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1.0

EXECUTIVE SUMMARY

- Overview
- Project Vision
- Process
- Program Summary
- Site Considerations
- Related Projects
- List of Participants

EXECUTIVE SUMMARY

OVERVIEW

In January 2019, Evergreen Valley College (EVC) kicked off the programming of a new Student Services Center (SSC). This document is the culmination of a four-month multiple stakeholder process led by Steinberg Hart that describes the vision and program requirements for this new building.

PROJECT VISION

The Student Services Center is a centralized location for essential student services and needs. As a gateway building it defines EVC's campus image and provides a destination that is welcoming and inclusive. The interior of the building promotes clarity and ease for the student navigating the services and invites interaction, collaboration, peer support, and learning throughout.

Each of the services offered maintain a sense of uniqueness while being part of a cohesive whole. Access to natural daylight, spaces for socializing, and connections to the outdoor environment help promote the well-being of the students, staff, and faculty.

In alignment with the College's commitment to positive stewardship of the environment, sustainable strategies create an attractive aesthetic and align with EVC's maintenance and operations requirements. Incorporating flexibility and adaptability within the building programs is an essential component of sustainability.

These vision concepts are described in greater detail in Section Two.

PROCESS

The team developed the program through a variety of engagement activities, including "day-in-the-life" observations, department user interviews, case study tours, student forums, an online student survey, workshops with the Steering and Project Committees, and meetings with the Leadership Committee.

The team and the committees gained crucial insight and perspective with the help of the +/- 500 students who participated in the student forum and online survey. This helped inform the entire programming process.

The Steering Committee, comprised of all the department leaders, assisted Steinberg Hart in building the framework for the program for each specific department. They brought feedback from and to the users and departments, in addition to evaluating opportunities and constraints and making strategic decisions.

The Project Committee, consisting of the Steering Committee and the Program Services Managers, was tasked with providing programming information to the team.

Below is a summary of the main stakeholder input-gathering activities that occurred during programming.

Meeting 1 Programming Kickoff | January 24, 2019

- Overall Goals and Development of Schedule
- Roundtable Discussion

Day-in-the-Life Observations | January 29, 2019

Observations of Existing Departments Flow by Steinberg Hart

Meeting 2 | February 5, 2019

- Detailed Process Plan
- Student Survey Review

Online Student Survey | February 11 - March 6, 2019

Workshop 1 | February 14, 2019

- Steering Committee Programming Kick Off
- Vision Brainstorming

Workshop 2 | February 26, 2019

- Project Committee Programming Kick Off
- Vision Brainstorming

Student Forums | February 25 - 26, 2019

• Discussion of Different Aspects of the Student Services Center

Meeting 3| March 6, 2019

Review Student Forum and Survey Feedback

Interviews | March 11-14, 2019

One-on-One Department/User Interviews

Workshop 3 | March 13, 2019

Safety & Facilities Committee Meeting

Building Tours | March 20, 2019

Las Positas & Diablo Valley College Student Service Tours

Meeting 4 | March 26, 2019

- Student Survey, Forums, Meetings & Building Tour Feedback
- Review Preliminary Program & Adjacencies

Workshop 4 | March 28, 2019

- Student Survey, Forums, Meetings & Building Tour Feedback
- Discuss Preliminary Program and Adjacencies & Rightsizing

Meeting 5 | April 25, 2019

- Review Draft Program & Adjacencies by Floor
- Review and Feedback on Siting Options

Workshop 5 | May 1, 2019

- Steering Committee Review of Draft Program & Stacking by Floor
- Review and Feedback on Building Siting and Entry Sequence

Workshop 6 | May 9, 2019

- Project Committee Review Final Program & Stacking by Floor
- Review and Feedback on Building Siting and Entry Sequence



PROGRAM SUMMARY

The programs listed below, some of which have been combined in light of their synergies, comprise the new Student Services Center.

- · Welcome Center
- Multi-purpose & Outreach
- Admissions & Records (abbreviation A&R)
- Financial Aid (abbreviation FA)
- International Students Program Registration Office (abbreviation ISP)
- Student Success Center/Counseling (abbreviation Counseling)
- Transfer/Career Center/Promise & Work Experience (abbreviation Transfer/Career Center)
- EOPS/CARE & CalWORKS (abbreviation EOPS/CalWORKS)
- · OASSIS Dream Center
- YESS/Equity Plus (abbreviation YESS/Equity)
- Trio Talent Search/Upward Bound (abbreviation Trio/Upward Bound)
- Incubator/Future Grant Space (abbreviation Incubator)
- Veterans Freedom Center (abbreviations Veterans)
- Health and Wellness Services
- Disabilities Support Program (abbreviation DSP)
- Testing Center

The programs are organized into four clusters: Entrance (Figure 3.4), Core Support Services (Figure 3.5), Support Program (Figure 3.6) and Wellness (Figure 3.7). Three of the clusters have shared spaces located between them. The shared spaces consist of meeting rooms, lounges, workrooms, and staff toilets. The fourth cluster is an exception in that it has these types of spaces within each of its suite boundaries for programmatic reasons.

Each of these program elements and desired adjacencies within and between departments are detailed in Section Three.

SITE CONSIDERATIONS

While this document is focused on the enclosed elements of the project, there are exterior program components that are crucial to the overall vision of the project. These include relocated parking, a new entry road, a new dropoff, an entry plaza from drop-off, a campus plaza connecting to the Library and Education Technology Center, and an exterior patio adjacent to the length of the building that will accommodate a variety of outdoor activities.

These exterior components, the siting of the building, and the stacking of the program elements by floor are discussed in greater detail in Section Four.

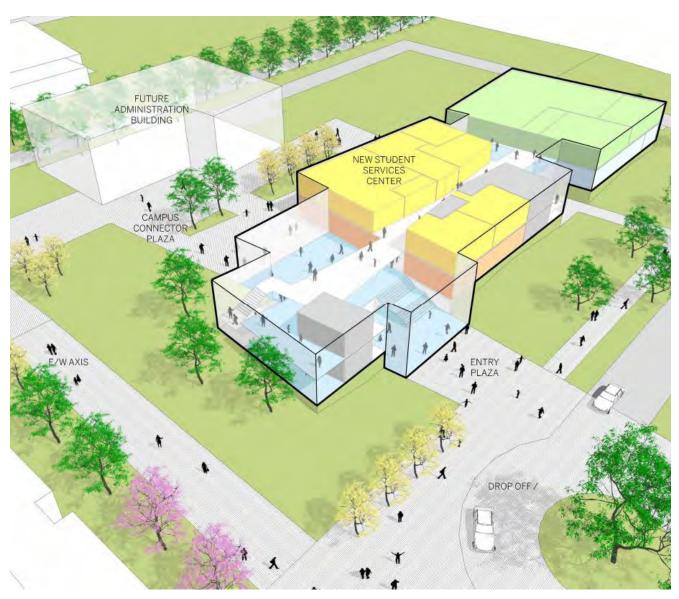


FIGURE 1.1: Bird's eye view of potential Student Services Center



RELATED PROJECTS

Budget and square-footage constraints require relying on related projects to accommodate student and staff requests. Some programs originally considered for the new SSC building were determined to be better suited for a separate Student Activities Center (SAC). In particular, the program budget is not sufficient to include space for:

- · Aspire
- Enlace
- Honors
- International Student Program*
- Seasse
- Umoja Affirm

The interviews with the students revealed a preference that many of the above-mentioned services be separate from the other student services programs intended for the SSC. The students also voiced that a dedicated space for student activities and lounging is important but acknowledged that factors such as budget constraints prevent all the programs from being included in the new building. The College has indicated that a new Student Activities Center will be created by renovating the current Student Services Center and, when completed will accommodate these identified needs. The SAC will have its own programming process to vet which programs will reside within it, including their sizing, adjacencies, and stacking.

Conversations also revealed the need for a new Administration Building (Admin) that will consolidate administrative functions under one roof. Currently not all Vice Presidents are in the same building. The conversations with staff determined that it is important that this building be located near the new Student Services Center to facilitate access and oversight from the Vice President of Student Affairs, as well as providing access to Business Services that support a number of student service programs. The students remarked that an administration building should be for business only, a one-stop shop. The programs housed in the new Administration Building include:

- President's Office
- Marketing
- · Vice President of Academic Affairs
- Vice President of Student Affairs
- Vice President of Administrative Affairs
- · Business Services
- CTSS
- Facilities

Greater detail on the Administration building can be found in Section 5.0.



^{*} The majority of the International Student Program would reside in the Student Activities Center with a smaller space in SSC for registration periods.

LIST OF PARTICIPANTS

Students

+/- 500 Anonymous

Leadership Committee

Andrea Alexander, Vice President of Administrative Services Mark Newton, Brailsford & Dunlavey, Bond Project Managers Ty Taylor, Brailsford & Dunlavey, Bond Program Managers Mark Miller, Gilbane/Cordoba Co., Construction Managers

Steering Committee

Keith Aytch, President of Evergreen Valley College Mark Gonzales, Vice President of Academic Affairs Adela Esquivel-Swinson, Vice President of Student Affairs Andrea Alexander, Vice President of Administrative Services Mark Newton, Brailsford & Dunlavey, Bond Project Managers Ty Taylor, Brailsford & Dunlavey, Bond Program Managers Mark Miller, Gilbane/Cordoba Co., Construction Managers Colleen Cuen, Administrative Assistant to the VP of Administrative Affairs Kathy Tran, Director of Business Services Octavio Cruz, Dean of Enrollment Services Ebonnie Hopkins, Director of Financial Aid Raniyah Johnson, Director of Student Life Victor Garza, Dean of Student Success/Counseling Elizabeth Tyrrell, Director of CalWorks & International Students Program Eugenio Canoy, CTSS Supervisor

Project Committee

Mark Gonzales, Vice President of Academic Affairs Adela Esquivel-Swinson, Vice President of Student Affairs Andrea Alexander. Vice President of Administrative Services Mark Newton, Brailsford & Dunlavey, Bond Project Managers Ty Taylor, Brailsford & Dunlavey, Bond Program Managers Mark Miller, Gilbane/Cordoba Co., Construction Managers Colleen Cuen, Administrative Assistant to the VP of Administrative Affairs Kathy Tran, Director of Business Services Octavio Cruz, Dean of Enrollment Services Ebonnie Hopkins, Director of Financial Aid Raniyah Johnson, Director of Student Life

Project Committee Cont.

Victor Garza, Dean of Student Success/Counseling

Elizabeth Tyrrell, Director of CalWorks & International Students Program

Eugenio Canoy, CTSS Supervisor

Alla Markevitch, International Student Program

Annette Ruiz-Esparza, Financial Aid

Benjamin Gonzalez, Associated Student Government

Catherine Kost, CSEA

Charlie Kahn-Lomax, Academic Senate

Eric Narveson, District Academic Senate

Ingrid Rottman, Outreach & Recruitment

Janice Assadi, Health & Wellness

Jose De Jesus Sanchez, Transfer Center

Jovita Valdez, Articulation

Luis Macias. TRIO Talent Search

Mark Bernbeck, Safety & Facilities Committee

Michael Osorio, TRIO Upward Bound

Randy Pratt, Academic Senate

Reyna Avila, CalWorks

Robin Salak, DSPS & Testing Center

Samar Robleh, Associated Student Government

Song-Ho Tran, Oassis

Teneka Cornish, YESS/Equity Plus

Tiffani Lam, Admissions & Records

Department Interviews

Keith Aytch, President of Evergreen Valley College

Mark Gonzales. Vice President of Academic Affairs

Adela Esquivel-Swinson, Vice President of Student Affairs

Andrea Alexander, Vice President of Administrative Services

Kathy Tran, Director of Business Services

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Eugenio Canoy, CTSS Supervisor

Octavio Cruz, Dean of Enrollment Services

Ebonnie Hopkins, Director of Financial Aid

Annette Ruiz-Esparza, Financial Aid

Victor Garza, Dean of Student Success/Counseling

Martha Hardin, Success Center/Counseling

Paulette Sadler, Success Center/Counseling

Jose De Jesus Sanchez, Transfer Center



LIST OF PARTICIPANTS

Department Interviews Cont.

Janina Espinoza, Work Experience

Maya Gonzales, EOPS/Care

Reyna Avila, CalWorks

Emmy Nguyen, International Students

Brenda Martinez, OASSIS Dream Center

Tammara Chavez, Veteran's Freedom Center

Janice Assadi, Health & Wellness

Kathy Uy, Health & Wellness

Gina Bonanno, Health & Wellness

Luis Macias, TRIO Talent Search

Robin Salak, DSPS & Testing Center

Teneka Cornish, YESS/Equity Plus

Safety and Facilities Committee (in attendance)

Benjamin Gonzales, Associated Students

George Bouzek, Classified

Frances Lau, Classified

Gina Riccitelli, Classified

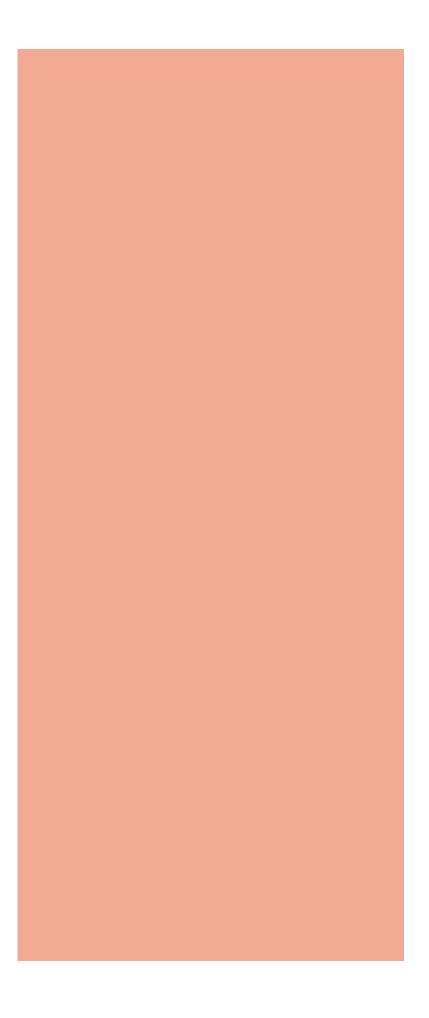
Mark Bernbeck, Faculty

Cindy Bevan, Faculty

Tanina Espinoza, Faculty

Jodi Marvet, District

Tom Morales, District



2.0

CREATING A VISION

- Feedback Summary
- Project Vision Concepts

CREATING A VISION

FEEDBACK SUMMARY

The following is a summary of the feedback received from two student forums, an online student survey, and kick-off/visioning workshops with the Steering, Project and Leadership Committees. The feedback has been organized into themes (Vision Concepts) discussed in this section.

The use of three different events to capture the students' thoughts and ideas were an important part of the process to gain the necessary data. These events helped capture the way the students felt, thought, and engaged with one another. The student survey gave quantitative data. It provided significant insight into the attitudes and impressions of the overall student body. The two student forums were more intimate, involving a smaller number of participants who volunteered to provide their thoughts about the project, thus providing qualitative data. The interactive nature of the student forums offered more detail than the surveys. The kick-off/visioning workshops were from a smaller pool and were structured to allow a more free-flowing conversation with the participants.

Students overwhelming indicated that they would like this building to be a hub for student activity. Specifically, they indicated that they would like comfortable seating, waiting areas for socializing, areas for studying and working, and access to food/vending and meeting rooms.

STUDENT FEEDBACK

+/-500 students participated in the online survey and the student forums which were held at EVC and lasted between one to two hours.

Of the eight survey questions, six related to the existing facility and two related to the future facilty (Q5 and Q8). Based on the survey, most of the students visit the SSC two to three times throughout the term (Q1) predominantly for counseling services, general information queries, financial aid assistance and class registration (Q2). This is in alignment with what was heard during the user interviews and committee meetings, with Admissions and Records (A&R) indicating that a significant volume of their inquiries are general information questions where they must direct students to other services/locations on campus. The participating students view the SSC as a one-stop shop for student services related business they need to take care of as many do not typically visit more than one department at a time (Q3), and they do not spend time with other students while there (Q4). The discussions held during the student forums clarified the Q4 result as pertaining to the existing facility. The students do not spend time in the existing building because it does not have enough spaces for students to study and hang out. The forum participants and the Q5 survey results (see Figure 2.1) indicate that they would like the new facility to have these spaces. Wayfinding for the most part does not seem to be thwarting students from utilizing the SSC as they do currently. The results of the survey indicate that 74% of respondents were able to navigate the SSC with ease (O6). In a separate question, 35% or respondents did not agree that that current signage/wayfinding helped them navigate the building with ease (07).

The students are looking and hoping for a centralized location that can be used for purposes other than visiting the different services within (Q8). More than 85% of the respondents want the building to be a Hub (see Figure 2.2). The survey indicates that study/work areas, food/drink/vending machines, and seating/waiting areas are what they want the most. Students also indicated the importance of peer to peer interaction to get information about the process of enrollment and the programs available. Programs directed towards the users and their personal and leisure needs can enhance the role of the SSC.

Specifying further that they would like comfortable seating, waiting areas for socializing, areas for studying and working, and access to food/vending and meeting rooms.

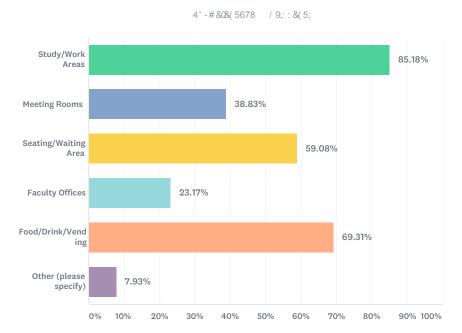


FIGURE 2.1: Results of question number 5 of student survey

Students overwhelming indicated that they would like this building to be a hub for student activity.

Do you want the new Student Services building to:

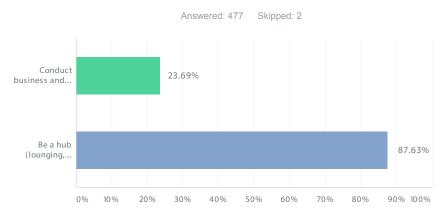


FIGURE 2.2: Results of question number 8 of student survey

^{*} See Appendix 6.0 for full results

^{*} See Appendix 6.0 for full results

STAFF AND FACULTY FEEDBACK

The conversation in the visioning workshops echoed the feedback from the students. Currently, EVC lacks a centralized open 'hang out' space that students and faculty can utilize whether it is from taking a break in between classes, catching up with friends, or grabbing a cup of coffee with a colleague or with a faculty member. In between and before classes, they report that students have difficulties finding a space to study. The spaces that are available are often too loud, are frequently not in an ideal location and do not always have access to computers or sufficient power outlets.

The workshop feedback from staff and faculty note that the existing Student Services Center is a series of hallways that lead down disorienting paths to one's desired destination. The number of hallways and lack of wayfinding is very confusing for some, especially new students. This uncertainty affects users and makes the Student Services Center unappealing. This situation is exacerbated by the absence of a general information center. Allocating an area for a small lobby and shared labs for workshops for each service can help alleviate this problem.

There are many programs for students to engage in and become a part of to support the diversity and inclusiveness of EVC, yet they are spread throughout the campus. The building should break down language barriers and be sensitive to cultural differences.

Other ideas arising from these conversations include:

- Be the gateway to the campus
- Welcoming, open and a single area for information
- · Accessible throughout
- Accommodate a diversity of students
- Visibility of programs
- Good wayfinding and signage within the building
- Line of sight to students balanced with privacy
- Natural daylighting and ability to see the outdoors
- Safety is paramount
- · More one-to-one meeting spaces for privacy
- State of the art technology, easy to use
- Shared space for workshops
- Build adaptability and flexibility into the design for future changes

BUILDING TOURS FEEDBACK

Members from the Committees visited two local Student Services Buildings completed by Steinberg Hart in the last ten years: Diablo Valley College Student Services Center and Las Positas Student Services Administration. These buildings were chosen, in part, because they have been in use during a time of transition and thus offer the opportunity for informative insights and lessons learned in how student services are being organized and delivered.

During the building tours, the members of the committee observed the Student Activities spaces co-located in the Student Services Buildings. Student Activities spaces are a hub for students to seek additional services beyond those related to the college's traditional Student Services, therefore their location and access from a main lobby area is desired. This was corroborated by the students during the interviews as they describe the Student Activities spaces as areas "easy to access for all."

The Vice Presidents of Student Services at both colleges expressed continued great appreciation for their buildings but took the team's directive to heart in analyzing what aspects could be improved upon. They shared the following observations during the tour and in the discussion session at the end of the tours.

- Always focus on the student experience versus administrator/committee preferences
- Welcome/Info Desk needs to be as close and direct as possible to the beginning of the journey within the building
- Balance between being welcome and feeling safe is a delicate one, no perfect solutions yet
- Provide ample soft/welcoming waiting areas for students close to program entries
- Balance glass extents ability to see outdoors is nice but consider furniture/electrical/data placement
- Be thoughtful about signage avoid acronyms and be consistent
- Never enough storage



FIGURE 2.3: Diablo Valley College Student Services Center



FIGURE 2.4: Las Positas College Student Services Administration



PROJECT VISION CONCEPTS

GATEWAY

The building should serve as a gateway to the campus and enhance the campus edges. As a new front door to EVC, newcomers should intuitively understand "I start by going in here." The building architecture should support this vision, provide a visible entry from the drop-off and parking areas, and establish strong connections and ease of access within campus.



FIGURE 2.5: California State University Fullerton

WELCOMING & INCLUSIVE

The building should provide an aspiring yet welcoming, accessible and secure environment. It should promote equity, while reflecting the diversity of the EVC community. Since the building has two points of arrival, (the public side and the campus side), the building should create welcoming experiences at both.



FIGURE 2.6: California State University Fullerton

DYNAMIC HUB

The project should provide a one-stop shop location for all relevant student services while simultaneously providing a dynamic student-oriented experience that includes opportunities for socializing and collaborating. This experience should be present on all levels. It should be co-located with project entry points that make sense from a building and campus circulation standpoint. It should be sensitive to the the relationship to the administrative services building.

Expanding beyond this central multi-level location, smaller lounge, study, and break out areas should be provided, including areas to provide food and vending. Some of these smaller scale areas should be strategically located near department entries to double as waiting areas.



FIGURE 2.7: University of North Dakota

STUDENT CENTRIC

The building should be designed to enhance the student experience. It should promote clarity and ease for the student navigating the services, while inviting interaction, collaboration, peer support and learning throughout. A welcoming Information Desk will serve as the first point of contact, with self-registration computers and the Admissions and Records offices in close proximity. Department entries should have their own identities and be visible from the main circulation elements for ease of navigation.



FIGURE 2.8: Lansing Community College Star Zone (by SHW Group)

WELL-BEING

The building should incorporate design solutions that create environments that promote the well-being and positive mental-health of the students, staff, and faculty. Examples include natural daylight, spaces for socializing, and connections to the outdoors. The building should maximize visual indoor-outdoor connections and explore opportunities to extend indoor spaces to the outdoors. Exterior courtyard and patio spaces should also be provided. Physical wellness shall also consider comfortable circulation throughout the building including promoting the use of stairs.



FIGURE 2.10: University of North Dakota



TECHNOLOGICALLY SAVVY

The SSC should utilize the latest technology, yet be flexible enough to support change. This requires thoughtful incorporation of technology with respect to type and locations. Workshop rooms should use laptop/tablet racks in lieu of computers to accommodate future technology needs and permits flexible arrangement of those rooms. Installing capabilities to add additional self-registration desks acknowledges the current mix of tech-minded and non-tech oriented students and the transition to a more tech-savvy student body.



FIGURE 2.11: PacMutual Building

FLEXIBLE

The building should maximize opportunities to reconfigure appropriate spaces for a variety of activities and functions. As a gateway building to the EVC campus this building should be capable of being used for community and special functions, in addition to its regular activities. Internal space configurations should facilitate flexible uses, and spaces could also be expanded by opening up to each other and to the outdoors where appropriate. The transformation of these spaces should be as seamless as possible.



FIGURE 2.12: Stanford University

ADAPTABLE

The Student Services Center should be forward-looking. supporting today's requirements while also adapt to the needs of the future. Building infrastructure, systems, and technology should allow for long-term evolution. Planning solutions, recognizing that services and their delivery change, should allow for easy modification to adapt to future needs.





FIGURE 2.13: University of North Dakota

3.0

PROJECT PROGRAM

- Introduction
- Terminology
- Program Colors
- Clusters
- Space Needs Summary
- Detail Space Needs

PROJECT PROGRAM

INTRODUCTION

The minimum requirements is viewed as the listed project program and associated information. The assignable square foot (ASF) has been provided for each required space. Room for circulation within the suite has been factored into the ASF for the spaces. In certain instances, the actual ASF required will be more, in others it will be less; it all depends on the final configuration of spaces. The design team will be confirming the gross square foot (GSF) for the building and include, but not be limited to, building structure; building circulation; support spaces, such as mechanical, electrical and telecommunications areas; general toilet rooms; and maintenance spaces.

The district guidelines for these types of spaces informed the ASF assigned to each category of space (e.g. office, workstation.), where applicable, and by using benchmarks from similar California community college facilities. College Leadership also reviewed the program to ensure equality/similarity across departments.

TERMINOLOGY

In compiling a space program, a number of terms are used to identify the appropriate area for the building. The subsequent sheets use the following terminology to describe the building's space needs:

Capacity The number of people/seats per room.

Capacity may not necessarily represent maximum occupant load per Code

Number of Spaces The quantity of rooms/spaces of that type

Area Per Person (or size by

unit)

The usable area required to accommodate an occupant, a function, equipment, or an

occupant group.

Total Area

footage)

The assigned square footage of space (also ASF = assignable square (equal to number of spaces times ASF/ unit); typically described as "wall-to-wall" or

"usable area"

Gross Square Footage (GSF) Gross square footage includes all the ASF

and the area required for non-assignable spaces such as: building structure; building circulation; mechanical, electrical, telecommunications areas; general toilet rooms;

and maintenance spaces.

PROGRAM COLORS

Each department had a unique random color assigned to it. During the programming process departments were formed into clusters. To facilitate graphic representation each of the clusters was assigned a color (orange. green, yellow and blue). Departments have the cluster color when discussed in the context of their cluster. When they are discussed individually, their original colors are shown.



The space program was developed into clusters that were based on predominance of "immediate" adjacencies and extent of "close" adjacencies.

A spatial adjacency study helps formulate and convert a conceptual idea to a concrete one. It helps map out an improved flow of movement from one program to another, whether they are directly or indirectly related to each other. It also helps identify how programs can possibly be located for relationships. This aids in forming connections between programs that is/can later be translated into a more conscious floor plan. As an example, if users identified programs needing to be "next" to each other, that was interpreted as immediate, whereas "close," "down the hallway," or "in the same building" were identified as close adjacencies. That is represented graphically with a solid line between spaces as shown in Figure 3.1.



