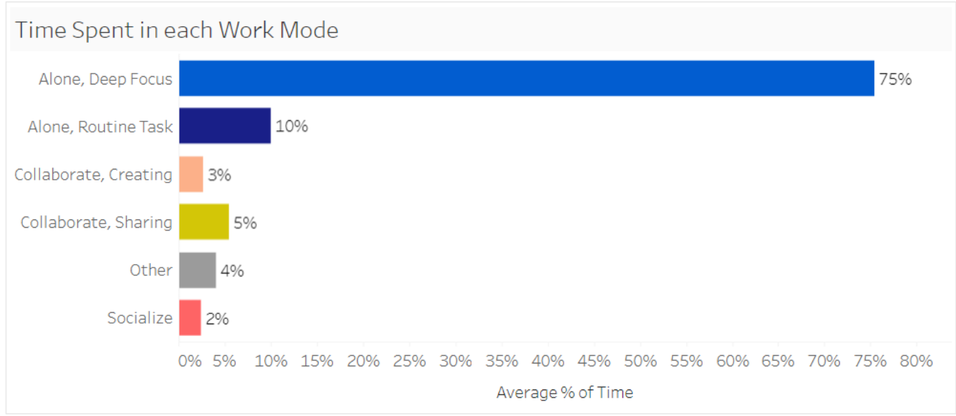
Profile 1

- High percentage of time in alone routine
- 85% of time in alone work
- 7% of time spent in collaborative work
- **9.2% of overall staff**



Profile 2

- High percentage of time spent in alone deep focus
- 85% of time spent in alone work
- 8% of time spent in collaborative work
- **12.3% of overall staff**

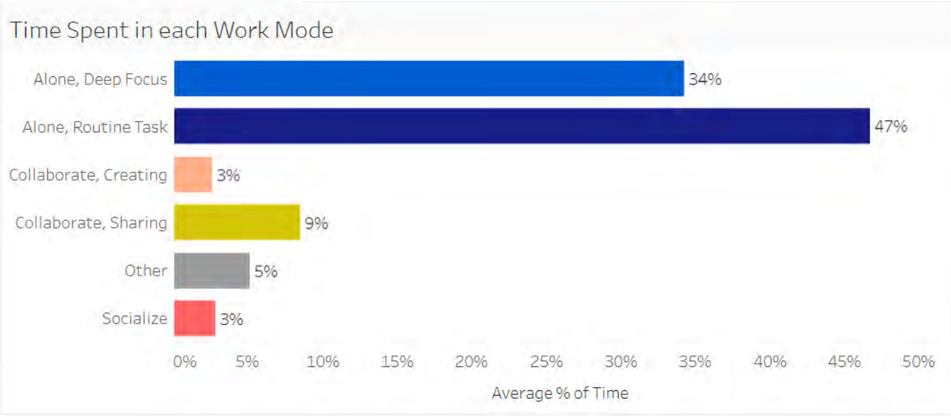


Work Mode Profiles

Detail

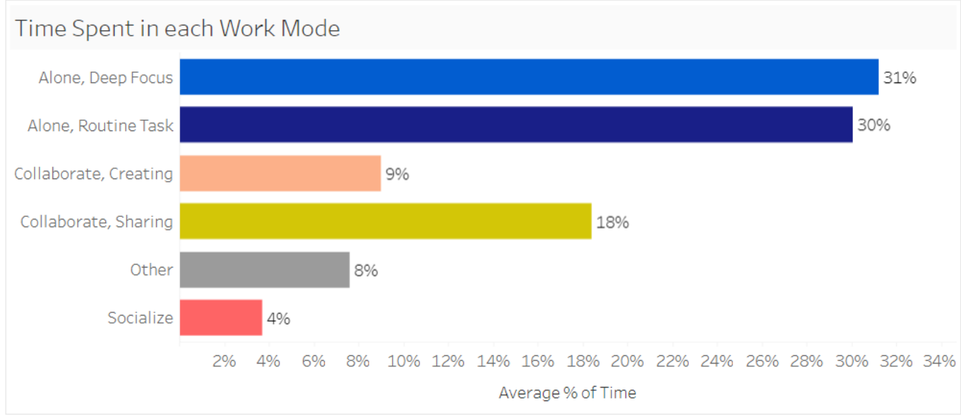
Profile 3

- High percentage of time spent in alone routine and deep focus
- Total of 81% of time spent in alone work
- 12% of time spent in collaborative work
- **26.2% of overall staff**



Profile 4

- High percentage of time spent in alone routine and deep focus
- Total of 61% of time spent in alone work
- 27% of time spent in collaborative work
- **21.5% of overall staff**

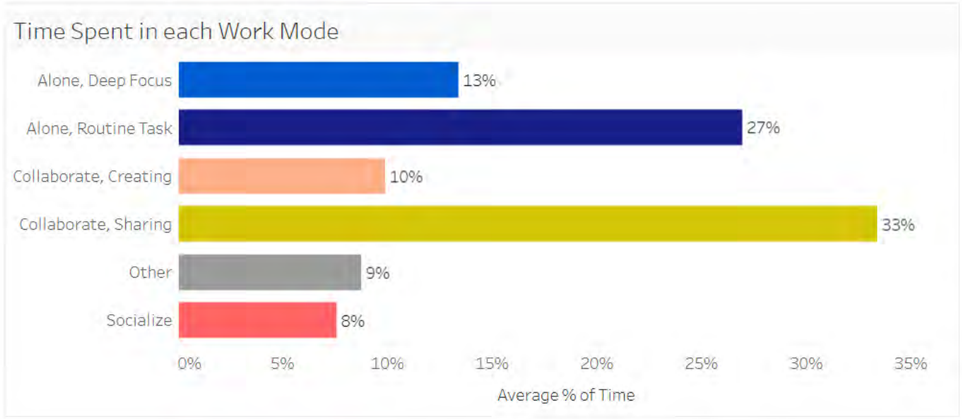


Work Mode Profiles

Detail

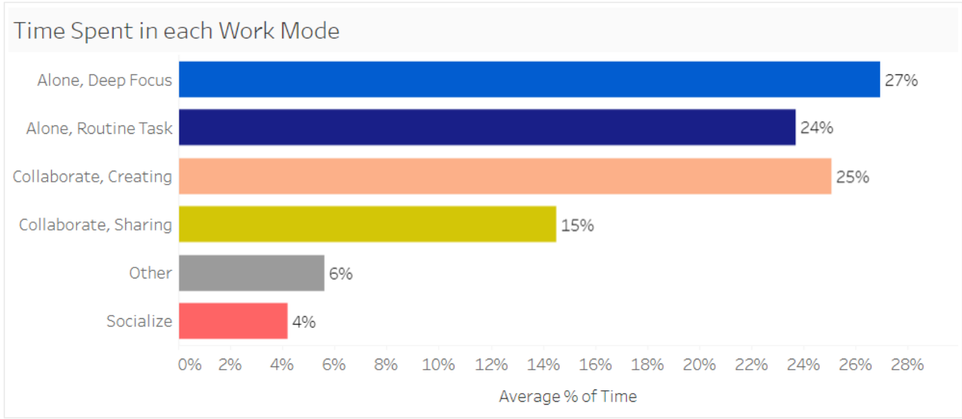
Profile 5

- High percentage of time in collaborative sharing
- 40% of time spent in individual work
- 43% of time spent in collaborative work
- **4.6% of overall staff**



Profile 6

- High percentage of time in collaborative creating and individual work
- 51% of time spent in individual work
- 40% of time spent in collaborative work
- **12.3% of overall staff**

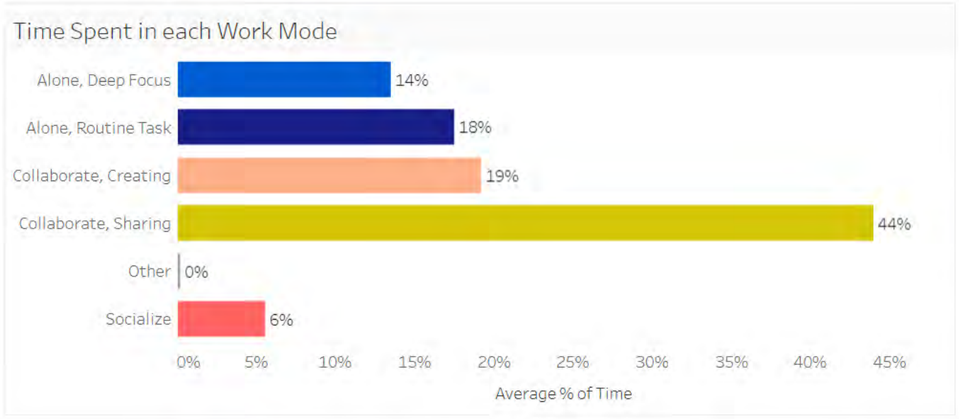


Work Mode Profiles

Detail

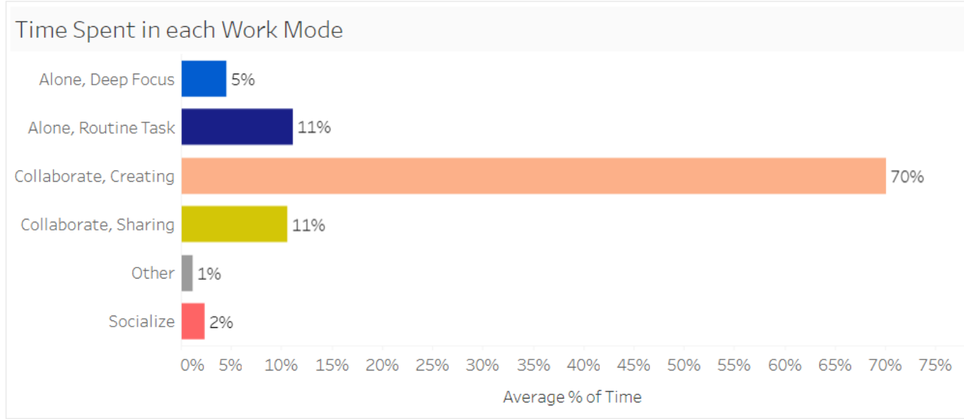
Profile 7

- High percentage of time in collaborative sharing
- 32% of time spent in individual work
- 63% of time spent in collaborative work
- **7.7% of overall staff**



Profile 8

- High percentage of time in collaborative creating
- 16% of time spent in individual work
- 81% of time spent in collaborative work
- **6.2% of overall staff**

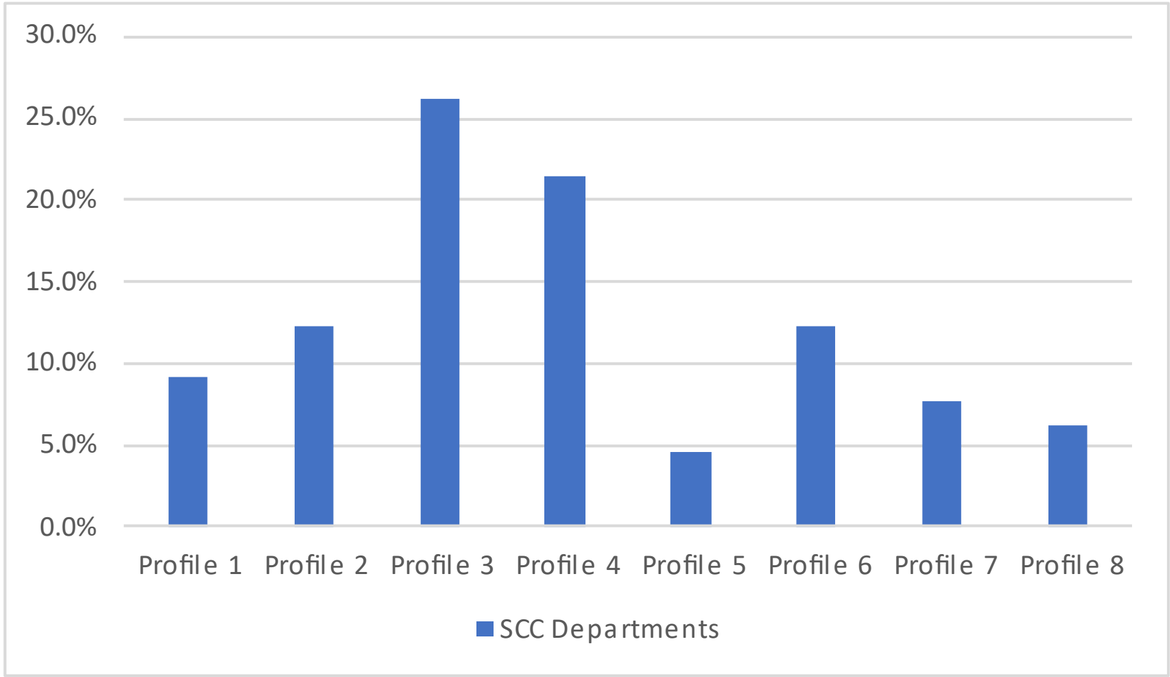


Work Mode Profiles

By Department & Location

The graphic on this page overviews the distribution of profiles by department. Due to limited participation across individual departments, all departmental data is shown as an aggregate. Similarly, due to limited participation by location all data is aggregated into one. Thus, the chart and table on this page represent both the departmental and locational summary for SCC. The blue cell in the table indicates that the predominant profile across the departments is profile 3.

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



Department	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
SCC Departments	9.2%	12.3%	26.2%	21.5%	4.6%	12.3%	7.7%	6.2%

Work Mode Profiles

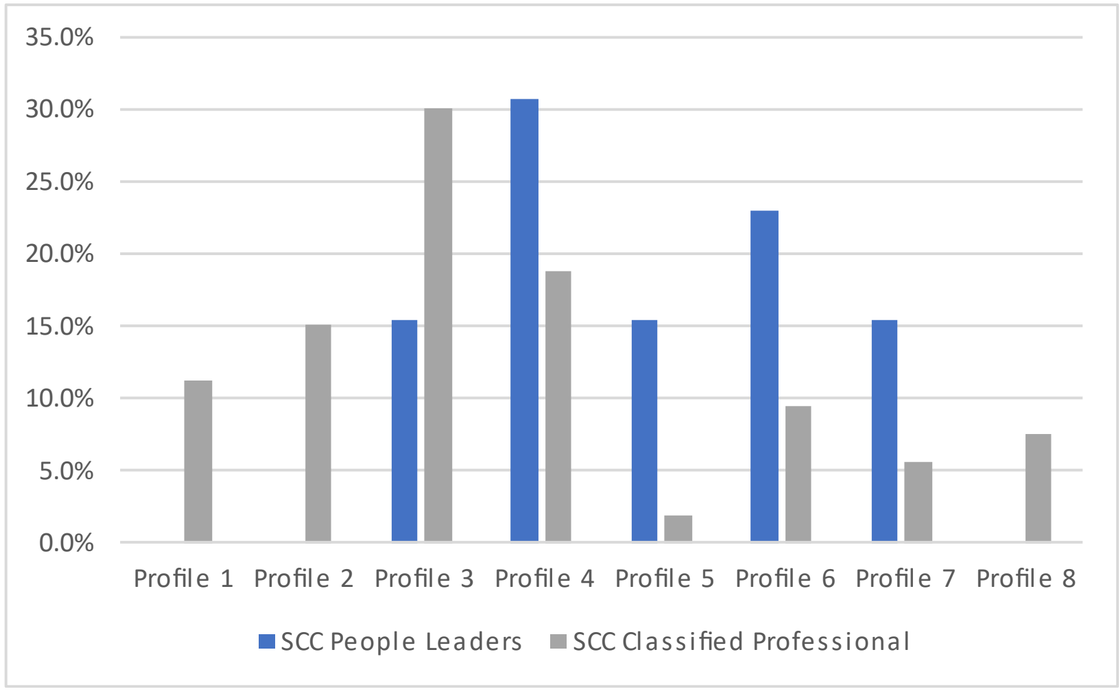
By Level

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

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

- 46.2% of People Leaders are in profiles 1-4
- 75.5% of Classified Professional are in profiles 1-4

Note 19.7% of respondents were People Leaders.



Level	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
SCC People Leaders	0.0%	0.0%	15.4%	30.8%	15.4%	23.1%	15.4%	0.0%
SCC Classified Professional	11.3%	15.1%	30.2%	18.9%	1.9%	9.4%	5.7%	7.5%

Work Effectiveness

By Level

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

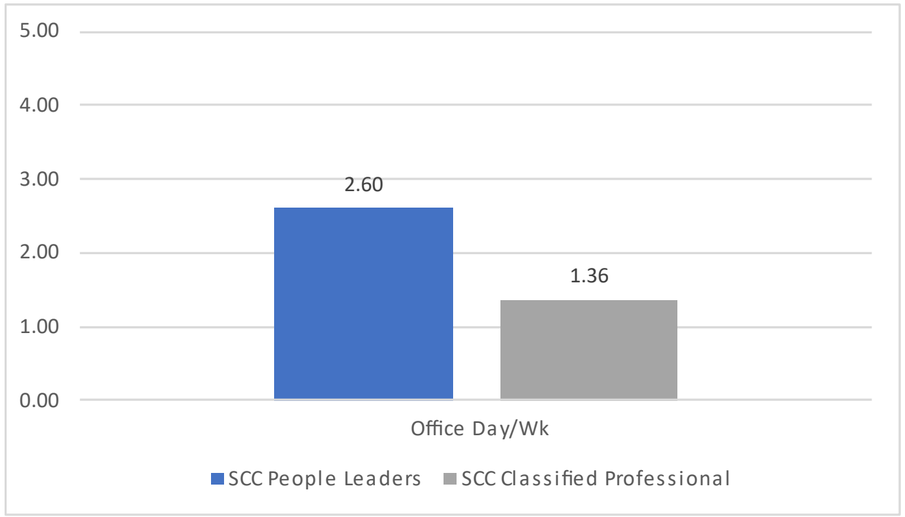
The data shows that in most instances team members at all levels believe from an effectiveness / productivity perspective work can be blended between home and the office. Also, the data from both groups indicate there is less reason for alone work to be done in the office as compared to collaborative work and socialization. Classified Professional results indicate a much lower need for individual work to be done in the office compared to people leaders.

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

The results indicate that people leaders believe there is a higher need to be in the office than classified professionals by about a day.

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

Note: the response rate was insufficient to report breakouts for executive, manager, and supervisor. Data that was collected is aggregated together as SCC people leaders.



SCC People Leaders	Effectiveness	
	% Home	% Office
Alone - deep focus	63.4%	36.6%
Alone - routine task	58.0%	42.0%
Collaborate - sharing	41.1%	58.9%
Collaborate - creating	10.8%	89.2%
Socialize	7.1%	92.9%
No response and no preference removed from calculations		

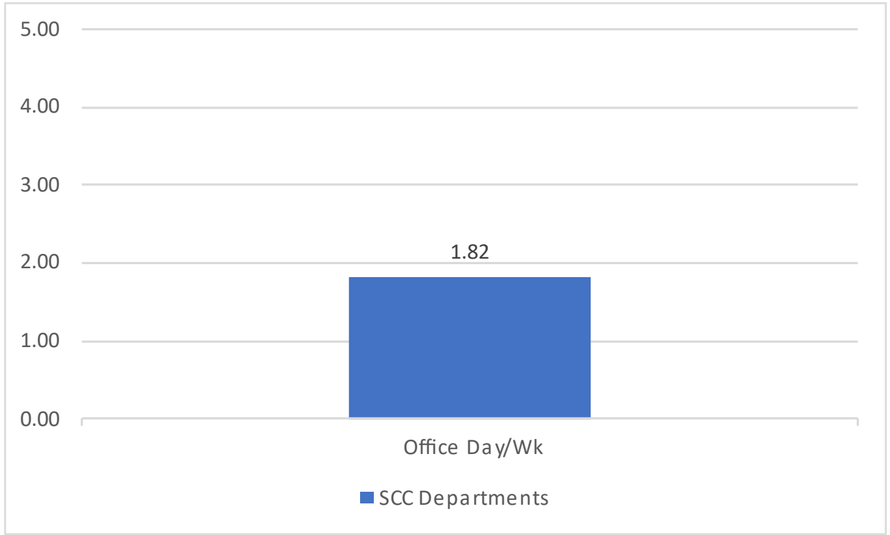
SCC Classified Professional	Effectiveness	
	% Home	% Office
Alone - deep focus	91.6%	8.4%
Alone - routine task	87.6%	12.4%
Collaborate - sharing	37.3%	62.7%
Collaborate - creating	34.1%	65.9%
Socialize	65.7%	34.3%
No response and no preference removed from calculations		

Work Effectiveness

By Department

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

Note: the response rate was insufficient to report breakouts for individual departments. Thus, data reported is aggregated together as SCC departments.



SCC Departments	Effectiveness	
	% Home	% Office
Alone - deep focus	83.9%	16.1%
Alone - routine task	81.5%	18.5%
Collaborate - sharing	38.8%	61.2%
Collaborate - creating	23.8%	76.2%
Socialize	53.4%	46.6%
No response and no preference removed from calculations		

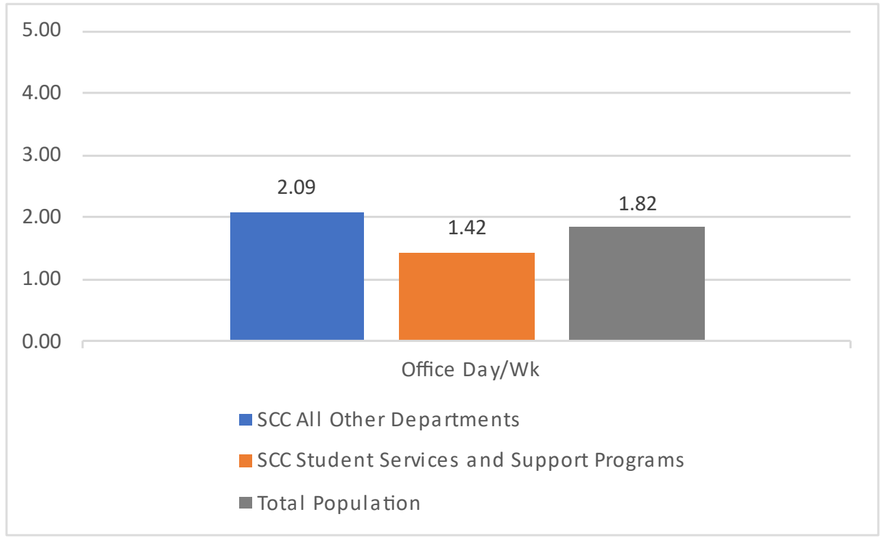
Work Effectiveness

By Department

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

While the response rates were insufficient to report breakouts for all departments, there were a sufficient number of responses from Student Services and Support Programs to provide data on this page with a lower level of confidence. Thus, data reported on this page shows this department against the aggregated other departments.

The results indicate that Student Services and Support Programs believe there is a significant portion of their work can be done remotely.



SCC All Other Departments	Effectiveness	
	% Home	% Office
Alone - deep focus	78.3%	21.7%
Alone - routine task	77.1%	22.9%
Collaborate - sharing	30.9%	69.1%
Collaborate - creating	15.8%	84.2%
Socialize	32.1%	67.9%
No response and no preference removed from calculations		

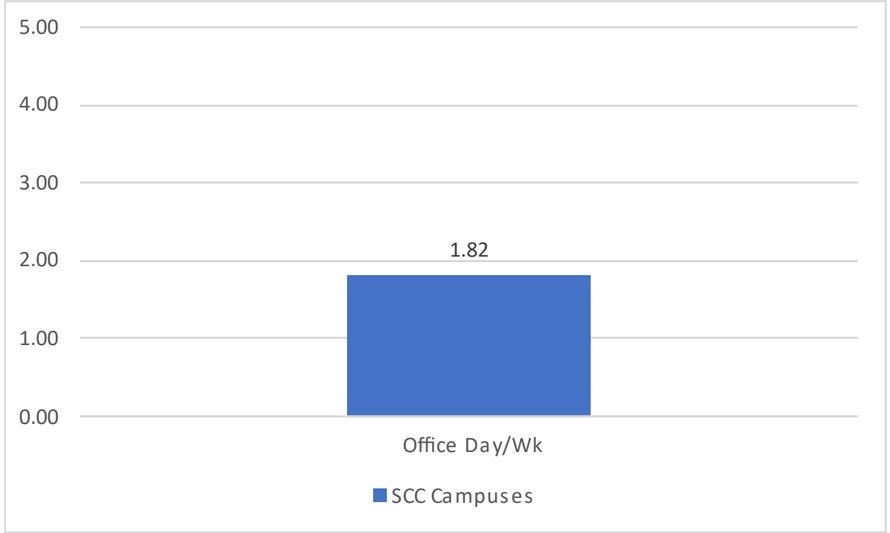
SCC Student Services and Support Programs	Effectiveness	
	% Home	% Office
Alone - deep focus	90.5%	9.5%
Alone - routine task	85.7%	14.3%
Collaborate - sharing	51.9%	48.1%
Collaborate - creating	38.5%	61.5%
Socialize	67.5%	32.5%
No response and no preference removed from calculations		

Work Effectiveness

By Location

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

Note: the response rate was insufficient to report breakouts for Davis Center and West SAC Center locations. Data that was collected is reported with Main Campus as SCC campuses.



SCC Campuses	Effectiveness	
	% Home	% Office
Alone - deep focus	83.9%	16.1%
Alone - routine task	81.5%	18.5%
Collaborate - sharing	38.8%	61.2%
Collaborate - creating	23.8%	76.2%
Socialize	53.4%	46.6%
No response and no preference removed from calculations		

06. Appendix

Observation Key Findings

Observation Overview

Intent + Overview

This section documents the results of the Observation Study conducted by the Applied Research + Consulting team during the Fall semester of 2024 at SCC's Main Campus and the Davis and West Sacramento Centers.

The intent of this effort was to gain a firsthand understanding of the current state of spaces where learning and work happens to better understand how space is used and the relationship of spaces to one other. The observation effort included approximately 19 buildings, 51 classrooms and a broad range of Faculty and Classified Professional work areas.

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

- Classrooms
- Student spaces
- Classified Professional work areas
- Faculty work areas
- Davis Center
- West Sacramento Center

Observation Findings:

General

Underutilized Space

While a large portion of the Learning Resource Center was observed in use, most tables with seating for 4-6 were being used by 1-2 Students. A large area dedicated to online tutoring was observed empty. Similarly, the ESL Center and the English Lounge in Rodda Hall South both occupied a large expanse of space compared to the number of users observed.

The Student Center is currently closed but available for special events. This space could be reactivated to encourage interaction between all constituents.

A Lively Quad

Activity levels on campus during the observation period ranged from moderate to bustling. Outdoor events in the quad often produced high attendance levels which greatly impacted the energy levels and contributed to a sense of community and connectedness.

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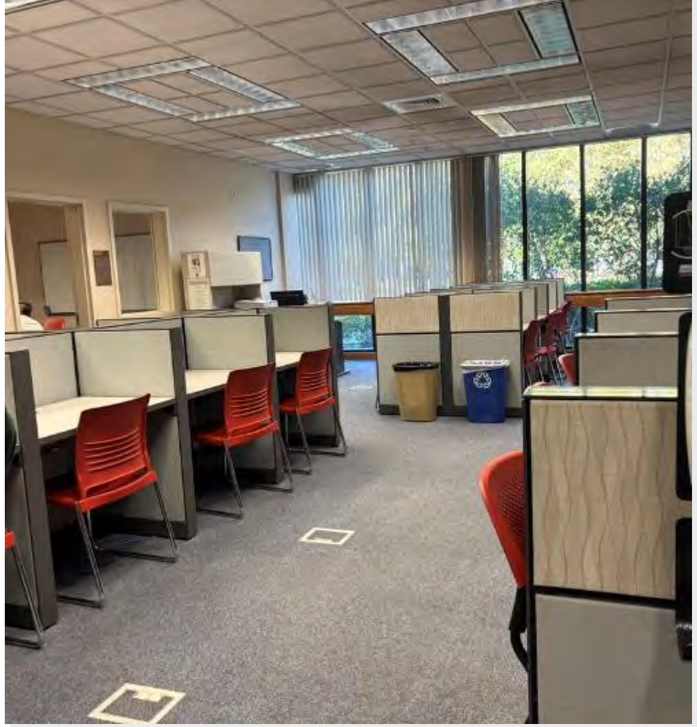


Observation Findings:

General

City Cafe

Despite there being limited options for food service, during this semester, students were observed congregating in the City Café.

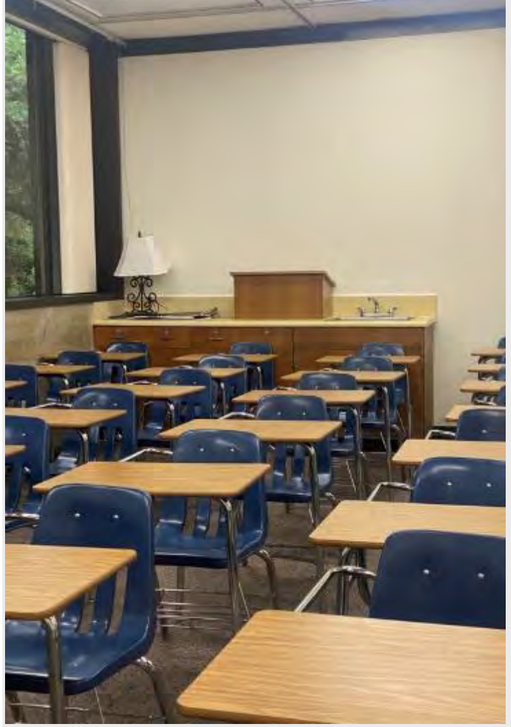
Observation Findings:

Classrooms

General

Most of the classrooms observed were set up for traditional lecture style instruction with Students facing forward in rows. This type of arrangement limits interaction and collaboration among Students when group work is required. The current desks/seats are difficult to move, making it challenging to create flexible, collaborative learning environments.

Several classrooms were densely packed with desks, making it difficult to navigate the aisles, rearrange the furniture and access wall-mounted whiteboards and tools.



Observation Findings:

Classrooms

Experience Disparity

SCC has a mix of old historical and new contemporary buildings across the Campus. Students and Faculty have a different experience depending on if the classroom is in a newer vs. an older building. The contrast is due to building age and infrastructure. The older buildings face challenges with access to daylight, temperature control, and cleanliness.

Observation Findings:

Classrooms

Technology

Analog and digital technology packages were mostly consistent across classrooms except in the older buildings. With access to the consistent resources, Instructors can focus on teaching while Students benefit from a familiar and supportive learning environment.

Sightlines

During observation, it was noted that some desks in classrooms had obstructed views to both the Instructor and visual display. In several cases, views of wall-mounted whiteboards were partially blocked by drop-down projection screens, further impeding visibility and access to information.

Observation Findings:

Student Experience

Experience Disparity

Students’ experience before and after class varies by building. Students were observed studying in makeshift work areas in main circulation paths in the older buildings, hanging out in hallways before class, and hunkering down in stairwells. However, in the newer buildings, these areas are thoughtfully designed to meet Students’ needs.

Observation Findings:

Student Experience

Communication

Analog appears to be the primary medium for communication on campus. Bulletin boards, A-frames hosting posters, flyers and event announcements are on most circulation paths both inside and outside. These displays help create a sense of community and activity on Campus.

Observation Findings:

Classified Professional Spaces

Privacy + Focus

Employees often lacked acoustic privacy, particularly when advising Students. In Counseling, for example, workstations where Support Specialists meet with Students have no visual privacy or acoustic shielding. Similarly, in First Year Experience, Success Coaches are often assisting Students in their offices which have doors, but the walls do not go to the ceiling.

