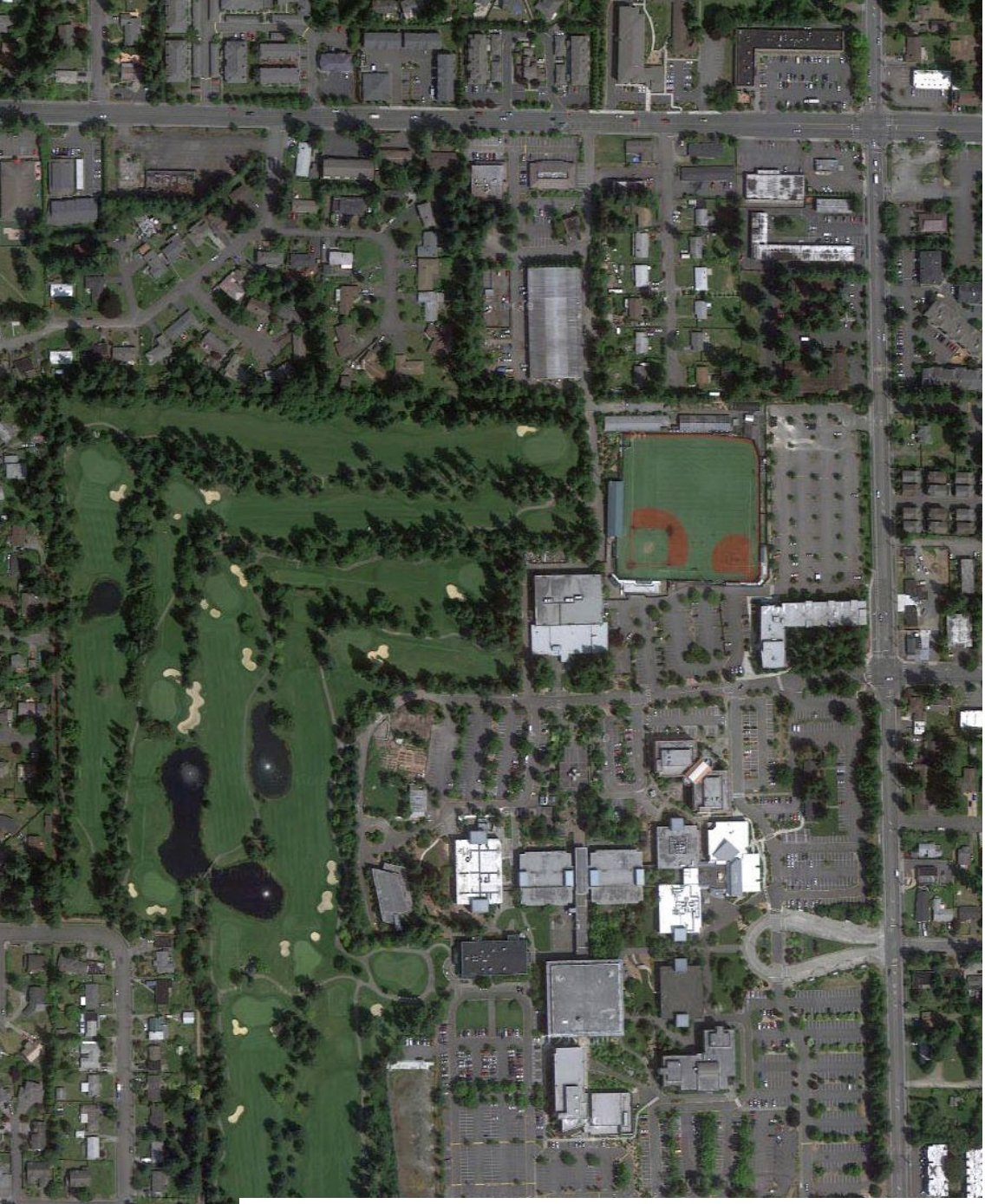

Facilities Master Plan

EDMONDS COMMUNITY COLLEGE

schacht | aslani architects

22 January 2016
Washington State Board of Community and Technical Colleges
Project No. 2014-080 A (1)

Facilities Master Plan

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EDMONDS COMMUNITY COLLEGE

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Dr. Jean Hernandez

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Elliot Stern	Dean, STEM Division
Melissa Tomlinson Newell	Instructor for Art Department, Humanities Social Sciences Divisions
Rachel Wade	Instructor for Physics Department, Humanities Social Sciences Divisions

Academic Planning Steering Committee Role:
In collaboration with the planning consultant, evaluate information generated by building committee for the purpose of refining the recommendations to the President.

FACILITIES MASTER PLANNING STEERING COMMITTEE

Kevin McKay	Vice President for Finance and Operations
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Sandra Arnold	Director, Early Childhood Education Division
Karen Townsend	Director, Social & Human Services Division
Pat Averbeck	Director, Mathematics & Sciences Division
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Cima Malek-Aslani, Principal-in-Charge
Walter Schacht, Principal
Matthew Swope, Associate

CIVIL ENGINEERING | Reid Middleton
Hugh Kuyper, Director Civil Projects Group
Jeff Jenks, Project Engineer

LANDSCAPE DESIGN | Murase Associates
Mark Tilbe, Principal
Meredith Sessions

MECHANICAL ENGINEERING | Mazzetti
Chris Johnson, Project Manager

ELECTRICAL & TELECOMMUNICATIONS ENGINEERING | Tres West Engineers
Charles Li, Senior Principal

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1 EXECUTIVE SUMMARY

1.1 INTRODUCTION

Edmonds Community College (EdCC) was founded in 1967 on a 52-acre site formerly occupied by the U.S. Army.

The college offers a variety of academic and technical degrees, certificates and continuing education programs. Through a partnership with Central Washington University since 1975, a number of bachelor's degrees and one master's program are offered on the EdCC campus.

The EdCC Facilities Master Plan creates a framework for growth and development that supports the mission and vision of the institution. It responds to the college's Strategic Plan and related Academic Initiatives which include Strengthening Partnerships, Enhancing Educational Delivery, Focusing Learning Signature, Serving Diverse Students, and Supporting Innovation.

1.2 EXISTING CAMPUS

EdCC is located between the cities of Lynnwood and Edmonds in a growing area of southwest Snohomish County. The campus is divided into three distinct zones: the central campus core, the north campus complex, and the northeast campus complex. The campus core is the heart of EdCC where the first five buildings were built between 1967 and 1976. After the first period of construction in the 1970's, the next seven academic buildings were constructed between 1989 and 2007. All of these buildings are regarded by the State Board for Community and Technical Colleges as being in adequate to good condition and will not be eligible for renovation or replacement in next ten years.

While there is generally sufficient amounts of academic space on campus, poor adjacencies impact their current and long term functionality. Student Services are spread throughout campus, are not adjacent to visitor parking and are hard to find. The library on the third and fourth floors of Lynnwood Hall is also hard to find. The college lacks a clear front door for vehicles as well as clear visual connections through the campus core for pedestrians making wayfinding for vehicles and pedestrians difficult.

1.3 DEVELOPMENT PLAN

The Facilities Master Plan presents development plans for the campus over two major phases; the 10-Year Development Plan and the Long-Range Development Plan. The following are master planning themes that guided the development of this Facilities Master Plan.

IMPROVE CAMPUS ACCESS, ORIENTATION, AND WAYFINDING

Visitor and student parking should be easily accessible from the campus front door. The parking layout is to be improved to provide better vehicular flow. Pedestrian circulation on campus will be improved by creating a primary path with clear visual access through campus to enable people to see major destinations.

Figure 1-1 10-Year Campus Development Plan - Facilities and Site

COLOR LEGEND


EXISTING BUILDING


BUILDING RENOVATION


BUILDING ADDITION

BUILDING/SITE KEY

1. Mountlake Terrace Hall
2. Lynnwood Hall
3. Central Utility Plant
4. Brier Hall
5. Seaview Gymnasium
6. Meadowdale Hall
7. Alderwood Hall
8. Woodway Hall
9. Snohomish Hall
10. Mill Creek Hall
11. Snoqualmie Hall
12. Center for Families
13. Mukilteo Hall
14. Relocatable Building
15. Rainier Place
29. Transit Center *(relocated)*
30. Edmonds School District

NEW DEVELOPMENT KEY

A. Science, Engineering & Technology (SET) Building *(to be completed in 2017)*
B. Campus spine development
C. Improved outdoor space
D. Improved parking
E. Brier Hall partial renovation
F. Brier Hall infill addition
G. Seaview Gymnasium renovation
H. Seaview Gymnasium addition
J. Potential Academic Building

IMPROVE FUNCTIONAL ADJACENCIES

There will be gains in program and staff spaces after the Science, Engineering and Technology Building (SET) is complete that will allow for the repurposing of spaces in a number of campus buildings. The realignment of spaces should support better functional adjacencies and wayfinding for key student support functions such as student services and the Library. Functional adjacencies that enable better integration between IT staff and computer labs will improve staff function and students' access to computer labs.

IMPROVE SPACE UTILIZATION

EdCC has more than enough classrooms per the State's 2017- 2019 Capital Analysis Model (CAM). Additional improvements in scheduling procedures, combined with added classrooms in the SET Building, should enable EdCC to repurpose some of the small, less functional classrooms to get better use of its existing square footage.

IMPROVE THE CAMPUS EXPERIENCE FOR STUDENTS

The student center and gymnasium are undersized per the CAM. Expanding dedicated student spaces such as the Triton Student Center and the Seaview Gymnasium will improve the campus experience for students and encourage them to stay on campus. Improving and adding informal study spaces throughout campus will foster student engagement for learning as well as social activities.

IMPROVE IT INFRASTRUCTURE

A robust IT infrastructure with wireless access is critical to EdCC's ability to adapt to future changes. Wireless access will allow classrooms to become computer labs with portable rechargeable laptops. Software that can be accessed from the Cloud provides even more flexibility for computer class labs.

1.3.1 10-YEAR SITE DEVELOPMENT PLAN FOR CAMPUS

Improving campus access, orientation and wayfinding will be accomplished by improving campus open space and addressing deficiencies related to pedestrian and vehicular access.

IMPROVE ENTRACE TO CAMPUS

Creating a clear front entry to campus, supported by easy to find visitor parking, is the first step in improving campus vehicular and pedestrian circulation.

IMPROVE VEHICULAR CIRCULATION

Moving the transit center is critical for improving vehicular circulation and access to parking. It would enable the reconfiguration of both vehicular and transit circulation to allow students to browse the parking more effectively and transit to operate more efficiently.

IMPROVE CAMPUS PEDISTRIAN CIRCULATION

Removing vegetation and bridges that block views through campus would facilitate the construction of a clear pedestrian path that would serve as a "Main Street" for the campus.

1.3.2 10-YEAR DEVELOPMENT PLAN FOR FACILITIES

The focus of the 10-Year Plan is to improve space in existing buildings and IT infrastructure in the campus core. There are opportunities for enhancing welcoming to the campus for first time students as well as for the community.

INSTRUCTIONAL SPACE

Focusing on upgrading classrooms that are 1,000-2,000 SF with contemporary instructional technology and wireless capabilities will provide flexible and adaptable learning environments. Such upgrades to existing classrooms will provide the needed flexibility to address the college's evolving academic plan and to take advantage of potential partnerships with industry.

STUDENT SERVICES IN SNOHOMISH HALL AND ALDERWOOD HALL

Consolidating student enrollment services in Snohomish Hall will enable the college to improve service to students in the first critical steps of enrolling at EdCC. Welcome Center functions are to be combined with student enrollment services on the first floor of Snohomish Hall. Space in adjacent Alderwood Hall vacated by faculty after the SET Building is complete will be repurposed for the specialized student support services that are accessed after completing the basic enrollment steps.

LYNNWOOD HALL

The library is also undersized per the 2017-19 CAM. Moving student services from the second floor of Lynnwood Hall to Alderwood Hall would allow the Library to expand into the second floor of Lynnwood. The space on ground floor vacated by student services is to be repurposed for computer class labs and IT support staff. Adjacent IT staff can monitor open lab use and the Help Desk can be located in proximity to the computer labs instead of in the basement.

TRITON STUDENT CENTER IN BRIER HALL

The 2017-19 CAM for EdCC notes a space shortage for student center and related spaces. Adding additional space to the Triton Student Center is possible after the completion of the SET Building. When Chemistry and Physics labs move out of Brier Hall into the SET Building, the vacated space can be repurposed for Student Center use. In conjunction with repurposed space, two courtyards could be infilled to provide more contiguous Student Center space.

SEAVIEW GYMNASIUM

Seaview Gymnasium is to be expanded to provide a Fitness Center with weight and fitness equipment that could be used by non-athletes. Seaview Gymnasium will need to be renovated in conjunction with adding new space.

FACULTY AND STAFF SPACE

Small or underutilized classrooms will be repurposed for faculty and staff use to alleviate shortages outlined in the 2017-19 CAM. Mountlake Terrace Hall will have available space on the first floor after student services move to Snohomish and Alderwood Halls. This space is in the center of campus, near classrooms, and is ideal for the faculty development space identified in the Needs Analysis. EdCC has a strong program for securing grants for new educational programs. Designated flexible space for future staff supported by grants could be also located in Mountlake Terrace Hall.

1.3.3 LONG RANGE DEVELOPMENT PLAN

While the 10-Year Plan focuses on improving space within existing buildings in the campus core, the Long Range Plan proposes locations for new buildings that may be needed to accommodate growth of the campus. Two potential sites for new buildings have been identified: one west of Rainier Place and another south of Woodway Hall. Both of these sites are presently occupied by parking. These sites close to the center of the campus core maintain the walkability of the EdCC campus.

Lynnwood Hall is one of the oldest and largest buildings on the EdCC campus. It will need to be renovated. In the context of a comprehensive renovation that addresses seismic upgrades the covered outdoor space around the ground and second floors can be converted to interior space. This expansion would add space in the center of the campus core.

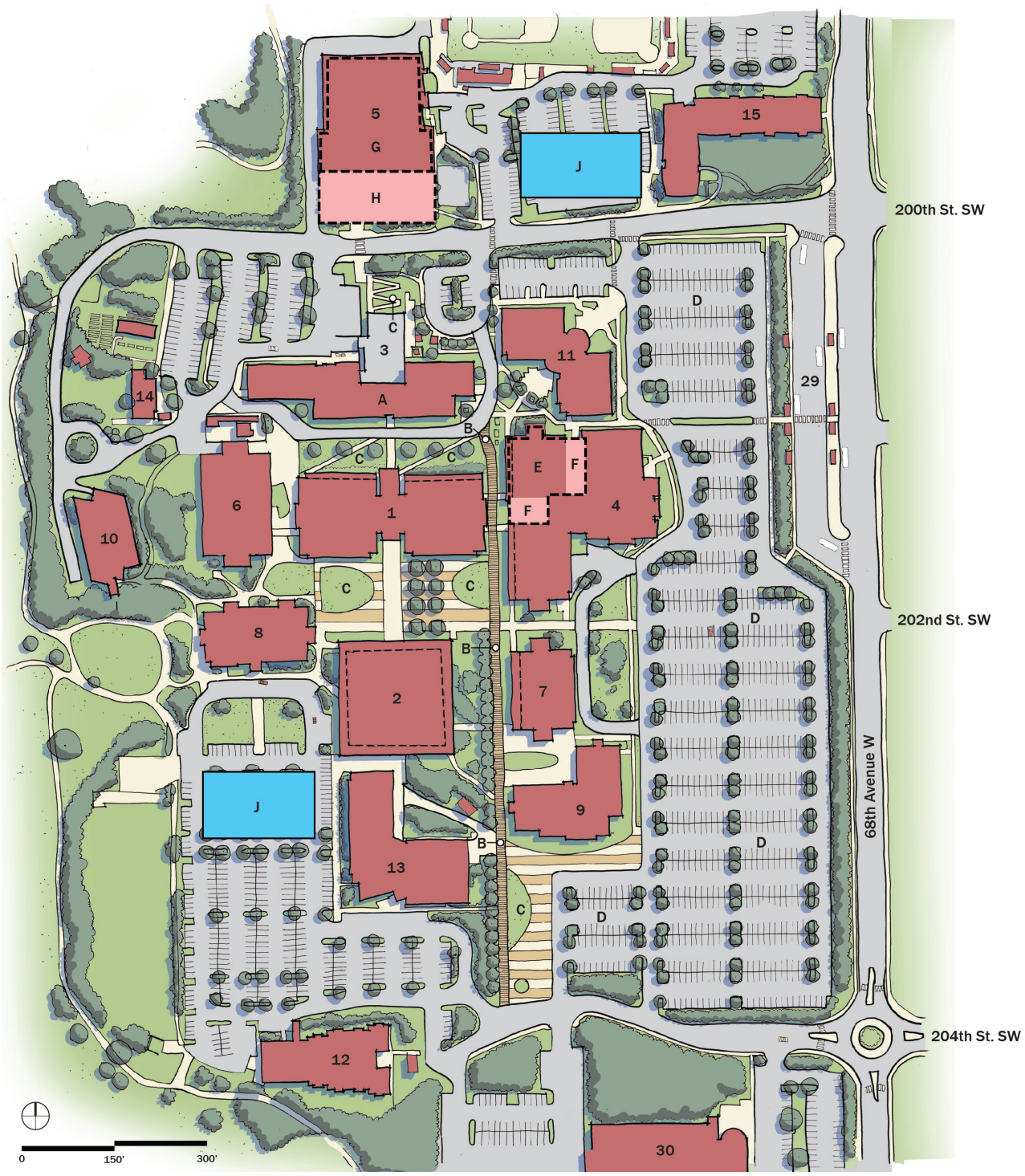

Figure 1-2 Long Range Campus Development Plan

COLOR LEGEND


EXISTING BUILDING


BUILDING RENOVATION


BUILDING ADDITION


FUTURE BUILDING

BUILDING/SITE KEY

1. Mountlake Terrace Hall
2. Lynnwood Hall
3. Central Utility Plant
4. Brier Hall
5. Seaview Gymnasium
6. Meadowdale Hall
7. Alderwood Hall
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9. Snohomish Hall
10. Mill Creek Hall
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F. Brier Hall infill addition
G. Seaview Gymnasium renovation
H. Seaview Gymnasium addition
J. Potential Academic Building

2 STRATEGIC INITIATIVES

2.1 MISSION AND VISION

Edmonds Community College's mission and vision represent the values and goals of the institution:

MISSION

Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning.

VISION

Transforming lives through exemplary, nationally recognized educational and career pathways.

2.2 CORE THEMES AND STRATEGIC PLAN

STRENGTHEN OUR DIVERSE COMMUNITY

Edmonds Community College provides programs, resources, services, and learning environments, which reflect and strengthen individuals and groups in our diverse global community.

PROVIDE EDUCATIONAL OPPORTUNITIES

Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.

HELP STUDENTS ACCESS CAREER OPPORTUNITIES

Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.

SUPPORT STUDENT SUCCESS

Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.

ENCOURAGE INNOVATION, SERVICE, AND LIFELONG LEARNING

Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.

2.3 ACADEMIC INITIATIVES

The EdCC academic planning steering committee conducted a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis as a step in its academic plan development. The purpose of the SWOT was to develop a small set of high-priority academic initiatives for EdCC over the next ten years that would guide the development of its Facilities Master Plan. The

Planning Team, composed of representatives of EdCC faculty, staff, administration and the community served by the College, was engaged in this process. The high-priority academic initiatives with implications for the 10-Year Facilities Master Plan are noted as follows in order of priority.

Strengthening Partnerships Strengthen partnerships outside the college community and with related educational programs to leverage resources and improve career pathways between certificate, associate degree, and 4-year degrees.

Enhancing Educational Delivery Enhance educational program and service delivery to effectively utilize emerging learning methods to address current and long term workforce needs. Support e-learning, competency-based learning, and workforce education.

Focusing Learning Signature Focus EdCC's learning signature to communicate the desired image and uniqueness of its educational programs and services in response to student and community needs in relationship to other educational providers.

Serving Diverse Students Improve EdCC's outreach and effectiveness in serving diverse groups of students including age, gender, disabilities, culture, language, economic status, location, time of availability, and learning style.

Supporting Innovation Support and demonstrate innovation in all aspects of EdCC's operation to ensure student and community success.

These Academic Initiatives are closely related to EdCC's Core Themes and Strategic Plan. While the above list places the initiatives in priority order, the following chart correlates the academic initiatives with the Strategic Plan and with the Implications for the 10-Year Facilities Master Plan.

Strategic Plan	Implication for Facility Master Plan
STRENGTHEN OUR DIVERSE COMMUNITY Edmonds Community College provides programs, resources, services, and learning environments, which reflect and strengthen individuals and groups in our diverse global community. ACADEMIC INITIATIVE Improve EdCC's outreach and effectiveness in serving diverse groups of students including age, gender, disabilities, culture, language, economic status, location, time of availability, and learning style.	• Improve campus access, orientation & wayfinding • Provide multi-lingual signage • Enhance access to public transportation • Create a clear, common front door to campus that enables first time students to find student services • Develop gathering spaces that encourage interchange among diverse students • Implement Student Center improvements to enhance Student Life • Upgrade the gym to provide a better point of connection between all students

Strategic Plan	Implication for Facility Master Plan
PROVIDE EDUCATIONAL OPPORTUNITIES Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals. **ACADEMIC INITIATIVE** Enhance educational program and service delivery to effectively utilize emerging learning methods to address current and long term workforce needs.	• Equally accommodate on-line and face-to-face learning by providing support services and access to technology networks and computers • Provide a variety of spaces for different learning modalities including individual study, small group learning, large group learning, and active learning • Provide spaces that promote learning beyond the classroom • Improve access to Wi-Fi and computer labs to support hybrid and online classes
HELP STUDENTS ACCESS CAREER OPPORTUNITIES Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement. **ACADEMIC INITIATIVE** Strengthen partnerships outside the college community and related educational programs to leverage resources and improve career pathways between certificate, associate degree, and 4-year degrees.	• Connect campus & community • Increase space utilization of shared facilities between partners and the College • Improve IT infrastructure • Support partnerships through sharing facilities, on and off-campus • Enhance flexibility in facilities to accommodate partnership opportunities as they arise
SUPPORT STUDENT SUCCESS Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students. **ACADEMIC INITIATIVE** EdCC should develop its learning signature to communicate its uniqueness in educational programs and services in response to student and community needs.	• Enhance look and feel so more like a college • Invest in the core of campus • Enhance welcoming to the campus for students and community • Consolidate student services in relationship to enhanced welcoming • Improve parking capacity and vehicular flow so that students can get to class on time • Provide spaces that support extended learning times to accommodate students' varied schedules
ENCOURAGE INNOVATION, SERVICE, AND LIFELONG LEARNING Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning. **ACADEMIC INITIATIVE** Support and demonstrate innovation in all aspects of its operation and accountability to insure student and community success.	• Provide professional development space for faculty and staff • Develop facilities as a means to support innovation in educational programs and services • Provide flexible spaces to support faculty and staff that serve grants programs which are a source of innovation at EdCC

3 COLLEGE PROFILE

3.1 BACKGROUND

GENERAL INFORMATION

Edmonds Community College is governed by a five-member Board of Trustees appointed by the Governor and the Washington State Board of Community and Technical Colleges. The College is part of the Edmonds Community College district which primarily serves Snohomish County. Edmonds Community College is situated between the cities of Lynnwood and Edmonds on the south edge of the county.

Edmonds Community College offers a variety of academic and technical degrees, certificates and continuing education programs to meet the lifelong learning needs of the community. While the College serves a largely suburban population, a large international student presence represents nearly a quarter of the student population.

Edmonds Community College is committed to providing academic and technical programs tailored towards high demand professions in the region, ensuring students have success in the regional job market after graduation. Nearly half of students enrolled at the College are in academic transfer programs and the range of programs offered gives these students valuable opportunities for success beyond their time at Edmonds Community College. These transfer opportunities are strengthened by a partnership the College has had with Central Washington University since 1975, which currently provides eight bachelor's degrees and one master's program on the Edmonds Community College campus.

HISTORY

Established in 1967, Edmonds Community College originally leased spaced at Woodway High School, now named Edmonds Woodway High School, while its first buildings were being built on their 52-acre site. The campus site was acquired in 1967 when the U.S. Army declared its 100-acre property as surplus. The U.S. Army and the Alaska Communication System operated the Northwest Relay and Radio Receiving Station on the site beginning in 1930 to provide service to Alaska during World War II. The property was divided between the College, Edmonds School District, U.S. Post Office, and the City of Lynnwood for which 43 acres is leased to the city by the College for the municipal golf course west of the main campus.

The only remaining structures from the original U.S. Army installation are two duplex structures now called Glacier & Pilchuck Halls. Built in 1941, these buildings served the Army Relay Station and were the first buildings used by the College. These buildings are situated in the east parking lot and have been determined to be non-historic and are slated for demolition as part of the Science, Engineering & Technology (SET) Building to make way for needed additional parking.

The six core campus buildings were constructed between 1967 & 1976, Lynnwood Hall, Mountlake Terrace Hall, the Central Utility Plant, Seaview Gymnasium, Meadowdale Hall and Brier Hall. These original buildings are concrete structures ranging in height from one to four stories with the second floors linked by a series of elevated walkways and an underground utility tunnel system.

Over the next 40 years, an additional eleven buildings and Triton Field were constructed at the central campus including Rainier Place, a student housing building operated by EdCC. In 2002, the College began purchasing property to the north of the central campus along 196th Street and has since acquired four buildings in this area. In 2005, the College purchased a building, now Monroe Hall, northeast of the central campus on 196th Street and subsequently purchased the current Gateway

Hall in 2012 located south of Monroe. The College also purchased the corner property at 196th Street and 68th Avenue in 2014 and constructed an Edmonds Community College monument sign. At the time of this master plan, the College is negotiating the purchase of a third building, the Elks Lodge.

3.2 PREVIOUS MASTER PLANS

3.2.1 2002 CITY OF LYNNWOOD COLLEGE DISTRICT PLAN AND EDMONDS COMMUNITY COLLEGE MASTER PLAN

In 2002, NBBJ developed "The College District Plan" for the City of Lynnwood which included a brief master plan for Edmonds Community College. This was the first master plan for the College and it emphasized the redevelopment of the east parking lots in an effort to improve pedestrian access to the College off 68th Avenue West. This redevelopment proposal included two parking structures at the main vehicular entries to campus, one at the intersection of 200th Street SW and one at the intersection of 204th Street SW. This plan also proposed two buildings at the east edge of campus, one on either side of the transit center. These proposed developments along the east edge of campus appear to be a product of the College District zoning portion of this study which designates the east edge along 68th Avenue West as a mixed use zone.

The future extension of 204th Street SW from 68th Avenue West to Highway 99 was also noted in this plan. The City of Lynnwood began this road project June 2015 and completed this work including the roundabout addition at the intersection of 68th Avenue West and 204th Street SW in October 2015.

3.2.2 2005 MASTER PLAN

In 2005, a new comprehensive facilities master plan by Mithun replaced the brief study completed in 2002. Mithun worked with the faculty and students to draft a guide for the college to make decisions on future growth and change across the campus. They outlined five basic themes which included: cultivating a sense of community; making efficient & appropriate use of resources; ensuring an equitable match between programs & facilities; working towards a ‘green’ campus; and improving and enhancing the campus environment.

Like the previous plan, the ten-year plan focused immediate development on the east edge of campus along 68th Avenue, with a parking garage at the south end and a new Science Engineering & Technology building on the north end. These development moves were in response to the City’s mixed-use zoning along 68th Avenue. The master plan noted that retail and/or business functions could be incorporated into the proposed parking garage or in parking lots along the east edge. This plan also identified the now realized addition to Brier Hall and the Rainier Place student housing at the 200th Street and 68th Avenue intersection.

The 2005 long term master plan shows development radiating out from the core campus in an attempt to strengthen the connections to the Center for Families, Mill Creek Hall and Seaview Gymnasium. The plan also identifies additional development along 68th Avenue including a parking structure north of the student housing with potential retail at ground level. It is noted in this plan that if the Transit Center is moved or eliminated, the connection between campus and the community/ neighborhood could be strengthened.

During the predesign phase of the Science, Engineering & Technology (SET) building, Schacht Aslani Architects studied the project site identified by the 2005 master plan, along with other potential sites on campus. It was determined that the site near the intersection of 200th Street and 68th Avenue did not suit the function of the building and did not contribute to the further development of the core campus. The SET building will be located at the south end of the Central Utility Plant, creating a courtyard between this building and Mountlake Terrace Hall, and incorporating the building into the campus core.

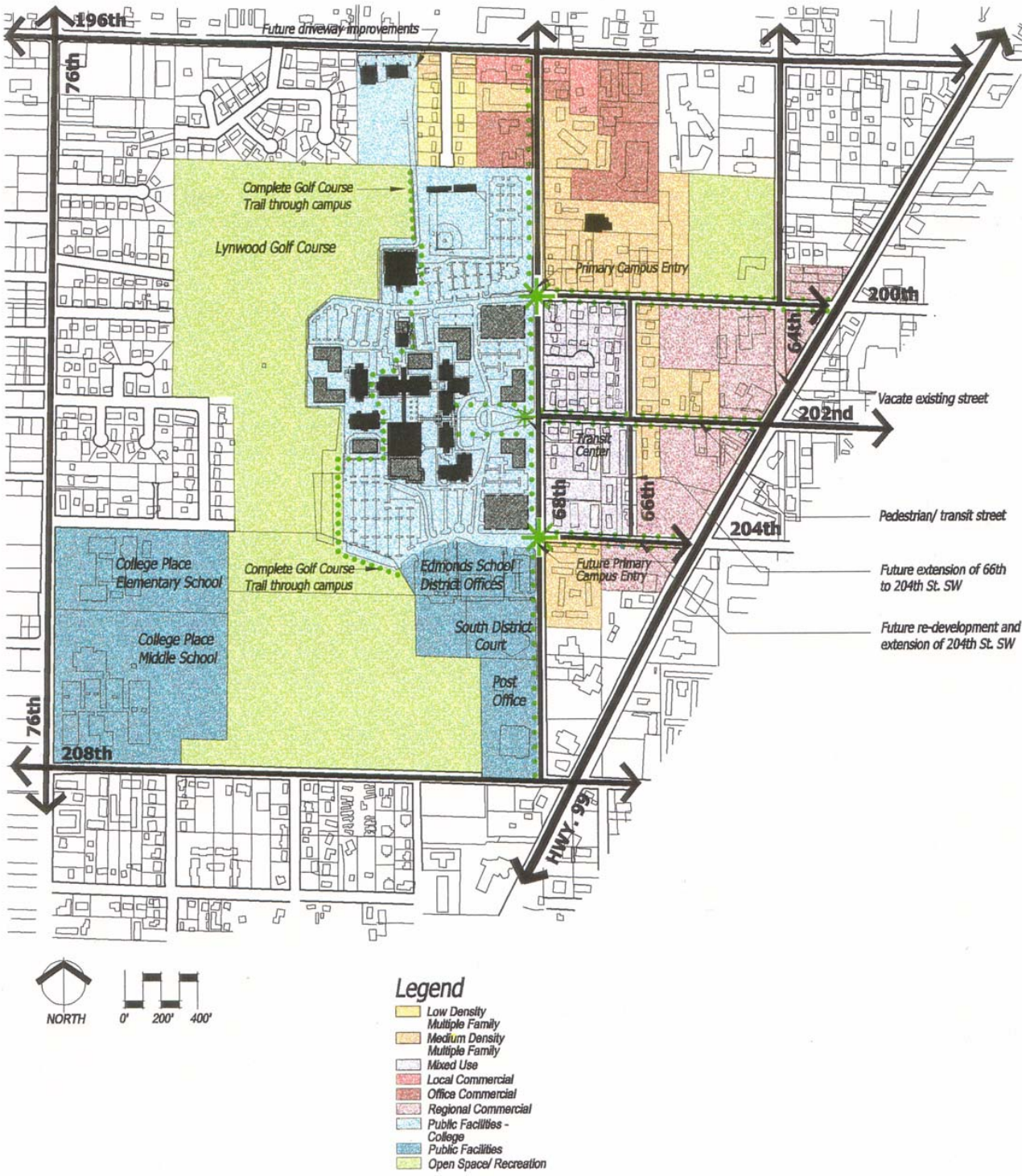


Figure 3-1 Edmonds Community College and Areawide Master Plan for the City of Lynnwood College District Plan (NBBJ, 2002)

Figure 3-2 10-Year Master Plan (Mithun, 2005)

Most of the landscape plans have not been realized since the latest master plan was issued. For instance, it was suggested by the plan to create more open outdoor areas for student gathering by consolidating and creating specific themed planting areas for the Horticulture Department's teaching needs.

Many of the vehicular and pedestrian circulation suggestions from the latest master plan also not been implemented. While parking demand has only increased slightly since the plan was developed in 2005, the need for a rationalized circulation of vehicles in the east parking areas and increased emphasis on the two main points of entry remain unaddressed. The primary pedestrian circulation issue identified in the plan involved pedestrian and vehicle conflict areas, linking the core of the campus with surrounding areas at the east. This issue has not been addressed and continues to be a safety concern for the College.

3.3 SITE CHARACTER

The College is located in a growing area of south Snohomish County on the west edge of the City of Lynnwood near the border with the City of Edmonds. The College is the primary destination in the city's College District area which has been zoned for mixed-use residential and retail development. This District is west of the Highway 99 business corridor which houses many commercial developments such as Lynnwood Crossroads Shopping Center at the intersection of Highway 99 and 196th Street. Interstate 5 and the Lynnwood Transit Center, a regional transit hub, are two miles to the east with a mix of commercial and residential development in between. The Lynnwood Municipal Golf Course shares the west edge of campus with established residential development further west into Edmonds.

The central 52-acre Edmonds Community College site is delineated to east by 68th Avenue West, west by the City of Lynnwood Municipal Golf Course, south by the golf course and Edmonds School District property, and north by 196th Street Southwest. The northeast campus complex is situated on the south side of 196th Street with 68th Avenue to the west and is currently comprised of two buildings, Monroe & Gateway Halls, and parking.

The central campus site contains generally flat topography. The highest portion occurs along the north-south axis in the center of campus where most of the core buildings are located. The lowest portion of the site is at the east edge along 68th Avenue. In general the site slopes down east and west from the center of campus.

