ABSTRACT
       The purpose of this document is to transform the
educational program planned for Mission College into instructional
and service space. This study of physical facilities and use of space
is organized into four support systems required for the development
of college programs: instructional support system, individual support
system, activity support system, and administrative support system.
All these systems operate at three levels--the campus, the
institutes, and the Center for Common Studies. The four systems and
three levels will be bonded by an information network and a "mall,"
which allows people to move freely from activity to activity. (KM).

MISSION COLLEGE

PART 3

PRELIMINARY

INSTRUCTIONAL STRATEGIES

AND

SPACE ALLOCATIONS

WEST VALLEY JOINT COMMUNITY

COLLEGE DISTRICT

OCTOBER 1, 1973

WEST VALLEY JOINT COMMUNITY COLLEGE DISTRICT

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I. INTRODUCTION

The purpose of this document is to transform the educational

program planned for Mission College into instructional and service

space. Central to this effort will be the assurance that the

institution characteristics desired for Mission College are maintained.

Hence, if Mission College is to be a responsive and open institution

it must be so designed as to invite the community in. Every effort

should be made to maintain a human characteristic. This will be

accomplished by permitting faculty and students to identify with

one of the Institutes or the Center for Common Studies. Neither

the Center or any Institute will be permitted to accept more than

(2000) day graded students. Thus, smallness will be maintained

within the confines of a larger institution. A community college

must be as diversed as the community it serves. Thus, space must

be planned so that new educational programs may come and go as

community needs change.

Decentralization will be planned for all areas where it is

economically feasible. For example, the Center for Common Studies is not thought of as a single structure but rather as space allocated to its function within each Institute. The use of this space will thus change from year to year, semester to semester, week to week, and day to day. Instructional space should be thought of as changing in function from very specialized space to very general instructional space until a blend is achieved among disciplines within the generalized instructional space.

II. PROGRAM SUPPORT SYSTEMS

The desire to establish a human college, responsive to the changing needs of people and the realization that the college will grow demands that the plan for the campus be open and flexible. The plan should not restrict the future size, the structure or the functioning of the college.

The primary purpose of Mission College is to develop and implement programs which meet the emerging needs of the students and the community. Since these programs will change conventional planning practices based on a divisional or a departmental organizations are not applicable.

In order to provide a systematic organization for planning purposes which will establish a framework for analysis but not restrict the nature, content and strategies of current and future programs, this study is organized into four support systems required for the development and implementation of college programs.

> Instructional Support System
>
> Individual Support System
>
> Activity Support System
>
> Administrative Support System

These support systems operate at three levels, (1) the campus level to efficiently provide the specialized services require by all the programs while maintaining the overall

general interests of the college, (2) the institute level to provide specialized instruction services while maintaining units which are of a human scale (2000 students maximum), (3) the center for Common Studies to provide generalized instructional services which are common to all institutes.

The four systems and three levels will be bonded by an information network and a "mall." The interrelationship will be enhanced by an integrated information system which serves the administrative and instructional information, communication and data processing needs of the campus. The system will provide a network which links the activities of the operational systems and the levels into an integrated functioning unit.

The "mall" not only serves as the artery which allows people to flow freely from activity to activity, but will also encourage them to do so because it will contain interspersed activity centers which represent the varied operations of the campus and each of its parts. The "mall" will introduce program and service activities - it will be the campus show place.

The planning and design of the physical facilities must respond to the reality that the size and functions of each support system will change over time. Thus, the facility should be viewed as an organic entity which can grow and adapt. Highly specialized spaces should be minimized - flexibility and adaptability should be emphasized. Interchangeable clusters and generalized modules

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should be developed which reflect program needs but discourage territorial claims by specialized users. It should be noted that the institutes are based on a fixed enrollment, and will not grow beyond the established limit. Therefore, as the campus grows, the size and activities of each institute will change. Specialized spaces should not be rigid as to restrict program development. Spaces should be designed to accommodate short and term functional alterations - i.e. change the use of a mathematics laboratory to a generalized study center by changing connections to the information network or alter its function to a biology laboratory by changing services and materials.

Growth, which usually requires an increase in size and a functional alteration should be accommodated by adding additional units to the original structure and altering the purpose of some existing units.

To strengthen this concept, the facility requirements are analyzed and developed as areas. Although some areas are highly specialized and most are interchangeable (can be converted to serve other functions), all can be reorganized and expanded.

A. The Instructional Support System

The purpose of the Instructional Support System is to facilitate the learning process by providing the students and faculty with the space, the milieu, the equipment, the media and the materials necessary to secure the information, the experiences and the interactions necessary to implement the desired programs. In order to carry out this mission, it will be necessary to develop an integrated system for selecting, gathering and organizing information and resources into meaningful packages for dissemination to dispersed individuals and groups.

