COMMUNITY ENGAGEMENT WORKSHOP RESPONSES

MASSASOIT COMMUNITY COLLEGE   JONES ARCH   Page/   STUDIO LUZ ARCHITECTS

WORKSHOP RESPONSE AGENDA

01 Workshop Recap

02 Gathering & Community Spaces

03 Student Study & Reflection

04 Teaching & Learning Spaces

05 Entrances Wayfinding & Signage

WORKSHOP RECAP

01   02   03   04   05

On Tuesday November 14th, Massasoit organized an event to focus on community & student engagement. Throughout the day the design team and administration met with anyone from the campus community who wanted to discuss the upcoming Science and Allied Health renovation projects. Boards were arranged through the Dining Hall that illustrated the scope of the project and posed questions about four key topics: **Gathering & Community Spaces, Student Study & Reflection, Teaching & Learning Spaces, Entrances Wayfinding & Signage.**

Approximately **70 Students, Faculty, and Staff** joined this event and provided their comments while another **20** (so far) offered their opinions with the online survey. The project team looks forward to engaging further with the campus community as the project continues to develop.

INTRODUCTIONS
DESIGN TEAM

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PRINCIPAL IN CHARGE

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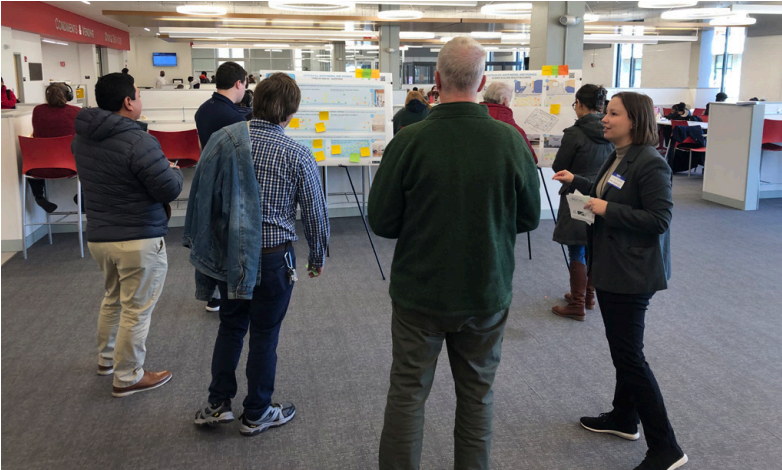STUDIO LUZ ARCHITECTS, LTD.
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STUDENT ENGAGEMENT WORKSHOP

GATHERING & COMMUNITY SPACES

01 02 03 04 05

1. **Board interaction & key takeaways.**
2. **Questions & response data.**

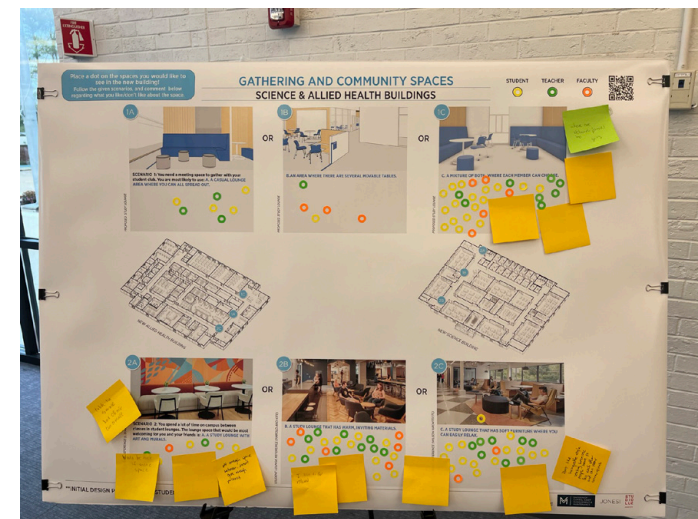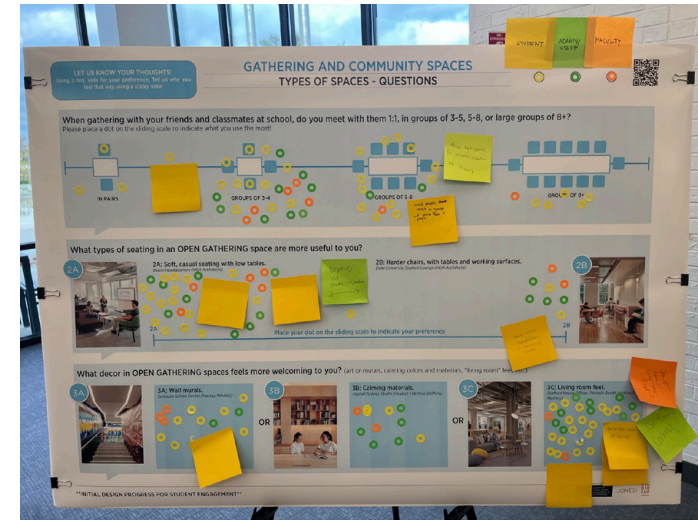# COMMUNITY & GATHERING SPACES
BOARD INTERACTION & ANALYSIS
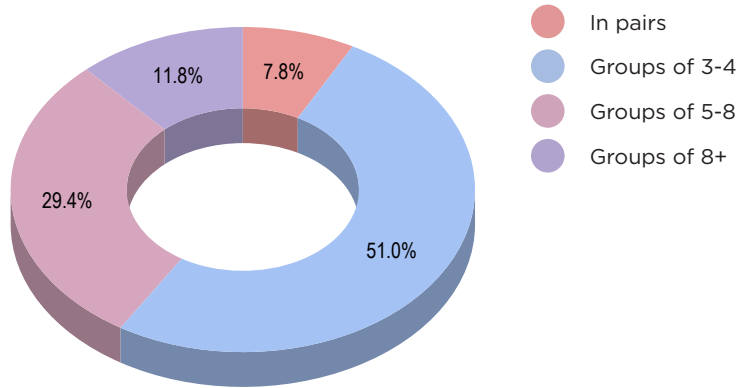
KEY TAKEAWAYS:

1. Provide a variety of seating arrangements, prioritizing groups of 5-8 for student spaces and 3-4 for faculty.

2. Specify soft, casual lounge seating and use calming materials supportive of relaxation & down time.

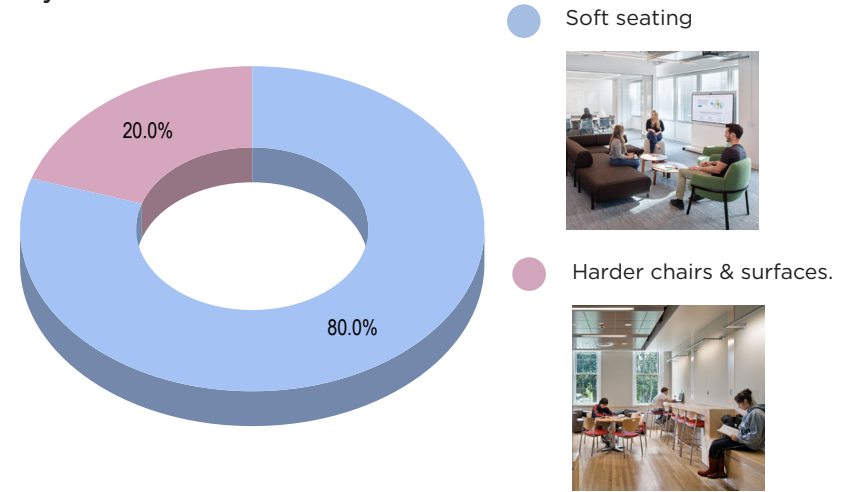3. Integrate artwork and branding opportunities in public spaces.

MAS2202 STUDENT WORKSHOP RESPONSE 2023-11-14

COMMUNITY & GATHERING SPACES
QUESTION BOARD RESPONSES

1. When gathering with friends or classmates, in what size group do you meet most often?

- 7.8% In pairs
- 11.8%
- 29.4%
- 51.0%

Legend:
- In pairs
- Groups of 3-4
- Groups of 5-8
- Groups of 8+

2. What types of seating in an OPEN GATHERING space are more useful to you?

Soft seating

- 20.0%
- 80.0%

Harder chairs & surfaces.

3. What decor in OPEN GATHERING spaces feels more welcoming to you?

Wall murals.

- 25.9%
- 55.2%
- 19.0%

Calming materials.

Living room feel.

