Attachment 26

South Puget Sound
COMMUNITY COLLEGE

CAMPUS MASTER PLAN
SEPTEMBER 2015

McGRANAHAN architects

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1 Executive Summary

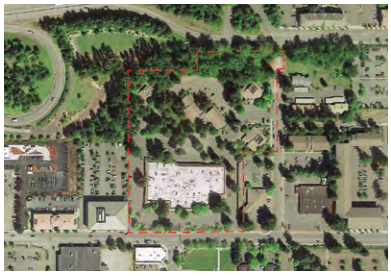
1 Executive Summary

Established in 1962, South Puget Sound Community College has evolved from its origins as a vocational technical institute to become a comprehensive community college. The college's service district, Thurston County, is one of the fastest growing counties in the state. Thurston County has seen its population increase nearly 25% from 2000 to 2013, and is projected to grow to 358,000 by 2025, a 72% increase from 2000 (according to OFM's Jan. 2012 Projections for Growth Management.) Significant enrollment increases are anticipated with the continued population growth of the region.

MOTTMAN CAMPUS

In 2015, the college decided to refresh its 2007 Campus Master Plan. The purpose of this document is two-fold – firstly, to reflect a major departure from the previous Master Plan report due to the 2012 acquisition of new property for the Lacey Campus; and secondly, to assist in the prioritization of projects at both the Lacey and Mottman Campuses. Paramount to this Master Plan update is the intentional alignment of SPSCC's Mission, Vision and Value statements with the planning of its future educational facilities to create a single, cohesive, and thoughtfully designed institution of higher education.

With the introduction of a new Lacey Campus, SPSCC's overarching Master Plan goal is to establish a strong precedence of "one college in two locations". Similar to the sharing of Mission, Vision and Values, creating synchronous Master Plan goals will help to unify the two campuses as a single entity. Early in the update process, SPSCC developed the following primary goals of the unified Master Plan:



LACEY CAMPUS

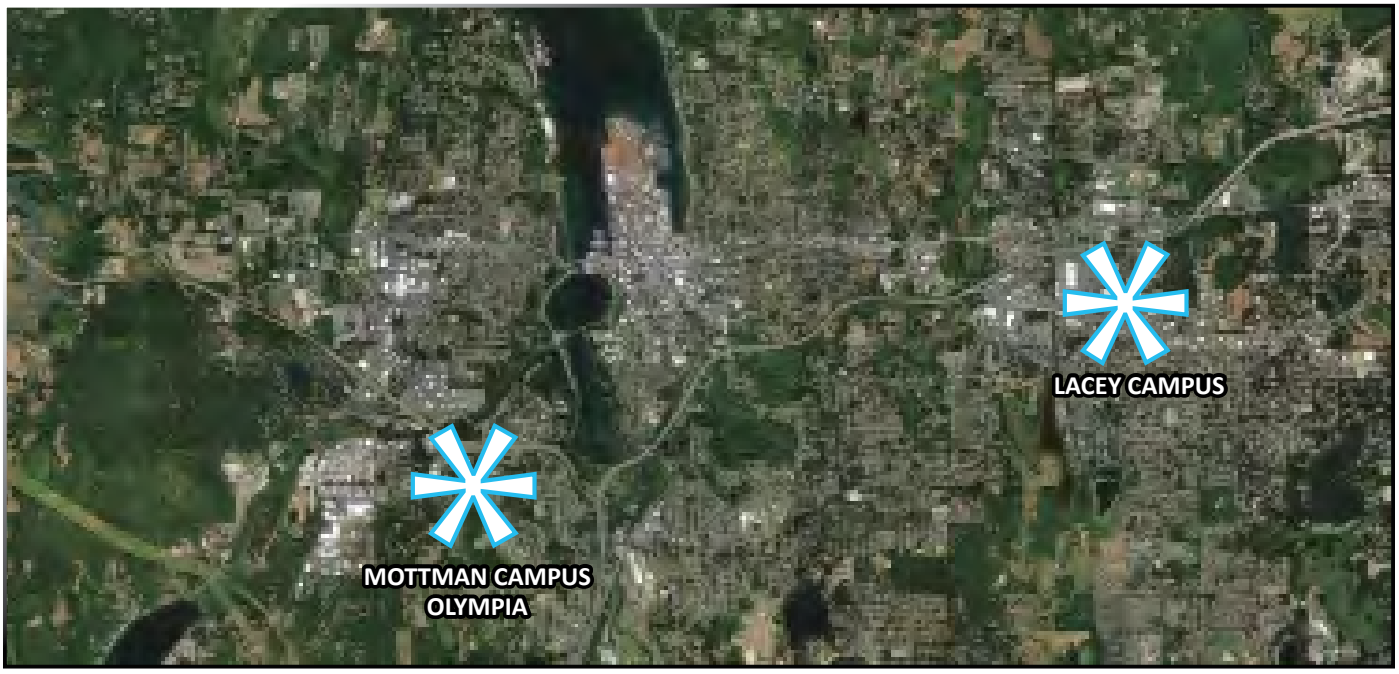
- Communicate a strong message of "one college in two locations"
- Develop signature programs with which each campus will be identified
- Facilitate students' ability to earn an AA degree at a single location
- Improve student access to comprehensive services
- Support health & wellness activities for students, staff and the community
- Strengthen pedestrian pathways throughout campus
- Form on-going partnerships with other institutions and local businesses

Recommendations for achieving these goals have been prioritized to optimize state funding, local funding, and partnership opportunities. Planning for the Mottman Campus includes several renovation projects, a Health & Wellness Center addition to the Gymnasium Building 31, and a new academic facility to replace Building 26.

SPSCC recently completed the full renovation of Building 1 on the Lacey Campus into an Entrepreneurial Center with local funding. The newly acquired campus faces unique restrictions for state funding. Existing buildings are not eligible for Major Renovation or Replacement funding until 20 years after purchase.

A Major Growth project at the Lacey Campus has no duration-of-ownership constraints to qualify for a funding request, but the need for additional program space must be demonstrated by an increase of FTEs. Therefore SPSCC's next Major Capital Project funding request is planned to be submitted in 2017 for a new instructional building on the Lacey Campus to be designed and constructed between 2019-2023. Planning for the Lacey Campus also includes a 2nd floor renovation of Building 3 into a Technology Center.

The history of South Puget Sound Community College has been dramatically enriched with the recent addition of a new campus. Working in tandem, the Mottman and Lacey Campuses will be better equipped to meet the diverse higher education needs of the entire South Sound region. This 2015 Campus Master Plan document strives to provide a blueprint for SPSCC to realize its mission of supporting student success in post secondary academic transfer and workforce education at its “one college in two locations”.



SOUTH PUGET SOUND COMMUNITY COLLEGE LOCATIONS

ACKNOWLEDGMENTS

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SPSCC Board of Trustees

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Washington State Board for Community and Technical Colleges

Wayne Doty, Capital Budget Director

2013 Lacey Campus Development Plan

NBBJ/MGT of America, Inc.

2007 South Puget Sound Community College Campus Master Plan

SRG Partnership

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2 History of SPSCC

2 History of SPSCC

HISTORY

South Puget Sound Community College was founded as Olympia Vocational Technical Institute (OVTI) by the Olympia School District in 1962. Until 1981, it had the unique distinction of being the only community college in Washington State devoted entirely to vocational technical education. In 1970, the Washington State Legislature approved and financed the acceptance of OVTI into the state community college system. The college joined Centralia College as members of Washington State Community College District Twelve, serving Lewis and Thurston counties. Shortly after joining Community College District Twelve, the college was granted candidate status accreditation by the Northwest Association of Schools and Colleges. Following a self-study in 1974 and a visit by a review team the following year, full accreditation was granted in 1975.

The college moved to its present site in the fall of 1971. Until 1976, it was housed in 10 modular buildings on the 56-acre campus as well as in rented off-campus facilities. The first permanent building, the College Center (Building 22) was completed in the spring of 1976 adding a total of 72,000 additional square feet. The Board of Trustees for Community College District Twelve changed the name from Olympia Vocational Technical Institute to Olympia Technical Community College in the spring of 1976 as a positive reflection of its commitment to collegiate standards of excellence and as a reaffirmation of the unique vocational and technical heritage and emphasis of the college. In 1980, the Board of Trustees passed a resolution calling for the evolution of the college to a fully comprehensive community college through the addition of an academic college transfer program. In 1982, the college began awarding an Associate in Arts degree. In 1984, the name of the college was changed to South Puget Sound Community College to describe more fully and recognize the comprehensive mission of the college and its geographic service area.

Additional permanent campus structures were not in place until 1989, when construction was completed for the Library/Media Center (Building 28), the Student and Administrative Services Building (Building 25), the Food Service Center (Building 27), and the Lecture Hall (Building 26). A health sciences cluster was added on the west side of Percival Creek in 1992, including the Learning Assistance Center (Building 33), the Gymnasium (Building 31) and the Natural Sciences Building (Building 32). The Technical Education Center (Building 34) was added in 1997. The Child and Family Education Center opened in 2004, followed by the Kenneth J. Minnaert Center for the Arts in 2005, which dramatically altered the character of the main campus entry from Mottman Road. The last of the original portables was removed in 2005. Natural Sciences (Building 35) was completed at far western edge of the campus in 2008. The Automotive, Welding and Central Services Building (Building 16) and Anthropology, CAD & Geomatics (Building 23) were added in 2010. The renovation of Building 22 into the new Center for Student Success was completed in 2014.

