

JONES ARCH



Achieving Inclusive Design Outcomes Through On-Campus Engagement

A Case Study at Massasoit Community College in Brockton, MA



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Learning Outcomes

1. Advocate for student belonging and wellbeing as design criteria for campus spaces.
2. Discuss how to apply user-specific engagement strategies to create an inclusive design process.
3. Establish shared understanding and prioritize metrics for analysis of qualitative information.
4. Integrate end user input into campus design outcomes.

Agenda

1. Creating a shared language of belonging
2. The project
3. Student engagement process
4. Establishing metrics and visualizing results
5. Translating feedback to design
6. Q&A

Creating a Shared Language of Belonging

Definitions

Accessible Design: The needs of people with disabilities are specifically considered, and products, services, and facilities are built or modified so that they can be used by people of all abilities. This is built into the Florida State Building Code, and nationally governed by the Americans with Disabilities Act (ADA).

Universal Design: Designing so that elements are accessed ideally in ways that don't differentiate or relegate some people to a lesser status. It reaches beyond code and compliance to achieve a more intuitive and gracious experience for everyone.

Inclusive Design: Inclusive design moves beyond the realm of physical characteristics that affect a person's experience of their environment to acknowledge the full range of human diversity, from gender and culture to age and ability. Inclusive design centers on process, wherein a diverse set of voices inform design, for the better to ensure a better response.

Show of Hands:

How many people have done **community engagement for a building project** on their campus?

- Survey
- Focus Group
- Tabling

Show of Hands:

How many people have not? **What were/are the barriers?**

- Identifying the value?
- Finding the time?
- Too many voices?

Challenging the Building Committee Process



The Project:

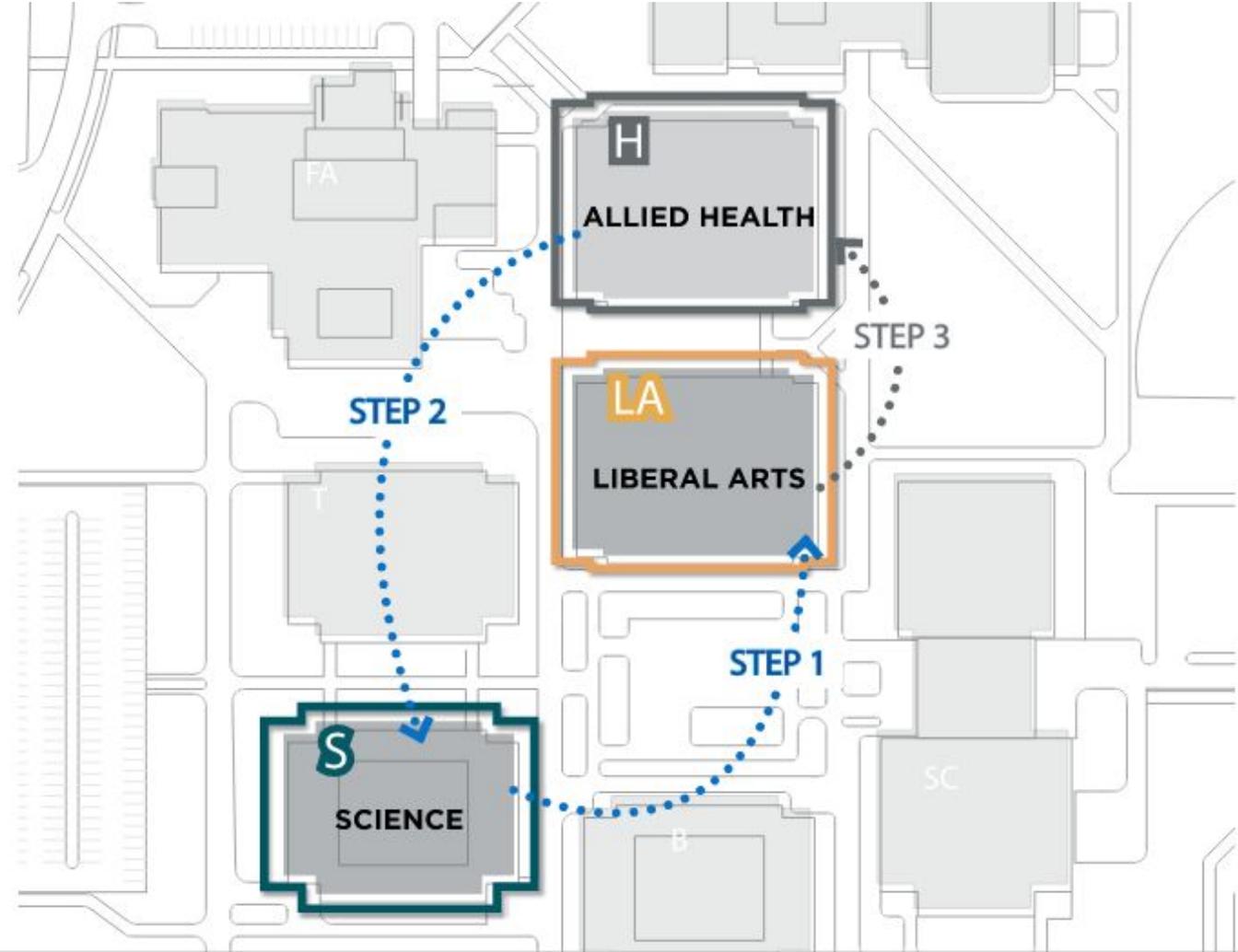
Transformation Through Renovation

Transformation Through Renovation

Design an inclusive space for the Respiratory+Nursing and Science+Math programs that is forward-thinking, highly flexible, and unique to Massasoit Community College.



Transformation Through Renovation



BUILDINGS LEGEND

- S** SCIENCE BUILDING
- LA** LIBERAL ARTS BUILDING
- H** HUMANITIES BUILDING

PROJECT SEQUENCE

- STEP 1** RENOVATE THE LA BUILDING TO SCIENCE
- STEP 2** RENOVATE THE S BUILDING TO NURSING AND ALLIED HEALTH
- STEP 3** BACKFILL VACATED ALLIED HEALTH SPACE IN THE H BUILDING WITH LIBERAL ARTS

Transformation Through Renovation



Transformation Through Renovation

NEW ALLIED HEALTH BUILDING

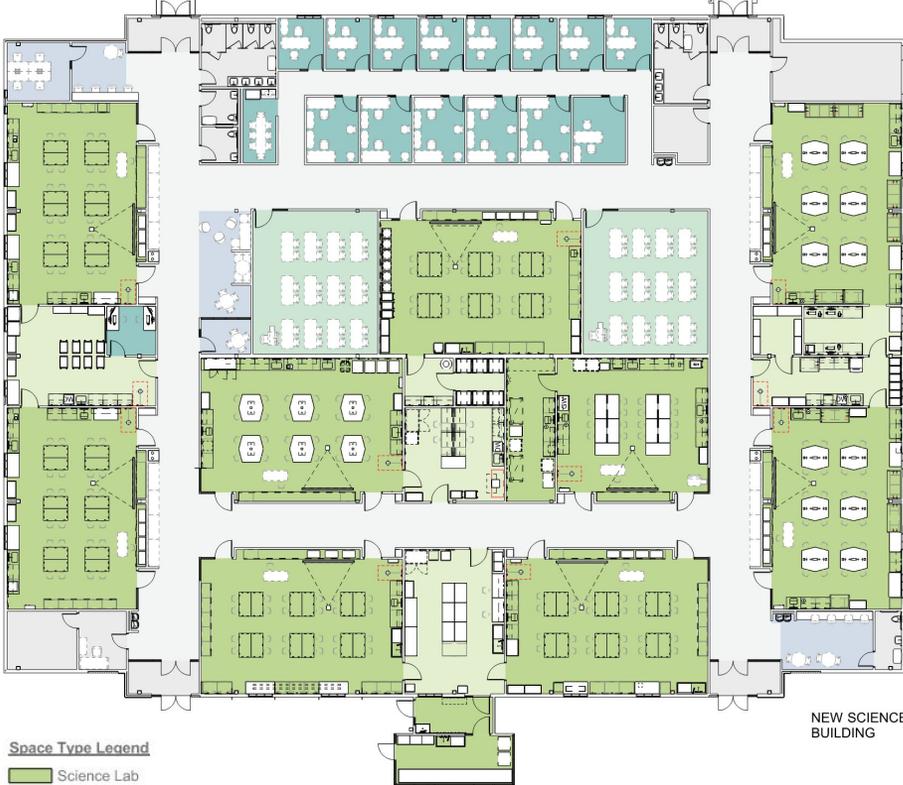


NEW ALLIED HEALTH BUILDING

Space Type Legend

- Nursing Lab
- Nursing Support
- N+AH Classroom
- N+AH Office
- Allied Health Lab
- Allied Health Support
- Circulation
- Service/Building
- Study

