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EXECUTIVE SUMMARY

In 2004, MBAJ Architecture completed a facilities utilization study/campus master plan for Pitt Community College (PCC). Guided by that plan, the College has made numerous improvements to its facilities, while experiencing significant growth in enrollment. In light of these changes and in anticipation of further growth, the College contracted with MBAJ earlier this year to update its Facility Study and Campus Master Plan. As requested, MBAJ has developed an updated document that will serve as a guide for college facilities for as much as the next ten years. As in the previous study, MBAJ was assisted by Barnhardt & Associates, Inc., in this work.

Like the 2004 study, the 2009 update sought to verify use of current campus facilities, determine and quantify needs for additional space, determine a plan for best use of current facilities, determine needs for future space, and create a campus master plan for facilities development. All of these goals have been accomplished and are addressed in this report.

Process

On March 25, 2009, PCC President, Dennis Massey, and his administrative team were oriented to the study on the PCC campus by Angela Crawford of MBAJ Architecture and Pam Barnhardt of Barnhardt and Associates, Inc. Following this orientation, full-time faculty and staff at the College were asked to complete questionnaires designed to gather information for the study. Two questionnaires were distributed, one to the academic personnel and another survey to all other employees. Various divisions and departments at the College combined their survey results as shown by the various study groups in the section of this report titled Program of Current Space Needs.

Following submittal of the completed questionnaires by college employees, Ms. Crawford and Ms. Barnhardt interviewed faculty on April 16 and 17, as well as staff on May 19 and 20, on the PCC campus. The purpose of these interviews was to clarify the data from the questionnaires and to assure that the drawings of campus facilities reflected actual use. In addition, the two conducted focus groups with students, employees and members of the community. Following the interviews and focus groups, the existing space usage drawings were finalized, and report summaries were developed for each department/division reflecting the current needs for space.

Concurrently, staff at the College prepared enrollment and population projections for the College, as well as population projections by age group for Pitt County. Using population projections from the Office of State Budget and Management, PCC staff prepared enrollment projections by
academic department over the next ten years. These data were used to create a ratio that links enrollment growth to facilities, including support space, in projecting future space needs for PCC. Thus, all findings and observations in this report are driven by anticipated student demand.

MBAJ Architecture updated drawings of campus facilities and prepared worksheets that show current square footage, as well as deficiencies in square footage, for each area of the College. With all questionnaire, interview and facility data in hand, the consultants began the task of developing possible scenarios for meeting current space needs.
METHODOLOGY OF THE STUDY

This report includes the basic elements of an architectural master plan for facilities development; a plan for best use of current facilities; and a determination of needs for future space. In addition, a thorough program assessment, which projects future space needs based on data gathered from the entire college community, is included.

Limited funds for new construction, along with growing demands for accountability, heighten the need for campus master planning. New modes of learning are evolving constantly, this constant evolution impacts facilities space. Programs are added to and removed from the mix of college offerings. Cooperation with other colleges and universities is demanded by students, as well as by funding bodies. All of these factors affect facilities usage and growth.

An MBAJ facilities study/campus master plan involves an interactive process that provides input from faculty, staff and students, as well as the community. Components of the document include an assessment of programs and services that takes into account current and anticipated needs of every offering at the College; identification and assessment of the current use of facilities; and demographic projections, which link growth in population to growth in enrollment.

MBAJ Architecture used several approaches to data gathering for the PCC study. Questionnaires, one for instructional areas and one for service areas, were distributed throughout the College. The consultants reviewed the data from these questionnaires individually with each division/department to assure clarity and understanding of content. During that same discussion, the consultants clarified the use by each department/division of current space. Use of a space 75 percent of the time or more “assigns ownership” to a particular purpose or group. Ideally, there is far more shared space than “owned” space.

In addition, MBAJ conducted focus groups with students, college employees and members of the community. These focus group sessions assured input from a cross-section of the population of the college service area.

The consultants acquired enrollment data from the College and population data from the Office of State Budget and Management. This data was used to project program growth or decline over a ten-year period and was linked to the assignment of needed additional space over that time.
SURVEY QUESTIONNAIRES

A copy of the Questionnaire is found in Appendix D of this report. With several days to discuss the questionnaires and complete them, faculty and staff submitted 13 completed questionnaires to the architect and consultant. Most questionnaires were completed in summary form by department and division. This indicates involvement by a total number of individual college employees that well exceeds the total number of questionnaires returned.

The architect and consultant developed summaries for each department/division based on completed questionnaires and subsequent interviews. Components of the summaries included:

**Proximity needs**—Did the department/division need to be located adjacent to or near other departments/divisions?

**Space needs**—What types and amounts of space does the department/division need that it does not currently have?

**Service/Program needs**—What services or programs does the department/division wish to offer that it currently does not provide?

**Equipment needs**—What types and sizes of equipment does the department/division need in order to operate differently from current operations?

**Additional needs campus-wide**—What do members of the department/division feel are needs across the campus, particularly those in areas or activities that might impact space?

**General observations**—What do members of the department/division feel needs to be done differently on the campus? What do they think is being done well or poorly?

**Program observations**—What do members of the department/division think should be done differently in the area of academic programs?

The architect and consultant returned to the PCC Campus on April 16 & 17, and again on May 19 & 20, 2009, to interview a total of more than 227 individuals, including faculty, staff, students, and representatives of the community in 18 sessions that lasted from one to one-and-one-half hours each. During these sessions, the architect and consultant clarified and confirmed the information in the questionnaires completed by each department/division and made adjustments according to faculty and staff input. To help clarify current use of existing space on the campus, participants in each interview reviewed drawings of the buildings to identify which areas are used by each department/division. The
outcome of these sessions was the determination of program needs and current space usage, based on faculty and staff input, as well as how those needs would impact future space usage.
# PROGRAM OF CURRENT SPACE NEEDS

## ACADEMIC PROGRAMS

### Academic Affairs

<table>
<thead>
<tr>
<th>Lab</th>
<th>1</th>
<th>Distance Learning; 10 stations for faculty training</th>
<th>400 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>1</td>
<td>Larger space for Administrative Assistant</td>
<td>50 s.f. additional</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>Director of Grants</td>
<td>120 s.f.</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>Director of Weekend College/Evening Program; locate in Goess Building</td>
<td>120 s.f.</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>Additional staff person in Weekend College/Evening Programs; locate in Goess Building</td>
<td>120 s.f.</td>
</tr>
<tr>
<td>Workroom</td>
<td>1</td>
<td>Weekend College/Evening Programs; house computer, graphics printer, meetings around large table, project lay-out</td>
<td>150 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>High School Liaison/Concurrent Enrollment/Tech Prep</td>
<td>100 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>Distance Learning; secured; for cameras and other equipment</td>
<td>20 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 1,080 s.f.*
### Library

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Quantity</th>
<th>Description</th>
<th>Additional Space Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanded general collection area</td>
<td>1</td>
<td>20% more than current space</td>
<td>1,500 s.f. additional</td>
</tr>
<tr>
<td>Academic Support Lab</td>
<td>1</td>
<td>Double from 20 stations to 40 with two small group rooms to seat 10 each, one office and area for storage</td>
<td>1,200 s.f. additional</td>
</tr>
<tr>
<td>Instructional lab space</td>
<td>1</td>
<td>Seat 30</td>
<td>750 s.f.</td>
</tr>
<tr>
<td>Private study rooms</td>
<td>9</td>
<td>Three to hold 6-10 students; six to hold 4-6 students</td>
<td>3 @ 200 s.f.; 6 @ 150 s.f. = 1,500 s.f. additional</td>
</tr>
<tr>
<td>Individual carrel study area</td>
<td>1</td>
<td>Dedicated space with 15 additional carrels</td>
<td>175 s.f.</td>
</tr>
<tr>
<td>Circulation desk area</td>
<td>1</td>
<td>Larger space behind desk</td>
<td>200 s.f. additional</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For audio-visual equipment</td>
<td>400 s.f.</td>
</tr>
<tr>
<td>Archival space</td>
<td>1</td>
<td>Climate-controlled</td>
<td>125 s.f. additional</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For notebooks, furniture</td>
<td>600 s.f.</td>
</tr>
<tr>
<td>Internet café</td>
<td>1</td>
<td>Near library entrance; for leisure computing</td>
<td>750 s.f.</td>
</tr>
</tbody>
</table>

**Total Additional Current Space Needs:** 7,200 s.f.
ARTS & SCIENCES DIVISION

Associate in General Education (AGE)

<table>
<thead>
<tr>
<th>Resource room</th>
<th>1</th>
<th>Orientation to Health Careers; two computer stations</th>
<th>400 s.f.</th>
</tr>
</thead>
</table>

Total Additional Current Space Needs: 400 s.f.

Athletics

The Athletic Program’s current needs could be met with an addition to the existing Warren Building.

| Exercise room | 1 | Multipurpose space with storage | Multipurpose = 1,500 s.f.  
Storage = 200 s.f. |
|----------------|---|---------------------------------|---------------------------|
| Weight/fitness room | 1 | With storage | Weight/fitness = 1,500 s.f.  
Storage = 200 s.f. |
| Locker area | 2 | Men and Women’s | 2 @ 300 s.f. each = 600 s.f. |

Total Additional Current Space Needs: 4,000 s.f.

Biotechnology

Although the current off campus space is adequate, this program would like to move onto the main campus. The space needs are to relocate the program onto the main campus.

<table>
<thead>
<tr>
<th>Lab/classroom</th>
<th>2</th>
<th>20 students per lab; 4 tables with 4-5 students each; room for large equipment storage</th>
<th>2 @ 1,600 s.f. each = 3,200 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep room</td>
<td>1</td>
<td>With storage</td>
<td>300 s.f.</td>
</tr>
<tr>
<td>Clean room</td>
<td>1</td>
<td>Share with Industrial</td>
<td>500 s.f.</td>
</tr>
<tr>
<td></td>
<td>Technology programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Specialty cell culture</td>
<td>1</td>
<td>300 s.f.</td>
<td></td>
</tr>
<tr>
<td>lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>120 s.f.</td>
<td></td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 4,420 s.f.

**Developmental Studies**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing lab</td>
<td>1</td>
<td>Seat 30 with computers at tabletop desks</td>
</tr>
<tr>
<td>Math labs</td>
<td>2</td>
<td>Seat 30 in classroom setting</td>
</tr>
<tr>
<td>English labs</td>
<td>2</td>
<td>Seat 30 in classroom setting</td>
</tr>
<tr>
<td>Testing center</td>
<td>1</td>
<td>Share with Math and Physics; for hybrid courses; 25 carrels with monitoring system and 10 computers; proctor area</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For portable lab; size of large closet; laptop cart</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 5,300 s.f.

**English and Humanities**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing lab</td>
<td>3</td>
<td>30 computer stations in each</td>
</tr>
<tr>
<td>Writing center</td>
<td>1</td>
<td>15 computer individual stations</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 3,750 s.f.
### Math and Physics

<table>
<thead>
<tr>
<th>Labs</th>
<th>2</th>
<th>For physics; seat 20 at 10 lab stations; locate on the ground floor</th>
<th>2 @ 1,200 s.f. each = 2,400 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep rooms</td>
<td>2</td>
<td>For physics; located between labs</td>
<td>2 @ 150 s.f. each = 300 s.f.</td>
</tr>
<tr>
<td>Classrooms</td>
<td>2</td>
<td>For physics; 75 seat graduated seating; one with moveable seating for 40</td>
<td>75 seat = 2,500 s.f. 40 seat = 1,000 s.f.</td>
</tr>
<tr>
<td>Testing lab</td>
<td>1</td>
<td>For math; seat 30 with space for testing and group work</td>
<td>See Developmental</td>
</tr>
</tbody>
</table>

**Total Additional Current Space Needs:** 6,200 s.f.

### Sciences

The Simon Building will meet the current needs of the Science Department if F123 is available.

### Social Sciences

| Lab           | 1 | For health and wellness assessment and GEO and ANT simulations; 35 computer stations; could be shared with other programs | 1,050 s.f. |

**Total Additional Current Space Needs:** 1,050 s.f.
### University Transfer and Foreign Language

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising center</td>
<td>1</td>
<td>Share with AGE and University Transfer; space for 10 computers and 5 desks for advisors</td>
<td>1,350 s.f.</td>
</tr>
<tr>
<td>Lab</td>
<td>1</td>
<td>For foreign languages; seat 35 @ carrels; space for audio/visual lab</td>
<td>1,200 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 2,550 s.f.
**BUSINESS DIVISION**

Although the Humber renovation upgraded the building, the renovation reduced the sizes of the classrooms within the building. There are currently 4-5 classrooms that seat 30 students maximum and the Business Division class capacities are at 40 students. In addition, the current computer labs seat 22 maximum, and therefore an entire class cannot utilize the lab at once.