The wooded natural environment of the campus has always been especially prized by the South Puget Sound community, with buildings, surface parking lots, and other improvements nestled within the trees to sustain a close relationship of natural and built elements. As the College and the surrounding residential neighborhoods have grown, the City of Olympia has become increasingly protective of on-campus natural resources such as Percival Creek, a salmon-bearing stream. Adoption of a new Stormwater Manual by the City of Olympia in 1994 forced an extensive campus-wide project between 1999-2005 to meet these new requirements for stormwater storage, drainage and treatment. The project increased campus stormwater storage capacity by 108% and included construction of several surface detention ponds and underground storage galleries, as well as improvements to existing wetland areas.

SPSCC operated the Hawks Prairie Center on Marvin Road in Lacey beginning in 1995. With the growing demand for program space in Lacey, in 2012, the college performed due diligence and initiated the real estate purchase of the 7.94-acre Rowe Six property at 4220 6th Avenue SE to develop into the new "Lacey Campus". The site was originally designed in 1980-1981 as a five building office park, comprised of wood construction in one and two-story buildings. The site location directly across from the Lacey Transit Center allows for the continued expansion of the college's services in response to local needs, particularly in the northeast region of the tri-city area.

The remodeling of Building 1 on the Lacey Campus was completed for fall quarter 2015, coinciding with the expiration of leased space at the Hawks Prairie Center. Opening in partnership with the Thurston County Economic Development Council (EDC), the project serves as an Entrepreneurial Center for the entire region. Future renovations and growth projects at both the Lacey and the Mottman Campus are further outlined in the following sections of this campus master plan.

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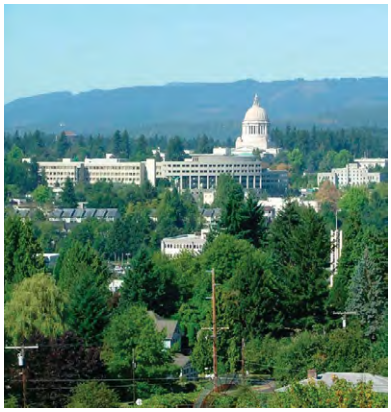
3 Demographics & Growth

3 Demographics & Growth

THURSTON COUNTY

The SPSCC service district has one of the fastest growing populations in the state, particularly in the north part of Thurston County. The total population increased by 24.9% from 2000 to 2013 (Source US Census Bureau) and is projected to grow to 358,000 by 2040, a 72% increase from 2000. (Source: OFM, January 2012 Projections for Growth Management)

Between 2007 and 2013 the number of full time equivalent students (FTE) increased by 3.4%. The total annualized enrollment at SPSCC for the fiscal year 2013-14 was 4,396 FTE, with a total headcount of 10,010 students. Significant future enrollment increases are anticipated with the continued population growth of the region.



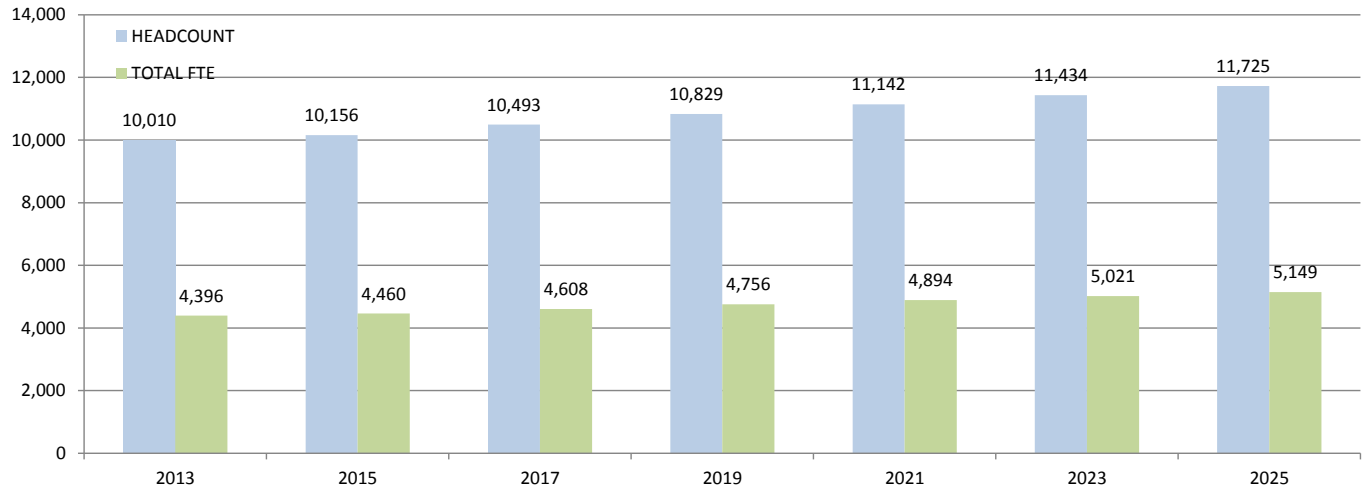
HEADCOUNT AND TOTAL FTE PROJECTION TABLE

	Thurston County Population	% Growth	SPSCC Headcount (projected)	SPSCC Total FTE (projected)
2013	262,388 *		10,010 (actual)	4396 (actual)
2014	264,306	0.73%	10,083	4,428
2015	266,224	0.73%	10,156	4,460
2016	270,632	1.66%	10,325	4,534
2017	275,040	1.63%	10,493	4,608
2018	279,448	1.60%	10,661	4,682
2019	283,856	1.58%	10,829	4,756
2020	288,265	1.55%	10,997	4,830
2030	326,426	13.24%	12,453	5,469
2040	358,031	9.68%	13,659	5,998

* Actual population per the U.S. Census Bureau

Population projection source: Office of Financial Management (OFM). Population projection includes all age groups.

ANNUALIZED HEADCOUNT & TOTAL FTE PROJECTIONS



Note: Graph includes data interpolated from Office of Financial Management (OFM) population projections

In 2006, a Strategic Enrollment Management Team was formed to develop an enrollment management plan. Using the college's Strategic Plan and Objectives, enrollment data and other institutional information, the team reviewed and identified key issues relating to:

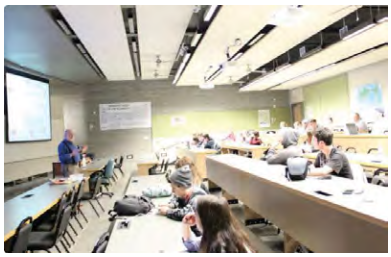
1. Enrollment trends (high school graduates, evening, on-line, basic skills, District 24, withdrawals, student course failures, degree-seeking)
2. Class/instructional program capacity (transfer, basic skills, professional-technical, evening/day)
3. Student population characteristics (age, race, ethnicity, part-time, full-time, gender, disabilities, low-income, first generation)
4. Retention rates (first-time attendees, fall-to-fall, basic skills/developmental education transitions, special populations, SBCTC Student Achievement "tipping points")
5. Graduation rates
6. Employment trends and projected opportunities
7. Conversion rates (number of inquires who apply – admissions and financial aid)
8. Enrollment yield (number of admitted students who enroll, number of CPT-takers)
9. GED examinees, Running Start graduates and Tech Prep transcribed students who enroll

The team identified goals and strategies to help the college meet or exceed state enrollment targets, continuously improve the instructional offerings and the delivery of programs and services, increase the number of students progressing towards and achieving their educational goal, increase access to a diverse population and diversify the student population, and establish a marketing plan that supports enrollment targets.

The following is a demographic synopsis of the population changes in Thurston County as outlined by the Thurston Regional Planning Council:

- The median age has risen from 36.5 years in 2000 to 38.5 years in 2010.
- Thurston County is 5th in Washington State for in-migration of people 55 and older. (2007 statistic)
- Thurston County is becoming more ethnically diverse with approximately 16.4% of people reporting their race or ethnicity as non-white/Caucasian in 2008-2012 as compared to approximately 14.3% in 2000. (American Community Survey 5-Year Estimate)
- Gender distribution in Thurston County remains stable with 51% females in 2000 and 2010.
- Approximately 32% of Joint Bast Lewis-McChord (JBLM) members live in Thurston County and roughly 34% of JBLM soldiers plan on transitioning out of service within the next five years.

NEEDS ANALYSIS



South Puget Sound Community College continues to lag behind standards for academic colleges in terms of square footage per state funded full time equivalent students (FTEs). This is a critical problem that impacts the ability of the college to meet the demand for additional class sections, to create and expand programs, and provide services to students and staff.

In 2015 the State Board of Community & Technical Colleges projected SPSCC to be the 3rd highest-growing college in the state over the next 10 years, with an enrollment growth of 9%. SBCTC's 2014-2024 projections are based on Fall 2014 enrollment and participation rates. The participation rates are applied to the latest OFM/Census demographic projections for 2024 to get a 10 year enrollment projection.