NEW SCIENCE BUILDING



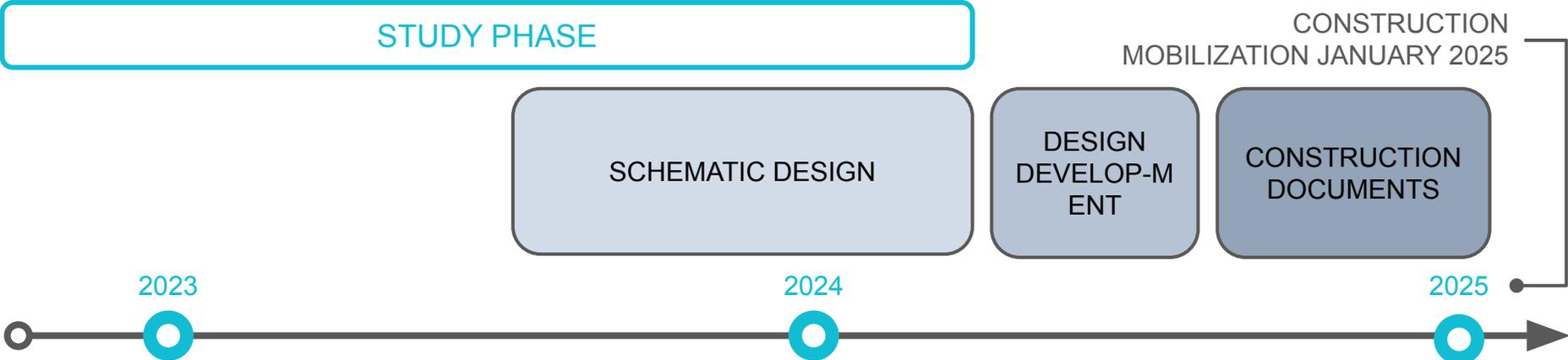
NEW SCIENCE BUILDING

Space Type Legend

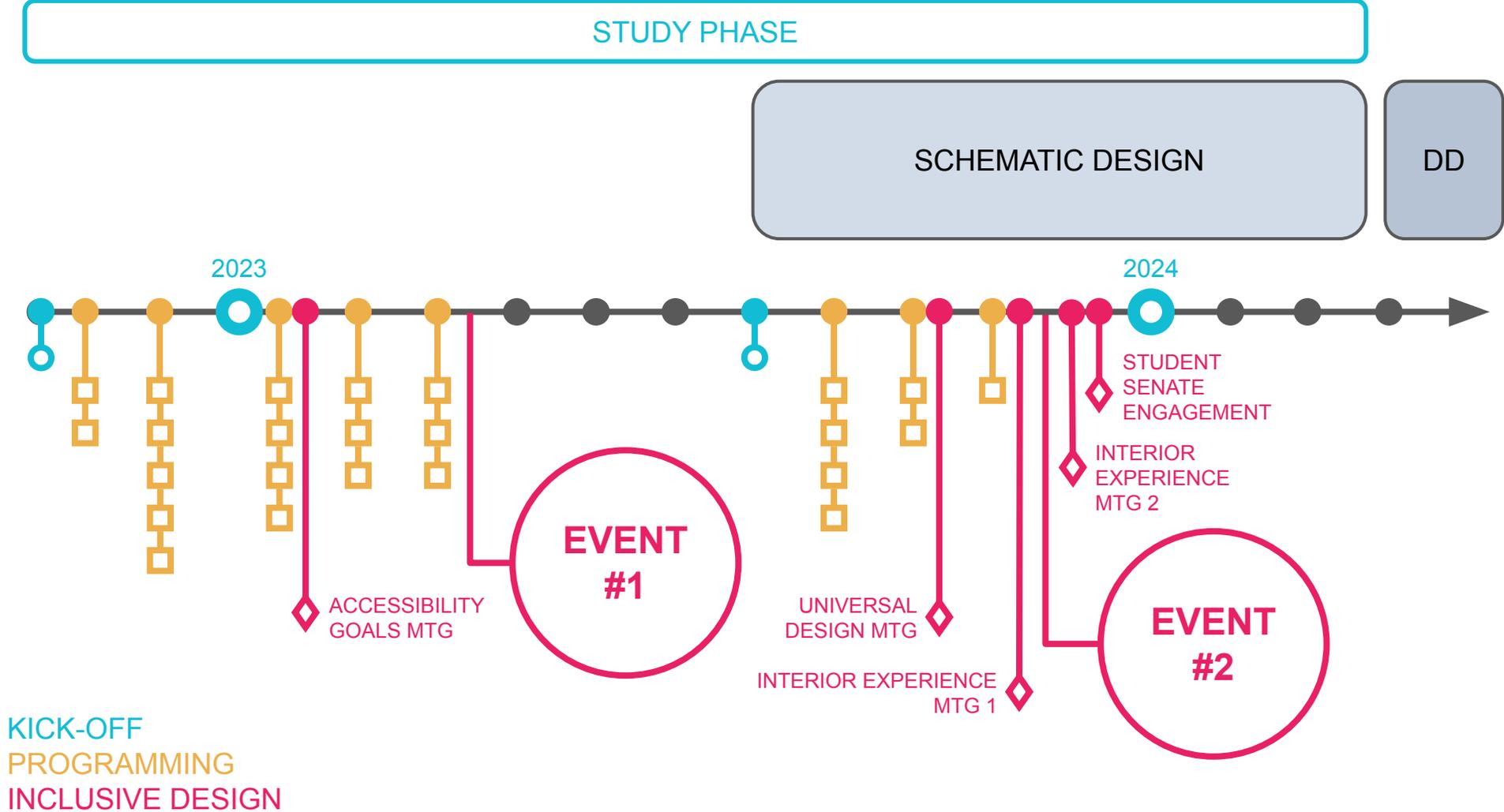
- Science Lab
- Science Prep
- Science Classroom
- Science Office
- Circulation
- Service/Building
- Study

