

CPTC FACILITIES MASTER PLAN

2014 Update

December 30, 2014

McGRANAHAN architects



EXECUTIVE SUMMARY

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**Executive
Summary**



Executive Summary

OVERVIEW

Clover Park Technical College (CPTC) is continually advancing itself to support its mission and realize its vision. The long-range strategic planning efforts involved faculty, staff, board members, and the community.

Planned growth and development guided by the Strategic Plan, College priorities, and program needs, is at the core of successful campus facilities that provide higher-education. The initial 1995 CPTC Master Plan was updated in 2003-2004, and received an Administrative Use Permit by the City of Lakewood in 2004. Projects noted in the 2004 Master Plan have been completed, and a new Administrative Use Permit is required by the City for projects moving forward. Subsequently, the College contracted with McGranahan Architects to review and update its Facilities Master Plan and 10-year Capital Plan, presented herein. The purpose of this document is to provide an organizational framework for sequenced campus development that supports the strategic plan, educational program needs, and college priorities.

CPTC's current Strategic Plan (see Appendix), was adopted in May 2013. The Vision, Mission and Priorities are listed below.

VISION

Transforming lives, enriching communities and enhancing futures by creating an environment of innovation, equity and excellence through education.

MISSION

We are a values-driven institution that delivers quality education, training and support focused on student success in an evolving economy.

STRATEGIC PRIORITIES:

1. Increase student success and educational access.
2. Respond to local community and business & industry.
3. Become more entrepreneurial.

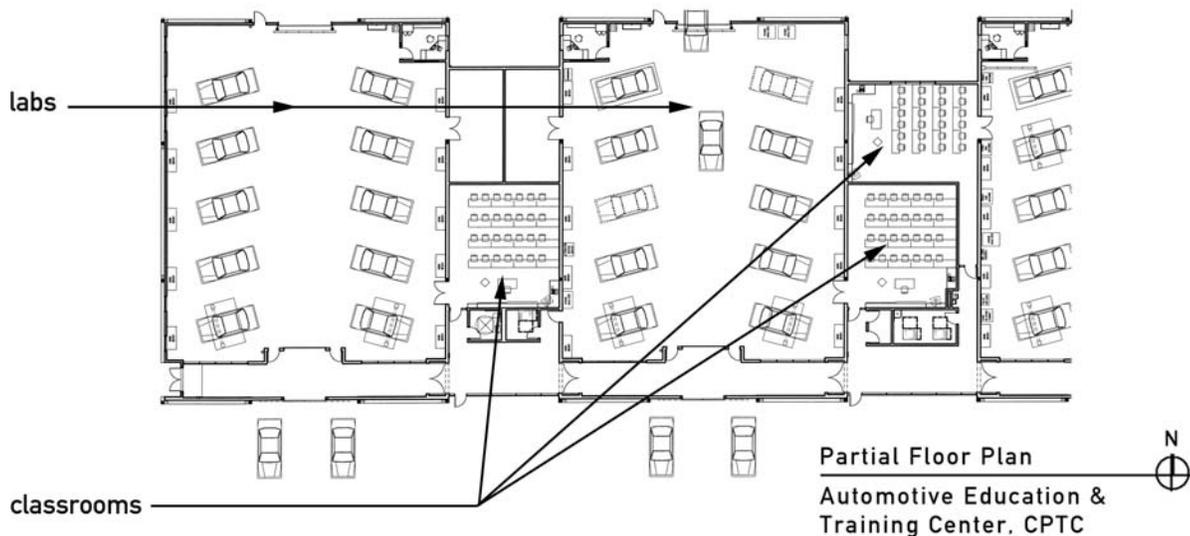
COLLEGE PRIORITIES:

1. Increase enrollment
2. Better data capacity
3. Increase completions/enrollment
4. IT infrastructure
5. More business like (entrepreneurial)
6. Partnership building

Clover Park Technical College is a leading provider of technical education. Workforce education and retraining is emphasized throughout curriculum offerings. This unique offering separates CPTC from most of its peers. CPTC is fully accredited by the

Northwest Commission on Colleges and Universities. There are 34 colleges governed by the Washington State Board for Community and Technical Colleges, of which only five are Technical Colleges.

This directly affects campus planning. A more traditional academic curriculum requires lecture and teaching classrooms along with interior and exterior study spaces. In addition to these types of spaces, CPTC also requires specialized demonstration spaces, where practical activities and techniques can be taught in a hands-on manner. High-bay, large open laboratory spaces are often utilized, potentially dictating a sprawling campus plan.



Although concentrating on campus design and planning issues to support educational program delivery, other important considerations that will influence development, growth, and schedule for this campus include the following:

- Board of Trustees
- Accreditation by the Northwest Commission on Colleges and Universities
- City of Lakewood
- State Board for Community and Technical Colleges
- State Office of Financial Management
- State Legislature
- Business and Industry

The Master Plan goals include:

- Increase enrollment by improving the appearance and functionality of the campus to drive more students here.
- Maximize the utilization of space, with flexibility to adjust as instructional needs change.
- The campus should be more welcoming and attractive.
- Improve the visibility of the campus, including perimeter improvements.

- Create opportunities for student gathering spaces.
- Use more innovative materials in future projects.

Concepts that were identified in the original Master Plan were refined in this update as design guidelines for development. This plan should be utilized as a tool that seeks to guide the physical growth on the Lakewood Campus, while allowing for flexibility in implementation to adjust for the changing programmatic needs of the College. The Facilities Master Plan is comprised of the following sections:

- Executive Summary
- Existing Conditions Analysis
- Program Needs Analysis
- Design Guidelines
- Development Implementation Plan
- Master Plan Design Drawings
- Appendix

Educational programs and facilities needs that support the mission and strategic goals of CPTC are identified and prioritized in the Planned Development section of this report. In addition, the Design Guidelines section provides an organizational framework and hierarchy for future development that addresses the following primary issues:

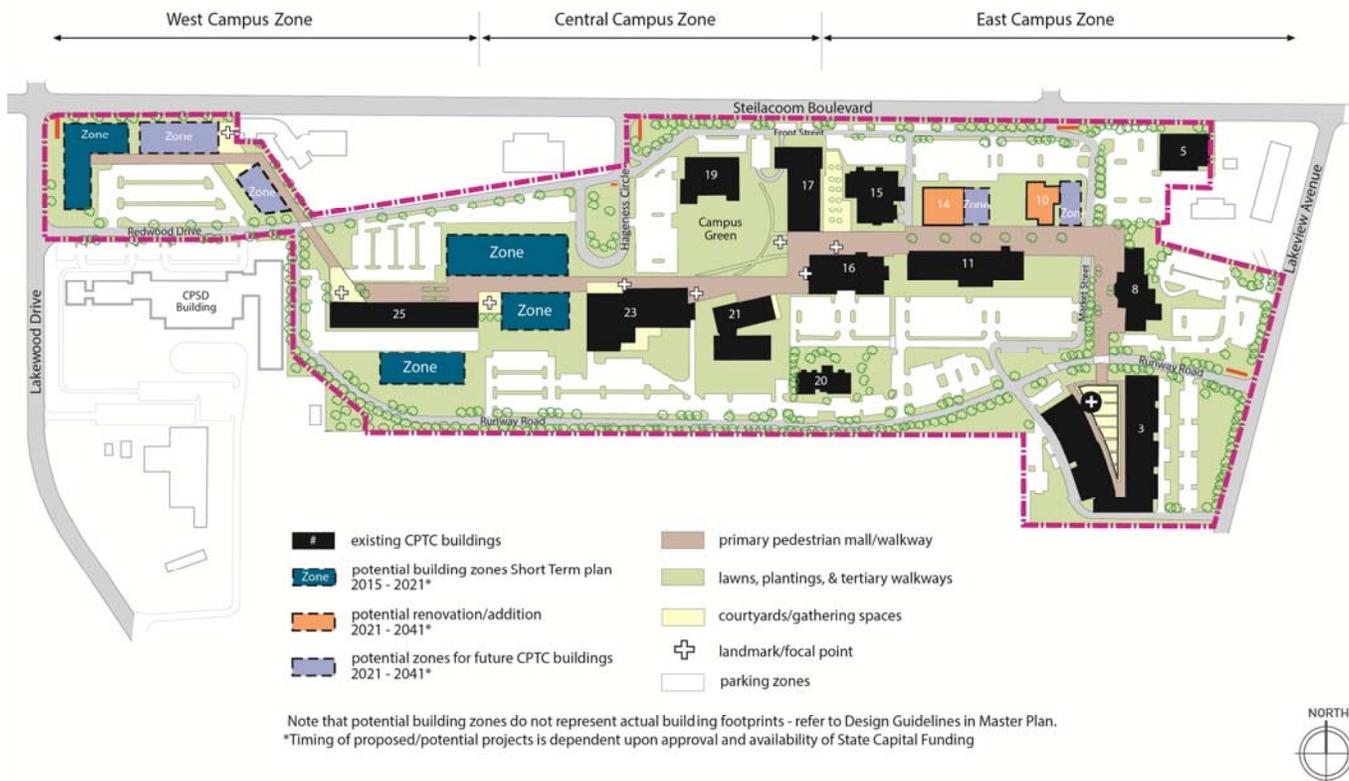
- Pedestrian Circulation and Gathering Spaces
- Facility Adjacencies/Connections
- Vehicular Circulation and Parking Provisions

Campus development in recent years has been concentrated on the eastern and central portions of the site. Projects completed within the last 10 years include the renovation of Building 8 for the Personal Care Services programs, the renovation of Building 25 for the Industrial Trades, the Student Center (Building 23), and the new Health Sciences building. (Building 21), recently completed in 2013. In 2012, the College acquired the northwest portion of the site in exchange for the southwest portion of the site with Clover Park School District (CPSD). CPSD constructed the Harrison Preparatory school south of Redwood Drive, and shares access to the site via Redwood Drive and Runway Road. New development in the Master Plan is concentrated in the central campus zone and the northwest corner of the campus.

Important campus infrastructure improvements to be accomplished in the short- term (10 year) plan include:

- Development of Hageness Circle – the future ceremonial entrance to the campus, creating an identifiable “Campus Entrance” in the Central Campus Zone. Entrance improvements will include signage, increasing the identity and presence of CPTC in the community.
- Site improvements on the northwest corner of the site, to improve identity of CPTC. This will include demolition of Buildings 32 and 37, and potential new signage.
- Wayfinding and signage improvements on campus.
- Upgrades to IT network, site power and telecommunications vaults, and utility extensions to proposed projects.

As noted during the development of this document, the Master Plan is broken down into two parts: a short-term plan that addresses current known initiatives, and a long-term plan that is more future-oriented, concentrating on complete campus development. The long-term plan diagram is below.



Clover Park Technical College has developed a prioritized list of future Capital projects after an analysis of program needs and facilities conditions. Replacing Building 22 with an optimally designed, state of the industry Center for Advanced Manufacturing Technologies is a critical need and CPTC’s highest facilities priority. Current and Future short-term projects that are contained within the 10 Year Capital Plan include the following:

2015/17 BIENNIUM CAPITAL FUNDING REQUEST:

1. Center for Advanced Manufacturing Technologies – Replacement of Building 22

FUTURE CAPITAL FUNDING REQUESTS:

2. Culinary Arts and Computer Techonology Building – Growth and Replacement of Building 31
3. Renovation of Building 16

See the Development Implementation Plan for additional projects.

CONCLUSION

The Facilities Master Plan concentrates on primary development in the Central and West Campus Zones, with renovations and additions in the East Campus Zone. The Center for Advanced Manufacturing is the next major Capital Project planned.

The Existing Conditions Analysis, Program Needs Analysis, Design Guidelines, and Development Implementation Plan follow this section.

**Existing
Conditions
Analysis**



Existing Conditions Analysis

SITE AND CAMPUS HISTORY

Clover Park Technical College, formerly Clover Park Vocational Technical Institute (CPVTI), began as a vocational program at Clover Park High School in 1942. In 1954, the Clover Park School District acquired a 124-acre site that had formerly been used as a Navy Supply Depot during WWII. This property included numerous warehouse type buildings, which were then modified by the School district to house vocational training programs or School District services.

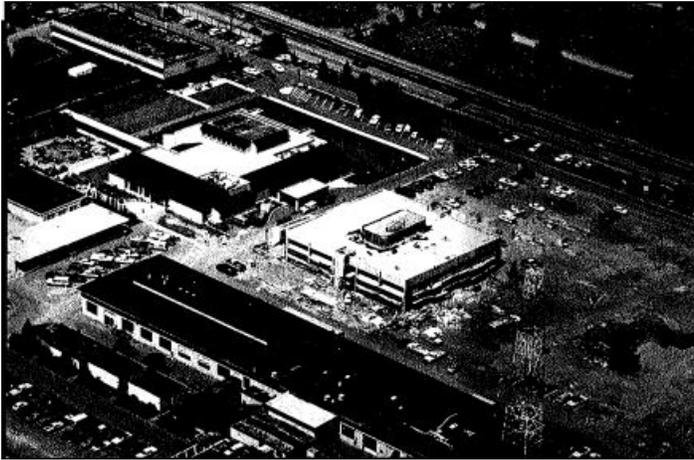


CPTC campus in the 1960s. View of former Building 18 and landing strip.

Source: Snyder, Wilbur M. *The Way it Was – A History of Clover Park Technical Institute*, Lakewood: Offset Reprographics/Printer Program, Clover Park VTI, 1988.

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Existing Conditions Analysis



The Health Occupations Building constructed in 1981



View of the campus in 1983

Source: Snyder, Wilbur M. *The Way it Was – A History of Clover Park Technical Institute*, Lakewood: Offset Reprographics/Printer Program, Clover Park VTI, 1988.

CPVTI experienced rapid growth between 1962 – 1977, and numerous portables were brought on campus to meet the needs of their growing programs. As CPVTI expanded into new program areas, several new buildings were designed and built to house these programs. Programs and pathways included Arts & Communications, Business and Marketing, Engineering and Technology, Health and Human Services, Transportation, Construction and Industrial Trades, and Science and Natural Resources. In 1991, CPVTI became Clover Park Technical College, and became able to offer Associate of Applied Technology degrees. Today, CPTC remains a leading provider of technical education. The College also offers academic and developmental courses designed to support its technical programs, continuing education, and contract programs designed to meet the needs of business and industry.

In 1993, the state legislature appropriated funds to the College for the purchase of 106 acres of historic Flett Dairy wetlands, located across the street from the campus on Steilacoom Boulevard. This property is used by the College as an outdoor laboratory for the Environmental Sciences program.

In 1995, a Master Plan for the College was developed to ensure maximum utilization of the campus site. As part of the Master Plan, as well as the property transfer with Clover Park School District, the CPTC Board purchased 10.21 acres at Thun Field in Puyallup – now referred to as the South Hill Campus. The CPTC Aviation Programs were relocated to the new Aviation Training Center, South Hill campus, in 2001. This allowed for development of the new Automotive Education and Training Center on the Southeast of campus. It also freed up the existing runway to be developed as Runway Road, thereby facilitating improvements to vehicular circulation and access to parking.

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Existing Conditions Analysis

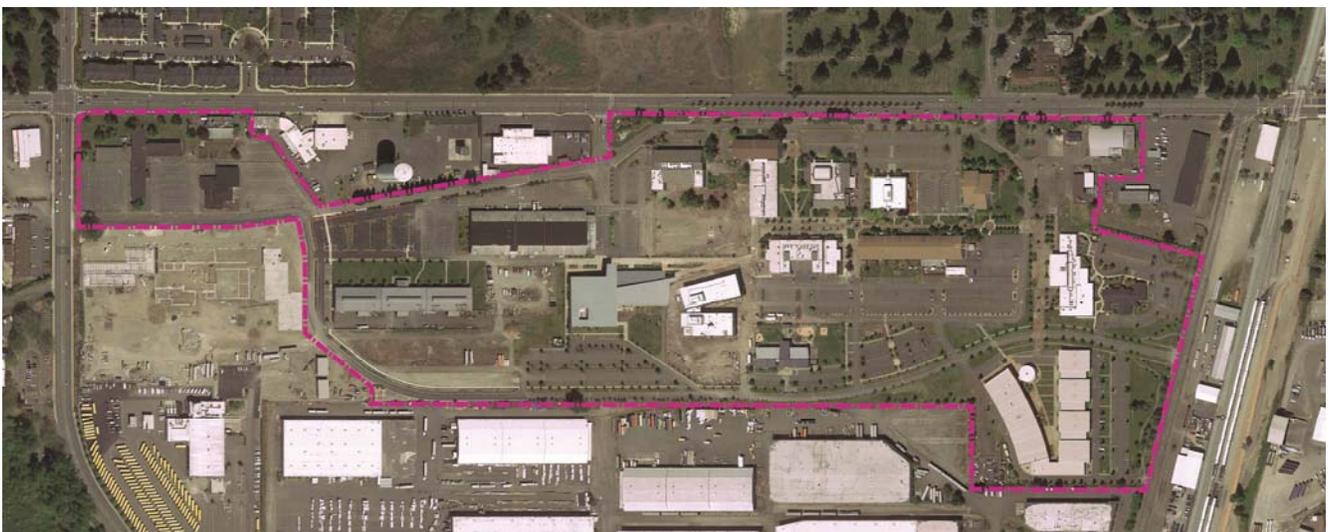


Aerial view of CPTC campus 2001

Since 2002, the College, guided by the Master Plan, has implemented new signage and pedestrian walkways to create a safer, more student friendly collegial environment. In 2003-2004, the 1995 Master Plan was updated to include design guidelines and planned development based on programmatic needs and priorities of the College. The Master Plan was granted an Administrative Use Permit by the City of Lakewood in 2004, with subsequent minor amendments.

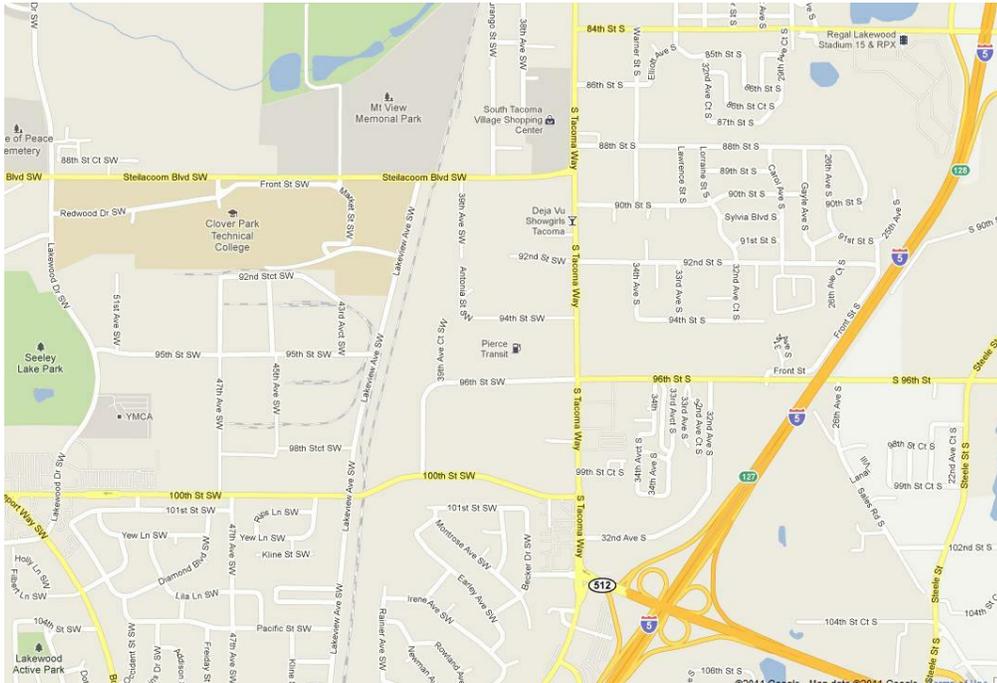
In the last 10 years, significant development has occurred on campus, predominantly in the Central Campus Zone. These projects included the Childcare Center (Building 20), Renovation of Building 25 for the Industrial Trades programs, the Student Center (Building 23), and most recently Health Sciences (Building 21).

In 2011, the College acquired the northwest corner of the site, in a property transfer with Clover Park School District (CPSD) that included an exchange of the southwest corner of the site. CPSD is in the process of completing their Harrison Prep school at the former southwest corner of the College. Below aerial map of campus in 2013.



ZONING/LAND USE

Vicinity Map



Site Location: The 74 acre main campus of CPTC is located in the City of Lakewood, approximately 8 miles southwest of Tacoma.

Tax Parcel Numbers: 0220363037 and 0220354092

In addition to the above parcel numbers for the Lakewood campus, the College also owns property at the Flett Creek Wetlands. Those parcels are not included in this Master Plan Update. If, in future, there is potential for planned development at that property, a separate Administrative Use Permit application and SEPA will be conducted at that time.

The site is zoned as PI (Public Institutional) in the City of Lakewood. The original 1995 Master Plan was granted an Administrative Use Permit in 1998. As part of that Master Plan, an Expanded Environmental Checklist was completed, and a Mitigated Determination of Nonsignificance (MDNS) was received from Pierce County. In 2004, the updated Facilities Master Plan was granted a new Administrative Use Permit by the City of Lakewood. At that time, the City of Lakewood elected to adopt the existing Environmental Document and MDNS. A pre-application meeting was held with the City of Lakewood in September 2014, where it was determined that a new SEPA checklist is required to be submitted with this Master Plan, as all the projects identified in the 2004 Master Plan have been completed.

The Master Plan is a diagram indicating potential zones for buildings, pedestrian circulation, and zones for parking. It is not meant to be a literal interpretation, but instead a guideline for future development on the CPTC campus. These concepts are further defined in the Design Guidelines section. Furthermore, as future development of the campus is dependent on program requirements and funding priorities, which are more difficult to predict for the long term, there is flexibility in implementation. The Development Implementation Plan section prioritizes replacement of World War II buildings and portables that no longer serve the instructional needs of the College and due to their deterioration, places too many demands on the operating budget. Planned projects for the short term are listed in the 10 year Capital Plan. The long term plan is less specific regarding programs, but provides an organizational framework for future development.

SITE CONDITIONS AND EXISTING UTILITIES

Existing grades within the campus are relatively flat. Existing soils are generally well graded sands and gravels, and are well suited for storm water infiltration. Pierce County Utilities is the sewer purveyor and Lakewood Water District is the water purveyor. It is anticipated that upgrades to the existing sewer and water systems to service new projects will be required. Extensions and upgrades to existing site utilities will be included in the site development for each proposed project.

Gas service throughout the site is provided by PSE. New gas service for proposed projects would connect to existing gas lines, and a new gas meter would be required adjacent to each new building.

The College's Local Area Network (LAN) infrastructure is based on multiple fiber optic cables that interconnect 25 buildings on the main campus. Currently, all fiber cable is buried underground, with the exception of fiber cable at Building 22, which is above ground. Data is communicated to offsite facilities via the radio tower located to the east of Building 11.

The College's Storage Area Network (SAN) is currently located in Building 17, in the Operations Data Center of the College's IT department. To keep pace with the increasing technology demands of instructional programs, it is anticipated that an expansion of the IT department will be required.

The network on campus has reached capacity, and as a result, is experiencing increasing outages. The impact of these outages include loss of communication to phones, internet, server access, and wireless communications. This impacts staff productivity and student access. The network's original design was implemented over 16 years ago as a flat network typology, which has no hierarchy. The lack of hierarchy makes troubleshooting difficult as the entire network must be inspected. The current network is a hybrid typology that is difficult to manage, limits functionality, and will not support proposed expansion of the campus.

In the summer of 2014, a site power and telecommunications survey was conducted by BCE Engineers to review these systems (see Appendix). Overall, the service transformers and main distribution boards on campus are in good condition. The power vaults and majority of the telecommunications vaults are in satisfactory condition, but deficiencies were noted in several of the vaults and recommendations for repair should be completed in the short term plan.

Please refer to the Existing Campus Site Civil and Electrical utility drawings included the Appendix.

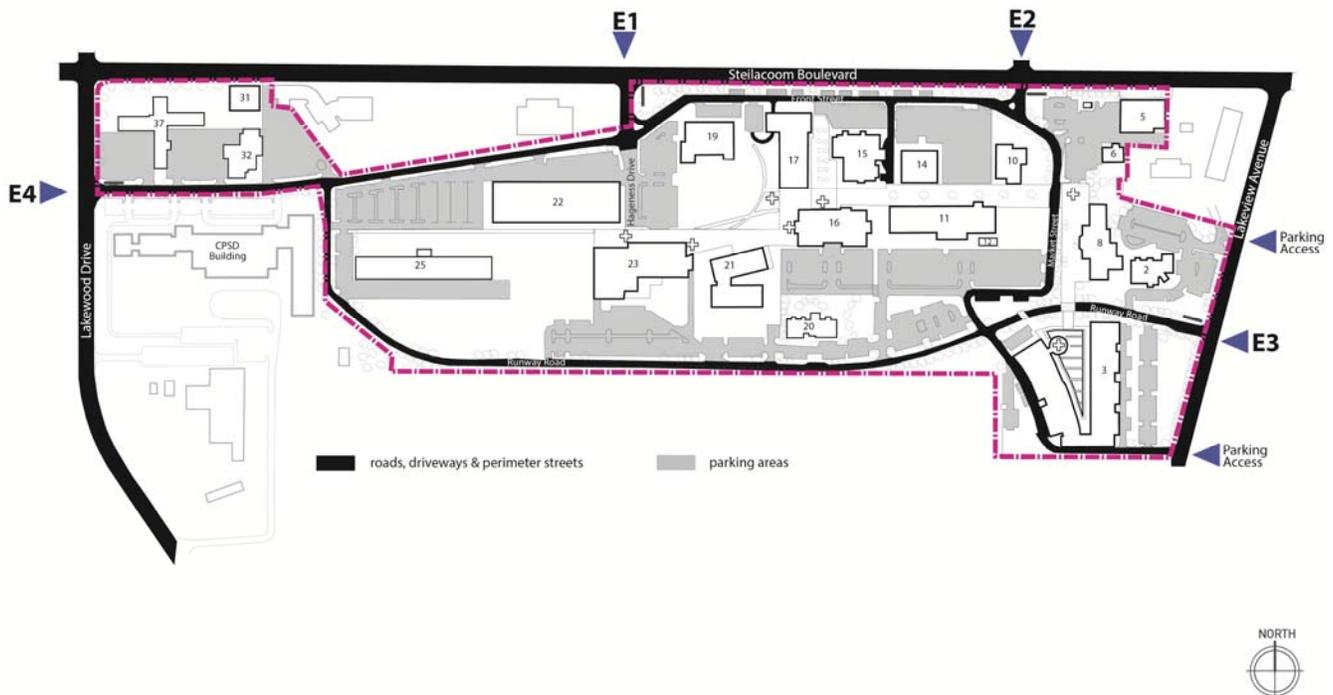
EXISTING SIGNAGE AND WAYFINDING

The existing site signage on campus was implemented over 10 years ago. Significant development has occurred on campus since that time, yet campus signage wayfinding maps have not been updated to reflect new buildings on campus. Programs have also changed over the years, but campus signage has not kept up with these changes. The existing site signage lacks the flexibility to easily make these revisions. Future improvements to campus signage should allow for flexibility to implement changes.



EXISTING VEHICULAR CIRCULATION

Currently, the majority of vehicles enter the campus off of Steilacoom Boulevard, at either Front Street or Hageness Drive. See E1 and E2 below. The College collaborated with the City of Lakewood for a new traffic signal at Hageness Drive, to improve vehicular circulation at that entry.



Parking stalls north of Front Street at times produce vehicular congestion. Left hand turns, from Redwood Drive to Lakewood Drive, are difficult due to the proximity of Steilacoom Boulevard.

It is the intent of the Master Plan for vehicular circulation to be relegated to the perimeter of the site, and for Runway Road to eventually become the main vehicular thoroughfare. Runway Road was recently completed to extend west of Building 25 and connect to Redwood Drive. This has helped to facilitate more efficient vehicular circulation through the campus.

The Master Plan goal for the site has been to provide a clear separation of vehicular and pedestrian circulation. This will help to improve pedestrian safety, and promote a sense of community and cohesion for the campus. Currently, Market Street cuts through the Pedestrian Pathway, separating Building 8 from the main part of the existing campus. Recent additions to the Pedestrian Mall, including raised pavers across Market Street, have helped to identify the Pedestrian Path, and slow vehicular traffic along Market Street. Further development can continue to strengthen the Pedestrian Mall, and diminish pedestrian/vehicular conflicts.

EXISTING PEDESTRIAN CIRCULATION

Development of the Pedestrian Mall over the last several years has significantly contributed to the character of CPTC. In 2003, an addition of the Pedestrian Mall strengthened the connection between the Administration Building and the Resource Center (Buildings 17 & 15 respectively), and unified the East campus zone. As part of the Pedestrian Mall, several small and large seating areas and courtyards are incorporated to provide places for students/staff to gather and interact. More recently, the Pedestrian Mall in the Central Campus Zone was completed in conjunction with the new Student Center and Health Sciences Facility. However, the existing buildings west of Hageness Drive appear isolated and disconnected from the campus. As development continues on the CPTC campus, it will be essential to continue the development of the Pedestrian Mall to enhance the overall pedestrian experience, provide unity for the campus, and increase safety.



Pedestrian Mall at Student Center (Building 23) above.

PARKING ANALYSIS

An analysis of existing parking indicates that there are a total of 1,969 parking stalls on the Main Campus, including the parking on the northwest site by buildings 32 and 37.

Parking Stalls by Building	Student	Accessible	Staff/Visitor/Other	Subtotal
2&8	106	7	37	150
3	72	4	63	139
5&6	101	3		104
10	39	12	11	62
11&12	311	8	15	334
14	60	3	14	77
15			55	55
16	76	3	20	99
17	0	4	36	40
19	45	6	39	90
20	44	8	0	52
21	76	3		79
22	28	6	41	75
23	199	6		205
25	161	9	14	184
31&32	85	2		87
37	117	2	18	137
TOTALS =	1520	86	363	1969

Accessible parking stalls required on campus = 20 + 1 for each 100 stalls over 1000 = 30 accessible stalls required.

Total Accessible parking stalls on campus = 86

A parking count analysis completed mid-week during the Fall 2014 quarter revealed a significant surplus of parking stalls on campus. The number of vacant parking stalls per time period are summarized below:

SUMMARY	Vacant stalls 7:00 - 9:00	Vacant stalls 9:00 - 11:00	Vacant stalls 11:00 - 1:00	Vacant stalls 1:00 - 3:00	Vacant stalls 3:00 - 5:00
Student	1013	760	841	966	1237
Accessible	67	57	61	59	72
Staff/Visitor/other	210	137	137	131	193
TOTALS =	1290	954	1039	1156	1502

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Existing Conditions Analysis

Please see Parking Lot Counts 2014 in the Appendix, for vacant stalls per lot/building.

It should be noted that the 137 parking stalls by Building 37 were vacant throughout the day, as this building is currently unoccupied and not utilized by the campus for instruction. However, not including these stalls, there remained a surplus of parking stalls throughout the day, even during the peak morning period. Recent development on campus included new parking south of Building 21 (Health Sciences), and a new parking lot north of Building 25 completed in 2012.

The amount of students and staff on the main campus varies throughout the day. Student enrollment by start and end times for Fall 2014 is summarized below.

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
6:00 AM	18	18	18	0	18	14
7:00 AM	338	394	412	399	379	384
8:00 AM	1005	1003	1090	1030	874	1,000
9:00 AM	1100	1155	1239	1157	970	1,124
10:00 AM	1146	1229	1291	1114	978	1,152
11:00 AM	1162	1177	1255	1086	1027	1,141
12:00 PM	795	962	931	925	723	867
1:00 PM	855	1012	998	955	767	917
2:00 PM	653	757	803	689	617	704
3:00 PM	331	402	435	340	322	366
4:00 PM	293	233	307	211	204	250
5:00 PM	243	239	302	236	77	219
6:00 PM	239	248	318	253	53	222
7:00 PM	231	203	191	218	59	180
8:00 PM	231	176	166	206	59	168
9:00 PM	93	54	64	91	59	72
10:00 PM	19	0	0	32	0	10

The above counts include students and Faculty.

In addition to the above, there are 150 staff during the day time hours. Thus, the maximum student and staff population on the main CPTC campus occurs during 10:00 a.m. Total peak population, then, is currently:

1,291 students & Faculty + 150 staff = 1,441 Population @ Peak Time Zone.

Ratio of existing parking stalls to Population @ Peak Time Zone: = 1,969 existing parking stalls / 1,441 peak population
= 1.36 existing stalls per Individual @ Peak Time Zone

However, parking supply on campus currently far exceeds parking demand, as noted with **954 vacant parking stalls** during the peak time zone between 9:00 – 11:00 a.m.

1,969 existing parking stalls – 954 vacant parking stalls = 1,015 existing parking stalls utilized during peak time zone.

Ratio of utilized parking stalls to Population @ Peak Time Zone: = 1,015 existing parking stalls / 1,441 peak population
= 0.70 existing utilized stalls per Individual @ Peak Time Zone

Note that the population at peak time zone is the maximum population anticipated (per the table, Wednesday at 10:00 a.m.) The average population is significantly less throughout the day.

Furthermore, Master planning trends seek to decrease parking demand and single occupancy vehicles on campus through the Commute Trip Reduction Program (CTR). The campus's CTR program has been approved by Pierce County Transportation Services (See Appendix). On campus, there are 3 CTR parking spaces. Participation rate varies, but currently there is a 94% "Drive Alone" rate for staff per the CTR Coordinator. Thus, only 6% of staff ride the bus or take alternative transportation to work. There were no applications for the carpool stalls Fall quarter 2014. This may be due to the current surplus of parking available on campus. Students, however, have applied for the Emergency Bus Pass program (see below), and a continued goal for the campus is to increase use of public transportation and alternative transportation.

The standard set in the previous Master Plan was a ratio of .60 parking stalls per Individual @ Peak time zone. This ratio was approved by the City in the previous AUP. As stated above, the goal is to reduce the amount of single occupancy vehicles on campus and increase participation in alternative modes of transportation such as Pierce Transit. Therefore, it is proposed that a ratio 0.60 parking stalls per individual at Peak Time Zone should be adequate moving forward.

PUBLIC TRANSIT

Clover Park Technical College is served by two transit routes operating within a short walking distance of campus; routes 3 and 202.

Route 3- Provides bus service between the Lakewood Transit Center and downtown Tacoma with headways of approximately 30 minutes on weekdays and Saturdays, and 60 minutes on Sundays.

Route 202-Provides bus service between the Lakewood and 72nd Street Transit Centers with headways of approximately 30 minutes on weekdays and Saturdays, and 60 minutes on Sundays.

The College offers an Emergency Bus Pass Program. Students are eligible for five tickets per quarter. Since the program began in February 2014, over 424 tickets have been issued. Recently, 132 emergency bus passes were distributed in the first 2.5 weeks of school.

EXISTING FACILITIES ANALYSIS

The overall building area on the main campus is 550,409 sf, not including Building 32 & 37 on the northwest corner. As stated in the site history, the original buildings were constructed during WWII to serve as a Navy supply depot. Several of these buildings over the years have undergone renovations to accommodate the growing needs and changing programs of CPTC. However, the remaining 1940s buildings will require replacement due to their severely poor condition, as indicated in the 2007 Facilities Condition survey in the Appendix. An exception to this is Building 5, the Mueller Hawkins Hanger, which may have historical significance. A reconnaissance level survey is currently in process and discussions with DAHP will occur prior to any renovation or remodel of this building.

BUILDING CONDITIONS

The building condition scores are from the 2013 Facility Conditions Survey, prepared by the State Board for Community and Technical Colleges. The building condition codes are as follows:

146-175 = Superior

176-275 = Adequate

276-350 = Needs Improvement/Additional Maintenance

351-475 = Needs Improvement/Renovation

476-730 = Replace or Renovate

Building 22, built in 1940 is in deteriorating condition, and composed of spaces that are no longer programmatically functional or technologically up to date. Due to the extensive number of seismic, structural, and life/safety issues that would need to be addressed to bring this building up to current code, renovation is not a feasible option.

A continuing goal of the Master Plan is to plan for the demolition of obsolete buildings and portable structures in a sequence which maintains campus operations. As of this date, all portables have been removed from campus with the exception of Building 12. This portable is planned to be removed in the short term plan. Furthermore, Buildings 32 and 37, which are in poor condition, are also planned to be demolished in the short term plan.

As new buildings are planned to replace these non-functional spaces, new opportunities exist to contribute to the CPTC campus identity. Examples of this are the Student Center, Building 8 renovation, Building 25 renovation, and the Childcare Facility, which have all received Superior ratings. The new Health Sciences building and the recent remodel of Building 15 have further contributed to enhancing the campus environment. Providing facilities that are state of the art, flexible, and conducive to instruction will better serve students and facilitate CPTC as a leader in technological education.

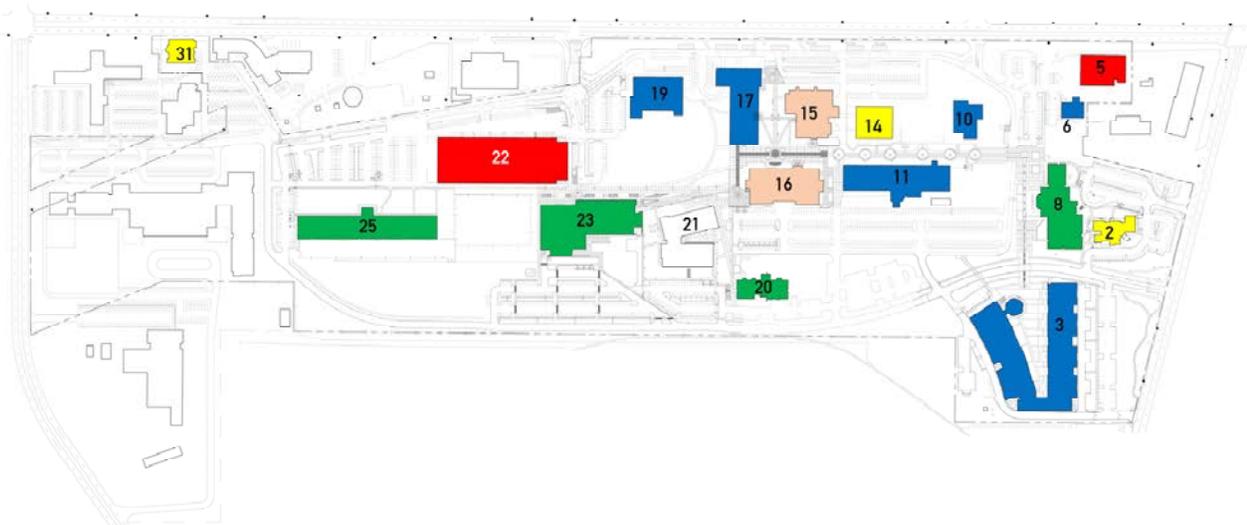
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Existing Conditions Analysis

Bldg #	Building Name	Date Constructed and or Remodeled	Gross Square Feet	2013 FCS Building Score
12	Radio Broadcasting	1977	1,481	Not Scored
5	Carpentry	1940	15,087	502
22	Auxilliary Service Building	1940	59,331	500
31	Culinary Arts	1974	5,966	410
14	Health Occupations	1981	23,662	364
2	Senior Center	1980, 1987 mod	9,190	360
16	Electronics Building	1983	35,546	340
15	Resource Center	1977	20,675	326
6	Maintenance	1974	1,857	270
19	Graphics Building	1983, 2006,2009	33,458	238
10	Business and Operations	1991	19,175	222
17	Administration	1962, 1995 mod	30,203	214
11	Media Design	1940, 2001 mod	28,551	186
3	Automotive Education Center	2002	80,509	182
8	Personal Care Services	1982/2002 mod	30,083	170
20	Child Care Center	2004	12,128	162
25	Machine Trades Building	1940, 2004 mod	38,871	162
23	Student Center	2007	47,988	146
21	Health Sciences Building	2013	56,648	New
37	Former CPSD		37,946	Not Scored
32	Former CPSD		11,794	Not Scored
		Total Area Lakewood Campus	600,149	
SHC	South Hill Campus	1999	59,833	178
		Total Building Area both campuses	659,982	

CPTC Facilities Master Plan Update 2014

Existing Conditions Analysis



CPTC Existing Buildings – 2013 Facility Condition Survey scores. Note Building 21 was not scored in the 2013 FCS as it was completing construction at the time of the survey. It is assumed that it will be ranked in superior condition in the next FCS survey.

Further descriptions of each building follows:

BUILDING 2

Building 2 is a one story building that was constructed in 1980. It has had many uses over the years. It is currently used for Continuing Education, the Human Services program, and additional theory space for the Medical Esthetics program.



CPTC Facilities Master Plan Update 2014

Existing Conditions Analysis

BUILDING 3

Building 3, the Automotive Education and Training Center, constructed in 2002, is the largest building on campus and one of the top auto schools in the country. It serves the Automotive Technician, Automotive Collision & Repair, and Automotive Restoration & Customization programs.



BUILDING 5

Building 5 was constructed in the 1930s and was the first aircraft hanger in the area, known as the Mueller-Harkins Airport Hanger. Building 5 consists of a one story hanger building, with an adjacent two story wood framed office/classroom structure and an adjacent one story storage canopy. The building is currently utilized for the Construction and Sustainable Building Science programs. A structural review of this building in 2013 noted significant rot and deterioration of the exterior walls and existing office and canopy framing. The College plans to remove this framing if feasible and provide structural upgrades to improve this building. This is anticipated to be a minor remodel in the 2015-17 biennium.



BUILDING 6

Building 6 is a small (less than 2000 sf) building that has been used by maintenance and for storage in the past. It is currently utilized by the roofers apprenticeship program.



BUILDING 8

Building 8 was constructed in 1982. It underwent a significant renovation in 2007/2008, which included an addition on the southeast side. This building houses the Personal Care Services programs including Cosmetology, Esthetic Sciences, and Massage Studies.



BUILDING 10

Building 10 was constructed in 1991. At the time of its construction, the building was intended to be completed in two phases. However, only the first phase was constructed. This building is a candidate for a future renovation and to complete the two-story addition on the east side of the building as previously intended. It is currently used for Basic Skills classes and the Early Care and Education program.



BUILDING 11

Building 11 is one of the original 1940s warehouse buildings that was part of the navy supply depot during World War II. It was renovated in 2001. WSU Radio Station occupies the west part of the building. This building houses the Accounting, Graphics Technology, and Computer Information Technology programs. There is also some underutilized space that will serve as swing space to be occupied while other buildings undergo remodels.



CPTC Facilities Master Plan Update 2014

Existing Conditions Analysis

BUILDING 14

Building 14 is the former Health Occupations building, constructed in 1981. The Health programs have relocated to the new Health Sciences building (Building 21), leaving spaces available for other uses. The Dental program and Dental Clinic remain in Building 14. The Northwest and Technical High School, Electrician Low Voltage Fire/Security program, and general education courses also use this space. This building is a candidate for a future Renovation project to update former health lab spaces into General purpose classrooms and labs.



BUILDING 15

Building 15 was built in 1977 and recently remodeled to expand the library. The remodel included converting the former cafeteria space in Building 15 to a new open computer lab.



BUILDING 16

Building 16 was constructed in 1983 and houses the Computer Networking and Information Systems Technology program, the Environmental Science programs, and general education courses. This building has not had a major remodel since its construction and is a strong candidate for renovation to update the technology and quality of instructional spaces.



BUILDING 17

Building 17 was initially constructed in 1962, with a modernization and addition in 1995. It is currently undergoing a remodel to improve Student Services spaces on the first floor of the building.



BUILDING 19

Building 19 was built in 1983 as the Graphics Building. This building has undergone several minor remodels over the years, including an exterior re-clad in 2009 to improve the weathertightness of the building envelope. The first floor is occupied by conference rooms, offices for instructional Deans and department staff, Short-Term/Grant staffing, and the Foundation. The Architectural Engineering and Interior Design programs remain on the second floor of the building. Invista also currently occupies a portion of the second floor.



BUILDING 20

Building 20 was completed in 2004 and serves as the Childcare Center for the campus.



BUILDING 21

Building 21 is the newest building on campus, and has achieved LEED Gold certification. This two-story building was completed in 2013, and houses the Health Science programs.



BUILDING 22

Building 22 is the current warehouse and Facilities building for the campus. Constructed in 1940, this building ranks among the worst in building condition in the state-wide system. The replacement of this building with a new Center for Advanced Manufacturing Technology is CPTC's highest Capital priority.



CPTC Facilities Master Plan Update 2014

Existing Conditions Analysis

BUILDING 23

Building 23 is the Student Center for the campus, and houses the bookstore, Pastry Arts program and café, the Associated Student Government, an auditorium, and student recreational activities. It was constructed in 2003 and is centrally located on campus. The large auditorium serves the campus as well as the community.



BUILDING 25

Building 25 is one of the original navy supply warehouses constructed in 1940. It was renovated in 2004, and serves the Industrial Trades programs including HVAC Technician, Welding Technology, Manufacturing Technology, and Nondestructive Testing.



BUILDING 31

Building 31 contains the Culinary Arts and Restaurant Management programs. It is also the site of the Rainier Room, a student-run fine dining facility that provides realistic training opportunities for culinary students. The building is undersized (less than 6,000 sf), and cannot accommodate all of the Culinary programs. This building is anticipated to be replaced in future with a new facility to accommodate Culinary Arts, Restaurant Management, Pastry Arts, and the Computer Technology programs.



CONCLUSIONS AND RECOMMENDATIONS

- Building 22 is in poor condition and needs to be replaced. See the Development Implementation plan. Replacement of this building is CPTC's highest capital priority.
- Building 5 requires structural upgrades and remodel to improve the safety and instructional space of this building. This is anticipated to be a minor improvement project in the 2015-17 biennium.
- Buildings 32 and 37 on the northwest site of the campus were part of the property transfer with CPSD. These former secondary school buildings are in poor condition and are currently not being used by the College. The College plans to demolish these buildings. This will provide a future site for a potential new building in the short term plan.
- Building 31 is undersized to serve the current Culinary Arts program. Replacement of this building with a new facility would allow Culinary Arts, Restaurant Management, and Pastry Arts to be co-located in the same building.
- There is currently a surplus of parking on campus, based on the parking count analysis completed Fall quarter 2014. Additional parking was added with the new Health Sciences building, and parking north of Building 25 was completed within the last few years. This additional parking, coupled with a decline in enrollment has led to an abundance of parking on campus. Concurrently, there has been a decline in participation in the CTR program. A ratio of 0.60 parking stalls per population at peak time period is proposed for new development.
- The campus's IT infrastructure requires a significant upgrade to a more flexible hierarchical typology. Upgrades will also be required for the power and telecommunications vaults to correct deficiencies.
- Signage on campus requires updating to improve way finding and navigation. Future improvements to campus signage should allow for flexibility to more easily implement revisions.

**Program
Needs
Analysis**



Program Needs Analysis

CPTC PROGRAMS

Clover Park Technical College is accredited by the Northwest Commission on Colleges and Universities, a regional accrediting body recognized by the Council for Higher Education and Accreditation. CPTC meets the needs of local business and industry by providing quality educational programs in over 50 professional technical areas. CPTC currently awards the following degrees and certificates:

- Bachelors of Applied Sciences in Manufacturing Operations (BAS)
- Associate of Applied Technology (AAT)
- Associate of Applied Science – Transfer (AAS-T)
- Associate in Pre-Nursing (DTA/MRP)
- Associate of Applied Technology (DTA/MRP)
- Professional Technical Certificates

The Associate in Pre Nursing and the Associate of Applied Technology (DTA/MRP) are degrees awarded by Clover Park Technical College to students who have completed specified curriculum with the intent of transferring to one of Washington's four-year institutions. Direct Transfer Agreement/Major Related Pathway (DTA/MRP) degrees prepare students with general education requirements necessary to pursue further study.

Degree and certificate requirements vary by program. Courses and length of programs are developed with the assistance of Program Advisory Committees, and reflect industry standards.

The Vice President of Instruction has primary responsibility for all degree, certificate, and related instruction programs and faculty, as well as the Northwest Career and Technical High School (NWCTHS). The NWCTHS began in 2003, and allows students to explore technical career options while pursuing their high school graduation.

In addition, to degree programs and NWCTHS, the College has a strong Workforce Development program.

Workforce Development and Training offers programs in the following:

- Worker Retraining – special program providing funding to assist with economic development needs of the region. Focuses on training for high wage, high demand occupations.
- WorkFirst – program to provide wage and skill progression training for welfare participants. Customized Job Skills Training (CJST) provides short-term training certificate programs with the focus on gaining employment. The focus of the Families that Work program is on literacy and obtaining a GED.

Furthermore, CPTC offers distance-learning opportunities through online courses and interactive television. Online courses include credit and non-credit options, an online Associate's degree program, and short-term certificate options.

The following page lists the programs currently offered at CPTC.

CPTC offers 56 degrees and 56 certificates in a variety of career fields. These programs are listed below:

Aerospace and Advanced Manufacturing

Advanced Composite Manufacturing
Manufacturing Technologies
Mechatronics

Aviation Maintenance
Material Science – Nondestructive Testing
Professional Pilot

Health Sciences and Human Services

Central Service/Sterile Processing
Early Care & Education
Hemodialysis
Medical Assistant
Medical Lab Technician
Pharmacy Technician

Dental Assisting
Health Unit Coordinator
Human Services
Medical Histology Technician
Nursing
Surgical Technology

Business and Hospitality

Accounting
Culinary Arts
Interior Design
Retail Management

Cosmetology
Esthetic Sciences
Massage Studies

Science, Technology and Engineering

Architectural Engineering Design
Computer Networking & Information Systems Security
Graphic Technologies

Computer Information Technology
Environmental Sciences & Technology
Media Design and Production

Transportation and Trades

Automotive Collision & Restoration
Electrician Low Voltage Fire/Security
Heating & Air Conditioning Refrigeration/Service Technician

Automotive Technician
Sustainable Building Science
Welding Technology

STUDENT DEMOGRAPHICS

Clover Park Technical College serves a diverse student population. Full-time enrollment has increased from 49% in the previous year to 56%, now exceeding part-time enrollment. A summary of student characteristics for students enrolled at Clover Park during the Academic Year 2013-14 are listed below.

Gender	Percent
Male	37%
Female	63%

Age	Percent
Under Age 20	9%
20 – 29 years	43%
30 – 39 years	23%
40 – 49 years	13%
50 – 59 years	9%
60 and over	3%

Ethnicity	Percent
Caucasian	52%
African American	15%
Asian/Pacific Islander	10%
Hispanic	8%
Multi-Racial	4%
American Indian/Alaskan	1%
International Students	<1%

Student Objective in Attending	Percent
Transfer	2%
Work Force Training	81%
Basic Skills	9%
Other	8%

Other	Percent
Single Parent	18%
Disabled	6%
Academically Disadvantaged	21%
Economically Disadvantaged	31%

County Residence	Percent
Pierce County	80%
Thurston County	9%
King County	3%
Kitsap, Mason, & other	8%

STUDENT FTES

As noted in the data below, the majority of students (75%) served by the College are Vocational FTEs. This reflects CPTC's continuing focus on technical programs and its mission "We are a values-driven institution that delivers quality education, training and support focused on student success in an evolving economy". The largest category of the vocational programs is Allied Health, which comprises over 17% of the total FTEs on campus.

2013-2014 Percentage Breakdown of Total State FTE:

<u>Category</u>	<u>FTE %</u>
Vocational (Technical)	75%
General Education	11%
Developmental Ed	7%
Basic Skills (ABE/ESL/GED)	7%

Grant/Contract FTE (not including Running Start):

2012-2013	62 FTE
2013-2014	79 FTE

Running Start/Elective High School:

2012-2013	134 FTE
2013-2014	113 FTE

Self-Support FTE:

2012-2013	79 FTE
2013-2014	71 FTE

Northwest Career & Technical High School Enrollment Headcount:

2012-2013	204
2013-2014	204

Historic Student FTE data

Enrollment at CPTC has fluctuated within the last 12 years. This is typical of most community and technical colleges which often fluctuate with changes in the economy. More students seek training and college degrees during slow economic times while fewer students enroll in programs during times of greater economic prosperity. In spite of fluctuations over the past decade and a half, CPTC has been able to maintain a positive enrollment average.

CPTC Facilities Master Plan Update 2014

Program Needs Analysis

Academic Year	Total Headcount	State FTEs	% Increase FTEs
2000-2001	18,848	4,206	baseline
2001-2002	20,027	4,091	- 2.7%
2002-2003	22,979	4,520	+10.5%
2003-2004	18,232	4,243	- 6.1%
2004-2005	19,979	3,999	-5.8%
2005-2006	19,742:	4,164	+4.1%
2006-2007	17,094	4,094	-1.7%
2007-2008	19,171	4,207	+2.8%
2008-2009	14,369	4,773	+13.5%
2009-2010	16,541	5,602	+17.4%
2010-2011	14,478	5,562	-.7%
2011-2012	9,483	4,965	-10.7%
2012-2013	7,836	4,360	-12.2%
2013-2014	7,304	4,246	-2.6%
		Average:	0.4%

Note: the above table does not include self-supported or contract FTEs, or Northwest Career and Technical High School.

Future FTE Projections

Population growth is expected to climb in the next seven years in Washington State. In Pierce County, where CPTC is located, population growth is expected to climb 10.2% by 2020. Future demand for programs at CPTC over the next 10 years is expected to increase. CPTC plans to continue its commitment to programs that focus on workforce education and training. Growth industries in CPTC's service area include health, aerospace, and manufacturing.

Based on historical data and internal analysis, student FTEs are anticipated to increase at 0.7% per year. For the Academic Year 2013-14, there were 4,509 FTE, all sources (SBCTC). Thus, in the short term plan, an additional 326 student FTEs are forecasted.

Short Term Plan: 4,835 student FTEs (all sources) in 2024

Mid – Long Term Plan: 5,807 FTEs in 2040

Staff and Faculty Data

Full-time degree and certificate program student-to-faculty ratios vary by program based on safety regulations, availability of equipment, actual classroom size, and licensing requirements. The majority of vocational programs have a 20:1 student to staff ratio.

<u>Category</u>	<u>Faculty FTE</u>	<u>Student/Faculty Ratio</u>
Vocational	147.51	21.44
Academic (Gen Ed)	18.59	26.0
Developmental Ed	11.25	26.92
Basic Skills	15.54	19.18

Staff ratio to students continues to be important as demand for quality education and competition with other institutions prevails. Web/distance based learning will continue to be utilized. There are currently 318 staff and Faculty on the main campus. For planning purposes, internal analysis suggests a 0.5% Average Annual Staff growth factor is reasonable, including allowances within the College's operating budget.

FUTURE PROGRAMS

Key employment industries that are important to the Pierce County region include IT, healthcare, aerospace, manufacturing and port activities. Manufacturing is the second largest employment sector in CPTC's service area. Potential new programs that support these clusters and other industries in which CPTC has a unique niche include but are not limited to the following:

- BAS in Facilities Planning and Management
- BAS in Computer Integrated Manufacturing
- Advanced composites
- Emerging technologies in the STEM fields
- Pre-apprenticeship in commercial construction
- Expansion and reworking of Environmental/sustainability programs

Cooperative relationships are critical to the future success of the college and will continue to be pursued including private sector and governmental partners as well as a variety of grants that support the college vision, mission and goals. Current partnerships include the following:

INSTITUTIONAL NEEDS

Integration of industrial skill standards into the curriculum and maintenance of accreditation standards are necessary for the College to provide quality workforce training.

Furthermore, expansion of the College's Information Technology department to support the growing use of technology in current programs is a necessity. When the IT department was first established, services were limited to staff email and a legacy host system. Since then, 66% of the instructional programs have added a computer or internet component to their curriculum. This number is expected to increase as an increasing amount of information and resources becomes available in electronic form.

Quality facilities to support program needs continues to be a high priority with the College. Programs that are projected to have the most growth, as indicated by occupational projections and enrollment trends, include the Allied Health programs, Manufacturing, and the Technology programs. Future needs call for an increased number of biology and science labs as the Environmental Sciences program and the NWCTHS are anticipated to experience growth.

UTILIZATION AND ADJACENCY ISSUES

There are a number of related programs scattered across campus, such as those related to Manufacturing Technology. Culinary Arts and Pastry Arts are also located in separate buildings, as there is insufficient space in Building 31. The College has been systematically moving towards centralized facilities for related programs. Consolidation improves utilization of equipment and space, increase the ability to share resources and facilitate the interdisciplinary teamwork necessary in many of today's work environments. The recently completed Health Sciences building brought together 12 of the College's healthcare programs under one roof, and provided a collaborative office area to encourage integration amongst faculty and programs. As opportunities become available, consolidating existing on-campus programs would enable the college to offer better services to students and more efficiently utilize operating dollars.

A space utilization study was completed in the Fall of 2014 (see Appendix) which identifies program spaces that have capacity for increased utilization.

PROGRAM SPACE NEEDS

To determine program space needs for current and anticipated new projects, the College contracted with McGranahan Architects to determine space needs for the Capital Planning process. The programming team toured existing facilities and interviewed the VP of Instruction, Division Deans, and key faculty regarding program needs and anticipated new programs. Projected space needs are based on the projected growth in programs as well as an analysis of the functional adequacy of existing facilities. In addition, the CPTC delivery model is considered. Many of the programs at the College are both equipment and technology intensive, and require dedicated lab space.

A new facility to improve instructional space and program delivery for the Manufacturing Technology programs is the next critical program need of the College. Existing facilities do not have the technology and infrastructure requirements for these programs. New programs including Mechatronics Technician, BAS in Manufacturing Operations, Engineering Technology, and Advanced Composites Technology cannot be adequately accommodated in existing space. Further, Workforce Development would also benefit with adjacency to the manufacturing programs, to meet the needs of Industry Partners in the manufacturing fields. The program space analysis for this project conducted in the programming phase for the capital funding request has identified a space need of 62,478 gross square feet (GSF). Replacement of Building 22, a 1940s maintenance/warehouse facility in deteriorating condition, to accomplish this project is CPTC's highest facilities priority.

A summary of program spaces is indicated below. These areas will be further refined during the Predesign phase.

Program Space	ASF	GSF
Mechatronics and Automation Labs	3,200	4,706
Manufacturing Technologies Labs	16,825	25,037
Nondestructive Testing Lab	5,200	7,647
Advanced Composites Labs	3,860	5,676
Engineering Technology Lab	1,600	2,353
Theory Classrooms	4,400	6,471
Computer Labs – (2)	2,400	3,529
Workforce Development Lab	1,900	2,794
Instructional Support – Faculty offices and meeting spaces	3,100	4,559
Total	42,485	62,478

Note: ASF = Assignable Square Feet; GSF = Gross Square Feet. GSF based on 68%

Additional program space needs for the campus include Culinary Arts, Pastry Arts, Restaurant Management, and Computer Technology programs. A summary of these programs and anticipated demand is noted below.

Culinary Arts	
Program	Demand – 2011-2021
Culinary Arts	Cooks, Restaurant – In demand – 1.7% annual growth
Pastry Arts	Bakers – Balanced (Pierce Co.) – 1.3% annual growth
Restaurant Management	Food Service Managers – In demand (Pierce Co.) – 2.1% annual growth
Computer Technology	
Program	Demand – 2011-2021
Computer Information Technology	Computer Programmers – In demand – 2.2% annual growth
	Computer User Support Specialists – In demand – 2.3% annual growth
Computer Networking and Information Systems Security (CNISS)	Computer Network Architects – In demand – 1.1% annual growth
	Computer Network Support Specialists – In demand – 1.9% annual growth – faster than avg.

Source: Washington State Demand/Decline list - <https://fortress.wa.gov/esd/wilma/wdclists/WDAArea.aspx?area=000000>

CONCLUSIONS AND RECOMMENDATIONS

- The College has seen fluctuations in enrollment over the last 12 years, but overall maintains a positive enrollment average. Student FTE enrollment is anticipated to increase by 0.7% annually, and Faculty/Staff by 0.5% annually.
- Additional program space for the Manufacturing Technology programs is a critical need in order to expand existing programs and offer new programs. Replacement of Building 22 with a new Center for Advanced Manufacturing is CPTC’s highest capital priority.
- Culinary Arts, Pastry Arts, Restaurant Management, and Computer Technology programs are also in high demand at the College and will require additional space in future to accommodate growth.

Please refer to the Development Implementation Plan section of this document for anticipated schedules and implementation of proposed projects.

**Design
Guidelines**



Design Guidelines

OVERVIEW

The intent of the Design Guidelines is to establish concepts that govern the organization and development of the CPTC campus. The phasing for these developments is discussed in the Development Implementation Plan section.

As stated in the Executive Summary, the Master Plan Goals include:

- Increase enrollment by improving the appearance and functionality of the campus to drive more students here.
- Maximize the utilization of space, with flexibility to adjust as instructional needs change.
- The campus should be more welcoming and attractive.
- Improve the visibility of the campus, including perimeter improvements.
- Create opportunities for student gathering spaces.
- Use more innovative materials in future projects.

This section discusses the organizational design concepts to address the above goals, and the flexibility for application.

FLEXIBILITY

Inherent to the Master Plan is the ability to adapt to changing programmatic needs of the college. As new technologies emerge, the Master Plan must be able to accommodate future growth and space requirements. Therefore, the Master Plan is intentionally set up as a diagram indicating potential “zones” for new development. These zones can change based on an analysis of the needs for a specific program at the time of development. Below are examples of preliminary analysis studies conducted for the Health Sciences building. While the exact location differs in the two diagrams, key organizational concepts remain the same, such as perimeter vehicular circulation, the Pedestrian Mall at the core serving to link together the building and campus with adjacent outdoor areas.



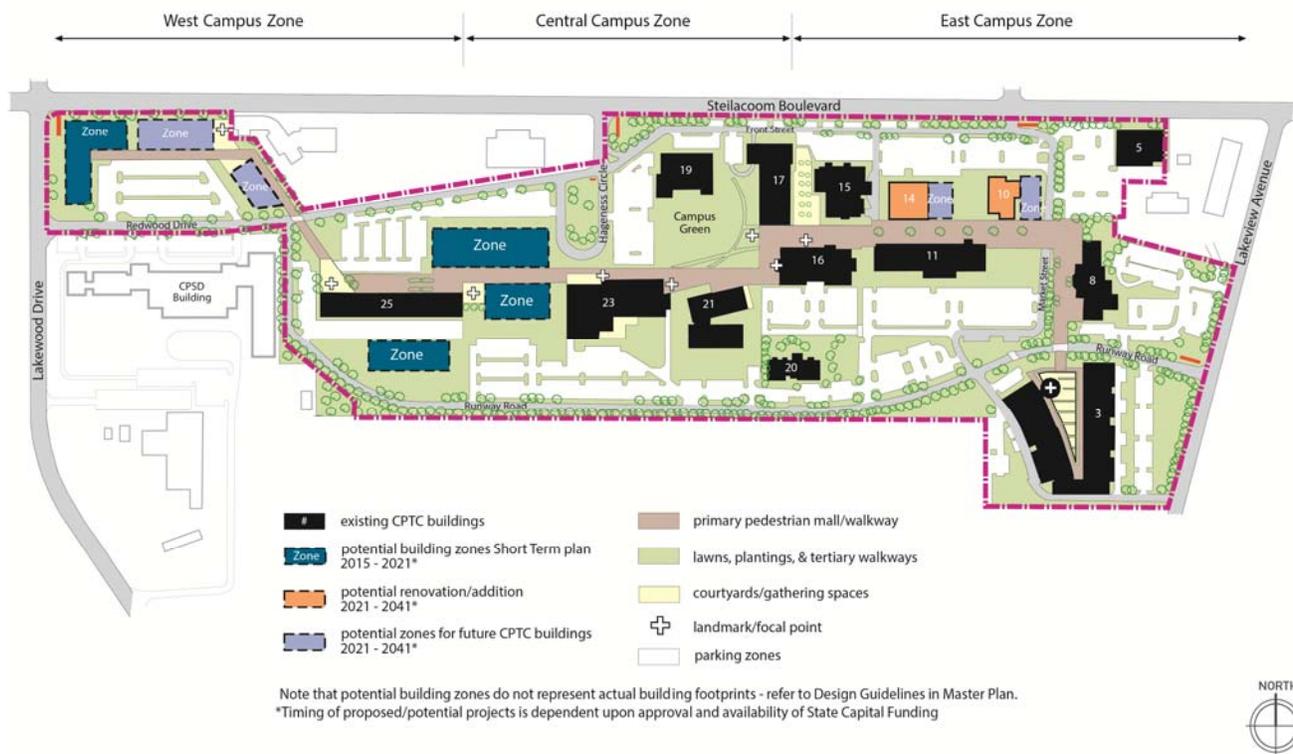
As demonstrated above, flexibility guided by basic organizational concepts is important for developing solutions that best fit the overall needs of the campus and programs.

ORGANIZATION

The original Master Plan improved the campus by providing clear separation between pedestrian and vehicular circulation systems. This principle of dedicated circulation paths remains paramount to successful campus development. In addition, an ongoing goal of the college to replace outdated and temporary buildings should remain a priority. The primary issues that should influence all development on campus are: Pedestrian Circulation, Facility Adjacencies/Connections, and provisions for Vehicular Circulation and Parking. The following are the design guidelines regarding these issues.

The campus is comprised of three zones that relate to the geometry of the Pedestrian Mall: East Campus (zone from Lakeview Avenue to Building 17), the Central Campus (from Building 17 to Building 25), and the West Campus (from Building 25 to Lakewood Drive).

PEDESTRIAN CIRCULATION



The Long Term plan above demonstrates how the Pedestrian Mall jogs or shifts at each designated zone. The main axis of the Pedestrian Mall shifts east to west at key areas and delineates three separate zones; West, Central and East Campus Zones. This shift allows for more efficient use of the site, particularly as it approaches Redwood Drive. The western-most segment of Redwood Drive separates the northwest portion of the CPTC campus from CPSD’s Harrison Prep to the south. A pedestrian connection will need to be implemented with future development in the northwest corner of the site, to unite the West Campus Zone with the Central Campus Zone.

