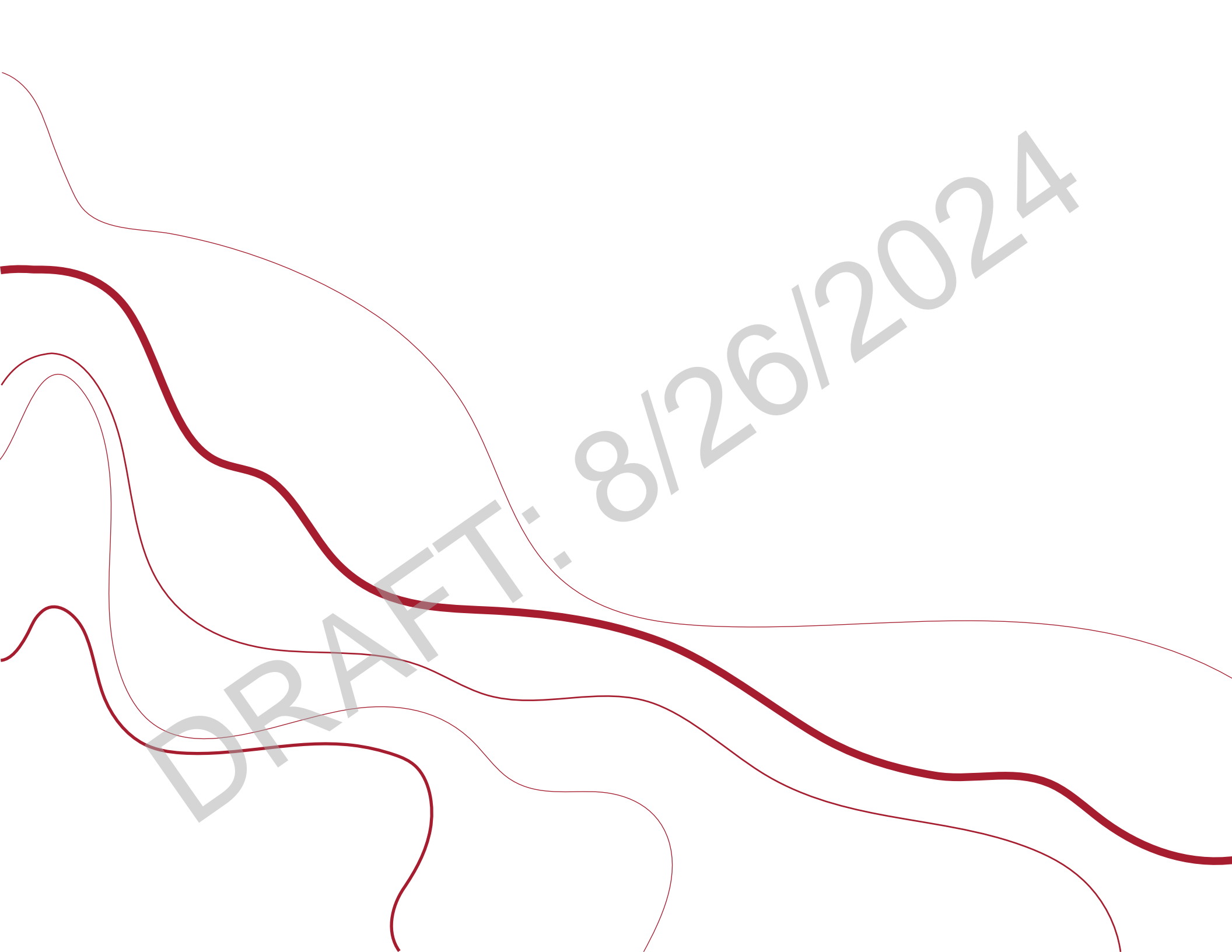




**SANTA BARBARA  
CITY COLLEGE  
FACILITIES  
VISION PLAN**

**DRAFT: 08/26/2024**



DRAFT: 8/26/2024

DRAFT: 8/26/2024

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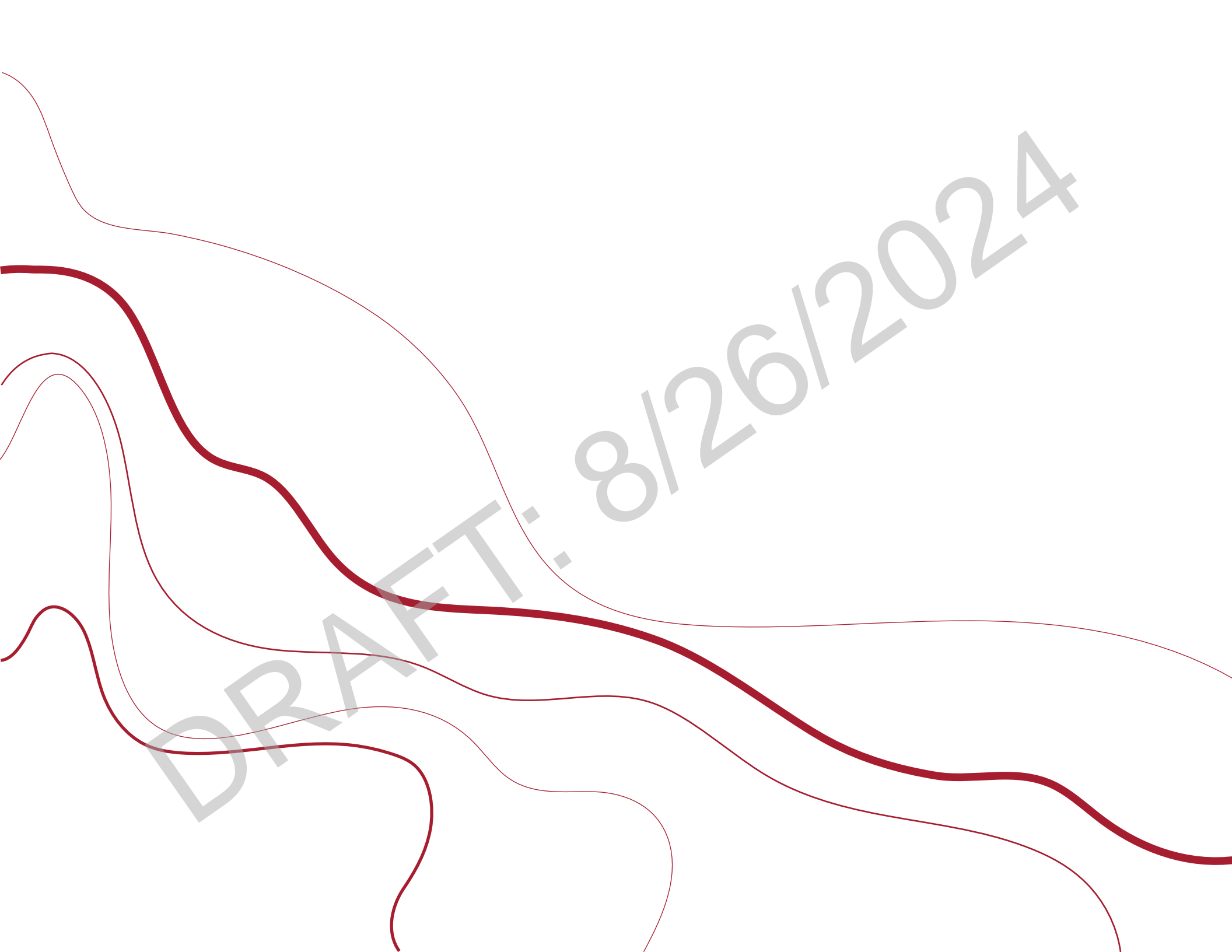
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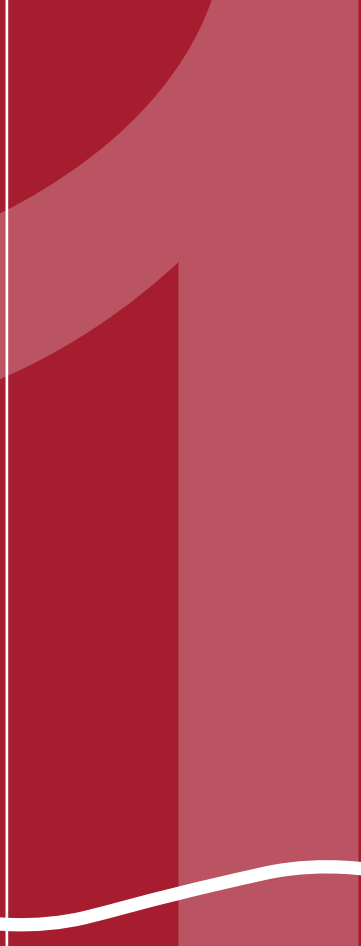
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INTRODUCTION TO THE DISTRICT







## Message From THE PRESIDENT

**Dear SBCC Community,**

I am excited to share with you the launch of our Facility Vision Plan, a transformative initiative designed to make our campuses use space more efficiently. This plan is not just about buildings and grounds; it's about fostering a healthier, more connected campus environment that builds a sense of belonging that supports our academic mission and enhances the overall experience for students, faculty, and staff.

One of the key objectives of the Facility Vision Plan is to create a more balanced budget by optimizing the use of our existing spaces. By doing so, we can reduce unnecessary expenses, allocate resources more effectively, and ensure that every dollar spent directly contributes to the educational success and well-being of our community. This plan will help us achieve a sustainable financial model that can support SBCC's growth and excellence for years to come.

This ambitious project would not have been possible without the dedication and hard work of our Facility Vision Plan Committee. Their vision, commitment, and tireless efforts

have been instrumental in shaping a plan that truly reflects the needs and aspirations of our campus community. I extend my heartfelt gratitude to each member of the committee for their invaluable contributions.

I would also like to thank our consultants, who have provided expert guidance and insights throughout the planning process. Their professional expertise has been crucial in developing a plan that is both innovative and practical.

Finally, I want to express my deep appreciation to all the faculty and staff who have participated in this process. Your input, feedback, and support have been vital in ensuring that the Facility Vision Plan is comprehensive and inclusive.

Together, we are embarking on a journey that will transform our campuses into more efficient, vibrant, and interconnected spaces. I am confident that this plan will pave the way for a brighter future for Santa Barbara City College.

**Warm regards,**




Erika Endrijonas, Ph.D.  
SBCC Superintendent/ President

## OVERVIEW

Santa Barbara City College was established by the Santa Barbara High School District in 1909, making it one of the oldest community colleges in California. The district was discontinued shortly after World War I, and its work largely taken over by the Santa Barbara State Normal School, which became the Santa Barbara State College, and later, the University of California, Santa Barbara.

SBCC was reorganized by the high school district in the fall of 1946. Called Santa Barbara Junior College from its inception, the Santa Barbara Board of Education formally changed the name to Santa Barbara City College in July 1959. Also in the summer of 1959, the institution moved to its present and permanent location on the Santa Barbara Mesa, former site of the University of California, Santa Barbara. Situated on a 74-acre bluff, the campus overlooks the harbor and Pacific Ocean. Passage of a 1969 construction bond issue and a 1973 land acquisition bond issue ensured that the district would have a single, consolidated Mesa campus.

The Wake Campus was acquired in 1978, and then the Schott Campus was acquired in 1981.

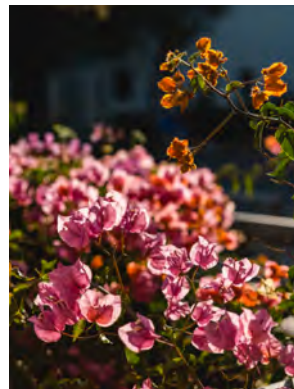
## VISION

Santa Barbara City College strives to build a socially conscious community where knowledge and respect empower individuals to transform our world.

## MISSION

As a public community college dedicated to the success of each student, Santa Barbara City College welcomes all students. The District provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The District is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student.



## CORE PRINCIPLES

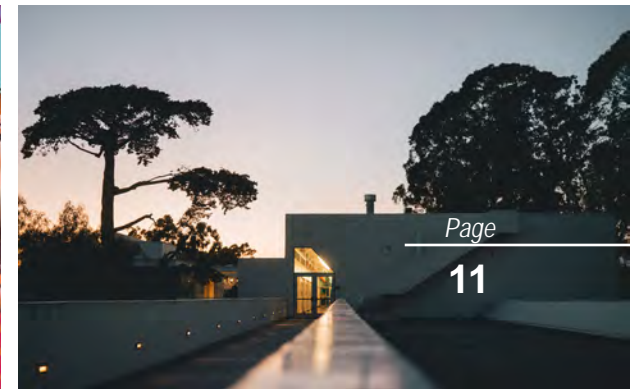
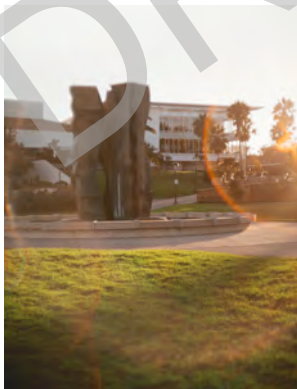
Santa Barbara City College's core principles guide all aspects of instruction, organization, and innovation:

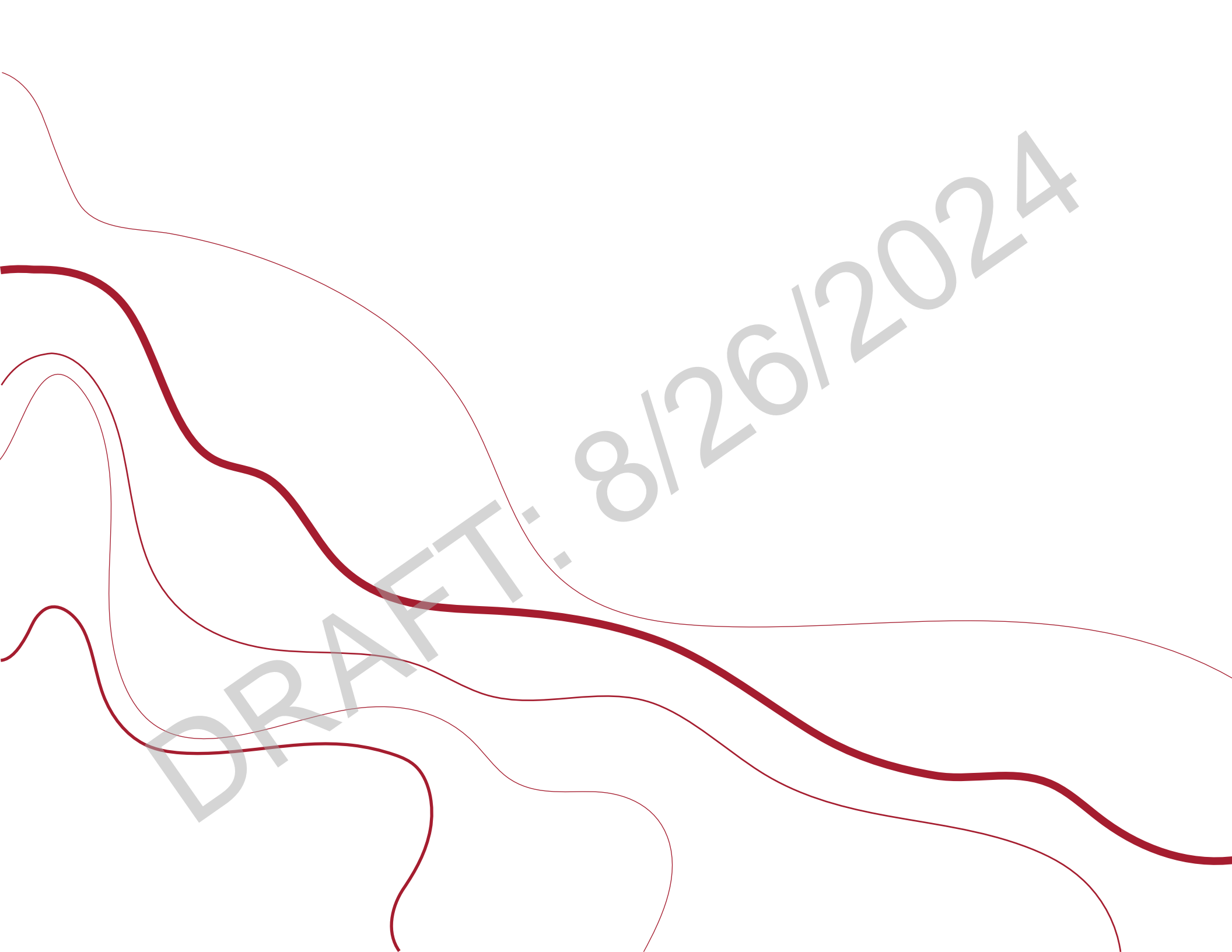
- Student-centered policies, practices, and programs
- Participatory governance
- A psychologically and physically supportive environment
- Free exchange of ideas across a diversity of learners
- The pursuit of excellence in all college endeavors

## CHARTER

Santa Barbara City College's mission and core principles honor our commitment to the spirit and intent of the foundational framework of the California Community Colleges, as described in California Education Code §66010.4:

- *Primary Mission:* Academic and vocational instruction at the lower division level; advancement of California's economic growth and global competitiveness through education, training, and services
- *Essential and Important Functions:* Remedial instruction, ESL, adult noncredit instruction (in areas defined as being in the state's interest), and student support services





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INTRODUCTION TO THE

*Facilities Vision Plan (FVP)*



## PURPOSE

The Facilities Vision Plan (FVP) provides a current vision for the future state of academic and support services space, buildings, and overall college and campus improvements. As a companion document to the Educational Vision Plan (EVP), the FVP supports the development of the institution through the year 2034. The recommendations developed in this plan may require additional planning depending on future development.

The FVP is a framework for campus development and addresses the following objectives:

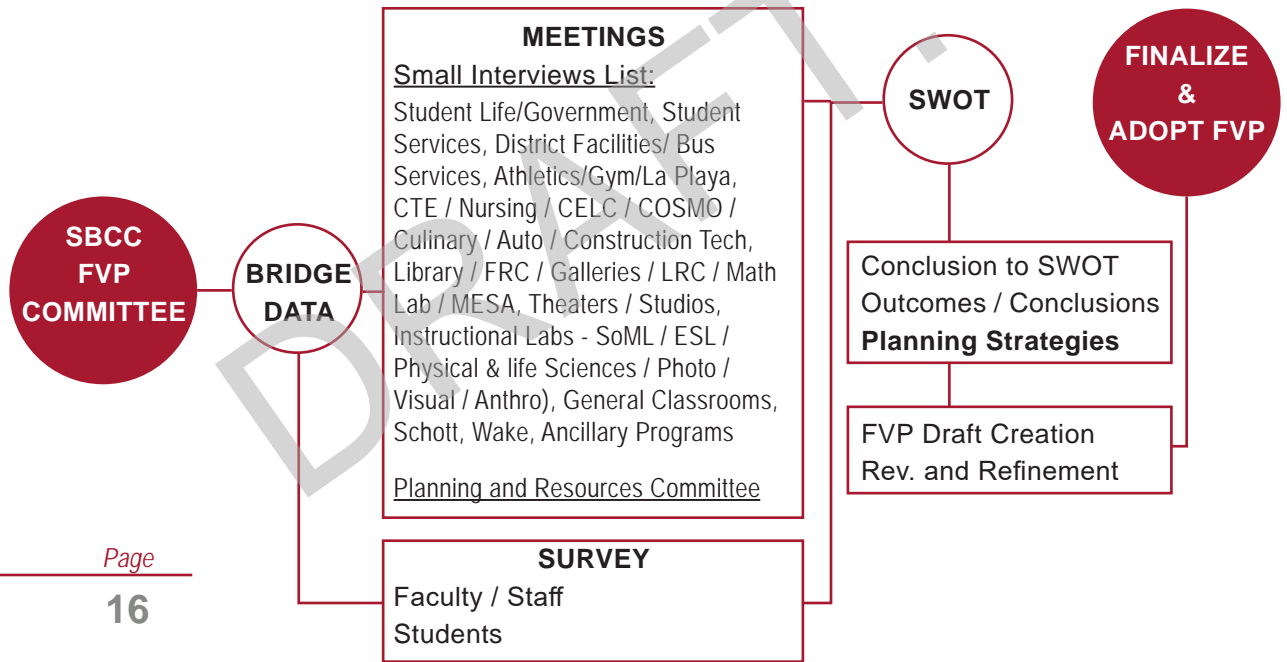
- Create a functional and usable space and facilities plan based on the EMP that updates the previous assessment for space identified in Santa Barbara City College's Education and Facilities Vision Plans.
  - Review and assess the current conditions of the district facilities through a quantitative review and validation of data related to academic and support service programs to align current student population with future facility needs.
  - Obtain qualitative input from the campus community in support of the FVP.
  - Match space needs with the curriculum, create modern teaching facilities and learning environments, and provide modern support services sufficient to serve the student's needs.
  - Evaluate traffic circulation and pedestrian way-finding with a goal of enhancing student access and safety.
- Provide an overview for infrastructure planning, the development of campus standards and design guidelines, address deferred maintenance and general campus improvements.
  - Be a resource for decision-making in support of the distribution of resources for current capital projects, as well as providing additional opportunities for state funding.
  - Produce a well-conceived and well-justified plan for capital outlay projects that are an outcome of a sound planning process.

# APPROACH, ORGANIZATION & STRUCTURE

During the 2023-2024 academic year, the Facilities Vision Plan Work group was established to facilitate the development of the plan. Monthly meetings were held to discuss various aspects of the planning process and to measure progress.

The FVP Work Group was also charged with disseminating information college-wide and providing feedback to the planners. In addition to the monthly meetings, the planners also met with internal stakeholder groups including staff, students, faculty, community members and the administration.

The information gathered from the stakeholder meetings was compared to the findings identified in the enrollment and space inventory data.





## ACKNOWLEDGMENTS

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### WORKGROUP MEMBERS

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*Mark Broomfield* : Facilities Operations Manager

*Brian Fahnestock* : Assistant Superintendent / Vice  
President Business Services

*Erik Fricke* : Direction Safety and Emergency Response

*Dan Gaffney* : (CSEA) Classified Representative,  
Facilities Assistant, Sr.

*Jordan Killebrew* : Executive Director Communications  
and Marketing

*Katie Laris* : Academic Senate Representative, Associate  
Professor, Theatre Arts

*Deneatrice Lewis* : Assistant Superintendent / Vice  
President Human Services

*Kimberly Monda* : Academic Senate President,  
Professor, English

*Rob Morales* : Director of Facilities

*Dean Nevins* : Executive Director, Information Technology

*Julie Samson* : (ALA) Management Representative,  
Dir. Entrepreneurship, Dean, Ed Programs

*Carola Smith* : AS / VP School of Extended Learning

*Beth Taylor-Schott* : Dean Education Programs

*Alexandra Thierjung* : (ACE) Confidential Representative  
Executive Admin IIC,  
Business Services

*Angela Warren* : Coordinator, Counselor, Associate Professor  
Student Services Transfer Academy (TAG)

### CONTRIBUTING PLANNERS

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The planning team acknowledges Thierry Cassan and the KBZ Architects, Inc. team for their contributions to this Facilities Vision Plan. KBZ has conducted numerous feasibility studies, planning explorations, and projects with SBCC in recent years. Their work is incorporated into this FVP and serves as reference for the program of work. Specific work includes the Cliff Drive Campus Entries in collaboration with the City of Santa Barbara, Bicycle Circulation, Pedestrian Circulation & Wayfinding Improvements, Vision Plan, Physical Science Project, etc.

# PLANNING PROCESS

Planning as an integrated process should be both operational and strategic. The process must incorporate existing planning as well as offer new recommendations based on recent College analysis.

The following planning model was generated to address the District's capacity for generating future Weekly Student Contact Hours (WSCH) and achieving enrollment growth.

The model is based on the demographics of the effective service area and the ability of the District to attract new students.

## ASSESSMENTS

The following assessments were conducted:

- Determine space tolerance thresholds for current buildings on campus and at the centers and to evaluate the types of spaces offered, their capacity for modification (including expansion), and their ability to accommodate future growth of the programs served.

- Determine the future space needs of the academic and support services programs and establish a curriculum baseline composed of Weekly Student Contact Hours (WSCH), the number of sections offered, the number of enrolled students per class section, and the distribution of lecture versus laboratory hours. When viewed by discipline, a calculated need was established. Using this analysis, plus the historic trends of previous College growth, provide a growth factor to be applied to future development of each program of instruction and support services of the institution.
- Access the ability to re-purpose existing buildings.
- Determine the impact on the user-constituency groups. The assessment process focuses on the impacts and possible displacement of personnel and functions, the requirements for any swing space during construction/renovation phases, additional financial implications to the District due to possible secondary effects, and the ultimate impact on students and staff.



Planning was conducted through a collaborative process to prepare the Facilities Vision Plan. During this process, it was determined this Facilities Vision Plan would focus on creating and outlining a high-level vision for the District.

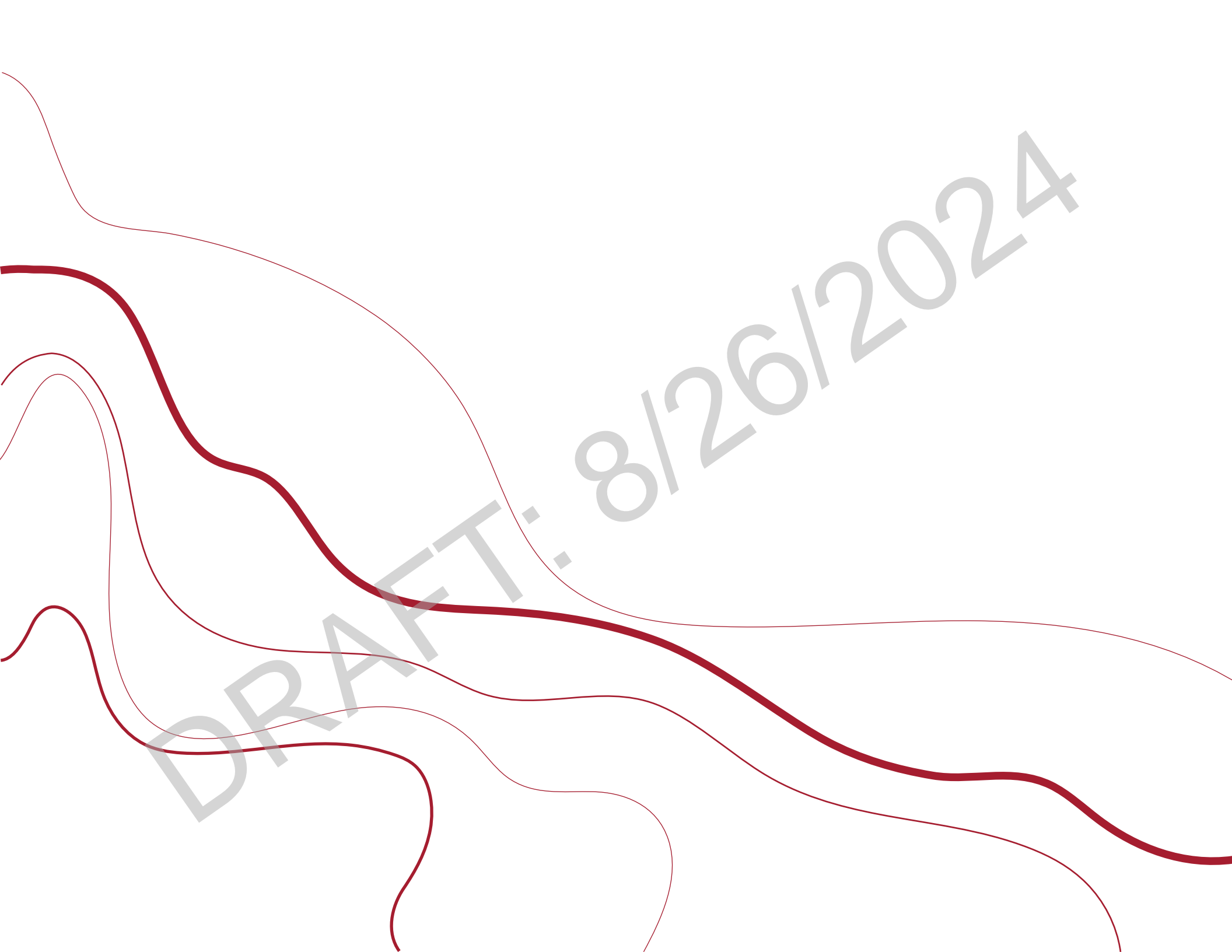
This vision utilized the most up-to-date information available. Over the next several years, the District's capital planning team, staff, and faculty will develop detailed programming plans and cost estimates for each of the projects.