Landscaping at the central campus site is park-like and overgrown in many locations blocking views across campus, constricting circulation paths and creating safety concerns. Many of these gardens have been planted over the years by the Horticulture Department as teaching gardens but they are difficult for the College's grounds staff to maintain. These gardens are considered an amenity for the College but the random nature of their locations and sizes needs to be addressed.

3.4 STUDENTS & PROGRAMS

3.4.1 CURRENT ENROLLMENT

During the 2013–2014 academic year, enrollment at Edmonds Community College, as reported by the Washington State Board for Community & Technical Colleges (SBCTC) was 5,149 state-funded full-time equivalents (FTEs). Total enrollment for EdCC was 18,434. Of these students, 48% were enrolled in academic/transfer programs and 41% were enrolled in workforce education. The remaining students were pre-college or Running Start (5%) and basic skills (3%). 46% of students are full-time.

The largest ethnic group represented is Caucasian at 55%, followed by Asia/Pacific Islander at 19%, Hispanic at 15%, African American at 8% and Native American at 2%. This generally represents the diversity of the local municipalities. The gender split at the College is 58% Female and 42% male.

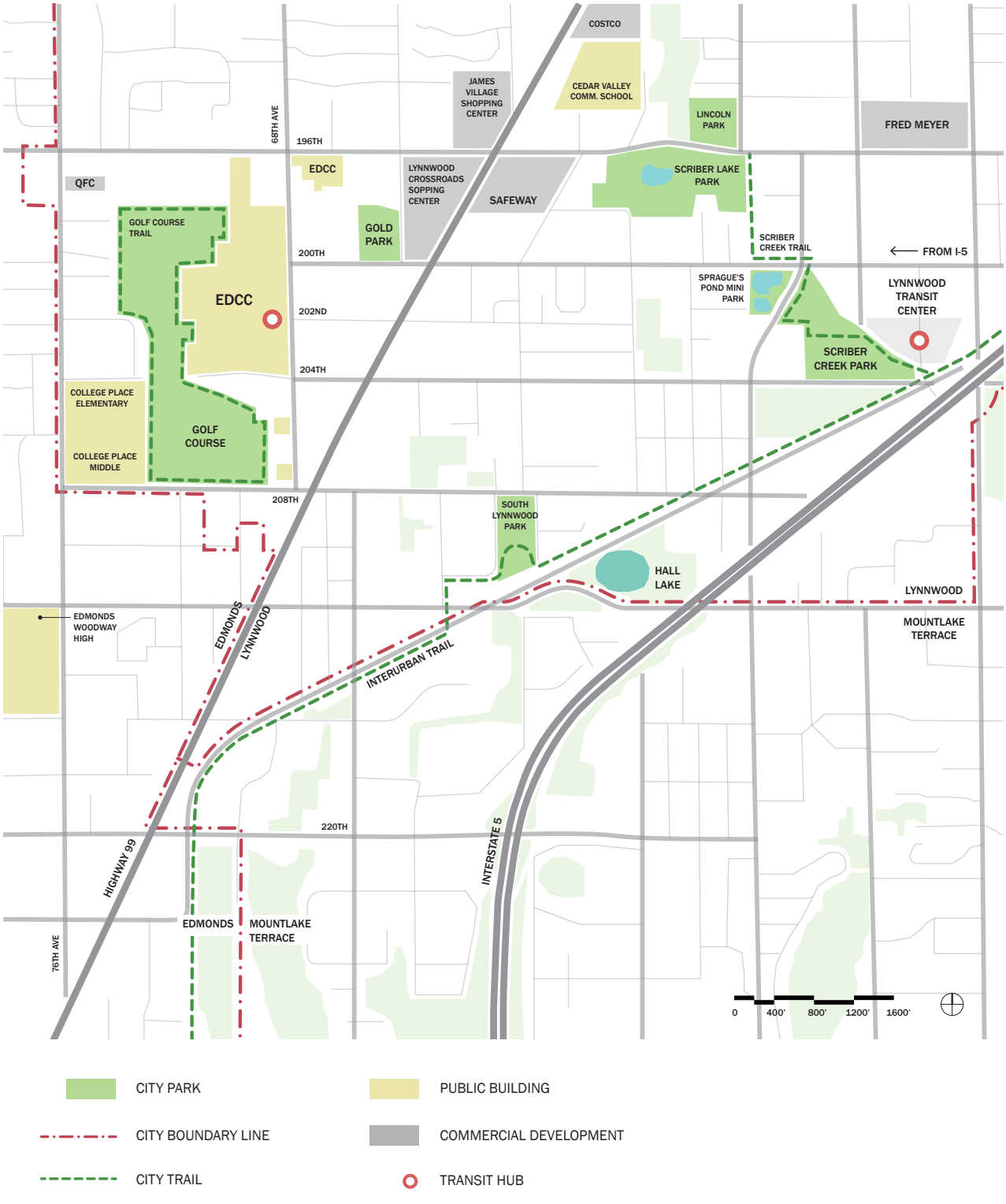


Figure 3-3 Regional Vicinity Diagram

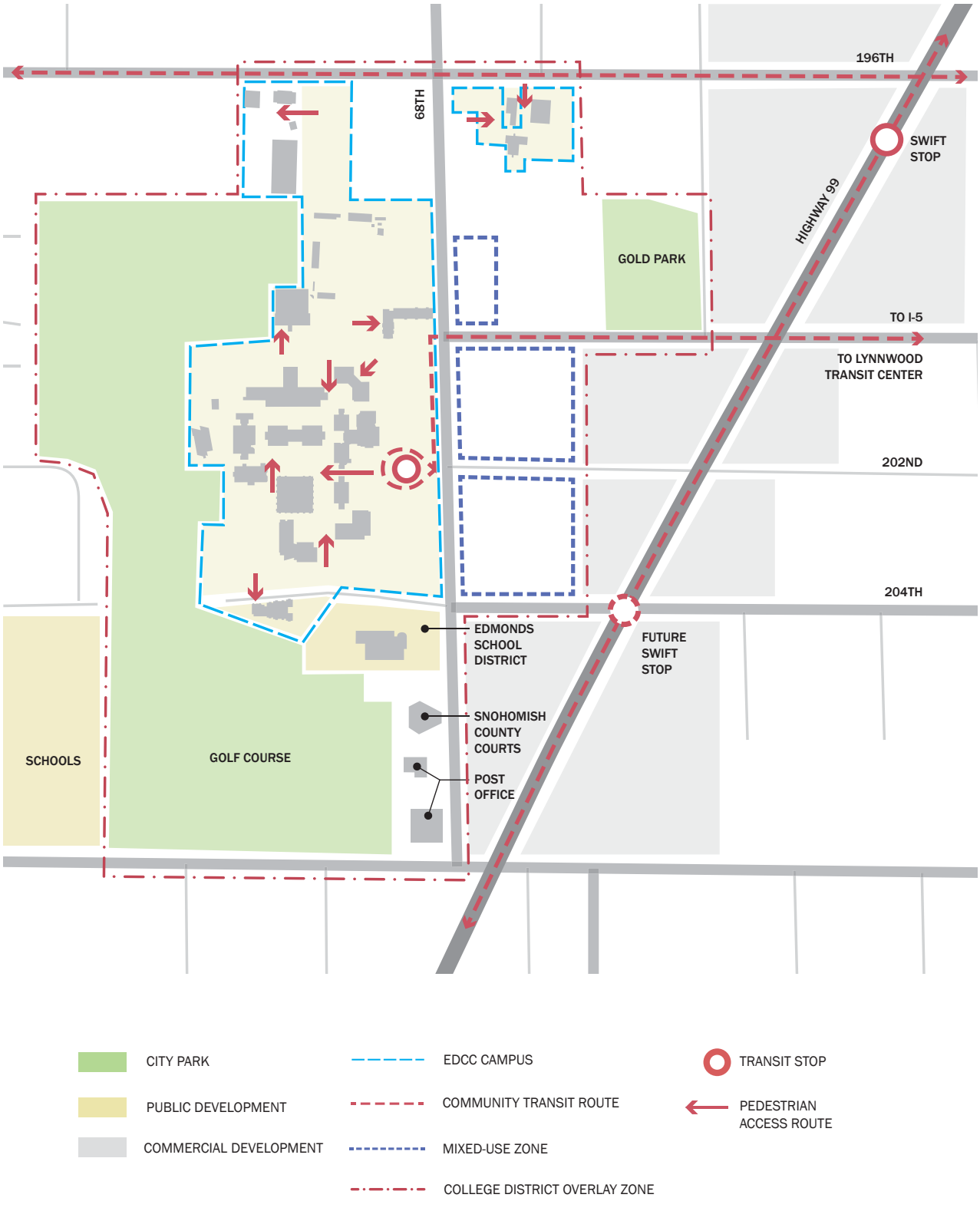


Figure 3-4 Campus Vicinity Diagram

3.4.2 ENROLLMENT TRENDS

Edmonds Community College's FTE enrollment over the past few years has been slowly declining while overall headcounts are trending upwards. This is likely reflective of the local economy as the 2007 recession lessens and unemployment rates decrease. As more people gain employment they are less likely to seek full-time higher education. Some people also have difficulty securing financial aid resulting in more students having to fund their own education with many only being able to do so part-time. Currently, the SBCTC predicts that FTEs for EdCC will only grow 1% through 2022.

3.4.3 EXISTING PROGRAMS

Edmonds Community College is accredited by the Northwest Commission on Colleges and Universities and offers 68 Associate Degrees and 58 Professional Certificates in 29 programs of study. The College is recognized in the area for some notable programs:

- **Progressive, Accelerated Certifications for Employment in Information Technology (PACE-IT)**
  Participants gain the skills needed to prepare for industry-recognized certifications and information technology jobs.
- **Programs funded through a U.S. Department of Labor grant**
  Provides five IT Certificates through an all online, competency-based learning model that is student-focused and self-paced.
- **Aerospace and Advanced Manufacturing**
  This program partners with The Boeing Company, Giddens Industries and Crane Aerospace and helps train students to match the needs of employers or transfer into bachelor's degree programs.
- **STEM**
  These high-demand programs are a highlight at the College and are the recipient of 20 National Science Foundation grants. This program makes an effort to reach out to women, underrepresented minorities, low-income and first-generation college students. These programs will see a significant increase in capacity to meet demand and updated facilities when the SET Building is constructed.

EXISTING STRENGTHS AND FUTURE DIRECTIONS

According to the 2013–2014 Edmonds Community College Institutional Report, the College's graduation rate has fluctuated between 21% and 27% since 2008. Rates went down 1% between 2011 and 2012 but are up 5% since 2010. Of the 2,334 awards earned by EdCC graduates in 2014, 56% were Workforce awards with the highest numbers for Business, Construction & Allied Health; 28% received degrees in the Academic Transfer programs; 56% were Workforce awards with the highest numbers for Business, Construction & Allied Health; and 16% were Certificates, GED's and high school diplomas.

Historically, a large percentage of students attending community colleges are in the academic transfer program and continue on to the state universities. Students from Washington State's community and technical colleges make up 40% of all graduates from bachelor degree programs at the State's public four-year colleges and universities, according to statistics provided by the Washington State Board for Community & Technical Colleges. After the 2013–14 academic year, 694 EdCC students transferred to four-year institutions, with 70% of these students receiving an Associate's Degree. The continued support and improvement of facilities for these academic transfer programs will be necessary.

In recent years, the region has seen significant growth and demand for Allied Health, Science, Technology and Math-related fields. The College has been successful in receiving many STEM-related grants and with projected enrollment increasing in these programs. The SET Building, currently in design, will help accommodate this growth and local demand.

The College has also expressed the desire to continue and improve its outreach to minority and English as Second Language (ESL) communities. The ESL and tutoring programs at the College are already strong and in high demand as the region's demographics continue to diversify. In addition, improved wayfinding with multi-lingual campus maps and signs and a strengthened entry to campus will ease the experience of new students on campus.

As the College continues to strengthen its programs, a top priority will be to provide the necessary facilities and infrastructure to support these programs and their students. This document will address both campus and facilities improvements to meet the College's long-term vision and program needs.

4 SITE

4.1 LAND USE & ZONING

The City of Lynnwood has an adopted Comprehensive Plan and development regulations that will help guide the future development of Edmonds Community College. The City adopted the Comprehensive Plan in 2011 which covers development through 2020, but an updated plan is slated for adoption in 2015, addressing development through 2035. This plan is in compliance with the State's Growth Management Act of 1990.

4.1.1 ZONING

The Edmonds Community College site is zoned P-1 Public and is the center of the College District Overlay as designated by the City (refer to zoning map on the following page). The P-1 zone permits institutional uses such as churches, convention centers, libraries, museums, schools, parks, municipal buildings and transit centers along with some residential uses. Any future development within this zone must meet the specific requirements outlined in the City of Lynnwood Municipal Code, chapter 21.44 "Public and Semi-Public Zone."

4.1.2 COLLEGE DISTRICT PLAN

The College District Plan was adopted by the City in 2002 and this plan included a master plan for the College See 3.2.1 on page 14. "In implementation, the existing single-family area east of the college is, over time, converted to a mixed-use center encouraging ground level commercial and retail uses, office and service use and multi-family residential in a pedestrian-oriented environment intended to blend with and support and expanding community college environment. As an active pedestrian and retail environment, the mixed-use center is strengthened by edges and boundaries through road extensions on both 66th Place and 204th Street." (The College District Plan, 2002). See Figure 3-1 on page 15.

As stated by the plan, the City wants to create strong pedestrian connections between the College and future mixed use development in the area, which will occur mostly along 68th Avenue. The 204th Street extension project from 68th Avenue to Highway 99, shown in the plan, was completed in the fall of 2015. This road improvement work will reinforce this major entrance for the College at this intersection.

4.1.3 SETBACKS

For the P-1 zone, setbacks are 15 feet from any public street and 50 feet from any property line adjoining a single-family residential zone or use. All other setbacks shall be 25 feet from any property line. These setbacks need to be increased one foot for each foot of height exceeding 45 feet. The height of buildings are not restricted, but setbacks must be increased for increased building height, as previously stated.

4.1.4 PROJECT DESIGN REVIEW

All development on the campus must meet the City's Project Design Review Guidelines for both All Districts and Commercial Districts, as outlined in the City of Lynnwood Municipal Code 21.25.145. At the time of this plan, the College is working with the City to establish a Development Agreement. This would allow departures from the Project Design Review guidelines, since these guidelines were developed to address commercial not institutional development.

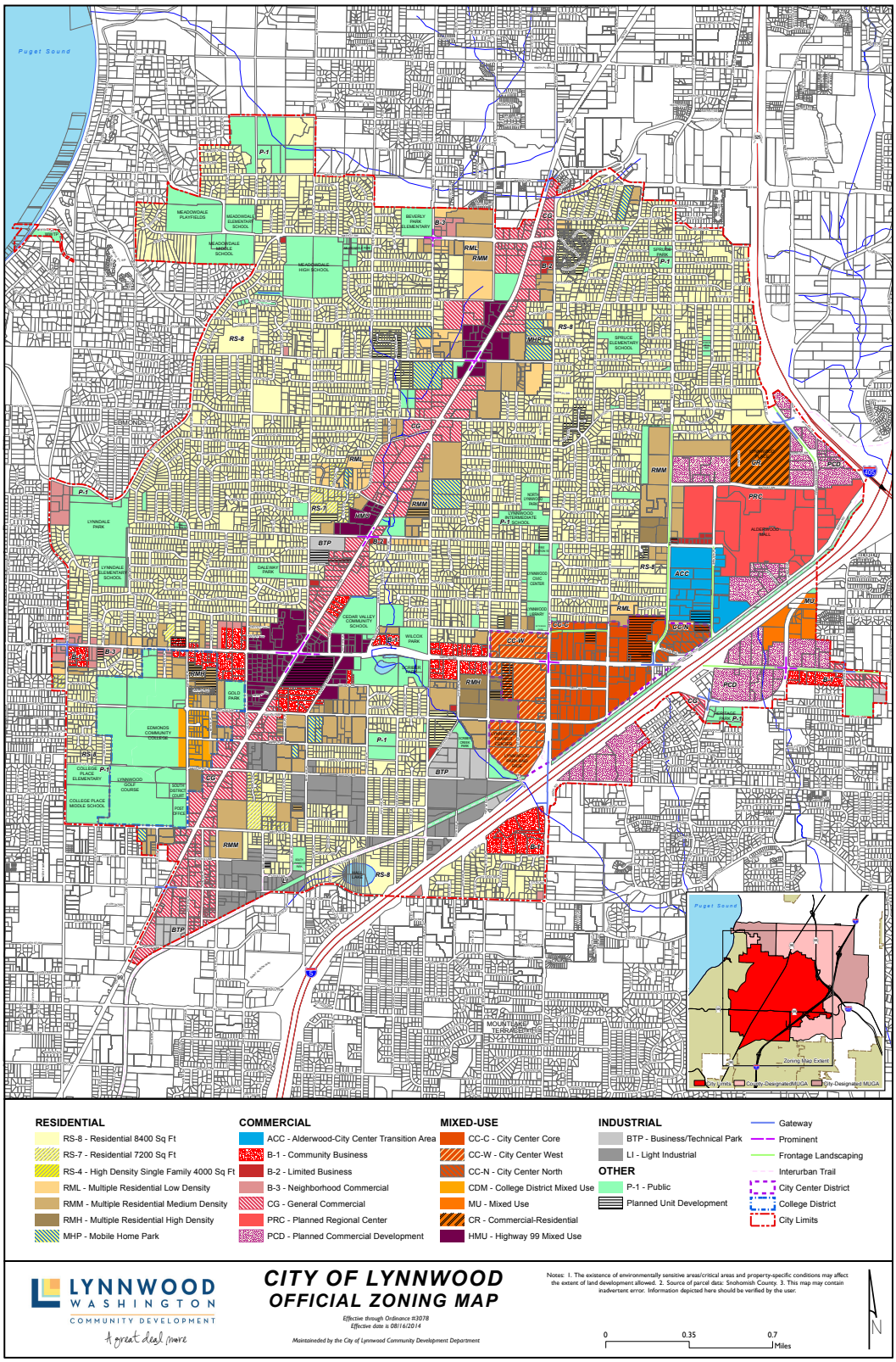


Figure 4-1 City of Lynnwood Zoning Map

4.1.5 PARKING REQUIREMENTS

Currently, there is an agreement between the College and the City that allows an alternate parking ratio for the College. This agreement allows the college to calculate parking requirements based on the ratio of one parking stall per employee plus one parking stall per 3.5 day-student FTE.

4.2 CAMPUS ORGANIZATION

The campus is divided into three distinct zones: the central campus, the north campus complex, and the northeast campus complex. The central campus is not visible from the nearest major arterial road, 196th Street. In an effort to increase the campus' presence in the area, the College recently constructed a monument sign at the intersection of 68th Avenue and 196th Street.

4.2.1 CENTRAL CAMPUS

Glacier & Pilchuck Halls, commonly referred to as the duplex buildings, are located at the north end of the east parking lot on the central campus. These buildings are slated to be demolished as part of the SET Building project to provide additional parking.

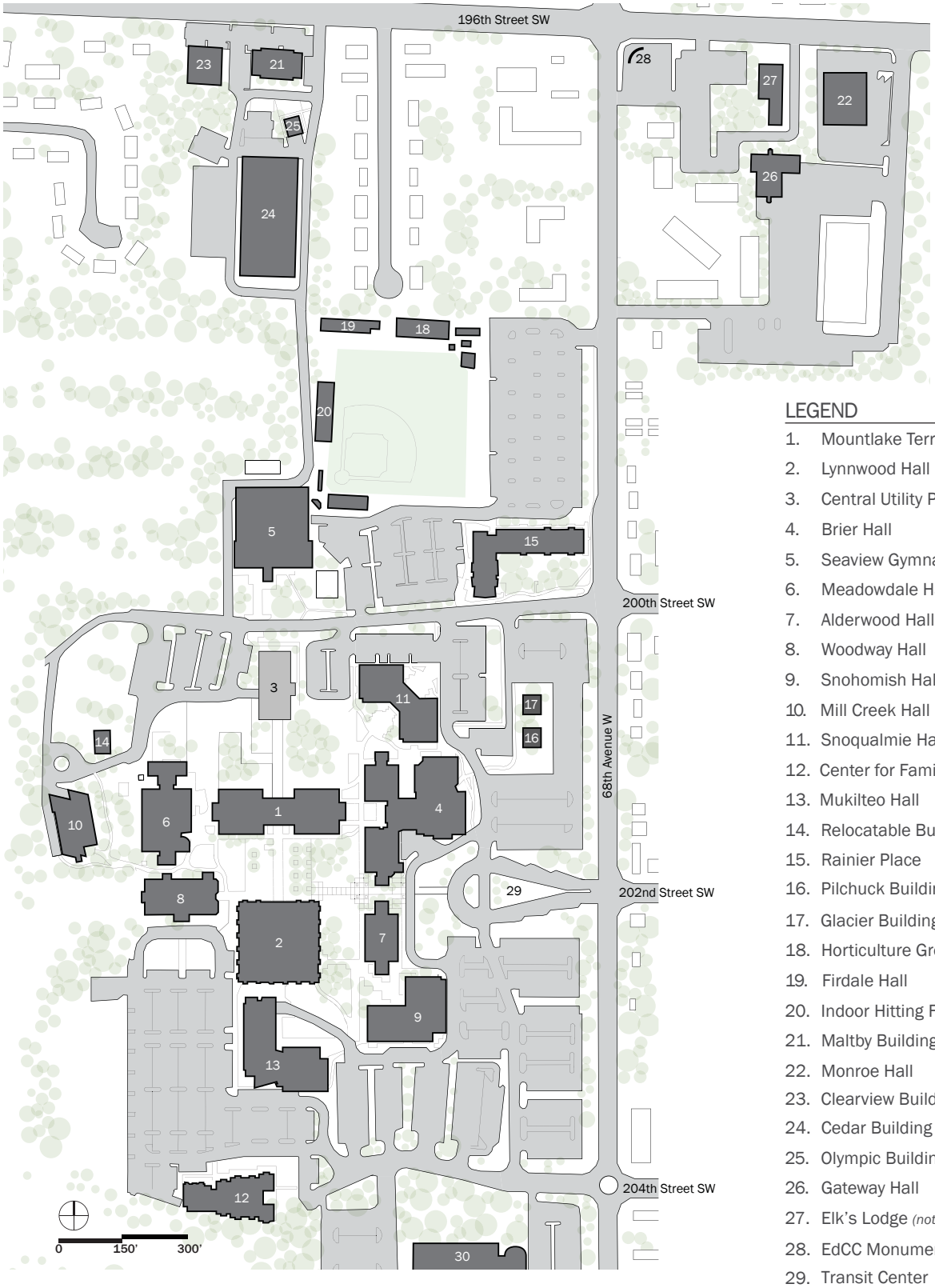
The original core campus buildings, Lynnwood Hall, Mountlake Terrace Hall and the Central Utility Plant, are organized north-to-south, with Brier and Meadowdale Halls flanking the east and west sides of Mountlake Terrace Hall. Brier Hall houses some academic spaces, as well as many student life functions including multiple food service venues and the bookstore while Meadowdale Hall is home to the visual arts programs. These four buildings are linked by a series of elevated concrete walkways with paved pedestrian paths at ground level. Since some of these buildings are in close proximity to each other, there are small, dark courtyards between Mountlake Terrace Hall and the flanking Meadowdale and Brier Halls. A large central courtyard between Lynnwood and Mountlake Terrace Halls was established but is visually divided by the sizable elevated walkway that runs down the center. The College currently has a plan in place to remove this elevated walkway which is anticipated to begin in the summer of 2016.

Additional academic buildings were built primarily along the axis first established by the initial development. These buildings include Snoqualmie, Alderwood, Woodway, Snohomish and Mukilteo Halls. Bookending the primary north-south axis are Snoqualmie Hall, home of Central Washington University and Snohomish Hall, which houses both college administrative and academic spaces. Woodway Hall is situated west of Lynnwood Hall and has a mix of classrooms, an Allied Health Lab, campus security and the golf course Pro Shop.

Seaview Gymnasium, the indoor batting facility, and Triton Field athletic facilities are at the north end of the central campus. The Horticulture Building and associated greenhouse are located on the north edge of Triton Field. Mill Creek Hall is the location for the music programs and is west of Meadowdale Hall, creating a small courtyard between the two buildings.

Community facilities, which include The Black Box Theatre in Mukilteo Hall and the Center for Families, are located at the south end of campus. The Black Box Theatre is a 200-seat, multi-use venue that holds a diverse array of arts and entertainment for both the College and community. The Center for Families provides high-quality childcare for EdCC students, while also providing a hands-on educational experience for students enrolled in Early Childhood Education programs. Another hands-on facility is the Campus Community Farm north of Meadowdale Hall which is managed by a local non-profit organization promoting sustainable urban food production and garden education.

Mature trees define the east, west and south edges of the central campus, while campus buildings are set within a mix of lawns and dense vegetation. Parking lots define the east, south and north edges of the campus and many of these lots have large islands with mature trees and vegetation. The Community Transit bus transit center is located at the east edge of campus at the intersection of 202nd Street.



LEGEND

1. Mountlake Terrace Hall
2. Lynnwood Hall
3. Central Utility Plant
4. Brier Hall
5. Seaview Gymnasium
6. Meadowdale Hall
7. Alderwood Hall
8. Woodway Hall
9. Snohomish Hall
10. Mill Creek Hall
11. Snoqualmie Hall
12. Center for Families
13. Mukilteo Hall
14. Relocatable Building
15. Rainier Place
16. Pilchuck Building (duplex)
17. Glacier Building (duplex)
18. Horticulture Greenhouse
19. Firdale Hall
20. Indoor Hitting Facility
21. Maltby Building
22. Monroe Hall
23. Clearview Building
24. Cedar Building
25. Olympic Building
26. Gateway Hall
27. Elk's Lodge *(not yet aquired)*
28. EdCC Monument Sign
29. Transit Center
30. Edmonds School District

Figure 4-2 Existing Campus Plan

4.2.2 NORTH CAMPUS COMPLEXES

The north campus complex consists of four buildings situated north of Triton Field and the golf course along 196th Street. The Olympic Building houses the College facilities offices. The Cedar Building is the College grounds department along with space leased to the City of Lynnwood. The Clearview Building has Business and Human Resources offices. The Maltby Building provides some additional office space along with academic space for the Center for Learning Connections.

The northeast campus complex currently consists of two buildings. Gateway Hall houses administrative offices and student support programs, and Monroe Hall is the Engineering Technology Lab. These properties also provide additional parking for the College and the monument sign at the major road intersection. The College is currently negotiating the purchase of a third building, the Elks Lodge, just west of Monroe Hall but its future use has not yet been determined.

4.3 ACCESS & CIRCULATION

Edmonds Community College is located 1.5 miles west of Interstate 5 and two blocks west of SR-99 (Pacific Highway). SR-524 (196th Street SW) is just north of the central campus and 68th Avenue West defines the east edge of campus and serves as the primary vehicular access route to the central campus. Signage for the College from Interstate 5 directs traffic onto 200th Street SW but it has been observed that the majority of traffic uses 196th Street to access the College. The current 204th Street road extension project between SR-99 and 68th Avenue is anticipated to be a major access point for the College especially for people traveling north on SR-99.

4.3.1 PUBLIC TRANSPORTATION

Many community college students need to rely more on their personal vehicles for transportation to and from campus due to their schedules for classes, jobs and family obligations. However, there is a healthy demand for public transportation at EdCC and with continued growth in this region this demand is anticipated to increase.

The campus is currently served by three direct Community Transit bus routes with four additional routes within a few blocks. The on-campus bus transit center is located on the central east-west axis of campus at 202nd Street and is the second busiest transit stop in the Community Transit system, after the Lynnwood Transit Center, which is two miles due east of the campus.

<u>BUS ROUTES ON-CAMPUS</u>

- Routes 115, 116 & 120 serve campus Monday through Friday with limited service on weekends
- Route 115 serves Mountlake Terrace to Mill Creek through Lynnwood
- Route 116 serves Edmonds to Mill Creek through Lynnwood
- Route 120 starts and ends at EDCC and serves Lynnwood to Canyon Park

<u>ADJACENT BUS ROUTES</u>

- Route 101 serves Shoreline to Mariner Park & Ride north of Lynnwood and runs on SR-99
- Route 119 serves Mountlake Terrace to Ash Way Park & Ride north of Lynnwood and runs to the west of campus
- Route 196 serves Edmonds to Alderwood Mall and runs on 196th Street SW
- SWIFT buses run on Highway 99 from Shoreline to Everett with a new stop being added at the intersection of 204th Street once the road extension is complete

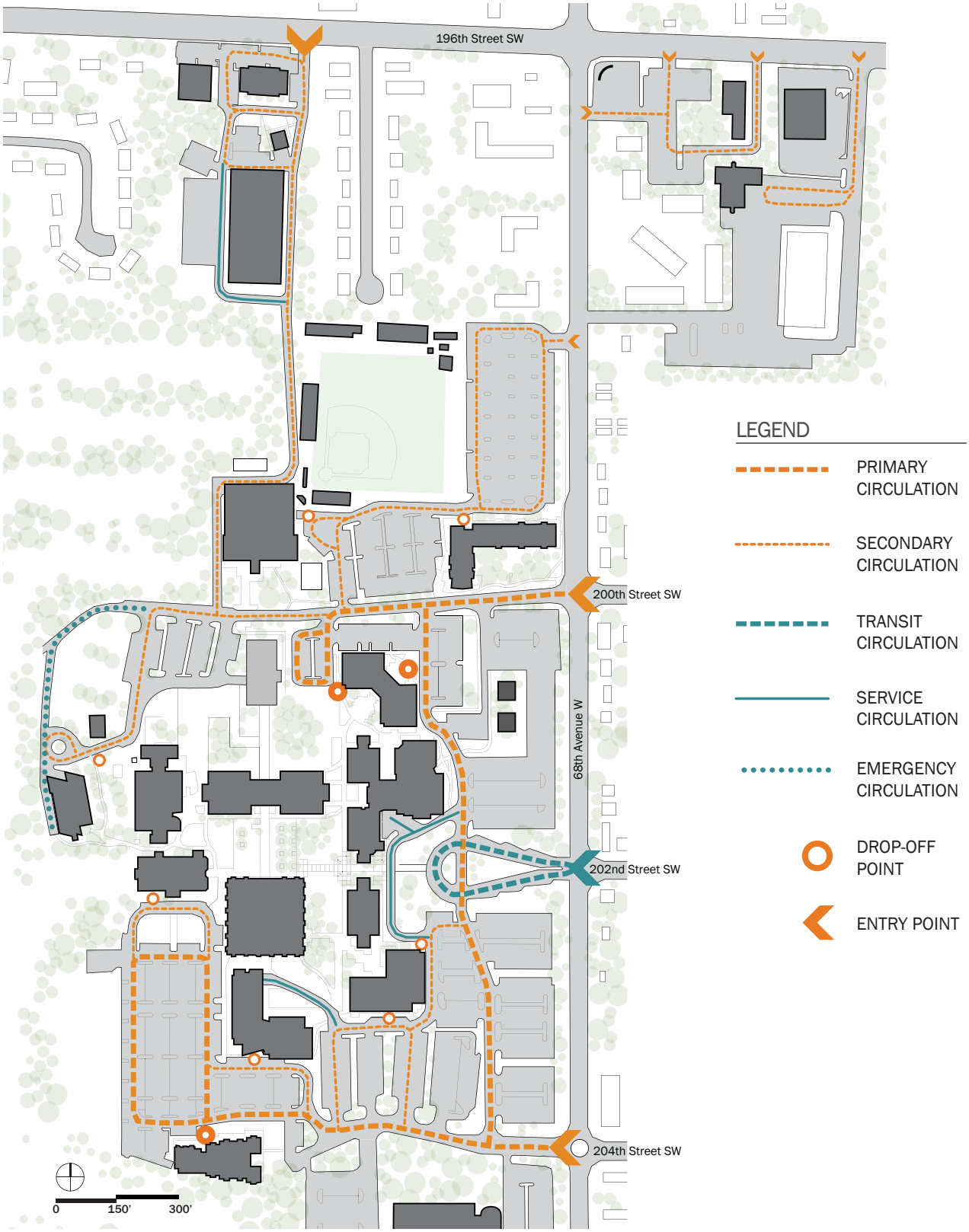


Figure 4-3 Existing Vehicular Circulation Diagram

Edmonds Community College, in conjunction with Community Transit, promots the use of public transit by offering students an ORCA card for only $15 per quarter. This allows students to use public transportation not only traveling to and from campus, but at all other times for a reduced rate.

The availability and access to public transit allows students to commute from across the region. Students come from many local areas like Shoreline, Mountlake Terrace, Bothell and Everett and reliable public transit is an appealing feature for prospective students considering EdCC.

NEEDS ANALYSIS

The location of the existing Community Transit bus turnaround/transit center on campus is problematic. The central location of the transit center divides the east parking lot in half, creating issues for vehicular circulation/browsing through the parking lot which is the only vehicular circulation opportunity from the north to south ends of the central campus. In addition, since the perceived main vehicular entrance to campus is at the transit center but is for transit vehicles only, there are a series of “DO NOT ENTER” signs at this entry. This is contradictory since the large EdCC monument sign is at this entry and these factors lead to many cars unfamiliar with the campus incorrectly entering at this location.

PROPOSED MASTER PLANNING STRATEGIES

- Move transit center to northeast corner of the east parking lot utilizing the traffic signal at 200th Street & 68th Avenue
- Transit center will be sized to accommodate six bus stop stations with space for holding of two additional buses
- Improve pedestrian access and circulation around new transit center and connection to campus

4.3.2 VEHICLE ACCESS AND PARKING

EXISTING CONDITIONS

Vehicular access to campus is located off 68th Avenue at the intersections of 200th and 204th Streets. As noted previously, the entrance at 202nd Street appears to be the main vehicular entry to campus, but is designated as transit only. In October 2015 the City of Lynnwood completed the construction of a roundabout at the intersection of 204th Street to help with traffic flows at this widely-used entry. This entry is also shared with the Edmonds School District building and the Municipal Golf Course whose designated parking area is south of Woodway Hall.