Employees sitting in the open plan use signs or headphones to indicate their need for privacy and focus. In Counseling, sound machines were observed in use outside of offices to help mask sound transfer. Students may not feel comfortable seeking help if they don't feel their business is confidential.

Connecting with Colleagues

Many of the Classified Professional spaces have limited spaces to connect with colleagues. There are no centrally located coffee/nourishment bars within buildings; rather departments and groups have smaller break areas or refrigerators, microwaves, toaster ovens, etc. in their team areas to address this need.

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Observation Findings:

Classified Professional Spaces

Storage

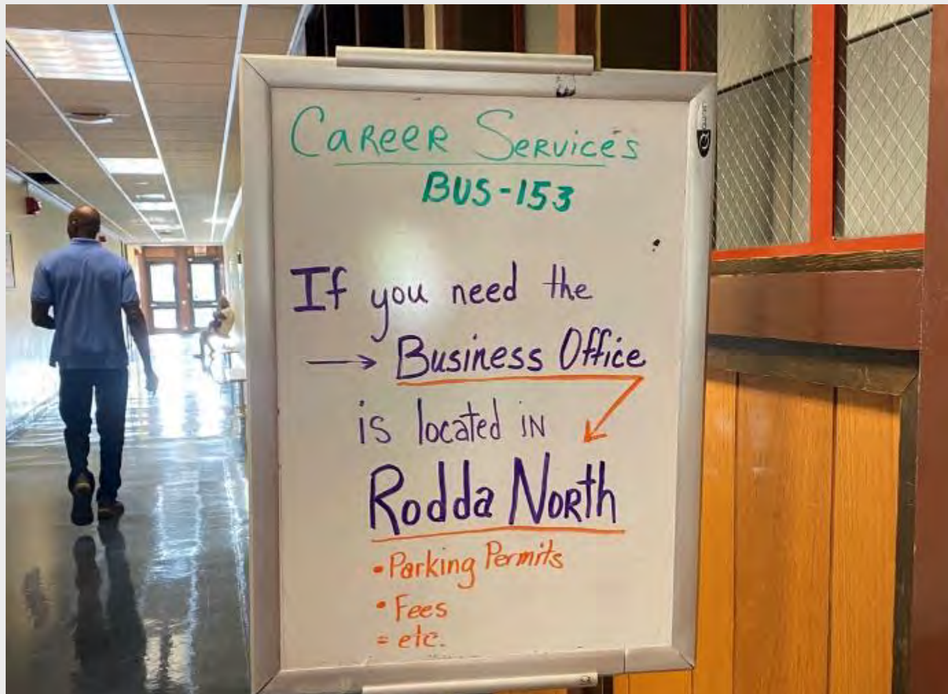
Some Programs and Groups require additional storage beyond what is currently available in their spaces. Several areas were observed using vacant workstations for overflow storage.

Other offices suffered the opposite issue and featured underutilized storage. Many file cabinets, drawers and overhead units were observed nearly empty.

Disconnected Departments

Student Services are spread across two buildings and Career Service is in a third building. This physical division may contribute to feelings of disconnection and could affect community. It can also be a source of confusion to Students seeking services.

Within Rodda Hall North, the layout of the spaces has led to a maze of offices. This may make it difficult to locate people and services.



Observation Findings:

Faculty Offices

Experience Disparity

The experience of Faculty in their offices is very different based on if their office is located in an older vs. a newer building. In the historical buildings, offices feature older mismatched furniture. In the newer offices, faculty have access to daylight, contemporary, and functional furniture.

In addition, there is a marked difference in the availability and design of breakrooms in the older and new buildings. In the older buildings, Faculty have limited or no access to informal spaces for socializing and connecting with colleagues. Additionally, many faculty members have set up mini fridges and coffee or beverage stations in their own offices.

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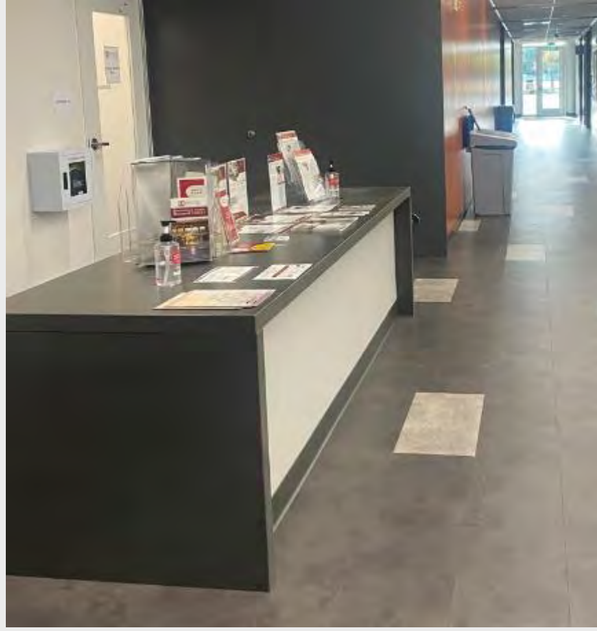
Observation Findings:

Davis Center

The Davis Center serves as a highly multipurpose facility, effectively accommodating a variety of evolving needs for Faculty, Staff, and Students. Only three offices are assigned, while the rest of the Faculty and Staff share a communal workspace that includes workstations and a well-maintained multipurpose break, supply, and mail room. They also have access to reservable meeting rooms for confidential conversations or focused work.

Student study areas are thoughtfully provided throughout the center with access to power, Wi-Fi and good lighting. A built-in desk near one main study area was thoughtfully designed for a multitude of purposes including for use by Student groups, volunteers and recruiters and for different fairs and events.

Classrooms at Davis Center were bright and fresh. The furniture, technology and analog tools are consistent throughout. This kit-of-parts approach makes moving furniture from space to space easier. Overall, the Center felt cohesive and purposeful.



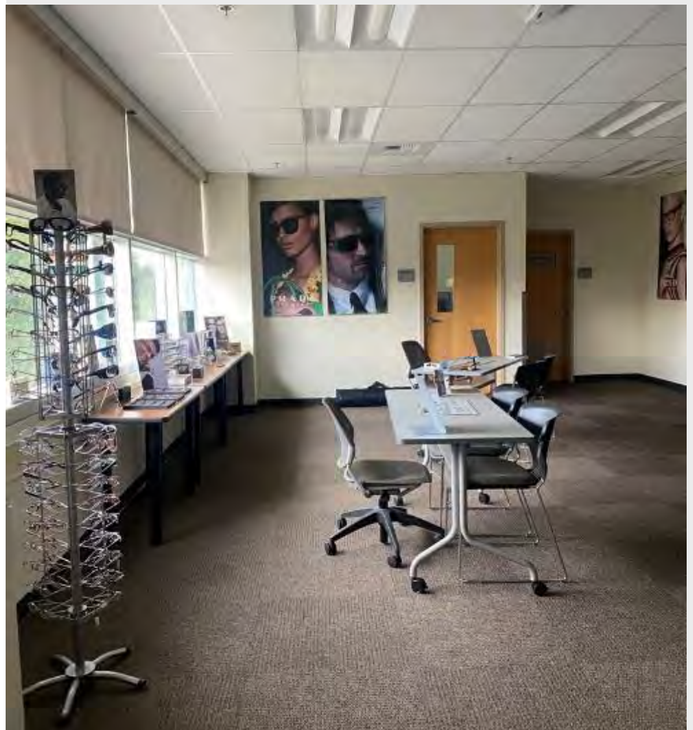
Observation Findings:

West Sacramento Center

The West Sac Center offers a range of classroom styles, including lecture, lab, and active learning spaces, catering to various teaching methods and learning preferences. The new Optical Technician program space is well-appointed and is nicely situated with a lab space and adjoining “retail” space.

A large Student study area on the second floor was sparsely furnished with non-ergonomic, fixed furniture that limited flexibility. A dedicated study room and tutoring space were also sparsely furnished and offered little to no technology. In general, the furniture and technology throughout the Center seemed more traditional and dated.

Faculty and Staff areas were basic, and we learned Staff would appreciate more space to collaborate and meet. The Staff area does not currently require badging, something the Center has put in a request for, and given recent security breaches would likely be beneficial.



06. Appendix

Workshop Key Findings

Workshops Overview

Intent + Overview

This section documents the results from workshops conducted with key stakeholder groups at Sacramento City College by the Applied Research + Consulting team during the Fall semester of 2024. A total of six workshops were held: one session with College Leadership, one session with Students, two sessions with Classified Professionals and two sessions with Faculty.

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

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

Leadership Workshop

Overview

An in-person workshop was conducted with Executive Leadership on September 17th with 11 participants.

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

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

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

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

Above is the list of words shared by workshop participants to describe the **ideal future work experience**. The larger words were mentioned in both workshops.

Leadership Workshop

Foundational Pillars Ranking

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

SCC's Executive team ranked the Foundational Pillar of College Community first as they recognized that a culture of equity, inclusion, empathy and respect were core aspects of their mission and values. Success Rates were ranked second as these represent successful course completion, graduation and transfer rates with a focus on closing the achievement gap for marginalized Student populations.

As the third ranked pillar, Student Centered, the Executive Team placed a priority on equitable support and connections with Students by Faculty, Classified Professionals and Administrators.

FOUNDATIONAL PILLARS	SCC Executive Team
College Community	1
Success Rates	2
Student Centered	3
Campus Experience	4
Innovation	5
Learning + Development	6
Communication	7
Work Experience	8

Leadership Workshop

Barriers/Enablers to achieve Ideal Instructional Modalities

The intent of this exercise was to discuss and align on the optimal blend of time, in the future, spent on-ground versus online for increased Student success. Participants were also asked to discuss the enablers and barriers to achieve this percentage of time. This activity was done in two small groups.

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

Modalities	**Pre-pandemic**	**Current State** (from SCC)	**Exercise Results: Future State Team 1**	**Exercise Results Future State Team 2**
Online	18%	49%	30%	No Consensus
On-Ground	82%	51%	70%	No Consensus

While the results of this exercise differed between the two teams, they were aligned in discussions on the importance of higher on-ground instructional modality in the future.

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

- Student choice – Students may elect to attend online or other campuses in Los Rios District
- Convenience /Life demands
- Faculty willingness to do necessary professional development/work for online learning
- Economy/cost to come to campus
- Waitlists for Students accessing classes: some may require pre-reqs
- Faculty diversity does not represent Student population
- Student access to technology

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

- New funding formula (SAAM)
- Student to Student connection on vibrant campus
- Everyone full time in-person
- Having minority representation among Faculty
- Technology advancements
- Appropriate professional development opportunities for Faculty
- Success breeds success / early wins
- Listening to what Students need

Leadership Workshop

“What I would hope for is **dynamic engagement** – for both **Students and employees**. In an ideal situation, everyone is very **engaged**, more than simply learning.”

“We are the **oldest college in the District.** We get a lot of **inter-generational students**. It is like the **community’s institution**.”

“It is important to **consider how students feel** about being part of **the college community** which is so important because it **is critical to student success**.”

Student Workshop

Overview

A workshop was conducted on October 15th with 21 Student participants. This workshop was intended to engage Students in the discovery process and to understand their perspective of the Campus experience at Sacramento City College.

A collaging exercise was conducted to capture feedback from the Students on what the ideal future Campus experience should be.

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

Student Workshops

Key Findings

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

Community

Before Covid, the café was a vibrant center to relax, connect, and study. With the limited opening of the Café, the Library is now perceived by Students as the only gathering space but recognize that it is not ideal for socialization and building community with all constituents.

Socialization

Students recognize the value of socialization, and that it can help with their success. Student workshop participants expressed how being a part of clubs can expand your network and introduce you to other opportunities

Learning

Students desire that there be more thoughtful consideration of their individual learning styles, and that pedagogies flex as needed. Students commented that one of their obstacles to learning is they are challenged with both how to study and manage time.

Equity + Diversity

The Maker Space and the RISE Program are great examples of bringing Students together to create empathy and equity across perceived racial boundaries.

Communication

Students also want more input to Administration, connection to Faculty, and interaction with each other. Students voiced that the lack of clear and focused communication about events is hindering their ability to take part in activities, make friends, and build vital networks.
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Student Success

Students value the support they receive on Campus but especially one on one tutoring sessions and counseling. Students also expressed that classes of 40+ people can be intimidating and impersonal.
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Student Workshops

Collaging Exercise

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

The following questions were considered:

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

Students were highly engaged and provided robust and thoughtful feedback. A summary of the feedback and key themes from the Student workshops are provided in this section of the report.

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

Student Workshops

“We feel it's **important** that we all **connect**, **socialize** and bring **together** ideas to help us accomplish our **ultimate goal**.”

“I'm **good with Math** but I **struggle with English**. I went to a lot of **Tutoring** and that **helped me** with that.”

“It's my **first semester** and if it wasn't for my colleague in **Student Government**, I wouldn't know about **events** or anything **happening around campus.**”

Classified Professionals Workshops

Overview

Two in-person workshops were conducted on October 17th with 21 representatives from Classified Professionals.

These workshops were intended to further engage Classified Professionals in the discovery process, to better understand their perspective on the current experience at Sacramento City College, and to explore what would be valued in the future work experience.

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

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

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

Classified Professionals Workshops

Key Findings

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

Strengthening Community

Classified Professionals treasure the ability to build informal connections but are currently challenged with a lack of places on Campus to meet and socialize. Classified Professionals desire to collaborate more with Faculty and other divisions. Classified Professionals treasure the Caring Campus initiative that promotes an inclusive, welcoming, and guided experience but fear the loss of investment in the initiative.

Better Experiences

Classified Professionals and Faculty recognize the widely differing experiences between the old and the new buildings and how processes, technology, and well being are impacted whether working, teaching or learning. They hope for more funding and flexibility for technology and software that promote student and staff success.

Student Services

Classified Professionals hope for greater encouragement for Professional Development with more investment and resources to improve Student Services. They are dedicated to Student success and expressed concern over more students being on campus and their ability to serve them effectively without additional staffing. They hope that more online Student services become available to Students

Hybrid Work

Classified Professionals value the current flexible working schedules but commented that it is inconsistently implemented across teams. They hope flexibility will continue in the future and will be applied fairly and consistently across teams.

Process Improvement

Classified Professionals are frustrated with the current hiring process which increases the dependency on hiring temporary workers, diminishes the on-boarding process, and reduces the effective transfer of knowledge. Classified Professionals feel they are underrepresented in decision making processes reinforcing a perceived hierarchy of importance.

Space Planning

From a Classified Professionals' perspective, there appears to be a one size fits all planning methodology without regard to the variety of spaces that a group might need. There does not appear to be a process for redesigning an existing space when a new user group is relocated there. There is a tension between private offices allocated to Faculty and lack of private space for Classified Professionals especially when private offices are most often empty.

Classified Professionals Workshops

Values Framework

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

Value

Have

Don't Have

Don't Value

TREASURES

- SCC family
- Workplace culture
- Ability to socialize
- Diversity
- Collaboration
- Teamwork
- My Team
- Opportunity to learn from others
- Remote work / hybrid schedule
- Time for focus work
- Intentional time for outreach
- One to one Student support
- Budget to buy equipment
- Industry partners
- Student outcomes
- Makerspace
- Native acknowledgement
- Flexible Boss
- Caring Campus
- Online small group sessions for Students
- Ability to meet Students where they are
- Personal office for 2 people

HOPES

- Innovation
- Greater professional development
- Shadow work + mentoring
- Enrichment courses
- Collective community care culture
- Investment in Classified leadership
- Hybrid schedules
- Uplifting culture
- Elimination of bullying management
- Input to District on systems
- Better communication
- More permanent staff
- More face to face with Students
- Up to date technology
- Natural light
- Equality of workspaces
- Variety of workspaces to support Students
- City Café to re-open
- More study areas
- Better wellbeing workspace attributes
- Collaboration wit other divisions
- Consistent direction
- Clarity
- One stop shop for Students

TRASH

- Old technology
- Sick buildings
- Old furniture
- Too many Students in one Class
- Office workstation footprint
- Open office / "cubeville"
- Lack of privacy and confidentiality
- Offices without natural light
- Lack of professional development
- Fighting to have needs met
- Different treatment for groups
- Paper documents
- Reliance on overworked employees
- Restricted use of offices for Classified
- Lack of transparency
- Silos
- Physical presence for some services
- Lack of full-time staff
- Upstairs/downstairs culture
- Faculty v Classified
- Over reliance on temp employees
- My commute to office

FEARS

- AI
- Lack of social interaction
- Increased dependency on temps
- Administration with no compassion
- Burnout
- Unpaid labor
- Budget cuts
- Lack of planning
- Living with bad policies
- Under representation in decision making
- More committees
- Full-time on campus
- No dedicated personal space

Classified Professionals Workshops

Foundational Pillars Ranking

Foundational Pillars were developed based on interviews with SCC Leaders. The intent of this exercise was for Classified Professionals to force-rank the Pillars (from 1 to 8) in order of priority to achieve the ideal future work experience.

College Community was ranked first by both workshop groups. This reflects a strong desire to strengthen community across all groups on campus.

There is also alignment in the ranking of Communication. It is ranked highly by both groups based on their belief that Communication needs to be strengthened and prioritized to ensure transparency and understanding for all decision-making processes.

Learning + Development was ranked last by both groups, which is not surprising since this Pillar is focused on Students having equitable choice over where and when learning, networking and access to mentors occurs.

FOUNDATIONAL PILLARS	Classified Professional Workshop #1	Classified Professional Workshop #2
College Community	1	1
Success Rates	7	5
Student Centered	2	4
Campus Experience	6	7
Innovation	4	2
Learning + Development	8	8
Communication	3	3
Work Experience	5	6

Classified Professionals Workshops

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

We are the **backbone o**f the **organization**, and our **backs hurt. ”**

“An increased **dependency** on **Temporary Classified** Professional employees **equals** a huge **increase in** hiring + training, **turnover + instability**."

Faculty Workshops

Overview

Two workshops were conducted with 10 representatives from Faculty: on October 17th 2024.

The intent of these workshops was to further engage Faculty in the discovery process, to better understand their perspective on the current experience at Sacramento City College and to explore what would be valued in the future.

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

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

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

Faculty Workshops

Key Findings

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

Community

Faculty and Classified Professionals treasure the ability to build informal connections but are currently challenged with a lack of places on Campus to meet and socialize.

Faculty also feel they are not consulted on decisions which contributes to a lack of trust with Administration and erodes the ability to build strong connections between constituents.

Learning

Faculty commented on the policy of students being able to take classes on several Los Rios Colleges and believed that it makes learning transactional and weakens the Student connection to a specific college.

Faculty expressed the need for more resources and Professional Development to improve on-line instruction for both synchronous and asynchronous courses.

While Faculty workshop participants recognize the importance of on-ground courses, they understand the need to support a segment of their student population with on-line instruction due to socio economic conditions.

Technology

All constituents believe that more investment in advanced technology, HyFlex classrooms, and streamlined processes will lead to greater Student success.

Faculty hope for more up to date technology and HyFlex classrooms since only 2 exist currently.

Faculty and Classified Professionals hope for more funding and flexibility for technology and software that promote student and staff success

Faculty Workshops

Barriers/Enablers to achieve Ideal Instructional Modalities

The intent of this exercise was to discuss and align on the optimal blend of time, in the future, spent on-ground versus online for increased Student success. Participants were also asked to discuss the enablers and barriers to achieve this percentage of time. This activity was done in two small groups.

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

Modalities	**Pre-pandemic**	**Current State** (from SCC)	**Exercise Results: Future State Group 1A**	**Exercise Results Future State Group 1B**
Online	18%	49%	60%	40%
On-Ground	82%	51%	40%	60%

While the results of this exercise differed between the two teams, they were aligned in discussions on the importance of higher on-ground instructional modality in the future.

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

- Resistance from Adjunct Faculty to teach on-ground
- Students having to pay for parking
- Lack of food services on Campus

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

- More resources and professional development for online
- Online helps working students and those raising families
- Free parking
- Providing Spaces for Socialization
- Providing Modern classroom amenities
- Students coming from other Campuses

Faculty Workshops

Values Framework Exercise

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

Value

TREASURES

- College Days
- The Quad
- Staying in touch with Students over time
- Seeing Student success
- Being involved with Student Clubs
- SCC history

HOPES

- Artwork
- Housing on Campus
- HyFlex Classrooms
- Parity between campuses on class size
- Faculty to speak to power to change things

Have — Don’t Have

TRASH

- Classrooms
- Portables
- Old equipment
- Old technology
- Existing signage
- The Hangar

FEARS

- A push to downsize
- AI online
- Not enough in person learning
- Losing autonomy of individual Colleges
- Affect on Students of taking courses at multiple Campuses

Don’t Value

Faculty Workshops

Foundational Pillars

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

The ranking of the Foundational Pillars for each workshop session is shown to the right.

Participants from each Faculty workshop, prioritized College Community in their ranking of the top three foundational pillars. Faculty believe it is important for them to have effective connections with Students and Student Services.

Faculty ranked Campus Experience high based on their expressed desire for more socialization among all constituents.

FOUNDATIONAL PILLARS	Faculty Workshop #1	Faculty Workshop #2
College Community	1	3
Success Rates	2	6
Student Centered	4	1
Campus Experience	3	2
Innovation	7	7
Learning + Development	8	5
Communication	5	4
Work Experience	6	8

Faculty Workshops

"We **treasure being involved** with Student Clubs and **engaging with students**. The **City Café** used to be the place we **met Students informally**"

"We need **more resources** and **professional development** to provide **better online courses**."

06. Appendix

Space Utilization Survey Key Findings

Overview

In Fall 2024, Steelcase's Applied Research + Consulting team conducted the **Experience Survey** for the Sacramento City College as part of the **Space Utilization Study**. The survey ran from September 9 to 27th, 2024, gathering feedback from Students, Faculty, and Classified Professionals.

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

- **Students**:
  - The invitation was sent to all SCC students, of which 286 responses were received, representing sufficient responses for the data to be usable
- **Faculty**:
  - 136 Faculty responses
- **Classified Professionals**:
  - 122 Classified Professionals responses

Report Overview

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

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

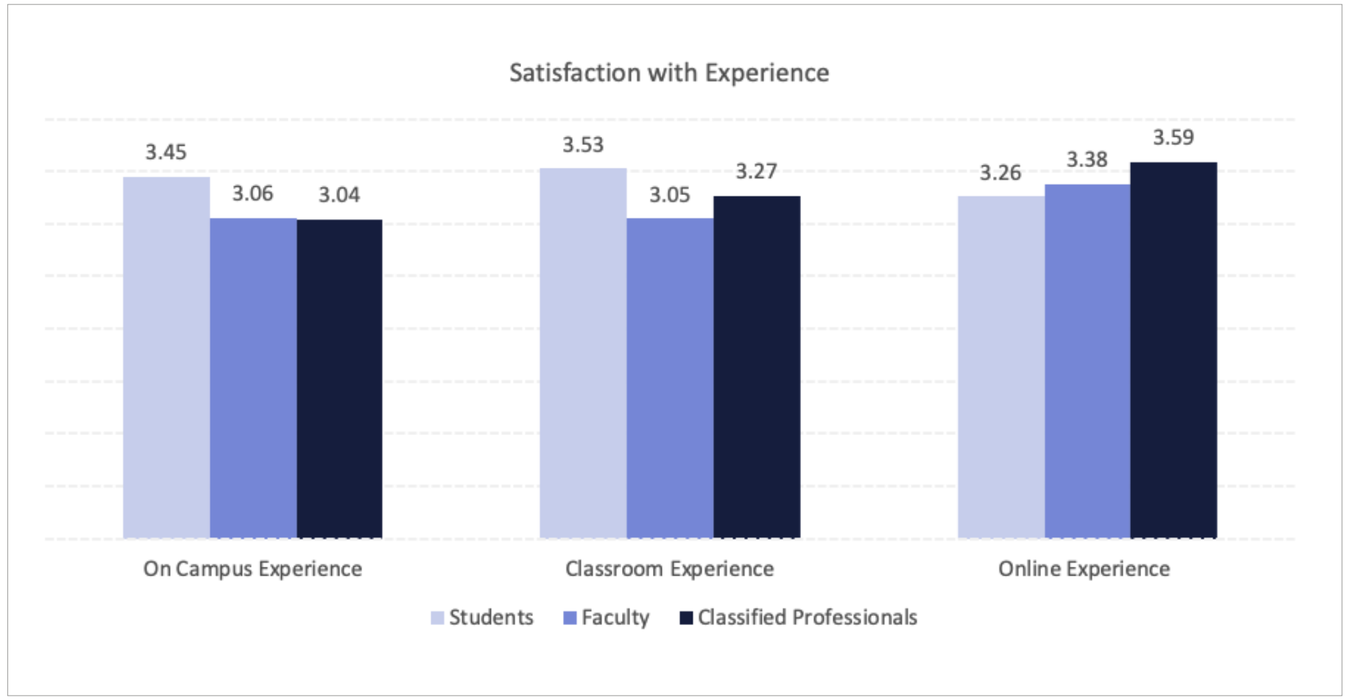
Students, Faculty, and Classified Professionals

Satisfaction

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

The online experience scored the highest with an average score of 3.41 out of 4, while the on-campus experience scored lowest, with an average of 3.18 out of 4. It's worth noting that the difference between these average scores was minimal, falling within a variance of 0.25.

Satisfaction levels for on-campus and in-classroom are higher for Student respondents than for Faculty and Classified Professionals respondents. Satisfaction with the online experience received the highest score from Classified Professionals.



Students, Faculty, and Classified Professionals

Time in Locations

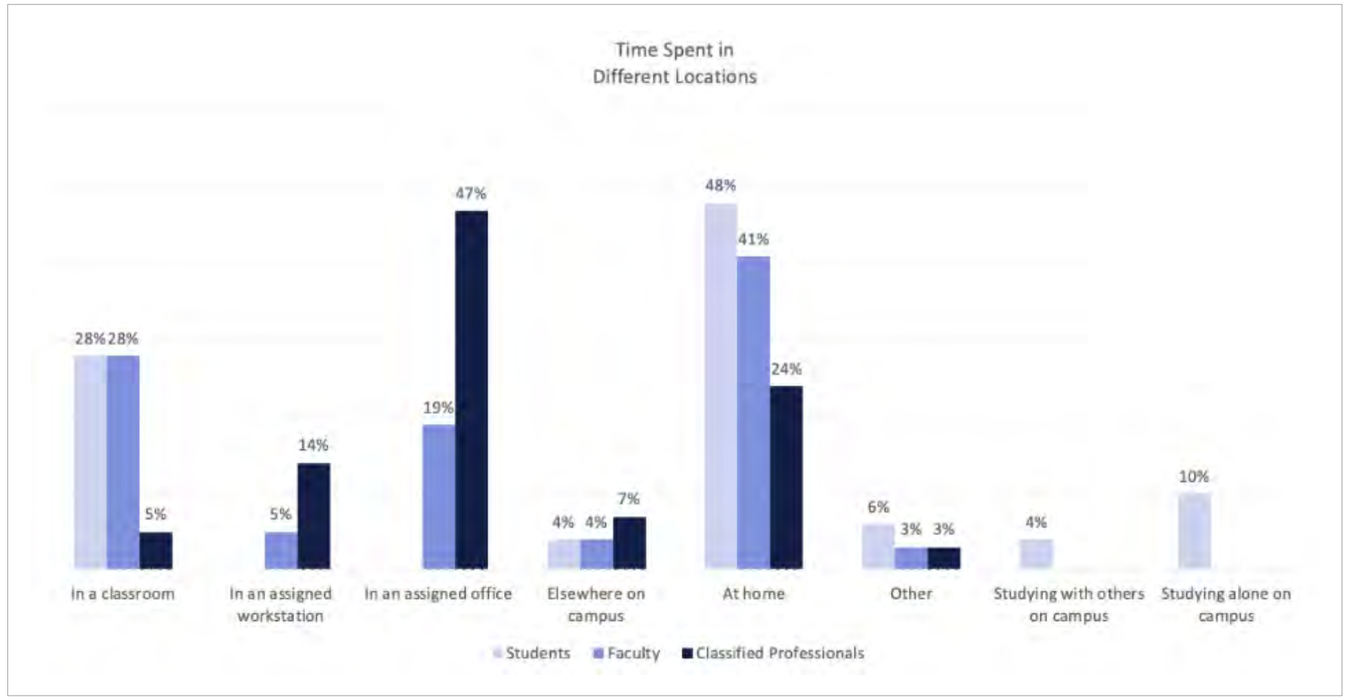
On Campus

Classified Professionals spent the largest portion of their time on campus (73%) compared with Faculty (56%) and Students (46%).

When on campus, Classified Professionals spent the majority of their time in an assigned office or workstation (84% of campus time), whereas Students and Faculty spent the majority of their time in a classroom (61% and 50% of campus time).

At Home

Students spent the largest proportion of time at home (48%), followed by Faculty (41%). Classified Professionals spent the least amount of relative time working from home (24%).



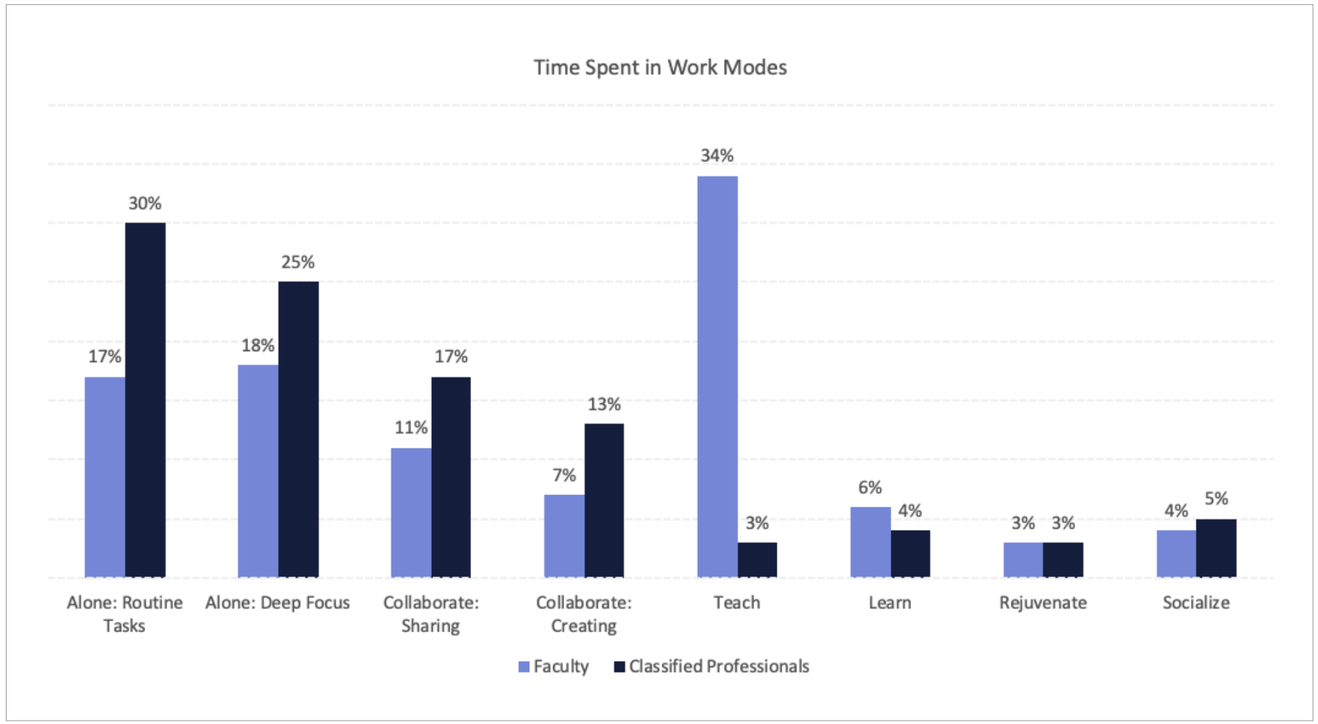
Faculty and Classified Professionals

Work Modes

Faculty
Faculty spent 34% of their time teaching and 35% working alone on routine tasks or doing deep-focused work. Also, 22% of Faculty time is spent in some form of collaboration or socializing.

