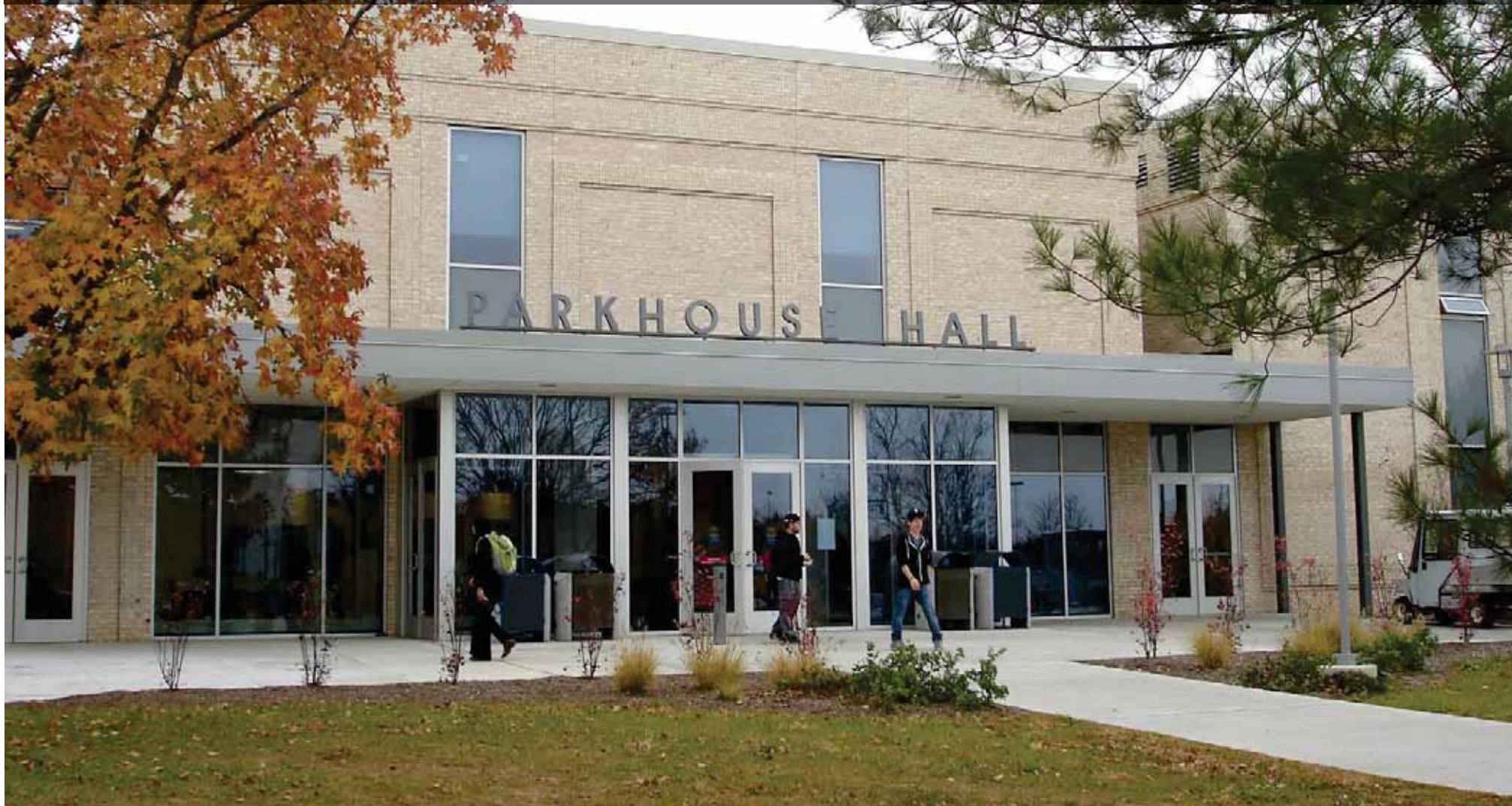


1/23/2012 FINAL

MONTGOMERY COUNTY COMMUNITY COLLEGE MASTER PLAN UPDATE

2012-2022



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TABLE OF CONTENTS

Section 1	Introduction
Section 2	Executive Summary
Section 3	Priorities & Matrix
Section 4	Master Plan Graphic
Section 5	Site Development
Section 6	Building Development
Section 7	Sustainability
Section 8	Order of Magnitude Construction Costs
Section 9	Appendix
	Appendix A Fall 2011 Campus Facilities Master Plan Update
	Appendix B Facilities Master Plan Employee Survey Results
	Appendix C Zoning Map of Pottstown
	Appendix D Usable Space Maps
	Appendix E ADA Compliance

1.1 MASTER PLAN BACKGROUND

Montgomery County Community College is in the midst of an exciting and ongoing period of change and growth. Established in 1964, the College moved from Conshohocken to the 186 acre Blue Bell campus in 1972. In 1996, the College opened the West Campus in Pottstown in the center of the Borough. The College serves approximately 21,500 credit students annually and 11,250 non-credit students, 87% are county residents, 40% of students are full-time, 24% of students are minorities, and the average age is 26.

In the Spring of 2011, the firm of Spillman Farmer Architects was engaged to prepare a master plan for physical growth for both campuses with an approximate ten year time horizon. This plan builds on the College's previous facilities master plan (2002-2010) and its companion piece update (2005-2006). (See Appendix A for an overview of 2002-2010 master plan implementation and accomplishments.)

This 2012-2022 master plan is designed to advance the accomplishment of the College's new strategic plan: "Beyond Access: The Strategic Plan to 2016." While this plan specifically advances the plan's strategic goal to "Create A Sense of Place to Support Learning", it also facilitates accomplishment of the plan's five other goals, including anchoring the plan's primary goal of increasing access and student success.

MISSION AND PHILOSOPHY

Montgomery County Community College is a place where the future is created. It is a place where desire and knowledge are combined to yield opportunity. The College is a reflection and a response to the needs and aspirations of those who live, work, and conduct business in Montgomery County and beyond. Grounded in a set of values that teach us to encourage, listen, respect, and treat fairly those whom we serve, those with whom we work, and those who work with us in service, the College strives to ensure that all residents of Montgomery County have access to the highest quality and most affordable higher education possible. Most importantly, the College is dedicated to fostering the growth and success of all we serve.

The College believes that learning is a lifelong activity requiring constant adaptation of programs, courses, and learning support services to reflect social, technological, and workforce changes and to ensure that all learners reach their unique goals. Believing in the right of everyone to have access to a quality education, to workforce training, to opportunities for personal and professional growth, and to culture and recreation, the College translates the values of its community and reaches out to it, inviting involvement, offering learning, and fostering understanding.

As part of its role in the greater community, the College serves these vital functions:

- It provides quality associate degree, certificate, and continuing education programs that lead to transfer, employment, and/or personal enrichment.
- It extends the reach of its programs and services, and thus educational opportunity, to meet the learning needs of those who cannot readily access collegiate educational opportunities because of academic, physical, economic, cultural, or geographic boundaries.
- It links with leaders of the region's businesses and industries to assist in developing a vital, current, and educated workforce.
- It serves as a cultural and recreational destination, presenting opportunities for area residents to attend activities that feature stimulating and popular entertainment and ideas.
- Acting as a significant element in a larger regional learning community, the College works with K-12 and university teachers, leaders, and learners to ensure a seamless and successful transition from high school, to the associate degree, to the baccalaureate degree, and beyond.

Through its role as one institution with one set of shared values and principles, yet with multiple physical and virtual points of access, the College continuously works to define itself.

EVALUATION OF MISSION ACHIEVEMENT

The College views education as a dynamic process that brings to the community a diverse, constantly changing set of learning opportunities: opportunities that grow, change, transform and multiply as the community and our learners confront and react to ever present change. Thus, to fully meet our mission, the College participates in ongoing self-assessment and review in order to enhance and improve instructional programs and services to students and the county we serve.

GOALS

The six strategic issues, which are the foundation for the strategic plan to 2016, emerged from the College community through a number of efforts and conversations during 2011, including an evaluation of progress made toward accomplishing the goals within the strategic plan to 2010, the results of the 2010 Middle States Periodic Review Process, February and March 2011 Mission/Vision Fest and Re-Imagining Days at both campuses, Summer 2011 Cabinet and Administrative Retreats, and the 2011 Opening Day showcase sessions.

BEYOND ACCESS: THE STRATEGIC PLAN TO 2016

STRATEGIC THEME 1: INCREASE STUDENT ACCESS AND SUCCESS

Develop multiple pathways for entry to reduce barriers to enrollment, ensure seamless student transitions (from high school to college, from non-credit to credit, from college to transfer, from college to career, from career to college) and improve student academic achievement and goal attainment.

STRATEGIC THEME 2: BUILD CURRICULAR RELEVANCE, INNOVATION IN DELIVERY AND SUPPORTIVE FACULTY DEVELOPMENT SYSTEMS

Create an environment to support faculty innovation to develop **distinctive curricular offerings delivered in flexible and stackable** formats that meet current and future societal and workforce needs and that lead to successful student academic achievement and goal attainment.

STRATEGIC THEME 3: DEVELOP AN ENGAGED COMMUNITY

Design connections between students, faculty, the College and the community that support student learning and academic achievement **and that benefit community revitalization and renewal.**

STRATEGIC THEME 4: CREATE A SENSE OF PLACE TO SUPPORT LEARNING

Create a learning and working environment that is sustainable, welcoming, safe, and dynamic irrespective of location (physical and virtual) that leads to improved student success and community engagement.

STRATEGIC THEME 5: ADOPT AN ENTREPRENEURIAL APPROACH

Adopt creative funding models and organizational practices that increase our ability to sustain and meet current and future institutional priorities.

STRATEGIC THEME 6: CREATE A HIGH PERFORMANCE CULTURE

Develop a culture with systems and processes that nurture creativity and innovation, lead to continuous improvement, and reward high performance to meet the College's access and success goals.

1.2 PROCESS

From the start, and as with previous planning processes, the planning effort was designed to be as inclusive as possible. The President's Cabinet, with additional representation from the facilities team, formed the Planning Steering Committee. The College community at large, at both campuses, was engaged through two sets of open forums at the beginning of the planning process and in the final stages. In addition, the College community responded to a detailed facilities/master plan questionnaire with the results integrated into much of the planning and Steering Team conversations (see Appendix B).

In addition, the College's Board of Trustees offered valuable input in a September 2011 Board work session. Input was also secured from Whitpain Township officials to identify opportunities for partnering on recreational facilities as well as other issues related to future land development.

A dot diagram exercise was used to engage the Steering Committee, participants in the open forums, and the Trustees to solicit thoughts, perceptions and ideas about the strengths and opportunities for improvement for both campuses. Participants used red dots to denote negative aspects of campus design and green, blue or yellow dots to highlight positive aspects. Examples of the dot diagrams are shown here.

Through this process, planning concepts (plans and images) were refined and a planning matrix was developed to assist in prioritizing and sequencing the implementation of elements of the plan.

This Facilities Master Plan to 2022 is intended to be a working document and to be used as a broad guide and tool for the future development of more specific designs that will drive future implementation of specific projects in the plan. The plan is intended to be flexible. It can be expanded and modified as conditions change and as capital funding opportunities, public and private, emerge.



West Campus Trustee dot diagram



Central Campus Trustee dot diagram



West Campus Steering Committee dot diagram



West Campus Open Forum dot diagram



Central Campus Steering Committee dot diagram



Central Campus Open Forum dot diagram

2.0 EXECUTIVE SUMMARY

This Executive Summary offers an overview of key projects at both campuses. Later in the plan, rationale and drawings to support the development of each project is included. It is important to note that these drawings are conceptual in nature and that more detailed specifications for each building/renovation will be developed in consultation with faculty and staff to be housed in each area as the specific project moves forward. **It is also important to note that these are not listed in any priority order.**

CENTRAL CAMPUS:

FACILITIES:

2.1 HEALTH SCIENCES CENTER

As a full remake of the current Physical Education Building, this project will meet the current and future workforce needs of regional employers by supporting the expansion and modernization of key health sciences programs like nursing, dental hygiene, medical laboratory technology and medical assisting, and exercise management programs like nutrition and health fitness professional. The project also includes flexible spaces to allow the College to develop new workforce programs in this critical industry cluster. The project also includes enhancements to recreational and athletics facilities to support the College's goals of building student and community engagement. This project is a carry-over from the 2002-2010 master plan with a feasibility study for this project completed in 2010.

2.2 SCIENCE CENTER ADDITION AND RENOVATIONS

A comprehensive backfill space plan must be in place to transition spaces formerly housing Health Sciences programs into general purpose classrooms or additional spaces to support growing STEM programming. Within this full remake of the Science Center is an opportunity to renovate the Theater and add to the backstage area for ADA compliance and improved support facilities. This includes the construction of additional seats on a new balcony to increase theater capacity to 450 seats and the construction of a new quad entrance with a renovated lobby and restrooms. In addition, the plan calls for the construction of new parking lots north and east of the Science Center to serve the theater/auditorium. The completed project will support expansion of STEM programming, expansion of theater academic programming, and expansion of the College's Lively Arts series.

2.3 FACILITIES MANAGEMENT RELOCATION

Remove the Quonset Hut on the opposite side of Cathcart Road and move operations into an addition on to the current Facilities Building.

2.4 RETAIL CENTER ENHANCEMENTS

Replace the north end wall with glass to create an enticing retail opportunity for the Bookstore and other auxiliary services operations that will benefit from increased visibility.

2.5 DEVELOP UPDATED DEFERRED MAINTENANCE PLAN

SITE:

2.6 ENTRY BETWEEN SCIENCE CENTER AND THE ATC

Remove the loading dock and make this major academic quadrangle entry point more pedestrian-friendly and inviting.

2.7 MAIN QUADRANGLE IMPROVEMENTS

Rework the walkways, and strategically place trees and meadow grasses. Open up view corridors between the building entrances.

2.8 NEW LINEAR QUADRANGLE AT THE HEALTH SCIENCES CENTER

Build new quadrangle and remove the trees that visually disconnect this building, once fully renovated, from the rest of the campus.