The Business Division desires wireless and video capabilities in all classrooms; capacity in all classrooms for instructors to record lectures for downloading by students; improved wiring configuration for labs; improved electrical capacity for IT courses; 3-D capabilities—studio production environment; virtual world—second life capabilities; more interactive education capabilities—giant screens, video-conferencing. The upgrades in technology will require additional HVAC upgrades to accommodate the additional heat load on the building. In addition, the Business Division prefers to locate all classrooms in one building and add on to Humber for future growth.

**AMOT—Administrative and Medical Office Technology**

<table>
<thead>
<tr>
<th>Storage space</th>
<th>1</th>
<th>Size of large closet</th>
<th>50 s.f.</th>
</tr>
</thead>
</table>

*Total Additional Current Space Needs:* 50 s.f.

**Business Administration**

<table>
<thead>
<tr>
<th>Storage spaces</th>
<th>5</th>
<th>Large closets for laptop carts</th>
<th>5 @ 40 s.f. each = 200 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Classroom</td>
<td>1</td>
<td>Seat 45 in classroom setup</td>
<td>Classroom = 1,100 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 1,300 s.f.
**Information Systems Technology**

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Count</th>
<th>Description</th>
<th>Area (s.f.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test center</td>
<td>1</td>
<td>For IT certifications; 10 work stations</td>
<td>400</td>
</tr>
<tr>
<td>Computer lab</td>
<td>1</td>
<td>With in-room storage and IT hardware repair</td>
<td>175</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 575 s.f.

**CONSTRUCTION AND INDUSTRIAL TECHNOLOGY DIVISION**

**General**

Most of the current space needs will be accommodated in the new Construction Technology building currently in design. However, the Dean’s and Administrative Assistant’s office are in need of sound isolation and larger space. These offices may be programmed into the new facility design.

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Count</th>
<th>Description</th>
<th>Area (s.f.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workroom/lounge</td>
<td>1</td>
<td>For faculty</td>
<td>350</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Dean office</td>
<td>1</td>
<td>Sound isolation; additional space</td>
<td>50</td>
</tr>
<tr>
<td>Assistant office</td>
<td>1</td>
<td>Sound isolation; additional space</td>
<td>50</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 550 s.f.
### Advertising/Graphic Design

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Space (sq ft)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>1</td>
<td>Figure drawing, etc.</td>
<td>1,200 s.f.</td>
</tr>
<tr>
<td>Computer lab</td>
<td>1</td>
<td>MAC lab</td>
<td>900 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 2,100 s.f.*

### Architectural Technology

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Space (sq ft)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting/Sketching lab</td>
<td>1</td>
<td>Remove CAD stations from lab; 24 stations</td>
<td>2,000 s.f. additional</td>
</tr>
<tr>
<td>CAD lab</td>
<td>1</td>
<td>16 stations; L-shaped</td>
<td>650 s.f.</td>
</tr>
<tr>
<td>Reprographic space</td>
<td>1</td>
<td>For plotters and color printers</td>
<td>300 s.f.</td>
</tr>
<tr>
<td>Drawing storage</td>
<td>1</td>
<td>For 70 students</td>
<td>400 s.f.</td>
</tr>
<tr>
<td>Reference set storage</td>
<td>1</td>
<td></td>
<td>400 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 3,750 s.f.*

### Electrical/Electronics Technology

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Space (sq ft)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/lab</td>
<td>1</td>
<td></td>
<td>2,000 s.f. additional</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td></td>
<td>500 s.f. additional</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 2,500 s.f.*
Electronics Engineering Technology

Current space is adequate.

Heating/Air Conditioning

<table>
<thead>
<tr>
<th>Lab/offices within</th>
<th>2</th>
<th>Double the current amount of space; separate classroom out of lab</th>
<th>2 @ 2,000 s.f. additional = 4,000 s.f. additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td></td>
<td>Outdoor storage; covered</td>
<td>2,500 s.f. additional outdoor storage</td>
</tr>
</tbody>
</table>

**Total Additional Current Space Needs:** 4,000 s.f. + outside storage

Industrial Systems Technology

<table>
<thead>
<tr>
<th>Computer lab</th>
<th>1</th>
<th>20 stations</th>
<th>700 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean room</td>
<td>1</td>
<td>Share with Biotech</td>
<td>Refer to Biotechnology</td>
</tr>
</tbody>
</table>

**Total Additional Current Space Needs:** 700 s.f.

Machining Technology

Machining Technology needs twice the amount of current outside storage space.

Mechanical Engineering

<table>
<thead>
<tr>
<th>Lab</th>
<th>1</th>
<th>5,000 s.f.</th>
</tr>
</thead>
</table>

**Total Additional Current Space Needs:** 5,000 s.f.
Welding

Welding is slated to take over the fabrication space in Lab 107 in the Welding & Masonry Building when the Masonry program vacates the space. In addition, Welding needs twice the current amount of outside storage space.

<table>
<thead>
<tr>
<th>Lab</th>
<th>Storage</th>
<th>---</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8 high tech welding booths</td>
<td>2,500 s.f. additional</td>
</tr>
<tr>
<td></td>
<td>Outdoor storage; covered</td>
<td>1,500 s.f. additional outdoor storage</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 2,500 s.f. + outdoor storage*
# HEALTH SCIENCES DIVISION

## General

<table>
<thead>
<tr>
<th>Student space</th>
<th>1</th>
<th>Workroom/break room/study space for 20 students with tables, chairs and copier</th>
<th>500 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage space</td>
<td></td>
<td>For records, supplies and equipment for all programs</td>
<td>600 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 1,100 s.f.*

## Dental Hygiene

<table>
<thead>
<tr>
<th>Dental lab</th>
<th>1</th>
<th>With 10+ work stations</th>
<th>400 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X-ray rooms</td>
<td>2</td>
<td>Located within Dental lab</td>
<td>2 @ 65 s.f. each = 130 s.f.</td>
</tr>
<tr>
<td>Cleaning/processing</td>
<td>1</td>
<td>Cleaning/processing of equipment and instruments</td>
<td>200 s.f.</td>
</tr>
<tr>
<td>Classroom</td>
<td>1</td>
<td>With desks and chairs; seat 10</td>
<td>300 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 1,030 s.f.*

## Health Information Technology

<table>
<thead>
<tr>
<th>Audio-visual room</th>
<th>1</th>
<th>For A/V work and presentations</th>
<th>100 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>1</td>
<td>For records and supplies</td>
<td>100 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 200 s.f.*
Medical Assisting

The Medical Assisting Program’s current needs will be met by the Simon Building and items listed under general space needs for the division.

Medical Sonography and Echocardiography

The Medical Sonography and Echocardiography Programs’ current needs will be met by the Simon Building and items listed under general space needs for the division.

Nuclear Medicine/Positron Emission Tomography

The Nuclear Medicine/Positron Emission Tomography Programs’ current needs will be met by the Simon Building and items listed under general space needs for the division.

Nursing

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>20 students</th>
<th>1,200 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td></td>
<td>200 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 1,400 s.f.

Occupational Therapy Assistant and Therapeutic Massage

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>For competency testing; seat 2 students with instructor</th>
<th>200 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing space</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 200 s.f.
## Radiologic Sciences

<table>
<thead>
<tr>
<th>Lab</th>
<th>1</th>
<th>For Mammography and Bone Densitometry programs; lead lined space</th>
<th>400 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>1</td>
<td>For equipment</td>
<td>200 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For files</td>
<td>100 s.f.</td>
</tr>
</tbody>
</table>

**Total Additional Current Space Needs:** 700 s.f.

## Respiratory Therapy and Polysomnography

The Respiratory Therapy and Polysomnography Programs' current needs will be met by the Simon Building and items listed under general space needs for the division.
LEGAL SCIENCE AND PUBLIC SERVICE DIVISION

Basic Law Enforcement Training

The Basic Law Enforcement Training Program’s current space is adequate.

Criminal Justice

<table>
<thead>
<tr>
<th>Storage</th>
<th>For equipment/laptop cart</th>
<th>120 s.f.</th>
</tr>
</thead>
</table>

Total Additional Current Space Needs: 120 s.f.

Early Childhood

The Early Childhood current space is in need of upgrade. The kitchen area in Whichard 202 is adequate in size; however, the equipment is not in working order. In addition, the preschool needs to move out of the trailers into a permanent building. The preschool also needs an adjacent playground.

<table>
<thead>
<tr>
<th>Storage</th>
<th>1</th>
<th>For art supplies and audio-visual cart</th>
<th>120 s.f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>6</td>
<td>For preschool</td>
<td>6 @ 600 s.f. each = 3,600 s.f.</td>
</tr>
<tr>
<td>Office</td>
<td>3</td>
<td>For preschool</td>
<td>3 @ 100 s.f. each = 300 s.f.</td>
</tr>
<tr>
<td>Kitchen w/storage</td>
<td>1</td>
<td>For preschool</td>
<td>Kitchen = 350 s.f. Dry storage = 100 s.f.</td>
</tr>
<tr>
<td>Workroom</td>
<td>1</td>
<td>For preschool</td>
<td>100 s.f.</td>
</tr>
<tr>
<td>Laundry room</td>
<td>1</td>
<td>For preschool</td>
<td>100 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For preschool</td>
<td>300 s.f.</td>
</tr>
</tbody>
</table>

Total Additional Current Space Needs: 4,970 s.f.
Greenhouse and Grounds Maintenance

The Greenhouse and Grounds Maintenance program is currently located off-campus and needs to remain at its current location, a shared site with the County.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/demo space</td>
<td>1</td>
<td>Seat 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>600 s.f.</td>
</tr>
<tr>
<td>Greenhouse</td>
<td>2</td>
<td>24’ x 48’ each</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 @ 1,150 s.f. each = 2,300 s.f.</td>
</tr>
<tr>
<td>Offices</td>
<td>2</td>
<td>For faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 @ 120 s.f. each = 240 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td></td>
<td>For tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 3,240 s.f.*

Human Services Technology

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/lab</td>
<td>1</td>
<td>For NA1; 20 students with 3 beds; includes locking storage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Located in the new Academic Classroom Building</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For linens, AV equipment, student files</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120 s.f.</td>
</tr>
<tr>
<td>Simulation room</td>
<td>1</td>
<td>6’ x 8’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share with Fulford</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 120 s.f.*

Paralegal Technology

The Paralegal Program’s current space is adequate.
CONTINUING EDUCATION

General

Most of the Continuing Education spaces are located at the Greenville Center, which has been a wonderful addition of space. The Continuing Education Department would prefer ESL to be relocated back to the main campus with Basic Skills, as it would free up five classrooms during the day and three classrooms at night.

The Greenville Center needs appropriate panic hardware to meet the Accessibility Code, as well as allow the front door to be secured after hours. Upgrades to the exterior door hardware would improve the security significantly.

<table>
<thead>
<tr>
<th>Offices</th>
<th>9</th>
<th>For Law Enforcement program and administrative staff; eliminate shared offices and office closets at the Greenville Center</th>
<th>9 @ 120 s.f. each = 1,080 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>4</td>
<td>For training materials and multi-media equipment; Healthcare, Small Business Center, Business &amp; Industry, Fire/EMS/Law Enforcement</td>
<td>4 @ 120 s.f. each = 480 s.f.</td>
</tr>
<tr>
<td>Armory gun safe room</td>
<td>1</td>
<td>Alarmed</td>
<td>100 s.f.</td>
</tr>
<tr>
<td>Employability Lab</td>
<td>1</td>
<td>For HRD and CRC; seat 30 @ computers</td>
<td>1,100 s.f.</td>
</tr>
<tr>
<td>Industrial training site</td>
<td>1</td>
<td>For Business &amp; Industry; Customized training lab; also utilize for Auctioneering and Mortgage Broker</td>
<td>2,500 s.f.</td>
</tr>
<tr>
<td>Training</td>
<td>Nursing assistant lab</td>
<td>Set up like hospital room with 3 beds</td>
<td>600 s.f.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Lab</td>
<td>1</td>
<td>For Maintenance program; relocate from current temporary location</td>
<td>2,500 s.f.</td>
</tr>
<tr>
<td>Teaching kitchen</td>
<td>1</td>
<td>For 20 students with baking area, food prep area</td>
<td>1,500 s.f.</td>
</tr>
<tr>
<td>Dining room</td>
<td>1</td>
<td>For Culinary; to seat 50</td>
<td>1,000 s.f.</td>
</tr>
<tr>
<td>Storage space</td>
<td>1</td>
<td>For Culinary supplies</td>
<td>300 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 11,160 s.f.
**Basic Skills**

Basic Skills would like to consolidate all offerings on the main campus in one building, which would entail moving ESL to the main campus from the Greenville Center. In addition, Compensatory Education needs to be relocated out of the trailers on the main campus into a dedicated space within a building.