Continuing to strengthen the east-west axis of the campus for pedestrian circulation is critical. The Primary Pedestrian Mall establishes the foundation of the college campus; it links the campus together by providing a pedestrian-friendly core that is both convenient and free of vehicles. Strengthening this pedestrian route by including large and small outdoor gathering spaces along its spine allows for pleasant passage between destinations and encourages informal interaction among students, staff and visitors.



As a zone transitions through a shift in the Pedestrian Mall, it should be delineated from other zones by providing a unique character within the same material palette. This serves to provide orientation and identity of each zone along the Pedestrian Mall, as well as to provide visual interest and relief. One example of this occurs in the East Campus Zone, where a north-south section of pedestrian walkway connects Building 3 to the main axis of the Pedestrian Mall.

The Pedestrian Mall is primarily made up of hardscape materials including colored concrete or unit pavers that can accommodate vehicular traffic for building maintenance and fire access. Paved areas are intentionally interspersed with plantings to add visual interest and soften the hard surfaces. Landscaping is also used to highlight entrances to buildings, provide a buffer zone between hardscape and buildings (minimum 5' deep), and to accentuate gathering spaces by providing raised planter seating along the Pedestrian Mall. The ideal width of the Pedestrian Mall is 60-80 feet, with allowances for a decrease in width when the preferred wider dimensions are not possible. Supplementing emergency vehicle (EV) access on adjacent campus roads, the Pedestrian Mall must provide an approved EV clearance of 24' wide by 13'-6" high extending to within 150' of all portions of the exterior of a building's first floor. If the emergency vehicle route dead ends in a drive longer than 150', a turnaround area approved for fire trucks must be provided. In addition to concrete and asphalt, dedicated for "Emergency Vehicles Only", the Pedestrian Mall access route may be surfaced in an alternative engineered product approved by Lakewood's City Engineer.

Secondary sidewalks provide direct paths from the parking areas to the Pedestrian Mall. These should be a minimum of 8' wide and delineated from parking by either a variation of paving texture or raised above the average surface level. Entry nodes made primarily of hardscape will allow transition from parking and secondary sidewalks by providing either direct sightlines to the Pedestrian Mall or approved way-finding signage. Tertiary sidewalks (minimum 5' wide) are an important part of the Pedestrian circulation network, providing paths between buildings, to secondary sidewalks, or from parking to secondary entrances.



Important features of the Pedestrian Mall are courtyards and open lawn spaces that provide outdoor areas to pause and interact with others. Well-designed courtyards are enclosed on two or more sides and incorporate a combination of pedestrian walkways, landscaping, seating, and art features. In contrast to the scale and amenities of a courtyard, yet equally important to campus design, are large open lawn areas. North of the Student Center and Health Sciences Building is the Campus Green, a large flat green space that serves as a major gathering venue for student events. In contrast to the more formal courtyard spaces, the Campus Green shown above has the flexibility to host student events requiring large quantities of casual seating or layout space free of typical courtyard amenities. The openness of the Campus Green provides students with a flexible outdoor space for recreation, informal study, or student gathering events.

Landmarks provide focal points for the Pedestrian Mall, and mark a terminus to an axis or indicate a shift in the path. A Landmark can be either part of a building, or be freestanding within the landscape or paving. When a building is a Landmark, the form should be of architectural interest and denote a special function. This can be an opportunity to showcase the programs inside the building or highlight a primary entrance. When a Landmark is not a building, it should be a significant landscape element, public art, or major signage such as a way-finding kiosk.

The Veteran's Plaza pictured to the right provides a clear, free-standing, focal point along the Pedestrian Plaza.

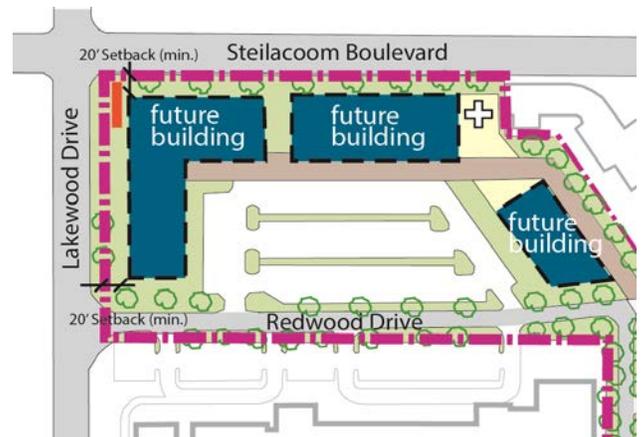


The Display Pavilion at the Automotive Education Center is a good example of a Landmark incorporated into the building design. It provides a focal point for pedestrians as they approach the walkway. Its unique form represents a special program function, display and meeting space, that differs from the auto repair labs within the rest of the building. In addition, the curved silver form protrudes deeply into the Pedestrian Mall, promoting engagement between the Pedestrian Mall and activities within the building.

FACILITY ADJACENCIES/CONNECTIONS

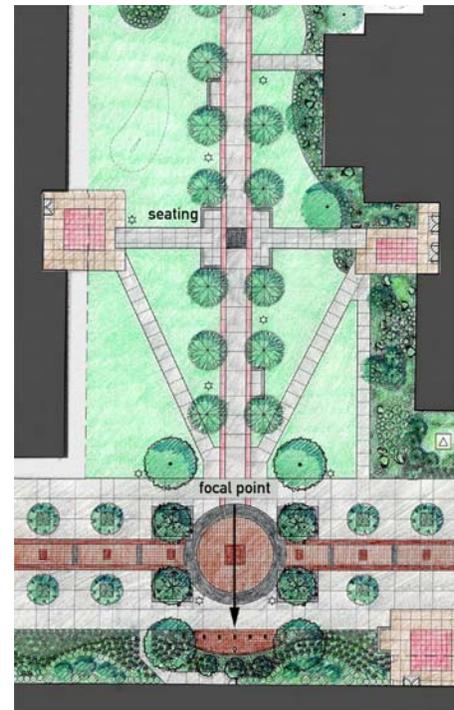
Contained within the original Master Plan was a mandate to replace older buildings in poor condition and portable structures. The phasing of this is discussed in the Short Term Plan. The majority of new development and renovation of existing buildings at CPTC is occurring in the Central Zone of the campus. Already established is the strong linearity of the site, further emphasized by the Pedestrian Mall. There also exists a density of buildings on the East Zone of campus that is in contrast to the West Zone. Currently, buildings along the western site edge are isolated from the rest of the campus. Also lacking in the current campus plan is a strong street presence and identity. The Master Plan seeks to unite the campus via the Pedestrian Mall, provide a more uniform building density to contribute to the community atmosphere of the campus, and form stronger building connections within the site. Important connections include:

Building to Street: Buildings that border a perimeter street are significant since they present the public face of the campus to the community. Since the campus has little frontage on perimeter streets, it is especially important to capitalize on these limited opportunities by thoughtfully integrating campus architecture into the surrounding streetscape. This is especially true for new development along Steilacoom Boulevard. As a major city street, new buildings at this northern perimeter will create the strongest identity of the CPTC campus within the community. These buildings should be of functional significance with a primary façade oriented toward the street in order to increase the street presence and visual appeal of the campus. Opportunities for new signage at the northwest corner will further enhance CPTC's identity and street presence.



The picture at left demonstrates clear signage and identification of the CPTC campus. Landscape provides an attractive backdrop to the signage. However, campus buildings along Steilacoom Boulevard are set back further from the street than is desirable in an urban setting. New buildings should be placed closer to the adjacent streets, thereby increasing the physical presence and identity of CPTC within the community. Please refer to the Signage and Graphics Standards section for complete information regarding signage for the CPTC campus.

Building to Pedestrian Mall: Building edges should be consistent with the Pedestrian Mall edge, allowing for a landscape buffer at the building's base to visually soften the edges. The Primary entrance to each building is accessed via the Pedestrian Mall. Primary entrances and special features/Landmarks can protrude into the mall to engage the path and promote interaction of the building with pedestrians. Building entrances will be further emphasized by a change in the paving pattern, color or material in the Pedestrian Mall.



Above is the site plan for the pedestrian mall and courtyard space between Building 17 (Administration) and Building 15 (Resource Center). Open lawn and benches for seating areas are integral parts of this courtyard space. Secondary and Tertiary walkways lead from the courtyard to the Primary Pedestrian Mall, with the Veterans Memorial as a focal point and visual terminus to the courtyard.

At right is the Pedestrian Mall at the East Campus Zone. Building entrances are accessed from the Mall. Landscape and lawn is used to soften the building edges and provide a transition from the hardscape at the Pedestrian Mall to the Building.

In addition to large courtyards used for major gatherings on campus, smaller outdoor areas will be incorporated as part of the Pedestrian Mall to promote more informal learning opportunities and provide a variety of spaces/choices for gatherings.



Building to Courtyard: Courtyards consist of hardscape, lawn, and landscape plantings, and may overlap with the Pedestrian Mall. A courtyard space is defined by building edges and landscape edges. Buildings bordering courtyards should provide views into the courtyard space, and secondary entrances where feasible.



The courtyard space above at the Health Sciences building incorporates public art, seating areas, and a medicinal herb garden. The medicinal herb garden was designed to fit the health sciences programs with plant varieties used in many common pharmaceutical drugs. A meandering gravel path within the courtyard space allows easy access to view and examine these plants year round.



The courtyard space at the Automotive Education and Training Center (Building 3) above. Building edges and paving define the space of the courtyard. Landscape planters provide color, but still allow views into the building. The planters also provide seating areas as part of the courtyard space. Display was integrated along the building edges to engage courtyard space with program activities, curriculum, and events.

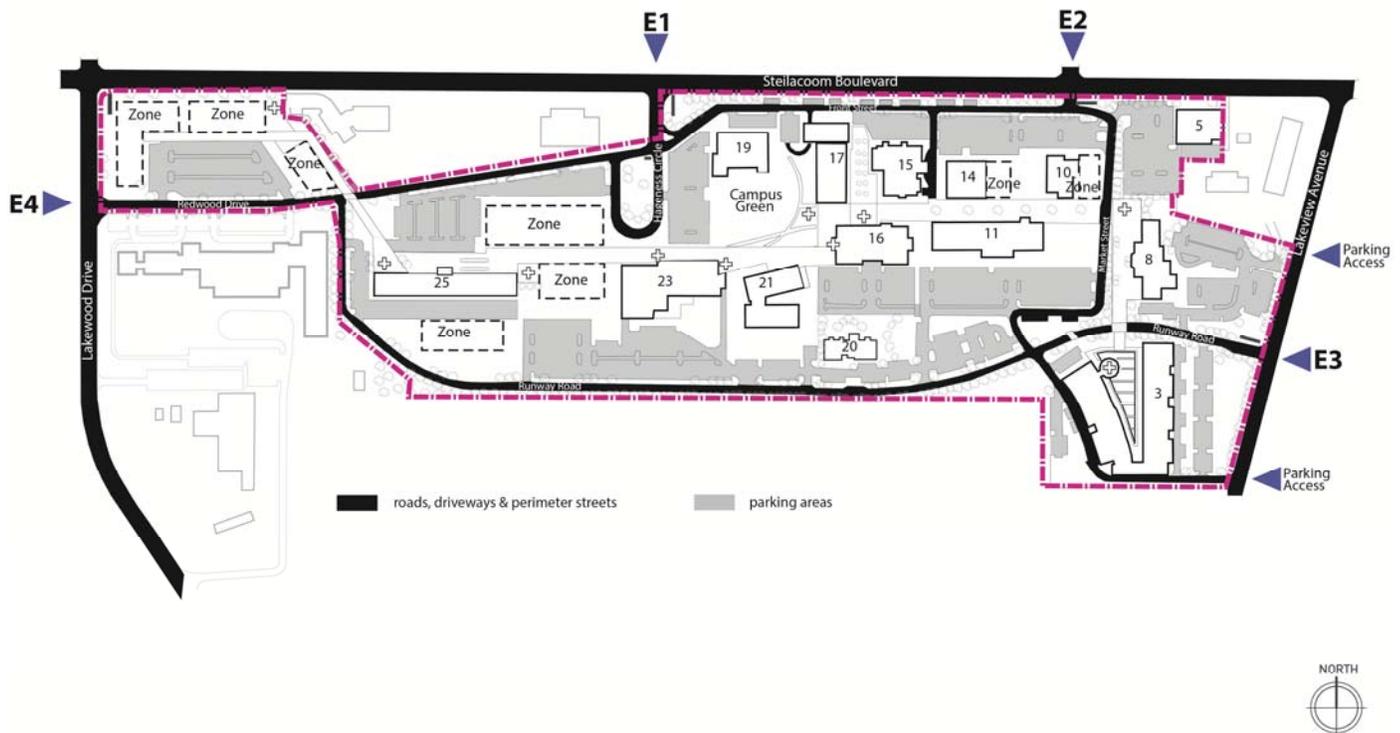
Building Volume/Height: The majority of buildings on campus are one and two stories in height. One story buildings tend to be high volumes since they house manufacturing and automotive programs that require high bay spaces for lab equipment. The two story buildings generally house classrooms, administration and offices, computer labs and other academic programs. In keeping with the scale of the campus, new buildings should not exceed three stories in height. Two story buildings are encouraged wherever possible to make the best use of land resources.



The two-story Health Sciences Building above houses classrooms, healthcare simulation labs, health and science labs, and Faculty offices.

VEHICULAR CIRCULATION AND PARKING PROVISIONS

The original Master Plan relegated main vehicular circulation to the campus periphery, bordered on the north and south sides by Steilacoom Boulevard and the Lakewood Industrial Park, and on the east and west ends by Lakeview Avenue and Lakewood Drive. It is anticipated that Runway Road will become the main campus thoroughfare.



The Master Plan proposes to maintain the 4 entrances to the Clover Park Technical College campus. (See Mid-Long Term diagram above) The most formal and ceremonial entry to campus is the proposed Hageness Circle (E1). This entrance is located at the approximate east-west midpoint of campus along Steilacoom Boulevard, which is the main route to CPTC following wayfinding signage from Interstate Highway I-5. In the Short Term Master Plan, Hageness Drive becomes Hageness Circle. This design improves the safety and integrity of the Pedestrian Mall by creating a more pedestrian-friendly campus core, unimpeded by vehicles. From the Hageness Circle entrance, drivers can turn left or right to access Front Street or Redwood Drive, or continue straight into the circle loop to drop off students at the Student Center.

A secondary access point to Front Street from Steilacoom Boulevard is entrance E2. Front Street provides efficient access to the Administration Building and several other visitor-oriented destinations on campus.

Runway Road, functioning as the main campus thoroughfare, will be accessed directly from the east via entrance E3 off of Lakeview Avenue. Using entrance E3, students will easily access primary Student Parking areas, the Automotive Education & Training Center and the Personal Care Services Building. Another main campus entry point will be E4 from Lakewood Drive onto Redwood Drive at the west side of campus. This entrance will provide access to the northern buildings of the West Campus Zone as well as CPSD's Harrison Preparatory School. In general, E3 and E4 will become the principle campus entry points for both students and staff. Secondary entrances from Lakeview Avenue are intended to access parking to buildings directly in their proximity (Building 3 and Building 8), as well as connect to the main campus roads.

All new parking is planned to encourage use of the Pedestrian Mall and walkway system. Providing peripheral vehicular circulation patterns and safe, convenient internal pedestrian routes will discourage point-to-point driving on campus. Due to constraints of the site, parking is limited on the northern edge of campus. Locating the majority of Student Parking in the southern section of campus helps emphasize Runway Road as the main thoroughfare while alleviating vehicular congestion on Steilacoom Boulevard. In keeping with a Master Plan goal of reducing campus automobile traffic, future discussions with Pierce Transit are warranted to improve access to public transportation and increase participation in the Commute Trip Reduction (CTR) program. Providing enhanced bicycle facilities near parking and service zones will also help to facilitate success of the CTR program.

SUSTAINABILITY

The College plans and builds in an environmentally responsible and sustainable manner. The College's Sustainable Building Science program constructed the Net Zero Energy House which opened in May 2013. The Net Zero Energy House is utilized as a teaching tool for the program and is part of the larger commitment to sustainability at CPTC.

As required by State RCW 39.35D, all major facility projects on campus will be designed, constructed and certified to at least LEED Silver standard. CPTC plans to exceed this standard by meeting LEED Gold for all new construction, as stated in the college's Greenhouse Gas Emissions Reduction Plan. CPTC's new Health Sciences building recently received LEED Gold certification. This is the first LEED certified building on campus.

Sustainable construction preserves natural resources, provides the opportunity for better learning environments, and reduces operating costs through more energy efficient design. Design considerations will continue to include appropriate site development and building orientation, maximization of alternative transportation opportunities through the College's Commute Trip Reduction (CTR) program, and water efficient landscaping. Utilizing natural ventilation and/or displacement ventilation, day lighting, and controllability of systems to improve indoor environmental quality will also be important design considerations with each project.

As projects move forward in design, one of the Master Plan goals stated by the College is to use more innovative materials in future projects. Sustainability eco-charettes will be held with key stakeholders during the design of new capital projects, to further explore innovations in sustainable construction.

The College's Greenhouse Gas Emission Reduction Plan includes overarching strategies to choose high efficiency, sustainable systems in new construction and renovations; use recycled products where possible, and improve tracking of information to quantify GHG emissions. The GHG reduction plan is included in the Appendix.

ACCESSIBILITY AND UNIVERSAL DESIGN

The College has a strong commitment to universal design to improve access for all students. The College has a number of resources available for accessibility assistance, including a Disability Services Coordinator. Considerations during the design of new and remodeled spaces will expand accessibility and universal design campus-wide. See Appendix for reference handouts regarding accessible spaces.

CONCLUSION

The Design Guidelines are intended to be used as an organizational framework for development on the main CPTC campus. Implementation of these guidelines allows flexibility to meet changing program needs. The Facilities Master Plan supports the Strategic Plan, and planned development of known initiatives are discussed in the next section, Development Implementation Plan.

**Development
Implementation
Plan**



Development Implementation Plan

OVERVIEW

Facility Master Plans are designed as living documents, attempting to anticipate known initiatives and accommodating their needs, but also to be flexible enough to address and shift for unknown future developments and educational trends. It is important to note that new facilities and parking as shown on the Master Plan diagrams are referred to as “zones”, indicating flexibility in implementation (refer to Design Guidelines). Accordingly, this section is analyzed from two perspectives: the Short Term (10 Year) Plan, and the Long Term Master Plan.

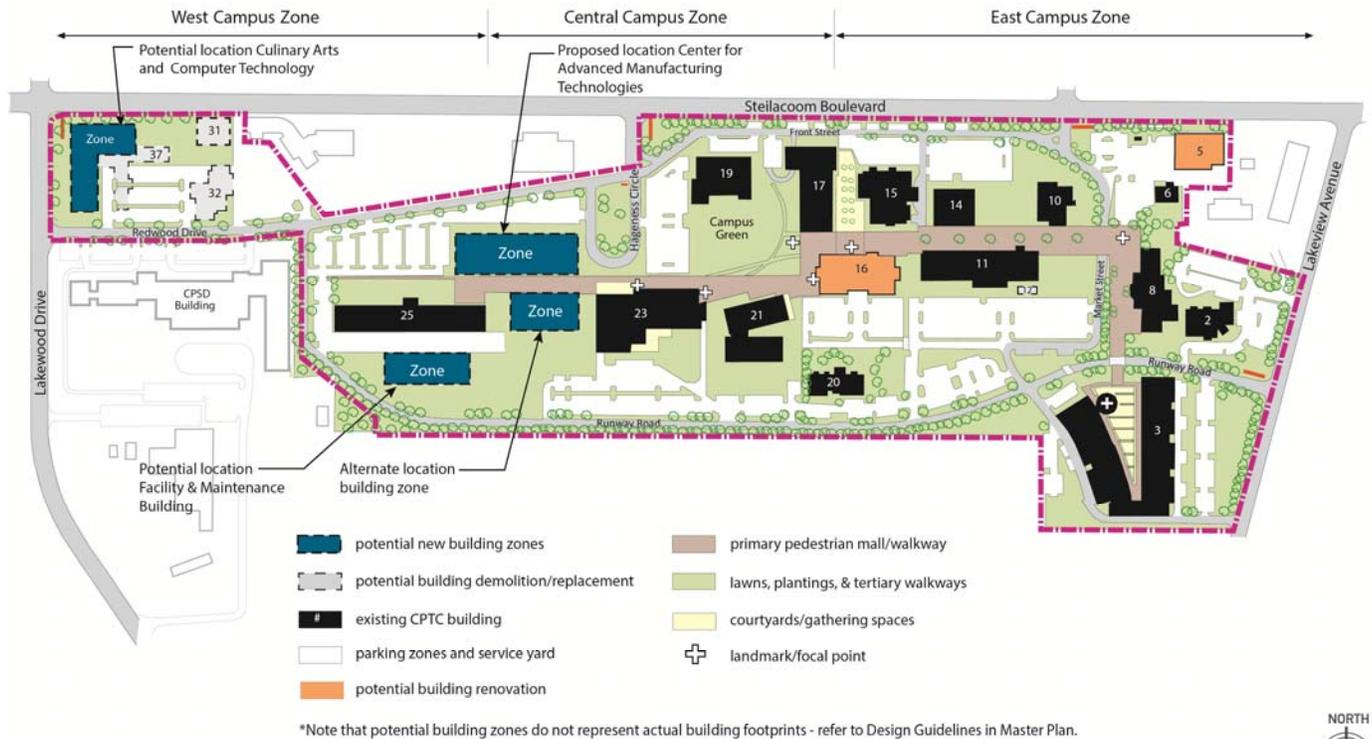
It is the goal of the College to replace ageing, outdated facilities with quality buildings designed for instruction. Consolidation of multiple, smaller buildings into larger, state of the art facilities will more efficiently utilize operating dollars. The College will be able to realize reduced maintenance and lower operating expenses due to new energy efficient systems. Multiple story buildings would also offer the cost benefit of vertically aligned construction housed under a single roof structure. Furthermore, consolidation of like programs within the same facility will further allow the College to maximize its resources through the shared utilization of space.

The 10 Year Capital Plan, guided by the Strategic Plan and current initiatives, prioritizes program growth and development through the year 2024. The Long Term Master Plan provides a framework for future development, and may take until 2040 to accomplish full site utilization by CPTC.

SHORT TERM (10 YEAR) CAPITAL PLAN

The Short Term Plan concentrates primarily on new development in the Central and West Campus Zones, with modernizations and additions in the East Campus Zone. Campus improvements, including further development of the Pedestrian Mall, and improvements to the technology and network infrastructure of the campus will be coordinated with proposed project development. In addition, a new Campus Entrance will be developed in the Central Campus Zone, by converting Hageness Drive into Hageness Circle, thereby creating a more pedestrian friendly campus. A traffic light for this entry was previously completed, and contributes to vehicular safety at CPTC.

SHORT TERM MASTER PLAN



After an analysis of Program Needs and Facilities Conditions, the College prioritized projects by each biennium. The anticipated schedules for the following planned projects are dependent upon approval of State Capital funding. Demolition and replacement of Building 22 takes precedence, as it is not suitable for use as instructional areas, poses life/safety concerns, and would require cost-prohibitive structural modifications to meet current codes. Replacement of Buildings 22 is the highest Facilities priority for the College.

The schedule for current known and proposed projects follows.

2015/2017 CAPITAL BIENNIA REQUEST:

Replacement Project Building 22 – Center for Advanced Manufacturing Technologies

Replacement of Building 22, a former Navy Supply Warehouse in poor condition, with a new instructional facility for the manufacturing programs is the highest priority of CPTC. Due to the significant amount of seismic and structural deficiencies (un-reinforced concrete masonry unit walls), accessibility challenges due to raised loading docks at both buildings, inadequacy of electrical/mechanical systems, and poor overall condition of the buildings, renovation of Building 22 is not feasible and Replacement is the best option. The proposed facility will include the following manufacturing programs: Manufacturing Technologies, BAS in Manufacturing Operations, Mechatronics Technician, Advanced Composites Technology, Materials Science-Non-Destructive Testing, Engineering Technology, and workforce development. The Potential site for this new building is in the Central Campus Zone on the Master Plan diagram.

Anticipated Project Schedule Center for Advanced Manufacturing Technology:

- Pre-Design: July 2015 – November 2015
- Design: December 2015 – April 2017
- Bid: May 2017
- Construction: July 2017 – January 2019

FUTURE MAJOR PROJECTS:

Upon successful approval of funding for the Center for Advanced Manufacturing Technologies, the next priorities (listed in order) for the College are as follows:

- Culinary Arts and Computer Technology building - Growth and Replacement of Building 31: The Culinary Arts and Restaurant Management programs continue to grow. Building 31 was constructed in 1974 and is less than 6,000 sf. The space is inadequate both in area and quality to adequately serve these programs. In lieu of renovating the current building, these programs would be better served in a new instructional building designed for the Culinary Arts programs. This building will also house new lab spaces for the Pastry Arts, Computer Information Technology, and Computer Networking and Information Systems Security (CNISS) programs. This building is envisioned to be located on the northwest corner of the property, near Steilacoom Boulevard and Lakewood Drive. This high profile location will highlight the programs and improve the street presence and image of CPTC along these major arterials.
- Facilities & Maintenance Building – locally funded project: Building 22 currently houses Facilities, Maintenance and the warehouse for the campus. As this building will be demolished in the short term plan, relocation of these functions will need to be accommodated. The warehouse facility is anticipated to be located off-campus. A building zone south of Building 25 is planned to accommodate future Facilities and Maintenance space needs.
- Renovation of Building 16: This building currently houses the CNISS and Environmental Sciences programs, as well as Math and Social Sciences classes. One of the programs currently housed here will relocate to the new building with Culinary Arts, thus freeing up space for additional classrooms and labs for growing demand in math and environmental fields. Building 16 was constructed in 1983 and has had no major remodels since it's original construction. This building needs to be renovated to improve the quality of the teaching and learning environment and upgrade the technology and A/V systems.
- South Hill Campus Expansion – Growth Project: Enrollment at the South Hill campus has increased since 2004. Furthermore, the population of Puyallup has grown 4.3% in the last 2 years according to the US Census Bureau, and is projected to continue to increase per the City of Puyallup. There is potential for a new building on the existing South Hill campus site to serve this increasing population.
- Renovation of Building 14: The need to accommodate core academics and general classrooms and labs on campus is currently in great demand. This building was originally designed for the Health Occupations in 1981. As the healthcare programs recently relocated to a new Health Sciences Building, it allows Building 14 to be renovated for General Classrooms and General Computer Labs. There is a current need for large lecture rooms that the existing facilities lack. If, at the time of renovation, it is determined that additional square footage is required based on program needs, there is potential for an addition on the east end of Building 14.

Please see attached implementation schedule for proposed projects in the 10 Year Capital Plan.

SHORT TERM PLAN PROJECTED CAMPUS GROWTH

The main campus currently has 21 buildings totaling 600,149 sf in area. In the Short Term Plan, buildings 22, 32, 37, 31, and portable building 12 are anticipated to be demolished. Proposed new projects in the Short Term Plan include the new Center for Advanced Manufacturing, a potential Facilities and Maintenance Building, and a new building to serve the Culinary Arts, Environment & Natural Resources, and the Computer Technology programs. A summary of anticipated building area is shown below:

Existing Building Area Main Campus (sf)	600,149
Demolition Short Term Plan:	
Demolition of Bldg 22	-59,331
Demolition of Bldg 32	-11,794
Demolition of Bldg 37	-37,946
Demolition of Bldg 31	-5,966
Demolition of Portable 12	-1,481
Subtotal Building Area	483,631
New Projects Short Term Plan:	
New Center for Advanced MFR	60,000 - 70,000 sf
Potential Facilities/Grounds Bldg (not including warehouse. Assumes warehouse is in leased space)	7,000 - 10,000
New Culinary Arts, Environment and Natural Resources, & Computer Technology	60,000 - 70,000
Renovation of Bldg 16	No change in area
Proposed Building Area Short Term Plan (sf)	610,000 to 633,000

Proposed areas are listed as a range of building area to account for unknowns and fluctuation in building area to accommodate program need. Overall, the short term campus growth is anticipated between 10,000 sf to 35,000 sf of additional building area to accommodate new programs.

SHORT TERM PLAN INFRASTRUCTURE IMPROVEMENTS

Site Power and Telecommunications Infrastructure

A site power and telecommunications survey was completed Fall 2014 (see Appendix). The majority of vaults on campus are in satisfactory conditions, but there were several vaults that had deficiencies including standing water, broken lids, and mixed voltages. These deficiencies should be corrected in the short term plan in association with new development or with Repairs funding. Proposed new capital projects will include new transformers, upgrades to the network infrastructure, and new telecommunication vaults to serve these buildings. Please refer to the Appendix for more detailed recommendations.

New Pedestrian Circulation and Way-finding

Paramount to the Short Term Plan will be the continued development of the Pedestrian Mall in the Central Campus Zone. This development will focus on courtyards as student gathering places, and connecting the Pedestrian Mall to the new Center for Advanced Manufacturing Technology, as well as to Building 25. Part of each project will include Public Art, as well as providing pathways leading from parking to the Pedestrian Mall. Upgrades to campus signage will improve navigation on campus and enhance the student experience.

Vehicular Circulation and Entries

- Hageness Circle: To provide clear separation of vehicular and pedestrian circulation (thereby increasing safety of the students and promoting a pedestrian friendly campus), Hageness Drive will be modified to become Hageness Circle. This will occur in conjunction with the demolition of Building 22 (a World War II building in poor condition) in the Short Term phase. Hageness Circle will become the ceremonial entrance to campus. A traffic signal was previously completed to facilitate improved vehicular circulation at this entry.
- Runway Road extension: The development of Runway Road was recently completed and extends from the south end of campus to Redwood Drive. Runway Road serves as the primary road to access the majority of student parking on campus.
- Lakewood Drive: The development of a new building on the northwest corner of the site presents opportunities to increase street presence along Lakewood Drive and Steilacoom Boulevard. New entry signage and landscaping are anticipated to be part of the site improvements with the new Culinary Arts and Computer Technology building

As stated in the Program Needs Analysis, projected student FTE growth is projected to increase 0.7% annually, thus in the short term plan, an additional 326 student FTEs are forecasted. This is a decline from the previous FTE growth projection stated in the 2012 Traffic Impact Analysis. Since the current and projected FTE count is less than what was originally forecasted in the study, traffic impact would be equivalent or less than what was originally anticipated. Per an updated TIA analysis by the transpogroup, there are no changes to the 2012 TIA recommendations. The updated memo to the 2012 Transportation Impact Analysis Study is included in the Appendix.

Parking – Short Term Plan

As stated in the Existing Conditions Analysis, there are 1,969 parking stalls on campus. Parking supply currently far exceeds that of demand. During the peak utilization (mid-week count during Fall Quarter 2014), there were 954 vacant parking stalls on campus. After completing the analysis for growth projections and existing parking, it was determined that the majority of students are on campus from 9:00 a.m. – 11:00 a.m., thus referred to as the Peak Time Zone.

A continuing goal for the college is to reduce parking demand. Internal analysis and interviews with staff suggest that a parking ratio based on 0.60 of population during Peak Time Zone is reasonable. As there is a significant surplus of existing parking on campus, it is anticipated that there could be a reduction in parking stalls for the Short Term Plan. Some of the existing parking areas on campus do not meet current parking lot and landscape requirements. For instance there are no landscape islands serving the northwest parking lots by Buildings 31, 32, and 37. Similarly, the lot immediately adjacent to Building 22 does not have landscape islands. As these buildings get demolished and new buildings and parking take their place, a reduction in parking stalls is anticipated to accommodate new landscape islands and stormwater infiltration via bio-infiltration systems located within planter strips between parking aisles, as has been typical in recent projects on campus.

CPTC Facilities Master Plan Update 2014

Development Implementation Plan

In the Short Term Master Plan, there will be an overall decline in parking stalls as summarized below:

Proposed Projects	# of Parking Stalls
Existing Parking Stalls	1,969
Center for Advanced MFR Technology	Loss of approx. 79 parking stalls
Culinary Arts & Computer Technology	No net change*
Total	1,890

*existing parking to be reconfigured.

The overall parking for the Short Term Master Plan = 1,890 parking stalls. This is a reduction of 79 parking stalls over the current amount. As noted, this is due to the addition of landscape islands and bio-retention swales for stormwater management in new/revised parking lots.

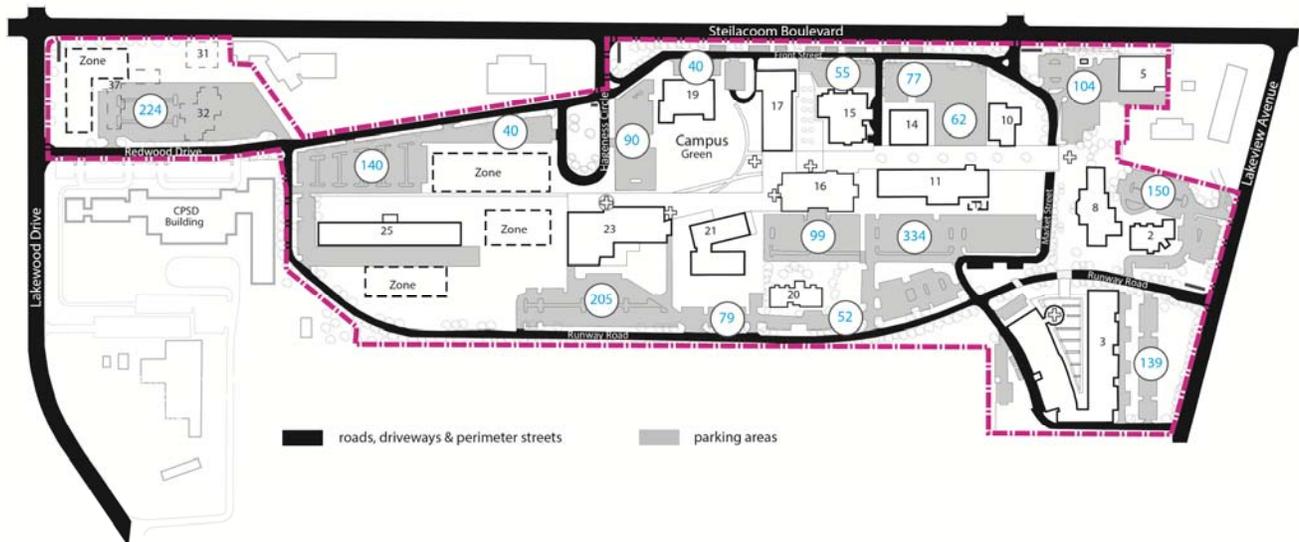
The current total peak population at 10:00 a.m. on campus, is currently 1,291 students & Faculty + 150 staff = 1,441.

Based on growth projections for students and staff, the total population at Peak Time Zone for the Short Term Master Plan (2024) = 1,542 students & Faculty + 158 staff = 1,542 Total at Peak Population

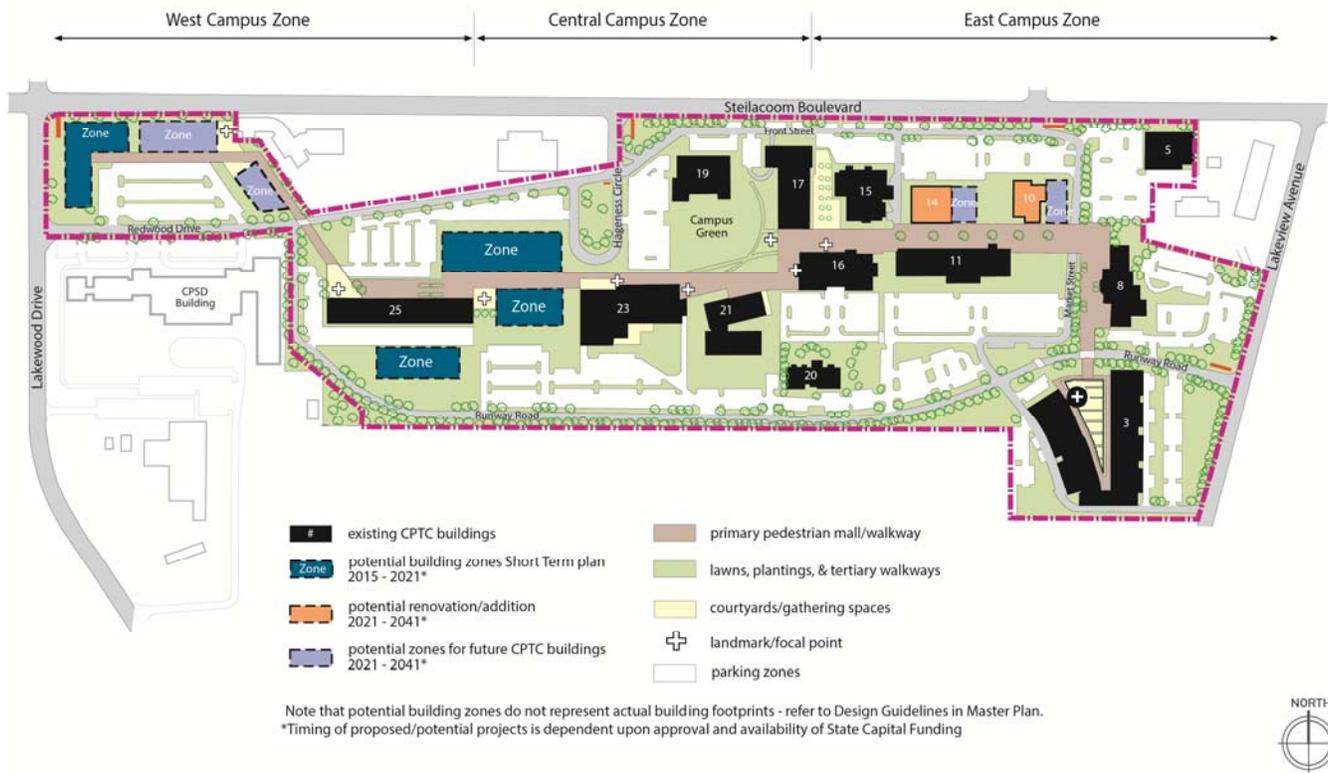
Proposed Parking ratio based on 0.60 x Total @ Peak Time Zone = 926 parking stalls required

1,890 proposed stalls > 926 required stalls, therefore parking needs will be met for the Short Term Plan.

SHORT TERM PARKING PLAN



LONG TERM MASTER PLAN



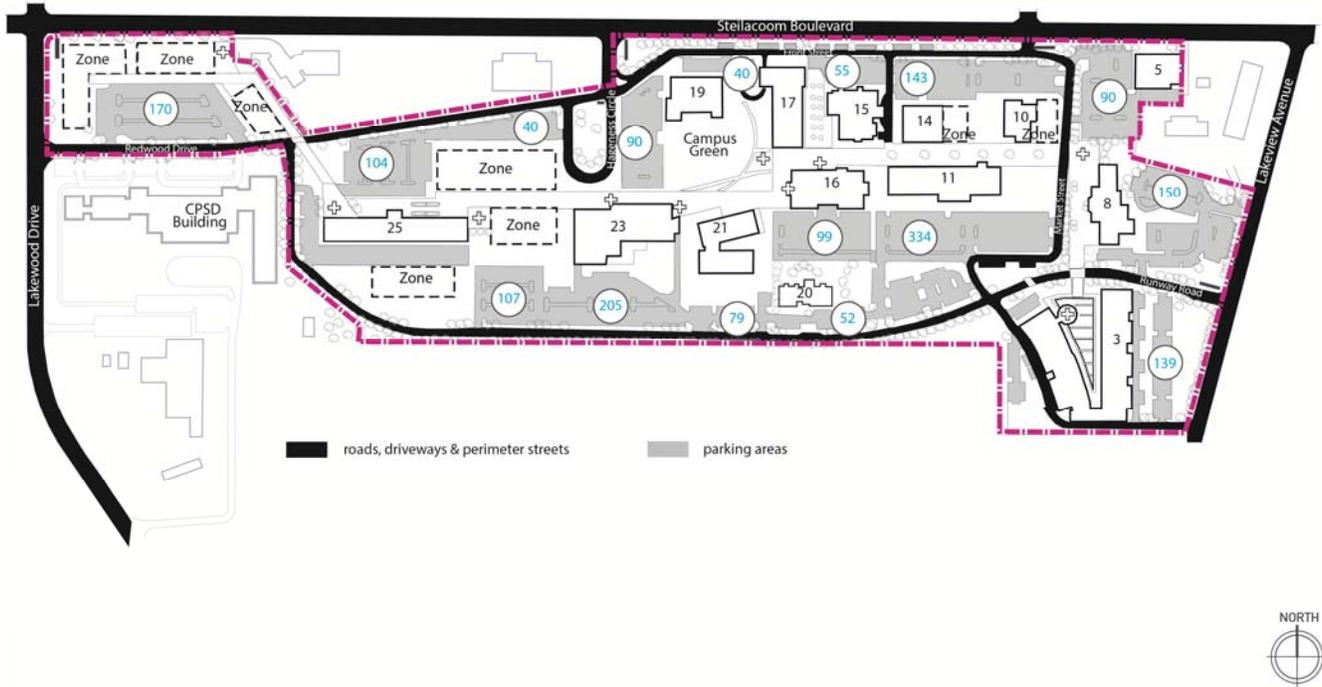
New Facilities

The goal of the Long Term Master Plan is to complete site development by increasing the building density on the West and Central Campus zones to house future programs of the campus. As new facilities replace existing/outdated buildings, there will be an improved efficiency derived from educational-designed facilities, i.e. more assignable square feet for classrooms/labs, and less square footage to storage/maintenance. Since program needs are not as predictable for the Long Term, building zones remain flexible and can be increased or decreased depending on the college’s program needs. Development of these zones, however, will continue to follow the concepts set forth under Design Guidelines.

Improved Circulation

It is recommended in the Long Term Plan that the Pedestrian Mall will extend to new facilities located on the northwest site. This site connection presents challenges as the property line narrows as it approaches Redwood Drive. A pedestrian connection with a change in paving pattern at Redwood Drive would help to slow traffic and facilitate pedestrian access from the northwest corner to the other buildings on campus. Incorporating courtyards, both large and small, and landmarks will continue to define the character of the Pedestrian Mall and campus.

LONG TERM PARKING PLAN

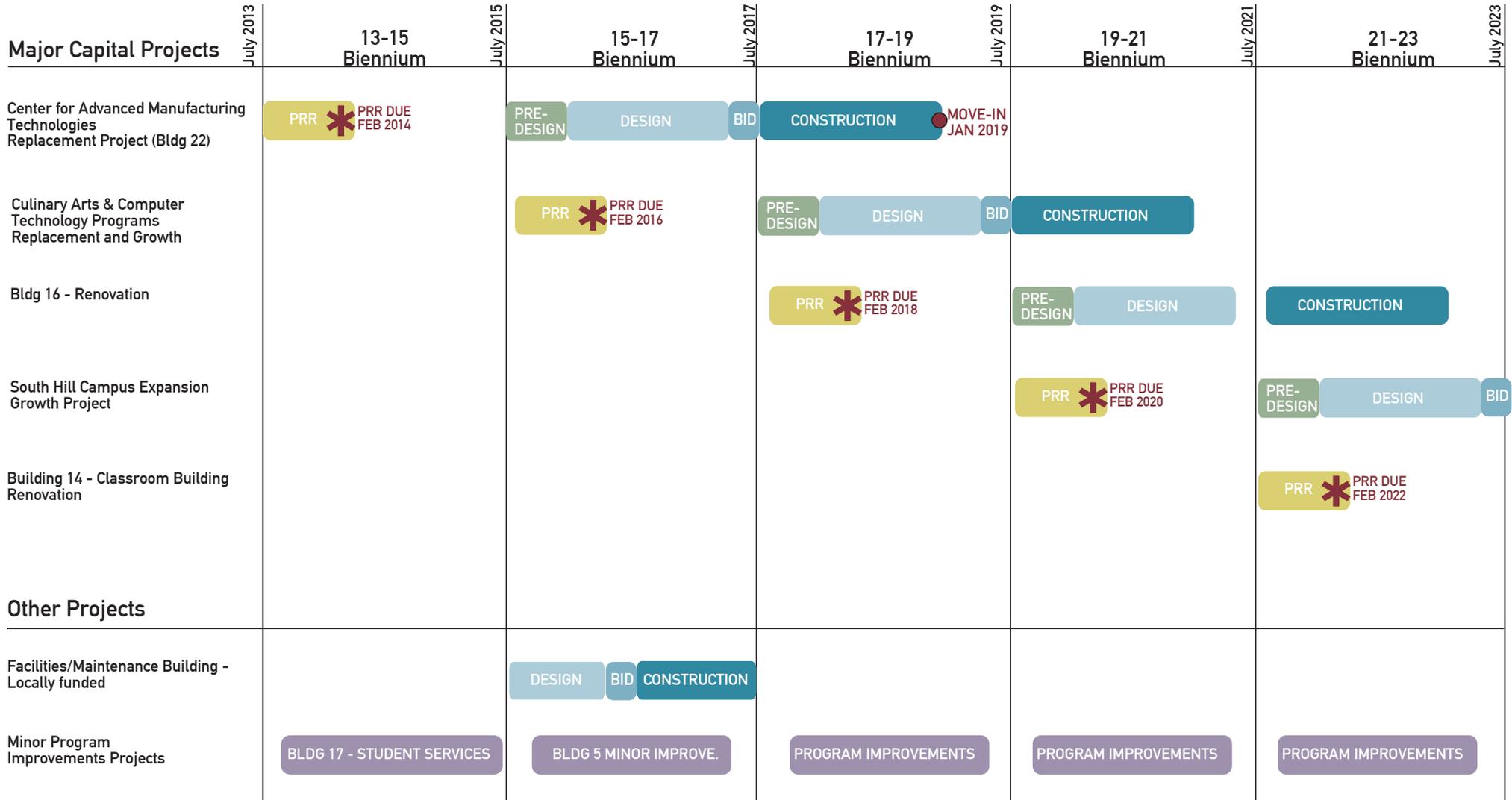


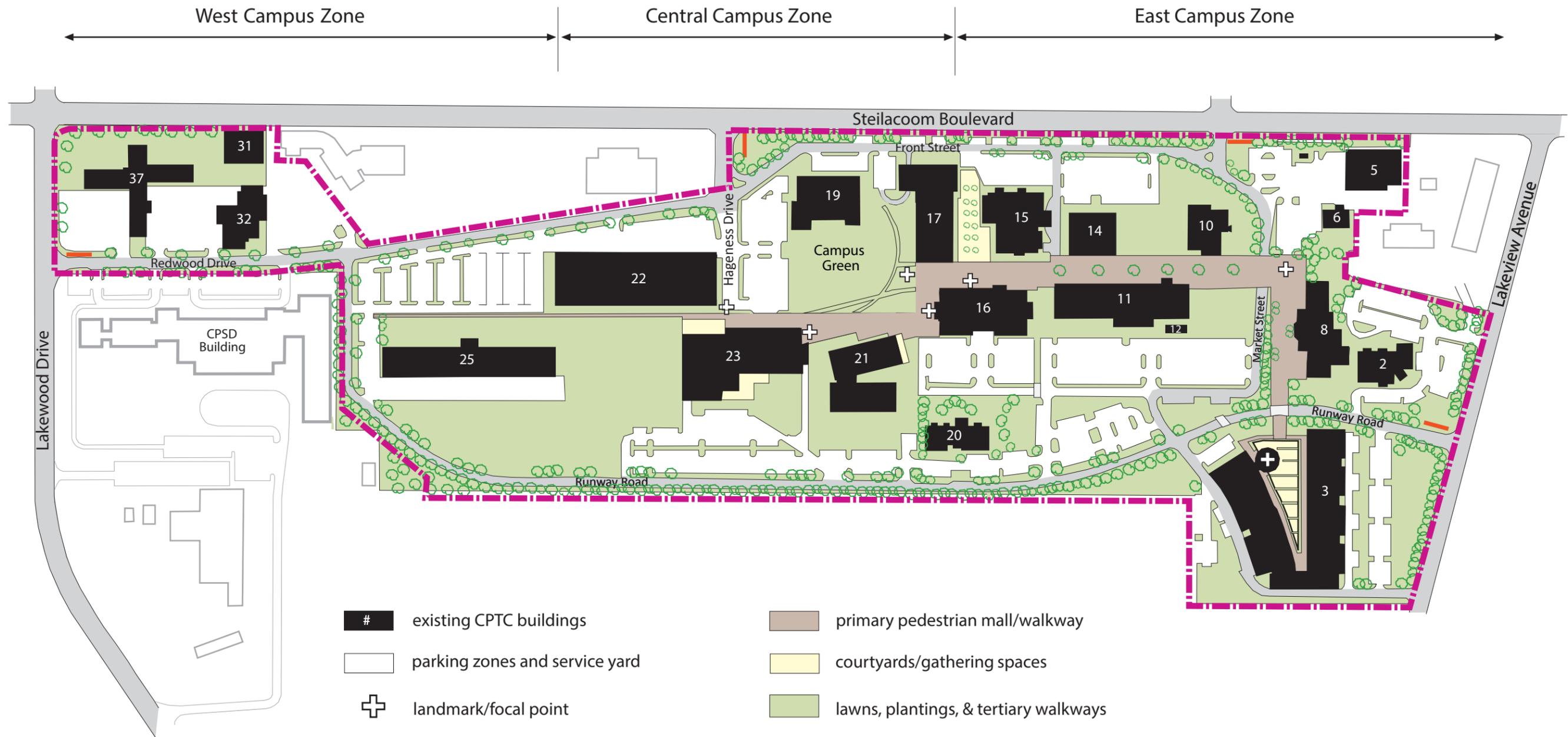
Additional Parking

As building density increases on the West Campus Zone, surface-parking zones will not be able to increase proportionally due to the limitations of the site (i.e. less physical area/sf on West Campus zone compared to East Campus zone). A goal of the College is to reduce single occupancy vehicles on campus. The college plans to decrease parking demand by offering more evening classes, on-line and hybrid classes, and incentives to participate in the CTR program. In the Long Term Master Plan, 1,897 parking stalls are anticipated in the diagram above. Prior to construction of new facilities in the Long Term Plan, another parking analysis should be performed to determine the parking demand at that time to verify if the current parking ratio is feasible.

Summary

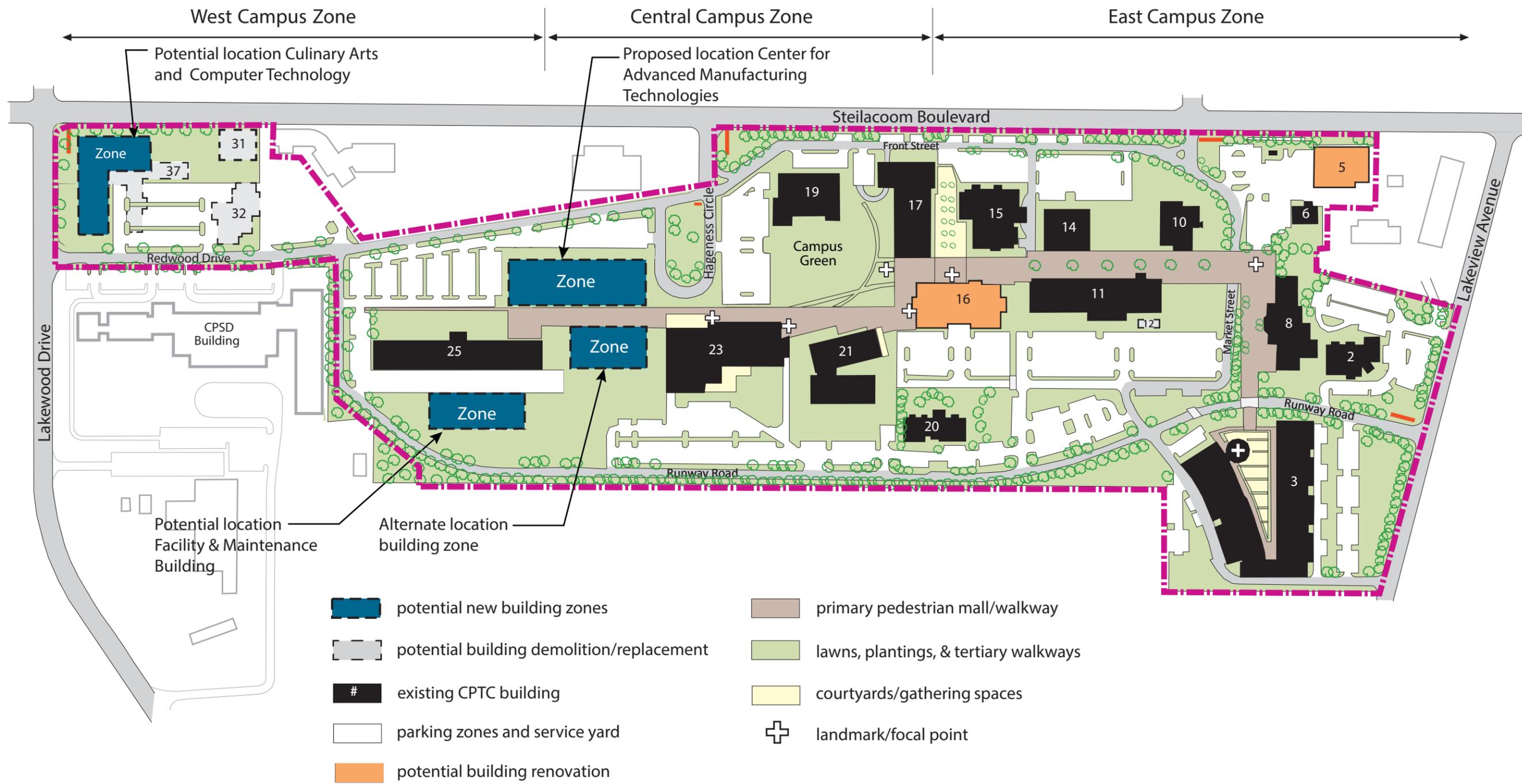
In summary, the Long Term Master Plan provides an overall framework for future development on the CPTC campus. Current known initiatives are discussed in the Short Term Master Plan, and will be re-evaluated periodically to determine that planned growth supports CPTC's Strategic Plan and instructional needs. Next, the 10 Year Capital Plan identifies capital priorities and timeframe for proposed projects, dependent upon approval of state funding.



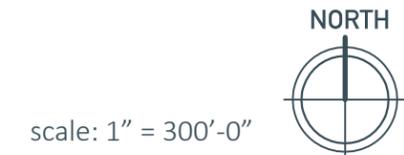


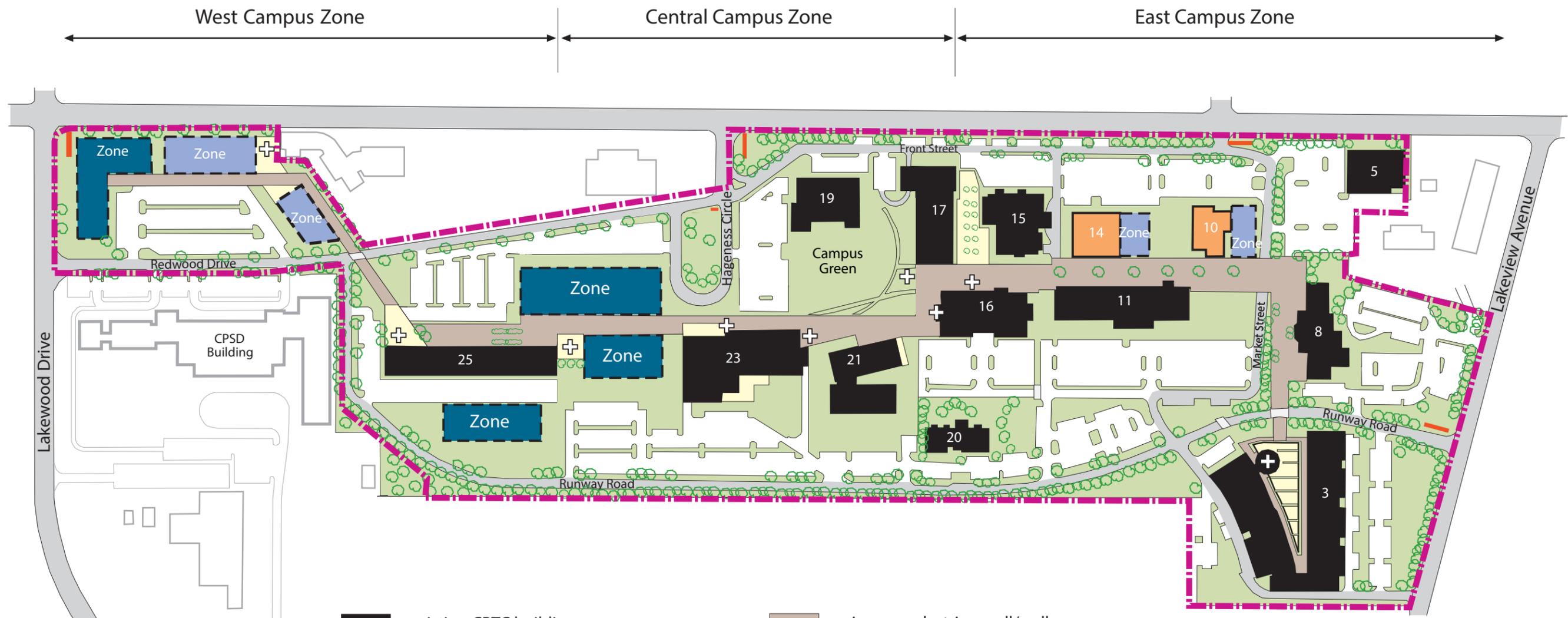
NORTH

scale: 1" = 300'-0"



*Note that potential building zones do not represent actual building footprints - refer to Design Guidelines in Master Plan.





- # existing CPTC buildings
- Zone potential building zones Short Term plan 2015 - 2021*
- potential renovation/addition 2021 - 2041*
- potential zones for future CPTC buildings 2021 - 2041*
- primary pedestrian mall/walkway
- lawns, plantings, & tertiary walkways
- courtyards/gathering spaces
- landmark/focal point
- parking zones

Note that potential building zones do not represent actual building footprints - refer to Design Guidelines in Master Plan.
 *Timing of proposed/potential projects is dependent upon approval and availability of State Capital Funding

NORTH

 scale: 1" = 300'-0"

APPENDICES

- a. Strategic plan 2013-2018
- b. signage and graphic standards
- c. greenhouse gas emissions plan
- d. parking counts Fall 2014; FTE Projections
- e. site civil narrative short term plan
- f. site power and telecommunications survey
- g. accessibility reference
- h. building 5 historical survey and documents
- i. traffic analysis memo
- j. South Hill Campus
- k. Flett Wetlands Critical Areas Review
- l. Building 22 – Proposed Relocation of Programs (DRAFT)
- m. space utilization study



Clover Park Technical College

2013 – 2018 Strategic Plan
(Summary Report)

May 2013

Board of Trustees

Bruce Lachney, Chair
Lua Pritchard, Vice Chair
Dr. Robert Lenigan
Mark Martinez
Mary Moss

Dr. John W. Walstrum, President

Letter from the President

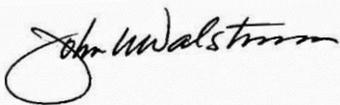
I am pleased to present to you Clover Park Technical College's strategic plan. I am grateful for the hard work done to develop this comprehensive plan that will point the way toward the future for CPTC.

We have had some fiscally challenging years in the recent past. During that period, we reminded ourselves frequently that Clover Park Technical College has a bright future. Developing a plan is an important part of building on the past and looking forward to the future.

The purpose of the strategic plan is to chart the direction of the college over the coming five-year period. We have identified where we are going by collecting and analyzing data to direct us to pay attention to key areas. The core beliefs we have adopted, our mission, vision, and values have helped Clover Park Technical College establish strategic goals and directions; those goals and directions are our best assessment of what the college needs to do to thrive over this five-year period.

Implementation of the plan requires the participation and contributions of everyone at the college, and I believe every individual has something valuable to offer. However, it will be our collective contributions that help guide us in attaining our goals. Change is inevitable. Regardless, while we will rise to meet challenges to our strategic goals, we will always hold tightly to our newly affirmed core beliefs.

Sincerely,



Dr. John W. Walstrum
President

Acknowledgements

More than one hundred faculty, staff, students, community members, and board members have contributed in the development of the Clover Park Technical College 2013-2018 Strategic Plan. A list of the strategic planning participants can be found in Appendix A. However, without the leadership of Dr. Walstrum, Dr. Ranniger, Claire Korschinoski and the Strategic Planning Steering Committee (Appendix A), this plan would not exist. A special thank you and gratitude is extended to all who participated and to those who went the extra mile to make this Strategic Plan a reality.

Executive Summary

Clover Park Vocational Technical Institute became Clover Park Technical College in 1991. The main campus is located in Lakewood, Washington, about eight miles from downtown Tacoma. The college also offers classes at its South Hill campus. CPTC is located in Pierce County, where the population is expected to grow by 10.2% by 2020. The unemployment rate has declined over the past years in Pierce County. The highest employment industries are government, healthcare, retail /hotel /food, and construction. CPTC has Washington State's second highest percentage of females (63%) attending two-year colleges. Of the total student enrollment (8,744 total headcount), 70% attend classes during the day.

The College Brain Trust entered into a Professional Services Agreement with CPTC to complete a five-year Strategic Plan. The 2013-18 Strategic Plan work began in November 2012 with a team of four consultants. This Strategic Plan will serve as a blueprint toward achieving the updated CPTC mission, vision, values, goals, and objectives over the years to come. The Strategic Plan was organized into six phases and adopted in May 2013 at a regularly scheduled Board of Trustees meeting. Both quantitative and qualitative information and analyses were employed to update the mission, vision, values, goals, and objectives.

This Summary Report includes much information about the history of the college; its county, regional and student demographics; employment industries; college readiness, certificates and degrees; student completion and retention; and institutional data capacity, information technology, and facilities planning. A series of recommendations are offered to boost the college's efforts toward improving institutional decision-making, effectiveness, and student success.

Finally, seven goals and 26 objectives are outlined for implementation and achievement.

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Introduction

Purpose of the Plan

Strategic planning provides a continuous and systematic process for institutional improvement and overall institutional effectiveness. The Strategic Plan is the blueprint toward achieving our mission, vision, values, and goals; it provides an opportunity to measure progress, evaluate outcomes, and guide effective institutional decision-making. The Clover Park Technical College 2007-2012 Strategic Plan expired and was replaced by the 2013-2018 Strategic Plan, approved in May 2013.

Strategic Plan Team, Process, and Timeline

The College Brain Trust, a consulting firm of McCallum Group, Inc., entered into a Professional Services Agreement with CPTC in November 2012 to guide a strategic planning process for a new 2013-2018 Strategic Plan. The CBT team began its work in December 2012 and included:

Dr. Frances White, superintendent/president emerita of the Marin Community College District, is the project leader for the CBT team. Dr. White has extensive experience in developing strategic plans and has a national reputation as an innovative leader.

Dr. Diane Troyer, a previous founding president of Lone Star College-CyFair, in Cypress, Texas, brings experience as a previous senior program officer with the Bill and Melinda Gates Foundation on the Postsecondary Success team in Washington.

Dr. Nancy Poppe has experience developing strategic plans in community colleges as well as direct knowledge of Washington's technical colleges and accreditation issues. Dr. Poppe directed the launch of the Completion by Design multi-state reform effort for the Bill and Melinda Gates Foundation. She is a former president of the Portland Community College Extended Learning Campus.

Dr. Robert Williams is an expert in helping colleges link budgetary decision-making and resource allocation to the strategic planning process. Dr. Williams is former vice president for administrative services at Lone Star College-CyFair in Cypress, Texas.

The college president and cabinet endorsed a process and timeline that fully began on January 14 -15, 2013, when the CBT team traveled to CPTC to hold meetings over a two-day period and conduct a well-attended strategic planning workshop. The CBT team used the following steps to create the 2013-2018 Strategic Plan:

1. Reviewed documents related to the current Strategic Plan;
2. Identified and reviewed institutional and environmental data available for planning;
3. Held interviews with the board, staff, and campus leadership;
4. Conducted and facilitated an all campus /community strategic planning workshop;
5. Consultants collaborated with the president and the Strategic Planning Steering Committee to confirm the mission, vision, values, goals, and objectives of the college.

Phase 1 involved establishing logistics for the Strategic Planning process, identifying staff contacts and establishing a schedule for meetings, and identifying documents to be reviewed. Phases 2 and 3 involved planning the strategic planning workshop, creating agendas and a PowerPoint presentation. It also involved developing survey questions for the Board of Trustees and interview questions for campus and community stakeholders. Phases 4 and 5 involved working with the steering committee to confirm mission, vision, values, goals, and objectives. The CBT team began writing the Summary Report during these phases. After feedback from the president and steering committee, Phase 6 involved finalizing the Summary Report and preparing it for submission to the college president and Board of Trustees.

History of the College

Clover Park Technical College provides a rich history of professional and technical education that dates back to the 1940s, when the Clover Park School District established a War Production Program training civilians as auto mechanics for the Mt. Rainier Ordnance Depot; aircraft service mechanics for McChord Field and the Fort Lewis Army Post; and shipfitters, welders, and blueprint readers for Tacoma shipyards during World War II. After the war, the popular aircraft service mechanic program was the first in the Northwest to offer Civil Aeronautics Administration certification. With the addition of other programs, Clover Park Vocational Technical Institute became a regional training facility. In 1991, Clover Park Vocational Technical Institute became Clover Park Technical College and began offering degrees and transferable programs. The main campus is in Lakewood, Washington, about eight miles from downtown Tacoma. The college also offers classes at its South Hill campus. CPTC has a reputation for providing professional and technical education training with hands-on learning experience taught by experts in a variety of career fields.

Lessons from the Data and Recommendations

Area Population and Economy

Population growth is expected to climb over the next seven years in Washington State (10.2%) and all counties. In Pierce County, where CPTC is located, population growth is also expected to climb 10.2% by 2020. The unemployment rate has been declining over the past several years, but is slightly higher in Pierce County at 7.9%, compared to 7.3% for Washington State. The average annual salary in 2011 was \$43,039, compared to the state average of \$50,264. The poverty rate in 2006-2010 was 11.6%, compared to 12.1% for Washington. In addition, the 2006-2010 data reveals that 89.8% of the population under age 25 has a high school diploma, while 23.4% of county residents over age 25 hold a bachelor's degree. The statewide average is 31%. Another data point is the low enrollment directly from high school, where 7,600 students graduated from high school in Pierce County in 2010, but only 167 registered at CPTC during the 2010-11 academic year. The college should analyze these data to determine the implications for action and identify any additional data needed for decision-making.