Student Engagement Process

Timeline: Overall Project



Timeline: Outline of Meetings and Event Set-up

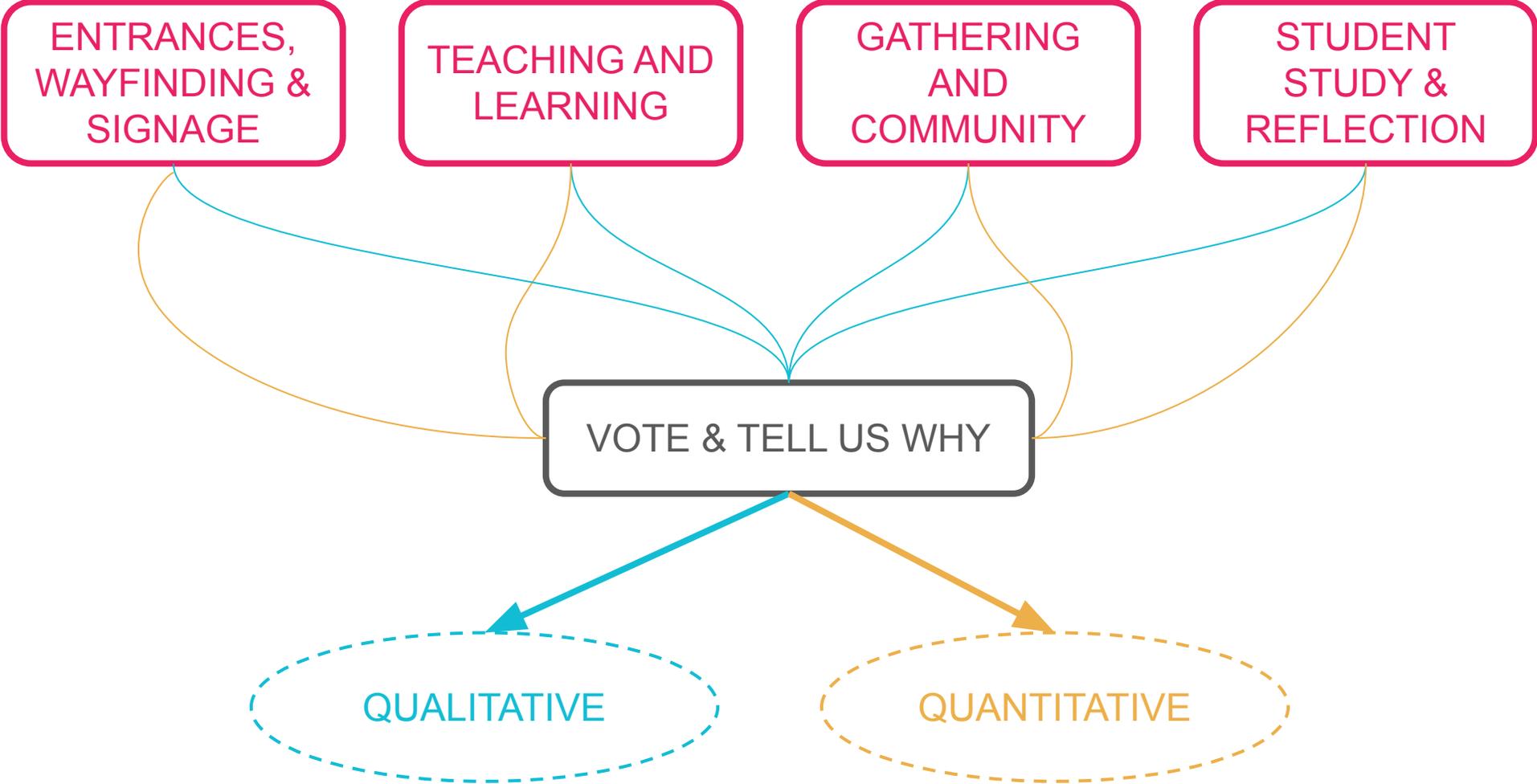


Student Engagement Process: Getting Started

- A non-prescriptive approach
- Began discussions with faculty/staff programming and let that help drive
- Meeting campus community where it is (literally!) & making sure they get there
- Structure AND flexibility
- Format of engagement and materials



Student Engagement Process: Event Activities



Student Engagement Process: Boards (Before)

LET US KNOW YOUR THOUGHTS!
Using a dot, vote for your preference. Tell us why you feel that way using a sticky note!

TEACHING AND LEARNING SPACES

TYPES OF SPACES - QUESTIONS

STUDENT TEACHER FACULTY 

Which space feels more conducive to your style of learning?

1A  1A: Quiet and focused learning style. Paragon University (Gavin Heaverstock) 1B: Active and collaborative learning style. Student commons (Ohio University)  1B

1A _____ 1B
Place your dot on the sliding scale to indicate your preference

Which style of lab space do you see yourself learning best in?

2A  2A: Colorful and vibrant materials. St. Edmund's College (Fullon Trotter Architects) 2B: Organic, softer materials. Vermont Agriculture & Environmental Lab (VAEL - Freeman French Freeman)  2B

2A _____ 2B
Place your dot on the sliding scale to indicate your preference

Which lighting scenario feels more comfortable for a classroom environment?

3A  3A: Diffused, softer lighting. (Cooper Lighting Solutions) OR 3B: Direct, bright lighting. (BUCK Lighting)  3B

3A _____ 3B

INITIAL DESIGN PROGRESS FOR STUDENT ENGAGEMENT

Place a dot on the spaces you would like to see in the new building!
Follow the given scenarios, and comment below regarding what you like/don't like about the space.

TEACHING AND LEARNING SPACES

SCIENCE & ALLIED HEALTH BUILDINGS

STUDENT TEACHER FACULTY 

SCENARIO 1: In a classroom setting you learn better in:
A. CLASSROOMS THAT HAVE AN OPEN FEEL AND ARE VISUALLY CONNECTED TO THE REST OF THE BUILDING.  1A OR  1B: A SPACE THAT FEELS MORE PRIVATE AND IS VISUALLY CLOSED OFF FROM THE REST OF THE BUILDING ALLOWING FOR FEWER DISTRACTIONS.

SCENARIO 2: You work best in: A. DISCUSSION OR SEMI-STRUCTURED CLASSROOMS, WITH STYLE SEATING CONFIGURATION ALLOWING FOR COLLABORATIVE LEARNING.  2A OR  2B: BREAKOUT STYLE CLASSROOMS, SEATING IN ROWS BUT WITH MOVABLE CHAIRS AND/OR TABLES FOR THE OCCASIONAL NEED FOR BREAKOUT GROUPS.

SCENARIO 3: During class, you learn best in a classroom with:
A. A HYBRID USE OF TECHNOLOGY WITH MONITORS, LAPTOPS, SMART BOARDS, ETC.  3A OR  3B: A SIMPLE, MORE ANALOG STYLE SET UP WITH WHITEBOARDS, NOTEBOOKS, PROJECTORS, ETC.

SCENARIO 4: After class you need to find a place to study before heading home. You would most prefer to study in: A. THE CLASSROOM WHERE YOU JUST FINISHED CLASS.  4A OR  4B: OUTSIDE THE CLASSROOM IN AN OPEN STUDY SPACE.