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer lab/class</td>
<td>1</td>
<td>For ESL; 20 stations with space for 15 students in the middle</td>
<td>1,000 s.f.</td>
</tr>
<tr>
<td>Life skills lab</td>
<td>1</td>
<td>For Compensatory Education; with kitchen, bathrooms, washer/dryer, bedroom</td>
<td>1,500 s.f.</td>
</tr>
<tr>
<td>Offices</td>
<td>3</td>
<td>For Compensatory Education</td>
<td>3 @ 120 s.f. each = 360 s.f.</td>
</tr>
<tr>
<td>Classrooms</td>
<td>3</td>
<td>For Compensatory Education; accommodate 20 students in each</td>
<td>3 @ 800 s.f. each = 2,400 s.f.</td>
</tr>
<tr>
<td>Testing room</td>
<td>1</td>
<td>For GED &amp; AHS; private; seat 18 plus storage</td>
<td>650 s.f.</td>
</tr>
<tr>
<td>Testing room</td>
<td>4</td>
<td>Private space for 2-3 students</td>
<td>4 @ 150 s.f. each = 600 s.f.</td>
</tr>
<tr>
<td>Learning center</td>
<td>1</td>
<td>Accommodate 50 students</td>
<td>1,500 s.f.</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 8,010 s.f.
**Public Safety Training**

<table>
<thead>
<tr>
<th></th>
<th>For BLET; locate near the BLET classroom</th>
<th>1,700 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight room</td>
<td>Material: Steel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weight: 200 lbs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simulation class/lab</th>
<th>For EMT/EMT simulation/training; cubicle training with separate simulation areas</th>
<th>1,400 s.f.</th>
</tr>
</thead>
</table>

*Total Additional Current Space Needs:* 3,100 s.f.
# CAMPUS-WIDE SHARED SPACES

## Classrooms

<table>
<thead>
<tr>
<th>#</th>
<th>Seats</th>
<th>Description</th>
<th>Total Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>60</td>
<td>Criminal Justice, Physics, EMS/Fire, Pharmacy Tech/Nurse Tech/Lab Tech, others as needed</td>
<td>2 @ 1,350 s.f. each = 2,700 s.f.</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>Business, Economics, Marketing</td>
<td>5 @ 950 s.f. each = 4,750 s.f.</td>
</tr>
<tr>
<td>42</td>
<td>35</td>
<td>(22) English, Humanities, Social Sciences, Math, Physical/Health Education, Occupational Extension; (10) Developmental; (1) Athletics; (1) Advertising/Graphic Design; (1) CE HRD/CRC (2) CE Phlebotomy; (1) CE Maintenance; (2) CE BLET; (2) CE EMT, others as needed</td>
<td>27 @ 875 s.f. each = 23,625 s.f.</td>
</tr>
<tr>
<td>9</td>
<td>25</td>
<td>(5) ESL; (1) Adult High School; (1) Occupational Therapy Asst/Therapeutic Massage; (1) GED; (1) Culinary</td>
<td>9 @ 600 s.f. each = 5,400 s.f.</td>
</tr>
<tr>
<td>3</td>
<td>For small groups; seat 15 each</td>
<td>(2) ESL; (1) GED</td>
<td>3 @ 250 s.f. each = 750 s.f.</td>
</tr>
</tbody>
</table>

*note 15 classrooms to seat 35 will be provided in the new Academic Building currently in design

Total Additional Current Space Needs: 37,225 s.f.
**Computer Rooms**

The Computer Rooms/Labs can be traditionally arranged or classrooms with storage and wiring for portable laptops depending upon the Program use.

<table>
<thead>
<tr>
<th></th>
<th>Seat 40 each</th>
<th>Primarily for Health; Geology, Anthropology, AGE and others as needed</th>
<th>6 @ 1,400 s.f. each = 8,400 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Seat 26 each</td>
<td>(2) Administrative Office Technology; (1) Health Information Technology; (1) ACA/study skills;</td>
<td>4 @ 800 s.f. each = 3,200 s.f.</td>
</tr>
<tr>
<td>4</td>
<td>Seat 20 each</td>
<td>(1) MECA; (1) GED</td>
<td>2 @ 650 s.f. each = 1,300 s.f.</td>
</tr>
</tbody>
</table>
| 2 | Seat 40 each | Open Computer labs                                                | 2 @ 1,000 s.f. each = 2,000 s.f.

*Total Additional Current Space Needs: 14,900 s.f.*

**Specialty Spaces**

<table>
<thead>
<tr>
<th></th>
<th>Performance and conference center to seat 500 audience members</th>
<th>Music, Drama, Seminars for Small Business Center, Industrial and Occupational Training and Culinary, as well as community use</th>
<th>Performance area for 500 = 8,000 s.f. Conference area (dividable) for 300 = 6,000 s.f. Storage = 500 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Performance rehearsal room</td>
<td>For 40</td>
<td>1,000 s.f.</td>
</tr>
<tr>
<td>1</td>
<td>Exhibit area</td>
<td>Large, open multi-purpose area to seat 50 at tables; display area for rotating college program focus</td>
<td>1,000 s.f.</td>
</tr>
<tr>
<td></td>
<td>Facility</td>
<td>Description</td>
<td>Additional Space Needs</td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Testing Center</td>
<td>Seat 75 @ computers; some non-computer cubicles; proctor area, lockers, etc.</td>
<td>3,250 s.f.</td>
</tr>
<tr>
<td>20</td>
<td>Faculty offices</td>
<td>Eliminate shared offices; provide for new programs currently planned; for Academic and Continuing Education programs</td>
<td>20 @ 120 s.f. each = 2,400 s.f.</td>
</tr>
<tr>
<td>7</td>
<td>Adjunct office space</td>
<td>For all Curriculum Programs and for Continuing Education; 4 cubicles each; provide in all future buildings</td>
<td>7 @ 350 s.f. each = 2,450 s.f.</td>
</tr>
<tr>
<td></td>
<td>Vending areas</td>
<td>In selected classroom buildings across campus</td>
<td>Vending alcoves</td>
</tr>
<tr>
<td></td>
<td>Driving Range</td>
<td>For CE Public Safety courses; share with Curriculum</td>
<td>Outdoor space</td>
</tr>
<tr>
<td></td>
<td>Burn Building and Fire Tower</td>
<td>For CE Public Safety courses; share with Curriculum</td>
<td>Outdoor space and prefabricated/modular buildings</td>
</tr>
<tr>
<td></td>
<td>Dive/rescue area</td>
<td>For CE Public Safety courses; share with Curriculum</td>
<td>Outdoor space at the range</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs: 24,600 s.f.*
SERVICE AREAS

ADMINISTRATIVE SERVICES

Bookstore

The Bookstore is currently undergoing a renovation that will provide a total of 3,800 square feet of space. Despite the additional space added, it is not adequate to meet the current needs of the College. The Council of Education and Facility Planners International (CEFPI), Space Planning Guideline for Institutions of Higher Education recommends two assignable square feet of space per FTE plus an additional 2,000 square feet for total college mercantile (non-seating) areas on campus. The result is an estimated need of approximately 11,000 assignable square feet today to meet the current needs of the Bookstore, as well as other non-seating mercantile space on campus. This number is significantly larger than the renovated size of the Bookstore, and should be used as a guideline only. A Bookstore of this size is larger than the College can support at this time, and thus the master plan needs have recommended a total of 7,500 square feet for the Bookstore and support spaces.

| Bookstore | 1 | Includes offices, storage, sales floor, etc. | 7,500 s.f. additional |

*Total Additional Current Space Needs:* 7,500 s.f.

Campus Police

Campus Police needs to be relocated out of their current trailers on the main campus into a dedicated space within a building with easy access to the entire campus. In addition, the current amount of space is not adequate.

| Interview room | 1 | Private, secure; seat up to 15 | 125 s.f. additional |

| Secured storage | 1 | For weapons and ammunition | 100 s.f. |

| Lobby | 1 | Larger space for student | 400 s.f. additional |
### IDs and parking decals
- 20 people standing; counter with glass between lobby and offices

### Dispatch area
- 1
- Larger space to accommodate viewing screens behind counter
  - 150 s.f. additional

### Office areas
- 1
- Assigned cubicles for up to 12 officers
  - 700 s.f.

### Parking
- For up to 8 vehicles on concrete
  - Outside area

**Total Additional Current Space Needs:** 1,475 s.f.

### Construction Management
Current space is located in a trailer and needs to be relocated into a facility. The design of the new CIT Building is evaluating if space can be provided within the new facility.

### Copy Center

<table>
<thead>
<tr>
<th>Work area</th>
<th>1</th>
<th>For assembly and finishing; moveable tables</th>
<th>200 s.f. additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>1</td>
<td>For paper, binding materials, equipment; climate-controlled</td>
<td>200 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For shredding bins</td>
<td>100 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For golf cart and forklift with overhead door</td>
<td>200 s.f.</td>
</tr>
<tr>
<td>-----------</td>
<td>---</td>
<td>---------------------------------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>

*Total Additional Current Space Needs:* 700 s.f.
Equipment, Inventory Control and Courier Center

All current space needs will be met by the new Facility Services Complex.

FTE Internal Auditor

Current space is adequate.

Facilities Management/Maintenance, Grounds and Housekeeping

Current space needs will be met by the new Facility Services Complex. All future buildings or renovations need to provide larger/adequate janitorial and housekeeping closets.

Finance (Accounting, Purchasing, Payroll)

Although the Purchasing area is currently programmed for the new Facility Services Complex, the Finance Director would prefer the Purchasing Department to be located near Finance.

<table>
<thead>
<tr>
<th>Storage</th>
<th>1</th>
<th>For accounting, back records, payroll files; prefer space adjacent to office area; could be shared with human resources</th>
<th>150 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception area</td>
<td>1</td>
<td>Seat 3</td>
<td>100 s.f.</td>
</tr>
<tr>
<td>Scanner room</td>
<td>1</td>
<td>For document imaging scanners</td>
<td>120 s.f.</td>
</tr>
</tbody>
</table>

Total Additional Current Space Needs: 370 s.f.
Human Resources

Current space is adequate.

Information Technology Services

The area currently occupied by Information Technology Services in the Vernon White Building is inadequate in size and layout. ITS requires room to keep their gear off the floor due to the low lying flood prone areas, and also requires access for a forklift and truck deliveries. In addition, the current space in Everett would prefer to be located with the remainder of the ITS Department. Equipment needs include an emergency generator (for essentials), a Voice over IP telephone system. The new Academic Building will provide a secondary IT MDF room; however, the main room in Vernon White is still needed.

<table>
<thead>
<tr>
<th>Workspace</th>
<th>Long, narrow space</th>
<th>400 s.f. additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offices</td>
<td>2</td>
<td>For staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 @ 100 s.f. = 200 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>For new systems, repair work, computer support</td>
<td>120 s.f. additional</td>
</tr>
<tr>
<td>Data closets</td>
<td>In each building on campus</td>
<td>Provide in all future and renovation projects; main room should be min. 8' x 10'; secondary rooms should be min. 6' x 8'</td>
</tr>
</tbody>
</table>

Total Additional Current Space Needs: 720 s.f.

Planning and Research

Current space is adequate.
INSTITUTIONAL ADVANCEMENT

Institutional Advancement has recently moved to a new space within the Vernon White Building, which accommodates all office needs. Institutional Advancement would like to see PCC establish a Foundation/Alumni building that would provide large flexible spaces for conferences, lectures, banquets, etc. Refer to Campus-wide shared spaces for the space requirements regarding a conference center.