Pierce County is still making the transition from manufacturing and a resource-based economy to a service-oriented economy. The economic recovery has been slow for all but the healthcare sector. As a consequence of the previous economic downturn in 2008, there is an exceptionally high foreclosure rate in the county that will continue to suppress the construction industry. The growth industries are in health and aerospace. In Pierce County, 25% of county residents commute to King County for work. The Port of Tacoma and Joint Base Lewis-McChord are major contributors to the economy, and investments in revitalizing the Port are beginning to pay off (Employment Security Department County Profiles, CPTC OIR, 2013).

Recommendation

The college should accelerate its ability to use disaggregated cohort data to prepare, disseminate, analyze, and apply information about student enrollment patterns based on population, the economy, and employer satisfaction to make effective academic decisions about relevant training programs and services. Achieving the Dream and the Governance Institute for Student Success have shown cohort tracking to be the most effective tool for colleges in planning for systemic change. This methodology allows the college to track differences between student groups and to determine the actual outcomes for progression and completion. It also aids the college in determining those

groups most at risk and identifying the specific terms or courses that pose barriers to completion.

Student Enrollment and Demographics

Student enrollment at CPTC in 2011-12 was 8,744 total headcount. Enrollment has declined sharply since 2007. For the most part, the 2008-2012 enrollment declines were associated with severe budget cuts in state funding and the subsequent closure of certain CPTC educational programs. However, the college has not fully analyzed the causes for the enrollment decline. It will be critical for the college to enhance its ability to analyze enrollment data to determine not only what changes occur but why.

With projected regional population growth, CPTC enrollments are expected to rise 4.2% by 2020. CPTC serves a majority female population: 63% female (second highest in state two-year colleges) with an average age of 32 (26 years for the state average). However, this average reflects a wide range of ages, with two-thirds of students under the age of 35 and a significant number over the age of 50. It appears that there is an opportunity and great potential to target younger students (18-21) with cutting-edge career programs of the future. Although high school graduation rates are projected to decline slightly over the next seven years, CPTC does not have access to high school enrollment and penetration rates and serves a very low number of recent graduates. Data-sharing agreements are being negotiated at the state level to make these data available.

For the academic year 2011-12, students of color represented 2,821 students (approx. 25%) with African American students being the largest minority (49% of minority students are African American). While a significant number of students reported holding either a high school diploma or some prior education, many students in the group reported no prior education. A large percentage of students either is employed full-time or work part-time while attending CPTC. Almost 70% of CPTC students attend classes during the day.

Recommendation

Similar to a previous recommendation, CPTC should use disaggregated cohort data to prepare, disseminate, analyze, and apply information about student enrollment patterns, progression, prior education, employer satisfaction, and success to make effective academic decisions (e.g., high school grads, online enrollments, tracking by age or zip code, etc.).

Student Achievement Points

CPTC gained in Student Achievement Initiative (SAI) points for developmental education progress with an 18% gain over 2010-11 and a gain of 117% over 2006-07. The college is significantly down in Student Achievement points for completion of 15 credits and 30 credits; however, because of state budget cuts, the points declined overall for the state. At this writing, the college is engaged in systemic reform to improve outcomes for under-prepared students, including participation in the Achieving the Dream Initiative. The SAI point progress reflects the college's emphasis on moving more under-prepared students through basic skills and developmental education (SAI Report, 2010-11).

Recommendation

While the college should be commended for its progress in basic skills and developmental student success, specific emphasis should be placed on program retention, credit accumulation, and completion.

Workforce Programs, Certificates, Degrees, Retention, Completion, and Employment

At the time of this writing, the college offers 43 programs with 53 degrees and 60 certificates within. All of their credit and transfer programs are grouped into clusters: Transportation and Trades; Aerospace and Advanced Manufacturing Science; Business and Hospitality; Science, Technology, and Engineering; and Allied Health. In addition to their credit offerings, students have access to a variety of non-credit, short-term programs and continuing education programs.

Although CPTC's credit workforce programs demonstrate strong second-term retention rates, significant attrition occurs in the third and fourth quarters (CPTC Multiple Cohort Retention and Capstone Completion Reports, 2011-12). The overall college attrition rate is 31%, but other programs have attrition rates over 50% with students not staying to complete a credential. While there may be numerous reasons for the current attrition rates of specific programs, it is up to the college to determine what causes may be leading to high program attrition and programs where students are not completing. Although the most recent workforce graduation numbers for 2008-09 and 2010-11 are slightly improved at 886 and 889 respectively, the same report showed minority students having a lower graduation rate at 28% as compared to other student groups (SBCTC 2012 report on Student Progress and Success). The college is working hard to improve student success and completion by way of its Achieving the Dream program goals and will have current data to draw upon.

The overall student/graduate employment rate is 61.4%, which is lower than the state average for other community and technical colleges. Sixty-nine percent of completers

are employed, compared to the state average of 77% for all technical and community colleges. Those leaving without completion are employed at 56%, compared to the state average of 66%. (CPTC Program Employment Report 2011-12.)

Recommendation

CPTC needs to closely examine attrition data program by program to understand what is happening to their students as they move through their programs and either complete or drop out prior to earning a credential. Once all stakeholders (faculty, staff, and students) agree on what the data means, each program can craft a plan for improving completion rates each year. Depending on the results of the inquiry process, possible solutions could be:

1. Summer bridge or boot camp programs particularly with those students taking classes on the CPTC campus;
2. Redesigning courses (e.g., dev. math) that are barriers to completing;
3. Creative scheduling;
4. Stackable credentials (which would allow those students leaving earlier for jobs the opportunity to work and continue towards the next stackable credential, either online or regular coursework);
5. Supplemental instruction;
6. Targeted student services.

Part of each plan should be a way to closely monitor students each quarter (preferably electronically) and make sure they are completing and registering for the right classes the next quarter. The plan needs to have measurable goals. Staff may want to benchmark completion rates for similar programs at their peer institutions and use that information to set their goals.

It is recommended that CPTC place stronger emphasis on completion of certificates and degrees, as well as success in the workplace, as the yardstick of success. The data are clear that in a global economy certificates and degrees matter. This reflects a national shift that values credentials for both technical and community colleges as an important means of assuring lifelong upward mobility. This is not meant to ignore the reality that many CPTC students will leave for financial and family reasons as soon as they have enough skills to get that first job. It is suggested that the leadership explore barriers, including requirements that serve as unintended barriers, and assess the ability to award intermediate certificates in stackable pathways to track student progress and success. The next step for many colleges is a rigorous application of degree audit,

resulting in auto-graduation and auto-population of programs. These strategies often produce a clearer picture of student progress and success.

CPTC must aggressively address the achievement gap for minority students. Again, the first step is to understand what is happening with minority students, at what points and for what reasons they are being lost, and then to decide on a plan of action.

With the primary focus of the college on preparing students for the workforce, the college should implement specific strategies to increase the number of students (both leavers and completers) who enter and are successful in the workplace. With the data showing that CPTC former students and completers are employed at a rate lower than the state average for community and technical colleges, it is recommended that the college analyze the reasons for the lower employment rate and develop specific strategies to improve employment success. These may include better connections to employers, expanded internships, workplace experience, and improved job placement services. This analysis should also examine the barriers to both academic success and employment that under-prepared students face and explore ways to better prepare them with the non-technical skills needed in the workplace.

College Readiness

As with most two-year colleges across the country, most students who enroll at CPTC are not college ready. The college offers an Adult Basic Education program for students who do not have a high school diploma and/or are not proficient in English. These GED / high-school equivalency preparation classes and English as a Second Language classes are offered at multiple times and places. In addition to its Adult Basic Skills program, CPTC offers developmental education courses designed to bring students' skill levels up to college readiness.

CPTC Basic Skills data reveals that 71% of minority students are enrolled in Basic Skills classes, although they make up only 35% of the total student body. The data also shows 51% of the 2010 high school graduates who enrolled at CPTC (167) were not college ready (SBCTC Role of Pre-College Education for 2009-10 Public High School Graduates who enrolled in Washington Community and Technical Colleges in 2010-11, Dec. 2012).

Recommendation

Students coming to CPTC directly from high school will benefit from even deeper engagement between high schools and CPTC than exists now. This could include placement testing juniors, even more opportunities to engage with the college prior to high school graduation, cross-faculty meetings so that high school faculty understand

what students need to know to be college ready, bridge programs and placement test preparation.

Most students who enroll at CPTC are far removed from the K-12 system. The goal for all students should be to reduce the need for remediation as much as possible and then accelerate the remediation needed. National research recently released by CCRC indicates that, while more expensive at the outset, the academic and technical skill gains through I-BEST are worth the investment. Because of the college's commitment to underprepared students, I-BEST expansion should be considered as a strategic direction. Other strategies such as modularization, contextualization, and supplemental instruction should be incorporated once staff has the opportunity to understand what is happening with their Adult Basic Skills (ABS) and developmental students.

The college's participation in Achieving the Dream will support the goals of improving academic readiness for students. The College should engage in actively scaling the ATD strategies showing positive outcomes across the college and measuring the impact through disaggregated student progression analysis.

Employment Industries

The highest employment sectors in Pierce County are government, healthcare, retail / hotel /food, and construction. Unemployment rates are slowly declining in Pierce County, with 11% in January 2010, compared to 9.8% in April 2012. Growth industries are IT, healthcare, aerospace, manufacturing, and port activities. More than 25% of the Pierce County workforce commutes to King County (Employment Security Department County Profile Report). There will be significant changes in the military population over the next five years that will impact Joint Base Lewis McChord. The college should dedicate planning efforts to this shift and how to respond effectively.

Recommendation

CPTC's cluster areas are in fairly good alignment with the regional labor market. CPTC should aggressively seek out niche or specialty credentials in each of those clusters, which would open up more opportunities for their students. These offerings could be either credit or non-credit. CPTC should continue to pursue more contract training opportunities and leverage their partnership with Invista Performance Solutions in partnership with the Global Corporate College. Building on the relationships between the deans and local industries, the college leadership should implement regular strategic reviews of sector shifts and the need for new or revised programs. Secondly, significant changes in the number of individuals being discharged from the military and their dependents will create new opportunities for CPTC to provide retraining services. They

should start now to increase their visibility and begin marketing CPTC as veteran friendly.

Program Review

Of the two programs provided to the consultants for review, the college appears to have the data and a point system for program review comparisons, as well as in-depth information on program attrition, program currency and equipment, and employer satisfaction. It is unclear how the data from program reviews translates into an accountable system for direct program improvement of retention, completion and successful employment in the two programs provided (Environmental Science Program Review Data, CPTC Program Review Data Report; Program Review report for Aviation Maintenance Technician, and CPTC Multiple Cohort Retention and Capstone Completion report, 2011-12).

Recommendation

CPTC programs with low enrollment, retention, or employment success should be considered for deeper analysis that results in timely and aggressive action. With the range of data available on programs, it would be helpful for the information to be compiled in an executive summary along with firm recommendations and timelines for implementation.

Online Technology for Student Services, Instruction, and Online Programs

Twenty percent of CPTC courses are online or hybrid. Increasingly, faculty members are engaged in technology-enhanced delivery. Currently, CPTC offers only one certificate program (Dental Business Assistant Certificate) and no degree programs via the Washington Online System. In comparison, Pierce College offers 30 programs, including 13 degree programs; Tacoma Community College offers six programs, including two online degrees (SBCTC Washington Online, Degree and Certificate Programs List). The three highest transfer-out institutions in 2011-12 for CPTC were the University of Phoenix (61), Evergreen State College (29), and Western Governors University (25). Interestingly, of students who transfer to four-year colleges, the majority of students transfer to online and flexible schedule universities (SBCTC Student Progress and Success Report, 2012). The college should analyze the online programs available to its service area and determine whether and how to expand offering to students.

In conversations with students, comments were made about the difficulty of accessing information and registering online. It is unclear the degree to which the college has analyzed the accessibility of its web presence and online student services.

Recommendation

CPTC is making good progress in the expansion of online and hybrid courses through faculty development. Nationally, online and hybrid formats are the fastest growing modality for instructional delivery. The college should continue to develop flexible delivery including hybrid and online formats for courses. Professional development for faculty to develop and apply technology options for classroom, hybrid, and online formats will be critical.

Moving beyond individual courses, the college should develop a plan to expand full online certificate and associate degree programs. This is particularly important as CPTC expands its ability to lead the region in responsive, cutting-edge programs, plans for a stronger presence with military populations, and responds to the large commuter population in the service area. In addition, it is recommended that the college analyze the accessibility and effectiveness of its web presence for students and the range and ease of use of its online information, online registration, and other student services. Finally, the college should evaluate and supplement the technology infrastructure necessary to support instructional delivery and student services.

CPTC Facilities and Information Technology

The 2007 Facilities Master Plan (FMP) is thorough, comprehensive, and well prepared. The FMP focuses on both short-term (five-year) and long-term (ten-year) planning. Short-term planning has concluded and has resulted in significant facility additions and renovations. Buildings 14 and 19 have been renovated; building 15 has been renovated and is now the new Learning Resource Center. Building 18 is demolished and building 21 is under new construction to become the Health Sciences Facility (2007 CPTC Facilities Master Plan). To continue recent productive facilities efforts, an update to the FMP, both short-term and long-term, should be completed. A large number of campus buildings have been evaluated as being in need of major renovation or replacement. Additional new and renovated facilities are critical to providing evolving job-ready training.

Recommendations:

- Update the 2007 Facilities Master Plan. Complete a comprehensive Facility Utilization Report and an updated Facilities Conditions Survey as part of the new FMP package. New planning designs should include multi-use facilities, where possible, to allow for maximum programming flexibility and future re-purposed usage.

- As part of the new FMP package, complete a comprehensive Information Technology Plan and update on a regular basis.

Challenges and Opportunities

The data portfolio provides information for use in planning, as well as sets of information to continually analyze and update in order to monitor population, student graphics, enrollment trends, student progress, and achievement. The following are selected issues drawn from both qualitative and quantitative data and represent challenges and opportunities for the college and ongoing planning.

Challenges

1. The college is primarily challenged with the confluence of several trends: a growing service area population, a loss of programs due to constrained State funding, a student graduate employment rate that is lower than the state average, stagnant career program graduation numbers, attrition rates as high as 50-90% in multiple programs, and competition for students from neighboring institutions.
2. The college is aware from its 2011 Achieving the Dream quantitative data analysis that there is a disparity between student groups in course completion rates, with the greatest gaps occurring within the race/ethnicity demographic data. In 2011, the lowest performing group was African-American, Non-Hispanic at 48% for developmental math compared to 65% for the total population—a 17% gap. The current efforts by the college to address these deficiencies by way of the ATD goals are commendable and should continue.
3. While the college collects extensive data for program review comparisons, that information needs to be applied in a system that results in direct action for program improvement, particularly for programs with low enrollment, retention, or completion, and/or the lack of successful employment. Given the proximity of other colleges and the competition for students, the college must address issues related to attrition and lack of completion for certificates and degrees.
4. Another important consideration for ongoing planning is the fact that the college lacks effective research and data capacity. The college lacks confidence in data produced prior to Fall 2012. The college does not currently have the ability to use disaggregated cohort data to prepare, disseminate, analyze, and apply information about student enrollment patterns, progression, employer satisfaction, and student success to make effective institutional decisions. This will continue to be a problem for effective institutional planning if not addressed in the very near future.

5. For a college addressing needs for student success and educational service to the community, and for one experiencing competition and slow growth, sophisticated, cohesive, and coordinated information analysis is critical for decision-making. It will be a challenge to develop a culture of evidence at CPTC; that is, changing behaviors, ways of thinking, and systemic procedures. It will be important that institutional research is coordinated and individuals seek out and use information for continuous planning.
6. Lastly, continued and productive facilities planning should be ongoing. An updated Facilities Master Plan that is both short-term and long-term needs to be developed. A large number of campus buildings still remain in need of renovation or demolition. Additional new and renovated facilities are critical to providing high-quality and evolving job-ready training. In addition, a comprehensive Information Technology Plan needs to be developed and updated on a regular basis and be a part of the new FMP package.

Opportunities

1. Leverage Pierce County population growth (10.2% by 2020) to grow student FTE by adding programming that matches existing college demographics (63% female), niche, and online programming to attract new students.
2. Increase market share of certain segments of the service district, particularly high school graduates, students ages 18-25, and veterans.
3. More fully apply the existing data on program health and fill gaps in data to make changes to programs that result in the improvement of overall program impact, both in student success and employment.
4. To be more competitive, expand options for online degrees, certificates, and hybrid access to courses and programs.
5. Analyze progression patterns, including high leakage or attrition points, to implement strategies to support credit progression and program completion.
6. Improve employment rates for all programs to reflect success in the college's stated priority mission.
7. Leverage the opportunity to participate in Achieving the Dream to achieve systemic institutional improvement of college policies, programs, and services that result in increased developmental math success and overall student success.
8. Explore alternative funding sources to reduce reliance on decreasing state resources, including corporate training, business partnerships, and enterprise solutions.

Core Beliefs

VISION

Transforming lives, enriching communities, and enhancing futures by creating an environment of innovation, equity, and excellence through education.

MISSION

We are a values-driven institution that delivers quality education, training, and support focused on student success in an evolving economy.

VALUES

Equity

Respect

Diversity

Innovation

Excellence

Student Success

Lifelong Learning

Social Responsibility

VALUES DEFINITIONS

Equity:

We recognize that the unique needs, goals, and circumstances of the individual have a direct impact on a person's ability to access and benefit from college activities and opportunities.

Excellence:

We seek opportunities to consistently exceed our best individual and institutional performance.

Respect:

We consider respect to be the inherent dignity we give all people.

Diversity:

We celebrate the many individuals that make up our community and embrace the opportunity to learn from both their differences and similarities.

Innovation:

We pursue the development and application of new ideas that lead to creative solutions.

Student Success:

We support our students to reach or exceed their personal goals or other desirable outcomes.

Lifelong Learning:

We promote ongoing pursuit of knowledge for both personal and professional reasons.

Social Responsibility:

We commit to decisions and actions that are socially aware and make us a strong community partner.

Strategic Goals and Objectives

Promote student success

- i. Provide an environment that supports student retention, persistence, and completion
- ii. Invest in personal and professional growth for all employees
- iii. Celebrate staff and student achievement, success, and creativity

Champion equity

- i. Create an understanding of equitable principles
- ii. Identify and implement opportunities for increasing equity
- iii. Identify and address achievement gaps

Build an educated community

- i. Ensure student learning outcomes are aligned with current professional standards
- ii. Respond to labor market needs and close workforce gaps
- iii. Expand lifelong learning and professional credentialing opportunities
- iv. Strengthen educational transitions between K-12 and higher education

Enhance institutional capacity

- i. Create and improve systems to support a culture of inquiry and evidence-based decision making
- ii. Review and revise systems and processes for effectiveness
- iii. Judiciously manage the acquisition, use, and maintenance of goods and materials
- iv. Integrate technology across the college

Promote innovation

- i. Upgrade the college's innovation support structures
- ii. Create a culture where all ideas can be shared and validated
- iii. Develop entrepreneurial attitudes, behaviors, and skills that can be applied across the college
- iv. Develop collaborative and innovative partnerships with internal and external stakeholders.

Create and maintain a sustainable college community

- i. Cultivate relationships and explore options to find and utilize alternative funding sources
- ii. Maintain and update existing infrastructure
- iii. Implement sustainable practices
- iv. Document our institutional knowledge

Foster community engagement and social responsibility

- i. Build and maintain community partnerships
- ii. Promote and strengthen internship and service opportunities
- iii. Identify and develop opportunities for community education and outreach
- iv. Promote a welcoming and safe environment

Appendix A: **Strategic Planning Steering Committee Participants**

Chairs: Debbie Ranniger, Claire Korschinowski

Lori Banaszak

Denise Klug

Andy Bird

Joyce Loveday

Travis Cohen-Lucey

Erina McGann

Loren Davis

Taylor McGovern

Mabel Edmonds

Roger Nix

Teresa Greene

Tracy Rose Pennisi

Jonathan Wagner

Chris Ridler

Wendy Joseph

Stephen Rousseau

Linda Schoonmaker

Kathryn Smith

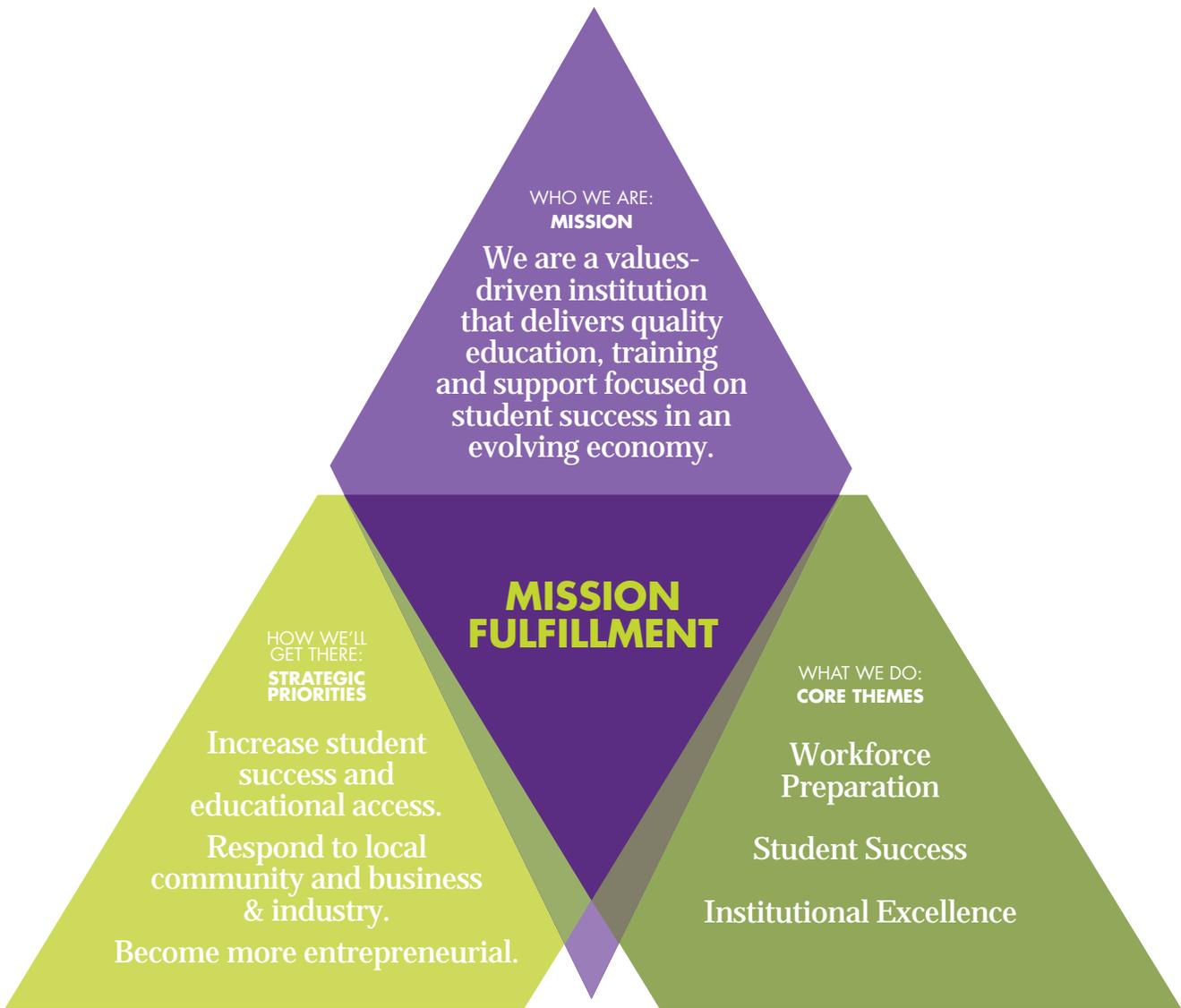
Teresa Scotland

Michael Taylor

Tony Endresen

CLOVER PARK TECHNICAL COLLEGE

P A T H W A Y T O S U C C E S S



Signage and Graphic Standards

OVERVIEW

In an effort to unify the campus and facilitate site orientation Clover Park Technical College implemented an environmental graphics program that provides wayfinding, information and building identification. The sign system provides four types of wayfinding and identification.

Entry Welcome

Sign type 1 is a large welcome sign signifying primary vehicular entry points at the campus perimeter along arterials. The sign includes the school name and logo.



Entry at Steilacoom Blvd



Entry at Lakeview Avenue

Vehicular Wayfinding

Sign Types 2 and 3 provide vehicular wayfinding. These signs direct the visitor or student to parking, buildings or other locations on site. They should be placed at primary and secondary road intersections, transitions as well as parking lot entries. Sign type 2 provides overall directions to campus facilities and parking. Sign type 3 provides more specific information regarding parking lots and specific buildings.



At left is Sign Type 2 at the intersection of Front Street and the Steilacoom Blvd entry. Vehicular wayfinding signs are positioned at regular intervals to visually guide drivers to locations on campus.



Sign Type 2



Sign Type 3

Pedestrian Wayfinding

Sign Type 4 serves as an informational campus map for site orientation. This sign type illustrates the campus layout, identifies buildings, roads, parking, bustops and primary walking paths on an illuminated message board. They are placed at common campus entry points, between parking and the pedestrian walkway system and at primary pedestrian junctions.

Building Identification

Sign Types 5, 6 and 7 identify building names and numbers and describe the programs within that building. Sign type 5 should be placed near the primary entrance to a building. The sign should include the designated building number, the name or primary building use and the various departments that are contained within that building. Sign types 6 and 7 should be located at secondary building entry points. They will typically repeat the information found on sign type 5.



Sign Type 5 near Building 3 Entry



Sign Type 5 near Building 8 Entry

Implementation: All new campus development should reference the sign standards booklet for sign placement, design and utility requirements.

Note: As new projects and programs change, updates to campus signage are needed to improve campus wayfinding. Signage improvements in future should allow flexibility to implement revisions more easily.

CLOVER PARK TECHNICAL COLLEGE

Strategy for Reducing Greenhouse Gas Emissions

JUNE 30, 2011 (updated February 2014)

1. Background

In 2009, the Legislature and Governor adopted the State Agency Climate Leadership Act (Engrossed Second Substitute Senate Bill 5560 – Chapter 519, Laws of 2009). The Act committed state agencies to lead by example in reducing their greenhouse gas (GHG) emissions to:

- 15 percent below 2005 levels by 2020.
- 36 percent below 2005 by 2035.
- 57.5 percent below 2005 levels (or 70 percent below the expected state government emissions that year, whichever amount is greater.)

The Act, codified in RCW 70.235.050-070 directed agencies to annually measure their greenhouse gas emissions, estimate future emissions, track actions taken to reduce emissions, and develop a strategy to meet the reduction targets. The strategy is required by law in [RCW 70.235.050](#) section (3):

By June 30, 2011, each state agency shall submit to the department a strategy to meet the requirements in subsection (1) of this section [greenhouse gas reduction targets]. The strategy must address employee travel activities, teleconferencing alternatives, and include existing and proposed actions, a timeline for reductions, and recommendations for budgetary and other incentives to reduce emissions, especially from employee business travel.

Starting in 2012 and every two years after each state agency is required to report to Ecology the actions taken to meet the emission reduction targets under the strategy for the preceding biennium.

- Clover Park Technical College is committed to progressing towards a healthy, sustainable and resilient campus. We will become better stewards of the use of our natural resources and will research, develop and implement plans to reduce our output of greenhouse gases.

2. Greenhouse Gas Emissions from Agency Operations

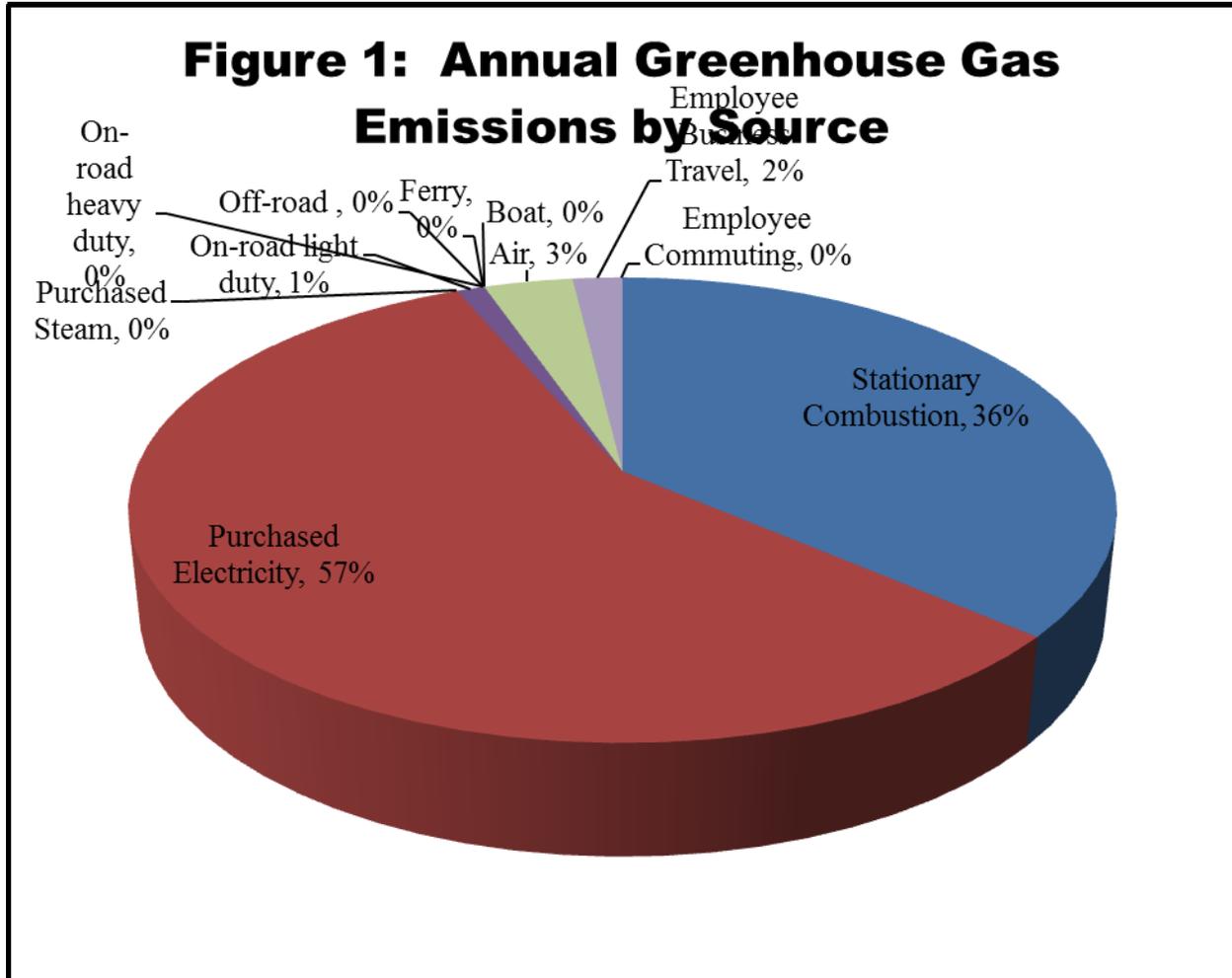
A. Direct sources of GHG emissions from building and fleet energy use

Year	Greenhouse Gas Emissions (metric tons carbon dioxide equivalent, MTCO₂e)
2005	4975

2013	(Do not include business travel or commuting emission here) 5256
2020 (projected)	6511.5
2035 (projected)	7554.6

(Note: Figures do not include GHG emissions from buildings owned by General Administration. However, they do include GHG emissions from use of the GA Motor Pool.)

B. Main sources of direct GHG emissions



C. Greenhouse Gas Reduction Targets

Year	GHG Reduction Target (MTCO ₂ e)
2020 (15% below 2005)	4229
2035 (36% below 2005)	3184
2050 (57.5% below 2005)	2114

D. Level of GHG Reduction Needed to Meet Targets

Note 2050 is not included below because the estimate would be highly uncertain. This strategy should focus on meeting the 2020 and 2035 targets.

Agencies that are growing need to account for future growth to achieve the targets. These agencies should use the projected 2020 and 2035 emissions from the projection tool, or use internal agency projection estimates to determine the amount of GHG reduction needed.

Year	Amount of GHG Reduction Needed to meet Targets (MTCO₂e)
2020	1256
2035	1615

3. Overarching Strategies (if applicable)

The agency identified several cross-cutting strategies to help in reducing GHG emissions:

- Improve tracking of information used to quantify GHG emissions
- Integrate GHG reduction goals and actions into sustainability efforts and track progress
- Elevate the Sustainability Task Force to a standing Sustainability Committee.
- Choose recycled products where possible. Choose high efficiency sustainable systems in new construction and renovations.
- Research benefits of energy savings projects through Department of Commerce.

4. Greenhouse Gas Reduction Strategies for Direct Emission Sources (Building and Fleet Energy Use)

A. Strategies and Actions with Low to No Cost

Strategies and Actions	GHG Reduction Estimate Annual (MTCO₂e)	Upfront Cost Estimate (\$)	Payback Period Estimate (Years)	Date to Implement Estimate
Building Energy Use				
<ul style="list-style-type: none"> • Before extended breaks in occupancy (i.e. spring and summer breaks, holiday break) send reminder email requesting computers shut down and off, power bars turned off, refrigerators emptied and unplugged, and all 	250.0	0	immediate	11-13 biennium

other appliances turned off.				
<ul style="list-style-type: none"> At time of appliance failure, if necessary to replace, choose high rated Energy Star appliances 		0	immediate	11-13 biennium
Fleet Energy Use				
<ul style="list-style-type: none"> Increase instances of security patrols out of autos and instead on foot 		0	immediate	11-13 biennium
<ul style="list-style-type: none"> Replace two of the three 14-15 year old security vehicles with efficient hybrid models 	10.0	Needed replacement anyway	Upon replacement	11-13 biennium
TOTALS:	260.0	0	N/A	N/A

B. Strategies and Actions with Payback up-to Twelve Years (or other time period determined by your agency)

Strategies and Actions	GHG Reduction Estimate (MTCO ₂ e)	Upfront Cost Estimate (\$)	Payback Period Estimate (Years)	Date to Implement Estimate
Building Energy Use				
<ul style="list-style-type: none"> Enter into 2nd ESCO agreement for upgraded low flow plumbing fixtures, lighting retrofit, slip metering, and a dashboard to monitor utility usage. 	187.0	\$844,439	15.0	11-13 biennium
Fleet Energy Use				
<ul style="list-style-type: none"> Begin phasing out the six 29-30 year old step vans and replacing with smaller more fuel efficient vehicles for the maintenance staff 	20.0	\$180,000	6.0	13-15 biennium
TOTALS:	207.0	\$1,024,439	N/A	N/A

C. Strategies and Actions with High Cost and Long Payback (more than 12 years or other time period determined by your agency)

Strategies and Actions	GHG Reduction Estimate (MTCO ₂ e)	Upfront Cost Estimate (\$)	Payback Period Estimate (Years)	Date to Implement Estimate
Building Energy Use				
<ul style="list-style-type: none"> Enter into ESCO agreement to replace chillers, install occupancy sensors, modify and extend control system. Replace compressors and clean refrigerant systems. Replace heat pumps and electric boilers. Upgrade controls to water heaters and circulation pumps. Upgrade lighting and controls. 	303	\$2,059,689	36.56	11-13 biennium
<ul style="list-style-type: none"> Plan all new construction to meet LEED Gold standard at a minimum. 				11-13 biennium
Fleet Energy Use				
TOTALS:	303	\$2,059,689	N/A	N/A

5. Greenhouse Gas Reduction Strategies for Other Emission Sources (Employee Business Travel and Commuting)

The agency also quantified greenhouse gas emissions from employee commuting and business travel. GHG emissions from these sources were not included in the 2005 baseline because of insufficient data, and are therefore are not included in the reduction targets. Also, the agency has less operational control over these sources. The agency evaluated these sources separately in this strategy and identified reduction strategies for these sources.

Source of GHG Emissions	GHG Emissions, 2009 (or most recent year) 2013 (MTCO ₂ e)
Business Travel	102.4
Employee Commuting	n/a

Strategies and Actions	GHG Reduction Estimate (MTCO _{2e})	Upfront Cost Estimate (\$)	Payback Period Estimate (Years)	Date to Implement Estimate
Employee Business Travel				
<ul style="list-style-type: none"> Reduce employee travel by 15% 	15.0	0	immediate	13-15 biennium
Employee Commuting				
<ul style="list-style-type: none"> While we don't have direct control over employee mode of commute, we are able to create carpool parking spaces in advantageous spots for employees who rideshare (carpool). 		0	immediate	13-15 biennium
TOTALS:	15.0	0	N/A	N/A

6. Additional Sustainability Strategies and Actions (if applicable)

Strategies and Actions	Co-benefits for GHG Reduction	Implementation Date Estimate
<ul style="list-style-type: none"> 2nd ESCO project included low flow toilets 		11-13 biennium
<ul style="list-style-type: none"> Provided more recycling containers across campus 		11-13 biennium

7. Next Steps and Recommendations

- Clover Park Technical College is committed to reducing its carbon emissions. The college will plan its future new construction and renovations with reducing its carbon

footprint in the forefront. Clean alternative energy resources for heating and cooling will be researched and implemented wherever practical. The college will encourage the use of passive solar energy for natural heating through design, construction and landscaping techniques. Designers of exterior building space will be advised that we are looking to increase accessibility, convenience, safety and security for pedestrian and bicyclists.

Clover Park Technical College staff will continue to seek alternatives to single person personal occupancy vehicle travel miles-whether that is through other forms of communication rather than face to face, seeking carpools with other college staff or even nearby colleges' staff, or using mass transportation when economically feasible.

The college Sustainability Committee will spearhead efforts to reduce waste and increase recycling amongst staff and students. College custodial and facilities staff will endeavor to use more green cleaning products and low VOC paints.

The Associated Student Government at Clover Park Technical College is also interested in seeking ways to promote refillable water bottle filling stations and reducing individual student automobile travel by partnering with Pierce Transit to provide free bus transportation to college students.

- For additional information contact the office of the Vice President of Finance and Administration, Linda Schoonmaker, 4500 Steilacoom Blvd SW, Lakewood WA 98499, 253-589-5555.

Parking Lot Counts Fall 2014
Clover Park Technical College

Building	Parking Stalls	Vacant stalls 7:00 - 9:00	Vacant stalls 9:00 - 11:00	Vacant stalls 11:00 - 1:00	Vacant stalls 1:00 - 3:00	Vacant stalls 3:00 - 5:00
2&8						
Student	106	50	2	6	1	18
Accessible	7	6	3	1	1	4
Staff/Visitor/other	37	31	19	18	3	13
3						
Student	72	48	34	40	43	68
Accessible	4	4	4	4	4	4
Staff/Visitor/other	63	45	31	28	35	49
5&6						
Student	101	99	82	75	82	96
Accessible	3	3	3	3	3	3
Staff/Visitor/other						
10						
Student	39	31	0	10	9	31
Accessible	12	10	5	7	8	9
Staff/Visitor/other	11	7	0	4	7	6
11&12						
Student	311	261	191	241	172	288
Accessible	8	6	4	5	4	8
Staff/Visitor/other	15	7	3	3	4	3
14						
Student	60	26	1	14	23	44
Accessible	3	2	2	2	3	2
Staff/Visitor/other	14	7	2	2	3	4
15						
Student	0					
Accessible	0					
Staff/Visitor/other	55	36	24	22	21	28
16						
Student	76	0	2	1	5	28
Accessible	3	0	0	3	0	3
Staff/Visitor/other	20	6	3	0	2	6
17						
Student	0					
Accessible	4	2	3	2	2	3
Staff/Visitor/other	36	8	5	11	7	11
19						
Student	45	16	1	5	23	30
Accessible	6	4	4	6	6	5
Staff/Visitor/other	39	14	2	4	3	16
20						
Student	44	26	17	22	16	19
Accessible	8	6	5	5	5	6
Staff/Visitor/other	0					
21						
Student	76	17	7	19	39	46
Accessible	3	2	2	2	2	3
Staff/Visitor/other	0					
22						
Student	28	22	18	13	14	23
Accessible	6	5	4	4	3	5
Staff/Visitor/other	41	23	23	20	20	27
23						
Student	199	139	121	128	182	191
Accessible	6	6	6	6	5	4
Staff/Visitor/other	0					
25						
Student	161	97	99	95	155	153
Accessible	9	7	8	7	9	9
Staff/Visitor/other	14	8	7	7	8	12
31&32						
Student	85	65	69	55	85	85
Accessible	2	2	2	2	2	2
Staff/Visitor/other	0					
37						
Student	117	116	116	117	117	117
Accessible	2	2	2	2	2	2
Staff/Visitor/other	18	18	18	18	18	18
TOTALS =	1969	1290	954	1039	1156	1502

CPTC Master Plan
FTE Projections

Student FTE enrollment is anticipated to increase by 0.7% per year, based on historical data. Staff anticipated to grow 0.5% annually.
Academic year 2013-14, there were 4,509 FTE all sources (SBCTC)

Academic Year	2013-2014	2014-2015	2017-2018	2018-2019	2019-2020	2020-2021	2023-2024	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2040-2041
Student FTEs	4509	4541	4637	4669	4702	4735	4835	4972	5006	5041	5077	5112	5148	5184	5220	5257	5294	5443
Staff	318	320	324	326	328	329	334	341	343	344	346	348	350	351	353	355	357	364
Total	4827	4860	4961	4995	5029	5064	5169	5313	5349	5386	5423	5460	5498	5535	5573	5612	5650	5807

Peak Time Zone (for Parking Analysis)

Academic Year	2013-2014*	2014-2015	2017-2018	2018-2019	2019-2020	2020-2021	2023-2024	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2040-2041
Student FTEs	1291	1300	1328	1337	1346	1356	1384	1423	1433	1443	1454	1464	1474	1484	1495	1505	1516	1559
Staff	150	151	153	154	155	155	158	161	162	162	163	164	165	166	167	167	168	172
Total	1441	1451	1481	1491	1501	1511	1542	1584	1595	1606	1617	1628	1639	1650	1661	1673	1684	1730

*Current student headcount during the peak time zone. See Existing Conditions Analysis

PROJECT MEMO



To: Joan Rumsey
From: Jason Isenberg and Todd Sawin
AHBL Office: Tacoma (253) 383-2422
Date: 12/17/2014
Project: CPTC Master Plan
AHBL No.: 210345.10
Subject: Existing Conditions Narrative

The CPTC Master Plan outlines two potential areas for future buildings and one area for the maintenance facilities area in the short term plan. In general sewer service to these would be provided by side sewer connections and sewer main extensions permitted by Pierce County Utilities. The water service to these sites would be provided by connection to the school's private on site water main. This water main is ultimately served and metered by Lakewood Water District. Gas service through the site is provided by PSE. Specifics regarding existing conditions and utilities for these potential sites are provided below:

- **Potential Center for Advanced Manufacturing Technologies Building Location:** This site is currently occupied by building 22. It is surrounded by asphalt parking lots on the north, east, and west sides of the site. Parking for the building could be provided/accessed by these existing lots. A paved access corridor exists on the south side of the site and could be used for fire access. The site is generally flat but due to the dock height of the existing building and expected structural fill beneath the building some earthwork would be anticipated to grade the site and avoid hauling off material. Below is a description of the anticipated utility connections for this project.
 - Water - Clover Park Technical College water main runs on the south side of the building, within the existing pedestrian mall. The location of the new domestic water and fire service to serve the building would be provided from this main. To provide fire hydrant coverage of the building a new water main loop around the building would likely be required.
 - Sewer - The existing sewer service for building 22 flows to the north and west to sewer mains located running out to Redwood Drive. Sewer service for the site would be provided from this main on the north side of the property.
 - Natural Gas - Gas for the site is located south of the building. A new gas service would be provided from this line and a new gas meter would also be required adjacent to the new building.
 - Stormwater – The soils in this area are generally outwash and suitable for infiltration. We would anticipate treating the stormwater runoff using bioretention areas adjacent to the parking and drive isles and infiltrating the water in underground trenches within the project area.
- **Potential Culinary Arts Building Location:** The site is located near building 37 at the northwest side of the campus. This area is currently developed with site improvements serving building 37 and as a result this project would likely require demolition of at least a portion of

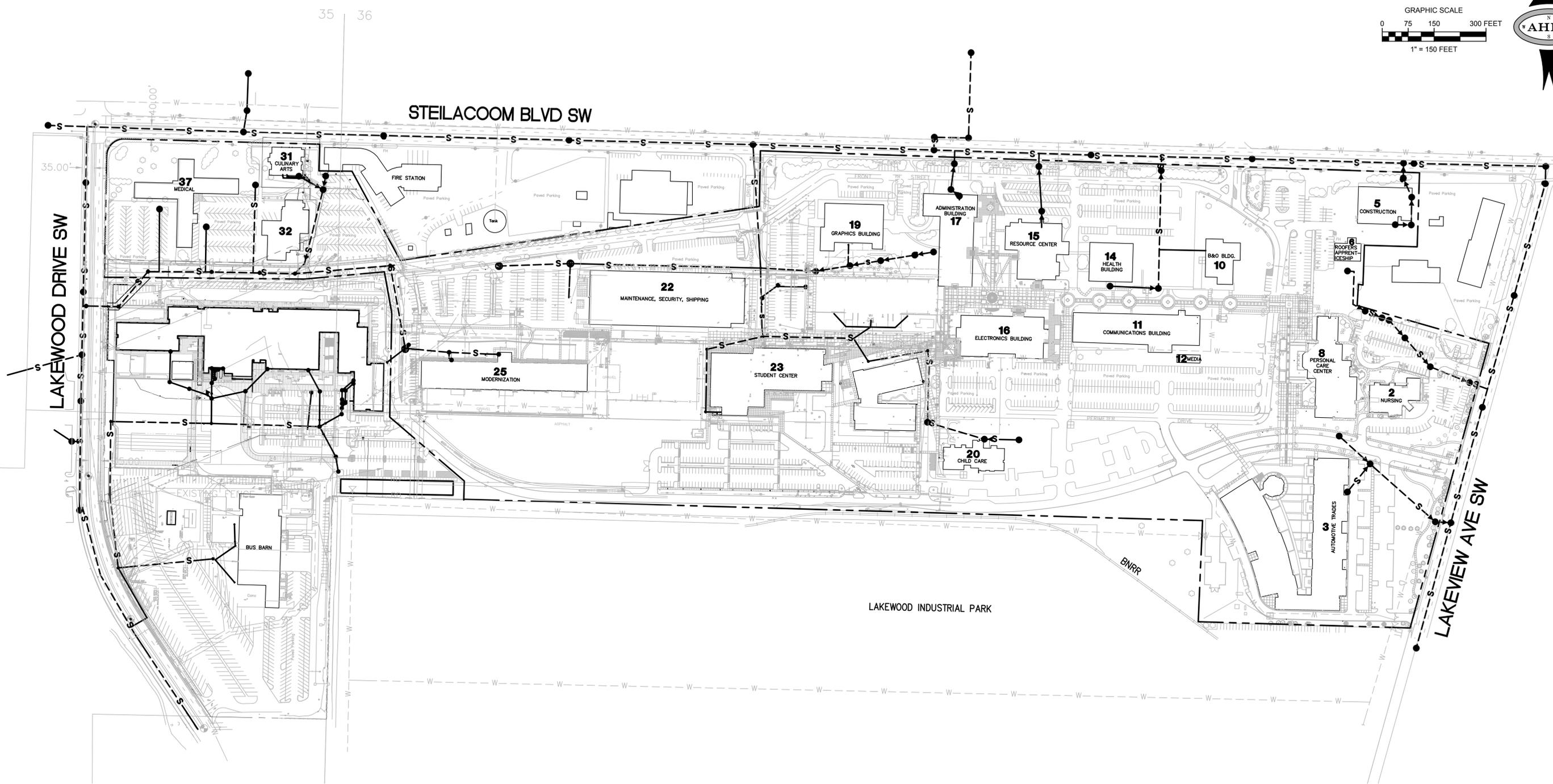
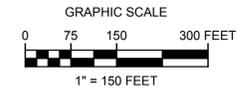


building 37. Access to this site and utilities are generally provided from Redwood Drive. Existing parking lots on the east side of building 37 could be reconstructed to serve the new building. The site is generally flat and minimal earthwork would be anticipated as part of this project. Below is a description of the anticipated utility connections for this project.

- Water - Clover Park Technical College water mains is provide fire coverage and existing domestic water from the on the east side of the building. Lakewood Water has existing water mains within Steilacoom Boulevard, Lakewood Drive, and Redwood Drive that provide the remaining hydrant coverage for the site. The location of the new domestic water and fire service to serve the building would likely come from Lakewood Water's system.
 - Sewer - The existing sewer service for building 37 flows to the south to a new sewer main located within Redwood Drive. Sewer service for the site would be provided from this main.
 - Natural Gas - Gas for the site is located adjacent to the Steilacoom Boulevard and Lakewood Drive Right of Ways and would provide service for the site. A new gas meter would also be required adjacent to the new building.
 - Stormwater – The soils in this area are generally outwash and suitable for infiltration. We would anticipate treating the stormwater runoff using bioretention areas adjacent to the parking and drive isles and infiltrating the water in underground trenches within the project area.
- **Potential Culinary Arts Building Alternate Location:** This site is currently gravel and used for storage of maintenance vehicles and equipment. The site is located between buildings 25 and 23 on the west and east sides of the site respectively. A paved access corridor exists on the north side of the site and can be used for fire access. Parking for the site could be accessed from Runway Road or the parking lot for building 23 on the south side of the site. Below is a description of the anticipated utility connections for this project.
 - Water - Clover Park Technical College water main runs on the north side of the site, within the existing pedestrian mall. The location of the new domestic water and fire service to serve the building would be provided from this main. To provide fire hydrant coverage of the building a new water main connecting to the hydrant loops for building 23 and 25 to the east and west would likely be required.
 - Sewer - The existing sewer service for building 22 flows to the north and west to sewer mains located running out to Redwood Drive. Sewer service for the site would be provided from this main on the north side of the property.
 - Natural Gas - Gas for the site is located north of the building. A new gas service would be provided from this line and a new gas meter would also be required adjacent to the new building.
 - Stormwater – The soils in this area are generally outwash and suitable for infiltration. We would anticipate treating the stormwater runoff using bioretention areas adjacent to the parking and drive isles and infiltrating the water in underground trenches within the project area.



- **Potential Facilities/Maintenance Location:** This site is currently gravel and old asphalt runway. The site is used for storage of maintenance trailers and equipment. It is bounded by building 25 to the north, Runway Rd. to the south and west and the parking lot for building 23 to the east. The site is currently accessed via Runway Rd on the west side and the building 23 parking lot on the east side. These existing access points could be maintained. Below is a description of the anticipated utility connections for this project.
 - Water - Clover Park Technical College water main runs on the north side of the building 25, within the existing pedestrian mall. To provide fire hydrant coverage and water service to the building a new water main connecting to the hydrant extensions for building 25 to the north would likely be required. The location of the new domestic water and fire service to serve the building would be provided from this new main.
 - Sewer - The existing sewer service for building 22 flows to the north and west to sewer mains located running out to Redwood Drive. Sewer service for the site would be provided from this main on the north side of the property.
 - Natural Gas - Gas for the site is located north of the building. A new gas service would be provided from this line and a new gas meter would also be required adjacent to the new building.
 - Stormwater – The soils in this area are generally outwash and suitable for infiltration. We would anticipate treating the stormwater runoff using bioretention areas adjacent to the parking and drive isles and infiltrating the water in underground trenches within the project area.

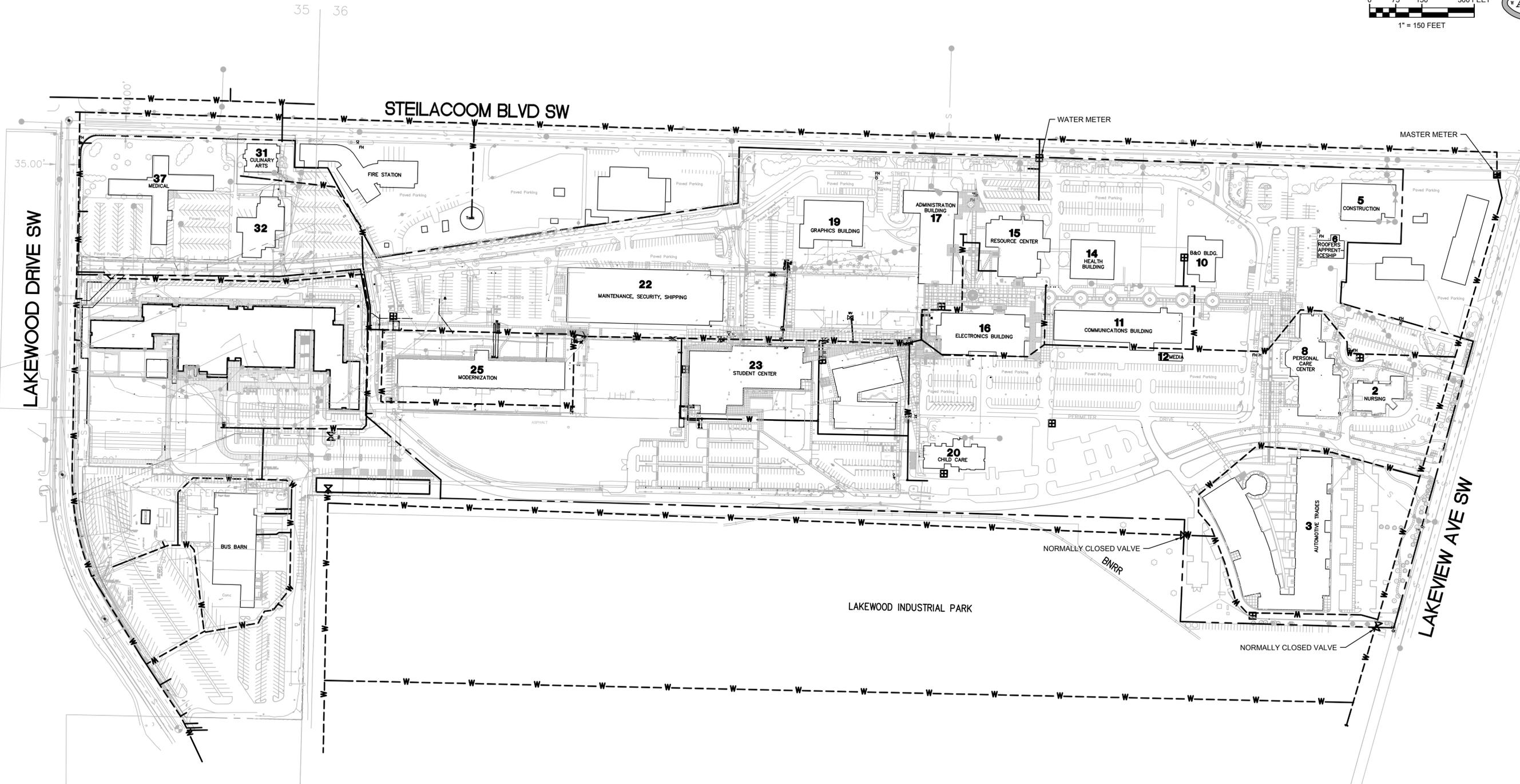
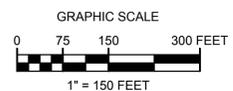


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- Civil Engineers
- Structural Engineers
- Landscape Architects
- Community Planners
- Land Surveyors
- Neighbors

**CLOVER PARK TECHNICAL COLLEGE
MASTER PLAN
EXISTING SEWER LAYOUT
12/18/2014**

EX-1

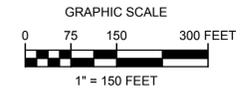


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**CLOVER PARK TECHNICAL COLLEGE
MASTER PLAN
EXISTING WATER LAYOUT
12/18/2014**

EX-2



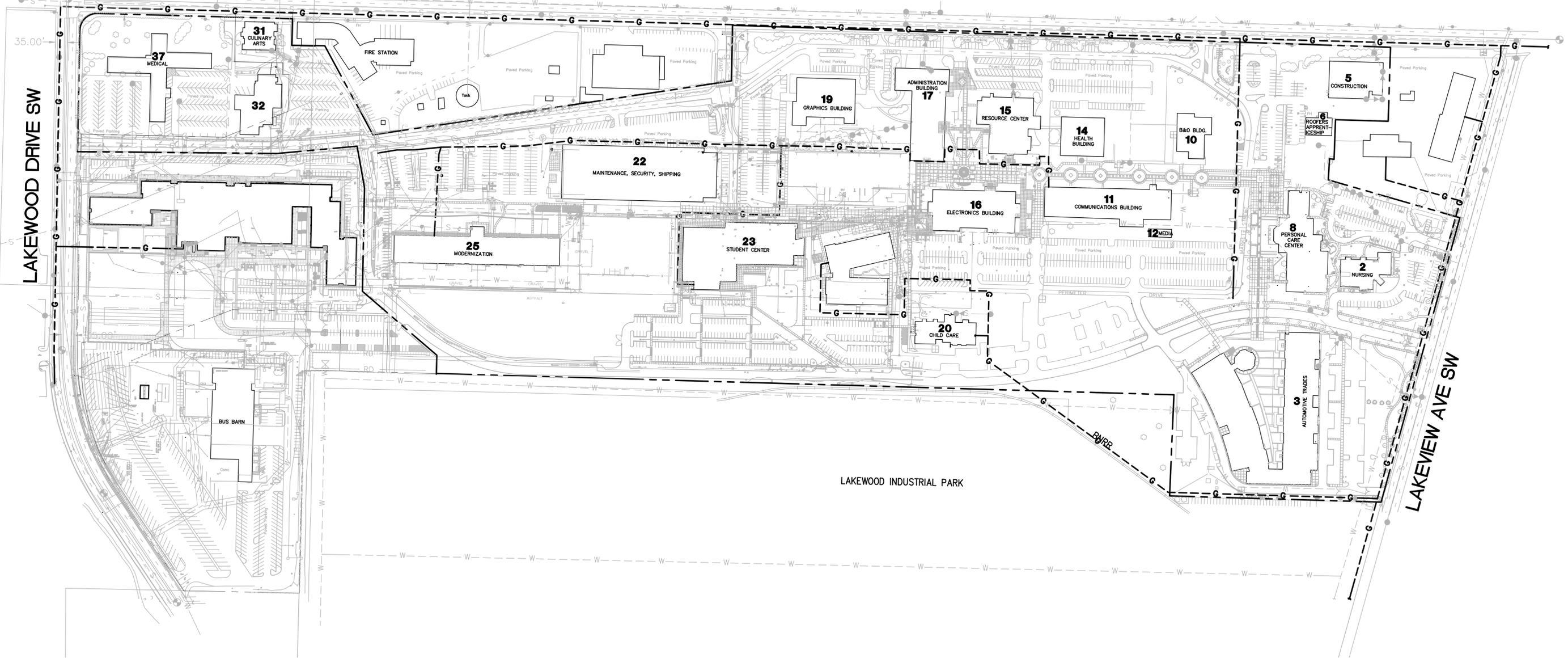
35 36

STEILACOOM BLVD SW

LAKWOOD DRIVE SW

LAKEVIEW AVE SW

LAKWOOD INDUSTRIAL PARK



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**CLOVER PARK TECHNICAL COLLEGE
MASTER PLAN
EXISTING GAS LAYOUT
12/18/2014**

EX-3

CLOVER PARK TECHNICAL COLLEGE

SITE POWER AND TELECOMMUNICATIONS SURVEY

**McGranahan Architects
And
BCE Engineers, INC**

**Clover Park Technical College
Lakewood, Washington**

BCE Project No. 213-123
30 October 2014

PROJECT MANUAL VOLUME 1 OF 1
Site Power and Telecommunications Survey



TABLE OF CONTENTS

- I. Report
 - Primary Power Vaults
 - Service Transformers
 - Main Distribution Boards
 - Telecommunications Vaults
 - Telecommunications Entrance Rooms
 - Recommendations
 - Future Expansion

- II. Appendix
 - i. Table 1
 - ii. Table 2
 - iii. Table 3
 - iv. Table 4
 - v. Table 5

Clover Park Technical College (CPTC) owns and operates the electrical site infrastructure on its Lakewood, WA campus. An investigation of the existing power manholes, telecommunications manholes, service transformers, Main Distribution Boards, and Telecommunications Entrance Rooms was performed in August of 2014. When examining a manhole, pictures of the general location and each wall of the manhole were taken. Notes and a butterfly sketch were also taken documenting the size and quantity of the conduits, general condition of the manhole, and the location of the manhole. Transformers were opened and photographed. The wire and conduit sizes and the nameplate ratings were noted. The main distribution board for each building was located and photographed while the wire and conduit sizes and the nameplate ratings were noted. The location of the main distribution frame for each building were noted and photographed. After the site had been investigated, updated site plans and butterfly diagrams were created. To the best of our knowledge, this is the first investigation that encompasses the entire electrical system from the utility connection point to each building Service. A similar investigation was performed on the primary power system approximately 14 years ago and was used as the starting point of this investigation. Since then, there have been significant modifications to the campus, including the addition of: the Transportation Trades, Childcare Center, Student Center, and Allied Health Buildings. Numerous renovations and additions to existing buildings have occurred as well. Much of the site electrical infrastructure has been modified to accommodate these upgrades.

The following report, tables and drawings provide information on the contents and condition of the equipment.

Primary Power Vaults

The Clover Park Technical College Primary Power system is distributed at 12,470 volts and supplied by Lakeview Light and Power. Utility power terminates on three air switches owned by CPTC and is distributed throughout the campus via five different feeders.

A total of 34 primary power vaults were surveyed, and a detailed list is given in Table 1 and shown on drawing E1.01 and E2.01- E2.06. Pictures of the vaults are included in the attached CD. The distribution system was found to be in good condition; however, the following deficiencies were noted:

- MH2A has standing water and has primary and secondary wire comingled in the vault
- MH3 has primary and secondary wire comingled in the vault
- MH12A has missing bolts in the hinges
- MH13 hinges are missing
- MH43 has standing water
- MH44 primary and secondary wire comingled in the vault

- MH57 hinges are not attached to manhole and has no handle, has primary and secondary wire comingled in the vault
- MH58 has a loose lid hinge
- MH17 and MH103B were concrete encased and unable to open

Service Transformers

A total of 23 Service Transformers were surveyed, and a detailed list is given in Table 2 and shown on drawing E1.01. There are a range of service transformer types, voltages, conditions and ages throughout the campus. They appear to be in good condition with the following exceptions:

- Transformer 10 did not have the required clearance from foliage
- Transformer 21 does not have a pad lock
- Transformer 23 does not have a pad lock

Main Distribution Boards

A total of 19 Main Distribution Boards were surveyed, and a detailed list is given in Table 3 and shown on drawing E1.01. There are a range of Main Distribution Board types, voltages, conditions and ages throughout the campus. They appear to be in good condition.

Telecommunications Vaults

The college maintains their own data and telephone network. With their conversion to an IP based telephone system, the extensive copper distribution throughout the campus is becoming obsolete. Most of the vaults contain both multi-pair copper (legacy phone lines) and fiber optic cables. The cables originate in Building 11 and are distributed throughout the campus.

A total of 32 vaults were surveyed, a detailed list is given in Table 4 and shown on 56drawing E1.02 and E3.01 – E3.06. They appear to be in good condition with the following exceptions:

- CMH4 has standing water
- CMH5 has a broken spring and bent hinge
- CMH7 has standing water
- CMH9 has standing water
- CMH11 has standing water
- CHM13 has bushes blocking the lid
- CHM15 has standing water

Telecommunications Entrance Rooms

A total of 19 Telecommunications Entrance Rooms were surveyed, a detailed list is given in Table 5 and shown on drawing E1.02. They appear to be in good condition.

Recommendations

The majority of the vaults on campus were in satisfactory condition. However, as mentioned before, some had deficiencies. The three major problems that were discovered were standing water, broken lids, and mixed voltages. Listed below are recommendations on how to fix the deficiencies of the vaults.

Standing Water:

Several manholes contained standing water. While exterior cables are rated for submersion, extended exposure to water will reduce the expected life. If the water table is simply elevated, then removing the standing water will be ineffective. If the water table is not elevated, then one solution would be to clean out the manhole drain to allow the water to filter out.

Broken Lids:

Several manholes had lid hinges that were broken or were missing parts. This could be dangerous, if a lid cover falls in on the manhole and hits the high voltage wire serious damage could occur to property or worse injury to a person. Replacing or repairing the hinges would be effective in most situations. If, however, the hinges are unreplaceable or other parts are missing from the lid then a new lid would be required.

Mixed Voltages:

Mixed voltages inside manholes without proper clearance and separation are a code violation, based on NEC 300. One solution to correct this problem would be to provide racks in the manhole to coil the wires to keep them from touching and a barrier to shield the different voltages from each other. If mixed voltages are inside the same conduit the solution to correct this problem would be to pull the lower voltage wire back to its origin and reroute the conduit and wire in the best possible route to the attended destination.

Future Expansion

As the CPTC campus continues to evolve and grow, the infrastructure needs to change and accommodate the growth. Based on the proposed locations of future buildings on the campus, recommendations on how to grow the power and telecommunications systems to accommodate the new buildings are provided below.

Culinary Arts and Sustainability Location 1 (Near current Building 37 location):

- In this area the nearest power manhole would be MH308.
- If Building 37 is demolished then MH308 and feeder 5 could be reused and feed a new or existing transformer to the new building.

- The telecommunication distribution in this area of campus is from overhead wires and could easily accommodate the new building.

Culinary Arts and Sustainability Location 2 (Between Buildings 23 and 25):

- MH18 and feeder 3 would be the nearest existing power
- A new transformer could be fed from this manhole or from Transformer 8.
- Another option could be to relocate Transformer 9 and have it feed the building.
- Telecomm can be brought to the building from CMH-24 in front of Building 25 to a new manhole then on to the new building. This could also serve the new Facility and Maintenance Building.
- Another option would be to extend from CMH-23. This manhole has plenty of spare conduit already. Provide a new manhole and both new buildings in this area could be served from its location.

