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1 Executive Summary
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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 370,697 by 2040, a 79% increase from 2000 (according to OFM’s Jan. 2017 Projections for Growth Management.) Significant enrollment increases are being realized with the continued population growth of the county.

In 2019, the college decided to refresh its 2015 Campus Master Plan. The purpose of this document update is two-fold – firstly, to reflect the newly adopted core themes; and secondly, to assist in the prioritization of projects across all college campus locations. 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 multiple campus locations, SPSCC’s overarching Master Plan goal is to establish a strong presence to making education accessible where the community needs it. Similar to the sharing of Mission, Vision and Values, creating synchronous Master Plan goals helps to unify the college campuses as a single entity. Throughout the process, SPSCC committed to the following goals in the unified Master Plan:

- 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 a new academic facility to replace Building 26.

SPSCC recently completed the full renovation of Building 3 on the Lacey Campus into the center for our Architecture, Engineering, and Construction Technology (AECT)
program with local funding. The 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 capital project at the Olympia 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 2019 for a new replacement instructional building on the Olympia Campus to be designed and constructed between 2023-25.

The history of South Puget Sound Community College has been dramatically enriched with the growth of our footprint within the community. Working in tandem, the Mottman, Lacey, Yelm, Tumwater, and Down-Town Olympia Campuses of SPSCC will be equipped to meet the diverse higher education needs of the entire South Sound region. This 2019 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.
ACKNOWLEDGMENTS

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2019 Campus Master Plan Update
SPSCC

2015 Campus Master Plan Update
McGranahan Architects

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

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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35 Natural Sciences
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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 370,697 by 2040, a 79% increase from 2000. (Source: OFM, January 2017 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

<table>
<thead>
<tr>
<th>Thurston County Population</th>
<th>% Growth</th>
<th>SPSCC Headcount (projected)</th>
<th>SPSCC Total FTE (projected)</th>
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<td>2013</td>
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<td>10,010 (actual)</td>
<td>4396 (actual)</td>
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<td>270,632</td>
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<td>13,659</td>
<td>5,998</td>
</tr>
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</table>

* Actual population per the U.S. Census Bureau

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

Note: Graph includes data interpolated from Office of Financial Management (OFM) population projections.
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 2018 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 12%. SBCTC’s 2018-2028 projections are based on Fall 2017 enrollment and participation rates. The participation rates are applied to the OFM/Census demographic projections for 2028 to get a 10 year enrollment projection.

Overall, SBCTC projects the state’s community & technical college system enrollment to grow 5.1% from 2018 to 2028. 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 2018 and 2028.

In 2017 SBCTC also released an updated Capital Analysis Model (CAM) for SPSCC, which projects current facility space available on campus will be at a 34% shortage in 10 years compared to projected 2026 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 201-23 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 2019 for a replacement building to address technology based program needs on the Mottman Campus to be designed and constructed between 2021-2025.
This 2019 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: Student Achievement

We prepare students for further education and employment.

- Goal 1: Increase student persistence
- Goal 2: Increase certificate and degree completion in transfer and workforce programs
- Goal 3: Increase job placement for workforce education students

Core Theme 2: Equity

Given the diversity of our changing community, we cultivate an environment that reduces barriers and removes equity gaps.

- Goal 1: Close equity gaps
- Goal 2: Increase the ethnic diversity of faculty, staff, and administrative/exempt employees

Core Theme 3: Learning and Engagement

We create accessible and enriching student experiences.

- Goal 1: Enhance General Education Competency
- Goal 2: Enhance quality student experiences and campus life activities
ACADEMIC PLAN

Academic Plan Guiding Principles
The College has established the following principles to guide academic planning decisions:

- One college in multiple 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 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.
5 Master Plan
Goals & Recommendations
5 Master Plan Goals & Recommendations

1. Communicate a strong message of making education accessible.
2. Develop signature programs in partnership with local government and community organizations to strategically respond to the economic development and training needs of the 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 in our newly renovated 40,000 SF facility.
7. Form ongoing partnerships with other institutions and local businesses.