Overall, SBCTC projects the state's community & technical college system enrollment to grow 5.1% from 2014 to 2024. SBCTC notes that most of the higher growth rate is an increase in the number of 15 to 19 year olds, which is the age group having the largest impact on the system's enrollment. In Washington State, this demographic group is expected to grow 8% between 2014 and 2024.

In 2015 SBCTC also released an updated Capital Analysis Model (CAM) for SPSCC, which projects current facility space available on campus will be at a 39% shortage in 10 years compared to projected 2024 CAM space allowances. (See appendix)

To address this demand, facilities at both Mottman and Lacey campuses will require renovation, replacement and additional square footage in the future. Capital funding is particularly challenging for the Lacey campus. The system does not normally fund minor repairs until a building has been owned for 7 years. Since the Lacey Campus was purchased in 2012, minor repair projects will not be considered for state funding until 2019.

The 2017-19 major project selection criteria does not allow requests to Renovate or Replace square footage until 20 years after purchase. Requests for projects with Matching, New Area, and Infrastructure elements do not have a duration-of-ownership restriction but require a high level of justification to qualify for capital funding approval. SPSCC's next Major Capital Project request is planned to be submitted in 2017 for a new (growth) building on the Lacey Campus to be designed and constructed between 2019-2023.

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4 Strategic & Academic Planning

4 Strategic & Academic Planning

This 2015 facilities master plan update includes the following summary of strategic and academic plans:

STRATEGIC PLAN

Mission

South Puget Sound Community College's Mission is to support student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound region.

Vision

SPSCC supports student success and builds prosperity by collaborating with leaders in industry, education, and our community to offer innovative, accessible, and affordable learning experiences.

We employ devoted people who mirror the diversity of our community and contribute to an inclusive, welcoming environment.

By investing in the creativity of our staff and faculty, we construct clear and compelling pathways that lead our students to successful outcomes on their educational journeys.

We are fiscally strong and our mindful use of technology, embedded in purposeful instruction, helps students persist and achieve their academic goals.

Our graduating class reflects the community we serve, and our students successfully transition from higher learning into the leaders and innovators of tomorrow.

Core Theme 1: Expand Student Retention and Completion

We are committed to increasing student achievement by constructing clear degree and certificate pathways supported by measurable outcomes.

Strategic Objective 1A: Increase Student Retention

Indicators of Achievement:

- Fall to fall retention
- Student Achievement Initiative (SAI) retention indicator
- SAI points per student

Strategic Objective 1B: Support Student Completion

Indicators of Achievement:

- 3-year graduation and transfer-out rate
- SAI 45 credits to completion transition

Strategic Objective 1C: Engage Students

Indicators of Achievement:

- Total SAI points for the college
- Support for Learners, Student Effort
- Number of student visits to tutoring center

Core Theme 2: Inspire Teaching and Learning Excellence

Our faculty is inspired to continually grow as teachers and to lead instructional change that increases student engagement, achievement, and completion. Our students acquire the educational and professional skills they need to thrive in the world beyond the classroom.

Strategic Objective 2A: Support Faculty Growth

Indicators of Achievement:

- Number of dollars budgeted for faculty development
- Number and percent of faculty participating in professional development opportunities

Strategic Objective 2B: Increase Learning

Indicators of Achievement:

- Students increasing knowledge and skills in college wide abilities
- Active and Collaborative Learning, Academic Challenge, and Student-Faculty Interaction

Core Theme 3: Advance Equity and Embrace Diversity

We embrace the diversity of our changing community and strive to reflect that diversity in our staff, faculty and student body. We cultivate an inclusive environment on campus while ensuring respect for all.

Strategic Objective 3A: Reflect our Community Diversity

Indicators of Achievement:

- Graduates/completers mirror community demographics
- SAI Completion Point as a percent of total points for disaggregated populations
- SAI points per student disaggregated by population

Strategic Objective 3B: Cultivate an Inclusive Environment

Indicators of Achievement:

- Successful course completion rates for disaggregated populations
- Diversity of faculty and staff

Core Them 4: Champion Innovation

We promote a culture of creativity among staff and faculty by encouraging innovation leading to student success. Teamwork and collaboration across disciplines and work areas are essential aspects of the innovation we seek.

Strategic Objective 4A: Establish Culture of Creativity

Indicators of Achievement:

- Number of innovative/best practices funded in operational planning cycle

Strategic Objective 4B: Reward Innovation

Indicators of Achievement:

- Number of awards recognizing innovation for faculty and staff
- Amount of investment for innovation awards

Core Theme 5: Build Community

We engage our community of students and stakeholders by enhancing campus culture, increasing access to college services, and growing economic development.

Strategic Objective 5A: Deepen Engagement

Indicators of achievement:

- Increased participation in operational planning
- Institutional Grants, Scholarships, and Other Aid supporting students
- Number of college sponsored events within the community

Strategic Objective 5B: Foster Economic Development

Indicators of Achievement:

- Businesses served in non-credit and job related training courses: Lacey and SBDC
- New businesses development support: Entrepreneurial Center
- SPSCC Completer employment rates and median wage

ACADEMIC PLAN

Academic Plan Guiding Principles

The College has established the following principles to guide academic planning decisions:

- One college in two locations
- Symmetry of Programs
- Signature Programs at each location
- Partnerships with community groups, businesses and regional and state institutions
- Expansion of technology
- Expansion of athletics and recreational facilities

Academic Goals

Student Services The College must create a stronger presence for the delivery of all student services which support enrollment, with one-stop centers centrally located and easy to access at both campuses with expanded technology access and use of web-based advising, registration and evaluation programs.

Technology The college must expand its access to technology for students, faculty, staff and administrators.

Academic Programs The College will sustain a shared focus on both academic and professional/technical programs, enhancing current programs and developing new programs to respond to emerging economic initiatives within the service area.

Pre-College Education The College must develop comprehensive pre-college education programs at each site to respond to the specific educational and cultural needs of the service area.

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5 Master Plan Goals & Recommendations

5 Master Plan Goals & Recommendations

1. Communicate a strong message of "one college in two locations."
2. Develop signature programs with which each campus will be identified, strategically responding to the economic development and training needs of the local community.
3. Facilitate students' ability to earn an AA degree at a single campus location.
4. Improve student access to comprehensive services.
5. Support health & wellness activities for students, staff and the community.
6. Strengthen pedestrian pathways through campus.
7. Form ongoing partnerships with other institutions and local businesses.

Goal #1: Communicate a strong message of "one college in two locations".

Recommendations:

Both Campuses

- Develop a consistent SPSCC brand package that includes clear signage and wayfinding at both campuses.
- Adhere to consistent design practices outlined in the Master Plan Design Guidelines at both campuses.

Goal #2: Develop signature programs with which each campus will be identified, strategically responding to the economic development and training needs of the local community.

Recommendations:

Mottman Campus

- Expand the Science and Health programs focus of the western part of campus. Renovate and expand Building 34 to provide Science Labs, an open Computer Lab, and a Student Health Center.
- Convert Greenhouses 29, 30, and 36 into program space for a future Complementary and Alternative Medicine program.

Lacey Campus

- Build an Entrepreneurship program. Reinforce Lacey as a regional Entrepreneurial Center by increasing space dedicated to business and technology programs.
- Relocate the Manufacturing program to the Lacey Campus. Establish a core of technical programs at the campus to stimulate development of related programs and respond to the growing needs of the local construction industry.
- Relocate and expand Networking and Programming program space to help establish an initial framework for the creation of a visual arts program at the site.
- Replace Buildings 4 and 5 with a new Instructional Facility fronting Golf Club Road.
- Acquire additional parcels adjacent to the Lacey Campus site to increase development capacity, visibility, flexibility and parking.

CENTER FOR STUDENT SUCCESS

Goal #3: Facilitate students' ability to earn an AA degree at a single campus location

Recommendations:

Mottman Campus

- Renovate Building 32 (former Horticulture Building) to provide additional Science Labs. The renovation of Building 34 will also provide opportunities for expanding Science Lab space on the west part of campus.

Lacey Campus

- Evaluate adding a Science Lab, such as a Composites and Material Science Lab to Building 3 which could operate in conjunction with the Manufacturing, Networking, and Computer Programming programs.

Goal #4: Improve student access to comprehensive services.

Recommendations:

Mottman Campus

- Expand Basic Education for Adults (BEdA) through a renovation of Building 28 to create a welcoming first stopping place for students as well as a place for students to build basic skills. Locating the BEdA in Building 28 will vacate current program space in Building 33, including a computer classroom and office space.

Lacey Campus

- Create partnerships with local institutions to supplement on-campus student services. Access to library and information services will be critical to students attending at the Lacey Campus. (The college is currently working on partnerships with Timberland Regional Library and Saint Martin's University.)

Goal #5: Support health & wellness activities for students, staff and the community.