Facility and Maintenance Building:

- The nearest power source is feeder 4 at MH2A
- Please see the previous paragraph for the two telecomm options for the Culinary Arts and Sustainability Location 2.

Advanced Manufacturing Technologies Building:

- The power for this building is existing.
- If the new Culinary Arts and Sustainability Building is going to be constructed in between Buildings 23 and 25, Transformer 9 will need to be relocated and be feed from the same location.
- Telecomm for this building is existing.
- The northwest end of the campus has overhead fiber coming from the northwest corner of the existing building. If the current building is remodeled, the way that telecomm is distributed to the northwest side of campus will need to discussed.
- Options are keep the overhead wires as is, making sure that the equipment is protected and undisturbed during construction. Or to run the fiber underground and provide new manholes to the northwest corner of the campus

MANHOLE ID	North Conduits	East Conduits	South Conduits	West Conduits	Notes
MH1*	(1) 4"	(1) 4" (2) 6"		(1) 4" (1) 6"	Vault Has 2 Lids - MH1/MH1A
MH2	(6) 4"	(6) 4"		(3) 4"	
MH2A*	(2) 4"	(2) 4"	(2) 4"		Water Needs Drained. Mixed Voltages
MH3*	(5) 4"		(1) 1.5" (7) 4"	(2) 4"	Two Section Vault. Mixed Voltage.
MH12		(3) 4"		(2) 1.5" (3) 4"	Corrugated Pipe Passing Thru Vault
MH12A*	(1) 4"	(3) 4"		(3) 4"	Lid Needs Replaced. 2 Sets HV Wires Abandoned
MH13	(2) 4"	(4) 4"		(4) 4"	Lid Needs Replaced. Bushes blocking Lid
MH14*	(2) 4"	(1) 4"	(2) 4"	(2) 4"	1 Set HV Wire Abandoned
MH14A	(2) 4"		(2) 4"	(2) 4"	
MH15*	(1) 4"	(2) 4"	(3) 4"		
MH16 Sec 1		(1) 2" (2) 4" (1) D.B.	(2) D.B.	(2) 4"	Direct Burial HV Wires. Butt Splice In Vault
MH16 Sec 2*		(2) 4"		(4) 4"	
MH17					Unable to Open
MH18*		(3) 4"	(1) 4"	(5) 4"	
MH19		(2) 4"		(1) 4"	
MH21*	(1) 4"	(1) 3" (4) 4"			
MH41*		(2) 4"		(4) 4"	
MH42*	(2) 4"	(4) 4"		(2) 4"	
MH43*		(5) 4"		(4) 4"	Water Needs Drained. 2 Sets HV Wires Abandoned
MH44*	(3) 4"		(2) 4"	(2) 4"	Mixed Voltage
MH45*				(2) 4"	(2) 4" Stubbed Thru Bottom
MH46*	(2) 4"	(2) 4"		(2) 4"	
MH57*		(3) 4"		(2) 3" (3) 4"	Lid Needs Replaced. HV Splices. Grounded.
MH58*	(2) 4"	(2) 4"	(7) 4"	(2) 4"	Lid Needs Replaced. 3 Sets HV Wires Abandoned
MH59	(5) 4"			(3) 4"	
MH101*	(1) 4"	(1) .75" (4) 4"	(2) 4"	(1) 4"	
MH102*		(3) 4"		(1) 4"	
MH103*		(1) 4"	(2) 4"	(3) 4"	2 Sets of HV Wires Abandoned in Vault
MH103A*		(1) 4"		(1) 4"	
MH103B					Unable To Open
MH104*	(2) 4"	(3) 4"		(2) 4"	2 Sets of HV Wires Abandoned in Vault
MH113*	(2) 4"	(1) 4"		(1) 1.25" (2) 4"	2 Sets of HV Wires Abandoned in Vault
MH131*	(4) 4"	(2) 4"	(2) 4"		2 Sets of HV Wires Abandoned in Vault
MH308*	(3) 4"		(1) 4"		
					* Vault has 3 Load Breaks Inside

Table 1: Primary power manholes and conduit counts

TRANSFORMER ID	KVA	SECONDARY VOLTAGE	WIRE SIZE/QUANTITY	CONDUIT	Notes
5	75	208/120V	(2) RUNS OF 750 KCMIL AL	N/A	PARKING LOT LIGHTS TAPPED OFF TO DISCONNECT
5A	225	208/120V	(6) RUNS OF 350 KCMIL	N/A	
6	75	208/120V	N/A	N/A	WIRES ABANDONED IN TRANS. VAULT
8	2000	480/277V	(8) RUNS OF 500 KCMIL	N/A	
9	225	208/120V	(3) 750 KCMIL AL	N/A	PRIMARY TAPPED FROM T8
10	750	208/120V	(7) RUNS OF 500 KCMIL AL	(7) 4" (1) 1-1/4"	TREE IMPEADS DOOR
11	500	208/120V	(4) RUNS OF 600 KCMIL AL	(4) 4"	1600A ALLEN BRADLEY CIRCUIT BREAKER INSIDE
13	750	480/277V	(3) RUNS OF 600 KCMIL Cu	(2) 4"	
14	300	208/120V	(4) RUNS OF 500 KCMIL Cu	(5) 3" (1) 1-1/4"	(1) SET OF ABANDONED WIRES
15	750	208/120V	(6) RUNS OF 400 KCMIL Cu	N/A	
16	750	208/120V	(6) RUNS OF 600 KCMIL AL	(6) 4"	
17	150	208/120V	(1) RUN		(1) SET HIGH VOLTAGE WIRES TO MH131
18	225	208/120V	(2) RUNS OF 400 KCMIL Cu	(1) 4"	
19	750	208/120V	(5) RUNS OF 600 KCMIL Cu	(5) 4"	WAS NOT LOCKED OR SCREWED
19A	150	208/120V	N/A	(2) 2-1/2" (1) 4"	APPEARS TO FEED TWO DIFFERENT LOCATIONS
20	300	208/120V	(3) RUNS	(3) 4"	UNABLE TO DETERMINE WIRE SIZE
21	75	208/120V	(2) RUNS 1/0 (1) RUN 2/0	(2) 1-1/2"	NEW LOCK NEEDED
22	750	480/277V	(2) RUNS OF 500 KCMIL AL	(3) 4"	
23	1500	480/277V	(5) RUNS OF 400 KCMIL CU	(5) 4"	NEEDS NEW PADLOCK
24	1500	480/277V	(4) RUNS OF 600 KCMIL Cu	N/A	(2) SPARE 4" CONDUITS
25	2000	480/277V	(8) RUNS OF 500 KCMIL AL	(6) 4"	
25A	150	208/120V	(1) RUN OF 3/0 Cu	(2) 2"	
AS4					FEEDER TO T 17 IN COMPARTMENT 1 & 2
LIGHTING	25	240/120	(1) RUN OF #8 Cu	(1) 1-1/2"	
					ALL TRANSFORMERS HAVE A PRIMARY VOLTAGE OF 12470/7200V

Table 2: Service transformers

BUILDING NUMBER	AMPS	PHASE/VOLTAGE	WIRE SIZE/QUANTITY	LOCATION	Notes
2		3Ø 208/120V	3/0 AL & 3/0 Cu	N. EXTERIOR WALL	CT CAN W/ CB ENCLOSURES ON EXTERIOR WALL
3	2500 MCB	3Ø 480/277V	(8) RUNS OF 500 KCMIL AL	RM 503	(1) SPARE WIRE
5	600 MCB	3Ø 208/120V	(2) RUNS 400 KCMIL	SE CORNER OF BLDG	
8	2000 MCB	3Ø 208/120V	(5) RUNS OF 6/500 KCMIL AL	RM 206	COULD NOT DETERMINE WIRE SIZE, 500 OR 600
10	800 MCB	3Ø 208/120V	(2) RUNS OF 500 KCMIL Cu	RM NEXT TO ELEV.	
11	2000 MCB	3Ø 208/120V	(6) RUNS OF 400 KCMIL Cu	RM 134	
14	1600 MCB	3Ø 208/120V	(5) RUNS OF 600 KCMIL AL	NEXT TO RM 107	
15	1200 MCB	3Ø 480/277V		RM 103	
16	2000 MCB	3Ø 480/277V	(6) RUNS	MECH	COULD NOT DETERMINE WIRE SIZE
17	1500 MCB	3Ø 208/120V			MDB LOCATED IN MECH ROOM UNDER BREEZEWAY
19	2000 MCB	3Ø 208/120V	(7) RUNS OF 500 KCMIL AL	RM 123	
20	800 MCB	3Ø 208/120V	3 RUNS	ELEC	
21	1600 MCB	3Ø 480/277V	(4) RUNS OF 600 KCMIL AL	S. EXTERIOR WALL	
22	1200 MCB	3Ø 208/120V	(3) RUNS OF 750 KCMIL AL	EXTERIOR S. WALL	LOCATED IN OLD FREEZER
23	1600 MLO	3Ø 480/277V	(5) RUNS OF 400 KCMIL CU	RM 310	
25	3000 MCB	3Ø 480/277V	(8) RUNS OF 500 KCMIL CU	ELEC	SPLIT BUS SYSTEM
31	1200 MCB	3Ø 208/120V	(2) RUNS OF 750 KCMIL AL	KITCHEN	
32	800 MCB	3Ø 208/120V		SE CORNER OF BLDG	COULD NOT DETERMINE WIRE SIZE
37	1200 MLO	3Ø 208/120V	(6) RUNS OF 350 KCMIL CU	RM 26	LOCATED UNDER RAMP

Table 3: Main distribution boards

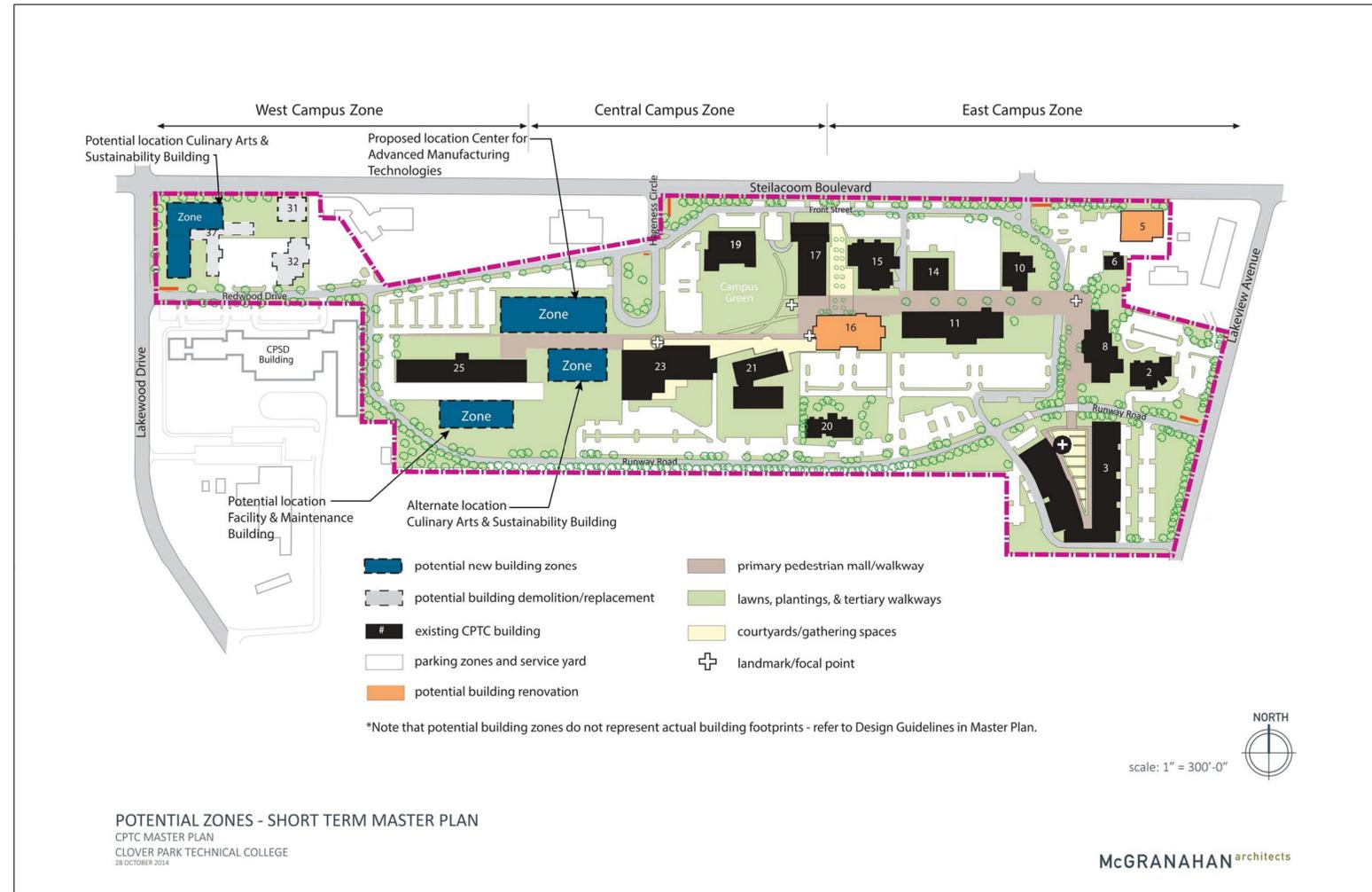
MANHOLE ID	North Conduits	East Conduits	South Conduits	West Conduits	Notes
CMH1			(2) 4"	(2) 4"	
CMH2			(1) 4"	(1) 4"	
CMH3*	(2) 4" (3) D.B.			(1) 4" (1) D.B.	
CMH3A*	(1) 4"	(1) 4" (3) 2"		(1) 2"	
CMH4		(2) 2" (4) 4"		(4) 4"	Water Needs Drained
CMH5		(2) 4"		(4) 4"	Lid Needs Replaced
CMH6*		(6) 4"	(8) 4"	(4) 4"	
CMH7	(1) 4"	(1) 4"			Water Needs Drained
CMH8	(4) 4"	(6) 4"		(6) 4"	
CMH9	(2) 4"	(4) 4"		(4) 4"	Water Needs Drained
CMH10		(4) 4"	(2) 4"		
CMH11		(4) 4"	(4) 4"		Water Needs Drained
CMH12	(5) 4"		(7) 4"		Fiber Spliced in Vault
CMH13		(4) 4"		(4) 4"	Bushes Blocking Vault Lid
CMH14	(2) 4"			(2) 4"	
CMH15		(6) 4"		(6) 4"	Water Needs Drained
CMH16	(6) 4"	(3) 4"		(6) 4"	Lid Blocked by Cable Coming Out of Vault
CMH17		(4) 4"	(4) 4"	(4) 4"	
CMH18		(4) 4"		(8) 4"	
CMH19	(4) 4"		(4) 4"	(1) 4"	
CMH20	(8) 4"	(6) 4"		(6) 4"	
CMH21	(8) 4"	(6) 4"		(6) 4"	
CMH22			(4) 4"	(4) 4"	
CMH23		(6) 4"		(6) 4"	
CMH24					(5) 4" Conduits Stubbed Thru Bottom of Vault
CMH25*		(1) 4"			
CMH26	(2) 4"	(2) 4"	(2) 4"	(2) 4"	
TEL2	(2) 1.5" (1) 4" (1) D.B.	(1) 1" (1) 1.5" (1) 4"		(1) 1.5" (1) 4"	
TEL10					(18) 2" Stubbed out bottom
TEL14*					(8) 2" (1) 4" Stubbed out bottom
TEL17	(1) 4"	(2) 4"	(1) 4"		
TEL20	(4) 4"		(4) 4"	(1) 1"	
TEL21	(4) 4"			(2) 4"	
					* Splice Drum Inside Vault

Table 4: Telecommunications vaults and conduit counts

BUILDING NUMBER	LOCATION	Notes
2	RESTROOM	LOCATED IN CLOSET IN EMPLOYEE ONLY RESTROOM
3	RM 502	
5	SW CORNER OF BLDG	FIBER RACK IN CLASS ROOM
8	RM 206	
10	RM NEXT TO ELEV.	
11	RM 126	All Phone
14	NEXT TO RM 107	
15	LAN ROOM	
16	2ND FLOOR SW	
17	RM 111	
19	RM 126	
20		LOCATED NEXT TO OFFICE
21	RM 118	
22		FIBER GOES AERIAL ON EXTERIOR NW CORNER
23		LOCATED ACROSS FROM NORTH RESTROOMS
25	RM. 203	
31	ACROSS CUSTODIAL	FED OVERHEAD FROM BLDG. 22
32	NW CORNER OF BLDG	FED OVERHEAD FROM BLDG. 37
37	RM 28	3 ROOMS OF PATCH PANELS ON E SIDE OF BLDG

Table 5: Telecommunications entrance rooms

CLOVER PARK TECHNICAL COLLEGE MASTER UTILITY PALN



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- G0.01 COVER SHEET
- E1.01 PRIMARY POWER SITE PLAN
- E1.02 TELECOMMUNICATIONS SITE PLAN
- E2.01 POWER BUTTERFLY DIAGRAMS
- E2.02 POWER BUTTERFLY DIAGRAMS
- E2.03 POWER BUTTERFLY DIAGRAMS
- E2.04 POWER BUTTERFLY DIAGRAMS
- E2.05 POWER BUTTERFLY DIAGRAMS
- E2.06 POWER BUTTERFLY DIAGRAMS
- E3.01 TELECOMMUNICATIONS BUTTERFLY DIAGRAMS
- E3.02 TELECOMMUNICATIONS BUTTERFLY DIAGRAMS
- E3.03 TELECOMMUNICATIONS BUTTERFLY DIAGRAMS
- E3.04 TELECOMMUNICATIONS BUTTERFLY DIAGRAMS
- E3.05 TELECOMMUNICATIONS BUTTERFLY DIAGRAMS
- E3.06 TELECOMMUNICATIONS BUTTERFLY DIAGRAMS

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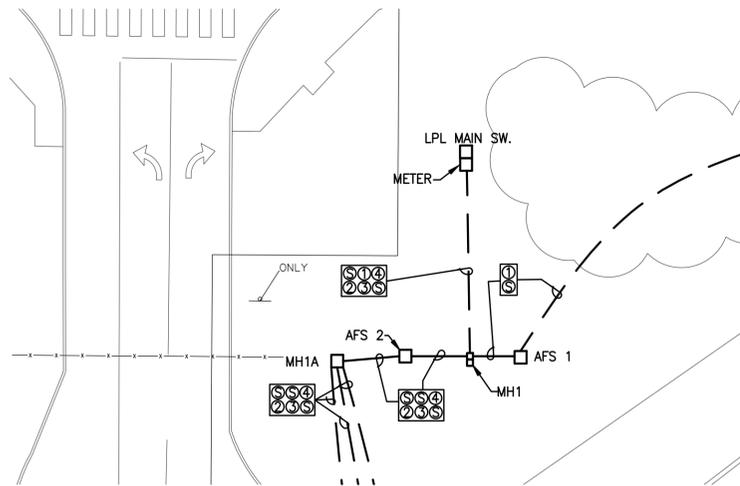
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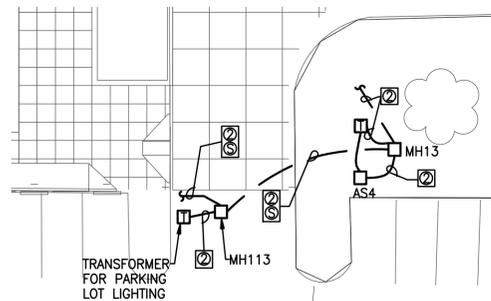
COVER SHEET

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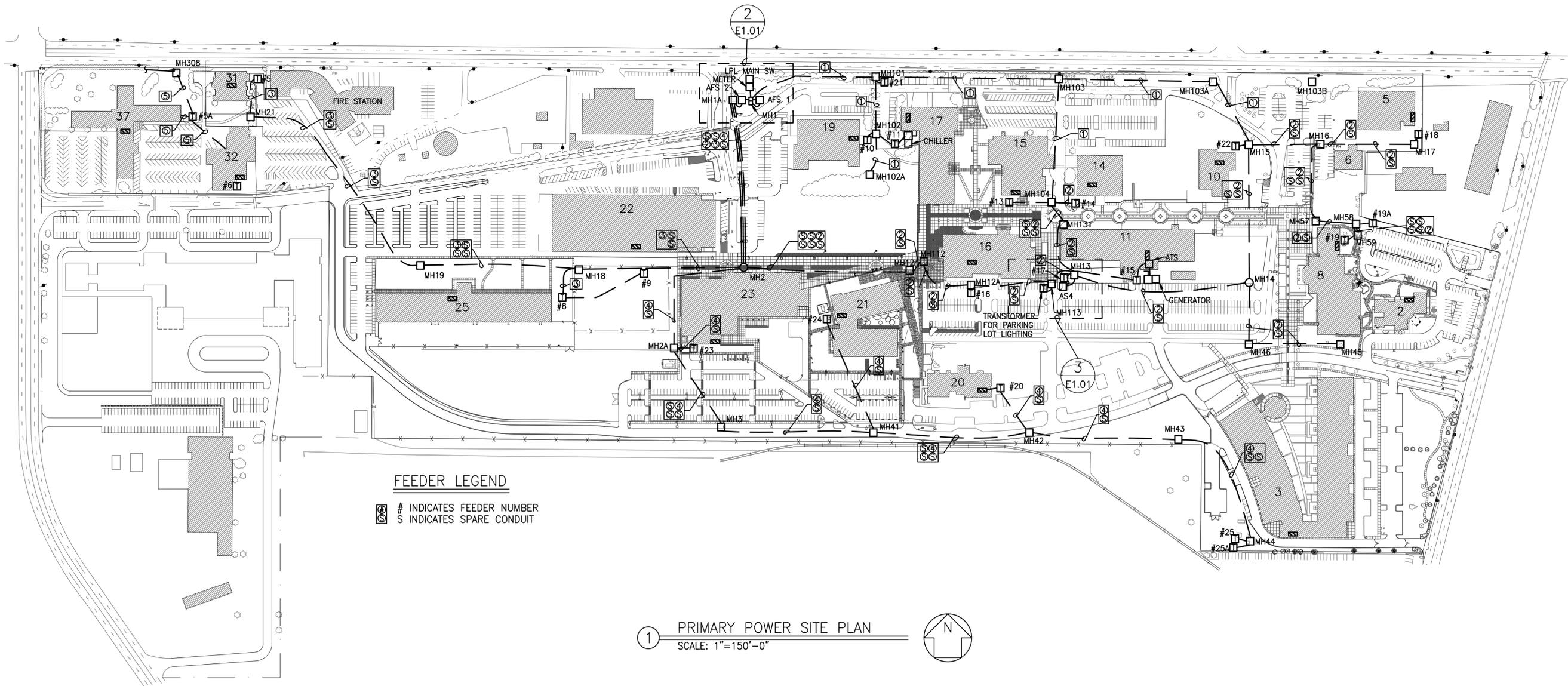
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2 ENLARGED MAIN ENTRANCE SITE POWER PLAN
SCALE: 1"=20'-0"



3 ENLARGED BLDG 11 SITE POWER PLAN
SCALE: 1"=20'-0"



FEEDER LEGEND

INDICATES FEEDER NUMBER
S INDICATES SPARE CONDUIT

1 PRIMARY POWER SITE PLAN
SCALE: 1"=150'-0"



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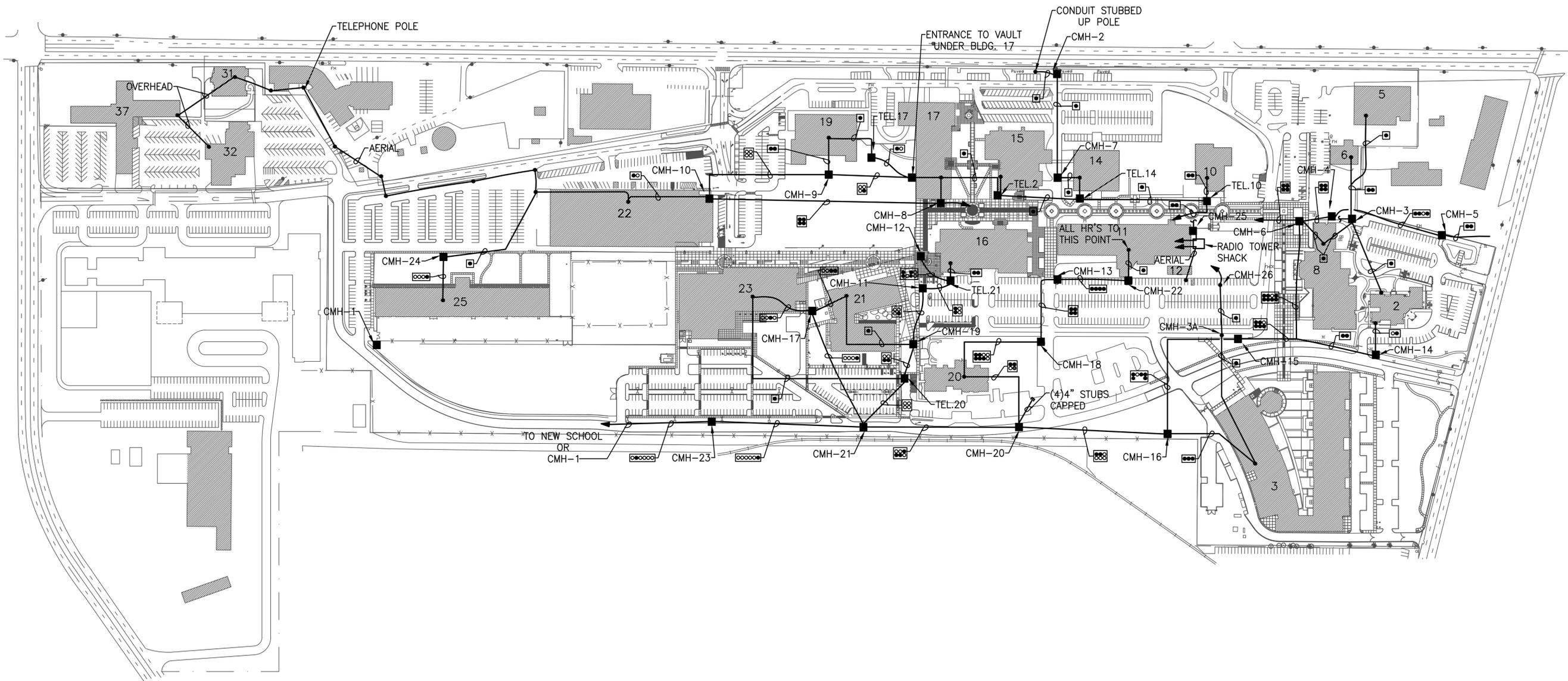
PRIMARY POWER
SITE PLAN

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1 SYSTEM SITE PLAN
SCALE: 1"=150'-0"



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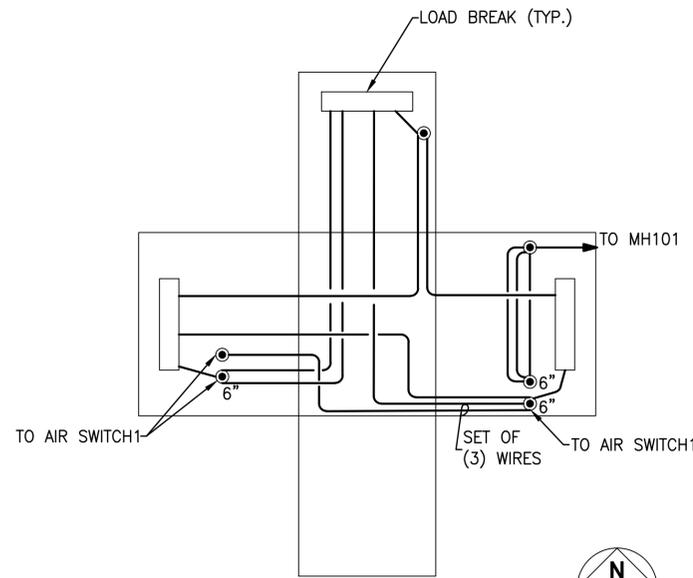
TELECOMMUNICATIONS
SITE PLAN

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NOTES: VAULT HAS 2 LIDS

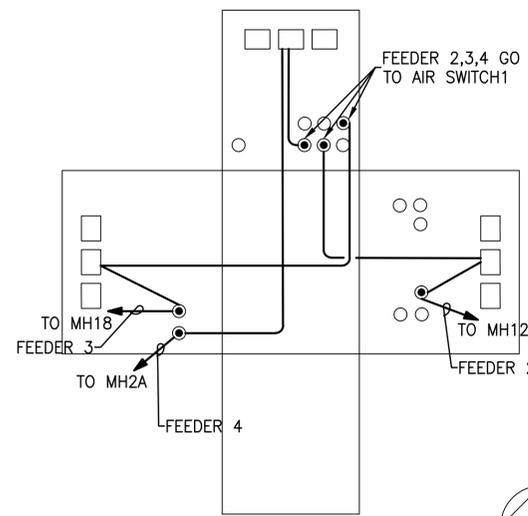


LOCATION: MAIN PARKING ENTRANCE

NEAR OR BETWEEN BLDGs: 19

MH# MH1 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: MANHOLE INSIDE ANOTHER MANHOLE

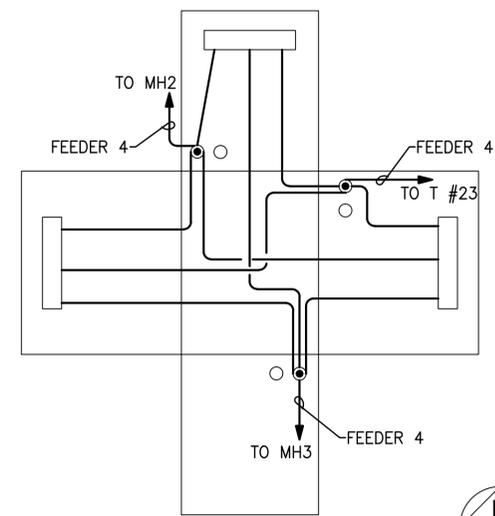


LOCATION: NORTH SIDE OF BUILDING 23

NEAR OR BETWEEN BLDGs: 23

MH# MH2 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: WATER NEEDS TO BE DRAINED. MIXED VOLTAGES

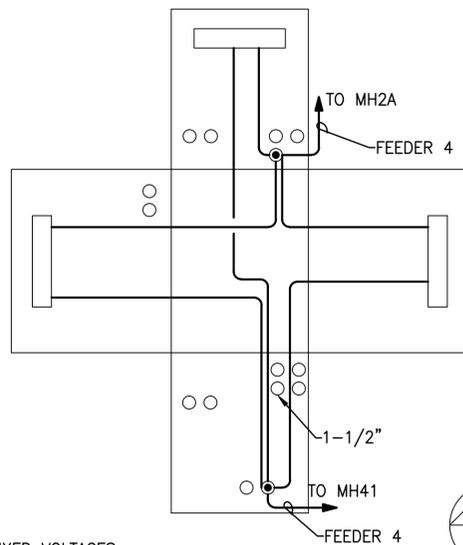


LOCATION: SOUTHWEST SIDE OF BLDG 23

NEAR OR BETWEEN BLDGs: 23

MH# MH2A BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: MIXED VOLTAGES

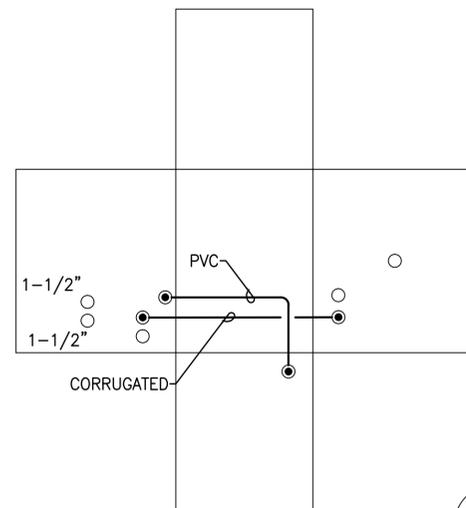


LOCATION: CORNER OF PORTER AVE AND PERRY ROAD

NEAR OR BETWEEN BLDGs: NORTH SIDE OF PORTER AVE.

MH# MH3 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: CORRUGATED PIPE PASSING THROUGH VAULT

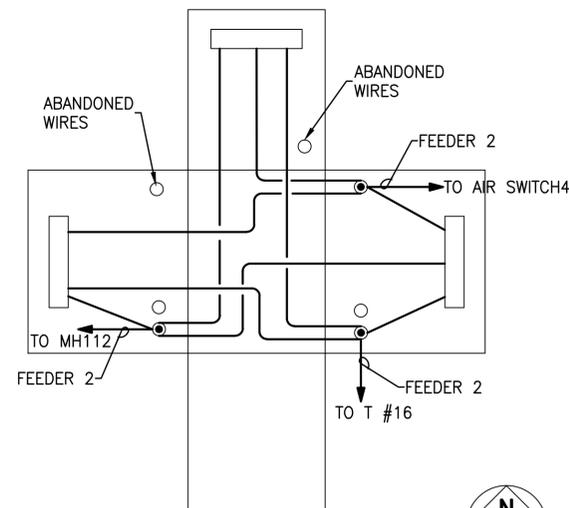


LOCATION: NORTHEAST SIDE OF BLDG 21

NEAR OR BETWEEN BLDGs: 21

MH# MH12 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: LID NEEDS TO BE REPLACED



LOCATION: SOUTH SIDE OF BLDG 16

NEAR OR BETWEEN BLDGs: 16

MH# MH12A BUTTERFLY DIAGRAM

SCALE: N.T.S.

GENERAL NOTES

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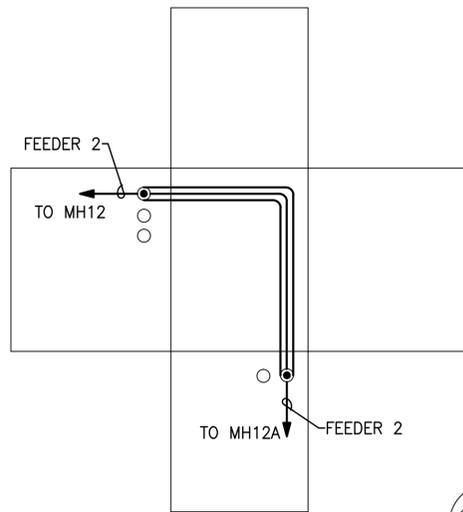
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POWER BUTTERFLY
 DIAGRAMS

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NOTES: NO HIGH VOLTAGE WIRES

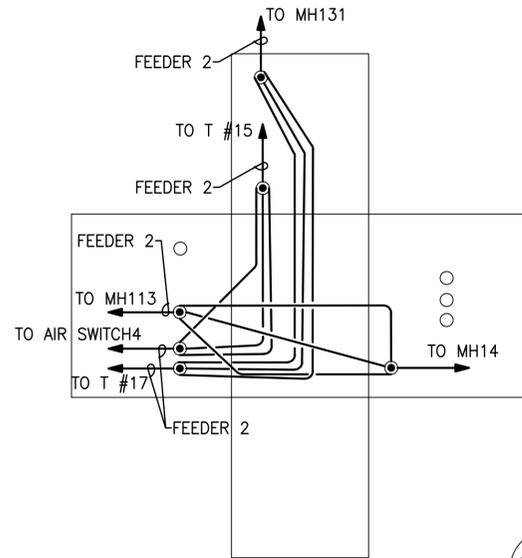


LOCATION: SAME AS MH14

NEAR OR BETWEEN BLDGs: SAME AS MH14

MH# MH112 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: LID NEEDS TO BE REPLACED. BUSHES BLOCKING LID. (2) PIPES RUNNING THROUGH

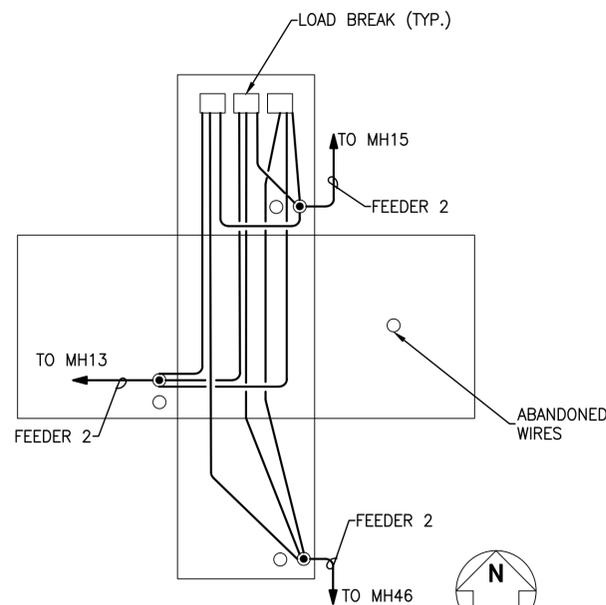


LOCATION: SOUTHWEST OF BLDG 11

NEAR OR BETWEEN BLDGs: 16 AND 11

MH# MH13 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: (1) SET OF ABANDONED HIGH VOLTAGE WIRE

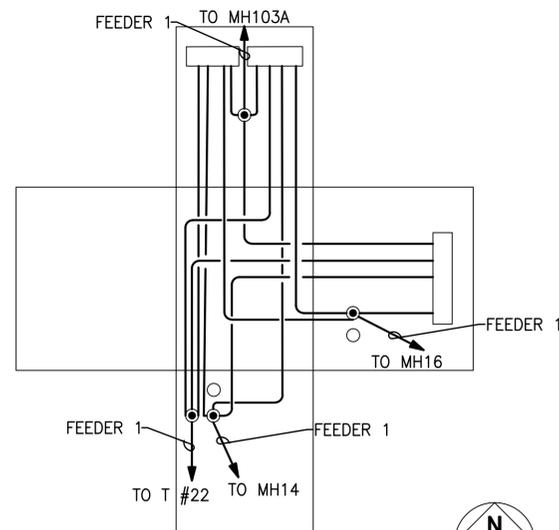


LOCATION: PARKING LOT EAST OF BLDG 11

NEAR OR BETWEEN BLDGs: BETWEEN 11 AND 8

MH# MH14 BUTTERFLY DIAGRAM

SCALE: N.T.S.

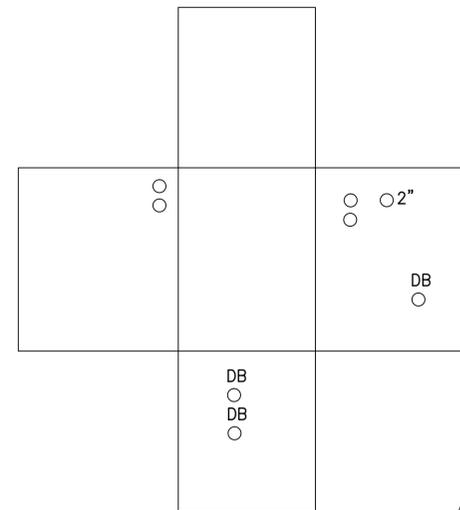


LOCATION: CORNER OF PORTER AVE AND PERRY ROAD

NEAR OR BETWEEN BLDGs: NORTH SIDE OF PORTER AVE.

MH# MH15 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: DIRECT BURIAL WIRES. NO HIGH VOLTAGE WIRES. BUTT SPLICE IN VAULT.



LOCATION: PARKING LOT NEAR BLDG 6

NEAR OR BETWEEN BLDGs: 6

MH# MH16 SEC1 BUTTERFLY DIAGRAM

SCALE: N.T.S.

GENERAL NOTES

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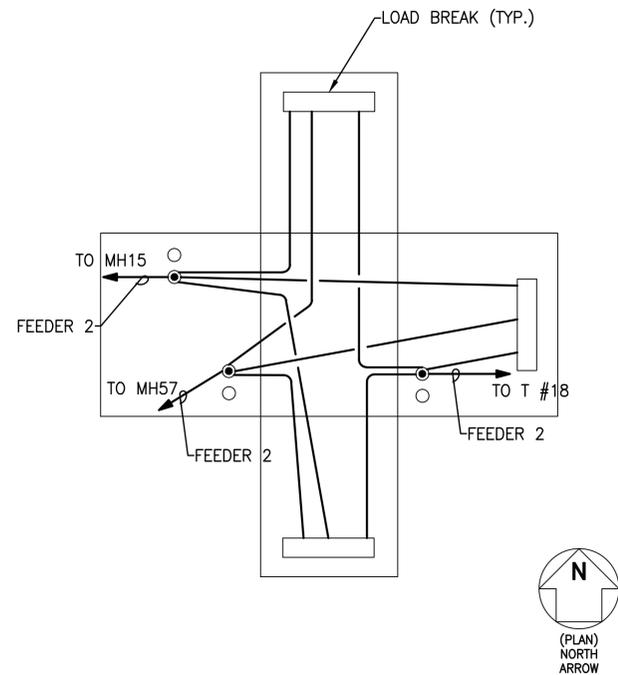
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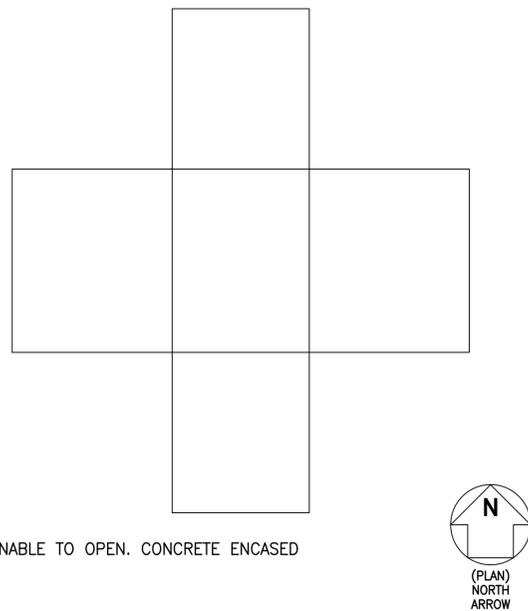
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LOCATION: SAME AS MH16 SEC1
 NEAR OR BETWEEN BLDGs: SAME AS MH16 SEC1

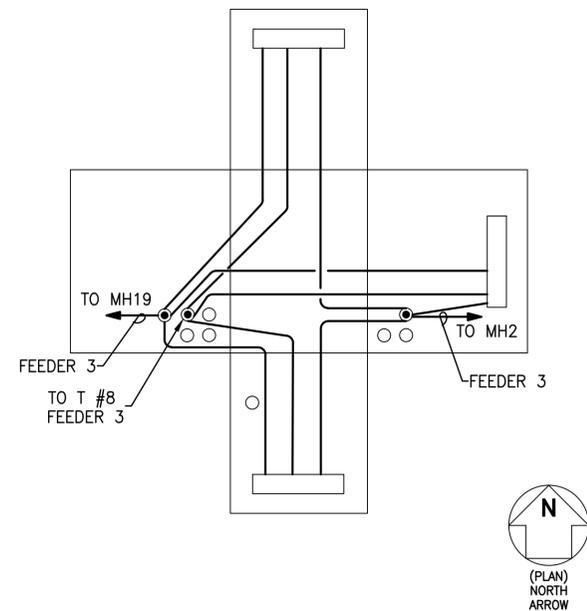
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 SCALE: N.T.S.



NOTES: UNABLE TO OPEN. CONCRETE ENCASED

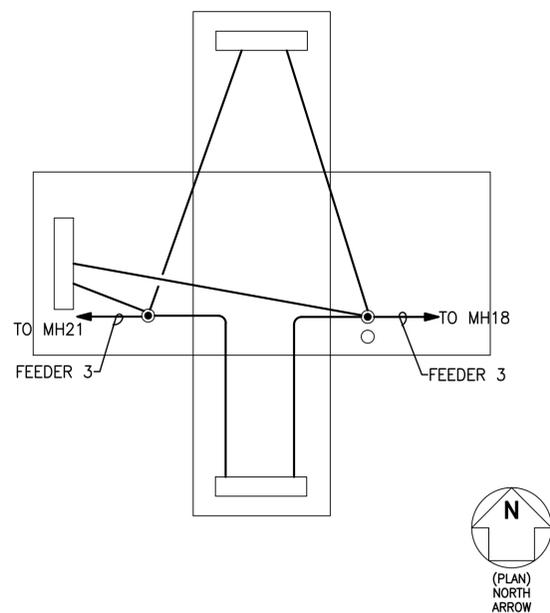
LOCATION: SOUTHEAST SIDE OF BUILDING 5
 NEAR OR BETWEEN BLDGs: 5

MH# MH17 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



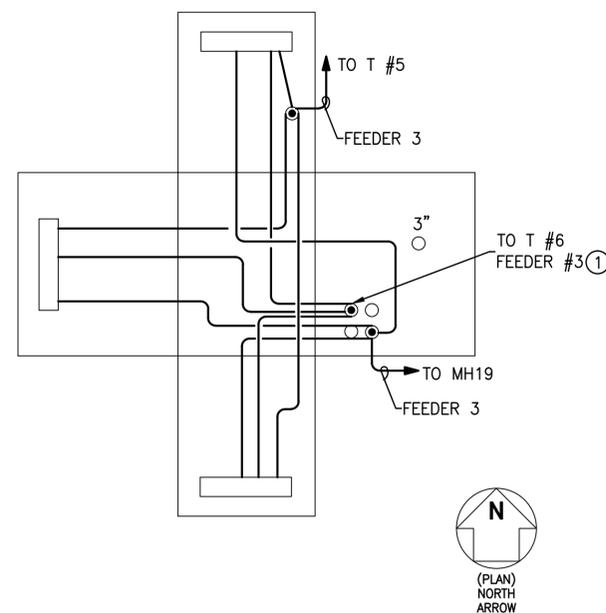
LOCATION: SOUTHWEST SIDE OF BLDG 22
 NEAR OR BETWEEN BLDGs: 22 AND 25

MH# MH18 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



LOCATION: NORTH SIDE OF BLDG 25
 NEAR OR BETWEEN BLDGs: 25

MH# MH19 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



LOCATION: BETWEEN BLDG 31 AND 32
 NEAR OR BETWEEN BLDGs: 32

MH# MH21 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

GENERAL NOTES

- 1. CONDUITS ARE 4", UNLESS NOTED OTHERWISE.

CONSTRUCTION NOTES

- ① WIRES ARE ABANDONED IN TRANSFORMER #6 VAULT.

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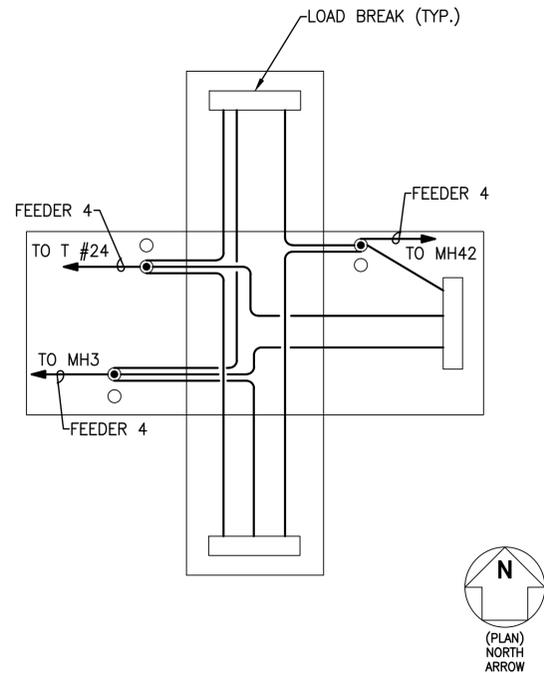
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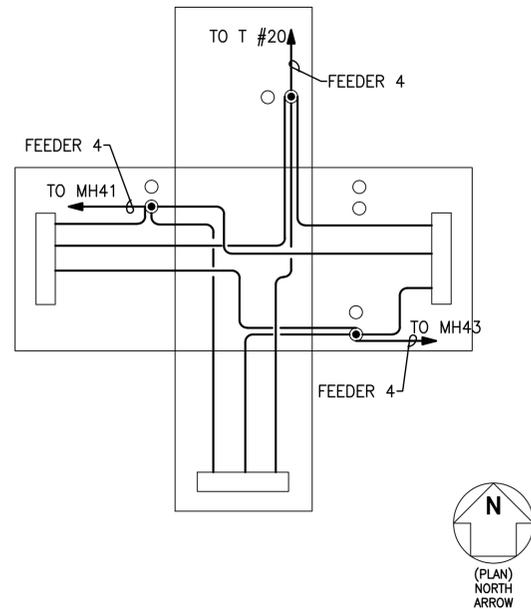
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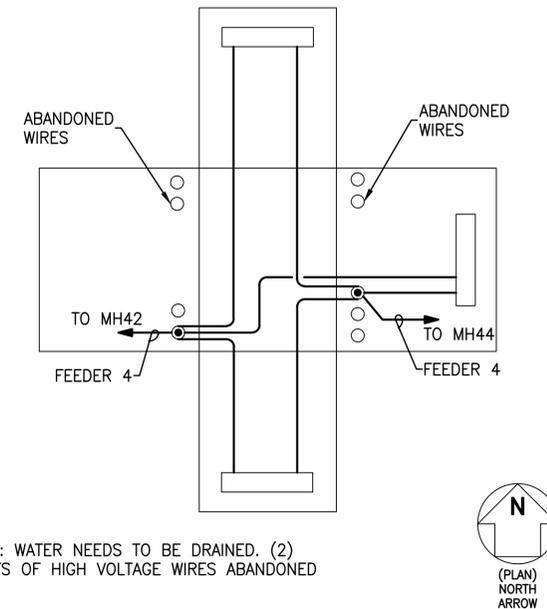
LOCATION: PERIMETER DRIVE
NEAR OR BETWEEN BLDGs: 21

MH# MH41 BUTTERFLY DIAGRAM
SCALE: N.T.S.



LOCATION: PERIMETER DRIVE
NEAR OR BETWEEN BLDGs: 20

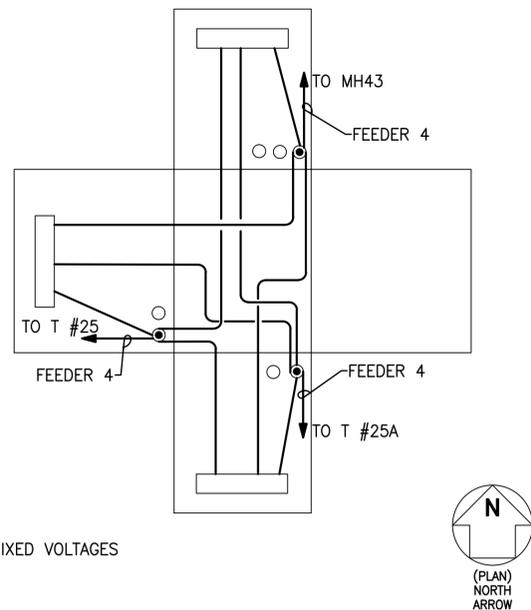
MH# MH42 BUTTERFLY DIAGRAM
SCALE: N.T.S.



NOTES: WATER NEEDS TO BE DRAINED. (2)
SETS OF HIGH VOLTAGE WIRES ABANDONED

LOCATION: GRASS AREA NEAR PERIMETER DRIVE
NEAR OR BETWEEN BLDGs: 3

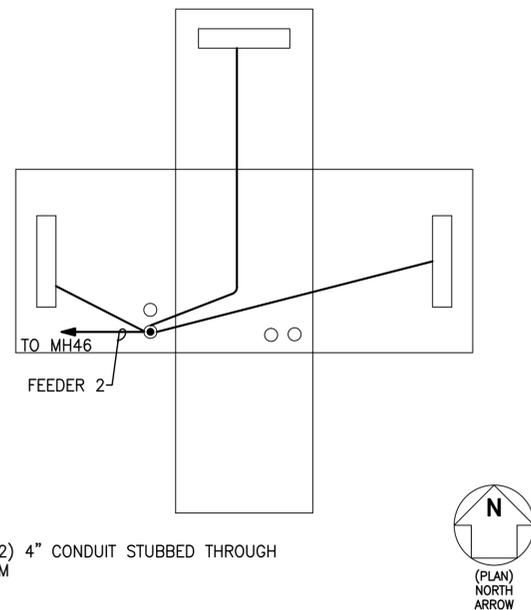
MH# MH43 BUTTERFLY DIAGRAM
SCALE: N.T.S.



NOTES: MIXED VOLTAGES

LOCATION: SOUTHWEST CORNER OF BLDG 3
NEAR OR BETWEEN BLDGs: 3

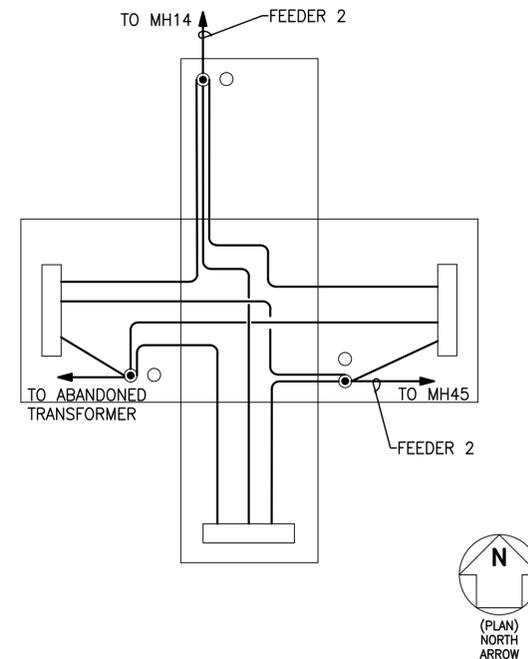
MH# MH44 BUTTERFLY DIAGRAM
SCALE: N.T.S.



NOTES: (2) 4" CONDUIT STUBBED THROUGH
BOTTOM

LOCATION: SOUTH SIDE OF BLDG 8 NEAR ROAD
NEAR OR BETWEEN BLDGs: 8

MH# MH45 BUTTERFLY DIAGRAM
SCALE: N.T.S.



LOCATION: NORTH OF BUILDING 3 ACROSS ROAD
NEAR OR BETWEEN BLDGs: 3

MH# MH46 BUTTERFLY DIAGRAM
SCALE: N.T.S.

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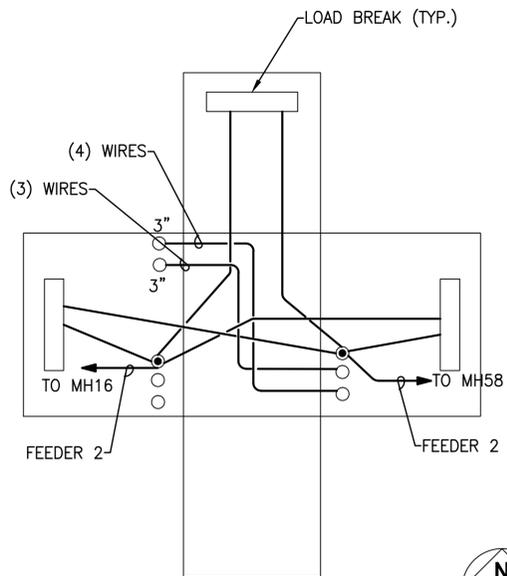
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CLOVER PARK
TECHNICAL COLLEGE
LAKEWOOD, WA

POWER BUTTERFLY
DIAGRAMS

DRAWN BY:	SW
CHECKED BY:	BH
REVISIONS:	

DRAWING No.
E2.04
DATE: 10/30/14
FINAL SUBMITTAL
PROJECT No. 213-123



NOTES: LID NEEDS TO BE REPLACED. HIGH VOLTAGE SPLICES. GROUNDED

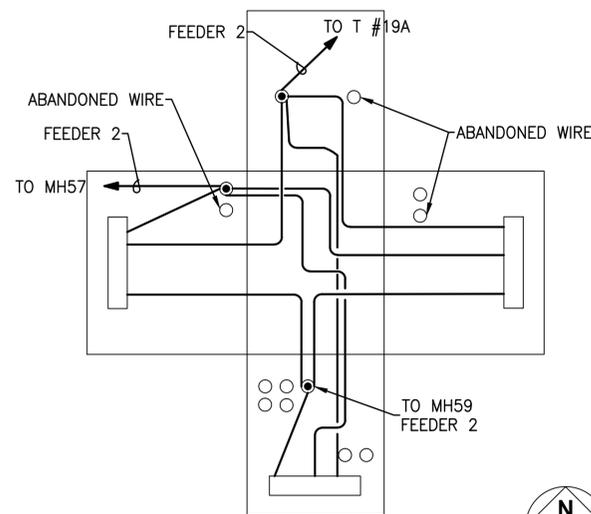


LOCATION: NORTHWEST CORNER OF BLDG 8

NEAR OR BETWEEN BLDGs: 8

MH# MH57 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: LID NEEDS TO BE REPLACED. (3) SETS OF HIGH VOLTAGE WIRES ARE ABANDONED

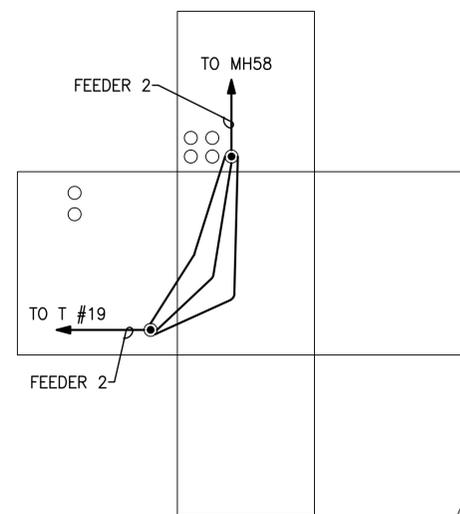


LOCATION: NORTHEAST CORNER OF BLDG 8

NEAR OR BETWEEN BLDGs: 8

MH# MH58 BUTTERFLY DIAGRAM

SCALE: N.T.S.

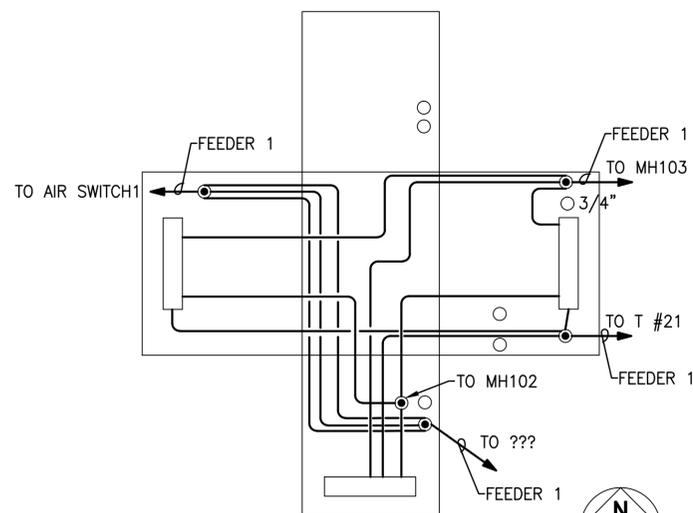


LOCATION: NORTHEAST CORNER OF BLDG 8

NEAR OR BETWEEN BLDGs: 8

MH# MH59 BUTTERFLY DIAGRAM

SCALE: N.T.S.

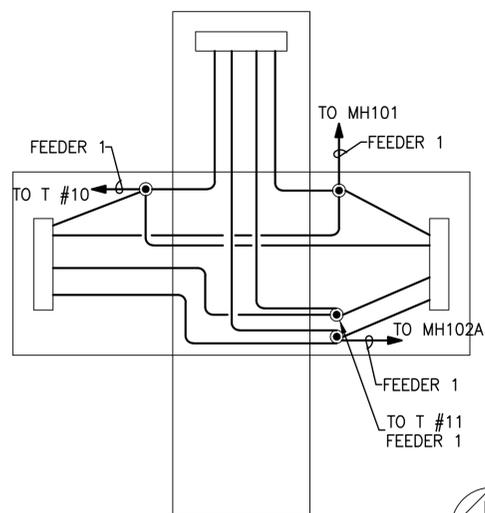


LOCATION: NORTH PART OF CAMPUS NEAR STEILACOOM BLVD

NEAR OR BETWEEN BLDGs: 19 AND 17

MH# MH101 BUTTERFLY DIAGRAM

SCALE: N.T.S.

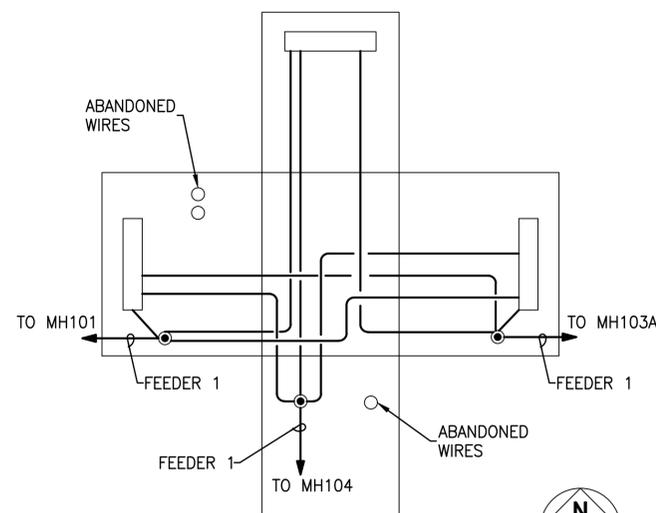


LOCATION: IN PLANTER NEAR BLDG 19

NEAR OR BETWEEN BLDGs: 19 AND 17

MH# MH102 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES: (2) SETS OF ABANDONED HIGH VOLTAGE WIRES IN VAULT

LOCATION: NORTH PART OF CAMPUS NEAR STEILACOOM BLVD

NEAR OR BETWEEN BLDGs: 14 AND 15

MH# MH103 BUTTERFLY DIAGRAM

SCALE: N.T.S.

GENERAL NOTES

1. CONDUITS ARE 4", UNLESS NOTED OTHERWISE.

BCE

bce engineers, inc.
p: (253) 922-0446
f: (253) 922-0896

6021 12th street east, suite 200, fife, wa 98424

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LAKEWOOD, WA

POWER BUTTERFLY
DIAGRAMS

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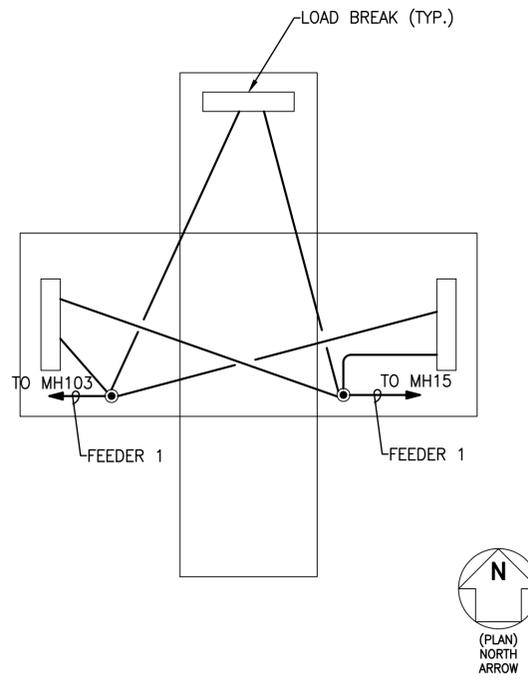
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POWER BUTTERFLY
 DIAGRAMS

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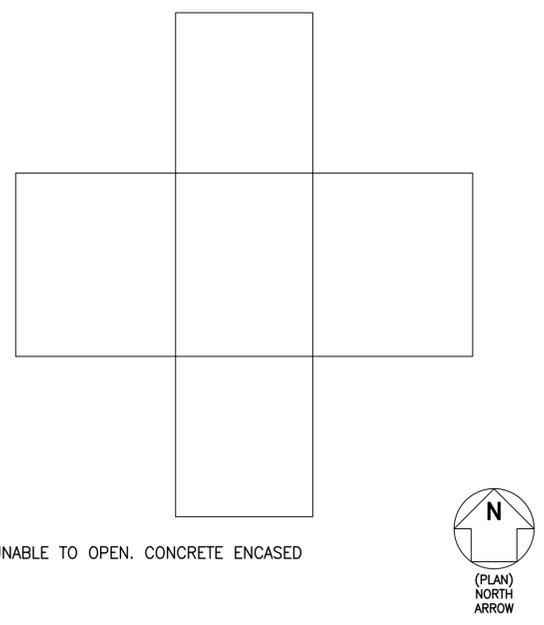
DRAWING No.
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 DATE: 10/30/14
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GENERAL NOTES
 1. CONDUITS ARE 4", UNLESS NOTED OTHERWISE.



LOCATION: NORTH PART OF CAMPUS NEAR STEILACOOM BLVD
 NEAR OR BETWEEN BLDGs: 10

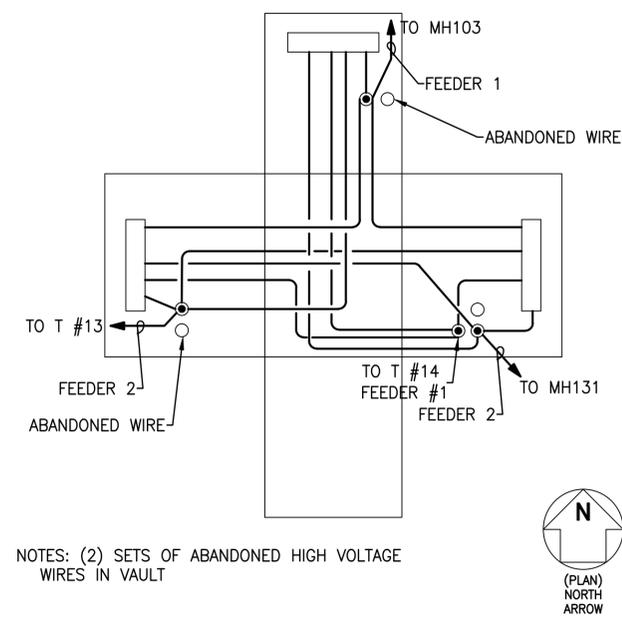
MH# MH103A BUTTERFLY DIAGRAM
 SCALE: N.T.S.



