Facilities Workshop 2

JUNE 27, 2017

MEASURES OF SUCCESS IDENTIFIED AT LAST WORKSHOP

Process

▶ People feel good

▶ People are included and the process is well documented

▶ Strong communication throughout process

▶ Campus identities are defined and used to inform the master plan
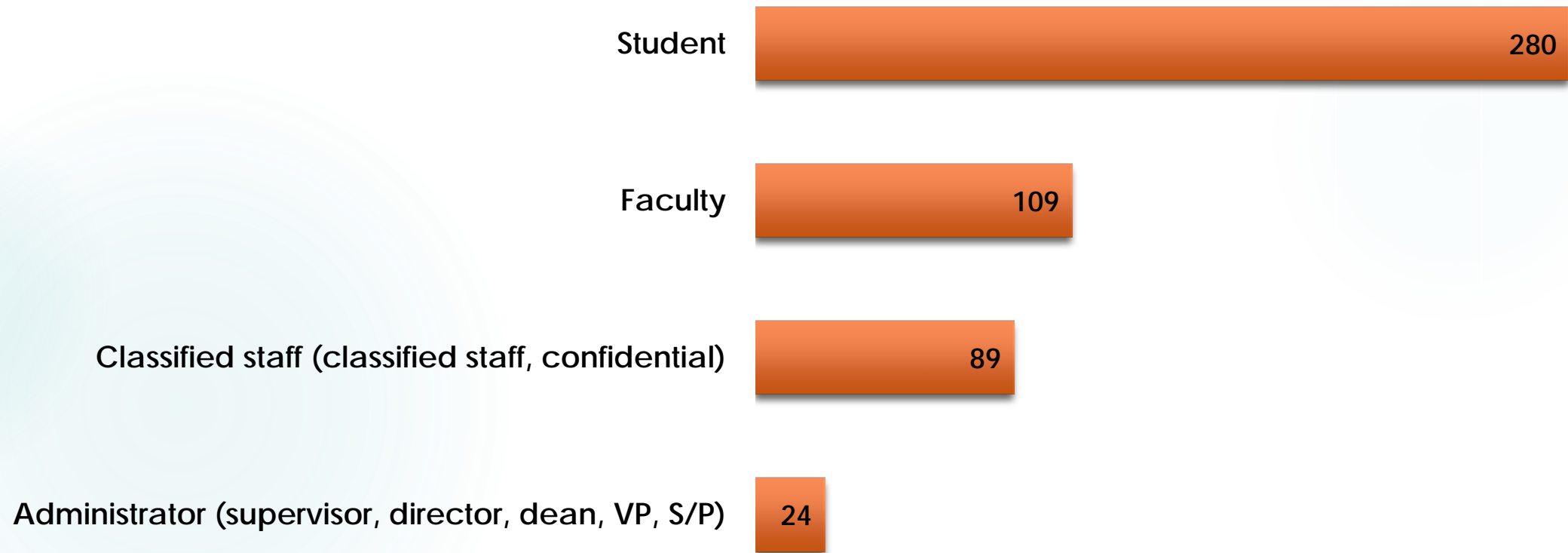
▶ 'President Proof' – not person-dependent

MEASURES OF SUCCESS IDENTIFIED AT LAST WORKSHOP

Recommendations

- Meet student needs
- Provide safe spaces for students
- Improve program synergies
- Address all programs and services (no orphans)
- Move all functions in portable buildings to permanent facilities
- Limit disruption
  - Limit number of moves
  - Minimize need for swing space
- Maximize resources
  - Leverages state funding opportunities

Educational & Facilities Master Plans Survey

Which of the following best describes your role at SWC?

Student — 280

Faculty — 109

Classified staff (classified staff, confidential) — 89

Administrator (supervisor, director, dean, VP, S/P) — 24

N = 502

How long have you been part of the SWC community?

	Administrator	Classified Staff	Faculty	Student
Less than 1 year	1	4	6	88
1 to 3 years	4	14	10	128
3 to 5 years	1	4	7	31
5 to 10 years	5	19	15	19
More than 10 years	13	48	71	13
No response				1
Grand Total	24	89	109	280

Administrator: Supervisor, director, dean, VP & S/P
Classified staff: Classified staff & confidential

At which of the following campuses do you spend most of your time?

	Administrator	Classified Staff	Faculty	Student
Chula Vista	14	78	100	250
National City	4	5	3	9
Otay Mesa	4	4	3	9
San Ysidro	2	1	3	11
No response		1		1
Grand Total	24	89	109	280

Administrator: Supervisor, dire
Classified staff: Classified st
National City includes Cr

If you selected the Chula Vista campus, which of the following areas are you most closely connected to?

|	Administrator	Classified Staff	Faculty	Student
School of Art, Communication & Social Sciences		3	13	63
School of Business & Technology	1	5	39	41
School of Language, Literature & Humanities		2	15	28
School of Mathematics, Science & Engineering	1	4	19	70
School of Wellness, Exercise Science & Athletics		3	2	16
Instructional Support Services & Continuing Education		8	6	10
Administrative area (i.e. SA, AA, BFA, HR, IT, S/P)	12	52	3	17
No response	10	12	12	35
Grand Total	24	89	109	280

Administrator: Supervisor, director, dean, VP & S/P
Classified staff: Classified staff & confidential

Were you involved in the development of the 2013 Educational Master Plan and/or Facilities Master Plan?
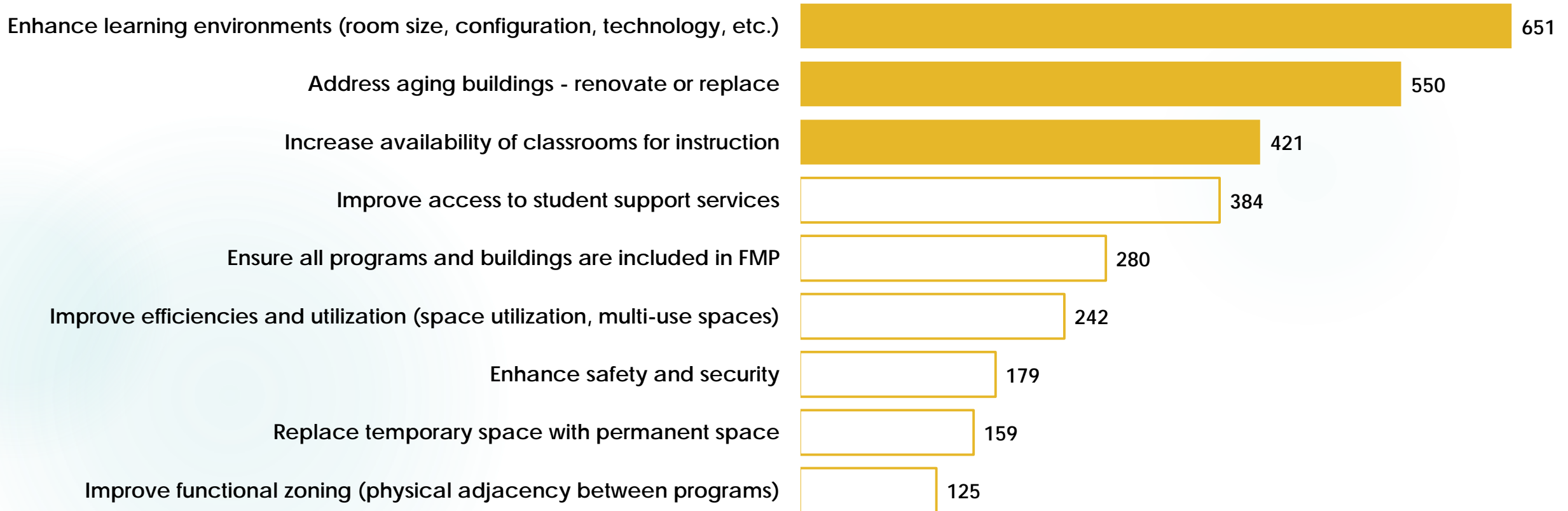
No, 436, 86%