The Instructional Support System will consist of centralized campus level services with dispersed services penetrating into each of the institutes via the information network and the "mall." Campus Core will serve as the focus of the information system, responsible for gathering, organizing, storing and disseminating information to other component units. Each institute will provide the specialized support which is unique to its programs. The Center for Common Studies will merge the services of the Institutes with the Core. It will blend the generalized instructional needs of students with the specialized programs of the institutes. The conceptual and physical development of the Instructional Support System must be consistent with the overall intent of the College to be flexible and open. The entire campus and each of its components must be designed to

change in size and function over a period of time. Therefore, it is of paramount importance to provide the specialized services and facilities necessary for an effective information system, but in the process not constrict the growth of the core facilities or impinge upon the interim and long range needs of the institutes.

1. Campus Level

The Instructional Support System will be developed to select, gather and organize information and resources into meaningful systems for dissemination. The gathering and organizing functions require the specialized professional skills of individuals training in the use of communication and information systems. Therefore, to the extent possible, these functions should be centralized to provide optimum service and efficiency. But since the primary purpose of the system is to serve the user, effectiveness of the system should be measured by the following criteria: (1) the accessibility of the material to the user, (2) the response time requirement of the user, and (3) the response time on the part of the information. system. In order to maximize the performance that is relative to these three criteria, the system should deliver the required information to the user at its point of optimum effectiveness. Therefore, an information network which relates the gathering and organizing functions to

all institutes on or off campus should be developed
and dispersed to all users.

Rapid changes are occurring in educational
information processing and distribution systems which
are consistent with and supportive of efforts to disperse
the dissemination activities. Technology's greatest
impact has been the introduction of new vehicles to carry
information and new systems to organize information. A
significant thrust has occurred in the development of
miniaturization, electronics and computerization. It is
important that the conceptual and physical development of
Mission College maintain openness towards these developments
which will make it possible:

• To store more information in less space.
. To retrieve information more rapidly.
. To develop user operated retrieval systems.
. To interact with information more rapidly over
   greater distances.

Instructional support requires the development
of a comprehensive resources delivery network which is
capable of serving the general instructional needs of
the college and the unique needs of each institute.
The system will require centralized as well as decentralized
subcenters in each institute with dispersed resources in

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the Center for Common Studies.

The development of the Instructional Support System would complement efforts to create an overall sense of campus unity by providing essential instructional support to all institutes. It should be the instructional heart of the campus. It must also provide for the unique needs of each program and the specialized instructional needs of students and faculty. Therefore, specialized extensions of the Learning Resources Center should service specialized program areas. Although these extensions can take the form of institutional subcenters, they must always be extensions of the central support system, never replacements for it.

a. Learning Resources Center

The Learning Resources Center is the dispenser of instructional materials required by students and faculty. It must make available information packages which use the most effective available means of communication. In the past, virtually the only format available for library purposes was print. Innovations in the communication field have made varied formats available, each with unique advantages. The LRC must take advantage of these innovations in developing comprehensive information retrieval services consistent with the current state of the art. It should

provide the user with comprehensive catalogs which relate all available information regarding a given topic, it should provide the user with information in the most desirable format, and it should provide the necessary equipment and space for the use of these materials. Therefore, this library must catalog, retrieve, distribute and provide space for information items and instructional materials.

The ultimate size of the collection will depend upon new developments in media systems and technological aids as well as the enrollment at Mission campus.

To the extent possible and the degree necessary, the service of the Learning Resources Center should penetrate the college subcenter while tapping Saratoga resources. An individual at a subcenter should be able to use the catalog, communicate with librarians and retrieve and use specialized information. In the same manner the user must be linked to the Resources Center at Saratoga and be able to draw upon resources at that campus. This can be achieved by locating the subcenters adjacent to the activities they support and by connecting them to the Learning Resources Center with electronic connections. The LRC in turn can be linked to the Saratoga campus. The "mall" should provide a continuous

and functional link between the Core and subcenter facilities.

b. Instructional Resources Center

The Instructional Resources Center is conceived as having a dual function. It is the center for the development, production and distribution of support materials, especially custom materials developed for the unique programs of the college. It is also the center for technical training of students and faculty in the use of diverse communication methods, materials, and equipment.

Instructors will be provided with services for the production and distribution of equipment and software in the center, along the street, and in the subcenters.

The Instructional Resources Center will combine with other Learning Resources Center units to provide students with services generally provided by such facilities as "listening rooms" through a merging of listening equipment into the "energized" carrels interpersed throughout the reading areas of the Learning Resources Center, the Institute subcenters, and along the "mall."

The Learning Resources Center will generally house and
distribute learning resource materials in various media
to both faculty and students, thus blending the services
of book and nonbook resources into an integrated service
and freeing the Instructional Resources Center to assume a
more sophisticated role in materials development,
presentation, broadcast and transmission.

From this framework it is possible to visualize the
special relationships incumbent upon the successful
enactment of this dynamic instructional program. Although
the Instructional Resources Center should exist in close
proximity to the Learning Resources Center, the development
and production aspect and the teaching role of the
Instructional Resources Center should be a major consideration
in its design and location.

