

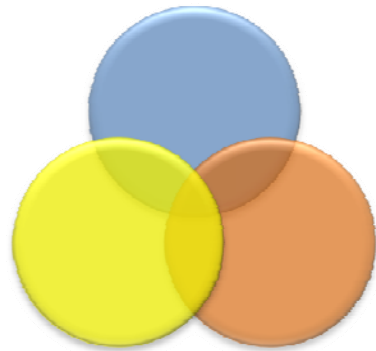


ASSOCIATION OF CHIEF BUSINESS OFFICIALS

ACBO Institute

April 8, 2010

Integrated Educational & Facilities Planning



HMCArchitects

INTRODUCTION

Why Plan?

Measure of Success

PLANNING ELEMENTS

Educational Planning

Facilities Planning

THE PROCESS

Integrated Approach

Sample Steps

LINK TO CAPITAL OUTLAY PLANNING



WHY PLAN?

- To redefine goals and visions
- To address changes in demographics and enrollment
- To respond to changing economic conditions
- To improve college programs
- To fund new construction/renovation projects
- To assess aging campus facilities and infrastructure
- To remain or become competitive

WHY PLAN?

To avoid waste and disruption
resulting from piecemeal
projects



A requirement for all CA Community Colleges

“An educational plan serves as the foundation for the development of an effective facilities plan”

Essential in order to participate in the Capital Outlay Program

“it must be adequate to direct and justify the investment of the State and the college of human and material resources, and, in particular, the expenditure of capital outlay projects.”

According to the CA Community College Chancellor's Office...

Since 1972, the California Code of Regulations, Title 5, Sections 55402, 55403 and 55404, have required that community college districts maintain educational master plans for each college in a district and for the district as a whole. The regulations do not stipulate the methods college staff would use to create Master Plans or the ultimate contents of educational Master Plans as they relate to facilities.

MEASURE OF SUCCESS

What key indicators should measure the success of a master plan?



MEASURE OF SUCCESS



Useful **Ownership** **FUTURE** programs
FUNDING **PLAN** Supported informed
Inclusive **ROADMAP** **INFORM** **VALID** **NEEDS** **EDU** **Flexible** **integrated**
VALID **INFORM** **EDU** **communities** **students**
EDUCATION **LINKED** **ACADEMIC**
COMPREHENSIVE **communities** **ACADEMIC**

DIRECTION ↑

→

→

The text is interspersed with several blue rectangular shapes and arrows. An upward-pointing arrow is next to 'DIRECTION'. A right-pointing arrow is below 'communities'. Another right-pointing arrow is below 'integrated students'. A large blue rectangle is at the bottom right. Another blue rectangle is between 'Useful' and 'Inclusive'. A third blue rectangle is between 'Inclusive' and 'Flexible'.

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What are the key elements of an Educational Plan?

Adequate explanation of the college's

- vision
- philosophy
- curriculum
- programs (educational, support, student services)

Projection of future enrollment

Development of program objectives

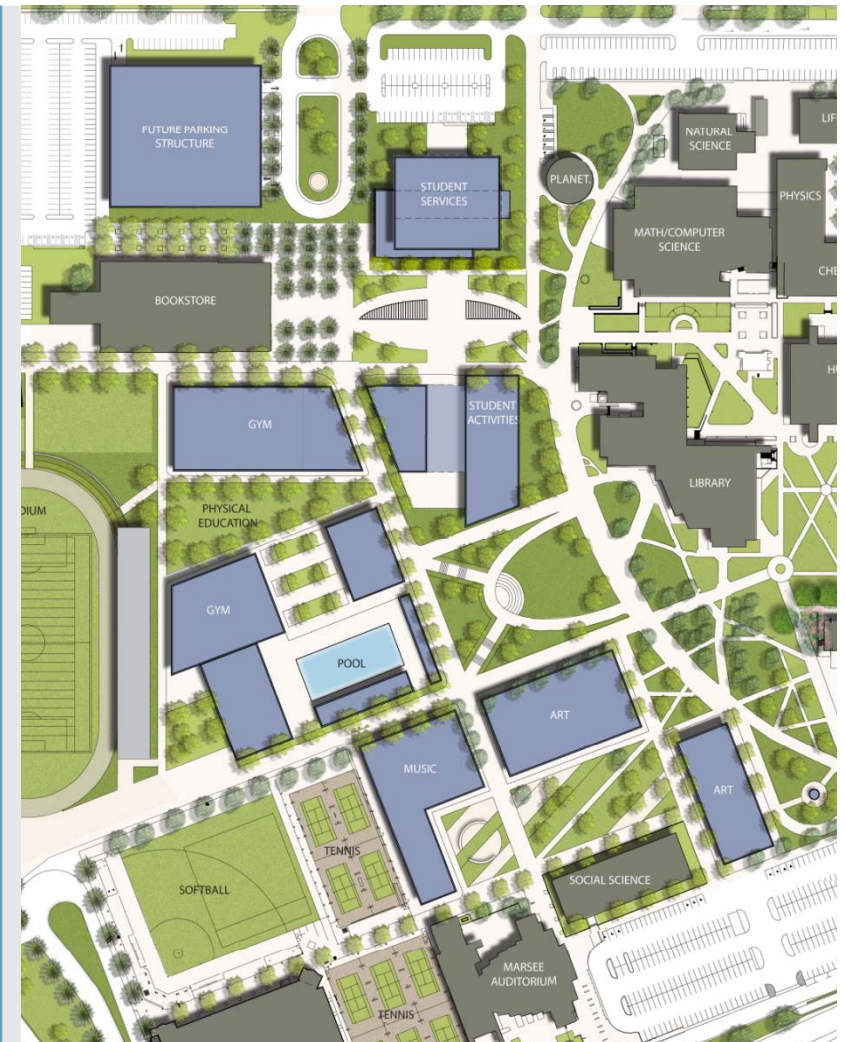
What are the key elements of an Educational Plan?

Information necessary to develop the facilities plan

- Educational plan initiatives
- Enrollment forecasts
- Weekly student contact hours (WSCH) projections
- Adequacy of current facilities

What is a Facilities Master Plan?

A physical interpretation
of the Educational Plan



What are the key elements of an Facilities Plan?

- Evaluation of existing facilities
 - capacity, condition, adequacy, cost efficiency
- Analysis of existing site conditions
 - physical and functional
- Recommendations for potential re-alignment
- Recommendations for site and facilities projects
 - renovations and new construction
- Identification and prioritization of projects

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What is integrated planning?

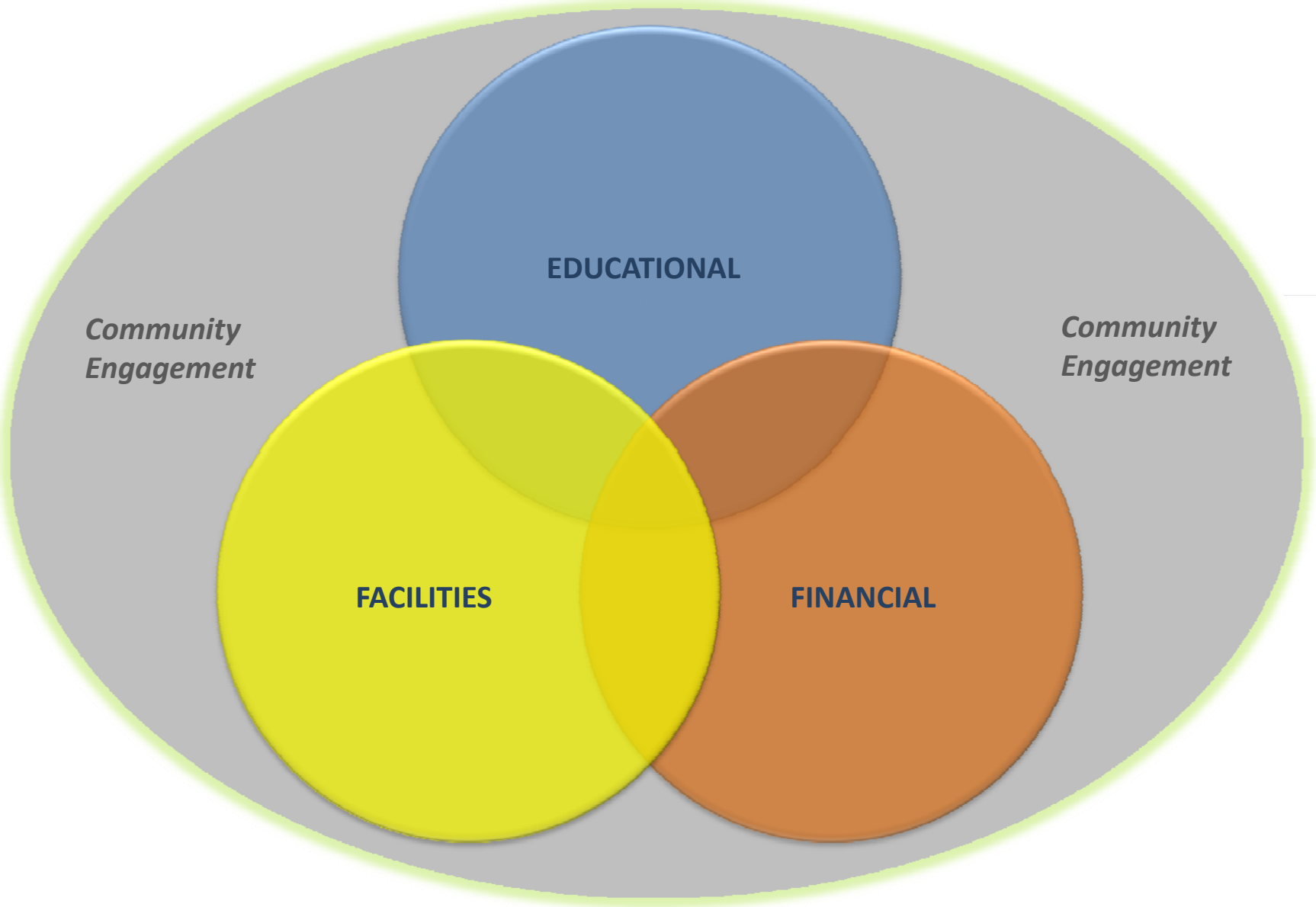
DEFINITION:

Integrated planning (IP) is the process whereby all planning and resource allocation activities throughout every level of the organization are effectively linked and coordinated, and driven by the institution's vision, mission, and academic priorities.

