ELGIN COMMUNITY COLLEGE

Facility Master Plan

Perkins&Will

Issuance with Board Approval: May 12, 2020

ACKNOWLEDGEMENTS

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Dr. David Sam

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Dr. David Sam
President

Dear ECC Community,

On behalf of the Elgin Community College Board of Trustees, faculty, staff and administrators, it is my pleasure to present the FY2020 Campus Master Plan. To continue our mission to "improve people's lives through learning," we must evaluate the college's physical environment while we evolve to meet the needs of our students and the overall community. Over the last eight months, the College has worked diligently to provide a master plan that aligns with our capital needs, future academic programming, our mission, and strategic goals. This ECC Board-approved plan was developed through a collaborative effort involving students, faculty, staff, administrators, and the Community.

Over the last 10 years, the College has added critical academic buildings and student support spaces. These projects included renovations to outdated rooms, upgrades to building infrastructure, and new construction. Therefore, the planning activities for this new master plan focused on future utilization of existing spaces, re-allocation of space to increase program adjacencies, adjustment of learning environments in alignment with capital needs.

We recognize at this time, ECC is facing unprecedented times due to the global COVID-19 pandemic. As we continue to adjust to these unchartered waters, I assure you that learning continues and the focus of student success remains our top priority. We will come together as a stronger community after this time and this campus master plan will assist us in designing a brighter future.

An important recommendation in this master plan responds to the needs of our area workforce development and manufacturing companies. The future of manufacturing will require an agile and mobile environment.
The College plans to provide a training facility focused on those elements in partnership with area employers.
I want to express my sincere appreciation for your support of our students – past, present, and future.
As exhibited in our 70 year history, Elgin Community College's campus is proud to support student learning, promote collaboration and innovation, and celebrate the many accomplishments of our Community.

Thank you for your continued support,

David Sam, PhD, JD, LLM
President
Elgin Community College

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Mechanical Services Association Corp. - Mechanical, Electrical, & Plumbing Engineering

Rickes Associates, Inc. - Strategic Academic Programming & Workforce Alignment

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EXECUTIVE SUMMARY

Executive Summary

How does a higher education institution position itself for a successful, resilient future in an age of constant and rapid change? How does an institution adapt to meet the evolving needs and expectations of students, employees, and taxpayers?

This Facility Master Plan provides a 'road-map' for the Elgin Community College (ECC or the "College") to follow that helps answer these questions and many more. This plan is a comprehensive look at ECC's Main Campus and its Center for Emergency Services in Burlington, IL. Included in this plan are goals, principals, an existing condition assessment, space needs identifications, learning environment recommendations, land use, and infrastructure planning. Taken as a composite, these elements form the 'road-map' to guide the College into the future.

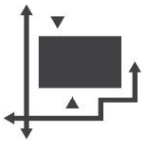
While this plan lacks a 'Crystal Ball' understanding of exactly what the future holds, it does identify gaps within the existing campus and centers, and it proposes solutions to improve the College experience for students, faculty, staff, administrators, and visitors. The recommendations included in this plan are a product of input gathered across the College Community as well as the application of the best practices and trends in higher education integrated planning and design.

Finally, this plan includes phasing and cost estimating on specific projects that the College can use to make decisions on how best to allocate resources and optimize taxpayer dollars.

Why Plan ?

Creating a campus Master Plan is an endeavor that guides growth and prioritizes enhancements on campus. It is a visionary and strategic document that offers five important opportunities:

Think big and explore new ideas



Improve efficiencies and ensure that proper infrastructure is in place

Create a 'sense of place' and weave connections back to the community

Identify needs, develop cost-effective solutions, and prioritize investments

Align with the strategic goals of the institution

Next Generation Students

One advantage of planning for the future is to think about the way student expectations are evolving and provide a plan to meet their needs without compromising flexibility and adaptability.

The next generation of students value five C's: **connect, collaborate, co-create, community, and conscience**.

Taken together, this paints a very different student than previous generations. This is the era of the "Digital Nomad" and the "Digital Native" where technology is completely integrated into lifestyles. Students seek purpose in what they pursue. Furthermore, lines are being blurred between social and learning spaces. Students expect hands-on experience and learn through doing. In this regard, this Master Plan can be thought of as a way to shape experiences - not just craft environments.

Influences shaping this plan

ACADEMIC EXCELLENCE

The College's academic reputation is already very strong. However, complacency is a constant threat to quality. The College continues to invest in academic excellence, evolving its science, technology, engineering, and math (STEM) curriculum, continuing to invest in state-of-the-art classrooms, and career & technical programs.

STRATEGIC PLAN 2018 THROUGH 2022

The ECC Strategic Plan for 2018 through 2022 is the culmination of a year-long period of review that began in fall 2016 and continued through fall 2017. It defines the College's vision, philosophy on learning, shared values, and four key goals to guide future work in:

- Equity and Learning
- Holistic Programming
- Community Partnerships
- Service Excellence and Collaboration

UTILIZATION OF RESOURCES

Land, employees, funding, and intellectual property are some of a college's most important resources. This Master Plan seeks ways to best use what the College already has by identifying ways the College can better utilize future resources.

FOCUS ON RETENTION AND STUDENT SUCCESS

Related to Pathways, the need to focus on retention is directly related to student success and enrollment growth. While enrollment has declined since its 2011 peak, the College's efforts to grow through retention will help stabilize enrollment counts and increase academic reputation.

ACADEMIC WORKFORCE PROGRAMMING

Elgin Community College's ability to align its program offering and expansions with current and future labor market demand in the region is crucial for the success of its students. To that end an educational program alignment analysis will determine the gap between the annual number of educational program completers and projected annual job openings in related occupations.

CHANGES IN TECHNOLOGY TO DELIVER NEW PEDAGOGY

This Master Plan exists in the era of the Digital Native. Today's students grew up with technology at their fingertips, and among the growing number of expectations students have for their college experiences are that the campus has a strong WiFi backbone, seamless connectivity, and fully integrated technology in classrooms, labs, and study.

PHYSICAL CONNECTIVITY THROUGHOUT CAMPUS

Some divide on campus is marked by the separation of buildings K, O & M and is accentuated by the layout of the parking lots around campus. Road designs such as Gail Shadwell currently prioritize the automobile at the expense of the pedestrian. There is a need to recommit to improving outdoor pedestrian connections, and increase visibility of some entry paths and points.

The process to create ...

1 CAMPUS Master Plan

8 MONTH PLANNING PROCESS

6 WORKSHOPS WITH

18 ADVISORY COMMITTEE MEMBERS

6 CORE COMMITTEE MEMBERS

CONVERSATIONS & INTERVIEWS WITH **20+** USER GROUPS

2 TOWN HALLS

2 ONLINE SURVEYS

1 STUDENT OPEN HOUSE

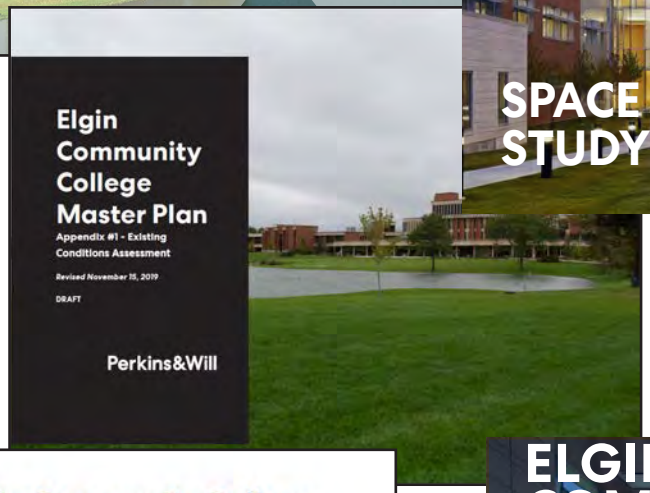
507 RESPONDENTS

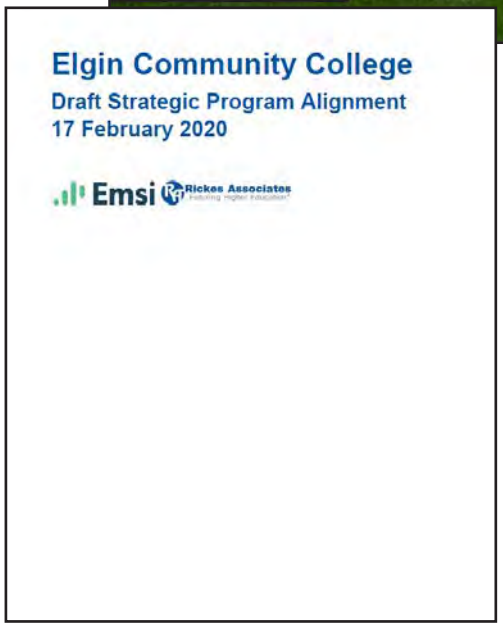
SITES VISITS, PRESENTATIONS, WALKING TOURS...

Master Plan at a Glance

What is included on the Master Plan?

- Goals and Guiding Principles
- Existing Conditions Analysis
- Space Identification and Utilization
- Workplace Assessment
- Workforce Academic Programming
- Facility Improvement Recommendations
- Site Plan, Landscape and Land Use Recommendations
- Utility and Transportation / Parking Recommendations
- Cost Estimates & Schedule





WORKFORCE PROGRAMMING

Rickes Associates and Emsi performed an educational program alignment analysis that determined the gap between the annual number of educational program completers and projected annual job openings in related occupations in the Elgin Community College (ECC) labor market in order to inform the College's decisions regarding which programs to add, maintain, expand, or sunset.

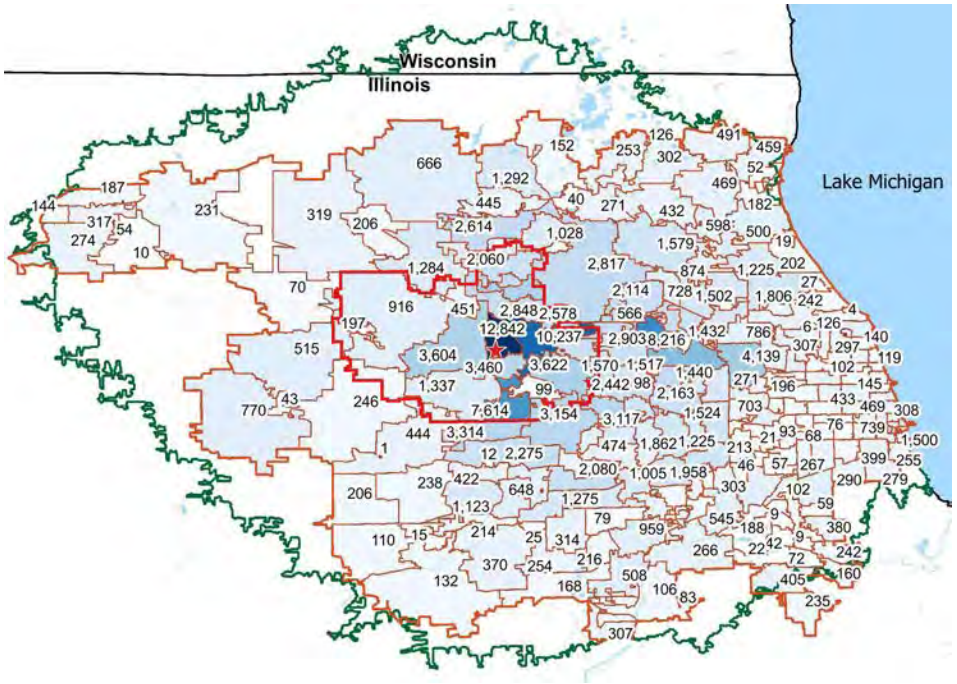
Educational programs were defined by level and field of study using Classification of Instructional Program (CIP) codes, and completer data was collected for all regional post-secondary institutions within the labor market. Occupations were defined by Standard Occupational Classification (SOC) codes. ECC's labor market was defined by Census ZIP Code Tabulation Areas in which 250 or more District 509 residents were employed in an area reachable by 8:00 am. on a Wednesday within a one-hour drive from the College's main campus.

Programs

Of the 134 active ECC programs analyzed, the top five, ranked by gap size, had gaps ranging from 6,624 to 23,260 between regional program completers and annual related job openings.

These programs, along with their ECC titles and awards, were:

- 52.0201 Business Administration and Management, General, associate degree (Business AAS): 23,260 gap = 24,212 job openings – 952 regional program completers;
- 49.0205 Truck and Bus Driver/Commercial Vehicle Operator and Instructor, certificate (Truck Driving BVS, Truck Driving Owner/Operator VS): 10,121 gap = 10,633 job openings – 512 regional program completers;
- 51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide, certificate (Basic Nurse Assistant Training Program BVS): 7,911 gap = 10,561 job openings – 2,650 regional program completers;
- 52.1803 Retailing and Retail Operations, associate degree (Retail Management AAS): 6,809 gap = 6,814 job openings – 5 regional program completers; and
- 12.0503 Culinary Arts/Chef Training, certificate (Cook VS): 6,624 gap = 6,783 job openings – 159 regional program completers.



A gap analysis at the certificate and associate degree levels was also conducted for five programs the College has considered offering:

25.0301 Library Assistant
51.1801 Opticianry
15.0702 CNC Quality Technician, and Pipe Welding, which shares CIP 48.0508

Welding Technology/Welder with other existing programs and could not be analyzed separately.

Of these, ***25.0301 Library Assistant*** had the largest gaps, at 874 and 625 at the certificate and associate degree levels, respectively, followed by ***51.1801 Opticianry*** with a gap of 223 at the certificate level.

All other programs under consideration had gaps of less than 100 when only jobs available to those with certificates or associate degrees were considered.

Elgin Community College has the quantitative analysis to move forward and make data-driven decisions on which areas to pursue both in terms of partnerships with local areas workforce developers or creation of instruction at the campus proper. Whatever the decision, ECC should create flexible instructional space that can be readily converted to multiple other uses as demands change and the types of training necessary shifts.

EXISTING CONDITIONS

Assessment of the existing conditions across the Elgin Community College Campus. providing a comprehensive look the current condition of the College's infrastructure.

SPACE UTILIZATION

Study of how the College is currently utilizing its instructional space (classrooms and class labs). Recommendations: Pilot classroom renovations, technology upgrades in computer labs, modernize furniture, co-locating weekend classes, shift course scheduling from extreme peaks...

WORKPLACE ASSESSMENT

A resource to guide future employee office assignment and help optimize the process of finding appropriate spaces to best serve the College's staff, faculty and administration's needs.

WORKFORCE ACADEMIC PROGRAMMING

Analysis of the gap between the annual number of educational program completers and projected annual job openings in related occupations within the ECC labor market.

REGIONAL TRAINING CENTER

Creation of a Regional Training Center in a newly constructed building on parking lot A. This center will become a regional destination for career and technical education: training today for the workforce of tomorrow.

RENOVATIONS & EXPANSIONS

Proposed renovations sequence stemming from creation of Regional Training Center. Co-locating STEM programs and backfill renovations of vacated space. Building per building priority needs. Expansions for buildings B-Admin, J, I, H.

LANDSCAPE

Expansion of greenspace at the center of Campus to create the Campus Commons. Improve pedestrian access between the buildings especially to the north of Hoffer Drive. Two concepts proposed.

UTILITY & SITE IMPROVEMENTS

Yearly maintenance allowance. Parking improvements for Lots A, D, E and J. Building B basement seepage, roadway improvements at McLean/ Spartan Drive. Top MEPFR Items to address.

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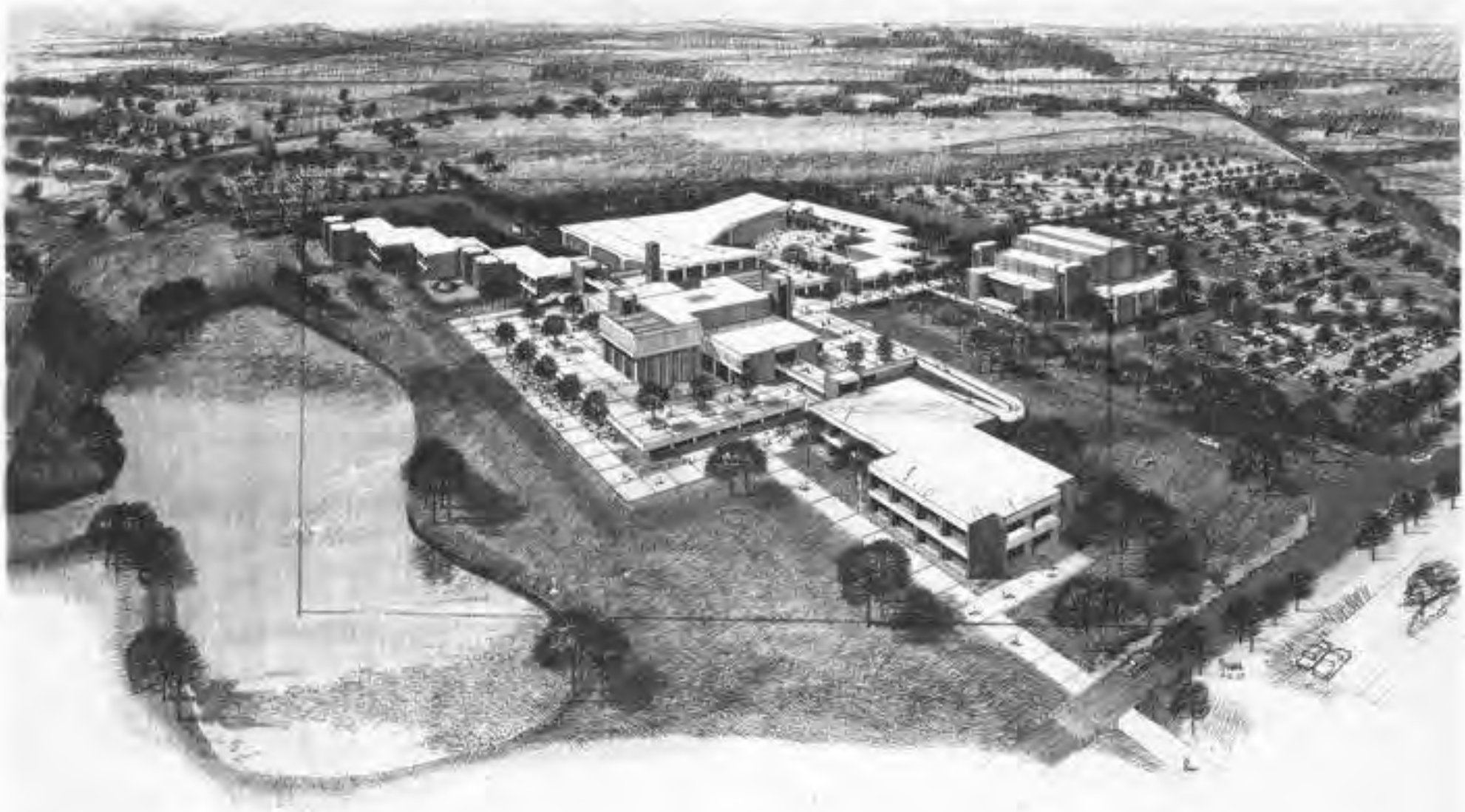
INTRODUCTION



1967 Elgin Community College Master Plan - Perkins & Will

Overview

Elgin Community College ("the College"), a two-year community college serving Northwest suburban Chicago communities in District 509, is charting its path towards future physical improvement. This Master Plan is a physical improvement "road-map" for both the Spartan Drive Campus in Elgin, IL, and the ECC Center for Emergency Services in Burlington, IL.

Observations on existing conditions (both challenges and opportunities), analysis of existing spaces, and identification of future space needs are included in this Master Plan.

The Guiding Principles established provide an overarching foundation for each of the concepts and strategies outlined in the document. All recommendations adhere to these principles, which range from creating flexible and adaptive spaces to creating an advanced industrial and manufacturing training center for the region.

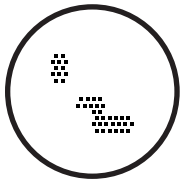
Many recommendations included in this Master Plan update focus on renovating existing interior space and addressing deferred maintenance. As the College strives to be a steward of its resources and maximize efficiency, renovation of existing space emerged as a predominant solution to address changes in space needs Other recommended projects include the creation of a Regional Training Center on the campus, and a campus common green. These will inhibit the move and co-location of programs across the campus buildings aiming at creating strong adjacencies. Project cost and an implementation schedule are also integrated at the end of the document.

Finally, this Master Plan satisfies the requirement set forth by the Illinois Community College Board to have an updated Master Plan every five years.

Why Plan ?

Creating a campus Master Plan is an endeavor that guides growth and prioritizes enhancements on campus. It is a visionary and strategic document that offers five important opportunities:

Think big and explore new ideas



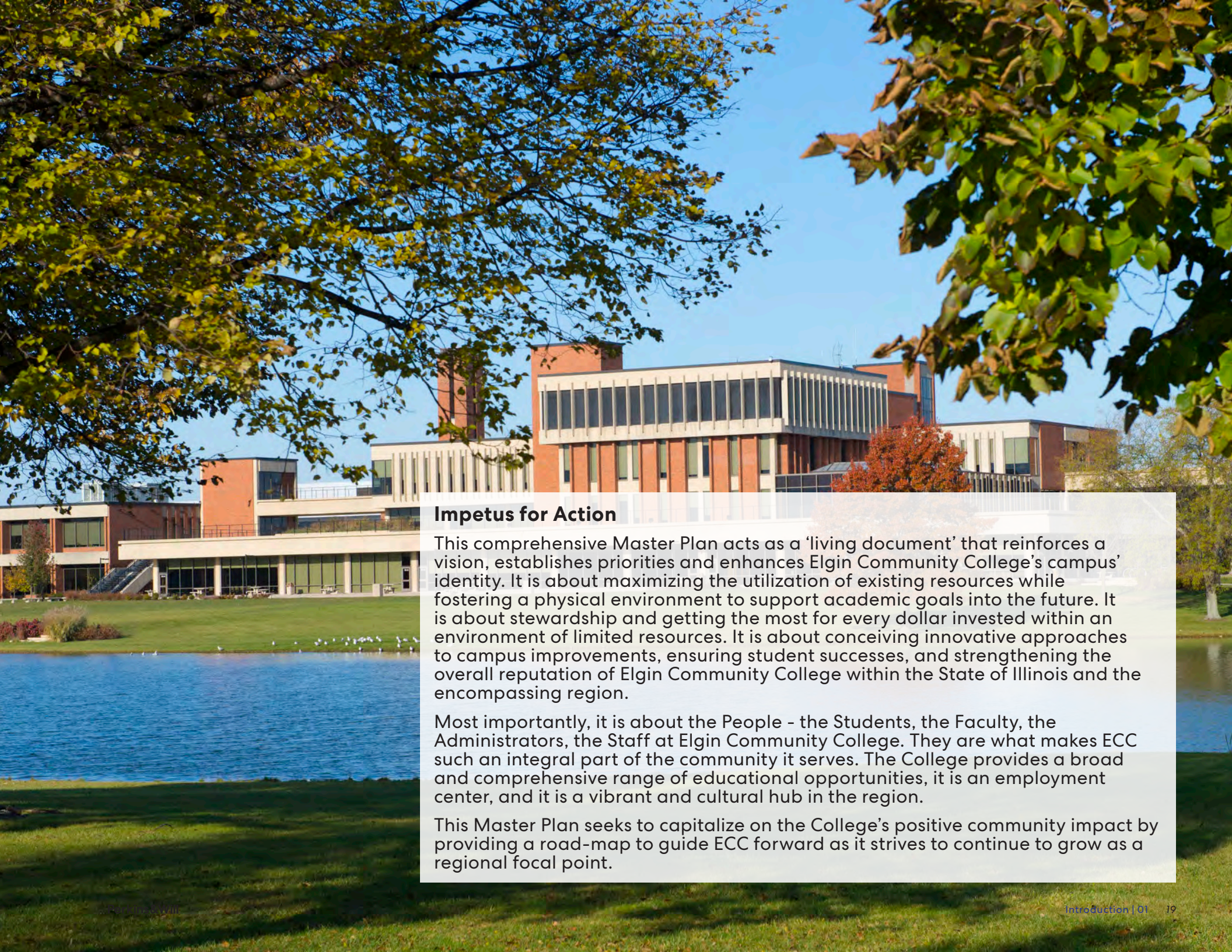
Improve efficiencies and ensure that proper infrastructure is in place

Create a 'sense of place' and weave connections back to the Community

Identify needs, develop cost-effective solutions, and prioritize investment

Align with the strategic goals of the institution

Comply with requirements set forth by the Illinois Community College Board



Impetus for Action

This comprehensive Master Plan acts as a 'living document' that reinforces a vision, establishes priorities and enhances Elgin Community College's campus' identity. It is about maximizing the utilization of existing resources while fostering a physical environment to support academic goals into the future. It is about stewardship and getting the most for every dollar invested within an environment of limited resources. It is about conceiving innovative approaches to campus improvements, ensuring student successes, and strengthening the overall reputation of Elgin Community College within the State of Illinois and the encompassing region.

Most importantly, it is about the People - the Students, the Faculty, the Administrators, the Staff at Elgin Community College. They are what makes ECC such an integral part of the community it serves. The College provides a broad and comprehensive range of educational opportunities, it is an employment center, and it is a vibrant and cultural hub in the region.

This Master Plan seeks to capitalize on the College's positive community impact by providing a road-map to guide ECC forward as it strives to continue to grow as a regional focal point.

Process Overview

The Perkins and Will project planning approach develops a cadence driven by intensive on-site workshops, a multi-day series of meetings/ charrettes/ tours/presentations, as a key part of our approach. There is one workshop per phase. During each workshop, the College leadership was engaged in dialogue, fact-finding, and decision making. Each workshop spans from one to two days and includes various listening sessions, roundtable discussions, walking tours, meetings, and consultant work sessions. Five workshops focused specifically on the unique aspects, opportunities and challenges of creating a Master Plan. This approach allows the plan to be more cohesive in concept, built on consensus and ensure much greater efficiency in execution.

For each phase, at least one multi-day, on-campus workshop was conducted. Workshops are a series of meetings/ tours/presentations/ work sessions with a high amount of interaction between the client team and the consultant team.

Over the duration of the project, the College and Master Planning team points-of-contact engaged in weekly 30-minute check-in meetings. This layered and integrated planning approach for this campus Master Plan helped best align facility needs with campus design, land use, circulation, utility support and budget/ cost definition.

The Master Planning team provided services organized into a five-phase process:

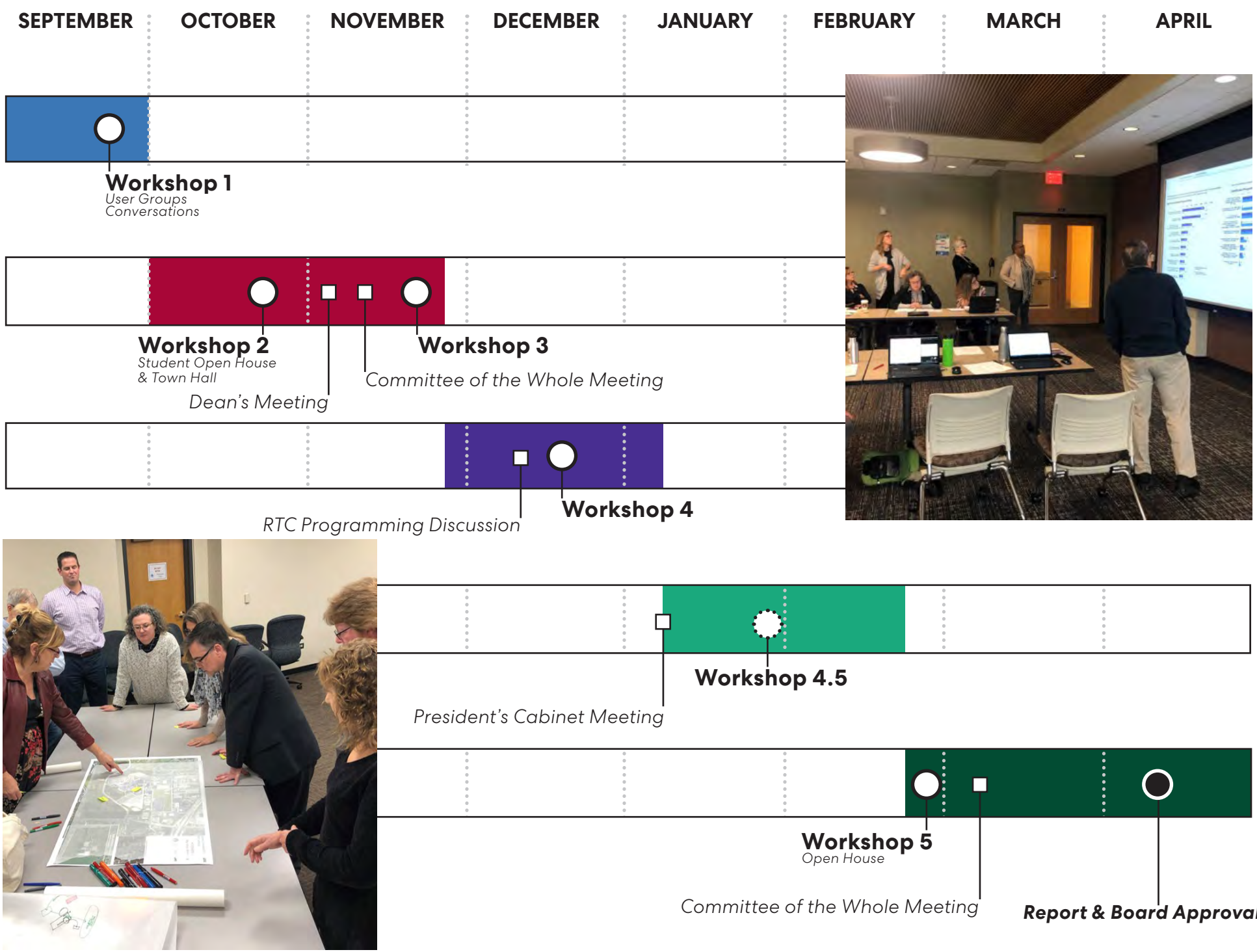
Initiate - Begins the project by aligning expectations, establishing planning goals and vision, defining lines of communications and charting a clear path for the planning project. Data request, and project scheduling is completed.

