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Office of the President

TO MEMBERS OF THE FINANCE AND CAPITAL STRATEGIES COMMITTEE:

ACTION ITEM – CONSENT

For Meeting of November 14, 2018

APPROVAL OF PRELIMINARY PLANS FUNDING, CLASSROOM BUILDING, SANTA BARBARA CAMPUS

EXECUTIVE SUMMARY

The Santa Barbara campus proposes a new Classroom Building of approximately 53,940 assignable square feet (95,250 gross square feet) to support past and future enrollment growth. The project provides traditional lecture halls, flexible classrooms, and active learning classrooms that support contemporary teaching pedagogies. The building would provide the largest addition of new teaching space on campus since the early 1990s.

The proposed Classroom Building project is part of the *2019-20 Budget for State Capital Improvements* that was presented to the Regents for discussion at the September 2018 meeting and was submitted to the Legislature and Department of Finance on August 31, 2018. The campus presented an overview of the project to the Finance and Capital Strategies Committee at the September 2018 meeting. The budget is expected to be funded by campus funds and external financing supported by State General Funds. The campus funds would come from a centrally managed pool of unrestricted (non-State, non-tuition) funds.

The Regents are being asked to approve preliminary plans funding in the amount of $2.1 million to be funded from campus funds. Preliminary plans funding would support the project's design phase, including selection of an executive architect, specialty consultants, construction manager at risk, and preparation of environmental documentation. The campus anticipates returning to the Regents in spring 2019 for budget and external financing approval of the Classroom Building and approval of design pursuant to the California Environmental Quality Act. Project completion is anticipated in spring 2023.

RECOMMENDATION

The President of the University recommends that the Finance and Capital Strategies Committee recommend to the Regents that the 2018-19 Budget for Capital Improvements and the Capital Improvement Program be amended to include the following project:

Santa Barbara: Classroom Building – preliminary plans – $2.1 million, to be funded from campus funds.

BACKGROUND

The academic stature of UCSB has grown tremendously over the last two decades. The campus is a member of the prestigious Association of American Universities, offering more than 200 academic majors, degrees, and credentials from five colleges and schools including the graduate division. The campus has over 100 interdisciplinary research centers and is home to 12 national research centers and institutes. Among the campus's faculty are six Nobel laureates, a Fields Medalist, a Millennium Technology Prize recipient, and two Emmy and Academy Award winners.

Enrollment has grown substantially – approximately 30 percent in the last 20 years, with nearly 15 percent occurring in just the last five years. Subsequent to the State's recommendation to increase enrollment in 2015-16, the Santa Barbara campus's enrollment has increased 6.6 percent. This substantial growth (both recent and long-term) reflects the heightened academic reputation of the campus and the fact that it is a preferred campus for outstanding students.

It has been a challenge for the campus to accommodate enrollment growth and maintain a positive trend in time-to-degree rates and to maintain a high quality of instruction. During this recent enrollment growth period, the campus shifted its priorities for the use of State capital funds from replacing Campbell Hall, a large lecture hall, to expanding classroom capacity. As a result, the campus is making plans for the proposed Classroom Building project.

The Campbell Hall Replacement Building project was part of the *2015-16 Budget for State Capital Improvements*. The project was to replace Campbell Hall, the largest lecture hall on campus (860 seats) because of life-safety and code deficiencies. However, during planning and design, project analyses identified problematic geologic site conditions, underground utility duct banks, increased scope requirements due to the 2016 California Building Code, and higher-than-anticipated cost escalation. Collectively, these factors yielded an estimated budget overrun of 51 percent. Concerned about the financial viability of the replacement project and in response to immediate safety concerns, the campus made critical life-safety improvements and repairs to Campbell Hall. These repairs and improvements allow safe and ongoing use of the building.

Since the Campbell Hall Replacement project was deemed unviable, UCSB proposes to transfer the remaining funds from the Campbell Hall project to the proposed Classroom Building project. As part of this process, the Campbell Hall project has be removed from *2015-16 Budget for State Capital Improvements*.