Goal #1: Communicate a strong message of “one college in multiple locations”.

Recommendations:
- Develop a consistent SPSCC brand package that includes clear signage and wayfinding consistent across all campuses.
- Adhere to consistent design practices outlined in the Master Plan Design Guidelines at all 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:
- Expand the Science and Health programs to improve space utilizations and program capability with Science Labs, open Computer Labs, and a Student Health Center.
- Develop and foster entrepreneurship programs in partnership with the US Small Business Administration, Thurston County Economic Development Council and the Washington Center for Women in Business.
- Reinforce Lacey as a regional Entrepreneurial Center by providing programs dedicated to business and technology programs.
- Establish the Lacey Campus as a campus to stimulate development of related programs and respond to the growing needs of the local business, manufacturing and construction industries.
- Acquire additional parcels adjacent to the Lacey Campus site to increase development capacity, visibility, flexibility and parking.
Goal #3: Facilitate students’ ability to earn an AA degree at a single campus location

Recommendations:

- Renovate or replace Building 32 (former Horticulture Building) to consolidate ill-served programs into one building, enhancing student success.
- Evaluate adding a Science Lab, such as a Composites and Material Sciences which could operate in conjunction with the Architecture, Engineering, and Construction Technology (AECT) programs.

Goal #4: Improve student access to comprehensive services.

Recommendations:

- 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:

- Create new and improve existing pedestrian paths for exercise and safe movement between parking and buildings, including the addition of a dedicated pedestrian bridge along Dr. Nels Hanson Way North.
- Utilize local athletic and recreational space to adequately support Lacey Campus fitness programs.

Goal #6: Strengthen pedestrian pathways throughout campus.

Recommendations:

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

- Create Community Health Partnerships to help support improvements to the Allied Health programs.
- Partner with the Thurston County Economic Development Council.
- Capitalize on the college’s northeastern Thurston County location to connect with Joint Base Lewis-McChord (JBLM).
- Offer training opportunities to area veterans through partnerships with the City of Lacey and the Department of Veterans Affairs.
- Create partnerships with local organizations to provide athletic and recreational space for students.

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6 Implementation Plan
Implementation Plan

Implementation of recommendations for our campuses are planned to be phased over a 20-year period, with close coordination of proposed projects and program shifts between the campuses. The college intends to submit its next Major Capital Project Request for a replacement facility at the Mottman Campus.

To ensure that all 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 2019-21 biennium after the Foundation is moved from Building 25 into the fourth floor of the Angela Bowen Center.

Campus Signage and Wayfinding

The experience of new students and community members arriving to campus has been enhanced with more comprehensive signage. The signage strengthens the college’s brand and facilitates the uniting all campuses as a single, cohesive institution. Additional signage improvements will continue to improve on issues such as finding parking building and program destinations as well as unifying the college branding across campus locations.

Building 32 - Natural Sciences (former Horticulture)

The building which formerly housed the no longer offered Horticulture program is currently serving programs it was not designed for. As such, the programs make due with disjointed teaching and learning spaces. There are no collaboration spaces and building circulation is through a single point of entry creating pedestrian conflicts with students entering and exiting from four program spaces funneled into one narrow corridor. The building needs to be completely renovated or replaced to accommodate functionally desirable classrooms and labs.

Buildings 31 - Gymnasium & Building 33 - Developmental Education Center

Renovation and addition to the current athletic Building 31 is being executed in the 2019-21 biennium as a Health & Wellness Center. The new facility adds approximately 20,000 SF to the existing space requiring the removal of building 33.

The Developmental Education Center in Building 33 has been moved into Building 28.
Building 16 - Automotive, Welding and Central Services

The welding wing of Building 16 currently has lighting and HVAC deficiencies and has been funded in the 2019-21 biennium for program improvements.