There are various drop-off locations around the perimeter of the campus buildings, with primary drop-offs at Snohomish and Snoqualmie Halls. Secondary drop-off locations are at Mukilteo, Woodway, Mill Creek Halls along with Seaview Gymnasium and Rainier Place.

EdCC’s parking supply consists of 2,263 stalls which includes parking for students, staff, handicap parking, car pool, and other emergency, security or facilities dedicated spaces. The most expansive student parking lot is located on the east edge of the central campus and the primary staff parking is located at the northwest and southwest corners of campus. Visitor, carpool and event parking spaces are located at the south end of campus near Snohomish Hall. Parking for Triton Field and Rainier Place housing is located to the east and south of the athletic field. There is additional student parking at the northeast campus complex, including 120 leased parking stalls at the SnoKing Ice Arena, but these lots are underutilized due to their proximity to the central campus.

There are no cross-campus vehicular connections, except through the transit center which is not ideal. See Figure 4-3 on page 28 is a diagram of the campus vehicular circulation including service and emergency circulation. Emergency vehicle

access to the center of campus is also limited. However, with the completion of the SET Building, this will be slightly improved with better access to the north side of Mountlake Terrace Hall and the west side of Brier Hall. There is no emergency access link north to south on the west side of campus

In December 2014, a vehicle trip generation and parking analysis was completed for the College by Transportation Solutions, Inc. which concluded that the College nears functional parking capacity at the peak time of day. The portion of this analysis performed at the central campus parking lots demonstrated that peak demand between 11 am and 12 noon reached 89.5% utilization with 90–95% utilization considered to be functional capacity. An analysis of the entire campus parking supply, including remote parking lots, brings the utilization rate down to 76.4%. Any future building projects at the central campus will need to carefully evaluate the change in parking demands and supply as well as city code requirements.

NEEDS ANALYSIS

The existing main vehicular entries to campus at 200th and 204th Streets need to be reinforced with new monument signs and landscaping. Currently these entries appear to be secondary compared to the bus entry at 202nd Street.

Additional parking will be required with campus growth, including the SET Building which will demolish the existing Glacier and Pilchuck duplex buildings at the east parking lot, adding approximately 67 parking stalls. Since no additional buildings are anticipated in the next ten years, the College has an opportunity to reconfigure the east parking lot and bus transit center to make circulation and browsing more efficient.

The current lease agreement for parking stalls at the SnoKing Ice Arena expires in August 2015 and at the time of this mast plan the College is working on renewing this agreement. It is unclear at this point if the City of Lynnwood permitting department will allow these leased parking stalls to be counted as campus parking. If the city does not allow these to be counted the former golf driving range will need to be developed into a parking lot.

The service/fire lane on the west side of the central campus should be connected north to south along the west sides of Meadowdale and Woodway Halls. This will require a reconfiguration of the golf course entry area but will provide needed service access to existing electrical transformers at the southwest corner of Meadowdale Hall and better fire vehicle access to the west and center of campus.

PROPOSED MASTER PLANNING STRATEGIES

- Improve campus signage at two main vehicular entries to the central campus; 200th & 204th Streets
- Reconfigure east parking lot with transit turnaround moved to make parking aisles rational and easy to circulate
- City requirements for landscaped planting islands and lighting between parking will need to be followed with an opportunity to establish new campus standards for parking lot lights
- Trim existing trees in parking areas to provide proper lighting levels
- Add electric vehicle charging stations for both EdCC and student/staff vehicles
- Develop former golf driving range site for additional parking as needed
- Extend service/fire lane on the west edge of campus

4.3.3 PEDESTRIAN CIRCULATION

EXISTING CONDITIONS

Off Campus The low-rise commercial zones in the general vicinity of the Edmonds Community College campus provide numerous pedestrian links to campus. There are several shopping centers within half a mile of campus, primarily along Highway 99 and 196th Street which provide places to eat and shop. There are also two designated trails in the area: the Interurban Trail about half a mile south of campus, and the two-mile trail around the Lynnwood Municipal Golf Course.

Pedestrian access from the central campus to the northeast campus complex requires the crossing of 68th Avenue and walking north about two to four blocks. However, most people drive to and from these locations. Pedestrian access from the central campus to the north campus complex requires walking down the service road next to the Seaview Gymnasium and Triton Field.

Central Campus The primary access to the central campus occurs off 68th Avenue at 200th, 202nd and 204th Streets. There are also two non ADA-compliant landscape stairs across the berm between 68th Avenue and the east parking lot, one between 200th & 202nd Streets and one between 202nd and 204th Streets. Circulating through the parking lots can be hazardous since pedestrians are forced to walk in drive aisles due to a lack of sidewalks.

The central EdCC campus is an highly-walkable campus with a dense core of buildings at the center and parking pushed to the edges. See Figure 4-6 on page 32 is a diagram of existing pedestrian circulation on campus. The primary pedestrian circulation route runs north to south on the west side of Snohomish, Alderwood, Brier and Snoqualmie Halls. It starts at the drop-off area on the south side of Snohomish Hall and ends at the plaza in front of Snoqualmie Hall. This route is not completely linear and does not provide a clear view through campus, making wayfinding difficult. The path jogs between Snohomish and Alderwood Halls and then continues under the second floor overhangs of Alderwood and Brier Halls. Another primary circulation route starts at the transit center between Brier and Alderwood Halls spilling into the main courtyard space between Lynnwood and Mountlake Terrace Halls. From there, pedestrians move into the adjacent buildings or travel further west to Woodway, Meadowdale and Mill Creek Halls.

Secondary circulation routes occur east-to-west, branching off the primary route through courtyards between buildings. Other routes run along the west and east edges of the primary campus buildings. Another set of secondary circulation routes connect the second floors of Lynnwood, Mountlake Terrace, Meadowdale and Brier Halls with elevated exterior walkways and bridges. These bridges are not critical for functional circulation and they visually divide open spaces, creating dark areas at the circulation routes below.

Figure 4-4 Brier Hall courtyard looking south.

Figure 4-5 Pedestrian path to Mill Creek Hall.

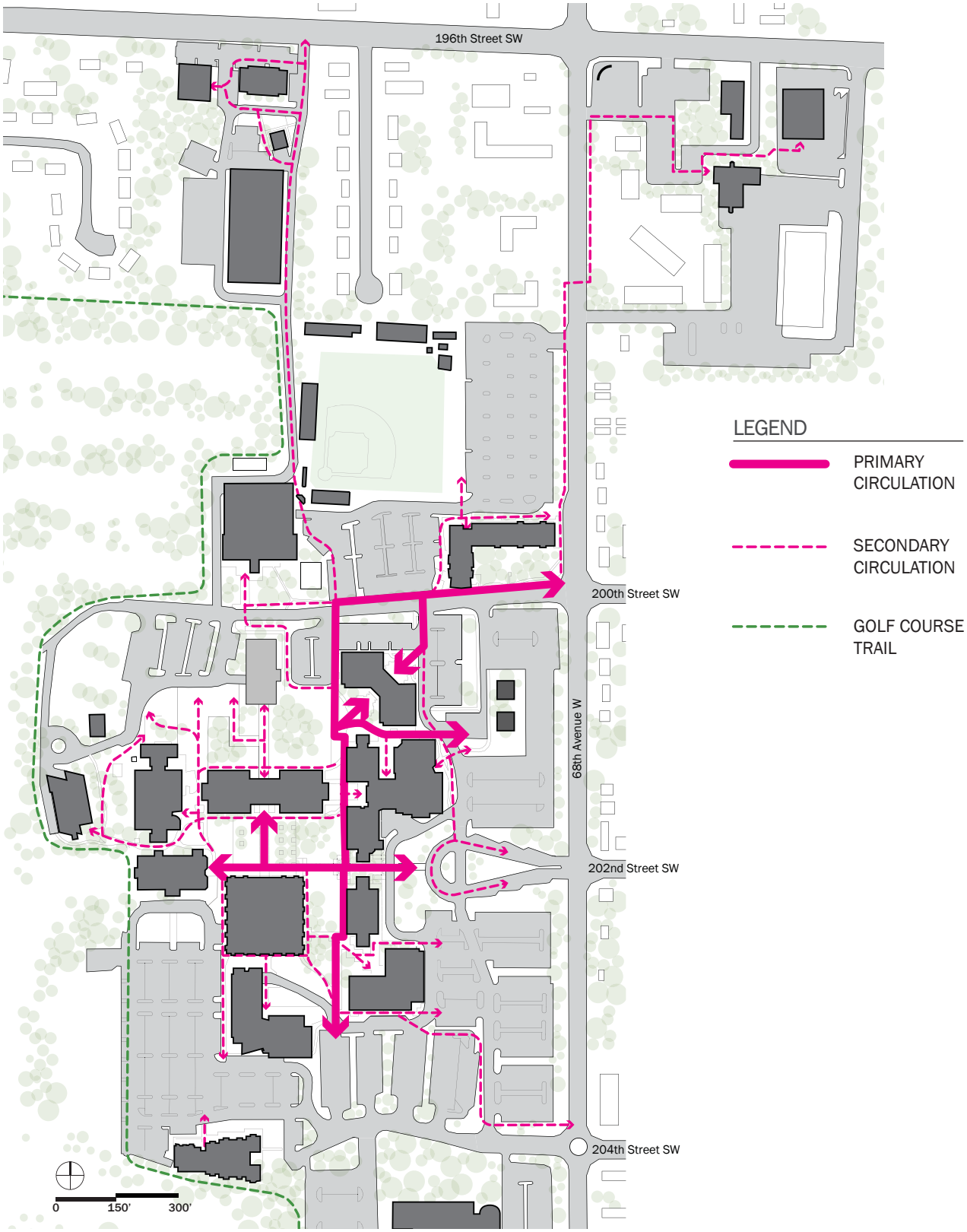


Figure 4-6 Existing Pedestrian Circulation Diagram

The campus is relatively flat, but has a subtle topographic fall to the east and west from a nearly level ridge that runs north to south near the center of campus. The vast majority of campus circulation consists of sidewalks and can be navigated without the need for stairs or ramps. The one exception is the sloped sidewalk to the south entry of Mill Creek Hall, which is not universally accessible. The College constructed an ADA-compliant ramp to this building entry, in the summer of 2015.

While it is typical for students to walk across campus between classes, wayfinding can be confusing for visitors and new students. Factors contributing to this include dense vegetation and elevated walkways that block views across campus, along with a lack of clear wayfinding signage.

Pedestrian circulation east-to-west on the north side of Mountlake Terrace Hall will be strengthened and enhanced with the completion of a large courtyard space part of the SET Building project. Currently this route is uninviting and dark because of the large, vegetated earthen berm covering the underground utility tunnel to the north. This portion of the tunnel will be lowered to below grade with the SET Building.

NEEDS ANALYSIS

Pedestrian access, circulation and wayfinding can be improved throughout campus. The ability to navigate on defined routes with clear visual connections would lend to greater continuity through campus. Consistent signage and wayfinding allows users to gain easier access to the site and efficiently locate their destination. Pedestrian safety should also be considered because of many hiding spots in the vegetation and blocked lighting along paths. This is of particular concern at the entry to Mill Creek Hall, which is at the far west edge of campus and houses the music program with students often traveling to and from the building alone at all hours of the day.

Access to the central campus from points along 68th Avenue need to be enhanced by improving this edge of campus. Large trees and areas of dense vegetation along this edge prohibit views into campus. The two non ADA-compliant landscape stairs need to be removed, to discourage people from entering campus into the parking lot which can be hazardous. Circulation within parking areas can be improved with new parking lot reconfiguration, including adding sidewalks between parking aisles.

Figure 4-7 Central courtyard looking towards dark entry at Lynnwood Hall.

Figure 4-8 Central courtyard looking in at dark entry to Mountlake Terrace Hall.

The loading dock area for Brier Hall, which houses the majority of the campus food services, is adjacent to the primary pedestrian access point along the east edge of campus. The pedestrian experience around this loading area feels “back of house” and should be addressed for both visual and safety reasons.

Removal of some of the elevated walkways would open up views across campus and increase light levels at ground floor circulation paths. The primary bridge between Lynnwood and Mountlake Terrace Halls has already been identified as needing major repairs.

Additional needed improvements include removing paths constructed with brick pavers to reduce tripping and slipping risks; improved lighting throughout campus to increase security and wayfinding; extending the existing golf course trail onto campus to reduce security concerns; and reconfiguring the pedestrian route along Triton Field to better connect to the north campus complex.

PROPOSED MASTER PLANNING STRATEGIES

- Improve wayfinding elements including campus maps, directional signs along pedestrian pathways and building signs
- Create a new primary north–south pedestrian corridor adjacent to the existing path that runs under building overhangs
- Improve the east edge of campus by clearing out low vegetation and tree limbs, and removing non ADA-compliant landscape stairs
- Construct sidewalks between some parking aisles in new parking configurations
- Emphasize a collegiate main entry experience that connects to the greater pedestrian network
- Remove dense vegetation at areas on campus where visual paths are blocked
- Remove elevated walkways between Lynnwood, Mountlake Terrace and Brier Halls to open up the main pedestrian circulation spine and courtyard. Move or decommission existing artwork under walkway between Lynnwood & Mountlake Terrace Halls
- Bury or relocate existing electrical transformers at northwest corner of Brier Hall
- Replace brick pedestrian paths with concrete paving
- Extend the existing trail around the golf course and connect to Seaview Gymnasium and through the west side of campus
- Improve pedestrian lighting on campus especially in areas away from the primary circulation corridors

4.4 OPEN SPACE & LANDSCAPE

4.4.1 GATHERING AND RECREATION SPACES

EXISTING CONDITIONS

There is a variety of open space on the central campus, but much of this space is densely filled with mature trees and vegetation. Few spaces offer open sun-lit lawns or paved plazas for students and staff to gather or use for recreation.

The most used open and landscaped areas on campus are situated on the west edge of the main north-south circulation spine, with the paved courtyard between Lynnwood and Mountlake Terrace Halls as the primary outdoor gathering space. Most of the spaces off the main spine have small, sometimes mounded lawn areas surrounded by vegetation, which render them unusable for many activities and create visual barriers across campus. The buildings adjacent to the east and west ends of Mountlake Terrace Hall are sited close together, creating narrow and dark courtyards, especially at Brier Hall where the courtyard is filled with tall, mature trees.

One of the more popular gathering and recreation spaces on campus is the small lawn area to the west of the main paved courtyard space in front of Woodway and Meadowdale Halls. In warmer weather, this space gets ample direct sunlight drawing people onto the lawn to sit, socialize, and play games. This is one of the only usable open spaces on campus. On the east side of the main courtyard is the Veterans Memorial Garden, which is a small mounded lawn area surrounded by dense vegetation with a “Boots to Books” sculpture. Opening up this space, along with the removal of the elevated walkway between Lynnwood and Mountlake Terrace Halls, has potential to visually link the east and west sides of the main courtyard space, expanding views from the main circulation spine at Brier Hall west to Mill Creek Hall.

There is another open lawn area directly south of Woodway Hall but this space is awkwardly situated between a drive aisle and a parking lot. This configuration disconnects the space from campus and is therefore underutilized. Another unused open space with potential is the area between Meadowdale and Mill Creek Halls. This space is a mix of lawn and trees with a higher canopy giving the space below a pleasant dappled light quality on sunny days. The space is underutilized and generally unkempt with a partially completed concrete sidewalk amongst the trees.

Figure 4-9 Artwork between Alderwood & Lynnwood Halls.

The area between Lynnwood and Alderwood Halls is one of the most open spaces on campus and houses the large “Reach” art piece at the north end of the space. If the proposed north–south pedestrian corridor is constructed, this piece of art would have to be decommissioned or relocated.

The existing vegetated berm to the north of Mountlake Terrace Hall will be removed and replaced with an open lawn courtyard as part of the SET Building project. This needed outdoor space will have a row of trees with high canopies on its northern border and the south lawn portion of the courtyard will receive direct sunlight most of the year. On the north side of the SET Building will be the roof of the existing Central Utility Plant, which will be revitalized as part of that project. This roof will be repaved and a new accessible ramp at the north end will provide universal access to this open space.

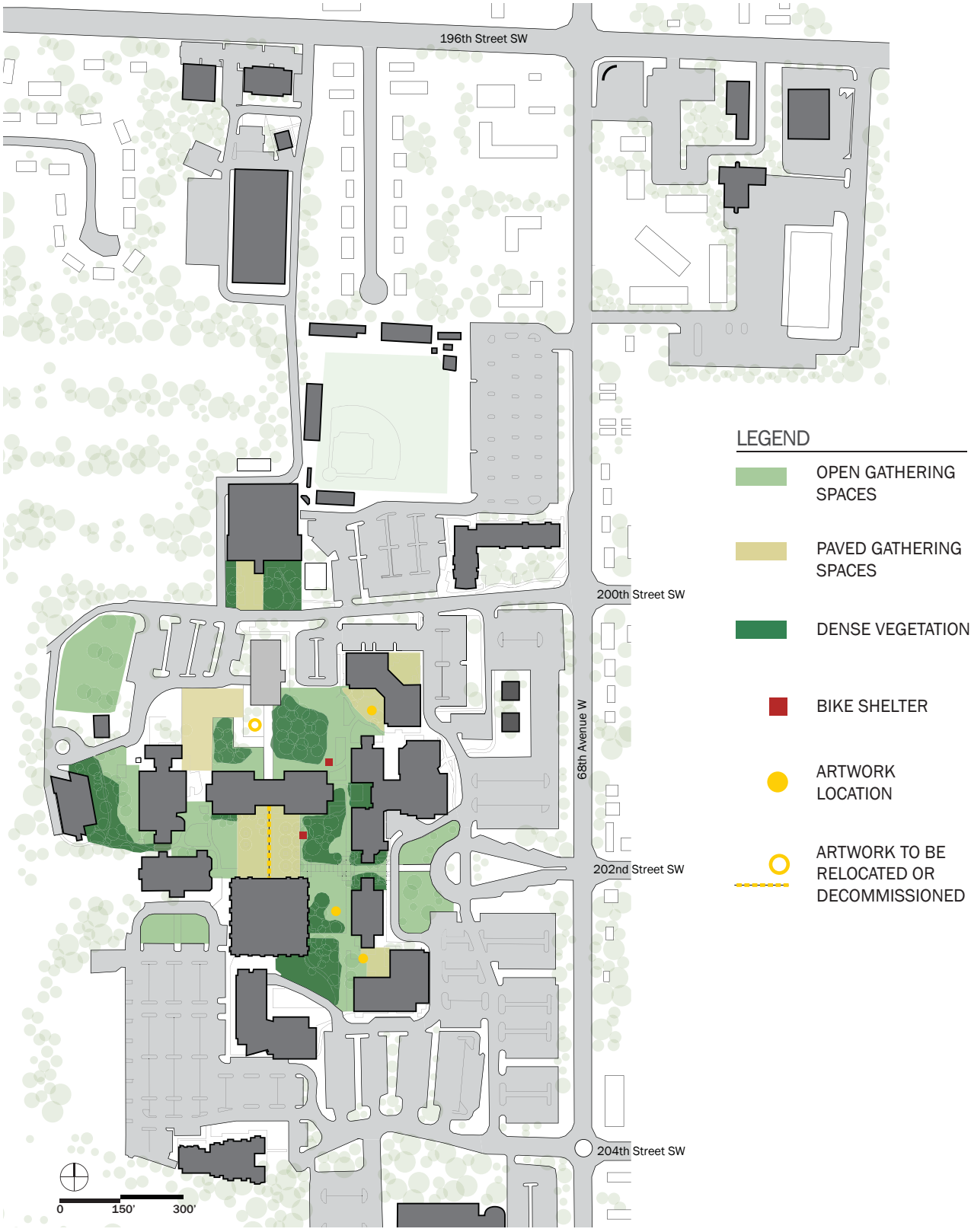


Figure 4-10 Existing Open Space Diagram

Picnic tables are scattered in spaces throughout the campus, including a few wheelchair accessible tables. Additional ADA-compliant tables and seating areas will be required with future improvements to outdoor open spaces to ensure the campus as a whole is inclusive and welcoming for all.

Outdoor recreational space on campus is limited to Triton Field (used for baseball, softball, soccer and football) and a small sport court on the east side of Seaview Gymnasium. The gymnasium offers indoor spaces for personal fitness and group activities, which is popular with students. While not part of the College, the Lynnwood Municipal Golf Course on the west edge of campus is easily accessed from the central campus.

There are two bicycle locker structures on campus, one at the northeast corner of Mountlake Terrace Hall and one at the northeast corner of the main courtyard space. The structure on the north side of Mountlake Terrace Hall will be moved furter north as part of the SET Building project, but the large structure in the main courtyard is not in an optimal location and should be moved.

NEEDS ANALYSIS

Existing outdoor spaces on campus need to be rethought to support a variety of uses. Spaces and landscaping need to be reconfigured to support outdoor study, social gathering, larger gatherings and events, and informal recreation. There is already an inherent hierarchy in the existing layout of these spaces, and with proper plantings and improved circulation routes these spaces could aid in wayfinding around campus.

A common thread of hardscape materials and planting would aid in the feeling of a unified campus. A variety of outdoor seating options will enhance the usability of spaces by providing places to gather, study and eat. There are popular and well-traveled outdoor spaces on campus like the plazas on either side of Snoqualmie Hall that currently do not provide many seating areas.

The bicycle locker structure in the main courtyard should be moved or replaced with an open-air, covered rack at a location on the pedestrian perimeter of the central campus to discourage people riding bicycles through the central campus spaces.

Figure 4-11 Tall vegetation along pedestrian paths blocks light and views.

Figure 4-12 Mounded area at east side of central courtyard obstructs views across campus.

PROPOSED MASTER PLANNING STRATEGIES

- Selectively remove and clean up dense vegetation along circulation paths and in existing open spaces
- Reconfigure paving and landscaping at main courtyard space between Lynnwood and Mountlake Terrace Halls once elevated walkway is removed
- Relocate Veterans Memorial Garden and associated artwork
- Enhance open space between Meadowdale and Mill Creek Halls
- Develop entry plaza south of Snohomish Hall next to visitor parking and at terminus of primary north to south pedestrian circulation path
- Provide universally-accessible seating areas throughout campus
- Remove bicycle structure in main courtyard and construct and open-air/covered structure in the lawn space on the east side of Alderwood Hall near the main pedestrian entry to campus

4.4.2 LANDSCAPE

EXISTING CONDITIONS

Edmonds Community College central campus has an “arboretum-like” setting with a wide variety of plant and tree types covering the vast majority of non-paved space on campus. Many of these planting areas are used as teaching gardens by the Horticulture Department and host a large collection of plant species. These types of gardens spread throughout campus pose significant maintenance issues with the College’s limited landscape staff. Many of the plants in these areas are large enough to create security concerns because of blocked lighting and areas for people to hide.

The primary outdoor gathering space between Lynnwood and Mountlake Terrace Halls is well known on campus for the eight large oak trees at the east end of the courtyard. The trees provide a tall and pleasant canopy but at certain times of year they attract aphids which create slick pavement conditions below, creating a safety hazard.

The Campus Community Farm is located in the northwest corner of the central campus and is a shared farming space for students, faculty, and staff. This farm was created to introduce sustainable living practices to the community and is comprised of over 20 raised beds, a variety of perennial edible trees and shrubs, a collection of bee-loving flowers, an edible rain garden, a hoop house, a solar powered cistern, green roof, and a cultural kitchen.

The parking lot islands throughout campus are a mix of large mature trees, low shrubs, ground cover and mulched areas. In a number of areas the trees are so large they block parking lot lights creating high contrast dark and light spaces. There are also a number of large oak trees in some parking areas which cause drainage problems due to fallen leafs at certain times of year.

NEEDS ANALYSIS

Vegetation throughout the central campus needs to be cleaned up to enhance safety and provide visual connections and usable open space between buildings, while preserving the unique outdoor character of the campus. Since many of the existing planting areas throughout campus are used as teaching and demonstration gardens, selective removal and/or relocation of some plants in conjunction with the Horticulture Department would be required to reconfigure these spaces.

Native, drought-tolerant plantings should be used as much as possible to reduce the need for wasteful irrigation. Landscaped areas need to be practical in design so they are sensitive to the maintenance capabilities of the College.

Consider design strategies to reduce the safety and maintenance impacts of the existing large oak trees in the main courtyard space.

Some existing trees in parking lot and pedestrian circulation areas need to be cut back to allow for consistent lighting levels in order to improve safety and visibility. This is of particular concern at the entry to Mill Creek Hall, which is heavily vegetated and located at the perimeter of campus.

PROPOSED MASTER PLANNING STRATEGIES

- Selectively remove and clean up dense vegetation along circulation paths and in existing open spaces; replace with native plantings
- Designate garden areas for demonstration and teaching purposes
- Mature grove of Oak trees at east end of the main courtyard space should remain, but consider replacing paving with lawn area underneath to mitigate slippery paving and leaves in drains issues
- Prune bottom canopy of trees along 68th Avenue to improve visibility into campus
- Prune trees in parking and pedestrian areas to increase lighting levels

4.5 INFRASTRUCTURE

4.5.1 CIVIL

EXISTING

Utility Tunnel The campus has a utility tunnel that connects most of the buildings throughout the central campus (See Figure 4-13 on page 40). Constructed with the original campus buildings, the 6-foot wide by 7-foot high concrete tunnel network begins at the Central Utility Plant building and has been expanded over time with subsequent projects. The tunnel provides a distribution network for domestic water, heating water, chilled water, electrical, and communication systems. Most buildings are served by Variable-Air-Volume (VAV) heating and Air Conditioning (HVAC) systems, utilizing the heating and chilled water run through the tunnel network. The only core campus buildings not served by the tunnel system are the Center for Families, Woodway Hall and Rainier Place.

Water The City of Lynnwood provides water service to the campus and the city owns and maintains the water mains and services up to and including the water meters. Fire protection is provided from the city-owned water mains and fire hydrants both on campus and on adjacent city streets. All central campus buildings have automatic fire suppression systems except Alderwood Hall, Central Utility Plant, Seaview Gymnasium, Indoor Hitting Facility, Monroe Hall, Clearview Building and North Campus Complex C.

Sanitary Sewer The City of Lynnwood provides sanitary sewer service to the campus, but the College owns and maintains the sewer laterals, services, and appurtenances on campus property. There are also two sewage pump stations serving buildings on campus. The Woodway Lift Station located in the plaza near the southeast corner of Meadowdale Hall was constructed in 1979 with maintenance performed in 2004, serves Woodway Hall and the southerly portion of Meadowdale Hall. The Mill Creek Hall grinder pump station serves that building and was constructed in 2000 with maintenance performed in 2009.

Natural Gas Puget Sound Energy provides natural gas to the campus. They own and maintain the gas lines up to the gas meters at each point of service. PSE has stated that the existing natural gas facilities should have decades of remaining life.

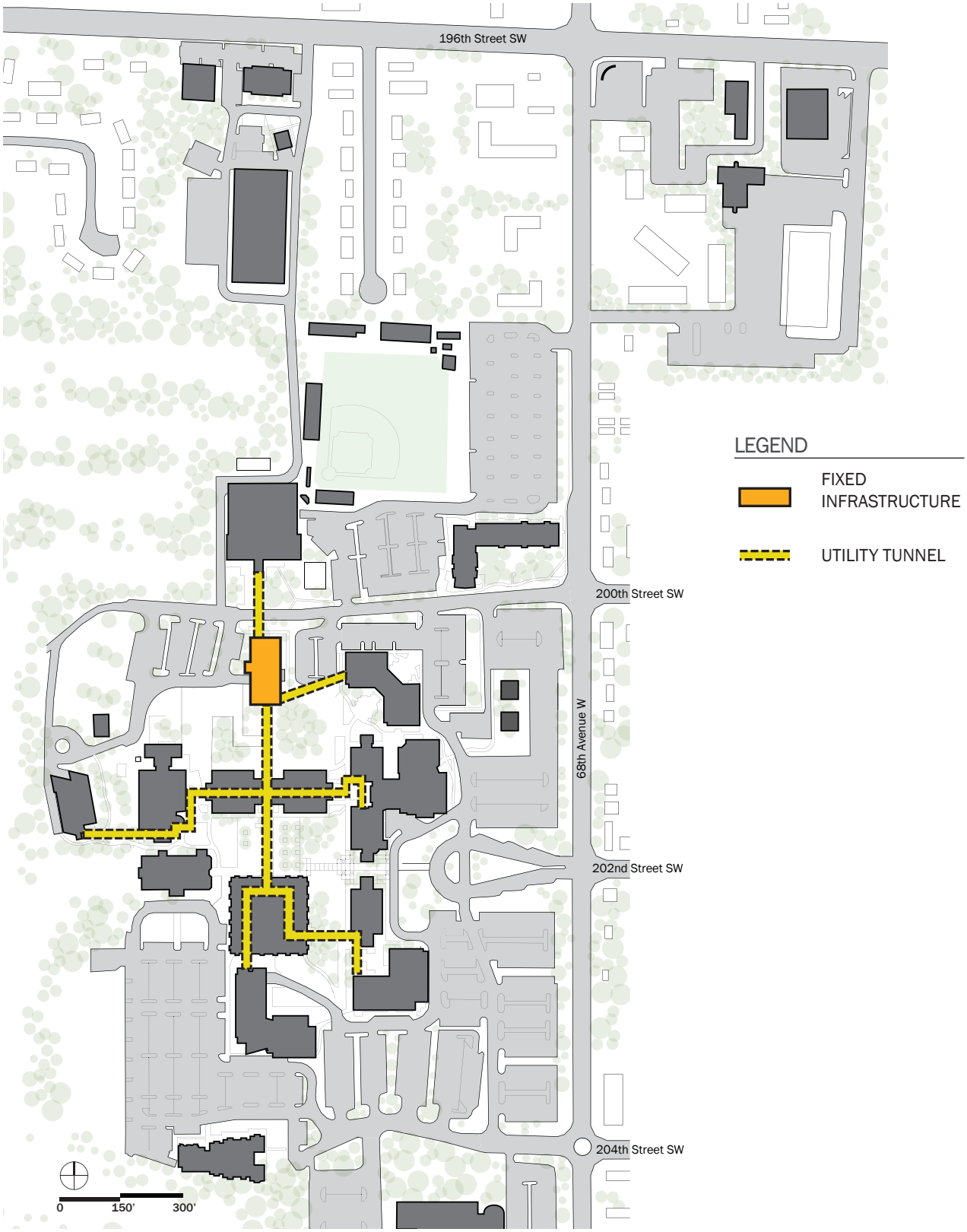


Figure 4-13 Existing Infrastructure Diagram

Storm Drainage Edmonds Community College drains to two storm drainage sub-basins. The “East Basin” drains to the City of Lynnwood pipe storm drainage system in 68th Avenue West and the “West Basin” drains to the Lynnwood Golf Course then south through open swales and channels.

Low Impact Development (LID) LID is a stormwater and land use management strategy that strives to mimic pre-disturbance hydrologic processes of infiltration, filtration, storage, evaporation and transpiration. This is accomplished by emphasizing conservation, use of on-site natural features, site planning, and distributed stormwater management practices integrated into a project design. Common LID Best Management Practices include:

- bio-retention and amended site soils
- roof downspout controls and dispersion
- permeable pavements
- vegetated roofs
- rainwater harvesting/water reuse

Not all LID features are suitable for every project location. Factors affecting suitability include the characteristics of site soils, site topography and the planned land use. The soils that underlie the Edmonds Community College campus are generally compacted glacial till soils with low water infiltration capacities which may limit the effectiveness of many LID features. Further investigation would be needed at specific sites for future projects to determine how these features could be implemented.

NEEDS ANALYSIS

Water While there are no known issues with the water system overall, there are current issues with the water pressure on campus which will limit the height of future buildings without the addition of booster pumps. Sprinkler systems in future buildings may also need booster pumps to take care of pressure issues.

Sanitary Sewer The sanitary sewer system is well within its estimated life span, but the Woodway Lift Station is 36 years old and beyond its useful life. There are also ongoing issues with building services for the first floor of Alderwood Hall, which clogs on a regular basis.

Storm Drainage The existing stormwater detention systems on campus, with the exception of Rainier Place and Triton Field, do not meet current codes. Any significant redevelopment projects including those proposed for the east parking lot will require updating the detention and water quality treatment to meet current codes.

PROPOSED MASTER PLANNING STRATEGIES

- Verify that adequate water pressure for future growth at the central campus is provided
- Complete replacement of the Woodway Lift Station for sanitary sewer
- Repair/replacement of sanitary sewer service to Alderwood Hall
- Provide stormwater detention and water quality treatment for all areas affected by new development

4.5.2 ELECTRICAL

EXISTING

Electrical Service The electrical service for the College is owned and maintained by Snohomish County PUD and is composed of an underground 15KV distribution system. There are two service points, one located at the south end and the one at the north end of campus along the west side of 68th Avenue. The underground power distribution system was upgraded in 2012 and this system has adequate capacity to support future campus growth.

Emergency and Standby Power System Most of the major central campus buildings contain individual generators which provide back-up power to support egress lighting and critical power loads. The College should explore the possibility of combining some of the smaller generators into one large generator system to streamline maintenance and improve reliability.

Parking/Exterior Space Electrical Current campus parking and exterior lighting contains a variety of fixtures equipped with a wide range of lamp sources. The lighting levels in many areas meet or exceed industry standards but there are a number of areas that do not meet required levels.

NEEDS ANALYSIS

Renewable Power and Sustainable Options Edmonds Community College has established a goal of working towards the campus being carbon neutral, and on-site renewable power generation will play an important role in this initiative. There are currently some small experimental photovoltaic solar panel projects on campus, but this along with other forms of renewable energy, will need to be explored and implemented with future development projects. The SET Building project will likely not have sufficient funds available during the initial construction to incorporate solar power generation, but the building will be equipped with infrastructure ready to receive a rooftop photovoltaic array when funds become available.

Parking/Exterior Space Electrical The College is planning to conduct a study for the parking infrastructure, and the electrical elements will be an important part of this study. These elements should include lighting level studies, fixture lamping and type, exterior lighting controls, vehicle charging stations and code blue stations. Campus standards should be established to reduce maintenance issues with multiple fixture and lamp types.