PROJECT DRIVERS

The campus struggles to meet the needs and preferences of faculty and students alike when scheduling classes throughout the academic year. The challenge is two-fold: 1) there must be proper sequencing of prerequisite classes, and 2) there must be enough appropriately sized and

configured classrooms to support the 200-plus academic major programs. The campus faces the following critical demands:

- **Provide new classroom and lecture hall space to meet current and projected demand through 2024-25.** Over the last 20 years, campus headcount enrollment has grown approximately 30 percent, nearly half of which has occurred in the past five years. Enrollment is projected to increase a further seven percent by 2024-25. General assignment classrooms are already used to full capacity; classrooms with seating for less than 50 are scheduled until 10 p.m. and large classrooms and lecture halls (with seating over 100) are exceeding 100 percent utilization. UCSB's classroom inventory and related capacity has changed less than one percent from 2005-06 to the present.

- **Provide appropriate new instructional classrooms and lecture halls to accommodate active learning pedagogies.** Modern technology and social changes have led to new teaching methodologies focused on project-based, team-oriented problem solving, and interactive teaching and learning. UC Santa Barbara's existing inventory of classrooms is exclusively traditional in format, without the flexibility to provide arrangements and technologies used in active learning and teaching formats.

- **Provide new classrooms and lecture halls to expand inventory of instruction facilities and improve time-to-degree rates.** Enrollment growth, expanding academic programs, and a lack of available classrooms have led to a significant increase in course waitlists. Since winter quarter 2016, students unable to enroll in a course increased nearly 15 percent. A study by the campus Registrar found that small reductions in a student's course workload tend to extend a student's time-to-degree, and waitlisted students tend to have smaller course loads as compared to their peers.

Inadequate Classroom Capacity

Utilization analyses were performed for general assignment classrooms for fall 2017 and projected for fall 2024, for scenarios both with and without the proposed Classroom Building project. Table 1 provides a summary of this information by station count categories.

Table 1. General Assignment Classrooms
(Utilization as Percent of Standard)*

Station Count	Fall 2017	Fall 2024**- With Classroom Building	Fall 2024**- Without Classroom Building
1 - 15	0.0%	0.0%	0.0%
16 - 25	89.3%	95.3%	95.3%
26 - 50	82.5%	59.6%	88.1%
51 - 100	75.0%	75.0%	80.1%
101 - 200	100.3%	72.7%	107.1%
201 - 300	95.9%	50.8%	102.3%
301+	116.2%	81.1%	124.0%

* Utilization rates over 100 percent reflect extended hours of instruction.
**Based on 2024 enrollment projections in 2010 Long Range Development Plan

To help address the shortage of classrooms, UCSB has made use of large assembly rooms and event spaces. However, employing assembly rooms to bridge the deficiency gap reduces their intended uses for other academic and student programming, such as musical and theatrical performances, films, public lectures, and student events.

The fall 2024 utilization forecast assuming occupancy of the Classroom Building indicates that the building would greatly reduce the shortage of classrooms, particularly for those with over 100 seats, and accommodate current and projected enrollment growth under the 2010 Long Range Development Plan (LRDP). The analysis indicates that with the building the campus would have sufficient capacity to enable a reduction in evening classes and reduce dependency on assembly rooms (refer to Attachment 1).

The fall 2024 utilization forecast without the Classroom Building project indicates that all large classrooms would exceed 100 percent utilization and small classrooms would be at 95.3 percent. Under this scenario, the impact on students would lead to a worsening of class waitlists and time-to-degree problems.

Evolving Teaching Pedagogies and Active Learning Methods

The majority of the campus's existing inventory of classrooms and lecture halls was designed and constructed in the mid-20th century and lacks the flexibility, amenities, and technology needed to accommodate contemporary active learning and teaching methods. New teaching methods are responding to changes in the social and technological world. Active learning classrooms are designed to support teaching that is formulated around group and student participation and focused on project-based and team-oriented learning. These classrooms require the flexibility to rearrange furnishings and utilize digital and visual technology to support instruction. Across academic disciplines, faculty agree that these classrooms are vital to curriculum being developed to teach students of today, as well as those in the future.