Yes, 66, 13%

No Response, 3, 1%
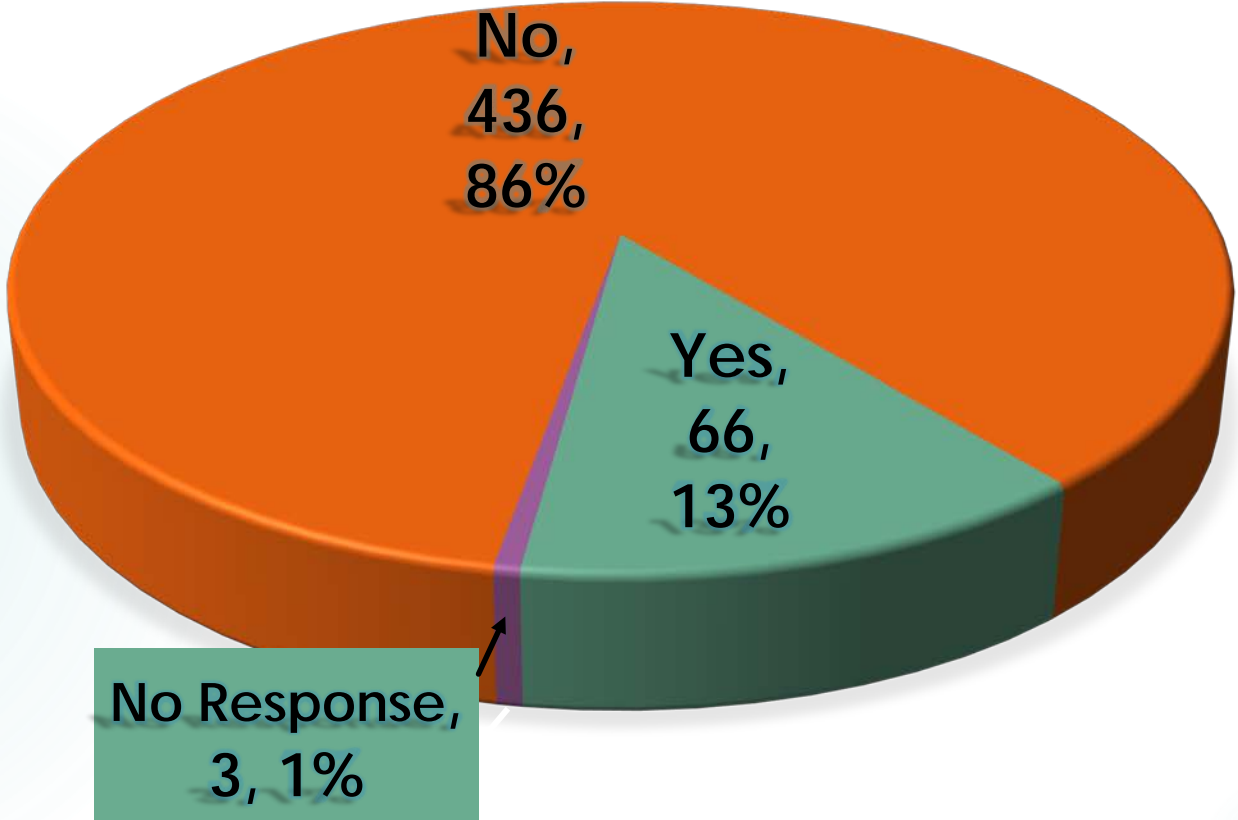
Were you involved in the development of the 2013 Educational Master Plan and/or Facilities Master Plan:

If "Yes," how?

Educational Master Plan and/or Facilities Master Plan Involvement	Total
Member of the Committee	9
Participated in an interview	12
Attended a forum	24
Participated in an interview & Attended a forum	5
Member of the Committee & Attended a forum	1
Member of the Committee & Participated in an interview & Attended a forum	4
No response	11
Grand Total	66

Three (3) highest priorities* that should be addressed in the FMP Refresh: Overall

Priority	Score
Enhance learning environments (room size, configuration, technology, etc.)	651
Address aging buildings - renovate or replace	550
Increase availability of classrooms for instruction	421
Improve access to student support services	384
Ensure all programs and buildings are included in FMP	280
Improve efficiencies and utilization (space utilization, multi-use spaces)	242
Enhance safety and security	179
Replace temporary space with permanent space	159
Improve functional zoning (physical adjacency between programs)	125

* Chart scores reflect the sum of weighted priority rankings where *First Priority = 3*, *Second Priority = 2* and *Third Priority = 1*.

Three (3) highest priorities* that should be addressed in the FMP Refresh: Administrators

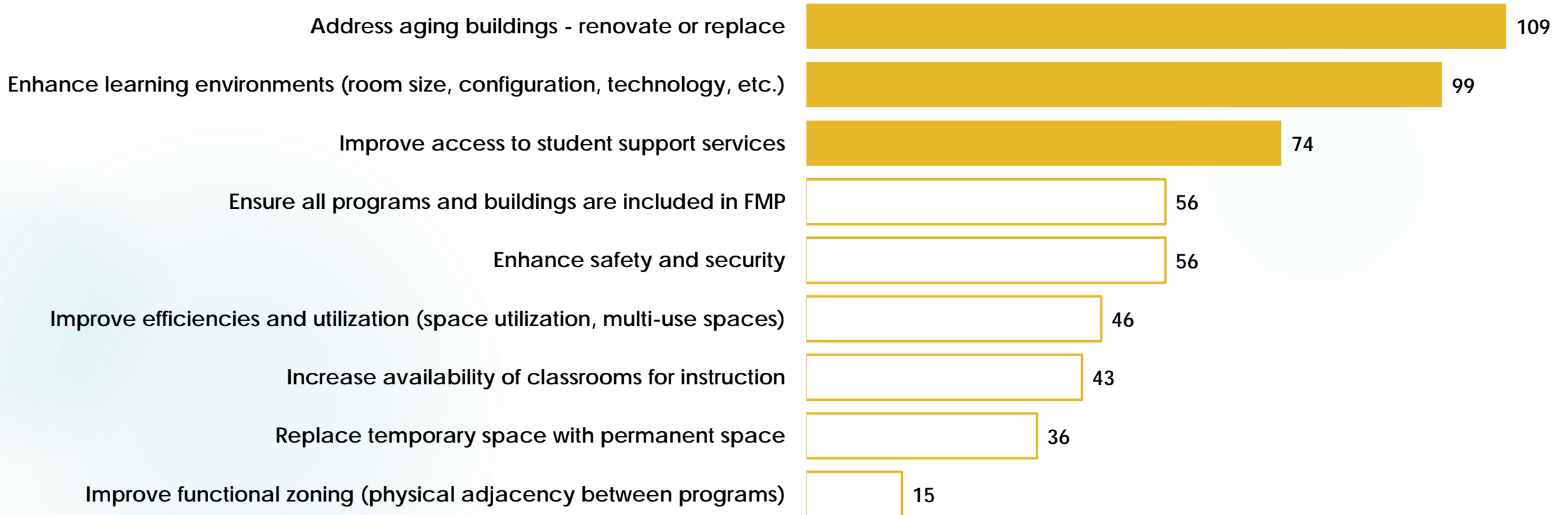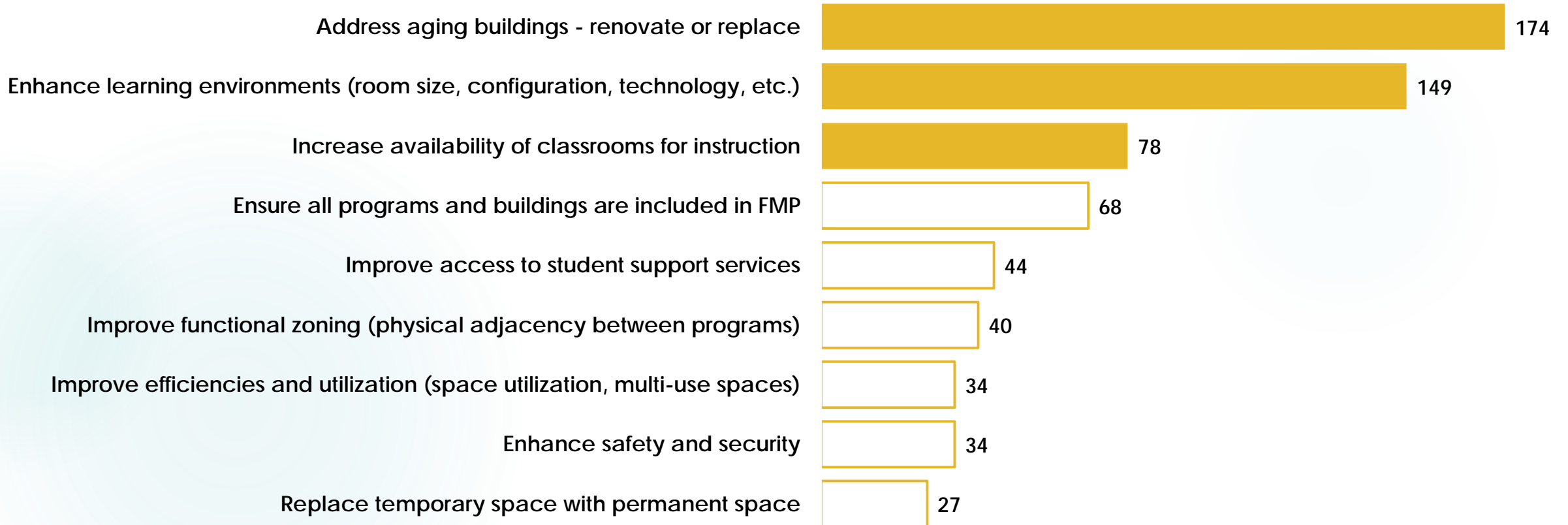| Priority	Score
Address aging buildings - renovate or replace	29
Enhance learning environments (room size, configuration, technology, etc.)	28
Improve efficiencies and utilization (space utilization, multi-use spaces)	20
Enhance safety and security	16
Improve access to student support services	14
Replace temporary space with permanent space	13
Increase availability of classrooms for instruction	10
Ensure all programs and buildings are included in FMP	9
Improve functional zoning (physical adjacency between programs)	5