## GOALS AND INTENDED OUTCOMES

Focus group interviews and questionnaires involved capturing the information necessary to evaluate a facilities condition plus the possible growth needs anticipated over the next 10 years. These assumptions became the building blocks of the final action plan for facilities development.

- The capacities of the programs of instruction and the evaluation of space needs were viewed from both a quantitative and qualitative perspective.
- The facilities program identifies the need for renovation, replacement, modernization, and possible secondary effects.
- Fiscal and environmental responsibility
- Provide a vision for SBCC that is data driven, increases efficiency, and supports the academic mission.
- Provide a blueprint for campus development and a resource for decision making.





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**SUPPORTING THE**

*Educational Vision Plan (EVP)*





## OVERVIEW

Linking the Educational Vision Plan's goals, strategies, and productivity to space quantification completes the planning process and unifies the current and future directions to achieve Santa Barbara City College's mission to provide students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

The following are four Strategic Directions that were the product of broad-based constituent input across the district.

- Foster student success through exceptional programs and services.
- Provide facilities and institute practices that optimally serve College needs.
- Use technology to improve college processes.
- Involve the District community in effective planning and governing.

Vision Plan. Primary among those findings were the following considerations:

- The characteristics of the District's effective service area
- The District's course and program reviews as well as institutional effectiveness evaluations
- The potential for growth in the area
- The into the future need for additional and/or better configurations of space

## PLANNING PROCESS

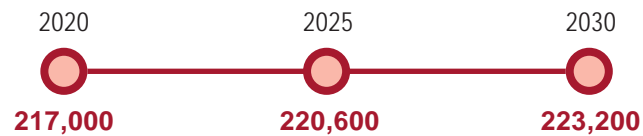
The Educational and Facilities Vision Plan is the district's long-term plan for Academic Affairs, Student Affairs and Business Services. It is designed to work in conjunction with Santa Barbara City College's internal documents linked to the Vision 2034 plan.

Planning must address both long-term as well as meeting short-term goals. The Facilities Vision Plan relies on and is guided by the findings in the Educational

# CHARACTERISTICS OF THE EFFECTIVE SERVICE AREA

Based on an analysis of residential zip codes reported by enrolled students, the majority live within ten zip codes that define the District service area. The key characteristics of the service area are described below:

## POPULATION GROWTH



Source: Santa Barbara County Association of Governments (2019).  
Regional Growth Forecast 2050

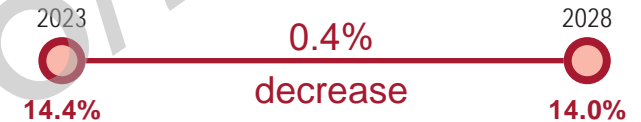
## ANNUAL RATE OF POPULATION CHANGE

**.029%**

## MEDIAN AGE PROJECTION IN 2025



## TRADITIONAL COLLEGE AGE RANGE (19-24)



## AREA OF FASTEST GROWTH

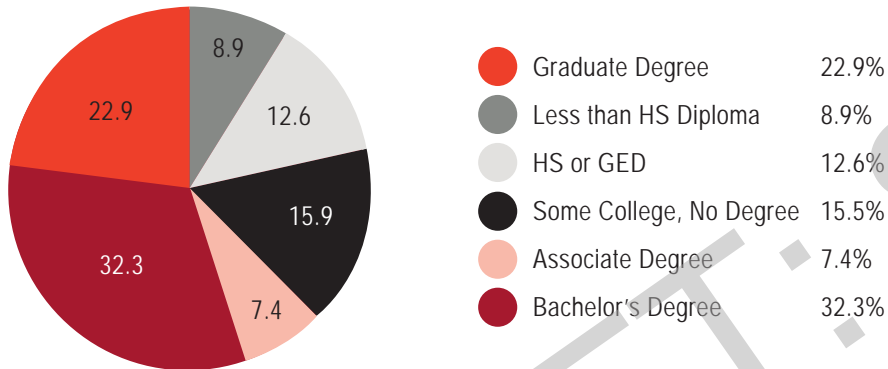
The fastest growing portion of the SBCC area is defined by zip 93109 along the central coastal area of the District.

## AGE GROUP WITH FASTEST GROWTH

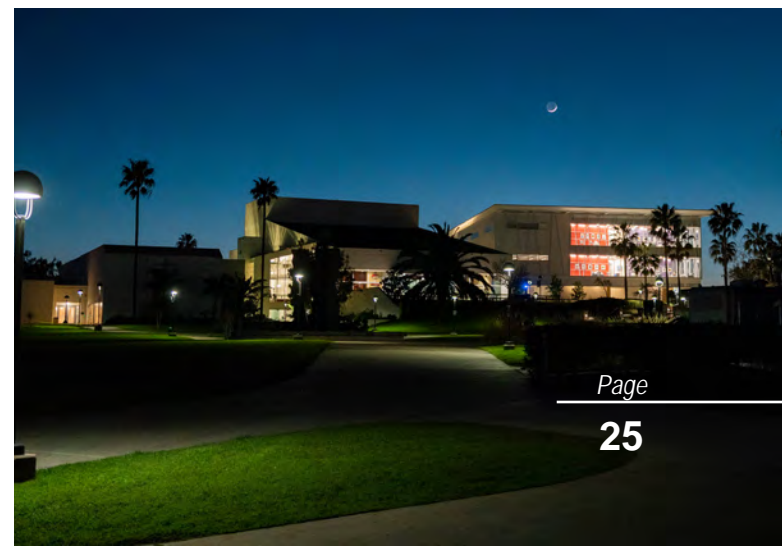
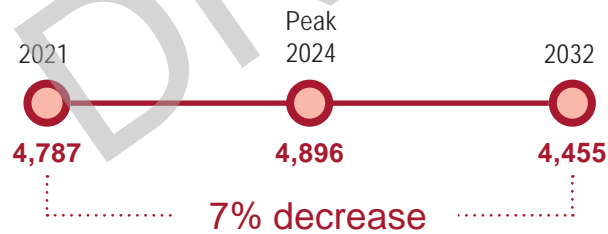
**35 - 44 yrs**



### EDUCATIONAL BACKGROUND



### NUMBER OF HIGH SCHOOL GRADUATES IN SANTA BARBARA COUNTY



# ENROLLMENT TRENDS

Growth determinants for the District are derived from the demographic characteristics of the effective service area, opportunities to meet educational need and demand, and the region's high school enrollment and graduation history.

These given factors affected Santa Barbara City College that experienced declining student participation in credit instruction from 2014-15 to 2019-20. The average year to year decline in:

- Credit FTES was -2.9%
- Credit WSCH was -3.6%
- Total enrollment (credit and noncredit seat counts) was -3.3%

Credit FTES and WSCH both declined sharply during the first year of the COVID pandemic and continued to decline through 2022-23. Total enrollments (seat counts), particularly the credit component, also declined sharply during the initial year of the COVID pandemic and continued to decline through 2022-23.

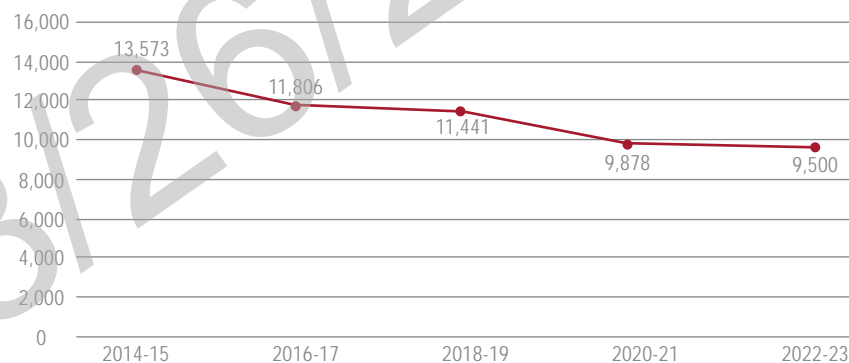
Conversely, the District experienced increased student participation in noncredit instruction from 2014-15 to 2019-20. The average year to year increase in:

- Noncredit FTES was 14.9%.
- Noncredit WSCH was 12.9%.

Noncredit FTES and WSCH both declined sharply during the first year of the COVID pandemic but increased through 2022-23.

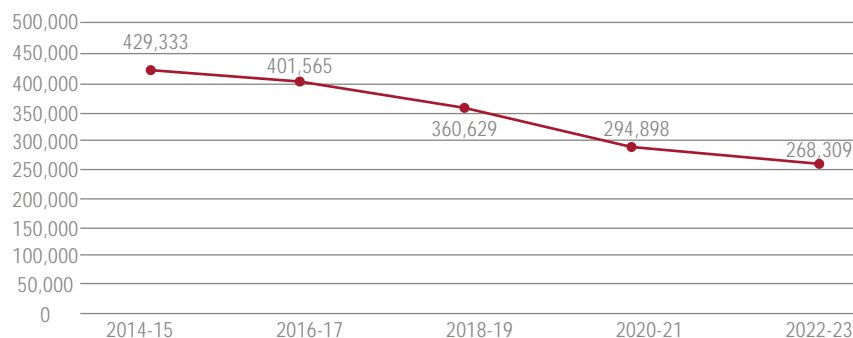
The historic FTES, WSCH, and enrollment (seat count) data are generated at all sites and include all modalities of instruction. The following graphics portray the history at all locations and instruction in all modalities.

## ANNUAL CREDIT FTES TRENDS



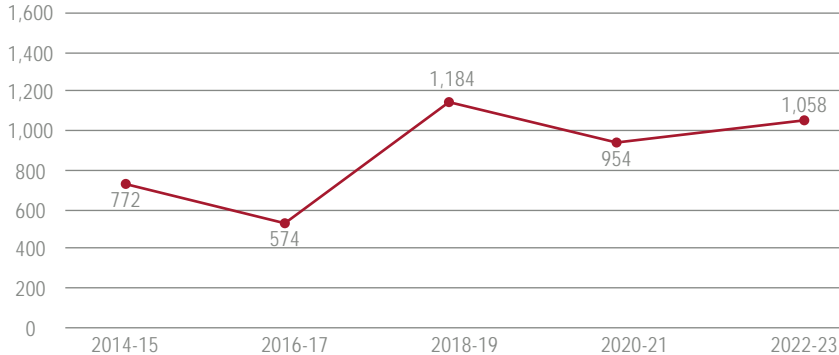
Source: Santa Barbara City College; analysis by Cambridge West Partnership, LLC.

## ANNUAL CREDIT WSCH TRENDS



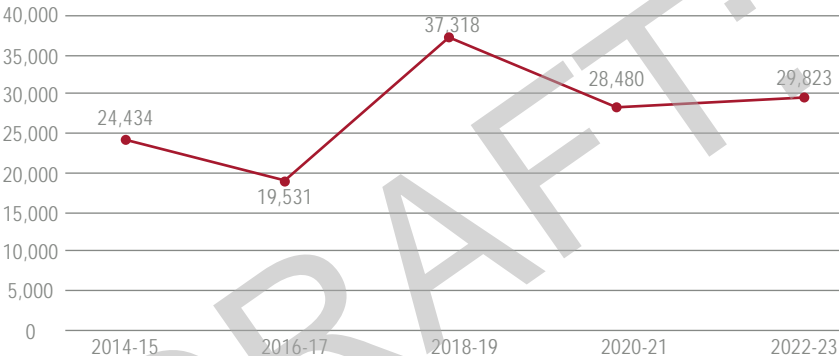
Source: Santa Barbara City College; analysis by Cambridge West Partnership, LLC.

### ANNUAL NONCREDIT FTES TRENDS



Source: Santa Barbara City College; analysis by Cambridge West Partnership, LLC.

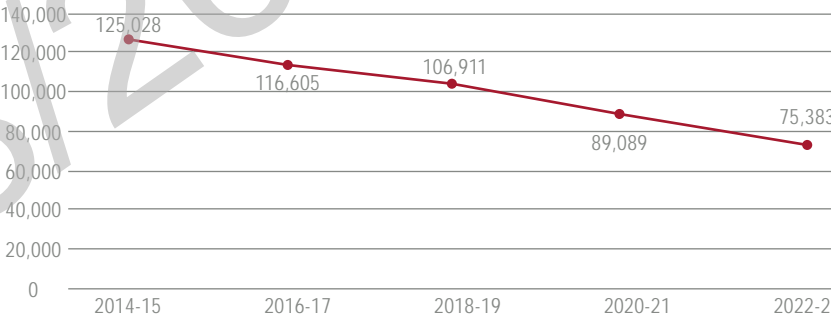
### ANNUAL NONCREDIT WSCH TRENDS



Source: Santa Barbara City College; analysis by Cambridge West Partnership, LLC.

Annual enrollments (seat counts), particularly in credit instruction, at SBCC have declined in recent years as illustrated in the following graphic. Like almost all other California community colleges SBCC experienced a sharp enrollment decline associated with the COVID pandemic.

### ANNUAL TOTAL (CREDIT AND NONCREDIT) ENROLLMENT (SEAT COUNT) TRENDS



Source: Santa Barbara City College; analysis by Cambridge West Partnership, LLC.



## CURRENT PROGRAMS OF STUDY

The Chancellor's Office has authorized SBCC to offer 305 active programs of study. Of those, 27 are Associate Degrees for Transfer and 104 are Associate of Arts or Associate of Science Degrees for a total of 131 authorized degree programs of study. The District sponsors 85 Certificate of Achievement programs which require 18 to 60 semester units to earn. SBCC also has been granted authority to offer 89 noncredit programs of study. Seven of those are in career technical education (CTE) fields while the balance addresses a locally defined goal.

Enrollment growth in the 132 credit disciplines supporting these programs of study has varied from 2015-16 to 2022-23. Overall, the District annually lost 4,819 credit enrollments (seat counts) or -4.2% between these two academic years.

## Credit Disciplines With a Positive Enrollment Gain 2015-2022

DISCIPLINE	SUBJECT	ANNUAL % CHANGE
Administration of Justice	AJ	0.7%
Botany, General	BOT	0.5%
Business Administration	BUS/BLAW	3.7%
Business and Commerce, General	ENT	1.0%
Career Guidance and Orientation	PD	70.1%
Coaching	PE	2.5%
Computer Science (Transfer), Programming	CS	11.9%
Cosmetology and Barbering	CSMT	3.3%
Digital Media, Website Design and Development	MAT	7.6%
Economics	ECON	3.7%
Ethnic Studies	CHST/BLST/ ETHS	1.8%

DISCIPLINE	ANNUAL % CHANGE
Film Studies	30.7%
Interior Design and Merchandising	0.4%
Korean	37.5%
Language Arts, Creative Writing	6.1%
Legal and Community Interpretation	2.9%
Library Science, General	0.2%
Oceanography	1.5%
Other Foreign Languages	8.8%
Real Estate	1.6%
Speech Communication	

Source: California Community Colleges, Chancellor's Office. *Data Mart*, analysis by Cambridge West Partnership, LLC.

## Credit Disciplines With Enrollments Declining Less Than the College Annual Median 2015-2022

DISCIPLINE	SUBJECT	ANNUAL % CHANGE
Accounting	ACCT	-1.2%
Animation, Multimedia	MAT	-1.1%
Anthropology	ANTH	-2.1%
Architectural Drafting	DRFT	-0.6%
Automotive Technology	AUTO	-0.5%
Chemistry, General	CHEM	-0.6%
Classics	ENG	-1.6%
Database Design and Administration, Computer Infrastructure and Support	CIS	-1.1%

DISCIPLINE	ANNUAL % CHANGE
English as a Second Language, Integrated	-1.9%
Film History and Criticism	-0.8%
General Work Experience	-0.4%
Geology	-1.2%
Intercollegiate Athletics	-1.6%
Licensed Vocational Nursing	-2.1%
Other Humanities	-0.5%

Source: California Community Colleges, Chancellor's Office. *Data Mart*, analysis by Cambridge West Partnership, LLC.

## Credit Disciplines With Enrollments Changing the Same as the College Annual Median 2015-2022

DISCIPLINE	SUBJECT	ANNUAL % CHANGE
Applied Photography	PHOT	-3.3%
Art	ART	-3.3%
Asian, South Asian, and Pacific islands	KOR	-4.2%
Astronomy, Earth Science, Geography	ERTH	-3.7%
Banking and Finance	FIN	-4.5%
Biology, General	BIOL	-3.4%
Business Management	MGMT	-4.7%
Child Development / Early Care and Education	ECE	-3.5%
Comparative Literature	ENG	-3.9%
Computer Graphics and Digital Imagery	MAT	-3.5%
Computer Software Development, Systems Analysis	CS	-3.2%
Dance, Physical Education	PE	-5.6%
Drafting Technology	DRFT	-4.6%
French	FR	-5.6%
German	GER	-4.4%
Gerontology, Health Education	HE	-5.4%
Graphic Art and Design	GDP	-3.7%
Health Information Coding	HIT	-5.3%
Health Occupations, General	AH	-4.5%
Health Professions, Transfer Core Curriculum	BMS	-3.0%
Engineering (Gen. Requires Calc), Engineering Technology (Gen. Requires Trig), Electronics and Electrical Technology	ENGR	-3.5%

DISCIPLINE	SUBJECT	ANNUAL % CHANGE
History	HIST	-3.3%
Horticulture	EH	-4.3%
Information Technology (Gen), Computer Info Sys.	CIS	-3.5%
Italian	ITAL	-3.0%
Japanese	JAPN	-6.1%
Mathematics, General	MATH	-5.1%
Media and Communications (Gen)	FS	-4.9%
Music	MUS	-6.2%
Philosophy	PHIL	-3.8%
Physical Sciences, General	PHSC	-4.9%
Physics, General	PHYS	-6.1%
Political Science	POLS	-3.7%
Psychology, General	PSY	-3.7%
Radiologic Technology	RT	-3.8%
Registered Nursing	NURS	-4.0%
Sales and Salesmanship	MKT/RCS	-5.8%
Sociology	SOC	-3.0%
Spanish	SPAN	-4.8%
Study Skills	PD	-5.0%
Technical Theater	TA	-4.8%
Television (including combined TV/ Film/Video)	FP	-3.9%
Zoology, General	ZOOL	-6.1%

## Credit Disciplines With Enrollments Declining More Than the College Annual Median 2015-2022

DISCIPLINE	SUBJECT	ANNUAL % CHANGE	DISCIPLINE	SUBJECT	ANNUAL % CHANGE
Academic Guidance, Job Seeking/ Changing Skills	PD	-7.0%	English - Reading	ENG	-9.0%
Alcohol and Controlled Substances	ADC	-9.1%	Environmental Studies	ENVS	-7.3%
Arabic	ARBC	-6.6%	Film Production	FP	-6.9%
Athletic Training and Sports Medicine	HE	-8.2%	Geographic Information Systems	EARTH/GEOG	-10.1%
Certified Nursing Assistant	CNA	-14.2%	Health Information Technology	HIT	-6.6%
Chinese	CHIN	-7.5%	Hospitality	HM	-8.3%
Commercial Music	MUS	-6.8%	International Business and Trade	IBUS	-9.5%
Computer Networking and Support	CNEE/CIS	-9.5%	Journalism	JOUR	-7.4%
Construction Crafts Technology	CT	-6.6%	Marine Technology, Diving and Underwater Safety	MDT	-6.6%
Culinary Arts	CAN	-7.4%	Marketing, Distribution and ECommerce - Business	MKT	-8.0%
Dramatic Arts	TA	-6.8%	Office Technology / Office Computer Applications	COMP	-8.4%
ECommerce - Technology	CIS	-10.7%	Other Business and Management	PRO	-10.8%
Education - General	ED	-8.7%	Painting and Drawings	ART	-6.4%
Electronic Game Design	MAT	-7.4%	Physical Fitness, Aquatics/Lifesaving, Recreation	PE	-7.7%
Emergency Medical Services	EMT	-7.9%	Restaurant and Food Services and Management	CA	-9.0%
English as a Second Language, Writing/ Reading	ESL	-11.7%			

Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC.

Enrollment growth in the 40 non-credit disciplines supporting the non-credit programs of study has varied from 2015-16 to 2022-23. Several other disciplines had only a single year of enrollments between those years and therefore are not included in the following analysis.

Overall, the College annually gained 817 non-credit enrollments (seat counts). There was an 80% change in the seat counts between the 2015-16 and 2022-23 academic years.

## Non-Credit Disciplines With Enrollments Growing More Than the College Annual Median 2015-2022

DISCIPLINE	SUBJECT
Accounting	<b>ACTVNC</b>
Applied Design, Jewelry	<b>CRAONC</b>
Child Development/ Early Care and Education, Preschool Age Children, Infants and Toddlers	<b>ECEPNC</b>
Emergency Medical Services	<b>EMTVNC</b>
Fashion	<b>HMECNC</b>
Horticulture	<b>EHVNC</b>

DISCIPLINE	SUBJECT
Management Development and Supervision	<b>PROVNC</b>
Marketing and Distribution	<b>MKTWNC</b>
Music	<b>CRMNC</b>
Office Technology/ Office Computer Applications	<b>CMPWNC</b>
Other Education	<b>TUTWNC</b>
Secondary Education (Grades 9-12) and GED	<b>GEDNC</b>

Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC.



### Non-Credit Disciplines With Enrollments Growing About the Same as the College Annual Median 2015-2022

DISCIPLINE	SUBJECT
Art, Painting and Drawings, Sculpture, Ceramics	<b>CRAONC</b>
Comparative Literature, Creative Writing	<b>CREONC</b>
Dramatic Arts	<b>CRTONC</b>
Job Seeking/ Changing Skills	<b>PDWNC</b>
Psychology, General	<b>SLFONC</b>

Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC.

### Non-Credit Disciplines Which Lost Enrollment

DISCIPLINE	SUBJECT
Career Guidance and Orientation	<b>DSPSNC</b>
Interpersonal Skills	<b>COMWNC</b>
Landscape Design and Maintenance	<b>EHVNC</b>
Mechanical Drafting	<b>DRFWNC</b>
Parenting and Family Education	<b>ECEPNC</b>
Vocational ESL	<b>ESLVNC</b>

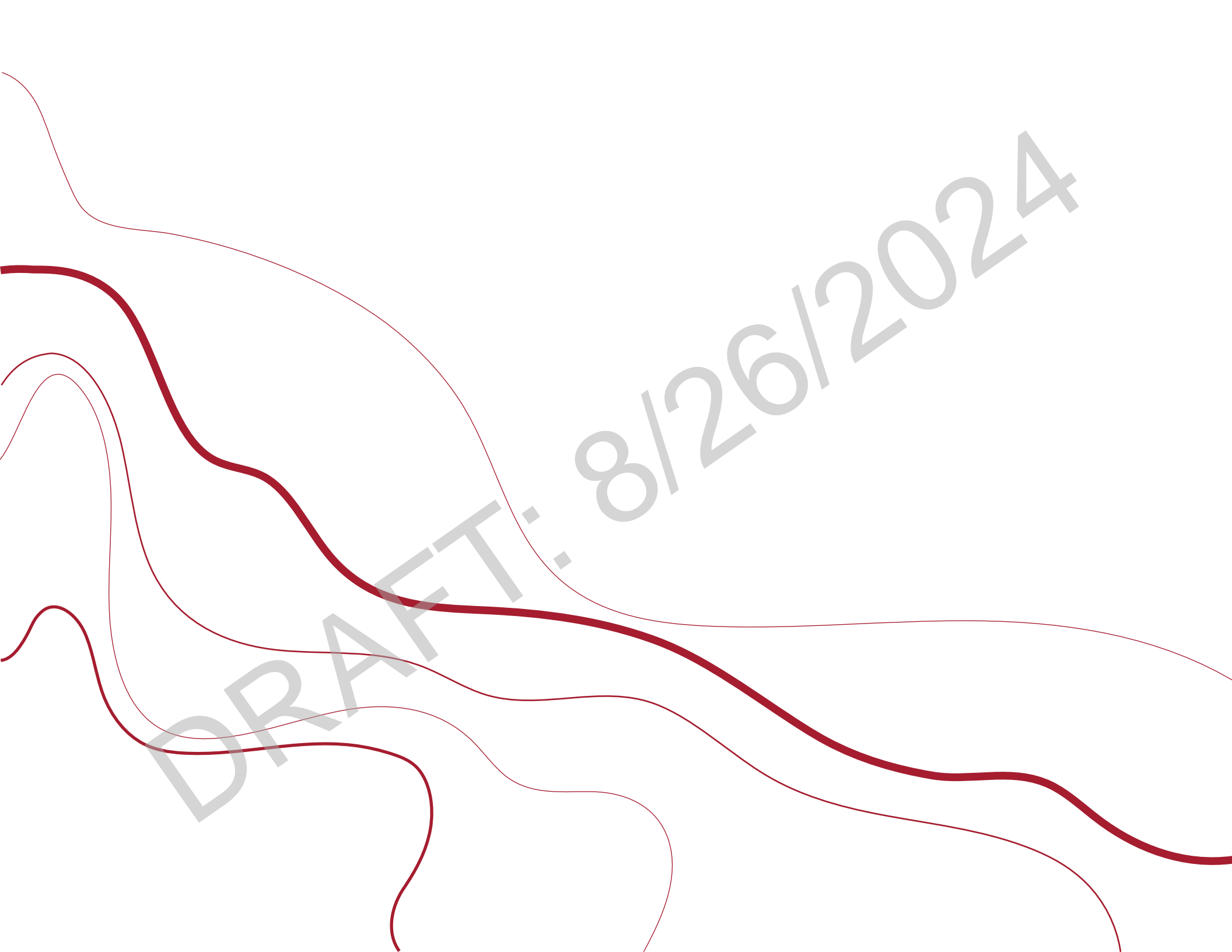
Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC.

### Non-Credit Disciplines With Enrollments Growing Slower Than the College Annual Median 2015-2022

DISCIPLINE	SUBJECT
Fine Arts, General	<b>GDPWNC</b>
Health Education	<b>CNEWNC</b>
Information Technology, General	<b>CTVNCO</b>
Medical Assisting	<b>ESLNNC</b>

DISCIPLINE	SUBJECT
Computer Graphics and Digital Imagery, Dig Media	<b>CRAONC</b>
Computer Support	<b>HEALNC</b>
Construction Crafts Technology	<b>CMPWNC</b>
English as a Second Language, Integrated, Listen.	<b>AHVNC</b>

Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC.



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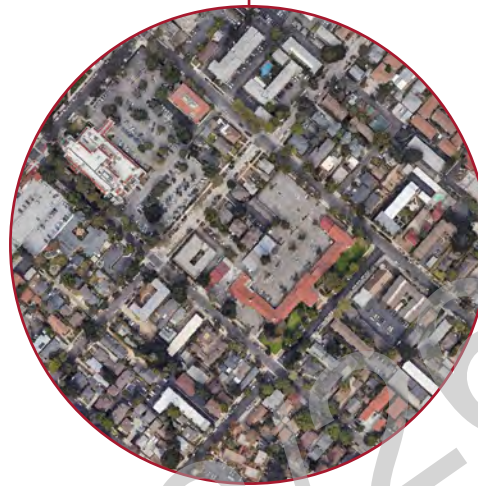
SANTA BARBARA CITY COLLEGE

*SWOT: Strengths, Weaknesses, Opportunities, Threats*



### **WAKE CAMPUS**

Situated roughly 7 miles northwest of the Cliff Campus, SBCC's Wake Campus was acquired by the District in 1978. Originally known as Cathedral Oaks School, its core buildings were built in 1956. Throughout the following years, a series of relocatable buildings and modular structures were introduced to the site to expand instructional needs. Presently, the Wake Campus houses a portion of the School of Extended Learning (SEL), which provides a range of educational and community programs tailored to SBCC's diverse adult population. These programs are designed to enhance both career prospects and life skills while also offering pathways to academic credit.



### **SCHOTT CAMPUS**

Situated approximately 3 miles north of SBCC's Cliff Campus, the 3.6-acre Schott Campus was dedicated by the District in 1981. Initially serving as Garfield School, its original buildings date back to 1935. Over the subsequent decades, additional relocatable buildings were incorporated into the site during the 1980s and 1990s to accommodate instructional needs. Presently, Schott Campus is home to a portion of the School of Extended Learning (SEL), which provides a range of educational and community programs tailored to SBCC's diverse adult population. These programs are designed to enhance both career prospects and life skills while also offering pathways to academic credit.