NOTES: UNABLE TO OPEN. CONCRETE ENCASED

LOCATION: NORTH PART OF CAMPUS NEAR STEILACOOM BLVD
 NEAR OR BETWEEN BLDGs: 5

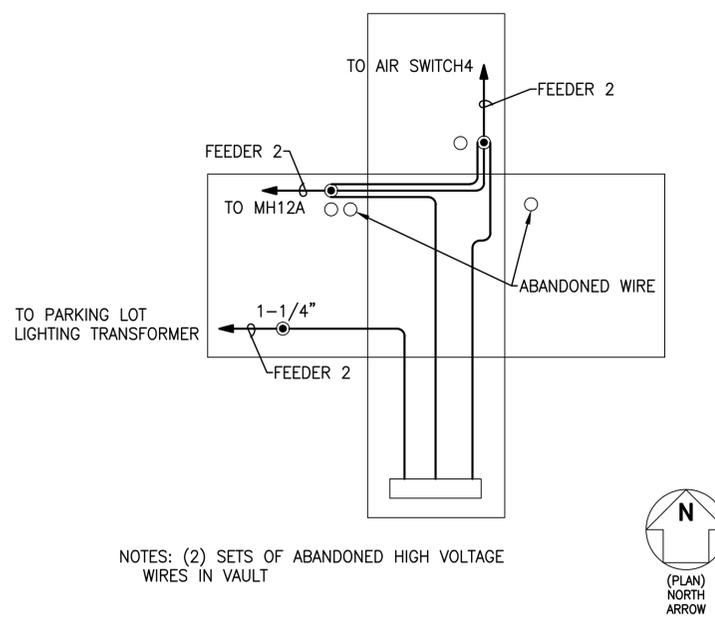
MH# MH103B BUTTERFLY DIAGRAM
 SCALE: N.T.S.



NOTES: (2) SETS OF ABANDONED HIGH VOLTAGE WIRES IN VAULT

LOCATION: PLANTER ON SOUTHEAST CORNER OF BLDG 15
 NEAR OR BETWEEN BLDGs: 15

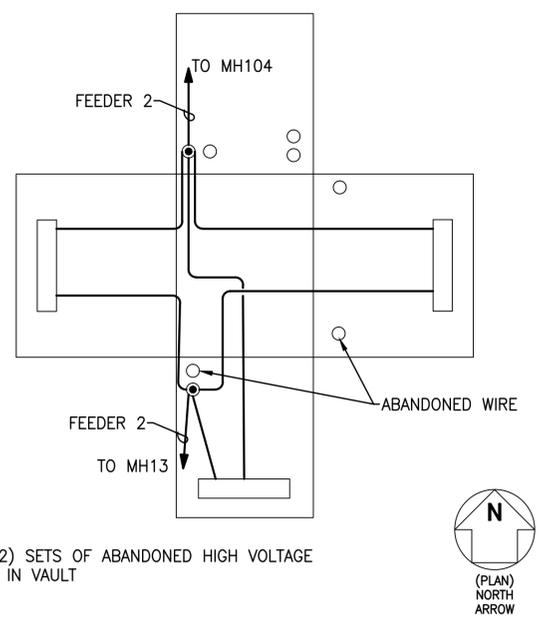
MH# MH104 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



NOTES: (2) SETS OF ABANDONED HIGH VOLTAGE WIRES IN VAULT

LOCATION: SOUTHEAST CORNER OF BLDG 16
 NEAR OR BETWEEN BLDGs: 16 AND 11

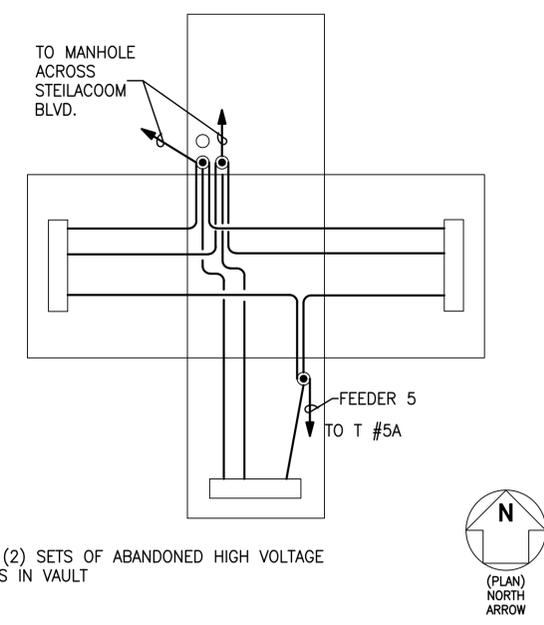
MH# MH113 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



NOTES: (2) SETS OF ABANDONED HIGH VOLTAGE WIRES IN VAULT

LOCATION: IN PLANTER ON NORTHWEST CORNER BLDG 11
 NEAR OR BETWEEN BLDGs: 11

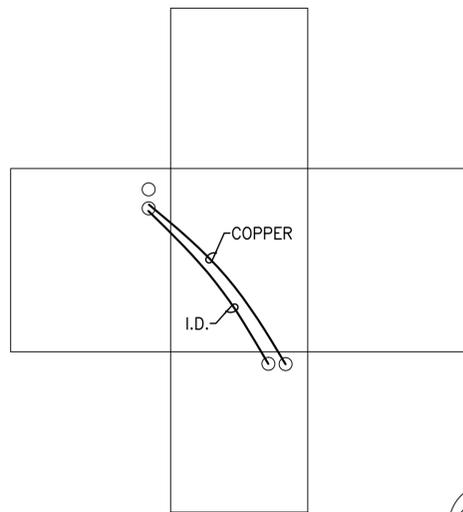
MH# MH131 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



NOTES: (2) SETS OF ABANDONED HIGH VOLTAGE WIRES IN VAULT

LOCATION: NORTH PART OF CAMPUS NEAR STEILACOOM BLVD
 NEAR OR BETWEEN BLDGs: 14 AND 15

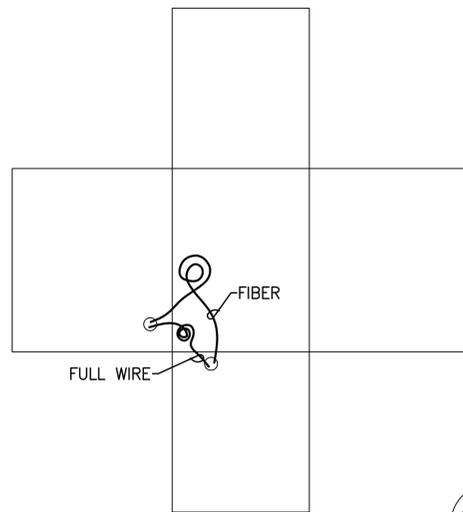
MH# MH308 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



LOCATION: SW CORNER BLDG 25
NEAR OR BETWEEN BLDGs: 25

CMH-1 BUTTERFLY DIAGRAM

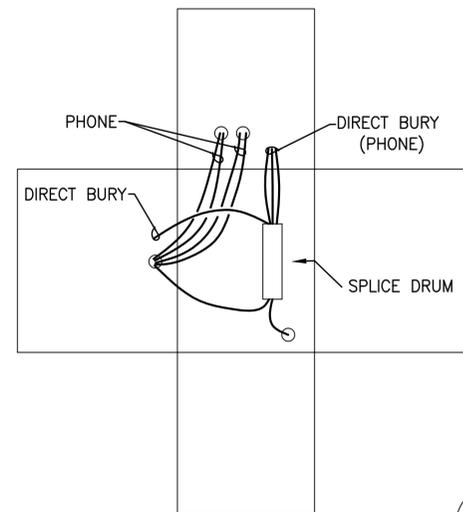
SCALE: N.T.S.



LOCATION: NEAR STEILACOOM BLVD
NEAR OR BETWEEN BLDGs: 15

CMH-2 BUTTERFLY DIAGRAM

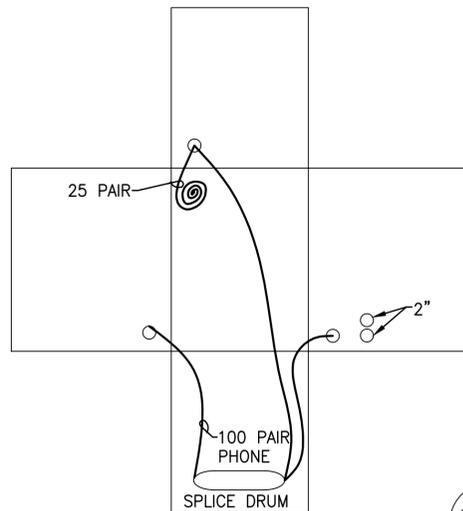
SCALE: N.T.S.



LOCATION: NE CORNER OF BLDG 8
NEAR OR BETWEEN BLDGs: 8

CMH-3 BUTTERFLY DIAGRAM

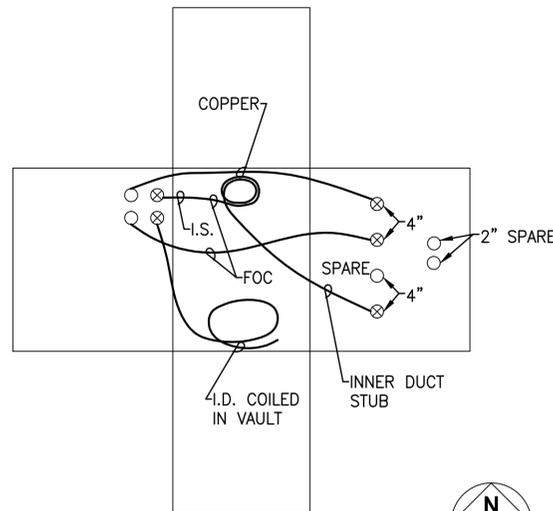
SCALE: N.T.S.



LOCATION: PERIMETER DRIVE
NEAR OR BETWEEN BLDGs: 3 AND 11

CMH-3A BUTTERFLY DIAGRAM

SCALE: N.T.S.

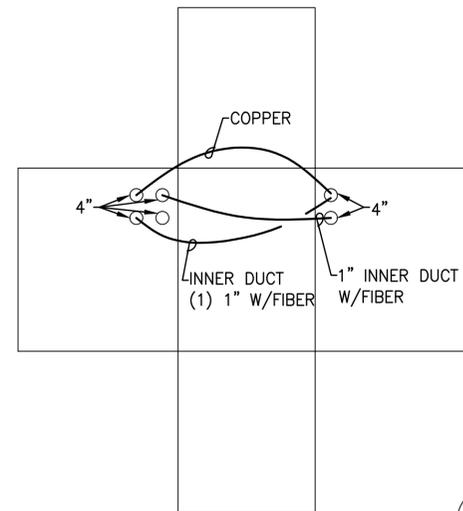


NOTES:
WATER IN VAULT.
(4) 1" INNER DUCT W/FIBER.

LOCATION: NORTH OF BLDG 8
NEAR OR BETWEEN BLDGs: 8

CMH-4 BUTTERFLY DIAGRAM

SCALE: N.T.S.



NOTES:
HINGE BLOCKING CLOSURE.
SPLICE DRUM

LOCATION: GRASS AREA IN PARKING LOT FOR BLDG 8
NEAR OR BETWEEN BLDGs: 2 AND 8

CMH-5 BUTTERFLY DIAGRAM

SCALE: N.T.S.

GENERAL NOTES

1. CONDUITS ARE 4", UNLESS NOTED OTHERWISE.

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E3.01
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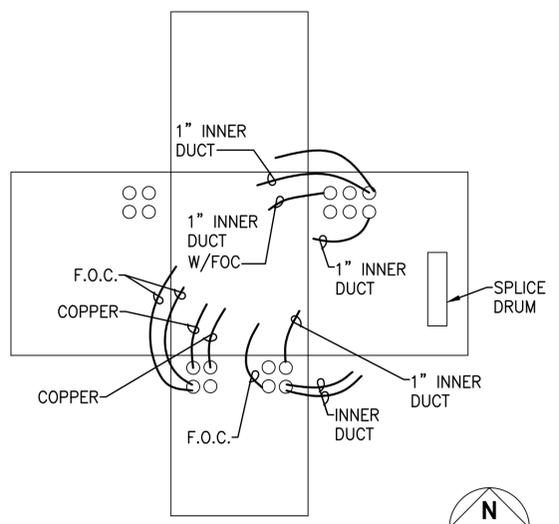
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REVISIONS:	

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E3.02
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GENERAL NOTES

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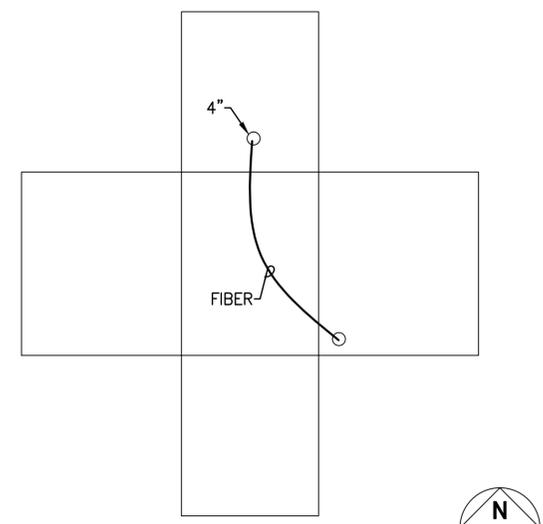


NOTES:
 LOTS OF CABLE. UNABLE TO TRACE. WIRES ARE NOT ABANDONED.

(PLAN)
 NORTH
 ARROW

LOCATION: GARDEN ISLAND
 NEAR OR BETWEEN BLDGs: 8

CMH-6 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

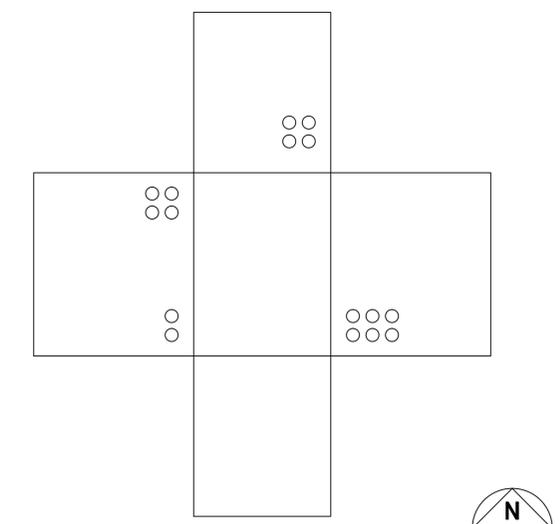


NOTES:
 WATER AT BOTTOM.

(PLAN)
 NORTH
 ARROW

LOCATION: DRIVEWAY
 NEAR OR BETWEEN BLDGs: 14 AND 15

CMH-7 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

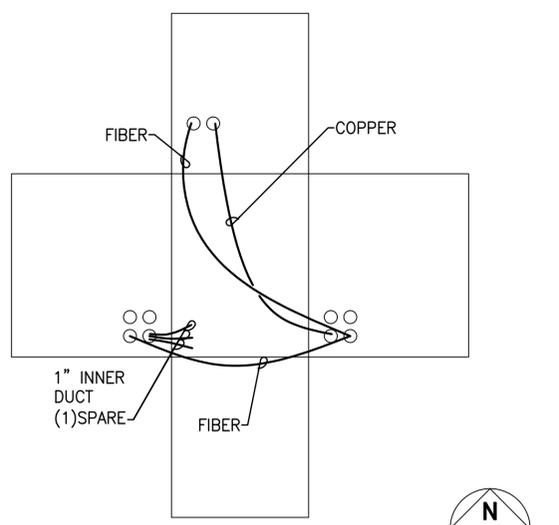


NOTES:
 LOTS OF CABLE. UNABLE TO TRACE

(PLAN)
 NORTH
 ARROW

LOCATION: WALKWAY
 NEAR OR BETWEEN BLDGs: 16 AND 17

CMH-8 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

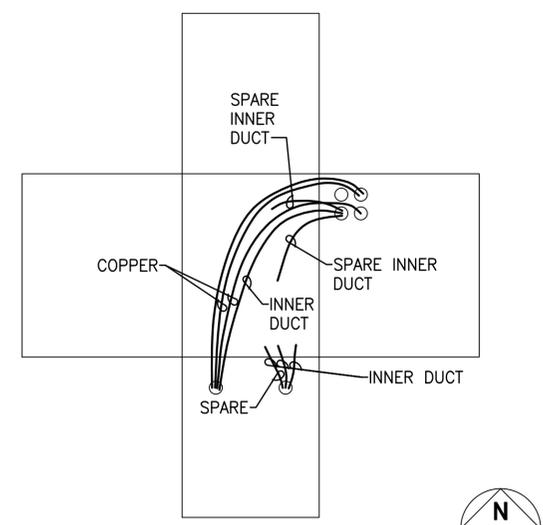


NOTES:
 WATER ON BOTTOM. UNABLE TO TRACE ALL WIRE. WIRES ARE NOT ABANDONED.

(PLAN)
 NORTH
 ARROW

LOCATION: FIELD
 NEAR OR BETWEEN BLDGs: SOUTH SIDE OF 19

CMH-9 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

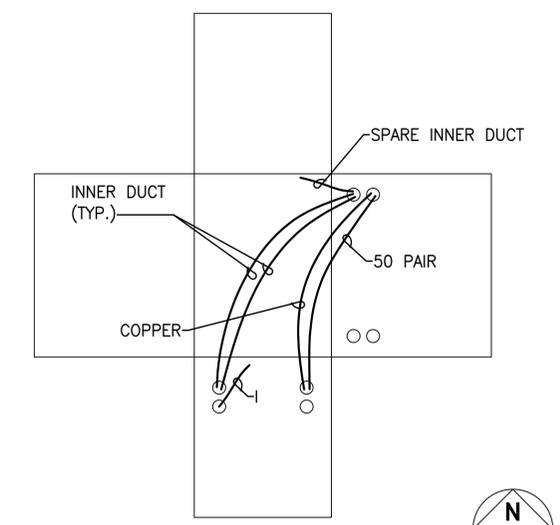


NOTES:
 WATER ON BOTTOM.

(PLAN)
 NORTH
 ARROW

LOCATION: DRIVEWAY
 NEAR OR BETWEEN BLDGs: NE CORNER OF 22

CMH-10 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



NOTES:
 WATER ON BOTTOM.

(PLAN)
 NORTH
 ARROW

LOCATION: WALKWAY
 NEAR OR BETWEEN BLDGs: EAST SIDE OF 21

CMH-11 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

GENERAL NOTES
 1. CONDUITS ARE 4", UNLESS NOTED OTHERWISE.

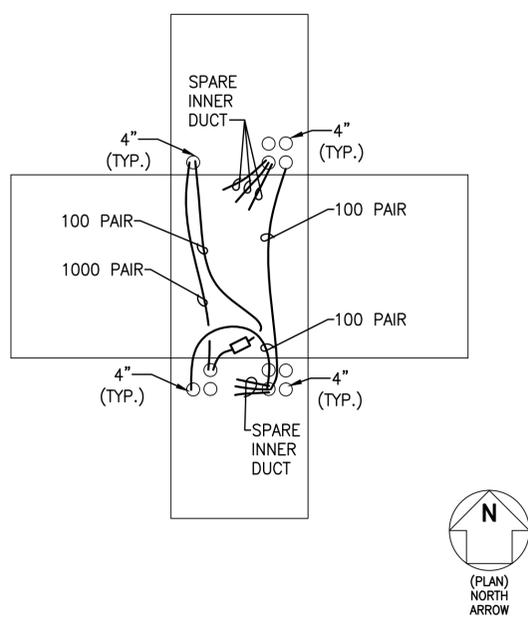
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TELECOMMUNICATIONS
 BUTTERFLY
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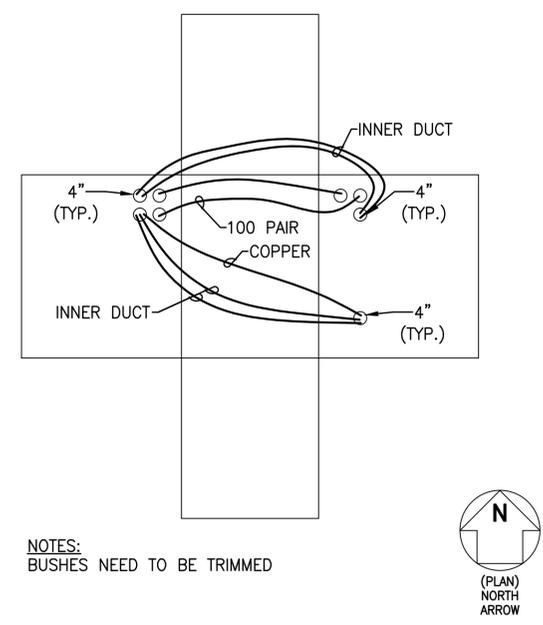
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LOCATION: WALKWAY
 NEAR OR BETWEEN BLDGs: WEST SIDE OF 16

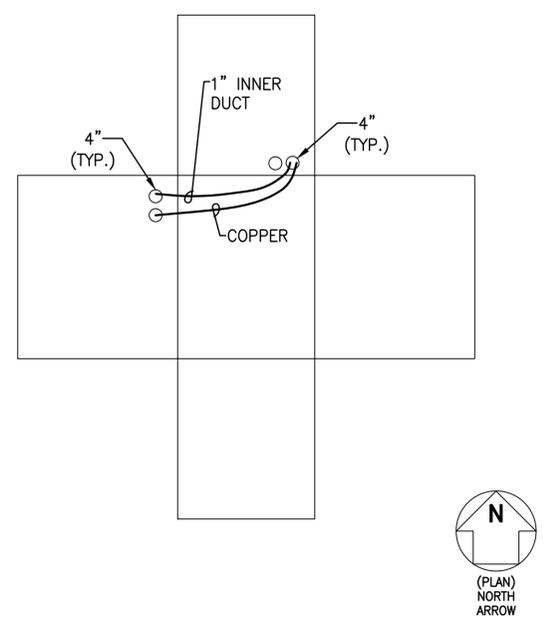
CMH-12 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



LOCATION: PARKING LOT PENINSULA
 NEAR OR BETWEEN BLDGs: SW SIDE OF 11

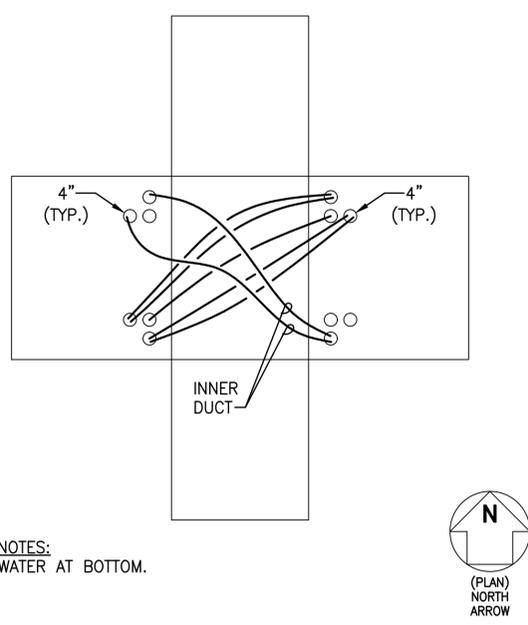
CMH-13 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

NOTES:
 BUSHES NEED TO BE TRIMMED



LOCATION: GRASS AREA
 NEAR OR BETWEEN BLDGs: 2 AND 3

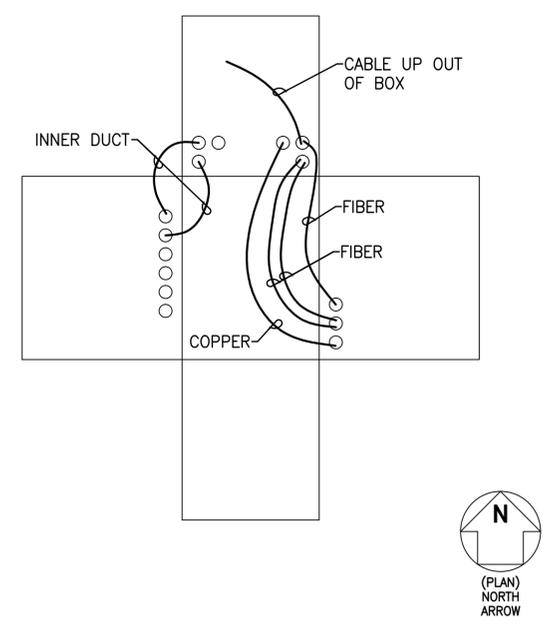
CMH-14 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



LOCATION: GRASS AREA
 NEAR OR BETWEEN BLDGs: 3 AND 11

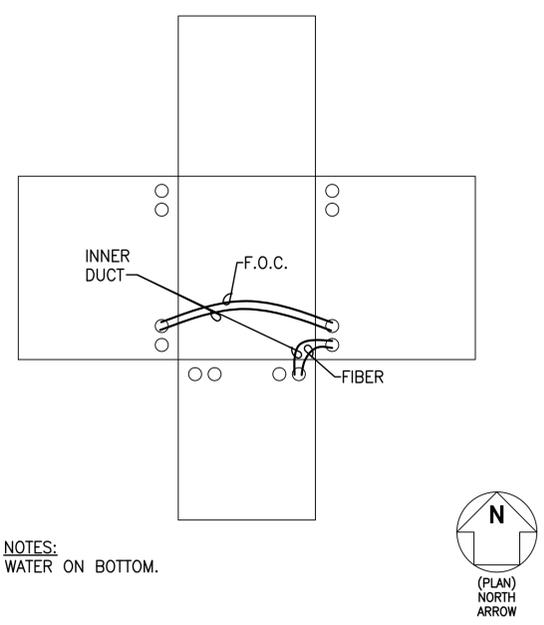
CMH-15 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

NOTES:
 WATER AT BOTTOM.



LOCATION: GRASS AREA
 NEAR OR BETWEEN BLDGs: 3

CMH-16 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



LOCATION: GRASS
 NEAR OR BETWEEN BLDGs: 21 AND 23

CMH-17 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

NOTES:
 WATER ON BOTTOM.

GENERAL NOTES
 1. CONDUITS ARE 4", UNLESS NOTED OTHERWISE.

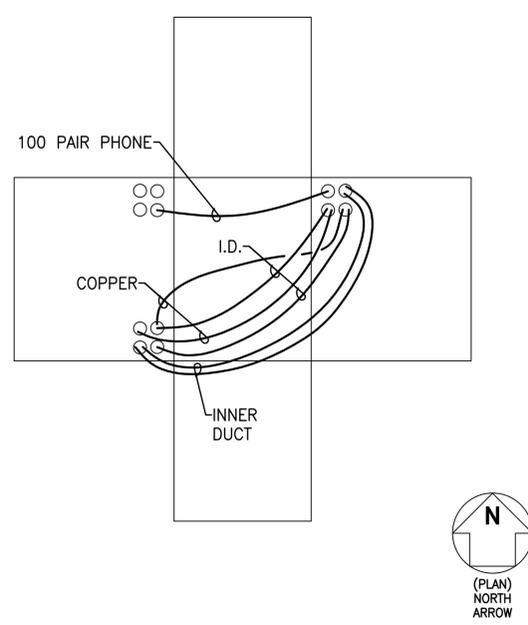
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TELECOMMUNICATIONS
 BUTTERFLY
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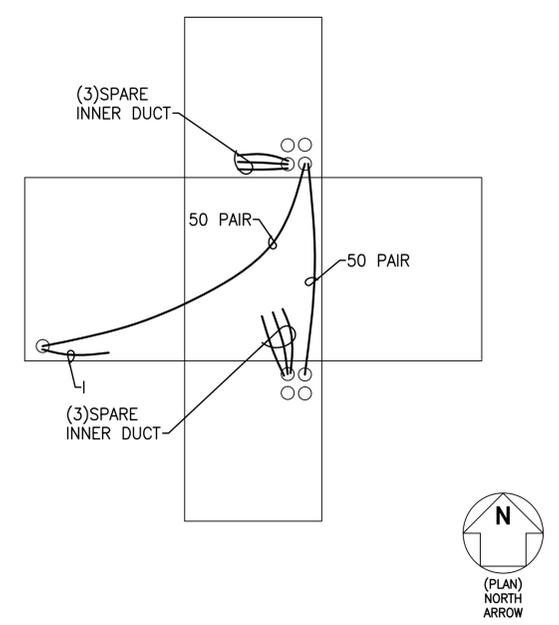
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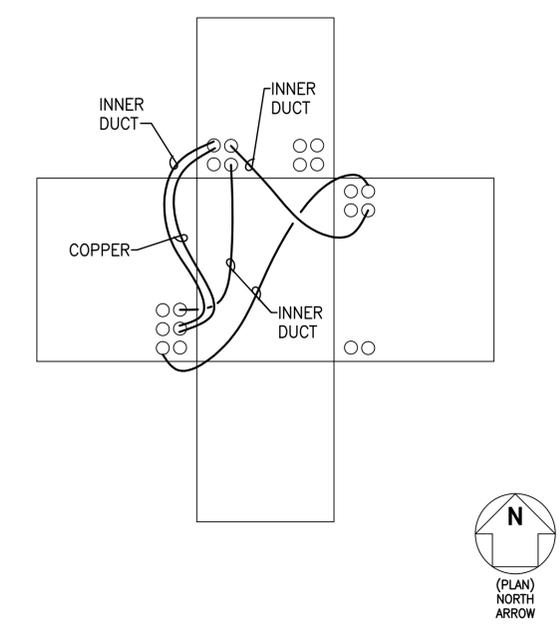
LOCATION: PARKING LOT PENINSULA
 NEAR OR BETWEEN BLDGs: NE CORNER OF 20

CMH-18 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



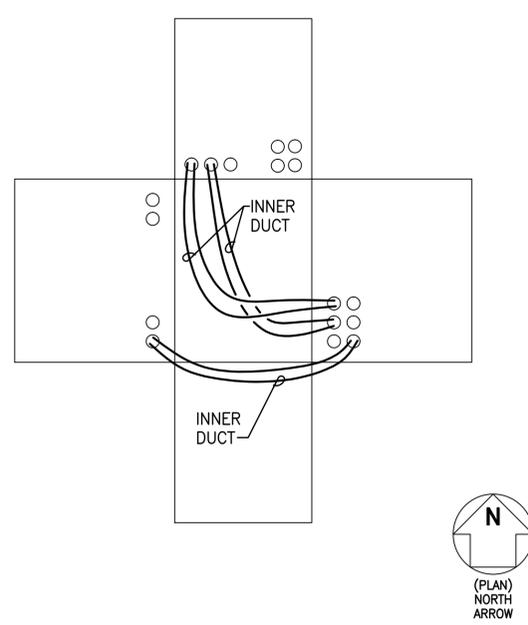
LOCATION: GRASS
 NEAR OR BETWEEN BLDGs: SE SIDE OF 21

CMH-19 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



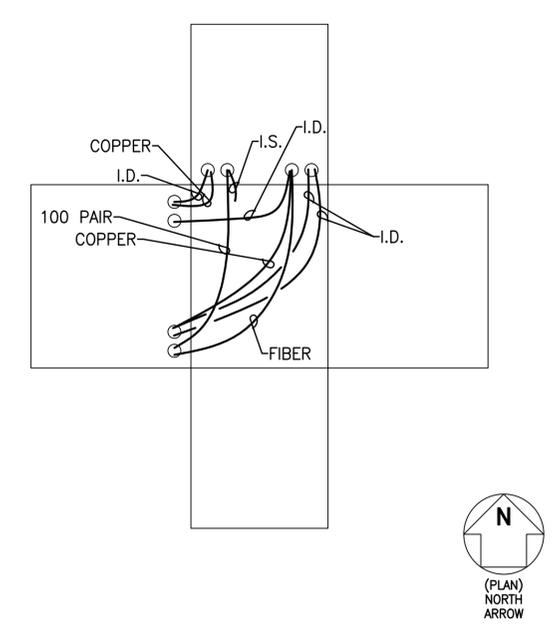
LOCATION: PERIMETER DRIVE
 NEAR OR BETWEEN BLDGs: 20

CMH-20 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



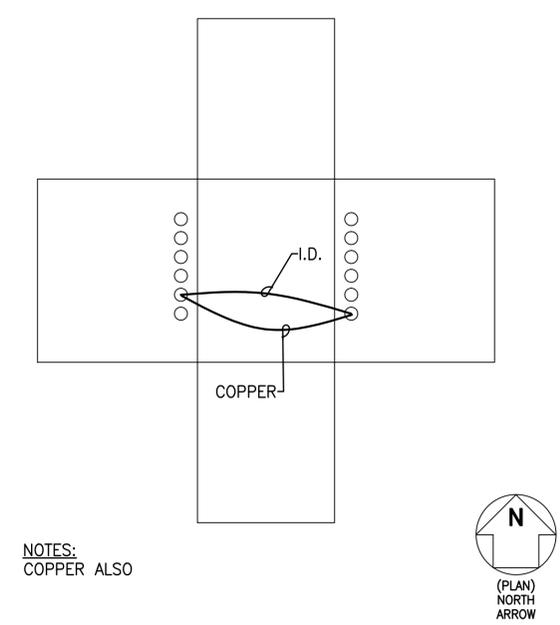
LOCATION: PERIMETER DRIVE
 NEAR OR BETWEEN BLDGs: 20

CMH-21 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



LOCATION: GARDEN
 NEAR OR BETWEEN BLDGs: SOUTH SIDE OF 11

CMH-22 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



NOTES:
 COPPER ALSO

LOCATION: GRASS ALONG PERIMETER DRIVE
 NEAR OR BETWEEN BLDGs: 23

CMH-23 BUTTERFLY DIAGRAM
 SCALE: N.T.S.

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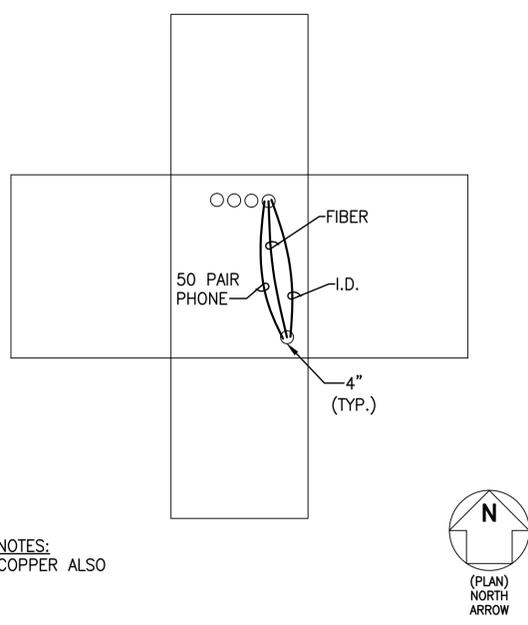
CLOVER PARK
 TECHNICAL COLLEGE
 LAKEWOOD, WA

TELECOMMUNICATIONS
 BUTTERFLY
 DIAGRAMS

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CHECKED BY:	BH
REVISIONS:	

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E3.05
 DATE: 10/30/14
 FINAL SUBMITTAL
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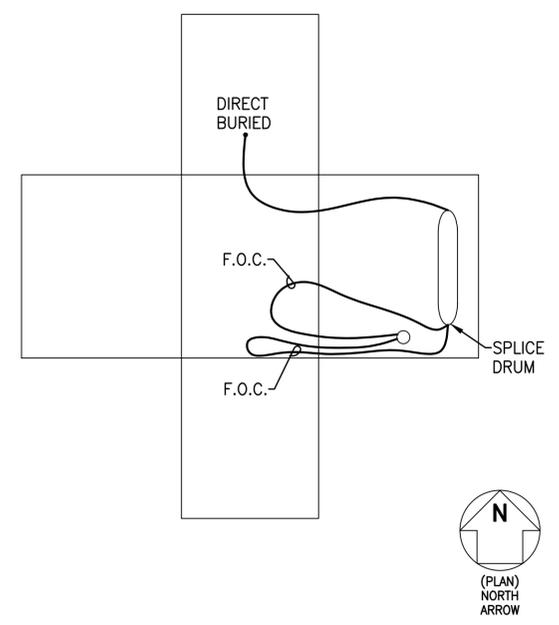
GENERAL NOTES
 1. CONDUITS ARE 4", UNLESS NOTED OTHERWISE.



NOTES:
 COPPER ALSO

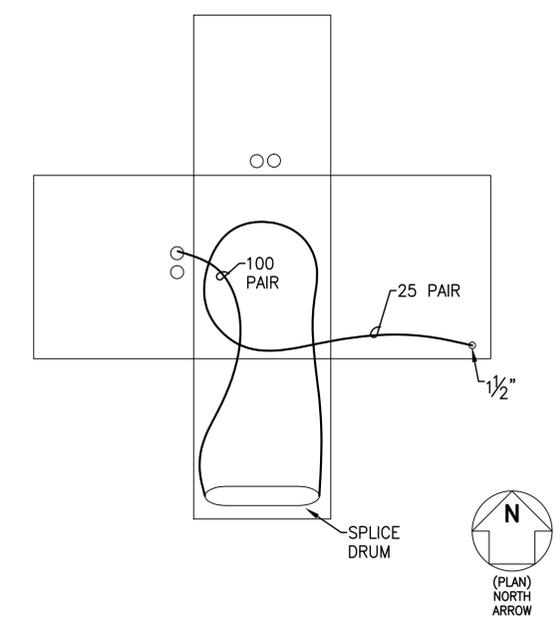
LOCATION: GARDEN
 NEAR OR BETWEEN BLDGs: NORTH SIDE OF 25

CMH-24 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



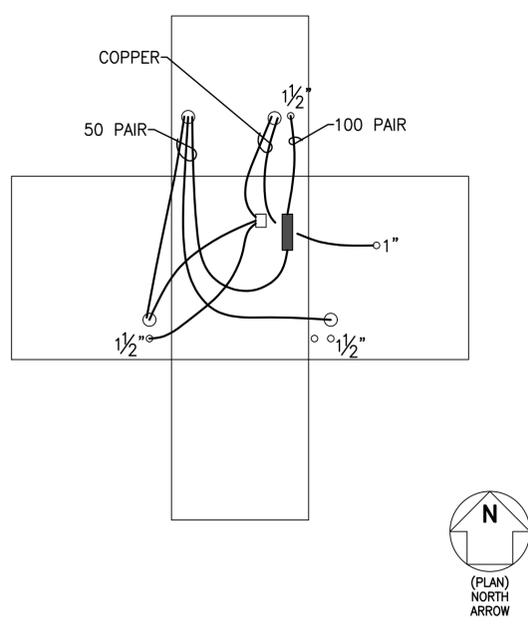
LOCATION: GRASS
 NEAR OR BETWEEN BLDGs: NE CORNER OF 11

CMH-25 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



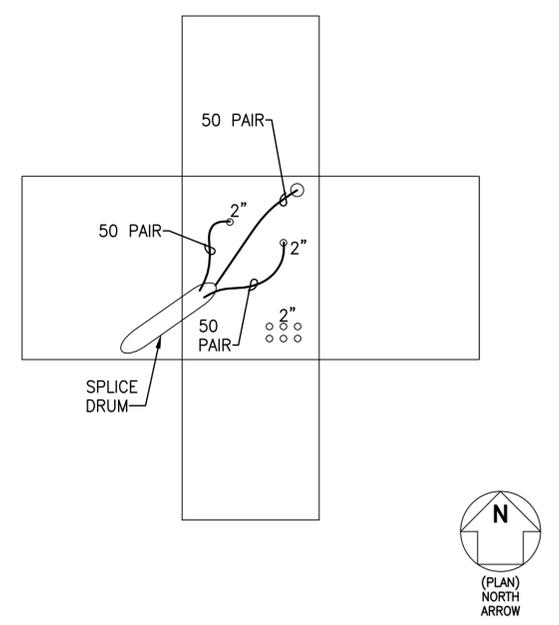
LOCATION: PARKING LOT
 NEAR OR BETWEEN BLDGs: 12

CMH-26 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



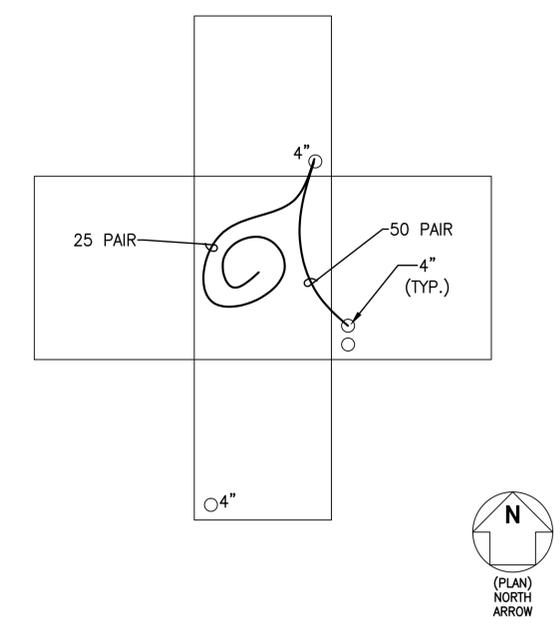
LOCATION: WALKWAY
 NEAR OR BETWEEN BLDGs: SOUTH SIDE OF 15

TEL. 2 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



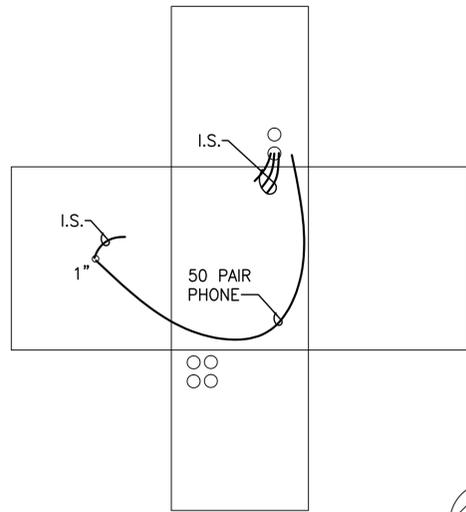
LOCATION: WALKWAY
 NEAR OR BETWEEN BLDGs: SOUTH SIDE OF 14

TEL. 14 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



LOCATION: GARDEN
 NEAR OR BETWEEN BLDGs: 17 AND 19

TEL. 17 BUTTERFLY DIAGRAM
 SCALE: N.T.S.



NOTES:
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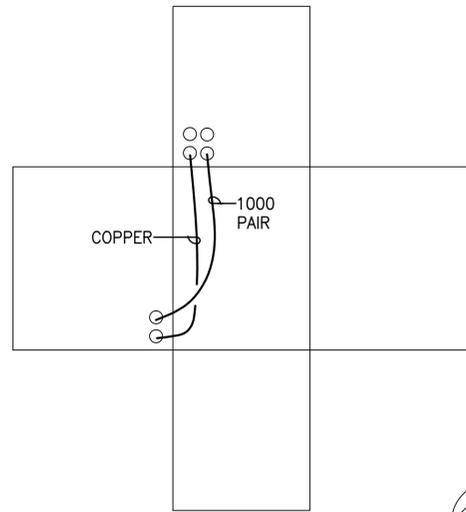


LOCATION: PARKING LOT PENINSULA

NEAR OR BETWEEN BLDGs: 20

TEL. 20 BUTTERFLY DIAGRAM

SCALE: N.T.S.



LOCATION: WALKWAY

NEAR OR BETWEEN BLDGs: SOUTH SIDE OF 16

TEL. 21 BUTTERFLY DIAGRAM

SCALE: N.T.S.

GENERAL NOTES

1. CONDUITS ARE 4", UNLESS NOTED OTHERWISE.

BCE
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CLOVER PARK
TECHNICAL COLLEGE
LAKEWOOD, WA

TELECOMMUNICATIONS
BUTTERFLY
DIAGRAMS

DRAWN BY: SW
CHECKED BY: BH
REVISIONS:

DRAWING No.

E3.06

DATE: 10/30/14
FINAL SUBMITTAL
PROJECT No. 213-123



Equal Access: Universal Design of Computer Labs

DO·IT

A checklist for making computer labs welcoming, accessible, and usable
by Sheryl Burgstahler, Ph.D.

As increasing numbers of people with disabilities pursue educational opportunities that require computer use, accessibility of computing facilities is critical. The vision is simply equal access. Everyone who needs to use your lab should be able to do so comfortably.

Universal Design

To make your lab accessible, employ principles of universal design (UD). Universal design means that rather than designing your facilities and services for the average user, it is designed for people with a broad range of abilities, disabilities, ages, reading levels, learning styles, native languages, cultures, and other characteristics. Keep in mind that individuals using your lab may have learning disabilities or visual, speech, hearing, and mobility impairments. Preparing your computer lab accessible to them will minimize the need for special accommodations for those who use your services and for future employees as well. Make sure everyone

- feels welcome,
- can get to the facility and maneuver within it,
- is able to communicate effectively with support staff
- is able to access printed materials and electronic resources, and
- can make use of equipment and software.

Train staff to support people with disabilities. Have a plan in place to respond to specific accommodation requests in a timely manner.

Guidelines and Examples

The following questions can guide you in making your computer lab universally accessible. To clarify legal issues, consult your campus legal counsel or ADA/504 compliance officer or call your regional Office for Civil Rights (OCR).

First Steps

To begin the process of making your computer lab accessible to everyone, take the following steps.

1. Include students with disabilities in planning and evaluating lab products and services.
2. Develop policies and procedures that ensure access to lab facilities, computers, and electronic resources for people with disabilities. Require that accessibility be considered in the procurement process.
3. Ensure that the facility and services are wheelchair-accessible and publications can be reached from a seated position.
4. In key lab documents, include a statement about your commitment to universal access and procedures for requesting disability-related accommodations.
5. Make signs with high contrast and large print.
6. Make key documents available in formats accessible to those who have low vision and those who are blind (e.g., large print, Braille, electronic).
7. Although a lab cannot be expected to have specialized equipment for every type of disability on hand, staff should make equipment available that they anticipate will be most often used or that is available at relatively low cost. This might include



- an adjustable table for each type of workstation in your lab;
 - a wrist rest and forearm rest;
 - a trackball;
 - software to modify keyboard response such as sticky keys, repeat rate, and keystroke delay (that may be available in the operating system);
 - software to enlarge screen images (that may be available in the operating system), along with a large monitor;
 - large-print keytop labels; and
 - web resources that adhere to accessibility standards or guidelines adopted by the lab.
8. Once a lab is established and serves a large number of users, consider adding
- text-to-speech software;
 - scanner and optical character recognition (OCR) software;
 - CCTV to enlarge printed documentation;
 - Braille translation software and printer;
 - word prediction software;
 - hearing protectors;
 - keyboard guards to assist those who have limited fine motor skills;
 - alternative keyboards, mini-keyboards, or extended keyboards for users with mobility impairments;
 - speech input software; and
 - one-handed keyboards or “keyboard layout” software.
9. Develop a procedure to ensure quick responses to requests for assistive technology that you do not currently have available or for other disability-related accommodations.
10. Train staff on available accessible products in the lab, on appropriate communication, and on procedures for addressing requests for accommodations. Include accessibility issues in all training offered in the lab.
11. Include people with disabilities when addressing accessibility in periodic lab evaluations.

Planning, Policies, and Evaluation

Consider diversity issues as you plan and evaluate your computer lab.

- Are people with disabilities, racial and ethnic minorities, men and women, young and old students, and other groups represented on your staff, faculty, and student body in numbers proportional to those of the whole campus or community?
- Are people with disabilities, racial and ethnic minorities, men and women, young and old students, and other groups represented in lab planning and review processes and advisory committees in numbers proportional to those of the whole campus or community?
- Do you have policies and procedures that ensure access to facilities, printed materials, computers, and electronic resources for people with disabilities?
- Do policies and procedures require that accessibility be considered in the procurement process for software and other information technology? (See the federal government’s *Section 508 Standards for Accessible Electronic and Information Technology* at www.access-board.gov/sec508/guide/.)
- Do you have a procedure to ensure a timely response to requests for disability-related accommodations?
- Are disability-related access issues addressed in your evaluation methods?

Physical Environments

Ensure physical access, comfort, and safety within an environment that is welcoming to visitors with a variety of abilities, racial and ethnic backgrounds, genders, and ages.

- Are there parking areas, pathways, and entrances to the building that are wheelchair-accessible and clearly defined?
- Are all levels of the facility connected via an accessible route of travel?



- Are there ample high-contrast, large-print directional signs to and throughout the lab? Is Braille signage available when appropriate?
- Do elevators have auditory, visual, and tactile signals and are elevator controls accessible from a seated position?
- Are wheelchair-accessible and child-friendly restrooms with well-marked signs available in or near the lab?
- Is at least part of a service counter or desk at a height accessible from a seated position?
- Are aisles wide and clear of obstructions for wheelchair users who have mobility or visual impairments?
- Is adequate light available?
- Are there quiet work or meeting areas where noise and other distractions are minimized and/or facility rules in place (e.g., no cell phone use) to minimize noise?
- Can at least one public telephone be reached from a seated position?

Lab Staff

Make sure staff are prepared to work with all students.

- Are staff members familiar with the availability and use of the Telecommunications Relay Service, assistive technology, and alternate document formats?
- Do staff members know how to respond to requests for disability-related accommodations such as sign language interpreters?
- Are staff members aware of issues related to communicating with students with different characteristics regarding race and ethnicity, age, and disability? (See the Communication Hints at the end of this publication.)
- Do staff members have ready access to a list of on- and off-campus resources for students with disabilities?
- Is the Webmaster knowledgeable about accessible web design?

Information Resources and Technology

Ensure that lab publications and websites welcome a diverse group and that information is accessible to everyone.

- Do pictures in your publications and website include people with diverse characteristics with respect to race, gender, age, and disability?
- In key publications, do you include a statement about your commitment to universal access and procedures for requesting disability-related accommodations? For example, you could include the following statement: “Our goal is to make all materials and services accessible. Please inform staff of accessibility barriers you encounter and request accommodations that will make activities and information resources accessible to you.”
- Are all printed software and hardware documentation and other publications available (immediately or in a timely manner) in alternate formats such as Braille, large print, and electronic text?
- Are key documents provided in language(s) other than English?
- Are printed materials within easy reach from a variety of heights and without furniture blocking access?
- Do electronic resources, including web pages, adhere to accessibility guidelines or standards adopted by your institution or your specific project or funding source? *Section 508 Standards for Accessible Electronic and Information Technology* (www.access-board.gov/sec508/guide/) and *Web Accessibility Initiative (WAI)* (www.w3.org/WAI/) are most commonly used. For information about making your website accessible to everyone, consult *World Wide Access: Accessible Web Design* video and publication at www.uw.edu/doit/Video/www.html.



- Do video presentations used by the lab have captions? Audio descriptions?
- Are accessibility issues incorporated into mainstream web design and other technology training for students and staff?
- Is an adjustable-height table available for each type of workstation in the lab? Can the height be adjusted from a seated position?
- Do some keyboards have large-print key labels, Braille labels, or home-row key indicators to help users with visual impairments locate keys?
- Is screen enlargement software available for users with low vision, perhaps in the operating systems of the computers? Is a large monitor available so that a larger amount of screen can be viewed while magnified?
- Is a trackball available for those who have difficulty controlling a mouse?
- Are a wrist rest and forearm rest available for those who require extra support while typing?
- Is equipment marked with large-print and Braille labels?
- Is software available to modify keyboard response, such as sticky keys, repeat rate, and keystroke delay, perhaps by making accessibility features of operating systems readily available?
- Is word prediction software available to reduce the number of keystrokes needed for text entry?
- Can controls on computers, printers, scanners, and other information technology be reached from a seated position?
- Are adequate work areas available for both right- and left-handed users?

Checklist Updates

This checklist was field tested at more than twenty postsecondary institutions nationwide (see www.uw.edu/doit/Brochures/Academics/admin.html). To increase the usefulness of this working document, send suggestions to sherylb@uw.edu.



Additional Resources

An electronic copy of the most current version of this publication can be found at www.uw.edu/doit/Brochures/Technology/comp.access.html. A 10-minute video, *Equal Access: Universal Design of Computer Labs*, demonstrates key points summarized in this publication. An online version may be freely viewed at www.uw.edu/doit/Video/equal.html or purchased in DVD format.

For further guidelines and suggestions on how to create accessible computer labs consult the *ADA Checklist for Readily Achievable Barrier Removal* at www.ada.gov/checkweb.htm.

A useful online interactive tool for learning about IT accessibility and managing your lab's IT accessibility goals is the *Information Technology in Education Accessibility Checklist* at



www.uw.edu/accessit/it-checklist/. For more information about assistive technology, consult the videos and publications at www.uw.edu/doit/Resources/technology.html.

The Student Services Conference Room at www.uw.edu/doit/Conf/ includes a collection of documents and videos to help you make student services accessible to everyone. Included are checklists for career services, distance learning, computer labs, recruitment and admissions, registration, housing and residential life, financial aid, libraries, tutoring and learning centers, and student organizations. The Student Services Conference Room also hosts a searchable Knowledge Base of questions and answers, case studies, and promising practices.

For more information about applications of universal design consult www.uw.edu/doit/Resources/udesign.html or The Center for Universal Design in Education at www.uw.edu/doit/CUDE/. The book *Universal Design in Higher Education: From Principles to Practice* published by Harvard Education Press shares perspectives of UD leaders nationwide. To receive a 20% discount, visit www.uw.edu/doit/UDHE/coupon.html.

About DO-IT

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) serves to increase the successful participation of individuals with disabilities in challenging academic programs such as those in science, engineering, mathematics, and technology. Primary funding for the DO-IT program is provided by the National Science Foundation, the State of Washington, and the U.S. Department of Education.

For further information, to be placed on the DO-IT mailing list, request materials in an alternate format, or to make comments or suggestions about DO-IT publications or web pages, contact:

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Grants and gifts fund DO-IT publications, videos, and programs to support the academic and career success of people with disabilities. Contribute today by sending a check to DO-IT, Box 354842, University of Washington, Seattle, WA 98195-4842.

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Communication Hints

Treat people with disabilities with the same respect and consideration with which you treat others. There are no strict rules when it comes to relating to people with disabilities. However, here are some helpful hints.

General

- Ask a person with a disability if he or she needs help before providing assistance.
- Talk directly to the person with a disability, not through the person's companion or interpreter.
- Refer to a person's disability only if it is relevant to the conversation. If so, mention the person first and then the disability. "A man who is blind" is better than "a blind man" because it puts the person first.
- Avoid negative descriptions of a person's disability. For example, "a person who uses a wheelchair" is more appropriate than "a person *confined* to a wheelchair." A wheelchair is not confining—it's liberating!
- Do not interact with a person's guide dog or service dog unless you have received permission to do so.

Blind or Low Vision

- Be descriptive. Say, "The computer is about three feet to your left," rather than "The computer is over there."
- Speak all of the content presented with overhead projections and other visuals.
- When guiding people with visual impairments, offer them your arm rather than grabbing or pushing them.

Learning Disabilities

- Offer directions or instructions both orally and in writing. If asked, read instructions to individuals who have specific learning disabilities.

Mobility Impairments

- Sit or otherwise position yourself at the approximate height of people sitting in wheelchairs when you interact.

Speech Impairments

- Listen carefully. Repeat what you think you understand and then ask the person with a speech impairment to clarify or repeat the portion that you did not understand.

Deaf or Hard of Hearing

- Face people with hearing impairments so they can see your lips. Avoid talking while chewing gum or eating.
- Speak clearly at a normal volume. Speak louder only if requested.
- Use paper and pencil if the person who is deaf does not read lips or if more accurate communication is needed.
- In groups raise hands to be recognized so the person who is deaf knows who is speaking. Repeat questions from audience members.
- When using an interpreter, speak directly to the person who is deaf; when an interpreter voices what a person who is deaf signs, look at the person who is deaf, not the interpreter.

Psychiatric Impairments

- Provide information in clear, calm, respectful tones.
- Allow opportunities for addressing specific questions.



Equal Access: Universal Design of Physical Spaces

DO-IT

A checklist for designing spaces that are welcoming, accessible, and usable
by Sheryl Burgstahler, Ph.D.

As increasing numbers of people with disabilities pursue educational opportunities at all levels, the accessibility of campus facilities and physical spaces increases in importance. The goal is simply equal access; everyone who visits your campus should be able to do so comfortably and efficiently.

Legal Issues

The Architectural Barriers Act of 1968 requires that “buildings and facilities that are designed, constructed, or altered with Federal funds, or leased by a Federal agency, comply with Federal standards for physical accessibility” (United States Department of Justice, 2005, p. 19).

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments of 2008 prohibit discrimination against individuals with disabilities. According to these laws, no otherwise qualified person with a disability shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity. This means that physical spaces should be accessible to qualified students with disabilities.

Universal Design

To make your department or institution welcoming and accessible to everyone, employ principles of universal design (UD). Universal design means that rather than designing your facility and services for the average user, you design them for people with a broad range of abilities, ages, reading levels, learning styles, languages, cultures, and other characteristics. Keep in mind that students, staff, faculty, and visitors may have characteristics that are not defined as disabilities, but may limit their ability to access physical spaces or information. These people could be short, tall, poor readers, left-

handed, or speak a different language. Preparing your campus to be accessible to them will make it more usable by everyone and minimize the need for special accommodations. Make sure everyone

- feels welcome
- can get to facilities and maneuver within them,
- is able to fully benefit from resources and courses, and
- can make use of equipment and software.

A Process for Universal Design

Key considerations to address when applying UD to a physical space at an institution of higher education are to plan ahead and to keep in mind the diversity of the campus community at all stages of a project. The following steps outline a process for the application of UD to physical spaces.

1. *Identify the space.* Select a physical space (e.g., a student union building, dormitory, theater, athletic facility, classroom, or science lab). Consider the purpose of the space, location, dimensions, budget, and other issues that affect design.
2. *Define the universe.* Describe the overall population and then consider the diverse characteristics of potential members of the population who might use the space (e.g., students, staff, faculty, and visitors with diverse characteristics with respect to gender, age, size, ethnicity and race, native language, learning style, and abilities to see, hear, manipulate objects, read, and communicate).
3. *Involve consumers.* Consider and involve people with diverse characteristics (as identified in Step 2) in all phases of the development, implementation, and evaluation of the space. Also gain the perspectives of potential users through diversity programs such as the campus disability services office.



4. *Adopt guidelines or standards.* Review research and practice to identify the most appropriate practices for the design of the type of space identified in Step 1. Identify universal design strategies to integrate with these best practices in architectural design.
5. *Apply guidelines or standards.* Apply universal design strategies in concert with other best practices identified in Step 4 to the overall design of the physical space (e.g., aesthetics, routes of travel) and to all subcomponents of the space (e.g., signage, restrooms, and sound, fire, and security systems).
6. *Plan for accommodations.* Identify processes to address accommodation requests by individuals for whom the design of the space does not automatically provide access (e.g., cafeteria staff members should know how to assist customers who are blind).
7. *Train and support.* Tailor and deliver ongoing training and support to staff who manage the physical space. Share institutional goals with respect to diversity and inclusion and practices for ensuring welcoming, accessible, and inclusive experiences for everyone using the space. Explain the reasoning behind design decisions so that design integrity is maintained over time (e.g., make sure that staff know not to configure furniture in such a way that it creates physical barriers to wheelchair users).
8. *Evaluate.* Include universal design measures in periodic evaluations of the space, evaluate the space with a diverse group of users, and make modifications based on feedback. Provide ways for ongoing input to occur (e.g., through online and printed instruments and signage that requests suggestions from facility users).

Guidelines and Examples

Following are examples within categories where universal design can be applied to a physical space at your institution. This content does not

provide legal advice. To help clarify legal issues, consult your campus legal counsel or ADA/504 compliance officer or call your regional Office for Civil Rights (OCR).

Planning, Policies, and Evaluation

Consider diversity issues as you plan and evaluate spaces.

- Do you have policies and procedures that ensure access to facilities, printed materials, computers, and electronic resources for people with disabilities?
- Is accessibility considered in the development process?
- Do you have a procedure to ensure a timely response to requests for disability-related accommodations?
- Are disability-related access issues addressed in your evaluation methods?

Appearance

Make decisions that foster a campus climate that is inclusive of all students, staff, faculty, and visitors.

- Are people with diverse characteristics, including various types of disabilities, included in the planning process?
- Is the environment appealing and welcoming to those with a broad range of cultures, ages, abilities, and other characteristics?

Entrances and Routes of Travel

Make physical access welcoming and accessible to people with a variety of abilities, genders, and ages.

- Are there convenient, wheelchair-accessible parking spaces and routes of travel to facilities and within facilities?
- Are entryways sheltered?
- Are outdoor lights with motion sensors installed near entrances?
- Do sensors automatically open exterior doors?
- Are lever handles rather than knobs used for doors?
- Are gently sloping walks integrated into the design rather than steps and ramps that segregate individuals with physical disabilities?



- Are there are ample high-contrast, large-print directional signs to and throughout the physical space?
- Is adequate lighting available?

Consult the *ADA Checklist for Readily Achievable Barrier Removal*¹ for more suggestions. For computing facilities, consult *Equal Access: Universal Design of Computer Labs* video and publication.²

Fixtures and Furniture

Provide fixtures and furniture that can be used by all employees, students, and visitors.

- Are fixed or fold-down seats available in showers?
- Are levers installed for sink handles?
- Are mirrors, sinks, and towel dispensers located so they are usable by individuals with a wide range of body sizes from standing or seated positions?
- On appliances and other equipment, are front-mounted, easy-to-operate controls with labels in large, high-contrast print used?
- Do electrical outlets and light switches (with dimmers) allow access from standing or seated positions?
- In classrooms, are furniture and fixtures adjustable in height and allow for flexible arrangements of different learning activities and student groupings?

Information Resources and Technology

If your physical space uses computers as information resources, ensure that systems employ accessible design, that staff members are aware of accessibility options, and systems are in place to make accommodations.

- Do publications allow access from standing and seated positions?
- Are directional and information kiosks reachable from standing and seated positions?
- Do vendors provide accessibility features (e.g., captioned video, compatibility with assistive technology) in computers and software?
- Are adjustable-height tables used at each type of workstation to assist students who use

- wheelchairs or are small or large in stature?
- Is adequate work space provided for both left- and right-handed users?
- For those who have difficulty controlling a mouse, are trackballs available?
- Are staff members aware of accessibility options (e.g., enlarged text feature) included in computer operating systems and of assistive technology available in the facility?
- Have procedures been put in place for a timely response to requests for assistive technology?

Note that your organization need not have special technology on hand for every type of disability but should have available assistive technology that can benefit many people. For more information about assistive technology consult the videos and publications.³

Safety

Design spaces to minimize risk of injury.

- Are nonslip walking surfaces used?
- Have emergency systems been installed that incorporate audio and visual warnings?
- Are aisles wide and clear of obstructions for the safety of users who have mobility or visual impairments?

Accommodation

Develop a system for staff to address accommodation requests by individuals for whom the space design does not automatically provide access.

- Are procedures in place for requesting disability-related accommodations in signage, publications, and information kiosks?
- Do facility staff members know how to respond to requests for disability-related accommodations?

Checklist Updates

To increase the usefulness of this working document, send suggestions to sherylb@uw.edu.



Additional Resources

An electronic copy of the most current version of this publication as well as additional useful brochures can be found online.⁴ For more information about applications of universal design, consult *The Center for Universal Design in Education*.⁵ The book *Universal Design in Higher Education: From Principles to Practice* published by Harvard Education Press shares perspectives of UD leaders nationwide. To receive a 20% discount, visit the DO-IT website.⁶

References

Burgstahler, S., & Cory, R. (Eds.). (2008). *Universal design of higher education: From principles to practice*. Boston: Harvard Education Press.

United States Department of Justice. (2005) *A guide to disability rights laws*.⁷ Washington, DC: U.S. Department of Justice Civil Rights Division.

Cited Web Resources

1. www.ada.gov/checkweb.htm
2. www.uw.edu/doit/Video/equal.html
3. www.uw.edu/doit/Resources/at.html
4. www.uw.edu/doit/Brochures/
5. www.uw.edu/doit/CUDE/
6. www.uw.edu/doit/UDHE/coupon.html
7. www.ada.gov/cguide.pdf

About DO-IT

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) serves to increase the success of individuals with disabilities in challenging academic programs and careers, such as those in science, engineering, mathematics, and technology. Primary funding for DO-IT is provided by the National Science Foundation, the U.S. Department of Education, and the State of Washington.

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University of Washington
College of Engineering
UW Information Technology
College of Education



Historic Inventory Report

Location

Field Site No. DAHP No. 27-02125

Historic Name: Mueller-Harkins Hanger

Common Name: Building 5

Property Address: 5214 Steilacoom Blvd SW, Lakewood, WA 98498

Comments:

Tax No./Parcel No.

Plat/Block/Lot

Acreage

Supplemental Map(s)

Township/Range/EW	Section	1/4 Sec	1/4 1/4 Sec	County	Quadrangle
T20R02E	36	SW	NE	Pierce	

Coordinate Reference

Easting: 1144854

Northing: 678309

Projection: Washington State Plane South

Datum: HARN (feet)

Identification

Survey Name: Clover Park Technical College B5

Date Recorded: 12/12/2014

Field Recorder: Spencer Howard, Katie Chase

Owner's Name: Clover Park Technical College

Owner Address: 4500 Steilacoom Blvd SW

City: Lakewood

State: WA

Zip: 98499

Classification: Building

Resource Status:

Comments:

Survey/Inventory

Within a District? No

Contributing?