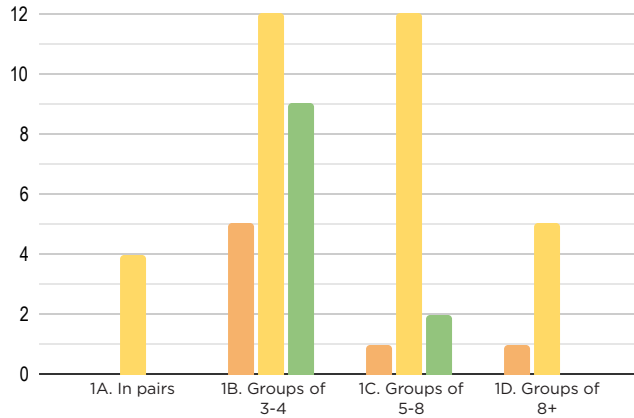MASSASOIT COMMUNITY COLLEGE   JONES ARCH   Page/   STUDIO LUZ ARCHITECTS
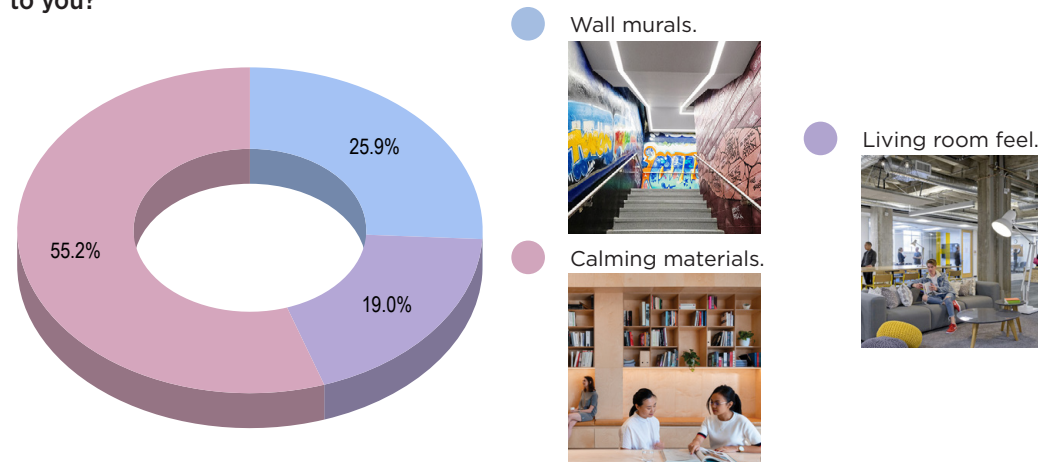
GATHERING & COMMUNITY SPACES
QUESTION BOARD VOTES & COMMENTS

- ● ADMIN & STAFF
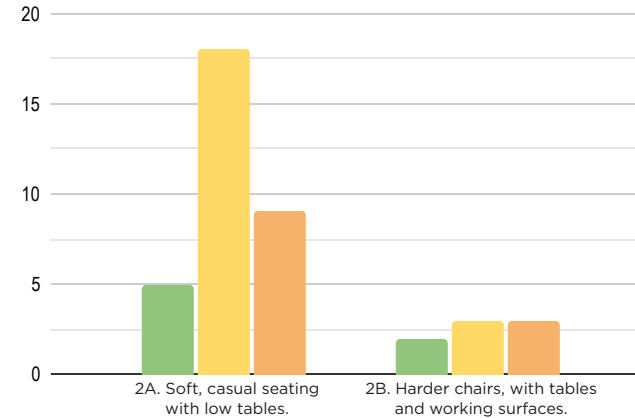- ● FACULTY
- ● STUDENTS

1. When gathering with friends or classmates, in what size group do you meet most often?

1C.
"Need both options for personal reading and studying"

1C.
"Most people meet w/ groups of more than 4 people"

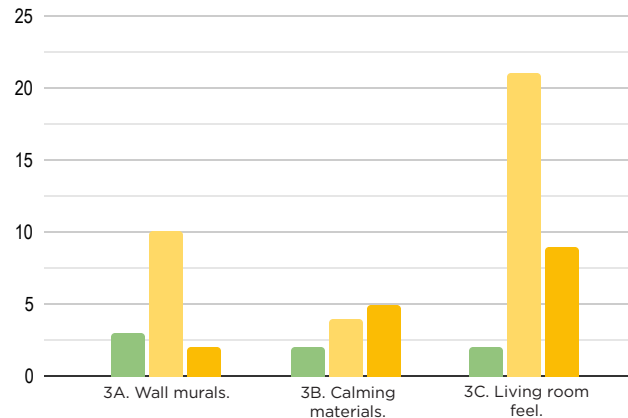**2. What types of seating in an OPEN GATHERING space are more useful to you?**

2B.
"More school representation in community spaces"

2.
"Depends on study objectives"

3. What decor in OPEN GATHERING spaces feels more welcoming to you?
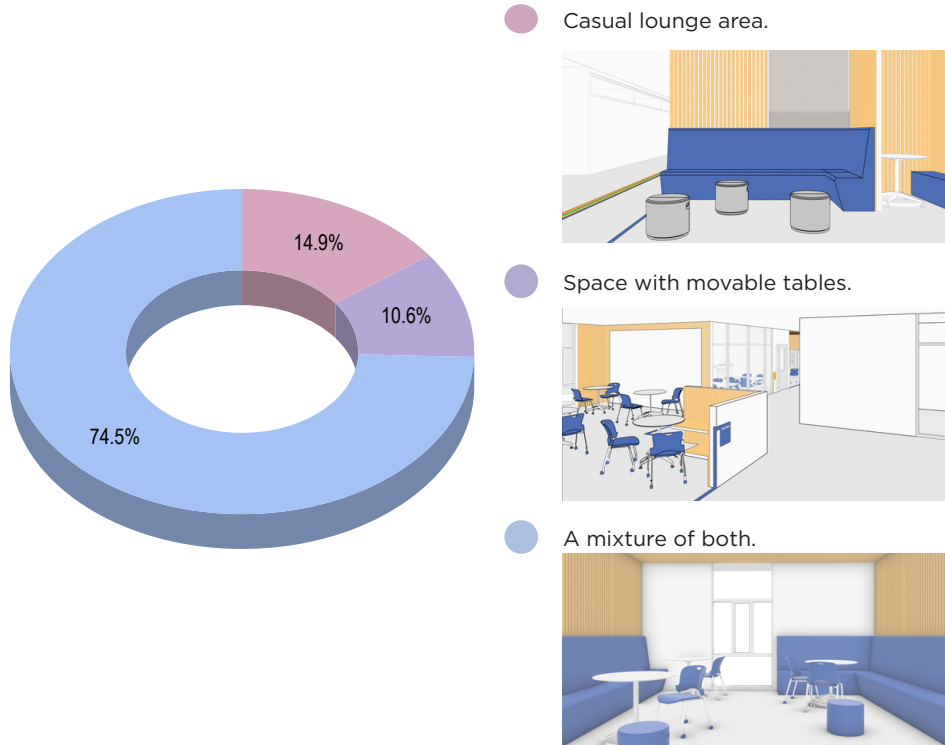

3C.
"Cant have living room feel w/ art?"

3C.
"Could be loud or quiet"

3.
"On brand colors!"

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GATHERING & COMMUNITY SPACES

SCENARIO BOARD RESPONSES & COMMENTS

SCENARIO 1: You need a meeting space to gather with your student club. You are most likely to use:

● Casual lounge area.

● Space with movable tables.

● A mixture of both.

14.9%
10.6%
74.5%

SCENARIO 2: The lounge space that would be most welcoming for you between classes contains:

● Art and murals.

● Warm, inviting materials.

● Soft furniture.

13.1%
41.0%
45.9%

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GATHERING & COMMUNITY SPACES
SCENARIO BOARD VOTES & COMMENTS
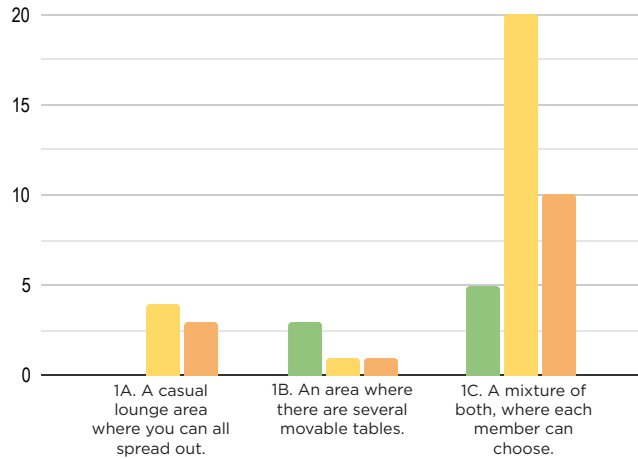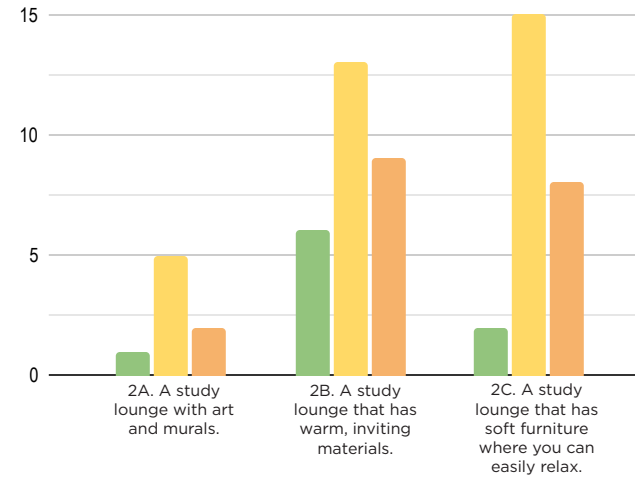
● ADMIN & STAFF
● FACULTY
● STUDENTS

SCENARIO 1: You need a meeting space to gather with your student club. You are most likely to use:

- 1A. A casual lounge area where you can all spread out.
- 1B. An area where there are several movable tables.
- 1C. A mixture of both, where each member can choose.