FIGURE 3.1: Immediate Proximity Visual Diagram

Whereas "close", "down the hall-way", or "in the same building" were identified as close adjacencies. That is represented graphically with a dotted line between spaces as shown in Figure 3.2.



FIGURE 3.2: Close Proximity Visual Diagram

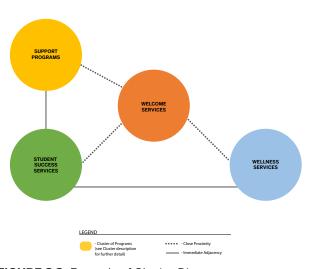


FIGURE 3.3: Example of Cluster Diagram



This cluster includes the Welcome Center, Multipurpose & Outreach, Admissions & Records, and Financial Aid. While most student services are focused on retaining students and attending to their needs once they are enrolled, these particular programs also have an initial contact/enrollment function to help attract students to the College and to register them, which is why they have been grouped together. All these programs need to be either adjacent or close to each other. There are shared spaces throughout the program that are not necessary to include within the adjacency diagrams since they do not dictate how specific programs form relationships in this case. The shared space is multi-faceted as they can be occupied by different users for different agendas.

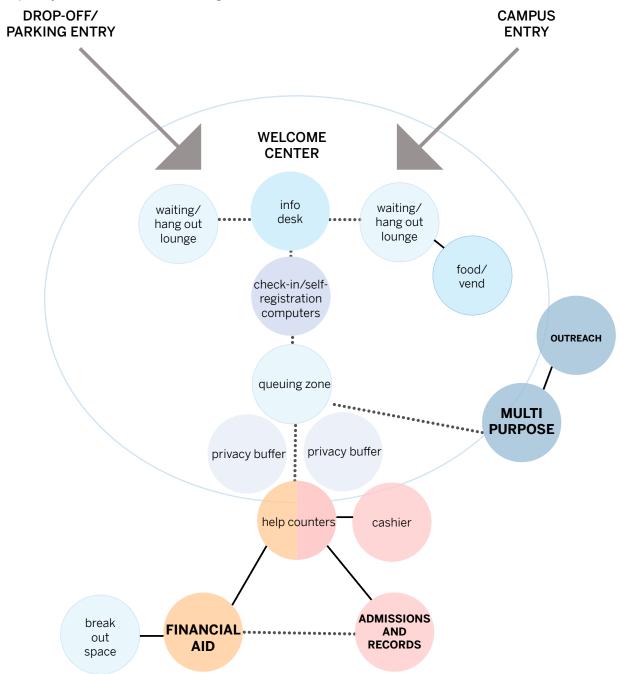


FIGURE 3.4: Entrance Cluster Diagram

This cluster includes the Student Success Center/Counseling and Transfer/ Career Center. These centers need to be immediately adjacent as they are the core services supporting students in their career development and transfers to four-year institutions.

The Transfer Career Center and the Student Success Center Counseling are essential student services These are important resources that students should be taking advantage of to progress in the right direction. By placing these two programs in close proximity to each other, students can conveniently move from one to the other when needed. Placing them next to the 'Waiting/Hang Out Lounge/Food/Vend' program is an opportunity to make these two programs normalized and more prominent.

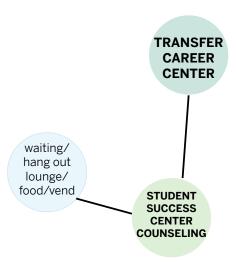


FIGURE 3.5: Core Support Services Cluster Diagram

This cluster includes EOPS/Care/CalWorks, YESS Equity Plus, OASSIS Dream Center, Trio Talent Search/Upward Bound, an Incubator/Future Grant space, and the International Student Programs Registration Office. EOPS/ Care/CalWorks, YESS Equity Plus, and OASSIS Dream Center are dedicated to helping students with specialized needs succeed in completing their educational goals whether its career or transfer related. Trio Talent Search/ Upward Bound is a federal grant that focuses on outreach to get students enrolled in any college whether it be EVC or another. The Incubator/Future Grant space is to build capacity to accommodate any grant program that might be on the horizon, and the International Student Programs Registration Office (ISP) supports the needs of international students.

The first three programs have close adjacency requirements to one another, but the others do not. While Trio Talent Search/Upward Bound is outreach oriented (i.e. enrollment focused) the majority of its outreach activities is focused out in the field. Therefore, it could be placed in either the welcome services cluster or the support programs cluster. The Incubator/Future Grant space focus is unknown, so it could be placed in either cluster. Given the sizing of the welcome services cluster compared to this one, these two programs and ISP were selected for this cluster. With all these different programs in close proximity to each other, a shared space between all of them will help students both use the space with flexibility and intermingle with one another.

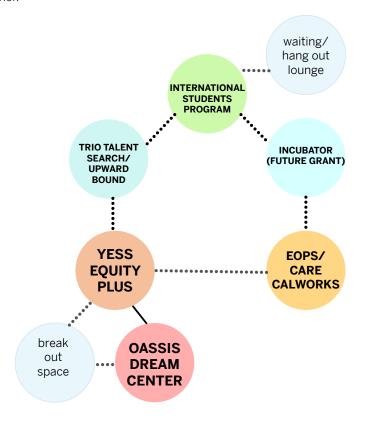


FIGURE 3.6: Support Program Cluster Diagram

The departments in this cluster are Health & Wellness Services, Veterans Freedom Center, Disabilities Support Program (DSP), and the Testing Center. The Testing Center has a direct relationship with the DSP but is also available to the campus as a whole. The other three programs should be close to one another. Their leadership indicated a need for facilitated/expedient access, both for accessibility reasons, such as not relying on elevators to facilitate access (as required for the DSP program) or for emergency reasons such as in being able to evacuate a student with a medical or mental issue privately, as required for the Health & Wellness and Veterans programs.

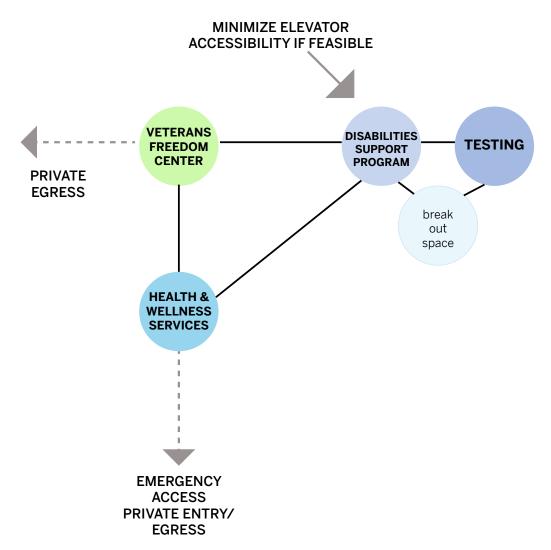


FIGURE 3.7: Wellness Cluster Diagram

SPACE NEEDS SUMMARY

CLUSTER 1	11,219	ASF	PAGE NUMBER
WELCOME CENTER	5,116	ASF	34
MULTIPURPOSE & OUTREACH	1,685	ASF	36
ADMISSIONS & RECORDS	1,558	ASF	38
SHARED BETWEEN ADMISSIONS & RECORDS AND FINANCIAL AID	1,188	ASF	40
FINANCIAL AID	1,395	ASF	42
FUTURE PROGRAM/GROWTH	277	ASF	42
CLUSTER 2	6,929	ASF	
STUDENT SUCCESS CENTER/COUNSELING	3,910	ASF	44
SHARED BETWEEN COUNSELING & TRANSFER/CAREER CENTER	1,675	ASF	46
TRANSFER/CAREER CENTER/PROMISE & WORK EXPERIENCE	1,344	ASF	48
CLUSTER 3	7,003	ASF	
EOPS, CARE & CalWORKS	2,579	ASF	50
SHARED EOPS, CARE, CalWORKS, OASSIS AND YESS	1,170	ASF	52
OASSIS	706	ASF	54
YESS/EQUITY PLUS	1,322	ASF	56
TRIO TALENT SEARCH/UPWARD BOUND	405	ASF	58
INCUBATOR/FUTURE GRANT SPACE	481	ASF	60
INTERNATIONAL STUDENTS PROGRAM REGISTRATION OFFICE	340	ASF	62
CLUSTER 4	7,182	ASF	
VETERANS FREEDOM CENTER	1,632	ASF	64
HEALTH & WELLNESS SERVICES	2,428	ASF	66
DISABILITIES SUPPORT PROGRAM	1,982	ASF	68
TESTING CENTER	1,140	ASF	70
TOTAL ASSIGNABLE SQUARE FEET: 32,33		333	ASF
ASSIGNABLE TO GROSS EFFICIENCY:			67%
TOTAL GROSS SQUARE FEET:	48,	258	GSF

DETAILED SPACE NEEDS

The following pages describe the space needs by program in both tabular and graphic formats. The graphic format (visual program) captures adjacency requirements describing space/room groupings and their spatial relationships to each other.

The visual program graphic also shows some elements from adjacent programs that have a relationship to the program being illustrated. Detail on those programs can be found on the pages specific to those programs. Support spaces (such as restrooms) and program pieces with no critical adjacencies are not illustrated.

Within each diagram, a room or space is represented by a colored block. This block shows the scaled size of the room/space in comparison to the other spaces.

A graphic item, such as a dotted line, between or around spaces delineates different types of relationships. A legend for these graphic items appears on each page.

As an example, if users identified programs needing to be "next" to each other, that was interpreted as immediate. That is represented graphically with a solid line between spaces as shown in Figure 3.8:



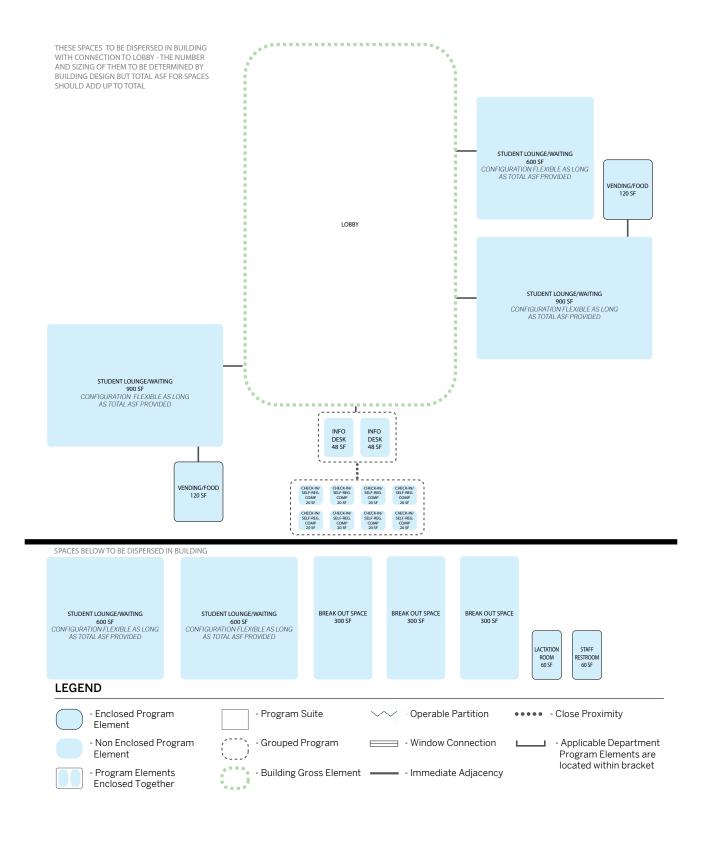
FIGURE 3.8: Immediate Proximity Visual Diagram

Whereas "close", "down the hall-way", or "in the same building" were identified as close adjacencies. That is represented graphically with a dotted line between spaces as shown in Figure 3.9.



FIGURE 3.9: Close Proximity Visual Diagram

1.0 WELCOME CENTER - VISUAL PROGRAM





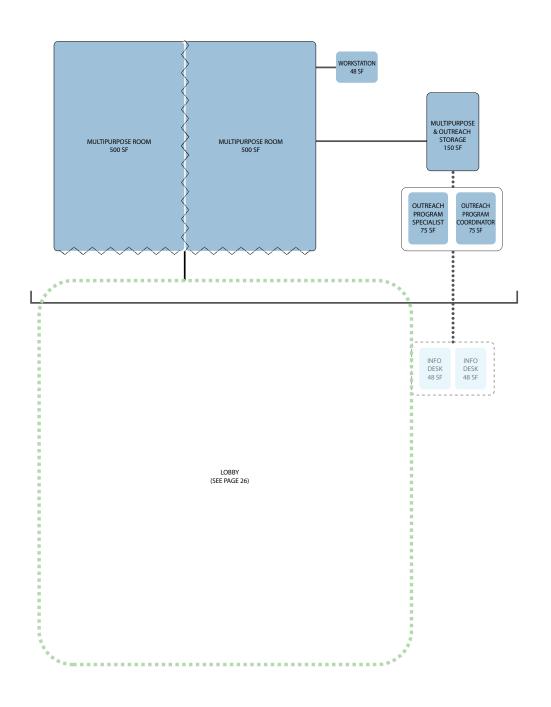
1.0 WELCOME CENTER - SPACE NEEDS MATRIX

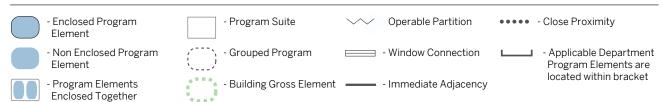
Area per Person (or Size # of Total

		Capacity	Spaces	by Unit)	Area	Notes
1.0 W	elcome Center					
1.00	Main Lobby					Part of building gross, accessed on drop off side and campus side
1.01	Student Lounge/Waiting		multiple	varies	3,600	Dispersed areas adjacent to programs and some off main lobby
1.02	Break Out Space		multiple	varies	900	Study/hang out areas dispersed locations in building
1.03	Vending/Food		2	120	240	One per floor adjacent to some student lounge/waiting
1.04	Lactation Room		1	60	60	Required by AB 2785, private lockable room that is not a restroom, with a sink, a shelf or counter to place equipment, electrical outlet for equipment, and comfortable place to sit
1.05	Info Desk	1	2	48	96	In lobby, first "point of contact" for student; standard workstation for storage of handouts etc., doubles as touch down station for Outreach folks in field
1.06	Shared Check-In/Self Registration Computer	1	8	20	160	Within lobby zone - Second "point of contact" for student; in line of sight of Admissions & Records and Financial Aid
1.07	Staff Restroom		1	60	60	Gender neutral - to be located with DSPS/Veterans and Health & Wellness cluster

Subtotal: 5,116 ASF

2.0 MULTIPURPOSE & OUTREACH - VISUAL PROGRAM





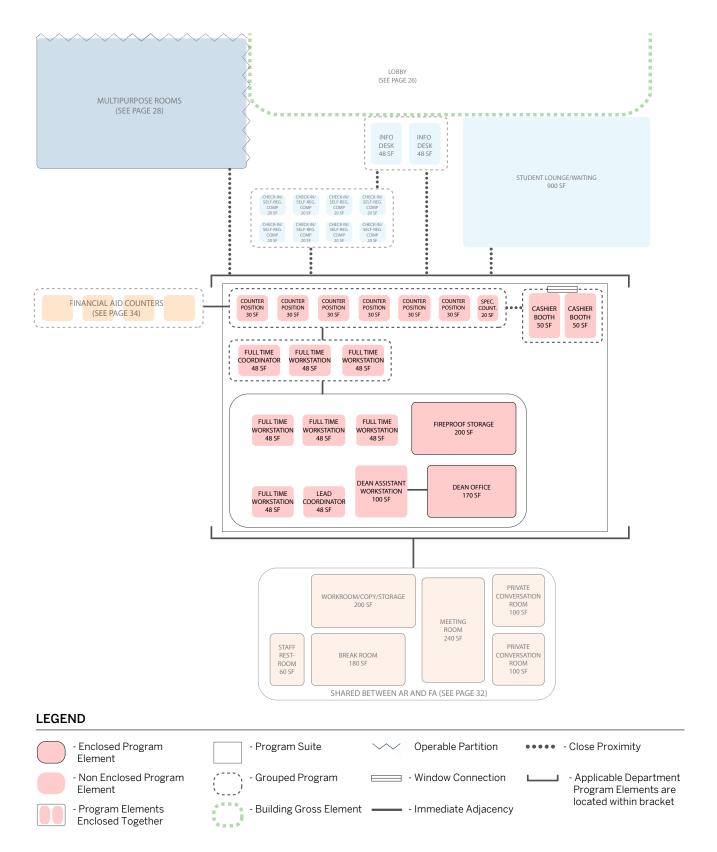
2.0 MULTIPURPOSE & OUTREACH - SPACE NEEDS MATRIX

Area per Person (or Size Total by Unit) Capacity Spaces Notes Area

2.0 Multipurpose & Outreach					
2.01 Multipurpose Room	20	2	25	1,000	Adjacent and openable to lobby; close to A&R and FA; both rooms adjacent and openable to one another; used for registration, orientations, workshops, and meetings with laptop checkout storage rack, moveable nesting tables/chairs, and large TV monitors for presenting
2.02 Workstation	1	1	48	48	Within multipurpose room
2.03 Outreach Program Specialist & Coordinator	1	2	75	150	In proximity to info desk
2.04 Multipurpose & Outreach Storage		1	150	150	Outreach materials & tables/chairs for multipurpose room
2.05 Circulation within Suite				337	

Subtotal: 1,685 ASF

3.0 ADMISSIONS & RECORDS - VISUAL PROGRAM





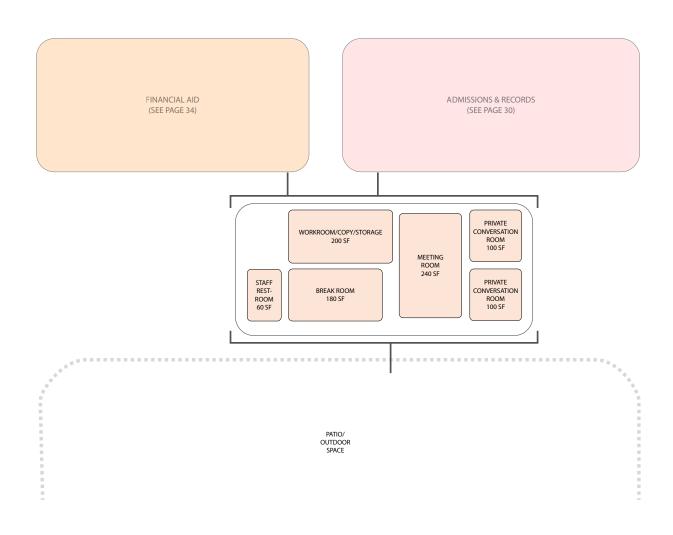
3.0 ADMISSIONS & RECORDS - SPACE NEEDS MATRIX

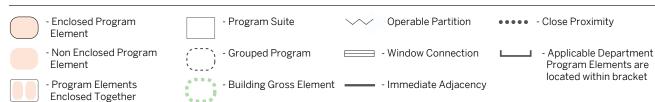
Area per Person # of (or Size Total

	C	Capacity	Spaces	by Unit)	Area	Notes
3.0 Admissions & Reco	ds (abbreviation:	: A&R)				
3.00 Admissions & Records	s Suite					Adjacent to welcome center, visible connection to self-registration computers and info desk; immediately adjacent to Financial Aid (so counter positions can flex) and in proximity to Multipurpose; Counseling in same building; would like non-public exit door out of suite
3.01 Queuing & Waiting Sp	ace for Counter					Part of lobby circulation and welcome center waiting/student lounge
3.02 Cashier Booth		1	2	50	100	Enclosed, with two transactional windows; employees' main desk is in Business Services
3.03 Counter Position		1	6	30	180	Provide (10) for both A&R and Financial Aid (adjacent to each other) so middle counters can flex depending on need; provide (1) printer for every (2) counters
3.04 Special Counter Posit	on	1	1	20	20	For Photo ID/VTA
3.05 Full Time Coordinator		1	1	48	48	Line of sight to counters, some separation
3.06 Full Time Workstation		1	2	48	96	Line of sight to counters, some separation
3.07 Full Time Workstation		1	4	48	192	In separate enclosed room, not in line of sight of counters
3.08 Lead Coordinator		1	1	48	48	In separate enclosed room with folks above
3.09 Dean Assistant Works	tation	1	1	100	100	In separate enclosed room with folks above
3.10 Dean of Enrollment Of	fice	1	1	170	170	Accessed off separate enclosed room above
3.11 Fireproof Storage			1	200	200	High density storage for records, accessed off separate enclosed room above
3.12 Circulation within Suit	е				404	

Subtotal: 1,558 ASF

4.0 SHARED BETWEEN A&R AND FA - VISUAL PROGRAM





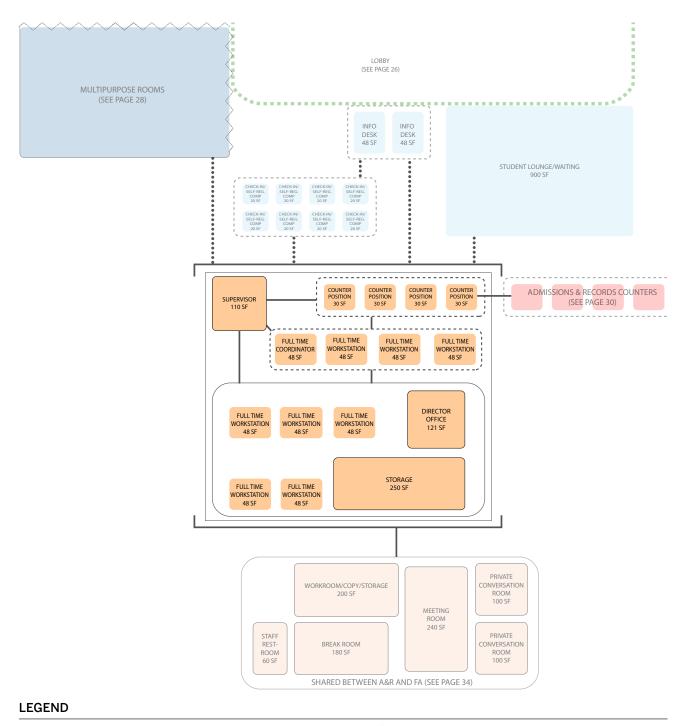


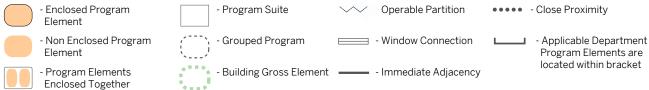
4.0 SHARED BETWEEN A&R AND FA - SPACE NEEDS MATRIX

4.0 Shared between A&R and Finance	Capacity	# of Spaces	Area per Person (or Size by Unit)	Total Area	Notes
4.01 Meeting Room	12	1	20	240	Some computers with FA and A&R systems on the side
4.02 Private Conversation Room	5	2	20	200	Used by staff to meet with students when privacy is required; (1) computer in room connected to Colleague (software); whiteboard paint or activity to keep children entertained nice to have
4.03 Workroom/Copy/Storage		1	200	200	Includes document scanner
4.04 Break Room		1	180	180	With access to outdoor patio
4.05 Staff Restroom		1	60	60	Gender neutral
4.06 Circulation within Suite				308	

Subtotal: 1,188 ASF

5.0 FINANCIAL AID - VISUAL PROGRAM







5.0 FINANCIAL AID - SPACE NEEDS MATRIX

Area per Person # of (or Size Total Capacity Spaces by Unit) Area

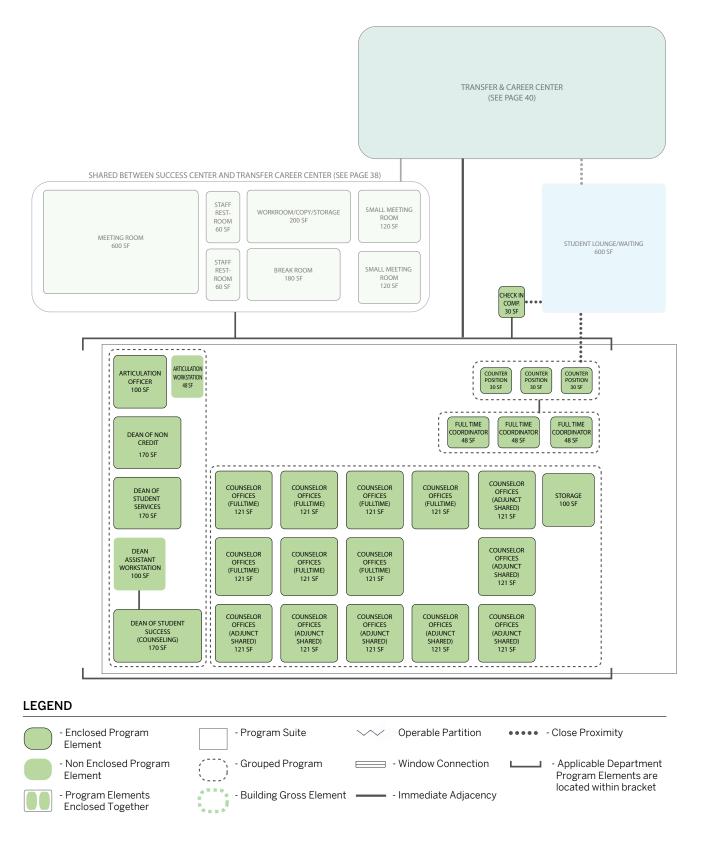
	oupdoity		by Offic)		. 10100
5.0 Financial Aid (abbreviation: FA)					
5.00 Financial Aid Suite					Adjacent to Lobby, visible connection to self-registration computers; immediately adjacent to A&R (so counter positions can flex) and in proximity to Multipurpose; would like non-public exit door out of suite
5.01 Queuing & Waiting Space for Counter					Part of lobby circulation and welcome center waiting/student lounge
5.02 Counter Position	1	4	30	120	Provide (10) for both A&R and Financial Aid (adjacent to each other) so middle counters can flex depending on need; provide (1) printer for every (2) counters
5.03 Full Time Workstation	1	4	48	192	Line of sight to counters, some separation
5.04 Full Time Workstation	1	5	48	240	In separate enclosed room, not in line of sight of counters
5.05 Supervisor Office	1	1	110	110	
5.06 Director Office	1	1	121	121	Accessed off separate enclosed room above
5.07 Storage		1	250	250	
5.08 Circulation within Suite				362	

6.0 FUTURE PROGRAM - SPACE NEEDS MATRIX (NO VISUAL PROGRAM)

Area per Person # of (or Size Total by Unit) Capacity Spaces Area Notes 6.00 Space for Future Program or Growth 277 Associated with this Cluster Subtotal: 277 ASF