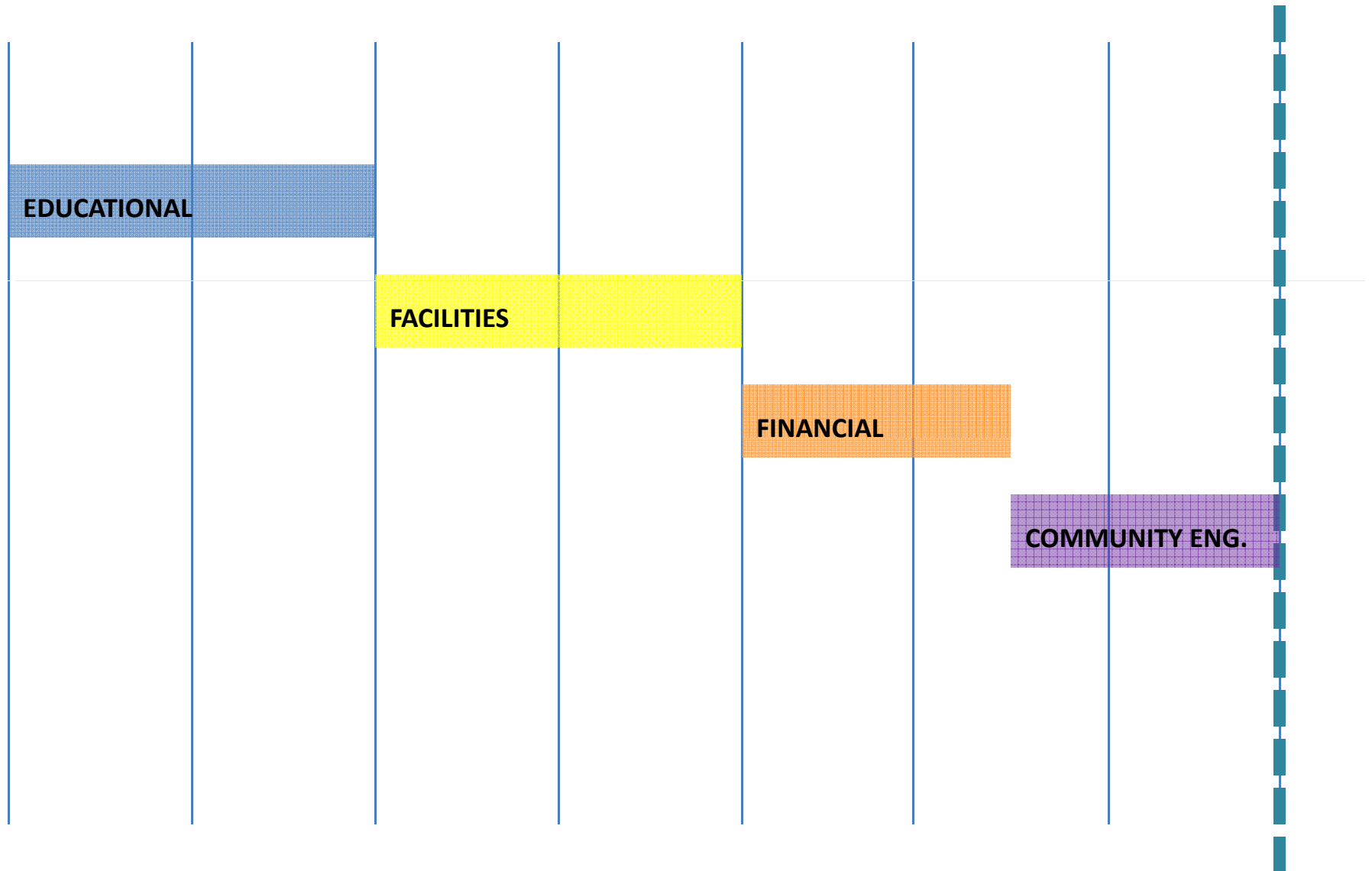
SCUP, Society for College and University Planning



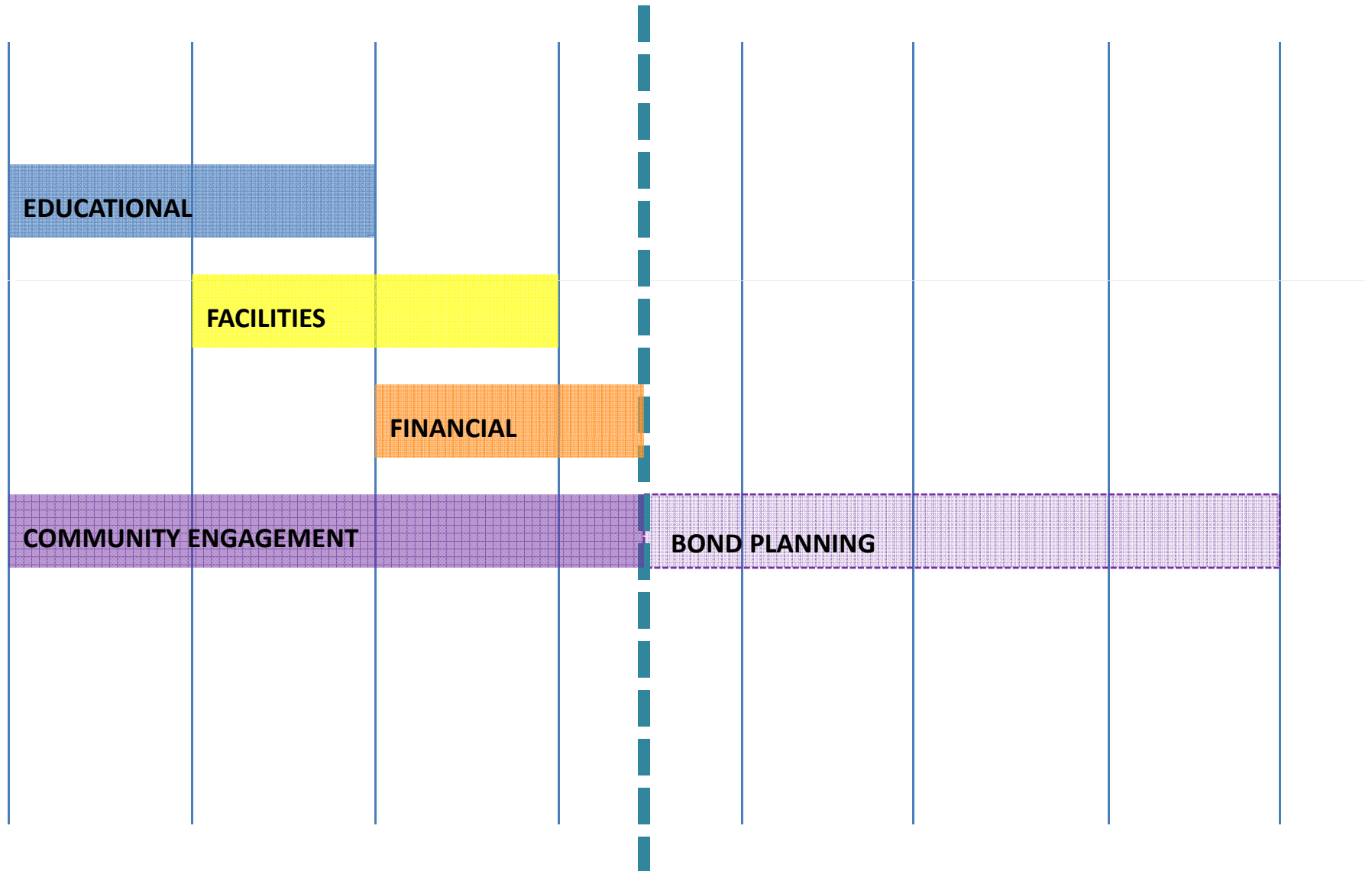
WHAT DOES IT LOOK LIKE?



