

Programming Report

Pierce College Olympic South Building

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Prepared by

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Pierce College Fine Arts Team

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Central Washington University Extension Team

Mishel Kuch	Pierce County, Regional Director
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EXECUTIVE SUMMARY:

Overview

Rolluda Architects Inc. (RAI) has been engaged by Pierce College to provide architectural pre-design services for the restoration of the Olympic South Building, located at the Fort Steilacoom campus. The building was diagnosed with mold and asbestos issues and in the process of abatement, the building has been razed down to the bare structure. RAI has worked with Pierce College and the various stakeholders in providing program verification services that included project kick-off, site visits, as-built verifications, background drawing development, and programming workshops. The workshops focused on the development of a space needs matrix, program adjacencies, conceptual floor plans, and test fit diagrams. These exercises resulted in the development of a final plan for each level that meets the stated program requirements and responds to user needs. RAI has also assisted the College in the analysis of project delivery methods.

The existing footprint has been used for the developed program. The building comprises three floors.

1. First Floor: Early Childhood Education
2. Second Floor: Fine Arts Department
3. Third Floor: Central Washington University Extension

Each of the user groups and the leadership committee were involved in the decisions resulting in the final program requirements and adjacencies. These resulted in reconfiguration and rethinking of the program spaces to accommodate the different user groups and their unique needs and requirements.

Scope of Work

Task	Description
1	Team Kick-Off Meeting and Site Visits
2	Architectural As-Built Research, Verification and Drawing Background Development
3	Programming In-Person Workshops (2) & Prep/Questionnaire
4	Space Needs Matrix, Adjacency Analysis, Conceptual Floor Plans
5	Test Fit Diagrams and Adjacency Diagrams/Analysis of Procurement Method and Recommendation
6	ROM Cost Estimate Coordination and Review
7	Draft Study for Owner Review and Comments
8	Final Pre-design Study and Presentation
9	Project Management and QA/QC

Project Schedule

Professional Services	Weeks	Est. Completion
Programming Phase		
Due diligence phase	1	
Preparation and Workshops	2	April 2022
Space needs Matrix, Adjacency Diagrams, Conceptual test fit floor plans	3-4	May 2022
Presentations	2	June 2022
Total	9	

Goals and Design Strategies

Overall

The main goals are to redesign the spaces within the existing shell, creating a more welcoming and a warm atmosphere, and to provides safe and secure learning environment. The goals of individual departments follow.

Early Childhood Education

The goals include creating identity and branding collaboration through design, maximizing the use of natural light for the spaces, and creating a safe and secure environment for occupants. Other requirements include soundproof walls and temperature control.

Fine Arts

The primary goal is to create an identity and branding for the department and enhancing visibility by showcasing student work and drawing in people from other disciplines. The naturally lit studios should be visually open to the public hallway. The hallway itself should also be bright and welcoming.

Central Washington University Extension

The goal for this department is to design a safe and supportive environment for learning, and to meet multi-modal needs. The design should showcase the partnership between Pierce College and Central Washington University. Utilization of natural light is to be maximized, and windows for the offices are to be considered a priority. A fishbowl meeting room with views of the lake is desired, which the potential that it could be rented out for other uses.

PROGRAMMING WORKSHOPS:

Three workshops were held to engage the users in active discussion about what they envision for the spaces. These workshops were conducted using the virtual platforms of Microsoft Teams and Microsoft Whiteboard for collaborative purposes. A fourth meeting was held so RAI could present the final programming and adjacency diagrams. Based on the feedback given by the clients and on the furniture test fit, the final program and adjacency diagrams were derived. These iterations ensured that the clients had their voice heard at every part of the programming process and that their input were duly considered and incorporated into the development of the diagrams.

Workshop 1: Day in the Life Exercise

Workshop Description

In this session, the users were encouraged to think through the daily activities in the space. They were to envision, share, and describe the workflow, environment, and tasks. A dialogue ensued resulting in a collection of ideas for the space. A comprehensive list of topics to think about was shared by RAI to help the users identify their requests and requirements.

These were documented thoroughly by RAI in the form of spreadsheets for each of the user groups. These spreadsheets were to be further refined based on future workshops and client input.

List of Things to Think About

- Character reflective of the mission, vision, and goals
- Face to public
- Natural Light
- Security
- Points of access and circulation for public versus staff-only areas
- Sustainability opportunities
- Biophilic design
- Healthy office spaces
- Flexibility of furniture
- Flexibility of conference rooms, sizes, locations
- Shared spaces
- Breakout spaces
- Kitchenettes/standup counters
- Drop-in hoteling
- Equipment and support space
- Potential adjacencies
- Collaboration spaces
- Project based spaces
- Small group informal meetings
- Quiet rooms
- Safety, belonging, productivity, comfort, control
- Access to tool and technology
- Connection or visibility to leadership
- Multi-use architectural elements
- Multimodal spaces
- Movable furnishings
- Connection to colleagues
- Access to paper and files

Workshop Agenda

No.	Task	Description	Duration	Remarks
01	Introductions & Welcoming Exercise	Meet and greet	5 Min.	Let the caffeine take effect
02	RAI “Day in the Life” Prep Talk	Explanation of today’s activity	5 Min.	Explanation of why, and what we get out of it
03	Switch over to smaller groups in RAI Teams	When in the RAI Teams you will be separated into a room with your peers	2 Min.	Rooms will be composed of individuals from different Divisions
04	“Day in the Life” exercise	Open dialog and discussion of how you “dream” of the spaces as you conduct your day	25 Min.	Individuals from RAI will be assigned to a room and be note takers
05	Wrap up. Everyone goes back to RAI main conference room Take a short break	Feedback from the different rooms on how it went	10 Min.	Open to all
06	Day in the Life presentation	All groups select a presenter to recap, read, or summarize their “dream facility”	40 Min.	RAI note takers will create a bulleted list of key points and present what we heard.
07	Dismissal	RAI to explain what’s next	3 Min.	Thank you for your participation

Outline of Discussions

The focus of this exercise was to encourage the users to think about how the spaces would be used on a day-to-day basis. This exercise also encouraged the users to think of what worked well and what did not work in the previously occupied space. More importantly, this led to the users voicing their needs, wants, and vision for the space.

Early Childhood Education

The users agreed that they wanted a welcoming environment in their space. The program consists of classrooms for adult students, a preschool/lab space for 1.5 to 5-year-old children with adjoining observation spaces and a smaller classroom/meeting room, offices, and a kitchen/break room. It was desired to maximize the use of windows for natural light in most of the spaces in the first floor of the building. The technology requirements in each of the spaces were also discussed, including the requirement to have the preschool space in full view of the small adult classroom and the observation rooms and to have both visual and audio connections from the lab to the classroom. These requirements are further listed and elaborated upon in the attached spreadsheet. See Appendix II.

Fine Arts

This department would occupy the second floor of the building which was considered by the users to be inherently dark and devoid of light. Naturally, the request was to have better lighting by maximizing the use of the few existing windows and locating the studio spaces and offices along the exterior walls. The program for this floor is a music space, practice rooms, faculty offices, dry and wet studios, and a printing studio that would house a floor mounted printing press along with countertop models. The studios will be occupied by approximately 20 students in addition to the instructor and will require a computer station. Wall space for display of student work was desired. One of the program spaces is a gallery which will need to be visually open to attract visitors, and require enough wall and floor space to display student work. The music room should have space for performances, instruction, storage, and audiences for public performances. Requirements for technology, furniture, and floor finishes were also discussed in the workshop. These were documented in a Space Needs Matrix. See Appendix II.

Central Washington University Extension

The third floor is to be occupied by Central Washington University and would mainly be comprised of classrooms and private offices for various faculty. The goal is to create a safe and supportive learning environment in an open space that encourages student engagement and participation. There is also a desire to have the hallways used as spaces for informal learning and student collaboration. As with the other user groups, the use of available natural light is to be maximized, particularly in offices and classrooms. There is also a desire to draw light into the hallway through glass walls or transoms. The program includes a seminar room that could potentially be rented out after hours. It should be designed as a fishbowl with glass walls. The classrooms, which will also potentially be shared after hours, should ideally be sized for 30 to 35 students. The existing student lounge could be used as student community space.

Workshop 2: Kit of Parts Exercise

Workshop Description

In this workshop session, the RAI team worked collaboratively with the different user groups to derive a program adjacency diagram. This session was conducted on a virtual platform, and colored blocks sized proportionally to the square footages determined in Workshop 1 representing the various uses were located on a floor plan diagram. The goal of this exercise was to determine desired adjacencies between the program spaces, and how they fit within the footprint of the existing building. A record of the various iterations of the layout were saved in the process. The diagrams were then refined by RAI and presented to the users for further discussions in a subsequent workshop. See Appendix III for options derived from the initial workshop and presented in the following session.

Workshop Agenda

No.	Task	Description	Duration	Remarks
01	Welcoming Exercise	Meet and greet	4 Min.	
02	RAI "Kit of Parts" Prep Talk	Explanation of today's activity	4 Min.	Setting goals
03	Switch to Teams RAI Whiteboard	In the RAI Teams meeting, people will be separated into preselected groups	2 Min.	Rooms will be composed of individuals from different departments
04	Kit of Parts exercise	Each group will have a staff member of RAI assigned to facilitate	40 Min.	RAI staff will record results of discussion
05	Wrap up. Everyone back to RAI main conference room	Feedback from the individual rooms and discussion of next steps	38 Min	
06	Dismissal	RAI to finalize schemes	2 Min.	Thank you for your participation

Outline of Discussions

Early Childhood Education

The users gave valuable input as to how they wanted the spaces located and oriented. One of the requirements is to have the preschool lab located close to an entryway for ease of dropping off and picking up children. The lab is to be connected to the outdoor play area and have access to a kitchen. This should be adjacent to a two occupant office, observation space, and a small adult classroom. The adult classroom and the observation room should have visual connection to the lab in addition to having audio set ups to listen to instructions and activities.

The kitchen should be accessible from the hallway and serve as a small break room, while also providing entry for other faculty without disturbing activity in the preschool lab.

Fine Arts

After considering several iterations of the floor plan, the music space and the studios were located where it was agreeable to all. It was desired that the offices and studios be located where they could utilize light from existing windows. There was also a desire for natural light to reach the hallways through the use of transoms and sidelights, making the spaces brighter and more welcoming. There were two locations considered for the gallery space which would draw in visitors. The visibility of the studios is important to pique the curiosity of the visitors and draw more people into the Fine Arts program.

Central Washington University Extension

The third floor of this building does not have as much of a square footage as the other floors had, as a third of the footprint is attic space. The arrangement of the offices and classrooms were primarily influenced by one major consideration: it was important that the faculty offices receive direct natural light and thus need to be placed where windows were located. The other consideration was that the meeting room shall be designed as a much sought-after space, oriented to the view of the lake. A few walls were also identified for potential branding purposes.

Meeting with the Leadership Team

The options developed during the second work session were presented to the leadership team for their review. The main concern expressed by the team was a general lack of storage space. This was addressed in the later iterations of the layouts.

Workshop 3: Eco-Charette Exercise

Workshop Description

In this session, the RAI team and the user groups reviewed options based on the previous workshop. The pros and cons were analyzed, and the discussions were documented on another iteration of the floor plans. These mark-ups were then further developed into the program diagrams. See Appendix IV for presented options and marked up plans pertaining to each floor.

Workshop Agenda

No.	Task	Description	Duration	Remarks
01	Welcoming Exercise	Meet and greet	3 Min.	
02	Review of Plan Options Workshop	Explanation of today's activity	5 Min.	Explanation of why, and what we get out of it
03	Review the results of the Kit-of Parts workshop	RAI presents plans	10 Min.	RAI to present
04	Critique of options	Pros and Cons	25 Min.	Open dialog
05	Development of final plan	RAI Facilitates Whiteboard Session	15 Min	Open participation
06	Dismissal	RAI to finalize schemes	2 Min.	Thank you for your participation

FINAL REVIEW

The diagrams developed during the Eco-Charette was further test-fitted with furniture and presented to the users for their final review and approval. Suggestions were documented as mark-ups on the presented pdf. See Appendix V.