Analysis - Involves the accumulation and analysis of quantitative and qualitative data necessary to generate a realistic portrait of the planning and facility conditions. This includes space utilization, and space needs identification.

Idea & Concept - Focuses on development of the vision and creating a planning concept or scenarios that holistically address the project's development for both the near-term and long-term.

Develop & Decide - Involves further study of the preferred concepts, including evaluation in greater detail of discrete site areas, so that it may be used to describe innovative development ideas, to obtain input, and build consensus.

Refine & Report - Includes preparation of the final composite planning and related supporting documents. The final plan presentation to the Board of Trustees is made within this phase.


SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
Workshop 1
User Groups
Conversations
Workshop 2
Student Open House
& Town Hall
Dean's Meeting
Committee of the Whole Meeting
Workshop 3
RTC Programming Discussion
Workshop 4
Workshop 4.5
President's Cabinet Meeting
Workshop 5
Open House
Committee of the Whole Meeting
Report & Board Approval

Input Obtained

Workshop 1- September 26-27

Introductory workshop - project goals & objectives. Walking tour of campus & user group discussions.

Workshop 2 - October 21-22

Draft guiding principles, survey deployment strategy, more user group discussion. All-campus forum & student.

Workshop 3 - November 19

Space utilization presentation, active learning environment and workplace trends, preliminary survey results, existing conditions report, Regional Training Center discussion.

Workshop 4 - December 17

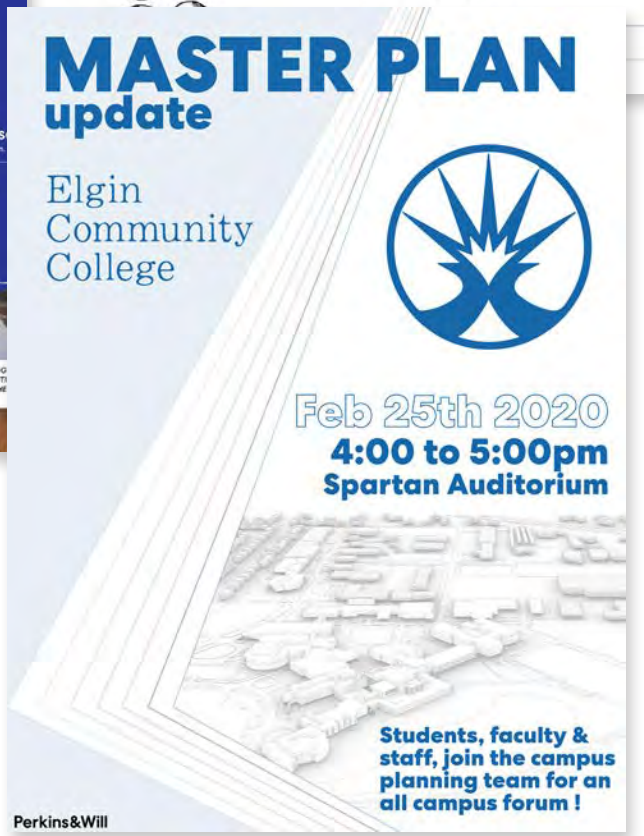
Concept and scenario planning, space utilization presentation, workplace academic programming update. Late-night student engagement.

Workshop 4.5 - January 8

Workforce academic programming findings, workplace analysis, concept scenario summary, review preliminary phasing and order of magnitude, final Guiding Principles, sustainability goals.

Workshop 5 - February 25

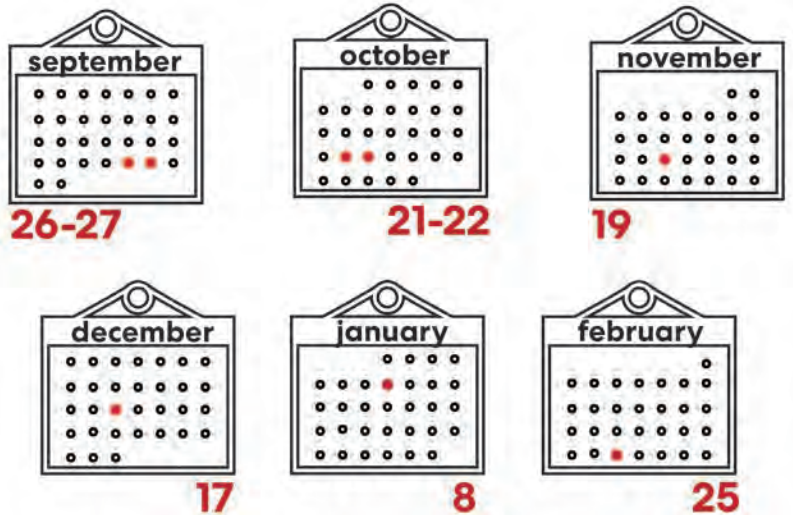
Workforce programing recommendations, final preferred concept, cost model, phasing. All -Campus session.

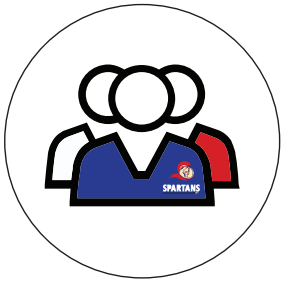


Who we have talked to

6 WORKSHOPS

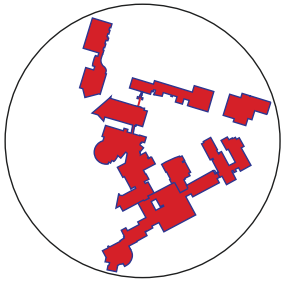
20+ USER GROUPS





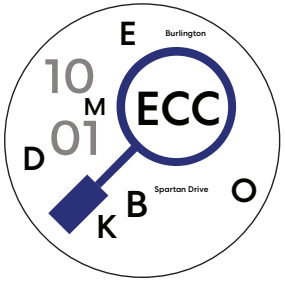
Spanning all academic & student services divisions at ECC

Discussions, site visits & debates on :



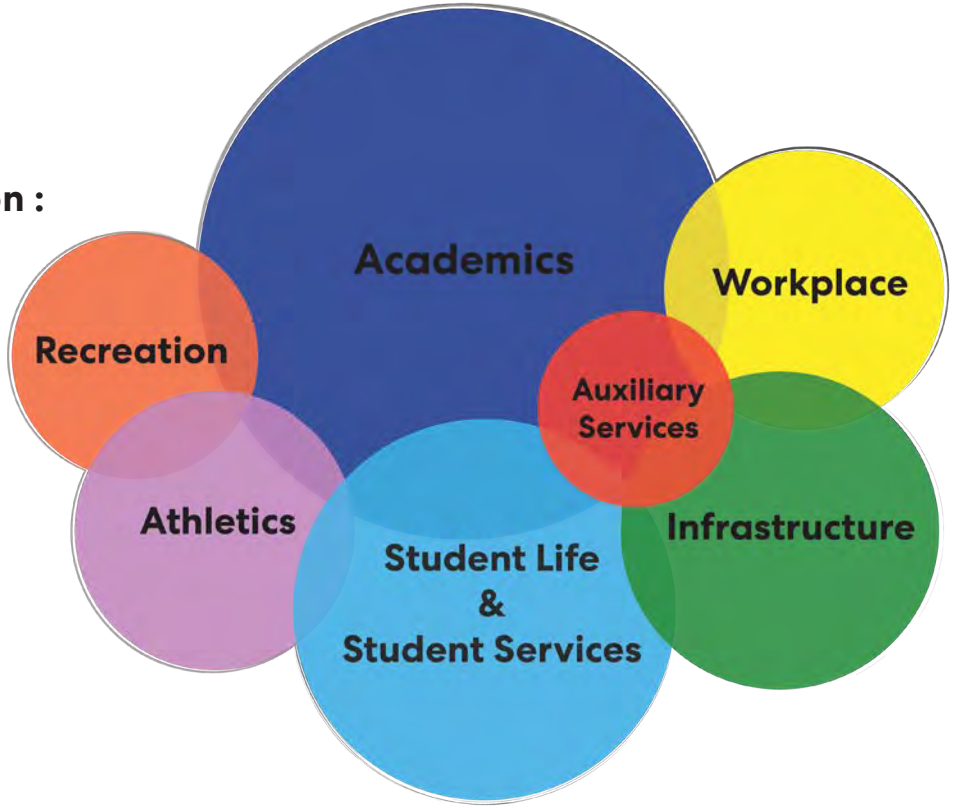
Current Conditions

Goals & Initiatives



Challenges

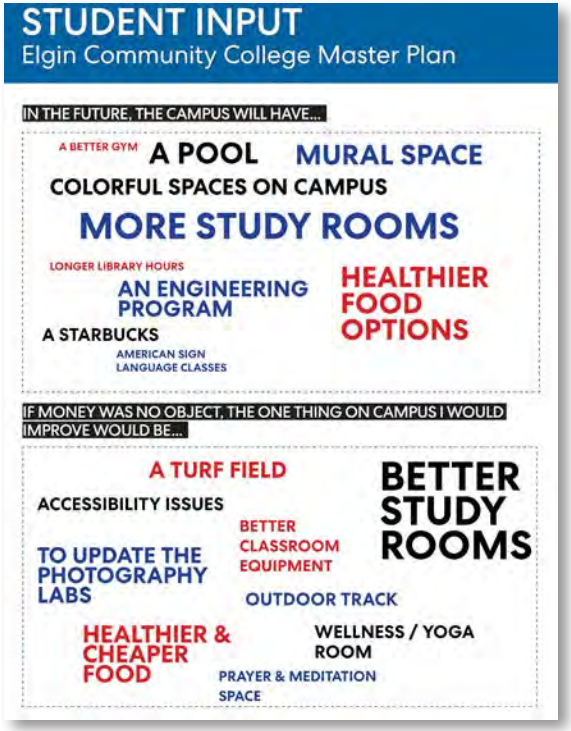
Opportunities for improvements



Engagement & Input

An active and dynamic engagement process is key to obtaining vital input from the College's students, faculty, administrators, and Community members. The Master Plan was structured around workshops and larger open house and town hall events that provided opportunities to voice opinions, concerns and aspirations. Students, faculty, staff and administrators where invited to give input through

- Aspects of the College that are loved
- Mapping exercises showing favorite & least favorite spaces, as well as areas to consider for improvements and redevelopment
- Answering questions about current issues, needs, and future aspirations for the College




What are your favorite spaces on campus ?
What are your least favorite spaces on campus ?
Where do you feel unsafe on campus ?
If you had a blank check, what spaces on campus would you redevelop ?
College Park
Purdue Ln
Cornell Ln
Princeton Ave
S Belmont Ave
Gale St
Renner Dr
Second St
Simplomatic Manufacturing
Stamar Packaging
Shepard Dr
Fleetwood Dr
Gail Shadwell Dr
Hoffer Dr
Chipman Ct
Lehr Dr
Spartan Dr
Lake Spartan
S McLean Blvd
Soccer Field
Baseball Field
A
C
D
E
F
G
K
N
O
N
0
250
500
1,000 ft

User Groups

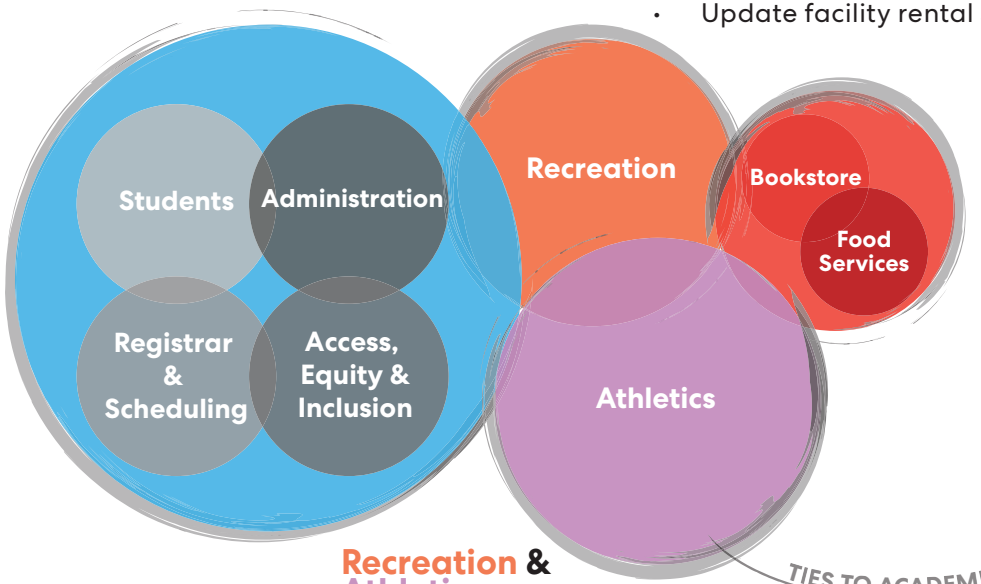
Throughout the engagement process, the campus planning team interacted with over 20 user groups representing the various departments and stakeholders at Elgin Community College. Here are some recurring points and needs that came out of the conversations during workshops throughout the Master Planning process:

Auxiliary Services

- Align bookstore with current trends & needs
- Distribution of food services
- Update facility rental system

Student Life & Student Services

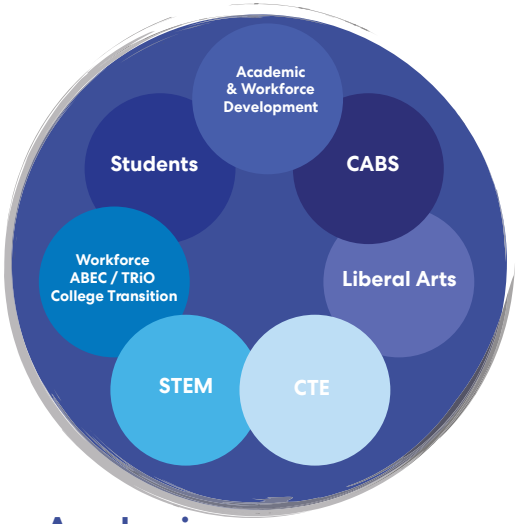
- One-stop shop student services
- More accessible administration
- More opportunities to remain on campus
- Improve common and study spaces



Recreation & Athletics

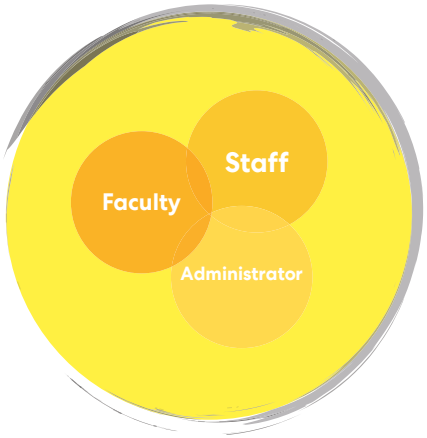
- Fitness center
- Multipurpose spaces
- Outdoor facilities
- Improve common spaces

TIES TO ACADEMICS



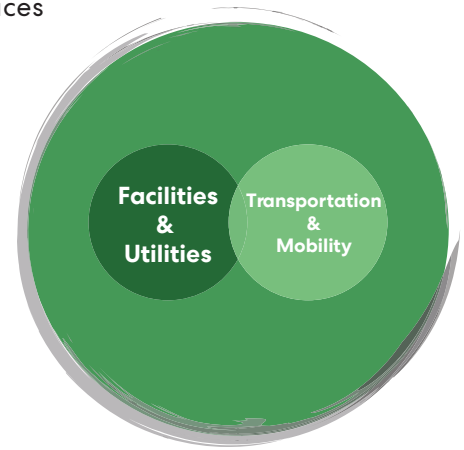
Academics

- Cte support & expansion
- Collaborative spaces
- Flexible spaces
- Industry partnerships
- Technology use / availability
- Co-locate allied programs
- Pathways program



Workplace

- Adjunct space
- Instructor training
- Align with regional needs
- Examine office distribution
- Provide swing/expansion space
- Co-locate administrative functions



Infrastructure

- Parking / site circulation improvements
- Accessibility within and to campus
- Consolidate off-hour classes
- Sustainability

Academic & Student Services Divisions

Elgin Community College is structured around its 11 Academic Divisions.

Breaking down inter-departmental barriers and improving communication accross the College's many divisions & programs is one of the critical issues facing many higher education institutions. In an effort to promote collaboration, the Master Plan's engagement effort formed user groups with members that represented departments with similar alignments in spaces uses, needs, and aspirations to talk about common topics.

This is made evident when looking at the way each user group addressed topics relevant to many academic & student services divisions. The Master Plan fundamentally relies on this spirit of collaboration and inter-departmental communication.

Academic Development & Learning Resources
Adult Basic Education Center (ABEC)
College Transitions & Secondary Partnerships
Communications & Behavioral Science
Compliance & Curriculum Management
Health Professions
Liberal, Visual & Performing Arts
Math, Science & Engineering
Student Services
Sustainability, Business & Career Technologies
Workforce Development & Continuing Education

Divisions Represented in User Groups Input

USER GROUPS	DIVISIONS										
	Academic Development & Learning Resources	*Adult Basic Education Center (ABEC)*	*College Transitions & Secondary Partnerships*	*Communications & Behavioral Science*	*Compliance & Curriculum Management*	*Health Professions*	*Liberal, Visual & Performing Arts*	*Math, Science & Engineering*	*Student Services*	*Sustainability, Business & Career Technologies*	*Workforce Development & Continuing Education*
Workforce/ABEC/College Transitions		○	○								○
STEM Related Programs						○		○			
Liberal Arts Related Programs				○			○				
CTE										○	
Student Life and Student Services	○				○				○		
Institutional Research					○						
Registrar / Scheduling					○						
Athletics and Recreation									○		
Access, Equity and Inclusion (CABS, Student Services)				○			○				
Access, Equity and Inclusion											
ABEC / TRiO		○	○								
Workforce Development											○
STEM / CTE						○		○		○	
CABS				○							
Academic Development	○										
Community Partner Groups			○							○	○

Student Online Survey

Another point of input for the ECC student community was through an online survey that was led by the College and stayed open from mid-November to early March. The short survey was comprised of 10 questions, some multiple choice, some open-ended.

These questions ranged from years of enrollment, to the critical issues that the Master Plan should address. The write-in answers were compared to feedback received at the student engagement sessions and all-campus forums.

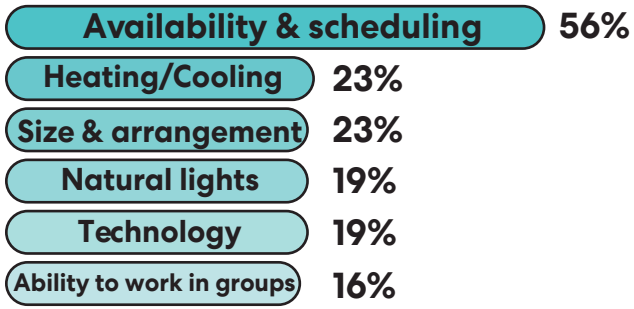
Concerns of rooms availability and overall physical arrangements are made apparent as one of the challenges to tackle - the space utilization study and learning environment trends in this Master Plan offer guidelines for improvements.

The data input received from the respondents are key drivers in recommendations brought forward in the later chapters. In collaboration with the College, the Master Planning team has taken a deep look at how to improve aspects of student success, connectivity, safety (pedestrians in parking lots especially), as well as providing improvements to the spaces and programs at the very heart of the daily Elgin Community student life.

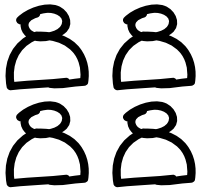
5 most important issues to address in this Master Plan

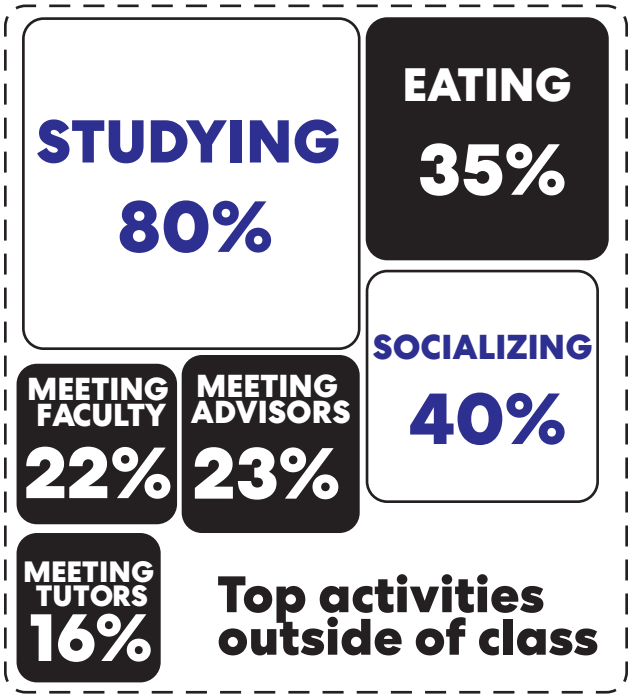
1. Student success
2. Connectivity (including transit, parking & pedestrian)
3. Learning environment
4. Safety
5. Student life

Biggest challenges in classrooms & labs to fulfill learning experience ?



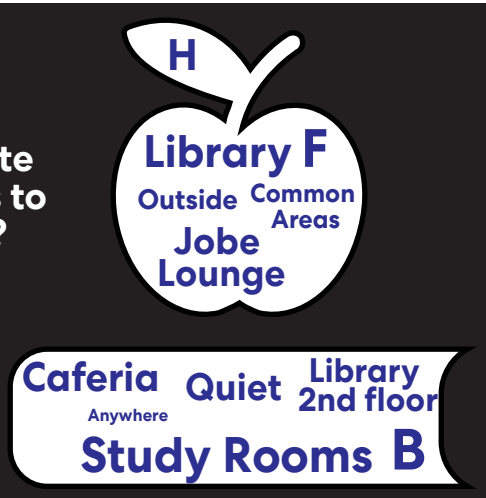
412 Responses





Given a blank check, what improvements would you make?

Favorite places to study?



Staff, Faculty & Administrators Online Survey

While students input is a integral part of the Master Plan and the College, few people have a better understanding of the campus and its most urgent needs than its staff, faculty and administrators. Often at the College for longer periods of time, the respondents to this survey have deeply rooted knowledge and insights of functional aspects of the institutions that students may not necessarily experience during their experience at ECC.

The relatively short College-led survey was online for just over four months and circulated by campus leadership. It was comprised of 10 questions, most of which were write-in option to get input on identifying challenges for the Master Plan to solve, campus elements to preserve or enhance, and what the College should achieve in the future.

As is often the case in engagement endeavors, neither the student survey and the staff, faculty & administrator surveys meet the number of responses needed to represent a statistically significant sample of the study populations. However, the insights gathered provide invaluable validation of the information received during user group conversations, student engagements and the numerous workshops conducted over the past 6 months.

5 most important issues to address in this Master Plan

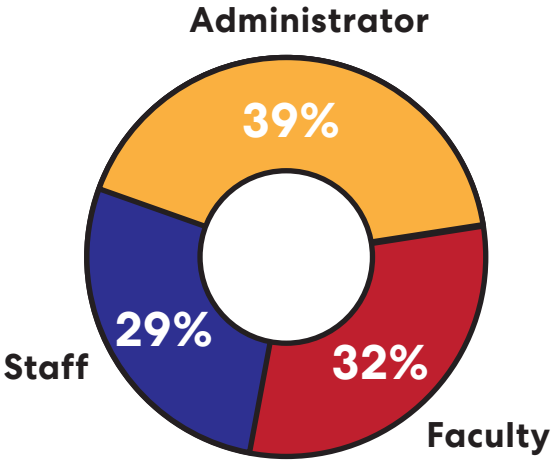
1. Student success
2. Facility condition
3. Equity, diversity & inclusion
4. Teaching environment
5. Partnerships with government, industry and other institutions

44%

of respondents reported having worked at ECC for more than 10 years

95

responses



One Challenge the Master Plan should solve ?

"Find a way to design spaces that encourage faculty, staff, and students to connect more with one another."

"More connectivity between all employees, staff, faculty, and administrators"

" Better utilization of space, which includes classroom/ lab space, but also utilization of common areas to create better visibility of the campus diversity."

"More flexibility in teaching spaces, including increased technology, classrooms that can be easily adjusted to accommodate group projects and work"

What you would like the College to achieve in the future ?

"ECC to be a desired destination for students, where we have lots of reasons to keep them on campus."

"To become better aligned with local workforce needs and be viewed as a viable resource for education and training."

Guiding Principles

A list of imperatives that inform every decision in this Master Plan, the guiding principles cover five topic areas ranging from student success to stewardship of resources to culture & collaboration. All decisions made as part of this plan are filtered through these principles to ensure they are adequately serving the College.

A campus Master Plan must be based on a comprehensive, forward-thinking and institution-wide foundation that will guide current and future campus decisions. The Master Plan embraces five guiding principles, which are that foundation.

I *Enhancing The Student Experience To Attract, Retain & Graduate Students*

- **Intentionally tailor student experience to wide spectrum of learners to facilitate success.**
- **Expand the formats of learning spaces to support a variety of learning styles and pedagogy/andragogy deployment.**
- **Increase student satisfaction and engagement, while advancing diversity, equity and inclusion.**
- **Enrich the campus life experience through placemaking, which will advance quality, access and academics.**

II *Enlivening The Academic Environment To Support Student Success*

- **Create innovative and experiential learning environments.**
- **Develop flexible and adaptable spaces to address evolving needs.**
- **Promote open and transparent access to faculty and adjuncts.**
- **Connect technology, space and pedagogy.**

III Asset Stewardship

- Position ECC for growth, flexibility and, adaptability.
- Position physical assets for short & long-term fiscal sustainability.
- Ensure that shared space meets all stakeholder needs.
- Increase facility utilization and efficiency – break down 'silos.'
- Promote environmental sustainability and energy efficiency.
- Design high impact with low cost options that include attainable implementation.

IV Community Interface

- Enhance campus edges and create strong points of visibility.
- Increase intentional engagement with community.
- Promote inclusivity, diversity, equity & well-being within administration, faculty and staff to better serve students.
- Leverage workforce development programs with corporate partner needs to promote better economic career pathways.
- Exercise prudent stewardship of taxpayer dollars.
- Ensure transparent and competitive opportunities for connections with local industries.
- Expand opportunities for historically underrepresented community groups.

V Collaboration & Culture

- Assure that direct stakeholder input is recognized, vetted and incorporated where possible.
- Foster intra and interdisciplinary collaboration to mirror real world application.
- Encourage a culture that encourages departmental communication and collaboration.

02

COLLEGE PROFILE & CONTEXT

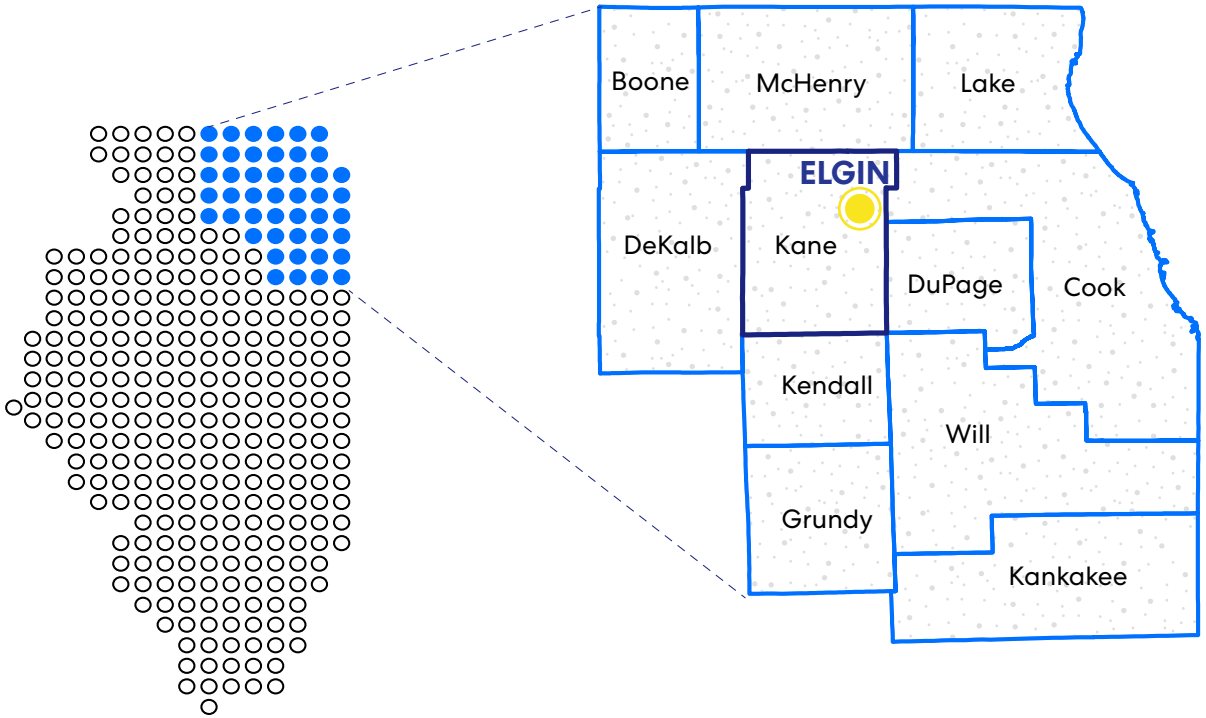
College Profile And Context

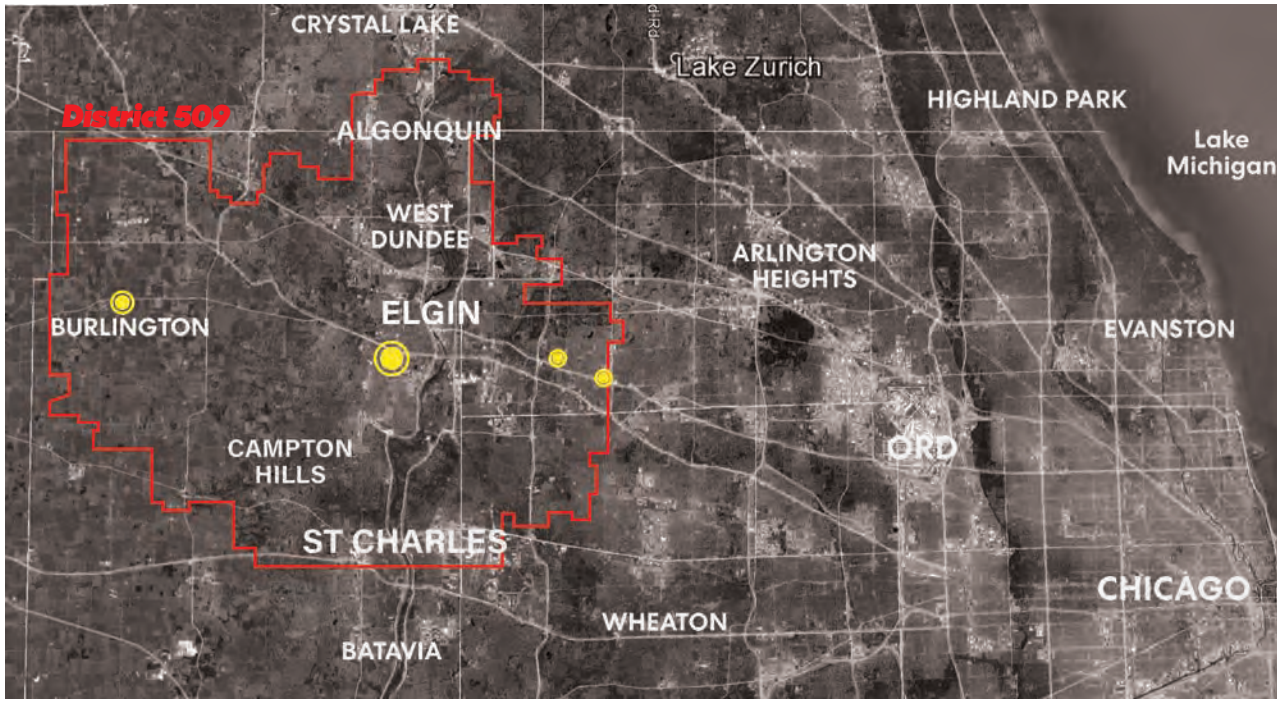
Since its inception in 1949, the Elgin Community College has grown into a driving community leader in its district and the Chicago Metro Area. It features a comprehensive range of degree programs to meet the educational needs of the community.