National Register:

Local District:

National Register District/Thematic Nomination Name:

Eligibility Status: Not Determined - SHPO

Determination Date: 1/1/0001

Determination Comments:



Historic Inventory Report

Description

Historic Use: Transportation - Air-Related		Current Use: Education - College	
Plan: Rectangle	Stories: 2	Structural System: Braced Frame	
Changes to Plan: Moderate		Changes to Interior: Moderate	
Changes to Original Cladding: Slight		Changes to Windows: Extensive	
Changes to Other: Extensive			
Other (specify): Hangar doors			
Style:	Cladding:	Roof Type:	Roof Material:
Art Deco	Veneer - Stucco	Shed	Asphalt / Composition - Rolled
	Wood - T 1-11	Flat with Parapet	
		Barrel Vault	
Foundation:	Form/Type:		
Concrete - Poured	Other		

Narrative

Study Unit	Other
Transportation	air-related
Architecture/Landscape Architecture	
Date of Construction:	1931 Built Date
	Builder:
	Engineer:
	Architect:

Property appears to meet criteria for the National Register of Historic Places: No

Property is located in a potential historic district (National and/or local): No

Property potentially contributes to a historic district (National and/or local): No

Statement of Significance: Constructed in 1931, the significance of the Mueller-Harkins Hangar stems from its use by the City of Tacoma as an airport, by the Washington Air College in the 1930s, and by the U. S. Navy in the 1940s. Despite its role in the region's early days of aviation, the building does not appear to meet any of the four (A, B, C, or D) criteria for listing in the National Register of Historic Places or Washington Heritage Register. Significant events that occurred at the airfield, such as the 1928 National Air Tour, predate the construction of the hangar, making the property ineligible under Criterion A. The building does not appear to merit eligibility under Criterion B, or association with lives of significant persons in the past. The original builder is unknown and the original owners of the field – L. W. Harkins and R. A. Mueller – are better known for their automobile dealerships and buildings associated with that business still remain in Tacoma. While the hangar retains its original open volume and roof span, the loss of the original hangar doors and the poor integrity of the adjoining office building make the building ineligible under Criterion C. The hangar has not yielded, and does not appear likely to yield, information important to history or prehistory, preventing it from listing under Criterion D.

The building does remain in its original location and only one addition has altered the building's original footprint. The hangar retains its original open volume and exposed trusses. Elements of the original design, materials, and workmanship are retained, but key features such as the original hangar doors, entry doors, and windows are missing, decreasing the building's integrity. New construction, hardscaping, and landscaping around the hangar have altered its original airfield setting and also diminish the building's historic feeling and association. While there are other historic hangars remaining throughout Washington State, the Mueller-Harkins Hangar appears to be unique in that it remains in its original location and dates from the 1930s. Most remaining hangars were constructed in the 1940s or later primarily for military use. The Olympia Airport Terminal is a similar hangar to the Mueller-Harkins Hangar. While the Olympia hangar was constructed in 1936, five years after the Mueller-Harkins Hangar, it also operated primarily as a private enterprise with a flying school. Both hangars have a bowed roof and adjoining spaces for offices.

The Mueller-Harkins Hangar was constructed in 1931 on the site of the former Tacoma Speedway, an automobile race track which operated between 1914 and 1921. After the closure of the Tacoma Speedway, the open field was utilized as a private landing field for airplanes. In November 1927 grading work began on the former speedway after the Tacoma Chamber of Commerce reached an agreement with the owners of the landing field – automobile dealers L. W. Harkins and R. A. Mueller. With this arrangement the Tacoma Chamber of Commerce agreed to fund the improvements to the field owned by Mueller and Harkins; in exchange, the field would be operated as a municipal airport for three years. The Washington Air College, a pioneer school of aviation in western Washington, also established itself at the site and grew to the point where the flying school required the addition of a new building. The college constructed the new hangar in 1931 for \$10,000. Upon its opening, the hangar measured 80 by 100 feet and featured a concrete floor with a large concrete apron at the front facing Pacific Highway. A two-story addition runs along the south side of the hangar and houses offices. This portion of the building featured a large brick fireplace plus a radio room. The second floor contained a classroom and two bedrooms to accommodate visiting pilots. Although the building was originally clad in wood siding, the final finish on the exterior was always planned to be stucco to reduce fire risk. According to the Tacoma Daily Ledger, the new hangar was one of the "finest privately owned hangars on the coast."

After the construction of the Tacoma Municipal Airport in the early 1930s, maintained by Pierce County, the Mueller-Harkins Airport reverted to private use. In 1937, the U. S. government announced it would take over the Tacoma Municipal Airport field for use as an air base (now the location of Joint Base Lewis McChord). In 1941, the Mueller-Harkins field was approved to handle large commercial planes once again to give Tacoma a commercial airfield once again. Meanwhile, the Tacoma Flying Service operated at the airport, training students in aviation, between 1936 and 1941. In 1944, the airfield, including the hangar, was taken over by the U. S. Navy during WWII. In 1949, the Clover Park School District was granted use of several acres of the former Mueller-Harkins airfield – the site which had been used as a Navy Supply Depot during WWII was being phased out. The Clover Park Technical College grew out of the vocational programs established at the Clover Park High School which included aviation science and auto mechanic and machine shops. The aviation program first used a rudimentary landing strip adjacent to the high school but eventually used the former Mueller-Harkins airfield. By 1954, the school began using the Mueller-Harkins hangar, which it continued to use as a hangar until 1970. Sometime in the 1970s or 1980s, a shed roof addition was constructed on the west elevation of the hangar building. Although no longer used as a hangar, the building continues to be used by the Clover Park Technical College. The hangar's open volume perfectly houses the residential construction program for the college.

Description of
Physical
Appearance:

Located on the Clover Park Technical College in Lakewood, the building stands on a flat site adjacent Steilacoom Boulevard Southwest at the north edge of the campus. The former airfield once occupied the land southeast of the building, but has since been redeveloped with college buildings. The building is oriented east/west with hangar doors originally at either end. An original shed roof work space extends off the south side along the west end. The original two story office and temporary living quarters space for visiting pilots and the flight school classrooms extends off the southeast corner of the hangar volume. A contemporary shed roof storage addition (approx. 34 by 15 feet) by the college, extends off the east end of the building at the former hangar door location.

The hangar volume retains the highest level of integrity with the original framing, trusses, and cladding; however, both sets of hangar doors have been removed, the end walls infilled, and former windows and doors boarded over. The shed roof and two-story volumes retain their exterior framing and the distinctive parapet at the two-story volume; however all windows and doorways have been either replaced or infilled, alterations made to the stucco, and a canopy added to the west end of the shed roof portion.

The framing and trusses for the hangar volume remain in good condition. The shed roof volume is in poor condition and two-story volume in poor to failing condition. The site has been altered, removing the site and setting context of the air field by adding buildings around the hangar off the west, south, southeast, and southwest sides.

The original building features the hangar volume (approx. 34 by 53 feet), one story shed work space (approx. 10 by 30 feet), and two-story office portion (approx. 10 by 21 feet). Framing for the hangar volume consists of posts (12 by 12-inches) supporting both wood bowstring trusses and a large built-up beam at the west end. Wall panels (2 by 6-inch studs) infill between the posts. A collar (2 by 12-inches) let in to the top of the posts with diagonally placed boards at each post connecting to the collar provide lateral bracing.

The building exterior consists of horizontal shiplap clad with chicken wire and an approximately three-eighths to half-inch thick stucco coating. The bowstring roof form of the hangar volume is echoed in the arched parapets of the two-story volume. Wood sash, 3 over 3 windows provided day lighting to interior spaces. These have been replaced with vinyl and aluminum windows on the shed and two story volumes, and covered with plywood on the hangar volume. A multi-lite wood door originally led into the two story volume, this has since been removed and the doorway closed off. Remnants of the hangar door tracks remain at the east and west ends of the building.

There are nine posts along both the north and south sides of the hangar volume. Those along the north wall stand on raised concrete footings, while the footings for posts along the south side set flush with the space's concrete floor slab. The beam spanning the west end above one set of former hangar doors consists of five 2 by 10-inch boards and is supported on the posts at either end. The bowstring trusses consist of a built up bottom chord (2 by 10-inch) bolted together with smaller diagonal members (2 by 4-inch). They span north/south between the posts. An east/west bracing board spans between the bottom chord of each truss. Roofing consists of east/west running purlins (2 by 8-inch) set on approximately two foot spacing spanning between the trusses and supporting north/south running wood tongue-and-groove decking clad with rolled asphalt composition roofing.

Wall panels between the posts feature wood sash windows and a personnel doorway on the north side. The inner face of the north wall panels were originally exposed studs. Added oriented strand board (OSB) clads them today and covers the former window and personnel door openings. The inner face of the eastern three bays of south wall panels feature shiplap (approx. 1 by 5-inches) cladding painted with fire retardant aluminum paint. The western bays feature contemporary plywood cladding over the studs. The west end wall features original stud walls at the corners, with the main central portion of the wall, originally the hangar's west doorway, infilled with OSB clad wood studs and two roll up doors and a double-leaf personnel doorway. The east end wall, originally the hangar's front east doorway, features an added post mid wall span with contemporary sliding doors (built up from 2x4s and plywood with corrugated fiberglass cladding) filling in the majority of the end wall. Wood studs clad with plywood frame the southernmost end of this wall.

A board formed, reinforced concrete vault remains in the southeast corner of the hangar volume. A metal clad door provides access to the space, which is currently used for storage. The main hangar volume is currently used for technical instruction space. Contemporary fluorescent fixtures provide lighting. The shed roof and two-story volumes feature wood stud framing clad with sheet rock and contemporary finishes on the interior. The shed roof volume features a concrete slab on grade. Contemporary fluorescent fixtures provide lighting. No access was possible to the upper floor of the two-story portion.

Major
Bibliographic
References:

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"Condemnation of Airport Asked." The Seattle Times. July 21, 1944.

"Expanding At Airport: Mueller-Harkins' Field to Accommodate Transports. Tacoma News Tribune. April 22, 1941

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"Private Port Has Built Big New Hangar." Tacoma Daily Ledger. May 26, 1931, Section II.

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Spieth, Glen E. "Mueller-Harkins Airport." Survey-Inventory Form. Office of Archaeology and Historic Preservation. 1995.

"Tacoma Will Hasten Work on Airport!" The Seattle Times. December 26, 1927.

Photos



Hangar doors removed and replaced with stud wall infill and roll up doors.

West facade, looking southeast.

2014



Typical condition for former windows on the hangar volume. Unknown if original sash remains behind.

Detail of boarded over window and doorway on the north facade.

2014



The T1-11 portion in the background is the shed roof east addition.

Overrun for former hangar door at east end of the building.

2014



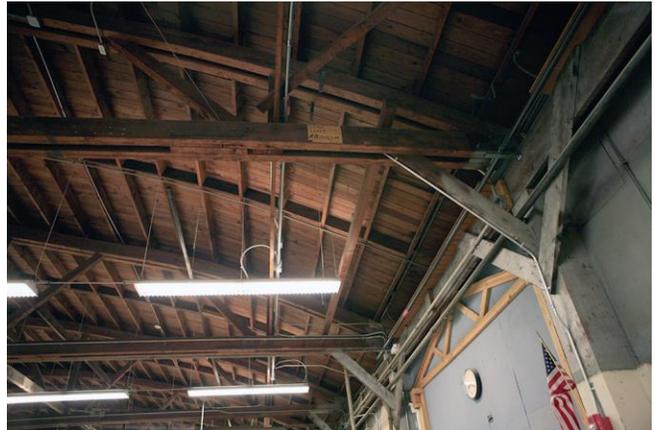
All original windows on the shed roof volume have been replaced with vinyl and aluminum.

Southwest corner with the original shed roof volume in the foreground.

2014



All of the original windows in the two story volume have been replaced or infilled. The east shed addition is visible at right. Southeast corner with the two story volume in the foreground.
2014



Interior view of the hangar volume roof and truss framing.
2014



Interior view of the main hangar volume looking east.
2014



Interior view of the south wall of the hangar volume looking west.
2014





Interior view of the first floor of the two-story portion. Looking west.
2014



Detail of the original hangar door tracks that remain in the concrete at both the east and west ends of the building.
2014

Interior view of the contemporary east shed addition looking northwest. The opening at left leads into the hangar volume.
2014



Interior view of the original shed roof volume looking east.
2014



Image courtesy of the Tacoma Public Library Northwest Room.
Southeast corner of the hangar showing the setting.
1931



Detail of small concrete vault in the southeast corner of the hangar volume.
2014



Image courtesy of the Tacoma Public Library Northwest Room.
Front east facade of the hangar.
1940



Image courtesy of the Tacoma Public Library Northwest Room.
South facade of the two-story volume.
1940



Image courtesy of the Tacoma Public Library Northwest Room.
East hangar doors.
2014



Image courtesy of the Tacoma Public Library Northwest Room.
South facade of the original one story shed roof portion.
2014

Historic Inventory Report

Comparative Hangars

Name	Location	Year Built	Notes
Aviation Field Hangar (Pearson Field Hangar)	1113 E 5 th Street, Vancouver	ca. 1920	Gambrel roof; Vernacular
Hangar No. 4 (Building 4 - Hangar Maintenance)	McChord Air Force Base (BRLM)	1938-39	Arched roof; original use as an airplane maintenance hangar; PWA Moderne design
Hangar No. 3 (Building 3 - Hangar Maintenance)	McChord Air Force Base (BRLM)	1938-39	Arched roof; original use as airplane maintenance hangar; PWA Moderne design
Hangar No. 2 (Building 2 - Hangar Maintenance)	McChord Air Force Base (BRLM)	1938-39	Arched roof; original use as airplane maintenance hangar; PWA Moderne design
Building 112, Hangar 1	112 NW Ault Field, Oak Harbor	1942	Barrel vault roof; octagonal plan; Last remaining wood, World War II era hangar at Ault Field
Boeing Field Hangar Building 5	Boeing	ca. 1942	Rainbow arch roof; larger (taller) than Mueller Harkins
Ault Field - Hangar 1, Hangs Lockers (Building 112 and Support Buildings 421 and 450)	112 North Line, Oak Harbor	1942	Barrel vault roof; Naval facility; recommendation as individually eligible
Arlington Municipal Airport - Hangar	18706 59 th Drive NE, Arlington	1943-44	Barrel vault and shed roof; Defense - Air Facility; naval use
Building 3043, Hangar 9	End of Randolph Street, Ault Field, Oak Harbor	1964	
Building 3642, Hangar 8	2642 N Ranger, Oak Harbor	1980	
Building 2648, Hangar 7	2544 N Pioneer, Oak Harbor	1973	
Building 2737, Hangar 12	2737 N Charles Port Ave., Oak Harbor	1989	
Building 2733, Hangar 11	2733 N/A, Oak Harbor	1988	
Building 365, Hangar 5	365 NW A, Oak Harbor	1953	Barrel vault & flat with parapet roof; reinforced concrete
Fairchild AFB Building 1023, 1024, 1024, 1026 - Hangar Maintenance	Fairchild AFB	1953	Varied roof lines
Fairchild AFB Building 1025, 1025, 1027 - Hangar	Fairchild AFB	1955	Shed roof
Fairchild AFB Building 1034 - Maintenance Hangar	Fairchild AFB	1978	Flat roof with eaves
Fairchild AFB Building 2025 - Maintenance Hangar	Fairchild AFB	1943	Determined eligible; front gable roof

Table of comparison hangars.
2014

Comparative Hangars

Name	Location	Year Built	Notes
NAS Seattle Building 32 - Landplane Hangar	NOAA & 63 rd Ave NE, Seattle, WA	1939	Gable
NAS Seattle Building 33 - Landplane Hangar	NE 7 th St & 63 rd Ave NE, Seattle, WA	1939	Gable
NAS Whidbey Island - Building 410, Hangar 6	410 Port Charles Ave, Oak Harbor, WA	1955	Determined eligible; Gable - Parallel gables; Flat with eaves.
Forwater Field Portable Hangar (Feltz Field Hangar, Building G)	16271 Forster Ave, Spokane, WA	1924	Gambrel roof; oldest remaining structure at Feltz Field
NAS Whidbey Island - Hangar No. 1	NAS Whidbey Island, Ault Field, Oak Harbor, WA		
Seaplane Base - Hangar, Utility Shop and Office Building (Building 17, Navy Exchange (NEX))	Whidbey Island	1942	Gable roof; Flat with parapet
Old Hangar (111-0181-0100)	Pasco, WA		No other information provided
West Coast Airlines Hangar (Quad 7 Hangar / Hangar 4)	7777 Peonimeter Rd S, Seattle, WA	1963	Parabolic
NAS Whidbey Island - Building 2609, Hangar 10	Building 2609, N Ranger St, Ault Field, Oak Harbor, WA	1986	Not eligible
NAS Whidbey Island - Building 410, Hangar 6	Building 410, Hangar 6		

Table of comparison hangars.
2014

Comparative Hangars

Name	Location	Year Built	Notes
Fairchild AFB Building 2050 - HG Hangar	Fairchild AFB	1942	Determined eligible;
Fairchild AFB Buildings 2001, 2005, 1009, 1012, 1013, 1017, 1021 - Hangar Maintenance	Fairchild AFB	1955	Determined eligible
Fairchild AFB Buildings 1003, 1007, 1011, 1015, 1019 - Hangar Maintenance	Fairchild AFB	1958	Determined eligible; front gable
Gerger Field Hangar 725 (Spokane Airports Building 725)	8810 Davison Blvd S, Spokane, WA	1941	Determined eligible; monitor roof;
Gerger Field Hangar and Mechanical Facility	8700 W Electric Ave, vicinity of Airway Heights, WA	Ca. 1930	Determined eligible; barrel vault and flat roof with parapet; similar twin buildings joined as one; doors and windows intact
Hangar Maintenance Building	Building 2050, FAIR, Spokane	1943	Barrel
Hangar No. 1	Boeing Field, Seattle	1942	Barrel
Hangar No. 2 (Hangar Maintenance)	McChord AFB	1938-1939	Art Deco, PWA Moderne; Arched;
Hangar - Abort (Building 309)	Building 300, McChord AFB	1953	Shed
Heating Facility; Hangar Maintenance (2503, 2504)	W8700 Electric Ave, Spokane	1943	Barrel vault;
King County Airport Hangar 3	7827 Peonimeter Rd S, Seattle	1952	Parabolic;
King County Airport Hangar 5	7825 Peonimeter Rd S, Seattle	1942	Parabolic;
King County Airport Small Hangars	8465-8490 Peonimeter Rd S, Seattle	1967	Hip roof
Moscow-Pullman Airport Hangar	2801 Airport Rd, Pullman, WA	1937	Gable roof
NAS Seattle Building 27 - Seaplane Hangar (Alma Sports Hangar 27)	62 nd Ave NE & NOAA Road, Seattle, WA	1938	Gable
Olympia Airport Terminal	7525 Old Hwy 99 SE, Olympia, WA	1936	Vaulted roof; Operated as an airport, and also as a charter school; military also took over during the war
NAS Seattle Building 30 - Hangar & Office Building	6330 NE 74 th Street, Seattle, WA	1939	Art Deco

Table of comparison hangars.
2014

MEMORANDUM

Date:	December 17, 2014	TG:	14376.00
To:	Joan Rumsey, AIA – McGranahan Architects		
From:	Stefanie Herzstein PE, PTOE – Transpo Group		
Subject:	Clover Park Technical College Master Plan Transportation Impact Analysis Update		

The purpose of this memorandum is to provide an understanding of the potential transportation impacts associated with the proposed refinements to the Clover Park Technical College (CPTC) Master Plan relative to the approvals already in place.

Background

The CPTC Master Plan was evaluated in the *Clover Park Technical College Master Plan Transportation Impact Analysis*, May 2012. Since completion approval of the CPTC Master Plan, refinements have been made to the Master Plan including updates to campus population and phasing of development. The proposed on-site circulation and general location of parking areas for the CPTC Master Plan is consistent with the May 2012 traffic study assumptions.

The May 2012 traffic study analyzed the existing (2012), near-term (2015), and long-term (2040) transportation impacts of the CPTC Master Plan. The evaluation focused on the weekday AM, PM (school), and PM (adjacent street) peak hours because these are the time periods that typically represent the worst traffic congestion for the campus driveways and study area intersections. Future campus forecasts for the CPTC Master Plan were based on student population projections.

Project Description

As described above, the traffic analysis in the CPTC Master Plan relied on student population projections to forecast campus traffic generation. Enrollment of full time equivalent (FTE) students is declining at the CPTC, as noted in the May 2012 traffic study. This declining enrollment has resulted in a change in future population projections for the campus. Table 1 provides a comparison of the approved and proposed CPTC Master Plan FTE student projections.

Table 1. Comparison of CPTC Master Plan Student Population Projections

	Approved Master Plan Student FTE	Proposed Master Plan Update Student FTE	Difference in Student FTE ¹ (Approved – Proposed)
Existing	5,562 ²	4,509 ³	-1,053
Near-Term (2015)	4,728	4,572	-156
Long-Term (2040)	7,756	5,443	-2,313

Source: Clover Park Technical College, 2012 and 2014.

1. Shows the difference between approved and proposed Master Plan student projections.

2. Represents 2012 student FTE enrollment.

3. Represents 2013-2014 student FTE enrollment.

As show in Table 1, the existing (2014) FTE student population is substantially less than 2012 population with over 1,000 fewer FTE students. In addition, both the near-term and long-term projections for the campus student population are less than the approved Master Plan. The decline in population projections would result in fewer trips generated by the CPTC Master Plan as documented in the following section.

Trip Generation

Trip generation for the CPTC was determined from a trip rate per student FTE population based on trip generation data collected for the campus in 2012. With the decrease in student population projections for the proposed CPTC Master Plan, estimated weekday peak hour trip generation would decrease compared to the approved Master Plan. Table 2 provides a summary of the difference in weekday trip generation estimates between the approved and proposed Master Plan.

Table 2. Change in Estimated Weekday Trip Generation with Proposed CPTC Master Plan

Scenario	FTE Student Population Decrease ²	Total Change in Trips		
		AM Peak Hour	PM (School) Peak Hour	PM (Adjacent Street) Peak Hour
	<i>Trip Rate¹</i>	<i>0.16</i>	<i>0.15</i>	<i>0.08</i>
Existing	-1,053	-168	-158	-84
Near-Term	-156	-25	-23	-12
Long-Term	-2,313	-371	-347	-185

1. Based on data provided in the *Clover Park Technical College Master Plan Transportation Impact Analysis*, May 2012

2. Represents the approved Master Plan student projections minus the proposed Master Plan projections.

As shown in the table, existing trip generation for the campus is approximately 80 to 170 fewer trips during the peak hours compared to the approved Master Plan. Near-term campus population projections are similar between the approved and proposed Master Plan so the difference in trip generation is small. For the long-term conditions, trip generation is projected to be 185 to 370 fewer trips during the peak hours compared to the approved Master Plan.

Conclusion

CPTC has fewer FTE students than noted for existing conditions in the May 2012 traffic study. In addition, the proposed CPTC Master Plan is projecting fewer FTE students in the near- and long-terms than evaluated for the approved Master Plan. Given the decrease in FTE students and consequently fewer trips generated by the CPTC during the weekday peak hours, it is anticipated that transportation impacts of the proposed CPTC Master Plan would be equivalent to or less than disclosed in the May 2012 traffic study for the approved Master Plan. The recommendations in the May 2012 traffic study would be sufficient to mitigate potential impacts of the proposed CPTC Master Plan. These mitigations included collection of bi-yearly driveway counts unless CPTC demonstrates no significant changes have occurred on-campus and implementation of travel demand management strategies to reduce vehicular traffic to and from the campus.

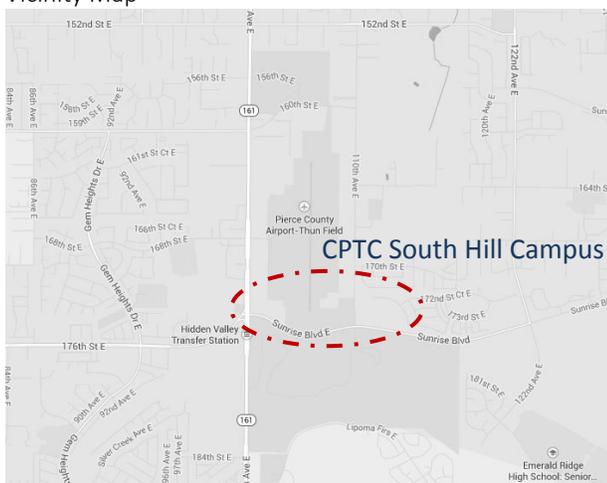
South Hill Campus

ZONING/LAND USE

CPTC's South Hill Campus is located in unincorporated Pierce County, just south of the City of Puyallup at the intersection of 110th Avenue East and Sunrise Boulevard. The population of South Hill was 52,431 in 2010. The community's name describes the area's location on the south side of the Puyallup River valley.

The 59,833 SF Aviation Trades facility, built in 1999, houses classrooms, administrative spaces and lab and shop programs. The campus connects directly to the Pierce County Airport-Thun Field. Pierce County Planning & Land Use Services has jurisdictional oversight of the South Hill Campus. In addition to complying with Pierce County Development Regulations, a South Hill Community Plan was adopted in April of 2003. The South Hill Campus site is zoned EC, Employment Center with an Airport AOI Overlay.

Vicinity Map



Site Location: The 9.97 acre South Hill campus of CPTC is located in South Hill, WA at the southern border of the City of Puyallup and approximately 14 miles southeast of the main Lakewood CPTC campus.

Tax Parcel Number: 6021750020

Legal Description: Section 27 Township 19 Range 04 Quarter 34 CLOVER PRK AVTION TRADES FAC BSP: CLOVER PRK AVTION TRADES FAC BSP SE OF SW 27-19-04E PARCEL "B" EASE OF RECORD APPROX 434,436 SQ FT (9.97 ACS) OUT OF 04-19-27-3-018 & 3-020 SEG H-0537 JU 12/20/95JU

Existing grades within the campus are relatively flat with the exception of slopes that transition from the elevation of the runway and Aviation Trades building to the public streets on the east and south.

CIRCULATION

All vehicles arrive and depart the South Hill Campus utilizing 110th Avenue East, on the eastern perimeter of the site. Primary pedestrian circulation is limited to the east and southern faces of the building, due to the Aviation Trades direct connection to the Thun Field runway.

SIGNAGE

Any modifications or additions to signage will require a signage permit. Prohibited signs in the South Hill Community Plan include canvas, iconic, inflatable, and awning signs. With some restrictions on hours of use, pole signs with electronic messaging (not exceeding 15'high) are allowed for schools. Lighting restrictions, including brightness and proximity to residential areas, are outlined in PCC, section 18B.20.090. The size of allowable sign is stipulated in table 18B.30.110-1. A monument sign with a maximum area of 56 SF is allowed for the Aviation Trades building.

Since the South Hill Campus falls within an airport overlay zone, FAA approval may be required for new signage, pursuant to 18.B20.030. However, since any new signage will need to be lower than the existing building per zoning codes, and will likely be located further from the runway than the existing building, it is assumed that sign heights will fall within the parameters allowed by the FAA.

EXISTING BUILDING CONDITION & POTENTIAL EXPANSION ZONES

Washington State's 2013 Facility Condition Survey assigned a score of 178 to the Aviation Trades building, with a rating of adequate. The South Hill site received a score of 59, between a range of 36-175, in which lower numbers represent better conditions.

Preliminary studies have identified two potential zones for expansion of the Aviation Trades building. A 3,500 SF addition to house student services can be located on the northeast corner of the building, and instruction space totaling approximately 18,000 SF, can be added at the building's southwest corner. The addition of program space will necessitate an increase in plumbing fixtures. See attached diagrams.



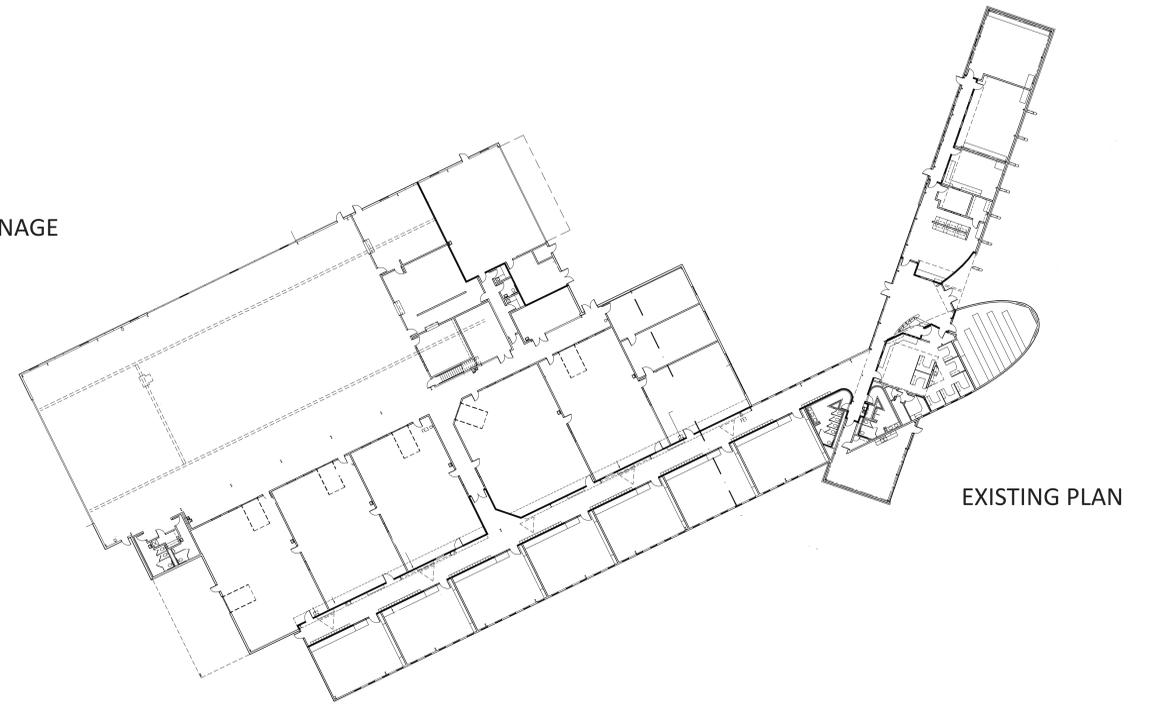
PARKING ANALYSIS

There are a total of 151 existing parking stalls on the South Hill Campus, including 5 ADA accessible stalls. For colleges, Pierce County Development Regulations require a minimum of 1 stall per 1,000 SF of building area (or .3 per maximum student population) and a maximum of 1 stall per 2 students. Based on a total building area of under 82,000 SF after potential future expansion, the campus would meet the parking minimum without adding stalls. However, additional parking capacity can be accommodated on-site, northeast of the existing building.



AERIAL PHOTO

EXISTING SITE SIGNAGE



EXISTING PLAN



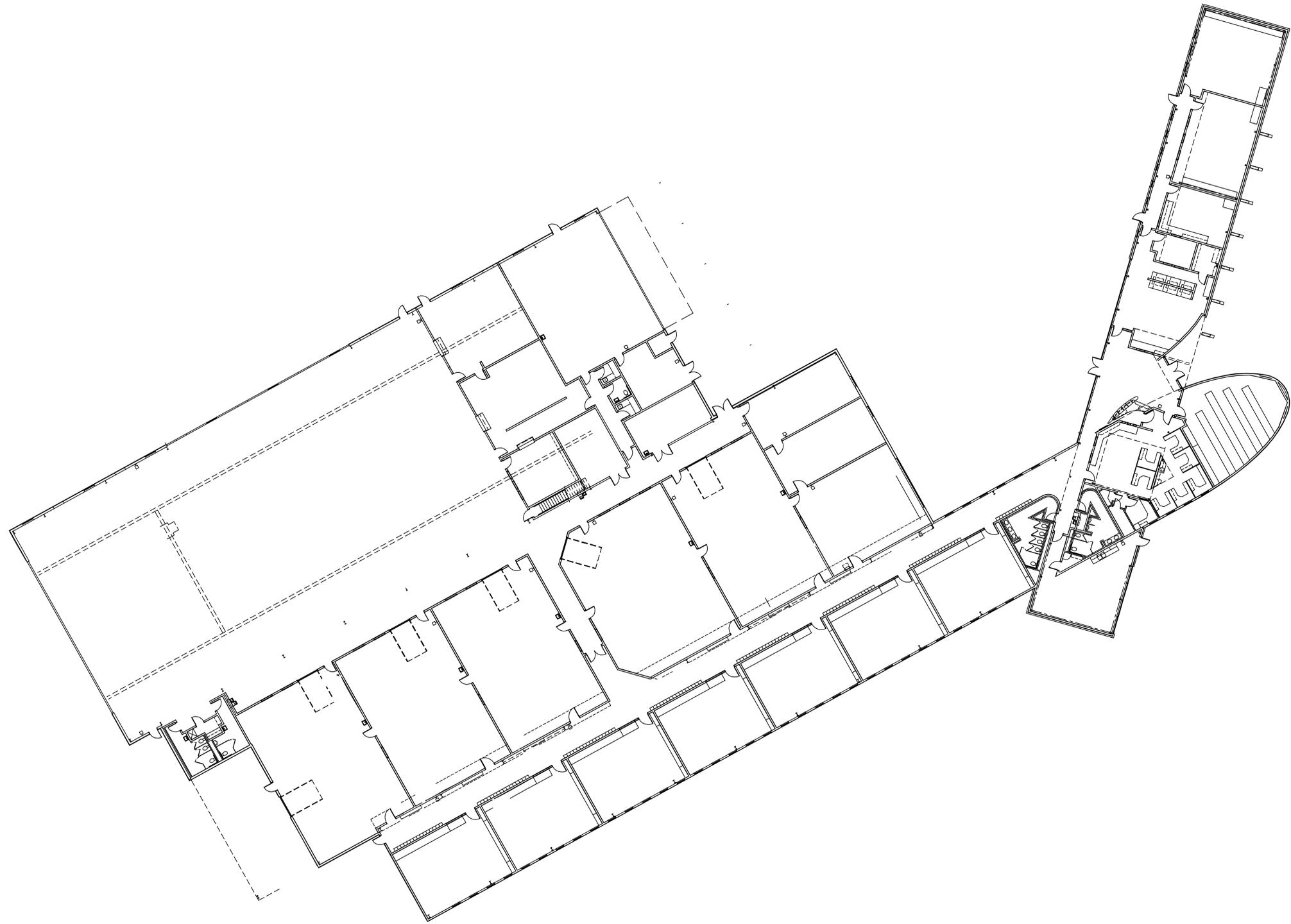
VIEW FROM SE CORNER



VIEW FROM 110 TH AVENUE

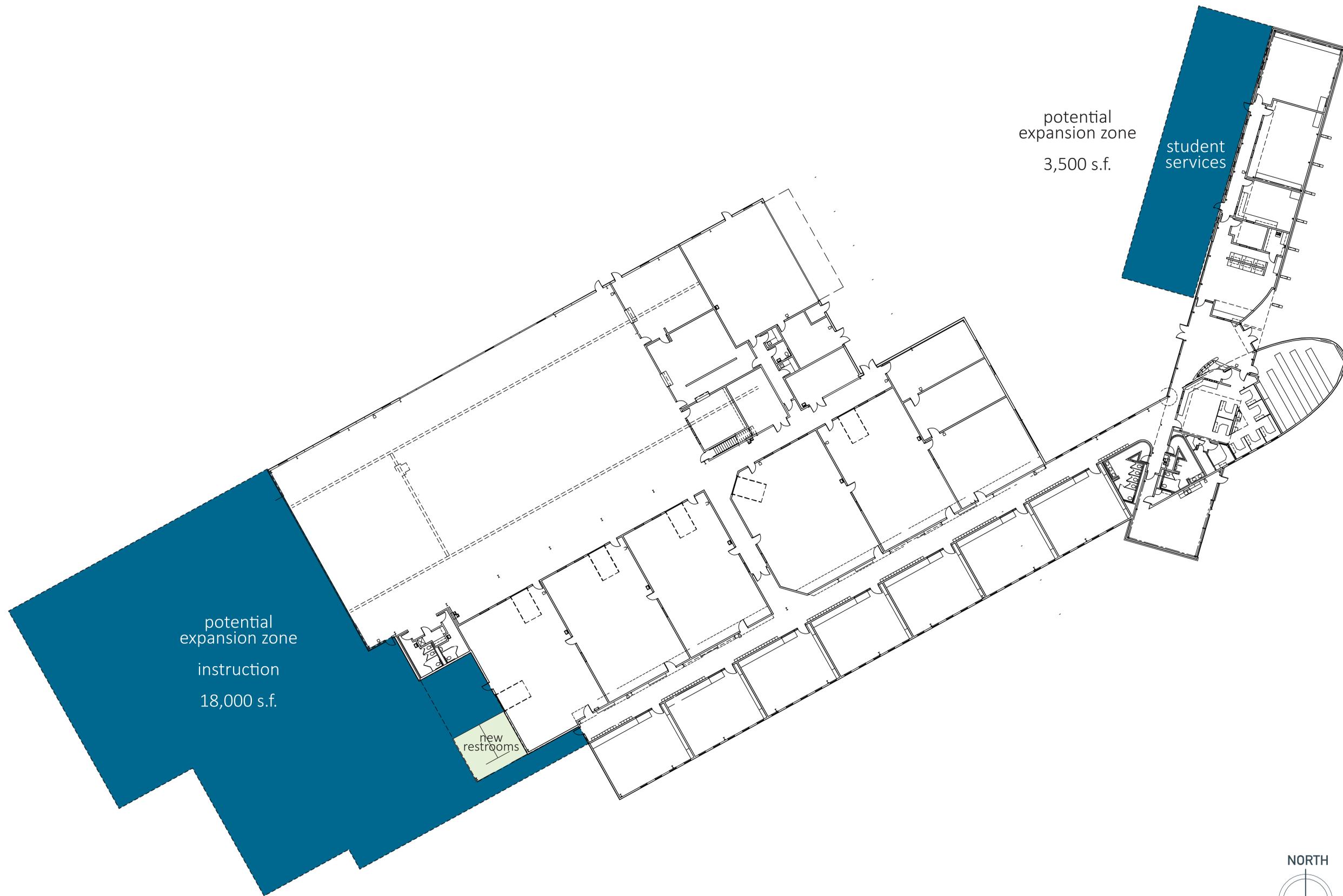
AVIATION TRADES - SOUTH HILL CAMPUS

CPTC MASTER PLAN
CLOVER PARK TECHNICAL COLLEGE
17 NOVEMBER 2014



AVIATION TRADES - EXISTING FLOOR PLAN

CPTC MASTER PLAN
CLOVER PARK TECHNICAL COLLEGE
17 NOVEMBER 2014



potential
expansion zone
instruction
18,000 s.f.

potential
expansion zone
3,500 s.f.

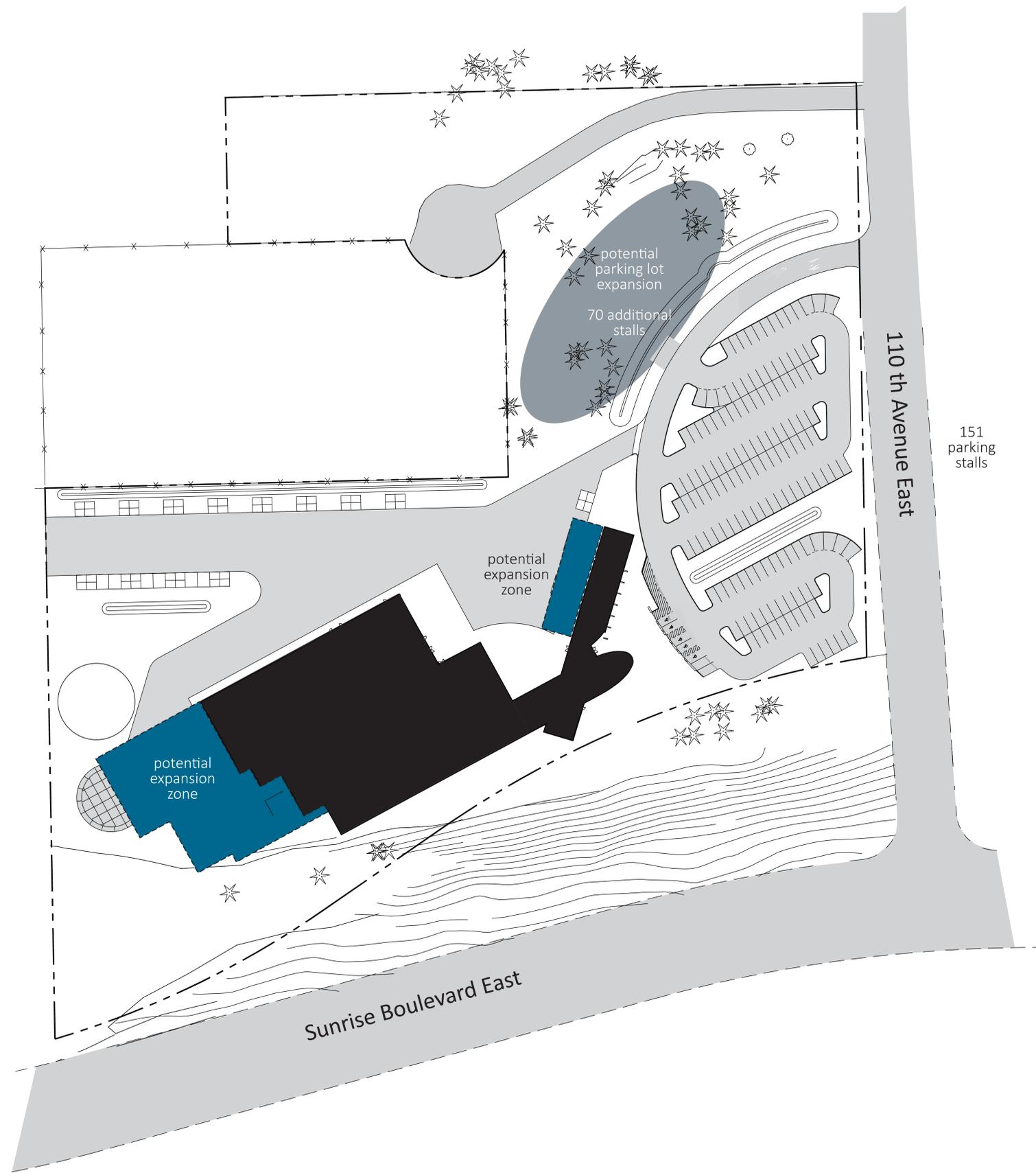
student
services

new
restrooms



AVIATION TRADES - POTENTIAL EXPANSION ZONES

CPTC MASTER PLAN
CLOVER PARK TECHNICAL COLLEGE
17 NOVEMBER 2014



AVIATION TRADES - SOUTH HILL CAMPUS

CPTC MASTER PLAN
 CLOVER PARK TECHNICAL COLLEGE
 17 NOVEMBER 2014



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memorandum

date August 21, 2014

to Joan Rumsey, McGranahan Architects

from Scott Olmsted

subject Clover Park Technical College Critical Areas Review

Clover Park Technical College owns four undeveloped parcels (Parcel # 4001340081, 4001441100, 4001441120, and 0220362020) located north of the college campus in Lakewood, WA (Figure 1). The College is exploring the potential for limited development of these parcels to support student training in water quality and environmental investigations and sampling. ESA examined maps and other available information to determine if wetlands or other critical areas regulated by Lakewood Municipal Code (LMC) 14A.00 would encumber the development. Our review is based on readily available information and did not include a site visit.

Wetlands, fish and wildlife habitat areas, and priority Oregon White Oak Woodlands are located on one or more of the four parcels owned by the College (Figure 1). According to the National Wetland Inventory and Pierce County GIS maps, the majority of Parcel #0220362020 contains wetlands; open water and wetland habitat is also visible on aerial images. Flett Creek flows through the wetland complex and through Parcel #4001340081. The primary source of hydrology to Flett Creek and the associated wetland complex is stormwater; however, Flett Creek flows into Chambers Creek, which is salmon-bearing and drains to Chambers Bay¹ (City of Tacoma, 2013).

Lakewood Municipal Code 14A.162.080 establishes wetland buffer standards that range from 200 feet for Category I wetlands to 50 feet for Category IV wetlands, based on the Washington State Wetland Rating System for Western Washington, Ecology Publication # 04-06-025. We estimate that the onsite wetlands would be considered Category I wetlands because of their size, complexity, hydrologic functions and high habitat value. The wetland and associated 200-foot buffer minimize development opportunities on most of Parcel #0220362020. City code also establishes a buffer on Flett Creek (a 35-foot buffer from the ordinary high water mark according to LMC 14A.154.050 and 18A.40.230), but the wetland complex and its associated buffer extend well beyond the creek buffer.

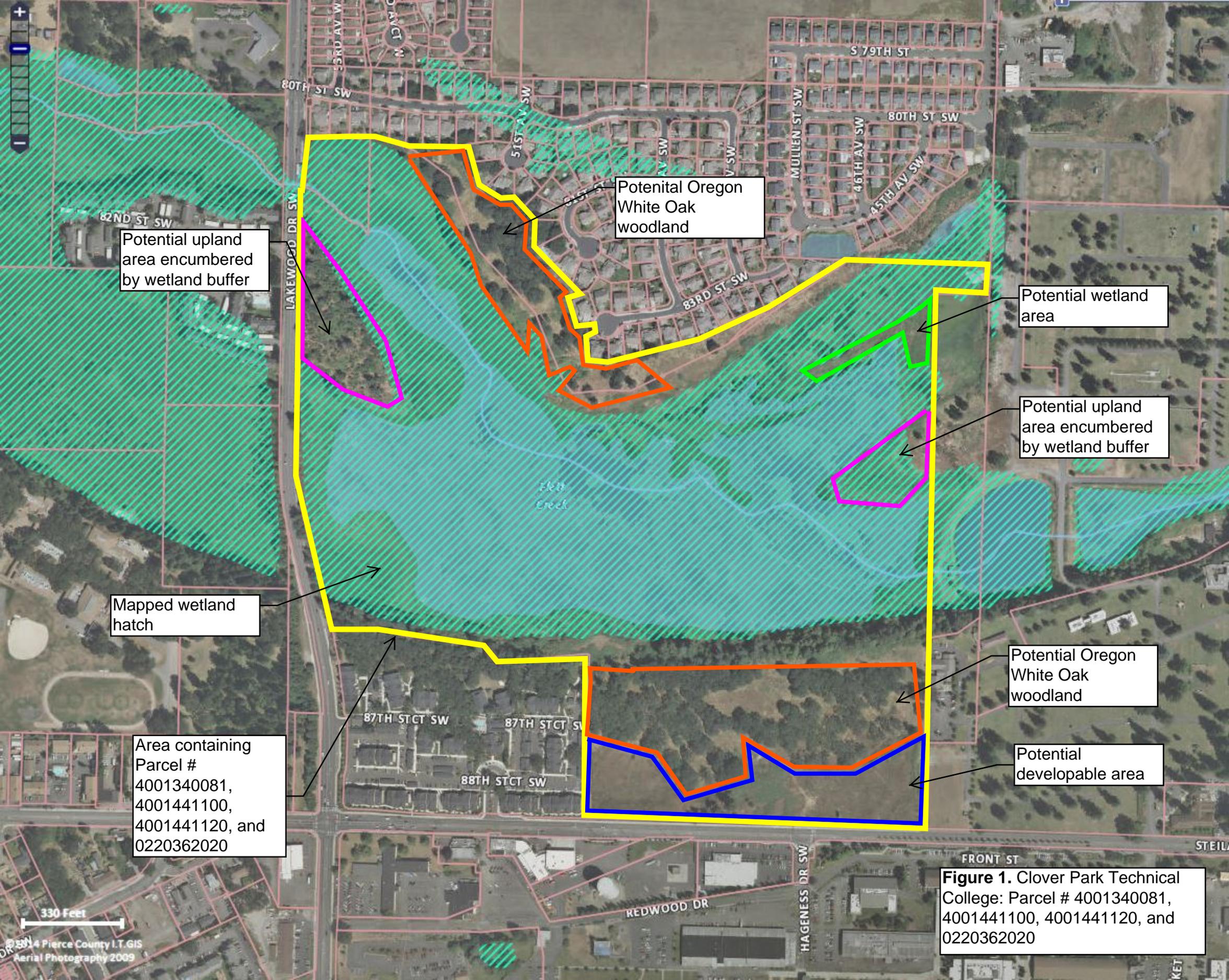
The western half of Parcel #4001441100 and the southern portion of Parcel #0220362020 appear to contain Oregon White Oak Woodlands as seen in aerial and street level images. White Oak Woodlands are relatively rare in western Washington and are considered priority habitats by the State Department of Fish and Wildlife. The City does not have prescriptive protection standards for White Oak Woodlands, but they rely upon the Washington Department of Fish and Wildlife's Management Recommendations to protect these habitats (LMC

¹ City of Tacoma. 2013. Surface Water System. Accessed: August 20, 2014. Available at: http://www.cityoftacoma.org/government/city_departments/environmentalservices/surface_water/surface_water_system/

14A.154.030B). The management recommendations suggest that White Oak Woodlands should be preserved to the maximum extent possible.

Conclusion

Due to the extensive Category I wetlands, Flett Creek, and the priority Oregon White Oak Woodlands, the developable area appears to be limited to the south end of Parcel #0220362020, fronting Steilacoom Boulevard SW (Figure 1). Development of other portions of the property could have adverse effects on one or more critical areas and would require a variety of permits and approvals from local, state, and federal agencies. To secure these permits, the College would need to demonstrate that the development could not be accommodated without affecting the protected resources and would have to offset any unavoidable impacts through compensatory mitigation.



Potential upland area encumbered by wetland buffer

Potential Oregon White Oak woodland

Potential wetland area

Potential upland area encumbered by wetland buffer

Mapped wetland hatch

Potential Oregon White Oak woodland

Area containing Parcel # 4001340081, 4001441100, 4001441120, and 0220362020

Potential developable area

Figure 1. Clover Park Technical College: Parcel # 4001340081, 4001441100, 4001441120, and 0220362020

330 Feet

© 2014 Pierce County I.T. GIS Aerial Photography 2009

Building 22 Program Areas

OVERVIEW

Building 22 is scheduled to be demolished and replaced with a new Center for Advanced Manufacturing in the short term plan. Anticipated construction of the new Center for Advanced Manufacturing is July 2017, dependent upon approval of state funding. Therefore, programs currently located in Building 22 will need to relocate during the Spring of 2017 or earlier.

The programs and functions currently housed in Building 22 include:

- International Department
- IT work space
- Campus Warehouse
- Veteran's Center
- Custodial Storage
- Facilities
- Grounds
- Maintenance

In addition to the above program spaces, CPSD warehouse occupies a large portion of the space. This lease will end before the demolition of Building 22.

Tours of existing spaces and interview with program users were conducted to determine space use and anticipated space needs. The campus warehouse is oversized and underutilized. Items stored in the mezzanines have not been used for years according to staff. Similarly, Custodial and Maintenance areas appear oversized for their use. A comparison of existing spaces to proposed spaces follows.

CONCLUSIONS AND RECOMMENDATIONS FOR EACH PROGRAM AREA

- International Department – Currently, 20 of the 24 International students attend the South Hill campus, but this is the maximum cap set for the South Hill campus due to high demand for the aviation programs. The growth in International students is anticipated to occur on the main campus. The International dept. currently occupies 1,500 sf in Building 22. Space need for approx. 1,200 sf, although the area for social space could be reduced if there is ready access to adjacent spaces for larger events. The International Department should be located in a visible location on campus, and adjacent to student activities. Student Center room 209 was initially explored as a potential space, but determined that it was not a possibility due to current extensive use by a range of stakeholders including: clients, college departments, prospective students, prospective employees, Associated Student Government and Student Clubs & Organizations. There is currently underutilized classroom space in a number of buildings (refer to Space Utilization study) that might serve International Department. Potential locations include the second floor of Building 17 Classrooms 230 or 270, or space in Building 11 that is currently being used as swing space for Student Services during the remodel.
- IT work space – The Director of IT has determined that there is space in Building 15 that they can utilize for the IT work space.

Facilities Master Plan Update 2014

Building 22 Program Areas

- Campus Warehouse – The campus warehouse could be located off campus in leased warehouse space. There are several buildings near the CPTC campus that could serve as potential locations.
- Veteran’s Center – The Veteran’s Center currently occupies 1,760 sf in Building 22. Space needs include open space for social gathering, kitchenette, storage, study hall, and a flexible/private meeting space. They prefer to be located “off the beaten path” but still part of campus. Good sightlines for safety, proximity to lawn area for service animals, and decreased noise levels are requirements for their space. Building 2 Room 109 was explored as a possible location and staff felt that the space and location would work well for the Veterans Resource Center.
- Facilities, Maintenance and Grounds could temporarily move to leased space with the warehouse until a new building to house the Facilities and Maintenance building is constructed. The potential building zone location for this is south of Building 25.

A comparison of existing to proposed space needs follows.

Program	Existing Area	Space Needs	Proposed Area
International Department			
Existing area in Building 22	1,517	Three workstations (8 x 8) + circulation	250
		Social space	600
		One private/enclosed workstation for 1:1 counseling. Note: does not require full-height walls	64
		Small kitchenette - sink , counter, refrigerator	80
		Storage	150
		Computer area - one workstation	64
	1,517	Space Need	1,208

There are currently 24 International students. Of the 24, 20 of these students are at the South Hill campus, which is the maximum cap for International students at South Hill. Thus, anticipated growth of International students is projected to occur at the Main campus. The kitchenette and social space are required to host visiting international students that are interested in the program. Larger events/receptions are held at the Student Center.

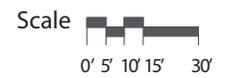
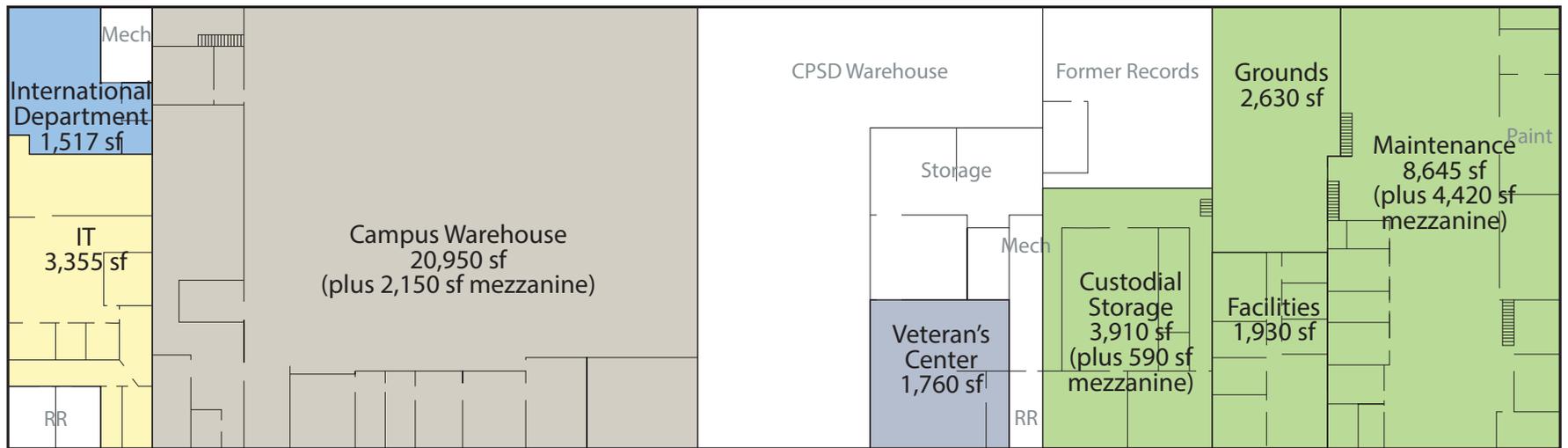
Program	Existing Area	Space Needs	Proposed Area
Veterans Resource Center			
Existing area in Building 22	1,760	One workstation at entry	80
		Social space - up to 35	800
		One private/flexible space	100
		Kithcenette with sink, counters, refrigerator, table & chairs	250
		Study Hall	250
		Storage for donations, backpacks, other	200
	1,760	Space Need	1,680

There are between 400 Veterans to 1,000 Veterans on campus. Student Veterans are anticipated to increase as there are more students leaving Fort Lewis that want to remain in the area. The Veterans Resource Center provides a space for relaxation, socialization, and cultural activities for the community of Veterans on campus. The Veterans Resource Center should have social space to accommodate at least 35 students. For larger evetns, they utilize the rotunda at Building 3. It should remain separate from Veterans Services in Building 17, which is focused on Financial Aide for Veterans. The ideal location would be "off the beaten path", and a permanent place. There should be good visual sightlines for safety so that there are no pntial perceived threats. The environment should be quiet i.e. away from construction noise or other loud activities that might startle students. There should be adjacent grass/exterior space as a large number of veterans have service dogs or comfort animals.

Program	Existing Area	Space Needs	Proposed Area
IT			
Existing area in Building 22	3,335	Michael Taylor (IT) has identified space in Building 15 for IT. No new space required.	
	3,335	Space Need	N/A

Program	Existing Area	Space Needs	Proposed Area
Campus Warehouse			
Warehouse & misc spaces	19,648	35% of existing warehouse space	6,800
Receiving	1,302	Receiving	1,200
Mezzanine	2,150	No mezzanine required	0
	23,100	ASF Need	8,000
		Non-Assignable (based on 80% efficiency)	2,000
		Total Gross Square Feet (GSF) Warehouse	10,000

Program	Existing Area	Space Needs	Proposed Area
Custodial			
Existing area in Building 22	3,910	Custodial storage	1,600
Existing Mezzanine	590	Mezzanine not required	0
		one private office	120
		Could share break room/meeting room with Maintenance	
	4,500	ASF Need	1,720
Facilities			
Existing area in Building 22	1,930	Space need similar to existing area	1,700
	1,930	ASF Need	1,700
Grounds			
Existing area in Building 22	2,630		1,500
	2,630	ASF Need	1,500
Maintenance			
Existing area in Building 22	8,645	Approx. 30% of existing space	2,500
Mezzanines	4,420	Mezzanine storage for filters	550
	13,065	ASF Need	3,050
Total Existing ASF	22,125	Grand Total ASF Need	7,970
		Non-Assignable (based on 80% efficiency)	1,993
		Total Gross Square Feet (GSF) Facilities/Maintenance	9,963



BUILDING 22 - EXISTING AREAS

CPTC MASTER PLAN
 CLOVER PARK TECHNICAL COLLEGE
 04 SEPTEMBER 2014

Space Utilization Study

OVERVIEW

A Space Utilization study was conducted in the Fall quarter 2014. Classroom schedule data was provided by the College and used for the analysis. Many of the classrooms were scheduled at the same day/time for different courses with the same instructor. Duplicated room scheduling for these instances were eliminated in the data to analyze room hour usage. A summary of Weekday, Weeknight, and Weekend utilization by building and room number follows.

MAIN CAMPUS WEEKDAY SPACE UTILIZATION

- 41% of Classrooms and Labs are scheduled less than 20 hours per week.
- 16% of Classrooms and Labs are scheduled between 20 – 29 hours per week.
- 43% of Classrooms and Labs are scheduled less than 30 or more hours per week.

MAIN CAMPUS WEEKNIGHT AND WEEKEND SPACE UTILIZATION

- 30% of Classrooms and Labs are scheduled in the evenings (after 5:00 p.m.), with the majority of rooms scheduled less than 10 hours per week for evening use.
- Less than 5% of Classrooms and Labs are scheduled on Saturday. These include:
 - Building 15 Room 111 – 5.5 hours
 - Building 16 Room 202 – 8 hours
 - Building 19 Room 124 – 8 hours
 - Building 31 – 9 hours

SPACE UTILIZATION SUMMARY BY BUILDING:

BUILDING 2:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
02	109	3.00	3.00	0.00
02	112	29.30	7.75	0.00
02	120	26.80	9.50	0.00
02	123	47.50	27.50	0.00
Subtotal		106.60	47.75	0.00
Average		26.65	11.94	0.00

CPTC Facilities Master Plan Update 2014

Space Utilization Study

BUILDING 3:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
03	205	28.30	0.00	0.00
03	301	31.65	0.00	0.00
03	306	31.65	0.00	0.00
03	307	31.65	0.00	0.00
03	401	31.65	0.00	0.00
03	402	30.00	0.00	0.00
03	507	31.65	0.00	0.00
03	601	31.65	0.00	0.00
03	701	31.65	0.00	0.00
03	901	31.65	0.00	0.00
Subtotal		311.50	0.00	0.00
Average		31.15	0.00	0.00

BUILDING 5:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
05	100	30.00	0.00	0.00
05	105	30.00	0.00	0.00
Subtotal		60.00	0.00	0.00
Average		30.00	0.00	0.00

BUILDING 8:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
08	100B	24.00	0.00	0.00
08	108	30.25	13.00	0.00
08	205	35.50	9.00	0.00
08	207	40.00	22.50	0.00
08	305	0.00	9.75	0.00
08	319	32.50	0.00	0.00
08	325	32.50	0.00	0.00
08	327	32.50	0.00	0.00
08	CL#1	32.00	0.00	0.00
08	CL#2	6.00	13.50	0.00
08	CL#4	40.00	22.50	0.00
Subtotal		305.25	90.25	0.00
Average		27.75	8.20	0.00

CPTC Facilities Master Plan Update 2014

Space Utilization Study

BUILDING 10:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
10	111	25.30	15.25	0.00
10	118	25.30	6.25	0.00
10	122	6.00	0.00	0.00
10	205	18.00	12.00	0.00
10	214	18.64	12.00	0.00
10	216	9.81	0.00	0.00
10	219	24.00	12.00	0.00
Subtotal		127.05	57.50	0.00
Average		18.15	8.21	0.00

BUILDING 11:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
11	106	31.32	0.00	0.00
11	107	14.64	4.00	0.00
11	111E	12.64	0.00	0.00
11	111W	14.64	0.00	0.00
11	112	14.00	0.00	0.00
11	127	12.45	0.00	0.00
11	154	32.00	0.00	0.00
11	158	32.00	0.00	0.00
Subtotal		163.69	4.00	0.00
Average		20.46	0.50	0.00

BUILDING 14:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
14	100	5.00	4.00	0.00
14	102	18.30	0.00	0.00
14	104	21.58	2.49	0.00
14	107	12.00	0.00	0.00
14	109	4.15	5.00	0.00
14	200A	16.66	12.00	0.00
14	200B	12.00	12.00	0.00
14	201	14.11	6.00	0.00
14	212	31.92	0.00	0.00
Subtotal		135.72	41.49	0.00
Average		15.08	4.61	0.00

CPTC Facilities Master Plan Update 2014

Space Utilization Study

BUILDING 15:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
15	105	8.00	0.00	0.00
15	111	19.43	8.00	5.50
15	112	4.98	0.00	0.00
Subtotal		32.41	8.00	5.50
Average		10.80	2.67	1.83

BUILDING 16:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
16	102	14.64	3.00	0.00
16	103	42.50	0.00	0.00
16	104	9.32	0.00	0.00
16	107	27.00	0.00	0.00
16	109	32.50	0.00	0.00
16	111	29.00	0.00	0.00
16	112	32.00	0.00	0.00
16	113	5.81	0.00	0.00
16	116	24.90	0.00	0.00
16	202	37.50	0.00	8.00
16	205	25.73	0.00	0.00
16	207	31.00	0.00	0.00
16	208	8.30	0.00	0.00
16	209	30.00	3.00	0.00
Subtotal		350.20	6.00	8.00
Average		25.01	0.43	0.57

BUILDING 17:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
17	230	12.45	0.00	0.00
17	240	20.75	0.00	0.00
17	270	19.44	0.00	0.00
Subtotal		52.64	0.00	0.00
Average		17.55	0.00	0.00

CPTC Facilities Master Plan Update 2014

Space Utilization Study

BUILDING 19:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
19	122	0.00	6.00	0.00
19	124	0.00	0.00	8.00
19	202	30.00	0.00	0.00
19	203	15.81	0.00	0.00
19	210	30.00	0.00	0.00
Subtotal		75.81	6.00	8.00
Average		15.16	1.20	1.60

BUILDING 21:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
21	104	0.50	0.00	0.00
21	105	44.75	23.75	0.00
21	106	19.45	1.00	0.00
21	107	19.00	0.00	0.00
21	108	11.00	12.00	0.00
21	109	9.00	0.00	0.00
21	111	35.00	0.00	0.00
21	113	8.00	0.00	0.00
21	120	16.00	0.00	0.00
21	122	35.00	0.00	0.00
21	130	2.00	7.00	0.00
21	137	30.00	0.00	0.00
21	210	17.00	4.00	0.00
21	211	22.50	9.00	0.00
21	214	22.00	5.00	0.00
21	216	13.66	7.00	0.00
21	222	37.50	0.00	0.00
21	226	10.50	0.00	0.00
21	227	22.16	17.50	0.00
21	231	6.00	0.00	0.00
21	232	30.00	0.00	0.00
21	235	12.00	0.00	0.00
Subtotal		423.02	86.25	0.00
Average		19.23	3.92	0.00

BUILDING 23:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
23	102	35.00	0.00	0.00
	Subtotal	35.00	0.00	0.00
	Average	35.00	0.00	0.00

Note: The only scheduled space in Building 23 (Student Center) is the Pastry Arts classroom. The Pastry Arts program also utilizes the kitchen and café..

BUILDING 25:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
25	103	13.50	0.00	0.00
25	105	33.75	15.00	0.00
25	200	34.15	0.00	0.00
25	402	33.75	0.00	0.00
25	403	26.25	10.50	0.00
	Subtotal	141.40	25.50	0.00
	Average	28.28	5.10	0.00

BUILDING 31:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
31	100	34.25	0.00	9
31	100	34.25	0.00	0.00
	Subtotal	68.50	0.00	9.00
	Average	34.25	0.00	4.50

Building 31 houses the Culinary Arts program and Restaurant Management. It is one of the most utilized buildings during the weekday hours. Buildings 3, 5, and 8 also have a high average weekday utilization.

Building 32 was not included in the analysis as this building is anticipated to be demolished Spring – Summer 2015.

SOUTH HILL CAMPUS WEEKDAY SPACE UTILIZATION

- 22% of Classrooms and Labs are scheduled less than 20 hours per week.
- 0% of Classrooms and Labs are scheduled between 20 – 29 hours per week.
- 78% of Classrooms and Labs are scheduled less than 30 or more hours per week.

SOUTH HILL CAMPUS WEEKNIGHT AND WEEKEND SPACE UTILIZATION

- 33% of Classrooms and Labs are scheduled in the evenings (note: 3 classrooms)
- No Classrooms or labs were scheduled on Saturday.

It should be noted that only 9 classrooms on the South Hill campus were included in the Classroom Schedule data. None of the Labs were scheduled, but per VP of Instruction, these labs are used concurrently with the classrooms.