Notes

7.0 STUDENT SUCCESS CENTER/COUNSELING - VISUAL PROGRAM





7.0 STUDENT SUCCESS CENTER/COUNSELING - SPACE NEEDS MATRIX

Area per Person (or Size

of Capacity Spaces by Unit) Area

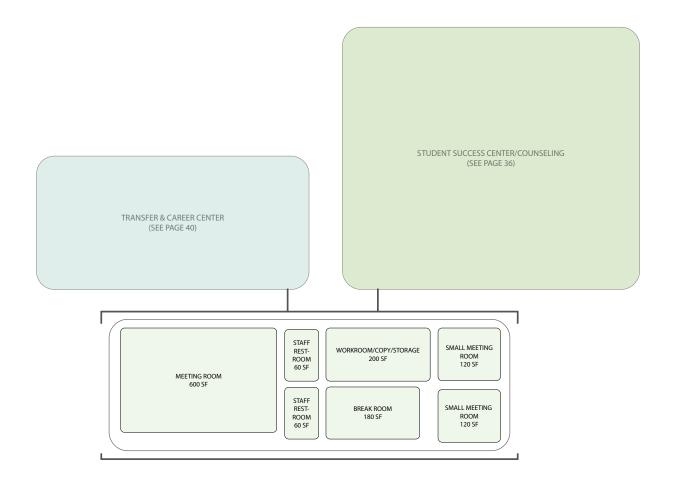
Total

Notes

				1	1	1
7.00	Counseling Suite					Adjacent to Transfer Career Center and at least one waiting/lounge/break out space; ideally clost to A&R
7.01	Waiting					Part of adjacent waiting/lounge/break ut space
7.02	Check In Computer	1	1	30	30	In Waiting Area
7.03	Front Counter/Touch Down Station	1	3	30	90	Front counters double as touch down stations for student ambassadors/work study
7.04	Full Time Workstation	1	3	48	144	Line of sight to counters, some separation
7.05	Dean of Student Success (Counseling)	1	1	170	170	
7.06	Dean's Assistant Workstation	1	1	100	100	Located adjacent to Dean of Student Success
7.07	Dean of Non Credit	1	1	170	170	
7.08	Dean of Student Services	1	1	170	170	
	Student Success Supervisor	1	1	0	0	Located in either EOPS/Care/CalWorks or YESS/Equity Plus
7.09	Articulation Officer	1	1	100	100	
7.10	Articulation Workstation	1	1	48	48	Located adjacent to office above
7.11	Counselor Offices (Full Time)	1	7	121	847	
7.12	Counselor Offices (Adjunct - Shared)	1	7	121	847	
7.13	Storage		1	100	100	Additional in shared workroom
7.14	Circulation within Suite				1.094	

Subtotal: 3,910 ASF

8.0 SHARED BETWEEN COUNSELING AND TRANSFER - VISUAL PROGRAM



- Enclosed Program Element		- Program Suite	>>>	Operable Partition	••••	- Close Proximity
- Non Enclosed Program Element	(]	- Grouped Program		- Window Connection	ш	- Applicable Departmen Program Elements are
- Program Elements Enclosed Together		- Building Gross Element		- Immediate Adjacency		located within bracket

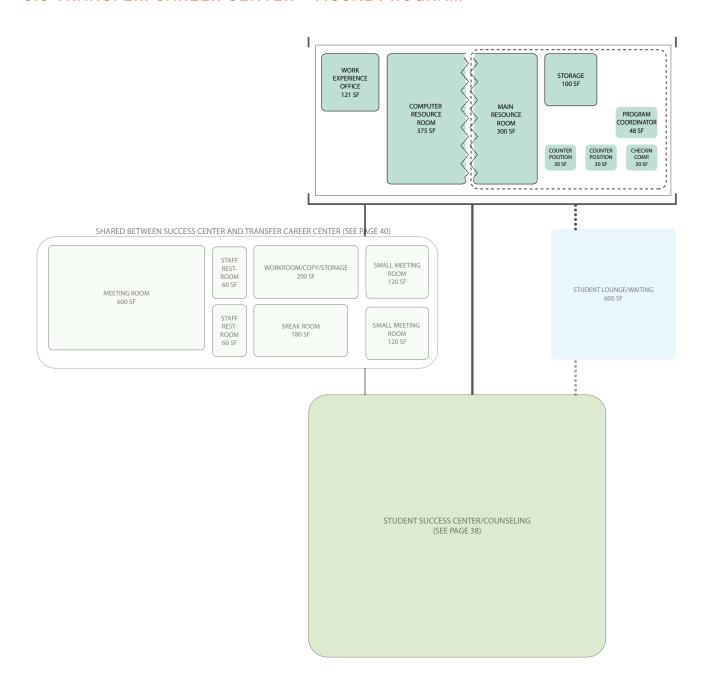


8.0 SHARED BETWEEN COUNSELING AND TRANSFER - SPACE NEEDS MATRIX

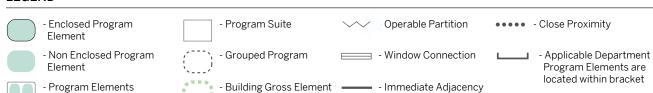
	Capacity	# of Spaces	Area per Person (or Size by Unit)	Total Area	Notes
8.0 Shared between Counseling & T	ransfer/Ca	reer Cer	iter		
8.01 Meeting Room	40	1	15	600	Used by both Counseling and Transfer for workshops, 4-year-university visits, department meetings, transfer board etc.; with catering area to serve food at some events
8.02 Meeting Room	6	2	20	240	To be used by 4-year-university representatives when they visit and meet in smaller groups
8.03 Workroom/Copy/Storage		1	200	200	
8.04 Break Room		1	180	180	
8.05 Staff Restroom		2	60	120	Gender neutral
8.06 Circulation within Suite				335	

Subtotal: 1,675 ASF

9.0 TRANSFER/CAREER CENTER - VISUAL PROGRAM



LEGEND





Enclosed Together

9.0 TRANSFER/CAREER CENTER - SPACE NEEDS MATRIX

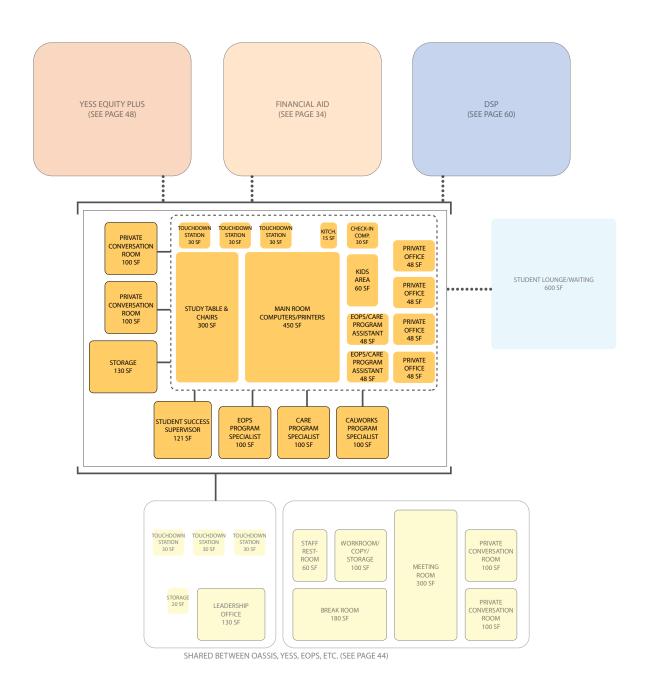
Area per Person # of (or Size Total

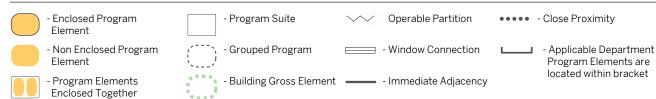
Capacity Spaces by Unit) Area Notes

9.00 Transfer/Career Center Suite					Adjacent to Counseling, ideally close to eelcome center
9.01 Check In Computer	1	1	30	30	Within suite
9.02 Touch Down Stations	1	2	30	60	For student ambassadors/work study, close to suite entry in main resource room
9.03 Program Coordinator	1	1	48	48	Close to suite entry in main resource room
9.04 Work Experience	1	1	121	121	
9.05 Main Resource Room	15	1	20	300	Resource materials (catalogs, job postings); tables & chairs; adjacent and openable to computer resource room
9.06 Computer Resource Room	15	1	25	375	Multipurpose room with computers for career/transfer (and registration help & workshops when needed); a few computers on the sides and moveable tables/chairs in main portion of room with large TV monitor for presenting; laptop rack for additional computers openable to Main resource room
9.07 Storage		1	100	100	
9.08 Circulation within Suite				310	

Subtotal: 1,344 ASF

10.0 EOPS/CARE AND CALWORKS - VISUAL PROGRAM







10.0 EOPS/CARE AND CALWORKS - SPACE NEEDS MATRIX

Area per Person

of Capacity Spaces

(or Size by Unit)

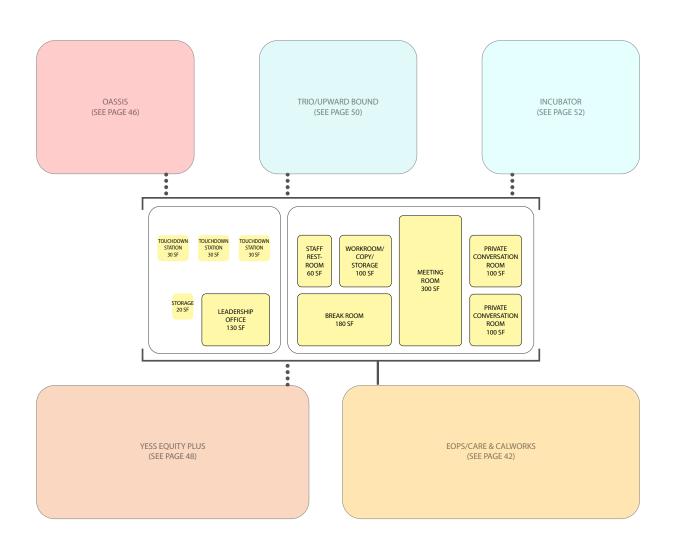
Total Area

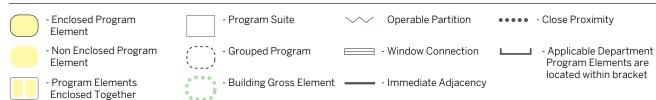
Notes

10.0 EOPS/CARE & CalWORKS (abbi	reviation:	EOPS/C	CalWORK	(S)	
10.00 EOPS/CARE and CalWORKS Suite					Ideally close to Financial Aid, OASSIS, DSPS and other student programs; would like non-public exit door out of suite
10.01 Check In Computer	1	1	30	30	Within suite
10.02 EOPS/CARE Program Assistant Workstation	1	3	48	144	Close to suite Entry
10.03 CalWORKS Program Assistant Workstation	1	3	48	144	Close to suite Entry
10.04 Touch Down Station	1	3	30	90	For student ambassadors/work study
10.05 Private Conversation Room	5	2	20	200	Used by counselors/staff to meet with students when privacy is required; (1) computer in room connected to Colleague (software); Additional private conversation rooms under shared
10.06 Main Room: Kids Area		1	60	60	Toys, books, activity mounted on wall for kids - includes area for stroller parking, close to private conversation rooms
10.07 Main Room: Computer Stations & Printers	15	1	30	450	(12) computers and (3) printers
10.08 Main Room: Study Table & Chairs		1	300	300	(4) tables with chairs and waiting area with soft seating for appointments
10.09 EOPS Program Specialist	1	1	100	100	Office accessed from main room
10.10 CARE Program Specialist	1	1	100	100	Office accessed from main room
10.11 CalWORKS Program Specialist	1	1	100	100	Office accessed from main room; doubles as private conversation room
10.12 Student Success Supervisor	1	1	121	121	
10.13 Storage		1	130	130	Shared for EOPS/CARE and CalWORKS
10.14 Non-plumbed Kitchenette Alcove		1	15	15	Located in main room; refrigerator, coffeemaker, microwave & water dispenser but no sink
10.15 Circulation within Suite				595	

Subtotal: 2,579 ASF

11.0 SHARED EOPS, OASSIS, YESS, TRIO & INCUBATOR. - VISUAL PROGRAM







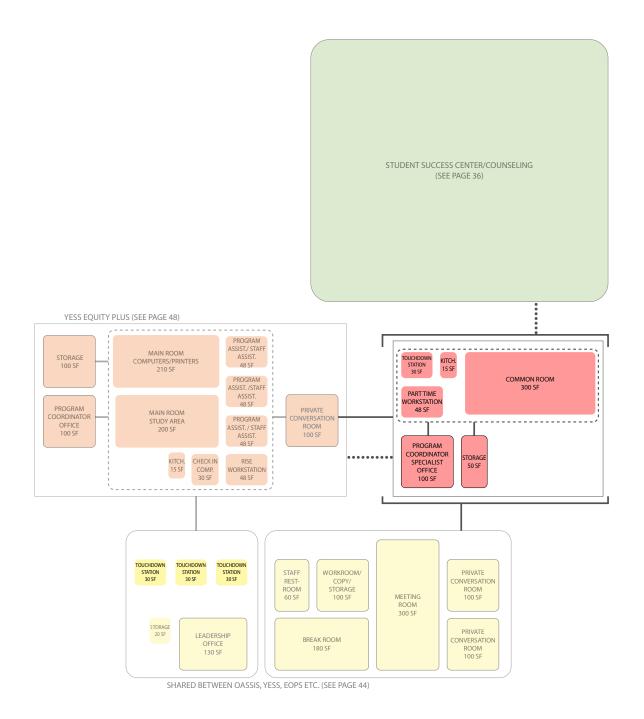
11.0 SHARED EOPS, OASSIS, YESS, TRIO & INCUBATOR - SPACE NEEDS MATRIX

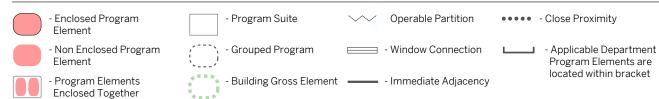
Person # of (or Size Total Capacity Spaces by Unit) Area Notes

11.0 Shared EOPS/CalWorks, OASSIS, YESS/Equity, TRIO UPWARD BOUND & INCUBATOR									
11.01 Private Conversation Room	5	2	20	200	Located close to EOPS/CalWORKS suite but accessible from main hallway				
11.02 Meeting Room	15	1	20	300	Used for workshops, advisory board meetings, department meetings				
11.03 Workroom/Copy/Storage		1	100	100					
11.04 Staff Restroom		1	60	60	Gender Neutral				
11.05 Leadership Suite Office	1	1	130	130	Sized to accommodate 3 person meeting				
11.06 Leadership Suite Touch Down Station	1	3	30	90					
11.07 Leadership Suite Storage	1	1	20	20					
11.08 Circulation within Suite				270					

Subtotal: 1,170 ASF

12.0 OASSIS DREAM CENTER - VISUAL PROGRAM







12.0 OASSIS DREAM CENTER - SPACE NEEDS MATRIX

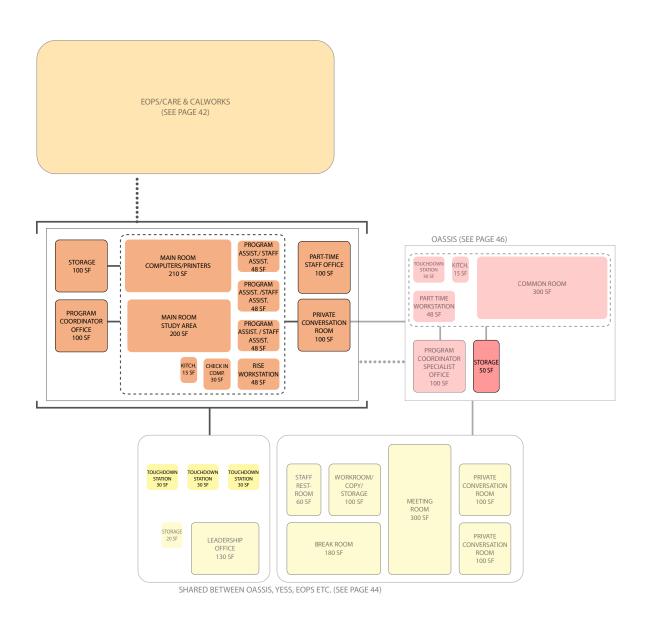
12.06 Circulation within Suite

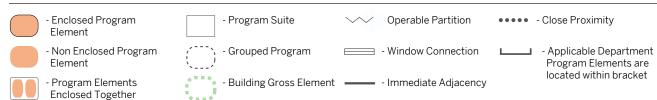
Person # of (or Size Total Capacity Spaces by Unit) Area Notes 12.00 OASSIS Suite Ideally close to Counseling, YESS & other special programs 12.01 Main Room 10 300 (4) computers and (1) printer on the side; tables/chairs for small workshops In same room as main room 12.01 Part-Time Workstation 1 48 48 12.02 Touch Down Station For student ambassadors/work study, in main room 12.03 Program Coordinator/Specialist 1 1 100 100 Office accessed from main room; doubles as private conversation room 12.04 Non-plumbed Kitchenette Alcove 15 Located in main room; refrigerator, coffeemaker, microwave & water dispenser but no sink 12.05 Storage 50

> **706 ASF** Subtotal:

163

13.0 YESS/EQUITY PLUS - VISUAL PROGRAM







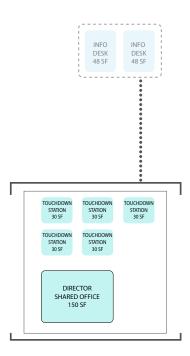
13.0 YESS/EQUITY PLUS - SPACE NEEDS MATRIX

Person # of (or Size Total Capacity Spaces by Unit) Area

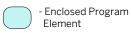
Notes 13.0 YESS/Equity Plus 13.00 YESS/Equity Plus Suite Close to EOPS, Financial Aid and Counseling in same building 13.01 Check In Computer 30 30 Within suite 13.02 Main Room: Computers & Printer 7 1 30 210 (5) computers and (2) printers 13.03 Main Room: Study Area 10 20 200 Part of same room above; includes books & supplies storage 13.04 Program Assistant & Staff Assistant 48 144 Part of same room above 3 Part of same room above 13.05 RISE Workstation 1 48 48 13.06 Program Coordinator Office 100 100 Office accessed from main room; doubles as private conversation room 13.07 Part-Time Staff Office 100 Shared Office between 2 part-time staff 13.08 Private Conversation Room 5 Shared between YESS and OASSIS; used by counselors/staff to meet with students when privacy is required; can be used for tutoring and testing as well 13.09 Storage 100 100 13.10 Non-plumbed Kitchenette Alcove 15 15 Located in main room; refrigerator, coffeemaker, microwave & water dispenser but no sink 13.11 Circulation within Suite 305

> 1.322 ASF Subtotal:

14.0 TRIO TALENT SEARCH/UPWARD BOUND - VISUAL PROGRAM



LEGEND



- Non Enclosed Program Element

- Program Elements **Enclosed Together**

- Program Suite

- Grouped Program

- Building Gross Element -

Operable Partition

• • • • - Close Proximity

- Window Connection

Immediate Adjacency

- Applicable Department Program Elements are located within bracket



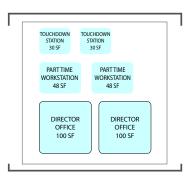
14.0 TRIO TALENT SEARCH/UPWARD BOUND - SPACE NEEDS MATRIX

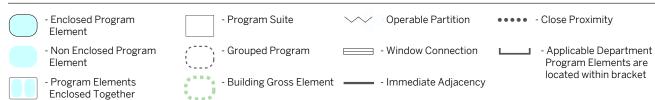
Area per Person # of (or Size Total Capacity Spaces by Unit) Area

14.0 Trio Talent Search/Upward Bound (abbreviation: Trio/Upward Bound)								
14.00 Trio Talent Search & Upward Bound Suite Ideally close to info desk and Outreach								
14.01 Director Shared Office	1	2	75		Non standard district size because it is a federal grant			
14.02 Touch Down Stations	1	5	30	150	Doubles up for student use to do homework			
14.03 Circulation within Suite				105				

Subtotal: **405 ASF**

15.0 INCUBATOR/FUTURE GRANT SPACE - VISUAL PROGRAM







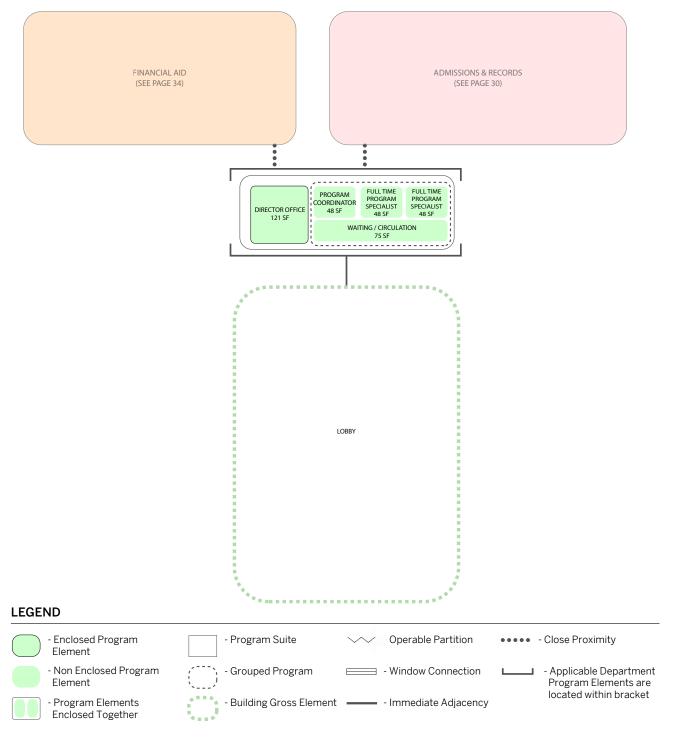
15.0 INCUBATOR/FUTURE GRANT - SPACE NEEDS MATRIX

Area per Person # of (or Size Capacity Spaces by Unit) Total Area

	Capacity	Spaces	by Unit)	Area	Notes
15.0 Incubator/Future Grant Space (ab	breviatio	on: Incul	bator)		
15.00 Incubator/Future Grant Suite					To accommodate a future grant program
15.01 Director Office	1	2	100	200	Non standard size because fed grant not classified staff
15.02 Part-Time Workstations	1	2	48	96	
15.03 Touch Down Stations	1	2	30	60	
15.04 Circulation within Suite				125	

Subtotal: 481 ASF

16.0 INTERNATIONAL STUDENTS PROGRAM - VISUAL PROGRAM





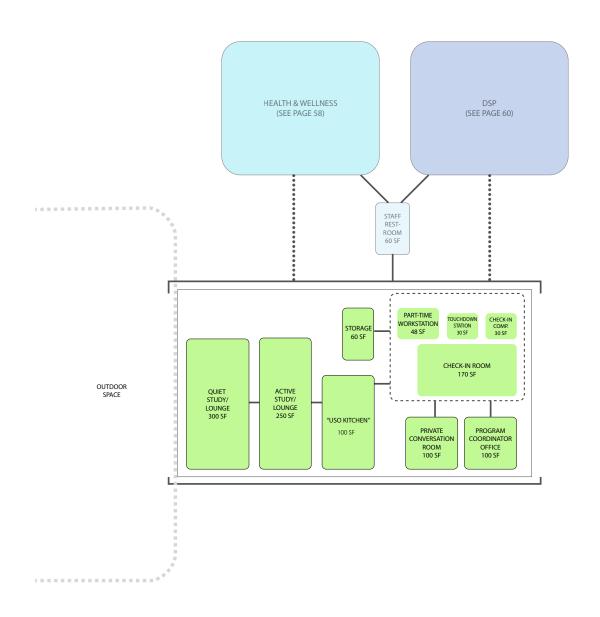
16.0 INTERNATIONAL STUDENTS PROGRAM - SPACE NEEDS MATRIX

Area per Person # of (or Size Total Capacity Spaces by Unit) Area

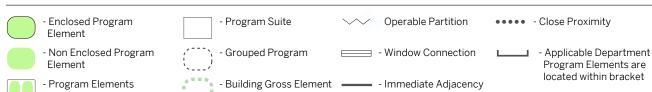
16.0 I	16.0 International Students Program Registration Office (abbreviation: ISP)							
16.00	International Students Program Registration Office Suite					In close proximity to A&R		
16.01	Waiting Area / Circulation	1	1	75	75	Within suite entry		
16.02	Program Coordinator	1	1	48	48	In same space as waiting area		
16	Full Time Specialist	1	2	48	96	In same space as waiting area		
16	Director Office	1	1	121	121	Accessed off space above		

Subtotal: 340 ASF Notes

17.0 VETERANS FREEDOM CENTER - VISUAL PROGRAM



LEGEND





Enclosed Together

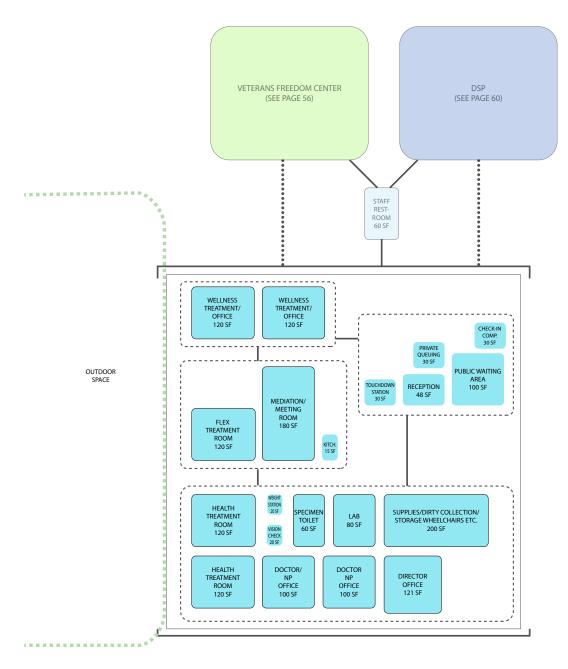
17.0 VETERANS FREEDOM CENTER - SPACE NEEDS MATRIX

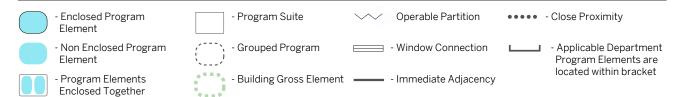
Area per Person # of (or Size Total

	Capacity	Spaces	by Unit)	Area	Notes
17.0 Veterans Freedom Center (abbrev	riation: Vo	eterans)			
17.00 Veterans Freedom Center					Ideally close to DSP&S and Health & Wellness; doors to lock from inside and camera at entry
17.01 Check-in Room		1	170	170	Waiting Area, (1) check in computer, (2) computers, (1) round table with (3) chairs, announcement board & glags
17.02 Check In Computer	1	1	30	30	In check-in Room
17.03 Part time Workstation/Reception	1	1	48	48	In check-in Room
17.04 Touch Down Stations	1	1	30	30	For student ambassadors/work study, in check-room
17.05 Program Coordinator Office	1	1	100	100	Accessed from check-in room
17.06 Private Conversation Room	5	1	20	100	Used by counselors/staff to meet with students when privacy is required
17.07 Active Study/Lounge	10	1	25	250	(6) computers & printer; (1) table with (4) chairs whiteboards
17.08 Quiet Study/Lounge			300	300	Lounge/quiet space
17.09 Storage		1	60	60	
17.10 "USO" Kitchen		1	100	100	
17.11 Circulation within Suite				444	