PLANNING PROCESSES - *TRADITIONAL*

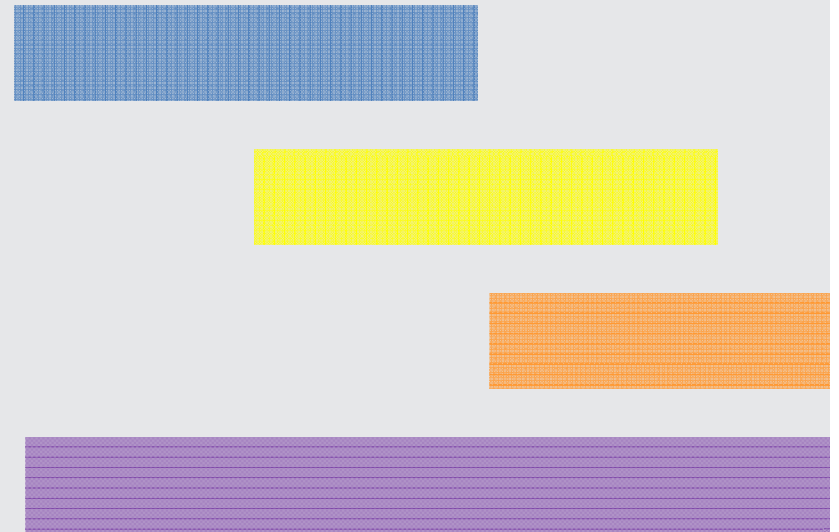


PLANNING PROCESSES - *INTEGRATED*



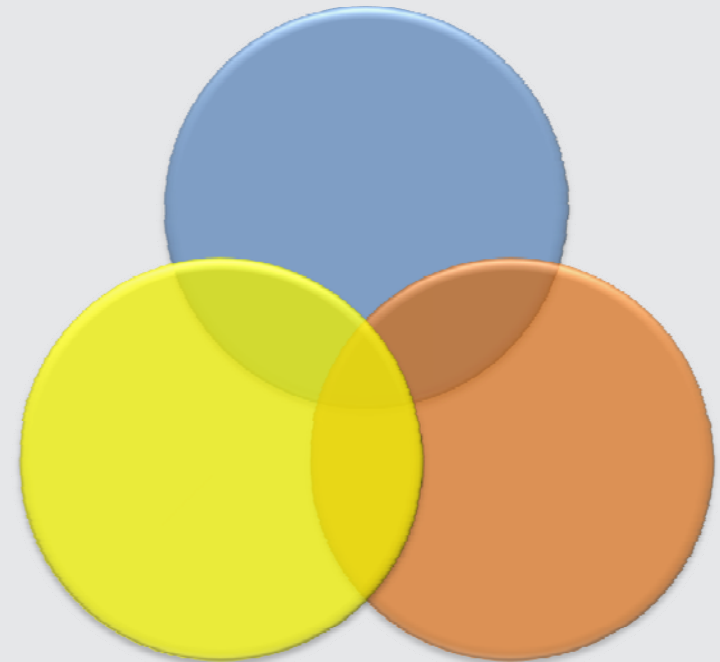
BENEFITS OF INTEGRATED PLANNING

- Eliminates duplication
- Reduces frustration
- Saves time and \$



BENEFITS OF INTEGRATED PLANNING

- Links planning efforts
- Maximizes sharing of expertise
- Addresses college priorities
- Supports accreditation



COMMUNITY ENGAGEMENT

- Engages your community
- Fosters a sense of authorship
- Promotes awareness & image



FIRST STEP TO A SUCCESSFUL LOCAL BOND

- Broader support
- Better alignment
- The plan is understood
- Prepared to commit resources



THE PLANNING PROCESS



How is a plan developed?

- Participatory approach
- Series of collaborative meetings
- Step by step planning process

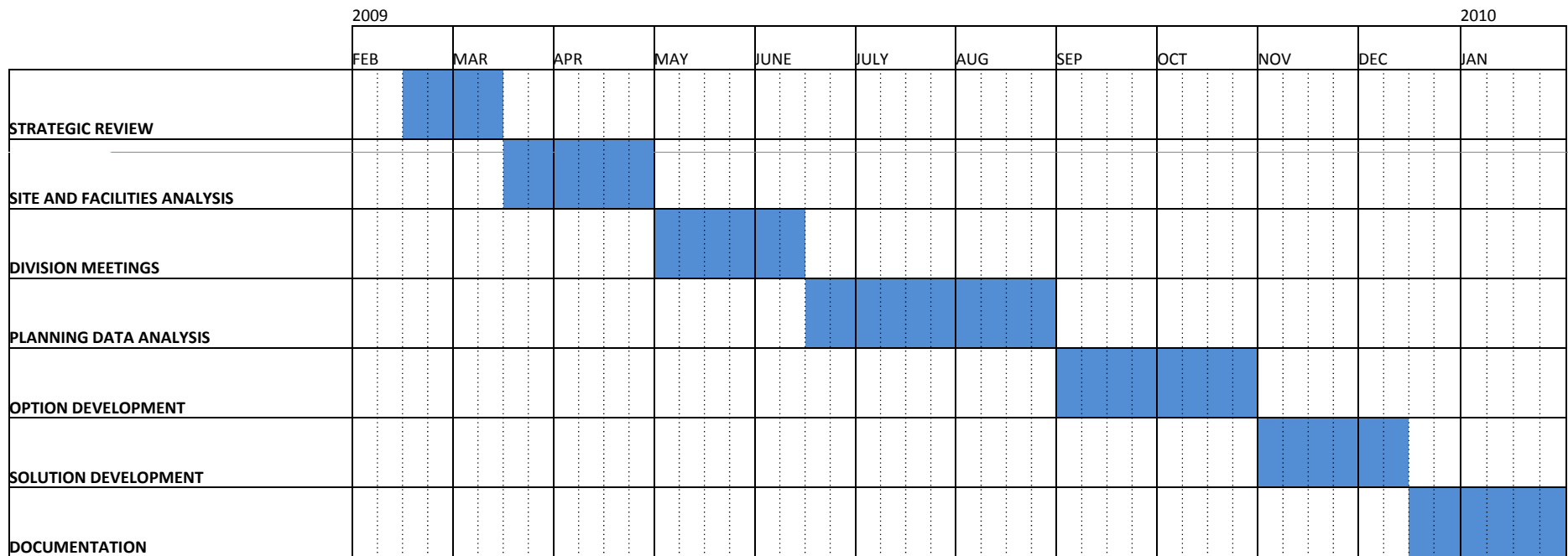


THE PLANNING PROCESS - *sample*

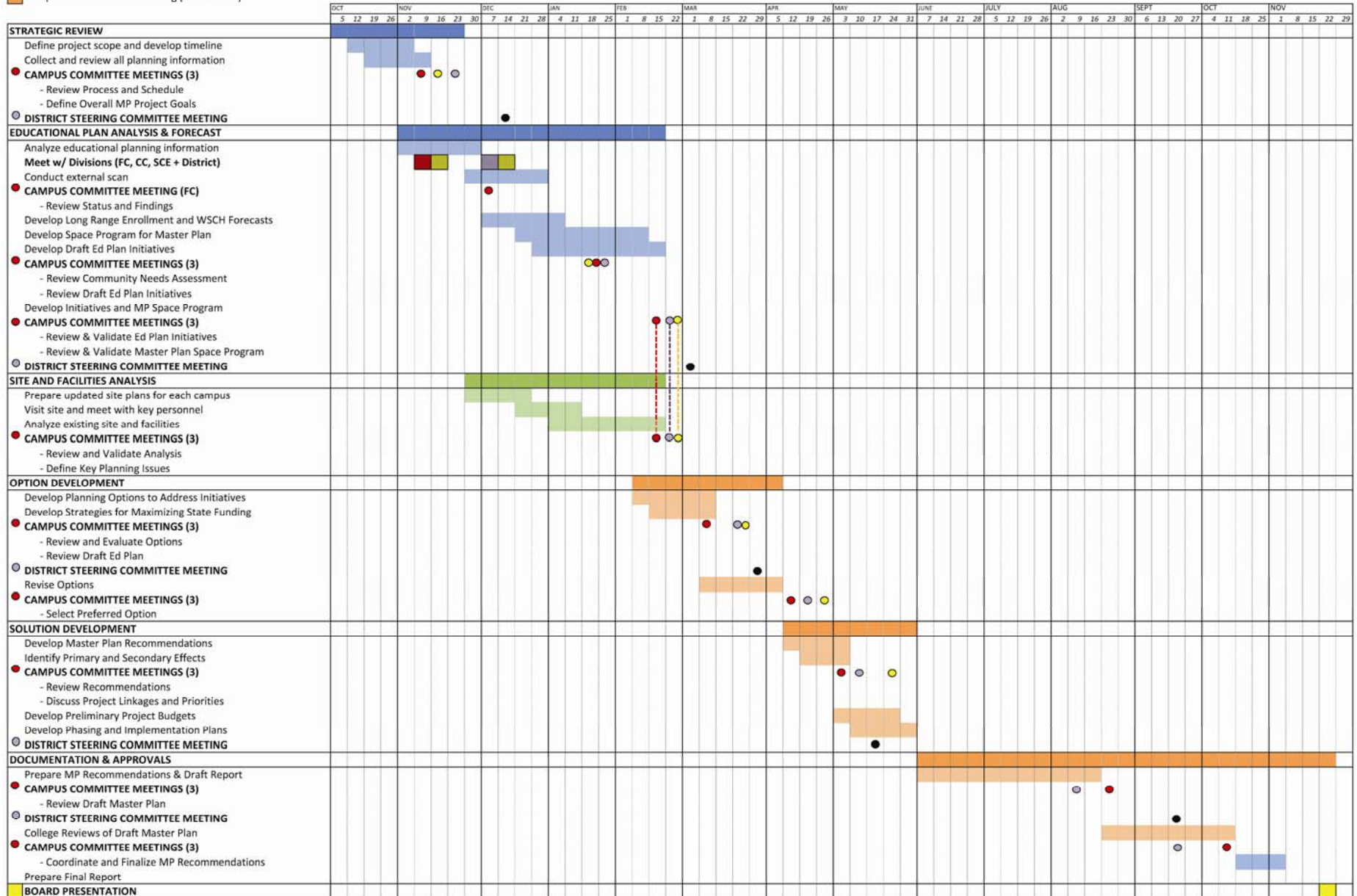
	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
1. Strategic Review	■								
2. Ed Plan Coord & Analysis	■		■						
3. Site & Facilities Analysis		■		■					
4. Option Development				■		■			
5. Solution Development					■		■		
6. Document & Approvals							■		
Prepare 5YCP - IPPs and FPPs						■			