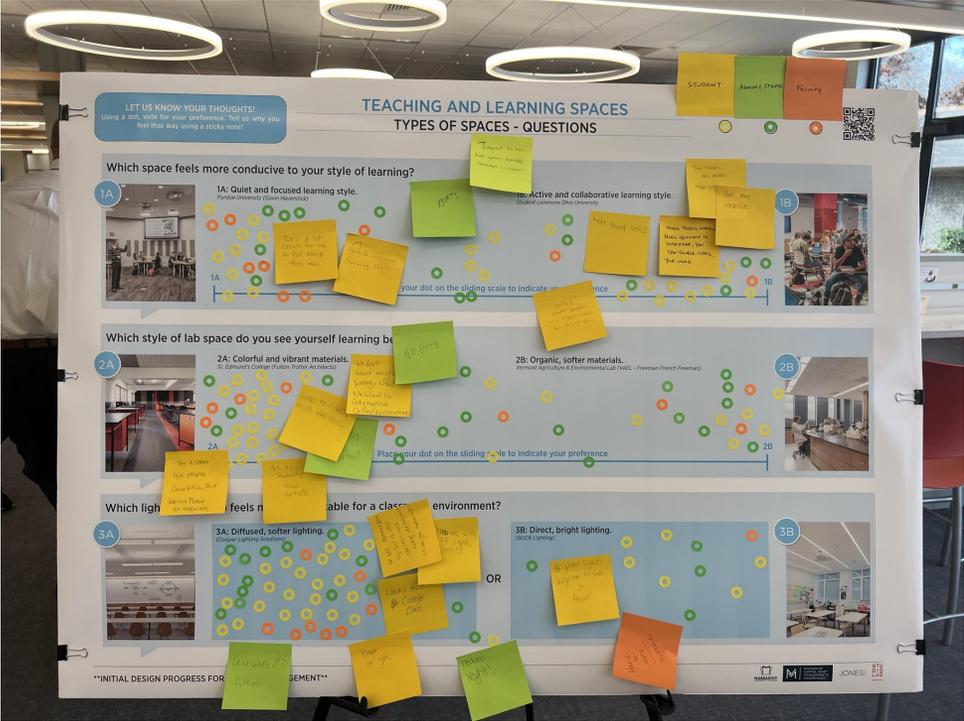
NEW ALLIED HEALTH BUILDING

NEW SCIENCE BUILDING

INITIAL DESIGN PROGRESS FOR STUDENT ENGAGEMENT

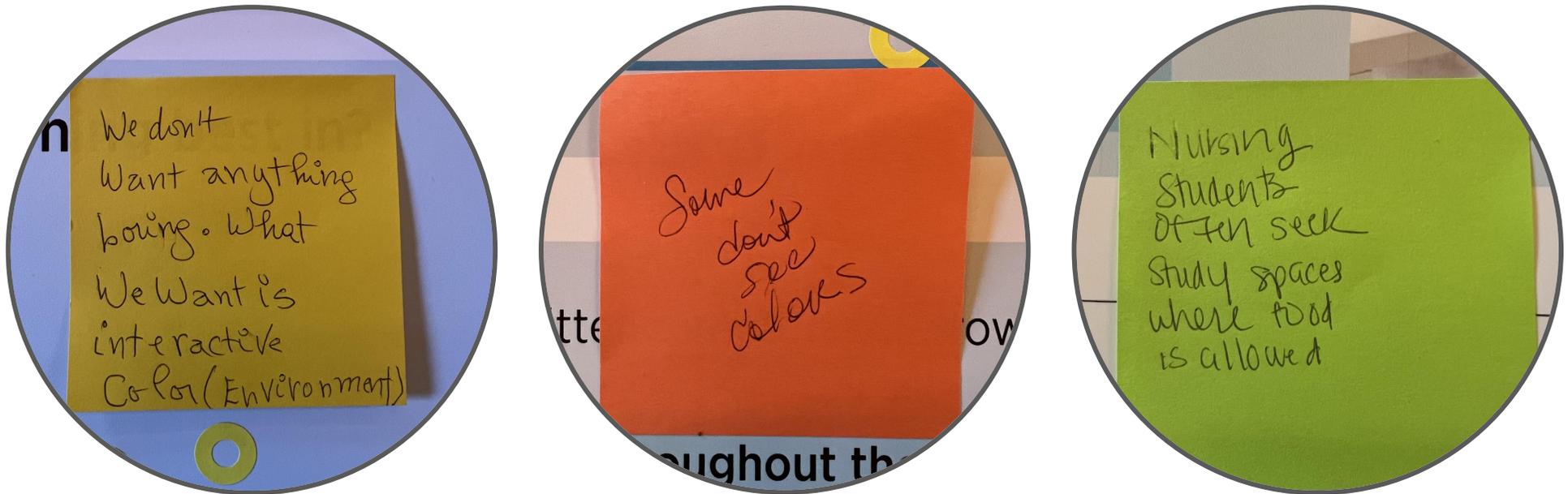
   

Student Engagement Process: Boards (After)

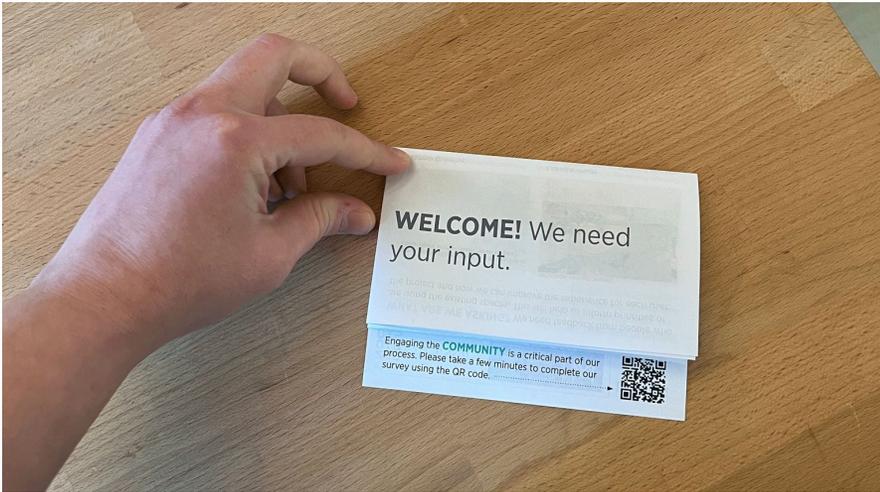


Establishing Metrics: Organizing Feedback

We looked at the feedback more specifically, taking care to highlight unique perspectives, not necessarily the most common. Comments were presented verbatim to avoid applying bias.



Student Engagement Process: Access & Visibility



Community Engagement Survey

We need your input for our upcoming **TRANSFORMATION THROUGH RENOVATION** at Massasoit Community College. Please provide your thoughts on the topics of **TEACHING & LEARNING**, **COMMUNITY & GATHERING**, and **FACULTY SPACES** on the following pages.

mary@jonesarch.com [Switch account](#)

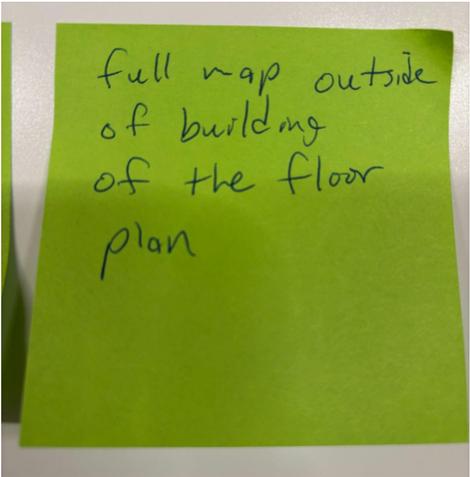
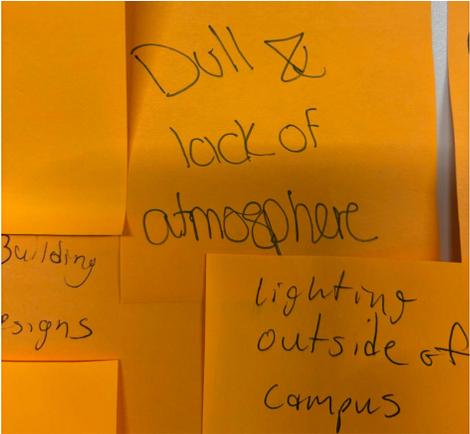
Not shared

* Indicates required question

What is your relationship to Massasoit? *

- Faculty
- Student
- Admin & Staff
- Other: _____

Student Senate Engagement



Establishing Metrics & Visualizing Results

Establishing Metrics: The Data

IN-PERSON AT THE EVENT

The in-person event materials consist of six panels. The top row features: 1) A project introduction site plan and future program with a map and sticky notes. 2) A panel titled 'TYPES OF SPACES - QUESTIONS TEACHING & LEARNING SPACES' with numerous yellow and orange sticky notes. 3) A panel titled 'TYPES OF SPACES - PRECEDENT IMAGES TEACHING & LEARNING SPACES' with photos of various teaching and learning environments. The bottom row features: 4) A panel titled 'TYPES OF SPACES - QUESTIONS FACULTY SPACES' with numerous yellow and orange sticky notes. 5) A panel titled 'TYPES OF SPACES - PRECEDENT IMAGES FACULTY SPACES' with photos of various faculty spaces. 6) A panel titled 'TYPES OF SPACES - QUESTIONS GATHERING & COMMUNITY' with numerous yellow and orange sticky notes.

