



Community College Facility Coalition  
Virtual 27<sup>th</sup> Annual CCFC Conference  
Tuesday, November 10 & Thursday, November 12, 2020



## The “New Normal” for Space Utilization Post-COVID-19

CCFC 26th Annual Conference

### PANELISTS



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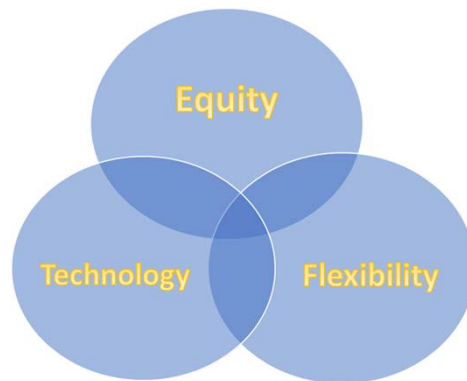
## LEARNING OBJECTIVES

- ▶ How planning, technology, and facilities can help ensure equity for all students
- ▶ How the education plan, facilities master plan, classroom utilization study and bond spending plan are connected
- ▶ How a classroom utilization study can assist in communicating to academic decision makers
- ▶ How State and local bond funds can be used to provide flexible spaces and technology enhancements



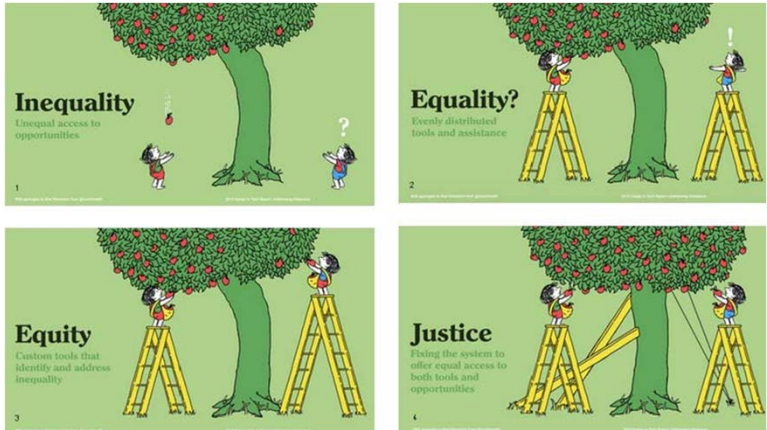
## INTERSECTIONS

- ▶ EQUITY
- ▶ FLEXIBILITY
- ▶ TECHNOLOGY





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EQUITY – #ThisIsEquity





## EQUITY

- ▶ How can planning, technology, and facilities help ensure equity for all students?



## FLEXIBILITY

- ▶ What does it mean to be flexible in educational and facilities planning and why is it important?





## FLEXIBILITY

- ▶ What are some key benchmarks for flexible planning?



## FLEXIBILITY

- ▶ What is a classroom utilization study and how can it be used to inform flexible and efficient class loading, scheduling and staffing?





## FLEXIBILITY

- ▶ Space Utilization Analysis
  - College-Wide Building Summary
  - Hourly Utilization By Room Utilization
  - Room Capacity Load & WSCH Gap
  - WSCH Capacity vs. Hourly Utilization by Room
  - Station Occupancy Efficiency



## FLEXIBILITY

- ▶ College Wide Building Summary

Analyzes instructional space on an overall building level. The average hourly classroom and laboratory utilization per week by building is noted, along with the % to Title 5 Standard.