* Chart scores reflect the sum of weighted priority rankings where
First Priority = 3, *Second Priority = 2* and *Third Priority = 1*.

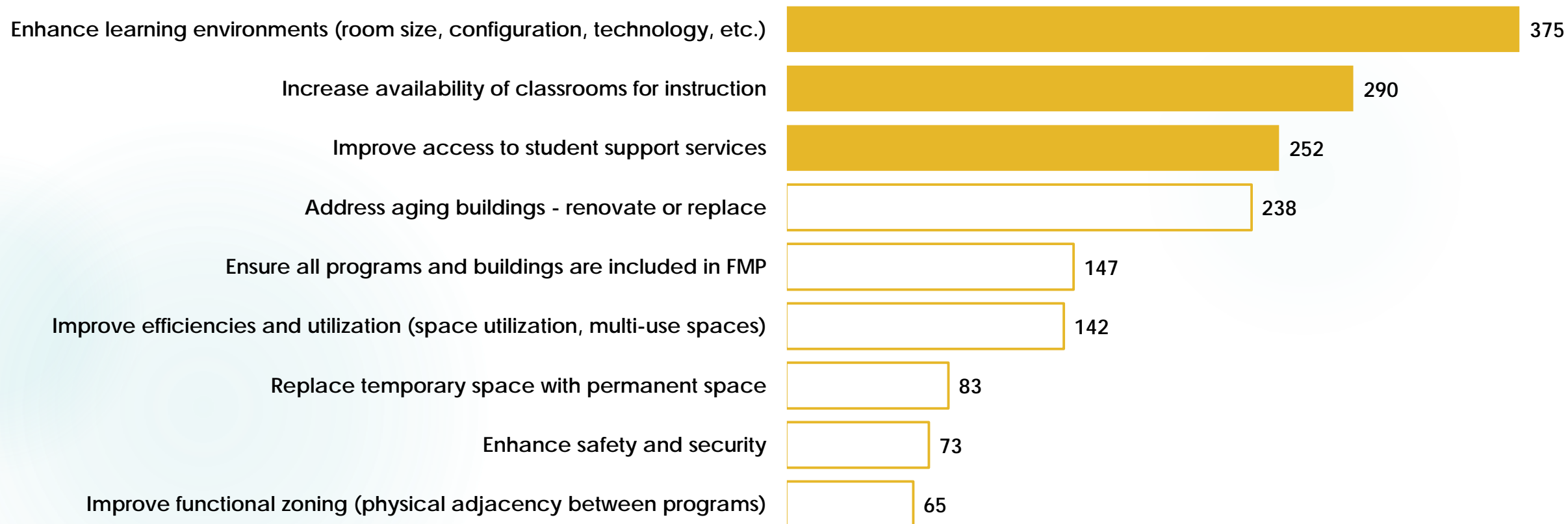# Three (3) highest priorities* that should be addressed in the FMP Refresh: Classified Staff

Priority	Score
Address aging buildings - renovate or replace	109
Enhance learning environments (room size, configuration, technology, etc.)	99
Improve access to student support services	74
Ensure all programs and buildings are included in FMP	56
Enhance safety and security	56
Improve efficiencies and utilization (space utilization, multi-use spaces)	46
Increase availability of classrooms for instruction	43
Replace temporary space with permanent space	36
Improve functional zoning (physical adjacency between programs)	15

* Chart scores reflect the sum of weighted priority rankings where *First Priority = 3*, *Second Priority = 2* and *Third Priority = 1*.

Three (3) highest priorities* that should be addressed in the FMP Refresh: Faculty

Priority	Score
Address aging buildings - renovate or replace	174
Enhance learning environments (room size, configuration, technology, etc.)	149
Increase availability of classrooms for instruction	78
Ensure all programs and buildings are included in FMP	68
Improve access to student support services	44
Improve functional zoning (physical adjacency between programs)	40
Improve efficiencies and utilization (space utilization, multi-use spaces)	34
Enhance safety and security	34
Replace temporary space with permanent space	27

* Chart scores reflect the sum of weighted priority rankings where
First Priority = 3, *Second Priority = 2* and *Third Priority = 1*.

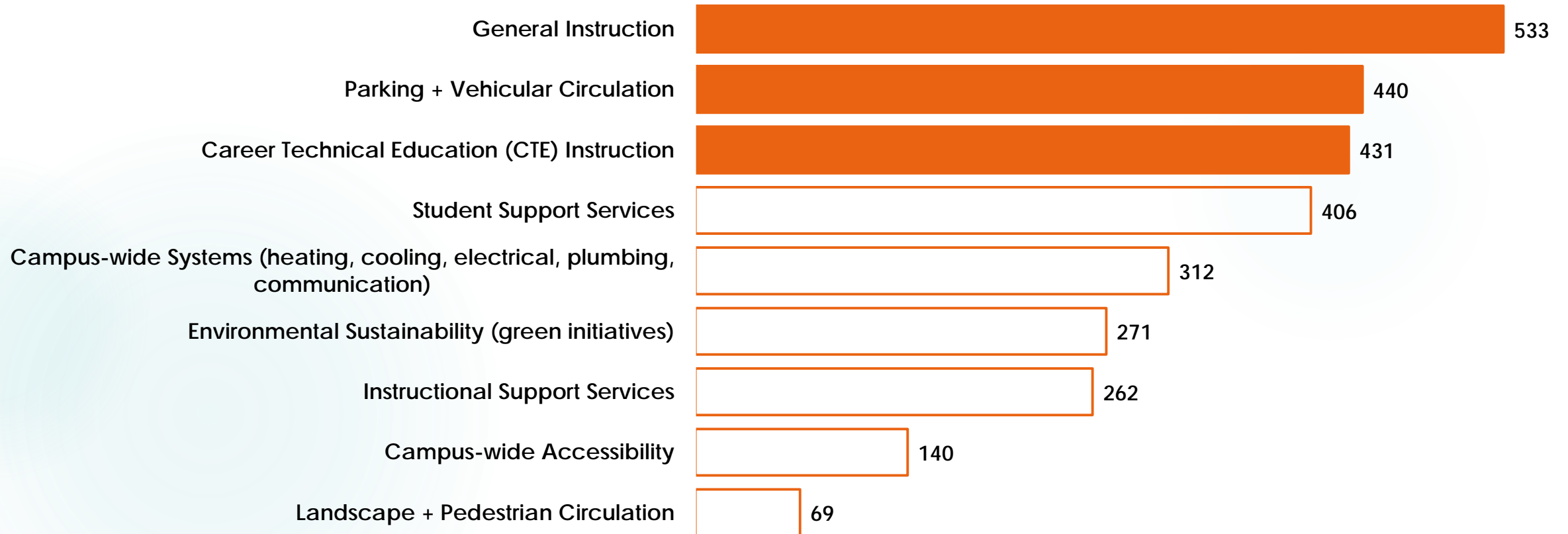# Three (3) highest priorities* that should be addressed in the FMP Refresh: Students

Priority	Score
Enhance learning environments (room size, configuration, technology, etc.)	375
Increase availability of classrooms for instruction	290
Improve access to student support services	252
Address aging buildings - renovate or replace	238
Ensure all programs and buildings are included in FMP	147
Improve efficiencies and utilization (space utilization, multi-use spaces)	142
Replace temporary space with permanent space	83
Enhance safety and security	73
Improve functional zoning (physical adjacency between programs)	65

* Chart scores reflect the sum of weighted priority rankings where
First Priority = 3, *Second Priority = 2* and *Third Priority = 1*.