### **COSMETOLOGY ACADEMY**

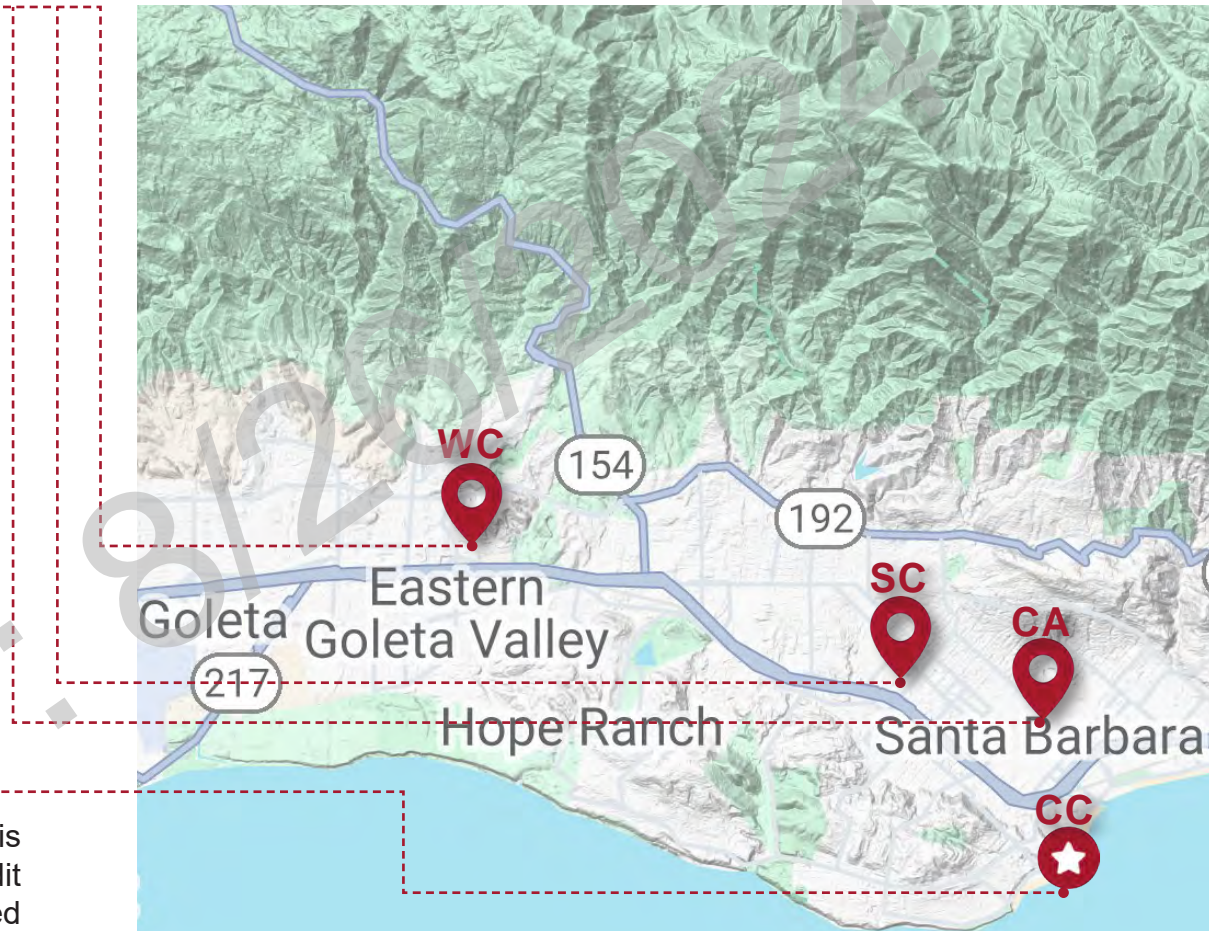
SBCC's Cosmetology Academy is situated in downtown Santa Barbara, just 1.5 miles north of SBCC's Cliff Campus. The building is leased by the District from the SBCC Foundation, which acquired the salon in 2016.

## OVERVIEW & CONTEXT



### CLIFF CAMPUS

Situated above the harbor, the Cliff Campus is the main campus for SBCC, offering most credit instruction at this location. It spans 74 acres, divided into the East and West Campuses. The Mesa Site (East Campus) was acquired in 1957, and the West Campus followed in 1978. Over the past 70 years, the College has both renovated its original buildings, such as the Administration Building constructed in 1935, and developed new facilities to enhance its instructional offerings, the most recent being the West Campus Center which opened in 2019.





## TRANSLATING DATA TO VISION

The following themes should be applied across each campus, commencing immediately and integrated into all future projects:

### BALANCING FACILITIES

Continue to optimize the size, distribution, and function of instructional spaces. This includes evaluating the ratio of laboratory to lecture space to support changing modalities and evolving pedagogical approaches.

### WAY-FINDING

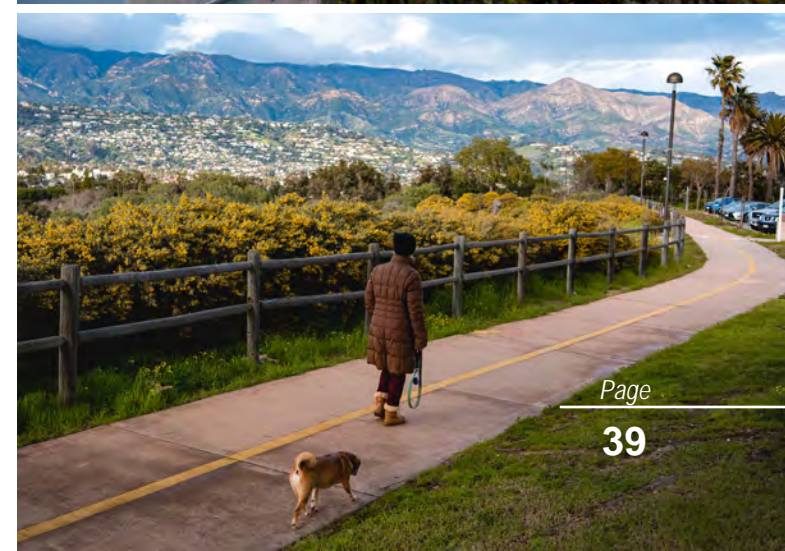
Enhance physical and visual access across all sites to improve ease of use for students. A recently established signage plan should continue implementation, including consistent signage, branding, and entry monuments at all locations.

### OUTDOOR AMENITIES & LEARNING AREAS

Support the development of outdoor study areas, classrooms, and laboratories. Campus environments will benefit from enhanced amenities such as shade, technology, power, lighting, seating, and security.

### IMPROVING LEARNING ENVIRONMENTS & TECHNOLOGY

Ensure that classrooms and labs with high space utilization are equipped with consistent technology, improved furniture, and modern equipment. These enhancements will create learning environments that support current modalities and pedagogical practices.



# HISTORY OF SANTA BARBARA CITY COLLEGE CAPITAL IMPROVEMENTS

## A Brief Timeline

**1957** Mesa Site (current Main Campus) acquired.

**1959** Official name changed to Santa Barbara City College.

**1964** Main Campus Expansion Plan.  
*Physical Sciences Building construction.*



**1965** MacDougall Administration and Career Education Building remodel.  
*Campus Center construction.*  
*Sports Pavilion Building construction.*  
*Student Services Building construction.*

**1971-72** MacDougall Administration and Career Education Building remodel.  
Physical Science building remodel.

Health Occupations addition to MacDougall Administration and Career Education Building.

**1973** *Humanities Building construction.*

**1987** *Learning Resource Center construction*

**1976** *Pedestrian Bridge construction*



## 1939

**1939** Industrial Education Unit (current MacDougall Administration and Career Education Building) constructed.

**1961** Master Site Plan to accommodate enrollment of 4,500.

**1963** Physical Education construction (Phase 1).

**1970** *Earth and Biological Science building construction.*



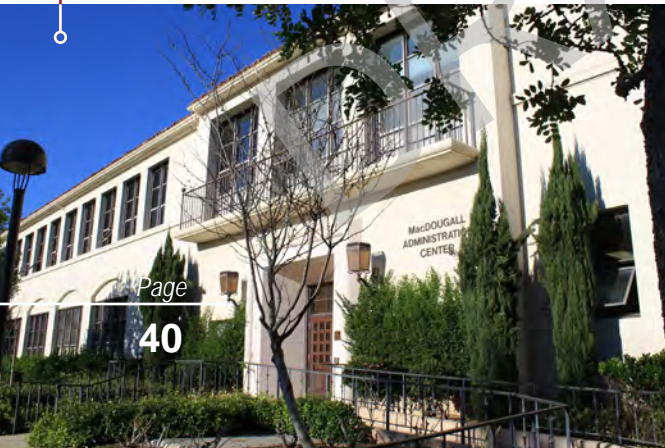
**1968** *Physical Education construction (Phase 2).*

**1975** *Early Learning Center construction.*

*Drama Music Building construction*

**1978** Wake Campus & Wolff Property (West Campus) acquired.

MacDougall Administration and Career Education Building renovations.







**1988** Interdisciplinary Center construction

**1991** MacDougall Administration and Campus Bookstore construction.

*Business Communications Building construction.*

*East Campus Modular Building construction.*

*Student Services Building remodel.*

**2000** Earth and Biological Sciences Building renovation.

**2001** Business Communication Center Remodel

**2004** Sports Pavilion renovation.



4. SANTA BARBARA CITY COLLEGE : SWOT

**2012** Drama Music modernization.

**2014** Humanities Building modernization.

**2016** Campus Store remodel.

2024

**1990** Humanities third Floor addition.

*West Campus Parking Structure Construction*

**1989** Student Services Center remodel.

**1992** Campus Center Building remodel.

*Campus Center Building addition.*

**1981** Schott Campus acquired.

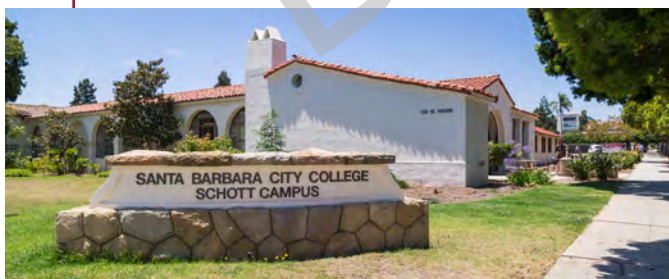
**1997** Career Education Building: Health Technologies remodel.

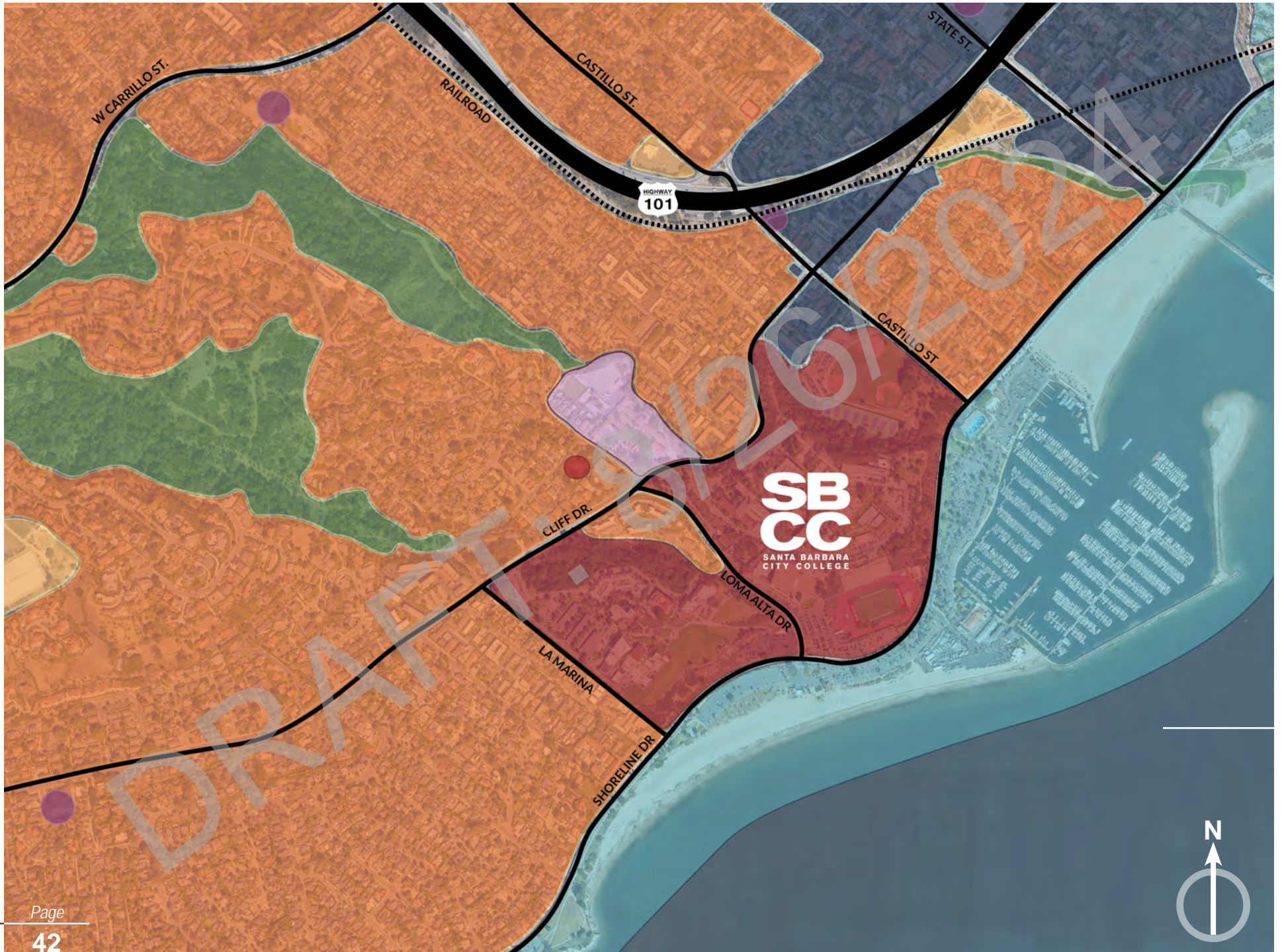
**1995** Campus Center HVAC renovation.

**2008** Photovoltaic Parking Carport construction.

**2010** Pedestrian Bridge renovation.

**2018** West Campus Center Building constructed.





# COMMUNITY CONTEXT

## CLIFF CAMPUS

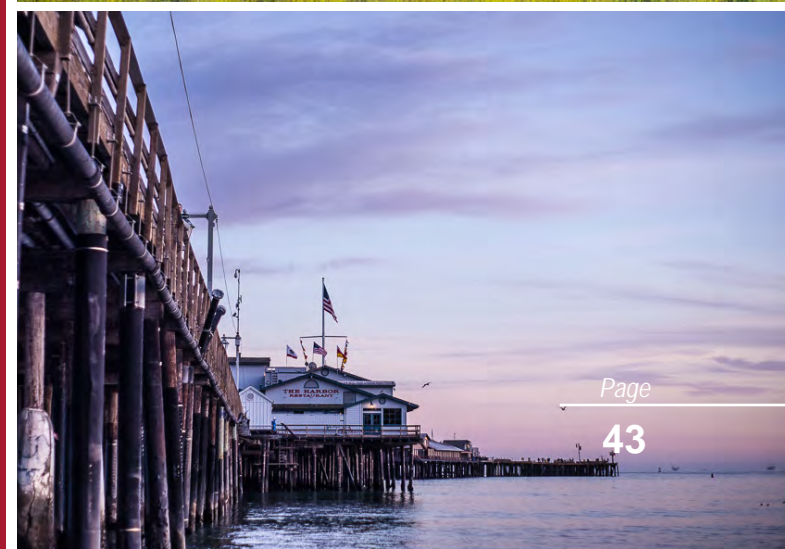
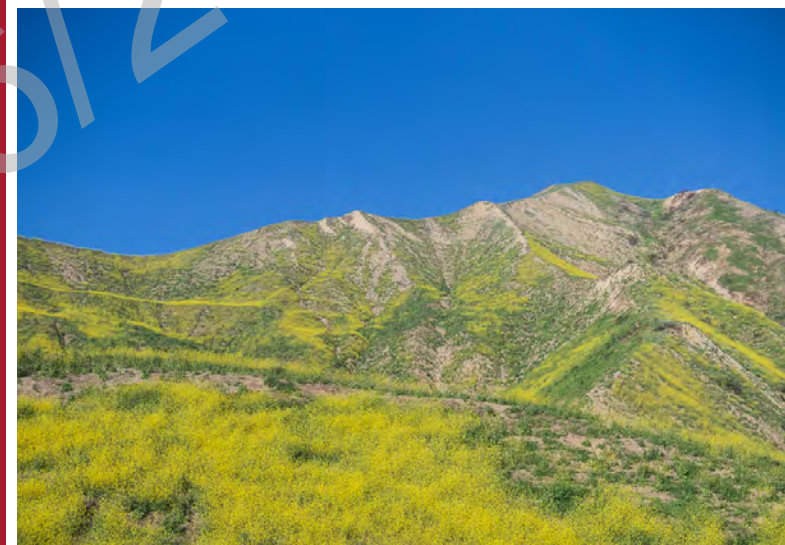
At a macro level, the campus is situated within a residential community containing a mix of neighborhood commercial, educational, religious, and recreational uses. The overlooks of the College provide scenic views of Santa Barbara Harbor and the Pacific Ocean. Pershing Park, owned by the City of Santa Barbara, is a joint asset between the College and the City abutting the north edge of the Campus. The park includes sports fields, a skate park, playgrounds, and related recreational facilities. Additionally, the campus shares its south parking lots and Leadbetter Beach Parking with the City of Santa Barbara in a mutually beneficial agreement.

The campus is bound by major arterials on the east and west - Cliff Drive on the west and Castillo Street on the east. Loma Alta Drive bifurcates the College into East and West Campuses, providing additional access to distributed parking lots.

### KEY:

- SBCC Main Campus
- Residential / Hotel
- Commercial / Hotel
- Religious
- K - 12 Educational
- Natural Open Space
- Recreational

4. SANTA BARBARA CITY COLLEGE : SWOT



# Utilization & Space Standards

The California Community Colleges Policy on Utilization and Space Standards has established different standards for utilization of space for the many instructional and administrative activities that take place at a campus. The following reflects the scheduled class hours at SBCC of lecture classroom and laboratory classroom spaces based on the Fall 2022 and Fall 2019 class schedules and the FUSION database.

<b>INSTRUCTIONAL ACADEMIC CALENDAR OPEN FOR INSTRUCTION 70 HOURS /WEEK</b>	<b>TRADITIONAL ACADEMIC CALENDAR</b>	<b>COMPRESSED ACADEMIC CALENDAR</b>
Campus with 140,000 or more weekly student contact hours per week	Standard (Min Hours) of Instruction Per Week	Standard (Min Hours) of Instruction Per Week
Lecture	53	60
Laboratory	27.5	30

## Available and Scheduled Lecture and Laboratory Rooms (Cliff Campus)

<b>MAIN CAMPUS</b>	<b>FALL 2019</b>		<b>FALL 2022</b>	
Fall	Available	Scheduled	Available	Scheduled
Lecture	111	92	101	70
Laboratory	83	38	89	35

Fall 2019 - 64 Rooms Unassigned = 50,476 Assignable Square Feet (ASF)  
 Fall 2022 - 85 Rooms Unassigned = 62,015 Assignable Square Feet (ASF)

## CLIFF Campus: Space Utilization

*Fall 2019*

HOURS P/WEEK	CLASSROOM	LABORATORY
60+	1	0
50-59.9	1	0
40-49.9	6	4
30-39.9	28	8
20-29.9	34	9
10-19.9	15	11
01-09.9	7	6
0	19	45

*Fall 2022*

HOURS P/WEEK	CLASSROOM	LABORATORY
60+	0	0
50-59.9	1	0
40-49.9	1	0
30-39.9	3	4
20-29.9	12	11
10-19.9	29	7
01-09.9	24	13
0	31	54

The chart above shows a breakdown of Fall 2019 and Fall 2022 usage by hours per week for lecture and laboratory classrooms

This chart is detailed further in Appendix 1: SBCC Space Utilization Analysis



# CLIFF Campus: FTES Generation by Building

The listing below represents each permanent academic building on the Cliff Campus, and its total available weekly hours if scheduled per the State Standard.

**STANDARD PER WEEK**

<i>Available Rooms and Hours per Building</i>				60	30		
		<b>110</b>	<b>210</b>	<b>110</b>	<b>210</b>	<b>TOTAL</b>	
		<b>CLASS</b>	<b>CLASS LAB</b>	<b>CLASS</b>	<b>CLASS LAB</b>	<b>HOURS/</b>	
				<b>HOURS/ WEEK</b>	<b>HOURS/ WEEK</b>	<b>WEEK</b>	
			<b>ROOMS</b>				
			<b>TOTAL</b>				
1	ADMINISTRATION	17	14	31	1020	420	1440
12	HUMANITIES	13	16	29	780	480	1260
120	WEST CAMPUS CENTER	21		21	1260	0	1260
13	INTERDISCIPLINARY	23	2	25	1380	60	1440
17	OCCUPATIONAL EDUCATION	1	6	7	60	180	240
18	PHYSICAL EDUCATION	5		5	300	0	300
19	PHYSICAL SCIENCE	2	7	9	120	210	330
2	BUSINESS COMM.	9	4	13	540	120	660
4	CAMPUS CENTER	2	8	10	120	240	360
7	DRAMA/MUSIC	1	9	10	60	270	330
8	EARTH + BIO SCIENCE	3	13	16	180	390	570
<b>ROOMS TOTAL</b>		97	79	176	5820	2370	8190

The second chart represents the total number of FTES produced by each permanent academic building on the Cliff Campus in Fall of 2023.

Approximately 3300 FTES (Fall + Spring + Summer) of the 11,000 FTES are being produced in rooms on the Cliff Campus in the permanent buildings. The remaining 7,700 FTES are either online (primarily) or at one of the off campus sites.

### *FTES Generation by Building (Fall 2023)*

<b>BUILDING</b>	<b>FTES</b>
1 ADMINISTRATION	147.4
12 HUMANITIES	199.9
120 WEST CAMPUS CENTER	283.5
13 INTERDISCIPLINARY	339.3
17 OCCUPATIONAL EDUC	42.8
18 PHYSICALEDUCATION	34.6
19 PHYSICAL SCIENCE	178.8
2 BUSINESS COMM.	125.8
4 CAMPUS CENTER	13.3
7 DRAMA/MUSIC	58.3
8 EARTH + BIO SCIENCE	140.0
<b>TOTAL</b>	<b>1,563.7</b>

This chart is detailed further in Appendix 5: SBCC FTES Generation by Building



# SCHOTT Campus : Space Utilization

Available (In Fusion) and Scheduled Lecture and Laboratory Rooms

FALL 2019		FALL 2022	
Available	Scheduled	Available	Scheduled
9	8	9	8
9	6	8*	5

Fall 2019 - 4 Rooms Unassigned

Fall 2022 - 4 Rooms Unassigned

\*SC-16-A Changed from a Lab to an Office.

Fall 2019			Fall 2022		
HOURS P/WEEK	CLASSROOM	LABORATORY	HOURS P/WEEK	CLASSROOM	LABORATORY
60+	0	0	60+	0	0
50-59.9	0	0	50-59.9	0	0
40-49.9	0	0	40-49.9	0	0
30-39.9	1	2	30-39.9	1	1
20-29.9	3	1	20-29.9	1	1
10-19.9	2	1	10-19.9	4	1
01-09.9	2	2	01-09.9	2	2
0	1	3	0	1	3

The chart above shows a breakdown of Fall 2019 and Fall 2022 usage by hours per week for lecture and laboratory classrooms

This chart is detailed further in Appendix 1: SBCC Space Utilization Analysis



## WAKE Campus : Space Utilization

Available (In Fusion) and Scheduled Lecture and Laboratory Rooms

WAKE	FALL 2019		FALL 2022	
Fall	Available	Scheduled	Available	Scheduled
Lecture	12	12	10*	10
Laboratory	16	10	18*	9

Fall 2019 - 6 Rooms Unassigned

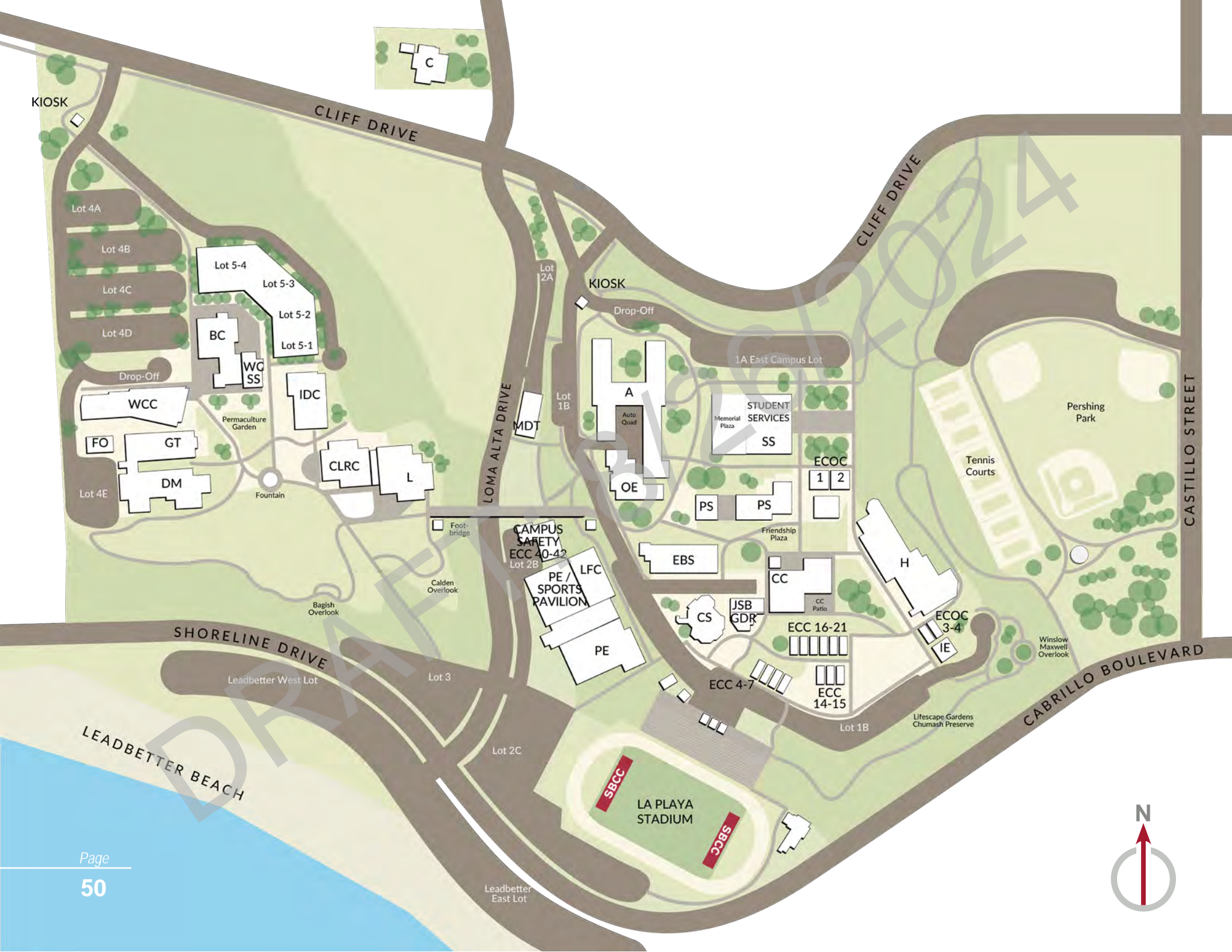
Fall 2022 - 9 Rooms Unassigned

\*Rooms changed from Lecture to Lab in Fall 2022 - WAKE 9 and WAKE 31

Fall 2019			Fall 2022		
HOURS P/WEEK	CLASSROOM	LABORATORY	HOURS P/WEEK	CLASSROOM	LABORATORY
60+	0	0	60+	0	0
50-59.9	0	0	50-59.9	0	0
40-49.9	0	0	40-49.9	0	0
30-39.9	2	4	30-39.9	1	0
20-29.9	3	0	20-29.9	1	6
10-19.9	5	2	10-19.9	3	2
01-09.9	2	4	01-09.9	5	1
0	0	6	0	0	9