BUILDING PROGRAM

Overview

Olympic Building South is located at the Pierce College Fort Steilacoom campus. As a result of mold and asbestos abatement, the interior walls and finishes were razed to the building's structure, and a new interior layout is to be developed. The program proposed for the building is three different departments, one on each floor level. The first floor would be occupied by the Early Childhood Education, the second floor by Fine Arts, and the third floor by Central Washington University Extension.

Site Conditions

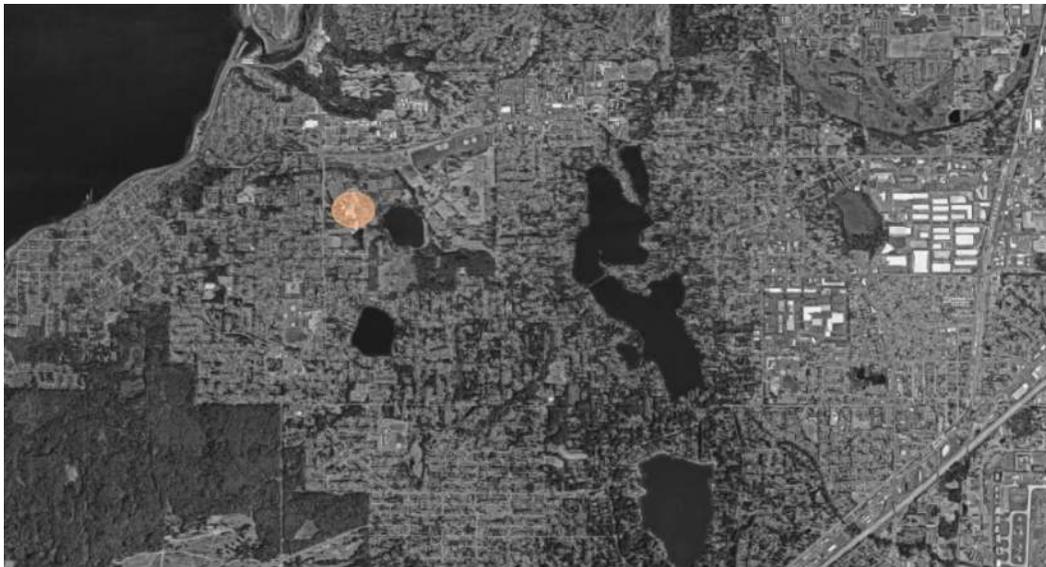


Figure 1: Location of Pierce College Fort Steilacoom Campus



Figure 2: Location of Olympic Building

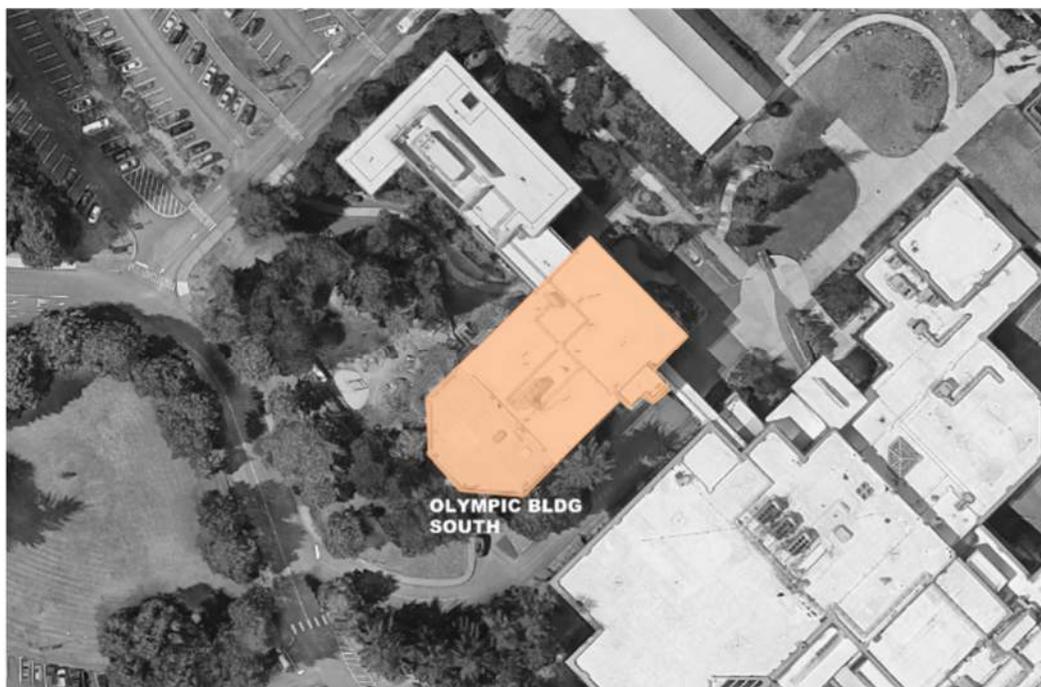
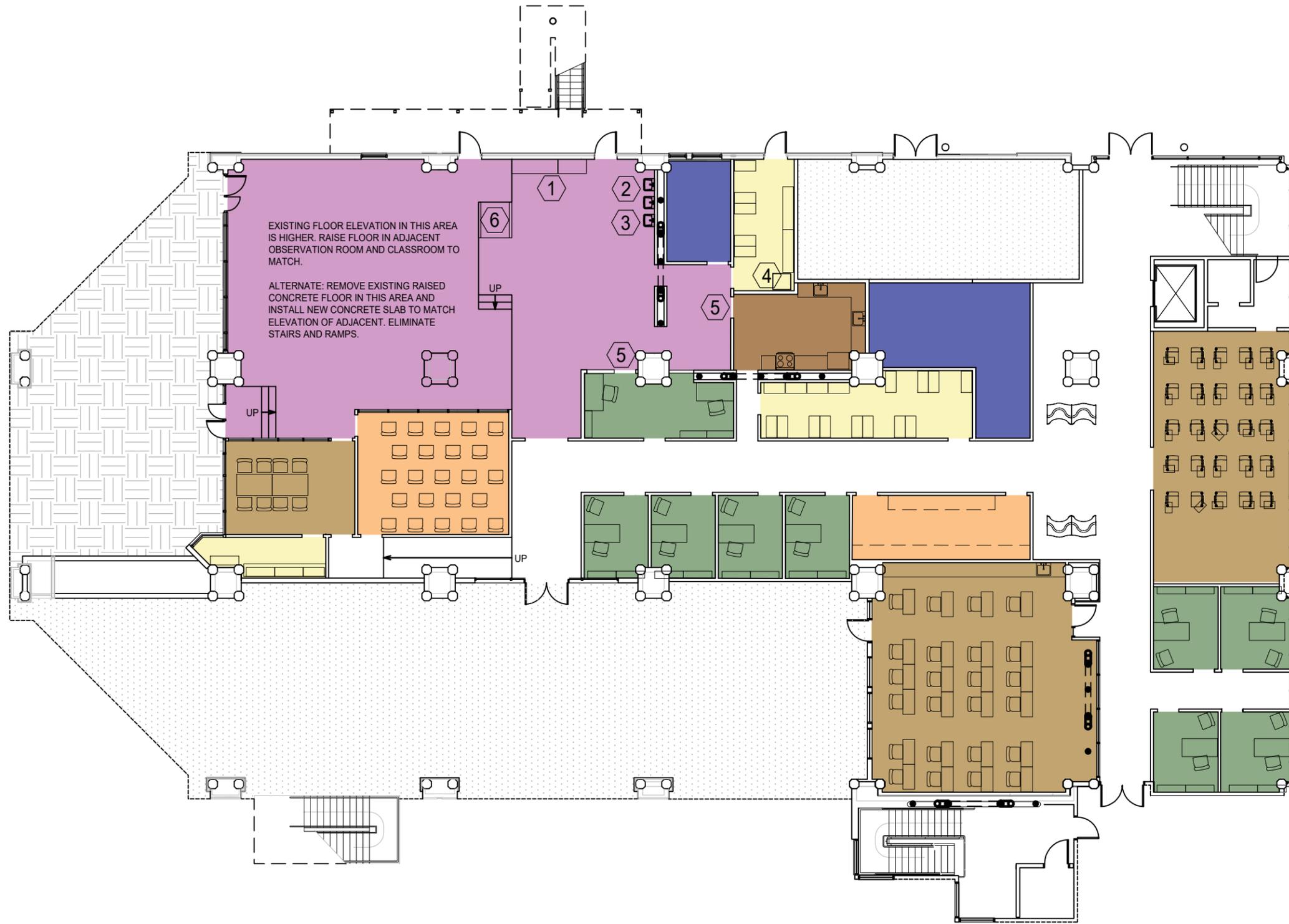


Figure 3: Olympic Building, South

Olympic Building South is connected to the Olympic Building North and the adjacent Cascade building by skybridges on the second floor and a student lounge on the third floor. The building structure is concrete with structural steel bracing between columns. Photos below show the existing conditions after abatement and are also attached in the Appendix.



LEGEND

- CLASSROOM
- OFFICE
- PRE-SCHOOL/ LAB
- WORKROOM, OBSERVATION
- KITCHEN
- STORAGE
- TOILET

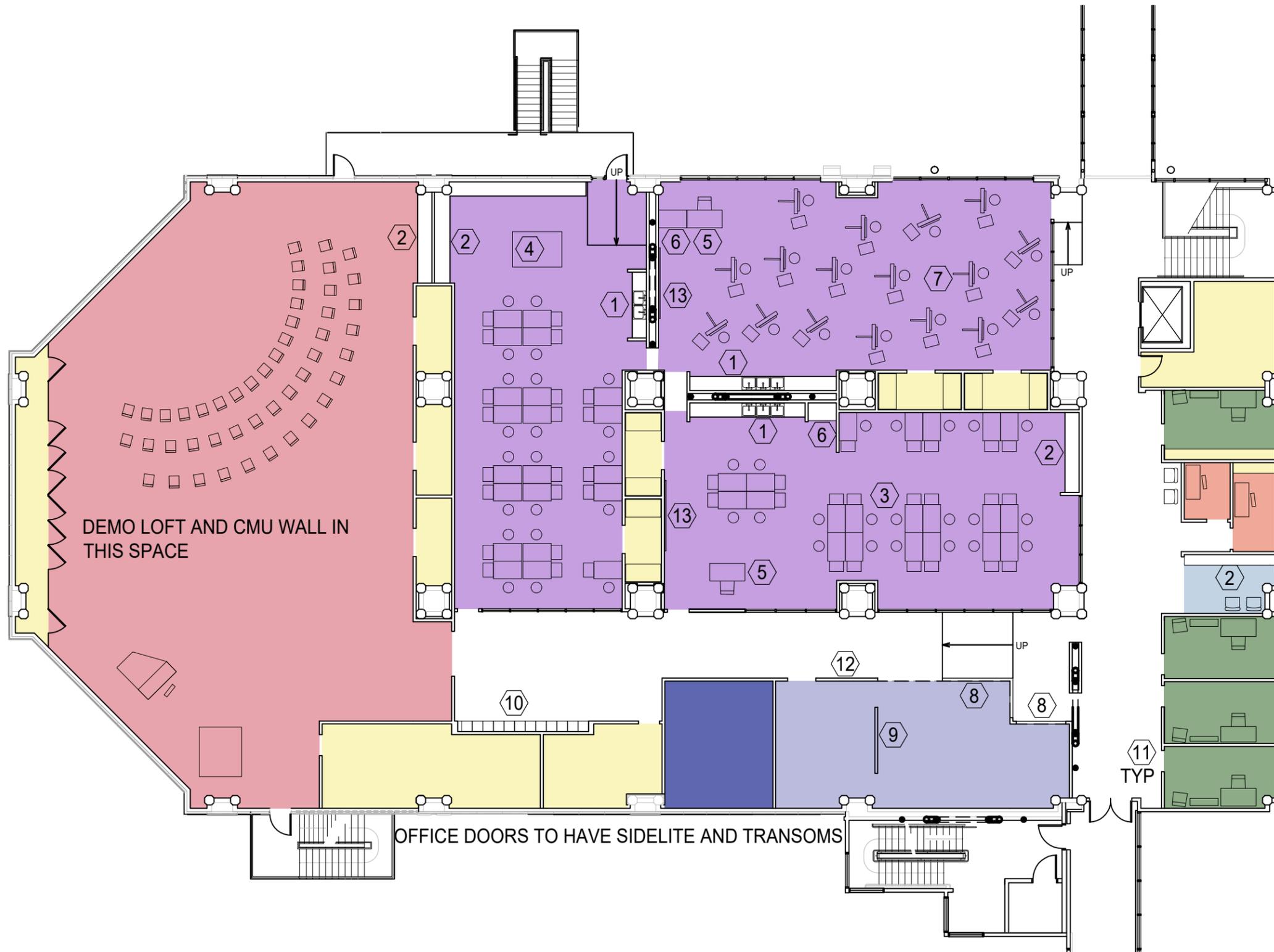
KEY

- 1 HIGH/ LOW COUNTER
- 2 CHILD HEIGHT SINKS
- 3 ADULT HEIGHT SINK
- 4 STACKABLE WASHER/ DRYER
- 5 DUTCH DOOR
- 6 WHEELCHAIR LIFT