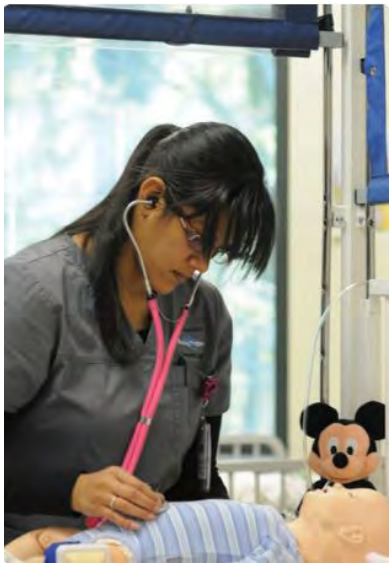
Recommendations:

Mottman Campus

- Create a Health & Wellness Center by renovating and adding a new main gymnasium to Building 31.
- Provide additional fitness space by renovating Building 33.
- Create dedicated pedestrian paths for exercise and safe movement between parking and buildings, including the addition of a dedicated pedestrian bridge along Dr. Nels Hanson Way.

Lacey Campus

- Utilize local athletic and recreational space to adequately support Lacey Campus fitness programs.



Goal #6: Strengthen pedestrian pathways throughout campus.

Recommendations:

Both Campuses

- Clarify first stopping points for new students arriving on campus.
- Define simple pedestrian connections between buildings and open space nodes.

Mottman Campus

- Improve pedestrian connections and wayfinding between the main building entry to Building 21 (Kenneth J. Minnaert Center for the Arts) and the center's primary parking areas to the west and east.

Lacey Campus

- Establish an open green space with pedestrian connections in the center of campus by restricting automobile circulation and parking to the site perimeter.
- Strengthen the pedestrian connection across Sixth Avenue between the Lacey Transit Center and the Lacey Campus for improved student, faculty and staff access.

Goal #7: Form ongoing partnerships with other institutions and local businesses.

Recommendations:

Mottman Campus

- Create Community Health Partnerships to help support improvements to Building 34 and the Allied Health programs.

Lacey Campus

- Partner with the Thurston County Economic Development Council to provide leased space.
- Capitalize on the college's northeastern Thurston County location to connect with Joint Base Lewis-McChord (JBLM) and offer training opportunities to area veterans.
- Create partnerships with local organizations to provide athletic and recreational space for students.

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6 Implementation Plan

6 Implementation Plan

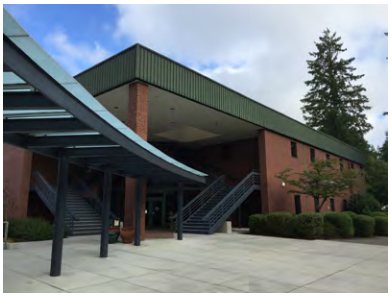
Implementation of recommendations for both campuses are planned to be phased over a 20-year period, with close coordination of proposed projects and program shifts between the two campuses. Because of the various constraints and site goals, a limited amount of unobstructed new development sites are possible on the Mottman Campus. The college intends to submit its next Major Capital Project Request for a new facility at the Lacey Campus.

To ensure that both campuses continue to provide strong facilities support for all programs, strategic renovation and replacement of some existing buildings is anticipated. The following projects have been planned for construction over the course of the next 20 years. For further clarification, see the Implementation Plan spreadsheet and the staged phasing master plan diagrams for each campus on the following pages.

MOTTMAN CAMPUS

Building 25 - Student and Administrative Services

First floor renovations were completed in 2015. It is anticipated that the upper floor of Building 25 will be renovated in the 2015-17 biennium at which time Administrative Services will be moved from Building 28 into Building 25.



BUILDING 25

Building 28 - Temporary Administrative Services (future Transition Center)

Building 28 is planned to become the new SPSCC BEdA Center. It is envisioned as an exceptionally welcoming place on campus for students beginning their post secondary education experience who need basic skills and ESL. It is estimated that this building will serve approximately 1,000 students per quarter. Design and construction for this project is slated for the 2015-17 biennium.

Preliminary Space Program for Building 28 includes:

- (7) Classrooms for 30-32 students (including one slightly larger, if possible): (2) ESL, (2) ABE, (2) High School 21, and (1) I-Best
- Reception Area/Desk for welcoming students as they enter the building
- Small Testing Room with window to Reception for monitoring
- (7) faculty, staff and administration Private Offices
- (1) Office Suite for 20 adjunct faculty, including collaboration space, a small Meeting Room (that doubles as Workshop Space) and a small Kitchenette/ Breakroom space with microwave oven, mini frig and hot water dispenser.
- Large Community Space for collaboration that includes flexible/varied furniture and access to technology.
- Restrooms (existing)

BUILDING 28

SIGNAGE & WAYFINDING

BUILDING 32

BUILDING 31

BUILDING 33

BUILDING 16

Campus Signage and Wayfinding

The experience of new students and community members arriving to campus is planned to be improved by incorporating updated and more comprehensive signage. This signage project will be linked to an overall strengthening of the college's brand and will facilitate uniting the Mottman and Lacey campuses as a single, cohesive institution.

Building 32 - Natural Sciences (former Horticulture)

The building which formerly housed the no longer offered Horticulture program is ideal for conversion into additional science program space. However, its high FCS score makes it difficult to receive major state funding assistance for the project. Through a Minor Improvement Request, Natural Sciences could be moved into Building 32. This project is planned to be completed in the 2019-21 biennium.

Buildings 31 - Gymnasium & Building 33 - Developmental Education Center

Renovation and addition to the current athletic Building 31 is planned for the 2019-21 biennium as a Health & Wellness Center. The project may include converting Building 33 into a fitness studio, and adding a new gymnasium to Building 31. A feasibility study is planned to be completed during the 2015-17 biennium.

The current Developmental Education Center in Building 33 is planned to move into Building 28 during the 2015-2017 biennium.

Building 16 - Automotive, Welding and Central Services

The welding wing of Building 16 currently has lighting and HVAC deficiencies. In addition, the locker rooms are not being utilized by students or faculty. This building will be considered for a Minor Improvement Request for work in the 2021-23 biennium.

Building 34 - Technical Education Center & Dental Clinic

As Networking and Programming programs are relocated to the Lacey Campus, additional space can be incorporated into Building 34 to expand health-related programs, including additional science lab space. This work, planned for the 2023-25 biennium, would ideally be funded through Community Health Partnerships and may include a future Student Health Center.

BUILDING 34

Building 26 - Lecture Hall

Master planning for the Mottman Campus includes the future demolition of Building 26 and its replacement with a larger facility that could house programs such as Social Sciences, Composition, Humanities, Overflow Math, and Chemistry Lectures. Potential expansion area to the south of the existing building footprint is indicated on the 20-year master plan. A relatively high FCS score at this time suggests that a Major Capital Funding Request (Project Request Report) will not be submitted for this project until the 2023-25 biennium.

BUILDING 26

Pedestrian Bridge/Creek Restoration

Safety upgrades to the footbridge on Dr. Nels Hanson Way would facilitate student travel between the upper and lower Mottman Campus. Current conditions now require students to walk single file on the roadway with vehicles, rather than on a dedicated pedestrian walkway. Providing a separate pedestrian path and new bridge over the creek could potentially be submitted for emergency/safety funding. In conjunction with the pedestrian bridge project, the college proposes restoration of Percival Creek and its native salmon habitat. The project will initially require a study to assess existing conditions.

BRIDGE ON DR. NELS HANSON WAY

Long-Range Plans

Projects beyond 20 Year Capital Planning include a replacement project for the Maintenance and Facilities Buildings 13, 14, and 15 and the conversion of Greenhouse 29, 30 and 36 into a CAM (Complementary and Alternative Medicine) program space. In addition, site improvements around Building 21 are planned to clarify the pedestrian connection between the main entry to the Center for the Arts and its primary parking area to the northwest.

BUILDING 30

BUILDING 1
NEW ENTREPRENEURIAL CENTER

BUILDING 2

BUILDING 3

BUILDING 4

BUILDING 5

LACEY CAMPUS

Building 1 - Entrepreneurial Center

SPSCC and the Thurston Economic Development Council (EDC) have entered into a collaborative agreement to establish a Business Resources Center at the Lacey Campus. Together they seek to catalyze the development and growth of the high-wage, high-value, private sector companies in the South Puget Sound region.

This Entrepreneurial Center involves the collocation of EDC staff in the renovated Building 1, with the objective that this partnership will allow both organizations to capitalize on each other's strengths and ensure that the highest quality business resources are provided to Thurston County. The renovation of Building 1 was completed in 2015.

Building 3 - Technology Center

Building 3 is visualized as a Technology Center, which coincides with regional needs and the local economy. Building 3, with its connection to Business and Entrepreneurship, dovetails well with the activities that take place in Building 1.

Modifications have already been made to the lower level of Building 3, which now includes an advanced manufacturing facility. The upper floor of Lacey Campus Building 3 is planned to be renovated into IT-related spaces to house programs such as Networking and Computer Programming. A Composites and Material Science Lab could be included in Building 3 to create a strong link between the Technology and Manufacturing programs, accurately reflecting current manufacturing careers. The use of glass walls into Networking Classrooms will display the technology programs to passersby.

It is anticipated that establishing a Technology Center at the Lacey Campus could create a doubling of FTE in the Computer Programming and Networking programs. This move will free up space currently utilized in Mottman Campus Building 34.