What other priorities do you think need to be addressed in the FMP Refresh?

Sample Comments

▶ Create architectural policy that preserves our iconic architecture. Stop the brown metal and glass invasion of our campus.

▶ Improve and support the maintenance of all existing facilities, i.e. custodial, grounds and maintenance.

▶ PARKING. We pay for parking passes but there are NO parking spaces open. This has been a problem for YEARS.

▶ There should be rooms to relax in, quiet rooms. Either to take naps or watch movies.

▶ Use/recycle current materials into new building. Utilize less energy to produce something new.

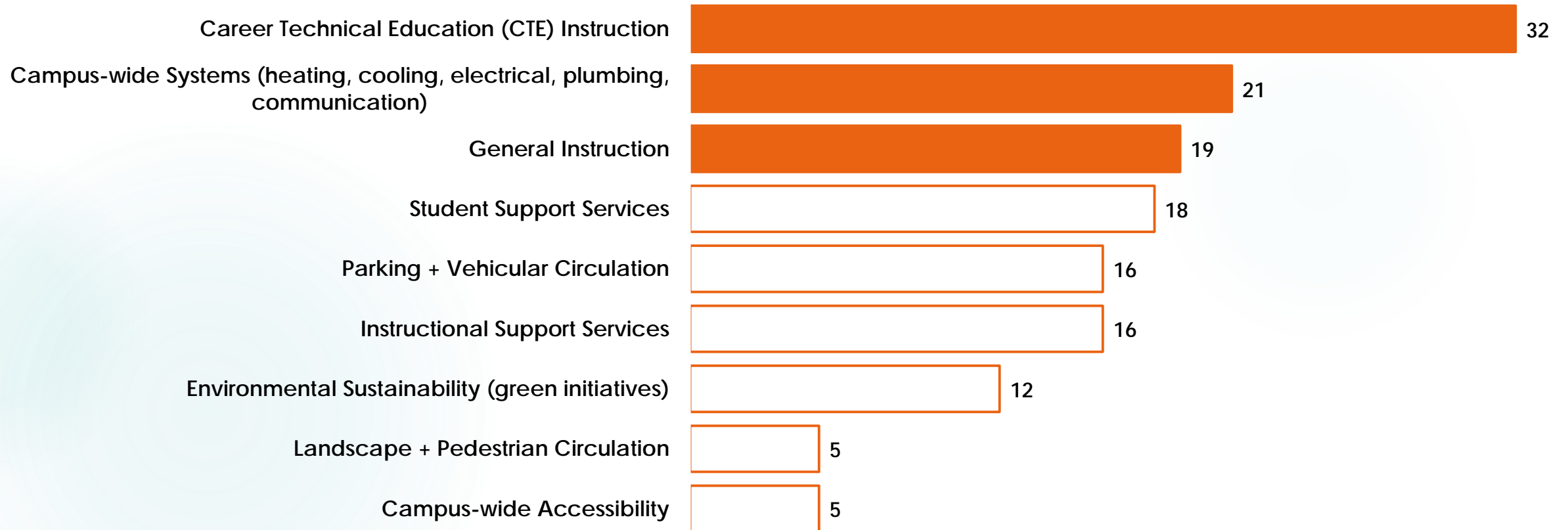▶ We need to start planning the new School of Business and Technology building as outlined in the current FMP.

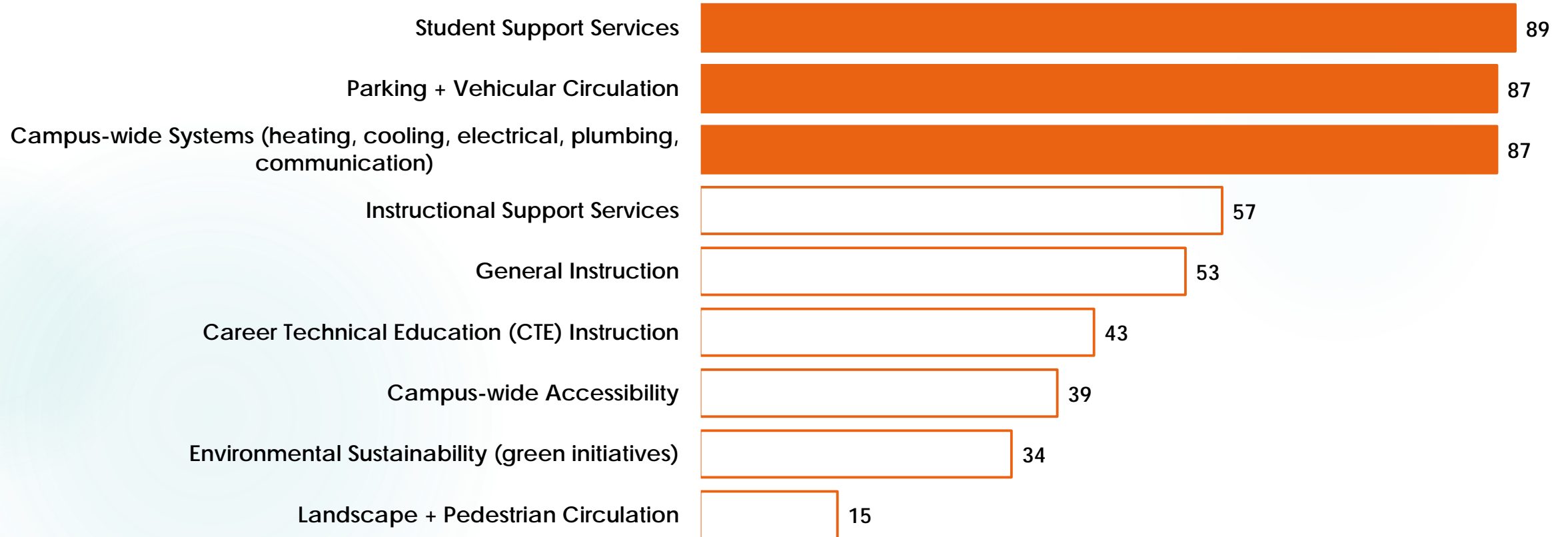# Three (3) most important* focus areas that should be addressed in the FMP Refresh: Overall

Focus Area	Score
General Instruction	533
Parking + Vehicular Circulation	440
Career Technical Education (CTE) Instruction	431
Student Support Services	406
Campus-wide Systems (heating, cooling, electrical, plumbing, communication)	312
Environmental Sustainability (green initiatives)	271
Instructional Support Services	262
Campus-wide Accessibility	140
Landscape + Pedestrian Circulation	69

* Chart scores reflect the sum of weighted priority rankings where
First Priority = 3, *Second Priority = 2* and *Third Priority = 1*.