SCENARIO 2: The lounge space that would be most welcoming for you between classes contains:

- 2A. A study lounge with art and murals.
- 2B. A study lounge that has warm, inviting materials.
- 2C. A study lounge that has soft furniture where you can easily relax.
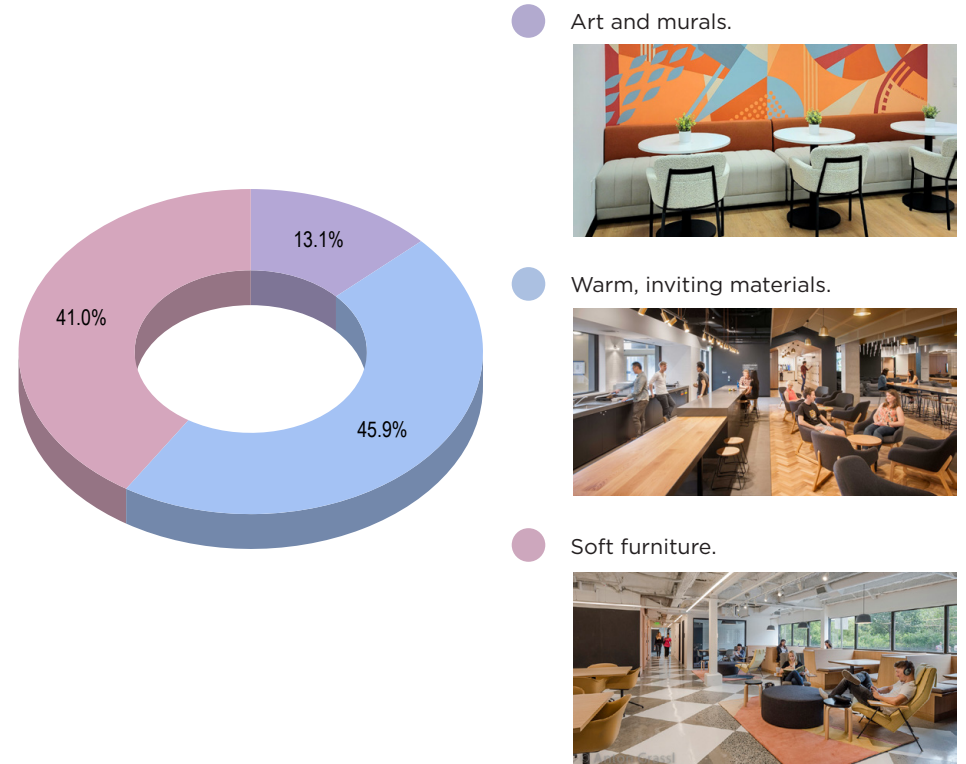
1C.
"Where are the network drops & phones going?"

2A.
"Not enough space between, doesn't give enough privacy"

2A.
"Would be nice, but needs more space"

2B.
"I like to feel relaxed"

2C.
"Don't like banquet-style seating, people have to face each other & can hear conversations"

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STUDENT STUDY & REFLECTION

01   02   **03**   04   05

1. **Board interaction & key takeaways.**
2. **Questions & response data.**

STUDENT STUDY & REFLECTION
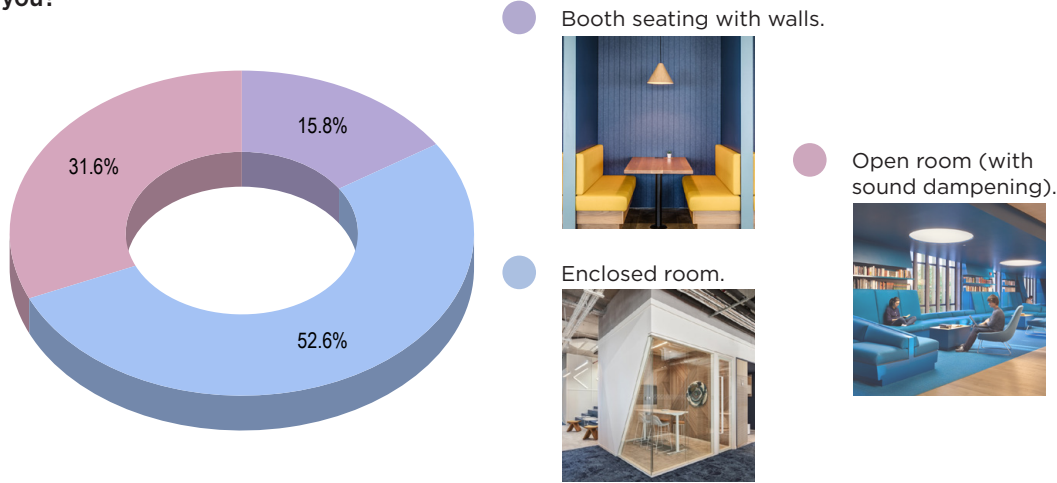BOARD INTERACTION & ANALYSIS

KEY TAKEAWAYS:

1. Incorporate enclosed work areas with digital display screens and soft seating.

2. Use sound dampening materials in open study areas.

3. Locate vending machines near individual study areas, and prioritize white boards for group study areas.
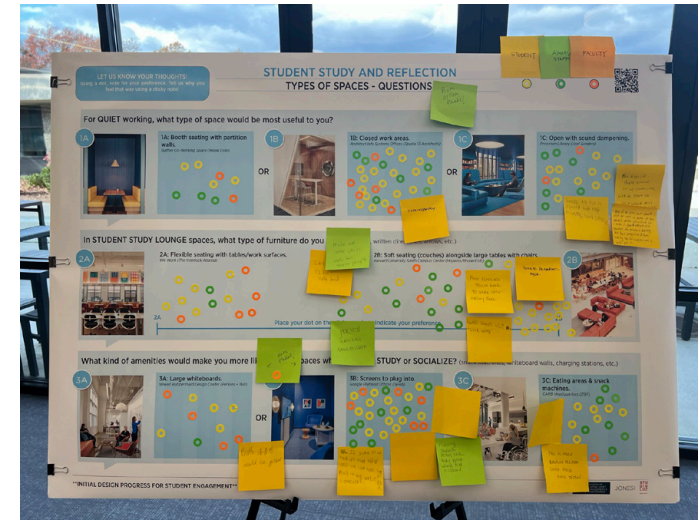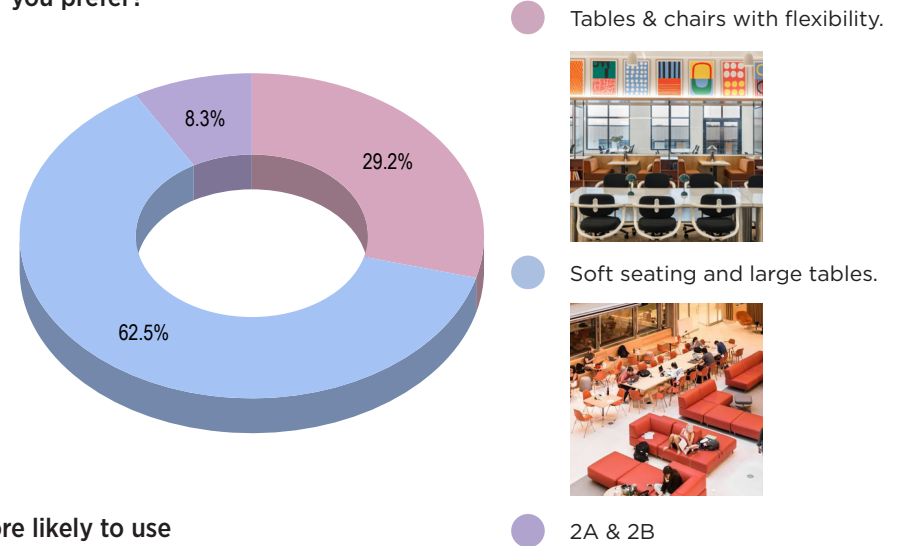
STUDENT STUDY & REFLECTION
QUESTION BOARD RESPONSES & COMMENTS

1. For QUIET working, what types of space would be most useful to you?

- Booth seating with walls.
- Open room (with sound dampening).
- Enclosed room.

15.8%
31.6%
52.6%

2. In STUDENT STUDY LOUNGE spaces, what type of furniture do you prefer?

- Tables & chairs with flexibility.
- Soft seating and large tables.
- 2A & 2B

8.3%
29.2%
62.5%

3. What kind of amenities would make you more likely to use spaces to STUDY or SOCIALIZE?

- Large whiteboards
- Food & vending.
- Display screens

17.5%
28.1%
54.4%

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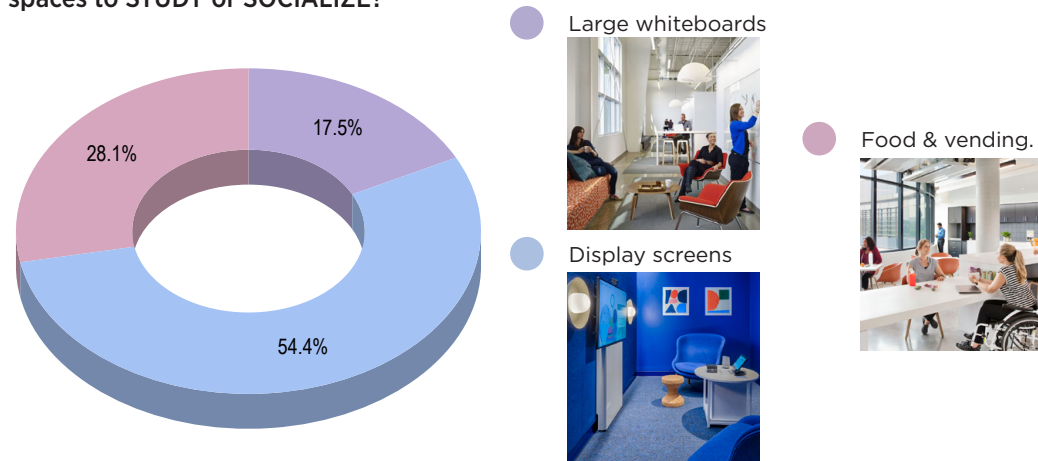
STUDENT STUDY & REFLECTION
QUESTION BOARD VOTES & COMMENTS

● ADMIN & STAFF
● FACULTY
● STUDENTS

1. For QUIET working, what types of space would be most useful to you?

Chart (vertical bar, y-axis 0–20):
- 1A. Booth seating with partition walls. — Admin & Staff: 2, Students: 4, Faculty: 3
- 1B. Closed work areas. — Admin & Staff: 5, Students: 18, Faculty: 7
- 1C. Open with sound dampening. — Admin & Staff: 2, Students: 10, Faculty: 6

1.
"Not a lot of people would sit w/ strangers. Gather along or in a group flex is good."