2.9 ADDITIONAL ATHLETIC FIELDS AND SUPPORT FACILITIES

Improve the athletic fields, support facilities and parking.

2.10 RECONFIGURED PARKING AND ENTRANCES

Add strategically located parking, improve campus entrances, and improve safety in the parking areas to include new vehicular access to the Children's Center.

2.11 RECREATIONAL TRAIL

Build a campus wide trail that also ties in to the Whitpain Township trail system.

2.12 DEVELOP PARKING ANALYSIS AND WAYFINDING PLAN

WEST CAMPUS:

FACILITIES:

2.13 SOUTH HALL IMPROVEMENTS

Renovate the 100 level to make it more attractive and functional including a café/retail store; additional classroom; better lounge space; space designed to support integrated enrollment services, additional student club space, new finishes, etc.

2.14 NORTH HALL CAFÉ

Renovate the art studio into a café/gathering area.

2.15 UNIVERSITY CENTER RENOVATIONS

Develop the AAA building into a state-of-the-art instructional facility to support University Center partners and College-based workforce development programs.

SITE:

2.16 DEVELOP UPDATED DEFERRED MAINTENANCE PLAN

2.17 NEW WALKWAY ALONG COLLEGE DRIVE AND JUST SOUTH OF SOUTH HALL.

2.18 NEW WALK DEVELOPMENT TO THE UNIVERSITY CENTER.

2.19 PARTNER ON NEW ARRIVAL DEVELOPMENT AT CORNER OF COLLEGE DRIVE AND HANOVER STREET.

2.20 DEVELOP PARKING ANALYSIS AND WAYFINDING PLAN

SUMMARY

The projects are shown in the planning matrix under Section 3 and are located in the graphic Master Plan in Section 4. They are also described in more detail under sections 5 & 6.

3.0 PRIORITIES AND PLANNING MATRIX

10 YEARS

CENTRAL CAMPUS

PHASE 1	Health Sciences Center	Vacated Science Center lecture/labs	Main Quadrangle improvements Phase 1	Add traffic light & road improvements at Morris Road entrance	Remove service road south of College Hall and add new road & parking	Recreational Trail Phase 1	Remove Cathcart Annex	Wayfinding improvements
PHASE 2	Renovate remainder of Science Center including Theater Addition & Parking	New addition to Facilities Building & relinquish Quonset Hut	Recreational Trail Phase 2	Wayfinding improvements				
PHASE 3	Main Quadrangle improvements Phase 2 (adjacent to Science Center)	Parking Lot improvements - Lots 1, 2 & 3	New Academic Building feasibility study	Athletic Field improvements Phase 1 (Baseball, Playfields & Parking)	Wayfinding improvements			
PHASE 4	Improve entry between ATC & Science Center	Athletic Field improvements Phase 2 (Concessions & Team Rooms)	Improve bookstore exterior	Develop new linear quadrangle (main quad to Health Sciences Center)	New loop road behind Parkhouse Hall & Chiller Building	Wayfinding improvements		
PHASE 5	Athletic Field improvements Phase 3 (Soccer turf & possible field lighting)	Wayfinding improvements						

WEST CAMPUS

PHASE 1	South Hall first floor renovations	South Hall Science Lab improvements	University Center renovations	College Drive pedestrian improvements Phase 1	Wayfinding improvements
PHASE 2	North Hall cafe	College Drive pedestrian improvements Phase 2	Walkway connection to University Center		
PHASE 3	Develop private/public partnership projects on High Street				
PHASE 4					
PHASE 5	South Hall Additions and/or expansion into Pottstown				

4.0 MASTER PLAN GRAPHIC



Central Campus



West Campus

5.0 SITE DEVELOPMENT

CENTRAL AND WEST CAMPUSES

5.1 EXISTING CONDITIONS – CENTRAL CAMPUS

- 186 acre site with various constraints
- Wetland and low lying areas preserved and much appreciated based on informal and survey comments
- Site an “island of green” in a mostly developed area and thus attractive for open space, trails and recreation
- Parking takes up much of space and ways to soften the impact of this use being explored
- Limited expansion capability looking ahead due to site restrictions so other approaches to building and parking are likely needed

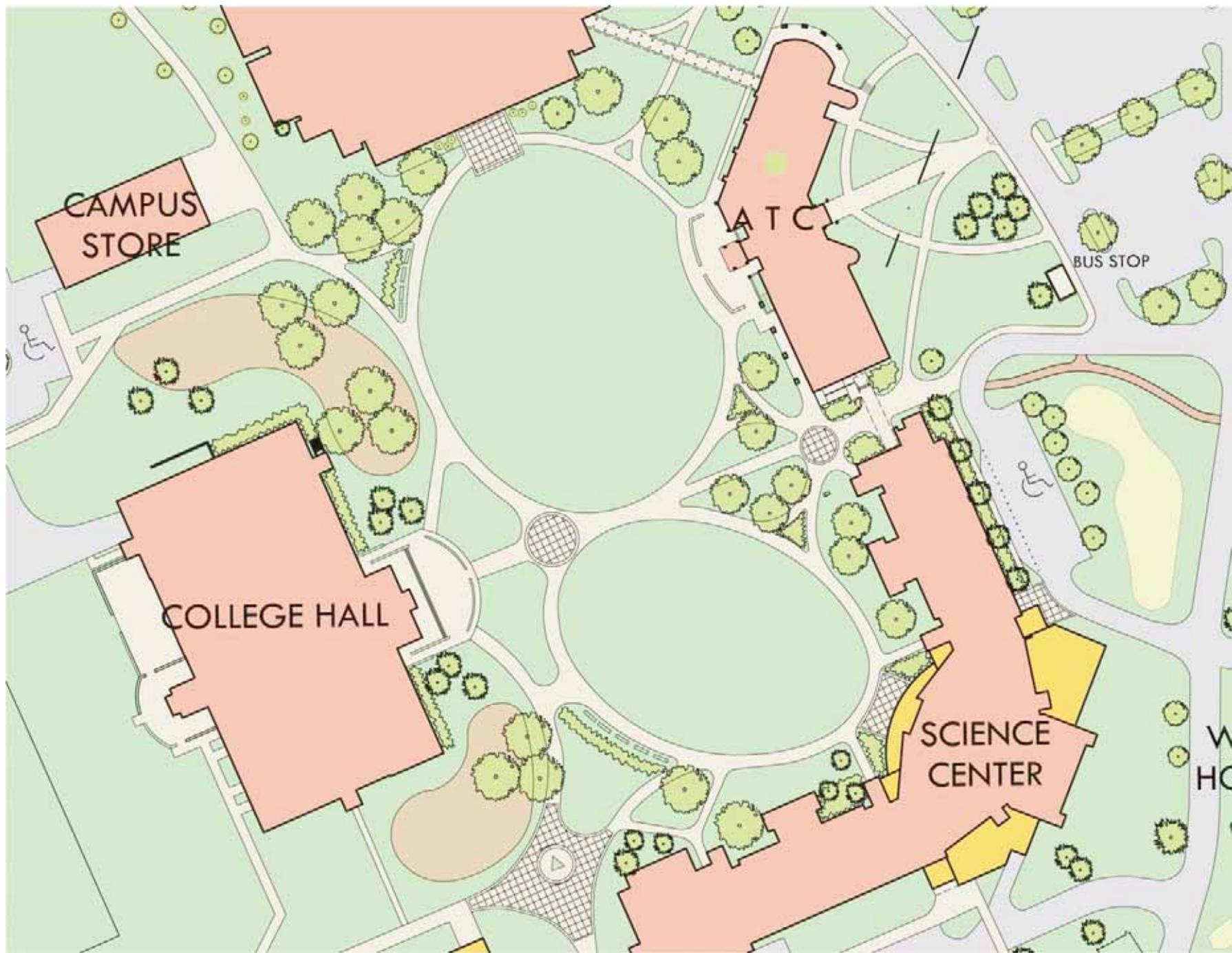
5.2 OVERALL DESIGN APPROACH

- Recognition of the constraints and desire to work within the context of the natural systems (wetlands, meadows, floodplains)
- Desire to create a campus like center and make logical connections between areas of campus that draw widely spaced buildings together
- Create a consistent look across campus via plantings, furnishings, and lighting
- Landscape design in keeping with the wide-open scale of the site and the size of the buildings – refraining from residential-scale landscape beds and shrub plantings
- Recognizing that trees are a great asset to any campus but must be utilized to create and define spaces and edges rather than simply randomly placed
- Recognition of blending campus construction with the College’s Climate Commitment Action Plan and its goals.

5.3 AREAS OF FOCUS – CENTRAL CAMPUS

During the various meeting and based on the campus survey, several areas of concern were noted and suggested project work focuses on these areas:

- QUADRANGLE
 - o Opening up views between buildings
 - o Creating meaningful and useful spaces within the quad that lend both a ceremonial and collegiate feel to the space while providing areas for events, informal gatherings and play
 - o Arrangement of plantings to reinforce the spaces verses random placement
 - o Coordinating furnishings for consistency and usefulness
 - o Incorporate major campus features such as the ATC/ Science bridge area and the clock tower into a coordinated design approach for the quad
 - o Address major building entrances so that each has a unique presence on the quad
- PEDESTRIAN TRAIL
 - o Makes use of the natural beauty of the site
 - o Good connection with community trail system promotes community use of campus and improves walkability of the campus for users
 - o Trail development adds a fitness dimension to the campus



proposed quadrangle improvements

- ATHLETICS / RECREATION AREA
 - o Enhancements to improve experience for all users: collegiate athletes and recreational users, coaches and spectators along with community members using facility
 - o Should be updated from previous plans with additional input. It should be noted that the township is developing a large tract with fields and may not be as dependent on MCCC fields as previously thought. However, there is still interest in shared use.
 - o Current plan shows additional parking and the following fields: soccer (3), field hockey, softball, baseball and general use field. The recreation trail network runs through most of the athletic field area. New items of note are team/storage rooms, enlarged concession building and softball/baseball support items such as bullpens and batting tunnels.
- CIRCULATION IMPROVEMENTS
 - o Vehicular related: to improve traffic flow such as at the Morris Road entrance. Remove vehicles from spaces that should be dedicated to green space, such as on the south side of College Hall.
 - o Pedestrian related: to decrease car – pedestrian conflicts such as are evident near Parkhouse Hall and throughout the large parking lots by creating pedestrian corridors through the lots.



- WAYFINDING – Refinements to the Existing System – the existing wayfinding system was created in recent years. The interest is in updating and refining rather than replacing the system. With that in mind, suggestions include:
 - o Increasing the letter size on the signs for greater readability from autos
 - o Simplifying the message where appropriate to allow for greater text sizes
 - o Better incorporation of the signs into the landscape as a whole – integrating them into the landscape
- PARKING
 - o Improve the aesthetics of the parking lots with additional tree plants
 - o Decrease mowing by using meadow grasses and low mow mixes to the parking lot islands and appropriate areas around the lots.
 - o Improve visibility throughout the lots for pedestrians and drivers by careful selection of plant material
 - o Look at alternate ways of increasing available parking including designating spaces for car pool drivers, encouraging use of mass transit and examining practices that lead to parking overflow at certain times



existing



proposed



proposed lot #1 layout

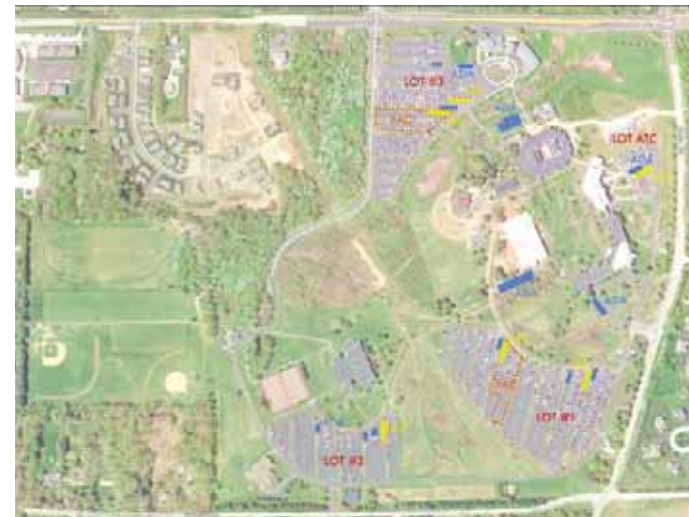
- o Reduce pedestrian /vehicular conflicts in the large parking lots by developing walking paths through the wide islands that would allow for foot traffic out of driveways and remove the inner loop driveway to place more emphasis on pedestrians
- o Complete a parking study of campus to aid in the decisions and planning for improved parking utilization
- o Provide “preferred” parking for accessibility and fuel-efficient vehicles in strategic and convenient locations to be determined. The plan suggests possible locations.
- o Add road way and parking adjacent to the Science Center



proposed quad entrance between ATC & Science Center



proposed quad entrance between ATC & Science Center



preferred parking plan

- SITE LIGHTING – exterior lighting contributes to the feeling of safety during evening hours while also impacting campus energy use and aesthetics related to consistent use of **attractively design fixtures**.
Campus lighting should:
 - o Evenly and adequately illuminate exterior campus areas where pedestrians will be travelling in the evening hours
 - o Be designed to get the highest utilization out of each **pole and fixture**
 - o Create a consistent look across campus
 - o Utilize the most up-to-date fixture and equipment that will be reliable, easy to maintain and provide **energy efficient and affordable service**
- COMMUNITY GARDEN – interest in a community garden will be addressed with:
 - o Identification of potential sites for the garden
 - o Access to parking ,water and other resources needed for this activity
 - o Possible fencing of the area if deemed necessary for animal control
 - o Development of a process for making sure the garden falls under clear responsibility to maintain