STUDENT SERVICES

<table>
<thead>
<tr>
<th>Reception/office space</th>
<th>1</th>
<th>For international programs and services</th>
<th>400 s.f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student lounge/recreation center</td>
<td>1</td>
<td>In Goess Building, Phase II</td>
<td>1,600 s.f.</td>
</tr>
<tr>
<td>Expanded fitness center</td>
<td>1</td>
<td>Warren Building; annex</td>
<td>See Athletics under Arts &amp; Sciences Division</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>Coordinate access for distance learning students to student services</td>
<td>200 s.f.</td>
</tr>
</tbody>
</table>

Total Additional Current Space Needs: 2,200 s.f.
Career Services

| Dedicated career center | 1 | Computer cubicles, resource area; online assessments | 400 s.f. |

*Total Additional Current Space Needs: 400 s.f.*

Counseling

| Workroom | 1 | For office machines | 275 s.f. |

*Total Additional Current Space Needs: 275 s.f.*

Disability Services

The area currently occupied by Disability Services in the Vernon White Building is inadequate in size and layout. Disability Services requires adequate space for students to maneuver in wheelchairs and other disability assistive equipment. In addition, access to Disability Services needs to be near an outside entrance with adjacent parking or drop-off area.

| Testing rooms | 3 | For special testing | 3 @ 80 s.f. each= 240 s.f. |
| Lab | 1 | For adaptive technology; cubicles around perimeter of room | 600 s.f. |
| Office | 1 | For Assistive Technology Director | 150 s.f. |
| Storage | 1 | For records | 100 s.f. |

*Total Additional Current Space Needs: 1,090 s.f.*
Enrollment Services

Current space is adequate.

Financial Aid

Although the current space is adequate in size, more privacy is needed for the Financial Aid Counselors than the current cubicles do not provide.

Minority Male Mentoring

<table>
<thead>
<tr>
<th>Meeting room</th>
<th>Office</th>
<th>Seat 30 at tables and chairs</th>
<th>750 s.f.</th>
<th>For office/storage/Assistant</th>
<th>120 s.f.</th>
</tr>
</thead>
</table>

Total Additional Current Space Needs: 870 s.f.

Placement Testing

See Campus Wide Specialty spaces for a shared Testing Center.

TRIO

<table>
<thead>
<tr>
<th>Tutoring center</th>
<th>Enlarge current space</th>
<th>175 s.f. additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>For client records</td>
<td>120 s.f.</td>
</tr>
<tr>
<td>Student lounge/meeting space</td>
<td>Seat 30 at tables and chairs</td>
<td>Share with Male Mentoring</td>
</tr>
</tbody>
</table>

Total Additional Current Space Needs: 295 s.f.
Tutoring

Tutoring needs to be relocated out of its current trailer on the main campus into a dedicated space within a building.

| Tutoring rooms | 6   | Separate rooms; group and individual | 400 s.f. additional |

*Total Additional Current Space Needs: 400 s.f.*
SUGGESTED NEW PROGRAMS & SERVICES

The surveys collected provided opportunities for faculty and staff, to assert their ideas about general space needs and issues for Pitt Community College. Below is the list of issues identified for consideration in the College planning process.

**Suggested New General Spaces**

Additional NCIH Room
Additional open computer labs
Additional parking
Additional smart classrooms
Adequate signage
Advising Center
Auditorium to seat 6,000 to 8,000 with graduated seating, large enough to accommodate commencement and community use
Community space with offices for special student services programs
Crosswalk for students and faculty across Reedy Branch Road
Display areas for rotating program information
Distance Learning support space
Early College
Employee break rooms in all buildings
Expanded Career Center
Expanded fitness center—Warren Building (annex)
Expanded tutoring program with more classroom space
General classroom building
Goess Building Phase 2
Gym with game room
Improved walkways between buildings and parking lots
Kitchen area in A. B. Whitley Building
Large open computer labs with wireless capability for students with laptops
Larger academic computing lab
Larger academic tutoring center
Larger and more convenient/accessible space for disabilities services
Larger bookstore
Natural Sciences Building
New building for Biotechnology and Biology with Industrial Clean Room lab
New library
Outdoor areas: play fields; plaza/courtyard/gathering space, exercise paths
Outdoor pavilion with water, electrical and kitchen facilities for PCC and community use
PCC Counseling Center
PCC Student Health Center
Restrooms for faculty
Student lockers
Study rooms for students spread throughout campus
Technology Building
Tennis courts
Use of outdoors as laboratory for academic programs
Writing Center
Year-round advising center

Suggested New Programs
AFA with specialization in music
Automotive Body and Paint Repair
Barber school
Boat mechanics
Brick Masonry
Cancer Tumor Registry and Regulatory Affairs (AMOT)
Certificate in Paralegal Studies
Chemical Laboratory Technology
Commercial Drivers’ License
Community Spanish Interpreter
Convergence Technology
Court Reporting
Crime Scene/Forensics
Culinary
Cultural immersion courses in foreign languages
Database Management
Dental Assisting
Dental Hygiene
Drivers’ Education
Emergency Management Paramedic
Emergency Medical Services
EMS Academy (move to curriculum)
Esthetics/Skin Care
Fire Academy (move to curriculum)
Fire Protection Technology
Fire Science
Funeral Services/Embalming
Gerontology/Long-term Care/Geriatrics
Green Technology-related courses
Homeopathic and Alternative Medicine
Horticulture
Hospitality/Tourism
“How-to” series on everyday topics
Landscaping—commercial and residential
Latent Evidence and Fire Protection Technology
Legal Science Academy
LPN
Mammography
Math Education
Medical Lab Technology
Nanotechnology Manufacturing for health science products
Optician Assistant
Pharmacy Tech
Photography certificate program
Physical Therapy, associate degree
Plumbing
Public Health Education
Simulation and Game Development
Surgical Technology
Surveying
Therapeutic Massage, diploma program
Turfgrass Management
Veterinarian Assistant
Woodworking
Suggested New Services
Additional parking
Advising Center
Campus bus/shuttle system
Crisis counseling
Emergency phones in/near classrooms
Enhanced campus appearance—landscaping, cleanliness, renovations
Enhanced security—lighting, increased access points from interior offices
Ergonomic furnishings
Exit counseling for non-completers
Extended hours in financial aid and cashier’s office for evening students
Financial literacy workshops
Full-time language interpreter
Full-time police officer assigned to Basic Skills
Honors program
Improved retention program
Improved service from the Help-desk
Laptops for students to check-out and use during class time
Lighted, flashing sign on front of campus to announce coming events
Mandatory supplemental instruction for some programs, group study and tutoring
More consistent approach to student disciplinary policy
More in-depth financial aid counseling
Networked open computer labs with access to needed tutorials
Overhead projectors in all classrooms
Pre-college summer transitional camp for students with disabilities
Shuttle service for students with physical disabilities
Summer bridge program for developmental students
Support services operating at non-traditional hours (cashier, bookstore, cafeteria, financial aid, registrar)
TV monitors in each building with information on current events and announcements
Two-day student orientation process
Walk and bike path around the perimeter of the campus
Web advising
Wireless and video capability in all classrooms
Wireless technology and connectivity campus-wide
ENVIRONMENTAL/SAFETY/APPARENCE CONCERNS

All those who complete the questionnaires are given the opportunity to express themselves regarding environmental, safety, and appearance on the campus and at the off-campus site locations. Such issues relate to the environment in which individuals work, as well as the campus-wide environment. Below is the list of issues identified for consideration in the College planning process.

Access to exterior entrance for Disability Services including automatic door opener and smooth transition into parking lot
Additional police officers/improved campus safety
Air quality in many buildings
Broken curbing in parking lots
Broken floor tiles
Cleanliness—facilities across entire campus and Greenville Center
Climate/temperature control in many buildings
Cracked/broken sidewalks
Drafty windows and doors
Emergency horn/loud speaker/alarm system for emergency situations
Energy-saving technology
Handicapped access campus-wide
Hard surface on parking lot in front of Fulford Building
Harsh lighting
Hot water and flushing toilets in restrooms
Keyless room entry
Landscaping
Leaky roofs and ceilings
Lighting campus-wide, especially exterior and parking lots
Lounging in hallways
Moldy wallpaper
Multilingual signage
Natural light with filters in library
New air system duct work and use of air filters
New HVAC technology
Noise from students gathering in front of entryways to buildings
Odors and “sewer flies” in Fulford Building
Old trailers
Old, outdated furniture
Parking
Pedestrian walkway with lighting across Reedy Creek Road
Pigeons
Recycling areas and receptacles that are accessible and easy to use
Restrooms—condition, cleanliness, odors, ventilation, locations
Restroom trash cans that don’t have to be touched
Safety and security for the Greenville Center
Safety phones on outside walls or in kiosks
Security when cleaning crews are at work
Sidewalk transitions between building and parking areas
Sidewalks that are not wheelchair accessible
Signage—interior and exterior
Smell of gas in Humber Building when heat comes on
Smoke-free campus
Sound buffers to reduce echo in hallway
Termite infestation in Courier Center
Traffic flow on campus and at exits/entryways
Water quality
Wiring and electrical service in older buildings
Worn, dirty carpet
FOCUS GROUP SUMMARIES

Faculty/Staff Focus Group

This cross-section of ten faculty and staff members from PCC talked at length about growth at the College and in Greenville. They cited factors such as:

- the College’s excellent and direct relationship with East Carolina University
- programs that PCC offers that are unique, found at few community colleges statewide, and/or have exceptional reputations for academic quality
- the influx of new Pitt County residents, who work with the ECU Medical School
- enrollees who draw military benefits and who served from nearby military bases
- retraining for persons who have lost their jobs in textiles and other local industries
- high school students who are concurrently enrolled in Weekend College
- the ever-increasing number of on-line students

Most feel that job growth in Pitt County will come through Pitt County Memorial Hospital where nearly all PCC Health Program graduates are hired. Employers who are spin-offs from the hospital will provide job growth, as well. Because PCC continues to offer student loans, the group felt this is another factor in upcoming enrollment growth, particularly in College Transfer.

Specific improvements suggested by this group include:

- parking decks or buses to transport students to and from campus
- a theater/auditorium for the college orchestra, drama, music and arts programs, as well as commencement
- an advising center
- expanded disabilities services
- an expanded counseling center
- more labs including a writing center, math lab and large open labs
- larger classrooms

Participants in this group felt that the image of PCC has improved in large part due to the current successful capital campaign and events associated with the campaign, which they believe add to the caliber of PCC’s community image. Some noted that the College has enhanced its marketing
efforts. Many suggested that the College is doing a better job with educating parents and high school counselors about PCC offerings. The new Goess Center was noted as an enhancement to image; because more groups are meeting there in customer-friendly surroundings.

Several mentioned that many employers hire only PCC graduates; because they have hands-on experience coming out of the classroom rather than primarily theory, which comes from the university experience. This practical application of current technology is a plus for employers and, ultimately, for PCC graduates.

Some noted the difficulty in keeping up with technology. Advisory boards for various programs and other linkages with area employers were noted as means to keep pace with technology and to produce graduates who are proficient in the processes being used by employers.

Other improvements suggested by the group include:

- better recycling efforts on campus
- cleaner facilities, particularly restrooms
- improved security including a campus-wide warning system
- increased enforcement of smoking spaces
- improved electrical service in older buildings

Participants would advise the President as follows:

- create administrative meeting areas
- be more responsive to employee complaints regarding facilities and the “health” of their workspaces
- expand offerings and programs in the arts
- improve parking by adding decks and by charging for parking
- provide more support for developmental students and those with special needs

Student Focus Group

Eleven students from various program areas at PCC met to talk about the College regarding its facilities. One, a veteran who served in Iraq, noted that PCC employees seemed more interested in his enrolling than did staff at another nearby college. Another student, from Canada, attends PCC because his wife is employed with Pitt County Memorial Hospital. All noted excellent relationships
between faculty and staff at PCC and with students. Some added that the College’s sports programs are a significant factor in making it feel like “a real community.”

A number of the students said they will leave Pitt County after graduation to pursue jobs in larger areas like Raleigh. They felt that, aside from health care, there will be little job growth in Pitt County for some time. Competition with ECU graduates was noted as another impediment to working locally.

The students said they feel they are better prepared for work than ECU graduates; because they have had more hands-on experience in their classrooms and labs. This approach of less theory and more hands-on experience makes PCC graduates more desirable by employers and more comfortable in their work settings, they believe.