SOUTH HILL CAMPUS:

Building	Room	Weekday hours scheduled	Evening hours scheduled	Weekend hours scheduled
SHC	105	30.00	0.00	0.00
SHC	107	5.00	0.00	0.00
SHC	114	37.50	16.25	0.00
SHC	115	37.50	16.25	0.00
SHC	116	30.00	0.00	0.00
SHC	117	30.00	0.00	0.00
SHC	118	30.00	0.00	0.00
SHC	119	14.00	16.25	0.00
SHC	120	30.00	0.00	0.00
	Subtotal	244.00	48.75	0.00
	Average	27.11	5.42	0.00

CLASSROOM CAPACITY – MAIN CAMPUS

The space utilization study also looked at spaces in terms of stated room capacity (see data that follows).

Legend:

Green =	Classroom Capacity < 20
White =	Classroom Capacity < 20-29
Orange =	Classroom Capacity < 30-39
Yellow =	Classroom Capacity < 40 or greater

BUILDING	ROOM	CAPACITY
2	109	20
2	112	20
2	120	20
2	123	20
3	205	30
3	301	12
3	306	18
3	307	18
3	401	20
3	402	20
3	507	18
3	601	18
3	701	18
3	901	18
5	100	20
5	105	20
8	108	20
8	205	20
8	207	20
8	305	20
8	319	20
8	325	20
8	327	20
8	100B	20
8	CL#1	20
8	CL#2	20
8	CL#4	20
10	111	30
10	118	30
10	122	30
10	205	20
10	214	20
10	216	20
10	219	20
11	106	20

BUILDING	ROOM	CAPACITY
11	107	30
11	112	20
11	127	30
11	154	20
11	158	20
11	111E	20
11	111W	20
14	100	30
14	102	30
14	104	30
14	107	20
14	109	30
14	201	25
14	212	30
14	200A	30
14	200B	20
15	105	24
15	111	30
15	112	30
16	102	20
16	104	20
16	107	30
16	109	30
16	111	30
16	112	30
16	113	30
16	116	30
16	202	20
16	205	30
16	207	30
16	208	30
16	209	30
17	230	30
17	240	30
17	270	30

BUILDING	ROOM	CAPACITY
19	122	17
19	124	20
19	202	30
19	203	20
19	210	28
21	104	30
21	105	20
21	106	30
21	107	24
21	108	60
21	109	24
21	111	24
21	113	20
21	120	20
21	122	24
21	130	25
21	137	20
21	160	30
21	210	60
21	211	60
21	214	24
21	216	30
21	222	16
21	226	24
21	227	20
21	231	20
21	232	20
21	235	20
21	237	20
23	102	20
25	105	18
25	200	25
25	402	20
25	403	20
31	100	20

CPTC Facilities Master Plan Update 2014

Space Utilization Study

Note: in many cases the stated room capacity did not correspond to room size, as large lab spaces typically have a capacity of 20 – 24 students due to the Faculty/Student ratio.

There were 105 classrooms and labs scheduled on the main campus. Room Capacity on the main campus is as follows:

Classrooms with less than 20 student capacity	Classrooms with 20-29 student capacity	Classrooms with 30-39 student capacity	Classrooms with greater than 40 student capacity
10	60	32	3
9.52%	57.14%	30.48%	2.86%

CLASSROOM CAPACITY – SOUTH HILL CAMPUS

BUILDING	ROOM	CAPACITY
SHC	105	10
SHC	107	30
SHC	114	20
SHC	115	18
SHC	116	18
SHC	117	18
SHC	118	19
SHC	119	30
SHC	120	18

At the South Hill Campus, there were only 9 classrooms scheduled. Lab spaces were not scheduled, but assumed to be used concurrently with classrooms.

Room Capacity for the classrooms scheduled on the South Hill campus is as follows:

Classrooms with less than 20 student capacity	Classrooms with 20-29 student capacity	Classrooms with 30-39 student capacity	Classrooms with greater than 40 student capacity
6	2	1	0
66.67%	22.22%	11.11%	0%

ROOM UTILIZATION BY CLASSROOM CAPACITY – MAIN AND SOUTH HILL CAMPUS

Classroom & Lab Student Capacity	Total weekly hours scheduled	Number of Rooms Scheduled	Average weekly hours scheduled
Less than 20 student capacity	570.55	16	35.66
20 - 29 student capacity	1396.24	62	22.52
30 - 39 student capacity	615.50	33	18.65
Greater than 40 student capacity	50.50	3	16.83

The data above includes both the Main Campus and South Hill campus scheduled spaces.

LIMITATIONS OF THE DATA RECEIVED

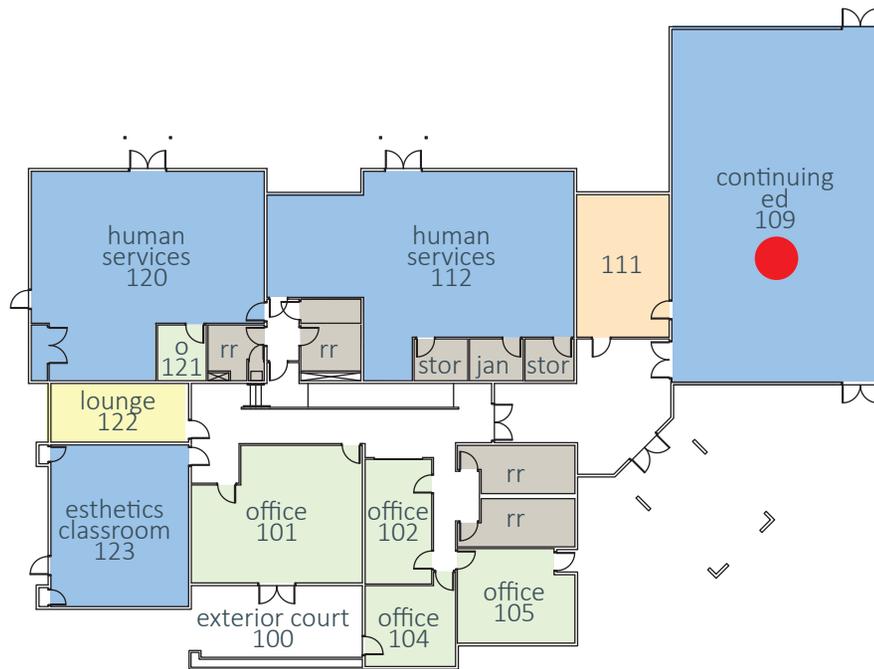
As the data received was based on Classroom scheduling data, it does not account for rooms used by other departments (non-scheduled), rooms that are used concurrently but not scheduled, or classrooms that are scheduled by arrangement. Examples are noted below:

- Building 15 Math Lab 111 and Writing Lab 112 are utilized by the Librarian staff when not regularly scheduled for classes.
- Classrooms or labs that are used concurrently, but only one of the rooms are scheduled. For instance, Building 3 Rooms 704, 801, 804, and 904 were not scheduled, but noted by the VP of Instruction that they are being used concurrently with other scheduled rooms. These spaces are noted in the space utilization diagrams that follow.

CONCLUSIONS AND RECOMMENDATIONS

- There is capacity in existing buildings for increased utilization, especially in the late afternoon and evening time periods.
- Underutilized spaces could serve as swing space during minor remodels.
- Use of underutilized spaces could be consolidated, to free up rooms for relocation of Veterans Services, and International Students, once Building 22 is demolished.
- If the scheduling program software allowed more flexibility in scheduling, then Labs could be scheduled separately from concurrent classroom usage. This may free up additional classrooms for other programs.
- The majority of Vocational programs have a Student/Faculty ratio of 20:1. Gen Ed and Development Ed have a Student/Faculty ration of 26:1. The amount of classrooms with 20 – 29 capacity is over 57% of the total classrooms scheduled, reflecting this need. There are only three large classrooms on campus scheduled an average of 17 hours/week. There does not appear to be a need for further larger classrooms on campus, as there is capacity in these classroom to increase utilization.

The Space Use diagrams follow. A red dot is indicated in classrooms or labs that have a scheduled room utilization of less than 20 hours. Classrooms or labs that were not scheduled are also indicated in the diagrams.

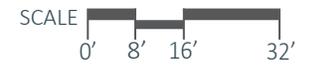


LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week

BUILDING 2

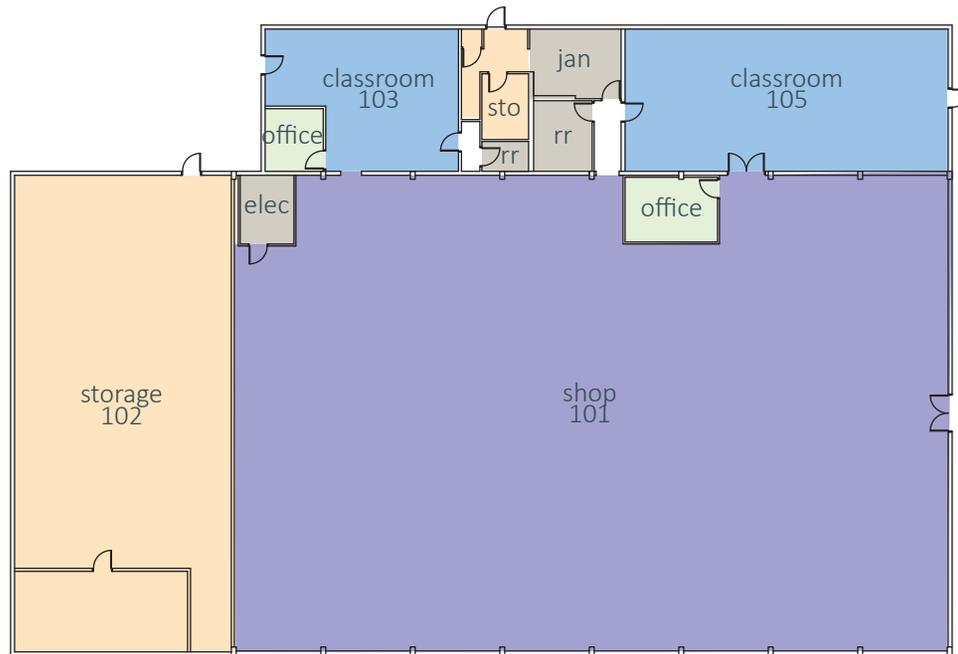
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 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014





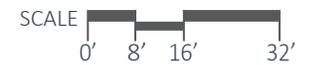
BUILDING 3

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 CLOVER PARK TECHNICAL COLLEGE
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LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



BUILDING 5

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 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014



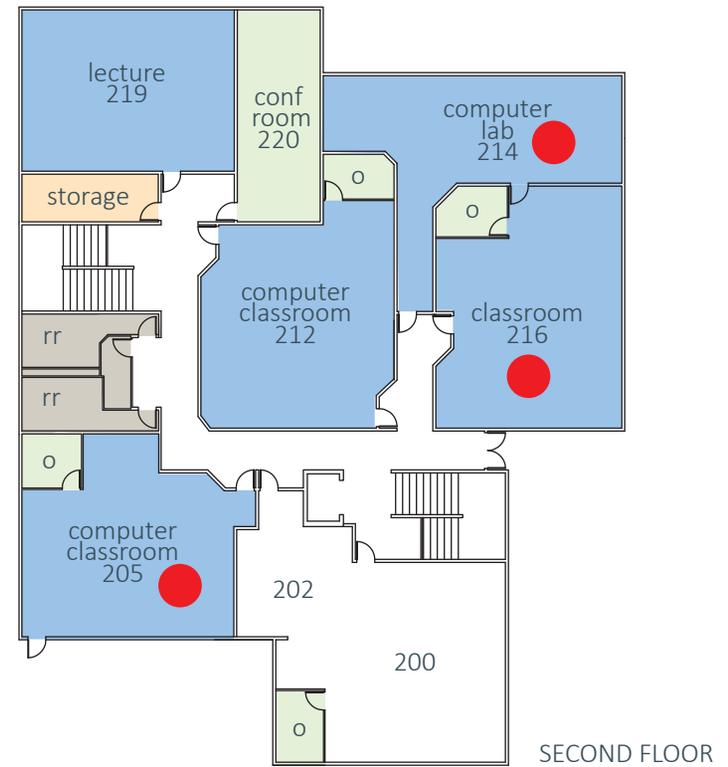
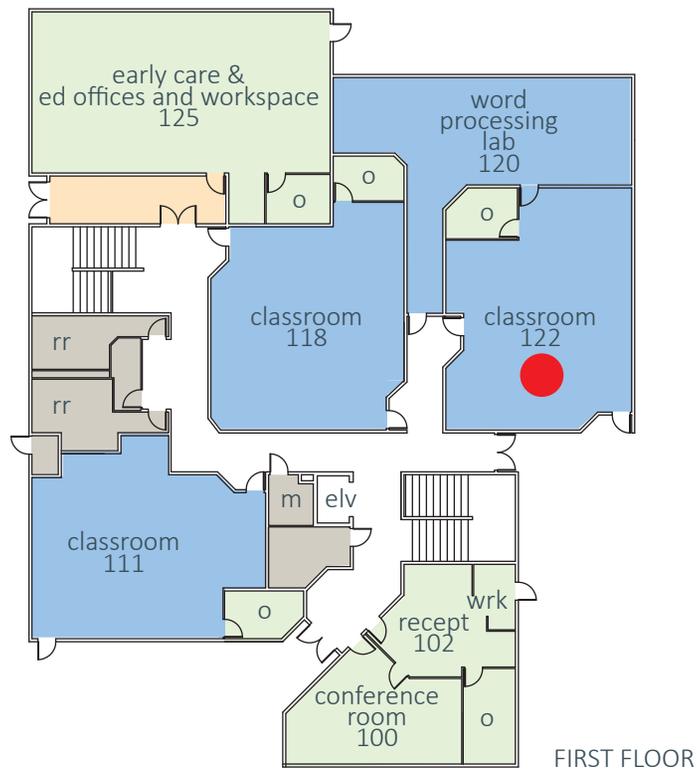
LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week
- Instructional space not scheduled



BUILDING 8

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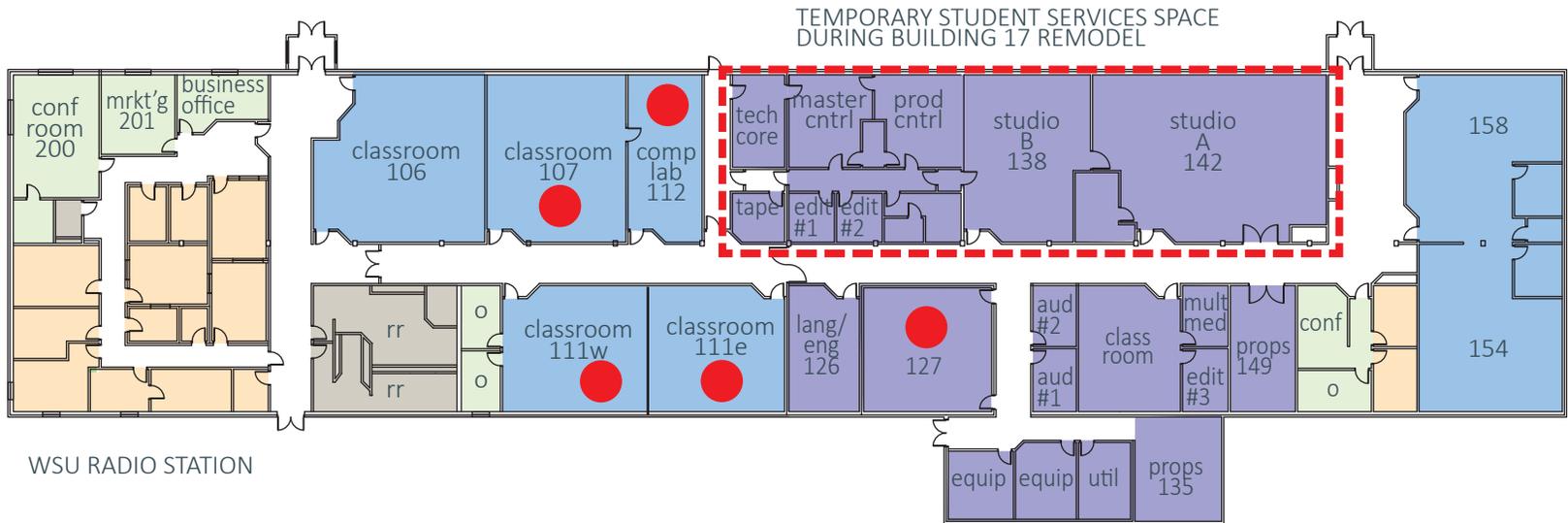
LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



BUILDING 10

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 CLOVER PARK TECHNICAL COLLEGE
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LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week
- Instructional space not scheduled

NOT TO SCALE

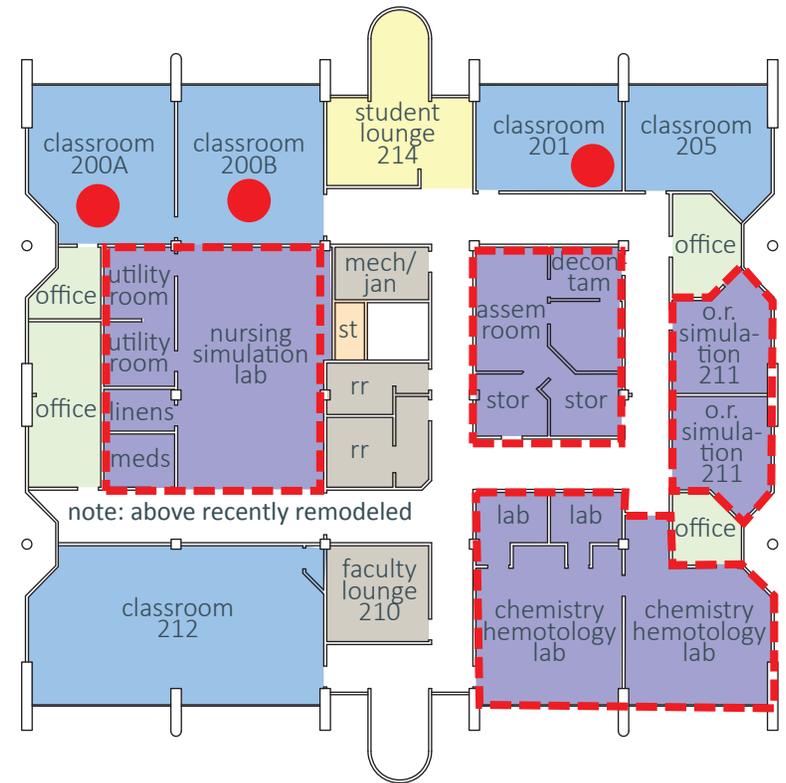


BUILDING 11

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 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014



FIRST FLOOR



SECOND FLOOR

note: the above former health science labs were recently remodeled, and the electrician/low voltage program moved in Fall quarter.

LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week
- Instructional space not scheduled



BUILDING 14

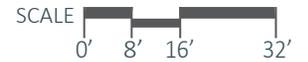
CPTC MASTER PLAN
 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014

note: math and writing labs also used by librarians
when not scheduled for classes



LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



BUILDING 15

CPTC MASTER PLAN
CLOVER PARK TECHNICAL COLLEGE
DECEMBER 2014



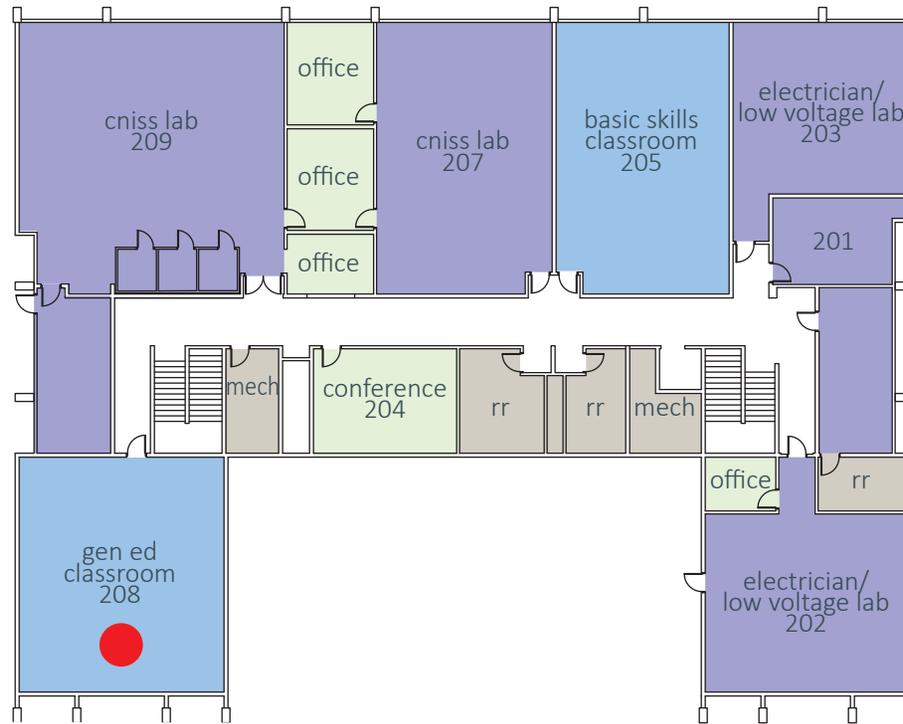
LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



BUILDING 16 - FIRST FLOOR

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note: 203 not scheduled, but assumed used when 202 scheduled. electrician/low voltage will relocate to Bldg 14

LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



BUILDING 16 - SECOND FLOOR

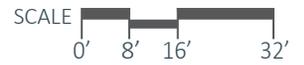
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 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014



FIRST FLOOR

LEGEND

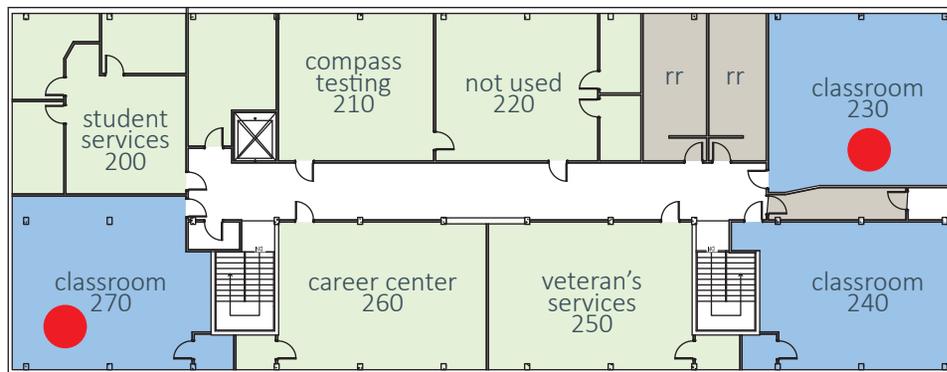
- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



BUILDING 17 - FIRST FLOOR

CPTC MASTER PLAN
 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014

note: 220 not used



SECOND FLOOR

LEGEND

-  Classrooms & Computer Labs
-  Program Labs
-  Student & Shared Areas
-  Administrative, Faculty & Conference
-  Other
-  Utility Space
-  Low Space Utilization, Less than 20 hours per week



BUILDING 17 - SECOND FLOOR

CPTC MASTER PLAN
CLOVER PARK TECHNICAL COLLEGE
DECEMBER 2014



note: 118
not scheduled

note: 124
scheduled on Saturdays

LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



BUILDING 19 - FIRST FLOOR

CPTC MASTER PLAN
CLOVER PARK TECHNICAL COLLEGE
DECEMBER 2014



note: 201 not scheduled, but used with 203

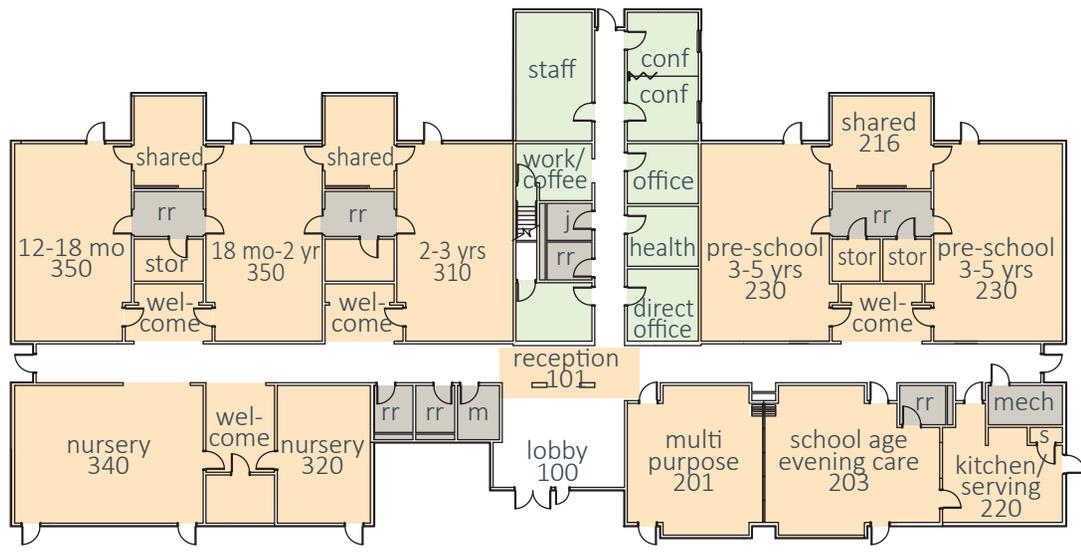
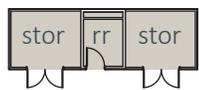
LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



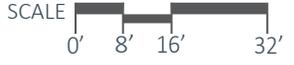
BUILDING 19 - SECOND FLOOR

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 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014



LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space



BUILDING 20

CPTC MASTER PLAN
 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014



LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week

BUILDING 21 - FIRST FLOOR

CPTC MASTER PLAN
 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014



note: classroom 237 not scheduled
assumed used when histology lab scheduled

LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week

BUILDING 21 - SECOND FLOOR

CPTC MASTER PLAN
CLOVER PARK TECHNICAL COLLEGE
DECEMBER 2014



note: pastry arts spaces not scheduled
 assumed used when classrooms 102 scheduled

note: 209 scheduled by
 event services.

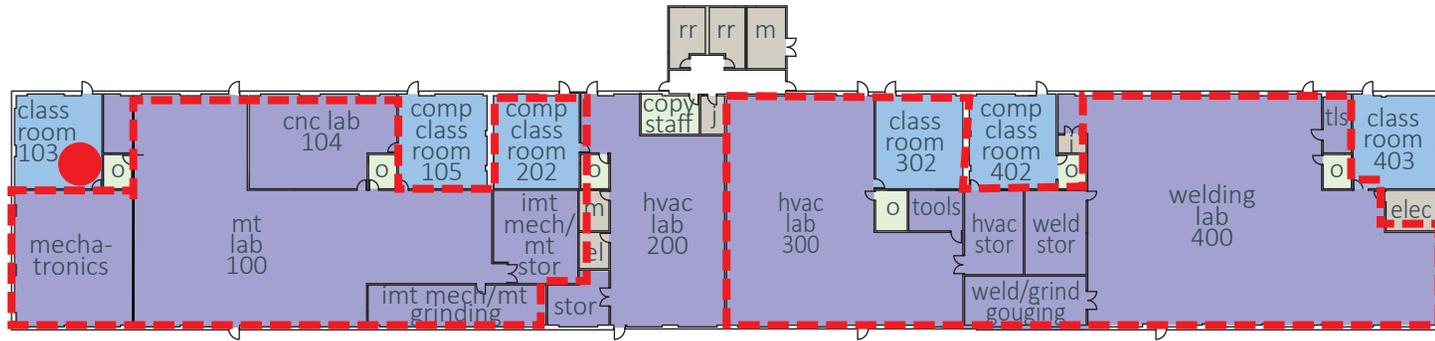
LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



BUILDING 23

CPTC MASTER PLAN
 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014



note: lab spaces not scheduled, but assumed used when classrooms scheduled

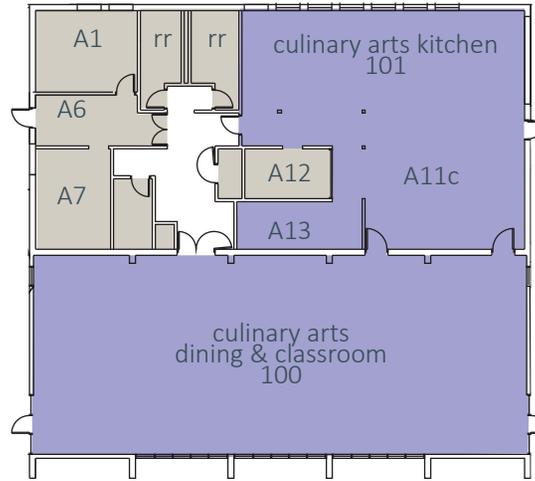
LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week
- Instructional space not scheduled



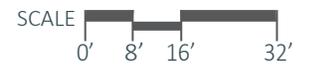
BUILDING 25

CPTC MASTER PLAN
CLOVER PARK TECHNICAL COLLEGE
DECEMBER 2014



LEGEND

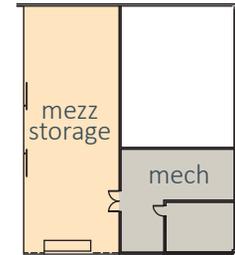
- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week



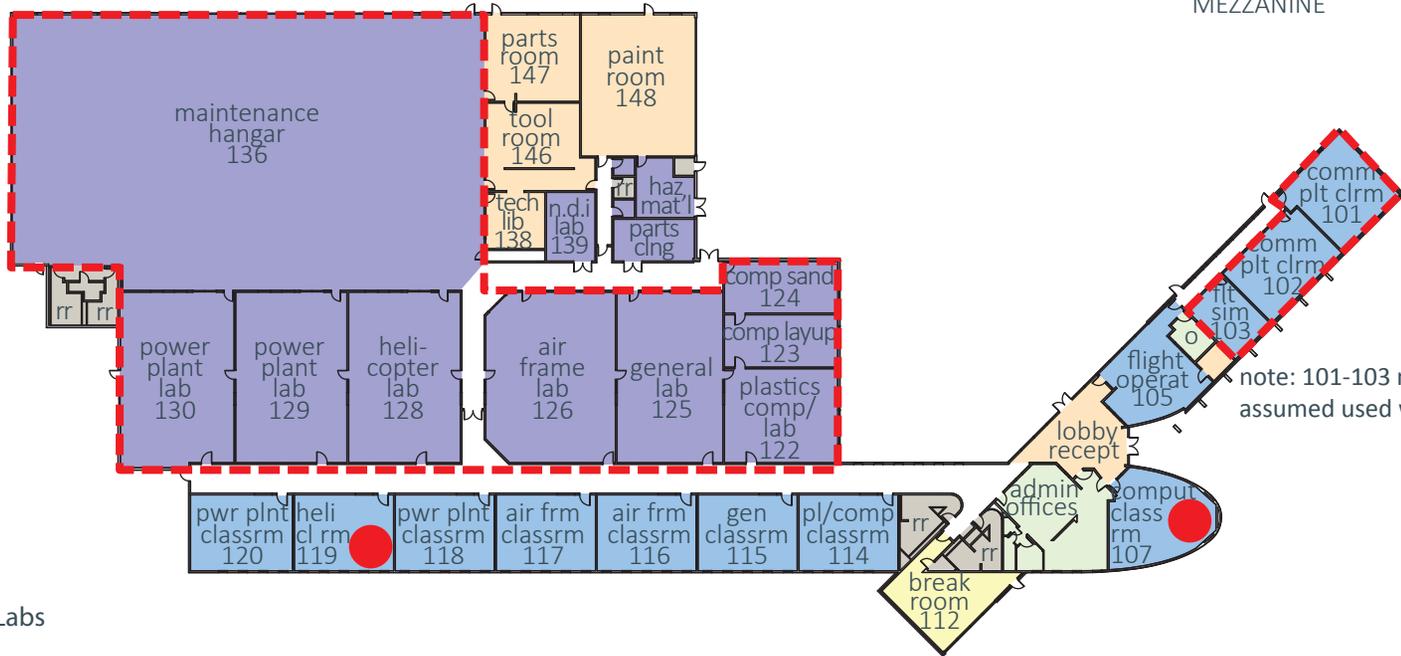
BUILDING 31

CPTC MASTER PLAN
 CLOVER PARK TECHNICAL COLLEGE
 DECEMBER 2014

note: labs not scheduled.
assumed used when classrooms scheduled



MEZZANINE



note: 101-103 not scheduled
assumed used with 105

LEGEND

- Classrooms & Computer Labs
- Program Labs
- Student & Shared Areas
- Administrative, Faculty & Conference
- Other
- Utility Space
- Low Space Utilization, Less than 20 hours per week
- Instructional space not scheduled



AVIATION TRADES-SOUTH HILL CAMPUS

CPTC MASTER PLAN
CLOVER PARK TECHNICAL COLLEGE
DECEMBER 2014

BLDG	ROOM	TITLE	INSTR NAME	TITLE	STRT DATE	STIME	ETIME	END DATE
02	109	OIL PAINTING-50+	ALDEN,GRETCIM		22-Sep-14	0900A	1200P	1-Dec-14
02	109	WOODCARVING FOR 50+	OLLIGES,JIM	M	13-Oct-14	0600P	0900P	15-Dec-14
02	112	CHEM DEPEND & THE LAW	FITZGERALD,C	W	24-Sep-14	0745P	1000P	10-Dec-14
02	112	FAMILY SYSTEMS	CALLAHAN-MC	TTh	23-Sep-14	1000A	1150A	11-Dec-14
02	112	INTERNSHIP I	CALLAHAN-MC	MTTh	22-Sep-14	0100P	0600P	11-Dec-14
02	112	INTERNSHIP III	CALLAHAN-MC	MTTh	22-Sep-14	0100P	0600P	11-Dec-14
02	112	INTRO TO HUMAN SERVICES	CALLAHAN-MC	DAILY	22-Sep-14	0900A	0950A	11-Dec-14
02	112	RELAPSE PREVENTION	FITZGERALD,C	W	24-Sep-14	0500P	0730P	10-Dec-14
02	112	SURVEY COMMUNITY RESOL	HAUZINGER,IR	WF	24-Sep-14	0100P	0300P	10-Dec-14
02	112	THERAPEUTIC COMM SKILLS	CALLAHAN-MC	MWF	22-Sep-14	1000A	1150A	10-Dec-14
02	120	BEHAV HEALTH/WELLNESS	HAUZINGER,IR	MWF	22-Sep-14	1000A	1150A	11-Dec-14
02	120	CHEM DEPEND & THE LAW	ANDERSON,CH	Th	25-Sep-14	0300P	0500P	11-Dec-14
02	120	CHEM DEPND/COUNSEL II	ANDERSON,CH	MW	22-Sep-14	0330P	0600P	10-Dec-14
02	120	INTERNSHIP II	CALLAHAN-MC	MTTh	22-Sep-14	0100P	0600P	11-Dec-14
02	120	LAW & ETHIC FOR HUMAN SE	HAUZINGER,IR	TTh	23-Sep-14	1000A	1150A	11-Dec-14
02	120	LIFESPAN PSYCHOLOGY	CURRY,ROGEF	MW	22-Sep-14	0615P	0845P	10-Dec-14
02	120	LIFESPAN PSYCHOLOGY	CURRY,ROGEF	MW	22-Sep-14	0615P	0845P	10-Dec-14
02	120	RELAPSE PREVENTION	ANDERSON,CH	T	23-Sep-14	0330P	0630P	9-Dec-14
02	120	THEORIES OF COUNSELING	HAUZINGER,IR	DAILY	22-Sep-14	0900A	0950A	11-Dec-14
02	123	ANAT & PHYSIO FOR ESTHEI	SHIELDS,MAUF	DAILY	22-Sep-14	0730A	0830A	11-Dec-14
02	123	BACT, SAFETY & SANITATIO	SHIELDS,MAUF	DAILY	22-Sep-14	0100P	0200P	11-Dec-14
02	123	CHARTING & MED TERM EST	SHIELDS,MAUF	DAILY	22-Sep-14	1030A	1130A	11-Dec-14
02	123	HISTOLOGY & PHY OF SKIN	SHIELDS,MAUF	DAILY	22-Sep-14	0830A	0930A	11-Dec-14
02	123	INTRO TO COSMETIC CHEMI	SHIELDS,MAUF	DAILY	22-Sep-14	0930A	1030P	11-Dec-14
02	123	SKIN DISEASES & DISORDER	SHIELDS,MAUF	DAILY	22-Sep-14	1130A	1230P	11-Dec-14
03	205	CIVICS	HANBY, MIKE	DAILY	22-Sep-14	0300P	0400P	11-Dec-14
03	205	CIVICS	HANBY, MIKE	DAILY	22-Sep-14	1200P	0100P	11-Dec-14
03	205	CURRENT WORLD PROBLEM	HANBY, MIKE	DAILY	22-Sep-14	0100P	0200P	11-Dec-14
03	205	MATH FOR HEALTH OCCUPA	STULTZ,DOUGI	DAILY	22-Sep-14	1000A	1050A	11-Dec-14
03	205	MATH FOR HEALTH OCCUPA	STULTZ,DOUGI	DAILY	22-Sep-14	1100A	1150A	11-Dec-14
03	205	PACIFIC NRTHWEST HISTOR	HANBY, MIKE	DAILY	22-Sep-14	0200P	0300P	11-Dec-14
03	301	BODY SHOP EQUIPMENT	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	301	COLLISION ESTIMATING	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	301	FUND OF COLLISION REPAIR	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	301	GLASS,TRIM, AND HARDWAR	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	301	INTRO TO METAL STRAIGHTI	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14

03	301	PLASTIC/SMC REPAIR	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	301	POST-PRIME PREPARATION	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	301	PRE-PRIME PREPARATION	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	301	REFINISH EQUIP PREP	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	301	WELDING,HEAT,& CUTTING	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	306	ADVANCED PAINT APPLICAT	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	306	CUSTOM PAINT APPLICATIO	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	306	CUSTOM REFINISHING	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	306	REFINISH PREPARATION	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	306	REFINISHING EQUIPMENT	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	306	SURFACE IMPERF/SHOW/SH	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	307	APPLIED METAL SKILLS	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	307	AUTO/RESTOR/CUSTOM LAB	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	307	BASIC REPAIRS & ASSEMBLY	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	307	CUSTOM FABRICATION	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	307	FIBERGLASS/COMPOSIT TEC	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	307	FUNDAMENTAL OF SHOP EQ	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	307	METAL STRENGTH/SHAPING	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	307	WELDING & METAL SKILLS	FREEMAN,KUR	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	401	CUSTM REFINSH/SPECIAL P	RICHARDS,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	402	FABRICATION FUNDAMENT I	LLOYD,STUART	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
03	402	FABRICATION FUNDAMENT II	LLOYD,STUART	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
03	402	QLTY PRINC,INSPEC & TEST	LLOYD,STUART	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
03	402	WORKSHOP SAFETY	LLOYD,STUART	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
03	507	ELECTRICAL SYSTEMS	BROWN,DAVID	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	507	ELECTRONIC SYSTEMS	BROWN,DAVID	DAILY	22-Sep-14	0730A	0130P	11-Dec-14
03	507	FORD BSC ELECTR SYST DIA	BROWN,DAVID	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	601	AUTO AXLE/DVLNS/DIFF/TRA	BRIDGES,WAYI	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	601	CLUTCHES & MANUAL TRAN	BRIDGES,WAYI	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	601	MANUAL DRV TRAIN/AXL LAE	BRIDGES,WAYI	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	701	AUTO SUSP/STEER/WHL ALI	OFFERDAHL,R	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	701	AUTO SUSP/STEER/WHL LAB	OFFERDAHL,R	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	701	AUTOMOTIVE BASICS	OFFERDAHL,R	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	701	AUTOMOTIVE BRAKES	OFFERDAHL,R	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	901	AIR-COND HEAT & VENT	COVINGTON,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	901	ELECTRICAL SYSTEMS	COVINGTON,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14
03	901	ELECTRONIC SYSTEMS	COVINGTON,G	DAILY	22-Sep-14	0730A	0150P	11-Dec-14

05	100	DIAGNOSTICS AND TESTING	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	100	INDOOR AIR TESTING	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	100	SERVICE LEARNING PROJEC	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	100	THERMOGRAPHY	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	CARPENTRY TRADES	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	DECK CONSTRUCTION	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	EXTERIOR FINISH	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	FLOOR FRAMING	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	FOOTINGS & FOUNDATIONS	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	INTERIOR FINISH I	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	INTERIOR FINISH II	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	MEASURE,TOOLS & SAFETY	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	ROOF FRAMING	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	ROOFING MATERIAL/INSTALI	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	SITE LEVEL,PLANS,CODE	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	STAIRWAY CONSTRUCTION	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14
05	105	WALL FRAME/SHEET/CEILINC	SMITH,DANIEL	DAILY	22-Sep-14	0800A	0200P	11-Dec-14

08		INDUSTRY INTERNSHIP I	LIND,CONNIE	ARRANGED	22-Sep-14	ARR		11-Dec-14
08		INDUSTRY INTERNSHIP I	DELEON,CARIN	ARRANGED	22-Sep-14	ARR		11-Dec-14
08		INDUSTRY INTERNSHIP II	LIND,CONNIE	ARRANGED	22-Sep-14	ARR		11-Dec-14
08		INDUSTRY INTERNSHIP II	DELEON,CARIN	ARRANGED	22-Sep-14	ARR		11-Dec-14
08		INDUSTRY INTERNSHIP III	LIND,CONNIE	ARRANGED	22-Sep-14	ARR		11-Dec-14
08		INDUSTRY INTERNSHIP III	DELEON,CARIN	ARRANGED	22-Sep-14	ARR		11-Dec-14
08		INDUSTRY INTERNSHIP IV	DELEON,CARIN	ARRANGED	22-Sep-14	ARR		11-Dec-14
08		INDUSTRY INTERNSHIP IV	LIND,CONNIE	ARRANGED	22-Sep-14	ARR		11-Dec-14
08		INDUSTRY INTERNSHIP V	LIND,CONNIE	ARRANGED	22-Sep-14	ARR		11-Dec-14
08		INDUSTRY INTERNSHIP V	DELEON,CARIN	ARRANGED	22-Sep-14	ARR		11-Dec-14
08	100B	LAB CLINIC II	KLUG,DENISE	TWF	22-Sep-14	0730A	0330P	11-Dec-14
08	108	ANATOMY PHYSIO & PATH I	SLEGERS,EDW	TTh	23-Sep-14	0900A	1130A	11-Dec-14
08	108	COMPLEMENTARY MAS MOC	MEZIERE,YVON	F	26-Sep-14	0900A	0330P	5-Dec-14
08	108	DEEP TISSUE MASSAGE	THE PRIEST,JASON	MWF	22-Sep-14	0530P	0700P	10-Dec-14
08	108	KINESIOLOGY: HEAD & NECK	PRIEST,JASON	TTh	18-Nov-14	0530P	0945P	11-Dec-14
08	108	KINESIOLOGY: TRUNK	MEZIERE,YVON	TTh	6-Nov-14	1215P	0330P	11-Dec-14
08	108	KINESIOLOGY:LOWER EXTRI	PRIEST,JASON	TTh	23-Sep-14	0530P	0945P	13-Nov-14
08	108	KINESIOLOGY:UPPER EXREM	MEZIERE,YVON	TTh	23-Sep-14	1215P	0330P	4-Nov-14
08	108	MESSAGE BUSI & ETHICS I	MEZIERE,YVON	W	24-Sep-14	0900A	0330P	26-Nov-14
08	108	MESSAGE BUSI & ETHICS II	PRIEST,JASON	TTh	23-Sep-14	0530P	0700P	4-Dec-14

08	108	SWEDISH MASSAGE PRACTICE	MEZIERE, YVON MW	22-Sep-14 1215P	0330P	10-Dec-14
08	108	SWEDISH MASSAGE THEORY	MEZIERE, YVON MW	22-Sep-14 0900A	1130A	10-Dec-14
08	205	ADV APPL OF HAIR CUTTING	GANYON, MICHI TWThF	22-Sep-14 0730A	0330P	11-Dec-14
08	205	ADV APPL OF HAIRSTYLING	GANYON, MICHI TWThF	22-Sep-14 0730A	0330P	11-Dec-14
08	205	ADVANCED HAIR COLORING	KLUG, DENISE WTh	2-Oct-14 0730A	0330P	4-Nov-14
08	205	ADVANCED HAIR COLORING	DELEON, CARIN MT	22-Sep-14 0300P	0930P	10-Nov-14
08	205	ARTIFICIAL HAIR	KLUG, DENISE WTh	9-Dec-14 0730A	0330P	11-Dec-14
08	205	ARTIFICIAL HAIR	DELEON, CARIN MT	9-Dec-14 0300P	0930P	11-Dec-14
08	205	CHEMICAL TEXTURIZING	FREDERICK, SA TW	24-Sep-14 0730A	0330P	5-Nov-14
08	205	COSMO SALON BUSN PRACT	FREDERICK, SA TW	2-Dec-14 0730A	0330P	11-Dec-14
08	205	GENERAL SCIENCE OF COLC	GANYON, MICHI TWThF	22-Sep-14 0730A	0330P	11-Dec-14
08	205	GENERAL SCIENCE OF SKIN	KLUG, DENISE WTh	6-Nov-14 0730A	0330P	4-Dec-14
08	205	GENERAL SCIENCE OF SKIN	DELEON, CARIN MT	12-Nov-14 0300P	0930P	8-Dec-14
08	205	LAB CLINIC III	FREDERICK, SA TThF	22-Sep-14 0730A	0330P	11-Dec-14
08	205	STATE BOARD WRITTEN REV	LIND, CONNIE T	23-Sep-14 0730A	0330P	9-Dec-14
08	205	STATE BOARD WRITTEN REV	DELEON, CARIN MT	23-Sep-14 0300P	0930P	2-Dec-14
08	205	STUDY OF NAILS	FREDERICK, SA TW	5-Nov-14 1030A	0330P	26-Nov-14
08	207	APPS OF HAIRCUT & STYLE	MAGUIRE, PATF TWThF	28-Oct-14 0730A	0330P	11-Dec-14
08	207	APPS OF HAIRCUT & STYLE	CHIARO, LOREE DAILY	20-Oct-14 0300P	0930P	11-Dec-14
08	207	GENERAL SCIENCE OF HAIR	MAGUIRE, PATF TWThF	30-Sep-14 0730A	0330P	10-Oct-14
08	207	GENERAL SCIENCE OF HAIR	CHIARO, LOREE DAILY	29-Sep-14 0300P	0930P	10-Oct-14
08	207	INFECT CNTL PRIN & PRACT	MAGUIRE, PATF TWThF	23-Sep-14 0730A	0330P	26-Sep-14
08	207	INFECT CNTL PRIN & PRACT	CHIARO, LOREE DAILY	22-Sep-14 0300P	0930P	26-Sep-14
08	207	PRINCIPLES OF HAIR DESIG	MAGUIRE, PATF TWThF	14-Oct-14 0730A	0330P	27-Oct-14
08	207	PRINCIPLES OF HAIR DESIG	CHIARO, LOREE DAILY	13-Oct-14 0300P	0930P	17-Oct-14
08	305	DEEP TISSUE MASSAGE PRA	PRIEST, JASON MWF	22-Sep-14 0700P	0945P	10-Dec-14
08	305	MASSAGE CLINIC I	PRIEST, JASON W	29-Oct-14 0530P	0945P	10-Dec-14
08	319	FACIAL PROCEDURES	ERRIGO, JEN DAILY	22-Sep-14 0800A	0230P	11-Dec-14
08	319	MACHINE FACIALS	ERRIGO, JEN DAILY	22-Sep-14 0800A	0230P	11-Dec-14
08	319	MAKEUP APPLICATION	ERRIGO, JEN DAILY	22-Sep-14 0800A	0230P	11-Dec-14
08	319	MICRODERMABRASION & PE	ERRIGO, JEN DAILY	22-Sep-14 0800A	0230P	11-Dec-14
08	319	MICRODERMABRASION & PE	SORENSEN, KA DAILY	22-Sep-14 0800A	0230P	11-Dec-14
08	319	SKIN CARE BODY TREATMEN	ERRIGO, JEN DAILY	22-Sep-14 0800A	0230P	11-Dec-14
08	319	TEMPORARY HAIR REMOVAL	ERRIGO, JEN DAILY	22-Sep-14 0800A	0230P	11-Dec-14
08	325	CLINICAL APPLICATIONS I	SORENSEN, KA DAILY	22-Sep-14 0830A	0300P	11-Dec-14
08	325	CLINICAL APPLICATIONS II	SORENSEN, KA DAILY	22-Sep-14 0830A	0300P	11-Dec-14
08	325	CORRECTIVE CONCEL MAKE	SORENSEN, KA DAILY	22-Sep-14 0830A	0300P	11-Dec-14
08	325	INTRO TO BUS PLAN & PROF	SORENSEN, KA DAILY	22-Sep-14 0830A	0300P	11-Dec-14
08	325	SPA/CLINIC OPERATIONS	ERRIGO, JEN DAILY	22-Sep-14 0830A	0300P	11-Dec-14
08	325	SPA/CLINIC OPERATIONS	SORENSEN, KA DAILY	22-Sep-14 0830A	0300P	11-Dec-14

08	327	ADV COSMETIC CHEMISTRY	SIEDLICKI,M	DAILY	22-Sep-14	0900A	0330P	11-Dec-14
08	327	ADV SKIN CARE & MSG TECH	SIEDLICKI,M	DAILY	22-Sep-14	0900A	0330P	11-Dec-14
08	327	LASER THEORY & APPLICATIONS	SIEDLICKI,M	DAILY	22-Sep-14	0900A	0330P	11-Dec-14
08	327	MEDIUM DEPTH PEELS	SIEDLICKI,M	DAILY	22-Sep-14	0900A	0330P	11-Dec-14
08	327	PHARMACOLOGY FOR ESTHETICIANS	SIEDLICKI,M	DAILY	22-Sep-14	0900A	0330P	11-Dec-14
08	327	STATE BOARD PREPARATION	SIEDLICKI,M	DAILY	22-Sep-14	0900A	0330P	11-Dec-14
08	CL#1	LAB CLINIC I	GANYON,MICHI	TWThF	22-Sep-14	0730A	0330P	11-Dec-14
08	CL#2	LAB CLINIC III	DELEON,CARIN	WThF	24-Sep-14	0300P	0930P	5-Dec-14
08	CL#4	CAPSTONE	LIND,CONNIE	TWThF	23-Sep-14	0730A	0330P	11-Dec-14
08	CL#4	CAPSTONE	DELEON,CARIN	MT	22-Sep-14	0300P	0930P	11-Dec-14
08	CL#4	CLOVER PARK PRACT PREP	LIND,CONNIE	TWThF	23-Sep-14	0730A	0330P	11-Dec-14
08	CL#4	CLOVER PARK PRACT PREP	DELEON,CARIN	MT	22-Sep-14	0300P	0930P	25-Nov-14
08	CL#4	LAB CLINIC IV	LIND,CONNIE	WThF	24-Sep-14	0730A	0330P	11-Dec-14
08	CL#4	LAB CLINIC IV	DELEON,CARIN	WThF	24-Sep-14	0300P	0930P	4-Dec-14
10	111	CHILD CARE BASICS (STARS HOLLAND-OHE T			30-Sep-14	0600P	0900P	9-Dec-14
10	111	CHILD, FAMILY, & COMMUNITY	EDMONDSON,FW		1-Oct-14	0600P	0915P	10-Dec-14
10	111	COMPUTER/WRITING SKILLS	BURGHAGEN,SF		26-Sep-14	0830A	1130A	5-Dec-14
10	111	ENGLISH 042	LAWRENCE,MA	Th	23-Sep-14	0830A	1130A	11-Dec-14
10	111	ENGLISH COMPOSITION I	MARTINDALE,K	DAILY	22-Sep-14	0200P	0250P	11-Dec-14
10	111	ENGLISH COMPOSITION I	MARTINDALE,K	DAILY	22-Sep-14	0100P	0150P	11-Dec-14
10	111	INTRO TO EARLY CHILD EDUCATION	FELCH,LINDA	M	29-Sep-14	0615P	1015P	8-Dec-14
10	111	ISSUES & TRENDS	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	ISSUES & TRENDS GREEN	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	LEADERSHIP IN ECE	CHASE-DEITRI	Th	25-Sep-14	0530P	0930P	4-Dec-14
10	111	PORTFOLIO ADVENTURE	COLOMBINI,LI	Th	2-Oct-14	0400P	0500P	11-Dec-14
10	111	PRAC IV:CHILD DEVELOPMENT	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	PRAC IV:FAM CHILD CARE	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	PRAC IV:INFANT/TODDLER	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	PRAC IV:LEADERSHIP	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	PRAC IV:SCHOOL AGE	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	PRAC IV:SPECIAL NEEDS	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	PRACTICUM 4: EMOTIONAL INT CL	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	PRACTICUM 4: GREEN	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	PRACTICUM 4: WORK W FAM	COLOMBINI,LI	M	30-Sep-14	0500P	0600P	8-Dec-14
10	111	PRACTICUM III	COLOMBINI,LI	M	29-Sep-14	0400P	0500P	8-Dec-14
10	111	SPEAKING/LISTENING 040	LAWRENCE,MA	MW	22-Sep-14	0830A	1130A	10-Dec-14
10	118	ALGEBRA I	PERSE,BRITTA	DAILY	22-Sep-14	0100P	0150P	11-Dec-14

10	118	ALGEBRA II	PERSE,BRITTA DAILY	22-Sep-14	1200P	0100P	11-Dec-14
10	118	ENGLISH 040	LAMBERTON,I TTh	23-Sep-14	0830A	1130A	11-Dec-14
10	118	ENGLISH 050	LAMBERTON,I TTh	23-Sep-14	0830A	1130A	11-Dec-14
10	118	GEOMETRY	PERSE,BRITTA DAILY	22-Sep-14	0200P	0250P	11-Dec-14
10	118	GUIDING BEHAVIOR	COLOMBINI,LI M	29-Sep-14	0615P	0930P	1-Dec-14
10	118	PRESCHOOL ACTIVITIES	LOCKHART,SAI W	1-Oct-14	0600P	0900P	19-Nov-14
10	118	SPEAKING/LISTENING 050	LAMBERTON,I MW	22-Sep-14	0830A	1130A	10-Dec-14
10	122	SPT CLASS I-BEST & HS21+	WEIGELT,GLEN T	23-Sep-14	0830A	1130A	9-Dec-14
10	122	SPT CLASS I-BEST & HS21+	NIX,ROGER F	26-Sep-14	0830A	1130A	5-Dec-14
10	205	ENGLISH 032	NIX,ROGER MW	22-Sep-14	1200P	0300P	10-Dec-14
10	205	ENGLISH 052	HALECKI,MARYMW	22-Sep-14	0530P	0830P	10-Dec-14
10	205	ENGLISH 062	HALECKI,MARYMW	22-Sep-14	0530P	0830P	10-Dec-14
10	205	MATH 030	MUNIZZA,PAM MW	22-Sep-14	0830A	1130A	10-Dec-14
10	205	MATH 030	MUNIZZA,PAM TTh	23-Sep-14	0530P	0830P	11-Dec-14
10	205	SOCIAL STUDIES	NIX,ROGER TTh	23-Sep-14	1200P	0300P	11-Dec-14
10	212	ENGLISH 032	MUNIZZA,PAM TTh	23-Sep-14	0830A	1130A	11-Dec-14
10	212	MATH 030	WEIGELT,GLEN TTh	23-Sep-14	1200P	0300P	11-Dec-14
10	212	MATH 040	WEIGELT,GLEN MW	22-Sep-14	0830A	1130A	10-Dec-14
10	212	MATH 040	WEIGELT,GLEN TTh	23-Sep-14	1200P	0300P	11-Dec-14
10	212	MATH 040	GRIMES,DEWA TTh	23-Sep-14	0530P	0830P	11-Dec-14
10	212	MATH 050	GRIMES,DEWA TTh	23-Sep-14	0530P	0830P	11-Dec-14
10	212	MATH 050	WEIGELT,GLEN MW	22-Sep-14	0830A	1130A	10-Dec-14
10	212	MATH 050	WEIGELT,GLEN TTh	23-Sep-14	1200P	0300P	11-Dec-14
10	212	SCIENCE	WEIGELT,GLEN MW	22-Sep-14	1200P	0300P	10-Dec-14
10	214	ACCOUNT SPREADSHEETS I	COOKE,SUZAN ARRANGED	22-Sep-14	ARR		11-Dec-14
10	214	BOOKKEEPING I	DORUM,LUCY TWThF	23-Sep-14	0900A	1050A	29-Oct-14
10	214	BOOKKEEPING II	DORUM,LUCY TWThF	30-Oct-14	0900A	1050A	9-Dec-14
10	214	BUSINESS OFFICE I	COOKE,SUZAN TWThF	2-Oct-14	1200P	0200P	4-Dec-14
10	214	BUSINESS OFFICE II	COOKE,SUZAN TWThF	2-Oct-14	1200P	0200P	4-Dec-14
10	214	ENGLISH 040	GLITHERO,COL TTh	23-Sep-14	0530P	0830P	11-Dec-14
10	214	ENGLISH 050	GLITHERO,COL TTh	23-Sep-14	0530P	0830P	11-Dec-14
10	214	INTERNSHIP I	COOKE,SUZAN TWThF	2-Oct-14	1200P	0200P	4-Dec-14
10	214	PRIN OF ACCOUNTING II	COOKE,SUZAN TWThF	23-Sep-14	1100A	1150A	10-Dec-14
10	214	PRINC OF ACCOUNT II LAB	COOKE,SUZAN W	24-Sep-14	1200P	1250P	10-Dec-14
10	214	SPEAKING/LISTENING 040	BAILEY,ELIZ MW	22-Sep-14	0530P	0830P	10-Dec-14
10	214	SPEAKING/LISTENING 050	BAILEY,ELIZ MW	22-Sep-14	0530P	0830P	10-Dec-14
10	216	ACCOUNTING SPREADSHEE	DORUM,LUCY TWThF	23-Sep-14	1100A	1150A	9-Dec-14
10	216	INDIVID INCM TX ACCT LAB	COOKE,SUZAN TWThF	23-Sep-14	1030A	1050A	10-Dec-14
10	216	INDIVIDUAL INCME TX ACCT	COOKE,SUZAN TWThF	23-Sep-14	0900A	1030A	10-Dec-14
10	219	ENGLISH 032	WILLIAMS,SUS MW	22-Sep-14	0530P	0830P	10-Dec-14

10	219	ENGLISH 042	WILLIAMS,SUS MW	22-Sep-14 0530P	0830P	10-Dec-14
10	219	ENGLISH 042	WILLIAMS,SUS MW	22-Sep-14 1200P	0300P	10-Dec-14
10	219	ENGLISH 052	WILLIAMS,SUS TTh	23-Sep-14 0830A	1130A	11-Dec-14
10	219	ENGLISH 052	WILLIAMS,SUS MW	22-Sep-14 1200P	0300P	10-Dec-14
10	219	ENGLISH 062	WILLIAMS,SUS TTh	23-Sep-14 0830A	1130A	11-Dec-14
10	219	ENGLISH 062	WILLIAMS,SUS MW	22-Sep-14 1200P	0300P	10-Dec-14
10	219	MATH 020	WILLIAMS,SUS TTh	23-Sep-14 0530P	0830P	11-Dec-14
10	219	MATH 020	WILLIAMS,SUS MW	22-Sep-14 0830A	1130A	10-Dec-14
10	219	MATH 020	MUNIZZA,PAM TTh	23-Sep-14 1200P	0300P	11-Dec-14
11	106	WEB ANIMATION DESIGN	CONDON,JERO F	22-Sep-14 0900A	0500P	11-Dec-14
11	106	WEB DEVELOPMENT I	DAGUE,BRUCE MW	22-Sep-14 0100P	0250P	10-Dec-14
11	106	WEB DEVELOPMENT III	DAGUE,BRUCE MW	22-Sep-14 0900A	1050A	10-Dec-14
11	106	WEB GRAPHIC DSN USR EXF	CONDON,JERO Th	22-Sep-14 0900A	0500P	11-Dec-14
11	106	WEB PROGRAMMING BASIC	CONDON,JERO T	22-Sep-14 0900A	0500P	11-Dec-14
11	107	CMPTR ESSENTIAL ECE PRC	JOHNSON,ANG Th	25-Sep-14 0600P	1000P	4-Dec-14
11	107	PROGRAMMING FUNDAMEN	MEERDINK,KEN TTh	23-Sep-14 1240P	0220P	11-Dec-14
11	107	USER INTERFACE DESIGN	WEBSTER,MAR MW	22-Sep-14 0900A	1150A	10-Dec-14
11	107	WEB GRAPHICS	WEBSTER,MAR MW	22-Sep-14 0100P	0350P	10-Dec-14
11	111E	.NET PORTFOLIO	ORTIZ,JOSEPH TTh	23-Sep-14 1240P	0200P	11-Dec-14
11	111E	.NET PROGRAMMING	ORTIZ,JOSEPH MW	22-Sep-14 0900A	1050A	10-Dec-14
11	111E	ADVANCED DATABASE PROC	ORTIZ,JOSEPH MW	22-Sep-14 1240P	0200P	10-Dec-14
11	111E	PRINCI OF RELATIONAL DB	ORTIZ,JOSEPH TTh	22-Sep-14 0900A	1050A	11-Dec-14
11	111W	C++	MEERDINK,KEN MW	22-Sep-14 0900A	1050A	10-Dec-14
11	111W	JAVA OBJ-ORIENT PROG II	MEERDINK,KEN TTh	23-Sep-14 0900A	1050A	11-Dec-14
11	111W	OBJ-ORIENT ANALYSIS/DSG	STUMP,JAMES MW	22-Sep-14 1240P	0230P	10-Dec-14
11	111W	PHONE PROGRAMMING	STUMP,JAMES MW	22-Sep-14 1240P	0230P	10-Dec-14
11	111W	WEB PORTFOLIO	DAGUE,BRUCE TTh	23-Sep-14 0100P	0250P	11-Dec-14
11	112	INTRO TO COMPUTING	calip,vincen MW	22-Sep-14 1000A	1100A	10-Dec-14
11	112	INTRO TO COMPUTING	WILSON,JACKI DAILY	22-Sep-14 0200P	0300P	11-Dec-14
11	112	WORD I	CALIP,VINCEN TTh	23-Sep-14 1000A	1100A	11-Dec-14
11	112	WORD I	WILSON,JACKI DAILY	22-Sep-14 0300P	0400P	11-Dec-14
11	118	DSL R A TO Z	WEBSTER,MAR Th	29-Sep-14 0900A	0300P	11-Dec-14
11	127	GENERAL PSYCHOLOGY	LOVELESS-MOI ARRANGED	23-Sep-14 0100P	0150P	11-Dec-14
11	127	GENERAL PSYCHOLOGY	ROSE-PENNISI DAILY	22-Sep-14 0900A	0950A	11-Dec-14
11	127	GENERAL PSYCHOLOGY	WHEELER,MIKE DAILY	22-Sep-14 0800A	0850A	11-Dec-14
11	127	GENERAL PSYCHOLOGY	WHEELER,MIKE DAILY	22-Sep-14 1100A	1150A	11-Dec-14
11	127	GENERAL PSYCHOLOGY	LOVELESS-MOI ARRANGED	23-Sep-14 0300P	0350P	11-Dec-14

11	127	INTRO TO SOCIOLOGY	LOVELESS-MOI	ARRANGED	23-Sep-14	1000A	1050A	11-Dec-14
11	127	PSYCHOLOGY/WORKPLACE	LOVELESS-MOI	ARRANGED	23-Sep-14	1200P	1250P	11-Dec-14
11	154	DIGITAL IMAGING I	MOYER,JOHN	T	23-Sep-14	0900A	0500P	9-Dec-14
11	154	DIGITAL IMAGING III	MOYER,JOHN	W	24-Sep-14	0900A	0500P	10-Dec-14
11	154	INDEPENDENT STUDY	MOYER,JOHN	ARRANGED	22-Sep-14	ARR		11-Dec-14
11	154	MACINTOSH OPER&IMAG AC	MOYER,JOHN	M	22-Sep-14	0900A	0500P	8-Dec-14
11	154	PREPRESS II	MOYER,JOHN	Th	25-Sep-14	0900A	0500P	11-Dec-14
11	158	ADVANCED VECTOR DIGI ILL	OWENS,DARRY	M	22-Sep-14	0900A	0500P	8-Dec-14
11	158	ART,DSGN,&VISUAL THINKIN	OWENS,DARRY	Th	25-Sep-14	0900A	0500P	11-Dec-14
11	158	ELECTRON PUBLISH & LAYO	OWENS,DARRY	W	24-Sep-14	0900A	0500P	10-Dec-14
11	158	INDESIGN II	OWENS,DARRY	T	23-Sep-14	0900A	0500P	9-Dec-14
11	158	INTERNSHIP	OWENS,DARRY	ARRANGED	22-Sep-14	ARR		11-Dec-14
14	100	CURRENT WORLD PROBLEM	QUINCY,DENIS	DAILY	22-Sep-14	0400P	0500P	11-Dec-14
14	100	PACIFIC NRTHWEST HISTOR	QUINCY,DENIS	MTWTh	22-Sep-14	0430P	0600P	11-Dec-14
14	102	FITNESS & HEALTH	ALDRIDGE,JAN	DAILY	22-Sep-14	1200P	0100P	11-Dec-14
14	102	UNITED STATES HISTORY I	ALDRIDGE,JAN	DAILY	22-Sep-14	0200P	0250P	18-Dec-14
14	102	UNITED STATES HISTORY I	ALDRIDGE,JAN	DAILY	22-Sep-14	0200P	0250P	18-Dec-14
14	102	UNITED STATES HISTORY II	QUINCY,DENIS	DAILY	22-Sep-14	0300P	0400P	11-Dec-14
14	102	UNITED STATES HISTORY II	ALDRIDGE,JAN	DAILY	22-Sep-14	0100P	0150P	18-Dec-14
14	102	US HISTORY I	ALDRIDGE,JAN	DAILY	22-Sep-14	0100P	0150P	18-Dec-14
14	102	US HISTORY II	ALDRIDGE,JAN	DAILY	22-Sep-14	0200P	0250P	18-Dec-14
14	104	FOUNDATION STUDENT SUC	CURRY,ROGEF	TWTh	23-Sep-14	0500P	0550P	6-Nov-14
14	104	FOUNDATION STUDENT SUC	HUGHES,REGI	MWF	22-Sep-14	0300P	0350P	7-Nov-14
14	104	FOUNDATION STUDENT SUC	CURRY,ROGEF	MWF	22-Sep-14	0400P	0450P	7-Nov-14
14	104	FUNDMNTLS OF ARITHMETIC	HUGHES,REGI	DAILY	22-Sep-14	1200P	1250P	11-Dec-14
14	104	FUNDMNTLS OF ARITHMETIC	HUGHES,REGI	DAILY	22-Sep-14	0200P	0250P	11-Dec-14
14	104	FUNDMNTLS OF ARITHMETIC	HUGHES,REGI	DAILY	22-Sep-14	0900A	0950A	11-Dec-14
14	104	FUNDMNTLS OF ARITHMETIC	HUGHES,REGI	DAILY	22-Sep-14	1100A	1150A	11-Dec-14
14	107	DENTAL ASSISTING SK III	LEWANDOWSK	MTWTh	22-Sep-14	1200P	0300P	11-Dec-14
14	109	ART	PURVINE,SANC	ARRANGED	22-Sep-14	ARR		11-Dec-14
14	109	ART	PURVINE,SANC	DAILY	22-Sep-14	0200P	0250P	11-Dec-14
14	109	BIOLOGY I	NORTON,TERE	TW	22-Sep-14	0500P	0730P	11-Dec-14
14	109	BIOLOGY II	NORTON,TERE	TW	22-Sep-14	0500P	0730P	11-Dec-14
14	109	SCIENCE I	NORTON,TERE	TW	22-Sep-14	0500P	0730P	11-Dec-14
14	109	SCIENCE II	NORTON,TERE	TW	22-Sep-14	0500P	0730P	11-Dec-14
14	200A	AMERICAN SIGN LANG I	WILSON,JAIME	MW	22-Sep-14	0230P	0450P	10-Dec-14
14	200A	ENGLISH ON-RAMP 030	MENDEZ,DIANE	MTWTh	22-Sep-14	0830A	1130A	11-Dec-14