- NATURAL AREAS – the campus natural areas are seen in a very positive light as borne out in both informal interviews and the facilities survey. Moving forward, the natural areas will:
 - o Continue to be part of the planning for all future projects
 - o Help represent MCCC's environmental awareness and commitment to sustainable practices
 - o Be expanded as appropriate to help decrease regular lawn maintenance while improving habitat and helping diminish the negative impacts of storm water runoff
 - o Be used as an education tool
 - o Be improved where possible by use of more decorative features such as stone-faced drainage **structures and incorporation of more flowering** interest in the meadows where possible
- CAMPUS LANDSCAPE – General ideas with the realization that the campus landscape is very important in first impressions to visitors and prospective students and is reflective of MCCC's commitment to developing and maintaining quality facilities
 - o Use plantings to reinforce and create outdoor spaces and balance the more formally designed areas with the natural landscape prevalent across much of campus
 - o Strive for a balance of all –season interest in the landscape with an emphasis on native species
 - o Design with maintenance in mind so that limited maintenance resources can be used in high-impact areas and maintenance can be reduced in other areas that are not as visible

5.4 EXISTING CONDITIONS – WEST CAMPUS

- Soon to be four separate building sites: North Hall and South Hall – currently in use; 140 College Drive and the AAA building
- Set in the fabric of Pottstown and on the north shore of the Schuylkill River
- Divided by roads, railroad tracks and utility parcels
- Narrow walkways and lack of visual unity
- Great potential as part of a link between downtown Pottstown and the Schuylkill River Park area

5.5 OVERALL DESIGN APPROACH – WEST CAMPUS

- Realization that – unlike Central Campus – West Campus is a more urban setting with different solutions required
- Like central campus, the desire is to create a consistent, cohesive feel with the MCCC look and feel, therefore some elements such as lighting, graphics, wayfinding and furnishing may be shared between campuses
- Utilize circulation paths along roads and edges as the urban green space that also identify the campus
- Provide linkage between Pottstown and river where possible
- Utilize the campus location to help provide a gateway to the campus and the Borough

5.6 AREAS OF FOCUS – WEST CAMPUS

During the various meeting and based on the campus survey, several areas of concern were noted and suggested project work focus on pedestrian connections, landscape and lighting improvements and parking improvements. On-site observations and informal interviews reinforced these ideas along with the need for improved campus identification. Areas of focus for site development on West Campus are:



- PEDESTRIAN CONNECTIONS

- o Increasing the walkway width along College Drive and placing the walk within a green pedestrian zone alongside the roadway that will become a 'linear quad' that ties the West Campus together similar to the main quad at Central Campus
- o Extension of the College Drive pedestrian zone toward the AAA building property for a complete tie in including a more robust crossing of College Drive to the 140 building
- o Possible use of the PART bus stop to allow for pedestrian zone expansion and parking adjustments without losing campus parking
- o Design of the pedestrian spine so that lighting, landscape, furnishings and paving are all coordinated to create the consistent campus look from end to end



existing

- LIGHTING AND LANDSCAPE DEVELOPMENT

- o As at Central Campus, lighting should address concerns about energy, safety and aesthetics but should also be done in recognition of the urban location knowing that a dual role as street lighting might be required.
- o Light pole options such as banner brackets can create additional graphics and color that help tie the campus together.
- o The approach along College Drive to South Hall can be improved with the pedestrian spine development and improved wayfinding.
- o The narrow zone in front of South Hall, currently dominated by parking, can be made into a much more pedestrian friendly and aesthetically pleasing urban plaza space with limited vehicular access if



proposed

parking can be moved. This would greatly improve the look of the facility from College Drive.

- **PARKING IMPROVEMENTS**

- o Even more than Central Campus, parking is limited at West. This must be recognized and other options such as use of transit and the downtown location taken advantage of.
- o Environmental improvements to existing parking such as at 140 College Drive can be considered for all the parking lots to improve the look and help alleviate environmental impact of these facilities.

- **WAYFINDING / CAMPUS IDENTIFICATION**

- o Improvements to wayfinding have started on campus and are being done in the same fashion as at Central Campus. This should continue and be in concert with the suggestions made for central campus

- **OTHER PROJECT POSSIBILITIES**

- o Exploration of how to develop the old mill race (that conveyed water to the hammer mill) for a pedestrian connection and linkage between North and South \ Hall and the AAA building
- o Initiate discussions with the owner of the property at the intersection of College Drive and Hanover Street to consider mutual opportunities to help identify arrival point to the campus and improve the branding for MCCC. This, along with the appropriate aesthetic development of the University Center, will serve to expand the campus to Hanover Street.
- o Improvements to the PECO substation and utility property that would enhance the fencing while keeping the functional components intact

NEW PEDESTRIAN WALKWAY



"ARRIVAL" OPPORTUNITY

5.7 SPATIAL / VISUAL ANALYSIS – WEST CAMPUS

The typical German university is scattered in appropriate buildings in the town neighborhood. The opportunity exists here to spatially weave MCCC into the fabric of the town so that there is no defining campus barrier. The main building (South Hall) is unattractive and not welcoming. There are few window openings, very little sense of perceived activity within the building, and the main entrance is foreboding.

5.8 RECREATION – WEST CAMPUS

Memorial Park, River Front Park and the river itself offer unique recreational opportunities.



current view of utility yard area along College Drive



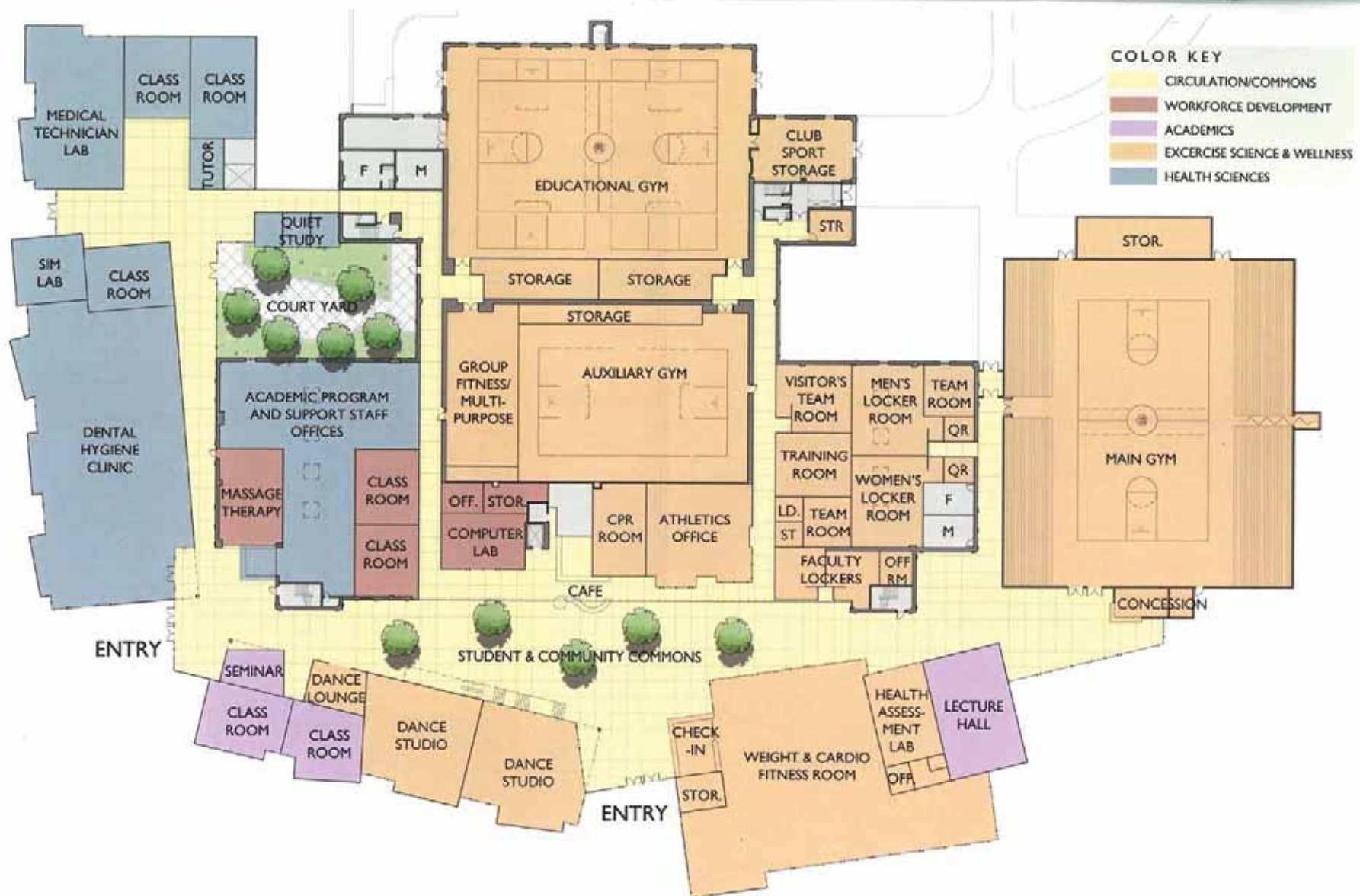
improved fencing material, painted buildings, and lower maintenance landscape, along with pedestrian improvements, enhance the walking experience along this part of College Drive

6.0 BUILDING DEVELOPMENT

6.1 HEALTH SCIENCES CENTER

The recent feasibility study recommends additions and renovations to the PE building. The total square footage for the entire building will be 158,000 sf. The building program includes health sciences, academics, workforce development, and exercise science.





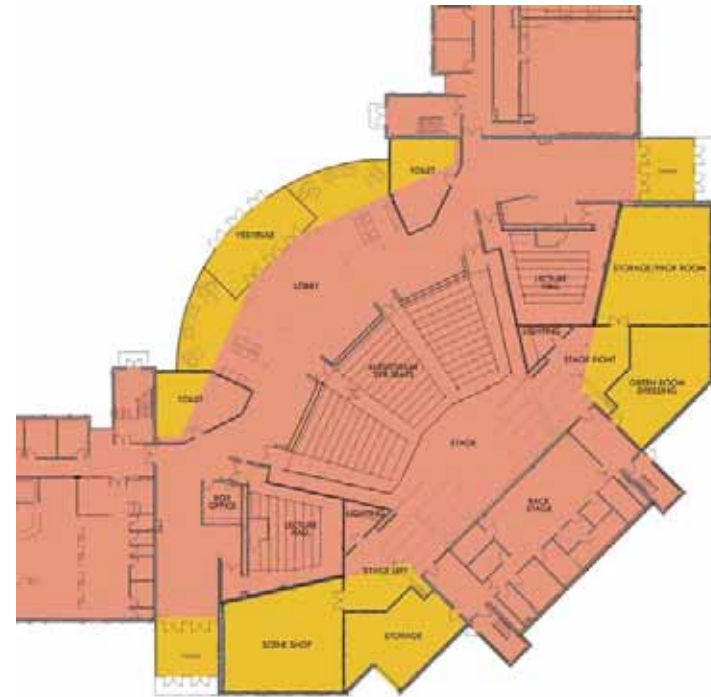
first floor plan concept from study

6.2 AUDITORIUM/THEATER

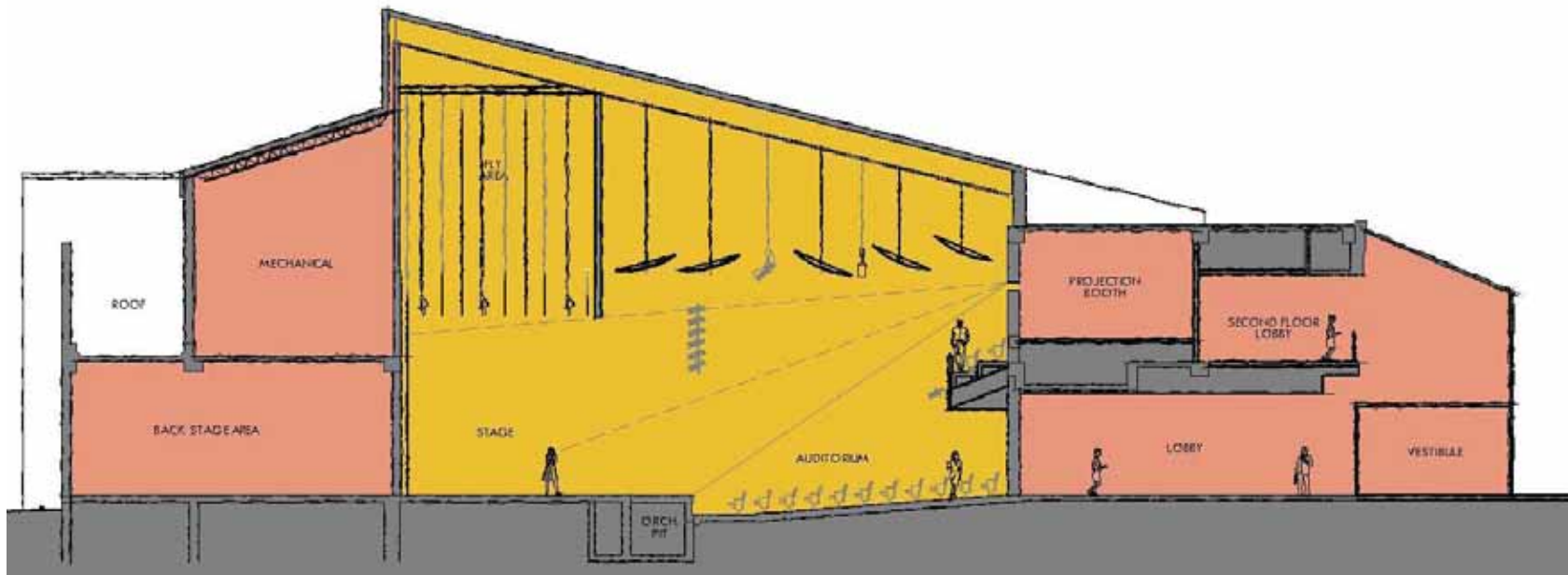
In order to improve the auditorium/theater, the plan recommends the addition of a new balcony to increase seating capacity to 450 additions on either side of the backstage area for support space for stage right and left including accessible restrooms, costume room, shop, set design and construction space, green room, storage, remove the existing ceiling and catwalks to allow scene fly space above the stage, and improved electrical system and access for equipment brought in by outside performing groups, storage rooms for piano and other equipment.