The Instructional Resources Center should be within
the hub of the campus communication network. The production
of materials and delivery capacities should be centralized,
but resources and assistance for the development of learning
strategies and prototype materials should be provided to
faculty in the institutes within the framework of teaching
teams.

The Learning Resources Center, Instructional Resources
Center and information Management Center should be closely

related to form the nucleus of a complete communication complex available to all instructional areas. The skills and service centered in this complex will provide the support necessary to, (1) develop effective individualized and large group instructional experiences. Therefore, it is necessary that these services be available to the staff for preparing presentations, and for providing the vehicles to deliver the presentation in a most effective manner: (2) develop, deliver and maintain effective and diverse auto-tutorial modes and should be able to monitor the use of each station; (3) provide support material which will enrich other instructional modes.

c. Information Management Center - Network

Although Information Management Center will serve the data processing needs of the campus, its most important roles will be to serve as the hub of the information network, to enrich the instructional program, and to coordinate instructional activities. Since it is related to program development, instructional implementation and information transmission, it should closely related to the Instructional Resources Center and the Learning Resources Center. The relationships will become increasingly important as computer assisted modes of instruction gain an increased range of applicability and acceptance.

Although the operational components of this system
should be isolated, remote facilities to interact with the
network should be provided throughout the instructional
areas and along the "mall."

d. Bookstore

The major role of the Bookstore is to provide on-site
sales of instructional materials for students and faculty.
It will be the primary source for materials which are
developed and produced "on-site" for use with specialized
programs and instructional strategies. Many of its
services should be dispersed along the "mall." (ie. vending
machines)

2. Institutes and Center for Common Studies

Programs require decentralized facilities of the Instructional
Support System to implement related instructional activities.
These facilities fall into two categories. (1) Generalized
instructional facilities which can be utilized by many programs
with a minimum loss of effectiveness or need for alteration.
These types of facilities should be distributed throughout the
campus according to the needs of adjacent institutes. They are
the nucleus of the Center for Common Studies. (2) Instructional
facilities which are uniquely suited to the specific needs of
particular programs. These spaces should be related to the
appropriate institute. Although specialized instructional
spaces are necessary, every effort should be made to minimize

them in favor of more adaptable instructional spaces.

a. Center for Common Studies

General Instructional Facilities include classrooms, seminar areas, multi-media, large group instruction areas, individual study areas and instruction team areas.

Although these spaces are general, common to all programs, they should not be centralized, but rather, because of the pervasive need for them, they should be distributed throughout the campus and along the mall. They should be clustered to serve the needs of instructional teams of the Center for Common Studies. Since they will also serve the needs of the institutes and campus activities, these areas will blend the functioning levels of the college. Being both flexible and adaptable, they will provide each unit with space to meet changing demands. Space will be allocated on an as-needed basis, each unit receiving only as much as is required to function.

Most spaces require relatively minor specialized physical constraints and therefore, are readily adaptable. In order to maximize the flexibility of the campus, these spaces should be planned so that they are interchangeable with each other and with adjacent institute spaces. This can be achieved by clustering the units to form compatible

modules which would allow a seminar cluster to be
converted into a faculty cluster, or a cluster of
individual study areas to become a classroom. The
overall result of interchangeability and uniform
distribution would be that generalized spaces would
not only focus the activities of the Center for Common
Studies, but also serve the varied needs of each
Institute.

1. Classroom and Seminar Areas

    Each classroom - seminar area will provide flexible
space and facilities necessary for a variety of medium
sized groups (10-45 students) to assemble to interact
with an instructor, with each other and with the information
network. These areas should be distributed throughout the
campus, convenient to faculty and students. They should
be as open as is possible while providing necessary visual
and acoustical controls.

2. Instructional Team Area

    Each Instructional Team will include a diverse group
of professional and support staff-faculty, counselors,
instructional designers, technical assistants, secretarial
and clerical. Therefore each Instructional Team area must
provide space for the team to plan and work as a group and
as individuals. The areas should include conference space,

secretarial/reception area, an area for each team member
to work without distraction and provisions for storing
personal and team belongings.

3. Individual Study Area

Each individual study area is composed of individual
study stations (carrels). Some of the carrels should be
provided with multi-media retrieval capacity to interact
with the instructional information network. These areas
should be distributed throughout the campus and along the
"mall," convenient to students and always have direct contact
with an instructional team area. The area should be as
open and convertible as is possible while providing the
necessary visual and acoustical environment to enhance the
study activity.

4. Developmental Laboratories

Each student at Mission College has the right to
succeed. Therefore, development laboratories designed
to assist in the development of learning skills will be an
essential part of Mission College. This area will be open
with carrels and tables and accessible to educational
technology materials and equipment.

b. Institute Instructional Facilities

Institute Instructional Facilities include laboratories,
studios, practice work, and storage areas which require
specialized facilities and/or environments which limit
usefulness to a unique program. Yet they are often
the heart of the instructional program of their respective
institute. In fact, in many instances, the materials and
experiences provided by these spaces reflect the hearistic
criteria, which delineates the institutes and their
organizations. Since these areas are unique to each
institute, they may serve as the theme for the respective
institute. There are some space requirements common to
all institutes.