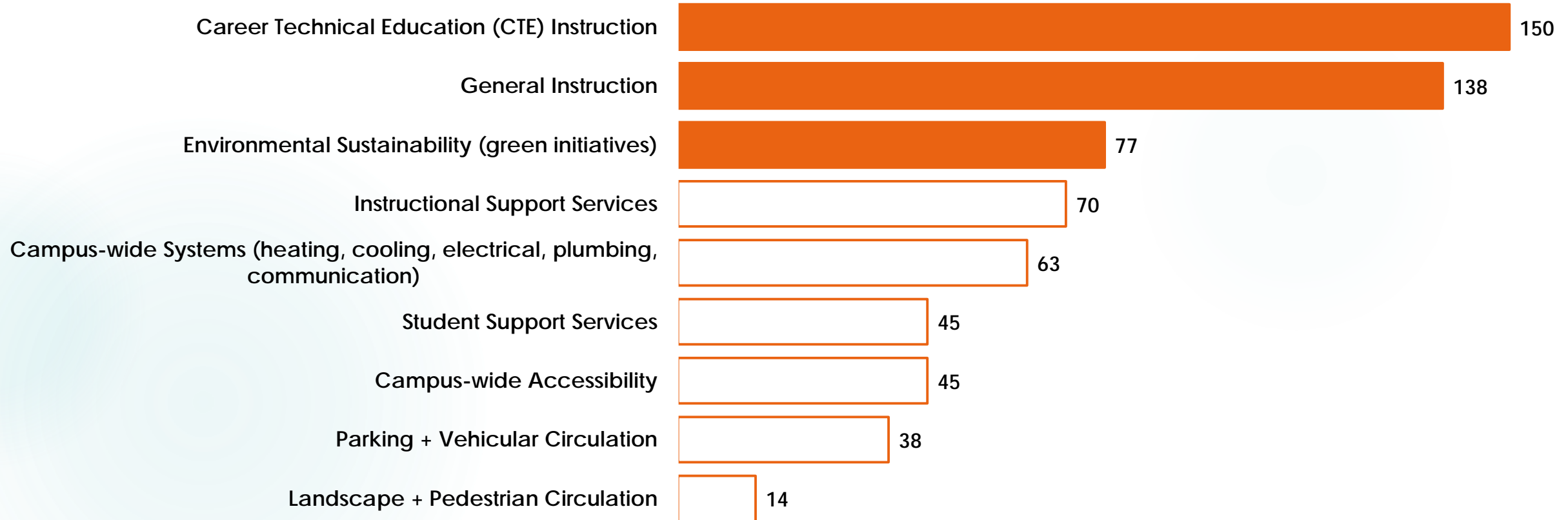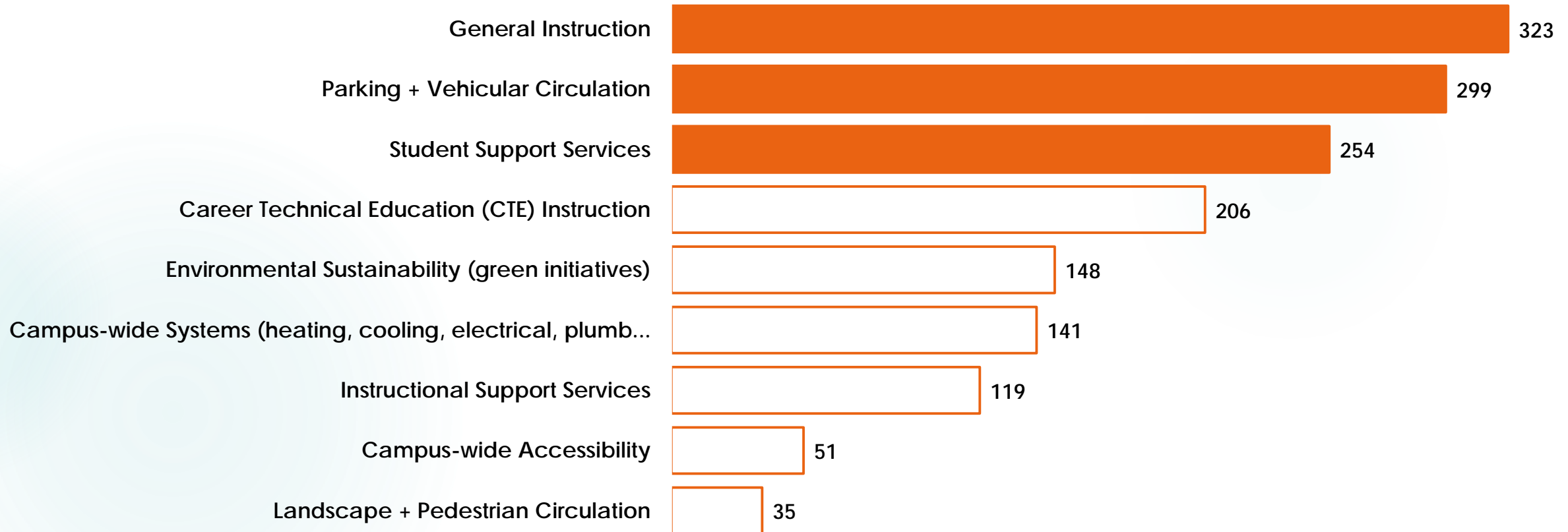# Three (3) most important* focus areas that should be addressed in the FMP Refresh: Administrators

Focus Area	Score
Career Technical Education (CTE) Instruction	32
Campus-wide Systems (heating, cooling, electrical, plumbing, communication)	21
General Instruction	19
Student Support Services	18
Parking + Vehicular Circulation	16
Instructional Support Services	16
Environmental Sustainability (green initiatives)	12
Landscape + Pedestrian Circulation	5
Campus-wide Accessibility	5

* Chart scores reflect the sum of weighted priority rankings where
First Priority = 3, *Second Priority = 2* and *Third Priority = 1*.

Three (3) most important* focus areas that should be addressed in the FMP Refresh: Classified Staff

Focus Area	Score
Student Support Services	89
Parking + Vehicular Circulation	87
Campus-wide Systems (heating, cooling, electrical, plumbing, communication)	87
Instructional Support Services	57
General Instruction	53
Career Technical Education (CTE) Instruction	43
Campus-wide Accessibility	39
Environmental Sustainability (green initiatives)	34
Landscape + Pedestrian Circulation	15

* Chart scores reflect the sum of weighted priority rankings where *First Priority = 3*, *Second Priority = 2* and *Third Priority = 1*.

Three (3) most important* focus areas that should be addressed in the FMP Refresh: Faculty

Focus Area	Score
Career Technical Education (CTE) Instruction	150
General Instruction	138
Environmental Sustainability (green initiatives)	77
Instructional Support Services	70
Campus-wide Systems (heating, cooling, electrical, plumbing, communication)	63
Student Support Services	45
Campus-wide Accessibility	45
Parking + Vehicular Circulation	38
Landscape + Pedestrian Circulation	14

* Chart scores reflect the sum of weighted priority rankings where
First Priority = 3, *Second Priority = 2* and *Third Priority = 1*.

Three (3) most important* focus areas that should be addressed in the FMP Refresh: Students

Focus Area	Score
General Instruction	323
Parking + Vehicular Circulation	299
Student Support Services	254
Career Technical Education (CTE) Instruction	206
Environmental Sustainability (green initiatives)	148
Campus-wide Systems (heating, cooling, electrical, plumb...	141
Instructional Support Services	119
Campus-wide Accessibility	51
Landscape + Pedestrian Circulation	35

* Chart scores reflect the sum of weighted priority rankings where
First Priority = 3, *Second Priority = 2* and *Third Priority = 1*.

What other focus areas do you think need to be addressed in the FMP Refresh?

Sample Comments

▶ Campus accessibility.

▶ Campus-wide systems and environmental sustainability are important

▶ Custodial issues

▶ General instruction should be focused on a bit more

▶ Keep working on all ongoing projects before starting new ones

▶ Multi-use areas and efficient use of space are good things. Make SWC ADA-compliant to prevent lawsuits

▶ Parking

▶ Promoting tutoring resources

▶ You need more places to put bikes

Survey Summary

Respondents indicate they had very limited involvement in the development/review of the Facilities Master Plan

The 3 highest priorities identified were:

- ▶ Enhance learning environments
- ▶ Address aging buildings
- ▶ Increase available classrooms for instruction

The 3 most important focus areas were:

- ▶ General instruction
- ▶ Parking and circulation
- ▶ Career and Technical Education instruction

Do you have any other comments (or thoughts) you would like to add?

Sample Comments

▶ It's important to incorporate the Mayan architecture, but in a more uniform way. Each new building under construction is beautiful in its own way, but not cohesive.

▶ Solar panels and electric charging stations for electric vehicles.

▶ The campus needs to be brightened and not appear so dark. The older constructed building are beginning to show their wear.

▶ Better communication on SWC site about courses available through Sweetwater Adult School for college credit would be helpful.