The chart above shows a breakdown of Fall 2019 and Fall 2022 usage by hours per week for lecture and laboratory classrooms

This chart is detailed further in Appendix 1: SBCC Space Utilization Analysis



KIOSK

CLIFF DRIVE

CLIFF DRIVE

CASTILLO STREET

CABRILLO BOULEVARD

LOMA ALTA DRIVE

SHORELINE DRIVE

LEADBETTER BEACH

Page

50



2024

Lot 5-4  
Lot 5-3  
Lot 5-2  
Lot 5-1

Lot 4A  
Lot 4B  
Lot 4C  
Lot 4D

Lot 4E

Lot 2A

Lot 1B

Lot 2B

Lot 3

Lot 2C

Lot 1B

A  
Auto Quad  
OE

STUDENT SERVICES  
SS

ECOC  
1 2

PS PS

EBS

CS  
JSB  
GDR

CC  
CC Patio

ECC 16-21

ECC 14-15

ECOC  
3-4  
IE

Lifescape Gardens  
Chumash Preserve

CAMPUS SAFETY  
ECC 40-42

PE / SPORTS PAVILION  
LFC

PE

SBCC  
LA PLAYA STADIUM  
SBCC

ECC 4-7

H

Pershing Park

Tennis Courts

Winslow  
Maxwell  
Overlook

WCC

GT

DM

BC

WG  
SS

IDC

CLRC

L

Fountain

Permaculture Garden

Foot-bridge

Calden Overlook

Bagish Overlook

Leadbetter West Lot

Leadbetter East Lot

KIOSK  
Drop-Off

Drop-Off

1A East Campus Lot

Friendship Plaza

Winslow  
Maxwell  
Overlook

Permaculture Garden

Fountain

Foot-bridge

Calden Overlook

Bagish Overlook

Leadbetter West Lot

Leadbetter East Lot

KIOSK  
Drop-Off

Drop-Off

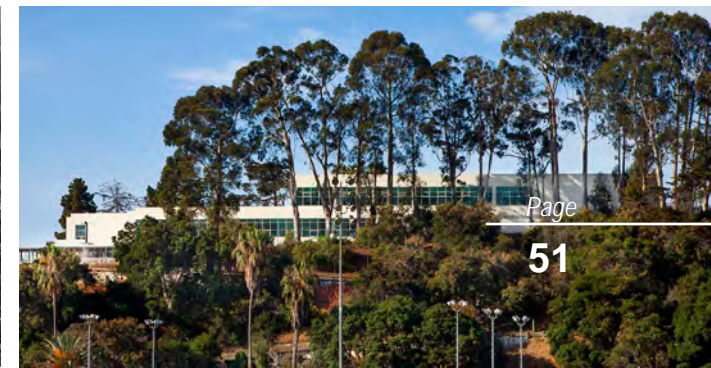
1A East Campus Lot

Friendship Plaza

Winslow  
Maxwell  
Overlook

## CLIFF CAMPUS TODAY

A	ADMINISTRATION	GT	GARVIN THEATRE
BC	BUSINESS COMM.	H	HUMANITIES
CS	CAMPUS BOOKSTORE	IDC	INTERDISCIPLINARY
CC	CAMPUS CENTER	IE	INTERNATIONAL EDUCATION
C	CHILDREN'S CENTER	CLRC	LEARNING RESOURCE CTR
	COSMETOLOGY ACADEMY	MDT	MARINE TECHNOLOGY
DM	DRAMA/MUSIC	OE	OCCUPATIONAL EDUC
ECOC 1	E CAMPUS OFFICE COMPLEX 1	PS	PARKING STRUCTURE
ECOC 2	E CAMPUS OFFICE COMPLEX 2	PE	PHYSICAL EDUCATION
ECOC 3	E CAMPUS OFFICE COMPLEX 3	PS	PHYSICAL SCIENCE
ECOC 4	E CAMPUS OFFICE COMPLEX 4	PS	PHYSICAL SCIENCE LECTURE
EBS	EARTH + BIO SCIENCE	ECC 41	SECURITY OFFICE EC41
ECC 4-21	EAST CAMPUS CLASSROOM 04	ECC 42	SHIPPING AND RECEIVING EC42
ESL	ENGLISH SECOND LANGUAGE	SS	STUDENT SERVICES
FO	FACILITIES & OPERATIONS	WCC	WEST CAMPUS CENTER
FH	FIELD HOUSE		





KIOSK

CLIFF DRIVE

Lot 4A

Lot 4B

Lot 4C

Lot 4D

Lot 5-4

Lot 5-3

Lot 5-2

Lot 5-1

Drop-Off

WCC

Permaculture Garden

CLRC

L

Fountain

Lot 4E

FO

GT

DM

Foot-bridge

Calden Overlook

Bagish Overlook

SHORELINE DRIVE

Leadbetter West Lot

Lot 3

LEADBETTER BEACH

Lot 2C

CAMPUS SAFETY  
ECC 40-42  
Lot 2B

PE /  
SPORTS  
PAVILION

LFC

PE

Lot 2A

SBCC  
LA PLAYA  
STADIUM  
SBCC

Lot 1B

MDT

KIOSK

Drop-Off

A

Auto Quad

OE

EBS

CS

GDR

JSB

CC  
Patio

ECC 16-21

ECC 14-15

Lot 1B

ECC 4-7

CC

Friendship Plaza

PS

PS

ECOC

1 2

STUDENT SERVICES  
SS  
Memorial Plaza

1A East Campus Lot

CLIFF DRIVE

Pershing Park

Tennis Courts

CABRILLO BOULEVARD

Lifescape Gardens  
Chumash Preserve

Winslow  
Maxwell Overlook

CASTILLO STREET



## CAMPUS ZONING

Santa Barbara City College's (SBCC) Cliff Campus is bifurcated by Loma Alta Drive, creating East Campus, the Mesa site acquired in 1959, and West Campus, acquired in 1973.

### EAST CAMPUS

The East Campus serves as the assumed academic core of SBCC, housing essential academic departments such as Sciences, Humanities, Visual Arts, and various Career and Technical Education programs (e.g., Auto, Nursing, Culinary). Additionally, it includes key administrative functions, Student Services, and the Student Center. The East Campus also functions as the primary pedestrian route to the Athletics facilities.

#### KEY:

- Business & Entrepreneurship
- Culture, Society & Human Behavior
- Healthcare, Wellness & Public Service
- Industry & Applied Technologies
- Nature, Numbers & Engineering
- Performing, Visual, & Media Arts
- Administration
- Student Support
- Food & Cafe
- Facilities & Operations / Safety
- Partnering Programs

### UPPER CAMPUS

The Upper Campus is accessed from Cliff Drive and represents the elevated high point of the campus. This area accommodates Administration and Student Services, located adjacent to parking lots 1A and 1B. Connected to the Administration building is the Occupational Education department, which hosts a variety of multi-disciplinary academic programs, including Nursing, Auto, and Journalism. Central within the Upper Campus are Student Services and Memorial Plaza.

### CAMPUS CORE

The heart of the East Campus, centered around Friendship Plaza, forms a vital pedestrian spine that connects to West Campus and provides wayfinding across the Cliff Campus. This core area is anchored by the Campus Center and the Science buildings (Earth and Biological Sciences and Physical Sciences). The Humanities building, supporting primarily visual arts and ESL programs (primarily scheduled as evening courses), is located along the eastern edge of the campus.

Food services are distributed across both campuses. On East Campus, the Campus Center, JSB Café, and Campus Store form the lower portion of the central core. However, these facilities had restricted hours or were partially closed during the 2024 planning phase.

## **LOWER CAMPUS**

Marine Diving Technologies occupies a dedicated building with its own parking lot, accessible from Loma Alta Drive. The Athletics zone, located on the lower campus of West Campus, features La Playa Stadium, Physical Education facilities, the SBCC Sports Pavilion, and the Life Fitness Center. This area is a valuable community asset, accessible via walking paths along the Harbor, Beaches, and Shoreline Drive.

## **MODULARS**

Lastly, East Campus accommodates several portable buildings, primarily clustered at the southeastern periphery, with a few scattered across the campus.

## **WEST CAMPUS**

West Campus, connected to East Campus by a pedestrian bridge, becomes an extension of SBCC's learning resources and unique educational programs. The Library and Cartwright Learning Resources Center (CLRC), situated just past the pedestrian bridge, function as the gateway from East Campus for both students and the broader SBCC community. This area benefits from expansive views of Leadbetter Beach and the Pacific Ocean, creating a park-like atmosphere.

Upon entry from Cliff Drive, substantial parking facilities are available for the SBCC community.

## **STUDENT SUPPORT**

Situated as the primary entry to West Campus, the West Campus Center (WCC) welcomes students and visitors parking off Cliff Drive. The WCC houses student support centers and multi-purpose classrooms. The Math Tutoring Center is located within the Interdisciplinary Building, and the Library and CLRC offer various resources to SBCC students.

## **WEST CAMPUS ACADEMIC CORE & ASSOCIATED PROGRAMS**

The West Campus hosts the majority of its classrooms in the Business & Communications Center (BC), Interdisciplinary Center (IDC), and West Campus Center (WCC). These buildings accommodate the Scheinfeld Center for Entrepreneurship & Innovation (located in BC) and provide curricula for mathematics, engineering, business, and social sciences. At the time of planning, underutilized classrooms have been allocated to host a private university.

The Garvin Theatre and the Drama/Music Building are situated at the edge of the West Campus core. These facilities enhance community engagement and public access, enriching the "town and gown" experience and contributing to Santa Barbara's vibrant cultural landscape.

North of Cliff Drive, at the corner of Loma Alta and Cliff Drive, is the Orfalea Early Learning Center. Built in 1975, this property houses the Early Childhood Education Program and is supported by the Orfalea Foundation.

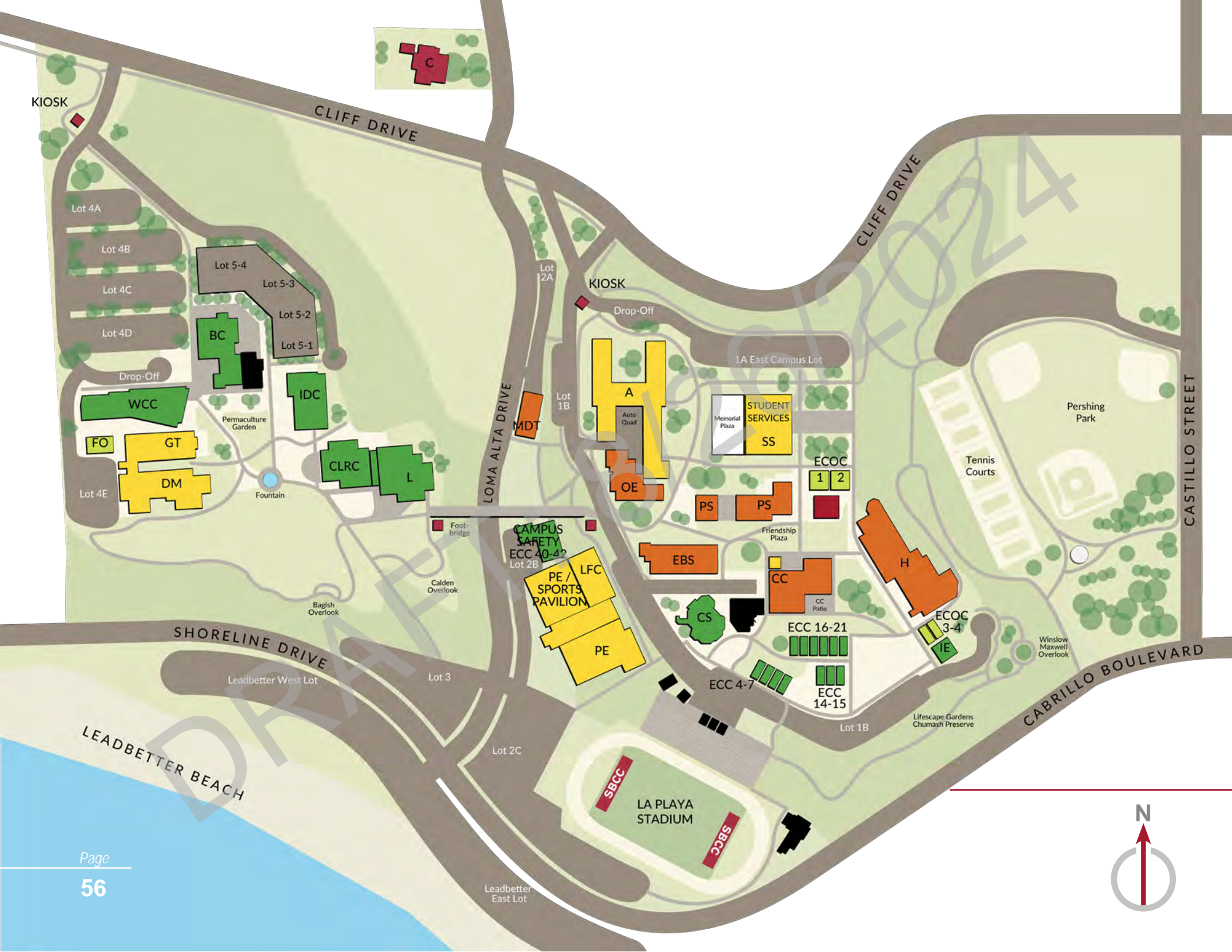
Facilities & Operations offices are located along the southwestern edge of West Campus, near parking lot 4E.

### PARK-LIKE SETTING

The college is surrounded by preserved open spaces that contribute to its scenic and cultural environment. These include the Lifescape Gardens Chumash Preserve, Winslow Maxwell Overlook, Great Meadow, Calden Overlook, Bagish Overlook, Pershing Park, and various California Native banks. These areas enhance the college's integration within the community and provide valuable recreational and educational opportunities.



DRAFT



KIOSK

CLIFF DRIVE

CLIFF DRIVE

CASTILLO STREET

CABRILLO BOULEVARD

SHORELINE DRIVE

LEADBETTER BEACH



Lot 4A  
Lot 4B  
Lot 4C  
Lot 4D  
Lot 5-4  
Lot 5-3  
Lot 5-2  
Lot 5-1  
BC  
IDC  
WCC  
FO  
GT  
DM  
Lot 4E  
Permaculture Garden  
Fountain

Lot 2A  
Lot 1B  
Lot 2B  
Lot 3  
Lot 2C  
Lot 1B  
Lot 1B  
KIOSK  
Drop-Off  
1A East Campus Lot  
A  
Auto Quad  
STUDENT SERVICES  
SS  
Memorial Plaza  
ECOC 1 2  
PS  
PS  
Friendship Plaza  
CC  
CC Patio  
H  
ECOC 3-4  
IE  
ECC 16-21  
ECC 14-15  
ECC 4-7  
CAMPUS SAFETY  
ECC 40-42  
PE / SPORTS PAVILION  
LFC  
PE  
EBS  
CS  
ECC 14-15  
Lifescape Gardens Chumash Preserve

Pershing Park  
Tennis Courts  
Winslow Maxwell Overlook

Leadbetter West Lot  
Lot 3  
Lot 2C  
Leadbetter East Lot

LA PLAYA STADIUM  
SBCC

Foot-bridge  
Calden Overlook  
Bagish Overlook

Lifescape Gardens Chumash Preserve



# FACILITIES CONDITIONS INDEX

The Facilities Condition Index (FCI) for California Community Colleges is calculated as a measure of the current condition of a facility. It is typically used to quantify the extent of deferred maintenance in relation to the facility's replacement value (replacement in-kind). The assessment is performed by a 3rd party, through the Chancellor's Office on a rotated basis typically every 3-4 years.

The formula to calculate FCI is:

$$FCI = \frac{\text{Total Deferred Maintenance Costs}}{\text{Total Replacement Cost}}$$

The FCI specifically reflects the existing physical condition of a building, but it does not account for costs associated with programmatic changes to incorporate current technologies, learning modalities, and flexibility. The planning horizon for SBCC spans 10-15 years, during which facilities with an FCI greater than 40% should be evaluated to assess the true value of repair versus replacement, as they may already be challenging to maintain and adapt.

The diagram on the adjacent page reflects the current (2023) FCI as recorded in Fusion. The report highlights that nearly all buildings on the East campus are 50% or greater.

**KEY:**

- 0-20
- 20-40
- 40-60
- 60-80
- 80+

ACRO	BLDG NAME	YEAR BLT	AGE	LAST RENO	FCI (%)
<b>A</b>	Administration	1939	85	1999	59.35%
<b>BC</b>	Business Comm.	1991	84	2001	9.96%
<b>CS</b>	Campus Bookstore	1991	31	2016	11.54%
<b>CC</b>	Campus Center	1963	59	1983	61.01%
<b>C</b>	Children's Center	1975	47		61.78%
	Cosmetology Academy	1974	50	2008	58.86%
<b>DM</b>	Drama/ Music	1975	47	2012	50.51%
<b>ECOC 1</b>	E Campus Off. Comp. 1	1997	27		38.30%
<b>ECOC 2</b>	E Campus Off. Comp. 2	1997	27		38.30%
<b>ECOC 3</b>	E Campus Off. Comp. 3	2005	19		30.77%
<b>ECOC 4</b>	E Campus Off. Comp. 4	1997	27		31.84%
<b>EBS</b>	Earth + Bio Science	1970	54	2000	61.25%
<b>ECC 4-21</b>	East Campus Class. 04	2006-7	18		2-8%
<b>ESL</b>	English Second Lang.	1975	53	2014	117.04%
<b>FO</b>	Facilities + Operations	1992	31		30.46%
<b>FH</b>	Field House	1996	28	1997	9.95%
<b>H</b>	Humanities	1975	49	2014	66.97%
<b>IDC</b>	Interdisciplinary	1991	33	2015	15.67%
<b>IE</b>	International Education	2006	18	2006	10.58%
<b>CLRC</b>	Learning Resource Ctr.	1989	35	2012	18.09%
<b>MDT</b>	Marine Technology	1978	46	1997	61.41%
<b>OE</b>	Occupational Education	1976	48	2013	60.18%
<b>PS</b>	Parking Structure	1990	32		0.00%
<b>PE</b>	Physical Education	1963	59	1971	55.23%
<b>PS</b>	Physical Science	1964	59	1979	61.24%
<b>PS</b>	Physical Science Lect,	1968	56		54.70%
<b>ECC 41</b>	Security Office EC 41	2004	20		2.34%
<b>ECC 42</b>	Shipp. + Rec. EC 42	2004	20		2.34%
<b>SS</b>	Student Services	1963	59	2000	57.68%
<b>WCC</b>	West Campus Ctr.	2018	6		0.00%



KIOSK

CLIFF DRIVE

CLIFF DRIVE

CASTILLO STREET

CABRILLO BOULEVARD

SHORELINE DRIVE

LEADBETTER BEACH

Page

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## SEISMIC ASSESSMENT

Proactively, in 2022/2023, SBCC conducted a comprehensive survey of most buildings across its campuses to assess their vulnerability during a seismic event and determine the associated risk levels. This Seismic Assessment in 2023 evaluated the risk for all campus facilities. Prior to this report, more detailed assessments were conducted for the Physical Science and PE Buildings. As the West Campus Center was constructed in 2019, an evaluation was deemed unnecessary.

The referenced report can be found as Appendix 8: Seismic Report. The adjacent diagram shows the Risk Category for each building.

### KEY:

- 1A Scores  $\leq$  1.0, Risk Cat = III
- 1B Scores  $\leq$  1.0, Risk Cat = II
- 2A Scores  $\leq$  2.0, Risk Cat = III
- 2B Scores  $\leq$  2.0, Risk Cat = II
- 3 Scores  $>$  2.0





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## FACILITIES TEAM REVIEW

### FACILITIES CONDITION ASSESSMENT

To evaluate the current operating condition of all campus buildings, the planning team conducted a walk-through of the campus and held discussions with the facilities and operations team. Buildings were assessed based on various component systems, including the building envelope (roof condition, windows, exterior cladding, painting), plumbing systems, the age and condition of mechanical systems, the age and capacity of electrical systems, and the general need for day-to-day maintenance.

These assessments resulted in the ranking of buildings on a scale of 1 to 5, as indicated in the adjacent table and diagram. The evaluation revealed that the majority of the original buildings require significant renovation and/or replacement of building systems to address deficiencies caused by deferred maintenance, systems reaching or exceeding their useful life, lack of accessibility upgrades, and the need to meet current instructional requirements and support evolving technology.

The age of campus buildings varies widely. As indicated in the adjacent table, many of the original buildings will be approaching 50-60 years of age by the end of the 2035 planning horizon addressed in this Plan.

#### KEY:

- 1 Like New
- 2 Cosmetic Deficiencies
- 3 System Repair
- 4 System Replacement
- 5 Building Failure

ACRO	BLDG NAME	YEAR BLT	AGE	LAST RENO	FCI (%)
<b>A</b>	Administration	1939	85	1999	59.35%
<b>BC</b>	Business Comm.	1991	84	2001	9.96%
<b>CS</b>	Campus Bookstore	1991	31	2016	11.54%
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<b>SS</b>	Student Services	1963	59	2000	57.68%
<b>WCC</b>	West Campus Ctr.	2018	6		0.00%

## SITE AND INFRASTRUCTURE CONSIDERATIONS

Past planning efforts have studied SBCC's infrastructure, identifying a need for repairs. Although these studies date back to 2016, their findings remain valid and should be consulted for current infrastructure conditions and recommended improvements.

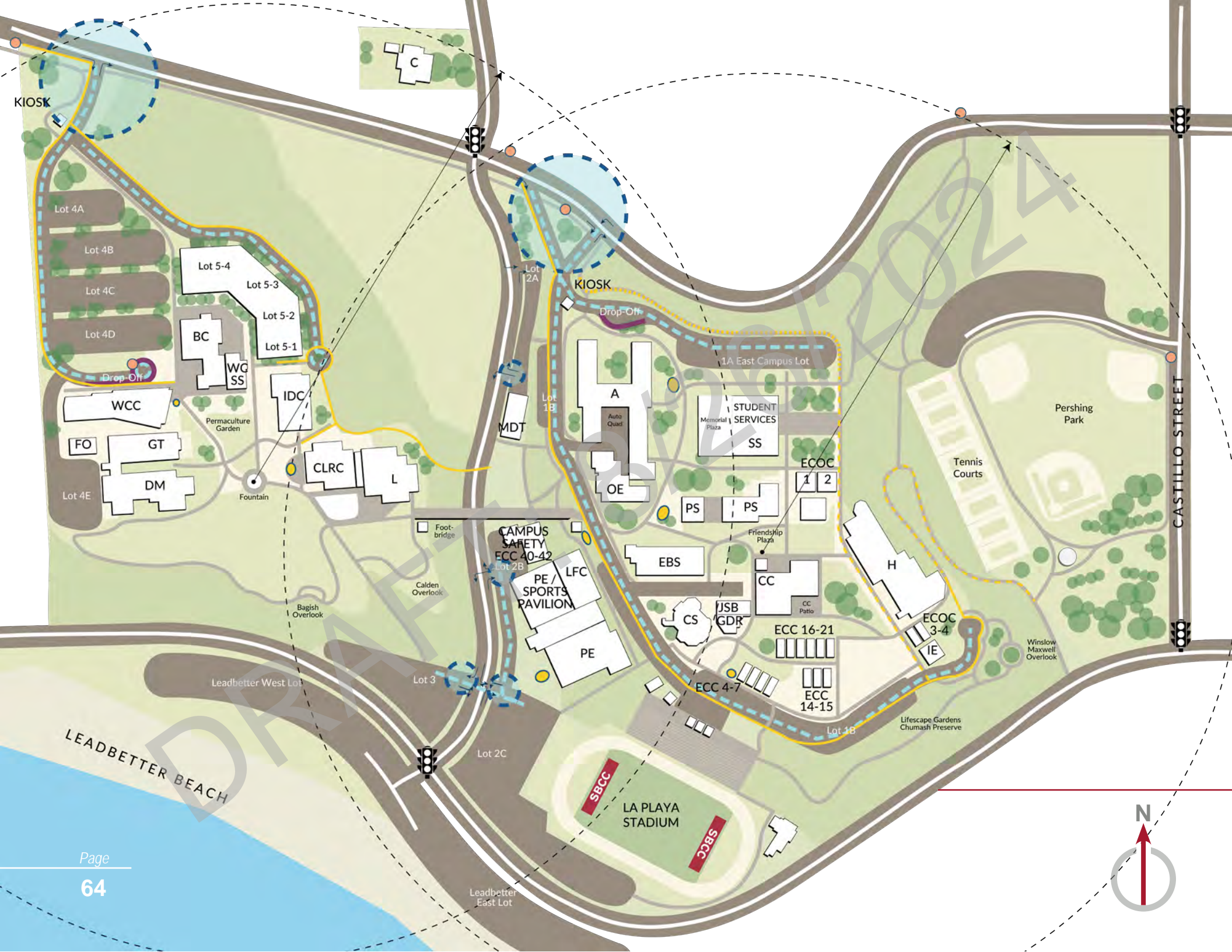
Interviews with the College's Facilities and Operations team during the current planning process highlighted that all campus systems (electrical, storm drainage, sewer, potable water, and low voltage) require repair or upgrade. Key points of interest include:

- *Sewer:* The campus sewer system is aged and primarily constructed of clay pipes. It has experienced blockages caused by tree roots damaging, displacing, and/or clogging the pipes.
- *Storm Water:* Flooding typically occurs near La Playa Stadium in lot 2C.
- *Irrigation:* The reclaimed water system is in good condition.
- *Low Voltage:* This system requires an upgrade.
- *Solar:* The solar system is currently producing energy, however its production and alignment with local providers is not well documented.

- *Electrical:* Upgrades are needed, and generators are utilized for events.
- *HVAC:* Individual buildings are served by package units or localized boiler/chiller systems. Some buildings, such as the IDC, do not have HVAC systems.

This assessment underscores the urgent need for infrastructure improvements to support the campus's operational efficiency and future growth.





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Lot 4A

Lot 4B

Lot 4C

Lot 4D

Lot 5-4

Lot 5-3

Lot 5-2

Lot 5-1

BC

WG SS

IDC

WCC

FO

GT

DM

CLRC

L

Fountain

MDT

A

Auto Quad

STUDENT SERVICES

Memorial Plaza

SS

ECCOC

1 2

PS

PS

Pershing Park

Tennis Courts

Foot-bridge

CAMPUS SAFETY

ECC 40-42

Lot 2B

PE/SPORTS PAVILION

LFC

PE

Calden Overlook

Bagish Overlook

EBS

CS

JSB GDR

CC

ECC 16-21

ECC 14-15

ECCOC 3-4

IE

Winslow Maxwell Overlook

Leadbetter West Lot

Lot 3

Lot 2C

Lot 1B

Lifescape Gardens Chumash Preserve

LEADBETTER BEACH

LA PLAYA STADIUM

SBCC

SBCC

Leadbetter East Lot

CASTILLO STREET

N



## VEHICULAR ACCESS & CIRCULATION

The main SBCC campus has two entry points, located at the East Campus and West Campus, both accessible directly from Cliff Drive (the northwestern boundary of the campus). Cliff Drive is a busy thoroughfare with fast-moving vehicles, bicycles, and pedestrians, making it highly congested. Turning left onto Cliff Drive from either campus is challenging due to heavy cross traffic and visibility issues caused by road curvatures and center dividers. The exits from both East and West Campus are regulated only by stop signs, which feed into non-stopping traffic, leading to congestion and backups on campus roads and Cliff Drive.

Although the East Campus serves as the formal entrance to the campus, vehicular destinations are limited. The campus lacks a loop road, requiring vehicles to turn around near the Humanities building to exit back onto Cliff Drive. The West Campus offers more parking with lots 4 and 5 but also lacks loop circulation. Lower parking lots 2C and 3, located along Shoreline Drive, act as single destinations without through access.









The condition of the current vehicular roadways and parking lots on campus is suboptimal. Significant deterioration and potholing is evident throughout campus.