ONLINE SURVEY

The online survey results are presented in six panels, each with a question, a chart, and a legend. The data is as follows:

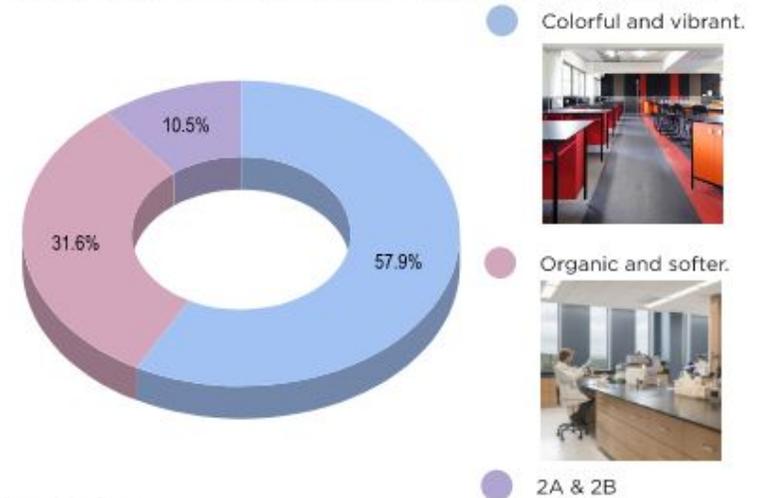
- Panel 1:** Question: "What is your preference for classroom?"
Chart: Pie chart showing 88% for "Open", 10% for "Closed", and 2% for "Mixed & Lab".
- Panel 2:** Question: "If your opinion, what is the best way to collaborate in a classroom environment?"
Chart: Horizontal bar chart showing preferences for "Small group work" (18.8%), "Large group work" (14.2%), "Individual work" (13.5%), "Self-paced learning" (12.5%), "Hybrid learning" (11.8%), and "Other" (18.7%).
- Panel 3:** Question: "How do you identify?"
Chart: Bar chart showing preferences for "Formal" (14.2%), "Informal" (13.5%), "Hybrid" (12.5%), "Other" (11.8%), "Self-paced" (10.8%), and "Other" (11.8%).
- Panel 4:** Question: "If you are a student, what is your input?"
Chart: Bar chart showing preferences for "Formal" (14.2%), "Informal" (13.5%), "Hybrid" (12.5%), "Other" (11.8%), "Self-paced" (10.8%), and "Other" (11.8%).
- Panel 5:** Question: "What is your preferred way to use a community gathering space?"
Chart: Pie chart showing 37% for "Open", 27% for "Closed", 18% for "Mixed & Lab", 10% for "Other", and 8% for "Other".
- Panel 6:** Question: "Do you prefer to be seated or free in a classroom and collaborative or other?"
Chart: Pie chart showing 37% for "Seated", 27% for "Free", 18% for "Mixed & Lab", 10% for "Other", and 8% for "Other".

Visualizing Results: Presenting Feedback

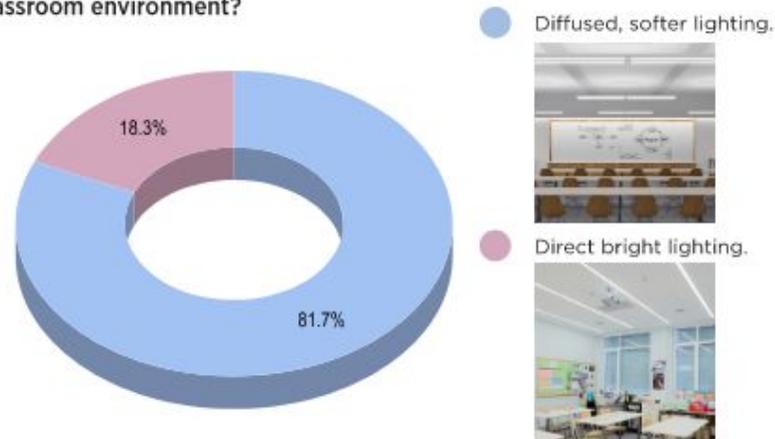
1. Which spaces feels more conducive to your style of learning?



2. Which style of lab space do you see yourself learning best in?

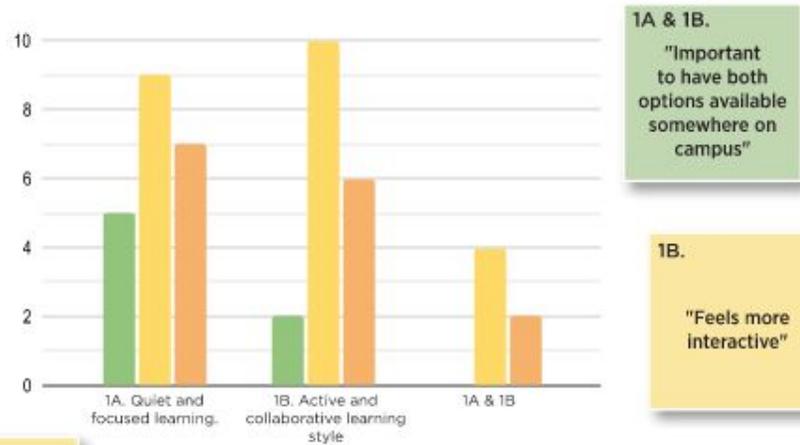


3. Which lighting scenario feels more comfortable for a classroom environment?

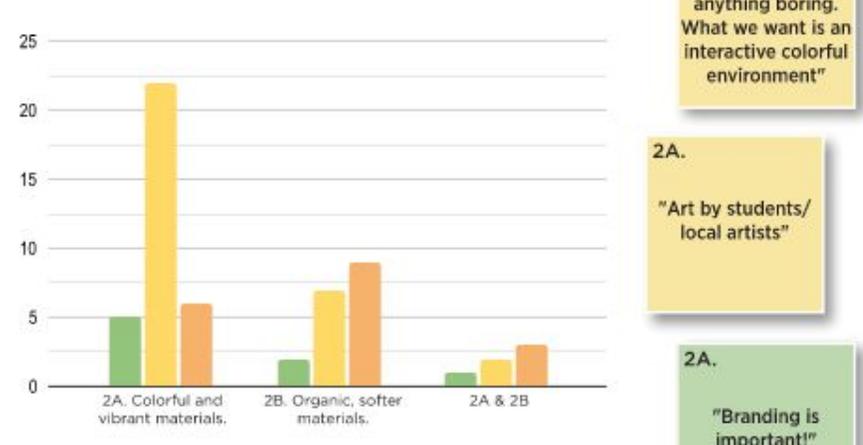


Visualizing Results: Presenting Feedback

1. Which spaces feels more conducive to your style of learning?



2. Which style of lab space do you see yourself learning best in?



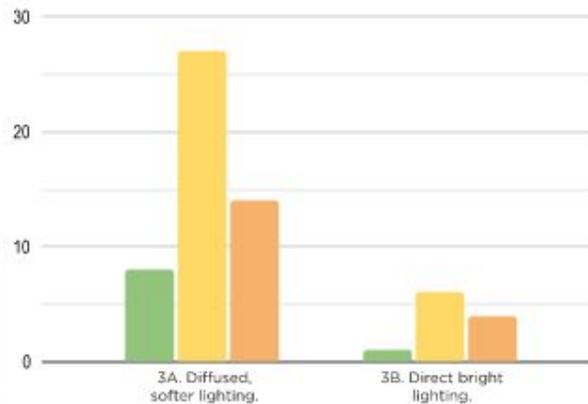
1A.
"Its a lot easier for me to fall asleep this way"

1B.
"Nooks & smaller spaces in a bigger space for private study"

3A.
"Easier on the eyes"

3A.
"Natural Light!"

3. Which lighting scenario feels more comfortable for a classroom environment?



2A.
"Love to have colors, helps with focus"

3A.
"I have trouble with a lot of light this is better"

3B.
"Hard on eyes/migraine"

3B.
"Bright lights help me see and focus!"

Establishing Metrics: Presenting Feedback

We summarized 3-5 key takeaways from each topic, then provided backup quantitative information from voting.

KEY TAKEAWAYS

1. Provide some transparency while minimizing distractions.
2. Incorporate bold and bright colors for student spaces, and calming materials for faculty spaces.
3. Prioritize acoustics while providing the ability to be collaborative.
4. Allow for access to natural light.



Visualizing Results: Reaching the Audience

SURVEY RESULTS!

Do you want to see what the **Students, Faculty, and Staff** had to say about the upcoming building projects at Massasoit?

WE, The Design Team came to talk to you about our **Transformation through Renovation** project at Massasoit Community College where we are updating both the Liberal Arts and Science Buildings into modern teaching, learning, and gathering spaces.

The Workshop Event held on March 8th & 9th in the Student Center was such a success, and it's all because of **YOU**



WE ASKED YOU ABOUT 3 TYPES OF SPACES:

TEACHING + LEARNING **COMMUNITY + GATHERING** **FACULTY**

AND YOU RESPONDED...



HERE WERE SOME COMMON RESPONSES THAT WE FOUND:

PEOPLE LIKE...
QUIET
CLASSROOMS
WITH A LOT OF
NATURAL LIGHT

PEOPLE LIKE...
COMMUNAL
GATHERING
SPACES THAT FIT
12+ PEOPLE

PEOPLE LIKE...
OFFICES
THAT ALLOW
COLLABORATION
WITH STUDENTS

WE ASKED... WHAT MAKES YOU FEEL LIKE YOU **BELONG** ?