Governing Board Priority Discussion

Highest Priority Areas

Priority Area	Value
Enhance learning environments (room size, configuration, technology, etc.)	651
Address aging buildings - renovate or replace	550
Increase availability of classrooms for instruction	421
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Ensure all programs and buildings are included in FMP	280
Improve efficiencies and utilization (space utilization, multi-use spaces)	242
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Areas of Focus

Area of Focus	Value
General Instruction	533
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Next Steps

Process

Review	Review	Review	Review	
1 PREPARE	**2** ANALYZE	**3** FRAME	**4** EXPLORE	**5** RECOMMEND
Campus Community Input	Campus Community Input	Campus Community Input	Campus Community Input	

✓ Vision

✓ Organize

✓ Schedule

Qualitative

Quantitative

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Prepare

Define Levels of Participation
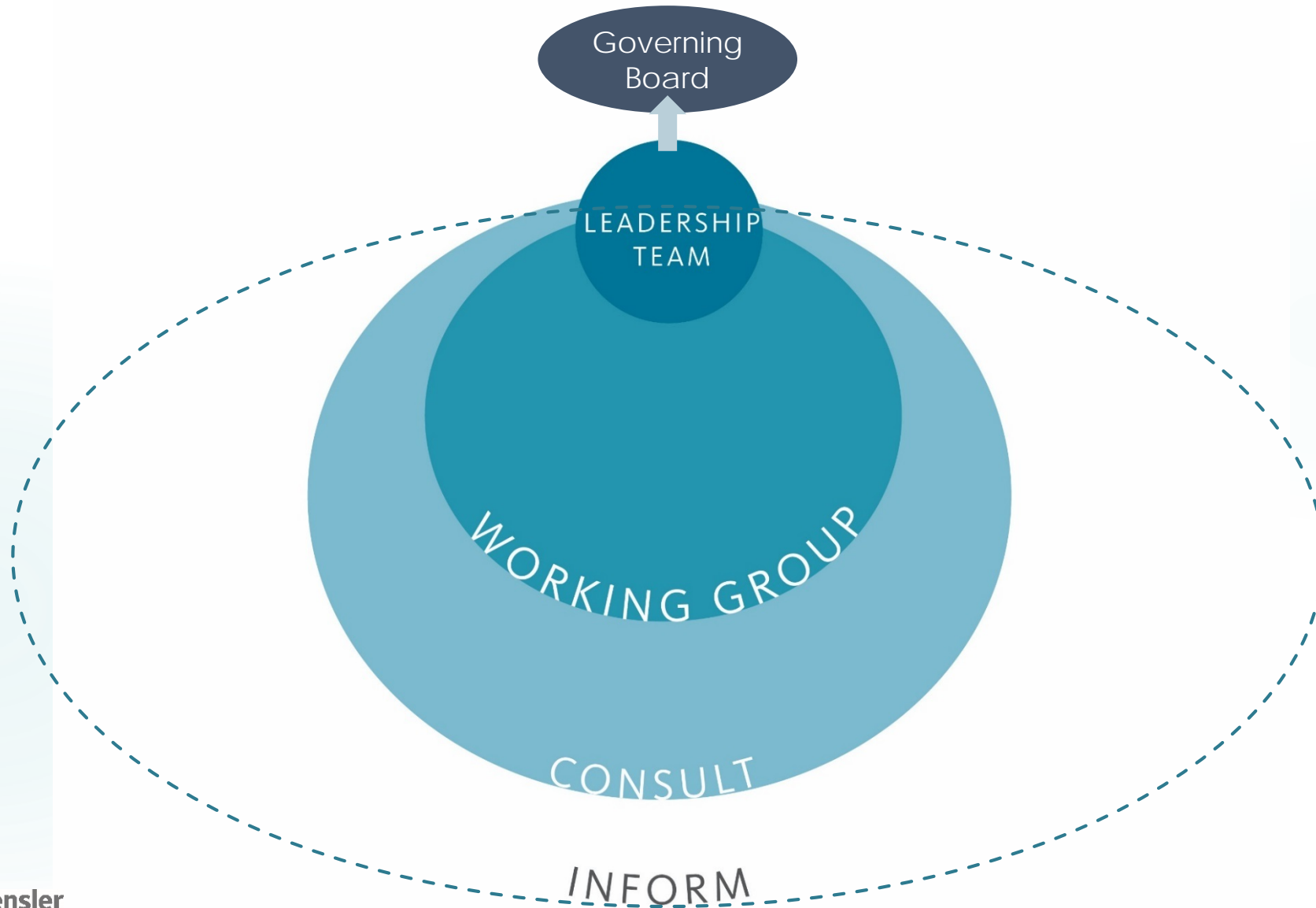
Prepare

Define Levels of Participation

- **Leadership Team**
  - *Cabinet*
    - Core decision-making team
    - Meet on an as-needed basis
    - Key members of team are in the Task Force

- **Task Force (Working Group)**
  - *VPAA/VPSS/VPBFA, Tech Rep, Facilities Committee Rep, Faculty Reps (8) + Student Rep*
    - Broad representation from all areas of the college
    - Meet on a regular basis throughout the process (est. monthly)
    - Group will provide input, review information, evaluate options

- **Consulted Groups**
  - *IFC, PBC, SCC, ASO, CMT, Senate*
    - Key committees and groups on campus to be consulted during the planning process
    - Information developed with the Task Force will be shared with these groups for their input
    - Meetings/presentations to be coordinated with regularly scheduled meetings

- **Informational Groups**
  - *Community, CBOC, K12 and University Partners*
    - Groups to keep informed during the process
    - Campus forums or workshops to be scheduled

Prepare

Develop Project Timeline

Analyze

✓ Organize	❑ Collect
✓ Schedule	❑ Assess
✓ Vision	❑ Document

Qualitative

Quantitative

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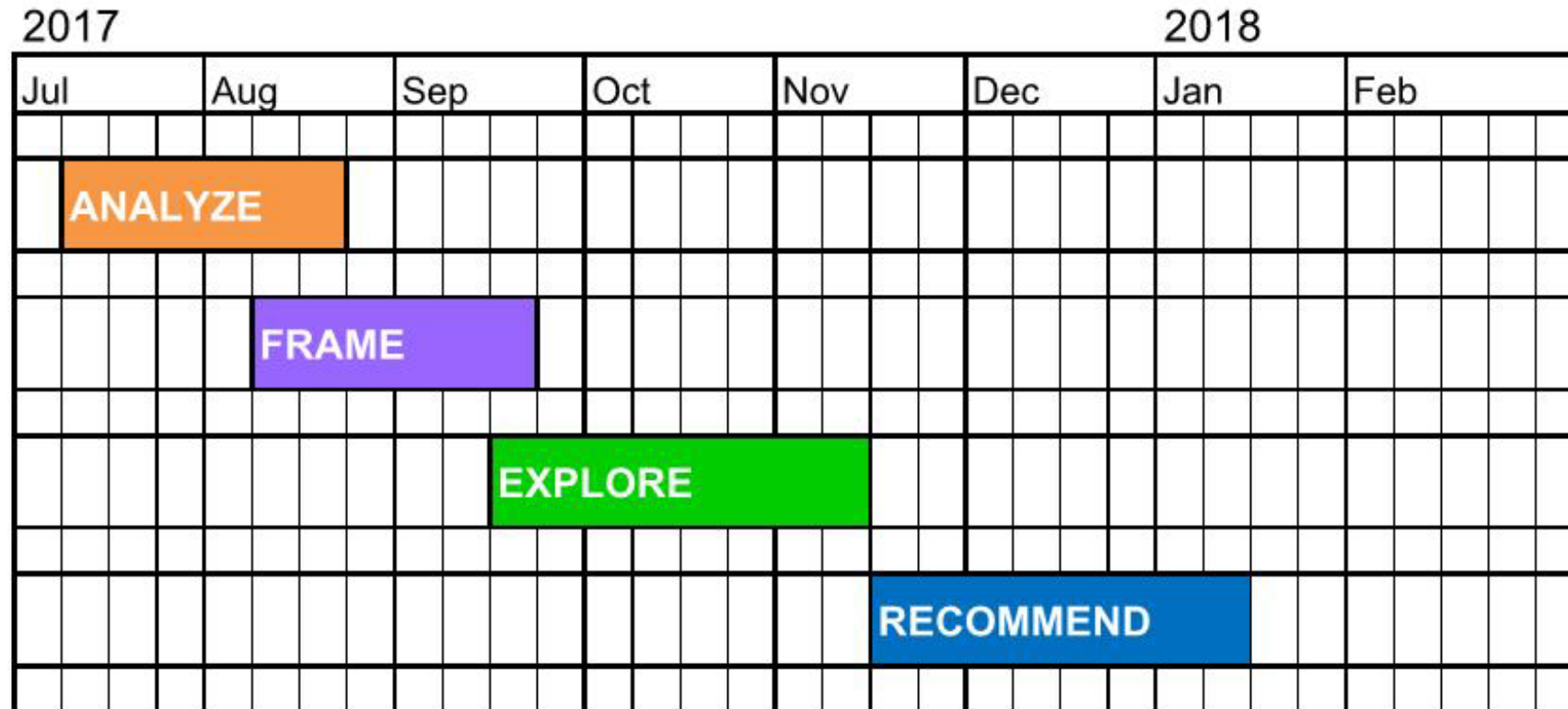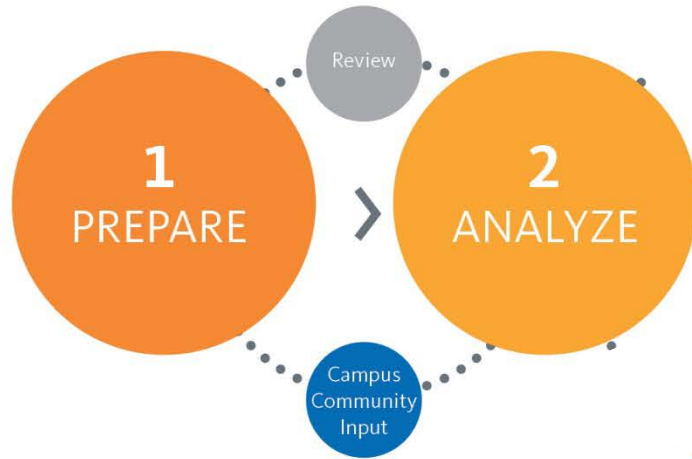
Define Givens / Areas of Opportunity