1B & 1C.
"Both options, please! "

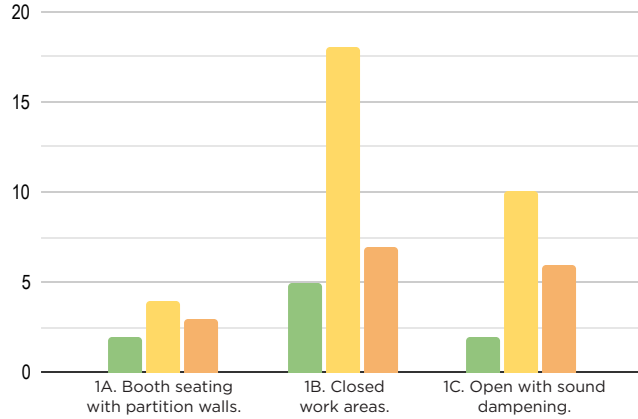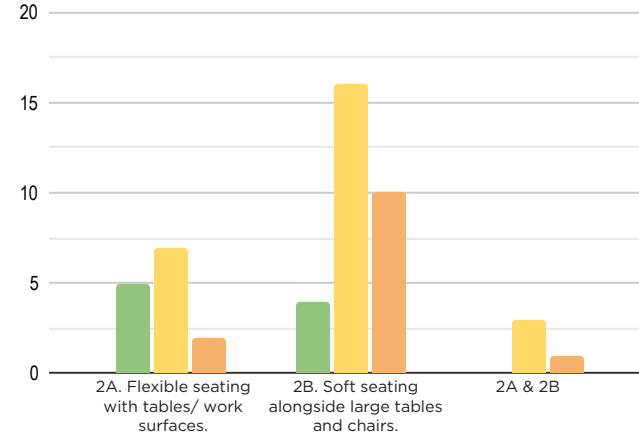**1C.**
"Love to have sounds but not a loud space"

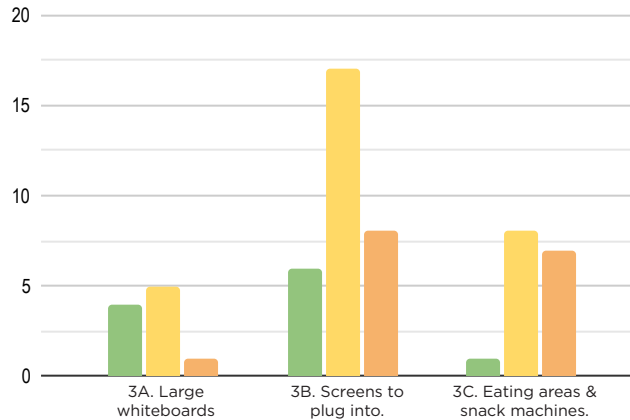### 2. In STUDENT STUDY LOUNGE spaces, what type of furniture do you prefer?

Chart (vertical bar, y-axis 0–20):
- 2A. Flexible seating with tables/ work surfaces. — Admin & Staff: 5, Students: 7, Faculty: 2
- 2B. Soft seating alongside large tables and chairs. — Admin & Staff: 4, Students: 16, Faculty: 10
- 2A & 2B — Faculty: 3, Students: 1

2.
"Practical furniture stain resistant"

2B.
"Peer pressure to get back to work University feel"

2B.
"Soft chairs help me think better"

3. What kind of amenities would make you more likely to use spaces where you can STUDY or SOCIALIZE?

Chart (vertical bar, y-axis 0–20):
- 3A. Large whiteboards — Admin & Staff: 4, Students: 5, Faculty: 1
- 3B. Screens to plug into. — Admin & Staff: 6, Students: 17, Faculty: 8
- 3C. Eating areas & snack machines. — Admin & Staff: 1, Students: 8, Faculty: 7
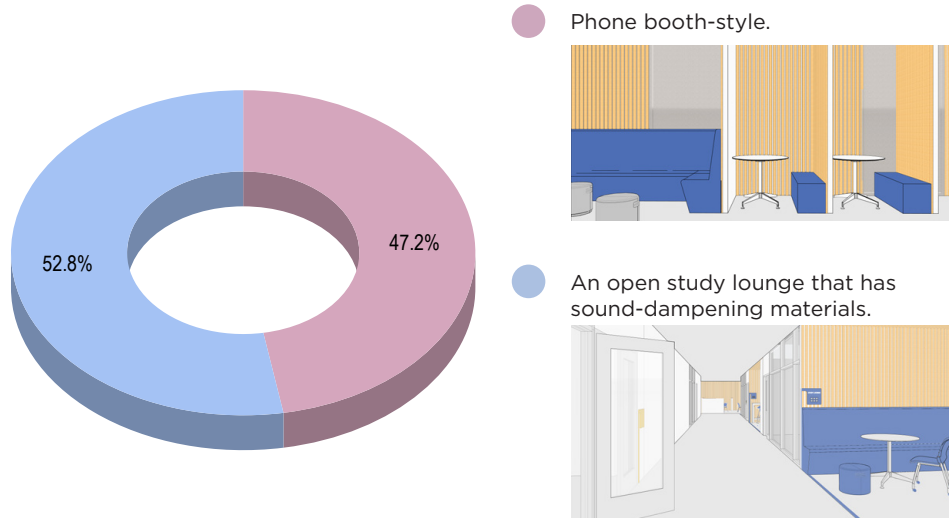
3A & 3B.
"Both Please (3A & 3B)"

3B.
"If some of us had to meet after class we can have someone call in and work on homework"

3C.
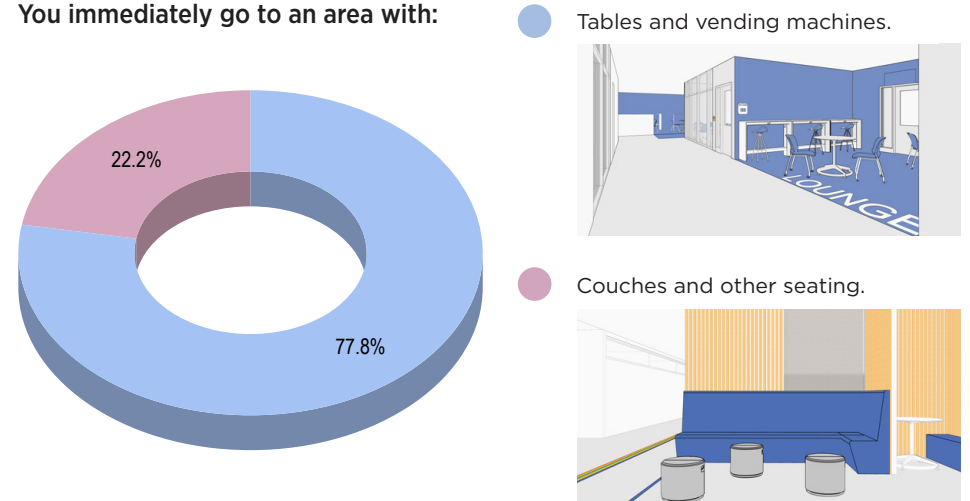"Nursing students often seek study spaces where food is allowed"

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STUDENT STUDY & REFLECTION
SCENARIO BOARD RESPONSES & COMMENTS

SCENARIO 1: For a semi-quiet place to study, you prefer:

● Phone booth-style.

● An open study lounge that has sound-dampening materials.

47.2%

52.8%

SCENARIO 2: You have a test to study for, but also need to eat. You immediately go to an area with:

● Tables and vending machines.

● Couches and other seating.

22.2%

77.8%

SCENARIO 3: To review material from class with a group, you prefer a space with:

● A whiteboard wall.

● Vending machines, charging stations, and access to the outside.