PROGRAM SUMMARY

PRESCHOOL/ LAB		
PRESCHOOL/ LAB	30 CHILDREN	1
ADULT CLASS	6-8 PEOPLE	1
WORKROOM/ STORAGE		1
OBSERVATION		1
OFFICE	2 OCCUPANTS	1
CHILD TOILETS	3	1
CLASSROOMS	32	2
OFFICES	1	8
KITCHEN		1
STORAGE		
TOILETS	GENDER NEUTRAL	
STUDENT COLLABORATION SPACE		





LEGEND

- STUDIO
- OFFICE
- COMPUTER FLEX STATION
- GALLERY
- MUSIC
- PRACTICE
- STORAGE
- TOILET

KEY

- 1 DEEP SINK
- 2 COUNTER W/ STORAGE
- 3 DRAWING TABLE
- 4 PRINTING PRESS
- 5 INSTRUCTOR SPACE
- 6 PRINTER
- 7 EASEL, MOBILE CART
- 8 SLIDING SECURITY GRILL
- 9 MOBILE WALL
- 10 LOCKERS, HALF HEIGHT, STACKED
- 11 TRANSOMS
- 12 DISPLAY WALL
- 13 PROJECTION SCREEN

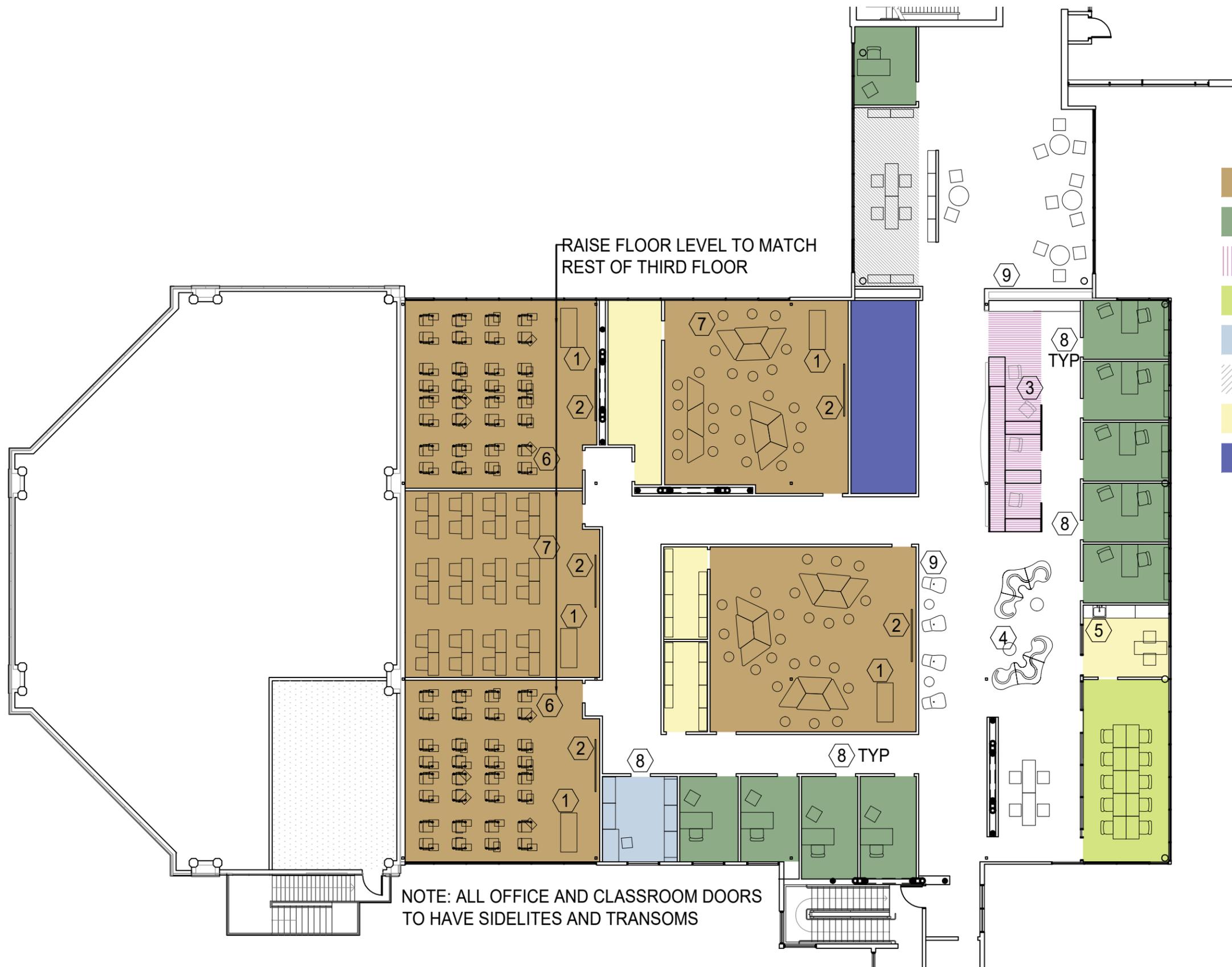
PROGRAM SUMMARY

DRY STUDIO	20	1
WET STUDIO	20	1
PRINTING STUDIO		1
GALLERY		1
OFFICES	1	4
MUSIC	50	1
PRACTICE ROOM	1	2

STORAGE

TOILETS GENDER NEUTRAL

STUDENT COLLABORATION SPACE



LEGEND

- CLASSROOM
- OFFICE
- RECEPTION
- MEETING/ SEMINAR
- TECH STATION
- STUDENT LIFE
- WORKROOM/ STORAGE
- TOILET

KEY

- 1 INSTRUCTOR CONSOLE, HT ADJUST
- 2 PROJECTION SCREEN
- 3 RECEPTION (ACCESSIBLE)
- 4 SOFT SEATING
- 5 COUNTER, SINK
- 6 SWIVEL TABLET ARM CHAIRS
- 7 DESK W/ CASTORS
- 8 DOORS, SIDELIGHT TRANSOM
- 9 BRANDING, GRAPHICS WALL

PROGRAM SUMMARY

CLASSROOM	20	5
TECH STATION		1
OFFICES	1	10
MEETING ROOM	10	1
WORK ROOM		1
RECEPTION	3	1
STUDENT LIFE		1

STORAGE

TOILETS

GENDER NEUTRAL

STUDENT COLLABORATION SPACE





Figure 4: First Floor Existing Condition



Figure 5: First Floor Existing Condition



Figure 6: Second Floor Existing Condition

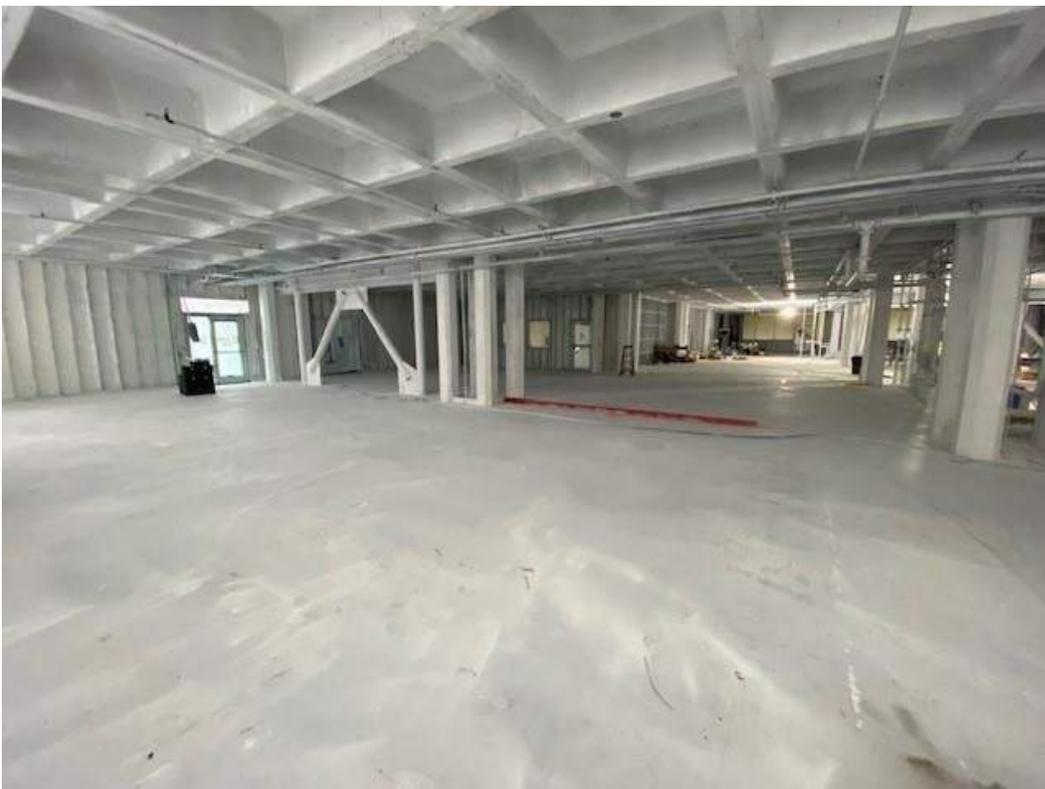


Figure 7: Second Floor Existing Condition



Figure 8: Third Floor Existing Condition



Figure 9: Third Floor Existing Condition

Program Square Footage and Occupancy Requirements

Input gathered from the user groups during the series of workshops was used to determine the required area for the program spaces. The list of spaces are as follows:

Early Childhood Education

Use	Occupant Load	Quantity of Rooms
Preschool Lab	30 children	1
Adult Class	6-8	1
Workroom/ Storage		1
Observation		1
Office	2	1
Child Toilets	3	1
Classrooms	32	2
Offices	1	8
Kitchen		1
Storage		
Toilets (gender neutral)		
Student Collaboration space		

Fine Arts

Use	Occupant Load	Quantity of Rooms
Dry Studio	20	1
Wet Studio	20	1
Printing Studio		1
Gallery		1
Offices	1	4
Music	50	1
Practice Rooms	1	2
Storage		
Toilets (gender neutral)		
Student Collaboration Space		

Central Washington University Extension

<u>Use</u>	<u>Occupant Load</u>	<u>Quantity of Rooms</u>
Classroom	20	5
Tech Station		1
Offices	1	10
Meeting room	10	1
Work Room		1
Reception	3	1
Student Life space		1
Storage		
Toilets (gender neutral)		
Student Collaboration Space		

Space Descriptions

Early Childhood Education

The preschool lab should be designed as a flexible space to accommodate a variety of uses such as arts and crafts and circle time. Activities in the space will be monitored by students and parents through transparent walls and an audio connection from each space to the observation area and adjacent adult classroom.

A kitchen that serves as a break room is also required. This space will need direct access from the preschool and the hallway. The users requested a larger door into the kitchen, a stackable washer/dryer, and sinks installed at accessible heights for both children and adult. Other program requirements include offices, adult classrooms, and the support spaces. For detailed information on the program spaces and specific requirements, see the attached Space Needs Matrix in the appendix.