Subtotal: 1,632 ASF

18.0 HEALTH & WELLNESS SERVICES - VISUAL PROGRAM







18.0 HEALTH & WELLNESS SERVICES - SPACE NEEDS MATRIX

Area per Person

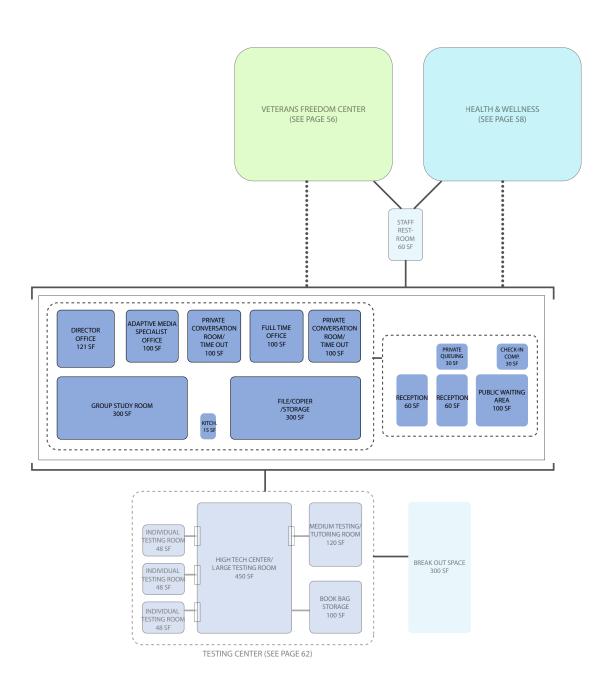
of Capacity Spaces (or Size by Unit) Total Area

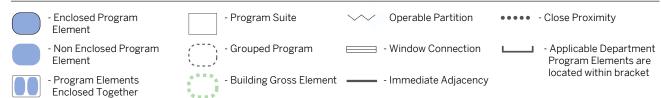
Notes

18.0 Health & Wellness Services					
18.00 Health & Wellness Suite					Ideally close to DSP&S and Veterans; provide ambulance/police escort route that avoids waiting room/public areas
18.01 Information Display					Brochure display wall in Circulation leading to Health and Wellness Clinic
18.02 Public Waiting Area	1	1	100	100	Shared between Health and Wellness, brochure display racks on walls
18.03 Check In Computer	1	1	30	30	In public waiting area
18.04 Private Queuing Area in Reception	1	1	30	30	Additional Area for privacy at reception
18.05 Reception	1	1	48	48	Shared between Health and Wellness; controlled access into suite beyond at this location; would like panic button at receptionn
18.06 Touch Down Station	1	1	30	30	For student ambassador/work study, close to reception
18.07 Director Office	1	1	121	121	Window to reception area
18.08 Health Doctor/Nurse Practioner Office	1	2	100	200	
18.09 Weigh Station Alcove	1	1	20	20	Weight/height intake
18.10 Vision Check Alcove	1	1	20	20	Vision machine
18.11 Health Treatment Room	1	2	120	240	Sinks with foot pedals
18.12 Flex Treatment Room	1	1	120	120	One has a cot and can be used by Wellness
18.13 Wellness Treatment/Office	1	2	120	240	Acoustically separate for noise distraction and privacy; locate desk closer to exit route
18.14 Meditation Room/Meeting Room	10	1	18	180	Ideally with windows, would double up as meeting space and flu shot clinic - locate between Health and Wellness sides
18.15 Non-plumbed Kitchenette Alcove	1	1	15	15	Refrigerator, coffeemaker, microwave & water dispenser, but no Sink
18.16 Lab	1	1	80	80	Sink with foot pedal, full-size refrigerator (cold pads), ice machine, and blood draw station
18.17 Specimen Toilet	1	1	60	60	
18.18 Supplies/Dirty Collection/Storage Wheelchairs etc.	1	1	200	200	Soil sink
18.19 Circulation within Suite				694	Magazine racks for forms

Subtotal: 2,428 ASF

19.0 DISABILITIES SUPPORT PROGRAM - VISUAL PROGRAM







19.0 DISABILITIES SUPPORT PROGRAM - SPACE NEEDS MATRIX

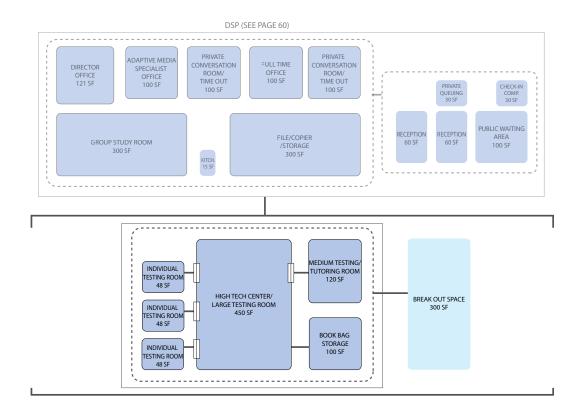
Area per Person # of (or Size Total Capacity Spaces by Unit) Area

Notes

19.00 Health & Wellness Suite					Ideally close to Health & Wellness and Veterans; automatic doors into suite - preferably slider; individual temperature control desired; special attention to lighting to avoid seizures and migranes; multiple outlets throughout
19.01 Public Waiting Area	1	1	100	100	
19.02 Check In Computer	1	1	30	30	In public waiting area
19.03 Private Queuing Area in at Reception	1	1	30	30	Additional area for privacy at reception
19.04 Reception	1	2	60	120	Station to accommodate a student in wheelchair/chair at the station; controlled access into suite beyond
19.05 Group Study Room	10	1	30	300	(4) computers and printers; (3) small tables/chairs; whiteboards
19.06 Director Office	1	1	121	121	
19.07 Adaptive Media Specialist Office	1	1	100	100	
19.08 Full Time Office	1	1	100	100	
19.09 Private Conversation Room/Time Out	5	2	20	200	Doubles up as adjunct faculty space
19.10 File/Copier/Storage	1	1	300	300	Storage of special equipment, large bean bags (for seizures), supplies, giveaways, etc.
19.11 Non-plumbed Kitchenette Alcove	1	1	15	15	Refrigerator, coffeemaker, microwave & water dispenser, but no Sink
19.12 Circulation within Suite				566	Cork bulletin boards

Subtotal: 1,982 ASF

20.0 TESTING CENTER - VISUAL PROGRAM



LEGEND Enclosed Program - Program Suite Operable Partition • • • • • - Close Proximity Element - Applicable Department - Non Enclosed Program **Grouped Program** - Window Connection Program Elements are Element located within bracket - Program Elements - Building Gross Element - Immediate Adjacency **Enclosed Together**



20.0 TESTING CENTER - SPACE NEEDS MATRIX

Area per Person # of (or Size Total Capacity Spaces by Unit) Area

20.0 TESTING CENTER					
20.00 Testing Center					Shared between DSP&S and campus; direct connection to DSP&S with entry from public hallway as well
20.01 Book Bag Storage at Testing	1	1	100	100	Provide (18) lockers for bags during testing
20.02 High Tech Center/Large Testing Room	15	1	30	450	Individual cubicles for testing
20.03 Medium Testing/Tutoring Room	4	1	30	120	Used for both tutoring and testing, with ceiling camera
20.04 Individual Testing Rooms	1	3	48	144	Sound treated rooms visible from proctor located in large testing room; ceiling camera
20.05 Circulation within Suite				326	Cork bulletin boards

Subtotal: 1,140 ASF

Notes

4.0

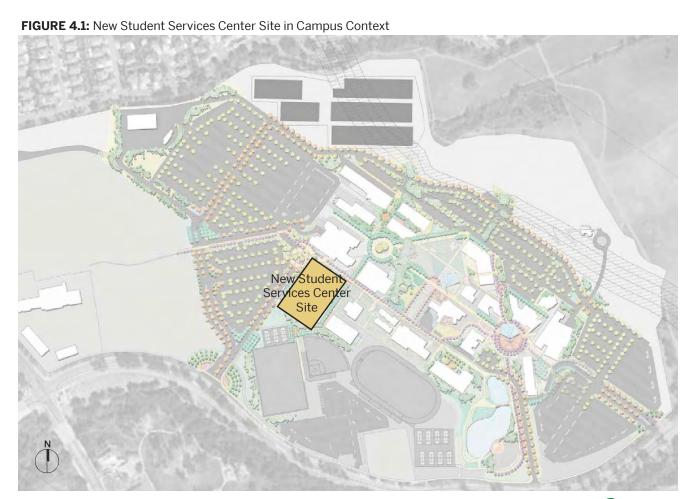
SPATIAL RELATIONSHIPS

- Site Opportunities & Constraints
- Building Siting
- Program Stacking

SPATIAL RELATIONSHIPS

SITE OPPORTUNITIES & CONSTRAINTS

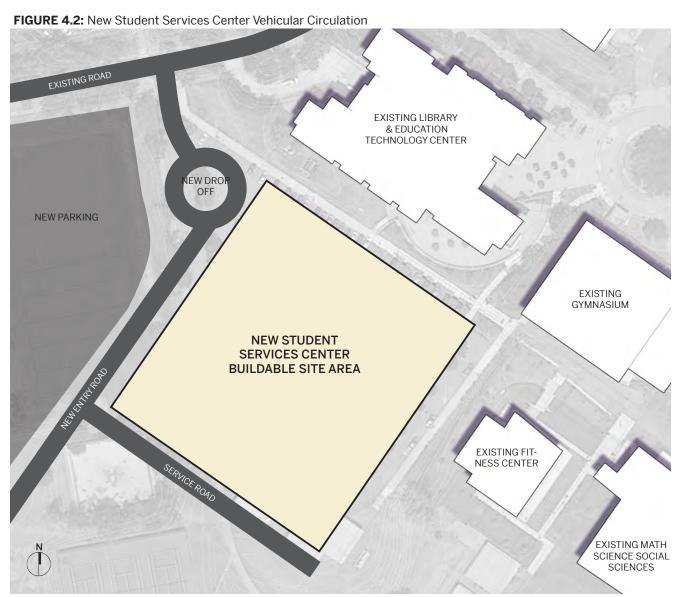
The new Student Services Center (SSC) will be located south of the existing Library and Education Technology Center, and west of the Fitness Center, where staff parking lot 4 and student parking lot 5 are currently located. The project includes the construction of a parking lot to the west of the new SSC to replace parking lots 4 and 5, as well as a new entry road and drop off from Yerba Buena Road.



The diagram below shows the buildable site area that can accommodate the SSC. Given the future administration building proximity requirements to the SSC, this site area will need to accommodate both buildings. The diagram also shows the vehicular circulation components consisting of the new entry road, the new drop-off area, new parking, and a service road into the interior of the campus.

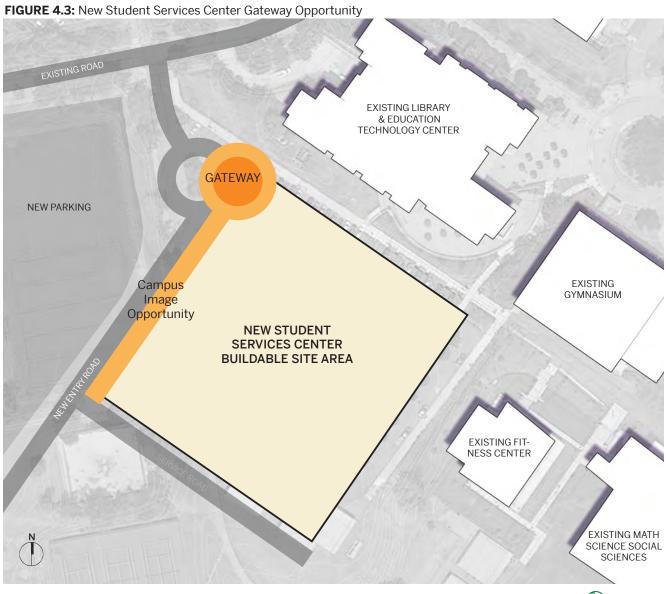
OPPORTUNITY

The new entry road and drop-off provide an opportunity to create a clearly delineated main entrance for the campus. The design team will explore ways to configure the new entry road to maximize visibility of the new Student Services Center, which is located at the terminus of the entry. Once people arrive at the SSC, they will have the option to drop-off, or proceed to the new parking lot or beyond.



OPPORTUNITY

Given the configuration of the almost square site, there is an opportunity to maximize the building exterior frontage for the new Student Services Center. This allows for an enhanced gateway experience onto campus and is a more sustainable orientation for the building.



OPPORTUNITY

The SSC has the opportunity to reinforce pedestrian circulation on campus by extending the east-west axis in front of the new Math Science Social Science Building (MS3) down to the new drop-off and extending the north-south axis between the Library and Gymnasium, down to the athletic fields.

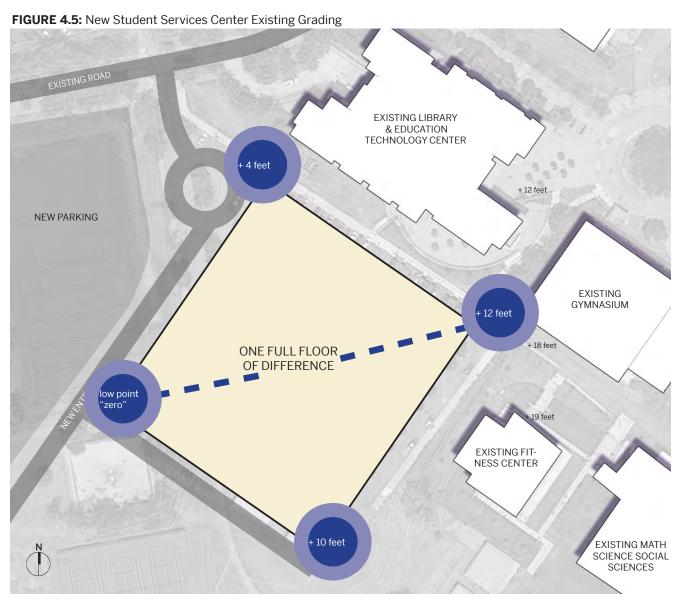
The site also provides an excellent opportunity for creating a new gathering space that will connect directly to the Library and Education Technology Center (LETC), facilitating student flow between the core student support services located in the LETC and the SSC.

A new plaza at the main entry to the building will be an extension of the gateway experience desired for this facility.

FIGURE 4.4: New Student Services Center Pedestrian Circulation EXISTING ROAD **EXISTING LIBRARY** & EDUCATION TECHNOLOGY CENTER **EXISTING** GATHERING SPACE NEW DROP NEW OFF PLAZA **NEW PARKING** NEW GATHERING SPACE **EXISTING GYMNASIUM NEW STUDENT SERVICES CENTER BUILDABLE SITE AREA EXISTING FIT-**NESS CENTER NEW EXISTING MATH **GATHERING** SCIENCE SOCIAL SPACE **SCIENCES**

CONSTRAINT

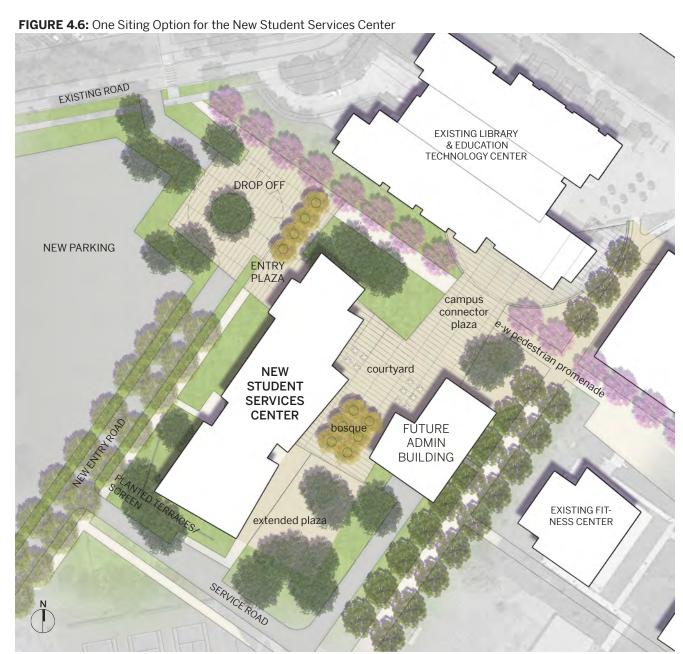
The existing grading of the site presents a constraint on the project in that there is one full floor (twelve feet) of difference from the southwest to the northeast corners of the site. Locating the building program to be at grade with the entry road would limit the amount of daylighting for half of the building (the east side of the building will be below grade), unless the grade was excavated on that side, which is an expensive option. Instead, locating the first floor of program to be at the plus twelve-foot level would facilitate ease of access from the campus side (which continues to climb up as one proceeds to the MS3), and would allow the building to take advantage of an opportunity to connect a seamless plaza from the LETC to the SSC. However, locating the first floor of the program at the plus twelve-foot level does pose a constraint on the entry sequence into the building for the drop-off/entry road side.



BUILDING SITING

A number of student service programs desire first floor access. However, not all of them can fit on the first floor, and not all are critical to have there. To determine what can fit on each floor, several siting options were explored to determine the optimal size for the building at two stories. The building stacking was determined from this analysis.

The siting option shown below is just one possibility of how the building can fit on the site. This option maximizes the opportunities of the site while addressing the grading constraint through an entry lobby that is an extension of the main two-story welcoming lobby (see next page).



The grading constraint is addressed in this siting option by having a lower level lobby be the public front entry. This lobby would be visually connected to the main welcoming first floor lobby, having a set of inviting stairs up to it and elevators off to the side, but visible from the front door. Below is a section through the multi-level lobby.

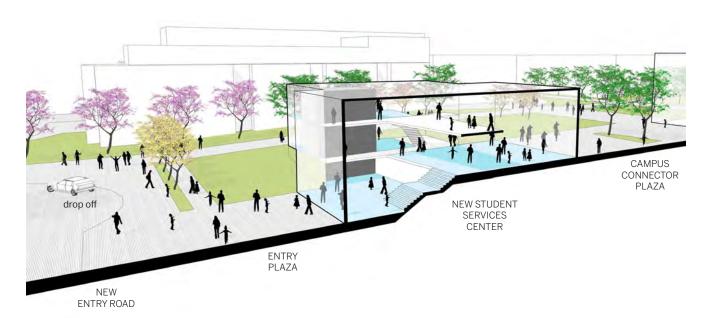


FIGURE 4.7: Site Section Addressing Grading Constraint

PROGRAM STACKING

The program stacking for the Student Services Center is depicted on the following two pages. The Welcome Services and Wellness Services clusters are located on the first floor, and the Student Success Services and Support Programs clusters are on the second floor. The Welcome Center is identified as pale blue in the color graphic even though it is part of the Welcome Services cluster so that the dispersed nature of this program element can be better understood.

Clusters are discussed in detail in section 3.0. The Welcome Services cluster is comprised of programs that have an enrollment function to help register students to attend the College; therefore, they need to be placed close to the front door. The Wellness Services cluster has access and exit requirements for the programs within it, and these needs are more compelling than other clusters' requirements for the first floor location.

LEVEL 2

EOPS/CARE, AND CALWORKS YESS/EQUITY PLUS OASSIS DREAM CENTER SHARED SPACES INCUBATOR/FUTURE GRANT SPACE TRIO TALENT SEARCH & UPWARD BOUND ISP REGISTRATION OFFICE WELCOME CENTER CAREER/TRANSFER CENTER/PROMISE/WE SHARED SPACES SUCCESS CENTER/COUNSELING

LEVEL 1

ADMISSIONS & RECORDS SHARED SPACES FINANCIAL AID MULTIPURPOSE/OUTREACH **FUTURE PROGRAM** WELCOME CENTER **VETERANS FREEDOM CENTER HEALTH & WELLNESS SERVICES DISABILITIES SUPPORT PROGRAM TESTING CENTER**

LEVEL L

WELCOME CENTER

FIGURE 4.10: Level 2 Floorplan

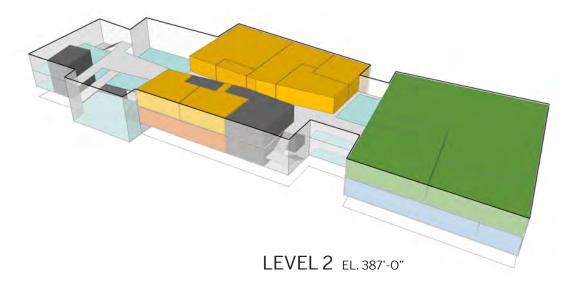


FIGURE 4.9: Level 1 Floorplan

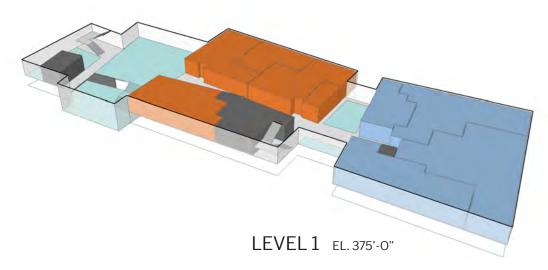
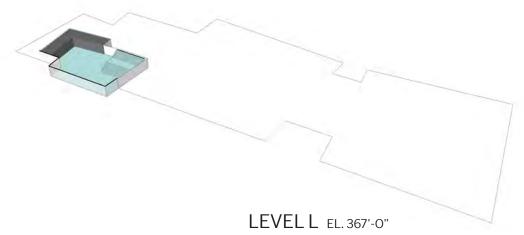


FIGURE 4.8: Level L Floorplan



5.0

ADMINISTRATION BUILDING PROJECT PROGRAM

- Space needs summary
- Detailed space needs

ADMINISTRATION BUILDING

INTRODUCTION

The new Administration Building will house the President's office, Business Services, Facilities, Vice President of Administrative Services, Campus Technology Support Services (CTSS), the Vice Presidents of Student and Academic Affairs, Academic Services & Curriculum Support, and Marketing. The President's Symposium Space located in the second floor is envisioned to serve as a support space for the Administration Building, and to be used for other events on campus as a flexible presentation/speaker space.

As a result of the students's feedback to create a dynamic hub and enhance opportunities on campus for greater engagement and support, the Administration building is envisioned as a stand alone building, located in close proximity to the new Student Services Center (SSC), ideally with an enclosed bridge connection on the second floor facilitating the connection between the Vice President of Student Affairs and the SSC without cluttering the SSC building with more administrative functions.

The program is stacked on three floors, with the third floor housing the President's Office & Marketing office and a roof terrace, ideally designed to face the view of the campus and hills beyond. CTSS on the first floor will require service road access for deliveries and access to electric vehicles serving the campus.



ADMINISTRATION BUILDING PROGRAM

INTRODUCTION

The project program and associated information listed here shall be viewed as the minimum requirements. The assignable square foot (ASF) has been provided for each required space. A suite of spaces has been assigned a factor ASF for circulation within the suite. In certain instances, the actual ASF required will be more, in others it will be less depending on the final configuration of spaces. The gross square foot (GSF) for the building is to be confirmed by the design team and shall include, but not be limited to: building structure; building circulation; support spaces, such as mechanical, electrical and telecommunications areas; general toilet rooms; and maintenance spaces.

The ASF assigned to each category of space (office, workstation, etc.) was developed using the district guidelines for those types of spaces, where applicable, and by using benchmarks from similar California community college facilities. College Leadership also reviewed the program to ensure equality/ similarity across departments.

TERMINOLOGY

In compiling a space program, a number of terms are used to identify the appropriate area for the building. The subsequent sheets use the following terminology to describe the building's space needs:

Capactiy Number of people/seats per room. Capac-

ity may not necessarily represent maximum

occupant load per Code

Quantity of Spaces The quantity of rooms/spaces of that type

Area Per Person (or size by unit)

The usable area required to accommodate an occupant, a function, equipment, or an

occupant group.

Total Area (also ASF = assignable square

footage)

The assigned square footage of space (equal to number of spaces times ASF/ unit); typically described as "wall-to-wall" or

"usable area"

Gross Square Footage

Gross square footage includes all the ASF and the area required for non-assignable spaces such as: building structure; building circulation; mechanical, electrical, telecommunications areas; general toilet rooms;

and maintenance spaces.

SPACE NEEDS SUMMARY

FIRST FLOOR	6,420	ASF	PAGE NUMBER
BUSINESS SERVICES	1,625	ASF	94
Vice President ADMINISTRATIVE SERVICES	1,625	ASF	96
FACILITIES	429	ASF	98
CAMPUS TECHNOLOGY SUPPORT & SERVICES	1,961	ASF	100
SHARED FIRST FLOOR	780	ASF	102
SECOND FLOOR	4,626	ASF	
Vice President STUDENT AFFAIRS & Vice President ACADEMIC AFF	FAIRS 1,937	ASF	104
ACADEMIC SERVICES & CURRICULUM SPECIALIST	569	ASF	106
SHARED SECOND FLOOR	2,120	ASF	108
THIRD FLOOR	2,087	ASF	
PRESIDENT'S OFFICE & MARKETING	2,087	ASF	110
TOTAL ASSIGNABLE SQUARE FEET:	13,133	ASF	
AVERAGE ASSIGNABLE TO GROSS EFFICIENCY:			57%
TOTAL GROSS SQUARE FEET:	23,040	GSF	



ADMINISTRATION BUILDING PROGRAM

ADJACENCIES & FLOOR STACKING

The following diagrams illustrate the required adjacencies and floor stacking for the new Administration Building.