● 3A & 3B

43.9%

53.7%

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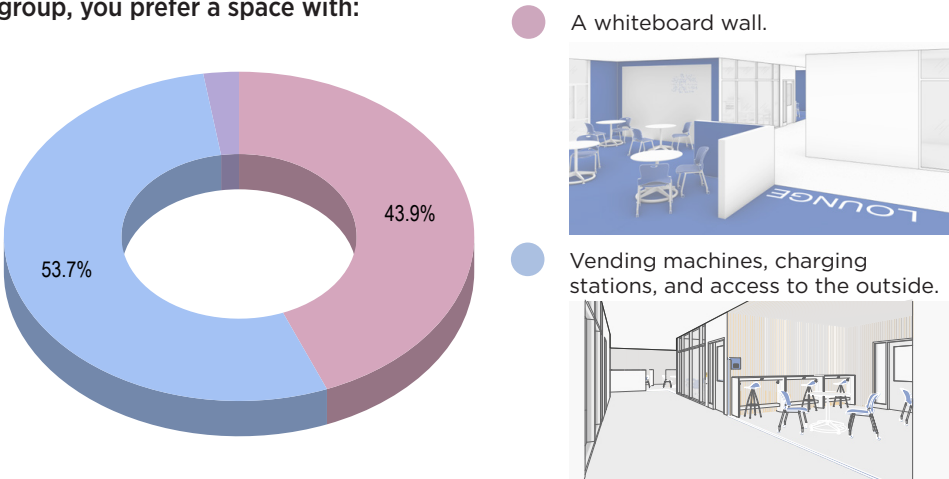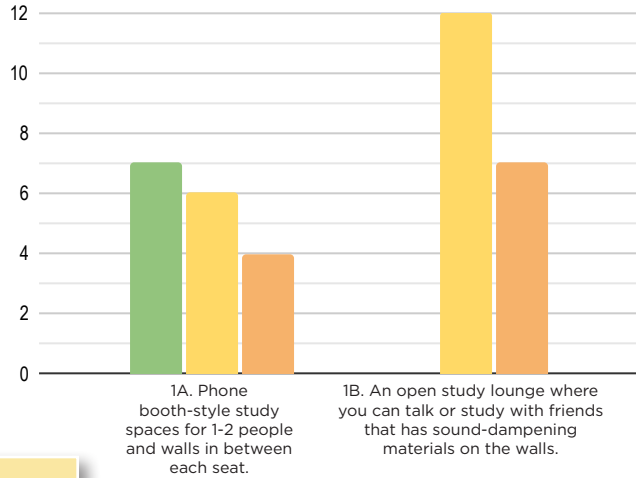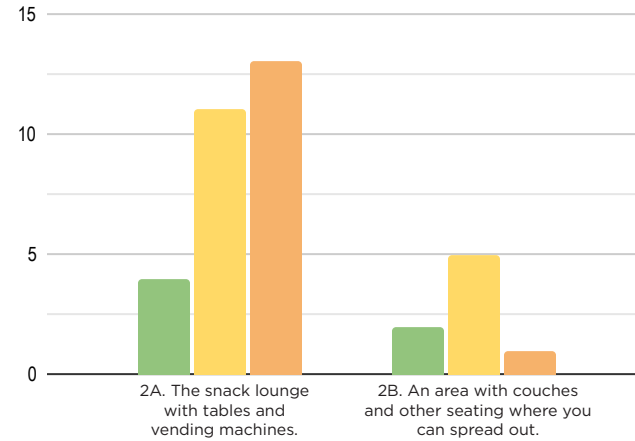
STUDENT STUDY & REFLECTION
SCENARIO BOARD VOTES & COMMENTS

- ● ADMIN & STAFF
- ● FACULTY
- ● STUDENTS

SCENARIO 1: You are looking for a semi-quiet place to study, you prefer:

Chart (values approximate):
- 1A. Phone booth-style study spaces for 1-2 people and walls in between each seat. — Admin & Staff: 7, Students: 6, Faculty: 4
- 1B. An open study lounge where you can talk or study with friends that has sound-dampening materials on the walls. — Students: 12, Faculty: 7
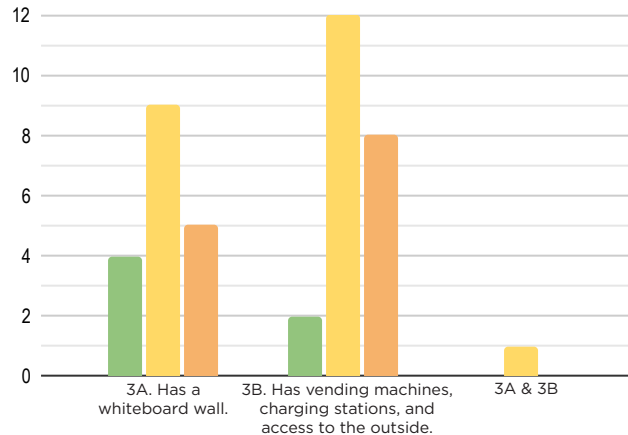
Y-axis: 0, 2, 4, 6, 8, 10, 12

1A.

"Adjustable height with space to spread out"

SCENARIO 2: You have a test to study for, but also need to eat. You immediately go to an area with:

Chart (values approximate):
- 2A. The snack lounge with tables and vending machines. — Admin & Staff: 4, Students: 11, Faculty: 13
- 2B. An area with couches and other seating where you can spread out. — Admin & Staff: 2, Students: 5, Faculty: 1

Y-axis: 0, 5, 10, 15

2A.

"Too sterile "

SCENARIO 3: To review material from class with a group, you prefer a space with:

Chart (values approximate):
- 3A. Has a whiteboard wall. — Admin & Staff: 4, Students: 9, Faculty: 5
- 3B. Has vending machines, charging stations, and access to the outside. — Admin & Staff: 2, Students: 12, Faculty: 8
- 3A & 3B — Students: 1

Y-axis: 0, 2, 4, 6, 8, 10, 12

3A &3B.

"Can we design for both?"

3B.

"I don't prefer fixed bench seat because some people do not want to sit next to each other"

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TEACHING & LEARNING SPACES

01   02   03   **04**   05

1. **Board interaction & key takeaways.**
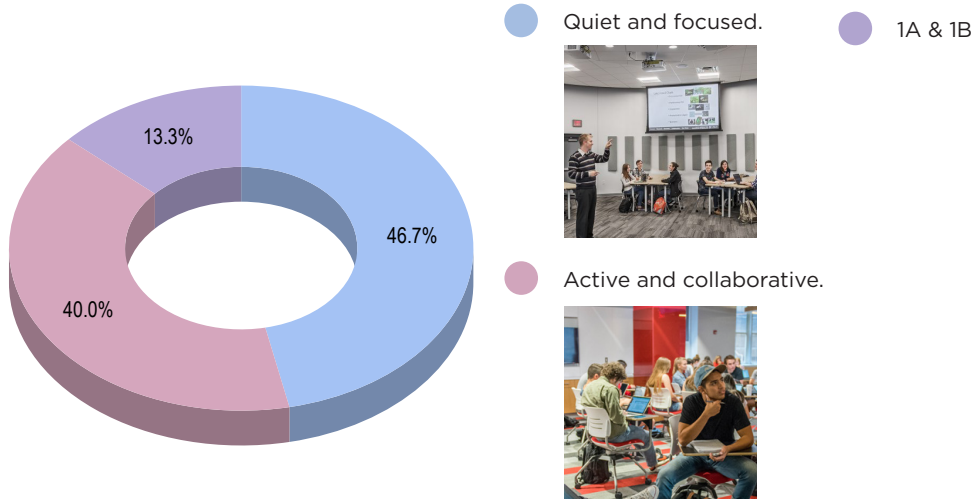2. **Questions & response data.**

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.

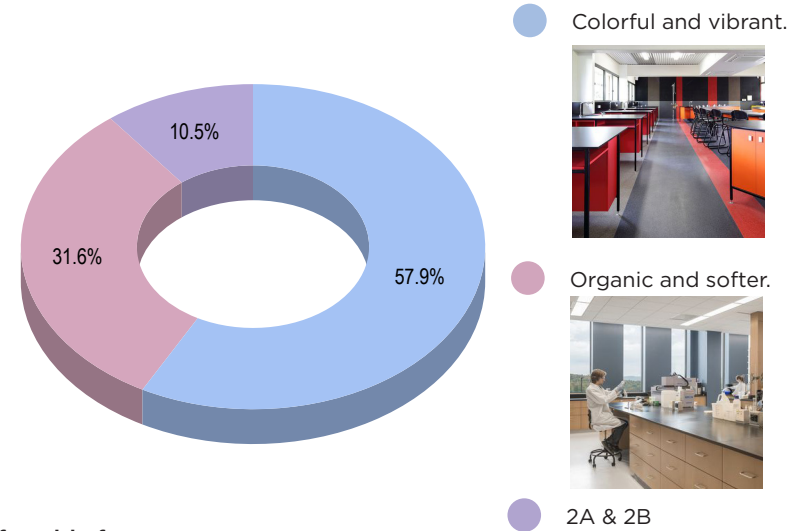4. Allow for access to natural light.

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TEACHING & LEARNING SPACES

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

- Quiet and focused.
- 1A & 1B

- Active and collaborative.

- 46.7%
- 13.3%
- 40.0%

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

- Colorful and vibrant.

- Organic and softer.

- 2A & 2B

- 10.5%
- 31.6%
- 57.9%

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

- Diffused, softer lighting.

- Direct bright lighting.

- 18.3%
- 81.7%

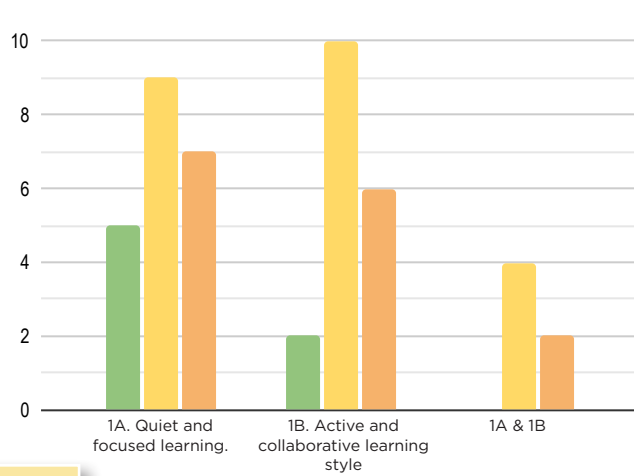MASSASOIT COMMUNITY COLLEGE   JONES ARCH   Page/   STUDIO LUZ ARCHITECTS
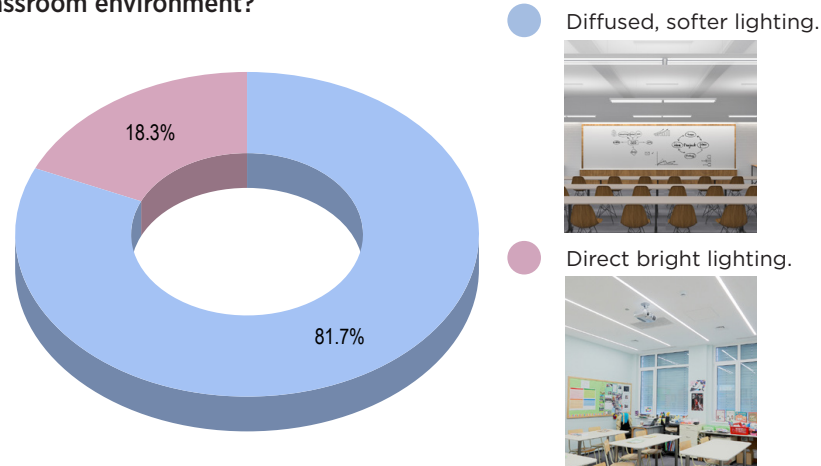
TEACHING & LEARNING
QUESTION BOARD VOTES & COMMENTS

