



MEETING INFORMATION + NOTES

STATE CENTER COMMUNITY COLLEGE DISTRICT (SCCCD) – OAKHURST CENTER

October 15, 2018, 2:30 PM – 4:00 PM

Location: Madera Campus Academic Village 1

Subject: Program Start Meeting

Prior Meeting: October 3, 2018

Next Meeting: November 8, 2018

ATTENDANCE

ATTENDEE	INITIALS	REPRESENTING	METHOD
Antoinette Aizon	AA	Madera/Oakhurst Faculty	Virtual
Leticia Canales	LC	Madera/Oakhurst Faculty	In Person
George Cartwright	GC1	Reedley College Faculty	In Person
Shelly Conner	SC	Madera Community College Center (MCCC) – Dean of Instruction	In Person
George Cummings	GC2	SCCCD – Director Facilities Planning	In Person
Linda deMorales	LD	Madera/Oakhurst Faculty	In Person
John Fitzer	JF	Madera/Oakhurst – Vice President	In Person
Claudia Habib	CH	Madera/Oakhurst – Vice President	In Person
Melanie Highfill	MH	Reedley College – Interim Admin VP	In Person
Amanda Johnson	AJ	Oakhurst Community College Center (OCCC) – Employee Senator	Virtual
Bill Kastanes	BK	Madera/Oakhurst Faculty	In Person
Tracy Menz	TM	MCCC – Counselor	Virtual
Gricelda Spear	GS	Madera/Oakhurst – Counselor	Virtual
Brian Speece	BS	SCCCD – Capital Projects Asst. to Chancellor	In Person
Darin J. Soukup	DS	Oakhurst Community College Center – Director	In Person
Frank Yancey	FY	Madera/Oakhurst Faculty	Virtual
Rob Barthelman	RB	Architect Team – Steinberg Hart	In Person
Paul Halajian	PH	Architect Team – Paul Halajian Architects	In Person
Shaunt Yemenjian	SY	Architect Team – Paul Halajian Architects	In Person

NOTES

INTRODUCTIONS AND ROLES

The above attendees introduced themselves stating their name and role.

SCHEDULE OVERVIEW

PH Brief overview of the total project schedule was presented. Focusing on the current Schematic Design phase, total duration of this phase is 18 weeks. With the following main objectives:

- 1) Programming to establish the approximate size of the building
- 2) Site Development to establish location, access and orientation on site
- 3) Community Charettes to listen to and incorporate consensus ideas

Stakeholder to plan for a 2-week Review Period around February 2019 before moving into the next phase of design.

OVERALL PROJECT GOALS

The following goals resulted from a facilitated, open discussion of the Oakhurst District, Student and Business/Institutional Partner Goals.

- Project should convey a sense of permanence – should aim to have the best-looking building in Oakhurst
- Project should not only raise the level of education access, but should also make a statement
- Sense of “Community Partnership” will be better established through this building
- Community expects “pride” out of this building
- Community is eagerly anticipating this project. It is not a new idea to the community, so Design Team should expect that participants attending the Community Charettes will come with ideas, suggestions and enthusiasm
- Project will change current attitude/mentality resulting from lack of permanence, need for Oakhurst College to have a “home”
- Parents in the Oakhurst Community seek a quality place to send their children for higher education
- Transportation issues
 - Connection to Public Transportation
 - Concern for students having to drive to multiple campuses for classes (weather, distance)
Class accessibility needs to be reviewed.
- Project presents a great opportunity for an iconic building – consideration should be give to the “face” as there is high visibility due to Yosemite travelers
- Project should leverage outdoor spaces for education, gathering, student social spaces, etc.
- Project consideration should be flexible spaces to allow other related organizations to use the spaces

DISTRICT GOALS/CONSIDERATIONS

- A lot has been promised with this bond – needs to be a commitment to honor them
- Growth projects need to be carefully looked at while programming and master planning. Do current trends confirm projected growth that is documented? Does it seem accurate?
- What are community needs with respect to “education” and “training – the vocation vs. degree path? Other programs oriented to forestry/ranger service/etc. might need to be added to offerings.
- Future plans will include receiving/hosting students from study abroad programs, space needs to be considered

STUDENT GOALS

- Indoor common spaces for students
- Many students can better envision the possibilities when they see things during visits to the other campuses. Encourage this.
- Technology is important to effectively accomplish the “connection” to other campuses – Distance Learning (DL).
- Speculate what future infrastructure needs will be, today we use laptops – what will the future be?
- Buildings/campus should look like a college, higher education institution – not a high school campus
- Students are looking for “third space” where they can hang-out between classes – retaining students on campus

- Currently basic services and complete Program offerings to achieve certificates or transfer degrees are located within proximity. With the location change, some of the above will be even more imperative to provide as part of this project.
- Gathering, study, recreation areas will be also be desired. Spaces for things like lounge furniture, recreation furniture, guest speaker space, and nap area.
- Common area focused on activities like group work, studying or reading
- Student demographic not isolated to the 18-25 age range, student population includes returning students and older adults
- Veterans are active and in student population as well, may have different needs and expectations than the other population groups.