Classified Professionals
Classified Professionals spent 55% of their time working alone, and 35% collaborating or socializing.

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



** The Work Modes survey question was not included in the Experience Survey completed by Students.*

06. Appendix

Space Utilization Survey Key Findings

Students

Students

Key Findings

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

4

of the top 5 reasons to come to the campus are to **fulfill class requirements**, **access tools and technology, find a quiet place to study and connect with professors.**

46%

of Student time is spent on campus, and of this time **61%** is spent **in a classroom,** and **39%** is spent **other places on campus.**

60%

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

45%

of respondents are not "highly satisfied" with the "**on-campus experience," 40%** of respondents are not "highly satisfied with the **"in-classroom experience"** and **54%** are not "highly satisfied" with the **"online experience".**

Students

Overview

This section contains an overview of key findings from the Experience Survey conducted for Students from Sacramento City College. The survey contained 24 questions focusing on the following areas:

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

Survey Respondents

A total of 286 Students responded to the survey. The largest number of respondents derived from the following demographic groups:

- Studied for 2-4 semesters at Los Rios CC (37% - however responses were fairly equally distributed across the 3 semester options)
- Age ‘18-20 years old’ and ‘40 years old and over’ (30%, 26%)
- Female (64%)
- White and Hispanic/Latino race/ethnicity (28%, 23%)
- Not the first in their family to attend college (62%)
- Low-income level (37%)

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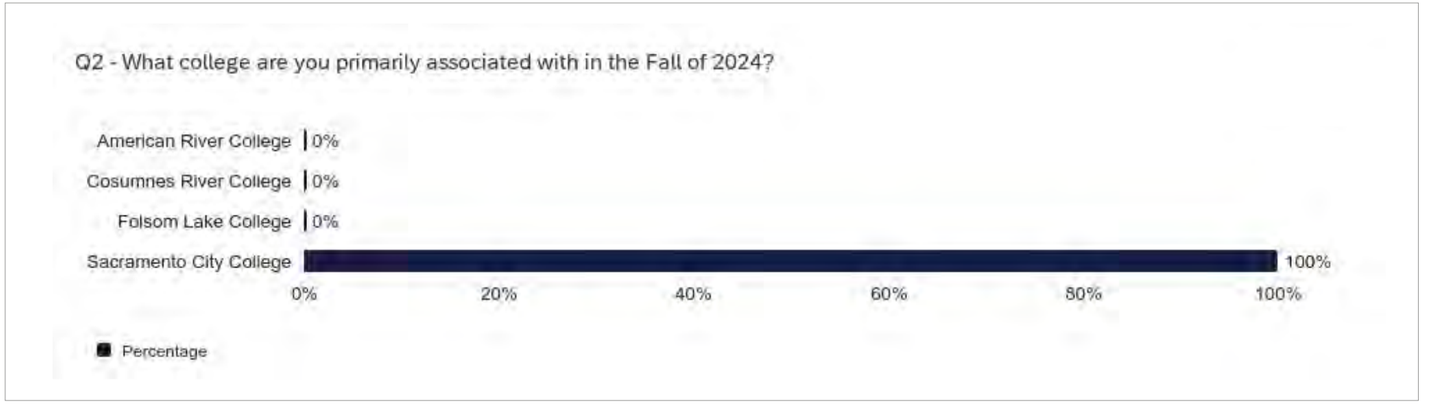
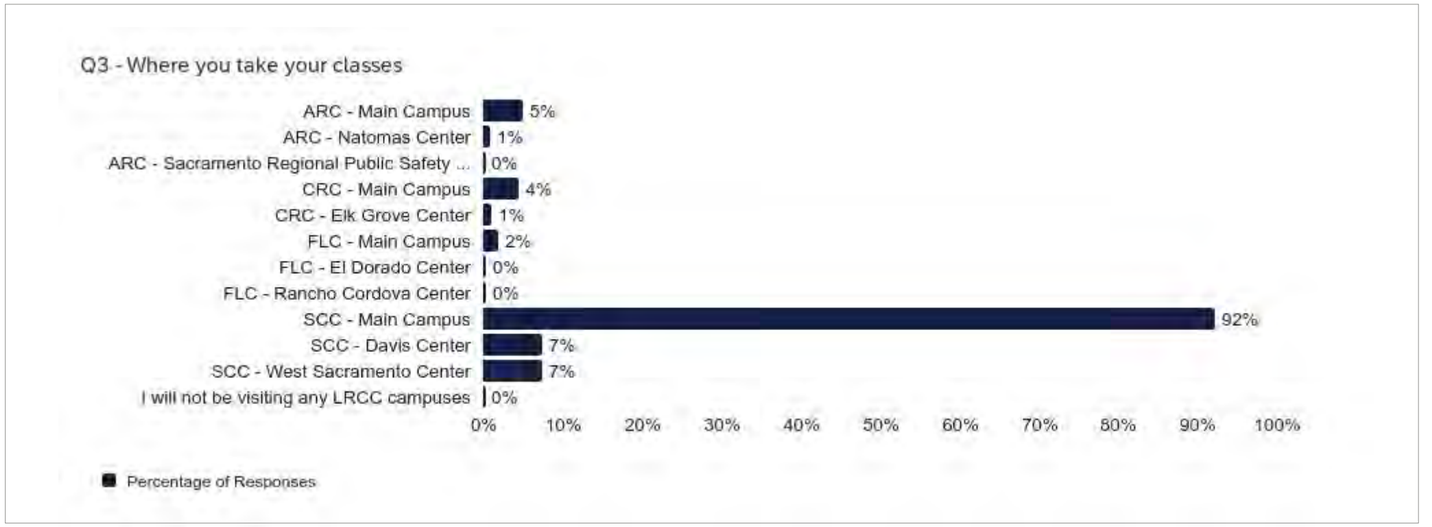




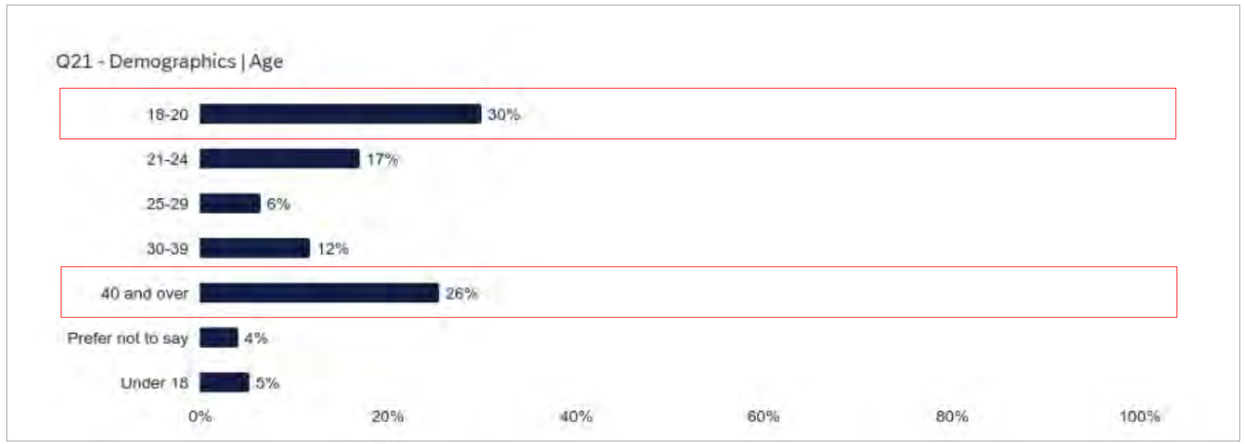
Students

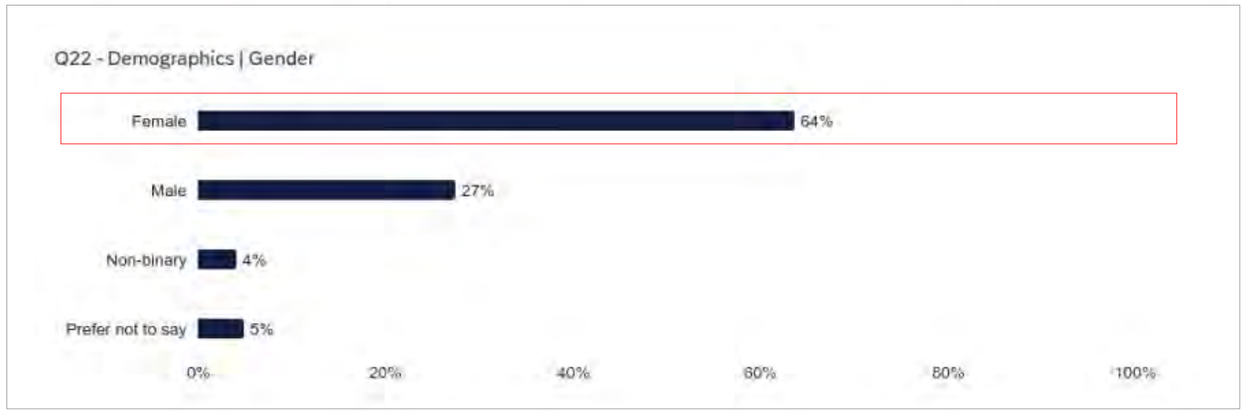
Analysis and Key Findings

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

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

(Demographic Reporting Continued on Next Page)





Highest response rate/s

Students

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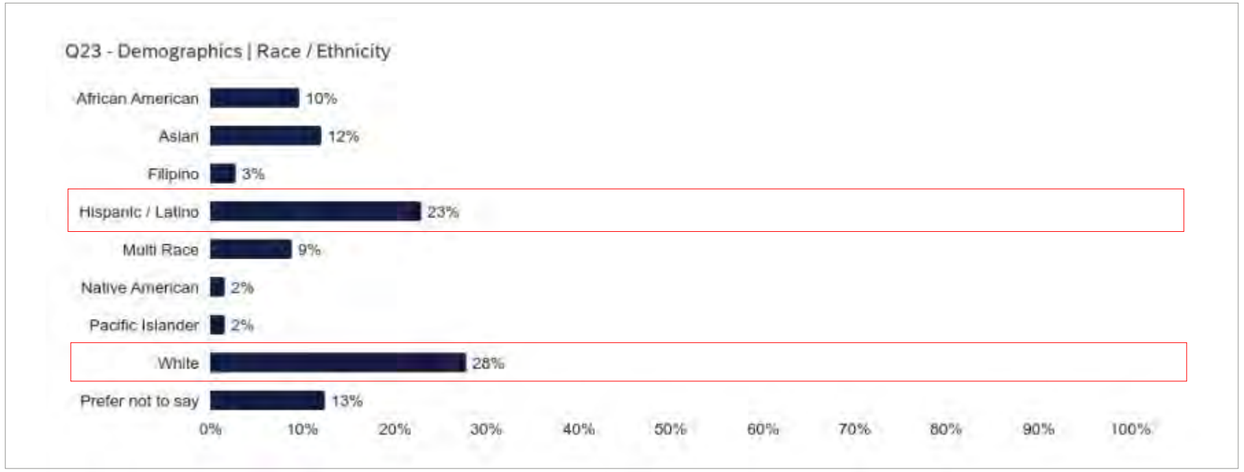
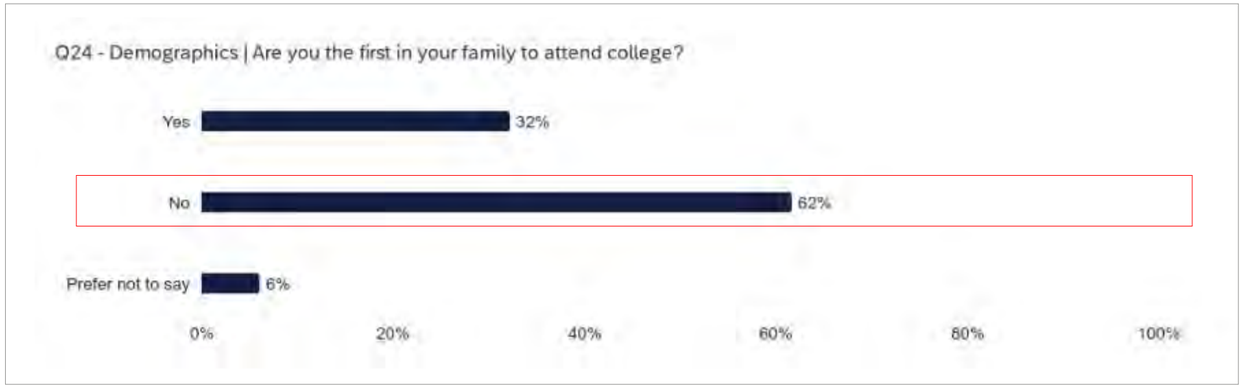
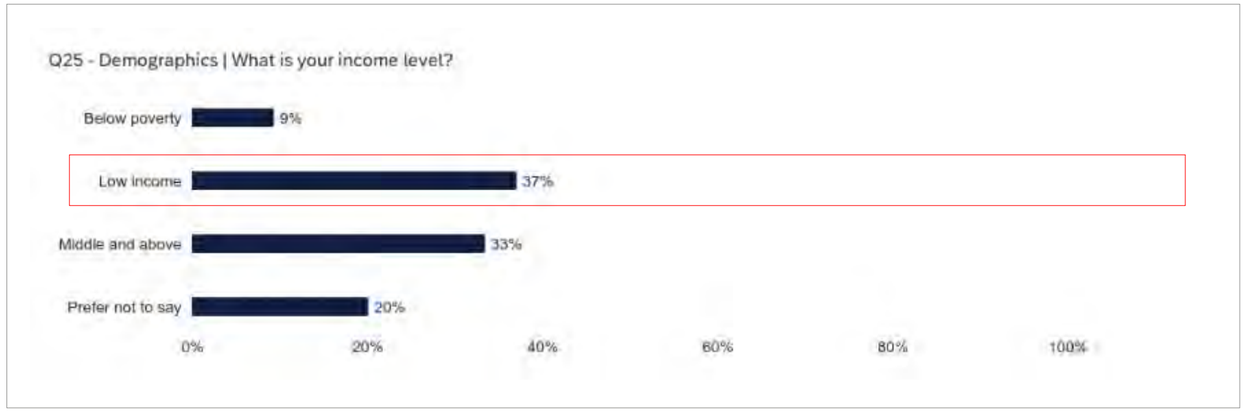






Highest response rate/s

Students

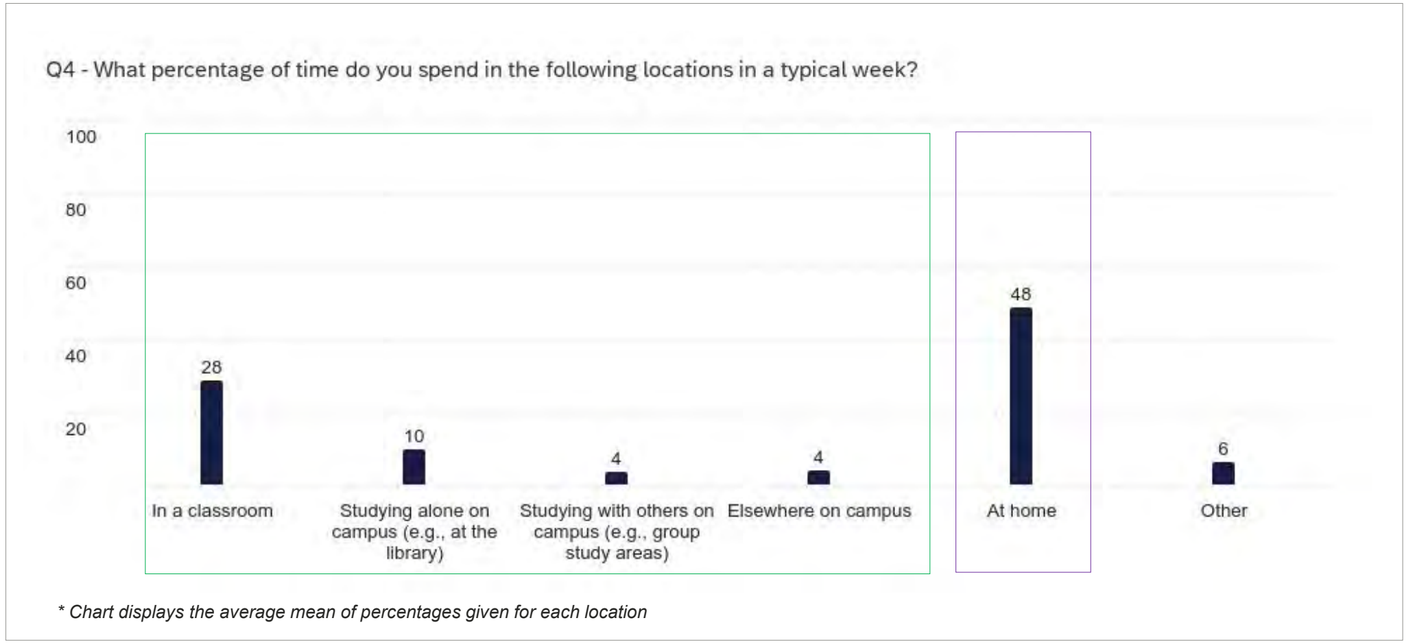
Time in Locations

Overall, students are spending almost equal amounts of time at home (48%) and on campus (46%), with slightly more time at home.

When on campus, students are spending the majority of their time in classrooms (61% of on campus time).

Demographic Anomalies:

- *73% of non-binary students reported working at home.*



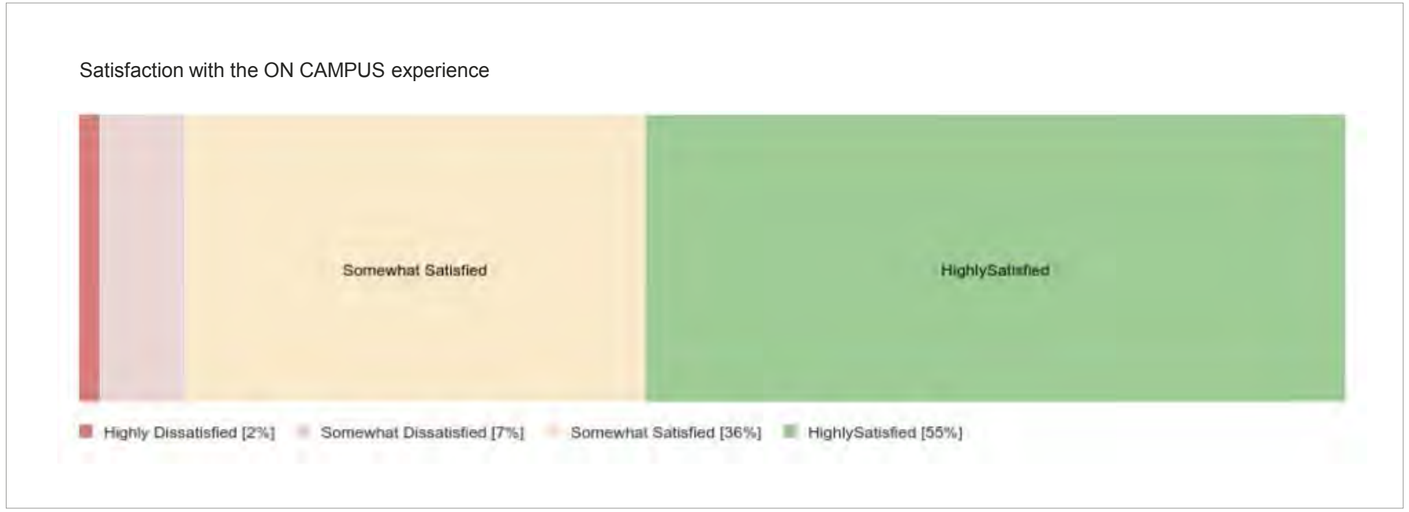
** Chart displays the average mean of percentages given for each location*

Students

Campus Experience

Students reported they are spending approximately half of their time on-campus (46%). Overall, Students rated their on-campus experience highly (3.45 out of 4).

Demographic Anomalies
Q16:
- *Respondents ages 21-24 scored their on-campus experience as 3.19.*



Students

Campus Experience

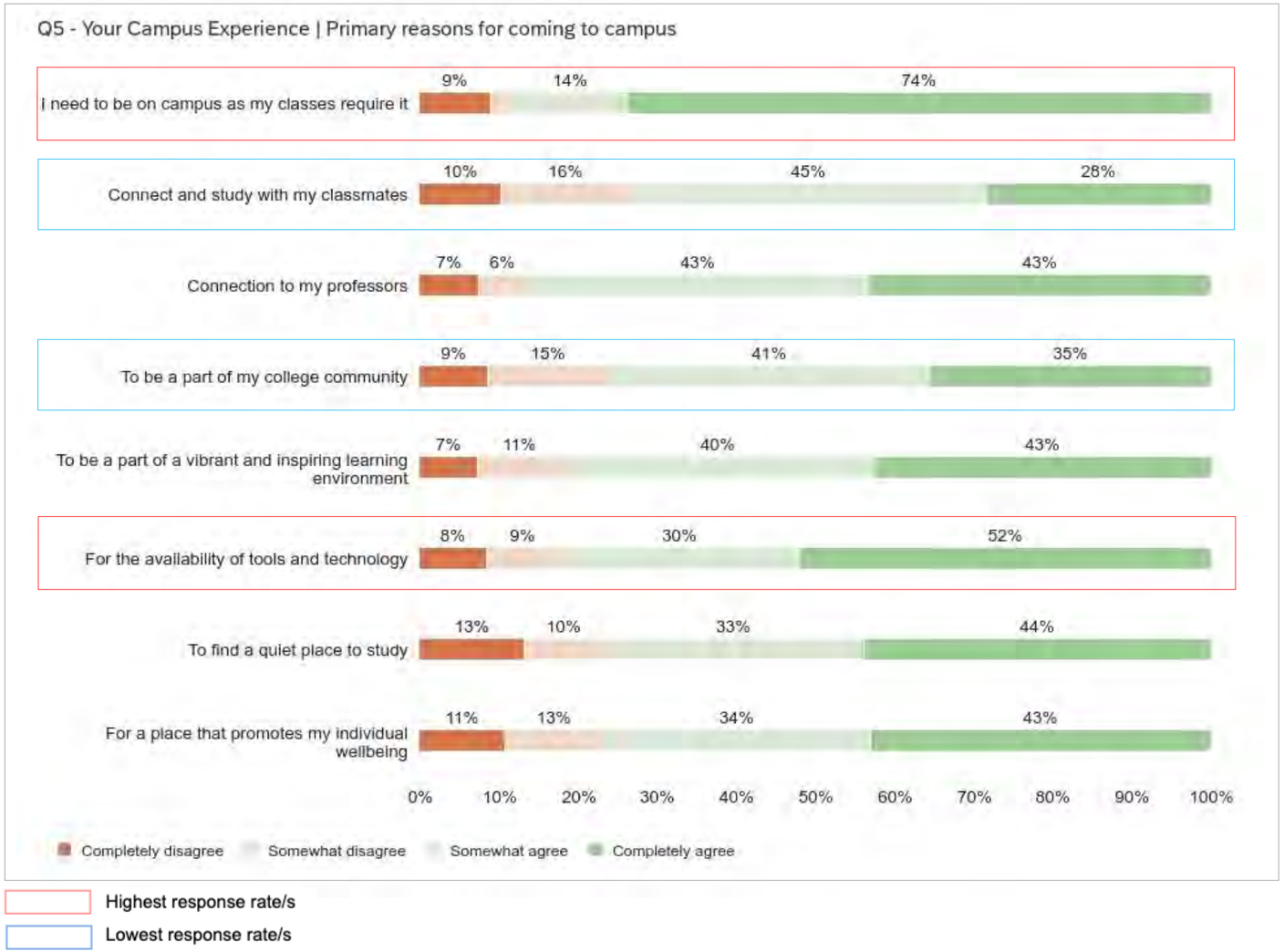
Key drivers for coming on campus are class requirements and availability of tools/technology. Connecting with professors and finding a quite place to study ranked moderately important.

Least important are more social aspects of campus life (i.e., connecting with classmates, being part of the college community).

Demographic Anomalies

Q5:

- *18% of respondents under the age of 18 'completely agree' they come to campus to be part of a vibrant and inspiring learning environment.*
- *18% of respondents under the age of 18 'completely agree' they come to campus to find a quiet place to study.*
- *68% of Asian respondents 'completely agree' they come to campus for a place that promotes their individual wellbeing.*
- *18% of White respondents 'completely agree' they come to campus to find a quiet place to study.*



Students

Importance of Campus Activities

Students reported the ability to access resources (i.e., professors, student services) and attend classes in-person are the activities deemed most important while on campus.

Social/collaborative aspects of the campus experience are reported to be least important (but still desired to a moderate degree).

These findings are consistent with students' satisfaction in their ability to accomplish these activities.

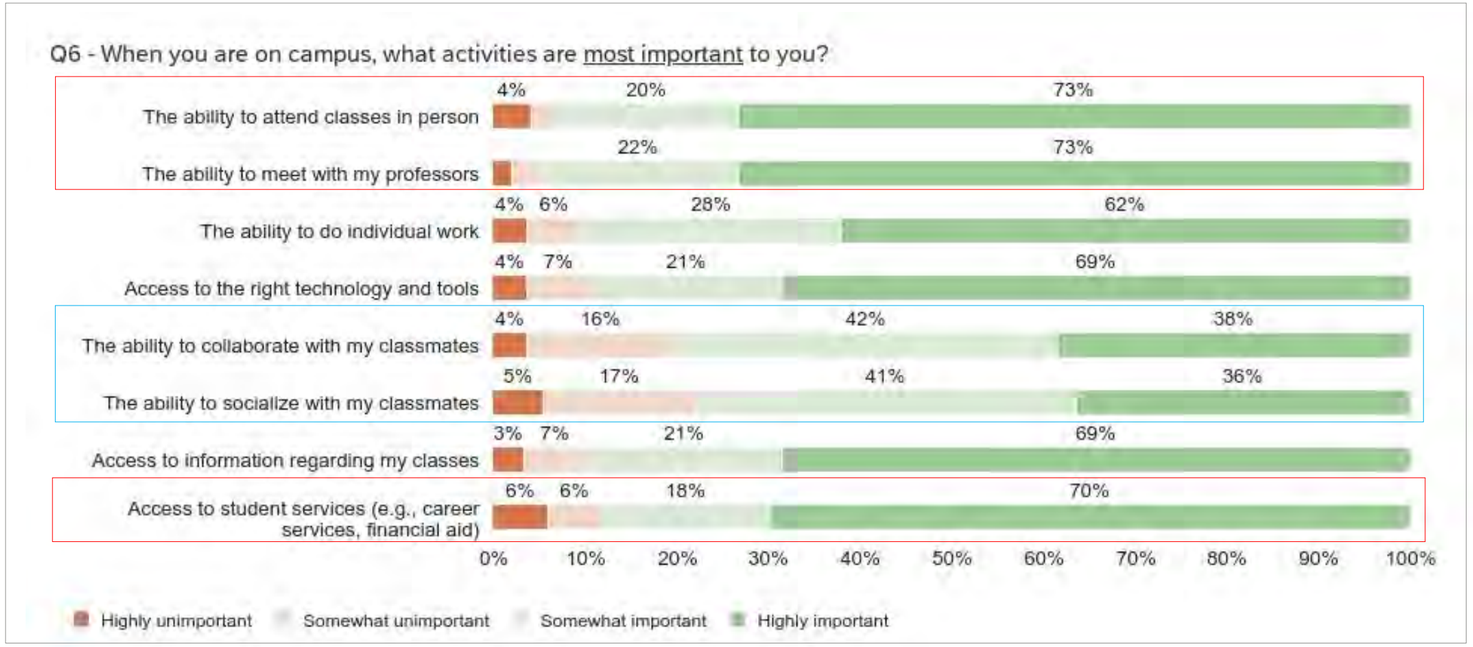
Demographic Anomalies

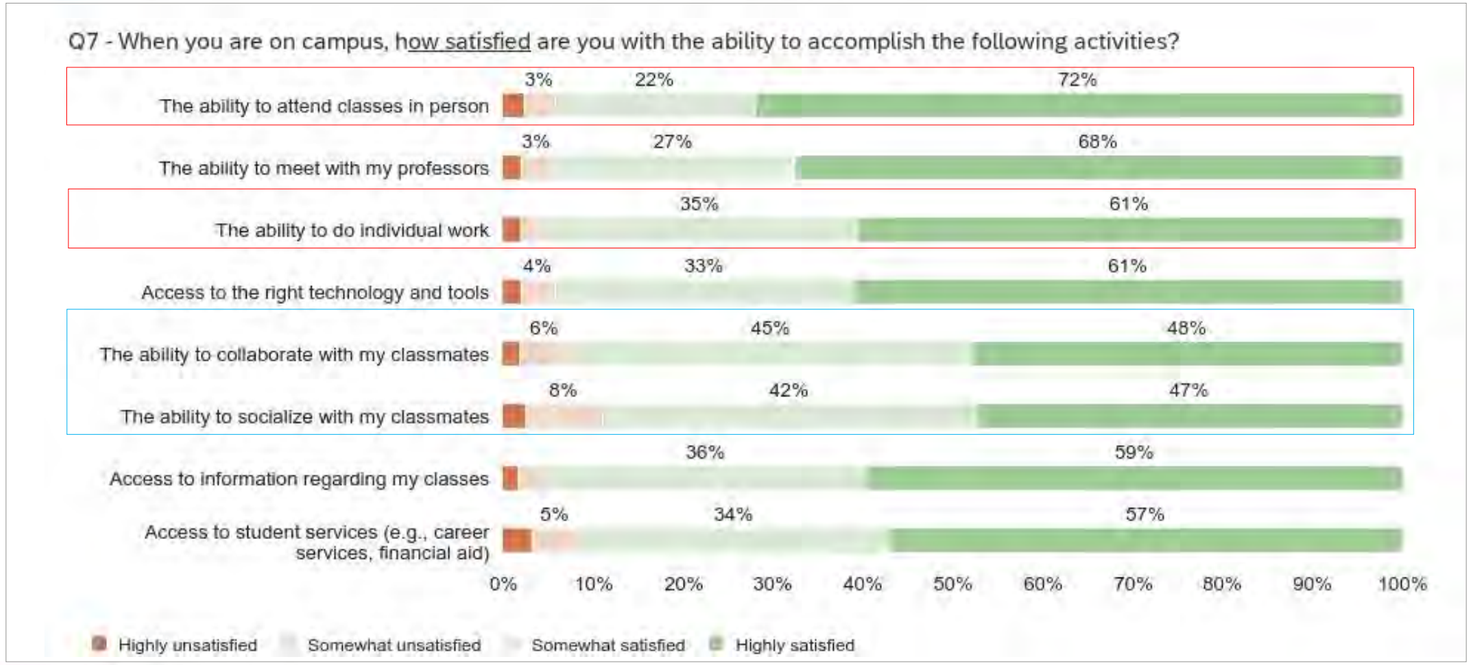
Q6:

- *87% of respondents ages 25-29 feel the ability to do individual work is 'highly important' when on campus.*
- *20% of respondents who identify as non-binary feel the ability to meet with professors is 'highly important' when on campus.*

Q7:

- *36% of respondents under the age of 18 are 'highly satisfied' with their access to the right technology and tools.*
- *8% of respondents under the age of 18 are 'highly satisfied' with their ability to socialize with classmates.*





Highest response rate/s

Lowest response rate/s

Students

Classroom Experience

When on campus, students are spending the majority of their time in classrooms (61% of on campus time). Students rated their in-classroom experience as high overall (3.53 out of 4).