Most said they like the appearance of PCC, calling it “impressive” and “aesthetically pleasing.” They felt that some continue to look down on PCC as a school of second choice; however, most noted that this is a judgment made without much knowledge about the College. Ease of transfer to universities was noted as a huge plus in considering PCC for an education.

Specific issues for campus improvement noted by the group included:

- an enlarged Fulford Building with an improved parking lot
- a separate building for GED and AHS students
- parking deck(s)
- a safe crossing area for Reedy Branch Road
- moving smokers away from the entrance to Reddrick
- placement of markers or borders that show the 25-foot line for smokers
- a recreation center with basketball, pools and a student lounge
- a student health center
- an auditorium

The group suggested a number of new programs, including:

- dental assisting
- veterinary technology
- culinary arts
- music
- theater/drama
The students suggested many improvements to the campus, as well as additional services, including:

- automotive services at reduced rates for students
- more computer labs
- wireless technology throughout the campus
- laptops that students can rent
- a safer campus with police presence at night, improved lighting and emergency call boxes
- a cleaner campus, particularly in the library
- fire extinguishers in classrooms
- improved air temperature and quality in campus buildings
- a larger bookstore
- improved handicapped access particularly between parking lots
- more access to instructors for on-line classes, including cell phone numbers
- loaner copies of new textbooks
- parking, better and more
- recreational opportunities for evening students
- more events for students, as well as policies that enable them to attend more easily

While restrooms were a particular concern for faculty and staff, this group of students said that the restrooms at PCC are much cleaner than those in the high schools.

Community Focus Group

This group noted a number of factors that impact the growth of PCC and Pitt County. Among them were:

- The current economy, with accompanying lay-offs, is sending many people back to school to learn new skills
- Advanced manufacturing, such as bioprocessing, is the bulk of industry coming to the county and requires particular skills for its workers
- High-end industries are creating growth in the local tax base
- The health care industry, primarily through university medical services, provides the greatest number of jobs and job growth in the region
- Many students, unable to get into the programs they want at ECU, come to PCC instead, often to do preparatory work
• PCC is “a wise investment” and the best value for a college education, particularly during the current economic times

All participants reported that PCC’s programs are well known and that the College is regarded as an excellent, respected school of first choice by most. They noted the value of the hands-on experience that comes from PCC programs, which is often the difference in hiring by area employers. PCC graduates earn the same wages as those who attended ECU in the same field, they said.

Job growth in Pitt County is most likely to occur in health care, education-based industries, and services and amenities for retirees. Many people are moving to Pitt County because of the medical school, hospital and ECU, they reported. High-end manufacturing and the area’s huge service economy are a draw. One participant predicted a comeback in textile manufacturing.

PCC has a very positive image in the community and is viewed as the “pragmatic” choice for education. When people speak of “the College” now, they mean PCC, though in years past the term was used for ECU. The campus is viewed as friendly to visitors, both for parking and for its great meeting facilities which are easy to book. All said that the college is very accommodating and welcoming to the community.

PCC creates “a conveyor belt” for education by offering the first two years of a four-year education at an affordable price, said one participant. One noted that many employers will send their employees with management potential to PCC to take classes, and that employers prefer to hire graduates from PCC’s two-year technology programs rather than from the programs at ECU.

As for appearance, most said the campus is attractive, more so than many technical college campuses. They noted that the campus is cramped, particularly for certain programs such as nursing.

As for what is missing, participants suggested that PCC build a community center, a multi-purpose facility that the community could use and that could be used for commencement. Another “missing” facility suggested by the group was a space in which industry could conduct training with quick turnaround for requests and ample access.

One participant suggested that the entrance to the President’s area in the Vernon White Building makes a poor first impression. Another suggested that the programs in the Greenville Center need to be moved to the main campus. It was hoped that arrangements can be made with the NC Department of Transportation to make Reedy Branch Road safer for students. Aesthetics can be improved on the campus, according to the group.
In five years, the group believes that PCC will have more classroom space, more programs, more students and enhanced partnerships with the rest of the community, including private groups, business and industry.

Participants had a number of suggestions for the president. Among them were:

- Raise more money
- Create stronger relationships with area high schools in the technology programs
- Offer high-level math courses, even at the high school level
- Help to create a cadre of more good math and science teachers
- Meet with the county commissioners to create stronger relationships with the high schools to benefit tax payers and parents
- Offer more courses in “soft skills” like customer service, dealing with the public and relationship skills for displaced workers who fear another lay-off
- Provide more basic skills courses in communication, reading and writing

One of the participants quoted the college mission statement from memory and suggested that PCC stay true to that mission. He urged PCC to revisit its mission and programs to stay current and on task. The President and the College do a great job of communicating with the community, one said. The President in particular is accessible when needed and is surrounded with very capable staff. He goes “above and beyond” to be of assistance, one participant said. Most felt that the College responds with quality and speed to community requests, never saying “no,” but trying to find a way to do what is asked. One noted that PCC will even send a prospective student to another community college if the offerings there are better or different from PCC’s.
POPULATION AND ENROLLMENT PROJECTIONS

PCC Research Coordinator, Matthew H. Smith, provided enrollment and population data for the study. The data includes the following:

- Projected county population by age group through 2019
- Projected PCC enrollment by age group through 2019
- Projected PCC enrollment by subject area through 2019
- Projected PCC Continuing Education enrollment through 2019
- Aggregate county data on population by age group through 2019, with calculations specifically for persons 16 years and older.

Baseline data on population growth projections for Pitt County were provided by the Office of State Budget and Management.

Total population in Pitt County, the college service area, is expected to increase 23.52 percent by 2019, from 159,354 persons to 196,840. Population 16 years of age and over, the age groups served by PCC, is projected to increase by 23 percent.

The largest projected population increase is in the 65+ age group which is projected to grow by 54 percent. Following, in descending order, are 36 percent growth for 55- to 64-year-olds; 33 percent growth for 25- to 34-year-olds; 23 percent growth for 45- to 54-year-olds; and 22 percent growth for 16- to 17-year-olds. All age groups are projected to see increases in population in Pitt County over the next ten years. The only age category with single digit growth is 35- to 44-year-olds at one percent.

In 2009, the highest number of curriculum enrollments at PCC was among 20- to 24-year-olds. Following, in descending order, were 18- to 19-year-olds, 25- to 34-year-olds, and 35- to 44-year-olds. Of these groups, the one projected to see the most growth in population is the category of 25- to 34-years old.

Overall, the age groups enrolled currently in the highest numbers at PCC are all projected to see double-digit growth over the next ten years. This projected growth, coupled with strong marketing and recruitment, as well as a constantly updated mix of program offerings, should yield even greater market share of persons by age group.

Appendix B of this report contains population and enrollment projections for Pitt County and PCC, respectively. These data were used to project the amount of square footage needed for each
academic area of the College over the next ten years, which in turn was the basis for projected space needs for support areas.
ASSUMPTIONS UNDERLYING ENROLLMENT PROJECTIONS

1. The College’s market share of population will remain constant. That is, the College will continue to attract the same percentage of students from each age group.

2. Retention rates will remain constant.

3. Each department’s percentage of total college enrollment will remain constant.

4. The population projections (upon which the enrollment projections are based) are valid, and there will be no dramatic change in the area’s economy to cause significant out-migration or in-migration.

Given these assumptions, it is evident that the enrollment projections are negotiable. Their primary value is their function as a framework for analysis. PCC personnel should use their expert opinions about their programs to make adjustments to specific projected enrollments.
GENERAL RECOMMENDATIONS

1. Relocate related division spaces adjacent to, or near one another for most efficient use of space.
2. Provide for adequate equipment and use of space. Renovate existing classrooms and labs to facilitate up-to-date teaching and technology. Purchase classroom technology within project equipment budgets.
3. At all phases, expand technology to support current and future growth of the campus.
4. Create a pedestrian friendly campus with covered walkways between buildings, open courtyards, sidewalks and trails that continue throughout the campus.
5. Expand on the campus signage plan to create identification of the College property through flag/banner signage.
6. Share more classroom spaces across all programs and divisions to support flexibility and allow for more efficient use of space.
ANALYSIS OF SPACE NEEDS, CURRENT AND PROJECTED

The Existing Space Assignments by Building and Current Space Assessments with Future Projections for Pitt Community College can be found in Appendix A and Appendix C, respectively. The projected space need for each division and program is directly proportional to the demographic projections for the service area. The current space need (actual space used plus needed space) was multiplied by a growth factor for the years 2014 and 2019. This growth factor is the ratio of projected enrollment increases identified in the College’s enrollment projection data based on 2009 enrollment by program.

Meeting the current and future space needs will require phasing of projects. Located in Appendix C are charts that depict the current space need versus the projected space need for the campus and satellite locations.

The projected enrollment growth presents the College with the challenge of meeting the current space need and planning for future space needs, while continuing to educate students in the existing facilities. In addition to shifting programs from one facility to another, the College will need to find new space for departments/divisions that do not have sufficient space for growth in their current location. Additionally, the College must consider the way in which education will be delivered in the future and how technology and education trends will affect future development of space. Recent trends have suggested that future space might have more to do with the design and flexibility than the quantity of space.
RECOMMENDATIONS ANALYSIS

PITT COMMUNITY COLLEGE

Master Plan Scenario

Referenced Documents:

- Program of Current Space Needs
- Appendix A: Current Site Plan and Existing Space Assignments by Building
- Appendix C: Current Space Assessments with Future Projections
- Appendix D: Proposed Phased Master Plans

Introduction

Currently, Pitt Community College devotes 287,308 square feet of assignable space to program and/or service functions on all of its campuses. The Current Space Assessment spreadsheets contained in Appendix C indicate an additional need of 184,695 assignable square feet to meet existing program and service demands of today. By 2014, given the projected 7.4% growth in Curriculum enrollment, 12% growth in Continuing Education enrollment, and 23% growth in Basic Skills enrollment, the College could require a space need of approximately 222,882 assignable square feet more than the present facilities can accommodate. By 2019, given the projected 15% growth in Curriculum enrollment, 24% growth in Continuing Education enrollment, and 32% growth in Basic Skills enrollment, the College could require a space need of approximately 261,075 assignable square feet more than the present facilities can accommodate. The projected enrollment projections are based upon data calculated by PCC. Past enrollment increases over the last five years has been more significant, therefore, these enrollment projections are considered very conservative. PCC’s enrollment could increase beyond these projections well before 2019.

It is important to note that the assignable projected space deficits are net amounts that represent only assignable program or service space. Thus, they do not include any area required by code for building support features such as restrooms, mechanical and electrical systems, corridors, and walls. The Gross Space Assessment Summary Table (Appendix C) uses a common factor of forty percent (40%) to arrive at a total gross square footage need. The College’s gross space deficit currently is 258,573 square feet, 312,035 square feet for the year 2014, and 365,505 square feet for the year 2019.

The following pages contain the recommended approach that PCC should consider when trying to relieve space deficits required to support projected enrollment and anticipated new programs.
The recommendations propose not only new facilities but also renovations and additions to the College’s existing facilities. The relocation of existing programs or services to different locations on campus in addition to new construction will help the College meet its long-range space needs.

All construction will dictate a "domino effect," which requires that certain changes must occur first before additional events can take place. It is important to note that new buildings (not additions) could be less difficult to phase in and more economical to build since new construction could be consolidated to a few areas and not spread throughout the campus, as would be the case with additions and renovations to existing buildings. Also, with funding and political uncertainties, the actual timing of this scenario could vary greatly. The proposed plan recommends providing an additional 382,150 gross square feet which exceeds the current projected deficit by 2019. The proposed space square footage increases the PCC assignable square feet per student (per projected enrollment) from 39 ASF in 2009 to 80 ASF in 2019.

PCC has great bones for creating a beautiful campus courtyard environment. New, maintainable landscaping will greatly contribute to the aesthetic. Any additions and new construction must fit within the existing campus context, so as not to interfere with the existing character, but should enhance the College’s overall vision. The following pages represent an architectural master plan that would take a number of years to fully implement. This master plan becomes a working document that should be updated as the College experiences new growth in population and begins to offer new programs.
PROPOSED SPACE ORGANIZATION TO MEET PROJECTED NEEDS

CURRENTLY PLANNED CAMPUS CONSTRUCTION

_Herman Simon Building Addition_
_New Academic Building_
_New Construction Industrial Technology Building_
_New Facility Services and Storage Building_

During the development of the Facility Study/Master Plan, PCC continued to expand its current facilities to meet the demanding needs of its student enrollment growth. These projects have already been calculated in Appendix C as completed.