Additional power infrastructure is needed at the main courtyard space between Lynnwood and Mountlake Terrace Halls to serve the needs of large events.

The three large existing electrical transformers near the northwest corner of Brier Hall are visually disruptive and in the path of the proposed enhanced pedestrian corridor. These transformers should be moved or buried.

PROPOSED MASTER PLANNING STRATEGIES

- Equip the SET Building and other buildings with photovoltaic arrays
- Implement other forms of renewable power as applicable
- Develop a campus standard for parking lot, pedestrian and other site lighting
- Add power supply to the primary exterior courtyard
- Move or bury electrical transformers near northwest corner of Brier Hall

4.5.3 TELECOMMUNICATIONS

EXISTING

Data Communication System The data network/telephone service for each building is provided via cabling that is run from the main data center in the basement of Lynnwood Hall through the utility tunnel system. The structured cabling connecting to each building's telecommunication room is most commonly category 5e with a fair amount of category 5 and category 6 cabling.

Security/Access Control System The College is currently working on a plan to link the security alarm system with the campus network. This will allow the security system to integrate the access control system with the keyless entry into buildings and classrooms.

Mass Notification System This system contains communication infrastructure to deliver real-time information and instructions campus-wide for both emergency and non-emergency communication. The existing system is comprised of clock/speaker fixtures with strobes and multi-color displays capable of scrolling text messages in spaces.

Distributed Antenna System The College is currently in the process of establishing design standards for new construction to include a Distributed Antenna System to meet the requirements of the local municipalities which mandate that fire and police radio equipment be operable inside buildings. These systems will also enhance cellular phone signal strength in buildings which is a current issue in many buildings.

NEEDS ANAYLSIS

Data Communication System The existing fiber system is not able to meet the campus bandwidth needs, especially with the planned conversion to a Voice Over Internet Protocol. The data center in the basement of Lynnwood Hall has experienced flooding during winter months due to high ground water and this possess significant risks to critical infrastructure.

PROPOSED MASTER PLANNING STRATEGIES

- Upgrade the fiber system throughout campus
- Move the data center out of the basement of Lynnwood Hall and place on the first floor
- Develop and implement plan to link the security alarm system with the campus network
- Provide the required Distributed Antenna System in all new facilities starting with the SET Building and add to existing buildings where feasible

5 BUILDINGS

5.1 EXISTING FACILITIES CONDITIONS

Edmonds Community College has grown over the years with steady building construction and renovation throughout its history. Consequently, there is a wide range of building ages and conditions. To achieve its strategic objectives, EdCC must continue to provide state-of-the-art facilities, in keeping with contemporary educational standards. Facilities not performing to that standard, which have maintenance, operational or functional issues are addressed in this master plan document.

The architectural style and building material palette is fairly consistent across campus. The original core buildings are poured-in-place concrete superstructures with brown brick in-fill panels. Many of the later buildings are structural steel-framed but clad with similar color brick and precast concrete or stucco banding to emulate the exposed concrete frames of the original buildings. Fair amounts of glazing are used in the original buildings but many of the newer buildings utilize more glazing, such as the atriums in Snoqualmie and Mukilteo Halls and the student space on the upper floor of Brier Hall, east elevation. In general, the campus buildings' exterior envelopes are in good condition, but do not provide much variation in color or articulation from building to building.

The 2013 Facility Condition Survey (FCS) that is administered by the State Board for Community and Technical Colleges (SBCTC) rates the average condition of all the buildings on the EdCC campus as adequate. Buildings are rated on a scale of less than five years to greater than 35 years of projected lifespan (see the table below). Six of the twenty five EdCC buildings are rated as Superior. Ten buildings are rated as Adequate. The only buildings rated for Renovation or Replacement are the Seaview Gymnasium and the North Campus Complex. Neither of these will qualify for state funding due to the nonacademic use of the buildings. Funding for renovation work in these buildings will need to be secured through other means.

The FCS does not rate buildings as to the suitability for current programmatic use. While the condition of the buildings is deemed adequate, suitability for current and future educational programs must be assessed.

Table 5-1 Facilities Condition Table

Building	Year Built	Remodel	Existing SF	2013 FCS Score	Remaining Life	Notes
Glacier	1941		3,989	446	5-15 yrs	To be demolished with SET Building project
Pilchuck	1941		3,989	446	5-15 yrs	To be demolished with SET Building project
Mountlake Terrace Hall	1970	2006	57,600	170	35+ yrs	Replace storefront entry doors.
Lynnwood Hall	1972	2007	90,960	254	25+ yrs	Building systems in good condition. Replace storefront entry doors.
Central Utility Plant	1972	2005	5,000	260	25+ yrs	Replace chiller control system and make-up water piping. No sprinkler or emergency lighting. Roof deck and membrane will be replaced with SET Building project.
Brier Hall	1976	2009	33,020	214	25+ yrs	Building systems in good condition. Replacement of roof over cafeteria is planned in the 2015-17 biennium.

Building	Year Built	Remodel	Existing SF	2013 FCS Score	Remaining Life	Notes
Seaview Gymnasium	1976	1991	30,100	460	5-15 yrs	Rooftop HVAC unit and controls have failed and are planned to be replaced in the 2015-17 biennium. Suspended ceiling system are planned to be replaced in the 2015-17 biennium. Replace fire alarm panel. Some recurring leaks in piping. No sprinklers or emergency lighting.
Meadowdale Hall	1976	2010	27,640	146	35+ yrs	Replace fire alarm panel.
Alderwood Hall	1989		22,050	288	15+ yrs	Building systems in good condition but no sprinklers or emergency lighting. Replacement of roof needed in 2016. Replace fire alarm panel.
Woodway Hall	1990	2010	25,782	198	35+ yrs	HVAC systems are older and need maintenance/repair.
Horticulture Greenhouse	1990		4,356	248	25+ yrs	Building systems in good condition. No fire alarm. Replace window louver controls and actuators.
Horticulture Building	1995		4,000	230	25+ yrs	Building systems in adequate condition.
Horticulture Boiler Room			96	352	5-15 yrs	Moderate building system deterioration. No fire alarm.
Snohomish Hall	1996		50,400	246	25+ yrs	Building systems in good condition. Complete remaining roof replacement.
Indoor Hitting Facility	2000		4,860	356	5-15 yrs	Equipment is generally deteriorated; no heat; poor summer ventilation. No sprinklers or emergency lighting.
Mill Creek Hall	2001		19,380	158	35+ yrs	
Snoqualmie Hall	2002		51,000	170	35+ yrs	
Center for Families	2003		16,000	158	35+ yrs	
Mukilteo Hall	2007		67,279	146	35+ yrs	
Edmonds Conference Center	1997		12,270	224	25+ yrs	This building is currently for sale.
Maltby Building	1987	2015	8,046	274	25+ yrs	Building renovated after FCS was performed.
Monroe Hall	1978	2005	10,600	214	25+ yrs	Building systems in good condition. No sprinklers or emergency lighting.
Clearview Building	1987		14,000	296	15+ yrs	Water damage at subfloor in restrooms. No sprinklers or emergency lighting.

Building	Year Built	Remodel	Existing SF	2013 FCS Score	Remaining Life	Notes
North Campus Complex C (Olympic Building)	1975		2,565	456	5-15 yrs	Building systems are older. No elevator for 2-story building. Some recurring leaks in plumbing pipes. No fire alarm, sprinklers or emergency lighting.
North Campus Complex E (Cedar Building)	1962		32,736	362	5-15 yrs	Building systems are older. Sprinklers but no fire alarm.

Of note in the FCS above, Seaview Gymnasium and the North Campus Complexes C & E have 5–15 years of remaining life. Buildings in poor condition such as these will need to be addressed through renovation or replacement. The determination between renovation and replacement is based on a number of factors, including cost of renovation and efficacy or efficiency of the building after renovation. In other words, if the building is too small or too constrained by its geometry to provide adequately sized, functional spaces, it may not be a candidate for renovation.s

Some buildings rated as good condition in the FCS have deficiencies in fire protection, construction or assembly type. These difficiencies also factor into the campus strategy for renovation projects. Buildings which lack fire sprinklers include the Central Utility Plant, Seaview Gymnasium, Alderwood Hall, Indoor Hitting Facility, Monroe Hall, Clearview Building and North Campus Complexes C & E.

5.2 SPACE UTILIZATION

To enable EdCC to carry out its mission, general purpose instructional spaces must be adaptable to evolving educational programs and evolving educational delivery models. A space utilization study for general purpose classrooms and computer labs was conducted to assess their current utilization and potential for adaptability. The goals of the study were to understand if EdCC has enough general purpose classrooms and if they are the right size for current and future use.

5.2.1 CLASSROOM TIME UTILIZATION

The College's Instructional Program Manager uses "Schedule 25", a classroom scheduling software system, to assign courses to classrooms. Space utilization summaries were run for the three buildings, Mountlake Terrace Hall, Snoqualmie Hall, and Snohomish Hall, where most of the general purpose classrooms are located. The Space Utilization study focused on the weekly use of the classrooms based on time used and capacity used.

The time utilization rate is expressed as a percentage of the scheduled hours relative to the available hours. National standards from the Association for Learning Environments for higher education utilization rates target 67% utilization based on a 45-hour week or 8:00 am–5:00 pm five days a week. When instructional space is used 67% of the time or more, it is considered sufficiently utilized.

There is a broad range of available hours for instructional use at two-year colleges. While a 45-hour week is typical for residential four-year institutions, students at two-year institutions are dividing their available time between work, taking care of families, and school. As a result classes are offered throughout the day and evening. When time utilization is examined based on this extended time frame, the overall utilization rate is below the 67% standard of use. A more targeted time frame of 8:30 am–3:50 pm Monday through Friday was examined but the overall utilization rate for most classrooms still remained below the 67% target which indicate that EdCC has classroom availability.

Utilization rates are greatly impacted by the desired times to teach and/or to attend classes. Hybrid classes do not meet on Friday. In general, faculty do not teach on Friday in order to attend meetings with their colleagues. As a result classrooms are not used much on Friday which brings the overall utilization rate down. After 1:30 pm scheduled classroom use decreases on Monday–Thursday, which brings utilization rates down.

When space utilization summaries are run on Monday–Thursday between 8:30 am–1:30 pm for the same classrooms, the time utilization rate is mostly above 67% and many of the Mountlake Terrace Hall classrooms are used 95% of the time they are available. The fully utilized rate is based on a relatively narrow window of 20 hours a week.

The desire to teach at limited times within the 45-hour week is typical of two and four-year institutions. Washington State legislators are increasingly focused on verifying existing space utilization in the context of evaluating how limited state funds are to be used for facilities. The SBCTC will publish expectations for space utilization in time for the next round of funding requests from two-year colleges. Colleges will have to demonstrate that their facilities are sufficiently used in order to be considered for funding their capital requests. Based on these findings relative to classroom time utilization, it can be concluded that EdCC has enough general purpose classrooms.

5.2.2 CLASSROOM SEAT UTILIZATION

Class seat utilization is the average percentage of seats scheduled compared to maximum capacity. Class seat utilization rates follow similar patterns as time utilization rates. During prime time use between 8:30 am–1:30 pm Monday through Thursday, seat utilization is high. The seats in all but three Mountlake Terrace Hall classrooms are filled at 68% or more.

The current SBCTC standard is to have 22 assignable square feet (ASF) per student. Classrooms that are right-sized at 22–25 ASF can be found in Brier North, Millcreek, and Snoqualmie Hall and about a third of the Mountlake Terrace classrooms. Classrooms that are above 25 ASF per student are dedicated classrooms in Mukilteo Hall, Woodway Hall and the Central Washington University classrooms in Snoqualmie Hall.

Classrooms that are below the current SBCTC standard of 22 ASF per student are in Lynnwood and two-thirds of the classrooms in Mountlake Terrace Hall. The classrooms in Mountlake Terrace Hall that have a 48 student capacity with less than 19 ASF per student are filled to below 68% of capacity even at the busiest time on Monday–Thursday. The smallest Mountlake Terrace Hall classrooms at 435–483 ASF are the least used even at the busiest times on Monday–Thursday. Faculty complains about the windowless classrooms 214, 215, 216, 217 in Mountlake Terrace Hall as being too small. These classrooms are 555 to 647 ASF but the ASF per student is less than 22 per student. These findings indicate that when classrooms are rated for higher capacities than the standard of 22 ASF per student allows they are not used to capacity.

5.2.3 COMPUTER CLASS LABS

The computer labs are mostly located in Alderwood and Snohomish Halls. While the Capital Analysis Model shows a shortage of computer class labs, prime time utilization for instruction in computer class labs is not commensurate with the high utilization rates for general purpose classrooms during these hours. IT staff note that there are probably enough computer labs, but the way they are scheduled results in less efficient use of them. Some are dedicated to specific departments which limit use by others.

The SET Building will add one 1,000 net square feet (NSF) computer lab.

5.3 FACILITY NEEDS

5.3.1 CAPITAL ANALYSIS MODEL

The Capital Analysis Model (CAM) is produced by SBCTC in conjunction with the facility use coding provided by the colleges. It indicates shortages or overages of particular types of space based on FTE's. The 2013 CAM for EdCC shows a shortage of basic skills and computer class labs and library space. The CAM also shows a shortage of supporting facilities such as physical education, faculty offices, and the student center. The CAM shows an overage of general classroom space.

The campus is not growing, according SBCTC projections based on community population growth and demographics. Once the SET Building is constructed, a new growth project will not likely be funded in the next ten years under the current funding criteria. EdCC does, however, need alterations to existing facilities to serve current needs and evolving educational programs.

5.3.2 CLASSROOMS

The CAM and the Space Utilization study findings indicate that EdCC has enough general purpose classrooms. The size of classrooms in assignable square footage, however, becomes more important when considering future adaptability.

Strengthening Community Partnerships and *Enhancing Educational Delivery* were identified as the highest priority Academic Initiatives by the academic planning team. Partnering with industry, business, educational institutions and community organizations enables EdCC to be responsive to local workforce needs and improve career pathways for its students. Enhancing educational delivery by responding to evolving pedagogies such as Competency Based Education, hybrid/flipped classroom models, project-based learning and service learning, enables students to achieve their unique educational goals through different modes of teaching and learning. Research has shown that collaborative learning models enhance learning outcomes and prepare students for the workforce which increasingly involves employees working in teams. Training programs in business and industry also utilize collaborative learning models.

The facility implications for moving forward with the above academic initiatives stressed the need for multi-use, flexible, and shared instructional spaces that support a variety of learning, teaching, and partnership needs. Supporting these academic initiatives generally requires more assignable square feet per student in the classroom. Collaborative learning models require space for instructors to move around to interact with students learning in small groups. Project-based learning in small groups increasingly requires each group to have access to digital media and writable surfaces. As a result, more space is needed for students to move between these collaborative learning tools.

Figure 5-1 Recently renovated project-based classroom in Snohomish Hall.

Classrooms that facilitate collaborative learning models require 28–30 ASF per student. Lecture-based delivery uses tables and chairs in rows facing the instructor and requires 22 ASF per student.

A classroom that accommodates 36–40 students in lecture mode needs 800–880 SF to maintain 22 ASF per student. A classroom that accommodates 36–40 students for collaborative project based learning needs 1008-1200 SF for 28-30 ASF per student. Current buildings with

classrooms in this size range include three science lecture classrooms in Brier Hall, and two general purpose classrooms in Meadowdale Hall, one in Mountlake Terrace Hall and in Snohomish Hall, and ten in Snoqualmie Hall. The SET Building will add ten classrooms in this size range.

With completion of the SET Building, EdCC will have 27 classrooms of the appropriate size to accommodate educational programs associated with these two highest priority Academic Initiatives. The ten classrooms in Snoqualmie Hall are for Central Washington University (CWU) use but EdCC uses them when not scheduled for CWU. Moving forward, EdCC should preserve and enhance these larger classrooms to respond to evolving educational programs and pedagogies. The smaller classrooms, such as the ones faculty complain about in Mountlake Terrace Hall, could be repurposed for other non-classroom use once the SET Building is complete.

5.3.3 COMPUTER CLASS LABS

Computer class labs are needed for intermittent instruction and open drop-in use as well as for classroom instruction. The Library receives many requests for intermittent use of its computer lab from faculty. Some students prefer to access online classes in computer labs while they are on campus. As online classes increase, access to drop-in computer labs will be needed. Students also need access to computers when working collaboratively on projects outside of scheduled class time.

A more flexible approach to scheduling that accommodates drop-in and intermittent use is needed for EdCC to get effective use of its existing computer class labs. Flexible scheduling needs to be supported by staffing adjacencies that can monitor open drop in use of labs. Currently, the Alderwood Hall labs are well used as open labs when not scheduled for instruction because IT staff offices are adjacent and can oversee drop-in use.

5.3.4 FACULTY OFFICES

The CAM reports a shortage of 9,731 SF for faculty offices. Generally full-time faculty want private offices. A private office is often required by the faculty union contract. While faculty did not report shortages of faculty offices in planning sessions, they did express concern for appropriate space for adjuncts. Currently, adjunct faculty is housed in a variety of configurations resulting in various levels of functional adequacy.

Adjunct faculty space can be in shared open workstations if properly designed. Open office workstations for adjunct faculty must be accompanied by meeting rooms for private student/faculty one-on-one conferences. As hybrid classes increase and are being taught by adjuncts there will be a greater need for these private meeting rooms. EdCC has provided these meeting rooms in the past, but many have since been converted into private offices.

Security of students' information is also a concern with open offices. All faculties have personal information on students at their desks. Secure storage for student information must be provided. Shared open workstations must be configured to provide secured space for faculty belongings and work in paper and digital modes.

Figure 5-2 Existing Adjunct Faculty office suite.

The SET Building will add 4,100 SF of faculty offices, or 39 offices. The SET Building will also add 1,344 SF for adjuncts, or 24 adjunct workstations that when shared will accommodate 48 adjuncts. Workstations are being designed to accommodate adjunct's needs for storage and for private meeting space.

5.3.5 FACULTY SUPPORT SPACE

Faculty development space is needed at EdCC. Students have noted that some instructors need additional training on how to teach and structure hybrid classes. Faculty reports that other two-year colleges in the region have provided faculty development space which is used for training in evolving pedagogies. Faculty development space should provide meeting rooms, a "technology playroom" for experimenting with technology-enhanced instruction, a library, and lounge for informal interaction between faculties.

Faculty development may be tied to grants. EdCC is a leader in securing grants for new educational programs and initiatives. Grants typically add new programs so additional faculty and staff spaces are often needed for grant-funded programs. Currently it can be challenging to find space for these new grant generated programs and their staff. Designated flexible space for faculty and staff that come with grants funding is needed.

5.3.6 STUDENT SERVICES

Student Services are located primarily in Lynnwood and Mountlake Terrace Halls. A few offices are located in Mukilteo and Brier Halls. While Lynnwood and Mountlake Terrace Halls are both located in the center of campus, the center is hard to find for the first-time visitor. For those arriving by car, designated visitor parking is on the perimeter of the campus core. As the first-time visitor enters the campus core dense vegetation along with meandering paths prevents a clear view through the campus, making wayfinding difficult.

Students arriving by public transportation enter the campus core at the center, but the entrance to the ground floor of Lynnwood Hall where a student goes first to access admissions and enrollment services is hidden in the shadows of a thirty-foot deep overhang that surrounds the ground floor perimeter. The second south entrance is blocked as it has been repurposed for the Registration office. The upper floors of Lynnwood Hall are mostly brick with very few windows making it hard to understand what functions the building contains. The fortress-like building does not present a welcoming atmosphere.

Key services that constitute the first step in the enrollment process are split between Mountlake Terrace and Lynnwood Halls. Staff reports that students feel they must "ping pong" between buildings to access services they need. The lack of a clear pathway between campus front door, parking, and Student Services discourages first-time students, especially those who are the first generation to attend college. Sixty percent of the students at EdCC are the first generation to attend college. Student Services provide resources for students who need assistance with multiple languages, college terminology, and navigating the college system.

Figure 5-3 Existing Student Services lobby.

EdCC staff reported the need for a welcoming center that would be combined with Student Services. Ideally, Student Services would be consolidated in a location that is easy to find and that provides a welcoming setting for all first-time visitors.

5.3.7 LIBRARY

The Library is located in Lynnwood Hall on the third and fourth floors. It is difficult to find for similar reasons that Student Services in Lynnwood Hall are hard to find. The architecture of the building is neither welcoming nor expressive of the functions inside and the front door is not easy to find. This condition is exacerbated by the Library's location on the third and fourth floors.

The Library supports instruction and provides general library services to students. Library staff recognizes the need to strengthen partnerships with the instructional functions of the college. A 30-station computer classroom is used for both general instruction and research instruction. Students attend classes on how to properly research and use the functions of the library. The computer classroom is used for drop-in computing when not scheduled for instruction.

The Library gets many requests for intermittent use of its computer lab. A second larger computer classroom is needed to accommodate large groups such as the athletic teams which can be up to 50–60 students. Additional computer stations for individual use are needed in the Library.

The Library is heavily used by groups who study together and collaborate on assignments. More group study rooms are needed to contain the noise of students working in groups. Students need access to wired computer connections as well as wireless connections in group study rooms and in study areas throughout the Library. Library space needs to be flexible to enable staff to continually adapt to students' changing needs.

5.3.8 STUDENT CENTER

The Student Center in Brier Hall is undersized according to the CAM and as noted by the students. Students report that the existing student center spaces are widely used, but are often too crowded at peak times especially in the cafeteria. The students note the need for more space associated with the following functions:

- Diversity Student Center
- Student Programs including meeting rooms
- Student lounge and food service including games and recreation

The most significant requested expansion of space is for the Diversity Student Center. The Center is the place to go for gaining knowledge of special student services available at EdCC. It also serves as a place for collaboration and community building. A remodel of the Diversity Center was started in 2015, and is under construction at this writing of this document, creating a smaller than desired space in the existing location.

A dedicated event space for student productions and performances is also needed.

5.3.9 SEAVIEW GYMNASIUM

The Seaview Gymnasium is used for physical education programs, student athletic programs, and general student use. The CAM notes a shortage of space for physical education. Students note that it is difficult to access the gym for fitness and wellness activities due to use by physical education and athletic programs.

Students note the need for a fitness and wellness center that would be available to the general student population for drop in use that would be separate from the facilities used for structured educational and athletic programs. A small gymnasium, a weight room, fitness equipment room, lockers, and associated administrative space has been requested.

Seaview Gymnasium is rated by the 2013 FCS as the building in the worst condition on the EdCC campus. It is recommended for a major renovation.

5.3.10 INFORMAL STUDY/SOCIAL SPACES

Students cited the need for a variety of well-located spaces for gathering and group study to support learning outside the classroom as well as the desire for individual quiet study spaces. Currently students tend to find spaces on campus to gather and study, but the ad hoc study environments do not properly support group study. Tools for collaboration such as whiteboards and some digital display screens, along with flexible furniture, would facilitate small group learning beyond the classroom. Informal study and social spaces should also occur outdoors. It is desirable to have better outdoor spaces with seating.

Food service areas outside Brier Hall are underutilized and could be seen as a place to foster debate and collaboration. Students noted that strong connections occur between food and social gathering spaces and should be taken advantage of. Food service areas could be better used as gathering places for various groups.

5.4 PROPOSED MASTER PLANNING STRATEGIES

The following master planning strategies respond to the Facility Needs outlined above. They will be further developed in the Development Plans chapter.

5.4.1 INSTRUCTIONAL SPACE

- Preserve and enhance classrooms that are 1,000–1,200 ASF to provide flexible spaces for evolving educational programs and pedagogies that require more ASF per student
- Evaluate the need for the smallest classrooms and consider repurposing them for other functions once the SET building is completed or combine small classrooms into larger, more flexible classrooms
- Continue to evaluate scheduling parameters and expand prime-time use into the early afternoon to get better utilization of general purpose classrooms
- As new classrooms come on line in the SET Building, comprehensively evaluate the number of classrooms needed and repurpose those that are underutilized
- Complete space utilization analysis required by SBCTC to verify utilization before next capital request
- Evaluate scheduling procedures for computer class labs to get more effective use of the labs
- Improve adjacencies between staff office space and computer labs when possible to allow for more drop-in use of labs
- Configure computer class labs to support instruction, collaborative learning, and open lab use

5.4.2 FACULTY OFFICES AND SUPPORT SPACE

- Convert small classrooms on the second floor in the center of Mountlake Terrace Hall to faculty development space
- Locate space for new grant-generated programs adjacent to the faculty development space to better integrate new grant-funded faculty and staff with existing faculty through shared meeting spaces and the instructional technology experimentation space
- Locate faculty development space centrally on the campus so that faculty can easily access it relative to instructional spaces
- The SET Building will add 39 faculty offices. Many of the faculty that will relocate to the SET building are currently on the second floor of Alderwood Hall. There are 60 offices on the second floor of Alderwood Hall. Consider how the other 21 offices can be moved out of this building to free up the second floor of Alderwood for repurposing

5.4.3 STUDENT SERVICES

- Consolidate Student Services in a location that puts them at the front door to campus and adjacent to visitor parking
- If student services must be split between two locations, bring all the generalists that are essential to the first steps of the enrollment process together near the front door. Currently Testing, an essential first step, is not in Lynnwood Hall with other generalist services
- Locate the specialists together in a location that students can easily find once they have gotten through the enrollment process and need additional special services

5.4.4 LIBRARY

- Expand the Library into the second floor of Lynnwood Hall to give it a front door closer to the ground floor
- Consider the long-term plan for Lynnwood Hall. In conjunction with a major renovation and seismic upgrade fill in the area under the deep overhangs with glazed interior space to provide additional space at the center of campus that is visually accessible and welcoming.

5.4.5 TRITON STUDENT CENTER

- After Chemistry and Physics move to the SET Building, move large classrooms from first to second floor
  Convert first floor instructional space into Student Center space
- Fill in courtyards in Brier to provide more space for Student Center. Comprehensively plan Brier and infill additions to remedy the poor access to Student Center functions in Brier Hall
- Create a front door to the Student Center off the campus core

5.4.6 SEAVIEW GYMNASIUM

- Expand Seaview Gymnasium to provide fitness and wellness center for general use by non-athletic program students

5.4.7 INFORMAL STUDENT STUDY AND SOCIAL SPACES

- Develop informal student study spaces with proper collaboration tools adjacent to formal learning spaces in campus core
- In food service areas outside of Brier Hall, refurnish with flexible collaborative furniture, white boards and displays to provide functional student study areas that work for learning and socializing

6 DEVELOPMENT PLANS

The Master Plan for Edmonds Community College presents a vision for the development of the campus over the next ten years and beyond. The Master Plan describes the development of the campus in two time frames, the 10-Year Plan and the Long Range Development Plan. The SET Building is a growth project that should be completed in the 2017-2019 biennium. The SET Building will fulfill needs generated by growth for the next ten years. Therefore the 10-Year Plan addresses the existing campus buildings and campus site plan. The Long Range Development Plan looks beyond ten years when the College may be able to secure funding for a new building and/or a major renovation. The proposed 10-Year Development Plan is based on an analysis of projected facility and campus environment needs. The following themes characterize the master plan.

6.1 MASTER PLAN THEMES

IMPROVE CAMPUS ACCESS, ORIENTATION, AND WAYFINDING

The City of Lynnwood is placing a roundabout at the intersection of 204th Street and 68th Ave. This roundabout will mark a new front door to the EdCC campus. Visitor parking should be easily accessible from the campus front door. Make the students' parking easier to find by reconfiguring the layout for better vehicular flow. Pedestrian circulation on campus can be improved by opening up a pedestrian pathway with clear visual access through campus to enable pedestrians to see major destinations.

IMPROVE FUNCTIONAL ADJACENCIES

The completion of the SET Building will add program and staff space. These gains can be leveraged to improve functional relationships on campus. Gains in program and staff spaces allow space in Brier, Alderwood, and Mountlake Terrace Halls to be repurposed for new uses. The realignment of spaces should support better functional adjacencies and wayfinding for key student support functions such as student services and the Library. Functional adjacencies that enable better integration between IT staff and computer labs will improve staff function and students' access to computer labs.

IMPROVE SPACE UTILIZATION

EdCC has more than enough classrooms per the State's Capital Analysis Model (CAM). The SET Building will add classrooms that are right sized for contemporary pedagogies that focus on collaborative small group learning. Additional improvements in scheduling procedures combined with added classrooms should enable EdCC to get better use of its existing square footage. The poorly functioning and smaller classroom space can be repurposed for other uses.

IMPROVE THE CAMPUS EXPERIENCE FOR STUDENTS

Expanding dedicated student spaces such as the Triton Student Center and the Seaview Gymnasium will improve the campus experience for students and encourage them to stay on campus. Improving and adding informal study spaces allows student engagement for learning as well as social activities. Research has shown that students' ability to socially connect with each other is an important aspect of retention.

IMPROVE IT INFRASTRUCTURE

The College is presently updating its IT infrastructure. A robust IT infrastructure with wireless access is critical to EdCC's ability to adapt to future changes. Wireless access would allow classrooms to become computer labs with portable rechargeable laptops. Software that can be accessed from the cloud provides even more flexibility for computer class labs.

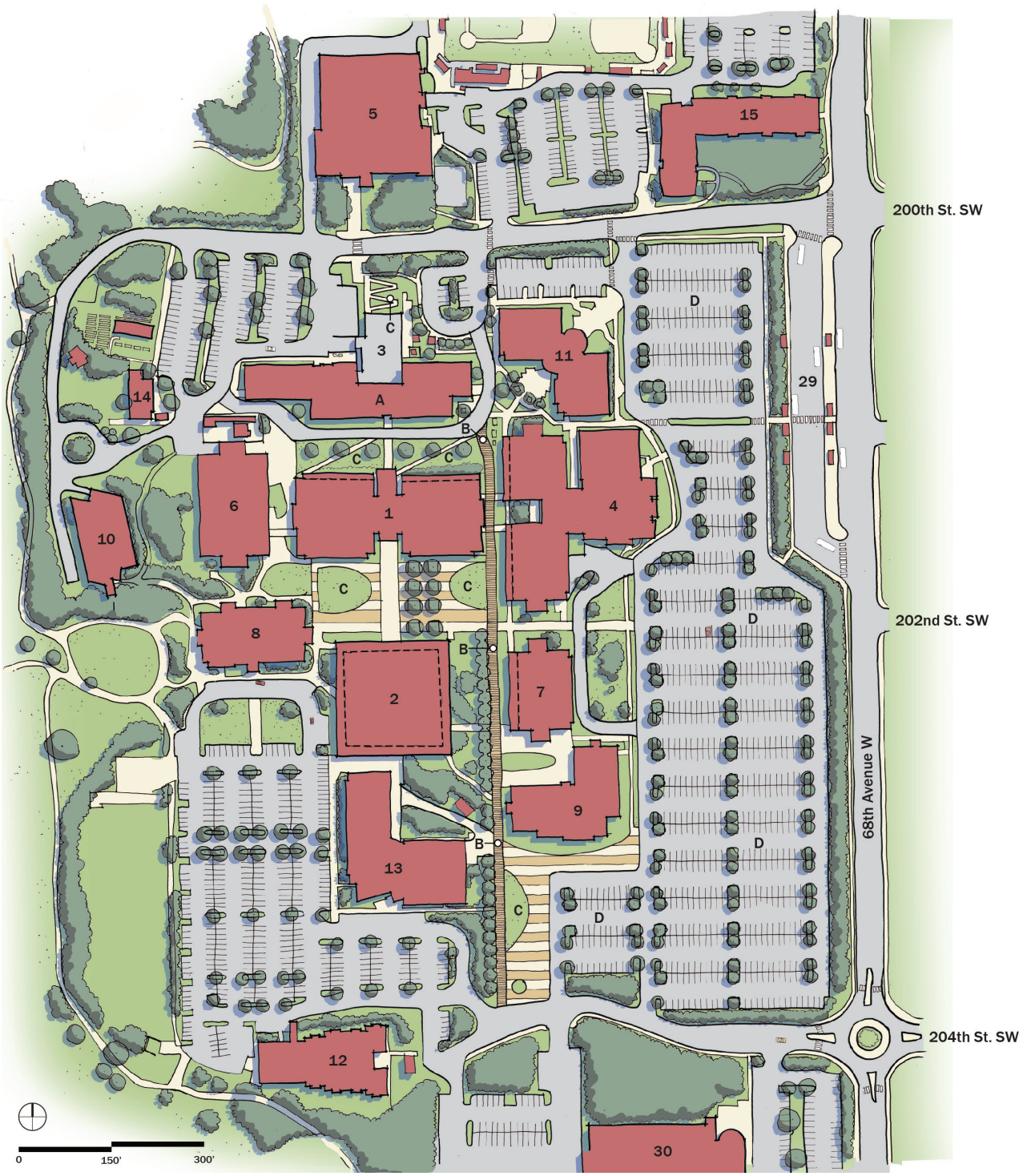


Figure 6-1 Proposed 10-Year Site Improvements Plan

COLOR LEGEND

EXISTING BUILDING

BUILDING/SITE KEY

1. Mountlake Terrace Hall
2. Lynnwood Hall
3. Central Utility Plant
4. Brier Hall
5. Seaview Gymnasium
6. Meadowdale Hall
7. Alderwood Hall
8. Woodway Hall
9. Snohomish Hall
10. Mill Creek Hall
11. Snoqualmie Hall
12. Center for Families
13. Mukilteo Hall
14. Relocatable Building
15. Rainier Place
29. Transit Center *(relocated)*
30. Edmonds School District

NEW DEVELOPMENT KEY

A. Science, Engineering & Technology (SET) Building *(to be completed in 2017)*

B. Campus spine development

C. Improved outdoor space

D. Improved parking

Master plan changes in campus space utilization will impact computer labs. Flexible labs supported by a robust IT infrastructure will enable these changes to take place with less disruption to education as classrooms can be converted temporarily and/or permanently to computer labs.