-  Division Meetings with Planners
-  Master Plan Committee Meetings

THE PLANNING PROCESS - *sample*



THE PLANNING PROCESS - *sample*



Example Six Step Process

1. Project Start-up & Strategic Review
2. Ed Plan Analysis & Forecast
3. Analysis of Existing Conditions
4. Option Development
5. Solution Development
6. Documentation & Approvals

1. Project Start-up & Strategic Review

- Develop process & schedule
- Collect all available information
- Coordinate with all planning efforts
- Define project goals

2. Ed Plan Analysis & Forecast

- Meet with Divisions and Departments (INTERNAL)
 - Discuss Program Reviews
 - Define issues and trends
 - Identify common themes

2. Ed Plan Analysis & Forecast

- Begin community engagement (EXTERNAL)
 - Survey
 - Meetings
 - Dialogues

In each of these areas, how important is it for ABC College to provide it; and how well is ABC doing?

1. Provide quality, accessible, and affordable education (career technical, basic skills, and transfer)
2. Provide career and technical education programs, workforce development
3. Be responsive to local community needs
4. Provide opportunities for lifelong learning
5. Contribute to the local region as a local employer and economic engine

2. Ed Plan Analysis & Forecast

- Collect data to drive Facilities Plan

- Enrollment Projections
- Current & Future Programs
- WSCH / FTES Projections (by program)

THE PLANNING PROCESS

Five Year Construction Plan/FUSION

Enrollment / WSCH Forecast

YEAR	Enrollment	WSCH	
2008	25,773	302,488	Actual
2015	32,640	385,460	Projected *
2020	40,446	477,632	Projected *

• Projections from CCCCO – January 2009

YEAR	WSCH	Off-campus/On-line	On-campus
2008	302,488	-30,249	272,239
2015	385,460	-38,549	346,911
2020	477,632	-47,763	429,869

• Preliminary analysis of WSCH distribution

THE PLANNING PROCESS

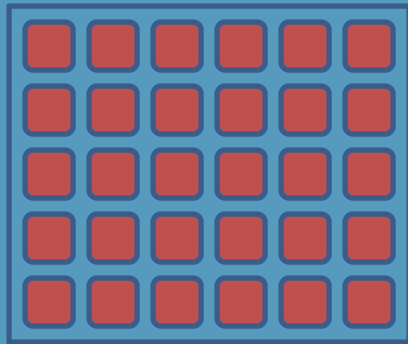
Space Inventory/FUSION Assignment of Space (ASF)

SPACE TYPE	2008 Inventory	2009 Inventory	Adjusted Inventory *
Lecture	127,556	131,829	157,035
Lab	197,079	195,243	178,052
Office	106,602	110,357	110,507
Library	47,443	74,324	69,868
Instr. Media	5,271	3,585	3,585
Other	310,049	304,402	334,053
TOTAL	794,000	819,740	853,100

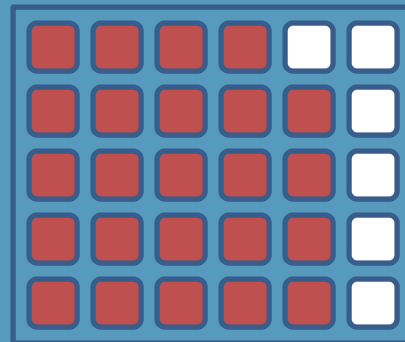
* Includes project currently underway and reported in FUSION

THE PLANNING PROCESS

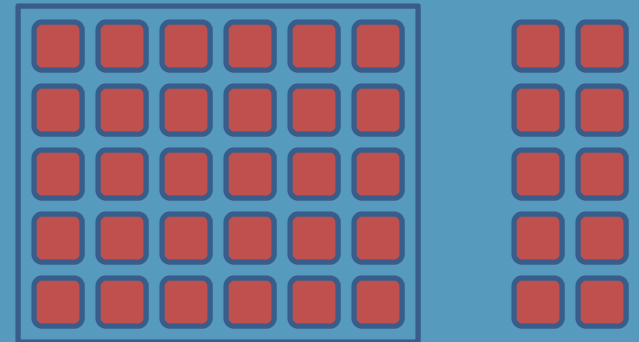
Space Utilization - Capacity Load Ratios



of seats = # of students
100% capacity/load



of seats > # of students
Over 100% capacity/load



of seats < # of students
Under 100% capacity/load

THE PLANNING PROCESS

Space Utilization - Capacity Load Ratios FUSION

Space Type	2010	2015	2020
Lecture	137 %	133 %	128 %
Lab	75 %	79 %	75 %
Office	112 %	105 %	98 %
Library	71 %	60 %	56 %
Instr. Media	35 %	54 %	53 %