1. Multi-Media Large Group Instruction Area
A large group area will be utilized by each Institute
from time to time in order to present a lecture or a
demonstration to a large group. Although these spaces
have unique requirements, i.e., tiered seating and
multi-media presentation capabilities, which restrict
their adaptability, each one should be designed to
provide for the lecture-demonstration needs of the
various programs.
Three distinct spaces are envisioned to meet the
collected needs of the campus's many roles.
. A large group assembly space ideally suited for
lecture-demonstration presentation activities.

This area will require facilities and services
for multi-media presentations.

. A large group assembly space ideally suited for
multi-media presentations with a 360° dome for
audio and visual presentation capabilities
located ajacent to the Institute for Environmental
and Applied Sciences.

. A large group assembly space ideally suited for
large group meetings, workshops and conferences
which require group interaction, and for banquets.
This area will require food service and audio-visual
support and should be considered a part of the
Center for Common Studies.

These areas should be distributed throughout a college,
convenient to the main "mall." Each should contain a
preparation area and be connected to the information
system. While these areas must be convertible to meet
future changing needs, they must provide the immediate
needs for acoustical and visual control.

2. Institute Resources Sub-centers

Each Institute will require a limited extension
of the instructional support system services within

the unit and immediately available to the students
and faculty. This subcenter will provide the
following services to each Institute.

. Provide each unit with a limited collection of
   materials which are unique or high use items to
   the program areas.

. Provide each Institute with facilities and
   technical assistance to develop prototype
   materials for unique program requirements.
   These services include the development of
   graphic aids as well as specific programs
   for innovative instructional strategies.

. Storage for audio-visual materials and equipment
   frequently used by the faculty of the college.

. Input and output capability for batch transactions
   with information system and for bulk retrieval
   operations.

. General storage for Institute.

A Center for Common Studies will draw up the resources
of the Campus IRC and IRC for these services.

3. Mobile Learning Units

Mobile Learning Units which will transport program
activities and facilities into the surrounding
environment will require special physical connections
to the campus structure and service network. Each of
the Institutes will require these units for multiple
purposes and generally the purpose will dictate the
specific demand for the required connections. In
most instances the specific purposes will evolve as
experience with the units provides a basis for assessment
of their effectiveness.

Although the specific nature of the units and the
extensiveness of their use is dependent on future
experience, the following general statements should
guide the initial design of the connections.

. The mobile units will be used to transport students
and equipment to field experiences and as fixed
on-campus instructional stations.

. The mobile units will be used as instructional
facilities for field centered program activities and
as contact centers (i.e., exhibits or service center)
for community related activities and as fixed
instructional stations attached to the building when
not being used in the field.

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. All of the mobile units will require weather tight

entrance connections and loading platform to the main

campus structure.

. Some of the mobile units will require special

services. The mobile unit connections provided

for the Institute for Environmental and Applied

Sciences must include service connections for

bottled gas, hot and cold water, drains, electricity,

computer, and the information system.

c. Institute for Environmental and Applied Sciences

1. Laboratories

Clusters of individual laboratory stations are

grouped according to function and service requirements.

Each cluster could be composed of an array of

approximately 5-35 stations which can be organized

into classroom laboratory sections if desired. The

general the function of the laboratory stations, the

larger the cluster could be. Therefore, the general

multi-purpose laboratories could be grouped in

clusters of approximately 35 stations, while more

specialized laboratories could be grouped in clusters

of 10 stations, and highly specialized laboratories,

i.e., individual research areas, special project areas

and special environmental areas, could contain 5

stations.

2. Preparation and Storage

Preparation and storage areas should be clustered to
serve specific laboratory types and should be adjacent
to these laboratories. The preparation and storage
areas should, to the extent possible, be dispersed
throughout the laboratory area convenient to the
appropriate laboratory station and centralized only
to the extent necessary for security, controls and
checkout purposes.

3. Specialized Environments

Some of the functions and activities of this college
require highly specialized environmental controls.
These include animal areas, greenhouses, radioactive
materials areas and controlled environment areas.
Usually these environments are provided as fixed spaces
which limit the flexibility and adaptability of space
and program. At Mission College these areas should be
designed to allow for future changes in size, location
and function to the extent possible without limiting
their effectiveness.

4. Power Mechanics Laboratory

A general purpose laboratory designed to provide an
instructional program in the maintenance and service
of all form of transportation vehicles is required

for this institute. This laboratory should be
equipped with individual study areas as well as
specialized service equipment to provide instruction
dealing with aircraft, automobiles, trucks, and
electrical-mechanical vehicles.

5. Museum

A display area should be adjacent to student
traffic flow so that a variety of learning
displays may be provided.

d. Institute for Cultural Studies

By their very nature, the programs in this institute
lend themselves to high visibility. Therefore, the
facilities should be designed with display and exhibition
in mind, not only of creative products, but of the
creative process.