"THE DIVERSE
ART AND
DECOR
AROUND
CAMPUS"

"FLEXIBLE AND
COMFORTABLE
FURNITURE"

"A VARIETY OF
ACCESSIBLE
SPACES"

WE ASKED How we could improve the experience of those using the existing spaces at Massasoit by having you vote on your favorite example images of those spaces.

HERE ARE THE TOP LIKED IMAGES:



HERE'S WHY...

"EXTERIOR VIEWS" "MOVABLE WORKTABLES" "VARIETY OF SEATING" "LARGE & SMALL GROUPS" "A LOT OF STORAGE" "PRIVACY"

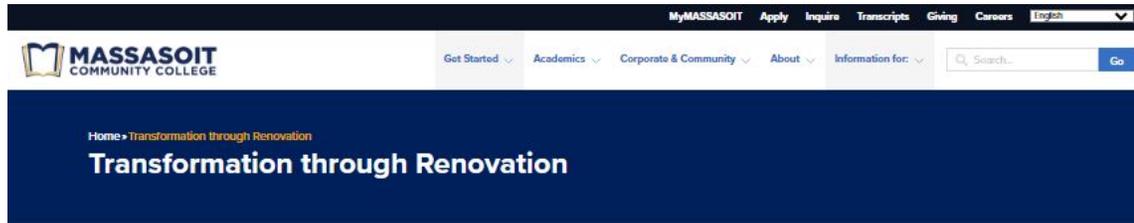
Find out more about the survey results [HERE](#) or by scanning the QR Code.



Thank you for helping make Massasoit a better place to learn!



Visualizing Results: Reaching the Audience



Announcement of Project

April 2022, (Salem State University) Gov. Charlie Baker announced that the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) will award Massasoit Community College \$30M to support the renovation of two buildings on the Brockton Campus for Science, Nursing, and Allied Health. Pictured in the photo (from left to right) Jim Peyster, Sec. of Education, Charlie Baker, Governor of Mass., Ann Sullivan, Chair, Massasoit Comm. College, Board of Trustees, Ray DiPasquale, President, Massasoit Comm. College, and Carol Gladstone, Commissioner, DCAMM.



STRATEGY TEAMS

Steering Committee – Policy & Decision Making

President DiPasquale; Vice President Hess; Vice President Mitchell; Vice President Gibson Sheffield

Programming Team

To define in detail space requirements to meet current & future programmatic needs.

David Aupiais; Michael Banks; Doreen Callaghan; Susan Clover; Kevin Dotter; Ana Estabrook; Rachel Franciosi; Richard Hadley; William Hanna; Eve Jankey; David Johanson; Denise Logan; Marie McDermott; Melany McFadden; Bill O'Neill; Catherine Powers-Ozyurt; Andrew Oguma; Jennifer Pike; Katie Ruggieri; Jesse Schreier; Amos Synnott; Andrea Torres; Kendra Twomey

Logistics Team

To identify and recommend swing space and the construction process.

Ruben Barato; Paul Chiano; Danielle Freeman; Richard Hadley; Jan Holbrook; Rita Jones-Hyde; Jeffrey Mai; Michael Mezzano; Bill Morrison; Bill O'Neill; Kim Sylvia; Christopher Volz

Information Technology Team

To provide project teams with technical expertise related to Information Technology.

Jackie Barrett; Danielle Freeman; Patrick Mauretti; Bill Morrison

Communications Team

To provide periodic updates to the college community on the status of the project.

Jan Holbrook; Amity Kelley; Lloyd King; Bill Morrison; Alex Villanueva

Advancement Team

To build a capital campaign to support the philanthropic source of funding.

Michelle Badger; Alex Villanueva

TIMELINE

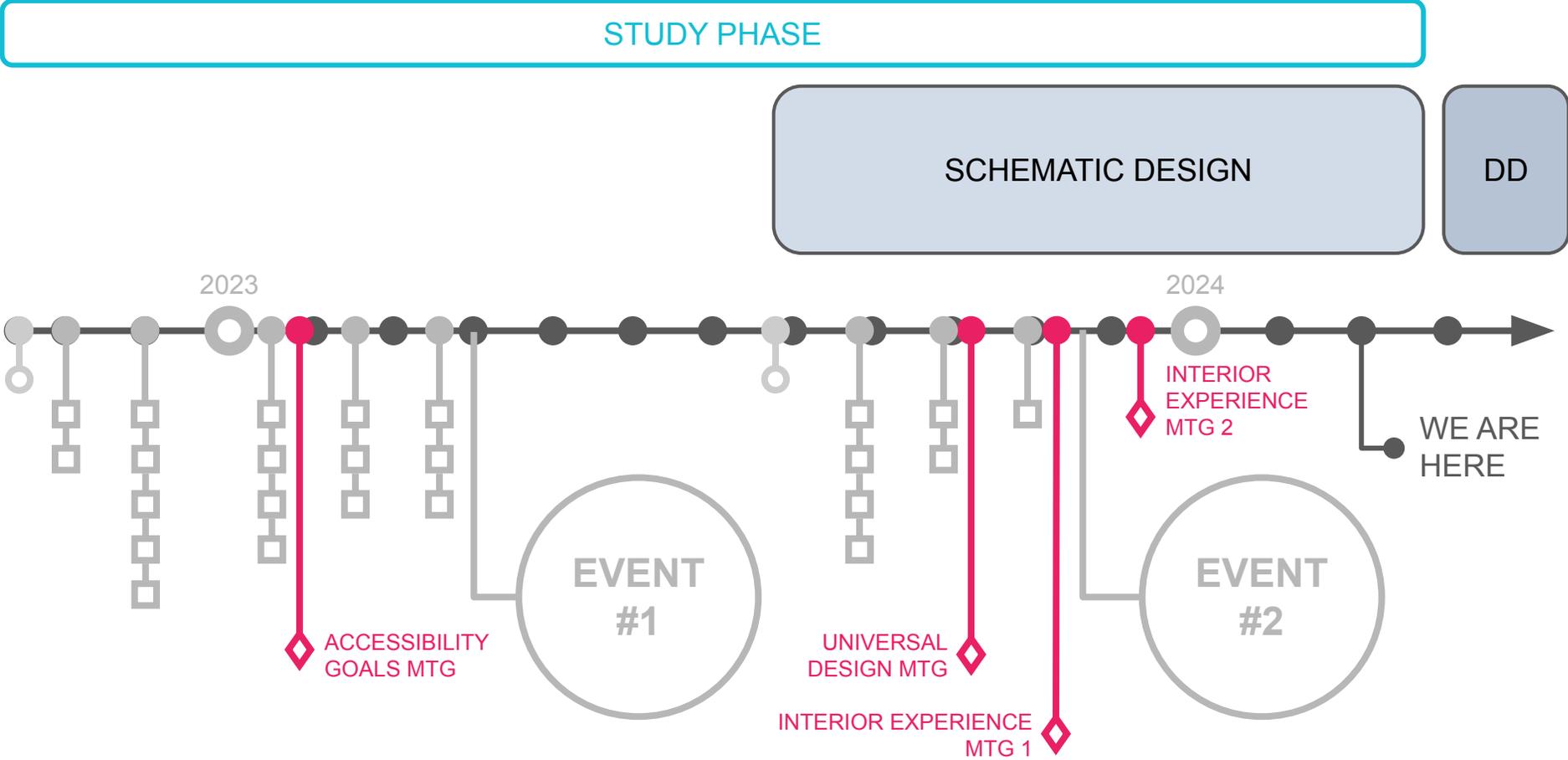
Project Tasks	Dates	Approximate Months
Project Prep/Scope Confirmation	July 2022 – August 2022	2 – Completed
Select Architectural Firm (DSB)	September 2022 – November 2022	3 – Completed
Study, Schematic Design	December 2022 – December 2023	12 – In Process
DCAMM Certification of Study	December 2023	1
Detailed Design/Construction Documents	January 2024 – December 2024	12
Bidding	October 2024 – February 2025	5
Construction – Liberal Arts to New Science Renovation	February 2025 – June 2026	16
Construction – Science to New Nursing & Allied Health	June 2026 – June 2027	12
	Approx. Total Months	63



For project information, visit MCC's website on the Transformation through Renovation project.