New Instructional Facility on Building 4 Site

The next Major Project Funding Request for SPSCC is planned to be the replacement of Buildings 4 and 5 with new program space along Golf Club Road. Current zoning allows for a building of 7 stories in this location, offering the benefits of both needed development area and visibility of the college from Interstate 5. Potential program space in this facility may include science labs, so that students could complete an AA degree entirely at the Lacey Campus.

Building Maintenance at the Mottman and Lacey Campus

Adequately maintaining existing buildings on campus is as important as renovating or adding new facilities. The regular servicing of HVAC systems and quick repair of deficient roofing and building envelopes is imperative to providing viable learning environments for students and a favorable working atmosphere for retaining quality faculty and staff.

	PROJECT	2013-15	2015-17	2017-19	2019-21	2021-23	2023-25	2025-27	2027-29	2029-31	2031-33
		10-Year Capital Plan					20-Year Capital Plan				
M	**Building 22** Center for Student Successs	C									
M	**Building 25** Administration Renovation First Floor	D/C									
L	**Building 1** Renovation	D/C									
L	**Building 3** Renovation for Manufacturing Lab First Floor	D/C									
M	**Building 25** Administration Renovation Second Floor		D/C								
M	**Building 28** Renovation for Transition Center	Minor Impr Funding Request	D/C								
M	Campus Signage and Wayfinding		D/C								
L	Campus Signage & Wayfinding		D/C								
L	**Building 3** Renovation for Technology Center Second Floor		D/C								
M	**Building 32** Renovation		Minor Impr Funding Request	D/C							
M	**Building 31** - Athletics Building Renovation/Addition as Health & Wellness		Feasibility Study	PD/D	C						
M	**Building 33** Renovation			Minor Impr Funding Request	D/C						
L	New Instructional Facility on **Building 4** site			Project Request Report	PD/D	C					
M	**Building 16** Welding Renovation				Minor Impr Funding Request	D/C					
M	**Building 34** Technical Education Renovation/Addition for Health Programs					Minor Impr Funding Request	D/C				
M	Instructional Facility on **Building 26** site (Demolish **Building 26**)						Project Request Report	PD/D	C		

M	Pedestrian Bridge on Dr. Nels Hanson Way	TBD
M	Replacement Project (Demolish **Buildings 13, 14, 15**)	TBD
M	**Buildings 29, 30, 36 Greenhouses** Renovation for CAM Medicine	TBD
M	Site improvement project adjacent to **Building 21**	TBD

Key:

M	**Mottman Campus**	PD/D	D/C
		Pre-design/ Design	Design/ Construct
L	**Lacey Campus**	PD/D	D/C
		Predesign/ Design	Design/ Construct

SPSCC MOTTMAN CAMPUS - EXISTING SITE PHOTO

SOUTH PUGET SOUND COMMUNITY COLLEGE

SEPTEMBER 2015

McGRANAHAN architects

SPSCC MOTTMAN CAMPUS - EXISTING CONDITIONS

SOUTH PUGET SOUND COMMUNITY COLLEGE

SEPTEMBER 2015

McGRANAHAN architects

SPSCC MOTTMAN CAMPUS - 10 YEAR PLAN

SOUTH PUGET SOUND COMMUNITY COLLEGE

SEPTEMBER 2015

McGRANAHAN architects

SPSCC MOTTMAN CAMPUS - 20 YEAR PLAN

SOUTH PUGET SOUND COMMUNITY COLLEGE

SEPTEMBER 2015

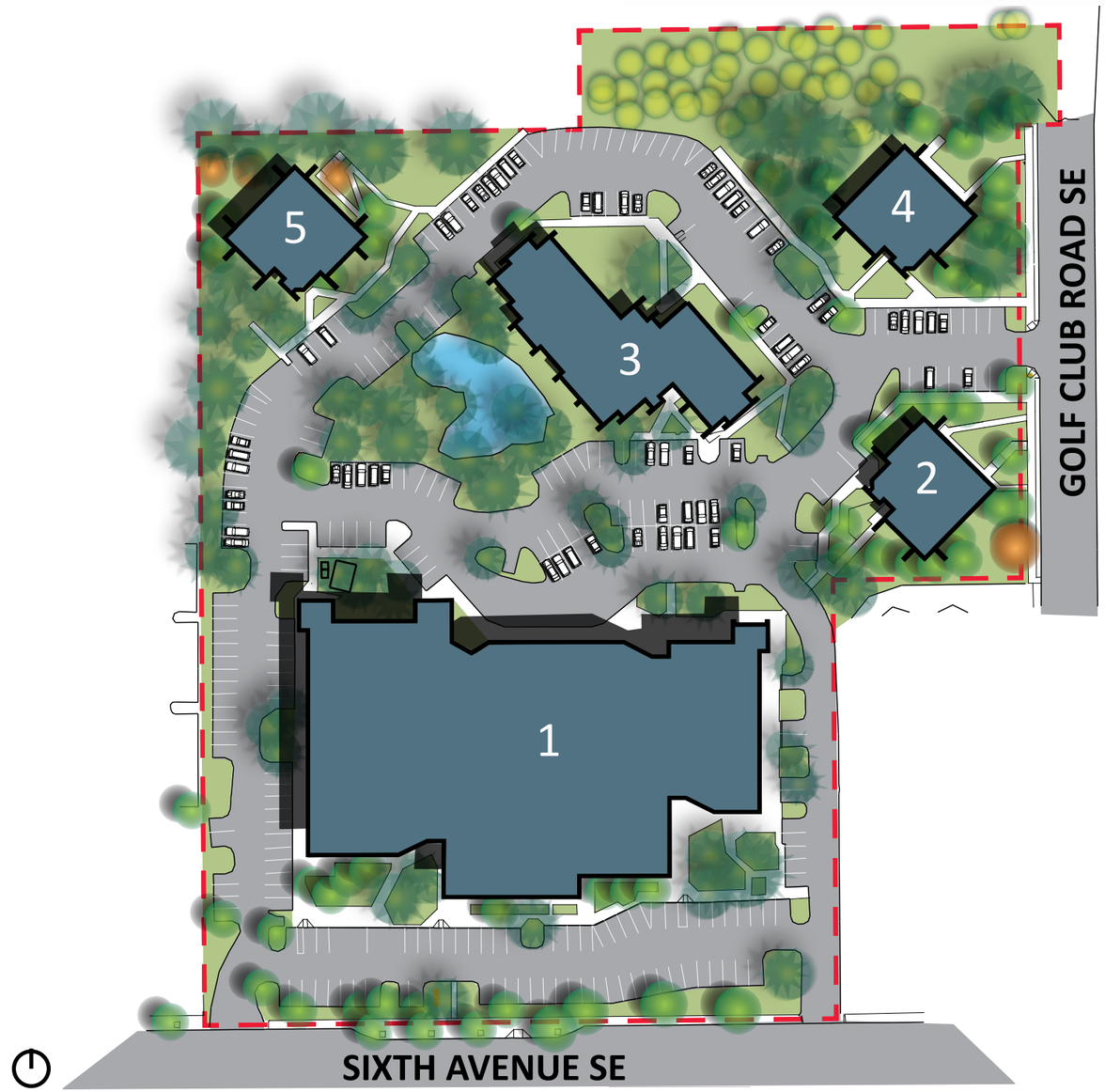
McGRANAHAN architects

SPSCC LACEY CAMPUS - EXISTING SITE PHOTO

SOUTH PUGET SOUND COMMUNITY COLLEGE

SEPTEMBER 2015

McGRANAHAN architects



SPSCC LACEY CAMPUS - EXISTING CONDITIONS

SOUTH PUGET SOUND COMMUNITY COLLEGE

SEPTEMBER 2015

McGRANAHAN architects

SPSCC LACEY CAMPUS - 10 YEAR PLAN

SOUTH PUGET SOUND COMMUNITY COLLEGE

SEPTEMBER 2015

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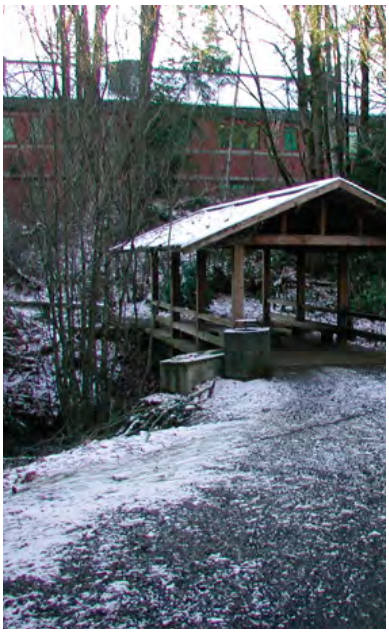
McGRANAHAN architects

7 Development Guidelines

7 Development Guidelines

South Puget Sound Community College intends to apply consistent standards of development to both the Mottman and Lacey Campuses, with allowances for circumstances related to the physical site or local governmental jurisdiction. The goal is to establish, develop and maintain a responsive, innovative and sustainable physical environment that promotes excellence, diversity and professional and personal growth.