1. Art Studios

Clusters of spaces for students who work with varied
art materials should be grouped according to function
and services required. Individual work stations
should be clustered to form class groups. Storage
areas and specialized equipment areas, i.e., kiln
area, should be included within appropriate area.

2. Experimental

   Area to prepare and perform dramatic presentations
   and provide for large group meetings.

3. Drama

   TV - within the sphere of the experimental theater
   facilities should be provided for drama instruction
   as well as television production.

4. Recital Hall

   Area in which musicians perform for a small
   audience.

5. Music Practice Areas

   Areas for musicians to practice and rehearse
   their skills. These areas include large group
   areas for choral and band sections, small group
   areas for ensembles and individual areas for varied
   instruments including piano and organ. While
   acoustical controls which contain the sounds
   generated in these areas and bar impinging noise
   are essential, it is important that these areas
   be expandable, especially over the developmental
   period.

6. Materials Laboratory

   A general purpose materials laboratory should be

developed for this institute. This facility
should be equipped with a variety of materials
working equipment including those commonly used
with metal and wood.

7. Family Life Science

Clusters of spaces for students who work in a
variety of instructional programs will be
required. These activities will center around
the family unit and will include child care,
sewing, and meal management.

8. Museum

Space should be provided in this area to expose
students' work and learning displays. This area
should attract the attention of students in the
"mall."

e. Institute for Human Affairs

1. Specialized spaces needed to implement the programs
of this institute will emerge as the programs become
operational. Therefore, it is necessary to anticipate
the need for future specialized laboratories which
will serve as a base to examine field experiences.
Convertibility of space and facilities is important
during the initial developmental stages. Future

specialized areas may include emerging health
care occupations, an educational laboracory, a
group dynamics area and mobile learning units.

2. Community Physical Activities Center
The Community Physical Activities Center will serve
the instruction, recreational, and health needs of
individual students and faculty members and
community groups. Therefore, special considerations
should be given to space facilities and equipment for
individuals and groups to practice and participate in
individual exercises and team sports.

Indoor and outdoor facilities should be provided.
Support space and facilities, i.e., lockers and
showers, should also be provided.

To the extent possible, all these spaces and facilities
should be multi-purpose in function and population
served. This complex will support the Instructional
Support System and the Activities Support System.

f. Institute for Public and Commercial Services
1. Business Technology Laboratories
Clusters of stations for students to apply
contemporary business technology. Each station
should provide the space and facilities necessary

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to support the activities and equipment
required to carry out the emerging instructional
strategies, most of which will be identified in
the future. These stations should be clustered
by function and services required and grouped
in class-size arrays.

2. Simulation Center

Specialized area and facilities to develop and
implement instructional strategies based on
game techniques for instruction in business and
political decision theory. The Phase I center
is to be a prototype to develop programs and
materials for a more complete facility to be
developed in Phase II.

3. Public Service Areas

The specialized areas required for these programs
will emerge and change as the programs to meet
community and public service needs emerge and
change. Adaptability of space, services and
environmental conditions is essential to this
area.

4. Applied Graphic Arts

A complete reprographic area is expected for

this institute. This program will include
not only reproduction but the development
of all forms of graphics, thus, specialized
facilities such as dockrooms must be included
in the planning.

5. Hotel/Motel/Restaurant Management

Simulated instruction for a variety of programs
will be provided in this area. This will include
a completely equipped kitchen, dinning rooms,
storages, model offices and simulated hotel
facilities.

6. Data Processing Laboratory

Space should be provided for a variety of data
processing programs. This will require hands
on experience, as well as quiet preparation areas.

7. Display area

The products, student's work, such as graphics,
prepared foods or their facsimiles, business machines,
and computer terminals could be used to attract
the attention of students to this institute.

III. <u>THE INDIVIDUAL SUPPORT SYSTEM</u>

The purpose of the Individual Support System is to provide
the facilities and services to assist individual students in their
efforts to identify, enter and progress through appropriate programs
at the college. In order to carry out this mission, it is necessary
to establish services which consider the multi-faceted range of
student needs related to academic programs. The range includes
background, current life style, and future aspriations.

These services will be provided with shifting emphasis at the
campus level and the institute level. In general, the campus level
will be responsible for storing central records and specialized
support services and for coordinating all unit efforts,
while the faculty will be responsible for the specific program
related concerns of individual students. The records will be
maintained and updated at user level via the information network.
The remaining functions can conceivably be carried out at either
level and over the life of this campus, will probably shift from
one level to the other as needs and emphasis change.

One of the basic planning parameters is to maximize the
effectiveness of services through appropriate centralization and
decentralization of facilities and services. Student support staff
has a major role interacting with students. This can be best
accomplished by providing at least two points of access. Therefore,
facilities for student services should be located in the Center

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for Common Studies and in each Institute.