PARTNER ORGANIZATION / BUSINESS GOALS

What do we think the potential partner businesses and/or organizations might be looking for from the New Oakhurst Campus?

- How can the building relate directly to or impact employment?
- Consider including incubator spaces, maker spaces, maker technology exposure and technology
- Will there be need for a join-use Library with the County?
- How can this building project strengthen training and education that supports community/business growth?
- Entrepreneurship, additive manufacturing, 3-D printing, etc.
- Figure out the “job magnets”
- Feasibility Study might be necessary to gauge need for on-campus childcare
- California Community College’s “Guided Pathways” Program - a framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.
 - SCCC is not currently enrolled in this program – more info at <https://www.caguidepathways.org>

BUILDING PROGRAM

Open discussion facilitated asking for response about what will be taught, long-term and short-term; what are important adjacencies; what does a standard classroom look like; comment on support spaces; how can we achieve the greatest flexibility for the most programs?

What will be taught at Oakhurst Campus?

- 1) General Education
- 2) Biology
 - a) Human Physiology
 - b) Microbiology
- 3) Chemistry
- 4) Geography & Philosophy have low enrollment and could potentially be eliminated or moved to Distance Learning

Discussion Notes on Curriculum:

- There might be interest in the Allied Health Pathways within General Education, Biology and Chemistry
- Need to identify the decision makers on Biology and Chemistry Lab needs [RB]
 - RESPONSE: Data will drive the “if” and “level”
- To what degree do we provide the infrastructure for ‘B’ and ‘C’? [RB]
 - RESPONSE: Look at innovative ways to meet the need without all the physical infrastructure
- Does this project need to provide tailored space for specific course offerings? [RB]
 - RESPONSE: May not need tailored spaces, leverage labs for Biology and Chemistry

- Is there a need for a stand-alone Chemistry Lab? [PH]
 - RESPONSE: Yes
 - Consider one (1) Chemistry Lab and one (1) multi-functioning Biology Lab
- Physiology could be taught in either the Chemistry or Biology Lab
- Natural Sciences/Geology could also be taught in either the Chemistry or Biology Lab
- Equipment considerations: autoclave, fume hood
- Determine if Chem 1A & 1B will part of future offerings – if so, there is more equipment needed [hood/glassware storage/etc.]
- Distance Learning – what do we anticipate needed for Distance Learning courses?
- What is the approximate cohort size? [RB]
 - RESPONSE: Labs will cap at 32, Classrooms will cap at 35

Discussion Notes on Program:

- Where is there need for adjacency of spaces? [RB]
 - Chemistry ↔ Biology; shared prep room
 - Taxidermy Museum ↔ Biology
 - Can Taxidermy Museum be public – i.e. part of common circulation areas?
 - RESPONSE: No, but can be oriented to be viewable from common areas
 - Admissions ↔ Student Services ↔ Welcoming Area
- Add Faculty Work Room, in addition to ten (10) faculty offices
- Architecture Team Note: consider Facilities Management program needs
- Requested to locate Chemistry Labs at second floor, need to determine why this is preferred

Discussion Notes on Site:

- Clear and intuitive wayfinding
- Roundabout – a clear defined “front”
- What does it mean to be a campus?
 - Two buildings begin to create a “campus” feel. Does this project need to be one (1) building? [PH]
 - RESPONSE: To Be Determined
- Transient Population
 - There is a transient population – design team should consider this in designing site amenities
 - Sheriff Station location may impact extent of problem, but should still be a design factor

ACTION ITEMS

ALL – First Community Meeting CONFIRMED – Thursday, November 8, 2018 – 6:00 PM – 8:00 PM

ARCH TEAM

1. Work with George Cummings to develop the infographic for the Community Meeting announcement and social posts.
2. Research Sutter College Center in Yuba County <http://tbparchitecture.com/higher-education/specialized-higher-ed/yuba-college-sutter-county-educational-outreach-center/>
3. Revise Conceptual Program based on feedback given today
4. How do architectural solutions with the standard spaces enhance Distance Learning?

SCCCD

1. Take a close look at growth projections. Is the projected growth accurate?
2. Figure out the “job magnets”
3. At the request of the ARCH TEAM, get more specifics on the ‘sciences’ spaces for the next meeting
4. Review the Conceptual Program and be prepared to critique it
5. Establish guidelines for determining quality of spaces – and where to invest ‘quality’?

6. Determine if Chemistry 1A & 1B and Physiology will be part of future offerings, as it affects the lab equipment needs

If anyone has follow-up comments or questions, please email Darin

END

Prepared by: Paul Halajian Architects

Date Recorded: October 15, 2018

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