SUSTAINABILITY

Responsible stewardship of its lands and the environment is a core value of South Puget Sound Community College, and the creation of a sustainable physical environment is an important strategic objective. Facilities development on both campuses will occur within an integrated framework of design, construction, maintenance and demolition practices that is mindful of the environmental, economic and social impacts of that development. Campus design standards for site and buildings systems will integrate sustainable practices. 2005 Executive Order 04-06 requires that state-funded buildings pursue at least a 'silver' rating in the US Green Building Council's voluntary Leadership in Energy and Environmental Design (LEED) rating system. Visibly sustainable building elements are encouraged to reinforce sustainable initiatives in the College curriculum and operations. Specific issues with regard to sustainable planning and design are discussed in the guidelines that follow.

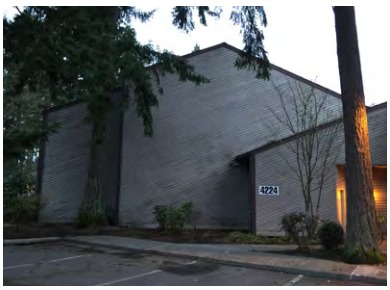
LAND USE

South Puget Sound is committed to maintaining strong partnerships with planning authorities in Olympia, Tumwater and Lacey, and ongoing development of the two campuses is intended to support goals shared with those jurisdictions.

GENERAL

Mottman Campus

Most of the existing and planned future campus buildings on the Mottman Campus lie within the limits of the city of Olympia, with the exception of two areas which extend into the city of Tumwater: an 8.3-acre section at the northeast edge of campus off of Crosby Boulevard, and a second 6.9-acre section at the southwest corner. Campus development is generally subject to the Olympia Zoning Code and a 1984 Conditional Use Permit (CUP) granted by the city of Olympia which describes setbacks, general building locations, height limits and other development standards. Proposed building development not covered by the 1984 CUP must seek a new Conditional Use Permit for each individual building project; alternatively, the College may apply to update the 1984 CUP comprehensively for the campus as a whole.



Lacey Campus

In 2012, South Puget Sound Community College purchased an existing, 5-building office park in the Woodland District of Lacey, to replace leased space at Hawks Prairie Center. The new Lacey Campus at this location has been envisioned as an 'Entrepreneurial Center' through a collaborative partnership with the Thurston Economic Development Council (EDC). Building 1 was renovated and opened in the fall of 2015.

Lacey Campus Property Details

- 7.94 acre site (345,866 square feet)
- 277 parking stalls
- Buildings are wood-framed and were constructed in 1980-1981.
- HVAC, electrical systems, and roofing are in need of updating
- Lease tenants in buildings #2 and #3
- 97,623 GSF total building area:
- #1: 48,589 (1 story)
- #2: 9,946 (2 story)
- #3: 20,431 (2 story)
- #4: 9,557 (2 story)
- #5: 9,100 (2 story)

Zoning Summary

- Woodland District Zone
- 150' height limit (10-11 stories)
- 10' maximum front setback for 50% of facade
- 10' minimum & 20' maximum side setback
- 15' minimum rear setback
- Building coverage to accommodate uses
- Required open space: 10% of the site area (34,400 SF, met by existing landscape)

SETBACKS

Mottman Campus

Olympia zoning regulations require a landscape buffer setback of 30’ from adjacent residential areas; a 100’ setback is required for buildings exceeding 45’ in height, up to 60’. An upgraded “F” (fish-bearing) classification of Percival Creek has resulted in a buffer requirement of 200’ from the creek for any development not already specified in the 1984 CUP. Potential unclassified wetland areas are also shown in the Constraints Diagram in the Appendix; neither these nor accompanying buffers have been recently delineated and must be confirmed by a wetland survey if development is planned in or near these areas.

Lacey Campus

Setbacks are minimal, ranging from a maximum of 10’ along street frontages and minimum setbacks of 10’ (side) and 15’ (rear).

HEIGHT LIMITS

Mottman Campus

Where development occurs between 30’ and 100’ of the College property line, building heights are restricted to three stories and a maximum of 45’. Where development occurs 100’ or more from the property line, buildings may be up to 60’ in height, including mechanical penthouses and other equipment.

Lacey Campus

Buildings are allowed up to 150’ in height (10 stories, assuming 15’ floor-to-floor heights).

LOT COVERAGE

Mottman Campus

Olympia City Code does not specifically limit building footprints or site development as a percentage of overall site area.

Lacey Campus

Site coverage is not limited by floor area ratios and only requires that “building coverage shall be sufficient to accommodate the use.”

STORMWATER

Adoption of a revised Drainage Manual by the City of Olympia in 1994 forced an extensive campus wide upgrade of stormwater facilities on the Mottman Campus, resulting in an 108% increase in stormwater storage capacity. After the completion of this project, the City adopted its 2005 Drainage Manual. The updated manual not only establishes higher stormwater standards for new construction, but also mandates that new development in excess of 25% of the total value of existing campus buildings will trigger a second campus wide upgrade of stormwater facilities to meet the 2005 standard. There is some limited capacity for expansion of existing detention ponds and limited potential for creation of new ponds. When surface capacity has been exhausted, underground storage structures, such as vaults or galleries, will be necessary.

TRANSPORTATION + PARKING

Mottman Campus

South Puget Sound Community College strongly supports the use of public transit and other alternatives to single occupant private automobiles. One transit stop for Intercity Transit Buses exists on the Mottman Campus at the Crosby Loop near Building 25. Both campuses will maintain designated transit stops, and the College will continue to work with Intercity Transit and other local transit providers to expand and optimize existing transit service available to Mottman Road.

Secure bicycle parking, both covered and open, will be provided. Both the College and local municipalities support provision of the minimum feasible number of parking stalls to encourage carpools and other alternate modes of transportation, but because most students, staff and faculty do arrive on campus by car, provision of adequate parking is a significant concern for the campus community.

The Mottman Campus has 1,504 parking stalls. Although spaces for small pockets of additional parking can be found in several locations (typically 10-20 cars each), opportunities for further development of new surface parking are extremely limited because of the City of Olympia's recently implemented stringent requirements for detention of stormwater runoff from impervious areas, an increase in the Percival Creek stream buffer dimension and also because the college is committed to retaining the lush, distinctive landscape character of the site. Thus, significant future enrollment growth will force consideration of structured parking facilities. Primary campus access points will remain at the entrances on Mottman Road (north) and Crosby Road (east) with minor access on RW Johnson Road (west).

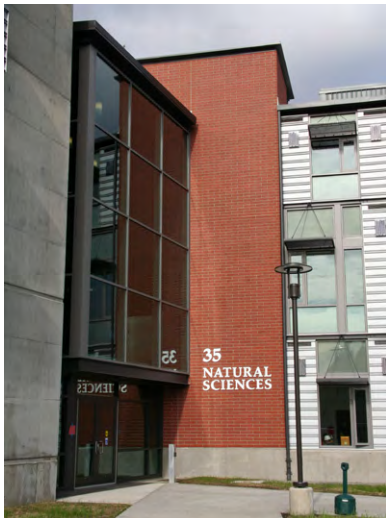
Lacey Campus

Parking requirements for the campus will be negotiated with the City and may necessitate district-wide parking solutions or standards similar to those identified for the Saint Martin's University campus. Access to public transportation is conveniently located across Sixth Avenue from campus at the Lacey Transit Center.

BUILDING ORIENTATION

Buildings should have multiple entries to facilitate easy movement around the campus and offer covered routes of travel. Entries should be located on grade and should be clearly expressed; entries should engage and enhance the character of adjacent open spaces and courtyards. New buildings should be oriented to optimize opportunities for energy conservation, daylighting and natural ventilation. In general, the orientation of the primary building axis within 15 degrees of an east-west line facilitates use of fixed exterior sunshades to control light and glare and enhances daylight penetration into the building. Reserving adequate open space between buildings is critical to allow use of natural ventilation strategies.

LACEY TRANSIT CENTER



BUILDING MASSING

The relationship of buildings to the open spaces they define is important for maintaining the current character of the campus. All building projects should incorporate development of related open space areas. Building massing should be designed to clearly express building entries and gathering places, provide transitions from inside to outside, and offer protection from inclement weather. Building massing should establish and reinforce an intimate, pedestrian scale for the campus. Building massing should optimize opportunities for energy conservation, daylighting and natural ventilation. Very deep floor plates (greater than 85') are discouraged unless there is a compelling programmatic need. Deep floor plates generally make it difficult to provide daylight and natural ventilation to interior spaces and typically result in buildings with bulky massing which is inconsistent with the goal of an intimate, pedestrian scaled campus.

BUILDING ENVELOPE

Building envelopes should be designed to minimize mechanical loads and to achieve the highest degree of energy efficiency feasible. New buildings should be as air tight as possible with excellent thermal values and roof reflectance. Windows and other openings in exterior walls should be thoughtfully placed to enhance comfort and energy performance and to create visual connections between interior spaces and the landscape views beyond. The use of external shading elements to control light and glare is encouraged. The use of entry canopies and other devices to provide ground level exterior cover along buildings is also encouraged.

MATERIAL PALETTE

Building materials should be appropriate to the dignity of the institution and should express a sense of value, substance and permanence. Materials should be selected for their innate longevity, ease of high quality installation, and minimal maintenance requirements. Materials should be used and combined in a manner that expresses their natural state and that is sympathetic with the materials and detailing of neighboring buildings. Materials and systems should be free of components that adversely affect the environment in their manufacture, installation or long term use. Detailing should embrace the contemporary use of technology and emphasize the integrity of the materials. Materials and detailing should be consistent with the SPSCC Design Guidelines and Construction Standards and with the intention of creating appealing, long-lived healthy buildings.