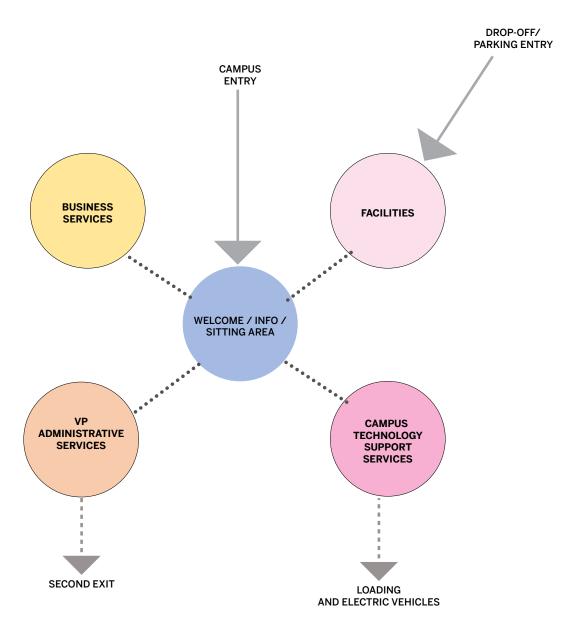


FIGURE 5.2: First Floor Administration Building Adjacency Diagram



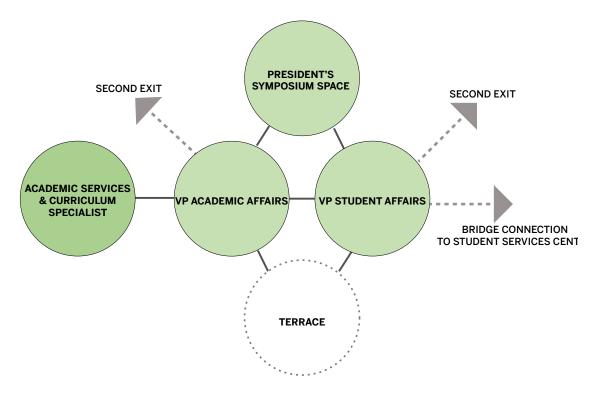


FIGURE 5.3: Second Floor Administration Building Adjacency Diagram

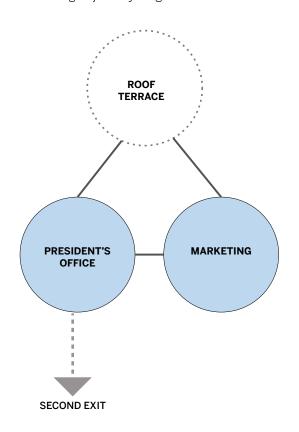


FIGURE 5.4: Third Floor Administration Building Adjacency Diagram

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DETAILED SPACE NEEDS

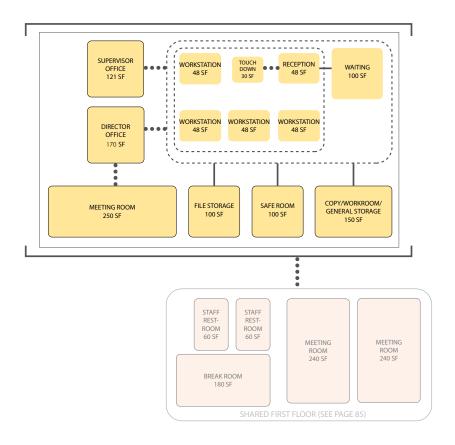
The following pages describe the space needs by program in both tabular and graphic formats. The graphic format (visual program) captures adjacency requirements, which describe space/room groupings and their spatial relationships to each other.

The visual program graphic also shows some elements from adjacent programs that have a relationship to the program being illustrated. Detail on those programs can be found on the pages specific to those programs. Support spaces (such as restrooms) and program pieces with no critical adjacencies are not illustrated.

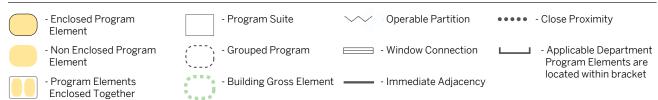
Within each diagram, a room or space is represented by a colored block. This block shows the scaled size of the room/space in comparison to the other spaces.

A graphic item (e.g., dotted line) between spaces or around spaces delineates different types of relationships. A legend for these graphic items appears on each page.

21.0 BUSINESS SERVICES - VISUAL PROGRAM



LEGEND





21.0 BUSINESS SERVICES - SPACE NEEDS MATRIX

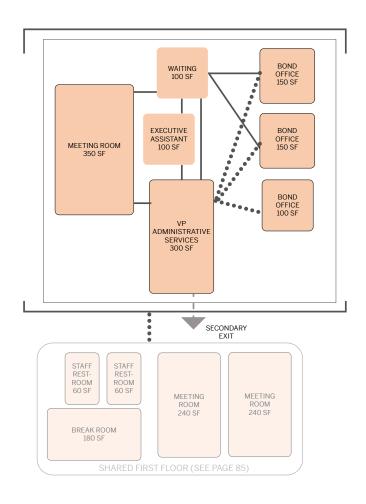
Area per Person # of (or Size Total Capacity Spaces by Unit) Area

	Capacity	Spaces	by Unit)	Area	Notes
21.0 Business Services					
21.01 Cashier Booth at A&R					Located next to A&R, staffed by Business Office during certain hours
21.02 Waiting	1	1	100	100	2-3 chairs
21.03 Reception Workstation	1	1	48	48	Within suite to be welcoming, but barrier to rest of the workstations
21.04 Workstations	1	4	48	192	Includes (1) ASG processing computer/printer
21.05 Touch Down Stations	1	1	30	30	(1) student worker
21.06 Supervisor Office	1	1	121	121	
21.07 Director Office	1	1	170	170	
21.08 Copy/Workroom/General Storage		1	150	150	
21.09 File Storage		1	100	100	Confidential information
21.10 Safe Room	1	1	100	100	Drop safe, counter space and accommodates 3 people
21.11 Break Room					Shared on floor - see shared spaces
21.12 Meeting Room	10	1	25	250	
21.13 Circulation within Suite				364	

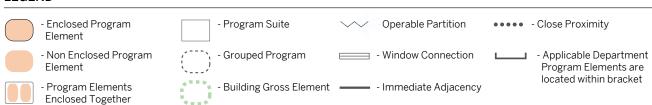
Subtotal: 1,625 ASF



22.0 VICE PRESIDENT ADMINISTRATIVE SERVICES - VISUAL PROGRAM



LEGEND





22.0 VICE PRESIDENT ADMINISTRATIVE SERVICES - SPACE NEEDS MATRIX

Area per Person # of (or Size Total Capacity Spaces by Unit) Area Notes **22.0 VP Administrative Services** 100 100 22.01 Waiting 100 22.02 Executive Assistant 100 22.03 VP Administrative Services 1 1 300 300 22.04 Bond Office 1 100 100

2

1 15

22.05 Bond Office

22.06 Meeting Room 22.07 Circulation within Suite

> Subtotal: 1,625 ASF

300

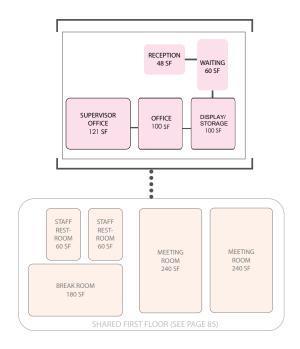
350

150

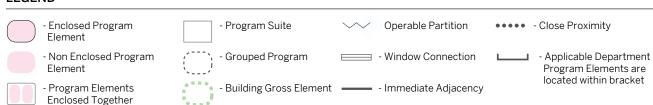
23



23.0 FACILITIES - VISUAL PROGRAM



LEGEND





23.0 FACILITIES - SPACE NEEDS MATRIX

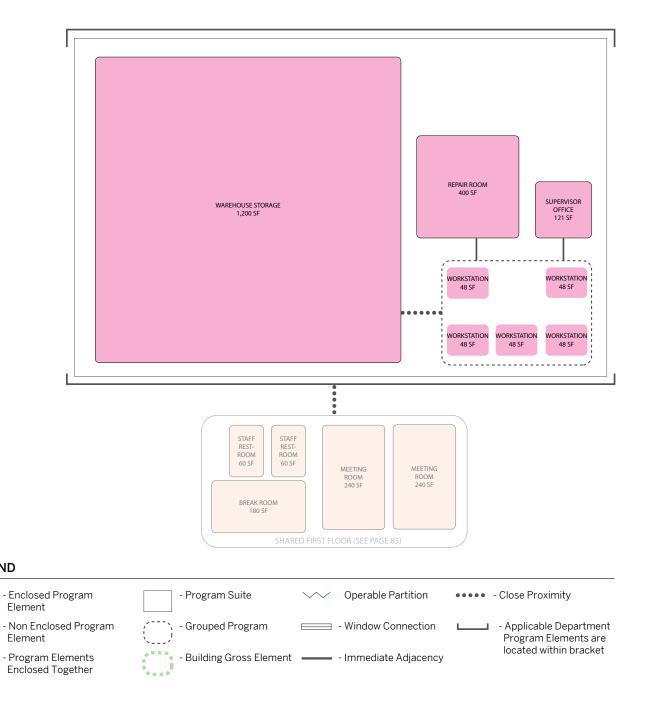
23.05 Reception Workstation

	Capacity	# of Spaces	Area per Person (or Size by Unit)	Total Area	Notes
23.0 Facilities					
23.01 Office	1	1	100	100	Close to parking, easy to find for visitors next to VP of Admin Services and CTSS, on first floor. Large enough to meet people Makes a good first impression
23.02 Display/Storage	1	1	100	100	
23.03 Waiting	1	1	60	60	
23.04 Supervisor Office	1	1	121	121	

Subtotal: 429 ASF



24.0 CAMPUS TECHNOLOGY SUPPORT & SERVICES - VISUAL PROGRAM



The size, quantity, and level of privacy of all open space work stations, touchdown work stations, and private offices were verified and approved by the Vice President _____



LEGEND

24.0 CAMPUS TECHNOLOGY SUPPORT & SERVICES - SPACE NEEDS MATRIX

Area per Person # of (or Size Total

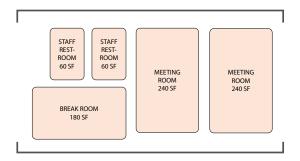
Capacity Spaces by Unit) Area Notes

24.0 Campus Technology Support & Services (abbreviation: CTSS)								
24.01 Workstations	1	5	48	240				
24.02 Repair Room		1	400	400				
24.03 Supervisor Office	1	1	121	121				
24.04 Warehouse Storage	1	1	1,200	1,200				

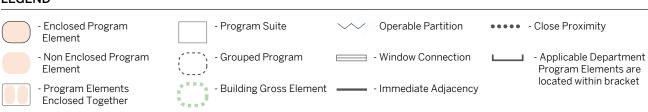
Subtotal: 1,961 ASF



25.0 SHARED FIRST FLOOR - VISUAL PROGRAM



LEGEND





25.0 SHARED FIRST FLOOR - SPACE NEEDS MATRIX

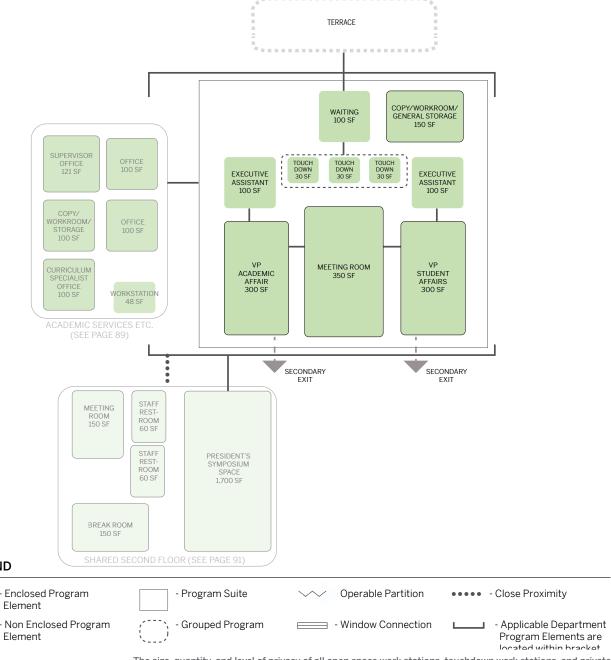
Area per
Person
of (or Size Total
Capacity Spaces by Unit) Area Notes

25.0 Shared First Floor					
25.01 Meeting Room	12	2	20	480	1
25.02 Medium Break Room		1	180	180	
25.03 Staff Restroom		2	60	120	Gender neutral

Subtotal: 780 ASF



26.0 VP STUDENT AFFAIRS & VP ACADEMIC AFFAIRS - VISUAL PROGRAM



The size, quantity, and level of privacy of all open space work stations, touchdown work stations, and private offices were verified and approved by the Vice President _____



LEGEND

26.0 VP STUDENT AFFAIRS & VP ACADEMIC AFFAIRS - SPACE NEEDS MATRIX

Area per Person # of (or Size Total Capacity Spaces by Unit) Area

26.01 Waiting	1	1	100	100	(3) chairs
26.02 Touch Down Stations	1	3	30	90	(2) student worker/greeters
					(1) project based station
26.03 Executive Assistant	1	2	100	200	In office - communicating door to VP and visua
					access to front
26.04 VP Student Affairs	1	1	300	300	
26.05 VP Academic Affairs	1	1	300	300	
26.06 Copy/Workroom/Storage		1	150	150	
26.07 Meeting Room	15	1	23	350	
26.08 Circulation within Suite				447	

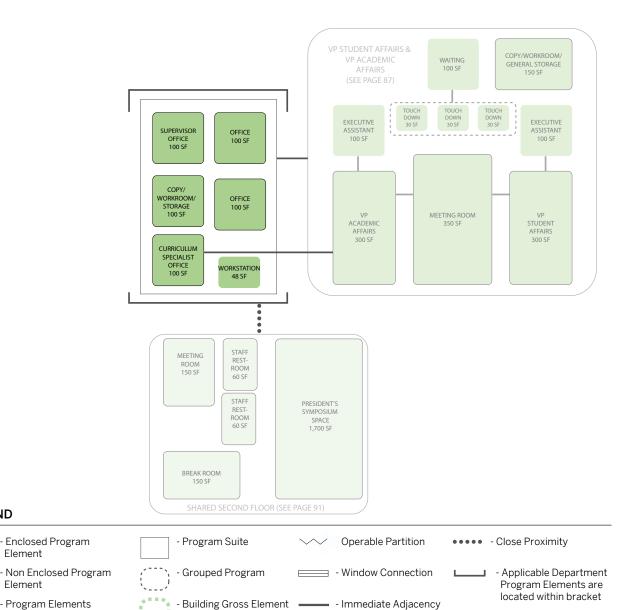
Subtotal: 1,937 ASF

The size, quantity, and level of privacy of all open space work stations, touchdown work stations, and private offices were verified and approved by the Vice President _____



Notes

27.0 ACADEMIC SERVICES & CURRICULUM SPECIALIST - VISUAL PROGRAM



The size, quantity, and level of privacy of all open space work stations, touchdown work stations, and private offices were verified and approved by the Vice President



LEGEND

- Enclosed Program

- Program Elements

Enclosed Together

Element

Element

27.0 ACADEMIC SERVICES & CURRICULUM SPECIALIST - SPACE NEEDS MATRIX

Area per
Person
of (or Size Total
Capacity Spaces by Unit) Area

27.0 Academic Services & Curricului	m Specialist				
27.01 Curriculum Specialist	1	1	100	100	
27.02 Supervisor Office	1	1	121	121	
27.03 Office	1	2	100	200	
27.04 Workstations	1	1	48	48	
27.05 Copy/Workroom/Storage		1	100	100	
27.06 Circulation within Suite					In gross

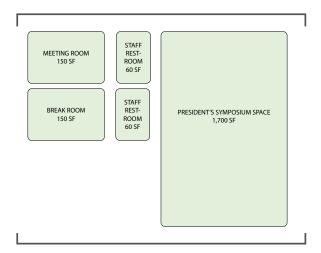
Subtotal: 569 ASF

The size, quantity, and level of privacy of all open space work stations, touchdown work stations, and private offices were verified and approved by the Vice President _____

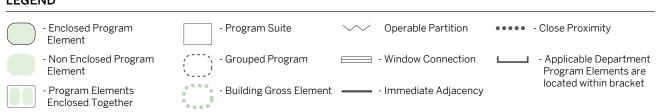


Notes

28.0 SHARED SECOND FLOOR - VISUAL PROGRAM



LEGEND



The size, quantity, and level of privacy of all open space work stations, touchdown work stations, and private offices were verified and approved by the Vice President _____



28.0 SHARED SECOND FLOOR - SPACE NEEDS MATRIX

Area per
Person
of (or Size Total
Capacity Spaces by Unit) Area

28.0 Shared Second Floor					
28.01 Meeting Room		1	150	150	1
28.02 Medium Break Room		1	150	150	
28.03 President's Symposium Space	65	1	1,700	1,700	Includes an area for tiered seating to accommodate 20 people as well as an open floor space for movable seating and tables for 35-40 people. Each one of the walls should have technology and presentation capabilities
28 04 Staff Restroom		2	60	120	Gender neutral

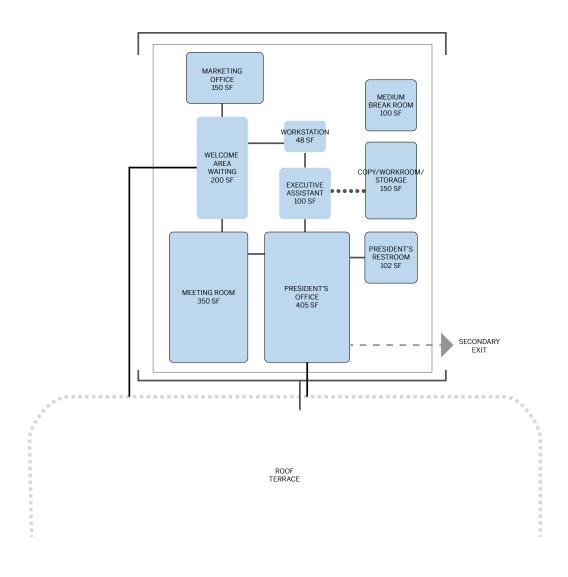
Subtotal: 2,120 ASF

The size, quantity, and level of privacy of all open space work stations, touchdown work stations, and private offices were verified and approved by the Vice President _____

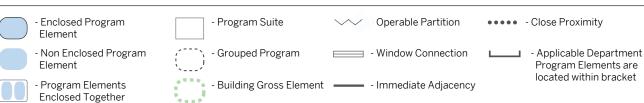


Notes

29.0 PRESIDENT'S OFFICE & MARKETING - VISUAL PROGRAM



LEGEND



The size, quantity, and level of privacy of all open space work stations, touchdown work stations, and private offices were verified and approved by the Vice President _____



29.0 PRESIDENT'S OFFICE & MARKETING - SPACE NEEDS MATRIX

Area per Person # of (or Size

Total Capacity Spaces by Unit) Area Notes

9.0 President's Office & Marketing					
	,				
29.01 Waiting - Welcome Area	1	1	200	200	
29.02 Workstation	1	1	48	48	Greets people
29.03 Executive Assistant	1	1	100	100	In office - communicating door to VP and visual
					access to front
29.04 President's Office	1	1	405	405	Display area
29.05 President's Restroom		1	102	102	Include shower
29.06 President's Meeting Room	15	1	23	350	Credenza for catered events
29.07 Marketing Office	1	1	150	150	
29.08 Copy/Workroom/Storage		1	150	150	Cateriing supplies, etc.
29.09 Medium Break Room		1	100	100	
29.10 Circulation within Suite				482	

Subtotal: 2,087 ASF

The size, quantity, and level of privacy of all open space work stations, touchdown work stations, and private offices were verified and approved by the Vice President _____



6.0

APPENDIX

- Meeting Minutes
- Persona Exercises
- Student Survey
- Final Steering Committee Presentation
- Figure Attribution

SUPPLEMENTAL DOCUMENTS

The journey to get the new Student Services Center and Administration Building to where it is now was a series of meetings, communication, and collaboration. The following pages hold the meeting minutes, presentations, and data collected throughout the process. It also holds the multiple studies done regarding the site that will help dictate the form and overall design of both the Student Services Center and the Administration Building.



MEETING NOTES EVERGREEN VALLEY COLLEGE. STUDENT SERVICES CENTER

MEETING SUBJECT

Programming

Kick-off meeting with Bond Team

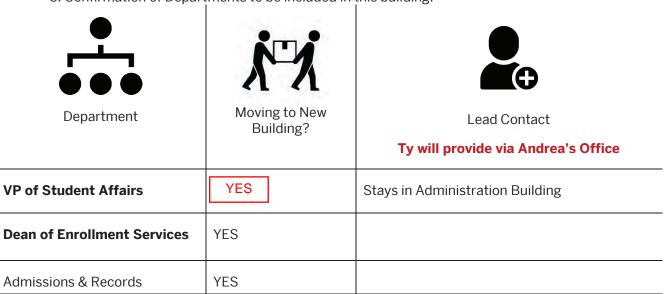
LOCATION	DATE TIME
EVC, Student Services Center room	1/24/2019 1:00pm
ATTENDEES	NOTES TAKEN BY
Andrea Alexander Ty Taylor Mark Newton Mike Hohl Suniya Malhotra Rob Barthelman Katia McClain	Click or tap here to enter text.

NOTES

- 1. Overall goals for project (Andrea):
 - a. Vital to college
 - Is the "Main road: Entry point for students;
 - Focal point;
 - Building is the anchor"
 - b. Space:
- Open, inviting, not a forced experience;
- Not squeezed/chaotic;
- Familiar place;
- Emphasis on branding both inside and outside
- "Flow of Student Services"
- c. Existing building currently has very "California specific" aspects; not currently aligned with future CA student education goals, as such new building should be:
 - Open concept, individuality within the spaces
 - A lot of intention
 - Very student-focused
 - Different Entrances: Entry for routine business and entry for more complex issues
 - A shift from transient to 'looking for engagement'
- d. FMP was misleading as to which programs coming into or not in building.
 - Andrea will handle that messaging to those areas/departments/personnel that are not in the building



- 2. Process should be structured:
 - Currently not using this exercise to change operations
 - Bring forethought and flexibility:
 - a. Giving them options
 - b. Building flexibility to change
 - They have a culture to do things slowly and methodically.
- 3. Best practices approach (Rob):
 - One shoe does not fit all, more information, data-gathering is needed to design the right process and develop the right outcome.
- 4. Best practices regarding engagement Discussion:
 - i. Start with students, Associated Student Government
 - Survey and Workshops
 - a. Through Associated Student Government
 - b. Illustrate student experience of Student Services Building (experiential, qualitative)
 - c. Survey should be very intentional (AA)
 - d. Emphasis on why and less on dislikes
 - e. Open ended comments might be ok
 - Best interest of the student is key
 - a. The project should align with the survey data.
 - b. Should support the "why" in the survey.
 - c. This can act as a measure of success and create accountability
 - d. d. If the proposed action cannot be confirmed or supported by survey data, objectives will be more difficult to gain buy-in.
 - Examples used in Process should pertain to education, not startups or corporate. Offices in MS3 is startup based, not great for education
- 5. Confirmation of Departments to be included in this building:



Outreach Program	YES		
Financial Aid Program	YES		
Trio Talent Search Program	YES		
Director of CALWorks/International Program Services	YES		
CalWorks Program	YES		
International Program	YES		
Dean of Student Success	YES		
Articulation Program	YES		
Transfer & Career Center	YES		
Assessment Center	YES		
Work Experience Program/	YES		
Counselling Department (Student Success Center)	YES		
OASISS Program	YES		
YES Equity & Program	YES		
Trio Upward Bound	YES		
Associate Dean of Non Credit	YES		
EOPS/CARE	YES		
DSPS	YES		
Health Services	YES		
Veteran Freedom Center	YES		
Director of Student Development and Activities	NOT SURE		
Associated Student Government (ASG)	No - They will maintain	n a space in Gullo I	



Student Life, Student Clubs	To Be Housed in SA	С
Student Life, Associated Student Government	Gullo I	
Other from EMP not listed in Org Chart		
Bookstore	Gullo I	
Early Alert	YES	
YESS/FKCE (Youth, Foster Kinship Care)	YES	
AFFIRM	YES	
ASPIRE	YES	
ENLACE Program	YES	
Honors	YES	
Service Learning To Be Housed in SAC		Is with Women's Center
SEASSE YES		
Writing/Language Center Ne	w Language Arts Program	Stays in Language Arts Building
Acell Middle College	To Be Housed in SAC	Stays in Acacia
College Connections Academy	To Be Housed in SAC	tays in Acacia
Tech Prep	NO	
Early Admission Program	NO	Absorbed into other programs
Other listed in FMP but not		
Women's Center	To Be Housed in SAC	Goes with Service Learning
Community Partnerships	YES	
AAUW Club	To Be Housed in SAC	
Art & Design Organization (Club)		
Black Student Union		

Elizabeth Nava History Club	To Be Housed in SA	AC.	
Evergreen Nursing Student Association (ENSA)			
EVC Computer Science Club			
International Students Association (ISA)			
Jazz Club			
Journalism Club			
Other:			
Guided Pathways?	YES	It's	an Initiative, not a Department

- 6. As part of the department confirmation, Andrea relayed her vision for the Admin Building (once Student Services is built):
 - First floor: Business Office, VP of Administration, Facilities, and CTS (Information Technology)
 - Second floor: VP of Student Services, VP of Academic Affairs
 - Third floor: President, PIO, Marketing, Curriculum, and Dean of Institutional Research

7. Communication Plan

- a. Develop method of communication between Steinberg Hart and team for discussions.
 - i. Departments
 - One on one time is needed
 - Tour their existing understanding of current flow
 - How departments interact with others
 - Objective is to understand the staff experience from their perspective
 - ii. "Project Committee"
 - One representative from students
 - One representative from IT
 - One representative from each department
 - FM&O can be represented by Bond Manager
 - To report back information only

iii. Area of concerns

- Will all add up to 45 people
- The Dean, Director and 1 other person from each Dept will want to be included
- Student Representative will not happen with such a large group
- Most people in the room will want to be included but not be held accountable for decisions.
- b. Timing of Educational Planning Consultant involvement?
 - . Review for compliance with Educational Master Plan, only
- c. Ability for Steinberg Hart to interface with faculty:



- i. First two weeks are most hectic
 - Ideal to see both hectic time and other 14 weeks
 - Steinberg Hart available to be on-site as soon as next week.
- 8. Communication strategy. Presentation and roundtable discussion
 - a. Steinberg Hart suggested that a variety of representatives from each department, student representative partake.
 - i. Should be limited to decision makers
 - Deans, Directors, VP's, Leads (Dept) regarding sharing spaces floor locations, etc)
 - Student surveys/workshops can serve as validating those decisions and resolve accountability issue, noted above.
 - b. Questions/items to discuss:
 - Steinberg Hart suggests incorporating a member of the Associated Student Government (ASG) as part of the Project Committee.
 - Student survey can count towards their participation in the Project Committee
 - Ultimate Resolution
 - a. Preview everything with this core group
 - b. Nothing gets said (or presented) that doesn't get shown/discussed with this Core Group.
 - c. Specific Process Plan to follow, will be sent to Bond Team
 - 1. Step 1: End Users First Day in the life
 - o Over the next two weeks "Busy Time"
 - 2. Step 2: Student Survey
 - Distribute after first two weeks of the term (or so) and be available for a week to 10 days, only.
 - Andrea will have others review it (President, Student Life, etc.)
 - They will issue the survey, only two people have the group email permission for student distribution
 - Survey on Survey Monkey and shared through a link prepared by Steinberg Hart (and provided to College).
 - 3. Step 3: Steering Committee
 - Meeting to discuss process, their vision, what works, what doesn't.
 - 4. Step 4: End-users First Day in the life
 - o "Non-busy time"
 - 5. Step 5: Student Campus Forum
 - 6. Step 6: Steering Committee:
 - Come back with full information gathering analysis and ask their validation/direction.
 - 7. Step 7:
 - o SH develop a draft preliminary program

- 8. Step 8: Steering Committee
 - Space Validation Workshop using Draft Program
- 9. Step 9: SH revises draft program based on Step 8
- 10. Step 10: End Users: Cycle back
- 11. Completion will occur after graduation
 - 95% Deliverable to be completed by May 15th to allow review and feedback prior to Faculty's last day
- d. District Standard (Practices) 2012/2013
 - i. Ty will provide access to any available District / College standards

Post-meeting Deliverables:

- Meeting Minutes (SH)
- Process Plan (SH)
- Survey Draft Questions (SH)
- Lead contact for departments (Bond Team)

DISTRIBUTION

	ALL ATTENDEES
	OTHER: Click or tap here to enter text.
this n	aberg Hart will rely on these notes as the approved record of matters discussed and conclusions reached during meeting unless the author receives written notice to the contrary within seven calendar days of the issue date of meeting report



MEETING NOTES EVERGREEN VALLEY COLLEGE. STUDENT SERVICES CENTER

MEETING SUBJECT

Programming. M	leeting with	Steering	Committee
----------------	--------------	----------	-----------

LOCATION	DATE TIME
EVC, Gullo I Conference Room	2/14/2019 9:00am
ATTENDEES	
Andrea Alexander	
Adela Swinson	
Octavio Cruz	
Ebonnie Hopkins	
Raniyah Johnson	
Elizabeth Tyrrell	
Kathy Tran	
Colleen Cuen	
Ty Taylor	
Mark Newton	
Katia McClain	

NOTES

- Andrea presented to the team the process for programming the new Student Services building, starting with the interview and selection of the Steinberg Hart team. She also introduced Mark Newton and Ty Taylor of Brailsford & Dunlavey who is running the bond projects at the District and at EVC.
- 2. The purpose of the Steering Committee is to help Steinberg Hart and the program managers building the framework for each specific department part of this building. The Project Committee will provide feedback and fill in the gaps on the specific spaces, uses, and key adjacencies,

The expectations for this Steering Committee are as follows:

- Charge:
 - a. Responsible for bringing feedback from and to the users/your departments
 - b. Strategic decision help, evaluation of opportunities and constraints,
 - c. Support the Project manager (programmers and program managers) in understanding gaps
- Not a voting body, but one of consensus how do we get to a compromise
- Solution-oriented team / find solutions to any perceived problems
- Validation of ideas, solutions
- Ensure voices are heard, value of everyone's opinion
- Be in attendance
- If felt not being heard, discuss with Andrea



Steinberg Hart discussed with the group the following topics:

- 3. What is Programming, Understanding what spaces are needed and their relationship to one another. The final programming document will be:
 - a. Quantitative: space matrix outlining # of spaces, size of spaces etc.
 - b. Qualitative: captures quality of space, enclosed, open, locked, etc.
- 4. Process Plan. Identifies who will be involved and when. Steinberg Hart will be the guide along the process.
- 5. Plus and Delta of the current physical space.

a. General Comments

- i. Having an open area and all services around and accessible (A&R, Counseling, and Financial Aid) is desired
- Process: Apply, register, pay (or financial aid), and then see a counselor
- iii. Streamlining: ideal space everything doesn't have to be 'open', privacy is important, adjacency of departments would be easier for student. Sometimes Adela will walk the students down to Financial Aid in order to find it.
- iv. Everyone has orientation in 5 years, orientation will be more computer-based. But, majority of orientation is done through CANVAS. More everything is done online, now.
- v. Ability for some support rooms to expand and contract. Admission workshop would be in a lab, could simultaneously do actual application, etc.
- vi. Most current spaces are easy to use technologically. In the past it was a struggle, but not anymore.
- vii. IT do not need technician. Just need a space that if someone says they want to go to school, there would be onboarding computers at-hand. Do not want to be in an office, or at the front counter. Want the student to be successful right then and there.
- viii. Training of staff Not feeling that there is college training. Rooms 107, 233 are used
- ix. Student/staff lounge and lunch areas.
 International/CalWorks Staff have lunch in office. Culture of College is siloed teams do congregate together for lunch.
- x. Storage Space "Not enough." Supplies currently just piled up; Outreach just uses space in a little room; need promotional materials and there is no place for it
- xi. Transcripts: scanning anything that comes in, but are the lifeline for counselors. High School transcripts coming in is critical to course placement. Document imager going all day long. Nervously discarding transcripts once scanned. Goal is to be fully digital.

b. Student Affairs

- i. Light and windows in the office areas are good
- ii. In the pathway of student movement is seeing as a positive
- iii. Adjacency to the President's office is good

c. Business Services

- i. Not in student services building, but there should be a connection; students looking for counseling often times; a fair amount of campus orientation and process. Confusing experience of the students. Flow between A&R/Financial Aid and one that the public can get to for business
- ii. Would prefer one location for cash collection student experience of bouncing back and forth between departments. One location for cash/payments, but clarity between A&R and Business Services

d. <u>A&R</u>

- i. All roads lead to A&R
- ii. Enrollment, outreach, and in/on-boarding is important (tour, initial touch)
- iii. No longer in the testing/assessment business; restricting this will be interesting and no longer needed in the new process/format
- iv. High traffic value, student at counter should have all our attention – transaction is incredibly important to remove phones from the front counter. Dedicate person to phone while someone with the student. Phone as a behind-thescene function. Too chaotic with folks on phone and someone at the counter.
- v. Handles cash working with business services
- vi. Back-office to A&R should be a vault. Fire-proof. Should not being doing business and meetings in the vault.
- vii. A&R is like a bank
 - Don't see people in the lobby, hanging out. But we are not a bank. Students need to feel comfortable with the available services, so more appropriate within the college to have a hub, even adjacent to A&R
 - Provides students familiarity with available programs and services

e. Financial Aid

- i. Financial aid as an introductory service
- ii. Currently hidden downstairs A&R and Financial Aid interconnected services
- Not a lot of privacy in the current lobby with the personal information being shared
- iv. Need for a space for one-on-one with students (Chabot Financial Aid is an example)
- v. Want a space that students can work/fill out paperwork adjacent to the area of service
- vi. Phone calls and helping students is done simultaneously no phones on the counters, but really need flexibility to do multiple things at once
- vii. At term start, busiest time, not best to be close to the large classroom/orientation area. Can be very cluttered.
 Adjacent classroom spaces are used for workshops
 - Orientation (9 in Summer)



- Financial aid workshops
- Scholarships
- viii. Financial Aid has massive files need to maintain the last five (5) years. Goal is to move more digital. Not currently setup for imaging.

f. Counseling

- i. Making it work
- ii. "Shape of the building" open space, difficult to make it private
- iii. Area is open, which is nice, but too open lack of privacy
- iv. Adjacency to Veterans Freedom Center, CalWORKs, and other support programs is important
- v. High level of availability of counselor in support programs has been experienced, while main counselors are booked. Support counselors do also have other responsibilities.
- vi. Counselors with a meeting space gratification time evaluator, need a common meeting space for this rather than in one of their offices. Grad applications happen all year.

g. Ambassadors:

Hodge-podge (Adela) – Counseling, congregate in the platform area until needed. Space to meet and train with them needed. Ambassador – help online, walk-in/log-in, orientation, FASA forms. Ambassadors are well-trained, qualified, signed-up for two years of service.

h. Support Programs. General Comments

- International Programs, CalWORKs, Outreach Program (specialized programs) – staff need to have conversations; a lot of referrals to community services, life-stories are being shared. Lack of privacy. Computing areas are good, but they are duplicated.
- ii. International Student Program needs a natural flow to A&R.
- iii. Financial Aid relationship is needed with CalWORKs.
- iv. Liz has counselor based in her programs. CalWORKs and International Counselor FULLTIME.
- v. CalWORKs, CARE, EOP&S adjacency would be good; currently separated. Currently a computer lab, faculty in a closet/office. No place for privacy, kids to play, etc. Put with other support programs
- vi. CalWORKs/ISP use the classroom/orientation spaces, not regularly. Could be a meeting space (like this current room). For Financial Aid this room is too small.

i. DSP

- i. No cohort needed
- ii. Voice assisted software room
- iii. Assessment and testing needs private room

j. EOP&S

Financial Aid next to EOPS is a good thing – it is the college's biggest support program. 700 students in that program.

k. Enlace

A retention program. A version of EOP&S

I. OASISS

- i. In tiny little space with only one counselor office:
 - Service undocumented students, or out of state: support for them (application, college navigation, supplies, tutoring, special counseling, and events.
 - Privacy important in the counseling of these students
 - Counselor and Program leader
- ii. Needs a space with computers and a place for students to meet

m. Foster Youth

Need Computers a Congregation Space. Similar to OASIS

n. TRiO

- i. Currently in large office space does need a space
- ii. Need a space with some support program
- iii. Program is to go out to high schools
- iv. 2 programs pipeline to students being enrolled here.
- v. Upper bound TRiO is federal grant for ANY college

o. Student Health Services

- Within same vicinity as these more specialized programs / doesn't share records with anyone
- ii. Financial Aid right across from Health Services
- iii. Not much interaction needed with A&R
- iv. TB testing, flu shots; needs to be more open to the public versus referral
- v. Psych Services: Lack of office space, nature of what they do, need private offices (only have one right now... have two interns. Soft lighting, couch, chair. Need at least three offices part of Health Service
- vi. Tied to Veterans and DSP
- vii. Health Services and Psych Services, all inclusive. Create/rename to Wellness (or something similar)

p. CalWORKs

i. Students are coming in with Children. Desire to have a place for Children to play (little area) to occupy them.

q. CalSOAP

Space for outside partnerships



r. International Student Program (ISP)

- i. Sense of arrival needed, welcoming area. Health information being shared so need privacy, too. Meeting Rooms; Group of people, family, parents
- ii. Program has a lot of promotional materials; new space has windows; new space needs ample space to store all those materials
- iii. Cohort idea is important –student don't know other students. We want them to meet people

s. Veterans Freedom Center

Keep separate. Like OASISS: meeting space, hang-out space, lab. and counselors

t. Hub idea

- i. A vibrant information area as the hub is important. Help with housing, CalFRESH an area that student can just get information (Mission College has a similar area)
- ii. More generalized area that ANY student could come and use services, get information, congregate would be good – increase collegiality. Centralized location to get the best answer possible
- iii. Like access idea to general computers, will help some students to just use computers to A&R payments online, etc. Will help in business services side
- iv. Visibility of support programs would be much better
- v. Ability to get information out to students; student are hidden when going to specialized needs; In between class hang-out space, ability to pass out flyers to students, etc.
- vi. It's about the EXPERIENCE
- vii. ASG is a similar space need another space to do homework, some programs have money. Others are operating on a shoestring. Having a centralized area allows for equity -- but, this may not be the large hub area.
- viii. Keep the students engaged we want them to go to school
- ix. Have large space with computers, adjacent study rooms, and then lounge carpeted area that brings familiarity with programs and services
- x. If just business, it will not be the hub that brings comfort to the students

Andrea concluded the meeting outlining the next steps in the process

- a. Programmers observed, did some interviews
- b. Student survey going live today will run for two weeks
- c. Feb 21 Project Committee Kick-off
- d. Feb 25 Student Forum (AM), Feb 26 Student Forum (PM)
- e. March tentative dates
 - i. March 11-15 second round of interviews and walk-arounds, observations
 - ii. March 20th Tours of other Community Colleges Student Services buildings: Las Positas and Diablo Valley College
- f. March 21 Steering committee meeting, again to review all the collected data and opinions

Post-meeting Deliverables:

• Meeting Minutes (Steinberg Hart)

Attachments:

Plus|Delta notes

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MEETING NOTES EVERGREEN VALLEY COLLEGE STUDENT SERVICES CENTER

MEETING SUBJECT

Bond Team Meeting

_	
LOCATION	DATE TIME
SSC 233	3/6/2019 9:30am
ATTENDEES	
Katia McClain	
Rob Barthelman	
Andrea Alexander	
Mark Newton	
Ty Taylor	
Mark Miller	

NOTES

Collen Cuen

- 1. It was discussed that ASPIRE, AFFIRM, OASIS, SEASSE and similar programs may not be in the new building.
- 2. Veterans (GULLO) identity and have own space
- 3. Steinberg Hart will attend the Safety and Security Meeting 20 minute Plus and Delta meeting on March 13th.
- 4. Review of the student survey results:
 - a. Students visit the building 1-2 times per semester
 - b. Observed that result Transfer Center is a quiet place
 - c. Most of students noted Financial Aid wasn't easy to find, but found it
 - d. Andrea Financial Aid and Counseling need to be the front door of the building
 - e. New services in the building;
 - i. Study/work areas (space that doesn't need to be reserved)
 - Partitions to divide spaces would be helpful
 - f. Support spaces are needed and used to work on paperwork, etc., after having received the services needed
 - g. Avoid offices and study rooms when there needs to be a larger space. (Andrea): People that like study rooms will go to the library, those that don't, don't.
 - h. Don't want a cafeteria, but a place to grab something to eat is important
 - i. Signage is helpful, but a directory would have helped even more
 - i. A front desk might have helped even more
 - j. Building should be highly intuitive and would be ideal to only need one sign for each department. Signage should be complimentary, not mandatory
 - k. Demographics in current building appear to be older, less social people



- I. 26% correlates with no needs for the services; would do everything online if they could. Older students like working with people. Vietnamese were hopeful for more signage in their language.
- m. How to provide a change to the space, the mood, etc., with technology without having to truly change the physical nature of the room. Signage and screens facilitating greater flexibility in use, mood, etc.
- n. Will close the survey after this meeting
- 5. Logistics of next week's outreach meetings/programming
 - a. Andrea will schedule the Safety & Facilities meeting on March 13. Reminders for this meeting:
 - i. Do not expose problems only take information from this group
 - ii. Meeting will be from 1:30-3:00pm in Gullo I conference room
 - b. Perception that the new building will not be big enough for all the things that would be ideal in the building. If they do not fit, they will likely end up in another facility.
 - c. Will likely hear a desire not to locate program counselors with the other college-wide counselors. Could there be a Hybrid solution? If so what would this look like *and* still fit in the same building?
 - d. DSPS: survey complaint that it didn't provide opportunity for accessibility input seek input from group of students that may want to provide that information.
- 6. Tours of the other Community College Student Services building: Las Positas and Diablo Valley College scheduled
 - a. Headcount pending
 - b. Parking permits, where to park, etc.. (Rob to coordinate)
 - c. Check with Ann about a meeting room afterwards
 - d. Lunch prior to DVC, or eat at DVC
- 7. What is building program sounding like
 - a. All roads lead to A+R
 - b. Identity, signage
 - c. Program identity
 - d. Counselor offices, privacy needed
 - i. What are our thoughts on this- what will tours show?
 - Currently a clear divide with regards to program counselor location versus grouping them all together
 - What is best for the students 5-10 years from now
 - e. Assessment
 - i. Transformation of assessment
 - State- no more assessment
 - Difficult: staff only know what they've always done in the past
 - Do need functional space that includes area for computer use, just not in an assessment way; maybe 6 computers
 - Need an orientation space, outreach
 - Ability to go to counselors and get what they need from them
 - Counselor area becomes more comfortable; privacy in being able to determine where they belong
 - f. EVC is a desirable destination college and anticipate growth with a pending downturn in the economy

- g. Guided Pathways is a formalization of what the College believes they are already doing
- h. Health Services Potential rename to Health & Wellness Center
 - Location is NOT at the front of the building
- 8. Outlining the next steps
 - a. March 21, 2019: Individual meetings for admin building on 21st, per schedule
 - i. Move the Steering Committee Meeting to 28th (Andrea, Tentative)
 - ii. Shift schedule up one hour, eliminating Andres (VP Admin), from 8am-2pm
 - b. March 26, 2019 Bond Team Meeting from 11-12:30pm (90 min): To discuss list of spaces
 - c. March 28, 2019 Presentation of Programmatic list of spaces, present, do not seek involved activities and feedback (90-min) 1-2:30

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March 13, 2019



MEETING NOTES EVERGREEN VALLEY COLLEGE

MEETING SUBJECT

EVC Safety & Facilities Committee Meeting

LOCATION	DATE TIME
Gullo I Conference Room	3/13/2019 1:30 -3:00pm
ATTENDEES	NOTES TAKEN BY
Katia McClain	Katia McClain
Colleen Cuen	
Facilities and Safety Committee	

Notes

1. PLUS

- a. The Financial Aid Office is close to special programs
- b. Lounge area at the entrance
- c. Glass windows creates a more open space and allows more lighting
- d. Different enhances
- e. Wide hallways

2. DELTA

- a. Office spaces are needed
 - i. For counseling purposes and in general for affiliate programs
 - ii. One-on-one meeting spaces
- b. Display for programs (digital and paper)
- c. Campus needs meeting space for about 50-100 people
- d. Need for privacy in office spaces
- e. No wayfinding, or signage, or cohesive mix (interior & exterior)
- f. Staff lounge is underutilized. It's not attractive.
- g. Admin/LA are in the same building
- h. Solid doors for program-not knowing what is inside

3. WANTS

- a. A clear and welcoming point of information
- Small conference rooms enough for 4 people, maybe larger with divisible b. walls
- Division meetings space need, somewhere on campus They currently use large area in front of counseling
- d. Line of sight is important
- e. Visual connection between programsf. Electronic "Check in"
- g. Technology kiosk with forms availableh. Comfortable seating
- i. Counseling close to health sciences
- j. Open information space with programs and services easy to find
- k. Look @ safety for faculty /Staff locks and easy to find exits
- "Call button" or technology for emergencies Ι.
- m. Cameras
- n. Small café



- o. Storage and gathering space for clubs is desired. Nor sure if it would be in this building
- p. Area protected from the elements
- q. Tables with plugs
- r. More plugs/USB ports
- s. Trees/connections to the outdoor
- t. Space for staff to prepare coffee and a Work space (Google Micro Kitchens as an example)
- u. Space to meet with other students & Faculty
- v. Water filling stations
- w. Separate staff restrooms
- x. Places for organized information
- y. Space for workshops information
- z. Easy to find phone/information service

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MEETING NOTES EVERGREEN VALLEY COLLEGE - SSC

MEETING SUBJECT

Preparation for Steering Committee Meeting on Thursday

LOCATION	DATE TIME
Gullo I Conference Room	3/26/2019 11:00 -12:30pm
ATTENDEES	NOTES TAKEN BY
Andrea Alexander	Mark Miller
Colleen Cuen	Mark Newton
Rob Barthelman	Ty Taylor
Katia McClain	Suniya Malhotra

Notes

1. STUDENT SURVEY FEEDBACK

- a. Number of students comfortable/preferred counselors in program; Andrea is going to meet with Adela prior to a Chancellor meeting to discuss location of the counselors, based on this feedback.
- b. Defined forced interaction, versus coincidental exchanges.
- c. What was demographic of student forum?
 - i. Ran spectrum of ages and races first forum.
 - ii. Younger crowd in second forum not much delta in feedback received.
 - Even older woman mentioned her preference for the environment in SSC, okay with higher activity space, but realize the programs and services she desires are in SSC.
- d. Mental health services and adjacency to Counseling:
 - i. Veterans, Health, and DSP desired adjacency.
 - ii. One student echoed this in forum.

2. BUILDING TOUR FEEDBACK

- a. Regarding windows/closure at counters not building a prison, need to support the culture of EVC. Students will behave according to what you build.
- b. Queuing area should be where the glass closure is when a department is closed, aka not at the counter windows.

3. WHERE IS ASG

- a. Show ASG in relationship to academic support programs.
- b. Not in this building, but would be with UMOJA, SEASSE, etc.
 - i. Remodel of SSC to Student Activities:
 - ASG and the student programs/club areas.
- c. Bookstore
 - i. In Gullo and will stay there, not in new SSC.

4. PROJECT BUDGET \$65M

- a. Back out 200 space parking.
- b. Back out access road.
- c. Back out site utilities to the site.
- d. Admin Building and bridge are not included in the \$65M.
- e. Concentrate on providing student spaces, soft spaces, etc.



5. PROGRAM COMMENTS

- a. Flexibility of room sizes:
 - i. Multipurpose larger with ability to split off.
- b. Health & Wellness
 - i. Careful of size.
 - ii. It is dedicated.
 - iii. Concern for future dead space.
 - iv. Concerned that they will not have more than the 2.5 FTE staff.
- c. DSPS
 - i. Break out the separate/sub-set for testing.
 - ii. Multi-purpose room?
 - iii. Own entrance, multi-entrance, testing, etc?
- d. Welcome Center:
 - i. Needs to be bigger.
 - ii. Student lounge spaces need to be bigger.
 - Noting of patio space (GSF), but maybe still needs to be accommodated.
 - iv. A universal room (all departments for announcements, etc.) is the Multipurpose room.
- e. Build in Grant expansion/incubator space.

6. DIAGRAM COMMENTS

- a. Diagram of a relationship.
- b. Remove entry areas.
- c. Trio Talent search should not be front and center to the lobby.
- d. Adjust scale of DSPS, Health & Wellness, Veterans.
- e. Delineate testing component of DSPS.
- f. Adjust scale: YESS seems big, Financial Aid seems small. Welcome Center should be larger.

7. MEETING OBJECTIVE

- a. Confirmation of findings.
- b. Four clusters seek agreement from Committee.
- c. Communication of SHARED space and what it includes seek agreement from Committee.
- d. Articulate that we were instructed to put all the Counselors together but College Executive team still reviewing this.

8. NEXT STEPS

- a. B&D to prepare analysis of ENLACE, SEASSE, Honors, Asprire, ISP, Umoja, etc. in renovation of the SSC.
- b. Counseling space
 - i. Putting them all together
- c. CTSS does not need the space that they currently have
 - i. Walk site on Thursday at 12:30 with Andrea

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MEETING NOTES EVERGREEN VALLEY COLLEGE - SSC

MEETING SUBJECT

Student Services Steering Committee Programming Meeting

LOCATION	DATE TIME
Gullo I Conference Room, EVC	3/28/2019 1:00 – 2:30pm
ATTENDEES	NOTES TAKEN BY
Mark Gonzalez	Colleen Cuen
Adela Swinson	Mark Newton
Andrea Alexander	Ty Taylor
Octavio Cruz	Crystal Chan
Victor Garza	Katia McClain
Raniyah Johnson	Suniya Malhotra

Notes

OVERVIEW

- a. Halfway through Programming.
- b. Today will summarize feedback gathered and discuss preliminary program and adjacencies and rightsizing the program/adjacencies for this building.
- c. Shared feedback from Steering Committee, Student Survey, (2) Student Forums, Project Committee, Facilities & Safety Committee and Similar Building Tours.

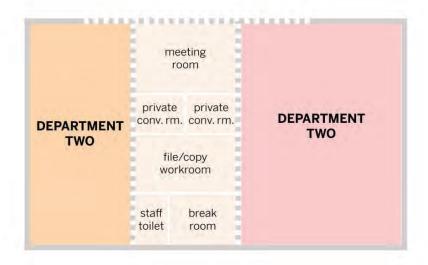
2. PROGRAMMING

- a. Program developed by meeting with each of the departments, reviewing current space and future space needs with them. District Standards for space types as applicable was applied and each department total program areas were benchmarked with other similarly sized colleges.
- b. Everyone we spoke with said their department ought to be in this building, except some Academic Support programs that prefer to be closer to classroom buildings. All academic support programs wanted to be together.
- c. Total program exceeds what budget can afford. Our recommendation is that the academic/student club programs be located elsewhere in a "Student Activities Building" ideally collocated with Associated Student Government (ASG)/Student Life. The vacated spaces within the existing Student Services Center will be a great opportunity to create this Student Activities (SA) Building through a separate renovation project.
 - Consensus that this is a good idea for these programs do have synergy with ASG and Student Life and do have a club component.
 - See further discussion on this below in comments section.
- With the relocation of these academic support groups to SA building, the program is within the budget range of 32,000 – 33,000 assignable square feet.



e. To build flexibility into the program with respect to departments growing/shrinking we are recommending that there be a shared bank of spaces between (2) departments – see image below as an example.

Building Flexibility for the Future



• Consensus that this is a good approach.

3. ADJACENCIES

- a. Adjacencies have been broken down into four clusters for ease of review.
 - Clusters seem correct, with a few comments below.

4. COMMENTS

- a. Discussion on Counseling;
 - Mark G & Raniyah agree academic programs together, but not necessarily close to counseling.
 - However, will need "housing space" for counselors: housed in counseling, but also space to meet with students in program.
 - Suniya: have provided "Private Conversation Rooms" within programs.
- b. Discussion on International Student Programs:
 - Registration @SS (2 offices with Director).
 - Next to A&R.
 - Space for clubs @SA building.
- c. Discussion on Veterans:
 - Perhaps also @SA building?
 - Has a business side (VA benefits etc.), and has a different dynamic than other academic programs.
- d. Discussion on other programs for SA building:
 - Honors and SEASSE can be here too note SEASSE has a counselor too.
 - Also, Service Learning and Women & Gender Studies should be @ SA building.
- e. Discussion on Food Pantry:
 - Andrea: Not in the operational side of SS.

- Raniyah: Disagrees and would like close to Health & Wellness Center.
- Currently staffed through Service Learning.
- To be reviewed further.
- f. Other Comments:
 - How to prevent one program to "oversell" their space?
 - Multipurpose used for Financial Aid? > Yes.
 - TRIO should not be a focal point when you enter the building mostly out in the field.

5. NEXT STEPS

- a. College: examine food pantry & other auxiliary spaces.
- b. Steinberg Hart: will adjust the program based on today's comments and begin to test fit the building on the site. The test-fits will help determine what programs land on which floor and any further adjustments required to the program.