Demographic Anomalies
Q17:
- *N/A*

Students

Classroom Experience

When on campus, students are spending the majority of their time in classrooms (61% of on campus time). Students rated their in-classroom experience as high overall (3.53 out of 4).

The majority of classes are a combination of in-person and online (60%). Yet less than half of students (40%) 'completely agreed' that their classrooms supported a blend of in-person and online participation.

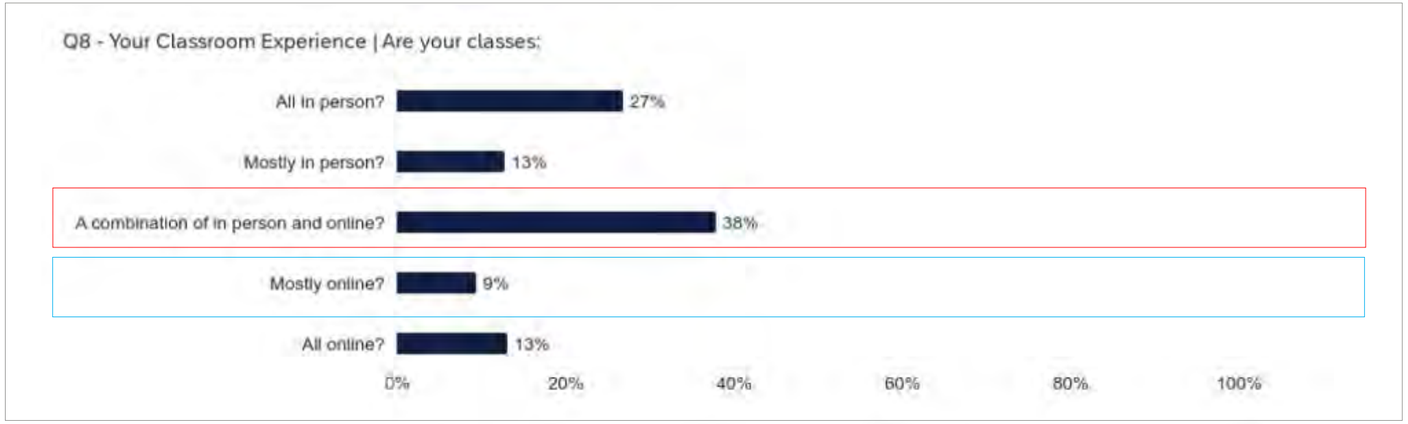
Demographic Anomalies

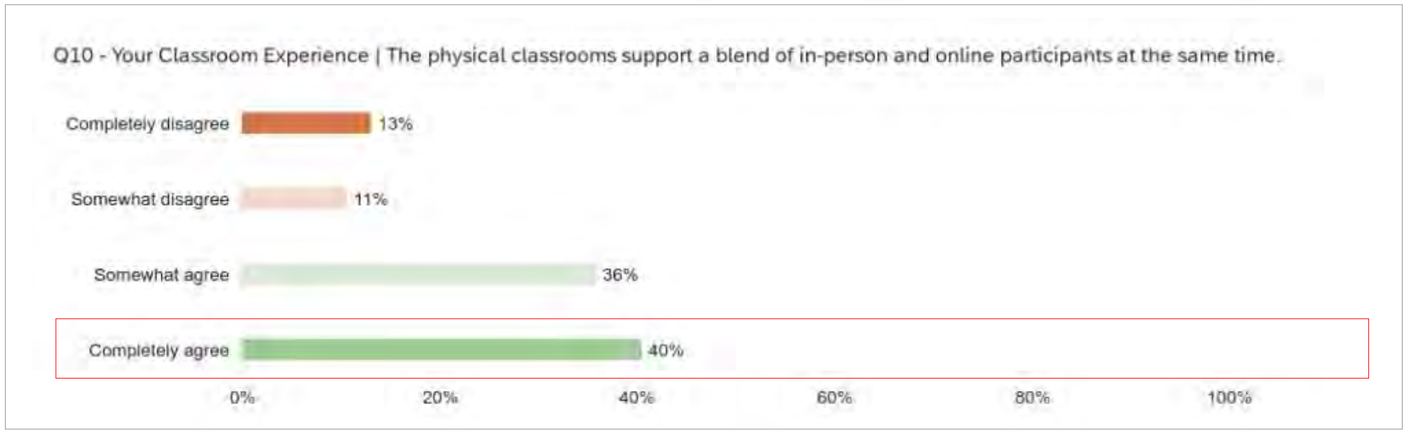
Q8:

- *13% of respondents ages 25-29 reported their classes are a combination of in-person and online.*

Q10:

- *65% of respondents ages 30-39 'completely agree' their physical classroom supports a blend of in-person and online participants at the same time.*
- *0% of respondent who identify as non-binary 'completely agree' their physical classroom supports a blend of in-person and online participants at the same time.*





Highest response rate/s

Lowest response rate/s

Students

Classroom Experience

Just over half of student respondents (56%) completely agree their physical classrooms provide a **vibrant learning environment.** Approximately 61% of Student respondents fully agreed that their classrooms met their **physical learning needs**.

While the ability to hear and see content scored relatively high, overall classroom experience scores are moderate. The physical classroom environments support for comfortable seating and places for personal belongings received the lowest scores, representing opportunities for improvement in the future.

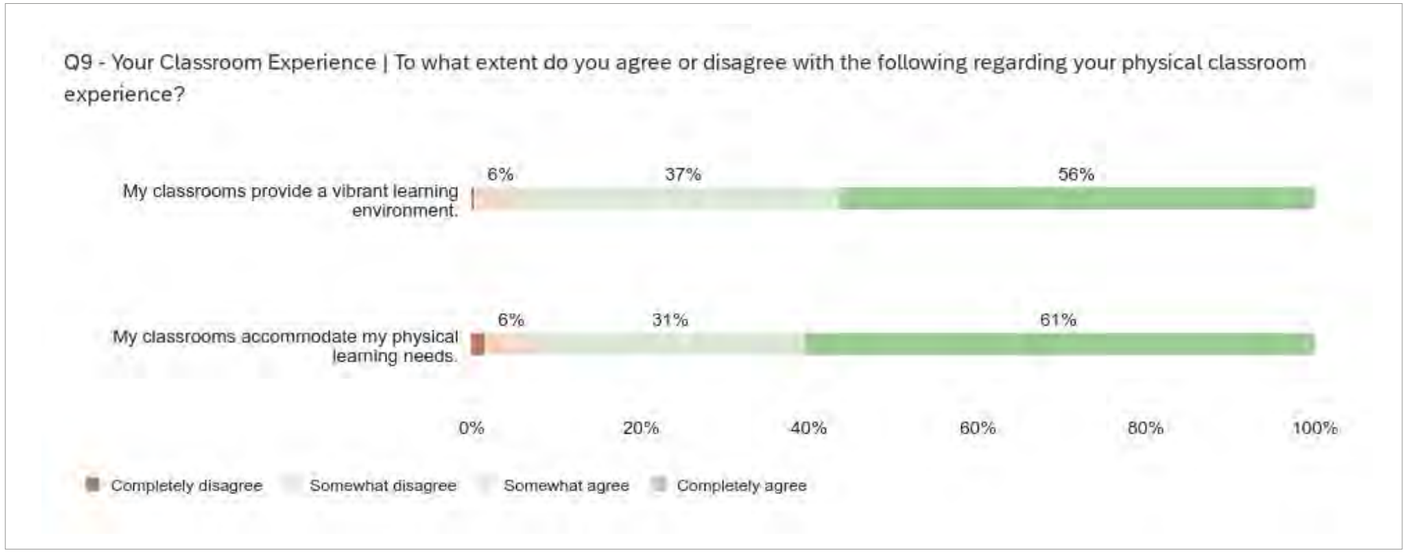
Demographic Anomalies

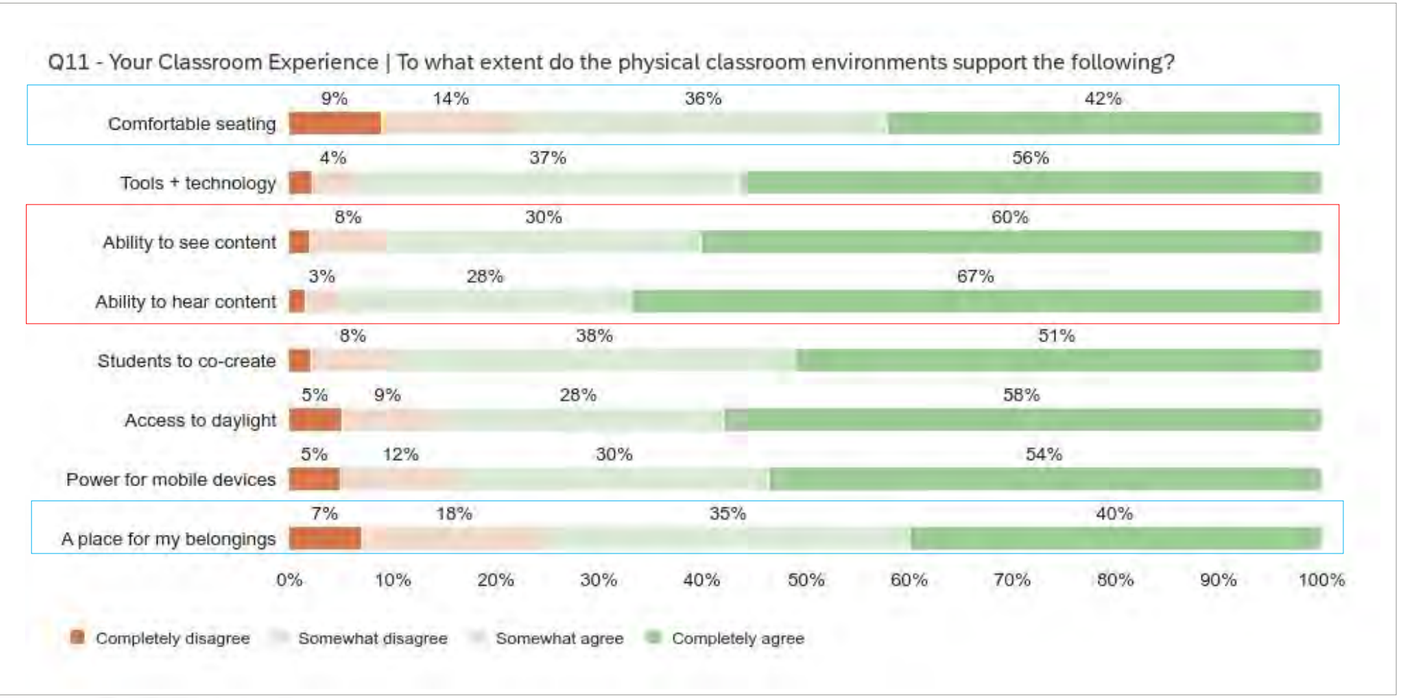
Q9:

- *36% of respondents under the age of 18 'completely agree' their classrooms accommodate their physical learning needs.*

Q11:

- *92% of respondents ages 30-39 'completely agree' their classroom environment supports the ability to hear content.*
- *25% of respondents under the age of 18 'completely agree' their classroom environment supports tools and technology.*
- *15% of respondents under the age of 18 'completely agree' their classroom environment supports a place for their belongings.*
- *30% of respondents who identify as non-binary 'completely agree' their classroom environment supports access to daylight.*
- *27% of Multi Race respondents 'completely agree' their classroom environment supports power for mobile devices.*





Highest response rate/s

Lowest response rate/s

Students

Online Experience

Students rated their online experience as high overall (3.26 out of 4). However, this experience scored lower than Student's on-campus and in-classroom experiences.

While most students felt they could access their professors and had the tools and technology they needed, the ability to access classmates is a key area of opportunity.

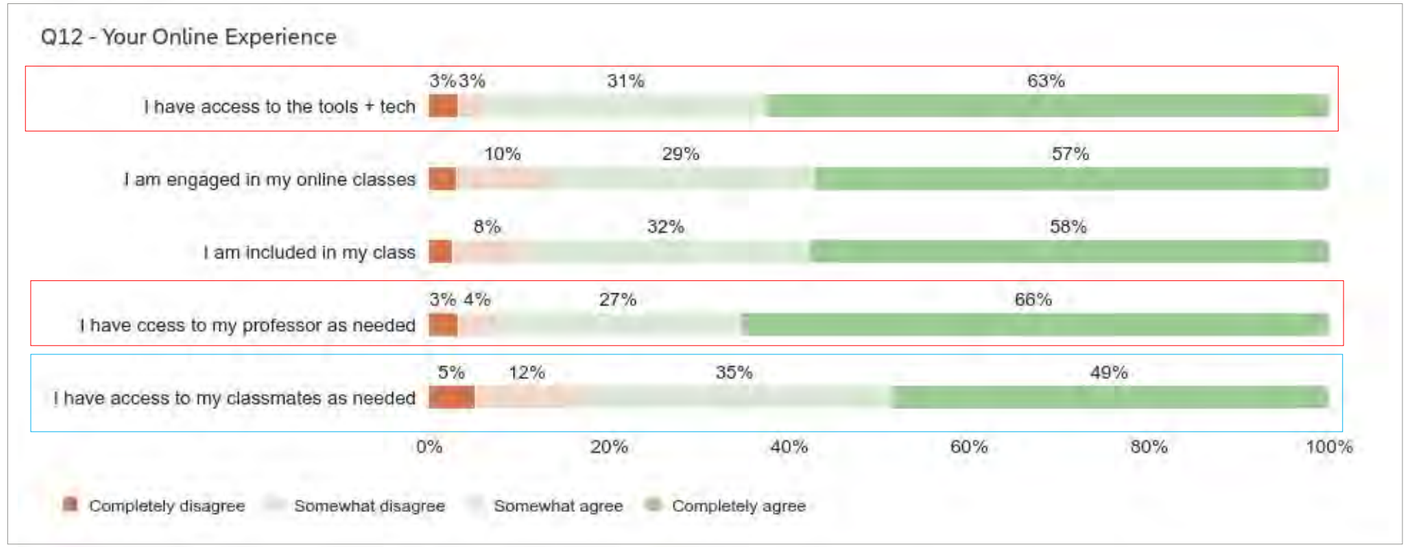
Demographic Anomalies

Q18:

- *Respondents ages 21-24 scored their online experience as 2.95.*
- *Respondents who identify as non-binary scored their online experience as 3.00.*
- *Multi Race respondents scored their online experience as 2.90.*
- *Respondents below the poverty level scored their online experience as 2.77.*

Q12:

- *22% of respondents who identify as non-binary reported they felt included in their class.*



Highest response rate/s

Lowest response rate/s

Students

Tools & Technology

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

Digital and analog display are deemed to be the technology elements of least importance (i.e., monitors, whiteboards, etc.). Students also reported low satisfaction with these tools, as well as with software collaboration tools. Flexible furniture received the lowest satisfaction score overall.

Demographic Anomalies

Q13:

- *69% of respondents ages 25-29 reported multiple monitors are a 'highly important' technology element.*
- *100% of respondents ages 25-29 reported technology that enables me to access and share information is a 'highly important' technology element.*
- *9% of respondents under the age of 18 reported multiple monitors are a 'highly important' technology element.*
- *17% of respondents under the age of 18 reported software collaboration tools are a 'highly important' technology element.*
- *17% of respondents under the age of 18 reported whiteboard/ blackboard/ flipcharts are a 'highly important' technology element.*
- *31% of respondents under the age of 18 reported flexible furniture are a 'highly important' technology element.*
- *43% of Multi Race respondents reported spaces with integrated technology designed for hybrid collaboration are a 'somewhat important' technology element.*

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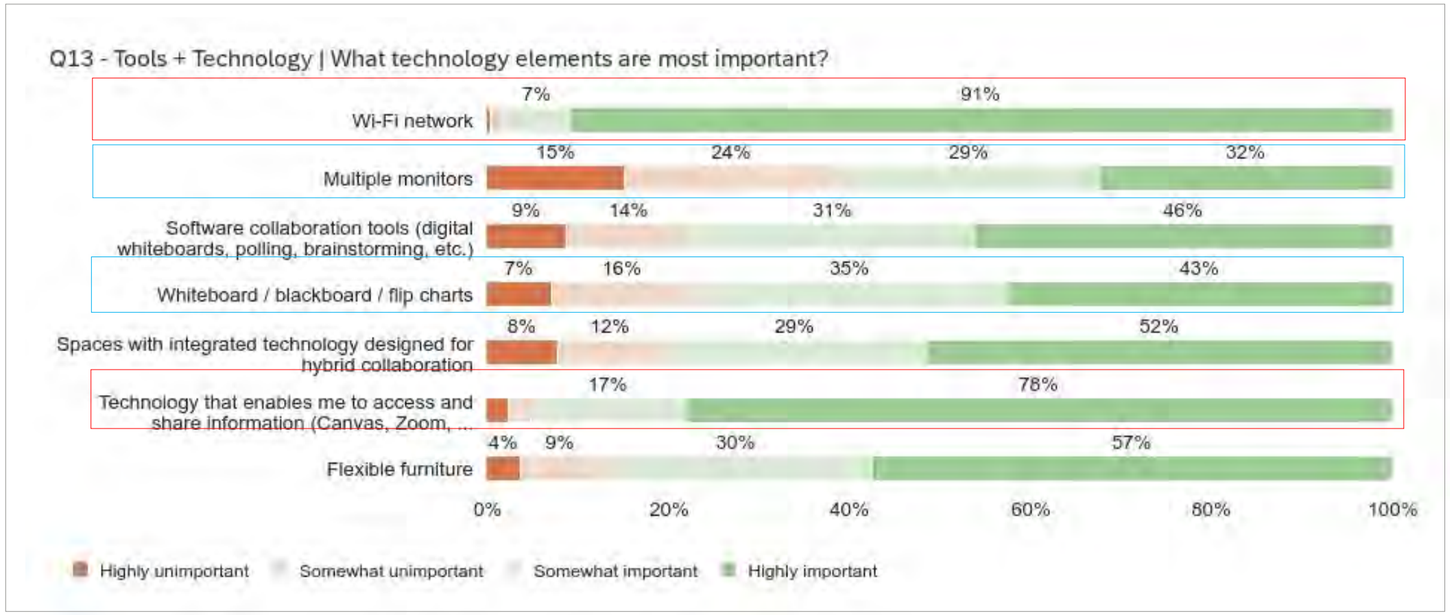
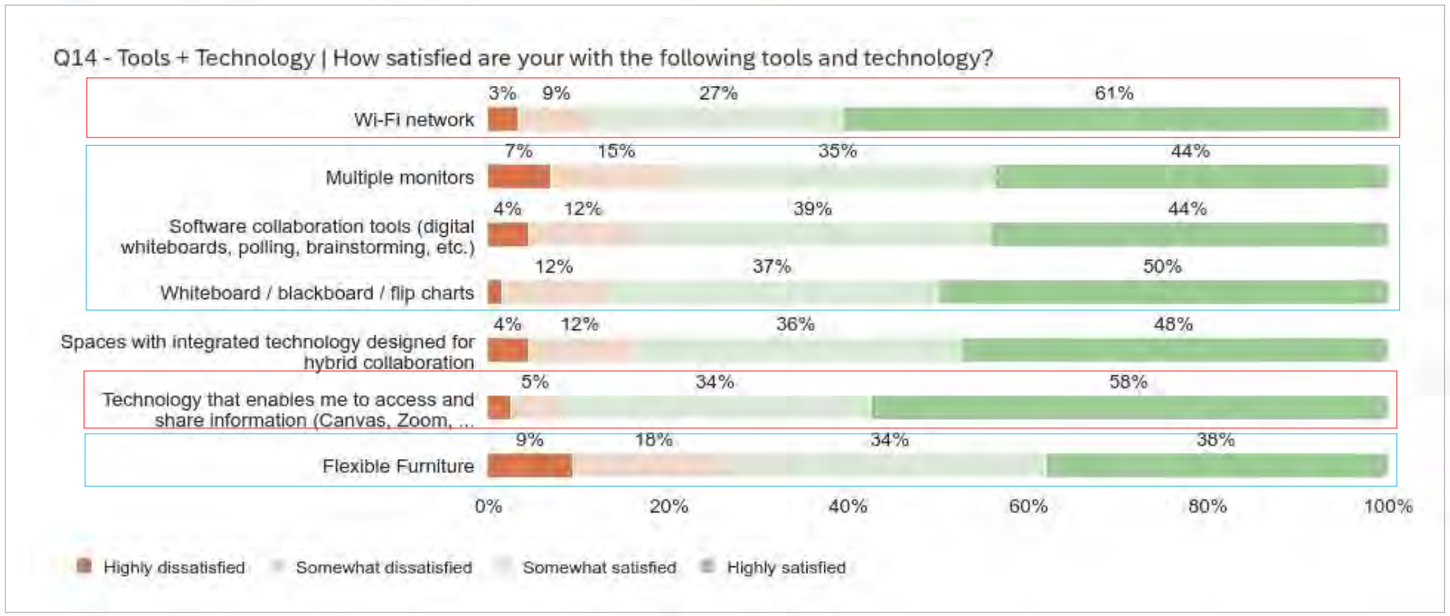




Highest response rate/s

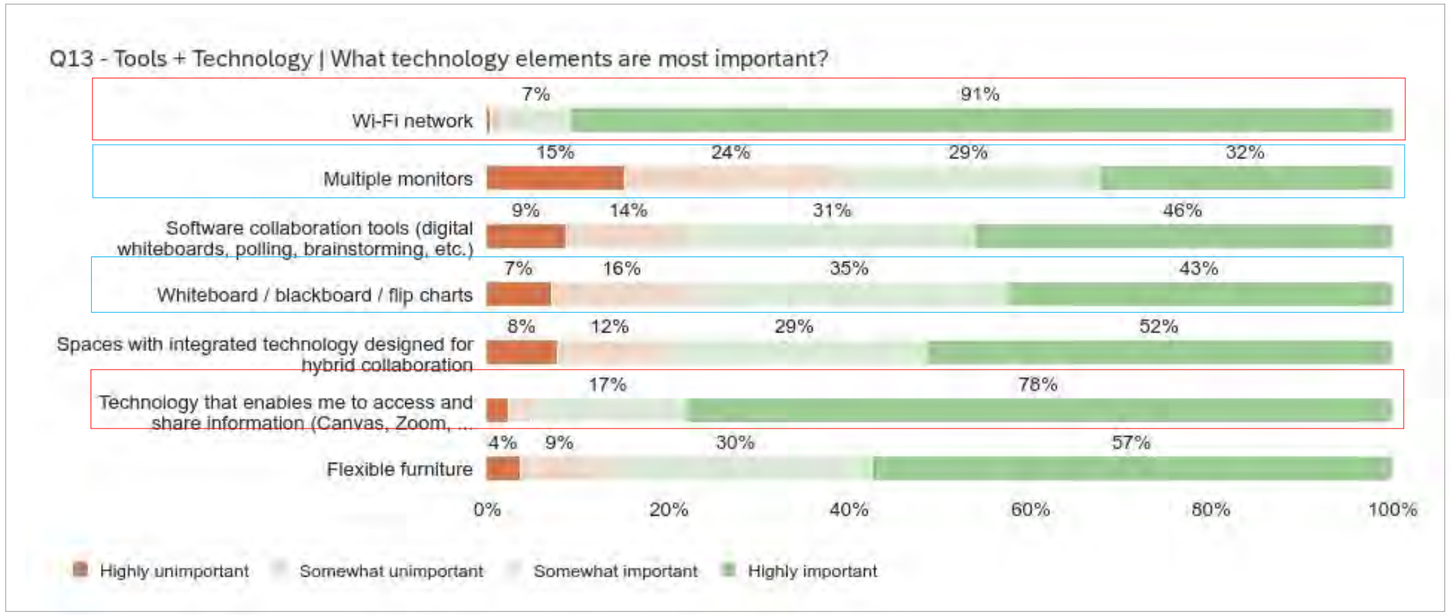
Lowest response rate/s

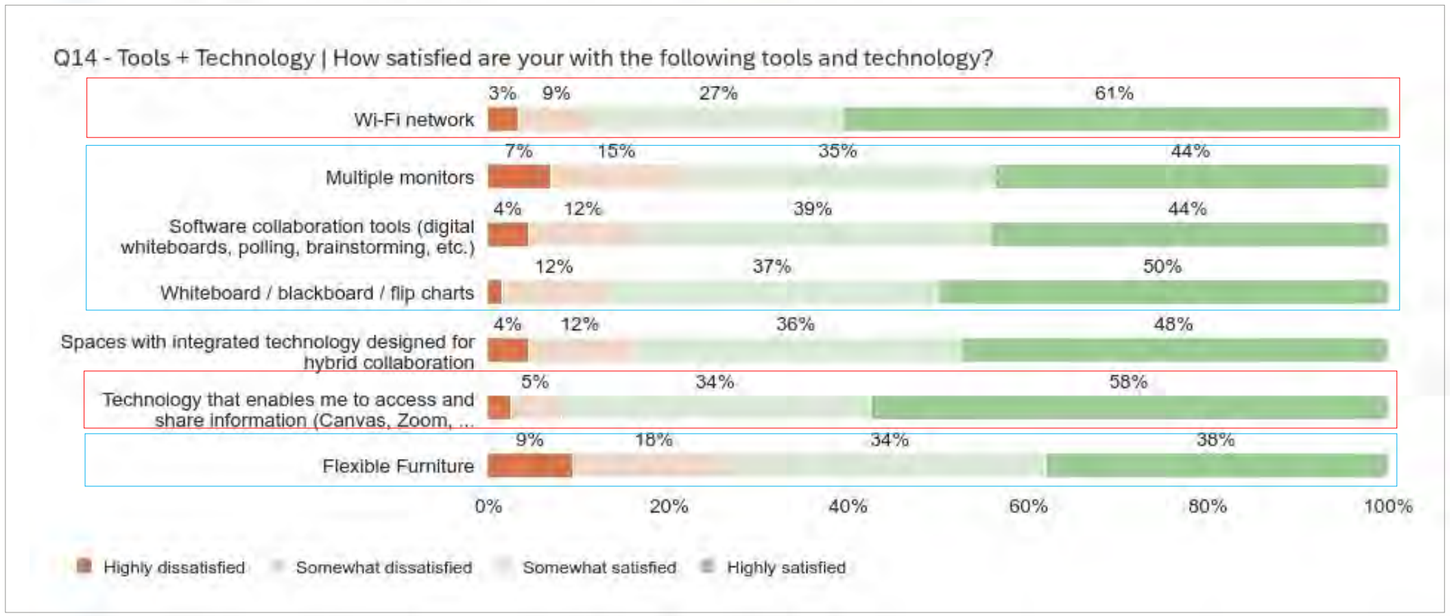
Students

Tools & Technology

Demographic Anomalies (Continued)
Q14:

- *65% of respondents ages 30-39 are 'highly satisfied' with multiple monitors.*
- *0% of respondents who identify as non-binary are 'highly satisfied' with multiple monitors.*
- *14% of respondents who identify as non-binary are 'highly satisfied' with spaces with integrated technology designed for hybrid collaboration.*
- *36% of respondents below the poverty level are 'highly satisfied' with the Wi-Fi network.*
- *32% of respondents below the poverty level are 'highly satisfied' with technology that enables them to access and share information.*





Highest response rate/s

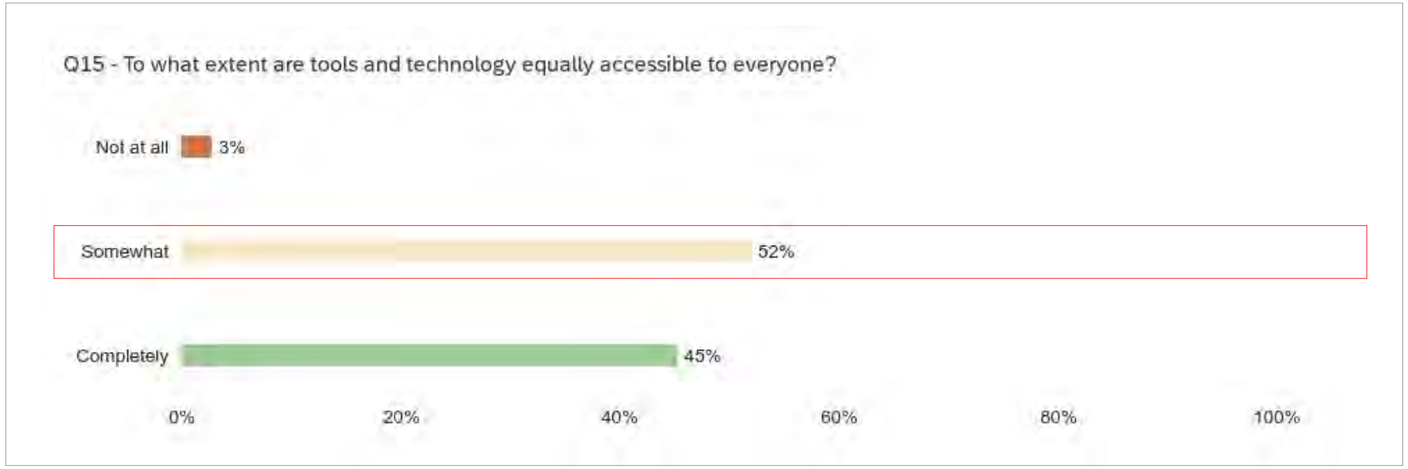
Lowest response rate/s

Students

Tools & Technology

Less than half of respondents (45%) feel that tools and technology are ‘completely’ accessible to all.