● ADMIN & STAFF
● FACULTY
● STUDENTS

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

Bar chart categories: 1A. Quiet and focused learning. / 1B. Active and collaborative learning style / 1A & 1B

1A & 1B.
"Important to have both options available somewhere on campus"

1B.
"Feels more interactive"

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

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

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

Bar chart categories: 2A. Colorful and vibrant materials. / 2B. Organic, softer materials. / 2A & 2B
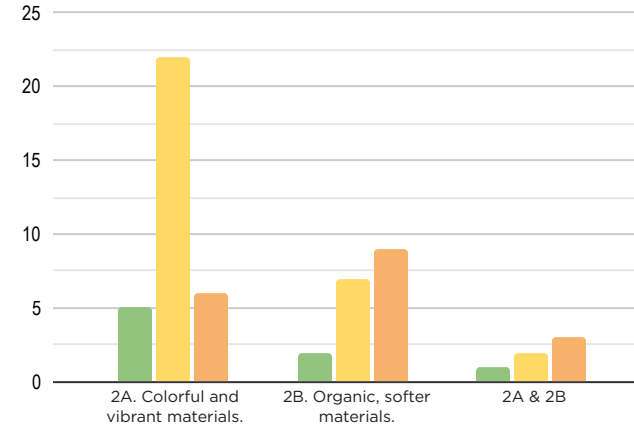
2A.
"We don't want anything boring. What we want is an interactive colorful environment"

2A.
"Art by students/ local artists"

2A.
"Branding is important!"
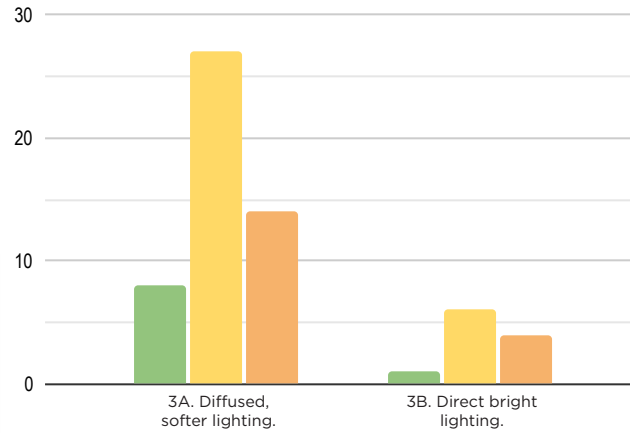
2A.
"Love to have colors, helps with focus"

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

Bar chart categories: 3A. Diffused, softer lighting. / 3B. Direct bright lighting.

3A.
"Easier on the eyes"

3A.
"Natural Light!"

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!"

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TEACHING & LEARNING SPACES
SCENARIO BOARD RESPONSES & COMMENTS

SCENARIO 1: In a classroom setting you learn better in:
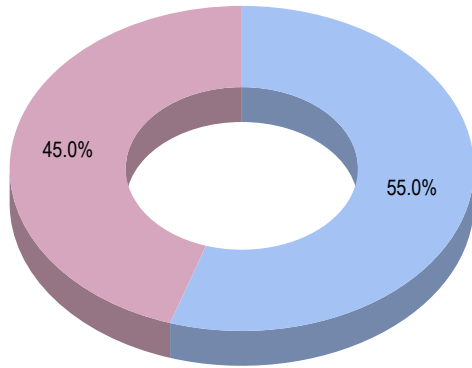
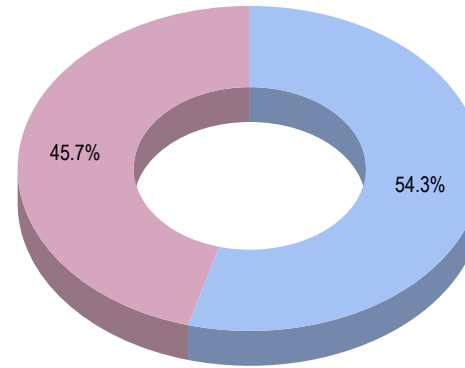- Open feel and visually connected.

- Private and is visually closed off.

45.0%
55.0%

SCENARIO 2: You work best in:

- Discussion or seminar-style classrooms, collaborative learning.
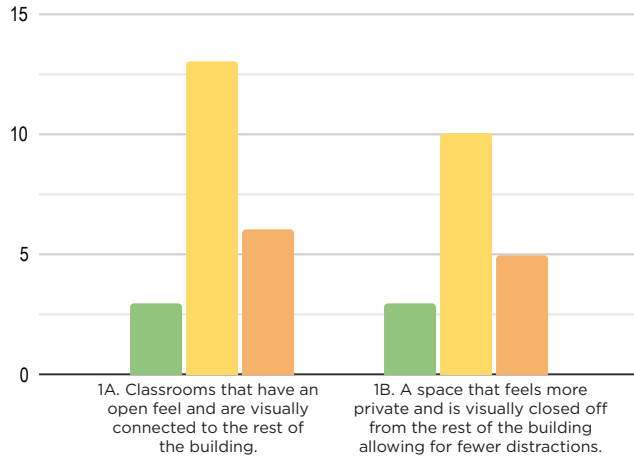

- Lecture-style classrooms, seating in rows.

45.7%
54.3%

TEACHING & LEARNING SPACES
SCENARIO BOARD VOTES & COMMENTS

SCENARIO 1: In a classroom setting you learn better in:

1A. Classrooms that have an open feel and are visually connected to the rest of the building.

1B. A space that feels more private and is visually closed off from the rest of the building allowing for fewer distractions.
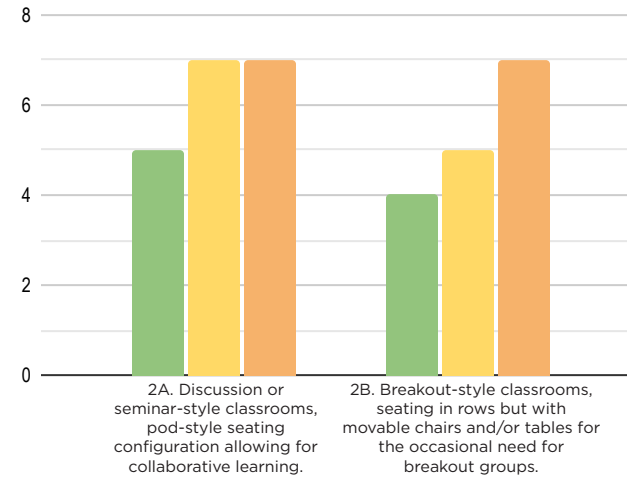
1.
"Depending on activities the option to diffuse light/view and alternate option for full light/view would be ideal"

1A.
"I feel claustrophobic in small spaces"

1A.
"Feels professional"

SCENARIO 2: You work best in:

2A. Discussion or seminar-style classrooms, pod-style seating configuration allowing for collaborative learning.

2B. Breakout-style classrooms, seating in rows but with movable chairs and/or tables for the occasional need for breakout groups.
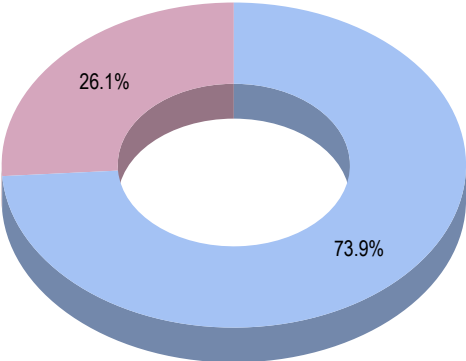
2A.
"I hate working by myself"

2B.
"Variety"

TEACHING & LEARNING SPACES

SCENARIO BOARD RESPONSES & COMMENTS

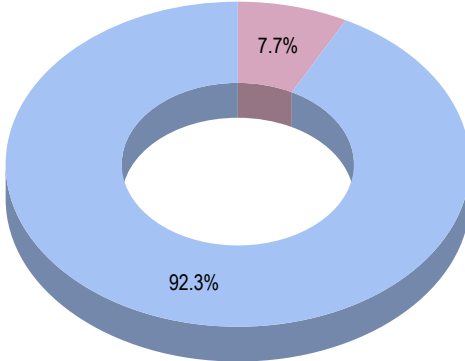**SCENARIO 3: During class, you learn best in a classroom with:**

- 73.9% / 26.1%

A hybrid use of technology.

Analog style set up.

SCENARIO 4: After class you need to find a place to study before heading home. You would most prefer to study in:
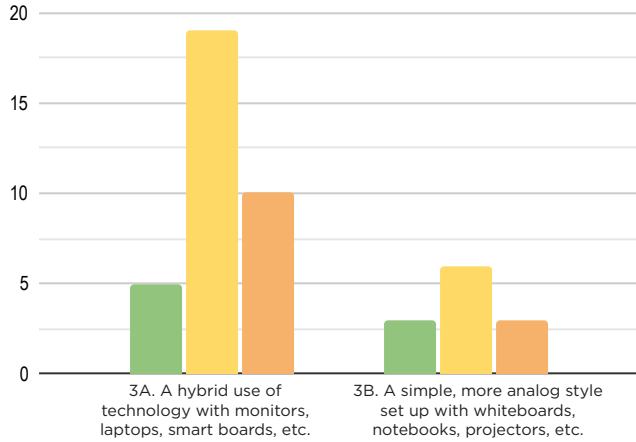

- 7.7% / 92.3%

The classroom.