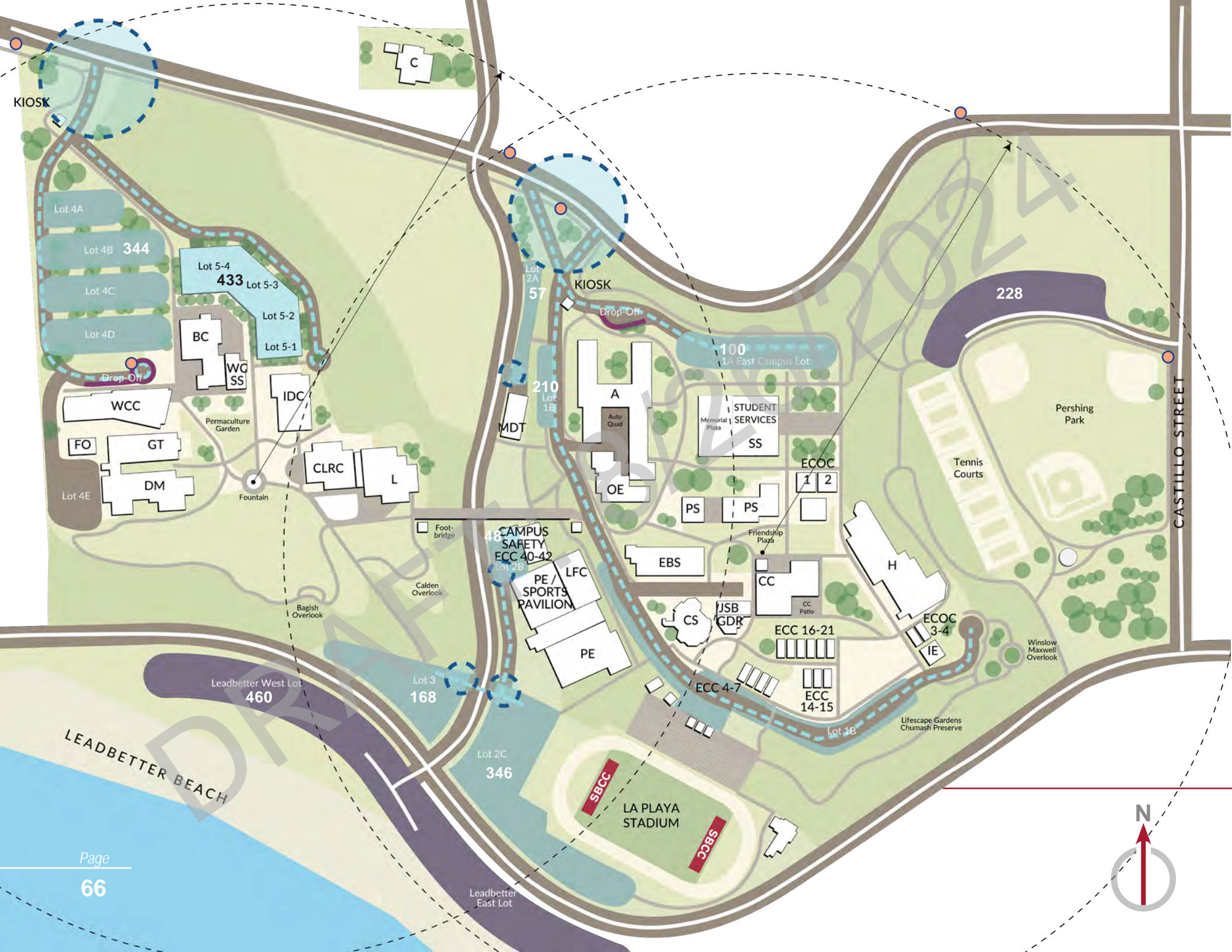
### BIKE CIRCULATION

The SBCC campus lacks a continuous bicycle path network, hindering ease of access for cyclists. Although there are multiple bike racks and repair stations on campus, feedback from campus users indicates that these facilities are not ideally located or secure enough, as bike theft remains a concern.

All modes of transportation—including cars, buses, and bicycles—share the roads, contributing to traffic congestion and potentially hazardous situations.

#### KEY:

 Primary Vehicular Circulation	 Bike Storage
 Primary Campus Entry	 Bike Lane
 Transit Drop Off	 Shared Path (Bike + Pedestrian)
 Drop Off	 Shared Path (Bike + Vehicle)



KIOSK

Lot 4A

Lot 4B 344

Lot 4C

Lot 4D

Lot 5-4 433

Lot 5-3

Lot 5-2

Lot 5-1

BC

WG

SS

WCC

FO

GT

DM

Lot 4E

Fountain

CLRC

L

Foot-bridge

Calden Overlook

Bagish Overlook

Leadbetter West Lot 460

Lot 3 168

Lot 2C 346

Leadbetter East Lot

48 CAMPUS SAFETY ECC 40-42

Lot 2B

PE / SPORTS PAVILION

LFC

PE

A

Auto Quad

OE

PS

PS

EBS

CS

JSB

GDR

CC

CC Patio

ECC 16-21

ECC 14-15

ECC 4-7

Lot 1B

ECCOC 3-4

IE

Lifescape Gardens Chumash Preserve

100

1A East Campus Lot

STUDENT SERVICES

SS

ECCOC

1 2

Friendship Plaza

228

Pershing Park

Tennis Courts

Winslow Maxwell Overlook

CASTILLO STREET







N

## PARKING AND PUBLIC TRANSIT

SBCC currently provides 2,466 parking stalls, including 688 spaces at Leadbetter Beach Parking and Pershing Park Parking. The parking distribution is detailed in the adjacent chart. Parking is available on both East and West campuses, primarily around the campus perimeter. Additionally, there is a parking structure on West Campus and lots near Leadbetter Beach and La Playa Stadium. Despite limited on-campus parking, SBCC has implemented a successful Transportation Demand Management Plan (TDMP) to reduce parking demand. This plan includes a supported bicycle program, ride-share and carpool options, bus passes, and parking agreements at Leadbetter Beach. The TDMP achieved a 12.5% reduction in single-occupant vehicle use as of its 2019 assessment. Parking distribution remains uneven, with limited availability on East Campus, posing safety challenges, especially during night classes.

Student enrollment and teaching modalities have evolved significantly over the past decade. While parking is generally not a recurring issue today, it can be problematic during peak times or special events when there is a high concentration of visitors on campus. Bus routes serve both East and West campuses. The West Campus bus stop provides direct access, whereas the East Campus bus stop, located near the Cliff Drive entry, adds to congestion and obstructs oncoming traffic.

### KEY:

-  Primary/ Vehicular Circulation
-  Drop-Off
-  Parking (On Campus)
-  Off-Site Parking (City)
-  1/4 Mile Radius
-  Transit Drop Offs

PARKING LOT	# SPOTS
1A East Campus Lot	100
1B	210
2A	57
2B	48
2C	346
3	168
4A - 4D	344
5-1 - 5-4	433
Leadbetter West Lot	460
Pershing Park	228



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CABRILLO BOULEVARD

SHORELINE DRIVE

LEADBETTER BEACH



## SERVICE & EMERGENCY ROUTES

### SERVICE

Access for service vehicles to the Facilities and Operations Building on West Campus is provided through Lot 4. Most Campus Core facilities requiring significant access, such as the food service/Culinary Arts, Bookstore, and Garvin Theater, can be serviced directly from vehicular access roads and extended service roads.



Service access to internalize academic buildings include the Earth and Biological Science, Physical Science, and Humanities (Fine Arts). While not ideal, as with many campuses, internalized buildings requiring less intensive service are accessed from internal pedestrian pathways. Proper design of these shared paths – width, turning radii (no blind corners), clear visibility, lighting, and materiality – together with administrative directives - limiting the time of access and types of vehicles - can mitigate these safety concerns

### SITE SAFETY

SBCC is a very open campus, which, while welcoming to the neighborhood, poses security vulnerabilities. The eastern edge of Cliff Campus, where the college meets Shoreline Drive, features a natural chaparral-covered bluff. In some areas, the cliff rises up to 70 feet above sea level before transitioning into a park-like setting and the campus itself. These bluffs have provided hiding places and areas for transient communities, making it critical to prevent encampments, as they have led to break-ins, building damage, and theft.

Campus lighting is inconsistent from West to East Campus and into the trail/park pathways, creating safety concerns during evening and nighttime. Emergency vehicular access is available across both West and East Campuses through their respective vehicular access roads. Additionally, East Campus has a promenade south of the Humanities building, providing emergency access into the campus core.

#### KEY:

-  Emergency & Service Access
-  Internal Service Access
-  Security Concern Zones



## TOPOGRAPHY

Pedestrian movement across the campus is significantly impacted by a 95-foot elevation change from Parking Lot 2, located at the southern edge of campus along Shoreline Drive, to Parking Lot 4 on West Campus. The campus buildings are primarily arranged on topographic tiers running northeast to southwest. Elevation changes on an east-west axis are more gradual and sometimes flat.

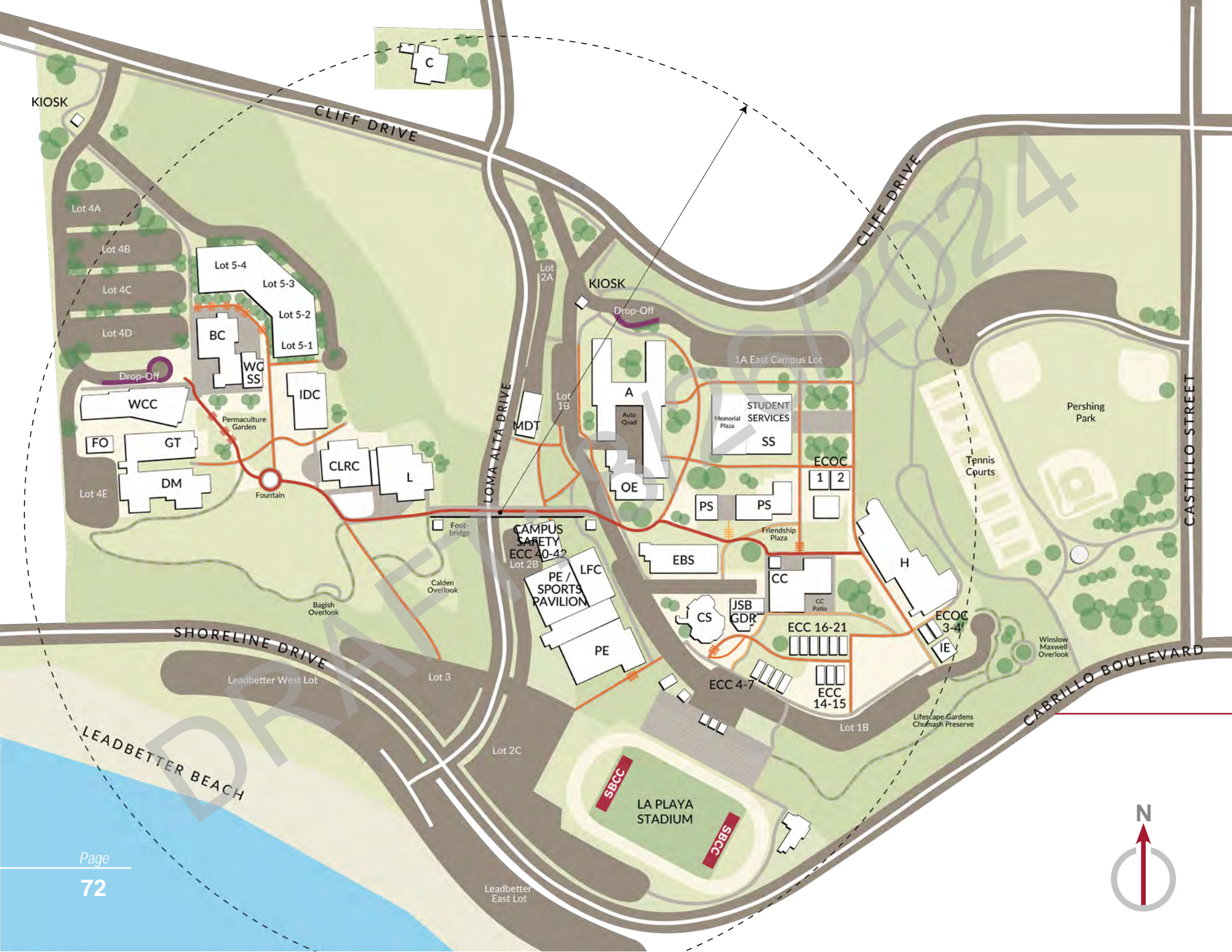
The greatest challenges posed by the topography are universal access and wayfinding. From the north, many parking lots (1A, 4A, 4B, 4C, 4D, and 5 - Parking Structure) connect to primary pedestrian routes through a series of staircases, limiting accessible routes across the campus. Changes in elevation and unclear pedestrian paths further strain wayfinding, creating confusion.

The Athletics Zone and Marine Diving Technologies buildings are separated from the main campus due to the elevation changes (approximately 40'). While staircases are provided at each location, clear and welcoming access remains a challenge.

The planning team identifies this as a significant consideration that should be addressed by the vision plan and in the detailed planning and development of future facilities. The goal is to facilitate, to the greatest extent possible, universal access and ease of student movement and engagement.

### KEY:

- 100' - 115'
- 85' - 100'
- 70' - 85'
- 55' - 70'
- 40' - 55'
- 25' - 40'
- 10' - 25'



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CLIFF DRIVE

CASTILLO STREET

CABRILLO BOULEVARD

SHORELINE DRIVE

LEADBETTER BEACH











## PEDESTRIAN CIRCULATION

The campus is strategically designed around a central pedestrian promenade, serving as the main artery for navigation and connectivity. This primary pathway, mostly flat or gently sloping, acts as a guiding spine, with most other pathways leading to it. However, some buildings are currently situated in less prominent areas. Strengthening the visual and physical connections to these buildings during the campus revitalization process will not only enhance their visibility but also improve the overall student experience by facilitating easier navigation. The pedestrian promenade serves as the cornerstone of the campus's physical layout and should be prioritized for enhancement to better serve the SBCC community.

Cliff Campus spans approximately half a mile from the west-most edge of West Campus to the Humanities building on East Campus. An average pedestrian can comfortably traverse from the Humanities building, situated east of the East Campus core, to the Garvin Theater in approximately 10 minutes.

### KEY:

-  Primary Pedestrian Promenade
-  Secondary Circulation Pathway
-  Stairs
-  Garden / Preserve Walks
-  Drop Off
-  1/4 Mile Radius (5 Minutes Walking)

### WEST CAMPUS

Parking Lots 4 and the Parking Structure, Lot 5, located on West Campus offer the most abundant and easily accessible parking options at Cliff Campus. Pedestrians entering the campus from these parking areas ascend a series of stairs, winding around Business and Communications, past the Permaculture Garden, and into the central area of West Campus near the Fountain. Wayfinding on West Campus is straightforward, with clear visibility of potential destinations, open pathways, and unobstructed landscaping.

The main pedestrian promenade extends from the center of West Campus, running between the Great Meadow and Learning Resource Center/ Library (CLRC/L) to the Footbridge, which connects West Campus to East Campus.

### EAST CAMPUS

Most pedestrians access East Campus via the footbridge or from the athletics zone, although both routes currently lack arrival and direction. Pedestrians arriving from Athletics ascend the street and circumnavigate Earth and Bio Science (EBS) to reach the campus core. Those arriving via the footbridge pass by bike parking and repair stations before joining the promenade leading into the core area. Once past EBS, the campus orientation becomes clearer.

Friendship Plaza serves as a central point on East Campus, with the Humanities Building (east) marking the end of the promenade. From there, pedestrians are guided past a block of modulars along a southeastern path to the easternmost part of Lot 1B and the end of the vehicular road. Crossing the road leads to destinations such as the Winslow Maxwell Overlook and the Lifescape Gardens Chumash Preserve.

From the central core, two paths ascend campus, flanking the Physical Science (PS) building, leading to Student Services (SS) and the Administration (A) building, respectively. Pedestrians parking along the eastern edge of East Campus typically integrate into the nearest minor pedestrian spine. However, the current campus layout lacks clear vistas and pedestrian connections from the southeastern parking area.

Access to Athletics from the upper East Campus is primarily through parking lot 1B, accessed via a series of ramps leading to a plaza at the Sports Pavilion and Life Fitness Center. Primary pedestrian access to Athletics originates from Lots 2C, 3, and Leadbetter Beach. Future planning and design should prioritize integrating buildings into the campus's circulation patterns rather than treating them as independent destinations with one-sided access.

## **UNIVERSAL DESIGN AND ACCESSIBILITY**

Universal Design aims to create easily understood environments accessible to all individuals, regardless of age, size, or ability. SBCC currently faces several accessibility challenges. All planned facilities and site improvements should prioritize universal design principles, minimizing steep ramps and strategically locating accessible parking and pedestrian drop-offs. Where necessary, vertical circulation strategies should be utilized including bridges and exterior elevators to mitigate accessibility issues arising from the campus's topography. Potential solutions include exterior building or site elevators, sloped pathways integrating circulation and open space, and concentrated ramping strategies only where essential.

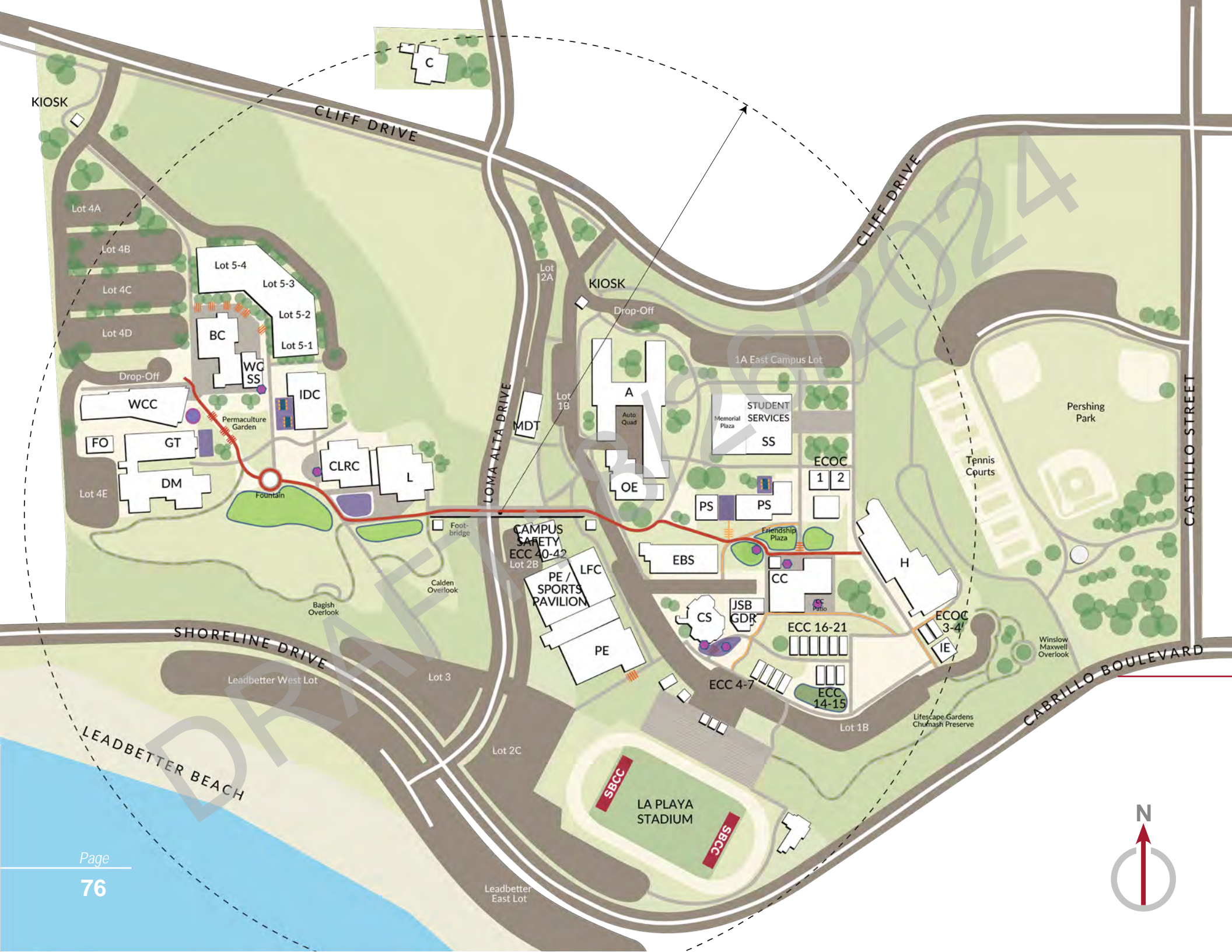
## **CHARACTER**

All pedestrian gateways and pathways would benefit from a consistent hardscape/landscape character including lighting, signage, street furnishing, and strong, purposeful, visual terminus.

## **SIGNAGE**

All existing entries would benefit from enhanced signage and a unified, identifiable landscape and entrance character. SBCC has signage standards dating back to 2016. The College has implemented part of this plan and should continue to do so in a consistent fashion, including all campus entries.





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CLIFF DRIVE

CLIFF DRIVE

CASTILLO STREET

CABRILLO BOULEVARD

Lot 4A

Lot 4B

Lot 4C

Lot 4D

Lot 5-4

Lot 5-3

Lot 5-2

Lot 5-1

BC

WG

SS

IDC

Drop-Off

WCC

FO

GT

DM

Lot 4E

CLRC

L

Fountain

Permaculture Garden

Foot-bridge

Calden Overlook

Bagish Overlook

SHORELINE DRIVE

Leadbetter West Lot

Lot 3

Lot 2C

Leadbetter East Lot

CAMPUS SAFETY  
ECC 40-42  
Lot 2B

PE /  
SPORTS  
PAVILION

LFC

PE

MDT

Lot 1B

A

Auto Quad

OE

KIOSK

Drop-Off

Lot 2A

1A East Campus Lot

STUDENT  
SERVICES  
SS

PS

PS

EBS

CS

JSB

GDR

CC

Friendship Plaza

CC

ECC 16-21

ECC 14-15

ECC 4-7

H

ECOC 3-4

IE

Lifescape Gardens  
Chumash Preserve

Pershing Park

Tennis Courts

Winslow  
Maxwell  
Overlook

SBCC  
LA PLAYA  
STADIUM  
SBCC



## OPEN SPACE

SBCC has a significant amount of open space, framing the campus and backdropped by the expansive views of the Pacific Ocean. Internally, however, the campus is designed to walk through as opposed to being destinations points. There is a substantial opportunity to purposefully define the exterior spaces surrounding the buildings across both East and West Campus. By creating a strategic hierarchy of outdoor areas, SBCC can address various needs, including relaxation, study, socializing, and community gatherings.

### PARK-LIKE SETTING

Along the southeastern edge of the College, West Campus is anchored within a park-like setting, both campuses are boarded by walking trails around multiple overlooks. West Campus features Bagish Overlook and Calderon Overlook, which are a part of the Great Meadow. East Campus includes the Winslow Maxwell Overlook and Lifescape Gardens Chumash Preserve along its northeastern edge.









These areas are connected by trails within each campus, notably the West Campus Trail, which leads from Lot 3 around the Great Meadow into the core of West Campus, often serving as a venue for campus and community events.

### PROGRAMMABLE OUTDOOR SPACE

Programmable outdoor spaces within a collegiate setting can be anything from a Science, Technology, Engineering, Art, Math (STEAM) garden to a literacy walk to a multifunctional area. These spaces should encourage purposeful use, extending classrooms outdoors and accommodating specialty events. Currently defined outdoor spaces include:

- *Permaculture Garden* - At the core of West Campus lies the Permaculture Garden, supported by students and grant funds; the garden replicates natural systems with a mix of annual and perennial species.
- *Discipline Specific Courtyards* – Many buildings have hardscaped areas, only a few encourage engagement and support students. Prominent study courtyards include the Interdisciplinary Center (IDC), Cartwright Learning Resources Center (CLRC), and Physical Science (PS). These courtyards are equipped with study tables, whiteboards, and Wi-Fi.

#### KEY:

-  Primary Pedestrian Promenade
-  Secondary Circulation Pathway
-  Stairs
-  Garden / Preserve Walks
-  Drop Off
-  Open Space / Outdoor Socialization
-  Outdoor Courtyard / Plaza
-  1/4 Mile Radius (5 Minutes Walking)

- *Undefined Courtyards* – Many buildings feature courtyards designed with Santa Barbara’s climate in mind but are underutilized for outdoor learning and socialization due to a lack of site furniture, shade, and Wi-Fi. Examples include the Administration (A) Building, Student Services (SS), Campus Store (CS), and Garvin Theater (GT).

## **DINING COURTYARDS**

Dining courtyards are designed to accommodate dining and social activities for students, faculty, and staff, providing a comfortable and attractive environment for eating, studying, relaxing, and socializing. Courtyards on campus include:

Campus Center – Once the main food service hub, the CC Cafeteria offers indoor dining and a large deck with views of the southeast side of campus and the ocean, enhanced by murals.

West Campus Snack Shack (WCSS) - This grill-style food venue provides outdoor covered seating overlooking the campus core, doubling as an outdoor study space.

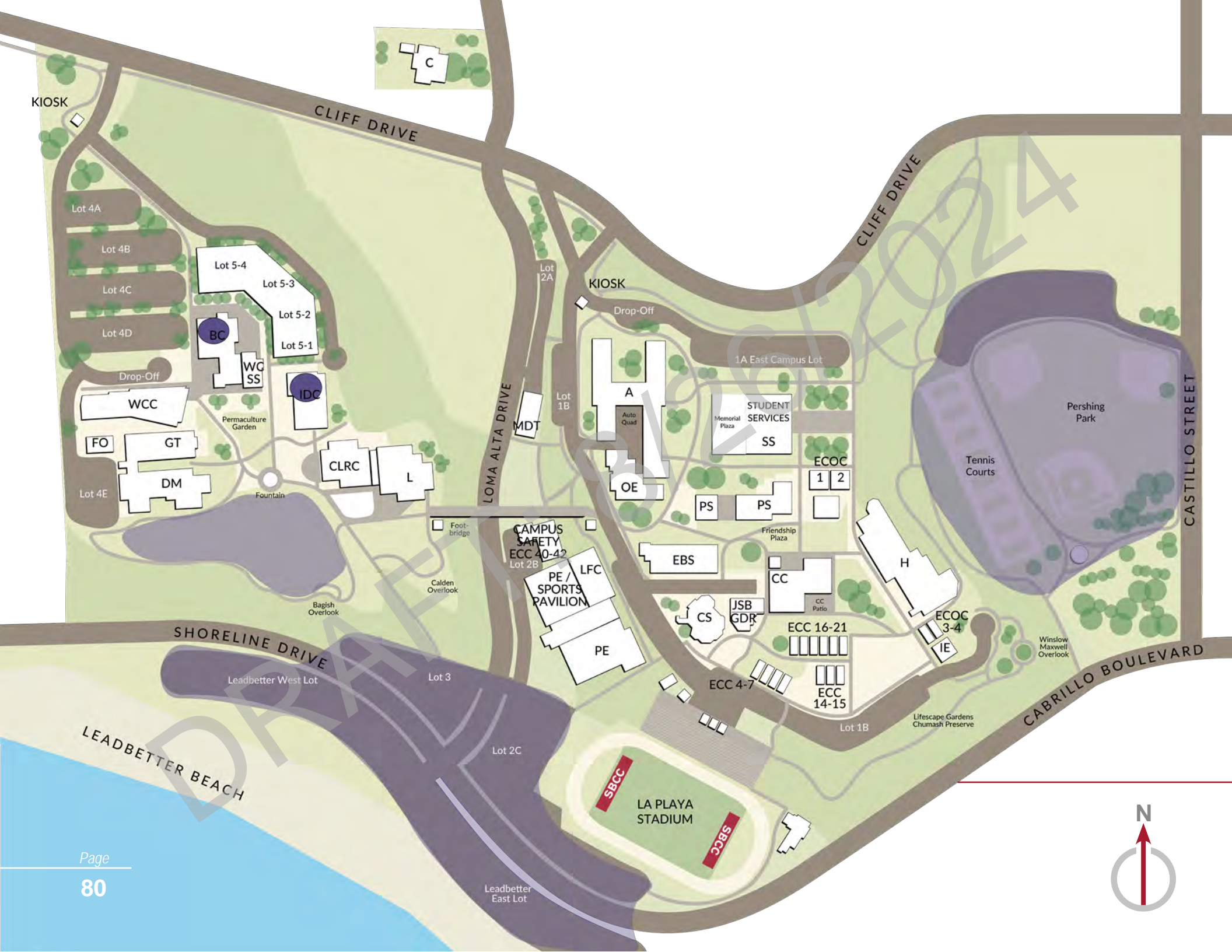
## **CAMPUS EDGES**

The coastal cliffs that edge SBCC remain planted with California-Coastal Chaparral; providing hill stabilization, they are native to the region and drought tolerant. Additionally, a tree preserve along the northern edge between East Campus and Pershing Park spans approximately 10 Acres.