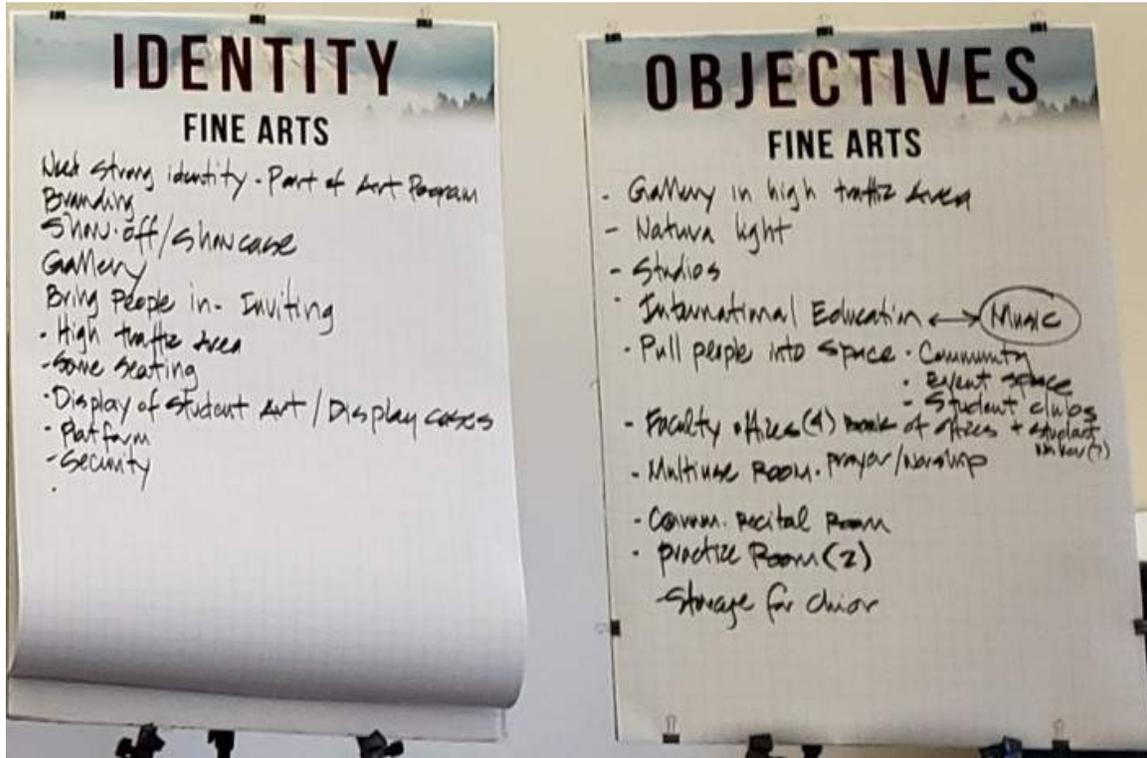
Fine Arts

One of the primary goals is to design the spaces in a way that will pique the curiosity of visitors and draw them into the space. To achieve this, the gallery and practice rooms should be located close to the entry. Additionally, the music room should be a large flexible space that could host small performances. The studios will require a space for demonstration by instructors that would then be projected onto a screen. The users also expressed a desire for ample storage spaces, sinks, and views from the hallway. Walls are to be used for display of student work. The hallway, studios, and offices should have ample natural light from windows. For detailed information on the program spaces and specific requirements, see the attached Space Needs Matrix in the appendix.

APPENDICES

- I. Kickoff - Day in the Life
- II. Space Need Matrices
- III. Workshop 2 Screenshots
- IV. Workshop 3 Plan Updates
- V. Furniture Test Fit Plans
- VI. Typical Client Furnishings
- VII. Estimate of Probable Cost

APPENDIX I: KICKOFF - DAY IN THE LIFE





APPENDIX II: SPACE NEEDS MATRICES

SPACE NEEDS - PIERCE COLLEGE OLYMPIC BUILDING
Early Childhood Education - Level 1

DEPTS	SPACE	OCC. MAX	FUTURE OCC. MAX	SFT		REQUESTS	LIGHTING	FURNITURE	STORAGE		EQUIPMENT	ACTIVITIES	IT, AV, DATA	HVAC	ADJACENCIES	SECURITY	VISITORS	FLOOR FINISH	WALL/CEILING	DOOR/RELITE	OTHER	QUESTIONS	FUTURE CONCERNS	
				EXIST	REQ				TYPE	AREA														
ADULT CLASSROOMS	CLASS 1	30	30	1150	800	FLEXIBLE ARRANGEMENT, FIXED STATION FOR INSTRUCTORS	NATURAL	TABLE AND CHAIRS ON CASTOR WHEELS. 3-5 /TABLE (TRAPEZOIDAL)	COUNTERTOP W/ BASE CABINETS AND UPPERS, TALL STORAGE	?	MULTIPLE WHITEBOARDS	STUDENT GROUPS, INSTRUCTOR, COLLABORATION OBSERVATION	FLOOR OUTLETS, SMART BOARD IN CR1AND PROJECTOR IN CR2					LOW PILE CARPET/ LINOLEUM NEAR SINK AREA				ANY SINK REQUIREMENT?		
	CLASS 2	30	30	750	800																			
LABS/ PRESCHOOL (1.5 - 5YEARS)	PRESCHOOL LAB	30	30	1330	?	GATHERING SPACE, OTHER STATIONS, OUTDOOR ACTIVITY SPACE, INDOOR OUTDOOR CONNECTION AND EXTENSION	NATURAL	?	COUNTERTOP W/ BASE CABINETS AND UPPERS, TALL STORAGE		MICROPHONES, SINKS (2 HTS)				DIRECT TO OUTDOOR ACTIVITY SPACE	SECURE SPACE					CHANGING STATIONS			
	CLASS 3	6 to 8	7 to 8	-				TABLES AND CHAIRS			COMPUTERS, WHITEBOARD				OBSERVATION, PRESCHOOL							TO BE ABLE TO HAVE VISUAL AND AUDIO CONNECTION TO CHILD CLASSROOM.		
	WORK			115							COUNTERTOP, SINK, WASHER DRYER, SHELVEING				CLASS 3							WHICH SPACE IS THIS RELATED TO AND WHAT IS THE PROXIMITY TO ANY OTHER SPACE?		
	STORAGE			380	?										LAB									
	OFFICE	2	2					DESK, CHAIRS, FILING CABINETS?							LAB, OBSERVATION, ENTRY									
	OUTDOOR														DIRECT TO OUTDOOR ACTIVITY SPACE									
	RESTROOM	3	3	100			NEAR ENTRY SEMI PRIVATE SPACE								DIRECT TO PRESCHOOL LAB									
KITCHEN	KITCHEN			200		FULL RESIDENTIAL KITCHEN									LAB, OFFICES						HAVE A LOUNGE SPACE? MULTIPLE/ COMMON ENTRANCE DESIRED	ANY BREAK ROOM REQUIREMENTS?		
OFFICES	OFFICE 1	1	1		120																			
	OFFICE 2	1	1		120																			
	OFFICE 3	1	1		120																			
	OFFICE 4	1	1		120																			
	OFFICE 5	1	1		120			DESK, CHAIRS, FILING CABINETS?																
	OFFICE 6	1	1		120																			
	OFFICE 7	1	1		120																			
	OFFICE 8	1	1		120																			
SUPPORT	RESTROOMS				?																	HOW MANY?		
	WATER																							
	HALL																							
	CUSTODIAN				?																			
	STORAGE																							
	MECHANICAL																							

SPACE NEEDS - PIERCE COLLEGE OLYMPIC BUILDING
Fine Arts - Level 2

DEPTS	SPACE	OCC.	FUTURE OCC.	SFT		REQUESTS	LIGHTING	FURNITURE	STORAGE		EQUIPMENT	ACTIVITIES	IT , AV, DATA	HVAC	ADJAC-NCIES	SECURITY	VISITOR	FLOOR FINISH	WALL, CEILING	DOOR/ RELITE	OTHER		
		MAX	MAX	EXIST	REQ'D				TYPE	AREA													
ALL MUSIC																					BRANDING, IDENTITY, SHOWCASE		
						SOUND-PROOF																	
MUSIC	LARGE MUSIC ROOM	50	50		2500	FLEXIBLE, HIGH TRAFFIC, BLACK BOX						LECTURE, SMALL ENSEMBLES, GATHERINGS, REHEARSALS									ACOUSTIC TREATMENT, INCLUDE STORAGE		
	PRACTICE	1	1	50	50		LESS LIGHT OK				(1) PIANO	PRACTICE 1-ON-1 INSTRUCTION			FACULTY OFFICE	VISIBLE FROM HALL & COMMON AREA	YES	CARPET		VISION PANEL	SOUND SYSTEM		
	PRACTICE	2	2	50	?		LESS LIGHT OK				(1) PIANO	PRACTICE 1-ON-1 INSTRUCTION			FACULTY OFFICE	VISIBLE FROM HALL & COMMON AREA	YES	CARPET		VISION PANEL	SOUND SYSTEM		
	STUDENT CLUB STORAGE	1	1		250						DRUMS				INSTRUCT'N SPACE		YES						
	STORAGE	1	1		175						MUSIC, PIANO, WHITEBOARD												
	HALLWAY STORAGE	0	0		50	STUDENT EQPT					LOCKERS				INSTRUCT'N SPACE								
ART	PRINT-MAKING & PRINTING PRESS					LIGHT, CONTROLLED LIGHT, VENTILATED STORAGE, INSTRUCTOR STATION	NATURAL, GOOD				INSTRUCTOR STN, COMPUTER & PROJECTOR, SLOTS, FLAT (22X30) O'HEAD, EASELS, PRINTING PRESS										SEALED CONC	MULTIPLE SINKS	
	STUDIO - WET CONCEPT	20	20		1500	LIGHT, CONTROLLED LIGHT, VENTILATED STORAGE, INSTRUCTOR STATION, FLEXIBLE	NATURAL, GOOD	EASELS, MOBILE CARTS, 18X18 (24)	STILL LIFE, SHEETS, LOCKERS		INSTRUCTOR STN, COMPUTER & MOBILE PROJECTOR, HD SCREEN, SLOTS, FLAT (22X30) O'HEAD, EASELS, WALL OUTLETS, GARBAGE CANS										SEALED CONC	MULTIPLE SINKS (DEEP) DISPLAY & DISPLAY WALLS	
	STUDIO - DRY CONCEPT	20	20		1500	LIGHT, CONTROLLED LIGHT, VENTILATED STORAGE, INSTRUCTOR STATION, FLEXIBLE	NATURAL, GOOD	TABLES & CHAIRS	STILL LIFE, SHEETS, LOCKERS	18 x 18	INSTRUCTOR STN, COMPUTER & MOBILE PROJECTOR, HD SCREEN, SLOTS, FLAT (22X30) O'HEAD, EASELS, WALL OUTLETS, GARBAGE CANS										SEALED CONC	MULTIPLE SINKS (DEEP) DISPLAY & DISPLAY WALLS	
	STORAGE				2 x 1 50	ART SUPPLIES										STUDIOS							
	COMPUTER / TOUCH-DOWN	1	1		100						3 COMPUTERRS, PRINTER, COPIER					STUDIOS							
	FLEX			165	165						ASSIST PRINT MAKING					PRNTING							
	GALLERY				320	320	WALL SPACE, OPEN TO FOYER FOR LGE GATHERINGS, EXPOSURE	GOOD, ADJUSTABLE?	BENCHES (2) AND TABLES							FOYER	SECURITY	YES	CONC POLISHED		COILING		

SPACE NEEDS - PIERCE COLLEGE OLYMPIC BUILDING
Fine Arts - Level 2 (Continued)

DEPTS	SPACE	OCC.	FUTURE OCC.	SFT		REQUESTS	LIGHTING	FURNITURE	STORAGE		EQUIPMENT	ACTIVITIES	IT , AV, DATA	HVAC	ADJAC- ENCIES	SECURITY	VISITOR	FLOOR FINISH	WALL, CEILING	DOOR/ RELITE	OTHER	
		MAX	MAX	EXIST	REQ'D				TYPE	AREA												
	STORAGE (STATE ART COLLECTION)			80	100										GALLERY							
OFFICES	OFFICE 1	1	1		120	MUSIC		WORK STATION, STORAGE, SHELF			ELECT KEYBOARD		?		MUSIC ART			?		?		
	OFFICE 2	1	1		120	ART		WORK STATION, STORAGE, SHELF					?		MUSIC ART			?		?		
	OFFICE 3	1	1		120	MUSIC ART		WORK STATION, STORAGE, SHELF					?		MUSIC ART			?		?		
	OFFICE 4	1	1		120	ADJUNCT FACULTY		WORK STATION, STORAGE, SHELF					?		MUSIC ART			?		?		
	COMPUTER FLEX STATION	2	2		120	MUSIC ART		(2) WORK STATIONS			2 COMPUTERS, PRINTER		?		OFFICES			?		?		
SUPPORT	HALL					GALLERY	BORROWED LIGHT								MUSIC ART						ART DISPLAY	
	RESTROOMS				?	GENDER NEUTRAL									MUSIC ART							
	WATER									HYDRATION STN					MUSIC ART							
	CUSTODIAN														MUSIC ART							
	STAIRS														MUSIC ART							
ELEVATOR														MUSIC ART								