In an open study space.

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TEACHING & LEARNING SPACES
SCENARIO BOARD VOTES & COMMENTS

SCENARIO 3: During class, you learn best in a classroom with:

3A. A hybrid use of technology with monitors, laptops, smart boards, etc.

3B. A simple, more analog style set up with whiteboards, notebooks, projectors, etc.

3A & 3B.
"Both"

3B.
"I love in person class"

SCENARIO 4: After class you need to find a place to study before heading home. You would most prefer to study in:

4A. The classroom where you just finished class.

4B. Outside the classroom in an open study space.
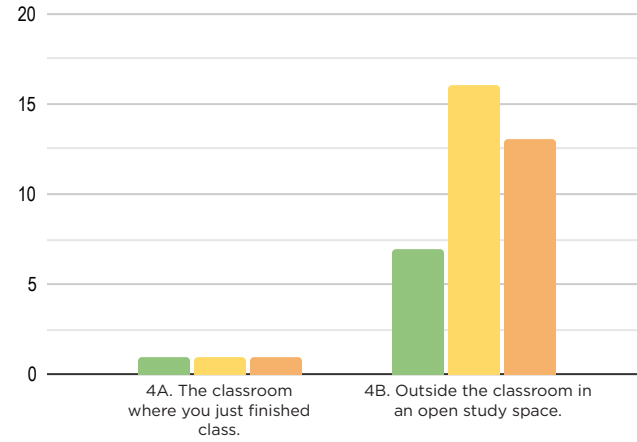
4A.
"The classroom"

4B.
"We need more of these with printing"

4B.
"We need more open space and labeled with correct zones"

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ENTRANCES WAYFINDING & SIGNAGE

01 02 03 04 05

1. Board interaction & key takeaways.
2. Questions & response data.

ENTRANCES WAYFINDING & SIGNAGE
## BOARD INTERACTION & ANALYSIS

KEY TAKEAWAYS

1. Use bold colors and artwork for wayfinding within corridors and at entrances. Art to be representative of the MCC community.

2. Provide building directories along with visual cues for directions. Incorporate a map or a graphic legend and provide full names rather than abbreviations.

3. Spell out building names on the exterior and incorporate large text.
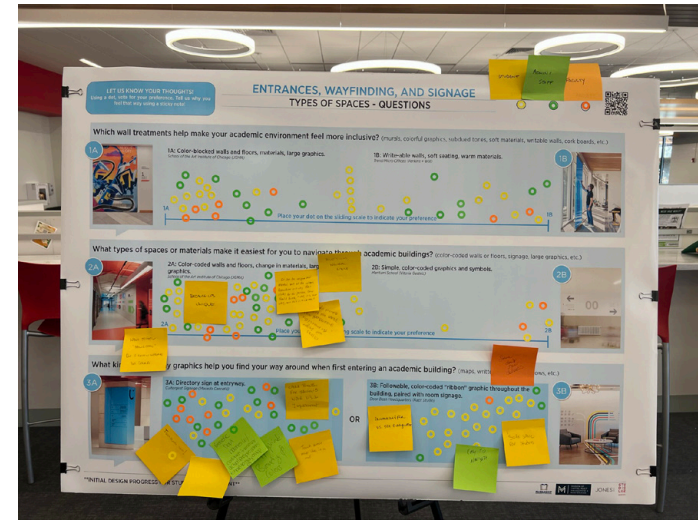
ENTRANCES WAYFINDING & SIGNAGE
QUESTION BOARD RESPONSES & COMMENTS

1. Which wall treatments help make your academic environment feel more inclusive?
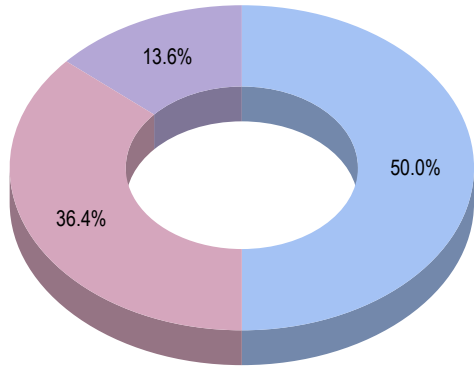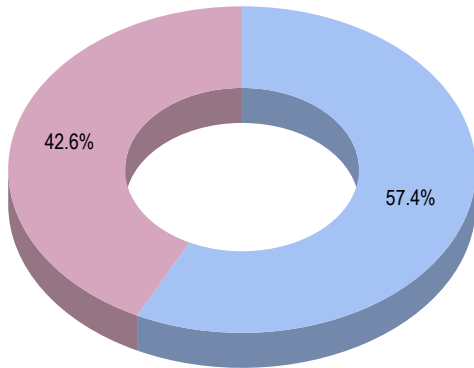

- Colorful with large graphics.
- Whiteboards, soft seating warm materials.
- 1A & 1B

13.6%
50.0%
36.4%

2. What types of spaces or materials make it easiest for you to navigate through academic buildings?

- Color-coded materials.
- Simple graphics and symbols.
- 2A & 2B

6.7%
13.3%
80.0%

3. What kind of entryway graphics help you find your way around when first entering an academic building?

- Directory sign.
- Color-coded "ribbon" graphic.

42.6%
57.4%

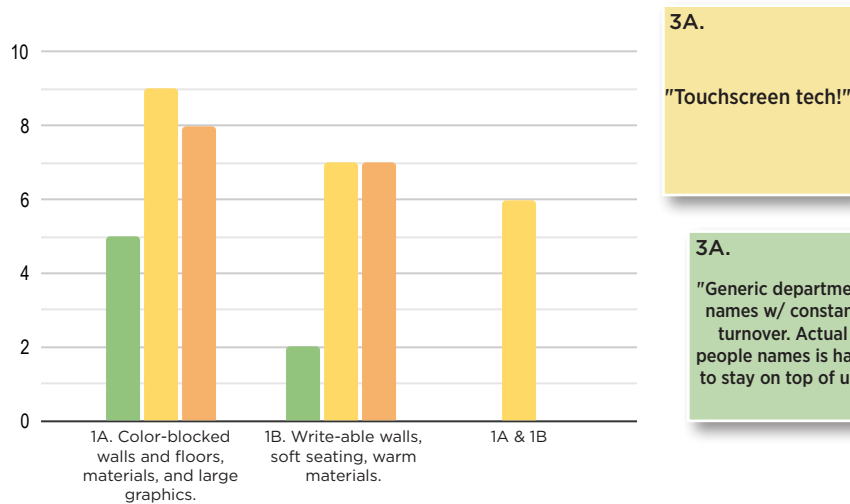MASSASOIT COMMUNITY COLLEGE · JONES ARCH · Page/ · STUDIO LUZ ARCHITECTS
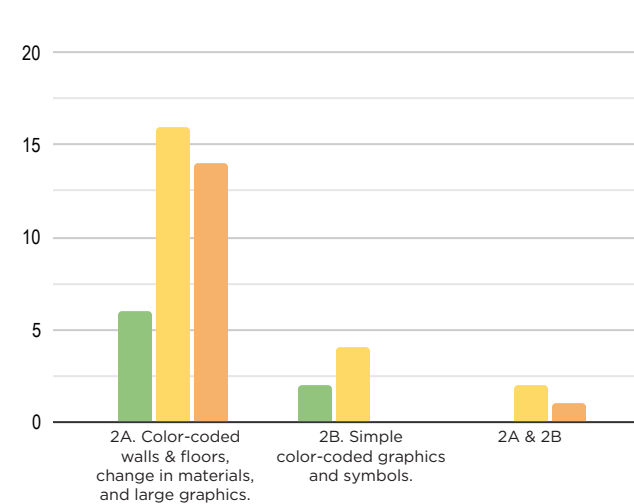
ENTRANCES WAYFINDING & SIGNAGE
QUESTION BOARD VOTES & COMMENTS

- 🟢 ADMIN & STAFF
- 🟠 FACULTY
- 🟡 STUDENTS

1. Which wall treatments help make your academic environment feel more inclusive?

Bar chart categories:
- 1A. Color-blocked walls and floors, materials, and large graphics.
- 1B. Write-able walls, soft seating, warm materials.
- 1A & 1B

2. What types of spaces or materials make it easiest for you to navigate through academic buildings?

Bar chart categories:
- 2A. Color-coded walls & floors, change in materials, and large graphics.
- 2B. Simple color-coded graphics and symbols.
- 2A & 2B

3A. "Touchscreen tech!"

3A. "Generic department names w/ constant turnover. Actual people names is hard to stay on top of us"
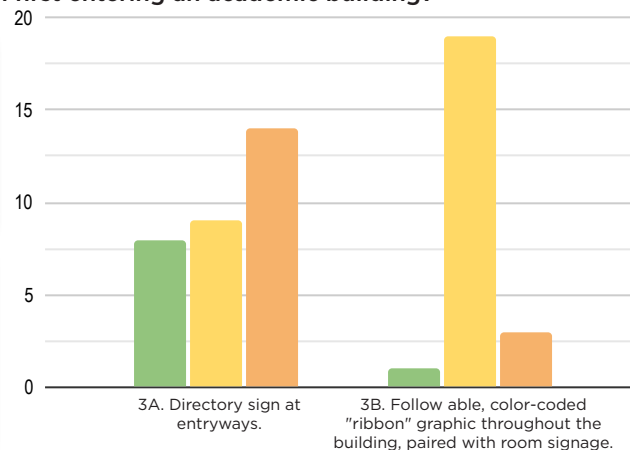
2A. "I want to feel like "this is cool" but I know where I'm going"

2A. "Because its unique"

2A. "Colors will brighten the mood of the students, add more plants and natural light"

3. What kind of entryway graphics help you find your way around when first entering an academic building?

Bar chart categories:
- 3A. Directory sign at entryways.
- 3B. Follow able, color-coded "ribbon" graphic throughout the building, paired with room signage.