## **WATER MANDATES**

While landscaping enhances the student experience, it’s vital to consider maintenance costs and comply with state and local water mandates. SBCC already employs reclaimed water for irrigation and practices rental duplicity within the Great Meadow. A Landscape Vision Plan (LVP) is recommended to complement the Facilities Vision Plan, utilizing and validating the College’s Landscape Standards to purposefully and sustainably develop and transition outdoor spaces, fostering a student-oriented collegiate experience.





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CLIFF DRIVE

CLIFF DRIVE

CASTILLO STREET

CABRILLO BOULEVARD

SHORELINE DRIVE

LEADBETTER BEACH





## PARTNERSHIPS - ZONING OPPORTUNITIES

Santa Barbara City College (SBCC) actively engages in various opportunities within its Civic Center agreements to optimize the use of its facilities and enhance educational and community services. These collaborations support a wide range of initiatives and programs, benefiting both the college and the wider community. However, there is potential to further maximize these partnerships. Key existing partnerships include:

- *Private Schools:* SBCC rents facilities to private universities such as Antioch University and Kaplan International Language School. These rentals support higher education initiatives and provide additional revenue for the college.
- *Facility Rentals:* SBCC currently rents facilities to local community organizations for hosting events, workshops, and seminars. Typical venues include the Great Meadow, Campus Center, Garvin Theatre, Winslow Maxwell Overlook, and the Sports Pavilion.
- *City Facilities:* SBCC maintains multiple facilities partnerships with the City of Santa Barbara, including the use of fields at Pershing Park, La Playa Stadium, tennis courts, and parking at Leadbetter Beach, as well as SBCC lots 2C and 3.

SBCC boasts expansive views, beautiful weather, and numerous facilities. To enhance revenue generation and community engagement, SBCC should continue and expand its program within the Civic Center Act. By actively seeking to maximize these partnerships, SBCC can further its mission of providing comprehensive educational opportunities and fostering community involvement, benefiting students, staff, and the broader Santa Barbara community.

### KEY:

- Partnership Use

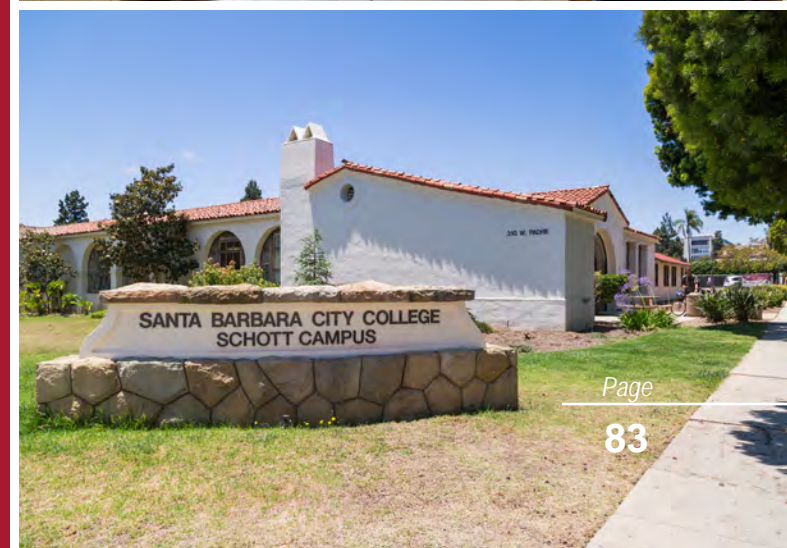


# SCHOTT CAMPUS TODAY

Rich in history, the Schott Campus dates back to 1935 and has been a part of Santa Barbara’s educational community since inception. Acquired and dedicated in 1981, SBCC’s School for Extended Learning (SEL) has been partially housed at the Schott Center for over 40 years.

The campus is primarily a single-level, courtyard-style educational building (with a loft area in one section) designed in the Santa Barbara Architectural Style, exhibiting Spanish Colonial Revival Architecture typical of the region. The building supports classrooms, computer labs, workshops, and faculty and staff offices. Classrooms accommodate various disciplines, including ceramics, culinary arts, computer labs, and an auditorium.

1-2	STUDENT SUPPORT SERVICES
3,5,6,20,22	CLASSROOMS
23,28,29,30,31	
4,7,9,10,11	STAFF OFFICES
12,13,15,18,21	
8	MAIN OFFICES
14	AUDITORIUM, JAMES TANNAHILL
16	ADULT HIGH SCHOOL/ GED
17	COMPUTER LAB (PC)
27	CULINARY ARTS LAB



## VEHICULAR ACCESS & CIRCULATION

The campus is situated within a residential community, granting both pedestrian and vehicular access. Students can also take the city bus, which stops along Bath Street. Bicycle lock-up areas are provided at all campus entries.

The primary vehicular entry is along Bath Street, with a single driveway providing access to approximately 185 parking stalls. An additional parking lot is accessible off Castillo Street, supporting 20 of those stalls near the ceramics lab.

The parking lots require significant repairs and are currently in poor condition, posing a safety concern.

## PEDESTRIAN CIRCULATION & OPEN SPACE

Pedestrian entry points occur off each primary street, however most campus users arrive by personal vehicles to the main parking lot.

The campus is exterior loaded and protected by a covered walkway. This walk is protected from the parking lot as it is lined with landscaping and benches. Considering the uniqueness of programs offered at this location – many rooms are single destinations on campus. Most students arrive for a single course at a time.

Gathering space is limited to the greenbelt along Padre Street, which serves as a formal entry to the campus. This space is not designed to be conducive to study and socialization.

There are vending machines for student and staff use along Room 20.



### KEY:

- Primary Vehicular Circulation
- Primary Campus Entry
- Transit Drop Off
- Pedestrian Promenade
- Open Space/ Outdoor Socialization
- Node/ Outdoor Gathering
- Bike Parking
- Vehicular Parking

## FACILITIES CONDITION INDEX

Similar to the Cliff Campus, the buildings at the Schott Campus were evaluated based on their condition. The main building was renovated in 1981 as part of SBCC's acquisition of the Schott Campus. Since then, there have been minor repairs (such as the auditorium in 2001) and system upgrades (electrical in 2005) with no major renovations recorded in the last 40 years. Modular buildings were added to the site in 1989 and 1996.

Based on the State's Facilities Condition Index (FCI) and discussions with SBCC's Facilities and Operations team, the following was identified:

*Facilities Condition Index* – Rooms 1-18 are in of an FCI of less than 20%, while the remainder of campus has a significant FCI. This disparity may be due to the renovation of the main building.

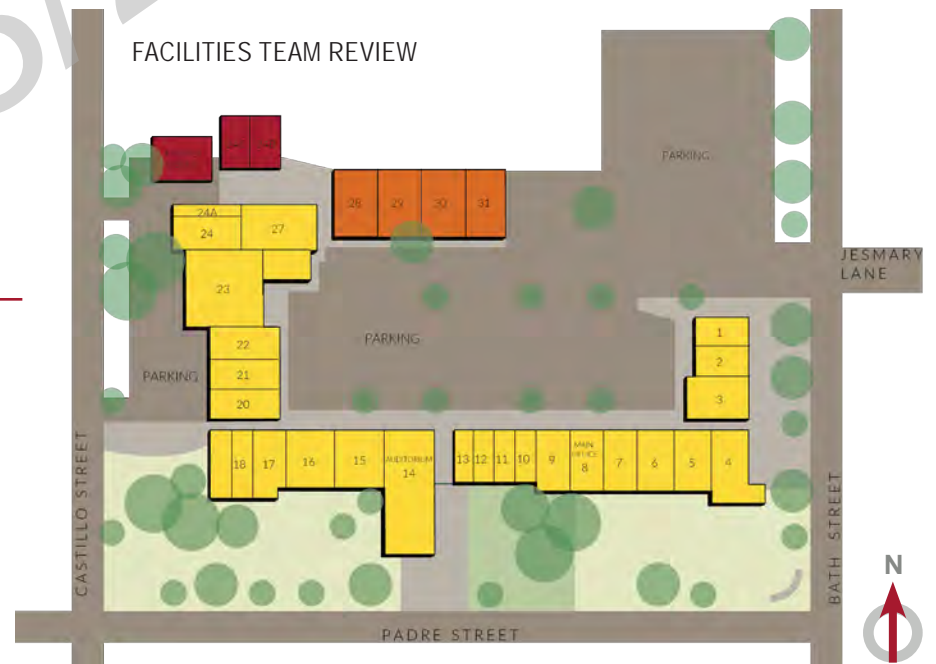
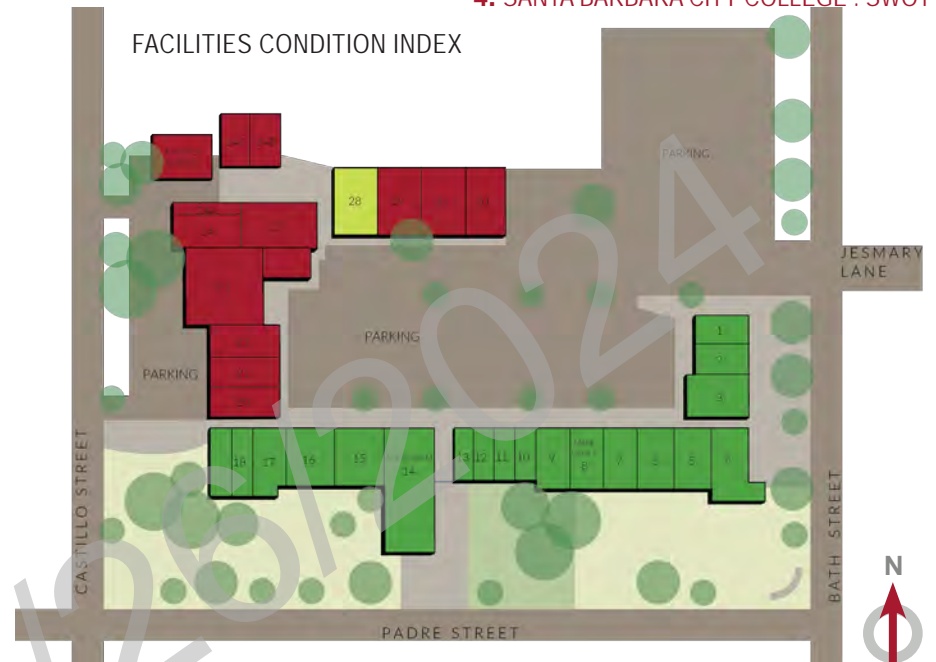
*Facilities Team Review* – The main building is at a point where mechanical, electrical, and technology systems require attention. Additionally, the building's roof is in need of repair. The facilities and clay sheds also need major repairs or replacement. The portable buildings have reached the end of their useful life.

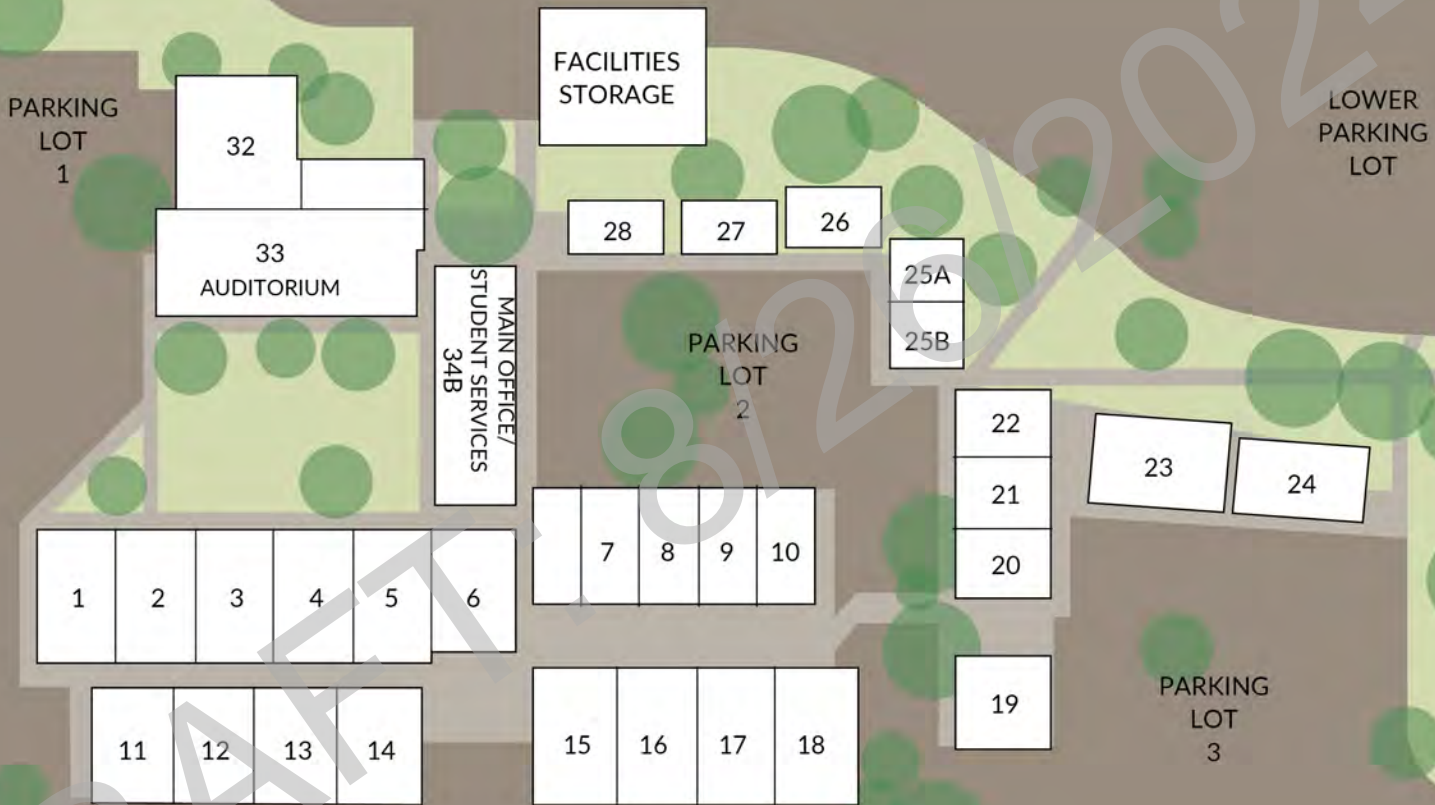
**FCI KEY:**

- 0 - 20%
- 20 - 40%
- 40 - 60%
- 60 - 80%
- 80% +

**TEAM REVIEW KEY:**

- 1 Like New
- 2 Cosmetic Deficiencies
- 3 System Repair
- 4 System Replacement
- 5 Building Failure

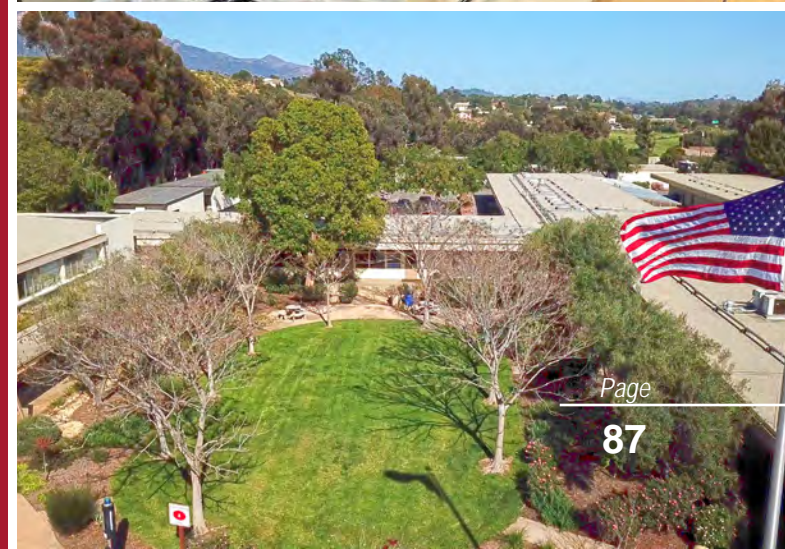




# WAKE CAMPUS TODAY

Built in 1956 as a former elementary school, the Wake Campus was later acquired and dedicated in 1978. SBCC's School for Extended Learning (SEL) has been partially housed at the Wake Campus for over 40 years. The campus spans 9 acres of sloping land and comprises multiple single-story buildings, some connected by a covered walkway. The buildings support classrooms, computer labs, workshops, an auditorium, and faculty and staff offices. Classrooms and labs accommodate various disciplines, including woodworking, sewing, glass art, jewelry, computer labs, Construction Academy, Professional Development, and English as a Second Language (ESL).

1,25A,25B	STAFF OFFICES
2	ADULT EDUCATION CONSORTIUM
3	COMPUTER LAB (MAC)
4,5	COMPUTER LAB (PC)
6	COMPUTER LAB (BILINGUAL)
7,8,9,11,18,32	ART STUDIOS
10	CARPENTRY/ WOOD SHOP
12	LANGUAGE (ESL)/ CASAS
9,13,14,18,26,27,28	CLASSROOMS
19	ADULT HIGH SCHOOL/ GED
21	BILINGUAL GED
22	BASIC NEEDS CENTER
22	COMMUNITY EDUCATION CENTER
33	AUDITORIUM, HAROLD THORNTON



# CAMPUS TOPOGRAPHY

Located in a primarily residential community, the Wake Campus has one access road, N Turnpike Road, along its western edge. This edge sits at 125 feet above sea level, descending to 100 feet at the northeastern corner of the site, resulting in a 25-foot elevation change across 9 acres. The campus is divided into three primary levels:

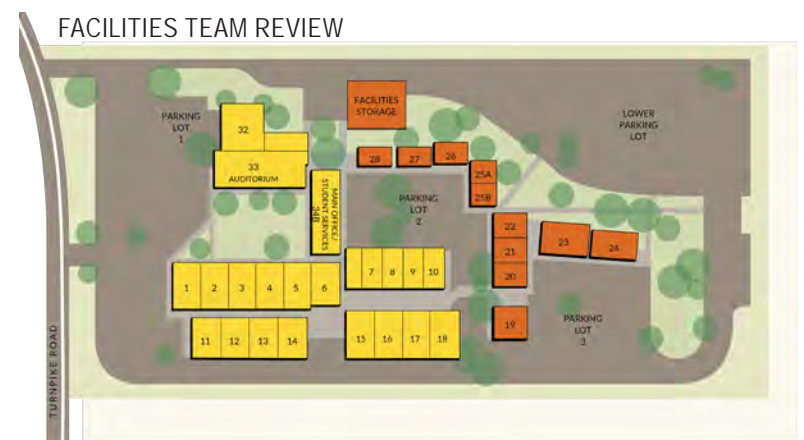
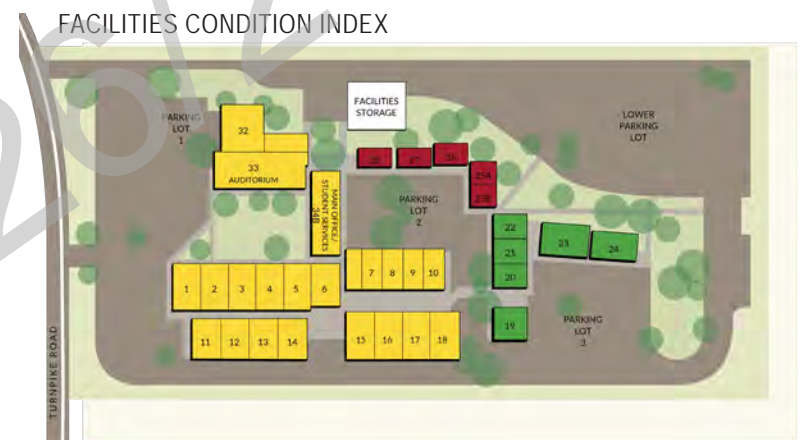
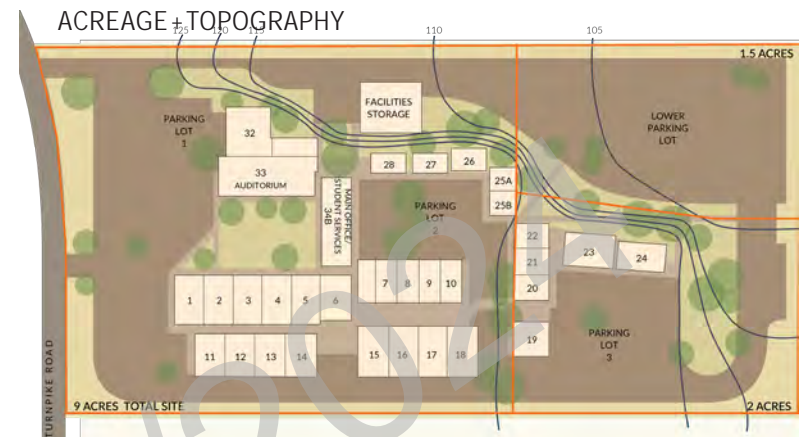
- *Upper Level* (5.5 acres): The main campus sits on the upper level off N Turnpike Road. The original buildings and some modulares are accessible through covered walks or across parking lots. Parking lots 1 and 2 support this area, as does the Facilities Storage Building, located lower than the main campus, north of modulares 26, 27, and 28.
- *Middle Level* (2 acres): This level drops about 5-10 feet in elevation and houses six additional modulares currently used for the Construction Academy, GED, and ESL courses.
- *Lower Level* (1.5 acres): This undeveloped area supports parking for the Wake Campus.

# FACILITIES CONDITION

The buildings at the Wake Campus were evaluated based on their condition. The extent of original renovations at the time of SBCC's occupancy in the 1980s is unclear. Since then, limited renovations or alterations have occurred, except for the addition of portable buildings. Many classrooms and labs are purpose-built, supporting individual courses, such as the glass art lab or the loom/sewing room.

Based on the State's Facilities Condition Index (FCI) and discussions with SBCC's Facilities and Operations team, the following was identified:

- *Facilities Condition Index* – The original campus has an FCI of 57%, reflecting considerable age and maintenance needs.
- *Facilities Team Review* – The main building requires mechanical, electrical, and technology system repairs or replacements. Additionally, the roof needs to be replaced, and most portable buildings have reached the end of their useful life.





## VEHICULAR ACCESS & CIRCULATION

The campus is situated within a residential community, providing both pedestrian and vehicular access. Transit access is available just north of the campus, about a 5 minute walk from the corner of La Gama Way and N Turnpike Road. Bicycle lock-up areas are provided at all campus entries.

There is a single ingress along N Turnpike Road. Vehicular Circulation is two-way on the upper level, and transitions to one-way around the middle and lower levels of the site. Vehicles can drop off passengers along the front entry, or turn right to move around the campus.

The parking lots require significant repairs as they are in poor condition, posing a safety concern.

## PEDESTRIAN CIRCULATION & OPEN SPACE

Pedestrian entry points are located off N Turnpike Road, leading into a central courtyard. The building at the back of this courtyard houses the Main Office and Student Services, where most first time visitors seek assistance in locating their classrooms. Given the unique programs offered at this location, many rooms serve as single destinations, with most students arriving for one course at a time.

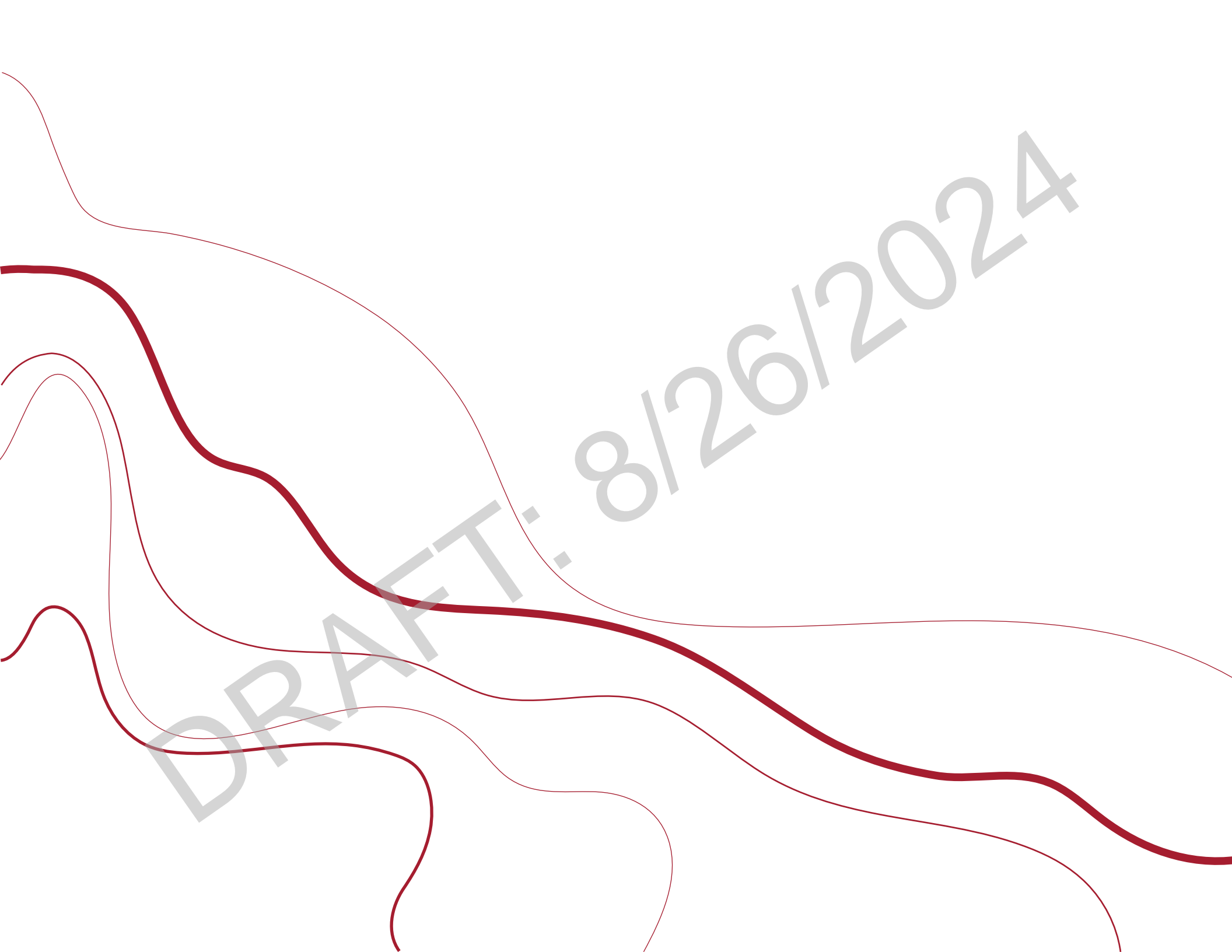
The campus has challenging wayfinding. Classrooms are arranged in exterior-loaded rows, parallel to each other with covered walkways, making it disorienting until one becomes familiar with the layout. Access to most modulares is through a parking lot.

Gathering space is limited to the entry courtyard, which is appropriately scaled for the site and has supported outdoor functions and small gatherings. However, it currently lacks furnishings that support informal study, dining, or relaxing. There are vending machines for student and staff use along the central spine between rooms 6 and 7.



### KEY:

- Primary Vehicular Circulation
- Primary Campus Entry
- Transit Drop Off
- Pedestrian Promenade
- Open Space/ Outdoor Socialization
- Node/ Outdoor Gathering
- Bike Parking
- Vehicular Parking



DRAFT: 8/26/2024

DRAFT: 8/26/2024

**SANTA BARBARA CITY COLLEGE**

*Campus Planning & Fiscal Responsibility*



# CAMPUS PLANNING & FISCAL RESPONSIBILITY

The Facilities Vision Plan (FVP) is intended to meet several strategic planning goals. The plan must align the students' needs with available facilities. Those needs are driven by the types of programs and services offered in the various locations as well as the current and future student population.