Building 34 - Technical Education Center & Dental Clinic

As health-related programs such as Nursing and Medical Assisting are relocated to the Angela Bowen Center, program space improvements can be incorporated into Building 34. Programs that will benefit from these improvements include Science, Health, and Wellness related programs such as Dental Assisting, Nutrition, Physical Therapy, and prerequisite classes including Biology, Math, English, Anatomy, and Physiology that are currently in need of co-located and improved programming space. When the Information and Communication Technology (ICT) programs are relocated to a new replacement building, the Science, Health, and Wellness program needs can be addressed even further.

Building 26 - Lecture Hall

Master planning for the Mottman Campus includes the demolition of Building 26 and its replacement with a larger facility that could house Technology-based programs such as Cyber Security and Network Administration, Computer Programming, and Office Technology. Potential expansion area to the south of the existing building footprint is indicated on the 20-year master plan. A relatively high FCS score supports replacing this outdated facility with a Major Capital Funding Request (Project Request Report) which will be submitted for the 2021-23 biennium.

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.

**Long-Range Plans**

Projects into the 20 Year Capital Planning include a replacement project for the Maintenance and Facilities Buildings and the conversion of Greenhouses into a Complementary and Alternative Medicine (CAM) 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.

**LACEY CAMPUS**

**Building 1 - Entrepreneurial Center**

SPCC 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 the center for Advanced Manufacturing Technology, Architecture, Engineering, and Construction Technology, 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.

Building 3 has been completely modernized, which now includes an advanced manufacturing facility along with classrooms for AutoCad, general purpose computer labs and classrooms. A Composites and Material Science Lab could be added to the campus to create a strong link between the Technology and Manufacturing programs, accurately reflecting current manufacturing careers.

**Building 4 Site**
Building 4 has been demolished and will be the temporary site for Tenants of Building 2 during the Building 2 renovation.

**Building 5 Site**
Building 5 has been completely abated of all hazardous materials and has been prioritized for demolition.
## SPSCC Campus Master Plan

### Implementation Plan

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<th>Project</th>
<th>10-Year Capital Plan</th>
<th>20-Year Capital Plan</th>
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<td>TBD Complementary and Alternative Medicine (CAM) Program</td>
<td>Pending Federal Legislation</td>
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### Matrix Key

- **PD/D**: Pre-Design/Design
- **D/C**: Design/Construction
- **M**: Mottman Campus
- **L**: Lacey Campus
- **ABC**: Angela Bowen Center
SPSCC MOTTMAN CAMPUS - EXISTING CONDITIONS
SOUTH PUGET SOUND COMMUNITY COLLEGE
SEPTEMBER 2015
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7 Development Guidelines

South Puget Sound Community College intends to apply consistent standards of development to all campus locations, 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 all 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 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.
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.
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 charrettes 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.
8 Appendix

a SPSCC Values
b SPSCC Key Facts - 2019-20
c 2019 Facility Condition Survey - Exit Report
d SBCTC 10-Year Enrollment Growth Projections List 2018-2028
e SBCTC 2017 Capital Analysis Model (CAM) for SPSCC
South Puget Sound Community College Values

VALUES:

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

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 respectful, open, and safe communication.

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, businesses, and organizations.

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.

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.

Committed to Diversity:

South Puget Sound Community College is a learning community that embodies social justice, equity and inclusion. SPSCC seeks to empower students, faculty and staff to fully participate in a society of increasingly diverse identities and experiences. SPSCC actively works to eliminate all forms of discrimination and provide an education that reflects the diversity of our community and a deeper understanding of the dynamics of power and privilege that perpetuate inequity and inequality.
### Key Facts (Data from 2019-2020 Academic Year. Reflects Headcount unless otherwise noted.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrollments</th>
<th>Studenr Profile — State-Funded</th>
<th>Attendance</th>
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</thead>
<tbody>
<tr>
<td>Year Founded</td>
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<td></td>
<td></td>
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<tr>
<td>Service Area</td>
<td>Thurston County</td>
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<td></td>
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<tr>
<td>Legislative Districts</td>
<td>2, 20, 22, 35</td>
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<td></td>
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<tr>
<td>Highest Enrolled Programs</td>
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</tr>
<tr>
<td>• Associate in Arts—Direct Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Associate in Pre-Nursing—Direct Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Associate in Business—Direct Transfer</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Associate in Science—Direct Transfer</td>
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<tr>
<td>• Associate in Biology</td>
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<td></td>
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<tr>
<td>• Associate in Science—Direct Transfer</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Headcount (all sources): 9,867</td>
<td>Headcount (state-funded): 6,382</td>
<td>9% basic skills</td>
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<td></td>
<td>FTES (all sources): 4,633</td>
<td>FTES (state-funded): 3,224</td>
<td>4% other</td>
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<tr>
<td>Students in Selected Programs</td>
<td>I-BEST: 211</td>
<td>41% workforce education</td>
<td>53% full-time</td>
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<td>International: 128</td>
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<td>47% part-time</td>
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<td>Running Start: 1,418</td>
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<td>Worker Retraining: 226</td>
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<td>Race/Ethnicity*</td>
<td>Arab, Indian/Alaska Native: 5%</td>
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<td></td>
<td>Asian: 12%</td>
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<td></td>
<td>Black/African American: 8%</td>
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<td>Pacific Islander: 3%</td>
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<td>Other race: 1%</td>
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<td>White: 75%</td>
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<td>Gender</td>
<td>Female: 59%</td>
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<tr>
<td></td>
<td>Male: 41%</td>
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<td></td>
</tr>
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</table>

### Points of Interest

**SPSCC Feeds the Workforce**

For students who are ready to get out into the workforce quickly, our technical certificate and degree programs can be the perfect path.

SPSCC’s Workforce Transitions programs provide financial support to help connect students with a path into a high-demand, high-wage career, right here in Thurston County and beyond. These programs can support:

- Professional-technical training (over 30 degrees and certificates available)
- Job skills training — specific skills needed to gain employment
- Pre-college skills (diploma, GED®, basic skills or ESL) to prepare for career training

**Direct Transfer and Articulation Agreements**

For students looking to transfer to a four-year college or university and beyond, SPSCC offers Direct Transfer Agreements in many areas to ensure students take the classes needed to move into a four-year program. The Associate in Arts (AA), Associate in Business, Early Childhood Education Associate in Arts, Associate in Pre-Nursing and Associate in Science (AS) degrees (Tracks 1 & 2) are intended to transfer to four-year universities in Washington state. SPSCC graduates also have a direct path to bachelor’s degrees at international universities in Australia, England, France, Ireland and New Zealand in areas of anthropology, art, biology, business, history, humanities, philosophy, politics and social science.

**Online and Hybrid Learning**

In 2019, SPSCC launched Online and Evening Studies with 14 programs and degrees designed to be taken online, during the evening and on weekends. This provided opportunities for students to advance their education and career on their own schedule. Having solid online instruction methods in place when COVID-19 hit set up SPSCC’s faculty and administration to quickly transition to online, virtual and hybrid learning. SPSCC continues to provide options for students to be successful with online, virtual and hybrid classes.
The Facility Condition Survey site visit has been completed. The following information was provided at the conclusion of the site visit. Please review this summary report and submit any comments or questions to the State Board. The final report will be published at a later time and will include significantly more detail.