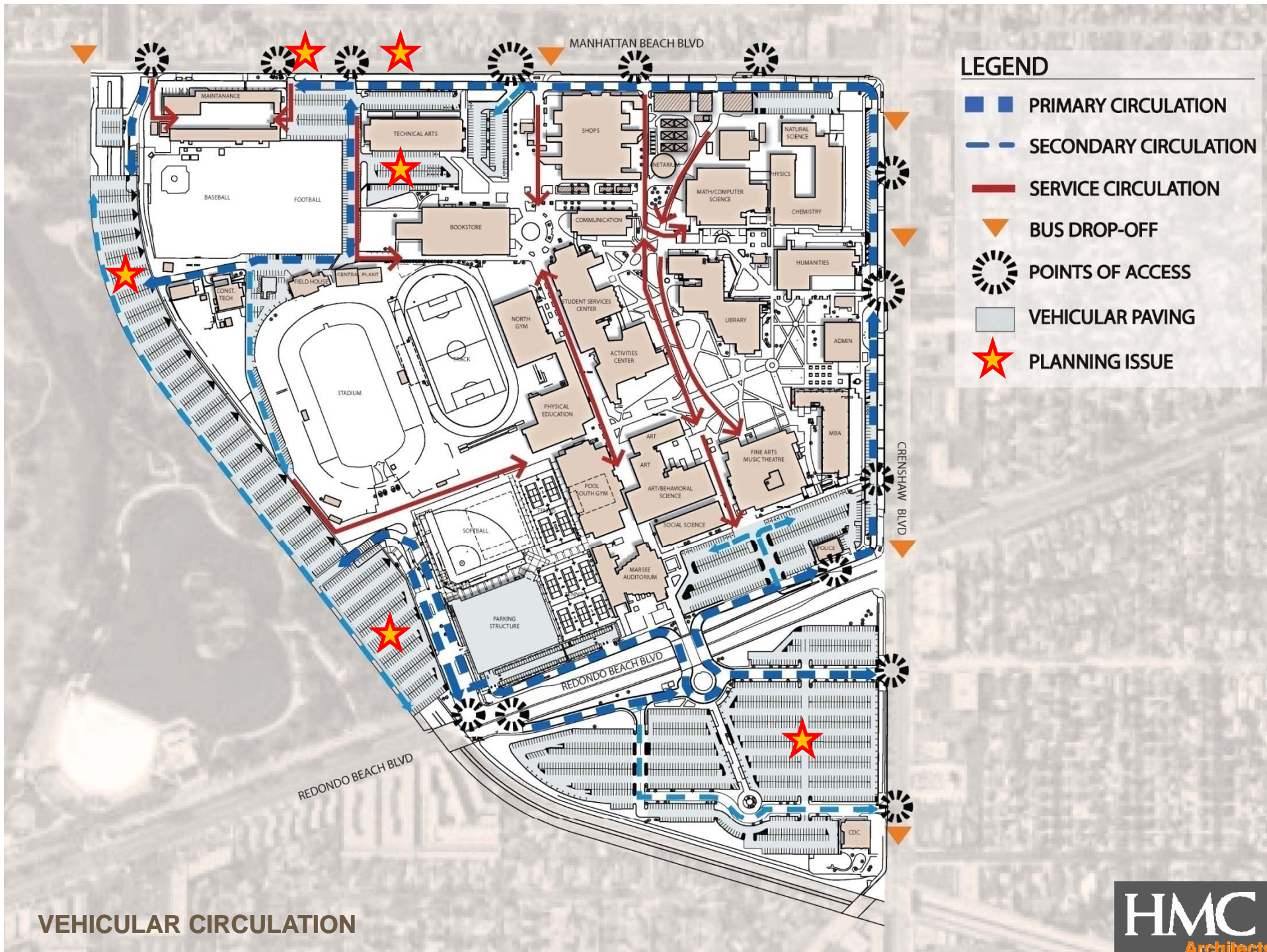
THE PLANNING PROCESS

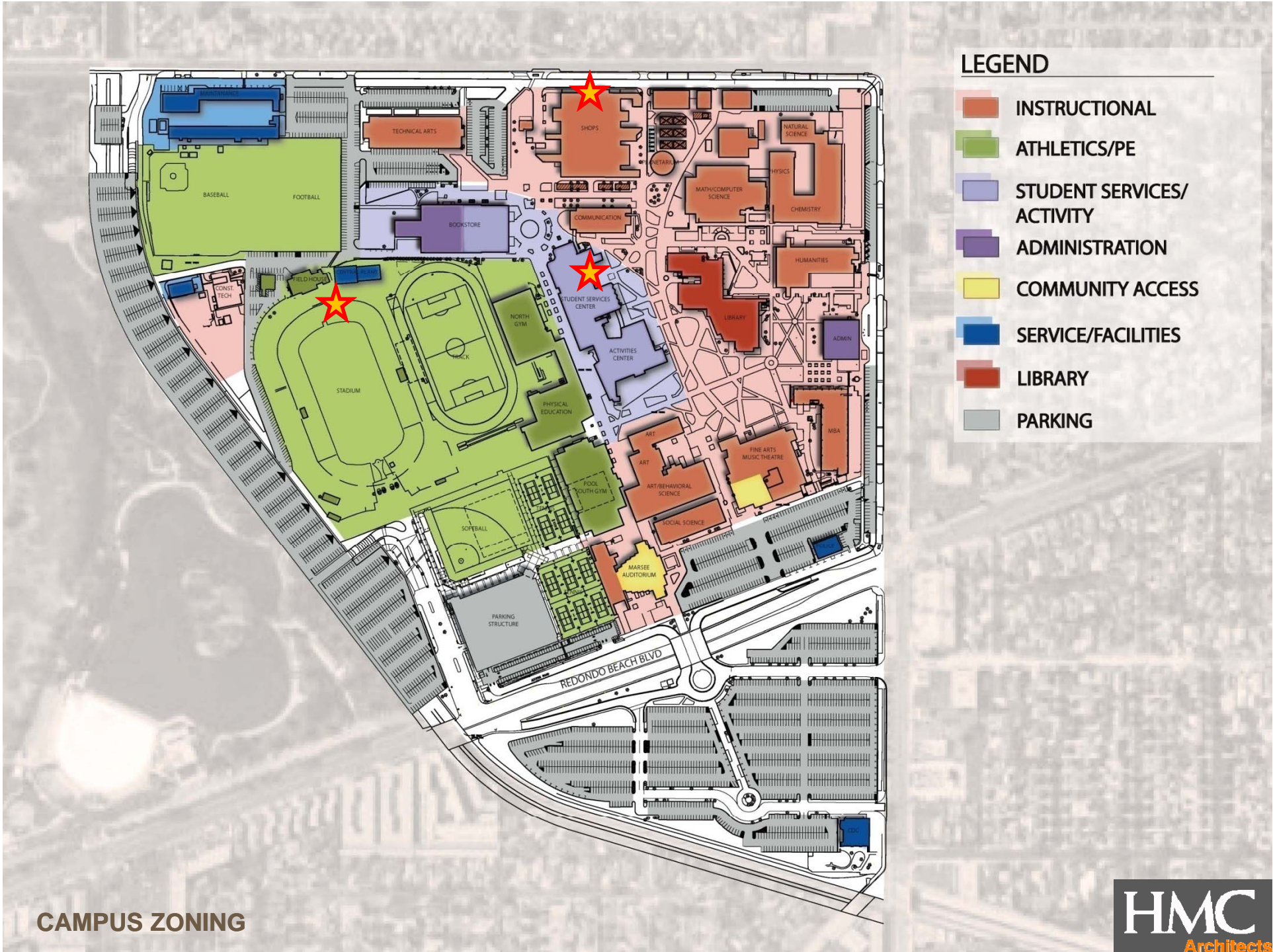
Master Plan Space Program (2020)

Space Type	Adjusted Inventory	Forecasted Space Need	Difference
Lecture	157,035	119,933	37,102
Lab	178,052	274,724	-96,672
Office	110,507	127,368	-16,861
Library	69,868	74,696	-4,828
Instr. Media	3,585	15,822	-12,237
Other	334,053	280,589	53,104
TOTAL	853,100	893,132	-40,032

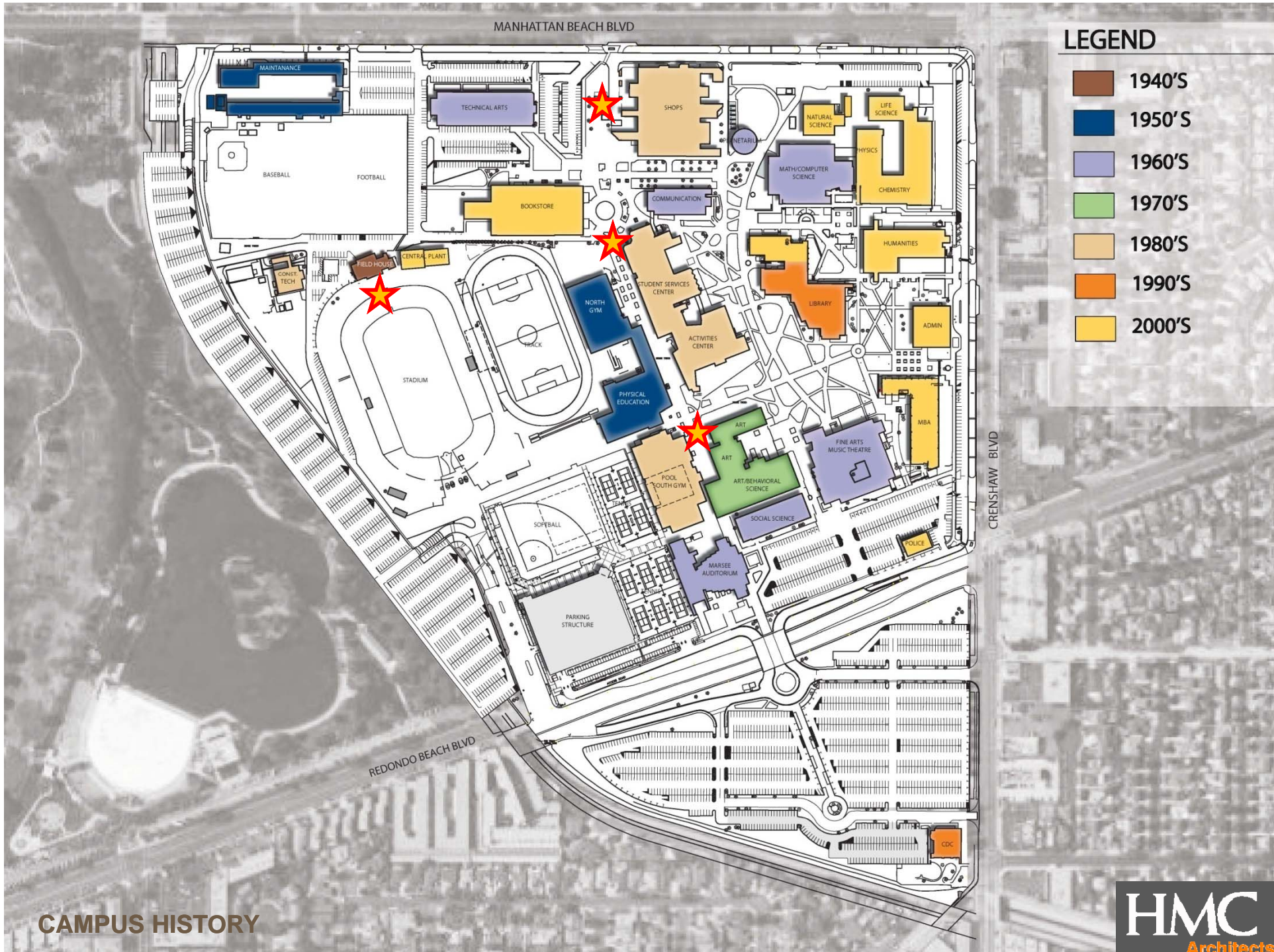
3. Analysis of Existing Conditions

- Develop a shared understanding of the existing campus
- Define key issues to be addressed in the master plan