Reconfigure the loading dock for the new plan.

These improvements will also improve the capacity and functioning for special lectures, presentations and other educational events for the campus community.



first floor plan concept



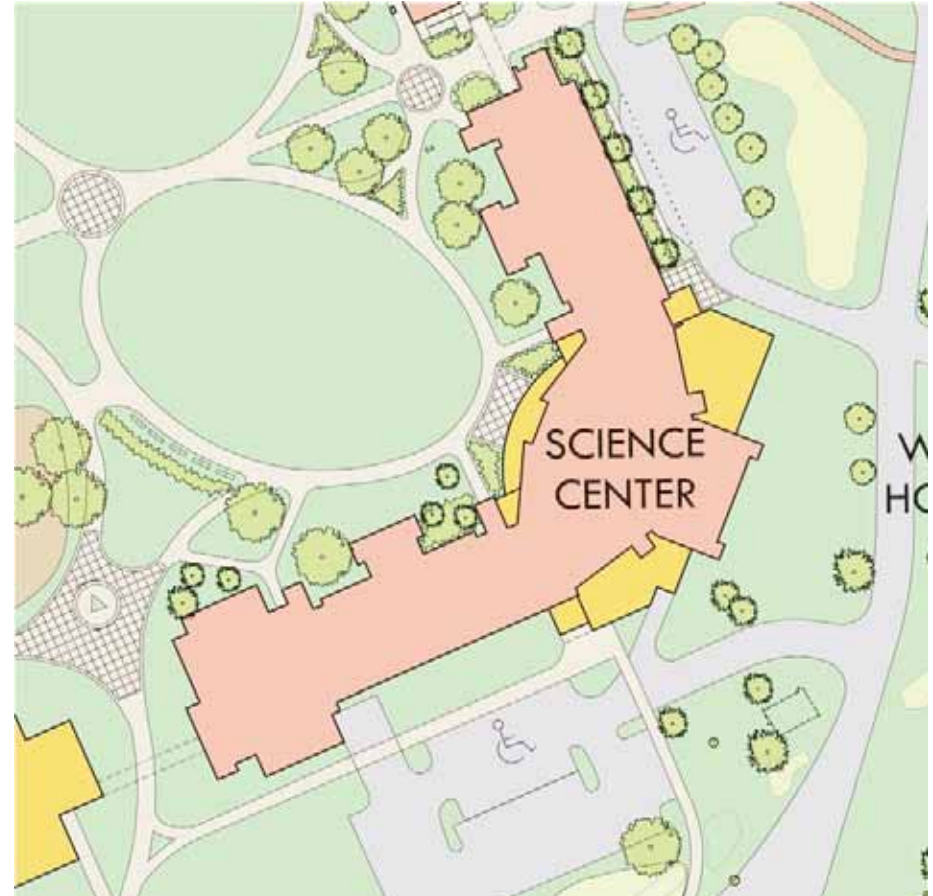
theater concept

6.3 SCIENCE CENTER

A new addition toward the quadrangle will provide appropriate space for gathering, new restrooms and also improve the upper level hallway circulation which currently is very poor. This addition will visually connect to the upper level hall which is immediately adjacent to the new balcony. The lobby should be refurbished for display, seating, the campus mural, concessions and catering.

The new additions on the north and east sides will be an opportunity to present, for the first time, a new “front” image to the public, as viewed from Morris Road, on what currently appears to be the back of the building. The new entrances will be highlighted architecturally and supported with access drop off roads and parking nearby.

Renovate the remainder of the Science Center to provide new and improved HVAC and controls, lighting, finishes, fixtures, furnishings, and equipment. Common gathering spaces throughout the building need attention. Standard layouts for labs and classrooms need to be considered to meet current pedagogical methods for instruction in the Sciences.



6.4 "BACKFILL" CONCEPT

The backfill concept is for general purpose labs for when the Health Sciences Center is "on line".

When the nursing and dental program instructional spaces move to the new Health Sciences Center, the vacated spaces would become general purpose lecture labs. The following is a concept plan for these spaces.



6.5 FACILITIES MANAGEMENT FACILITY

It is recommended that the Quonset hut across Cathcart be removed and those functions and storage be placed within an addition to the existing Facilities Management building. The addition would be designed to create an interior court to limit views into the work.

6.4 BOOKSTORE/RETAIL

The current bookstore is operated by Barnes & Noble. It has the usual assortment of books, peripheral retail supplies including digital books, supporting electronic hardware and software, regular books and minimal food offerings. Rental books are currently popular and digital books offerings are on the increase. It is thought that books in hard cover will not go away completely in the foreseeable future. The future campus bookstore will need to continue to offer more variety in what it markets and sells. To this end, the plan recommends that the bookstore be thought of more as a retail store and present itself with more transparency to passersby. This can be accomplished with a north wall that is more glass than solid wall to allow potential customers to view the ever-changing offerings as they pass by to draw them in thereby increasing traffic into the store.

6.5 OTHER BUILDING ISSUES

1. East House

East House will soon house the Foundation and resource development offices. It will remain a central meeting place for the Board of Trustees.

2. West House and 202 House

These two houses are in need of repair to the extent to be determined by a separate analysis. Ultimately it needs to be determined if their continued existence is a benefit to the College. The plan does not, at this time, recommend a long term use for these two houses. They are not on an historic register and it may be suggested that they might remain for the short term to be utilized as swing space for other projects to occur with their



Concept plan for facilities management addition

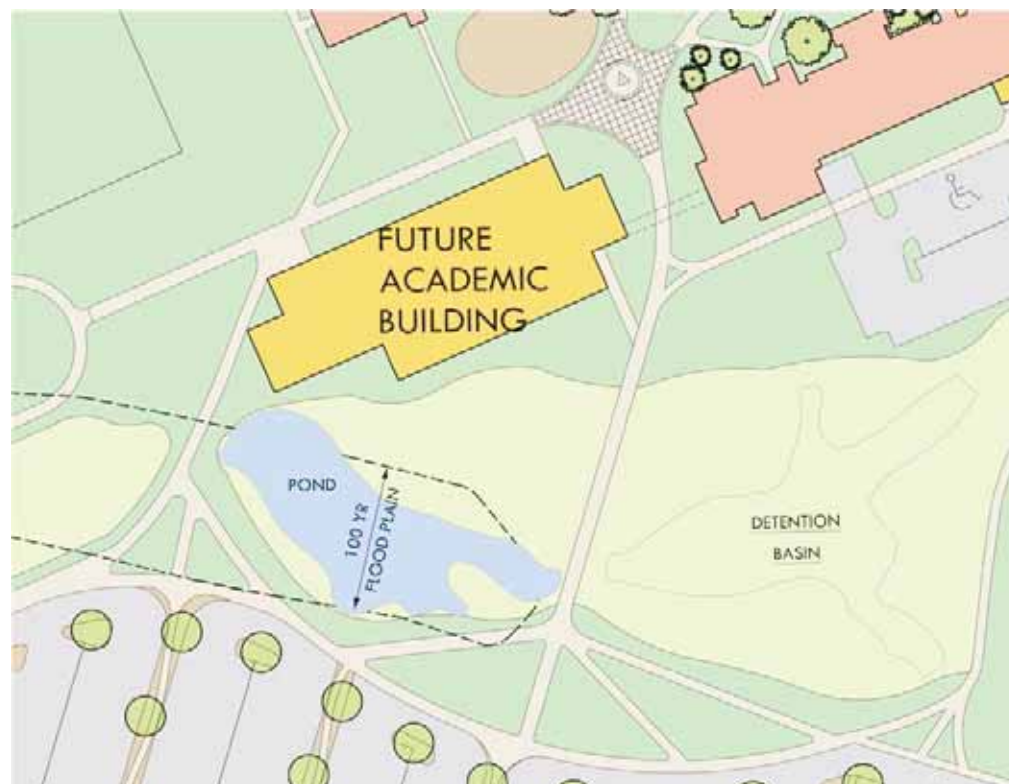
ultimate removal -long term. Of the two houses, the 202 house might be considered for a program such as an artist-in-residence due to its close relationship to the Fine Arts Center. This, or any use, would need to be weighed against the cost to renovate and continue to operate this facility.

3. Cathcart Annex

The plan recommends the removal of this modular, non-permanent building. It projects the wrong image for MCCC in terms of quality and impermanence.

4. Future academic building

As enrollment grows, requiring additional academic space, the plan suggests a location for a new building. This building could be connected via bridge to the Science Center. It's construction on the site as indicated would additionally help to better connect the Health Sciences Center to the main part of the campus.



6.6 SOUTH HALL IMPROVEMENTS

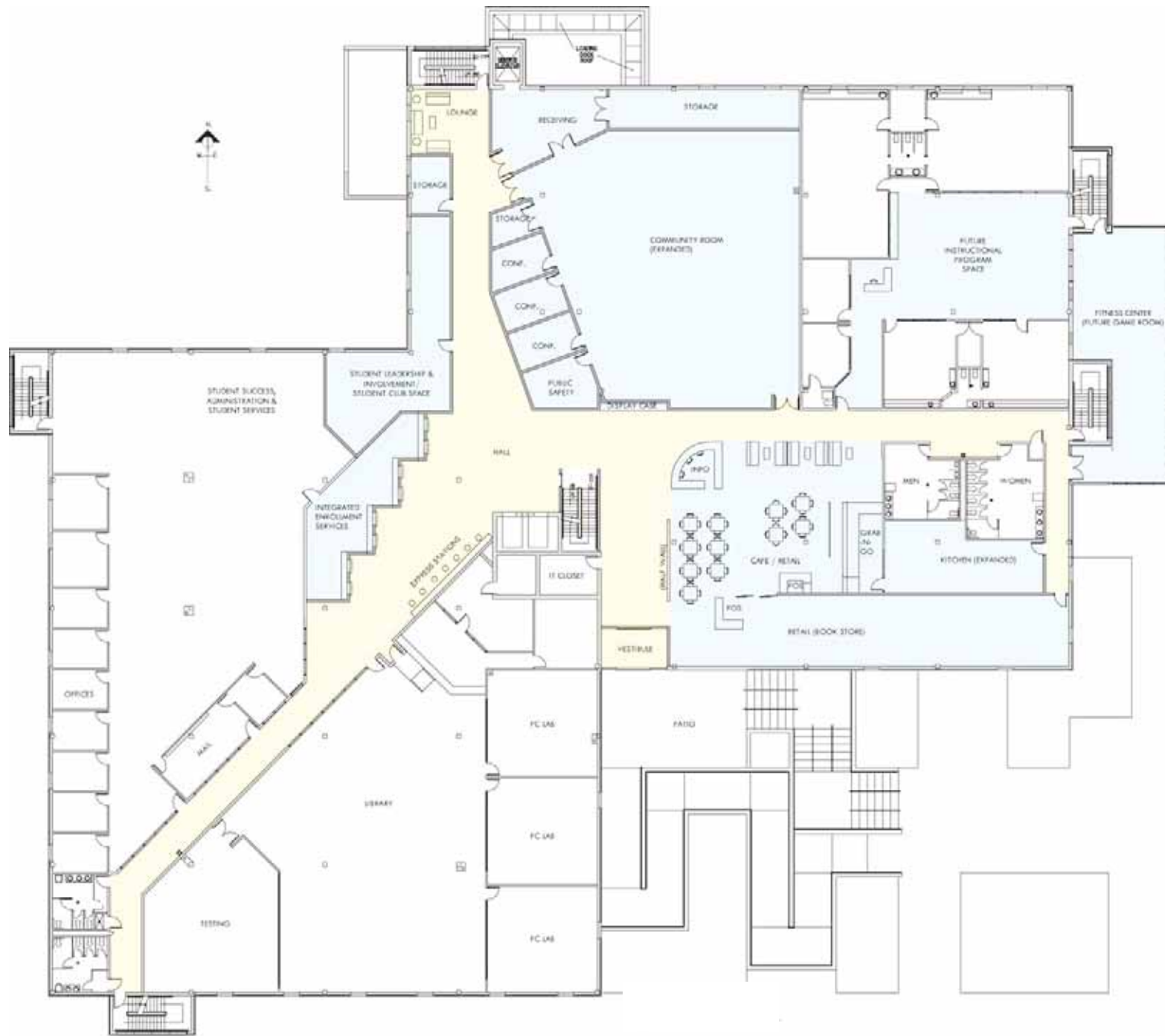
The current building entry is foreboding and unwelcoming. The interior halls have flooring and wall finishes that are in need of upgrading to a look that is more appropriate to those associated with higher education design. The lack of exterior windows also does not welcome the potential or existing student, nor does it express what is going on within the facility.

As new renovations and additions are considered for this building, the plan recommends that quality finishes, lighting and visual transparency be utilized.

Internally, there is a need to reorganize some of the spaces to be more welcoming, functional and user-friendly. More space is needed for

the community room and some space reorganization is needed in the student success, enrollment, and administrative areas to better utilize overall space. Adding an area for Integrated Enrollment Services, much like what was recently built at College Hall is recommended. The retail/bookstore and the café could be located adjacent to one another. The café could be more of a Grab and Go service. The mix of the two with café seating, booth seating and lounge seating should help to create a more vibrant area for students.

An additional classroom is indicated within the Health Services Suite as a way to gain additional instructional space for this popular program.



first floor plan concept

The science/labs classrooms on the 200 level need to be renovated to meet MCCC standard layouts for current pedagogical methods for instruction in the sciences. This could result in better scheduling and utilization of all instructional spaces.

For a longer range vision for adding space to South Hall, the plan recommends adding a fourth floor as well as an addition on the southeast corner. This solution would add space as enrollment grows, new programs are added and also provide a new welcoming image for South Hall. The additions could utilize more glass to create more visual transparency.

Another option for gaining additional space as enrollment increases is to build to the east or west of South Hall over the parking lots, remaining out of the flood plain.