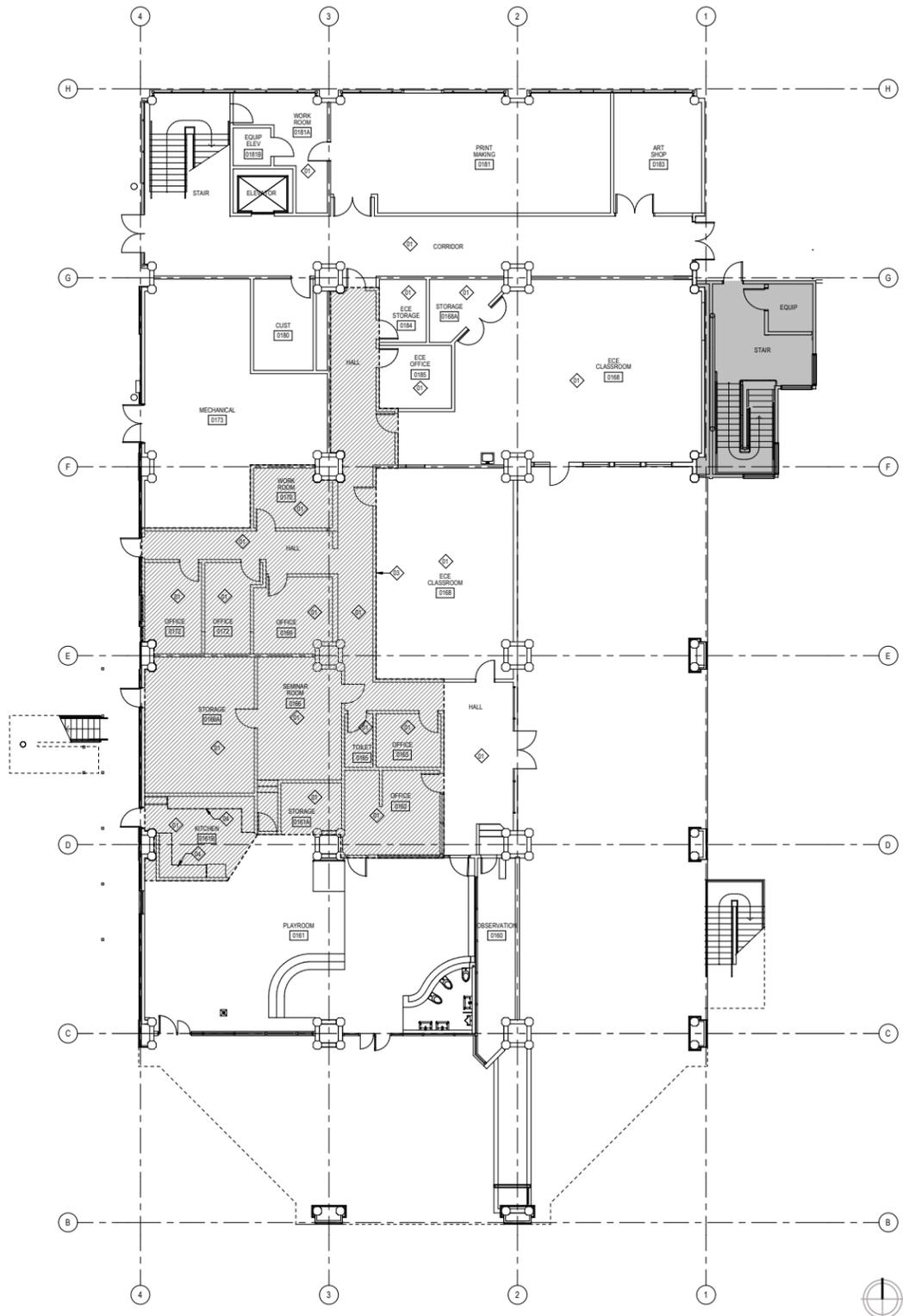
SPACE NEEDS - PIERCE COLLEGE OLYMPIC BUILDING

CWU Extension - Level 3

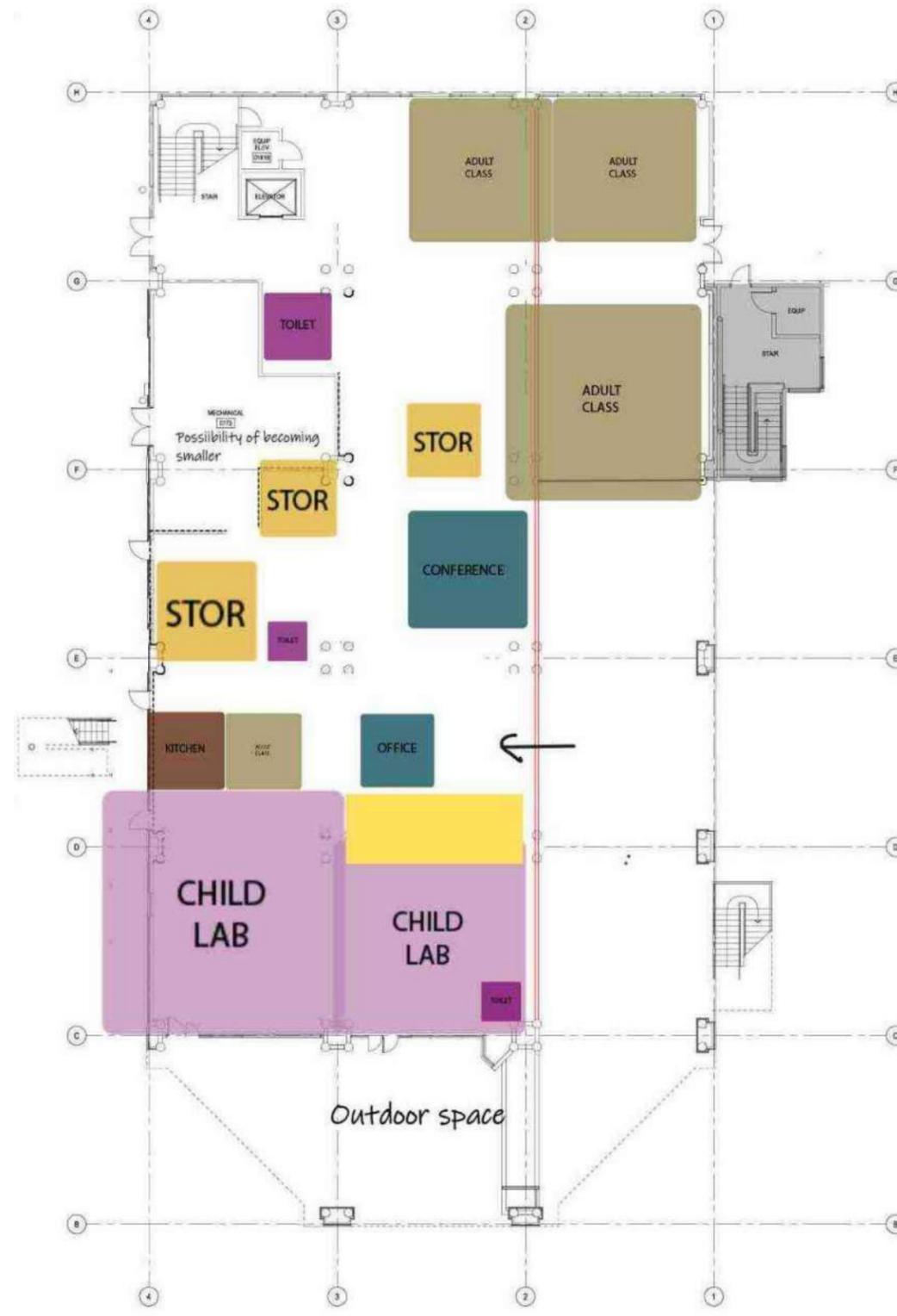
DEPTS	SPACE	OCC.		SFT		REQUESTS	LIGHTING	FURNITURE	STORAGE		EQUIPMENT	ACTIVITIES	IT, AV, DATA	HVAC	ADJACENCIES	SECURITY	VISITORS	FLOOR FINISH	WALL, CEILING	DOOR/RELITE	OTHER	QUESTIONS	FUTURE CONCERNS						
		MAX	FUTURE OCC. MAX	EXIST	REQ'D				TYPE	AREA																			
							NATURAL														MEET MULTIMODAL NEEDS, VISIBILITY, IDENTITY, SHOWCASE PARTNERSHIP WITH PIERCE COLLEGE, EXPANDABILITY								
INSTRUCTIONAL	CLASS 1 (DE)	35	35	740	750?	FLEXIBLE SPACE, CLASSROOMS GROUPED TOGETHER, INVITING WARM SPACE, ENGAGED ACTIVE LEARNING	WINDOWS PREFERRED	NESTING TABLES ON WHEELS,			WIRING, COMPUTERS, EQUIPMENT ON MOBILE CARTS				GROUPED						LIGHTING, SAFE SPACE, ONE TECH ROOM PER 2 CLASSROOMS. USED 20 SFT/STUDENT AND ADDITIONAL.	IS THERE A SEPARATE CLASSROOM FOR BROADCASTING? ANY SPECIAL ACOUSTICS REQUIRED?							
	CLASS 2 (DE)	35	35	740	750?		WINDOWS PREFERRED																			DIVIDING A CLASS TO TWO?			
	CLASS 3	35	35	800	750?		WINDOWS PREFERRED																						
	CLASS 4	35	35	800	750?		WINDOWS PREFERRED																						
	CLASS 5	35	35	995	750?		WINDOWS PREFERRED																						
	STUDENT COLLABORATION	?	?					SOFT SEATING							CLASSROOM						VISIBLE								
OFFICES	OFFICE 1	1	1	175	120	WELCOMING, FRIENDLY, LIGHTING, ACOUSTICS, GLASS WALLS, LAKE VIEW	NATURAL PREFERRED													PART GLASS, TRANSOME	USE LAKESIDE VIEW FOR OFFICES								
	OFFICE 2	1	1	150	120		NATURAL PREFERRED																						
	OFFICE 3	1	1	150	120		NATURAL																						
	OFFICE 4	1	1	150	120		NATURAL																						
	OFFICE 5	1	1	150	120		NATURAL																						
	OFFICE 6	1	1	130	120		NATURAL																						
	OFFICE 7	1	1		120		NATURAL																						
	OFFICE 8	1	1		120		NATURAL																						
	OFFICE 9	1	1		120		NATURAL																						
	OFFICE 10	1	1		120		NATURAL PREFERRED																CAN BE IN STUDENT LOUNGE AREA	?					
SHARED	SEMINAR/ CONFERENCE	10	10	300		TECHNOLOGY, AUDIO, VIDEO FOR CALLS-FISHBOWL SPACE		STORAGE CABINETS, CLOSET,			WHITE BOARD, MOBILE CART FOR DE		VIDEO CONFERENCE		OFFICES						USE FOR CLUB MEETINGS, FINANCIAL LITERACY, WORKSHOPS, SMALL CLASSROOMS AND AS A KITCHENETTE								
	WORK/BREAK			190	120					SINK, FRIDGE												WHAT IS THIS SPACE?							
	TECH SPACE			130	120					IT EQUIPMENT					CLASS							IS THIS SAME AS TECH ROOM?							
	STUDENT LIFE SPACE					VISIBLE		2 NESTING TABLES, 5'X20" INTERACTIVE WHITEBOARD.	?	VENDING MACHINE		SMART BOARD, GRAPHICS DISPLAY		SET APART FROM CLASSROOMS							FINANCIAL AID AND OTHER SERVICE PROVIDER CAN HAPPEN HERE								
SUPPORT	RECEPTION			400	?	OPENNESS, HIGH VISIBILITY, BRANDING 3 GENDER																							
	RESTROOMS														CLASS														
	WATER STORAGE CUSTODIAN									HYDRATION STATION																			
	HALL					WRITE-ABLE WALLS																							
	STAIRCASES																												