ARTS ON CAMPUS

South Puget Sound Community College enthusiastically supports the Art in Public Places program which is administered by the Washington State Arts Commission to facilitate the acquisition and placement of artwork in publicly accessible places. The program for Washington colleges and universities, funded by 1/2 of 1% of state-funded project construction costs, is the second oldest in the nation. It applies to renovation projects of a specified size as well as new construction. To integrate art into both campuses in a meaningful way, the College will commission work that relates strongly to both its educational mission and its physical context. The College encourages collaboration of artists with architects, landscape architects and planners, as well as with students and faculty, to integrate pieces into the curriculum and physical framework of the campus. Participation by artists in the creation of functional elements such as building elements or site furniture is also encouraged. SPSCC has established a standing campus committee with oversight of artist selection, preservation and maintenance of the campus art collection.

Instructional programs and other activities on the Mottman Campus present a strong focus on the performing arts with the Kenneth J Minnaert Center for the Arts serving as both a high quality instructional facility for theater arts, and as a regional resource which supports performances by nationally known visiting artists.

I-5 REGIONAL TRAIL NEXT TO LACEY CAMPUS

BUILDING SYSTEMS

Building systems should be designed in accordance with the SPSCC Design Guidelines and Construction Standards to assure ease of operation and maintenance and compatibility with existing systems and controls. The Mottman Campus electrical service and telecommunications infrastructure needs and deficiencies have been addressed in a technology and fiber report, and should be consulted with subsequent development projects.

Building systems should be designed to take advantage of the benign climate of the Puget Sound Region and to minimize energy use. Design strategies include use of daylighting, photovoltaic panels, natural ventilation, ground-coupled heat pumps, and other kinds of energy-efficient equipment. Where programmatically feasible, elimination of certain building systems such as refrigerant-based cooling is recommended. The development of a new Lacey campus is a unique opportunity to implement innovative thinking and systems that are more energy and water efficient than those in place on Mottman Road.

Despite typically heavy precipitation during the winter months, the region is subject to dry summers as well as recurring drought. Building systems should be designed to minimize water use and design strategies should include low- or no-irrigation landscaping, and low- or no-water use sanitary fixtures.

LANDSCAPE + OPEN SPACE

The Mottman Campus is a developed site characterized by its surrounding Pacific Northwest landscape. The long-term spatial organization of the campus hinges on a strong central pedestrian spine with secondary paths that radiate outward to the site's perimeter. Future development should work to preserve and reinforce this concept, but also focus on developing a hierarchy of open space nodes along this pedestrian spine to create a sequence of intimate outdoor rooms as well as a central open space for larger gatherings and major events.

Recent design interventions to the central pedestrian spine, in the area of Building 22, have greatly improved the experiential qualities of moving through the campus. Changes in grade are still challenging in some areas and can result in an awkward transition spaces of various steps, ramps and bridges. The pedestrian spine is most strongly defined as a site element where it is separate from the buildings and moves through a continuous, universally accessible route. Weaving a consistent palette of materials throughout this corridor, such as paving, canopies, and colors that complement the campus architecture, will further strengthen the pedestrian spine.

Vehicular drives should remain at the perimeter with parking lots inside the loop road to minimize conflicts between pedestrians and vehicles. The addition of sidewalks and a perimeter running/walking trail, especially south of Building 27 and north of Building 31 would help alleviate the safety issue of having students walk along roadways as they travel from parking lot to classroom.

The SPSCC Mottman Campus lacks a significant open space that is common to many college settings. Defining such a place on campus would provide an outdoor venue for college-wide events to help facilitate a sense of community among students and faculty. A space has recently been added near the Center for Student Success(Building 22) and Student & Administrative Services (Building 25) that runs perpendicular to the central pedestrian spine. Another opportunity to create a large community space occurs between the Center for Student Success (Building 22), and the Student Union (Building 27) to the south.

As renovation and replacement occurs in the future, all open spaces between and adjacent to buildings require further design development relating to hierarchy, programming and spatial organization. These spaces should work in concert with the pedestrian circulation, providing a diversity of outdoor spaces ranging from highly social and interactive spaces to more contemplative study areas along the central spine.

The surrounding native forest, the natural beauty of Percival Creek, and the collection of native trees and shrubs found throughout the campus create a strong identity for South Puget Sound's academic environment. These elements, unique to the Pacific Northwest should be preserved. It is recommended that any new campus landscapes be comprised of mostly native plant material to complement the existing character of the site, as well as to meet LEED requirements for low water-budget plant species.

The current built landscape, including pavement, site lighting, and site furnishings, is not consistent on the Mottman Campus, or between the Mottman and Lacey Campuses. Adoption of a set of unifying campus design standards for these elements will create a more cohesive landscape environment. These standards should be developed with an understanding of sustainable goals and LEED requirements, such as full cutoff light fixtures, pervious paving, and locally harvested and manufactured materials. Equally important to developing site design standards include considerations for campus safety, universal accessibility and aesthetic quality.

Comprehensive site analysis, collaborative campus charettes and detailed design studies have led to the development of specific master plan recommendations for each campus. These are intended as a flexible framework for development that can accommodate shifts in funding opportunities or programs emphasis over time.

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8 Appendix

a SPSCC Values

b SPSCC Key Facts - 2014

c 2015 Facility Condition Survey - Exit Report

d SBCTC 10-Year Enrollment Growth Projections List 2014-2024

e SBCTC 2015 Capital Analysis Model (CAM) for SPSCC

South Puget Sound Community College Values

VALUES

Pursuit of Excellence

"Pursues Excellence- We use our resources responsibly and ethically in pursuit of excellence. We continuously improve our programs, services, and operations."

- Develop and maintain a strong positive image for South Puget Sound Community College through its buildings and grounds.
- Provide high quality learning environments for all learners.
- Provide state-of-the-art technology to support students, faculty and staff.
- Provide a flexible facilities framework to accommodate changing program initiatives.

Responsibility to Community

"Responds to and partners with the communities we serve- We continually monitor and are responsive to the community's changing needs in an increasingly global economy. We seek opportunities for effective partnerships with community members, business, and organizations."

- Create a strong community, both within the college and with its neighbors.
- Form ongoing partnerships with other institutions and local businesses.
- Celebrate the natural features of each site to create a memorable sense of place and a physical environment that is a source of pride in the community.
- Provide leadership in environmental responsibility by minimizing the adverse impact of college buildings and operations on their particular sites.
- Encourage health and wellness of both student and external communities through the development of experiential fitness opportunities.

Student Centered Education

"Provides student-centered education- We facilitate student success by maximizing learning opportunities and reducing barriers. We provide resources to support students in achieving their goals."

- Develop program balance between the campuses with a rough symmetry in their offerings and resources.
- Provide a wide variety of gathering places to support formal and informal learning opportunities

Culture of Respect

"Operates in an atmosphere of accountability and respect- We work cooperatively in taking on challenges, making good decisions, helping each other be successful, and promoting a respectful, open, and safe communication."

- Strive for "one college in two locations" in both physical planning and campus culture.
- Provide a safe, comfortable and supportive work environment for faculty and staff.

Celebration of Inclusiveness

"Fosters inclusiveness at our campuses- We honor diversity and encourage compassion for individual expression. We promote inclusiveness and equity on our campus and in the community."

- Provide a diversity of experience in and out of the classroom.
- Create and maintain a campus environment that is fully accessible to all members of the community.

Total Student Experience

- Provide an atmosphere centered on student success.
- Support an array of culturally enriching activities, leadership development, athletics and a broad choice of clubs and groups.

SOUTH PUGET SOUND COMMUNITY COLLEGE

2011 Mottman Road SW • Olympia, WA 98512 • spscc.edu
President: Dr. Timothy S. Stokes, 360-596-5202, tstokes@spscc.edu
Trustees: Judy Hartmann, chair; Judy Blinn, Barbara Clarkson, Leonor Fuller, Brian Vance

South Puget Sound COMMUNITY COLLEGE

KEY FACTS (Data from 2013-2014 academic year unless otherwise noted)

Year Founded: 1962

Service Area: Thurston County

Legislative Districts: 2, 20, 22, 35

Programs: 29 associate degrees and 53 professional certificates in 45 programs of study.