Analyze

Define Givens / Areas of Opportunity

SAN YSIDRO

NATIONAL CITY
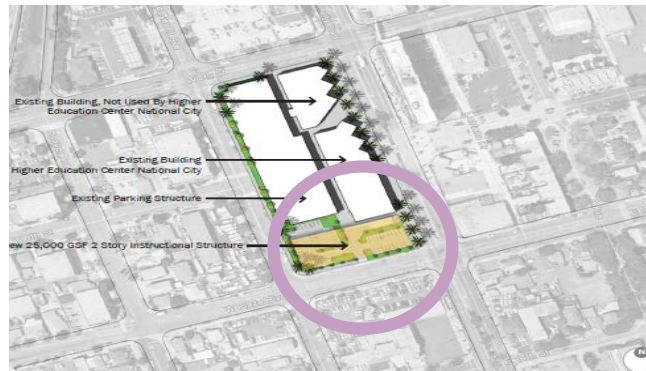
OTAY MESA
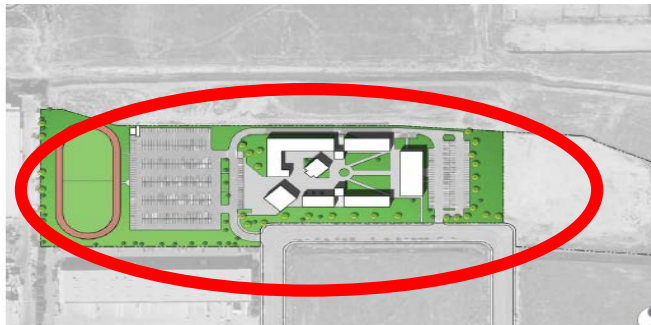
Frame
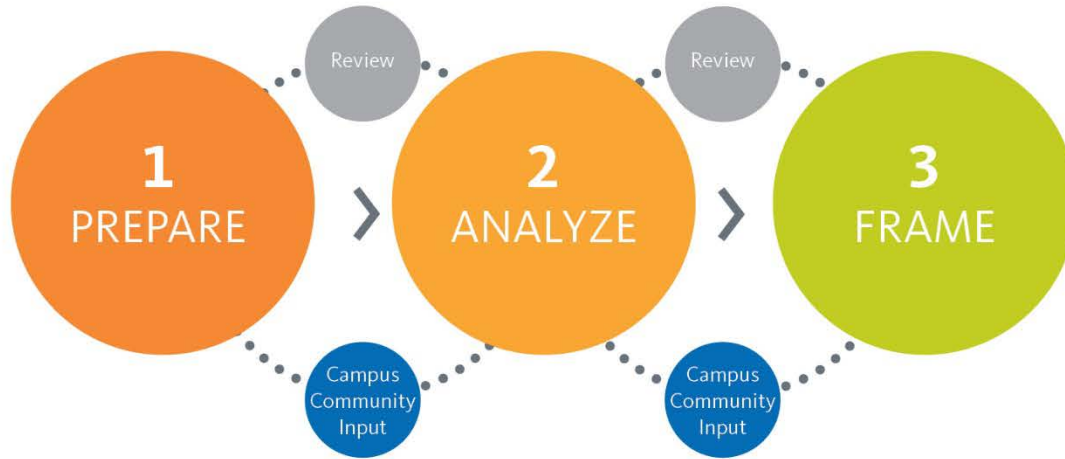
1 PREPARE	2 ANALYZE	3 FRAME
✓ Organize	✓ Collect	❑ Link
✓ Schedule	✓ Assess	❑ Clarify
✓ Vision	✓ Document	❑ Quantify

Qualitative

Quantitative

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Frame

Establish Facilities Planning Principles

SAMPLE

PROMOTE STUDENT SUCCESS

- Create learner-centered environments
- Integrate and consolidate academic and student support services
- Develop spaces to encourage collaboration and engagement

REINFORCE CAMPUS GOALS AND IDENTITY

- Define and reinforce each campus' purpose and brand
- Focus CTE program locations to reinforce brands
- Enhance connections with community through collaborative partnerships

IMPROVE ACCESS AND CONNECTIVITY

- Provide safe and universal access
- Improve wayfinding and campus organizations
- Enhance physical connections (pedestrian, bike, vehicular, transit) within the campus and community

OPTIMIZE RESOURCES AND EFFICIENCIES

- Right-size space to address program needs
- Renovate where appropriate
- Replace inefficient and aging facilities where appropriate
- Imrpve functional zoning
- Position to maximize state and local funding

SIMPLIFY IMPLEMENTATION

- Develop flexible, multi-purpose facilities to adapt over time
- Minimize disruption and need for swing space
- Develop sequenced recommendations that feel complete at the end of each phase

SUPPORT A CULTURE OF SUSTAINABILITY

- Optimize available resources
- Promote all aspects of sustainability
- Create a healthy and safe campus for all

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Frame

Clarify Campus Identities

NATIONAL CITY

A broad-based curriculum of lower division courses for students to pursue an associate degree, complete general education requirements for transfer, and occupational courses like the Dental Hygiene program. Community economic development programs, located in the newly modernized Center for Business Advancement, include the Small Business Opportunities Center and the San Diego Contracting Opportunities Center.

A broad-based curriculum of lower division courses for students to pursue an associate degree. Public safety programs including the Police Academy, Nursing, Fire Science Technology, Paramedic, Emergency Medical Technician, International Business, and International Logistics & Transportation, and Community Development. Additionally, the Center hosts the San Diego Center for International Trade Development program

A broad-based curriculum of lower division courses for students to pursue an associate degree, complete general education requirements for transfer, develop occupational skills for employment including the Family Studies program.

A unique partnership with California State Parks & Recreation and the Division of Boating & Waterways allows the center to reach out to San Diego County residents as well as to the many visitors to the region by providing qualified instruction predominantly in the sports of Canoeing, Kayaking, Sailing, Stand-up Paddling and Surfing. Also, designated an American Heart Association (AHA) Community Training Center.