APPENDIX III: WORKSHOP 2 SCREENSHOTS

First Floor (ECE) – Original Layout



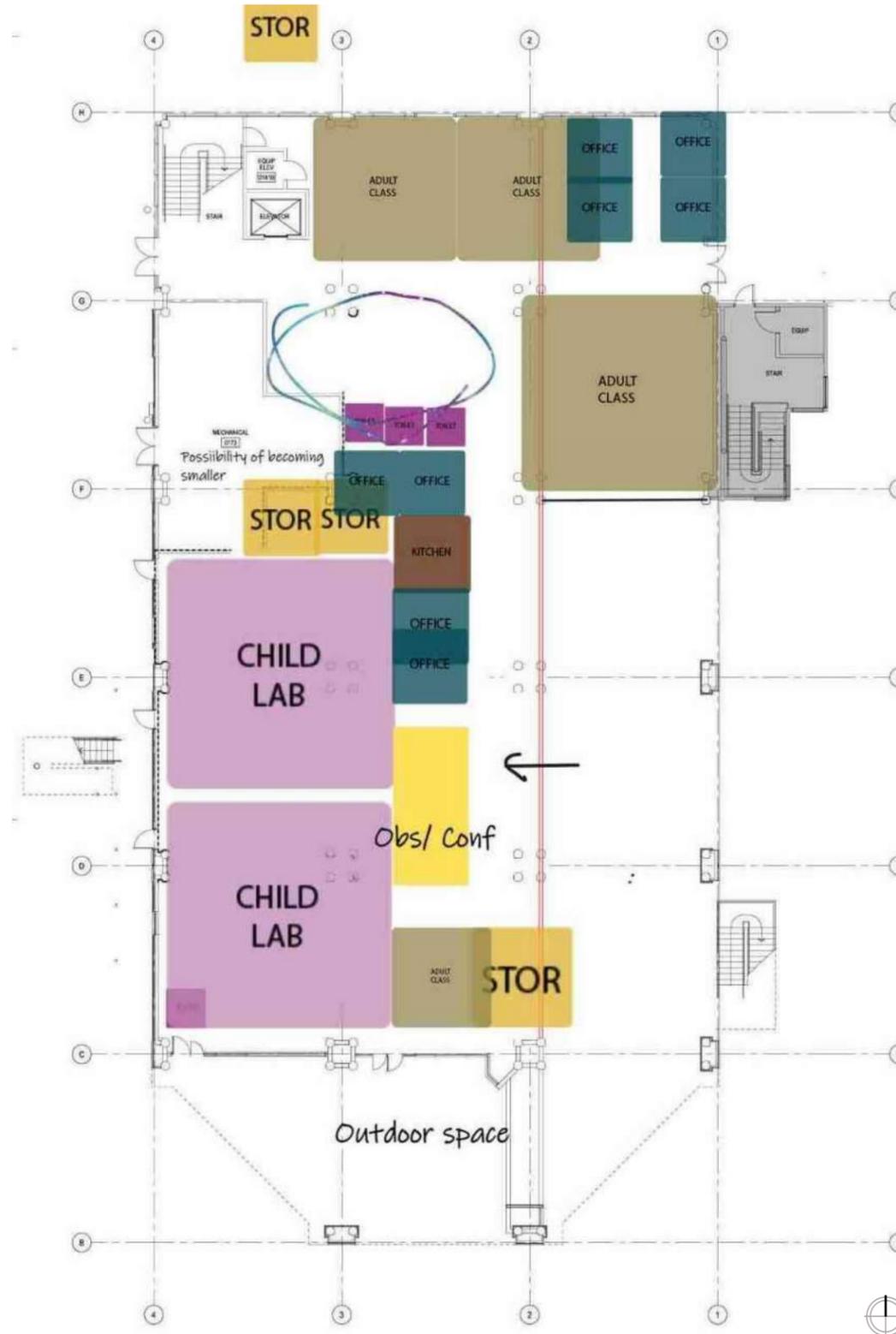
First Floor (ECE) – Option 1



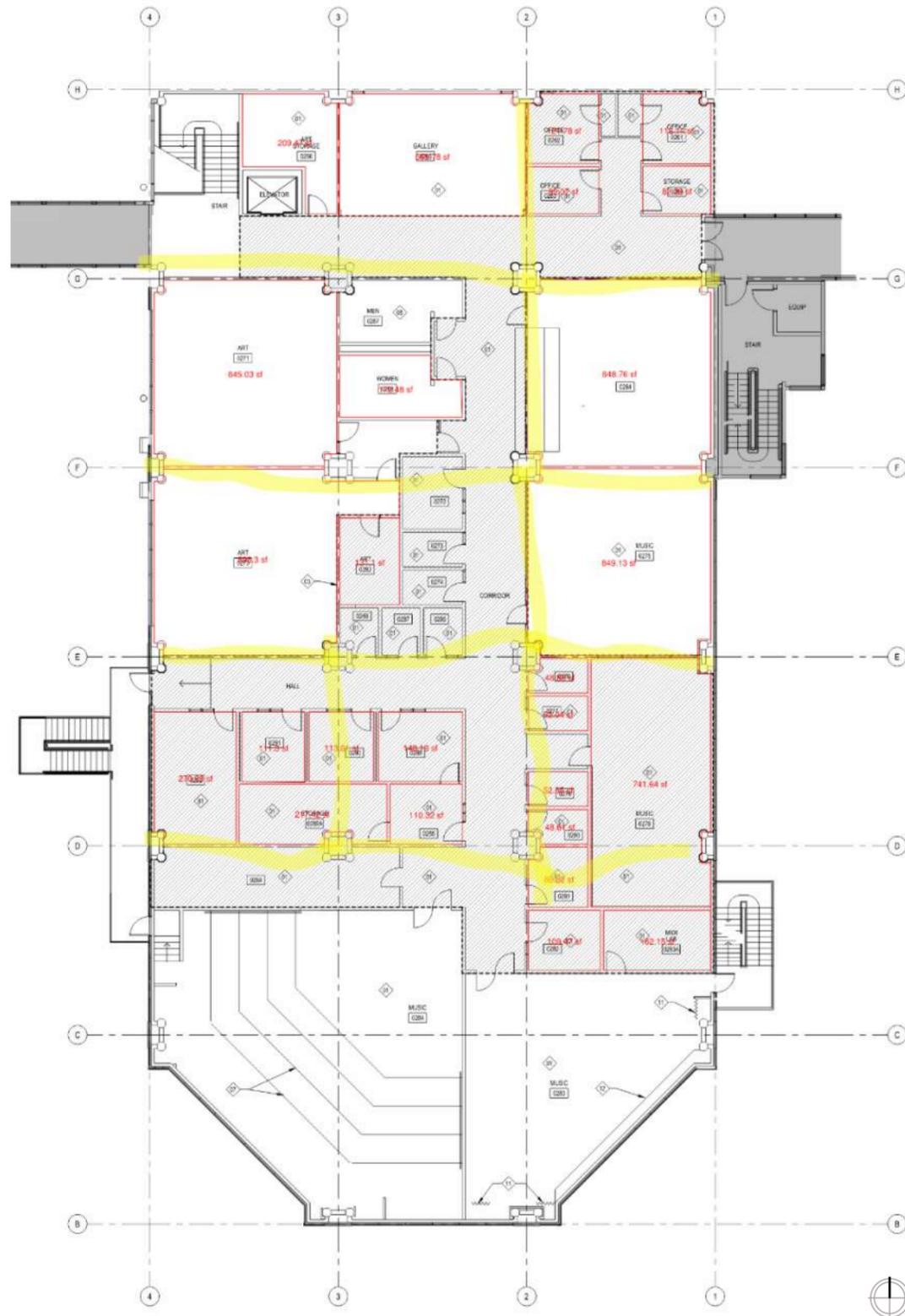
First Floor (ECE) – Option 4



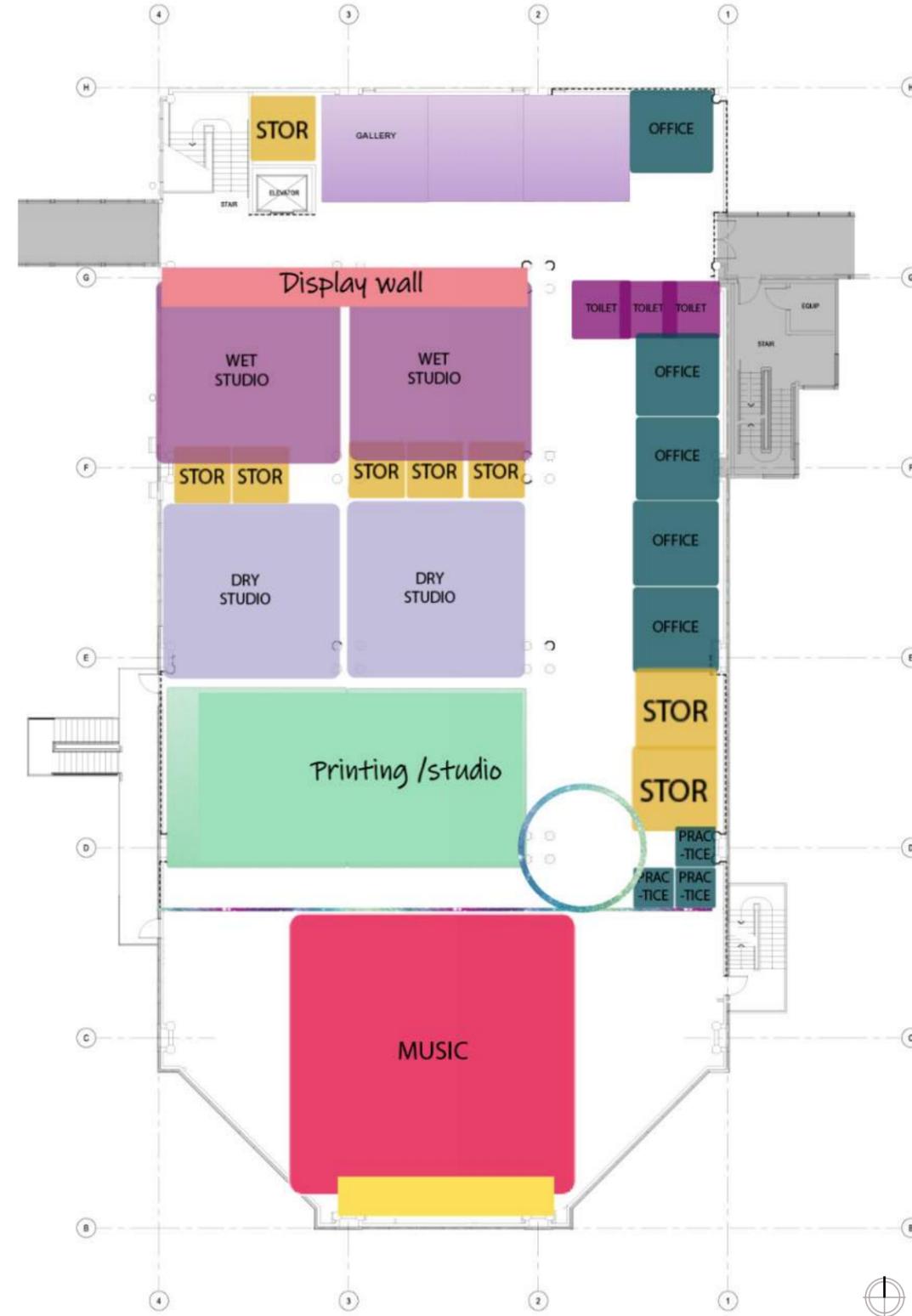
First Floor (ECE) – Option 5



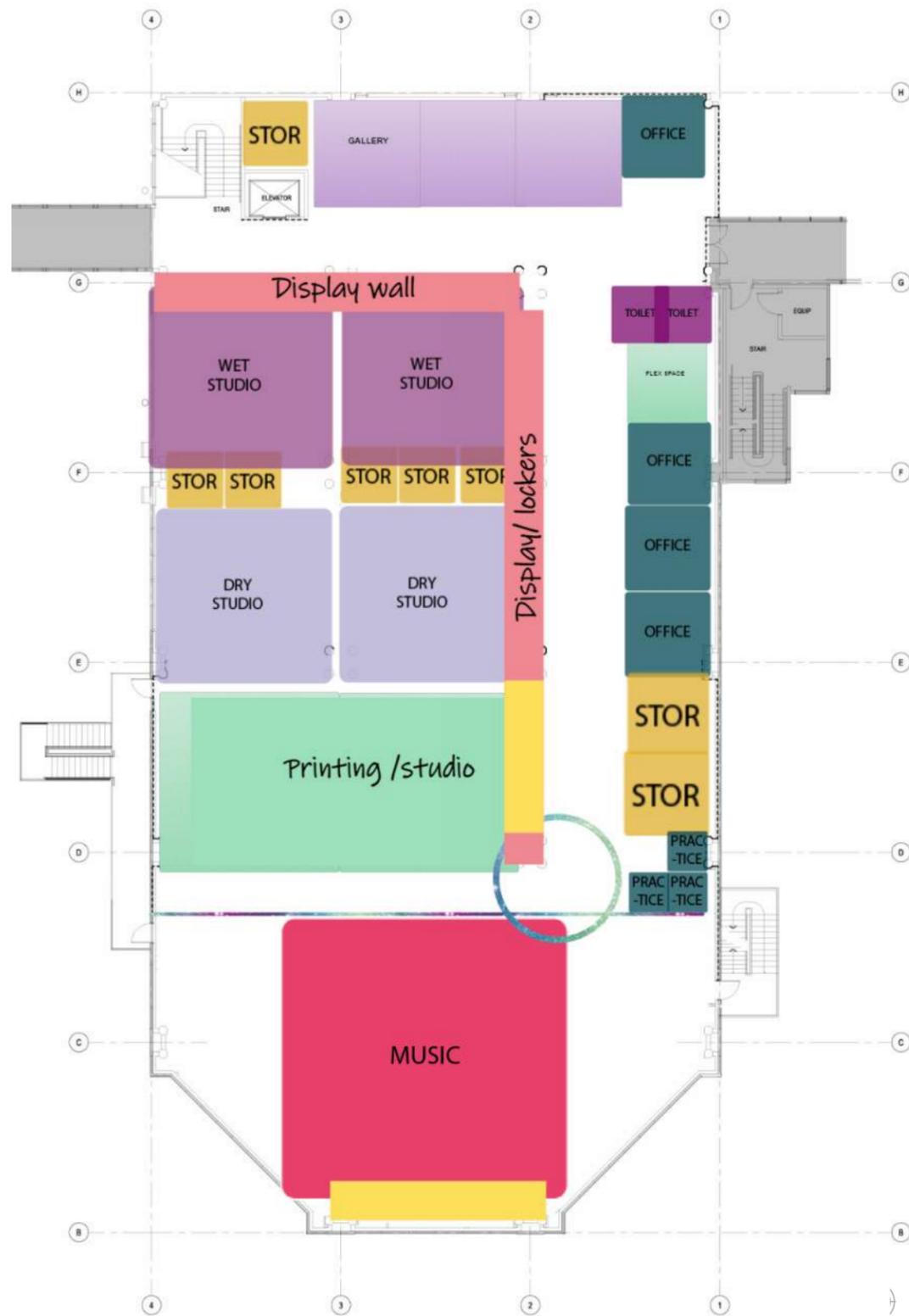
Second Floor (Fine Arts) – Original Layout