The student population served at SBCC has declined over the past decade. The college now serves a much smaller student population, as outlined in *Chapter 3: Supporting the Educational Vision Plan (EVP)*. Additionally, future enrollment projections indicate a decline in high school graduates. The general consensus among the college constituents, demographic data, and socioeconomic conditions in the Santa Barbara greater area are college enrollments will decline or remain steady in the future. These findings indicate that SBCC is attempting to manage, maintain, and preserve more buildings, classrooms, and labs than needed. This fact is severely impacting their ability to offer a collegiate environment to the community.

SBCC has established the need to remain fiscally responsible as adopted by the Fiscal Sustainability Workgroup and adopted by the Board of Trustees. The fiscal sustainability report focused on areas that improve the district's fiscal condition, with improving classroom scheduling and space utilization being a top priority. The condition of the campuses and the need to fund scheduled maintenance to improve the overall appearance and the student experience were also identified. These themes were validated using data, surveys and small group interviews during the FVP process.

The district has the opportunity to reinvent the campuses and more importantly, how they are using them. The vision of the Cliff, Schott, and Wake Campuses will not be fully realized until efficiencies across all locations are improved. Improved efficiencies in space utilization, classroom scheduling, and program zoning will free up funds to invest in the following:

## SITE MAINTENANCE

- Parking Lots
- Lighting
- Walkways
- Stairs/Railings/Ramps
- Plants, Trellises, etc.
- Wayfinding

## BUILDING MAINTENANCE AND REPAIR

- Roofs
- Heating, Ventilation, Air Conditioning (HVAC)
- Restrooms
- Paint
- Windows
- Furniture
- Technology

## INFRASTRUCTURE

- Solar Installation and Repair
- Switchgear
- Electrical Generation
- Electrical Meters

The college should reference the detailed conditions assessment provided in the 2019 Facilities Master Plan and the SBCC Campus FVP Building Assessments Report and Appendices. These documents result from a comprehensive study highlighting specific facility deficiencies, accessibility, and infrastructure challenges of the College. No considerable improvements have been made since their publication.

Each improvement category (e.g., site maintenance, building repairs, infrastructure upgrades) needs detailed exploration to identify funding sources and allocate resources effectively. Recognizing the financial challenges, the district should actively pursue external funding opportunities to accelerate campus improvements and create a more conducive environment for students and the community.





# TOTAL COST OF OWNERSHIP

Total Cost of Ownership (TCO) aligns an organization’s mission with its investment strategy for an asset’s lifecycle including all related infrastructure and business process costs. The objective of TCO is to maximize return on investment (ROI) for the effective and sustainable use of capital resources by improving owners’ resource allocation decision making processes in owning/occupying a facility over the entire lifecycle (first, recurring, renewal/ replacement, and end-of-useful life).

The chart below is indicative of the 2022-2023 expense data, which are incorporated into the TCO template as the “Operating Yearly Cost.” Moving forward, these expenses will need to be updated to reflect inflation and other applicable cost increases, including escalation of costs.

	EMPLOYEE	\$	GSF	\$ P/SF
Utilities		2,117,527	730,018	2.90
Maintenance	6	1,075,431	730,018	1.47
Custodial/Grounds & Facilities	39	2,907,515	730,018	3.98
<b>TOTAL</b>	45	6,100,473		8.36
			MAINTAINABLE	
Grounds			5,538,218	
<b>TOTAL YEARLY COST</b>				<b>8.36</b>

This chart is detailed further on Page 4 of Appendix 2: SBCC Total Cost of Ownership (TCO) Implementing TCO for Maintenance



# IMPLEMENTING TOTAL COST OF OWNERSHIP FOR MAINTENANCE

Santa Barbara City College completed its analysis of the Total Cost of Ownership (TCO) of its facilities. The TCO chart indicates the amount of funding needed by the college to maintain its buildings. To implement the TCO for maintenance of the physical facility assets, the district would combine the “Operating Yearly M&O Cost” and the “Capital Renewal Cost” as a method of determining the funding needed to maintain the facilities to an APPA standard Level 3 “Managed Care.”

These best practices can be examined through the resources needed for maintaining the buildings on campus and through the detailing of the TCO Operating Yearly Cost and the TCO annual Capital Renewal Cost:

Operating Yearly = \$6,100,473

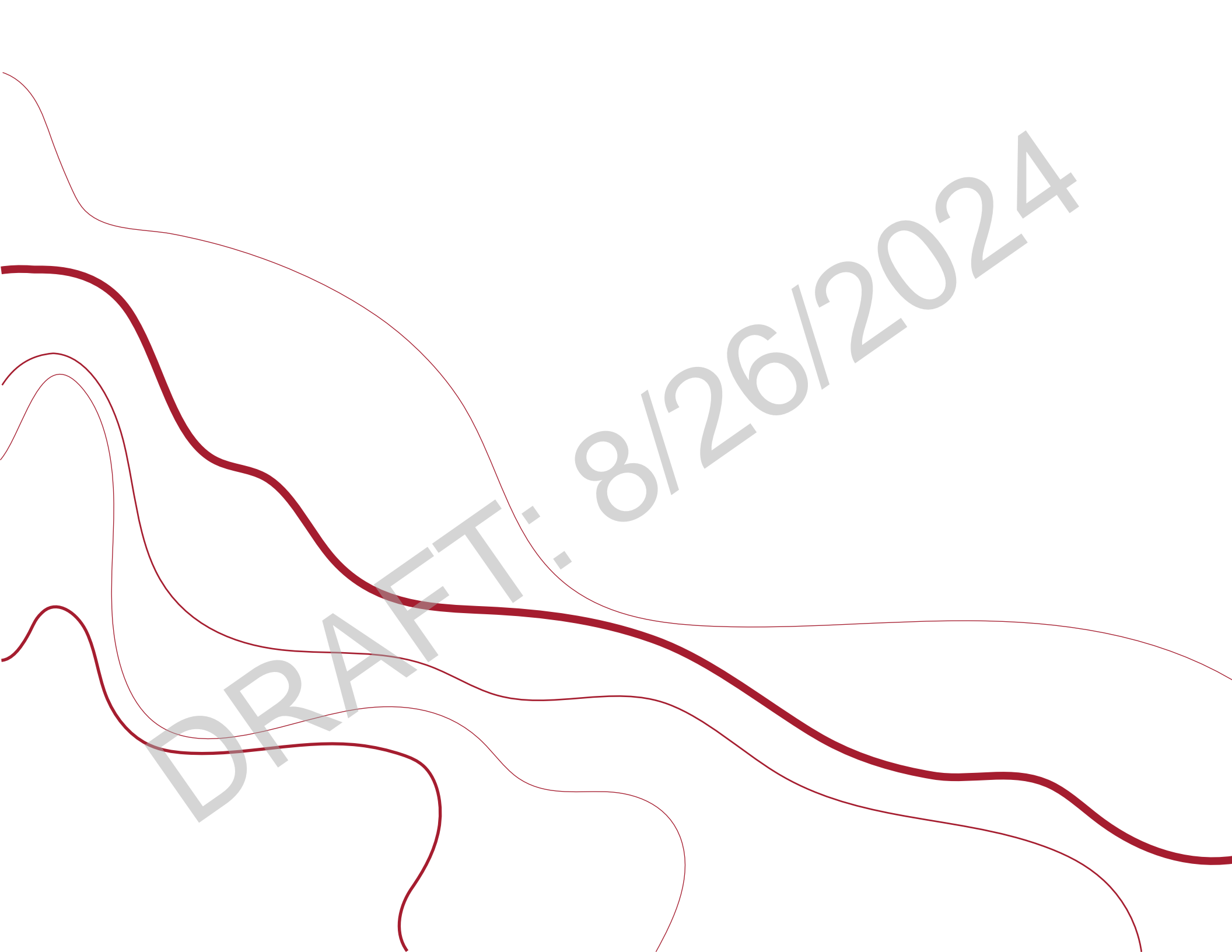
Capital Renewal = \$5,256,024

**ANNUAL TOTAL = \$11,356,497**

## APPA MAINTENANCE STANDARDS

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Maintenance	Showpiece Facility (Fully functional; excellent condition)	Comprehensive Stewardship (Usually functional; in operating condition)	Managed Care (Mostly functional; occasional breakdown)	Reactive Management (Frequent breakdowns; inoperative)	Crisis Management (Routine breakdowns; inoperative)

This chart is detailed further on Page 10 of Appendix 2: SBCC Total Cost of Ownership (TCO) Implementing TCO for Maintenance



DRAFT: 8/26/2024

DRAFT: 8/26/2014

SANTA BARBARA CITY COLLEGE CAMPUSES

*Vision for the Future*



## TRANSLATING FINDINGS INTO PHYSICAL FORM

In developing the Program of Work, the campus was viewed as an entity with strengths and weaknesses, with goals to be pursued, and with specific outcomes to be achieved. The needs of the “total campus” were considered – both buildings and critical campus systems including such elements as pedestrian circulation, vehicular circulation and parking, open space, and other campus amenities/improvements. These components - buildings and systems - coalesce to make the campus a living and working community, collectively supporting and serving students by providing the physical resources and setting that support learning and a true academic experience. The Program of Work envisioned in the Facilities Vision Plan (FVP), and further described in the following pages, is intended as a planning framework for the long-term stabilization and enhancement of the Santa Barbara College.

### THE OBJECTIVES OF THE FACILITIES VISION PLAN (FVP)

- Support fiscal and environmental sustainability
- Provide a path to improved utilization that increases efficiency and supports the academic mission of SBCC
- Supports stabilized enrollments while simultaneously addressing aging buildings and needed systems improvements.
- Supporting Student Success and enriching the student experience by creating a Campus environment that provides a comprehensive collegiate experience for students.
- Serving as a blueprint for campus development and a resource for decision making

### THE PLANNING OUTCOMES

- A Program of Work addressing:
  - A path to implement planned and partially funded projects
  - Identification of infrastructure and campus systems improvements needed to support the collegiate experience.
- Identification of enterprise / joint use opportunities to maximize the College’s land assets.

### KEY CONSIDERATIONS FOR THE FUTURE

- *Accommodating Evolving Technology:* Facilities planning is closely linked to and aligned with technology. The association between instruction support services and technology is impacted by hybrid & hi-flex learning, classroom and support service needs, and anticipated future technological innovations.
- *Embracing the Maintenance Imperative:* Maintenance is imperative to the useful life of facilities. Key maintenance aspects that should be considered as part of the planning process include:
  - The adequacy of the current and projected maintenance organizational structure to support new or renovated facilities
  - A long-term commitment of funding for maintenance



## PROGRAM OF WORK

The program of work outlined as SBCC's Facilities Vision Plan (FVP) is the outcome of the translation of the enrollment projections in academic and support services into facilities needs within the planning horizon of 10 years. This program is guided by the discussions outlined in *Chapter 3: Supporting the Educational Vision Plan (EVP)*, together with the analysis of the qualitative and quantitative data regarding buildings and campus systems highlighted in *Chapter 4: Santa Barbara College Today*, and a recognition of the immediate needs in *Chapter 5: Campus Planning and Fiscal Sustainability*.

Prior to studying and implementing these projects, SBCC should reference the detailed conditions assessment provided in the 2019 Facilities Master Plan and the SBCC Campus & Building Assessments Report and Appendices. These documents result from a comprehensive study highlighting specific facility deficiencies, accessibility, and infrastructure challenges of the College.

### EXISTING:

A	ADMINISTRATION	IDC	INTERDISCIPLINARY
BC	BUSINESS COMM.	IE	INTERNATIONAL EDUCATION
CS	CAMPUS BOOKSTORE	MDT	MARINE TECHNOLOGY
CC	CAMPUS CENTER	OE	OCCUPATIONAL EDUC
DM	DRAMA/MUSIC	PS	PARKING STRUCTURE
EBS	EARTH + BIO SCIENCE	SS	STUDENT SERVICES
ESL	ENGLISH SECOND LANGUAGE	WCC	WEST CAMPUS CENTER
FO	FACILITIES & OPERATIONS		
FH	FIELD HOUSE		
GT	GARVIN THEATRE		
H	HUMANITIES		

### NEW BUILDINGS:

④	PE	PHYSICAL EDUCATION
⑤	PHYS SCI	PHYSICAL SCIENCE

### RENOVATED BUILDINGS:

⑥	CLRC/L	LEARNING RESOURCE CTR / LIBRARY
⑦	C	ORFALEA EARLY LEARNING CENTER

### SYSTEMS PROJECTS:

- ① CLIFF DRIVE CAMPUS ENTRIES (WEST & EAST)
- ② BICYCLE CIRCULATION
- ③ PEDESTRIAN CIRCULATION & WAYFINDING
- ⑧ PORTABLE REMOVAL / EAST CAMPUS LAWN

# CLIFF DRIVE CAMPUS ENTRIES

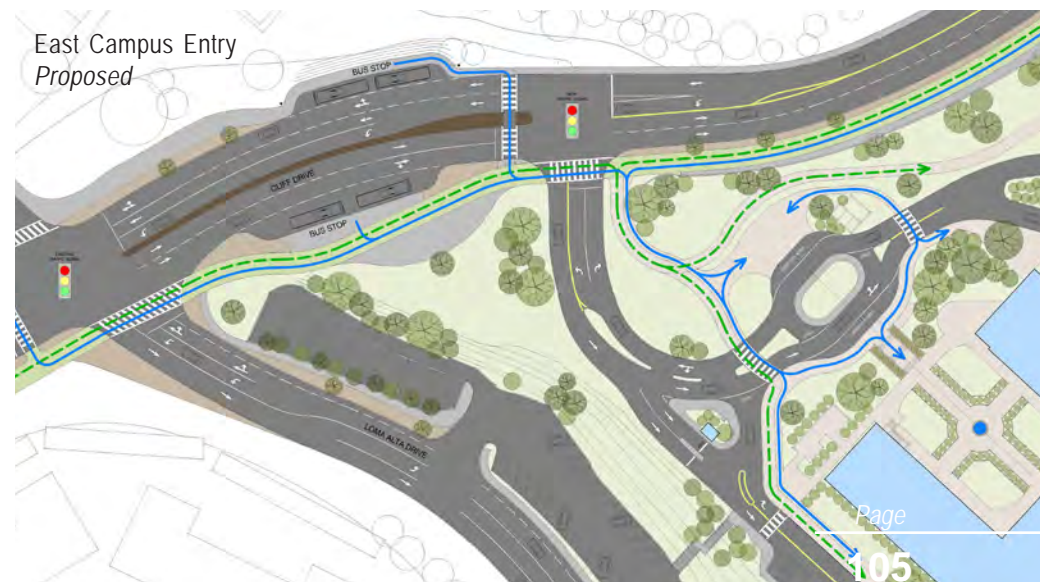
In collaboration with the City of Santa Barbara and KBZ, as part of the Cliff Drive Vision Zero Project, this initiative will realign and enhance both the West Campus and East Campus entrances from Cliff Drive. The enhancements aim to address critical safety issues, improve traffic flow, and introduce a multipurpose lane multi-use path for bicycles and pedestrians. This joint project with the City of Santa Barbara includes shared financial responsibilities.

**KEY:**

- Bicycle Circulation
- Pedestrian Circulation







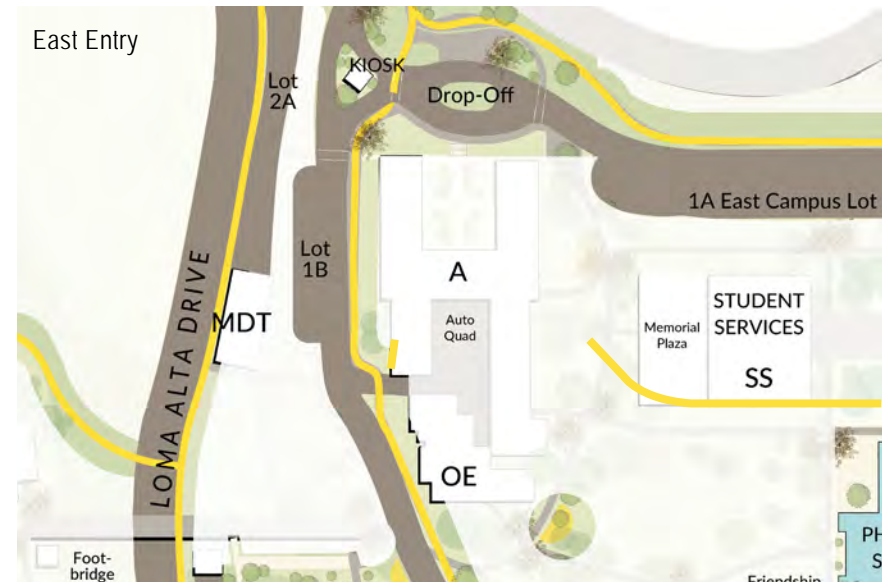
# BICYCLE CIRCULATION

## EAST ENTRY

This campus improvement project will extend bicycle circulation and enhance pedestrian pathways along Parking Lot 1B, starting from the new campus entry along the western perimeter of the East Campus, and from the enhanced drop-off area to the existing bike path along East parking Lot 1A.

## WEST ENTRY

The West Campus enhanced entry will extend bicycle and pedestrian circulations from the multi-use path along Cliff Drive to the existing bicycle/pedestrian paths.



KEY:




 Bicycle Pathway



# PEDESTRIAN CIRCULATION & WAYFINDING

This initiative will refine and enhance the existing pedestrian framework to improve wayfinding and universal access, while strengthening the connection between the West and East Campus and between existing and future buildings. Enhancements will include accessible upgrades to stairs and ramps, resurfacing and repairing sidewalks and paving, installing new and improved exterior lighting, maintaining consistent landscaping, widening visual corridors, and implementing consistent site and building signage.

**KEY:**

Main Pedestrian Promenade	
Stairs	
1/4 Mile Radius	



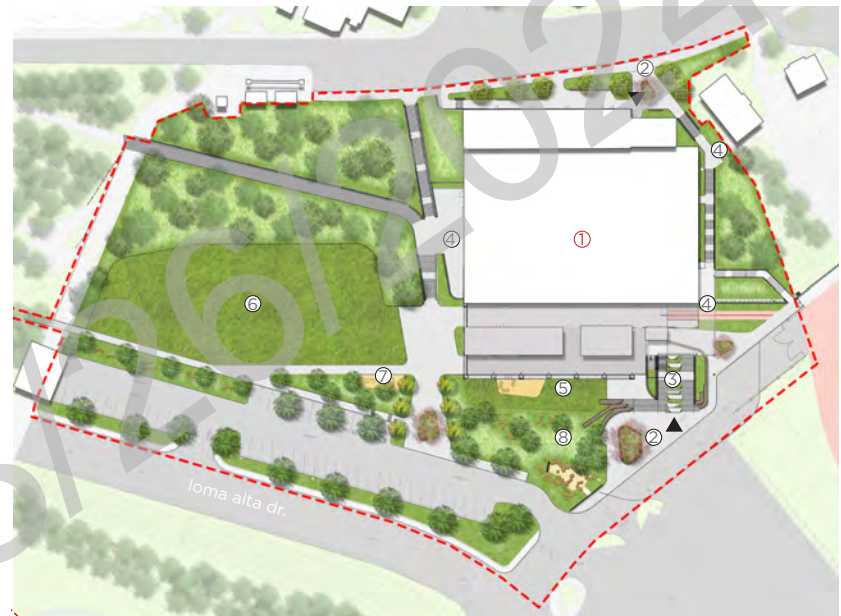
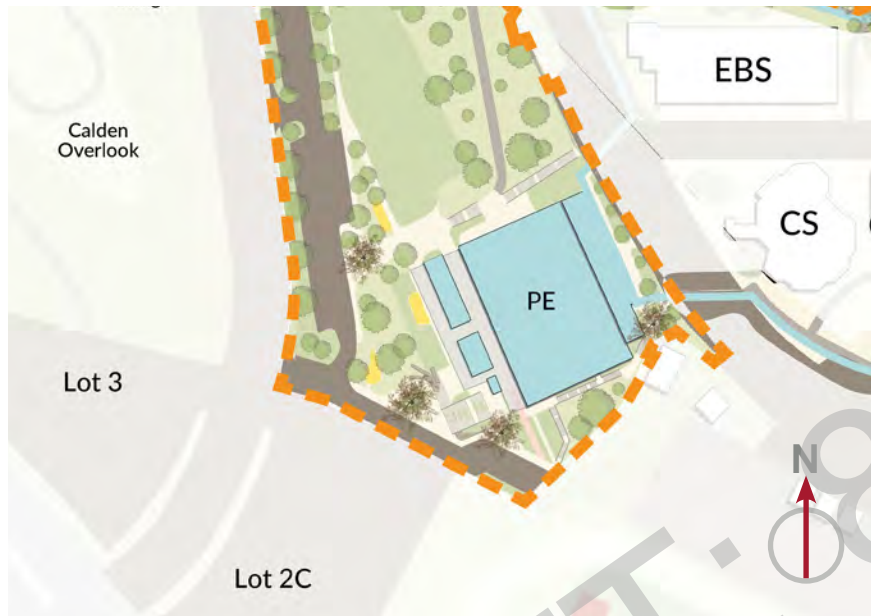
# PHYSICAL EDUCATION COMPLEX

The new Physical Education Complex is planned as a four-story building, comprising spaces for a National Collegiate Athletic Association (NCAA) gymnasium, multidisciplinary classrooms, dance and exercise rooms, a fitness center, and offices. In addition to replacing the aging and

deteriorating facility, this project will address accessibility issues within the athletics complex and its connection to the campus core. This shovel-ready project is state bond approved, with approximately \$35 million committed to SBCC's project costs.

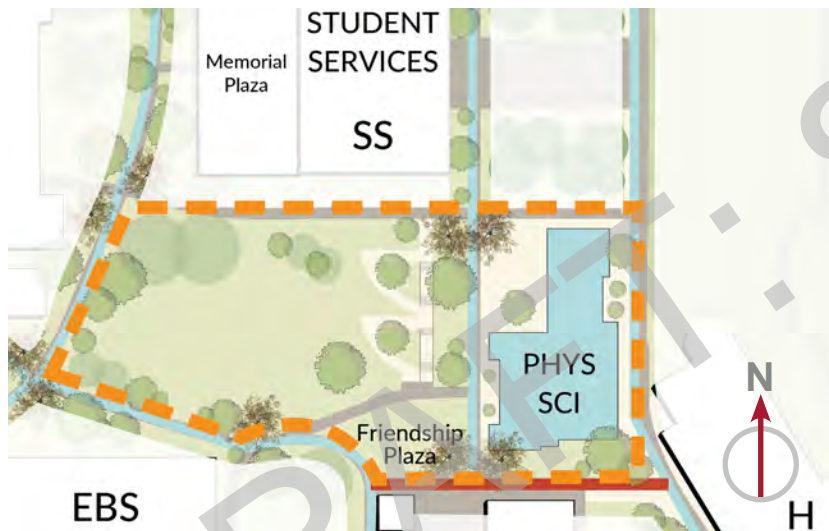
*Rendering Credit: LPA*





# PHYSICAL SCIENCE

The proposed project involves a complete replacement of the Physical Science Complex, including the 138-seat Physical Science lecture hall, originally built in 1968. In addition to replacing the building, the project will create a campus quad that serves as a destination for students on the East Campus, while addressing accessibility concerns and providing seamless connections to the academic and student service buildings surrounding it.



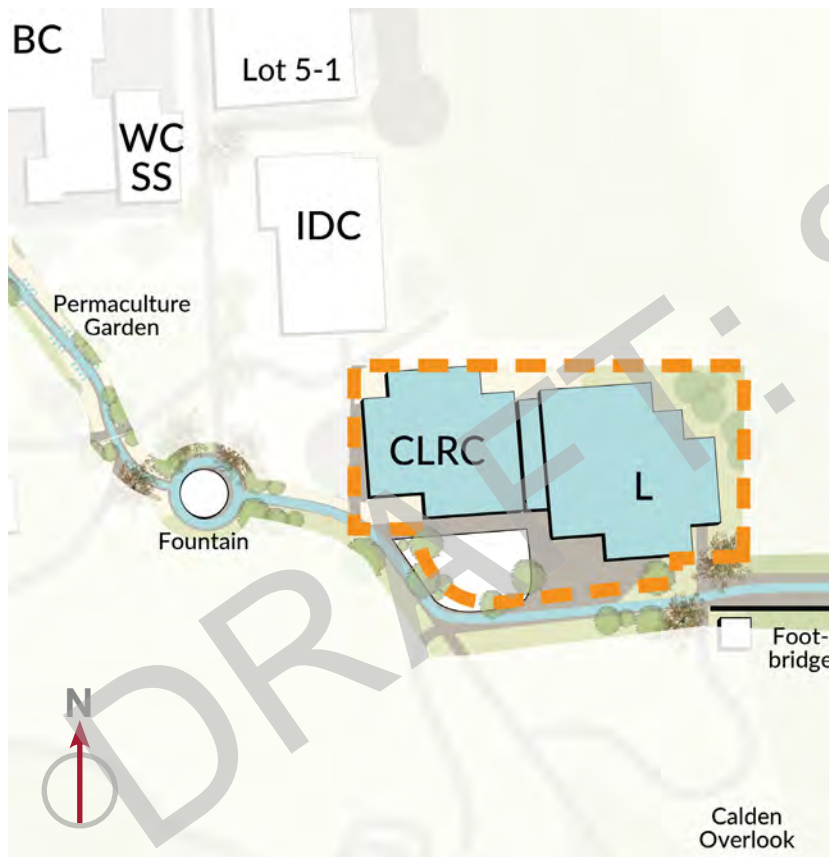
**KEY:**

- Project Boundary
- New Building



# LEARNING RESOURCE CENTER / LIBRARY RENOVATION

This project aims to renovate the existing Learning Resource Center, including the replacement of building systems that have surpassed their useful lives. Modernizing the LRC will support changing educational modalities and allow SBCC to support its academic services.

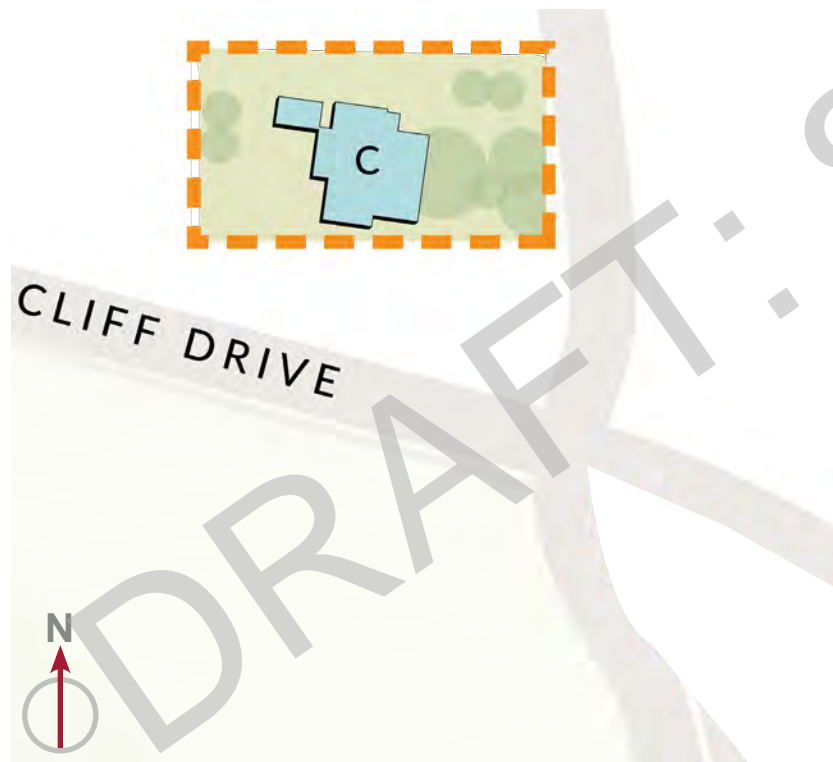


**KEY:**



- Project Boundary
- New Building

# ORFALEA EARLY LEARNING CENTER

The proposed project will provide essential renovations to support the lab school, which is directly across from Cliff Campus. Renovations are anticipated to include improvements to the interior layout, play yards, security, and parking lots.