At a glance, the College provides the following:

- Six associate degree programs
- 138 degrees and certificate programs in 50 areas of study
- A Main Campus consisting of 232 acres and approximately 1.12 million square feet of facilities
- An Emergency Training Center located in Burlington, IL
- Two additional locations - Steamwood Village Hall, Steamwood, IL & the Education and Work Center in Hanover Park, IL
- Over 25 student clubs
- 10 intercollegiate sports teams

The College's district covers a 360 square-mile area overlapping parts of Cook, DeKalb, DuPage, Kane, and McHenry Counties. Those include 29 incorporated municipalities and substantial unincorporated areas. The district is home to over 11,000 businesses, four public school districts, and 15 high schools. According to the US Census's 2015 American Community Survey estimates (5-year average), the College serves an area of close to 500,000 residents. The main campus of the College is located on 232 acres in southwest Elgin.



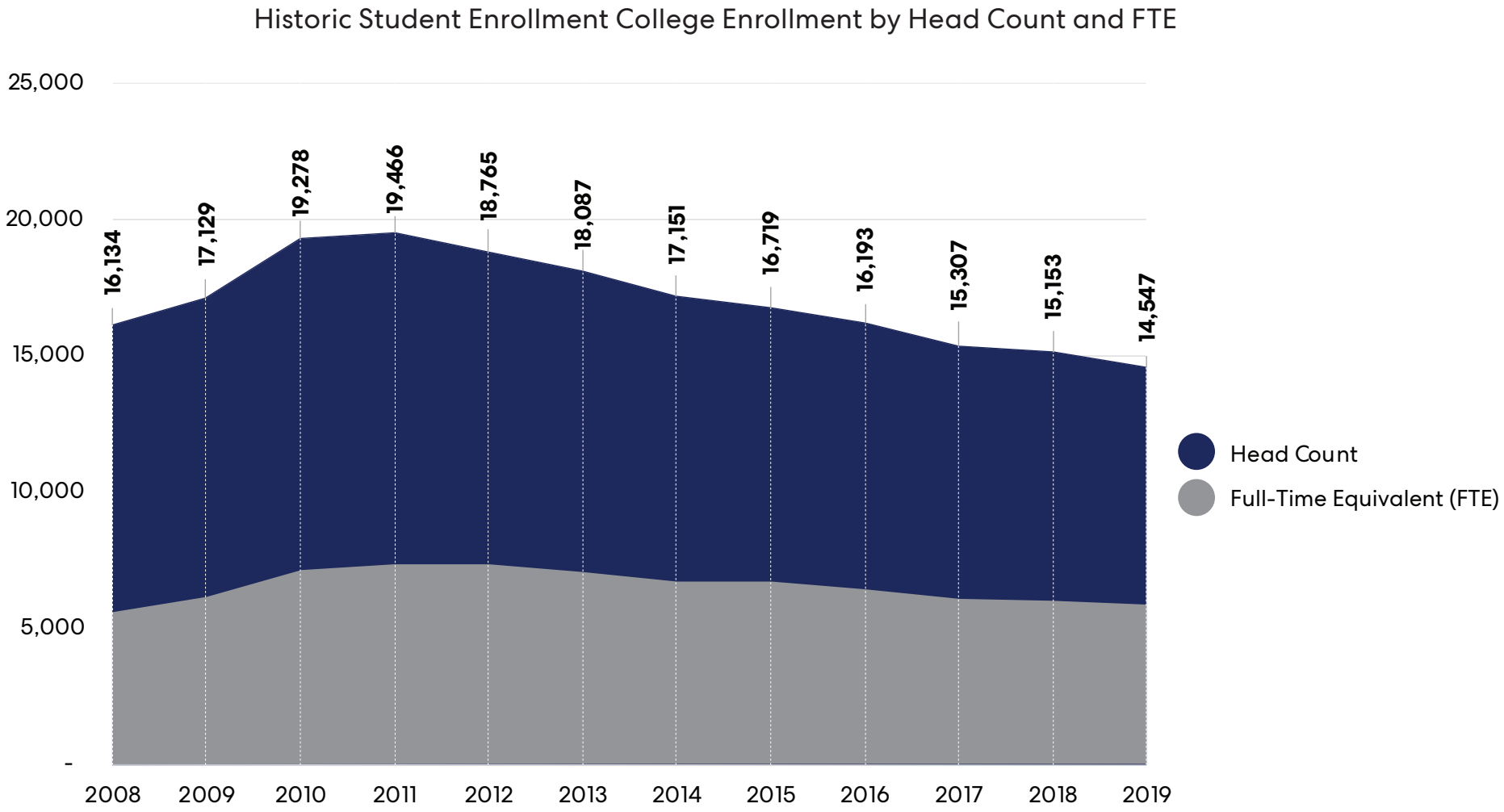


Perkins&Will

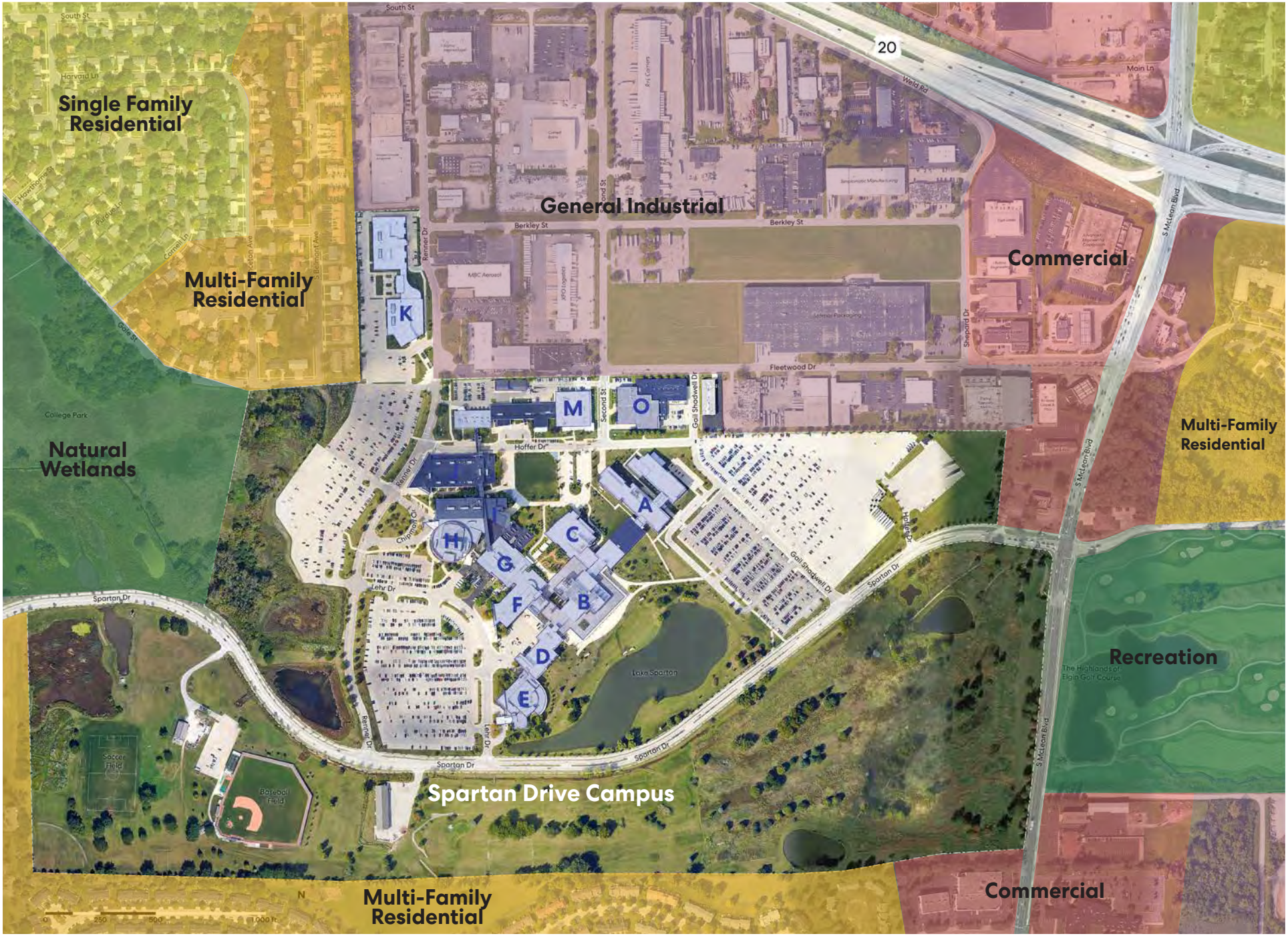
Student Enrollment

In the fall of 2011, student enrollment at the College reached approximately 19,466 - its peak over the past 10 years. Since then there has been a steady decline to 2019's enrollment at 14,547. While population within the Elgin district has grown 5.1% between 2009 and 2015, enrollment in local school enrollments have decreased overall due to declining birth rates, families not having as many children, and an aging population. These trends are being experienced throughout the nation. The 2008 recession had more of an impact on births which is being realized in declining school enrollments.

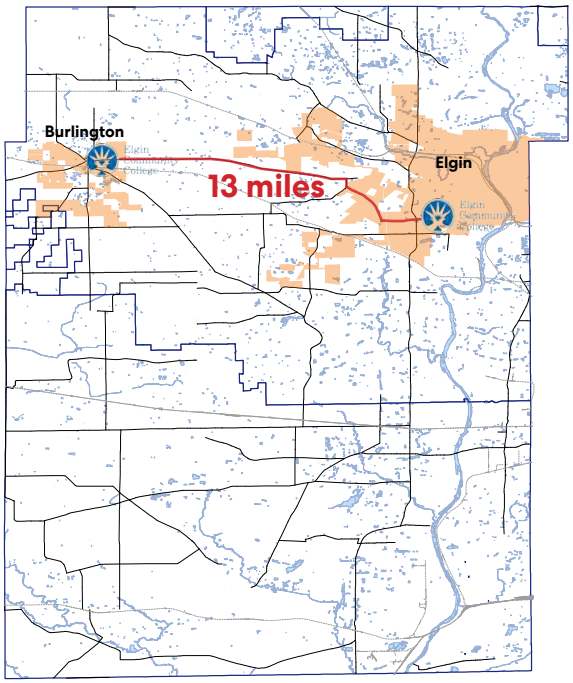
The College's 2012 Master Plan predicted a range of 13,500-15,600 students for the year 2020. Enrollment in 2019 is in the middle of that range and would validate projections of a low of 14,900 and high of 18,700 students for 2025.



Land Use Context

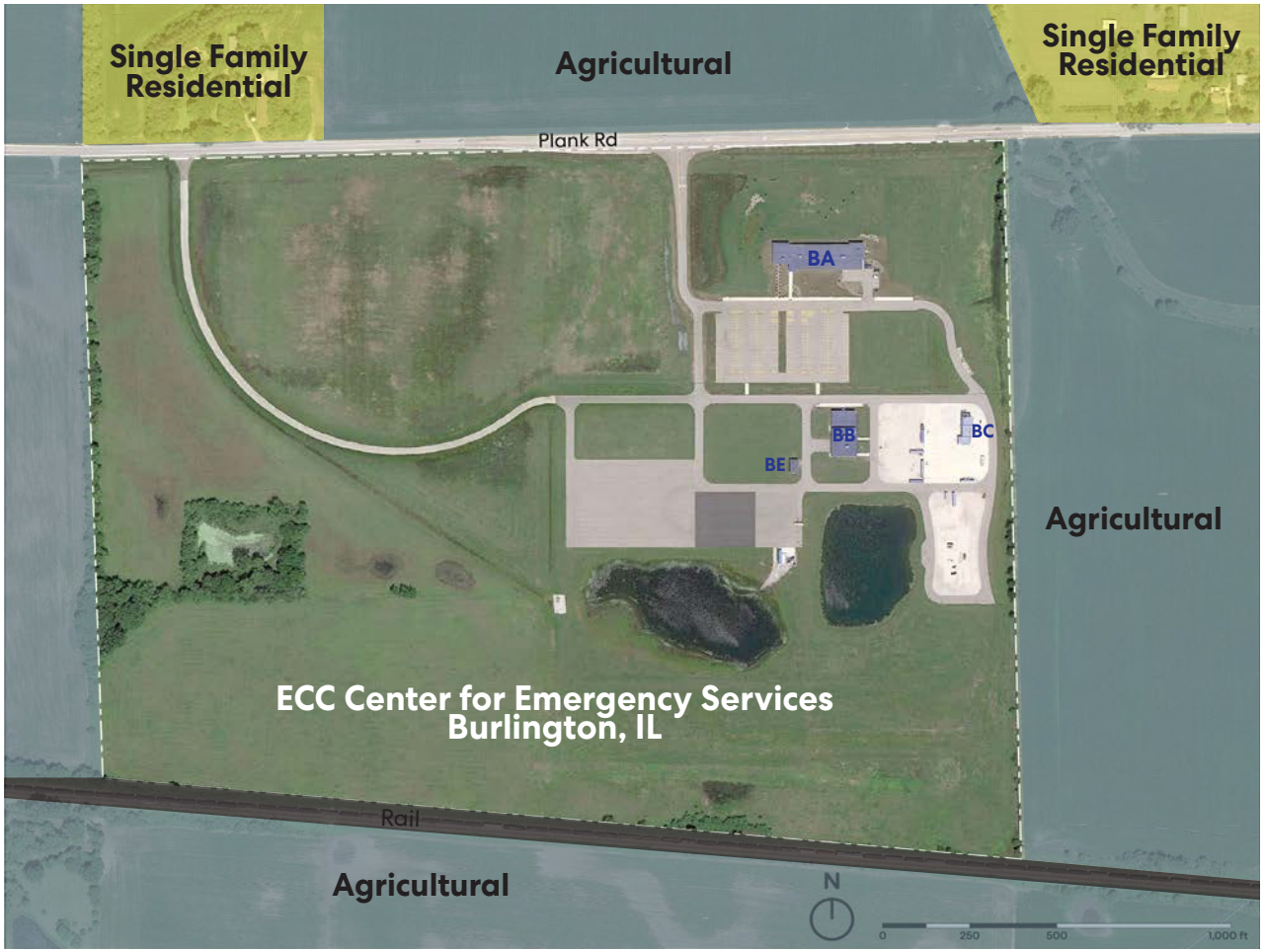


Land Use Context



Elgin Community College's Spartan Drive campus is just over 232 acres and is zoned as a Planned Community Facility (PCF) and is surrounded bordered by four types of land use:

- *Multi-family residential* - Planned Residential Community (PRC), Two Family Residential (TFR) and Multiple Family Residential (MFR) districts
- *Single Family residential* - Residential Conservation 1 district (RC1)
- *Commercial* - Planned Area Business district (PAB)
- *Industrial* - Planned General Industrial (PGI) & General Industrial (GI) districts
- *Recreation & Natural Spaces* - zoned community facilities



The multi-family residential land uses include buildings that range in height from 2-3 stories. Most multi-family is located directly south of the campus and directly northwest of building K. The north of the campus sees larger warehouses and outdoor yards for light industrial use. Commercial uses are concentrated along McLean boulevard, with businesses such as restaurants, gas stations, bowling alleys among others. A large natural wetland flanks the College on the west within the 100-year floodplain. The Highlands of Elgin golf course borders the east side of McLean.

The Center for Emergency Services is just under a mile away from Burlington, IL a rural town 13 miles east of the main campus. The campus covers just over 120 acres and mostly surrounded by agricultural land use and two single family farm residences. A freight rail line flanks the south of the parcel.

Spartan Drive Campus

Building	Assignable Area (sf)
A	157,551
B	219,523
C	66,930
D	50,650
E	47,722
F	67,376
G	52,793
H	146,700
I	20,689
J	63,367
K	72,388
L	5,864
M	68,387
O	57,995
P	9,781
X	10,089
Truck Driving & Other	3,866
Total	1,121,671

Burlington Campus

Building	Assignable Area (sf)
BA	18,366
BB	11,787
BD	6,769
BE	700
Total	37,622

BUILDING BA - *Public Safety and Sustainability Center*

BUILDING BB - *Classrooms, offices and storage*

BUILDING BC *Fire Service Training Center*

BUILDING BE - *Storage*

Facility Overview

BUILDING A - Health and Life Science Building - *healthcare education, 29 classrooms, labs and state of the art learning spaces*

BUILDING B - Student Resource Center & Administration Wing - *open area, lounge. Home to student services and cafeteria*

BUILDING C - Library - *reading room, group study rooms and networked computer lab*

BUILDING D - *Classrooms and office space, including the mathematics department*

BUILDING E - University & Business Center - *meeting, conference space, auditorium for professional training*

BUILDING F - *General purpose classrooms, offices and computer instruction*

BUILDING G - Advanced Tech Center - *Dedicated space for career and technical programs, and features larger lecture hall in Spartan Auditorium*

BUILDING H - Arts Center - *Three story performing arts complex with gallery/exhibit spaces, and two theaters*

BUILDING I Culinary Arts building *Dedicated space for study options offered through the Culinary Arts & Hospitality Institute*

BUILDING J - Events Center - *Athletics, fitness center and gymnasium*

BUILDING K - Multi purpose facility home of essential student success programs (Adult Basic Learning)

BUILDING L - *Utility Building*

BUILDING M - *Classes, labs, daycare for infants and pre schoolers*

BUILDING O - *Career and technical programs classrooms, labs (welding, HVAC)*

BUILDING P - *Storage*

BUILDING X - *Grounds Storage Building*

Assignable Spaces Overview at the College

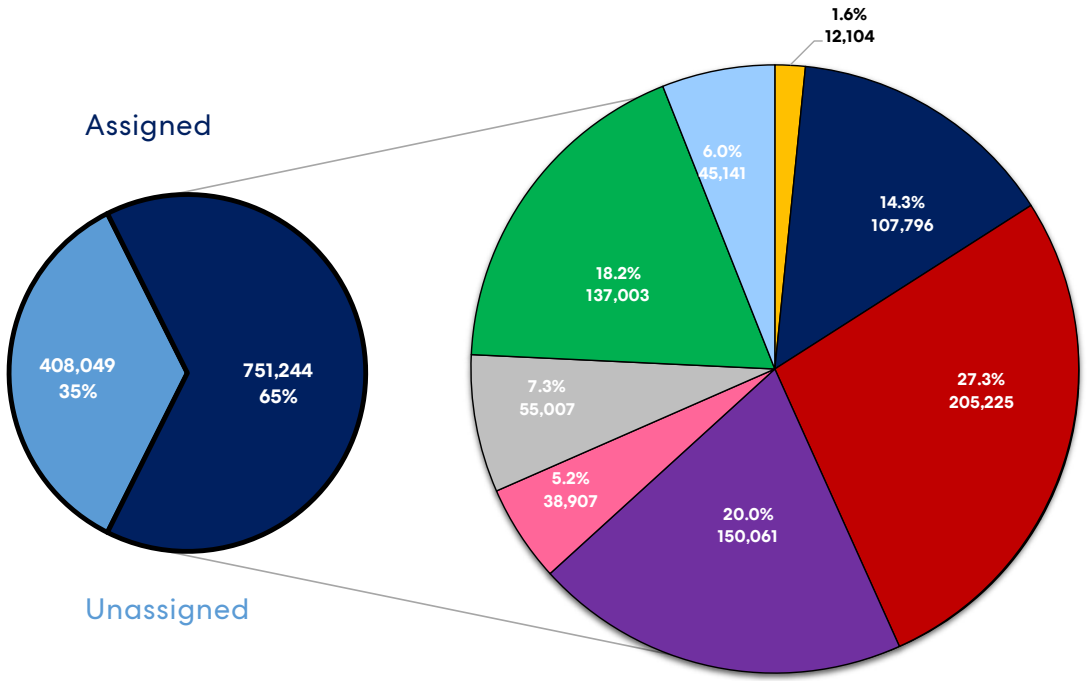
The College has a comprehensive facility inventory, which it submits to the Illinois Community College Board on an annual basis. The inventory contains all assignable spaces that are owned by the College. All of the spaces are organized by the Postsecondary Facilities Inventory and Classification Manual (FICM): 2006 Edition. The FICM document organizes space by the following categories:

- 100 - Classroom Facilities
- 200 - Laboratory Facilities (including class labs, open labs, research labs,and lab support)\
- 300 - Office Facilities (including offices, conference rooms, and services/support)
- 400 - Study Facilities (including all library spaces and other study areas)
- 500 - Special Use Facilities (including athletics, media production, clinic, animal facilities)
- 600 - General Use Facilities(including all assembly spaces such as theaters, cafeterias, lounges, merchandise, day care)
- 700 - Support Facilities (including all central computer, central storage, shop, vehicle storage)
- 800 - Health Care Facilities (including clinical patient environments)
- 900 - Residential Facilities (not applicable to the College)
- 060 - Vacant Spaces

The College owns and operates approximately 1,121,700 gsf. Of the this total 408,049 square feet comprises hallways, staircases, common spaces without room number. The rest of the total, approximately 751,244 square feet is assignable space.

Space Type	Assignable Area
Vacant	12,104
Classrooms (100)	107,796
Labs (200)	205,225
Offices (300)	150,061
Study (400)	38,907
Special Use (500)	55,007
General Use (600)	137,003
Support (700)	45,141
Total	***751,244***

ASSIGNABLE SQUARE FOOTAGE BY USE




Elgin Community College
Perkins&Will
Elgin Community College
Spartan Drive Campus
Elgin, IL
South St
Harvard Ln
Dartmouth Dr
S Hawthorne St
Purdue Ln
Cornell Ln
Princeton Ave
S Belmont Ave
Golf St
College Park
Suburban Florist
Renner Dr
Second St
Berkley St
Weld Rd
20
Main Ln
S McLean Blvd
Shepard Dr
Fleetwood Dr
Golf Shadwell Dr
Hoffer Dr
Chipman Ct
Lehr Dr
Spartan Dr
Lake Spartan
The Highlands of Elgin Golf Course
Soccer Field
Baseball Field
Muirfield Cir
Lancaster Cir
Pebble Beach Cir
College Green Dr
K
M
O
J
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I
G
F
D
E
A
B
C
N
Feet
0
150
300
500
1,000 ft

Elgin Community College Perkins&Will

Elgin Community College

Center for Emergency Services,
Burlington, IL

03

OBSERVATIONS

OVERVIEW

Observations at both campuses were made during a series of site visits by the Design Team and discussions with administration, faculty, staff and students. During these visits, the Design Team observed both physical and operational issues. These initial observations were brought to the Core Committee for confirmation and discussion. These were distilled to most pressing concerns for Elgin Community College.

Spartan Drive Campus

The College's largest campus, the Spartan Drive Campus features the full range of academic, student life, athletic, and cultural offerings. Located in a beautiful 232-acre, park-like setting, the campus features Lake Spartan. Since the campus opened in 1972, it has expanded over time to accommodate growth and new programs in modern buildings. Facilities on campus are networked to one another and include a diverse range of specialized learning spaces, labs, classrooms, offices, and public gathering spaces including the Arts Center, Events Center, the University and Business Center, and much more.

1 Better connect the College to its surroundings

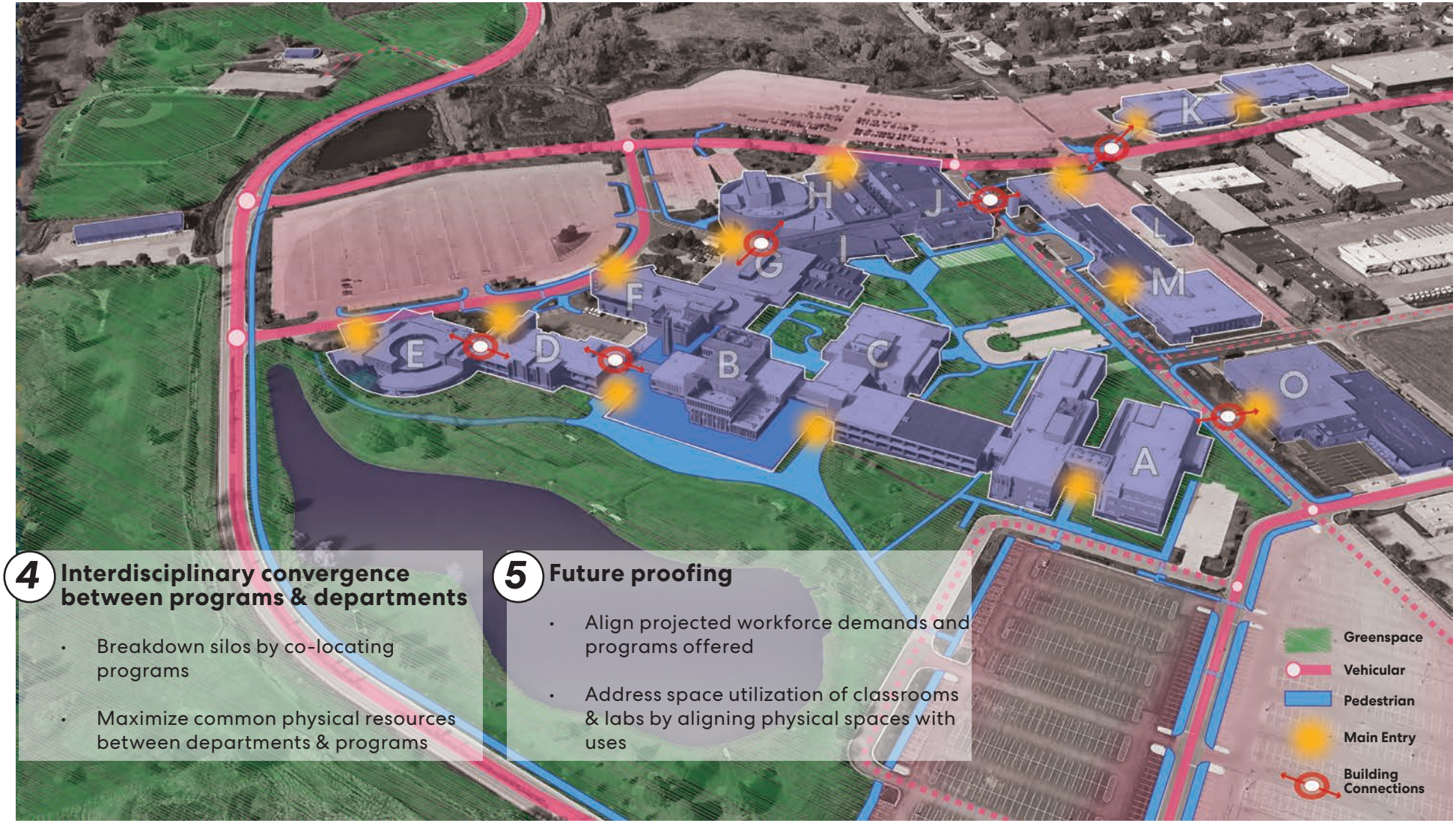
- Improve open space experience & access
- Connect open spaces to the College's pedestrian network

2 Parking to building transitions

- Improve pedestrian experience from parking space with safe connectors
- Highlight the main entry points with branding or physical gesture

3 Building to building connections

- Correct some difficult connections between buildings
- Intuitive wayfinding



4 Interdisciplinary convergence between programs & departments

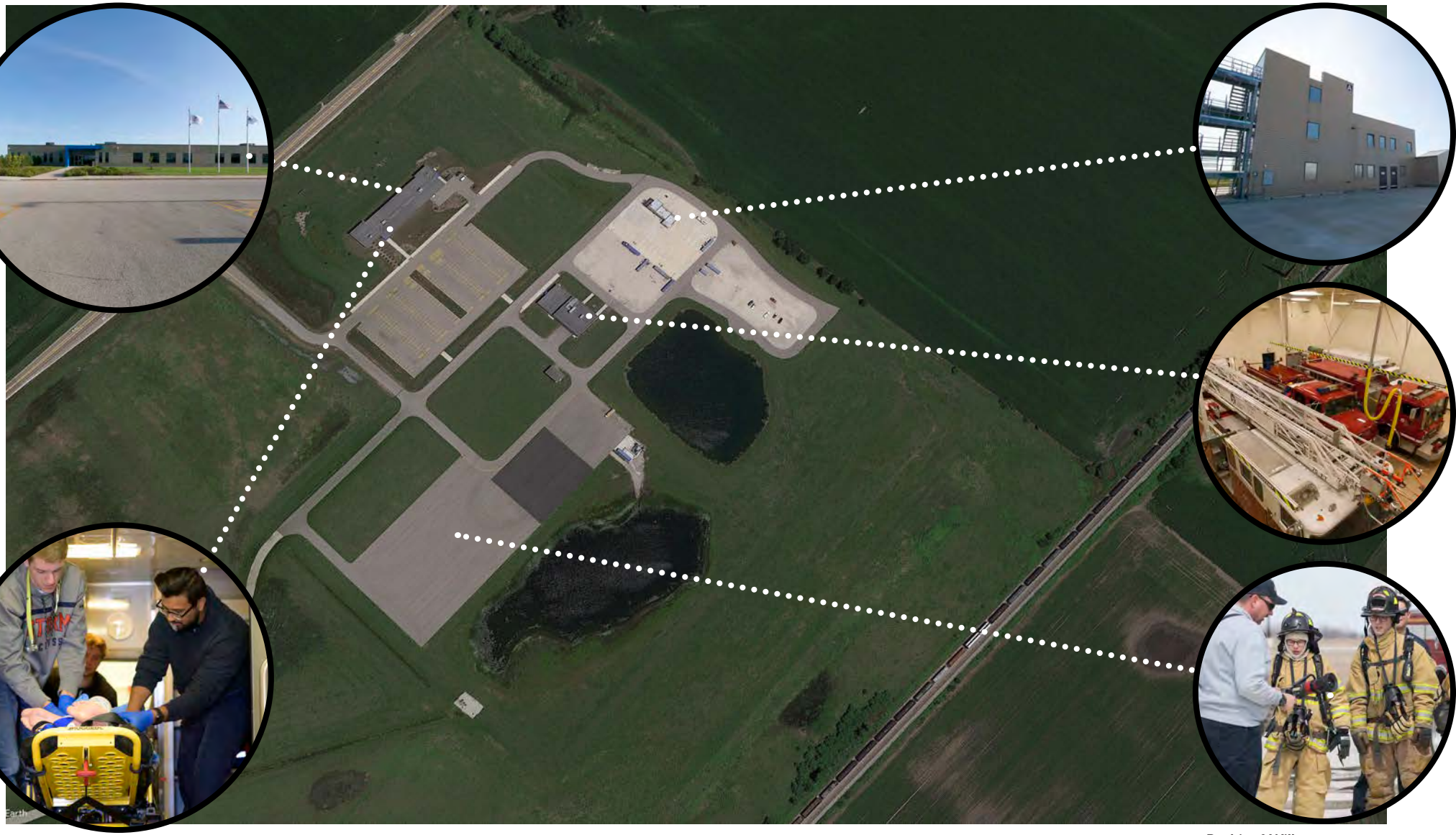
- Breakdown silos by co-locating programs
- Maximize common physical resources between departments & programs

5 Future proofing

- Align projected workforce demands and programs offered
- Address space utilization of classrooms & labs by aligning physical spaces with uses

Burlington Campus

The Center for Emergency Services anchors the 120-acre Burlington Campus. First responders are educated and trained here. The campus, which first opened for classes in 2016, has general classrooms and a range of specialty training facilities such as a forensics lab, emergency vehicle garage, and a driving pad.