6.7 NORTH HALL CAFÉ

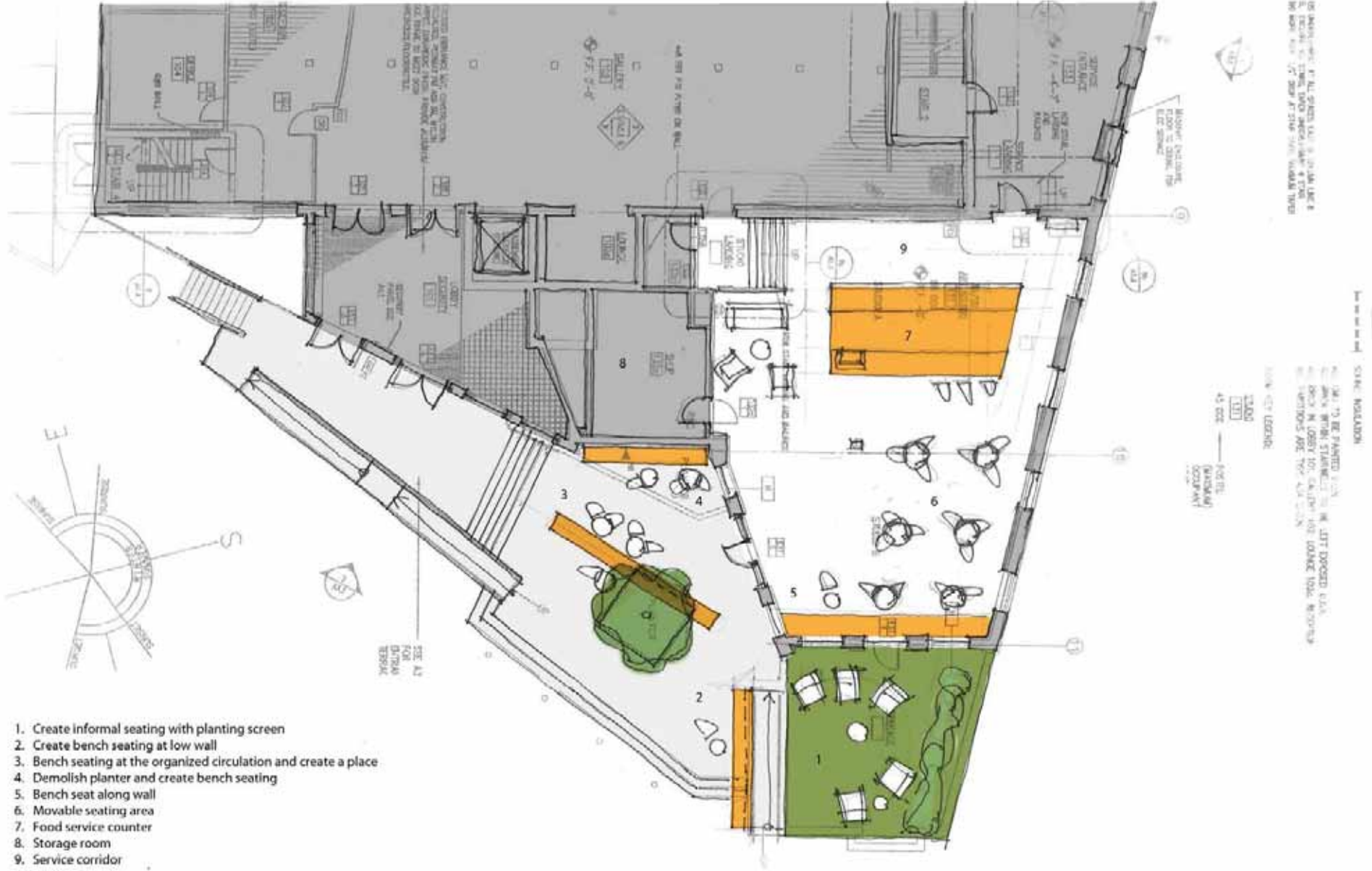
The plan recommends activating the current art room space on the main level into a vibrant café and lounge space with outdoor plaza seating as well. This will help activate the High Street area, drawing people into the café.



Science/Labs Classrooms 200 level



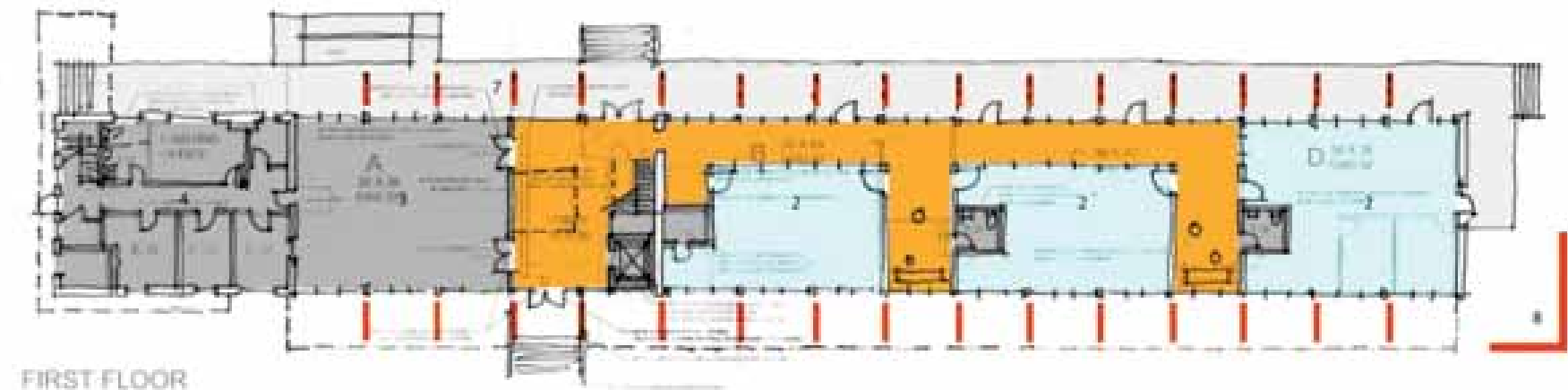
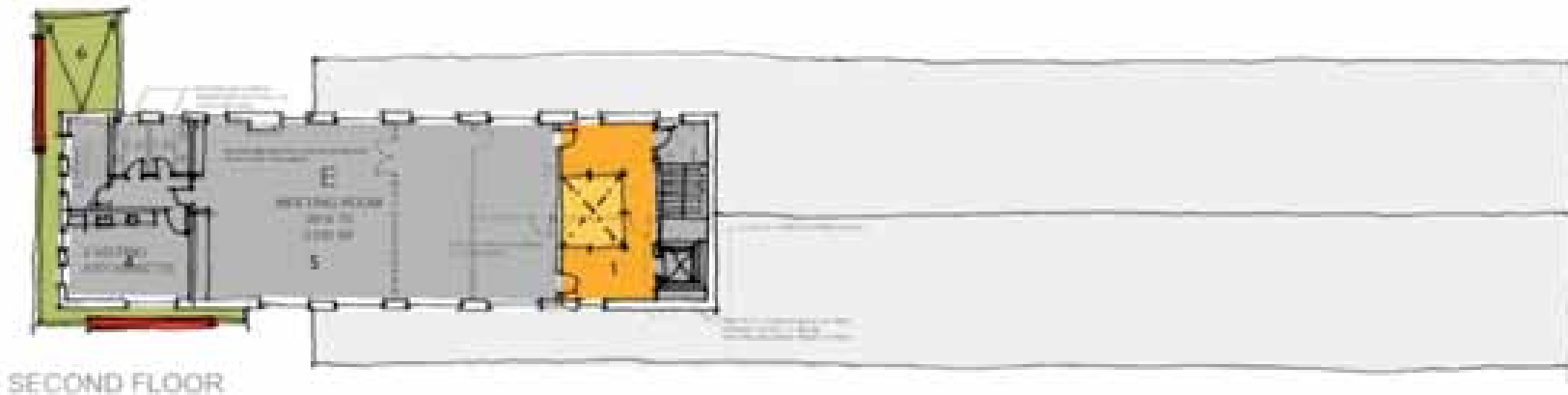
South Hall Addition concept



6.8 UNIVERSITY CENTER (AAA BUILDING) RENOVATIONS

The renovation of this building has been studied to provide instructional spaces and offices. This is a great opportunity to associate with other universities in instructional partnerships as well as extend and improve

the image of the campus and integration in to the city. The location of this building along Hanover Street also provides a great opportunity for branding the MCCC image in a more conspicuous location.



1. Create internal circulation
2. New classrooms
3. Faculty hotel
4. Existing/ small modifications
5. Foyer allows meeting room function
6. New canopy and signage
7. Affiliated institutions/signage
8. Screens/ signage

7.0 SUSTAINABILITY

MCCC is one of the original 2007 signatories of the American College and University President's Climate Commitment pledge and in September 2010 has codified this commitment with the "Climate Commitment Action Plan". This document has plenty of ideas, recommendations, action items and goals. We have addressed the issues that affect this Master Plan as follows:

- Provide shade trees at parking lots and sidewalks to reduce heat island effect
- Provide native plant species that are drought tolerant
- Reduce the amount of (high maintenance) lawn area and replace with natural grasses
- Identify preferred parking spaces for low emitting / high mileage, car share and car pool vehicles
- Locate bicycle storage and bicycle commuter shower areas for future buildings or renovation projects
- Provide fitness & bike trail to connect different points on campus and to county-wide bike trail system
- Where possible buildings should be orientated on a east - west axis (providing more wall & window area on the south & north sides) to take advantage of passive solar energy, control natural light and to save energy costs
- A need for vegetable gardens has been identified as a possible academic program and community involvement area. As academic curricula become formulated, final location of gardens will be identified.

A parking count study is recommended (actual counts taken regularly over several years) to verify if additional parking is required and to provide a base line for future development on campus. The class schedule and possible change to the class schedule should be considered to determine if this could affect parking requirements.

MCCC is seeking to identify an Energy Service Company (ESCO) and plans to implement strategies to reduce energy, natural resource use, and operating costs on both campuses as follows:

- lighting retrofits, standardization, & occupancy sensors
- Building envelope improvements
- Water conservation measures
- Fuel switch from propane to natural gas
- Building-specific heating and cooling improvements (modifications, optimizations, & new systems)
- Renewable energy projects (solar & wind electric generation)
- Plug load management
- Energy awareness program

This program will begin in the current year and continue for several years.

8. ORDER OF MAGNITUDE

CONSTRUCTION COSTS FOR CENTRAL CAMPUS

The estimates are based on the conceptual schemes developed as part of the Master Plan and on the square foot costs of comparable college facilities in 2011 dollars. These estimates are for broad based planning purposes only, exclusive of allied site work, professional fees, furnishings and project contingencies.

CENTRAL CAMPUS

PHASE 1	Health Sciences Center	Vacated Science Center lecture/labs	Main Quadrangle improvements Phase 1	Add traffic light & road improvements at Morris Road entrance	Remove service road south of College Hall and add new road & parking	Recreational Trail Phase 1	Remove Cathcart Annex	Wayfinding improvements	PHASE 1 TOTAL
LOW	\$30,000,000	\$590,000	\$600,000	\$234,000	\$50,000	\$329,000	\$20,000	\$96,000	\$31,919,000
HIGH	\$35,000,000	\$640,000	\$650,000	\$287,000	\$75,000	\$345,000	\$24,000	\$117,000	\$37,138,000
PHASE 2	Renovate remainder of Science Center including Theater Addition & Parking	New addition to Facilities Building	Recreational Trail Phase 2	Wayfinding improvements					PHASE 2 TOTAL
LOW	\$18,300,000	\$1,200,000	\$73,000	\$90,000					\$19,663,000
HIGH	\$21,500,000	\$1,400,000	\$84,000	\$112,000					\$23,096,000
PHASE 3	Main Quadrangle improvements Phase 2 (adjacent to Science Center)	Parking Lot improvements - Lots 1,2 & 3	New Academic Building feasibility study	Athletic Field improvements Phase 1	Wayfinding improvements				PHASE 3 TOTAL
LOW	\$177,000	\$750,000		\$4,720,000	\$71,000				\$5,718,000
HIGH	\$236,000	\$1,000,000		\$5,900,000	\$95,000				\$7,231,000
PHASE 4	Improve space between ATC & Science Center	Athletic Field improvements Phase 2	Improve bookstore exterior	Develop new linear quadrangle (main quad to Health Sciences Center)	New loop road behind Parkhouse Hall & Chiller Building	Wayfinding improvements			PHASE 4 TOTAL
LOW	\$69,000	\$2,728,000	\$62,000	\$527,000	\$100,000	\$75,000			\$3,561,000
HIGH	\$81,000	\$3,720,000	\$68,000	\$651,000	\$200,000	\$100,000			\$4,820,000
PHASE 5	Athletic Field improvements Phase 3	Wayfinding improvements							PHASE 5 TOTAL
LOW	\$2,340,000	\$78,000							\$6,154,000
HIGH	\$2,600,000	\$104,000							\$7,824,000

WEST CAMPUS

PHASE 1	South Hall first floor renovations	South Hall Science Lab improvements	University Center renovations	College Drive pedestrian improvements Phase 1	Wayfinding improvements	PHASE 1 TOTAL
LOW	\$2,000,000	\$800,000	included in	\$191,000	\$172,000	\$3,163,000
HIGH	\$2,300,000	\$1,200,000	lease agreement	\$212,000	\$185,000	\$3,897,000
PHASE 2	North Hall cafe	College Drive pedestrian improvements Phase 2	Walkway connection to University Center	Wayfinding improvements		PHASE 2 TOTAL
LOW	\$284,000	\$202,000	\$146,000	\$101,000		\$596,000
HIGH	\$300,000	\$280,000	\$168,000	\$112,000		\$748,000
PHASE 3	Develop private/public partnership projects on High Street					
LOW						
HIGH						
PHASE 4						
LOW						
HIGH						
PHASE 5	South Hall Additions and/or expansion into Pottstown					
LOW						
HIGH						

Campus Facilities Master Plan Update

Fall 2011

Background

In fall 2001 the College engaged the services of Spillman Farmer Architects to develop a comprehensive facilities master plan to meet the expanding enrollment and academic program needs of the College's Central and West campuses through 2010. The Master Planning Steering Committee led the process engaging the College community in a series of open forums and other planning activities. The College's Board of Trustees endorsed the final draft of the Facilities Master Plan through 2010 in June 2002 at their annual planning retreat. The plan outlined three phases of projects for both campuses. The projects included new facilities as well as renovations and expansion of existing facilities as well as a comprehensive campus signage and landscaping program.