The Individual Support System facilities must be flexible throughout the life of the campus, since the relative emphasis and function will change with the changing needs and technologies. (For example, enrollment via telephone would alter space and equipment needs.) With the need for flexibility in mind the following requirements are envisioned at the initial Phase of development in the campus and institutes.

A. Campus Level

The campus services will include the following services:

1. Recruitment

Recruitment services are an outreach area of the college designed to contact students who are unaware of Mission College services and to identify and contact new populations for the college to serve.

2. Admissions

The admissions service includes but is not limited to, general promulgation and interpretation of college programs and admissions criteria, development of application procedures and forms, coordination of the articulation of students into college programs, and provision for collection and distribution of student data into a comprehensive information system.

3. Registration and Records

   The registration and records service provides critical information for the student, all agencies of the college and the broader communities associated with the college. It is responsible for the creation and maintenance of an appropriate student records system, the coordination of student enrollment and progress records, and the generation of data for operational and research purposes.

4. Counseling

   The counseling service assists students in establishing educational goals while working with faculty and students to develop programs which are responsive to the students' needs. At the campus level, counseling will focus on educational, vocational, and personal counseling.

5. Financial Aid

   The financial aid service helps minimize the possibility that a student will be forced to abandon his educational aspirations for lack of financial support. It disseminates information concerning available financial assistance programs, generates and coordinates resources to fund such programs and counsels with students concerning personal finances and budgeting. In addition, it distributes financial assistance to students, administers the loan program, and arranges realistic repayment schedules.

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6. Placement

The placement service will provide students with information regarding current and future employment opportunities, means for disseminating his personal papers and records to prospective employers, and opportunities for visiting with prospective employers. This activity should have liaison with the appropriate institute and faculty.

7. Health Services

The college health service has general responsibility for collecting, recording transmitting data concerning the health of students. It provides essential emergency, evaluative, and referral services and establishes procedures and sources for expedient services beyond its capability.

B. Center of Common Studies and Institutes

The institutes should be capable of absorbing the functions of the campus if such a change is desirable. This requires that institute personnel have access to the information network related to personal services and interact with the appropriate data file.

Since a student's or citizen's first contact with Mission College is apt to be at the Center for Common Studies or the Institute level, it is essential that dispersed support services be provided from the very beginning - in the initial phase. In

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the initial phase, it is essential that:

- Counseling be provided at dispersed locations with
  counselors working as members of instructional
  teams - the information network will tie them to
  their centralized files.

- Admission and registration services must be available
  at remote locations - the information system will
  decentralize activities to centralized coordinating
  units.

- Health services will need a "hot line."

- Financial aids will need a referral avenue.

- Placement information will be delivered to the
  appropriate institute via the information network.
  A receiving, display, and interaction system facility
  is necessary to keep updated.

- Recruitment must be a function of the campus and each
  unit. It should affect public relations and program
  development. It should be the initial outreach arm
  of each college unit.

IV. THE ACTIVITY SUPPORT SYSTEM

The purpose of the Activity Support System is to provide the
space and facilities to support the social-cultural dimension of
the students' academic life. This type of support is especially
important to students on a commuter campus who do not share the
live-in spirit of a resident college.

These activities will be of an informal as well as a formal
nature. They will include eating together, walking to class to-
gether, and studying together, but they must extend beyond the
routine of daily life. The Activity Support System should en-
courage the development of cultural exchange, participatory re-
creation, and action related to relevant community issues. It
can be achieved by supporting the social spirit and social con-
science of the time with attractive facilities and resources to
enhance these activities.

The Activity Support System is made up primarily of support
services which create and promote a favorable environment to
stimulate social interaction between student and student, faculty
and student, and student and community. These support services
include, but are not limited to, lounges, food services, recreation
spaces, small group discussion spaces and student activity spaces
such as student government offices and conference spaces. Based
on their purpose and nature, these spaces should be located in the
Campus and the Institutes.

A. Campus

1) Food Services

The food services area will be composed of kitchen
and dining areas.

The kitchen will provide the central space and facilities necessary for the preparation and distribution of food to all dining areas. The kitchen will be a very specialized area with a unique function. As such, it is a very inflexible space which must be placed in the Campus central area. Therefore, it is important to plan for the current and future needs of this area. The central dining areas will include informal core dining areas near the kitchen and a conference dining area.

In order to enhance the open nature of the college and to strengthen the "mall" concept, food distribution services should be planned so that they can provide mobile snack service on a continuous basis along the "mall" and throughout the campus.

2) Commons Clusters

Areas for students from all Institutes to relax and interact informally with each other, and with the faculty, should be provided. They should be convenient to the "mall" and food service areas and should be open with the necessary visual and acoustical controls to allow some individuals to relax, while others watch TV and interact in an informal manner.

3) Student Activities

Although student activities are expected to be centered around the Institutes, in order to establish an overall Campus sense of identity, student activity will be co-ordinated in the Center for Common Studies and certain campus wide activities will be provided at the campus level.

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B. Institutes

1) Information and Display Center

These will be areas in which to display materials
and artifacts of collegial concern and to communicate
to the people of the institute, information of general
interest. The area might serve as an institute bulle-
tin board and post office.