Burlington Campus

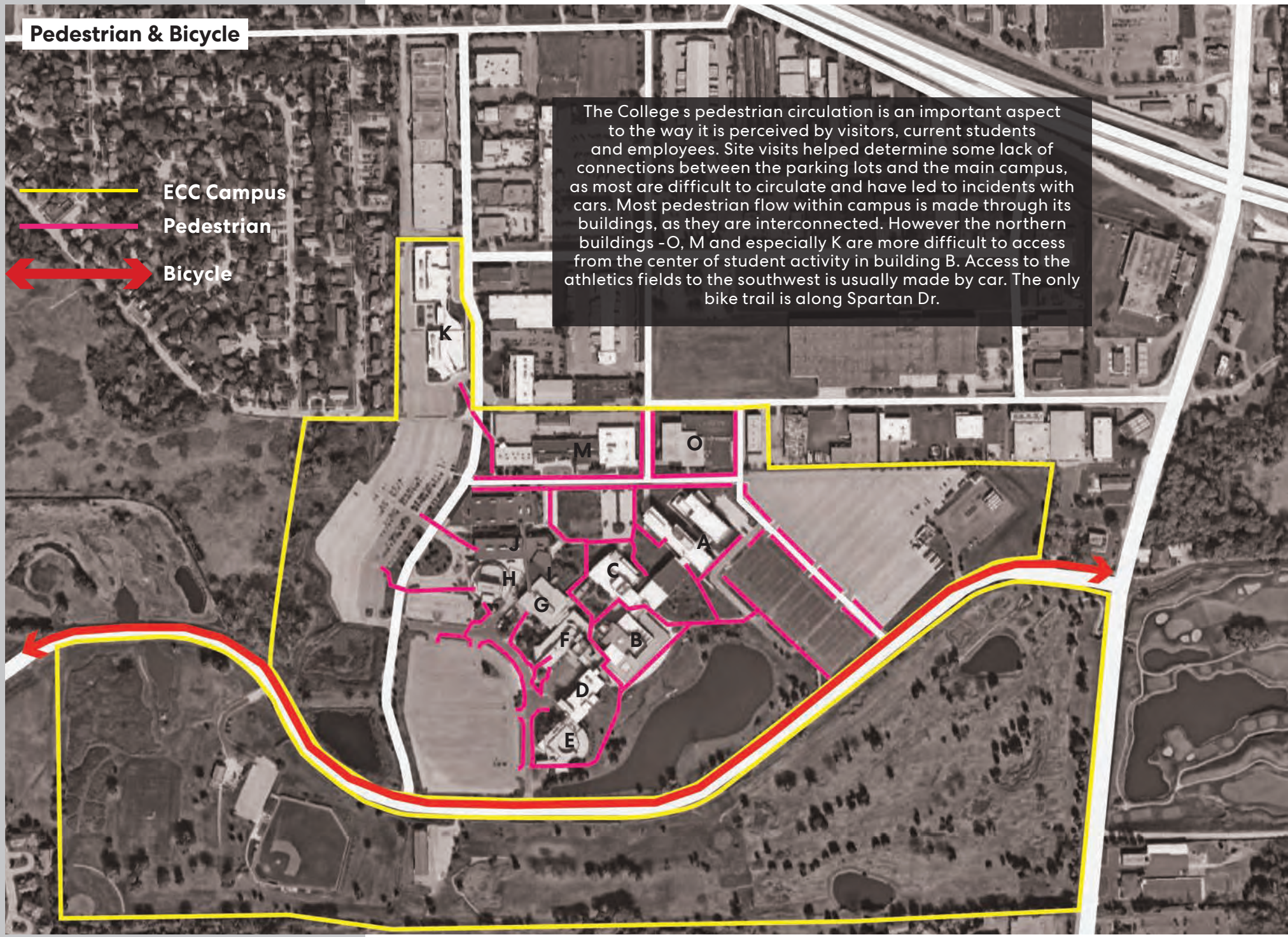
The campus is not fully utilized and has potential to grow. It is hard to get to for many students and employees in the district. While it clearly serves a mission of educating first responders, the campus could add additional programming or grow through partnership with other entities.

Natural Systems

ECC s main campus has a great amount of greenspace and natural beauty - from Lake Spartan to the rolling lawns distributed around buildings and parking lots. The 100 year floodplain is directly west of the campus and affects some of the soil conditions on that fringe, especially the western most parking lots.

The College owns large parcels of land (approximately 85 acres), directly South of Spartan Drive where outdoor athletics can be found on the west, while the east side is formerly Spartan Meadows Course. It currently features some trails but remains largely unoccupied.

Pedestrian & Bicycle

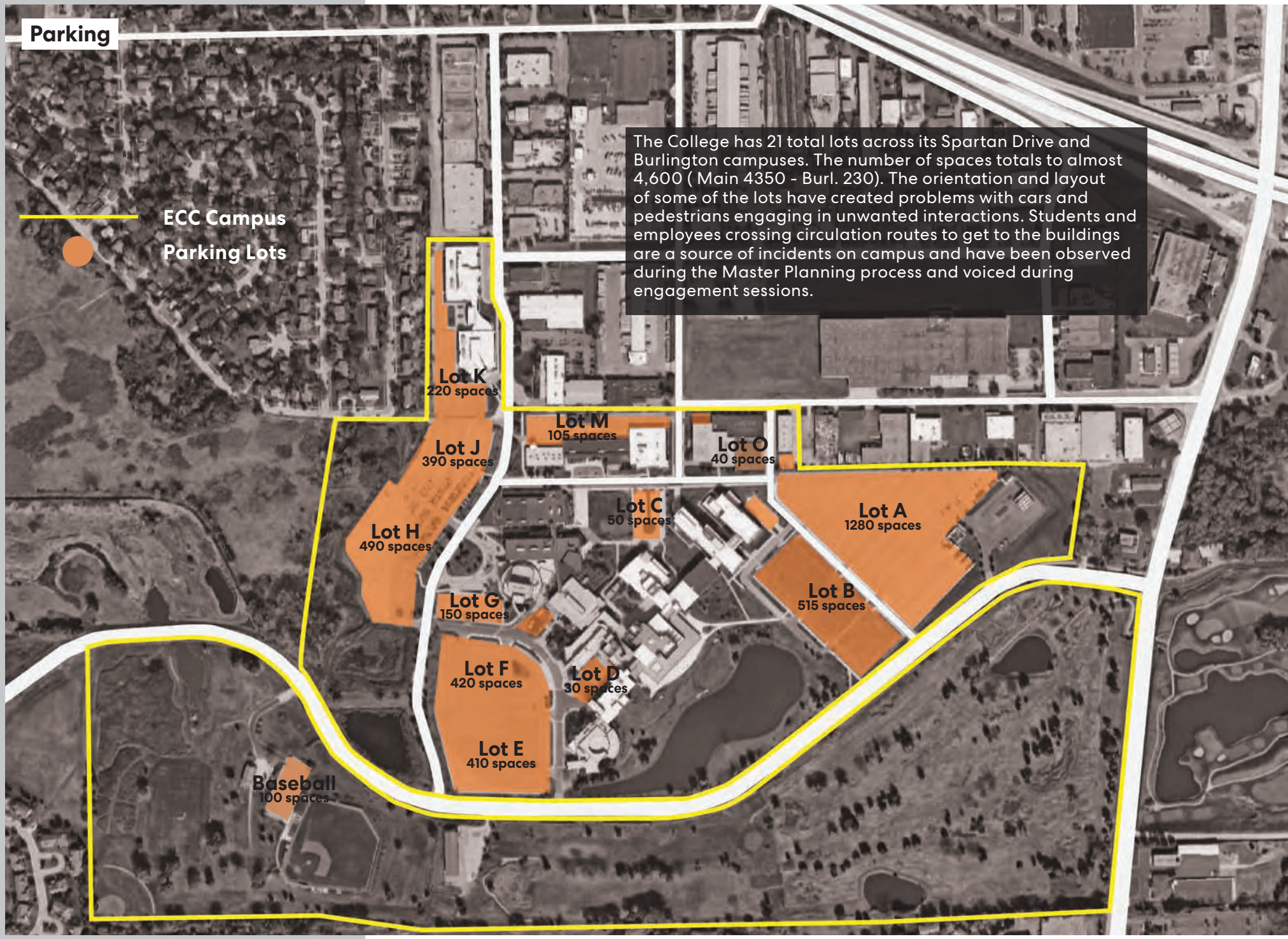


The College s pedestrian circulation is an important aspect to the way it is perceived by visitors, current students and employees. Site visits helped determine some lack of connections between the parking lots and the main campus, as most are difficult to circulate and have led to incidents with cars. Most pedestrian flow within campus is made through its buildings, as they are interconnected. However the northern buildings -O, M and especially K are more difficult to access from the center of student activity in building B. Access to the athletics fields to the southwest is usually made by car. The only bike trail is along Spartan Dr.

Transportation

Mostly a commuter college, ECC is served by the proximity of US 20 and the McLean Boulevard north south connector. The College is also served by PACE 546 and 549 bus lines at the north of the campus. The circulation network around the main campus consists of five main streets: Gail Shadwell Drive, Fleetwood Drive, Hoffer Drive, Lehr Drive and Renner Drive. These see significant traffic at peak times (mornings, noon and evenings) during the week. There are significant delays at the intersection of Spartan Drive and McLean Boulevard. Parking lot circulation at these high peaks is a known issue and there are often conflicts between the pedestrian flow to / from the parking lots and cars.

Parking



The College has 21 total lots across its Spartan Drive and Burlington campuses. The number of spaces totals to almost 4,600 (Main 4350 - Burl. 230). The orientation and layout of some of the lots have created problems with cars and pedestrians engaging in unwanted interactions. Students and employees crossing circulation routes to get to the buildings are a source of incidents on campus and have been observed during the Master Planning process and voiced during engagement sessions.

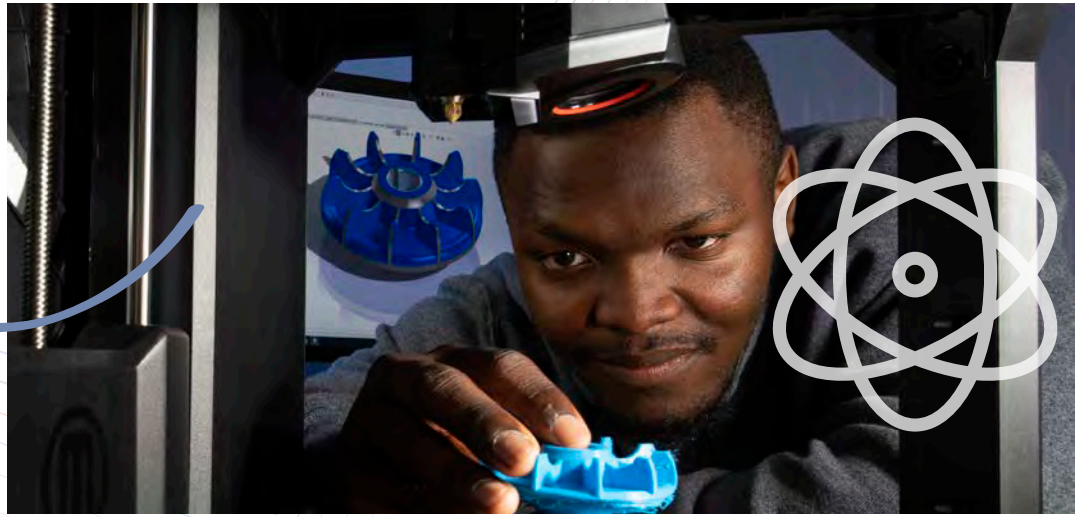
OPPORTUNITY AREAS

CO-LOCATING PROGRAM

A recurring theme in the conversations throughout the Master Plan was the need to breakdown silos between departments & divisions. By shifting some academic departments, improved adjacencies promote interdisciplinary collaboration, provide efficiency, and improve the learning experience.

STEM-ALLEY

Creating co-located and expanded spaces dedicated to science, technology, engineering, and math programs is one way the College can improve its academic offerings and enable next generation education. Moving some programs from building D and backfilling space vacated by the Regional Training Center programs moving out - Building A, O and M will be the center of all innovative curriculi and advances within STEM field at the College and will expose students in the various fields of study to each other's work and research.



RENOVATIONS & EXPANSIONS

The College's space inventory is one of its many strengths, and improving the uses of current facilities as well as building on existing strengths is one of the main objectives of this Master Plan. There remains the opportunity to re imagine existing facilities and expand several buildings to improve academic offerings, student services, recreation, and specialized education.

REGIONAL TRAINING CENTER

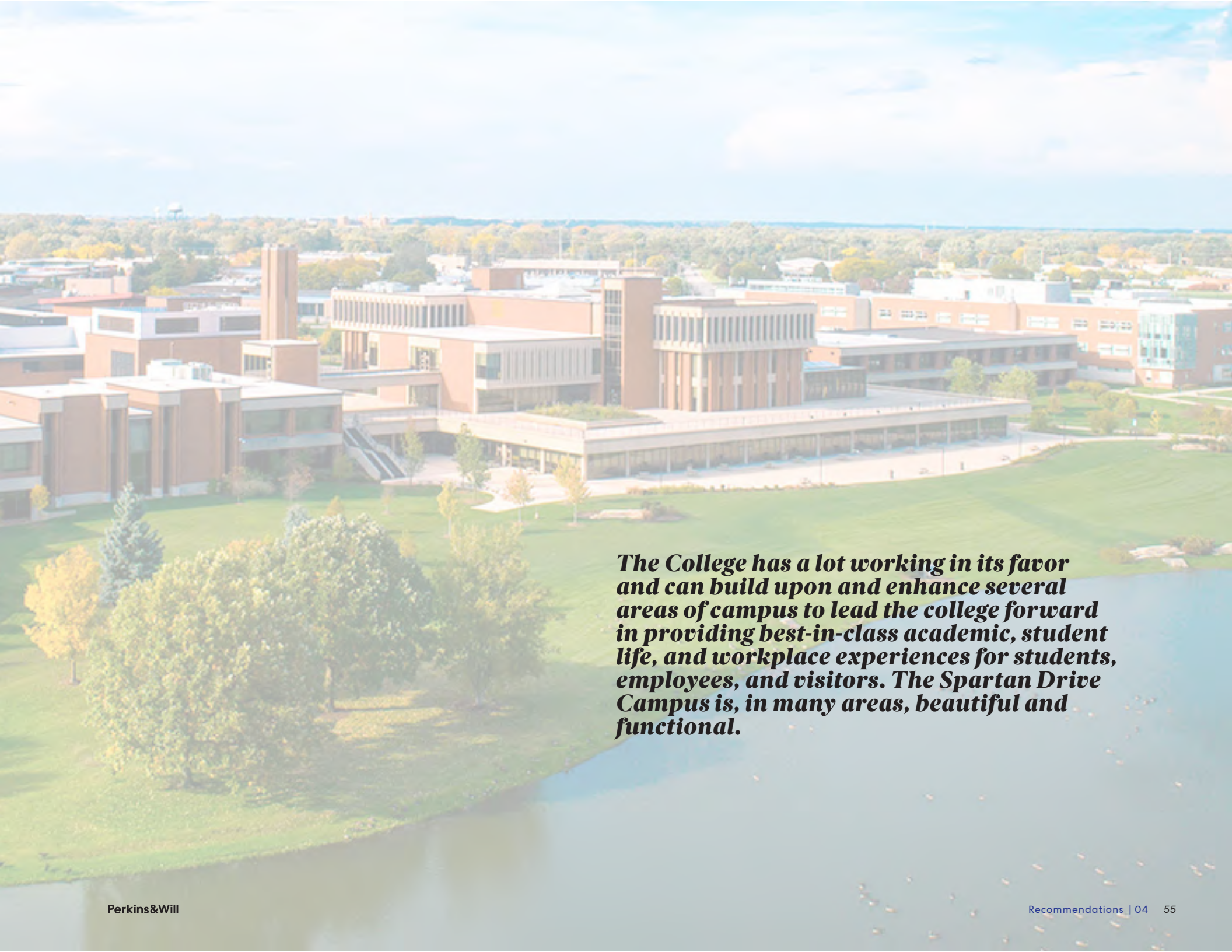
Stemming from the desire to grow and expand activities & programs mainly situated in building O, the Regional Training Center at Elgin Community College is poised to become a regional destination for career and technical education. ECC's investment in the new RTC will be a model for career and technical education and will potentially include an array of diverse and complementary programs such as Industrial Manufacturing, Industrial Maintenance, Welding, HVAC and Energy Management, Workforce Development and a Business & Industry Incubator.

CAMPUS COMMONS

The central green space could be expanded to improve pedestrian connectivity, enhance beauty, and improve stormwater management. The commons would be a central gathering space capable of hosting large outdoor events as well as everyday respite. This space will not only improve interconnectivity within and throughout campus but will reshape the heart of campus and create a true college campus feeling, providing opportunities for students to collaborate and keep students on campus longer.

04

RECOMMENDATIONS



The College has a lot working in its favor and can build upon and enhance several areas of campus to lead the college forward in providing best-in-class academic, student life, and workplace experiences for students, employees, and visitors. The Spartan Drive Campus is, in many areas, beautiful and functional.

PLANNING PRINCIPLES

As the college seeks to deliver quality, rise to the challenge of 21st Century higher education, and remain stewards of taxpayer dollars, there are several planning principles the college embraces in this master plan:

1. Plan for change

This master plan is a 'road map' to guide the college forward for the next ten years. By proactively accommodating change, the campus will thrive in the future. There is no 'crystal ball' that forecasts exactly what the future holds, but this plan provides direction and options for decision makers to reference when considering future investments.

2. Improve the learning landscape

The way students learn and the demographic shift amongst the student body both warrant changes to the educational environment what we broadly call "the learning landscape" of teaching and study spaces. This master plan seeks to provide specialized labs as well as modernized, flexible classrooms.

3. Enhance existing facilities

Renovating buildings where appropriate is a common recommendation in this master plan. Renovations are sustainable, economical decisions that can help the college achieve its goals.

4. Improve circulation, especially for pedestrians

A walkable campus is a safe and healthy campus. By improving pedestrian access from parking lots to buildings and enhancing pedestrian circulation from building to building, the campus will be a safe and healthy place to work, learn, and play.

The recommendations in this section are broken down as follows:

A ADJACENCIES

B RENOVATIONS & EXPANSIONS

C REGIONAL TRAINING CENTER

D CAMPUS COMMONS

E LEARNING ENVIRONMENTS

F BURLINGTON CAMPUS

G TECHNICAL

A ADJACENCIES

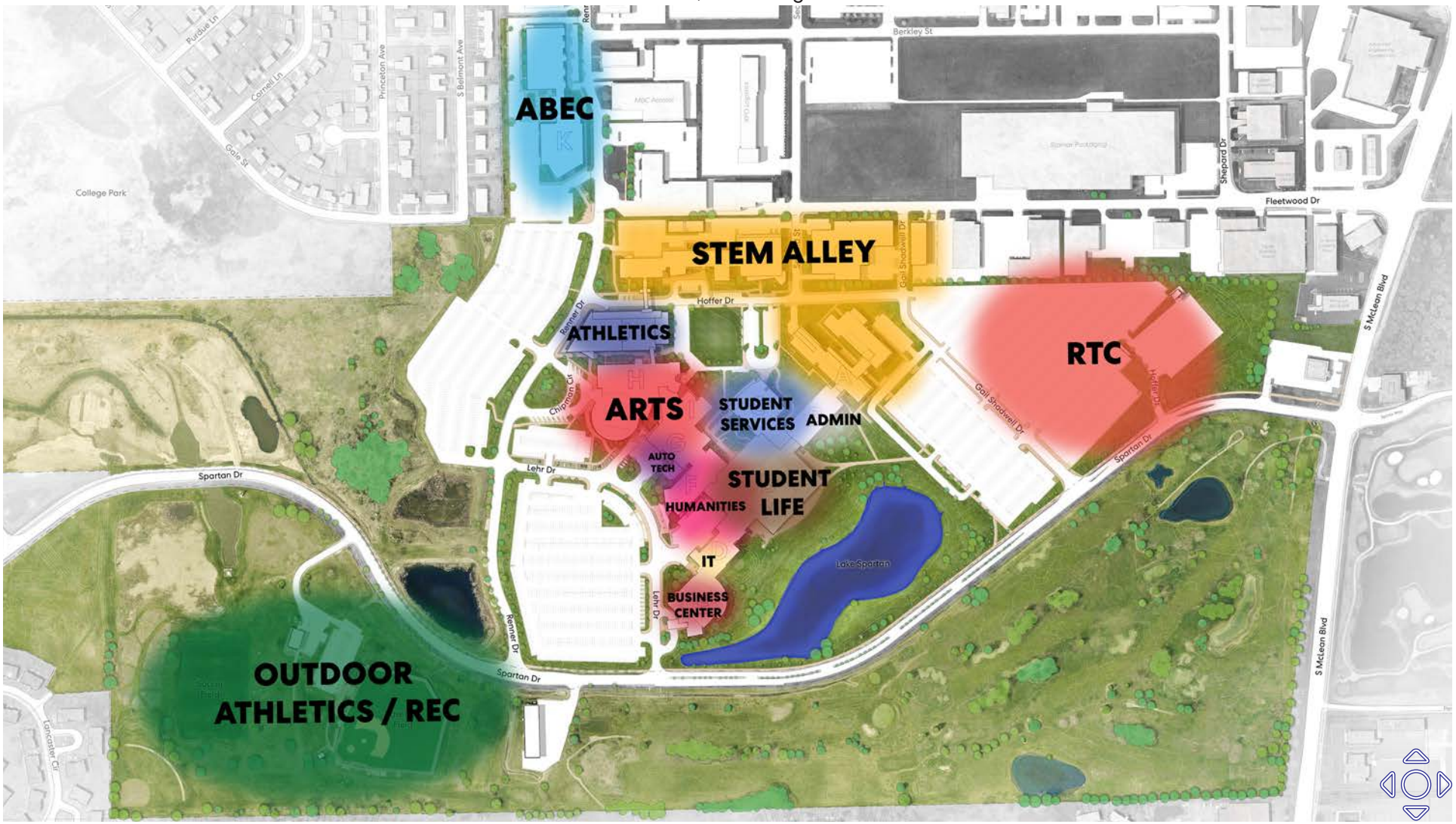
Two of the four key goals outlined by the College's Strategic Plan are as follows:

- Identify and expand practices to raise academic achievement and completion.

- Instill a culture of service excellence and collaboration.

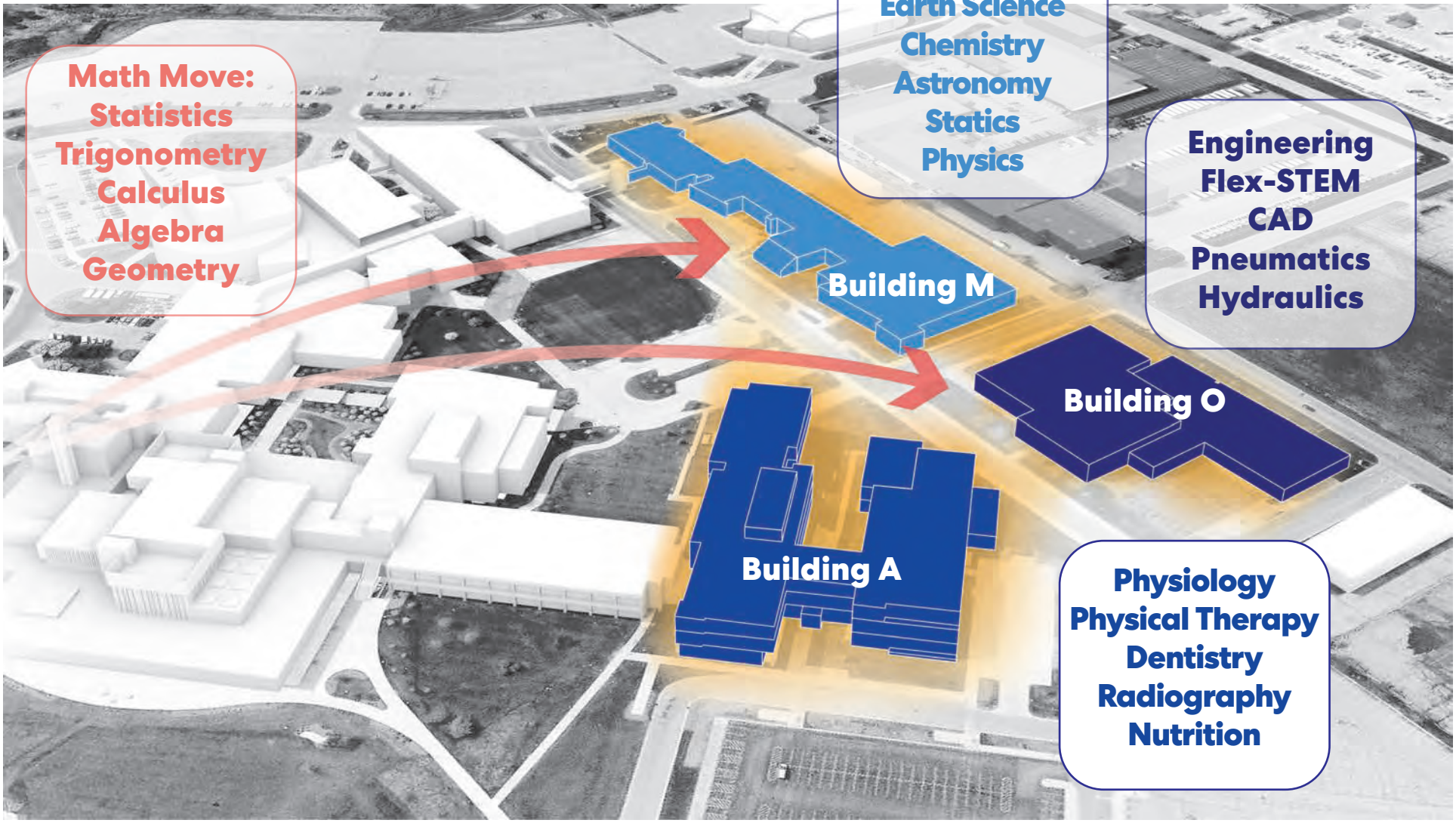
ECC's commitment to collaboration and innovation must start by attacking existing barriers between programs, departments, and academic & student services divisions. One of these barriers is simply physical: some departments that have strong similarities, and strong synergies are not located in proximity to one another. In order to facilitate this culture of collaboration and raise interconnectivity for the student's benefits, the College should start creating beneficial adjacencies. For instance, regrouping of all administrative functions (IT, finance, etc.) in the administrative wing, or streamlining student services in clusters of activities are moves that should be considered.