Highest Enrolled Programs:
Associate in Arts, DTA*
Pre-Nursing
Associate in Business, DTA*
Associate in Science, Option 1
Associate in Science, Option 2
Medical Assisting
Automotive
Accounting
*Direct Transfer Agreement

Enrollment:

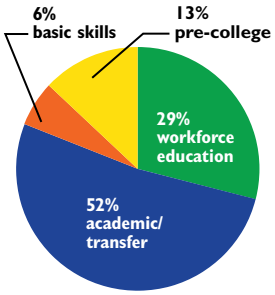
Headcount (all sources)	10,010
FTES (all sources)	4,396
Headcount (state-funded)	7,460
FTES (state-funded)	3,673

Students in Selected Programs (Headcount):

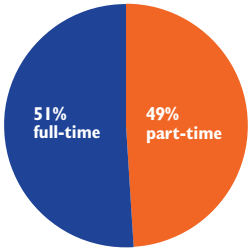
eLearning (all types)	3,933
I-BEST	52
International Students	174
Running Start	824
Worker Retraining	157

STUDENT PROFILE — STATE FUNDED

Enrollment by course intent



Attendance



Ethnicity:

Asian/Pacific Islander	11%
African American	5%
Native American	4%
Hispanic	9%
Other, Multiracial	1%
White/Caucasian	69%

Gender:

Female	56%
Male	44%

Median Age: 24.9

Family and Finances:

Students receiving need-based financial aid in eligible programs	49.8%
Students who work	47%
Students with children	31%

POINTS OF INTEREST

Strengthening Institutions Grant

South Puget Sound Community College (SPSCC) is the recipient of a five-year, $2.25 million Title III Strengthening Institutions Grant from the U.S. Department of Education — the largest single grant in the college's history. The college will receive $450,000 per year from 2014 to 2019 to establish the Graduation and Achievement Initiatives, Networks and Strategies (GAINS) program. GAINS is a comprehensive, integrated student success program for all new credit students who intend to earn a degree or complete a program.

Veterans Services

More and more veterans are choosing South Puget Sound Community College. A Military Friendly School, the college is an approved institution for the education and training of veterans, reservists, the children and spouses of deceased or 100 percent "total and permanently" (with no further exams pending) disabled veterans and eligible dependents who have received transferred benefits. The college's Veterans Office helps those who are eligible to obtain veterans educational benefits. Our Veterans Office staff helps guide students through the application process, and works as an instructional and advisory aid between the Department of Veterans Affairs and our veteran students.

Art and Lecture Series

SPSCC's College Artist and Lecture Series brings a diverse group of distinguished scholars, activists and artists under a common theme: "Reflections." Presenters are recognized nationally or internationally for their work. The goal is to initiate courageous and purposeful discussion within the community concerning critical and contemporary issues. Diversity is central to the series. Presenters offer different cultural, political and religious perspectives. This engages students, faculty, staff and community members in the issues of the day and deepens understanding and connections within the community.

South Puget Sound Community College

Facility Condition Survey - Exit Report
2015

The Facility Condition Survey site visit has been completed. The following information was generated during the site visit. Please review the report and provide any additional data as required.

Overview of building score changes

- - Main Campus (240A) - -	Prev Score	New Score
Maintenance Warehouse (240-15)	230	252
Natural Science (240-35)	146	158
Gymnasium (240-31)	240	257
Maintenance Shop (240-14)	214	229
Center For The Arts (240-21)	250	250
Automotive, Welding & Central Services (240-16)	146	146
Maintenance Stores (240-13)	374	398
Anthropology, Cad, Geomatics (240-23)	158	170
Greenhouse (240-36)	186	192
Student And Admin Svcs (240-25)	222	222
Technical Education Ctr (240-34)	222	238
Family Education Center (240-20)	230	246
Hoop House (240-36A)	0	352
Greenhouse (240-30)	314	297
Horticulture (240-32)	238	254
Potting Shed (240-29)	438	482

College Center (240-22)	146	146
Student Union Bldg & Food Service Center (240-27)	222	222
Library/Media Center (240-28)	254	275
Lecture Hall (240-26)	282	332
Learning Resource Labs (240-33)	250	282
- - Hawks Prairie Campus (240B) - -		
Building Three (240-L3)	0	146
Building Two (240-L2)	0	146
Building One (240-L1)	0	146

Overview of site score changes

College Site	Previous	New
Main Campus (240A)	93	93
Hawks Prairie Campus (240B)	93	93

Overview of deficiencies to be included in report

Building	Action	Component	Score
Library/Media Center (240-28)	Repair	Metal roofing	Needs Study
Library/Media Center (240-28)	Replace	HVAC unit	54
Technical Education Ctr (240-34)	Repair	Metal roofing	54
Technical Education Ctr (240-34)	Replace	Door hardware	21
Technical Education Ctr (240-34)	Replace	Heat pumps	56

10-Year Enrollment Growth Projections for 2014-2024

By the State Board of Community & Technical Colleges

Released July 2015

10-yr growth	College
99%	Grays Harbor
101%	Lower Columbia
101%	Peninsula
102%	Centralia
103%	Olympic
103%	Spokane Falls
103%	Pierce Fort Steilacoom
103%	Tacoma
103%	Skagit Valley
103%	Clover Park
104%	Spokane
104%	Wenatchee Valley
104%	Walla Walla
104%	Bates
105%	Pierce Puyallup
105%	Renton
105%	Seattle Central
105%	Green River
105%	Bellevue
105%	Seattle Vocational Institute
105%	Shoreline
105%	Seattle North
105%	Lake Washington
105%	Highline
105%	Seattle South
105%	System Total
105%	Bellingham
105%	Whatcom
106%	Cascadia
106%	Everett
106%	Edmonds
107%	Yakima Valley
107%	Clark
109%	South Puget Sound
112%	Big Bend
119%	Columbia Basin

Preliminary for 2017-19 Project Requests

CAPITAL ANALYSIS MODEL (CAM) GENERATED SPACE

FAE data through June 2015 preliminary close.

COLLEGE: **South Puget Sound**

TYPE: **Community College**

All FTE *	FALL 2014	FALL 2024	Growth	Percent	FTE/Year
Academic	2,367	2,579	212	9%	21
Vocational	1,090	1,187	97	9%	10
Basic Skills/Dev Ed	641	698	57	9%	6
TOTAL	**4,099**	**4,464**	**365**	**9%**	**37**

Type 1 FTE	FALL 2014	FALL 2024	Growth	Percent	FTE/Year
Academic	1,605	1,748	143	9%	14
Vocational	671	730	59	9%	6
Basic Skills/Dev Ed	434	473	39	9%	4
TOTAL	**2,710**	**2,951**	**241**	**9%**	**24**

Type 2 FTE	FALL 2014	FALL 2024	Growth	Percent	FTE/Year
Academic	2,006	2,185	179	9%	18
Vocational	818	891	73	9%	7
Basic Skills/Dev Ed	459	500	41	9%	4
TOTAL	**3,283**	**3,576**	**293**	**9%**	**29**

* All funding sources, all ages, all intents (excluding community service), all enrollments (excluding DOC)

Type 1 = Day On-Campus (excludes Online)

Type 2 = Day On-Campus + Online

Preliminary for 2017-19 Project Requests

CAPITAL ANALYSIS MODEL (CAM) GENERATED SPACE

FAE data through June 2015 preliminary close.

COLLEGE: **South Puget Sound**

TYPE: **Community College**

TYPE OF SPACE	FAE CODING	FTE TYPE	2014 SPACE AVAILABLE	COMMITTED CHANGES 2014-24	2024 SPACE AVAILABLE	2024 CAM ALLOWANCE	2017-19 SPACE DEFICITS SHORTAGE	2017-19 SPACE DEFICITS OVERAGE	SHORTAGE AS % OF 2017-19 CAM ALLOWANCE
GEN. CLASSROOM	A1	1	54,872		54,872	27,150	0	27,722	0%
BASIC SKILLS LABS (open)	A2	2	3,960		3,960	13,800	9,840	0	71%
SCIENCE LABS.	B1	1	22,988		22,988	16,606	0	6,382	0%
COMPUTER LABS. (open)	B2,B4,B5	2	7,660		7,660	20,976	13,316	0	63%
ART	C1	2	5,043		5,043	6,000	957	0	16%
MUSIC	C2	2	5,633		5,633	4,000	0	1,633	0%
DRAMA	C3	2	5,079		5,079	5,000	0	79	0%
Subtotal Instruction			**105,235**	**0**	**105,235**	**93,532**	**24,113**	**35,816**	**26%**
AUDITORIUM	C4	2	18,308		18,308	9,000	0	9,308	0%
LIBRARY/LRC	E1	2	14,159		14,159	50,241	36,082	0	72%
PHYS. EDUCATION	H3	2	13,612		13,612	29,850	16,238	0	54%
FACULTY OFFICE	F1	2	23,915		23,915	31,371	7,456	0	24%
Subtotal Instructional Support			**69,994**	**0**	**69,994**	**120,463**	**59,777**	**9,308**	**50%**
Total Instructional Space			**175,229**	**0**	**175,229**	**213,995**	**83,890**	**45,124**	**39%**
ADMIN./STU.SERV.	G1,G2	2	20,037		20,037	27,550	7,513	0	27%
STU.CTR.& RELATED	H1,H2	2	20,155		20,155	40,982	20,827	0	51%
C.STORES/MAINT.	I1	2	11,159		11,159	18,804	7,645	0	41%
CHILD CARE	H4	2	9,141		9,141	12,158	3,017	0	25%
Subtotal Student Service/Other			**60,492**	**0**	**60,492**	**99,494**	**39,002**	**0**	**39%**
TOTAL CAM SPACE			**235,721**	**0**	**235,721**	**313,489**	**122,892**	**45,124**	**39%**

TOTAL ASSIGNED	438,452
CAM/TOT. ASSIGN.	54%