6.2 10-YEAR SITE PLAN FOR CAMPUS

The completion of the SET Building and the extension of 204th Street present opportunities for strengthening campus open space and addressing deficiencies related to orientation, wayfinding and parking access. The City of Lynnwood completed constructing an extension of 204th Street to Highway 99 in October 2015. A roundabout that was part of the street extension project aligns with the existing south entrance to the campus at 204th Street. The SET Building will provide a new landscaped open space on north end of campus. These two projects set up opportunities to clarify vehicular circulation and open space relationships across the campus.

IMPROVE ENTRACE TO CAMPUS

Creating a clear front entry to campus that is supported by easy to find visitor parking is the first step in improving campus vehicular and pedestrian circulation. What currently appears to be the main entrance to campus because of its scale and location at the center of campus is actually the entrance to the transit center. First time visitors are further confused by signage that says “Do Not Enter." By aligning the new front entry to campus with 204th St. SW and taking advantage of the roundabout to signify the entry to campus, a front entry that connects to the major arterial where much of the traffic to campus is coming from will create a recognizable front entry to campus.

RELOCATE THE TRANSIT CENTER

The transit center was constructed in 2000 with money from a federal grant at a cost of $500,000. The agreement with the federal government stipulates that the transit center needs to be in operation until 2028 or the grant money would need to be paid back to the government.

Community Transit is amenable to moving the Transit Center. After looking at several options, the College and Community Transit agreed upon the location at the intersection of 200th Street and 68th Avenue. The new location has features that both the College and Community Transit see as improvements over the existing configuration:

- The Transit Center has better access for the College and the community.
- Pedestrian safety is improved since it is located at signaled intersection.
- The intersection can be configured to provide a “priority signaling and lane” for buses making for safer interaction with cars and pedestrians.
- The north-south orientation of the Transit Center allows for the College’s east parking lot to be reconfigured providing better flow for vehicles.

IMPROVE PARKING ACCESS

The parking study conducted by TSI shows that there is enough campus parking even at peak times. The problem with parking is that it is hard to find. The existing transit center splits the primary campus parking lots along 68th Avenue into two lots with limited, if any, alignments between drive aisles making it difficult to browse and find a space. Moving the transit center away from the middle of the east campus parking lots is a critical move to improve parking access. The parking lot can then be reconfigured with drive aisles aligned to allow students to browse the parking more effectively. Extending prime time scheduling of classes into early afternoon would also help with parking demand.

IMPROVE CAMPUS PEDISTRIAN CIRCULATION

The north south pedestrian circulation spine between the SET Building and Snohomish Hall can be strengthened by removing vegetation and bridges that block views through the campus. Constructing a clear straight pedestrian path through the campus creating a "Main Street" for the campus would improve wayfinding for the pedestrian. Removal of the decaying concrete bridge between Lynnwood and Mountlake Terrace would open up the major paved gathering space at the heart of campus.

6.3 10-YEAR PLAN FOR FACILITIES

The College is not likely to be eligible for state funding for a new building in the next ten years. All five of the original 1970's buildings were remodeled between 2005 and 2010. These building will not be eligible for a major renovation in the near term.

The focus of the 10-Year Plan is to improve space in existing buildings and infrastructure in the campus core. Opportunities exist for enhanced welcoming to the core campus for first-time students and the community. The College will need to look to a combination of local funds and state funds for minor works to fund some of the proposed improvements outlined below.

INSTRUCTIONAL SPACE

EdCC should focus on maintaining and upgrading the classrooms that are 1,000–1,200 sf. These classrooms, combined with improved instructional technology and wireless capabilities, will provide the flexible and adaptable learning environments that EdCC needs to address its evolving academic plan and to take advantage of potential partnerships with industry. Small classrooms may be eliminated after the construction of the SET Building and reconfigured into larger flexible learning environments. The small classrooms in the center of the second floor of Mountlake Terrace could become a combination of large flexible classrooms and/or informal student study space.

STUDENT SERVICES IN SNOHOMISH AND ALDERWOOD HALLS

General student services that are critical to the first steps in the enrollment process are to be consolidated in the first floor of Snohomish Hall to eliminate the "ping-pong" syndrome of students having to bounce between buildings in these first steps of enrolling at EdCC. Snohomish Hall is located next to visitor parking on the south end of campus. Snohomish Hall is one of the first buildings students encounter after parking in the visitor parking lot. Space in adjacent Alderwood Hall would also been needed for the special student support services that are accessed after completing the basic enrollment steps. Most, if not all, of the second floor will be available after the SET Building is finished and the faculty moves out of Alderwood Hall. Welcome Center functions are to be combined with student services on the first floor of Snohomish Hall.

LYNNWOOD HALL

Changes in Lynnwood Hall are proposed to better integrate library functions with instruction and to expand library space. The space on ground floor vacated by Student Services after moving to Snohomish Hall is to be repurposed for computer class labs and IT support staff. Integrating IT staff with computer class labs enables the labs to be used as open labs when instruction is not scheduled. Adjacent IT staff can monitor open lab use and the Help Desk can be located in proximity to the computer labs instead of in the basement. The use of transparent glazing will provide program visibility for computer labs from outside the building as well as for staff monitoring use inside the building. IT staff that is spread across campus should be consolidated as much as space permits in Lynnwood Hall. To permit better campus circulation flow, access to the ground floor computer labs must be from the south side as well as from the lobby on the north side of the building.

Figure 6-2 Proposed Uses/Adjacencies Diagram

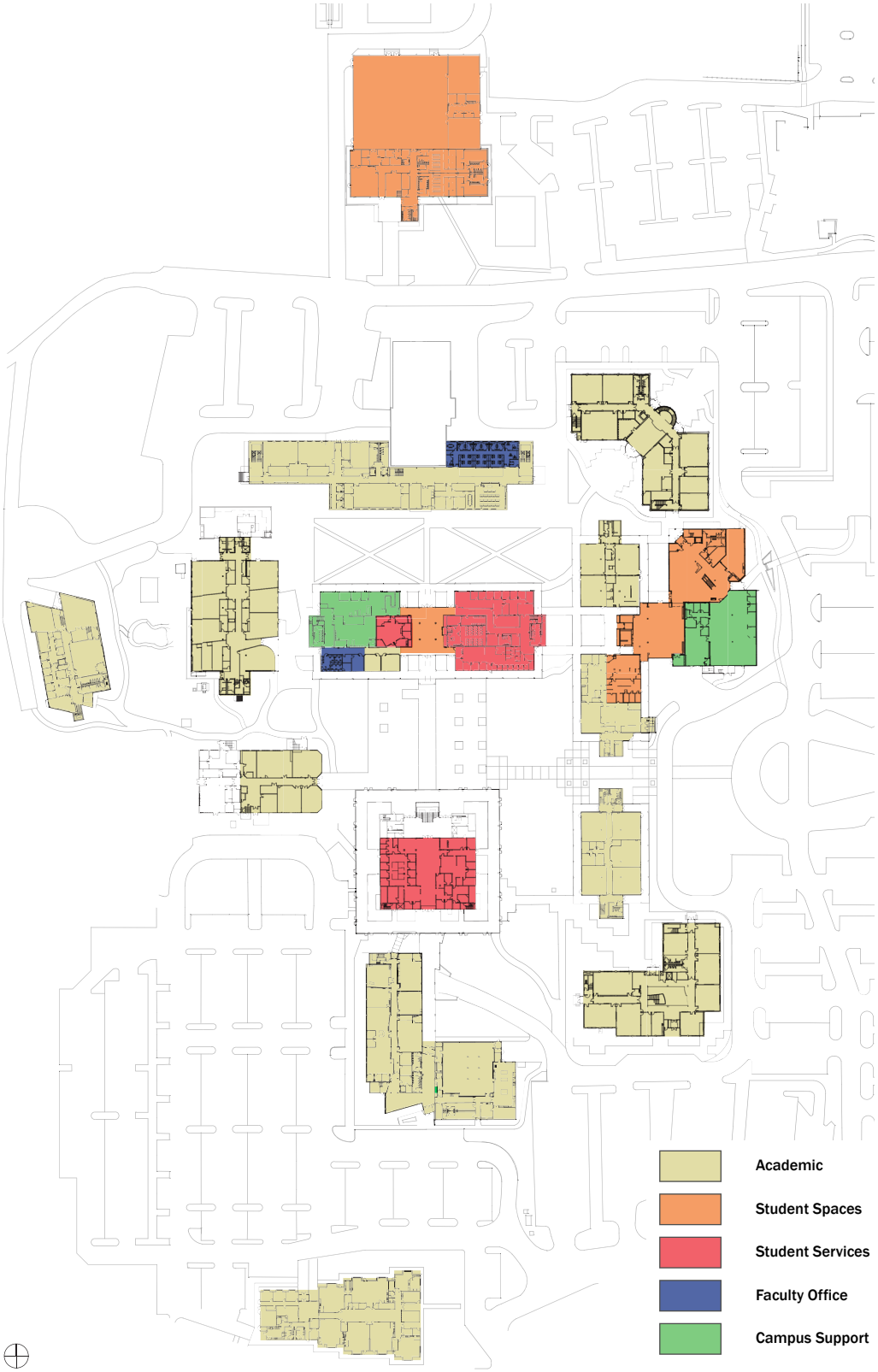


Figure 6-3 Existing Uses/Adjacency Diagram

Figure 6-4 Existing and Proposed Brier Hall First Floor Plan Diagram

Student services on the second floor of Lynnwood Hall would be moved to Alderwood Hall. This move along with the potential for repurposing some of the second floor classrooms would allow the Library to expand to the second floor. With the addition of ten new classrooms in the SET Building, some or all of the three 800 sf classrooms on the second floor of Lynnwood Hall may be repurposed for library space. Moving library space closer to the ground floor would increase visibility as well as provided a needed expansion of the library. Additional library space on the second floor would complement the Technology Resource Center that is presently located there.

TRITON STUDENT CENTER IN BRIER HALL

The 2013 CAM for EdCC notes a space shortage for student center and related spaces. Student Leadership at EdCC has also identified the need for additional space. The students have invested student generated funds in a 2009 addition to the Triton Student Center in Brier Hall. Adding additional space to the Triton Student Center is possible after the completion of the SET Building. Space can be repurposed for Student Center use when Chemistry and Physics labs are moved out of Brier Hall into SET. In conjunction with this vacated space, two courtyards could be infilled to provide more contiguous Student Center space.

Brier Hall is a mix of academic and student related spaces. Three large science classrooms are located on the ground floor. After the SET Building is completed, a further evaluation of classroom scheduling and needs will be required. If the evaluation determines that these 1,000 SF classrooms should be preserved, they should be moved to the second floor of Brier to allow the ground floor to be converted to Triton Student Center space. The courtyard just east of Mountlake Terrace Hall could be infilled on both floors to provide a central entrance lobby with clear access to student center and food service functions. This entrance would be located on the proposed north-south pedestrian spine that links the campus open spaces and parking that surrounds the campus core. The combination of repurposed and added space could result in an additional 20,000 gross square feet for Triton Student Center on two floors.

Mechanical cooling for Brier Hall is currently served via chilled water from the Central Utility Plant. The Central Utility Plant is at or near its theoretical cooling capacity, therefore any future additions should be served by stand-alone cooling systems. Heating is served via heating water from the Central Plant. Heating for infilling the courtyards should be served from the existing heating water system.

SEAVIEW GYMNASIUM

Seaview Gymnasium is to be expanded to provide a Fitness Center with weight and fitness equipment that could be used by all students. Currently, the weight and fitness equipment in the gym is needed for the students enrolled in athletic programs. Seaview Gymnasium will need to be renovated in conjunction with adding new space.

The Seaview Gymnasium has limited mechanical cooling and is not currently served from the Central Utility Plant. Any future additions should be served by stand-alone cooling systems. Heating is served via heating water from the Central Utility Plant. Heating for the addition should be served from the existing heating water system.

FACULTY AND STAFF SPACE

As noted in Chapter 5, EdCC has enough classroom space especially after the SET Building is constructed. Small or underutilized classrooms should be repurposed for other uses to alleviate shortages outlined in the CAM including faculty and staff space. Mountlake Terrace Hall will have available space on the first floor after student services move to Snohomish and Alderwood Halls. This space in the center of campus, near classrooms is ideal for the faculty development space identified in the Needs Analysis. Moving the grants staff near the faculty development space would complement the faculty development function. Grants typically do not add to existing programs but instead generate new staff. Designated flexible space for future staff supported by grants could be located in Mountlake Terrace Hall.

Figure 6-5 10-Year Campus Development Plan - Facilities and Site

COLOR LEGEND

EXISTING BUILDING

BUILDING RENOVATION

BUILDING ADDITION

BUILDING/SITE KEY

1. Mountlake Terrace Hall
2. Lynnwood Hall
3. Central Utility Plant
4. Brier Hall
5. Seaview Gymnasium
6. Meadowdale Hall
7. Alderwood Hall
8. Woodway Hall
9. Snohomish Hall
10. Mill Creek Hall
11. Snoqualmie Hall
12. Center for Families
13. Mukilteo Hall
14. Relocatable Building
15. Rainier Place
29. Transit Center *(relocated)*
30. Edmonds School District

NEW DEVELOPMENT KEY

A. Science, Engineering & Technology (SET) Building *(to be completed in 2017)*

B. Campus spine development

C. Improved outdoor space

D. Improved parking

E. Brier Hall partial renovation

F. Brier Hall infill addition

G. Seaview Gymnasium renovation

H. Seaview Gymnasium addition

J. Potential Academic Building

6.4 IMPLEMENTATION PLAN

The 10-Year Plan proposes repurposing about 40,000 sf of existing space in Lynnwood, Mountlake Terrace, Snohomish, and Alderwood Halls to improve the functionality and adjacencies for Student Services. To implement remodeling 40,000 SF, surge space will be needed to temporarily relocate some functions that must remain operational during construction.

CONSTRUCTION SEQUENCING

Approximately 40,000 SF in the four buildings noted above would be affected by the proposed relocations. Surge space would be needed for the enrollment service functions that must remain operational while remodeling is ongoing. The Student Services project would need to be planned for construction starting after the SET Building is complete. It could be completed in two Phases. The steps involved in the two-phase project for Student Services are:

Phase 1 – Approximately Ten Months of Construction

The SET Building will add 39 offices. Faculty will move out of the second floor of Alderwood Hall into new offices in the SET Building. To enable the second floor of Alderwood Hall to become the surge space needed to move enrollment service functions from Lynnwood Hall during construction, some Alderwood Hall faculty may need to be temporarily located to the adjunct spaces in the SET Building. The steps in phasing construction would then be:

- Temporarily relocate approximately 9,300 SF of Student Services from the ground floor of Lynnwood to the second floor space of Alderwood hall. This would keep enrollment services operational. The College would temporarily lose the use of the computer labs on the ground floor of Snohomish.
- Simultaneously remodel 11,300 SF in Snohomish for Student Services and 9,300 SF on the ground floor of Lynnwood for six computer labs, IT staff offices and the Help Desk that will move up from the basement of Lynnwood. To have room for IT staff to move out of the basement, the 7th computer lab in Snohomish will have to be located elsewhere.
- Move Student Services from their temporary space in Alderwood into the remodeled first floor of Snohomish. Occupy the six computer labs on the ground floor of Lynnwood. Move IT staff and the Help Desk up from the basement.

Phase 2 – Approximately Six Months of Construction

- Remodel 9,400 sf on the second floor of Alderwood Hall for Student Services currently located in Mountlake Terrace Hall including Disability Support, Career Center, and Trio. Running Start would move from the second floor of Lynnwood Hall to the second floor of Alderwood Hall.
- Move the rest of Student Services into the finished 2nd floor of Alderwood Hall.
- Repurpose the office space on first floor of Mountlake Terrace Hall east of the coffee shop for faculty and staff space, faculty development space, grants, and some IT offices as not all desired IT space will fit on the ground floor of Lynnwood Hall. The vacated Trio space becomes the 7th computer lab that would be moved out of the ground floor of Snohomish Hall.

Alternatively, if EdCC wants the rest of Student Services on the ground floor of Alderwood Hall in lieu of the second, a comprehensive renovation of Alderwood Hall would likely be required. The Alderwood Hall first floor has almost 2,000 SF less than the second floor. The first and part of the second floors of Alderwood hall would be needed to consolidate the specialist Student Services in Alderwood Hall. At least 65% of the space in the building would likely be remodeled. This amount of change may trigger a code-mandated substantial renovation. The five computer labs would have to be rebuilt in the vacated first floor space of Mountlake Terrace Hall once student services move out into Alderwood Hall. This would limit use of the area for faculty and staff space as proposed above.

SOURCES OF FUNDING

Local funds would be needed to construct the above projects for improving functional adjacencies. State funds currently are not available for purely program-driven renovations. A 40,000 SF project as described above including site improvements could potentially cost $13 million in today's project costs.

Minor works funds may be a possible source for the incremental changes on the second floors of Lynnwood and Mountlake Terrace Halls once Student Services move out. Funds for the additions to the Triton Student Center and Seaview Gymnasium must come from the students. They will have to pay back the loans through fees attached to their tuition.

NEXT STEPS

Additional detailed planning will be required to verify if the above proposed realignment of campus space is feasible. Classroom scheduling and utilization will have to be further evaluated at the time the SET Building is completed to determine how much classroom space can be converted to other uses. The above proposed space utilization changes for Student Services do not take into account any growth. The need for growth would have to be evaluated. Planning for having seven computer labs out of service for ten months while the new labs are constructed in Lynnwood would have to be carefully considered.

6.5 LONG-RANGE PLAN

The proposed long range plan represents expansion of the campus beyond the next ten years. While the 10-Year Plan focuses on improving space within existing buildings in the campus core, the Long Range Plan proposes locations for new buildings in the campus core that may be needed to accommodate growth of the campus. Two potential sites for new buildings have been identified: one west of Rainier Place and another south of Woodway Hall. Both of these sites are presently occupied by parking. Depending on the land use codes at the time of planning and construction, the displaced parking may have to be replaced elsewhere. Locating new buildings close to the close to the existing campus core will preserve the walkability of the campus and contribute to the sense of campus community.

Lynnwood Hall is one of the oldest and largest buildings on the EdCC campus–It will eventually need to be renovated. Given its size at 90,960 GSF and construction of cast-in-place concrete for the structure and exterior walls, it is a substantial building and is not a likely candidate for demolition and replacement. In conjunction with a comprehensive renovation, the 30-foot wide recesses around the first two floors of the building could be filled in to provide more space at the center of campus. Any expansion of Lynnwood Hall must be done in the context of a comprehensive renovation that addresses seismic upgrades to its structure. A comprehensive renovation could also address Lynnwood Hall's lack of windows and daylight.

As development occurs on campus, guiding design priciples should be followed. Campus design principles support the campus master plan's goal to create a physical environment that for Edmonds Community College's central campus that aligns with its evolving identity, programs, academic community and sustainable design initiatives. They describe a general approach and philosophy while encouraging flexibility and creativity in the design of specific projects. These Campus/ Academic Institution Design Principles can be found in the Appendix of this document.

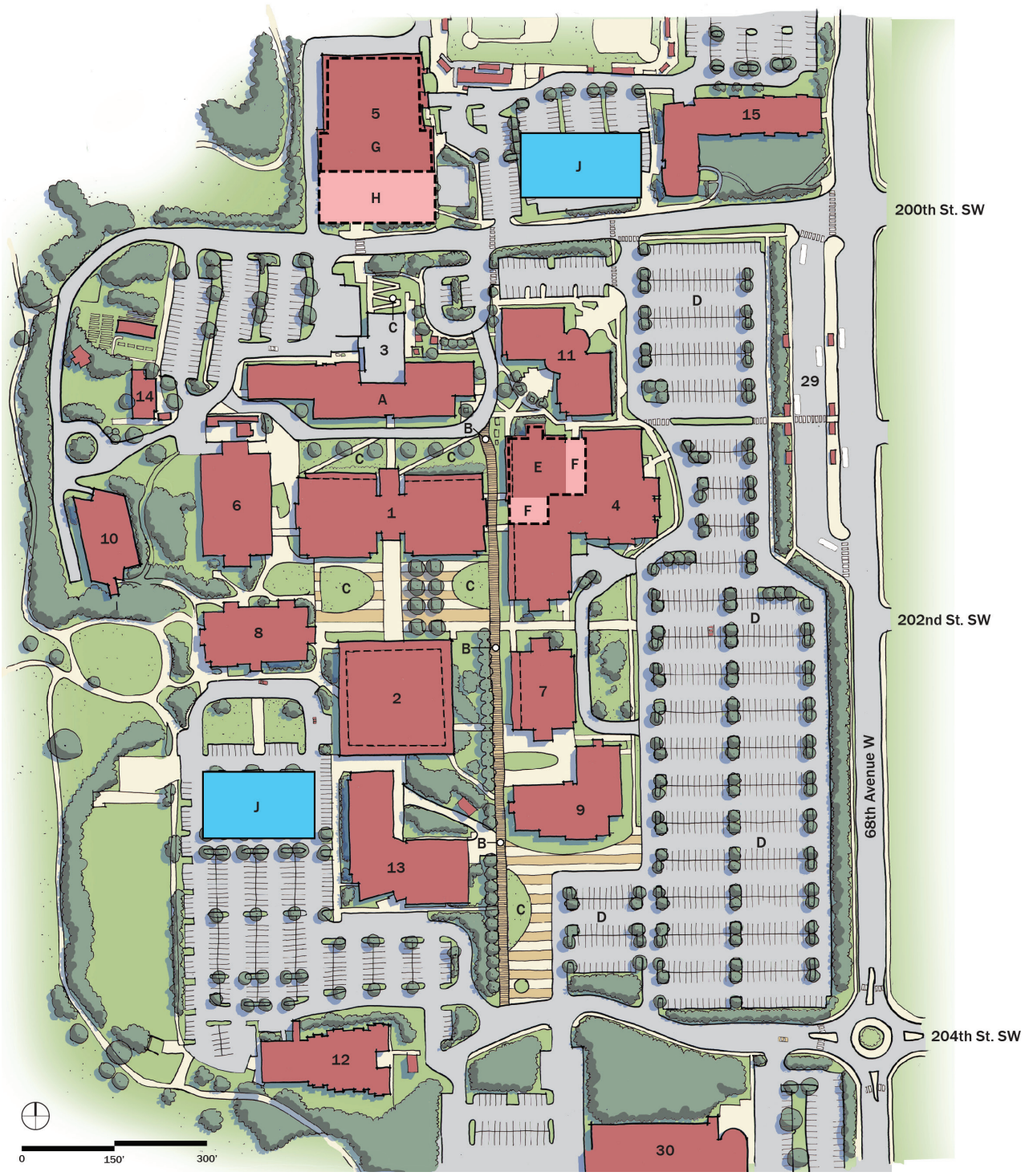


Figure 6-6 Long Range Campus Development Plan

COLOR LEGEND


EXISTING BUILDING


BUILDING RENOVATION


BUILDING ADDITION


FUTURE BUILDING

BUILDING/SITE KEY

1. Mountlake Terrace Hall
2. Lynnwood Hall
3. Central Utility Plant
4. Brier Hall
5. Seaview Gymnasium
6. Meadowdale Hall
7. Alderwood Hall
8. Woodway Hall
9. Snohomish Hall
10. Mill Creek Hall
11. Snoqualmie Hall
12. Center for Families
13. Mukilteo Hall
14. Relocatable Building
15. Rainier Place
29. Transit Center *(relocated)*
30. Edmonds School District

NEW DEVELOPMENT KEY

A. Science, Engineering & Technology (SET) Building *(to be completed in 2017)*
B. Campus spine development
C. Improved outdoor space
D. Improved parking
E. Brier Hall partial renovation
F. Brier Hall infill addition
G. Seaview Gymnasium renovation
H. Seaview Gymnasium addition
J. Potential Academic Building

7 APPENDIX

7.1 CAMPUS/ACADEMIC INSTITUTION DESIGN PRINCIPLES

schacht | aslani architects

CAMPUS/ ACADEMIC INSTITUTION DESIGN PRINCIPLES

Campus design principles support the campus master plan's goal to create a physical environment that for Edmonds Community College's central campus that aligns with its evolving identity, programs, academic community and sustainable design initiatives. They describe a general approach and philosophy while encouraging flexibility and creativity in the design of specific projects.

Overall, campus open spaces and buildings should have a scale and identity that recognizes the unique character of an academic community. They should be clearly differentiated from surrounding commercial and residential developments.

I. EVOLVING CAMPUS CHARACTER

The original, 1970s campus buildings were designed as figural elements with outdoor circulation and elevated walkways. Typical of their era, but not consistent with classical or contemporary campus planning, informal and formal gathering spaces were leftover between the structures. The campus master plan proposes a new direction for the college based on the goal of fostering dialogue, collaboration and community. Common spaces inside and outside of buildings are the focus of the campus organization and serve as the figural element in future development.

The original concrete core campus buildings were designed in the Brutalist style, which was popular for institutional facilities at the time. The structures can be challenging to adapt to evolving program needs, expensive to maintain to renovate and lack thermal breaks in their envelopes. Subsequent development on campus repeats or mimics the style of the original buildings.

Moving forward, the campus design vernacular should recognize the evolving nature of best practices for building adaptable, high performance buildings. New buildings, renovations and additions should be compatible with but not replicate the existing design language.

II. RELATIONSHIP BETWEEN OPEN SPACES AND BUILDINGS

An engaged relationship between open spaces and buildings is a fundamental goal of landscape and architectural design. New construction, renovations and/or additions should contribute to, create, or complete relationships with adjacent open spaces.

There should be a clear sense of building entry along major paths of travel, plazas and/ or quads. A hierarchy of entry scale may be appropriate given the organization of the program within the building, i.e., there may be a major building entry with one or more subsidiary entries at other locations. Entries should be designed with overhead weather protection.

Public spaces within buildings should related to and engage adjacent outdoor spaces. Gathering spaces, in particular, should take advantage of views. Interior spaces should have visual connections to the landscape.

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III. BUILDING DESIGN

A. MASS AND SCALE

Academic buildings should have a monumental, civic, contemporary quality. Building form, scale and articulation should reflect its functions, reinforce the pedestrian-oriented character of the central campus and acknowledge the importance of the spaces between the buildings. Two to four-story structures are typically appropriate to create a dense, active campus which is in scale with open spaces and existing buildings.

Height restrictions are based on the City of Lynnwood's land use regulations and depend upon the on the setback of the structure from property lines. See Chapter 4 of the master plan for further information on setbacks and heights.

Facades should be articulated to engage with surrounding open spaces and buildings. Visibility of internal public and program spaces connects inside to out and meets the college's goals for diversity, inclusion and broadening career pathways for students. Transparency of exterior walls is of particular importance in the Pacific Northwest climate where light coming from inside buildings serves as a counterpoint to short, overcast days. For typical academic, office and student support uses the glazing to solid wall ratio should be in the range of 25 - 40%. Solid walls over fifty feet in length should be avoided.

B. MATERIALS AND DETAILING

Existing buildings on the central campus utilize a similar, neutral palette of materials which include concrete, brick, curtainwalls and punched windows. New buildings, renovations and additions may consider the use of an alternate but compatible palette to create a more vibrant campus environment and/or distinguish the time, place and function of the project. For example, alternate brick colors, metal panels and/or other materials may be considered. Accent colors and materials may be used inside and outside where appropriate to highlight programmatic and other unique building elements. Materials should be durable and easily maintained.

Mechanical, electrical and/or communications equipment located on rooftops should be enclosed in penthouses, custom "boxcars" or architecturally screened. Equipment should be located as close as is feasible to center of roof areas to limit the amount of screening that is visible from the ground level.

Solar control devices, whether roof overhangs or sunscreens, should be an integral element of façade design.

C. HIGH PERFORMANCE DESIGN

Meeting the State's requirements for LEED Silver indicates that all major projects will incorporate sustainable design strategies. High performance environments for people to study,

learn, gather and work are a paramount design consideration. Daylight, electric light, acoustics, indoor air quality and security are critical.

Spaces for informal gathering and interaction, which promote student engagement and collaboration, should be located in proximity to interior lobbies and hallways. Exterior walkways are typically not desirable and should be avoided.

Sustainable systems should be part of the learning experience. Making systems visible and/or reporting on building performance though display systems such as an energy dashboard provides opportunities to connect students to the college's approach to environmental stewardship.

IV. LANDSCAPE

The landscape provides a means to tie disparate campus spaces and buildings into a unified whole. An interrelated palette of furnishings, paving, and planting should be utilized for consistency while retaining the possibility for environments that connect with unique circumstances. Detailed Landscape Design Guidelines are provided in the Appendix. They include standards for selecting site furnishings, plant species and pavers.

V. EXTERIOR LIGHTING STANDARDS

Exterior lighting standards are based on selections made for the SET Building project and its related site improvements. LED fixtures are specified to extend fixture life and reduce energy consumption.

7.2 LANDSCAPE ARCHITECTURE

Edmonds Community College
Existing Site Infrastructure Landscape Narrative

December, 2014

LANDSCAPE MASTER PLAN GOALS
The purpose of this narrative is to establish goals for the Edmonds Community College landscape at the master plan level and use them to identify accomplishments, constraints and opportunities for improvement of the existing landscape.

Ultimately, the role of the master plan is to help Edmonds Community College achieve its own goals. The mission statement sums up these goals: “Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning.”

The landscape can support these goals in three primary ways:

- Accommodate students and staff
- Create an environment that supports a sense of community
- Inspire with examples and opportunities for hands-on learning

ACCOMODATION GOALS
The facilities, first and foremost, must accommodate safe and convenient access to the campus facilities for everyone. This involves providing sufficient parking, circulation, accessibility, and security. Crime Prevention Through Environmental Design (CPTED) principles are a helpful guide for creating as safe a landscape as possible. The application of ADA standards can help accommodate students with disabilities.

COMMUNITY GOALS
The campus should bring people together by creating a welcoming, clean, collaborative space and a positive presence in the neighborhood and region. This involves creating places that encourage interaction and a sense of stewardship among all students, especially populations that are often underserved. It also involves creating a positive presence in the neighborhood by establishing safe, efficient traffic patterns for commuters and a positive appearance from the street. The campus should strive to be seen as a good neighbor and an asset to the larger community.

DEMONSTRATION GOALS
The campus landscape should lead through example, provide opportunities for hands-on learning, and inspire. Horticulturally, environmentally, and through design, the landscape has the potential to serve as a living laboratory and support school curriculum. It is also an opportunity for the school to express values like stewardship and inclusiveness. Finally, the landscape should inspire students to think creatively and to feel pride in their school.

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EFFICIENCY GOALS
These goals must be balanced against the need to provide an affordable education and responsibly allocate resources. The college strives to provide an affordable education for students and spend tax payer money responsibly, as well as act as a steward of the environment and meet the standards of publicly funded colleges. Landscapes must be practical, and consider school maintenance capabilities. Designs ought to balance initial installation costs with ongoing maintenance costs.

SITE CONTEXT
The campus consists of three parts: two minor annexes a few blocks north along 196th St. SW and the primary campus facing onto 68th Avenue West. A municipal golf course operates on land leased from the college along the school's west edge, and provides a park-like setting and views in that direction. Across 68th Avenue West from the college, a residential neighborhood backs onto the commercial strip along Highway 99. To the north, the campus gives way to multifamily residential and the commercial strip along 196th Street, SW.

VEHICULAR CIRCULATION
The main gateway to campus is at its southeast corner, where a large monument sign and plantings clearly mark the southern entry. This drive also leads to municipal golf course facilities and a school district building. At 202nd Street SW, a broad bus turnaround enters campus and circles a large planting island. Cars are not permitted on this drive, though the public vehicular route crosses the loop. 200th Street SW serves as a major entry drive with traffic lights, and branches off into parking. The northernmost corners of campus have minor entry drives, a gated route from the maintenance buildings, and an entry off of 68th Avenue SW into the parking by the athletic field.

Within the site, vehicular circulation and signage are generally clear and effective, but may conflict with pedestrian traffic. Designated pedestrian routes, marked with painted striping, often run along drives where sidewalks were not installed. Striping also marks designated pedestrian crossings. Drivers often move quickly through and between parking areas, looking for an open spot. Speed bumps discourage high speed at key points along the southern entry drive and parking aisles, but can be partially avoided by driving in the pedestrian zones.

PARKING
Parking at Edmonds covers a large portion of the campus, but is still in short supply and provides circulation challenges. A lot off of 200th Street is designated for staff and an aisle near Snohomish Hall and the administration offices is reserved for visitors. For the most part, the rest is available to the many students who commute to school by car. The existing lots are at capacity, and more parking or commuting alternatives are needed. Parking sometimes overflows into the neighborhood, inconveniencing neighbors and businesses.

The parking is well screened from the street and meets the City of Lynnwood Design Guidelines, but may have to be updated to meet new ADA requirements, and has the capacity to be enlarged by shrinking planting islands. It has frequent generous planting islands, larger than the trees typically need. Many of these islands are well vegetated, but some secondary beds are mostly shade trees in wood chips

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without groundcovers. Maintenance staff face challenges from large oak leaves blocking drains. The adjacent golf course can also be a problem when golf balls land on cars.

As noted in the 2013-2014 Civil Rights Review Voluntary Compliance Plans, some accessible spaces don't have the required 36" passageway from parking stalls to designated routes to campus. In addition, ADA parking signage is not always tall enough to be seen over cars and does not call out potential van parking spaces.

PEDESTRIAN CIRCULATION

Pedestrian circulation through the site can be confusing and hazardous. Wayfinding is a challenge because routes weave between buildings, plantings and parking lots, and there are few clear, direct routes. The walkways are not only unclear, they can also be dangerous. In parking areas, pedestrians are often forced to walk in drive aisles where sidewalks are not provided, increasing the possibility of conflicts with cars. In the central campus, close-set buildings, arcaded walkways and dense planting create a dark, tight experience. These arcaded walkways are, however, a unique and interesting feature of the campus. Tall plantings, which provide hiding places and block lighting and sightlines, are not in line with CPTED principles for crime prevention.

Designated safer routes are not always direct enough to be chosen over shorter, more hazardous routes, and even designated routes pose challenges. A jogging path skirts the campus through the edge of the golf course and perimeter parking. Though the school has recently improved a key part of the route by installing some lighting, joggers still face dark tree-lined routes through the secluded areas behind buildings and through traffic where the path crosses or travels along drive aisles. Because parking is so tight, visitors coming from their cars may have to cross much of the campus to get to their destinations, and may take risky short cuts across parking areas. The residential dormitories are also across a parking lots and roadways from most of campus.