14	200A	ENGLISH ON-RAMP 030	MENDEZ,DIANE	MTWTh	22-Sep-14	0530P	0830P	11-Dec-14
14	200B	ENGLISH BRIDGE 045	STEVENS,H	MTWTh	22-Sep-14	0830A	1130A	11-Dec-14
14	200B	ENGLISH BRIDGE 045	BURGHAGEN,S	MTWTh	22-Sep-14	0530P	0830P	11-Dec-14
14	201	BASIC READING/WRITING	HEATH,TERRY	DAILY	22-Sep-14	0900A	0950A	11-Dec-14
14	201	FOUNDATION FOR COLL	SUC PERKINS,PETR	TWTh	23-Sep-14	0800A	0850A	6-Nov-14
14	201	FOUNDATION STUDENT	SUC PERKINS,PETR	TWTh	23-Sep-14	1100A	1150A	6-Nov-14
14	201	FOUNDATION STUDENT	SUC VAN BEEK,CAR	MWF	22-Sep-14	0700A	0750A	7-Nov-14
14	201	FOUNDATION STUDENT	SUC FELCH,CHRIST	TWTh	23-Sep-14	0200P	0250P	6-Nov-14
14	201	ORTHODONTIC ASSISTANT	MCKINNEY,KYL	WTh	24-Sep-14	0600P	0900P	18-Dec-14
14	212	ADVANCED READING/WRITIN	MARTINDALE,K	DAILY	22-Sep-14	1100A	1150A	11-Dec-14
14	212	ADVANCED READING/WRITIN	HEATH,TERRY	DAILY	22-Sep-14	0100P	0150P	11-Dec-14
14	212	FOUNDATION STUDENT	SUC FELCH,CHRIST	TWTh	23-Sep-14	1200P	1250P	6-Nov-14
14	212	FOUNDATION STUDENT	SUC HUGHES,REGI	MWF	22-Sep-14	1000A	1050A	7-Nov-14
14	212	PUBLIC SPEAKING	VENDITTI,PHI	TTh	23-Sep-14	0730A	0950A	11-Dec-14
14	212	PUBLIC SPEAKING	VENDITTI,PHI	TTh	23-Sep-14	0200P	0420P	11-Dec-14
14	212	PUBLIC SPEAKING	VENDITTI,PHI	MW	22-Sep-14	0200P	0420P	10-Dec-14
14	212	PUBLIC SPEAKING	VENDITTI,PHI	MW	22-Sep-14	0730A	0950A	10-Dec-14

15	105	HUMAN A & P 1	KORPAL,ROWE	MW	22-Sep-14	0300P	0500P	10-Dec-14
15	105	HUMAN A & P 2	KORPAL,ROWE	TTh	23-Sep-14	0300P	0500P	11-Dec-14
15	111	INTERMEDIATE ALGEBRA	HERRING,BILL	TTh	23-Sep-14	0630P	0900P	11-Dec-14
15	111	INTERMEDIATE ALGEBRA	PARNELL,SAM	Sa	27-Sep-14	0900A	0230P	6-Dec-14
15	111	INTERMEDIATE ALGEBRA	HERRING,BILL	MW	22-Sep-14	0400P	0630P	10-Dec-14
15	111	INTERMEDIATE ALGEBRA	PARNELL,SAM	TWTh	23-Sep-14	0910A	1050A	11-Dec-14
15	111	INTERMEDIATE ALGEBRA	PARNELL,SAM	DAILY	22-Sep-14	0800A	0850A	11-Dec-14
15	111	INTERMEDIATE ALGEBRA	PARNELL,SAM	DAILY	22-Sep-14	1100A	1150A	11-Dec-14
15	111	INTRO TO ALGEBRA	HERRING,BILL	MW	22-Sep-14	0400P	0630P	10-Dec-14
15	111	INTRO TO ALGEBRA	HERRING,BILL	TTh	23-Sep-14	0630P	0900P	11-Dec-14
15	111	INTRO TO ALGEBRA	PARNELL,SAM	TWTh	23-Sep-14	0910A	1050A	11-Dec-14
15	111	INTRO TO ALGEBRA	PARNELL,SAM	Sa	27-Sep-14	0900A	0230P	6-Dec-14
15	111	INTRO TO ALGEBRA	PARNELL,SAM	DAILY	22-Sep-14	1200P	1250P	11-Dec-14
15	111	PRE-ALGEBRA	PARNELL,SAM	TWTh	23-Sep-14	0910A	1050A	11-Dec-14
15	111	PRE-ALGEBRA	HERRING,BILL	MW	22-Sep-14	0400P	0630P	11-Dec-14
15	111	PRE-ALGEBRA	HERRING,BILL	TTh	23-Sep-14	0630P	0900P	10-Dec-14
15	111	PRE-ALGEBRA	PARNELL,SAM	Sa	27-Sep-14	0900A	0230P	6-Dec-14
15	112	FOUNDATION STUDENT	SUC HOLSTER,ELAI	TWTh	23-Sep-14	0900A	0950A	6-Nov-14
15	112	FOUNDATION STUDENT	SUC HOLSTER,ELAI	MWF	22-Sep-14	1100A	1150A	7-Nov-14

16	102	ENVIRONMENTAL LAW II	SMITH KATHY	MW	22-Sep-14	1130A	0150P	10-Dec-14
16	102	HAZARDOUS MATERIAL TRAINING	SMITH KATHY	TF	23-Sep-14	1100A	1220P	11-Dec-14
16	102	INTRODUCTION TO SOILS	SMITH KATHY	MW	22-Sep-14	0900A	1050A	10-Dec-14
16	102	ISSUES IN THE URBAN ENVIRONMENT	SMITH KATHY	TF	23-Sep-14	0900A	1050A	11-Dec-14
16	103	CONFINED SPACE ENTRY	GOODMAN,CHRISTOPHER	WTh	1-Oct-14	0800A	0430P	2-Oct-14
16	103	FORKLIFT OPERATOR	GOODMAN,CHRISTOPHER	MTF	19-Sep-14	0800A	0430P	23-Sep-14
16	103	HAZWOPER	GOODMAN,CHRISTOPHER	DAILY	11-Sep-14	0800A	0430P	18-Sep-14
16	103	OSHA CONSTRUCTION SAFETY CENTER BUS PARADE		WThF	24-Sep-14	0800A	0430P	26-Sep-14
16	103	UNDERGROUND STORAGE TANKS	GOODMAN,CHRISTOPHER	MT	29-Sep-14	0800A	0330P	30-Sep-14
16	104	ENVIRONMENTAL CHEMISTRY W/L	FRITZ,ANDREW	MTWF	29-Oct-14	1000A	1130A	10-Dec-14
16	104	GENERAL CHEMISTRY W/LAB	FRITZ,ANDREW	MTWF	22-Sep-14	1000A	1130A	28-Oct-14
16	104	INTRODUCTION TO ECOLOGY	FRITZ,ANDREW	MWThF	22-Sep-14	0900A	0950A	11-Dec-14
16	107	IT ESSENTIALS I	MORRIS, CATHY	MWF	22-Sep-14	0800A	0300P	15-Oct-14
16	107	IT ESSENTIALS II	MORRIS, CATHY	MWF	17-Oct-14	0800A	0300P	12-Nov-14
16	107	LAW & ETHICS IN THE WORKPLACE	RANDALL JODY	TTh	23-Sep-14	0800A	1100A	11-Dec-14
16	109	ADV WINDOWS SERVER CONFIGURATION	SOUZA, DONAL	MWF	22-Sep-14	1130A	0130P	10-Dec-14
16	109	ADV WINDOWS SERVER CONFIGURATION	SOUZA, DONAL	DAILY	31-Oct-14	0130P	0330P	10-Dec-14
16	109	ADMIN WINDOWS SERVER OS	SOUZA, DONAL	MWF	22-Sep-14	0800A	1030A	10-Dec-14
16	109	ADMIN WINDOWS SERVER OS	SOUZA, DONAL	DAILY	22-Sep-14	0130P	0330P	29-Oct-14
16	109	MAIL SERVER ADMINISTRATION	SOUZA, DONAL	DAILY	31-Oct-14	0130P	0330P	10-Dec-14
16	109	MICROSOFT LEARNING LAB II	SOUZA, DONAL	ARRANGED	23-Sep-14	ARR		11-Dec-14
16	109	SERVER OS INSTALL & CONFIGURATION	SOUZA, DONAL	TTh	23-Sep-14	0800A	1030A	11-Dec-14
16	109	SHAREPOINT SERVICES ADMINISTRATION	SOUZA, DONAL	DAILY	23-Sep-14	0130P	0330P	30-Oct-14
16	109	SHAREPOINT SERVICES ADMINISTRATION	SOUZA, DONAL	TTh	23-Sep-14	1130A	0130P	11-Dec-14
16	111	ADVANCED LINUX	HOLLOWELL,KIM	MWF	22-Sep-14	0800A	1100A	10-Dec-14
16	111	IMPLEMENT SYSTEM SECURITY	HOLLOWELL,KIM	TTh	23-Sep-14	1200P	0300P	11-Dec-14
16	111	INTRODUCTION TO LINUX	HOLLOWELL,KIM	MWF	22-Sep-14	1200P	0300P	10-Dec-14
16	111	VIRTUALIZATION & CLOUD TECHNOLOGY	HOLLOWELL,KIM	TTh	23-Sep-14	0800A	1030A	11-Dec-14
16	112	COMPUTER FORENSICS	RANDALL JODY	MTWTh	22-Sep-14	0800A	1200P	29-Oct-14
16	112	CONTINGENCY PLANNING	RANDALL JODY	MWF	22-Sep-14	0100P	0300P	10-Dec-14
16	112	INTRO TO DATA ANALYSIS	RANDALL JODY	TTh	23-Sep-14	1200P	0300P	11-Dec-14
16	112	SCRIPTING	RANDALL JODY	MTWTh	30-Oct-14	0800A	1200P	11-Dec-14
16	112	SECURITY LAB II	RANDALL JODY	F	26-Sep-14	0800A	1200P	5-Dec-14
16	113	INTRODUCTION TO STATISTICS	STULTZ,DOUGLAS	DAILY	22-Sep-14	0100P	0150P	11-Dec-14
16	113	KEYBOARDING	CALIP,VINCEN	MW	22-Sep-14	0200P	0250P	10-Dec-14
16	116	BASIC READING/WRITING	MOLLAS,TULA	DAILY	22-Sep-14	0800A	0850A	11-Dec-14
16	116	CAREER DEVELOPMENT	LANGE, PATRICK	Th	25-Sep-14	0515P	0815P	4-Dec-14

16	116	EXCEL I	CALIP,VINCEN	TTh	23-Sep-14	0300P	0350P	11-Dec-14
16	116	FOUNDATION STUDENT SUC	MOLLAS,TULA	TWTh	22-Sep-14	1200P	1250P	7-Nov-14
16	116	PRE-ALGEBRA	MOLLAS,TULA	DAILY	22-Sep-14	0900A	0950A	11-Dec-14
16	116	PRE-ALGEBRA	MOLLAS,TULA	DAILY	22-Sep-14	1100A	1150A	11-Dec-14
16	116	PRE-ALGEBRA	MOLLAS,TULA	DAILY	22-Sep-14	0100P	0150P	11-Dec-14
16	116	PRE-ALGEBRA	MOLLAS,TULA	DAILY	22-Sep-14	0200P	0250P	11-Dec-14
16	202	AC/DC:BSC THRY,FRAC,OHM	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	AC/DC:ELCT POWR&PWR AP	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	AC/DC:SRS, PARL & CIRCUI	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	ADDRESS FIRE SLC SYS/DSM	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	ADV VOICE EVAC FIRES SYS	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	BASIC FIRE ALARM SYSTEMS	GORDON,JAME	Sa	25-Oct-14	0800A	0400P	25-Oct-14
16	202	BIOMETRICS ACCESS	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	BSC SERIES AND PARALLEL	GORDON,JAME	Sa	11-Oct-14	0800A	0400P	11-Oct-14
16	202	CCTV APPLICATION/DESIGN	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	CCTV DIGITAL NETWORK SO	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	CCTV FIELD SERV/INSTALL	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	FIRE CODES,NICET,NFPA	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	HIGH SECURITY STRUCT CBI	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	NAT ALARM INSTALL TRAIN	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	NATIONAL ELECTRICAL COD	GORDON,JAME	Sa	27-Sep-14	0800A	0400P	27-Sep-14
16	202	NATIONAL ELECTRICAL COD	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	NATIONAL FIRE CODES	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	NATL ELECT CODE PRNT RD	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	WA ADMINISTRATIVE CODES	GORDON,JAME	DAILY	22-Sep-14	0730A	0300P	11-Dec-14
16	202	WASH RCW-WAC RVW FOR T	GORDON,JAME	Sa	8-Nov-14	0800A	0400P	8-Nov-14
16	205	ADVANCED READING/WRITIN	HEATH,TERRY	DAILY	22-Sep-14	0300P	0350P	11-Dec-14
16	205	ADVANCED READING/WRITIN	SCHWARDER,C	DAILY	22-Sep-14	0800A	0850A	11-Dec-14
16	205	BASIC READING/WRITING	SCHWARDER,C	DAILY	22-Sep-14	0200P	0250P	11-Dec-14
16	205	BASIC READING/WRITING	SCHWARDER,C	DAILY	22-Sep-14	1000A	1050A	11-Dec-14
16	205	FOUNDATION STUDENT SUC	SCHWARDER,C	MWF	22-Sep-14	0100P	0150P	7-Nov-14
16	205	FOUNDATION STUDENT SUC	SCHWARDER,C	MWF	22-Sep-14	0900A	0950A	7-Nov-14
16	205	INTRO TO SOCIOLOGY	ROSE-PENNISI	DAILY	22-Sep-14	1100A	1150A	11-Dec-14
16	207	CONTINGENCY PLANNING	MORRIS, CATH	TTh	23-Sep-14	0100P	0300P	11-Dec-14
16	207	CYBER SECURITY FUNDAME	MORRIS, CATH	TTh	23-Sep-14	0800A	1100A	11-Dec-14
16	207	MS DESKTOP SUPPORT I	LANPHIER,JAY	MWF	22-Sep-14	0800A	0300P	29-Oct-14
16	207	MS DESKTOP SUPPORT II	LANPHIER,JAY	MWF	31-Oct-14	0800A	0300P	10-Dec-14
16	208	INTERMEDIATE ALGEBRA	SCHMELING,L	DAILY	22-Sep-14	0800A	0850A	11-Dec-14
16	208	INTRO TO ALGEBRA	SCHMELING,L	DAILY	22-Sep-14	0800A	0850A	11-Dec-14
16	208	PRE-ALGEBRA	SCHMELING,L	DAILY	22-Sep-14	0800A	0850A	11-Dec-14

16	208	PRECALCULUS I	SCHMELING,L DAILY	22-Sep-14 0200P	0250P	11-Dec-14
16	209	CISCO LEARNING LAB I	TURNER,JEFFF MWF	22-Sep-14 1200P	0300P	11-Dec-14
16	209	CISCO LEARNING LAB II	TURNER,JEFFF TThF	23-Sep-14 1200P	0300P	11-Dec-14
16	209	CISCO NETWORKING I	TURNER,JEFFF TTh	23-Sep-14 1200P	0300P	11-Dec-14
16	209	CISCO NETWORKING I	TURNER,JEFFF MWF	22-Sep-14 0800A	1100A	22-Oct-14
16	209	CISCO NETWORKING I	TURNER,JEFFF W	24-Sep-14 0600P	0900P	10-Dec-14
16	209	CISCO NETWORKING II	TURNER,JEFFF MWF	27-Oct-14 0800A	1100A	11-Dec-14
16	209	CISCO NETWORKING III	TURNER,JEFFF TThF	23-Sep-14 0800A	1100A	30-Oct-14
16	209	CISCO NETWORKING IV	TURNER,JEFFF TThF	31-Oct-14 0800A	1100A	11-Dec-14
16	209	INTERNSHIP I	TURNER,JEFFF DAILY	22-Sep-14 ARR		11-Dec-14
16	209	INTERNSHIP II	TURNER,JEFFF DAILY	22-Sep-14 ARR		11-Dec-14
17	230	BUSINESS MATHEMATICS	HENDRICKSON DAILY	22-Sep-14 1100A	1150A	11-Dec-14
17	230	MATH FOR INDUST PROF	HENDRICKSON DAILY	22-Sep-14 1000A	1050A	11-Dec-14
17	230	MATH FOR INDUST PROF	HERRING,BILL DAILY	22-Sep-14 0200P	0250P	11-Dec-14
17	240	INTRO TO ALGEBRA	SANDOVAL,L DAILY	22-Sep-14 0100P	0150P	11-Dec-14
17	240	INTRO TO ALGEBRA	SANDOVAL,L DAILY	22-Sep-14 1100A	1150A	11-Dec-14
17	240	INTRO TO ALGEBRA	SANDOVAL,L DAILY	22-Sep-14 0300P	0350P	11-Dec-14
17	240	PRE-ALGEBRA	SANDOVAL,L DAILY	22-Sep-14 0200P	0250P	11-Dec-14
17	240	PRE-ALGEBRA	SANDOVAL,L DAILY	22-Sep-14 0800A	0850A	11-Dec-14
17	270	ENGLISH COMPOSITION I	SORENSEN, T/DAILY	22-Sep-14 1100A	1150A	11-Dec-14
17	270	ENGLISH COMPOSITION I	SORENSEN, T/DAILY	22-Sep-14 0900A	0950A	11-Dec-14
17	270	ENGLISH COMPOSITION I	SORENSEN, T/DAILY	22-Sep-14 0800A	0850A	11-Dec-14
17	270	ENGLISH COMPOSITION I	SORENSEN, T/DAILY	22-Sep-14 1000A	1050A	11-Dec-14
17	270	GENERAL PHYSICS	MAJUMDAR,BA MW	22-Sep-14 0300P	0425P	11-Dec-14
19	122	BASIC DIGITAL PHOTOGRAPY	LARGENT W	15-Oct-14 0630P	0830P	7-Nov-14
19	122	INTRO TO COMPUTERS	STOCKE,MIKE TTh	7-Oct-14 0600P	0800P	21-Oct-14
19	122	INTRO TO COMPUTERS	STOCKE,MIKE TTh	4-Nov-14 0600P	0800P	20-Nov-14
19	124	FLAGGER TRAINING	FOY,MICHELLE Sa	20-Sep-14 0800A	0400P	20-Sep-14
19	124	FLAGGER TRAINING	FOY,MICHELLE Sa	11-Oct-14 0800A	0400P	11-Oct-14
19	124	FLAGGER TRAINING	FOY,MICHELLE Sa	15-Nov-14 0800A	0400P	15-Nov-14
19	124	FLAGGER TRAINING	FOY,MICHELLE Sa	13-Dec-14 0800A	0400P	13-Dec-14
19	202	CAD II	WATTS,JULIE DAILY	6-Oct-14 0800A	0200P	23-Oct-14
19	202	COMMERCIAL SPECIFICATIO	HOUSER,SUNN DAILY	22-Sep-14 0800A	0200P	3-Oct-14

19	202	DESIGN II	WATTS,JULIE	DAILY	27-Oct-14	0800A	0200P	21-Nov-14
19	202	FURNITURE & CABINET DSGI	BOWMAN,MICH	DAILY	24-Nov-14	0800A	0200P	11-Dec-14
19	202	INDEPENDENT STUDY	BOWMAN,MICH	ARRANGED	22-Sep-14	ARR		11-Dec-14
19	202	INDEPENDENT STUDY	HOUSER,SUNN	ARRANGED	22-Sep-14	ARR		11-Dec-14
19	202	INDEPENDENT STUDY	WATTS,JULIE	ARRANGED	22-Sep-14	ARR		11-Dec-14
19	203	ARCHITECTURAL DRAF/DESI	LAMB,DEAN	M	22-Sep-14	0830A	0945A	8-Dec-14
19	203	ARCHITECTURAL DRAF/DESI	LAMB,DEAN	M	22-Sep-14	0830A	0945A	8-Dec-14
19	203	ARCHITECTURAL REPORT II	MUIR,CARRIE	W	24-Sep-14	0830A	0945A	3-Dec-14
19	203	ARCHITECTURAL REPORT II	MUIR,CARRIE	W	24-Sep-14	0830A	0945A	3-Dec-14
19	203	BLDG INFORMATION MODEL	MUIR,CARRIE	MW	22-Sep-14	0200P	0250P	10-Dec-14
19	203	BLDG INFORMATION MODEL	MUIR,CARRIE	MW	22-Sep-14	0200P	0250P	10-Dec-14
19	203	DESIGN PROJECT I	LAMB,DEAN	Th	25-Sep-14	0200P	0250P	11-Dec-14
19	203	DRAFTING TECHNOLOGIES I	LAMB,DEAN	MW	22-Sep-14	1000A	1115A	3-Nov-14
19	203	DRAFTING TECHNOLOGIES I	LAMB,DEAN	MW	22-Sep-14	1000A	1115A	3-Nov-14
19	203	EMPLOYMENT RESEARCH	MUIR,CARRIE	Th	25-Sep-14	0830A	0945A	4-Dec-14
19	203	EMPLOYMENT RESEARCH	MUIR,CARRIE	Th	25-Sep-14	0830A	0945A	4-Dec-14
19	203	ENGINEERING STATICS	LAMB,DEAN	TTh	23-Sep-14	1000A	1115A	9-Dec-14
19	203	INTRO TO 3 DEMENT MODEL	LAMB,DEAN	Th	25-Sep-14	0100P	0150P	30-Oct-14
19	203	INTRODUCTION TO AUTOCAI	MUIR,CARRIE	MTWTh	3-Nov-14	0100P	0150P	10-Dec-14
19	203	INTRODUCTION TO AUTOCAI	MUIR,CARRIE	MTWTh	3-Nov-14	0100P	0150P	10-Dec-14
19	203	RESIDENTIAL DESIGN/DRAF	LAMB,DEAN	T	23-Sep-14	0830A	0945A	9-Dec-14
19	210	COLOR THEORY	BOWMAN,MICH	DAILY	8-Oct-14	0800A	0200P	23-Oct-14
19	210	DRAFTING I	HOUSER,SUNN	DAILY	27-Oct-14	0800A	0200P	14-Nov-14
19	210	INT DSGN/DESIGN PROCESS	BOWMAN,MICH	DAILY	22-Sep-14	0800A	0200P	7-Oct-14
19	210	INTRO TO DRAWING & REND	HOUSER,SUNN	DAILY	17-Nov-14	0800A	0200P	11-Dec-14

21		EXTERNSHIP	KEITH,LORA	ARRANGED	6-Oct-14	ARR		5-Dec-14
21	104	BODY FLUIDS	GUINN,DANA	W	22-Oct-14	0100P	0130P	11-Dec-14
21	105	ADV COMMUNICATN APP/HU	BRIGGS,MARL	MTTh	22-Sep-14	0300P	0945P	11-Dec-14
21	105	ANATOMY & PHYSIO FOR HU	SCOTLAND,TEF	DAILY	22-Sep-14	0800A	0245P	11-Dec-14
21	105	CLINICAL EXPERIENCE	BRIGGS,MARL	TWThF	10-Oct-14	0300P	0945P	14-Dec-14
21	105	ECG MONITOR TECHNICIAN	PEREZ,JOYLEN	TWThF	7-Oct-14	1215P	0315P	4-Nov-14
21	105	INTRO COMMUNICATION/HU	BRIGGS,MARL	DAILY	22-Sep-14	0300P	0945P	11-Dec-14
21	105	INTRO TO HLTH UNIT COOR	SCOTLAND,TEF	TWTh	22-Sep-14	0800A	0245P	11-Dec-14
21	105	LEGAL/ETHIC ASPECT	BRIGGS,MARL	WF	22-Sep-14	0300P	0945P	11-Dec-14
21	105	UNIT COOR TASKS & PRO II	BRIGGS,MARL	MThF	22-Sep-14	0300P	0945P	11-Dec-14
21	105	UNIT COORD TASKS & PRO I	SCOTLAND,TEF	DAILY	22-Sep-14	0800A	0245P	11-Dec-14
21	105	UNIT MANAGEMENT I	SCOTLAND,TEF	W	22-Sep-14	0800A	0245P	11-Dec-14

21	105	UNIT MANAGEMENT II	BRIGGS,MARL	TW	22-Sep-14	0300P	0945P	11-Dec-14
21	106	COMPUTER APPLICATIONS	MANDLEY,L	DAILY	22-Sep-14	1000A	1050A	11-Dec-14
21	106	COMPUTER APPLICATIONS	MANDLEY,L	DAILY	22-Sep-14	1100A	1150A	11-Dec-14
21	106	COMPUTER APPLICATIONS	MANDLEY,L	MW	22-Sep-14	0300P	0530P	11-Dec-14
21	106	COMPUTER APPLICATIONS	MANDLEY,L	TTh	23-Sep-14	0100P	0230P	11-Dec-14
21	106	MEDICAL TERMINOLOGY	FREYRE,MARIE	DAILY	22-Sep-14	0800A	0850A	11-Dec-14
21	107	ANAT & PHYSIO/MED TERM	WAGERS,JANE	WTh	24-Sep-14	0800A	0200P	11-Dec-14
21	107	INTRO TO HEALTHCARE	WAGERS,JANE	M	22-Sep-14	0800A	1200P	8-Dec-14
21	107	MICROBIOLOGY/INF CONTRC	WAGERS,JANE	WTh	24-Sep-14	0800A	0200P	11-Dec-14
21	107	NUTRITION	DYER,HEATHEI	TTh	23-Sep-14	1200P	0230P	11-Dec-14
21	107	SURGICAL INSTUMENTATION	WAGERS,JANE	WTh	24-Sep-14	0800A	0200P	11-Dec-14
21	108	BASIC COLLECTING & FIN P	STROUP,LINDS	MTWTh	23-Sep-14	0630P	0830P	3-Dec-14
21	108	MED ASSIST THEORY APPL I	STROUP,LINDS	MTWTh	23-Sep-14	0400P	0600P	3-Dec-14
21	108	MED-SURG NURSING II	WESTBERRY	M	22-Sep-14	0800A	0300P	8-Dec-14
21	109	BIOMEDICAL SCIENCES	WIRTH,R	W	24-Sep-14	1200P	0100P	10-Dec-14
21	109	DENTAL ASSIST SKILLS I	WIRTH,R	Th	25-Sep-14	0100P	0200P	10-Dec-14
21	109	DENTAL SCIENCES I	WIRTH,R	TTh	23-Sep-14	1200P	0100P	9-Dec-14
21	109	DENTAL SCIENCES III	WIRTH,R	T	23-Sep-14	1000A	1100A	9-Dec-14
21	109	DENTAL SPECIALTIES II	LEWANDOWSK	W	24-Sep-14	0900A	1100A	10-Dec-14
21	109	FOUNDATION OF CLINC DNT	LEWANDOWSK	W	24-Sep-14	0100P	0200P	10-Dec-14
21	109	PRINCIPLES OF RADIOGRA I	WIRTH,R	T	23-Sep-14	0100P	0200P	9-Dec-14
21	111	BODY SYSTEMS APPLICA 10	JONES,MICHEL	WF	24-Sep-14	1200P	0300P	3-Dec-14
21	111	BODY SYSTEMS THEORY 10	JONES,MICHEL	TTh	23-Sep-14	1200P	0300P	4-Dec-14
21	111	COMM EMPL OPPORT & LOC	STROUP,LINDS	MTWTh	8-Dec-14	1000A	0300P	11-Dec-14
21	111	INTRODUCTION TO MED ASS	JONES,MICHEL	M	22-Sep-14	0800A	0130P	27-Oct-14
21	111	MEDICAL RECORDS MGMT	JONES,MICHEL	TWThF	29-Oct-14	0800A	1100A	11-Dec-14
21	111	PATIENT RECEPT & LGL COM	JONES,MICHEL	TWThF	23-Sep-14	0800A	1100A	28-Oct-14
21	111	PREP FOR EXTERNSHIP	KEITH,LORA	F	3-Oct-14	0900A	0300P	5-Dec-14
21	113	OPERATING ROOM THEORY	CLARK,KEZA	WThF	22-Sep-14	0700A	0900A	11-Dec-14
21	113	SEMINAR I	ARMSTRONG,F	F	22-Sep-14	0700A	1100A	11-Dec-14
21	120	SURGICAL LAB II	CLARK,KEZA	TWThF	22-Sep-14	0930A	0130P	11-Dec-14
21	122	INVASIVE PROCEDURES	KEITH,LORA	DAILY	22-Sep-14	0800A	0300P	3-Oct-14
21	122	MED ASSIST THEOR/APPS II	KEITH,LORA	ARRANGED	22-Sep-14	1200P	0300P	11-Dec-14
21	122	MEDICAL OFFICE PROCEDUF	KEITH,LORA	ARRANGED	22-Sep-14	0800A	1100A	11-Dec-14
21	130	CMLPX PHY HLTH ASS&SKILI	GEORGE,PAM	MW	22-Sep-14	0400P	0830P	10-Dec-14
21	137	NURSING SKILL FUNDAMENT	SWORD,YVETT	WTh	20-Oct-14	0730A	0300P	12-Nov-14
21	137	NURSING SKILL FUNDAMENT	HERNANDEZ,K	MT	20-Oct-14	0730A	0300P	12-Nov-14
21	210	BASIC HEALTH ASSESS SKIL	COOPER	W	24-Sep-14	0800A	1100A	10-Dec-14
21	210	COMPLEX MEDICAL SURG I	BAHRT	T	23-Sep-14	0400P	0700P	9-Dec-14
21	210	FUNDAMENTALS OF NURSIN	BAHRT	T	23-Sep-14	0800A	1100A	9-Dec-14

21	210	MED-SURG NURSING I	WESTBERRY T	23-Sep-14	1200P	0300P	9-Dec-14
21	210	MENTAL HEALTH NURSING	ANDERSON M	22-Sep-14	1200P	0300P	8-Dec-14
21	210	PHARMACOLOGY I	ANDERSON,RII Th	25-Sep-14	0400P	0700P	11-Dec-14
21	210	PRE-PHARMACOLOGY	STAFF M	22-Sep-14	0800A	1100A	8-Dec-14
21	211	NURS ASSIST THEORY I	COLLAR,SHARI TWTh	23-Sep-14	0630P	0800P	18-Nov-14
21	211	NURS ASSIST THEORY II	COLLAR,SHARI TWTh	19-Nov-14	0400P	0800P	11-Dec-14
21	211	NURSING ASSISTANT THEOF	SWORD,YVETT TWTh	22-Sep-14	0800A	0230P	16-Oct-14
21	211	SPT CLASS I-BEST & HS21+	COLLAR,SHARI TWTh	23-Sep-14	0400P	0630P	18-Nov-14
21	214	CLINICAL CAPSTONE RESEA	SPARKS,M W	24-Sep-14	1000A	1200P	10-Dec-14
21	214	GENERIC DRUG NAME PRT II	SPARKS,M T	23-Sep-14	0730A	0800A	9-Dec-14
21	214	HOSPITAL PRACTICE	SPARKS,M T	23-Sep-14	0800A	1200P	10-Dec-14
21	214	NURSING ASSISTANT THEOF	HULLABY, SUP DAILY	22-Sep-14	0300P	0600P	11-Dec-14
21	214	NURSING SKILL FUNDAMENT	HULLABY, SUP DAILY	22-Sep-14	0300P	0600P	11-Dec-14
21	214	PHARMACEUTICAL CALCULA	AUTRY,TRISHA T	22-Sep-14	1000A	1200P	11-Dec-14
21	214	PHARMACOLOGY PART II	SPARKS,M W	24-Sep-14	0730A	1000A	10-Dec-14
21	214	STERILE PRNTL PROD PREP	SPARKS,M TTh	23-Sep-14	1200P	0130P	11-Dec-14
21	214	UNIT BASED CLINICAL EXP	HULLABY, SUP DAILY	22-Sep-14	0300P	0600P	11-Dec-14
21	216	COMPUTER APPS/KEYBOARI	MARKOVITS,KE MW	22-Sep-14	1000A	1130A	11-Dec-14
21	216	FIELD STUDY	MARKOVITS,KE F	22-Sep-14	0200P	0300P	11-Dec-14
21	216	GENERIC DRUG NAME PART	AUTRY,TRISHA T	23-Sep-14	1230P	0130P	9-Dec-14
21	216	HEALTH INFO TECH PAT SER	MARKOVITS,KE F	22-Sep-14	1000A	1130A	11-Dec-14
21	216	HEMO TERMS/ANAT/PHYSIO	MARKOVITS,KE MW	22-Sep-14	1230P	0250P	11-Dec-14
21	216	MEDICAL MATH	MARKOVITS,KE F	26-Sep-14	1230P	0200P	11-Dec-14
21	216	PHLEBOTOMY FUNDAMENTA	SAVONA,TAMM TTh	23-Sep-14	0430P	0830P	11-Dec-14
21	216	PROFESS PATIENT INTERAC	SAVONA,TAMM TTh	23-Sep-14	0430P	0830P	11-Dec-14
21	216	VASCULAR ACCESS	SAVONA,TAMM TTh	23-Sep-14	0430P	0830P	11-Dec-14
21	216	WATER TREATMENT	SAVONA,TAMM TTh	23-Sep-14	0430P	0830P	11-Dec-14
21	222	CLINICAL CHEMISTRY	GUINN,DANA DAILY	22-Sep-14	0800A	0330P	10-Oct-14
21	226	COMMUNITY PHARM PRACTI	AUTRY,TRISHA MW	22-Sep-14	1000A	0230P	9-Dec-14
21	226	PHARMACOLOGY PART I	AUTRY,TRISHA T	23-Sep-14	0130P	0300P	11-Dec-14
21	227	CLINICAL PRACTICUM	SAVONA,TAMM MWF	23-Sep-14	0430P	0830P	11-Dec-14
21	227	FIRST AID/CPR/HIV	SAVONA,TAMM TTh	23-Sep-14	0430P	0830P	11-Dec-14
21	227	HEMODIALYSIS PRINC/PROC	MARKOVITS,KE TTh	22-Sep-14	1000A	0250P	11-Dec-14
21	227	MACHINE SETUP/MAINTENAI	MARKOVITS,KE DAILY	22-Sep-14	0800A	1000A	11-Dec-14
21	231	CHEMICAL CONCEPTS W/LA	CELLERI,ARTU Th	25-Sep-14	0800A	1000A	11-Dec-14
21	231	GENERAL BIOLOGY W/LAB	NOFFKE,WEND WF	22-Sep-14	1000A	1200P	11-Dec-14
21	232	HISTO TECHNOLOGY I	HAGGERTY,RE DAILY	30-Sep-14	0800A	0200P	11-Dec-14
21	232	HISTO TECHNOLOGY LAB I	HAGGERTY,RE DAILY	30-Sep-14	0800A	0200P	11-Dec-14
21	232	ORIENT TO HISTO LAB	HAGGERTY,RE DAILY	22-Sep-14	0800A	0200P	29-Sep-14
21	235	GENERAL BIOLOGY W/LAB	NOFFKE,WEND WF	24-Sep-14	0800A	1000A	10-Dec-14

21	235	HUMAN A & P 1	SLEGERS,EDW TTh	23-Sep-14 0130P	0330P	11-Dec-14
21	235	HUMAN BIOLOGY W/LAB	KORPAL,ROWE MW	22-Sep-14 1030A	1230P	10-Dec-14
23	102	PATISSERIE I	NEWMAN,SHEL TWTh	23-Sep-14 0600A	0100P	11-Dec-14
23	102	PATISSERIE II	NEWMAN,SHEL TWTh	23-Sep-14 0600A	0100P	11-Dec-14
23	102	PATISSERIE III	NEWMAN,SHEL TWTh	23-Sep-14 0600A	0100P	11-Dec-14
23	102	RESTAURANT DESSERTS	NEWMAN,SHEL DAILY	20-Nov-14 0600A	0100P	11-Dec-14
23	102	SUGAR WORK	NEWMAN,SHEL MF	22-Sep-14 0600A	0100P	24-Oct-14
23	102	WEDDING CAKES	NEWMAN,SHEL MF	27-Oct-14 0600A	0100P	8-Dec-14
23	102	DESSERT ALTERNATIVES	NEWMAN,SHEL DAILY	22-Sep-14 0600A	0100P	17-Oct-14
25	103	BEVERAGE SERVICE	JOLLY,WILLIA M	22-Sep-14 1100A	0145P	8-Dec-14
25	103	FINANCE AND ACCOUNTING	JOLLY,WILLIA MTW	22-Sep-14 0700A	0900A	10-Dec-14
25	103	FOOD SERVICE NUTRITION	JOLLY,WILLIA ThF	2-Oct-14 0700A	0900A	11-Dec-14
25	103	HOSPITALITY LAW	JOLLY,WILLIA T	30-Sep-14 1100A	0145P	9-Dec-14
25	105	ADVANCED CNC	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	CATIA I	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	CATIA II	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	CATIA III	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	INSPECTION TECHNIQUES	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	INTERMEDIATE CNC	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	INTRODUCTION TO CNC	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	LATHES & MILLS II	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	LATHES & MILLS III	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	LATHES & MILLS IV	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	LATHES I	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	METALLURGY & HEAT TREAT	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	MILLS I	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	ORIENTATION/SAFETY	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	ORIENTATION/SAFETY	ELDERBROECK MTWTh	22-Sep-14 0600P	0945P	11-Dec-14
25	105	RETAIL AND CUSTOMER SRV	JOLLY,WILLIA WThF	1-Oct-14 0900A	0145P	11-Dec-14
25	105	SHOP MACHINES & TOOLS	ELDERBROECK MTWTh	22-Sep-14 0600P	0945P	11-Dec-14
25	105	SHOP MACHINES & TOOLS	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	SHOP MATH/BLEUPRINT	DAM,KEN DAILY	22-Sep-14 0705A	0130P	11-Dec-14
25	105	SHOP MATH/BLEUPRINT	ELDERBROECK MTWTh	22-Sep-14 0600P	0945P	11-Dec-14

25	105	SHOP MATH/BLEUPRINT II	DAM,KEN	DAILY	22-Sep-14	0705A	0130P	11-Dec-14
25	105	SHOP MATH/BLEUPRINT III	DAM,KEN	DAILY	22-Sep-14	0705A	0130P	11-Dec-14
25	105	SURFACE GRINDING	DAM,KEN	DAILY	22-Sep-14	0705A	0130P	11-Dec-14
25	105	TOOL & CUTTER GRINDER	DAM,KEN	DAILY	22-Sep-14	0705A	0130P	11-Dec-14
25	105	TRAINING & PRACTICE	BLACK, KYLE	DAILY	22-Sep-14	0705A	0150P	11-Dec-14
25	200	ADV CONTROLS & TROUBLE:	JOHNSON,JIM	DAILY	22-Sep-14	0700A	0150P	11-Dec-14
25	200	BASIC ELECTRICITY	JOHNSON,JIM	DAILY	22-Sep-14	0700A	0150P	11-Dec-14
25	200	ELECT MOTOR AND APPLICA	JOHNSON,JIM	DAILY	22-Sep-14	0700A	0150P	11-Dec-14
25	200	ELECT MOTOR CONTRL TRO	JOHNSON,JIM	DAILY	22-Sep-14	0700A	0150P	11-Dec-14
25	200	ELECTRICAL CIRCUITS	JOHNSON,JIM	DAILY	22-Sep-14	0700A	0150P	11-Dec-14
25	200	GREEN AWARENESS	JOHNSON,JIM	DAILY	22-Sep-14	0700A	0150P	11-Dec-14
25	200	SIEMENS CONTROLS	JOHNSON,JIM	DAILY	22-Sep-14	0700A	0150P	11-Dec-14
25	402	ADV REFRIGERATION SYSTE	PEARCE,DON	DAILY	22-Sep-14	0700A	0145P	11-Dec-14
25	402	BASIC REFIGERATION I	ANDERSON,RC	DAILY	22-Sep-14	0700A	0145P	11-Dec-14
25	402	BASIC REFIGERATION I LAB	PEARCE,DON	DAILY	22-Sep-14	0700A	0145P	11-Dec-14
25	402	BASIC REFIGERATION II	ANDERSON,RC	DAILY	22-Sep-14	0700A	0145P	11-Dec-14
25	402	BASIC REFIGERATION II LB	PEARCE,DON	DAILY	22-Sep-14	0700A	0145P	11-Dec-14
25	402	COMMERCIAL HEAT PUMPS	PEARCE,DON	DAILY	22-Sep-14	0700A	0145P	11-Dec-14
25	402	EPA REFRIG RECOV CERT	ANDERSON,RC	DAILY	22-Sep-14	0700A	0145P	11-Dec-14
25	402	JOB READINESS	PEARCE,DON	DAILY	22-Sep-14	0700A	0145P	11-Dec-14
25	403	FABRICATION	BROWN,PETER	F	22-Sep-14	0915A	1115A	11-Dec-14
25	403	FLUX CORED ARC WLD 1	BROWN,PETER	DAILY	22-Sep-14	0700A	1215P	11-Dec-14
25	403	FLUX CORED ARC WLD 2	BROWN,PETER	DAILY	22-Sep-14	0700A	1215P	11-Dec-14
25	403	GAS METAL ARC WELDING	BROWN,PETER	DAILY	22-Sep-14	0700A	1215P	11-Dec-14
25	403	GAS TUNGSTEN ARC WLD 1	BROWN,PETER	DAILY	22-Sep-14	0700A	1215P	11-Dec-14
25	403	GAS TUNGSTEN ARC WLD 2	BROWN,PETER	DAILY	22-Sep-14	0700A	1215P	11-Dec-14
25	403	OXYACETYLENE WLD & BRA:	BROWN,PETER	TWTh	23-Sep-14	0600P	0930P	11-Dec-14
25	403	OXYACETYLENE WLD & BRA:	BROWN,PETER	DAILY	22-Sep-14	0800A	1215P	11-Dec-14
25	403	PREP FOR WELDING CERT	BROWN,PETER	DAILY	22-Sep-14	0700A	1215P	11-Dec-14
25	403	PRINT READING FOR WELDE	BROWN,PETER	DAILY	22-Sep-14	0800A	0900A	11-Dec-14
25	403	SHIELD METAL ARC WLD 1	BROWN,PETER	DAILY	22-Sep-14	0800A	1215P	11-Dec-14
25	403	SHIELD METAL ARC WLD 2	BROWN,PETER	DAILY	22-Sep-14	0700A	1215P	11-Dec-14
25	403	SHIELD METAL ARC WLD 3	BROWN,PETER	DAILY	22-Sep-14	0700A	1215P	11-Dec-14
25	403	SHIELD METAL ARC WLD 4	BROWN,PETER	DAILY	22-Sep-14	0700A	1215P	11-Dec-14
25	403	THERMAL CUTTING & GOUG	BROWN,PETER	TWTh	23-Sep-14	0600P	0930P	11-Dec-14
25	403	THERMAL CUTTING & GOUG	BROWN,PETER	DAILY	22-Sep-14	0800A	1215P	11-Dec-14
25	403	WELDING THEORY 1	BROWN,PETER	TWTh	23-Sep-14	0600P	0930P	11-Dec-14
25	403	WELDING THEORY 1	BROWN,PETER	DAILY	22-Sep-14	0700A	0800A	11-Dec-14

31		CPR & FIRST AID FOR PROV	CHASE,FRANK Sa	4-Oct-14 0800A	0500P	4-Oct-14
31		CPR & FIRST AID FOR PROV	CHASE,FRANK Sa	1-Nov-14 0800A	0500P	1-Nov-14
31		CPR & FIRST AID FOR PROV	CHASE,FRANK Sa	6-Dec-14 0800A	0500P	6-Dec-14
31		CPR & FIRST AID FOR PROV	CHASE,FRANK Sa	6-Sep-14 0800A	0500P	6-Sep-14
31		KITCHEN & DINING MGMT	JOLLY,WILLIA WThF	1-Oct-14 0900A	0145P	11-Dec-14
31		RESTAURANT DINING	JOLLY,WILLIA WThF	1-Oct-14 0900A	0145P	11-Dec-14
31	100	COOKING METHODS I	MASSEY,RICH# WThF	24-Sep-14 0915A	0130P	11-Dec-14
31	100	COOKING METHODS II	MASSEY,RICH# WThF	24-Sep-14 0915A	0130P	11-Dec-14
31	100	COOKING METHODS III	MASSEY,RICH# WThF	24-Sep-14 0915A	0130P	11-Dec-14
31	100	FOOD PREPARATION II	MASSEY,RICH# MT	3-Nov-14 0900A	0200P	11-Dec-14
31	100	INTRODUCTION TO BAKING	MASSEY,RICH# MT	22-Sep-14 0900A	0200P	28-Oct-14
31	100	PROFESSIONAL COOKING II	MASSEY,RICH# DAILY	22-Sep-14 0700A	0900A	11-Dec-14
32		ASBESTOS WORKER TRAINI	CNTR BUS PARMTWTh	6-Oct-14 0800A	0430P	9-Oct-14
32		FORKLIFT OPERATION/SAFE	QUIOCHO,JASC Sa	18-Oct-14 0800A	0500P	25-Oct-14
32		FORKLIFT OPERATION/SAFE	QUIOCHO,JASC Sa	15-Nov-14 0800A	0500P	22-Nov-14
32		FORKLIFT RECERTIFICATION	QUIOCHO,JASC Sa	25-Oct-14 0800A	0500P	25-Oct-14
32		FORKLIFT RECERTIFICATION	QUIOCHO,JASC Sa	22-Nov-14 0800A	0500P	22-Nov-14
32		LEAD RRP REPAIR,REN,PAIN	CNTR BUS PARF	3-Oct-14 0730A	0530P	3-Oct-14
ARR		BLUEPRINTS, DRAW, MEASU	PERSE,BRITTA ARRANGED	22-Sep-14 ARR		11-Dec-14
ARR		BSC MATH,PHYSICS,WEIGHT	PERSE,BRITTA ARRANGED	22-Sep-14 ARR		11-Dec-14
ARR		BUSINESS PLAN DEVELOPMI	JOLLY,WILLIA ARRANGED	1-Oct-14 ARR		11-Dec-14
ARR		CADET TRAINING	KLUG,DENISE ARRANGED	22-Sep-14 ARR		11-Dec-14
ARR		COOP WORK EXPERIENCE	BROWN,PETER ARRANGED	22-Sep-14 ARR		11-Dec-14
ARR		MATERIALS & PROCESS/LAB	PERSE,BRITTA ARRANGED	22-Sep-14 ARR		11-Dec-14
ARR		SPECIAL PROJECTS	BROWN,PETER ARRANGED	22-Sep-14 ARR		11-Dec-14
ON	LINE	ABNORMAL PSYCHOLOGY	SPERRY,DAVID ARRANGED	22-Sep-14 ARR		11-Dec-14
ON	LINE	ACCESS I	WESTERBERG, ARRANGED	22-Sep-14 ARR		11-Dec-14
ON	LINE	ADVANCED READING/WRITIN	MARTINDALE,K ARRANGED	22-Sep-14 ARR		11-Dec-14
ON	LINE	ADVANCED READING/WRITIN	IRWIN,KAREN ARRANGED	22-Sep-14 ARR		11-Dec-14

ON	LINE	ART APPRECIATION	WAOL	ARRANGED	25-Sep-14	ARR	3-Dec-14
ON	LINE	BOOKKEEPING I	DORUM,LUCY	ARRANGED	22-Sep-14	ARR	10-Dec-14
ON	LINE	BUSINESS LAW	COOKE,SUZAN	ARRANGED	22-Sep-14	ARR	10-Dec-14
ON	LINE	BUSINESS MATHEMATICS	SWEERUS,NEIL	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	BUSINESS MATHEMATICS	SWEERUS,NEIL	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	BUSINESS TECHNOLOGY	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	BUSINESS WRITING	SCHWARDER,C	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	CAREER OPPORTUNITIES	DAM,KEN	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	CERTIFICATION REVIEW II	LEWANDOWSK	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	CHEM DEPND/COUNSEL II	FRENCH,SAMI	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	CHEMICAL CONCEPTS W/LA	CELLERI,ARTU	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	CHILD CARE BASICS (STARS	HAVENS,AMBE	ARRANGED	20-Oct-14	ARR	11-Dec-14
ON	LINE	CUSTOMER SERVICE STRAT	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	DENTAL DOC & INVENT SYS	WIRTH,R	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	DENTAL SCHEDULING/RECAI	WIRTH,R	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	DENTAL TERMINOLOGY/PRO	WIRTH,R	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	DENTRIX ADVANCED TRAINI	WIRTH,R	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	DIGITAL PHOTO - PEOPLE	EDUCA TO GO	ARRANGED	20-Aug-14		1-Oct-14
ON	LINE	E-COMMERCE PRINC & APP	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	ECE CURRICULUM: MATH	KAASA,MELISS	ARRANGED	20-Oct-14	ARR	11-Dec-14
ON	LINE	EFFECTIVE SELLING	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	ELECTRONIC BUS MATH	DORUM,LUCY	ARRANGED	22-Sep-14	ARR	10-Dec-14
ON	LINE	ENGLISH COMPOSITION I	IRWIN,KAREN	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	ENGLISH COMPOSITION I	IRWIN,KAREN	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	ENGLISH COMPOSITION I	GOVE,SALLY	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	ENGLISH COMPOSITION I	WAOL	ARRANGED	25-Sep-14	ARR	3-Dec-14
ON	LINE	ENVIRONMENTAL SCI CAPST	SMITH KATHY	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	ESSENTIAL OF BUS COMMU	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	EXCEL I	WESTERBERG,	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	EXCEL II	WESTERBERG,	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	EXPL A CAREER IN MED COL	EDUCA TO GO	ARRANGED	20-Aug-14		20-Oct-14
ON	LINE	FINANCIAL MANAGEMENT	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	FUNDAMENT OF SUPERVISIC	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	FUNDAMENTAL OF RTL MATI	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	GENERAL PSYCHOLOGY	ROSE-PENNISI	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	GENERAL PSYCHOLOGY	WHEELER,MIKE	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	GENERAL PSYCHOLOGY	WAOL	ARRANGED	25-Sep-14	ARR	3-Dec-14
ON	LINE	GENERAL STUDIES	WIRTH,R	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	HIV/AIDS/BLOOD BOURNE P	HAUZINGER,IR	ARRANGED	1-Oct-14	ARR	11-Dec-14
ON	LINE	HUMAN BIOLOGY W/LAB	NOFFKE,WEND	ARRANGED	22-Sep-14	ARR	11-Dec-14

ON	LINE	HUMAN RESOURCE MGMT	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INDIVID INCM TX ACCT LAB	COOKE,SUZAN	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INDIVIDUAL INCM TX ACCT	COOKE,SUZAN	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INTERMEDIATE ALGEBRA	SCHMELING,L	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INTRO PHARM & PHARM LAW	AUTRY,TRISHA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INTRO TO ALGEBRA	SCHMELING,L	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INTRO TO BUSINESS ETIQU	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INTRO TO CHEMISTRY	CELLERI,ARTU	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INTRO TO HEALTH PROFESS	FREYRE,MARIE	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INTRO TO SOCIOLOGY	ROSE-PENNISI	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INTRO TO SOCIOLOGY	ANDERSON,CH	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	INTRODUCTION TO STATS	SWEERUS,NEIL	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	KEYBOARDING	WESTERBERG,	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	KEYBOARDING	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	LEADERSHIP I	ERWIN,CAL	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	LEADERSHIP II	ERWIN,CAL	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	LEADERSHIP III	ERWIN,CAL	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	LEADERSHIP IV	ERWIN,CAL	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	LIFESPAN PSYCHOLOGY	SPERRY,DAVID	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	LIFESPAN PSYCHOLOGY	WAOL	ARRANGED	25-Sep-14	ARR	3-Dec-14
ON	LINE	LIFESPAN PSYCHOLOGY	JACOBS,CHERI	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MANUFACT RESOURCE&RESE	DAM,KEN	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MARKETING	REYGERS,RYA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MATH FOR HEALTH OCCUPA	SWEERUS,NEIL	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MATH FOR NON-SCIENCE M/	SWEERUS,NEIL	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MEDICAL INSURANCE BILLIN	KEITH,MARYAN	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MEDICAL TERMINOLOGY	FREYRE,MARIE	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MEDICAL TERMINOLOGY	SCOTT,PATRIC	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MEDICAL TERMINOLOGY	FREYRE,MARIE	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MEDICAL TERMINOLOGY I&II	KEITH,MARYAN	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MICROBIOLOGY	NOFFKE,WEND	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MICROBIOLOGY	NOFFKE,WEND	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	MUSIC APPRECIATION	WAOL	ARRANGED	25-Sep-14	ARR	3-Dec-14
ON	LINE	ORIENT TO ENVIRON SCIENC	FRITZ,ANDREW	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	PATIENT CARE THEORY I	CLARK,KEZA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	PAYROLL & BUS TAXES	DORUM,LUCY	ARRANGED	22-Sep-14	ARR	10-Dec-14
ON	LINE	PHARMACOLOGY & ANESTHI	CLARK,KEZA	ARRANGED	22-Sep-14	ARR	11-Dec-14
ON	LINE	PHLEBOTOMY FUNDAMENTA	MARKOVITS,KE	ARRANGED	10-Nov-14	ARR	13-Dec-14
ON	LINE	PHLEBOTOMY FUNDAMENTA	MARKOVITS,KE	ARRANGED	6-Oct-14	ARR	8-Nov-14
ON	LINE	POWERPOINT	WESTERBERG,	ARRANGED	22-Sep-14	ARR	11-Dec-14

ON	LINE	PRE CALCULUS II	SCHMELING,L	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	PRIN OF ACCOUNTING I	DORUM,LUCY	ARRANGED	22-Sep-14	ARR		10-Dec-14
ON	LINE	PRIN OF ACCOUNTING III	DORUM,LUCY	ARRANGED	22-Sep-14	ARR		10-Dec-14
ON	LINE	PRINCIPLE OF OPERAT	MGMREYGERS,RYA	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	PRINCIPLE OF RETAILING	REYGERS,RYA	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	PSYCHOLOGY/WORKPLACE	WHEELER,MIKE	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	PUBLISHER	WESTERBERG,	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	SOCIAL MEDIA MARKETING	REYGERS,RYA	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	SPEAKING FOR SUCCESS	REYGERS,RYA	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	SPECIAL PROJECTS	CALLAHAN-MC	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	SPECIAL PROJECTS	CALLAHAN-MC	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	SUCCESS CAREER DEVELOP	REYGERS,RYA	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	WORD I	WESTERBERG,	ARRANGED	22-Sep-14	ARR		11-Dec-14
ON	LINE	WORD II	WESTERBERG,	ARRANGED	22-Sep-14	ARR		11-Dec-14

SHC		INTRODUCTION TO FLIGHT	STAFF	DAILY	22-Sep-14	ARR		11-Dec-14
SHC	105	CERTIFIED FLGT INSTRU I	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	CERTIFIED FLGT INSTRU II	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT I	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT II	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT III	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT IV	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT IX	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT V	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT VI	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT VII	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT VIII	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT X	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT XI	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PILOT XII	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PLOT PRACT \	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	COMMERCIAL PRAC STAN V	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	INSTRUMENT FLIGHT INSTRU	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	INSTRUMENT PILOT I	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	INSTRUMENT PILOT II	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	INSTRUMENT PILOT III	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	INSTRUMENT PILOT IV	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	INSTRUMENT PILOT V	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14

SHC	105	INSTRUMENT PILOT VI	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	INSTRUMENT PLOT PRACT I	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	INSTRUMENT PLOT PRACT III	HOLM,LUCAS	DAILY	22-Sep-14	0800A	1100A	11-Dec-14
SHC	105	PRIVATE PILOT I	HOLM,LUCAS	DAILY	22-Sep-14	1200P	0300P	11-Dec-14
SHC	105	PRIVATE PILOT II	HOLM,LUCAS	DAILY	22-Sep-14	1200P	0300P	11-Dec-14
SHC	105	PRIVATE PILOT III	HOLM,LUCAS	DAILY	22-Sep-14	1200P	0300P	11-Dec-14
SHC	105	PRIVATE PILOT IV	HOLM,LUCAS	DAILY	22-Sep-14	1200P	0300P	11-Dec-14
SHC	105	PRIVATE PILOT V	HOLM,LUCAS	DAILY	22-Sep-14	1200P	0300P	11-Dec-14
SHC	105	PRIVATE PILOT VI	HOLM,LUCAS	DAILY	22-Sep-14	1200P	0300P	11-Dec-14
SHC	105	PRIVATE PLOT TEST STA II	HOLM,LUCAS	DAILY	22-Sep-14	1200P	0300P	11-Dec-14
SHC	105	PRIVATE PLOT TEST STAN I	HOLM,LUCAS	DAILY	22-Sep-14	1200P	0300P	11-Dec-14
SHC	107	INTERMEDIATE ALGEBRA	LINGENFELTEF	TTh	23-Sep-14	0130P	0400P	11-Dec-14
SHC	107	INTRO TO ALGEBRA	LINGENFELTEF	TTh	23-Sep-14	0130P	0400P	11-Dec-14
SHC	107	PRE-ALGEBRA	LINGENFELTEF	TTh	22-Sep-14	0130P	0400P	11-Dec-14
SHC	114	COMPOSITE ASSEMBLY	CONWAY,JACK	DAILY	22-Sep-14	0400P	0815P	11-Dec-14
SHC	114	COMPOSITE FABRICATION	CONWAY,JACK	DAILY	22-Sep-14	0400P	0815P	11-Dec-14
SHC	114	COMPOSITE REPAIR	CONWAY,JACK	DAILY	22-Sep-14	0400P	0815P	11-Dec-14
SHC	114	EDDY CURRENT TESTING I	MUSSON,CHUC	DAILY	22-Sep-14	0800A	0230P	11-Dec-14
SHC	114	EDDY CURRENT TESTING II	MUSSON,CHUC	DAILY	22-Sep-14	0800A	0230P	11-Dec-14
SHC	114	EDDY CURRENT TESTING III	MUSSON,CHUC	DAILY	22-Sep-14	0800A	0230P	11-Dec-14
SHC	114	SPECIAL PROJECTS	CONWAY,JACK	DAILY	22-Sep-14	0400P	0815P	11-Dec-14
SHC	115	BSC MATH,PHYSICS,WEIGHT	MENSONIDES,`	DAILY	22-Sep-14	0400P	0815P	11-Dec-14
SHC	115	INTRODUCTION TO NDT	MUSSON,LISE	DAILY	22-Sep-14	0800A	0230P	11-Dec-14
SHC	115	MATERIAL & PROCES NDT II	MUSSON,LISE	DAILY	22-Sep-14	0800A	0230P	11-Dec-14
SHC	115	MATERIALS & PROCES NDT I	MUSSON,LISE	DAILY	22-Sep-14	0800A	0230P	11-Dec-14
SHC	115	MATERIALS & PROCESS/LAB	MENSONIDES,`	DAILY	22-Sep-14	0400P	0815P	11-Dec-14
SHC	116	AIRCRAFT DRW/CLEAN/CORID	DOYON,GREG	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	116	BASC MATH/PHYS/WGT/BALE	DOYON,GREG	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	116	MATERIALS & PROCESSES	DOYON,GREG	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	116	MNT FMS & RCRDS,PUB,MEC	DOYON,GREG	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	117	ASSEMBLY & RIGGING	POTTER,MIKE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	117	NON-METALLIC STRUCTURE	POTTER,MIKE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	117	SHEET METAL STRUCTURES	POTTER,MIKE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	117	WD STRUCT, AIRFT COV FIN	POTTER,MIKE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	117	WLDNG,POSIT & WARN SYST	POTTER,MIKE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	118	ADV ROTOR SYS MAIN & RPF	CREECH,DANIE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	118	AIRCRAFT INSPECTIONS	CREECH,DANIE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	118	BSC ROTOR SYS MAINT RPR	CREECH,DANIE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	118	HELICOPTER OPER & MAINT	CREECH,DANIE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	118	HELICOPTER SYSTEMS	CREECH,DANIE	DAILY	22-Sep-14	0700A	0100P	11-Dec-14

SHC	119	BLUEPRINTS, DRAW, MEASU	MENSONIDES, c	DAILY	22-Sep-14	0400P	0815P	11-Dec-14
SHC	119	CAREER DISCOVERY ESL	MENDEZ,DIANE	TTh	23-Sep-14	0100P	0300P	11-Dec-14
SHC	119	GENERAL PSYCHOLOGY	LINGENFELTE	FMW	22-Sep-14	0115P	0345P	10-Dec-14
SHC	120	ENGINE FUEL METERING SY	VICK,PHILLIP	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	120	ENGINE FUEL SYST & FR PR	VICK,PHILLIP	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	120	PWRPNT MAINTENANCE & O	VICK,PHILLIP	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
SHC	120	PWRPNT RECIPROCAT ENG	VICK,PHILLIP	DAILY	22-Sep-14	0700A	0100P	11-Dec-14
TBD		FORCASTING & SYSTEM DS	MOYLER, MEL	M	22-Sep-14	0500P	0700P	8-Dec-14
TBD		MATH TECH FOR OPER	MGM OYLER, MEL	M	22-Sep-14	0700P	0900P	8-Dec-14
TBD		PROFESSIONAL ETHICS	SORENSEN, T	AW	24-Sep-14	0500P	0700P	10-Dec-14

BLDG	ROOM	TITLE	INSTR NAME	TITLE	STRT DATE	STIME	ETIME	END DATE
15	111	INTERMEDIATE ALGEBRA	PARNELL,SAM	Sa	27-Sep-14	0900A	0230P	6-Dec-14
15	111	INTRO TO ALGEBRA	PARNELL,SAM	Sa	27-Sep-14	0900A	0230P	6-Dec-14
15	111	PRE-ALGEBRA	PARNELL,SAM	Sa	27-Sep-14	0900A	0230P	6-Dec-14
16	202	BASIC FIRE ALARM SYSTEMS	GORDON,JAME	Sa	25-Oct-14	0800A	0400P	25-Oct-14
16	202	BSC SERIES AND PARALLEL	GORDON,JAME	Sa	11-Oct-14	0800A	0400P	11-Oct-14
16	202	NATIONAL ELECTRICAL COD	GORDON,JAME	Sa	27-Sep-14	0800A	0400P	27-Sep-14
16	202	WASH RCW-WAC RVW FOR T	GORDON,JAME	Sa	8-Nov-14	0800A	0400P	8-Nov-14
19	124	FLAGGER TRAINING	FOY,MICHELLE	Sa	20-Sep-14	0800A	0400P	20-Sep-14
19	124	FLAGGER TRAINING	FOY,MICHELLE	Sa	11-Oct-14	0800A	0400P	11-Oct-14
19	124	FLAGGER TRAINING	FOY,MICHELLE	Sa	15-Nov-14	0800A	0400P	15-Nov-14
19	124	FLAGGER TRAINING	FOY,MICHELLE	Sa	13-Dec-14	0800A	0400P	13-Dec-14
31		CPR & FIRST AID FOR PROV	CHASE,FRANK	Sa	4-Oct-14	0800A	0500P	4-Oct-14
31		CPR & FIRST AID FOR PROV	CHASE,FRANK	Sa	1-Nov-14	0800A	0500P	1-Nov-14
31		CPR & FIRST AID FOR PROV	CHASE,FRANK	Sa	6-Dec-14	0800A	0500P	6-Dec-14
31		CPR & FIRST AID FOR PROV	CHASE,FRANK	Sa	6-Sep-14	0800A	0500P	6-Sep-14
32		FORKLIFT OPERATION/SAFE	QUIOCHO,JASC	Sa	18-Oct-14	0800A	0500P	25-Oct-14
32		FORKLIFT OPERATION/SAFE	QUIOCHO,JASC	Sa	15-Nov-14	0800A	0500P	22-Nov-14
32		FORKLIFT RECERTIFICATION	QUIOCHO,JASC	Sa	25-Oct-14	0800A	0500P	25-Oct-14
32		FORKLIFT RECERTIFICATION	QUIOCHO,JASC	Sa	22-Nov-14	0800A	0500P	22-Nov-14