### Overview of building score changes

<table>
<thead>
<tr>
<th>Main Campus (240A)</th>
<th>Prev Score</th>
<th>New Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance Warehouse (240-15)</td>
<td>229</td>
<td>220</td>
</tr>
<tr>
<td>Natural Science (240-35)</td>
<td>159</td>
<td>165</td>
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<tr>
<td>Gymnasium (240-31)</td>
<td>238</td>
<td>238</td>
</tr>
<tr>
<td>Maintenance Shop (240-14)</td>
<td>211</td>
<td>219</td>
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<tr>
<td>Center For The Arts (240-21)</td>
<td>196</td>
<td>188</td>
</tr>
<tr>
<td>Automotive, Welding &amp; Central Services (240-16)</td>
<td>146</td>
<td>152</td>
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<tr>
<td>Maintenance Stores (240-13)</td>
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<td>392</td>
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<tr>
<td>Anthropology, Cad, Geomatics (240-23)</td>
<td>170</td>
<td>164</td>
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<tr>
<td>Greenhouse (240-36)</td>
<td>181</td>
<td>192</td>
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<tr>
<td>Technical Education Ctr (240-34)</td>
<td>202</td>
<td>210</td>
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<tr>
<td>Family Education Center (240-20)</td>
<td>224</td>
<td>216</td>
</tr>
<tr>
<td>Hoop House (240-36A)</td>
<td>325</td>
<td>316</td>
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<td>Greenhouse (240-30)</td>
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<td>Potting Shed (240-29)</td>
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<td>Lecture Hall (240-26)</td>
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<td>Administrative Services (240-25)</td>
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<td>Center For Student Success (240-22)</td>
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<td>Developmental Ed Center (240-33)</td>
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<td>Classroom Building (240-32)</td>
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<td>243</td>
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<td>Student Union Bldg (240-27)</td>
<td>224</td>
<td>234</td>
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<td>Transitions Studies (240-28)</td>
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<td>204</td>
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<table>
<thead>
<tr>
<th>Lacey (240B)</th>
<th>Prev Score</th>
<th>New Score</th>
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<tbody>
<tr>
<td>Building Four (240-L4)</td>
<td>486</td>
<td>486</td>
</tr>
<tr>
<td>Building Five (240-L5)</td>
<td>499</td>
<td>499</td>
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<tr>
<td>Building Three (240-L3)</td>
<td>363</td>
<td>203</td>
</tr>
<tr>
<td>Building One (240-L1)</td>
<td>152</td>
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</table>
146 - 175 = Superior
176 - 275 = Adequate
276 - 350 = Needs Improvement By Additional Maintenance
351 - 475 = Needs Improvement By Renovation
>475 = Replace or Renovate

**Overview of site score changes**

<table>
<thead>
<tr>
<th>College Site</th>
<th>Previous</th>
<th>New</th>
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<tbody>
<tr>
<td>Main Campus (240A)</td>
<td>93</td>
<td>83</td>
</tr>
<tr>
<td>Lacey (240B)</td>
<td>93</td>
<td>63</td>
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**Overview of deficiencies to be included in report**

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<th>Building</th>
<th>Action</th>
<th>Component</th>
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<tr>
<td>Site (240A)</td>
<td>Repair</td>
<td>Storm pond</td>
<td>54</td>
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<tr>
<td>Site (240A)</td>
<td>Repair</td>
<td>Pedestrian bridge supports</td>
<td>52</td>
</tr>
<tr>
<td>Site (240A)</td>
<td>Replace</td>
<td>Concrete sidewalk</td>
<td>60</td>
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<tr>
<td>Site (240A)</td>
<td>Replace</td>
<td>Gross motor soft surface</td>
<td>21</td>
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<tr>
<td>Center For The Arts (240-21)</td>
<td>Repair</td>
<td>Flooring (non carpet)</td>
<td>24</td>
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<tr>
<td>Technical Education Ctr (240-34)</td>
<td>Replace</td>
<td>Bathroom fixtures</td>
<td>28</td>
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<tr>
<td>Technical Education Ctr (240-34)</td>
<td>Replace</td>
<td>Heat pumps</td>
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<td>Lecture Hall (240-26)</td>
<td>Replace</td>
<td>Fixed seating</td>
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<tr>
<td>Multiple (240A)</td>
<td>Repair</td>
<td>Masonry exterior</td>
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<td>Center For Student Success (240-22)</td>
<td>Replace</td>
<td>Accordion wall</td>
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<td>Transitions Studies (240-28)</td>
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<td>Metal roofing</td>
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<td>Student Union Bldg (240-27)</td>
<td>Repair</td>
<td>Floor drain line</td>
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<tr>
<td>Student Union Bldg (240-27)</td>
<td>Replace</td>
<td>Boiler, pumps and controls</td>
<td>56</td>
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Preliminary for 2019-21 Project Requests
CAPITAL ANALYSIS MODEL (CAM) GENERATED SPACE
DirectLine inventory data April 2017
COLLEGE: South Puget Sound
TYPE: Community College