Generally, walkways on campus are accessible. However, two buildings, Mill Creek Hall and the Glacier Building (slated to be removed), are not accessible because their approach walks are over 8.3%, and have no handrails or level landings. The college's obligations in this regard do not end at the property line. Routes between campus and the leased student housing apartment buildings need to be accessible and meet the same site codes and design goals as the rest of campus.

GATHERING PLACES

The campus hosts a number of successful seating areas that provide a good range of social options, from plazas with extensive seating for gathering, studying, and people watching, to spaces for quiet conversation or solitude. Students often gather in the plaza between Lynnwood Hall and Mountlake Terrace Hall. Picnic tables skirt the sunniest edge of paving at the west end, and broad, iconic benches surround trees on the east end. However, the two halves are divided by a covered walkway, so the space accommodates groups rather than larger gatherings. In addition to the plazas, many individual benches are provided throughout the campus for more solitary enjoyment, including a couple special gardens. The reflectance garden (slated to be moved) is a quiet spot for solitary contemplation. The horticulture demonstration garden has a pleasant seating area as well.

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These outdoor gathering places are often small, damp and shady. The campus has no quad or large lawn for non-athletic recreation or large gatherings. Though there are cafes on campus, the few places to eat outside are not conveniently located. The designated smoking areas scattered throughout campus are very popular and heavily used. However, Informal layouts, non-standard furnishings, unsightly ash urns and littered cigarette butts give the spaces a haphazard feel. Because of woodchips and leaf litter, the college is concerned about fires starting in these locations. These areas pose a design challenge; eliminating these spaces may only push the activity to the margins of the campus, creating problems in the adjacent neighborhood.

Picnic tables have been provided in a few areas around campus, including a few wheelchair accessible tables. However, in addition to technical compliance, the school has an opportunity to create an inclusive and welcoming site for all by expanding accessibility further. This would involve insuring that every experience and setting available to able-bodied students is accessible or at least has a parallel experience for disabled students.

DEMONSTRATION PROJECTS

The college's many demonstration projects provide opportunities for learning, but also challenges for maintenance. Staff have initiated many demonstration projects in the landscape around campus. For example, they installed rain gardens in parking islands to filter pollutants and infiltrate storm water, and they erected a solar panel canopy to provide shade and electricity. Faculty have involved students directly as well, to help install and maintain sculptures, structures and plantings in hands-on learning projects. The campus also hosts an impressive collection of plant species to support the horticulture curriculum. However, the limited maintenance staff struggle to maintain some of these features and to complete projects students are unqualified for. Some plants in the horticulture department's demonstration gardens are large enough to hide behind or block lighting, and conflict with CPTED goals.

The school does an excellent job incorporating environmental principles into their maintenance practices and curriculum. They demonstrate stewardship though practices such as integrated pest management, organic landscaping practices, use of compost and mulch. This helps reduce chemical applications, irrigation and plant replacement. Because state funding requires projects to be LEED certified and incorporate LID principles, this will only become more important.

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7.3 CIVIL

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Project: EdCC Design by: hk/jdj
Master Plan, Infrastructure Date: 4/12/15
Utility Facilities Analysis Checked by:
Date:

WATER SYSTEM

The City of Lynnwood provides water to the campus and owns and maintains the water mains and the services up to and including the water meters. Water is delivered to the campus via 8-inch water mains in 196th Street Southwest and 68th Avenue West. Three 8-inch water mains serve the campus, one from 196th Street Southwest and two from 68th Avenue West. All mains from the street connect with each other within the campus and form several loops. Rainier Place is served by a separate 8-inch main loop connecting to 68th Avenue West. The water main system is 8-inch ductile iron, with installation dating to about 1969. The water system is depicted on the master plan Water Distribution Schematic map.

Fire protection is provided from the city-owned water mains and fire hydrants on campus and on adjacent streets. Most buildings have fire sprinkler systems except for Alderwood Hall, Clearview Hall, and most off-campus buildings.

On-campus water pressure ranges from about 55-psi static pressure along 68th Avenue West and 196th Street Southwest to 50-psi static pressure at the center of campus. Several fire flow tests have been performed on campus in recent years. Two fire flow tests were done at the center of campus for this master plan study.

- March 2008 at Rainier Place along 68th Avenue West.
  - 55-psi static pressure. 1,126 gpm flowing at 48-psi residual pressure.
  - 2,685 gpm available at 20 psi.
- June 2014 at Maltby Building along 196th Street Southwest.
  - 57-psi static pressure. 893 gpm flowing at 53-psi residual pressure.
  - 2,969 gpm available at 20 psi.
- December 2014 at Mukilteo Hall (witnessed by Reid Middleton).
  - 50-psi static pressure. 908 gpm flowing at 35-psi residual pressure.
  - 1,320 gpm flow available at 20 psi.
- December 2014 at Seaview Gym (witnessed by Reid Middleton).
  - 50-psi static pressure. 735 gpm flowing at 40-psi residual pressure
  - 1,330 gpm flow available at 20 psi.

Available fire flow in the center of campus is about 1,300 gallons per minute. Fire flows along 68th Avenue West and 196the Street Southwest are above 2,500 gallons per minute.

Domestic water for the campus's core buildings is distributed via the campus utility tunnel system. The tunnel domestic water system is split into a north system and a south system.

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The north tunnel domestic water system is fed by a 4-inch meter at the southeast corner of the Central Utility Plant (CUP). The north domestic system supplies water to Mill Creek Hall, Meadowdale Hall, Mountlake Terrace Hall, Brier Hall, Snoqualmie Hall, and Seaview Gym.

The south tunnel domestic water system is fed by a 6-inch meter at Mukilteo Hall. The south domestic water system supplies water to Mukilteo Hall, Lynnwood Hall, Snohomish Hall, and Alderwood Hall. The Center for Families, Woodway Hall, and Rainier Place are served by separate domestic water meters. Buildings on north campus including Cleaview, Maltby, Gateway, and Monroe are served by separate water meters from the water main in 196th Street Southwest.

There is no connection between the north and south tunnel domestic water systems.

The water pressure on campus is low. This limits the height of buildings without a booster pump. Rainier Place has a booster pump to provide adequate pressure to the top floors.

No problems with the water system were reported by campus staff. The Owner's concerns are that marginal water system pressure requires fire sprinkler booster pumps for taller buildings or buildings requiring high fire flows.

SANITARY SEWER

The City of Lynnwood provides sanitary sewer service to the campus. The College owns and maintains the sewer laterals, services, and appurtenances on campus property. City-owned 8-inch-diameter sewer mains are located in 196th Street Southwest and 68th Avenue West. The sanitary sewer conveyance system on campus is 8-inch PVC mains and 6-inch building-service laterals. The sanitary sewer system installation dates to about 1969. Typical life expectancy of similar systems is 60 to 90 years. Buildings north of Seaview Gym are served by gravity sewer services draining to 196th Street Southwest. The Horticulture building drains north to a city sewer lateral in 69th Place West. Alderwood Hall, Lynnwood Hall, and areas south, drain east to 68th Avenue West. The remainder of the campus drains east to 68th Avenue West. The sanitary sewer system is depicted on the master plan Sanitary Sewer System map.

There are two sewage pump stations serving buildings on campus:

The Woodway Lift Station located in the plaza near the southeast corner of Meadowdale Hall serves Woodway Hall and the southerly portion of Meadowdale Hall. The station was constructed in 1979 and maintenance in 2004 rewound both motors and rebuilt the check valves. This pump station is beyond a normal life span for similar facilities. The Operation and Maintenance Manual for the pump station lists the operating flow as 500 gpm. This flow rate seems high for a station serving only two classroom buildings.

Mill Creek Hall grinder pump station serves that building and was constructed in 2000. Maintenance in 2009 rewound both motors. Normal life expectancy is about seven years for similar systems and maintenance usually includes rebuilding or replacing the motors.

Preliminary treatment prior to discharge to the sewer system includes grease separators at Woodway Hall (1975) and Brier Hall (4,000 gallon, installed 2007). There are no acid neutralizers or oil/water separators outside the buildings. See the plumbing section for systems in the buildings (if any).

The Owner's concerns include certain building services that clog on a regular basis, Alderwood Hall's first floor (in the building) and the Woodway Hall pump station, and high acidity in sewer flows from the CUP that is degrading the pipe. Sewer service laterals to Matlby Hall were replaced in 2014. During that work, it was discovered that there is settlement in the City-owned portion of the sewer lateral.

NATURAL GAS

Puget Sound Energy (PSE) provides natural gas to the campus and owns and maintains the gas lines up to the gas meters at each point of service. Natural Gas is available from 196th Street Southwest and 68th Avenue West. A 1-1/4-inch gas line extends from 196th Street south to the Cedar building. A gas line at the south end of campus runs west from 68th Avenue West to the Center for Families building. A 4-inch gas line runs west from 68th Avenue, between the duplex buildings, and around the south side of Snoqualmie Hall to supply the CUP and emergency generators. A smaller diameter gas main continues west from the CUP turning south around the west side of Meadowdale Hall serving the ceramics yard and Woodway Hall. The gas main then continues south to supply the emergency generator south of Lynnwood Hall. Other buildings are served directly from gas mains in 196th Street Southwest and 68th Avenue West. Gas mains are shown on the Natural gas map.

Natural gas distribution pipe on campus is owned and maintained by PSE. The natural gas distribution mains on campus are steel wrapped and polyethylene (PE) pipe. Puget Sound Energy monitors all steel wrapped pipe for corrosion. PE pipe on the campus has been installed staring in 1990. PSE has stated that the existing natural gas facilities should have decades of remaining life.

No problems with natural gas service were reported by campus staff.

STORM DRAINAGE

Edmonds Community College drains to two storm drainage sub-basins, the “East Basin” drains to the City of Lynnwood pipe storm drainage system in 68th Avenue West and the “West Basin” drains to the Lynnwood Golf Course then south through open swales and channels. Both sub-basins join south of the campus and eventually discharge via Halls Creek to Lake Ballinger, except for the north campus, east of 68th Place (Clearview and Maltby Hall), which drains to Perrinville Creek. The campus sub-basin dividing line is a natural topographic ridge running north-south through the campus generally through the center of Seaview Gym, Mountlake Terrace Hall, Lynwood Hall, then continuing south into the adjacent property.

The West Basin (about 16 acres) has a conventional catch basin and pipe conveyance system with three outfalls into the golf course: an 18-inch pipe west of Woodway Hall, a 12-inch pipe west of Mill Creek Hall, and a 15-inch pipe west of the access road to the golf course (north of Mill Creek Hall). Two stormwater detention and water quality systems serve a portion of the basin: The Center for Families and Mill Creek Hall. The remainder of the basin does not have stormwater detention or water quality treatment.

The East Basin (about 23 acres) has a conventional catch basin and pipe conveyance system with eight connections to the city stormwater-drainage system in 68th Avenue West.

1. A 12-inch outfall north of Rainier Place collecting the student parking north of Rainier Place. This parking lot has detention and water quality treatment.

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2. A 12-inch outfall on the east side of Rainier Place collecting the parking lot east of Seaview Gym. This outfall was re-routed during the construction of Rainier Hall. An old detention pipe remains in place along the north side of Rainier Place.

3. An 18-inch outfall at the access road at 200th Street Southwest collecting Rainier Hall and Triton Field (each with detention and water quality systems).

4. A 12-inch outfall from the parking lot northeast of Glacier and Pilchuck Halls. This sub-basin includes an old detention pipe.

5. A 12-inch outfall southeast of the Pilchuck Building. This outfall drains the parking lot east of Brier Hall, Snoqualmie Hall, and the parking lots around Snoqualmie Hall. The sub-basin includes the Snoqualmie Hall detention and water quality systems and an old detention pipe in the parking lot east of Brier Hall. A Stormfilter Manhole was installed on the outfall during the Brier Hall remodel project.

6. A 12-inch outfall east of Brier Hall just north of the bus loop driveway draining Brier Hall. The sub-basin includes detention pipes for Brier Hall.

7. Two 12-inch and one 10-inch outfall combining at the bus loop driveway. This outfall drains Snohomish and Alderwood Halls, the bus loop, and parking lots east of Snohomish and Alderwood Halls. Old detention pipes existing under the parking lots and bus loops.

8. A 12-inch outfall at 204th Street Southwest collecting Mukilteo Hall, the south access drive, and parking lots south of Snohomish Hall. Sub-basin includes detention pipes for Mukilteo Hall and old detention pipes in the parking lots south of Snohomish Hall.

The City of Lynnwood has adopted the 2005 Department of Ecology stormwater manual. The existing stormwater detention systems on campus (except for Rainier Place and Triton Field) do not meet the current code. Any significant redevelopment of areas tributary to existing detention systems will require updating the detention and water quality treatment to meet current code. The City will adopt the 2012 Department of Ecology stormwater manual at the end of 2016.

The storm drainage system is shown on the stormwater system map.

Maintenance staff report that the Central Plant loading dock does not drain adequately. There is a trench drain in the loading dock that may be undersized and clogged. Problems have occurred in the past where groundwater has run along electrical conduits and flooded electrical vaults.

LOW IMPACT DEVELOPMENT

Low Impact Development (LID) is a stormwater and land use management strategy that strives to mimic pre-disturbance hydrologic processes of infiltration, filtration, storage, evaporation and transpiration by emphasizing conservation, use of on-site natural features, site planning and distributed stormwater management practices integrated into a project design.

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Common LID Best Management Practices (BMPs) include: bio-retention and amended site soils, roof downspout controls and dispersion, permeable pavements, vegetated roofs, and rainwater harvesting/water reuse.
Not all LID features are suitable for every project location. Factors affecting suitability include the characteristics of site soils, site topography and the planned land use. The soils that underlie the Edmonds Community College campus are generally compacted glacial till soils with low water infiltration capacities that limit the effectiveness of many LID features.

1. Bio-retention and Rain Gardens
   Bio-retention is a stormwater management practice that uses properties of plants, soil microbes and the organic and aggregate mater in soils to manage pollutants from stormwater runoff.
   Bio-retention facilities are engineered facilities sized for specific water quality treatment and flow control objectives. Rain gardens are non-engineered landscaped depressions to capture stormwater runoff from adjacent areas with less restrictive design criteria.

   Bio-retention facilities and rain gardens can be used on campus in the form of shallow landscaped depressions with plants adapted to moist soil conditions and periodic standing water. The underlying soils on campus are not well suited to infiltration which limits the effectiveness of bio-retention to meet flow control objectives. Maintenance requirements for bio-retention areas are similar to other landscaped areas and include trash collection and vegetation management.

2. Amending Site Soils
   Soil amendment is the preparation of turf and planting bed areas to regain the hydrologic and plant growth benefits of native soils. Soil amendment increases the ability of site soils to store and slowly release stormwater runoff. This is typically accomplished by increasing the depth of topsoil and mixing in organic material.

   Soil amendment can be used throughout the campus in lawn and landscaped areas. Areas with amended soils do not have maintenance requirements that differ significantly from other landscaped areas.

3. Permeable Pavement
   Permeable pavements are hardscape surfaces that allow stormwater to pass through to the underlying soils to promote infiltration. Permeable pavements include porous asphalt and concrete, concrete and brick unit pavers and turf paving systems.

   Permeable pavements can be used on campus however the poor underlying soils limit the effectiveness of permeable pavements to meet flow control objectives. Large areas of permeable paving constructed over poor soils should include under-drain systems to collect excess stormwater.

4. Vegetated Roofs
   Vegetated roofs are thin layers of soil and vegetation constructed on top of conventional flat or sloped roofs. Vegetated roofs can reduce stormwater runoff volume and attenuate flows as well as increasing energy efficiency within the building. Vegetated roofs require maintenance of the vegetation and roofing system. Vegetated roofs can be effectively used on campus provided that adequate maintenance capacity is available.

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5. Roof Rainwater Collection
   Rainwater collection can be used to provide a non-potable source of water for use in irrigation. A common rainwater collection strategy is the use of rain barrels used to collect rainwater from building downspouts. Water from rain barrels can be used to water gardens and small planter areas.

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7.4 MECHANICAL

MECHANICAL NARRATIVE: EXISTING SITE INFRASTRUCTURE

Overview

The Edmonds Community College existing mechanical site infrastructure consists of the Central Plant and distribution utility tunnels. A concrete tunneling system physically connects buildings throughout the core campus for the purpose of distributing domestic water, heating water, chilled water, electrical, and communication systems.

Most buildings are served by Variable-Air-Volume (VAV) Heating, Ventilating, and Air Conditioning (HVAC) systems that are old and needing repair.

The potable water system in all buildings is copper pipe. The piping is a combination of direct buried and distributed within the utility tunnels.

A Direct Digital Controls (DDC) system serves a large majority of the buildings on and off campus.

Central Plant

The Central Plant provides the majority of the cooling and all of the heating to the campus buildings. It was originally built in 1973 and expanded in 2004. The Central Plant serves cooling for approximately 470,000 square-feet of campus buildings and serves heating for approximately 508,000 square-feet of campus buildings.

Central plants offer several advantages over individual building cooling and heating systems. Some of the advantages include:

- Larger diversity factors can be considered when sizing equipment.
- Operating and maintenance staffing costs can be minimized.
- Higher efficiencies are possible with large heating and cooling equipment thus reducing operating cost per unit of energy output.
- Part-load performance efficiencies are substantially improved by the ability to meet the system load with the most efficient equipment.
- Continuous and accurate monitoring of operating efficiencies is practical when the equipment is centralized.

Central plants also present some disadvantages over individual building cooling and heating systems. Some of the disadvantages include:

- Thermal and hydraulic losses occur in large-distribution networks. These losses must be evaluated against the increased generating efficiencies of a central plant.
- The initial construction cost requires a large capital investment. Therefore, the most cost-effective options may have to be deferred if capital cannot be secured.

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Chilled Water System

The chilled water system consists of chillers, cooling towers, and pumps. Chilled water is distributed through utility tunnels to serve the campus cooling loads.

Chillers

- Three nominal 450 ton Trane centrifugal water cooled chillers provide a total rated capacity of 1,050 tons at design conditions. The majority of the campus buildings are served by the Central Plant chilled water system.
- Chiller CH-1 was installed in 1996, Chiller CH-2 was installed in 1998, and Chiller CH-3 was installed in 2004. ASHRAE estimates a service life for water-cooled chillers to be 20 years, followed by a steady decline. The chillers have purportedly had some maintenance issues.
- Each chiller is served by a base-mounted, end-suction centrifugal primary pump (PCHP-1, PCHP-2, and PCHP-3) with a rated capacity of 840 GPM. The pump serving Chiller CH-3 has a variable frequency drive.
- Design Conditions: 44°F chilled water supply / 54°F chilled water return at 836 GPM and 85°F condenser water supply / 95°F condenser water return at 989 GPM.

Chiller CH-1

Chilled Water Secondary Pumps

- Two base-mounted, end-suction centrifugal secondary pumps (DCHP-1 and DCHP-2) with variable frequency drives serve the Central Plant chilled water system.
- Pump DCHP-1 was installed in 2004 and appears to be in reasonable condition. It is assumed pump DCHP-2 was installed in 1996.
- The Lead Pump DCHP-1 has a capacity of 2,500 GPM with a 75 HP motor at 65 FT HD. The Standby Pump DCHP-2 has a capacity of 2,000 GPM with a 50 HP at 65 FT HD.

Chilled Water Distribution

- Chilled water is distributed via the utility tunnels to the following buildings:

  Alderwood Hall (ALD)
  Brier Hall (BRI)
  Lynnwood Hall (LYN)
  Meadowdale Hall (MDL)
  Mill Creek Hall (MIC)
  Mountlake Terrace Hall (MLT)
  Mukilteo Hall (MUK)
  Snohomish Hall (SNH)
  Snoqualmie Hall (SQL)

- Main pipe velocities at design conditions are 10 FPS, which is considered the upper limit of standard practice.

Cooling Towers

- Two Baltimore Air Coil counter-flow force-draft type cooling towers serve the condenser water system.
- A 1,050 GPM Cooling Tower CT-2 was installed in 1996 and a 2,100 GPM Cooling Tower CT-1 was installed in 2004. ASHRAE estimates an average service life for cooling towers to be 20 years. The cooling towers appear to have been well maintained.
- The cooling towers are at 1°F of their maximum capacity at design conditions.
- At the time of this analysis, Cooling Tower CT-1 was not at full capacity due to a malfunctioning fan motor / variable frequency drive. A new drive is scheduled to be installed soon.
- The cooling tower basins are currently not at the same elevation. Water levels should be at the same elevation.
- The cooling towers are intended to be relocated as part of the EdCC SET project.
- Design Conditions: 95°F to 85°F at 66°F wet bulb.

Cooling Tower CT-1

Condenser Water Pumps

- Two base-mounted, end-suction centrifugal pumps drives serve the Central Plant condenser water system. Pump CWP-1 has a variable frequency drive with 3-speed settings.
- Pump CWP-1 was installed in 2004 and appears to be in reasonable condition. It is assumed Pump CWP-2 was installed in 1996.
- The Lead Pump CWP-1 has a capacity of 3,150 GPM with a 75 HP motor at 75 FT HD. The Standby Pump CWP-2 has a capacity of 2,100 GPM with a 30 HP at 50 FT HD.

Condenser Water Distribution

- Condenser water is distributed with 12-inch diameter mains and reduces down to 8-inch diameter pipes to each chiller.
- Piping outside of the Central Plant is routed underground to the cooling towers.
- Main pipe velocities are at 8.5 FPS.

Heating Water System

The heating water system consists of boilers and pumps. Heating water is distributed through utility tunnels to serve the campus heating loads.

Boilers

- Eight Cleaver-Brooks condensing type boilers provide a total rated output capacity of 15,000 MBH at design conditions. The majority of the campus buildings are served by the Central Plant heating water system.
- Four boilers (B-1, B-2, B-3, and B-4) with a gas input of 1,800 MBH each were installed in 2010 and four more (B-5, B-6, B-7, and B-8) with a gas input of 2,500 MBH each were installed in 2012. Condensing type boilers have an estimated average service life of 15 years. The boilers appear to be in good condition.
- Design Temperatures: 190°F supply / 160°F return.

Boilers B-1, B-2, B-3, and B-4

Heating Water Pumps

- Two Bell & Gossett base-mounted, end-suction centrifugal pumps with variable frequency drives serve the Central Plant heating water system.
- The pumps (CP-1 and CP-2) were installed in 2010 and appear to be in good condition.
- Each pump has a capacity of 1,050 GPM with a 25 HP motor at 70 FT HD.

Heating Water Distribution

- Heating water is distributed via the utility tunnel to the following buildings:

  Alderwood Hall (ALD)
  Brier Hall (BRI)
  Lynnwood Hall (LYN)
  Meadowdale Hall (MDL)
  Mill Creek Hall (MIC)
  Mountlake Terrace Hall (MLT)
  Mukilteo Hall (MUK)
  Seaview Hall (SEA)
  Snohomish Hall (SNH)
  Snoqualmie Hall (SQL)
  Seaview Hall (SEA)
  Central Plant (CP)

- Main pipe velocities are relatively low at 4.3 FPS.

Direct Digital Controls (DDC) System

The DDC and Energy Management and Control system at Edmonds Community College utilizes the most current version of the Alerton Envision graphical user interface software. This system used the ASHRAE BACnet standard at all levels. The Envision software includes a WebTalk component that allows for web based user interface. Field level controllers are a combination of Alerton IBEX controllers and the latest version BACTalk BACnet based controllers. In all cases the building level controllers have been upgraded to current BACTalk standards and will support the most current version of Alerton or other BACnet controls. The system is used to schedule building operation, provide trending of system operation for troubleshooting and other analysis, and for providing local and remote alarming of system parameters in addition to the basic HVAC control functions.

The DDC system has been installed in a large majority of the buildings on and off campus. The older IBEX controllers have been or are in the process of being upgraded to the current BACTalk standard in most of these buildings. The system controls the Central Plant and associated chilled water and heating water systems. Communications interfaces for remote monitoring of the boilers and chillers are implemented or in the process of being implemented. There is a utility monitoring system in place that is independent of the DDC system; however there are plans to upgrade and integrate this system to the DDC control system.

2013 Facility Condition Survey (FCS)

The state funded 2013 FCS for Edmonds Community College indicated several mechanical deficiencies including the following:

Lynnwood Hall:

- The 30 year old air handler damper has become corroded and difficult to operate. The facility staff indicated that the actuator has burnt out in the past because of the difficulty in moving the rusted damper components. The damper and actuator should be replaced.

Maltby:

- The 26 year old rooftop HVAC units serving the building are near the end of their useful life. The units require a high level of maintenance; however they are all still functioning. As the units age and become more difficult and expensive to maintain, they should be replaced.

Seaview Gymnasium:

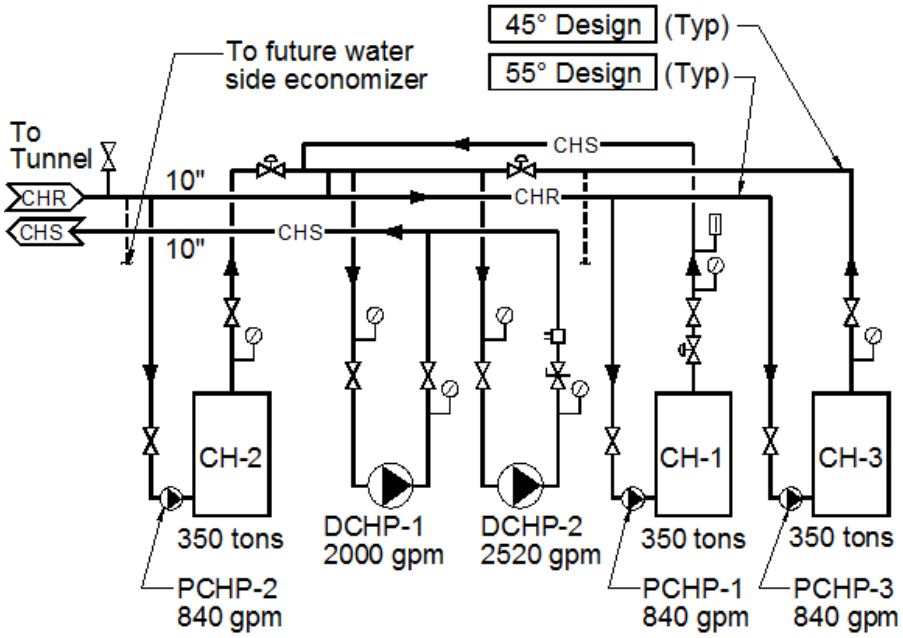
- The rooftop HVAC unit serving the gymnasium has failed. The fan shaft has sheared off. The enclosure and internal components are corroded. Repair costs would exceed 50% of the replacement cost. The unit should be replaced.
- The rooftop HVAC unit controls no longer function. The fan runs continuously since the controls no longer work. The controls should be replaced.

Central Plant:

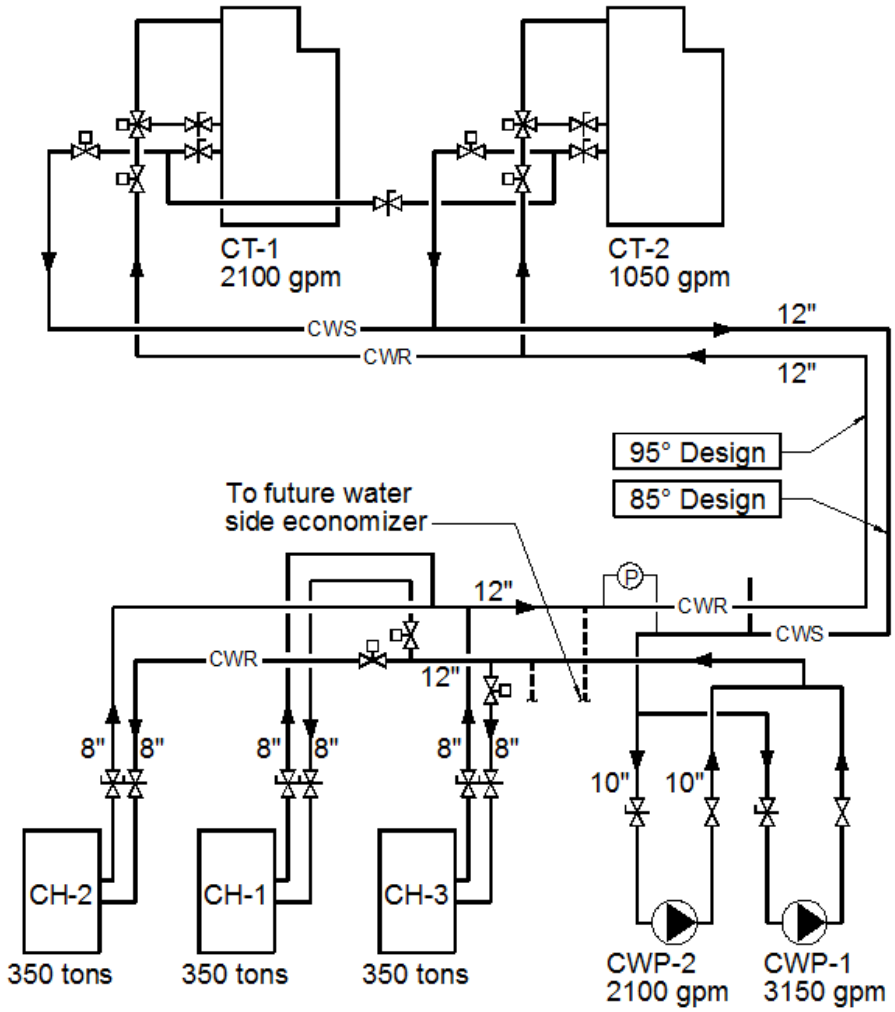
- The chiller control system no longer functions other than turning the system on or off. Complex functions of the system no longer work. The failed controls should be replaced.
- Central Plant: The water line that provides make-up water to the central plant systems has deteriorated and leaks. The pipe condition has degraded to the point where the pressure tank and booster pump have been disabled due to fear of rupturing the pipe. The water is now supplied from the city system with the native pressure. The deteriorated make-up water piping should be replaced between the pump and the central plant systems.

Multiple Buildings:

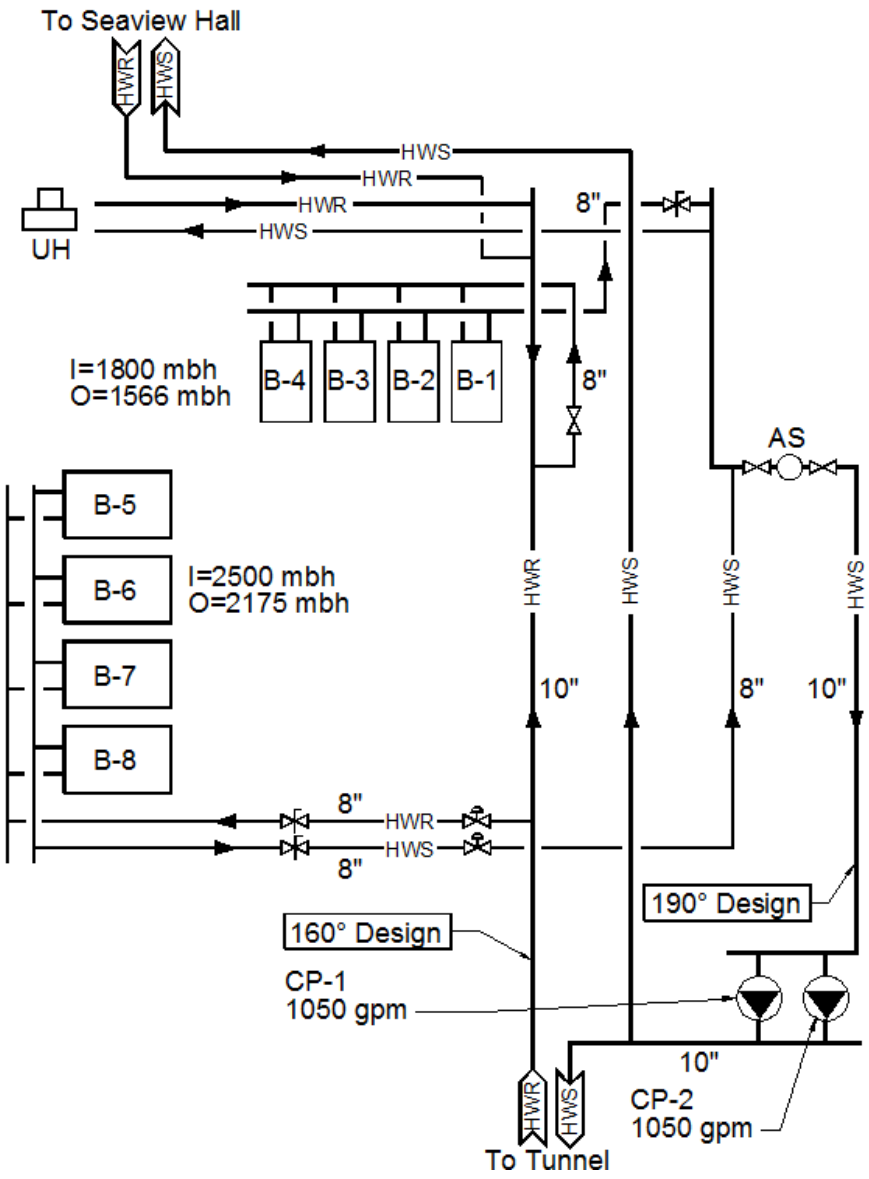
- Various HVAC components common to several buildings are failing. The hot water loop provides water to equipment installed in the ceiling space. The valves and hoses that connect the equipment to the hot water lines commonly fail and leak. Also, the blower fan supplying forced air commonly fails on these units. These units are located in the Gateway, Snohomish, Alderwood and Mill Creek Hall buildings, however the Gateway building does not qualify for minor works funding because it was recently purchased. There are many units that are connected to the hot water lines with these components. The worst 20 units should be repaired with new valves, hoses and fans. As funds become available, the remaining units should be repaired.



Chilled Water System Diagram



Condenser Water System Diagram



Heating Water System Diagram

7.5 ELECTRICAL / TELECOMMUNICATIONS

TRES WEST ENGINEERS, INC.