CAMPUS ZONING



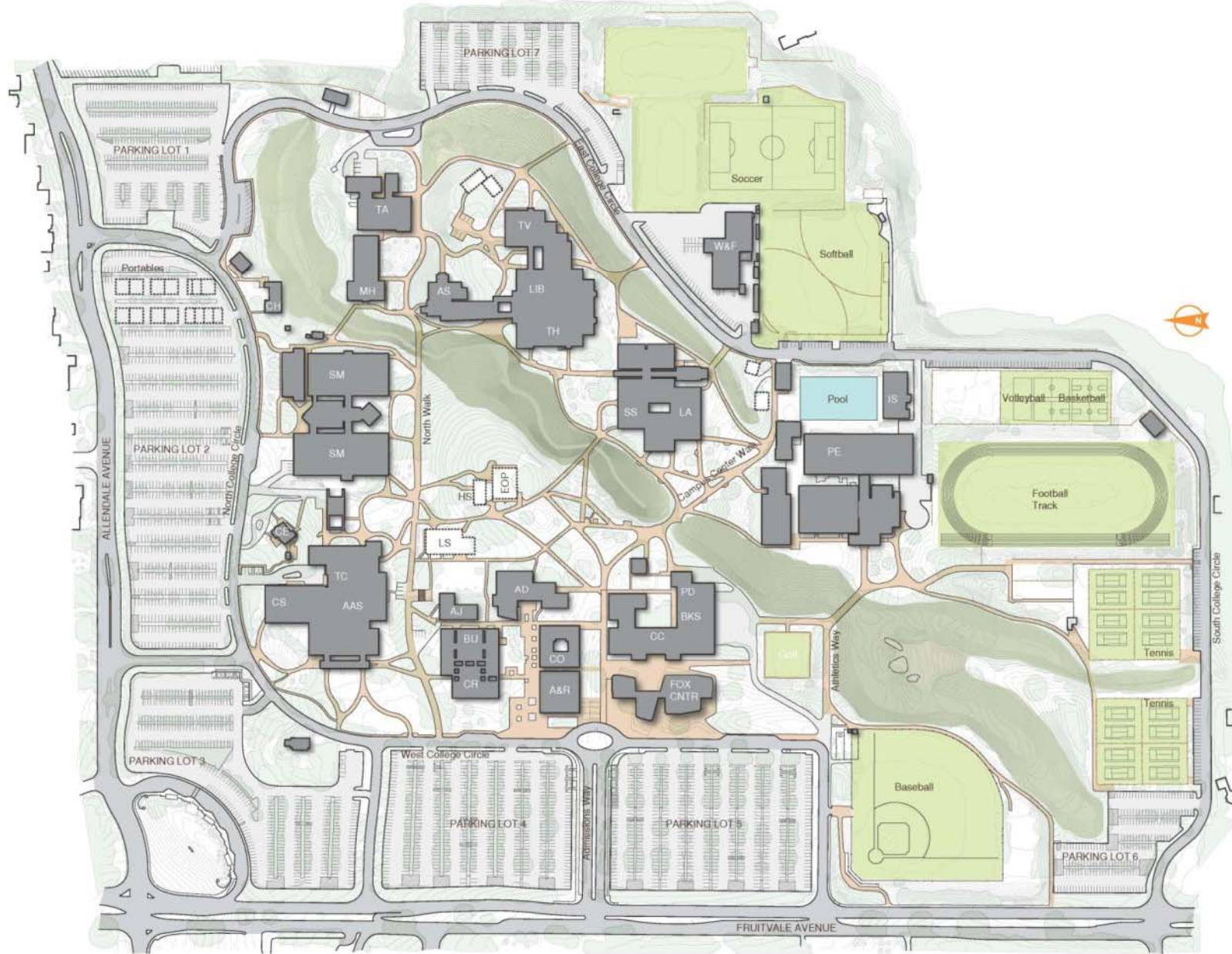
4. Option Development

Develop a series of options based on:

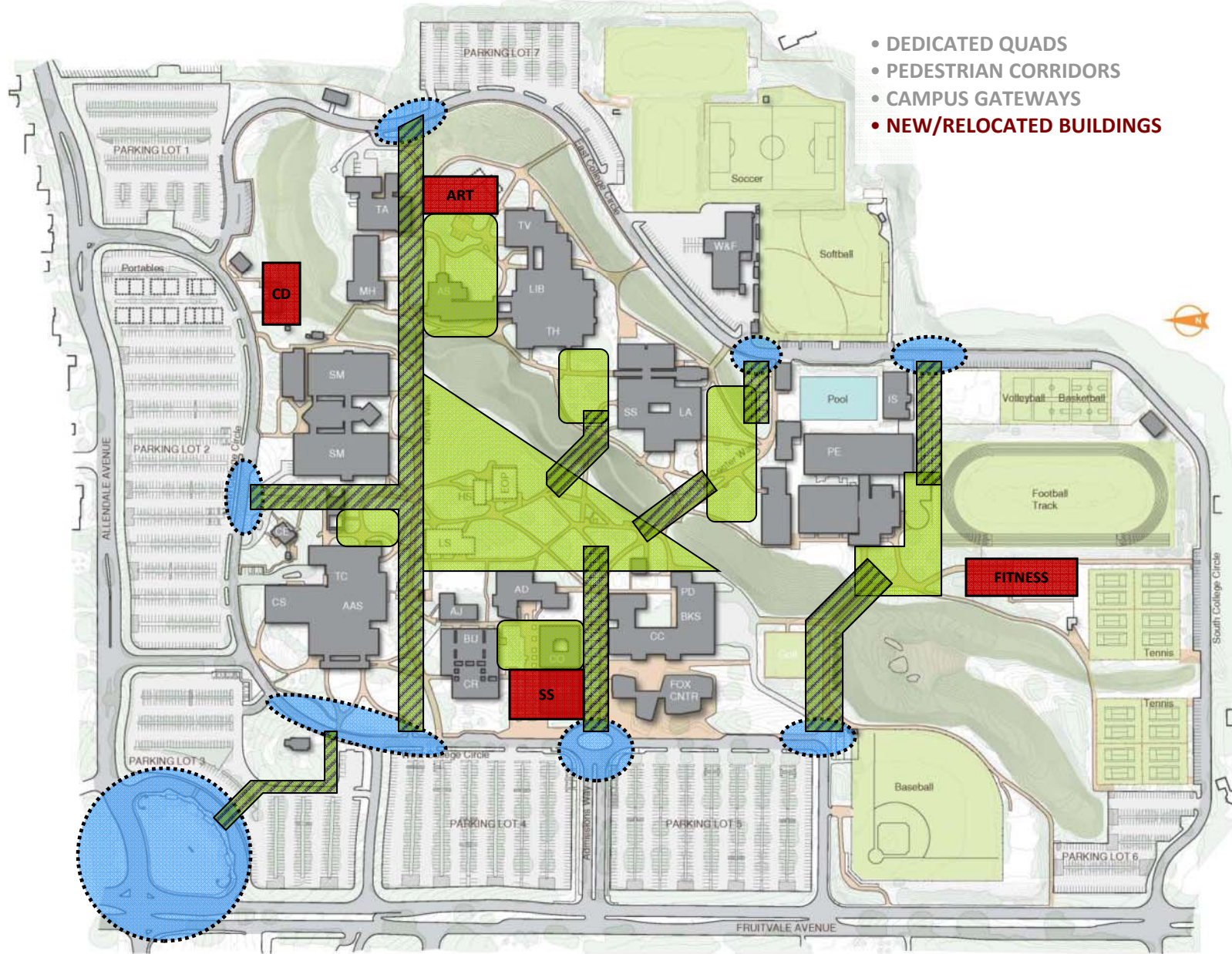
- Educational Initiatives
- Forecasted Planning Data
- Analysis of Existing Conditions
- Facilities Planning Priorities

FACILITIES PLANNING PRIORITIES - example

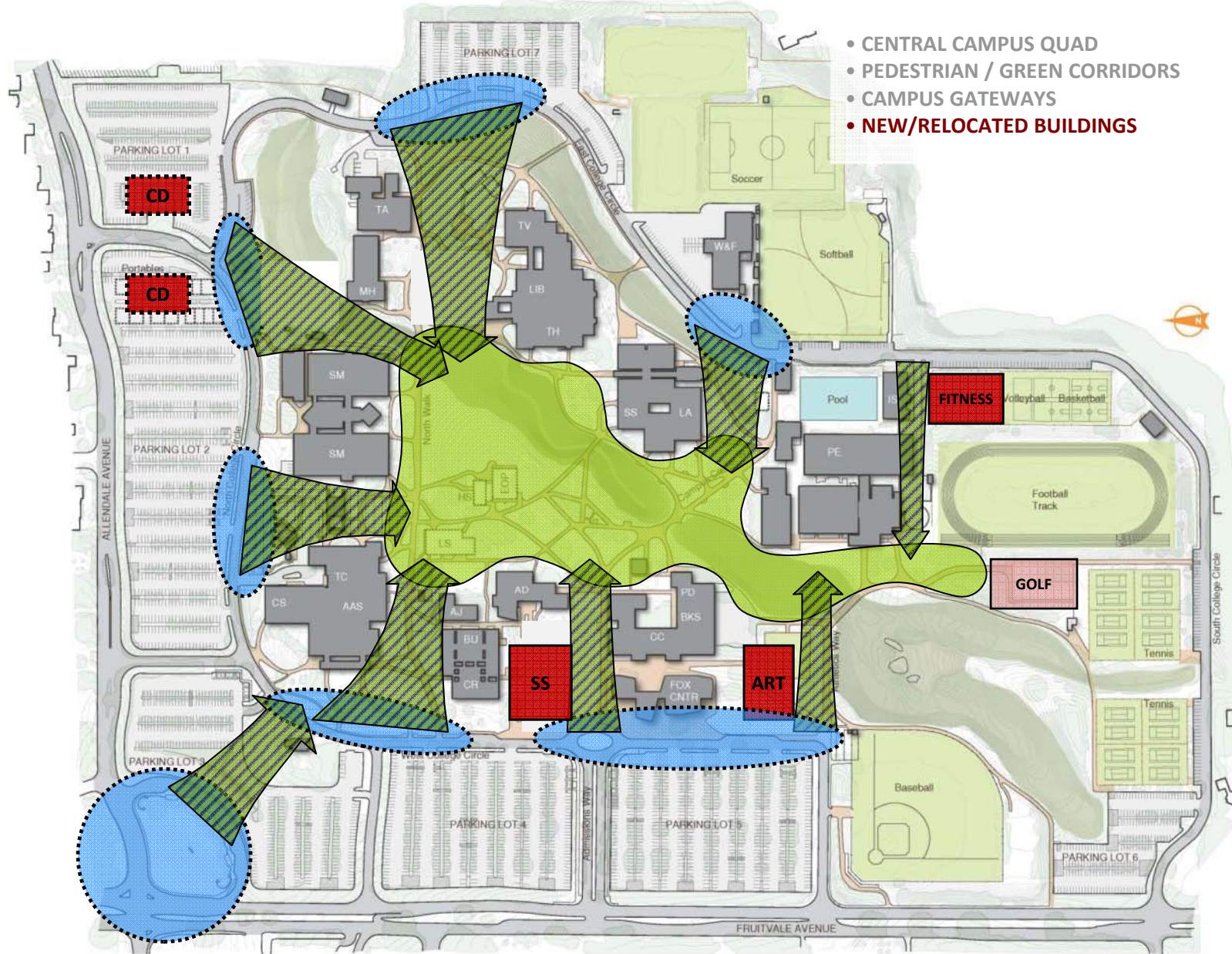
- Maximize functional space
 - Renovate facilities
 - Address program needs
- Eliminate non-functional space
 - Remove temporary buildings
 - Replace aging facilities
- Improve efficiency/utilization of facilities
 - Consolidate related programs
 - Create flexible, interdisciplinary spaces
- Right-size the campus to address program needs
- Position the District to maximize funding (state and local)