Demographic Anomalies
Q15:
- *NA*



06. Appendix

Space Utilization Survey Key Findings

Faculty

Faculty

Key Findings

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

4

of the top 5 primary reasons to come to campus are to **connect with and be visible to Students**, to **connect with & collaborate with peers,** and **to be part of a community**

43%

of Faculty time is spent on campus in an **assigned workspace,** and an additional **50%** of their time is spent **in a classroom.**

35%

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

34%

of Faculty time is spent **Teaching.**

85%

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

67%

are not "highly satisfied" with the "**on-campus"** experience**, 65%** are not "highly satisfied" with **"in-classroom"** experience, and **40%** are not "highly satisfied" with the "**online experience"** experience

Faculty

Overview

This section contains an overview of Key Findings from the Experience Survey conducted for Faculty from Sacramento City College. The survey contained 27 questions focusing on the following areas:

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

Survey Respondents

A total of 136 Faculty responded to the survey. Respondents primarily derived from 3 department groups and more than 13 areas of work. The largest portions of respondents included:

Department Group
- 76% of respondents from Instructional Services
- 14% of respondents from Student Services & Support Programs
- 1% of respondents from Administrative Services

Area of Work
- 20% Science, Math & Engineering
- 15% Administrative Office
- 14% Social & Behavioral Sciences
- 14% English & Language Studies

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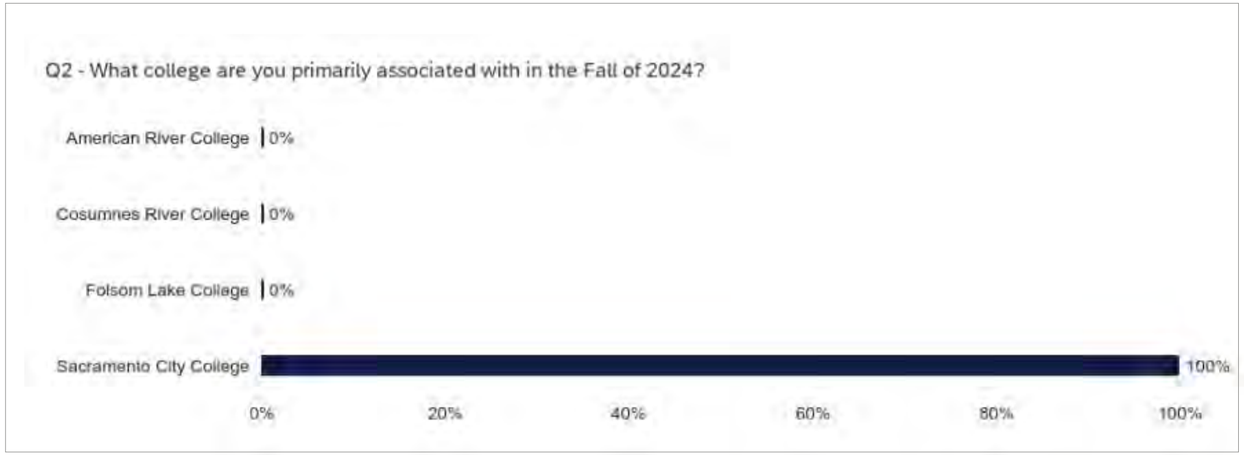
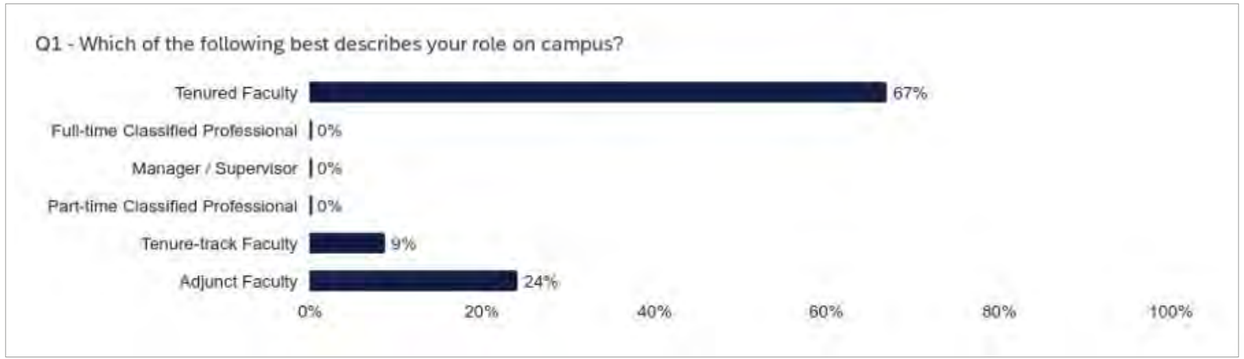
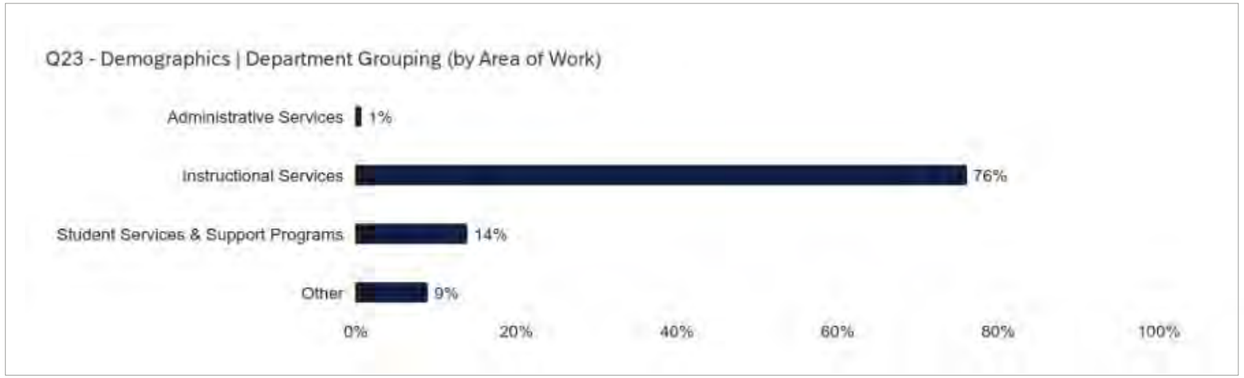






Faculty

Survey Respondents *(Continued)*

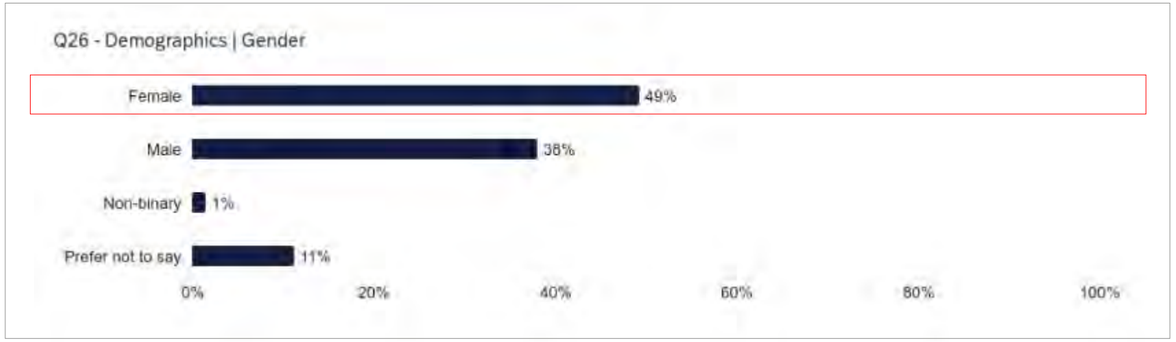
The largest portion of respondents came from the following demographic groups:

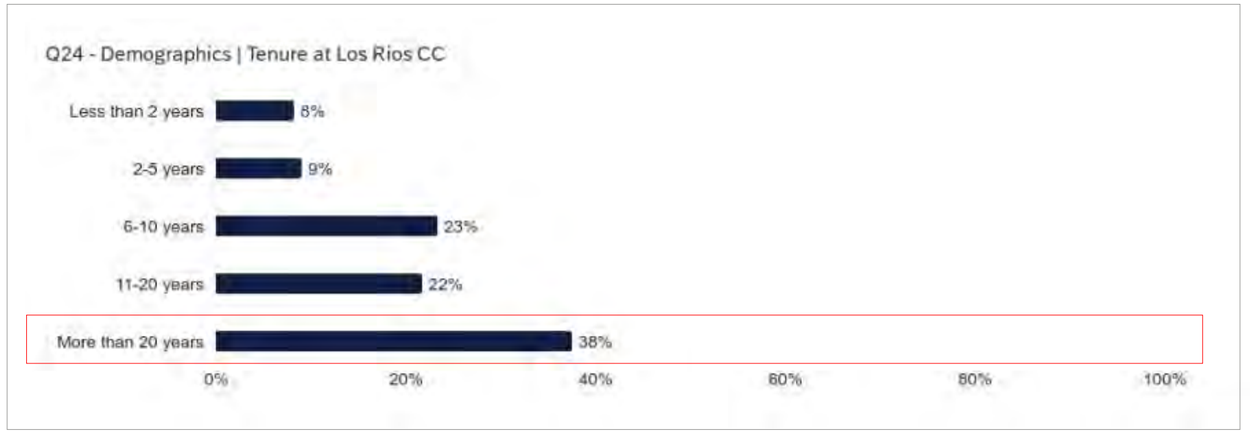
- More than 20 years of tenure (38%)
- Age 40 years and over (81%)
- Female (49%)
- White race/ethnicity (54%)

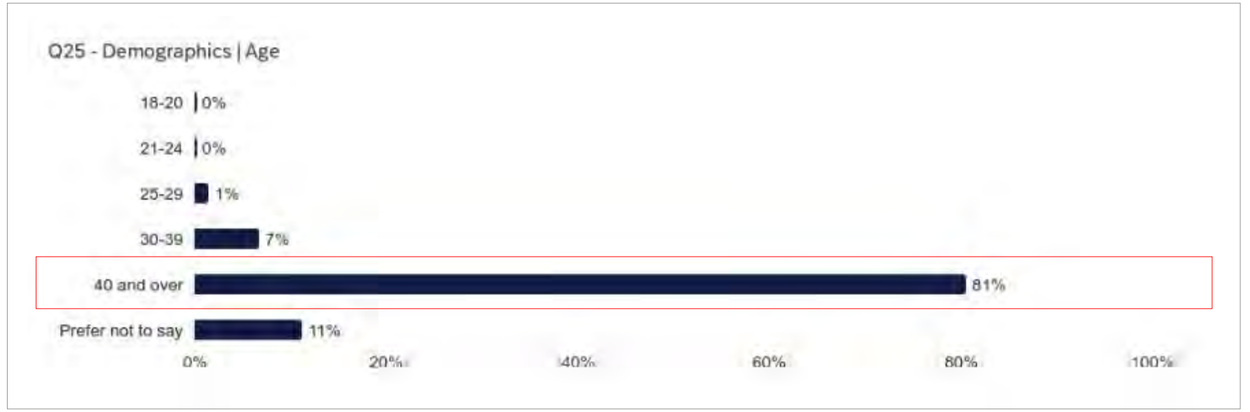
Analysis and Key Findings

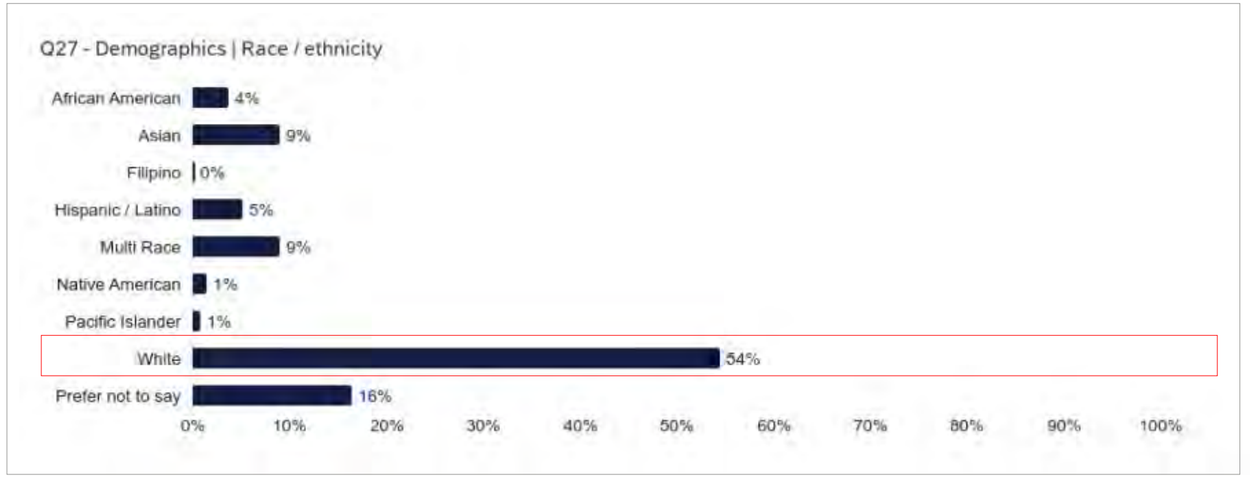
The overall key findings from the survey completed by SCC Faculty are included on the following pages.

Additionally, demographic groups with significant deviations from average results - defined as a difference of 25% or 25 points or more – have been included under *Demographic Anomalies*. Demographic groups and survey questions with less than 12 respondents have been excluded from this analysis based on individual privacy concerns and the efficacy of this data. The demographic groups excluded from the analysis of the Faculty survey include: age 18-20, age 21-24, age 25-29, age 30-39, African American, Filipino, Hispanic/Latino, Native American, Pacific Islander, and Non-binary.









Highest response rate/s

Faculty

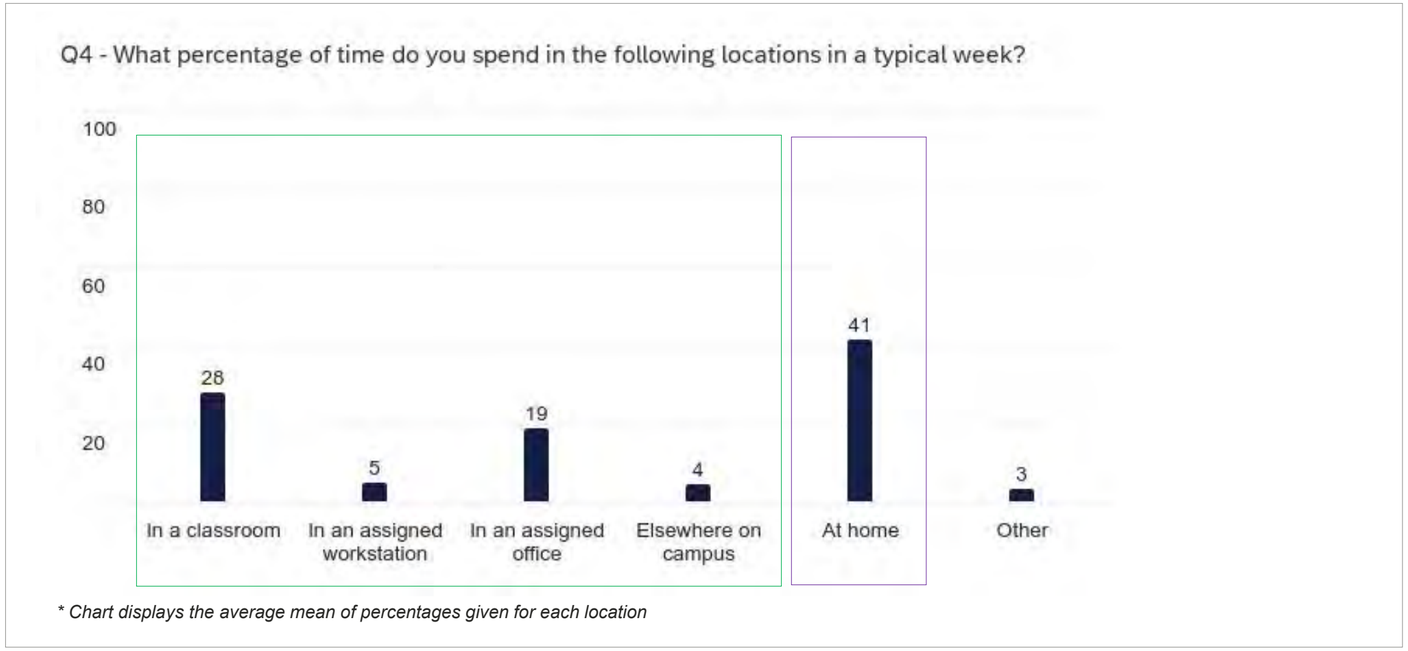
Time in Locations

Faculty respondents indicated they spend more time on campus (56%) than at home (41%) in a typical week.

When on campus, Faculty are spending 50% of their time in a classroom and 43% in an assigned office or workstation.

Demographic Anomalies
Q4:

- *Respondents with less than 2 years of tenure reported spending 51% of their time in an assigned office.*
- *Respondents with less than 2 years of tenure reported spending 16% of their time at home.*



** Chart displays the average mean of percentages given for each location*

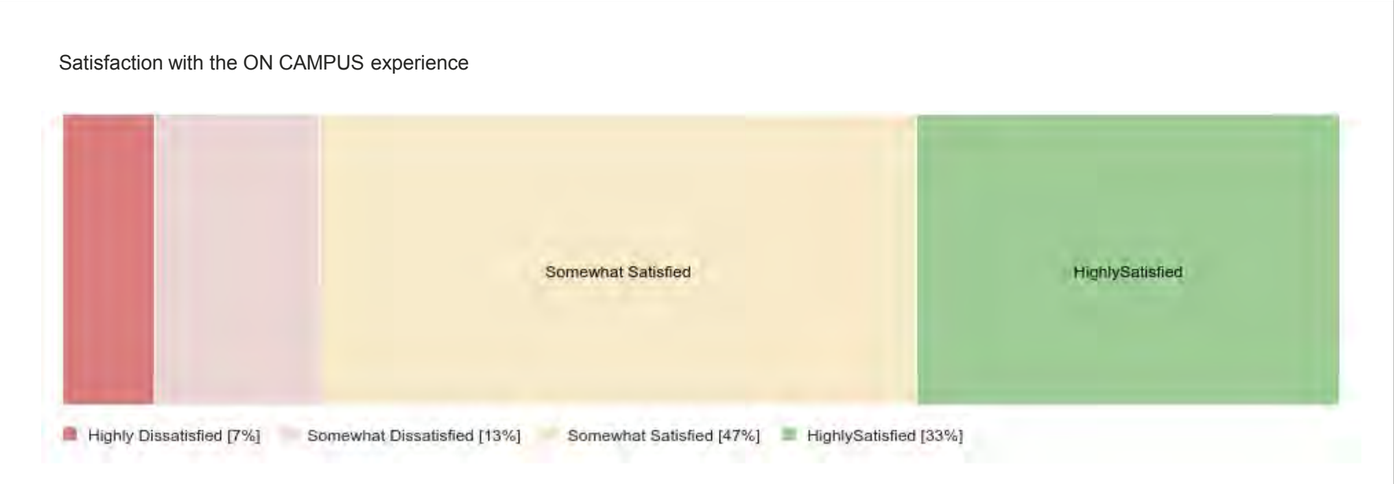
Faculty

Campus Experience

Faculty respondents indicated they spend 56% of their time on campus. Overall, Faculty scored their on-campus experience as moderately high (3.06 out of 4).

Demographic Anomalies
Q19:

- *Asian respondents scored their on-campus experience as 2.67.*



Faculty

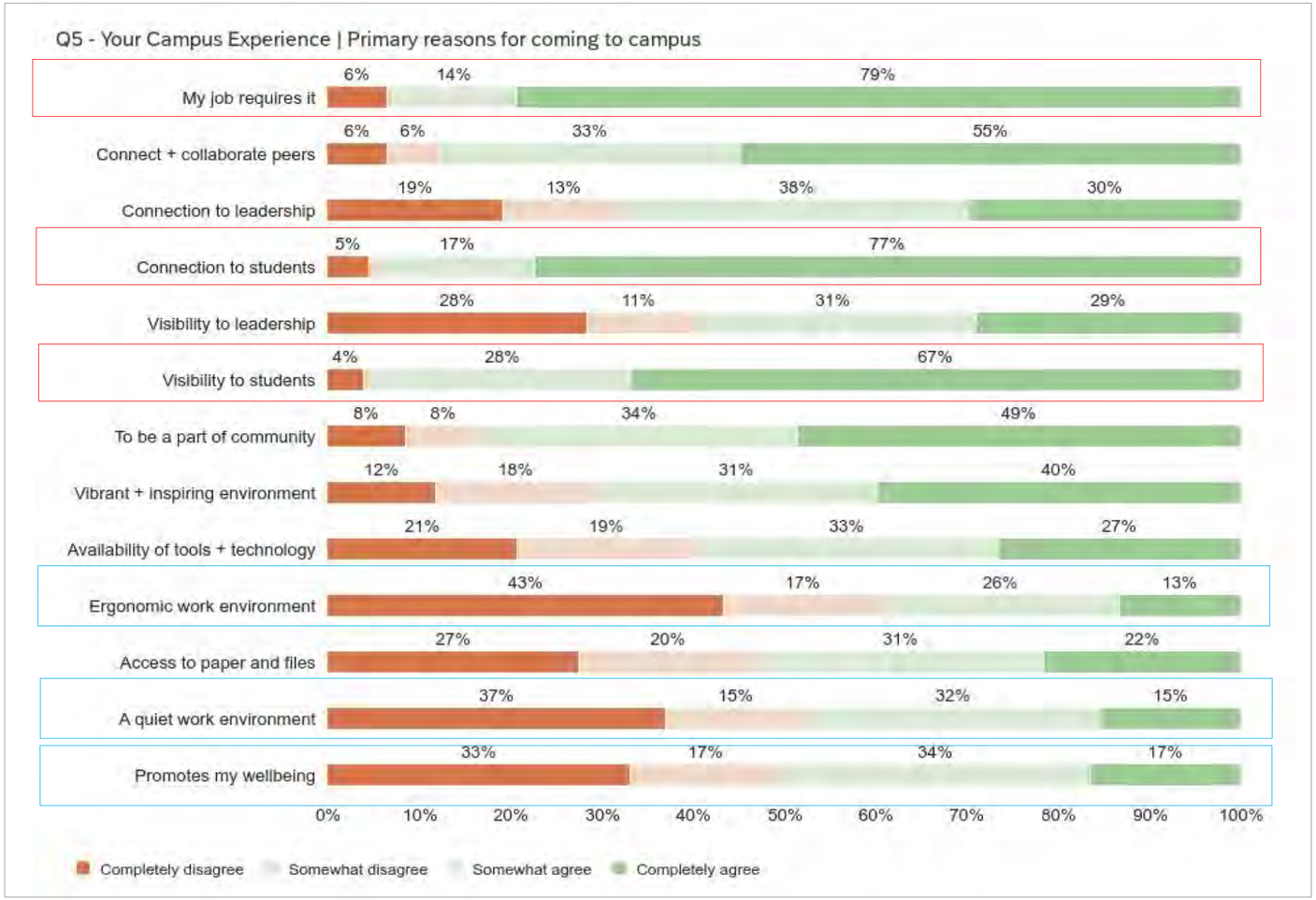
Campus Experience

The primary drivers for Faculty to come on campus are connection with and visibility to Students as well as being a requirement of their job. Also, important but to a lesser extent are connecting with peers and to be part of a community.

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

Demographic Anomalies
Q5:

- *25% of respondents with 2-5 years of tenure 'completely agree' they come to campus to connect and collaborate with peers.*
- *40% of Asian respondents 'completely agree' they come to campus for an ergonomic work environment.*



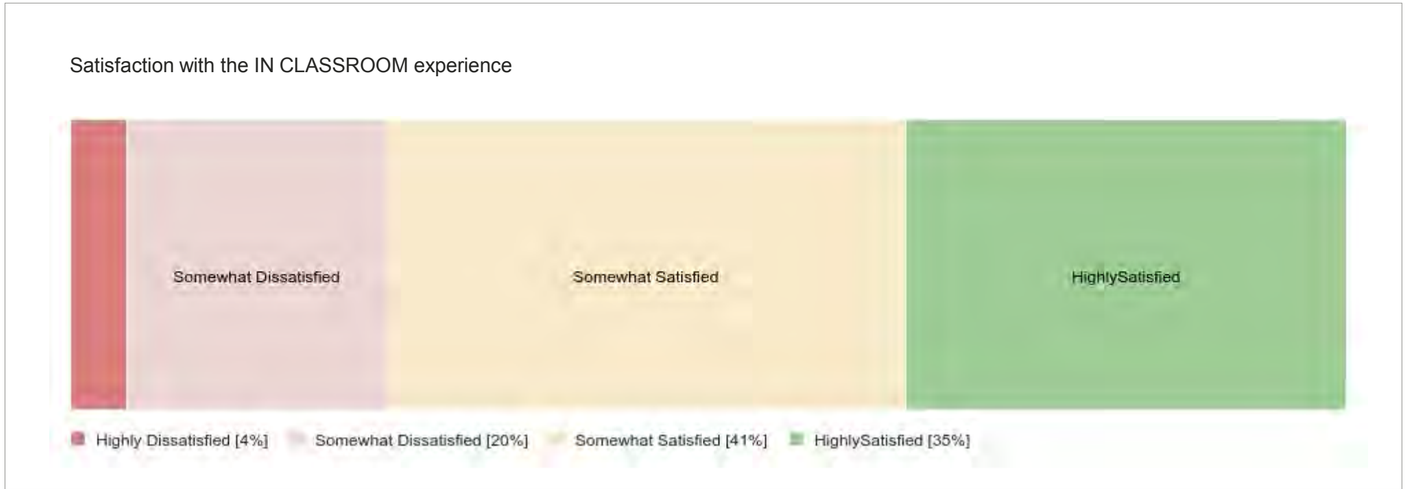
Faculty

Classroom Experience

When on campus, Faculty respondents spent 50% of their time in a classroom. Faculty rated their in-classroom experience as moderately high overall (3.05 out of 4).

Demographic Anomalies
Q20:

- *Respondents with 6-10 years of tenure scored their in-classroom experience as 2.75.*
- *Asian respondents scored their in-classroom experience as 2.56.*



Faculty

Classroom Experience

The majority of classes are a combination of in-person and online (67%). However, almost half of Faculty respondents (41%) “completely disagree” that their classrooms support a blend of in-person and online participation. This is a significant finding that should be further explored.

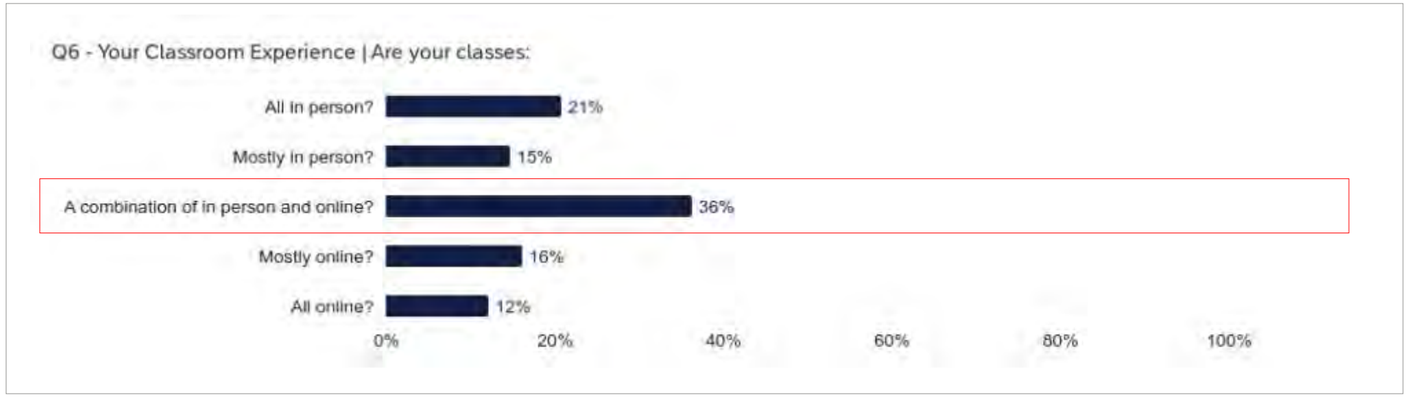
Demographic Anomalies

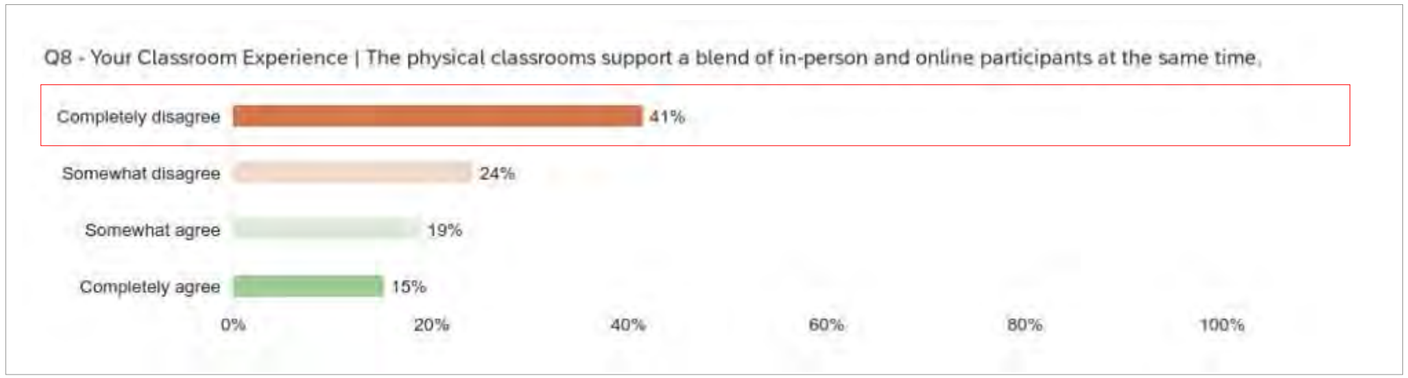
Q6:

- *45% of respondents with less than 2 years of tenure reported their classes were all in person.*

Q8:

- *67% Multi Race respondents ‘completely disagree’ their classrooms support a blend of in-person and online participants at the same time.*





Highest response rate/s

Faculty

Classroom Experience

Faculty respondents felt the physical classroom environment supported a **vibrant learning environment, physical inclusivity, group learning,** and **preferred pedagogy** to a moderate extent.

Agreement scores for the physical classroom's support of a **vibrant learning environment** were slightly lower among Faculty than Students (50% vs. 56%).

Comfortable seating and a place for belongings were found to score lowest overall, consistent with Student responses. These are key opportunities for improvement.