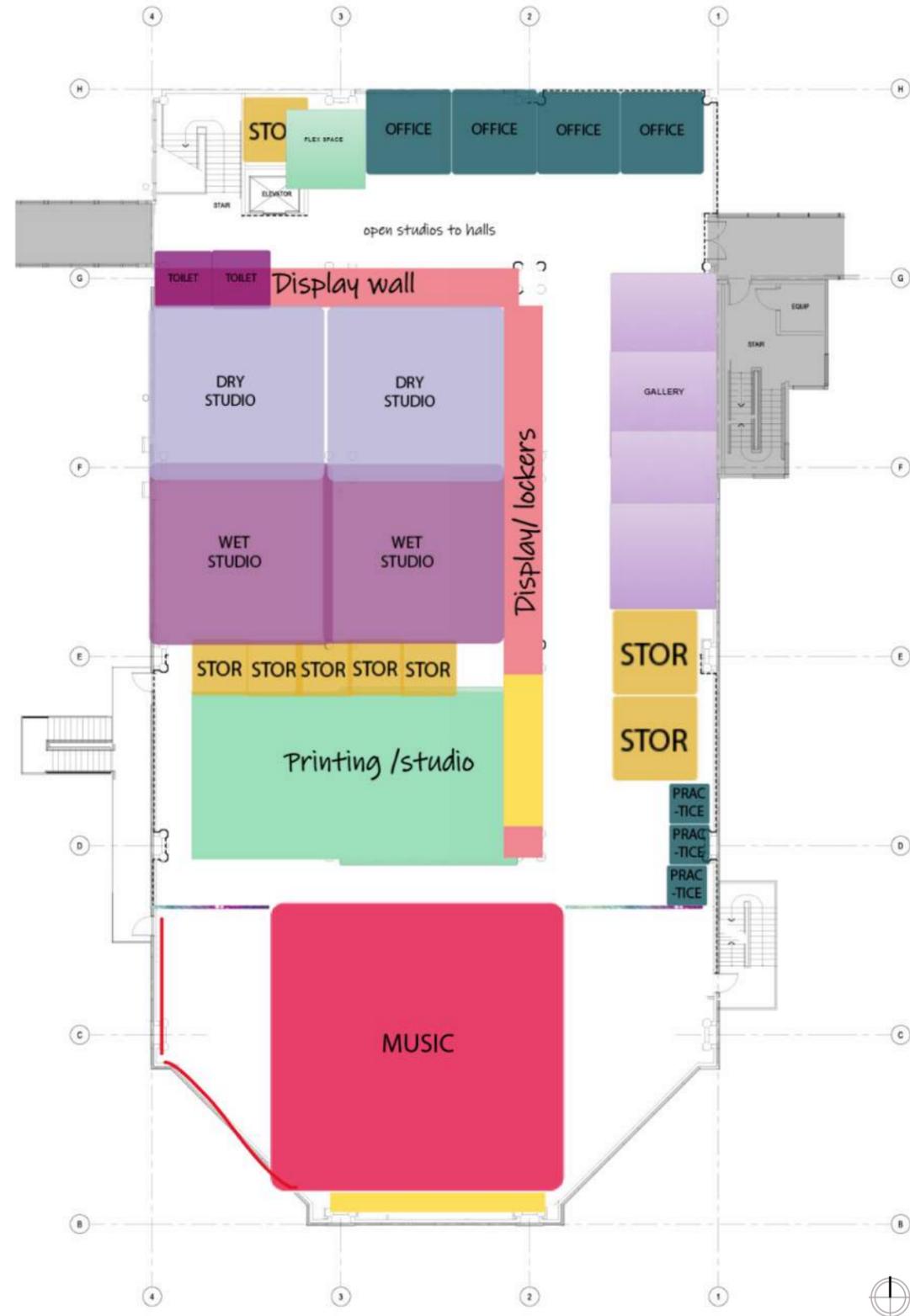
Second Floor (Fine Arts) – Option 1



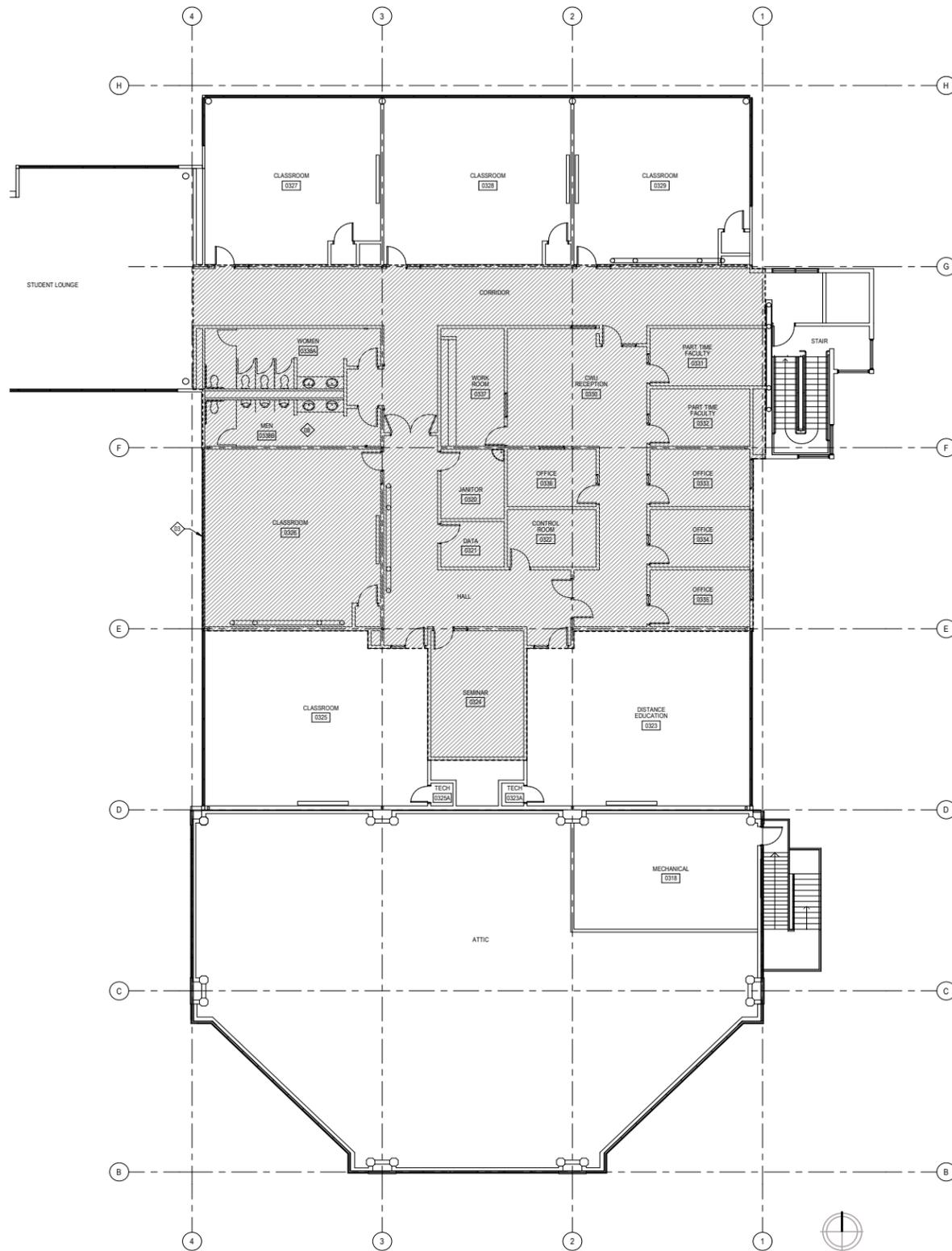
Second Floor (Fine Arts) – Option 2



Second Floor (Fine Arts) – Option 3



Third Floor (CWU Extension) – Original Layout



Third Floor (CWU Extension) – Option 1



Third Floor (CWU Extension) – Option 2

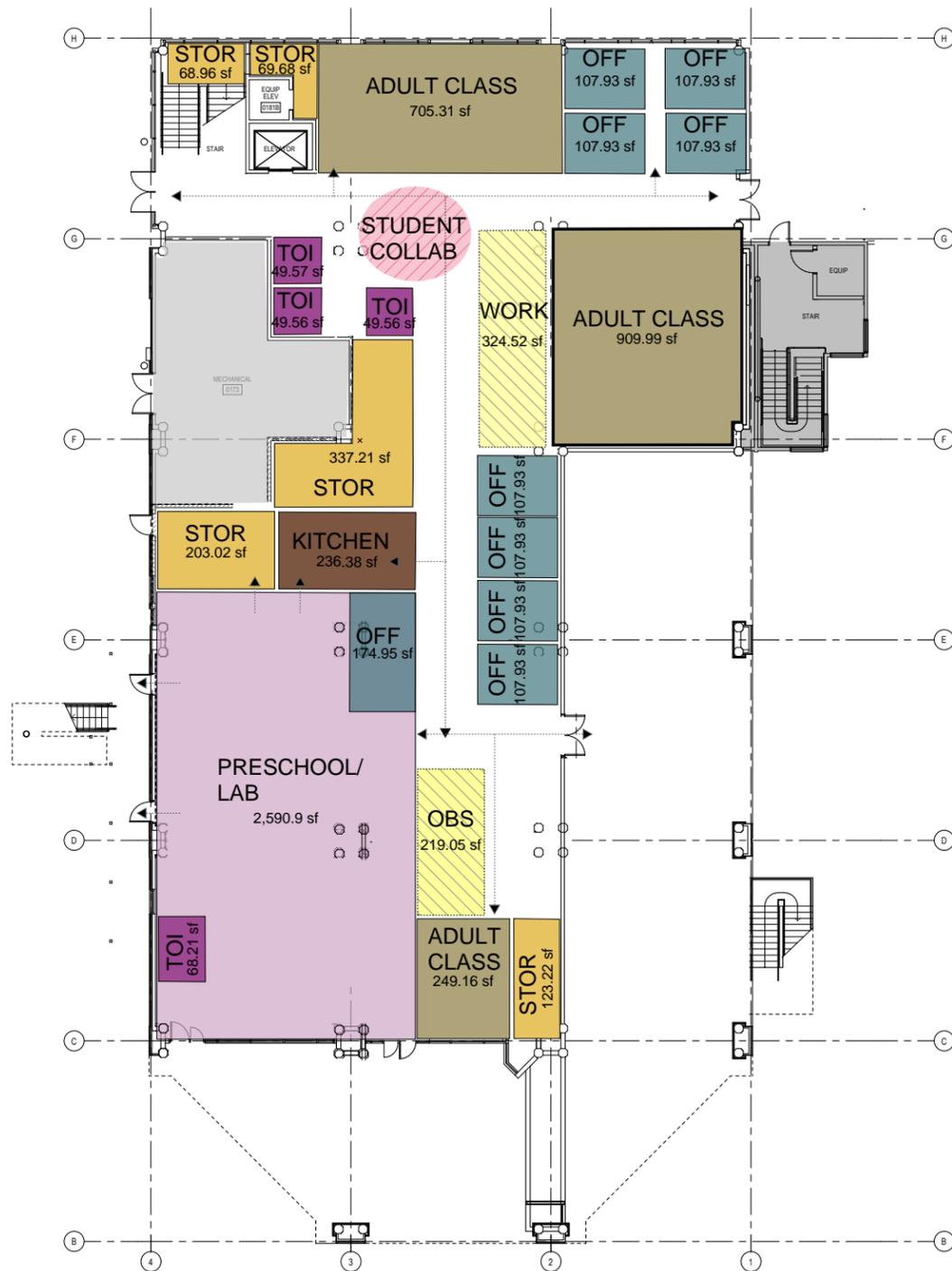


Third Floor (CWU Extension) – Option 3



APPENDIX IV: WORKSHOP 3 PLAN UPDATES

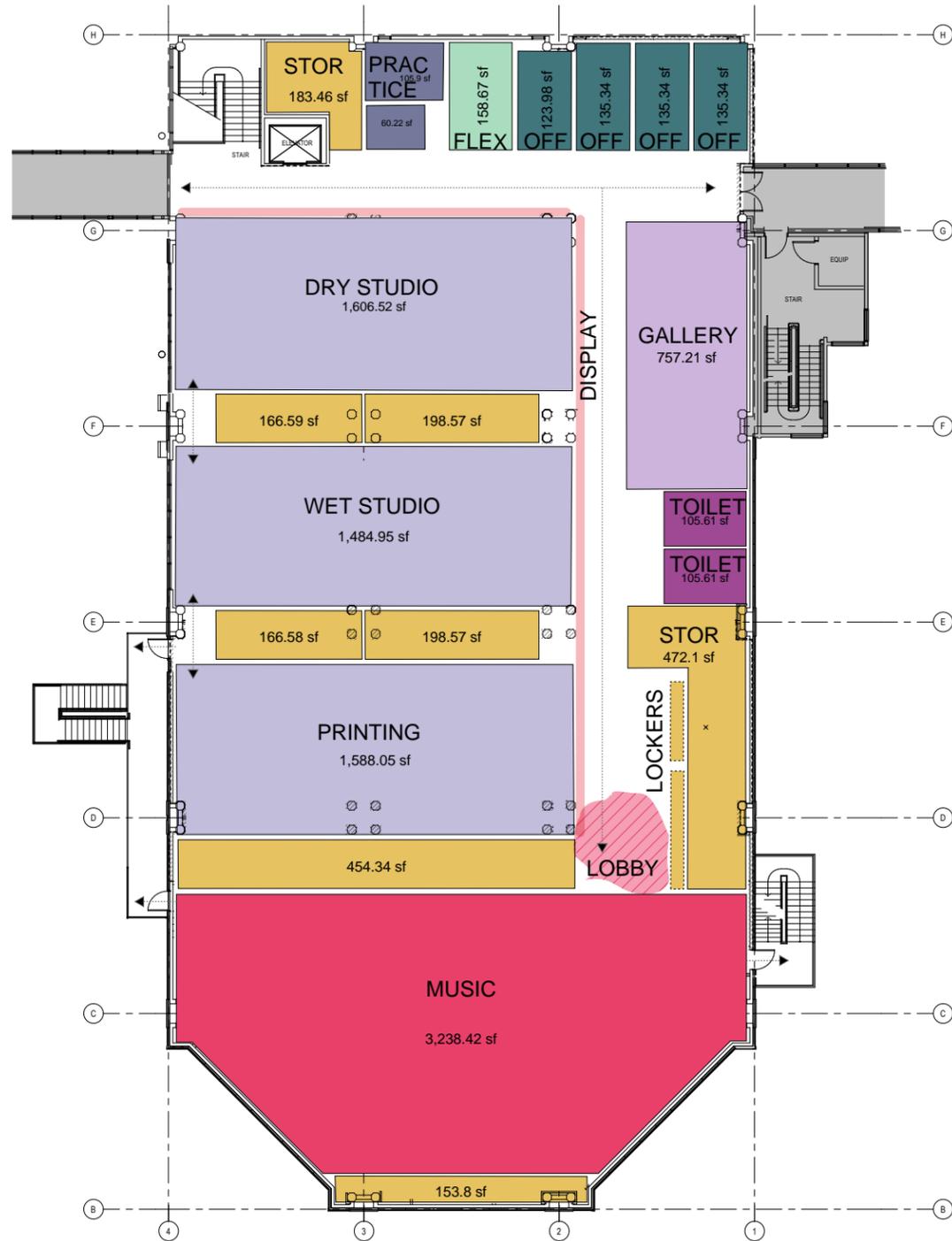
First Floor (ECE)



PROGRAM SUMMARY

PRESCHOOL/ LAB	
PRESCHOOL/ LAB	1
ADULT CLASS	1
WORK ROOM/ STORAGE	1
OBSERVATION	1
OFFICE FOR 2	1
CHILD TOILET	
CLASSROOMS (32 SEATS)	2
STUDENT COLLABORATION	
OFFICES	8