It should be a natural entrance to each Institute
and should be a part of the main "mall". It should
be convenient to the Individual Support Area.

2) Food Services

These areas are for preparing and distributing food
and for dining. The initial phase will include a
vending machine operation with informal dining area
for students and faculty. Later phases may supplement
the vending operation with a snack preparation service
and expanded dining facilities.

3) Commons Cluster

The major purpose of these areas is to establish a
point of identity for each institute. Therefore, it
is an area in which students and faculty can relax,
interact informally, watch TV and participate in the
table games which should be provided in each area.
These areas should be different in decor from each
other and from the Campus central area. They should
be open with the acoustical control required for TV,
games, conversing and relaxing. They will expand as
the enrollment of the institutes grow. They should be
convenient to students and faculty of the institute

and near the college food service area.

4) Student Activities Cluster

These areas provide the space and facilities for
individual student and student group needs. They
will include offices, work areas, conference areas,
and locker areas and should be convenient to In-
formation and Display areas. Meeting areas ade-
quate to support this cluster are distributed through-
out the Campus and each Institute.

Since these areas will change as the required services
and functions change, they should be open and flexible.
The development of these areas will depend on the
future experience and enrollment of each institute
and, therefore, it is anticipated that they will be
different for each Institute.

V. THE ADMINISTRATIVE SUPPORT SYSTEM

The purpose of the Administrative Support System is to
provide the space and facilities needed to support the
education process by coordinating the efforts, activities
and resources of the college, by operating and maintaining
the college and by serving as an interface between the campus
and supporting agencies and the public. They will include
space for the Chief Administrative Officer and the support
staff. The services will be organized on three levels,
(1) Chief Administrative Officer, (2) Information Network, and
(3) Service Facilities.

These areas must be developed as open and flexible space
and facilities which suggest a humane atmosphere and are
capable of adjusting to the changing needs and technologies
which will alter the organization and operations of this
system.

A. Campus Area

The administrative support to be centralized in the campus
includes open office clusters for the Chief Administrative
Officer, the support personnel and the nessary public space.
Although occasional visual and acoustical privacy is
desirable in the office areas, the dominant motif of this
area will be openness to students and faculty and flexibility
to meet future needs.

1. Chief Administrative Officer

   This area will be composed of space and facilities required
   by the Chief and his immediate staff. It will include open
   office areas for individuals, work areas, private and group
   conference areas and secretarial/reception areas. This
   area should be convenient to the main entry. The area should
   include space for communications and public relations agents.

2. Information Network

   This area should be adjacent to the Chief Administrative
   Officer's location. It should be open and yet designed
   with quiet work space. Space should be planned for adequate
   data processing support equipment.

3. Service Facilities

   The purpose of this cluster will be to provide centralized
   space and facilities in which to coordinate the operation
   of plant, maintenance, of buildings and grounds, receiving,
   storage and distribution. This area should be separate from
   the main campus but within easy driving distance.

   Related and supporting areas are required on the main campus.
   The campus central area will require a storage area for daily
   supplies, and custodial areas for supplies and services. The
   Institutes will require custodial areas.

B. Institutes

The Institutes will provide space and facilities for the
dispersed administrative services unique to each institute.
Requirements for these areas will change as the status and
effort of each institute changes; therefore, the spaces should
be flexible in size and function.

1. Institute Administrator

These areas will be composed of spaces and facilities
required by the Administrators and their staffs. They
will include office areas, work areas, private and
group conference areas and secretary/reception areas.
Acoustical and visual controls should be provided but
the dominant motif of this area should be open and
flexible. These areas should be convenient to students
and faculty.

2. Currciulum Research and Community Service Cluster

These areas will provide the space and facilities required
to develop and coordinate the research and community service
contacts of each institute. They will include office areas,
work areas, conference areas and secretary/reception areas.
Each cluster should be close to the Institute Administrator
and also close to the respective institute entrance.

3. Information Network

Space will be necessary in each institute for adequate

data information and retrieval equipment and should be

adjacent to each institute administrative office.

VI. SPACE ALLOCATIONS

Central to the theme and philosophy of Mission College is responsiveness to change and commitment to the needs of the community. It is postulated that to achieve this goal, each Institute and the Center for Common Studies must undertake and develop programs that meet the diverse needs of each identified population segment of the community. Hence, each Institute and the Center will be expected to develop programs that encompass developmental studies, community service, general education, specialized education and guidance. At the same time, no Institute nor the Center for Common Studies will be able to stand alone, each will depend upon the other to develop a total program. Since each Institute and the Center for Common Studies will not be permitted to serve more than 2,000 students (programs will be shifted among Institutes as they approach this maximum) space use must be designed for maximum flexibility.

The following Tables illustrate space allocation and use for each of the Institutes and the Center for Common Studies.

A. The Center for Common Studies

This Center should be viewed as the system that will deliver the common studies needed by the students of each Institute. The Center will provide instruction in the following areas; speech, English, mathematics, journalism, language and developmental studies.