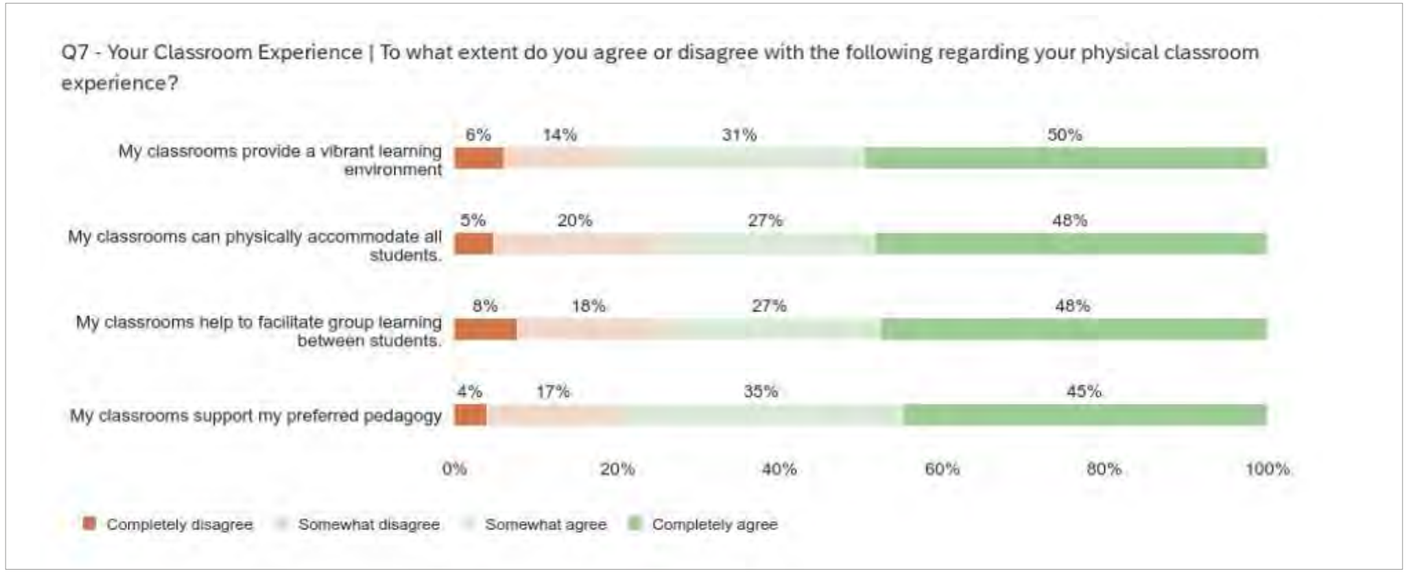
Demographic Anomalies

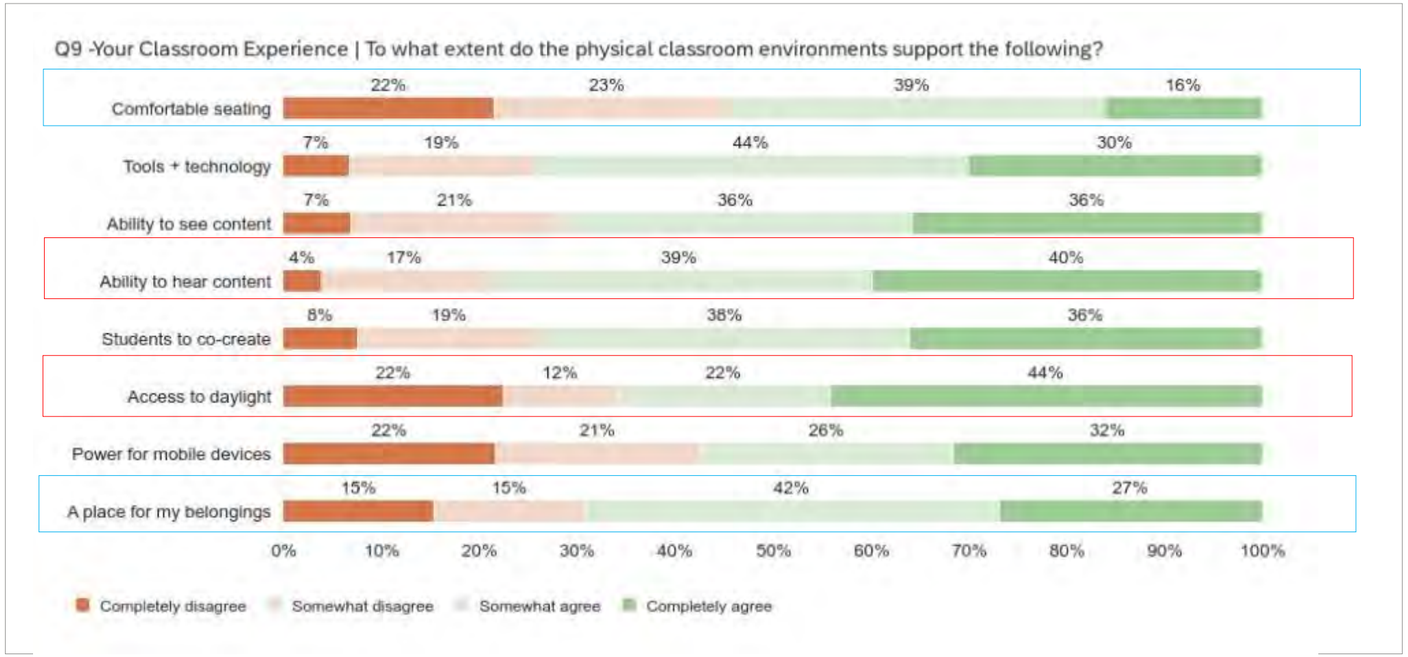
Q7:

- *20% of respondents with 6-10 years of tenure 'completely agree' their classrooms help facilitate group learning between Students.*
- *73% of Multi Race respondents 'completely agree' their classrooms help facilitate group learning between Students.*

Q9:

- *0% of Asian respondents 'completely agree' their classrooms provide a place for their belongings.*
- *73% of Multi Race respondents 'completely agree' their classrooms support the ability to see content.*





Highest response rate/s

Lowest response rate/s

Faculty

Primary Workspace

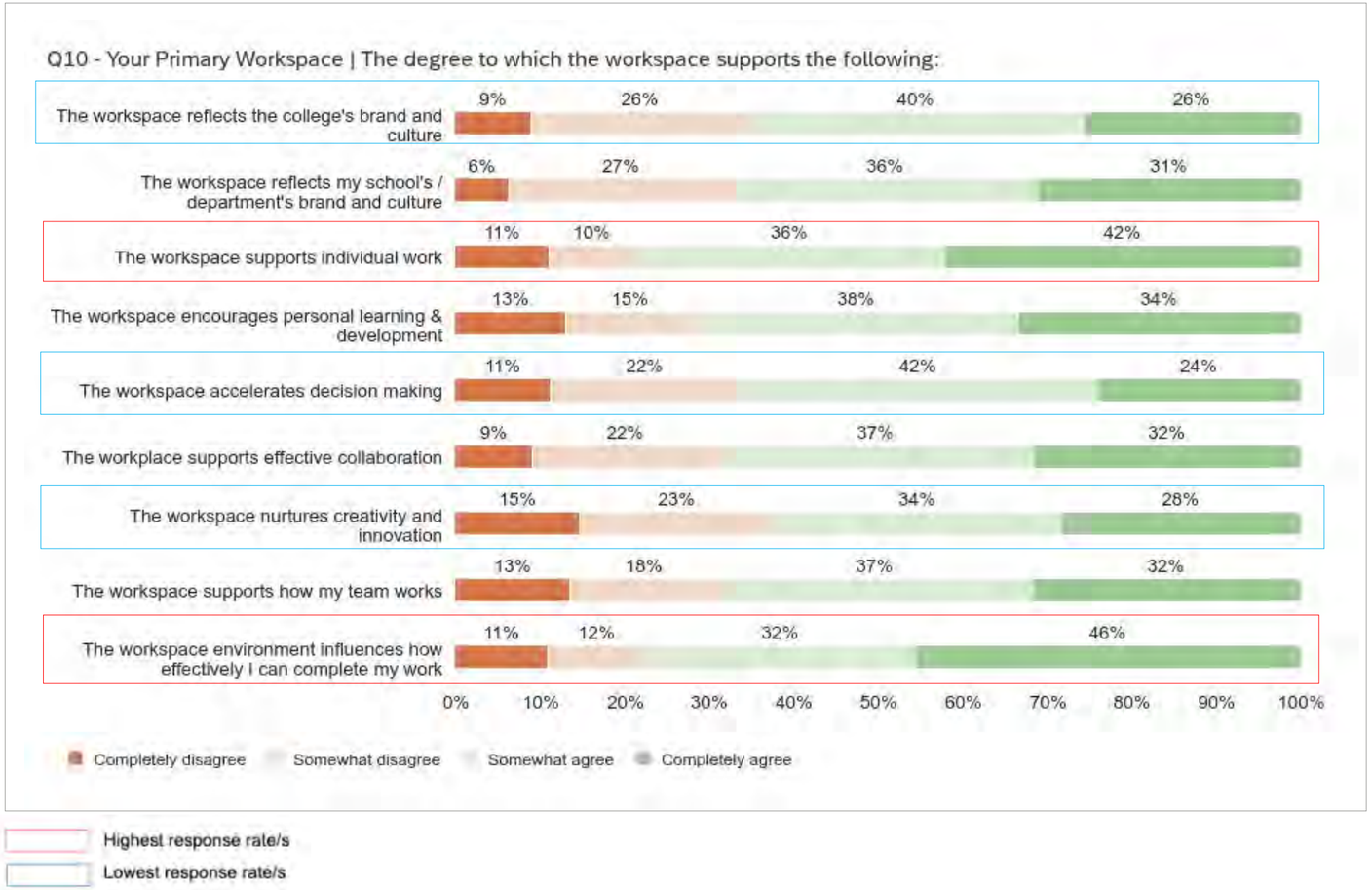
Faculty scored their primary workspace highest in areas relating to work productivity (i.e., supporting individual work, effective completion of work). However, scoring for this question were only moderate overall.

Aspects relating to nurturing creativity and innovation, decision-making, and the college's brand and cultured received the lowest scores overall.

Demographic Anomalies

Q10:

- *60% of respondents with 2-5 years of tenure 'completely agree' the workspace reflects the college and their school's/departments brand and culture.*
- *60% of respondents with 2-5 years of tenure 'completely agree' the workspace nurtures creativity and innovation as well as how my team works.*
- *0% of Asian respondents 'completely agree' their workspace supports individual work.*
- *0% of Asian respondents 'completely agree' their workspace encourages personal learning & development.*



Faculty

Working Alone, With Others, & From Home

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

When **working with others** on campus, Faculty respondents are most satisfied with accessing people relevant to their job and having the technology to connect virtually. Acoustically private spaces for group work could be better supported.

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

Demographic Anomalies

Q11:

- *10% of respondents with less than 2 years of tenure are 'completely satisfied' with access to private spaces for confidential work.*
- *83% of respondents with 2-5 years of tenure are 'completely satisfied' with their ability to do focused work.*
- *25% of Asian respondents are 'completely satisfied' with their ability to do focused work.*
- *8% of Asian respondents are 'completely satisfied' with their ability to access information.*
- *8% of Asian respondents are 'completely satisfied' with their ability to access tools and technology.*
- *17% of Asian respondents are 'completely satisfied' with their ability to access private space for confidential work.*

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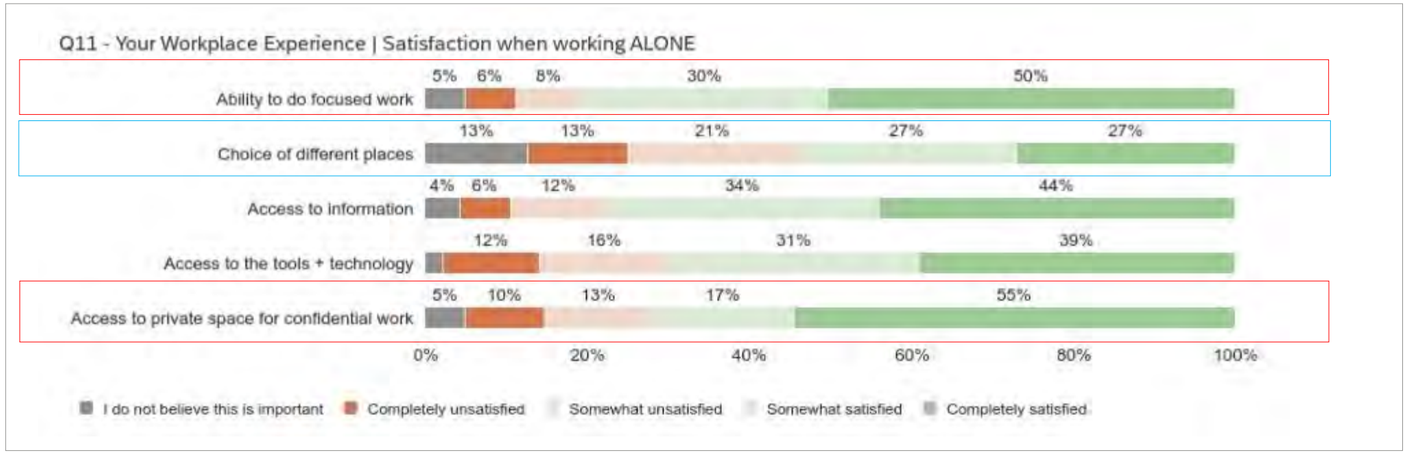


Highest response rate/s

Lowest response rate/s

Faculty

Working Alone, With Others, & From Home

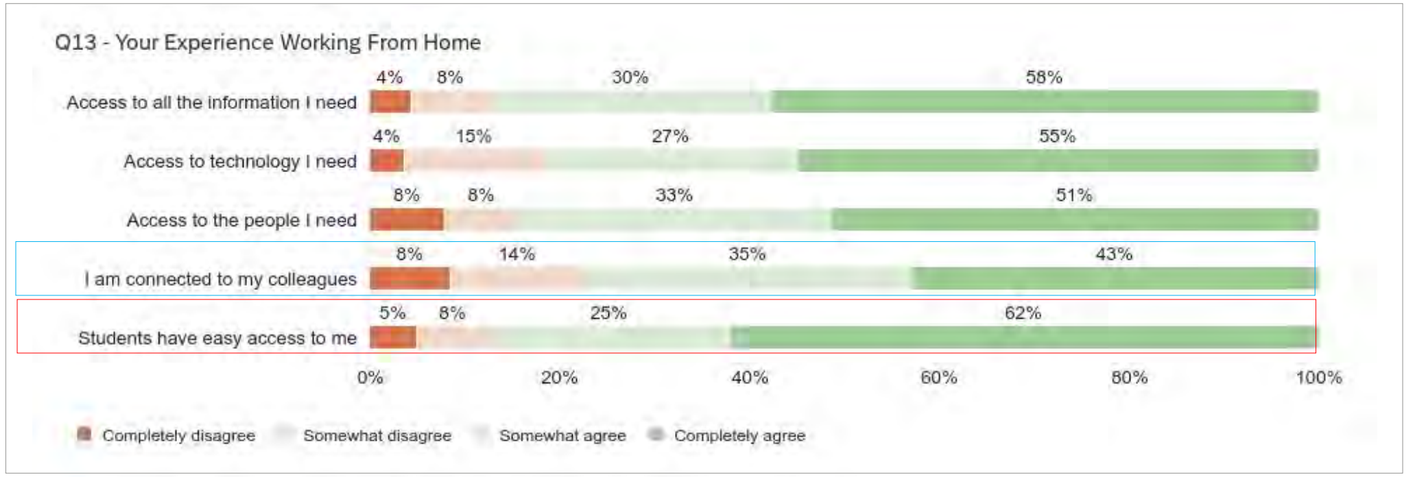
Demographic Anomalies (Continued)

Q12:

- *67% of respondents with 2-5 years of tenure are 'completely satisfied' with access to people relevant to do their job.*
- *8% of Asian respondents are 'completely satisfied' with their ability to access people that are relevant to do their job.*
- *0% of Asian respondents are 'completely satisfied' with their ability to access collaborative spaces for unscheduled meetings.*

Q13:

- *N/A*



Faculty

Work Modes

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

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

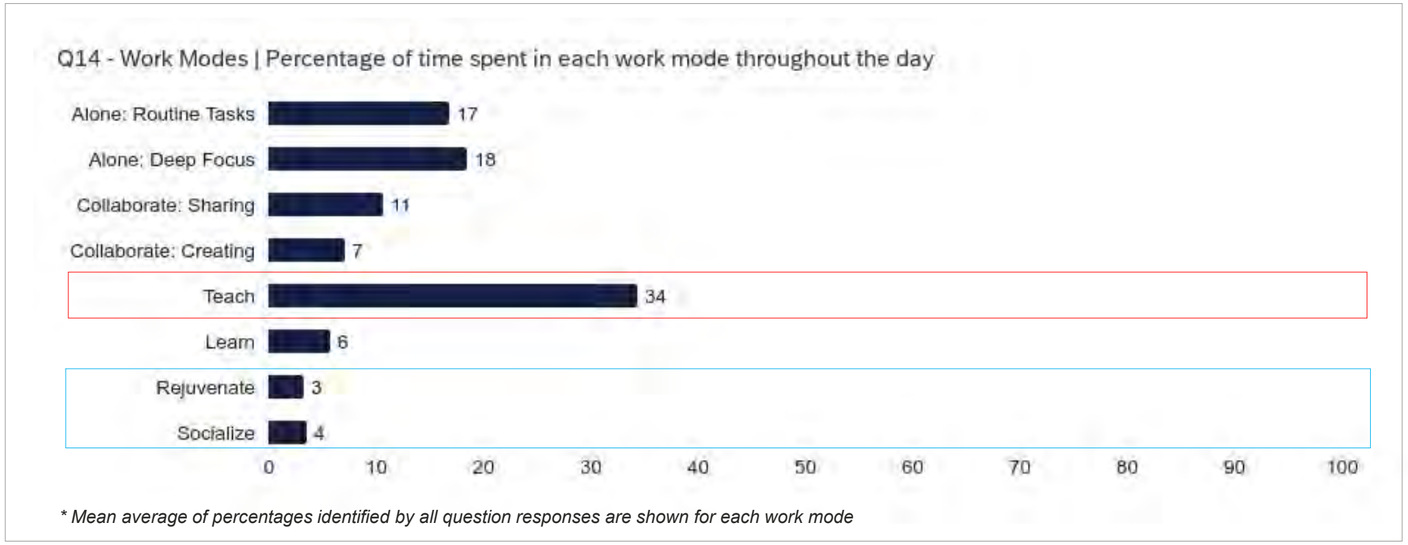
Demographic Anomalies

Q14:

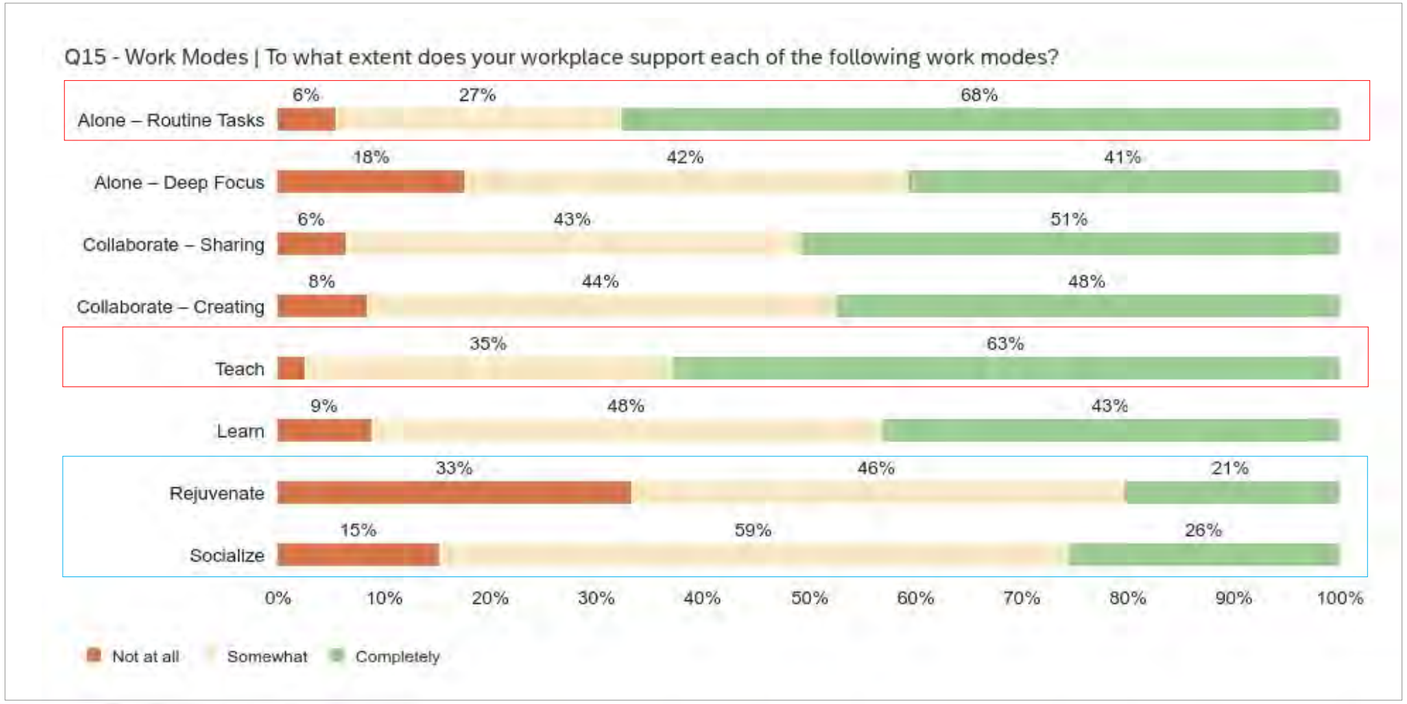
- *N/A*

Q15:

- *18% of Multi Race respondents reported their workspace ‘completely’ supports the ‘teach’ work mode.*



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



Highest response rate/s

Lowest response rate/s

Faculty

Tools & Technology

The Wi-Fi network, technology that enables access and sharing of information, and mobile devices are considered to be the most important technology elements for Faculty respondents.

The Wi-Fi network and technology that enables access and sharing of information are also reported to have the highest levels of satisfaction, as well as the option to bring your own device.

Spaces with integrated technology designed for hybrid collaboration, flexible furniture, and meeting space reservation system received low satisfaction scores.

Demographic Anomalies

Q16:

- *30% of respondents with less than 2 years of tenure reported external monitor(s) were 'highly important'.*
- *71% of respondents with less than 2 years of tenure reported the meeting space reservation system was 'highly important'.*
- *27% of respondents with less than 2 years of tenure reported flexible furniture was 'highly important'.*
- *56% of Asian respondents reported the meeting space reservation system was 'highly important'.*
- *83% of Multi Race respondents reported options to bring my own device(s) was 'highly important'.*
- *40% of Multi Race respondents reported the meeting space reservation system was 'highly unimportant'.*

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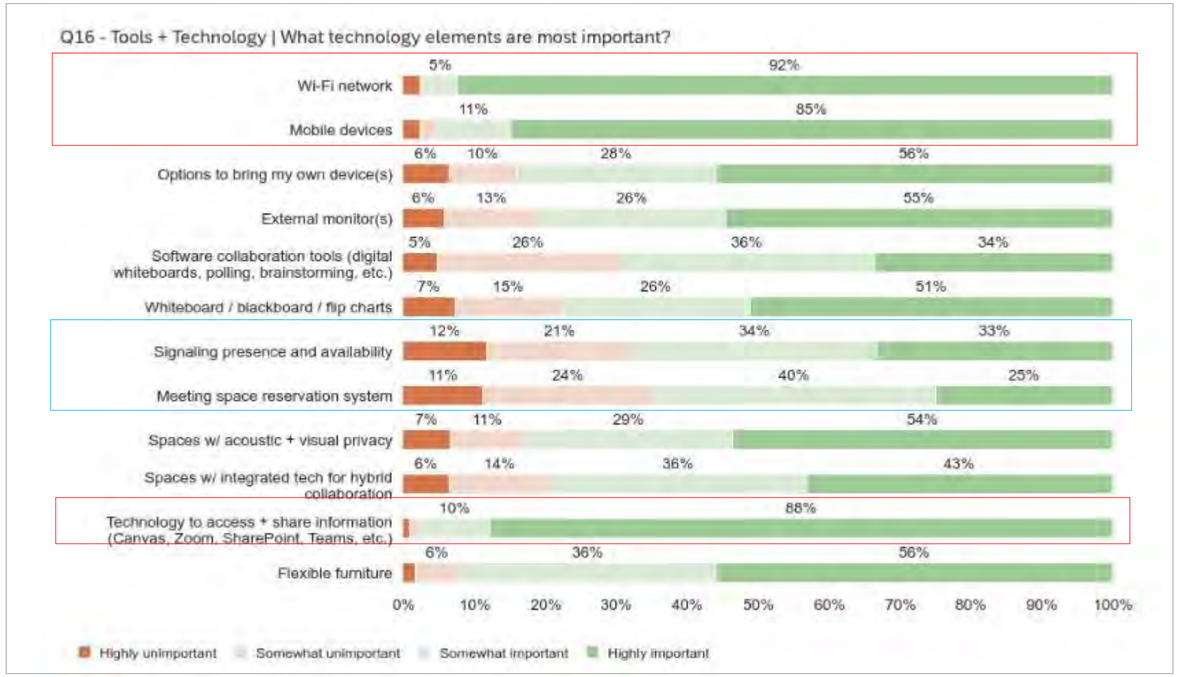
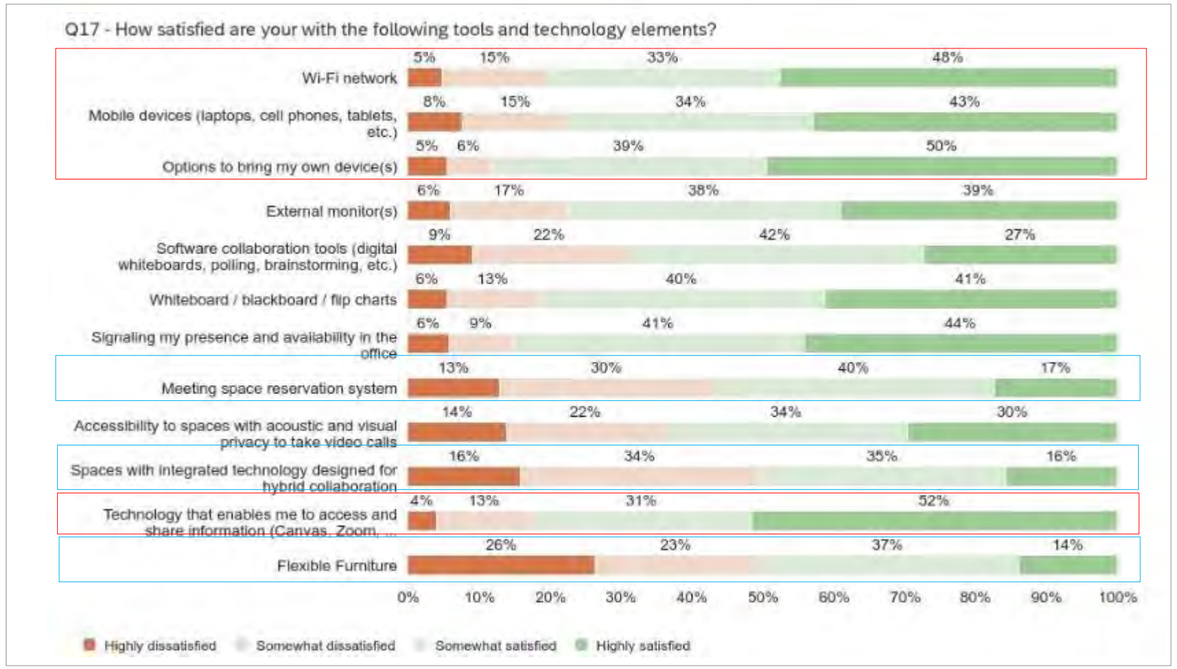




Highest response rate/s

Lowest response rate/s

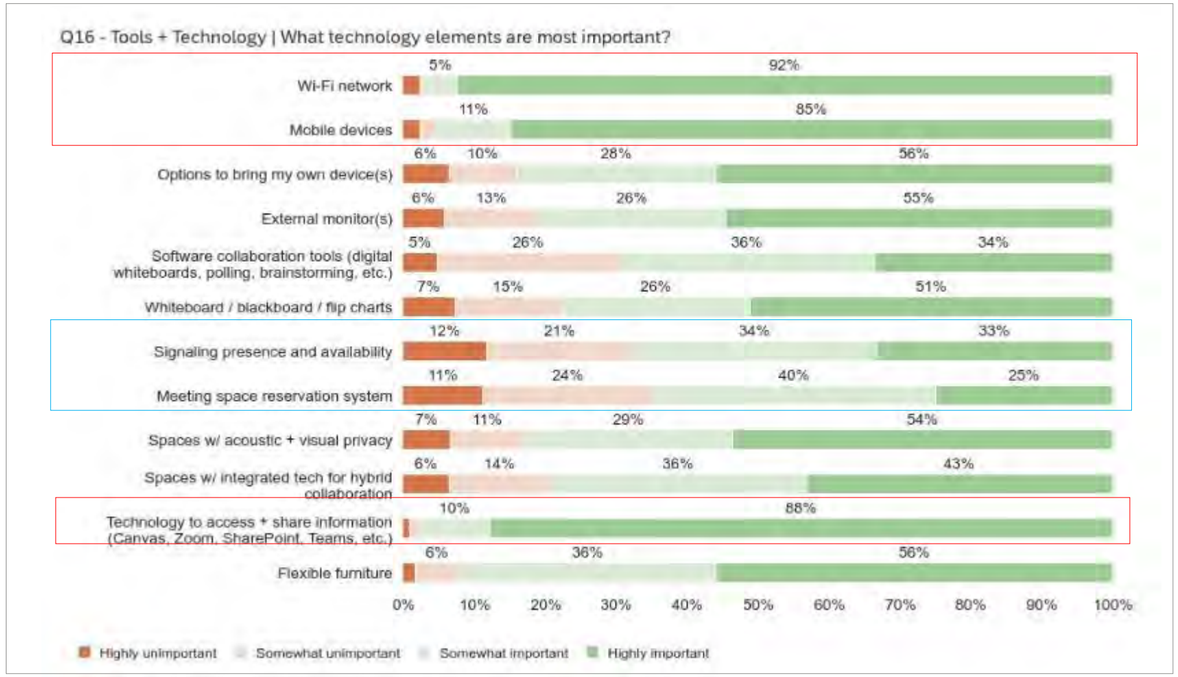
Faculty

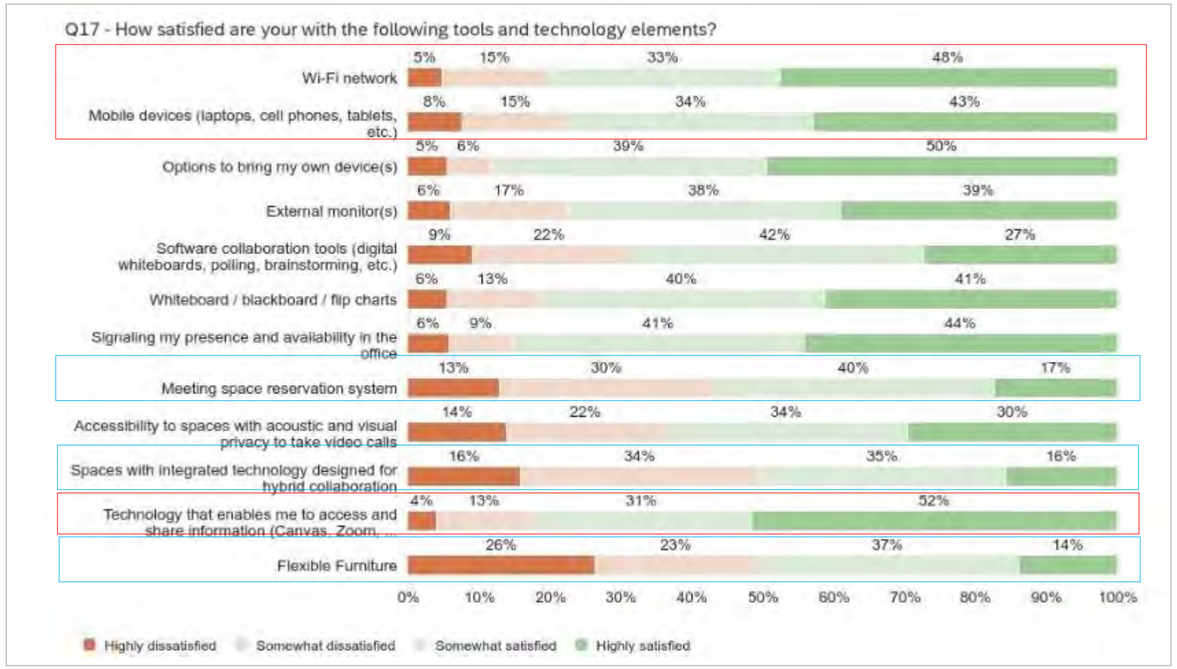
Tools & Technology

Demographic Anomalies (Continued)

Q17:

- *56% of respondents with 2-5 years of tenure were 'highly satisfied' with access to spaces with acoustic and visual privacy to take video calls.*
- *10% of Asian respondents were 'highly satisfied' with mobile devices.*
- *10% of Asian respondents were 'highly satisfied' with options to bring their own device(s).*
- *50% of Asian respondents were 'highly dissatisfied' with the meeting room reservation system.*
- *0% of Asian respondents were 'highly satisfied' with accessibility to spaces with acoustic and visual privacy to take video calls.*
- *55% of Asian respondents were 'highly dissatisfied' with flexible furniture.*





Highest response rate/s

Lowest response rate/s

Faculty

Tools & Technology

Faculty rated their online experience high overall (3.38 out of 4).The online experience also scored highest overall, with on-campus and in-classroom experiences receiving more moderate scores.