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PERSONA EXERCISE

Evergreen Valley College

High School Student 1



Currently attends Evergreen HS, graduating this year 17 years old Participates in school government (ASB) High academic achiever Loves studying with friends

Interested in Nursing Program

Need more into from college - Completed online App - Make appt W/ Counselor @ As & EVC - Completed orientation + Tour - Research website for into about nursing - Happy if helped - Applying to nursing + addt info from Nursi by staff to reach goal - Hs Team mates - want blog to be active fun safe / new - Parents, friends but not Loud Outreach - Modern w/ tech available - Reputation of institution wave of Friendliness @ EVC
INFLUENCES **FEELINGS** - Open area to have out & High expectations on cust. Serv. Socialize - Place to feel welcome - Service on the spot Area to Study - Ease in funding blds - good signage NAME High Achiever HS PAIN POINTS **OVERALL GOAL** - Enrall @ EVC in nursing St. Schedule + classes - graduate in less than 2 yrs. - Consider going into Medschool - Find your way @ EVC, be able to conduct busines in all one stop consept

Faculty Member



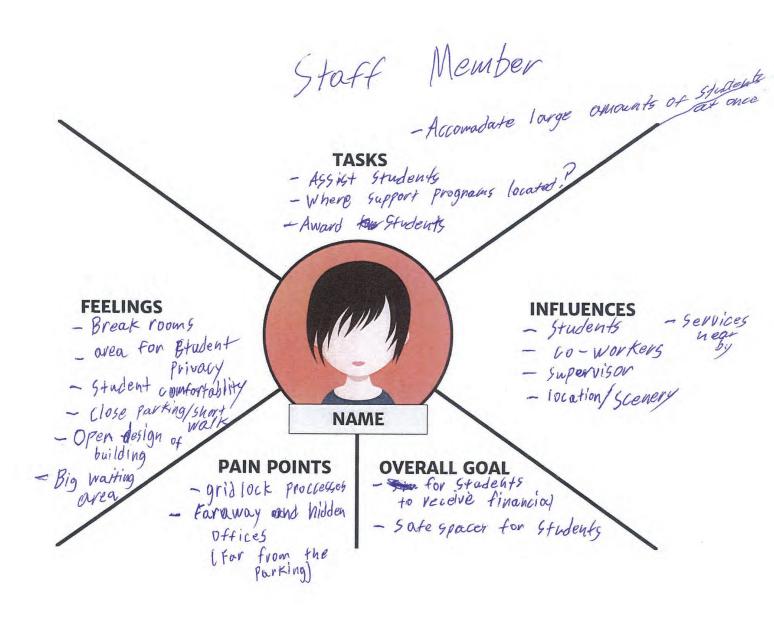
Lives in Sunnyvale
Permanently in a wheelchair
47 years old
SSHAPE Department/Political Science

Confort - sonse People Frendly openness - no + just his space - but also in all halla posseguing NAME Francis Wheelcha (Kenany baran, betu

Staff Member



Lives in Fremont 35 years old Coaches son's football team Financial Aid Specialist



Prospective Student 1



Originally from California, completed High School in Kentucky 2017 retired veteran and has been working parttime since 32 years old

Interested in going back to school and work with computers

Reanty program? Veterisi Admissions process - need 4.5. transcripts - SAT TASKS - placement test? Find the Info booth/Center DERUGUS Schoduling fearfu Intimidated excited **FEELINGS INFLUENCES** inelconaing accessible space friendly and knowledgeble Stoff. Overwhe had One-Stop Services NAME student **PAIN POINTS OVERALL GOAL** Childcare allege unfamiliar ut process
Not familiar confortable with computers To gain employment whilize GI Bill to obtain full time gainful employmen

Current EVC Student 2

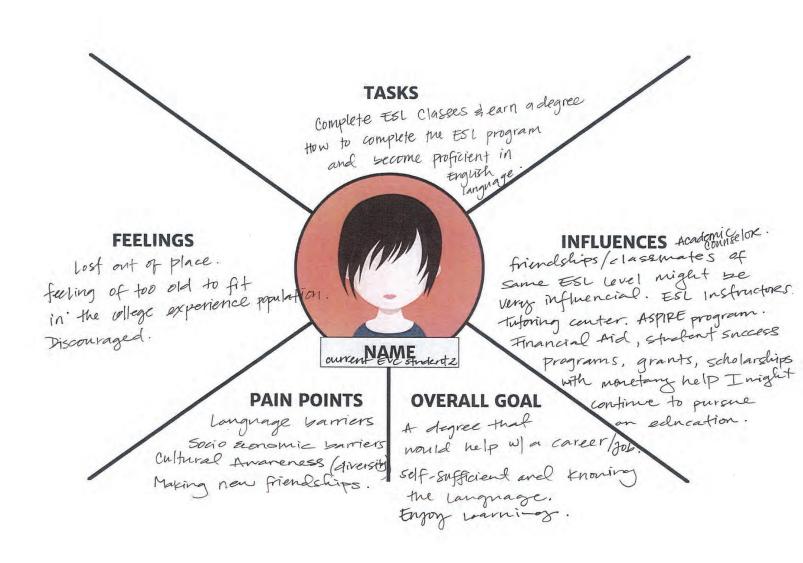


Lives close to EVC, along San Felipe Road 52 years old

Moved permanently to the US from Vietnam in 2015

Currently taking ESL classes at EVC

Interested in taking other classes at EVC, something that helps her to get a job



High School Student 2



Graduated Silver Creek High School 18 years old Foster youth

Interested in Oceanography and wants to take core classes at EVC in order to save money to transfer to SFState later

want to be directed to services a need support for busine needs Sole Sing. maniportation, Sood Vouchers, howing text peop support Transfer guidance - advist 19 **TASKS** Comsiling application INFLUENCES **FEELINGS** empowerment afon getting guidane welcoming Petro receptonilly technology & printing signage of con read NAMENUE Lobby area Sor eion I Im each service shored big labor for workshops disabled Spanish speaking **OVERALL GOAL PAIN POINTS** Visibility finding Welcome tupes of sorrior and Center Signoge get all core sinces in how to get to get a building? Translations of right spanish & vietnames

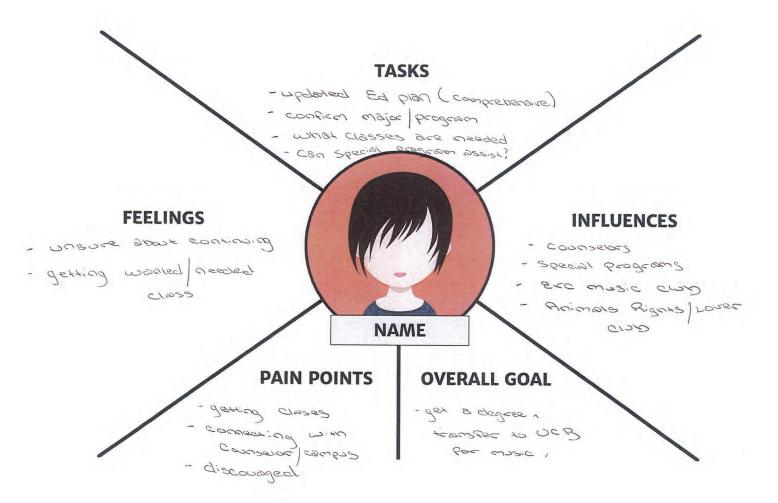
Current EVC Student 1



Completed first semester at EVC
Artist and musician and works as a dog walker
On the first semester, was not able to enroll in
all the classes he wanted
Saw a counselor once, but doesn't remember
the name

Wondering if he should continue at EVC

Current Eve student !

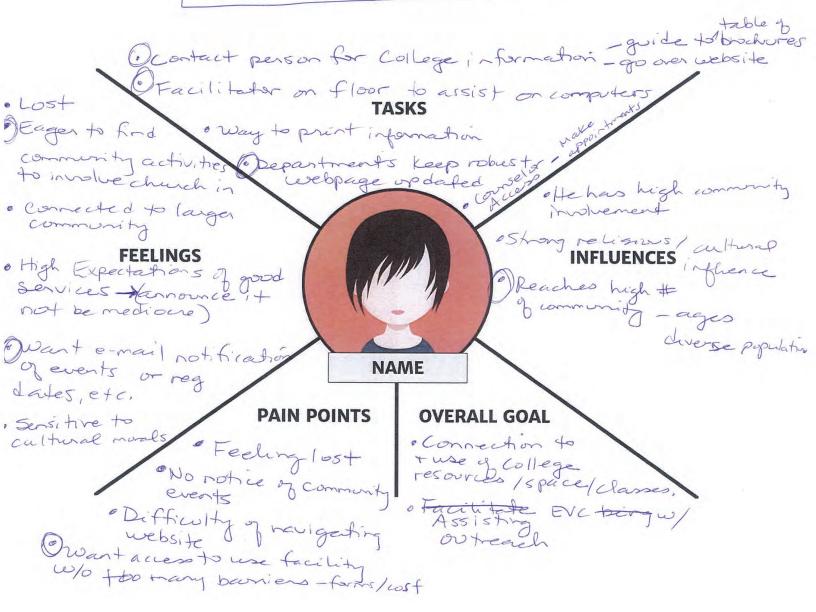


Community Member



EVC neighbor
Pastor at a community church on Yerba
Buena Rd
58-year old passionate bicyclist
Active in community organizations
Interested in giving more information about
EVC to congregation members

COMMUNITY MEMBER-/PASIUM



PERSONA PRESENTATION

EVC STUDENT SERVICES BUILDING

PROGRAMMING

Project Committee meeting

February 21, 2019



AGENDA

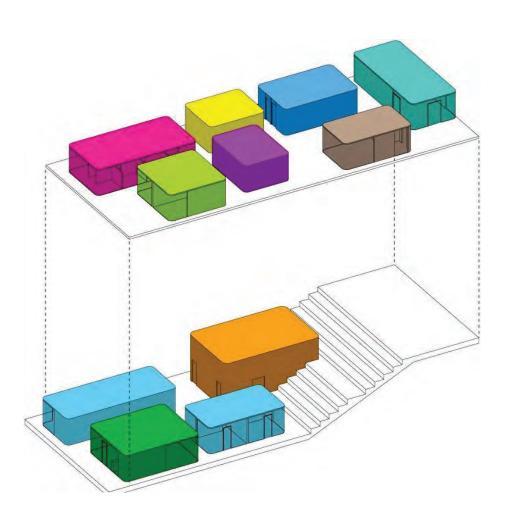
- **01** What is programming?
- **O2** How to get there? Information feeding
- O3 Plus | Delta from Steering Committee
- **04** Persona exercise
- **05** Next steps





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01. What is programming?

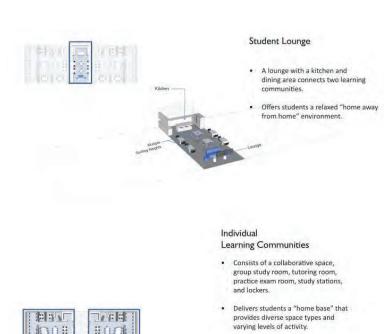




Space Needs Matrix

			ASF/				
		Stations	Unit	ASF	Quantity	Total ASF	Comments
l.0 B	uilding Resources						
Assemi	bly						
L.01	Lobby / Event Space			2,000	1	2,000	Include visitor information touch-screens
L.02	Break-Out Meeting Space	6	25	150	5	750	
				Subtotal:	6	2,750	-
Dining							
L.03	Coffee / Small Food Vendor			975	1	975	
.04	Seating	40	20	800	1	800	
1.05	Vending Machines			100	1	100	
.06	Food Prep Area			100	1	100	
.07	Shipping & Receiving			150	1	150	Adjacent to Loading Dock
.08	Trash			100	1	100	-
				Subtotal:		2,225	-
Montin	ng Spaces					-,	
1.09	Conference Room - Small			200	4	800	
.10	Conference Room - Medium			400	6	2,400	
.11	Conference Room - Large			600	2	1,200	
				Subtotal:	12	4,400	-
				Juntotei.	**	4,400	
	t Learning Communities						
1.12	Student Collaboration Space			600	8	4,800	
L.13	Group Study Rooms	8	19	150	8	1,200	
L14	Small Group / Tutoring Rooms	4	20	80	8	640	
L.15	Student Lounge			600	4		Includes kitchenette
1.16	Student Study Stations	1	25	25	192	4,800	
1.17	Student Lockers	1	2.75	2.75	400		Full height lockers; access from circulation
.18	Practice Exam Rooms			100	4	400	
	Suite Circulation (15%)					2,301	
				Subtotal:		17,641	-
	edge Resources & Management						
.19	Bookstacks / Journals			500	1	500	
.20	Computer Workstation	1	35	35	5	175	
.21	Special Collections Display			200	1	200	
.22	Help Desk / IR Service Desk			200	1	200	
1.23	Public Workroom			80	1	80	
L24	Interlibrary Loan Work Area			150	1	150	
1.25	Storage			100	1	100	equipment checkout (laptops, iPads, chargers, projectors, headphones, dry erase marker kits, etc and other items (kick stools, book carts)
	Offices & Support Spaces						Included in Section 5.0
				Subtotal:	- 11	1,405	

Building Resources Subtotal: 28,421



1 6 6

B B A

Plus

- Light and windows
- Ability to see student flow
- Financial Aid close to EOPS
- Financial Aid close to classroom space for training
- Central location of A+R works well
- Easy use of technology

Delta

- Lack of good wayfinding
- A+R, Financial Aid, and Counseling not co-located
- Financial Aid is hidden
- Lack of privacy in Financial Aid and CalWORKs and International Programs
- Not enough storage
- Lack of space for promotional materials
- Lack of visibility of programs and centralized location to get information

04. Persona exercise

02. How do we get there?



Helps us guide the process and resolve conflicts



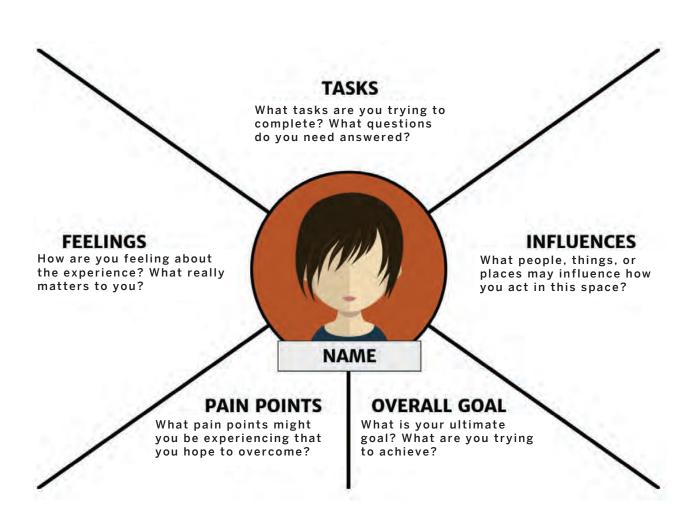
Working group where we gather programming information



Feeds information to Project Committee



Feeds information into programming document



05. Next steps

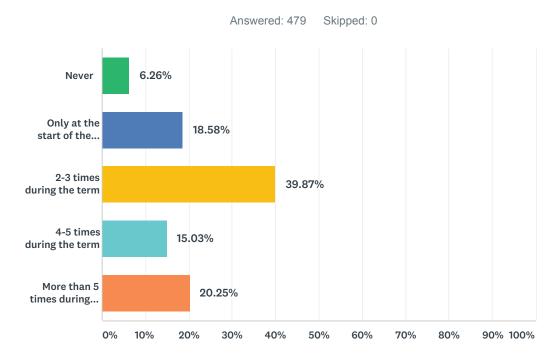
03. Plus | Delta from Steering Committee

Plus – What are those areas or elements of the current Student Services <u>physical</u> <u>spaces</u> that you like

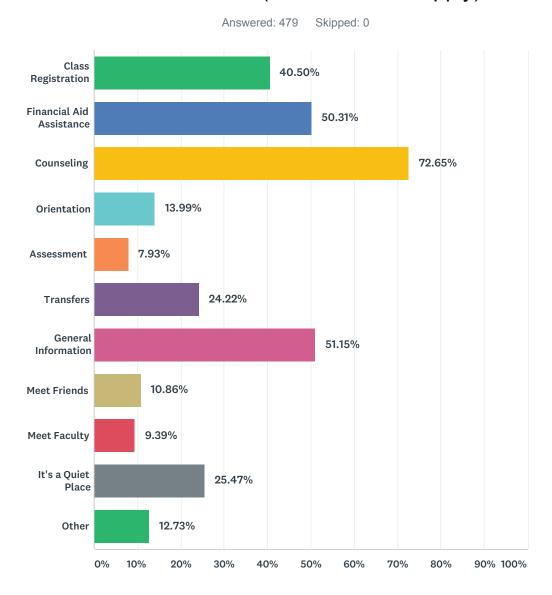
Delta – What are those areas or elements of the current Student Services <u>physical</u> <u>spaces</u> that you wish you could change

ONLINE STUDENT SURVEY

Q1 How often do you visit the Student Services Center?

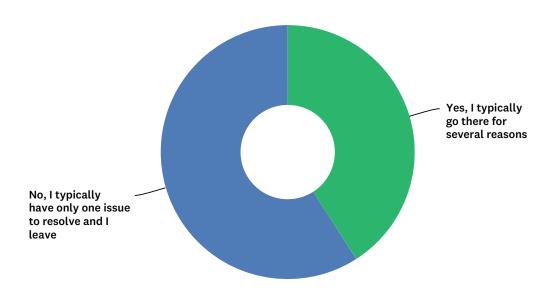


Q2 What are the most common reasons for your visit(s) to the Student Services Center (Choose all that apply)



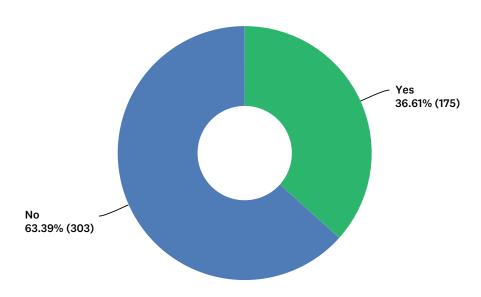
Q3 When you go to the Student Services Center, do you typically visit more than one department?



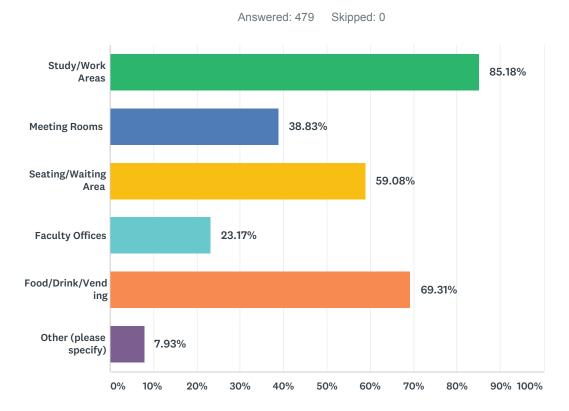


Q4 Is spending time with other students important for you WHILE you are in the Student Services Center?

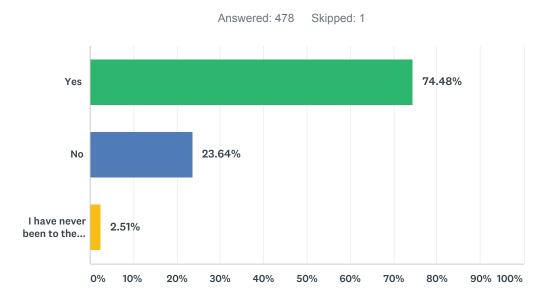




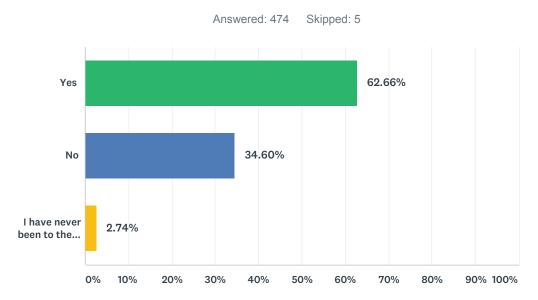
Q5 What other activities or services would you hope to find in the student Student Service Building (Choose all that apply)



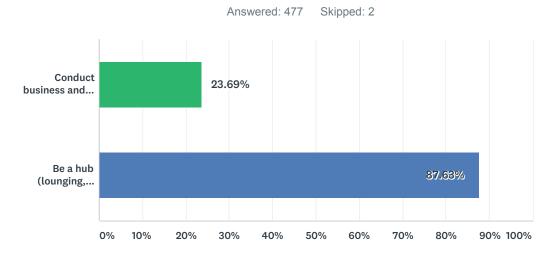
Q6 During your most recent visit to the Student Services Center, were you able to navigate the building with ease?



Q7 During your most recent visit to the Student Services Center, did the signage/wayfinding help you to navigate the building with ease?



Q8 Do you want the new Student Services building to:





MEETING NOTES EVERGREEN VALLEY COLLEGE. STUDENT SERVICES CENTER

MEETING SUBJECT	OBJECTIVE
Programming Student Forums	Discuss different aspects of the Student Services Center
LOCATION	DATE TIME
2/25 EVC. Multi-Purpose Room (Gullo II)	2/25/2019 10:00 am
2/26 EVC, Student Services Center	2/26/2019 2:00 pm
ATTENDEES:	
⊠ Katia McClain	⊠Raniyah Johnson
⊠Kristina Chong	⊠Ty Taylor (2/25)
	6 students during the 2/25 meeting and 7 students during the 2/26

NOTES

1. How often do you go to the Student Services Center?

Most of the students responded that they go 2-3 times a semester for counseling. One student goes there more often, but only because they work there. Less than 3 students go to health services 1 or 2 times a semester.

- 2. Brand. Students would like the EVC brand reflected in the building. It is important for the support spaces not to loose their identity while in the same building.
- 3. Common Reasons for visit(s) to the Student Services Center (in order, from the most common reason to the least).

Most students are unsure of what they need help in and where to go.

- a. Counseling
- b. Financial Aid. It is cramped, line out the door when busy, no privacy.
- c. Health Services
- d. For specific transactions and to pay fees.
- e. For Printing
- f. EOP&S
- g. Writing Center
- h. Tutoring
- i. Passing Time
- 4. Admissions and Records

Currently: It looks like the DMV, needs to be more inviting. Only going there at the beginning and end of the semester. Bland and cramped. Not all students physically go to the office. Some students do whatever they need to do online

5. Financial Aid



Currently: Space for students to sit and fill out forms, review paper work, etc. Some students complete tasks online. Most only go when they need to or to pay fees

6. Counseling

Currently: Visited to make sure students are on track for graduation and on the right path or when transferring. Not personal enough between the student and the space and the relationship with counselor. Most of the students preferred to go to the counselor associated with the support programs.

7. Health Services

Currently: Waiting area is too cramped. Would like bigger waiting area. Seems like someone in a wheelchair would have a tough time in the space.

- 8. Programs and resources to be centrally located
 - Financial aid and Admissions & Records together and Programs and Counseling together
 - i. Centrally located
 - ii. Organized and easily locatable
 - iii. Not tucked into buildings
 - iv. Programs:
 - 1. OASIS
 - a. Would like bigger area to work in
 - b. Utilized for printing and for computers
 - c. Would like it to feel more like a safe environment
 - 2. ISP. Currently is hard to find. Would like it more integrated with the rest of the programs
 - 3. EOP&S
 - a. Helps students graduate and make sure they are on the right path
 - b. Contract based with the counselor
 - c. Need more storage for current and new books
 - d. Wider space. Tables are too close together
 - 4. ENALCE (Latino), ASPIRE (Asian), and AFFIRM (African American)
 - a. Lack of space
 - b. More community oriented
 - c. Would like to feel safer and more personal
 - 5. SEEDS (Career Development)
 - a. Lack of space
- 9. Is spending time with other students important for you while you are in the student services center?

All of the students responded positively to this idea. They would like a place to meet new people, a place to socialize, more student workers/support/ambassadors.

10. Signage and Wayfinding.

Bigger and more obvious signs needed. More welcoming signs Close the language barrier

- a. An easy to read directory is desired in different languages
 - i. Where to go for what
 - ii. What is in the building
 - iii. Clubs/groups/events
- b. Understanding campus life is important. Signage can help
- 11. What are other activities or services would you hope to find in the Student Services Center?
 - a. Open
 - i. View of Hills
 - ii. Windows with shade and dual pane glass
 - iii. Patio and connection to the outdoors. Heaters if possible for the winter months
 - b. Readily available space to congregate
 - i. For informal tutoring (groups of 4 people, max.)
 - ii. For clubs and organizations
 - 1. Boost student's morale
 - 2. Encourage student interaction
 - 3. Make a centralized room
 - 4. Storage for clubs/groups
 - 5. Signage with information about clubs
 - 6. Currently 15-20 clubs (not all active)
 - iii. For events larger space
 - iv. For hanging out and studying (groups of 4 people, max.)
 - 1. Enough space for different groups to get together since not everyone will be there together
 - 2. Students typically study with other students
 - 3. Privacy
 - a. Can book rooms in the library, but the walls are thin so if one party is not really studying other students can hear them
 - v. Space to eat indoors other than the cafeteria
 - c. Music
 - d. Conference Rooms
 - e. Bathrooms that are easy to find
 - f. Readily accessible resources and programs
 - i. Technology
 - 1. Computers



- 2. Televisions
- 3. Outlets with USB ports
- 4. Wifi accessibility
- ii. Daycare
- iii. Info on different programs and organizations
 - 1. Currently, most students don't seem to know a lot about programs and organizations
 - a. Would have to find out on your own
 - b. Tabling event
- g. Better Signage
 - i. Indicating what programs and organizations are up and running and what they are for and about
- h. Wayfinding/Display
 - i. Difficult to navigate throughout the campus
- i. Convertible spaces/movable walls between programs
- i. Catered to older students
- k. Representation/Inclusiveness
- I. Interaction between students and staff
- m. Desire for space to create unity & community
- n. Privacy
 - i. Financial Aid Office
 - ii. Counseling
 - iii. Etc.