Evening Hours, Waitlists, and Time-to-Degree Rates

Academic programming has increased to support enrollment growth, adding more than 800 class sections in the last five years. Enrollment growth has led to the oversubscription and shortage of general assignment classrooms and contributed to increasing class waitlists and declining time-to-degree rates.

To combat waitlists and bolster time-to-degree rates, UCSB has extended hours of instruction and expanded the schedule of classes to offer evening classes from 6 p.m. to 10 p.m. The shortage of general assignment classrooms has led to more and longer class waitlists; since winter quarter 2016, waitlists have increased 15 percent.

Despite the campus's best efforts to mitigate challenges attributable to enrollment growth, the classroom shortage continues to affect students and faculty. Small reductions in a student's credit hours can extend their time-to-degree. Four of the last five graduating classes showed a decline in the four-year graduation rate. The change is small, dropping to 67.6 percent, but it is of concern given projected enrollment growth. Thus, the need for additional classroom capacity is of critical importance to the success of UCSB's academic program.

PROJECT DESCRIPTION

The proposed Classroom Building project would provide approximately 53,940 assignable square feet (ASF) or 95,250 gross square feet of new space to expand the campus's general assignment classroom inventory. The space program would include approximately 32 general assignment classrooms comprised of traditional lecture halls, active learning-teaching classrooms, and flexible classrooms. Table 2 provides the anticipated program in the Classroom Building.

Table 2. Classroom Building – Program Space Summary

Description	Quantity	Seats	ASF	Total Seats	Total ASF
Lecture:					
Large Hall	1	350	6,570	350	6,570
Large Hall	2	250	4,980	500	9,960
Mid-size Hall	2	175	3,780	350	7,560
Active Learning (AL):					
Case Study	1	200	4,700	200	4,700
Large AL Classroom	1	100	2,250	100	2,250
Medium AL Classroom	2	50	800	100	1,600
Flexible:					
Discussion Section Classroom	23	30	730	690	16,790
Subtotal	**32**	**NA**	**NA**	**2,290**	**49,430**
Other:					
Technical Office	3		125		375
Lactation Room	1		140		140
Projection Room	4		150		600
Sound & Light Locks	14		55		770
Lobby	1		1,500		1,500
Equipment Storage	1		500		500
Building Storage	1		625		625
Subtotal	**25**		**NA**		**4,510**
TOTAL	**57**		**NA**	**2,290**	**53,940**

As currently envisioned, the Classroom Building would provide classroom capacity necessary to support current enrollment and enrollment growth consistent with the 2010 LRDP. The building program's 32 general assignment classrooms increase the campus's classroom inventory by 35 percent and seating capacity by 40 percent, or approximately 2,290 seats. The additional inventory and capacity would reduce dependency on assembly rooms and event space (refer to Attachment 1).

The proposed project site would be located near the center of campus, south of the Bioengineering Building and the Davidson Library, and situated along the Pardall Corridor that extends east-west into the neighboring community of Isla Vista. This location is ideal for its proximity to the library, student housing, and major pedestrian corridors (refer to Attachment 3 Project Location and Site Map).

Conceptually, the project is envisioned as a four-story building that is organized with the large lecture halls and active learning classrooms on one side of the building and smaller flexible classrooms on the other side. The Classroom Building project would include demolition of Building 408 (a World War II Marine barracks), development of bicycle parking lots, pedestrian walkways and landscaping, and parking for a few service vehicles and one handicapped space.

Project Delivery Model

The UCSB campus will employ the Construction Manager at Risk (CMAR) model. The CMAR provides professional services and acts as a consultant to the University in the design and construction phases of the project. The CMAR, University, and architect will collaborate in assessing the project's design and costs. As needed, the CMAR may consider design changes to align project costs within the limits of the budget. This process better ensures budget success.

Benefits of this model also include a higher level of cost control from the start; the CMAR is a University advocate and manages the project with the University's best interest in mind, and they provide constructability expertise, especially during value engineering sessions. At the onset, the CMAR would provide preconstruction services including detailed construction cost validation, with the intent of reducing the risk of construction cost overruns. This delivery methodology enables fine-tuning of sub-trade construction costs to fit the overall project construction cost budget and minimize overruns at bid.