CAMPUS PLAN

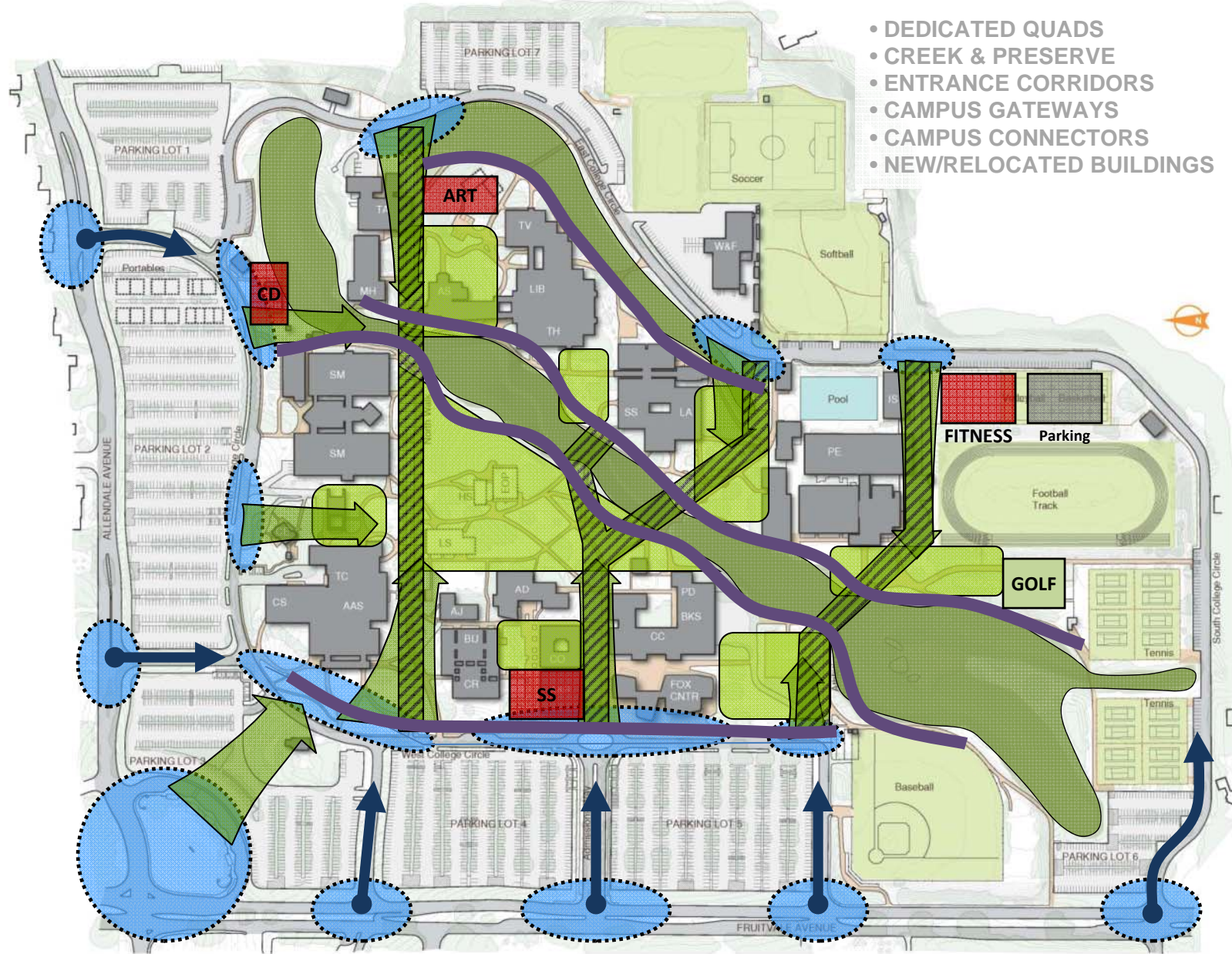


OPTION 1: DISPERSED QUADS



- CENTRAL CAMPUS QUAD
- PEDESTRIAN / GREEN CORRIDORS
- CAMPUS GATEWAYS
- **NEW/RELOCATED BUILDINGS**

OPTION 2: OPEN CAMPUS



- DEDICATED QUADS
- CREEK & PRESERVE
- ENTRANCE CORRIDORS
- CAMPUS GATEWAYS
- CAMPUS CONNECTORS
- NEW/RELOCATED BUILDINGS

OPTION 3: COMBINED APPROACH

5. Solution Development

FINAL MASTER PLAN DRAWINGS

SCOPE

- Master Plan Projects (Site and Facilities)

BUDGET

- Preliminary Project Budgets
- Strategies for State Funding

SCHEDULE

- Phasing and Implementation Plans



2009 FACILITIES MASTER PLAN



2009 FACILITIES MASTER PLAN

THE PLANNING PROCESS

PHASING AND IMPLEMENTATION











THE PLANNING PROCESS

6. DOCUMENTATION & APPROVALS

- Draft Documents
- College & Community Presentations
- Reviews and Approvals
- Board Presentation & Adoption

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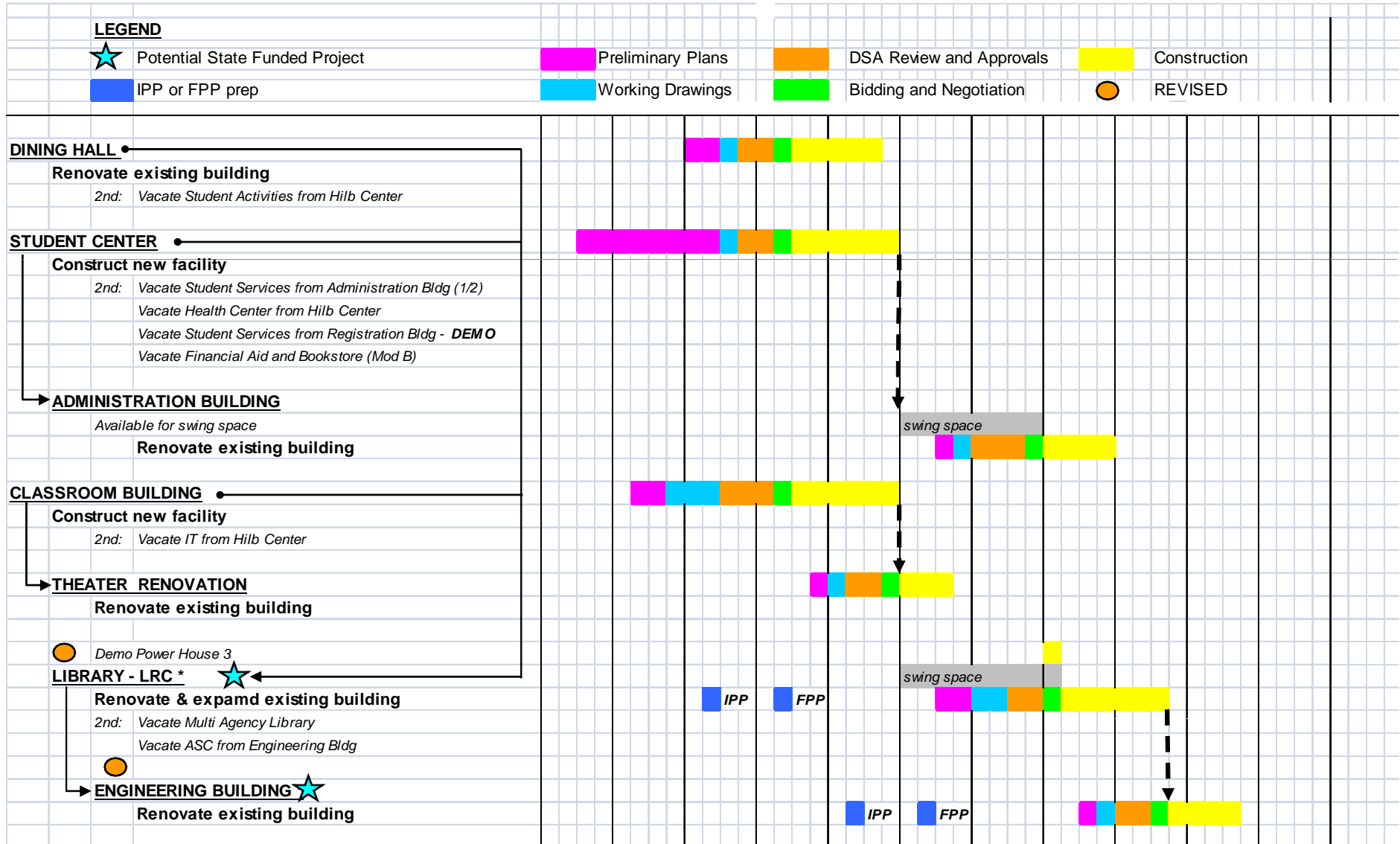
Integrated Approach