The renovations & expansions recommendations will highlight possible sequences that will allow for adjacencies to be created.



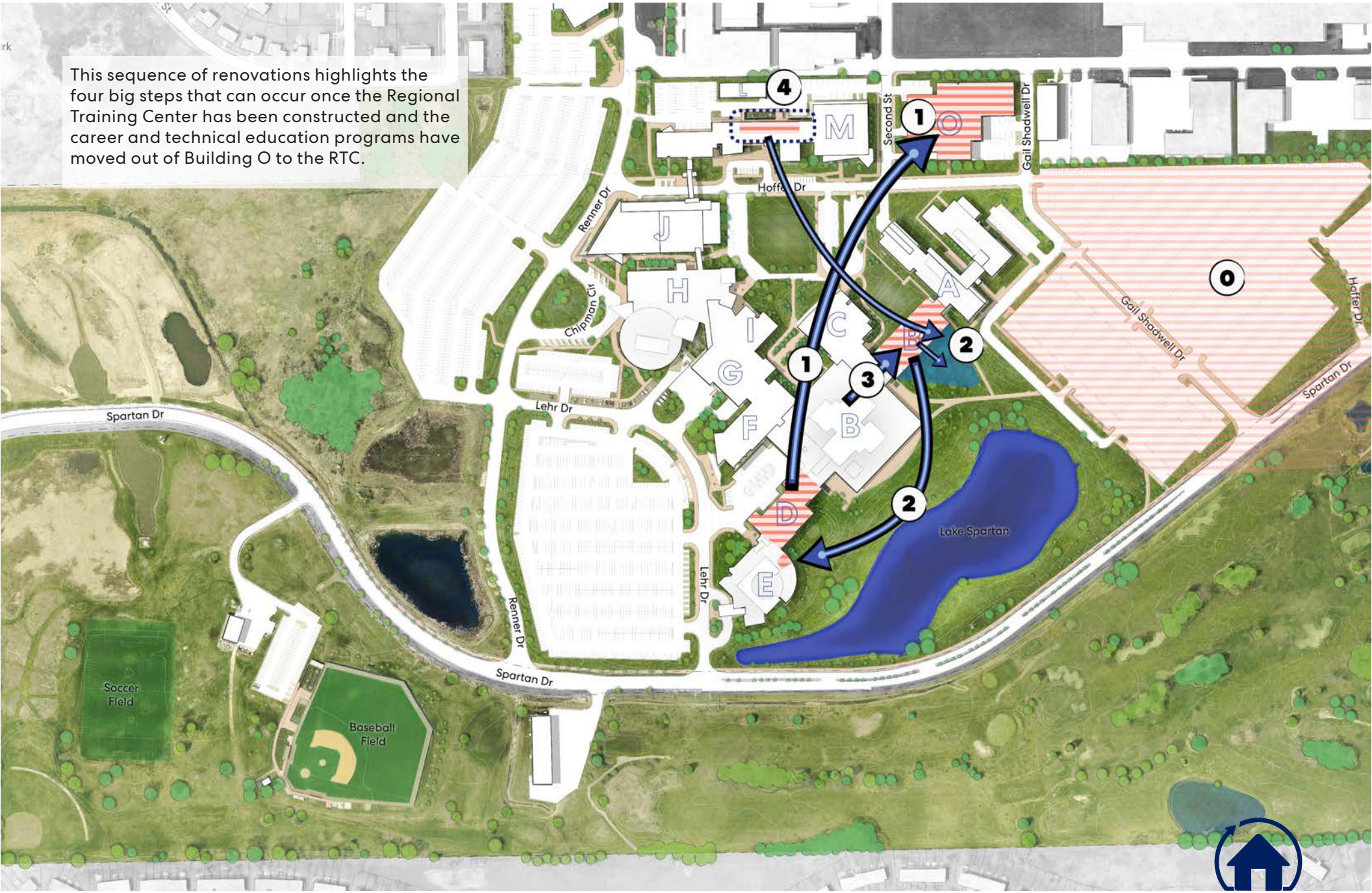
STEM Alley

Co-locating programs will improve departmental efficiencies from a space utilization aspect and will allow for programs to cross-collaborate within all STEM (Science, Technology, Engineering and Mathematics) fields. The alley created by programs housed in building M, O and A, will emphasize ECC's role, locally and regionally, as a competitive leader in these areas. As a result, workplace opportunities are growing for students seeking occupations in the STEM fields. Opportunities to potentially move programs from building D to buildings O and M are discussed in the renovations recommendations.



B RENOVATIONS & EXPANSIONS

This sequence of renovations highlights the four big steps that can occur once the Regional Training Center has been constructed and the career and technical education programs have moved out of Building O to the RTC.



Renovations hinging on Regional Training Center

0 Enabling Project

Build Regional Training Center
Move programs from building O

1 Building O

Renovate Building O,
Move Math Department from Building D,
Create STEM-Flex Space

2 Building B Administration

Renovate & expand Building B to allow for “One Stop” point of services. Move Foundation to Building E

3 Building B

Consolidate & expand Administration in Building B. Expand Student Services in Building B

4 Building M

Move Childcare into Building B expansion, expand science labs in Building M

Renovations & Expansions

This graphic highlights the proposed renovations and expansions to be undertaken in each building at the College.

Building A

- Build-out the Opticianry Program in the existing third floor shell space

Building B

- Consolidation and expansion of Student Services & Administration
- Building systems replacement
- Stormwater management improvements

Building C

- Relocation & backfill of tutoring
- Introduce additional study spaces

Building D

- Consolidation & backfill of Administration
- Building entry improvements
- Improved connection to building E

Building E

- Improved connection to building D
- Relocation of foundation& College Partnerships
- Building systems improvements

Building F

- Renovation of classrooms and labs
- Improve current & add to student study space
- Building systems replacement

Building G

- Second floor classroom renovations
- Consolidation of administrative functions

Building H

- Redesign and renovate of classrooms and labs
- Expand scene shop in building H
- Building systems replacement

Building I

- Renovation and expansion of culinary space
- Building systems replacement

Building J

- Fitness center improvements
- Expansion of fitness center to the East
- Building systems replacement

Building K

- Provide food service options
- Create better pedestrian connection to M
- Update Building Systems

Building L

- Update building systems

Building M

- Backfill childcare
- Create new lab classrooms
- Replace building systems

Building O

- Backfill space vacated by programs relocated to RTC with STEM - flex uses
- Building systems replacement

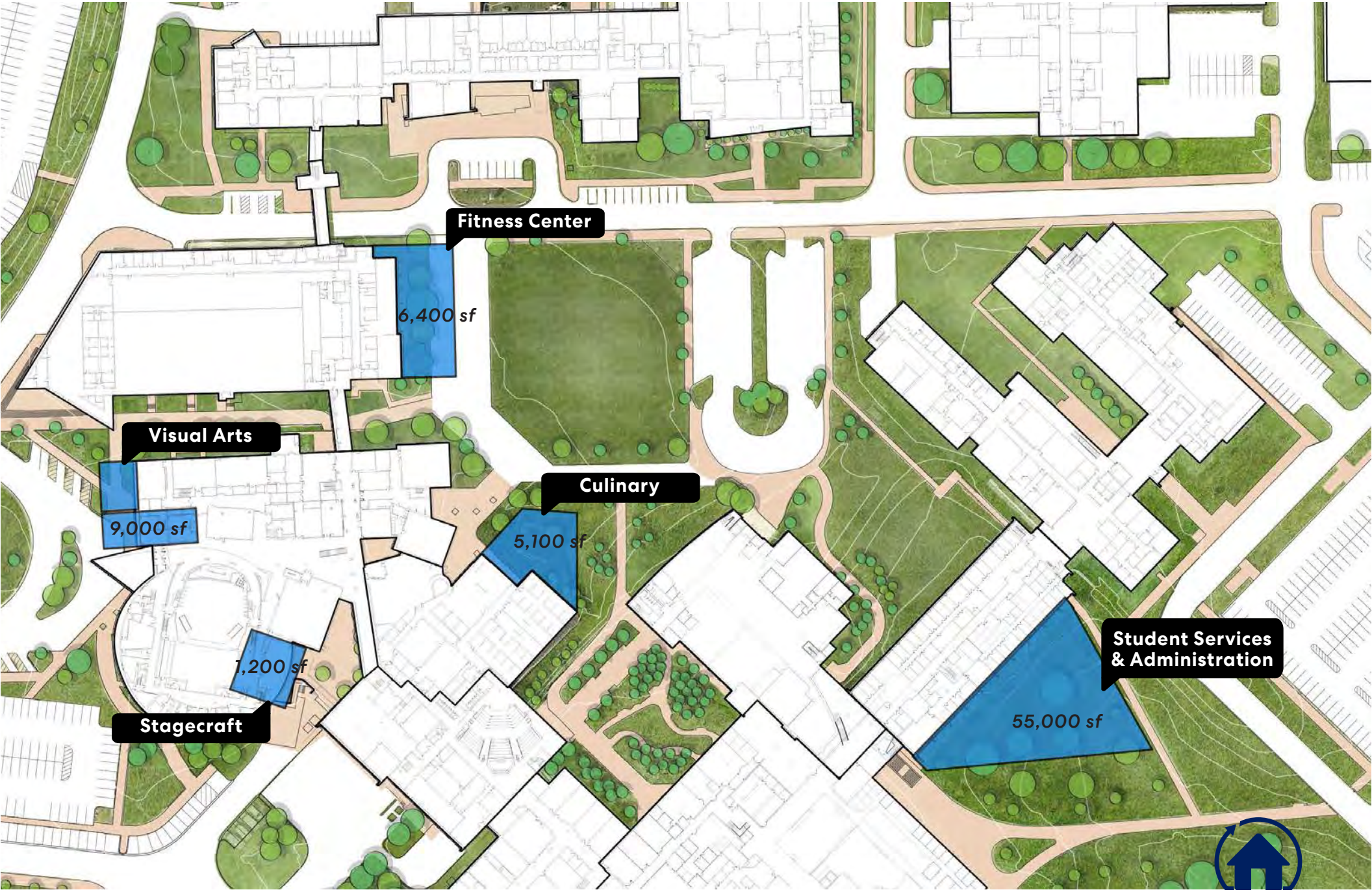
Building P

- Building systems replacement

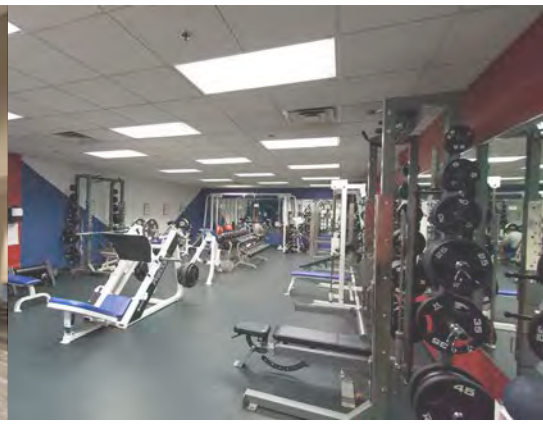
Athletic Fields

- Improve outdoor athletic facilities
- Renovate the softball diamond

Proposed Expansions





Building B

The current Student Services facilities are undersized for their functions and require additional space to consolidate functions for a one-stop shop for current students and to welcome prospective students. Additional facilities to consolidate central administration functions will allow for improvement in efficiency of operations and ease of access for the community.

Building I

The culinary arts program has outgrown the current facilities and needs additional specialized class lab space and storage facilities. Improved visual connections between the main circulating spine of the campus would improve the program's visibility and have a positive impact on participation.

Building H

Visual Arts

Visual Arts programs are housed often in purpose built facilities that require realignment for current and future programs. Additional renovation/ expansion is needed to right-size facilities and provide sufficient space for instruction and display of student work.

Scene Shop

The current scene shop is inadequately sized to service both the main auditorium and the black box theater forcing productions to construct sets on the stage often removing the facility from use weeks prior to a performance. Expansion of the scene shop provides additional programming flexibility for both performing arts facilities.

Building J

The fitness facilities in Building J are currently undersized for both student/staff/faculty and athletics uses. Additional space is recommended to provide a central wellness facility for the campus and improve offerings for students and student athletes.

C REGIONAL TRAINING CENTER

The Vision

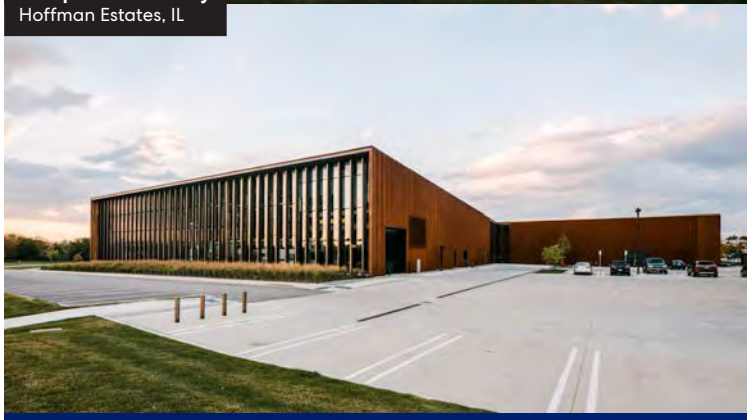
Elgin Community College's new Regional Training Center is meant to inspire and become a regional destination for career and technical education: training today for the workforce of tomorrow. The building will embody a broad assemblage of programs and pathways aimed at producing workers to fill the middle skills gap, while positioning ECC to become an educational and training expert for advanced manufacturing careers.

The new facility will be a beacon along the southern edge of ECC's main Spartan Drive campus. It will house a series of flexible module spaces for short-term and long-term project work along with classrooms, faculty offices, administrative spaces, as well as various teaching workshops, bulk project storage and large flexible multidisciplinary project spaces where students, faculty and industry partners can research, fabricate, and explore together. Supported by fabrication and machine shops, these module spaces will be equipped with technology, flexible power, data and partitions – all of which establish a dynamic learning environment designed to be easily reconfigurable for a range of project types and scales.

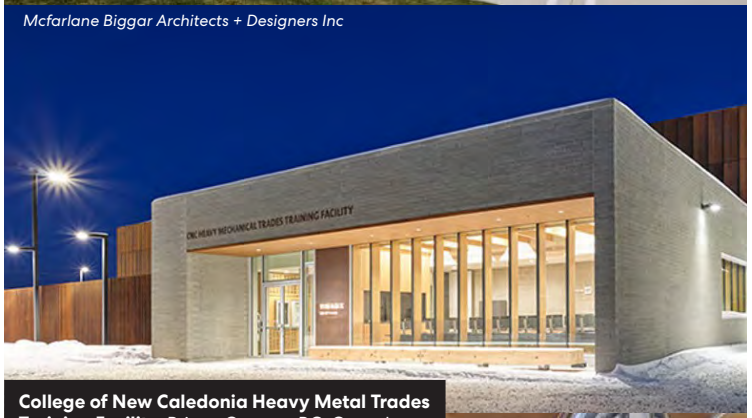
ECC's investment in the new Regional Training Center will be a model for career and technical education , but more importantly – cultivate a lifelong impact on their students success by aligning the needs of employers with workforce and talent development.

Barkow Leibinger

Trumpf Smart Factory
Hoffman Estates, IL



Mcfarlane Biggar Architects + Designers Inc



College of New Caledonia Heavy Metal Trades Training Facility, Prince George, BC, Canada

New York State Energy and Research Development Agency, Hudson Valley Community College Troy, NY

Pulaski Technical College - College Fine & Perf. Arts & Humanities Center
North Little Rock, AR

Kawartha Trades and Technology Centre
Peterborough, ON, Canada

University of British Columbia Earth Science Building
Vancouver, BC, Canada

Perkins&Will

Uses & Program

Working with industry partners, the following programs have been identified as viable options to explore and potentially include in the new RTC: Industrial Manufacturing, Industrial Maintenance, Welding, HVAC and Energy Management, Workforce Development and a Business & Industry Incubator.

In addition to technical and trades instruction, the facility will offer continuing education opportunities for corporate training and workforce partnerships, including apprenticeship training.

December 2019 Program Testing Exercise

In order to understand the physical dimensions of the RTC, and be able to best align the programming desires with building constraints and site feasibility, this exercise used scaled blocks of programs overlaid on a site plan to help the College's stakeholder identify co-location and space distribution of departments and classroom/lab spaces within the building.

Process

The Regional Training Center envisioned by Elgin Community College is a transformative project. It is a large space, with state-of-the-art industrial equipment and machinery. The location of the building was the subject of multiple studies over the 8-month planning process. Should it be part of the existing college physical fabric and warrant an expansion ? Should it be housed in a renovated industrial building nearby ? Or should it be a newly constructed building, and if so where would it be on campus?

In collaboration with the College, the design team explored multiple sites and forms. Pros/cons, and alignment with vision and budgetary goals were weighted for all options.

Areas Explored

A. “Building N” - an expansion between building M,O and P

B. 340 Renner Drive Building - Suburban Plastics

C. East of Athletic Fields

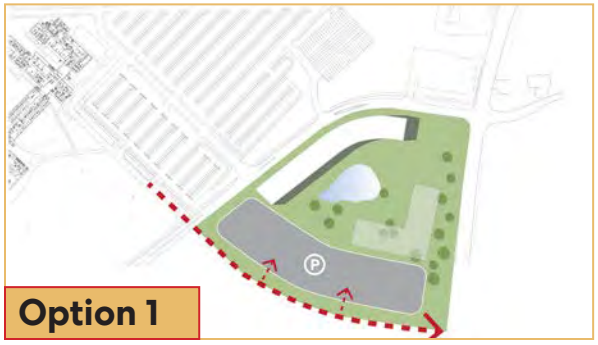
D. Parking Lot A and B

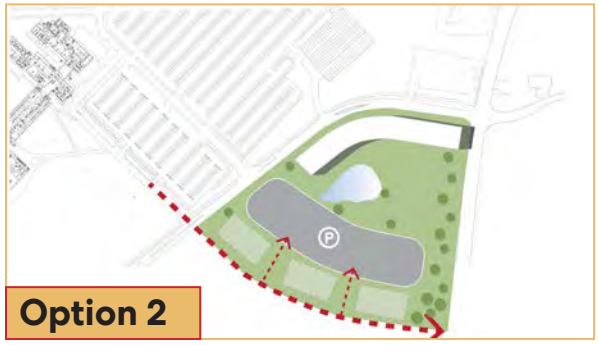
E.Truck Driving & East End of Campus property

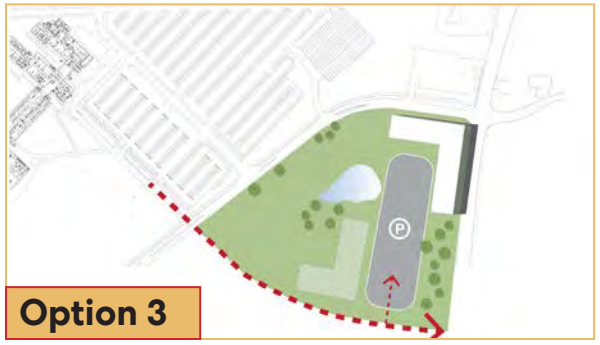
F. McLean & South of Spartan Drive Intersection

Form Studied

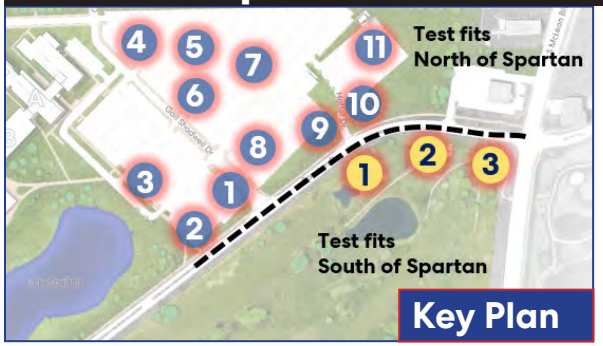
South of Spartan Drive







North of Spartan Drive



RTC Concepts

Preferred Option

This building configuration gives ECC a dynamic gateway presence on Spartan Drive. The curved bar follows the street centerline and offers beautiful views inside the building - the embodiment of 'learning on display' - allowing for anyone to marvel at the cutting edge equipment and technical expertise that will be housed in the RTC. While some parking will have to be reconstructed to accommodate the building, it re-balances parking lot A in a way where the least desirable spaces, furthest away from the current core of campus will be closest to the RTC and therefore utilized to a better extent. The significant distance from the center of student and other academic activities will have to be mitigated by improving the connectivity through the parking lots with a series of enlarged sideways, bioswales and enhanced crossings to facilitate foot traffic and increase safety of pedestrians.

Alternative Option

This H-bar scheme is reminiscent of some of the architecture of Building A - the latest building addition the campus. Located on the northern portion of parking lot A and running east-west in length, it features a two-story bar and a one story bar connected through an atrium / common space at the center. Its proximity to Hoffer Drive makes it easily accessible to the STEM Alley -promoting collaboration between STEM and Career & Technical programs. The building will very much be a part of the Campus' core with student having easy foot access to the Campus Commons greenspace and therefore the entirety of campus, student services,and amenities. One of the main drawbacks of the location is the displacement of parking that is heavily used due to the proximity of the Buildings A, B, C and O.

Regional Training Center Alternative Option

View of looking East across Gail Shadwell

Regional Training Center Preferred Option

View looking East along Spartan Drive


Truck Driving Pad
Pipe Welding Yard
Access for Trucks / Delivery
Gail Shadwell Drive
Vehicular Drop-off
Enhanced Sidewalks & Bioswales
Spartan Drive
Pedestrian Connector to Center of Campus
McLean Boulevard

Pedestrian Circulation

The main flow of foot traffic between the RTC and the center of campus will happen through a pedestrian pathway east of parking lot A and through the middle of lot B.

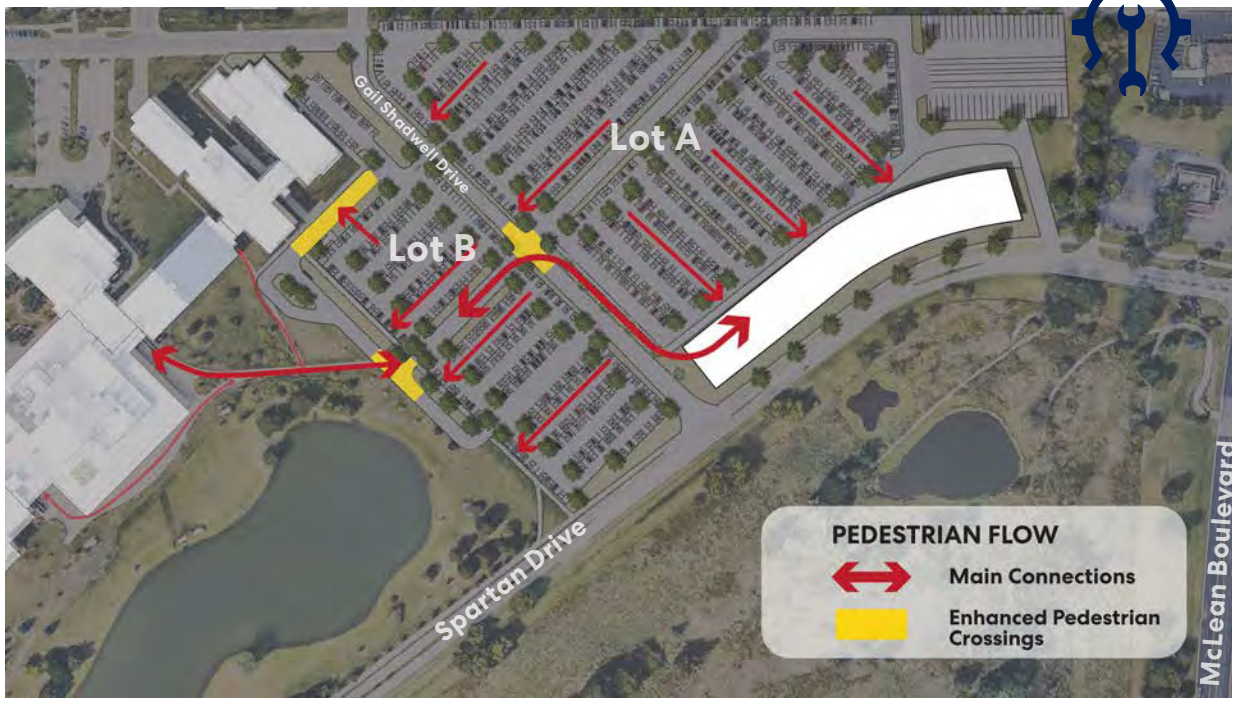
Three enhanced pedestrian crossings facilitate the movement between the RTC and the center of campus. These crossings should feature traffic calming elements and enlarged pedestrian rights-of-way. Traffic calming elements can vary in intensity- some examples include:

- Illustrative stripping pattern or paint to call out pedestrian crossings

- Curb extensions or bulb-outs to extend the sidewalk width at intersections

- Change in paving and potential raise in street to slow inbound traffic at an intersection

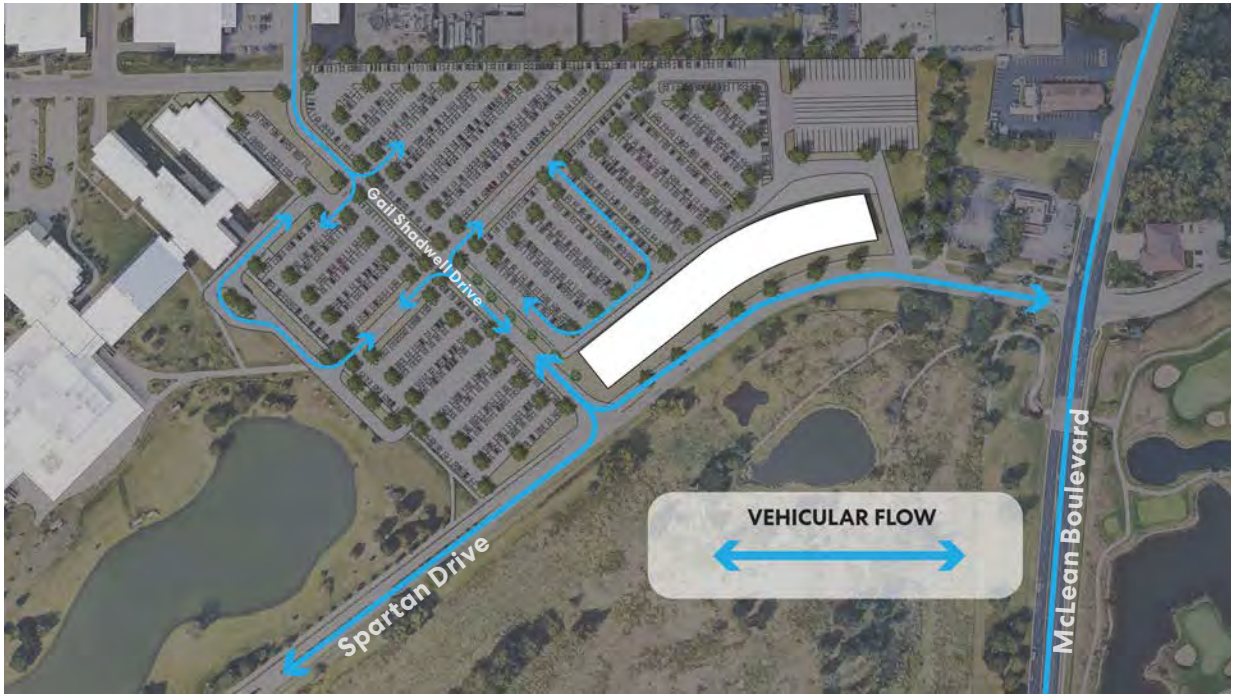
- Signalized pedestrian intersection

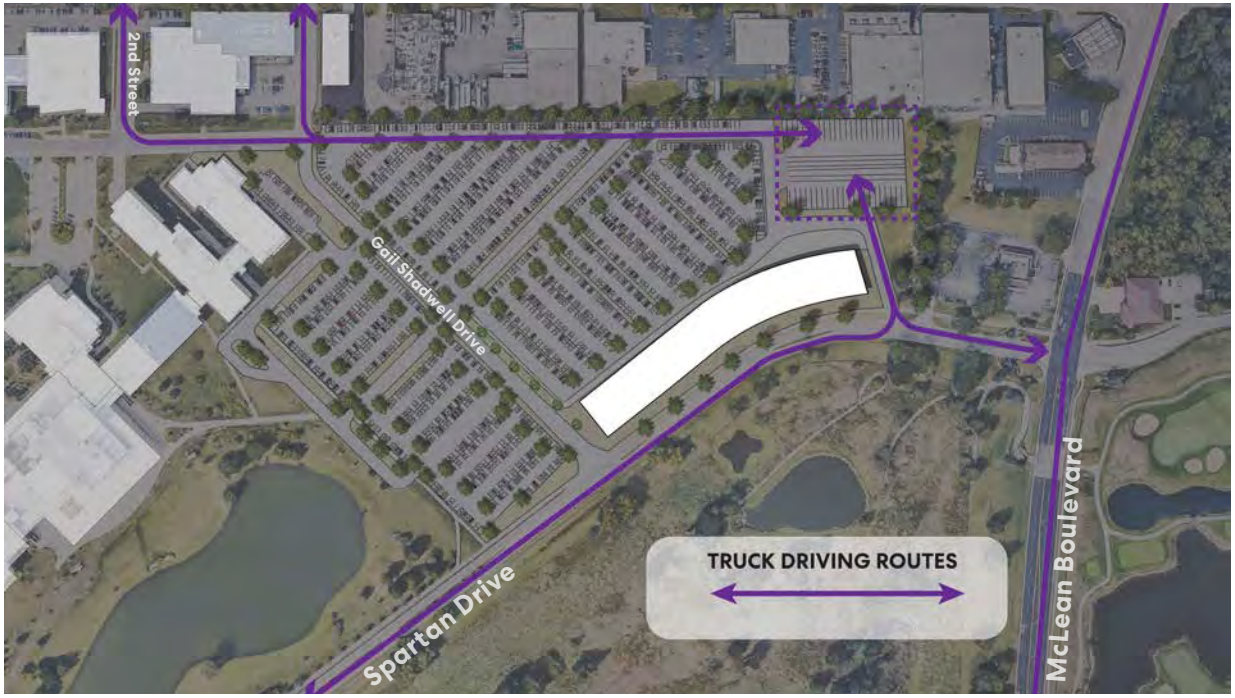


Vehicular Circulation

Access to the RTC by car is mainly concentrated on Spartan Drive (East and West) as well as some southbound traffic coming from Gail Shadwell Drive.