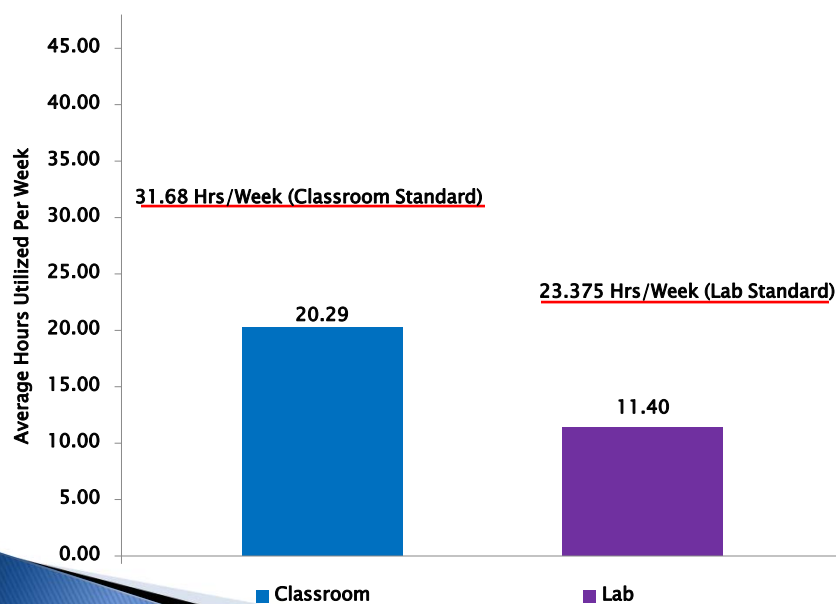
## FLEXIBILITY

### ▶ Hourly Utilization by Room Utilization

- Analyzes instructional space by hours of weekly utilization for Classrooms and Laboratories separately. The % to hourly standard for each room along with the gap or deviation from the standard is also shown.
- Analyzes the WSCH Generated versus WSCH Capacity for all instructional space at Laney College. The percent to WSCH Capacity for all Classrooms and Laboratories separately are also depicted in this section.
- Includes data on section count, enrollment, and WSCH generation by course types that utilized each room.



Average Hourly Classroom & Lab Utilization per Week





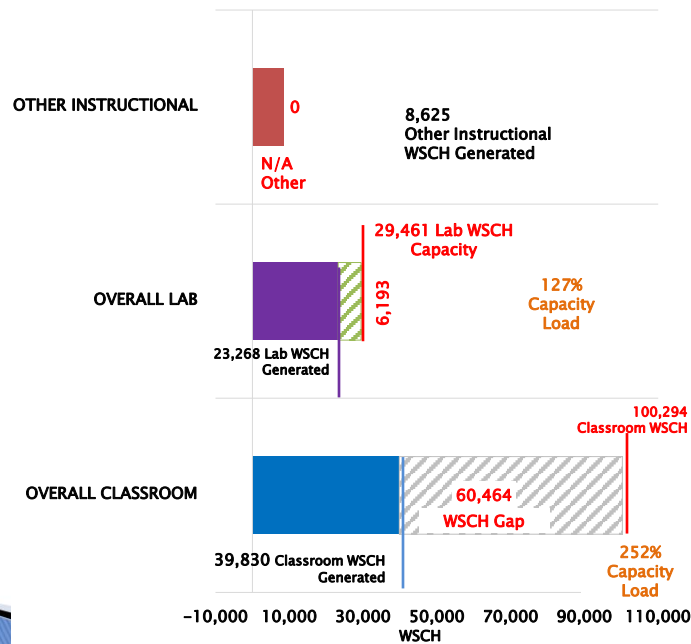
## FLEXIBILITY

### ▶ Room Capacity Load & WSCH Gap

- Analyzes the capacity load ratio of each instructional space and the WSCH gap needed to be considered efficient utilization. If there is a space need (capacity load under 100%), then the WSCH gap will be a negative number.
- Analyzes the capacity load ratio of each instructional space and the ASF gap for the space to be considered efficient. If there is a space need (capacity load under 100%), then the ASF gap will be a positive number.



Classroom, Lab & Other Instructional (Capacity Load & WSCH Gap)





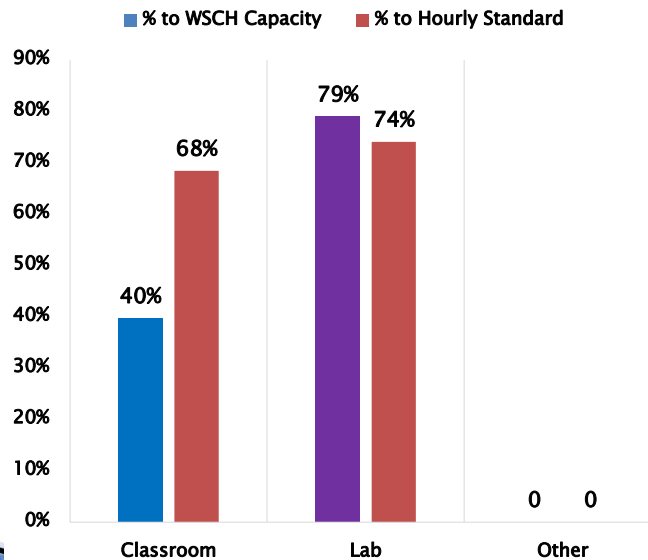


## FLEXIBILITY

- ▶ WSCH Capacity vs. Hourly Utilization by Room
  - Analyzes % to WSCH Capacity versus % to Hourly Utilization Standard (based on Title 5 Standards) for individual rooms.