2702 SOUTH 42ND STREET, SUITE 301, TACOMA, WA 98409-7315 TELEPHONE (253) 472-3300 FAX (253) 472-3463

Edmonds Community College
Master Plan
Existing Electrical Infrastructure System

I. Electrical Service:

The campus is connected to an underground 15 KV distribution system owned and maintained by Snohomish County PUD. The system contains two service points located at the south end and the north end of the campus boundaries along the west side of 68th Avenue. An underground primary feeder is extended from these two service points to the transformers serving each individual building. The underground 15 KV power distribution system was recently upgraded in the summer of 2012 and the system has adequate capacity to support campus growth.

II. Emergency and Standby Power System:

Most of the major buildings contain individual generators to provide back-up power to support UL 929 egress lighting and critical power loads. The college is planning to combine some of the smaller generators into one large generator system to ease maintenance and improve reliability.

III. Renewable Power and Sustainable Options:

The on-site renewable power generation plays an important role in supporting the College President's goal to achieve carbon neutrality. The college currently has some small photovoltaic solar panel projects in the experimental stages. Using solar insolation data for the Edmonds area, the solar panel can generate 10.2 KWH per square foot annually. This data implies that the photovoltaics array has the potential to provide 10% of the college's power demand if 50% of the campus building roof area is equipped with photovoltaic solar panels.

Additional renewable and sustainable energy options such as a wind turbine generator, fuel cells, biomass cogenerations, etc. will be considered as variable alternatives to achieve the carbon neutrality goal.

IV. Data Communication System:

Data network/telephone service for each building is provided via fiber backbone cabling and copper voice cabling from the campus's main data center, located in the lower level of Lynnwood Hall. The campus buildings are connected to Lynnwood Hall's Main Data Center in "Point-to-Point-Star" tipology through the underground utility tunnel. The utility tunnel reaches most of the buildings on campus except Rainier Place and North Campus Complex.

Multimode 62.5 micron fiber optics backbone cable connects the telecommunication room in each building to the data center located in Lynnwood Hall. This existing 62.5 micron multi-mode fiber system is unable to meet campus data bandwidth needs with the College's planning of Voice

Over Internet Protocol (VOIP) and multi-media installation. The data center located in Lynnwood Hall is vulnerable to flooding when the ground water level is high in the winter time.

Structured cabling provides data network services from each building telecommunication room. Varying with the age of the cabling; the most common cable type utilized is category 5e, with a fair amount of category 5 and category 6 (the current industry standard is category 6).

V. Parking/Exterior Space Electrical:

The current campus parking and exterior walkway contains a variety of exterior lighting fixtures equipped with a wide range of lamp sources. High pressure sodium, metal halide, fluorescent, and LED lamps are used throughout the campus. Although most of the area seems to meet or exceed the lighting level recommended by the Illuminating Engineering Society, there are some areas where lighting levels seem dark and fall below the recommended light levels. The college plans to conduct a study for the parking infrastructure and we recommend the following electrical elements be addressed in the study:

- Lighting Level: Conduct a night-time site survey to measure existing lighting levels.
- Fixture Lamping and Type: Establish a campus standard for lighting in the pedestrian area, parking area, and exterior building perimeters.
- Exterior Lighting Control: Develop centralized lighting control system to enhance maintenance and reduce energy.
- Vehicle Charging Station: Identify parking spaces and electrical power connection requirements to accommodate electric vehicles.
- Code Blue Station: Identify locations to place a code blue help station in the pedestrian walkway and the parking area.

VI. Security/Access Control System:

Edmonds Community College is currently working on a plan to link the security alarm system into the campus network. The security system will integrate the access control system with keyless entry into buildings and classroom spaces. Edmonds Community College Human Resources and the labor unions are evaluating the potential to install CCTV cameras at building entries to identify persons entering the building with access control card keys.

VII. Mass Notification System:

The Mass Notification System contains communication infrastructure to deliver real-time information and instructions campus-wide for both emergency and non-emergency communication. The current system contains an IP addressable clock/speaker with strobes and multi-color displays capable of scrolling text messages in Classrooms and Common spaces. Analog speakers are mounted at 20 foot intervals to provide coverage in the hallways.

VIII. Distributed Antenna System:

Local municipalities mandate that fire and police radio equipment (700 and 800 MHz) be operable inside building interior spaces based on the 2012 IFC. The college is in the process of

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establishing design standards for new construction to include the Distributed Antenna System (DAS) to meet these requirements. The DAS will also enhance the cellular phone signal strength inside the building.

IX. Fire Alarm System:

The fire alarm system is comprised of smoke detectors, heat detectors, horn/strobe units and a Notifier addressable fire alarm system control panel. The college currently has an ongoing project to tie the fire alarm control panel into the campus network via fiber cabling.

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7.6 PARKING ANALYSIS

TSI
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January 27, 2015

To: Cima Malek-Aslani, Principal, Schacht Aslani Architects
Eric Aman, AIA, LEED AP, Associate, Schacht Aslani Architects

From: David Markley and Jeff Hee, TSI

Subject: 2014 Fall Quarter Campus Trip Generation and Parking Analysis
Edmonds Community College, Lynnwood, WA

This technical memorandum summarizes Fall Quarter campus trip generation and on-campus parking use and parking demand for Edmonds Community College (ECC). The year 2014 Fall Quarter trip generation and parking data findings will be used to assist ECC in development of a Campus Master Plan, in coordinating on-site and off-site construction projects, in providing SEPA input relating to individual building projects, and addressing other transportation and parking related questions.

For this study a trip generation rate and a campus parking demand rate were derived in terms of trips and parked vehicles per student full time equivalent, or student FTE. Student FTEs are the marker used by the state legislature to forecast growth and budget community colleges and is a reasonably accurate indicator of changes in campus activity levels including trip generation and parking demand. A recent Enrolment summary provided by ECC indicates the Fall Quarter, 2014 student FTE population is 4,217.

Year 2014 Campus Generated Trips

The mechanical tube traffic volume counts were collected on Thursday, December 4, 2014 at the four campus driveways off of 68th Ave W and on Maltby Road south of 196th Street SW. Figure 1 highlights the tube count locations. The data collection excludes some of the minor campus accesses at the Northeast Campus but does include the 202nd Street SW driveway which also serves the Edmonds Community College Transit Center. Figure 2 summarizes the typical weekday campus generated hourly vehicle trips.

The campus generates approximately 15,400 daily vehicle trips. Approximately 51% of these trips occur before 1 PM. The time period between 8 AM and 6 PM includes 80% of the ECC's total daily vehicle traffic in and out of the campus.

Campus generated traffic peaks at approximately 1,500 trips (50% inbound/50% outbound) between 11 AM and 12 PM. This period reflects morning class students leaving and afternoon class students entering the campus.

The ECC's morning (AM) peak hour falls within the 8 AM and 10 AM period with approximately 1,450 trips per hour (76% inbound/24% outbound). This period reflects the start of morning classes.

Cima Malek-Aslani and Eric Aman

The afternoon (PM) peak occurs between 5 and 6 PM with approximately 1,060 trips (53% inbound/47% outbound). This period reflects the start of night classes and also includes afternoon class students leaving campus.

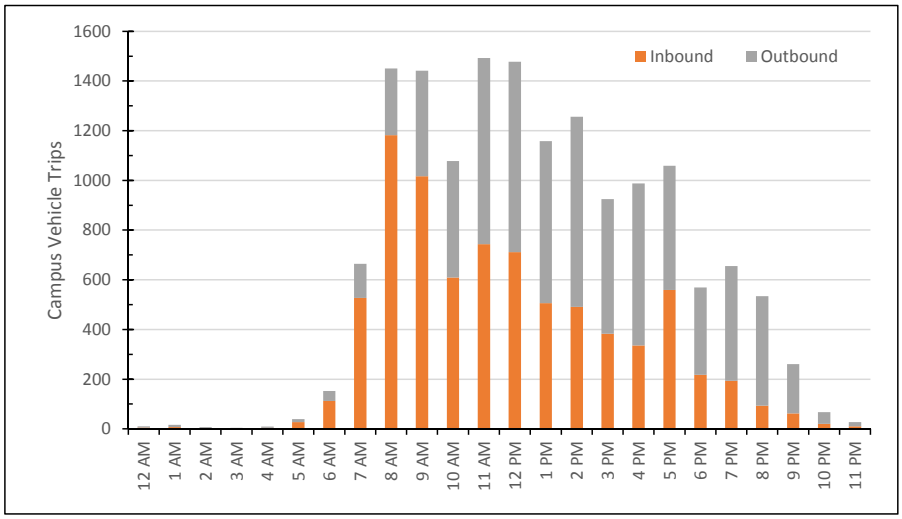

Figure 2: Weekday Campus Generated Traffic Volumes

Table 1 summarizes the campus trip generation by time period. It should be noted that the relationship between student FTEs and vehicle trips incorporates all campus generated trips not just student trips. These trip generation rates can be used to estimate traffic volume changes as academic programs and facilities cause changes in the student FTE population.

Table 1: Mid-Fall Campus Trip Generation Rates

Time Period	Vehicle Trips	Trip Rate (per FTE) (4,217 SFTEs)
Daily	15,339	3.64
Peak Hour (11 AM-12 PM)	1,493	0.35
AM Peak Hour (8-9 AM)	1,450	0.34
PM Peak Hour (5-6 PM)	1,059	0.25

2014 Parking Conditions

The ECC administration developed a physical inventory of parking stalls on campus. This inventory shows there is a total of 2,263 parking stalls on campus and in off street, and nearby, lots associated with ECC; this is referenced as the Total Campus parking. On the central campus, which includes the parking areas around Rainier Place and the athletic fields, but excludes the golf course parking spaces, there are 1,722 parking stalls; this is referenced as the Core Campus parking.

Table 2 summarizes parking supply (marked stalls or, if unmarked, estimated) and parking use (number of parked vehicles on campus). Parking use was surveyed on Thursday, November 20, 2014 at hourly intervals between 7 AM and 7 PM. A detailed breakdown of the campus parking is attached.

Table 2 Edmonds Community College Parking Supply and Parking Use

Stall Total	Total Campus	2,263	Core Campus	1,722
Time Period	Parked Vehicles	Percent Occupied	Parked Vehicles	Percent Occupied
7 AM-8 AM	177	7.8%	147	8.5%
8 AM-9 AM	709	31.3%	654	38.0%
9 AM-10 AM	1,375	61.7%	1,274	74.0%
10 AM-11 AM	1,640	73.6%	1,482	86.1%
11 AM-12 PM	1,703	76.4%	1,542	89.5%
12 PM-1 PM	1,674	74.4%	1,521	88.3%
1 PM-2 PM	1,542	68.6%	1,372	79.7%
2 PM-2 PM	1,360	60.5%	1,190	69.1%
3 PM-4 PM	1,141	50.7%	1,004	58.3%
4 PM-5 PM	940	41.8%	816	47.4%
5 PM-6 PM	716	31.8%	612	35.5%
6 PM-7 PM	888	39.5%	803	46.6%

1. From 9 AM to 12 PM 35 stalls were blocked in the Olympic Parking Lot
2. After 12 PM only 14 stalls were blocked in the Olympic Parking Lot

Parking activity for the Total Campus areas peaked between 11 AM and 12 PM with over 76% of the total parking stalls occupied and 1,703 parked vehicles in the campus lots. The peak Total Campus parking use ratio is 0.40 parked vehicles per FTE (1,703 vehicles divided by 4,217 student FTEs). Figure 3 illustrates the Total Campus parking supply and use between 7 AM and 7 PM.

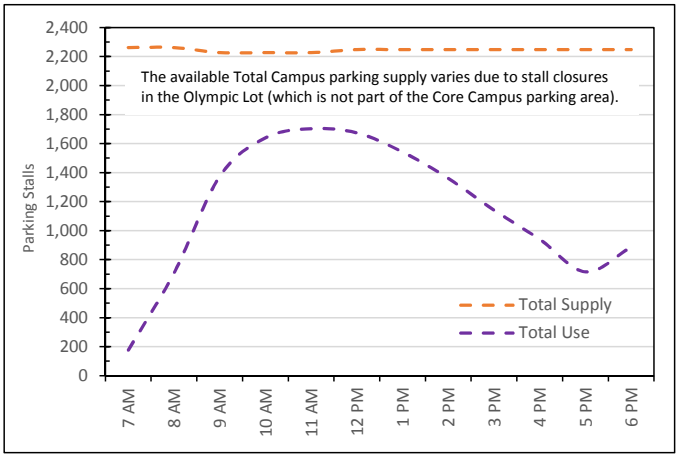

Figure 3: Total Campus Parking Use

Cima Malek-Aslani and Eric Aman

Figure 4 illustrates the total Core Campus parking supply and use between 7 AM and 7 PM.

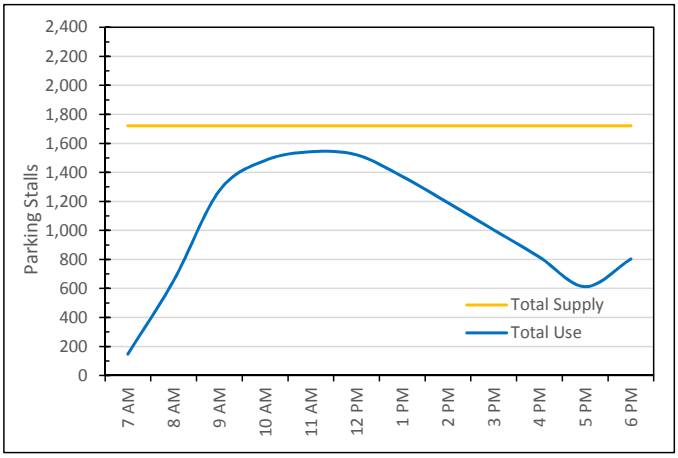

Figure 4: Core Campus Parking Use

Parking activity for the Core Campus area is also at it maximum between 11 AM and 12 PM with over 89% of the parking stalls occupied and 1,542 parked vehicles in the Core Campus lots. The peak Core Campus parking use ratio is 0.37 parked vehicles per FTE (1,542 vehicles divided by 4,217 student FTEs).

The parking occupancy patterns observed are typical of most institutions - the parking closest to the Core Campus is used to the highest level. As parking is located further from the core campus, it become less attractive for students, faculty, and staff using that Core Campus.

As a gauge, a parking system on a college campus reaches its' functional capacity when 90% to 95% of the parking stalls are filled. Based on the above parking use observations Core Campus parking usage falls just under the 90% suggesting that the Core Campus's parking lots are sufficient to support peak period demands. The Total Campus parking supply, which includes the Core Campus parking lots, provides additional parking supply to accommodate periodic peak period parking demands and some future student FTE growth (peak occupancy of 76%).

We trust that this information will be useful in future campus planning. Please contact TSI at your earliest convenience if you have any questions or comments.

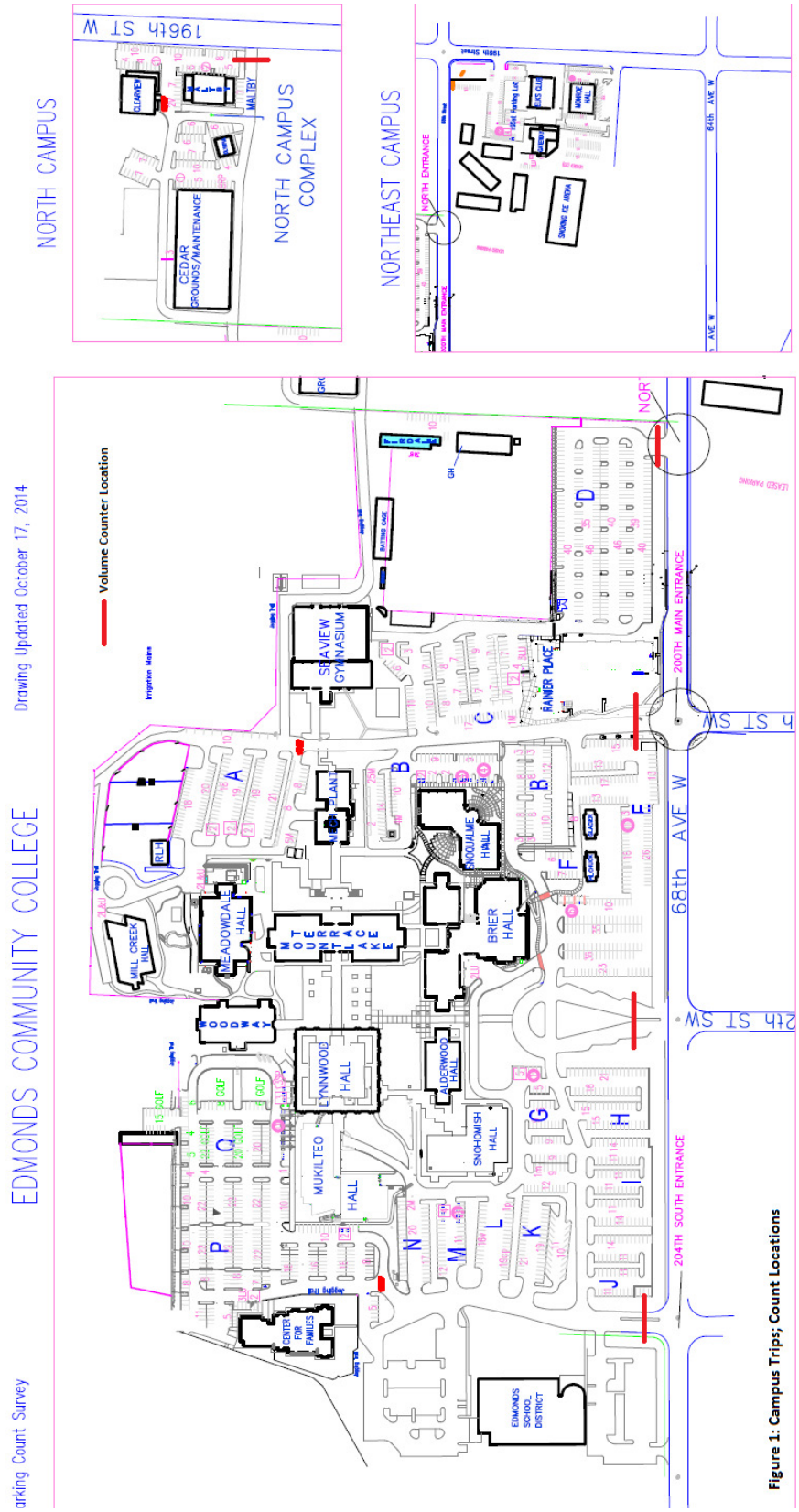

Figure 1: Campus Trips; Count Locations

ECC Parking		Thursday, December 4, 2014												SUPPLY		
		PARKING DEMAND												Stall Total	Stall Total	Stall Total
	Lot	7 AM	8 AM	9 AM	10 AM	11 AM	12 PM	1 PM	2 PM	3 PM	4 PM	5 PM	6 PM	7-9 AM	9-noon	noon-7
CORE CAMPUS	A	25	59	112	133	156	159	152	140	125	111	86	90	163	163	163
	B	23	107	127	127	128	127	125	118	112	95	87	121	130	130	130
	C	13	34	124	133	113	133	123	105	82	75	48	67	139	139	139
	D	30	34	90	194	222	205	165	104	60	49	30	35	285	285	285
	E	10	93	218	224	227	223	218	189	147	124	91	132	228	228	228
	F	5	14	21	21	21	19	17	18	12	9	9	16	21	21	21
	G	3	54	57	59	62	54	59	58	59	54	52	61	66	66	66
	H	0	24	59	67	67	67	60	50	49	40	18	43	67	67	67
	I	0	10	48	72	72	72	59	36	36	25	10	22	72	72	72
	J	1	4	14	35	46	43	25	14	12	4	4	2	47	47	47
	K	3	29	56	60	61	60	59	56	52	44	31	21	61	61	61
	L	1	9	22	31	28	31	32	31	23	15	17	21	36	36	36
	M	1	15	24	27	31	31	25	25	22	19	15	31	31	31	31
	N	8	34	37	35	38	38	36	35	33	25	21	39	39	39	39
	P	12	111	238	238	239	227	191	183	152	103	71	81	301	301	301
	Q College	12	23	27	26	31	32	26	28	28	24	22	21	36	36	36
Core Pk Demand (Use)		147	654	1274	1482	1542	1521	1372	1190	1004	816	612	803			
Core Pk Supply		1722	1722	1722	1722	1722	1722	1722	1722	1722	1722	1722	1722	1722	1722	1722
Core Occupied %		8.5%	38.0%	74.0%	86.1%	89.5%	88.3%	79.7%	69.1%	58.3%	47.4%	35.5%	46.6%			
NOT PART OF CAMPUS CORE and OFFSITE	Q Golf	3	7	5	14	9	17	16	15	17	16	19	17	36	36	36
	Clearview/Maltby	8	14	31	35	39	37	34	29	30	32	12	3	86	86	86
	Olympic	5	12	14	17	17	18	16	25	19	15	3	4	52	17	38
	Warehouse (College)	8	8	9	16	12	12	10	9	7	8	8	8	13	13	13
	Monroe Hall	1	4	12	26	30	19	37	36	19	8	8	0	77	77	77
	196th (BP)	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13
	196th St Lot	1	1	0	0	0	1	1	0	0	0	0	0	87	87	87
	Gateway	0	3	19	28	28	25	25	29	25	20	7	7	47	47	47
	SnoKing	4	6	11	20	23	23	30	21	15	19	41	41	120	120	120
	Horticulture	0	0	0	2	3	1	1	6	5	6	6	5	10	10	10
Total Pk Demand [incl. Core]		177	709	1375	1640	1703	1674	1542	1360	1141	940	716	888			
Total Pk Supply		2263	2263	2228	2228	2228	2249	2249	2249	2249	2249	2249	2249	2263	2228	2249
Total Occupied %		7.8%	31.3%	61.7%	73.6%	76.4%	74.4%	68.6%	60.5%	50.7%	41.8%	31.8%	39.5%			

Total Parking Available at Olympic Lot (52 stalls)
35 Stalls Closed at Olympic Lot (9 AM -12 PM)
14 Stalls Closed at Olympic Lot (12 PM -7 PM)

7.7 ACADEMIC INITIATIVES PLAN

Final Planning Report
Prepared for Review by Planning Steering Committee, 12/3/14

Academic Initiatives to Inform Master Facilities Plan, 2015-25

for

Edmonds Community College

Final Report of the
Academic Initiatives Planning Team

December 15, 2014
Schacht Aslani Architects in consultation with New Designs for Learning

1

Final Planning Report
Prepared for Review by Planning Steering Committee, 12/3/14

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Final Planning Report
Prepared for Review by Planning Steering Committee, 12/3/14

Preface

Edmonds Community College identified its need to develop a current Academic Plan when it was announced the Master Facilities Plan was to be updated by June 2015. The Academic Plan will influence the Master Facilities Plan in the projection and development of new buildings as well as in the expansion of current infrastructure. In winter 2014, the co-chairs were identified, a consultant was hired, and the Steering Committee was created to start the work of engaging our faculty, staff, students and community in identifying instructional directions for the college.

The Academic Plan will lay the framework for the next several years in guiding and enhancing our academic excellence. The plan identifies academic initiatives, a set of broadly defined goals critical to our evolution, and a series of pathways for our journey in the future. The ideas in this plan are meant to guide our work, focus us on our priorities, and, along with our vision, inspire us to move forward in exciting new directions.

Implementation will be a continuing process promoting student success and faculty support in the delivery of high-quality, innovative programs. We recognize this will require the commitment, collaboration and creativity of our faculty, students and staff along with regular review to ensure its alignment with the college's mission, values and goals. The Academic Plan builds on our achievements, strengths and potential and will take us to even greater levels of success.

Edmonds Community College Administration

Final Planning Report
Prepared for Review by Planning Steering Committee, 12/3/14

Note of Transmittal

Individuals who participated in developing the Academic Initiatives to Inform the Master Facilities Plan for Edmonds Community College did so with enthusiasm and commitment to the planning process as an important precursor to informing the Master Facilities Plan for the college. The results of three Planning Team meetings, guided and approved by the Planning Steering Committee, are intended to provide an academic foundation for the Master Facilities Plan, 2015-25 and continually serve to retain and further improve the effectiveness and efficiency of EdCC.

Final Planning Report
Prepared for Review by Planning Steering Committee, 12/3/14

Planning Purpose and Process

This section of the report addresses the purpose of the Academic Initiatives Planning Project and the process used to plan and conduct the project, including involvement, charge, major activities, and time line.

Purpose

The primary purpose of Academic Initiatives Planning Project for Edmonds Community College (EdCC) was to advance the development of its Master Facilities Plan (MFP) and insure that it is based on emerging academic directions for the college. The final report will need continuous updating to account for the changing external (e.g., economic and social context of the region and state) and internal (e.g., results of annual College assessment) environments. The planning process focused on: (1) identifying important initial academic initiatives for the college and implications for facilities development, (2) a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to select the highest priority academic initiatives for the college, 2015-25, that have significant implications for facilities development, and (3) identifying the operational, financial, and facility implications of the selected highest priority academic initiatives, particularly as relates to developing the college's MFP.

Involvement

A key characteristic of the planning process was involvement of representatives from the college and community served by the EdCC. The following individuals and groups were involved in the Academic Initiatives Planning process.

EdCC Administration

The EdCC administration was represented by Gail Miulli, Interim Executive Vice President for Instruction, and Kevin McKay, Vice President for Finance and Operations. They were responsible for setting expectations; guiding development of the academic initiatives planning process; selecting the steering committee, planning team, and planning task forces; chairing planning team meetings, and receiving the final project report.

Schacht Aslani Architects and New Designs for Learning

Cima Malek-Aslani, Principal, Schacht Aslani Architects (SAA), the architectural firm selected by EdCC to develop its MFP, served as project liaison. She was responsible for: (1) Advising on all phases of the planning process, (2) preparing the agenda and support materials for Planning Team meeting #2, (3) facilitating Planning Team meetings #2; (4) preparing a summary of Planning Team meetings #2, and (5) planning, conducting, and summarizing a meeting with EdCC students to get input on needed academic initiatives by EdCC.

George Copa, Director, New Designs for Learning (NDL), was responsible for: (1) Advising on all phases of the planning process, (2) preparing meeting agendas and supporting materials for Planning Team meetings #1 and #3, and Steering Committee meetings; (3) facilitating Planning Team meetings #1 and #3 and Steering Committee meetings; (4) preparing a summary of Planning Team meetings #1 and #3; and (5) preparing the final report of the project.

Support Staff

Liz Payne, Assistant to Executive Vice President for Instruction, and Annette Rothstein, Assistant to Vice President for Finance and Operations, served as support staff at EdCC for the project. Liz Payne was responsible for: (1) All communications with the Planning Team, Steering Committee, and Planning Task Forces, (2) all arrangements (e.g., room selection and arrangement, equipment, membership lists, copying, refreshments) for meetings of these groups, (3) preparing a summary of Steering Committee meetings, and (4) preparing an initial summary of information developed at Planning Team meetings #1 and #2. Annette Rothstein was responsible for: (1) Taking photos at all meetings, (2) serving as a recorder for one of the Task Forces at Planning Team meeting #3, and (3) preparing an initial summary of information developed at Planning Team meeting #3.

Planning Team

The Academic Initiatives Plan was developed through the intensive involvement of a Planning Team composed of more than 40 individuals selected to represent the faculty and staff of the college and communities served by the college. Team membership represented college administrators, faculty, and staff; off-campus locations; partnering K-12 schools, area universities; and the surrounding community. The Planning Team was selected by EdCC administration with input from the Academic Initiatives Steering Committee, SAA, and NDL. Members were added to the Planning Team all through the planning process to accommodate the needed additional input. EdCC's Interim Executive Vice President for Instruction, Gail Miulli, and Vice President for Finance and Operations, Kevin McKay, led the team. The Planning Team met three times to work through each of the steps in the planning process.

The members of the Planning Team were:

- Sue Ambler, Retired, Chief Executive Officer Workforce Snohomish
- Chris Bell, Interim Dean, Student Life and Development/Student Services, EdCC
- David Breed, Faculty Member, Adult Basic Education Department/Pre-College Division, EdCC
- Kim Chapman, Dean, Humanities and Social Sciences Division, EdCC
- Max Chen, Academic Liaison, EdCC Student Government
- Pat Copeland, Dean, Health and Human Services Division, EdCC
- Patrick Doherty, Director, Edmonds Economic Development
- Tonya Drake, Interim Vice President for College Relations/Advancement, EdCC
- Joy Emory, Director of Grants and Special Project Grants, EdCC

- Tafona Ervin, Director of Student Services, Washington State University, North Puget Sound at Everett Campus
- Heidi Farani, Director, Academic Advising, EdCC
- Leila Foard, Faculty Member, Corrections Division, EdCC
- Vanessa Halverson, Administrative Services Manager, Business Division, EdCC
- Faimous Harrison, Regional Director Campus and Community Partnerships, Central Washington University-Lynwood
- Jean Hernandez, President, EdCC
- Karen Johnson, Dean, Pre-College Division, EdCC
- Dave Kleitsch, Director, Lynnwood Economic Development
- Lauri Kram, Director, Learning Resources, EdCC
- Susan Loreen, Vice President for Workforce Development and Training, EdCC
- Mark Madison, Director Career/College Readiness, Edmonds School District
- Cima Malek-Aslani, Principal, Schacht Aslani Architects
- Kevin McKay, Vice President for Finance and Operations, EdCC (Planning Team Co-Chair)
- Joe Mclalwain, Edmonds Center for the Arts
- Gail Miulli, Interim Executive Vice President for Instruction, EdCC (Planning Team Co-Chair)
- Jim Mulik, Director of Evaluation and Assessment, EdCC
- Liz Murata, Interim Dean, Humanities/Social Sciences Division, EdCC
- Patrick Murphy, Assistant Superintendent for Secondary Education, Edmonds School District
- Melissa Newell, Faculty Member, Art Department/Humanities and Social Sciences Divisions, EdCC
- Brenda Nueman, Swedish Hospital
- Beth Nichols, Grant Writer, EdCC College Relations Department
- Liz Payne, Assistant to Executive Vice President for Instruction, EdCC
- Kelly Roberts-Weibel, Intensive ESL/International Division, EdCC
- Linda Russell, Faculty Member, Hospitality and Tourism Department/Business Division, EdCC
- Ed Sargent, Project Director, PACE-IT
- Connie Schatz, Early Childhood Education/Health and Human Services, EdCC
- Eva Smith, Director, Information Technology and eLearning, EdCC
- Nicola Smith, Mayor of Lynnwood
- Elliot Stern, Dean, STEM (Science, Technology, Engineering, and Mathematics) Division, EdCC
- Elizabetta Valenti, Faculty Member, Engineering/Materials Science/STEM Division, EdCC
- Rachel Wade, Faculty Member, Physics Department/STEM Division, EdCC
- Andy Williams, Dean, Business Division, EdCC
- Jonalyn Woolf-Ivory, Executive Director, Sno-Isle Libraries
- George Copa, New Designs for Learning (Planning Project Facilitator)

Planning Steering Committee

From among the Planning Team an Academic Initiatives Steering Committee for the project was selected by EdCC Administration. The Steering Committee met four times to plan and make arrangements for the planning process and to review the results of each major step in the process. These meetings were conducted via telephone conference calls with SAA and NDL. The Steering Committee served as a small executive team to assure that the planning process worked effectively. The Steering Committee also provided final review of a draft of the final report before it was submitted to EdCC and SAA for further action. NDL facilitated meetings of the Steering Committee. The members of the Steering Committee and project staff were:

- Vanessa Halverson, Administrative Services Manager, Business Division, EdCC
- Kevin McKay, Vice President for Finance and Operations, EdCC
- Gail Miulli, Interim Executive Vice President for Instruction, EdCC
- Liz Payne, Assistant to Executive Vice President for Instruction, EdCC
- Linda Russell, Instructor for Hospitality/Tourism Department, Business Division
- Elliot Stern, Dean, STEM Division
- Melissa Tomlinson Newell, Instructor for Art Department, Humanities Social Sciences Divisions, EdCC
- Rachel Wade, Instructor for the Physics Department, Humanities Social Sciences Division, EdCC
- Cima Malek-Aslani, Principal, Schacht Aslani Architects (Committee Chair)
- George Copa, New Designs for Learning (Facilitator)

Planning Task Forces

For the third major project activity, the Planning Team was sub-divided into a series of five Task Forces, each focused on one of the selected highest priority academic initiatives. Each task force had members selected to represent the following: (1) EdCC faculty and staff, and (2) community served and partners of EdCC (e.g., representatives of local business and industry; government; community-based organizations; representatives of partnering K-12 schools and colleges and universities; and representatives of state and regional agencies and organizations). Task Force members were selected based on interest in and knowledge of the topic under consideration and EdCC and the community it serves. Each task force had one person very knowledgeable of the topic under consideration who could brief the task force on present practice, new directions, and leadership thinking on the topic based on first-hand knowledge and experience in a community college context. EdCC faculty and staff on each task force were asked to brief other task force members on current operations and future plans at EdCC for the academic initiative being considered. The Task Forces were selected by EdCC administration with opportunity for input by the Steering Committee, SAA, and NDL. EdCC appointed a chair for each Task Force and SAA staff members served as a recorder for four of the five Task Forces. The members of each Task Force were as follows:

Strengthening Partnerships:

- *Chair* – Susan Loreen, Vice President for Workforce Education, EdCC
- *Subject Matter Expert* - Mark Madison, Director, Career/College Readiness, Edmonds School District
- *Recorder* – Annette Rothstein, Assistant to Vice President for Finance and Operations, EdCC
- *Member* – Vanessa Halverson, Administrative Assistant, Business Division, EdCC
- *Member* – Karen Johnson, Dean, Pre-College Division, EdCC
- *Member* – Dave Kleitsch, Director, Lynnwood Economic Development
- *Member* – Rachel Wade, Full-time faculty, STEM Division, EdCC

Enhancing Educational Delivery:

- *Chair* – Andy Williams, Dean, Business Division, EdCC
- *Subject Matter Expert* – Ed Sargent, Project Director, PACE-IT
- *Recorder* – Cima Malek-Aslani, Principal, Schacht Aslani Architects
- *Member* – Heidi Farani, Director, Academic Advising, EdCC
- *Member* – Faimous Harrison, Central Washington University-Lynnwood, Regional Director, Campus and Community Partnerships
- *Member* – Lauri Kram, Director, Learning Resources Division, EdCC
- *Member* – Eva Smith – Director, Information Technology and eLearning, EdCC
- *Member* – Kevin McKay, Vice President for Finance and Operations, EdCC

Focusing Learning Signature:

- *Chair* – Joy Emory, Director of Grants and Special Project Grants, EdCC
- *Subject Matter Expert* – Sue Ambler, Retired, Chief Executive Officer, Workforce Snohomish
- *Recorder* – Casey Borgen, Schacht Aslani Architects
- *Member* – Liz Payne, Administrative Assistant, Executive Vice President for Instruction, EdCC
- *Member* – Max Chen, Academic Liaison, EdCC Student Government
- *Member* – Tafona Ervin, Director of Student Services, Washington State University, North Puget Sound at Everett Campus
- *Member* – Elisabetta Valenti, Faculty, Engineering/Materials Science/STEM Division, EdCC

Serving Diverse Students:

- *Chair* – Kim Chapman, Dean, Humanities/Social Sciences Division, EdCC
- *Subject Matter Expert* - Tonya Drake, Interim Vice President for College Relations/Advancement, EdCC
- *Recorder* – Matthew Swope, Schacht Aslani Architects
- *Member* – Chris Bell, Director, Records and Reporting Enrollment Services, EdCC

- *Member* – Leila Foard, Part-time faculty, Corrections Division, EdCC
- *Member* – Jim Mulik, Director, Evaluation and Assessment, EdCC
- *Member* – Patrick Murphy, Assistant Superintendent for Secondary Education, Edmonds School District
- *Member* – Kelly Roberts Weibel, Faculty; International Division, EdCC

Supporting Innovation:

- *Chair* – Pat Copeland, Dean, Health and Human Services Division, EdCC
- *Subject Matter Expert* -- Nicola Smith, Mayor of Lynnwood
- *Recorder* – Eric Aman, Schacht Aslani Architects
- *Member* – Patrick Doherty, Director, Edmonds Economic Development
- *Member* – Gail Miulli – Interim Executive Vice President for Instruction, EdCC
- *Member* – Linda Russell, Faculty, Business Division, EdCC

Students

As a means to get student input to the planning process, student government was invited to participate through Dan Johnson, Dean, Student Life Development. The Associated Student Executive Board for EdCC was pleased to have this opportunity. Max Chen, Student Executive Officer for Administrative Liaison, requested a flyer be created that they could use to recruit students to attend the focus group format meeting. The EdCC Office of Instruction created the requested flyer and it was sent out electronically to students. About 10-12 students attended the input session, many of whom were leaders in student government. There was a mix of international and domestic students. Cima Malek-Aslani, SAA, was responsible for planning and conducting the student input session. She explained that the college was in the process of updating its facility master plan and asked the students to address what they liked about the campus and what could be improved. The format was purposely loose to get "un-coached" comments from students.