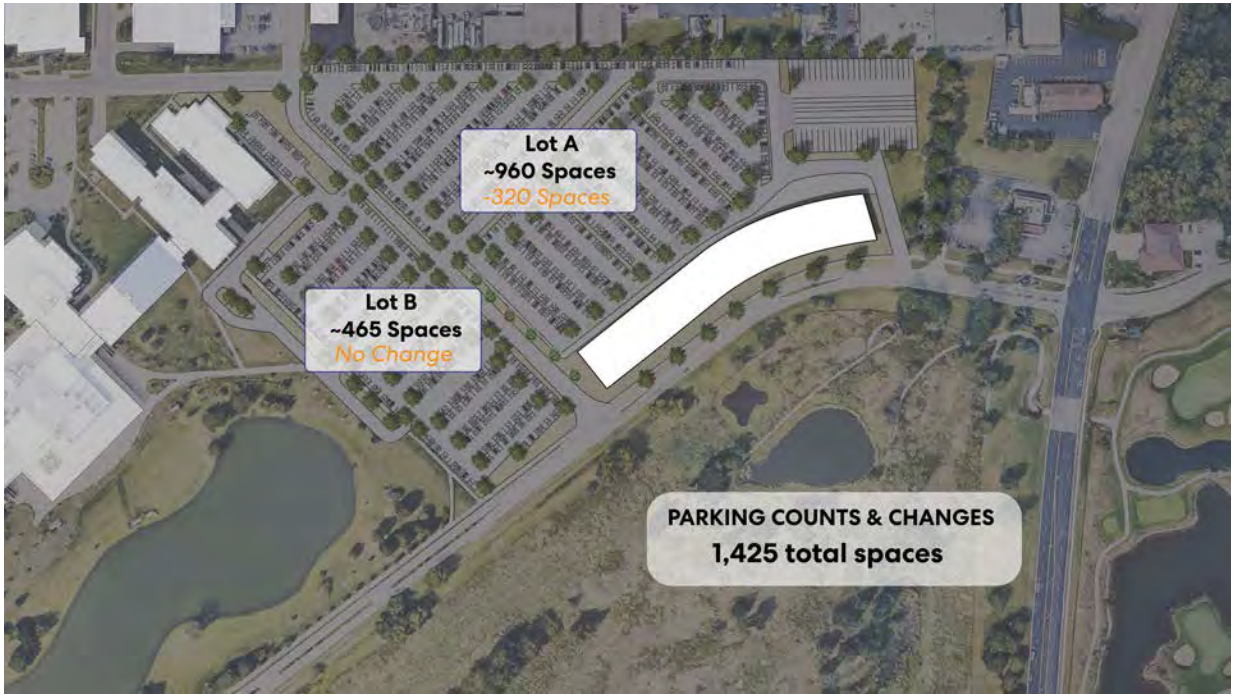
There are two natural drop-off locations - one in front of building A on the northwest corner of lot A and one in front of the RTC at the southwest corner of lot A. The bay alignment in front of the building allows for vehicles and pedestrians to have direct access to the building along its East-West run, limiting undesirable car & pedestrian interactions often seen when bays run parallel to a building rather than feeding directly towards its entry points.





Truck Driving

The truck driving pad is offset northeast from its present configuration. An access point on Spartan Drive will allow direct and easy access to accommodate both truck routes and delivery of materials to the RTC. The truck routes are maintained away from Gail Shadwell to avoid conflicts with parking lot traffic and pedestrians. The truck driving building currently used for theory classes is to be relocated within the close-by RTC.



Parking

Parking lots orient pedestrians perpendicularly towards the closest building in such a manner that reduces the crossing of vehicular circulation lanes.

Parking lot A, sees a reduction of 320 spaces compared to its current configuration. This is mainly a result of the wider street bisecting the lot and providing access to the parking bays running perpendicular to the RTC. Additionally, some capacity reduction is due to 6-feet wide bioswales installed every 3 bays to mitigate some of the stormwater runoffs heading towards Lake Spartan. These green strips will also be used to store snow piles during winter removal efforts - the RTC being located where much of the snow piling is currently taking place.

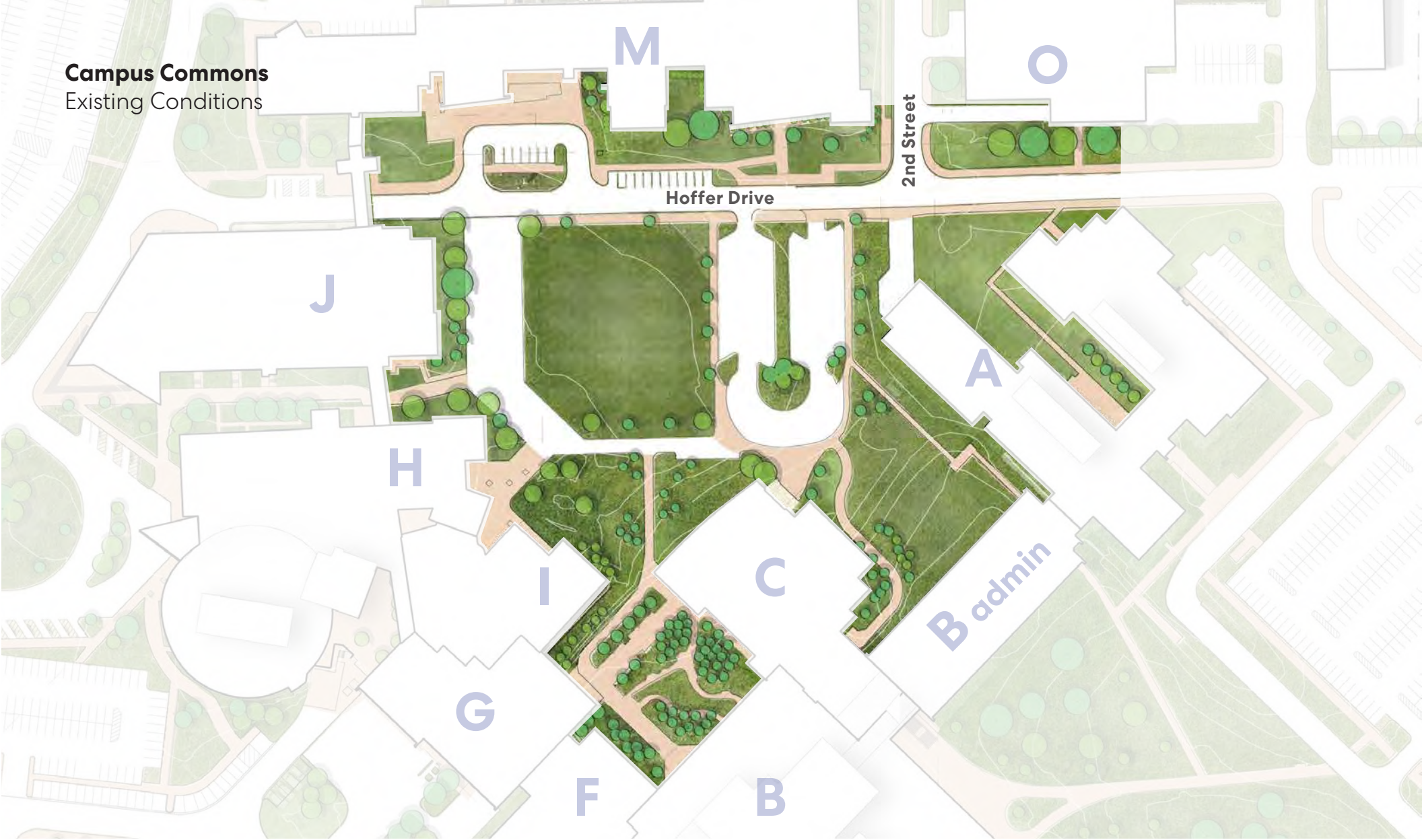
Parking lot B, although slightly modified to accommodate the drop-off in front of building A, does not see a change in capacity.

D CAMPUS COMMONS

Existing Conditions

Beautiful landscapes and greenspaces can be found throughout the Spartan Drive campus. One of its greatest asset is a large central space encompassed by most of ECC's core buildings.

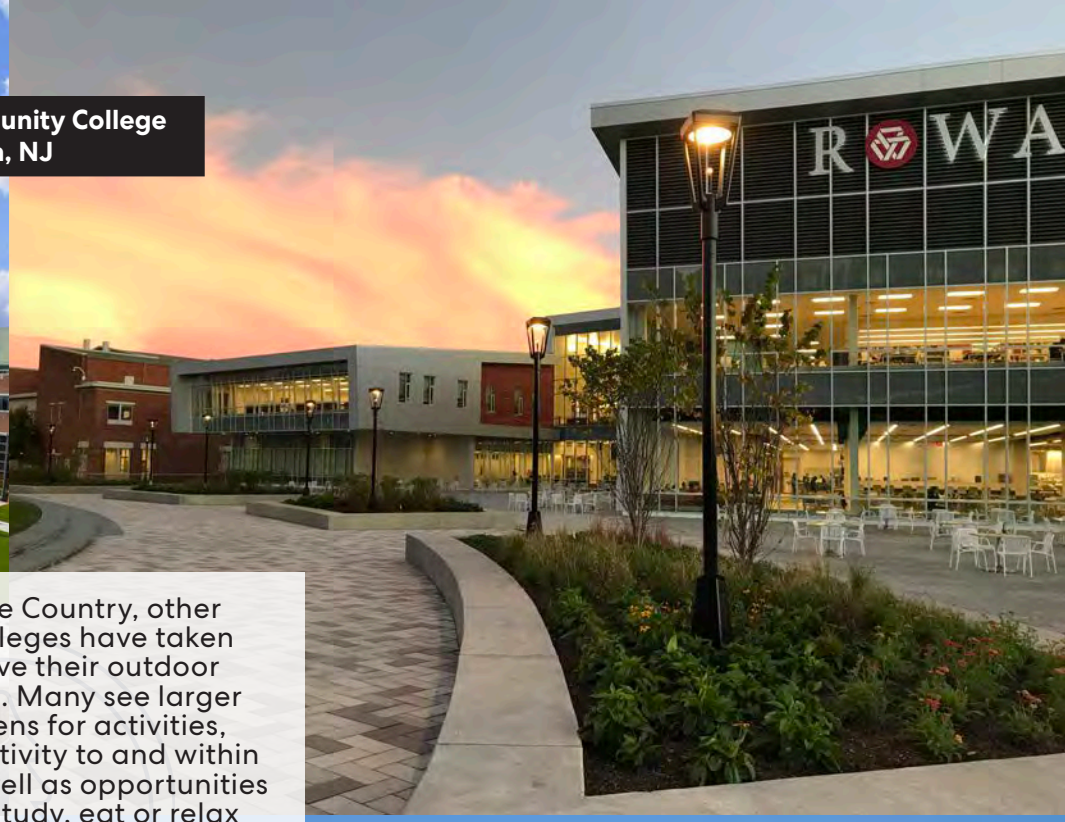
Campus Commons
Existing Conditions



ECC's central greenspace has seen improvements over the years - for instance a parking lot was turned into a green in 2013. However, there is still a disconnect due to the Library parking lot and Hoffer Drive that prevents comfortable East-West and North-South outdoor connections between the buildings. Additionally, there are few spaces that invite pedestrian lingering.

Precedents & Inspiration

Rowan Community College
Mount Lauren, NJ



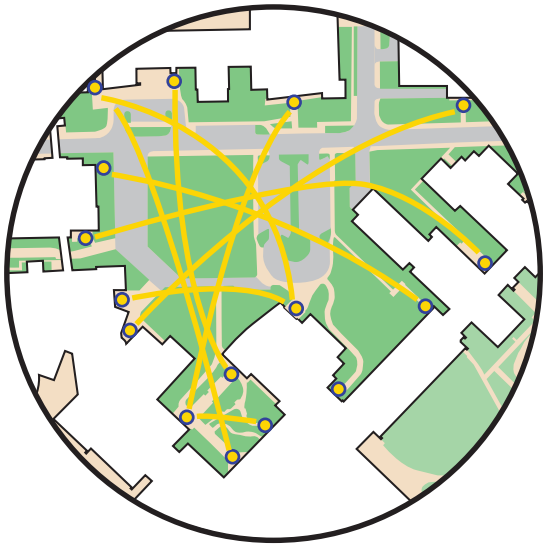
Throughout the Country, other Community Colleges have taken steps to improve their outdoor common spaces. Many see larger landscape greens for activities, improved connectivity to and within their campus as well as opportunities for students to study, eat or relax outdoors. Landscape connectivity is proving fundamental in increasing interactivity & wellness within the College's Community, in addition to the sustainable benefits these landscaping projects are bringing to the environment.

Austin Community College
Round Rock, TX

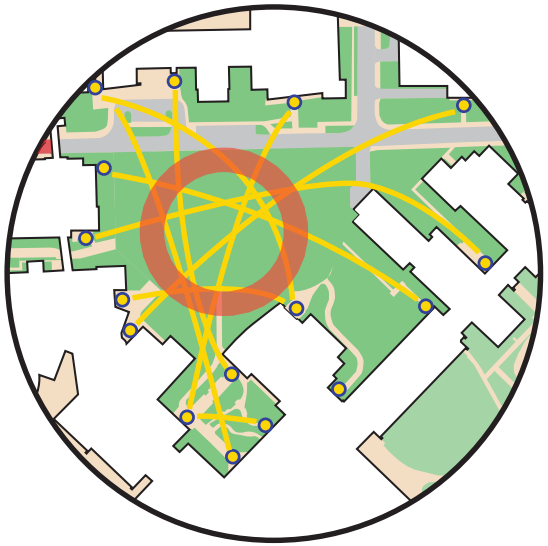
Clark Community College
Vancouver, WA

Perkins&Will

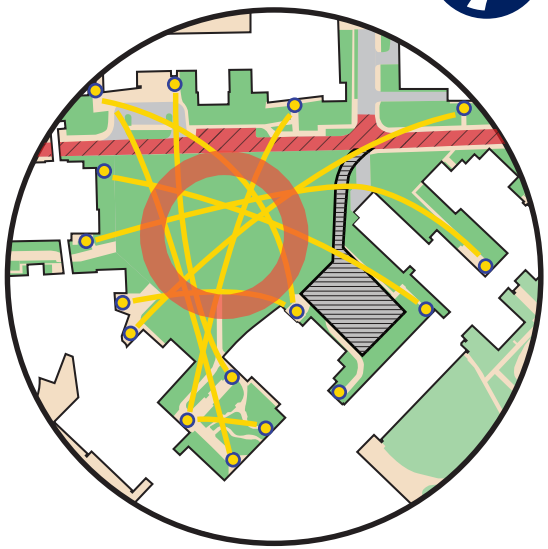
Concept 1: Connecting Paths



Identify & connect pedestrian paths through Commons

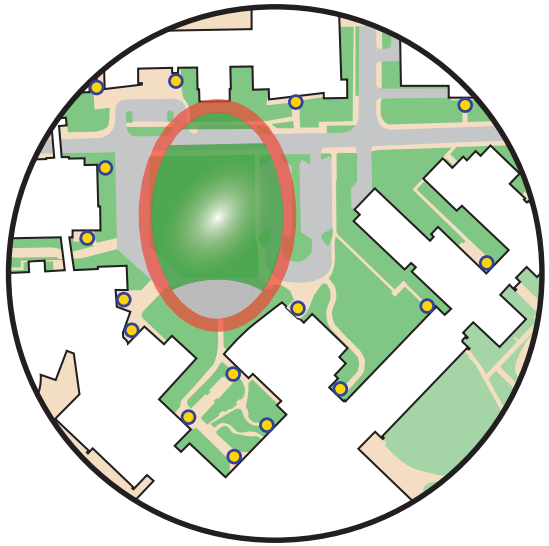


Create a pedestrian zone at the center of intersections

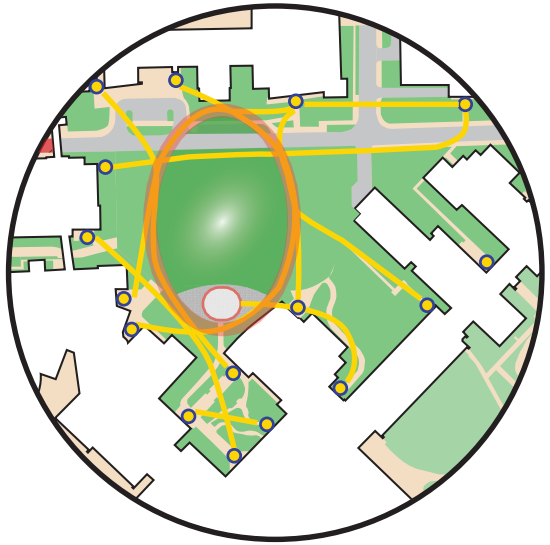


Improve pedestrian connectivity across Hoffer Drive & create accessible parking near library

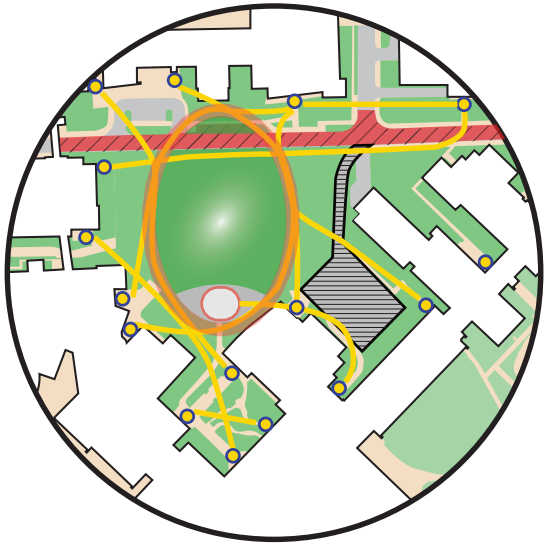
Concept 2: Central Oval



Create central gathering space



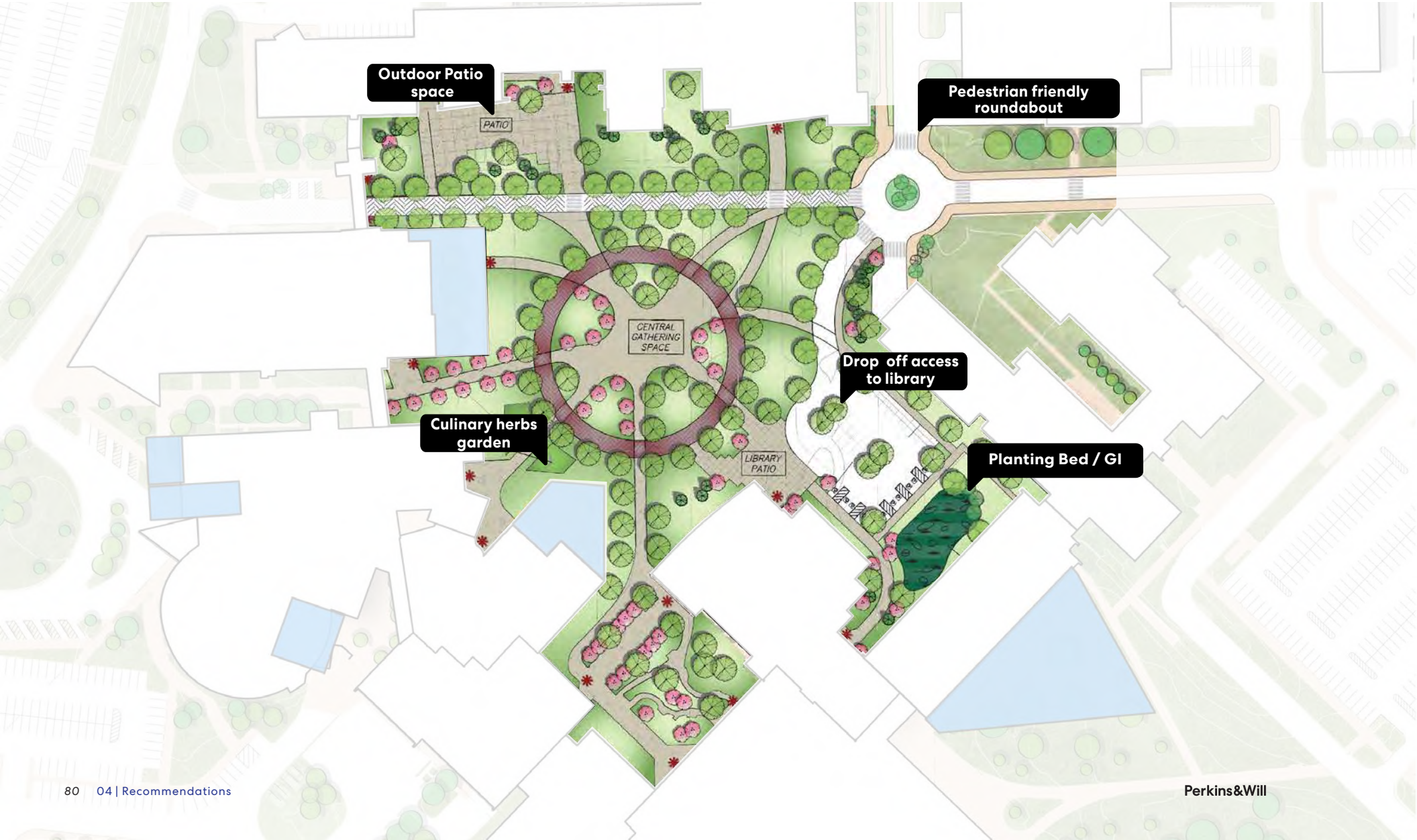
Unify buildings and gathering space through landscape & pedestrian paths



Improve pedestrian connectivity across Hoffer Drive & create accessible parking near library

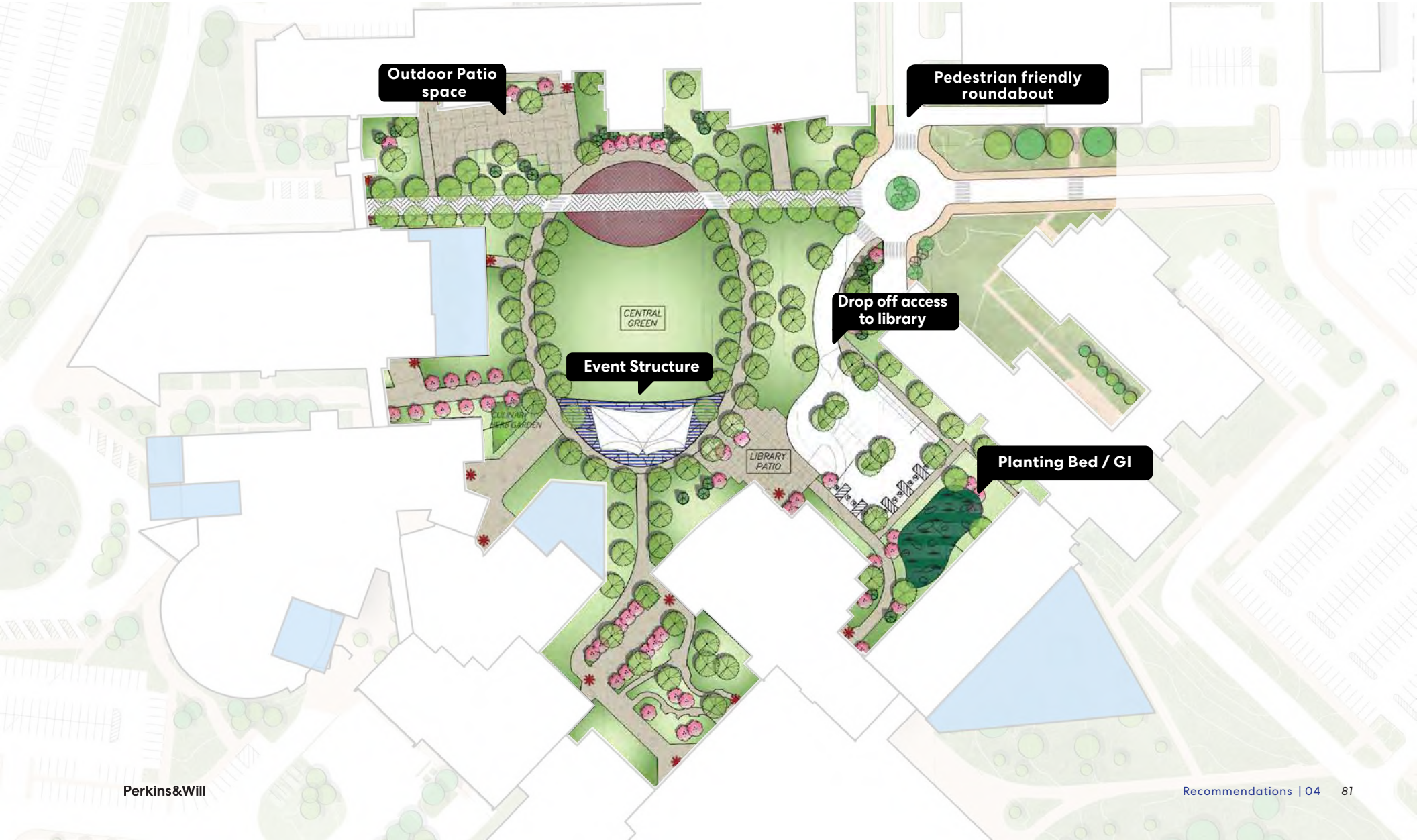
Connecting Paths

This option's main aim is connecting the many building entries that have frontage on the Commons through a series of paths and an intersecting gathering space at the center. This new asset is to be designed as a lush and vibrant space. It will accommodate everyday activities, quiet gatherings, play, and a range of special performances and events. There are opportunities for lingering within the large space in the forms with a mix of quiet lawns, shady hillocks, small and large gathering spaces, intimate seating areas, play spaces. Pathways are designed to animate the experience of being in and walking through this dynamic new landscape. The slimming of Hoffer Drive will provide a comfortable north-south connection.



Central Oval

The Central Oval scheme will activate the space for the students, faculty, and administrators on campus. Its large open-space and event structure will become a new meeting ground, a space for creative engagement for ECC's diverse campus community. Moreover, it will strengthen the College's connections between and among disciplines, and establish a new heart for social interactions. while it will also serve as the heart of student social life. Multiple greens and a central plaza can host larger-scale activities like musical and arts performances, student and alumni events, installations and experiments by arts and design students, and casual play or organized recreation. The Oval's paths are aimed at providing seamless and organized connections to all the buildings fronting the Commons.