The new Herman Simon +/-34,600 square foot two-story addition to the Fulford Building is currently under construction. Once complete, the new facility will provide additional Health Sciences and Arts and Sciences labs, computer labs, and faculty support spaces.

A new +/-56,000 square foot two-story Academic Building, currently in design, will provide 17 general purpose classrooms, a Nursing Assistant lab, 5 computer labs, a sixty-person lecture classroom, conference rooms, and faculty support spaces for Arts and Sciences Division programs and Legal and Public Service Division programs.

A new +/-41,700 square foot one-story Construction and Industrial Technology Building, currently in design, will relocate and expand a number of programs within the Construction and Industrial Technology Division, which will free up space in existing buildings for other program/division expansion.

A new +/-13,100 square foot one-story Facility Services Building and a +/-3,600 square foot one-story Storage Building, currently in design, will relocate and expand Facility Services and Grounds from the center of campus to the periphery of campus. Once constructed, the existing Grounds area can be removed and returned back to a green area on campus, and the existing Maintenance Building can be repurposed for other campus growth needs.
PHASE I
New Academic Building
Maintenance Building Renovation
White Building Renovation
Whichard Building Renovation
Whitley Building Renovation
Welding and Masonry Building
Leslie Building Renovation
Humber Building Renovation
Eliminate Trailers T16, T17, and T24

Phase I of the proposed Pitt Community College Master Plan includes a new Academic Building, and renovations to the existing Maintenance, White, Whichard, Whitley, Welding and Masonry, Leslie, and Humber Buildings.

A new +/-50,000 square foot, two-story Academic Building will provide for the current and projected expansion of the Arts and Sciences Division program growth and campus-wide shared classrooms, computer labs, faculty offices, and adjunct faculty space. The new facility should be properly sited to provide adequate daylighting and energy efficiency.

A priority of Pitt Community College is to eliminate all trailers on campus as quickly as possible. In addition, as college enrollment continues to grow, the demands placed upon the Campus Police to keep a safe and secure campus is increased. Currently located in trailers T16 and T17, the Campus Police needs a dedicated space centrally located on campus that adequately provides for a dispatch area, a large area for receiving students and issuing student ID’s and parking passes, an interview room, and secured storage. A renovation of the existing +/-2,700 square foot Maintenance Building, which will be vacated once the New Facility Services Building is complete, will provide adequate space needs for the Campus Police, adequate adjacent parking, and easy access to most of the campus, it also will eliminate trailers T16 and T17. In addition, the area of campus vacated by Facilities and Grounds should be cleaned up and returned to a green area until future development occurs in later phases.

Construction of the new Construction and Industry Building will vacate approximately 12,000 square feet on the West end of the White Building. There are a number of programs that can expand into this space to benefit the College; however, because there are significant lab and shop space needs within the Construction and Industrial Technology Division that should be consolidated into only a few areas on campus, this space should be renovated for current CIT needs. Renovation of shops
21 and 23 in the White Building will provide for the relocation of the HVAC program within the Whichard Building and provide adequate space needs projected for the next ten years. Because the HVAC program will require outdoor storage of equipment, the parking area between the White Building and the Whitley Building should be eliminated and a landscape masonry wall for aesthetic appeal should be constructed to hide the industrial equipment and storage needs. Other vacated spaces, classrooms 47 and 49, shall be repurposed for general campus shared classrooms. In addition to the vacated space, the White Building, one of the oldest buildings on campus, needs a complete interior facelift and systems upgrade. The front entrance lobby and south side of the front hall shall be renovated to accommodate Board of Trustee meeting space. All hallways, lighting, restrooms, mechanical system and fire alarm system shall be upgraded for Accessibility and new Energy Code Compliance. In addition, the College should investigate the current conditions of the roof and repair or replace as required.

Where HVAC vacates the **Whichard Building**, labs 101 and 105 shall be renovated to accommodate the expansion needs of the Electrical/Electronics Technology program currently located adjacent to these spaces. In addition, the offices vacated by the HVAC program shall be reassigned to Electrical/Electronics and other CIT program needs. General-use classroom 107, also in Whichard, shall be repurposed for Associates in Fine Arts/Visual Arts Studio as this space already contains a sink.

In the **Whitley Building**, the CIT faculty is in need of a faculty workroom and the glass room on the second floor can be repurposed for this need. In addition, the walls around the vacated Dean and Assistant office should be removed to expand the adjacent classroom. Lastly, the Machining program, located on the first floor, needs to expand its outdoor storage area. A 2,500 square foot covered outdoor storage area surrounded by a landscape masonry wall shall be provided to meet this need.

**Pitt Community College** has moved the Masonry Diploma program out of the **Masonry and Welding Building**, and the vacated lab/shop shall be renovated to accommodate the current and future needs of the Welding Technology program. Relocating Welding into the vacated space will require an adequate ventilation system prior to any welding activities occurring within the space. In addition, the Welding program needs twice the current amount of outdoor storage area. An expansion of the outdoor storage and the construction of a landscape masonry wall shall be provided to shield the industrial storage needs from the Goess Building and the remainder of the campus.
Where the Legal and Public Science Division vacates the **Leslie Building** when construction is complete for the new Academic Building, the vacated space shall be renovated for Continuing Education, Compensatory Education and Basic Skills programs. Compensatory Education is currently located in trailer T-24. Relocating this program into rooms 125, 126, 132, and 133 of Leslie will allow **trailer T-24** to be **removed**. Room 133 can be converted into a kitchen area with little renovation to support Compensatory Education. The demountable walls between offices 113, 114, 115, and 116 should also be removed to provide a small Basic Skills classroom.

The existing Humber Building has recently added wireless connectivity to support the Business Division labs, however, the mechanical system should be re-evaluated to provide adequate ventilation and cooling needs in classrooms and labs due to the additional equipment heat demands. In addition, all classrooms/labs should evaluate the electrical and technology capacity to support state-of-the-art technology teaching equipment.

**New Academic Building**

- Construct a new, two-story +/- 50,000 square foot classroom building
  - Relocate Developmental Studies from Reddrick and provide 5,300 assignable square feet for current and projected growth needs of Developmental Studies. New spaces include:
    - Writing lab to seat 30
    - Two Math labs to seat 30 each
    - Two English labs to seat 30 each
    - Testing Center to seat 75
    - Storage for laptop carts
  - Provide 3,750 assignable square feet for current and projected growth needs of English and Humanities. New spaces include:
    - Three Writing Centers to seat 30 each
    - Writing Center to seat 15
  - Provide 2,500 assignable square feet for current and projected growth needs of University Transfer and Foreign Languages. New spaces include:
    - Advising Center to share with Associate in General Education
    - Foreign Language lab to seat 35
  - Provide campus-wide shared spaces including:
    - 60-seat classroom
    - Ten classrooms to seat 35 each (some dividable)
    - Two computer labs to seat 40 each
    - Computer lab to seat 26
    - Open computer lab to seat 40
- Ten faculty offices
- Adjunct faculty office
- 10-year projected enrollment growth needs

**Facility Services Building**
- Repurpose the vacated Facility Services Building for Campus Police.
- Eliminate trailers T16 and T17.
- Remove the former Grounds structures, gravel area, and fencing and return the area to a grassed field.

**White Building Renovation**
- Relocate and expand the Air Conditioning, Heating, and Refrigeration Technology program from Whichard into vacated labs 21 and 23.
- Reassign vacant offices for Air Conditioning, Heating, and Refrigeration Technology faculty offices.
- Reassign classrooms 47 and 49 for general use.
- Renovate the south side of the front hall to accommodate a Board of Trustees meeting space.
- Renovate the hallways, lighting, restrooms, mechanical system, and fire alarm system for accessibility and new energy code compliance.
- Investigate roof condition and repair/replace as required.

**Whichard Building Renovation**
- Renovate vacated labs 101 and 105 for expansion of Electrical/Electronics labs and storage.
- Reassign vacated Air Conditioning, Heating, and Refrigeration Technology offices for Electrical/Electronics and AFA Graphic Arts faculty.

**Whitley Building Renovation**
- Repurpose the glass room on the second floor for a CIT Faculty workroom.
- Remove the wall around the vacated Dean and Assistant offices to expand the adjacent classroom.
- Construct a 2,500 square foot covered outside storage area; provide a landscape masonry wall for aesthetics.

**Welding and Masonry Building**
- Renovate the vacated Masonry Fabrication shop for expansion of the Welding Technology program. Provide adequate ventilation prior to any welding activities.
- Expand the outdoor storage area and provide a landscape masonry wall for aesthetics.

**Leslie Building Renovation**
- Renovate vacated rooms 125, 126, 132, and 133 for Compensatory Education. Eliminate trailer T-24.
• Remove the demountable walls between offices 113, 114, 115, and 116 to provide a small Basic Skills classroom.

Humber Building Renovation
• Upgrade the ventilation and cooling in all new wireless computer labs.
• Upgrade the electrical and technology in the classrooms to support state-of-the-art teaching equipment.

PHASE I

NEW SPACE PROVIDED: 50,000 square feet (gross)
(*2009 Construction Cost = $130/sq. ft.)

RENOVATED AREA:

Minor: 4,065 square feet (gross)
(*2009 Construction Cost = $40/sq. ft.)

Moderate: 9,025 square feet (gross)
(*2009 Construction Cost = $75/sq.ft.)

Major: 45,200 square feet (gross)
(*2009 Construction Cost = $100/sq. ft.)

*2009 Construction Cost is for building construction budgets only. Numbers do not include design fees, reserves, and additional project costs.
PHASE II

New Sciences Building
New Child Development Center
Everett Building Addition and Renovation
Reddrick Building Reassignment
Eliminate Preschool Trailers

Phase II of the proposed Pitt Community College Master Plan includes a new Sciences Building, a new Child Development Center, an Addition and Renovation to the Everett Building, and a reassignment of spaces in the Reddrick Building.

PCC’s greatest division current space needs is in the Arts & Sciences Division. Addition of the new Academic Building in Phase II and a New +/-56,000 square foot, two-story Sciences Building will support the demand for spaces for the Arts & Sciences Division programs and campus-wide shared spaces. The facility should also include space to relocate and expand the Biotechnology program currently located elsewhere in the County.

A new +/-11,400 square foot, one-story Child Development Center will allow the preschool program to vacate the Preschool trailers, relocate the academic classrooms from Whichard, and expand the programs current and projected needs. The classrooms and offices vacated in Whichard should be reassigned to general-use classrooms and faculty office growth needs.

Continuous enrollment growth at Pitt Community College has put a strain on the Library space available in the Everett Building. Because the building is utilized by a number of Divisions in addition to the Library, the current space will not support the future enrollment projections. If the Everett Building were dedicated to the Library and additional space was provided for other Divisions, the Everett Building as a Library, would support the projected enrollment growth of PCC. In addition, a complete renovation of the building will be required to provide better efficiency of space, expand the collection area, provide more individual study carrels, enlarge the space behind the circulation desk, and provide a more user-friendly library. A 17,300 square foot, two-story addition will also provide for an Academic Computer Lab; an instructional lab; a Distance Learning faculty training lab and support; additional private study rooms; an Internet Café; a campus-wide shared exhibit area to showcase programs within all divisions; a Basic Skills GED and Adult High School testing lab; Basic Skills private tutor rooms; and a Basic Skills Learning Center.
Where Developmental Studies vacates the **Reddrick Building** in the Phase I new Academic Building, the space shall be renovated for the needs of the Arts and Sciences Division and campus-wide shared spaces.