In fall 2005, Spillman Farmer was retained to update the 2002-2010 plan to bring additional specificity to several projects including the renovation of College Hall, Parkhouse Hall, site development to connect Parkhouse and the Art Barn, and the development of a campus recreational trail. The update was endorsed by the Trustees in March 2006.

Progress to Date

Beginning with the 2002-2003 academic years, the College has made significant strides in the implementation of the master plan, including:

Central Campus

1. Completion of the Edward Sweitzer Memorial Bell tower project in summer 2003 with a dedication of the Tower in November 2003. The Bell tower was funded through private dollars raised by the Foundation. (*See Site Development, 5.2 Spatial/Visual Analysis*)
2. Completion of the automation design laboratory in fall 2002. The project was funded by a blending of state workforce development challenge grant funds, College funds, and donations of equipment from industry partners.
3. Enhancements to the loop road in fall 2002 to enable SEPTA bus access and new more convenient bus stops for visitors and students.
4. Roof replacements to the Science Center, the Physical Education, Cathcart annex and Parkhouse Hall in summer 2002, 2003, 2004 and 2005 respectively. (*See Physical Plant Analysis, 7.2 Deferred Maintenance*)
5. Some restoration of campus natural grasses through a faculty secured grant from the Department of Conservation and Natural Resources. (*See Site Development, 5.1 Environmental Considerations*)
6. Completion of the Advanced Technology Center, a 62,000 square foot facility on the Central Campus. Opened in September 2007. (*See Building Development, 6.3 Advanced Technology Center*)

7. Completion of the renovation and expansion of the Art Barn. Opened January 2009. (*See Building Development, 6.9, The Art Compound*)
8. Construction of a Student Success Center in College Hall (fall 2005) to co-locate advising and counseling services.
9. Securing \$20 million through the issuance of a bond for the construction of the Advanced Technology Center and the Art Barn renovation and expansion in June 2005.
10. Completion of the Center for Teaching and Learning in March 2005 within the Library.
11. General improvements to the athletic fields and gymnasium to support the re-introduction of intercollegiate athletics. Fall 2008.
12. Completed the development of a Black Box Theatre and Music practice rooms in the lower level of the Science Center to support the theatre and music programs as part of the re-purposing of space vacated by the IT team. Fall 2008.
13. Secured \$40 million through the issuance of a bond to renovate Parkhouse and College Hall. June 2008.
14. Completed land development, design specs, bidding and launched renovation of Parkhouse Hall in May 2009. Phase I completed in August 2009. All phases completed in spring 2011 on time and on budget.
15. Completed design specs and bidding for the College Hall renovation. Renovation began in January 2010 and is targeted for completion in spring 2012.
16. Completed design and construction of a 9,000 square foot independent Children's Center. The Center opened in November 2009.
17. Completed a feasibility study to transform the PE Building into a Health Sciences and Wellness Center. December 2010.
18. Initiated development of the second phase of the 2007 ATC approved parking lot in late fall 2011 with completion expected in early 2012.

West Campus

19. Completion of the Health Careers Suite at the West Campus in fall 2003. The project was funded through a Department of Labor grant from the state and partner equipment donations.
20. Securing a lease agreement with Gary Silvi to develop a 50,000 square foot addition to the West Campus facility. The first 25,000 square foot phase opened for the spring 2006 semester. The second 25,000 square foot second floor opened in August 2009. Project includes restoration of a pedestrian underpass that will connect the existing building to this building. Funding sources include the County, the State through DCNR and the Department of Transportation, and a congressional earmark of \$250,000. (*See Building Development, 6.12 Pottstown Lease Space*)
21. Securing a grant from the Schuylkill River National Heritage Association for the internal and external design work to transform the Old Peco building into a Riverfront Academic Center in partnership with SRNHA. (*See 6.12 Pottstown Lease Space*)

22. Renovating the second floor of South Hall to create additional faculty office space and a Center for Teaching and Learning for the fall 2005 semester. (*See 6.13 West Campus Main Building*)
23. Adding hot food service in South Hall by renovating the kitchen facilities in the cafeteria area. Spring 2007. (*See 6.13 West Campus Main Building*)
24. Ownership of the building and property at 140 College Drive transferred to the College in June 2009.
25. Design specs, bidding and construction of a 202 parking space lot at the Riverfront Academic and Heritage Center site (Phase I). Completed May 2010.
26. Phase II of the renovation to 140 College Drive design specs completed with bidding and awarding in March 2011. Abatement completed in February 2011. Phase II completed in December 2011. Phase I and abatement funded by a Gerlach earmark, State dollars from Senator Rafferty, County ADA funds and College funds. Funding for final completion is in progress.
27. The AAA building was cited as a potential “next” building for the College in the plan. The College entered into a lease-purchase arrangement with a private developer in Spring 2011 and work to transform the property into a University Center will begin in early 2012 with a Fall 2012 target date for opening.

Physical Plant Analysis

28. Completion of a comprehensive signage plan in December 2004 with first phase bidding completed in spring 2005. First phase completed in fall 2005. Second phase completed in 2007. (*See Physical Plant Analysis, 7.3 Signage and Site Furniture*)
29. Ongoing implementation of ADA improvements including renovation of elevators, installation of automatic door openers, bathroom enhancements, etc. (*See Physical Plant Analysis, 7.1 ADA Compliance*)
30. Sprinkler system installation plan to meet the Whiprain code has been postponed due to change in the code and new systems are being installed with each building renovation. (*See Physical Plant Analysis, 7.2 Deferred Maintenance*)
31. Ad Astra software system has been implemented to assist with facilities scheduling and to support capacity analysis needs.

Funding

32. The County has committed to 50% of the West Campus first floor lease beginning with their CY2005 budget. State funding is also in place for the 50% of the lease. The second floor commitment for lease support from the State and the County has not been secured.
33. The County approved their share of debt service on the Advanced Technology Center in June 2005. State funding was also secured in 2005-2006 for the state share of the debt service. (\$20 million)
34. The County and the State are paying 50 % of the debt service on the June 2008 \$40 million bond for Parkhouse and College Hall renovations. (\$40 million)

35. The Children's Center project (\$2 million) is self funded. (\$2 million)
36. The Art Barn is funded with 50% from the state and 50% from private fundraising. The Foundation has raised about \$1.2 million and is making debt service payments to the College of about \$140,000 per year. (\$6.5 million)
37. The West Campus parking lot is funded with state grants, EPA dollars and College dollars. (\$1.2 million)
38. Phase I of the 140 College Drive renovation is funded with federal and state grants, County ADA funds and College dollars. Phase II funding is to be determined. The project has been submitted to the State for funding.
39. Since 2002, the Board has been contributing to the master plan designated fund to support the continuing funding of facilities renewal, renovation and new projects to fill the gap that State and County support does not cover and to allow the College to be entrepreneurial in project planning.
40. The Health Sciences Center project has been submitted (March 2011) to the State for future funding.

2002 Plan Projected Projects with No Progress

The Master Plan to 2010 and the update identified a few projects that remain outstanding including:

1. Central Campus Theatre renovations.
2. Health Sciences and Wellness Center---renovation of current PE building---and backfill or updating of existing Science Center science laboratories
3. Athletic fields full scale renovation and parking enhancements
4. Central Campus Recreational path

Recent and Next Steps

The master plan to 2010 well positioned the College to get in the queue for critical State funding as well as to take advantage of numerous grants and private funding opportunities. The plan articulated priorities, by phases, and was flexible enough to allow the College to take advantage of opportunities as they arose.

In the last year, the College and the Trustees have completed the feasibility study for the Health Sciences Center and must now build a funding strategy. The College and Trustees also engaged a consultant to study the feasibility of expanding to the eastern part of the County with a new site. Based on those results, the College has tabled expansion in that direction in favor of a strategy that looks at satellite locations that have a well defined program niche, similar to models used by proprietary and for-profit ventures. As a result, the College has entered into a partnership with a private developer in Towamencin Township to build a state-of-the-art Culinary Institute at Montgomery County Community College.

Facilities Master Plan to 2020
Employee Survey Results

Methodology

An email invitation with a link to the survey was sent to 1,704 full-time and part-time faculty, staff, and administrators. The first wave was sent on Monday, September 12, 2011, a reminder on Friday, September 16th, and the survey closed on Monday, September 19th. A total of 518 people responded for a response rate of 30.4%.

Table 1: Employment Classification of Respondents - Total and by Campus

Employment Classification	Total Number of Respondents	Percent	Central and Other: Number of Respondents	Central and Other: Percent	West: Number of Respondents	West: Percent
Full-time faculty	127	24.5	104	25.4	23	21.1
Part-time faculty	186	35.9	135	33.0	51	46.8
Full-time staff	64	12.4	53	13.0	11	10.1
Part-time staff	35	6.8	23	5.6	12	11.0
Full-time administrator	99	19.1	88	21.5	11	10.1
Part-time administrator	7	1.4	6	1.5	1	.9
Total	518	100.0	409	100.0	109	100.0

Central Campus

Respondents were asked the degree to which they agreed with a number of statements about the Central Campus. The three statements with the highest percentage of respondents indicating they agreed or strongly agreed were:

- The ATC building demonstrates the strength of the College's technology commitment. (76.0%)
- The wetland and natural grass areas have a nice quality and should be preserved and expanded. (75.6%)
- The Art Barn is a good example of a warm inviting building with great street presence. (70.4%)

The statements with the lowest percentage of respondents indicating they agreed or strongly agreed were:

The athletic fields should be improved and layouts with correct solar orientation(s). (30.3%)
 Premiere parking spaces should be designated for car pool, car share, and low emitting vehicles. (35.0%)
 The lighting along the major pedestrian walks and the quadrangle are adequate. (38.9%)

West respondents had lower percentages of respondents agreeing or strongly agreeing across the board for Central Campus statements, in part due to high percentages of "neutral" responses.

Table 2: Responses to Central Campus Statements – Total and by Campus

Central Campus Statements	% Agree or Strongly Agree		
	All Respondents	Central Respondents	West Respondents
a. The Art Barn is a good example of a warm inviting building with great street presence.	70.4%	76.9%	44.7%
b. Students and faculty enjoy and use the engagement spaces throughout the ATC building.	64.4%	73.1%	29.8%
c. The ATC building demonstrates the strength of the College's technology commitment.	76.0%	82.0%	52.1%
d. The quadrangle is a great example of good outdoor space.	67.4%	72.6%	46.8%
e. The wetland and natural grass areas have a nice quality and should be preserved and expanded.	75.6%	81.2%	52.7%
f. The lighting along the major pedestrian walks and the quadrangle are adequate.	38.9%	42.7%	23.7%
g. There is a lack of connection between the quadrangle and the PE building.	68.7%	75.0%	43.6%
h. The PE building is underutilized and should be renovated.	64.0%	70.7%	37.0%
i. There is adequate parking provided.	40.4%	42.7%	31.2%
j. The existing parking lots are not very attractive.	41.6%	41.9%	40.4%
k. The way-finding signage is adequate.	42.6%	45.4%	31.2%
l. The athletic fields should be improved and layouts with correct solar orientation(s).	30.3%	32.8%	20.2%
m. A fitness/bike trail should be added on campus.	66.2%	71.0%	47.3%
n. Premiere parking spaces should be designated for car pool, car share, and low emitting vehicles.	35.0%	37.1%	26.6%
o. The Science Center should be renovated and the interior circulation should be improved.	66.2%	73.4%	37.6%
p. Better performing arts facilities should be provided.	46.7%	51.6%	26.9%
q. The Parkhouse Hall Atrium is a good example of a community gathering space.	68.5%	75.8%	39.4%

Respondents were asked to prioritize a list of proposed projects that had been discussed by the planning committee. The average priority scores were calculated for each project for all respondents and by

campus and are presented in Table 3, with the top priority being “Implementation of the Health and Wellness Center project” and the lowest priority “Removing the Quonset Hut and expanding the facilities building.” West respondents prioritized “Developing new spaces to support Science, Technology, Engineering, and Mathematics” highest for the Central Campus.

Table 3: Average Priority Scores of Proposed Projects at Central Campus

Central Campus Proposed Projects	Average Priority Score		
	All Respondents	Central Respondents	West Respondents
Implementation of the Health and Wellness Center project	3.46	3.38	3.93
Developing new spaces to support Science, Technology, Engineering, and Mathematics	3.83	3.83	3.82
Developing new spaces to support a University Center, e-Learning, and Professional Development	4.70	4.76	4.41
Improvements to the Quad to improve flow and utilization	5.01	4.91	5.42
Expansion/enhancement of Theatre facilities	5.22	5.19	5.34
Improvements to Wayfinding (Signage)	5.55	5.46	5.95
Improving the recreation fields	6.05	6.09	5.87
Removal of Cathcart Annex, a temporary building	6.19	6.10	6.57
Dedicating space for community gardens	6.43	6.46	6.27
Removing the Quonset Hut and expanding the facilities building	6.89	6.94	6.63

Respondents were also asked to rate the level of importance of various design considerations for each campus. Safety was by far of the highest importance. Overall, those that were rated most highly for the Central Campus include:

- Safe pedestrian access in and around parking areas (89.9%)
- Landscaping that incorporates safety and sustainability features (abundant lighting, foliage that promotes high levels of visibility, etc.) (83.6%)
- Preservation of campus’ natural beauty (wetlands, grounds, etc.) (79.8%)
- Additional classroom space (79.1%)

Central Campus respondents rated “Additional classroom space” as third in importance, rather than fourth. “Easily accessible parking” at the Central Campus was the second most important consideration for West Campus respondents.