STEERING COMMITTEE PRESENTATION

EVC STUDENT SERVICES BUILDING SAN JOSE, CA

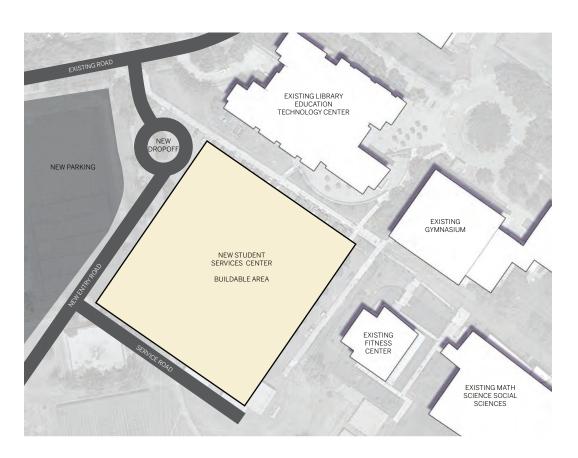
PROGRAMMING CONCEPTS
STEERING COMMITTEE MAY 1, 2019

EVERGREEN VALLEY COLLEGE | STEINBERG HART | SPURLOCK LANDSCAPE ARCHITECTS



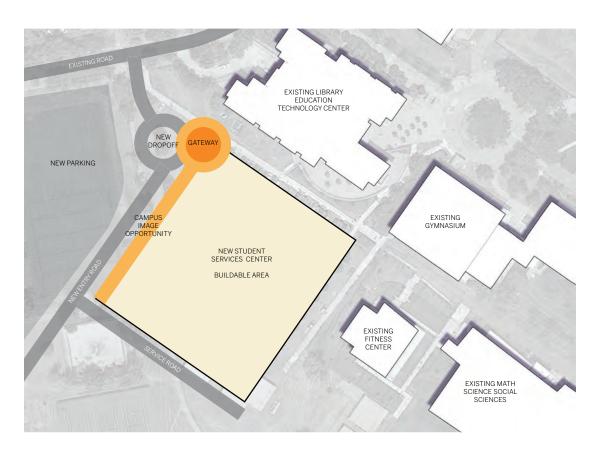
NEW STUDENT SERVICES CENTER SITE





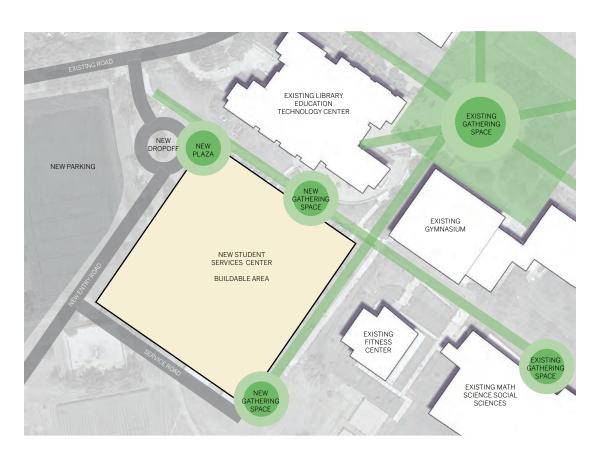
SITE ANALYSIS - VEHICULAR CIRCULATION

SCALE: 1" = 80'



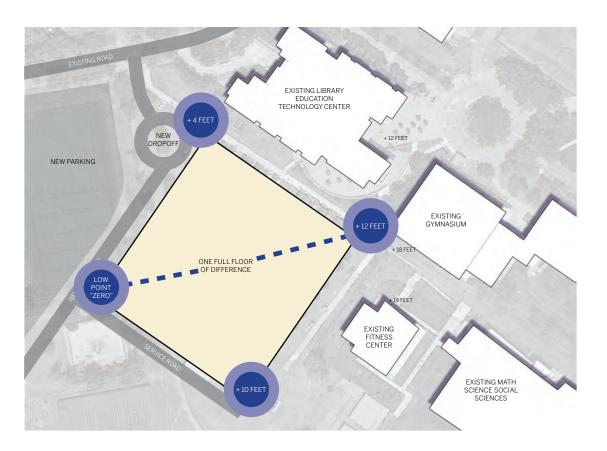
SITE ANALYSIS - GATEWAY OPPORTUNITY

SCALE: 1" = 80'



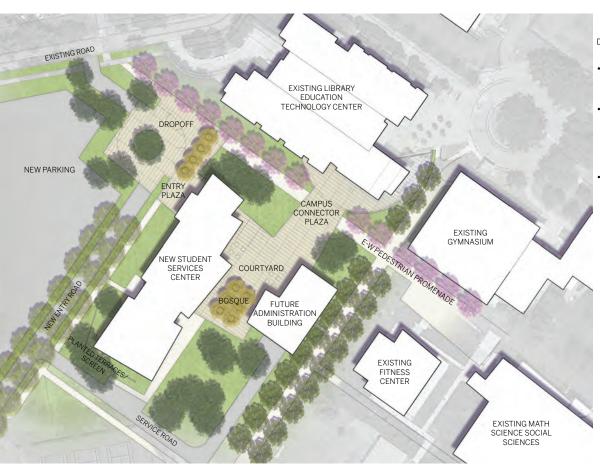
SITE ANALYSIS - PEDESTRIAN CIRCULATION

SCALE: 1" = 80'



SITE ANALYSIS - EXISTING GRADING

SCALE: 1" = 80'

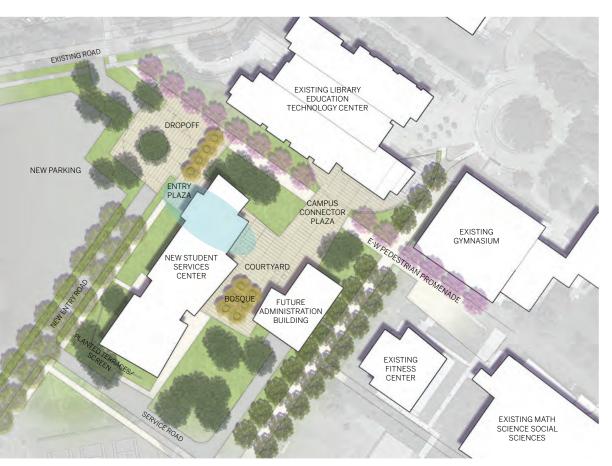


DESIGN FEATURES:

- NEW GATEWAY BUILDING WITH GRAND ENTRY LOBBY ENTRANCE FROM DROP-OFF
- SHARED COURTYARD BETWEEN STUDENT SERVICES CENTER, LIBRARY EDUCATION TECHNOLOGY CENTER, AND FUTURE ADMINISTRATION BUILDING
- REINFORCED EAST-WEST PEDESTRIAN PROMENADE

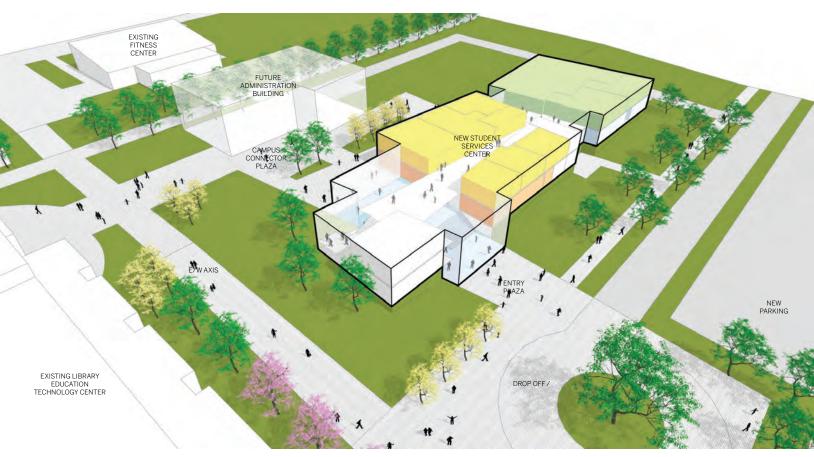
PERCH (SSC ON TWO STORIES PLUS DROP-OFF LOBBY) SITE PLAN



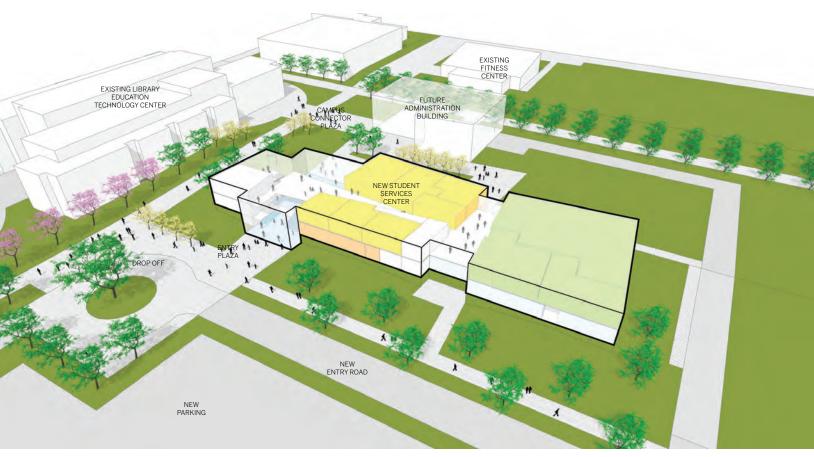


PERCH (SSC ON TWO STORIES PLUS DROP-OFF LOBBY) SITE PLAN - ENTRY IDENTIFIED

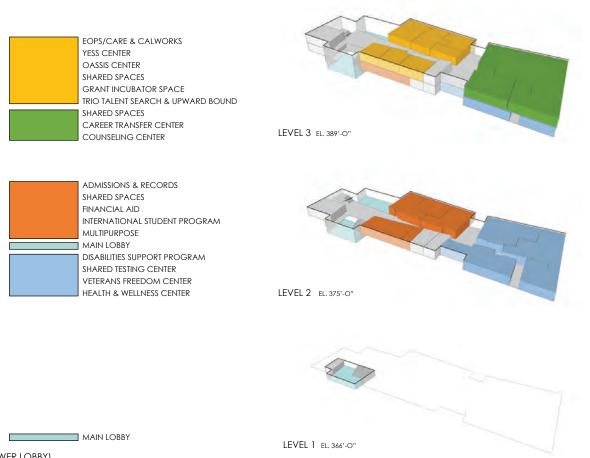
SCALE: 1" = 80'



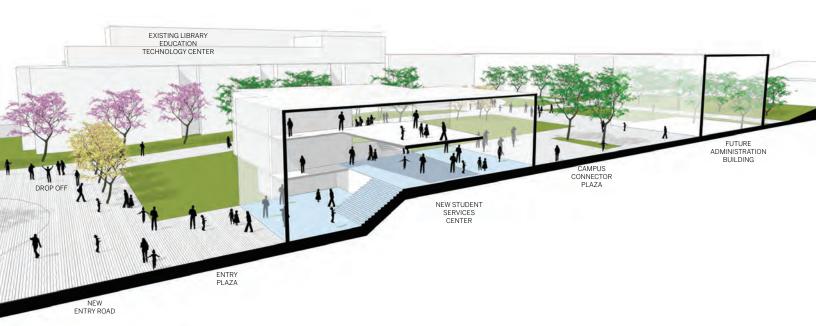
PERCH (SSC ON TWO STORIES PLUS LOWER LOBBY) VIEW FROM NORTH



PERCH (SSC ON TWO STORIES PLUS LOWER LOBBY) VIEW FROM SOUTH



PERCH (SSC ON TWO STORIES PLUS LOWER LOBBY) PROGRAM DISTRIBUTION BY CLUSTERS



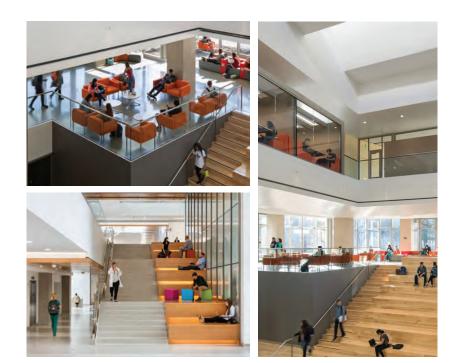
PERCH (SSC ON TWO STORIES PLUS LOWER LOBBY) SECTIONAL VIEW THROUGH LOBBY



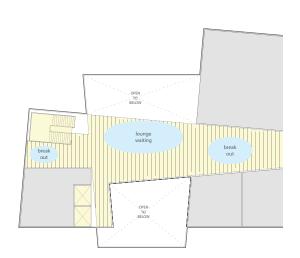
LOWER LEVEL - DROP OFF GRADE WELCOME CENTER



FIRST FLOOR - CAMPUS GRADE WELCOME CENTER



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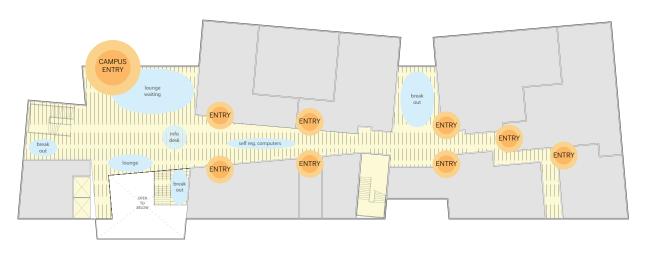




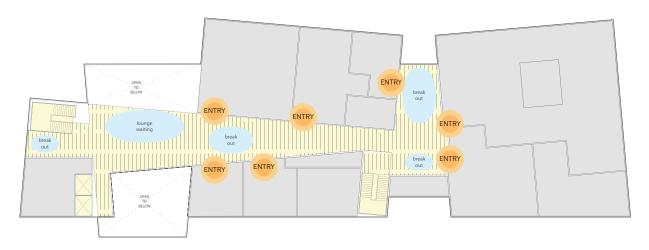
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LOWER LEVEL - DROP OFF GRADE ENTRIES



FIRST FLOOR - CAMPUS GRADE ENTRIES



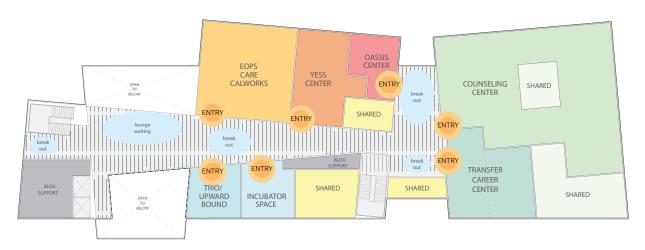
SECOND FLOOR ENTRIES



LOWER LEVEL - DROP OFF GRADE PROGRAM ADJACENCIES



FIRST FLOOR - CAMPUS GRADE PROGRAM ADJACENCIES



SECOND FLOOR PROGRAM ADJACENCIES



MEETING NOTES EVERGREEN VALLEY COLLEGE - SSC

MEETING SUBJECT

Preparation for Steering Committee Meeting on Thursday

LOCATION	DATE TIME
Gullo I Conference Room	3/26/2019 11:00 -12:30pm
ATTENDEES	NOTES TAKEN BY
Andrea Alexander	Mark Miller
Colleen Cuen	Mark Newton
Rob Barthelman	Ty Taylor
Katia McClain	Suniya Malhotra

Notes

1. STUDENT SURVEY FEEDBACK

- a. Number of students comfortable/preferred counselors in program; Andrea is going to meet with Adela prior to a Chancellor meeting to discuss location of the counselors, based on this feedback.
- b. Defined forced interaction, versus coincidental exchanges.
- c. What was demographic of student forum?
 - i. Ran spectrum of ages and races first forum.
 - ii. Younger crowd in second forum not much delta in feedback received.
 - Even older woman mentioned her preference for the environment in SSC, okay with higher activity space, but realize the programs and services she desires are in SSC.
- d. Mental health services and adjacency to Counseling:
 - i. Veterans, Health, and DSP desired adjacency.
 - ii. One student echoed this in forum.

2. BUILDING TOUR FEEDBACK

- a. Regarding windows/closure at counters not building a prison, need to support the culture of EVC. Students will behave according to what you build.
- b. Queuing area should be where the glass closure is when a department is closed, aka not at the counter windows.

3. WHERE IS ASG

- a. Show ASG in relationship to academic support programs.
- b. Not in this building, but would be with UMOJA, SEASSE, etc.
 - i. Remodel of SSC to Student Activities:
 - ASG and the student programs/club areas.
- c. Bookstore
 - i. In Gullo and will stay there, not in new SSC.

4. PROJECT BUDGET \$65M

- a. Back out 200 space parking.
- b. Back out access road.
- c. Back out site utilities to the site.
- d. Admin Building and bridge are not included in the \$65M.
- e. Concentrate on providing student spaces, soft spaces, etc.



5. PROGRAM COMMENTS

- a. Flexibility of room sizes:
 - i. Multipurpose larger with ability to split off.
- b. Health & Wellness
 - i. Careful of size.
 - ii. It is dedicated.
 - iii. Concern for future dead space.
 - iv. Concerned that they will not have more than the 2.5 FTE staff.
- c. DSPS
 - i. Break out the separate/sub-set for testing.
 - ii. Multi-purpose room?
 - iii. Own entrance, multi-entrance, testing, etc?
- d. Welcome Center:
 - i. Needs to be bigger.
 - ii. Student lounge spaces need to be bigger.
 - Noting of patio space (GSF), but maybe still needs to be accommodated.
 - iv. A universal room (all departments for announcements, etc.) is the Multipurpose room.
- e. Build in Grant expansion/incubator space.

6. DIAGRAM COMMENTS

- a. Diagram of a relationship.
- b. Remove entry areas.
- c. Trio Talent search should not be front and center to the lobby.
- d. Adjust scale of DSPS, Health & Wellness, Veterans.
- e. Delineate testing component of DSPS.
- f. Adjust scale: YESS seems big, Financial Aid seems small. Welcome Center should be larger.

7. MEETING OBJECTIVE

- a. Confirmation of findings.
- b. Four clusters seek agreement from Committee.
- c. Communication of SHARED space and what it includes seek agreement from Committee.
- d. Articulate that we were instructed to put all the Counselors together but College Executive team still reviewing this.

8. NEXT STEPS

- a. B&D to prepare analysis of ENLACE, SEASSE, Honors, Asprire, ISP, Umoja, etc. in renovation of the SSC.
- b. Counseling space
 - i. Putting them all together
- c. CTSS does not need the space that they currently have
 - i. Walk site on Thursday at 12:30 with Andrea

DISTRIBUTION

OTHER: Click or tap here to enter text.

Steinberg Hart will rely on these notes as the approved record of matters discussed and conclusions reached during this meeting unless the author receives written notice to the contrary within seven calendar days of the issue date of this meeting report



MEETING NOTES EVERGREEN VALLEY COLLEGE - SSC

MEETING SUBJECT

Student Services Steering Committee Programming Meeting

LOCATION	DATE TIME
Gullo I Conference Room, EVC	3/28/2019 1:00 – 2:30pm
ATTENDEES	NOTES TAKEN BY
Mark Gonzalez	Colleen Cuen
Adela Swinson	Mark Newton
Andrea Alexander	Ty Taylor
Octavio Cruz	Crystal Chan
Victor Garza	Katia McClain
Raniyah Johnson	Suniya Malhotra

Notes

OVERVIEW

- a. Halfway through Programming.
- b. Today will summarize feedback gathered and discuss preliminary program and adjacencies and rightsizing the program/adjacencies for this building.
- c. Shared feedback from Steering Committee, Student Survey, (2) Student Forums, Project Committee, Facilities & Safety Committee and Similar Building Tours.

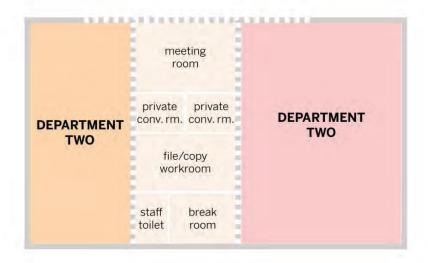
2. PROGRAMMING

- a. Program developed by meeting with each of the departments, reviewing current space and future space needs with them. District Standards for space types as applicable was applied and each department total program areas were benchmarked with other similarly sized colleges.
- b. Everyone we spoke with said their department ought to be in this building, except some Academic Support programs that prefer to be closer to classroom buildings. All academic support programs wanted to be together.
- c. Total program exceeds what budget can afford. Our recommendation is that the academic/student club programs be located elsewhere in a "Student Activities Building" ideally collocated with Associated Student Government (ASG)/Student Life. The vacated spaces within the existing Student Services Center will be a great opportunity to create this Student Activities (SA) Building through a separate renovation project.
 - Consensus that this is a good idea for these programs do have synergy with ASG and Student Life and do have a club component.
 - See further discussion on this below in comments section.
- d. With the relocation of these academic support groups to SA building, the program is within the budget range of 32,000 33,000 assignable square feet.



e. To build flexibility into the program with respect to departments growing/shrinking we are recommending that there be a shared bank of spaces between (2) departments – see image below as an example.

Building Flexibility for the Future



• Consensus that this is a good approach.

3. ADJACENCIES

- a. Adjacencies have been broken down into four clusters for ease of review.
 - Clusters seem correct, with a few comments below.

4. COMMENTS

- a. Discussion on Counseling;
 - Mark G & Raniyah agree academic programs together, but not necessarily close to counseling.
 - However, will need "housing space" for counselors: housed in counseling, but also space to meet with students in program.
 - Suniya: have provided "Private Conversation Rooms" within programs.
- b. Discussion on International Student Programs:
 - Registration @SS (2 offices with Director).
 - Next to A&R.
 - Space for clubs @SA building.
- c. Discussion on Veterans:
 - Perhaps also @SA building?
 - Has a business side (VA benefits etc.), and has a different dynamic than other academic programs.
- d. Discussion on other programs for SA building:
 - Honors and SEASSE can be here too note SEASSE has a counselor too.
 - Also, Service Learning and Women & Gender Studies should be @ SA building.
- e. Discussion on Food Pantry:
 - Andrea: Not in the operational side of SS.

- Raniyah: Disagrees and would like close to Health & Wellness Center.
- Currently staffed through Service Learning.
- To be reviewed further.
- f. Other Comments:
 - How to prevent one program to "oversell" their space?
 - Multipurpose used for Financial Aid? > Yes.
 - TRIO should not be a focal point when you enter the building mostly out in the field.

5. NEXT STEPS

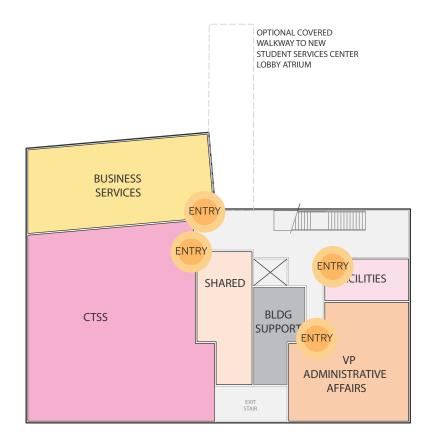
- a. College: examine food pantry & other auxiliary spaces.
- b. Steinberg Hart: will adjust the program based on today's comments and begin to test fit the building on the site. The test-fits will help determine what programs land on which floor and any further adjustments required to the program.

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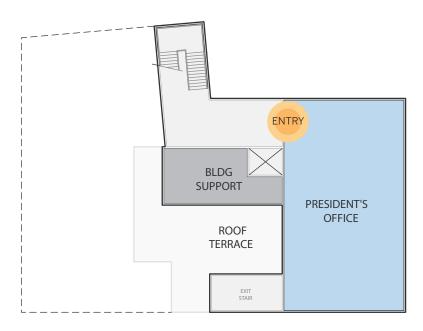


P03

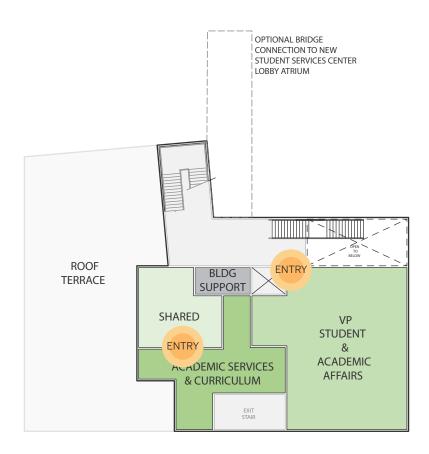


ADMINISTRATION BUILDING FIRST FLOOR - CAMPUS GRADE PROGRAM ADJACENCIES





ADMINISTRATION BUILDING THIRD FLOOR



ADMINISTRATION BUILDING SECOND FLOOR

FIGURE ATTRIBUTION

Section 1.0

Figure 1.1: Bird's eye view of potential student services center Photo credit: Steinberg Hart

Section 2.0

Figure 2.1: Results of question number 5 of student survey Photo credit: Steinberg Hart

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Figure 2.2: Results of question number 8 of student survey Photo credit: Steinberg Hart

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Figure 2.3: Diablo Valley College Student Services Center Photo credit: Steinberg Hart

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Figure 2.4: Las Positas College Student Services Administration Photo credit: Steinberg Hart

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Figure 2.5: California State University Fullerton Photo credit: Steinberg Hart

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Figure 2.6: California State University Fullerton Photo credit: Steinberg Hart

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Figure 2.7: University of North Dakota Photo credit: Steinberg Hart

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Figure 2.8: Lansing Community College Star Zone Photo credit: SHW Group

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Figure 2.9: California State University Fullerton Photo credit: Steinberg Hart

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Figure 2.10: University of North Dakota

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Figure 2.11: PacMutual Building Photo credit: Steinberg Hart

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Figure 2.12: Stanford University Photo credit: Steinberg Hart

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Figure 2.13: University of North Dakota

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Section 3.0

Figure 3.1: Immediate Proximity Visual Diagram

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Figure 3.2: Close Proximity Visual Diagram

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Figure 3.3: Example of Cluster Diagram

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Figure 3.4: Entrance Cluster Diagram

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Figure 3.5: Core Support Services Cluster Diagram

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Figure 3.6: Support Program Cluster Diagram

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Figure 3.7: Wellness Cluster Diagram

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Section 4.0

Figure 4.1: New Student Services Center Site in Campus Context

Photo credit: Steinberg Hart

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Figure 4.2: New Student Services Center Vehicular Circulation

Photo credit: Steinberg Hart

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Figure 4.3: New Student Services Center Gateway Opportunity

Photo credit: Steinberg Hart

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Figure 4.4: New Student Services Center Pedestrian Circulation

Photo credit: Steinberg Hart

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Figure 4.5: New Student Services Center Existing Grading

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Figure 4.6: One Siting Option for the New Student Services Center

Photo credit: Steinberg Hart



Section 4.0

Figure 4.7: Site Section Addressing Grading Constraint

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Figure 4.8: Level L Floorplan Photo credit: Steinberg Hart

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Figure 4.9: Level 1 Floorplan Photo credit: Steinberg Hart

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Figure 4.10: Level 2 Floorplan Photo credit: Steinberg Hart

Section 5.0

Figure 5.1: One Siting Option for the new Administration Building

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Figure 5.2: First Floor Administration Building Adjacency Diagram

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Section 5.0

Figure 5.3: Second Floor Administration Building Adjacency Diagram

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Figure 5.4: Third Floor Administration Building Adjacency Diagram

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SAN FRANCISCO SAN JOSE LOS ANGELES SAN DIEGO SHANGHAI