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Frame

Update Enrollment + WSCH Forecasts

Southwestern CCD
2016 Long Range Enrollment and WSCH Forecast

	A	B	C	D	E	F	G	H	I
4	Southwestern CCD 2016								
5		Enrollment	WSCH		WSCH/Enrollment		Enrollment	WSCH	
6		Actual	Actual	% Chg.	Actual	Forecast	Forecast	Forecast	% Chg.
7	1973	9,663							
8	1974	10,619	117,425		11.06				
9	1975	13,333	132,568	12.9%	9.94				
10	1976	12,617	129,844	-2.1%	10.29				
11	1977	12,345	134,296	3.4%	10.88				
12	1978	10,590	116,999	-12.9%	11.05				
13	1979	11,596	121,950	4.2%	10.52				
14	1980	12,941	134,305	10.1%	10.38				
15	1981	13,219	136,861	1.9%	10.35				
16	1982	12,333	132,270	-3.4%	10.72				
17	1983	11,686	116,728	-11.8%	9.99				
18	1984	10,347	109,985	-5.8%	10.63				
19	1985	10,043	105,048	-4.5%	10.46				
20	1986	11,874	121,222	15.4%	10.21				
21	1987	12,417	127,676	5.3%	10.28				
22	1988	13,378	135,529	6.2%	10.13				
23	1989	14,581	146,653	8.2%	10.06				
24	1990	14,312	156,921	7.0%	10.96				
25	1991	15,571	168,916	7.6%	10.85				
26	1992	17,361	165,155	-2.2%	9.51				
27	1993	15,980	162,866	-1.4%	10.19				
28	1994	15,577	161,002	-1.1%	10.34				
29	1995	15,568	158,311	-1.7%	10.17				
30	1996	15,968	157,695	-0.4%	9.88				
31	1997	16,015	162,625	3.1%	10.15				
32	1998	16,893	171,611	5.5%	10.16				
33	1999	18,063	178,069	3.8%	9.86				
34	2000	18,594	179,053	0.6%	9.63				
35	2001	18,753	187,944	5.0%	10.02				
36	2002	20,001	201,381	7.1%	10.07				
37	2003	20,141	202,053	0.3%	10.03				
38	2004	19,411	196,522	-2.7%	10.12				
39	2005	20,615	205,297	4.5%	9.96				
40	2006	20,780	207,894	1.3%	10.00				
41	2007	21,682	216,713	4.2%	10.00				
42	2008	17,569	227,678	5.1%	12.96				
43	2009	23,297	221,567	-2.7%	9.51				
44	2010	20,893	216,543	-2.3%	10.36				
45	2011	21,559	218,849	1.1%	10.15				
46	2012	19,546	204,773	-6.4%	10.48				
47	2013	19,658	213,235	4.1%	10.85				
48	2014	19,917	211,428	-0.8%	10.62				
49	2015	19,652	224,989	6.4%	11.45				
50	2016					11.45	20,128	230,438	2.4%
51	2017					11.45	20,615	236,014	2.4%
52	2018					11.45	21,114	241,727	2.4%
53	2019					11.45	21,625	247,577	2.4%
54	2020					11.45	22,149	253,576	2.4%
55	2021					11.45	22,685	259,712	2.4%
56	2022					11.45	23,234	265,998	2.4%
57	2023					11.45	23,797	272,443	2.4%
58	2024					11.45	24,373	279,038	2.4%
59	2025					11.45	24,963	285,792	2.4%
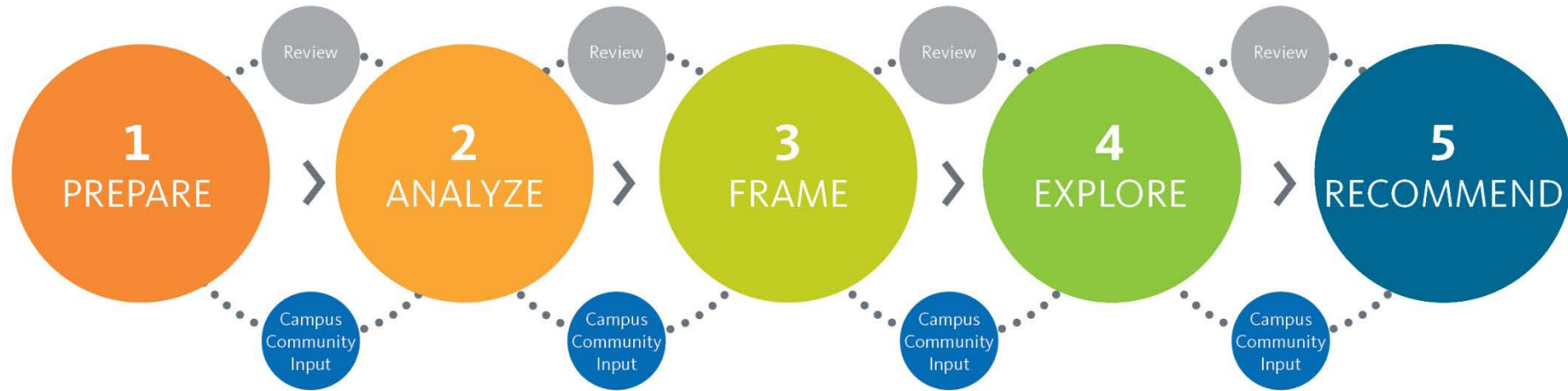
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Recommend

✓ Vision	✓ Collect	✓ Link	❑ Develop
✓ Organize	✓ Assess	✓ Clarify	❑ Evaluate
✓ Schedule	✓ Document	✓ Quantify	❑ Strategize

Qualitative

Quantitative

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Explore

Develop Framework Concepts

Explore Preliminary Recommendations

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Recommend
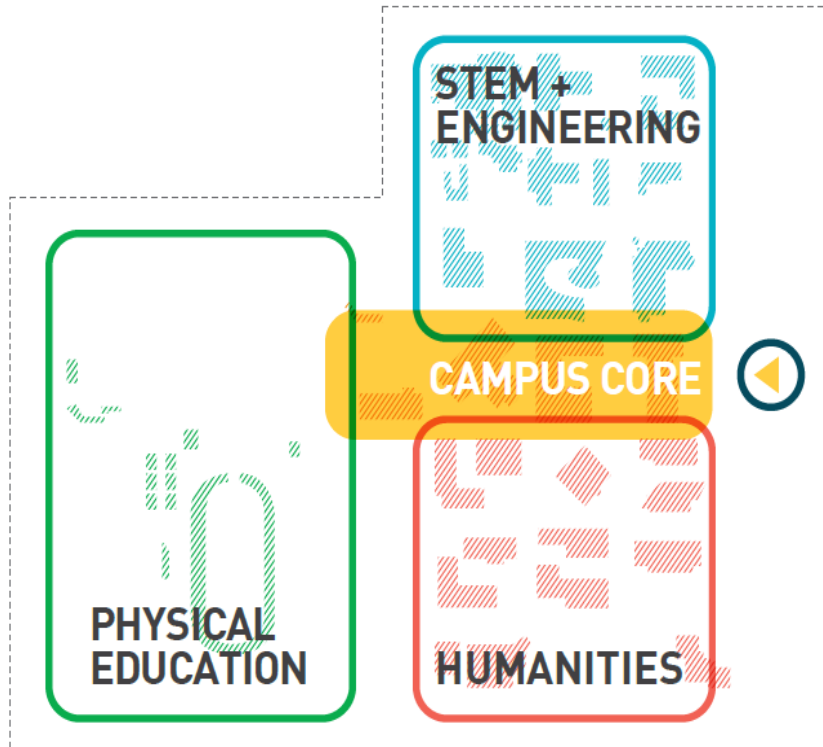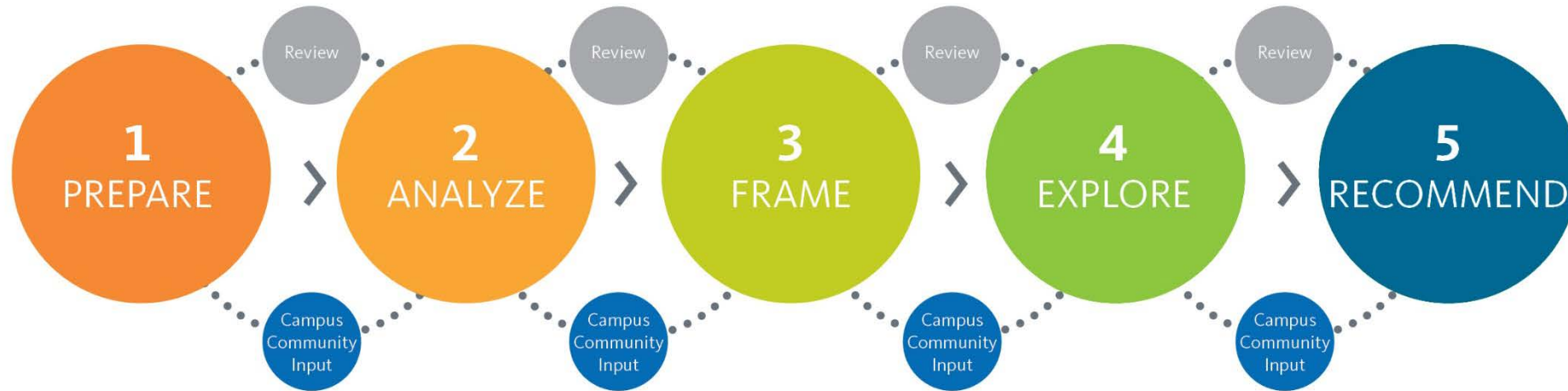
1 PREPARE	2 ANALYZE	3 FRAME	4 EXPLORE	5 RECOMMEND
✓ Vision	✓ Collect	✓ Link	✓ Develop	❑ Share
✓ Organize	✓ Assess	✓ Clarify	✓ Evaluate	❑ Document
✓ Schedule	✓ Document	✓ Quantify	✓ Strategize	❑ Approve

Qualitative

Quantitative

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