Table 4: Importance Ratings of Central Campus Design Considerations

Central Campus Design Considerations	% Important or Very Important		
	All Respondents	Central Respondents	West Respondents
a. Additional classroom space	79.1%	84.1%	57.3%
b. Open student engagement areas	67.0%	71.3%	46.8%
c. Large open lobby areas	50.9%	52.6%	43.4%
d. Small rooms for student use (group study or meeting space)	66.4%	70.0%	50.6%

e.	Community/Faculty/staff meeting space	70.9%	74.1%	56.8%
f.	Preservation of campus' natural beauty (wetlands, grounds, etc.)	79.8%	83.7%	62.7%
g.	Large numbers of windows in each room	61.4%	66.4%	39.8%
h.	Sustainable/Green facilities	75.1%	78.5%	60.2%
i.	Clearly defined entrances	78.9%	83.5%	58.5%
j.	Easily accessible parking	78.3%	80.2%	69.9%
k.	Natural flow of paths between buildings	78.9%	83.5%	58.5%
l.	Landscaping that incorporates safety and sustainability features (abundant lighting, foliage that promotes high levels of visibility, etc.)	83.6%	88.4%	62.7%
m.	Ergonomic workspace design	70.0%	72.2%	60.2%
n.	Large outdoor gathering space	48.9%	50.4%	42.2%
o.	Safe pedestrian access in and around parking areas	89.1%	91.5%	78.5%

Favorite places at Central Campus

Employees were also asked to share their favorite and least favorite places at the Central Campus. The Central Campus respondents indicated that the Parkhouse Hall Atrium (99) and Advanced Technology Center (81) were their favorite places for similar reasons. Respondents liked the modern look, natural light, coffee bar and café, energy from students gathering and comfortable seating in these spaces. The gathering areas and interaction taking place in these spaces was the most cited reason for noting them as favorite spaces.

Third were the outdoor spaces (55), specifically the quad. Respondents noted that the grounds are attractive; they like the benches, trees and flowers and find the quad and outdoor seating areas relaxing, a good place to eat lunch or read, and a place where they run into colleagues and students. Also noted were the natural areas on campus, wildflowers, wildlife (deer, fox, hawks), and the wet meadows.

Other areas noted frequently as favorite places were the Fine Arts Center (preserves past, warm and inviting, peaceful), all the renovated spaces in general (bright and airy), the renovated College Hall lobby (welcoming, natural light, professional appearance).

Overall, in reviewing the reasons cited for selections of favorite spaces, respondents chose areas for lots of natural light, places they perceived as welcoming and inviting, and places where students, faculty and staff gather and engage with each other.

Most of the West Campus respondents indicated that they were not familiar enough with the Central Campus to have a favorite place. Those that did respond noted their favorite places as the Advanced Technology Center (14), Parkhouse Hall (9), all the renovated spaces (8), the Quad and green spaces (8), the Fine Art Center (5) and College Hall (5). Reasons provided mirrored those noted by the Central Campus respondents.

Least favorite places at Central Campus

When asked about their least favorite places, the top two choices of the Central Campus respondents were the Physical Education Center (84) and Science Center (80). Words used to describe both of these spaces include: confusing layout, dark, dirty, dreary, dingy, old and outdated, and obsolete. Also noted was the lack of comfortable student gathering spaces.

The third most frequently mentioned least favorite place was the Parking lots (31) with comments about congestion, too few spots, access and egress being challenging, and the ATC lot being too small.

Parkhouse Hall (23) was also noted as a least favorite. Some respondents thought the metal mesh in the atrium made it feel like a prison, but most of the comments were related to the areas with narrow hallways, the classrooms without windows, the stairwells, and the bathrooms not being well-maintained and cleaned.

Cathcart (23) received the same number of mentions as Parkhouse, and was described as uncomfortable, cramped, dirty, dingy, and not conducive to learning. One respondent called Cathcart a "horrible old building that makes teachers and students feel like they have been forgotten."

Other frequently noted least favorite places were College Hall (noisy and impersonal), the Library (dirty, noisy, construction, congested), the Cafeteria (dark, loud, chaotic), the Science Center Auditorium (needs updating, squirrels, backstage a mess, needs a face-lift), and Bathrooms (dreary, dirty, don't stay clean and stocked).

Again, several West Campus respondents indicated that they either never or rarely went to Central Campus. Those that did respond to the question noted the long distances between buildings and from parking lots to buildings as their least favorite for Central Campus. They also noted Science Center as a least favorite place, indicating that it was old, dingy, confusing, needs renovation, and the auditorium is grim and outdated.

Opportunities for Central Campus through 2020

When asked to identify opportunities for the Central Campus, 41 respondents focused on the College as the center of the community and role as a community resource, suggesting that large gathering spaces and a larger auditorium be developed for both the College's and outside use, generating revenue from rentals. One respondent stated "the campus should be a beacon for the community to become more involved, use facilities for all age groups, and integrate into the community," summarizing many of the comments made. Others added that there should be more interaction with the community and businesses and that these spaces should be more visible and closer to one of the campus entrances. Several respondents also noted that the College has the responsibility to play a role with economic growth in the community.

The next most noted opportunity is the renovation of the Physical Education building into the Health and Wellness Center (27). Several respondents suggested that this space should engage the community and that there are revenue opportunities with memberships to fitness facilities. Several respondents indicated a desire for a pool and saw a student recreation center as a hub for student gatherings and engagement.

The third most mentioned opportunity was to further establish a green and sustainable campus (24), noting a priority on preserving natural habitats, LEED certification for renovations and building projects, becoming self-sufficient with power usage and water conservation (geo-thermal heating and cooling, passive and active solar, wind), environmentally sensitive grounds planning, and use of green technology.

Other opportunities frequently noted were the need for Science Center renovations and bringing labs up-to-date to be competitive, additional classrooms to allow for flexible scheduling and growth.

Respondents suggested spaces to allow for expansion of the nursing program and add new health sciences programs, adding horticulture, programs in manufacturing, and expanding technology/trade school/technical programs.

Several respondents (13) suggested the expansion of parking lots, providing more accessible parking and building a parking garage to reduce the footprint of parking without decreasing spaces.

Pedestrian pathways also received several mentions (12), with most of the comments related to developing a walking/running path around the perimeter of the campus for safety purposes. Also suggested was more connectivity between buildings, walkways and contemplative gardens, wetland walks, and bike paths. It was also suggested that the puddles that cover some of the current paths from parking lots to buildings during rain be addressed.

Other comments about the outdoor spaces include the need for better lighting, expansion of natural areas, fewer lawns, more benches and outdoor meeting spaces, a fountain in the quad, and locating the sports fields behind College Hall to create school spirit and provide access to lighting and water. There were several suggestions to add outdoor classrooms.

The areas that West Campus respondents noted as opportunities for Central Campus were to continue renovation and add more artwork and greenery to make the spaces more welcoming, to maintain the beauty of the grounds and wetlands, add parking for faculty and staff near the ATC, and to encourage more community use of the campus resources.

West Campus

Respondents were asked the degree to which they agreed with a number of statements about the West Campus. The three statements with the highest percentage of respondents indicating they agreed or strongly agreed were:

North Hall is a good example of a warm inviting building with great street presence. (54.7%)

South Hall's interior circulation is disjointed and confusing. (40.7%)

The interior finishes of South Hall are not attractive and do not represent the College well. (40.1%)

West Campus respondents rated "There is a lack of College identity along College Drive." in the top three highest statements for levels of agreement.

The statements with the lowest percentage of respondents indicating they agreed or strongly agreed were:

There are adequate outdoor gathering spaces for students and faculty. (11.8%)

There is adequate parking provided. (12.6%)
 The way-finding signage is adequate. (12.7%)

West respondents also had a low level of agreement with the statement "Premiere parking spaces should be designated for car pool, car share, and low emission vehicles."

Central respondents had lower percentages of respondents agreeing or strongly agreeing across the board for West Campus statements, in part due to high percentages of "neutral" responses.

Table 5: Responses to West Campus Statements – Total and by Campus

West Campus Statements	% Agree or Strongly Agree		
	All Respondents	Central Respondents	West Respondents
a. North Hall is a good example of a warm inviting building with great street presence.	54.7%	43.2%	85.8%
b. Students and Faculty enjoy and use the engagement spaces throughout North Hall.	33.8%	23.9%	60.4%
c. South Hall's interior circulation is disjointed and confusing.	40.7%	32.3%	63.2%
d. The interior finishes of South Hall are not attractive and do not represent the College well.	40.1%	30.4%	66.0%
e. It is difficult to find the main entrance to South Hall.	18.7%	18.9%	17.9%
f. Additional gathering spaces should be provided in South Hall.	37.4%	28.5%	61.3%
g. The lighting along the major pedestrian walks and parking lots is adequate.	26.6%	14.0%	60.4%
h. There is a lack of College identity along College Drive.	37.5%	31.1%	54.7%
i. There is a lack of connection between South Hall and the 140 College Drive building.	38.8%	28.0%	67.9%
j. The 140 College Drive building's parking lot is very attractive.	25.5%	15.6%	51.9%
k. There is adequate parking provided.	12.6%	8.9%	22.6%
l. The way-finding signage is adequate.	12.7%	8.2%	24.5%
m. Premiere parking spaces should be designated for car pool, car share, and low emission vehicles.	22.5%	21.8%	24.5%
n. There are adequate outdoor gathering spaces for students and faculty.	11.8%	7.4%	23.6%
o. There is a need for additional food service opportunities.	38.3%	31.4%	56.6%

Respondents were asked to prioritize a list of proposed projects that had been discussed by the planning committee. The average priority scores were calculated for each project for all respondents and by campus and are presented in Table 6, with the top priority being "Renovations to South Hall to align spaces with new needs" and the lowest priority "Improvements to signage." West respondents prioritized "Large community meeting spaces" as the lowest for the West Campus.

Table 6: Average Priority Scores of Proposed Projects at West Campus

West Campus Proposed Projects	Average Priority Score		
	All Respondents	Central Respondents	West Respondents
Renovations to South Hall to align spaces with new needs	2.56	2.58	2.52
Student amenities: Fitness Center, Children's Center, Housing	3.25	3.17	3.41
Café like food service	3.96	3.86	4.15
Pedestrian connections between buildings and the Borough and the river	4.01	4.14	3.76
Improved indoor and outdoor student gathering spaces	4.16	4.30	3.91
Large community meeting spaces	4.56	4.67	4.67
Improvements to signage	4.72	4.82	4.53

Respondents were also asked to rate the level of importance of various design considerations for each campus. Similar to Central Campus, safety was of the highest importance. The importance of the relationship of the West Campus with the Borough of Pottstown also shows in these ratings. Overall, those that were rated most highly for the West Campus include:

- Safe pedestrian access in and around parking areas (64.1%)
- Increase visibility/presence in Pottstown (59.8%)
- Landscaping that incorporates safety and sustainability features (abundant lighting, foliage that promotes high levels of visibility, etc.) (58.6%)
- Easily accessible parking (58.6%)

West Campus respondents rated "Additional classroom space" as tied for third/fourth in importance, rather than "Landscaping that incorporates safety and sustainability features."

Table 7: Importance Ratings of West Campus Design Considerations

West Campus Design Elements	% Important or Very Important		
	All Respondents	Central Respondents	West Respondents
a. Additional classroom space	55.3%	43.1%	86.7%
b. Increase visibility/presence in Pottstown	59.8%	49.2%	86.7%
c. Open student engagement areas	52.3%	44.3%	72.4%
d. Large open lobbies	38.6%	34.3%	49.5%
e. Small rooms for student use (group study or meeting space)	49.1%	40.6%	70.5%
f. Community/Faculty/staff meeting space	49.1%	40.7%	70.5%
g. Large numbers of windows in each room	41.2%	32.0%	64.8%
h. Sustainable/Green facilities	56.7%	47.6%	80.0%
i. Clearly defined entrances	55.0%	49.2%	69.5%
j. Easily accessible parking	58.6%	46.8%	88.6%
k. Natural flow of paths between buildings	58.0%	48.5%	81.9%
l. Landscaping that incorporates safety and sustainability features (abundant lighting, foliage that promotes high levels of visibility, etc.)	58.6%	48.5%	83.8%

m.	Ergonomic workspace design	53.4%	43.2%	79.0%
n.	Large outdoor gathering space	38.4%	34.6%	47.6%
o.	Safe pedestrian access in and around parking areas	64.1%	52.5%	93.3%

Favorite places at West Campus

North Hall was noted most frequently (46) as a favorite place by West Campus respondents. Reasons for selecting North Hall were that it is warm, aesthetically pleasing, cozy, art on display, classrooms learning friendly, historic beauty, and wood floors and comfortable chairs.

Second was the classrooms/labs (12) with faculty indicating that they are comfortable in their teaching spaces, but more frequently mentioned was that is where they interact with their students and this is where learning occurs.

The third favorite place is the Library (11), with respondents stating that it's a well-designed space, full of light, comfortable and easy to use. A couple of people also responded that they like the tutoring lab located in the library.

Other favorite places noted include: Offices/cubicles (quiet location, love to see everybody); the Student Success Center (lively, visiting colleagues, filled with laughter, place for students to get all the info they need); the Community Room (central gathering space, inviting, bright, welcoming); and the new improved Student Club Room (buzzing with student activity, colorful, warm, welcoming).

Similar to the West Campus respondents who had not been at Central often enough to respond to questions about that campus, many of the Central Campus respondents did not feel they knew West Campus well enough to indicate a favorite place. For those who did respond, the overwhelming favorite was North Hall (102) because of the character and beauty, wood surfaces, combination of old and new, modern and spacious classrooms, and the architecture of the building. Central Campus respondents indicated the space was tranquil, attractive, inviting and comfortable, and speaks to sustainability. One respondent said that the building "screams we value learning."

Other places noted as favorites by Central Campus respondents were the pedestrian underpass between the two buildings (6), South Hall (4) because it is bright and where it is busiest, and the parking under South Hall (4).