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<tr>
<th>All FTE *</th>
<th>FALL 2014</th>
<th>FALL 2024</th>
<th>Growth</th>
<th>Percent</th>
<th>FTE/Year</th>
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<tbody>
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<td>Academic</td>
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<td>2,883</td>
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<tr>
<td>Vocational</td>
<td>590</td>
<td>653</td>
<td>63</td>
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<td>Basic Skills/Dev Ed</td>
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<td>1,058</td>
<td>102</td>
<td>11%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4,150</strong></td>
<td><strong>4,594</strong></td>
<td><strong>444</strong></td>
<td><strong>11%</strong></td>
<td><strong>44</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type 1 FTE</th>
<th>FALL 2014</th>
<th>FALL 2024</th>
<th>Growth</th>
<th>Percent</th>
<th>FTE/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>1,663</td>
<td>1,841</td>
<td>178</td>
<td>11%</td>
<td>18</td>
</tr>
<tr>
<td>Vocational</td>
<td>324</td>
<td>358</td>
<td>34</td>
<td>11%</td>
<td>3</td>
</tr>
<tr>
<td>Basic Skills/Dev Ed</td>
<td>550</td>
<td>609</td>
<td>59</td>
<td>11%</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,536</strong></td>
<td><strong>2,808</strong></td>
<td><strong>272</strong></td>
<td><strong>11%</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type 2 FTE</th>
<th>FALL 2014</th>
<th>FALL 2024</th>
<th>Growth</th>
<th>Percent</th>
<th>FTE/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>2,178</td>
<td>2,411</td>
<td>233</td>
<td>11%</td>
<td>23</td>
</tr>
<tr>
<td>Vocational</td>
<td>377</td>
<td>418</td>
<td>41</td>
<td>11%</td>
<td>4</td>
</tr>
<tr>
<td>Basic Skills/Dev Ed</td>
<td>713</td>
<td>789</td>
<td>76</td>
<td>11%</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,267</strong></td>
<td><strong>3,618</strong></td>
<td><strong>351</strong></td>
<td><strong>11%</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

* 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 2019-21 Project Requests
### CAPITAL ANALYSIS MODEL (CAM) GENERATED SPACE