Sample Steps

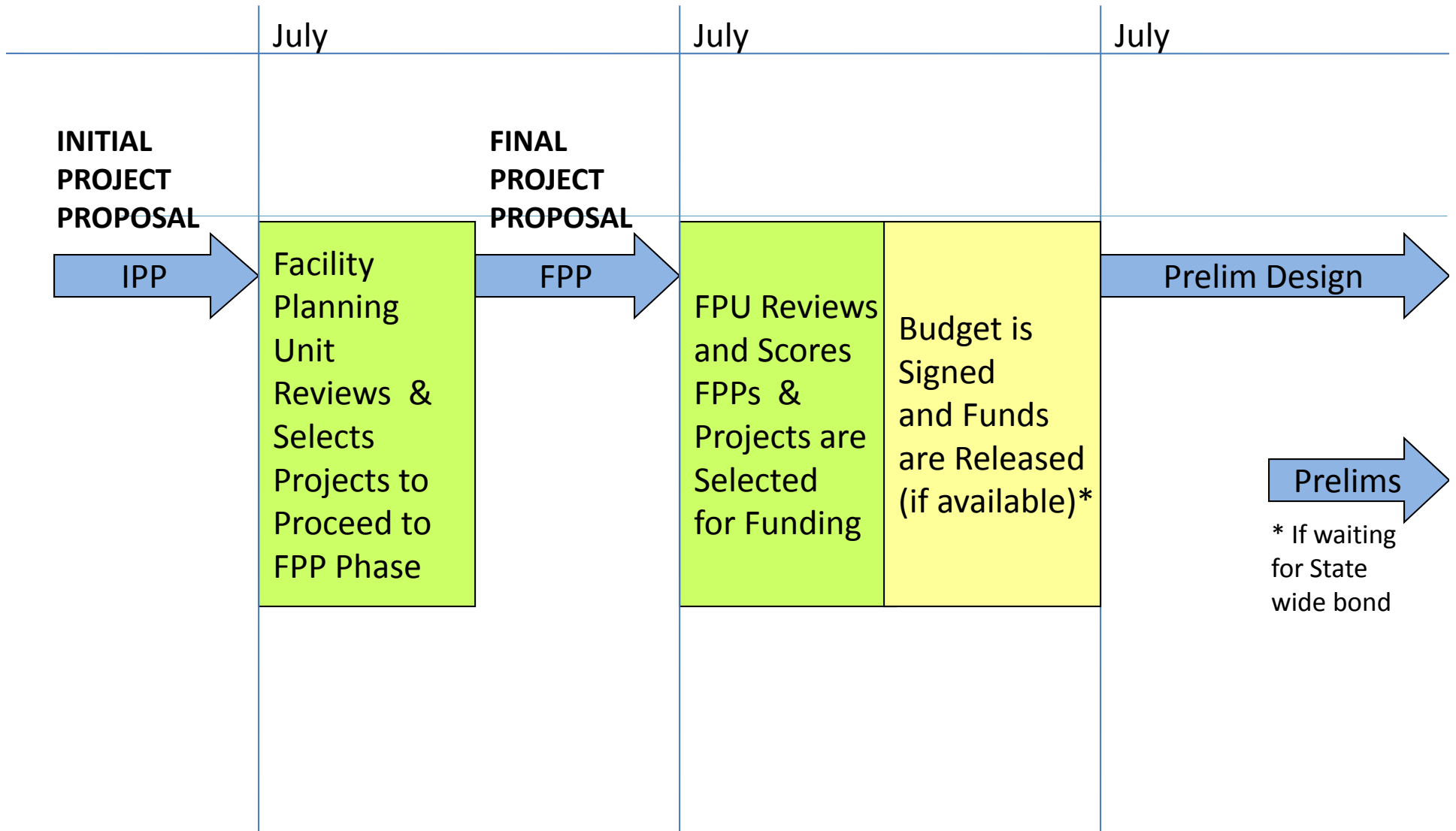
LINK TO CAPITAL OUTLAY PLANNING



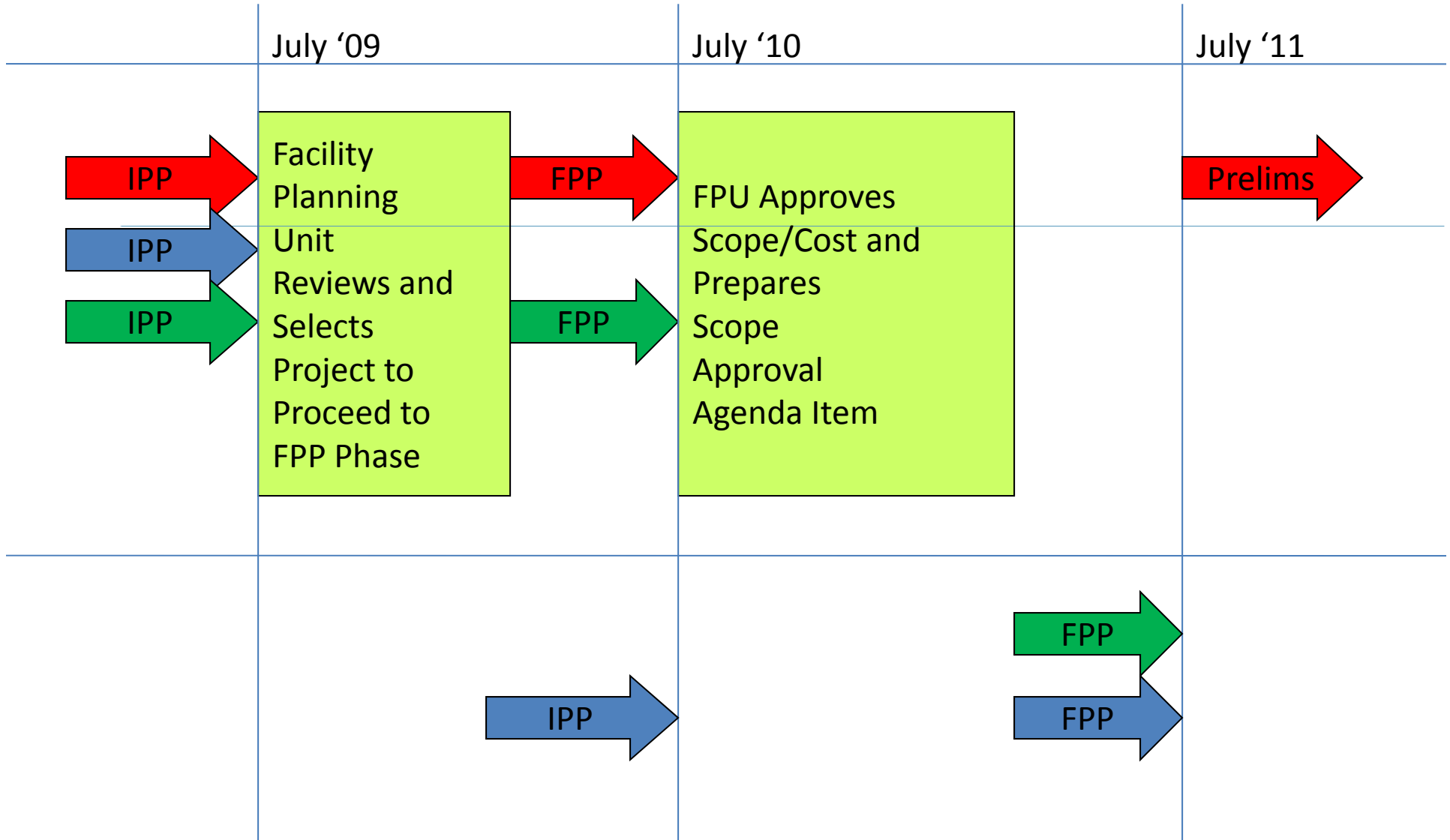
LINK TO CAPITAL OUTLAY PLANNING



Five Year Construction Plan



Five Year Construction Plan



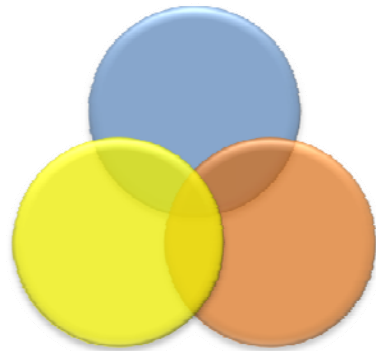


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