Least favorite places at West Campus

West Campus respondents most often cited their least favorite place as South Hall (26). Reasons provided include: entrance is cold and sterile and unwelcoming; institutional, dreary; central stairwell a travesty; cinderblock walls and few windows; bland colors; lack of places to gather; uncompromising oddly-shaped spaces; and looks like a prison.

The second most frequently mentioned is the parking. Respondents indicated that it's often difficult to find parking spots, the parking garage is dark, cramped, filled with puddles and spider webs, and difficult to maneuver, and the North Hall lot is too small.

Third is the Cafeteria (14), with respondents sharing dissatisfaction with the food selections, concerns about food not being safely handled, harsh lighting, and round tables being too big. One person said it was “depressing, but quiet.”

Other spaces that multiple respondents noted as least favorite places include the following: the Faculty Office area (no privacy for conversations, too noisy, lack of security, not equal to Central Campus); the Student Success Center (loud, chaotic, needs a space for waiting students, unfriendly, needs updating); Staff Dining Room (cramped and becoming a storage area for the cafeteria); classrooms (no windows, cheerless); Community Room; and Bathrooms (become filthy when students are around, staff should have their own like faculty, smelly, dirty).

Again, most Central Campus respondents chose not to respond to this question. For those that did, South Hall (54) was most frequently cited as the least favorite place. Respondents commented that the long hallways were bleak, boring, and wasted space, the 2nd floor is confusing, poor design and ugly, feels disjointed, is uninviting and difficult to navigate. Several of them also commented that the entrance is unwelcoming, cold, confusing to newcomers and does not look like an academic building. Overall, there was a sense of the building being too institutional, unappealing, lacking in character, and a sterile environment.

Central Campus respondents also noted the following as least favorite places: parking (15) difficult to maneuver in the garage, which is dark and scary, and not enough parking at North Hall; Cafeteria (14) is not warm, drab, noisy, poor food and lack of cleanliness; Faculty Offices (8) lack privacy and are not professional; Community Room (6) is sterile-looking, bare, uncomfortable, and too small; and the Student Success Center (5) is too noisy, confusing, has no privacy, and no flow or reasoning.

Opportunities for West Campus through 2020

Twelve of the West Campus respondents shared thoughts about creating a more traditional campus feel, indicating that the campus felt disjointed. Ideas shared were to discontinue College Drive as a through street, purchase real estate contiguous to the campus for expansion, create campus connections, elicit pride and invite people to stay for events after class and work, more signage, and making it clear on College Drive that this is a vital and active campus.

Ten of the respondents focused on the importance of the community and the role of the College in Pottstown, with thoughts on partnering with the Tri-County Chamber for an entrepreneurial program, being more welcoming of the community, hiring as many Pottstown residents as possible for jobs as investment in the community, serving as a hub for revitalization, relocating the bookstore with a café in North Hall to bring the community in, and to provide larger meeting spaces to increase connections with the community.

The third most frequently mentioned opportunity was to update and renovate South Hall (8), noting a need to make it less prison-like, update science labs and the Student Success Center, and create study and work spaces.

Other items mentioned multiple times include: adding a child care center (6), developing a fitness center and athletic facilities (6), creating outdoor areas to include green space and picnic areas (6), additional parking (6), gathering spaces with comfortable furniture for students to socialize (5), adding additional buildings (5), and expansion into other buildings in Pottstown (5). West Campus respondents see the

campus continuing to grow and suggested that additional buildings could be used for classrooms and an auditorium.

Opportunities noted by Central Campus respondents (23) focused on the integration of the College with the community. They saw opportunities for better connections with the community, increased visibility and use by the community, opportunities to emphasize service learning, and providing health care services and child care services. Several respondents mentioned the College's role in economic development, serving the business community and providing training. They also see an opportunity for revenue generation with facilities usage by the community.

Six Central Campus respondents discussed opportunities for better connections between buildings, particularly with 140 College Drive. Other opportunities mentioned include pushing the University Center, making the campus greener, bringing South Hall up-to-date, expanding into nearby buildings and expanding courses offerings and programs.

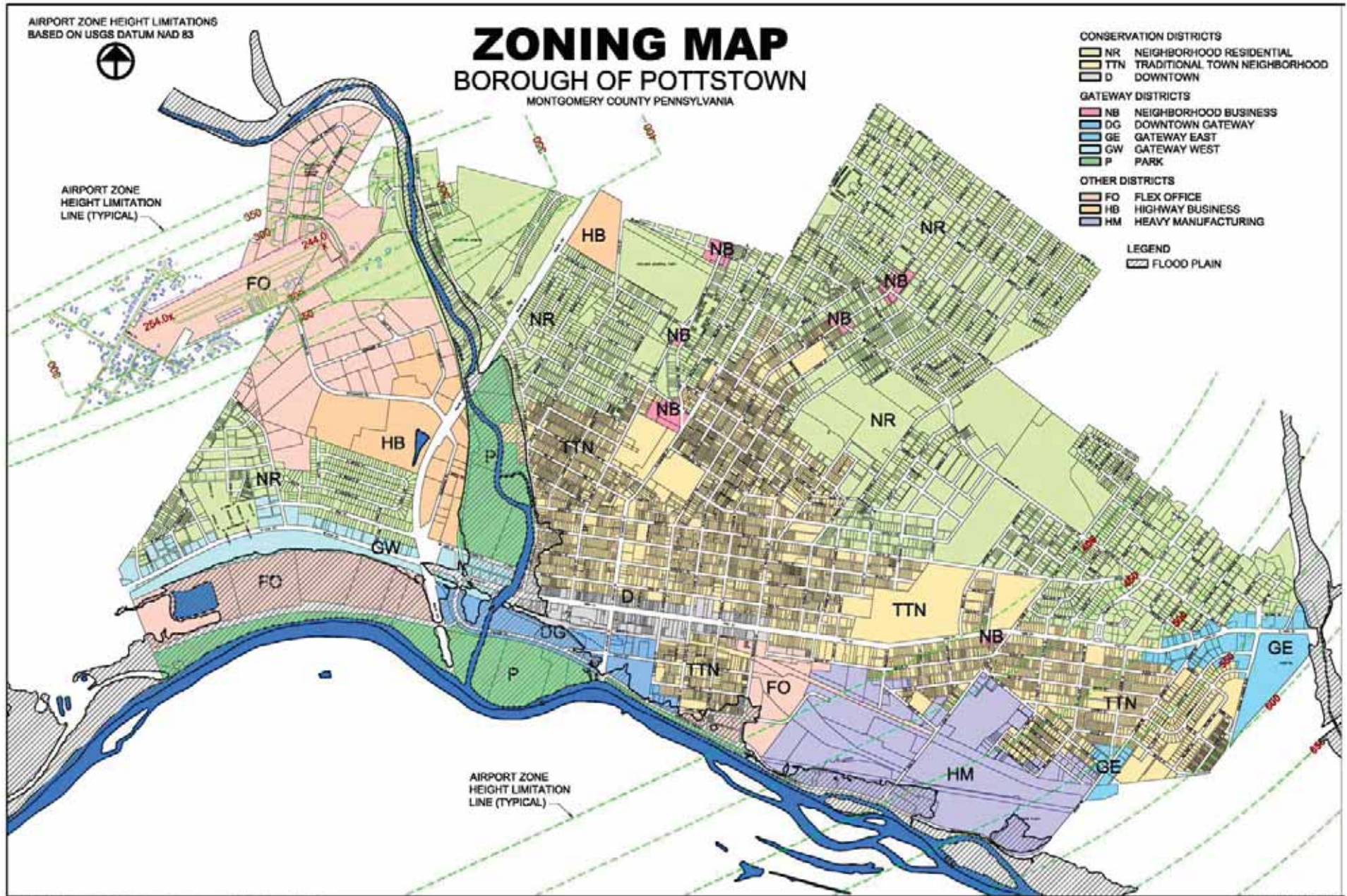
Summary of Findings

Overall, employees at the College felt positive about the new construction and renovations from the past few years. Facilities with natural light, gathering spaces, and access to a café or food service are attractive to employees. The Parkhouse Hall Atrium, Advanced Technology Center, and North Hall are among the favorite places on the campuses. The new facilities and renovations create a sense of a greater disparity in learning environments between those spaces and those that have not been renovated (Physical Education building, Science Center, College Hall Library and South Hall).

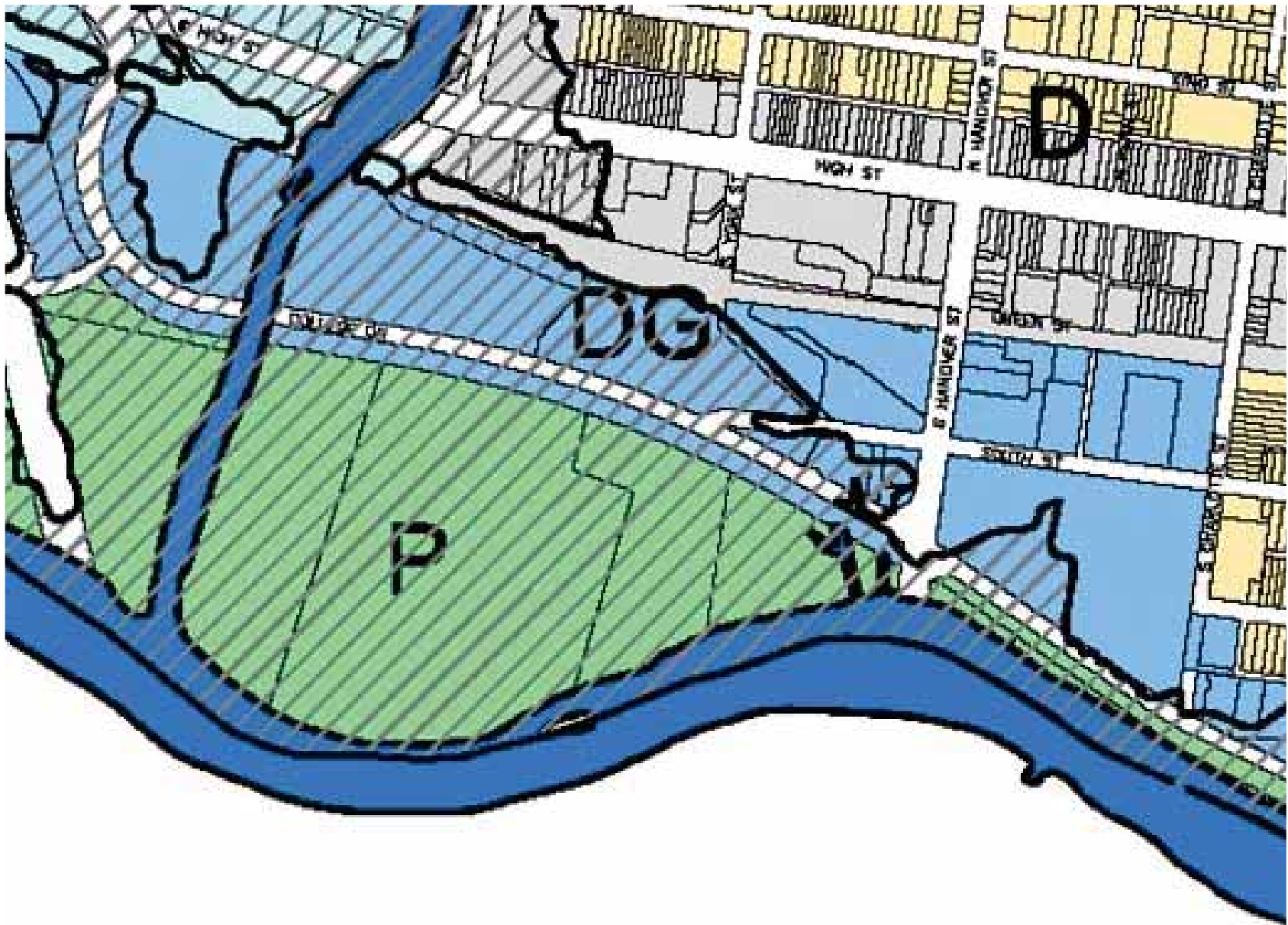
Respondents at both campuses see an important role for College interaction with the communities surrounding the campuses and opportunities for use of facilities as community resources. The outdoor environment is valued by the College community, including spaces for interaction and preserving the natural habitats on the Central Campus. Parking continues to be of concern on both campuses, particularly at West Campus, with a desire for parking spaces closer to buildings. The College community also places high importance on both safety and sustainability.

With 518 employees (over 30 percent) responding to the survey, the level of engagement in this planning process is high. In addition to the Likert Scale questions and opportunity for prioritizing potential projects, 1,434 comments were offered on the open-ended questions, which will help to inform the Facilities Master Planning process going forward.

APPENDIX C
ZONING MAPS OF POTTSTOWN



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APPENDIX D USABLE SPACE MAPS

Main Campus areas that are not available for buildings, but are available for other uses (such as trails, fields, and parking)

- 100-year floodplain
- sewer main
- zoning setback
- gas line easement
- wetlands



Main Campus areas that are most appropriate for future building

- likely building areas
- build-restricted zones
- site features



buildable space map

APPENDIX E

ADA COMPLIANCE

All buildings are now basically accessible in the spirit of the law, if not to the letter of the law. Some routes are circuitous and some HC toilet facilities are remote, as are parking spaces from some buildings. A major complaint has been that parking is remote. Closer parking has been added at the ATC and this plan recommends two more lots nearer the Science Center.

The College is continuing the ADA accessibility program and, more importantly, proposed new construction will continue make the entire campus more accessible. The college should be sensitive to ADA requirements in furnishings and equipping classrooms and in remembering that the physically impaired include those with sight and hearing problems.

Some ramps are difficult to negotiate (the West Campus entrance ramp is challenging); exterior doors do not open easily; and some buildings have thresholds that are too high. It is recommended that Dr. Stout renew the ADA Advisory Committee and charge it with continuing to monitor the College's progress in this area.

SPILLMAN FARMER
a r c h i t e c t s

DERCK & EDSON