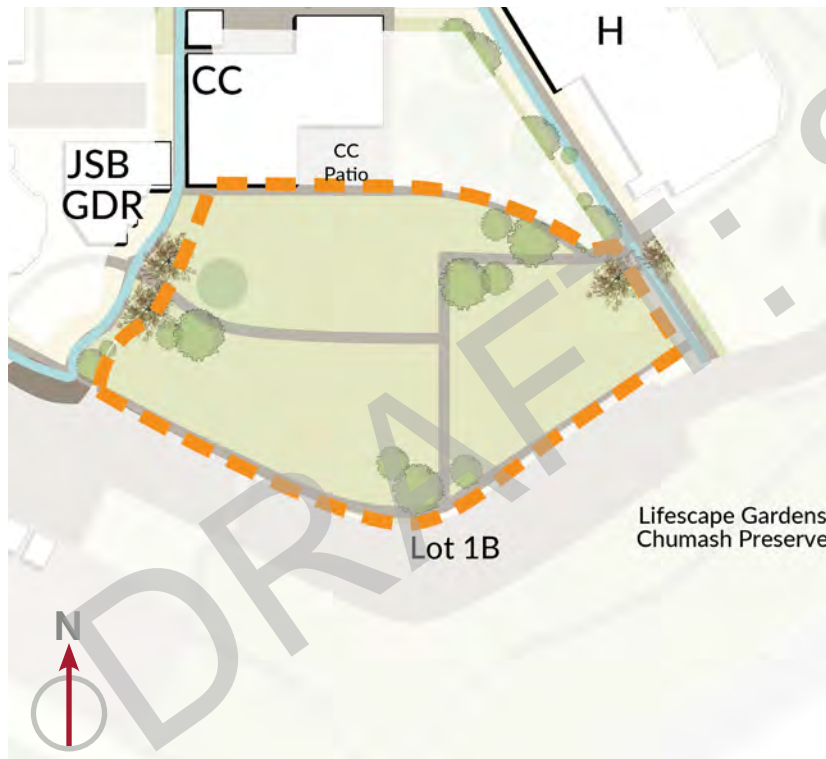
**KEY:**

- Project Boundary      
- New Building          



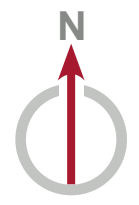
## MODULAR REMOVAL / EAST MEADOW

Over the planning horizon, SBCC intends to remove portable buildings as programs are relocated to permanent facilities and swing space is no longer required. The modulares will be removed incrementally. Upon final removal, SBCC should consider the highest and best use for the southern area of the East Campus, potentially programming it as a multi-use lawn to support student activities, outdoor classrooms, athletics, and rentals.



**KEY:**

- Project Boundary
- New Building



## VEHICULAR CIRCULATION AND ACCESS

Improvements to vehicular access, circulation, and parking (including bicycles) are detailed below. Once these critical systems are upgraded, SBCC should establish and implement maintenance programs to prolong the lifespan of these improvements and ensure safety is maintained at a minimum, as described in *Chapter 5: Campus Planning and Fiscal Sustainability*.

In 2015, SBCC completed an Aesthetics Design Standards, which includes roadways, bicycle paths, and wayfinding guidelines. SBCC should validate and update if necessary with the intention to implement the recommendations.

### ENHANCING VEHICULAR GATEWAYS

As highlighted in *Chapter 4: SBCC Today*, there are two primary vehicular gateways along Cliff Drive. These gateways accommodate personal vehicles, ride-shares, public transit, bicycles, and pedestrians. As the primary entry points to the College, the FVP recommends reorganizing and enhancing both the East and West Campus gateways.

In collaboration with the City of Santa Barbara Public Works, SBCC has participated in the Vision Zero Project, which includes improvements along Cliff Drive, including the entries to both East and West Campus. These enhancements are expected to provide clear separation between transit, pedestrian, and vehicle entries, while also

improving signage, arrival experience, and accessibility. Additionally, other campus entries should be upgraded as necessary to support public transit, bike paths, and pedestrian access from the campus perimeter.

### PARKING



It is crucial for SBCC to maintain all available parking to support the student population and community access. This includes maintaining shared parking agreements. To preserve this parking, all parking lots and associated roadways will be repaired, repaved, and enhanced with safety lighting and accessible access as described in *Chapter 5: Campus Planning and Fiscal Sustainability*.

### BICYCLE CIRCULATION

The FVP recommends that parking lots and roadways be improved, and dedicated bicycle access and lockup areas be maintained and enhanced. Bicycles are a key part of SBCC's culture, with many students, faculty, and staff using them for transportation to and from campus. The new gateway project will enhance bicycle access from Cliff Drive, and these improvements should integrate seamlessly with campus circulation.

The FVP also proposes enhancements to bicycle storage and repair stations already implemented on campus.

#### KEY:

 Primary/ Vehicular Circulation	 Off-Site Parking (City)	 Main Project Boundary	 Primary Campus Entrance
 Drop-Off	 1/4 Mile Radius	 Bike Pathway	
 Parking (On Campus)	 Transit Drop Offs	 Bicycle Parking	



CLIFF DRIVE

CLIFF DRIVE

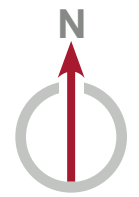
LOMA ALTA DRIVE

SHORELINE DRIVE

LEADBETTER BEACH

CABRILLO BOULEVARD

CASTILLO STREET



## PEDESTRIAN ACCESS AND WAYFINDING

Improvements to pedestrian circulation and open space are suggested below. Once these critical systems are upgraded, SBCC should establish and implement maintenance programs to prolong the lifespan of these improvements and ensure safety is maintained at a minimum, as described in *Chapter 5: Campus Planning and Fiscal Sustainability*.

In 2015, SBCC completed an Aesthetics Design Standards, which includes landscape, hardscape and wayfinding guidelines. SBCC should validate and update if necessary with the intention to implement the recommendations.













### ENHANCING A FRAMEWORK OF PEDESTRIAN CIRCULATION

The FVP suggests refining, enhancing, and extending the current pedestrian framework to create a hierarchy of pedestrian spines and walkways. This will link buildings and open spaces in a direct, clear, and visually and physically consistent manner that supports ease of wayfinding and student movement. Suggested improvements include:

- *Enhancing Pedestrian Gateways:* Create and support existing gateways where pedestrian spines begin at parking and drop-off locations into the campus core. These pathways should reflect a consistent hardscape and landscape character.

- *Connecting Spines:* Enhance walkways, particularly the north/south connections at East Campus, to link buildings into the campus core and the primary East/West pedestrian promenade.
- *Hierarchy and Character:* Differentiate paths and walkways by their widths, hardscape character, and landscape treatment. Establishing a hierarchy of primary and secondary pathways will improve wayfinding across campus.
- *Accessibility:* Ensure all enhancements incorporate universal design principles, making environments accessible, understandable, and usable by all people, regardless of age, size, ability, or disability. This includes minimizing physical barriers and creating pathways that promote ease of movement. Accessible improvements at SBCC will encompass repairs and enhancements to stairs, ramps, sidewalks, lighting, landscaping, widening visual corridors, and implementing consistent site and building signage.

#### KEY:

 Primary Pedestrian Promenade	 Outdoor Courtyard	 Main Project Boundary	 Open Space / Outdoor Socialization
 Drop-Off	 1/4 Mile Radius	 Bike Pathway	 Garden / Preserve Walks
 Stairs	 Transit Drop Offs	 Bicycle Parking	 Node / Outdoor Gathering

## ENRICHING THE STUDENT EXPERIENCE

Create out-of-class environments that offer a comprehensive collegiate experience, supporting and enhancing the classroom environment by providing places where students can connect and collaborate. These improvements will include:

- Expanded quad spaces
- Improved areas for study and socialization
- Programmable outdoor spaces
- Amenities to support the expanded use of the Great Meadow and Overlooks

To support outdoor study and socialization, the FVP proposes functional outdoor areas featuring:

- *Shade*: Tree canopies, umbrellas, or tensile structures
- *Technology*: Enhanced Wi-Fi connectivity across campus, charging stations, and, in some cases, outdoor presentation capabilities
- *Lighting*: To promote safe evening use
- *Flexible Furniture*: Furniture that can be easily reconfigured. At a minimum, it should support a mix of individual, small, and mid-sized study groups, considering theft and vandalism concerns.









## SCHOTT & WAKE CAMPUSES

The FVP recognizes the importance of both the Schott and Wake Centers. Within the planning horizon, the vision for these campuses is to repair, maintain, and enhance the student experience. Many of the recommendations below are described in *Chapter 5: Campus Planning and Fiscal Sustainability*.

While each campus is uniquely individual, the facilities plan makes universal recommendations for both Schott and Wake Campuses:

### **PARKING IMPROVEMENTS AND SAFETY:**

The FVP recommends repairing parking lots and improving vehicular circulation at both Schott and Wake Campuses. These improvements will include asphalt repair, enhanced lighting, and improved egress.

### **ENHANCING THE STUDENT EXPERIENCE:**

Both Schott and Wake have minimal areas for students to gather or relax. Recognizing that both campuses are landlocked and course-based destinations, the FVP recommends enhancing outdoor areas with furniture and improved fresh vending options. These enhancements should consider the needs of night students, faculty, and staff, as well as the general student population.

### **SUPPORTING MODERN PEDAGOGY:**

- *Technology:* The FVP recommends maintaining and replacing technology as needed to support current teaching modalities and pedagogy. This includes campus-wide Wi-Fi.
- *Furniture:* Through renovations and improvements, furniture should be upgraded and replaced as necessary to support flexible classroom environments, multi-use classrooms, and current pedagogy.

### **MODULARS:**

Both Schott and Wake have modulars on site, some of which have reached the end of their useful lives. As these buildings continue to age, capital should not be spent to enhance or replace them. Improved space utilization on campus can continue to house all programs effectively.

# FACILITIES VISION PLAN IMPLEMENTATION

## PROGRAM OF WORK

In addition to the large capital improvements identified in the FVP, the District approved Bond Project List, link included in *Chapter 8: Appendix 12*, includes multiple projects in support of *Chapter 5: Campus Planning & Fiscal Responsibility*, creating the entire program of work. The costing for these projects has been estimated by the District through rough order of magnitude (ROM) costing is in today's dollars (Q2 2024) and does not reflect escalation.

## REVENUE RESOURCING

It is SBCC's goal to seek external financial support to augment general fund revenues. Currently, there are three primary opportunities:

### **1. Local General Obligation Bond:**

To offset general funding for major and minor capital improvements, as well as fulfilling prior-years differed maintenance needs, SBCC will need support from their local community.

### **2. The State's Capital Outlay Budget Program (COBP):**

There is a \$35 million commitment to SBCC through the COBP for the new Physical Education Complex. The COBP provides substantial one-time financial support for California Community College District's capital construction programs. This program requires that projects pass the

review of the State Chancellor's Office for compliance with capacity-load ratios, compete with other colleges throughout the state for funding through a point system, and have reliable matching local funds.

For projects identified for potential future state funding, SBCC will need to follow the process of submitting an Initial Project Proposal (IPP) and Final Project Proposal (FPP) to the State Chancellor's Office. To enhance competitiveness, SBCC must increase campus efficiencies to improve its capacity-load ratios.

### **3. Joint Venture with the City of Santa Barbara:**

The City of Santa Barbara's Department of Public Works is implementing the Vision Zero Project along Cliff Drive and would share the expense of campus entries and Cliff Drive improvements.

### **4. Grant Funding**

Grant funding for community colleges is a resource for financing significant campus projects, such as facility upgrades, sustainability initiatives, and infrastructure resiliency. These funds are often sourced from government agencies, private foundations, and industry partners, and can be one-time or multi-year commitments. SBCC should continue to identify and apply for grant funding that aligns with its capital improvement goals and institutional mission.

## PROGRAM OF WORK IMPLEMENTATION

The referenced program of work falls into three main categories:

### **1. Infrastructure and Campus Improvements:**

In addition to the 2024 FVP, SBCC's Administration and Facilities Team should reference the 2019 Facilities Master Plan and the SBCC Campus & Building Assessments Report and Appendices to determine the final scopes of work for each individual site improvement project. These projects could be linked when appropriate or independent of each other.

### **2. Facilities Replacement and Renovation:**

These projects have a natural progression based on design process and funding sources. Anticipated scheduling for the Cliff Campus includes:

*Phase 1:* Physical Education Complex would begin construction first, as it is "shovel ready" and the district is approved to receive state funding for a portion of the cost.

*Phase 2:* CLRC renovations, Orfaea Early Learning Center Renovation, Miscellaneous building renovation and repair.

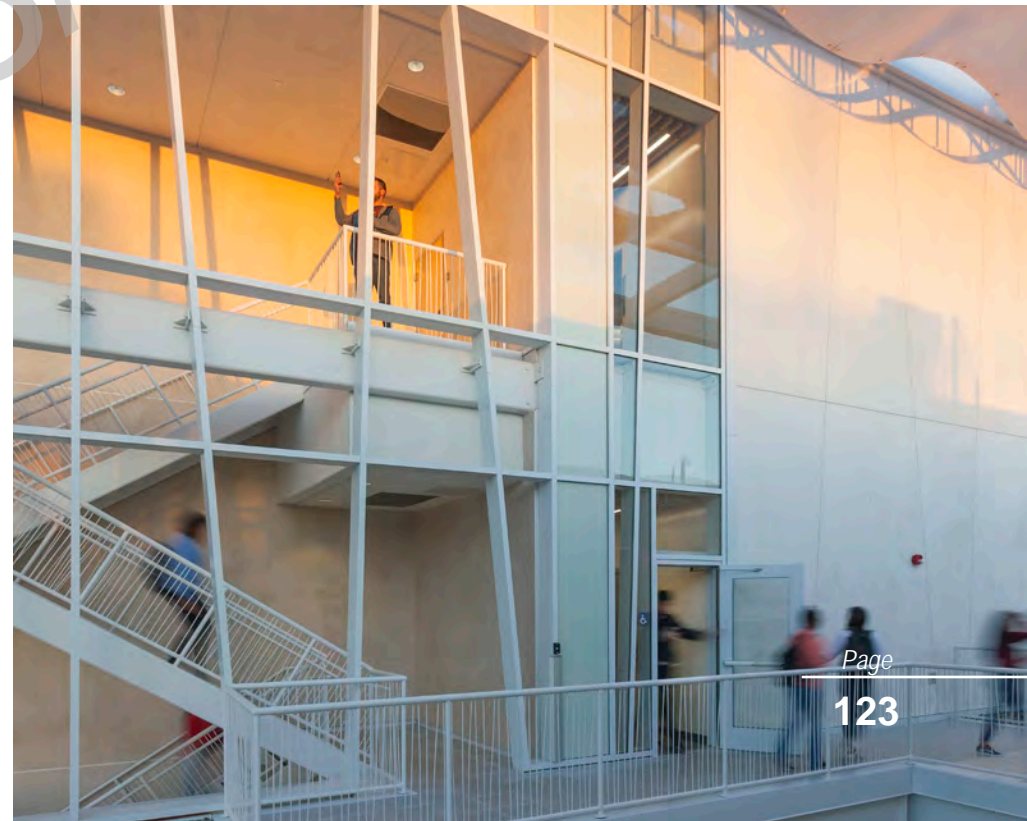
*Phase 3:* Physical Science Replacement project has been identified by SBCC as a potential project for state funding, should this determination remain, the College will follow the COBP application process and construction schedule.

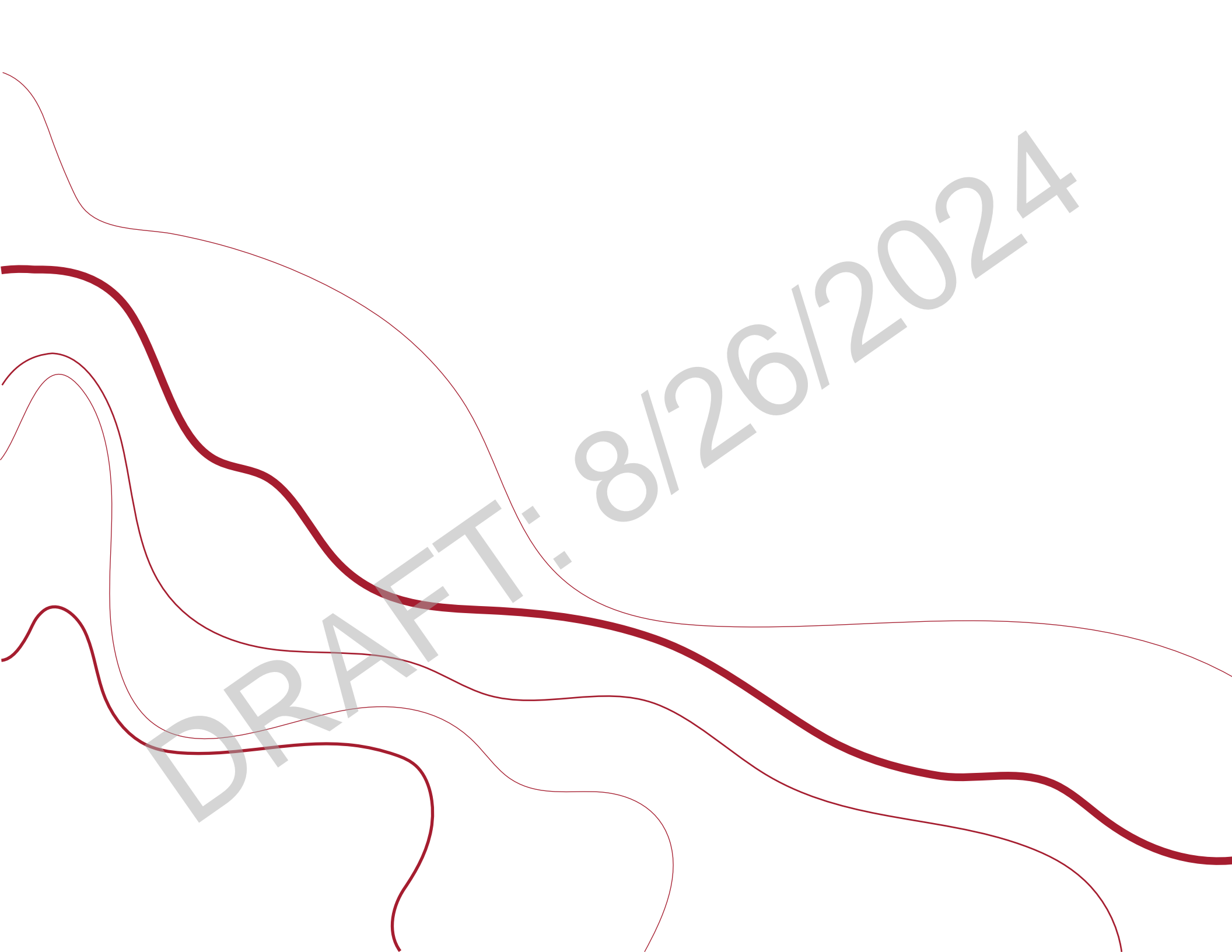
### **3. Schott and Wake:**

Renovations at Schott and Wake Campuses, that are identified in the Bond Project List (*Link in Appendices*), can and should happen parallel to improvements at the Cliff Campus as resources are available.

## SWING SPACE

Throughout the planning horizon, excess rooms on the Cliff Campus should be utilized for temporary swing space. There is ample space of various sizes and uses to afford SBCC this opportunity.





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APPENDICES

## LINK TO SOURCED DOCUMENTS

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1. *Space Utilization Analysis*
2. *Total Cost of Ownership Report*
3. *Building Usage Summary – Room Use*
4. *Building Usage Summary – FTE Generation*
5. *Fall 2023 FTES Generation by Building*
6. *Survey Summary*
7. *Facilities Workgroup Venn Diagram*
8. *Seismic Reports*
9. *2019 Facilities Master Plan & the SBCC Campus & Building Assessments Report & Appendices*
10. *2020 Educational Vision Plan*
11. *2024 Fiscal Sustainability Report*
12. *2024 Bond Project List*

**(LINK NEEDED)**



# GLOSSARY OF TERMS

The Glossary that follows includes the definitions of the key words or terms used in the Facilities Vision Plan.

## **AMERICANS WITH DISABILITIES ACT (ADA)**

A civil rights law that prohibits discrimination based on disability.

## **AS BUILT**

As built drawings record the locations, sizes and nature-concealed items such as structural elements, accessories, equipment, devices, plumbing lines, mechanical equipment and the like as constructed in the project. These records, with dimensions, are permanent for future reference.

## **ASSIGNABLE SQUARE FEET (ASF)**

The sum of the floor area within the outside walls of a room or space, usable for student or staff stations.

## **BUILDING RECONSTRUCTION**

The process of renovating buildings that have reached the end of their lifespan.

## **CAMPUS**

An institution that is like a college in most respects but may not offer a full complement of programs or services. A campus is combined with other campuses or a college into a single institution for accreditation purposes.

## **CAPACITY TO LOAD RATIO (CAP LOAD(S))**

The relationship between the space available for utilization (square footage that is usable) and the efficiency level at which the space is currently being utilized. The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library, and Audio/ Visual (AV). The Space Inventory - records the usable square footage by type.

## **CAPACITY**

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of assignable square feet per 100 Weekly Student Contact Hours (WSCH).

## **CAPITAL IMPROVEMENTS OR CAPITAL IMPROVEMENT PROJECTS**

Activities concerned with planning, defining capital projects (demolition, alterations, additions or new facilities), securing funding and developing each project: programming, design, bid and construction. Activities are expanding to encompass the development or modification of new forms of educational delivery systems beyond those currently identified (classroom, laboratory, office, library and audio visual/ television).

## **CAPITAL PROJECTS**

Specific construction projects such as land, utilities, roads, buildings and equipment projects. May also be thought of in terms of "systems".



**COLLABORATIVE LEARNING**

Instruction method in which students move about, working in small groups, sometimes with specially designed workstations.

**COLLEGE**

A degree-granting institution intended to provide instruction through the second year of college.

**DISTANCE EDUCATION**

Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

**DISTRICT**

An area of a country or city, especially one regarded as a distinct unit because of a particular characteristic

**DISTRICT OFFICE**

An administrative facility, generally non-instructional, at a location separate from a college or campus. They are most common in multi-campus districts where more than one college and/or campus is served by a single administrative staff.

**DIVISION OF THE STATE ARCHITECT (DSA)**

Regulatory agency for the approval of building design and oversight of construction inspection.

**EDUCATIONAL VISION PLAN (EVP)**

The portion of the Vision Plan that defines the educational goals of the college and the existing and projected curricular offerings intended to achieve those outcomes.

**EDUCATIONAL CENTER**

A post secondary operation established and administered by an existing college or district at a location away from the campus of the parent institution. An educational center is an operation planned to continue for three or more years and expected to enroll over 500 FTES by the third year of operation. The center typically has an on-site administrator and may offer programs leading to certificates and/or degree conferred by the parent institution.

**EDUCATIONAL PROGRAMS**

Sets of courses required to complete specified degrees and certificates.

**ENROLLMENT**

The level of student participation at a college. For the purposes of determining capital outlay funding, total enrollment is converted to FTES and WSCH.

**FVP**

Facilities Vision Plan

**FACILITIES**

All of the capital assets of the college. May be divided into their physical components: Site, Buildings, Equipment and Systems.

**FACILITIES SYSTEMS**

Used to be thought of as land, utilities, roads, buildings and equipment is now thought of in terms of 'facilities systems' where all physical components are educationally defined, interrelated and interdependent.

### **FINAL PROJECT PROPOSAL (FPP)**

Establishes the project justification, final scope and estimated costs for all acquisition, infrastructure, facility and systems projects. An FPP is a contractual grant application from a district.

### **FIVE-YEAR CONSTRUCTION PLANS (5-YCP)**

The portion of the Facilities Vision Plan that defines the capital improvements the college will need if it is to achieve the learning outcomes specified in its College Vision Plan.

### **FULL-TIME EQUIVALENT STUDENTS (FTES)**

A calculation showing how many students would be attending if all were enrolled full time

### **FUTURE SITE**

A parcel of land acquired for future development and subsequently approved by the Board of Governors as eligible to receive State capital outlay funds to develop into a college or educational center.

### **GROSS SQUARE FEET (GSF)**

The sum of the floor areas of the building within the outside of the exterior walls, including all vertical penetration areas for circulation and shaft areas that connect one floor to another (ASF plus non-usable space).

### **GROUP 1 - FIXED EQUIPMENT**

Building fixtures and service systems with the following characteristics:

- Securely attached to the facility
- Functions as part of the building
- Removal results in visible damage to the building or impairs the designed use of the facility
- Generally interpreted to be real property rather than personal property
- Once installed, it loses its identity as a separate unit

### **GROUP 2 - MOVABLE EQUIPMENT**

Equipment that cannot be identified as 'Group 1 – Fixed Equipment'. Usually can be moved from one location to another without significantly changing the effective functioning of facilities at either location.

### **INFORMATION TECHNOLOGY**

All electronic and optic educational delivery systems including multi-media, computer, telecommunications, networks and broadcast.

### **INITIAL PROJECT PROPOSAL (IPP)**

Introduces the concept and impacts on space intended by each IPP so that efforts can be made to determine which projects should continue into more detailed planning and development.

### **INTERACTIVE DISTANCE EDUCATION**

Distance education in which the technology employed provides an immediate opportunity for exchange between participants.

### **LEADERSHIP IN ENERGY AND ENVIRONMENTAL DESIGN (LEED)**

A rating and certification system used to assess the sustainability and environmental impact of buildings and construction projects.

**MAINTAINABILITY**

The ability to preserve a facility in a serviceable, usable condition, free from failure or defect.

**MODERNIZATION**

Facility modification to update functional features to meet contemporary standards.

**NOTICE OF COMPLETION**

A notice filed by the owner of a construction project in which the project has been marked as completed by the county records office and all creditors have been paid.

**NOTICE-TO-PROCEED**

Establishes the start date of construction and gives the contractor permission to work.

**OPERATIONS & MAINTENANCE**

Operations, maintenance, equipment upgrades and replacement, and minor remodeling because of change of occupant or program. Funded by the State Operations Budget.

**PATH OF TRAVEL**

The route a person would normally take to get from one point to another. It's relevance to facility planning is most commonly used to address accessibility issues.

**PROGRAM**

Educational course of instruction.

**PROGRAM DOCUMENT**

A published document that establishes the purpose, goals, objectives and baseline criteria in the design process.

**PROJECT MANAGEMENT**

The management of a capital project from planning through construction.

**PROJECT SUMMARY**

A standard state form used to transmit any capital outlay budget change proposal.

**RELOCATABLE MODULAR BUILDING**

DSA pre-approved structures, which are intended to be temporary in nature. These structures are 24' x 40' modules that can be constructed as stand-alone or joined to provide a more spacious facility.

**RENOVATION**

Facility modification to refurbish the fit and furnish of the space.

**ROOM TYPE**

Identifies the room by use or function (i.e. Lecture, Lab, Office, meeting room, etc.)

**SPACE INVENTORY (OR "REPORT 17")**

A statistical legal record of the gross square footage and the assignable (i.e. usable) square footage of a college center.

**SUBSTANTIAL COMPLETION**

The stage of a construction or building project or a designated portion of the project that is sufficiently complete, in accordance with the construction contract documents, so that the owner may use or occupy the building project or designated portion thereof for the intended purpose.

## **SUSTAINABILITY**

- Utilization of products and materials that are considered to be renewable energy
- Utilization of an energy source that is generated by means of renewable resources, such as solar power, wind or hydroelectricity

## **SWING SPACE**

Space that is utilized for the temporary relocation of classrooms, labs and offices that have been displaced due to construction activities.

## **SPACE INVENTORY**

Annual facility survey to establish an inventory of Assignable Square Feet for the campus.

## **TELECOMMUNICATIONS**

All communication via telephone, wired and non-wired networks.

## **TAXONOMY OF PROGRAM (TOP CODE)**

Rooms/spaces are assigned a particular use and function, a specific discipline or service. This 4-digit numeric code identifies the “type” of use that supports that particular room. Typically used to identify laboratory uses and functions.

## **UNIVERSAL DESIGN**

Design of buildings, products or environments to make them accessible to people, regardless of ageism, disability or other factors.

## **VALUE ENGINEERING**

A review of engineering systems in a project to verify that the best system has been chosen given the budget and the functional criteria.

## **WAY FINDING**

The act of providing a cohesive and comprehensive signage program that directs a person from any given point to a desired destination. The critical feature of this program is to clearly describe the accessible path of travel for disabled persons.

## **WEEKLY STUDENT CONTACT HOURS (WSCH)**

The average amount of hours of student instruction conducted in a week in a primary term of an academic year.