However, the Center should not be thought of as a separate structure or building. Space allocated for the activities of the Center will be dispersed throughout the College. Thus, actual space use will flow with need.

At the same time, administrative and specialized space will be permanent. Table I illustrates the square footage and space requirements needed by the Center.

B. The Institute for Enviornmental and Applied Science

The offerings of this Institute focuses on the biological and physical sciences. Typical programs will include power mechanics, enviornmental technology and electro-mechanical technology. Space use for this Institute is shown in Table II.

C. The Institute for Human Affairs

Table III illustrates space allocation for this Institute which will develop programs in the social sciences, psychology and health services. Physical education activities will be included within the Health Services.

D. The Institute for Cultural Studies

Drama, television, fine arts, music, humanities, literary materials, and family life science constitute the major offerings of this Institute. Table IV identifies space allocation for this Institute.

E. The Institute for Public and Commercial Services

This Institute will provide instruction in business, hotel-motel management, public service, data processing and applied graphic arts. The allocation of space for this Institute is shown in Table V.

TABLE I

CENTER FOR COMMON STUDIES

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.
Classroom	12.3	19,680	10,411
Laboratory	7.7	12,370	19,966
TOTAL INSTRUCTIONAL		32,050	30,377

Office

Faculty (64 FTE)			5,120
Service			1,280
TOTAL			6,400

Learning Resource Center   13,225

General Services

Food Service, Common			3,000
Locker			500
Educational Technology			2,000
TOTAL			5,500

Other Non-residential

Storage   1,500

TOTAL ASF CENTER FOR COMMON STUDIES   57,002

TABLE II

INSTITUTE FOR ENVIORNMENTAL AND APPLIED SCIENCES

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.
Classroom	7.5	12,000	6,348
Laboratory	12.5	20,000	71,270
TOTAL INSTRUCTIONAL		32,000	77,618
Research			
Animal & plant room			1,500
Office			
Faculty (64 FTE)			5,120
Service			1,200
TOTAL			6,400
Learning Resource Center			13,100
General Services			
Food Service, Common			3,000
Locker			700
Educational Technology			2,000
TOTAL			5,700
Other Non-residential			
Storage			1,500
TOTAL ASF INSTITUTE FOR ENVIORNMENTAL & APPLIED SCIENCES			105,818

TABLE III

INSTITUTE FOR HUMAN AFFAIRS

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.
Classroom	11.0	17,600	9,310
Laboratory	7.0	11,200	15,712
P.E. (Activity)	2.0	3,200	
TOTAL INSTRUCTIONAL		32,000	25,022
Office			
Faculty (64)			5,120
Service			1,280
TOTAL			6,400
Learning Resource Center			14,275
Gymnasium			53,000
General Services			
Food Service, Common			3,000
Locker			1,000
Educational Technology			2,000
TOTAL			6,000
Other Non-residential			
Outdoor P.E. Storage			3,500
TOTAL ASF INSTITUTE FOR HUMAN AFFAIRS			108,197

TABLE IV

INSTITUTE FOR CULTURAL STUDIES

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.
Classroom	8.7	13,920	7,365
Laboratory	11.3	18,080	62,351
TOTAL INSTRUCTIONAL		32,000	69,716

Office

Faculty (64 FTE)			5,120
Service			1,280
TOTAL			6,400

Learning Resource Center   14,225

General Use

Theatre (1000 seats)   16,000

General Service

Food Service, Common			3,500
Locker			800
Educational Technology			2,000
TOTAL			6,300

Other Non-residential

Storage   1,500

TOTAL ASF INSTITUTE FOR CULTURAL STUDIES   114,641

TABLE V

INSTITUTE FOR PUBLIC AND COMMERCIAL SERVICE

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.
Classroom	7.1	11,360	6,009
Laboratory	12.9	20,640	43,303
TOTAL INSTRUCTIONAL		32,000	49,312

Office

Faculty (64 FTE)			5,120
Service			1,280
TOTAL			6,400

Learning Resource Center

			13,425

General Service

Food Service, Common			3,000
Locker			1,000
Educational Technology			2,000
TOTAL			6,000

Other Non-residential

Storage			1,500

TOTAL ASF INSTITUTE FOR PUBLIC & COMMERCIAL SERVICES   76,637

VII. INTERIM USERS

Phase I of the construction plan calls for a structure of approximately 57,000 square feet of user space. This structure is the Center for Common Studies and during the development of the campus will serve many purposes. However, it should be remembered that as additional facilities are developed, space in this first structure will be traded by the Center for Common Studies. It is essential that space for the Center be dispersed throughout the college.

The second facility planned for Mission College is the Institute for Public and Commercial Studies. This structure will be approximately 64,000 square feet in size and again, will have interim users.

The third structure planned will be designed to house the Institute for Environmental and Applied Sciences. This facility will be of approximately 59,000 square feet and will be devoted primarily to specialized facilities, such as laboratories.