Funding Plan

Preliminary plans would be funded with campus funds. The total project budget is expected to be funded with a combination of external financing supported by State appropriations under the process described in Sections 92493 through 92496 of the California Education Code and campus funds. Campus funds are specifically from a centrally managed pool of unrestricted (non-State, non-tuition) funds, including indirect cost recovery on sponsored contracts and grants and investment earnings.

Approval Request and Schedule

The requested preliminary plans funding of $2.1 million would enable the campus to complete the project's schematic design and design development prior to submitting the project for full budget and financing approval from the Regents. The funding would also support comprehensive geologic and seismic surveys, specialty consultants, and California Environmental Quality Act (CEQA) documentation. The campus anticipates returning to the Regents in spring 2019 for full budget, financing, and design approval following action pursuant to CEQA. Completion of the project is anticipated for early spring 2023.

KEY TO ACRONYMS

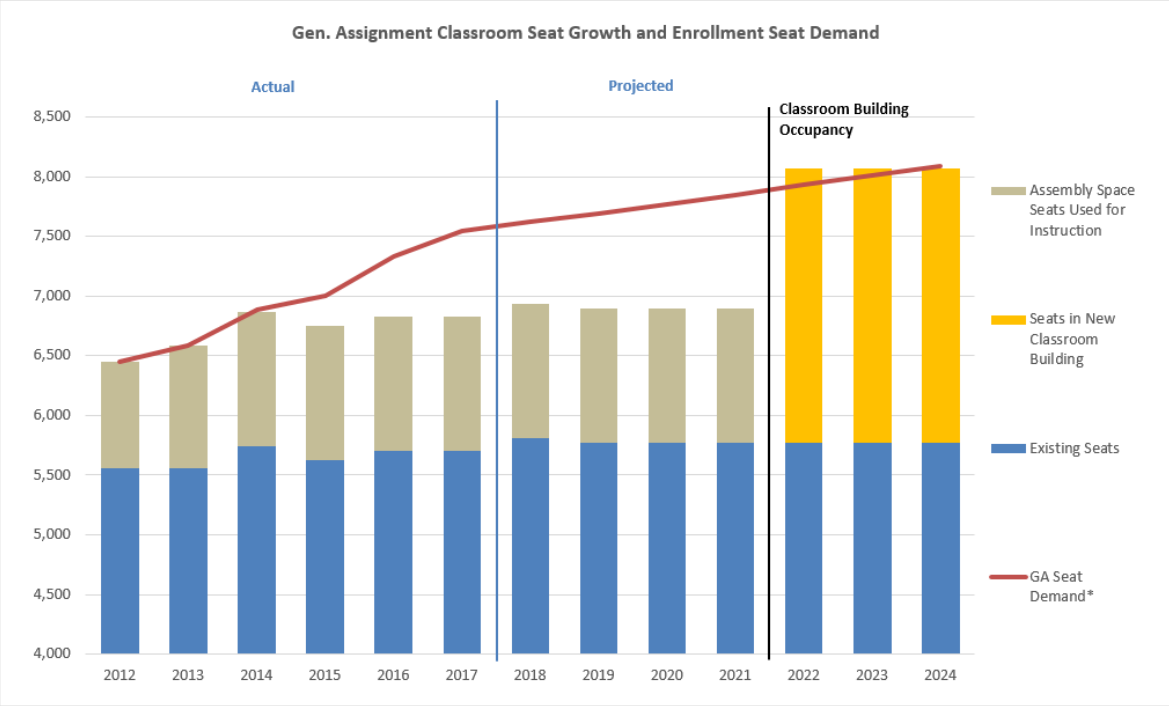
AL	Active Learning
ASF	Assignable square feet
CEQA	California Environmental Quality Act
CMAR	Construction Manager At Risk
LRDP	Long Range Development Plan

ATTACHMENTS:

Attachment 1:	Actual and Projected Seating Demand
Attachment 2:	Preliminary Plans Budget
Attachment 3:	Project Location Map and Site Map
Attachment 4:	Alternatives Considered

ATTACHMENT 1

Classroom Building
Actual and Projected Seat Demand*



*Campus classroom seat standard: 0.4 seats/undergraduate student. Growth based on undergraduate enrollment projections.