Long Term Approach
Complete Pedestrian Connection

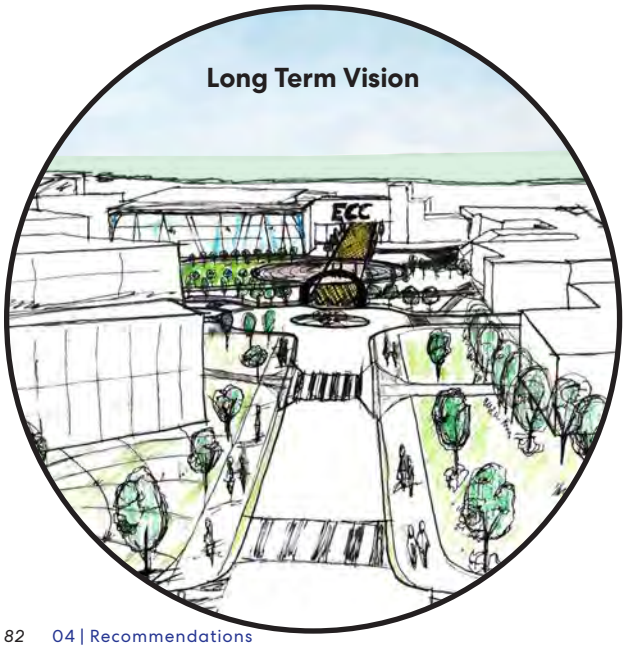
Library drop off alternatives:

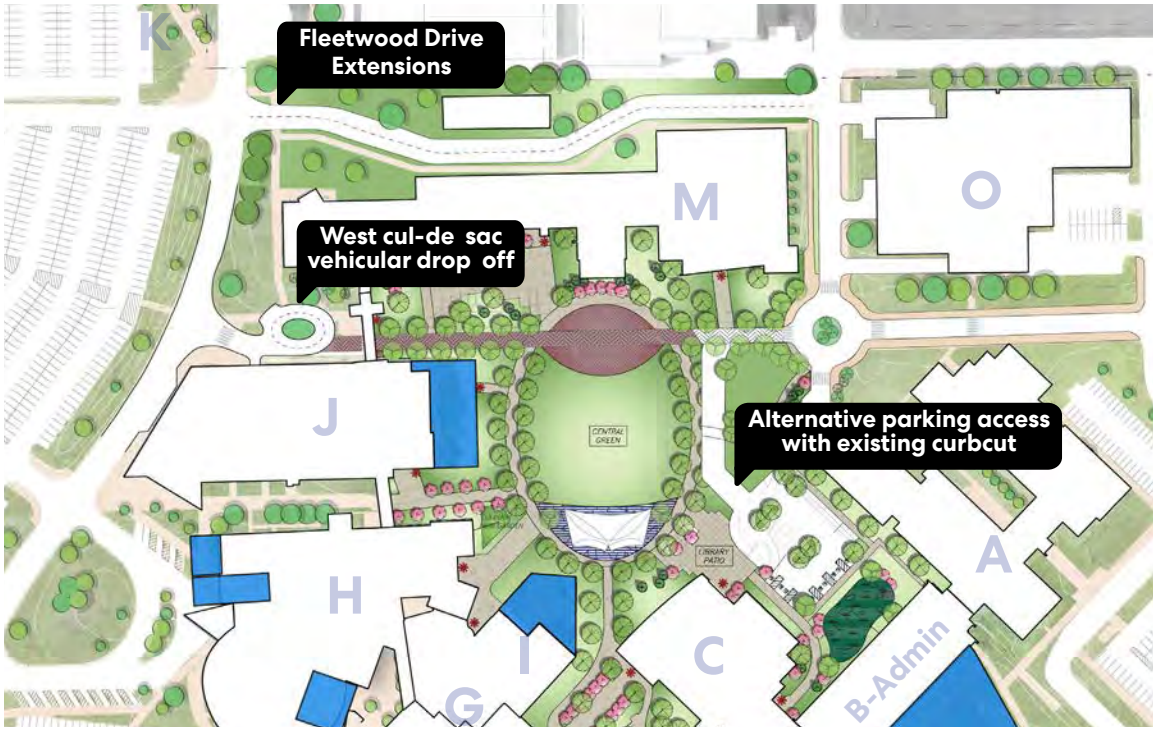
- An access route to the parking lot near building C would re-utilize an existing curbcut.

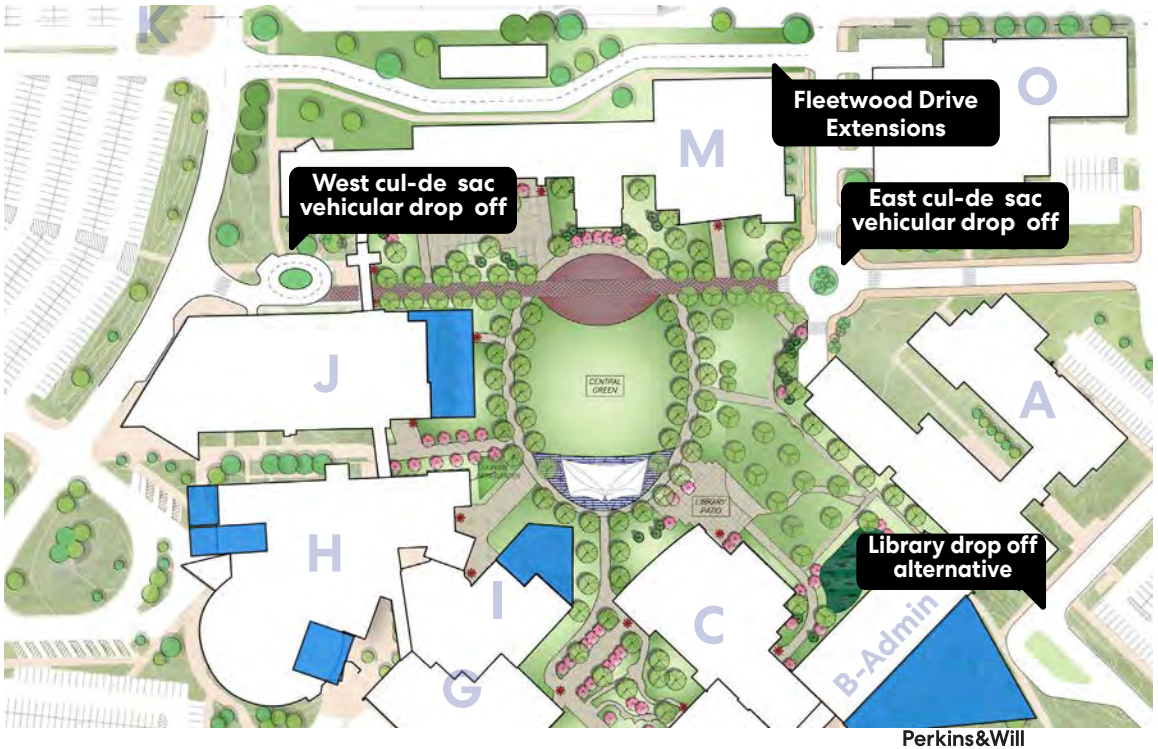
- Using a drop-off in front of building B and use interior circulation to access building B. This would yield back more greenspace and parking would have to be made up somewhere on Campus.

This long term vision could see Hoffer Drive becoming a complete pedestrian street. This path will be designed for emergency vehicle traffic but will be typically handle pedestrian traffic. Cul-de-sacs with curbs and standard roadway pavement will be designed at the east and west ends of Hoffer Drive.

Fleetwood Drive would be extended through Parking lot M and offer east-west connection from McLean to Renner Drive. Some perpendicular parking spaces could be maintained along the new drive or the parking lot could be greened. This would give a more direct access to building K.







East Aerial View of Campus Commons

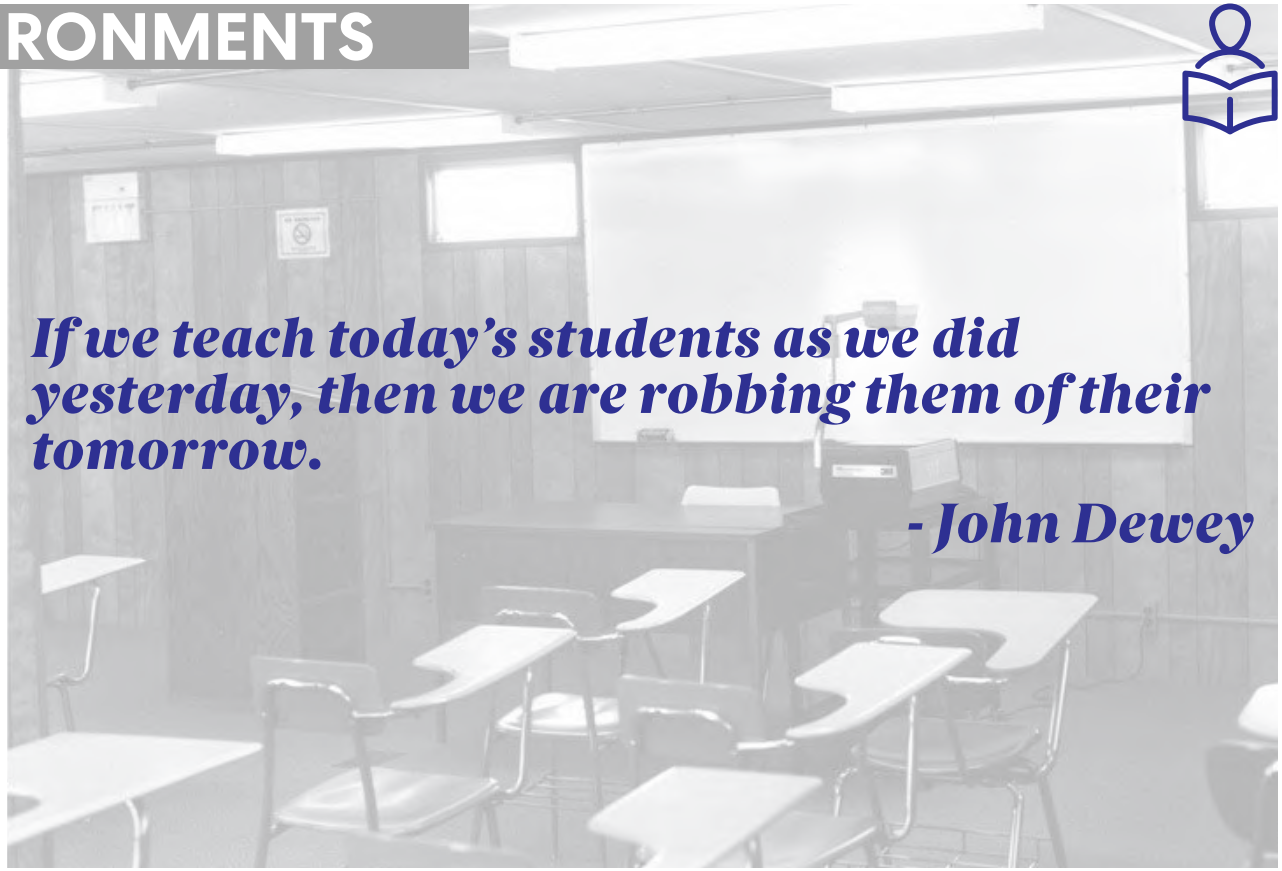
Perkins&Will

E LEARNING ENVIRONMENTS

Current Trends

Today's most innovative research and discoveries are occurring at the boundaries between disciplines. Academic classroom and science facilities must provide opportunities for collaboration and the exchange of ideas, from a casual encounter in the cafeteria to a formal discussion in a shared high-tech equipment core.

The space utilization study conducted during this master planning process offered insights as to how the College's classrooms and classlabs are performing across some key usage metrics. It provides the base to be able to target spaces to kickstart the implementation of innovative practices in the learning environment realm. It is important to focus on classrooms within the master plan in order to create innovative spaces that stimulate interaction between industry and peer institutions. Included here are some of the best practices recommended for the College to implement.



FLEXIBLE

TECHNOLOGY

ACTIVE

IMMERSIVE

Fostering Active Learning

Recent advances in brain sciences and learning research have revealed striking insights into how people learn. We now know that there are as many ways to learn as there are learners in the classroom. The “digital-native” generation in particular has developed unique modes of assimilating and comprehending information. The design of learning spaces must evolve to embrace these new learning models.

Today, learning happens everywhere: in and out of the classroom, on and off campus, in formal and informal settings. Our buildings for higher education foster a new culture of learning that is increasingly multi-dimensional, global, social, experiential and interactive.

Elgin Community College is already embracing the full range of learning spaces: from traditional classrooms to active, project-based environments and adaptive learning, to use of the latest technology for hybrid curricula, instant feedback and immersive simulation environments. The best design solutions provide flexibility for unforeseen future advancements and support current understanding of how best to accomplish learning intentions and outcomes.

DESIGNS THAT FACILITATE INNOVATIVE LEARNING

CONNECTIVITY / SPACES THAT SHARE

- STUDENT CENTERED LEARNING
- COLLABORATION
- SMALL LEARNING CLUSTERS
- TRANSPARENCY & SAFETY
- SPACES THAT PERFORM

FLEXIBILITY/ SPACES THAT TRANSFORM

- AUTHENTIC & DIFFERENTIATED LEARNING
- FURNITURE FOR MULTIPLE LEARNING STYLES
- FACILITY FLEXIBILITY
- SUSTAINABILITY & WELLNESS
- DIVERSITY IN LEARNING

CONNECTIVITY / SPACES THAT SHARE

- STUDENT CONNECTIVITY & ENGAGEMENT
- REAL WORLD READINESS
- TECHNOLOGY & MOBILITY
- SCHOOL CULTURE & BRAND
- OUTDOOR LEARNING

Space Essentials

1. VERSATILE LEARNING MODES

Students can work independently or in groups
Presentation and note taking is seamless
Instructor is mobile and not tied to a podium

2. RECONFIGURABLE SPACE

Modular, well-proportioned space
Movable furniture (chairs, podium, tables when appropriate)
Adjustable walls
Raised floors

3. MULTI-MODAL

Abundant writing surfaces
Instructor and students able to seamlessly display work
Plentiful working surface

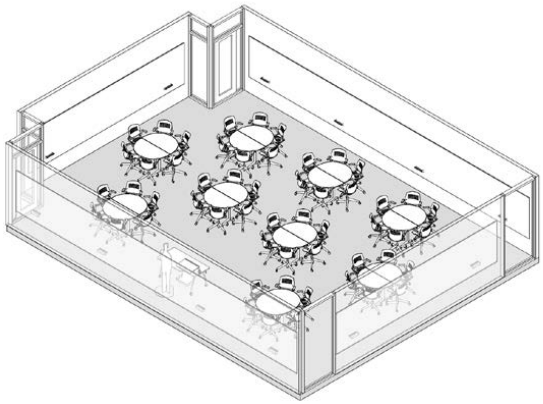
4. COMMUNITY BUILDING

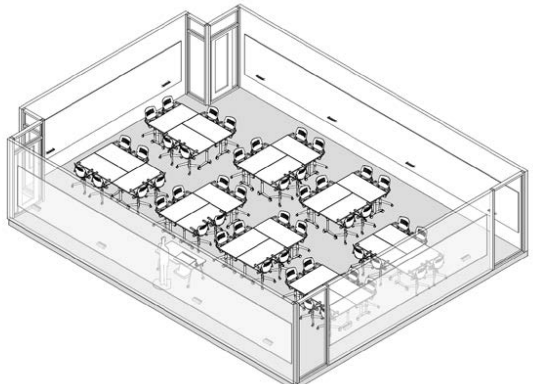
Distance neutral (no front or back)
Minimal distance between instructor and students
Opportunities for trans-disciplinary work

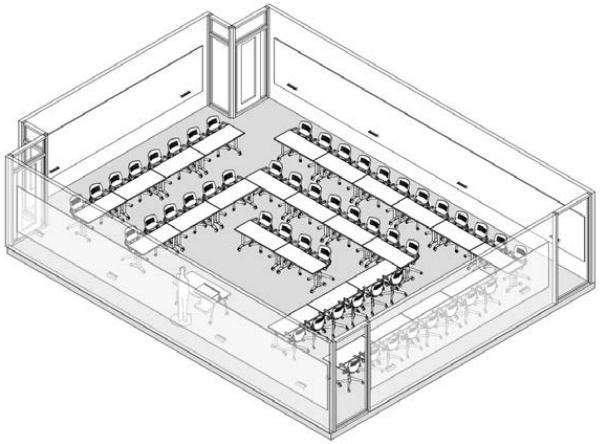
5. COMFORT

Good acoustics and visibility
Glare-free natural daylight
Comfortable indoor temperature year round
Media does not conflict with functionality

Active Learning 30-40 Formats







FUTURE LEARNING SPACES ...

Are student centered

Flexible at many levels

Encourage project-based learning

Use adaptable & flexible furniture

Support mental & healthy wellness

Are globally connected

Encourage exploration

Support collaboration & innovation

Improve student performance

F BURLINGTON CAMPUS

CENTER FOR EMERGENCY SERVICES

The 120-acre site includes two ponds which furnish water for fire trucks and three main building structures: the academic building, where classes are held in public safety and communications, emergency medical services, criminal justice and fire science; the apparatus building, which features two bays for training and houses a fleet of emergency vehicles including two engines, an ambulance and a ladder truck; and a three-story burn tower for training of firefighters in search and rescue, and train police in incident management.

The campus' location poses issues of utilization for classroom and the lack of clarity and challenges brought about its use were discussed during the master planning process. The campus features land and capacity for future expansion, two opportunities that the College should aim at taking advantage of in a creative way.

The campus could be an ideal fit for uses such as the following anecdotal idea floated during workshops:

A field campus or test-bed where STEM students could conduct semester long experiments and field studies in various fields - sustainable development, biology, physics, renewable energy management, etc. This could see entire lab classes make limited trips to the campus with transportation provided by the College, instead of individual student attending the few classes scheduled at Burlington.

Burlington Shooting Range

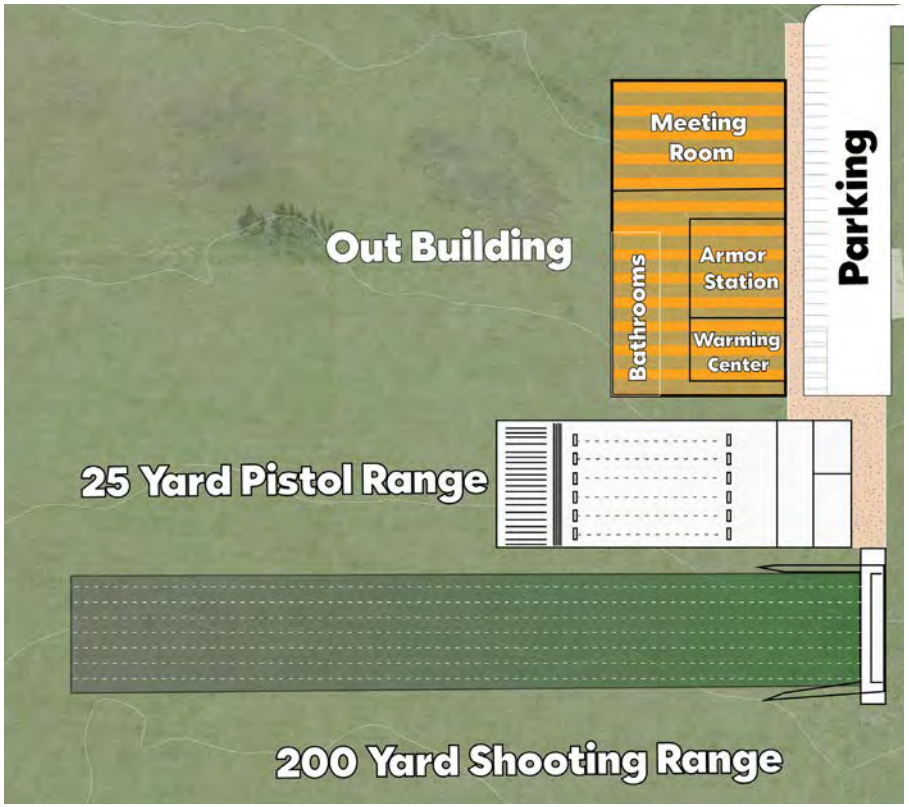
This shooting range would build on ECC's strong emergency services programs at the Burlington facility. It would expand first responders instruction with advanced firearms training, interactive shoot/don't shoot simulation and weapons cleaning/repair training.

The design for this shooting range to be used by the region's law enforcement entities for training would include:

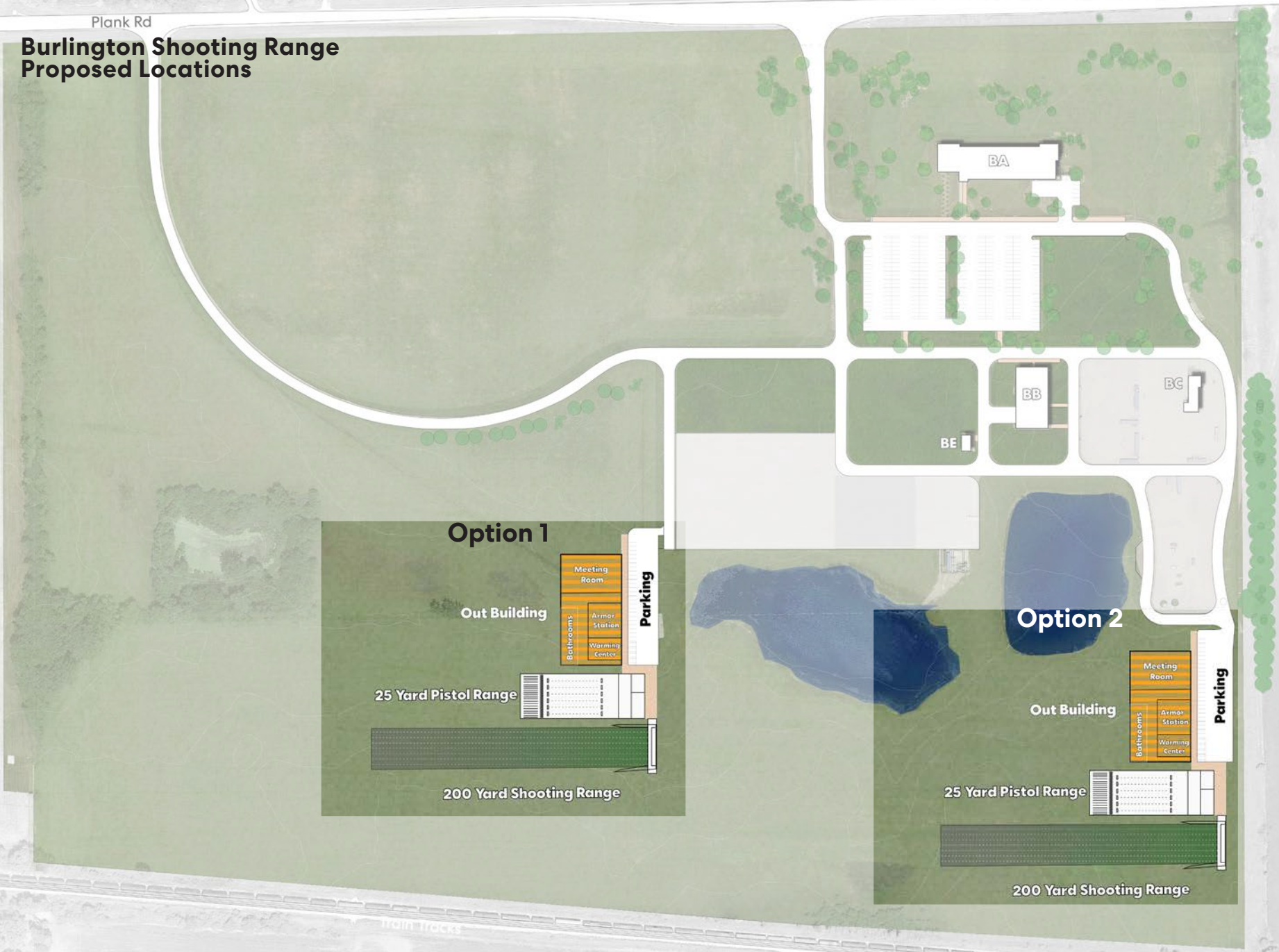
- a 200-yard exterior rifle range
- an adjacent indoor 25-yard pistol range

A adjacent out-building will feature a full range of storage space and support amenities :

- meeting room
- warming center
- bathrooms, weapon cleaning space
- armor station



Burlington Shooting Range
Proposed Locations



G TECHNICAL

This section includes technical engineering recommendations that pertain to this master plan. This section begins with civil engineering, which includes stormwater, wastewater, and water supply recommendations. The final pages of the section are dedicated to thermal and electric utilities (known as Mechanical, Electrical, and Plumbing or MEP).

CIVIL ENGINEERING

The following narrative is completed to address current maintenance procedures and future recommendations as well as future building, additions, and improvement considerations. This narrative is not intended to be an in-depth assessment of the site, but a comprehensive look at what future items may need further investigation and attention as the Master Plan is utilized.

Big Picture

Site Sustainability: As development opportunities arise across the \ College's campus, design consideration should be given to various sustainable designs. Parking lots should look at options for permeable pavers, geothermal wells and bioswales. Stormwater could be collected for water reuse or irrigation. Solar Arrays could be placed in the western open space, south of Spartan Drive or in parking lots to double as shade structures.

Utilities: The College currently uses a maintenance program. The site utilities observed are in fair to good condition but are aging. A yearly maintenance allowance shall be allocated to allow for the occasional maintenance and cleaning of site structures.

Parking: The parking lots should be seal coated and striped every 3-years. In the current layout, there is just under 33 acres of parking area. The college should plan to seal coat and stripe 11-acres every year.

Landscape: The creation of an outdoor gathering space could help the college build a sense of belong and campus pride. It will provide opportunities for students to collaborate and tends to keep students on campus longer.

Civil Engineering - Individual Projects

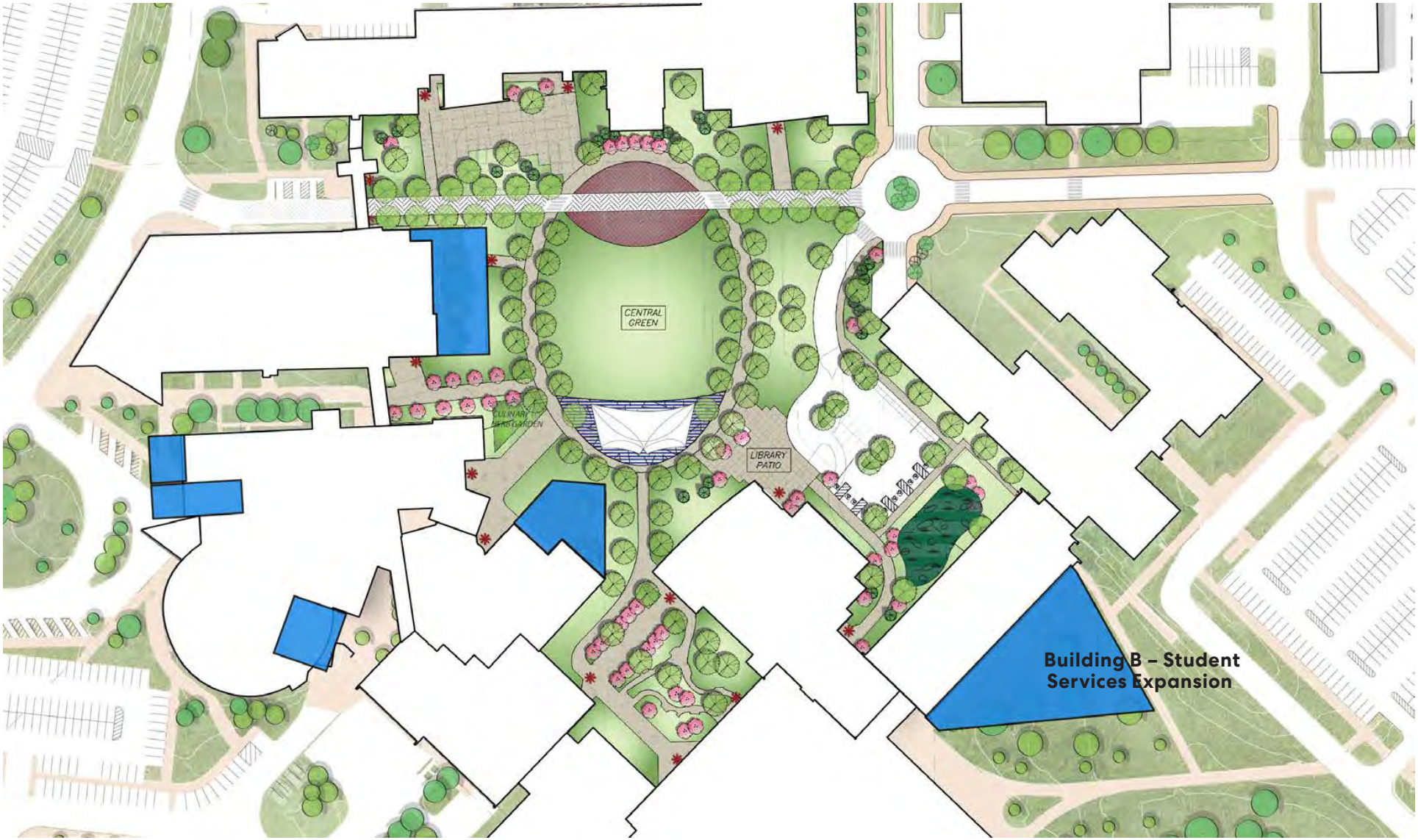
PRIORITY 1: RTC Project Sequence

- **RTC –** Spartan Drive Location: Site improvements for the RTC building will require a building design with multi-level entrances. This will help with the site grading, placing the lower building floor underground along the east side of the building. A new watermain will need to be installed, looping the building. Sanitary sewers will need to be extended from north of Building A. Given the distance to the building a sanitary lift station may be required. While additional storm water volume will not be required, new stormwater infrastructure will be required in the parking lots. Heavy Duty Pavement will be required along the east side of the building for deliveries as well as access to the new truck driving program practice area. Trees will be placed throughout the parking lot medians and islands. Bioswales will be planted with low height native plants. Foundation plantings will be placed around the RTC building in conformance with the rest of campus.

- **Site – Parking Lot A Improvements**: The existing parking lot pavement will be removed and new parking lot will be configured. Given the grading changes at the building, some grading will be required along the southern portion of the parking lot. The southern portion of the parking lot parking stalls will be routed 90° to better align with the building. Medians will be added in various locations to add collection sidewalks and bio-swales that will assist with stormwater management. The northern parking lot configuration will remain similar to the existing condition. Access from Gail Shadwell will be minimized to improve pedestrian safety and safety at the Gail Shadwell / Spartan Drive intersection.

PRIORITY 2: Current Improvements Recommended

- **Campus Green:** Hoffer Drive will be reduced and made more pedestrian friendly. The associated parking off of Hoffer Drive will be removed in this area, and replaced by a parking lot in front of Building C - the library. Hoffer will still be designed for emergency vehicle traffic and regular circulation at low speeds. Cul-de-sacs with curbs and standard roadway pavement will be designed at the east and west ends of Hoffer Drive if the street becomes fully pedestrianized. Pavements throughout the campus green shall be a mix either pavers or concrete walks. An emphasis on trees and planting beds shall be used to create a sense of place. A general paved plaza area for events will be included. Existing utilities to remain shall be adjusted to new grades. The stormwater sewer system shall be adjusted to match the new layout. Options for the College Green could allow for a drop-off and parking for persons with accessible needs.