3A. "Appropriate branding of colors"

3B. "Engaging & fun. See everywhere"

3A. "Add braille for students with vision impairment"

3A. "Touchscreen map like in a mall"

**3B.** "It may be too childish with too much color. It's all about environment"

3B. "Safe space for students"

3B. "Some don't see colors"

3B. "Easy to navigate"

2A & 2B. "Bold signs with neutral walls"

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ENTRANCES WAYFINDING & SIGNAGE

SCENARIO BOARD RESPONSES & COMMENTS

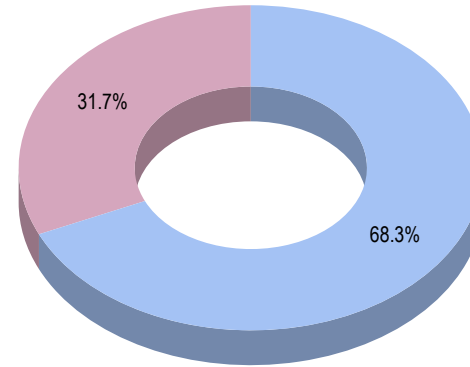**SCENARIO 1: Day to day, your academic building has an inclusive feel because of:**
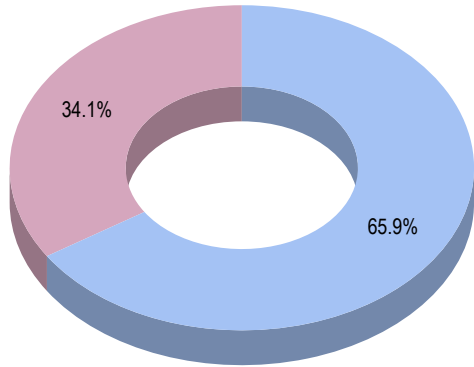
- Murals and art.
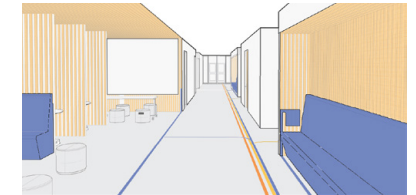- Writable wall surfaces or pinboards.

34.1%

65.9%

SCENARIO 2: It is easy to navigate through your school building, thanks to:

- Color-coded spaces.
- Simple graphics on warm materials.

31.7%

68.3%

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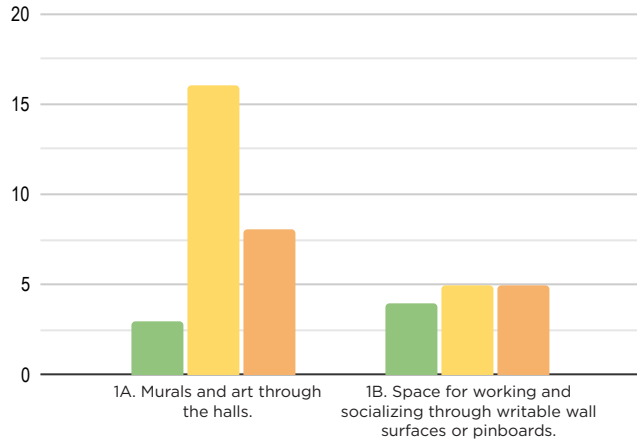
ENTRANCES WAYFINDING & SIGNAGE
SCENARIO BOARD VOTES & COMMENTS

- ● ADMIN & STAFF
- ● FACULTY
- ● STUDENTS

SCENARIO 1: Day to day, your academic building has an inclusive feel because of:

- 1A. Murals and art through the halls.
- 1B. Space for working and socializing through writable wall surfaces or pinboards.

1B.

"I say nay, people write the most out of pocket things"

1B.

"A professor may use it to bring a class out"

**SCENARIO 2: It is easy to navigate through your school building, thanks to:**

- 2A: Color-coded spaces that differentiate between types of rooms.
- 2B. Simple graphics on warm materials using a color code & symbols.
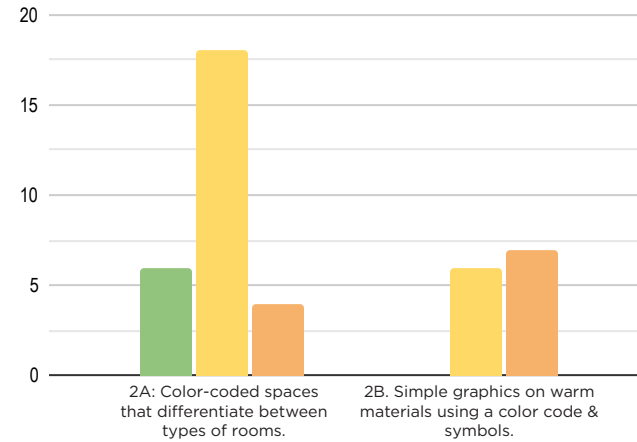
2B.

"I like more design building because its more welcoming"

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ENTRANCES WAYFINDING & SIGNAGE

SCENARIO 3: You enter a building on campus for the first time. It is easier to navigate if there is a:
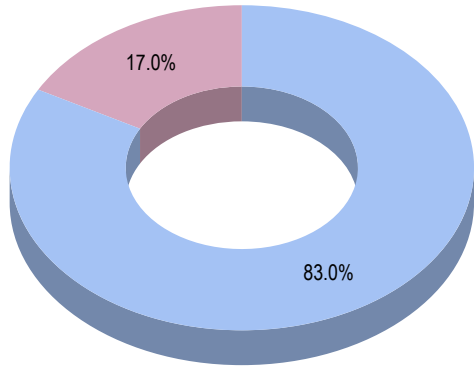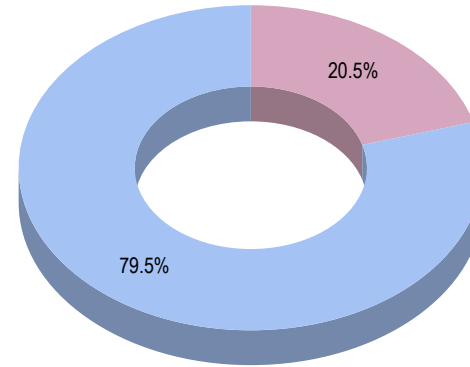

- Color-coded room catalog at the entryway.

- A ribbon of color to your destination.

SCENARIO 4: You are starting a new semester on campus and have a class in a new building. It is easier to find that building if buildings have:

- Large letters or icons.
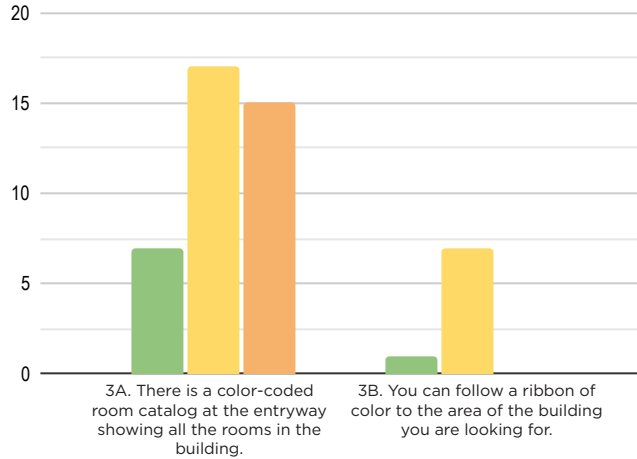

- The full building name.
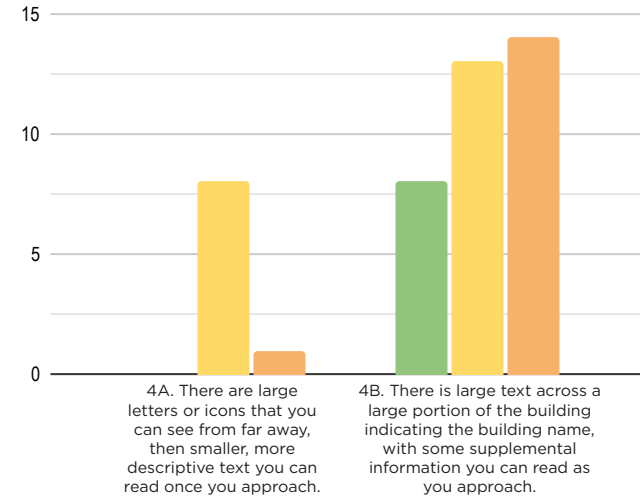
ENTRANCES WAYFINDING & SIGNAGE
SCENARIO BOARD VOTES & COMMENTS

● ADMIN & STAFF
● FACULTY
● STUDENTS

SCENARIO 3: You enter a building on campus for the first time. It is easier to navigate if:

3A. There is a color-coded room catalog at the entryway showing all the rooms in the building.

3B. You can follow a ribbon of color to the area of the building you are looking for.

SCENARIO 4: You are starting a new semester on campus and have a class in a new building. It is easier to find that building if:

4A. There are large letters or icons that you can see from far away, then smaller, more descriptive text you can read once you approach.

4B. There is large text across a large portion of the building indicating the building name, with some supplemental information you can read as you approach.

3A.
"More language options!"

3A.
"Restructure the organization of the class numbers"

3A.
"Names are good to have because I forget the names of things"

3A.
"Simplified maps with arrows!"

3B.
"It may be too childish with too much color. It's all about environment"

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COMMENTS/QUESTIONS?