KITCHEN	
STORAGE	1
TOILETS	

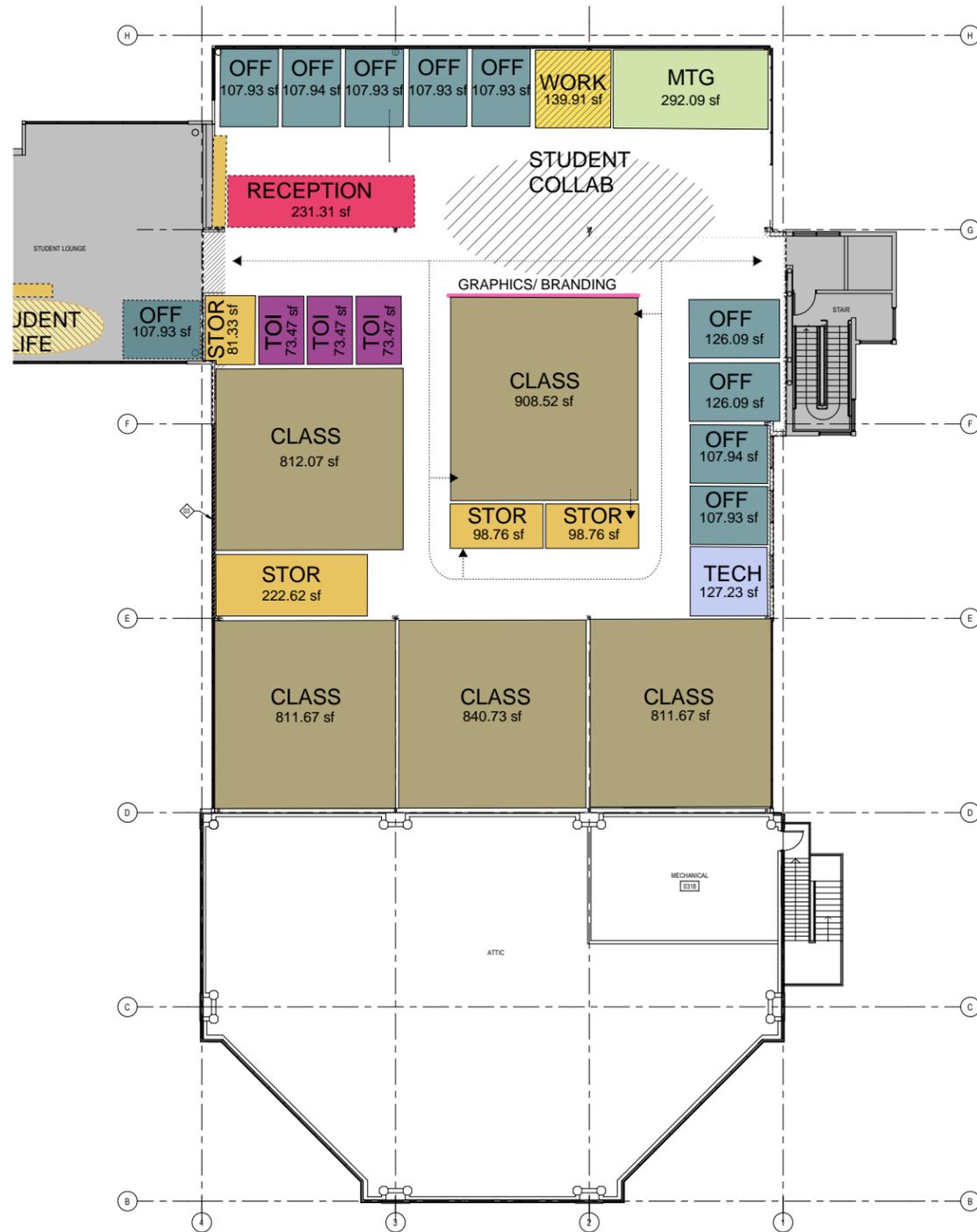
Second Floor (Fine Arts)



PROGRAM SUMMARY

DRY STUDIO	1
WET STUDIO	1
PRINTING STUDIO	1
GALLERY	1
MUSIC SPACE (INCLUDING, INSTRUCTIONAL)	1
PRACTICE ROOMS	2
OFFICES	4
FLEX SPACE	1
STORAGE	
TOILETS	
DISPLAY WALL	
LOCKERS	

Third Floor (CWU Extension)



PROGRAM SUMMARY

CLASSROOMS	1
STUDENT COLLABORATION	
TECH SPACE	1
OFFICES (DEDICATED)	10
MEETING ROOM	1
WORK ROOM	1
RECEPTION	
STUDENT LIFE	
STORAGE	
TOILETS (GENDER NEUTRAL)	3

APPENDIX VI: TYPICAL CLIENT FURNISHINGS



Fishbowl Meeting Room



Trapezoidal Nesting Tables



Tablet Arm Chairs, Swivel Arm



Linear Tables



Round/Oval Tables



Instructor Console



Desk Storage