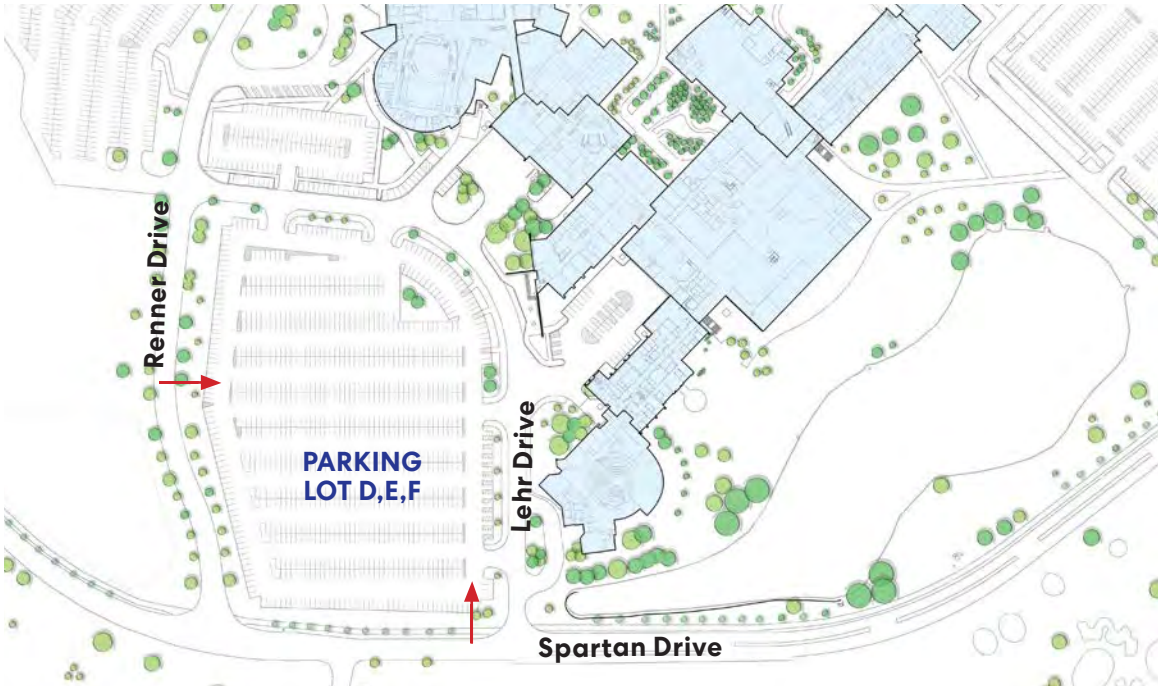
PRIORITY 3: Near Term Recommendations

- **Building B – Student Services Expansion**, Building Systems, Stormwater: Building B has a steady stream of water seeping into the basement's northern wall. To alleviate this, it is recommended to first establish the volume of flow, where the groundwater elevation is and to try and pinpoint the location(s) of the groundwater. This would be accomplished with soil borings and monitoring wells. The second step is to utilize this information to come up with solutions to eliminate the issue. One such conceptual solution is to provide a stormwater holding tank to collect the water and then to install a storm sewer system to pump the water around Building A and discharge it to Spartan Lake.

- **Site – Athletic Fields**: A new softball field should be constructed to bring the current softball field up to the similar standards of the existing baseball field. Included with the softball field should be the addition of a parking lot, currently estimated at 50 stalls. The baseball field parking lot could be used to meet the parking demand but the parking lot would need to be programmed to remove usage conflicts.

- **Site – Parking Lot D,E, and D Reconfiguration**:

To help with pedestrian safety and minimize congestion at the Lehr Drive / Spartan Drive Intersection, it is recommended to shift the access of Parking Lot D west so it lines up with the first row of parking. A secondary entrance would be made mid-block between Renner Drive and Parking Lot D. The access points along the East side of Parking Lot D would be revised. The drop off lane to Building E would remain. Curb cuts, new entrance aprons and parking islands will hep reconfigure the parking area. Storm structure improvements will be required to collect new stormwater catchment areas created by the new parking islands and curbs required for the reconfiguration.



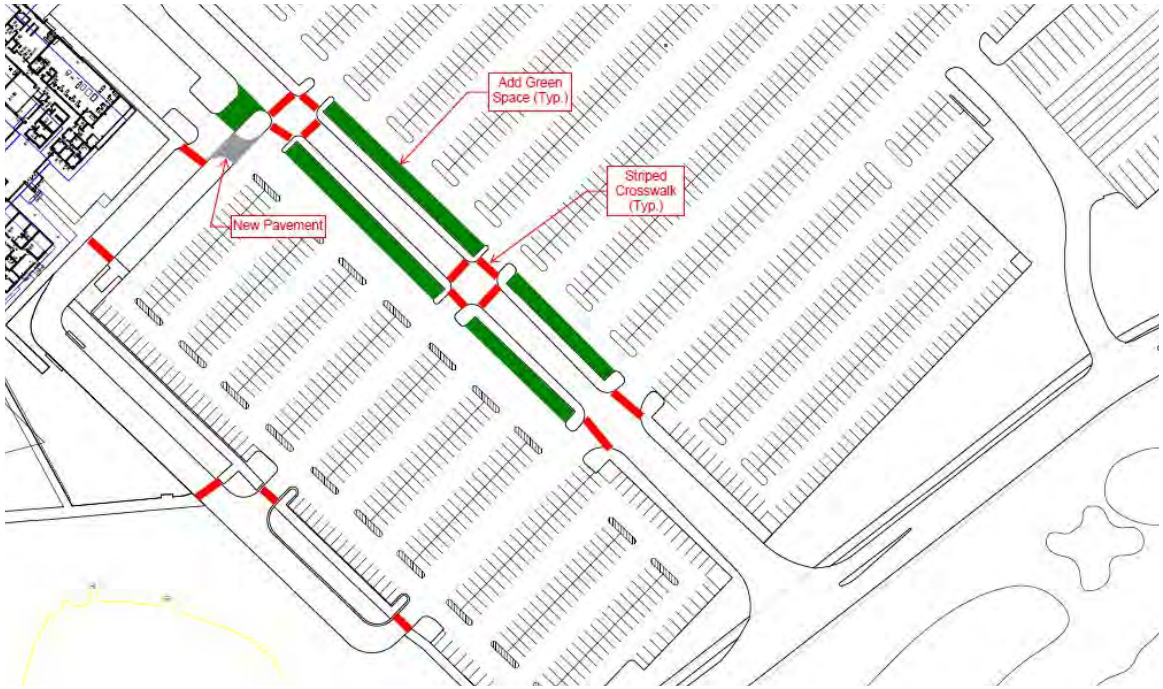
PRIORITY 4: Long Term Recommendations

- **Burlington – Rifle Range:** The new building will need all new utilities. Grading for the ranges shall include berms and mounds along the sides and backstops of the range. Given the lack of nearby utilities, the building will be served by a water well and sanitary septic field. A separate water holding tank may be needed for the buildings fire protection system. Minimal storm sewers will be used, relying on swales to convey water. Additional detention or expansion of the existing basin may be required. A new parking lot will be required. Sustainable planting can be planted along the site's berms.

ADDITIONAL PRIORITY:

Parking Lot A Interim Improvements

- To improve safety and circulation along Parking Lot A, the plan shall remove the Drop off Entrance from Gail Shadwell and add an entrance from Parking Lot A. 4-Way Stops shall be placed at the northern and mid-parking lot intersections with Gail Shadwell. The perpendicular parking stalls along Gail Shadwell can be turned into landscape areas to add trees and landscaping to one of the main entrances to the campus. The drop off lane shall be one-way.



Roadway considerations:

Roadway M: The purpose of this project is to create a roadway north of Building M. This project will be required if Hoffer Drive is to be closed off to traffic. The design intent is to leave perpendicular parking off of the new roadway. The roadway will go around the College's building just north of Building M which houses many of the utility feeds for the campus. The roadway will reconnect with Renner Drive and align with the parking lot entrance across the street.

Spartan Lane / McLean Intersection Improvements: A traffic study of the intersection should be done to determine the necessary improvements. At a minimum, we feel a deacceleration and right turn lane should be added to the southbound leg of McLean Road. Additionally, a double left turn lane should be added to the eastbound leg of Spartan Drive.

- For the improvements on McLean to occur, the right-of-way (ROW) would need to be widened along McLean. It is figured that approximately 115 feet of storage and 120 feet of taper will be required.

- For the improvements on Spartan Drive to occur, the overhead campus sign across Spartan Drive will need to be removed. Depending on the location of the RTC building, a replacement sign may be required. That sign is not included in the analysis or cost. Widening the roadway will require approximately 440 feet of roadway widening improvements.

Other parking considerations:

Parking Lot J: There is a weeping pavement issue in the parking lot. It is recommended to put in underdrains to relieve the hydrostatic pressure under the pavement.

MECHANICAL, ELECTRICAL, PLUMBING, & FIRE PROTECTION

MEP Top Items

Building B

Install additional refrigerant detection and interlock with boiler burners for auto shutdown.

Install refrigerant exhaust.

Building E

Replace grease hood fire suppression system

Replace make-up air units

Building F

Replace MEP systems

Building H

Replace indoor Air handling units.

Replace and upgrade Kiln exhaust and make-up air.

Provide dedicated dust collection for Silica mixing room.

Provide dedicated exhaust for Glazing spray hood.

Provide dedicated exhaust for painting classroom.

Hoods in room H205 are used as spray hoods. The hoods and room were not designed for this application. Electrical lights strip is located within hood, there are not filters, no sprinklers, etc. Use as spray hoods is an immediate hazard.

Provide dedicated dust collection for Scene shop equipment.

Building I

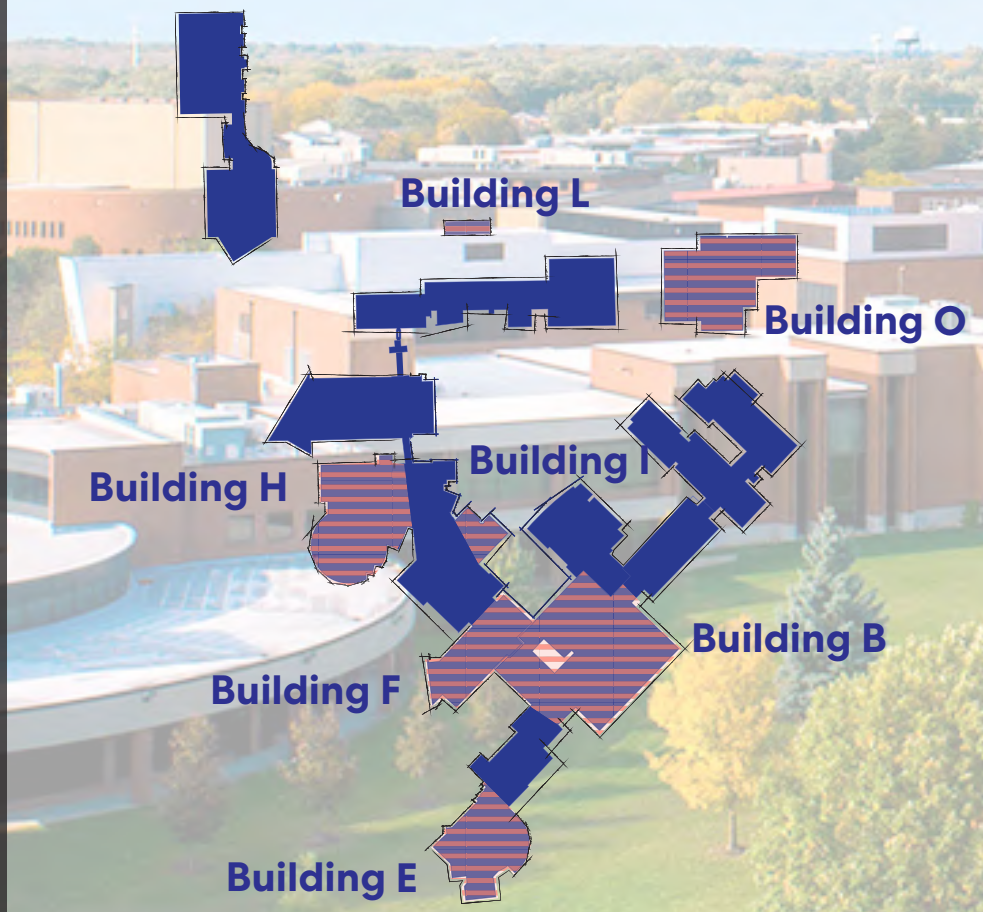
Replace domestic water heating system, provide redundancy

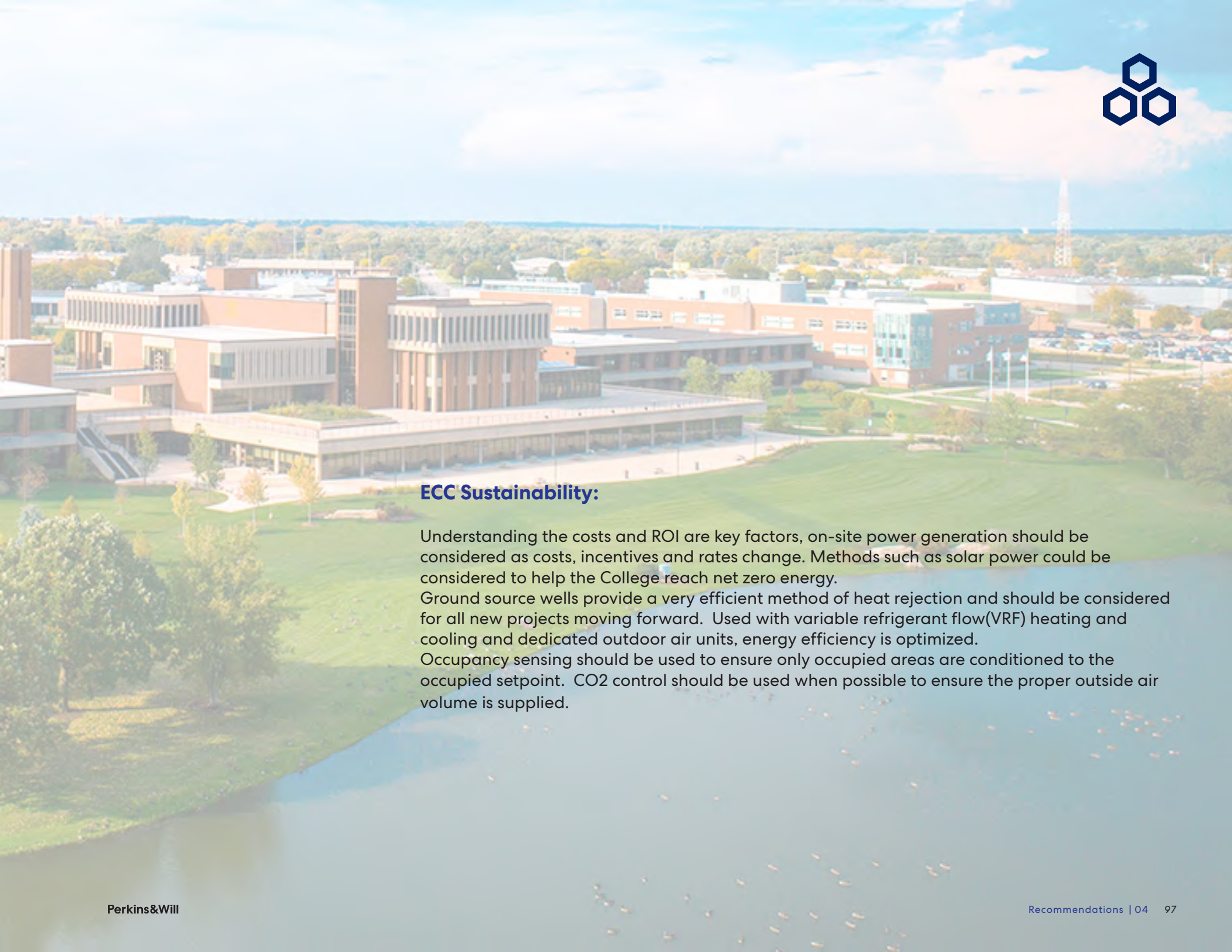
Building L

Modify water heater and furnace installation so that they are 18" above the floor.

Building O

Relocate gas service away from intake louver.





ECC Sustainability:

Understanding the costs and ROI are key factors, on-site power generation should be considered as costs, incentives and rates change. Methods such as solar power could be considered to help the College reach net zero energy.
Ground source wells provide a very efficient method of heat rejection and should be considered for all new projects moving forward. Used with variable refrigerant flow(VRF) heating and cooling and dedicated outdoor air units, energy efficiency is optimized.
Occupancy sensing should be used to ensure only occupied areas are conditioned to the occupied setpoint. CO2 control should be used when possible to ensure the proper outside air volume is supplied.

05

PHASING & COST ESTIMATES

MASTER PLAN PRIORITIES

The prioritization of Projects identified through discussions with faculty, staff, students and administration as well as observation and study of existing facilities is shown here using four levels of priority.

While a recommended timeline is not included, the prioritization included here is based on current discussions with the College. This is a guideline and individual projects may move in or out of the different priority levels as time and need is redefined.

As the Master Plan is a living document, the integral prioritization of projects should continuously evolve based on the decisions and overall priorities of the College as a whole.

Priority 1

These projects are connected to the construction of the Regional Training Center and the associated backfill and consolidation.

The RTC is considered a high priority project, however, this does not preclude the completion of other projects ahead of the RTC.

Priority 2

Designated as 'Near Term' projects, these have been identified as significant programmatic or physical improvements that should be considered for improvement of current deficiencies.

Priority 3

'Intermediate Term' projects, while not identified as significantly needed as Priority 2 projects, are programmatically significant improvements that address identified deficiencies across campus.

Priority 4

Designated as 'Long Term' projects, these improvements were identified as long-term goals for the campus or improvements that will need to be accommodated in the future. These projects should be considered for planning purposes. Project scope is expected to change significantly over time. Decisions on facilities that may impact Phase 4 projects should be done judiciously with full consideration of their impact.


O
Truck
Driving
Parking
A
RTC
D

Priority 1 - RTC Projects

Projects associated with the construction of the new Regional Training Center:

1) The Regional Training Center (RTC): A new stand-alone building expands the capacity for Career Technical Education programs that are currently housed in Building O and provides space for new allied programs. The RTC will provide professionals with facilities for continuing education and training as well. In addition, provide classrooms and facilities for Truck Driving.

2) Building O Backfill: Moving programs from Building O frees up space to relocate STEM programs to the newly minted 'STEM Alley.' Mathematics is relocated from Building D to Building O and Engineering programs are expanded to provide a cross-disciplinary area for STEM.

3) Building D Backfill: The relocation of Mathematics to STEM Alley provides an opportunity to relieve the space needs for humanities and other administrative functions in Building D.

4) Site Improvements: The construction of the RTC provides an opportunity to improve difficulties in vehicular and pedestrian traffic in and around Parking Lot A as well as dealing with stormwater challenges. Linked to Parking Lot A improvements are a reconfiguration of the exterior Truck Driving facilities.


O
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Campus Green
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Truck Driving
Parking A
RTC

Priority 2 - Near Term

Priority projects not immediately linked to the RTC, but considered to be necessary due to current programmatic, space or equipment deficiencies.

1) Campus Green: Provide a unifying central green space to break down physical barriers between buildings and provide a gathering place for the College community at large.

2) Building A - Third Floor: Build-out third floor of Building A to house Opticianry Program.

3) Building F Renovations: Addressing a campus work-horse classroom building though updating classrooms and class labs, right-sizing facilities and providing student centered study space.

4) Building H Renovation/Expansion: Improving and right-sizing classrooms and class labs; addressing MEP systems deficiencies; Renovation and expansion of the theater/black box scene shop.

5) Building I Renovation/Expansion: To address a significant lack of Classroom and Class Lab space for the culinary program, recommendations include full renovation and expansion of facilities and replacement of the building's MEP systems.

6) Building J - Fitness Center Renovation / Expansion: In order to increase capacity and functional operation of the fitness center for students, athletes, staff and faculty, provide an expanded footprint with new entry off of the Campus Green.

7) Additional Considerations: Areas of study as a whole include: Additional student study space; Workplace realignment; Non-gender specific toilet rooms and changing facilities; Lactation rooms & shelter in place areas.


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Parking
D,E,F
Recreational &
Athletic Fields

Priority 3 - Intermediate Term

Intermediate term projects include:

1) Building B: Co-location and Expansion of Student Services. In order to provide a One-Stop shop for student services and relieve the current space challenges, recommendations are for an expansion of the Building B footprint and renovation of the current Student Services area to better serve current students and provide a welcoming and consolidated entry for new students.

Additional Building B improvements include addressing subsurface stormwater infiltration and replacement of MEP building systems.

2) Building M: Relocation of Childcare and backfill. This project is immediately linked to the Student Services expansion at Building B as Childcare would move to that area freeing up more space for STEM classrooms and class labs in Building M.

3) Building C: Backfill of current Tutoring Space. Relocation and expansion of Tutoring to a more front-facing facility in Building B frees up additional collaboration, instructor training and student study space in the Library.

4) Building L - MEP Systems Replacement. Addressing some significant needs for infrastructure replacement at Building L.

5) Site Improvements

Athletic Fields - Providing additional competition fields for softball and recreational fields for soccer at the south-west corner of campus

Parking Lot D,E,F Improvements - Addressing vehicular and pedestrian circulation issues by reorienting the entry to the west.


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Parking A
Truck Driving
RTC
Parking D,E,F
Recreational & Athletic Fields

Priority 4 - Long Term

Long Term recommended projects include:

1) Building D - Addressing the current building entry off of the main loading dock. This serves as a main entry to campus for students and circulates around a loading dock and electrical transformer; Provide a more appropriate entry sequence to campus.

2) Building D/E Connection - A circuitous route between the two buildings can be confusing and tight and moves through back-of-house spaces. Provide a more clear and inviting route. Address an underutilized kitchen in Building E as well.

3) Building E - MEP Building Systems Replacement

4) Building G - Second Floor Classroom Renovation: Renovate Class Labs on the second floor, north-east corner of Building G; Consolidate functions as needed (program and administrative)

5) Building K - Provide better campus connection between Buildings K and M; Provide evening / weekend food service options for heavily utilized facility; MEP systems improvements

6) Building P - MEP Building Systems Replacement

7) Burlington Site - Rifle Range Development; Field Campus programming for STEM and Sustainability use.

8) Additional Considerations - Examine relief of traffic at Spartan/McLean exit.

PROJECT BUDGET DEVELOPMENT

MASTER PLAN BUDGET ESTIMATES

Budget estimates for Master Plan components provide a conceptual guideline for order of magnitude budget development based on current day (2019-2020) estimates. Project escalation or other market factors have not been included in these conceptual budget estimates and should be considered at the time of project planning.

These conceptual budget estimates are given as 'total project budgets' and include subtrade costs (bid costs) as well as project contingencies and professional fees.

See Appendices for Additional Information

Guide to cost estimate terminology

Component **-** Estimates are completed on a component by component basis. Each discrete element included in the budget is considered a component. Each component is comprised of a multitude of trades and elements which are not specifically addressed at this level of development.

Cost/sf **-** At the Master Plan level, most budgets are developed using industry typical costs based on a unit of measure and developed from similar past projects. Cost per square foot is considered a base budget term for a this level of development

Construction Contingency **-** Project budgets are built with a contingency for construction activities that varies based on the complexity of the project. Renovation projects or projects on unsuitable soils provide a higher percentage of contingency to address potential unknowns that may be uncovered during construction. These are budgeted ahead of time to avoid any significant budget issues during construction.

Design Contingency **-** Similar to Construction Contingency, the Design Contingency is established early in the design process to address the unknowns that will be further developed as the design becomes progressively more detailed. The Design Contingency starts at a higher percentage and gradually decreases to zero as the design becomes more detailed and more questions are answered.

Soft Costs - A percentage of the project budget is dedicated to covering Owner expenses for design services, testing services, furniture, fixtures and equipment (FFE).

Sub Trade Cost **-** Cost to Subcontractors, otherwise known as the 'Bid' Cost. At the Master Plan level, this is based on the unit costs (Cost/sf) as noted above.

Total Project Budget **-** This includes all of the components that comprise a project cost. Budget estimates are developed to assure that there are no surprise expenses that may arise after the project is bid.


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Parking
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E
Recreational &
Athletic Fields

PRIORITY 1 RTC PROJECTS

RTC $53.3 - $74.7MM
New Construction Regional Training Center
Preferred Site

O $10.9 - $12.3MM
Form STEM Alley
Backfill O Building
Move Math & Expand Engineering

D
Backfill Former Math Facilities;
Right-size Classrooms & Academic Offices

SITE $3.6 - $4.4MM
Parking Lot A
Pedestrian & Vehicular Traffic Improvements

PRIORITY 2 NEAR TERM

F $12.7 - $14.8MM
Classroom Renovations
Right-Size Learning Environments;
MEP Systems Replacement

H $16.5 - 19.9MM
Classroom Renovations
Right-Size Learning Environments;
Scene Shop Expansion
MEP Systems Replacement & Upgrades

I $9.6 - $13.5MM
Culinary Lab Renovation & Expansion
MEP Systems Replacement

J $4.6 - $6.0MM
Fitness Center Renovation & Expansion

A $3.2 - $3.8MM
3rd Floor Fitout

SITE $1.8 - $2.8MM
Campus Green

O & L $810 - $874K
MEP Systems Recommended Improvements

PRIORITY 3 INTERMEDIATE TERM

B $32.1 - 38.7MM
Student Services Co-Location & Expansion
MEP Systems Replacement
Stormwater Management

M $2.0 - $2.5MM
Childcare Relocation & STEM Lab Classroom Backfill

C $500K - $563K
Tutoring Relocation & Collaboration Space Backfill

L $24K - $36K
MEP Systems Replacement

SITE $4.1 - $5.4MM
Athletic Field Improvements
Parking Lot D,E,F Reconfiguration

PRIORITY 4 LONG TERM

D $392K - 425K
Building Entry Reconfiguration
Building E Internal Connection Improvement

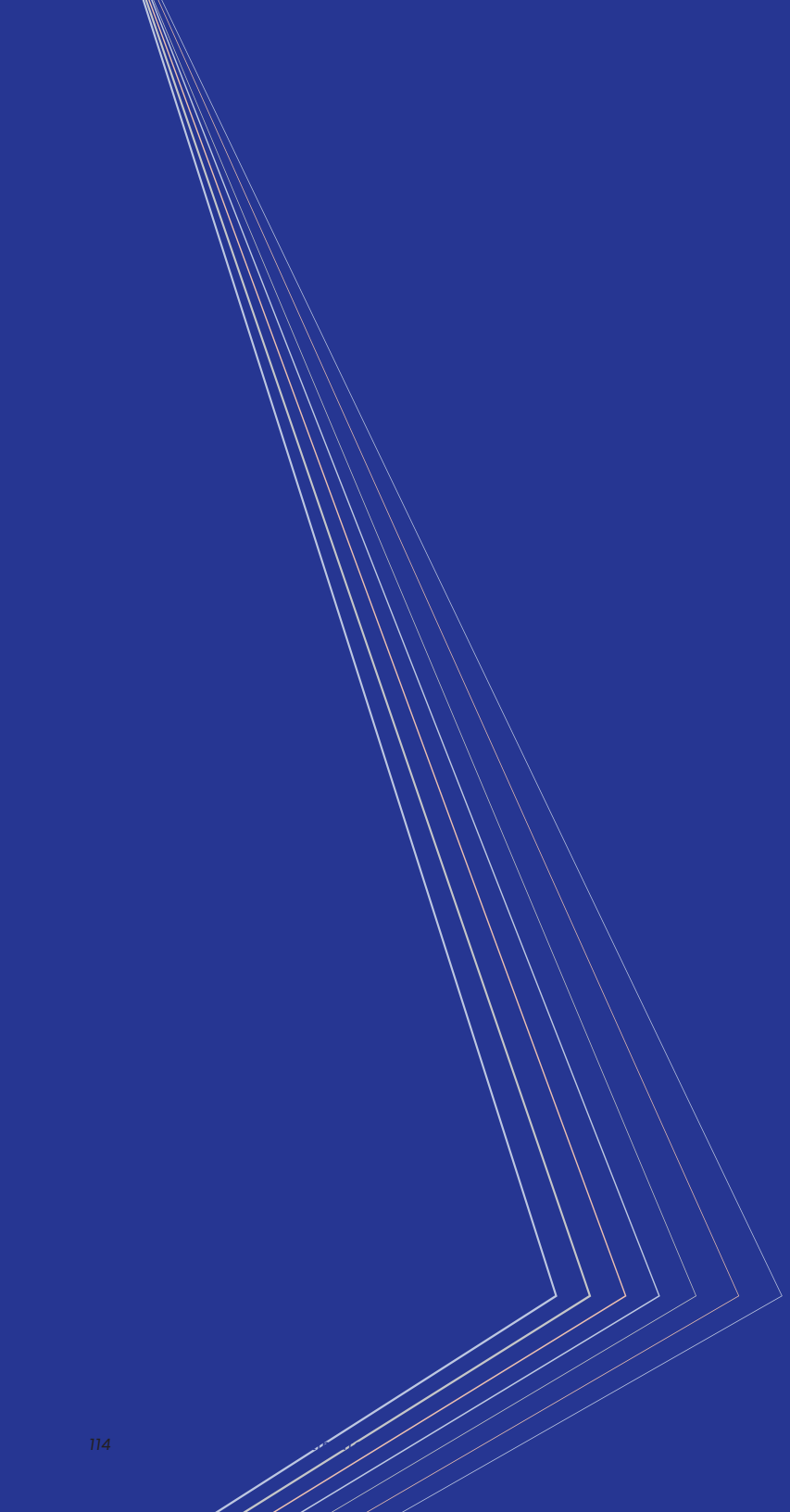
E $1.5 - $1.7MM
Building D Internal Connection Improvement
MEP Systems Improvement

G $731K - 795K
Second Floor Classroom Renovation
Right-Size Learning Environments

K $1.4 - $1.8MM
Improve Campus Connections
New Food Service Options
MEP Systems Improvements

P $117K - $165K
MEP Systems Replacement

BUR $3.8 - $6.4MM
Rifle Range



Perkins&Will

Perkins&Will