Charge

The charge to the Planning Team and Task Forces by EdCC Administration was as follows:

> To develop the academic initiatives that should guide the development of the Master Facilities Plan for Edmonds Community College over the next ten years.
> [Note: The academic initiatives developed during this process are viewed as being in an initial substantive form needed to advance the Master Facilities Planning process to meet pending deadlines. These initiatives are a foundation that further academic planning can be built upon and direction changed as the college undergoes the comprehensive academic planning process it now has underway and for any future needs that arise.]

Major Activities

The process for developing and conducting the Academic Initiatives Planning project had three major activities: (1) Preparation, (2) Implementation, and (3) Summary and Reporting.

Preparation

The process of preparing for the project had two major activities:

1. Initial review of the project proposal and preparations for the project – This major activity was done by Kevin McKay, Gail Miulli, Cima Malek-Aslani, and George Copa. Focus was on initial review and refinement of the proposal prepared by George Copa for this project to insure it met the purposes of EdCC and SAA including: (1) the relation of the project to other planning activities at EdCC and the development of the EdCC MFP, and (2) feasibility in terms of timelines, participants, and resources. The review was completed via mail and telephone conference calls. Membership of the Planning Team and Steering Committee was also addressed as part of this major activity.

2. Final review of plans and support materials for the Project and first major activity of the project – This major activity was done by the Planning Steering Committee. It included review of the project proposal and any fine tuning and plans for the first major project activity including selection of participants, review of meeting agenda and responsibilities, and process for recording and summarizing the meeting. The review was completed via mail and telephone conference calls.

Implementation

This major activity had three major steps as described below:

1. Initial Academic and Facility Needs Assessment Based on Recent External Environmental Scan and Other Reports Available at the Time: The purpose of this step in the project was to develop an initial list of academic initiatives and related facility needs for EdCC over the next 10 years. It drew from the college's external environmental scan and other reports available at the time; these included the following documents:

   EdCC Strategic Planning
   - Edmonds Community College mission, core themes, vision, values
   - Strategic plan goals worksheet
   - Summary of the strategic planning councils

   EdCC External Environmental Scan
   - External scanning report and the associated one page summaries

   EdCC Accreditation
   - Recent accreditation report

- Latest available feedback on accreditation report

Other On-going Planning at EdCC
- eLearning vision (strategic plan):
- Illustration of the context for information technology (IT) strategic planning, integrating it with the campus strategic planning processes

Washington State Board of Community and Technical College and Legislatives Plans and Initiatives

National Community and Technical College Plans and Initiatives:
- American Association of Community Colleges
- United States Department of Education, Office of Vocational and Adult Education, Community College Division
- Community College Research Center

A planning team composed of representatives of college faculty, staff, administration and community served by the college was formed for a half-day meeting to conduct this step in the planning process. Participants were selected by the Gail Miulli and Kevin McKay in consultation with Planning Steering Committee, SAA, and NDL. All of the above noted reports were made available to the participants in advance of the meeting and each participant was given specific reading assignment. George Copa did the preparation, facilitation, and follow-up summary of this meeting.

2. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis: The purpose of this step was to develop a small set of highest priority academic initiatives for EdCC over the next 10 years that had significant implications for development of its MFP. The highest priority academic initiatives were drawn from an analysis of EdCC's strengths, weaknesses, opportunities, and threats using the results of step #1 above as well as other new reports that were available at the time of the analysis (e.g., continued development of strategic plan implementation, academic plan development, other college plans, assessment information). The Planning Team composed of representatives of EdCC faculty, staff, administration and the community served by the college were engaged in this process. Cima Malek-Aslani from SAA planned, facilitated, and summarized this session. George Copa was involved in the review of results at the time they were considered by the Project Steering Committee.

3. Student Input on Important Academic Initiatives for EdCC: The focus of this step was to provide an opportunity for current EdCC students to give input on their views about important academic initiatives and facility needs for EdCC. Students were asked to address what they liked about the campus and what could be improved. A summary of this meeting was provided to the Planning Team at meeting #3 described below. This activity was planned, conducted, and summarized by Cima Malek-Aslani from SAA.

4. More Specific Implications for Operations, Finance, and Facilities: The focus of this step was on implications analysis of the highest priority academic initiatives for EdCC resulting from step #2 above. This step was undertaken as a series of simultaneous task force sessions, each with a similar format and expected product, but a different focus. Task forces were assembled for each of the highest priority academic initiatives identified in step #2 above to draw out more specific implications for future EdCC operations, finance, and facilities. The task forces analyzed each academic initiative in response to three questions: (1) rationale for pursuing the academic initiative at this time, (2) implications for operations and finance of the academic initiative over the next 10 years, and (3) implications of moving forward now with the academic initiative for the EdCC MFP. The operations and finance implications identified the changes needed at EdCC to make the academic initiatives realistic and achievable. The facility implications formed the academic basis for the long-term EdCC MFP. A further aspect of this meeting was feedback from all meeting participants (particularly those from other task forces) to the findings of each task force. George Copa facilitated this planning session with the teams meeting simultaneously on the same day.

Summary and Reporting
This major activity occurred during and following each of the major steps described above. The activity primarily involved George Copa and the Planning Steering Committee. It included summarizing and reviewing the results of each meeting, preparing a final report of the project, and review of the draft final report by the Steering Committee. The review of the final report was based on email feedback from the Steering Committee.

A final report in narrative digital form was delivered to EdCC and SAA. A file of pictures taken during the planning process was also provided – these pictures might be interspersed in the narrative report to produce a final form of the project report. The latter process is the responsibility of SAA and/or EdCC.

The project facilitator was available as a resource or as part of a presentation team to present the report as needed by EdCC.

Time Lines

The project operated on the following time schedule:

Date	Activity
Preparation	
4/15-4/30/14	Initial review of project proposal by EdCC, SAA, and NDL; selection of Planning Steering Committee
5/1-5/15/14	Review of project proposal by Planning Steering Committee; selection of Planning Team membership for

	first project step; review of meeting agenda and support materials
Implementation	
5/28/14	Conduct first project major step (identification of initial academic initiatives and facility implications)
6/15/14	Complete summary of project first major step; review of summary by Steering Committee
9/19/14	Conduct second major step of project (Strengths, Weaknesses, Opportunities, Threats analysis and identification of highest priority academic initiatives with implications for EdCC MFP)
9/30/14	Complete summary of project second major step; review of summary by Steering Committee
10/14/14	Conduct student input session on academic initiatives for EdDD
11/19/14	Conduct third major step of project (Operational, Financial and Facility Implications of highest priority Academic Initiatives)
11/30/14	Complete summary of project third major step; review of summary by Steering Committee
Summary and Reporting	
12/3-11/14	Complete project final report; review of final report by Steering Committee
12/15/14	Submit final project report to SAA for transmission to EdCC

All meeting of the Planning Team and Task Forces occurred on the campus of EdCC.

Final Planning Report
Prepared for Review by Planning Steering Committee, 12/3/14

Planning Results

This section presents the results of each of the major project activities that were part of the implementation of the planning process. These results were developed through a systematic and thorough analysis and synthesis of input and discussion during each of the major project activities.

Initial Academic Initiatives and Facility Implications for the Master Facilities Plan

The recommendations that follow were derived from input and discussion by Planning Team at its first meeting in May, 2014. The purpose of this meeting was to get the Planning Team thinking about important academic initiatives for EdCC over the next ten years, 2015-25, and the facility implications of these initiatives for developing the college's Master Facilities Plan. Discussion and input at this meeting were based on a review of prior and on-going planning and assessment and an environmental scan done by the college as well as state and national directions and initiatives for community colleges. The results of this meeting were summarized as follows:

Very important initial academic initiatives for Edmonds Community College, 2015-25 (in order of priority).

- **Focus and integrated planning –** there will be increased vision focus by the college and improved integration (e.g., strategic, academic – instruction and student support, assessment, marketing, facility, technology) and implementation of planning across the college
- **Cross-college collaboration –** there will be increased collaboration and communication across the college (e.g., among instructional units, between instruction and student support services, among faculty, staff, and students)
- **Professional development –** there will be increased professional development opportunity for and participation by faculty and staff to become more effective (e.g., changing role expectations – instruction, mentor, advisor; college processes; use of technology)
- **Integrated learning –** there will be increased integration and blending of learning across and within curricular areas, modes of delivery, instruction and student support services – all linked to career and further learning pathways
- **Accessible learning –** there will be reduced barriers (or increased opportunities) to access learning at the college (e.g., service effectiveness and availability – 24/7, bring own/provide needed technology, range of services)
- **Innovative learning** – there will be increased innovation in response to emerging learning needs and processes (e.g., retention and completion, credentialing, local/state/national educational priorities and funding opportunities, competency based teaching and learning, on-line learning, open source learning, packaged programs)
- **Welcoming learning –** there will be increased responsiveness in welcoming and serving new students (e.g., Welcome Center, personalized and coordinated services)

- **Active learning –** there will be increased active and engaging learning opportunities (e.g., project-based learning, field-based learning) on and off campus
- **Learning partnership –** there will be increased sustainable partnerships (e.g., with community organizations, business and industry, 4-year colleges and universities, K-12 schools) to support learning needs

Facility implications of the very important initial academic initiatives for Edmonds Community College, 2015-25 (in priority order)

- **Flexibility** – design new spaces and redesign existing spaces and supporting furnishings to respond quickly to changing learning needs and support sharing of spaces (e.g., individual, small group, large group; equipment mobility; technology availability; furnishings accommodation)
- **Integration/linkages** – design new spaces and redesign existing spaces and related technology to foster and support integration within and between student services and instructional areas, both on-campus and on-line
- **Technological infrastructure** – improve technological infrastructure (e.g., wireless availability, information access, data storage, training, troubleshooting assistance, off-campus access) to support on-line learning (e.g., instructional and student support services)
- **Collaborative** – design new and redesign existing faculty and staff office spaces and related furnishing to foster collaboration within and across units (e.g., to include small/medium/large meeting spaces, access to refreshments)
- **Center for research and service learning** – design new space or redesign existing spaces and related furnishings to provide a center on student research and service learning in support of active learning
- **College wide abilities and transferable skills** – design new spaces and redesign existing spaces to support the learning of college wide abilities and transferable skills
- **Community presence** – design new spaces and redesign existing spaces to attract and meet the needs of community members and groups on-campus (e.g., museums, exhibits, meeting spaces, recreation)
- **Welcoming** – design new space and redesign existing spaces to create a more welcoming environment for students, part-time faculty and staff, and community (e.g., service needs, available and convenient parking and transportation, way-finding (including attention to multiple languages))
- **Maintenance** – design and implement a plan to effectively maintain new and existing spaces and related furnishings and equipment on regular basis (e.g., cleaning, repair, update)

Highest Priority Academic Initiatives with Implications for the Master Facilities Plan, 2015-25

The recommendations that follow were derived from a review of the initial academic initiatives and facility implications noted above followed by a Strengths, Weaknesses,

Opportunities and Threats analysis of the EdCC by the Planning Team at meeting #2 in September, 2014. The results of this meeting, presented in the context of prior strategic planning by the college, were as follows:

Planning Context: Planning work already completed at Edmonds Community College.

Our Mission

Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning.

Our Core Themes

- Strengthen our diverse community
- Provide educational opportunities
- Help students access career opportunities
- Support student success
- Encourage innovation, service, and lifelong learning

Our Vision

Transforming lives through exemplary, nationally recognized educational and career pathways

Our Values

The Board, employees, and students of our college value:

- Collaboration and Communication
  - We promote respectful collaboration, communication, and interaction among students and employees.
  - We develop and maintain a safe, healthy, and professional environment that fosters creativity, innovation, learning, and personal growth.
- Responsibility and Accountability
  - We manage our resources with efficiency and integrity to ensure the long-term health of the college.
  - We infuse sustainable and transparent practices throughout all aspects of the college's operations and programs.
- Innovation and Creativity
  - We continuously seek opportunities to improve the quality of our lives, the college, our community, and the world.
  - We explore, create, and evaluate in order to improve.
- Diversity, Respect, and Inclusion
  - We celebrate the individuality and diversity of our students and colleagues, as well as the diversity of our college, community, nation, and world.
  - We require equity and mutual respect.

Highest priority academic initiatives with implications for the Master Facilities Plan for Edmonds Community College, 2015-25 (in order of priority).

- **Strengthening Partnerships:** Strengthen partnerships outside the college community and related educational programs to leverage resources and improve

career pathways between certificate, associate degree, and 4-year degrees (e.g., K-12 education, other community and technical colleges, 4-year colleges and universities, employers, and regional economic development agencies).

- **Enhancing Educational Delivery:** Enhance educational program and service delivery to effectively and efficiently utilize emerging learning methods to address current and long term workforce needs (e.g., e-learning, competency based learning, workforce needs forecasting).
- **Focusing Learning Signature:** Focus its learning signature to communicate its desired image and uniqueness in educational programs and services in response to student and community needs and in relationship to other educational providers (e.g., to better focus messaging, direct marketing, seek and attract resources, set priorities)
- **Serving Diverse Students:** Improve its outreach and effectiveness in serving diverse groups of students (e.g., age, gender, disabilities, culture, language, economic status, location, time of availability, and learning style).
- **Supporting Innovation:** Support and demonstrate innovation in all aspects of its operation and accountability to insure student and community success (e.g., educational programs and delivery, partnerships, facilities, technology, staffing, business practices, and funding).

Student Input on Important Academic Initiatives and Facilities Implications

The purpose of this step in the planning process was to provide an opportunity for student input to the developing plan. The recommendations that follow were obtained through a meeting with a mix of current international and domestic EdCC students, many involved in student government. Students were asked to describe what they like about the EdCC campus and how it could be improved. The themes that describe the results of this meeting are as follows:

- **Learning Styles: Lecture, Hybrid, On-Line, Competency Based** -- Teaching and learning styles are evolving at Edmonds CC. While new pedagogies such as hybrid and on-line classes are being taught, there is a lack of consistency between these models which impacts their effectiveness for teaching and learning.
- **Informal Study and Social Space --** Students cited the need for a variety of well-located spaces for gathering and group study as well as the desire for individual quiet study spaces to support learning outside the classroom.
- **Diverse Student Body --** EdCC has a large international student population. Enhancing the ability of all student groups to interact and collaborate is desirable.
- **Student Support Services --** Creating a critical mass of student services for better visibility may lead to more use and interaction between student groups.
- **Campus Identity, Circulation, and Wayfinding** -- Students have a choice as to where they attend college. What make Edmonds CC unique?

Operations, Financial, and Facilities Implications of the Highest Priority Academic Initiatives

The recommendations that follow were developed by Task Forces assigned to each of the highest priority academic initiatives thought to have implications for the Master Facilities Plan at meeting #3 of the Planning Team. The results are presented for each of the five selected highest priority academic initiatives noted above. The Task Forces were asked to respond to three questions regarding the assigned academic initiative: (1) why is it important to EdCC's future success, (2) what are the operational and financial implications for EdCC, and (3) what are the facility implications for developing EdCC's Master Facilities Plan. Recommendations are presented below relating to each question for each of the academic initiatives. As the conclusion of this meeting, each task force presented a brief oral report of their findings to participants of all task forces as a whole; all of the participants were then asked to provide feedback (e.g., areas of agreement and support, further questions and concerns, additional implications, and areas of disagreement) on the reports. A summary of the feedback is presented at the end of this section.

Strengthening Partnerships as a High Priority Academic Initiative

Why is it important for EdCC to pursue this academic initiative over the next 10 years?

- **Retain community relevance** – insure that educational programs and services are responsive to actual community and employer (e.g., workforce) needs and opportunities for growth
- **Increase student opportunities and success** – provide more student opportunities for career and educational pathways (e.g., incoming students are college-ready, outgoing students are further education and career-ready, internships and work experience, convenient access to further education, responsive to unique student needs)
- **Serve underrepresented students** – improve outreach to underrepresented students (e.g., working with community-based organization)
- **Increase student enrollments** – increase student enrollments by gaining a better understanding of student and community needs and being better able to effectively compete with other educational providers
- **Align with state and national priorities** – better alignment with state (e.g., State Board of Community and Technical Colleges) and national priorities and initiatives (e.g., Workforce Innovation and Opportunity Act) and, therefore, funding opportunities
- **Increase available resources** – increase available resources, maximize leverage of resources, and increase efficiency of resource use by working together with partners (e.g., Construction Industry Training, and Edmonds Career Access Program)
- **Enhance flexibility** – enhance college capacity for flexibility by understanding why flexibility and innovation are necessary, how they can be achieved, and opportunities to do so

What are the operational (e.g., action) and financial implications for EdCC of moving forward with this academic initiative over the next 10 years?

- **Include partners in planning** – include multiple partners (e.g., business and industry, education institutions, community-based organizations) in academic and facility planning right from the beginning (e.g., to understand needs, to involve in curriculum development and teaching, to plan facilities, to identify co-location opportunities, to increase coordination)
- **Monitor finances --** increase monitoring of both increased/decreased costs and increased/decreased revenues (e.g., fees for off-campus classes, enrollment changes, shared resources)
- **Shift culture** – support the shift of college culture to accommodate strengthened partnerships (e.g., more nimble approvals, changes in learning times and places, shared risk management)
- **Restructure staffing** – restructure staff and faculty and partner job descriptions to include strengthening partnership development and maintenance and provide more opportunities for staff and faculty located off-campus and partnership staff to be located on-campus.

What are the facility implications of moving forward with this academic initiative for developing EdCC's Master Facilities Plan, 2015-25?

- **Shared facilities** – increased sharing of facilities, both on and off campus, and associated costs (e.g., for learning, recreation)
- **Focus and sustain funding** – increased need to identify and focus on shared priorities of college and partners and sustainable funding for joint ventures
- **Manage sharing** – work out policies and procedures for managing shared facilities (e.g., who is in charge, on-going evaluation, responding to changing circumstances)
- **Re-purpose and flexibility** – continually seek ways to re-purpose existing facilities (e.g., what to keep, what goes, what changes) and enhance flexibility in new facilities to strengthen partnership opportunities
- **Include technology** – include consideration of technology infrastructure as important component of facilities

<u>Enhancing Educational Delivery as a High Priority Academic Initiative</u>

Why is it important for EdCC to pursue this academic initiative over the next 10 years?

- **Respond to changing expectations** – respond effectively to changing expectations of student, partners, employers, community, and emerging society (e.g., flexibility, demography, learning needs, place and time bound students, quick responsiveness, prior learning, learning style, learning pathways, resources)
- **Use advancing technology** – keep up with and use technology that is continually changing and advancing
- **Remain competitive –** be even more competitive through educational leading rather than following the market place for learning

- **Increase efficiency** -- increase efficiency in using resources to deliver educational programs and services

What are the operational (e.g., action) and financial implications for EdCC of moving forward with this academic initiative over the next 10 years?

- **Enhanced use of technology** – increase use of technology in delivering educational programs and services (e.g., "flipped classes, parity of concern for physical and virtual learning places, robust technological infrastructure, strategic enrollment management)
- **Reallocated resources** – increase allocation of resources to support new teaching and learning methods (i.e., attract, retain, and develop needed staff skills; technology infrastructure, data systems)
- **Professional staff development** – provide opportunities, spaces, and rewards for skill development at effectively implementing new educational delivery strategies (e.g., developing, teaching, support services)
- **Coordinate with other educational systems** – increase coordination in educational program and service provision with other educational systems (e.g., K-12 education, other 2-year colleges, 4-year colleges and universities)

What are the facility implications of moving forward with this academic initiative for developing EdCC's Master Facilities Plan, 2015-25?

- **Extended learning times** – provide spaces that support learning and provide security all through the year and 24/7 (e.g., evenings, weekends, summers) and yet provide opportunities for facility and equipment maintenance
- **Parity of on-line and face-to-face learning** – equal importance and attention to on-line and face-to-face learning delivery (e.g., support services, less physical spaces, access to technology networks and computers)
- **More variety of spaces –** provide an increased variety of spaces in terms of size (e.g., individual study, small group, large group, active learning), furnishings (technology interface, whiteboards, comfortable furniture, study desks), and access to food and refreshments
- **Fewer specialized spaces –** fewer specialized, single use/user spaces and more spaces that are shared and/or serve multiple users
- **Professional development** – provide spaces to support professional development for faculty and staff
- **Strategic facilities planning** – be very intentional and strategic in facilities planning (e.g., careful and thorough evaluation of existing facilities, re-defining who are students)
- **More flexible spaces –** provide spaces that can re-purposed very quickly (e.g., sometimes multiple times each day) and are not over-designed to only limited uses
- **More partnership spaces –** provide spaces at partner locations (e.g., K-12 schools, other 2-year colleges, 4-year colleges and universities, employers, community-based organizations) or on-campus that support partnerships in educational program and service delivery

Focusing Learning Signature as a High Priority Academic Initiative

Why is it important for EdCC to pursue this academic initiative over the next 10 years?

- **More consistency across college –** learning signature will provide consistent identity, unity, and place-making across the units of the college (e.g., reduce confusion)
- **More consistency internally and externally** – learning signature will provide more consistent and accurate identity between the college and the community it serves and its partners
- **Responsive to students** – enhance clear communications with diverse students about the uniqueness and purpose of the college
- **Attract talent and resources** – serve to attract the interests, collaboration, and resources to the college
- **Focus resources --** serve to focus the use of limited resources (e.g., guide priority setting and investment decisions)
- **Provide bases for marketing –** will provide a consistent and unifying bases for marketing, messaging, and public relations

What are the operational (e.g., action) and financial implications for EdCC of moving forward with this academic initiative over the next 10 years?

- **Need to develop** – college needs to develop its learning signature with necessary funding for the process and extensive involvement internally and externally
- **Use to communicate** -- standardized communications, messaging, and marketing for faculty, staff, students and community
- **Determine adequate resources** – use to determine if the college has sufficient resources to operationalize its desired identity and purpose

What are the facility implications of moving forward with this academic initiative for developing EdCC's Master Facilities Plan, 2015-25?

- **"Scream" the signature** – facilities need to "scream" (e.g., powerfully, vividly, and consistently communicate) the learning signature

Serving Diverse Students as a High Priority Academic Initiative

Why is it important for EdCC to pursue this academic initiative over the next 10 years?

- **Respond to community needs** – better respond to needs of a community that is becoming more diverse (e.g., Snohomish County is poised to become second most diverse county in Washington, educational opportunity gaps still apparent)
- **Provide a holistic education –** a holistic education exposing diverse points of view and addressing equity makes people more employable, provides more opportunities, raises self-esteem, and makes for better communities

- **Address college core value –** serving a diverse community is one of college's core values (e.g., is a moral and ethical expectation)
- **Increase student enrollments** – serving more diverse students can lead to increased full-time equivalent enrollments

What are the operational (e.g., action) and financial implications for EdCC of moving forward with this academic initiative over the next 10 years?

- **Attend to diverse students** – increase attention to diverse students in staffing, community outreach, targeted academic programs and student services, orientation to the college, student work-study opportunities, flexible time schedule for course offerings, college signage, and clear pathways to college completion.
- **Seek and allocate funding** – serving more diverse students will require an increased financial commitment (e.g., scholarships, financial aid, intervention, student services) and provides an opportunity for new funding sources (e.g., grants)
- **Develop staff** – provide and require staff development addressing diverse student needs (e.g., cultural awareness/competence, translation services, speaking multiple languages)

What are the facility implications of moving forward with this academic initiative for developing EdCC's Master Facilities Plan, 2015-25?

- **More sensitive learning places –** enhance sensitivity of all facilities to student diversity (e.g., diverse food menus, gender-neutral restrooms, quiet places, evening and weekend learning, baccalaureate programs, wall-covering and bulletin boards)
- **Enhance welcoming** – Enhance welcoming to the campus for students and community (e.g., clearer and more responsive front entrance to the campus, Welcome Center, increased bus transportation)
- **Encourage interchange** – provide facilities that encourage interchange and mingling among diverse students
- **More off-campus learning** – seek more learning places off-campus that respond to the educational program and student services needs of more diverse students
- **Responsive way-finding --** Use multiple languages for signage and provide more visual campus maps

<u>Supporting Innovation as a High Priority Academic Initiative</u>

Why is it important for EdCC to pursue this academic initiative over the next 10 years?

- **Be forward thinking** – to be effective in serving students and community, the college must be forward thinking (e.g., beyond just "keeping up") in educational delivery (e.g., technology, curriculum, teaching)
- **Enhance fiscal sustainability** – to be fiscally sustainable, need to overcoming barrier to funding innovation and use innovation to increase both level of

resources and efficiency in use of existing and new resources (e.g., foundation, grants, private educational institution practices, resource shifts)
- **Support cultural change** – innovation will support successfully challenging and embracing needed changes in the college's institutional thinking, internal inertia, and culture (e.g., changing college mission and vision, K-12 to K-20 education, separate office space for everyone to shared spaces, separation of part-time faculty and full-time faculty to integration of staffing, use of lecture to active/project-based learning, local to global learning, national/state/local initiatives)
- **Increase success** – the college must be engage in continuous innovation, adaptability, and flexibility (e.g., courageous, creative, and collaborative) to be successful in response to a constantly changing external environment

What are the operational (e.g., action) and financial implications for EdCC of moving forward with this academic initiative over the next 10 years?

- **Increase self-sustainability** – identify new funding streams (e.g., grants, foundation, private institution models, corporations) and redirect/shift existing funds to increase the self-sustainability of the college
- **More strategic partnerships** – enhance existing and create new partnerships that are strategic to supporting innovation (e.g., work with our 5-Star Consortium of educational institutions, collaboration with 4-year colleges and universities, respond to new industry needs)
- **Breaking from status quo** – innovation will require breaking from the status quo/standard operating procedures in creative ways to overcome internal inertia (e.g., support college mission and vison, consider private college practices, think globally).
- **Increase focus/targeting** – be more aggressive in identifying and responding to the college's specific targets and signature programs and services that are responsive to community needs

What are the facility implications of moving forward with this academic initiative for developing EdCC's Master Facilities Plan, 2015-25?

- **Become a destination** – consider designing college facilities to support the college becoming more of a "destination" for students and community (e.g., give reasons to come to campus and remain; make the community a college town; increase broad social connectivity; provide shopping, living, entertainment, restaurants, working, and learning spaces; uniqueness)
- **Attract new programs** – use facilities as means to support innovation in educational programs and services (e.g., retaining and attracting new businesses, serving unique ethnic cultures, securing business sponsorships)
- **Be more strategic** – use facilities (existing and new) more strategically to support the college's mission and vision (e.g., reflect the college identity/signature/brand, respond to student and community needs and funding sources)

Feedback on Task Force Reports

Strengthening Partnerships Report

- **Partnerships are essential** – seek and nurture partnerships that are responsive to the changing needs of the college and community, prioritizing and deepening when necessary
- **Keep abreast of the economy** – focus attention on and use partnerships to keep abreast of the economy, employer job needs, and student internship opportunities
- **Increase flexibility** – increase flexibility in facilities (e.g., serve multiple purposes), programs, and services
- **Insure relevance** – partnerships can help insure the relevance of the college's educational programs and services
- **Redefine the faculty and staff role** – redefine faculty and staff roles to include engagement with community to identify and nurture relevant partners and change the college culture as to the value of partnerships
- **Share facilities** – support and make use of partnerships through sharing facilities, on and off-campus
- **Align with state and national initiatives –** align the college's programs and services with state and national initiatives
- **Communicate with partners** – initiate a communication plan to stay in touch with partners on a regular bases regarding mutual needs and ways to be of help
- **Predict needs and monitor performance** – develop and use a systematic means of predicting partnership needs and monitoring partnership performance

Enhancing Educational Delivery Report

- **Multi-use, flexible, shared and connected spaces** – provided more multi-use, flexible, and shared spaces (along with needed specialized spaces) that support a variety of learning and teaching/service needs (e.g., social interaction, small group, individualized, informal learning, desk space with technology access, think beyond "classroom")
- **Extended services** – make learning more accessible by extending hours (e.g., later hours, weekends, 24/7, revise academic calendar) for campus operations with attention to staffing, technology availability, child care, security, technology management, and facility maintenance
- **Reallocate resources** – shift resources and seek additional resources to support both on-line and on-campus learning
- **Balance on-line with on-campus** – need to balance attention to both on-line and on-campus learning in order to serve the needs of diverse students
- **Bring everyone along** – pay careful attention to bringing the whole college (e.g., faculty and staff, students, partners) along regarding why and how learning delivery needs to change
- **Collaborate with partners** – seek opportunities to increase availability and reduce resource needs by collaboration with K-12 schools, other 2-year colleges, 4-year colleges and universities, and business and industry.
- **Staff development** – prepare staff for teaching and providing services to support a variety of educational delivery modes

Focusing Learning Signature Report

- **Signature needs development** – need to decide on and develop a learning signature (e.g., identity, brand) for the college that truly embodies and communicates the college's mission, vision, and values and then use and follow it
- **Consistent communication** – need to consistently and effectively communicate the learning signature internally and externally
- **Need to be inclusive** – the college signature needs to be inclusive of the diversity of the students and community served, yet needs to provide a focus for the college
- **Seek resources for development** – seek resources to support the process of development and implementation of the learning signature (e.g., partners, grants)
- **Consistent look and feel to facilities** – college facilities (e.g., building exterior and interior, signage, color) should have a consistent appearance and feel
- **Implement with current facility redesign** – implement the learning signature in the re-design of the college's entry(s) and with facilities now being renovated/redesigned (e.g., Lynnwood Hall)

Serving Diverse Students Report

- **More welcoming spaces** – provide a more welcoming entry to campus, responsive signage, gathering places, and adequate parking/transportation alternatives
- **Understand diverse community** – focus on and understand the diverse community served by the college and how to build relations with it
- **Professional development for staff** – provide professional development opportunities pertaining to cultural competence for faculty and staff
- **Adjust time schedule** – adjust the time schedule for educational programs and support services to be appropriate and available when needed by students

Supporting Innovation Report

- **Maintain innovative stance and action** – provide the leadership needed so that the college continues to act innovatively (e.g., courageous/not afraid/take risks, creativity, acknowledgment/rewards, resources, collaborative, integration, benchmarking, permission to fail, recognized nationally)
- **Become "college town"** – integrate Lynnwood and Edmonds and the campus as a "college town"/ "destination"
- **Act on mission/vision/values** – discuss, including all voices, and be clear on mission, vision, and values and act on them
- **Mixed use spaces** – provide more opportunities for interaction with the community, both on and off campus, including integration of campus and community spaces (e.g., living spaces, businesses)
- **Transportation needs attention** – transportation needs of students is a strategic dimension of the discussion on innovation
- **Learning signature guiding look and feel** – use the colleges learning signature to guide the look and feel of the college (e.g., signage, buildings, open spaces)

Closing

This report describes the results of a planning process designed and implemented at EdCC to inform the Master Facilities Plan development for 2015-25. The process involved faculty, staff, and students at EdCC as well as representatives of the community served by EdCC and EdCC partners. The results address the highest priority academic initiatives for learning at EdCC and the related implications for the colleges Master Facilities Plan. The report is designed to coherently and cohesively link academic directions in learning at the college to the Master Facilities Plan development.