**New Sciences Building**

- Construct a new +/- 56,000 square foot, two story building to support Arts and Sciences Division and campus-wide space needs. Spaces shall include:
  - Arts and Sciences
    - Biotechnology
      - Two lab/classrooms to seat 20 each
      - Prep room with storage
      - Specialty culture lab
      - Storage
      - Two faculty offices
    - Associates in General Education Resource Room
    - Social Sciences Lab
    - Health Information Technology storage
    - Two physics labs with prep and storage; relocate one from Humber
    - Biology lab with prep and storage
    - Sciences classroom to seat 75
    - Classroom to seat 40
    - Astronomy/Geology Lab from Humber
    - Eight faculty offices
  - Campus Wide shared spaces
    - Nine classrooms to seat 35 each (some dividable)
    - Classroom to seat 60
    - Four computer labs to seat 40 each
    - Three computer labs to seat 26 each
    - Ten faculty offices
    - Adjunct faculty space
  - 10-year projected enrollment growth needs

**New Child Development Center**

- Relocate the Legal and Public Service Division, Early Childhood Academic classrooms and offices from Whichard
- Relocate the Preschool program from the preschool trailers.
- Eliminate the preschool trailers.
Everett Building Addition and Renovation

- Construct a new 17,300 square foot, two-story addition for the Library and various Division needs. New spaces include:
  - Academic Computer Lab
  - Instruction Lab
  - Distance Learning lab and support space for faculty training
  - Internet Café
  - Nine private study rooms; three to seat 6-10 students; six to seat 4-6 students
  - Exhibit Area to seat up to 50
  - Basic Skills- GED Testing lab
  - Four testing rooms to seat 2-3 each

Reddrick Building Renovation

- Renovate vacated Developmental Studies space for Arts & Sciences Division and campus-wide growth needs.

**PHASE II**

NEW SPACE PROVIDED:

- 56,000 square feet (gross)
  - (*2009 Construction Cost = $145/sq. ft.)
- 28,700 square feet (gross)
  - (*2009 Construction Cost = $130/sq. ft.)

RENOVATED AREA:

- Major: 23,400 square feet (gross)
  - (*2009 Construction Cost = $100/sq. ft.)

*2009 Construction Cost is for building construction budgets only. Numbers do not include design fees, reserves, and additional project costs.
PHASE III

Warren Building Addition
Goess Student Center Phase II
White Building Renovation
Greenville Center Renovation
Provide bicycle lanes
Connectivity to Davenport Property
Eliminate trailer T23

Phase III of the proposed Pitt Community College Master Plan includes additions to the Warren and Goess Student Center Buildings, and renovations of the White Building and Greenville Center.

Throughout the faculty and staff interviews and focus groups, a number of requests for a Wellness Center were noted. In addition to overall need for general wellness, the Arts and Sciences Division needs a fitness and weight room for instructional purposes. A +/-6,500 square foot addition to the Warren Building will allow PCC to offer additional fitness courses, as well as a wellness center for all students, faculty and staff.

Carried over from the 2004 PCC Facility Master Plan is the continuation, Phase II development of the Goess Center to locate Administrative Services and Student Development in one building, centrally on campus. Construction of a +/-32,550 square foot, two-story addition to the Goess Student Center should relocate and expand a number of spaces still located in the White Building including the Bookstore, Finance, and the Copy Center. Although the Bookstore is currently in the process of expansion, the additional space provided is not adequate to support the current or projected enrollment at PCC. The Council of Education Facility Planners International (CEFPI) 2006 publication Space Planning for Institutions of Higher Education recommends that two-year colleges provide two assignable square feet (ASF) per FTE for merchandising functions, i.e. bookstore, food sales. Current curriculum FTE at PCC is 6,354 and is projected to be at 8,254 FTE by 2019. CEFPI would recommend merchandising space of 12,700 square feet currently and 16,500 square feet by 2019, both of which, are larger than PCC can support. Based upon these recommendations and PCC’s current and projected enrollment in comparison with other community colleges of similar size, a bookstore of approximately 7,500 assignable square feet (approximately 10,000 gross square feet) is recommended to meet the current and projected enrollment growth of the College. In addition the space should provide for the expansion of Student Development Services, including Tutorial Services.
from trailer T23; a new Campus Testing Center; campus-wide shared spaces; and relocation of the Weekend/Evening College Director.

When the Bookstore, Finance area, Enrollment Services, and Copy Center vacate the White Building, the space should be renovated for the expansion of Information Technology and should establish an IT Help Desk that can be utilized as a campus information location for the White Building. In addition, the front lobby office area vacated by Finance should be renovated to expand the Academic Affairs and President Suites from their existing spaces and provide a corridor through the center of the space. Repurposing this lobby will create a more efficient layout of spaces and provide a direct connection to the IT Help Desk. Where Disability Services vacates, renovate this space for campus-wide general classrooms.

On the main campus, eliminate parallel parking along all roadways to provide bicycle lanes along Pitt Tech Road, Fulford Road, and interior roadways on campus.

In the Greenville Center, the areas vacated when Basic Skills relocates back to the main campus, will allow Continuing Education to expand its program offerings and reassign or repurpose the spaces for a Nursing Assistant Lab, additional faculty offices, general classrooms, and a public safety weight training room.

With the development of additional academic buildings on the Eastern portion of campus, PCC should further extend on campus bicycle lanes along Warren Drive. Along Reedy Branch Road, PCC will be required to work with NC DOT to provide additional bicycle lanes on campus. In addition to bicycle lanes, ample landscaping close to the roadway will help reduce vehicular traveling speeds.

In addition, PCC should provide a roadway connectivity along the existing bridge to the Davenport Property.

Warren Building Addition
- Provide a 6,400 square foot, one-story Wellness Center with a fitness/weight room.

Goess Student Center Phase II Addition
- Provide a 32,550 square foot, two-story addition for expansion of Student Development Services, Administrative Services, and campus-wide shared spaces. Spaces shall include:
  - Administrative Services
    - Bookstore and support space
    - Finance offices, relocate from White
  - Storage
• Reception area to seat 3
• Scanner room
  ▪ Copy Center, relocate from White
  ▪ Larger work area
  ▪ Storage for paper, equipment, shredding bins, golf cart, and forklift

 o Student Services
  ▪ Tutorial Services relocate from trailer T23
  ▪ Student Lounge/Recreation Center
  ▪ Career Center
  ▪ Concurrent Enrollment relocate from White
  ▪ Disability Services relocate from White
  ▪ Male Mentoring meeting room to seat 30

 o Academic Affairs
  ▪ Weekend/Evening College Director

 o Campus-wide shared spaces
  ▪ Campus Testing Center
  ▪ Open computer lab to seat 40
  ▪ Tutoring Center

White Building Renovation
• Renovate the entrance lobby and the front hall to accommodate additional President and Academic Affairs office space.
• Expand IT services and Main Distribution Facility room.

Bicycle Lanes
• Eliminate parallel parking along Pitt Tech Road and interior campus roadways
• Provide bicycle lanes along Fulford Road, Pitt Tech Road, Tice Road, and interior roadways.

Greenville Center Renovation
• In space vacated by ESL, renovate or repurpose the space for:
  o Nursing Assistant Lab
  o General classrooms
  o Public Safety Weight Training Room
  o Faculty office needs

Roadway connectivity
• Provide roadway connectivity to the Davenport Property.
PHASE III

NEW SPACE PROVIDED: 37,900 square feet (gross)
(*2009 Construction Cost = $130/sq. ft.)

RENOVATED AREA:

Moderate 9,825 square feet (gross)
(*2009 Construction Cost = $75/sq. ft.)

Major 1,400 square feet (gross)
(*2009 Construction Cost = $200/sq. ft.)

*2009 Construction Cost is for building construction budgets only. Numbers do not include design fees, reserves, and additional project costs. Numbers also do not include site development of bicycle lanes.
PHASE IV

New Design and Workforce Technology Center  
Humber Building Addition and Renovation  
Whichard Building Renovation  
Whitley Building Addition and Renovation  
Provide additional bicycle lanes

Phase IV of the proposed Pitt Community College Master Plan includes a new Design and Workforce Technology Center, an addition to the Humber Building, a renovation of the Whichard Building, and an addition and renovation to the Whitley Building.

Construction of a new +/-53,600 square foot, two-story Design and Workforce Technology Center will support the current and projected growth needs of the Construction and Industrial Technology Division, Continuing Education and campus-wide space needs. The facility should provide for the relocation and expansion of the design programs, Advertising and Graphic Design and Architectural Technology from the Whichard and Whitley buildings, a new Culinary program, an Industrial Training Lab to support business and industry in the College’s service area, general classrooms, general computer labs, and faculty support spaces.

Carried over from the 2004 PCC Facility Master Plan is an annex/addition to the Humber Building to provide for current and projected growth needs of the Business Division through general classrooms, computer labs, faculty support spaces, and an Information Systems Technology Test Center and computer lab. Arts and Sciences science labs, that vacated to the new Sciences Building in Phase II, should be renovated for Business Division labs and classrooms.

Where the Advertising and Graphic Design vacates the Whichard Building, the space should be renovated for general classroom/computer labs and faculty support spaces. In addition, the annex rooms on the second floor need to have the mechanical system analyzed to provide adequate heating, air conditioning and ventilation for better utilization of the spaces.

In the vacated Architectural Technology spaces in the Whitley Building, the spaces should be renovated for general classroom/computer labs and faculty support spaces. In addition, a 7,000 square foot addition should be constructed to provide a Mechanical Engineering lab.

New Design and Workforce Technology Center

• Construct a +/-53,600 square foot, two-story building for Construction and Industrial Technology Division Arts programs, Continuing Education, and campus-wide shared spaces. Spaces include:
Construction and Industrial Technology Division
  - Advertising and Graphic Design
  - Architectural Technology

Continuing Education
  - Culinary Program
  - Industrial Training Lab

Campus-wide shared spaces
  - Eight classrooms to seat 25 each (some dividable)
  - Ten classrooms to seat 35 each (some dividable)
  - Three classrooms to seat 15 each
  - Two computer labs to seat 20 each
  - Five faculty offices
  - Adjunct faculty space

**Humber Building Addition and Renovation**
- Construct a +/-8,100 square foot addition/annex to the Humber Building for the Business Division growth. Spaces include:
  - Business Division
    - Five classrooms to seat 40 each
    - Information Systems Technology
      - Test Center
      - Computer lab
    - Two computer labs to seat 26 each
    - Five faculty offices
    - Adjunct faculty space
  - Renovate vacated Arts and Sciences science labs for general classrooms or computer labs.

**Whichard Building Renovation**
- Renovate the vacated Advertising and Graphic Design spaces for general classroom, computer labs, and faculty support spaces.
- Provide adequate heating, air conditioning, and ventilation in the second floor annex spaces.

**Whitley Building Addition and Renovation**
- Renovate the vacated Architectural Technology spaces for general classroom, computer labs, and faculty support spaces.
- Provide a 7,000 square foot addition for a Mechanical Engineering Lab.
Bicycle Lanes

- Coordinate with NCDOT to provide additional bicycle lanes along Reedy Branch Road

**PHASE IV**

NEW SPACE PROVIDED: 68,700 square feet (gross)

(*2009 Construction Cost = $130/sq. ft.)

RENOVATED AREA: Moderate

9,940 square feet (gross)

(*2009 Construction Cost = $75/sq. ft.)

*2009 Construction Cost is for building construction budgets only. Numbers do not include design fees, reserves, and additional project costs. Numbers also do not include site development of bicycle lanes.
**PHASE V**  
*New Alumni and Foundation Conference Center*  
*Greenhouse and Grounds Maintenance expansion (off-campus)*

Phase V of the proposed Pitt Community College Master Plan includes a new **Alumni and Foundation Conference Center**, and expansion of the off-campus **Greenhouse and Grounds Maintenance** program.

PCC has desired an Alumni Center for a number of years. With the current demand for performing arts space with the PCC Orchestra and a need for space for large conferences, a combination alumni and conference center will support both the desire and current need. A new +/- 34,500 square foot **Alumni and Foundation Conference Center** will allow PCC to support conferences for up to 600 persons, both in a theater setting and in a banquet/break out setting. In addition, the success of a Conference Center is dependent upon a college department overseeing the scheduling and booking of conferences/performances. Relocating the Foundation offices to this new facility will provide PCC with the greatest exposure and oversight for success. The facility should be located with clear visual access and adjacent to adequate parking.

In addition, the Legal Science and Public Services Division **Greenhouse and Grounds Maintenance** Program, located on County-owned property, currently needs an additional greenhouse, classroom to seat 20, two offices, and storage for tools. The space required to support these needs will require an additional 5,200 square feet on the County-owned property.

**New Alumni and Foundation Conference Center**

- Provide a 34,500 square foot, two-story facility to support a conference center, performance center, rehearsal rooms, foundation offices, and an alumni center. Spaces include:
  - Campus-wide shared spaces
    - Performance Center to seat 500-600
    - Lobby
    - Conference area to support 500-600 (dividable)
    - Storage
    - Rehearsal room
    - Foundation Offices relocate from White
    - Alumni Center
    - Kitchen
Greenhouse and Grounds Maintenance expansion

- Provide an additional 5,200 square feet of space on County-owned land to support:
  - Legal Science and Public Service Division
    - Greenhouse
    - Classroom to seat 20
    - Two offices
    - Storage

PHASE V

NEW SPACE PROVIDED:

34,500 square feet (gross)
(*2009 Construction Cost = $145/sq. ft.)