ATTACHMENT 2

PRELIMINARY PLANS BUDGET

Category	Amount
A/E Fees[1]	$1,617,000
Campus Administration[2]	168,000
Surveys, Tests, Plans[3]	42,000
Special Items[4]	273,000
Total Preliminary Plans Budget	**$2,100,000**

Preliminary plans budget activities involve the following:

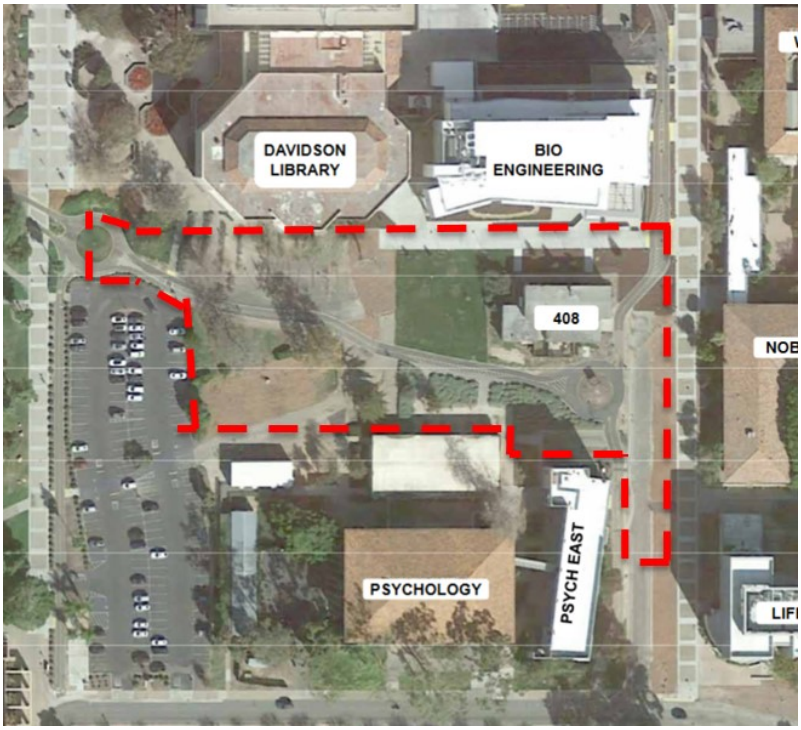
Funding supports project programming, site planning, and the selection and retention of an executive design architect and engineering team to design the project. The budget also provides funding to engage a Construction Manager at Risk (CMAR) through the best value process. The CMAR provides pre-construction services that include estimating, constructability reviews, scheduling, bid packaging and quality control. Collectively, these planning and design activities produce the information needed to complete the documentation necessary to obtain campus and Regents' approvals, including budget and financing and design pursuant to CEQA.

[1] Executive architect and consultant fees for programming, schematic design, and design development.
[2] Campus project management, planning, engineering and design review, and contracts administration.
[3] Includes site surveys including soils, geologic borings and trenching, and design phase testing.
[4] Includes CEQA documentation, peer reviews, specialty consultants, and agency fees.

ATTACHMENT 3

PROJECT LOCATION MAP

PROJECT SITE MAP



ATTACHMENT 4

ALTERNATIVES CONSIDERED

The Classroom Building project would address UCSB's shortage of general assignment classrooms and support current and future enrollment growth by significantly increasing its classroom inventory by 32 rooms and adding 2,290 classroom seats. This is a substantial number of rooms and seats and this quantity would be difficult to produce other than through a new capital project. Alternatives considered two primary options: leasing off-campus space, and annexing existing academic and administrative building space to address the need for classrooms.

- Leasing space off-campus was not pursued due to the lack of large proximate facilities. Leasing also presents serious logistical problems for students and faculty to get to and from campus throughout the school day.
- The campus considered converting existing academic and administrative building space, but this was not selected because existing facilities are already fully occupied, and no single building or group of buildings could adequately be renovated to satisfy the campus's current and future need for new classrooms.