Less than a quarter of respondents (22%) feel that tools and technology are completely accessible to all.

Demographic Anomalies
Q21:
- *Multi Race respondents scored their online experience as 3.09.*

Q18:
- *N/A*

06. Appendix

Space Utilization Survey Key Findings

Classified Professionals

Classified Professionals

Key Findings

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

4

of the top 5 primary reasons to come to campus are **to connect with Students**, **to be part of a community, be visible to Students,** and **connect and collaborate with peers.**

84%

of on campus time is spent in an **assigned office** or **workstation.**

55%

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

53%

of respondents are not **"highly satisfied"** with the "**on-campus"** experience, **80%** are not "highly satisfied" with **"in-classroom"** experience, and **39%** are not "highly satisfied" with the "**online experience"** experience

Classified Professionals

Overview

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

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

Survey Respondents

A total of 122 Classified Professionals responded to the survey. Respondents primarily derived from 3 department groups and more than 13 areas of work. The largest portions of respondents included:

Department Group
- 38% of respondents were from Student Services & Support Programs
- 22% of respondents were from Administrative Services
- 21% of respondents were from Instructional Services

Area of Work
- 11% Instructional
- 10% Student Support Programs
- 7% IT and Media Services

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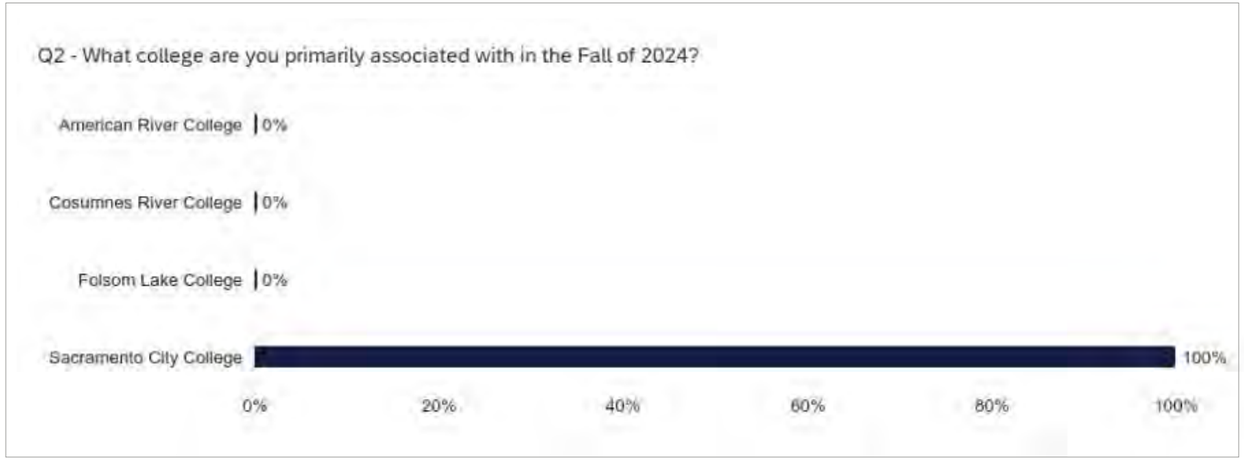
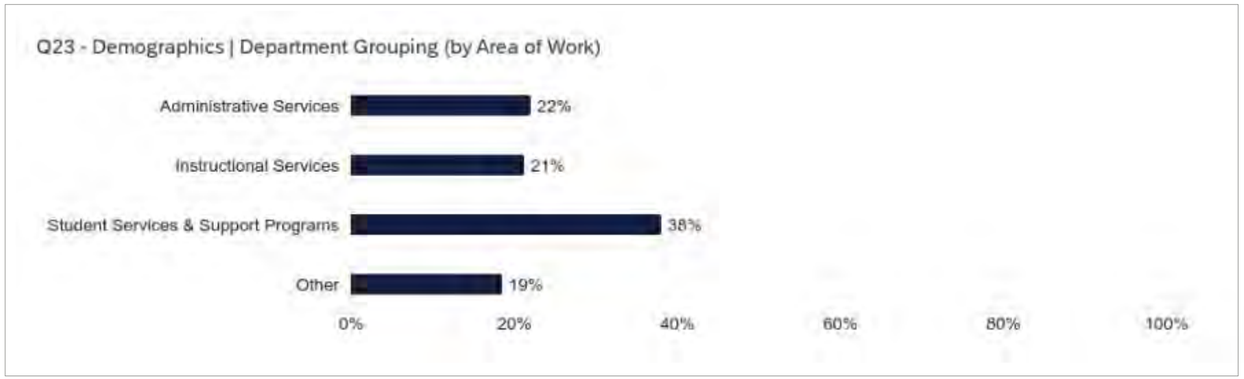
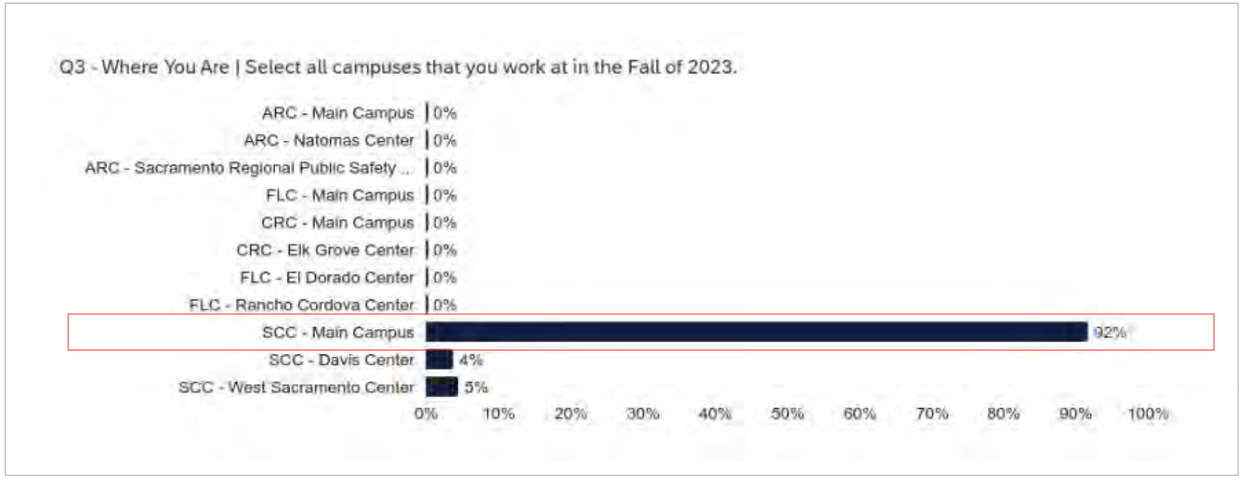
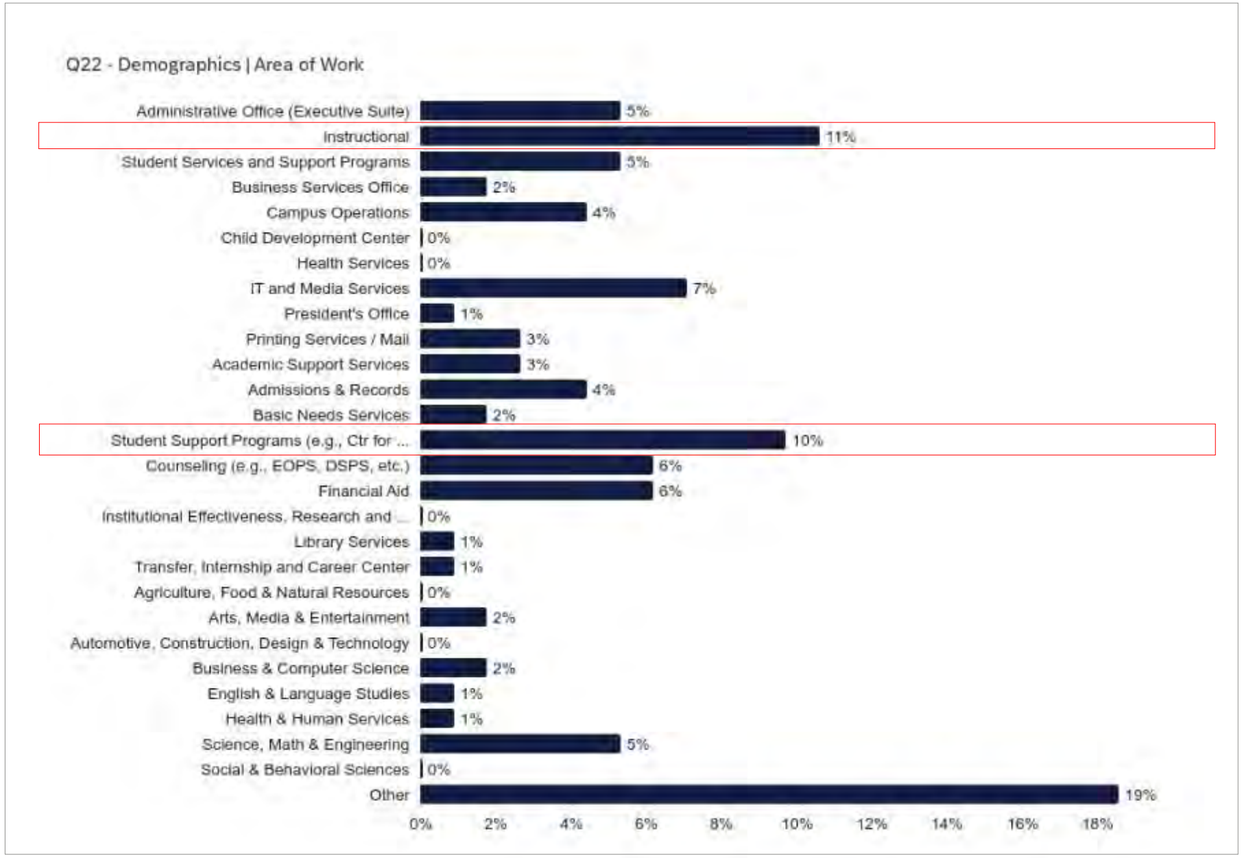




Classified Professionals

Survey Respondents *(Continued)*





Highest response rate/s

Classified Professionals

Survey Respondents *(Continued)*

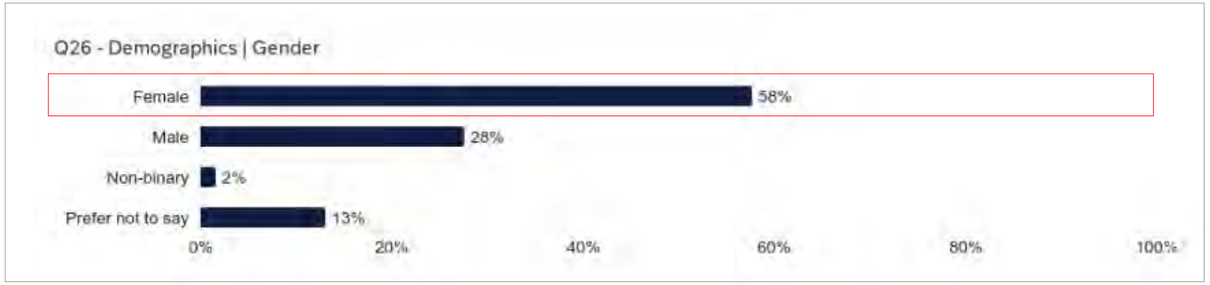
The largest portion of respondents came from the following demographic groups:

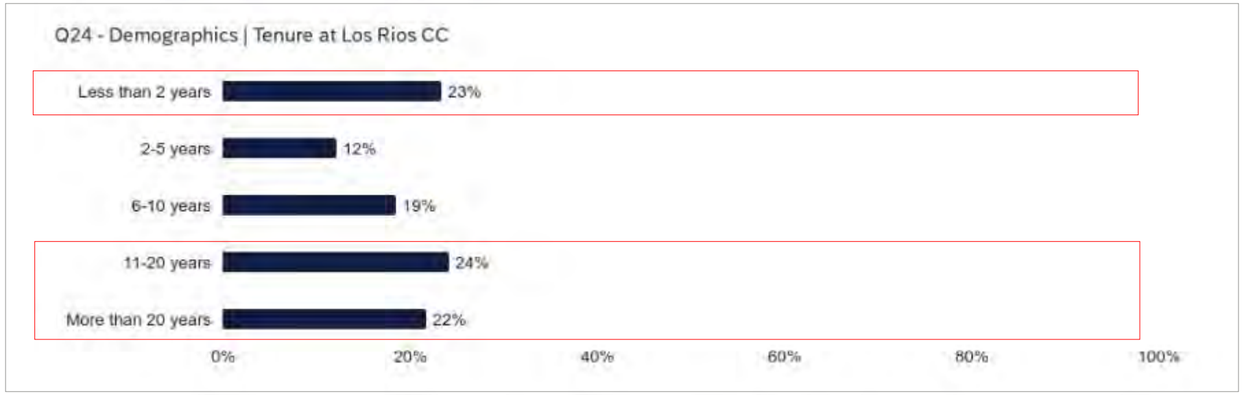
- 11-20 years, less than 2 years, & 20+ years of tenure (69% combined)
- 40 years old and over (51%)
- Female (58%)
- White race/ethnicity (34%)

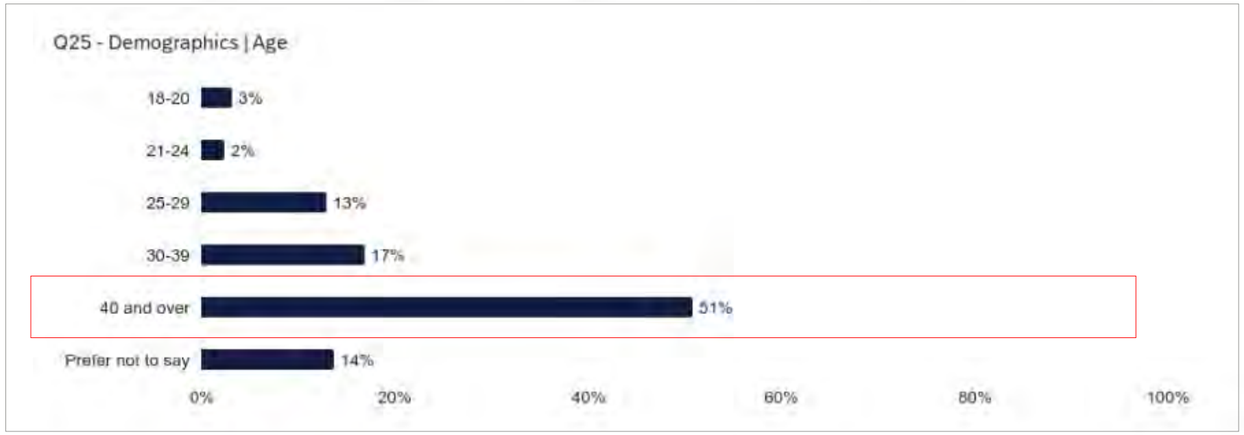
Analysis and Key Findings

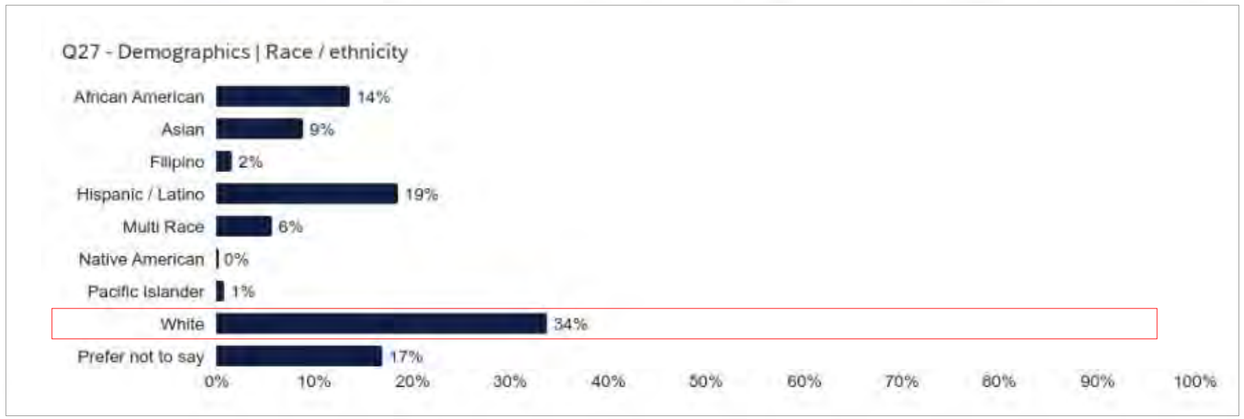
The overall key findings from the survey completed by SCC Classified Professionals are included on the following pages.

Additionally, demographic groups with significant deviations from average results - defined as a difference of 25% or 25 points or more – have been included under *Demographic Anomalies*. Demographic groups and survey questions with less than 12 respondents have been excluded from this analysis based on individual privacy concerns and the efficacy of this data. The demographic groups excluded from the analysis of the Classified Professionals survey include: age 18-20, age 21-24, age 25-29, Filipino, Multi Race, Native American, Pacific Islander, and Non-binary.









Highest response rate/s

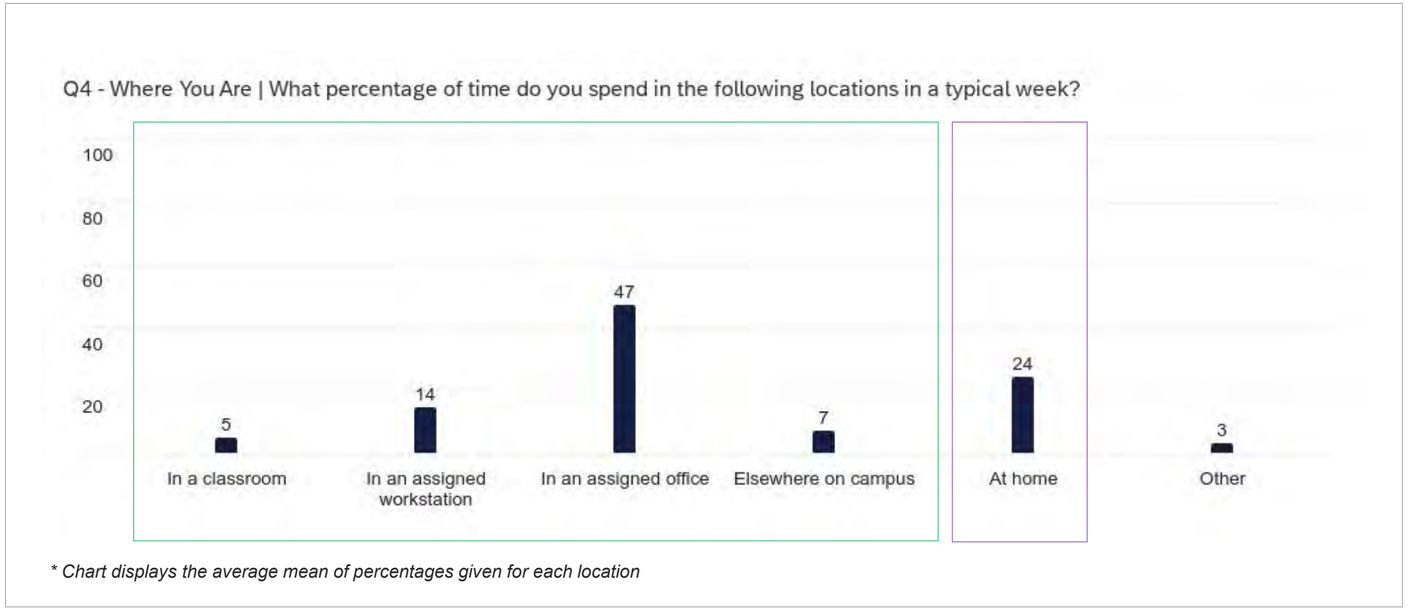
Classified Professionals

Time in Locations

Overall, Classified Professionals spend almost three quarters of their work time on campus (73%), with slightly less than a quarter of their work time at home (24%).

When on campus, Classified Professionals spend the majority of their time in an assigned office or workstation (84%).

Demographic Anomalies
Q4:
- *N/A*



** Chart displays the average mean of percentages given for each location*

Classified Professionals

Campus Experience

Classified Professionals spend the majority of their time on campus (73%) and rate their on-campus experience as moderately high (3.04 out of 4).

Demographic Anomalies
Q19:
- *African American respondents scored their on-campus experience as 3.65.*
- *Hispanic respondents scored their on-campus experience as 2.74.*
- *Male respondents scored their on-campus experience as 3.32.*

Classified Professionals

Campus Experience

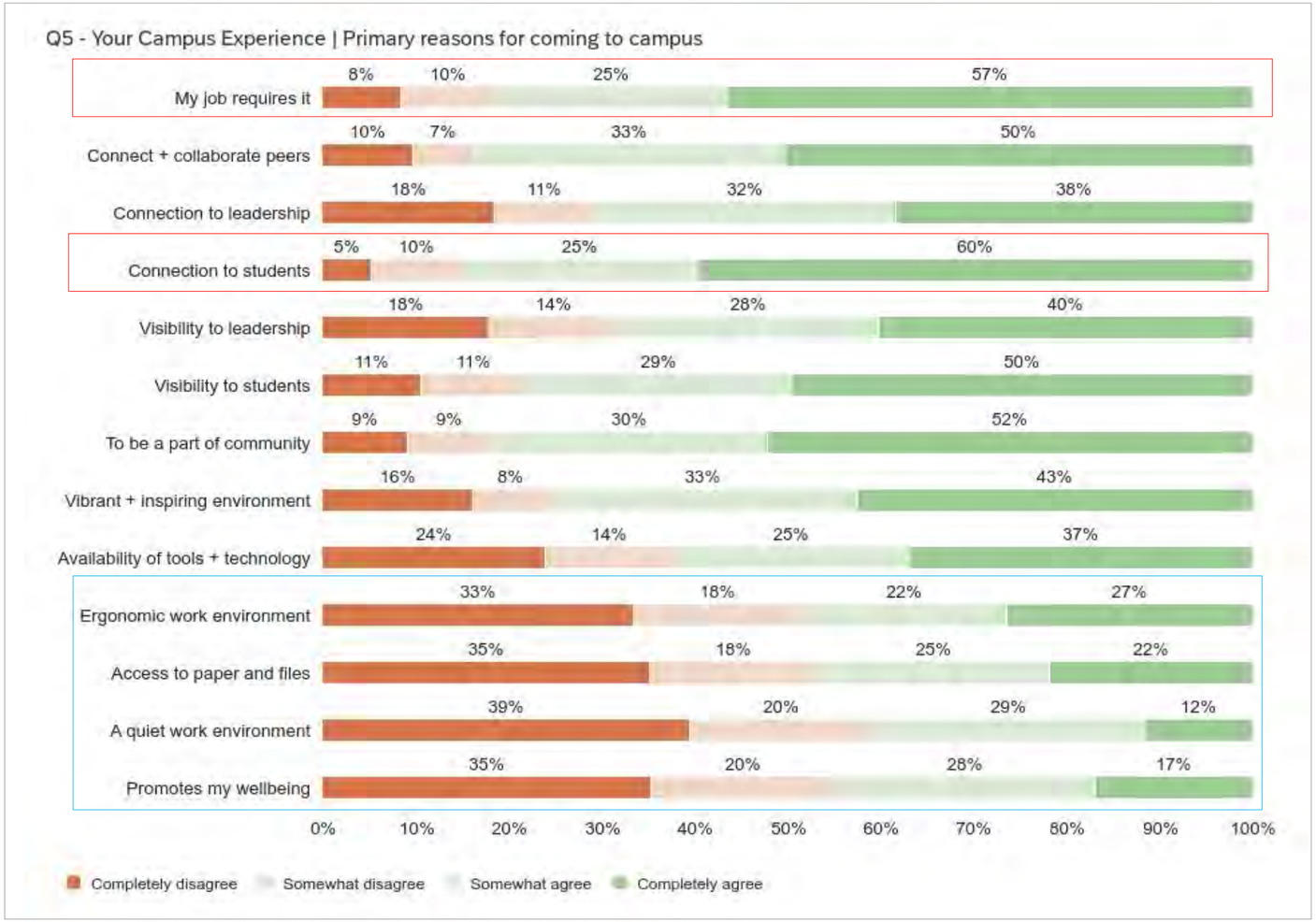
Primary reasons for Classified Professionals to come into the office are connecting to students and because it was a job requirement. Closely related secondary reasons to be on campus include being part of a community, connecting and collaborating with peers and being visible to students.

Similar to Faculty and Students, wellbeing, ergonomic support, and a quiet work environment received the lowest scores. These findings may suggest these areas pose significant challenges within the on-campus experience.

Demographic Anomalies

Q5:

- *93% of respondents with 2-5 years of tenure 'completely agree' they come to campus to connect to students.*
- *93% of respondents with 2-5 years of tenure 'completely agree' they come to campus for visibility to students.*
- *87% of respondents with 2-5 years of tenure 'completely agree' they come to campus to be a part of community.*
- *63% of African American respondents 'completely agree' they come to campus to connect to leadership.*
- *71% of African American respondents 'completely agree' they come to campus for a vibrant and inspiring environment.*
- *65% of African American respondents 'completely agree' they come to campus for the availability of tools and technology.*
- *53% of African American respondents 'completely agree' they come to campus for an ergonomic work environment.*
- *50% of African American respondents 'completely agree' they come to campus because it promotes their wellbeing.*
- *67% of Male respondents 'completely agree' they come to campus to connect to leadership.*
- *55% of Male respondents 'completely agree' they come to campus for an ergonomic work environment.*



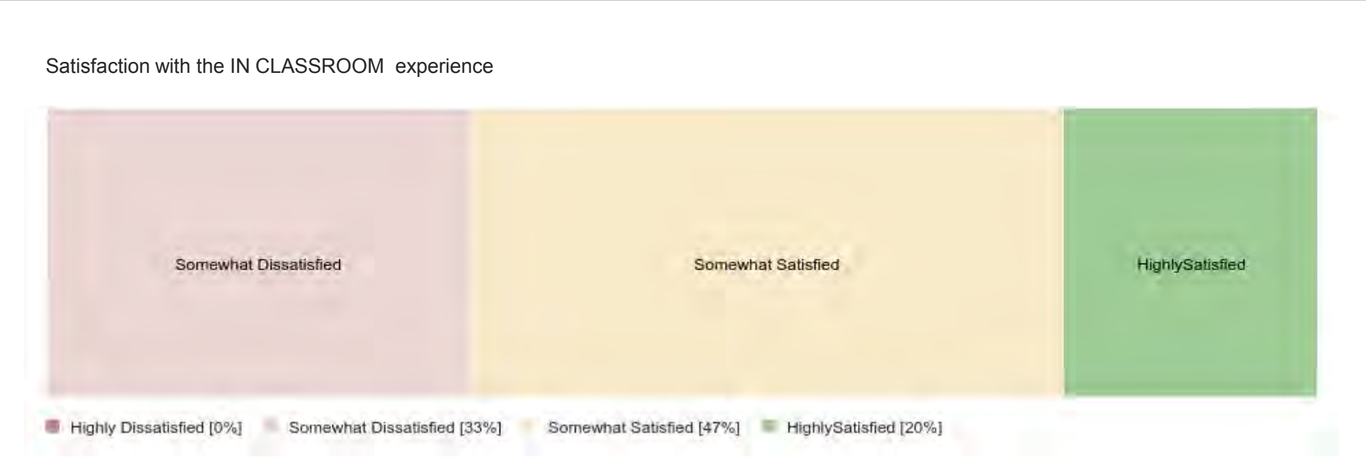
Classified Professionals

Classroom Experience

When on campus, Classified Professionals reported spending 7% of their time in a classroom. Classified Professionals satisfaction with the in-classroom experience scored moderately high overall (3.27 out of 4).

Demographic Anomalies
Q20:

- *Respondents with less than 2 years of tenure scored their in-classroom experience as 2.88.*
- *Respondents with 6-10 years of tenure scored their in-classroom experience as 3.63.*
- *Respondents with 11-20 years of tenure scored their in-classroom experience as 3.00.*
- *Respondents age 30-39 years scored their in-classroom experience as 3.00.*
- *African American respondents scored their in-classroom experience as 3.67.*
- *Asian respondents scored their in-classroom experience as 3.00.*



Classified Professionals

Primary Workspace

Classified Professionals highest score on their primary workplace is that it influences how effectively they can complete their work. Support for individual work and collaboration also received high scores.

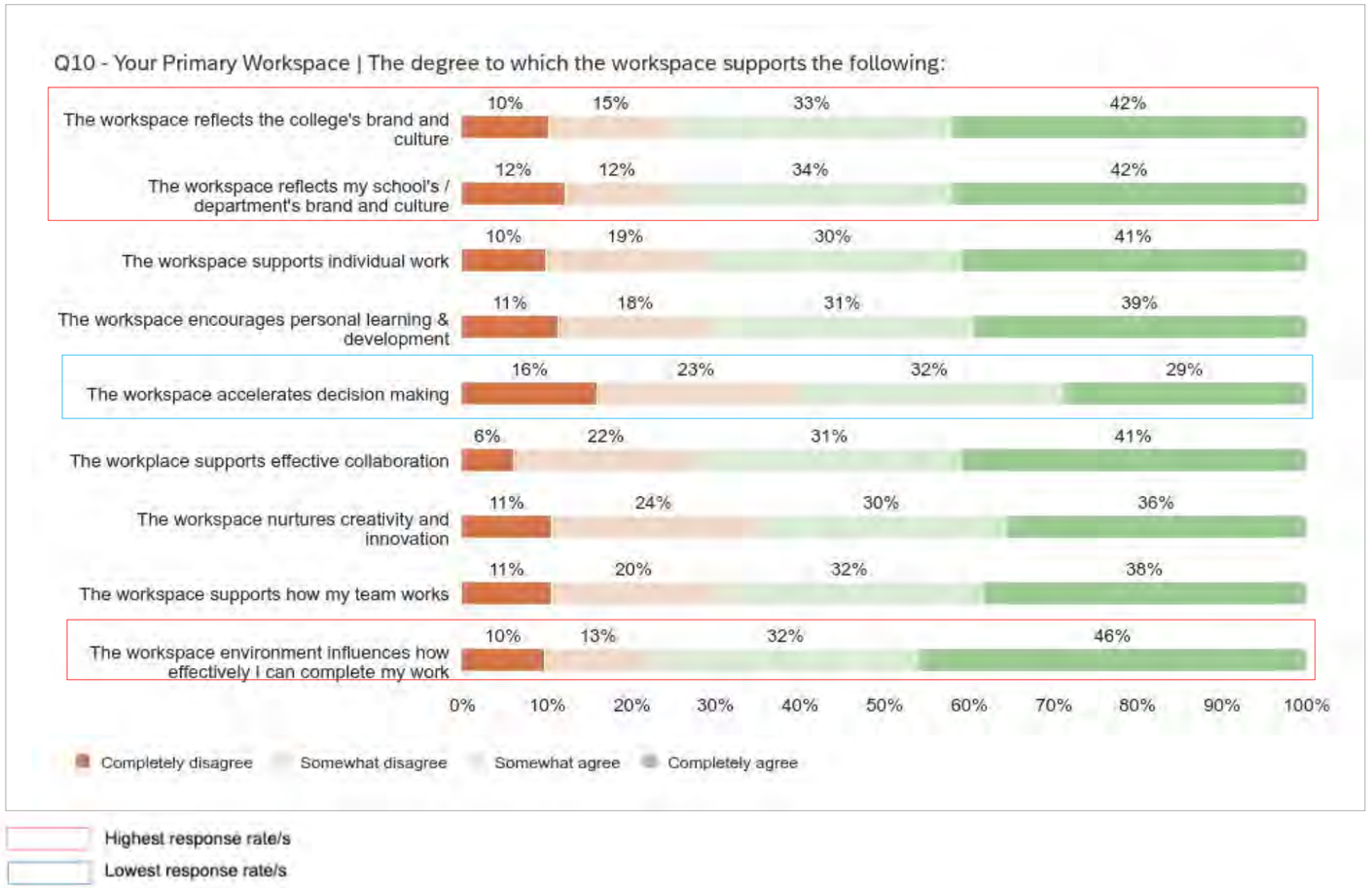
Classified Professionals scored the reflection of the college and school's/department's brand in the workspace substantially higher than Faculty.