DirectLine inventory data April 2017

**COLLEGE:** South Puget Sound  
**TYPE:** Community College

<table>
<thead>
<tr>
<th>TYPE OF SPACE</th>
<th>FAE CODING</th>
<th>FTE TYPE</th>
<th>2016 SPACE AVAILABLE</th>
<th>COMMITTED CHANGES 2016-26</th>
<th>2026 SPACE AVAILABLE</th>
<th>2026 CAM ALLOWANCE</th>
<th>2019-21 SPACE DEFICITS</th>
<th>SHORTEAGE AS % OF 2019-21 CAM ALLOWANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN. CLASSROOM</td>
<td>A1</td>
<td>1</td>
<td>79,393</td>
<td>79,393</td>
<td>25,513</td>
<td>0</td>
<td>53,880</td>
<td>0%</td>
</tr>
<tr>
<td>BASIC SKILLS LABS (open)</td>
<td>A2</td>
<td>2</td>
<td>51,850</td>
<td>51,850</td>
<td>21,776</td>
<td>0</td>
<td>30,074</td>
<td>0%</td>
</tr>
<tr>
<td>SCIENCE LABS.</td>
<td>B1</td>
<td>1</td>
<td>6,131</td>
<td>6,131</td>
<td>17,490</td>
<td>11,359</td>
<td>0</td>
<td>65%</td>
</tr>
<tr>
<td>COMPUTER LABS. (open)</td>
<td>B2,B4,B5</td>
<td>2</td>
<td>7,247</td>
<td>7,247</td>
<td>23,146</td>
<td>15,899</td>
<td>0</td>
<td>69%</td>
</tr>
<tr>
<td>ART</td>
<td>C1</td>
<td>2</td>
<td>5,043</td>
<td>5,043</td>
<td>6,000</td>
<td>957</td>
<td>0</td>
<td>16%</td>
</tr>
<tr>
<td>MUSIC</td>
<td>C2</td>
<td>2</td>
<td>5,319</td>
<td>5,319</td>
<td>4,000</td>
<td>1,319</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DRAMA</td>
<td>C3</td>
<td>2</td>
<td>3,521</td>
<td>3,521</td>
<td>5,000</td>
<td>1,479</td>
<td>0</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Subtotal Instruction</strong></td>
<td></td>
<td></td>
<td>158,504</td>
<td>0</td>
<td>158,504</td>
<td>102,925</td>
<td>29,693</td>
<td>85,272</td>
</tr>
<tr>
<td>AUDITORIUM</td>
<td>C4</td>
<td>2</td>
<td>18,120</td>
<td>18,120</td>
<td>9,000</td>
<td>0</td>
<td>9,120</td>
<td>0%</td>
</tr>
<tr>
<td>LIBRARY/LRC</td>
<td>E1</td>
<td>2</td>
<td>37,396</td>
<td>37,396</td>
<td>49,071</td>
<td>11,675</td>
<td>0</td>
<td>24%</td>
</tr>
<tr>
<td>PHYS. EDUCATION</td>
<td>H3</td>
<td>2</td>
<td>23,528</td>
<td>23,528</td>
<td>32,110</td>
<td>8,582</td>
<td>0</td>
<td>27%</td>
</tr>
<tr>
<td>FACULTY OFFICE</td>
<td>F1</td>
<td>2</td>
<td>22,778</td>
<td>22,778</td>
<td>30,434</td>
<td>7,656</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Subtotal Instructional Support</strong></td>
<td></td>
<td></td>
<td>101,822</td>
<td>0</td>
<td>101,822</td>
<td>120,616</td>
<td>27,914</td>
<td>9,120</td>
</tr>
<tr>
<td><strong>Total Instructional Space</strong></td>
<td></td>
<td></td>
<td>260,326</td>
<td>0</td>
<td>260,326</td>
<td>223,540</td>
<td>57,607</td>
<td>94,392</td>
</tr>
<tr>
<td>ADMIN./STU.SERV.</td>
<td>G1,G2</td>
<td>2</td>
<td>19,255</td>
<td>19,255</td>
<td>27,057</td>
<td>7,802</td>
<td>0</td>
<td>29%</td>
</tr>
<tr>
<td>STU.CTR. &amp; RELATED</td>
<td>H1,H2</td>
<td>2</td>
<td>10,421</td>
<td>10,421</td>
<td>40,356</td>
<td>29,935</td>
<td>0</td>
<td>74%</td>
</tr>
<tr>
<td>C.STORES/MAINT.</td>
<td>I1</td>
<td>2</td>
<td>5,106</td>
<td>5,106</td>
<td>19,839</td>
<td>14,733</td>
<td>0</td>
<td>74%</td>
</tr>
<tr>
<td>CHILD CARE</td>
<td>H4</td>
<td>2</td>
<td>12,009</td>
<td>12,009</td>
<td>12,301</td>
<td>292</td>
<td>0</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Subtotal Student Service/Other</strong></td>
<td></td>
<td></td>
<td>46,791</td>
<td>0</td>
<td>46,791</td>
<td>99,553</td>
<td>52,762</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL CAM SPACE</strong></td>
<td></td>
<td></td>
<td>307,117</td>
<td>0</td>
<td>307,117</td>
<td>323,094</td>
<td>110,369</td>
<td>94,392</td>
</tr>
</tbody>
</table>

TOTAL ASSIGNED  
CAM/TOT. ASSIGN.  

879,640  
35%