Translating Feedback to Design

Translating into Design: Establishing the Committee



Valuable Outcomes: Architecture for Belonging

#1

Improve **wayfinding** and visibility of **entrances and campus circulation** paths.

#2

Increase quantity and types of **public spaces**.

#3

Provide building support spaces that promote **well-being**, safety and security.

#4

Increase **natural light and views** into and out of the buildings at strategic locations.

#5

Use **materials** responsive and supportive of cognitive, acoustic, and behavioral sensitivities.

#6

Prioritize **social Inclusion** of all users, especially those with varied needs.

#7

Uphold **representation** that is indicative of the end user and the MCC campus community.

Valuable Outcomes: Wellness

Recommendations based on Feedback:

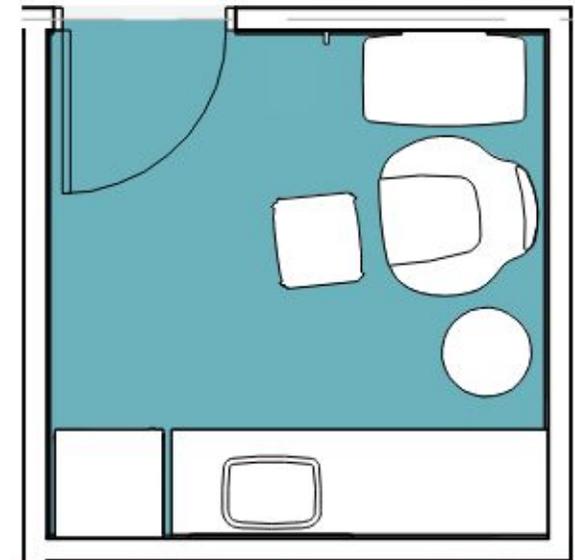
- Privacy
- Soft Seating
- Neutral/calming finishes
- Adjustable lighting



LIGHTING AND FURNITURE



BIOPHILIC DESIGN AND MATERIALS



Valuable Outcomes: Color Scheme

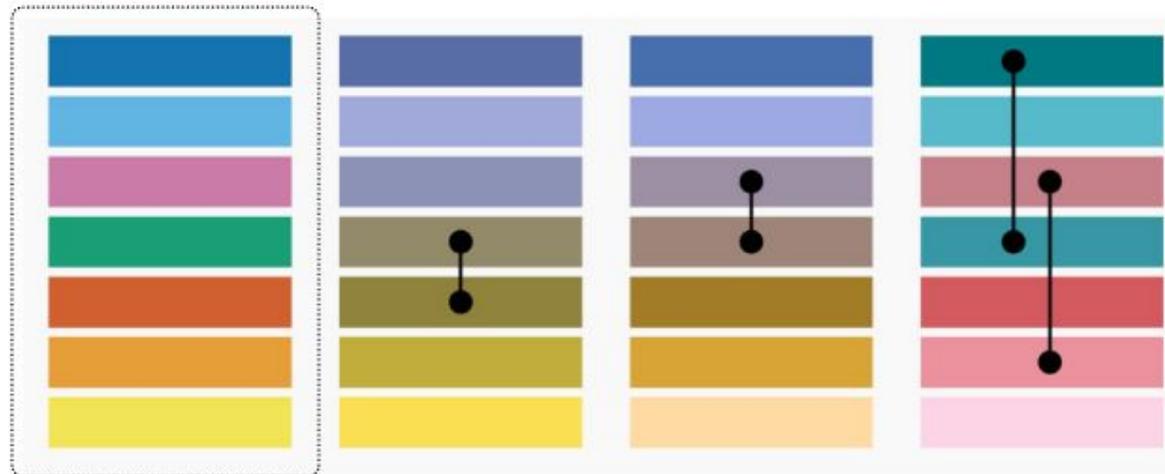
MASATAKA OKABE AND KEI ITO'S COLOR UNIVERSAL DESIGN (CUD) PALETTE:

FULL COLOR
SPECTRUM VISION

PROTANOPIA
RE-BLIND

DEUTERANOPIA
GREEN-BLIND

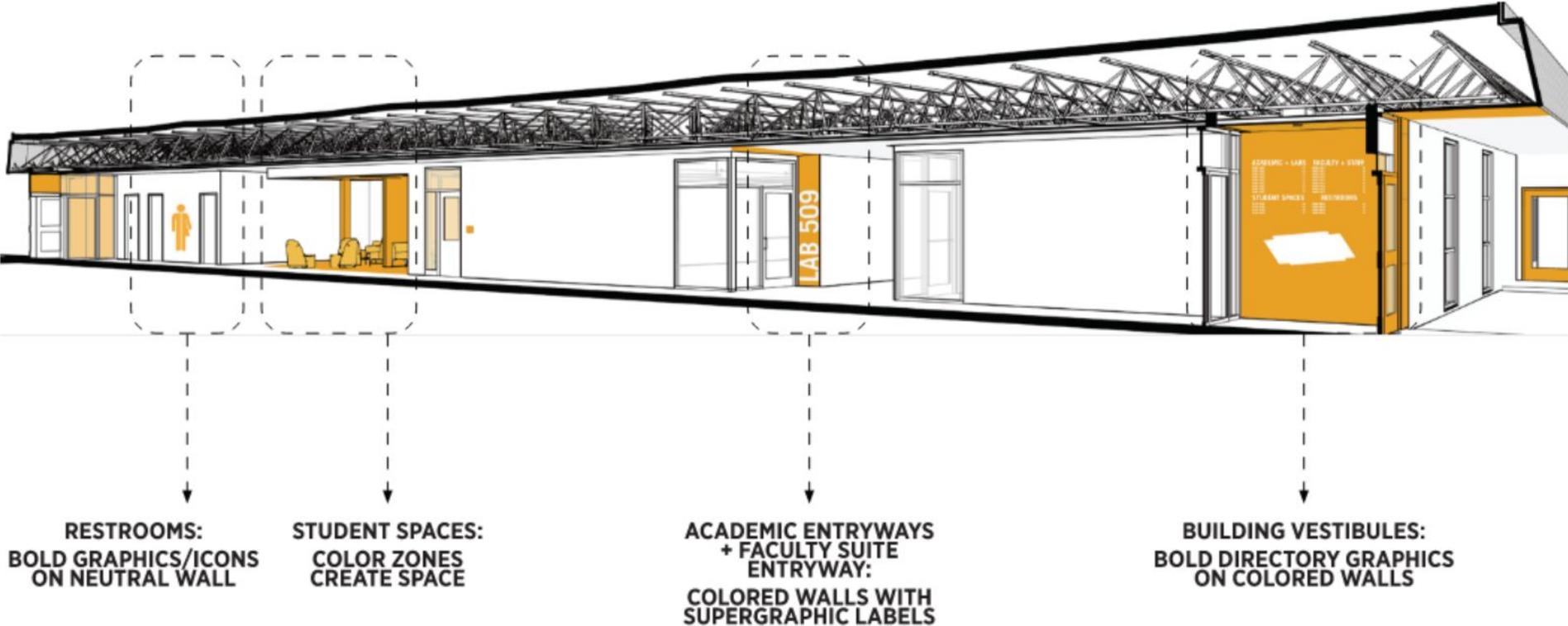
TRITANOPIA
BLUE-BLIND



Valuable Outcomes: Color Scheme



Valuable Outcomes: Wayfinding & Program Identity



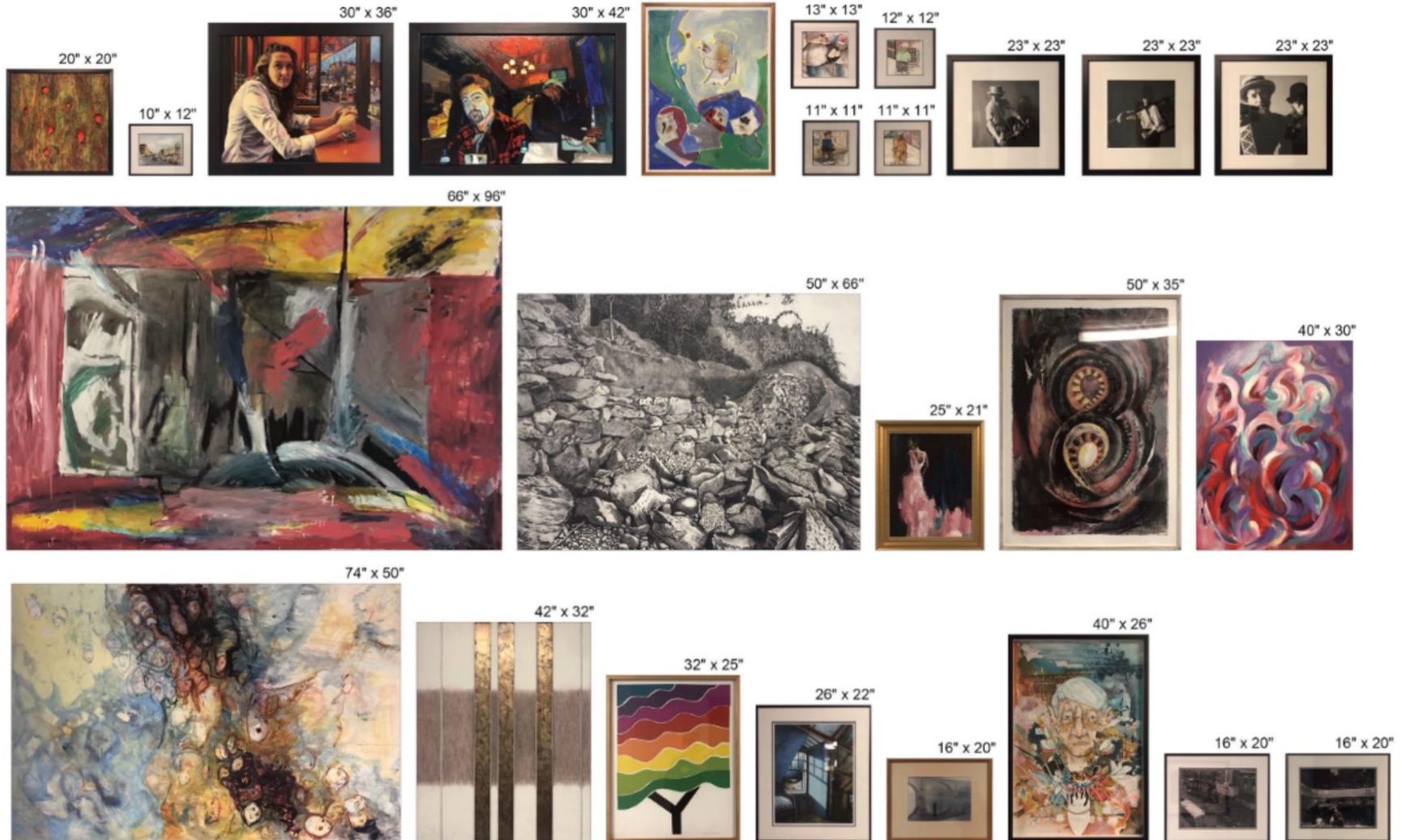
Valuable Outcomes: Student Lounge Spaces



Valuable Outcomes: Student Representation

MCC ART COLLECTION: VISUALIZED

PLEASE NOTE: THIS IS ONLY A PORTION OF THE COLLECTION.



Valuable Outcomes: Exterior Signage

EXISTING SCIENCE BUILDING SIGNAGE



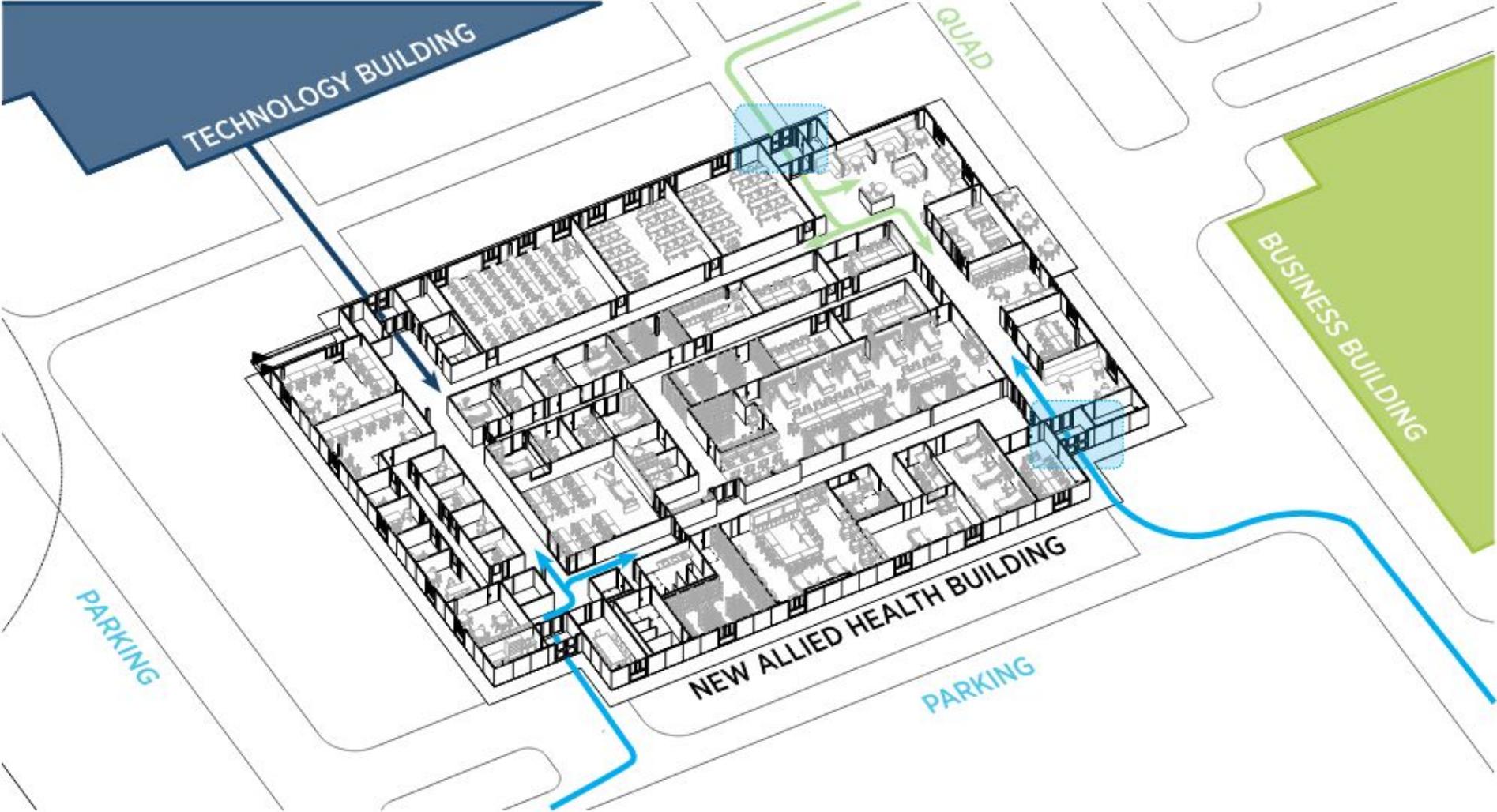
EXISTING LIBERAL ARTS BUILDING SIGNAGE



Valuable Outcomes: Campus Wayfinding



Valuable Outcomes: Campus Wayfinding



Valuable Outcomes: Exterior Signage

Recommendations based on Feedback:

- Color as campus wayfinding tool
- Highlight main entry points
- Large bold readable signage

Committee Input:

- Location
- Verbiage
- Number Designation



The Value of an Inclusive Design Process

The Engagement Process offers...

1. Cultural Campus Identity
2. Student Representation
3. Neurodiverse and Accessible Accommodations (Integral)
4. Clear Wayfinding
5. Areas for Safety and Wellness
6. More places to Gather
7. Enhanced Natural Light
8. Better Materials
9. And more...

Make your school feel heard!



Q&A

Thank you!