Classroom vs. Lab  
(% to WSCH Capacity vs. % to Hourly Utilization)





## FLEXIBILITY

- ▶ Station Occupancy Efficiency
  - Analyzes the actual station occupancy rate of each room and the station occupancy gap for the room to be considered efficiently utilized. If a room's station occupancy rate is above the Title 5 standard, then the Station Occupancy gap will be a negative number.



## FLEXIBILITY and EQUITY

- ▶ Many community college students are:
  - Older
  - Parents of young children (and children of aging parents)
  - Working
  - First generation
  - Socio-economically disadvantaged
  - From historically under-represented ethnicities and communities
- ▶ Constantly juggling:
  - Work
  - Childcare or elder care
  - Transportation schedules
  - School





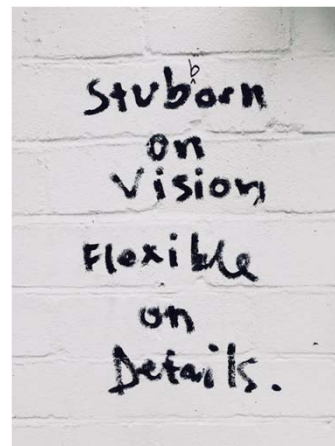
## FLEXIBILITY and EQUITY

- ▶ Example of Inefficient Scheduling Impact on Student:
  - Monday/Wednesday Schedule
    - 7-8:30AM - family obligations
    - 8:30-9AM - commute to campus
    - 9:30-11AM - CLASS
    - 11AM-12:30PM - CLASS
    - 12:30-2:00 PM - **WASTED TIME - NO CLASSES FOR PROGRAM OFFERED IN TIME SLOT!**
    - 2-8PM - commute/work/family obligations
    - 8PM -> Study
- ▶ Result - program completion delays; costs associated with prolonged time to completion and transitioning to living-wage careers or transfer.
- ▶ Consolidated, predictable schedules result in more students and timely completion of courses and programs.



## FLEXIBILITY

- ▶ Why is collaboration and communication with campus decision makers critical to developing flexible approaches to well scheduled classrooms and labs? What are some effective ways to collaborate with and communicate with campus decision makers?





## FLEXIBILITY

- ▶ How can State and local bond funds be used to provide schools with flexible spaces?



## TECHNOLOGY



Loading  
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## TECHNOLOGY

- ▶ What is a technology master plan (TMP) and how can a TMP provide schools with a blueprint for improving flexible scheduling, as well as student access and success?



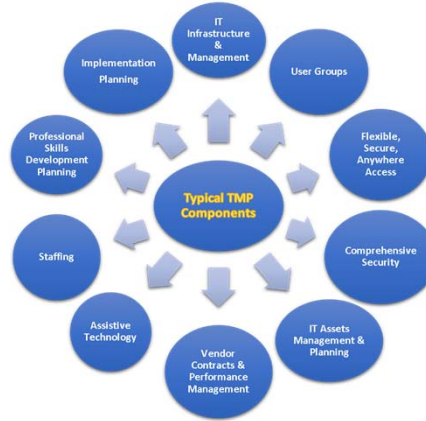
## Technology Master Plan





## TMP

- ❑ Informed by the Educational Plan
- ❑ Integrated with Facility Master Plan
- ❑ Wide-ranging
- ❑ Impact all programs and functions



## TECHNOLOGY

- How can schools leverage technology to meet the needs of more students?





## TECHNOLOGY

- ▶ How can State and local bond funds be deployed to enhance school technology?



## TECHNOLOGY

- ▶ What are the legal implications of the expanded use of campus technology and related bond funding?



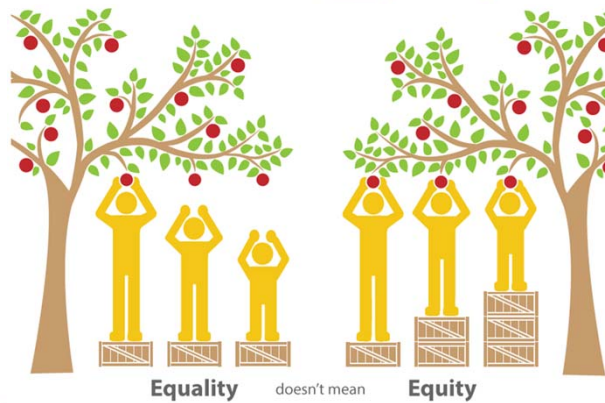


## BACK TO EQUITY

- ▶ How does enhanced flexibility in class scheduling and facility design foster greater equity in access and outcomes for students?



QUESTIONS







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