The workspace ability to accelerate decision-making received the lowest score, consistent with the findings from Faculty.

Demographic Anomalies

Q10:

- *14% of respondents with 2-5 years of tenure 'completely agree' the workspace encourages personal learning and development.*
- *65% of African American respondents 'completely agree' the workspace supports how their team works.*
- *73% of Asian respondents 'completely agree' the workspace encourages personal learning and development.*
- *17% of Hispanic respondents 'completely agree' the workspace reflects my school/department's brand and culture.*



Classified Professionals

Working Alone, With Others, & From Home

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

When **working with others**, Classified Professionals are most satisfied with the technology to connect virtually. Acoustically private spaces for group work scored lowest, consistent with Faculty responses.

When **working from home**, Classified Professionals are most satisfied with their access to necessary technology. However, satisfaction with Students' ability to access them was lower, though still moderate overall.

Demographic Anomalies

Q11:

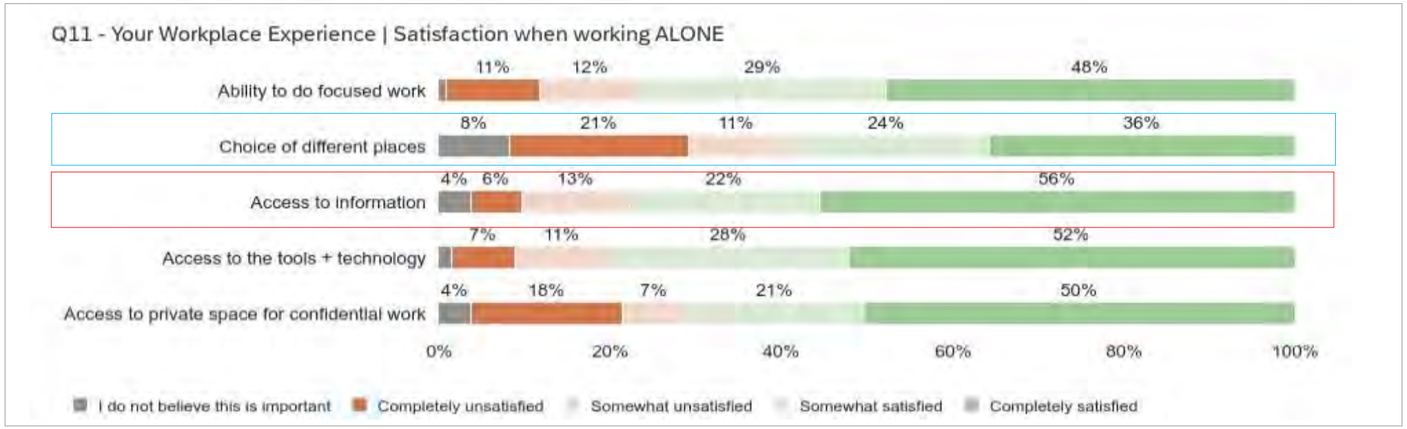
- *82% of African American respondents are 'completely satisfied' with their access to information when working alone.*

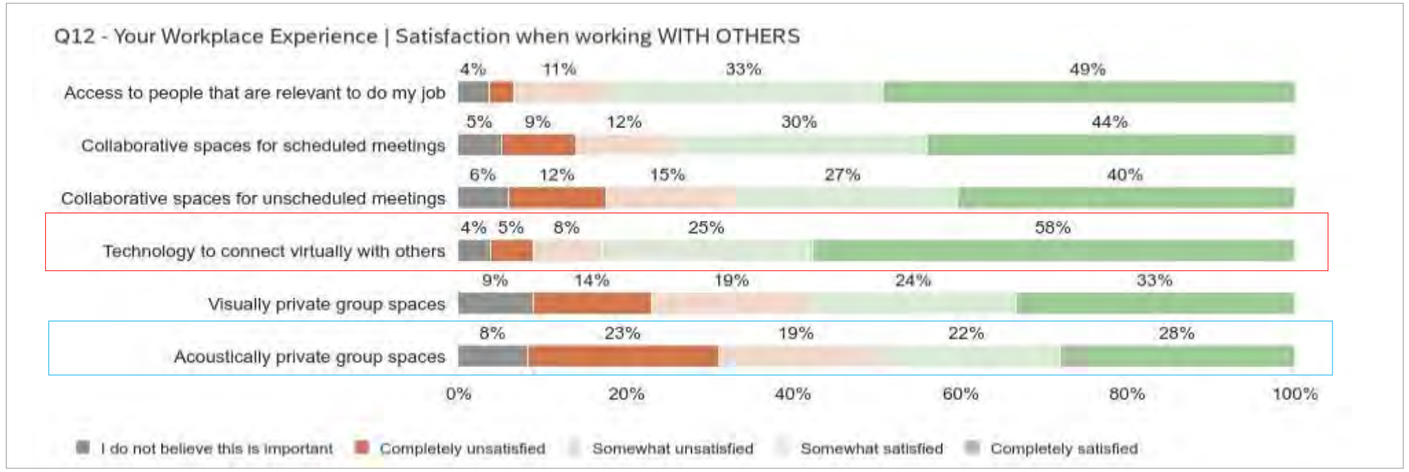
Q12:

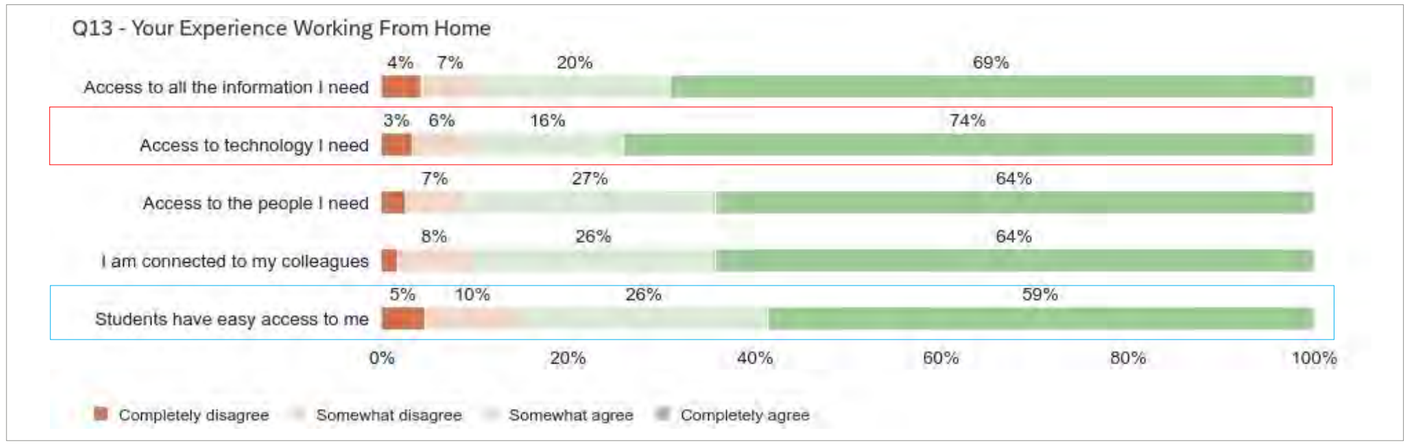
- *82% of African American respondents are 'completely satisfied' with their access to people that are relevant to do their job.*

Q13:

- *N/A*







Highest response rate/s

Lowest response rate/s

Classified Professionals

Work Modes

The primary work mode for Classified Professionals is individual work (i.e., routine tasks, deep focus) which constituted more than half of their time (55%). Relatively little time was spent in the 'teach', 'learn,' 'rejuvenate', and 'socialize' work modes.

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

Overall, all work modes are supported only to a low to moderate degree by the workplace.

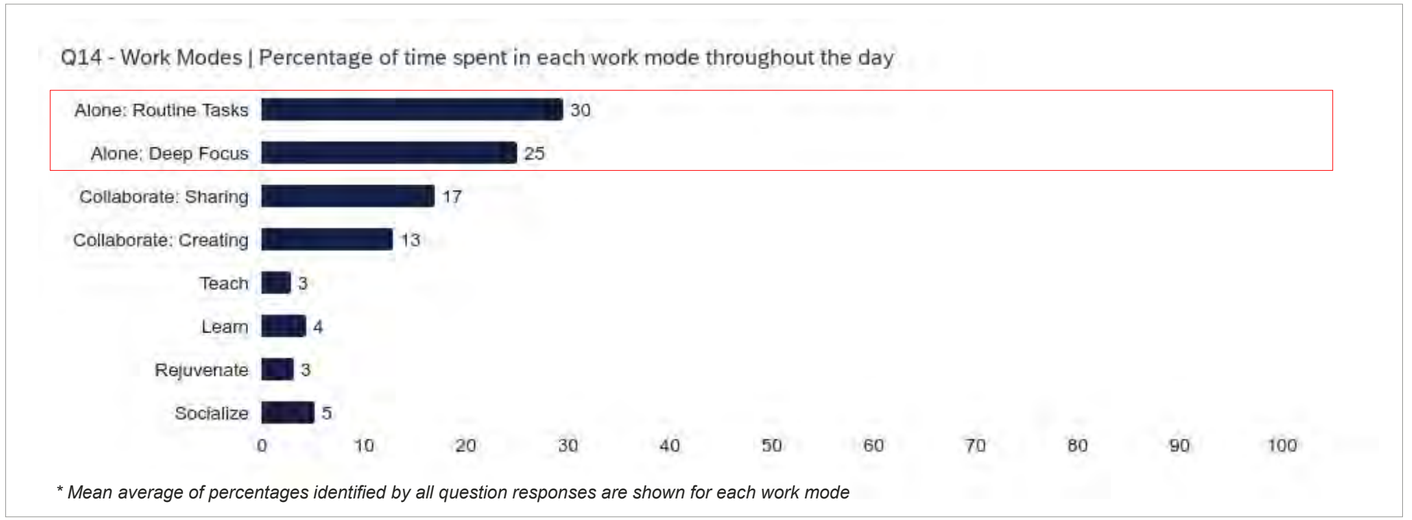
Demographic Anomalies

Q14:

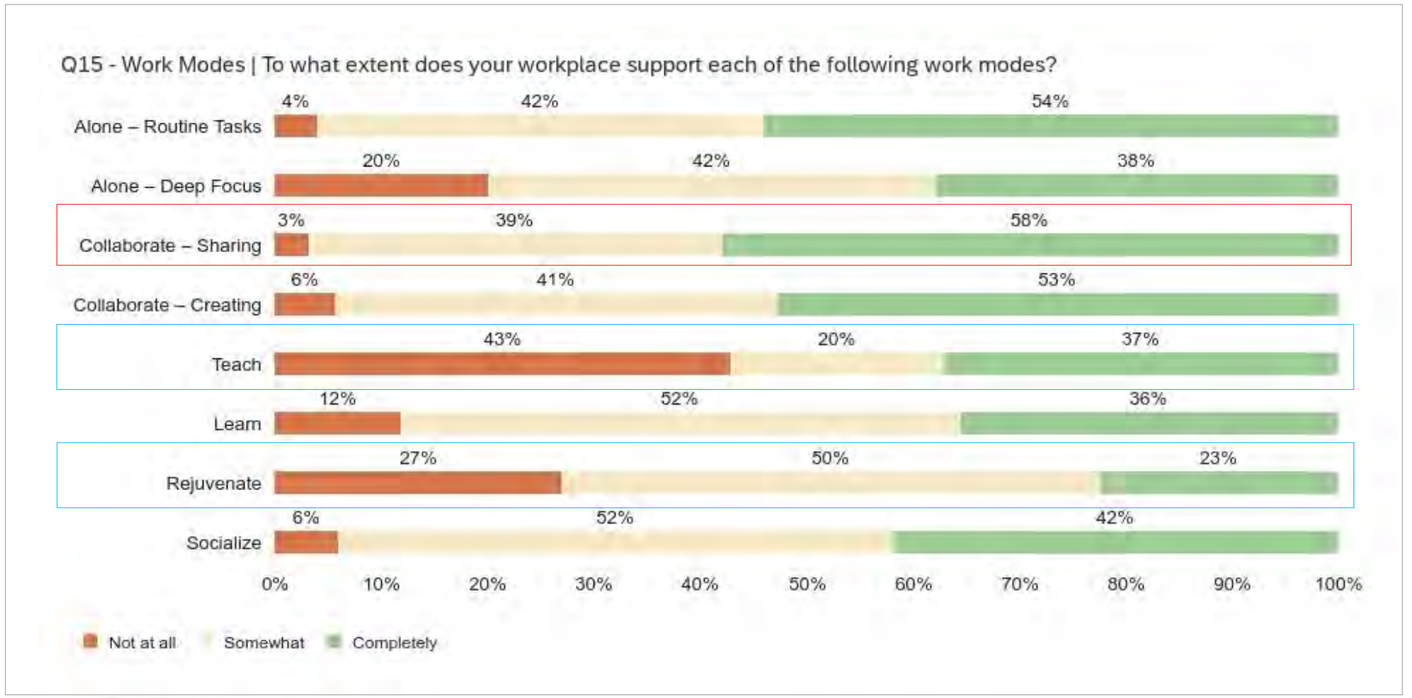
- *N/A*

Q15:

- *14% of respondents with more than 20 years of tenure reported the workplace 'completely' supports the 'teach' work mode.*
- *71% of African American respondents reported their workspace 'completely' supports the 'alone – deep focus' work mode.*
- *13% of Hispanic respondents reported their workspace 'completely' supports the 'alone – deep focus' work mode.*



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



Highest response rate/s

Lowest response rate/s

Classified Professionals

Tools & Technology

Consistent with Faculty and Student responses, the Wi-Fi network, technology that enables access and sharing of information, and mobile devices are the most important technology elements.

The Wi-Fi network and technology that enables access and sharing of information are also reported to have the highest levels of satisfaction, consistent with Faculty and Student findings.

Accessibility to spaces with acoustic and visual privacy to take video calls and technology designed for hybrid collaboration was considered least important. These elements, along with flexible furniture, received the lowest satisfaction scores, consistent with both Faculty and Student responses.

Demographic Anomalies

Q16:

- *67% of respondents with less than 2 years of tenure reported options to bring their own device(s) was 'highly important'.*
- *65% of respondents with 6-10 years of tenure reported the meeting space reservation system was 'highly important'.*
- *20% of respondents with 11-20 years of tenure reported the software collaboration tools were 'highly important'.*
- *8% of respondents with 11-20 years of tenure reported the meeting space reservation system was 'highly important'.*
- *85% of respondents with 11-20 years of tenure reported technology to access and share information was 'highly important'.*

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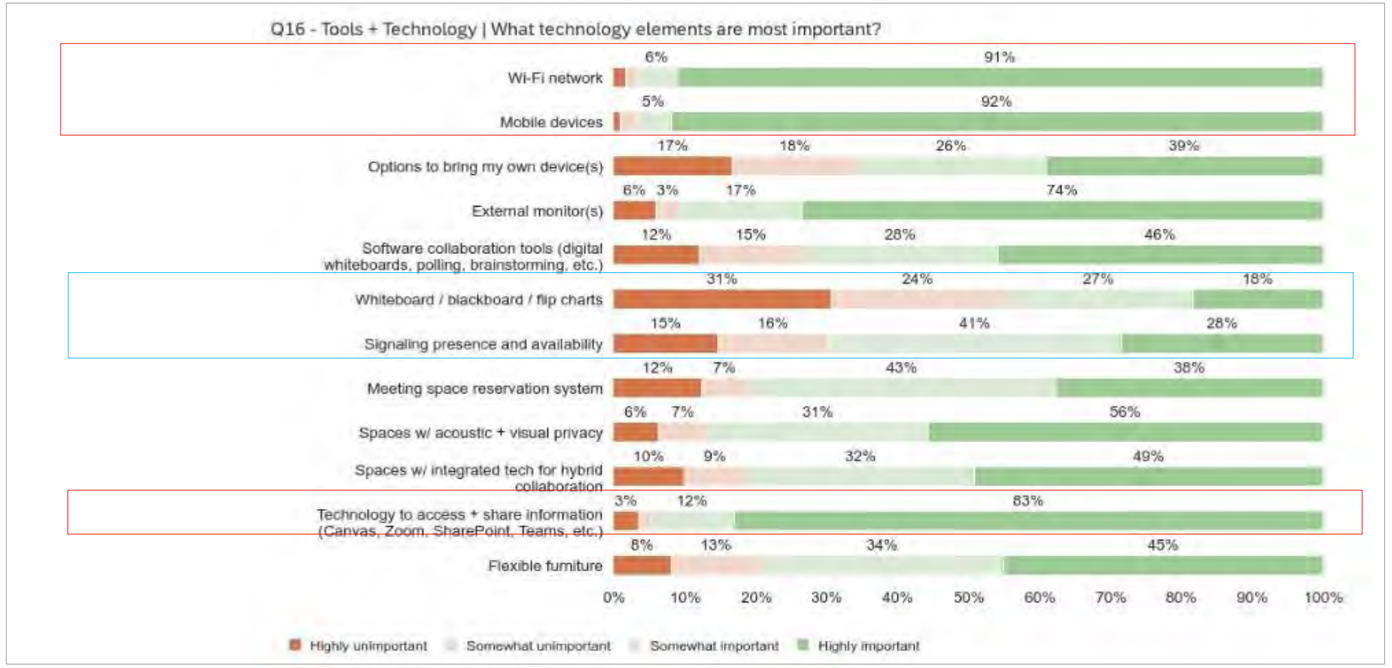
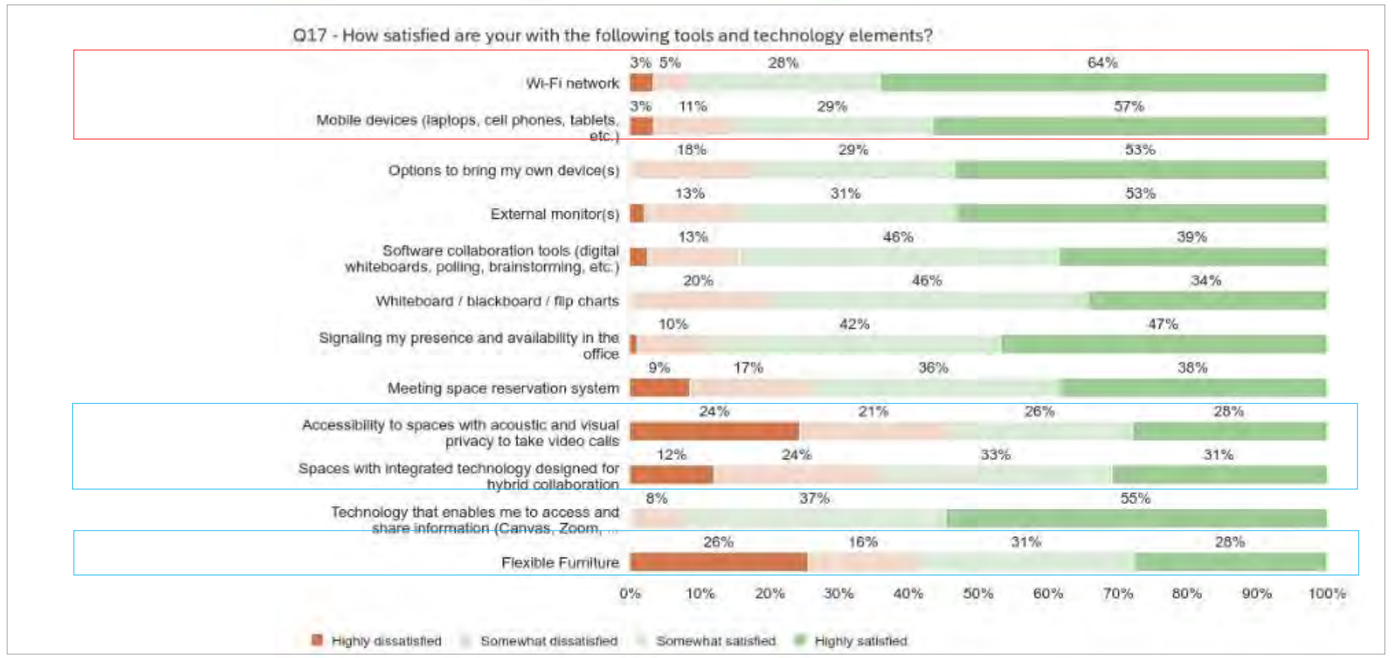




Highest response rate/s

Lowest response rate/s

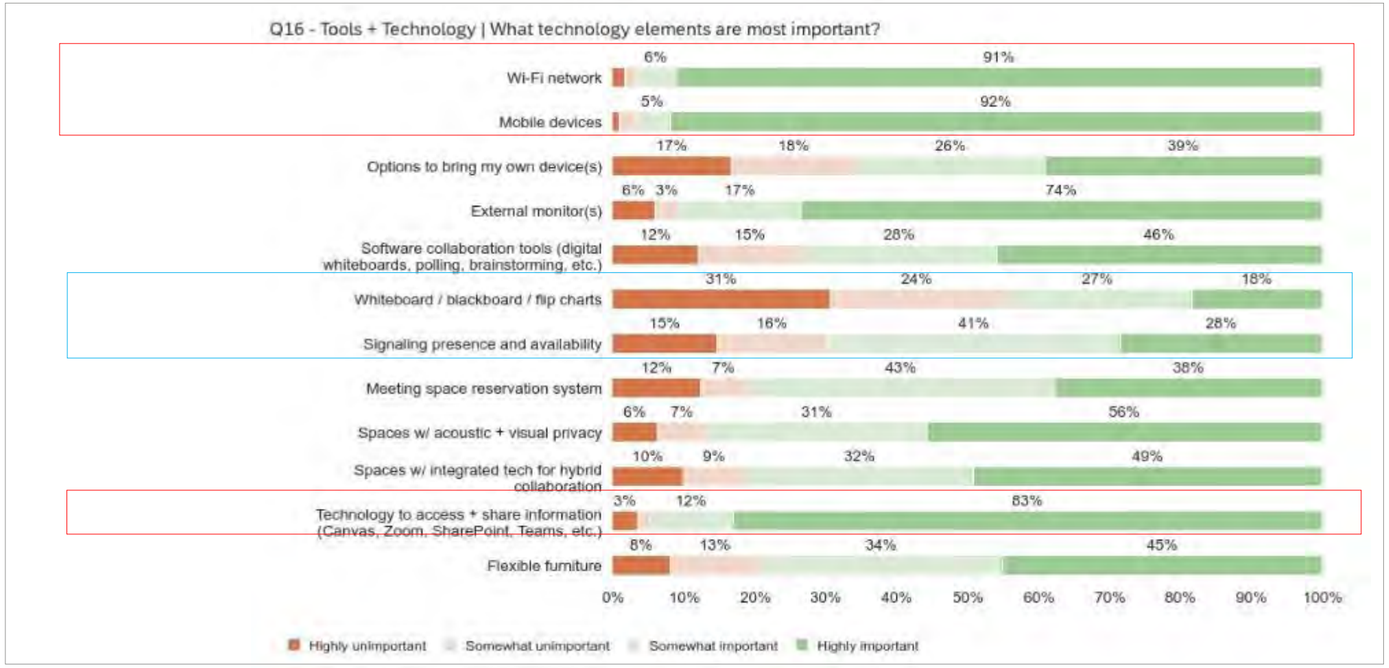
Classified Professionals

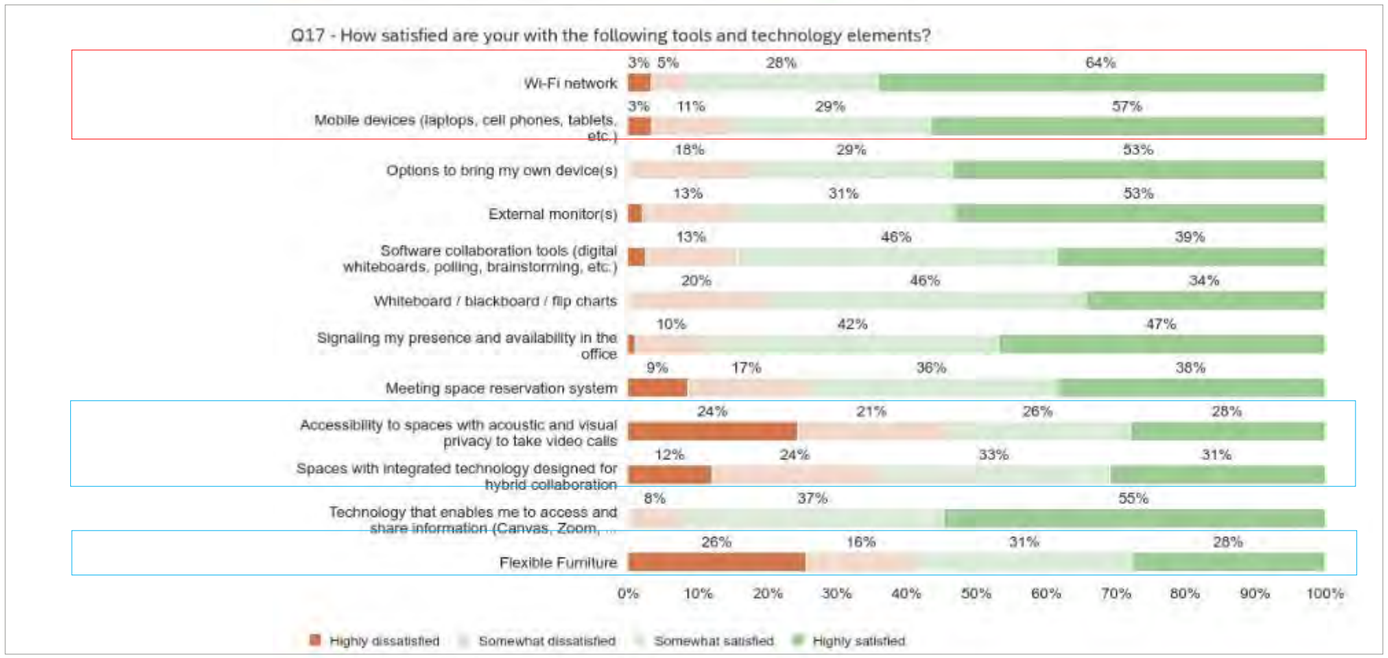
Tools & Technology

Demographic Anomalies (Continued)

Q17:

- *69% of respondents with 2-5 years of tenure were 'highly satisfied' with signaling their presence and availability in the office.*
- *50% of respondents with 2-5 years of tenure were 'highly dissatisfied' with accessibility to spaces with acoustic and visual privacy to take video calls.*
- *50% of respondents with 2-5 years of tenure were 'highly satisfied' with technology that enables them to access and share information.*
- *91% of respondents with 6-10 years of tenure were 'highly satisfied' with the Wi-Fi network.*
- *85% of respondents with 6-10 years of tenure were 'highly satisfied' with options to bring their own device(s).*
- *20% of respondents with 11-20 years of tenure were 'highly satisfied' with options to bring their own device(s).*
- *91% of respondents ages 30-39 years were 'highly satisfied' with options to bring their own device(s).*





Highest response rate/s

Lowest response rate/s

Classified Professionals

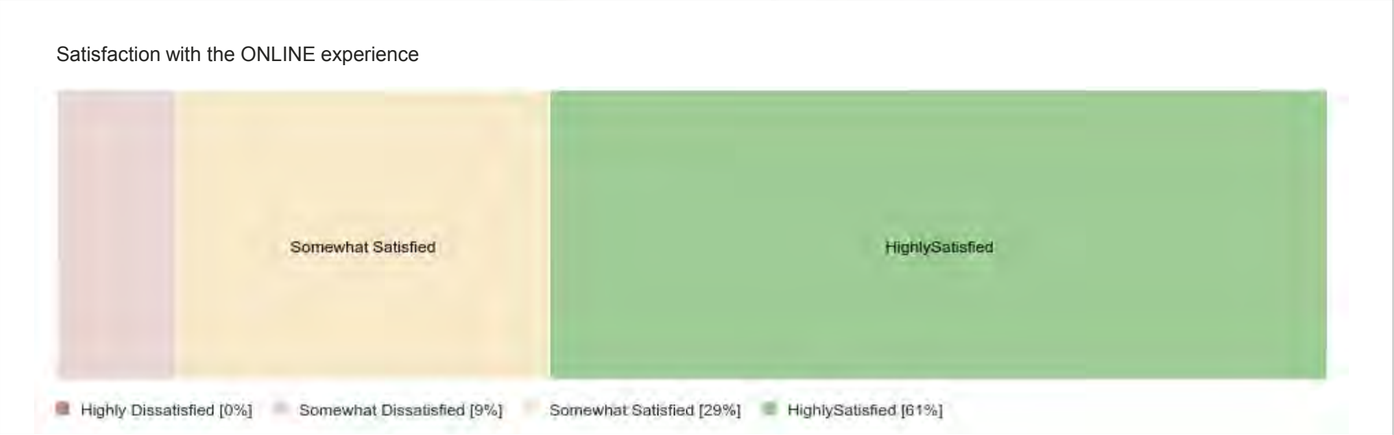
Tools & Technology

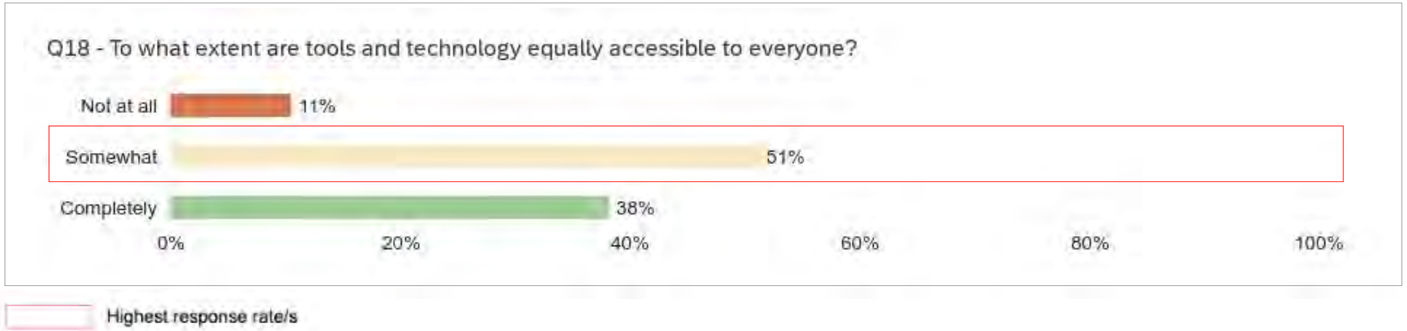
Classified Professionals rated their online experience high overall (3.59 out of 4), scoring higher then both their on-campus and in-classroom experiences.

Slightly more than one third of Classified Professional respondents (38%) completely agreed that tools and technology are equally accessible to all.

Demographic Anomalies
Q21:
- *N/A*

Q18:
- *N/A*





Steelcase
Applied Research + Consulting

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