5,200 square feet (gross)
(*2009 Construction Cost = $120/sq. ft.)

*2009 Construction Cost is for building construction budgets only. Numbers do not include design fees, reserves, and additional project costs.
PHASE VI

New Building Construction

Additional bicycle lanes

Phase VI of the proposed Pitt Community College Master Plan includes two new buildings to support projected enrollment demand.

At this time it is anticipated that two new, two-story 50,000 square feet (each) buildings will be required to support the increased enrollment at PCC by 2019. At this time the Division assignment or program mix has not been identified, but could include a combination of existing program expansion as well as new program offerings.

New Building Construction

• Construct two new 50,000 gross square feet, two-story buildings to support projected enrollment

Bicycle Lanes

• Extend on-campus bicycle lanes along Warren Drive

PHASE VI

NEW SPACE PROVIDED: 100,000 square feet (gross)

(*2009 Construction Cost = $130/sq. ft.)

*2009 Construction Cost is for building construction budgets only. Numbers do not include design fees, reserves, and additional project costs.
PHASE VII
Public Safety Training Facility site expansion

Phase VII of the proposed campus master plan includes expansion of the Firing Range and development of the Driving Range at the Public Safety Training Facility.

In addition, the training facility property can accommodate a new Fire Training Facility and Burn Building should the College develop this program in the future.

Public Safety Training Facility Expansion (outdoor)

- Provide four additional firing ranges as planned.
- Provide a 600’ x 900’ driving pad, all required site improvements, and support systems including detention ponds as planned.
# SPACE ASSESSMENT SUMMARY

## Summary of College-Wide Space Deficit:

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<table>
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<tr>
<td>Current Space Deficit:</td>
<td>258,573 gross square feet</td>
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<tr>
<td>Year 2014 Space Deficit:</td>
<td>312,035 gross square feet</td>
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<tr>
<td>Year 2019 Space Deficit:</td>
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## Summary of New Space Recommended:

### Phase II
- New Academic Building: 50,000 gross square feet
- New Sciences Building: 56,000 gross square feet
- New Child Development Center: 11,400 gross square feet
- Everett Building Addition: 17,300 gross square feet

### Phase III
- Warren Building Addition: 6,500 gross square feet
- Goess Student Center Phase II: 32,550 gross square feet

### Phase IV
- New Design and Workforce Technology Center: 53,600 gross square feet
- Humber Building Addition: 8,100 gross square feet
- Whichard Addition: 7,000 gross square feet

### Phase V
- New Alumni and Foundation Center: 34,500 gross square feet
- Greenhouse and Grounds Maintenance expansion: 5,200 gross square feet

### Phase VI
- New Building Construction: 50,000 gross square feet

**Total New Space Provided:** 382,150 gross square feet*

*The total new space recommendations are less than the calculated formula located in Appendix C based upon future enrollment projections. PCC has identified new programs to be added during the Master Plan analysis years. These additional programs and 2008 current space needs are represented in the above numbers. Providing more flexible classroom space should meet the needs of the current and new programs identified in the Master Plan assessment.*
ADDITIONAL RECOMMENDATIONS

Signage at PCC

College campuses can be daunting and overwhelming if clear signage and way finding are not an integral part of the campus. Campus signage has the ability to orient and direct students and the community onto and throughout the campus, while establishing pedestrian safety. Signage is important not only on-campus but off-campus as well, because it helps direct people to the campus from within the community. One additional benefit of signage is its ability to present the College’s identity to the community and create a sense of place. Although PCC has existing campus-wide signage, an overall signage plan should be developed to provide clear orientation. The greatest needs currently on campus are adequate directional signs, parking lot signage such as letter identification, and building address numbers so that the local fire and emergency services departments know exactly where to go on campus in an emergency situation. In addition, the font currently utilized for most building identification signage is difficult to read for vehicular traffic. PCC should consider revamping the existing signage and fonts currently in place. In addition to a baseline signage plan, PCC has an opportunity to create a sense of place by developing specialized campus entrance identification such as brick walls at the portals onto campus. This type of identification helps reinforce the limits of campus. PCC should also consider designating approved locations on campus for locating banners that present celebrations, specialized programs, milestones, notable alumni, large public events, etc. The banner locations should be at main vehicular or pedestrian thoroughfares. In addition, as the campus continues to grow and development moves toward the Davenport property, a shuttle bus line might be needed, and thus, appropriate signage and shelters would need to be implemented for this service. The following information narrates a baseline for developing a signage plan.

Baseline Signage Plan

A good signage plan takes a tiered approach to its design. Exterior signage should begin with off-campus roadway advanced guidance signage that directs visitors and students from within the community. An example of this type of sign includes the green DOT signs that identify the location of Pitt Community College. The second tier would include entry features onto the campus. Examples of this type of signage include entrance and marquee signs, or signs that identify the entrance(s) onto the campus property. At the main campus this would include the electronic marquee sign, but on the satellite centers, this would include an exterior lit marquee displaying the center name and potential classes/additional information. This tier of signage might extend onto the campus through the use of flags/banners on poles or through colored street signage (identifiable color other than local street
signs). The third tier is on-campus directional signage that identifies directions for vehicular and pedestrian traffic. Examples of this type of signage include directories placed at prominent intersections and core areas on the campus. This can also include uniform parking identification by color or graphic coded visitor, staff/faculty, and student parking areas. In addition, all parking lot signage should clearly identify entrances/exits, emergency phone numbers, where permits can be obtained, the type of parking allowed, and section numbers when lots are large in scale. At the pedestrian level, directional signs include kiosks and ‘You Are Here’ identification maps. The fourth tier of signage is building identification. Building identification signs can be located in front of the building (post and panel signs) in a prominent place or physically on the building. Keep in mind that this type of signage should be a minimum of six feet away from the curb when read by vehicle or three feet away from a walkway when read by pedestrians. Building identification signs might go a step further and include roof building identification that can help law enforcement and emergency response teams.

The remaining tiers of signage include way finding within the interiors of buildings. Interior signage should begin with building directories at all major building entrances and include intermediate directional signage within larger facilities. Interior signage shall continue through to the signage on all doors. Door signage for classrooms and offices should use slotted changeable inserts for flexibility. All signage should be American Disabilities Act (ADA) compliant and follow the building code and local jurisdiction for size, identification, and accessibility requirements.

The most important thing to keep in mind with any signage plan is that the signage must be clear and consistent. A good signage plan must not overwhelm students and visitors, and need not create a cluttered campus. Signage is for creating safety and clear directions for all visitors to the campus. A good signage plan will exude greater campus presence in the community and welcome all visitors to the campus.

**Parking**

Parking is always a topic of discussion at community college campuses. Many times the number of parking spaces is adequate; however, the location or access from parking areas to buildings is the problem. At the completion of new CIT, Academic, and Maintenance buildings, Pitt CC will have 2,318 paved parking spaces on campus and 460 gravel/grass spaces. The local zoning code requires that PCC have 2,238 parking spaces on campus in 2008/2009, 2,265 parking spaces per the 2014 enrollment projections, and 2,745 parking spaces per the 2019 enrollment projections. In addition, construction of the New Alumni and Foundation Conference Center will require 100 spaces.
The proposed master plan recommends an additional 1,092 spaces in addition to those completed with the new CIT, Academic, and maintenance buildings. The proposed master plan recommends a total of 3,410 paved parking spaces by 2019, which is in excess of the local zoning requirements.

**Bicycle Lanes**

As the City of Greenville begins to place importance on development of bicycle lanes on many main thoroughfares, PCC should consider how the campus can expand this development. Construction of bicycle lanes is one way to reduce traffic congestion on campus and assist in overall greening of the campus. In addition, bicycle lanes provide an alternative to bus routes that might be considered once the Davenport property is developed. One approach to provide adequate safety for cyclists is to color code the bicycle lanes so that vehicular traffic is aware of the separation between bicycle land and vehicular lane. The most important consideration prior to implementation of bicycle lanes is that the lanes must continue through surrounding areas off-campus. Therefore, until the City of Greenville develops bicycle lanes adjacent to campus, the overall effect of traffic reductions will not be recognized. In order for PCC to provide bicycle lanes on campus, the roads currently on campus would require elimination of on-street parking on one side to provide a bicycle lane, or the roads would have to be widened. This would require that the parking counts required by the local municipality be displaced to other areas on campus.

**Campus Lighting**

Campus lighting is essential to the development of a safe environment for all persons on campus. A good campus lighting plan is developed to compliment landscaping and campus signage. PCC had begun to develop adequate lighting around the newer buildings and parking lots on campus, but the older buildings on campus need additional lighting for safety.

A good lighting plan should be tiered similar to a signage plan. The first tier is **Perimeter lighting** consisting of street and parking lot lighting. This type of lighting includes that at parking lots, intersections, campus entrances, bus stops, and all pedestrian crossings.

**Transition lighting** is the second tier in campus lighting. This type of lighting includes that at walkways and security 'blue light' call boxes. The third tier of lighting is **Circulation lighting** for gathering areas and courtyards, or where groups of buildings clearly identify central meeting places. This type of lighting includes light bollards, building lighting, and pedestrian scale light poles. This tier of lighting should continue to all building entrances.
Pitt Community College should carefully evaluate and develop a campus lighting plan incorporating each tier of lighting that will create a safer, more secure college environment. Because the College operates late into the evenings and will bring more of the community onto campus with the development of the master plan, the campus lighting plan should be a priority for overall safety of students, faculty, staff, and the community.

**Landscape Plan**

Pitt Community College has taken care in maintaining the existing landscaping on campus. However, each building has its own style of landscaping and a number of areas on campus have little to no foliage. As the College continues to expand, it is important that a cohesive landscape plan be expanded through the development of landscaped courtyards, pedestrian plazas, outdoor development, and outdoor gathering places for the College. As the College expands across the campus property, the walking distance from one end of the campus to the other will significantly increase and students need to be encouraged to walk from the parking lots to their classes. Encouragement for walking can begin with the development of a good landscape plan that respects the skills and maintenance abilities of the grounds crews. In addition, landscaping plays a crucial role in calming traffic on major roads. Landscaping should be pulled towards all major roadways, especially Reedy Branch Road, to reduce the overall speed of traffic.

**Land**

PCC is fortunate to currently have a large amount of undeveloped property through the purchase of the Bowen Farm and Davenport properties in recent years. Although the College currently has ample land area for development, it is important that all future facilities over 10,000 gross square feet in size, be developed as multi-story buildings to conserve land reserves. The growth seen over the last decade and projected growth over the next ten years indicates that enrollment numbers are not going to level off anytime in the foreseeable future. PCC should consider development of the campus similar to a university model by consolidating the location of facilities and the walking distances between buildings to conserve current land area.

**Green Awareness**

In 2007, the North Carolina General Assembly ratified Senate Bill 668, also known as General Statute G.S. 143-135.35 through 143-135.40. This requires all new construction of facilities over 20,000 gross square feet or major renovations over 20,000 gross square feet at public agency buildings (including community colleges) meet specific energy and water efficiency requirements. The
legislation requires that these facilities be 30% more efficient (20% for renovations) than the ASHRAE requirements. In addition, indoor water use must be reduced by 20% less than the code requirements, and outdoor water use be reduced by at least 50%. Beyond these General Statute requirements for construction, there are a number of other opportunities to ‘green’ the PCC campus.

Below is a list of opportunities for PCC to consider, all of which should weigh the initial cost versus the payback or maintenance of implementation:

- Develop recycling centers in all buildings.
- Landscape with native plant materials and no irrigation.
- Purchase food for dining room from local farms or producers.
- Seek LEED Certification on all major construction projects.
- Upgrade all lighting in older buildings to energy efficient models.
- Install occupancy sensors that turn lights off when a room is not in use.
- Educate students, faculty, and staff on green endeavors.
- Promote green education in programs and offerings.
- Provide preferred parking for carpoolers or hybrid vehicles.
- Provide bicycle racks at all buildings.
- Purchase energy star efficient computers and equipment.
- Provide compost area for food wastes at the dining room.
- Plant more trees around parking lots and roadways to reduce heat island effect.
- Utilize biodegradable dishes and utensils for the dining room.
- Use energy saving motion detectors on vending machines.